



# Westminster Public Schools



## ADOPTED BUDGET

2024-2025



7002 Raleigh Steet  
Westminster, CO 80030



[www.wps.org](http://www.wps.org)

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Westminster Public Schools is pleased to present the Financial Plan and Budget for the Fiscal Year 2024-25. We would like to acknowledge the diligent work of the many individuals who contributed to it. Special recognition goes out to all staff who supplied information for this publication. Many hours were spent discussing and evaluating the most effective and efficient use of taxpayer dollars to educate our students. Westminster Public Schools appreciates the dedication of the Board of Education members for their countless hours of service to our students, employees, and community.

Thank you,

The Budget Department:

**Sandra Nees**

Chief Financial Officer

**Brisa Montgomery**

Finance Director

**Tatyana Glushko**

Districts Accounting Manager

**Ely Conde**

Jr. Accountant

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## SUPERINTENDENT'S BUDGET MESSAGE

### **Transmittal Letter of the Adopted Budget for Fiscal Year 2024-25**

May 21, 2024

Dear Board of Education and Westminster Public Schools Community,

I am pleased to submit to you the Adopted Budget for the fiscal year 2024-2025. 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 2024, 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 ensure the 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 the continuation and improvement of academic achievement. In keeping in line with our budget, Westminster Public Schools completes and follows the strategic plan Destination 2030 – The Strategic Plan in Westminster Public Schools that reflects the progress made during the past decade and provides a new path forward for student success. The current strategic plan has informed our resource allocations to date in pursuit of our goals with a particular focus on innovation, academic excellence, investments in our aging schools, investments in staff, technology, and operations.

The 2024-2025 budget uses a combination of local, state, federal, and reallocated resources to enable high-quality instruction for all students. The budget reflects the priorities aligns resources towards District initiatives on advancing student achievement, and targets investments connected to the District's strategic plan.

The 2024-2025 budget development also reflects engaged collaboration with school and District leaders, parent groups, and community leaders to the best extent possible over the past year.

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

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The 2024-25 budget aligns resources to support student achievement and prepare students for college, career readiness, and postsecondary success. I look forward to seeing the District achieve these goals in the future.

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

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

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

Kindest regards,

A handwritten signature in cursive script that reads "Jeni Gotto". The ink is dark and the signature is fluid.

Dr. Jeni Gotto  
Superintendent

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## ACKNOWLEDGEMENTS AND AWARDS

THE FINANCE DEPARTMENT OF WESTMINSTER PUBLIC SCHOOLS IS  
HONORED TO PRESENT THE FISCAL YEAR 2024-2025  
FINANCIAL PLAN AND BUDGET.

SPECIAL RECOGNITION GOES TO ALL OF THE **STAFF** WHO  
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 with the Meritorious Budget Award (MBA) for the fiscal year beginning July 1, 2023. 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 2024-25 Adopted Budget to the Government Finance Officers Association of the United States and Canada (GFOA) for consideration of the Distinguished Budget Presentation Award. Instead, the funds were donated to the Westminster Education Foundation for scholarship opportunities for District students.

## BOARD OF EDUCATION



***Board President***  
*Mrs. Christine Martinez*



***Board Vice President***  
*Mr. Aaron Martin*



***Board Secretary***  
*Mr. Dan Orecchio*



***Board Director***  
*Mrs. Audrey Yanos*



***Board Treasurer***  
*Mrs. Mary Beth Murphy*

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## EXECUTIVE ADMINISTRATION



***Superintendent***

*Dr. Jeni Gotto*

### **CENTRAL OFFICE EXECUTIVE TEAM**

***Dr. James Duffy, Chief Operating Officer***

***Dr. Brian Kosen, Chief Learning Officer***

***Mr. Kirchers Leday, Chief of Staff***

***Mrs. Sandra Nees, Chief Financial Officer***

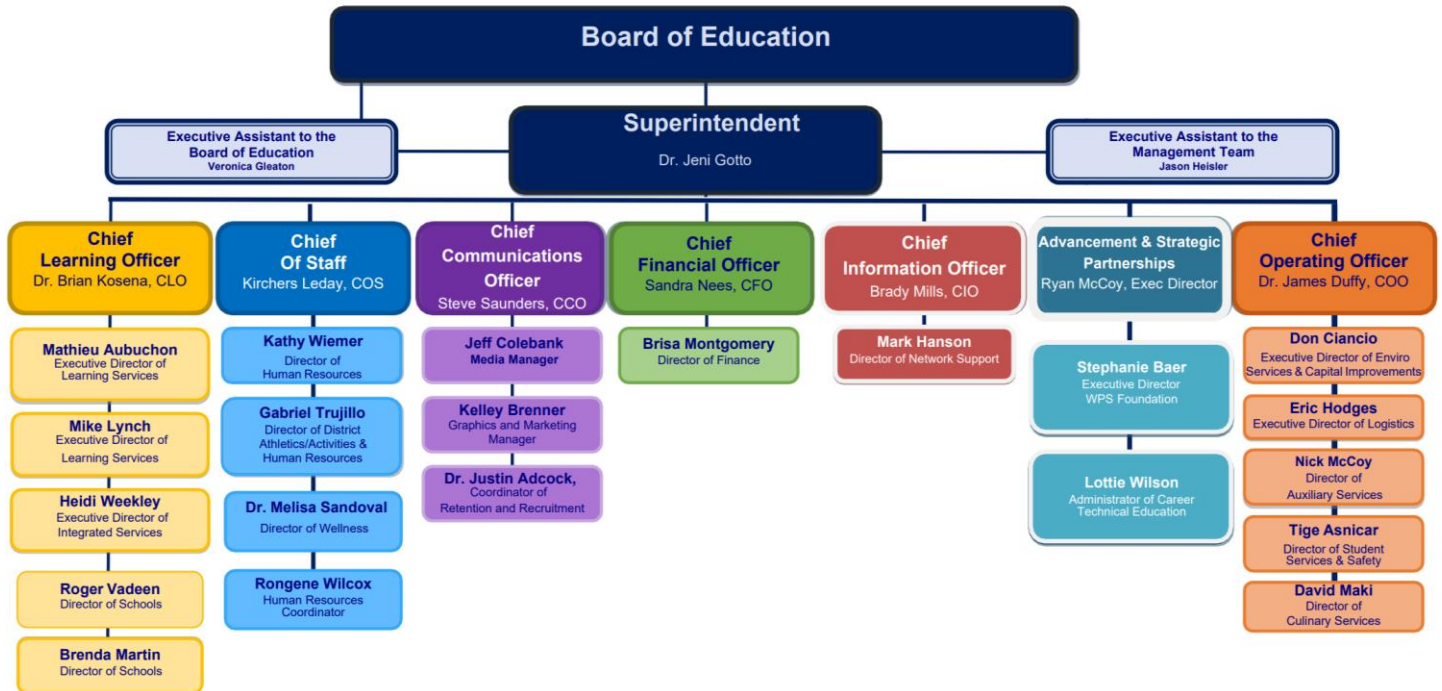
***Mr. Steve Saunders, Chief Communications Officer***

***Mr. Brady Mills, Chief Information Officer***

***Mr. Ryan McCoy, Executive Director – Advancement &  
Strategic Partnerships***

# DISTRICT ORGANIZATION

## Westminster Public Schools – 2024-2025 Organizational Chart





# BUDGET SUMMARY

## INTRODUCTION

This summary provides an overview of the Adopted Budget for the fiscal year 2024-25 for Westminster Public Schools. State law requires the Board of Education to adopt and appropriate a budget for all District funds each year. Information in this summary is based upon the 2024-25 Adopted Budget to be approved by the Board of Education in June of 2024. 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.wps.org](http://www.wps.org).

## 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

**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.

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

*- Roy Disney*

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## DESTINATION 2030

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

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

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

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

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

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

The expiration of Vision 2020 coincided with a series of global events that made the development of a new strategic plan more important than ever but particularly challenging. In 2021, to allow the District time to understand the implications of a global pandemic we implemented the Bridge Plan. In developing the plan, it was noted the events of 2020 were transformative and social change was inevitable. COVID-19 brought economies to a standstill, shuttered schools, and changed individual behaviors in ways that will be felt for years. This pandemic has been called the most significant global disruption since World War II. The crisis exacerbated some of the pre-existing educational disparities between rural and urban school Districts, between rich and poor communities, and amongst gender

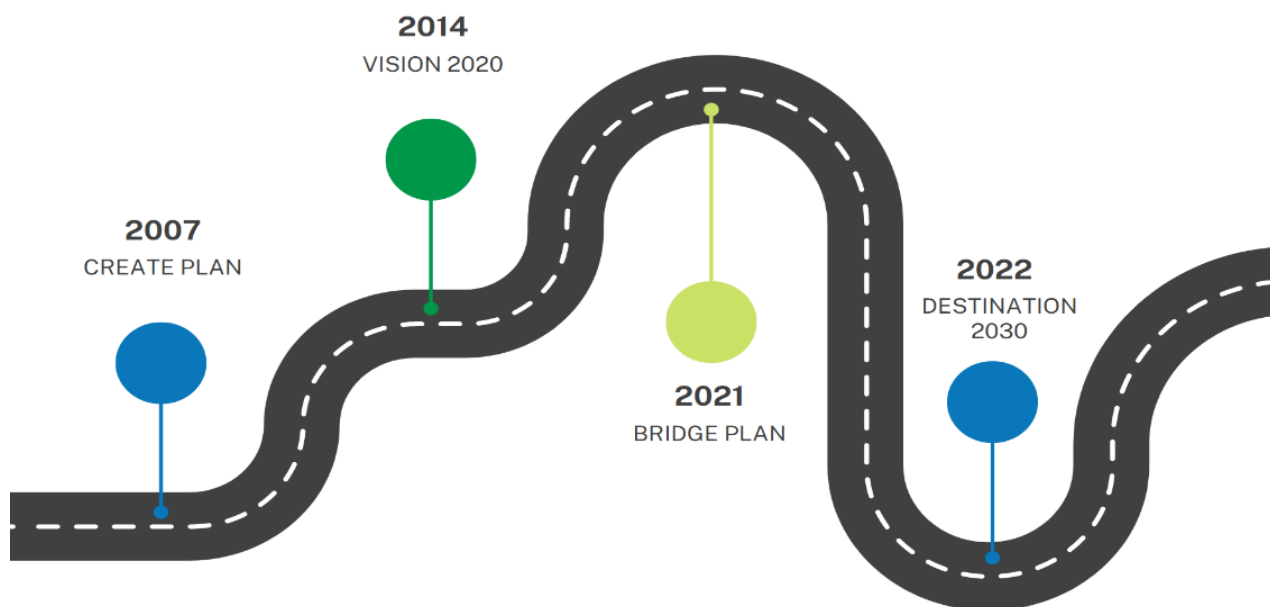
and ethnic groups. Learning losses threaten to extend beyond this generation and erase years of steady academic growth. There will also be substantial effects beyond education—economic, social, and mental health challenges will confront students for years to come.

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

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

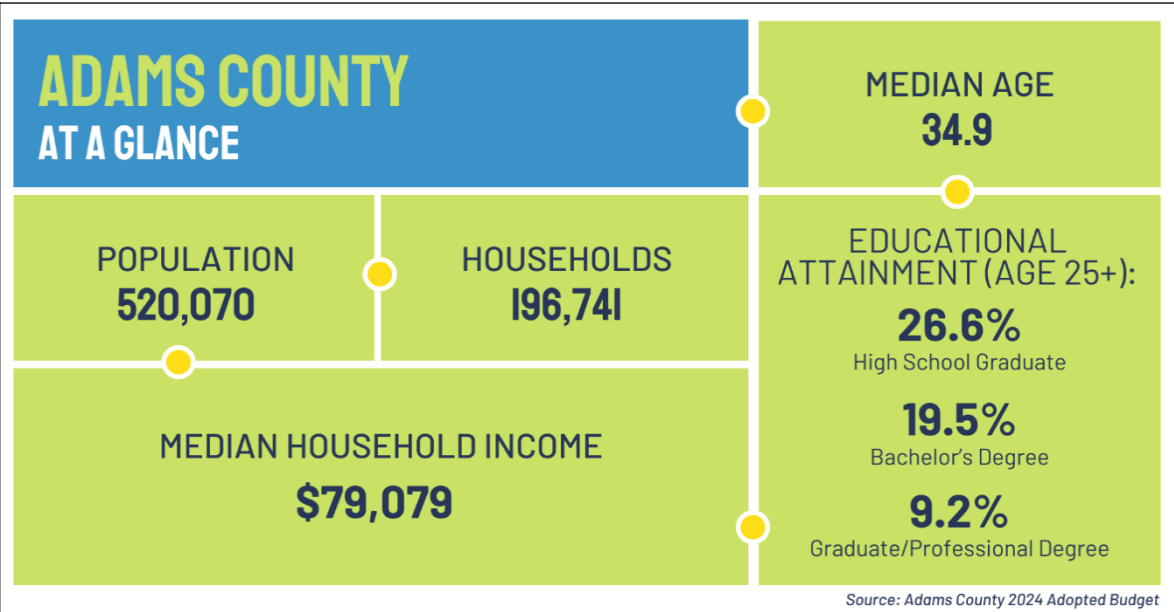
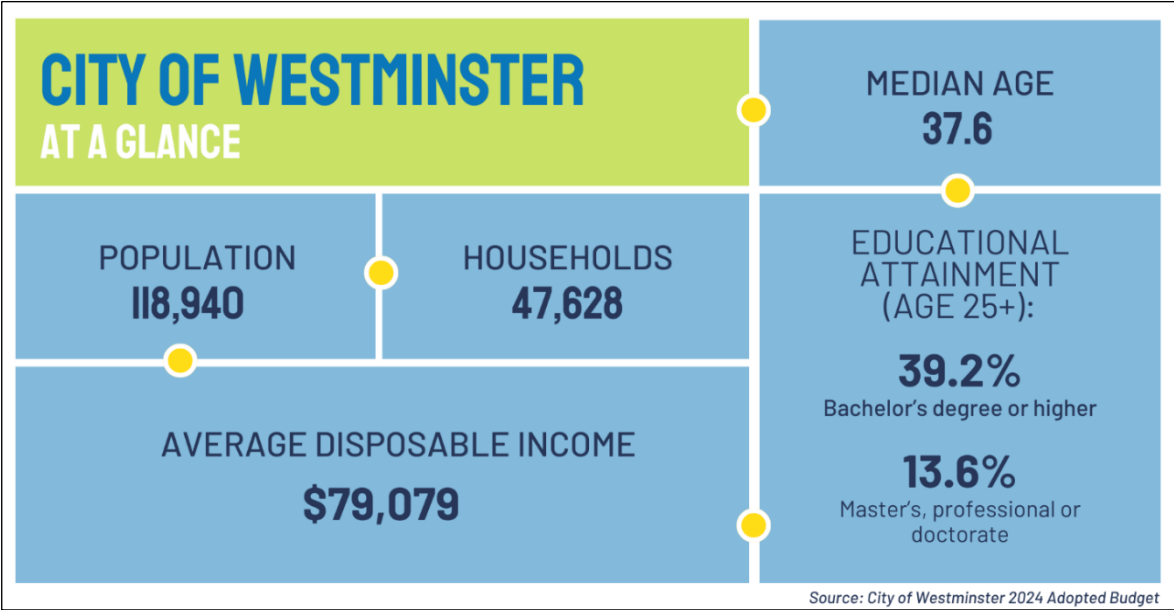
- **RESPOND:** reacting to disruptive change.
- **RECOVERY:** overcoming challenges, experimenting with new approaches, and regaining productivity.
- **RENEWAL:** applying learnings, innovating, and emerging stronger.

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



# 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.



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## BRIEF OVERVIEW OF SCHOOL FINANCE IN COLORADO

### SCHOOL FINANCE IN COLORADO

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

### SOURCES OF STATE FUNDS

The state tax burden for individuals and businesses includes corporate income taxes, individual income taxes, sales taxes, and use taxes. These tax collections are in addition to property taxes paid by homeowners and businesses. The state appropriated approximately 90 percent of its total operating budget on health care, kindergarten through 12<sup>th</sup> grade education, higher education, prisons, courts, and human services programs for FY 2023-24. The largest budget items for local governments include preschool through 12th-grade education, public safety (police, jails, and fire services), streets, waste management, and recreation.

Three sources of revenue provide money for the state aid appropriation of school finance. The primary source is the state's **General Fund**. In fiscal year 2023-24, 84 percent of the school finance appropriation was provided by the state's general fund. The state's general fund receives 93 percent of its funding from income (corporate and individual), sales, and use taxes. The state's general fund also receives revenue from excise taxes on cigarettes, tobacco, liquor, and marijuana, insurance premium taxes, investment income, and a variety of miscellaneous revenue sources, such as fines and penalties.

The second source of state aid is the **State Education Fund**. This fund receives revenue equal to a tax of one-third of 1 percent on federal taxable income. This fund provides approximately 10 percent of the school finance appropriation. The final source is the **State Public School Fund**, which consists primarily of federal mineral lease revenue and a portion of rent and royalties from state school lands. This fund provides approximately 6 percent of the school finance appropriation.

**Why is the source of state revenue important?** In total, the state provides approximately 55 percent of the total funding for school finance. Any risk or upside to the state's economy will have a direct impact on the availability of funds to fund the state share. Equally important is the impact of the TABOR limitation on state revenues as described below. Finally, the state generally balances its budget through the use of the budget stabilization factor decreasing the amount of funding available to school Districts.

### TABOR – TAXPAYER'S BILL OF RIGHTS – STATE GOVERNMENT

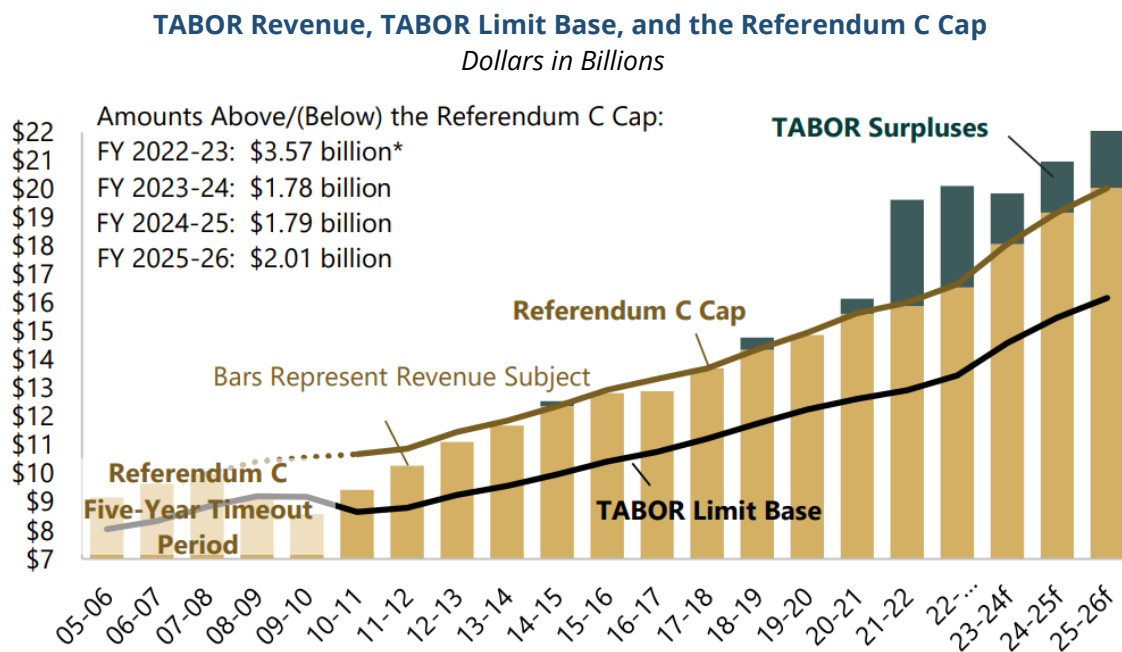
Approved by voters in 1992, the Taxpayer's Bill of Rights (TABOR) limits annual growth in state revenue. A constitutional formula calculates the state's limit by adjusting a base amount for inflation and population growth. The base amount is the lesser of the prior year's revenue or limit. Revenue collected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

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

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

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

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



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

\*The refund amount for FY 2022-23 differs from the surplus amounts because it includes \$114.4 million in under-refunds from prior TABOR surpluses.

Federal funds, voter-approved revenue, property sales, damage awards, gifts, and revenue collected by enterprises are exempt from the TABOR limit under the TABOR Amendment.

## COLORADO SCHOOL FINANCE ACT

Colorado's school finance act distributed nearly \$9.2 billion in state and local dollars to the state's 178 school districts for K-12 public education in FY 2023-24. Currently, this money is allocated under a law called the "Public School Finance Act of 1994." The school finance act contains a formula that calculates a per pupil funding amount for each school district based on the individual characteristics of the district, such as the cost to live in the district and the number of students enrolled.

### THE FUNDING FORMULA

A district's funding under the school finance act is the number of pupils in the district multiplied by the district's preliminary per pupil funding level, plus an amount of money provided to compensate a district for at-risk pupils, online students, English language learner students (ELL) and extended high school students.

#### Summary of School Finance Act Funding

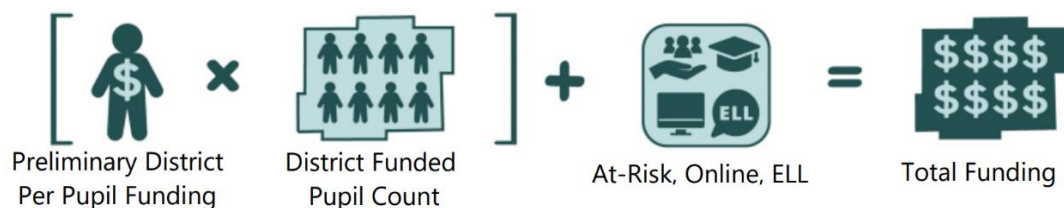
##### 1. Calculate Per Pupil Funding for Each District

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



##### 2. Calculate Total Funding Required for Each District

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



##### 3. Determine the Local Share of Funding

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





#### 4. Determine the Required Amount of State Aid

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



Source: Legislative Council Staff – School Finance in Colorado

### LOCAL SHARE

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



The district's property taxes for total program are calculated by multiplying the taxable property value of property located within the district (i.e., net assessed valuation) by the property tax rate (i.e., mill levy). The assessed value of property located within the district is determined each year, and it includes all taxable property in the district. Property is taxed depending on its classification. In addition

to residential, classifications include commercial, industrial, agricultural, natural resources, producing mines, oil and gas, vacant land, and state-assessed property.

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



### STATE EQUALIZATION

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





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## CATEGORICAL PROGRAM FUNDING

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

## SPECIAL EDUCATION

The state’s total appropriation for special education was \$340.9 million in FY 2023-24. The state provides special education funding for disabled students, as well as for gifted and talented students. The Exceptional Children’s Educational Act (ECEA) dictates how funding is distributed.

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

## GIFTED AND TALENTED

The state’s total appropriation for gifted and talented was \$14.7 million for FY 2023-24. This money is used to provide staff, activities, and educational materials and equipment to serve gifted students.

## PUBLIC SCHOOL TRANSPORTATION

School districts are reimbursed for some of the cost of transporting pupils between their home and school. The reimbursement formula is two-pronged; it takes into account mileage and costs. The formula provides 37.87 cents for each mile traveled, plus 33.87 percent of the difference between District transportation expenditures and the mileage allowance. Transportation expenditures that are reimbursable include items such as motor fuel and oil, vehicle maintenance costs, equipment, facilities, driver employment costs, and insurance. Districts are not eligible for reimbursement for the cost of purchasing buses or for field trips. The law sets a minimum funding level equal to the amount a district was entitled to receive in the prior year. However, the law also applies a cap of 90 percent of allowable district transportation expenditures. For FY 2023-24, the General Assembly appropriated just over \$68.4 million for the transportation program. Each district’s funding is prorated if the appropriation is less than the required amount.

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## VOCATIONAL EDUCATION

Unlike the School Finance Act and the other categorical programs, which are administered by the Colorado Department of Education, the vocational education program is administered by the State Board for Community Colleges and Occupational Education. Vocational education courses are designed to provide students with entry-level occupational skills and knowledge required by business and industry. Any school district conducting approved vocational education courses is entitled to funding from moneys appropriated by the General Assembly. Vocational education aid is disbursed to districts according to the full-time equivalent (FTE) cost of a program. The state provides funding for instructional personnel, contracted educational services, books and supplies, and equipment. Each district is required to pay its program costs per FTE at 70 percent of its per pupil revenue. For costs exceeding 70 percent, the state pays 80 percent of the first \$1,250 per FTE and 50 percent of any additional costs above the \$1,250 level. If the state appropriation is less than the amount required by the funding formula, district allocations are prorated. The FY 2023-24 appropriation for this program is \$30.5 million.

## ENGLISH LANGUAGE PROFICIENCY

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

ELPA funding is disbursed to districts for up to five years for each participating student. The state appropriation for this program in FY 2023-24 is \$31.3 million. Of this total, a portion is distributed to districts with students in classifications (a) and (b). The remainder is distributed to districts with students in category (c). Money is allocated to districts on a per-pupil basis: the respective portions of the appropriation are divided by the total number of students in categories (a) and (b) and the total number of students in category (c); each district receives the per pupil funding amount for qualifying students.

## READ ACT

The Colorado Reading to Ensure Academic Development Act (Colorado READ Act) was passed by the Colorado legislature in 2012, giving the state the guiding philosophy, structure and resources to get children reading at grade level by the time they enter the fourth grade. The READ Act focuses on literacy development for kindergarteners through third-graders. Students are tested for reading skills, and those who are not reading at grade level are given individual READ plans. The District anticipates to receive \$425,000 for the fiscal year 2024-25.

## ASSESSED VALUATION PROPERTY TAX MILL LEVY

The assessed valuation of property in Colorado is related to the 1982 Gallagher amendment. This amendment balances residential and commercial tax growth. The county assessed valuation must be maintained at a 45% residential and 55% all other property (mainly commercial) proportion. For

example, the appraisal value of the residential property may increase by 8%, but the assessment rate may decline by 10% to maintain the proportion of 45% residential and 55% other property.

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

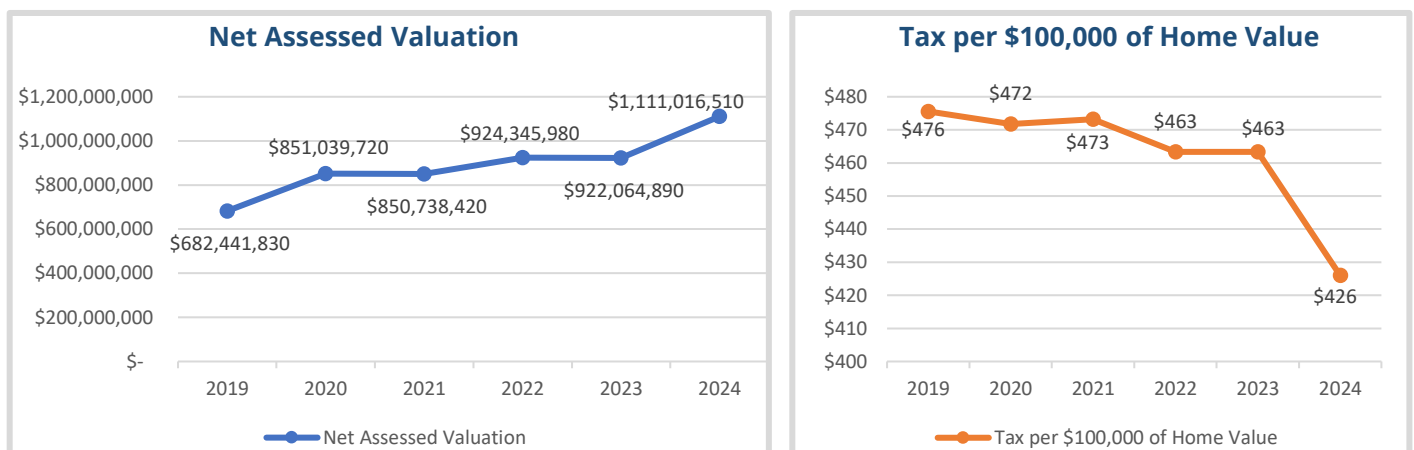
The residential Colorado Assessment rate was reduced in 2017 from 7.96% to 7.2% and to 7.15% in 2020 to adhere to the ratio requirements of the Gallagher Amendment. This will equate to approximately a 10% savings in the property tax, which will help to offset a portion of the tax increase that may result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

The General Fund mill levy is established in accordance with state statutes and constitutional limitations and may be adjusted to compensate for tax credits, abatements, and omissions under those legal restrictions. For purposes of developing the Fiscal Year 2024-25 budget, the school finance General Fund mill levy for property tax to be collected in 2025, exclusive of any level for tax abatements, is anticipated to be 27 mills before mill levy overrides. Westminster Public Schools passed a mill levy in November of 2018 that generates additional revenue outside of the general fund mill levy.

Under Colorado law, all property taxes become due and payable in the year following that in which they are levied. Property taxes attach an enforceable lien on property as of January 1 of the year following the levy. The property tax revenue estimate for Fiscal Year 2024-2025 is based on the anticipated tax collections from July 2023 through June 2024. This method of budgeting property tax revenues follows generally accepted accounting principles (GAAP). All other tax revenue budgets (specific ownership tax) are based on collections anticipated to be received during the fiscal year (July 1 through June 30).

Westminster Economic Profile for the city of Westminster Economic Development Office reports that the median sales price for a single-family detached home is \$560,000.

The following chart shows the amount of property tax an owner would owe per \$100,000 that would go to the District.



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## PRINCIPAL ISSUES FACING THE DISTRICT

The budget for 2024–25 will begin the fiscal year with a sound plan to balance expenditures with available resources and revenues while providing for required reserves. Across all funds, this budget includes appropriations of \$179 million.

The 2024-25 Adopted Budget allows the district to address pending statutory changes and some important budget priorities in a fiscally responsible manner within the resources projected to be available.

Although state revenues have rebounded from depressed levels, pressure continues on the legislature to limit the funding for K-12 education in Colorado. At the same time, some state programs and services are required to expand while others are expanded by legislative mandate.

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

In recent years, the Colorado legislature has implemented significant education reforms, including new state curriculum standards and assessments that rely on substantial school district investments in expanded technology, infrastructure, and equipment; and an annual principal and teacher evaluation system which requires ongoing investment in professional development and increased personnel to realize the intent of the legislation. Little or no targeted funding from the state has been added to specifically address these increased requirements and expectations.

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

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

## DISTRICT BUDGET PROCESS – ALL FUNDS

### DISTRICT BUDGET OVERVIEW

**1**

Expected revenues calculated from the School Finance Act of 1994 using projected student counts, per pupil funding rates, and other funding allocations.

**2**

The Chief of the Finance and budget team updates allocation amounts based on projected enrollment.

**3**

A template of the individual schools and departments is made and sent. Schools and departments then allocate their budget for the following school year.

**4**

Once complete, the schools and departments have a meeting with the Chief of Finance, Superintendent, and Board members to review the budget they submitted.

**5**

Final budgets are collected and reviewed by the Chief of Finance, then developed into a presentation for the Board of Education.

**6**

The proposed budget is then presented to the Board of Education and made open to the public for review and comments. It is adopted no later than June 30th.

**7**

If the Board of Education would like to amend the adopted budget, they can do so by January 31st.

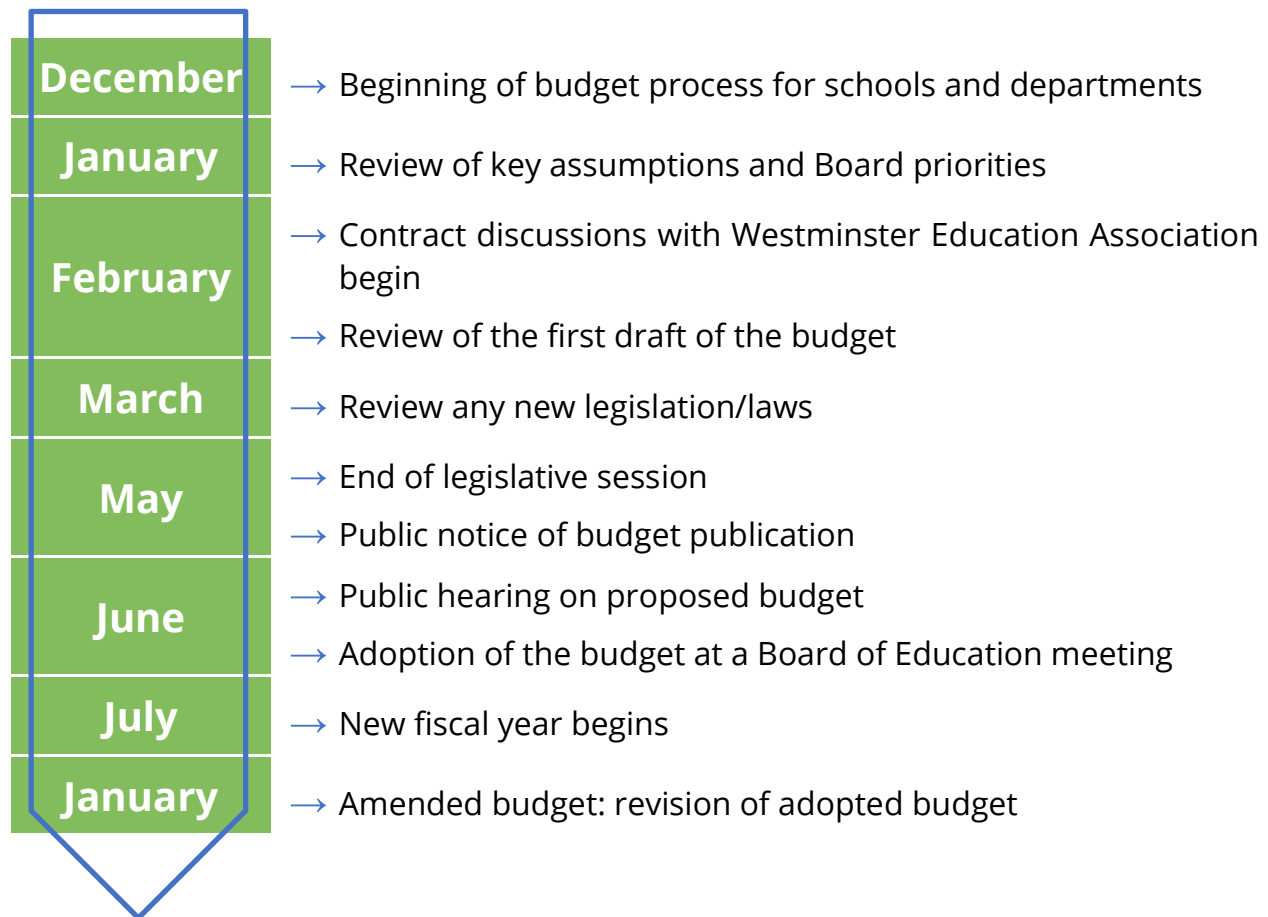
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## FINANCIAL BUDGETING AND ACCOUNTING BASIS

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 – ALL FUNDS

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.



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## 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

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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 Educations' goals in future years
  16. Reflect anticipated changes in employee compensation including inflationary adjustments, step increases, performance increases and benefits
  17. Comply with state and federal law
  18. Provide sufficient resources to address the District's facility needs

## INTRODUCTION TO THE FINANCIAL SECTION

This section describes the calculation of the District's expected revenues, expenditures, reserves, debt, and capital spending, including the budget statements for each fund and each and division within the general fund. We encourage readers to consider the information presented here in conjunction with the District's Annual Comprehensive Financial Report for the fiscal year ending June 30, 2024. The Financial Report includes the independent auditor's report, audited financial statements, notes to the financial statements, supplementary statements and statistical statements.

## DESCRIPTION OF ALL FUNDS

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

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



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## **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 the fiscal year 2024-25, a transfer to the fund is not expected, whereas typically there's a transfer of \$94 per student. Workers' compensation claims are estimated based on previous claims experience history. Workers' compensation claims are estimated based on previous claims experience history.

#### 19- Universal Preschool Program (UPK) Fund

The *Universal Preschool Program (UPK) Fund* accounts for the expenditures associated with students in preschool. Districts are no longer required to account for UPK resources in a separate fund, however since it is a large amount, the District will continue its use. The District is required to pass 100% of the per pupil revenue to this fund. The Universal Preschool Program (UPK) revenue is estimated to be \$4.1 million for the fiscal year 2024-25.

### **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 \$3.1 million at the end of the fiscal year 2024-25.

#### 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 \$12,404,581 in grants for the fiscal year 2024-25.

#### 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 \$665,000. The general fund does support and will transfer funds in the amount of \$1.5 million in the fiscal year 2024-25. Westminster Public Schools expanded the athletic program to include elementary and secondary students.

#### 26- Day Care Fund

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

### **Debt Services Fund**

#### 31- Bond Redemption Fund

The *Bond Redemption Fund* accounts for tax revenue as it relates to a bond the District passed in 2006. Colorado Revised Statutes require that the revenues from a tax levy for the purpose of satisfying bond

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obligations, both principal and interest, be recorded in the Bond Redemption Fund. The amount necessary to service the voter-approved long-term debt in the District is approximately \$8.3 million for the fiscal year 2024-25.

In 2006, \$98.6 million in General Obligation Bonds was passed by the voters. The 2006 debt was refinanced in February 2020 in order to take advantage of lower interest rates and with end result of savings to our taxpayers in the long-run. The District will settle the debt by 2026.

## **Capital Projects Funds**

### 43- Capital Reserve Fund

The *Capital Reserve Fund* receives a transfer from the District each year. In 2024-25 the fund will receive \$204 per student and \$1 million dollars from the mil levy override that passed in 2018. This will be a \$2.9 million transfer from the general fund for the Districts replacement cycles, for vehicles and technology.

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

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

## **Transfer of Money Between Funds**

The transfer of money from one fund to another is limited by statute. The board of education may transfer any unencumbered moneys from one fund to another, except the bond redemption fund. Proceeds from the sale of bonds remaining after the completion of the project for which such bonds were authorized may be transferred to the bond redemption fund or, in the even all bonds have been redeemed, to the general fund. Moneys remaining in the bond redemption fund after all obligations of bonded indebtedness have been satisfied shall be transferred to the general fund. The revenue collected in a special revenue fund is unencumbered for the sole purpose of the fund. Transfers to the special revenue funds, except the nutrition services fund, may be transferred back to the transferring fund.

## **Fund Balance Requirements**

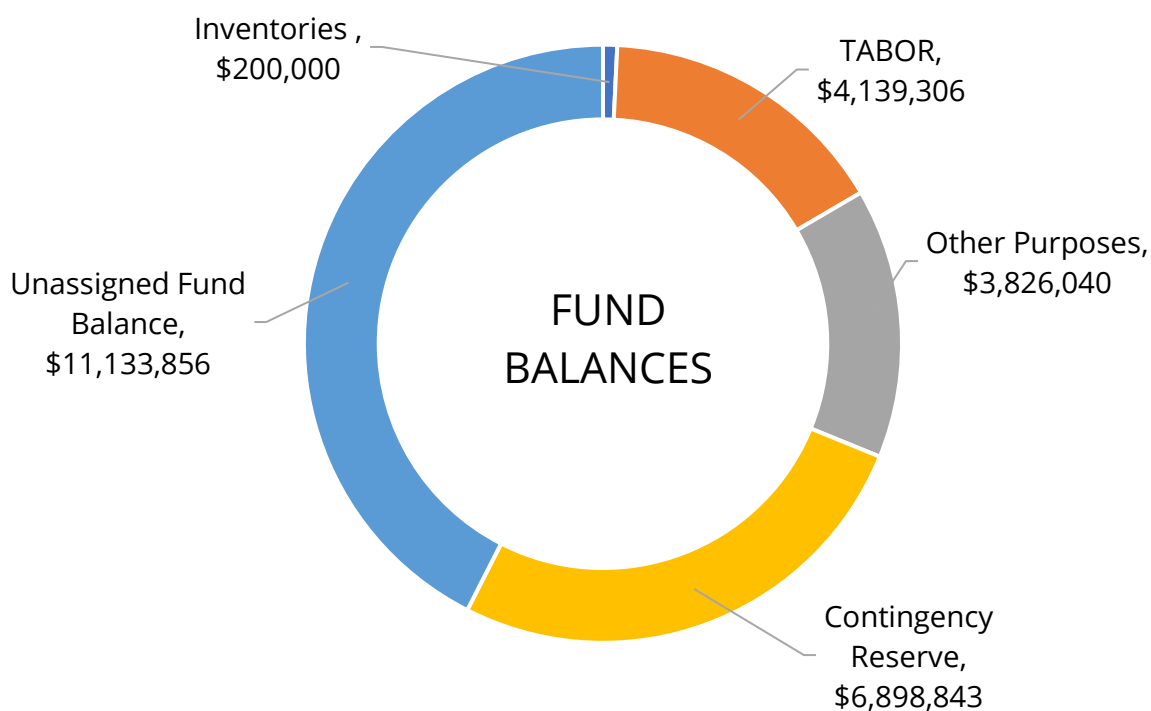
As designated in District policy, DA-Fiscal Management Goals/Priority Objectives, the superintendent is required to maintain a minimum General Fund or cash fund emergency reserve of 5.0 percent of current year General Fund revenues and a 3.0 percent restricted amount required by the TABOR. The policy does not specify the circumstances under which these funds can be used or the method of repayment if the funds are used. For the current fiscal year, the 8 percent reserve total for the District is \$11.6 million.

**Subsequent Year Expenditures.** Budgets for each subsequent fiscal year are approved by the board of education. Some governmental funds have budgeted expenditures in excess of budgeted revenues; it is the intent of the District to utilize the ending fund balances from the prior fiscal year to provide for the excess expenditures. Of significance is the General Fund and the Capital Reserve Fund. The General Fund is primarily funded by local property taxes and state aid. The General Fund is used to account for

all financial resources of the general government, except those required to be accounted for in another fund. The Capital Reserve Fund is a capital project fund for ongoing capital outlay needs of the District such as equipment purchases and debt repayments. This fund is included in restricted fund balances that are restricted specifically for capital projects, debt repayments and improvements of District facilities. Also, the Bond Redemption Fund has appropriated all of its fund balance for the purpose of scheduled payments of bond principal and interest.

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

The District developed the 2024-25 Proposed Budget in compliance with these fund balance requirements.



## SUMMARY OF REVENUES AND EXPENDITURES: ALL FUNDS

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

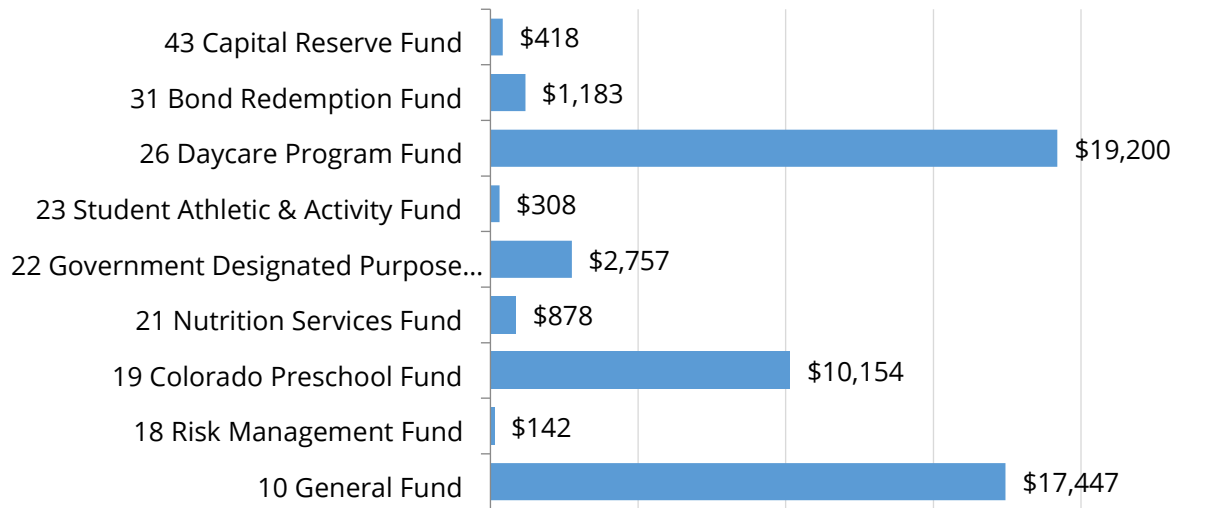
### Current and Previous FY Revenue Comparison for All Funds

	Amended	Adopted
Revenue Summary of All Funds	2024	2025
10 General Fund	\$ 118,318,909	\$ 122,720,095
18 Risk Management Fund	2,554,134	1,000,000
19 Colorado's Universal Pre-K (UPK) Fund	4,912,475	4,112,475
21 Nutrition Services Fund	5,912,500	6,172,500
22 Government Designated Purpose Grants Fund	16,047,100	12,404,581
23 Student Athletic & Activity Fund	2,060,145	2,165,000
26 Daycare Program Fund	1,800,000	2,400,000
31 Bond Redemption Fund	8,657,781	8,322,625
43 Capital Reserve Fund	6,777,332	2,939,252
<b>Total</b>	<b>\$167,040,376</b>	<b>\$ 162,236,528</b>

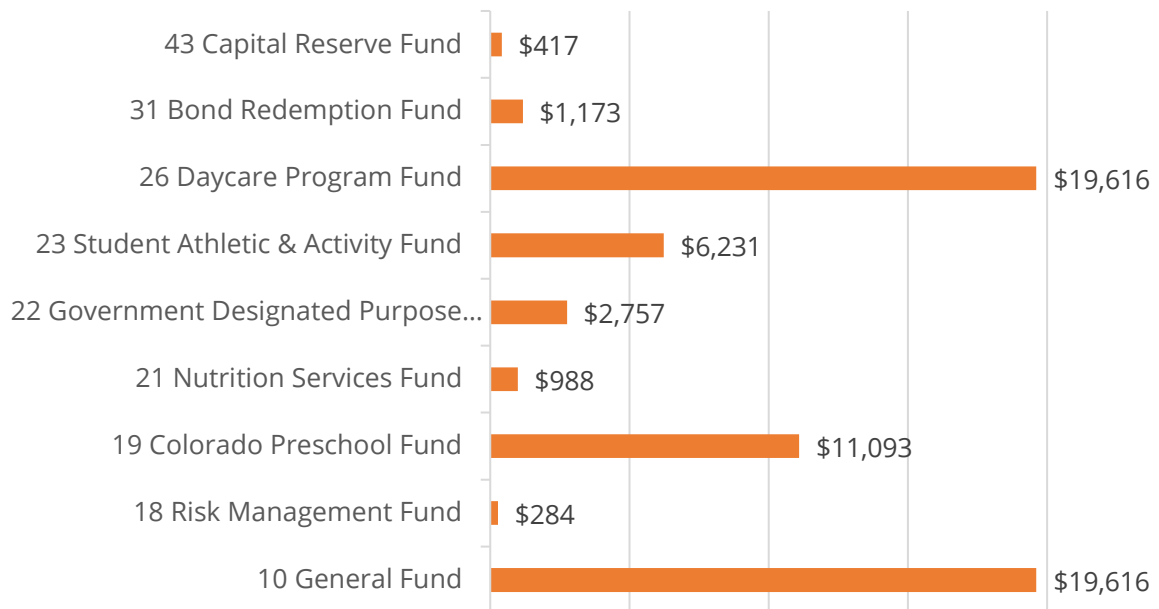
### Current and Previous FY Expenditure Comparison for All Fund

	Amended	Adopted
Expenditure Summary of All Funds	2024	2025
10 General Fund	\$ 126,785,955	\$ 137,976,859
18 Risk Management Fund	2,193,223	2,000,000
19 Colorado's Universal Pre-K (UPK) Fund	4,353,928	4,492,648
21 Nutrition Services Fund	6,214,882	6,950,000
22 Government Designated Purpose Grants Fund	16,047,100	12,404,581
23 Student Athletic & Activity Fund	1,932,926	2,180,829
26 Daycare Program Fund	2,629,840	2,452,000
31 Bond Redemption Fund	8,823,951	8,249,800
43 Capital Reserve Fund	29,254,305	2,934,752
<b>Total</b>	<b>\$ 198,236,110</b>	<b>\$ 179,641,469</b>

## ALL FUNDS – REVENUE SUMMARY PER STUDENT – 2024-25



## ALL FUNDS – EXPENDITURE SUMMARY PER STUDENT – 2024-25

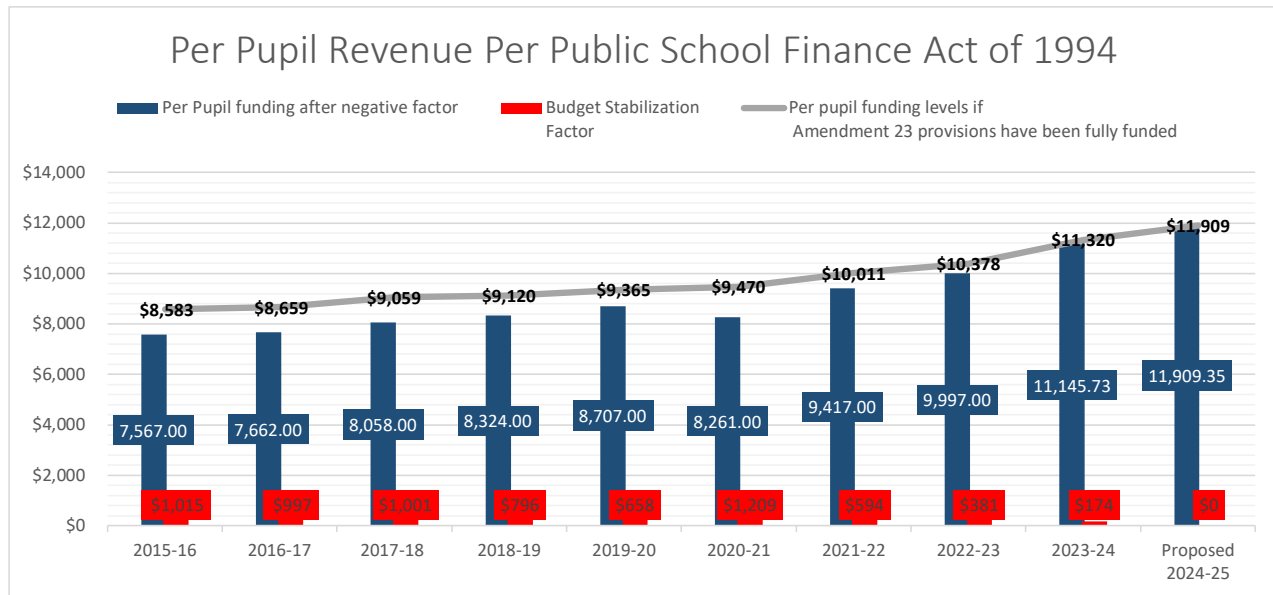


## GENERAL FUND – REVENUES AND EXPENDITURES

### Revenue Summary

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

The Adopted Budget is based on a per-pupil revenue of \$11,909.



