

EAGLE COUNTY SCHOOL DISTRICT RE 50J



2017-18 ADOPTED BUDGET

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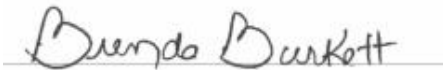


This Meritorious Budget Award is presented to

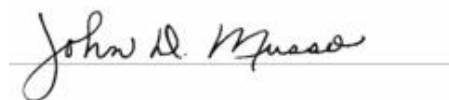
EAGLE COUNTY SCHOOL DISTRICT RE50J

for excellence in the preparation and issuance of its budget
for the Fiscal Year 2016-2017.

The budget adheres to the principles and standards
of ASBO International's Meritorious Budget Award criteria.

A handwritten signature in black ink, reading 'Brenda Burkett', written over a horizontal line.

Brenda R. Burkett, CPA, CSBA, SFO
President

A handwritten signature in black ink, reading 'John D. Musso', written over a horizontal line.

John D. Musso, CAE, RSBA
Executive Director



The Association of School Business Officials International (ASBO) presented a Meritorious Budget Award to Eagle County School District RE50J, Colorado for its annual budget for the fiscal year beginning July 1, 2016.

The Government Finance Officers Association of the United States and Canada (GFOA) presented a Distinguished Budget Presentation Award to Eagle County School District RE50J, Colorado for its annual budget for the fiscal year beginning July 1, 2016.

In order to receive these awards, a governmental unit must publish a budget document that meets program criteria as a policy document, as an operations guide, as a financial plan, and as a communications device.

These awards are valid for a period of one year only. This is the second fiscal year ECS has received the awards. We believe our current budget continues to conform to program requirements, and we are submitting it to both organizations to determine its eligibility for another award.

Thank you to Chelsey Gerard, Director of Finance for your support in producing this document.

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INTRODUCTORY SECTION



BOARD OF EDUCATION MEMBERS

(Photos from Left to Right)

Patrick Hirn.....	District F
Shelly Jarnot, Secretary/Treasurer.....	District G
Tessa Kirchner, Vice President	District A
Kate Cocchiarella, President	District B
Caroline Knox-Keep	District C
Felicia Battle	District D
Kevin Kottenstette.....	District E



SUPERINTENDENT'S LEADERSHIP TEAM

Dr. Jason Glass	Superintendent
Philip Qualman	Asst. Superintendent of Student Services
Heather Eberts	Asst. Superintendent of Learning Services
Traci Wodlinger.....	Chief Strategy Officer
Sandra Mutchler	Chief Operations Officer
Tammy Schiff	Chief Communications Officer
Todd Shahan.....	Chief Information Officer
Chris Madison	Director of Exceptional Student Services

LETTER OF TRANSMITTAL

DATE: June 14, 2017
TO: Dr. Jason Glass, Superintendent
FROM: Sandra Mutchler, Chief Operating Officer
SUBJECT: 2017-18 Adopted Budget

We are pleased to present the 2017-18 Adopted Budget for Eagle County Schools. This budget is presented in compliance with applicable Colorado State Statutes and Colorado Department of Education (CDE) regulations, and includes a balanced budget for all funds. This budget contains information and details on how resources are allocated to support a “world-class” quality education while ensuring the financial stability of the District. We have utilized the Board of Education and Superintendent’s direction in the preparation of the adopted budget.

This fiscal year budget is built upon the negative factor remaining a constant dollar amount from the 2016-17 fiscal year. Statewide the amount is \$828.3M, which is 11.09 percent of each districts total programming. This equates to a \$7.2M reduction to ECS. This represents an 11.8 percent reduction in total program funding. The negative factor was instituted in fiscal year 2009-10, as a means of reducing the state’s investment in K-12 education during the economic downturn. The district would continue to reduce programming if wasn’t for the overwhelming support of Eagle County residents that voted for an \$8.0M mill levy override and bond issue that will ultimately generate over \$154 M for capital projects. Both the mill levy with a cost of living inflationary factor and the bond projects are accounted for in this fiscal year budget.

The budget is built on the foundation of our strategic plan with an intent focus on educators, learners and standards as well as school supports. The responsibility to support students from every walk of life and remove as many barriers as possible is incredibly important to the success of our schools and of our students. This includes making a concerted effort to work better together as a community system, giving every child an opportunity to learn and to live a wonderful life. All aspects of the strategic plan are represented within this budget.

Addressing all of the student needs requires prudent fiscal management and can be very challenging with limited funding sources. In an effort to effectively manage resources the district is prioritizing needs and beginning to calculate the return on investment we get from various programs. We must also keep the district current with state and federal regulations. This budget is built to meet these current requirements and needs while maintaining future stability.

With our direction affirmed by the community and our District Advisory and Accountability Committee, we made the following budgetary decisions:

- ▶ Employees will receive a 1% cost of living increase as well as 1% performance pay.
- ▶ Employee health benefit increases estimated at 10% will be paid for by the district.
- ▶ PERA increased cost of 5% will occur at a cost to the district.
- ▶ The student/teacher ratio will decrease by 0.75 FTE to help reduce class size which equates to hiring an additional 21.5 FTE plus 1.0 FTE for Gifted and Talented support.
- ▶ The district has established recommended staffing levels for counseling, art, music and PE.
- ▶ The district is investing in a software program that supports literacy for kids ages 0-5 and grades PK – 3 throughout Eagle County.
- ▶ Additional positions have been approved to expand learning and provide extended learning opportunities.
- ▶ Multiple tactics have been identified and provided additional resources to supplement the work currently being done. More detailed information is provided in the Financial Section of the budget document.

The budget document also describes the budget process, timeline and policies used to develop the budget. It is always our goal to be accountable and responsive to the needs of our community within the projected resources available and to operate our district with sound fiscal principles of integrity, responsibility, and a long-range financial vision. The district budget policy detailed in this book supports this commitment.

This extensive document was prepared by the staff of the Business Services Department and, to the best of our knowledge and belief, the enclosed data is accurate in all material respects and is reported in a manner to present fairly the financial position and planned operations of Eagle County School District for the 2017-18 fiscal year.



The total 2017-18 Appropriation for all funds is:

FUND	APPROPRIATION	REVENUE SOURCES	FUND BALANCE	ENDING FUND BALANCE
GENERAL	76,932,750	76,583,550	349,200	12,250,678
NUTRITION SERVICES	1,979,100	1,979,100	-	320,359
DESIGNATED-PURPOSE GRANT	5,165,500	5,165,500	-	-
TRANSPORTATION	2,866,500	2,866,500	1,000	42,237
BOND	20,682,963	20,682,963	-	11,792,218
BUILDING FUND	102,562,367	102,562,367	101,450,316	34,220,184
CAPITAL RESERVE	2,134,248	2,134,248	-	1,227,547
DISTRICT HOUSING	155,000	133,000	22,000	810,216
STUDENT ACTIVITY	1,150,000	1,150,000	-	1,388,567
ECCA	5,407,743	4,272,278	1,135,465	1,246,797
TOTAL	\$219,036,171	\$217,529,506	\$102,957,981	\$63,298,803

The total 2017-18 Appropriation includes spending fund balance for some funds. The purpose is:

FUND	AMOUNT	PURPOSE OF SPENDING FUND BALANCE
General Fund	\$349,200	To support the increased staffing and benefit costs. The beginning fund balance is sufficient to cover this cost for one year. Future adjustments must be made to revenue and/or expenditures in the fund to maintain financial stability.
Transportation	1,000	To support increased purchase services costs. The beginning fund balance is sufficient to cover this cost for one year. Future adjustments must be made to revenue and/or expenditures in the fund to maintain financial stability.
Building Fund	101,450,319	To purposefully spend down bond proceeds on capital projects.
District Housing Fund	22,000	To support the completion of remodels on three housing units.
ECCA	1,135,465	Appropriation of entire resources available.
TOTAL	\$102,957,984	

VISION, MISSION AND VALUES

Eagle County Schools is a remarkable school district with a history of innovation, courage, and success. We have been a leader in efforts to revolutionize educator support systems, teacher leadership opportunities, individual accountability, and compensation packages. We have amazing and award-winning schools which have been recognized by the State of Colorado, the U.S. Department of Education, the Bill and Melinda Gates foundation, and U.S. News & World Report.

Unparalleled Altitude, a working plan, was authored by Dr. Jason Glass, Superintendent in October of 2013. This was the beginning of the district focusing on clarity, coherence and compassion followed by the Board of Education adopting an updated vision, mission, values, strategies and tactics September 2014 with a regular, continued focus. We believe in the power of this community and in the talent and passion of the individuals who are part of Eagle County Schools.

MISSION

We teach the children of Eagle County to have creative and active minds, compassion for others, enthusiasm for lifelong learning, and the courage to act on their dreams.

VISION

Global-Ready Graduates

VALUES

Aligned with our new strategic direction, our values describe what we want to communicate about ourselves. We strive to bring these values to life in all that we do.

- ▶ Engaged Learners
- ▶ Inspired Professionals
- ▶ A Sense of Adventure
- ▶ A Caring Community
- ▶ A Commitment to Equity



Although the current state funding plan for K-12 education creates a challenging environment within which operations must continue the district is committed to the course our learning community is taking in 2017-18 as we work toward the mission, vision and values, as defined by the strategies and tactics, at both the district and school levels. These strategies and tactics reflect the districts determination to stop nothing short of "world-class" quality.

The annual development process allows the district decision makers to align budget choices to the desired outcome of student success.

STRATEGIC PLAN

The ideas represented in our Three Peaks of World-Class Learning are benchmarked against practices consistently used in the highest performing school systems on earth. While they are intentionally bold, audacious, and inspiring, they are also straightforward and basic. We know that the highest performing systems focus on the relationship that is the “instructional core” – teachers and students in the presence of content.

In our graphic, we take a macro approach to that concept that exists within a classroom, and we talk about educators, learners, and content; we focus on the interaction of those components because we know that they do not stand alone. While our primary focus is on the relationship of the components of the instructional core, that is not enough. We know that we must have areas that support, or “wrap around,” the instructional core – areas that potentially remove barriers to learning; those areas are both internal and external to our organization. We do this through making sure that our buildings and grounds are safe and places of pride for our students, teachers, and community; we transport students safely and reliably to and from school; we provide healthy and nutritious meals. Additionally, we are fiscally responsible and protective of the assets provided to us by taxpayer dollars, and we make communicating with all of our stakeholder groups (internal and external) a high priority.

Externally, we are working to establish a comprehensive and robust community-wide early childhood system, and we are on a well-established path to creating a system that is collaborative and leverages the resources from other government agencies, the court system, local philanthropies and foundations, non-profit organizations, faith-based organizations, and interested individual community members (this system, initiated by Eagle County Schools, is now called InteGreat!). Those areas are both internal and external to the organization.

GLOBAL-READY SKILLS

We have included these skills into our curricula based on the work of Tony Wagner. “Today knowledge is ubiquitous, constantly changing, growing exponentially... Today knowledge is free. It’s like air, it’s like water. It’s become a commodity... There’s no competitive advantage today in knowing more than the person next to you. The world doesn’t care what you know. What the world cares about is what you can do with what you know.” (Tony Wagner) We believe a focus on these skills will prepare our students to do something with what they know. They will be able to reason, analyze, weigh evidence, creatively solve problems, and innovate. They will be global-ready.

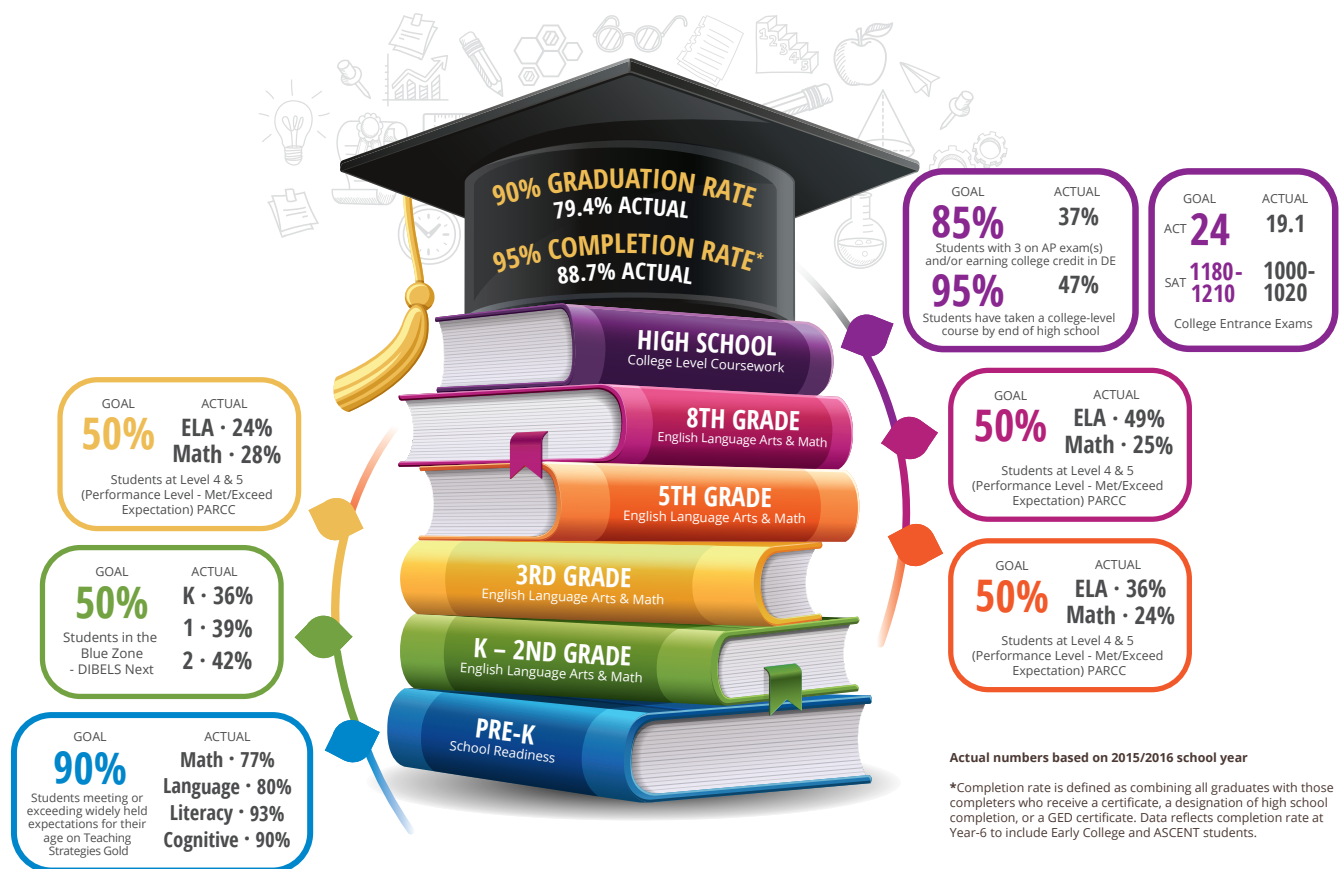


PERFORMANCE RESULTS

To accurately measure student mastery of skills and expectations, Colorado adopted assessments that align with the Colorado Academic Standards. Colorado Measures of Academic Success (CMAS) assessments are the state's common measurement tool of student progress at the end of the school year in English language arts, math, science and social studies. Designed to be administered online, the tests feature a variety of interactive questions that are engaging and aligned with 21st century teaching and learning practices.

ECS strongly believes that benchmarking our performance against other high-performing systems around the world is an important part of goal-setting and the continuous improvement cycle. As the district worked to develop a system-wide set of performance metrics, three years of data were reviewed in order to set targets. Data included PARCC/CMAS results, and as a result, a set of System Academic Indicators was developed. For the past two years, district performance has been compared to and reviewed against these targets. Below identifies ECS' goals and the actual district performance on our System Academic Indicators.

SYSTEM ACADEMIC INDICATORS

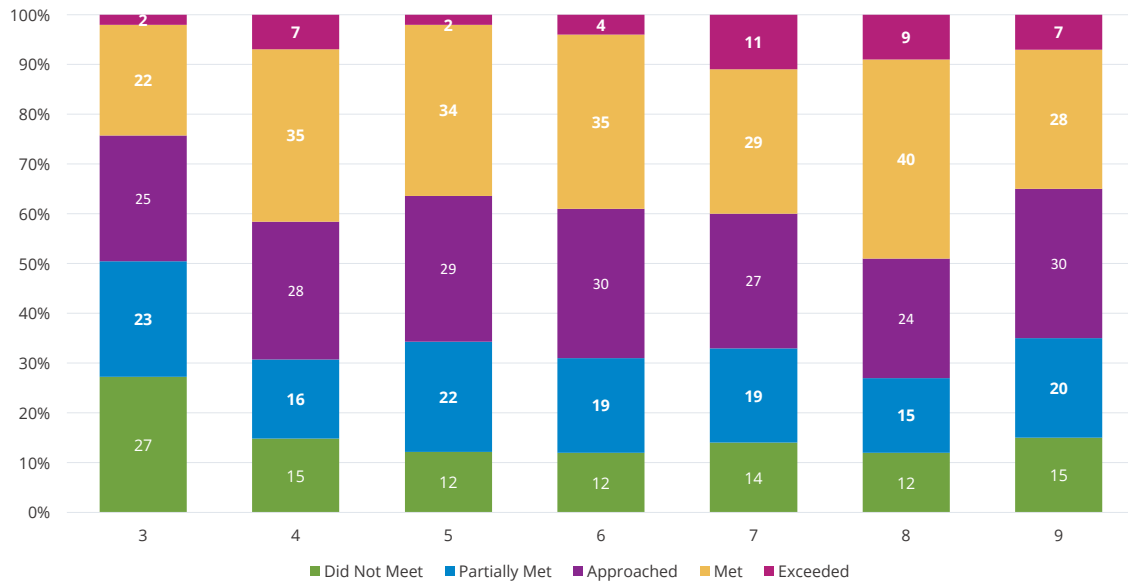


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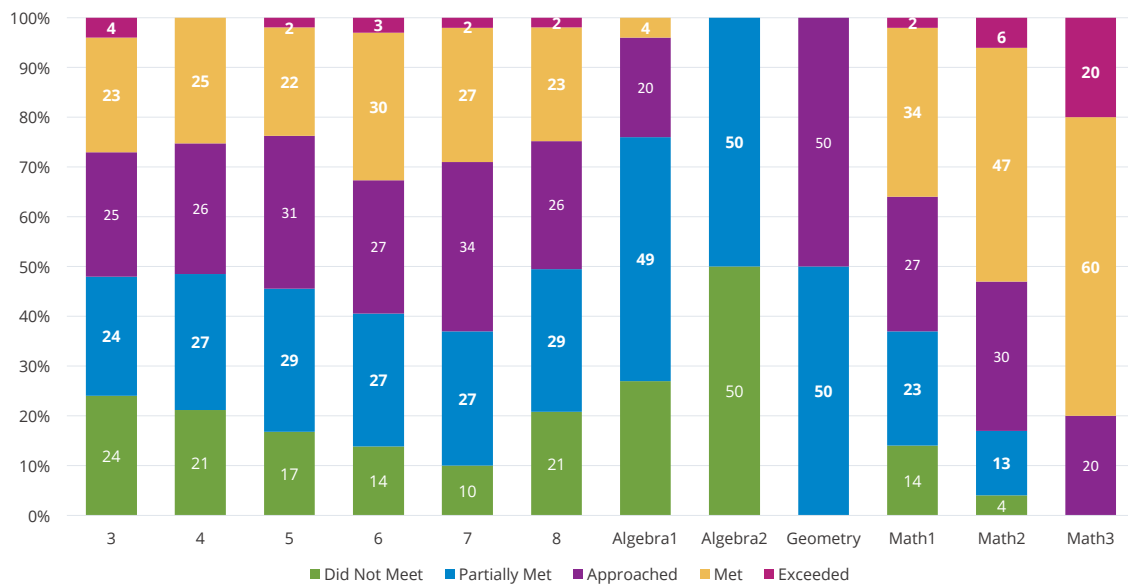
COLORADO MEASURES OF ACADEMIC SUCCESS

Further detail is provided as measured by the current Colorado Measures of Academic Success (CMAS) results by content and grade level.

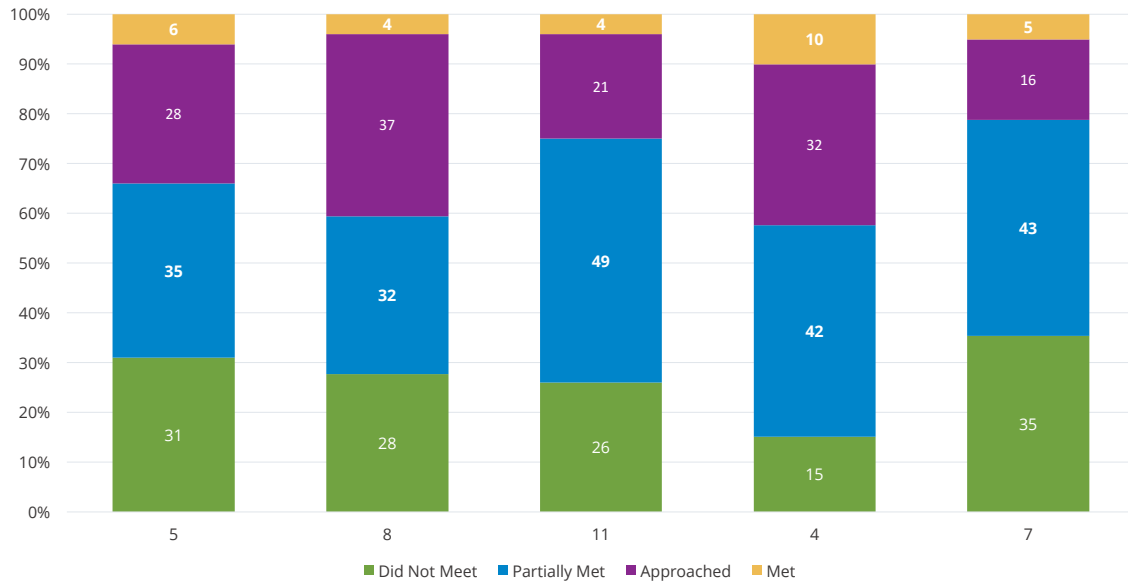
DISTRICT RESULTS — ENGLISH LANGUAGE ARTS



DISTRICT RESULTS — MATHEMATICS

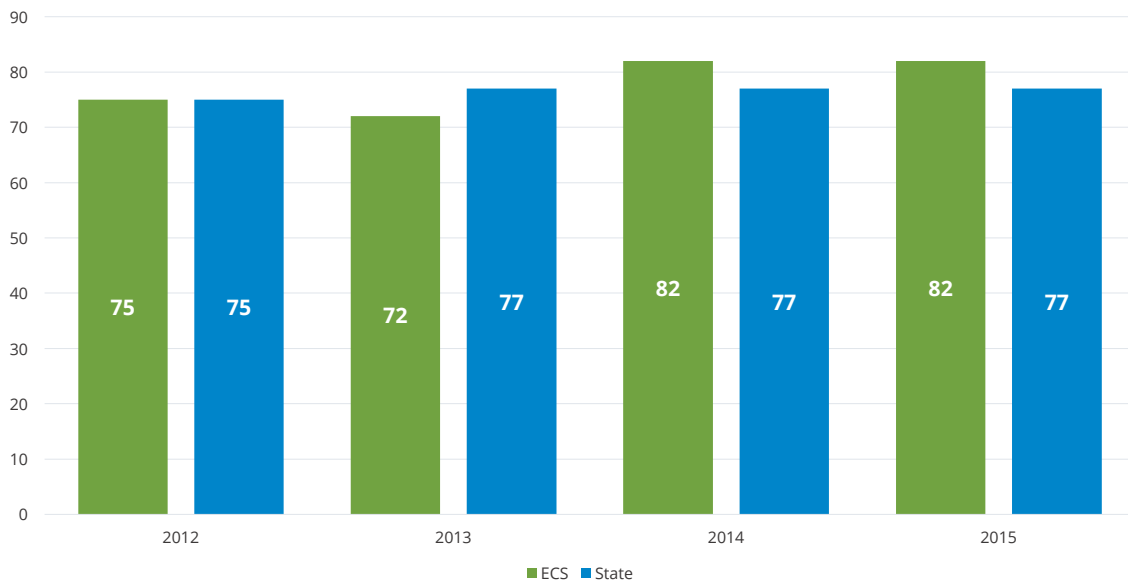


DISTRICT RESULTS — SCIENCE & SOCIAL STUDIES

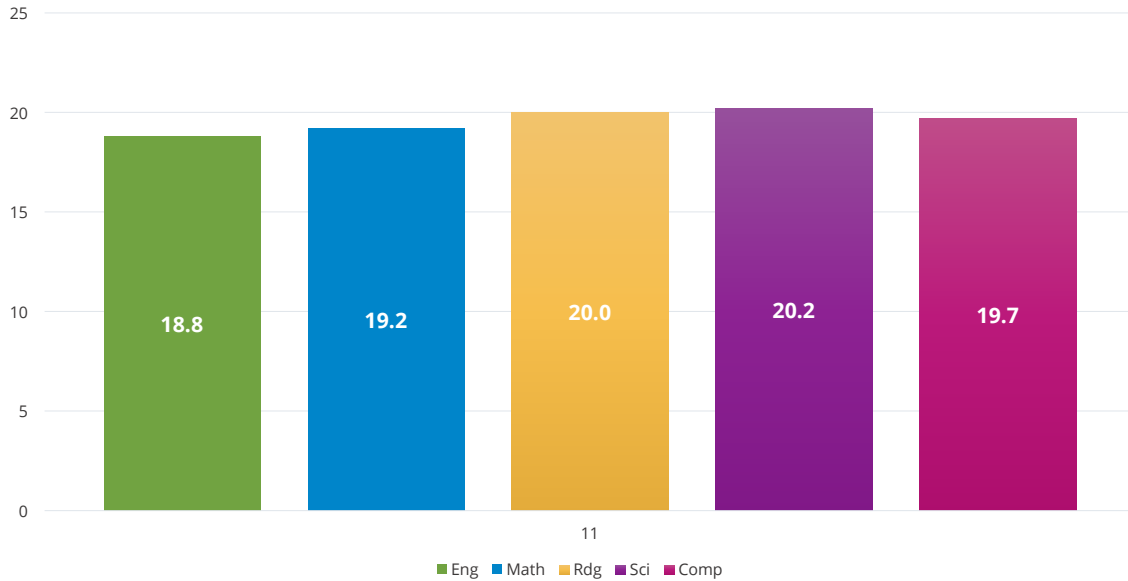


GRADUATION RATES

Graduation and ACT scores reflect consistent performance over time.



COLORADO ACT — CONTENT AREA & COMPOSITE SCORES



The Colorado Department of Education's 2015 District Performance Framework Report identifies ECS as "Accredited" overall, with the district meeting accreditation targets for Academic Achievement, Academic Growth, and Postsecondary and Workforce Ready. The report is available in Appendix E of this report.



PRINCIPLE ISSUES FACING THE DISTRICT

To address the principle issues facing the district as noted below, resource allocations were made with an effort to maximize the impact to the classroom, while continuing to fund the following priorities: teaching to high standards and expectations, tailoring instruction to student needs, and empowering frontline educators.

INCREASING STUDENT PROFICIENCY

Closing the achievement gap between economically disadvantaged and non-economically disadvantaged and minority and non-minority students is a priority for the district. While a focus on the achievement gap is a priority, the district is clear about continuing to grow all learners including our highest achievers.

The vision for moving ECS from our current status and to closing our gaps and becoming a world-class system includes a number of strategies and tactics. Central to this vision is the focus on continually benchmarking our work against other world-class systems in order to develop an organization that supports all learners in becoming global-ready graduates.

Many changes have happened at the Federal and State levels around accountability. In December of 2015, the reauthorization of the Elementary and Secondary Education Act (ESEA) was signed into law. The title of the reauthorized legislation, which replaces the No Child Left Behind Act, is the Every Student Succeeds Act (ESSA).

ESSA was passed with the intention of shifting the country's education law from relying on federal oversight to giving states more flexibility and more decision-making power at the local level. The law requires states to develop plans that address standards, assessments, school and district accountability and special help for struggling schools. Colorado is fortunate that many

of these areas already have been addressed in state law and rules passed by the Colorado State Board of Education.

After a year of work with its stakeholders, the Colorado Department of Education (CDE) released an overview of Colorado's ESSA state plan that was submitted to the U.S. Department of Education (USDoE) in the spring of 2017. This summary, a resource intended to provide a clear explanation of the issues addressed in Colorado's plan, and can be found at <http://www.cde.state.co.us/fedprograms/essa>

LIMITED RESTORATION OF STATE FUNDING

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. The ECS Board of Education wisely placed a tax increase ballot measure before the voters in November 2016 to abate the impact of future revenue challenges. This ballot measure passed with 60.1 percent support. A debt increase ballot measure also passed with 53.4 percent support to address capital needs.

UNFUNDED STATE MANDATES AND REFORMS

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 a new 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.

STATE FUNDING

While the Great Recession ended in 2009 and U.S. News even ranked Colorado's economy as the best in the nation, Colorado is ranked among the bottom 25 percent of states for K-12 funding. In 2014, the year for which most recent national data is available. According to an analysis by the Colorado School Finance Project, Colorado directed an average of \$9,471 to the education of each of its public school students — \$2,685 less than the national average. The analysis, which included the District of Columbia, ranked the state 41st in financial support for public education.

With our tax collections finally rebounding, Colorado should be in a position to start restoring the cuts K-12 schools experienced. But this isn't as easy as it sounds.

Because of the complicated interactions with our constitution and how the state finances education, legislators are in a tough situation: they want to



put more money into schools but they also must do it without blowing up the entire state budget or completely draining the State Education Fund. To understand this, we have to understand some Colorado school finance history.

Under Amendment 23, which voters passed in 2000, K-12 funding was required to grow by at least the rate of inflation and to account for student population growth. With falling tax revenues and budget pressures that accompanied the Great Recession, legislators determined in 2009 that Amendment 23 only applied to certain parts of the school finance formula and that other parts didn't have to grow by inflation each year. This is where the "negative factor" comes in. Now, the legislature determines the amount of funding required under Amendment 23 and compares it to the amount of funding available.

When there isn't enough money available, the gap gets filled with the negative factor — essentially a negative amount of money that is given to school districts. This mechanism allows compliance with the constitution while simultaneously decreasing funding below the original intent of the amendment. After a few years of cutting via the negative factor, total funding for K-12 education in Colorado is now more than \$830M below where it would have been without the negative factor.

The State Education Fund was also created with Amendment 23, intended as a savings account to protect Colorado school funding from economic downturns. Unfortunately, over the last decade, the money in the State Education Fund was drained to help maintain education funding when flagging general fund collections were used to support other programs.

Thus, the State Education Fund was never able to grow into the large reserve envisioned originally. The savings account became a checking account.

To further complicate things, money spent on K-12 adds to the school funding "base," which then has to grow by inflation each year according to Amendment 23. If the state puts too much extra money into the base this year not knowing if that money will be available next year, it could create budget pressure next year, which would result in either taking money away from other programs funded out of the general fund or requiring cuts to education again.

So, repaying K-12 education is a balancing act. The governor and legislators are trying to put as much money as possible back into Colorado schools without creating budget problems in the future. But they're also simultaneously preparing school funding to weather the next economic downturn instead of suffering drastic cuts like K-12 did during the Great Recession.



ECONOMIC CONDITIONS AND OUTLOOK

ANALYSIS OF 2016-17

The Colorado economic recovery continues to accelerate. After the supplemental state appropriation in January 2017, the 2016-17 statewide average per pupil funding for K-12 public education was \$7,420. The final per pupil revenue for ECS was \$7,704.

The influx of \$8M from the 2016 mill levy override made salary increases, extended preschool programs, technology purchases, new buses and maintenance equipment purchases all possible in 2016-17.

A bond that generated over \$154M, from a February 2017 issue, provided the means necessary to begin designing and planning new construction, renovations, much needed repairs and maintenance as well as equipment purchases.

ECONOMIC OUTLOOK FOR 2016-17

On December 5, 2016 the economic outlook for calendar year 2017 was presented at the 52nd Annual Colorado Business Economic Outlook by the Business Research Division of the Colorado Leeds School of Business. Colorado's economic growth is exceeding the national economic picture. Although slightly behind the pace set in prior years, adding jobs and increasing employment will continue to be the key to sustaining Colorado's robust economy. "The growth will be across every sector except natural resources and mining and again will support the strongest period of employment growth that we've had since the 1990s," said CU economist Richard Wobbekind. The following notes from page 9 of the economic report highlight several conclusions.

FIFTY-SECOND ANNUAL

COLORADO

BUSINESS ECONOMIC OUTLOOK

2017



The economic growth in Colorado for 2015 ranked fourth in real GDP growth behind California, Oregon, and Texas. Colorado's strong employment growth ranked 8th nationally in September 2016, and 2nd in the region. Long-term growth statistics show Colorado tends to be above the median for growth in GDP, employment, population, and the labor force. Per capita personal income and average annual pay remain above the national average. Colorado's low unemployment rate, 3.6 percent in September 2016, made it the eighth lowest nationally. This is a symptom of the talent shortage that currently exists in the state. The demand for skilled employees, low wages relative to the required level of education and skill set for the job, draws talent away from the teaching profession. This talent shortage is very evident in the K-12 space with many teaching positions going unfilled, especially in rural areas. Population • 2nd-fastest state for percentage growth • 7th-fastest state for absolute growth • 5th-most net migration • 96% of growth along Front Range • Denver now the

most populous county • Continued net migration into the state The Denver-Boulder-Greeley Consumer Price Index (CPI), reported by the Bureau of Labor Statistics for the Denver-Boulder-Greeley combined metropolitan statistical area (MSA), is the measure of inflation that is used for the state of Colorado, as required by the constitutional revenue constraint of Article X, Section 20 of the Colorado Constitution. The 2016 rate increase, used as a function of funding increases for the 2017-18 fiscal year, was projected at 2.7 percent in December. In February 2017, the final rate was determined to be 2.8 percent. School districts face a significant challenge as the basket of goods measured by the CPI, like food, clothing, televisions and tobacco, is a poor measure of the cost increases in school districts.

The following observations are from page 115 of the 2017 Colorado Business Economic Outlook and can be found at http://www.colorado.edu/business/sites/default/files/attached-files/2017_beof_book_final_reduced.pdf

NATIONAL AND INTERNATIONAL

- ▶ Weak commodity prices will have repercussions on agriculture and natural resources industries, but will continue to lend a boost to consumers.
- ▶ Slowdown in the global economy and a strong U.S. dollar pose risks for Colorado's exports. U.S. GDP growth will likely remain in the 2 – 3% range in 2017.
- ▶ Changes in Fed policy will put upward pressure on interest rates.
- ▶ Inflation will remain in check for another year while interest rates remain comparatively low.

COLORADO

- ▶ Employment growth will place Colorado in the top 10 states in 2017.
- ▶ Drought and weather fluctuations will cause volatility for agricultural producers.
- ▶ Strong in-migration will cause the demand for housing to outpace supply, resulting in higher home prices.
- ▶ In terms of population, Colorado is the second-fastest growing state in percentage terms. The state will continue to attract people from outside Colorado, contributing to an anticipated population increase of 100,000 people between 2016 and 2017.
- ▶ Colorado will sustain a sub-4% unemployment rate.



“With Colorado's skilled workforce; high-tech, diversified economy, relatively low cost of doing business, global economic access, and exceptional quality of life, the state remains poised for long-term economic growth.”

UNDERSTANDING SCHOOL FINANCE IN COLORADO

The district receives its revenue primarily from local sources in the General Fund. Total estimated revenue for the 2017-18 budget is \$76,583,550. The majority of this revenue \$52,659,230 (68%), is available to the district through the Colorado School Finance Act, which authorizes per pupil funding of students in the amount of \$7,902. This revenue is determined through a formula, which utilizes local property taxes; state equalized specific ownership taxes and state funds.

Every homeowner and business owner in Colorado pays property taxes for schools, along with sales taxes for police, fire, and other local public services. The Colorado state government is responsible for funding other public services such as prisons and transportation in addition to determining the funding for schools. Each year, the budget crafted by the legislature and approved by the governor determines how much of the total state budget is allocated to education. The portion earmarked for K-12 education is then divided among 178 school districts throughout the state using formulas in the Colorado School Finance Act. These formulas determine how much money each district will receive per pupil as well as how much of that funding is paid by the state and how much is paid through local taxes.

EQUITY IN SCHOOL FUNDING

While tax dollars are collected locally for education, the state legislature determines how much funding each school district will receive. The SFA is aimed at ensuring that all children in the state receive an equitable educational experience and has devised a formula that evaluates various factors and determines the funding needed to provide an equitable educational experience in each school district. The Colorado School Finance Act is based on the pupil count taken in October 1 of the budget year. Thus, this estimated revenue to the General Fund is based on the projected funded pupil count of 6,872.8 at \$7,902 per pupil.

STATE EQUALIZATION

Schools are funded from three sources: local property tax, state funds, and vehicle registration fees, known as Specific Ownership Tax (SOT). Although the state determines individual school district funding levels, the amount contributed from the three different sources varies according to local assessed property valuation. As its revenue from local property taxes and therefore, the state contribution is less than peer districts. Conversely, those districts whose property assessed valuations are lower typically receive a greater portion of funding from the state. The graph below reflects general fund major revenue sources for ECS.

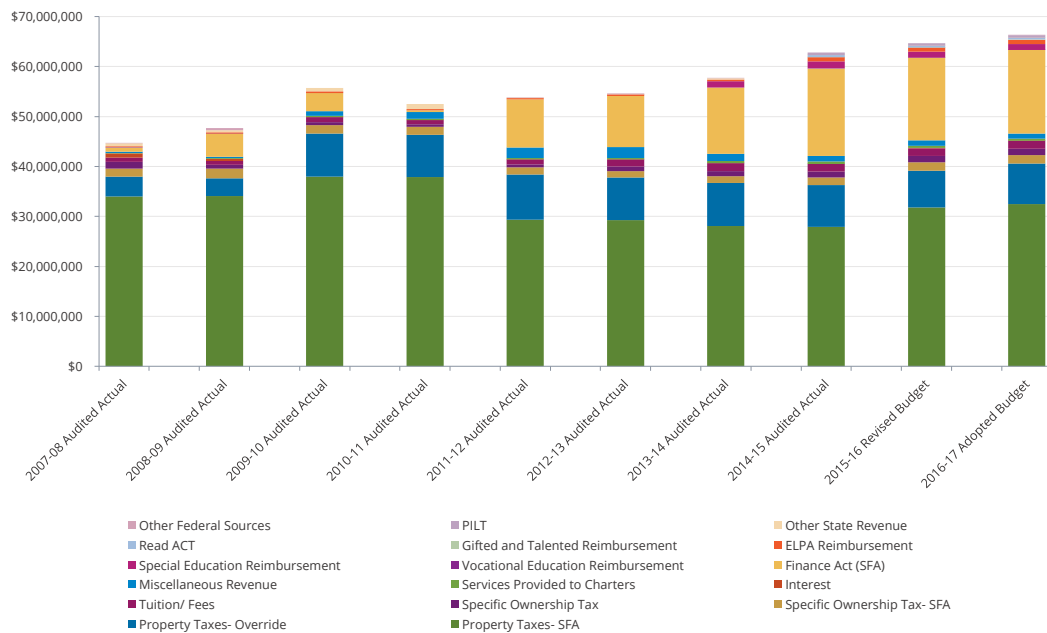


OTHER REVENUE SOURCES

In addition, the Colorado School Finance Act allows the district to levy mills to collect property taxes for the override election of November 1989, 1998; the “hold-harmless” provision in the Colorado School Finance Act; the cost of living election in November 2001; the override election of November 2017 and for the recovery of abated taxes. This revenue is estimated at \$ \$16,285,630.

In addition to the Colorado School Finance Act, the district receives categorical funding for pupil transportation, the Exceptional Children’s Education Act (special education), English as a Second Language and vocational education from the state.

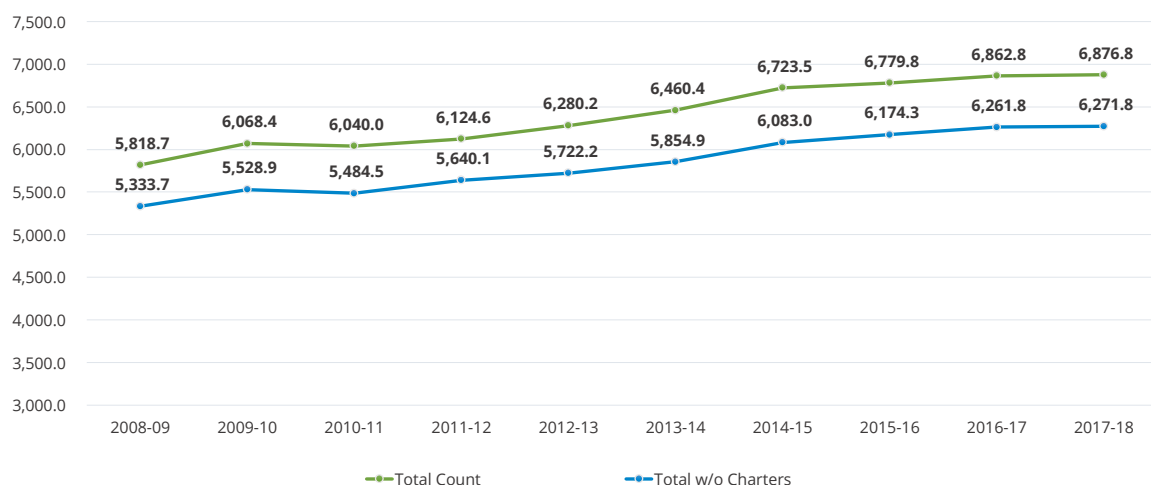
GENERAL FUND REVENUE TRENDS



ENROLLMENT FTE PROJECTIONS

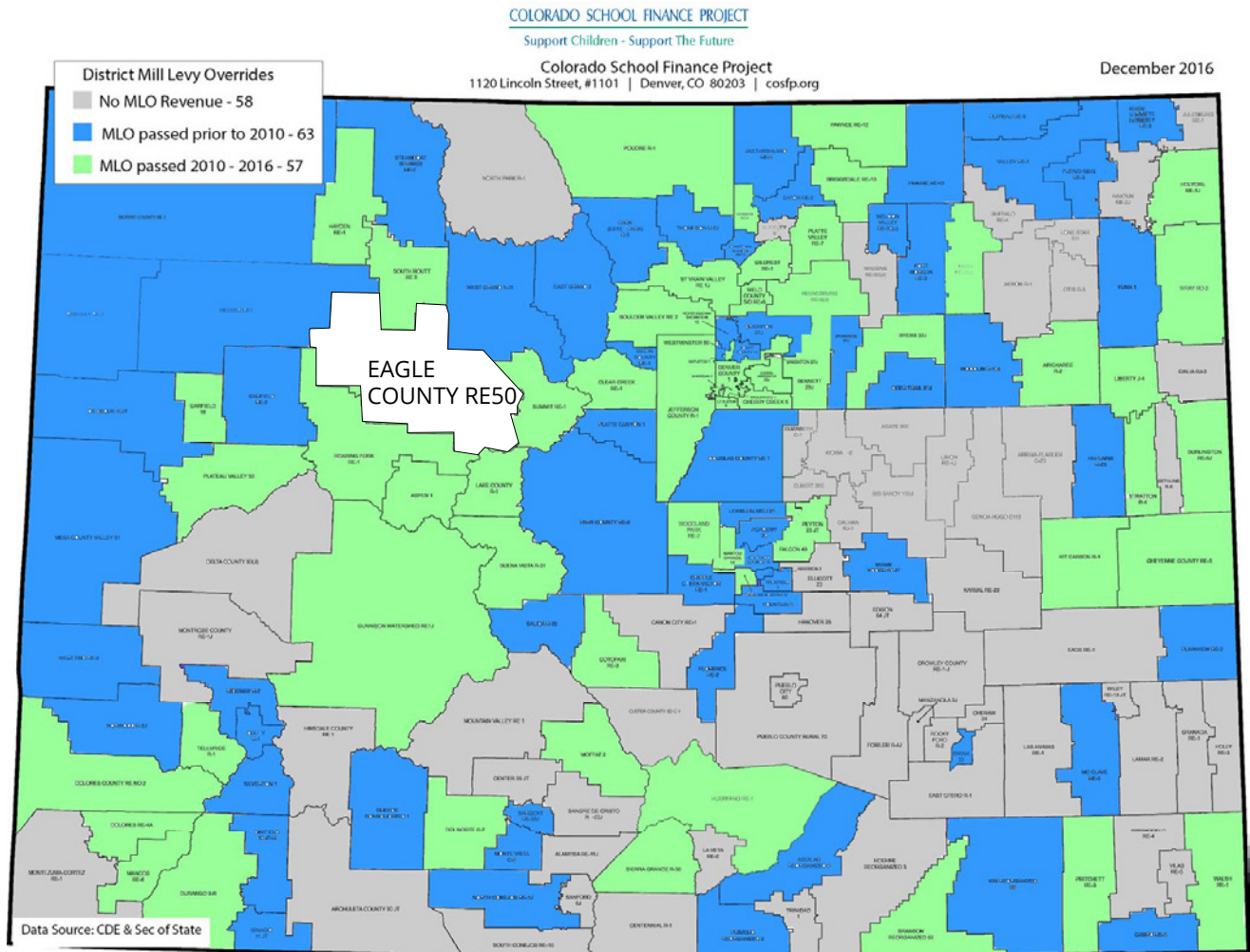
The 2017-18 enrollment FTE projections include an increase of 14 FTE for a total of 6,876.8 including charter school enrollment for in-district and Charter School Institute (CSI) schools. ECS is projecting an increase of 10 FTE. The following chart shows the historical change in ECS enrollment. As you can see ECS has been experiencing growth over the last 4 years and we expect that growth to continue in 2017-18.

TOTAL STUDENT FTE



LOCAL REFERENDA

Colorado law allows local school districts to ask voters to approve override funding for their district through additional mill levies. ECS voters generously approved school overrides including the most recent in 2016. This additional funding is capped by state law at 20 percent of total program funding or 25 percent for fast growing districts. All override revenues come from increased property taxes; no additional state funding occurs. A district's authorization to raise and expend override revenues does not affect the amount of SFA funding the district receives. You can see by the graph to the left that many districts still have not approved a mill levy at all or haven't since 2010.



MILL LEVIES

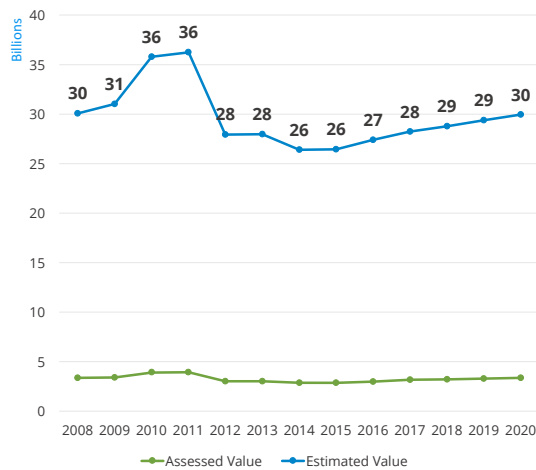
The Colorado SFA was revised in 1994 creating Title 11, Article 50 of the Colorado Revised Statutes, which determines the base revenue of the General Operating Fund of the school district. This 1994 SFA set the standard mill levy at 40 mills for all districts. Due to dramatic increases in property values (assessed valuation) in some areas of Colorado (since 1994), the Act of 1994 was amended during the 2007 legislative session which froze the existing mill levy for most districts in the state, to reduce the pressure on state funding for local school districts.

The total 2017-18 ECS mill levy is projected to be 25.010 mills, which is a 0.8 percent decrease from the prior year. The mill levy is applied to assessed valuation which is projected to increase by 4.16 percent or approximately \$127,981,673. The assessed valuation residential rate dropped from 7.96% to 7.2%. This decrease in rate, along with an estimated increase in valuation of 14.5% for residential and 10% for commercial nets to the estimated increase of 4.16 percent. For ECS, the General Operating Fund mills have remained at 11.618 since 2006. For 2018, the districts mill levy override elections are projected to result in 5.68 mills. The mill levy for abatements, refunds, and omitted property is 0.06 mills.

collectively. The last five years of historical information is shown in the chart below with additional historical information on the district's assessed valuation located in the Informational Section at the end of this document.

Fiscal Year Ended June 30,	Real Property		Personal Property		Exemptions of Real Property		Total Value		Ratio of Total Assessed Value to Total Estimated Value
	Assessed Value	Estimated Actual Value	Assessed Value	Estimated Actual Value	Assessed Value	Estimated Actual Value	Assessed Value	Estimated Actual Value	
2008	3,070,713,070	28,665,521,650	84,770,040	471,309,270	222,567,340	937,768,360	3,378,050,450	30,074,599,280	11.23%
2009	3,098,324,840	29,762,511,660	89,144,250	308,228,950	223,818,220	936,862,780	3,411,287,310	31,007,603,390	11.00%
2010	3,512,789,430	34,245,196,420	101,651,460	350,522,450	300,211,100	1,193,813,520	3,914,651,990	35,789,532,390	10.94%
2011	3,532,369,970	34,694,499,120	92,521,320	319,038,940	306,005,580	1,216,552,680	3,930,896,870	36,230,090,740	10.85%
2012	2,692,812,380	26,668,651,830	87,942,860	303,249,230	239,377,650	958,662,950	3,020,132,890	27,930,564,010	10.81%
2013	2,691,704,460	26,713,889,900	83,138,600	286,684,710	242,758,620	978,147,950	3,017,601,680	27,978,722,560	10.79%
2014	2,566,361,210	25,204,000,320	89,975,170	310,258,390	218,295,890	878,280,780	2,874,632,270	26,392,539,490	10.89%
2015	2,556,149,170	25,252,094,130	86,011,900	296,591,660	218,850,980	880,696,280	2,861,012,050	26,429,382,070	10.83%
2016	2,649,704,230	26,176,320,775	89,159,935	307,446,915	226,860,926	912,929,764	2,965,725,091	27,396,697,454	10.83%
2017	2,835,938,590	26,961,610,398	91,834,733	316,670,322	233,666,754	940,317,657	3,161,440,077	28,218,598,377	10.83%
2018*	2,890,522,497	27,500,842,606	93,671,428	323,003,728	238,340,089	959,124,010	3,222,534,014	28,782,970,344	10.83%
2019*	2,946,098,082	28,050,859,458	95,544,857	329,463,803	243,106,891	978,306,490	3,284,749,830	29,358,629,751	10.82%
2020*	3,001,673,667	28,600,876,310	97,418,286	335,923,878	247,873,693	997,488,970	3,346,965,646	29,934,289,158	10.82%

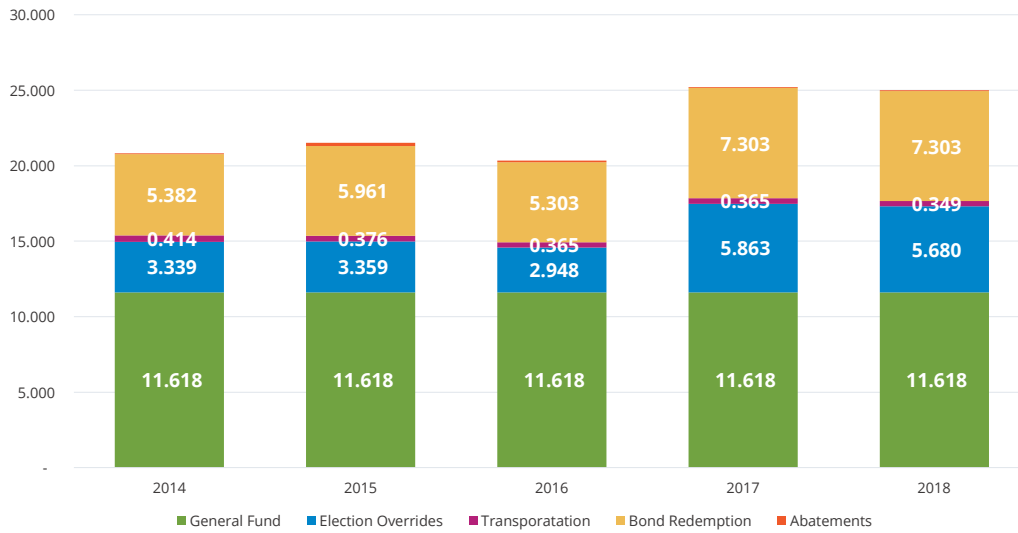
HISTORICAL ASSESSED VALUE



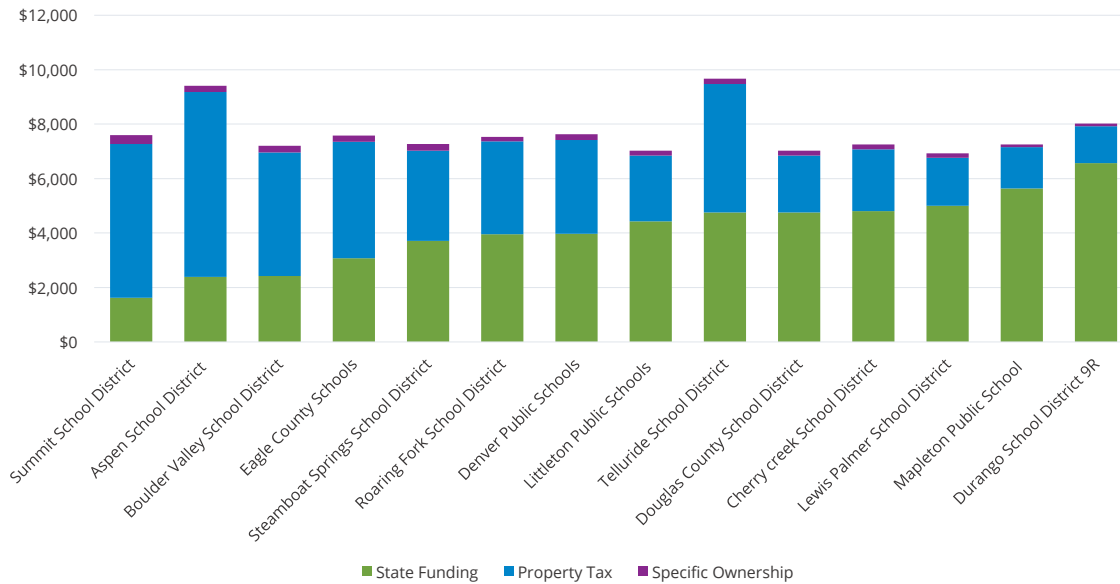
COMPOSITION OF PROPERTY TAX (2017)



MILL LEVY HISTORY AND PROJECTION

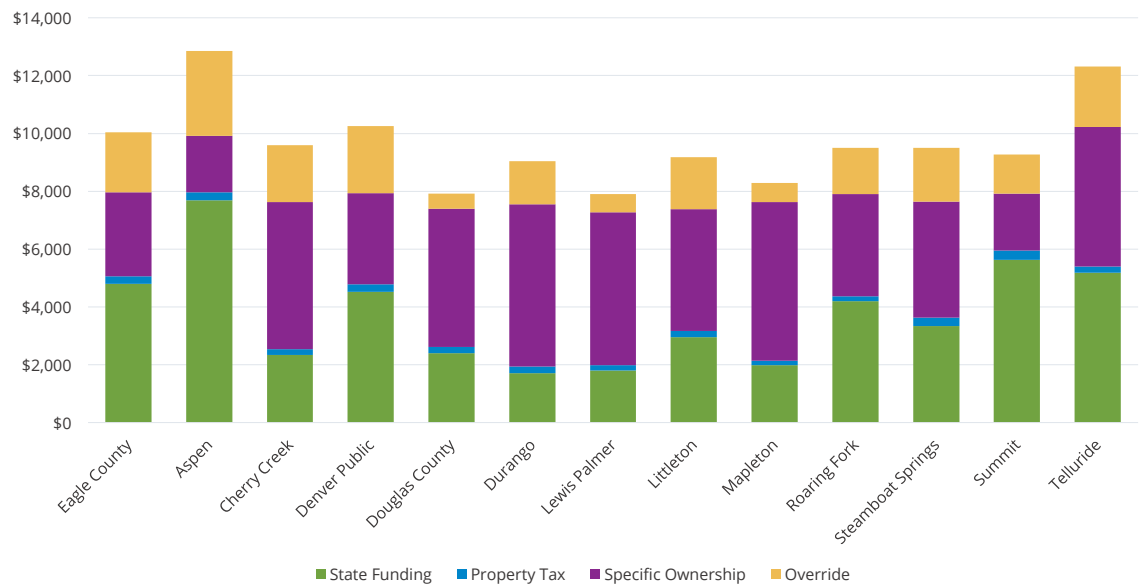


2016-17 PER PUPIL FUNDING WITHOUT OVERRIDE



Using the same comparative districts, on a Per Pupil basis, you can see in the chart below that additional community support and approval of election overrides can provide a significant amount of additional funding to support the education of our students. ECS election overrides provide an additional \$2,369.58 per student compared to the Aspen School District that receives an additional \$2,937.72 per student from election overrides.

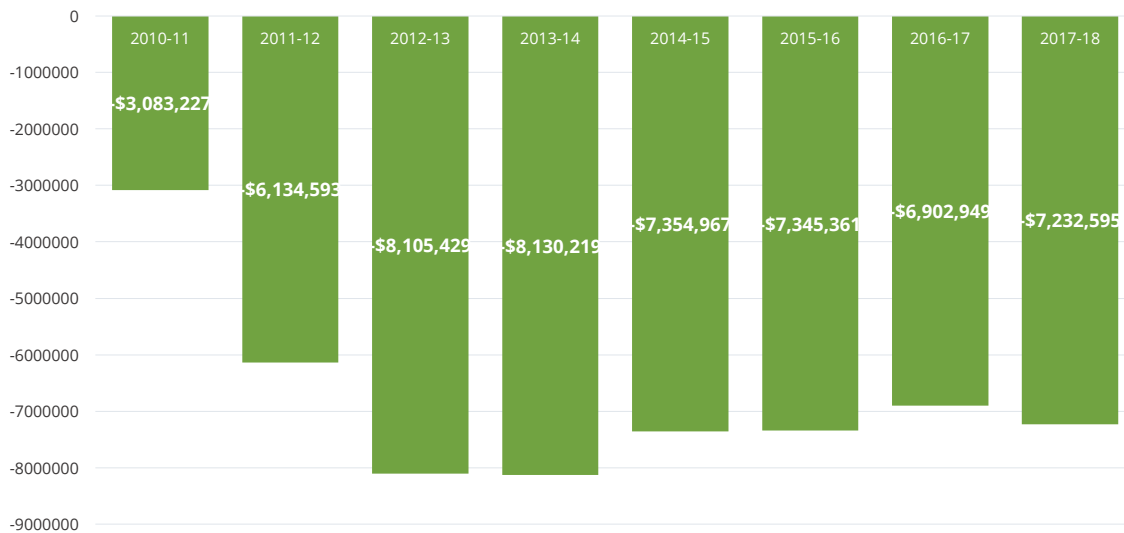
2016-17 PER PUPIL FUNDING WITH OVERRIDE



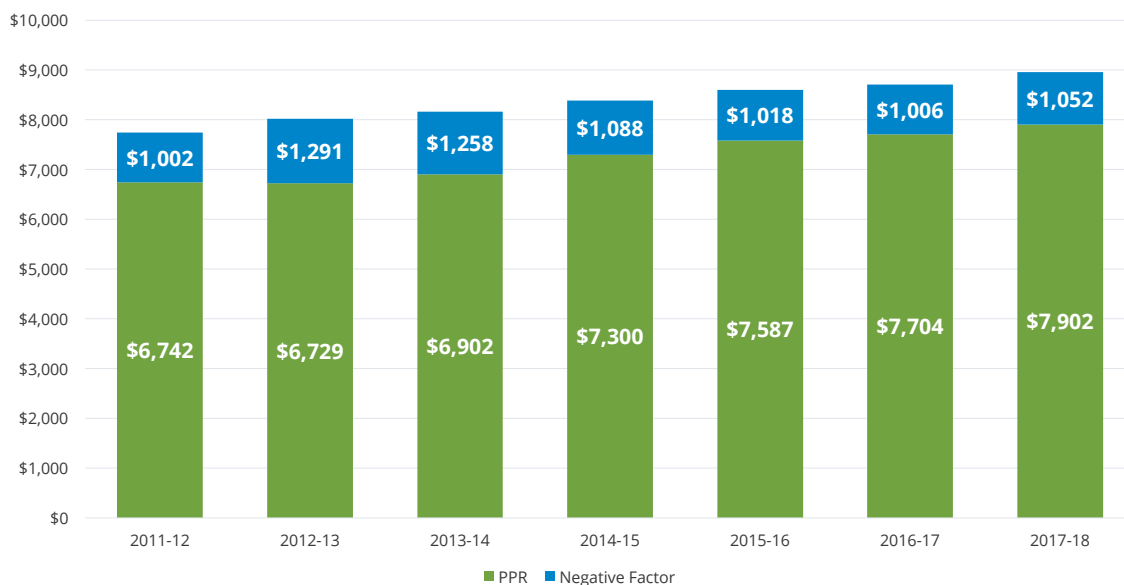
CURRENT SCHOOL FINANCE ACT

ECS is projecting and moving forward under the parameters of the current School Finance Act. School districts in Colorado are funded via the School Finance Act (SFA). The SFA prescribes total program funding using a per-pupil funding formula. To accommodate state revenue challenges, the state has incorporated what has been titled as a negative factor into the school finance funding formula. The negative factor is a formulaic factor that proportionately reduces otherwise prescribed funding levels for each school district. This negative factor is the mechanism the state has implemented to reduce the level of K-12 funding while remaining within acceptable legal limits of the funding formula. The charts above reflect the Per Pupil Funding after the negative factor.

This negative factor has created a deficit funding gap of 11.09 percent or more than \$830M state wide. This means that school districts across the state are receiving \$830M less than they should be receiving under a fully funded school finance formula. The reduction of funding has been spread across districts in Colorado. ECS alone has been impacted by receiving \$54.3M less in funding since 2010-11.



The following chart demonstrates the difference between fully funded levels and actual funding levels, on a per pupil basis, after the application of the negative factor.



The deficit gap created by the negative factor has grown in each of the years since its inception. However, beginning in 2014-15 K-12 funding began to increase as the state realized increases in revenue. The gap is slightly decreasing but will by no means restore the amount that has been removed as a whole. In fact TABOR limits will continue to hold funding at a minimum.

AMENDMENTS THAT AFFECT SCHOOL FUNDING

TABOR – Colorado’s “Taxpayer Bill of Rights” sets taxing and spending limits on all levels of government in the state, from special districts such as fire protection and schools to county and state governments. TABOR’s primary objective is to “restrain the growth of government” as stated in the Colorado Constitution. TABOR has many provisions that impact school funding from the state. The most significant limitations include; requiring voter approval, limiting revenue collections and limiting spending. TABOR also impacts district spending by requiring a school district to hold 3% of expenditures in reserve that can only be spent in an emergency. ECS meets this requirement and holds 3% of expenditures in reserve.



BUDGET PROCESS

Eagle County Schools starts the budget process in January and ends it with a final approval in June prior to the new fiscal year. The majority of budget requests are due in February, allowing time in March and April for review of the requests and the opportunity to prioritize the requests. A revised budget is allowed per Colorado Revised Statute to be adopted the following January based on any new information that is received. The complete process, along with a calendar is available in the Organizational Section as well as Critical Dates in Appendix B.

EMPLOYEE COMPENSATION

Education is a profession that relies on people – teachers and support personnel. Personnel costs (salaries and benefits) account for 77% of the district’s General Fund total expenditures and 84% of expenditures net of transfers. ECS provides district paid benefits and offers additional benefits that can be purchased by the employee. Retirement and healthcare

costs have continued to rise and have had a significant impact on the budget. In an effort to contain cost increases the district has moved to an insurance pool model. The cost of benefits, directly affect the dollars available for employee compensation. The average cost of benefits is 35% of salaries.

PERSONNEL TRENDS

The number of 2017-18 estimated full-time employees (FTE) across all funds is 904.2. This is an increase of 46.8 from the 2016-17 fiscal year. Typically, budgeted FTE fluctuate with changing student enrollment, funding changes that necessitate the implementation or reduction of new programs or positions funded with one-time resources. With state funding increasing over the previous couple of years, ECS has been working to restore previously cut positions in the instructional arena. The continued lack of state funding puts pressure on the class size and operational areas. For 2017-18 staffing increases are tied to increased enrollment, mill levy program support and some tactic work.

COMPLIANCE STATEMENTS

The following statements were prepared by the state's Financial Policies and Procedures Committee to comply with certain requirements in state statute.

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 Financial Policies and Procedures Handbook. These budget 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 Financial Policies and Procedures Handbook. Beginning fund balances and revenues equal or exceed budgeted expenditures and reserves.

This budget includes the audited revenues, expenditures, and fund balances for the last completed fiscal year. Audited figures are detailed in ECS's Comprehensive Annual Financial Report and are available for review on the district's website: www.eagleschools.net, in the district's business office, the Colorado Department of Education, or the state auditor's office.

The 2017-18 Adopted Budget was prepared in compliance with the revenue, expenditures, tax limitation, and reserve requirements of Section 20 of Article X of the State Constitution as well as the ECS Board of Education Governance Policies and the Administrative Policies.

BOARD OF EDUCATION GOVERNANCE POLICIES

The Board of Education adopted Policy Governance in 1998 with the guidance of the Colorado Association of School Boards.

EXECUTIVE LIMITATIONS - Contains policies related to students, staff and safety as well as policies related to budgeting and fiscal management.

BOARD STAFF RELATIONSHIP - Contains policies related to the work of the Board and the Superintendent.

GOVERNANCE PROCESS - Contains policies related to how the Board works and governs themselves.



ADMINISTRATIVE POLICIES

The following main sections of policies guide the Eagle County School District through the budget development and implementation process as well as policies that direct operational procedures of the district. A detailed description of each policy associated within each section can be found in the Appendix A located in the Informational Section of this document. The district also implemented Budget Principles for the development of the 2017-18 budget.

SECTION A: Foundations and Basic Commitments

- Contains policies, regulations, and exhibits regarding the district's legal role in providing public education and the basic principles underlying school board governance.

SECTION B: Board Governance and Operations -

Includes policies regarding how the school board is appointed or elected, how it is organized, how it conducts meetings, and how the board operates.

SECTION C: General School Administration -

Contains policies, regulations, and exhibits on school management, administrative organization and school building and department administration.

SECTION D: Fiscal Management - Includes the policies on school finances and the management of funds. Policies on the financing of school construction and renovations are included in Section F, Facilities Development.

SECTION E: Support Services - Contains policies on non-instructional services and programs, particularly those on business management.

SECTION F: Facilities Development - Contains policies on facility planning, financing, construction, and renovation. Also includes the topics of temporary facilities and school closings.

SECTION G: Personnel - Contains policies that pertain to all district employees.

SECTION H: Negotiations - Contains policies guiding negotiating procedures.

SECTION I: Instruction - Contains policies regarding instruction, curriculum, resources, and achievement.

SECTION J: Students - Includes policies regarding student admissions, attendance, rights and responsibilities, conduct, discipline, health and welfare, and school-related activities.

SECTION K: School-Community Relations - Contains policies, regulations, and exhibits on parent and community involvement in schools.

SECTION L: Education-Agency Relations - Policies include school district's relationship with other education agencies – including other school systems, regional or service districts, private schools, colleges and universities, educational research organizations, and state and national educational agencies.

BUDGET POLICIES

The following bullets are excerpt from Section D: Fiscal Management because they specifically affect the budget. The entire policy can be found in the Appendix A located in the Informational Section of this document.

► **DB: Annual Budget** – Defines the budget process, including; 5 year budget plan, summary and detail requirements for reporting, maintaining a fund balance of 10% of the district's current fiscal year adopted budget

► **DBD: Determination of Budget Priorities** – Prioritize and reflect how resources are spent by school, grade and program; determine whether the current allocation of resources is effective in raising student achievement; identify ways to better use resources to achieve educational objectives

► **DBF: Budget Hearings and Reviews** – The Board will conduct one or more public hearings; publish notice in local newspaper

► **DBG: Budget Adoption** – The Board will consider adoption at a board meeting; revise by January 31; supplemental appropriation needed after January 31 based on additional resources

ALL FUNDS SUMMARY

The following bullets are excerpt from Section D: Fiscal Management because they specifically affect the budget. A entire policy can be found in the Appendix located in the Informational Section of this document.

	General Fund	Nutrition Services Fund	Designated Purpose Grant Fund	Transportation Fund	Bond Fund
Revenue:					
Property taxes	\$ 47,774,030	\$ -	\$ -	\$ 1,000,000	\$ 20,912,838
Specific ownership taxes	3,325,050	-	-	50,000	-
State and federal revenue	22,433,080	1,331,000	3,109,000	441,000	-
Interest income	125,000	-	-	-	-
Other local revenue	2,926,390	564,000	2,056,500	642,500	-
Transfer in	-	-	-	535,000	-
Transfer 3A	-	96,000	-	197,000	-
Total revenue	76,583,550	1,991,000	5,165,500	2,865,500	20,912,838

Expenditures:

Salaries	42,908,022	775,700	2,386,000	1,609,000	-
Benefits	15,271,534	310,000	969,500	627,500	-
Purchased services	6,894,345	35,000	970,000	149,000	-
Supplies & Equipment	5,493,081	858,400	840,000	481,000	-
Debt service	-	-	-	-	20,682,963
Capital outlay	-	-	-	-	-
Depreciation/amortization	-	-	-	-	-
Contingency	-	-	-	-	-
Transfers	4,566,320	-	-	-	-
Transfers 3A	1,799,448	-	-	-	-
Total expenditures	76,932,750	1,979,100	5,165,500	2,866,500	20,682,963

Net Change in Fund Balance	(349,200)	11,900	-	(1,000)	229,876
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Beginning Fund Balance	12,599,878	308,459	-	43,237	11,562,343
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Nonspendable Inventories	-	45,000	-	-	-
Restricted for Debt Service	-	-	-	-	11,792,219
Restricted for Capital Outlay	-	-	-	-	-
Restricted for Student Activity	-	-	-	-	-
Restricted for 3A	1,769,971	-	-	-	-
Restricted for Multi-Year Contracts	1,143,602	-	-	-	-
Restricted for Emergencies	2,185,100	-	-	-	-
Assigned to Capital Outlay	-	-	-	-	-
Assigned to Transportation	-	-	-	42,237	-
Assigned to Nutrition Services	-	275,359	-	-	-
Unrestricted, Unassigned	7,152,005	-	-	-	-

Ending Fund Balance	\$ 12,250,678	\$ 320,359	\$ -	\$ 42,237	\$ 11,792,219
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Appropriation	\$ 76,932,750	\$ 1,979,100	\$ 5,165,500	\$ 2,866,500	\$ 20,682,963
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ALL FUNDS SUMMARY (CONTINUED)

	Building Fund	Capital Reserve Fund	District Housing Fund	Student Activity Fund	Charter School Fund	2017-18 Total	2016-17 Actual
Revenue:							
Property taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 69,686,868	\$ 51,378,323
Specific ownership taxes	-	-	-	-	-	3,375,050	2,761,851
State and federal revenue	-	-	-	-	90,723	27,404,803	25,630,019
Interest income	512,048	-	-	-	9,000	646,048	19,363
Other local revenue	600,000	40,000	133,000	1,150,000	729,035	8,841,425	9,112,976
Transfer in	-	1,000,000	-	-	3,031,320	4,566,320	762,788
Transfer 3A	-	1,094,248	-	-	412,200	1,799,448	762,788
Total revenue	1,112,048	2,134,248	133,000	1,150,000	4,272,278	116,319,962	89,665,320

Expenditures:

Salaries	-	-	22,500	-	2,058,501	49,759,723	39,133,340
Benefits	-	-	8,000	-	790,362	17,976,896	13,397,137
Purchased services	-	-	39,000	-	893,770	8,981,115	6,584,415
Supplies & Equipment	-	-	72,000	1,150,000	327,590	9,222,071	8,025,878
Debt service	-	-	-	-	-	20,682,963	15,174,885
Capital outlay	102,562,367	2,134,248	-	-	90,723	104,787,338	2,727,606
Depreciation/amortization	-	-	13,500	-	-	13,500	29,479
Contingency	-	-	-	-	-	-	-
Transfers	-	-	-	-	-	4,566,320	4,431,520
Transfers 3A	-	-	-	-	-	1,799,448	4,431,520
Total expenditures	102,562,367	2,134,248	155,000	1,150,000	4,160,946	217,789,374	89,504,260

Net Change in Fund Balance	(101,450,319)	-	(22,000)	-	111,332	(101,469,412)	161,060
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Beginning Fund Balance	135,670,503	1,227,547	832,216	1,388,567	1,135,465	164,768,215	25,803,012
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Nonspendable Inventories	-	-	-	-	-	45,000	47,288
Restricted for Debt Service	-	-	-	-	-	11,792,219	12,654,217
Restricted for Capital Outlay	34,220,184	-	-	-	-	34,220,184	444,176
Restricted for Student Activity	-	-	-	1,388,567	-	1,388,567	-
Restricted for 3A	-	-	-	-	-	1,769,971	-
Restricted for Multi-Year Contracts	-	-	-	-	-	1,143,602	1,143,602
Restricted for Emergencies	-	-	-	-	112,072	2,297,172	2,030,200
Assigned to Capital Outlay	-	1,227,547	-	-	-	1,227,547	615,766
Assigned to Transportation	-	-	-	-	-	42,237	56,298
Assigned to Nutrition Services	-	-	-	-	-	275,359	249,870
Unrestricted, Unassigned	-	-	810,216	-	1,134,725	9,096,946	8,722,645

Ending Fund Balance	\$ 34,220,184	\$ 1,227,547	\$ 810,216	\$ 1,388,567	\$ 1,246,797	\$ 63,298,804	\$ 25,964,072
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Appropriation	\$ 102,562,367	\$ 2,134,248	\$ 155,000	\$ 1,150,000	\$ 5,407,743	\$ 219,036,171	\$ 89,504,260
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APPROPRIATION 2017-18

The adoption of the budget by the Board of Education includes the formal approval of both the Budget Resolution and the Appropriation Resolution, as defined in the Colorado State Statute 22-44-103(1). The resolutions set the maximum amount of funds which can be utilized in a given fiscal year. Each accounting fund is included in each of the resolutions. A board of education of a school district shall not expend any moneys in excess of the amount appropriated by resolution for a particular fund, C.R.S 22-44-115(1).

	APPROPRIATION	REVENUE SOURCES	FUND BALANCE	ENDING FUND BALANCE
GENERAL	76,932,750	76,583,550	349,200	12,250,678
NUTRITION SERVICES	1,979,100	1,979,100	-	320,359
DESIGNATED-PURPOSE GRANT	5,165,500	5,165,500	-	-
TRANSPORTATION	2,866,500	2,866,500	1,000	42,237
BOND	20,682,963	20,682,963	-	11,792,218
BUILDING FUND	102,562,367	102,562,367	101,450,316	34,220,184
CAPITAL RESERVE	2,134,248	2,134,248	-	1,227,547
DISTRICT HOUSING	155,000	133,000	22,000	810,216
STUDENT ACTIVITY	1,150,000	1,150,000	-	1,388,567
ECCA	5,407,743	4,272,278	1,135,465	1,246,797
TOTAL	\$ 219,036,171	\$ 217,529,506	\$ 102,957,981	\$ 63,298,803

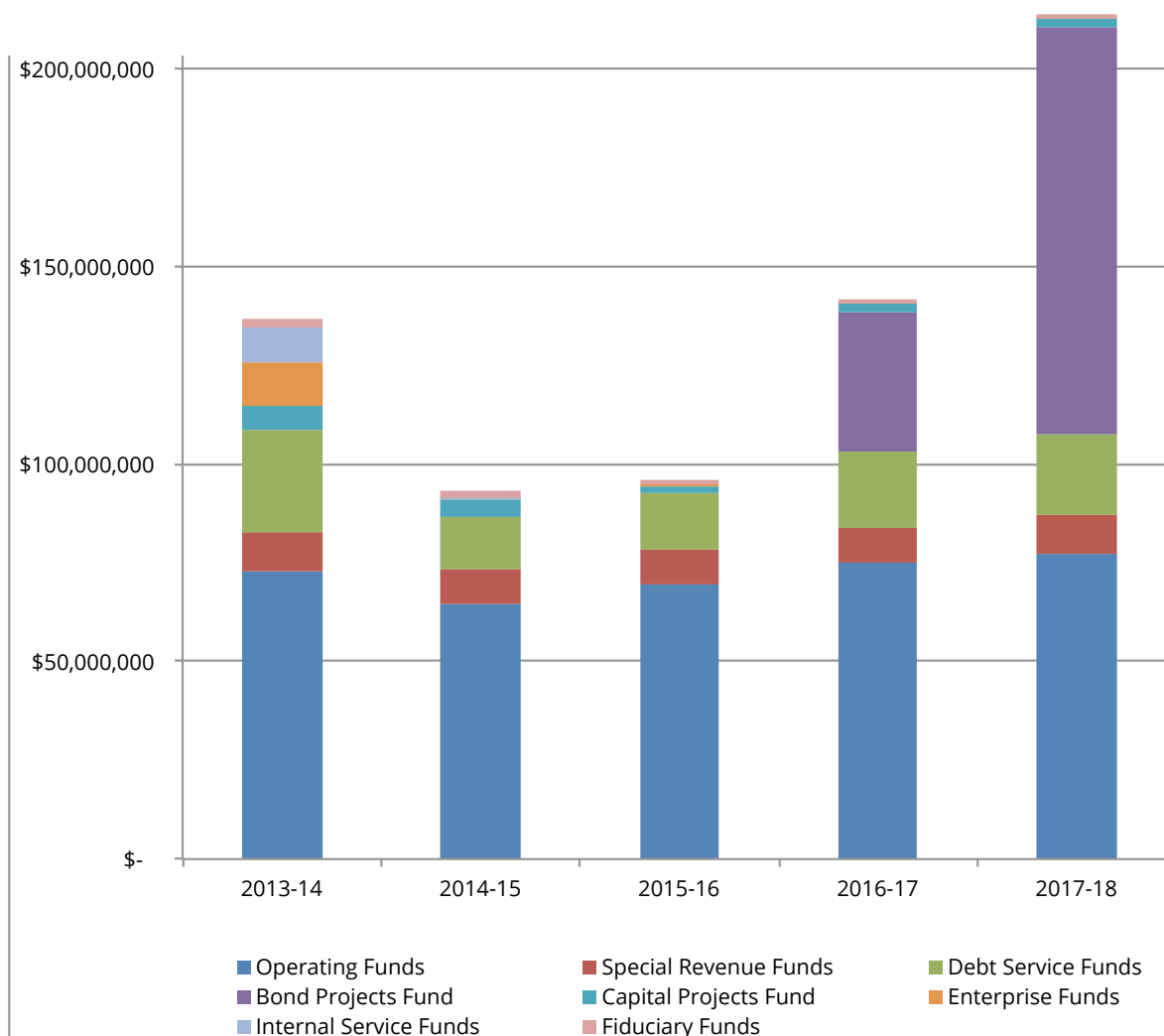


FIVE YEAR APPROPRIATIONS BY FUND TYPE

FUND TYPES	2013-14	2014-15	2015-16	2016-17	2017-18
OPERATING FUNDS	\$72,631,771	\$64,558,579	\$69,299,361	\$74,750,763	\$76,932,750
SPECIAL REVENUE FUNDS	10,100,747	8,543,458	8,938,220	8,864,414	10,011,100
DEBT SERVICE FUNDS	26,058,467	13,509,000	14,079,463	19,690,793	20,682,963
BOND PROJECTS FUND	-	-	-	34,967,316	102,562,367
CAPITAL PROJECTS FUND	5,669,490	4,339,000	2,150,400	2,007,954	2,134,248
ENTERPRISE FUNDS	11,179,316	160,000	368,500	177,100	155,000
INTERNAL SERVICE FUNDS	8,586,372	500,000	-	-	-
FIDUCIARY FUNDS	2,322,964	1,450,000	998,900	1,194,067	1,150,000
	\$136,549,127	\$93,060,037	\$95,834,844	\$141,652,407	\$213,628,428

Note: As of July 1, 2014, the Nutrition Services Fund was re-designated from an Enterprise Fund to a Special Revenue Fund, per C.R.S. 2245-R-3.03(2). The table and chart reflect Nutrition Services Fund as a Special Revenue Fund for all periods for comparison purposes only.

APPROPRIATIONS



BUDGET ADJUSTMENT PLAN NARRATIVE

GENERAL FUND

An increase of per pupil funding along with a forecasted increase of an additional 10 students will contribute an additional \$1.5M of revenue related to School Finance Act Funding.

The district added 2 FTE district-wide due to enrollment growth tied to implementation of an Early College Program. Also, due to the passage of the mill levy the district was able to add 26 FTE across the schools and 6 FTE in operational departments. One additional FTE was retained beyond the staffing formula to support a significant reduction to Berry Creek Middle School enrollment. Staffing for schools is based on a weighted per pupil allocation and included in the Financial Section for the General Fund.

The adopted budget includes compensation increases 1% for cost of living and 1% for performance pay as well as employer-paid PERA increases and health benefits.

The focus continues on the Strategic Plan and the key activities of the District. The significant change in resources is available due to the mill levy override approved by the voters in 2016-17.

The General Fund is budgeted with an ending fund balance of \$12.3M, with \$1.8M due to mill levy override carryover.

NUTRITION SERVICES FUND

Nutrition Services Fund is projected to begin the year with \$308,459. The adopted budget includes the same compensation and benefit increases as the General Fund.

BOND FUND

The Bond Redemption Fund mill levy is projected at 5.303 mills to provide the appropriate funding for the district's debt service obligations. The chart below illustrates the districts annual principal and interest payments.

YEAR ENDED JUN 30,	PRINCIPAL	INTEREST	TOTAL
2018	9,205,000	11,474,963	20,679,963
2019	9,665,000	11,014,931	20,679,931
2020	10,130,000	10,547,425	20,677,425
2021	10,605,000	10,050,750	20,655,750
2022	11,120,000	9,517,850	20,637,850
2023-2027	63,730,000	39,555,663	103,285,663
2028-2032	62,775,000	25,401,625	88,176,625
2033-2037	68,995,000	7,902,375	76,897,375
	246,225,000	125,465,582	371,690,581

Future debt obligations increased due to the voter approved bond initiative in November 2016.

GRANTS FUND

The district will continue to receive funding in 2017-18 from two key sources, NCLB and IDEA Part B. Additionally, awards received in prior years that continue to be funded include; Head Start, Carl Perkins, and the Colorado Department of Public Health and Environment and several other smaller private grants. The district was also awarded a couple of large grants in 2016-17 that will carry over and be expended in 2017-18. Those include PLTW (Project Lead the Way) at Edwards Elementary for \$325,000 and a math partnership grant for \$400,000 both of which will be expended over a three year period. The district continues to pursue grant opportunities in various areas to improve programs offered by the district.

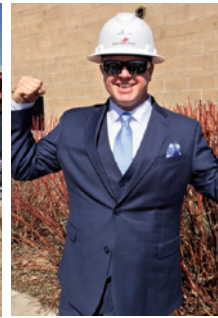
TRANSPORTATION FUND

The transportation mill levy is set to provide \$1,000,000 towards operational expenditures. Additional resources are provided by a \$535,000 transfer from the General Fund and additional local revenues to pay for requested trips. The adopted budget includes performance bonus, employer-paid PERA costs and health benefit increases across all job classes. The budget is set with revenues generating \$1,000 more than what is expended leaving a budgeted ending fund balance of \$42,237 for 2017-18.

BOND

The \$144 million bond measure funds are addressing the district's highest priority facility needs, including:

- ▶ Replacing outdated roofs and plumbing, and performing other critical repairs to extend the useful life of existing facilities and improve energy efficiency.
- ▶ Improving classroom space and building quality across all district facilities.
- ▶ Improving safety and security district-wide, including secure entrances and safety equipment.
- ▶ Adding classrooms and labs at Eagle Valley High School in Gypsum to address rapid enrollment growth. Expanding science, technology, engineering, math (STEM) and career skills programs.
- ▶ Renovating and reconstructing the district's three oldest school buildings: Eagle Valley Elementary School, Eagle Valley Middle School, and Red Sandstone Elementary School.

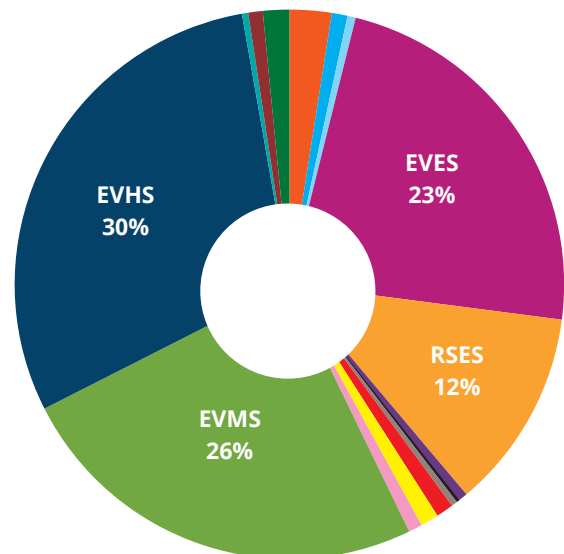


WHERE THE BOND FUNDS GO

The following 16 schools will undergo renovations and improvements.

Construction estimates and schedules are as follows:

Red Hill Elementary	Fall 2017	\$2.5 million
Gypsum Elementary	Summer, 2017	\$950,680
Brush Creek Elementary	Summer 2017	\$502,523
Eagle Valley Elementary School (EVES)	Summer 2018	\$23.8 million
Red Sandstone Elementary School (RSES)	2019	\$12.1 million
Avon Elementary	Summer 2017	\$638,509
June Creek Elementary	Summer 2017	\$96,250
Edwards Elementary	Summer 2017	\$359,851
Homestake Peak	Summer 2017	\$1.0 million
Gypsum Creek Middle School	Summer 2017	\$1.1 million
Berry Creek Middle School	Summer 2017	\$830,065
Eagle Valley Middle School (EVMS)	Summer 2018	\$25.4 million
Eagle Valley High School (EVHS)	Summer 2018	\$30.5 million
Battle Mountain High School	Summer 2017	\$382,484
Red Canyon High School East	Fall 2017	\$872,579
Vail Ski and Snowboard Academy	2019	\$1.5 million



BUILDING FUND

The Building Fund is used to account for all resources available for acquiring capital sites, buildings, and equipment. Examples of such resources include bond sale proceeds, grants, donations, and interfund transfers. This Fund was created in 2016-17 to account for all the projects funded by the 3B bond proceeds.

The budget reflects an estimated \$102,562,367 being expended in 2017-18 leaving an ending fund balance of \$34,220,184 for projects to be completed in the next two years.

CAPITAL RESERVE FUND

Resources available for 2017-18 capital improvements will support various annual allocations including; roof repairs, concrete/asphalt repairs, carpet replacement and HVAC repairs as well as an additional \$650,000 for specific projects and break/fix items. Additional resources are transferred from the General Fund, 3A mill levy resources of \$1,094,248 to support capital purchases of buses, white fleet, maintenance and custodial equipment as well as technology.

DISTRICT HOUSING FUND

The District Housing Fund includes budget to maintain homes and some limited renovation dollars. ECS is planning on spending \$22,000 out of beginning fund balance to support the completion of remodels on two housing units.

EMPLOYEE BENEFIT TRUST FUND

The Employee Benefit Fund was an internal service fund used to account for claims, administrative fees of the district's self-funded Health Insurance employee benefit program. Since the district elected to join an insurance pool the Employee Benefit Trust Fund was closed as of June 30, 2015 however it is included in the 2017-18 Adopted Budget for historical information only.

STUDENT ACTIVITY FUND

No significant changes are anticipated in the 2017-18 fiscal year.



GENERAL FUND

HIGHLIGHTS

2017-18 Total Resources: \$76.6M

- ▶ \$8,224,000 available from 3A mill levy override. \$1.5M increase to School Finance Act including revenue from increased enrollment
- ▶ \$349,200 of available fund balance for one-time expenditures, transfers, and related reserves

2017-18 Total Expenditures: \$74.0M

- ▶ Employees will receive a 1% cost of living increase as well as 1% performance pay. (ET1, ET3, ET4)
- ▶ Employee health benefit increases estimated at 10% will be paid for by the district. (ET1, ET3, ET4)
- ▶ PERA increased cost of 5% will occur at a cost to the district. (ET1, ET3, ET4)
- ▶ The student/teacher ratio will decrease by 0.75 FTE to help reduce class size which equates to hiring an additional 26.0 FTE plus 1.0 FTE for Gifted and Talented support. (LT1, LT2, LT3, LT5, LT6)
- ▶ Staffing has also increased to support Preschool Plus, Career X, Counseling, technology and maintenance with funding provided by 3A mill levy override and additional program funding for Early College. (LT1, LT2, LT4, LT5, LT6)
- ▶ The district has established recommended staffing levels for counseling, art, music and PE. (LT1, LT2, LT3, LT5, LT6)
- ▶ The district is investing in a software program that supports literacy for kids ages 0-5 and grades PK – 3 throughout Eagle County. (LT1-LT10)
- ▶ Additional positions have been approved to expand learning and provide extended learning opportunities. (LT6)
- ▶ Multiple tactics have been identified and provided additional resources to supplement the work currently being done. More detailed information is provided in the Financial Section of the budget document.
- ▶ Contingency accounts have been set up for special projects of \$241,000. (LT7, LT8)

2017-18 Total Ending Reserves: \$12.3M

- ▶ Carryover of 3A mill levy override attributes to \$1.8M of the carryover
- ▶ A required TABOR contingency of \$2.19M is included

2017-18 Total Transfers: \$6.4M

- ▶ Transfer of \$535,000 to the Transportation Fund is an increase of \$25,000
- ▶ Ongoing transfer of \$1M to the Capital Reserve Fund for capital improvements
- ▶ Transfer of \$3.03M to the Charter School Fund based on PPR
- ▶ Transfer of \$1.8M for 3A expenditures



BUDGET FACTS AND ASSUMPTIONS

The 2017-18 Adopted Budget was developed knowing certain facts and making certain assumptions based on information available at the time of preparation. These facts and assumptions are as follows:

FACTS:

1. The budget has been prepared with per pupil revenue of \$7,901.86 via the Colorado Public School Finance Act.
2. 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's Financial Policies and Procedures Handbook. This budget's expenditure estimates were prepared based on program needs, enrollment projections, mandated requirements, employee negotiations, contracted services and anticipated changes in economic conditions.
3. Beginning fund balances plus revenues equal expenditures and ending reserves in all funds.
4. All employee groups will receive a 1% cost of living increase.
5. All employee groups are eligible for a one-time payment up to 1.0% performance based bonus in September 2017, if they are currently employed by the district.
6. The district will cover 100% of all district health benefit increases and PERA increases.

ASSUMPTIONS:

1. Actual funding to the district is primarily provided by the Colorado Public School Finance Act, which is calculated from the projected pupil counts. ECS funded pupil count is projected to increase 10 students to 6,271.8 in 2017-18 and an increase to charter schools of 4 for a total of 6,876.8 district-wide.
Health insurance is projected to increase by 10%.
2. The ratio for assessment of residential property will decrease from 7.96% to 7.20%. The ratio for assessment of commercial property will remain the same at 29%. Eagle County Assessors office has projected an increase in assessed values of 14.5%. This revenue generated from property tax is estimated to increase due to the net impact of these two factors by 4.16 percent or approximately \$127,981,673.

FORECASTED ASSUMPTIONS:

1. School Finance Act dollars increase an average of 2% for the next three years.
2. In an effort to control expenditures we are expecting an increase in salaries of 1% - 2% per year.
3. Benefits are anticipated to increase annually and remaining at an average of 35% of salaries.
4. Purchased services, supplies and equipment are assumed to 1% - 2% per year.
5. Resources will be reallocated on an annual basis in an effort to meet district wide goals.



DOCUMENT SUMMARY

This concludes the Executive Summary portion of the **INTRODUCTORY SECTION**. The purpose of this document is to help the reader understand school finance issues and the process used to create a budget that is fiscally responsible and supports the needs of all students for the upcoming year. The 2017-18 Adopted Budget document provides summary information for a broad look at the financial plan of the district.

The school district's budget is a living document representing the investment our community makes in educating its children. Each year, the district evaluates programs, staffing patterns, and other expenditures in relation to the strategic directions set by the Board of Education, with particular emphasis on student achievement. We are proud of the fact that this community places a premium on academic achievement for all children.

This budget reflects the mission and goals of the Eagle County Schools to provide educational services to its students to the end that the attainments of their goals as members of society are enhanced. The expectation of moderate inflation, improvement of educational services, and continued stabilization of the student population created challenges to maintain necessary expenditures within the limits of available resources and restrictions imposed by the state legislature.

This budget is a prudent plan that balances the many needs of our students within the economic realities of our state and district. The members of the Board of Education have provided outstanding support for the educational services of the district, and the budget reflects the commitment of the board and the community for quality educational programs.

The remaining sections of this document provide detailed and supplementary information to support the budgets as presented.

The **ORGANIZATIONAL SECTION** provides detailed information on the ECS government profile, its facilities, and geographical area. It provides insights into the district's vision, goals, and strategies in the context of supporting student achievement. It details the district's administrative structure, operating departments along with accounting descriptions of fund types, revenue and expenditure classifications, budget, and management practices that regulate operations.

The **FINANCIAL SECTION** provides all the information necessary to understand the structure of the district's financial documents; detailed budget schedules for all funds are included to provide historical financial standings along with debt obligations. Included are the beginning balance, revenue, expenditure, transfers, emergency reserves, and ending balance for all of the district's funds including staffing formulas. Sub-sections include General Fund, Other Funds, and the Charter School Fund detailing five years of revenues and expenditures, three years forecasted and program and staffing summaries.

The **INFORMATIONAL SECTION** includes enrollment trends, historical data comparisons, data, charts, and assorted information in support of the budgets. This section is intended to help the reader have a better understanding of the history and future of the district as a growing entity. Sub-sections include the Appendices and Glossary that provide historical information on the ECS assessed valuation, mill levies, enrollment and pupil count funding, the Colorado Department of Education critical dates, and terms used in the budget document.

The 2016-17 Adopted Budget is available for public review in the Finance Department and the Superintendent's Office at 948 Chambers Avenue, Eagle, (970) 328-6321. The 2017-18 Adopted Budget is also available in PDF format on our website at: <http://www.eagleschools.net/finance/>

For additional district financial information, readers should refer to the Comprehensive Annual Financial Report for the June 30, 2016, fiscal year-end, which is also available on the district's Finance Department web page.



ORGANIZATIONAL SECTION

PROFILE OF THE SCHOOL DISTRICT

Eagle County Schools (“the district”) is a public school district, organized and existing under the School District Organization Act of 1965, Article 30, Title 22, and Colorado Revised Statutes.

The district was formed in 1958 when 16 independent districts were consolidated into a countywide district encompassing the 1,694 square miles of Eagle County, Colorado. The district is located in western Colorado and in the central Rocky Mountains. Eagle County Schools is empowered to levy a property tax of both real and personal properties located within its boundaries.

A seven member board of education elected by the citizens of Eagle County governs the district. Policy-making and legislative authority are vested in the Board of Education. The Board is responsible, among other things, for adopting policies, appointing committees, adopting the budget, and hiring the Superintendent. The Superintendent is responsible for carrying on the policies and regulations of the Board, for overseeing the day-to-day operations of the District and for hiring principals and administrators. The Board is elected on a non-partisan basis at large. Board members serve four year staggered terms, with four or three board members elected every two years. Board members are term-limited at two terms.

BOARD OF EDUCATION MEMBERS

Patrick Hirn	Caroline Knox-Keep
Shelly Jarnot	Felicia Battle
Tessa Kirchner	Kevin Kottenstette
Kate Cocchiarella	

Serving Pre-K through 12th grade students from Vail to Dotsero, including Bond and McCoy, Eagle County Schools is an innovative district comprised of 830 professionals engaging nearly 7,000 students. Our vision is to prepare all of our students to be internationally competitive graduates, who will be successful in their careers or college experience and contribute to their communities in positive and effective ways. The District benchmarks international top performing school systems to model practices that lead to success for all students.

We believe that the only way to improve learning outcomes for students is through better instruction. Consequently, we focus our efforts on an instructional core of educators, learners, and standards. All actions, initiatives, and efforts are viewed through this lens with the expectation that they must shape one of these tenets to be effective.

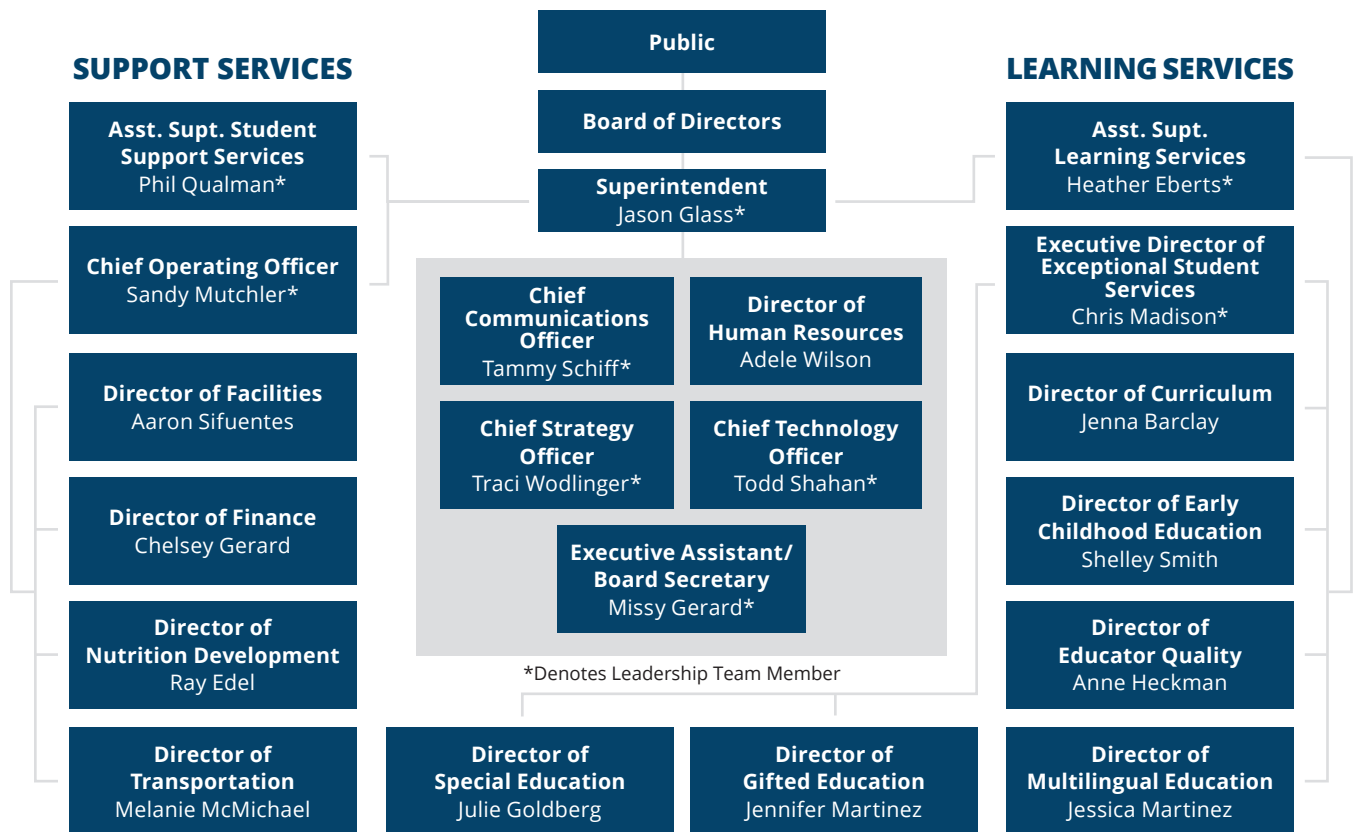
AWARDS & RECOGNITION

Eagle Valley High School ranks in the top 10% of the nation for career and college readiness, according to US News and World Reports. The District has had three Principals of the Year in Colorado, one Superintendent of the Year, and one English Language Learner Director of the Year. Our schools have been recognized as National Blue Ribbon Schools, John Irwin Schools of Excellence and with the Governor’s Distinguished Improvement Award from the Colorado Department of Education.

DEMOGRAPHICS

Our student population is diverse in both demographics and economic background. With 28% of students being English Language Learners compared with the state average of 14.2%, we are also uniquely positioned to evolve into a dual language district with bilingual graduates supporting our vision of international competitiveness. While geographically positioned near affluent communities like Vail and Beaver Creek, 41% of our students qualify for free and reduced lunch. Our schools and students are supported by active PTAs, local non-profit foundations, youth services-focused organizations, and a variety of private-public partnerships and individual philanthropists.

2017-2018 DISTRICT ORGANIZATION



IN SUPPORT OF OUR SCHOOLS

ELEMENTARY SCHOOLS

Avon Roy Getchell 298 Students	Gypsum Mitch Forsberg 376 Students
Brush Creek Brooke Cole 414 Students	Homestake Peak Bobby Young 299 Students (P-5)
Eagle County Charter Kim Walter 229 Students (K-5)	June Creek Erika Donahue 308 Students
Eagle Valley Elementary Tiffany Dougherty 418 Students	Red Hill Eric Olsen 399 Students
Edwards Matt Abramowitz 300 Students	Red Sandstone Marcie Laidman 226 Students

MIDDLE SCHOOLS

Berry Creek Amy Vanwel 311 Students
Eagle County Charter Kim Walter 117 Students (6-8)
Eagle Valley Middle Katie Jarnot 353 Students
Gypsum Creek Dave Russell 386 Students
Homestake Peak Bobby Young 275 Students
Vail Ski & Snowboard Geoff Grimmer 111 Students (5-8)

HIGH SCHOOLS

Battle Mountain Rob Parish 925 Students
Eagle Valley Greg Doan 921 Students (6-8)
Red Canyon Wade Hill 177 Students
Vail Ski & Snowboard Geoff Grimmer 110 Students (9-12)
World Academy Wade Hill 50 Students

Student count reflects 2017-18 projected enrollment

■ Feeder Schools to Battle Mountain High School

■ Feeder Schools to Eagle Valley High School

Our vision is to prepare all of our students to be global-ready graduates, who will be successful in their careers or college experience and contribute to their communities in positive and effective ways.

The District benchmarks international top performing schools to model practices that lead to success for all students. We believe that the only way to improve learning outcomes for students is through better instruction. Consequently, we focus our efforts on an instructional core of educators, learners, and standards. All actions, initiatives, and efforts are viewed through this lens with the expectation that they must shape one of these three tenets in order to be effective.

DELIVERING GLOBAL-READY GRADUATES

OUR MISSION

We teach the children of Eagle County to have creative and active minds, compassion for others, enthusiasm for lifelong learning, and the courage to act on their dreams.

OUR VALUES

- ▶ Engaged Learners
- ▶ Inspired Professionals
- ▶ A Sense of Adventure
- ▶ A Caring Community
- ▶ A Commitment to Equity



STRATEGIES AND TACTICS



LEARNERS

PROVIDE A SYSTEM OF CUSTOMIZED LEARNING

TACTIC 1: Implement robust response to Instruction systems which create multi-step, fail-safe processes.

TACTIC 2: Create clear and customized pathways to college or careers at the secondary level.

TACTIC 3: Tailor instruction at all age levels for exceptional students, both gifted and special education.

TACTIC 4: Leverage and expand online and blended learning opportunities.

TACTIC 5: Shift toward student progression based on mastery of learning instead of time-based notions of learning.

TACTIC 6: Implement supports which provide extended and expanded learning opportunities outside the regular curriculum.

TACTIC 7: Expand multi-lingual opportunities across the district with the goal of every student graduating from Eagle County Schools being able to speak multiple languages.

TACTIC 8: Ensure that all English language learners have a masterful command of the English language and academic content.

TACTIC 9: Ensure that students become self-directed learners.

TACTIC 10: Achieve demographic balance in schools to ensure high-quality, diverse learning environments.



TACTICS	PLANNING	CAPACITY	EVIDENCE OF PROGRESS	LIKELIHOOD OF SUCCESS	SMART GOALS
L T1-Response to Instruction (HE)					By spring of SY 19-20, all schools will operationalize the four key components of RtI (screening, progress monitoring, multi-level system of support, data-based decision-making) in all classrooms to a level of practice of 3 or more as measured by the RtI Essential Components Integrity Rubric.
L T2-Customized pathways (PQ)					By 2020, all students will forge a clear and customized pathway to college and career as measured by participation and performance in AP/DE courses, and district experiential programs (work-study, internship, independent study).
L T3-Tailor inst. for exceptional students (CM, JM)					95% of students in gifted education will meet or exceed expectations in grades 3, 5, and 8 by 2020 as measured by PARCC ELA and Math. 85% of students in gifted education taking AP classes will score a 3 or above by 2021.
L T4-Online and blended (BB)	Did not report out on this tactic				The ownership of this tactic has been moved from Learning Services to Technology.
L T5-Competency-based learning (HE)					The ownership of this tactic has moved over the course of three years: Year 1 - Mary Ann Stavney; Year 2 - Phil Qualman; Year 3 - Heather Eberts
L T6-Extended and expanded learning opportunities (PQ)					By SY2020-21, ECS will have established effective, collaborative relationships with 100% of the organizations or individuals identified in the Partnership Asset Map.
L T7-Multilingual (JM)					90% of graduating students will be linguistically and culturally proficient in 2 or more languages as measured by the Seal of Biliteracy by 2028.
L T8-ELLs (JM)					Current: 80% of graduating ELLs & FELLs will be college ready by 2028, per ACT (Eng 18 & Math 22) Next year: 80% of graduating ELLs & FELLs will be college ready by 2028, per SAT (1000-1020)
L T9-Student-directed learners (HE)					90% of students display the characteristics of self-directed learners as measured by XXXX by FY 2020 // 90% of students report XXXX GALLUP SURVEY by FY 2020. Engagement - the involvement in and enthusiasm for school; Hope - the ideas and energy students have for the future; Entrepreneurial Aspiration - the talent & energy necessary to build businesses that survive, thrive & employ others; Financial/Career Literacy - the information, attitudes and behaviors that students need for healthy participation in the economy.
L T10-Demographic balance (JG)					Smart Goal: By 2020, the ethnic enrollment of all schools will be made up of at least 25% Hispanic and 25% Caucasian (i.e. no less than 25% in either of the two main demographic groups).
<div> Highly Problematic — requires urgent and decisive action Mixed — aspect(s) require substantial attention, some good </div> <div> Problematic — requires substantial attention, some aspects need urgent attention Good — requires refinement and systematic implementation </div>					



EDUCATORS

ADVANCE A PROFESSIONAL MODEL OF TEACHING

TACTIC 1: Recruit an abundance of the highest quality educators.

TACTIC 2: Create a local system to develop quality educators.

TACTIC 3: Remain incredibly selective about whom we allow to begin or to remain teaching in our schools.

TACTIC 4: Competitively compensation, recognition, and supports for our new and existing educators.

TACTIC 5: Evolve and expand educator leadership options.



TACTIC 6: Use our existing professional learning model to empower our educators.

TACTIC 7: Support educators with opportunities to enrich their content knowledge and pedagogy.

TACTIC 8: Entrust principals with the responsibility of building high-quality schools.

TACTICS	PLANNING	CAPACITY	EVIDENCE OF PROGRESS	LIKELIHOOD OF SUCCESS	SMART GOALS
E T1-Recruitment (AH)					Annually, ECS will successfully recruit applicants so that each posted teaching position has a minimum of 12 candidates.
E T2-Develop quality educators (LQ)					By SY 2020-2021, annually at least 15 new educators, or 20% of teachers hired, will be high quality educators from our own local systems and pathways.
E T3-Select and remain (AH)					Select: By 2019-2020, 95% of teachers hired in ECS will score a 72 or higher on Gallup's Teacher Insight. Remain: Annually, ECS will achieve a 2%, or lower, educator dismissal rate.
E T4-Retention (AW)					Compensation: By SY 2018-2019 increase educator salaries: Base salary to \$41,400 (a total of 7.5% increase); Average entering salary; Average educator salary Recognition: we should "give reverence" to the profession of teaching and find as many ways as possible to recognize educator accomplishments (Colorado Teacher of the Year) - In development Support: this is how we personally support educators as members of their communities and Eagle County (early distribution of rental opportunities) - In development"
E T5-Teacher leadership (AH)	Teacher Leadership Model Developed and Presented to BOE				
E T6-Empowerment (AH)					By the close of SY 18-19, 95% of ECS educators will state that they are empowered to work together to solve the challenges they face in the day-to-day practice and that they have the authority to take action on the decisions made collaboratively.
E T7- Content knowledge and pedagogy (AH)					By SY 2019-2020 our Professional Learning Index* will have a 90% response rate and 90% of the responses will be 3 or 4 on a 1-4 scale. *Our Professional Learning Index will be compiled of all the survey data for any professional learning opportunity that gets entered into True North Logic (will be live on July 1, 2016).
E T8-Entrust principals (HE)					Potential Goals: 100% of principals have built a high quality school as measured by a high quality schools index by FY 2020. 100% of principals report that they believe/feel they have been empowered to employ methods they see needed at their school-sites to build high-quality schools by FY 2020. I believe I have the authority and flexibility to make decisions at my school. Here is how I know...
<div> ● Highly Problematic — requires urgent and decisive action ● Mixed — aspect(s) require substantial attention, some good </div> <div> ● Problematic — requires substantial attention, some aspects need urgent attention ● Good — requires refinement and systematic implementation </div>					



STANDARDS

ALIGN CURRICULUM AND PRACTICES TO HIGH STANDARDS

TACTIC 1: Follow established cycles to align our curriculum, formative assessments, and resources in all content areas with the Colorado Academic Standards, internationally benchmarked standards, internationally competitive systems, and global-ready skills.

TACTIC 2: Utilize formative assessments and the formative assessment process to drive instructional next steps.

TACTIC 3: Ensure that students and teachers are engaging in tasks aligned to global-ready skills.



TACTICS	PLANNING	CAPACITY	EVIDENCE OF PROGRESS	LIKELIHOOD OF SUCCESS	SMART GOALS
S T1-Alignment (JB)					By school year 16-17, 100 % of courses in English Language Arts, Math, Science, Social Studies, Art, Music, and PE will align with high standards by achieving a 3 or higher on EQiP rubric. By school year 2016-2017, 100% of courses in ELA, Math, Science, Social Studies, Art Music, and PE will have aligned lessons, resources, and tasks to support instruction to high standards. By school year 2016-2017, 100% of ECS developed curricula will call attention to global-ready skills and have aligned global-ready tasks as evidenced by achieving a rating of "21st Century" on the MILE Guide.
S T2-Formative assessment (JB)					By school year 16-17, 100 % of core-content courses will have aligned formative assessment resources.
S T3-Global-ready tasks (JB)					By SY 2019-2020, all students will engage with tasks aligned to global-ready skills at least 6 times per quarter (32 times per year).



TECHNOLOGY

ADAPT PRACTICES TO INTEGRATE TECHNOLOGY INTO THE LEARNING PROCESS

TACTIC 1: Develop media-rich schools.

TACTIC 2: Provide high-quality, state-of-the-art devices for each student.