## GENERAL FUND: FUNDING SOURCES SUMMARY

### LOCAL SOURCES

\$ 64,565,049

### STATE SOURCES

\$ 58,125,046

### FEDERAL SOURCES

\$ 30,000

#### LOCAL SOURCES

Property Taxes	\$ 29,997,000
Prop Tax Mill Levy Over	27,149,000
Specific Ownership Taxes	1,900,000
So Tax Mill Levy Override	2,087,536
Delinq Tax/Penalty/Intere	53,520
Abatements	(125,000)
Interest Earnings	2,000,000
Other Revenue/Local Sources	65,000
Transcripts	12,500
Building Rental	95,000
Sale Of Assets	65,872
Instructional Materials Fees	226,634
Overhead Cost Revenue	1,025
Indirect Cost Revenue	1,000,000
Other Revenue	36,962

#### STATE SOURCES

Special Education ECEA	\$ 3,524,000
ELPA Support Program	552,210
Transportation	305,000
Career and Technical	201,000
READ ACT	425,000
Career Success Program	144,436
State Equalization	53,372,400
Gifted and Talented	101,000
Categorical Adjustment	(200,000)
State Equalization Adjustment	(300,000)

#### FEDERAL SOURCES

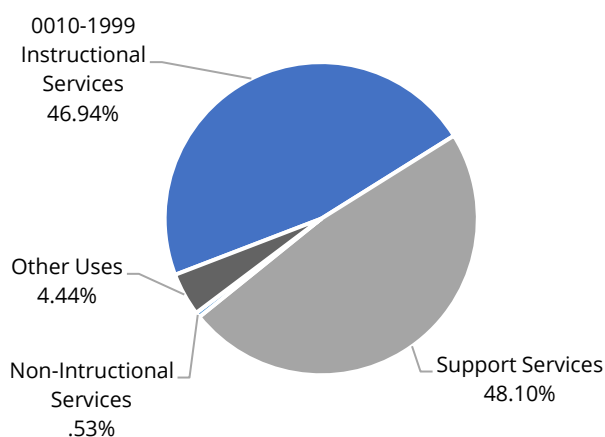
Federal Revenue	\$ 30,000
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## Expenditure Summary

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

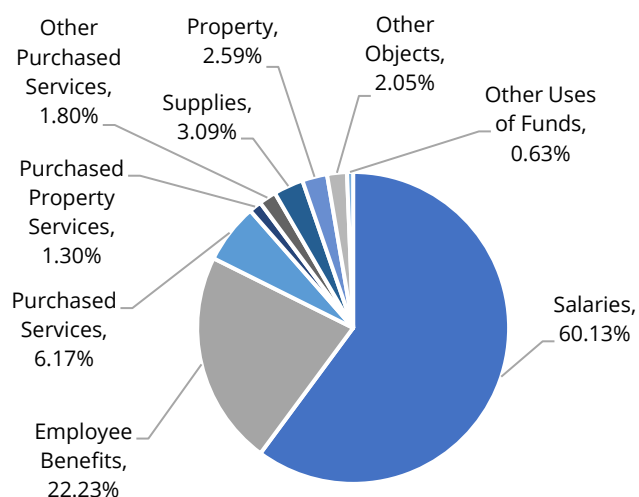
### Expenditures by *PROGRAM*

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



### Expenditures by *OBJECT*

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



### Major Changes in Budgeted Expenditures in both Program and Object

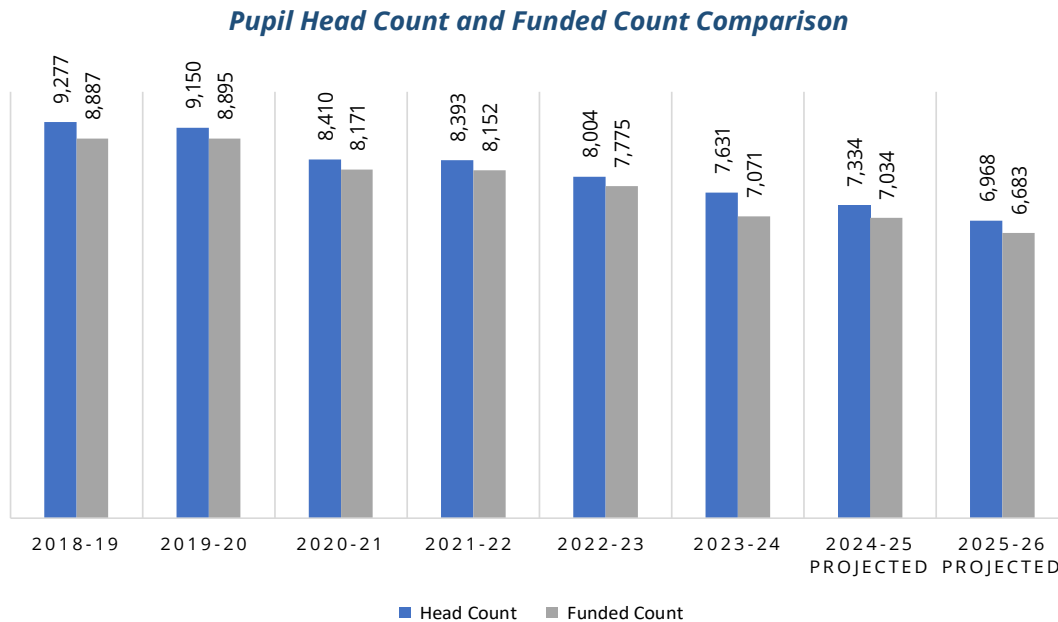
- Preserve current programs
- Increase utility budgets to reflect rate increases
- Continue to expand preschool options
- Continue with capital project upgrades
- Increase salary & benefit packages
- Continue with a reduction in class size by 2
- Continue to offer 1:1 technology for home & school
- Continue the work on the Destination 2030 Strategic Plan
- Continue to expand mental health areas for students and staff
- Continue to offer daycare programs
- Continue boys & girls clubs
- Safety & security
- Continue to expand athletics & activities to elementary and secondary schools
- Continue on the reimagined Ranum Innovation Center

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 choices and attracts other students to the District. We are expanding these offerings through bussing as well. We really are working to be a District without boundaries. The Board of Education and District Administration have been working

hard to find other effective ways to retain and attract students with minimal impact on the District's budget. The District's budget will utilize FTE, grants and other resources, so we can offer new programs while having a minimal impact on the general fund budget.

## STUDENT ENROLLMENT AND DEMOGRAPHICS DATA

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



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

### Westminster Public Schools STUDENT DEMOGRAPHIC DATA

#### POST-SECONDARY

#### READINESS DATA (2023-24)

##### *Four Year Graduation Rate*

District Wide	69.7%
Westminster High School	85.7%
Hidden Lake High School	33.9%

#### STUDENT DEMOGRAPHICS (2023-24)

Male	51%
Female	49%
Hispanic	77%
White (not Hispanic)	14%
Asian Islander	3%
Black/Not Hispanic	2%
Two or More	2%
American Indian/ Alaskan Native; Native Hawaiian /Pacific Islander	2%



## PROGRAMS AND OTHER DEMOGRAPHIC INFORMATION (2023-24)

Total Count	7,631
Free Lunch Count	5,668
Reduced Lunch Count	783
Free and Reduced	84 %
Gifted and Talented Student Count	329
ELL (English Language Learners) Enrollment	2,243
Languages Spoken	26
Special Education	1,090
Homeless	317

## GENERAL FUND AUTHORIZED STAFFING AND COMPENSATION

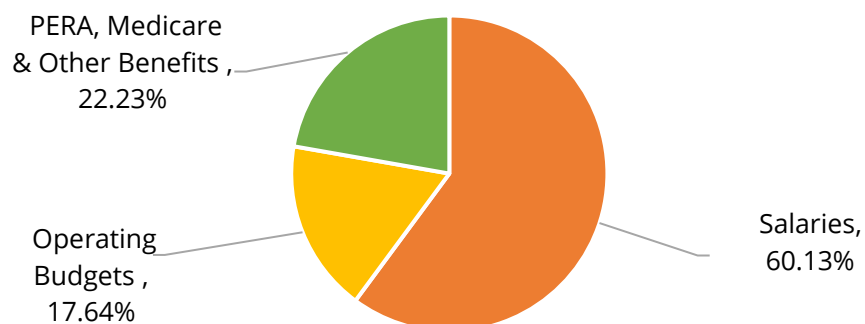
All staff positions approved by the Board of Education have been incorporated into this budget. Specific assignments, total staff numbers, and compensation are included in the Informational Section of the budget. Below is the General Fund FTE summary for staff.

2024-25	Licensed	ESP	Administrators	Total
Elementary	53.95	23.00	4.00	80.95
Middle	21.20	12.80	2.00	36.00
K-8	258.50	97.20	20.00	375.70
High	134.24	39.50	9.00	182.74
Departments	38.40	149.93	52.00	240.33
<b>Total</b>	<b>506.29</b>	<b>322.43</b>	<b>87.00</b>	<b>915.72</b>

## STAFF DEMOGRAPHICS

Average pupil/teacher ratio	17.1
Average teacher salaries (including benefits)	\$104,975
Teacher average years of experience	7.4 years
Support Staff average years of experience	10.9 years
Administration Staff average years of experience	13.5 years
Percentage of teachers with Master's Degrees+	73%

## Comparison of Salary, Benefits & Operating Budgets of Total Expenditures 2024-2025



## BUDGET FORECAST: GENERAL FUND

Revenues	Adopted 2025	Projected 2026	Projected 2027	Projected 2028
Local	\$ 64,565,049	\$ 66,502,000	\$ 67,747,060	\$ 68,279,472
State Sources	58,125,046	59,868,797	60,967,651	64,419,016
Federal Revenue	30,000	30,900	\$ 31,827	\$ 32,782
<b>Total Revenues</b>	<b>\$ 122,720,095</b>	<b>\$ 126,401,698</b>	<b>\$ 128,746,538</b>	<b>\$ 132,731,270</b>
Expenditures				
Salaries	\$ 79,062,891	\$ 78,063,171	\$ 80,405,066	\$ 82,817,218
Employee Benefits	29,235,602	28,349,150	29,199,625	30,075,613
Purchased Services	8,114,890	6,769,593	6,972,680	7,181,861
Purchased Property Services	1,705,990	1,421,859	1,464,515	1,508,451
Other Purchased Services	2,362,590	1,834,102	1,889,126	1,945,799
Supplies	4,069,144	4,624,559	4,763,296	4,906,195
Property	403,054	526,274	542,063	558,324
Other Objects	5,700,062	2,781,064	2,864,496	2,950,431
Other Uses of Funds	834,000	859,020	884,791	911,334
<b>Total Expenditures</b>	<b>\$ 131,488,223</b>	<b>\$ 125,228,793</b>	<b>\$ 128,985,656</b>	<b>\$ 132,855,226</b>

## BUDGET FORECAST: OTHER FUNDS

Revenue Summary of All Funds	Adopted 2025	Projected 2026	Projected 2027	Projected 2028
10 General Fund	\$122,720,095	\$126,401,698	\$128,746,538	\$132,731,270
18 Risk Management Fund	1,000,000	953,563	2,753,094	2,762,159
19 Colorado's Universal Pre-K (UPK) Fund	4,112,475	4,235,849	4,362,925	4,493,812
21 Nutrition Services Fund	6,172,500	5,895,787	5,688,172	5,812,755
22 Government Designated Purpose Grants Fund	12,404,581	11,680,287	11,385,326	11,726,887
23 Student Athletic & Activity Fund	2,165,000	2,164,697	2,183,759	2,203,375
26 Daycare Program Fund	2,400,000	2,260,000	2,321,800	2,385,454
31 Bond Redemption Fund	8,322,625	7,947,853	8,186,289	8,431,877
43 Capital Reserve Fund	2,939,252	1,551,363	1,597,904	1,645,841
<b>Total</b>	<b>\$ 162,236,528</b>	<b>\$ 163,091,096</b>	<b>\$ 167,225,805</b>	<b>\$ 172,193,430</b>
Expenditure Summary of All Funds				
10 General Fund	\$ 137,976,859	\$ 132,029,655	\$ 133,278,786	\$ 136,196,150
18 Risk Management Fund	2,000,000	1,897,695	1,926,192	1,964,716
19 Colorado's Universal Pre-K (UPK) Fund	4,492,648	3,839,013	3,668,848	3,819,564
21 Nutrition Services Fund	6,950,000	6,401,328	6,593,368	6,791,169
22 Government Designated Purpose Grants Fund	12,404,581	11,680,287	11,385,327	11,726,886
23 Student Athletic & Activity Fund	2,180,829	2,124,311	2,125,056	2,177,624
26 Daycare Program Fund	2,452,000	2,275,560	2,298,827	2,371,267
31 Bond Redemption Fund	8,249,800	8,496,144	8,751,008	9,013,516
43 Capital Reserve Fund	2,934,752	1,551,363	1,597,904	1,645,841
<b>Total</b>	<b>\$ 179,641,469</b>	<b>\$ 170,295,357</b>	<b>\$ 171,625,316</b>	<b>\$ 175,706,732</b>

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## LEGISLATION

Commencing July 1, 2010, House Bill 10-1036, known as the “Public School Financial Transparency Act,” requires school districts to post financial information online to allow free public access. Districts are required to post their annual budget, annual audited financial statements, quarterly financial statements, and salary schedules on their website. The General Assembly found that, in addition to providing the public with 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 online 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 expenditure estimates were prepared based on program needs, enrollment projections, mandated requirements, employee contracts, contracted services, and anticipated changes in economic conditions using methods described in the 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 Annual Comprehensive Financial Report for 2022-2023, which is available in the Financial Services Office, the Colorado Department of Education, or the State Auditor’s Office, and online at our website, [www.wps.org](http://www.wps.org).

In compliance with C.R.S. 22-44-105, the 2024-2025 Adopted Budget has been prepared in accordance with the revenue, expenditures, tax limitation, and reserve requirements of Article X, Section 20 (TABOR) of the Colorado State Constitution.



## WPS DISTRICT IMPORTANT EVENTS

### FIRST LOOK AT THE RANUM REIMAGINED CAMPUS

The curiosity has been building for some time and last week some special guests were treated to an exclusive sneak peek of the Ranum Reimagined Campus, a state-of-the-art STEM/Career Technical Education (CTE) facility set to open its doors in August 2024.

Phase one of the campus will offer STEM/CTE pathways in Aerospace Engineering, Biotechnology, and Cyber Technology. When fully constructed, the campus will offer a diverse range of classes with the eventual goal of hosting evening programming for adult learners.

The tour was led by the WPS Ranum Reimagined Team and the builder Adolfson & Peterson and showcased the modern infrastructure and cutting-edge technology that will support a diverse range of programs. Ground was broken on the campus in January of 2023.

Representatives from two advisory groups, Community Spirit (formerly known as Centura Health) and the Randy Roybal Foundation, attended the tour. Other partners include Front Range Community College, Hillen Corp., Brannan Sand & Gravel, Rocky Mountain Partnerships, City of Westminster, and Manufacturer's Edge. This was the third of many partnership tours planned for the up-and-coming facility.

Ryan McCoy, Executive Director of Post-Secondary and Workforce Readiness, told the visitors that it is important to break down the barriers between traditional K-12 education, higher education, and industry. "This is a catalyst for transformative education," he said. "By integrating these partnerships, we not only empower students with usable skill sets but also create a community focused on knowledge, innovation and prosperity."

Lottie Willson, CTE Administrator has been helping design the program from the first day. "It definitely is coming along and It is incredible seeing the space that will eventually house state-of-the-art equipment," she said "It's exciting to know that someday, we will see our students produce prosthetic medical devices that are designed by our engineers and supported for real patients in need."



*The campus will further the district's mission of providing graduates with skills and knowledge for post-graduation success.*



*The campus will continue to serve as the home for the Westy Futures and Westy Juniors Athletic Program, providing students with full access to high quality indoor and outdoor athletic facilities.*



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## VALLEZ CENTER SUPPORTS NEWCOMERS

For the second time in as many months, Westminster Public Schools and the Daniel C. Vallez Community Center opened its doors to offer support for newly arrived families in the WPS area.

The region has seen an increase in families coming from south of the border, a significant number from Venezuela. This bi-monthly event meets basic needs for families, including food, clothing, mental health support and access to educational opportunities. The district reached out to families beforehand and offered bus service from the school closest to where they are living.

In addition to lunch and free day care, vendors were on hand to provide services and talk about how their organizations can extend help to our families. These included Metropolitan State University, Growing Home, Boys and Girls Club, Catholic Charities, Kids First, ENT Financial Services, Colorado Parent Coalition, Mile High United Way, CASA, and Adams County Fire Rescue.



## WPS GRADUATION RATES INCREASE



Newly released data from the Colorado Department of Education shows graduation rates continued to climb in the district, with rates again increasing at a higher percentage than the state average.

The district wide rate increased 2.4 % compared to .8% statewide. The district rate, which includes both Westminster High School and Hidden Lake Secondary School, is 69.7 percent while the rate for Westminster High School is 85.7%. It's the third consecutive year of increases for Westy and exceeds the statewide average of 83.1% Significantly, the district's five, six- and seven-year graduation rates continue to climb as well.

"Our priority is making sure that students are prepared for the day after graduation whether it takes three years for some, or perhaps longer for others," said Principal Kiffany Kiewiet. "We are succeeding

because of the hard work of both students and staff."

Statewide, a total of 56,812 students graduated in four years in 2023.

"Successfully graduating from high school is a significant milestone that opens doors to numerous opportunities for students after high school," said Susana Córdova, Colorado's education commissioner. "Given the challenges that our students and educators have faced over the last four years, I am glad that in Colorado we continue to see an improved graduation rate and a decreasing dropout rate. It shows students know the value of staying in school and receiving a quality education."

The district wide drop out rate in WPS ticked upwards slightly from 3.2% to 3.5%

The dropout rate at Westminster High School was 1.9%

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## DR. JENI GOTTO PICKED AS SUPERINTENDENT, CONTRACT APPROVED



In a unanimous vote, the Westminster Public Schools Board of Education agreed to a four-year Superintendent contract for Deputy Superintendent Jeni Gotto to take effect when she becomes leader of the district on July 1, 2024. She will succeed current Superintendent Pam Swanson who announced in August that she would retire next year.

In September, Gotto was selected as the sole finalist for superintendent as the school board decided to hire an internal candidate who was well versed in competency-based education and committed to the shared vision, core values, and principles of Westminster Public Schools. The board concluded that a nationwide search was not a good use of taxpayer dollars.

"We have heard from the community, we heard from the teachers, we have heard from district leadership and I am absolutely certain that there is no one better to lead this team," said Board of Education President Ken Ciancio. "This was a very easy decision for this board."

Prior to the vote, former Board of Education President Dino Valente urged the board to appoint Gotto as superintendent saying the district has a "rich history" of elevating educators into leadership positions. Valente added that national searches often fail to achieve their goal and lead to division and chaos within a district.

"Our students and staff deserve better," Valente said. "They deserve continuity and stability. They deserve leadership that puts the best interests of their futures at the forefront of mission."

Dr. Gotto joined Westminster Public Schools in 2008, coming to the district specifically because of its personalized learning approach and commitment to a Competency Based System (CBS). She is an internationally recognized leader on competency-based learning.

Dr. Gotto received her Bachelor of Science Degree from Chadron State College and her Master of Arts and Doctor of Education from the University of Colorado. Her 2020 PhD was in "Leadership for Educational Equity."

"I am deeply honored by this opportunity to lead Westminster Public Schools and its mission to help all children succeed," said Gotto. "My leadership philosophy emphasizes open communication and transparency. I am dedicated to cultivating a culture of continuous improvement and innovation, where every stakeholder has a voice in shaping the education journey." Among those stakeholders is Gotto's son who attends a WPS school.

Under the terms of the contract, Gotto will serve as Deputy Superintendent until June 30, 2024, when she will then move into the superintendent position.

In the months before she begins work as superintendent Gotto will work closely with Dr. Swanson. "I am thrilled for Jeni and so happy for the staff and students of Westminster Public Schools," said Swanson. "Since the day she arrived in WPS she has worked tirelessly to innovate and improve the way we educate our children. Under her leadership, WPS will continue to be a district Where Education is Personal."

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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 Christine Martinez, Board President, Aaron Martin, Board Vice President, Audrey Yanos, Board Director, Dan Orecchio, Board Secretary, and Mary Beth Murphy, Board Treasurer. The Board of Education serves as the taxing authority, contracting body, policy maker, and ensures that all general laws of the State of Colorado are followed in expenditures of the District's tax dollars and approves the annual adoption and appropriation resolution of the budget. The Board of Education is empowered to employ the Superintendent, who is responsible to the Board of Education for the daily operations of the District.

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

### SERVICES AND PROGRAMS OFFERED



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

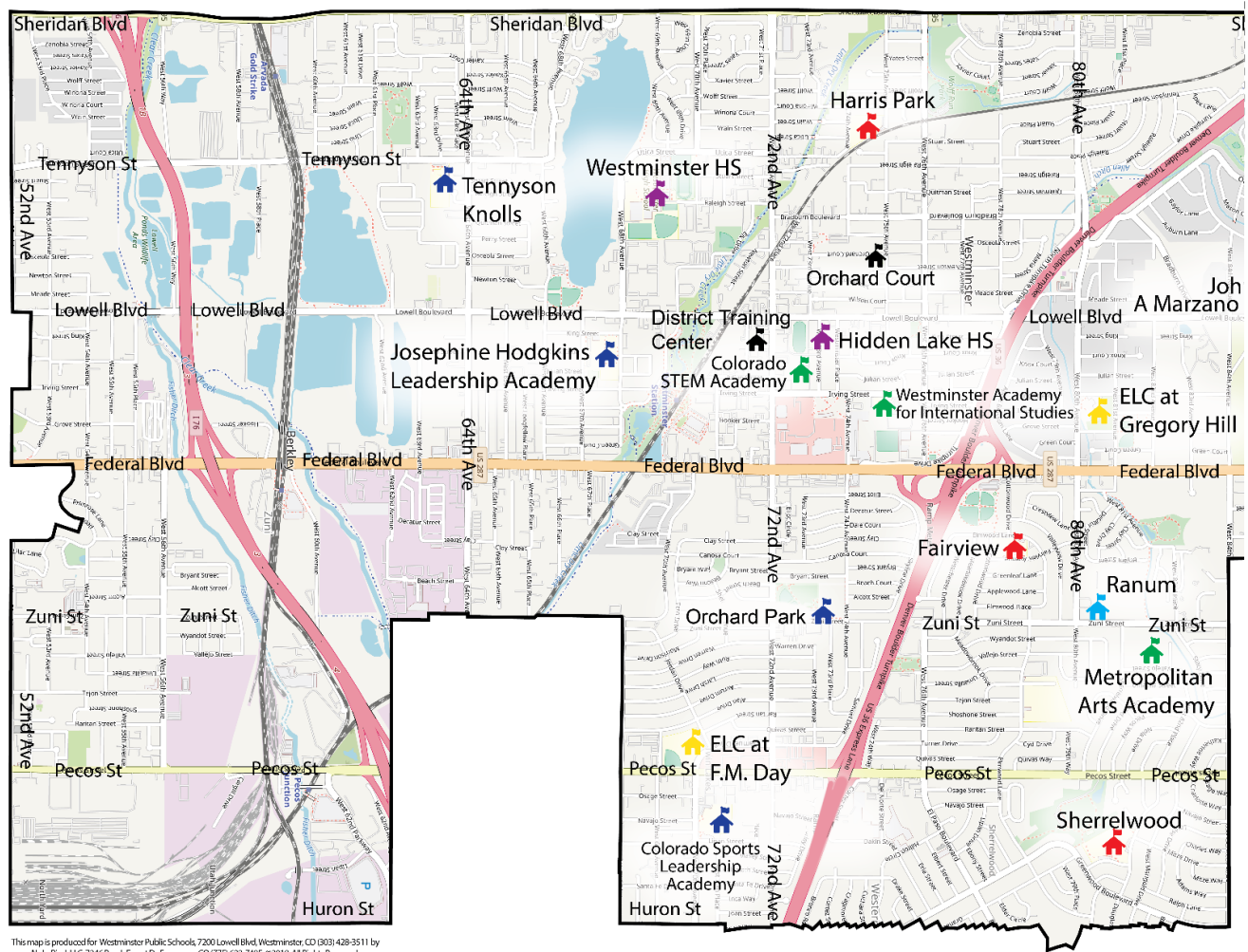
Westminster Public Schools is a Competency-Based district. Competency-Based Education defines exactly what students should know and be able to do from one level to the next in all subjects. This proven approach helps teachers, students and families know when students need extra help, and when they need 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.





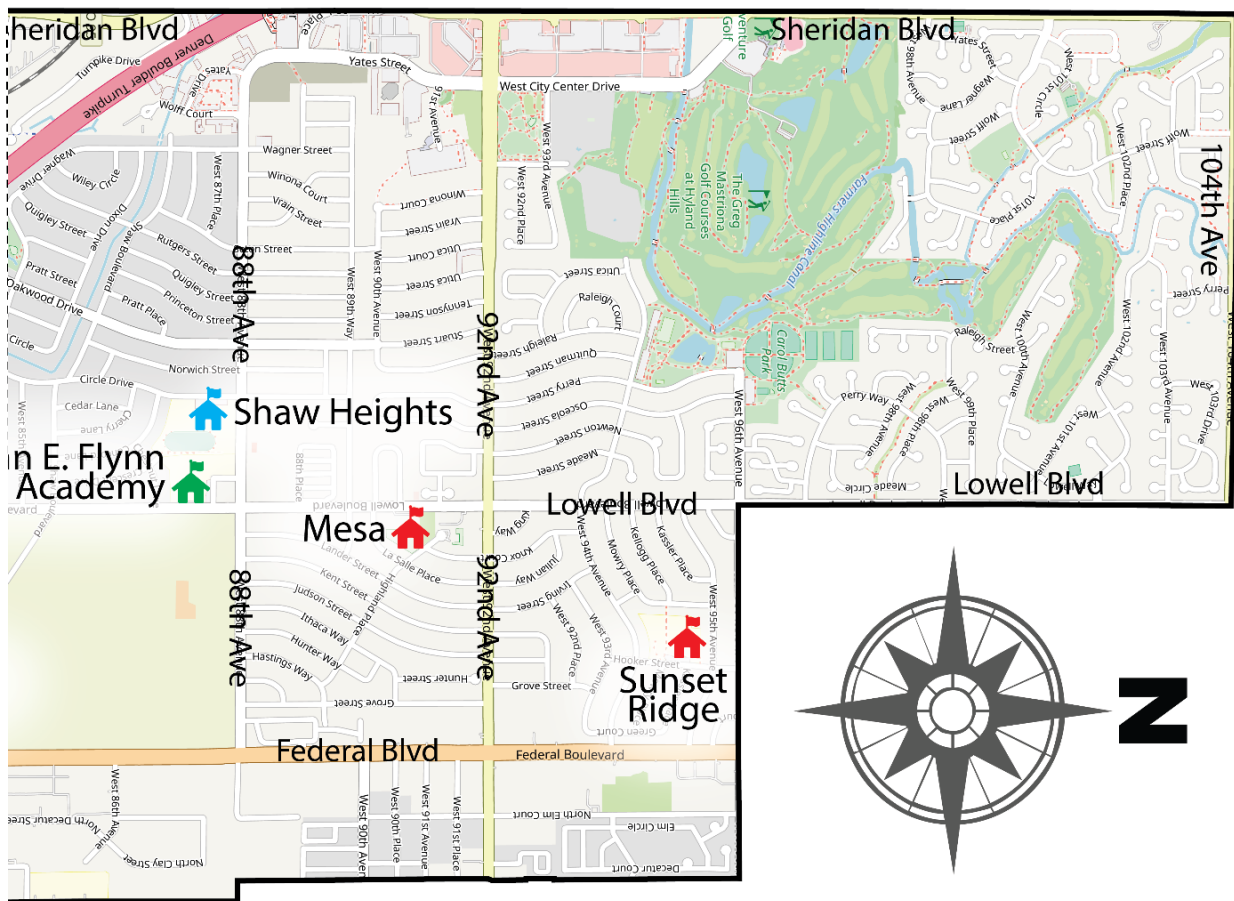
# DISTRICT BOUNDARY MAP










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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

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

**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.

# WPS STRATEGIC PLAN – DESTINATION 2030

## INTRODUCTION

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



*Chief Hosa, also known as  
Chief Little Raven*

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

### **Achieve**

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

### **Lead**

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

### **Persevere**

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

### **Honor**

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

### **Accept**

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

---

## THE MAKE UP OF THE PACK

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

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



*Wolff School, first school in the District*

By 1920, the Westminster area had grown to 728 residents and the demand for local educational opportunities extended beyond the elementary grades to encompass older students. In 1928, three area school districts Westminster District 9, Baker District 25 and Berkley Gardens District 98 formed Union High School District 3. This new district had the first and only high school in the Westminster area.

Union High School opened in 1929. Prior to that time, students who wished to continue their education travelled to North Denver and Arvada High Schools or were enrolled in the Belleview Preparatory School. The post-war boom brought enrollment in the three districts to 835 students and in 1946, a vote of the residents consolidated Districts 9, 25 and 98 forming Adams County School District 50. Within two years, Westminster High School, located at 73rd and Lowell was under construction and in 1954, Utah Junction School District 4 was added resulting in the district boundaries we have today. The following decade saw the school district grow to become the eighth largest in Colorado and by the



*Union High School*

1970s the district reached its highest enrollment serving approximately 17,000 students in twenty-four buildings. Since that high watermark, the district has experienced a steady decline in student enrollment as our community has aged and new neighborhoods have been built throughout the northern metro area. Today, Westminster Public Schools proudly serves 8,005 students committed to DeSpain's vision of changing lives through education.



## THE PACKHOWLS

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

Recognized as an international leader in Competency-based Education

Recreational and competitive athletic opportunities for all students K-8

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

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

Opened two Boys and Girls Clubs

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

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

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

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



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

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

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

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

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

## RUNNING WITH THE PACK: STRATEGIC PLANNING HISTORY



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

Progress demands attention, openly learning from our mistakes and successes is what propels us to the future.

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

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

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

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

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

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

Learning losses threaten to extend beyond this generation and erase years of steady academic growth. There will also be substantial effects beyond education—economic, social, and mental health challenges will confront students for years to come.

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

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

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

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



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## FRAMEWORK FOR THE FUTURE

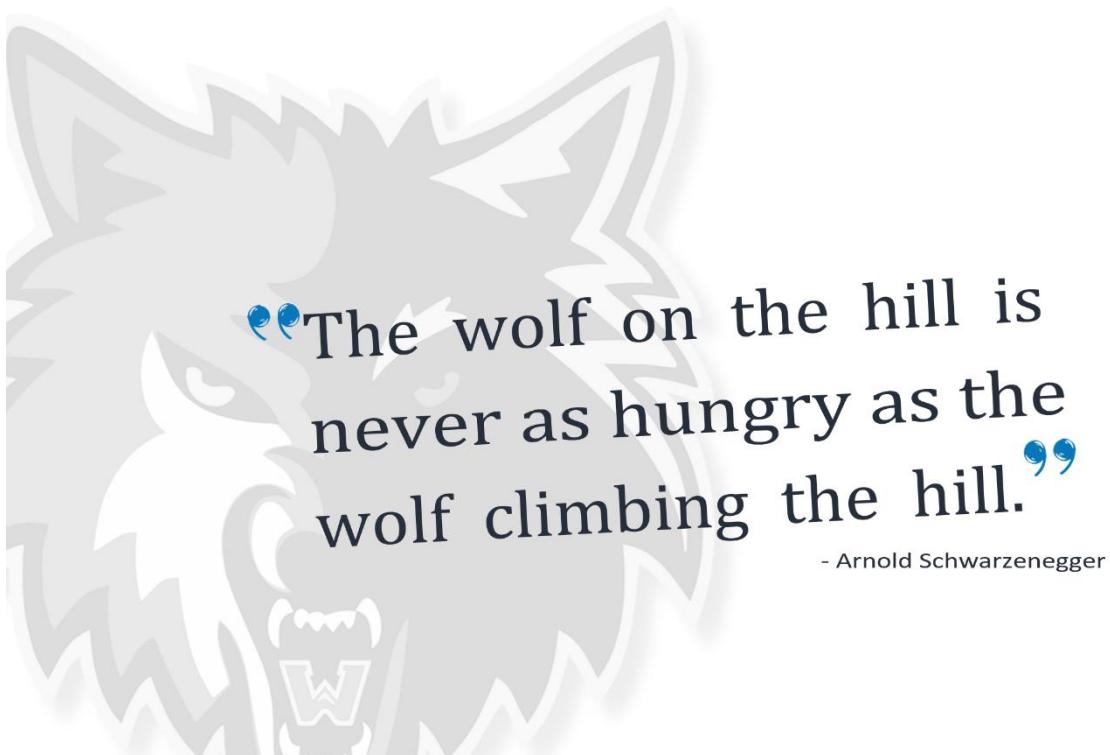
It has been 135 years since the first school opened in what is now Westminster Public Schools and building on this proud tradition of meeting the educational needs of the local community, this strategic plan ensures we will continue educating for the future. Our aim is to be the best school district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

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

We have numerous other activities, programs, efforts and initiatives spanning all departments and schools all aligned to prepare our students for the day after graduation.

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

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



---

## OUR GOALS

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

### GOAL 1

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

### A Solid Academic Foundation

#### **Short-Range Goals/Activities 2022-2024:**

- All schools will meet High Reliability Schools (HRS) Level 2 - Effective Teaching in Every Classroom status or higher while sustaining HRS Level 1 - Safe and Collaborative Climate and Culture status.
- Set and monitor school wide and individual student growth and achievement goals annually.
  - Each student will achieve 1.0 to 1.5 years growth each year in English Language Arts and Math.
    - Monitor student progress based on individualized End-Of-Year (EOY) goals through WPS Empower and Learning Management systems.
  - Continue to implement the Interventionist Framework to support the unique needs of all WPS learners.
  - Prioritize structures to develop student agency by involving students in planning, monitoring, and reflecting on their learning paths and experiences.
  - Increase the level of rigor and high expectations for learning through deep implementation of the Westminster Instructional Model (WIM).
- Group students based on expected end-of-year Grade Level Equivalent (GLE) rather than beginning of year levels.
  - All school schedules will be designed to reflect expected EOY GLEs.
- Move beyond the standardized test/point-in-time accountability and construct a Westminster Public Schools accountability system.
  - Refine a future-forward framework of competencies to support students for the day after graduation.
    - Cognitive Competencies: academic mastery, critical thinking, creativity.
    - Personal Relational Competencies: communication/ collaboration, leadership, global awareness, growth mindset, intrinsic motivation, cultural responsiveness, compassion, self-regulation, agency.
  - Identify established and cutting-edge measures aligned to the WPS accountability system.

- New Tests/New Goals: convene a consortia of like-minded districts and assessment experts to review competencies, ways of measurement, and develop new tools.
  - Agree upon a body of evidence: formal and informal measures that comprise the "accountability basket" to be used across all schools. Customize the "accountability basket" by grade/performance spans (i.e., K-2, 3-5, 6-8, 9-12).
    - Design a process to aggregate individual student data to school and district for accountability score/WPS school accountability framework.
- Expand our "student referral" program (new to district referrals) to include all stakeholders, not just employees.
- Expand our brand awareness campaign.
  - Partner with community influencers to get in front of their respective communities.
  - Expand our social media presence/penetration to connect one- on-one.
  - Host more experiences and engagements to allow people to interact with our schools/district. Host "launch" events.
  - Increase the number of positive media mentions we are receiving.
- Create ongoing "do good" campaigns to connect students/staff to community (food drives, community clean-up, read to seniors, etc.).
  - Create an editorial/communication calendar to ensure a comprehensive year-long communication strategy.
  - Highlight current students, staff, and alumni success stories.
  - Highlight the power of CBS and how High Reliability Schools amplifies our impact on student achievement.
- Maintain a modern protected network.
  - Increase capacity of Wide Area Network (the roadway between the District's buildings carrying the voice, data and multimedia traffic). Increase from 1G to 10G bandwidth for connections with the highest traffic volume.
  - Upgrade the Wi-Fi technology platform. Provide a next- generation wireless network utilizing access to the 6 GHz band (higher dedicated network speed and density).
- District will operate a well-defined and properly maintained cybersecurity program that supports the cyber needs of the District and ensures a documented and practiced contingency management plans.
- Improved management of data to gain insight into performance. Identify a data analytics platform and build out a real-time data dashboard(s).

***Mid-Range Goals/Activities 2024-2027:***

- 85% of schools will meet High Reliability School Level 5 status while sustaining all preceding levels.
- Refine WPS accountability system based on feedback from stakeholder groups.
- Maintain a modern protected network.
  - Cybersecurity to provide uninterrupted access to student data and instructional tools. Provide required security training for all employees. Achieve an "advanced" external

- 
- security rating based on guidelines and standards from the National Institute of Standards and Technology (NIST).
  - Develop and adopt a cyber-governance plan that consolidates organizational structures related to cyber-governance outlining shared ownership and accountability for cyber-governance throughout the organization.
  - Provide solutions for the District's CBE Learning Management System. Lead an improved end-user experience through cloud-hosted services, load-balancing, and overall higher performance.

***Long-Range Goals/Activities 2027-2030:***

- 100% of schools will sustain all levels of the High Reliability School Framework through a district-supported recertification process.
- Bring validity to the WPS accountability system by taking the following measures:
  - Ensure inter-rater reliability on informal measures of competency.
  - Ensure standard administration protocols for each measure of competency.
  - Identify consequences that could be applied to school for not meeting accountability performance thresholds.
- Maintain a modern protected network.
  - Evaluate speed to value: rebalance cloud adoption to leverage cloud's ability to serve as a data warehouse improving our systems resilience and agility.

**A Quality Teacher in Every Room/Leader in Every Building**

***Short-Range Goals/Activities 2022-2024:***

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

- Brainstorm unique ideas to get interesting and/or exciting stories to the public and prospective employees.
- Provide front-line staff with talking points and consistent messaging on "Why WPS". Front-line staff become communication ambassadors.
- Explore options to reduce the out-of-pocket expenses and/or expand benefits for employees on health, dental care, and other insurance (reduction in family plan costs, co-pays, deductibles, prescriptions and other similar costs).

#### ***Mid-Range Goals/Activities 2024-2027:***

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

#### ***Long-Range Goals/Activities 2027-2030:***

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

### **A Thriving Wage the Day After Graduation**

#### ***Short-Range Goals/Activities 2022-2024:***

- Post-Secondary and Workforce Readiness (PWR) expansion.

- Grow and sustain public and private partnerships to prepare for and advance students for tomorrow's workforce.
- Develop and expand PWR programming to meet local and regional industry needs.
- Establish a district-wide apprenticeship and internship program, which includes work-based and project-based learning strategies through collaboration with business and community partners.
- Work collectively with industry leaders and expand program-level advisory councils to understand industry needs and trends.
- Align PWR and CTE curriculum with industry standards and create a PK-12 continuum of knowledge and skills.
- Develop PK-8 pipelines to Westminster High School based on PWR/CTE pathways.
- Phase 1 of Ranum Reimagined.
  - Design and plan for approximately 50,000 square feet of renovation.
  - Identify program specific pathways to be included in Phase 1.
  - Create a formalized process for communication of new projects.
    - Project "hot sheets": one page that provides a quick overview of background information, goals, key players, and where to find more information to be used by anyone in the organization when engaging internal/external stakeholders.
    - Communication toolkits with sample social media posts, talking points, FAQs, how the community can be involved and timelines for projects.
    - Project webpage.
  - Secure funding and partnerships for Phase 1 FF&E.
    - A capital campaign (Bond/Mill) will culminate with a ballot question in November 2024. Funds will be for Ranum Reimagined and other district priorities.
    - Create a prospectus for private funding/sponsorship to serve as a capital raising document.
      - Terms of the offering: what do investors receive for their money?
      - Subscription agreements: length of time.
      - Use of proceeds: limited to funder directed program; unrestricted use by district.
      - Revise Board policy to reflect a more robust vision of corporate sponsorship.

***Mid-Range Goals/Activities 2024-2027:***

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

***Long-Range Goals/Activities 2027-2030:***

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

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## A Healthy Mind, Body, and Safe Environment

### ***Short-Range Goals/Activities 2022-2024:***

- Strengthen systemic mental health support through implementation of the WPS Integrated Mental Health and Counseling Model: collaboration and flexibility, reduced siloes, and trauma responsive practices.
- Conduct annual surveys of student, staff and parent perceptions of teaching, learning, safety and well-being.
- HVAC and Mechanical Upgrades for Shaw Heights Middle School.
- Full implementation of a visitor and emergency management system and standardized response protocols.
  - Conduct annual table top emergency response exercises.
  - Strengthen partnerships with law enforcement and other public safety entities.
  - Upgrade and enhance district emergency communication system.
  - Adopt and utilize school safety software to manage entrants/ visitors, safety drills, emergency response, and reunification.
- Establish a parent booster 501(c)(3) organization (WA3) to support and fundraise for districtwide athletics.

### ***Mid-Range Goals/Activities 2024-2027:***

- HVAC and mechanical upgrades at STEM Union/Elementary.
- Memorial Stadium redesign to include artificial turf and a field house.
- Upgrade camera systems: conduct a comprehensive audit of surveillance cameras in consultation with the Colorado School Safety Resource Center.
- Conduct live action scenario-based exercises to test the effectiveness and efficiency of our emergency response plan.
- Develop an Adaptive Reuse of Building(s) Plan to address changes in enrollment:
  - 3-5 year enrollment projections school by school.
  - Identify metrics for school closure.
  - Review and/or identify district programs/needs that would keep the building as anchor for local community.
  - Identify renovation needs in repurposing a building.

### ***Long-Range Goals/Activities 2027-2030:***

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

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## GOAL 2

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

### Energy Resources

#### **Short-Range Goals/Activities 2022-2024:**

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

#### **Mid-Range Goals/Activities 2024-2027:**

- Create sustainability report cards on a school-by-school basis to include electricity, natural gas, and water use.
- Reduce electricity usage by 20% from a baseline average July 2017- 2019.
- Expansion of charging stations to high traffic areas/schools in district.
- Expansion of electric vehicle use (add 3-5 additional buses/5-6 support fleet).
- Phase 2 of landscape design and work at Flynn, Mesa, STEM and WAIS.
- Begin conversion of bluegrass athletic fields to artificial turf.
  - By 2025 one field to be converted.
  - By 2027 an additional (one) field to be converted.
- Convert 25% of current non-playfield irrigated areas to non-irrigated areas or 50% reduced irrigated areas by June 2026.
- Reduce district water use from July 2017-June 2019 baseline levels as follows: 5% by December 2024, 10% by October 2025, 15% by October 2026.
- Pilot energy savings incentive program in five schools to determine applicability and effectiveness.

#### **Long-Range Goals/Activities 2027-2030:**

- Continue expansion of charging stations, at least one at every school.
- Phase 3 of landscape design and work at Hodgkins, Sunset, and WHS.
- Implement energy savings incentive program district-wide.

## GOAL 3



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

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

### ***Short-Range Goals/Activities 2022-2024:***

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

### ***Mid-Range Goals/Activities 2024-2027:***

- School become the "public square" of community life: develop a communication plan that highlights Westminster Public Schools' role as a nexus, activator, and coordinator of community engagement.
  - Expand programming at Daniel C. Vallez Family Education Center.
- Build partnerships to foster and encourage student engagement in community.
  - Expand Boys & Girls Clubs and other out-of-school time activities to provide structure to the time from the school's last bell to the time parents come home from work.
  - Increase student volunteer rates in local civic activities and organizations.

### ***Long-Range Goals/Activities 2027-2030:***

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

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

### ***Short-Range Goals/Activities 2022-2024:***

- Become a connector between agencies to build infrastructures that bring community partners together to advance their development goals.
  - Involve local business and industry in the school community to build strong school-business partnerships.

- 
- Include local business on school-community advisory boards.
  - Invite business owners to school events, to conduct workshops for staff and students (leadership, entrepreneurship, innovation), and to be judges and coaches at other school activities.

***Mid-Range Goals/Activities 2024-2027:***

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

***Long-Range Goals/Activities 2027-2030:***

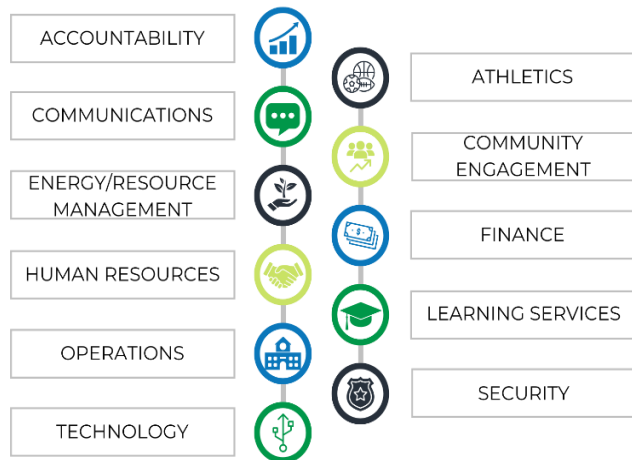
- Work with governmental agencies and community organizations to create a long-term community plan that promotes smart growth projects and joint use of assets and resources across agencies.

*Source: Destination 2030 – Strategic Planning Document for the Future*

## COST OF DISTRICT CURRENT OBJECTIVE

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

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

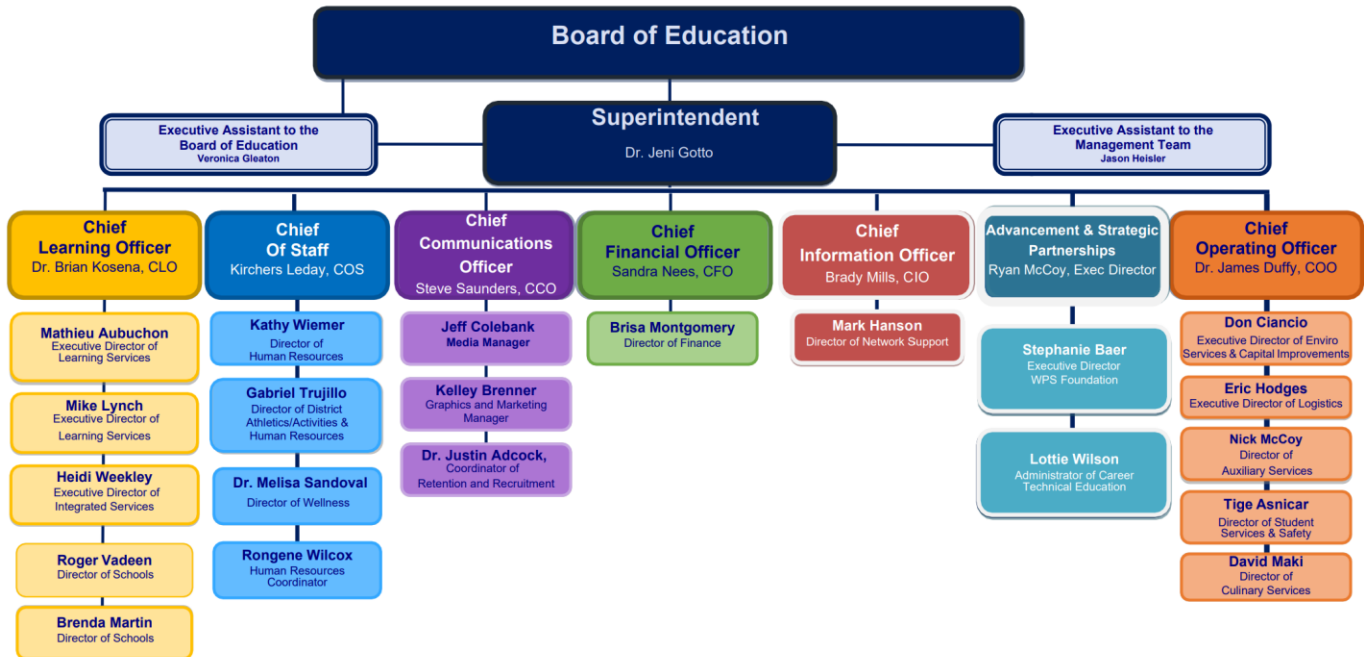


At Westminster Public Schools, Education is Personal. Every dollar the district receives is directed at demonstrating the district's Mission, Values, and Vision of Destination 2030. Overall, the district spends \$21,364 per student from all district funds. Summary of revenues and transfers for all funds is as follows:

Revenue Summary of All Funds	Adopted 2025
10 General Fund	\$122,720,095
18 Risk Management Fund	1,000,000
19 Universal Preschool Program (UPK)	4,112,475
21 Nutrition Services Fund	6,172,500
22 Government Designated Purpose Grants Fund	12,404,581
23 Student Athletic & Activity Fund	2,165,000
26 Daycare Program Fund	2,400,000
31 Bond Redemption Fund	8,322,625
43 Capital Reserve Fund	2,939,252
<b>Total</b>	<b>\$162,236,528</b>

# WPS ORGANIZATIONAL STRUCTURE

## Westminster Public Schools – 2024-2025 Organizational Chart

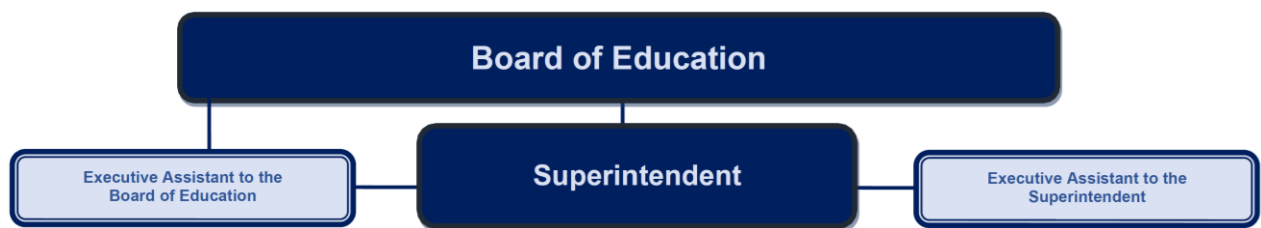


## EXECUTIVE ADMINISTRATION

### BOARD OF EDUCATION

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



Christine Martinez | Board President | Elected Term: November 2023 to November 2027



Christine Martinez was elected to the Board of Education in 2019, and re-elected in 2023.

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 Colorado STEM Academy. In addition to her role as a parent, Martinez also played a prominent role in the passage of the 2018 mill levy override.

Aaron Martin | Board Vice President | Elected Term: November 2021 to November 2025



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

The son of a teacher, Aaron Martin is married to Brenda Martin, the Principal of Colorado STEM Academy. He has two children enrolled in the district who he says have thrived under the district's Competency Based System (CBS).

Aaron works for AT&T in the TV Advertising Technology Division and hopes to bring his skills and understanding of technology to the Board of Education.



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

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



Mary Beth Murphy was elected to the Board of Education in 2023.

Ms. Murphy is a retired school teacher, she taught for over 30 years, most recently in math. She has 35 years of teaching experience and 36 years as a school district employee. Currently, she works as a UniServ Director for four local teacher's associations. Ms. Murphy has four adult children, two of whom attended schools in Westminster Public Schools.



Audrey Yanos was elected to the Board of Education in 2023.

She has three children in Westminster Public Schools and was an active participant in her Parent Teachers Association. Audrey was a driving force in the revitalization of Sherrelwood Elementary. She was the first in her family to graduate high school and attend college. Audrey is an operations supervisor at a healthcare nonprofit.

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## SUPERINTENDENT'S OFFICE

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

### Superintendent: Dr. Jeni Gotto



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

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

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

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

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

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

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

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



# LEARNING SERVICES

**Chief Learning Officer: Dr. Brian Kosena**

**Shared Mission:** Certifying competent learners and graduates ready for postsecondary work, college, and productive lives.