TACTIC 3: Develop curricula for technology, including specific pathways.



TACTICS	PLANNING	CAPACITY	EVIDENCE OF PROGRESS	LIKELIHOOD OF SUCCESS	SMART GOALS
T T1-Media-rich (BR)					All schools will score a 10 on The Media-Rich "Meter" by year 2020-2021.
T T2-1-to-1 devices (TS)					All students will have access to a state-of-the-art device by School Year 2021-22.
T T3-Develop curriculum (BB) – teaching with tech					By SY 2019-20 all Units of Study will have resources that incorporate technology tools that expand and enhance the content of the unit.
T T3-Develop curriculum (BB) – accelerated pathways					By SY2019-20 100% of students, who wish to participate in accelerated pathways, will be placed in one the available accelerated pathways.
<div> <div>● Highly Problematic — requires urgent and decisive action</div> <div>● Problematic — requires substantial attention, some aspects need urgent attention</div> <div>● Mixed — aspect(s) require substantial attention, some good</div> <div>● Good — requires refinement and systematic implementation</div> </div>					



WRAP-AROUND

PROVIDE INTERNAL AND EXTERNAL SUPPORTS THAT REMOVE BARRIERS TO LEARNING



INTERNAL

TACTIC 1: Maintain a safe and functional learning environment.

TACTIC 2: Provide safe and reliable transportation of students.

TACTIC 3: Provide healthy and nutritious meals.

TACTIC 4: Provide school counseling services.

TACTICS	PLANNING	CAPACITY	EVIDENCE OF PROGRESS	LIKELIHOOD OF SUCCESS	SMART GOALS
T1-Buildings and grounds (AS)					Annually, remain compliant with Federal and State of Colorado facility statute inspections and act on findings. Annually, implement best practices to protect and extend the life of our schools.
T2-Transportation (MM)					Annually: driver-error accident rates, based on number of trips, will be less than .01%; student and parent incident reports will be less than .01% of total trips; on-time rates (on days without inclement weather) will be 95% or higher.
T3-Healthy meals (RE)					We will use the highest quality ingredients to prepare balanced meals which provide for the nutritional needs of our customers and accommodate a diverse variety of flavor palates while maintaining financial stability. Annually, 15% of menu items will be improved.
T4-Counseling (PQ)					Each ECS school will achieve ASCA certification by completing the RAMP process (Recommended ASCS Model Program) by 2021.

EXTERNAL

TACTIC 1: Engage and involve parents and families.

TACTIC 2: Engage and leverage community organizations.

TACTIC 3: Provide a comprehensive and robust community-wide system around early childhood.

TACTICS	PLANNING	CAPACITY	EVIDENCE OF PROGRESS	LIKELIHOOD OF SUCCESS	SMART GOALS
T1-Parents and families (TS)					By 2020, have consistently growing levels of engaged and participating families, in both high impact/academically and low impact/socially focused school activities, where the participants are representative of all segments of our community.
T2-Community organizations (PQ)					By 2020 ECS will have 100 business partners enrolled in the CareerX program. ECS leaders will continue to represent the interests of students by participating on boards and steering committees of local organizations.
T3-Early childhood (SS) – programs in Eagle County					By end of school year 2021, at least 90% of Kindergarten children will be at or above grade level expectations. A growth of at least 10% will occur each year starting in 2016-2017 until 2021 goal is attained.
<div> ● Highly Problematic — requires urgent and decisive action ● Mixed — aspect(s) require substantial attention, some good </div> <div> ● Problematic — requires substantial attention, some aspects need urgent attention ● Good — requires refinement and systematic implementation </div>					



COMMUNICATIONS

FOSTER AND ADVANCE STAKEHOLDER AWARENESS, ENGAGEMENT, AND SUPPORT



TACTIC 1: Develop and implement a comprehensive communications plan to meet the information needs of core audiences: students, teachers, parents, and community.

TACTIC 2: Trigger and support grassroots advocacy efforts around local, state, and national public education issues.

TACTIC 3: Orchestrate a systematic and efficient emergency-level communications and safety protocol focused on preparedness and in-the-moment response.

TACTICS	PLANNING	CAPACITY	EVIDENCE OF PROGRESS	LIKELIHOOD OF SUCCESS	SMART GOALS
CT1-Communications plan					Implement a comprehensive communications plan including public relations, social media, marketing communications, community outreach and engagement programs. By 2020, 80% of our core audiences will indicate a positive opinion of the District and its progress and indicate that their information needs for district activities, progress, and success will have been met.
CT2-Grassroots advocacy					By 2020, have a consistent and growing flow of individuals committed to advocacy in support of public education. Achieve at least 10% annual growth of engaged individuals across our schools (PTAs, SAC, DAC), local organizations (FLTI, Efec, Parent Mentors, ERYC), and general community constituents.
CT3-Emergency and safety communications and protocols					By 2020, achieve 90% participation by all district families in the Eagle County Emergency Alert system for bus, school-level, and district initiated alerts in emergency situations and 100% complete contact information in ECS SchoolMessenger system.

● **Highly Problematic** — requires urgent and decisive action
● **Mixed** — aspect(s) require substantial attention, some good

● **Problematic** — requires substantial attention, some aspects need urgent attention
● **Good** — requires refinement and systematic implementation





FINANCES

MAINTAIN STAKEHOLDER TRUST THROUGH TRANSPARENT MANAGEMENT OF DISTRICT FINANCES

TACTIC 1: Maintain a community-based finance committee to provide additional oversight on audit reports.

TACTIC 2: Provide clear communications to stakeholders on fiscal matters.

TACTIC 3: Develop and maintain a comprehensive, outcomes-based budgeting strategy, including five-year planning.

TACTIC 4: Identify opportunities to continuously strengthen the district's financial base.

TACTIC 5: Evaluate district programs based on a return-on-investment analysis.

TACTIC 6: Create and maintain a long-range Facilities Master Plan in concert with the academic program.

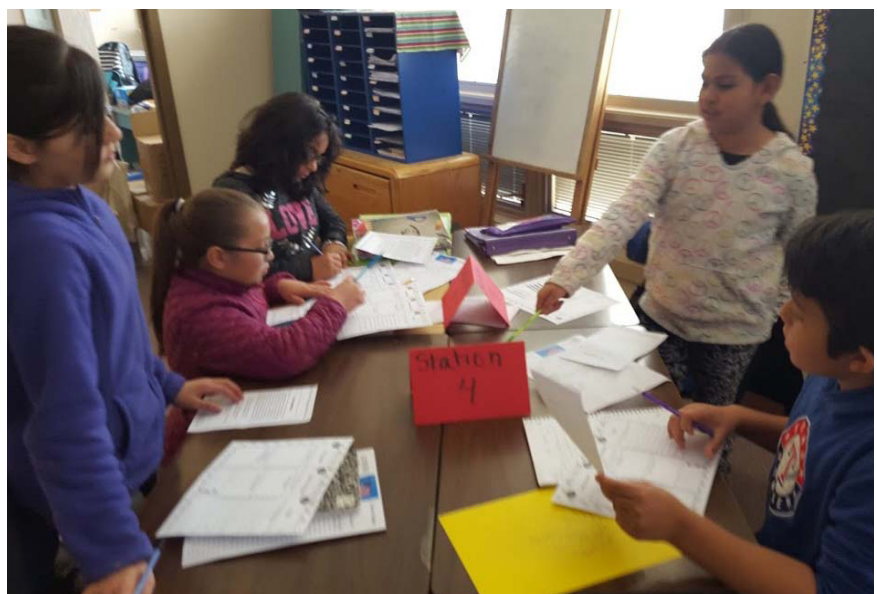


TACTICS	PLANNING	CAPACITY	EVIDENCE OF PROGRESS	LIKELIHOOD OF SUCCESS	SMART GOALS
F T1-Finance committee					To have a knowledgeable, active and engaged committee of 5 community members, up to 2 board members and 2 district finance staff with varying financial experience that meets on a regular quarterly basis, providing reports and recommendations to the Board of Education with respect to the annual budget and financial statements as they align to the Strategic Plan.
F T2-Communications					By 2020, 80% of the community will indicate a positive perception that Eagle County Schools manages its resources effectively and that they are well informed about the financial condition of the district.
F T3-Outcomes-based budget					By June 2016, create a Strategic Financial Plan that identifies resource needs to fully implement the Strategic Plan, at the tactic level, over a five year period of time.
F T4-Financial base					On an annual basis, 100% of the Board of Education, are assured the district is operating in a fiscally prudent manner with a high level of financial stewardship.
F T5-Return on investment					If we have a process in place to track multiple programs across multiple target populations with metrics used to evaluate costs then ECS will improve decision-making regarding tradeoffs of cost, equity, and outcomes providing an opportunity to efficiently and effectively use district resources to generate positive student outcomes.
F T6-Facilities master plan					To identify long-range facility needs that address facility condition, space and academic programming needs throughout the District by December 31, 2015.

● **Highly Problematic** — requires urgent and decisive action
● **Mixed** — aspect(s) require substantial attention, some good

● **Problematic** — requires substantial attention, some aspects need urgent attention
● **Good** — requires refinement and systematic implementation

The annual spending plan is a blueprint for the district to provide quality instruction and educational programs for all students, in order to address the values identified. As part of the district's budget development process, the board strives to align human and financial resources with student needs in order to realize the greatest possible impact upon student achievement. Detailed revenue, expenditures, and staff allocation formulas that support educational programs and services needed to address values we support can be found in the Financial Section of this book.



COST OF TACTICS

TACTIC	AMOUNT
L T1-Response to Instruction (HE)	\$441,300
L T2-Customized pathways (PQ)	161,680
L T3-Tailor inst. for exceptional students (CM, JM)	4,186,460
L T4-Online and blended (BB)	50,199
L T5-Competency-based learning (HE)	70,000
L T6-Extended and expanded learning opportunities (PQ)	41,500
L T7-Multilingual (JM)	54,500
L T8-ELLs (JM)	452,212
L T9-Student-directed learners (HE)	2,500
L T10-Demographic balance (JG)	-
E T1-Recruitment (AH)	42,750
E T2-Develop quality educators (LQ)	50,500
E T3-Select and remain (AH)	15,000
E T4-Retention (AW)	21,000
E T5-Teacher leadership (AH)	8,800
E T6-Empowerment (AH)	10,500
E T7- Content knowledge and pedagogy (AH)	566,760
E T8-Entrust principals (HE)	-
S T1-Alignment (JB)	137,000
S T3-Global-ready tasks (JB)	145,800
T T1-Technology Integration (BR)	90,200
T T2-Connect2Learn (TS)	201,500
T T3-Develop curriculum (BB) – teaching with tech	2,000
T T4 - Infrastructure (SL)	296,000
T1-Buildings and grounds (AS)	2,050,530
T2-Transportation (MM)	2,866,500
T3-Healthy meals (RE)	1,979,100
T4-Counseling (PQ)	50,350
T1-Parents and families (TS)	21,600
T2-Community organizations (PQ)	10,000
T3-Early childhood (SS) – programs in Eagle County	2,898,875
C T1-Communications plan	226,920
C T2-Grassroots advocacy	25,350
C T3-Emergency and safety communications and protocols	7,050
F T1-Finance committee	5,000
F T2-Communications	21,400
F T3-Outcomes-based budget	68,030
F T4-Financial base	59,060
F T5-Return on investment	20,000
F T6-Facilities master plan	93,490
Total	\$17,451,416

BUDGET DEVELOPMENT PROCESS

School boards and superintendents in all 178 Colorado districts face many budget challenges. At ECS, driving forces considered by the board and the superintendent for the 2017-18 budget included: an increase in employer contributions to the Public Employment Retirement Association (PERA), continuing challenges with the state and local economy, the impact of decisions made by the 2017 legislature, the cost of negotiated contracts with employee groups, and goals for improving achievement for under-served students.

This budget, as proposed to the Board of Education, was prepared considering the needs and values of students, parents, employees, and taxpayers. Throughout the stages of the budget process, the board must balance the needs of students, parents, and employees with the fiscal responsibility it has to the taxpayers. Although ECS students exceed in aggregate the state average on all universally administered performance measures, achievement gaps exist for certain targeted groups. The budget development process brings to the forefront the needs of those students and allows funding decisions to be made that provide the necessary resources to increase the proficiency level of all students.

BUDGET OVERVIEW

The annual operating budget represents the district's plan to ensure financial resources are spent in as efficient and effective manner as possible to meet the district's goals. It has been developed to allocate the district's resources to programs and services that add value to the educational excellence the district provides its students.

The purpose of this budget document is to serve as a policy document, financial plan, operation guide and communication device.

BUDGET PROCESS

Eagle County School's budget process is on-going. It is developed to strategically focus the district's resources into programs and services that meet the changing needs of students.

The Budget Principles, guidelines, and all information necessary to develop a budget are sent to each tactic owner and budget manager to determine the placement of allocated funds which best meets the needs of their students or departments.

Tactic owners present to the Board of Education, Leadership, Administrative Team, District Accountability Committee (DAC) and to the Insiders Academy information about their tactics and the resources needed to meet their goals. Based on this information DAC makes an annual recommendation to the Board of Education for the areas they see are important to fund. Feedback from all the other committees and teams are shared, reviewed and analyzed to prioritize resource allocations.

During May, the Superintendent of Schools submits to the Board of Education a proposed budget for all funds for the fiscal year commencing the following July 1. The budget includes proposed expenditures and the means of financing them. Public comment is encouraged by the Board of Education to obtain taxpayer comments. Prior to June 30, the budget is adopted by formal resolution.

ECS began the budget process with the development of a calendar. The following chart summarizes the process, timelines, and decision points of the budget development process. From year to year, the timeline varies only slightly as statutory and contractual deadlines provide the milestones for the process. Similarly, information and data generally becomes available in a parallel timeline. Additional details on the budget process are included in Appendix A, Policy DB: Annual Budget; DBD: Determination of Budget Priorities; DBF: Budget Hearings and Reviews; DBG: Budget Adoption; DBG-E: Deadlines in Budgeting Process Set By Statute; DBI: Budget Implementation; DBJ: Budget Transfers

BUDGET PROCESS FOR CAPITAL RESERVE

Tactic owners and budget managers can submit requests for capital projects that are not currently being addressed through bond proceeds. These requests are reviewed and evaluated by the Director of Facilities. Projects that address health and safety are considered first priority. These projects are presented to the Board as part of the budget process and approval.

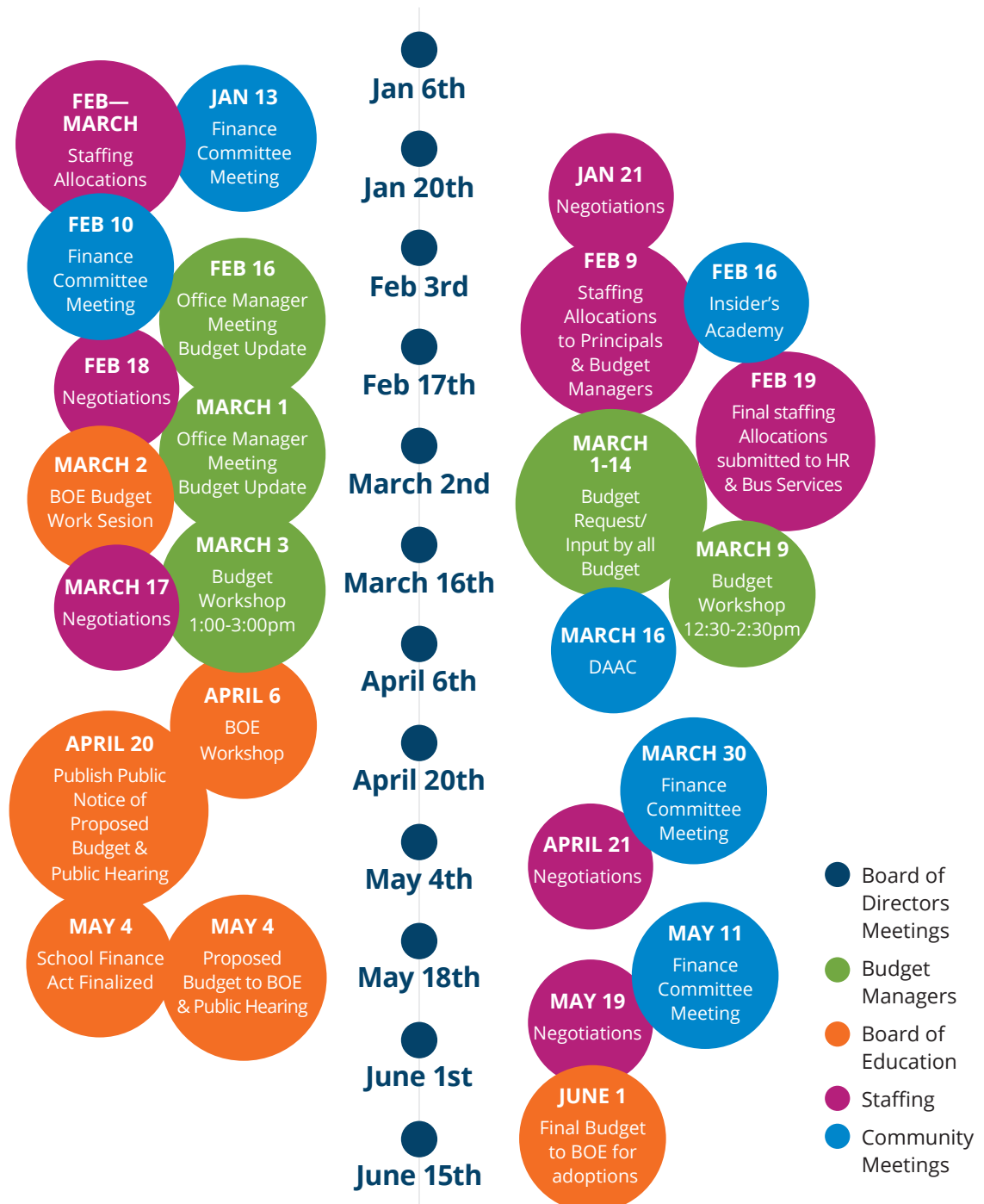
BUDGET PROCESS FOR OTHER LOCAL REVENUE SOURCES

ECS annually evaluates opportunities to generate other local revenue sources. We currently received revenues for cell towers, tuition, rental income, and fees charged.

2017-18 BUDGET DEVELOPMENT CALENDAR

The budget process does not end with the final approval of the new fiscal year's budget. As costs are incurred during the current year, they are recorded against the program and line item budget amount so that an accurate picture of the comparison between expenditures and budget allocation always exists. Any revisions that alter the total of any fund appropriation must be approved by the Board of Education.

Also per C.R.S.22-44-110 (5) After the adoption of the budget, the board may review and change the budget, with respect to both revenues and expenditures, at any time prior to January 31 of the fiscal year for which the budget was adopted. After January 31, the board shall not review or change the budget except as authorized by this article; except that, where money for a specific purpose from other than ad valorem taxes subsequently becomes available to meet a contingency, the board may adopt a supplemental budget for expenditures not to exceed the amount of said money and may appropriate said money.



BASIS OF BUDGETING AND ACCOUNTING

Eagle County Schools reports 9 funds, however only 8 are currently active. The description and structure they follow is defined below. All funds are appropriated.

FUND TYPES	SAME METHODOLOGY IS USED FOR BUDGETING & ACCOUNTING	
	BASIS OF BUDGETING	BASIS OF ACCOUNTING
Governmental Funds: ▶ General Fund ▶ Special Revenue Funds <ul style="list-style-type: none"> • Nutrition Services Fund • Grants Fund • Transportation Fund • Activity Fund ▶ Bond Fund ▶ Building Fund ▶ Capital Reserve Fund	MODIFIED ACCRUAL – Revenues are recognized as soon as they are both measurable and available. Expenditures are recorded when the related liability is incurred, with the exception of general obligations and capital lease debt service, which is recognized when due, and certain accrued sick and personal pay, which are accounted for as expenditures when expected to be liquidated with expendable available financial resources. Encumbrances lapse at year-end.	MODIFIED ACCRUAL – Revenues are recognized as soon as they are both measurable and available. Expenditures are recorded when the related liability is incurred, with the exception of general obligations and capital lease debt service, which is recognized when due, and certain accrued sick and personal pay, which are accounted for as expenditures when expected to be liquidated with expendable available financial resources. Encumbrances lapse at year-end.
Proprietary Funds – Business-type activities: ▶ District Housing Fund	FULL ACCRUAL – Recognition occurs when revenues are earned and expenses are incurred. Encumbrances lapse at year-end.	FULL ACCRUAL – Recognition occurs when revenues are earned and expenses are incurred. Encumbrances lapse at year-end.

FINANCIAL INFORMATION

INTERNAL CONTROL

District management is responsible for establishing and maintaining internal controls designed to ensure that the assets of the district are protected from loss, theft, or misuse. Adequate accounting data must also be compiled to allow for the preparation of financial statements in conformity with GAAP. The internal controls are designed to provide reasonable, but not absolute, assurance that these objectives are met. The concept of reasonable assurance recognizes that:

1. the cost of a control should not exceed the benefits likely to be derived
2. the valuation of costs and benefits requires estimates and judgments by management.

SINGLE AUDIT

As a recipient of federal, state, and local financial assistance, the district is responsible for ensuring that adequate internal controls are in place to guarantee compliance with all related applicable laws and regulations related to financial programs. As a part of the district's single audit, tests are made to determine the adequacy of internal control, including that portion related to federal award programs as well as to determine that the district has complied with applicable laws and regulations, contracts, and grants. The results of the district's single audit for the fiscal year ended June 30, 2016, provided no instances of material weaknesses or reportable conditions in internal control or material violations of applicable laws, regulations, contracts, and grants.

BUDGETING CONTROLS

The district maintains numerous budgetary controls. The objective of these controls is to ensure compliance with legal provisions embodied in the annual appropriated budget adopted by the Board of Education. Budgetary controls include an encumbrance accounting system, expenditure control, and position control. The district's financial system provides budget managers with online capabilities to view outstanding orders and available funds for all accounts in their department or school. Encumbered amounts lapse at year end and are generally re-established in the following year as an obligation against that year's appropriated budget. The policies adopted by the Board of Education related to fiscal management and the budget process can be found in the Informational Section of this document.

CASH MANAGEMENT

The cash management and investment practices of the district follow ECS's Investment Policy and state law. The district's investments are managed in a manner that optimizes the return on investments and minimizes risk while providing needed liquidity. The board receives a quarterly investment portfolio report in the regular quarterly financial report. In order to meet its cash flow requirements the district will participate in the State of Colorado's Interest Free Loan Program. This program allows the district to borrow funds from the State Treasury as needed to fund its operations, repaying those funds once property tax revenues begin flowing into the district in March. In June 2017, district staff will request authorization from the board to borrow an amount greater than that of 2016-17 from this program for the second half of the 2017-18 fiscal year. All funds will be repaid to the State Treasury by June 30, 2018.

RISK MANAGEMENT

The district participates in a self-insurance pool, for property/liability insurance. The property/liability insurance for the district is provided through the Colorado School Districts Self-Insurance Pool, which is comprised of over 100 school districts. The workers' compensation coverage for the district is provided through the Pinnacol.

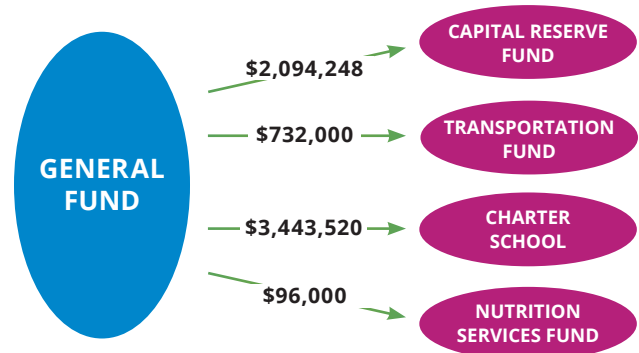
FINANCE COMMITTEE

In October 2012, under the Board of Education Governance Policy EL-6, a Finance Committee was established. The committee is made up of five community members with financial experience, two Board of Education members, the district's chief operating officer; the district's director of finance.

The primary goals of the committee are as follows:

- ▶ The Finance Advisory Committee shall review and monitor the financial operation of the district.
- ▶ The committee shall review and make recommendations with respect to the proposed annual budget as it aligns to the Strategic Plan. Such review and recommendations shall consider and include an evaluation of the total revenue available for school district expenditures during the budgetary year and determine if proposed expenditures are aligned with the Strategic Plan.
- ▶ The committee shall review financial statements and periodically monitor revenues and expenses for compliance with the budget as adopted.
- ▶ The committee shall review short-term and long-term financial planning options.
- ▶ Stay informed on current legislation and other events that may affect school finance.
- ▶ The committee shall consider long-range capital improvement programs and related financing.
- ▶ The committee will review the proposed annual budget and shall report and provide opinions on the alignment with the strategic plan and district financial policies and procedures.

Resources can be transferred between funds as illustrated below:



3A CITIZEN OVERSIGHT COMMITTEE

The Board of Education affirmatively placed two tax proposals on the ballot for the November 2016 election. The first of these, known as question 3A (a mill levy override), includes an accountability provision requiring the creation of a citizen oversight committee. The purpose of this memorandum is to state the charge to the oversight committee, representative membership, meetings, consensus processes and reporting to the public.

The Mill Levy Override Citizen Oversight Committee serves to review the expenditures related to the November 2016 ballot question known as 3A and report on those expenditures to the Eagle County community. The Oversight Committee shall review expenditures of 3A revenues, monitoring that they are all being spent in accordance with the identified categories noted in the ballot question, including:

- Recruiting and retaining quality teachers and staff;
- Reduce class sizes;
- Restoring programs like art, music, technology, counseling and physical education which were cut;
- Replace outdated textbooks & learning materials;
- Expand services in the district's current preschool programs;
- Fund ongoing necessary maintenance of school facilities and funding transportation.

In addition, the committee shall review and report on the district's adherence to the accountability provisions also noted in ballot question 3A, specifically that none of these funds are spent on senior district administration.

The function of this committee is to validate that and report that funds are spent in accordance with the categorical areas approved by voters. The authority to make determinations on specific allocations within these aforementioned categories is reserved as a budgeting responsibility to the Board of Education and is specifically outside the scope of this committee.

BUDGET COMMITTEE

In November 2016 the district committed to joining the GFOA (Government Finance Officers Association) Alliance for Excellence in School Budgeting. Their focus is around developing, communicating and encouraging best practice implementation in budgeting and financial planning. As part of the best practice we have created a budget committee to provide a governance structure for the budget process. The participants were charged with establishing Budget Principles and creating a Budget Review Tool. These documents can be found in Appendix F. Participants included:

- Chief Operations Officer
- Director of Finance
- Assistant Superintendent of Learning Services
- Assistant Superintendent of Student Support Services
- Chief Strategy Officer
- Director of Exceptional Student Services
- Director of Early Childhood
- Director of Educator Quality
- Director of Multilingual Education
- Director of Curriculum
- Principals from Elementary, Middle & High School
- Education Technology Specialist
- Director of Human Resources

The Budget Committee will continue to evolve and judge the success of the budget process, including establishing additional measures to determine if the criteria are being met.

INDEPENDENT AUDIT

State statute requires an annual audit by independent certified public accountants. The accounting firm of Swanhorst & Company LLC was appointed by the Board of Education to perform these audits beginning with the June 30, 2010, fiscal year. In addition to meeting the requirements set forth in state statutes, the audit is also designed to meet the requirements of the Single Audit Act of 1984 and related OMB Circular A-133. The Comprehensive Annual Financial Report (CAFR) for the year ended June 30, 2016, as well as previous fiscal years, can be found on the district's website at: <http://www.eagleschools.net/finance>.

FUND BALANCE REQUIREMENTS

In order to meet the challenges of school funding in Colorado, ECS adopted Board of Education Governance Policy EL-8 which dictates a minimum level of year-end fund balance in order to ensure the districts on-going financial stability. It specifically states to: Not allow General Fund balance to fall below 10% of actual General Fund expenditures or \$10,000,000 whichever is greater at fiscal year-end.

GOVERNING POLICIES

The 2017-18 Adopted Budget is developed in accordance with Board of Education Governance Policies as well as the District Administrative policies and procedures. Specific policies that pertain to the development and implementation of the district budget are described below, and the entire policy statements have been included in the Informational Section of this document. The policies referenced throughout this document may be found on the district website at: <http://www.eagleschools.net/administrative-policies>

Board Powers and Responsibilities (BBA) - Powers and mandatory duties of the board are defined in state statutes. Included in the policy are the functions that the board considers most important.

Fiscal Management Goals/ Priority Objectives

(DA) - The Board recognizes that money and money management comprise the foundational support of the whole school program.

Financial Administration (DAB) - The superintendent shall be responsible for receiving and properly accounting for all funds of the district. The accounting system used shall conform to the requirements of the State Board of Education and with generally accepted accounting principles which will provide the appropriate separation of accounts, funds, and special monies.

Annual Budget (DB) - The annual budget is the financial plan for the operation of the school system. It provides the framework for both revenue and expenditures for the year. The budget translates into financial terms the educational programs and priorities of the district.

Determination of Budget Priorities (DBD) - In order to fulfill its trustee obligation with regard to district resources, the Board 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.

Budget Hearings and Reviews (DBF) - The Board will conduct one or more public hearings on the proposed budget, at which time any member of the public may comment.

Budget Adoption (DBG) - Following consideration of the budget proposal presented by the administration, the Board shall approve a proposed budget and so notify the public.

Deadlines in Budgeting Process Set by Statute

(DBG-E) - The Colorado Department of Education annually notifies each district of critical dates in accordance with statutory requirements.

Budget Implementation (DBI) - The total amount which may be expended during the fiscal year for the operation of the school system will be set forth in the budget approved annually by the Board of Education. The budget will serve as the control on expenditures.

Budget Transfers (DBJ) - Under law, the Board of Education may, upon the recommendation of the superintendent, transfer any unencumbered monies from the contingency reserve account (which is within the General Fund) to any school and/or program budget accounts.

Fiscal Emergencies (DBK) - 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 may declare a fiscal emergency.

Management of Capital Reserves (DCA) - The Board of Education wants to assure that all transactions from the Capital Reserve Fund are in compliance with Colorado State Law while, at the same time, retaining all of the flexibility possible from that account.

Funding Proposals, Grants and Special Projects

(DD) - The Board is to be kept informed of all possible sources of state, federal, and other special funds outside regular District sources for the support of the schools and/or for the enhancement of educational opportunities in the District.

Funds from Local Tax Sources (DEA) - 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 may seek authorization at an election to raise additional local property tax revenues.

Loan Programs (DEB) - The superintendent shall notify the board when it becomes evident that cash balances will not meet anticipated obligations. Under such circumstances the board may negotiate, under the provisions of Colorado statutes, for a loan in amounts as may be required to meet such obligations. Such a loan may not be obtained without prior approval of the board.

Revenues from Investments/Use of Surplus Funds (DFA-DFAA) - The Board of Education recognizes the importance of prudent and profitable investment of district monies and its responsibility in overseeing this part of the district's financial program.

Donation of Staffing Funds (DFG) - The Board of Education believes that Donated Funds, when implemented with appropriate precautions, can be used to support district designated staffing.

Banking Services-Deposit of Funds, Authorized Signatures and Check Writing (DG) The Board of Education authorizes the superintendent to effectively manage the district's financial assets and to invest all funds not needed immediately. District funds shall be invested in accordance with Colorado statutes.

Bonded Employees and Officers (DH) - All school employees who are responsible for moneys controlled by the Board or who may have more than \$50 from such funds in their custody shall be insured at \$150,000 per loss with a \$100 deductible.

Inventories (DID) - The Board of Education directs that the district maintain a system for the inventory of all fixed assets including land, buildings, vehicles, and equipment. The district will also maintain an inventory of infrastructure assets including roads, bridges, tunnels, drainage systems, sidewalks, curbs, and water/sewer distribution collection systems.

Audits/Financial Monitoring (DIE) - In accordance with state law, all funds and accounts of the district shall be audited annually, following the close of the fiscal year. The board shall issue a Request for Proposal (RFP) or use some other similar process for selection of an independent auditor licensed to practice in Colorado and knowledgeable in government accounting to conduct the audit.

Establishment of Purchasing Card Purchases (DJBA) - The District is authorized to establish a purchasing card to supplement the ordering of supplies of a nominal value. The purpose of the purchasing card is to provide flexibility, convenience and security with small purchases while conducting District business.

Purchasing/Purchasing Authority (DJ-DJA) - The Board's authority for the purchase of materials, equipment, supplies and services is extended to the superintendent through the detailed listing of such items compiled as part of the budget-making process and approved by the Board through its adoption of the annual operating budget.

Payment Procedures (DK) - All suppliers must render invoices in duplicate for materials, supplies, services, and equipment after delivery to the school. Invoices accompanied by a signed copy of the delivery receipt should be mailed to the Eagle County School District Accounts Payable office.

Salary Deductions (DKB) - Deductions shall be made from the compensation of all employees for federal and state income tax in keeping with federal and state requirements. The superintendent authorizes deductions for PERA, credit union, savings bond, life survivor's insurance, health and dental insurance, tax savings plans, employee contributions, and professional dues from employee salaries, provided the employee has filed the proper permission for payroll withholding.

Expense Authorization/Reimbursement (DKC) - Employees who are required to travel from school to school and/or out of town on district business shall be reimbursed with application by the employee and supervisor approval.

School Properties Disposition (DN) - The Board may, by resolution duly adopted, sell, convey, dispose, or lease District property which has been determined to have no future value to the District upon such terms and conditions as it may approve, subject to the limitations contained in this policy (regardless of future value).

TYPE AND DESCRIPTION OF FUNDS

The district has 10 funds in total, each identified within their type (Operating Funds, Special Revenue Funds, Debt Service Fund, Capital Project Funds, Enterprise Fund, Internal Service Funds, and Fiduciary Funds) including the General Fund.

A fund is an independent fiscal and accounting entity with a self-balancing set of accounts for recording the source and use of cash and other financial resources. It contains all related assets, liabilities, and reserves or ending balances.

Funds are established to carry out specific activities or attain certain objectives of the school district according to special legislation, regulations, or other restrictions for the purposes described.

OPERATING FUNDS are accounts for all financial resources except those required to be accounted for in another fund. Section 22-45-103(1)(a), C.R.S., states that all revenues, except those revenues attributable to the Bond Fund, the Capital Reserve Fund, and any other fund authorized by the State Board of Education, shall be accounted for in the General Fund. Any lawful expenditure of the school district, including any expenditure of a nature that could be made from any other fund, may be made from the General Fund.

10 - General Fund: This fund accounts for the largest portion of the total district budget and covers day-to-day operating expenditures including salaries and benefits for employees, textbooks, and business services. Funding comes from local property taxes and the state of Colorado. Funds are transferred from the General Fund to the Capital Reserve Fund and Transportation Fund.

11 - Charter School Fund: This fund is used to account for the financial activities associated with charter schools, which are treated as component units of the district.

SPECIAL REVENUE FUNDS are accounts for the proceeds from special revenue sources (other than major capital projects) that are legally restricted to expenditure for specified purposes. A separate fund may be used for each restricted source.

21 - Nutrition Services Fund: This fund accounts for all financial activities associated with the district's school lunch program.

22 - Governmental Designated-Purpose Grants Fund: This fund is provided to account for monies received from various federal, state, and local grant programs.

25 - Transportation Fund: This fund accounts for all the transportation services for the Eagle County Schools. It was developed after voters approved the transportation mill levy in November 1998.

DEBT SERVICE FUND is to be used to service the long-term general obligation debt of the school district including principal, interest, and related expenses. This fund may be used to service other long-term voter-approved debt of the school district.

31 - Bond Redemption Fund: This fund is authorized by Colorado law. It provides revenues based upon a property tax mill levy set by the school board to satisfy the district's bonded indebtedness on an annualized basis.

CAPITAL PROJECT FUNDS are used to account for financial resources used to acquire or construct major capital facilities, sites, and equipment. These funds are designated to account for acquisition or construction of capital outlay assets which are not acquired directly by the General Operating Fund, special revenue funds, or enterprise funds.

41 - Building Fund: This fund is used to account for all resources available for acquiring capital sites, buildings and equipment. ECS uses this fund to account for all projects financed through bond sale proceeds and related financial resources.

43 - Capital Reserve Fund: This fund is used to fund ongoing capital needs such as site acquisition, major maintenance, and equipment purchases that are funded through the sale of assets and transfers from the General Fund.

ENTERPRISE FUNDS are used to record operations that are financed and operated in a manner similar to private business enterprises where the stated intent is that the costs (expenses, including depreciation and indirect costs) of providing goods or services to the students or general public on a continuing basis are financed by charges for services or products. Enterprise funds are also used to account for operations where the school board or state regulatory agency has decided that periodic determination of revenues earned, expenses incurred, and net income generated is appropriate for capital maintenance, public policy, management control, accountability, or other purposes.

52 - District Housing Fund: This fund accounts for all financial activities associated with the district's employee housing program.

FIDUCIARY FUNDS are used to report assets held in a trustee or agency capacity for others and therefore cannot be used to support the government's own programs. The key distinction between trust funds and agency funds is that trust funds normally are subject to a trust agreement that affects the degree of management involvement and the length of time that the resources are held. An agency fund does not involve a formal trust agreement and the government's role is purely custodial.

74 - Pupil Activity Fund: This fund is provided to account for receipts and disbursements from student activities and district fundraising.

DEFINITION OF ACCOUNT CODE STRUCTURE

Eagle County Schools account code structure is aligned with the Colorado Department of Education's FPP Handbook – Chart of Accounts. These account code elements comprise the account string used for electronic data communications.

Fund - an independent fiscal and accounting entity with a self-balancing set of accounts for recording cash and other financial resources. It contains all related assets, liabilities, and residual equities or balances, or changes therein. Funds are established to carry on specific activities or attain certain objectives of the school district according to special legislation, regulations, or other restrictions.

OPERATING FUNDS
10 = General Operating Fund
11 = Charter School Fund
SPECIAL REVENUE FUNDS
21 = Nutrition Services Fund
22 = Grants Fund
25 = Transportation Fund
DEBT SERVICE FUND
31 = Bond Fund
CAPITAL PROJECT FUNDS
41 = Building Fund
43 = Capital Reserve Fund
ENTERPRISE FUND
52 = District Housing Fund
FIDUCIARY FUNDS
74 = Activity Fund

Location - a dimension used as a way to identify schools, attendance centers, operational units, buildings, or sites as budgetary units or cost center designators, as a means of segregating costs.

1XX = Elementary
2XX = Middle
3XX = Senior
4XX = Vocational/Technical
5XX = Combination (e.g. K-8, 6-12)
6XX = Centralized Administration Departments
7XX = Service Centers (e.g. Transportation, Warehouse)
8XX = District-Wide Costs
9XX = Charter/Service Centers

Special Reporting Element (SRE) - describes the activity for which a service or material object is acquired, much like a function. This element is optional but may be used with the program element to differentiate program costs.

1X = Instruction
2X = Support Services
3X = Non-Instructional Service
4X = Facilities Acquisition and Construction Services
5X = Other Uses
9X = Reserves

Program - a dimension which describes the activity for which a service or material object is acquired. The programs of a school district are classified into six broad areas: Instruction, Support Services, Operation of Non- Instructional Services, Facilities Acquisition and Construction Services, Other Uses, and Reserves.

0010-1799 = Instructional
1800-2099 = Co-curricular Activities
2100-2999 = Support Services
3000-3399 = Non-instructional Services
3400-3999 = Adult Education
4000-9900 = Facilities Acquisition and Construction Services, Other Uses, Reserves

Source/Object - a combination dimension which is used to identify the type of account: Revenue (Sources), or Expenditure (Object). Object is the service or commodity obtained.

1XX = Salaries
2XX = Benefits
3XX = Purchased Professional and Technical Services
4XX = Purchased Property Services
5XX = Other Purchased Services
6XX = Supplies
7XX = Property & Equipment
8XX = Other Objects
9XX = Other Uses of Funds

Job Classification - a dimension which enables school districts to break down expenditures for salaries and employee benefits by the employee's job classification.

100-199 = Administration
200-207 = Classroom Instruction
210-220 = Instructional Support
231-242 = Other Support
300-371 = Professional Support
380-382 = Computer Technology
400-424 = Paraprofessionals
500-516 = Office/Administrative Support
600-636 = Crafts, Trades, and Services

Designated Grant/Project - an award of financial assistance in the form of cash or a contribution or gift of other assets from another government to an eligible grantee to be used for a specified or designated purpose, activity or facility.

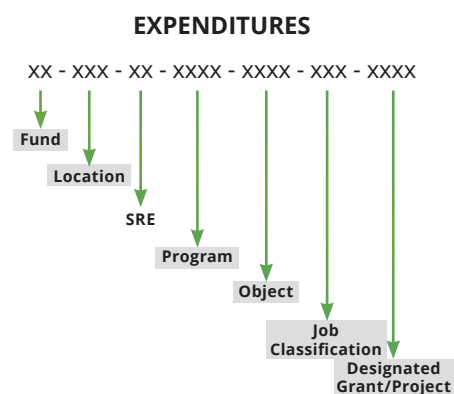
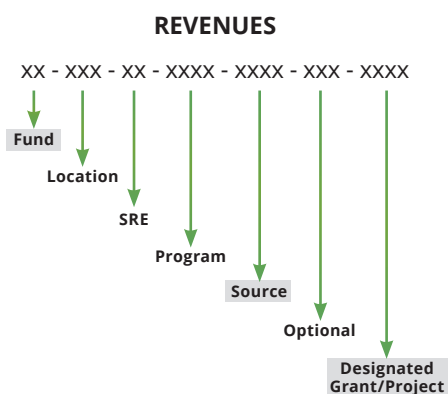
Fiscal Year – a twelve-month account period (July 1 through June 30) to which the annual budget applies.

REVENUE AND EXPENDITURE ACCOUNTS

All account types—revenues and expenditures accounts—use the same basic multidimensional account code structure as shown below:

REVENUE DIMENSIONS	EXPENDITURE DIMENSIONS
Fund (2 digits)	Fund (2 digits)
Location (required for Charter Schools) (3 digits)	Location (required for Charter Schools) (3 digits)
SRE (2 digits)	SRE (2 digits)
Program (4 digits)	Program (4 digits)
Source (4 digits)	Object (4 digits)
Job Classification (n/a) (3 digits)	Job Classification (n/a) (3 digits)
Designated Grant/Project (4 digits)	Designated Grant/Project (4 digits)

Regardless of account type, this basic account code structure contains seven dimensions and the same number of digits in each dimension. Some of the dimensions in the revenue, expenditure, and balance sheet account codes differ in purpose; however, the length, placement, and separation of the dimensions are identical for computer programming purposes.



FACILITIES, LAND/BUILDINGS, COMMUNITIES AND GEOGRAPHIC INFORMATION

FACILITIES

SCHOOLS	PROGRAMS AND ADMINISTRATION BUILDINGS
10 Elementary Schools	4 District Offices
1 K-8 School	2 Bus Terminals
3 Middle Schools	
4 Senior High Schools	
2 Charter Schools (1 district and 1 authorized by CSI)	
1 Online School (World Academy)	
21 Total Schools	6 Total Buildings

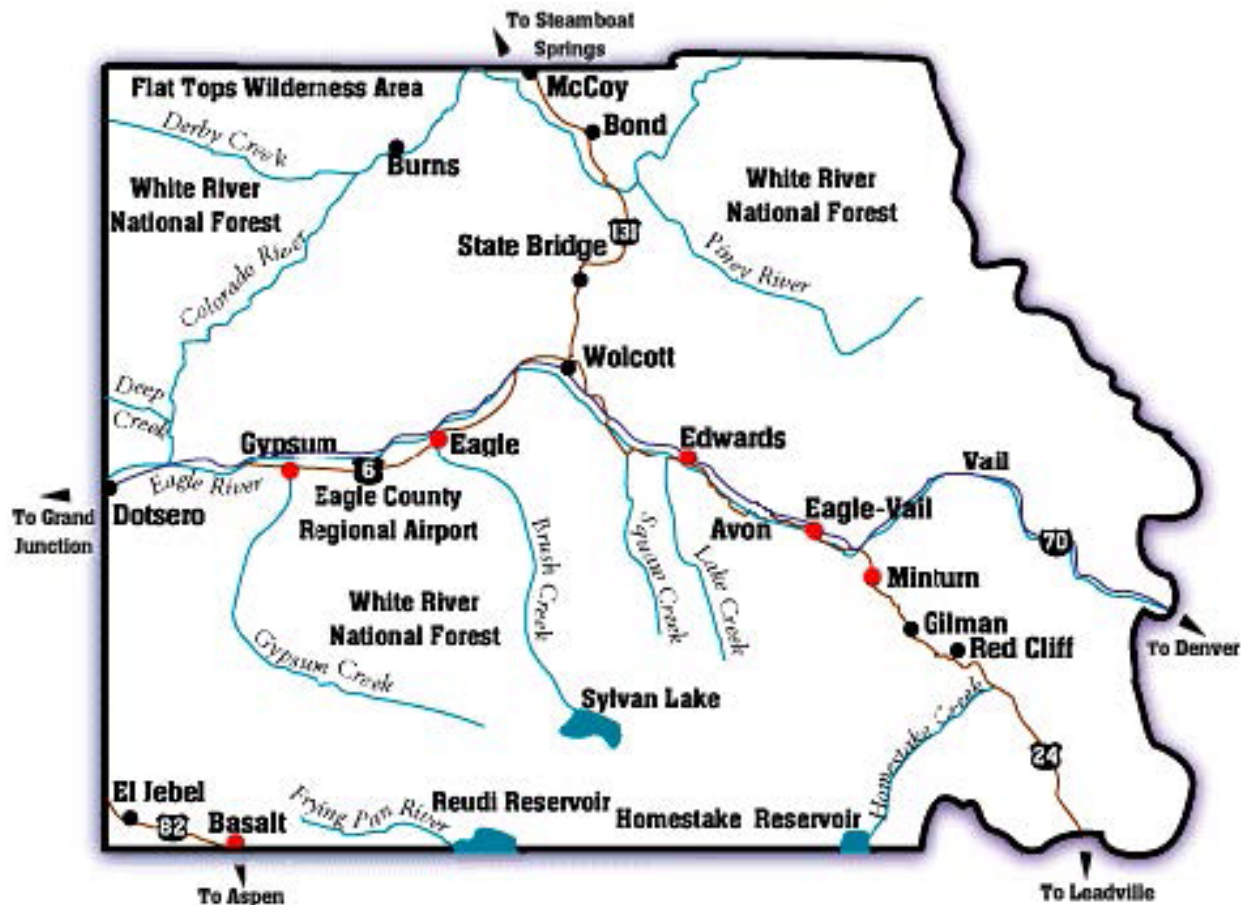
LAND/BUILDINGS

Eagle County Schools owns almost 400 acres of property and maintains two artificial turf athletics fields and 22 buildings, 9 employee housing units/18 trailer space rentals over approximately 1,685 square miles. The district also holds several varying size prime vacant land totaling 70 acres. Detailed information can be found in the Facility Master Plan, completed in January 2016 and can be found on the district website at: <http://www.eagleschools.net/sites/default/files/website/pdf/ECSD%20Master%20Plan%202016.pdf>

COMMUNITIES

Eagle County Schools encompasses the communities of Vail, Minturn, Red Cliff, Eagle-Vail, Avon, Edwards, Eagle, Gypsum, Dotsero, Bond & McCoy.

MAP OF THE SCHOOL DISTRICT



SUPERINTENDENT & BOARD OF EDUCATION

REPORTING ENTITY

The District was formed under the laws of the State of Colorado and operates under an elected Board of Education. As required by generally accepted accounting principles, the financial statements of the reporting entity include those of the District. ECS is the authorizer of one charter school which is included in the financial statements of the District since it is financially accountable to the District.

The District does not exercise oversight responsibility over any other entity, nor is the District a component unit of any other governmental entity.

GENERAL ADMINISTRATION

The organizational structure of Eagle County Schools is designed around two main functional areas, learning and support services, under the leadership of the Assistant Superintendent of Learning Services and the Superintendent. The organizational chart is available in the introductory section as well as each of the areas are described below.

BOARD OF EDUCATION AND SUPERINTENDENT

The Board of Education provides education of the highest character for the residents of the district in which the board operates, taking into account the needs and desires of the residents of the district and their ability and willingness to support such a program of education in accordance with the laws of Colorado. This budget supports the operations of the seven member Board of Education.

EXPENDITURES BY OBJECT	2015-16 ACTUAL	2016-17 BUDGET	2016-17 ESTIMATED	2017-18 BUDGET	COST PER STUDENT
Salaries	\$451,495	\$411,263	\$445,730	\$420,170	\$63
Benefits	\$130,637	\$145,554	\$136,500	\$142,260	\$21
Purchased Services	\$295,088	\$360,040	\$295,880	\$386,400	\$58
Supplies	\$273,605	\$281,540	\$280,750	\$246,400	\$37
Equipment	\$684	\$6,000	\$6,510	\$6,000	\$1
Total	\$1,151,509	\$1,204,397	\$1,165,370	\$1,201,230	\$180

COMMUNITY RELATIONS

Tammy Schiff, *Chief Communications Officer*

The Communications department is responsible for fostering awareness, understanding and support for our schools, students and staff. We believe that schools come from their communities, and communities come from their schools. The department is focused on delivering best-in-class communications materials, engaging families in our schools, grassroots advocacy, emergency communications, and partnering with media and broadcasters to share news and information about public education and district activities across the region.

The communications paradigm is rapidly changing in the "Information Age." Social media, cellphone technology, and electronic communication are rapidly changing how the world communicates. ECS provides communication through many medias which includes but is not limited to:

- **Facebook and Twitter:** Provides daily, often hourly, updates of news, events, achievements, and announcements.
- **Website:** In March 2016, Eagle County Schools launched a new, custom-built, Drupal platform website. This serves as a central repository of information about our schools, Board of Education, district and school events, sports news, media coverage, emergency announcements, policies, lunch menus, calendars, special services -- everything about Eagle County Schools is on this website.
- **School Messenger:** District-wide system used to email and text parents and students about news, announcements and emergency information.

EXPENDITURES BY OBJECT	2015-16 ACTUAL	2016-17 BUDGET	2016-17 ESTIMATED	2017-18 BUDGET	COST PER STUDENT
Salaries	\$93,826	\$108,323	\$112,420	\$113,020	\$17
Benefits	\$26,342	\$36,983	\$30,760	\$32,000	\$5
Purchased Services	\$130,319	\$185,000	\$185,000	\$148,000	\$22
Supplies	\$13,553	\$12,000	\$12,000	\$19,400	\$3
Equipment	\$3,234	\$2,000	\$2,000	\$2,000	-
Total	\$267,274	\$344,306	\$342,180	\$314,420	\$47

HUMAN RESOURCES

Adele Wilson, *Director of Human Resources*

Eagle County Schools is a progressive and dynamic employer! Our schools are on the cutting edge of education and we offer employees the chance to work in an environment where their efforts make a difference. Together, we are a world-class organization preparing students to be internationally competitive.

We offer a competitive package of salary and benefits (including health insurance and Colorado PERA retirement) for qualifying employees, plus the chance to work in a positive and supportive organization.

EXPENDITURES BY OBJECT	2015-16 ACTUAL	2016-17 BUDGET	2016-17 ESTIMATED	2017-18 BUDGET	COST PER STUDENT
Salaries	\$261,795	\$476,231	\$381,310	\$1,080,860	\$162
Benefits	\$118,602	\$151,291	\$154,900	\$365,970	\$55
Purchased Services	\$651,142	\$738,100	\$725,136	\$763,400	\$115
Supplies	\$14,621	\$31,100	\$28,950	\$34,100	\$5
Equipment	-	-	-	\$2,000	-
Total	\$1,046,160	\$1,396,722	\$1,290,296	\$2,246,330	\$337

INSTRUCTIONAL SERVICES

Heather Eberts, *Assistant Superintendent- Learning Services*

A world-class education consists not only of mastery of core subjects, but also of preparation in global-ready skills such as critical thinking & problem solving, communication, collaboration, and adaptability. Eagle County Schools holds dear the “three peaks of world-class learning:” learners, educators, and standards. We know that increases in student learning only happen when we make improvements in all of these areas.

The focus of the Learning Services Department is around the following key strategies:

- ▶ Provide a system of customize learning for all learners by implementing fail-safe systems and processes that support students at the earliest signs of struggle, and by tailoring instruction for exceptional students, both gifted and special education. A system of customized learning also includes clear and personalized pathways to college and careers at the secondary level along with a shift toward student progression based on mastery of learning instead of a time-based system. Additional components of a system of customized learning include multi-lingual opportunities, expanded and extended learning, blended and online learning, and supporting students to become self-directed learners.
- ▶ Align curriculum and practices to high standards by utilizing cycles of review to ensure that our curriculum and resources are on par with Colorado Academic Standards, internationally benchmarked standards, internationally competitive systems, and global-ready skills. Additional components include utilizing a formative process to drive instructional next steps and ensuring that students and teachers are engaging in tasks that target and grow global-ready skills.

EXPENDITURES BY OBJECT	2015-16 ACTUAL	2016-17 BUDGET	2016-17 ESTIMATED	2017-18 BUDGET	COST PER STUDENT
Salaries	\$409,137	\$537,962	\$515,860	\$468,110	\$70
Benefits	\$116,843	\$150,746	\$143,240	\$159,180	\$24
Purchased Services	\$81,798	\$68,400	\$90,640	\$60,800	\$9
Supplies	\$569,710	\$519,500	\$554,280	\$535,800	\$80
Equipment	-	-	-	-	-
Total	\$1,177,488	\$1,276,608	\$1,304,020	\$1,223,890	\$183

ASSESSMENT

Collecting and interpreting information that can be used to inform teachers, students, and, when applicable, parents/guardians or other district personnel about students’ progress in attaining the knowledge, skills, attitudes, and behaviors to be learned or acquired in school is at the heart of any assessment program.

ECS is committed to an assessment program that provides meaningful information about students’ strengths, learning needs and that helps shape future learning choices. Finding the right balance, meaning employing effective assessment practices and using them with intention so that they add value in providing feedback to students about their performance as well to teachers in order to adjust instruction, is the goal.

ECS seeks to balance required state assessments with the use of day-to-day formative assessment practices that support student learning. Ultimately, we believe that knowing what students are able to do with what they have learned is the most important reason to assess, and therefore more heavily value the kinds of daily assessment practices that provide students and teachers with ‘in-the-moment’ information about student levels performance and learning.

EXPENDITURES BY OBJECT	2015-16 ACTUAL	2016-17 BUDGET	2016-17 ESTIMATED	2017-18 BUDGET	COST PER STUDENT
Salaries	\$16,962	\$12,000	\$9,500	\$8,000	\$1
Benefits	\$3,066	\$3,680	\$2,000	\$2,000	\$0
Purchased Services	-	-	\$11,260	-	-
Supplies	\$65,665	\$70,000	\$124,100	\$143,000	\$21
Equipment	-	-	-	-	-
Total	\$85,693	\$85,680	\$146,860	\$153,000	\$22

TECHNOLOGY

Todd Shahan, *Director of Technology*

ECS values the role and use of technology in the daily work of staff and students. ECS prides itself on providing our staff and students with cutting edge technology to support the educational systems that create a learning experience that allows us to compete at a global level. Additionally, it is a goal of the district to provide continuous staff development and unique opportunities to showcase student work through the use of technology. To this end, ECS will focus on developing a media-rich environment, providing our students a state-of-the-art devices, improving our instructional technology and technology curriculum.