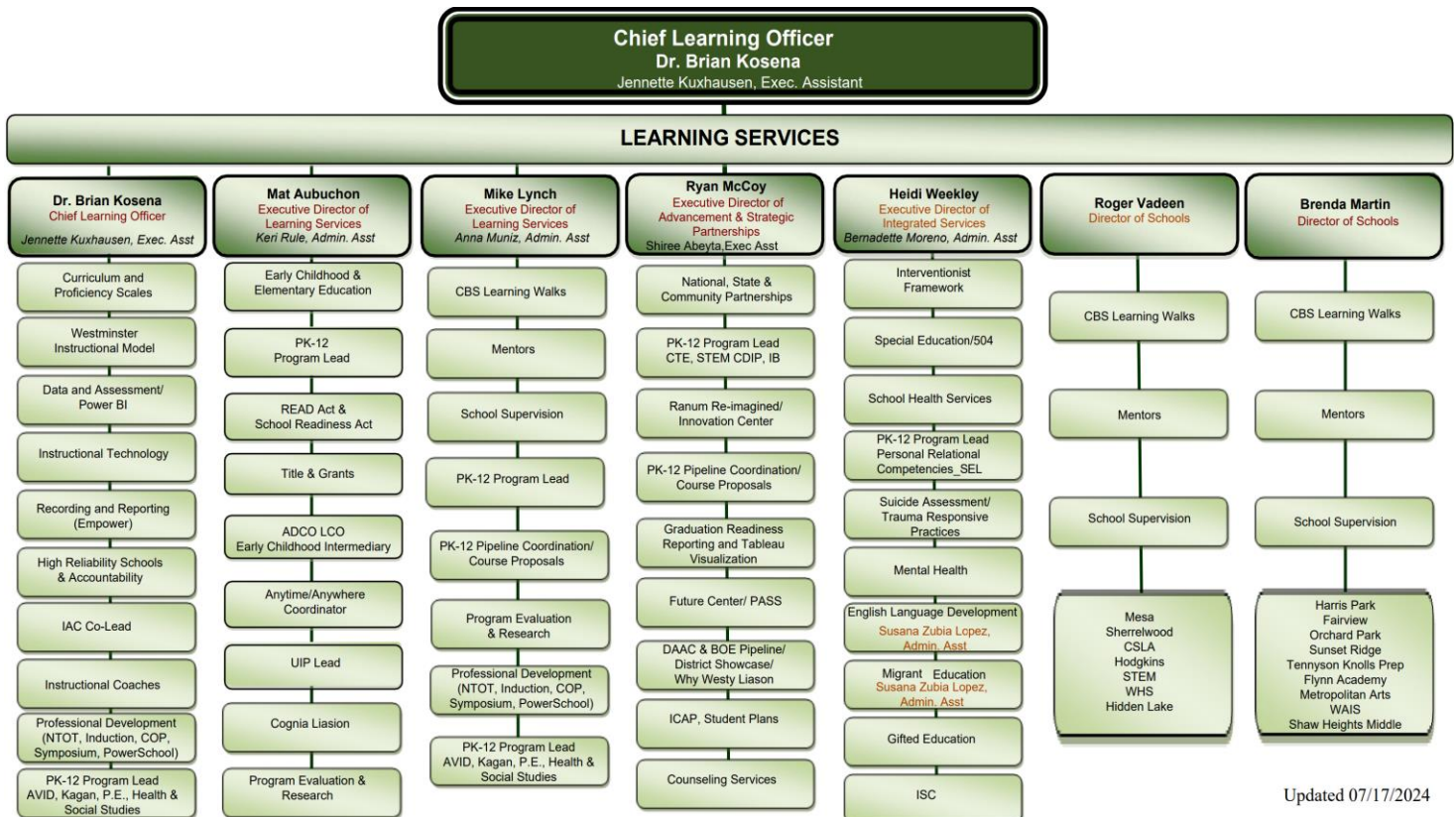
**Shared Vision:** Facilitating and supporting learners to improve every day.

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

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

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

## Chief Learning Officer Organizational Structure



Updated 07/17/2024



## HUMAN RESOURCES

**Chief of Staff: Kirchers Leday, MBA**

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

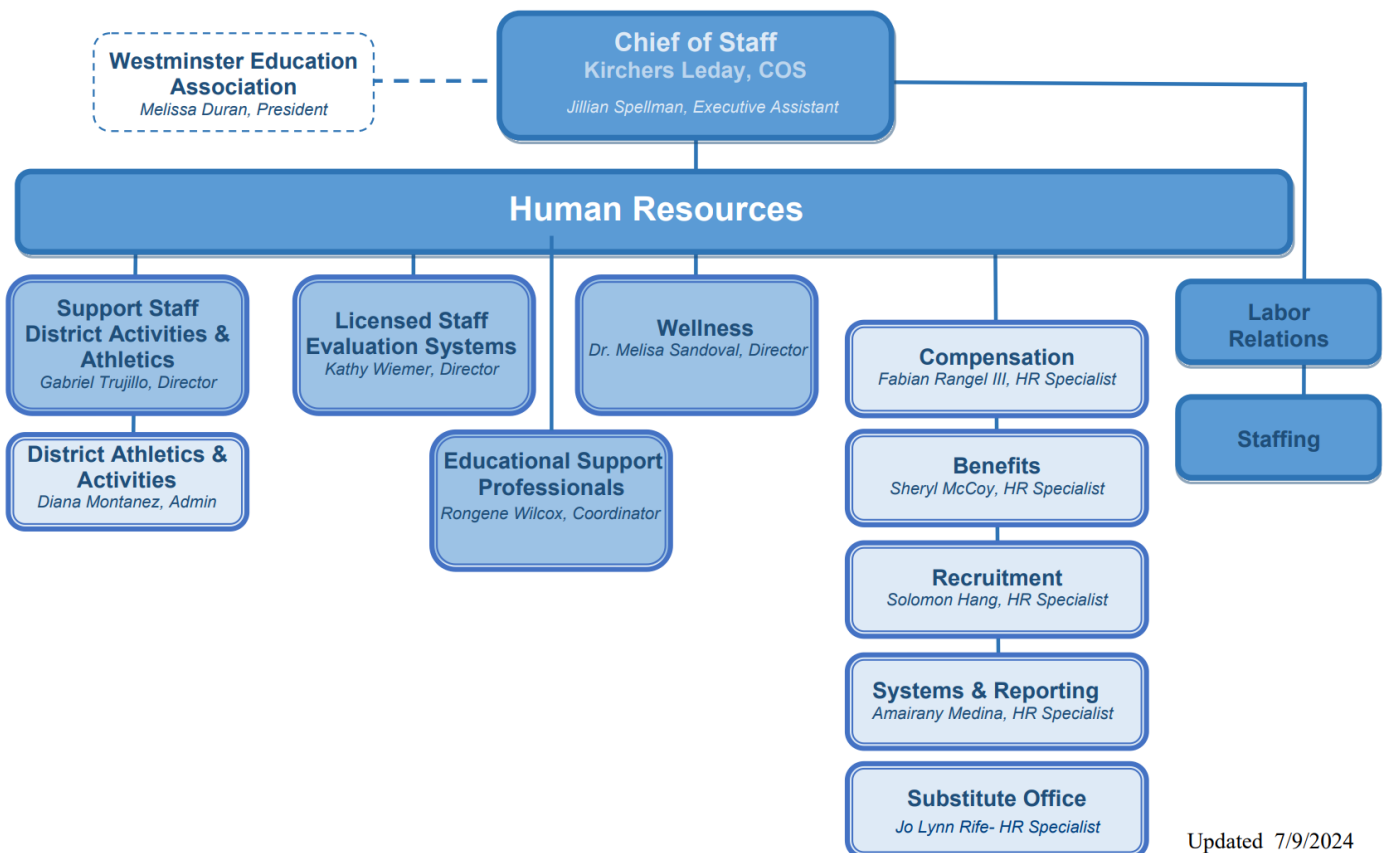
The Department of Human Resources is comprised of highly qualified and dedicated staff that provides excellent customer service to all stakeholders. One goal for the Human Resources department is to recruit, retain, and develop a diverse cadre of the highest quality licensed personnel, educational support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

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

### Roles and Responsibilities

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

### Chief of Staff Organizational Structure



Updated 7/9/2024

## FINANCIAL SERVICES

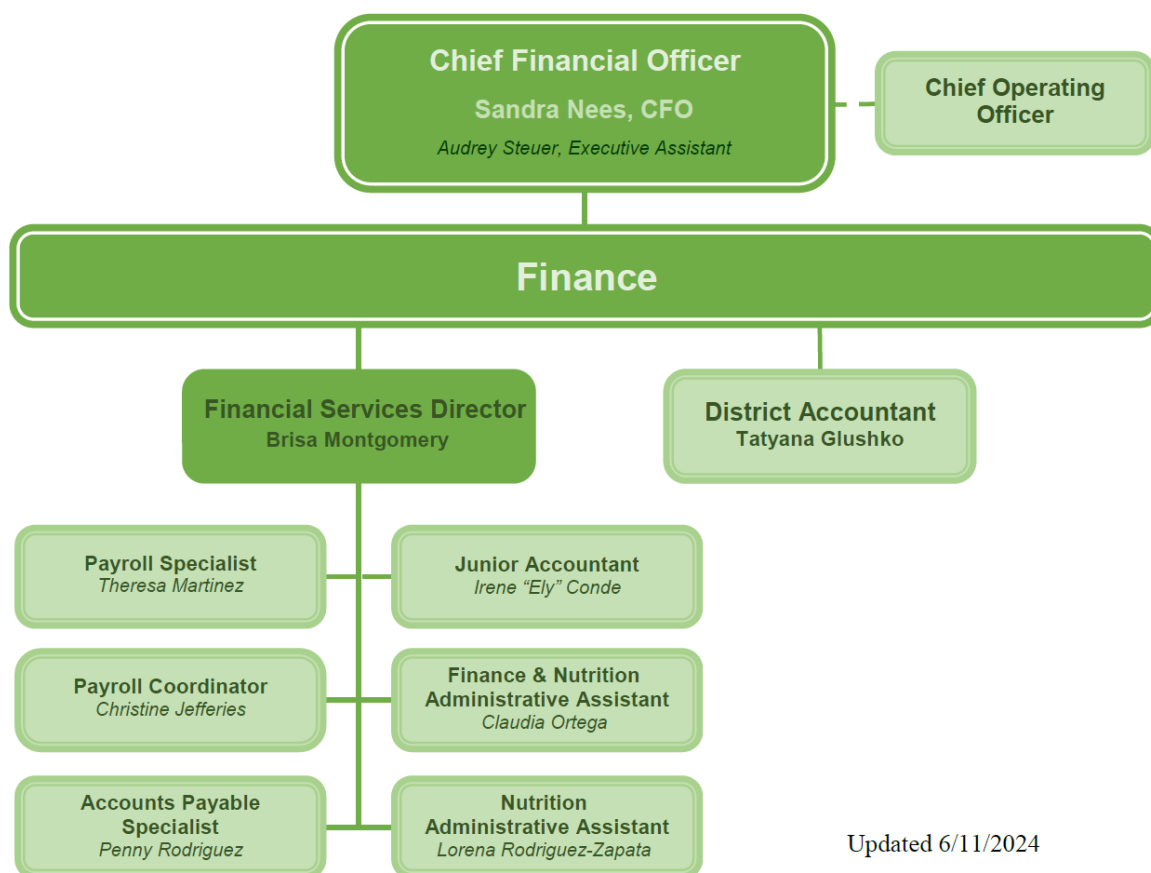
**Chief Financial Officer: Sandra Nees, MBA**

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

### Roles and Responsibilities

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

### Chief Financial Officer Organizational Structure



Updated 6/11/2024

## COMMUNICATIONS & COMMUNITY RELATIONS

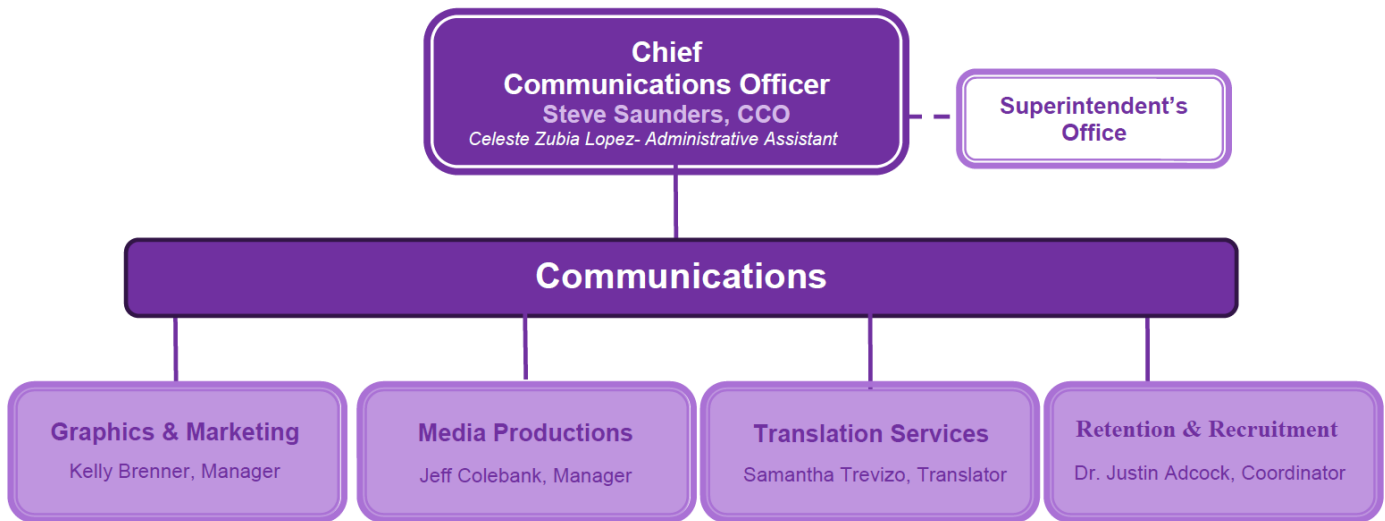
**Chief Communications Officer: Steve Saunders**

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

### Roles and Responsibilities

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

### *Chief Communications Officer Organizational Structure*



Updated 6/11/2024

## OPERATIONS

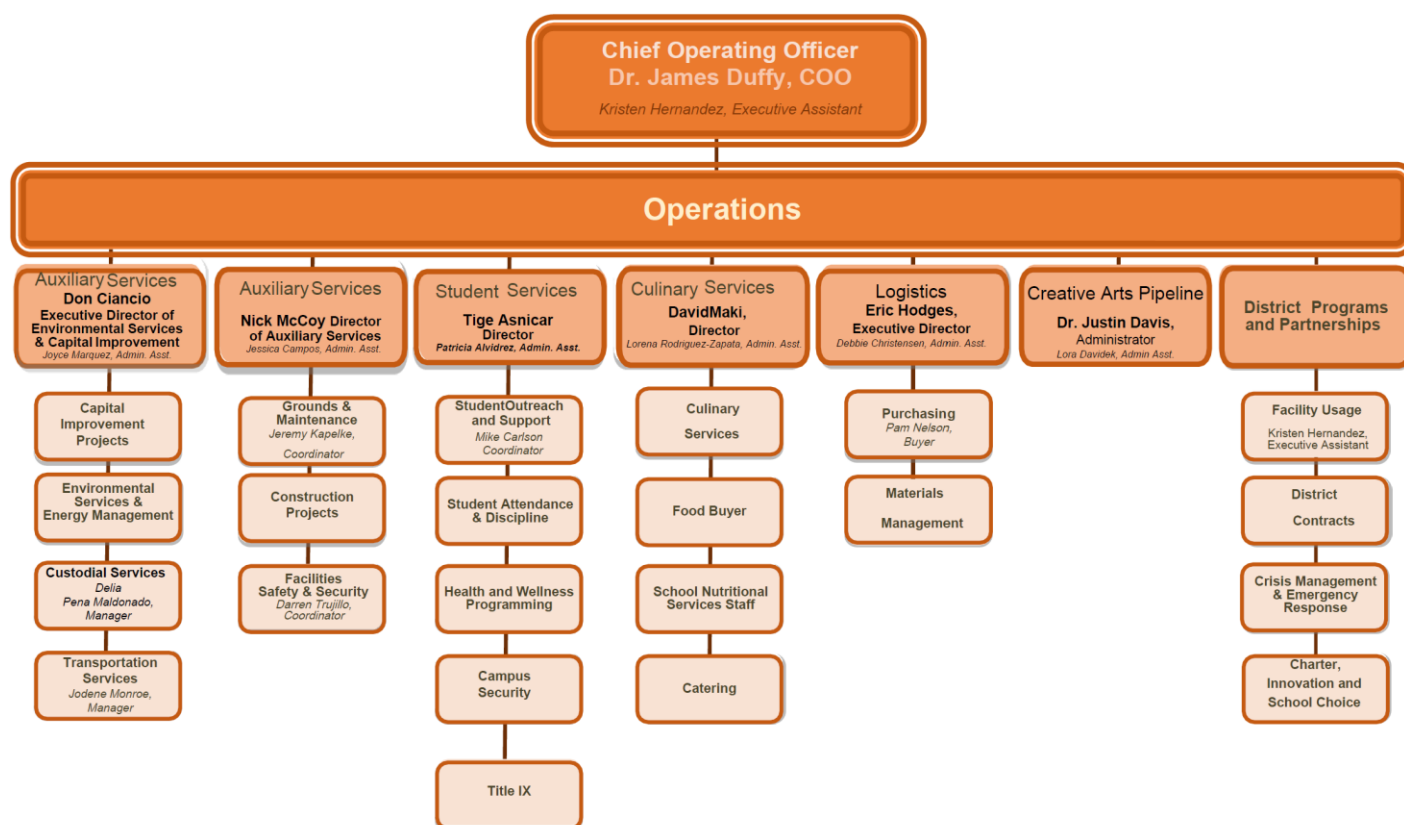
**Chief Operation Officer: Dr. James Duffy**

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

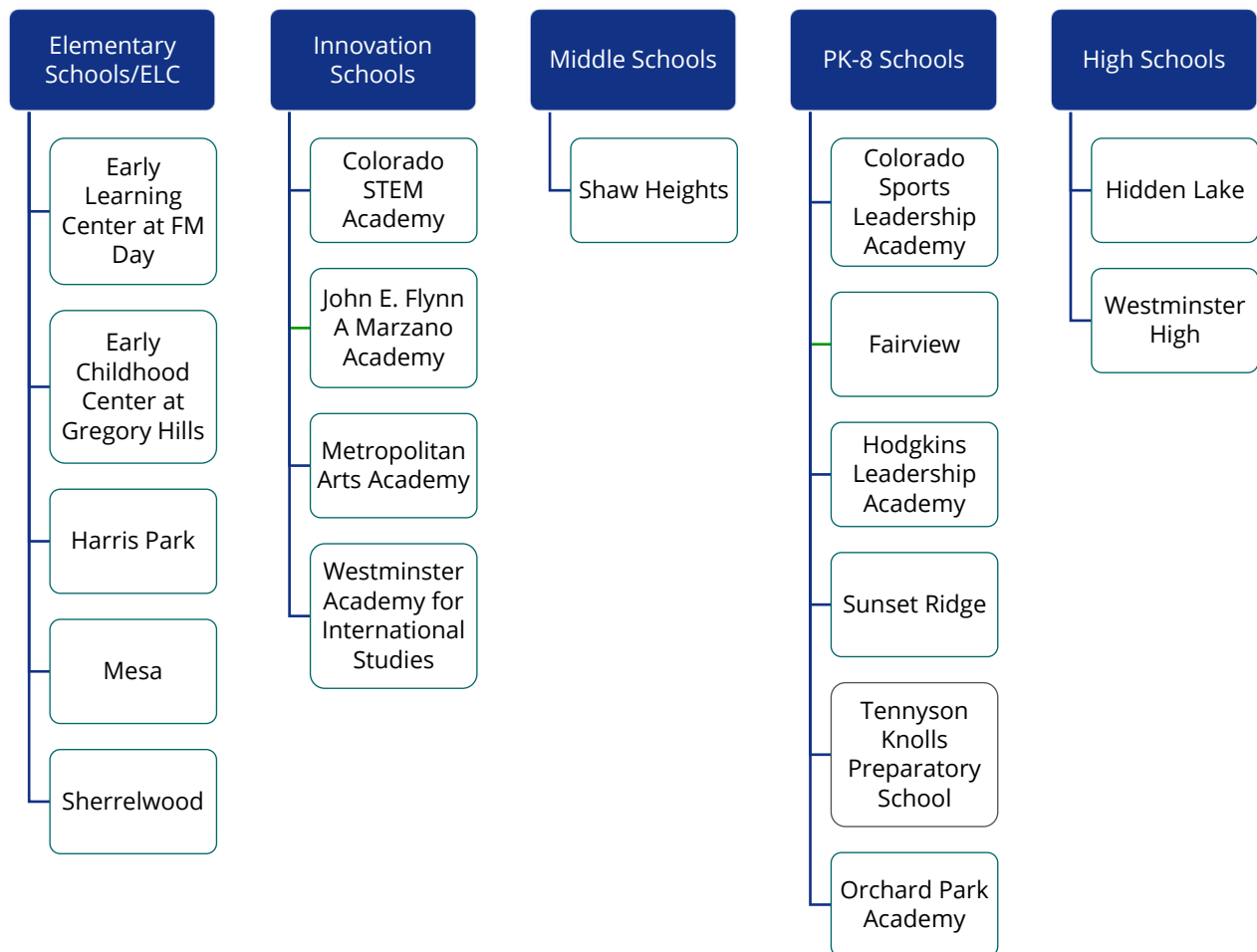
### Roles and Responsibilities:

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

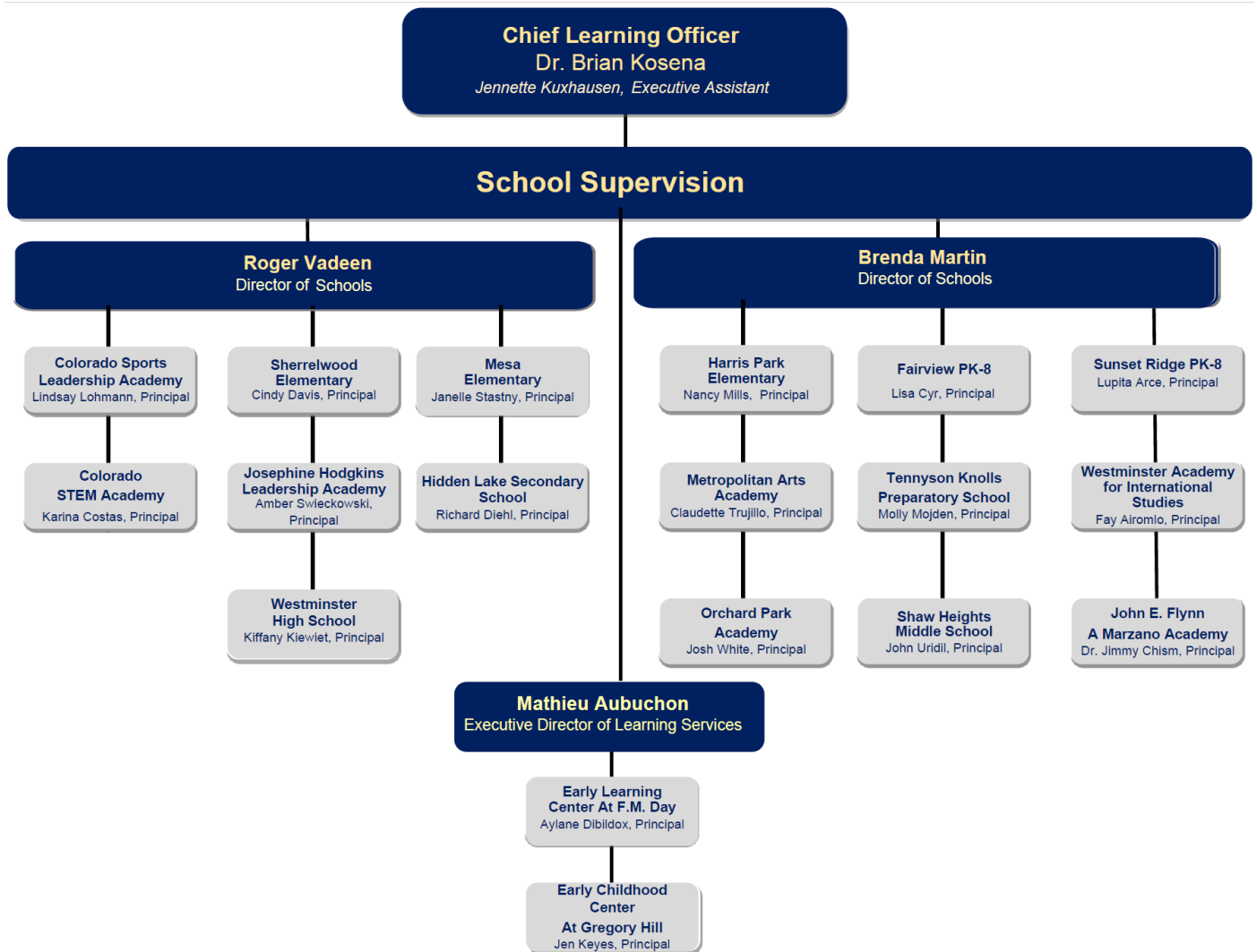
### Chief Operation Officer Organizational Structure



## OUR SCHOOLS



# SCHOOL SUPERVISION ORGANIZATIONAL STRUCTURE



## EARLY LEARNING CENTER AT FM DAY

**PRINCIPAL:** Aylane Dibildox

**ADDRESS:** 1740 Jordan Drive | Denver, CO 80221

**PHONE:** (303) 428-1330



Westminster Public Schools  
**EARLY LEARNING CENTER**  
At F.M. Day

### MISSION

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

### SCHOOL PROFILE

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.

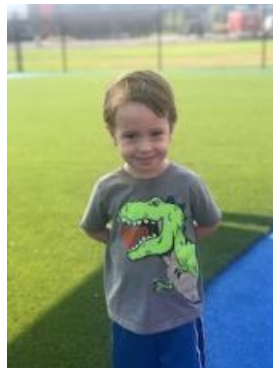
#### Fund 26 - Daycare Fund Financial Data

Salaries	\$1,725,457	Purchased Service	\$3,800
Benefits	\$642,369	Supplies & Materials	\$54,574
<b>Total Salaries &amp; Benefits %</b>	<b>97%</b>	Capital Outlay	\$ 25,800
<b>Total Projected Expenditures</b>			<b>\$2,452,000</b>

#### 2023-24 Free & Reduced Lunch Data

Free Lunch Count	7
Reduced Lunch Count	2
Total Free & Reduced %	16%

\*Rounded to the nearest dollar





## EARLY LEARNING CENTER AT GREGORY HILLS

**PRINCIPAL:** Jennifer Keyes

**ADDRESS:** 8030 Irving Street | Westminster, CO 80030

**PHONE:** (303) 428-1560



Westminster Public Schools  
**EARLY LEARNING CENTER**  
At Gregory Hill

### 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.

### SCHOOL PROFILE

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.

#### General Fund Financial Data

Salaries	\$ 673,512	Purchased Service	-
Benefits	\$ 294,572	Supplies & Materials	\$ 8,280
<b>Total Salaries &amp; Benefits %</b>	<b>99%</b>	Capital Outlay	-
<b>Total Projected General Fund Expenditures</b>			<b>\$976,364</b>

#### Enrollment

2023-24 Pre-K Count 165

#### 2023-24 Free & Reduced Lunch Data

Free Lunch Count 112  
Reduced Lunch Count 19  
Total Free & Reduced % 79%

\*This budget does not include funds from the Universal Preschool Program (UPK).

\*Rounded to the nearest dollar



## FAIRVIEW K-8

**PRINCIPAL:** Lisa Cyr

**ADDRESS:** 7826 Fairview Ave | Denver, CO 80221

**PHONE:** (303) 428-1405



### VISION

Dragons will RISE.

Respect

Integrity

Service

Effort

### SCHOOL PROFILE

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	\$ 2,431,805	Purchased Service	-
Benefits	\$ 881,421	Supplies & Materials	\$ 147,647
<b>Total Salaries &amp; Benefits %</b>	<b>96%</b>	Capital Outlay	\$ 3,000
<b>Total Projected General Fund Expenditures</b>			<b>\$ 3,463,874</b>
<b>Projected Per Student Cost</b>			<b>\$ 9,925</b>

#### Enrollment

2023-24 K-12 Count	364
2024-25 Projected K-12 Enrollment	349
2024-25 Total Projected Staffing	34.10

#### 2023-24 PK-12 Free & Reduced Lunch Data

Free Lunch Count	296
Reduced Lunch Count	32
Total Free & Reduced %	90%

\*Rounded to the nearest dollar



# HARRIS PARK ELEMENTARY

**PRINCIPAL:** Nancy Mills

**ADDRESS:** 4300 W. 75<sup>th</sup> Ave | Westminster, CO 80030

**PHONE:** (303) 428-1721



## VISION

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

## MISSION

We are STARS 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

## SCHOOL PROFILE

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. 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.

### General Fund Financial Data\*

Salaries	\$ 1,977,905	Purchased Service	\$ 1,200
Benefits	\$ 743,452	Supplies & Materials	\$ 128,267
<b>Total Salaries &amp; Benefits %</b>	<b>95%</b>	Capital Outlay	\$ 950
<b>Total Projected General Fund Expenditures</b>			<b>\$ 2,851,774</b>
<b>Projected Per Student Cost</b>			<b>\$15,669</b>

### Enrollment

2023-24 Pre-K-12 Count	216
2024-25 Projected K-12 Enrollment	182
2024-25 Total Projected Staffing	22.60

### 2023-24 PK-12 Free & Reduced Lunch Data

Free Lunch Count	167
Reduced Lunch Count	14
Total Free & Reduced %	84%

\*Rounded to the nearest dollar



## MESA ELEMENTARY

**PRINCIPAL:** Janelle Stastny

**ADDRESS:** 9100 Lowell Blvd | Westminster, CO 80031

**PHONE:** (303) 428-2891



### VISION

Engage, Educate, and Empower Every Child Every Day.

### MISSION

Expect the Best! Celebrate Success!

### SCHOOL PROFILE

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 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	\$ 2,625,006	Purchased Service	-
Benefits	\$ 989,925	Supplies & Materials	\$ 127,047
<b>Total Salaries &amp; Benefits %</b>	<b>97%</b>	Capital Outlay	\$ 1,000
<b>Total Projected General Fund Expenditures</b>			<b>\$ 3,742,977</b>
<b>Projected Per Student Cost</b>			<b>\$13,133</b>

#### Enrollment

2023-24 K-12 Count	295
2024-25 Projected K-12 Enrollment	285
2024-25 Total Projected Staffing	28.50

#### 2023-24 PK-12 Free & Reduced Lunch Data

Free Lunch Count	230
Reduced Lunch Count	37
Total Free & Reduced %	91%

\*Rounded to the nearest dollar





# SHERRELWOOD ELEMENTARY

**PRINCIPAL:** Cindy Davis  
**ADDRESS:** 8095 Kalamath Street | Denver, CO 80221  
**PHONE:** (303) 428-5353



## 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 and Safety

## SCHOOL PROFILE

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	\$ 2,077,027	Purchased Service	-
Benefits	\$ 786,789	Supplies & Materials	\$ 86,642
<b>Total Salaries &amp; Benefits %</b>	<b>97%</b>	Capital Outlay	-
<b>Total Projected General Fund Expenditures</b>			<b>\$ 2,950,458</b>
<b>Projected Per Student Cost</b>			<b>\$16,211</b>

Enrollment		2023-24 PK-12 Free & Reduced Lunch Data	
2023-24 K-12 Count	199	Free Lunch Count	152
2024-25 Projected K-12 Enrollment	182	Reduced Lunch Count	23
2024-25 Total Projected Staffing	21.35	Total Free & Reduced %	88%

\*Rounded to the nearest dollar



## ORCHARD PARK ACADEMY

**PRINCIPAL:** Josh White

**ADDRESS:** 7395 Zuni Street | Denver, CO 80221

**PHONE:** (303) 428-2300



### VISION

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

### SCHOOL PROFILE

Orchard Park Academy focuses 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.

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 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. Something unique about our school: We received the 2019 Center of Excellence Award – making our school one of the top-performing schools in the North Metro Area!

#### General Fund Financial Data\*

Salaries	\$ 3,803,035	Purchased Service	-
Benefits	\$ 1,422,259	Supplies & Materials	\$ 225,685
<b>Total Salaries &amp; Benefits %</b>	<b>96%</b>	Capital Outlay	\$ 12,200

#### Total Projected General Fund Expenditures

**\$ 5,463,179**

#### Projected Per Student Cost

**\$ 9,933**

#### Enrollment

2023-24 K-12 Count	524
2024-25 Projected K-12 Enrollment	550
2024-25 Total Projected Staffing	50.70

#### 2023-24 PK-12 Free & Reduced Lunch Data

Free Lunch Count	433
Reduced Lunch Count	55
Total Free & Reduced %	93%

\*Rounded to the nearest dollar



# SUNSET RIDGE K-8

**PRINCIPAL:** Lupita Arce  
**ADDRESS:** 9451 Hooker Street | Westminster, CO 80031  
**PHONE:** (303) 426-8907



## 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.

## SCHOOL PROFILE

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.

General Fund Financial Data*			
Salaries	\$ 2,754,681	Purchased Service	-
Benefits	\$ 1,009,660	Supplies & Materials	\$ 146,644
<b>Total Salaries &amp; Benefits %</b>	<b>96%</b>	Capital Outlay	\$ 750
<b>Total Projected General Fund Expenditures</b>			<b>\$ 3,911,735</b>
<b>Projected Per Student Cost</b>			<b>\$ 10,896</b>

Enrollment		2023-24 PK-12 Free & Reduced Lunch Data	
2023-24 K-12 Count	349	Free Lunch Count	293
2024-25 Projected K-12 Enrollment	359	Reduced Lunch Count	29
2024-25 Total Projected Staffing	31	Total Free & Reduced %	92%

\*Rounded to the nearest dollar





# TENNYSON KNOLLS PREPARATORY SCHOOL



**PRINCIPAL:** Molly Mojden

**ADDRESS:** 6330 Tennyson Street | Westminster, CO 80003

**PHONE:** (303) 429-4090

## 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.

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

## SCHOOL PROFILE

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	\$ 2,851,953	Purchased Service	\$ 47,000
Benefits	\$ 1,090,120	Supplies & Materials	\$123,895
<b>Total Salaries &amp; Benefits %</b>	<b>96%</b>	Capital Outlay	\$ 9,500
<b>Total Projected General Fund Expenditures</b>			<b>\$ 4,122,468</b>
<b>Projected Per Student Cost</b>			<b>\$ 12,455</b>

### Enrollment

2023-24 K-12 Count	355
2024-25 Projected K-12 Enrollment	331
2024-25 Total Projected Staffing	32.80

### 2023-24 PK-12 Free & Reduced Lunch Data

Free Lunch Count	302
Reduced Lunch Count	19
<b>Total Free &amp; Reduced %</b>	<b>90%</b>

\*Rounded to the nearest dollar



## COLORADO STEM ACADEMY

**PRINCIPAL:** Karina Costas

**ADDRESS:** 7281 Irving Street | Westminster, CO 80030

**PHONE:** (303) 429-7836



### VISION & MISSION

*Preparing today's Students for Life.*

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.

### SCHOOL PROFILE

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, Sphero 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	\$ 2,706,924	Purchased Service	\$ 1,000
Benefits	\$ 1,030,995	Supplies & Materials	\$ 168,298
<b>Total Salaries &amp; Benefits %</b>	<b>96%</b>	Capital Outlay	\$ 3,800
<b>Total Projected General Fund Expenditures</b>			<b>\$ 3,911,017</b>
<b>Projected Per Student Cost</b>			<b>\$ 10,429</b>

Enrollment		2023-24 PK-12 Free & Reduced Lunch Data	
2023-24 K-12 Count	391	Free Lunch Count	180
2024-25 Projected K-12 Enrollment	375	Reduced Lunch Count	37
2024-25 Total Projected Staffing	35.50	Total Free & Reduced %	55%

\*Rounded to the nearest dollar



# WESTMINSTER ACADEMY FOR INTERNATIONAL STUDIES

**PRINCIPAL:** Fay Airomlo  
**ADDRESS:** 7482 Irving Street | Westminster, CO 80030  
**PHONE:** (303) 428-2494



## VISION

To be a high performing International Studies School that prepares effective learners for a global community.

WAIS owls are **W.I.S.E.**

**W**ork together, have **I**ntegrity, **S**how respect and be **E**mpathetic citizens

## SCHOOL PROFILE

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	\$ 1,908,285	Purchased Service	\$ 6,000
Benefits	\$ 753,784	Supplies & Materials	\$ 152,900
<b>Total Salaries &amp; Benefits %</b>	<b>94%</b>	Capital Outlay	\$ 6,500
<b>Total Projected General Fund Expenditures</b>			<b>\$ 2,827,468</b>
<b>Projected Per Student Cost</b>			<b>\$ 10,511</b>

### Enrollment

2023-24 K-12 Count	288
2024-25 Projected K-12 Enrollment	269
2024-25 Total Projected Staffing	25

### 2023-24 PK-12 Free & Reduced Lunch Data

Free Lunch Count	192
Reduced Lunch Count	46
Total Free & Reduced %	83%

\*Rounded to the nearest dollar



# JOHN E FLYNN A MARZANO ACADEMY

**PRINCIPAL:** Jimmy Chism

**ADDRESS:** 8731 Lowell Blvd | Westminster, CO 80031

**PHONE:** (303) 428-2161



## 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.

## SCHOOL PROFILE

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.

### General Fund Financial Data\*

Salaries	\$ 2,248,128	Purchased Service	\$ 1,500
Benefits	\$ 914,512	Supplies & Materials	\$ 126,267
<b>Total Salaries &amp; Benefits %</b>	<b>96%</b>	Capital Outlay	\$6,750
<b>Total Projected General Fund Expenditures</b>			<b>\$ 3,297,158</b>
<b>Projected Per Student Cost</b>			<b>\$ 10,467</b>

### Enrollment

2023-24 K-12 Count	347
2024-25 Projected K-12 Enrollment	315
2024-25 Total Projected Staffing	32

### 2023-24 PK-12 Free & Reduced Lunch Data

Free Lunch Count	299
Reduced Lunch Count	33
Total Free & Reduced %	96%

\*Rounded to the nearest dollar





# JOSEPHINE HODGKINS LEADERSHIP ACADEMY

**PRINCIPAL:** Amber Swieckowski

**ADDRESS:** 3475 West 67<sup>th</sup> Ave | Denver, CO 80221

**PHONE:** (303) 428-1121



## VISION

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

## SCHOOL PROFILE

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	\$ 4,967,014	Purchased Service	\$ 2,500
Benefits	\$ 1,860,189	Supplies & Materials	\$ 234,709
<b>Total Salaries &amp; Benefits %</b>	<b>97%</b>	Capital Outlay	\$ 6,500
<b>Total Projected General Fund Expenditures</b>			<b>\$ 7,070,913</b>
<b>Projected Per Student Cost</b>			<b>\$ 12,856</b>

Enrollment		2023-24 PK-12 Free & Reduced Lunch Data	
2023-24 K-12 Count	560	Free Lunch Count	447
2024-25 Projected K-12 Enrollment	550	Reduced Lunch Count	55
2024-25 Total Projected Staffing	57.50	Total Free & Reduced %	90%

\*Rounded to the nearest dollar



# METROPOLITAN ARTS ACADEMY

**PRINCIPAL:** Claudette Trujillo

**ADDRESS:** 4300 W. 75<sup>th</sup> Ave | Westminster, CO 80221

**PHONE:** (303) 428-1721



Metropolitan Arts Academy

## 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

### General Fund Financial Data\*

Salaries	\$ 2,535,094	Purchased Service	\$ 2,000
Benefits	\$ 977,784	Supplies & Materials	\$ 202,950
<b>Total Salaries &amp; Benefits %</b>	<b>94%</b>	Capital Outlay	\$2,500
<b>Total Projected General Fund Expenditures</b>			<b>\$ 3,720,328</b>
<b>Projected Per Student Cost</b>			<b>\$ 14,941</b>

### Enrollment

2023-24 K-12 Count	305
2024-25 Projected K-12 Enrollment	249
2024-25 Total Projected Staffing	29.20

### 2023-24 PK-12 Free & Reduced Lunch Data

Free Lunch Count	216
Reduced Lunch Count	39
Total Free & Reduced %	84%

\*Rounded to the nearest dollar





## COLORADO SPORTS LEADERSHIP ACADEMY

**PRINCIPAL:** Lindsay Lohmann

**ADDRESS:** 7001 Lipan Street | Denver, CO 80221

**PHONE:** (303) 428-8583



### VISION

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

### SCHOOL PROFILE

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	\$ 3,421,027	Purchased Service	\$ 53,000
Benefits	\$ 1,309,848	Supplies & Materials	\$ 160,800
<b>Total Salaries &amp; Benefits %</b>	<b>96%</b>	Capital Outlay	\$ 1,000
<b>Total Projected General Fund Expenditures</b>			<b>\$ 4,945,675</b>
<b>Projected Per Student Cost</b>			<b>\$ 13,259</b>

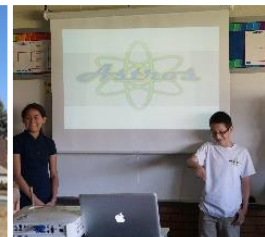
#### Enrollment

2023-24 K-12 Count	417
2024-25 Projected K-12 Enrollment	373
2024-25 Total Projected Staffing	47.90

#### 2023-24 PK-12 Free & Reduced Lunch Data

Free Lunch Count	347
Reduced Lunch Count	34
Total Free & Reduced %	91%

\*Rounded to the nearest dollar



# SHAW HEIGHTS MIDDLE SCHOOL

**PRINCIPAL:** John Uridil  
**ADDRESS:** 8780 Circle Drive | Westminster, CO 80031  
**PHONE:** (303) 428-9533



## 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.

## SCHOOL PROFILE

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	\$ 3,912,833	Purchased Service	\$ 91,800
Benefits	\$ 1,413,802	Supplies & Materials	\$ 276,672
<b>Total Salaries &amp; Benefits %</b>	<b>93%</b>	Capital Outlay	\$ 8,950
<b>Total Projected General Fund Expenditures</b>			<b>\$ 5,704,057</b>
<b>Projected Per Student Cost</b>			<b>\$ 18,400</b>

Enrollment		2023-24 PK-12 Free & Reduced Lunch Data	
2023-24 K-12 Count	425	Free Lunch Count	332
2024-25 Projected K-12 Enrollment	310	Reduced Lunch Count	48
2024-25 Total Projected Staffing	36	Total Free & Reduced %	89%

\*Rounded to the nearest dollar



# HIDDEN LAKE SECONDARY SCHOOL

**PRINCIPAL:** Richard Diehl

**ADDRESS:** 7300 Lowell | Westminster, CO 80030

**PHONE:** (303) 428-2600

**HIDDEN LAKE  
SECONDARY SCHOOL**



## 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.

## SCHOOL PROFILE

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 on 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\*

Salaries	\$ 2,674,832	Purchased Service	\$ 4,582
Benefits	\$ 1,012,354	Supplies & Materials	\$ 236,800
<b>Total Salaries &amp; Benefits %</b>	<b>94%</b>	Capital Outlay	\$ 3,679
<b>Total Projected General Fund Expenditures</b>			<b>\$ 3,932,248</b>
<b>Projected Per Student Cost</b>			<b>\$ 11,077</b>

### Enrollment

2023-24 K-12 Count	363
2024-25 Projected K-12 Enrollment	355
2024-25 Total Projected Staffing	26.34

### 2023-24PK-12 Free & Reduced Lunch Data

Free Lunch Count	282
Reduced Lunch Count	25
Total Free & Reduced %	85%

\*Rounded to the nearest dollar



# WESTMINSTER HIGH SCHOOL

**PRINCIPAL:** Kiffany Kiewiet  
**ADDRESS:** 6933 Raleigh Street | Westminster, CO 80030  
**PHONE:** (303) 657-3980



## VISION

A thriving, engaged community committed to programs and policies that produce high levels of learning.

## MISSION

Every individual achieves the high levels of learning required to achieve success.

## SCHOOL PROFILE

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 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	\$ 13,527,563	Purchased Service	\$ 4,200
Benefits	\$ 4,976,176	Supplies & Materials	\$ 1,132,950
<b>Total Salaries &amp; Benefits %</b>	<b>94%</b>	Capital Outlay	\$ 61,050
<b>Total Projected General Fund Expenditures</b>			<b>\$ 19,701,939</b>
<b>Projected Per Student Cost</b>			<b>\$ 9,851</b>

Enrollment		2023-24 PK-12 Free & Reduced Lunch Data	
2023-24 K-12 Count	2,011	Free Lunch Count	1,451
2024-25 Projected K-12 Enrollment	2,000	Reduced Lunch Count	236
2024-25 Total Projected Staffing	154.40	Total Free & Reduced %	84%

\*Rounded to the nearest dollar





## WESTY FUTURES PROGRAM

**DIRECTOR:** Gabe Trujillo

**PHONE:** (303) 657-3949



### MISSION

The mission of the Westminster Public Schools interscholastic athletic program is to support the needs of the students of WPS by maintaining a strong sense of pride, excellence, ethical values, character education, and overall student development.

Effective programming is executed through the balance of healthy competition, training, and academic excellence. Westminster Public Schools believes that the opportunity for participation in a wide variety of student selected athletics is a vital part of the student's educational experience. Such participation is a privilege that carries with it responsibilities to the school, to the activity, to the community and to the students themselves. Athletic activities provide lessons in sportsmanship, teamwork and competition are an integral part of team activity. Athletics activities promote a positive self-image, physical conditioning and contribute to school spirit and district pride.

### PROGRAM PROFILE

The Westy Futures Program is successfully preparing students for, well, their future. The K-8 sports program gives students the opportunity to participate in organized athletics that gets them ready to compete at the high school level.

#### Westy Futures Programs in Review

<b>Boys</b>	<b># of Participants 21-22</b>	<b># of Participants 22-23</b>	<b>#of Participants 23-24</b>
Baseball	0	16	0
Basketball	150	140	242
Football	120	73	42
Futsal	0	11	0
Soccer	220	258	177
Wrestling	30	38	43
Volleyball	0	14	12
<b>Girls</b>	<b># of Participants 21-22</b>	<b># of Participants 22-23</b>	<b>#of Participants 23-24</b>
Basketball	75	74	109
Futsal	0	8	7
Soccer	150	97	63
Softball	25	24	24
Volleyball	275	171	144
<b>Totals</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
Total # of Male Futures Athletes:	500	550	516
Total # of Female Futures Athletes:	550	381	356
Total # of Westy Futures Athletes:	1050	931	872(as of March 7)



## BUDGET BASIS

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

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

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



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## 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 - Universal Preschool Program (UPK)

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

## SPECIAL REVENUE FUNDS

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

### 22 - Government Designated Purpose Grant Fund

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

### 23 - Student Athletic and Activity Fund

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

### 21 - Nutrition Service Fund.

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

### 26- Daycare Fund

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

## **CAPITAL PROJECTS FUNDS**

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

### 43 - 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 C.R.S. 22-45-103. 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.

## **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 in identifying 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 18 Risk Management Fund 19 Universal Preschool Program (UPK)	21 Nutrition Services Fund 22 Governmental Designated Purpose Grant Fund 23 Student Athletic & Activity Fund 26 Daycare Fund	31 Bond Redemption Fund	43 Capital Reserve 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 predetermined 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.

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### **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

<b>OBJECT</b> (used to describe the service or commodity obtained as the result of a specific expenditure)	<b>SOURCE</b> (used to describe the funding origin (source) and type of revenue)	<b>BALANCE SHEET CODES</b> (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.

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## 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.



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## BOARD OF EDUCATION GOALS

### REVENUE GOALS

The Board of Education will use the Colorado Department of Education inflation amount plus a change in at-risk factors in their revenue projections. The projected change in the funded pupil count is estimated to decline consistently for 2024-2025. 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 2030 strategic plan to achieve in seven years. After reviewing 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
<b>Non-spendable:</b>	<b>2024</b>
Inventories	\$ 200,000
<b>Restricted:</b>	
TABOR	4,139,306
<b>Committed:</b>	
<b>Assigned:</b>	
Other Purposes	3,826,040
Contingency Reserve	6,89,843
Unassigned Fund Balance	11,133,856
<b>Grand Total</b>	<b>\$ 26,198,045</b>

### Reserves & Fund Balance

Reserves & Fund Balance	Adopted
<b>Non-spendable:</b>	<b>2024</b>
Inventories	0.76%
<b>Restricted:</b>	
TABOR	15.80%
<b>Committed:</b>	
<b>Assigned:</b>	
Other Purposes	14.60%
Contingency Reserve	26.33%
Unassigned Fund Balance	42.50%

## 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 Annual Comprehensive Financial Report (CAFR) each year.

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## SIGNIFICANT BUDGET DEVELOPMENT STATUS, 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

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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 the 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 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.

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- ***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.

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## 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
- Bridge 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 details 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



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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 5.2% plus changes in at-risk factors. An increase of around \$749 per student.

### ***District Expenditures Goals***

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

### ***Budget Controls***

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

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## PER PUPIL ALLOCATIONS FOR SCHOOL SITES

Initial allocations will be based on projected enrollments for October 2024.

The following table illustrates the per-pupil allocations for 2024-2025 FY:

	<b>Instructional</b>	<b>At-Risk Allocation</b>	<b>Non- Instructional</b>
Elementary	\$80	\$50	\$40
Middle	\$100	\$70	\$50
High	\$140	\$110	\$60

In addition, with the above allocations the schools have an additional amount allocated for other programs at their school. Career and Technical also has a budget of their own which follows these guidelines.

\$10 per student for computer subscriptions

\$30 per student for staff development

\$5 per student for copier expenses

- 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.

## BUDGET DEVELOPMENT CALENDAR – ALL FUNDS

### DECEMBER

- 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

1

2

### JANUARY

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

### 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 first draft of budgets

3

4

### 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

5

6

### JUNE

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

### JANUARY

- Revision of Proposed Budget

7

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## 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<sup>st</sup>. This list will be in priority order.
2. The Director of Auxiliary Services will meet with each facility administrator prior to March 1<sup>st</sup>, 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<sup>th</sup> 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.

Last Revised: October 10, 2023

LEGAL REF.: C.R.S. § 22-45-103

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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.

#### 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.

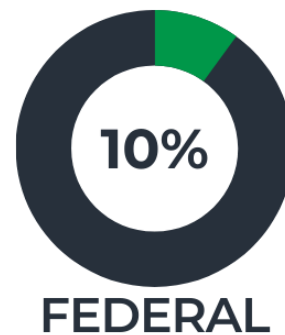
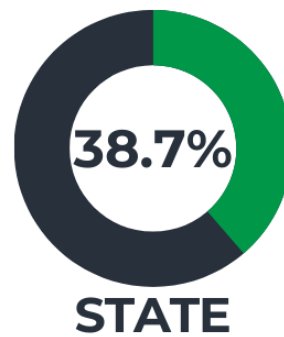
#### LOCAL

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.