EXPENDITURES BY OBJECT	2015-16 ACTUAL	2016-17 BUDGET	2016-17 ESTIMATED	2017-18 BUDGET	COST PER STUDENT
Salaries	\$999,049	\$1,235,542	\$1,259,120	\$1,174,090	\$176
Benefits	\$324,409	\$437,132	\$419,223	\$405,140	\$61
Purchased Services	\$783,997	\$997,507	\$668,890	\$951,300	\$143
Supplies	\$29,937	\$117,216	\$108,770	\$34,400	\$5
Equipment	\$10,840	\$39,817	\$32,100	\$27,500	\$4
Total	\$2,148,232	\$2,827,214	\$2,488,103	\$2,592,430	\$389

EDUCATOR QUALITY

Anne Heckman, Ed.S., M.Ed., *Director of Educator Quality*

"Great educators are a foundational component to any great education system. Educator quality is achieved through stringent selectivity at the point of entry to the career, by treating educators like professionals with commensurate compensation, status, respect, career pathways and appropriate levels of professional autonomy."

—*Dr. Jason Glass, Unparalleled Altitude, 2013*

Our primary role is to provide evidence based support and research to schools to enhance their professional learning opportunities and to meet the goals outlined in their instructional improvement strategies, thus solving the issues closest to students.

Other Responsibilities:

- ▶ Recruiting the best candidates from the best teacher preparation programs
- ▶ Grow-Our-Own teachers from current ECS students
- ▶ Support new and existing teachers to increase the retention rates of our best staff
- ▶ Support & further develop our existing career ladder
- ▶ Provide professional learning opportunities to our teachers to enrich their content knowledge and to keep them abreast of new and emerging best practices
- ▶ Support principals in supporting their teachers
- ▶ Create clear and customized pathways to college or careers
- ▶ Expand district efforts with online and blended learning opportunities

EXPENDITURES BY OBJECT	2015-16 ACTUAL	2016-17 BUDGET	2016-17 ESTIMATED	2017-18 BUDGET	COST PER STUDENT
Salaries	\$310,397	\$371,526	\$365,368	\$419,460	\$55
Benefits	\$97,519	\$130,820	\$116,400	\$139,350	\$17
Purchased Services	\$50,032	\$169,000	\$172,500	\$94,900	\$26
Supplies	\$53,639	\$54,400	\$49,900	\$30,400	\$7
Equipment	-	-	-	-	-
Total	\$511,587	\$725,746	\$704,168	\$684,110	\$105

MULTILINGUAL EDUCATION

Jessica Martínez, M.Ed., *Director of Multilingual Education*

Eagle County School's Multilingual Education provides students equal access to high academic content and standards in two languages. This includes students learning English and students learning Spanish. Language development instruction includes ESL & SSL, co-plan/co-teach, development in the student's native language, and sheltered content classes.

The goals of the Multilingual Education Program are:

- ▶ Students will comprehend, speak, read, and write in both languages proficiently.
- ▶ Students have access to high level skills and content in both languages.
- ▶ All students will graduate from high school proficient in two languages.

EXPENDITURES BY OBJECT	2015-16 ACTUAL	2016-17 BUDGET	2016-17 ESTIMATED	2017-18 BUDGET	COST PER STUDENT
Salaries	\$1,720,626	\$2,032,618	\$2,077,300	\$2,048,832	\$308
Benefits	\$651,324	\$751,649	\$728,790	\$709,995	\$107
Purchased Services	\$23,378	\$15,350	\$13,010	\$52,850	\$8
Supplies	\$75,876	\$141,100	\$92,050	\$42,950	\$6
Equipment	-	-	-	-	-
Total	\$2,471,204	\$2,940,717	\$2,911,150	\$2,854,627	\$429

EARLY CHILDHOOD EDUCATION

Shelley Smith, *Director Early Childhood Programs*

The Eagle County School District's Early Childhood Program is a blended center-based program that includes Head Start, Colorado Preschool, Early Childhood Special Education, and traditional preschool programming. Recognizing the importance of early childhood experiences on school success, Eagle County Schools continues to take an active role in fully integrating early childhood programs into the district.

The Early Childhood Program values small class sizes, low teacher-child ratios, individualized programs, and building collaborative partnerships with families. We help our children develop the skills they need to be ready to start their elementary education based on the Early Learning and Developmental Guidelines and Colorado State Standards.

Our Early Childhood Program Goals:

- ▶ Support children to be school ready and lifelong learners by supporting their language, physical, cognitive, mathematical, social and emotional growth through developmentally appropriate practices.
- ▶ Develop trusting and collaborative relationships with parents to support them as they nurture the development of their children.
- ▶ Provide families support and connections to resources in an environment that ensures a comprehensive, integrated array of services for families.
- ▶ Provide high quality responsive services for children and families through the development of highly trained, caring, and adequately compensated program staff.
- ▶ Provide a comprehensive and robust community-wide system around early childhood. (See Wrap-around Tactic Three for more information)

EXPENDITURES BY OBJECT	2015-16 ACTUAL	2016-17 BUDGET	2016-17 ESTIMATED	2017-18 BUDGET	COST PER STUDENT
Salaries	\$1,796,588	\$2,959,793	\$2,286,660	\$2,448,100	\$368.00
Benefits	\$835,858	\$960,786	\$1,084,530	\$844,317	\$127.00
Purchased Services	\$219,520	\$158,250	\$155,390	\$158,800	\$24.00
Supplies	\$52,383	\$50,400	\$59,870	\$75,825	\$11.00
Equipment	-	\$1,000	\$100	\$1,000	-
Total	\$2,904,349	\$4,130,229	\$3,586,550	\$3,528,042	\$530

EXCEPTIONAL STUDENT SERVICES

Christopher Madison, *Director of Exceptional Student Services*

Julie Goldberg, *Assistant Director of Exceptional Student Services/Special Education*

Jennifer Martinez, *Assistant Director of Exceptional Student Services/Gifted Education*

Bonnie Pottorff, *Coordinator of Special Education*

Exceptional Student Services consists of the Gifted and Talented Services and the Special Education Services. Our goal is to tailor instruction for all students with exceptional needs. We educate all students to the same high standards, while providing learning opportunities to meet our student's individual needs. The Exceptional Student Services Department values teamwork, innovation, and professional pride. We hold a true commitment to our students who qualify and receive services through gifted and special education. We honor and respect the diversity of all our learners. Our staff strives to be responsive to the unique needs of students and families.

SPECIAL EDUCATION

The Special Education Department is devoted to serving our students with disabilities. We provide our students with the individualized instruction and services they need to be successful in school and in life. Our service providers and teams are committed to identifying students with disabilities and determining their individual needs. Our department supports classroom teachers and special education teachers by providing them with coaching, skills, and materials they need to work with their students with disabilities.

GIFTED & TALENTED

The Mission of Eagle County School District is to educate every student for success. We recognized that some children have abilities that are significantly advanced and need additional support to become successful lifelong learners.

EXPENDITURES BY OBJECT	2015-16 ACTUAL	2016-17 BUDGET	2016-17 ESTIMATED	2017-18 BUDGET	COST PER STUDENT
Salaries	\$4,745,762	\$5,428,987	\$5,598,758	\$5,362,240	\$806
Benefits	\$1,805,744	\$1,954,926	\$2,048,290	\$1,883,250	\$283
Purchased Services	\$547,098	\$623,250	\$477,510	\$525,700	\$79
Supplies	\$132,997	\$83,045	\$73,070	\$86,120	\$13
Equipment	\$3,197	\$18,100	\$8,100	\$10,100	\$2
Total	\$7,234,798	\$8,108,308	\$8,205,728	\$7,867,410	\$1,183

STUDENT SERVICES

Philip Qualman, *Assistant Superintendent of Student Services*

If we engage and leverage the variety of supports provided to our students and families by community organizations (other government agencies, philanthropies and foundations, nonprofit organizations, faith-based organizations), then we will mitigate the effects of poverty on children's learning. We are defining a district wide understanding of customized pathways to college and career

Graduation Requirement Committee review is connecting the outcomes for high school graduation to the innovative tactics to achieve them.

We are growing district wide opportunities for college course work:

- AP & DE offered in all district high schools
- More teachers trained in AP district wide

Implementation of AVID strategies in middle schools and high schools to prepare ALL students for college

level rigor.

We are building diverse partnerships to provide experiential opportunities for our students.

Experiential Design Team and ICAP Implementation Team includes community partners and classroom teachers in developing career exploration opportunities.

EXPENDITURES BY OBJECT	2015-16 ACTUAL	2016-17 BUDGET	2016-17 ESTIMATED	2017-18 BUDGET	COST PER STUDENT
Salaries	\$244,092	\$279,963	\$228,153	\$342,970	\$52
Benefits	\$81,122	\$110,352	\$91,857	\$111,960	\$17
Purchased Services	\$275,612	\$391,800	\$287,470	\$306,250	\$46
Supplies	\$40,576	\$68,740	\$58,460	\$89,740	\$13
Equipment	-	-	-	\$1,000	-
PILT	\$239,500	\$255,000	\$239,500	\$255,000	\$38
Total	\$880,902	\$1,105,855	\$905,440	\$1,106,920	\$166

BUSINESS SERVICES

Sandy Mutchler, *CPA, Chief Operating Officer*

Like other organizations, the finance department of Eagle County Schools is essential in our mission to provide educational services to the community's 6,500 students. School Finance is heavily regulated and audited each year to ensure public confidence. Eagle County also has a Finance Committee comprised of qualified community members. They review our budgets, audit reports, and make suggestions to improve public understanding of complex accounting processes and terminology.

School Finances are at once the easiest and most complex part of public education. The easy part: 30% of local property taxes fund public schools and state funds equalize per pupil funding across the state. The complex part: per pupil funding worksheets hundreds of lines deep and detailed budgets hundreds of page long.

EXPENDITURES BY OBJECT	2015-16 ACTUAL	2016-17 BUDGET	2016-17 ESTIMATED	2017-18 BUDGET	COST PER STUDENT
Salaries	\$391,603	\$484,020	\$405,560	\$399,010	\$60
Benefits	\$119,445	\$176,412	\$120,060	\$139,430	\$21
Purchased Services	\$719,659	\$984,720	\$696,300	\$853,320	\$128
Supplies	\$49,969	\$56,686	\$55,930	\$79,986	\$12
Equipment	\$4,986	\$5,000	\$5,000	\$5,000	\$1
Total	\$1,285,662	\$1,706,838	\$1,282,850	\$1,476,746	\$222

MAINTENANCE

Aaron Sifuentes, *Director of Facilities*

By completing employee requests for service and repairs we maintain buildings in good repair and safe operational condition. By continually auditing and monitoring all facility systems we assure proper system operation and provide early diagnosis of failures to allow us to maintain safe and comfortable student environment while minimizing classroom disruptions. By focusing on preventive maintenance, we can extend the life of equipment and reduce operational down time and assure that the district is following all legally required Federal and Colorado Statute requirements while effectively managing the use of limited capital funding. By focusing on maintaining our assets we can improve staff and student safety and security while maximizing the life of our facilities.

	2015-16	2016-17	2016-17	2017-18	COST PER
Salaries	\$844,074	\$1,078,104	\$991,160	\$1,044,350	\$157
Benefits	\$297,594	\$395,874	\$342,040	\$362,630	\$54
Purchased Services	\$205,418	\$256,957	\$308,890	\$246,200	\$37
Supplies	\$438,296	\$392,100	\$304,770	\$398,450	\$60
Equipment	\$4,601	\$4,000	\$6,810	\$7,500	\$1
Total	\$1,789,983	\$2,127,035	\$1,953,670	\$2,059,130	\$309

AVON ELEMENTARY SCHOOL

PRINCIPAL: Roy Getchell

ADDRESS: 0850 W. Beaver Creek Blvd. • P.O. Box 7567 | Avon, CO 81620

PHONE: (970) 328-2950



SCHOOL PROFILE

Avon Elementary, the heart of a world-class, multi-cultural school community is committed to maximizing the potential of each individual learner. In a safe and nurturing environment, we educate and empower our students to become high achieving, well-rounded, multi-lingual global citizens. Avon Elementary is a National Blue Ribbon School, the highest honor bestowed on public schools by the U.S. Department of Education. Avon received this recognition due to its rapid turnaround and significant increases in student growth on achievement tests.

DUAL LANGUAGE

Avon Elementary offers a powerful 50/50 dual language program. The program is a research based, proven, and complex combination of scheduled, structural, integrated, and sequential instruction of English as a Second Language (ESL) and Spanish as a Second Language (SSL). Both English speakers and Spanish speakers are taught in the comfort of their native language to continue skill and knowledge development while they transition to the second language. Research indicates that multilingual students outperform their monolingual peers on achievement tests in every category.

INTERNATIONAL BACCALAUREATE

In order to meet the goals set forth in the Altitude Report, AES has developed a strong mission statement. Becoming prepared for the local, state, national, and international, both educationally and socially, is a major goal of the International Baccalaureate Primary Years Programme. Avon Elementary School will become a candidate school for IB verification in 2016, with a goal of verification during the 2018-2019 school year.

EXPENDITURES BY OBJECT	2015-16 ACTUAL	2016-17 BUDGET	2016-17 ESTIMATED	2017-18 BUDGET	COST PER STUDENT
Salaries	\$1,103,915	\$1,254,789	\$1,233,780	\$1,157,750	\$3,885
Benefits	\$367,901	\$444,548	\$400,390	\$444,920	\$1,493
Purchased Services	\$64,430	\$91,699	\$123,790	\$81,250	\$273
Supplies	\$85,557	\$101,430	\$95,440	\$102,090	\$343
Equipment	\$1,009	\$800	\$800	\$500	-
Total	\$1,622,812	\$1,893,266	\$1,854,200	\$1,786,510	\$5,993

Students K-5:

Total Enrollment	312	330	292	298
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BRUSH CREEK ELEMENTARY SCHOOL

PRINCIPAL: Brooke Cole

ADDRESS: 333 Eagle Ranch Road • P.O. Box 4630 | Eagle, CO 81631

PHONE: (970) 328-8930



SCHOOL PROFILE

Brush Creek Elementary is a Colorado John Irwin School of Excellence serving the community of Eagle Ranch in Eagle. John Irwin schools demonstrate excellent academic achievement that exceeds expectations established by the Colorado Department of Education.

MISSION

To provide the highest quality academic experience for our students so they succeed in the 21st Century.

VISION

A safe, collaborative and rigorous learning environment in which all students are held to high expectations and are active participants in their learning process.

EXPENDITURES BY OBJECT	2015-16 ACTUAL	2016-17 BUDGET	2016-17 ESTIMATED	2017-18 BUDGET	COST PER STUDENT
Salaries	\$1,479,460	\$1,635,543	\$1,626,620	\$1,525,660	\$3,685
Benefits	\$534,128	\$577,482	\$584,030	\$569,520	\$1,376
Purchased Services	\$57,904	\$50,382	\$71,520	\$54,400	\$131
Supplies	\$134,703	\$221,586	\$128,180	\$141,475	-
Equipment	\$7,244	\$4,200	\$4,200	\$3,500	\$8
Total	\$2,213,439	\$2,489,193	\$2,414,550	\$2,294,555	\$5,201

Students K-5:

Total Enrollment	421	423	431	414
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EAGLE VALLEY ELEMENTARY SCHOOL

PRINCIPAL: Tiffany Dougherty

ADDRESS: 737 E. Third Street • P.O. Box 780 | Eagle, CO 81631

PHONE: (970) 328-6981



SCHOOL PROFILE

Eagle Valley Elementary School became fully authorized to offer the International Baccalaureate (IB) Primary Years Program (PYP) in January 2011. The PYP at Eagle Valley is taught in a dual language setting.

MISSION

At Eagle Valley Elementary School, we are educating every student for success by developing inquisitive, informed and compassionate citizens. We strive to ensure that students become independent thinkers, problem-solvers, life-long learners and responsible members of an intercultural society.

WHAT IS THE PRIMARY YEARS PROGRAM?

The IB Primary Years Program (PYP) is a curriculum frame-work focused on the development of the whole child as an inquirer, both in the classroom and in the world outside. It is defined by six transdisciplinary themes of global significance, explored using knowledge and skills derived from six subject areas, with a powerful emphasis on inquiry-based learning. An aim of the PYP is to create a transdisciplinary curriculum that is engaging, relevant, challenging and significant for learners in the 3-12 age range. (www.ibo.org)

EXPENDITURES BY OBJECT	2015-16 ACTUAL	2016-17 BUDGET	2016-17 ESTIMATED	2017-18 BUDGET	COST PER STUDENT
Salaries	\$1,305,061	\$1,514,755	\$1,505,430	\$1,599,690	\$3,827
Benefits	\$423,859	\$536,205	\$482,850	\$595,690	\$1,425
Purchased Services	\$77,565	\$119,546	\$119,440	\$111,250	\$266
Supplies	\$121,258	\$122,670	\$112,970	\$126,400	\$302
Equipment	\$18,861	\$13,150	\$11,000	\$10,000	\$24
Total	\$1,946,604	\$2,306,326	\$2,231,690	\$2,443,030	\$5,845

Students K-5:

Total Enrollment	376	412	404	418
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EDWARDS ELEMENTARY SCHOOL

PRINCIPAL: Matt Abramowitz

ADDRESS: 0022 Meile Lane • P.O. Box 1430 | Edwards, CO 81632

PHONE: (970) 328-2950



SCHOOL PROFILE

DUAL LANGUAGE

Developing Bilingual, Biliterate and Multicultural Students

Colorado Governor's Distinguished Improvement Award Recipient 2012 and 2013

The Dual Language model at Edwards Elementary provides instruction 50% of time in English and 50% of the time in Spanish. The Dual Language Instructional Program utilizes a variety of concrete and printed materials, technology, and sheltering strategies, combined with a strong focus on building individual skills in all academic areas.

Features of the Instructional Program include:

- Scheduled and separate use of each language.
- Support of multiculturalism
- Development of second language through hands-on and experiential activities.
- Structured and sequential English as a Second Language (ESL) and Spanish as a Second Language (SSL) instruction.
- Math, Science and Social Studies instruction in integrated language groups, delivered in English and Spanish.
- Music, Art, Physical Education, Technology and Library Studies to be delivered in English.
- Counseling Program implementing Second Steps curriculum and supporting school wide positive behavior system.

EXPENDITURES BY OBJECT	2015-16 ACTUAL	2016-17 BUDGET	2016-17 ESTIMATED	2017-18 BUDGET	COST PER STUDENT
Salaries	\$1,278,694	\$1,289,663	\$1,227,040	\$1,324,380	\$4,415
Benefits	\$448,213	\$458,770	\$456,760	\$502,810	\$1,676
Purchased Services	\$68,106	\$69,248	\$66,750	\$69,950	\$233
Supplies	\$98,452	\$125,669	\$77,750	\$109,925	\$366
Equipment	-	\$500	\$500	\$500	\$2
Total	\$1,893,465	\$1,943,850	\$1,828,800	\$2,007,565	\$6,692

Students K-5:

Total Enrollment	316	290	305	300
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GYPSUM ELEMENTARY SCHOOL

PRINCIPAL: Mitch Forsberg

ADDRESS: 601 U.S. Hwy. 6 • P.O. Box 570 | Gypsum, CO 81637

PHONE: (970) 328-8940



SCHOOL PROFILE

Gypsum Elementary is led by Mitch Forsberg, a Colorado National Distinguished Elementary School Principal of the Year award winner, and President-Elect of the Colorado Association of School Executives.

Under Mitch's leadership, Gypsum Elementary has received the National Distinguished Title 1 School award for closing the achievement gap. Central to the school's philosophy is a strong emphasis on shared ownership of the educational experience of each student. The school culture is collaborative and student-focused, encouraging every student, teacher, and parent to take pride in the school and contribute to its ongoing improvement.

EXPENDITURES BY OBJECT	2015-16 ACTUAL	2016-17 BUDGET	2016-17 ESTIMATED	2017-18 BUDGET	COST PER STUDENT
Salaries	\$1,420,802	\$1,308,651	\$1,293,760	\$1,423,050	\$3,785
Benefits	\$482,723	\$462,288	\$472,130	\$534,100	\$1,420
Purchased Services	\$41,249	\$58,704	\$58,710	\$59,400	\$158
Supplies	\$127,135	\$141,709	\$122,880	\$124,600	\$331
Equipment	\$6,699	\$2,000	\$4,000	\$2,000	\$5
Total	\$2,078,608	\$1,973,352	\$1,951,480	\$2,143,150	\$5,700

Students K-5:

Total Enrollment	363	390	390	376
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JUNE CREEK ELEMENTARY SCHOOL

PRINCIPAL: Erica Donahue

ADDRESS: 1121 Miller Ranch Rd. | Edwards, CO 81637

PHONE: (970) 328-2980



SCHOOL PROFILE

At June Creek Elementary we develop caring, life-long learners who can think creatively and problem-solve, in order to contribute to the greater good of the global community. The exceptional staff at June Creek is dedicated to:

- ▶ Honoring diversity
- ▶ Attending to individual student needs
- ▶ Utilizing instructional methods which support a variety of modalities
- ▶ Inspiring students to learn through experience
- ▶ Maintaining high expectations for all learners
- ▶ Employing a rigorous and relevant curriculum
- ▶ Providing a safe, positive and encouraging environment
- ▶ Ensuring the use of state-of-the-art technology

As part of the June Creek family, you will enjoy a learning community that encourages open communication, collaboration, and support among students, staff members, parents, and community. Join us as our transition into a Dual Language school begins with our incoming 2015-2016 Kindergarten class. Come and be a part of our successful bicultural school as we move toward bilingualism and bi-literacy for all students.

EXPENDITURES BY OBJECT	2015-16 ACTUAL	2016-17 BUDGET	2016-17 ESTIMATED	2017-18 BUDGET	COST PER STUDENT
Salaries	\$1,203,684	\$1,222,847	\$1,215,850	\$1,264,520	\$4,106
Benefits	\$432,642	\$431,268	\$460,710	\$486,098	\$1,578
Purchased Services	\$42,439	\$56,212	\$78,670	\$54,980	\$179
Supplies	\$82,975	\$144,765	\$99,520	\$97,115	\$315
Equipment	\$1,512	\$7,070	\$2,000	\$5,520	\$18
Total	\$1,763,252	\$1,862,162	\$1,856,750	\$1,908,233	\$6,196

Students K-5:

Total Enrollment	320	322	317	308
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RED HILL ELEMENTARY SCHOOL

PRINCIPAL: Eric Olsen

ADDRESS: 100 Grundel Way | Gypsum, CO 81637

PHONE: (970) 328-8970



SCHOOL PROFILE

VISION

Red Hill is a respectful and supportive community where life-long learners grow and thrive together.

Red Hill Elementary is a comprehensive Pre K-5th grade elementary school located on the south side of Gypsum, CO. We meet the individual needs of our approximately 380 students through a variety of programs including: Gifted and Talented, English as a Second Language, Special Education, Art, Counseling, Physical Education, Technology, Music, and Response to Intervention (RtI), and a variety of after-school programs.

CORE BELIEFS AND PRACTICES: We instill a joy of learning through setting and achieving goals, growing from challenges, and celebrating successes. We celebrate our diverse and cohesive community that extends its support outside the walls of our school. Our students and families thrive because of our commitment to one another and the community around us.

We cultivate respect. We purposefully recognize and celebrate respectful, responsible, and safe behaviors through our system of Positive Behavior Interventions

and Support (PBIS.) Through direct instruction and modeling we teach that respect is a shared responsibility throughout the Red Hill community.

We emphasize literacy as the foundation from which students start their own successful educational journey, and we differentiate our instruction so that all students will master the Common Core State Standards. Our teachers and staff regularly engage in professional development to continually improve teaching and learning in our classes.

EXPENDITURES BY OBJECT	2015-16 ACTUAL	2016-17 BUDGET	2016-17 ESTIMATED	2017-18 BUDGET	COST PER STUDENT
Salaries	\$1,385,129	\$1,468,336	\$1,419,230	\$1,611,830	\$4,040
Benefits	\$452,282	\$520,088	\$472,210	\$599,330	\$1,502
Purchased Services	\$46,536	\$47,802	\$78,571	\$47,900	\$120
Supplies	\$115,865	\$231,489	\$116,890	\$128,770	\$323
Equipment	\$8,072	\$10,000	\$2,000	\$10,000	\$25
Total	\$2,007,884	\$2,277,715	\$2,088,901	\$2,397,830	\$6,010

Students K-5:

Total Enrollment	380	388	387	399
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RED SANDSTONE ELEMENTARY SCHOOL

PRINCIPAL: Marcie Laidman

ADDRESS: 551 N. Frontage Rd. | Vail, CO 81657

PHONE: (970) 328-2910



SCHOOL PROFILE

Red Sandstone Elementary is the only public school located in the heart of the Vail Valley. Established in 1977, the school is a true community school with a strong commitment to educating all students.

We believe in providing a strong background for all students in both academics and character development. Our mission is to encourage all students to be life-long learners that contribute to both their school community and their local community while developing the attributes they need to contribute to the global community.

Red Sandstone believes the strengths we possess that contribute to nurturing our future citizens include:

- ▶ Inspiring students to learn through engaging in meaningful educational opportunities.
- ▶ Creating a love of learning by providing opportunities for students to reach out to the community and explore the world.
- ▶ Use of instructional methods that meet the different learning styles of students.
- ▶ Maintaining high expectations for all learners and use of the Rigorous Curriculum Design
- ▶ Creating hands-on and experiential learning opportunities for all students.

We are able to promote our vision and mission by working as a collaborative team with parents, students and the community. All of these attributes help contribute to a successful school environment that works towards developing the whole child.

EXPENDITURES BY OBJECT	2015-16 ACTUAL	2016-17 BUDGET	2016-17 ESTIMATED	2017-18 BUDGET	COST PER STUDENT
Salaries	\$947,528	\$1,099,615	\$1,074,780	\$1,037,470	\$4,591
Benefits	347,518	391,462	399,601	\$404,856	\$1,791
Purchased Services	47,154	56,986	86,624	\$57,330	\$254
Supplies	60,627	178,234	69,000	\$79,650	\$352
Equipment	0	1,700	1,700	\$1,000	\$4
Total	\$1,402,827	\$1,727,997	\$1,631,705	\$1,580,306	\$6,993

Students K-5:

Total Enrollment	236	235	233	226
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HOMESTAKE PEAK SCHOOL

PRINCIPAL: Robert Young

ADDRESS: 750 Eagle Road | Avon, CO 81620

PHONE: (970) 328-2940



SCHOOL PROFILE

Homestake Peak is an Expeditionary Learning Pre-K through 8th grade school where learning is active, challenging, meaningful, public, and collaborative. Our motto is: We are all crew! This speaks to our collaborative vision for learning – teachers, students, and parents, all working together as a synchronized crew to support students to achieve more than they think possible. We see our students as scientists, historians, writers, urban planners, activists investigating real community problems with their peers to develop creative, actionable solutions. Making positive changes to real-world issues make the learning relevant and increases their motivation. Our students demonstrate their knowledge through presentations, exhibits, participating in critiques, and data analysis. Teachers, parents, and students see and have a shared understanding of their achievement! This fosters collaboration and improves work quality across the board, while building perseverance, excellence, accountability and kindness.

Expeditionary Learning is a proven, research-based program that empowers young people with confidence and enthusiasm for learning and applying their knowledge to life. The hallmarks of an Expeditionary Learning school are: supportive, positive cultures; great teachers (trained in Expeditionary pedagogy) in every classroom; purpose-driven learning; and high expectations for all students.

EXPENDITURES BY OBJECT	2015-16 ACTUAL	2016-17 BUDGET	2016-17 ESTIMATED	2017-18 BUDGET	COST PER STUDENT
Salaries	\$2,097,639	\$2,238,609	\$2,208,620	\$2,348,760	\$4,092
Benefits	\$722,508	\$797,374	\$764,940	\$789,540	\$1,376
Purchased Services	\$144,693	\$113,255	\$125,080	\$121,950	\$212
Supplies	\$214,053	\$318,232	\$213,980	\$287,800	\$501
Equipment	\$51,830	\$8,700	\$8,700	\$4,000	-
Total	\$3,230,723	\$3,476,170	\$3,321,320	\$3,552,050	\$6,181

Students K-5:

Total Enrollment	551	543	574	574
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BERRY CREEK MIDDLE SCHOOL

PRINCIPAL: Amy Vanwel

ADDRESS: 1000 Miller Ranch Rd. • P.O. Box 1416 | Edwards, CO 81632

PHONE: (970) 328-2960



SCHOOL PROFILE

MISSION

The Berry Creek Middle School community believes that our mission is to teach students how to learn, to prepare each student to achieve at their highest levels, and to prepare each student to contribute in the broadest sense to the betterment of the school community as well as to the community-at-large.

VISION

A Community Educating Inspired Learners.

We demonstrate **PRIDE: Perseverance Responsiveness Integrity Daring Enthusiasm**

We are committed to the following beliefs about learning:

- ▶ students learn best when instruction is varied in its practice and is individualized to students' particular learning levels and interests
- ▶ students learn best when they are fully engaged and self-motivated
- ▶ students learn best by experience and by developing higher levels of mastery when they can apply learned knowledge and skills to new situations.

EXPENDITURES BY OBJECT	2015-16 ACTUAL	2016-17 BUDGET	2016-17 ESTIMATED	2017-18 BUDGET	COST PER STUDENT
Salaries	\$1,479,460	\$1,635,543	\$1,626,620	\$1,525,660	\$3,685
Benefits	\$534,128	\$577,482	\$584,030	\$569,520	\$1,376
Purchased Services	\$57,904	\$50,382	\$71,520	\$54,400	\$131
Supplies	\$134,703	\$221,586	\$128,180	\$141,475	-
Equipment	\$7,244	\$4,200	\$4,200	\$3,500	\$8
Total	\$2,213,439	\$2,489,193	\$2,414,550	\$2,294,555	\$5,201

Students K-5:

Total Enrollment	421	423	431	414
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EAGLE VALLEY MIDDLE SCHOOL

PRINCIPAL: Katie Jarnot

ADDRESS: 747 E. Third Street • P.O. Box 1019 | Eagle, CO 81631

PHONE: (970) 328-6224



SCHOOL PROFILE

Eagle Valley Middle School's mission is to educate and inspire life-long learners for academic and personal success. It is our vision that all school and community members will be involved in the process of educating students to achieve academic, emotional, social and physical success. At Eagle Valley Middle School we believe in ourselves, our school, and our community. We practice three simple rules: Be Respectful, Be Responsible and Be Positive and Productive. By following these tenants, students and teachers work together to create an environment that is conducive to learning and allows all students to grow and achieve. Middle school is a team sport, so we rely on the support of our students, families and encourage parents and guardians to have frequent and meaningful communication with the school.

EXPENDITURES BY OBJECT	2015-16 ACTUAL	2016-17 BUDGET	2016-17 ESTIMATED	2017-18 BUDGET	COST PER STUDENT
Salaries	\$1,322,120	\$1,364,625	\$1,351,920	\$1,574,770	\$4,461
Benefits	\$458,802	\$459,533	\$472,000	\$571,130	\$1,618
Purchased Services	\$97,901	\$107,098	\$105,600	\$113,530	\$322
Supplies	\$116,220	\$133,041	\$116,150	\$132,775	\$376
Equipment	\$23,665	\$12,000	\$4,000	\$12,000	\$34
Total	\$2,018,708	\$2,076,297	\$2,049,670	\$2,404,205	\$6,811

Students:

Total Enrollment	349	331	326	353
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GYPSUM CREEK MIDDLE SCHOOL

PRINCIPAL: Dave Russell

ADDRESS: 401 Grundel Way | Gypsum, CO 81637

PHONE: (970) 328-8980



SCHOOL PROFILE

Gypsum Creek Middle School has received the Governor's Distinguished Improvement Award for four years in a row, which recognizes schools in the state with the highest rate of student growth on state-wide assessments, as measured by the Colorado Growth Model. The Colorado Association for Middle Level Education identified Gypsum Creek as "School to Watch" in 2011 for our impressive student academic growth, electives programs, academic supports, and culture of high expectations.

EXPENDITURES BY OBJECT	2015-16 ACTUAL	2016-17 BUDGET	2016-17 ESTIMATED	2017-18 BUDGET	COST PER STUDENT
Salaries	\$1,268,584	\$1,438,568	\$1,413,690	\$1,529,410	\$3,962
Benefits	\$462,355	\$488,760	\$488,800	\$562,040	\$1,456
Purchased Services	\$70,510	\$67,622	\$67,630	\$69,770	\$181
Supplies	\$138,225	\$249,152	\$157,590	\$164,840	\$427
Equipment	\$7,078	\$4,500	\$4,500	\$4,500	\$12
Total	\$1,946,752	\$2,248,602	\$2,132,210	\$2,330,560	\$6,038

Students:

Total Enrollment	371	372	373	386
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BATTLE MOUNTAIN HIGH SCHOOL

PRINCIPAL: Rob Parish

ADDRESS: 0151 Miller Ranch Road | Edwards, CO 81632

PHONE: (970) 328-2930



SCHOOL PROFILE

Battle Mountain High School is a four-year comprehensive high school accredited by the Colorado Department of Education. It holds membership in the National Association of College Admission Counseling and Colorado Council of High School/College Relations. Based on state expectations and achievement data, Battle Mountain has the highest rating for the Colorado Department of Education performance plans.

Students experience challenging academics, a large variety of athletics, fun activities and social events, and develop a sense of community as a Battle Mountain Husky. Upper Classmen mentor and help incoming freshmen adapt to high school.

With both academic and technical opportunities for enrichment, graduating Huskies are prepared to follow their dreams to the college or technical school of their choice. Parents are welcome and active supporters of our school and their community, rounding out a robust community of learners, parents, and educators.

EXPENDITURES BY OBJECT	2015-16 ACTUAL	2016-17 BUDGET	2016-17 ESTIMATED	2017-18 BUDGET	COST PER STUDENT
Salaries	\$3,217,980	\$3,597,224	\$3,487,110	\$3,813,330	\$4,123
Benefits	\$1,117,321	\$1,171,694	\$1,200,960	\$1,322,901	\$1,430
Purchased Services	\$365,680	\$414,408	\$414,410	\$300,000	\$324
Supplies	\$576,248	\$543,070	\$447,470	\$647,900	\$700
Equipment	\$3,441	\$23,500	\$13,500	\$18,900	\$20
Total	\$5,280,670	\$5,749,896	\$5,563,450	\$6,103,031	\$6,598

Students:

Total Enrollment	861	890	896	925
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EAGLE VALLEY HIGH SCHOOL

PRINCIPAL: Greg Doan

ADDRESS: 641 Valley Road • P.O. Box 188 | Gypsum, CO 81637

PHONE: (970) 328-8960



SCHOOL PROFILE

Eagle Valley High School is a 4-year comprehensive high school accredited with distinction by the Colorado Department of Education. It holds membership in the Colorado Council of High School/College Relations.

Students experience challenging academics, a large variety of athletics, fun activities and social events, and a strong sense of community as an Eagle Valley Devil. With two former college mascots as Administrators, school spirit runs high and students strive to excel and represent their school with pride.

With both academic and technical opportunities of enrichment, graduating Devils are prepared to follow their dreams to the college or technical school of their choice.

Parents are welcome and active supporters of our school and their children, rounding out our full community of learners, parents and educators.

EXPENDITURES BY OBJECT	2015-16 ACTUAL	2016-17 BUDGET	2016-17 ESTIMATED	2017-18 BUDGET	COST PER STUDENT
Salaries	\$2,901,635	\$3,432,018	\$3,382,980	\$3,680,710	\$3,996
Benefits	\$1,026,118	\$1,144,289	\$1,173,300	\$1,284,726	\$1,395
Purchased Services	\$266,601	\$379,264	\$426,380	\$204,150	\$222
Supplies	\$525,494	\$478,101	\$462,580	\$642,020	\$697
Equipment	\$9,160	\$6,800	\$2,500	\$6,800	\$7
Total	\$4,729,008	\$5,440,472	\$5,447,740	\$5,818,406	\$6,317

Students:

Total Enrollment	822	894	871	921
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RED CANYON HIGH SCHOOL

PRINCIPAL: Wade Hill

ADDRESS: PO Box 4801 | Eagle, CO 81631

PHONE: (970) 328-2852



SCHOOL PROFILE

Red Canyon High School is the alternative high school for Eagle County. It has two campuses, one in Edwards and one in Eagle. Both locations are Expeditionary Learning schools.

MISSION STATEMENT

Educating every student for success one student at a time.

Red Canyon provides a safe “non-traditional” learning environment, where all students acquire the skills, knowledge, and behaviors necessary to be productive citizens in an ever-changing world. We will prepare students to:

- ▶ Be in charge of, and apply, their academic knowledge
- ▶ Set and achieve academic and personal goals
- ▶ Communicate effectively
- ▶ Respect and work cooperatively with others
- ▶ Think critically and be creative problem solvers

EXPEDITIONARY LEARNING

Red Canyon is an Expeditionary Learning Outward Bound School. Expeditionary Learning is a model of instruction that emphasizes high achievement through active learning, character growth, and teamwork. Expeditionary Learning schools focus on core curriculum skills while basing classes on in-depth investigations. Learning includes authentic products, fieldwork, service learning, and inviting experts into the classroom. At Red Canyon, we see this approach ignite the natural passion to learn and develop the curiosity, skills, knowledge, and courage needed to imagine a better world and work toward realizing it.

EXPENDITURES BY OBJECT	2015-16 ACTUAL	2016-17 BUDGET	2016-17 ESTIMATED	2017-18 BUDGET	COST PER STUDENT
Salaries	\$903,465	\$1,057,438	\$1,057,500	\$1,132,840	\$6,400
Benefits	\$310,986	\$377,875	\$358,350	\$390,257	\$2,205
Purchased Services	\$64,604	\$73,460	\$75,560	\$74,950	\$423
Supplies	\$54,725	\$100,648	\$52,950	\$63,940	\$361
Equipment	-	-	-	-	-
Total	\$1,333,780	\$1,609,421	\$1,544,360	\$1,661,987	\$9,390

Students:

Total Enrollment	174	174	172	177
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VAIL SKI & SNOWBOARD ACADEMY

PRINCIPAL: Geoffrey Grimmer

ADDRESS: 1950 U.S. Hwy 24 | Minturn, CO 81645

PHONE: (970) 328-2832



SCHOOL PROFILE

Vail Ski and Snowboard Academy is a remarkable and utterly unique public school that allows serious winter sports athletes the opportunity of world-class training and competition in their sport in a challenging, college-prep academic environment. The majority of our student-athletes compete on a national and international level, which entails extensive travel during the traditional school year. The Academy is specifically tailored to deliver its curriculum to a student body that can be spread across the globe. Every student travels with a laptop computer for easy access to schoolwork at all times. The use of innovative internet technologies allows teachers and students to remain in close communication. Students collect assignments, participate in discussion boards, take quizzes, download videos of lectures and receive real time instruction from teachers over the web. Vail Ski and Snowboard Academy's student-to-teacher-ratio of 10: (including the academic coaches) allows for individualized attention. Ski & Snowboard Club Vail provides funding for five to seven academic coaches per year who support students from August to May. Flexibility is key in our environment. Careful planning and monitoring of each student, course work maintain a uniform opportunity for learning. Our students develop a deep level of independent learning that is unusual among high school students, but absolutely essential for future college and even Olympic athletes.

MISSION

Vail Ski and Snowboard Academy provides a challenging secondary and college preparatory academic program while supporting the athletic and personal goals of our students. In partnership with Ski and Snowboard Club Vail we facilitate the attainment of our student's dreams by offering challenging academics, flexible scheduling and individualized attention.

EXPENDITURES BY OBJECT	2015-16 ACTUAL	2016-17 BUDGET	2016-17 ESTIMATED	2017-18 BUDGET	COST PER STUDENT
Salaries	\$790,455	\$940,508	\$951,140	\$1,069,850	\$4,841
Benefits	\$257,665	\$349,704	\$306,670	\$373,033	\$1,688
Purchased Services	\$108,334	\$64,256	\$136,940	\$64,800	\$293
Supplies	\$127,956	\$207,813	\$203,710	\$160,000	\$724
Equipment	\$3,420	-	\$6,500	-	-
Total	\$1,287,830	\$1,562,281	\$1,604,960	\$1,667,683	\$7,546

Students:

Total Enrollment	177	192	191	221
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WORLD ACADEMY

PRINCIPAL: Wade Hill

ADDRESS: PO Box 4801 | Eagle, CO 81631

PHONE: (970) 328-2852



SCHOOL PROFILE

World Academy is a Kindergarten - 12th grade online program that aims to provide students who are looking for a unique learning path with a self-paced, challenging core content curriculum package. Many children simply cannot get the focused and flexible learning they need in a traditional classroom setting. World Academy provides challenging and engaging content, individualized learning plans and instructional coaches, delivered through cutting-edge technology and old-fashioned human interaction.

World Academy partners with K12 Education, whose mission is to develop each child, full potential with engaging, individualized learning. K12 develops their own curriculum, widely regarded as the highest quality available online, and remains devoted to fulfilling the promise of education for every child.

World Academy uses licensed teachers to provide a tuition-free individualized 21st century learning opportunity. It's available to students of Eagle County, homeschooled children, AND students of surrounding counties!

EXPENDITURES BY OBJECT	2015-16 ACTUAL	2016-17 BUDGET	2016-17 ESTIMATED	2017-18 BUDGET	COST PER STUDENT
Salaries	\$24,584	\$23,905	\$26,990	\$29,100	\$582
Benefits	\$4,996	\$8,725	\$5,630	\$9,500	\$190
Purchased Services	\$4,000	\$2,660	\$2,660	\$1,140	\$23
Supplies	\$23,770	\$35,125	\$32,920	\$4,360	\$87
Equipment	-	-	-	-	-
Total	\$57,350	\$70,415	\$68,200	\$44,100	\$882

Students:

Total Enrollment	45	44	53	50
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FINANCIAL SECTION

ALL FUNDS SUMMARY

The following bullets are excerpt from Section D: Fiscal Management because they specifically affect the budget. A entire policy can be found in the Appendix located in the Informational Section of this document.

	General Fund	Nutrition Services Fund	Designated Purpose Grant Fund	Transportation Fund	Bond Fund
Revenue:					
Property taxes	\$ 47,774,030	\$ -	\$ -	\$ 1,000,000	\$ 20,912,838
Specific ownership taxes	3,325,050	-	-	50,000	-
State and federal revenue	22,433,080	1,331,000	3,109,000	441,000	-
Interest income	125,000	-	-	-	-
Other local revenue	2,926,390	564,000	2,056,500	642,500	-
Transfer in	-	-	-	535,000	-
Transfer 3A	-	96,000	-	197,000	-
Total revenue	76,583,550	1,991,000	5,165,500	2,865,500	20,912,838

Expenditures:

Salaries	42,908,022	775,700	2,386,000	1,609,000	-
Benefits	15,271,534	310,000	969,500	627,500	-
Purchased services	6,894,345	35,000	970,000	149,000	-
Supplies & Equipment	5,493,081	858,400	840,000	481,000	-
Debt service	-	-	-	-	20,682,963
Capital outlay	-	-	-	-	-
Depreciation/amortization	-	-	-	-	-
Contingency	-	-	-	-	-
Transfers	4,566,320	-	-	-	-
Transfers 3A	1,799,448	-	-	-	-
Total expenditures	76,932,750	1,979,100	5,165,500	2,866,500	20,682,963

Net Change in Fund Balance	(349,200)	11,900	-	(1,000)	229,876
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Beginning Fund Balance	12,599,878	308,459	-	43,237	11,562,343
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Nonspendable Inventories	-	45,000	-	-	-
Restricted for Debt Service	-	-	-	-	11,792,219
Restricted for Capital Outlay	-	-	-	-	-
Restricted for Student Activity	-	-	-	-	-
Restricted for 3A	1,769,971	-	-	-	-
Restricted for Multi-Year Contracts	1,143,602	-	-	-	-
Restricted for Emergencies	2,185,100	-	-	-	-
Assigned to Capital Outlay	-	-	-	-	-
Assigned to Transportation	-	-	-	42,237	-
Assigned to Nutrition Services	-	275,359	-	-	-
Unrestricted, Unassigned	7,152,005	-	-	-	-

Ending Fund Balance	\$ 12,250,678	\$ 320,359	\$ -	\$ 42,237	\$ 11,792,219
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Appropriation	\$ 76,932,750	\$ 1,979,100	\$ 5,165,500	\$ 2,866,500	\$ 20,682,963
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ALL FUNDS SUMMARY (CONTINUED)

	Building Fund	Capital Reserve Fund	District Housing Fund	Student Activity Fund	Charter School Fund	2017-18 Total	2016-17 Actual
Revenue:							
Property taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 69,686,868	\$ 51,378,323
Specific ownership taxes	-	-	-	-	-	3,375,050	2,761,851
State and federal revenue	-	-	-	-	90,723	27,404,803	25,630,019
Interest income	512,048	-	-	-	9,000	646,048	19,363
Other local revenue	600,000	40,000	133,000	1,150,000	729,035	8,841,425	9,112,976
Transfer in	-	1,000,000	-	-	3,031,320	4,566,320	762,788
Transfer 3A	-	1,094,248	-	-	412,200	1,799,448	762,788
Total revenue	1,112,048	2,134,248	133,000	1,150,000	4,272,278	116,319,962	89,665,320

Expenditures:

Salaries	-	-	22,500	-	2,058,501	49,759,723	39,133,340
Benefits	-	-	8,000	-	790,362	17,976,896	13,397,137
Purchased services	-	-	39,000	-	893,770	8,981,115	6,584,415
Supplies & Equipment	-	-	72,000	1,150,000	327,590	9,222,071	8,025,878
Debt service	-	-	-	-	-	20,682,963	15,174,885
Capital outlay	102,562,367	2,134,248	-	-	90,723	104,787,338	2,727,606
Depreciation/amortization	-	-	13,500	-	-	13,500	29,479
Contingency	-	-	-	-	-	-	-
Transfers	-	-	-	-	-	4,566,320	4,431,520
Transfers 3A	-	-	-	-	-	1,799,448	4,431,520
Total expenditures	102,562,367	2,134,248	155,000	1,150,000	4,160,946	217,789,374	89,504,260

Net Change in Fund Balance	(101,450,319)	-	(22,000)	-	111,332	(101,469,412)	161,060
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Beginning Fund Balance	135,670,503	1,227,547	832,216	1,388,567	1,135,465	164,768,215	25,803,012
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Nonspendable Inventories	-	-	-	-	-	45,000	47,288
Restricted for Debt Service	-	-	-	-	-	11,792,219	12,654,217
Restricted for Capital Outlay	34,220,184	-	-	-	-	34,220,184	444,176
Restricted for Student Activity	-	-	-	1,388,567	-	1,388,567	-
Restricted for 3A	-	-	-	-	-	1,769,971	-
Restricted for Multi-Year Contracts	-	-	-	-	-	1,143,602	1,143,602
Restricted for Emergencies	-	-	-	-	112,072	2,297,172	2,030,200
Assigned to Capital Outlay	-	1,227,547	-	-	-	1,227,547	615,766
Assigned to Transportation	-	-	-	-	-	42,237	56,298
Assigned to Nutrition Services	-	-	-	-	-	275,359	249,870
Unrestricted, Unassigned	-	-	810,216	-	1,134,725	9,096,946	8,722,645

Ending Fund Balance	\$ 34,220,184	\$ 1,227,547	\$ 810,216	\$ 1,388,567	\$ 1,246,797	\$ 63,298,804	\$ 25,964,072
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Appropriation	\$ 102,562,367	\$ 2,134,248	\$ 155,000	\$ 1,150,000	\$ 5,407,743	\$ 219,036,171	\$ 89,504,260
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BUDGET FACTS AND ASSUMPTIONS

The 2017-18 Adopted Budget was developed knowing certain facts and making certain assumptions based on information available at the time of preparation. These facts and assumptions are as follows:

FACTS:

1. The budget has been prepared with per pupil revenue of \$7,901.86 via the Colorado Public School Finance Act.
2. 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's Financial Policies and Procedures Handbook. This budget's expenditure estimates were prepared based on program needs, enrollment projections, mandated requirements, employee negotiations, contracted services and anticipated changes in economic conditions.
3. Beginning fund balances plus revenues equal expenditures and ending reserves in all funds.
4. All employee groups will receive a 1% cost of living increase.
5. All employee groups are eligible for a one-time payment up to 1.0% performance based bonus in September 2017, if they are currently employed by the district.
6. The district will cover 100% of all district health benefit increases and PERA increases.

ASSUMPTIONS:

- | | |
|--|---|
| <ol style="list-style-type: none">1. Actual funding to the district is primarily provided by the Colorado Public School Finance Act, which is calculated from the projected pupil counts. ECS funded pupil count is projected to increase 10 students to 6,271.8 in 2017-18 and an increase to charter schools of 4 for a total of 6,876.8 district-wide.

Health insurance is projected to increase by 10%. | <ol style="list-style-type: none">2. The ratio for assessment of residential property will decrease from 7.96% to 7.20%. The ratio for assessment of commercial property will remain the same at 29%. Eagle County Assessors office has projected an increase in assessed values of 14.5%. This revenue generated from property tax is estimated to increase due to the net impact of these two factors by 4.16 percent or approximately \$127,981,673. |
|--|---|

FORECASTED ASSUMPTIONS:

1. School Finance Act dollars increase an average of 2% for the next three years.
2. In an effort to control expenditures we are expecting an increase in salaries of 1% - 2% per year.
3. Benefits are anticipated to increase annually and remaining at an average of 35% of salaries.
4. Purchased services, supplies and equipment are assumed to 1% - 2% per year.
5. Resources will be reallocated on an annual basis in an effort to meet district wide goals.

ALL FUNDS

	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Budget	2016-17 Estimated	2017-18 Budget	2018-19 Forecasted	2019-20 Forecasted	2020-21 Forecasted
BEGINNING FUND BALANCE	\$32,577,540	\$28,708,076	\$28,705,095	\$29,235,672	\$29,483,634	\$164,768,215	\$63,298,807	\$30,007,388	\$30,166,171
REVENUE									
Property taxes	53,591,494	54,203,964	58,298,202	71,559,978	72,279,924	73,083,213	74,010,238	75,014,891	76,036,988
Specific ownership taxes	2,386,297	2,761,851	2,736,271	3,163,001	3,402,000	3,375,050	3,457,000	3,525,000	3,594,000
State and Federal revenue	20,338,551	25,309,315	24,216,068	24,632,164	24,683,249	27,404,803	27,743,555	28,132,287	28,690,688
Interest income	20,465	20,407	54,316	142,500	111,400	646,051	386,500	214,050	141,650
Other revenue	8,422,375	8,151,756	7,508,694	156,582,974	160,662,458	8,888,600	7,546,574	7,660,663	7,782,090
Transfers	2,320,247	3,877,294	2,566,583	2,466,746	2,465,170	2,922,248	2,902,827	2,926,788	3,387,505
Total revenue	\$87,079,429	\$94,324,587	\$95,380,135	\$258,547,363	\$263,604,201	\$116,319,965	\$116,046,694	\$117,473,679	\$119,632,921
EXPENDITURES & TRANSFERS									
Salaries	38,103,470	40,939,720	42,405,529	47,963,125	47,741,050	49,759,723	50,134,202	51,099,154	51,860,780
Benefits	11,957,514	14,041,461	15,007,086	16,683,486	17,056,328	17,976,896	18,265,983	18,635,966	18,938,837
Purchased services	7,532,942	7,529,423	7,622,270	8,030,735	8,283,410	9,137,715	9,192,585	9,309,109	9,424,008
Supplies & Equipment	8,066,728	8,308,139	7,690,978	10,035,528	7,665,660	9,065,471	8,605,045	8,749,130	8,890,519
Debt Service	13,879,888	13,512,353	14,077,852	19,690,793	20,672,814	20,682,963	20,682,931	20,680,425	20,658,750
Capital Outlay	6,040,413	4,348,179	2,303,951	37,061,770	20,969,097	104,787,338	36,028,650	2,318,184	2,674,599
Depreciation/Amortization	72,727	29,479	13,648	28,000	13,500	13,500	13,500	13,500	13,500
Transfers	5,028,546	5,618,814	5,480,282	5,899,591	5,917,760	6,365,768	6,415,217	6,509,428	7,041,805
Total Expenditures	\$90,682,228	\$94,327,568	\$94,601,596	\$145,393,028	\$128,319,619	\$217,789,374	\$149,338,113	\$117,314,895	\$119,502,798
NET CHANGE IN FUND BALANCE	-\$3,602,799	-\$2,981	\$778,539	\$113,154,335	\$135,284,582	-\$101,469,409	-\$33,291,419	\$158,784	\$130,123
ENDING FUND BALANCE	\$28,974,741	\$28,705,095	\$29,483,634	\$142,390,007	\$164,768,215	\$63,298,807	\$30,007,388	\$30,166,171	\$30,296,294

OPERATING FUND

	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Budget	2016-17 Estimated	2017-18 Budget	2018-19 Forecasted	2019-20 Forecasted	2020-21 Forecasted
BEGINNING FUND BALANCE	\$10,795,803	\$11,207,074	\$12,249,903	\$12,484,459	\$12,484,459	\$12,951,574	\$12,613,274	\$12,533,457	\$12,553,346
REVENUE									
Property taxes	37,688,410	37,160,580	40,920,843	48,955,358	48,893,000	48,774,030	49,665,000	50,638,000	51,631,000
Specific ownership taxes	2,386,297	2,761,851	2,736,271	3,163,001	3,402,000	3,375,050	3,457,000	3,525,000	3,594,000
State and Federal revenue	20,146,311	25,024,850	24,008,618	24,483,091	24,465,949	27,314,080	27,653,740	28,043,370	28,602,660
Interest income	19,801	19,363	50,611	125,000	103,000	125,000	127,500	130,050	132,650
Other revenue	6,384,930	6,499,128	6,226,833	6,335,145	5,521,826	7,017,390	6,218,780	6,499,457	6,631,444
Total revenue	\$66,625,749	\$71,465,772	\$73,943,176	\$83,061,595	\$82,385,775	\$86,605,550	\$87,122,020	\$88,835,877	\$90,591,754
EXPENDITURES & TRANSFERS									
Salaries	36,295,476	39,112,912	40,551,425	46,092,167	45,709,000	47,678,722	48,032,730	48,977,011	49,717,764
Benefits	11,388,889	13,389,868	14,353,139	15,957,212	16,328,400	17,178,534	17,440,090	17,789,660	18,065,040
Purchased services	6,766,047	6,639,197	6,538,264	7,050,836	7,095,500	7,898,345	7,991,790	8,079,920	8,170,250
Supplies & Equipment	6,468,855	7,019,446	6,785,510	8,615,371	6,868,000	7,822,481	7,322,010	7,459,970	7,600,150
Charter Schools	2,708,299	2,928,814	2,913,699	3,037,345	3,041,000	3,031,320	3,091,950	3,153,790	3,216,870
Charter Schools- 3A	-	-	-	395,500	401,590	412,200	420,440	428,850	437,430
Total Expenditures	\$63,627,566	\$69,090,237	\$71,142,037	\$81,148,431	\$79,443,490	\$84,021,602	\$84,299,010	\$85,889,201	\$87,207,504
NET CHANGE IN FUND BALANCE	\$2,998,183	\$2,375,535	\$2,801,139	\$1,913,164	\$2,942,285	\$2,583,948	\$2,823,010	\$2,946,676	\$3,384,250
Transfers In	-	-	-	-	-	-	-	-	-
Transfers In	-	1,187,294	-	-	-	-	-	-	-
Transfers Out	2,320,247	2,520,000	2,566,583	760,000	760,000	1,535,000	1,540,000	1,543,000	1,555,000
Transfers Out- 3A	-	-	-	1,706,746	1,715,170	1,387,248	1,362,827	1,383,788	1,832,505
ENDING FUND BALANCE	\$11,473,739	\$12,249,903	\$12,484,459	\$11,930,877	\$12,951,574	\$12,613,274	\$12,533,457	\$12,553,346	\$12,550,090
APPROPRIATION						\$86,943,850			

GENERAL FUND

HIGHLIGHTS

2017-18 Total Resources: \$76.6M

- ▶ \$8,224,000 available from 3A mill levy override. \$1.5M increase to School Finance Act including revenue from increased enrollment
- ▶ \$349,200 of available fund balance for one-time expenditures, transfers, and related reserves

2017-18 Total Expenditures: \$74.0M

- ▶ Employees will receive a 1% cost of living increase as well as 1% performance pay. (ET1, ET3, ET4)
- ▶ Employee health benefit increases estimated at 10% will be paid for by the district. (ET1, ET3, ET4)
- ▶ PERA increased cost of 5% will occur at a cost to the district. (ET1, ET3, ET4)
- ▶ The student/teacher ratio will decrease by 0.75 FTE to help reduce class size which equates to hiring an additional 26.0 FTE plus 1.0 FTE for Gifted and Talented support. (LT1, LT2, LT3, LT5, LT6)
- ▶ Staffing has also increased to support Preschool Plus, Career X, Counseling, technology and maintenance with funding provided by 3A mill levy override and additional program funding for Early College. (LT1, LT2, LT4, LT5, LT6)
- ▶ The district has established recommended staffing levels for counseling, art, music and PE. (LT1, LT2, LT3, LT5, LT6)
- ▶ The district is investing in a software program that supports literacy for kids ages 0-5 and grades PK – 3 throughout Eagle County. (LT1-LT10)
- ▶ Additional positions have been approved to expand learning and provide extended learning opportunities. (LT6)
- ▶ Multiple tactics have been identified and provided additional resources to supplement the work currently being done. More detailed information is provided in the Financial Section of the budget document.
- ▶ Contingency accounts have been set up for special projects of \$241,000. (LT7, LT8)

2017-18 Total Ending Reserves: \$12.3M

- ▶ Carryover of 3A mill levy override attributes to \$1.8M of the carryover
- ▶ A required TABOR contingency of \$2.19M is included

2017-18 Total Transfers: \$6.4M

- ▶ Transfer of \$535,000 to the Transportation Fund is an increase of \$25,000
- ▶ Ongoing transfer of \$1M to the Capital Reserve Fund for capital improvements
- ▶ Transfer of \$3.03M to the Charter School Fund based on PPR

SIGNIFICANT CHANGES IN FUND BALANCE

- ▶ There's a planned significant change in the building fund balance. This is due to the spending down of bond proceeds.
- ▶ Any other negative trends will be addressed by reallocating resources on an annual basis.