## REVENUE BY SOURCE



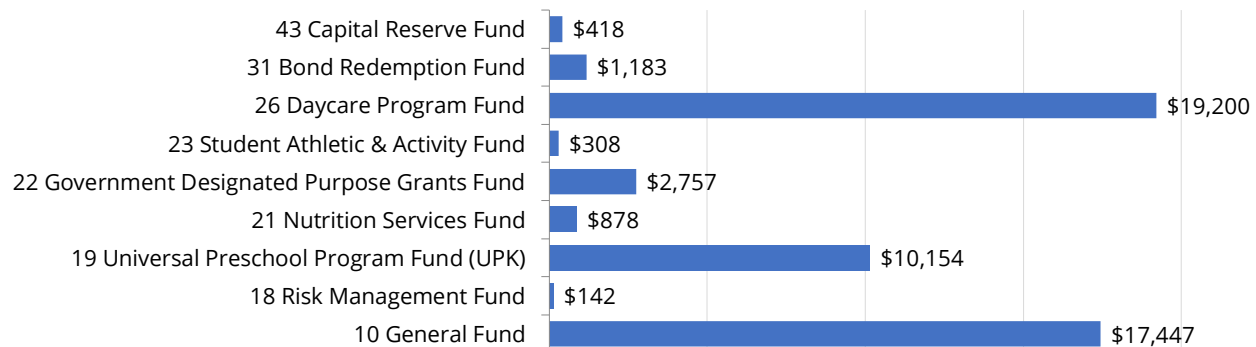
## SUMMARY OF REVENUES AND EXPENDITURES – ALL FUNDS

### FISCAL YEARS 2020-2021 to 2024-2025

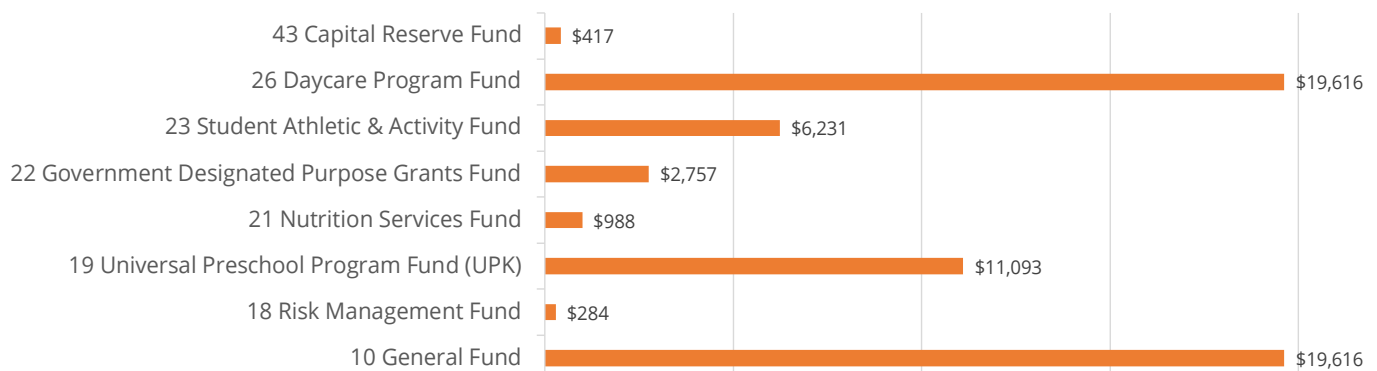
Revenue Summary of All Funds	Actual 2021	Actual 2022	Actual 2023	Amended 2024	Adopted 2025
10 General Fund	\$ 110,276,951	\$ 126,180,245	\$ 130,100,117	\$ 118,318,909	\$ 122,720,095
18 Risk Management Fund	2,887,840	2,244,751	319,050	2,554,134	1,000,000
19 Universal Preschool Program Fund (UPK)	4,095,022	4,364,352	237,332	4,912,475	4,112,475
21 Nutrition Services Fund	6,776,103	6,769,562	5,719,940	5,912,500	6,172,500
22 Government Designated Purpose Grants Fund	27,036,784	20,916,090	18,659,853	16,047,100	12,404,581
23 Student Athletic & Activity Fund	994,772	1,565,700	656,914	2,060,145	2,165,000
26 Daycare Program Fund	1,571,884	2,260,000	1,605,928	1,800,000	2,400,000
31 Bond Redemption Fund	8,657,781	8,657,781	8,688,909	8,657,781	8,322,625
43 Capital Reserve Fund	12,000,000	9,254,249	2,459	6,777,332	2,939,252
<b>Total</b>	<b>\$ 174,297,137</b>	<b>\$ 182,212,729</b>	<b>\$ 165,990,500</b>	<b>\$ 167,040,376</b>	<b>\$ 162,236,528</b>

Expenditure Summary of All Funds	Actual 2021	Actual 2022	Actual 2023	Amended 2024	Adopted 2025
10 General Fund	\$ 103,144,583	\$ 131,272,885	\$ 111,746,323	\$ 126,785,955	\$ 137,976,859
18 Risk Management Fund	2,006,490	1,577,968	1,701,579	2,193,223	2,000,000
19 Universal Preschool Program Fund (UPK)	4,169,324	3,841,686	4,456,413	4,353,928	4,492,648
21 Nutrition Services Fund	5,120,087	5,888,518	6,663,475	6,214,882	6,950,000
22 Government Designated Purpose Grants Fund	27,036,784	20,916,090	18,659,853	16,047,100	12,404,581
23 Student Athletic & Activity Fund	894,591	2,225,245	2,283,849	1,932,926	2,180,829
26 Daycare Program Fund	1,357,733	1,896,799	1,763,487	2,629,840	2,452,000
31 Bond Redemption Fund	8,342,372	8,007,712	8,144,563	8,823,951	8,249,800
43 Capital Reserve Fund	52,955,319	9,254,249	12,992,909	29,254,305	2,934,752
<b>Total</b>	<b>\$ 205,027,283</b>	<b>\$ 184,881,152</b>	<b>\$ 168,412,451</b>	<b>\$ 198,236,110</b>	<b>\$ 179,641,469</b>

#### ALL FUNDS – REVENUE SUMMARY PER STUDENT 2024-25



#### ALL FUNDS – EXPENDITURE SUMMARY PER STUDENT 2024-25



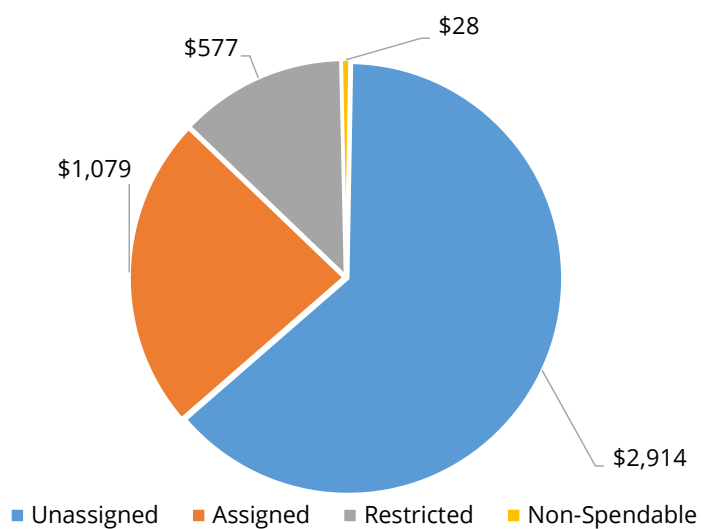
## GENERAL FUND – SUMMARY OF REVENUES, EXPENDITURES & FUND BALANCE FISCAL YEARS 2020-2021 to 2024-2025

Sources of Revenues	Actual 2021	Actual 2022	Actual 2023	Amended 2024	Adopted 2025
1000-2999 Local Sources	\$ 53,427,400	\$58,552,404	\$61,805,551	\$64,565,049	\$64,565,049
3000-3999 State Sources	56,781,200	67,590,734	68,247,852	58,125,046	58,125,046
4000-4999 Federal Sources	68,351	37,106	46,714	30,000	30,000
<b>Revenues Before Transfer Allocations</b>	<b>110,276,951</b>	<b>126,180,245</b>	<b>130,100,117</b>	<b>122,720,095</b>	<b>122,720,095</b>
Transfer Allocations & Expenditures	103,144,583	115,584,046	126,993,669	137,976,859	135,976,859
Prior Year Obligations	-	-	-	-	2,000,000
<b>Total Transfer Allocations &amp; Expenditures</b>	<b>103,144,583</b>	<b>115,584,046</b>	<b>126,993,669</b>	<b>137,976,859</b>	<b>137,976,859</b>
<b>Total Excess Revenues Over (Under)</b>	<b>6,994,422</b>	<b>10,596,198</b>	<b>3,106,448</b>	<b>(8,454,333)</b>	<b>(15,256,764)</b>
<b>Fund Balance Ending (Before Reserves)</b>	<b>\$ 36,206,497</b>	<b>\$46,802,695</b>	<b>\$49,909,142</b>	<b>\$26,198,045</b>	<b>\$26,198,045</b>

### GENERAL FUND - ESTIMATED FUND BALANCE

Reserves & Fund Balance	Proposed 2025
<b>Nonspendable:</b>	
Inventories	\$ 200,000
<b>Restricted:</b>	
TABOR	4,139,306
<b>Committed:</b>	
	-
<b>Assigned:</b>	
Other Purposes	3,826,040
Contingency Reserve	6,898,843
Unassigned Fund Balance	11,133,856
	<b>\$26,198,045</b>

### FUND BALANCE PER STUDENT BREAKDOWN



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## GENERAL FUND REVENUE ASSUMPTIONS AND PLANNING CRITERIA

The General Fund is the main operating fund for Westminster Public Schools and is comprised largely of 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 2024-25 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 \$62,763 with a high of \$120,762. The estimated health\dental increase has also been included. The District's renewal is in January every year, so increases only affect the budget for a six-month period. The budgets for the schools and departments are included within the General Fund and received a \$10 per student decrease, with the departments receiving a 0% increase. While the District understands the state's vulnerability with school funding, it realizes how important its employees are to the success of student achievement.

### MAJOR REVENUES 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 due to inflation. The statewide base funding incorporated in this budget will be \$8,496.38 before any at-risk calculations. The State of Colorado has approved the Public School Finance Act in time to appropriate for approving the Adopted Budget by June 2024.

### PUBLIC SCHOOL FINANCE ACT

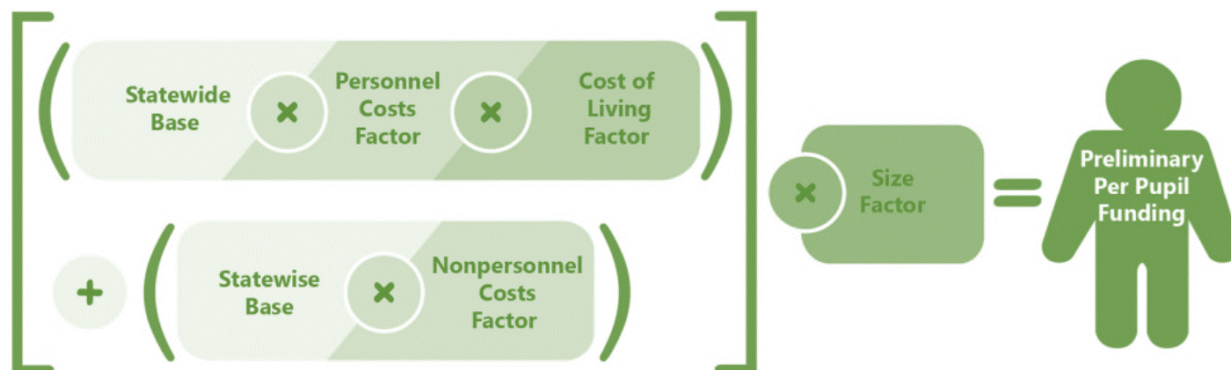
State Equalization is the District's primary revenue component. It is anticipated that the District's total program funding, as determined by the Public-School Finance Act of 1994, will be funded for Fiscal Year 2024-25 by the state of Colorado at an estimated per-pupil program funding level (including at-risk funding) of \$11,909.

### 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:

- Base funding \$8,496.38
  - Cost of living factor 1.216
  - District size factor 1.0297
  - At-Risk “Base” factor 0.120
  - Personnel cost factor 0.8855
  - Non-personnel cost factor 0.1145
- 
- **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 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 2024-25.
  - **District personnel costs factor** – The personnel costs factor is formula-driven and differs by school district and is based on enrollment. This factor increases as enrollment increases. The district personnel costs factor is multiplied by the statewide base per-pupil funding amount to determine the portion of the statewide base to which the cost-of-living factor would be applied. The personnel costs factor for the District is .8855 percent.



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**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 "Base" factor for Westminster Public Schools is 0.120 percent.

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.

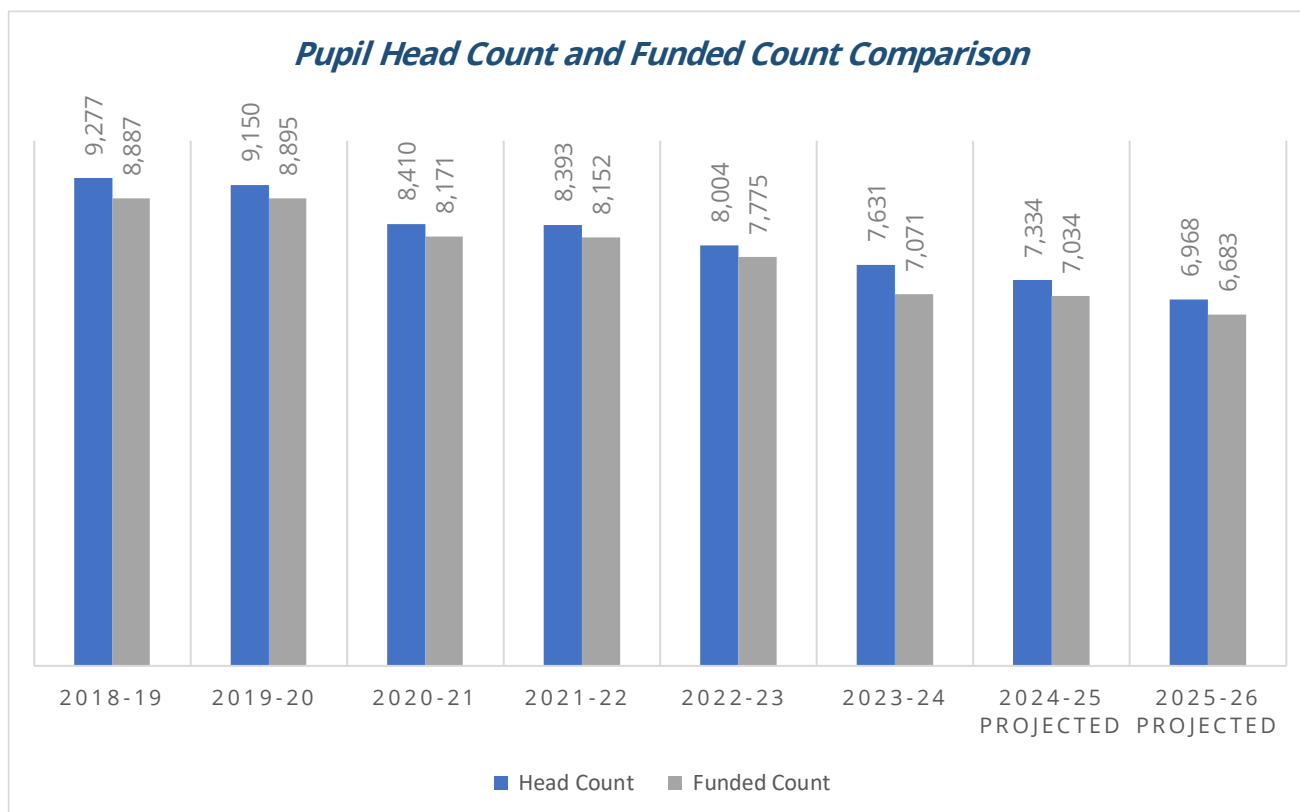
Actual total program funding could be lower or higher depending on how well the formula variable projections compare to the actual variable values. Total program funding for every school district will be adjusted by the Colorado Department of Education about mid-way through the fiscal year to reflect 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.





## ENROLLMENT AND FUNDED PUPIL COUNT

For planning purposes, the District uses a demographer for the enrollment projections, which have been proven to be reasonable and accurate, plus or minus 1% over the last five years, excluding the COVID year. The head count for Fiscal Year 2024-2025, including preschool, is projected to be 7,334, and the funded projected count is 7,034. 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.



*Source: District Information and Student October Count Data*

## ASSESSED VALUATION, PROPERTY TAX MILL LEVY AND PROPERTY TAX

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

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

The residential Colorado Assessment rate was reduced in 2017 from 7.96% to 7.2% and to 7.15% in 2020 to adhere to the ratio requirements of the Gallagher Amendment. This will equate to

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approximately a 10% savings in the property tax, which will help offset a portion of the tax increase that may result from the increase in the value of the real estate.

The property taxes are levied and collected during each fiscal year. For the Fiscal Year 2024-2025, the District is estimated to receive around \$29 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 2024-25 budget, the school finance General Fund mill levy for property tax to be collected in 2025, 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 2024-25 is based on the anticipated tax collections from July 2024 through June 2025. 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 that 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 \$53,520 for the 2024-25 year.

**Specific Ownership Taxes** - Specific ownership tax revenues are generated primarily through a state-mandated tax collected by the county treasurer when motor vehicles are registered each year. These tax revenues are distributed among local governmental agencies based on the percentage of the total property tax attributed to each agency. A portion of the General Fund-specific ownership taxes is a component of the total program funding formula described in the School Finance Act. The Act also exempts the specific ownership taxes generated by bond redemption mill levies and mill levy overrides from the total program funding formula. The District anticipates that specific ownership tax revenues will remain stable at \$1.9 million for Fiscal Year 2024-25.

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## OTHER STATE REVENUE

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 2024-25 funding for these categorical programs as shown below:

Fiscal Year 2024-2025	
Transportation	\$ 305,000
Career and Technical Education	201,000
Special Education	3,524,000
READ ACT	425,000
English Language Proficiency	552,210
Gifted & Talented	101,000
<b>Total</b>	<b>\$5,108,210</b>

### Community Use

Income generated from the use of district facilities is included in the General Fund along with the cost of staff to schedule and supervise the facility use. For Fiscal Year 2024-25, the revenues are estimated to be \$130,000.

### Interest Earnings

Investment earnings revenue budgets are based on prior history of interest revenue and interest rate projections. Fiscal Year 2024-25 investment earnings are estimated to be \$2 million.

### Instructional Fees

Fee revenue is based on estimated student participation. The estimated revenue for instructional materials fees for Fiscal Year 2024-25 is \$226,634.

### Mill Levy Overrides

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

The summary of the District Approved Overrides is as follows:

2018- 14.5 mills

2002- 11.3 mills

1988- 2.01 mills or \$1.8

Total Mills 27.851 or \$26 million

## GENERAL FUND – LOCAL, STATE, & FEDERAL REVENUE SOURCES

### FISCAL YEARS 2020-2021 to 2024-2025

Revenue Sources	Actual 2021	Actual 2022	Actual 2023	Amended 2024	Adopted 2025
<b>1000-1999 Local Sources</b>					
1110 Property Taxes	\$ 23,510,966	\$ 25,942,034	\$ 25,995,862	\$ 26,684,377	\$ 29,997,000
1111 Prop Tax Mill Levy Over	23,561,866	25,928,789	25,973,195	25,895,752	27,149,000
1120 Specific Ownership Taxes	1,920,100	1,747,688	1,982,143	1,954,161	1,900,000
1122 So Tax Mill Levy Override	1,929,893	1,749,253	1,980,720	2,087,536	2,087,536
1140 Delinq Tax/Penalty/Intere	39,122	63,160	44,270	45,000	53,520
1141 Abatements	(204,920)	(73,574)	(112,566)	(100,000)	(125,000)
1310 Summer School Tuition			825		
1500 Interest Earnings	122,381	119,919	2,970,262	2,120,801	2,000,000
1900 Other Revenue/Local Sources	130,398	119,435	52,946	290,000	65,000
1905 Transcripts	6,659	1,326	10,646	10,000	12,500
1906 Symposium	-	75,345	3,393	50,000	-
1910 Building Rental	51,741	91,264	145,297	94,244	95,000
1930 Sale Of Assets	184,975	68,210	72,586	24,584	65,872
1940 Instructional Materials Fees	314,790	377,868	365,274	290,000	226,634
1971 Overhead Cost Revenue	225	996	2,580	1,025	1,025
1972 Indirect Cost Revenue	1,800,890	2,252,952	2,261,647	900,000	1,000,000
1990 Other Revenue	58,314	79,821	51,894	57,058	36,962
2440 Foster Care Revenue	-	7,919	-	-	-
<b>Total Local Sources</b>	<b>53,427,400</b>	<b>58,552,404</b>	<b>61,805,551</b>	<b>60,404,538</b>	<b>64,565,049</b>
<b>3000-3009 State Sources</b>					
3000 State Grants Received From CDE	3,022,999				
3130 Special Education ECEA	2,236,904	2,811,030	3,082,701	3,322,611	3,524,000
3139 ELPA Support Program	622,103	1,792,578	470,804.06	552,210	552,210
3140 ELPA Program	555,412	514,792	-	-	-
3160 Transportation	639,481	652,173	623,143	643,214	305,000
3120 Career and Technical	182,261	374,180	363,526	297,000	201,000
3159 READ ACT	514,040	459,083	495,867	455,886	425,000
3899 On Behalf Payment-CDE	-	-	4,922,427	-	-
3237 Career Success Program	-	83,000	124,404	175,000	144,436
3281 At Risk Mitigation Funding	-	5,823,887	90,194	-	-
3110 State Equalization	49,106,752	54,982,371	57,993,082	52,852,744	53,372,400
3150 Gifted and Talented	137,948	97,639	81,706	81,706	101,000
3200 Categorical Adjustment	(109,804)	-	-	(200,000)	(200,000)
3200 State Equalization Adjustment	(126,895)	-	-	(300,000)	(300,000)
<b>SubTotal State Sources</b>	<b>56,781,200</b>	<b>67,590,734</b>	<b>68,247,852</b>	<b>57,880,371</b>	<b>58,125,046</b>
<b>4000-4999 Federal Sources</b>					
4020-4899 Federal Revenue	68,351	37,106	46,714	34,000	30,000
<b>Subtotal Federal Sources</b>	<b>68,351</b>	<b>37,106</b>	<b>46,714</b>	<b>34,000</b>	<b>30,000</b>
<b>Total Revenue Allocation Before Transfer Allocations</b>	<b>\$ 110,276,951</b>	<b>\$ 126,180,245</b>	<b>\$ 130,100,117</b>	<b>\$ 118,318,909</b>	<b>\$ 122,720,095</b>

## REVENUE ALLOCATED TO OTHER FUNDS

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

To address the capital and insurance needs of the District, the budget for Fiscal Year 2024-25 includes a transfer allocation of \$1.5 million to the Athletic & Activity. The District also has a contingency reserve in the amount of 2% to the capital reserve fund for matching grants/emergencies. If the 2% is ever used in a fiscal year it must be replenished by the General Fund in the same budget year.

### General Fund Allocations Summary

General Fund Transfer Allocations to Other Funds	Adopted 2025
Transfer To Athletic/Activity	\$ 1,500,000
Transfer To Capital Reserve	2,934,752
Transfer to Daycare Fund	400,000
Transfer Proceeds from Lease	(346,116)
<b>Total Transfer Allocations</b>	<b>\$ 4,488,636</b>



## 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 2024-25. 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.

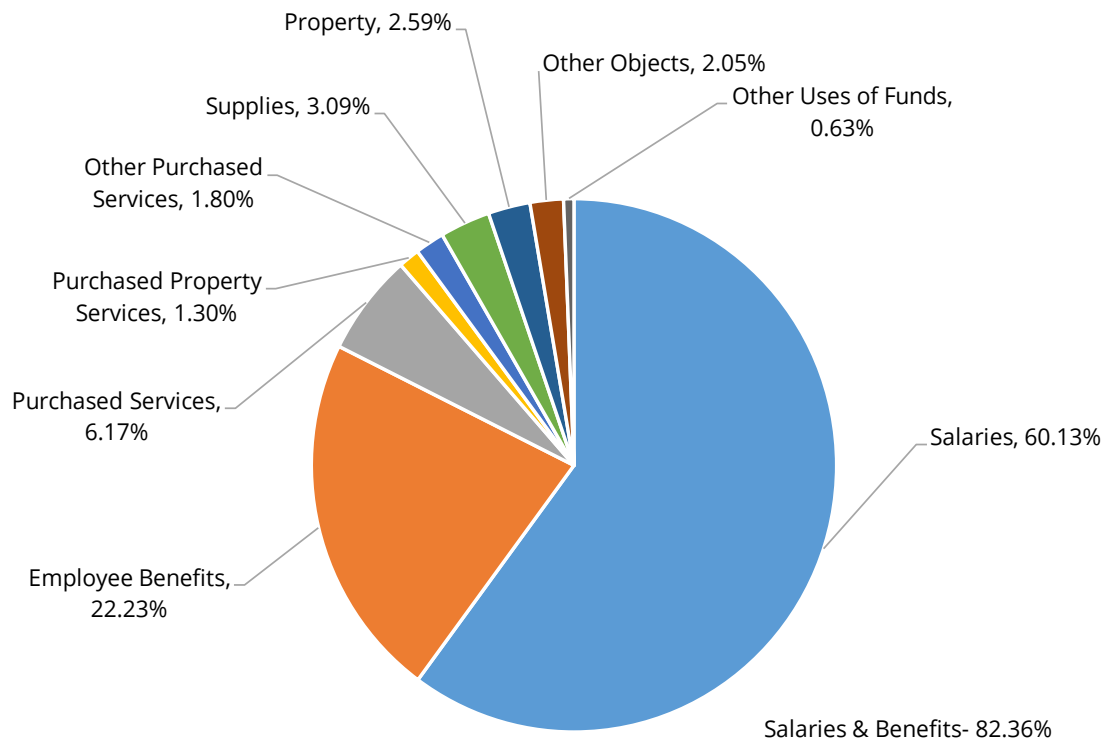
To ensure the district's resources are aligned with the district's goals, almost half of all district's resources go directly towards instruction. The District's general fund budgeted expenditures for 2024-25 are projected to be \$137 million.

## 10 – GENERAL FUND – SUMMARY OF EXPENDITURES BY OBJECT

### FISCAL YEARS 2020-2021 to 2024-2025

Expenditures by Object Summary	Actual 2021	Actual 2022	Actual 2023	Amended 2024	Adopted 2025
0100-0199 Salaries	\$ 59,548,256	\$ 64,686,288	\$ 67,524,909	\$ 69,402,487	\$ 79,062,891
0200-0299 Employee Benefits	20,110,436	23,601,061	27,712,872	28,429,023	29,235,602
0300-0399 Purchased Services	4,447,225	5,778,881	6,135,714	8,168,343	8,114,890
0400-0499 Purchased Property Services	993,217	1,090,918	1,044,440	1,141,814	1,705,990
0500-0599 Other Purchased Services	723,682	867,451	1,159,606	826,652	2,362,590
0600-0699 Supplies	3,714,919	4,392,494	4,485,196	3,375,222	4,069,144
0700-0799 Property	1,629,287	1,524,637	2,682,058	1,118,717	3,403,054
0800-0899 Other Objects	684,182	457,033	554,433	2,098,515	2,700,062
0900-0999 Other Uses of Funds	-	234,521	447,096	342,053	834,000
<b>Total Expenditures by Object</b>	<b>91,851,204</b>	<b>102,633,285</b>	<b>111,746,323</b>	<b>114,902,825</b>	<b>131,488,223</b>
Transfers & Prior Year Obligations	11,293,379	12,950,761	15,247,346	11,883,130	6,488,636
<b>Total Expenditures</b>	<b>\$ 103,144,583</b>	<b>\$ 115,584,046</b>	<b>\$ 126,993,669</b>	<b>\$ 126,785,955</b>	<b>\$ 137,976,859</b>

**General Fund - Expenditures by Object for Fiscal Year 2024-2025**



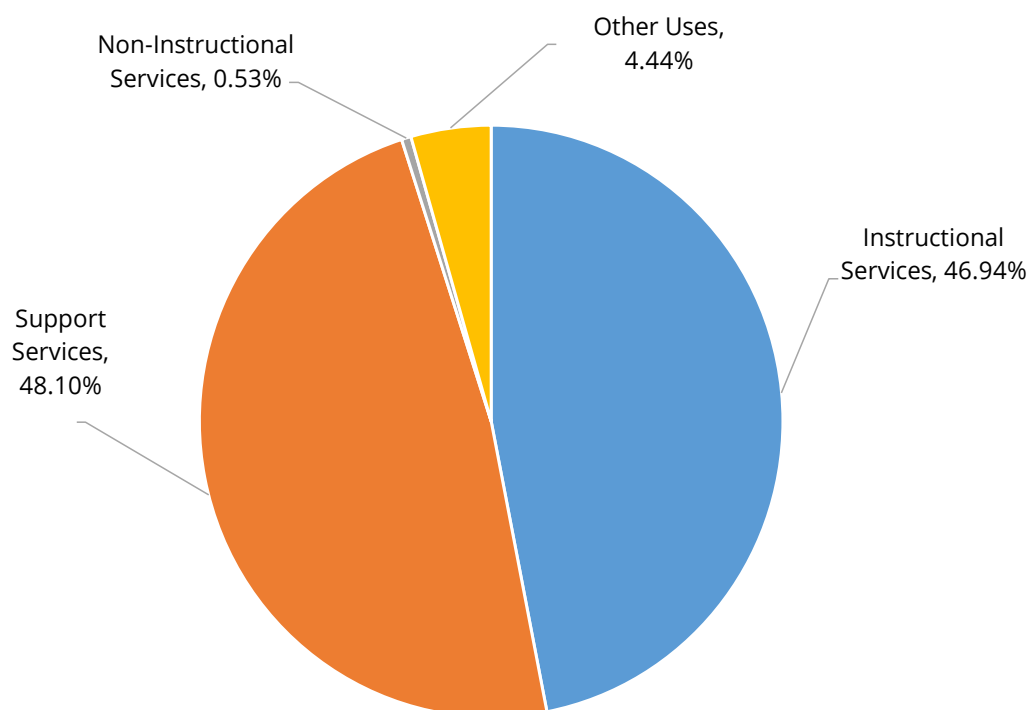


## 10 – GENERAL FUND – SUMMARY OF EXPENDITURES BY PROGRAM

### FISCAL YEARS 2020-2021 to 2024-2025

Expenditures by Program Summary	Actual 2021	Actual 2022	Actual 2023	Amended 2024	Adopted 2025
0010-1999 Instructional Services	\$ 46,167,185	\$ 52,746,143	\$ 52,603,713	\$ 49,977,181	\$ 61,718,636
2000-2999 Support Services	44,355,398	48,477,161	55,783,959	53,402,465	63,239,907
3000-3999 Non-Instructional Services	783,333	798,444	842,073	1,352,808	695,680
4000-4999 Facilities Acquisition & Construction Services	-	-	-	-	-
5000-9999 Other Uses	545,287	611,537	1,255,381	10,170,371	5,834,000
<b>Total Expenditures by Program</b>	<b>91,851,203</b>	<b>102,633,285</b>	<b>110,485,126</b>	<b>114,902,825</b>	<b>131,488,223</b>
Transfers & Prior Year Obligations	11,293,379	12,950,761	16,508,542	11,883,130	6,488,636
<b>Total Expenditures</b>	<b>\$ 103,144,582</b>	<b>\$ 115,584,046</b>	<b>\$ 126,993,668</b>	<b>\$126,785,955</b>	<b>\$137,976,859</b>

General Fund - Summary of Expenditures by Program for Fiscal Year 2024-2025



## 10 – GENERAL FUND – EXPENDITURES BY PROGRAM

### FISCAL YEARS 2024-2025

Program	Instruction - Program	0100-0199 Salaries	0200-0299 Employee Benefits	0300-0599 Purchase Services	0600-0699 Supplies & Materials	0700 Property	0800-0999 Other Services	Total	Percent
10	General Elementary	\$ 3,858,518	\$ 1,312,778	\$ 89,597	\$ 25,692	\$ -	\$ 2,950	5,289,535	4.02%
18	General K-8	15,872,834	5,692,411	72,800	220,673	11,500	16,750	21,886,968	16.65%
20	General Middle/Jr	2,267,653	762,076	5,122	12,000	-	3,500	3,050,351	2.32%
30	General High School	7,842,618	2,704,235	71,413	87,955	25,000	18,004	10,749,225	8.18%
40	General Preschool	-	-	-	950	-	-	950	0.00%
50	General Post Sec/K-12	-	-	132,660	5,000	-	200	137,860	0.10%
70	Gifted and Talented	-	-	-	250	-	-	250	0.00%
71	General AVID Education	6,000	1,380	-	16,870	-	32,000	56,250	0.04%
80	General Instruction	-	-	-	40,950	-	-	40,950	0.03%
92	Detention Instruction	-	-	500,000	-	-	-	500,000	0.38%
100	Agriculture	167,642	62,988	-	-	-	-	230,630	0.18%
200	Art	-	-	5,500	33,207	-	500	39,207	0.03%
300	Business	44,798	21,953	-	-	-	-	66,751	0.05%
400	Distributive/Market	44,798	21,953	-	-	-	-	66,751	0.05%
510	Language Skills	-	-	-	32,891	-	-	32,891	0.03%
511	Reading	-	-	-	43,173	-	-	43,173	0.03%
543	Journalism	-	-	3,000	-	-	-	3,000	0.00%
560	Dramatic Arts	-	-	-	7,000	-	350	7,350	0.01%
569	Other Dramatic Arts	73,154	26,061	-	-	-	-	99,215	0.08%
590	CLD	3,257,345	1,213,379	-	9,500	-	200	4,480,424	3.41%
600	World Languages	-	-	-	6,000	-	-	6,000	0.00%
700	Health Occupations	60,935	29,899	-	1,000	-	-	91,834	0.07%
790	Biomedical Science	317,105	114,532	-	-	-	-	431,637	0.33%
800	Physical Educ Curriculum	-	-	-	14,647	1,000	-	15,647	0.01%
891	Air Force ROTC	152,149	63,200	-	-	-	-	215,349	0.16%
900	Consumer Family	72,486	28,723	-	1,500	-	-	102,709	0.08%
933	Food Services	68,459	27,738	-	-	-	-	96,197	0.07%
1000	Industrial Arts/Tech	-	-	-	1,000	-	-	1,000	0.00%
1010	Construction	60,935	25,899	-	-	-	-	86,834	0.07%
1022	Graphic Arts	60,935	29,899	-	-	-	-	90,834	0.07%
1032	Engineering Drawing	188,926	79,192	-	-	-	-	268,118	0.20%
1100	Mathematics	-	-	-	27,191	-	-	27,191	0.02%
1200	Music	-	-	10,000	10,250	6,000	200	26,450	0.02%
1240	Vocal Music	-	-	1,200	8,000	-	600	9,800	0.01%
1251	Band, Concert	-	-	6,800	2,200	1,000	1,100	11,100	0.01%
1254	Orchestra, Chamber	-	-	2,000	9,700	2,000	250	13,950	0.01%
1290	Other Music	-	-	-	1,200	-	-	1,200	0.00%
1300	Natural Science	-	-	-	58,386	-	500	58,886	0.04%
1500	Social Sciences	-	-	-	25,497	-	-	25,497	0.02%
1600	Technology Education	180,555	77,146	-	15,278	500	-	273,478	0.21%
1700	Special Education	7,244,708	3,124,509	481,714	28,250	2,000	7,000	10,888,181	8.28%
1710	Physical Disability	227,574	77,642	-	-	-	-	305,216	0.23%
1770	Speech/Lang Disability	952,355	434,941	-	-	-	-	1,387,296	1.06%
1835	Dance	-	-	-	1,000	-	-	1,000	0.00%
1970	Drama Arts	-	-	-	1,000	-	-	1,000	0.00%
1976	AVID	-	-	-	500	-	-	500	0.00%
<b>Total Instruction</b>		<b>43,022,483</b>	<b>15,932,534</b>	<b>1,381,806</b>	<b>748,710</b>	<b>49,000</b>	<b>84,104</b>	<b>61,218,636</b>	<b>46.56%</b>
Program	Supporting Services Students	0100-0199 Salaries	0200-0299 Employee Benefits	0300-0599 Purchase Services	0600-0699 Supplies & Materials	0700 Property	0800-0999 Other Services	Total	Percent
2100	Support Services-Students	\$ 400,568	\$ 158,831	\$ -	\$ 450	\$ 3,000	\$ -	562,849	0.43%
2110	Social Work Services	603,516	213,560	-	-	-	-	817,076	0.62%
2112	Attendance Services	6,000	10,600	31,400	7,000	3,000	13,000	71,000	0.05%
2120	Guidance Services	1,568,953	617,757	-	11,847	-	-	2,198,557	1.67%
2124	Parent PASS Program	10,000	2,300	-	2,000	-	-	31,300	0.02%
2134	Nursing Services	-	-	515,000	5,000	-	-	520,000	0.40%
2140	Psychological Services	1,092,093	410,017	-	-	-	-	1,502,110	1.14%
2150	Nursing Services	112,312	37,849	-	-	-	-	150,161	0.11%
2190	Psychological Services	850,941	483,920	-	-	-	-	1,334,861	1.02%
<b>Total Supporting Services Student</b>		<b>4,644,383</b>	<b>1,934,833</b>	<b>563,400</b>	<b>26,297</b>	<b>6,000</b>	<b>13,000</b>	<b>7,187,913</b>	<b>5.47%</b>
Program	Instruction Staff	0100-0199 Salaries	0200-0299 Employee Benefits	0300-0599 Purchase Services	0600-0699 Supplies & Materials	0700 Property	0800-0999 Other Services	Total	Percent
2200	Support Svc-Instructional	4,877,182	1,607,707	1,004,214	119,300	9,500	43,916	7,661,819	5.83%
2212	Instruct/Curric/Dev Svc	348,462	128,318	31,000	25,600	5,000	5,500	543,880	0.41%
2213	Instruct Support Substitute:	117,000	24,535	256,368	34,400	-	380	432,683	0.33%
2214	Instructional Staff Developn	146,515	44,928	402,000	29,754	5,000	1,200	629,397	0.48%
2220	Academic Student Assessm	223,571	94,663	-	-	-	-	318,234	0.24%
2221	Educational Library Services	471,722	225,336	-	-	-	-	697,058	0.53%
2231	Special Education	2,000	2,500	278,000	11,464	-	1,500	295,464	0.22%
2232	CTE Program	139,306	44,060	-	-	-	-	183,366	0.14%
<b>Total Instruction Staff</b>		<b>6,325,758</b>	<b>2,172,048</b>	<b>1,971,582</b>	<b>220,518</b>	<b>19,500</b>	<b>52,496</b>	<b>10,761,902</b>	<b>8.18%</b>

## 10 – GENERAL FUND – EXPENDITURES BY PROGRAM

### FISCAL YEAR 2024-2025 (*CONTINUED*)

Program	General Administration	0100-0199 Salaries	0200-0299 Employee Benefits	0300-0599 Purchase Services	0600-0699 Supplies & Materials	0700 Property	0800-0999 Other Services	Total	Percent
2310 District Governance Svc		0	0	76,500	27,000	7,000	26,500	137,000	0.10%
2314 Election Services		0	0	50,000	0	0	0	50,000	0.04%
2315 Legal Services		0	0	260,000	0	0	0	260,000	0.20%
2316 Tax Assessment/Collection		0	0	65,000	0	0	0	65,000	0.05%
2317 Audit Services		0	0	95,000	0	0	0	95,000	0.07%
2318 Staff Rel/Negotiations		86,439	32,134	0	0	0	0	118,573	0.09%
2320 Executive Administration		936,862	269,021	0	0	0	0	1,205,882	0.92%
2321 Office Of Superintendent		0	0	14,300	41,500	1,000	10,900	67,700	0.05%
<b>Total General Administration</b>		<b>1,023,301</b>	<b>301,155</b>	<b>560,800</b>	<b>68,500</b>	<b>8,000</b>	<b>37,400</b>	<b>1,999,156</b>	<b>1.52%</b>
Program	School Administration	0100-0199 Salaries	0200-0299 Employee Benefits	0300-0599 Purchase Services	0600-0699 Supplies & Materials	0700 Property	0800-0999 Other Services	Total	Percent
2400 School Admin Support		7,824,992	2,871,587	63,958	224,520	10,500	4,925	11,000,482	8.37%
<b>Total School Administration</b>		<b>7,824,992</b>	<b>2,871,587</b>	<b>63,958</b>	<b>224,520</b>	<b>10,500</b>	<b>4,925</b>	<b>11,000,482</b>	<b>8.37%</b>
Program	Business Services	0100-0199 Salaries	0200-0299 Employee Benefits	0300-0599 Purchase Services	0600-0699 Supplies & Materials	0700 Property	0800-0999 Other Services	Total	Percent
2510 Business/Fiscal Services		941,934	295,474	861,470	39,300	7,500	3,000	2,148,677	1.63%
2520 Purchasing Services		488,828	151,379	90,950	3,500	10,000	950	745,606	0.57%
2530 Warehousing/Distributing		598,795	224,278	171,800	8,000	18,000	150	1,021,024	0.78%
<b>Total Business Services</b>		<b>2,029,557</b>	<b>671,130</b>	<b>1,124,220</b>	<b>50,800</b>	<b>35,500</b>	<b>4,100</b>	<b>3,915,307</b>	<b>2.98%</b>
Program	Operations & Maintenance	0100-0199 Salaries	0200-0299 Employee Benefits	0300-0599 Purchase Services	0600-0699 Supplies & Materials	0700 Property	0800-0999 Other Services	Total	Percent
2600 Aux Services		18,890	795	0	0	0	0	19,685	0.01%
2610 Aux Serv - General		320,852	112,240	0	0	0	0	433,092	0.33%
2620 Aux Serv - Custodial		3,624,409	1,485,518	321,500	151,960	41,000	1,000	5,625,387	4.28%
2621 Utilities		0	0	1,430,854	1,725,831	0	0	3,156,685	2.40%
2630 Aux Serv - Ground		582,250	227,777	61,000	141,773	133,150	400	1,146,350	0.87%
2640 Aux Serv - Utilites		1,707,723	621,979	595,584	260,538	68,000	1,000	3,254,824	2.48%
2641 Maintenance		0	0	7,500	0	0	0	7,500	0.01%
2650 Vehicle Operation/Maint		0	0	11,679	68,184	1,822	0	81,685	0.06%
2660 Security Services		604,512	290,144	163,500	12,200	5,000	0	1,075,356	0.82%
<b>Total Operations &amp; Maintenance</b>		<b>6,858,636</b>	<b>2,738,453</b>	<b>2,591,617</b>	<b>2,360,486</b>	<b>248,972</b>	<b>2,400</b>	<b>14,800,564</b>	<b>11.26%</b>
Program	Student Transportation	0100-0199 Salaries	0200-0299 Employee Benefits	0300-0599 Purchase Services	0600-0699 Supplies & Materials	0700 Property	0800-0999 Other Services	Total	Percent
2710 Supervision/Student Trans		308,946	129,233	691,788	31,500	1,000	1,295	1,163,761	0.89%
2720 Vehicle Operation/Maint		1,695,275	828,094	0	0	0	0	2,523,369	1.92%
2740 Vehicle Servicing/Maint		242,622	89,582	22,107	210,234	1,882	0	566,426	0.43%
<b>Student Transportation Instructio</b>		<b>2,246,842</b>	<b>1,046,908</b>	<b>713,895</b>	<b>241,734</b>	<b>2,882</b>	<b>1,295</b>	<b>4,253,556</b>	<b>3.23%</b>
Program	Central Support	0100-0199 Salaries	0200-0299 Employee Benefits	0300-0599 Purchase Services	0600-0699 Supplies & Materials	0700 Property	0800-0999 Other Services	Total	Percent
2820 Communications		600,578	198,556	212,280	33,500	5,000	1,500	1,051,414	0.80%
2830 Supervision/Student Trans		3,333,022	901,543	67,597	9,000	2,000	9,100	4,322,262	3.29%
2832 Vehicle Servicing/Maint		0	0	59,650	0	0	0	59,650	0.05%
2840 Technology		688,023	266,491	2,248,815	14,000	15,700	600	3,233,629	2.46%
2850 Unemployment		0	0	400,000	0	0	0	400,000	0.30%
2890 Other Support Services		0	0	210,000	54,929	0	0	264,929	0.20%
<b>Total Central Support</b>		<b>4,621,623</b>	<b>1,366,590</b>	<b>3,198,342</b>	<b>111,429</b>	<b>22,700</b>	<b>11,200</b>	<b>9,331,885</b>	<b>7.10%</b>
Program	Community Services	0100-0199 Salaries	0200-0299 Employee Benefits	0300-0599 Purchase Services	0600-0699 Supplies & Materials	0700 Property	0800-0999 Other Services	Total	Percent
3303 Community Services		465,315	200,365	0	0	0	0	665,680	0.51%
3310 Other Community Services		0	0	13,850	16,150	0	0	30,000	0.02%
<b>Total Indirect Instruction</b>		<b>465,315</b>	<b>200,365</b>	<b>13,850</b>	<b>16,150</b>	<b>-</b>	<b>-</b>	<b>695,680</b>	<b>0.53%</b>
Program	Other Uses	0100-0199 Salaries	0200-0299 Employee Benefits	0300-0599 Purchase Services	0600-0699 Supplies & Materials	0700 Property	0800-0999 Other Services	Total	Percent
5100 Capital Lease		-	-	-	-	-	6,323,142	6,323,142	4.81%
<b>Total Other Uses</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>6,323,142</b>	<b>6,323,142</b>	<b>4.81%</b>
<b>Grand Total</b>		<b>\$79,062,890</b>	<b>\$29,235,602</b>	<b>\$12,183,470</b>	<b>\$4,069,144</b>	<b>\$403,054</b>	<b>\$6,534,062</b>	<b>\$131,488,223</b>	<b>100.00%</b>

## 10 – GENERAL FUND – PER PUPIL SPENDING BY SCHOOL/DEPARTMENT

### FISCAL YEAR 2024-2025

				Per Student
	School/Department	Student FTE	Total Budget	Cost
100-199 Elementary	100 Elem	799.0	\$ 73,500	\$ 92
	105 Early Childhood Center @ Gregory Hill	150.0	976,364	6,509
	125 Harris Park Elementary	182.0	2,851,774	15,669
	135 Mesa Elementary	285.0	3,742,977	13,133
	145 Sherrelwood Elementary	182.0	2,950,458	16,211
Total Elementary Schools		799.0	10,595,073	13,260
200-299 Middle School	200 Middle School	310.0	-	-
	215 Shaw Heights Middle School	310.0	5,704,057	18,400
Total Middle Schools		310.0	5,704,057	18,400
300-399 High School	300 High School	2,000.0	37,870	19
	305 Westminster High School	2,000.0	19,701,939	9,851
Total High Schools		2,000.0	19,739,809	9,870
500-599 Combination Schools	500 Combination Schools	4,482.0	48,269,761	10,770
	505 Hidden Lake High School	355.0	3,932,248	11,077
	510 Gifted/Talented	407.0	172,481	424
	525 Colorado STEM Academy	375.0	3,911,017	10,429
	530 Westminster Academy for International Studies	269.0	2,827,468	10,511
	535 John E Flynn a Marzano Academy	315.0	3,297,158	10,467
	545 Metropolitan Arts Academy	249.0	3,720,328	14,941
	540 Hodgkin's Leadership Academy	550.0	7,070,913	12,856
	565 Fairview	349.0	3,463,874	9,925
	570 Sunset Ridge	359.0	3,911,735	10,896
	555 Orchard Park Academy	550.0	5,463,179	9,933
	550 Colorado Sports Leadership Academy	373.0	4,945,675	13,259
	560 Tennyson Knolls Preparatory School	331.0	4,122,468	12,455
Total Combination Schools		4,482.0	48,269,761	10,770
600-999 Department Costs	605 Board of Education	7,034.0	725,573	103
	610 Superintendent	7,034.0	1,263,067	180
	615 Community Relations	7,034.0	1,062,930	151
	630 Special Education	7,034.0	2,649,315	377
	650 Financial Services	7,034.0	1,708,407	243
	655 Operations Office	7,034.0	2,839,771	404
	660 Creative Pipeline	7,034.0	474,909	68
	665 Robert Landgraf Conference Center	7,034.0	21,100	3
	670 Ranum Reimagined	7,034.0	28,572	4
	710 Operation & Maintenance	7,034.0	5,554,165	790
	715 Purchasing & Materials Management	7,034.0	1,773,649	252
	720 Technology Services	7,034.0	1,738,489	247
	725 Transportation	7,034.0	4,374,941	622
	805 District Wide	7,034.0	11,474,770	1,631
	971 Daniel C Vallez Learning Center	7,034.0	30,000	4
Total Department & Program Costs		7,034.0	\$ 131,488,223	\$ 18,693

## 10 – GENERAL FUND – EXPENDITURES BY SCHOOL/DEPARTMENT

### FISCAL YEAR 2024-2025

School/Department	0100-0199 Salaries	0200-0299 Employee Benefits	0300-0399 Purchase Services	0400-0699 Supplies & Materials	0700-0999 Capital Outlay	Total
100 Elem - Distwide	\$ -	\$ -	\$ 73,500	\$ -	\$ -	73,500
105 Early Learning Center Gregory Hill	673,512	294,572	-	8,280	-	976,364
125 Harris Park Elementary	1,977,905	743,452	1,200	128,267	950	2,851,774
135 Mesa Elementary	2,625,006	989,925	-	127,047	1,000	3,742,977
145 Sherrelwood Elementary	2,077,027	786,789	-	86,642	-	2,950,458
200 Middle School - Distwide	-	-	-	-	-	-
215 Shaw Heights Middle School	3,912,833	1,413,802	91,800	276,672	8,950	5,704,057
300 High School - Distwide	-	-	-	6,870	31,000	37,870
305 Westminster High School	13,527,563	4,976,176	4,200	1,132,950	61,050	19,701,939
505 Hidden Lake Alternative High	2,674,832	1,012,354	4,582	236,800	3,679	3,932,248
510 Gifted/Talented	127,567	44,914	-	-	-	172,481
515 Instructional Services Center	944,219	402,664	500	76,634	7,200	1,431,218
525 Colorado Stem Academy	2,706,924	1,030,995	1,000	168,298	3,800	3,911,017
530 Westminster Academy for Intern Studies	1,908,285	753,784	6,000	152,900	6,500	2,827,468
535 John E Flynn a Marzano Academy	2,248,128	914,512	1,500	126,267	6,750	3,297,158
540 Josephine Hodgkins Leadership Academy	4,967,014	1,860,189	2,500	234,709	6,500	7,070,913
545 Metropolitan Arts Academy	2,535,094	977,784	2,000	202,950	2,500	3,720,328
550 Colorado Sports Leadership Academy	3,421,027	1,309,848	53,000	160,800	1,000	4,945,675
555 Orchard Park Academy	3,803,035	1,422,259	-	225,685	12,200	5,463,179
560 Tennyson Knolls Preparatory School	2,851,953	1,090,120	47,000	123,895	9,500	4,122,468
565 Fairview	2,431,805	881,421	-	147,647	3,000	3,463,874
570 Sunset Ridge	2,754,681	1,009,660	-	146,644	750	3,911,735
605 Board of Education	86,439	32,134	485,000	88,500	33,500	725,573
610 Superintendent	926,510	268,857	600	55,200	11,900	1,263,067
615 Community Relations	611,930	198,719	150,000	95,780	6,500	1,062,930
625 Learning Services	3,823,088	1,308,994	858,760	358,046	52,488	6,401,376
630 Special Education	980,787	369,564	790,000	506,464	2,500	2,649,315
645 Human Resources	3,823,642	1,087,500	54,610	81,637	11,100	5,058,489
650 Financial Services	941,934	295,474	398,000	62,500	10,500	1,708,407
655 Operations Office	1,920,400	794,270	60,000	44,100	21,000	2,839,771
660 Creative Pipeline	291,863	91,352	25,500	55,695	10,500	474,909
665 Robert Landgraf Center	-	-	-	21,100	-	21,100
670 Ranum Reimagined	28,572	-	-	-	-	28,572
710 Operation & Maintenance	3,060,067	1,108,343	214,281	946,074	225,400	5,554,165
715 Purchasing & Marterials Management	1,045,778	369,521	155,000	174,251	29,100	1,773,649
720 Technology Services	1,106,628	348,746	-	266,815	16,300	1,738,489
725 Transportation	2,246,842	1,046,908	82,737	992,455	5,999	4,374,941
805 Districtwide	-	-	4,538,770	602,000	6,334,000	11,474,770
971 Daniel C Vallez Learning Center	-	-	12,850	17,150	-	30,000
<b>Total Expenditures</b>	<b>\$79,062,891</b>	<b>\$29,235,602</b>	<b>\$ 8,114,890</b>	<b>\$ 8,137,724</b>	<b>\$ 6,937,116</b>	<b>\$ 131,488,223</b>

## RESOURCE ALLOCATION – ALL SCHOOLS

### PURCHASED SERVICES, MATERIALS AND SUPPLIES

FISCAL YEAR 2024-2025

	Projected Students	Projected At-Risk Students	Copier Allocation Budget	Computer Subscription Budget	K-12 Instructional Allocation	K-12 At-Risk Instructional Allocation
<b>Elementary Schools</b>			<b>@ \$5</b>	<b>@ \$10</b>	<b>@ \$80</b>	<b>@ \$50</b>
Early Childhood	0	184	0	0	0	9,200
Harris Park	182	160	910	1,820	14,560	8,000
Mesa	285	262	1,425	2,850	22,800	13,100
Sherrelwood	182	153	910	1,820	14,560	7,650
<b>Total Elementary Schools</b>	<b>649</b>	<b>759</b>	<b>3,245</b>	<b>6,490</b>	<b>51,920</b>	<b>37,950</b>
<b>Middle Schools/K-8</b>			<b>@ \$5</b>	<b>@ \$10</b>	<b>@ \$100</b>	<b>@ \$70</b>
CSLA	373	352	1,865	3,730	37,300	24,640
Hodgkins	550	523	2,750	5,500	55,000	36,610
Orchard Park	550	499	2,750	5,500	55,000	34,930
Tennyson Knolls	331	321	1,655	3,310	33,100	22,470
Shaw Heights	310	454	1,550	3,100	31,000	31,780
WAIS	269	216	1,345	2,690	26,900	15,120
STEM	375	190	1,875	3,750	37,500	13,300
MAA	249	268	1,245	2,490	24,900	18,760
Fairview	349	250	1,745	3,490	34,900	17,500
Flynn	315	249	1,575	3,150	31,500	17,430
Sunset Ridge	359	259	1,795	3,590	35,900	18,130
<b>Total Middle/K-8 Schools</b>	<b>4,030</b>	<b>2,149</b>	<b>10,570</b>	<b>36,710</b>	<b>367,100</b>	<b>232,540</b>
<b>High Schools</b>			<b>@ \$5</b>	<b>@ \$10</b>	<b>@ \$140</b>	<b>@ \$110</b>
Westminster	2,000	1,400	10,000	20,000	280,000	154,000
CTE	350	200	1,750	3,500	49,000	22,000
Hidden Lake	355	310	1,775	3,550	49,700	34,100
<b>Total High Schools</b>	<b>2,355</b>	<b>1,910</b>	<b>13,525</b>	<b>27,050</b>	<b>378,700</b>	<b>210,100</b>
<b>Grand Total</b>	<b>7,034</b>	<b>4,818</b>	<b>27,340</b>	<b>70,250</b>	<b>797,720</b>	<b>480,590</b>



**RESOURCE ALLOCATION – ALL SCHOOLS**  
**PURCHASED SERVICES, MATERIALS AND SUPPLIES**  
**FISCAL YEAR 2024-2025 (*CONTINUED*)**

Total Instructional Allocation	Non-Instructional Allocation	Instructional Building Allotment Substitutes	Total Allocation	Total Allocation	
	@\$40	@ \$30	@ 100%	@ 90%	<b>Elementary Schools</b>
9,200	0	0	9,200	8,280	Early Childhood
22,560	7,280	5,460	35,300	31,770	Harris Park
35,900	11,400	8,550	55,850	50,265	Mesa
22,210	7,280	5,460	34,950	31,455	Sherrelwood
<b>89,870</b>	<b>25,960</b>	<b>19,470</b>	<b>135,300</b>	<b>121,770</b>	<b>Total Elementary Schools</b>
	@ \$50	@ \$30		@ 90%	<b>Middle Schools/K-8</b>
61,940	18,650	11,190	91,780	82,602	CSLA
91,610	27,500	16,500	135,610	122,049	Hodgkins
89,930	27,500	16,500	133,930	120,537	Orchard Park
55,570	16,550	9,930	82,050	73,845	Tennyson Knolls
62,780	15,500	9,300	87,580	78,822	Shaw Heights
42,020	13,450	8,070	63,540	57,186	WAIS
50,800	18,750	11,250	80,800	72,720	STEM
43,660	12,450	7,470	63,580	57,222	MAA
52,400	13,960	10,470	76,830	69,147	Fairview
48,930	15,750	9,450	74,130	66,717	Flynn
54,030	14,360	10,770	79,160	71,244	Sunset Ridge
<b>599,640</b>	<b>180,060</b>	<b>110,130</b>	<b>889,830</b>	<b>800,847</b>	<b>Total Middle/K-8 Schools</b>
	@ \$60	@ \$30		@ 90%	<b>High Schools</b>
434,000	120,000	60,000	614,000	552,600	Westminster
71,000	21,000	10,500	102,500	92,250	CTE
83,800	21,300	10,650	115,750	104,175	Hidden Lake
<b>588,800</b>	<b>162,300</b>	<b>81,150</b>	<b>832,250</b>	<b>749,025</b>	<b>Total High Schools</b>
<b>1,278,310</b>	<b>368,320</b>	<b>200,580</b>	<b>1,857,380</b>	<b>1,671,642</b>	<b>Grand Total</b>

## STAFFING

Job Class	2023-2024	2024-2025
100 - Principal	16	16
100 - Assistant Principal	19	19
100- Other	40.36	30
200 - Regular Teacher	342	342
200 - Other Teacher	143.52	145.7
200 - Counselors	19	17.5
200 - Certified Library/Media	1	1
300- Other Professionals	21	21
400 - Instructional Paraprofessional	18.5	18.5
400 - Specialized Paraprofessional	43.6	55.6
400 - Classified Library/Media	15	15
400 - Other Professional	35.4	34.5
500 - Secretarial	63	71.4
600 - Custodial	56	57.5
600 - Other	73	71
<b>Total General Fund Staff</b>	<b>906.38</b>	<b>915.70</b>

### Explanation of changes in staffing schools:

- Schools
  - Adjusted teacher ratio per student
  - Re-adjusted counselor staff throughout the District
- Instructional Departments
  - Added Reduced custodians
- The District has had several positions moves within the Schools and Departments.

## 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 2024-25 is a major component of the resource allocation plan. The District added \$5 million to the salary compensation that included steps, lanes, PERA retirement increase, horizontal moves and health/dental increases.

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

- PERA  
The District contribution to PERA will increase to 21.40% for the fiscal year, for each employee's qualifying compensation; employee contribution will also increase to 11%.
- Medicare Insurance Tax  
In accordance with federal law, a Medicare insurance charge of 1.045% is paid by the District salary for individuals hired after March 31, 1988. Employees also have 1.045% deducted from their salary as required by law.

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- **Benefits Plans**

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

- **Unemployment**

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

### **Defined Benefit Pension Plan**

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

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

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

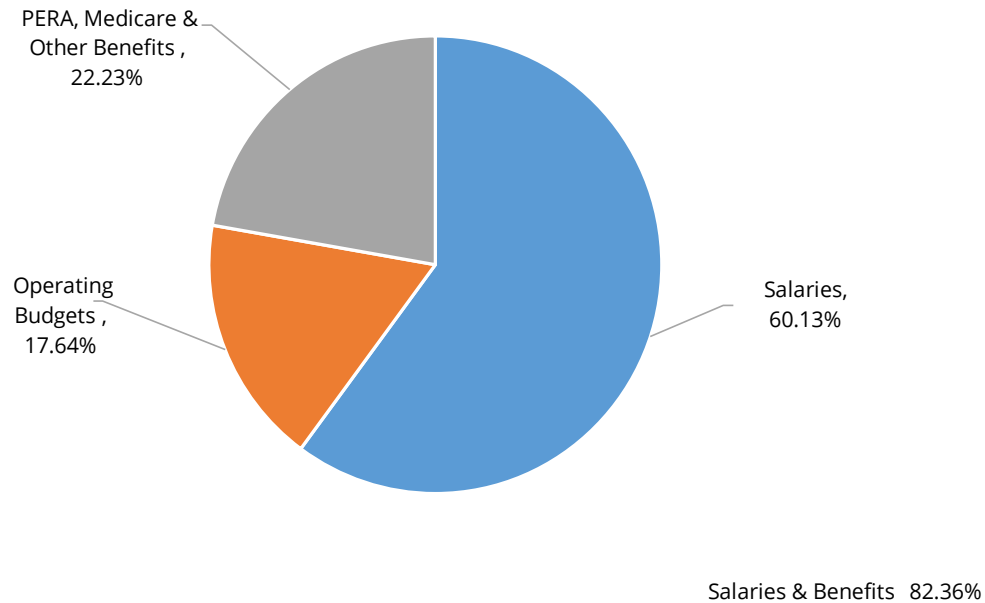
### **Postemployment Healthcare Benefits**

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

## 10 – GENERAL FUND – SUMMARY OF JOB CLASSIFICATIONS BY OBJECT FISCAL YEARS 2020-2021 TO 2027-2028

Salaries by Job Code	Actual 2021	Actual 2022	Actual 2023	Amended 2024	Adopted 2025
100-Administrators	6,825,712	7,066,852	8,387,559	9,736,676	8,985,200
200-Certified	35,212,544	36,594,660	39,764,989	37,630,189	48,319,173
300-Professional/Technical	1,954,745	2,259,506	2,709,333	3,666,320	2,920,891
400-Paraprofessionals	4,395,804	3,466,885	4,541,704	5,240,908	5,118,843
500-Office Support	4,586,760	4,612,782	5,061,846	5,855,736	5,718,502
600-Crafts, Trade Services	6,572,692	6,654,695	7,059,325	7,272,657	8,000,283
<b>Total Salaries</b>	<b>59,548,256</b>	<b>60,655,380</b>	<b>67,524,756</b>	<b>69,402,487</b>	<b>79,062,891</b>
<b>Benefits</b>					
PERA & Medicare	12,962,720	13,795,907	15,254,902	18,396,292	17,817,636
Insurance & Other Benefits	7,147,717	7,736,673	12,457,969	10,032,731	11,417,967
<b>Total Benefits</b>	<b>20,110,436</b>	<b>21,532,580</b>	<b>27,712,872</b>	<b>28,429,023</b>	<b>29,235,603</b>
Operating Budgets	12,192,512	20,445,325	16,508,542	17,071,315	23,189,730
<b>Total Expenditures</b>	<b>\$91,851,204</b>	<b>\$102,633,285</b>	<b>\$111,746,170</b>	<b>\$114,902,825</b>	<b>\$ 131,488,223</b>

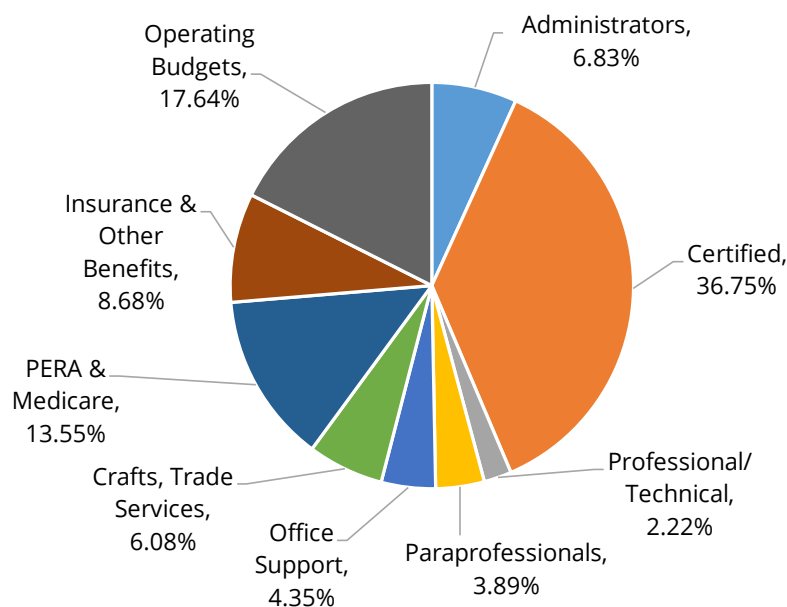
Salary, Benefits & Operating Budgets 2024-2025



## 10 – GENERAL FUND – SUMMARY OF JOB CLASSIFICATIONS BY OBJECT FISCAL YEARS 2020-2021 TO 2027-2028 (*CONTINUED*)

Projected 2026	Projected 2027	Projected 2028	Salaries by Job Code
9,292,868	9,571,654	9,258,804	Administrators
43,071,469	45,155,619	46,154,101	Certified
4,668,593	4,808,651	5,952,910	Professional/Technical
5,667,188	5,837,204	6,512,320	Paraprofessionals
6,542,966	5,989,255	6,001,792	Office Support
9,288,413	9,532,336	9,441,634	Crafts, Trade Services
<b>78,531,498</b>	<b>80,894,719</b>	<b>83,321,560</b>	<b>Total Salaries</b>
			<b>Benefits</b>
16,630,148	17,086,303	17,598,893	PERA & Medicare
11,760,506	12,113,321	12,476,721	Insurance & Other Benefits
<b>28,390,654</b>	<b>29,199,625</b>	<b>30,075,613</b>	<b>Total Benefits</b>
18,816,472	19,458,627	20,042,386	Operating Budgets
<b>\$ 125,738,624</b>	<b>\$ 129,552,970</b>	<b>\$ 133,439,560</b>	<b>Total Expenditures</b>

**Salary, Benefits & Operating Budgets 2024-2025**



## Reserves/Fund Balance

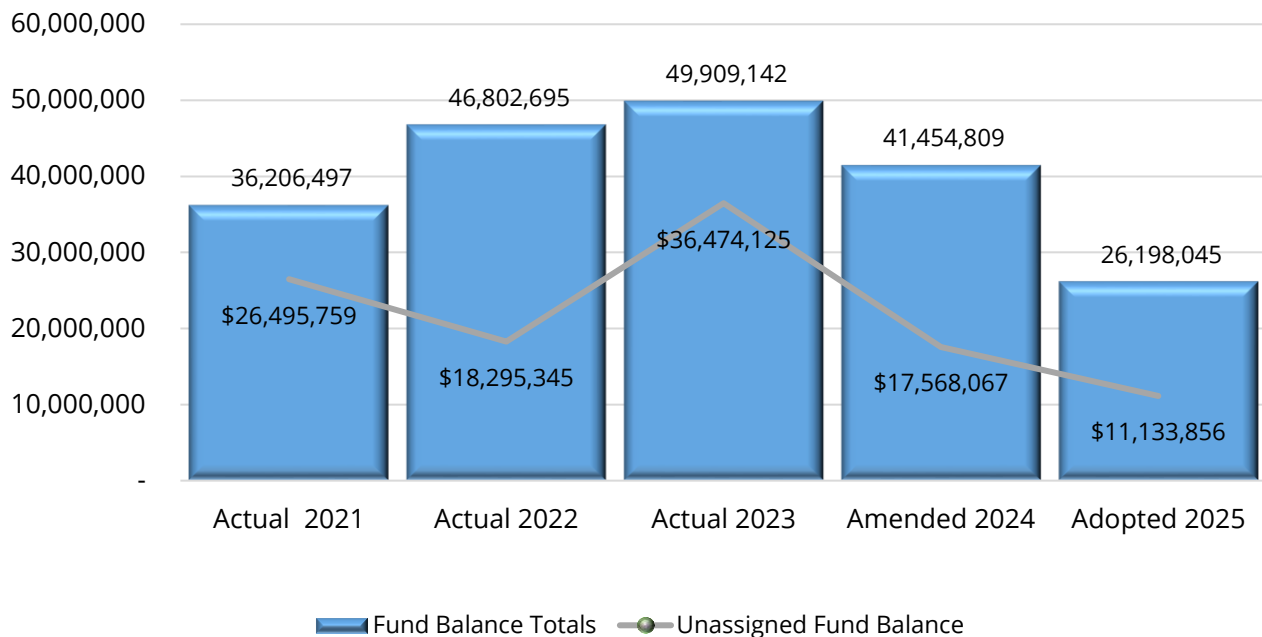
With the uncertainty of program revenue from the state, the TABOR Amendment and Amendment 23 restrictions, and limited resources to fund education at the proper level, it is financially prudent to reserve a fixed percentage of expenditures for use in the event that any of these aforementioned conditions 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 District's fund balance has grown throughout the years. Although there is a decrease in the fund balance for the year 2023-2024, it is expected to decline again in the 2024-2025 fiscal year. According to the investment firms, our financials are stable, steady, and in good shape.

### Fund Balance Totals with Unassigned Fund Balance





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## **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).

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 2024-25. 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 2020-2021 TO 2027-2028

Sources of Revenue	Actual 2021	Actual 2022	Actual 2023	Amended 2024	Adopted 2025
<b>1000-1999 Local Sources</b>					
1100-1199 Taxes	\$ 50,757,027	\$ 55,357,349	\$ 55,863,624	\$ 56,566,825	\$ 61,062,056
1300-1399 Tuition	-	-	825	-	-
1500-1599 Earnings on Investments	122,381	119,919	2,970,262	2,120,801	2,000,000
1700-1799 Pupil Activities	-	-	-	-	-
1900-1999 Other Revenue from Local Sources	2,547,992	3,075,136	2,970,840	1,716,911	1,502,993
<b>Subtotal Local</b>	<b>53,427,400</b>	<b>58,552,404</b>	<b>61,805,551</b>	<b>60,404,538</b>	<b>64,565,049</b>
<b>3000-3999 State Sources</b>					
3000-3009 State Sources	7,773,200	12,510,724	5,242,150	5,527,627	5,151,646
3010-3019 State Revenue from Other State Agencies	-	-	-	-	-
3110-3199 State Share Equalization	49,106,752	55,080,010	57,993,082	52,852,744	53,473,400
3200-3209 Adjustments to Categorical Revenues	(109,804)	-	-	(200,000)	(200,000)
3899- On Behalf Payment-CDE	-	-	5,012,620	-	-
3210-3299 Equalization Adjustment	(126,895)	-	-	(300,000)	(300,000)
<b>Subtotal State Sources</b>	<b>56,643,253</b>	<b>67,590,734</b>	<b>68,247,852</b>	<b>57,880,371</b>	<b>58,125,046</b>
<b>4000-4999 Federal Sources</b>					
4020-4899 Federal Revenue	68,351	37,106	46,714	46,714	30,000
<b>Subtotal Federal Sources</b>	<b>68,351</b>	<b>37,106</b>	<b>46,714</b>	<b>46,714</b>	<b>30,000</b>
<b>Total Revenue Allocation Before Transfer Allocations</b>	<b>110,139,004</b>	<b>126,180,245</b>	<b>130,100,117</b>	<b>118,331,622</b>	<b>122,720,095</b>
<b>Expenditures</b>					
0100-0199 Salaries	59,548,256	64,686,288	67,524,909	69,402,487	79,062,891
0200-0299 Employee Benefits	20,110,436	23,601,061	27,712,872	28,429,023	29,235,602
0300-0399 Purchased Services	4,447,225	5,778,881	6,135,714	8,168,343	8,114,890
0400-0499 Purchased Property Services	993,217	1,090,918	1,044,440	1,141,814	1,705,990
0500-0599 Other Purchased Services	723,682	867,451	1,159,606	826,652	2,362,590
0600-0699 Supplies	3,714,919	4,392,494	4,485,196	3,375,222	4,069,144
0700-0799 Property	1,629,287	1,524,637	2,682,058	1,118,717	3,403,054
0800-0899 Other Objects	684,182	457,033	554,433	2,098,515	2,700,062
0900-0999 Other Uses of Funds	-	234,521	447,096	342,053	834,000
<b>Total Expenditures</b>	<b>91,851,204</b>	<b>102,633,285</b>	<b>111,746,323</b>	<b>114,902,825</b>	<b>131,488,223</b>
<b>5000-5999 Other Sources/Transfer Allocations</b>					
5223 Transfer To Athletic & Activity	756,500	1,550,000	1,300,000	1,500,000	1,500,000
5626 Transfer To Daycare Program	900,000	700,000	500,000	-	400,000
5243 Transfer To Capital Reserve	3,630,367	4,707,684	8,277,400	6,754,785	2,934,752
5618 Transfer To Insurance Reserve	1,911,490	1,628,725	1,603,548	1,628,345	-
5400 Transfer Proceeds from Lease	-	-	(346,116)	-	(346,116)
5619 Transfer To Universal Preschool Program (UPK)	4,095,022	4,364,352	3,912,514	2,000,000	-
<b>Total Transfer Allocations</b>	<b>11,293,379</b>	<b>12,950,761</b>	<b>15,247,346</b>	<b>11,883,130</b>	<b>4,488,636</b>
Prior Year Obligations	-	-	-	-	2,000,000
<b>Total Transfer Allocations, Expenditures &amp; Prior Year Obligations</b>	<b>103,144,583</b>	<b>115,584,046</b>	<b>126,993,669</b>	<b>126,785,955</b>	<b>137,976,859</b>
<b>Net Change in Fund Balance</b>	<b>6,994,422</b>	<b>10,596,198</b>	<b>3,106,448</b>	<b>(8,454,333)</b>	<b>(15,256,764)</b>
Beginning Fund Balance (Deficit)	29,212,075	36,206,497	46,802,694	49,909,142	41,454,809
<b>Ending Fund Balance</b>	<b>36,206,497</b>	<b>46,802,695</b>	<b>49,909,142</b>	<b>41,454,809</b>	<b>26,198,045</b>
<b>Reserves</b>					
<b>Nonspendable:</b>					
Inventories	132,000	206,052	235,000	250,000	200,000
<b>Restricted:</b>					
TABOR	3,304,170	3,777,523	3,956,333	3,803,579	4,139,306
<b>Committed:</b>					
Performance Incentive	-	-	-	-	-
<b>Assigned:</b>					
Other Purposes	767,618	826,040	2,894,000	8,826,040	3,826,040
Contingency Reserve	5,506,950	5,797,121	6,349,683	6,339,298	6,898,843
Subsequent Year Expenditures	-	17,900,614	-	4,667,826	-
<b>Total Expenditures with Reserves</b>	<b>112,855,321</b>	<b>144,091,396</b>	<b>140,428,686</b>	<b>150,672,698</b>	<b>153,041,048</b>
<b>Fund Balance Ending (Unassigned)</b>	<b>\$26,495,759</b>	<b>\$18,295,345</b>	<b>\$36,474,125</b>	<b>\$17,568,067</b>	<b>\$11,133,856</b>

# 10 – GENERAL FUND – REVENUES BY SOURCE, EXPENDITURES BY OBJECT, & FUND BALANCE

## FISCAL YEARS 2020-2021 TO 2027-2028 (CONTINUED)

Projected 2026	Projected 2027	Projected 2028	Sources of Revenue
\$ 62,893,917	\$ 64,030,735	\$ 64,451,657	1100-1199 Taxes
-	-	-	1300-1399 Tuition
2,060,000	2,121,800	2,185,454	1500-1599 Earnings on Investments
-	-	-	1700-1799 Pupil Activities
1,548,083	1,594,525	1,642,361	1900-1999 Other Revenue from Local Sources
<b>66,502,000</b>	<b>67,747,060</b>	<b>68,279,472</b>	<b>Subtotal Local</b>
			<b>3000-3999 State Sources</b>
5,410,225	5,354,727	5,240,935	3000-3009 State Sources
-	-	-	3010-3019 State Revenue from Other State Agencies
54,973,572	56,073,043	59,194,504	3110-3199 State Share Equalization
(206,000)	(210,120)	(216,424)	3200-3209 Adjustments to Categorical Revenues
			3899- On Behalf Payment-CDE
(309,000)	(250,000)	200,000	3210-3299 Equalization Adjustment
<b>59,868,797</b>	<b>60,967,651</b>	<b>64,419,016</b>	<b>Subtotal State Sources</b>
			<b>4000-4999 Federal Sources</b>
30,900	31,827	32,782	4020-4899 Federal Revenue
<b>30,900</b>	<b>31,827</b>	<b>32,782</b>	<b>Subtotal Federal Sources</b>
<b>126,401,698</b>	<b>128,746,538</b>	<b>132,731,270</b>	<b>Total Revenue Allocation Before Transfer Allocations</b>
			<b>Expenditures</b>
78,063,171	80,405,066	82,817,218	0100-0199 Salaries
28,349,150	29,199,625	30,075,613	0200-0299 Employee Benefits
6,769,593	6,972,680	7,181,861	0300-0399 Purchased Services
1,421,859	1,464,515	1,508,451	0400-0499 Purchased Property Services
1,834,102	1,889,126	1,945,799	0500-0599 Other Purchased Services
4,624,559	4,763,296	4,906,195	0600-0699 Supplies
526,274	542,063	558,324	0700-0799 Property
2,781,064	2,864,496	2,950,431	0800-0899 Other Objects
859,020	884,791	911,334	0900-0999 Other Uses of Funds
<b>125,228,793</b>	<b>128,985,656</b>	<b>132,855,226</b>	<b>Total Expenditures</b>
			<b>5000-5999 Other Sources/Transfer Allocations</b>
1,500,000	1,500,000	1,500,000	5223 Transfer To Athletic & Activity
200,000	200,000	200,000	5626 Transfer to Daycare Program
1,546,728	1,593,130	1,640,924	5243 Transfer To Capital Reserve
2,554,134	-	-	5618 Transfer To Insurance Reserve
			5400 Transfer Proceeds from Lease
-	-	-	5619 Transfer To Universal Preschool Program (UPK)
<b>5,800,862</b>	<b>3,293,130</b>	<b>3,340,924</b>	<b>Total Transfer Allocations</b>
1,000,000	1,000,000	-	- Prior Year Obligations
<b>132,029,655</b>	<b>133,278,786</b>	<b>136,196,150</b>	<b>Total Transfer Allocations, Expenditures &amp; Prior Year Obligations</b>
<b>(5,627,957)</b>	<b>(4,532,249)</b>	<b>(3,464,880)</b>	<b>Net Change in Fund Balance</b>
26,198,045	20,570,088	16,037,839	Beginning Fund Balance (Deficit)
<b>20,570,088</b>	<b>16,037,839</b>	<b>12,572,959</b>	<b>Ending Fund Balance</b>
			<b>Reserves</b>
			<b>Nonspendable:</b>
200,000	200,000	200,000	Inventories
			<b>Restricted:</b>
3,792,051	3,862,396	3,981,938	TABOR
			<b>Committed:</b>
-	-	-	- Performance Incentive
			<b>Assigned:</b>
3,940,821	4,059,046	1,754,457	Other Purposes
6,320,085	6,437,327	6,636,563	Contingency Reserve
-	-	-	- Subsequent Year Expenditures
<b>146,282,612</b>	<b>147,837,555</b>	<b>148,769,109</b>	<b>Total Expenditures with Reserves</b>
<b>\$ 6,317,131</b>	<b>\$ 1,479,071</b>	<b>\$ 0</b>	<b>Fund Balance Ending (Unassigned)</b>

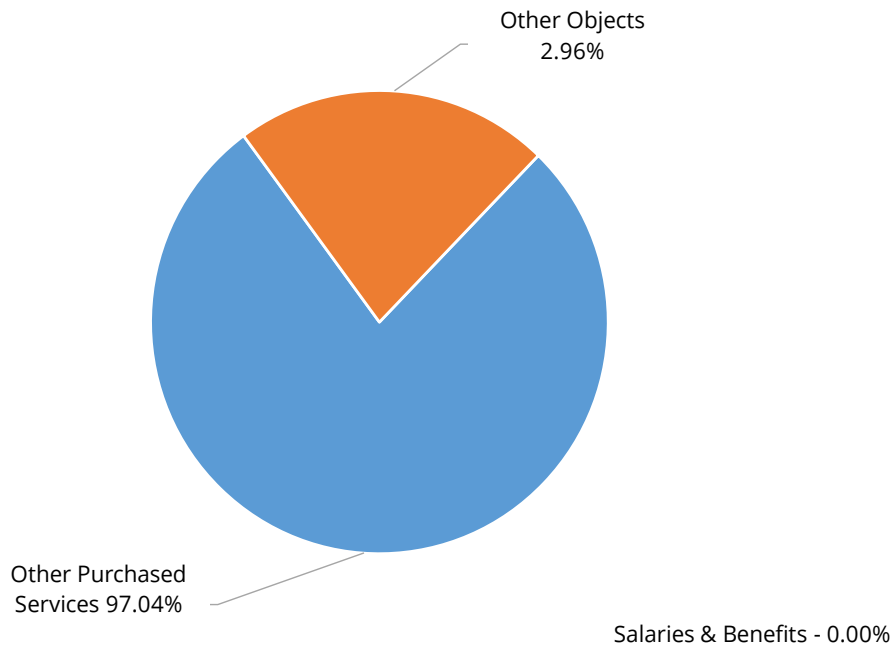
## GENERAL FUND – RISK MANAGEMENT SUB-FUND

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 2024-2025. The District's claims have been lower for the last few years so the fund is doing better than other school districts in the state.

### 18 – Risk Management Summary Fiscal Years 2020-2021 to 2027-2028

Sources of Revenue by Object	Actual 2021	Actual 2022	Actual 2023	Amended 2024	Adopted 2025	Projected 2026	Projected 2027	Projected 2028
1000-1999 Local Sources	\$976,350	\$ 616,026	\$ 319,050	\$ 925,789	\$ 1,000,000	\$ 953,563	\$ 982,170	\$ 1,011,635
3000-3999 State Sources	-	-	-	-	-	-	-	-
4000-4999 Federal Sources	-	-	-	-	-	-	-	-
5000-5999 Other Sources	1,911,490	1,628,725	1,603,548	1,628,345	-	-	1,770,924	1,750,524
<b>Total Revenue Allocation</b>	<b>2,887,840</b>	<b>2,244,751</b>	<b>1,922,598</b>	<b>2,554,134</b>	<b>1,000,000</b>	<b>953,563</b>	<b>2,753,094</b>	<b>2,762,159</b>
<b>Expenditures by Object</b>								
0100-0199 Salaries	-	-	-	-	-	-	-	-
0200-0299 Employee Benefits	-	-	-	-	-	-	-	-
0300-0399 Purchased Services	-	-	-	-	-	-	-	-
0400-0499 Purchased Property Services	-	-	-	-	-	-	-	-
0500-0599 Other Purchased Services	1,690,212	1,244,339	1,563,977	2,128,345	1,553,223	1,708,545	1,742,716	1,777,571
0600-0699 Supplies	-	-	-	-	-	-	-	-
0700-0799 Property	-	-	-	-	-	-	-	-
0800-0899 Other Objects	58,666	333,629	137,602	64,878	446,777	189,150	183,476	187,145
<b>Total Expenditures</b>	<b>1,748,877</b>	<b>1,577,968</b>	<b>1,701,579</b>	<b>2,193,223</b>	<b>2,000,000</b>	<b>1,897,695</b>	<b>1,926,192</b>	<b>1,964,716</b>
<b>Total Excess over (under) Expenditures</b>	<b>1,138,963</b>	<b>666,783</b>	<b>221,019</b>	<b>360,911</b>	<b>(1,000,000)</b>	<b>(944,133)</b>	<b>826,902</b>	<b>797,443</b>
Fund Balance Beginning	1,788,107	2,927,069	3,593,851	3,814,870	3,814,870	2,814,869	1,870,736	2,697,638
<b>Fund Balance Ending</b>	<b>2,927,069</b>	<b>3,593,851</b>	<b>3,814,870</b>	<b>4,175,780</b>	<b>2,814,869</b>	<b>1,870,736</b>	<b>2,697,638</b>	<b>3,495,081</b>
Restricted for Insurance Pool	\$ 2,927,069	\$ 3,593,851	\$ 3,814,870	\$ 4,175,780	\$ 2,814,869	\$ 1,870,736	\$ 2,697,638	\$ 3,495,081

#### Risk Management Summary of Expenditures 2024-2025



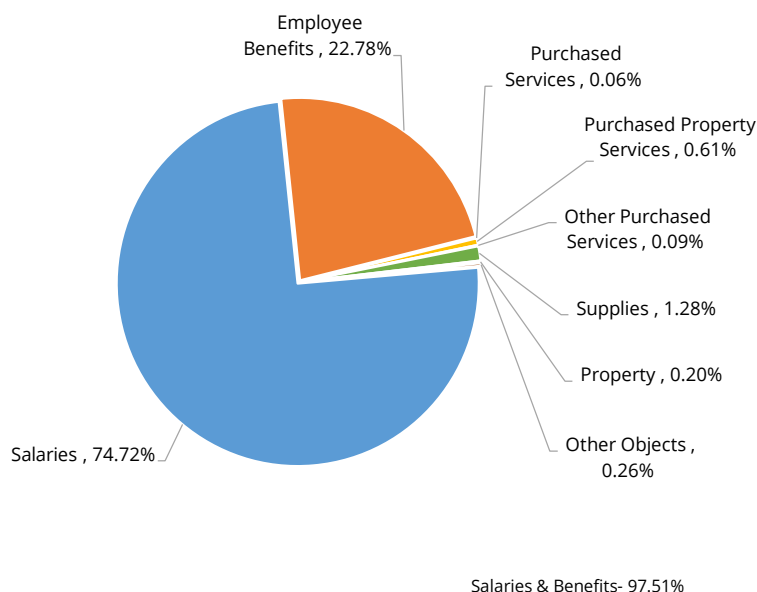
## GENERAL FUND – UNIVERSAL PRESCHOOL PROGRAM (UPK) SUB-FUND

District uses the Universal Preschool Program (UPK) 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.

### 19 – Universal Preschool Program (UPK) Fund Fiscal Years 2020-2021 to 2027-2028

Sources of Revenue by Object	Actual 2021	Actual 2022	Actual 2023	Amended 2024	Adopted 2025	Projected 2026	Projected 2027	Projected 2028
1000-1999 Local Sources	\$ -	\$ -	\$ 237,665	\$ 2,912,475	\$ 4,112,475	\$ 4,235,849	\$ 4,362,925	\$ 4,493,812
3000-3999 State Sources	-	-	-	-	-	-	-	-
4000-4999 Federal Sources	-	-	-	-	-	-	-	-
5000-5999 Other Sources	4,095,022	4,364,352	3,912,514	2,000,000	-	-	-	-
<b>Total Revenue Allocation</b>	<b>4,095,022</b>	<b>4,364,352</b>	<b>4,150,179</b>	<b>4,912,475</b>	<b>4,112,475</b>	<b>4,235,849</b>	<b>4,362,925</b>	<b>4,493,812</b>
<b>Expenditures by Object</b>								
0100-0199 Salaries	2,795,103	2,534,568	2,781,365	3,275,120	3,357,080	2,899,587	2,823,364	2,905,700
0200-0299 Employee Benefits	1,058,803	951,230	1,115,810	966,768	1,023,528	785,064	706,558	761,045
0300-0399 Purchased Services	20,515	211,447	363,048	2,800	2,800	20,220	18,198	20,018
0400-0499 Purchased Property Services	15,605	26,884	49,892	27,190	27,190	35,454	31,909	35,099
0500-0599 Other Purchased Services	110,185	10,359	3,363	4,000	4,000	4,600	4,140	4,554
0600-0699 Supplies	165,614	87,624	121,927	57,650	57,650	55,678	50,110	55,121
0700-0799 Property	-	2,169	7,000	8,800	8,800	10,120	9,108	10,019
0800-0899 Other Objects	3,499	17,405	14,008	11,600	11,600	28,290	25,461	28,007
<b>Total Expenditures</b>	<b>4,169,324</b>	<b>3,841,686</b>	<b>4,456,413</b>	<b>4,353,928</b>	<b>4,492,648</b>	<b>3,839,013</b>	<b>3,668,848</b>	<b>3,819,564</b>
<b>Total Excess over (under) Expenditure</b>	<b>(74,302)</b>	<b>522,666</b>	<b>(306,235)</b>	<b>558,547</b>	<b>(380,173)</b>	<b>396,836</b>	<b>694,077</b>	<b>674,249</b>
Fund Balance Beginning	819,572	745,270	1,267,936	961,701	961,701	581,528	978,364	1,672,441
<b>Fund Balance Ending</b>	<b>745,270</b>	<b>1,267,936</b>	<b>961,701</b>	<b>1,520,248</b>	<b>581,528</b>	<b>978,364</b>	<b>1,672,441</b>	<b>2,346,690</b>
Restricted for Universal Preschool Progr	\$ 745,270	\$ 1,267,936	\$ 961,701	\$ 1,520,248	\$ 581,528	\$ 978,364	\$ 1,672,441	\$ 2,346,690

#### Universal Preschool Program (UPK) Summary of Expenditures 2024-2025



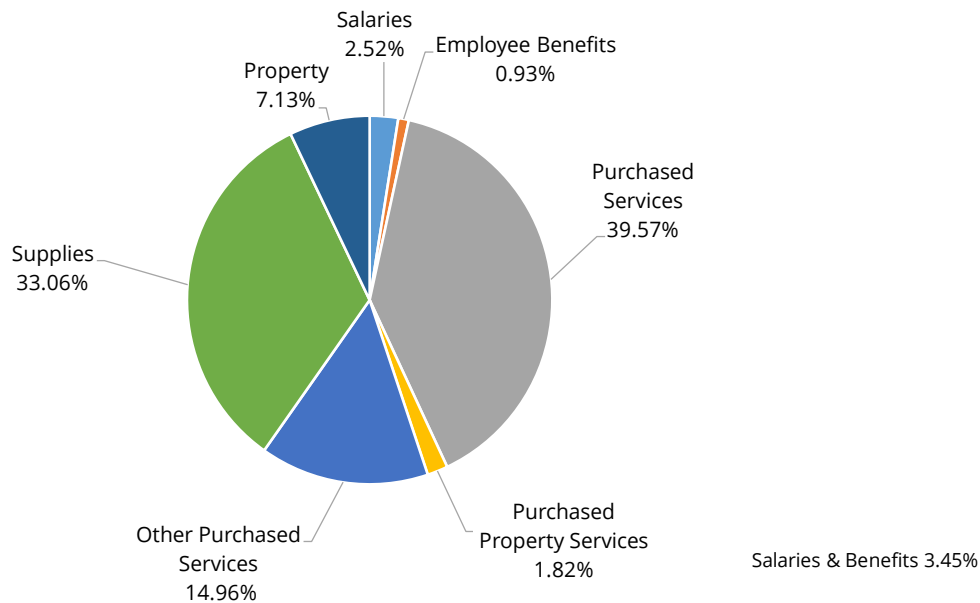
## SPECIAL REVENUE FUNDS – NUTRITION SERVICES FUND

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 \$3.1 million at the end of the fiscal year 2024-25.

### 21 – Nutrition Services Fiscal Years 2020-2021 to 2027-2028

Sources of Revenue by Object	Actual 2021	Actual 2022	Actual 2023	Amended 2024	Adopted 2025	Projected 2026	Projected 2027	Projected 2028
1000-1999 Local Sources	\$ 553,462	\$ 199,101	\$ 313,794	\$ 377,184	\$ 297,500	\$ 157,845	\$ 185,471	\$ 200,000
3000-3999 State Sources	38,160	37,993	93,273	83,276	225,000	84,942	86,641	88,374
4000-4999 Federal Sources	6,184,481	6,532,468	5,312,872	5,452,040	5,650,000	5,653,000	5,416,060	5,524,381
5000-5999 Other Sources	-	-	-	-	-	-	-	-
<b>Total Revenue Allocation</b>	<b>6,776,103</b>	<b>6,769,562</b>	<b>5,719,939</b>	<b>5,912,500</b>	<b>6,172,500</b>	<b>5,895,787</b>	<b>5,688,172</b>	<b>5,812,755</b>
<b>Expenditures by Object</b>								
0100-0199 Salaries	243,676	178,998	150,452	240,000	175,000	247,200	254,616	262,254
0200-0299 Employee Benefits	88,644	65,659	63,597	97,712	64,874	100,644	103,663	106,773
0300-0399 Purchased Services	2,420,795	2,603,821	2,532,005	1,501,061	2,750,000	1,546,093	1,592,476	1,640,250
0400-0499 Purchased Property Services	94,773	131,692	130,541	135,110	126,523	139,163	143,338	147,639
0500-0599 Other Purchased Services	333,985	351,070	382,063	1,593,784	1,040,000	1,641,598	1,690,845	1,741,571
0600-0699 Supplies	1,761,608	2,028,511	2,133,019	2,647,214	2,298,003	2,726,630	2,808,429	2,892,682
0700-0799 Property	1,780	193,885	824,065	-	495,600	-	-	-
0800-0899 Other Objects	174,826	334,882	447,733	-	-	-	-	-
<b>Total Expenditures</b>	<b>5,120,087</b>	<b>5,888,518</b>	<b>6,663,475</b>	<b>6,214,882</b>	<b>6,950,000</b>	<b>6,401,328</b>	<b>6,593,368</b>	<b>6,791,169</b>
<b>Total Excess over (under) Expenditures</b>	<b>1,656,016</b>	<b>881,044</b>	<b>(943,537)</b>	<b>(302,382)</b>	<b>(777,500)</b>	<b>(505,541)</b>	<b>(905,196)</b>	<b>(978,414)</b>
Fund Balance Beginning	2,291,674	3,947,690	4,828,734	4,055,557	3,885,198	3,107,698	2,602,156	1,696,960
<b>Fund Balance Ending</b>	<b>3,947,690</b>	<b>4,828,734</b>	<b>3,885,198</b>	<b>3,753,175</b>	<b>3,107,698</b>	<b>2,602,156</b>	<b>1,696,960</b>	<b>718,546</b>
Restricted for Nutrition Services Fund	\$ 3,947,690	\$ 4,828,734	\$ 3,885,198	\$ 3,753,175	\$ 3,107,698	\$ 2,602,156	\$ 1,696,960	\$ 718,546

#### Nutrition Services Summary of Expenditures 2024-2025



## SPECIAL REVENUE FUNDS – GOVERNMENTAL DESIGNATED PURPOSE GRANT FUND

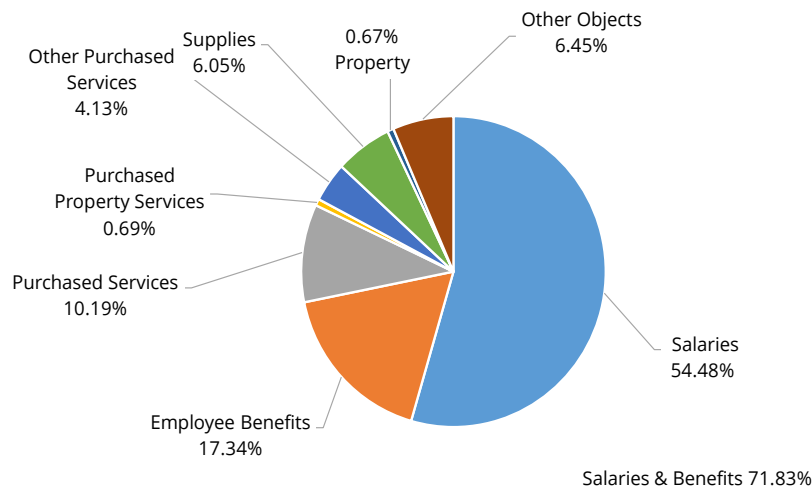
Government Designated Purpose grants are external resources that are for a particular need. Major grants are listed below. The District also receives smaller grants through the Westminster Public School Education Foundation. Below are some of the grants expected.

Title I	\$ 2,719,842
Title VI B and Preschool	2,123,186
Medicaid	1,382,000
Title II A	425,335
SWAP-School to Work Alliance	532,000

### 22 – Governmental Designated Purpose Grants Fiscal Years 2020-2021 to 2027-2028

Sources of Revenue by Object	Actual 2021	Actual 2022	Actual 2023	Amended 2024	Adopted 2025	Projected 2026	Projected 2027	Projected 2028
1000-1999 Local Sources	\$ 7,550,000	\$ 132,642	\$ 506,454	\$ 544,000	\$ 352,000	\$ 600,000	\$ 618,000	\$ 630,360
3000-3999 State Sources	650,000	1,630,338	1,742,891	2,060,000	1,950,000	2,298,740	2,252,765	2,207,710
4000-4999 Federal Sources	18,836,784	19,153,110	19,547,853	13,443,100	10,102,581	8,781,547	8,514,561	8,888,817
5000-5999 Other Sources	-	-	-	-	-	-	-	-
<b>Total Revenue Allocation</b>	<b>27,036,784</b>	<b>20,916,090</b>	<b>21,797,198</b>	<b>16,047,100</b>	<b>12,404,581</b>	<b>11,680,287</b>	<b>11,385,326</b>	<b>11,726,887</b>
Expenditures by Object								
0100-0199 Salaries	6,178,413	11,806,707	11,456,870	8,888,746	6,758,478	5,746,876	5,919,282	6,096,861
0200-0299 Employee Benefits	1,862,344	3,630,844	3,242,030	2,984,640	2,152,325	1,814,278	1,868,706	1,924,767
0300-0399 Purchased Services	8,446,030	1,906,872	1,754,100	1,170,072	1,263,874	948,747	977,209	1,006,526
0400-0499 Purchased Property Services	1,467	99,555	500	1,046	85,000	68,001	70,041	72,142
0500-0599 Other Purchased Services	590,515	544,287	693,874	1,118,708	511,800	320,456	330,070	339,972
0600-0699 Supplies	4,500,257	497,262	450,000	1,000,784	750,000	598,546	616,502	634,997
0700-0799 Property	2,355,304	425,654	1,921,548	82,525	82,525	1,457,896	856,264	881,952
0800-0899 Other Objects	3,102,454	2,004,909	2,278,276	800,579	800,579	725,487	747,252	769,669
<b>Total Expenditures</b>	<b>27,036,784</b>	<b>20,916,090</b>	<b>21,797,198</b>	<b>16,047,100</b>	<b>12,404,581</b>	<b>11,680,287</b>	<b>11,385,327</b>	<b>11,726,886</b>
<b>Total Excess over (under) Expenditures</b>	-	-	-	-	-	-	-	-
Fund Balance Beginning	-	-	-	-	-	-	-	-
<b>Fund Balance Ending</b>	-	-	-	-	-	-	-	-

#### Governmental Designated Purpose Grants Summary of Expenditures 2024-2025





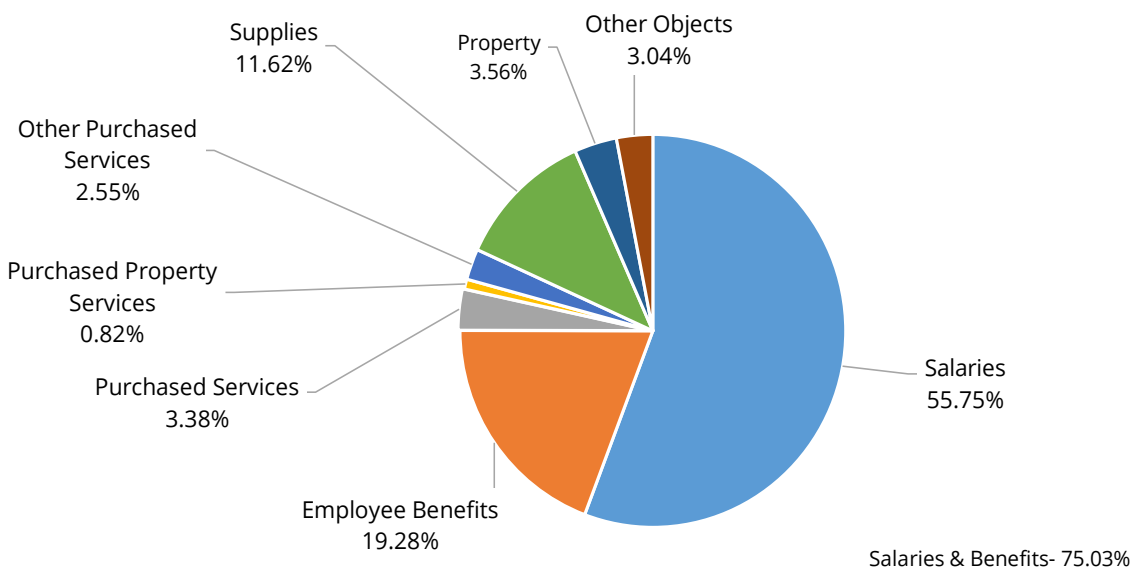
## SPECIAL REVENUE FUNDS – STUDENT ATHLETICS AND ACTIVITY FUND

The Student Athletics and Activity Fund is used to record financial transactions related to school-sponsored pupil interscholastic and interscholastic athletic and other related activities. These activities are supported by revenue from pupils, gate receipts, and other fund-raising activities which usually equal about \$100,000. For the last few years we have been waving those fees to get more participation when it comes to athletics. We started a futures program and it has been very successful. We have around 1,000 students participating for k-8<sup>th</sup> grade. The General Fund will support the difference by an inter-fund transfer in the amount of \$1.5 million in the fiscal year 2024-2025

### 23 – Student Athletics and Activity Fiscal Years 2020-2021 to 2027-2028

Sources of Revenue by Object	Actual 2021	Actual 2022	Actual 2023	Amended 2024	Adopted 2025	Projected 2026	Projected 2027	Projected 2028
1000-1999 Local Sources	\$ 22,050	\$ 100,876	\$ 104,517	\$ 85,000	\$ 105,000	\$ 87,897	\$ 89,655	\$ 91,448
3000-3999 State Sources	-	-	-	-	-	-	-	-
4000-4999 Federal Sources	-	-	-	-	-	-	-	-
5000-5999 Other Sources	756,500	1,550,000	1,300,000	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000
<b>Total Revenue Allocation</b>	<b>778,550</b>	<b>1,650,876</b>	<b>1,404,517</b>	<b>1,585,000</b>	<b>1,605,000</b>	<b>1,587,897</b>	<b>1,589,655</b>	<b>1,591,448</b>
<b>Expenditures by Object</b>								
0100-0199 Salaries	382,912	910,969	902,467	760,680	860,680	966,447	985,776	1,005,491
0200-0299 Employee Benefits	95,162	236,866	280,605	237,661	297,661	214,139	218,422	222,790
0300-0399 Purchased Services	12,435	145,793	67,027	152,249	52,249	154,672	157,765	160,921
0400-0499 Purchased Property Services	-	12,116	38,129	16,639	12,639	12,854	13,111	13,373
0500-0599 Other Purchased Services	1,268	46,660	50,272	29,299	39,299	49,502	50,492	51,501
0600-0699 Supplies	124,531	218,813	212,586	179,323	179,323	123,639	88,693	90,467
0700-0799 Property	4,626	14,029	-	55,000	55,000	10,000	10,200	10,404
0800-0899 Other Objects	33,153	36,835	69,349	46,902	46,902	39,078	39,860	40,657
<b>Total Expenditures</b>	<b>654,087</b>	<b>1,622,081</b>	<b>1,620,436</b>	<b>1,477,752</b>	<b>1,543,752</b>	<b>1,570,330</b>	<b>1,564,319</b>	<b>1,595,605</b>
<b>Total Excess over (under) Expenditures</b>	<b>124,463</b>	<b>28,795</b>	<b>(215,919)</b>	<b>107,248</b>	<b>61,248</b>	<b>17,567</b>	<b>25,336</b>	<b>(4,157)</b>
Fund Balance Beginning	62,661	187,124	215,919	-	-	61,248	78,814	104,150
Fund Balance Ending	<b>\$ 187,124</b>	<b>\$ 215,919</b>	<b>\$ -</b>	<b>\$ 107,248</b>	<b>\$ 61,248</b>	<b>\$ 78,814</b>	<b>\$ 104,150</b>	<b>\$ 99,993</b>

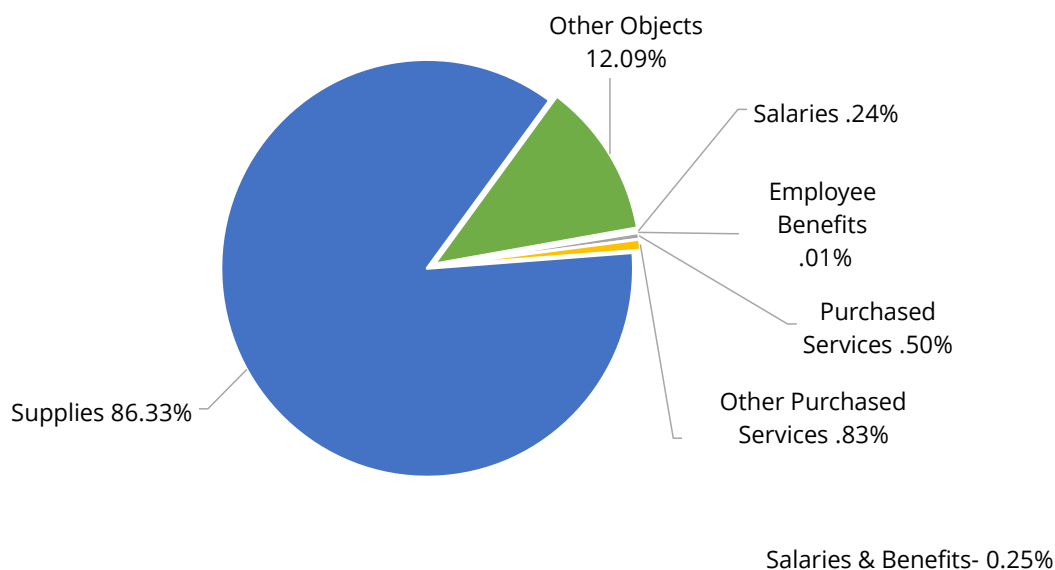
### Student Athletics & Activity Summary of Expenditures 2024-2025



### 23 – School Fundraising Activity Fiscal Years 2020-2021 to 2027-2028

Sources of Revenue by Object	Actual 2021	Actual 2022	Actual 2023	Amended 2024	Adopted 2025	Projected 2026	Projected 2027	Projected 2028
1000-1999 Local Sources	\$ 216,222	\$ 522,526	\$531,279	\$ 475,145	\$ 560,000	\$ 576,800	\$ 594,104	\$ 611,927
3000-3999 State Sources	-	-	-	-	-	-	-	-
4000-4999 Federal Sources	-	-	-	-	-	-	-	-
5000-5999 Other Sources	-	-	-	-	-	-	-	-
<b>Total Revenue Allocation</b>	<b>216,222</b>	<b>522,526</b>	<b>531,279</b>	<b>475,145</b>	<b>560,000</b>	<b>576,800</b>	<b>594,104</b>	<b>611,927</b>
<b>Expenditures by Object</b>								
0100-0199 Salaries	1,998	2,367	631	5,678	1,500	2,535	2,687	2,821
0200-0299 Employee Benefits	442	517	143	1,350	35	567	601	631
0300-0399 Purchased Services	306	14,604	-	3,000	3,200	15,765	20,001	15,474
0400-0499 Purchased Property Services	-	-	-	-	-	-	-	-
0500-0599 Other Purchased Services	2,150	10,598	5,877	4,012	5,288	10,693	11,335	11,901
0600-0699 Supplies	208,208	493,277	564,668	375,987	550,000	415,421	410,574	429,875
0700-0799 Property	-	-	-	-	-	-	-	-
0800-0899 Other Objects	27,400	81,801	70,977	65,147	77,054	109,000	115,540	121,316
<b>Total Expenditures</b>	<b>240,504</b>	<b>603,164</b>	<b>642,296</b>	<b>455,174</b>	<b>637,077</b>	<b>553,981</b>	<b>560,737</b>	<b>582,019</b>
<b>Total Excess over (under) Expenditure:</b>	<b>(24,282)</b>	<b>(80,638)</b>	<b>(111,017)</b>	<b>19,971</b>	<b>(77,077)</b>	<b>22,819</b>	<b>33,367</b>	<b>29,909</b>
Fund Balance Beginning	774,303	750,021	669,382	653,087	558,366	481,289	504,108	537,475
<b>Fund Balance Ending</b>	<b>750,021</b>	<b>669,382</b>	<b>558,366</b>	<b>673,058</b>	<b>481,289</b>	<b>504,108</b>	<b>537,475</b>	<b>567,383</b>
Restricted for School Activity Fund	\$ 750,021	\$ 669,382	\$558,366	\$ 673,058	\$ 481,289	\$ 504,108	\$ 537,475	\$ 567,383

#### School Activity Fund Summary of Expenditures 2024-2025



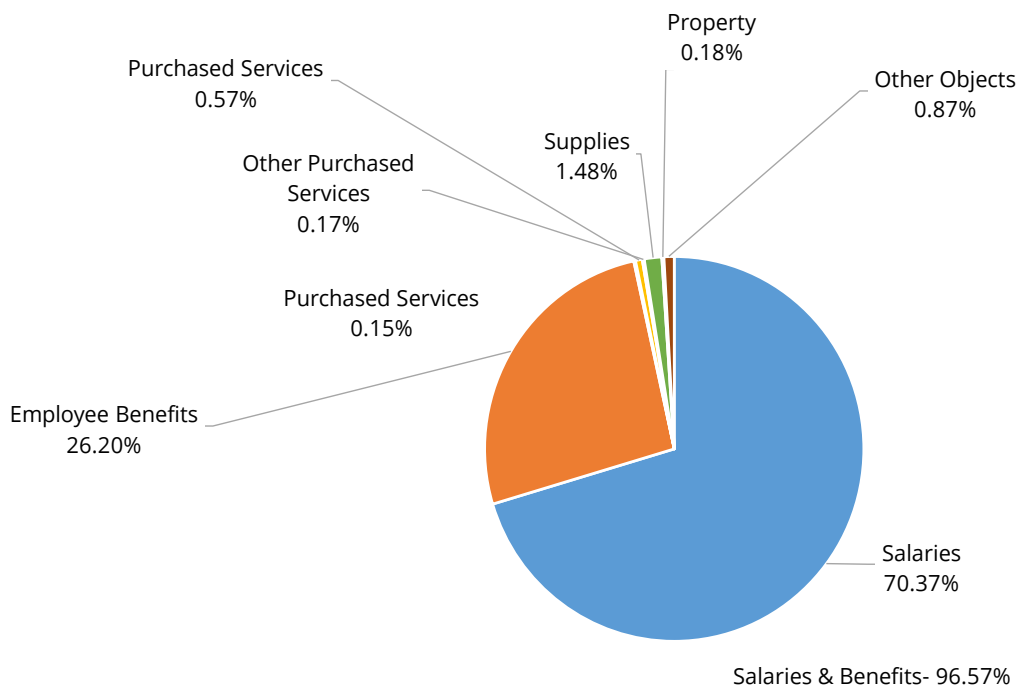
## SPECIAL REVENUE FUNDS – DAYCARE FUND

The daycare fund accounts for all transactions associated with running the center for students three and under. Over 96% of all transactions in the fund are associated with salary and benefits. The General Fund will transfer \$400,000 to assist the fund in 2024-2025 and we estimate they will collect around \$2 million in tuition.