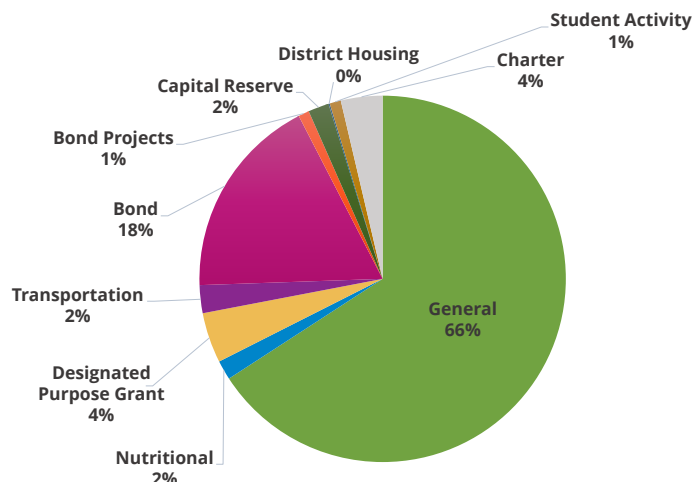
BEGINNING FUND BALANCE SUMMARY

FUND	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 BUDGETED	2016-17 PROJECTED	2017-18 ADOPTED BUDGET
General	\$10,711,902	\$11,088,502	\$11,962,930	\$12,014,038	\$12,014,038	\$12,599,878
Nutrition Services	366,317	247,503	297,158	411,774	411,774	308,459
Designated Purpose Grants	(299,579)	(172,081)	(66,483)	-	-	-
Transportation	17,163	43,150	56,298	58,647	58,647	43,237
Bond	11,796,093	11,110,990	11,816,380	12,202,188	12,202,188	11,562,343
Bond Projects	-	-	-	-	-	135,670,503
Capital Reserve	4,254,969	3,484,948	1,897,779	1,804,954	1,804,954	1,227,547
District Housing	1,017,435	1,040,289	856,346	852,716	852,716	832,216
Student Activity	1,187,938	1,144,903	1,066,068	1,194,067	1,194,067	1,388,567
Employee Benefit Trust	1,513,902	1,055,515	-	-	-	-
Charter School	3,525,302	719,872	818,619	697,288	945,250	1,135,465
TOTAL APPROPRIATIONS	\$34,091,442	\$29,763,591	\$28,705,095	\$29,235,672	\$29,483,634	\$164,768,215

REVENUE SUMMARY

FUND	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 BUDGETED	2016-17 PROJECTED	2017-18 ADOPTED BUDGET
General	\$57,755,922	\$62,797,490	\$65,281,906	\$74,295,308	\$73,852,000	\$76,583,550
Nutrition Services	1,834,017	1,812,433	1,946,813	1,910,599	1,910,185	1,991,000
Designated Purpose Grants	4,639,465	4,305,677	4,045,702	4,032,477	3,818,000	5,165,500
Transportation	2,396,345	2,550,172	2,668,755	2,823,211	2,805,590	2,865,500
Bond	13,194,785	14,217,743	14,463,660	19,690,793	20,032,969	20,912,838
Bond Projects	-	-	-	149,015,651	154,163,188	1,112,048
Capital Reserve	2,189,025	2,601,970	2,154,775	1,703,000	1,778,417	2,134,248
District Housing	139,660	135,896	125,619	132,650	120,500	133,000
Student Activity	1,366,387	981,151	924,003	1,194,067	887,000	1,150,000
Employee Benefit Trust	2,379,905	-	-	-	-	-
Charter School	3,593,823	3,734,761	3,768,902	3,749,607	4,236,352	4,272,277
TOTAL APPROPRIATION	\$89,489,334	\$93,137,293	\$95,380,135	\$258,547,363	\$263,604,201	\$116,319,961

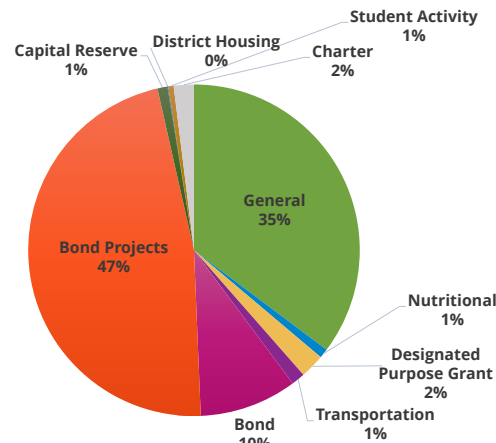
The following chart shows that of the district's 9 active funds, the General Operating Fund accounts for 70% of all revenues, while all other funds combined make up the difference.



EXPENDITURE SUMMARY

FUND	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 BUDGETED	2016-17 ESTIMATED	2017-18 ADOPTED BUDGET
General	\$57,755,922	\$63,110,356	\$65,230,798	\$74,750,763	\$73,266,160	\$76,732,750
Nutrition Services	1,686,166	1,762,778	1,832,197	1,995,166	2,013,500	1,979,100
Designated Purpose Grants	4,511,967	4,200,079	3,979,219	4,032,477	3,818,000	5,165,500
Transportation	2,370,358	2,537,024	2,666,406	2,836,771	2,821,000	2,866,500
Bond	13,879,888	13,512,353	14,077,852	19,690,793	20,672,814	20,682,963
Bond Projects	-	-	-	34,967,316	18,492,685	102,562,367
Capital Reserve	2,959,046	4,189,139	2,247,600	2,007,954	2,355,824	2,134,248
District Housing	116,806	149,839	129,249	177,100	141,000	155,000
Student Activity	1,379,422	1,059,986	796,004	1,194,067	692,500	1,150,000
Employee Benefit Trust	2,838,292	-	-	-	-	-
Charter School	6,399,253	3,636,014	3,642,271	3,740,621	4,046,136	4,160,945
TOTAL APPROPRIATION	\$93,897,120	\$94,157,568	\$94,601,596	\$145,393,028	\$128,319,619	\$217,589,373

The General Operating Fund accounts for 70% of all expenditures, while all other funds combined make up the difference.



ENDING FUND BALANCE SUMMARY

There are no significant changes in 2016-17 Fund Balances nor are there any anticipated in the forecasts.

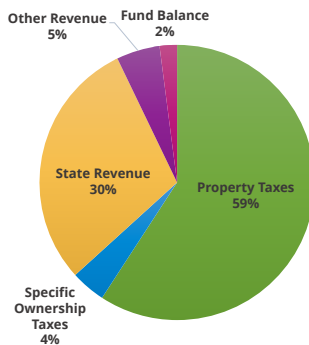
FUND	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 BUDGETED	2016-17 ESTIMATED	2017-18 ADOPTED BUDGET
General	\$11,088,502	\$11,962,930	\$12,014,038	\$11,558,583	\$12,599,878	\$12,250,678
Nutrition Services	247,503	297,158	411,774	327,207	308,459	320,359
Designated Purpose Grants	(172,081)	(66,483)	-	-	-	-
Transportation	43,150	56,298	58,647	45,087	43,237	42,237
Bond	11,110,990	11,816,380	12,202,188	12,202,188	11,562,343	11,792,219
Bond Projects	-	-	-	114,048,335	135,670,503	34,220,184
Capital Reserve	3,484,948	1,897,779	1,804,954	1,500,000	1,227,547	1,227,547
District Housing	1,040,289	856,346	852,716	808,266	832,216	810,216
Student Activity	1,144,903	1,066,068	1,194,067	1,194,067	1,388,567	1,388,567
Employee Benefit Trust	1,055,515	-	-	-	-	-
Charter School	719,872	818,619	945,250	706,274	1,135,465	1,246,797
TOTAL APPROPRIATION	\$29,763,591	\$28,705,095	\$29,483,634	\$142,390,007	\$164,768,215	\$63,298,804

GENERAL FUND SUMMARY

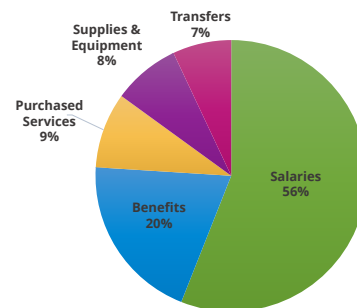
	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Budget	2016-17 Estimated	2017-18 Budget	2018-19 Forecasted	2019-20 Forecasted	2020-21 Forecasted
BEGINNING FUND BALANCE	\$10,711,902	\$11,088,502	\$11,962,930	\$12,014,038	\$12,014,038	\$12,599,878	\$12,250,678	\$12,160,091	\$12,170,984
REVENUE									
Property taxes	36,679,004	36,260,755	39,924,420	47,955,358	47,893,000	47,774,030	48,665,000	49,638,000	50,631,000
Specific ownership taxes	2,340,641	2,710,136	2,687,768	3,113,001	3,352,000	3,325,050	3,407,000	3,475,000	3,544,000
State revenue	15,183,457	20,220,327	19,173,816	20,136,224	19,538,000	22,433,080	22,881,740	23,339,370	23,806,160
Interest income	19,801	19,363	50,611	125,000	103,000	125,000	127,500	130,050	132,650
Other revenue	3,533,019	3,586,909	3,445,291	2,965,725	2,966,000	2,926,390	2,984,920	3,044,620	3,105,510
Total revenue	\$57,755,922	\$62,797,490	\$65,281,906	\$74,295,308	\$73,852,000	\$76,583,550	\$78,066,160	\$79,627,040	\$81,219,320
EXPENDITURES & TRANSFERS									
Salaries	32,008,145	34,892,001	36,330,900	41,730,742	41,040,000	42,908,022	43,551,640	44,422,670	45,089,010
Benefits	10,188,507	12,047,325	12,936,678	14,521,127	14,774,400	15,271,534	15,678,590	15,992,160	16,232,040
Purchased services	5,267,110	5,361,466	5,318,851	6,204,054	6,630,000	6,894,345	6,963,290	7,032,920	7,103,250
Supplies & Equipment	4,887,014	5,360,750	5,164,087	6,395,249	4,904,000	5,493,081	5,548,010	5,658,970	5,772,150
Charter Schools	2,708,299	2,928,814	2,913,699	3,037,345	3,041,000	3,031,320	3,091,950	3,153,790	3,216,870
Charter Schools- 3A	-	-	-	395,500	401,590	412,200	420,440	428,850	437,430
Total Expenditures	\$55,059,075	\$60,590,356	\$62,664,215	\$72,284,017	\$70,790,990	\$74,010,502	\$75,253,920	\$76,689,360	\$77,850,750
NET CHANGE IN FUND BALANCE	\$2,696,847	\$2,207,134	\$2,617,691	\$2,011,291	\$3,061,010	\$2,573,048	\$2,812,240	\$2,937,680	\$3,368,570
Transfers In	-	-	-	-	-	-	-	-	-
Transfers In	-	1,187,294	-	-	-	-	-	-	-
Transfers Out	2,320,247	2,520,000	2,566,583	760,000	760,000	1,535,000	1,540,000	1,543,000	1,555,000
Transfers Out- 3A	-	-	-	1,706,746	1,715,170	1,387,248	1,362,827	1,383,788	1,832,505
ENDING FUND BALANCE	\$11,088,502	\$11,962,930	\$12,014,038	\$11,558,583	\$12,599,878	\$12,250,678	\$12,160,091	\$12,170,984	\$12,152,048
APPROPRIATION						\$76,932,750			

Local taxes make up a total of 67% of the revenue sources and 29% come from State sources and only 4% from other local revenue. From other local revenues which include tuition, fees, donations, interest, cell tower lease, and other miscellaneous sources. Forecasting represents an annual increase of 2% for all revenue sources.

REVENUES BY SOURCE



EXPENDITURES BY OBJECT



Salaries and benefits make up 76% of the expenditures and transfers. Forecasting estimates are based on an annual increase in salaries of 1%-2%, benefits are 35% of salaries, purchased services, supplies and equipment range between an annual increase of 1%-2% also. Expenditure allocations are reviewed and adjusted on an annual basis and focus on the key activities of the strategic plan.

REVENUE SUMMARY

REVENUE	2015-16 AUDITED ACTUAL	2016-17 REVISED BUDGET	2016-17 ESTIMATED	2017-18 ADOPTED BUDGET
Local Sources				
Property Taxes- SFA	\$31,771,555	\$31,831,328	\$31,831,328	\$31,439,030
Property Taxes- Override	8,120,374	16,124,030	16,061,672	16,335,000
Specific Ownership Tax- SFA	1,678,778	1,729,971	1,729,971	1,781,870
Specific Ownership Tax	1,008,990	1,383,030	1,622,029	1,543,180
Tuition/ Fees	1,562,167	1,548,007	954,536	1,580,690
Interest	50,611	125,000	103,000	125,000
Services Provided to Charters	517,723	495,772	490,527	516,740
Miscellaneous Revenue	1,397,892	921,947	901,954	828,960
Subtotal Local Sources	\$46,108,090	\$54,159,085	\$53,695,017	\$54,150,470
State Sources				
Finance Act (SFA)	\$15,850,394	\$17,204,481	\$17,204,481	\$19,438,330
Vocational Education Reimbursement	24,660	45,000	45,000	45,000
Special Education Reimbursement	1,452,570	1,159,703	1,184,962	1,160,000
ELPA Reimbursement	846,107	799,153	799,153	800,000
Gifted and Talented Reimbursement	61,654	62,694	62,694	62,700
Read ACT	217,722	324,426	324,426	315,000
Other State Revenue	216,159	4,500	-	72,050
Subtotal State Sources	\$18,669,266	\$19,599,957	\$19,620,716	\$21,893,080
Federal Sources				
PILT	\$503,130	\$536,267	\$536,267	540,000
Other Federal Sources	\$1,420	-	-	-
Subtotal Federal Sources	\$504,550	\$536,267	\$536,267	\$540,000
TOTAL REVENUE	\$65,281,906	\$74,295,309	\$73,852,000	\$76,583,550



GENERAL FUND EXPENSES BY PROGRAM

EXPENDITURES	2015-16 AUDITED ACTUAL	2016-17 REVISED BUDGET	2016-17 ESTIMATED	2017-18 ADOPTED BUDGET
101-125 Administrators & Principals	\$3,770,723	\$4,408,981	\$4,546,260	\$4,468,560
201-218 Teachers	22,904,494	25,541,417	25,326,280	27,485,790
231-239 Psych/SocWkr/Occup & Phys Therapists	1,170,868	1,263,529	1,254,990	1,343,570
300-359 Professional Support Staff	514,582	565,884	586,410	613,262
360-390 Technical Support Staff	819,660	1,047,370	1,063,510	992,940
401-490 Para Educators & Aides	3,006,822	4,261,942	3,809,330	3,463,530
500-513 Office & Administrative Support Staff	1,947,907	2,163,040	2,092,990	2,095,090
600-637 Crafts/Trades Services	2,195,844	2,478,579	2,360,230	2,445,280
Subtotal Salaries	\$36,330,900	\$41,730,742	\$41,040,000	\$42,908,022
Employee Benefits	12,936,678	14,521,127	14,774,400	15,271,534
Subtotal Personnel Expenditures	\$49,267,578	\$56,251,869	\$55,814,400	\$58,179,556
Purchased Prof & Tech Services	\$1,274,791	\$1,141,590	\$1,024,580	\$1,055,170
Purchased Property Services	1,408,140	1,725,844	1,743,490	1,549,400
Other Purchased Services	2,635,920	4,157,107	3,861,930	4,289,775
Supplies	4,174,695	5,401,925	4,758,200	5,348,261
Property & Equipment	325,917	172,837	145,800	144,820
Other Uses of Funds	3,577,174	3,432,845	3,442,590	3,443,520
Subtotal Non Personnel Expenditures	\$13,396,637	\$16,032,148	\$14,976,590	\$15,830,946
TOTAL EXPENDITURES	\$62,664,215	\$72,284,017	\$70,790,990	\$74,010,502



GENERAL FUND EXPENSES BY PROGRAM

EAGLE VALLEY ELEMENTARY	2013-14	2014-15	2015-16	2016-17	2017-18
0010 General Instruction	1,192,199	1,370,363	1,463,829	1,809,633	1,950,420
0080 Instructional Media	972	854	3,500	3,500	3,500
1800 Activities/Athletics	16,795	16,550	13,500	14,500	18,250
2100 Guidance Services	1,345	-	-	-	350
2300 Staff Training Services	6,966	8,727	9,030	31,078	16,300
2400 Office of the Principal	185,768	181,473	197,035	219,355	224,260
2600 Custodial	81,439	83,136	83,750	93,623	94,450
2620 Utilities	96,489	92,853	111,000	134,638	135,500
	\$1,581,973	\$1,753,956	\$1,881,644	\$2,306,327	\$2,443,030

BRUSH CREEK ELEMENTARY	2013-14	2014-15	2015-16	2016-17	2017-18
0010 General Instruction	1,684,871	1,670,867	1,604,110	1,945,763	1,740,915
0080 Instructional Media	50,644	41,653	45,000	41,579	38,750
1800 Activities/Athletics	19,967	19,733	15,400	28,600	21,500
2100 Guidance Services		21,410	47,220	55,879	56,280
2300 Staff Training Services	411	-	6,430	4,000	4,500
2400 Office of the Principal	199,312	210,949	213,470	218,860	236,380
2600 Custodial	117,740	114,299	113,780	109,670	111,730
2620 Utilities	74,923	79,455	86,380	84,842	84,500
	\$2,147,868	\$2,158,366	\$2,131,790	\$2,489,193	\$2,294,555

AVON ELEMENTARY	2013-14	2014-15	2015-16	2016-17	2017-18
0010 General Instruction	930,494	988,665	867,161	1,262,988	1,135,100
0080 Instructional Media	1,204	1,591	1,650	1,650	1,350
1800 Activities/Athletics	8,260	7,858	4,850	4,000	6,000
2100 Guidance Services	16,775	24,328	23,860	-	24,450
2300 Staff Training Services	1,841	1,253	10,310	17,821	11,000
2400 Office of the Principal	200,141	278,244	324,880	374,670	377,580
2600 Custodial	122,792	125,636	118,260	105,178	104,030
2620 Utilities	91,913	106,044	137,900	126,958	127,000
	\$1,373,420	\$1,533,619	\$1,488,871	\$1,893,265	\$1,786,510

RED SANDSTONE ELEMENTARY	2013-14	2014-15	2015-16	2016-17	2017-18
0010 General Instruction	1,121,474	1,061,545	1,129,086	1,297,698	1,116,681
0080 Instructional Media	2,896	2,000	2,000	500	12,680
1800 Activities/Athletics	11,889	12,652	14,600	13,700	14,875
2100 Guidance Services	-	-	16,500	24,431	49,310
2300 Staff Training Services	1,270	1,021	2,170	2,170	3,220
2400 Office of the Principal	214,748	182,954	184,650	238,525	230,950
2600 Custodial	82,792	78,777	81,860	63,648	65,090
2620 Utilities	79,150	78,324	87,150	87,326	87,500
	\$1,514,219	\$1,417,273	\$1,518,016	\$1,727,998	\$1,580,306

GYPSUM ELEMENTARY	2013-14	2014-15	2015-16	2016-17	2017-18
0010 General Instruction	1,266,306	1,415,128	1,481,702	1,392,687	1,529,260
0080 Instructional Media	39,809	34,909	32,830	38,621	38,920
1800 Activities/Athletics	14,040	14,188	14,300	13,500	16,000
2100 Guidance Services	47,995	49,581	49,730	55,522	83,570
2300 Staff Training Services	1,481	2,943	1,000	-	-
2400 Office of the Principal	218,881	246,730	244,480	258,928	261,120
2600 Custodial	100,951	107,425	108,880	121,309	122,380
2620 Utilities	80,193	88,557	96,500	92,784	91,900
	\$1,769,656	\$1,959,461	\$2,029,422	\$1,973,351	\$2,143,150

EDWARDS ELEMENTARY	2013-14	2014-15	2015-16	2016-17	2017-18
0010 General Instruction	1,142,324	1,252,247	1,261,806	1,372,477	1,424,455
0080 Instructional Media	41,762	38,563	60,100	61,977	62,490
1800 Activities/Athletics	24,168	25,708	14,330	20,500	18,000
2100 Guidance Services	-	-	31,370	29,603	34,120
2300 Staff Training Services	1,724	9,940	1,000	1,000	4,800
2400 Office of the Principal	212,065	215,032	236,550	242,560	246,610
2600 Custodial	113,232	121,522	110,560	122,304	123,390
2620 Utilities	79,123	78,174	96,590	93,428	93,700
	\$1,614,398	\$1,741,186	\$1,812,306	\$1,943,849	\$2,007,565

RED HILL ELEMENTARY	2013-14	2014-15	2015-16	2016-17	2017-18
0010 General Instruction	1,352,770	1,402,575	1,548,963	1,747,691	1,909,980
0080 Instructional Media	-	-	-	-	-
1800 Activities/Athletics	17,144	16,299	16,770	17,680	17,180
2100 Guidance Services	41,981	46,739	58,250	64,659	55,610
2300 Staff Training Services	150	636	2,000	2,500	2,500
2400 Office of the Principal	202,155	190,298	227,610	252,174	216,420
2600 Custodial	102,238	107,640	105,790	116,239	88,340
2620 Utilities	90,418	107,972	118,500	76,772	107,800
	\$1,806,856	\$1,872,159	\$2,077,883	\$2,277,715	\$2,397,830

JUNE CREEK ELEMENTARY	2013-14	2014-15	2015-16	2016-17	2017-18
0010 General Instruction	1,018,355	1,007,906	1,264,733	1,283,208	1,323,693
0080 Instructional Media	12,399	5,175	5,000	43,469	43,820
1800 Activities/Athletics	9,134	7,819	16,800	10,800	10,800
2100 Guidance Services	78,597	83,139	88,290	93,339	94,180
2300 Staff Training Services	1,975	1,813	3,660	3,660	3,660
2400 Office of the Principal	181,442	201,117	201,450	231,226	233,220
2600 Custodial	100,619	116,698	107,660	120,300	101,360
2620 Utilities	64,956	69,018	87,100	76,162	97,500
	\$1,467,477	\$1,492,685	\$1,774,693	\$1,862,164	\$1,908,233

EAGLE VALLEY MIDDLE	2013-14	2014-15	2015-16	2016-17	2017-18
0020 General Instruction	1,071,643	1,171,475	1,211,595	1,280,912	1,552,415
0080 Instructional Media	17,921	35,818	30,090	35,766	36,060
1800 Activities/Athletics	114,690	96,151	99,070	78,600	100,530
2100 Guidance Services	53,855	67,047	73,450	87,495	116,880
2300 Staff Training Services	1,626	228	1,100	2,600	2,600
2400 Office of the Principal	277,408	294,403	312,710	347,999	353,430
2600 Custodial	87,676	99,444	84,190	93,707	93,890
2620 Utilities	112,646	121,138	158,270	149,218	148,400
	\$1,737,465	\$1,885,704	\$1,970,475	\$2,076,297	\$2,404,205

BERRY CREEK MIDDLE	2013-14	2014-15	2015-16	2016-17	2017-18
0020 General Instruction	1,147,874	1,165,512	1,276,140	1,377,442	1,303,015
0080 Instructional Media	46,612	49,889	40,100	44,355	44,710
1800 Activities/Athletics	119,793	106,000	96,810	87,100	92,920
2100 Guidance Services	69,896	76,447	99,540	116,719	120,100
2300 Staff Training Services	1,304	1,156	1,000	1,000	1,000
2400 Office of the Principal	267,572	297,692	302,620	341,108	344,590
2600 Custodial	73,191	87,931	87,900	96,998	81,870
2620 Utilities	96,587	106,987	129,050	98,874	114,000
	\$1,822,829	\$1,891,614	\$2,033,160	\$2,163,596	\$2,102,205

GYPSUM CREEK MIDDLE	2013-14	2014-15	2015-16	2016-17	2017-18
0020 General Instruction	1,209,174	1,079,882	1,210,565	1,441,630	1,510,510
0080 Instructional Media	42,887	40,492	37,680	41,893	42,220
1800 Activities/Athletics	105,682	110,109	97,900	89,640	104,970
2100 Guidance Services	99,367	107,448	110,540	125,140	123,350
2300 Staff Training Services	1,837	696	2,150	2,000	2,000
2400 Office of the Principal	191,122	301,403	305,580	333,003	330,970
2600 Custodial	105,596	110,130	101,470	115,503	116,540
2620 Utilities	92,981	91,866	103,120	99,792	100,000
	\$1,848,646	\$1,842,026	\$1,969,005	\$2,248,601	\$2,330,560

HOMESTAKE PEAK	2013-14	2014-15	2015-16	2016-17	2017-18
0018 General Instruction	2,100,502	2,202,470	2,241,949	2,498,403	2,559,180
0080 Instructional Media	43,210	36,933	26,050	39,115	40,780
1800 Activities/Athletics	85,029	86,196	89,070	100,725	103,950
2100 Guidance Services	358	81,157	92,090	69,351	69,920
2300 Staff Training Services	14,734	25,780	5,000	7,000	14,830
2400 Office of the Principal	323,094	345,128	385,774	434,513	439,380
2600 Custodial	137,380	173,098	158,820	169,394	137,810
2620 Utilities	167,128	171,951	205,850	157,670	186,200
	\$2,871,435	\$3,122,713	\$3,204,603	\$3,476,171	\$3,552,050

BATTLE MOUNTAIN HIGH	2013-14	2014-15	2015-16	2016-17	2017-18
0030 General Instruction	2,688,375	3,080,302	3,053,919	3,567,877	3,930,126
0080 Instructional Media	36,940	41,087	38,890	49,362	47,780
1800 Activities/Athletics	755,223	784,528	561,570	516,617	468,495
2100 Guidance Services	196,028	273,891	264,610	276,209	376,280
2300 Staff Training Services	8,620	16,454	6,000	5,000	5,000
2400 Office of the Principal	441,072	477,611	471,310	755,058	685,760
2600 Custodial	253,042	275,708	265,500	289,045	297,590
2620 Utilities	252,231	269,766	340,700	290,728	292,000
	\$4,631,531	\$5,219,347	\$5,002,499	\$5,749,896	\$6,103,031

EAGLE VALLEY HIGH	2013-14	2014-15	2015-16	2016-17	2017-18
0030 General Instruction	2,258,090	2,550,438	2,772,922	3,422,688	3,677,636
0080 Instructional Media	37,771	44,825	41,990	43,315	43,670
1800 Activities/Athletics	615,350	570,958	513,616	495,052	537,240
2100 Guidance Services	299,491	243,117	248,330	276,116	370,560
2300 Staff Training Services	7,540	10,224	8,000	11,000	9,000
2400 Office of the Principal	515,341	520,898	684,020	720,249	710,310
2600 Custodial	193,176	206,447	210,250	228,499	200,490
2620 Utilities	250,644	247,760	301,400	243,554	269,500
	\$4,177,403	\$4,394,667	\$4,780,528	\$5,440,473	\$5,818,406

RED CANYON HIGH	2013-14	2014-15	2015-16	2016-17	2017-18
0030 General Instruction	761,199	853,336	970,611	1,090,349	1,103,767
0080 Instructional Media	-	-	-	-	-
1800 Activities/Athletics	16,003	5,309	7,140	6,200	6,200
2100 Guidance Services	47,173	55,623	61,560	74,084	103,715
2300 Staff Training Services	235	358	3,000	2,500	3,200
2400 Office of the Principal	230,086	265,388	268,320	342,389	345,265
2600 Custodial	29,105	40,625	53,020	53,399	59,540
2620 Utilities	33,681	38,676	47,400	40,500	40,300
	\$1,117,482	\$1,259,315	\$1,411,051	\$1,609,421	\$1,661,987

VAIL SKI & SNOWBOARD	2013-14	2014-15	2015-16	2016-17	2017-18
0030 General Instruction	621,472	770,387	814,839	1,073,778	1,184,363
0080 Instructional Media	-	-	-	-	-
1800 Activities/Athletics	6,720	2,154	5,000	5,000	-
2100 Guidance Services	80,831	79,279	77,820	83,520	84,260
2300 Staff Training Services	863	2,218	2,300	-	-
2400 Office of the Principal	298,290	274,954	261,380	263,141	260,050
2600 Custodial	73,885	80,130	69,180	65,646	64,210
2620 Utilities	68,681	67,521	77,980	71,196	74,800
	\$1,150,742	\$1,276,643	\$1,308,499	\$1,562,281	\$1,667,683

WORLD ACADEMY	2013-14	2014-15	2015-16	2016-17	2017-18
0030 General Instruction	69,344	64,598	76,891	70,415	44,100
	\$69,344	\$64,598	\$76,891	\$70,415	\$44,100

EXCEPTIONAL STUDENT SERVICES	2013-14	2014-15	2015-16	2016-17	2017-18
0070 Gifted & Talented Education	502,863	537,498	608,830	636,801	648,090
1700 Special Education	3,608,383	4,397,507	4,880,269	4,525,816	4,380,230
1800 Activities/Athletics	7,089	3,799	3,500	4,130	5,050
2100 ESY	62,392	143,534	107,210	130,540	120,370
2100 Support Services- Students	723,287	784,694	925,000	1,779,869	1,784,240
2200 Support Service- Instructional	1,008,676	1,166,693	1,059,920	1,031,150	931,330
	\$5,912,690	\$7,033,725	\$7,584,729	\$8,108,306	\$7,869,310

ENGLISH LANGUAGE LEARNERS	2013-14	2014-15	2015-16	2016-17	2017-18
0620 ELL Acquisition	2,024,544	2,391,307	2,597,747	2,408,598	2,347,915
2300 Staff Training Services	17,750	39,544	93,000	532,119	506,712
	\$2,042,294	\$2,430,851	\$2,690,747	\$2,940,717	\$2,854,627

EARLY CHILDHOOD EDUCATION	2013-14	2014-15	2015-16	2016-17	2017-18
0040 General Preschool Education	1,087,184	1,326,245	1,372,980	2,827,592	2,623,255
1791 Special Education Preschool	701,386	762,958	924,646	829,100	495,947
2200 Office of the Director	570,057	725,379	453,500	473,937	410,440
	\$2,358,627	\$2,814,582	\$2,751,126	\$4,130,629	\$3,529,642

BOARD OF EDUCATION & SUPERINTENDENT	2013-14	2014-15	2015-16	2016-17	2017-18
2300 Support Services- General	742,040	891,376	980,983	875,719	859,030
2800 Support Services- Central	138,755	205,867	184,450	328,676	342,200
	\$880,795	\$1,097,243	\$1,165,433	\$1,204,395	\$1,201,230

COMMUNITY RELATIONS	2013-14	2014-15	2015-16	2016-17	2017-18
2820 Community Services	179,185	194,993	258,716	344,306	314,420
	\$179,185	\$194,993	\$258,716	\$344,306	\$314,420

EDUCATOR QUALITY	2013-14	2014-15	2015-16	2016-17	2017-18
2200 Support Service- Instructional	240,026	523,598	508,378	659,645	646,910
2832 Recruitment	12,838	12,592	21,000	66,100	41,900
	\$252,864	\$536,190	\$529,378	\$725,745	\$688,810

ASSESSMENT	2013-14	2014-15	2015-16	2016-17	2017-18
2217 Assessment	157,798	104,065	90,274	85,680	153,000
	\$157,798	\$104,065	\$90,274	\$85,680	\$153,000

BUSINESS SERVICES	2013-14	2014-15	2015-16	2016-17	2017-18
2510 Business/ Fiscal Services	715,798	528,980	559,344	1,069,096	845,150
2520 Utilities	223,773	276,682	305,800	190,411	149,366
2850 Risk Management Services	439,114	409,295	455,197	447,330	482,230
	\$1,378,685	\$1,214,957	\$1,320,341	\$1,706,837	\$1,476,746

INSTRUCTIONAL SERVICES	2013-14	2014-15	2015-16	2016-17	2017-18
2211 Supervision of Instruction	384,377	623,742	641,430	791,277	876,480
2212 Curriculum Development	291,776	662,664	531,813	485,331	449,910
	\$676,153	\$1,286,406	\$1,173,243	\$1,276,608	\$1,326,390

STUDENT SERVICES	2013-14	2014-15	2015-16	2016-17	2017-18
0060 General Integrated Education	222,123	135,831	175,990	195,678	217,170
2100 Student Support Services	799,522	712,830	669,554	655,177	634,750
3300 PILT				255,000	255,000
	\$1,021,645	\$848,661	\$845,544	\$1,105,855	\$1,106,920

HUMAN RESOURCES	2013-14	2014-15	2015-16	2016-17	2017-18
2830 Staff Services	662,219	707,301	668,260	786,722	1,636,330
2850 Risk Management Services	600,111	576,432	567,630	610,000	610,000
	\$1,262,330	\$1,283,733	\$1,235,890	\$1,396,722	\$2,246,330

MAINTENANCE	2013-14	2014-15	2015-16	2016-17	2017-18
2600 Operation & Maintenance	1,087,023	1,142,861	1,130,375	1,716,943	1,678,600
2620 Utilities	126,894	117,568	145,800	57,000	60,000
2625 Custodial	625,719	497,037	440,620	353,092	320,530
	\$1,839,636	\$1,757,466	\$1,716,795	\$2,127,035	\$2,059,130

TECHNOLOGY	2013-14	2014-15	2015-16	2016-17	2017-18
2840 Information Systems Services	1,733,142	2,173,338	2,501,526	2,827,214	2,592,430
	\$1,733,142	\$2,173,338	\$2,501,526	\$2,827,214	\$2,592,430

GRAND TOTAL	52,398,588	57,661,542	60,335,078	71,317,808	70,505,391
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GENERAL FUND EXPENSES BY OBJECT

EAGLE VALLEY ELEMENTARY	2013-14	2014-15	2015-16	2016-17	2017-18
0100 Salary	1,070,883	1,187,158	1,253,458	1,514,755	1,599,690
0200 Benefits	315,626	382,367	413,663	536,205	595,690
0300 Purchased Services	60,723	53,962	60,330	119,546	111,250
0600 Supplies	129,230	115,609	136,019	122,670	126,400
0700 Equipment	5,510	14,860	18,174	13,150	10,000
	\$1,581,973	\$1,753,956	\$1,881,644	\$2,306,326	\$2,443,030

BRUSH CREEK ELEMENTARY	2013-14	2014-15	2015-16	2016-17	2017-18
0100 Salary	1,471,596	1,417,915	1,469,809	1,635,543	1,525,660
0200 Benefits	442,963	513,541	467,949	577,482	569,520
0300 Purchased Services	51,959	43,223	38,529	50,382	54,400
0600 Supplies	174,506	181,320	145,503	221,586	141,475
0700 Equipment	6,844	2,368	10,000	4,200	3,500
	\$2,147,868	\$2,158,366	\$2,131,790	\$2,489,193	\$2,294,555

AVON ELEMENTARY	2013-14	2014-15	2015-16	2016-17	2017-18
0100 Salary	918,426	1,042,172	989,791	1,254,789	1,157,750
0200 Benefits	285,284	346,040	319,926	444,548	444,920
0300 Purchased Services	65,838	44,677	60,010	91,699	81,250
0600 Supplies	102,283	100,392	118,144	101,430	102,090
0700 Equipment	1,589	338	1,000	800	500
	\$1,373,420	\$1,533,619	\$1,488,871	\$1,893,266	\$1,786,510

RED SANDSTONE ELEMENTARY	2013-14	2014-15	2015-16	2016-17	2017-18
0100 Salary	1,026,371	957,688	970,258	1,099,615	1,037,470
0200 Benefits	321,197	341,876	354,269	391,462	404,856
0300 Purchased Services	63,307	46,135	48,961	56,986	57,330
0600 Supplies	102,703	70,884	144,528	178,234	79,650
0700 Equipment	640	690	-	1,700	1,000
	\$1,514,218	\$1,417,273	\$1,518,016	\$1,727,997	\$1,580,306

GYPSUM ELEMENTARY	2013-14	2014-15	2015-16	2016-17	2017-18
0100 Salary	1,214,737	1,346,643	1,387,360	1,308,651	1,423,050
0200 Benefits	378,335	439,454	458,839	462,288	534,100
0300 Purchased Services	41,954	39,184	38,962	58,704	59,400
0600 Supplies	134,631	125,889	137,562	141,709	124,600
0700 Equipment	-	8,291	6,699	2,000	2,000
	\$1,769,657	\$1,959,461	\$2,029,422	\$1,973,352	\$2,143,150

EDWARDS ELEMENTARY	2013-14	2014-15	2015-16	2016-17	2017-18
0100 Salary	1,105,736	1,151,089	1,215,740	1,289,663	1,324,380
0200 Benefits	336,530	390,279	415,731	458,770	502,810
0300 Purchased Services	73,087	66,590	53,140	69,248	69,950
0600 Supplies	98,039	106,155	127,695	125,669	109,925
0700 Equipment	1,006	27,074	-	500	500
	\$1,614,399	\$1,741,186	\$1,812,306	\$1,943,850	\$2,007,565

RED HILL ELEMENTARY	2013-14	2014-15	2015-16	2016-17	2017-18
0100 Salary	1,276,681	1,303,177	1,359,208	1,468,336	1,611,830
0200 Benefits	368,219	404,674	450,151	520,088	599,330
0300 Purchased Services	52,066	37,430	34,761	47,802	47,900
0600 Supplies	109,891	126,161	225,691	231,489	128,770
0700 Equipment	-	717	8,072	10,000	10,000
	\$1,806,857	\$1,872,159	\$2,077,883	\$2,277,715	\$2,397,830

JUNE CREEK ELEMENTARY	2013-14	2014-15	2015-16	2016-17	2017-18
0100 Salary	999,014	1,011,403	1,211,329	1,222,847	1,264,520
0200 Benefits	325,053	350,523	374,039	431,268	486,098
0300 Purchased Services	34,670	35,281	48,630	56,212	54,980
0600 Supplies	107,935	94,172	140,695	144,765	97,115
0700 Equipment	806	1,306	-	7,070	5,520
	\$1,467,477	\$1,492,685	\$1,774,693	\$1,862,162	\$1,908,233

EAGLE VALLEY MIDDLE	2013-14	2014-15	2015-16	2016-17	2017-18
0100 Salary	1,170,526	1,240,088	1,309,560	1,364,625	1,574,770
0200 Benefits	350,099	419,436	413,151	459,533	571,130
0300 Purchased Services	60,531	74,528	83,593	107,098	113,530
0600 Supplies	147,251	134,880	136,746	133,041	132,775
0700 Equipment	9,057	16,772	27,425	12,000	12,000
	\$1,737,464	\$1,885,704	\$1,970,475	\$2,076,297	\$2,404,205

BERRY CREEK MIDDLE	2013-14	2014-15	2015-16	2016-17	2017-18
0100 Salary	1,239,314	1,271,560	1,356,321	1,433,913	1,376,710
0200 Benefits	386,539	431,152	443,237	488,156	512,560
0300 Purchased Services	55,670	42,492	58,642	63,354	59,970
0600 Supplies	134,678	142,704	169,476	174,673	149,465
0700 Equipment	6,629	3,706	5,484	3,500	3,500
	\$1,822,829	\$1,891,614	\$2,033,160	\$2,163,596	\$2,102,205

GYPSUM CREEK MIDDLE	2013-14	2014-15	2015-16	2016-17	2017-18
0100 Salary	1,224,967	1,208,640	1,282,369	1,438,568	1,529,410
0200 Benefits	413,367	445,773	436,003	488,760	562,040
0300 Purchased Services	42,445	45,448	48,820	67,622	69,770
0600 Supplies	163,673	139,559	199,219	249,152	164,840
0700 Equipment	4,194	2,607	2,594	4,500	4,500
	\$1,848,645	\$1,842,026	\$1,969,005	\$2,248,602	\$2,330,560

HOMESTAKE PEAK	2013-14	2014-15	2015-16	2016-17	2017-18
0100 Salary	1,876,679	2,038,880	2,108,464	2,238,609	2,348,760
0200 Benefits	567,280	698,115	672,199	797,374	789,540
0300 Purchased Services	123,550	113,278	96,685	113,255	121,950
0600 Supplies	289,773	259,433	278,967	318,232	287,800
0700 Equipment	14,154	13,007	48,288	8,700	4,000
	\$2,871,435	\$3,122,713	\$3,204,603	\$3,476,170	\$3,552,050

BATTLE MOUNTAIN HIGH	2013-14	2014-15	2015-16	2016-17	2017-18
0100 Salary	2,816,325	3,131,196	3,134,235	3,597,224	3,813,330
0200 Benefits	893,006	1,060,937	1,035,020	1,171,694	1,322,901
0300 Purchased Services	294,018	354,125	333,250	414,408	389,450
0600 Supplies	621,343	659,201	484,020	543,070	558,450
0700 Equipment	6,838	13,888	15,974	23,500	18,900
	\$4,631,531	\$5,219,347	\$5,002,499	\$5,749,896	\$6,103,031

EAGLE VALLEY HIGH	2013-14	2014-15	2015-16	2016-17	2017-18
0100 Salary	2,554,292	2,735,603	3,014,180	3,432,018	3,680,710
0200 Benefits	800,697	918,651	969,630	1,144,289	1,284,726
0300 Purchased Services	262,756	201,819	294,450	379,264	395,765
0600 Supplies	559,054	520,907	496,394	478,101	450,405
0700 Equipment	604	17,687	5,874	6,800	6,800
	\$4,177,403	\$4,394,667	\$4,780,528	\$5,440,472	\$5,818,406

RED CANYON HIGH	2013-14	2014-15	2015-16	2016-17	2017-18
0100 Salary	756,389	830,296	941,230	1,057,438	1,130,841
0200 Benefits	249,216	284,562	310,869	377,875	392,256
0300 Purchased Services	45,283	54,690	74,600	73,460	74,950
0600 Supplies	66,594	73,667	84,352	100,648	63,940
0700 Equipment	-	16,100	-	-	-
	\$1,117,482	\$1,259,315	\$1,411,051	\$1,609,421	\$1,661,987

VAIL SKI & SNOWBOARD	2013-14	2014-15	2015-16	2016-17	2017-18
0100 Salary	699,879	797,857	813,940	940,508	1,069,850
0200 Benefits	215,308	246,180	269,144	349,704	373,033
0300 Purchased Services	58,098	86,778	101,413	64,256	64,800
0600 Supplies	176,973	145,391	124,002	207,813	160,000
0700 Equipment	485	437	-	-	-
	\$1,150,743	\$1,276,643	\$1,308,499	\$1,562,281	\$1,667,683

WORLD ACADEMY	2013-14	2014-15	2015-16	2016-17	2017-18
0100 Salary	-	24,830	26,540	23,905	29,100
0200 Benefits	-	4,704	6,669	8,725	9,500
0300 Purchased Services	66,189	7,385	4,000	2,660	1,140
0600 Supplies	3,156	27,679	39,682	35,125	4,360
0700 Equipment	-	-	-	-	-
	\$69,344	\$64,598	\$76,891	\$70,415	\$44,100

EXCEPTIONAL STUDENT SERVICES	2013-14	2014-15	2015-16	2016-17	2017-18
0100 Salary	1,105,736	4,546,828	5,138,709	5,428,987	5,364,140
0200 Benefits	336,530	1,675,840	1,694,208	1,954,926	1,883,250
0300 Purchased Services	73,087	692,838	581,482	623,250	525,720
0600 Supplies	98,039	104,388	167,245	83,045	86,100
0700 Equipment	1,006	13,831	3,085	18,100	10,100
	\$1,614,399	\$7,033,725	\$7,584,729	\$8,108,308	\$7,869,310

ENGLISH LANGUAGE LEARNERS	2013-14	2014-15	2015-16	2016-17	2017-18
0100 Salary	1,514,859	1,745,360	1,927,494	2,032,618	2,048,832
0200 Benefits	498,969	619,150	645,432	751,649	709,995
0300 Purchased Services	16,770	33,074	34,015	15,350	52,850
0600 Supplies	11,696	31,042	83,806	141,100	42,950
0700 Equipment	-	2,225	-	-	-
	\$2,042,294	\$2,430,851	\$2,690,747	\$2,940,717	\$2,854,627

EARLY CHILDHOOD EDUCATION	2013-14	2014-15	2015-16	2016-17	2017-18
0100 Salary	1,463,888	1,729,380	1,867,282	2,959,793	2,448,100
0200 Benefits	636,079	793,842	651,945	960,786	844,317
0300 Purchased Services	147,005	175,248	168,415	158,250	158,800
0600 Supplies	103,844	116,112	63,484	50,400	77,425
0700 Equipment	7,810	-	-	1,000	1,000
	\$2,358,627	\$2,814,582	\$2,751,126	\$4,130,229	\$3,529,642

BOARD OF EDUCATION & SUPERINTENDENT	2013-14	2014-15	2015-16	2016-17	2017-18
0100 Salary	345,607	424,686	418,723	411,263	420,170
0200 Benefits	89,630	115,379	134,506	145,554	142,260
0300 Purchased Services	315,815	302,531	332,923	360,040	386,400
0600 Supplies	128,594	254,058	278,281	281,540	246,400
0700 Equipment	1,148	589	1,000	6,000	6,000
	\$880,795	\$1,097,243	\$1,165,433	\$1,204,397	\$1,201,230

COMMUNITY RELATIONS	2013-14	2014-15	2015-16	2016-17	2017-18
0100 Salary	81,076	86,159	99,961	108,323	113,020
0200 Benefits	14,599	20,832	34,032	36,983	32,000
0300 Purchased Services	78,304	69,489	107,543	185,000	148,000
0600 Supplies	5,206	18,512	13,946	12,000	19,400
0700 Equipment	-	-	3,234	2,000	2,000
	\$179,185	\$194,993	\$258,716	\$344,306	\$314,420

EDUCATOR QUALITY	2013-14	2014-15	2015-16	2016-17	2017-18
0100 Salary	144,030	332,248	333,540	371,526	419,460
0200 Benefits	43,051	93,111	106,856	130,820	139,350
0300 Purchased Services	24,909	54,145	44,457	169,000	99,600
0600 Supplies	34,982	56,686	44,525	54,400	30,400
0700 Equipment	5,892	-	-	-	-
	\$252,864	\$536,190	\$529,378	\$725,746	\$688,810

ASSESSMENT	2013-14	2014-15	2015-16	2016-17	2017-18
0100 Salary	16,814	17,048	17,129	12,000	8,000
0200 Benefits	13,236	3,290	4,053	3,680	2,000
0300 Purchased Services	97,829	1,585	-	-	-
0600 Supplies	29,919	82,143	69,092	70,000	143,000
0700 Equipment	-	-	-	-	-
	\$157,798	\$104,065	\$90,274	\$85,680	\$153,000

BUSINESS SERVICES	2013-14	2014-15	2015-16	2016-17	2017-18
0100 Salary	233,020	359,156	381,287	484,020	399,010
0200 Benefits	70,658	115,379	134,103	176,412	139,430
0300 Purchased Services	750,085	697,160	736,776	984,720	853,320
0600 Supplies	321,388	39,200	63,736	56,686	79,986
0700 Equipment	3,536	4,062	4,439	5,000	5,000
	\$1,378,686	\$1,214,957	\$1,320,341	\$1,706,838	\$1,476,746

INSTRUCTIONAL SERVICES	2013-14	2014-15	2015-16	2016-17	2017-18
0100 Salary	349,420	460,158	383,110	537,962	468,110
0200 Benefits	83,242	120,568	126,129	150,746	159,180
0300 Purchased Services	22,446	124,955	62,685	68,400	163,300
0600 Supplies	165,342	580,725	601,319	519,500	535,800
0700 Equipment	55,704	-	-	-	-
	\$676,153	\$1,286,406	\$1,173,243	\$1,276,608	\$1,326,390

STUDENT SERVICES	2013-14	2014-15	2015-16	2016-17	2017-18
0100 Salary	519,337	305,130	239,299	279,963	342,970
0200 Benefits	209,358	81,804	82,137	110,352	111,960
0300 Purchased Services	111,923	102,020	333,132	391,800	306,250
0600 Supplies	181,028	120,200	37,226	68,740	89,740
0700 Equipment	-	-	-	-	1,000
0800 PILT	-	239,507	153,750	255,000	255,000
	\$1,021,646	\$848,661	\$845,544	\$1,105,855	\$1,106,920

HUMAN RESOURCES	2013-14	2014-15	2015-16	2016-17	2017-18
0100 Salary	425,097	442,840	292,775	476,231	1,080,860
0200 Benefits	148,326	165,067	116,194	151,291	365,970
0300 Purchased Services	666,386	644,728	766,958	738,100	763,400
0600 Supplies	21,528	27,507	58,963	31,100	34,100
0700 Equipment	993	3,591	1,000	-	2,000
	\$1,262,330	\$1,283,733	\$1,235,890	\$1,396,722	\$2,246,330

MAINTENANCE	2013-14	2014-15	2015-16	2016-17	2017-18
0100 Salary	789,904	824,221	839,615	1,078,104	1,044,350
0200 Benefits	256,119	285,000	295,570	395,874	362,630
0300 Purchased Services	300,650	179,602	206,926	256,957	246,200
0600 Supplies	489,485	439,068	371,039	392,100	398,450
0700 Equipment	3,478	29,575	3,645	4,000	7,500
	\$1,839,636	\$1,757,466	\$1,716,795	\$2,127,035	\$2,059,130

TECHNOLOGY	2013-14	2014-15	2015-16	2016-17	2017-18
0100 Salary	826,897	891,118	993,866	1,235,542	1,174,090
0200 Benefits	231,298	274,644	326,436	437,132	405,140
0300 Purchased Services	617,160	968,324	1,081,069	997,507	951,300
0600 Supplies	44,240	26,870	80,049	117,216	34,400
0700 Equipment	13,547	12,382	20,106	39,817	27,500
	\$1,733,142	\$2,173,338	\$2,501,526	\$2,827,214	\$2,592,430

GRAND TOTAL	\$48,100,300	\$57,661,542	\$60,335,078	\$71,317,812	\$70,505,391
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FULL TIME EQUIVALENT (FTE) SUMMARY

	100-104	105-125	201-209	210-220	230-239	320-358	360-399	400-499	500-599	600-699	
Location	District Admin	School Admin	Teachers	Other Teachers	ESS Certified Staff	Professional Staff	Technical Support	Instructional Support Staff	Office/Admin Support	Trades & Services	Total FTEs
General Fund											
110 Eagle Valley Elementary		1.00	29.13					5.61	1.50	1.38	38.62
120 Brush Creek Elementary		1.00	24.80	0.80				9.14	1.88	2.00	39.62
130 Avon Elementary		2.00	20.01	0.28				8.10	2.13	2.00	34.52
140 Red Sandstone Elementary		1.00	16.40	0.75				3.90	1.80	1.50	25.35
160 Gypsum Elementary		1.00	23.90	1.00				13.80	2.00	2.00	43.70
170 Edwards Elementary		1.00	20.50	1.30				6.14	2.00	2.00	32.94
180 Red Hill Elementary		1.00	28.60	0.60				12.61	1.88	1.94	46.63
190 June Creek Elementary		1.00	20.90	1.50				18.07	2.00	2.00	45.47
210 Eagle Valley Middle		2.00	19.00	0.91				1.00	2.00	1.25	26.16
230 Berry Creek Middle		2.00	22.00	1.00				8.00	1.59	1.81	36.40
240 Gypsum Creek Middle		2.00	22.09	1.00				8.28	2.00	2.00	37.37
310 Battle Mountain High		4.00	52.03	4.31				6.79	5.00	5.00	77.13
320 Eagle Valley High		4.00	51.05	4.00				5.89	4.38	4.00	73.32
340 Vail Ski and Snowboard Academy		1.50	14.11	1.00				1.90	1.00	1.00	20.51
390 Red Canyon High		2.00	16.90	0.75					1.41	1.00	22.06
461 World Academy			0.50								0.50
501 Homestake Peak School		2.00	40.07	1.80				10.03	2.00	3.00	58.90
610 Superintendent & Board of Education	2.00					1.00					3.00
619 Gifted & Talented	1.00		7.00								8.00
620 Educator Quality	1.00			2.09					1.00		4.09
621 Instructional Services	1.00	1.00		1.00					1.00		4.00
622 Student Services	1.00			2.00			1.00		2.00		6.00
623 Assessment											-
624 Nursing				2.80	2.00			13.35			18.15
625 Exceptional Student Services	2.00	1.00	1.75	-	20.15	1.35		3.50	3.00		32.75
626 English Language Acquisition (ELA)	1.00			1.70		4.00					6.70
627 Preschool	0.75							4.63	2.00		7.38
629 Community Relations/Grant Writer	1.00										1.00
630 Business Services	2.00								3.00	1.13	6.13
640 Human Resources	1.00								3.00		4.00
650 Technology	1.00			1.00			15.00		1.00		18.00
710 Maintenance	1.00								1.00	15.41	17.41
950 ECCA			1.80					1.00			2.80
General Fund Total	15.75	30.50	432.54	31.59	22.15	6.35	16.00	141.74	51.57	50.42	798.61
Other District Funds											
21 Nutrition Services Fund	1.00					1.88				22.42	25.30
22 Grants Fund	0.25		30.50	4.00				2.46	2.25		39.46
25 Transportation Fund	1.00							0.15	5.38	33.76	40.29
52 District Housing Fund										0.54	0.54
Total District Funds	2.25	-	30.50	4.00	-	1.88	-	2.61	7.63	56.72	105.59
Total All Funds	18.00	30.50	463.04	35.59	22.15	8.23	16.00	144.35	59.20	107.14	904.20

*Historical FTE Data can be found on page 136.