### 26 – Daycare Fiscal Years 2020-2021 to 2027-2028

Sources of Revenue by Object	Actual 2021	Actual 2022	Actual 2023	Amended 2024	Adopted 2025	Projected 2026	Projected 2027	Projected 2028
1000-1999 Local Sources	\$ 671,844	\$ 1,176,182	\$ 1,605,927	\$ 1,800,000	\$ 2,000,000	\$ 2,060,000	\$ 2,121,800	\$ 2,185,454
3000-3999 State Sources	-	-	-	-	-	-	-	-
4000-4999 Federal Sources	-	-	-	-	-	-	-	-
5000-5999 Other Sources	900,000	700,000	500,000	-	400,000	200,000	200,000	200,000
<b>Total Revenue Allocation</b>	<b>1,571,844</b>	<b>1,876,182</b>	<b>2,105,927</b>	<b>1,800,000</b>	<b>2,400,000</b>	<b>2,260,000</b>	<b>2,321,800</b>	<b>2,385,454</b>
Expenditures by Object								
0100-0199 Salaries	902,284	1,264,143	1,216,461	1,710,702	1,725,457	1,577,221	1,624,537	1,673,273
0200-0299 Employee Benefits	341,589	465,869	454,838	634,964	642,369	611,640	584,989	606,014
0300-0399 Purchased Services	21,607	6,479	-	3,800	3,800	3,914	4,031	4,152
0400-0499 Purchased Property Services	17,830	32,056	16,157	14,000	14,000	14,420	14,853	15,298
0500-0599 Other Purchased Services	160	551	2,721	4,200	4,200	4,326	4,456	4,589
0600-0699 Supplies	71,729	116,018	73,310	36,374	36,374	37,465	38,589	39,747
0700-0799 Property	2,294	10,511	-	4,500	4,500	4,635	4,774	4,917
0800-0899 Other Objects	240	1,172	-	221,300	21,300	21,939	22,597	23,275
<b>Total Expenditures</b>	<b>1,357,733</b>	<b>1,896,799</b>	<b>1,763,487</b>	<b>2,629,840</b>	<b>2,452,000</b>	<b>2,275,560</b>	<b>2,298,827</b>	<b>2,371,267</b>
<b>Total Excess over (under) Expenditures</b>	<b>214,111</b>	<b>(20,617)</b>	<b>342,440</b>	<b>(829,840)</b>	<b>(52,000)</b>	<b>(15,560)</b>	<b>22,973</b>	<b>14,187</b>
Fund Balance Beginning	362,317	576,428	555,810	898,000	68,160	16,160	600	23,573
<b>Fund Balance Ending</b>	<b>576,428</b>	<b>555,810</b>	<b>898,250</b>	<b>68,160</b>	<b>16,160</b>	<b>600</b>	<b>23,573</b>	<b>37,761</b>
Restricted for Daycare Program	\$ 576,428	\$ 555,810	\$ 898,250	\$ 68,160	\$ 16,160	\$ 600	\$ 23,573	\$ 37,761

#### Daycare Program Summary of Expenditures 2024-2025



## DEBT SERVICES FUND - BOND REDEMPTION FUND

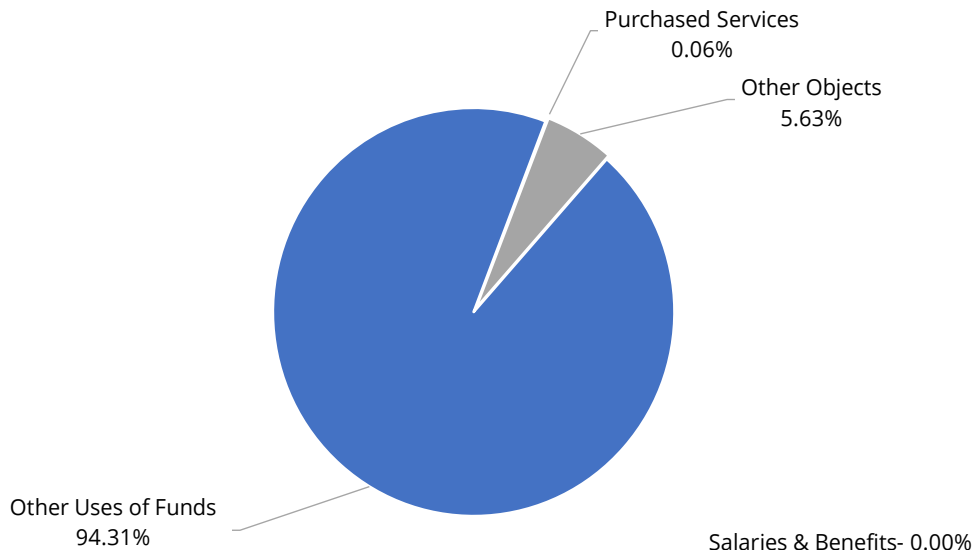
Colorado Revised Statutes require that the revenues from a tax levy for the purpose of satisfying bond obligations, both principal and interest, be recorded in the Bond Redemption Fund. The amount necessary to service the voter-approved long-term debt in the District is over \$8.2 million for the fiscal year 2024-2025. We are estimating that the assessed valuation will stay similar to the last few years. Any adjustments of the mill levy rates happen in December.

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

### 31 – Bond Redemption Fiscal Years 2020-2021 to 2027-2028

Sources of Revenue by Object	Actual 2021	Actual 2022	Actual 2023	Amended 2024	Adopted 2025	Projected 2026	Projected 2027	Projected 2028
1000-1999 Local Sources	\$ 8,539,906	\$ 8,657,781	\$ 8,688,909	\$ 8,657,781	\$ 8,322,625	\$ 7,947,853	\$ 8,186,289	\$ 8,431,877
3000-3999 State Sources	-	-	-	-	-	-	-	-
4000-4999 Federal Sources	-	-	-	-	-	-	-	-
5000-5999 Other Sources	34,240,000	-	-	-	-	-	-	-
<b>Total Revenue Allocation</b>	<b>42,779,906</b>	<b>8,657,781</b>	<b>8,688,909</b>	<b>8,657,781</b>	<b>8,322,625</b>	<b>7,947,853</b>	<b>8,186,289</b>	<b>8,431,877</b>
<b>Expenditures by Object</b>								
0100-0199 Salaries	-	-	-	-	-	-	-	-
0200-0299 Employee Benefits	-	-	-	-	-	-	-	-
0300-0399 Purchased Services	282,545	900	3,900	5,000	5,000	4,000	4,100	4,200
0400-0499 Purchased Property Services	-	-	-	-	-	-	-	-
0500-0599 Other Purchased Services	-	-	-	-	-	-	-	-
0600-0699 Supplies	-	-	-	-	-	-	-	-
0700-0799 Property	-	-	-	-	-	-	-	-
0800-0899 Other Objects	1,352,977	411,812	375,663	678,951	464,800	478,744	493,106	507,900
0900-0999 Other Uses of Funds	40,442,954	7,520,000	7,765,000	8,140,000	7,780,000	8,013,400	8,253,802	8,501,416
<b>Total Expenditures</b>	<b>42,078,476</b>	<b>8,007,712</b>	<b>8,144,563</b>	<b>8,823,951</b>	<b>8,249,800</b>	<b>8,496,144</b>	<b>8,751,008</b>	<b>9,013,516</b>
<b>Total Excess over (under) Expenditures</b>	<b>701,430</b>	<b>650,069</b>	<b>544,346</b>	<b>(166,170)</b>	<b>72,825</b>	<b>(548,291)</b>	<b>(564,720)</b>	<b>(581,638)</b>
Fund Balance Beginning	9,944,653	10,886,492	10,939,851	11,484,198	11,484,198	11,557,023	11,008,732	10,444,012
<b>Fund Balance Ending</b>	<b>10,886,492</b>	<b>11,536,561</b>	<b>11,484,198</b>	<b>11,318,028</b>	<b>11,557,023</b>	<b>11,008,732</b>	<b>10,444,012</b>	<b>9,862,373</b>
Restricted for Bond Fund	\$ 10,886,492	\$ 11,536,561	\$ 11,484,198	\$ 11,318,028	\$ 11,557,023	\$ 11,008,732	\$ 10,444,012	\$ 9,862,373

### Bond Redemption Summary of Expenditures 2024-2025



## BOND GENERAL OBLIGATION DEBT SERIES 2021

<i>Year</i>	<i>Series 2021 Refunding Bonds</i>		
	<i>Principal</i>	<i>Interest</i>	<i>Total</i>
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
<b>Total</b>	<b>\$32,830,000</b>	<b>\$482,375</b>	<b>\$33,312,375</b>

## LEGAL DEBT LIMIT CALCULATION

<b>Year</b>	<b>Assessed Value</b>	<b>Debt Limit (20% of assessed )</b>	<b>Debt Applicable to Limit General Obligation Bonds</b>	<b>Margin</b>	<b>Total Debt as a Percentage of Debt Limit</b>
2025	1,175,564,670	235,112,934	16,683,156	218,429,778	7.10%
2024	1,111,016,510	222,203,302	24,987,044	197,216,258	11.25%
2023	922,064,890	184,412,978	32,830,000	151,582,978	17.80%
2022	924,345,980	184,869,196	40,595,000	144,274,196	21.96%
2021	850,738,420	170,147,684	48,115,000	122,032,684	28.28%
2020	851,039,720	170,207,944	52,160,000	118,047,944	30.64%
2019	682,441,830	136,488,366	58,440,000	78,048,366	42.82%
2018	689,735,170	137,947,034	64,515,000	73,432,034	46.77%
2017	573,590,860	114,718,172	70,430,000	44,288,172	61.39%
2016	572,968,570	114,593,714	76,774,625	37,819,089	67.00%
2015	527,230,520	105,446,104	81,525,000	23,921,104	77.31%
2014	536,276,080	107,255,216	86,735,000	20,520,216	80.87%
2013	527,994,880	105,598,976	91,960,000	13,638,976	87.08%
2012	512,605,120	102,521,024	92,910,000	9,611,024	90.63%
2011	518,806,580	103,761,316	95,910,000	7,851,316	92.43%
2010	517,295,650	103,459,130	99,335,000	4,124,130	96.01%
2009	551,961,890	110,392,378	102,290,000	8,102,378	92.66%
2008	549,665,460	109,933,092	104,535,000	5,398,092	95.09%

## DEBT SERVICES

### 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
6/30/2025	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
<b>Total</b>	<b>67,155,000</b>	<b>46,201,544</b>	<b>11,280,000</b>	<b>2,921,800</b>	<b>13,985,000</b>	<b>7,555,835</b>	<b>149,099,179</b>

## DEBT SERVICES FUND – CAPITAL RESERVE FUND

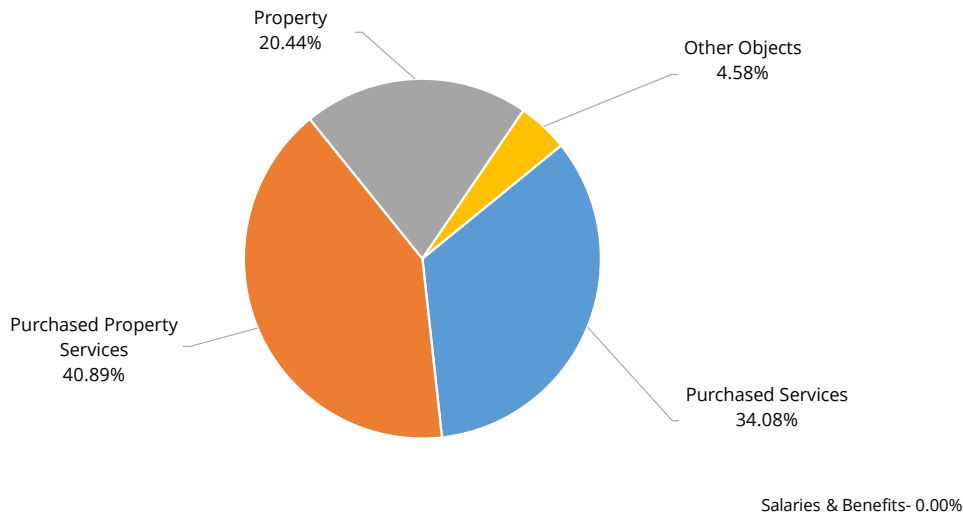
The expenditures from the Capital Reserve Fund are limited by Colorado Revised Statutes to be used for the acquisition of land, improvements, construction of structures, or additions to existing structures, and acquisition of equipment and furnishings where:

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 2020-2021 to 2027-2028

Sources of Revenue by Object	Actual 2021	Actual 2022	Actual 2023	Amended 2024	Adopted 2025	Projected 2026	Projected 2027	Projected 2028
1000-1999 Local Sources	\$ 758	\$ 586,500	\$ 2,459	\$ 22,547	\$ 4,500	\$ 4,635	\$ 4,774	\$ 4,917
3000-3999 State Sources	-	-	-	-	-	-	-	-
4000-4999 Federal Sources	-	-	-	-	-	-	-	-
5000-5999 Other Sources	32,487,887	4,707,684	8,277,400	6,754,785	2,934,752	1,546,728	1,593,130	1,640,924
<b>Total Revenue Allocation</b>	<b>32,488,645</b>	<b>5,294,184</b>	<b>8,279,859</b>	<b>6,777,332</b>	<b>2,939,252</b>	<b>1,551,363</b>	<b>1,597,904</b>	<b>1,645,841</b>
<b>Expenditures by Object</b>								
0100-0199 Salaries	-	-	-	-	-	-	-	-
0200-0299 Employee Benefits	-	-	-	-	-	-	-	-
0300-0399 Purchased Services	844,132	360,431	891,657	875,000	1,000,257	650,214	525,470	679,458
0400-0499 Purchased Property Services	3,452,835	2,042,461	7,290,097	10,512,014	1,200,000	505,247	403,205	575,000
0500-0599 Other Purchased Services	-	-	-	-	-	-	-	-
0600-0699 Supplies	-	-	-	-	-	-	-	-
0700-0799 Property	3,614,536	1,715,413	2,562,268	3,580,000	600,000	625,487	756,874	369,874
0800-0899 Other Objects	15,276,493	109,200	109,200	200,000	134,495	100,000	102,000	105,060
<b>Total Expenditures</b>	<b>23,187,996</b>	<b>4,227,504</b>	<b>10,853,222</b>	<b>15,167,014</b>	<b>2,934,752</b>	<b>1,880,948</b>	<b>1,787,549</b>	<b>1,729,392</b>
<b>Total Excess over (under) Expenditures</b>	<b>9,300,649</b>	<b>1,066,680</b>	<b>(2,573,363)</b>	<b>(8,389,682)</b>	<b>4,500</b>	<b>(329,585)</b>	<b>(189,645)</b>	<b>(83,551)</b>
Fund Balance Beginning	4,629,243	13,929,892	14,996,572	12,423,209	4,033,527	4,038,027	3,708,442	3,518,797
<b>Fund Balance Ending</b>	<b>13,929,892</b>	<b>14,996,572</b>	<b>12,423,209</b>	<b>4,033,527</b>	<b>4,038,027</b>	<b>3,708,442</b>	<b>3,518,797</b>	<b>3,435,246</b>
Restricted for Grant Match	2,254,433	3,188,742	3,188,742	2,481,893	2,629,764	2,194,860	2,234,926	2,481,893
Restricted for Capital Reserve Projects	\$ 11,675,459	\$ 11,807,830	\$ 9,234,467	\$ 1,551,634	\$ 1,408,263	\$ 1,513,582	\$ 1,283,871	\$ 953,353

Capital Reserve Summary of Expenditures 2024-2025





## 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.

### 2024-2025 Capital Reserve Projects

Departments	Item Requested	2024-2025
Maintenance & Operations	Ranum Rebuild	\$ -
<b>TOTAL</b>		<b>-</b>
Culinary Services	Kitchen Equipment Replacement Cycle/Infrastructure Upgrades	100,000
Maintenance & Operations	Aux Services Equipment Replacement Cycle	250,000
Procurement	Copier Lease	200,000
Procurement	School Equipment Replacement Cycle	100,000
Technology Services	Desktops, Laptops, Chromebooks	700,000
Transportation	Bus/White Fleet Lease Payments	40,000
<b>TOTAL</b>	<b>TOTAL FOR REPLACEMENT CYCLES/LEASE AGREEMENTS</b>	<b>1,390,000</b>
Maintenance & Operations	District wide electrical equipment upgrades	75,000
Maintenance & Operations	Security, Cameras, Network Irrigation	39,752
Maintenance & Operations	Continued replacement of old network wiring. Fire Alarm/voice evacuation, and upgrade old systems. Replace intercom systems.	105,000
Maintenance & Operations	Hazardous Material Removal	100,000
Maintenance & Operations	Including but not limited to Lighting, HVAC, Water, Gas	190,000
Maintenance & Operations	District wide landscaping, fencing, and tree trimming projects. Replace old, outdated playground equipment; wood fiber	150,000
Technology Services	Ongoing storage and compute equipment upgrades and expansions	150,000
Technology Services	Upgrade and replacement of core network switching gear	150,000
<b>TOTAL</b>		<b>959,752</b>
Maintenance & Operations	District wide asphalt/concrete repair	150,000
Maintenance & Operations	District wide minor roof repairs	20,000
Maintenance & Operations	District wide interior and exterior painting	105,000
Maintenance & Operations	District wide flooring repairs	60,000
Maintenance & Operations	Sand, paint and refinish wood gym floors	50,000
<b>TOTAL</b>		<b>385,000</b>
District Wide	Project Contingency	200,000
<b>TOTAL</b>		<b>200,000</b>
	<b>GRAND TOTAL</b>	<b>\$ 2,934,752</b>

## 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 of \$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 2020-2021 to 2023-2024

Sources of Revenue by Object	Actual 2021	Actual 2022	Actual 2023	Adopted 2024
1000-1999 Local Sources	\$ -	\$ -	\$ -	\$ -
3000-3999 State Sources	-	-	-	-
4000-4999 Federal Sources	-	-	-	-
5000-5999 Other Sources	-	-	-	-
<b>Total Revenue Allocation</b>	-	-	-	-
<b>Expenditures by Object</b>				
0100-0199 Salaries	-	-	-	-
0200-0299 Employee Benefits	-	-	-	-
0300-0399 Purchased Services	28,416,465	4,680,476	200,792	6,328,839
0400-0499 Purchased Property Services	-	2,239	1,938,616	1,863,127
0500-0599 Other Purchase Services	-	-	-	-
0600-0699 Supplies	7,309	4,216	279	460
0700-0799 Property	1,343,549	339,814	-	5,894,865
0800-0899 Other Objects	-	-	-	-
<b>Total Expenditures</b>	<b>29,767,323</b>	<b>5,026,745</b>	<b>2,139,687</b>	<b>14,087,291</b>
<b>Total Excess over (under) Expenditures</b>	<b>(29,767,323)</b>	<b>(5,026,745)</b>	<b>(2,139,687)</b>	<b>(14,087,291)</b>
Fund Balance Beginning	51,021,045	21,253,722	16,226,977	14,087,290
<b>Fund Balance Ending</b>	<b>21,253,722</b>	<b>16,226,977</b>	<b>14,087,290</b>	<b>-</b>
Contingency	10,000,000	-	-	-
Restricted for COP Projects	\$ 11,253,722	\$ 16,226,977	\$ 14,087,290	\$ -

Certificates Of Participation Projects	Original Budget	Expenses	Completed
Early Learning Center @ FM Day	7,000,000.00	5,953,760.00	x
Colorado Leadership Academy Project	15,000,000.00	11,429,270.00	x
Shaw Heights Project	-	1,949,358.00	
ECC Upgrade	7,000,000.00	6,830,519.00	x
Orchard Park Academy Project	30,000,000.00	27,992,129.00	x
Metropolitan Arts Academy	4,000,000.00	3,903,905.00	x
Sunset Project	1,840,200.00	1,840,200.00	x
Sherrelwood Project	1,976,228.00	1,976,228.00	x
Fairview Project	1,725,456.00	1,725,456.00	x
WAIS Project	1,236,552.00	1,236,552.00	x
MESA Project	565,522.00	565,522.00	x
Contingency Project	11,586,042.00	-	
	<b>81,930,000.00</b>	<b>65,402,899.00</b>	

## PROJECTS & CONTRACTS OVER \$150,000

### FISCAL YEAR 2024-2025

**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 \$150,000 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 of Education 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 \$100,000 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 \$150,000 or more.

**Board Policy DJ-R-** Any payments to the same vendor above \$150,000 not included in the budget must go to the Board of Education for approval.

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

DEPARTMENT NAME	ANTICIPATED AMOUNT	PURPOSE / ADDITIONAL INFORMATION
<b>Athletics &amp; Activities</b>		
Denver Athletic	200,000	Sports Equipment & Uniforms
BSN Sports	650,000	Sports Equipment & Uniforms
Gemini Imprints	300,000	Spirit Gear
<b>Board of Education</b>		
Raykin Law Firm/Semple Farrington Overall	400,000	Attorney Fees
<b>Districtwide</b>		
BOCES Insurance Pool	2,500,000	District Risk Insurance
CenterPoint Energy	600,000	Utilities
City of Thornton	200,000	Water & Sewer
City of Westminster	1,075,000	Water & Sewer / Security Services
Colorado Dept of Labor	250,000	Unemployment Insurance
Commerce Bancshares Inc	3,000,000	Purchasing Card Program
Crestview Water	350,000	Water & Sewer
Symmetry Energy Solutions LLC	700,000	Utilities
Excel Energy	2,000,000	Utilities
Waste Management of Colorado Inc	200,000	Trash

## PROJECTS & CONTRACTS OVER \$150,000 *(CONTINUED)*

### FISCAL YEAR 2024-2025

DEPARTMENT NAME	ANTICIPATED AMOUNT	PURPOSE / ADDITIONAL INFORMATION
<b>Finance Department</b>		
DocuSign	150,000	eSignature Program
Tyler Technologies	150,000	iVisions: Accounting, HR, Payroll, Purchasing, Warehouse
<b>Learning Services</b>		
Advance Education	190,000	Assessment Testing & Services
Advance Manufacturing	250,000	Curriculum & Equipment
Apple Inc	200,000	School & Department Purchases
Cognia	400,000	Diagnostic Review & Leadership Professional Development
Colorado Digital Learning Solutions	475,000	Virtual Academy Curriculum
Discovery Education	200,000	Science Curriculum
Energetics International	175,000	Curriculum Based Product & Training & Licenses
Front Range Community College	150,000	ASCENT & Concurrent Enrollment
IXL Learning	175,000	Math, Literacy & Science Curriculum
Lakeshore Learning	200,000	Early Childhood Care Program
Lexia Learning Systems LLC/C	595,000	Powerup Licenses, Core5 & Training, Early Childhood Programming
Marzano	300,000	Purchase Services
McGraw Hill	500,000	Curriculum
Prospaint Inc	150,000	Purchase Services
Panorama Education	150,000	Survey Program
Paper Education Company Inc	150,000	High Impact Tutoring
Project Lead the Way	200,000	CTE Science & Technology
Reading Partners	200,000	Early Childhood Care Program
Renaissance Learning	300,000	District Assessment Software
SAVVAS Learning Company	350,000	Software
Teachers Curriculum Institute	150,000	History Program
Zspace	200,000	Training
<b>Logistics</b>		
Amazon Business	150,000	Various Warehouse Stock
Arnold Machinery Company	300,000	Equipment & Repairs
Elmwood	200,000	Staffing
Meteor Education	1,500,000	Furniture
Moving and Storage (Prestige/Baileys)	150,000	Moving & Storage
Xerox Business Solutions Southwest	185,000	Copying Services & Repairs
Xerox Corporation	200,000	Copying Services
Virco	1,500,000	Furniture

## PROJECTS & CONTRACTS OVER \$150,000 *(CONTINUED)*

### FISCAL YEAR 2024-2025

DEPARTMENT NAME	ANTICIPATED AMOUNT	PURPOSE / ADDITIONAL INFORMATION
<b>Maintenance &amp; Operations</b>		
Abatement Contractor / Extreme Environmental	2,650,000	Asbestos Removal
Adams County Community Development	250,000	Community Development
ADI	350,000	Video Intercom Services
Adolfson & Peterson Construction	40,000,000	General Contractor Construction
All City Floors	500,000	Gym Floors
Alpha Route	150,000	Consulting & Software for Transportation
ARCO Concrete Inc	200,000	Concrete
Arlun Inc	250,000	Gym Floors
Ballard Group	500,000	Mechanical Design
Blue Mesa	225,000	Radon Testing/Air Clear
Bobcat of the Rockies	250,000	Grounds Equipment
Carrier West	350,000	HVAC Equipment
Cator Ruma	500,000	Electrical Design
Central Mechanical Inc	750,000	HVAC
Colorado Doorway	500,000	Door Replacement
CPS	200,000	Sprinkler Irrigation
Custodial Contractor / Triad Service Solutions	1,000,000	Custodial Services
Daktronics Inc	500,000	Exterior Signs & Scoreboards
DAO Architecture	2,800,000	Design Planning
Deere and Company	200,000	Equipment & Repairs
DND/Sunset	150,000	Charter Transportation Services
Electrical Services / Ponders Electric	250,000	Electrical
Energy Partners/McKinstry	1,000,000	Energy Management
Ferguson	500,000	Plumbing
Fire Alarm Services/Vulcan/Tech Electronics	800,000	Fire Alarm Services
Flooring Contractor / Gary Leimer	1,000,000	Flooring
Glass Company / EAP Glass	1,500,000	Glass
Golden Triangle	4,000,000	Construction
Ground Engineering Consultants	250,000	3rd Party Inspection
Group 14 Engineering	500,000	Commissioning & Professional Services
Hallmark	700,000	Concrete
Innovative Openings	200,000	Window Shades
James Nursery	300,000	Trees & shrubs
JK Concepts	500,000	Cabinet Work
Ken Graff Ford Greeley	750,000	Vehicles
Landgraf Plumbing & Heating	2,500,000	Building Maintenance & Repairs
Landscape Design / BHA Design	200,000	Exterior Design Fees
LL Johnson	250,000	Grounds Equipment
Luminosity	500,000	Lighting

## PROJECTS & CONTRACTS OVER \$150,000 *(CONTINUED)*

### FISCAL YEAR 2024-2025

DEPARTMENT NAME	ANTICIPATED AMOUNT	PURPOSE / ADDITIONAL INFORMATION
<b>Maintenance &amp; Operations (Continued)</b>		
McCandless Truck Center LLC or awarded Vendor	1,000,000	Yellow & White Fleet
McJenkins	175,000	Roof Repairs
MEI Precision Elevator	500,000	Elevator Repairs
Merchant Metals	250,000	Fencing Materials
Metro Appliance Services	200,000	Kitchen Equipment
Miracle Method	1,000,000	Restroom Upgrades
Norcon	450,000	Bleacher Replacement
Painting Contractor / Apple Valley	500,000	Painting / Drywall
Pioneer Athletics	150,000	Athletic & Activity Purchases
Pioneer Sand and Gravel	300,000	Landscaping Materials
Playground Equipment/Performance Recreation	1,500,000	Playground Equipment
Potestio Brothers Equipment Inc	300,000	Vehicles
Precision	500,000	AV Upgrades
Radio Resource	325,000	Radios
Red Arrow Manufacturing	450,000	Bus Wash & Install
RMI Cooling Towers	500,000	Cooling Tower Maintenance
Roofing Contractor TBD	750,000	Roofing
Security Services	300,000	Security
Senegy Petroleum LLC	600,000	fuel for transportation fleets white and yellow
Set Point	300,000	Control Replacements
Skyline Lighting & Electric	300,000	District Lighting
Sterling Communication Technologies	700,000	Safety & Security
Stix & Stonz	200,000	Purchase Services
Summit Contracting Asphalt & Concrete	1,500,000	Purchase Services
TKE Elevator	500,000	Elevator Repairs
Trane	800,000	HVAV Equipment and Services
Turn Key LLC	3,000,000	General Contractor
Waxie Enterprises	250,000	Custodial Supplies & Equipment
Wilderness Construction	1,500,000	General Contractor
Xcel Energy	2,500,000	Electrical & Gas
<b>Nutrition</b>		
Colorado Commercial Refrigeration	400,000	Kitchen Equipment Repairs & Equipment
Compass Group Inc	6,500,000	Nutrition Services
Grady's Equipment & Supplies	500,000	Kitchen Equipment Repairs & Equipment
Priority One Group	250,000	Kitchen Equipment Repairs, Furniture & Equipment

## PROJECTS & CONTRACTS OVER \$150,000 (CONTINUED)

### FISCAL YEAR 2024-2025

DEPARTMENT NAME	ANTICIPATED AMOUNT	PURPOSE / ADDITIONAL INFORMATION
<b>Operations Office</b>		
Boys & Girls Club	850,000	Boys and Girls Club & PACE Programming
School Innovations & Achievement	150,000	Truancy Services
YESS Institute	200,000	Middle School Program
<b>Special Services</b>		
Adams Co School District 12	150,000	Deaf & Hard of Hearing Program
Kids First Health Care	1,000,000	Nurses & Summer Help Services
Jefferson County Public Schools	155,000	Special Education Student Placement
Joshua School	225,000	Special Education Student Placement
Lardon Hall Developmental Center	600,000	Special Education Student Placement
Soliant Health LLC	200,000	Purchase Services
Spectra Centers LLC	550,000	Purchase Services
Everdriven Technologies	600,000	Transportation Services
The Stepping Stone Group	200,000	Special Education Staffing
Firefly	225,000	Special Education Student Placement
Rocky Mountain Deaf School	150,000	Deaf & Hard of Hearing Program
The Community Reach Center	500,000	School-Based Therapists
<b>Technology Services</b>		
CDW-G	2,000,000	Computer Equipment, Software & Supplies
Lumen / Century Link	200,000	Phone Services & DDoS Cloud Services
CI Solutions	200,000	Technology Purchase Services
Comcast Business	200,000	Internet, WAN Circuits, SIP
Computer Information Systems	300,000	Student Information System, Data Visualization
Converge-One	300,000	Network Equipment Upgrades
Convergint	600,000	Video Management & Surveillance Cameras
Digital Warehouse	300,000	Network Equipment
Dirsec	400,000	Network Management Tools, Server & Storage Systems
EPC USA INC	300,000	Network Equipment, Software & Security
ePlus Technology	500,000	Network Equipment
Flexential Corporation	200,000	Disaster Recovery
Granite Telecommunications	300,000	Analog & Digital Phone Services
Iturity	300,000	Chromebook Repair
Kajeet	200,000	Mobile Hotspots
Long View Systems	150,000	IT Managed Services
NexusTEK	800,000	Helpdesk Contract Services
OneNeck IT Solutions	500,000	Network Equipment Upgrades
PEAK Resources	600,000	Data storage, Server Equipment & DRaaS



## PROJECTS & CONTRACTS OVER \$150,000 (*CONTINUED*)

### FISCAL YEAR 2024-2025

DEPARTMENT NAME	ANTICIPATED AMOUNT	PURPOSE / ADDITIONAL INFORMATION
<b>Technology Services</b>		
SHI	500,000	Network Management Tools
TK Tek	1,700,000	LAN Cabling
Unite Private Networks	300,000	WAN Fiber & Internet
Valcom/V.L.C.M	500,000	Cybersecurity
Zunesis	200,000	Virtual Server Infrastructure
Zivaro	400,000	Network Hardware & Software

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## CONSOLIDATED BUDGET SUMMARY

District Name: District Code: 0070 Adopted Budget Adopted: June 05/2024  Budgeted Pupil Count: 7,582						
	Object Source	10 General Fund	18 Insurance Reserve / Risk-Management	19 Preschool and Kindergarten	21 Food Service	22 Governmental Designated Grants Fund
<b>Beginning Fund Balance (Includes All Reserves)</b>		41,454,809	3,814,870	961,701	3,885,198	-
<b>Revenues</b>						
Local Sources	1000 - 1999	64,565,049	1,000,000	4,112,475	297,500	352,000
Intermediate Sources	2000 - 2999					
State Sources	3000 - 3999	58,125,046			225,000	1,950,000
Federal Sources	4000 - 4999	30,000			5,650,000	10,102,581
<b>Total Revenues</b>		122,720,095	1,000,000	4,112,475	6,172,500	12,404,581
<b>Total Beginning Fund Balance and Reserves</b>		164,174,904	4,814,870	5,074,176	10,057,698	12,404,581
Total Allocations To/From Other Funds	5600,5700, 5800	(400,000)		-		
Transfers To/From Other Funds	5200 - 5300	(4,434,752)	-	-	-	
Other Sources	5100,5400, 5500,5900, 5990, 5991	346,116				
<b>Available Beginning Fund Balance &amp; Revenues (Plus Or Minus (If Revenue) Allocations And Transfers)</b>		159,686,268	4,814,870	5,074,176	10,057,698	12,404,581
<b>Expenditures</b>						
<b>Instruction - Program 0010 to 2099</b>						
Salaries	0100	43,022,483		3,357,080		6,758,478
Employee Benefits, including object 0280	0200	15,932,534		1,023,528		2,152,325
Purchased Services	0300,0400, 0500	1,381,806		33,990		1,860,674
Supplies and Materials	0600	748,710		57,650		750,000
Property	0700	49,000		8,800		82,525
Other	0800, 0900	84,104		11,600		800,579
<b>Total Instruction</b>		61,218,636	-	4,492,648	-	12,404,581
<b>Supporting Services</b>						
<b>Students - Program 2100</b>						
Salaries	0100	4,644,383				
Employee Benefits, including object 0280	0200	1,934,833				
Purchased Services	0300,0400, 0500	563,400				
Supplies and Materials	0600	26,297				
Property	0700	6,000				
Other	0800, 0900	13,000				
<b>Total Students</b>		7,187,913	-	-	-	-
<b>Instructional Staff - Program 2200</b>						
Salaries	0100	6,325,758				
Employee Benefits, including object 0280	0200	2,172,048				
Purchased Services	0300,0400, 0500	1,971,582				
Supplies and Materials	0600	220,518				
Property	0700	19,500				
Other	0800, 0900	52,496				
<b>Total Instructional Staff</b>		10,761,902	-	-	-	-
<b>General Administration - Program 2300, including Program 2303 and 2304</b>						
Salaries	0100	1,023,301				
Employee Benefits, including object 0280	0200	301,155				
Purchased Services	0300,0400, 0500	560,800				
Supplies and Materials	0600	68,500				
Property	0700	8,000				
Other	0800, 0900	37,400				
<b>Total School Administration</b>		1,999,156	-	-	-	-

## CONSOLIDATED BUDGET SUMMARY (CONTINUED)

23 Pupil Activity	(26-29) Other Special Revenue	31 Bond Redemption	43 Capital Reserve Capital Projects	TOTAL	District Name: District Code: 0070 Adopted Budget Adopted: June 05/2024  Budgeted Pupil Count: 7,582
558,366	68,160	11,484,198	4,033,527	66,260,828	<b>Beginning Fund Balance (Includes All Reserves)</b>
					<b>Revenues</b>
665,000	2,000,000	8,322,625	350,616	81,665,265	Local Sources
-			-	60,300,046	Intermediate Sources
-			-	15,782,581	State Sources
665,000	2,000,000	8,322,625	350,616	157,747,892	Federal Sources
1,223,366	2,068,160	19,806,823	4,384,143	224,008,720	<b>Total Revenues</b>
					<b>Total Beginning Fund Balance and Reserves</b>
	400,000			-	Total Allocations To/From Other Funds
1,500,000			2,934,752	-	Transfers To/From Other Funds
			(346,116)	-	Other Sources
2,723,366	2,468,160	19,806,823	6,972,779	224,008,720	<b>Available Beginning Fund Balance &amp; Revenues (Plus Or Minus (If Revenue) Allocations And Transfers)</b>
					<b>Expenditures</b>
					<b>Instruction - Program 0010 to 2099</b>
				53,138,041	Salaries
				19,108,387	Employee Benefits, including object 0280
				3,276,470	Purchased Services
				1,556,360	Supplies and Materials
				140,325	Property
				896,283	Other
-	-	-	-	78,115,865	<b>Total Instruction</b>
					<b>Supporting Services</b>
					<b>Students - Program 2100</b>
862,180				5,506,563	Salaries
297,695				2,232,528	Employee Benefits, including object 0280
					Purchased Services
112,675				676,075	Supplies and Materials
729,323				755,620	Property
55,000				61,000	Other
123,956				136,956	
2,180,829	-	-	-	9,368,742	<b>Total Students</b>
					<b>Instructional Staff - Program 2200</b>
				6,325,758	Salaries
				2,172,048	Employee Benefits, including object 0280
				1,971,582	Purchased Services
				220,518	Supplies and Materials
				19,500	Property
				52,496	Other
-	-	-	-	10,761,902	<b>Total Instructional Staff</b>
					<b>General Administration - Program 2300, including Program 2303 and 2304</b>
				1,023,301	Salaries
				301,155	Employee Benefits, including object 0280
				560,800	Purchased Services
				68,500	Supplies and Materials
				8,000	Property
				37,400	Other
-	-	-	-	1,999,156	<b>Total School Administration</b>

## CONSOLIDATED BUDGET SUMMARY (CONTINUED)

District Name: District Code: 0070 Adopted Budget Adopted: June 05/2024  Budgeted Pupil Count: 7,582						
	Object Source	10 General Fund	18 Insurance Reserve / Risk-Management	19 Preschool and Kindergarten	21 Food Service	22 Governmental Designated Grants Fund
<b>School Administration - Program 2400</b>						
Salaries	0100	7,824,992				
Employee Benefits, including object 0280	0200	2,871,587				
Purchased Services	0300,0400,0500	63,958				
Supplies and Materials	0600	224,520				
Property	0700	10,500				
Other	0800, 0900	4,925				
<b>Total School Administration</b>		11,000,482	-	-	-	-
<b>Business Services - Program 2500, including Program 2501</b>						
Salaries	0100	2,029,557				
Employee Benefits, including object 0280	0200	671,130				
Purchased Services	0300,0400,0500	1,124,220				
Supplies and Materials	0600	50,800				
Property	0700	35,500				
Other	0800, 0900	4,100				
<b>Total Business Services</b>		3,915,307	-	-	-	-
<b>Operations and Maintenance - Program 2600</b>						
Salaries	0100	6,858,636				
Employee Benefits, including object 0280	0200	2,738,453				
Purchased Services	0300,0400,0500	2,591,617				
Supplies and Materials	0600	2,360,486				
Property	0700	248,972				
Other	0800, 0900	2,002,400				
<b>Total Operations and Maintenance</b>		16,800,564	-	-	-	-
<b>Student Transportation - Program 2700</b>						
Salaries	0100	2,246,842				
Employee Benefits, including object 0280	0200	1,046,908				
Purchased Services	0300,0400,0500	713,895				
Supplies and Materials	0600	241,734				
Property	0700	2,882				
Other	0800, 0900	1,295				
<b>Total Student Transportation</b>		4,253,556	-	-	-	-
<b>Central Support - Program 2800, including Program 2801</b>						
Salaries	0100	4,621,623	-			
Employee Benefits, including object 0280	0200	1,366,590	-			
Purchased Services	0300,0400,0500	3,198,342	2,000,000			
Supplies and Materials	0600	111,429	-			
Property	0700	22,700	-			
Other	0800, 0900	11,200	-			
<b>Total Central Support</b>		9,331,885	2,000,000	-	-	-
<b>Food Service Operations - Program 3100</b>						
Salaries	0100				175,000	
Employee Benefits, including object 0280	0200				64,874	
Purchased Services	0300,0400,0500				3,916,523	
Supplies and Materials	0600				2,298,003	
Property	0700				495,600	
Other	0800, 0900				-	
<b>Total Other Support</b>		-	-	-	6,950,000	-

## CONSOLIDATED BUDGET SUMMARY (CONTINUED)

23 Pupil Activity	(26-29) Other Special Revenue	31 Bond Redemption	43 Capital Reserve Capital Projects	TOTAL	District Name: District Code: 0070 Adopted Budget Adopted: June 05/2024  Budgeted Pupil Count: 7,582
					<b>School Administration - Program 2400</b>
				7,824,992	Salaries
				2,871,587	Employee Benefits, including object 0280
					Purchased Services
				63,958	
				224,520	Supplies and Materials
				10,500	Property
				4,925	Other
-	-	-	-	11,000,482	<b>Total School Administration</b>
					<b>Business Services - Program 2500, including Program 2501</b>
				2,029,557	Salaries
				671,130	Employee Benefits, including object 0280
					Purchased Services
				1,124,220	
				50,800	Supplies and Materials
				35,500	Property
				4,100	Other
-	-	-	-	3,915,307	<b>Total Business Services</b>
					<b>Operations and Maintenance - Program 2600</b>
				6,858,636	Salaries
				2,738,453	Employee Benefits, including object 0280
					Purchased Services
			2,200,257	4,791,874	
				2,360,486	Supplies and Materials
			600,000	848,972	Property
			134,495	2,136,895	Other
-	-	-	2,934,752	19,735,316	<b>Total Operations and Maintenance</b>
					<b>Student Transportation - Program 2700</b>
				2,246,842	Salaries
				1,046,908	Employee Benefits, including object 0280
					Purchased Services
				713,895	
				241,734	Supplies and Materials
				2,882	Property
				1,295	Other
-	-	-	-	4,253,556	<b>Total Student Transportation</b>
					<b>Central Support - Program 2800, including Program 2801</b>
				4,621,623	Salaries
				1,366,590	Employee Benefits, including object 0280
					Purchased Services
				5,198,342	
				111,429	Supplies and Materials
				22,700	Property
				11,200	Other
-	-	-	-	11,331,885	<b>Total Central Support</b>
					<b>Food Service Operations - Program 3100</b>
				175,000	Salaries
				64,874	Employee Benefits, including object 0280
					Purchased Services
				3,916,523	
				2,298,003	Supplies and Materials
				495,600	Property
				-	Other
-	-	-	-	6,950,000	<b>Total Other Support</b>

## CONSOLIDATED BUDGET SUMMARY (CONTINUED)

District Name: District Code: 0070 Adopted Budget Adopted: June 05/2024  Budgeted Pupil Count: 7,582						
	Object Source	10 General Fund	18 Insurance Reserve / Risk-Management	19 Preschool and Kindergarten	21 Food Service	22 Governmental Designated Grants Fund
<b>Community Services - Program 3300</b>						
Salaries	0100	465,315				
Employee Benefits, including object 0280	0200	200,365				
Purchased Services	0300,0400,0500	13,850				
Supplies and Materials	0600	16,150				
Property	0700	-				
Other	0800, 0900	-				
<b>Total Community Services</b>		695,680	-	-	-	-
<b>Other Uses - Program 5000s - including Transfers Out and/or Allocations Out as an expenditure</b>						
Salaries	0100					
Employee Benefits, including object 0280	0200					
Purchased Services	0300,0400,0500					
Supplies and Materials	0600					
Property	0700					
Other	0800, 0900	6,323,142				
<b>Total Other Uses</b>		6,323,142	-	-	-	-
<b>Total Expenditures</b>		133,488,223	2,000,000	4,492,648	6,950,000	12,404,581
<b>APPROPRIATED RESERVES</b>						
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					
<b>Total Reserves</b>		-	-	-	-	-
<b>Total Expenditures and Reserves</b>		133,488,223	2,000,000	4,492,648	6,950,000	12,404,581
<b>BUDGETED ENDING FUND BALANCE</b>						
Non-spendable fund balance (9900)	6710	200,000				
Restricted fund balance (9900)	6720					
TABOR 3% emergency reserve (9321)	6721	4,139,306			3,107,698	
TABOR multi year obligations (9322)	6722	3,826,040				
District emergency reserve (letter of credit or real estate) (9323)	6723	-				
Colorado Preschool Program (CPP) (9324)	6724			581,528		
Risk-related / restricted capital reserve (9326)	6726		2,814,870			
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	6,898,843				
Unassigned fund balance (9900)	6770	11,133,856				
Net investment in capital assets (9900)	6790					
Restricted net position (9900)	6791					
Unrestricted net position (9900)	6792					
<b>Total Ending Fund Balance</b>		26,198,045	2,814,870	581,528	3,107,698	-
<b>Total Available Beginning Fund Balance &amp; Revenues Less Total Expenditures &amp; Reserves Less Ending Fund Balance (Shall Equal Zero (0))</b>		0	(0)	0	(0)	-



## CONSOLIDATED BUDGET SUMMARY (CONTINUED)

23 Pupil Activity	(26-29) Other Special Revenue	31 Bond Redemption	43 Capital Reserve Capital Projects	TOTAL	District Name: District Code: 0070 Adopted Budget Adopted: June 05/2024 Budgeted Pupil Count: 7,582
					<b>Community Services - Program 3300</b>
	1,725,457			2,190,772	Salaries
	642,369			842,734	Employee Benefits, including object 0280
					Purchased Services
	22,000			35,850	
	36,374			52,524	Supplies and Materials
	4,500			4,500	Property
	21,300			21,300	Other
-	2,452,000	-	-	3,147,680	<b>Total Community Services</b>
					<b>Other Uses - Program 5000s - including Transfers Out and/or Allocations Out as an expenditure</b>
				-	Salaries
				-	Employee Benefits, including object 0280
					Purchased Services
		5,000		5,000	
		-		-	Supplies and Materials
		464,800		464,800	Property
		7,780,000		14,103,142	Other
-	-	8,249,800	-	14,572,942	<b>Total Other Uses</b>
2,180,829	2,452,000	8,249,800	2,934,752	175,152,832	<b>Total Expenditures</b>
					<b>APPROPRIATED RESERVES</b>
					- Other Reserved Fund Balance (9900)
					- Other Restricted Reserves (932X)
					- Reserved Fund Balance (9100)
					- District Emergency Reserve (9315)
					- Reserve for TABOR 3% (9321)
					- Reserve for TABOR - Multi-Year Obligations (9322)
-	-	-	-	-	<b>Total Reserves</b>
2,180,829	2,452,000	8,249,800	2,934,752	175,152,832	<b>Total Expenditures and Reserves</b>
					<b>BUDGETED ENDING FUND BALANCE</b>
				200,000	Non-spendable fund balance (9900)
542,537	16,160	11,557,023	1,408,263	16,631,681	Restricted fund balance (9900)
				4,139,306	TABOR 3% emergency reserve (9321)
				3,826,040	TABOR multi year obligations (9322)
					District emergency reserve (letter of credit or real estate)
				-	(9323)
				581,528	Colorado Preschool Program (CPP) (9324)
				2,814,870	Risk-related / restricted capital reserve (9326)
			2,629,764	2,629,764	BEST capital renewal reserve (9327)
				-	Total program reserve (9328)
				-	Committed fund balance (9900)
				-	Committed fund balance (15% limit) (9200)
				6,898,843	Assigned fund balance (9900)
				11,133,856	Unassigned fund balance (9900)
				-	Net investment in capital assets (9900)
				-	Restricted net position (9900)
				-	Unrestricted net position (9900)
542,537	16,160	11,557,023	4,038,027	48,855,888	<b>Total Ending Fund Balance</b>
(0)	-	(0)	-	(0)	<b>Total Available Beginning Fund Balance &amp; Revenues Less Total Expenditures &amp; Reserves Less Ending Fund Balance (Shall Equal Zero (0))</b>

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## THREE-YEAR ASSUMPTIONS OF INCREMENTAL RESOURCES AND USE OF ASSUMPTIONS

A three-year budget forecast is prepared each year as part of the budget development process and provided for public information. These forecasts also include the fiscal year 2024-25 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 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 the District declining enrollment, the student counts below are for the following years:

Year End June 30 <sup>th</sup>	Students
2025	7,334
2026	6,938
2027	6,504

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. 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 \$418 per student. This will allow the District to meet capital reserve and risk management funding needs.
4. The override revenues will vary, and \$27 million is projected for 2024-2025 and are being maintained at that level. With the state laws we are unable to go out for more mill levies. A district can not go over 27 mills.
5. All except State equalization revenue all the other revenues are being increased by an average of 3% being the economy situation.