SCHOOL REVENUE & EXPENDITURE ALLOCATION FORMULAS

STUDENT FEES

Students shall not be charged an instructional fee as a condition of enrollment in school as a condition of attendance in any class that is considered part of the academic portion of the District's educational program, except tuition when allowed by law. However, the District requires students to pay for expendable materials above the basic requirement, athletic/activity fees and miscellaneous fees for field trips. The fees for Eagle County School District RE50J for 2017-18 are as follows:

ELEMENTARY SCHOOLS	
Technology/Communication/Book/Trip Fee	\$25 per student

MIDDLE SCHOOLS	
Activity/Trip Fee	\$35
Art fee	\$15 per class
Athletic fee	\$25 per sport
Band Fee	\$15 per class
Bus Pass Replacement Fee	\$5 per pass
Family Athletic Pass (2 adult/2 kids) (admission to all home events)	\$35 annually
Planner Replacement Fee	\$5 per student
Shop fee/STEM	\$15 per class
Summer School Fee	\$100 per year
Technology fee	\$15 per student

HIGH SCHOOLS	
Advanced placement classes	\$93
Athletic/Activity Fee	\$110 per sport
Baseball • Basketball • Football • Cross Country • Spirit (Cheer & Dance) • Track • Golf • Nordic Skiing • Soccer • Softball • Volleyball • Wrestling • Lacrosse • Speech & Debate • Pro Start	
Alpine Skiing	\$220 plus competitive registrations
Art fee	\$35 per class
Bus Pass Replacement Fee	\$5 per pass
Class fees	
Freshman /Sophomore	\$20 per student
Junior/Senior	\$30 per student
Band	\$30 per student
Choir	\$30 per student
Family Athletic Pass (2 adult/2 kids) (admission to all home events)	\$150 annually
Foreign Language Workbook	\$30 per semester
Life Management fee	
Career Connections Family Studies	\$30 per class
Foods & Nutrition	\$50 per class
Textiles & Design	\$30 per class
Industrial Tech fee	\$30 per class
Auto • Broadcasting/Video • Drafting • Woodworking/Woods II • Introduction to STEM • Engineering Comprehension • Engineering Design	

HIGH SCHOOLS (CONTINUED)	
Outdoor PE	\$25 per semester
Sports Physiology	\$25 per semester
Photography class fee	\$35 per semester
PSAT/Plan test	\$32 Actual Cost
Student planner fee	\$10 per student
Student Activity Card	\$35 per student
Summer school	\$150 per semester
Technology Fee	\$20 per student

Students will be required to provide instructional supplies including paper, pencils, tape, scissors, glue, notebooks, etc. Students have the option of purchasing such items as t-shirts, yearbooks, field trips, learn to ski and projects from art and shop class.

Students participating in extra curricular and co-curricular activities programs shall pay an annual participation fee.

Students with financial need may request a scholarship of the fee through the principal of the school. In order to qualify for the scholarship the student must qualify for free or reduced lunch. A copy of the Eligibility Notification Letter must be provided at the time of registration to request the scholarship.

USER CHARGES

The user charges for Eagle County Schools for 2016-17 are as follows:

REPLACEMENT BUS PASSES	
2nd pass	\$5
3rd pass and beyond	\$25

PRESCHOOL	
Full day preschool tuition	\$35 per day
Half day AM preschool tuition	\$25 per day
Half day PM preschool tuition	\$15 per day

EVERYDAY KINDERGARTEN	
Full rate	\$250 per day
Scholarship for those who qualify	\$40 per day
Reduced rate for those who qualify	\$70 per day
Low rate for those who qualify	\$135 per day

TUITION	
Full rate out of state	\$62 per day

FOOD SERVICE LUNCH PRICES	
Elementary	\$3.00 per meal
Secondary	\$3.25 per meal
Adult	\$3.75 per meal
Milk	\$.50 per carton

STAFFING ALLOCATIONS

Each of the district's schools is allocated resources on the basis of projected funded pupil count. This funding is designated through two formulas, which cover the costs of:

- Staffing, i.e. teachers, aides, counselors, librarians, principals, office personnel, etc.
- Supplies, equipment, and staff development.

Staffing is allocated through a staffing formula, which ensures that staffing is distributed to schools equitably. Schools may allocate their staff differently depending on the needs of their student population. The staffing allocation includes principals, assistant principals, deans, athletic directors and classified staff in addition to classroom teachers. These ratios do not reflect actual classroom sizes, which are generally in the low twenties for elementary, mid to upper twenties for middle and high school. This flexibility encourages the collaborative input of local school advisory committees. The staffing levels were reduced, creating more staff per student, by 0.75 FTE in 2017-18. This was made possible by the 3A mill levy override. For each educational level are:

- Preschool..... 1 teacher/15 students
..... 2 para educators/15 students
- Elementary School 1 FTE/14.75 students
- Middle School 1 FTE/15.75 students
- High School 1 FTE/15.75 students

Schools are also expected to follow the recommended staffing levels for counseling, art, music, PE, media and technology within the staffing allocation identified above.

- Elementary School 3 FTE
- Middle School 6 FTE
- High School 12 FTE

FTE is allocated based on the number ELL students at each school. Each year the Director of ELL receives a total FTE allocation which is divided by the number of ELL students in each building. ELL allocation change as student demographics in schools change.

- English Language Learners (ELL) 29:8 FTE district-wide

SCHOOL DISCRETIONARY ALLOCATIONS

School Name	17-18 Projected	Base Funding	Non-CHSAA Funding	Strategic Allocation \$ 150.00	Athletic Supplies/ Equipment	Athletic/Activity Transportation \$ -	Total
Avon Elementary	256	14,500	2,500	38,400	-	-	55,400
Brush Creek Elementary	383	14,500	2,500	57,450	-	-	74,450
Eagle Valley Elementary	384	14,500	2,500	57,600	-	-	74,600
Edwards Elementary	210	14,500	2,500	31,500	-	-	48,500
Gypsum Elementary	328	14,500	2,500	49,200	-	-	66,200
June Creek Elementary	285	14,500	2,500	42,750	-	-	59,750
Red Hill Elementary	374	14,500	2,500	56,100	-	-	73,100
Red Sandstone Elementary	203	14,500	2,500	30,450	-	-	47,450
Homestake Peak	275	14,500	2,500	41,250	-	-	58,250
Subtotal	2,698	130,500	22,500	404,700	-	-	557,700

	17-18 Projected	Base Funding	Non-CHSAA Funding	Strategic Allocation \$ 140.00	Athletic Supplies/ Equipment	Athletic/Activity Transportation \$ 20.00	Total
Berry Creek Middle	311	18,700	2,500	43,540	14,700	6,220	85,660
Eagle Valley Middle	353	18,700	2,500	49,420	14,700	7,060	92,380
Gypsum Creek Middle	386	18,700	2,500	54,040	14,700	7,720	97,660
Homestake Peak	275	18,700	2,500	38,500	14,700	5,500	79,900
Subtotal	1,325	74,800	10,000	185,500	58,800	26,500	355,600

	17-18 Projected	Base Funding	Non-CHSAA Funding	Per Pupil \$ 70.00	Athletic Supplies/ Equipment	Athletic/Activity Transportation \$ 200.00	Total
Battle Mountain High	925	22,500	-	64,750	80,650	185,000	352,900
Eagle Valley High	921	22,500	-	64,470	80,650	184,200	351,820
Red Canyon High	177	22,500	-	12,390	-	35,400	70,290
VSSA	221	12,000	-	15,470	-	-	27,470
World Academy	50	2,000	-	3,500	-	-	5,500
Subtotal	2,294	81,500	-	160,580	161,300	404,600	807,980
Grand Total	6,317	\$ 286,800	\$ 32,500	\$ 750,780	\$ 220,100	\$ 431,100	\$ 1,721,280

2017-18 projected student enrollment for budget allocation purposes reflects K-12 enrollment only.

OTHER FUNDS

State law requires each Board of Education to approve expenditures of all funds. A fund is an independent fiscal and accounting entity with a self-balancing set of accounts and with its own assets, liabilities, and fund equity, which are segregated for the purpose of conducting specific activities of the district in accordance with special regulations, restrictions, and limitations.

This section of the budget document presents all funds, other than the General Fund, for review and comparison purposes. In order, they are:

- Nutrition Services Fund
- Designated Purpose Grants Fund
- Transportation Fund
- Bond Redemption Fund
- Building Fund
- Capital Reserve Fund
- District Housing Fund
- Student Activity Fund
- Charter School Fund

NUTRITION SERVICE FUND

We provide the children of Eagle County a healthy, nutritious, sustainable lunch program with an emphasis on scratch cooking techniques, whole grains, unlimited fresh fruits and vegetables & synthetic hormone free milk, healthy vending, plus Universal Free Breakfast to our high needs schools to prepare our students for learning.

- Decreased child intake of highly processed foods and increased whole grains- all entrées are made from scratch cooking techniques and 90% of grains are whole grain rich.
- Increased access to fresh fruits and vegetables- 14 schools with unlimited fresh fruit and vegetables bars.
- In partnership with Youth Power 365, providing fruit for all after school power hour programs and Universal Free Summer School Lunch program in 5 schools.
- Providing Breakfast to our high needs community- Providing Universal Free Breakfast to 3 of our 4 highest need schools.

Of the appropriated \$1,979,100, ECS plans on increasing the fund balance by \$11,900 while continuing to support increased food, salary and benefit costs.

	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Budget	2016-17 Estimated	2017-18 Budget	2018-19 Forecasted	2019-20 Forecasted	2020-21 Forecasted
Beginning Fund Balance	\$366,317	\$247,503	\$297,158	\$411,774	\$411,774	\$308,459	\$320,359	\$331,779	\$343,157
Revenue:									
Food sales	684,851	607,327	644,103	563,434	564,000	564,000	575,000	586,500	598,000
Federal reimbursement	1,042,566	1,063,544	1,132,910	1,112,800	1,112,000	1,160,000	1,183,000	1,207,000	1,231,000
USDA donated commodities	76,411	105,602	134,287	90,000	90,000	120,000	122,000	125,000	127,500
State reimbursement	30,189	35,960	35,513	50,500	50,500	51,000	52,000	53,000	54,000
Transfer from General Fund- 3A	-	-	-	93,865	93,685	96,000	97,920	99,878	101,876
Total Revenue	\$1,834,017	\$1,812,433	\$1,946,813	\$1,910,599	\$1,910,185	\$1,991,000	\$2,029,920	\$2,071,378	\$2,112,376
Expenditures:									
Salaries	673,911	716,574	737,987	823,885	760,500	775,700	791,000	807,000	823,000
Benefits	235,710	273,523	291,842	304,916	304,000	310,000	316,500	323,000	329,000
Purchased services	16,148	6,915	5,866	12,300	6,000	35,000	36,000	37,000	38,000
Supplies & Materials	642,650	656,092	662,215	721,565	827,000	700,000	714,000	728,000	742,500
Equipment	2,255	4,072	-	42,500	26,000	38,400	39,000	40,000	41,000
Commodities	76,410	105,602	134,287	90,000	90,000	120,000	122,000	125,000	127,500
Depreciation	39,082	-	-	-	-	-	-	-	-
Total Expenditures	\$1,686,166	\$1,762,778	\$1,832,197	\$1,995,166	\$2,013,500	\$1,979,100	\$2,018,500	\$2,060,000	\$2,101,000
Net Change in Fund Balance	\$147,851	\$49,655	\$114,616	-\$84,567	-\$103,315	\$11,900	\$11,420	\$11,378	\$11,376
Ending Fund Balance	\$514,168	\$297,158	\$411,774	\$327,207	\$308,459	\$320,359	\$331,779	\$343,157	\$354,533
Appropriation						\$1,979,100			

DESIGNATED PURPOSE GRANTS FUND

The Designated Purpose Grants Fund is provided to maintain separate accounting for grant programs, which are restricted as to the type of expenditures for which they may be used, and which may have a different fiscal period than that of the district. The district seeks grants from other sources to provide additional and/or alternative funding for school district programs. ECS is appropriating \$5,165,500 for planned 2017-18 expenditures.

Significant grants currently received by the district include:

- Head Start - Provides a preschool program for children identified as low income.
- Special Ed IDEA Part B - Provides salary and benefits to a portion of our Special Education teachers and assistants.
- Title I - Provides salary and benefits for reading at Avon, Gypsum, Homestake Peak, and June Creek Elementary schools.
- PLTW (Project Lead the Way) - Provides resources to support this program at Edwards Elementary School.
- Title IIB Math and Science - Develop an expanded induction program for math and science teachers in their first through fifth year of teaching and additional professional development for math and science teachers.

	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Budget	2016-17 Estimated	2017-18 Budget	2018-19 Forecasted	2019-20 Forecasted	2020-21 Forecasted
BEGINNING FUND BALANCE	-\$299,579	-\$172,081	-\$66,483	\$0	\$0	\$0	\$0	\$0	\$0
REVENUE									
Federal grants	3,363,580	3,131,624	2,972,179	2,598,797	2,971,000	2,900,000	2,755,000	2,810,000	2,866,000
State grants	-	34,542	80,680	54,700	272,000	209,000	210,000	50,000	50,000
Local grants	1,275,885	1,139,511	926,360	1,378,980	575,000	2,056,500	1,165,000	1,352,500	1,381,000
Transfer from General Fund	-	-	66,483	-	-	-	-	-	-
Total Revenue	\$4,639,465	\$4,305,677	\$4,045,702	\$4,032,477	\$3,818,000	\$5,165,500	\$4,130,000	\$4,212,500	\$4,297,000
EXPENDITURES									
Salaries	2,320,943	2,104,646	1,984,859	1,906,392	2,331,000	2,386,000	2,065,000	2,106,000	2,148,000
Benefits	524,942	546,486	542,864	555,446	635,000	969,500	805,000	821,500	838,000
Purchased services	1,398,023	1,192,158	1,078,547	730,882	360,000	820,000	842,000	858,000	875,000
Supplies and Equipment	268,059	356,789	224,683	839,757	364,000	840,000	289,000	295,000	301,000
Indirect Costs	-	-	148,266	-	128,000	150,000	129,000	132,000	135,000
Land purchase/facilities	-	-	-	-	-	-	-	-	-
Total Expenditures	\$4,511,967	\$4,200,079	\$3,979,219	\$4,032,477	\$3,818,000	\$5,165,500	\$4,130,000	\$4,212,500	\$4,297,000
NET CHANGE IN FUND BALANCE	\$127,498	\$105,598	\$66,483	\$0	\$0	\$0	\$0	\$0	\$0
ENDING FUND BALANCE	-\$172,081	-\$66,483	\$0	\$0	\$0	\$0	\$0	\$0	\$0
APPROPRIATION						\$5,165,500			

TRANSPORTATION FUND

Eagle County Schools Transportation Department operates 44 buses running 26 regular routes. We also transport kids all over the state to sporting events, field trips, and cultural learning opportunities. Altogether, our buses log around 500,000 miles annually. We have operated without a passenger injury for over two decades. Safe operation of school buses requires cooperation and collaboration of drivers, riders, parents, and schools. The revenue for the Transportation Fund is property tax revenue and the reimbursement from the state for categorical transportation expenses. The projected mill levy for 2017-18 is .349 mills based on an estimated assessed valuation of \$2,556,956,091. Expenditures for this fund are the current operating expenditures for providing pupil transportation to and from school, exclusive of the purchase or lease of pupil transportation vehicles or other capital outlays. Expenditures include salary and benefits of bus drivers, maintenance and repair of vehicles, motor fuel and oil and supervision of the transportation department.

ECS will appropriate \$2,866,500, of which \$1,000 will come from the beginning fund balance to support increased salary and benefit cost. The beginning fund balance is sufficient to cover this cost for one year. Future adjustments must be made to revenue and/or expenditures in the fund to maintain financial stability.

	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Budget	2016-17 Estimated	2017-18 Budget	2018-19 Forecasted	2019-20 Forecasted	2020-21 Forecasted
Beginning Fund Balance	\$ 17,163	\$ 43,150	\$ 56,298	\$ 58,647	\$ 58,647	\$ 43,237	\$ 42,237	\$ 41,587	\$ 39,205
Revenue:									
Property tax	1,009,406	899,825	996,423	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000
Specific ownership tax	45,656	51,715	48,503	50,000	50,000	50,000	50,000	50,000	50,000
State categorical	450,108	433,251	479,233	440,070	432,449	441,000	450,000	459,000	468,000
Other income	591,175	665,381	644,596	630,000	630,000	642,500	655,000	668,000	681,000
Transfer From General Fund	300,000	500,000	500,000	510,000	500,000	535,000	540,000	543,000	555,000
Transfer From General Fund- 3A	-	-	-	193,141	193,141	197,000	200,940	204,959	209,058
Total Revenue	\$2,396,345	\$2,550,172	\$2,668,755	\$2,823,211	\$2,805,590	\$2,865,500	\$2,895,940	\$2,924,959	\$2,963,058
Expenditures:									
Salaries	1,292,477	1,399,691	1,497,679	1,631,148	1,577,500	1,609,000	1,625,090	1,641,341	1,657,754
Benefits	439,730	522,534	581,755	575,723	615,000	627,500	640,000	653,000	666,000
Purchased services	84,766	78,658	135,000	103,600	99,500	149,000	150,500	152,000	154,000
Supplies and equipment	553,385	536,141	451,972	526,300	529,000	481,000	481,000	481,000	481,000
Total Expenditures	\$2,370,358	\$2,537,024	\$2,666,406	\$2,836,771	\$2,821,000	\$2,866,500	\$2,896,590	\$2,927,341	\$2,958,754
Net Change in Fund Balance	\$25,987	\$13,148	\$2,349	-\$13,560	-\$15,410	-\$1,000	-\$650	-\$2,382	\$4,304
Ending Fund Balance	\$43,150	\$56,298	\$58,647	\$45,087	\$43,237	\$42,237	\$41,587	\$39,205	\$43,509
Appropriation						\$2,866,500			

BOND REDEMPTION FUND

The Bond Redemption Fund provides revenues based on a property tax mill set by the School Board to satisfy the District's bonded indebtedness on an annual basis. The sole revenue for the Bond Redemption Fund is property tax revenue. The projected mill levy for 2017 paid in the spring of 2018 is 7.303 mills based on an estimated assessed valuation of \$2,556,956,091. The expenditures for this fund are principal, interest, and service fees for the voter approved bonds. Outstanding indebtedness at June 30, 2017, will be \$246,225,000 with final maturity scheduled for December 1, 2037. The annual principal and interest payments for fiscal year 2017-18 will be \$20,679,963. The reserve balance represents a timing issue in the Bond Redemption Fund. Taxes collected in the spring must be used to pay the June and December debt payment of the same calendar year. Therefore, at the end of the District's fiscal year, June taxes have been collected but the second calendar debt payment has not been made. The taxes are held in reserve to make the December principal and interest payment.

ECS is appropriating \$20,682,963 to provide for 2017-18 planned expenditures.

	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Budget	2016-17 Estimated	2017-18 Budget	2018-19 Forecasted	2019-20 Forecasted	2020-21 Forecasted
BEGINNING FUND BALANCE	\$11,796,093	\$11,110,990	\$11,816,380	\$12,202,188	\$12,202,188	\$11,562,343	\$11,792,219	\$12,027,112	\$12,264,512
REVENUE									
Property taxes	13,194,785	14,217,743	14,463,660	19,690,793	20,032,969	20,912,838	20,917,825	20,917,825	20,914,675
Total Revenue	\$13,194,785	\$14,217,743	\$14,463,660	\$19,690,793	\$20,032,969	\$20,912,838	\$20,917,825	\$20,917,825	\$20,914,675
EXPENDITURES									
Principal	7,480,000	7,405,000	8,335,000	8,800,000	8,800,000	9,205,000	9,665,000	10,130,000	10,605,000
Interest	6,399,888	6,101,000	5,741,462	10,860,793	10,860,793	11,474,963	11,014,931	10,547,425	10,050,750
Issuance Costs	-	-	-	-	1,012,021	-	-	-	-
Paying agent fees	-	6,353	1,390	30,000	-	3,000	3,000	3,000	3,000
Total Expenditures	\$13,879,888	\$13,512,353	\$14,077,852	\$19,690,793	\$20,672,814	\$20,682,963	\$20,682,931	\$20,680,425	\$20,658,750
NET CHANGE IN FUND BALANCE	-\$685,103	\$705,390	\$385,808	\$0	-\$639,845	\$229,876	\$234,894	\$237,400	\$255,925
ENDING FUND BALANCE	\$11,110,990	\$11,816,380	\$12,202,188	\$12,202,188	\$11,562,343	\$11,792,219	\$12,027,112	\$12,264,512	\$12,520,437
APPROPRIATION						\$20,682,963			

LEGAL DEBT MARGIN

C.R.S. 22-42-104. Limit of bonded indebtedness, defines the amount a Colorado school district can bond. In general it is limited to twenty percent of the latest valuation for assessment of the taxable property in such district, as certified by the county assessor to the board of county commissioners. There are some exceptions that are clearly defined in the statute. The calculation is included on the next page.

2017 Assessed Valuation	\$2,556,956,091
Debt Limit Percentage	20.00%
Legal Debt Limit	511,391,218
Debt Outstanding (total bonded debt as of June 30, 2017)	246,225,000
Legal Debt Margin	\$265,166,218

GENERAL OBLIGATION BONDS

\$131,770,000 General Obligation Refunding Bonds, Series 2017, were issued to construct new and renovate school facilities as well as provide for other capital improvement projects. Principal payments are due annually on December 1, through 2037. Also, the proceeds were used to repay principal and interest on the September 2010 Certificates of Participation through 2041. Proceeds in the amount of \$8,461,997 were deposited in an irrevocable trust with an escrow agent to provide for the future debt service requirements. Principal and interest total about \$1,704,453 for fiscal years 2015 and decreased to \$607,028 in 2016. Interest payments are due semi-annually on June 1 and December 1, with interest accruing at 5% per annum.

\$102,245,000 General Obligation Refunding Bonds, Series 2013, were issued to refund a portion of the outstanding General Obligation Bonds, Series 2007. Principal payments are due annually on December 1, through 2026. Interest payments are due semi-annually on June 1 and December 1, with interest accruing at rates ranging from 2% to 5% per annum.

\$13,800,000 General Obligation Refunding Bonds, Series 2009, were issued to refund a portion of the outstanding General Obligation Improvement and Refunding Bonds, Series 1999. Principal payments are due annually on December 1, through 2018. Interest payments are due semi-annually on June 1 and December 1, with interest accruing at rates ranging from 2.25% to 5% per annum.

\$128,370,000 General Obligation Bonds, Series 2007, were issued to construct new school facilities and provide for other capital improvements projects. Principal payments are due annually on December 1, through 2026. Interest payments are due semi-annually on June 1 and December 1, with interest accruing at rates ranging from 4.5% to 5% per annum.

\$33,870,000 General Obligation Refunding Bonds, Series 2005, were issued to refund a portion of the General Obligation Improvement and Refunding Bonds, Series 1999. Principal payments are due annually on December 1, through 2018. Interest payments are due semi-annually on June 1 and December 1, with interest accruing at rates ranging from 3.5% to 5% per annum.

DEBT SERVICE SCHEDULE

DATE	PRINCIPAL	INTEREST	ANNUAL P & I	FISCAL YEAR P & I
12/1/17	\$9,205,000	\$5,852,544	\$19,555,785	\$0
6/1/18	\$0	\$5,622,419	\$0	\$20,679,963
12/1/18	\$9,665,000	\$5,622,419	\$20,909,838	\$0
6/1/19	\$0	\$5,392,513	\$0	\$20,679,931
12/1/19	\$10,130,000	\$5,392,513	\$20,915,025	\$0
6/1/20	\$0	\$5,154,913	\$0	\$20,677,425
12/1/20	\$10,605,000	\$5,154,913	\$20,914,825	\$0
6/1/21	\$0	\$4,895,838	\$0	\$20,655,750
12/1/21	\$11,120,000	\$4,895,838	\$20,911,675	\$0
6/1/22	\$0	\$4,622,013	\$0	\$20,637,850
12/1/22	\$11,670,000	\$4,622,013	\$20,914,025	\$0
6/1/23	\$0	\$4,392,800	\$0	\$20,684,813
12/1/23	\$12,135,000	\$4,392,800	\$20,920,600	\$0
6/1/24	\$0	\$4,089,425	\$0	\$20,617,225
12/1/24	\$12,750,000	\$4,089,425	\$20,928,850	\$0
6/1/25	\$0	\$3,834,425	\$0	\$20,673,850
12/1/25	\$13,255,000	\$3,834,425	\$20,923,850	\$0
6/1/26	\$0	\$3,503,050	\$0	\$20,592,475
12/1/26	\$13,920,000	\$3,503,050	\$20,926,100	\$0
6/1/27	\$0	\$3,294,250	\$0	\$20,717,300
12/1/27	\$11,360,000	\$3,294,250	\$17,948,500	\$0
6/1/28	\$0	\$3,010,250	\$0	\$17,664,500
12/1/28	\$11,930,000	\$3,010,250	\$17,950,500	\$0
6/1/29	\$0	\$2,712,000	\$0	\$17,652,250
12/1/29	\$12,525,000	\$2,712,000	\$17,949,000	\$0
6/1/30	\$0	\$2,398,875	\$0	\$17,635,875
12/1/30	\$13,150,000	\$2,398,875	\$17,947,750	\$0
6/1/31	\$0	\$2,070,125	\$0	\$17,619,000
12/1/31	\$13,810,000	\$2,070,125	\$17,950,250	\$0
6/1/32	\$0	\$1,724,875	\$0	\$17,605,000
12/1/32	\$14,500,000	\$1,724,875	\$17,949,750	\$0
6/1/33	\$0	\$1,362,375	\$0	\$17,587,250
12/1/33	\$15,225,000	\$1,362,375	\$17,949,750	\$0
6/1/34	\$0	\$981,750	\$0	\$17,569,125
12/1/34	\$15,985,000	\$981,750	\$17,948,500	\$0
6/1/35	\$0	\$582,125	\$0	\$17,548,875
12/1/35	\$16,785,000	\$582,125	\$17,949,250	\$0
6/1/36	\$0	\$162,500	\$0	\$17,529,625

DEFEASED DEBT

In February 2017, proceeds of the General Obligation Bonds, Series 2017, in the amount of \$8,461,997 were deposited in an irrevocable trust with an escrow agent to provide for the future debt service requirements of the 2010 Certificates of Participation accounted for in the Capital Reserve Fund. This means that sufficient cash has been set aside to pay off the debt when it is due.

In June, 2013, proceeds of the General Obligation Refunding Bonds, Series 2013, in the amount of \$119,849,331 were deposited in an irrevocable trust with an escrow agent to provide for the future debt service requirements of \$103,590,000 of the General Obligation Refunding Bonds, Series 2007.

BUILDING FUND

BUILDING FUND

The Building Fund is used to account for all resources available for acquiring capital sites, buildings, and equipment. Examples of such resources include bond sale proceeds, grants, donations, and interfund transfers. This Fund was created in 2016-17 to account for all the projects funded by the 3B bond proceeds.

The budget reflects an estimated \$102,562,367 being expended in 2017-18 leaving an ending fund balance of \$34,220,184 for projects to be completed in the next two years.

	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Budget	2016-17 Estimated	2017-18 Budget	2018-19 Forecasted	2019-20 Forecasted	2020-21 Forecasted
BEGINNING FUND BALANCE	\$ -	\$ -	\$ -	\$ -	\$ -	\$135,670,503	\$ 34,220,187	\$ 750,319	\$ 765,003
REVENUE									
Bond Proceeds	-	-	-	127,880,000	131,770,000	-	-	-	-
Bond Premiums	-	-	-	21,074,578	22,332,115	-	-	-	-
Interest Income	-	-	-	-	-	512,051	250,000	75,000	-
Other Income	-	-	-	-	-	600,000	165,000	-	-
Federal Revenue	-	-	-	61,073	61,073	-	-	-	-
Total Revenue	\$0	\$0	\$0	\$149,015,651	\$154,163,188	\$1,112,051	\$415,000	\$75,000	\$0
EXPENDITURES									
Site Acquisition	-	-	-	6,745,000	5,719,685	-	-	-	-
COP Payments									
Principal	-	-	-	8,498,395	8,498,395	-	-	-	-
Interest	-	-	-	468,921	468,921	-	-	-	-
Construction Projects	-	-	-	19,255,000	3,805,684	102,562,367	33,884,868	60,316	-
Total Expenditures	\$0	\$0	\$0	\$34,967,316	\$18,492,685	\$102,562,367	\$33,884,868	\$60,316	\$0
NET CHANGE IN FUND BALANCE	\$0	\$0	\$0	\$114,048,335	\$135,670,503	-\$101,450,316	-\$33,469,868	\$14,684	\$0
ENDING FUND BALANCE	\$0	\$0	\$0	\$114,048,335	\$135,670,503	\$34,220,187	\$750,319	\$765,003	\$765,003
APPROPRIATION						\$102,562,367			

CAPITAL RESERVE FUND

The Capital Reserve Fund is used to account for the acquisition of land, construction of new facilities, alterations and improvements to existing structures, and the acquisition of school buses and/or other equipment. The expenditures in this fund must exceed \$2,500 per remodel at facilities and \$750 per unit for equipment. The district is addressing almost \$155M worth of facility needs over the next three years through General Obligation Bonds, Series 2017. There are still many unfunded facility repairs that are outside of approved bond projects. \$1,040,000 has been budgeted to address special projects and break/fix items as well as establish annual replacements for roofs, concrete/asphalt, flooring and HVAC. Capital projects have been identified and ranked based on priority in the Facility Master Plan. A copy of this can be found at <http://www.eagleschools.net/sites/default/files/website/pdf/ECSD%20Facility%20Master%20Plan%202016.pdf>.

	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Budget	2016-17 Estimated	2017-18 Budget	2018-19 Forecasted	2019-20 Forecasted	2020-21 Forecasted
BEGINNING FUND BALANCE	\$ 4,254,969	\$ 3,484,948	\$ 1,897,779	\$ 1,804,954	\$ 1,804,954	\$ 1,227,547	\$ 1,227,547	\$ 1,278,347	\$ 1,229,963
REVENUE									
Transfer from General Fund	2,020,247	2,190,000	2,000,100	250,000	250,000	1,000,000	1,000,000	1,000,000	1,000,000
General fund transfer	-	-	-	-	-	-	-	-	-
Transfer from General Fund- 3A	-	-	-	1,419,740	1,428,344	1,094,248	1,063,967	1,078,951	1,521,571
Federal Sources	-	125,425	122,277	-	61,073	-	-	-	-
Other local income	168,778	31,545	32,398	33,260	39,000	40,000	40,800	41,616	42,448
Sale of Capital Asset	-	255,000	-	-	-	-	-	-	-
Total Revenue	\$2,189,025	\$2,601,970	\$2,154,775	\$1,703,000	\$1,778,417	\$2,134,248	\$2,104,767	\$2,120,567	\$2,564,020
EXPENDITURES									
Facility Improvements	312,136	1,241,413	545,518	508,214	607,500	650,000	600,000	700,000	375,000
Roof Replacement/Repair	-	-	-	-	-	220,000	220,000	220,000	220,000
Concrete/Asphalt	-	-	-	-	-	20,000	20,000	20,000	20,000
Flooring	-	-	-	-	-	50,000	50,000	50,000	50,000
HVAC	-	-	-	-	-	100,000	100,000	100,000	100,000
Tracks and Turf Fields	-	-	-	-	-	-	-	-	300,000
COP Payments	1,671,452	1,662,532	1,702,082	-	-	-	-	-	-
Buildings/Land	-	-	-	-	240,000	-	-	-	-
Buses	263,975	298,700	-	360,000	360,000	247,248	249,727	252,226	382,112
Bus GPS System	-	-	-	80,000	79,980	-	-	-	-
White Fleet	-	-	-	344,740	353,344	120,000	75,000	75,000	75,000
Maintenance Equipment	-	-	-	75,000	75,000	75,000	75,000	75,000	75,000
Custodial Equipment	-	-	-	40,000	40,000	40,000	40,000	40,000	40,000
Instructional Computers	711,483	791,485	-	300,000	300,000	312,000	324,240	336,725	649,459
Technology	-	195,009	-	300,000	300,000	300,000	300,000	300,000	300,000
Total Expenditures	\$2,959,046	\$4,189,139	\$2,247,600	\$2,007,954	\$2,355,824	\$2,134,248	\$2,053,967	\$2,168,951	\$2,586,571
NET CHANGE IN FUND BALANCE	-\$770,021	-\$1,587,169	-\$92,825	-\$304,954	-\$577,407	\$0	\$50,800	-\$48,384	-\$22,552
ENDING FUND BALANCE	\$3,484,948	\$1,897,779	\$1,804,954	\$1,500,000	\$1,227,547	\$1,227,547	\$1,278,347	\$1,229,963	\$1,207,411
APPROPRIATION						\$2,134,248			

CERTIFICATES OF PARTICIPATION

In September, 2010, the District issued \$4,995,000 Certificates of Participation, Series 2010A and \$6,525,000 Certificates of Participation, 2010B, to finance the demolition of the Meadow Mountain Elementary School and the renovation of the former Battle Mountain High School. Principal payments on the Series 2010A debt were due annually beginning December 1, 2010, through 2040. Interest accrued at rates ranging from 2% to 4.75% per annum and were due semi-annually on June 1 and December 1. Principal payments on the Series 2010B were due annually beginning December 1, 2025. In February 2017, proceeds of the General Obligation Bonds, Series 2017, in the amount of \$8,461,997 were deposited in an irrevocable trust with an escrow agent to provide for the future debt service requirements of the 2010 Certificates of Participation accounted for in the Capital Reserve Fund. These will no longer be reported in 2017-18.

DISTRICT HOUSING FUND

The District Housing Fund is used to account for the rental and maintenance of housing provided to district employees. Currently the district rents sixteen trailer spaces at Maloit Park, two trailer spaces in Gypsum, two apartments at the East Bus Barn, five houses in Gypsum and one house at Maloit Park. The revenue received is from rent paid by tenants. Rents are currently set at \$300/month for a trailer space, \$765 to \$1,000/month for a house and \$765/month for an apartment. Expenditures are directly attributable to upkeep and repair of the properties. Appliances, carpet and tile are replaced on a rotating schedule or as needed basis.

Of the appropriated \$155,000, ECS is planning on spending \$22,000 out of beginning fund balance to support the completion of remodels on four housing units.

	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Budget	2016-17 Estimated	2017-18 Budget	2018-19 Forecasted	2019-20 Forecasted	2020-21 Forecasted
BEGINNING FUND BALANCE	\$1,017,435	\$1,040,289	\$856,346	\$ 852,716	\$ 852,716	\$ 832,216	\$810,216	\$823,716	\$830,116
REVENUE									
Rental Income	139,660	135,896	125,619	132,650	120,500	133,000	133,000	133,000	133,000
Total Revenue	\$139,660	\$135,896	\$125,619	\$132,650	\$120,500	\$133,000	\$133,000	\$133,000	\$133,000
EXPENDITURES									
Salaries	20,463	20,428	20,683	28,950	21,000	22,500	23,000	23,500	24,000
Benefits	6,719	7,269	7,711	10,150	7,500	8,000	8,000	8,000	8,200
Repairs and maintenance	21,497	55,929	55,976	72,000	67,000	72,000	35,000	40,800	42,000
Utilities	34,482	36,734	31,231	38,000	32,000	39,000	40,000	40,800	42,000
Depreciation/amortization	33,645	29,479	13,648	28,000	13,500	13,500	13,500	13,500	13,500
Total Expenditures	\$116,806	\$149,839	\$129,249	\$177,100	\$141,000	\$155,000	\$119,500	\$126,600	\$129,700
NET CHANGE IN FUND BALANCE	\$22,854	-\$13,943	-\$3,630	-\$44,450	-\$20,500	-\$22,000	\$13,500	\$6,400	\$3,300
Transfers Out	\$0	\$170,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ENDING FUND BALANCE	\$1,040,289	\$856,346	\$852,716	\$808,266	\$832,216	\$810,216	\$823,716	\$830,116	\$833,416
APPROPRIATION						\$155,000			

EMPLOYEE BENEFIT TRUST FUND

The Employee Benefit Trust Fund accounted for self-insurance funding of the employee health and dental insurance. The plan was administered by a third party administrator. The PPO plan currently insured 444 single employees and 133 families. This Fund was closed on June 30, 2015 so no funds are appropriated for 2017-18.

	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Budget	2016-17 Estimated	2017-18 Budget	2018-19 Forecasted	2019-20 Forecasted	2020-21 Forecasted
BEGINNING FUND BALANCE	\$1,513,902	\$1,055,515	\$0	\$0	\$0	\$0	\$0	\$0	\$0
REVENUE									
Contributions	2,379,905	-	-	-	-	-	-	-	-
Total Revenue	\$2,379,905	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EXPENDITURES									
Claims	20,463	(226,732)	-	-	-	-	-	-	-
Purchased Services	6,719	-	-	-	-	-	-	-	-
Premiums	21,497	-	-	-	-	-	-	-	-
Fees	34,482	94,953	-	-	-	-	-	-	-
Supplies	33,645	-	-	-	-	-	-	-	-
Total Expenditures	\$116,806	-\$131,779	\$0	\$0	\$0	\$0	\$0	\$0	\$0
NET CHANGE IN FUND BALANCE	\$2,263,099	\$131,779	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Transfers Out	-	(1,187,294)	-	-	-	-	-	-	-
ENDING FUND BALANCE	\$3,777,001	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
APPROPRIATION						\$0			

STUDENT ACTIVITY FUND

The Student Activity Fund provides extracurricular activities at the elementary, middle, and high school levels, which are completely self-supporting. This fund receives revenue from pupil participation fees and other fund-raising activities. ECS is appropriating \$1,150,000 to pay for planned expenditures in 2017-18.

	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Budget	2016-17 Estimated	2017-18 Budget	2018-19 Forecasted	2019-20 Forecasted	2020-21 Forecasted
BEGINNING FUND BALANCE	\$1,187,938	\$1,144,903	\$1,066,068	\$1,194,067	\$1,194,067	\$1,388,567	\$1,388,567	\$1,388,567	\$1,388,567
REVENUE									
Student programs	1,336,387	981,151	924,003	1,194,067	887,000	1,150,000	1,150,000	1,150,000	1,150,000
Total Revenue	\$1,336,387	\$981,151	\$924,003	\$1,194,067	\$887,000	\$1,150,000	\$1,150,000	\$1,150,000	\$1,150,000
EXPENDITURES									
Elementary programs	278,228	261,195	315,471	380,106	250,500	455,000	455,000	455,000	455,000
Middle school programs	156,099	136,328	133,245	243,226	107,000	207,000	207,000	207,000	207,000
High school programs	446,161	516,461	341,154	570,735	325,000	488,000	488,000	488,000	488,000
District Programs	-	-	6,134	-	10,000	-	-	-	-
Public Education Foundation	498,934	146,002	-	-	-	-	-	-	-
Total Expenditures	\$1,379,422	\$1,059,986	\$796,004	\$1,194,067	\$692,500	\$1,150,000	\$1,150,000	\$1,150,000	\$1,150,000
NET CHANGE IN FUND BALANCE	-\$43,035	-\$78,835	\$127,999	\$0	\$194,500	\$0	\$0	\$0	\$0
ENDING FUND BALANCE	\$1,144,903	\$1,066,068	\$1,194,067	\$1,194,067	\$1,388,567	\$1,388,567	\$1,388,567	\$1,388,567	\$1,388,567
APPROPRIATION						\$1,150,000			

CHARTER SCHOOL FUND

ECCA is an Eagle County public school that was granted the second charter in the state of Colorado in 1994. Originally, ECCA started with 64 students in grades 5-7, but has expanded over the years to include primary grades and Kindergarten. Today, the school serves nearly 350 students in grades K - 8.

Paramount to the school's philosophy on education is character education, small class sizes, and rigorous academics. Limiting class size also limits funding available to the school from tax revenues, so parent volunteers, parent financial donations and fundraising are critical to the continued operation of the school. The consistent emphasis on character development for all ages is recognized by "Hawk Honors" awards presented to outstanding students in the areas of "Hawk Traits": **Growth, Work, Respect, Camaraderie, Integrity and Leadership**

All teachers at ECCA develop and implement their own rigorous curricula, based on Colorado State Content Standards and Benchmarks, yet teachers are also given the flexibility to be innovative regarding their particular instructional style.

As authorized through its charter contract, ECCA purchases services through the district such as special education, middle school athletics and professional development to provide opportunities that benefit its students and staff. Along with this partnership, however, ECCA also enjoys the flexibility of a charter school—maintaining autonomy with regard to curricular and calendar decisions and financial independence. The Colorado League of Charter Schools provides resources and support for ECCA as it refines its practices as a charter school. ECCA is proud of both of these partnerships and strives to maintain these mutually beneficial relationships.

	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Budget	2016-17 Projected	2017-18 Budget	2018-19 Forecasted	2019-20 Forecasted	2020-21 Forecasted
BEGINNING FUND BALANCE	\$ 3,525,302	\$ 719,872	\$ 818,619	\$ 697,288	\$ 945,250	\$ 1,135,465	\$ 1,246,797	\$ 1,205,869	\$ 1,134,664
REVENUE									
Per Pupil Revenue	2,277,451.00	2,409,717.75	2,504,637.26	2,500,287.00	2,547,697.89	2,599,298.00	2,638,287.39	2,677,861.70	2,718,029.63
General fund transfer	-	-	-	-	-	-	-	-	-
District Mill Levy	430,848.00	415,923.15	409,061.75	413,540.00	806,257.29	797,047.00	789,125.64	781,204.68	773,283.72
Tuition & Fees	270,916.00	314,352.12	301,468.96	298,500.00	322,800.00	299,600.00	303,896.00	308,073.92	312,335.40
Food Service Fees	74,038.00	67,518.50	91,644.37	80,000.00	96,900.00	96,900.00	98,838.00	100,814.76	102,831.06
Foundation Contributions	328,621.00	345,848.00	357,828.00	350,980.00	338,642.50	359,210.00	254,210.00	254,210.00	254,210.00
Other Contributions	18,795.00	16,900.33	14,088.16	-	17,500.00	17,500.00	17,850.00	18,207.00	18,571.14
Investment Income	664.00	1,044.13	3,705.14	17,500.00	8,400.00	9,000.00	9,000.00	9,000.00	9,000.00
Other Revenue	250.00	4,417.05	1,295.00	800.00	3,000.00	3,000.00	3,060.00	3,121.20	3,183.62
Best Grant / District Bond	160,922.00	103,173.42	-	1,500.00	-	-	-	-	-
Capital Construction	31,318.00	55,866.59	85,172.93	-	91,766.00	90,722.52	89,815.29	88,917.14	88,027.97
READ Grant	-	-	-	86,500.00	3,388.24	-	-	-	-
Total Revenue	\$3,593,823	\$3,734,761	\$3,768,902	\$3,749,607	\$4,236,352	\$4,272,278	\$4,204,082	\$4,241,410	\$4,279,473
EXPENDITURES									
Salaries	1,787,531.00	1,806,379.53	1,833,421.00	1,842,008.00	2,011,050.00	2,058,501.00	2,078,471.94	2,098,642.91	2,119,015.94
Benefits	561,906.00	644,323.75	646,236.00	716,124.00	720,428.00	790,362.00	817,893.08	838,305.80	865,596.80
Purchased Services	710,916.00	740,294.78	757,323.00	809,899.00	879,310.00	893,770.00	910,503.22	927,571.00	944,979.55
Supplies & Equipment	257,533.00	228,707.15	257,730.00	226,090.00	233,160.00	242,990.00	262,034.80	271,160.50	275,368.71
Activity buses	-	-	-	-	-	-	-	-	-
Capital Outlay	3,081,367.00	159,040.01	56,351.00	86,500.00	120,588.00	90,723.00	89,815.29	88,917.14	88,027.97
Food Service	-	57,268.48	91,210.00	60,000.00	81,600.00	84,600.00	86,292.00	88,017.84	89,778.20
Total Expenditures	\$6,399,253	\$3,636,014	\$3,642,271	\$3,740,621	\$4,046,136	\$4,160,946	\$4,245,010	\$4,312,615	\$4,382,767
NET CHANGE IN FUND BALANCE	-\$2,805,430	\$98,747	\$126,631	\$8,986	\$190,216	\$111,332	-\$40,928	-\$71,205	-\$103,295
ENDING FUND BALANCE	\$719,872	\$818,619	\$945,250	\$706,274	\$1,135,465	\$1,246,797	\$1,205,869	\$1,134,664	\$1,031,370
APPROPRIATION						\$5,407,743			

INFORMATIONAL SECTION

A GENERATION OF COLORADO SCHOOL FINANCE

The timeline below (compliments of Colorado School Finance Project) illustrates major milestones in Colorado school finance. We take a look at nearly 40 years of school finance in Colorado, the legislative, economic, and demographic changes that shaped the way our schools are financed. It is useful to review the remainder of this document in the context of these environmental factors that have affected the district.

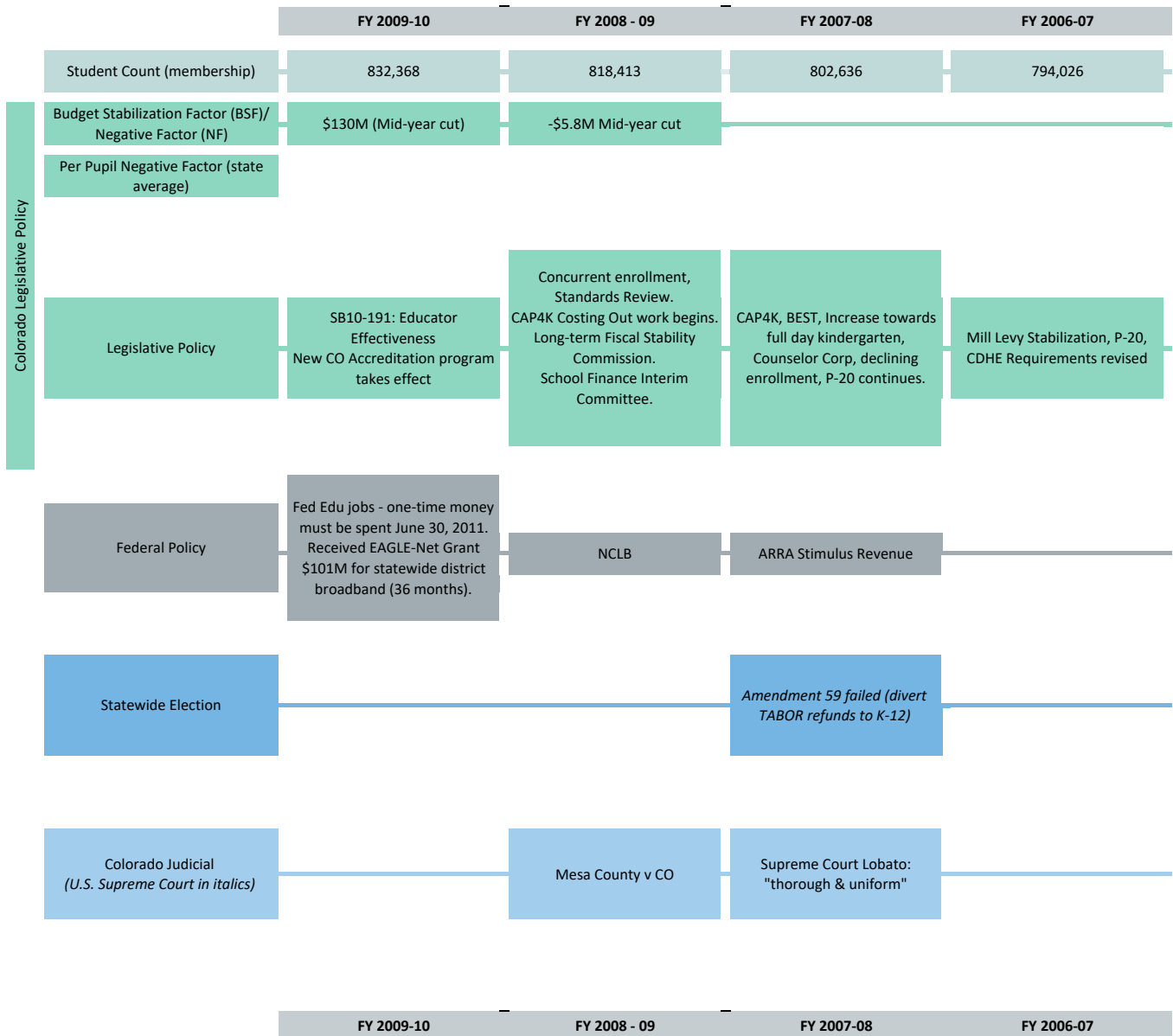
Colorado School Finance and Education Reform Timeline FY 2017-18 to 1982

		FY 2017-18	FY 2016 - 17	FY 2015-16	FY 2014-15
	Student Count (membership)	Available January 2018	905,019	899,112	889,006
Colorado Legislative Policy	Budget Stabilization Factor (BSF)/ Negative Factor (NF)	-\$828.3M (Budget Stabilization - projected)	-\$828.3M (Negative Factor)	-\$830.7M (NF)	-\$880.1M (NF)
	Per Pupil Negative Factor (state average)	-\$957 (projected)	-\$964	-\$974	-\$1,042
	Legislative Policy	January 2018 - May 2018 Legislative Session. HB17-1340: 2018 Interim: School Finance Interim Committee	SB17-267: \$30M to Rural Schools. SB17-296 SFA: rename Negative Factor to Budget Stabilization Factor. HB17-1340: School Finance Interim Committee 2017 & 2018 Interims. HB17-1375: Districts share MLO w/charters by 2019- 20.	HB16-1354: New MLO for cash funding school technology, capital construction, facility needs; outside current 25% cap (30% rural districts).	Reduced Negative Factor & \$5M At-Risk (free lunch), \$10M rural schools < 1,000 students. SB15-213 Claire Davis School Safety Act.
	Federal Policy	ESSA	ESSA	ESSA	NCLB
	Statewide Election		Amendment 71 pass: Requirements for Constitutional Amendments, set number of signatures in senate districts statewide, pass w/ 55% of votes cast		
	Colorado Judicial (U.S. Supreme Court in italics)		TABOR lawsuit ruling: plaintiffs lack standing, appeal is possible. <i>U.S. Supreme Court Ruling: Endrew F. v Douglas Countv.</i>	<i>Douglas Cnty Schl Dist v Taxpayers for Public Education</i>	Supreme Court Rulings 1)Dwyer v CO-Amendment 23: Legislature can reduce funding via Negative Factor. 2)Taxpayers for Public Education v Douglas Cnty Schl Dist- per CO constitution: school district can't aid religious school.
		FY 2017-18	FY 2016 - 17	FY 2015-16	FY 2014-15

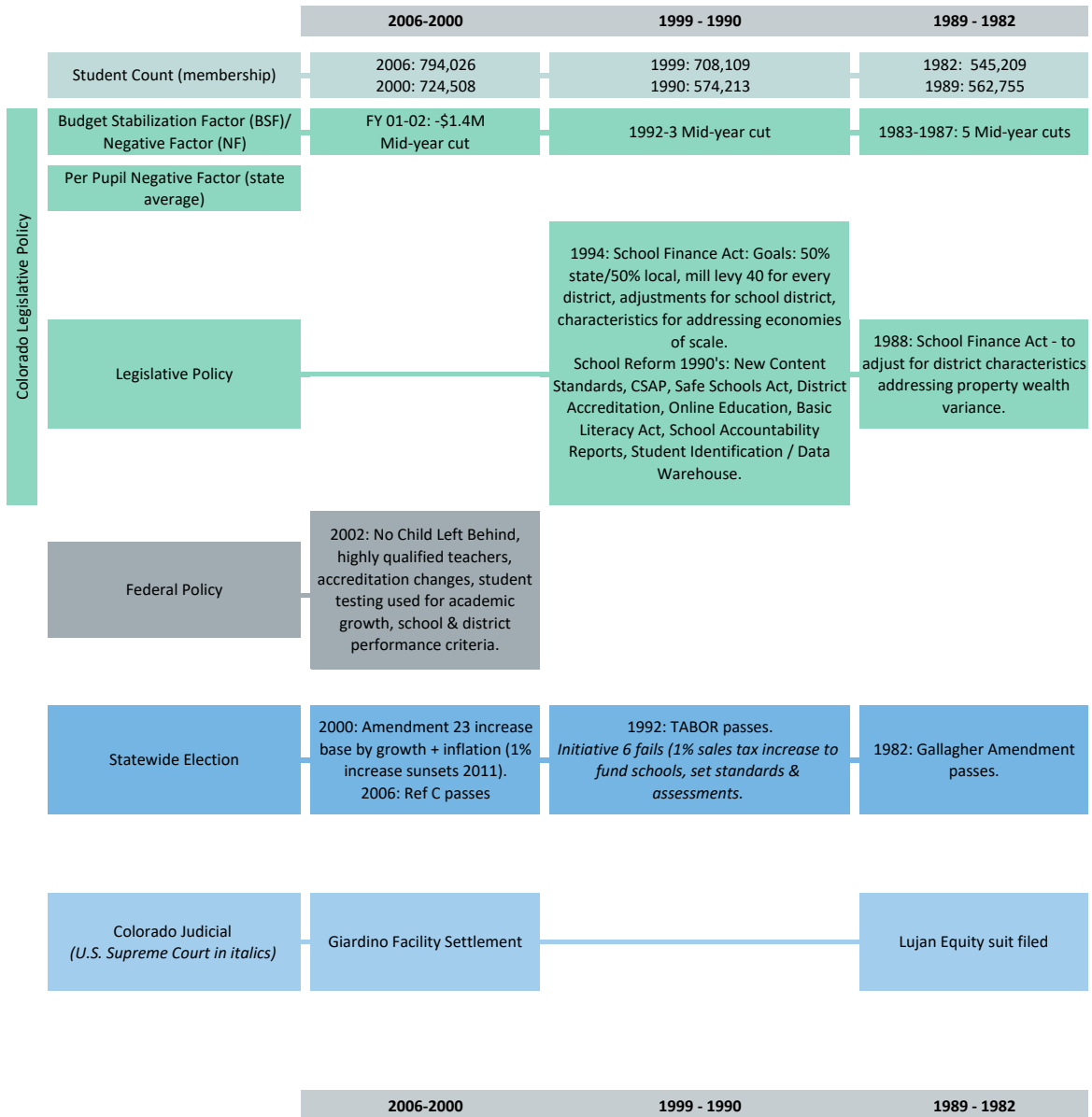
Colorado School Finance and Education Reform Timeline FY 2017-18 to 1982

	FY 2013-14	FY 2012-13	FY 2011-12	FY 2010 - 11
Student Count (membership)	876,999	863,561	854,265	843,316
Budget Stabilization Factor (BSF)/ Negative Factor (NF)	-\$1.004B (NF)	-\$1.001B (NF)	-\$774M (NF)	-\$381M (State Budget Stabilization Factor)
Per Pupil Negative Factor (state average)	-\$1,209	-\$1,237	-\$958	
Colorado Legislative Policy	<p>HB14-1298: \$110M reduce Negative Factor & add \$17M for 5,000 PreK slots. Charters \$18M for facilities, BEST capped \$40M for Lease/Purchase, \$3M CDE transparency website, \$2M BOCES. \$18M READ Act. HB14-1298: \$27M for ELL. COLA Adjustment.</p>	<p>SB12-260: PreK +3,200 slots. Charter school facilities: \$1M. \$200K from SEF to Great Teachers/Leaders, SPED +\$20M Tier B. SB13-213; Not implemented, A66 failed at statewide ballot. SBE: high school class 2021 graduation proof of competency.</p>	<p>SB12-1240: SBE Graduation Requirements, CDE Cost Study PWR diploma endorsements. HB12-1345: READ Act \$5.4M SB12-172: SBE join PARCC, SBE adopt Common Core standards. CAP4K Costing Out final report.</p>	<p>Negative factor added to school finance formula - mechanism to reduce funding.</p>
Federal Policy	NCLB	NCLB	Receive ESEA Waiver	<p>ARRA Stimulus revenue ends. June Fed Edu Jobs ends. Race to the Top: phase 3 \$17.9M over 4 years. CO applies for ESEA Waiver.</p>
Statewide Election	<p>Marijuana/Cannabis: Excise tax revenue up to \$40M for BEST Capital Construction Program, no \$ to General Fund.</p>	<p><i>Amendment 66 failed: funding for SB13-213.</i></p>		<p>Amendment 23: 1% increase sunsets. Ref C revenue timeout sunsets. <i>Prop 103 fails (\$563M temporary increase for education).</i></p>
Colorado Judicial (U.S. Supreme Court in italics)		<p>Supreme Court Ruling: Current school finance system is constitutional. Taxpayers for Public Ed. V Douglas Cnty School District filed.</p>	<p>8/11: District Court: Lobato trial begins. 12/11 Ruling: Colorado school finance system "irrational and inadequate, unconscionable." 2012: State appeals Lobato decision to Supreme Court.</p>	<p>TABOR lawsuit (Kerr et al. v. Hickenlooper) filed</p>
	FY 2013-14	FY 2012-13	FY 2011-12	FY 2010 - 11

Colorado School Finance and Education Reform Timeline FY 2017-18 to 1982

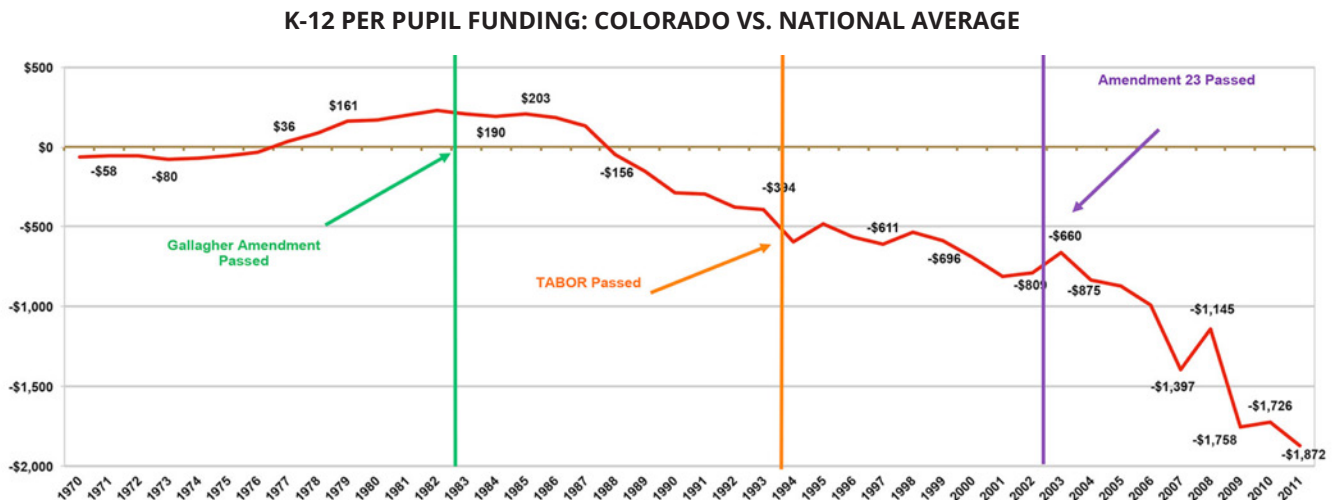


Colorado School Finance and Education Reform Timeline FY 2017-18 to 1982



In 1982, the Gallagher Amendment was passed which fixed the percentage ratio for property taxes at 45 percent for residential property and 55 percent for commercial property.