### 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, 2028. Furthermore, it is assumed that staffing ratios and class size will remain unchanged.
4. Benefits are increased by 450,000 for healthcare and other benefits per the association agreement.
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 3% increase in most of the revenues and expenditures over the next three years.

## BUDGET FORECAST: GENERAL FUND

Revenues	Adopted 2025	Projected 2026	Projected 2027	Projected 2028
Local	\$ 64,565,049	\$ 66,502,000	\$ 67,747,060	\$ 68,279,472
State Sources	58,125,046	59,868,797	60,967,651	64,419,016
Federal Revenue	30,000	30,900	\$ 31,827	\$ 32,782
<b>Total Revenues</b>	<b>\$ 122,720,095</b>	<b>\$ 126,401,698</b>	<b>\$ 128,746,538</b>	<b>\$ 132,731,270</b>
Expenditures				
Salaries	\$ 79,062,891	\$ 78,063,171	\$ 80,405,066	\$ 82,817,218
Employee Benefits	29,235,602	28,349,150	29,199,625	30,075,613
Purchased Services	8,114,890	6,769,593	6,972,680	7,181,861
Purchased Property Services	1,705,990	1,421,859	1,464,515	1,508,451
Other Purchased Services	2,362,590	1,834,102	1,889,126	1,945,799
Supplies	4,069,144	4,624,559	4,763,296	4,906,195
Property	403,054	526,274	542,063	558,324
Other Objects	5,700,062	2,781,064	2,864,496	2,950,431
Other Uses of Funds	834,000	859,020	884,791	911,334
<b>Total Expenditures</b>	<b>\$ 131,488,223</b>	<b>\$ 125,228,793</b>	<b>\$ 128,985,656</b>	<b>\$ 132,855,226</b>

## BUDGET FORECAST: OTHER FUNDS

Revenue Summary of All Funds	Adopted 2025	Projected 2026	Projected 2027	Projected 2028
10 General Fund	\$122,720,095	\$126,401,698	\$128,746,538	\$132,731,270
18 Risk Management Fund	1,000,000	953,563	2,753,094	2,762,159
19 Colorado's Universal Pre-K (UPK) Fund	4,112,475	4,235,849	4,362,925	4,493,812
21 Nutrition Services Fund	6,172,500	5,895,787	5,688,172	5,812,755
22 Government Designated Purpose Grants Fund	12,404,581	11,680,287	11,385,326	11,726,887
23 Student Athletic & Activity Fund	2,165,000	2,164,697	2,183,759	2,203,375
26 Daycare Program Fund	2,400,000	2,260,000	2,321,800	2,385,454
31 Bond Redemption Fund	8,322,625	7,947,853	8,186,289	8,431,877
43 Capital Reserve Fund	2,939,252	1,551,363	1,597,904	1,645,841
<b>Total</b>	<b>\$ 162,236,528</b>	<b>\$ 163,091,096</b>	<b>\$ 167,225,805</b>	<b>\$ 172,193,430</b>
Expenditure Summary of All Funds				
10 General Fund	\$ 137,976,859	\$ 132,029,655	\$ 133,278,786	\$ 136,196,150
18 Risk Management Fund	2,000,000	1,897,695	1,926,192	1,964,716
19 Colorado's Universal Pre-K (UPK) Fund	4,492,648	3,839,013	3,668,848	3,819,564
21 Nutrition Services Fund	6,950,000	6,401,328	6,593,368	6,791,169
22 Government Designated Purpose Grants Fund	12,404,581	11,680,287	11,385,327	11,726,886
23 Student Athletic & Activity Fund	2,180,829	2,124,311	2,125,056	2,177,624
26 Daycare Program Fund	2,452,000	2,275,560	2,298,827	2,371,267
31 Bond Redemption Fund	8,249,800	8,496,144	8,751,008	9,013,516
43 Capital Reserve Fund	2,934,752	1,551,363	1,597,904	1,645,841
<b>Total</b>	<b>\$ 179,641,469</b>	<b>\$ 170,295,357</b>	<b>\$ 171,625,316</b>	<b>\$ 175,706,732</b>

## ALL FUNDS – REVENUE BY SOURCES, EXPENDITURES BY OBJECT & FUND BALANCE

### FISCAL YEARS 2020-2021 TO 2027-28

	Actual 2021	Actual 2022	Actual 2023	Amended 2024	Adopted 2025	Projected 2026	Projected 2027	Projected 2028
<b>Sources of Revenue by Object</b>								
1000-1999 Local Sources	\$ 90,637,801	\$ 98,997,120	\$ 63,698,732	\$ 77,607,680	\$ 80,993,390	\$ 84,734,786	\$ 85,778,718	\$87,455,880
3000-3009 State Sources	57,895,200	57,446,091	64,563,597	70,503,556	61,055,371	66,087,347	67,033,889	69,742,059
4000-4999 Federal Sources	25,764,135	25,769,518	37,728,171	18,929,140	15,786,581	12,268,963	14,413,197	14,995,491
<b>Total Sources</b>	<b>174,297,136</b>	<b>182,212,729</b>	<b>165,990,500</b>	<b>167,040,376</b>	<b>157,835,342</b>	<b>163,091,096</b>	<b>167,225,805</b>	<b>172,193,430</b>
<b>Expenditures by Object</b>								
0100-0199 Salaries	89,379,009	92,038,762	89,748,965	91,166,119	91,864,248	89,620,175	92,308,780	92,712,576
0200-0299 Employee Benefits	23,798,023	23,798,023	24,683,463	24,987,453	33,413,623	31,416,032	31,261,370	33,165,187
0300-0499 Purchased Services & Property	34,563,405	19,083,823	3,327,421	16,874,520	17,118,719	14,719,358	15,160,938	16,084,239
0500-0599 Other Purchased Services	30,739,699	23,618,924	21,372,315	32,144,664	5,543,063	5,709,355	5,880,636	6,238,766
0600-0699 Supplies	8,023,653	5,999,999	6,895,024	5,125,418	8,006,204	6,246,390	6,433,782	6,825,599
0700-0799 Property	4,277,708	4,396,145	3,630,314	4,882,348	2,100,079	2,163,081	2,227,974	2,363,657
0800-0899 Other Objects				6,874,580	8,132,897	8,376,884	8,628,190	9,153,647
0900-0999 Other Uses of Funds	2,952,406	2,994,715	3,507,604	4,297,878	8,974,000	6,243,220	6,430,517	6,822,135
<b>Total Expenditures</b>	<b>193,733,903</b>	<b>171,930,392</b>	<b>153,165,105</b>	<b>186,352,979</b>	<b>175,152,833</b>	<b>164,494,495</b>	<b>168,332,187</b>	<b>173,365,808</b>
<b>5000-5999 Other Sources/Transfer Allocations</b>								
5223 Transfer To Athl/Activity	756,500	1,550,000	1,300,000	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000
5626 Transfer To Daycare Program	900,000	700,000	500,000	-	400,000	200,000	200,000	200,000
5243 Transfer To Capital Reserve	3,630,367	4,707,684	8,277,400	6,754,785	2,934,752	1,546,728	1,593,130	1,640,924
5400 Transfer Proceeds from Lease	1,911,490	1,628,725	1,603,548	1,628,345	-	-	-	-
5618 Transfer To Insur Reserve	-	-	(346,116)	-	(346,116)	2,554,134	-	-
5619 Transfer To CPP	4,095,022	4,364,352	3,912,514	2,000,000	-	-	-	-
<b>Total Transfer Allocations</b>	<b>11,293,379</b>	<b>12,950,761</b>	<b>15,247,346</b>	<b>11,883,130</b>	<b>4,488,636</b>	<b>5,800,862</b>	<b>3,293,130</b>	<b>3,340,924</b>
<b>Total Transfer Allocations, Expenditures &amp; Prior Year Obligations</b>	<b>\$205,027,282</b>	<b>\$184,881,153</b>	<b>\$168,412,451</b>	<b>\$198,236,109</b>	<b>\$179,641,469</b>	<b>\$170,295,357</b>	<b>\$171,625,317</b>	<b>176,706,732</b>

### Major Shifts and Changes Included in the 2024-2025 Budget:

#### Revenues:

1. Increase mainly in local revenues due to property values in the State of Colorado.
2. A decrease in state funding.
3. The state did however eliminate the budget stabilization factor.
4. ESSER funds have been spent so the District has started using their fund balance as projected.

#### Expenditures:

5. Increase in salaries and benefits. Settled on a two-year negotiated compensation package. We are in year two. Negotiations will start in January 2025.
6. Finishing work with COP budget projects. All projects are on track to be completed in 2024-2025.
7. Increased district computer security periodicals.

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## ECONOMIC OUTLOOK

### SUMMARY

The U.S. economy is emerging from a tense period, when runaway inflation demanded an aggressive monetary policy response that risked the longevity of the post-COVID recovery and expansion. Over the past six months, the economy has emerged from this tense period onto firmer ground. Inflation is waning at the national and state levels, and employers continue to add jobs at a healthy rate. Households continue to spend, buoying businesses even in the face of high interest rates. Taken together, current indicators suggest that the U.S. economy is maintaining an average pace of expansion, far surpassing many economists' expectations for a recession or a very sluggish pace of growth.

This forecast expects continued moderate expansion in the U.S. and Colorado economies at a slightly slower pace in 2024 than in 2023. Receding inflation, alongside interest rate reductions anticipated to begin this summer, will boost growth, while deteriorating household balance sheets will raise headwinds. Colorado's economy is expected to modestly outperform the nation's, with comparable employment growth in 2024, higher income growth, and lower inflation.

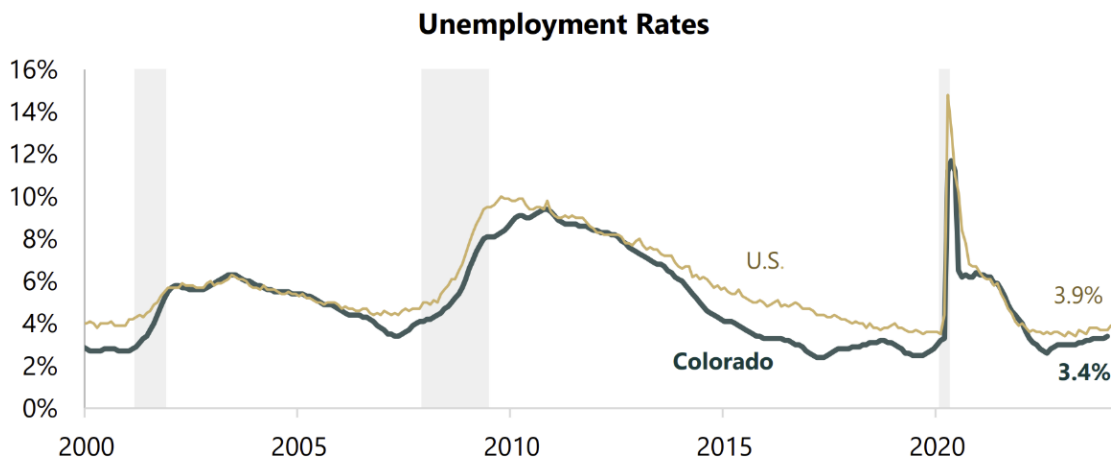
**International trade is a net-zero contributor.** The U.S. economy has recovered much more strongly from the pandemic recession than other leading national economies around the world. The net impact on U.S. GDP, calculated as total exports minus total imports, has been net neutral, as American firms are generally better positioned to sell goods and services in foreign markets, and American consumers are better positioned to purchase foreign products. Weighted according to U.S. trading partners, the U.S. dollar is considerably stronger than it was before the pandemic, which boosts U.S. purchasing power for foreign imports and weakens foreign purchasing power for U.S. exports. However, appreciation of the dollar has slowed over the last six months and may be less of a drag on net trade in 2024 than in 2023.

**Colorado's economic growth in perspective.** Prior to the pandemic-induced recession, Colorado had experienced more than a decade of strong economic growth, outpacing most other states in employment growth, personal income, and other indicators. Coming off a period of very strong increases, economic growth in Colorado is expected to trend closer to the national average. This forecast anticipates that Colorado's economy will modestly outperform the U.S. economy through 2026, with faster income growth, lower inflation, lower unemployment rates, and comparable employment growth in 2024 that outpaces the U.S. in 2025 and 2026.

**Colorado continues to have one of the nation's highest labor force participation rates.** Colorado's labor force participation rate declined to 68.1 percent in January 2024, down from the post-pandemic high of 68.7 percent that held throughout mid-2023, but still well above the national rate of 62.5 percent in January. Among the 50 states, Colorado has the fourth highest labor force participation rate, behind Utah (69.3 percent), North Dakota (69.0 percent), and Nebraska (68.8 percent). Mississippi has the lowest labor force participation rate at 53.8 percent. Colorado's real average hourly earnings were up a slight 0.2 percent year-over-year in January 2024.

## EMPLOYMENT

The state's unemployment rate continued its upward trajectory in January, ticking up to 3.4 percent, driven by steady increases in the unemployed mixed with falling household employment and a decline in the labor force. Consistent with a cooling labor market, Colorado's unemployment rate has climbed from 3 percent one year ago. In 2023, Colorado's unemployment rate was near the median among states, tied for the 26th lowest rate along with Georgia, Mississippi, and Oklahoma. North Dakota had the lowest unemployment rate (1.9 percent), while the highest rate belonged to Nevada (5.1 percent). Over the year, half of states posted a significantly higher unemployment rate since January 2023, and only six states posted decreases.



Source: U.S. Bureau of Labor Statistics. Data are seasonally adjusted. U.S. data are through February 2024. Colorado data are through January 2024.

## HOUSING

U.S. and Colorado home prices recovering, slow growth expected in 2024. Home prices across the nation fell from their mid-2022 peak through the first half of 2023 following the Federal Reserve's rapid monetary policy tightening and post-pandemic surge in demand (Figure 24). Peak to trough, home prices across the cities included in the Case-Shiller 20-city composite index fell 4 percent. Prices fell further in Denver, dropping by 5.9 percent from June 2022 to January 2023. Home prices improved over the latter half of 2023, but Denver's recovery has proceeded more slowly. Over the past year, Denver prices have increased just 2.4 percent compared to 6.2 percent for the 20-city composite, and remain below peak levels.

Interest rates will continue to weigh on home values over the next year. In February, the 30-year fixed rate mortgage averaged 6.7 percent. Although the rate has eased from a high of 7.6 percent in October 2023, the forecast anticipates that interest rates will remain high. Low home inventory across the country and Colorado will support some price growth, and affordability concerns for potential buyers will remain present.

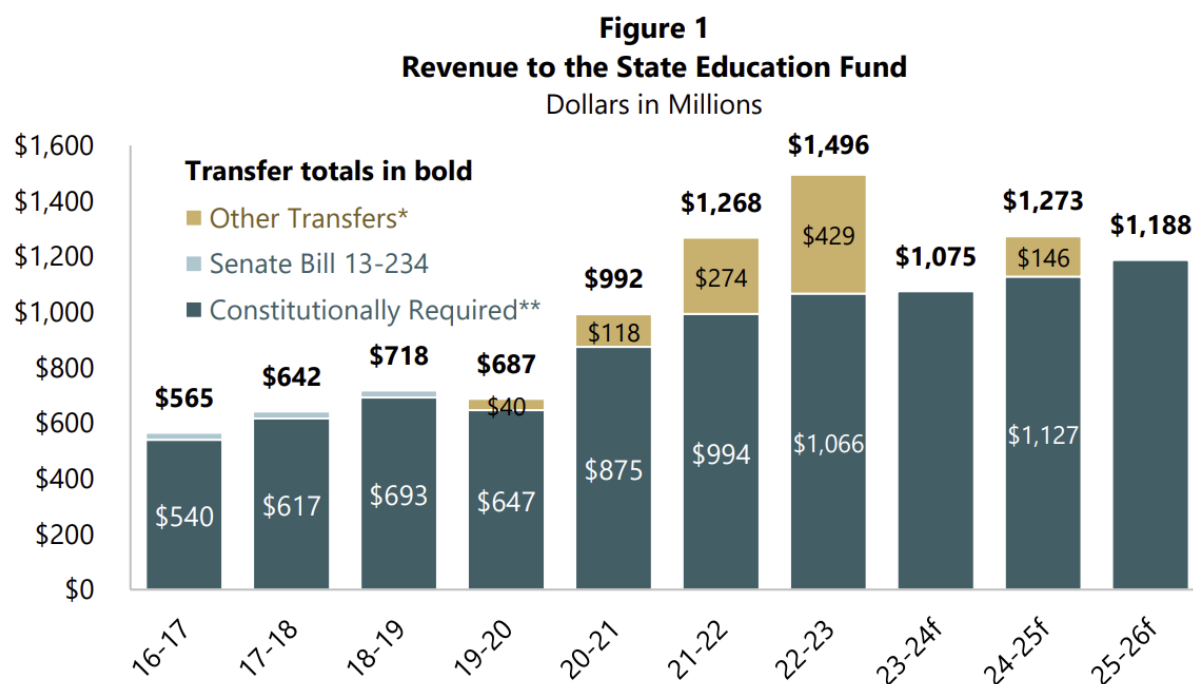


## GENERAL FUND REVENUE OUTLOOK

General Fund revenue is expected to grow 5.9 percent in FY 2024-25, roughly in line with its historical trend growth rate, based on this forecast's expectations for stable economic growth. Collections from individual income tax are expected to rebound after a decrease this year, and sales tax collections are expected to accelerate from the pace of growth expected in FY 2023-24. State revenue subject to TABOR is expected to exceed the Referendum C cap by \$1.91 billion.

## STATE EDUCATION FUND

The Colorado Constitution requires the State Education Fund (SEF) to receive one-third of 1 percent of taxable income. In FY 2023-24, the SEF is expected to receive \$1.08 billion as a result of this requirement. The SEF transfer is estimated at \$1.13 billion in FY 2024-25 and \$1.19 billion in FY 2025-26, with increases attributable to growth in taxable income among Colorado taxpayers. Figure 1 shows revenue to the State Education Fund.



Source: Colorado State Controller's Office and Legislative Council Staff forecast. f = Forecast.

\*Includes transfers under SB 19-246 for FY 2019-20, HB 20-1420 for FY 2020-21 and FY 2021-22, HB 20-1427 for FY 2020-21 through FY 2022-23, SB 21-208 for FY 2021-22, HB 22-1390 for FY 2022-23, and SB 23B-001 for FY 2024-25.

\*\*One-third of 1 percent of federal taxable income is required to be dedicated to the State Education Fund under Article IX, Section 17 of the Colorado Constitution (Amendment 23).

## DEMOGRAPHICS AND PROPERTY TAX INFORMATION

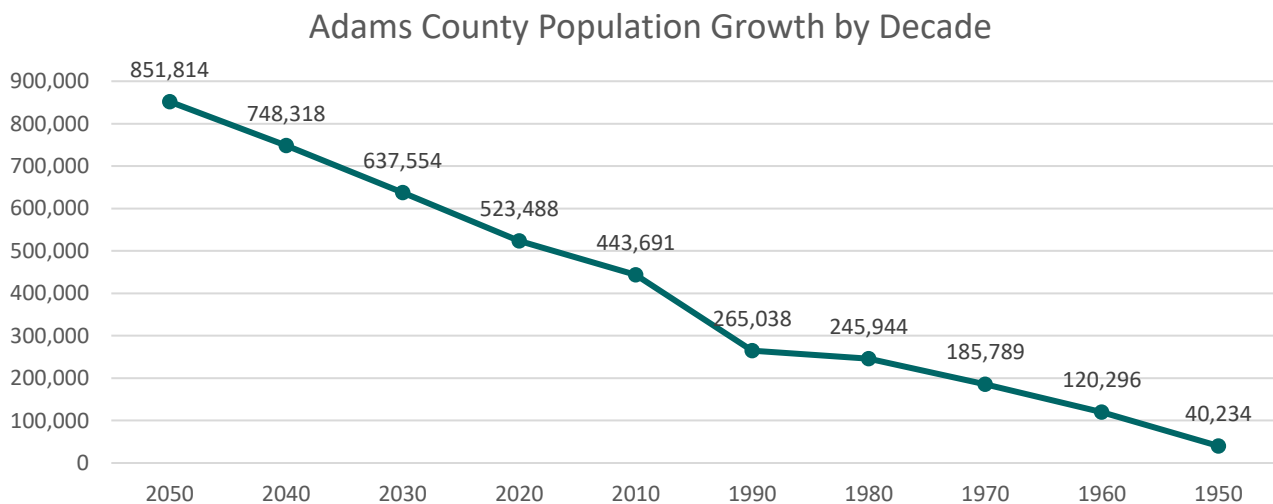
Adams County, Colorado is located in the metropolitan region of Colorado. It was established in 1902. The county is named after Alva Adams, a popular former governor. Adams County has an exceptionally diverse community with continuous population growth.

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.

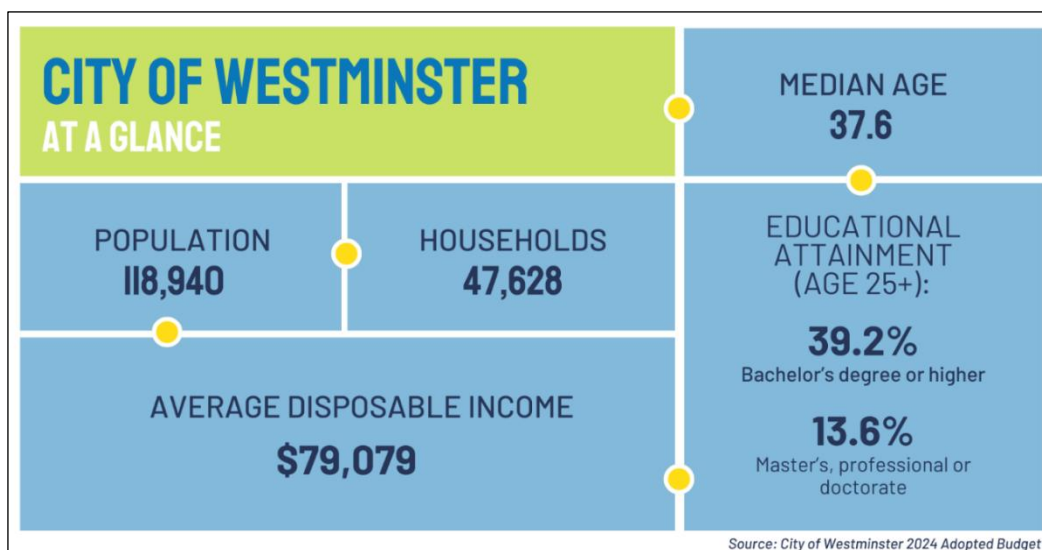
On February 23<sup>rd</sup>, 2016, Adams County School District 50 Board of Education voted to change the name of the school district to Westminster Public Schools. The vote comes after extensive research and outreach to the community which included the use of focus groups, surveys and public discussions. 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 21<sup>st</sup> Century citizen.

## ADAMS COUNTY PROFILE

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



## CITY OF WESTMINSTER PROFILE

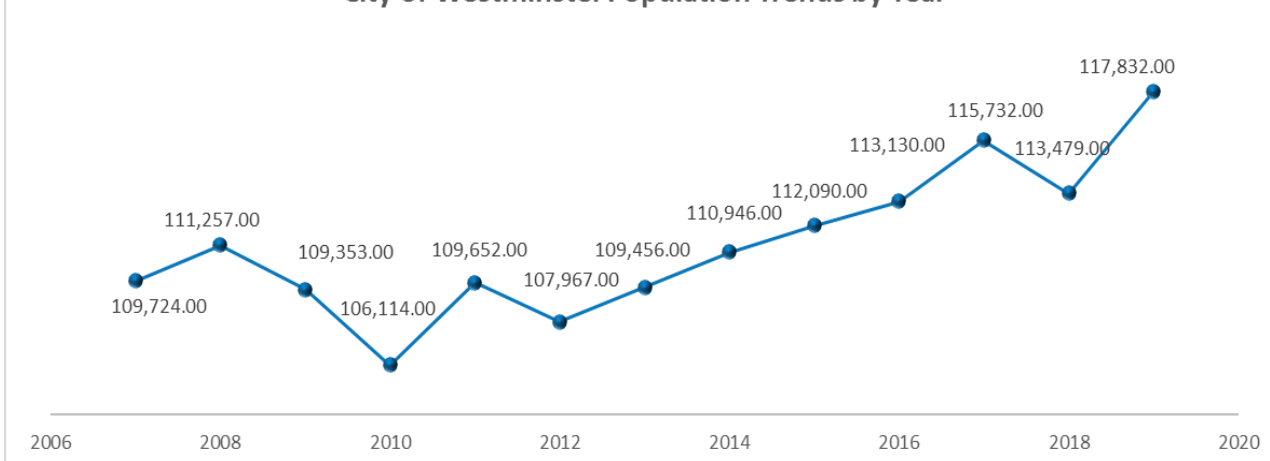


### City of Westminster Demographic and Economic Statistics

Fiscal Year	Population	Total Personal Income	Per Capita Personal Income (Weighted Avg.)	Unemployment Rate
2011	109,652	4,475,336,728	40,814	8.9%
2012	107,967	4,477,067,589	41,467	8.0%
2013	109,456	4,511,010,128	41,213	6.0%
2014	110,946	4,630,553,202	41,737	4.1%
2015	112,090	4,941,599,740	44,086	3.4%
2016	113,130	5,092,094,430	45,011	2.8%
2017	115,732	5,657,045,328	48,312	3.0%
2018	117,094	5,384,894,228	46,947	3.9%
2019	117,832	5,985,394,272	53,634	2.4%
2020	118,931	6,378,745,254	53,634	8.7%
2021	118,929	6,631,362,111	55,759	4.7%
2022	118,940	7,355,130,660	61,839	3.5%

*Source: City of Westminster's most recent ACFR*

### City of Westminster Population Trends by Year



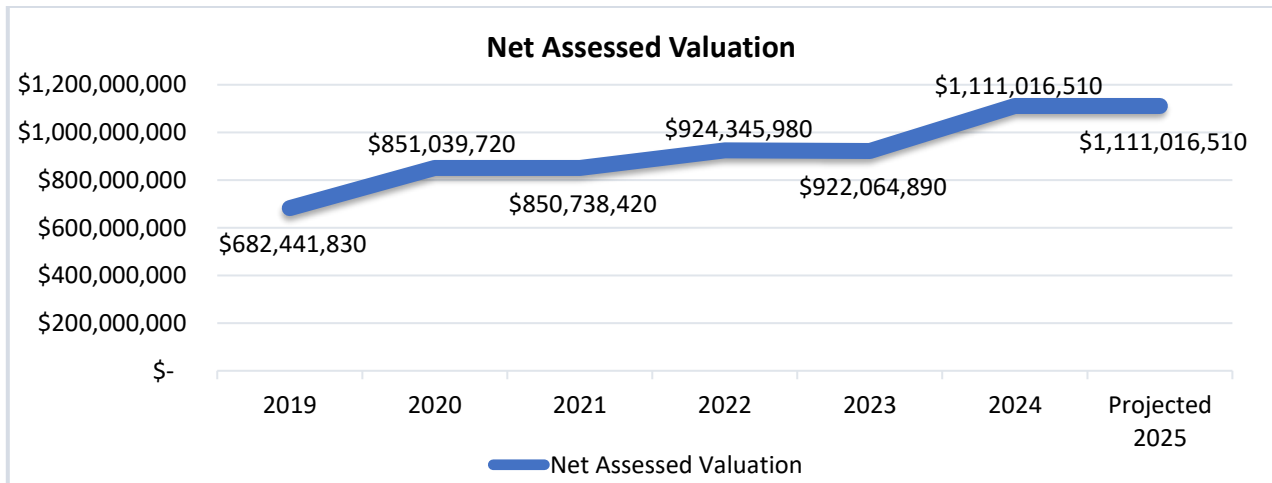
## DISTRICT PROFILE

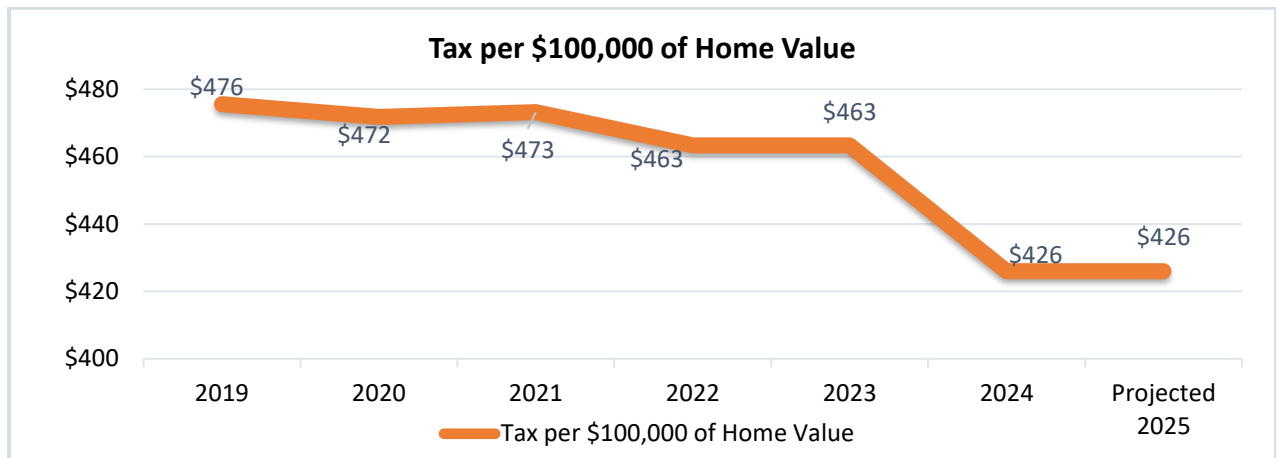
OUR FACILITIES		INSTRUCTION PROGRAM SERVICE TYPE		LANGUAGES SPOKEN AT THE DISTRICT			
Early Learning Centers	2	Pupil Membership	7,631	Arabic	3	Nepali	7
Elementary Schools	3	Gifted and Talented	329	Chinese, Mandarin	6	Portuguese	3
Middle Schools	1	Special Education	1,090	Dari, Zoroastrian	4	Russian	6
PK-8 Schools	6	Migrant Education	31	Hmong	14	Somali	2
High Schools	1	Homeless	317	Hmong, Njua	3	Spanish	2,135
Alternative Schools	1	ELL	2,243	Italian	2	Taglog	3
Innovation Schools	4	Immigrant	73	Khmer, Central	3	Vietnamese	27
		Title 1	3,326	Lao	13	Ukrainian	2
		Online	44	Navajo	4		
				The following have a count of 1: Abkhaz, Chin Falam, Chuukese, French, German, Romanian, Swahili and Tunisian/Arabic.			
				Source: District October Count, 2023-2024			

## PROPERTY TAX INFORMATION, PRINCIPAL TAXPAYERS AND EMPLOYERS

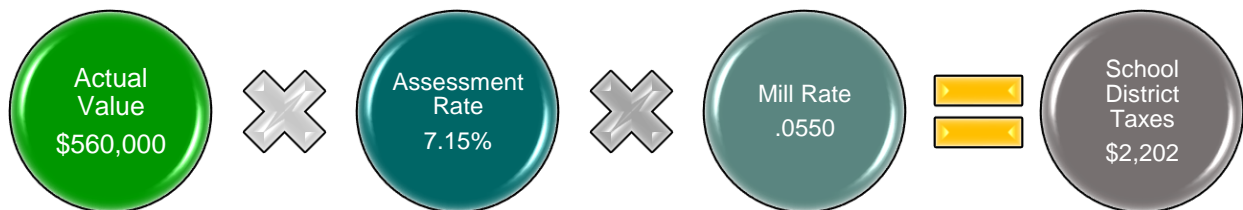
School districts and school boards across Colorado have had to make difficult budget decisions over the past several years due to funding reductions. Most districts' school finance revenue comes from both state and local sources. Property tax is the primary local source of funding.

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, the Westminster Economic Profile for the city of Westminster Economic Development Office reports that the median sales price for a single-family detached home is \$560,000. As a result, the property tax calculation would be as follows:



The assessment ratio of residential property may change from year to year based on a constitutionally mandated requirement to keep the ratio of the assessed value of commercial property at the same level as it was in the property tax year commencing January 1, 1985, as part of the Gallagher Amendment. Passed by the 2017 Colorado General Assembly, HB17-1349 lowers the Colorado Residential Assessment Rate from 7.20% to 7.15% in keeping with the required guidelines of the Gallagher Amendment of 1982.

The following charts and graphs show the assessed valuation and the total property tax revenues, WPS principal taxpayers, and City of Westminster principal employers' information.

## WESTMINSTER PUBLIC SCHOOLS MILL LEVY INFORMATION

School District Mill Levy	2017	2018	2019	2020	2021	2022	2023	2024
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	13.946	11.522	26.022	28.028	28.029	27.851	27.855	21.199
Hold Harmless – School Finance Act	0.904	0.752	0.761	0.609	0.611	0.562	0.562	0.442
Bond Redemption Mills	15.046	12.533	12.676	10.159	10.177	9.080	9.043	7.100
Net Assessed Valuation	\$573,590,860	\$689,735,170	\$682,441,830	\$851,039,720	\$850,738,420	\$924,345,980	\$922,064,890	\$1,172,227,650
<b>Total Mills</b>	<b>56.896</b>	<b>51.807</b>	<b>66.514</b>	<b>65.984</b>	<b>66.179</b>	<b>64.800</b>	<b>64.777</b>	<b>55.787</b>
Total Taxes	\$32,635,026	\$35,732,816	\$45,392,451	\$56,155,093	\$56,300,916	\$59,897,600	\$59,728,597	\$65,395,010

## WESTMINSTER PUBLIC SCHOOLS

### ADAMS COUNTY PRINCIPAL PROPERTY TAXPAYERS - 2022

Taxpayer	Assessed Valuation	Rank	Percent of Total County Valuation
Great Western Oil and Gas Co	\$ 429,577,360	1	4.39%
Xcel Energy Co (Public Service Co)	347,205,200	2	3.55%
Aurora Convention Center Hotel LLC	138,331,300	3	1.41%
Suncor Energy USA Inc	102,866,680	4	1.05%
Crestone Peak Resrouces LLC	83,196,980	5	0.85%
Colorado Interstate Gas Co.	52,284,300	6	0.53%
Amazon.com Services Inc	49,959,870	7	0.51%
Qwest Corporation	36,249,100	8	0.37%
TTP Orchard Property LLC	34,028,010	9	0.35%
Lit Gateway Portfolio LLC	33,879,580	10	0.35%
Verizon Wireless LLC	-		0.00%
Kerr-McGee Gathering LLC	-		0.00%
Tri-State Generation	-		0.00%
Public Service CO of Colorado	-		0.00%
Wal-Mart Real Estate Business Trust	-		0.00%
United Power, Inc	-		0.00%
Total	\$ 1,307,578,380		13.36%

## WESTMINSTER PRINCIPAL EMPLOYERS

Employers	Industry	Employees	Rank
Ball Corporation	Aerospace and Packaging	3422	1
Maxar	Geospace Technologies	1183	2
St. Anthony's North Hospital	Healthcare Provider	1115	3
Trimble navigation	Repositioning Technologies	955	4
MTech Mechanical Technologies Group	HVAC Systems	542	5
Epsilon	Marketing Agency	530	6
ReedGroup	Human Resources Management	500	7
Tri State Generation	Power Supplier	480	8
Bread Financial	Financial Services Company	385	9

Source: Westminster Public Schools most recent ACFR

## SCHEDULE OF BOND PAYMENTS – GENERAL OBLIGATION DEBT

Year	Series 2021 Refunding Bonds		
	Principal	Interest	Total
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
<b>Total</b>	<b>\$ 32,830,000</b>	<b>\$ 482,375</b>	<b>\$ 33,312,375</b>

## 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
2025	1,175,564,670	235,112,934	16,683,156	218,429,778	7.10%
2024	1,111,016,510	222,203,302	24,987,044	197,216,258	11.25%
2023	922,064,890	184,412,978	32,830,000	151,582,978	17.80%
2022	924,345,980	184,869,196	40,595,000	144,274,196	21.96%
2021	850,738,420	170,147,684	48,115,000	122,032,684	28.28%
2020	851,039,720	170,207,944	52,160,000	118,047,944	30.64%
2019	682,441,830	136,488,366	58,440,000	78,048,366	42.82%
2018	689,735,170	137,947,034	64,515,000	73,432,034	46.77%
2017	573,590,860	114,718,172	70,430,000	44,288,172	61.39%
2016	572,968,570	114,593,714	76,774,625	37,819,089	67.00%
2015	527,230,520	105,446,104	81,525,000	23,921,104	77.31%
2014	536,276,080	107,255,216	86,735,000	20,520,216	80.87%
2013	527,994,880	105,598,976	91,960,000	13,638,976	87.08%
2012	512,605,120	102,521,024	92,910,000	9,611,024	90.63%
2011	518,806,580	103,761,316	95,910,000	7,851,316	92.43%
2010	517,295,650	103,459,130	99,335,000	4,124,130	96.01%

## BOND DEBT SERVICES

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

### ➤ What is a Certificate of Participation?

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

### ➤ How COPs Work

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



## BOND 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
6/30/2025	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
<b>Total</b>	<b>67,155,000</b>	<b>46,201,544</b>	<b>11,280,000</b>	<b>2,921,800</b>	<b>13,985,000</b>	<b>7,555,835</b>	<b>149,099,179</b>

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

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

## DISTRICT ENROLLMENT INFORMATION

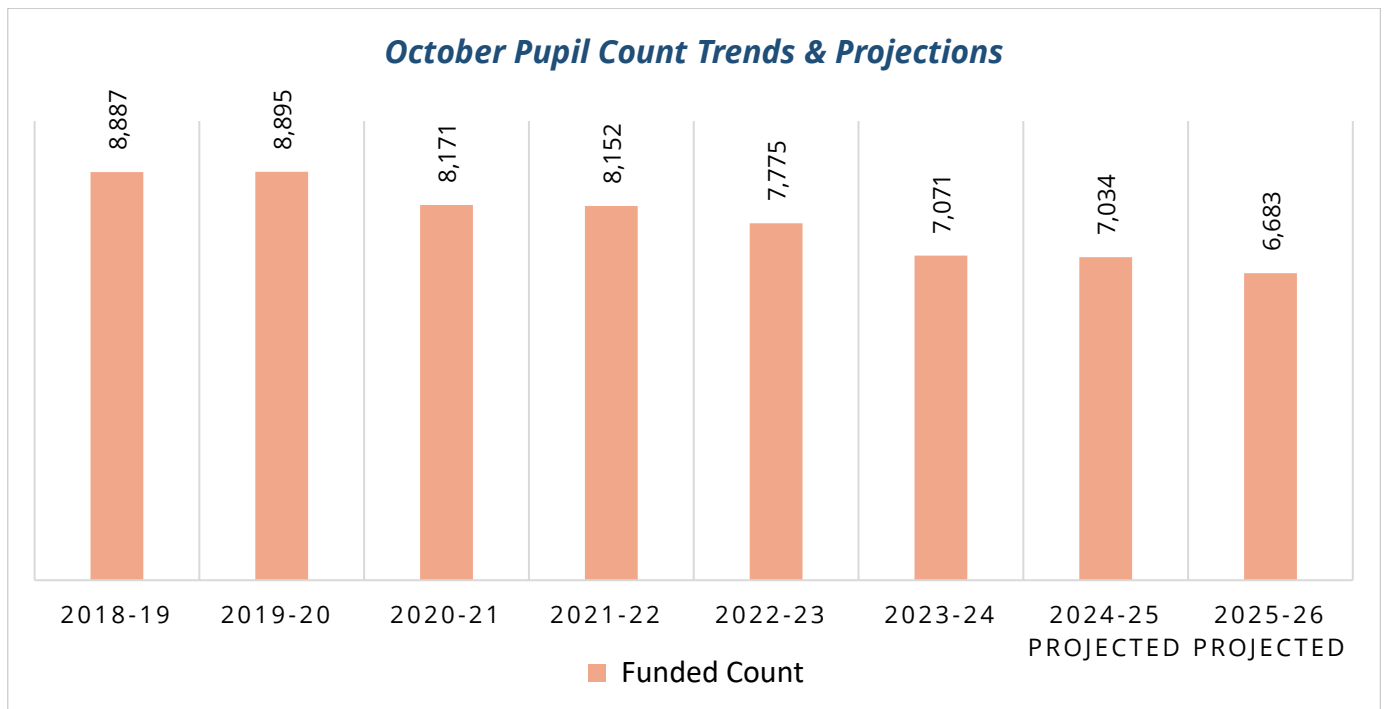
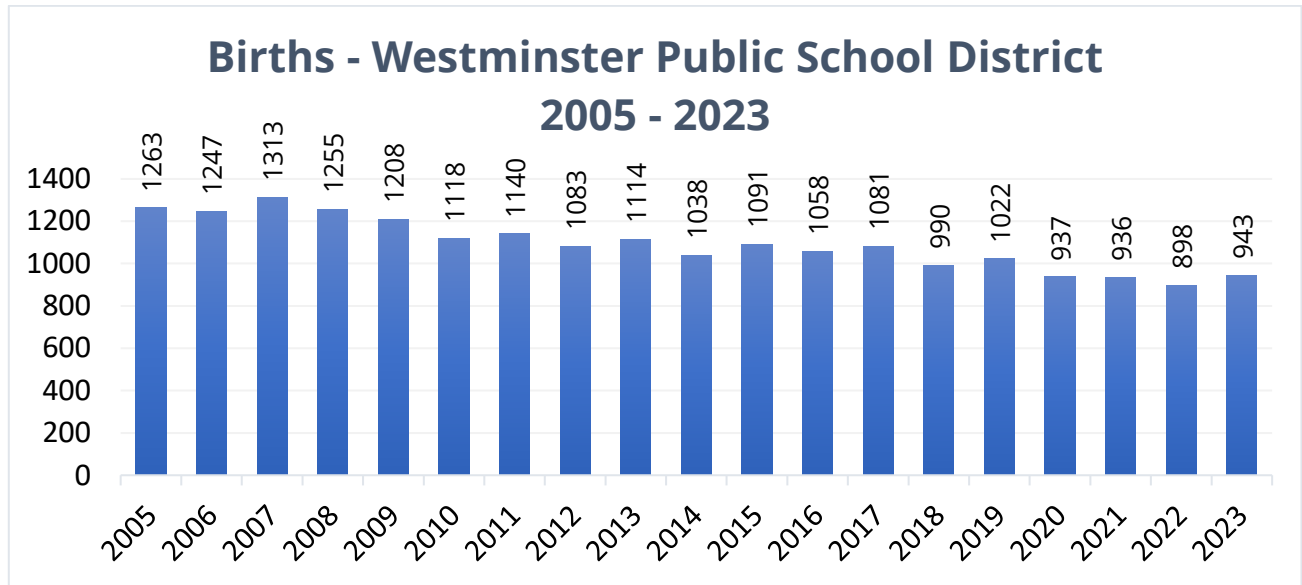
### SUMMARY OF PUPIL COUNTS FOR SPECIFIC SCHOOLS

School & Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Totals
Fairview Elementary	43	49	43	32	38	40	46	35						326
Harris Park Elementary	35	30	33	42	24	34								198
Mesa Elementary	47	49	54	46	46	36								278
Sherrelwood Elementary	36	22	30	31	31	32								182
Sunset Ridge Elementary	32	43	47	38	45	47	47	35						334
Colorado Stem Academy K-8	38	47	40	37	45	42	37	48	40					374
Westminster Academy for Intern Studies K-8	26	28	38	26	26	36	28	34	29					271
John E Flynn a Marzano Academy K-8	42	44	34	37	36	39	29	33	19					313
Hodgkin's Leadership Academy K-8	44	59	61	59	61	59	70	59	57					529
Metropolitan Arts Academy K-8	26	30	31	26	37	41	24	30	43					288
Colorado Sports Leadership Academy K-8	38	31	40	41	41	39	58	57	54					399
Orchard Park Academy K-8	44	60	73	40	55	58	50	60	68					508
Tennyson Preparatory School K-8	40	35	30	44	34	36	50	40	31					340
Shaw Heights Middle School							104	129	192					425
Westminster High School										578	570	455	408	2,011
Hidden Lake Secondary School									4	11	51	100	197	363
<b>Total</b>	<b>491</b>	<b>527</b>	<b>554</b>	<b>499</b>	<b>519</b>	<b>539</b>	<b>543</b>	<b>560</b>	<b>537</b>	<b>589</b>	<b>621</b>	<b>555</b>	<b>605</b>	<b>7,139</b>

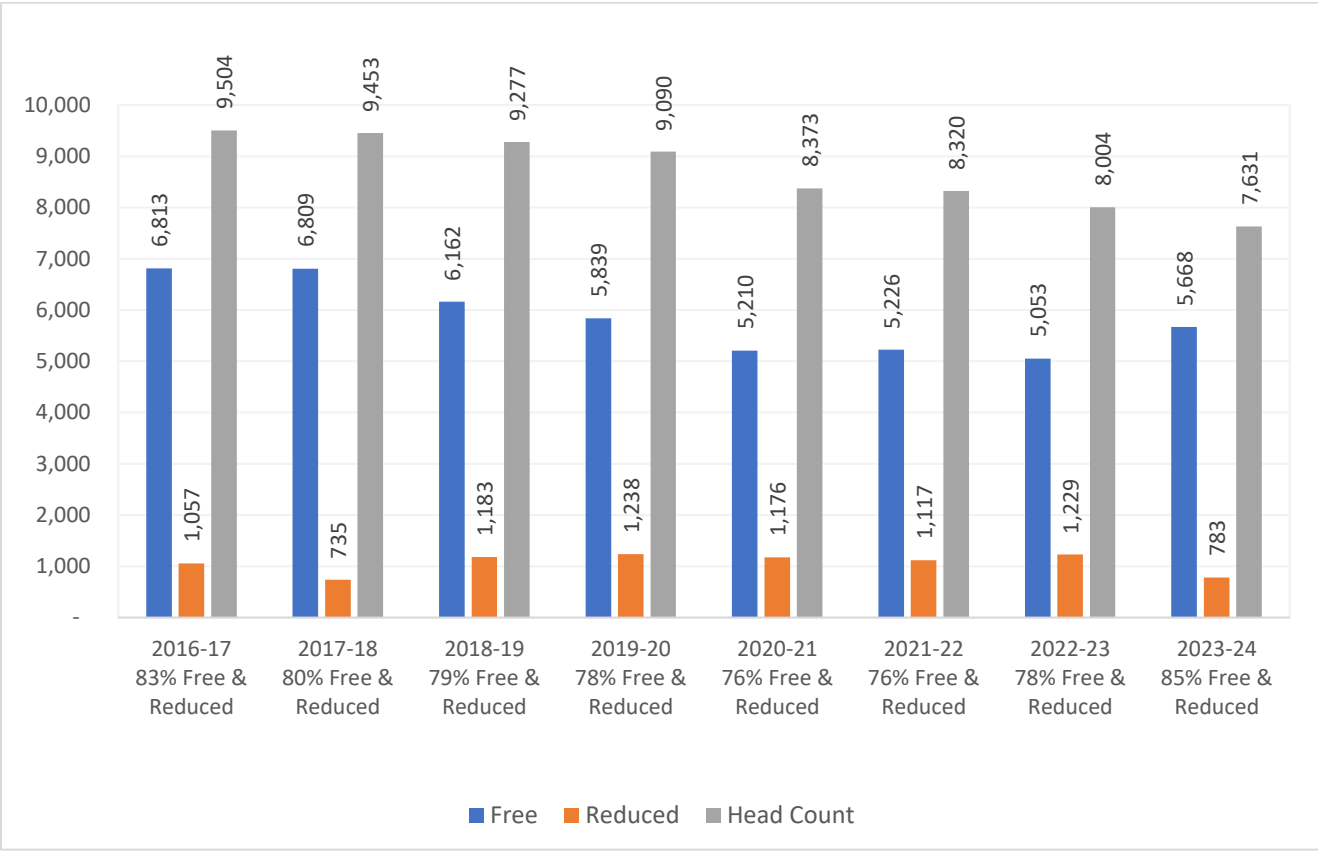
\* Early Learning Centers (preschools) are not included in this data.  
Source: 2023-24 October Pupil Count (district students only).



The following tables, graphs, and charts represent enrollment trends and projections in the district. Enrollment is in part affected by land development in the district, which has continued to remain dormant. The birth rate has stabilized at approximately 1,100 per year but continues to inch downward slightly.



# 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 of Education 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.	

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## WESTMINSTER PUBLIC SCHOOLS ACCREDITATION

WPS took the bold step of reinventing itself as a Competency Based System of PK-12 education to best meet the needs of its changing and highly mobile student population where the majority of students are First Generation College bound. The most notable differences from traditional schooling is the grouping of students by their performance levels rather than their age and embracing new technology to better utilize personalized academic data. Essentially, there are five central concepts at the core of competency based learning:

1. Students advance when they master the content and skills, not because they squeaked by with a C or a D grade;
2. Transparency about where students stand data wise empowers them and enables educators to better tailor instruction to their individual needs;
3. Assessment is a continual part of the learning cycle, not a final judgment at a time when a student has no hope of changing the outcome;
4. Teachers offer timely support, often daily, on any part of the required material;
5. Students must be able to demonstrate that they can transfer their knowledge to new contexts, applying skills to challenges they have never seen before.

Creating systemic structures and practices to implement these core concepts enables WPS to truly build education around each student's needs, with time becoming the variable and learning the constant. In the CBS, students are individually engaged in 21st century skills, working at their own developmental performance levels in each content area and advancing only when they have demonstrated proficiency or mastery. While Westminster Public Schools has pioneered the use of CBS, states and schools across the country are realizing its value.

WPS was once a turnaround school district facing state sanctions because of low test scores, but after turning to CBS, students have made notable and steady improvements. Due to steadily improving achievement and growth scores by students, Westminster Public Schools (WPS) has moved off the state accountability clock and is now rated as an "Improvement" school district. It is a major accomplishment for WPS and a validation of its Competency Based System (CBS).





2016		2017		2018		2019		2022 (Transitional)		2023	
Schools	Points	Schools	Points	Schools	Points	Schools	Points	Schools	Points	Schools	Points
Col. STEM Academy	75.9	Col. STEM Academy	78.6	Col. STEM Academy	88.0	Col. STEM Academy	90.7	Sherrelwood	77.7	Col. STEM Academy	85.8
Mesa ES	59.3	WAIS	65.7	Metz ES	67.7	Skyline Vista ES	68.5	Flynn Marzano	70.8	WAIS	69.4
Sunset Ridge ES	55.7	Shaw Heights MS	56.7	Mesa ES	64.2	WAIS	66.6	Mesa ES	69.9	Sherrelwood ES	65.9
Hidden Lake HS	58.8*	Hodgkins ES	56.7	WAIS	64.2	Shaw Heights MS	62.8	Col. STEM Academy	67.1	Mesa ES	63.8
Sherrelwood ES	52.1	Hidden Lake HS	55.7*	Fairview ES	60.4	Metz ES	59.9	WAIS	63.8	Sunset Ridge	60.8
Tennyson Knolls ES	52.1	Tennyson Knolls ES	52.8	Skyline Vista ES	60.4	Hodgkins ES	58.0	Hidden Lake HS	61.1*	Harris Park ES	60.0
Skyline Vista ES	49.8	Scott Carpenter MS	50.5	Scott Carpenter MS	55.9	Sunset Ridge ES	55.2	Fairview ES	59.0	The MET	58.8
Scott Carpenter MS	47.8	Harris Park ES	49.4	Hodgkins ES	54.6	Hidden Lake HS	54.3*	Shaw Heights MS	47.2	Flynn Marzano	53.5
Hodgkins ES	46.1	Sherrelwood ES	49.2	Sunset Ridge ES	54.3	Fairview ES	50.7	Orchard Park Academy	47.1	Hidden Lake Secondary	61.7
Westminster ES	42.6	Flynn ES	47.9	Hidden Lake HS	54.3*	Ranum MS	49.8	Hodgkins LA	45.6	Fairview	50.8
Metz ES	40.0	Mesa ES	47.5	FM Day ES	52.7	Scott Carpenter MS	49.6	Sunset Ridge ES	44.3	Shaw Heights MS	45.9
Shaw Heights MS	39.5	Sunset Ridge ES	45.2	Sherrelwood ES	50.9	Harris Park ES	48.6	Westminster HS	44.3	Orchard Park Academy	44.9
Westminster HS	37.7	Fairview ES	40.7	Flynn ES	50.7	Flynn ES	48.4	Tennyson Knolls Prep	42.6	Colorado Sports LA	44.6
Flynn ES	36.0	Metz ES	40.0	Ranum MS	50.3	Mesa ES	46.3	Colorado Sports LA	35.9	Westminster HS	44.2
FM Day ES	35.4	FM Day ES	39.3	Shaw Heights MS	49.2	Westminster HS	42.3	Harris Park ES	31.4	Tennyson Knolls Prep	43.8
Ranum MS	35.2	Ranum MS	38.7	Harris Park ES	45.8	FM Day ES	42.3			Hodgkins LA	35.0
Harris Park ES	34.2	Skyline Vista ES	38.5	Tennyson Knolls ES	42.9	Sherrelwood ES	40.5	MET Insufficient Data NR			
Fairview ES	26.1	Westminster HS	37.5	Westminster HS	40.8	Tennyson Knolls ES	38.9				
<b>District 39.9</b>		<b>District 41.5</b>		<b>District 44.5</b>		<b>District 44.2</b>		<b>District 44.6</b>		<b>District 44.6</b>	
Academic Achievement	26.9	Academic Achievement	29.2	Academic Achievement	34.3	Academic Achievement	35.0	Academic Achievement	31.0	Academic Achievement	34.0
Academic Growth	49.4	Academic Growth	51.4	Academic Growth	61.3	Academic Growth	58.3	Academic Growth	57.0	Academic Growth	55.1
Postsecondary Readiness	40.3	Postsecondary Readiness	40.3	Postsecondary Readiness	31.9	Postsecondary Readiness	34.6	Postsecondary Readiness	42.3	Postsecondary Readiness	42.3

School Plan Assignment	Points	District Plan Assignment	Points
*Distinction	> 74	Distinction	> 74
Performance	53 - 73.9	Performance	56 - 73.9
Improvement	42 - 52.9	Improvement	44 - 55.9
Priority Improvement	34 - 41.9	Priority Improvement	34 - 43.9
Turnaround	< 33.9	Turnaround	< 33.9

Updated: August 23, 2023

Note: WPS Began recognition of schools of Distinction in 2018

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

## WPS ACCREDITATION RATINGS FROM 2016 THROUGH 2023

However, despite the growth and improvement in results obtained during the TCAP era, a negative shift in results was observed in some schools when the new PARCC was administered. In 2016, eight schools moved back onto year one of the accountability clock. Consequently, the District entered Year 6 Priority Improvement.

### COGNIA

The District earned an additional accreditation from Cognia. Westminster Public Schools is the second district in the state to receive this accreditation but is the first in a competency based system to receive this accreditation. Cognia's accreditation, which focuses on instruction and continuous improvement, will complement the Colorado Department of Education's (CDE) Accountability and Accreditation process which was paused last year by the state legislature.

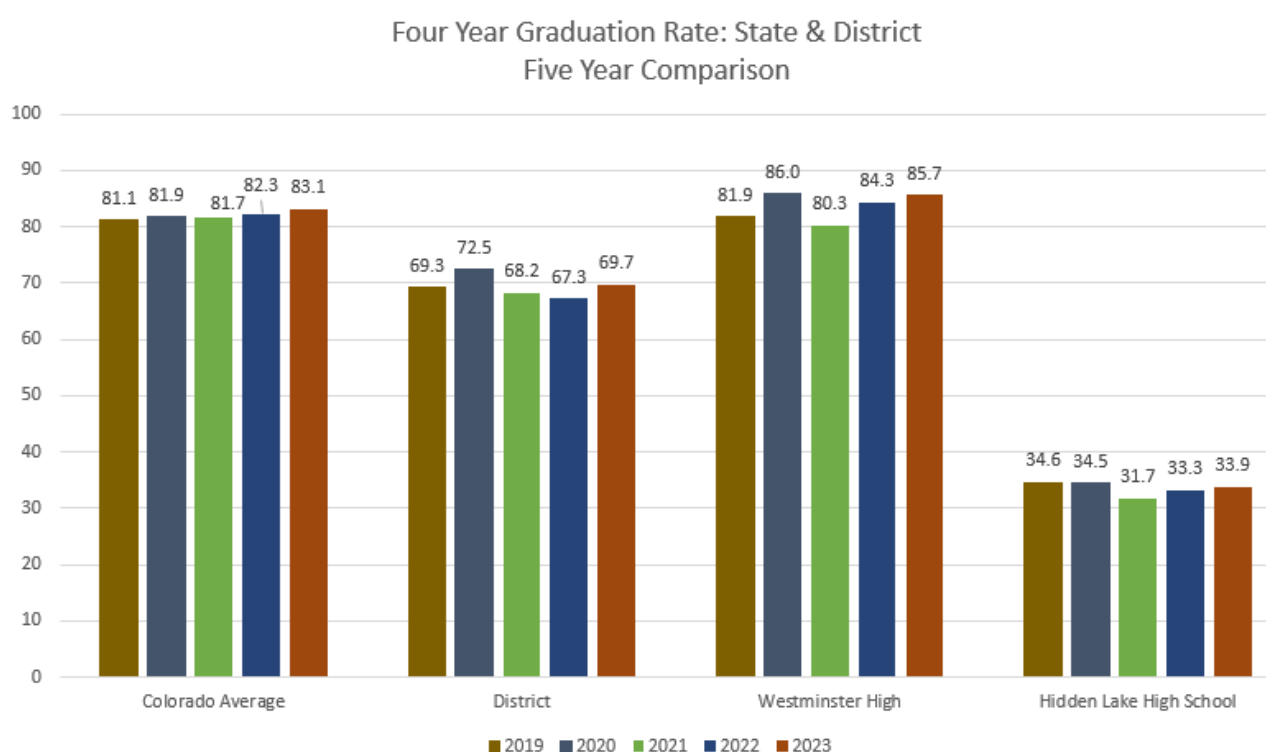
Even more exciting, Cognia is expanding its support for competency-based learning. While Cognia will be providing support to us, the company will also be turning to us to provide our expertise for emerging districts and educators.

The new name comes from the Latin word *cognitio*, which means knowledge and according to the company press release, "the name change reflects the nonprofit's belief that knowledge is the key to helping people reach their aspirations—regardless of circumstance or background."



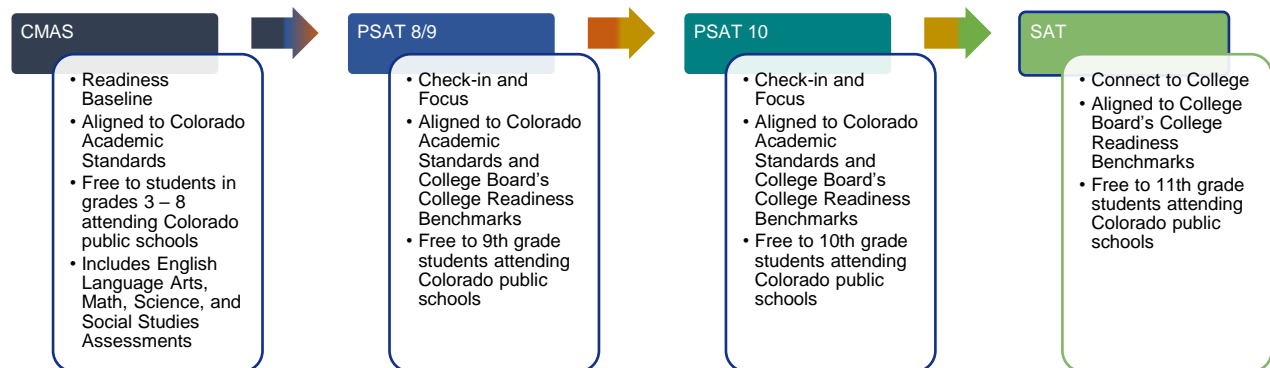
## GRADUATION AND DROP-OUT RATES

In the 2020-2021 school year, Colorado's introduced new Graduation Guidelines, which were fully enforced by the 2021-2022 school year. These guidelines require graduating students to demonstrate readiness for career, college, and military in Reading, Writing, Communication, and Mathematics. The District's current four-year graduation rates for class of 2023 increased 2.4 percent, according to data released in January 2024 by the Colorado Department of Education (CDE). The four-year rate for Westminster High School graduates improved to 85.7 percent compared to 84.3 percent in 2022, while rates at Hidden Lake High School, the district's alternative high school, increased from 33.3 percent to 33.9 percent. Five-year graduation rates also showed continued improvement, which is consistent with a Competency Based Education approach that emphasizes mastery of content as opposed to seat time. The five-year rate at Westminster High School is 89.3 percent and 59.0 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) and Preliminary Scholastic Aptitude Test (PSAT/SAT) are the system of statewide tests that are given to all Colorado students. CMAS English Language Arts and Mathematics is given to all students in grades three through eight. Students in fifth, eighth, and 11th grade take the CMAS science assessments. The CMAS Social Studies assessment was not administered from Spring 2021 through 2024 because of updates in standards and redevelopment of the test. Beginning in Spring 2025, the Colorado Department of Education will decide the grade levels and schools responsible for administering the assessment. This decision will involve a sampling method ensuring that all schools administer the Social Studies assessment every three years.

States that accept federal funds to support the education of children in poverty, English language learners, and students with disabilities are required to administer statewide assessments to all students. Currently, Colorado receives approximately \$350 million in federal funds for these and related purposes. While schools continued to transition to increased normalcy throughout the 2021-22 school year, the pandemic's sustained impact on learning experiences for some students should be taken into consideration when interpreting spring 2022 results.

### COLORADO PSAT 10 AND SAT

Colorado has given a college entrance exam each spring to all 11th graders enrolled in public schools since 2001. In 2015 the Colorado legislature passed House Bill 15-1323, requiring the state to competitively bid for a new 10th grade exam that is aligned to both the Colorado Academic Standards and an 11th grade college entrance exam. The legislation also added the opportunity for students to take an additional, optional essay as part of their college entrance exam at no cost to the student. The selection committee chose the PSAT for 10th graders and the SAT for the 11<sup>th</sup> 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 the 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:

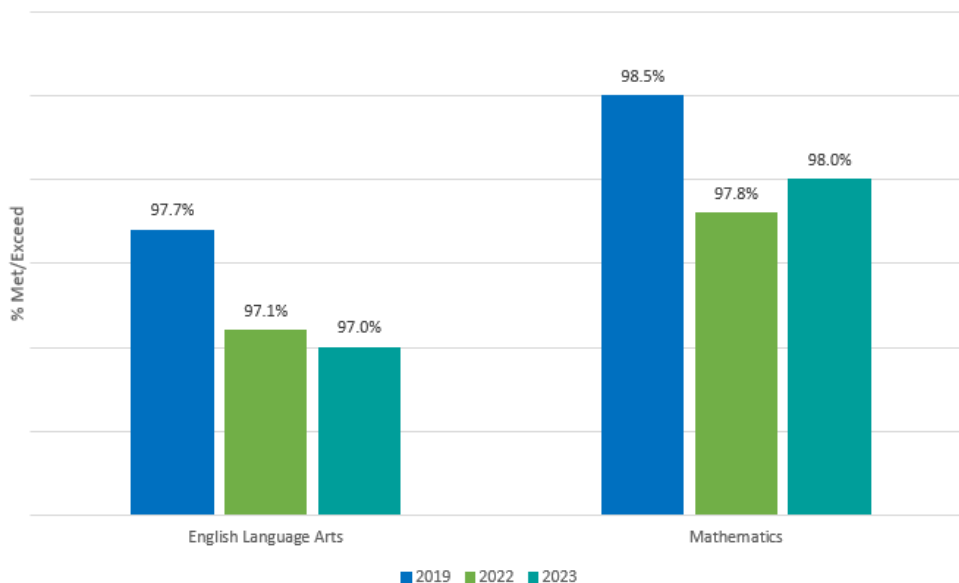
- Mathematical concepts, skills, and practices important for success in career training programs.

- Reading, comprehending, and writing high-quality essays supported by evidence.

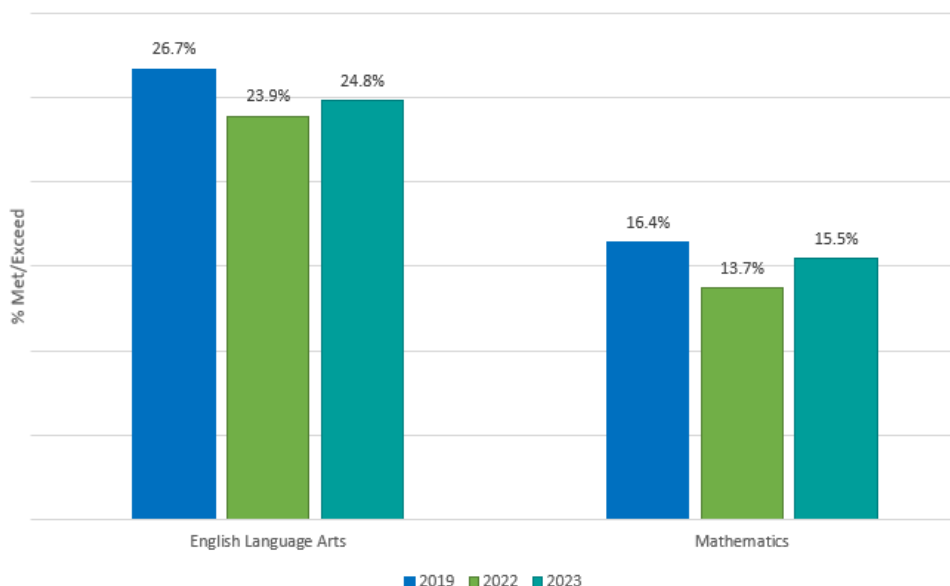
The SAT also serves as an admission test and is accepted by every college in the United States. At the time of testing, students can send their scores to up to four colleges for free.

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.

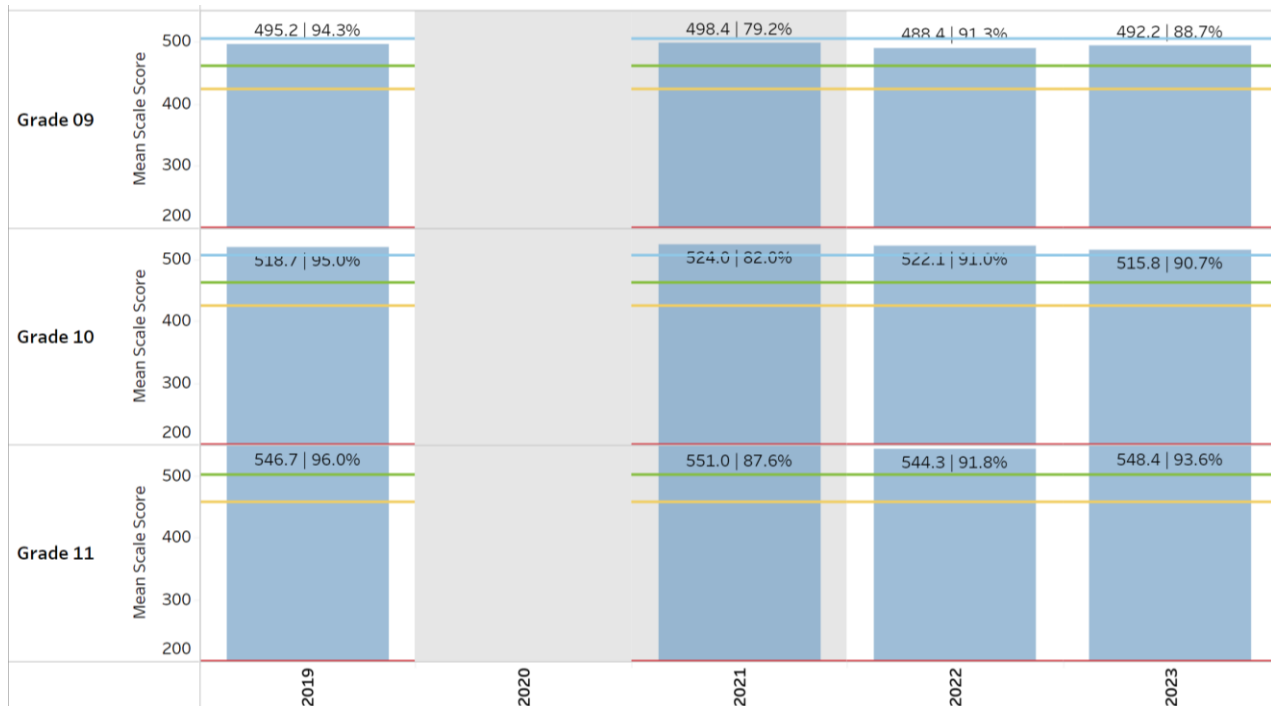
### WPS ALL Grades CMAS Participation Comparison: 2019 to 2023



### WPS ALL Grades CMAS Achievement Results Comparison: 2019 to 2023

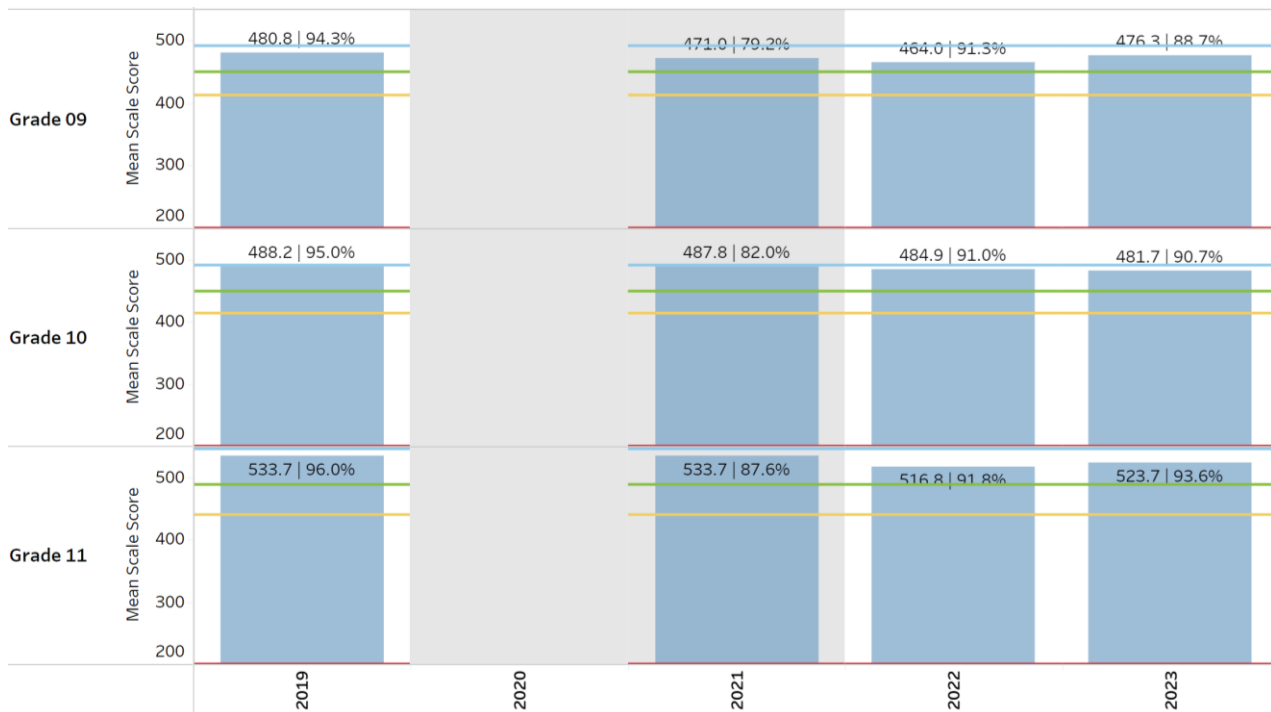


## DISTRICT PSAT/SAT EVIDENCE-BASED READING AND WRITING OVER TIME



Note: These results include the total Mean Scale Score  
 Red= Does Not Meet, Yellow= Approaching, Green= Meet, and Blue = Exceeds

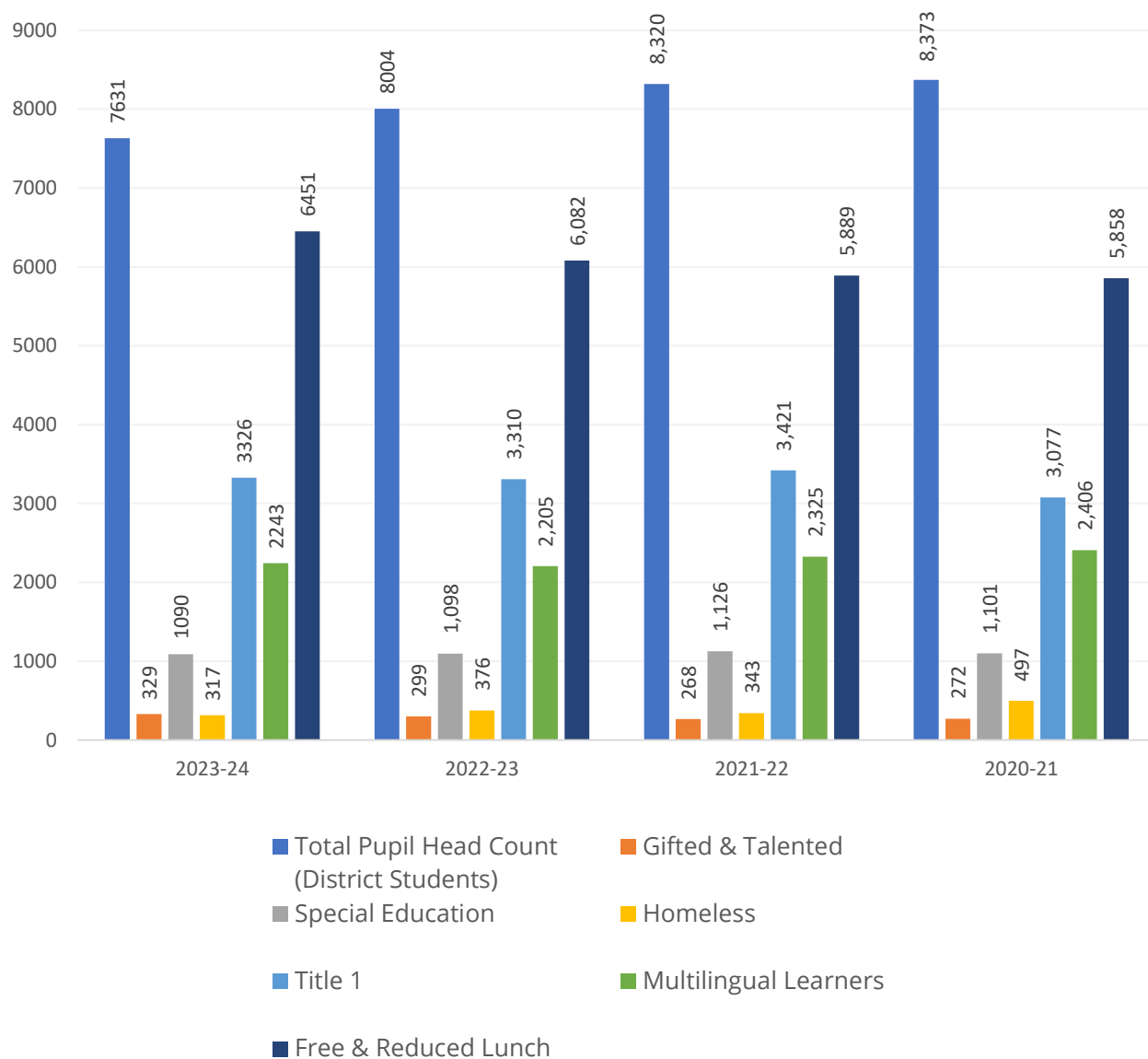
## DISTRICT PSAT/SAT MATH OVER TIME



Note: These results include the total Mean Scale Score  
 Red= Does Not Meet, Yellow= Approaching, Green= Meet, and Blue = Exceeds

## DISTRICT POPULATIONS

The district's student population is a diverse group made up of special education students, Multilingual Learners, talented and gifted students, and students eligible for free and reduced lunch.



## STAFFING SUMMARY

Westminster Public Schools seeks to recruit, retain, and develop a diverse cadre of the highest quality licensed personnel, educational support professionals, and administrators. Keeping its commitment to the community to “attract and retain high-quality staff”, bargaining units for WPS and Westminster Education Association reached an agreement that allows starting teachers to earn \$62,763 a year with an opportunity for long-term teachers to earn over \$120,094. The agreement shows how much the district values its staff and keeps its promise to the voters. A large portion of the mill-levy funds passed in November of 2018 will go towards the employees of the district. Those dollars, combined with a projected increase in funding from the state of Colorado, will pay for the salary and benefits increases offered to the district employees.

The major portion of any school district budget is allocated to support personnel in order to provide services to students. For 2024-25 fiscal year, salaries and benefits represent 82.36% of the District's General Fund budget. Considering the District's Vision 2030 Plan, input from District Leadership, and other variables, the primary objective of the staffing outline is to equitably distribute available human resources and to provide the most effective and efficient instructional setting possible.

### Explanation of changes in staffing schools:

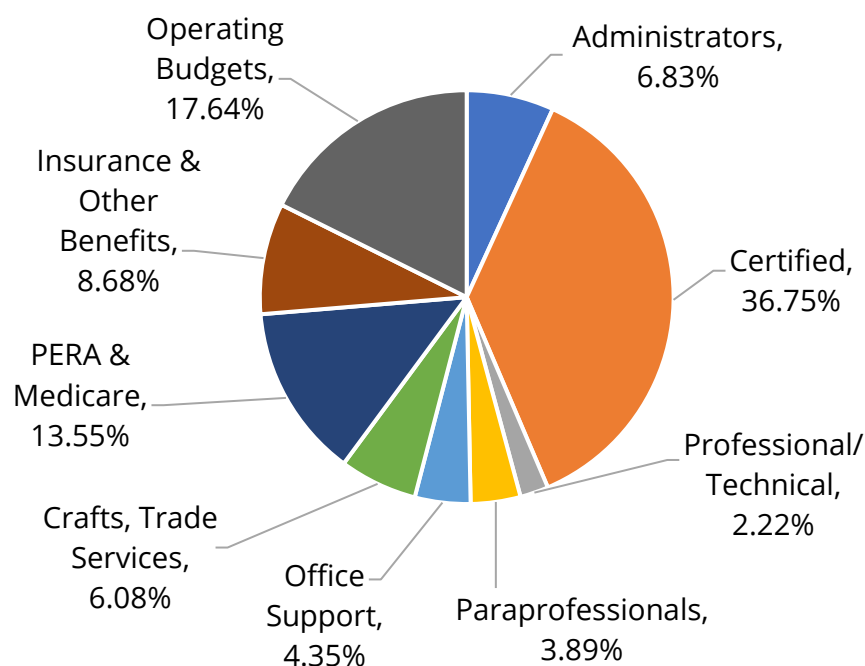
- Schools
  - Adjusted teacher ratio per student
  - Re-adjusted counselor staff throughout the District
- Instructional Departments
  - Added Reduced custodians
- The District has had several positions moves within the Schools and Departments.

## 2023-2024 STAFFING POSITIONS BY PROGRAM

Position	Administrator	Instructional Licensed	Professional Technical	Para- Professional	Office/ Admin Support	Craft/ Trades/ Services	Total
School Based Staff	35.0	342.0	-	142.0	30.0	39.8	588.7
2100 - Support Services	5.0	139.0	-	15.0	-	-	159.0
2200 – Instructional Support Services	12.0	6.0	5.0	5.0	7.0	-	35.0
2300 – General Administration	1.0	-	2.0	-	3.0	-	6.0
2500 – Business Services	3.0	-	1.0		7.0	8.0	19.0
2600 – Operation & Maintenance	2.0	-	5.0	-	2.0	10.0	19.0
2700 – Transportation Services	0.0	-	1.0	-	2.0	31.0	34.0
2800 – Central Services	6.0	1.0	7.0	-	15.0		29.0
3000 – Other Non- Instructional Services	2.0	18.0		-	4.0	2.0	26.0
<b>Total Staff by Job Class</b>	<b>66.0</b>	<b>506.0</b>	<b>21.0</b>	<b>162.0</b>	<b>70.0</b>	<b>90.8</b>	<b>915.7</b>

## STAFFING BY JOB CLASS

Total Staff by Program Group	2020-21	2021-22	2022-23	2023-24	2024-25
100 - Principal	18	17	16	16	16
100 - Assistant Principal	16	18	17	19	19
100- Other	26.63	29	27.5	40.36	30
	<b>60.63</b>	<b>64</b>	<b>60.5</b>	<b>75.36</b>	<b>65</b>
200 - Regular Teacher	376	359.5	341	342	342
200 - Other Teacher	163.58	143.61	141.54	143.52	145.7
200 - Counselors	19.5	17.75	21	19	17.5
200 - Certified Library/Media	1	1	1	1	1
	<b>560.08</b>	<b>521.86</b>	<b>504.54</b>	<b>505.52</b>	<b>506.2</b>
300- Other Professionals	21	23	23	21	21
	<b>21</b>	<b>23</b>	<b>23</b>	<b>21</b>	<b>21</b>
400 - Instructional Paraprofessional	41	42	43	18.5	18.5
400 - Specialized Paraprofessional	41.3	53	53	43.6	55.6
400 - Classified Library/Media	17	14	14	15	15
400 - Other Professional	41	41	45	35.4	34.5
	<b>140.3</b>	<b>150</b>	<b>155</b>	<b>112.5</b>	<b>123.6</b>
500 - Secretarial	67	62	60	63	71.4
	<b>67</b>	<b>62</b>	<b>60</b>	<b>63</b>	<b>71.4</b>
600 - Custodial	62	65	62	56	57.5
600 - Other	62	33	36	73	71
	<b>124</b>	<b>98</b>	<b>98</b>	<b>129</b>	<b>128.5</b>
<b>Total Staff by Program Group</b>	<b>973.01</b>	<b>918.86</b>	<b>901.04</b>	<b>906.38</b>	<b>915.7</b>





## SALARY – FISCAL YEAR 2024-2025

### LICENSED Salary Schedule

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

\*\*A stipend of \$2,000 will be paid to eligible employees who have completed 25 or more years of service.

	BA+0	BA+15	BA+30	BA+45	MA+0	MA+15	MA+30	MA+45	MA+60	MA+75	MA+90	DOC
A	62,763	63,428	64,688	65,671	69,818	72,588	76,045	79,503	82,954	91,249	99,546	99,546
B	62,763	64,219	65,378	66,499	70,513	73,280	76,738	80,193	83,993	92,283	100,580	100,580
C	62,763	64,836	66,074	67,334	71,205	73,972	77,427	80,885	85,025	93,320	101,621	101,621
D	62,763	65,460	66,761	68,159	71,894	74,661	78,117	81,575	86,064	94,360	102,658	102,658
E	62,763	66,089	67,451	68,988	72,583	75,354	78,812	82,264	87,102	95,398	103,694	103,694
F	62,763	66,726	68,147	69,822	73,275	76,045	79,503	82,959	88,141	96,435	104,729	104,729
G		67,368	68,838	70,654	73,966	76,738	80,192	83,649	89,173	97,467	105,766	105,766
H			69,525	71,479	74,654	77,427	80,879	84,342	90,214	98,509	106,802	106,802
I			70,221	72,312	75,348	78,118	81,573	85,032	91,245	99,545	107,838	107,838
J			70,910	73,137	76,039	78,811	82,264	85,722	92,283	100,579	108,874	108,874
K			71,598	74,660	76,732	79,505	83,087	86,413	93,322	101,617	109,908	109,908
L			72,290	76,179	77,426	80,300	83,917	87,277	94,362	102,657	110,947	110,947
M			72,988	76,941	78,200	81,102		88,150	95,305	103,694	111,986	111,986
N				77,711	78,983				96,258	104,732	113,107	113,107
O										105,779	114,238	117,728
P										106,837	115,380	118,906
Q												120,094

## ADMINISTRATOR Salary Schedule

\*A Doctorate Stipend of \$2,000 will be paid to eligible employees

\*A Longevity stipend will be paid to eligible employees. Refer to the Administrator Handbook for more details.

	CHIEF OFFICER	EXEC DIRECTOR	CHIEF/INSTR DIRECTOR	SUPPORT DIRECTOR	HIGH PRINCIPAL	HIGH ASST PRINCIPAL	MID SCH PRINCIPAL	MID SCH ASST PRINCIPAL	ELEM PRINCIPAL	ELEM ASST PRINCIPAL	K-8 PRINCIPAL	K-8 ASST. PRINCIPAL	COORDINATOR
A	155,989	147,918	131,838	105,822	130,368	110,312	121,074	107,621	117,141	102,241	123,544	109,817	93,188
B	159,555	150,812	135,416	109,678	133,951	113,195	124,414	110,504	120,185	105,401	126,942	112,673	95,918
C	163,121	153,765	138,996	113,532	137,535	116,078	127,754	113,387	123,229	108,563	130,340	115,528	98,648
D	166,686	156,777	142,575	117,389	141,118	118,961	131,092	116,269	126,272	111,724	133,737	118,383	101,375
E	170,252	159,849	146,154	121,244	144,701	121,843	134,432	119,152	129,316	114,885	137,136	121,238	104,105
F	173,817	162,982	149,733	125,099	148,285	124,727	137,772	122,034	132,360	118,046	140,534	124,093	106,835
G	177,382	166,178	153,313	128,956	151,868	127,609	141,110	124,917	135,404	121,208	143,932	126,948	109,563
H	180,948	169,437	156,891	132,811	155,452	130,493	144,449	127,800	138,446	124,368	147,330	129,804	112,292
I	184,514	172,763	160,471	136,666	159,034	133,375	147,789	130,683	141,490	127,531	150,728	132,659	115,022
J	188,080	176,155	164,050	140,522	162,618	136,258	151,127	133,565	144,534	130,692	154,126	135,513	117,750
K	191,645	179,614	167,629	144,377	166,202	139,141	154,467	136,448	147,576	133,853	157,523	138,369	120,479
L	195,211	183,142	171,208	148,233	169,785	142,024	157,807	139,330	150,620	137,014	160,922	141,224	123,208
M	198,777	186,742	174,788	152,089	173,369	144,907	161,145	142,214	153,664	140,175	164,320	144,080	125,936
N	202,341	190,414	178,670	155,944	176,952	147,790	164,485	145,096	156,707	143,336	167,718	146,935	128,665
O	205,906	194,157	181,945	159,800	180,535	150,673	167,824	147,979	159,750	146,498	171,116	149,791	131,394

## EDUCATIONAL SUPPORT PERSONNEL (ESP) Salary Ranges

### INSTRUCTIONAL SUPPORT SALARY SCHEDULE

<b>INST 01</b>	<b>INST 02</b>	<b>INST 03</b>
21.32 – 24.80 – 32.46	22.84 – 26.97 – 35.41	25.05 – 29.36 – 37.97
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

<b>NONINST 01</b>	<b>NONINST 02</b>	<b>NONINST 03</b>	<b>NONINST 04</b>	<b>NONINST 05</b>
21.22 – 22.49 – 29.39	22.43 – 26.11 – 34.33	23.45 – 27.56 – 36.07	25.75 – 29.87 – 38.46	30.24 – 35.00 – 43.66
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

<b>AUX/TECH 01</b>	<b>AUX/TECH 02</b>	<b>AUX/TECH 03</b>	<b>AUX/TECH 04</b>	<b>AUX/TECH 05</b>
21.22 – 25.06 – 31.99	22.84 – 26.97 – 34.41	24.35 – 28.49 – 36.29	28.06 – 32.82 – 41.50	37.45 – 41.60 – 48.53
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
		<b>AUX/TECH 03.1</b> 27.81 – 31.95 – 38.87  Bus Dispatcher Maintenance Specialist	<b>AUX/TECH 04.1</b> 29.50 – 33.37 – 41.78  Driver Trainer Technology Trainer	
			<b>AUX/TECH 04.2</b> 33.05 – 35.52 – 42.18  Head Custodian Secondary	<i>* Lead position receives \$2,500 stipend each year</i>
			<b>AUX/TECH 04.3</b> 33.09 – 35.43 – 40.12  *Carpenter Custodial Trainer Mechanic Sprinkler Technician	

*A stipend of \$2,000 will be paid to eligible employees who have completed 16 or more years of service.*

**PLEASE NOTE:** Some of the positions included on the ESP Salary Ranges are not eligible for membership in the bargaining unit

## EXTRA DUTY Salary Schedule

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 Hono Society HS Strength Coach/per season MS AVID Coordinator MS Band MS Choir MS Orchestra MYP Coordinator	El.Mus. Dir. (10) - \$400 two Perform. minimum El. Mus. Dir. (10) - \$200 ea. extra perf. 4 max HS AVID Ldrshp Team (5) - \$500 each HS Link Ldrshp Team (3) - \$500 each MS AVID Ldrshp Team (5) - \$400 each MS Drama Dir. (3) - \$1,000 two play minimum MS Jr. Honor Society Advisor (3) - \$500 MS WEB Leader (3) - \$500

	A	B	C	D	E	F	G
1	4,512	3,609	3,536	3,079	2,862	1,887	1,512
2	4,758	3,882	3,809	3,347	3,135	2,161	1,782
3	5,031	4,153	4,082	3,621	3,382	2,434	2,056
4	5,302	4,425	4,354	3,868	3,628	2,704	2,329
5	5,551	4,672	4,602	4,116	3,878	2,952	2,575
6	5,798	4,920	4,848	4,363	4,124	3,201	2,822
7	6,045	5,168	5,097	4,612	4,370	3,448	3,069
8	6,292	5,416	5,344	4,859	4,618	3,695	3,318
9	6,540	5,663	5,592	5,106	4,865	3,942	3,566
10	6,788	5,910	5,840	5,353	5,114	4,192	3,812

## MIDDLE MANAGER Salary Schedule

	Support Manager
A	77,622
B	79,640
C	81,659
D	83,676
E	85,695
F	87,711
G	89,729
H	91,748
I	93,765
J	96,456
K	99,146
L	101,836
M	104,527
N	107,487
O	108,159
P	111,102
Q	114,046
R	116,859

## PROFESSIONAL TECHNICAL Salary Schedule

	IT Support	Professional Technical Support
A	77,622	61,883
B	79,640	64,237
C	81,659	66,592
D	83,676	68,945
E	85,695	71,300
F	87,711	73,990
G	89,729	76,680
H	91,748	79,370
I	93,765	82,062
J	96,456	84,751
K	99,146	87,780
L	101,836	90,806
M	104,527	93,831
N	107,487	96,859
O	108,159	99,887
P	111,102	102,913
Q	114,046	105,941
R	116,859	108,755

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## BUDGET POLICIES

### DA FISCAL MANAGEMENT GOALS

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#### 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

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#### 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.

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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.

#### Legally-required Reports



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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: October 10, 2023

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

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#### 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	<ul style="list-style-type: none"> <li>• Annual budget</li> <li>• Annual audited financial statements</li> <li>• Quarterly financial statements</li> <li>• Salary schedules or policies pertaining to salaries [C.R.S. § 22-44-304(1)(a)]</li> </ul>
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

DB

ANNUAL BUDGET

The annual budget is the financial plan for the operation of the school system. It provides the framework for both expenditures and revenues for the year and future years and translates into financial terms for the educational programs and objectives of the District.

Three- Year Budget Plan  
The Superintendent of designee is directed to develop, subject to annual approval by the Board of Education, a three-year budget plan that assures the future financial viability of the District and achievement of the District’s objectives and takes into account future revenue, including tax and non-tax revenue, and future increases in operating expenses.

Budget Process  
Public school budgeting is regulated and controlled by statutes and by requirements of the State Board of Education that prescribe the form of District budgets in order to ensure uniformity throughout the state.

The budget shall be presented in a summary format that is understandable by any layperson. The budget format shall itemize expenditures of the District by fund and by student. It shall describe the expenditure and show the amount budgeted for the current fiscal year and the amount budgeted for the ensuing fiscal year. When budgeting for any enterprise funds, the District shall use the full accrual basis of accounting. The budget shall summarize revenues by revenue source and expenditures by function, fund and object.

The budget 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.

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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 Universal Preschool Program (UPK). 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.

The Board of Education assigns to the Superintendent or designee the responsibility of accumulating and maintains a capital reserve assigned fund balance amounting to 2% of the District's current fiscal year adopted budget as an operating reserve.

The operating reserve can only be used when matching funds are needed to apply for the grant. If any part of the operating reserve is used in any fiscal year, funds will be reallocated from the general fund to restore 2% reserve. The operating reserve will be restored before any other budget allocations in the subsequent fiscal year, unless the Board of Education approves otherwise.

Adopted: March 12, 2002

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Last Revised: October 10, 2023

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

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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

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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 three-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

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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: October 10, 2023

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

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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

## 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:*



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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

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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.

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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.

Last Revised: June 26, 2012

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

## DBJ BUDGET TRANSFERS

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Unencumbered moneys shall not be transferred from one fund to another unless authorized in advance by the Superintendent's designee. 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.

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Last Revised: October 10, 2023

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)

DBK  
**FISCAL EMERGENCIES**

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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.

Last Revised: June 26, 2012

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)

DCA  
**CAPITAL RESERVE FUND BUDGET PLANNING**

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**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

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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

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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<sup>st</sup>. This list will be in priority order.
2. The Director of Auxiliary Services will meet with each facility administrator prior to March 1<sup>st</sup>, 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<sup>th</sup> 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.

Last Revised: October 10, 2023

LEGAL REF.: C.R.S. § 22-45-103

## DE REVENUES FROM TAX SOURCES

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#### 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.

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### 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

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### 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.

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.

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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 or 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.



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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.

Last Revised: October 10, 2023

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)

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## ABBREVIATIONS, ACRONYMS & GLOSSARY

ADA  
Americans with Disabilities Act

ELA  
English Language Acquisition

ALT  
Achievement Level Test

AP  
Advanced Placement

ASBO  
Association of School Business Officials  
International

ASCA  
American School Counselor Association

AUT  
Autism

AVID  
Advancement via Individual Determination

C4T  
Computers for Teachers

CAFR  
Comprehensive Annual Financial Report

CAP  
Community Asset Project

CARE  
Collaborative Action Research for Equity

C.A.R.E.  
Core Academic Re-Engagement

C.A.R.E. Line  
Concern, Assistance, Responsibility, and  
Empowerment Line

CBS  
Competency Based System

CDE  
Colorado Department of Education

CHSAA  
Colorado High School Activities Association

CMAS  
Colorado Measures of Academic Success

CIS  
Curriculum Integration Services

CLDE  
Culturally and Linguistically Diverse  
Education

CPI  
Consumer Price Index

CPI-U  
Consumer Price Index for All Urban  
Consumers

COP  
Certificates of Participation

CPP  
Colorado Preschool Program

C.R.S.  
Colorado Revised Statutes

CSA  
Colorado STEM Academy

CSAP  
Colorado Student Assessment Program

CSDSIP  
Colorado School Districts' Self Insurance  
Pool

CTE  
Career and Technical Education

DAAC  
District Accountability Advisory Committee

D.A.R.E.  
Drug Abuse Resistance Education

DECA  
Distributive Education Clubs of America

DVD  
Digital Video Disc

DVR  
Digital Video Recorder

EBC  
Education and Behavior Consultant

ECARE  
Early Childhood At-Risk Enhancement

ECC  
Early Childhood Center

ECE  
Early Childhood Education

ECEA  
Exceptional Children's Education Act

ECS  
Extended Child Services

ED  
Emotional Disabilities

EIG  
Educator Initiative Grant

ELA  
English Language Acquisition

ELC  
Early Learning Center

ELL  
English Language Learners

ELPA  
English Language Proficiency Act

ERCM  
Emergency Response and Crisis Management

ERP  
Enterprise Resource Planning

ET/IL  
Educational Technology/Information Literacy

FBLA  
Future Business Leaders of America

FCC  
Federal Communications Commission

FTE  
Full Time Equivalent

GAAP  
Generally Accepted Accounting Principles

GASB  
Governmental Accounting Standards Board

GFOA  
Government Finance Officers Association

G/T  
Gifted and Talented

GVC  
Guaranteed and Viable Curriculum

HLHS  
Hidden Lake High School

H.O.P.E.  
Hispanic Opportunity in Public Education

HR  
Human Resources

HVAC  
Heating, Ventilating, and Air-Conditioning

IB  
International Baccalaureate

IDEA  
Individuals with Disabilities Education Act

IEP  
Individual Education Plan

ILC  
Integrated Learning Center

ISDB  
Individual School and Department Budgets

LAN  
Local Area Network

LD  
Learning Disabilities

MAA  
Metropolitan Arts Academy

MAP  
Measures of Academic Progress

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

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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

UPK  
Universal Preschool Program

VCR  
Video Cassette Recorder

VSP  
Vision Service Providers

WAIS  
Westminster Academy for International  
Studies

WIDA  
Wisconsin, Delaware, Arkansas

WHS  
Westminster High School

WPS  
Westminster Public Schools

YESS  
Youth Empowerment Support Services

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**Abatements**

Abatements are complete or partial cancellations of a tax levy. Abatements usually apply to tax levies, special assessments, and service charges.

**Access Success**

The Access Success endeavor is to strengthen and improve the Cherry Creek School District high schools in ways that will increase our graduates' opportunities to access a college education, and ensure academic success at the college or university level.

**Account**

A record used to summarize all increases and decreases in an asset, liability, fund equity, revenue, or expenditure.

**Accrual Basis of Accounting**

A method of accounting under which revenue is recognized when earned and expenditures are recognized when incurred, regardless of the timing of related cash flows.

**Activity**

The activity provides the function and program components for reporting to the Colorado Department of Education. C.R.S. 22-44-110(1) and C.R.S. 22-44-105(4) require the Board of Education to review the functions and objects of the proposed budget and to collect comparable data by program and school site.

**Agency Fund**

A fund used to account for assets held by a district or other governmental unit in a trustee capacity or as an agent for individuals, private organizations, other governmental units, and/or other funds.

**Amendment 1 (TABOR Amendment)**

An amendment to the Colorado Constitution approved by voters in November 1992, which limits governmental mill levies, revenue, and expenditures. Also referred to as the TABOR Amendment, which is the acronym for Taxpayers Bill of Rights.

**Amendment 23**

An amendment to the Colorado Constitution approved by voters in November 2000, which provides for state funding increases each year of at least the rate of inflation plus one percent for fiscal years 2001-02 through 2010-11 and annually by at least the rate of inflation for fiscal years thereafter. Other financial provisions relating to school district funding are also included.

**Appropriation**

A budgeted amount of money, which is approved by the Board of Education via a resolution, to spend for designated purposes.

**Assessed Valuation**

The current assessed valuation is based on 7.96 percent of the market value of residential property and 29 percent of market value of commercial property as determined by the Arapahoe County Assessor. Property taxes are paid on the basis of a property's assessed valuation, which is based on a percentage of the property's market value.

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**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.



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### **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.

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**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.

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**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.

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**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.

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**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**

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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**



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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

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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.

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**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.