Mid-year revenue rescissions occurred in 1983, 1984, 1986, 1987, 1988, 1991, and 1993 primarily because state tax revenues could not keep pace with rapid enrollment growth in Colorado. The rescissions occurred so frequently that the Eagle County School District budgeted for the rescissions in advance.



Source: National Center for Education Statistics

In 1988, the Colorado Public School Finance Act was revised significantly. This revision re-set the standard for state equalization to distribute state funding for districts throughout Colorado taking under-funded districts into consideration, comparing rural districts vs. urban districts or large districts vs. small districts. At the time, the state provided 40 percent of per pupil funding to districts across Colorado, and districts provided 60 percent of the funding. Today state funding plays a much larger role by providing 64 percent of per pupil funding and districts providing 36 percent, on a state-wide average.

In 1992, the TABOR Amendment of the Colorado Constitution was passed, which requires districts to set aside 3 percent of defined, planned spending that cannot be used to address revenue shortfalls, salary or fringe benefit increases, or other economic conditions. TABOR also requires voter approval of tax increases and limits revenue collections.

Also in 1992, the district converted from a Calendar Year budget cycle to a Fiscal Year and the 1992 budget was based on a Transitional Fiscal Year. Because the Eagle County School District receives a majority of its tax collections in the spring, the district has had to borrow cash for the first half of the fiscal year in order to operate. Generally, this function has been performed through the state's interest-free loan program, since 1993.

District administrative responsibilities have also increased dramatically since 1988 due to a host of new federal and state regulations:

Federal regulations

- Omnibus Transportation Employee Testing Act, Gun-Free Schools Act, Children's Online Privacy Act,
- Digital Millennium Copyright Act, and the Equal Access Act, among others

State regulations

- New regulations associated with Section 504/ Americans with Disabilities Act
- New regulations associated with the Colorado Basic Literacy Act
- CSAP Testing and CELA Assessments
- Standards-based education
- Bilingual education
- Changes to state accreditation requirements
- School Accountability Reports
- Adopted state standard Chart of Accounts
- New budget processes associated with TABOR
- Expanded choice legislation, Open Enrollment, charter schools and focus schools

In 2000, Amendment 23 to the Colorado Constitution was passed which guarantees increases in funding to public elementary and secondary schools at a rate of inflation plus 1 percent for a total of 10 years. The increase is guaranteed at the rate of inflation thereafter. The goal of this amendment was to restore public funding, adjusted for inflation, back to 1988 funding levels.

In 2002, the federal No Child Left Behind Act (NCLB) was implemented along with new regulations.

In 2004, the Colorado Commission on Higher Education (CCHE) added requirements for high school graduates.

In 2005, Colorado voters passed Referendum C which suspends the tax limits in the TABOR Amendment for five years, allowing the state to return to pre-recession levels. While this amendment will not likely affect school funding significantly, it assures Colorado school districts that the state will be prepared to sustain Amendment 23 funding.

In 2010, Colorado voters passed a ballot measure that provides 25 percent of total program funding for restoring budget cuts, mitigating future budget cuts, supplementing teacher and staff compensation, and funding early childhood programs.

ENROLLMENT BY STUDENT

The district's School Finance Act total program funding is based on the funded pupil count, which is determined by full-time equivalent (FTE) students. The pupil count is held on October 1, it accounts for preschool and part-time first through twelfth grade student as half-time and kindergarten students as .58 FTE within the fiscal year for which funding is received. The chart below reflects student head count followed by FTE. Detailed forecast information can be found in the districts master facility plan (<http://www.eagleschools.net/sites/default/files/website/pdf/ECSD%20Facility%20Master%20Plan%202016.pdf>). The district contracts with a demographer to provide enrollment projections.

STUDENT HEAD COUNT ENROLLMENT 2013-14 Actual through 2019-20 Forecast (includes preschool)

	ACTUAL 2014-15	ACTUAL 2015-16	ACTUAL 2016-17	BUDGETED 2017-18	FORECAST 2018-19	FORECAST 2019-20	FORECAST 2020-21
Avon Elementary	320.0	312.0	292.0	298.0	319.0	315.0	293.0
Brush Creek Elementary	423.0	421.0	431.0	414.0	398.0	396.0	416.0
Eagle Valley Elementary	326.0	376.0	404.0	418.0	457.0	552.0	594.0
Edwards Elementary	323.0	316.0	305.0	300.0	266.0	252.0	239.0
Gypsum Elementary	401.0	363.0	390.0	376.0	312.0	308.0	312.0
Homestake Peak	561.0	551.0	574.0	574.0	543.0	532.0	497.0
June Creek Elementary	323.0	320.0	317.0	308.0	285.0	277.0	278.0
Red Hill Elementary	377.0	380.0	402.0	399.0	439.0	442.0	475.0
Red Sandstone Elementary	265.0	236.0	233.0	226.0	211.0	196.0	192.0
Berry Creek Middle	381.0	384.0	340.0	311.0	391.0	396.0	341.0
Eagle Valley Middle	319.0	349.0	326.0	353.0	370.0	406.0	419.0
Gypsum Creek Middle	366.0	371.0	373.0	386.0	428.0	446.0	409.0
Battle Mountain High	844.0	861.0	925.0	925.0	923.0	923.0	920.0
Eagle Valley High	752.0	822.0	921.0	921.0	1,039.0	1,068.0	1,205.0
VSSA	172.0	177.0	191.0	221.0	202.0	200.0	199.0
Red Canyon	179.0	174.0	170.0	177.0	170.0	170.0	170.0
World Academy	35.0	45.0	53.0	50.0	44.0	45.0	45.0
Total	6,367.0	6,458.0	6,647.0	6,657.0	6,797.0	6,924.0	7,004.0

Eagle County Charter Academy	346.0	346.0	346.0	346.0	336.0	330.0	323.0
Family Learning Center	19.0	20.0	15.0	15.0	20.0	20.0	20.0

Total w Other Facilities	6,732.0	6,824.0	7,008.0	7,018.0	7,153.0	7,274.0	7,347.0
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Change From Prior Year	197.0	92.0	184.0	10.0	135.0	121.0	73.0
% Change From Prior Year		1.37%	2.70%	0.14%	1.92%	1.69%	1.00%

AUTHORIZED EMPLOYEE FTE HISTORY SUMMARY

		2013-14	2014-15	2015-16	2016-17	2017-18
100-104	District Admin	18.00	18.00	18.00	18.00	18.00
105-125	School Admin	30.20	30.50	30.20	30.50	30.50
201-209	Teachers	403.58	406.61	419.88	430.63	463.04
210-220	Other Teachers	32.44	33.50	33.50	33.50	35.59
230-239	ESS Certified Staff	19.55	22.15	22.15	22.15	22.15
320-358	Professional Staff	10.20	10.20	13.20	8.23	8.23
360-399	Technical Staff	12.60	12.60	12.80	13.00	16.00
400-499	Instructional Staff	140.85	140.85	140.85	140.85	144.35
500-599	Office/Admin Support	56.40	56.90	56.90	56.90	59.20
600-699	Trades & Services	102.64	102.64	102.64	103.64	107.14
	Total FTE's	826.46	833.95	850.12	857.40	904.20

DISTRICT TURNOVER RATE					
	2012-13	2013-14	2014-15	2015-16	2016-17
District	24.13%	21.30%	18.69%	17.05%	14.49%
State	17.83%	20.37%	20.22%	20.65%	20.46%

HISTORIC PERFORMANCE MEASURES

2014-2015 PARCC DATA MEETS/EXCEEDS			2015-2016 PARCC DATA MEETS/EXCEEDS			2016-2017 PARCC DATA MEETS/EXCEEDS		
ELA	District	37.4%	ELA	District	38%	ELA	District	
	State	39.6%		State	40%		State	
MATH	District	24.7%	MATH	District	29%	MATH	District	
	State	27.2%		State	42%		State	

ACT - MEAN COMPOSITE SCORES				
	2012-13	2013-14	2014-15	2015-16
District	19.8	20.4	19.1	19.7
State	20.1	20.3	20.1	20.1

GRADUATION RATES				
	2012-13	2013-14	2014-15	2015-16
District	75.2%	71.9%	81.6%	79.4%
State	75.3%	76.9%	77.2%	78.9%

ELA			
	2012-13	2013-14	2014-15
District	19.8	20.4	19.1
State	20.1	20.3	20.1

PRE-K - TS GOLD	
90% Meeting or Exceeding Widely Held Expectations	
Math	77%
Language	80%
Literacy	93%
Cognitive	90%

HISTORIC FREE AND REDUCED RATES

FREE AND REDUCED LUNCH				
	2012-2013	2013-2014	2014-2015	2015-2016
District	42.9%	42.4%	42.2%	42%
State		41.9%	41.5%	41.8%

ASSESSED VALUE AND ACTUAL VALUE OF TAXABLE PROPERTY

Fiscal Year Ended June 30,	Real Property		Personal Property		Exemptions of Real Property		Total Value		Ratio of Total Assessed Value to Total Estimated Actual Value
	Assessed Value	Estimated Actual Value	Assessed Value	Estimated Actual Value	Assessed Value	Estimated Actual Value	Assessed Value	Estimated Value	
2008	3,070,713,070	28,665,521,650	84,770,040	471,309,270	222,567,340	937,768,360	3,378,050,450	30,074,599,280	11.23%
2009	3,098,324,840	29,762,511,660	89,144,250	308,228,950	223,818,220	936,862,780	3,411,287,310	31,007,603,390	11.00%
2010	3,512,789,430	34,245,196,420	101,651,460	350,522,450	300,211,100	1,193,813,520	3,914,651,990	35,789,532,390	10.94%
2011	3,532,369,970	34,694,499,120	92,521,320	319,038,940	306,005,580	1,216,552,680	3,930,896,870	36,230,090,740	10.85%
2012	2,692,812,380	26,668,651,830	87,942,860	303,249,230	239,377,650	958,662,950	3,020,132,890	27,930,564,010	10.81%
2013	2,691,704,460	26,713,889,900	83,138,600	286,684,710	242,758,620	978,147,950	3,017,601,680	27,978,722,560	10.79%
2014	2,566,361,210	25,204,000,320	89,975,170	310,258,390	218,295,890	878,280,780	2,874,632,270	26,392,539,490	10.89%
2015	2,556,149,170	25,252,094,130	86,011,900	296,591,660	218,850,980	880,696,280	2,861,012,050	26,429,382,070	10.83%
2016	2,649,704,230	26,176,320,775	89,159,935	307,446,915	226,860,926	912,929,764	2,965,725,091	27,396,697,454	10.83%
2017	2,835,938,590	26,961,610,398	91,834,733	316,670,322	233,666,754	940,317,657	3,161,440,077	28,218,598,377	10.83%
2018*	2,890,522,497	27,500,842,606	93,671,428	323,003,728	238,340,089	959,124,010	3,222,534,014	28,782,970,344	10.83%
2019*	2,946,098,082	28,050,859,458	95,544,857	329,463,803	243,106,891	978,306,490	3,284,749,830	29,358,629,751	10.82%
2020*	3,001,673,667	28,600,876,310	97,418,286	335,923,878	247,873,693	997,488,970	3,346,965,646	29,934,289,158	10.82%

*Estimated.

PROPERTY TAX LEVIES AND COLLECTIONS

Fiscal Year Ended June 30,	Taxes Levied for the Fiscal Year	Collected within the Fiscal Year of the Levy		Collections in Subsequent Years	Total Collection to Date	
		Amount	% of Levy		Amount	% of Levy
2007	48,988,525	47,806,306	97.6%	960,197	48,766,503	99.5%
2008	58,596,416	55,372,153	94.5%	1,979,979	57,352,132	97.9%
2009	59,888,244	59,413,901	99.2%	1,908,877	61,322,778	102.4%
2010	63,412,390	62,493,060	98.6%	1,503,665	63,996,725	100.9%
2011	63,509,868	60,953,478	96.0%	2,238,913	63,192,391	99.5%
2012	54,551,881	52,555,579	96.3%	1,101,283	53,656,862	98.4%
2013	53,821,226	51,926,679	96.5%	1,185,359	53,112,038	98.7%
2014	50,290,510	49,040,534	97.5%	1,190,365	50,230,899	99.9%
2015	51,642,537	50,911,821	98.6%	1,189,526	52,101,347	100.9%
2016	53,532,654	52,775,194	98.6%	1,166,235	53,941,429	100.8%
2017	55,138,633	54,358,450	98.6%	1,116,843	55,475,293	100.6%
2018*	56,241,406	55,445,619	98.6%	1,084,625	56,530,244	100.5%
2019*	57,366,234	56,554,531	98.6%	1,062,893	57,617,424	100.4%
2020*	58,491,062	57,663,443	98.6%	1,062,893	58,726,336	100.4%

*Estimated. Source: Eagle County Schools Finance Department

ANNUAL MILL LEVIES BY FUND

	General Fund	Bond Fund	Transportation	Total
2006	15.639	3.505	0.451	19.595
2007	15.489	7.090	0.471	23.050
2008	14.586	5.123	0.342	20.051
2009	14.855	5.218	0.341	20.414
2010	14.359	4.736	0.306	19.401
2011	14.382	4.785	0.307	19.474
2012	15.085	6.120	0.396	21.601
2013	15.087	5.878	0.397	21.362
2014	15.030	5.382	0.414	20.826
2015	15.180	5.961	0.376	21.517
2016	14.662	5.303	0.365	20.330
2017	17.541	7.303	0.365	25.209
2018*	17.358	7.303	0.349	25.010
2019*	13.763	4.946	0.342	19.051
2020*	13.763	4.946	0.342	19.051

*Estimated.

ANNUAL SALES TAX REVENUE BY INDUSTRY TYPE

Fiscal Year	General Retail	Grocery	Restaurants & Breweries	Car Sales & Automotive Equipment Rentals	Professional Services	Construction Services & Building Materials	Manufacturing Production	Lodging	Utilities & Telecomm	All Others	Total Sales and Use Tax	Total Direct Tax Rate
2006	\$ 4,070,012	\$ 636,021	\$ 2,121,818	\$ 98,886	\$ 1,223,115	\$ 1,167,214	\$ 474,758	\$ 2,185,274	\$ 277,200	\$ 695,734	\$ 12,950,032	1.00%
2007	5,355,843	743,660	2,392,237	116,332	1,369,213	1,248,490	496,367	2,347,720	329,429	57,517	14,456,808	1.00%
2008	4,378,460	770,730	2,479,255	118,858	1,327,863	1,203,522	437,582	2,457,375	420,844	162,769	13,757,258	1.00%
2009	3,021,207	787,950	2,128,844	208,756	1,694,278	490,671	285,398	2,214,082	540,010	297,720	11,668,916	1.00%
2010	2,353,186	613,436	1,727,396	135,100	1,283,701	267,877	171,213	2,037,621	348,799	304,744	9,243,073	1.00%
2011	3,114,541	818,864	2,161,950	195,353	1,438,145	352,256	235,198	2,415,385	487,473	476,664	11,695,829	1.00%
2012	3,537,367	886,962	2,218,478	213,916	1,367,995	161,678	195,820	3,124,579	550,591	137,871	12,395,458	1.00%
2013	3,711,757	970,786	2,403,245	233,214	1,455,844	198,775	250,971	3,387,698	558,590	78,002	13,248,862	1.00%
2014	3,612,956	968,323	2,568,932	634,221	666,204	835,574	245,517	3,823,488	825,130	101,121	14,281,466	1.00%
2015	3,777,143	1,037,578	2,743,050	622,585	781,039	1,104,160	216,477	4,291,603	851,301	104,040	15,528,974	1.00%

Note: Data compiled by process date January through December, and therefore will not match audited financial statements sales tax numbers for the same time period.

* Prior to 2014 sales tax revenue on car leases/equipment rentals, construction services and telecommunications were reported under professional services

Source: Eagle County Government Sales Tax Reports

ASSESSED (TAXABLE) VALUE OF HOME = \$100,000

Assessment Year	2013-14		2014-15		2015-16		2016-17		2017-18		Changes from 2016-17 to 2017-18
	Mill Levy	Taxes Paid per \$100,000	Mill Levy	Taxes Paid per \$100,000	Mill Levy	Taxes Paid per \$100,000	Mill Levy	Taxes Paid per \$100,000	Mill Levy	Taxes Paid per \$100,000	Increase (Decrease)
School Finance Act	11.618	\$ 92.48	11.618	\$ 92.48	11.618	\$ 92.48	11.618	\$ 92.48	11.618	\$ 92.48	\$ -
Mill Levy Overrides	3.412	\$ 27.16	3.562	\$ 28.35	3.156	\$ 25.12	5.863	\$ 46.67	5.680	\$ 45.21	\$ 21.55
Bond Redemption Fund	5.382	\$ 42.84	5.961	\$ 47.45	5.308	\$ 42.25	7.303	\$ 58.13	7.303	\$ 58.13	\$ 15.88
Transportation Fund	0.414	\$ 3.30	0.376	\$ 2.99	0.367	\$ 2.92	0.365	\$ 2.91	0.349	\$ 2.78	\$ (0.02)
Abatement	0.073	\$ 0.58	0.203	\$ 1.62	0.096	\$ 0.76	0.060	\$ 0.48	0.060	\$ 0.48	\$ (0.29)
	20.899	\$ 166.36	21.720	\$ 172.89	20.545	\$ 163.54	25.209	\$ 200.66	25.010	\$ 199.08	\$ 37.13

Assessed Value	
27,978,722,560	
26,932,559,490	
26,429,382,070	
27,396,697,484	0.002172
28,218,598,377	



EAGLE COUNTY STATISTICS

Eagle County is made up of thriving communities for families and is home to a vibrant workforce, with personal health and wellness achievable for all. The natural beauty is preserved through purposeful environmental stewardship. It is an international year-round resort destination with a diverse, resilient economy. A few of the demographic statistics are provided below.

PRINCIPAL EMPLOYERS

EMPLOYER	2015		
	RANK	NUMBER OF EMPLOYEES	PERCENTAGE OF TOTAL COUNTY EMPLOYMENT
Vail Resorts Inc.	1	8,015	24.4%
Vail Valley Medical Center	2	888	2.7%
Eagle County School District	3	887	2.7%
Vail Cascade Resort	4	485	1.5%
Eagle County Government	5	467	1.4%
East West Resorts	6	402	1.2%
Ritz Carlton- Bachelor Gulch	7	375	1.1%
Sonnenalp	8	328	1.0%
Vail Marriott	9	325	1.0%
Town of Vail	10	321	1.0%
Park Hyatt Beaver Creak	11	290	0.9%
Gallegos Corporation	12	278	0.8%
Walmart Stores	13	250	0.8%
Westin Riverfront Resort	14	238	0.7%

Source: Eagle County

POPULATION

YEAR	POPULATION
2007	48,476
2008	49,803
2009	51,049
2010	52,513
2011	52,092
2012	51,768
2013	51,921
2014	52,460
2015	52,921
2016	53,989

PER CAPITA INCOME

YEAR	PER CAPITA INCOME
2007	47,511
2008	49,635
2009	45,430
2010	44,709
2011	45,807
2012	48,618
2013	48,485
2014	50,416
2015	57,927
2016	62,750

APPENDICES

APPENDIX A

BBA: BOARD POWERS AND RESPONSIBILITIES

Because all powers of the Board lie in its actions as a group, individual Board members exercise authority over the District affairs only as votes are taken at a legal meeting of the Board.

In other instances, an individual Board member has power only when the Board has lawfully delegated authority to him/her.

The Board of Education shall be responsible for carrying out the mandatory laws of the state and shall consider, and accept or reject, the provisions of the permissive laws. In all instances where state laws do not provide or prohibit, the Board shall consider itself responsible for establishing and appraising the educational activities.

The Board of Education shall have the authority to make its own rules and regulations, subject to the provisions set forth in policy; to organize and maintain a system of preschool, elementary, middle, and high schools; and to exercise sole control over the schools and the property of the district.

Retention and Delegation of Authority

While the Board of Education of School District Re50J is charged by the state with the responsibility for providing educational opportunities for the children of its schools and of directing those public school activities which the state entrusts to its care and supervision, a carefully planned pattern of authority is observed by the Board. In fulfilling its obligations, the Board acts similarly in its relationships to the schools as do boards of directors to successful business organizations. That is, it acts through the power of legislation, by the determination of policies, and in the evaluation of results.

The direct administration of the school system is delegated to the Superintendent of schools whom the Board appoints to act as executive officer of the Board. The Superintendent is held individually and directly responsible to the Board for the execution of all its policies and its legislation and for such other duties assigned to him/her by the Board of Education.

The Board retains full legislative and judicial authority over the schools in accordance with the school laws and the expressed will of the electorate but delegates all executive, supervisory, and instructional authority to its employees as specified in policy. Legislative service under the law implies the power and the obligation to contract for services and

materials, the authority to pass judgment upon employees and their work, and the authority to veto acts of any or all employees when the acts are deemed contrary to the rights or obligations of the school district or inconsistent with established Board policies.

LEGAL REFS.: C.R.S. 22-32-109

C.R.S. 22-32-110

C.R.S. 22-9-101 et. seq.

CROSS REF.: BB, School Board Legal Status

DA: FISCAL MANAGEMENT GOALS/ PRIORITY OBJECTIVES

The Board recognizes that money and money management comprise the foundational support of the whole school program. To make that support as effective as possible, the Board intends:

1. To require advance planning through the best possible budget procedures.
2. To explore all practical and legal sources of revenue.
3. To study and guide the expenditure of funds so as to achieve the greatest educational returns.
4. To require maximum efficiency in accounting and reporting procedures.
5. To provide adequate resources to enable all students to meet or exceed state and district standards.

As trustee of community, state and federal funds allocated for use in local education, the Board has the responsibility to protect the funds and use them wisely.

DAB: 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 the Board through the use of reserves or unless other revenues become available. Funds shall not be expended in excess of the amount appropriated or in excess of the reasonably projected available resources, whichever is less for a particular fund.

Reporting to Board and community

► Audits

All district funds and accounts shall be audited annually in accordance with state law and Board policy DIE. Timely and appropriate corrective actions shall be taken in accordance with any audit findings.

The Board shall receive all audit reports and be informed of all corrective actions taken.

► Financial reports

The Superintendent or designee shall prepare and submit to the Board a quarterly financial status report of all district funds. The quarterly report shall give details on the district's major tax and revenue sources, with variance analysis that shows the factors that are affecting revenue inflow. The report shall also show spending for the current quarter, for the year to date and in comparison with the budget. The format and basis for reporting shall be consistent with the adopted budget and the past year's generally accepted accounting procedures results.

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.

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.

► Legally-required reports

Reports and filings required by state and federal law and agencies shall be accurately and timely filed.

Record keeping

Complete and accurate financial records shall be kept for all district funds and accounts.

Operating losses or deficits

The Superintendent, as well as all fund directors, program directors, department heads and school principals, shall take all reasonable steps to identify funds, programs, departments or schools that may end the fiscal year with an operating loss or deficit. A corrective action plan shall be developed and implemented within 30 days of such identification.

The Superintendent, as well as all fund directors, program directors, department heads and school principals, shall develop and implement processes whereby variations or deviations in cash flow, revenues or other important financial indicators can be identified and dealt with in a timely manner.

Employee reporting

The Superintendent shall develop and implement procedures to encourage all district employees to report suspected financial problems or wrongdoing. No adverse employment decisions shall be taken in response to a good faith report by an employee.

Contingency planning

The Superintendent or designee shall continually be aware of the financial and political landscape both internally and externally and shall develop contingency plans against possible events.

CROSS REFS.: KD, Public Information and Communications

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 the educational programs and objectives of the district.

Three-year budget plan

The Superintendent or designee is directed to develop, subject to annual approval by the Board, 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.

The budget also shall disclose planned compliance with spending limitations outlined in Article X, Section 20, of the Colorado constitution.

The Board 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 Director of Finance of the district.

The budget prepared and presented by the Superintendent shall be consistent with the budget priorities of the Board as established in policy DBD.

Year-end fund balance

Maintaining a financial year-end fund balance is a beneficial and sound financial management practice. The Board of Education assigns to the Superintendent or designee the responsibility of accumulating and maintaining a general fund

balance amounting to 10% of the district's current fiscal year adopted budget. This amount will include the emergency reserve required by Article X, Section 20 of the Colorado Constitution (Taxpayer's Bill of Rights).

The 10% year-end fund balance will be used only for an unexpected loss of revenue or an extraordinary expenditure. Expenditures from the year end fund balance shall be reported to the board.

If any part of the year-end fund balance is used in any fiscal year to cover an unexpected loss of revenue or an extraordinary expenditure, those funds will be reallocated to fulfill the 10% required year-end fund balance before any other budget allocations in the subsequent fiscal year, unless the Board of Education approves otherwise.

LEGAL REFS.: C.R.S. 22-7-205 and 207 (school level accountability committee 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. 29-1-103 (3) (budget to reflect lease-purchase payment obligations)

CROSS REFS.: DB subcodes, (all relate to the budget)

DBD: DETERMINATION OF BUDGET PRIORITIES

All resources of the district shall be directed toward ensuring that all students reach their learning potential, including that they meet or exceed state and district content standards.

In order to fulfill its trustee obligation with regard to district resources, the Board 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. 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 committee and to the Board.

The district accountability committee shall make recommendations to the Board relative to priorities for expenditures of district funds and provide a copy of the recommendations to the Superintendent. The Board shall consider these priorities when it adopts the annual budget. The Superintendent shall consider the district accountability committee recommendations when preparing the budget to be presented to the Board.

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

1. Be derived from a five-year plan
2. Include contingency plans in the event budget assumptions prove erroneous
3. Be in a 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. Comply with spending limitations in the state constitution

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9. Consider recommendations made by each school-level accountability committee relative to priorities for expenditures of district funds
 10. Contain enough information to enable credible projection of revenue and expenses
 11. Disclose budget planning assumptions
 12. Not excessively rely on nonrecurring revenues
 13. Plan for the expenditure in any fiscal year only of funds that are conservatively projected to be received in that period unless otherwise approved by the Board
 14. Not reduce without approval of the Board, 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 development and other governance priorities, including the costs of fiscal audits, Board and committee meetings, Board 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's goals in future years
 17. Reflect anticipated changes in employee compensation including inflationary adjustments, step increases, performance increases and benefits
 18. Appropriate any remaining fund balances in all funds
 19. Comply with state and federal law

LEGAL REFS.: C.R.S. 22-7-207 (building level accountability committee recommendations)

DBF: BUDGET HEARINGS AND REVIEWS

The Board will conduct one or more public hearings on the proposed budget, at which time any member of the public may comment. If, as a result of the proposed budget review, it should be determined that certain changes in the budget are necessary, these changes will be made before the budget is adopted.

Additionally, within ten (10) days of submission of the proposed budget to the Board, a notice shall be published in a newspaper having general circulation within the District that:

1. The proposed budget is available for inspection by the public at the district office during business hours;
2. The Board will consider the adoption of the proposed budget at a board meeting to be held at the date, time and place specified in the notice; and
3. Any interested taxpayer may inspect the proposed budget and file or register any objections thereto at any time prior to final adoption of the budget by the Board.

LEGAL REFS.: C.R.S. 22-44-109

C.R.S. 22-44-110

DBG: BUDGET ADOPTION

Following consideration of the budget proposal presented by the administration, the Board shall approve a proposed budget and so notify the public.

Within 10 days of submission of proposed budget to the Board, a notice shall be published in a newspaper having general circulation within the school district that:

1. The proposed budget is available for inspection by the public at the central administrative office during business hours.
2. The Board will consider the adoption of the proposed budget at a hearing to be held at the date, time and place specified in the notice.
3. Any interested taxpayer may inspect the proposed budget and file or register any objections thereto at any time prior to final adoption of the budget by the Board.

At the budget hearing specified in the notice, the Board will present and explain the proposed budget, inviting questions and discussion from the audience. If the budget is to be adopted at a future meeting, the date, time and place of such meeting shall be entered in the minutes of the hearing.

The Board shall officially adopt the budget and an accompanying appropriations resolution prior to the end of the fiscal year. After adoption of the budget, the Board may review and change the budget with respect to other revenue and expenditures at any time prior to October 15 of the fiscal year for which adopted. After October 15, the Board shall not review or change the budget except as otherwise authorized by state law including declaration of fiscal emergency.

If money for a specific purpose other than ad valorem taxes becomes available to meet a contingency after October 15, the Board may adopt a supplemental budget for expenditures not to exceed that amount.

If the district is authorized to raise and expend additional local property tax revenues at an election, the Board may adopt a supplemental budget and appropriation resolution to cover the remainder of the fiscal year following the election based on the additional dollar amount authorized.

The adopted budget and appropriation resolution shall be placed on file in the District Office.

LEGAL REFS.: C.R.S. 22-7-105

C.R.S. 22-44-103

C.R.S. 22-44-107 through 111

C.R.S. 22-44-115

C.R.S. 22-44-115.5

CROSS REF.: DBF -- Determination of Budget Priorities

DBGA -- Budget Referenda

DBK* -- Fiscal Emergencies

DBG-E: DEADLINES IN BUDGETING PROCESS SET BY STATUTE

Note: The Colorado Department of Education annually notifies each district of critical dates in accordance with statutory requirements below.

By December 15	Board of Education must certify to Board of County Commissioners the separate amounts necessary to be raised by taxes for the school district's general, bond redemption, transportation and special building funds [C.R.S. 22-40-102 (1); C.R.S. 39-5-128]
By June 1	Proposed budget must be submitted to Board of Education for tentative approval [C.R.S. 22-44-108(1)]
Within 10 days of above	Notice of proposed budget must be published; budget must be made available for public inspection [C.R.S. 22-44-109 (1)]
Before final adoption	Public hearings must be held [C.R.S. 22-44-110 (1)]
Before end of fiscal year (June 30)	Board must adopt official budget and appropriations resolution [C.R.S. 22-44-103 (1), 22-44-107 (1), 22-44-110 (4)]
Before October 15	Board may review and change the budget with respect to both revenues and expenditures [C.R.S. 22-44-110 (5)]

Additional deadlines if district seeks authorization to raise additional local revenues at an election:

At least 55 days prior to election	Ballot question must be delivered to county clerk and recorder [C.R.S. 1-1-110 (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 may adopt a supplemental budget [C.R.S. 22-44-110 (6)]

Additional deadline for districts with a total enrollment of more than 6,000 pupils:

By September 30, 2001* *By June 30th for years 2002 through 2010	District must, as part of the budget process, state how it plans to use the one-percent increase in funding from Amendment 23. [C.R.S. 22-32-109.6(3)(a)]
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DBI: BUDGET IMPLEMENTATION

The total amount which may be expended during the fiscal year for the operation of the school system will be set forth in the budget approved annually by the Board of Education. The budget will serve as the control on expenditures. The superintendent will be directly responsible to the Board for the overall administration of the annual budget for all funds.

Expenditure summary reports can be printed at any time by any budget manager. This report summarizes all accounts which the budget manager is responsible.

Each budget manager shall be responsible for ensuring that the total of all accounts by fund for which the budget manager is responsible are not overspent.

At the conclusion of each fiscal year, the Business Services Department will determine the net unspent funds for each school. This net amount will be transferred into the school's carryover account in the next fiscal year. This carryover is limited to 10% of the total allocation to the school. If any school's carryover exceeds 10%, a written request must be received by the Business Services Department outlining a plan for the expenditure of the funds. Department balances are not carried over.

All expenditures shall be handled in a legal and ethical manner. Expenditures may be made by petty cash, school checking account, purchase orders, purchasing cards or reimbursements in accordance with the respective policy.

Each budget manager is responsible to staff their building or department within budgeted staffing units. A budget manager can purchase additional staff from their expenditure budget. This purchase is executed with a budget transfer.

All staff positions not specifically budgeted for must be approved by the Superintendent and presented to the Board of Education in advance of selection and hiring.

The Director of Finance shall be responsible for communicating the status of the budget to the Board of Education on a quarterly basis and individual budget manager performance to the Superintendent on an annual basis. Budget managers are responsible to monitor the status of their budget on a monthly basis.

CROSS REF.: DB - Annual Budget

DBJ: BUDGET TRANSFERS

Unencumbered moneys shall not be transferred from one fund to another unless authorized in advance by the Board. 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 shall not transfer moneys from the capital reserve fund, the insurance reserve fund, the bond redemption fund, the special building fund or transportation fund. By Board resolution, unencumbered moneys may be transferred among between the capital reserve fund and insurance reserve fund or to any other risk management fund as defined in state law.

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 Director of Finance shall be notified of such transfers. However, moneys in school staffing salary and benefit accounts cannot be transferred without Director of Finance 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 Director of Finance shall be notified of such transfers.

LEGAL REFS.: C.R.S. 22-32-107

C.R.S. 22-44-102 (3)

C.R.S. 22-44-112

C.R.S. 22-44-113

C.R.S. 22-45-103 (1)(a)(II)

C.R.S. 22-54-105

C.R.S. 24-10-115

DBK: FISCAL EMERGENCIES

If the Board of Education determines during any budget year that the anticipated revenues and amounts appropriated for expenditure in the budget exceed actual revenues available to the district due, in whole or in part, to action of the legislature or governor, the Board may declare a fiscal emergency. Such action shall require the affirmative vote of two-thirds of the members of the Board.

If a fiscal emergency is declared by the Board of Education, the Board may implement a reduction in salaries for all employees of the school 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 shall hold at least one public hearing.

LEGAL REFS.: 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) (sale 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)

CROSS REFS.: DEB, Loan Programs

GCBA, Instructional Staff Contracts/Compensation/Salary Schedules

GCL, Professional Staff Schedules and Calendars

GDBA, Support Staff Salary Schedules

GCQA, Instructional Staff Reduction in Force

DCA: MANAGEMENT OF CAPITAL RESERVES

The Board of Education wants to assure that all transactions from the Capital Reserve Fund are in compliance with Colorado State Law while, at the same time, retaining all of the flexibility possible from that account.

REGULATIONS:

1. Each Capital Reserve purchase will be identified in the adopted budget that has been approved by the Board of Education.
2. Each piece of equipment must exceed \$750 per item and any capital project must exceed \$2,500
3. All Capital Reserve expenditures of \$5,000 or more will go through the bidding process. An exception to this regulation would be services or equipment that could be obtained only from one vendor or the project work being completed by the District maintenance department. Competitive quotes are encouraged on purchases of less than \$5,000.
4. A Capital Reserve budget for the following year will be submitted to the Board of Education and approved prior to June 30 of each year.
5. The fiscal management of Capital Reserve funds, in all cases, will conform to state laws and regulations.

DD: FUNDING PROPOSALS, GRANTS AND SPECIAL PROJECTS

The Board is to be kept informed of all possible sources of state, federal, and other special funds outside regular District sources for the support of the schools and/or for the enhancement of educational opportunities in the District.

To ensure coordination and to avoid confusion in developing proposals and making applications for specially funded projects, the Superintendent (or his/her designee) shall establish standard procedures for the preparation of proposals and their review. The Superintendent (or his/her designee) shall submit all proposals for federal, state, and special grants for approval by the Board if District resources/funding is required as part of the proposal or if required by the granting organization.

REGULATIONS:

1. The Superintendent (or his/her designee) will review the proposal to determine if the program is consistent with the Eagle County School District philosophy/goals and objectives and to ensure that this program would be an effective and efficient approach to meeting a District need or to solving a District problem.
2. Permission to apply for special funding must be obtained from the Superintendent (or his/her designee) prior to making application to the funding agency.

3. The application will be submitted to the Board of Education for final approval if District resources/funding is required as part of the grant proposal or if required by the granting organization. If the Board of Education approves the proposal, the application will be signed by the Superintendent (or his/her designee) and submitted to the appropriate agency.
4. If the proposal is approved by the funding agency, the director of the program/proposal will meet with the Director of Finance to determine how the program is to be included in the Eagle County School District budget and to determine who shall be responsible for completing all necessary reports.

DEA: FUNDS FROM LOCAL TAX SOURCES

Mill Levies

If the Board of Education is of the opinion that revenues in excess of those provided through equalization program funding are necessary to provide for the needs of the district, the Board 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 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. 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 for each county in which the district has territory. 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 shall designate a school election official to whom some election responsibilities may be delegated pursuant to the agreement.

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.

Bonded indebtedness

Upon the approval of the electorate, the Board may incur a bonded indebtedness which does not exceed amounts specified by law.

The Board 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 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 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.
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 when performing services for the district.
6. The superintendent and Director of Finance officer shall recommend to the Board 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.

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. 1-45-117 (Fair Campaign Practices Act)

C.R.S. 22-42-101 et seq. (bonded indebtedness)

C.R.S. 22-54-108

CROSS REFS.: DBG, Budget Adoption

EEA, Student Transportation

FA, Facilities Development Goals/Priority Objectives

FB, Facilities Planning

FBC*, Prioritization of Facility Improvement

FD, Facilities Funding

FDA, Bond Campaigns

DEB: LOAN PROGRAMS

Short-term borrowing

The superintendent shall notify the Board when it becomes evident, early in the fiscal year before substantial tax moneys have been received, that cash balances will not meet anticipated obligations. Under such circumstances the Board may negotiate, under the provisions of Colorado statutes, for a loan in such amounts as may be required to meet such obligations. Such a loan may not be obtained without prior approval of the Board.

The Board may authorize the president and the secretary to execute promissory notes on behalf of the school district from time to time as such borrowing of funds becomes necessary and may further authorize them to execute any and all other documents necessary or incidental to the borrowing of funds. By law, these short-term loans are liquidated within six months of the close of the fiscal year from moneys received by the district for the general fund.

State interest-free loan program

The superintendent shall notify the Board when it becomes evident that a general fund cash deficit will occur in any month. Under such circumstances the Board may elect to participate in an interest-free loan program through the state treasurer's office by adopting a resolution approving the amount of the loan prior to the loan being made. The loan may not exceed an amount for the month as certified by the district's Director of Finance and the superintendent.

However, the superintendent may not apply for such loan without a resolution of the Board. The state treasurer shall determine the method for calculating cash deficits and appropriate reporting mechanisms.

All loans shall be repaid by June 25 of the fiscal year in which they were made or an alternate date determined by the state treasurer.

Tax anticipation notes

The Board may issue tax anticipation notes without an election if it determines that taxes due the district will not be received in time to pay projected budgeted expenses. Tax anticipation notes shall mature on or before August 31 of the fiscal year immediately following the fiscal year in which the tax anticipation notes were issued.

The state treasurer is authorized to issue tax anticipation notes for school districts pursuant to terms and conditions negotiated by the state treasurer and the district.

Tax anticipation notes issued by the district shall not exceed 75 percent of the taxes the district expects to receive in the current fiscal year as shown by the current budget.

LEGAL REFS.: C.R.S. 22-40-107 (short term loans)

C.R.S. 22-54-110 (loans to alleviate cash flow problems)

C.R.S. 29-15-101 et seq. (Tax Anticipation Note Act)

DFA-DFAA: REVENUES FROM INVESTMENTS/USE OF SURPLUS FUNDS

The Board of Education recognizes the importance of prudent and profitable investment of district monies and its responsibility in overseeing this part of the district's financial program.

This policy shall apply to the investment of all financial assets and all funds of the district over which the Board exercises financial control. In order to effectively make use of the district's cash resources, all moneys shall be pooled into one investment account and accounted for separately.

The investment income derived from this account with the exception of the building fund, shall be recorded in the General Fund.

All district funds allocated to a specific use but temporarily not needed shall be invested by the Director of Finance or designee in accordance with state law and in a manner designed to accomplish the following objectives:

1. ensure the safety of funds
2. ensure that adequate funds are available at all times to meet the financial obligations of the district when due
3. ensure a market rate of return on the funds available for investment throughout the budget cycle
4. ensure that all funds are deposited and invested in accordance with state law

The intent of the district is to support financial institutions located within district boundaries. Investments in institutions located outside of the district will be made when competitive rates or lack of collateral available from local financial institutions make this decision in the best interest of the district or when investment timing requires investment alternatives and short-term yields not conveniently available in the district. If the district is contemplating any investment or deposit outside of the state, the Board shall be notified. The Board shall seek legal advice prior to any such investment or deposit.

The Board shall be kept informed of investments and yields through regular quarterly reports. These reports shall be formatted in a manner that allows the Board to evaluate the success of its investment practices in light of its stated objectives.

LEGAL REFS.: C.R.S. 11-10.5-101 et seq.

C.R.S. 11-47-101 et seq.

C.R.S. 22-45-103 (bond redemption fund trustee or escrow requirement)

C.R.S. 24-75-601 et seq.

C.R.S. 24-75-701 et seq.

CROSS REF.: DA, Fiscal Management Goals/Priority Objectives

DG, Banking Services

NOTE: This policy has been adapted from the sample appearing in the CDE Financial Policies and Procedures Handbook.

DFG: DONATION OF STAFFING FUNDS

The Board of Education believes that Donated Funds, when implemented with appropriate precautions, can be used to support district designated staffing.

Donated Funds can give a school and the District a greater ability to attract and retain top talent. Donated Funds are for a position or program as opposed to an individual. This is an important distinction for those making the donation and needs to be clear up front. Staffing may be used in any number of ways and directed giving should be for a position, and may or may not be utilized in that manner depending on a school's needs.

Administrators need the freedom to make decisions based on accurately accumulated funds. Principals have complete discretion to determine the use of funds at the end of the fund raising period. The district acknowledges that donors often desire knowledge of how funds will be used, but will continue to support principals in the reality of staffing depending on total accumulated funds available.

REGULATIONS:

1. A Principal of the Eagle County Schools should initiate the desire to purchase staffing by submitting a formal letter of application to the Eagle County Schools Human Resources (HR) Office. The letter of application should include:
 - a. a rationale for the request;
 - b. how the Funding will benefit the student population;
 - c. the specific FTE needs and objectives to be accomplished by purchasing staffing.

NOTE: The deadline for making application to the Human Resources Office will be August 1. The staffing requests will be reviewed by August 15.

2. The Donated Funds program is restricted to the Education Foundation of Eagle County ("EFEC") who has approved bylaws and organization to support ECS. Principals will work with EFEC on funding.
3. The receiving Principal shall have the authority to direct the Donated Funds. The school Principal is best suited to know the needs of the building. In instances where funds are being directed by a donor and the direction does not agree with the vision/plan for the school building, Principals will be supported by the District to refuse those funds. The Principals will also have the authority to direct the funds to the necessary position. Funds may fill out a position or create a new position. In the event of creating a new position, Principals shall follow the District hiring protocol, posting for at least 5 days and interviewing candidates.
4. The District's Board of Education will make the final decision on personnel filling a position created with Donated Funds. The Board's decision will be included in the consent agenda for personnel actions.
5. Staffing costs will be paid by EFEC to the district. Costs will be calculated in the following manner:
 - ▶ Support staffing costs will be calculated as follows: Actual Cost of the individual filling the position + 10% to go to an EFEC equity fund.
 - ▶ Certified staffing costs will be calculated as follows: Actual Cost of the individual filling the position + 10% to go to an EFEC equity fund.
 - ▶ Staffing costs will be calculated by the District HR Office and communicated to EFEC.
6. Support staff will be hired at the discretion of the Principal receiving donated funds.
 - a. Probationary teacher placements need to be cleared through the Office of Human Resources.
 - b. Non-probationary teacher placements need to be reviewed and cleared in writing through the Office of the Superintendent. Any teaching position that cannot be supported long-term will be denied at this stage.
7. In the case where a position less than .5 is increased to greater than .5, the district will consider this a year of service toward non-probationary status.
8. Use of directed giving as a source of intimidation or leverage to achieve a donor's individual agenda will not be tolerated.
9. This donation policy is intended for instructional staffing. In such, directed giving for a single cause such as a bus route, individual class or technology need, will be at the District's discretion and may not be able to be accommodated.

The administration and the Board of Education are cautioned not to allow a large number of Donated Funding positions in any one school year if these positions might have a negative impact and/or cause disruption to the Eagle County Schools. Donated Funds for Staffing must be considered as temporary funding and thus must not be considered a commitment toward future staffing by any employee in any way.

DG: BANKING SERVICES DEPOSIT OF FUNDS, AUTHORIZED SIGNATURES AND CHECK WRITING

All revenue received by the School District shall be deposited in an official bank or banks or savings and loan institutions as designated by the Board. Such financial institution must qualify as an eligible public depository in accordance with state law.

When moneys are withdrawn from the custody of the County Treasurer, such moneys and all other moneys belonging to the District including moneys derived from state and federal sources, food services, rents, damage deposits, and miscellaneous income shall be deposited by the Director of Finance to the credit of the District in the depository(ies) designated by the Board.

All checks drawn on District funds, except checks drawn on interest accounts and the Employee Benefit Trust, shall require the signatures of the President, Vice-President, and Secretary- Treasurer of the Board. The Board may authorize an employee to affix the signature of the President, Vice-President, and Secretary/Treasurer to any warrant, order or check by any device capable of affixing a facsimile signature, but each such officer shall give written consent to the Board for the use of such facsimile signature and written approval of the employee or employees designated to affix his/her facsimile signature.

Building level checking accounts also require two live signatures, one of which must be the building principal.

Revenues from a tax levy for the purposes of satisfying bonded indebtedness obligations shall be administered by a commercial bank or depository trust company located in Colorado or placed in an escrow account in accordance with the requirements set forth in state law.

The treasurer or official custodian shall comply with all requirements of state law regarding the deposit of district funds. All funds received and/or disbursed by any agency or employee of the School District shall be accounted for carefully and accurately, shall conform with good accounting practices, and shall be done in a manner that is easily reviewed and lends itself to auditing.

LEGAL REFS.: C.R.S. 11-10.5-101 et seq. (relates to deposits of public funds in banks)

C.R.S. 11-47-101 et seq. (relates to deposits of public funds in savings and loan institutions)

C.R.S. 22-32-104 (4)(c)

C.R.S. 22-32-107 (3),(4),(6)

C.R.S. 22-32-109 (1)(g)

C.R.S. 22-32-110 (1)(x)

C.R.S. 22-40-104 (relates to County Treasurer)

C.R.S. 22-40-105

C.R.S. 22-45-103 (bond redemption fund trustee or escrow requirement)

C.R.S. 22-45-104 (relates to collection and deposit of fees and fines)

CROSS REF.: BDB, Board Officers

JJF, Student Activities Funds

DH: BONDED EMPLOYEES AND OFFICERS

All school employees who are responsible for moneys controlled by the Board or who may have more than \$50 from such funds in their custody shall be insured at \$150,000 per loss with a \$100 deductible.

The secretary and treasurer of the Board and any custodian of moneys authorized and appointed by the Board shall, as required by Colorado statute, be individually bonded in the amount of \$10,000 with a \$100 deductible.

The cost of bonding shall be borne by the school district.

LEGAL REFS.: C.R.S. 22-32-104 (4)(b),(c)

C.R.S. 22-32-109 (1)(h)

C.R.S. 22-32-121 (3)

DID: INVENTORIES

The Eagle County School District shall maintain a property inventory system as required by law. The inventory of all real and personal property shall serve both the functions of control and conservation. The Board shall set the threshold cost required for items to be inventoried. The current threshold is \$5,000. Equipment permanently fixed in a building such as heaters and lockers shall not be inventoried.

This inventory shall be required only with respect to items of property having an original cost at a level as established in State of Colorado Fiscal Rules by the Office of the State Controller and directives of the state auditor.

The assets of enterprise funds, i.e. Food Service and District Housing Fund shall be capitalized at \$1,000 and above of original cost, in accordance with standards of the Nutrition Services Department of the Colorado Department of Education.

Responsibility for the system shall lie with the Director of Finance. Principal and other administrators shall be accountable for the maintenance of proper inventories in their schools.

LEGAL REF.: C.R.S. 29-1-506 (2)

CROSS REF.: EDA/EDB, Materials & Equipment Receiving & Warehousing/ Maintenance and Control of Materials/ Equipment

DIE: AUDITS/FINANCIAL MONITORING

In accordance with state law, all funds and accounts of the District shall be audited annually, following the close of the fiscal year.

The Board shall issue a request for proposal (RFP) or use some other similar process for selection of an independent auditor who is licensed to practice in Colorado and knowledgeable in government accounting to conduct the audit. The independent auditor also shall audit the activities accounts of the District for report to the Board of Education.

The audit report shall contain among other information:

1. Financial statements prepared insofar as possible in conformity with generally accepted governmental accounting principles. (The financial statements are the representation of the District whether prepared by the District or by the auditor.)
2. Disclosures in accordance with the Financial Policies and Procedures Handbook. The supplemental schedules of receipts and expenditures for each fund shall be in the format prescribed by the State Board of Education and shall be in agreement with the audited financial statements of the District.
3. All funds and activities of the School District.
4. A budget to actual comparison for each fund and activity.
5. The auditor's opinion in the financial statements. If the opinion is anything other than unqualified, the reason must be explained. The opinion shall include general fixed assets.
6. Disclosure of all instances of noncompliance with state law, including the Public School Finance Act of 1994, irrespective of materiality.
7. A supplemental listing of all investments held by the District at the date of the financial statement.
8. A calculation of the School District's fiscal year spending in accordance with the state constitution.

The auditor shall meet with the Board to discuss the audit report, make recommendations to the Board concerning its accounting records, procedures and related activities as may appear necessary or desirable and shall perform other related services as may be requested by the Board.

The audit report must be completed and submitted by the auditor to the School District within five (5) months after the close of the fiscal year unless a request for an extension of time is granted by the state auditor. Within thirty (30) days after receiving the audit, the District shall submit one (1) copy of each to the state auditor and the state commission of education.

The Board reserves the right to request an audit at more frequent intervals if desired.

LEGAL REFS.: C.R.S. 22-32-109(1)(k)

C.R.S. 24-75-601.3

DJBA: ESTABLISHMENT OF PURCHASING CARD PURCHASES

The District is authorized to establish a purchasing card to supplement the ordering of supplies of a nominal value. The purpose of the purchasing card is to provide flexibility, convenience and security with small purchases while conducting District business.

The District has used various methods to accomplish the purchase of goods and services. These methods, such as purchase orders, have proven to be costly when purchasing small dollar items, and occasionally merchants may require payments in advance. To promote vendor acceptance and operational efficiency, the District may initiate a purchasing card program.

Purchase transactions using the purchasing card shall not supersede or conflict with the purchasing policies that have been established by the District.

Use of the card is not intended to replace effective procurement planning which enables volume discounts.

The District shall establish procedures for the usage of purchasing cards.

A number of unique controls shall be developed for the purchasing card program that does not exist in a traditional credit card environment. Usage shall be limited by transaction amount and total monthly expenditure amount. Type of merchandise allowed for purchase, restrictions of persons authorized to receive the cards, and other procedures may be set at the determination of the Superintendent or his/her designee.

DJ-DJA: PURCHASING/PURCHASING AUTHORITY

The Board's authority for the purchase of materials, equipment, supplies and services is extended to the superintendent through the detailed listing of such items compiled as part of the budget-making process and approved by the Board through its adoption of the annual operating budget.

Except in emergencies or for reasons of economy, the annual purchase of major pieces of equipment such as school buses shall be scheduled so that annual budgetary appropriations for capital purposes will be of similar size or will show a continuous trend without severe fluctuations.

The superintendent shall direct the purchase of such books, supplies, equipment and other materials as is required and permitted within the limits of the budget. The purchase of these items shall require no further Board approval except in those instances where Board policy requires certain purchases to be put to bid. However, any single, non-budgeted purchase or expenditure greater than \$10,000, shall require advance approval by the Board.

In order to receive the greatest value for each dollar expended, it shall be the policy of the school district to obtain comparative prices based on similar quality, to consider a balance between long-term quality and cost, and to purchase in quantity whenever possible and practical.

All expenditures made with federal grant dollars shall be made in accordance with the provisions of the U.S. Office of Management and Budget (OMB) Circular A-87 Cost Principles for State, Local and Indian Tribal Governments. In addition all expenditures of federal Head Start grant dollars shall be made in accordance with the provisions of the U.S. Department of Health and Human Services Administrative Regulations Section 45 CFR Part 92.

LEGAL REF.: C.R.S. 22-32-109 (1)(b)

CROSS REF.: DJE, Bidding Procedures

DK, Payment Procedures

DK: PAYMENT PROCEDURES

All suppliers must render invoices in duplicate for materials, supplies, services, and equipment after delivery to the school. Invoices accompanied by a signed copy of the delivery receipt should be mailed to the Eagle County School District Accounts Payable office.

In instances of a partial shipment, an invoice for the merchandise that has been delivered and the signed copy of the delivery receipt must be submitted for payment.

An invoice to be submitted to the District for approval for payment will qualify when the following conditions are met:

1. It bears the purchase order number, description and price of the items specified on the purchase order, less any allowed discounts.
2. It is accompanied by the receiving copy of the purchase order bearing the signature of the requisitioner that the item has been received in a satisfactory condition and in the quantity indicated.

3. All extensions and totals have been checked for accuracy.
4. Invoices showing no terms of payment shall be considered net 30 days from the date of invoice.
5. Payment of invoices that have proper documentation and approval shall be made weekly as determined by the Business Services Department.

DKA: PAYROLL PROCEDURES/SCHEDULES

Employees of the District are to receive their salary payments in a timely and consistent manner and in a manner that suits the needs (within legal limits) of the majority of the employees. Employees should receive their salary payments as soon after the pay period as is legally and economically feasible.

REGULATIONS

1. Salary payments for licensed staff members and administrators shall be distributed on the 20th day of the month. If the 20th falls on a weekend or holiday being observed by the District, payroll shall be distributed on the closest workday to the 20th of the month. Summer deposit advices shall be mailed the 20th day of each month unless other arrangements have been made with the Business Services Office.
2. Hourly and substitute employees including substitute teachers will be paid bi-monthly according to the annual district calendar. All other classified employees will be paid on the 20th. If the 20th falls on a weekend or a holiday being observed by the District, payroll shall be distributed on the closest workday to the 20th of the month.
3. All payments to employees will be made by direct deposit. A deposit advice will be provided to each employee with the details of their pay. There is a charge of \$3.00 for replacement or duplicate deposit advices.
4. Persons employed in a 9-12 month position will be paid over twelve (12) months in equal installments. This option is not available to hourly employees.
5. Payments will not be issued to licensed staff members before a valid license of authorization has been registered with the Human Resource Services Office. Any variation from this regulation must be in writing from the Director of Human Resources.
6. If an error is made in the calculation of an employee's paycheck, the employee should notify their supervisor of the error immediately. The supervisor is responsible to work with Payroll and/or Human Resource Services to research and correct if necessary, the error.

If it has been determined that an error occurred it exceeds \$100.00 it will be handled as follows:

- If the District Office is the source of the error, the error will correct it within 24 hours of it being reported.
- If the supervisor is the source of the error, the error will be corrected within 3 working days.
- If the employee is the source of the error, the error will be corrected on the employee's next paycheck.

Any error of less than that \$100.00 will be included in the employee's next paycheck.

The employee, supervisor, Human Resources Services and Payroll share responsibility for the accuracy and timely processing of payroll information.

7. In order to facilitate the calculations of the payroll, all time cards and other necessary records must be received by the Payroll Office as noted on the annual district calendar.
8. In order to facilitate input an wage calculations, all Personnel Action Notices must be received by the Office of Human Resource Services as noted on the annual district calendar.
9. All supervisors are responsible for notifying the Human Resource Services Office when an employee terminates his/her employment, takes an unauthorized leave, transfers or when any other movement occurs that may affect that employee's pay, leave or benefits.
10. Hourly employees will record hours worked to the nearest quarter hour (1/4 - .25, etc.) on a daily basis. Any time over 7 minutes should be rounded up to the next quarter hour.
11. All employees must attend the first scheduled employee orientation upon being hired. This will ensure the timelines of their pay and the completeness of their required paperwork.
12. W-2's will be provided to each employee annually by January 31 each year. If an employee needs a replacement or duplicate of any W-2 previously issued, a \$15.00 fee will be charged for each W-2 requested.

DKB: SALARY DEDUCTIONS

The function of the Business Services and Human Resource Services Departments is to accommodate the needs of the employees within the framework of a sound management system. Staff members should be given the opportunity to understand the system for calculating salaries, for making deductions, and for paying employees. Salary deductions and calculations should be explained on each check for each pay period.

It is the employee's responsibility to notify the Payroll Department in writing should (s)he wish to change deductions. Deductions shall be made or changed only when the proper-signed written authorization is received by the Payroll Department.

REGULATIONS:

1. Deductions shall be made from the paychecks of all employees for retirement (Public Employees' Retirement Association), Medicare, and federal and state income tax in keeping with federal and state requirements.
2. If an employee is leasing District housing (i.e. house, apartment, trailer, or trailer space), the monthly rent will be deducted from the monthly paycheck. If the paycheck to be received is not sufficient to cover the cost of the rent, the employee will be responsible for making payment to the Business Services Department.
3. When a court order for garnishing an employee's wages is received by the Payroll Office requiring a deduction from that employee's paycheck, the Payroll Office is authorized to deduct that amount. When the Payroll Office receives documentation to deduct this amount, that office will contact the employee in a timely manner to let him/her know the amount that will be deducted and when the first deduction will be made. In no case will the Eagle County School District be liable for deductions that must legally be taken from an employee's paycheck.
4. If money owed to the District for incidental items (e.g. travel reimbursements) is deducted from an employee's paycheck and that amount is less than \$5.00, a total of \$5.00 will be deducted from the employee's check for this service. In other words, if the employee owed the District \$2.43, \$5.00 would be taken from that employee's paycheck.
5. Salary deductions shall be made for absences not covered by leave policies adopted by the Board of Education. Such deductions shall be calculated on the basis of the employee's work year.
6. If a certified employee has a deduction from his/her salary for leave without pay that is in excess of three days, (s)he may request that the Business Services Department withhold that amount in two or three consecutive paychecks rather than in one paycheck. This option will only be allowed if the certified employee has accrued more salary than (s)he has been paid.

(Optional Deductions) The following deductions are optional:

7. Section 125 Cafeteria Plan benefit deductions.
8. Employees will have the opportunity to enroll in employee-purchased insurance or taxsheltered annuity programs. A minimum of ten (10) employees must be enrolled with any one company in order to qualify for payroll deductions.
9. Professional dues may be deducted from employee's salaries. Professional dues may be deducted in accordance with the policies of that professional organization.
10. Employees may choose to enroll in the Public Employees' Retirement Association Survivors' Insurance, Life Insurance, or 401(k) programs.
11. Those staff members choosing to take part in the health, dental, and/or vision care plan must have the appropriate monthly premiums deducted from their salaries.
12. Classified employees working fewer than twelve months per year may choose to have their summer months' insurance deducted over the course of their annual employment so as to make the deduction comparable from month to month.
13. All other deductions shall require permission of the employee.
14. Upon employment, new employees will be required to attend a new employee orientation meeting and complete the salary deduction forms. Continuing employees will need to make the Payroll Office aware of any modifications in their deductions on or before the first of the month if they wish to have that change initiated with the following paycheck.
16. The Payroll Office shall inform employees as to changes made in any area of mandatory or optional deductions not initiated by the employee. This communication shall take place in a clear and timely manner.

CROSS REF.: GDBD, Classified Staff Fringe Benefits

DKC: EXPENSE AUTHORIZATION/REIMBURSEMENT

Eagle County Schools encourages attendance of personnel at local, state, regional, and national meetings as a means of upgrading the instructional program and to assist personnel in remaining current with contemporary educational thought and practice. When authorized and within budget constraints, reasonable remuneration for expenses of employees and consultants shall be made in accordance with the following regulations.

REGULATIONS:

- 1. General:** Travel charged to Eagle County Schools, regardless of funding source, shall be for the benefit of Eagle County Schools and shall be completed using the most economical means available. The employee is responsible for making lodging and travel reservations associated with the trip and to submit a reimbursement request upon return. The reimbursement request must be supported by actual, original, itemized receipts. Summary charge slips are not a valid form of receipt. All expenses are paid on a reimbursement basis only. Travel advances are not provided by the District. Reimbursement will be made for the following: lodging, meals, transportation, registration fees and business related incidentals. The following regulations will apply:
- 2. Lodging:** The District will pay the actual cost, less Colorado sales tax, per night of lodging if it is considered reasonable for the area. Employees are encouraged to stay at the hotel/motel where the conference is being held. Telephone, fax and internet service for official District purposes will be paid by the District. In-room movies, personal calls, spa costs, recreation services and other personal expenses are not paid by the district.
- 3. Meals:** Meals will be reimbursed based upon the actual cost of the meal, including tip and excluding Colorado sales tax up to the maximum dollar amount per meal as established annually by the U.S. General Services Administration (GSA). Please refer to Exhibit DKC-E2 for the current maximum reimbursement. Breakfast will be reimbursed when the employee leaves the District before 7:00 a.m.; lunch when traveling out of the District between 11:00 a.m. and 1:00 p.m.; and dinner when returning from out of the District after 7:00 p.m.

In the case where meals are a part of the registration fee, an employee will be reimbursed only for the meals that are not part of that fee. Itemized receipts must be submitted to be reimbursed. Summary charge slips and anything submitted not listing specific items eaten will not be considered. Any receipts that include the purchase of alcohol will be unconditionally refused.

Generally, employees will not be paid for meals when the employee is in the District. However, at the discretion of the building principal or department manager, meals for employees may be provided from the General Fund for staff training, evening meetings and work-related national recognition days (i.e. Secretaries Day). Meals for employees for celebrations may be paid for from dollars generated from non-student fundraising dollars in the Activity Fund (ie Holiday Parties). These types of expenses should be limited in nature.

Meals for students may be paid by the Eagle County Schools with the prior approval of the building principal.

- 4. Ground Transportation:** A District-owned vehicle will be used when available and practical. The Transportation Department will be responsible for approval of the scheduling of District vehicles. Personal car mileage will be reimbursed at the rate established by the Internal Revenue Service. The current rate for mileage reimbursement is shown in Exhibit DKC-E2. Mileage will be calculated either to and from the employee's normal place of employment or based upon actual miles traveled, whichever is less. The authorized mileage schedule (See Exhibit DKC-E1) will be used when applicable. In all instances, both inside and outside of the District, car-pooling is encouraged when possible.

Out-of-district mileage will be reimbursed when submitted on a reimbursement form with proof of attendance at the conference or meeting attached. Proof of attendance is limited to a nametag, and a, booklet or certificate of completion. Proof of payment or registration for the conference is not considered adequate.

In-district mileage incurred by employees required to travel from facility to facility during the workday shall be reimbursable. It is the employee's responsibility to travel from home to work and from work to home each day. This shall apply to employees who report to a different facility each day.
- 5. Air Transportation:** Coach air fare shall be the basis for air travel.
- 6. Miscellaneous Expenses:** Miscellaneous items such as parking, taxi fare and baggage handling shall also be reimbursed when submitted on a reimbursement form with the proper receipt attached. Personal phone calls, parking tickets and traffic tickets shall not be reimbursed by the District.

LEGAL REF.: C.R.S. 24-18-104 (3)(d),(e)

CROSS REF.: EEBB, Use of Private Vehicles on School Business

DN: SCHOOL PROPERTIES DISPOSITION

The Board may, by resolution duly adopted, sell, convey, dispose, or lease District property which has been determined to have no future value to the District upon such terms and conditions as it may approve, subject to the limitations contained in this policy (regardless of future value).

If the property is sold to a state agency or political subdivision of the state, it shall not be necessary to find that the property may not be needed.

The Director of Finance shall provide to the Board of Education (up to three times per year) a listing of property that has been determined to have no future value.

Real Estate Property

The Board may sell real property owned by the District at private sale or at public auction or by sealed bid. Notice of sales at auction or by sealed bid shall be published as hereinafter provided.

Other Property

The Board may sell property, over the value of \$500, owned by the District at auction or by sealed bid. Notice of such sale shall be published as hereinafter provided.

Other property having a value of less than \$500, as determined by the Superintendent or his/her designee, may be disposed of as deemed applicable after authorization has been procured from the Board.

Leases

The Board may negotiate the leasing of property owned by the District, not immediately needed for its purposes, for terms and conditions as allowable in provisions as defined in state statutes governing school districts.

Such leases may contain an option to purchase, in which event the provisions of section "Real Estate Property" shall apply.

Notice

Wherever in this policy a notice is required to be published prior to sale or lease of District property, real or other, such notice shall identify the property to be sold or leased, shall specify the date and time at which the sale is to be held or by which bids are to be received, shall reserve the right to refuse all offers, and shall contain such other terms and conditions attached to the transaction as the Board deems appropriate.

Such notice shall be published at least one time in a newspaper of general circulation within the District at least 7 days prior to the proposed sale or bid opening.

LEGAL REFS.: C.R.S. 22-32-110 (1) (e)

C.R.S. 24-18-202

CROSS REF.: FCB, Closing Schools

APPENDIX B

CRITICAL DATES FOR FISCAL YEAR 2017-18

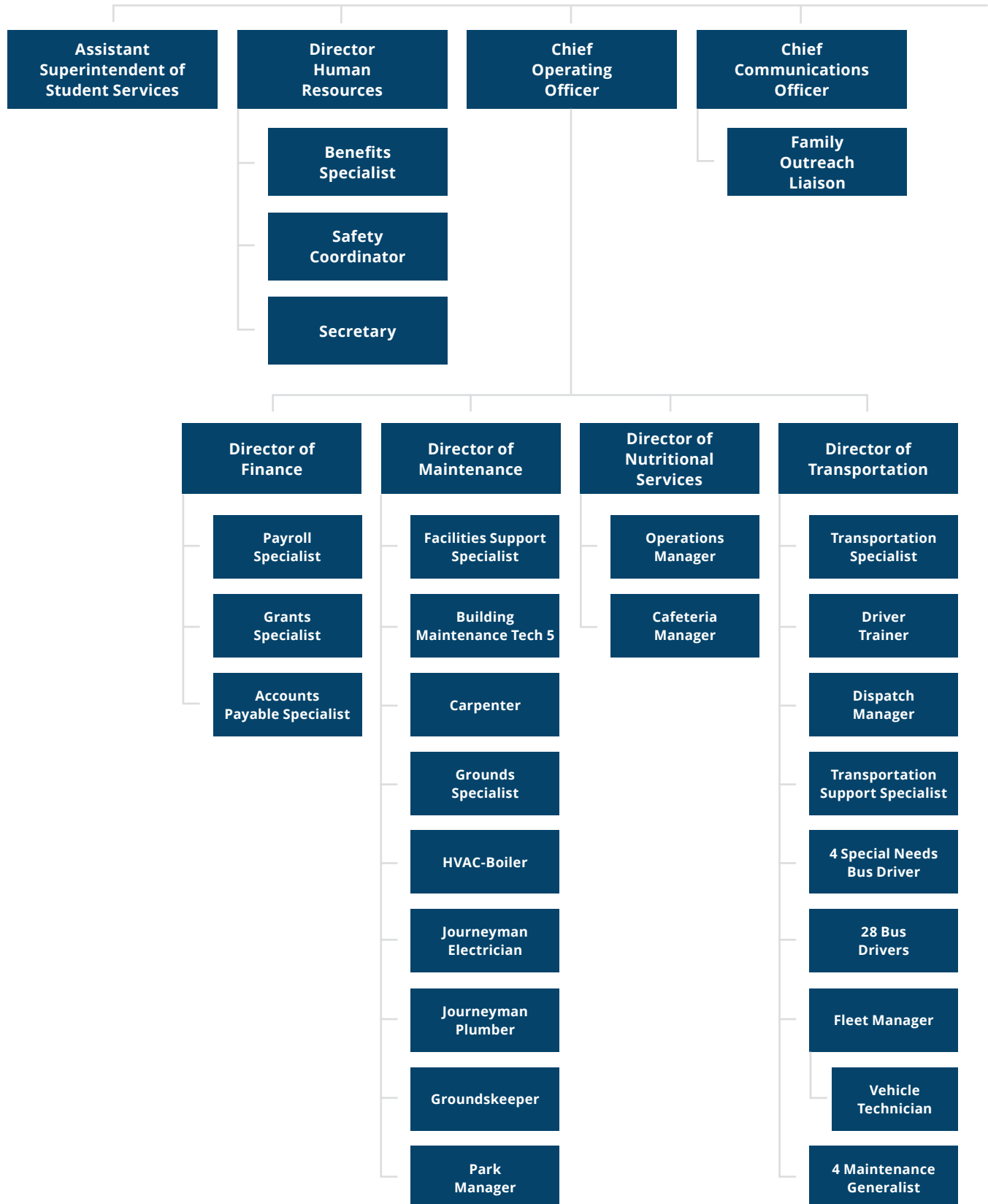
The due dates listed below include a statutory reference. The short descriptions provided do not necessarily enumerate every requirement of the statute. While the due date represents the last date of completion; action may be taken and is encouraged, as appropriate, prior to the due date.

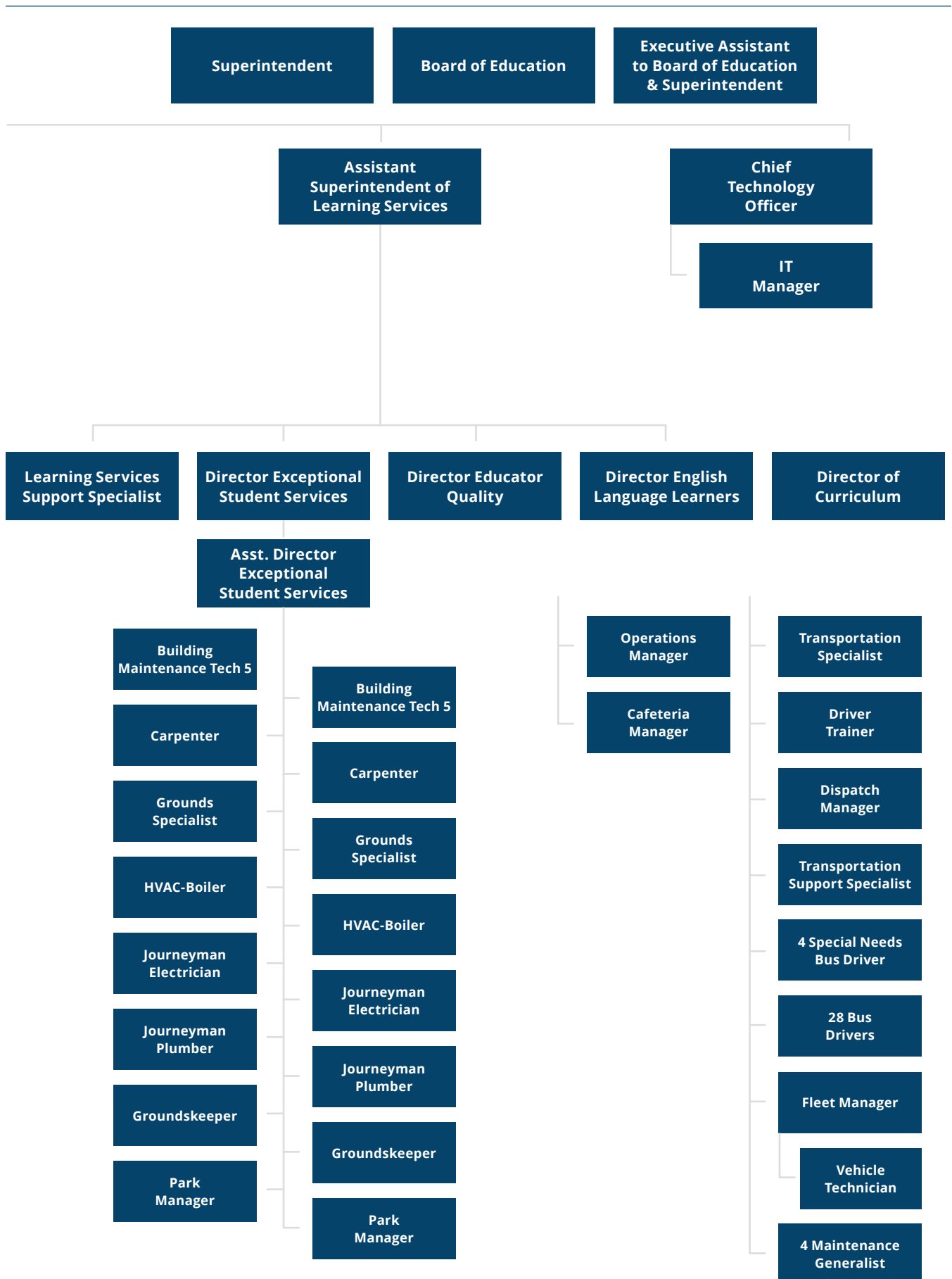
May 31	BUDGET. Preparation of budget. Submit the proposed budget to the board of education by May 31 (i.e., thirty days prior to the beginning of the budgeted fiscal year). C.R.S. 22-44-108.
June 10	BUDGET. Notice of budget – publication. Within ten days after submission of the proposed budget, publish a notice stating that the proposed budget is on file, etc., and stating the date, time and place specified when the board of education will consider adoption of the proposed budget. C.R.S. 22-44-109.
June 15	REVENUE DISTRIBUTIONS. Authorize CDE to withhold monthly shares of up-front matching requirement for School-to-Work Alliance Grant (SWAP) and transfer of money directly to Vocational Rehabilitation on behalf of the school district. C.R.S. 22-54-115.
June 25	CASH FLOW. Repay outstanding cash flow loans, if any, to State Treasurer; or later if alternative date provided by the State Treasurer. C.R.S. 22-54-110.
June 25	CASH FLOW. Repay outstanding contingency reserve loans, if any, to CDE based on the agreement in the reserve request; or later if alternative date provided by CDE.
June 30	BUDGET. Formally adopt, by appropriate resolution, the budget, the appropriation resolution and the use of a portion of beginning fund balance resolution, if necessary. C.R.S. 22-44-105, 22-44-107, 22-44-110.
June 30	GRANTS. Submit FY2017-18 NCLB Consolidated Federal Application and Budget to CDE.
June 30	GRANTS. Submit IDEA Federal Application Budget to CDE.
July 1	COMPLIANCE. Ensure continuing compliance with financial transparency. C.R.S. 22-44-304.
August 15	SUBMISSION. December financial data pipeline open to begin populating data. Due December 31.
August 15	SUBMISSION. Submit to CDE the pupil transportation reimbursement claim (Form CDE-40). C.R.S. 22-51-105.
August 25	MILL LEVY CERTIFICATION (preliminary values). County assessor certifies to school district the total assessed valuation and the actual value of the taxable property in the district. C.R.S. 39-5-128. See also December 10, December 15.
September 30	CHARTER SCHOOL. Due date for submission to CDE of charter school expenditure reports reporting capital construction expenditures (Form CSCC-01); submission related to the Office of the State Auditor. C.R.S. 2-3-115; C.R.S. 22-54-124.
September 30	CHARTER SCHOOL. School district provides each charter school an itemized accounting of its central administrative overhead costs. Actual costs shall be the amount charged to the charter school. C.R.S. 22-30.5-112 (within 90 days of fiscal year end).
September 30	CHARTER SCHOOL. School district provides each charter school an itemized accounting of all actual costs of district services the charter school chose to purchase from the district. C.R.S. 22-30.5-112.
September 30	CSI. The Institute provides to each institute charter school an itemized accounting of all its central administrative overhead costs. Actual costs shall be the amount charged to the charter school. C.R.S. 22-30.5-513.
September 30	CSI. The Institute provides to each institute charter school an itemized accounting of all actual costs of Institute services the charter school chose to purchase from the institute. C.R.S. 22-30.5-513.
September 30	GRANTS. File the IDEA end of year expenditure submission.
September 30	GRANTS. File the NCLB Consolidated Annual Financial Report (AFR) with CDE.
October 2	PUPIL COUNT. Conduct pupil membership count and mileage count. C.R.S. 22-54-103. See also November dates for certification of pupil count. See also November 1 for alternative preschool count date.
October 2	PUPIL COUNT. Facility School and State Program submits October pupil counts to CDE. C.R.S. 22-54-129. November 1 PUPIL COUNT. Optional. Conduct Colorado Preschool Program pupil membership count and special education preschool pupils. See also October 1 for alternative preschool count date.

November 10	PUPIL COUNT. Charter School Institute shall certify to the State Board of Education each institute charter school's pupil enrollment and online enrollment. C.R.S. 22-30.5-513, 22-54-112.
November 10	PUPIL COUNT. Final day to submit October pupil member count via Data Pipeline. C.R.S. 22-54-112. Submission shall be completed even if the alternative later count date of November 1 is used for preschool pupils.
November 30	FINANCIAL AUDIT. Independent Auditor provides financial audit to the board of education within five months following the close of the fiscal year. C.R.S. 29-1-606.
November 30	FINANCIAL AUDIT. School district entitled to "Additional Funding," if any, submits to CDE a certification signed by its auditor of its projected spending limit pursuant to the Taxpayer's Bill of Rights (TABOR). C.R.S. 22-54-104.3. Note: certification is not required if school district previously held a successful "de-Brucing" election.
December 2	CHARTER SCHOOL. Submit the annual Charter School Capital Construction Funding Eligibility questionnaire. C.R.S. 22-54-124.
December 10	MILL LEVY CERTIFICATION (final). County assessor certifies to school district the total assessed valuation and the actual value of the taxable property in the district. C.R.S. 39-1-111; 39-5-128.
December 15	MILL LEVY CERTIFICATION. Certify to board(s) of county commissioners, copied to CDE, the mill levies for the various property tax-supported funds of the district. C.R.S. 22-40-102; 39-5-128. The county(ies) may request copies be sent to the Assessor, the Treasurer and other entities within the county(ies).
December 31	SUBMISSION. Approve Data Pipeline financial data, complete Bolded Balance Sheet Report, Auditor's Integrity Check Report and download final Data Pipeline Reports.
December 31	SUBMISSION. Submit financial audit to CDE and the Office of the State Auditor. Audit must contain the Auditor's Integrity Check Report bound in the audit; include a copy of the Bolded Balance Sheet with the audit submission. Submit the Assurances for Financial Accreditation form. Compliance met by email or postmark date. C.R.S. 29-1-606; 22-11-206.
January 31	BUDGET. The board may review and change the adopted budget, with respect to both revenues and expenditures, at any time prior to January 31. C.R.S. 22-44-110. Note: depending on the budget adjustment, may require an appropriation resolution and/or a use of a portion of beginning fund balance resolution.
1st of Month	GRANTS. Submit requests for funds with the Grants Fiscal Management Services Unit for NCLB Consolidated Federal Grant program funding.
15th of Month	PUPIL COUNT. Facility School or State Program reports to CDE the number of eligible out-of-district placed pupils, if any, served during the prior calendar month. C.R.S. 22-54-129.
25th of Month	REVENUE DISTRIBUTIONS. State transmits state share payments to school districts. C.R.S. 22-54-115.
Monthly	CASH FLOW. Notify CDE of any potential Contingency Reserve assistance needs. C.R.S. 22-54-117.
Monthly	REVENUE DISTRIBUTIONS. CDE transmits Per Pupil Capital Construction moneys to charter schools and institute charter schools. C.R.S. 22-54-124.
Monthly	NUTRITION. Submit reimbursement requests to the Office of School Nutrition.
Quarterly	COMPLIANCE. Board of education reviews financial condition of the school district. C.R.S. 22-45-102.
Continuing	BONDS. Upon issuance of bonds or refunding bonds, submit a report within ten days after sale (sixty days for refunding bonds) to the state board of education. C.R.S. 22-42-125; 22-43-108.
Continuing	On or before the 15th day of each month where a juvenile (charged as an adult) is held in jail or facility, the official in charge of the jail or facility shall report to CDE the actual number of juveniles who received education service at the jail or facility during the prior calendar month to whom the school district provided educational services at the jail or facility. On or before the 15th day of each month following a month where a jail or facility reported the number of juveniles who received educational services at the jail of facility, CDE shall pay the school district that provided the educational services the appropriate amount based on the daily rate established for approved facility schools. C.R.S. 22-54-129.
Pupil and At-Risk Count, Transportation. See additional information, https://www.cde.state.co.us/cdefinance/auditunit , https://www.cde.state.co.us/cdefinance/sftransp , https://www.cde.state.co.us/datapipeline/snap_studentoctober .	
Elections See Colorado Department of State, Elections and Voting, http://www.sos.state.co.us/pubs/elections/main.html , and Colorado Association of School Boards, http://www.casb.org/Domain/112 .	

APPENDIX C

ORGANIZATIONAL CHART





APPENDIX D

STRATEGY & TACTIC PERFORMANCE MEASURES

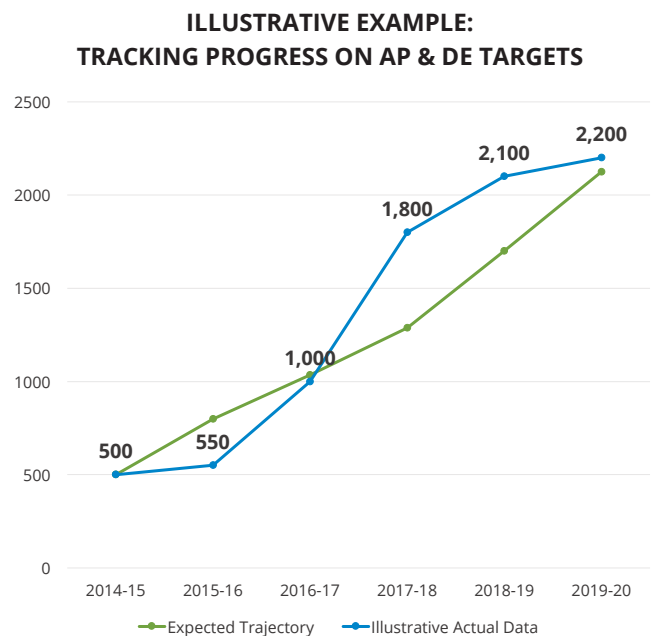
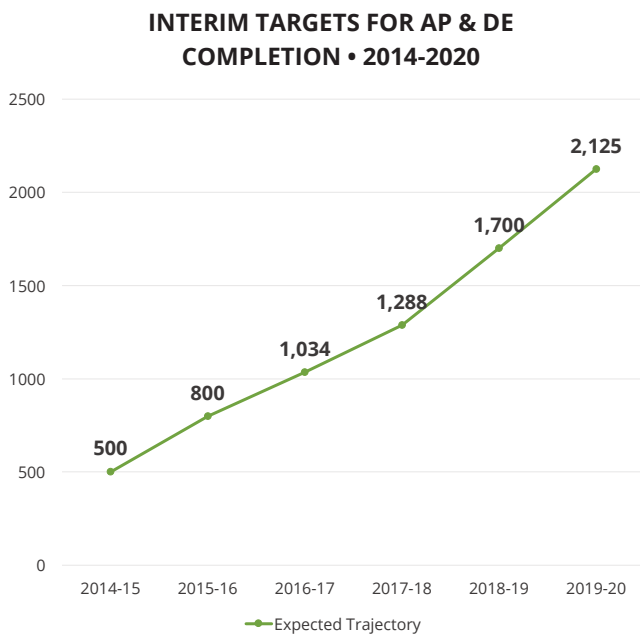
Eagle County Schools is in the process of establishing strategy and tactic performance measures. This is an example of goals, interim targets, and leading indicators:

In order to ensure that feedback and continuous improvement are incorporated in the operation of the Eagle County Schools' strategic plan, key stakeholders (strategy and tactic "owners") have developed SMART goals, and the next stage, already started, is to develop trajectories, interim targets, and leading indicators that will be reported on to the superintendent and Board of Education in order to hold the entire system accountable for the goals that have been established. Below is an example of an initial trajectory (left) and a trajectory that includes actual data to compare to the projected trajectory (right). This will allow strategy and tactic owners to determine progress and make mid-course corrections where needed if progress is off-track. Eagle County Schools has experience in developing and using these goals and indicators to monitor progress. This document provides illustrative examples from another ECS project.

PROJECT: Creating customized pathways for college and career

GOAL: 2,125 ECS students will complete an Advanced Placement or Dual Enrollment course by 2020.

Interim targets and example comparison with illustrative actual data:



Select leading indicators:

- ▶ # of students participating in refined academic counseling support to register for AP/DE
- ▶ # of AP/DE courses offered
- ▶ # of AP/DE Enrollment
- ▶ # of 6-12 teachers trained in AP instruction
- ▶ Results of Administrator/Counselor Interviews addressing AP/DE for all curriculum philosophy
- ▶ Student surveys and focus group feedback on academic self-concept, interest areas, and rigor
- ▶ Site visits and classroom observations for AP/DE courses

EDUCATORS							
Tactic		Planning	Capacity	Evidence of Progress	Likelihood of Success	SMART Goal	Trajectory (only included if developed for the most current SMART goal)
E T1-Recruitment (AH)	SY14-15					By 2020, our certified staff retention rate will be 90% or better. Teachers will cite their reasons for staying, as: Our professional model of learning Compensation and recognition Collaboration opportunities Instructional quality of colleagues Academic successes and Multiple career path opportunities	
	SY15-16					By SY19-20, 95% of teachers hired in ECS will score a 72* or higher on Gallup's Teacher Insight. *A 72 was found to be the lowest score that predicted a teacher's success. The test is re-normed, then we will adjust the number accordingly. This is/was the ET1: Recruiting SMART Goal	
	SY16-17					Annually, ECS will successfully recruit applicants so that each posted teaching position has a minimum of 12 candidates.	
	SY17-18					Annually, between February 1 and May 1, ECS will successfully recruit applicants so that each posted teaching position has a minimum of 12 candidates.	
E T2-Develop quality educators (LQ)	SY14-15					To build the instructional capacity of current Eagle County residents so that by SY20-21 ECS can begin hiring people from our own community to teach in our schools. We will look at four specific groups to cultivate: current students, current classified staff, current certified staff who need to reinforce their Spanish and select student teachers who want to call Eagle County home.	
	SY15-16					By SY20-21, annually at least 15 new educators, or 20% of teachers hired, will be high quality educators from our own local systems and pathways.	
	SY16-17					By SY20-21, annually at least 15 new educators, or 20% of teachers hired, will be high quality educators from our own local systems and pathways.	
	SY17-18	Stocktake 5/18					
E T3-Select and remain (AH)	SY14-15					Our goal is to both be highly selective in hiring and also continue to have high expectations for those teachers that continue with us.	
	SY15-16					Select By SY19-20, 95% of teachers hired in ECS will score a 72* or higher on Gallup's Teacher Insight. Remain: Annually, ECS will achieve a 2%, or lower, educator dismissal rate.	
	SY16-17					Select: By SY19-20, 95% of teachers hired in ECS will score a 72 or higher on Gallup's Teacher Insight. Remain: Annually, ECS will achieve a 2%, or lower, educator dismissal rate.	
	SY17-18					Select: By SY19-20, 95% of teachers hired in ECS will score a 72 or higher on Gallup's Teacher Insight. Remain: Annually, ECS will achieve a 2%, or lower, educator dismissal rate.	
E T4-Retention (AW)	SY14-15					Increase starting salary and get teachers to \$50,000 per year as quickly as possible.	
	SY15-16					Compensation: By SY 2018-2019 increase educator salaries: Base salary to \$41,400 (a total of 7.5% increase.) Average entering salary Average educator salary Recognition: we should "give reverence" to the profession of teaching and find as many ways as possible to recognize educator accomplishments (Colorado Teacher of the Year) - In development Support: this is how we personally support educators as members of their communities and Eagle County (early distribution of rental opportunities) - In development	
	SY16-17					Annually, ECS will achieve a 10% or lower educator turnover rate.	
	SY17-18	Stocktake 5/18					
E T5-Teacher leadership (AH)	SY14-15					Achieve an evolution of existing career ladders to include global best practices related to the professional practice of teaching in order to both increase teacher retention and positively impact student achievement.	Trajectory to be developed with results from spring 2017 assessments to provide baseline
	SY15-16	Teacher Leadership Model Developed and Presented to BOE					
	SY16-17					By SY21-22, 90% of all ECS Unified Improvement Goals will be achieved.	
	SY17-18	Stocktake 1/18					
E T6-Empowerment (AH)	SY14-15					By 2020, our certified staff retention rate will be 90% or better. Teachers will cite their reasons for staying, as: Our professional model of learning Compensation and recognition Collaboration opportunities Instructional quality of colleagues Academic successes and Multiple career paths opportunities	
	SY15-16					By the close of SY18-19, 95% of ECS educators will state that they are empowered to work together to solve the challenges they face in the day-to-day practice and that they have the authority to take action on the decisions made collaboratively.	
	SY16-17					By the close of SY18-19, Eagle County Schools educators (teachers, certified exempt, admin) will score 95% on the Empowerment Index. Anne -7/26	
	SY17-18	Stocktake 6/18					
E T7-Content knowledge and pedagogy (AH)	SY14-15					By 2018, all educators will have access to professional learning opportunities to deepen their content knowledge and to improve their pedagogy. This will be phased in, addressing the most relevant needs, pedagogy and K-12 math first, then reading, science and social studies.	No trajectory developed.
	SY15-16					By SY 2019-2020 our Professional Learning Index* will have a 90% response rate and 90% of the responses will be 3 or 4 on a 1-4 scale. *Our Professional Learning Index will be compiled of all the survey data for any professional learning opportunity that gets entered into True North Logic (will be live on July 1, 2016)	
	SY16-17	Did not report out on this tactic				No stocktake in SY16-17.	
	SY17-18	Stocktake 6/18				SMART Goal TBD	
E T8-Entrust principals (HE)	SY14-15					No goal developed.	No trajectory developed.
	SY15-16					Potential Goals: 100% of principals have built a high quality school as measured by a high quality schools index by FY 2020. 100% of principals report that they believe/feel they have been empowered to employ methods they see needed at their school-sites to build high-quality schools by FY 2020. I believe I have the authority and flexibility to make decisions at my school. Here is how I know...	
	SY16-17	Did not report out on this tactic				No stocktake in SY16-17.	
	SY17-18	Stocktake 2/18				SMART Goal TBD	

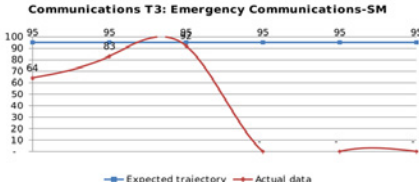
LEARNERS						
Tactic		Planning	Capacity	Evidence of Progress	Likelihood of Success	SMART Goal
L T1-Response to Instruction (HI)	SY14-15					All schools will operationalize the key components of RTI in all classrooms with a high-level of integrity as measured by integrity rubric by SY16-17.
	SY15-16					By spring of SY19-20, all schools will operationalize the four key components of RTI (screening, progress monitoring, multi-level system of support, data-based decision-making) in all classrooms to a level of practice of 3 or more as measured by the RTI Essential Components Integrity Rubric.
	SY16-17					By spring of SY19-20, all schools will operationalize the four key components of RTI (screening, progress monitoring, multi-level system of support, data-based decision-making) in all classrooms to a level of practice of 3 or more as measured by the RTI Essential Components Integrity Rubric.
	SY17-18					By spring of SY19-20, all schools will operationalize the four key components of RTI (screening, progress monitoring, multi-level system of support, data-based decision-making) in all classrooms to a level of practice of 3 or more as measured by the RTI Essential Components Integrity Rubric.
L T2-Customized pathways (PQ)	SY14-15					By 2020, all students will forge a clear and customized pathway to college and career as measured by participation and performance in competency based learning opportunities, ICAP, AP/DE courses, and district experiential programs.
	SY15-16					By 2020, all students will forge a clear and customized pathway to college and career as measured by participation and performance in AP/DE courses, and district experiential programs (work-study, internship, independent study).
	SY16-17					By the end of SY20-21, senior exit surveys will indicate 90% of students believe there has been a level of customization/personalization in their post-secondary college or career planning.
	SY17-18					Stocktake 1/18
L T3-Tailor inst. for exceptional students (CM, IM)	SY14-15					With a full continuum of tailored instruction, 20% of the students with Individualized Education Programs will meet or exceed expectations by 2020 as measured by PARCC assessment.
	SY15-16					With a full continuum of tailored instruction, 90% of the students in the gifted education program will meet or exceed expectations by 2020, as measured by PARCC and CMAS.
	SY16-17 - SPED					20% of the students with Individualized Education Programs will meet or exceed expectations by 2020 as measured by PARCC assessment.
	SY16-17 - GT					95% of students in gifted education will meet or exceed expectations in grades 3, 5, and 8 by 2020 as measured by PARCC ELA and Math.
SY17-18 - SPED						85% of students in gifted education taking AP classes will score a 3 or above by 2021.
						20% of the students with Individualized Education Programs will meet or exceed expectations by 2020 as measured by PARCC assessment.
SY17-18 - GT						95% of students in gifted education will meet or exceed expectations, in their identified strength area, by 2020 as measured by PARCC ELA and Math. 60% of students in gifted education score at or above 1250 on the SAT by 2022.
L T4-Online and blended (BB)	SY14-15					Did not report out on this tactic
	SY15-16					Did not report out on this tactic
	SY16-17					By 2022, develop a catalog (need number) of online courses and blended learning options, across multiple content areas, that leverage both online and physical environments to deliver course content and for students to experience learning.
	SY17-18					Stocktake 3/18
No trajectory developed.						
L T5-Competency-based learning (HI)	SY14-15					Did not report out on this tactic
	SY15-16					No goal developed.
	SY16-17					By spring of SY21-22, 100% of schools will have the components of a competency-based learning system in place.
	SY17-18					Stocktake 6/18
L T6-Extended and expanded learning opportunities (PQ)	SY14-15					Work with community partners to provide aligned summer school opportunities that continue student learning through the summer months.
	SY15-16					By SY20-21, ECS will have established effective, collaborative relationships with 100% of the organizations or individuals identified in the Partnership Asset Map.
	SY16-17					Did not report on this tactic.
	SY17-18					Stocktake 2/18
L T7-Multilingual (IM)	SY14-15					80% of all graduating students will be proficient in two or more languages by 2022, as determined by the Seal of Biliteracy
	SY15-16					80% of LEPs & FEPs will be proficient on standardized assessments by 2020.
	SY16-17					90% of graduating students will be linguistically and culturally proficient in 2 or more languages as measured by the Seal of Biliteracy by 2028.
	SY17-18					90% of graduating students will be linguistically and culturally proficient in 2 or more languages as measured by the Seal of Biliteracy by 2028.
L T8-ELLs (IM)	SY14-15					Language - ECS ELLs will meet and continue to surpass the state minimums for English language growth and achieving fluency.
	SY15-16					Academics: 80% of ELLs will be proficient on standardized assessments by 2020.
	SY16-17					80% of ELLs will achieve "Adequate" language growth, identified by ACCESS growth percentile by 2020
	SY17-18					2. 80% of graduating ELLs & Former ELLs will be college ready by 2020, per ACT ENGLISH and MATH 22
SY16-17						Current: 80% of graduating ELLs & FEPs will be college ready by 2028, per ACT (Eng 18 & Math 22)
						Next year: 80% of graduating ELLs & FEPs will be college ready by 2028, per SAT (1000-1020)
SY17-18						80% of graduating English language learners & Former English language learners will meet the SAT System Academic Indicator by 2021
L T9-Student-directed learners (HI)	SY14-15					If ECS ensures a student feedback loop to teachers, our teachers will more completely meet student needs.
	SY15-16					90% of students display the characteristics of self-directed learners as measured by XXXX by FY 2020.
	SY16-17					90% of students report XXXX GALLUP SURVEY by FY 2020.
	SY17-18					Stocktake 2/18
No trajectory developed.						
L T10-Demographic balance (IG)	SY14-15					Discussions with BOE during SY14-15; no "official" stocktake in traditional format.
	SY15-16					By 2020, the ethnic enrollment of all schools will be made up of at least 25% Hispanic and 25% Caucasian (i.e. no less than 25% in either of the two main demographic groups).
	SY16-17					By 2020, the ethnic enrollment of all schools will be made up of at least 25% Hispanic and 25% Caucasian (i.e. no less than 25% in either of the two main demographic groups).
	SY17-18					Stocktake TBD

STANDARDS																									
Tactic		Planning	Capacity	Evidence of Progress	Likelihood of Success	SMART Goal	Trajectory (only included if developed for the most current SMART goal)																		
S T1-Alignment (JB)	SY14-15					By SY16-17, curricula in all content areas to align to high standards (e.g., Colorado Academic Standards, including the Common Core, Next Generation Science Standards, National Art and Music Standards) and achieves a rating of 3 on the EQuIP (or modified EQuIP) rubric.	<table><caption>Standards T1 - Alignment</caption><thead><tr><th>School Year</th><th>Expected trajectory</th><th>Actual data</th></tr></thead><tbody><tr><td>2016-17</td><td>0%</td><td>0%</td></tr><tr><td>2017-18</td><td>33%</td><td>33%</td></tr><tr><td>2018-19</td><td>61%</td><td>61%</td></tr><tr><td>2019-20</td><td>80%</td><td>80%</td></tr><tr><td>2020-21</td><td>100%</td><td>100%</td></tr></tbody></table>	School Year	Expected trajectory	Actual data	2016-17	0%	0%	2017-18	33%	33%	2018-19	61%	61%	2019-20	80%	80%	2020-21	100%	100%
	School Year	Expected trajectory	Actual data																						
	2016-17	0%	0%																						
	2017-18	33%	33%																						
	2018-19	61%	61%																						
2019-20	80%	80%																							
2020-21	100%	100%																							
SY15-16					By SY16-17, 100 % of: courses in English Language Arts, Math, Science, Social Studies, Art, Music, and PE will align with high standards by achieving a 3 or higher on EQuIP rubric. courses in ELA, Math, Science, Social Studies, Art Music, and PE will have aligned lessons, resources, and tasks to support instruction to high standards. ECS developed curricula will call attention to global-ready skills and have aligned global-ready tasks as evidenced by achieving a rating of "21st Century" on the MILE Guide.																				
SY16-17					By SY20-21, 100% of ECS developed curricula (frameworks, assessments, and resources) will align with high standards and global-ready skills as evidenced by achieving a rating of "21st Century" on the MILE Guide. By SY16-17, 100% of courses in English Language Arts, Math, Science, Social Studies, Art, Music, and PE will align with high standards by achieving a 3 or higher on EQuIP rubric and will have aligned lessons, resources, and tasks to support instruction to high standards.																				
SY17-18	Stocktake 5/18																								
S T2-Formative assessment (JB)	SY14-15					No goal was developed	This tactic combined with Standards Tactic 1, per BOE approval 10/16.																		
	SY15-16					By SY16-17, 100 % of core-content courses will have aligned formative																			
	This tactic combined with Standards Tactic 1, per BOE approval 10/16.																								
S T3-Global-ready tasks (JB)	SY14-15	Tactic did not exist.					<table><caption>Standards T2 - Global-ready tasks</caption><thead><tr><th>School Year</th><th>Expected trajectory</th><th>Actual data</th></tr></thead><tbody><tr><td>2016-17</td><td>0%</td><td>0%</td></tr><tr><td>2017-18</td><td>25%</td><td>25%</td></tr><tr><td>2018-19</td><td>50%</td><td>50%</td></tr><tr><td>2019-20</td><td>75%</td><td>75%</td></tr><tr><td>2020-21</td><td>100%</td><td>100%</td></tr></tbody></table> <p>Of the approx. 200 ELA & Math teachers surveyed, 46 responded; of the 46, 23 responded positively; thus, 50%.</p>	School Year	Expected trajectory	Actual data	2016-17	0%	0%	2017-18	25%	25%	2018-19	50%	50%	2019-20	75%	75%	2020-21	100%	100%
	School Year	Expected trajectory	Actual data																						
	2016-17	0%	0%																						
	2017-18	25%	25%																						
	2018-19	50%	50%																						
2019-20	75%	75%																							
2020-21	100%	100%																							
SY15-16					By SY19-20, all students will engage with tasks aligned to global-ready skills at least 6 times per quarter (32 times per year).																				
SY16-17					By SY20-21, 100% of teachers will have implemented at least four tasks/projects aligned with global-ready skills within a school year as measured by a teacher survey.																				
SY17-18	Stocktake 5/18																								

TECHNOLOGY							
Tactic		Planning	Capacity	Evidence of Progress	Likelihood of Success	SMART Goal	Trajectory (only included if developed for the most current SMART goal)
T T1-Technology integration (BB)	SY14-15					Discussions only in SY14-15 were on how to define "media rich."	<p>2015-2016 (425 Records)</p> <p>2016-2017 (80 Records)</p>
	SY15-16					All schools will score a 10 on The Media-Rich "Meter" by SY20-21.	
	SY16-17					By SY19-20, raise 100% teacher technology proficiency scores to the accomplished or exemplary level, according to CDE RANDA Teacher Evaluation, through the creation of teacher support systems.	
	SY17-18	Stocktake 5/18					
T T2-Student devices (TS)	SY14-15					No goal developed.	<p>Technology: Student Devices</p>
	SY15-16					All students will have access to a state-of-the-art device by SY21-22.	
	SY16-17					All students will have access to a state-of-the-art device by SY21-22.	
	SY17-18	Stocktake 3/18					
T T3-Develop curriculum (WH)	SY14-15					If we incorporate technology into the daily classroom.... Then we will increase the flexibility of how students learn, when students learn, and the options around what they will learn.	<p>Technology: Curricular Frameworks for Technology</p>
	SY15-16					By SY19-20 all Units of Study will have resources that incorporate technology tools that expand and enhance the content of the unit.	
	SY16-17					By SY19-20 Curricular Frameworks will exist pre-K through Grade 12 to instruct students in technology.	
	SY17-18	Stocktake 3/18					
T T4 - Infrastructure (SL)	SY14-15	Tactic did not exist					<p>Technology T4: Upgraded Sites</p>
	SY15-16	Tactic did not exist					
	SY16-17					By SY19-20, replace/upgrade our network infrastructure to provide safe and reliable access for our learners at every instructional site with a 2:1 ratio of devices to learners.	
	SY17-18	Stocktake 3/18					

WRAP-AROUND - EXTERNAL						
Tactic		Planning	Capacity	Evidence of Progress	Likelihood of Success	SMART Goal
T1-Parents and families (TS)	SY14-15					Parents have high levels of awareness, high level of participation and a sense of ownership/responsibility for their student(s) and school(s) success.
	SY15-16					By 2020, have consistently growing levels of engaged and participating families, in both high impact/academically and low impact/socially focused school activities, where the participants are representative of all segments of our community.
	SY16-17					By 2020, have consistently growing levels of engaged and participating families, in both high impact/academically and low impact/socially focused school activities, where the participants are representative of all segments of our community.
	SY17-18	Stocktake 4/18				
Trajectory under development and will include: % of schools implementing parent engagement strategies (low vs. high impact strategies)						
T2-Community organizations (PQ)	SY14-15					No goal developed - only Theory of Change: If we engage and leverage the variety of supports provided to our students and families by community organizations (other government agencies, philanthropies and foundations, non-profit organizations, faith-based organizations), then we will mitigate the effects of poverty on children's learning.
	SY15-16					By 2020 ECS will have 100 business partners enrolled in the CareerX program. ECS leaders will continue to represent the interests of students by participating on boards and steering committees of local organizations.
	SY16-17	Did not report out on this tactic				
	SY17-18	Stocktake 4/18				
						
T3-Early childhood (SS) – programs in Eagle County	SY14-15					Provide a comprehensive and robust community-wide systems around early childhood. 1). To increase the number of children that have a successful Kindergarten year through the development of a comprehensive community wide transition plan. 2). Improve quality of programs across the county including ECS sites as well as private providers by developing a shared understanding of what constitutes a quality early childhood program.
	SY15-16					By end of SY20-21, at least 90% of Kindergarten children will be at or above grade level expectations. A growth of at least 10% will occur each year starting in SY16-17 until 2021 goal is attained.
	SY16-17					By end of school year 2021, at least 90% of Kindergarten children will be above grade level expectations in the areas of Math and Cognitive development and have at least a 10% annual growth in Language and Literacy in both English and Spanish.
	SY17-18	Stocktake 7/18				
						

WRAP-AROUND - INTERNAL																														
Tactic		Planning	Capacity	Evidence of Progress	Likelihood of Success	SMART Goal																								
T1-Buildings and grounds (AS)	SY14-15					Remain compliant with Federal and State of Colorado educational facility statutes, regulations and best practices.																								
	SY15-16					Annually, remain compliant with Federal and State of Colorado facility statute inspections and act on findings.																								
	SY16-17					Annually, implement best practices to protect and extend the life of our schools.																								
	SY17-18	Stocktake 6/18				Annually and monthly, 90 % of repair work order requests completed.																								
<table border="1"><caption>Wrap-around, Internal: T1 Buildings and Grounds</caption><thead><tr><th>Year</th><th>Expected trajectory</th><th>Actual data</th></tr></thead><tbody><tr><td>2016-17</td><td>90%</td><td>90%</td></tr><tr><td>2017-18</td><td>90%</td><td></td></tr><tr><td>2018-19</td><td>90%</td><td></td></tr><tr><td>2019-20</td><td>90%</td><td></td></tr><tr><td>2020-21</td><td>90%</td><td></td></tr><tr><td>2021-22</td><td>90%</td><td></td></tr></tbody></table>							Year	Expected trajectory	Actual data	2016-17	90%	90%	2017-18	90%		2018-19	90%		2019-20	90%		2020-21	90%		2021-22	90%				
Year	Expected trajectory	Actual data																												
2016-17	90%	90%																												
2017-18	90%																													
2018-19	90%																													
2019-20	90%																													
2020-21	90%																													
2021-22	90%																													
T2-Transportation (MM)	SY14-15					Grow our comprehensive training program (student behavior mgmt., violence) Provide and acquire state-of-the-art equipment and facilities Enhance and support the ridership at each school (add'l buses for "Space available" seating, activity buses)																								
	SY15-16					Annually, driver-error accident rates, based on number of trips, will be less than .01% student and parent incident reports will be less than .01% of total trips on-time rates (on days without inclement weather) will be 95% or higher																								
	SY16-17					Annually, student and parent incident reports will be less than .01% of total trips on-time rates (on days without inclement weather) will be 95% or higher																								
	SY17-18	Stocktake 6/18																												
<table border="1"><caption>Wrap-around - Internal: Transportation</caption><thead><tr><th>Year</th><th>Expected trajectory</th><th>Actual data</th></tr></thead><tbody><tr><td>2016-17</td><td>0.01</td><td>0.0069</td></tr><tr><td>2017-18</td><td>0.01</td><td></td></tr><tr><td>2018-19</td><td>0.01</td><td></td></tr><tr><td>2019-20</td><td>0.01</td><td></td></tr><tr><td>2020-21</td><td>0.01</td><td></td></tr><tr><td>2021-22</td><td>0.01</td><td></td></tr></tbody></table>							Year	Expected trajectory	Actual data	2016-17	0.01	0.0069	2017-18	0.01		2018-19	0.01		2019-20	0.01		2020-21	0.01		2021-22	0.01				
Year	Expected trajectory	Actual data																												
2016-17	0.01	0.0069																												
2017-18	0.01																													
2018-19	0.01																													
2019-20	0.01																													
2020-21	0.01																													
2021-22	0.01																													
T3-Healthy meals (RE)	SY14-15					Eliminate a road block to learning and provide students with the proper nourishment to foster their success as indicated through our academic indicators.																								
	SY15-16					We will use the highest quality ingredients to prepare balanced meals which provide for the nutritional needs of our customers and accommodate a diverse variety of flavor palates while maintaining financial stability. Annually, 15% of menu items will be improved.																								
	SY16-17					Annually, 15% of menu items will be improved.																								
	SY17-18	Stocktake 6/18																												
<table border="1"><caption>Wrap-around - Internal: T3 - Healthy meals</caption><thead><tr><th>Year</th><th>Expected trajectory</th><th>Actual data</th></tr></thead><tbody><tr><td>2015-16</td><td>15%</td><td>12.50%</td></tr><tr><td>2016-17</td><td>15%</td><td>15%</td></tr><tr><td>2017-18</td><td>15%</td><td></td></tr><tr><td>2018-19</td><td>15%</td><td></td></tr><tr><td>2019-20</td><td>15%</td><td></td></tr></tbody></table>							Year	Expected trajectory	Actual data	2015-16	15%	12.50%	2016-17	15%	15%	2017-18	15%		2018-19	15%		2019-20	15%							
Year	Expected trajectory	Actual data																												
2015-16	15%	12.50%																												
2016-17	15%	15%																												
2017-18	15%																													
2018-19	15%																													
2019-20	15%																													
T4-Counseling (PQ)	SY14-15					All schools (17) will use ASCA models and best practices to serve all students (6500) with planning, crisis, developmental and support services. Counselors will be seamlessly linked to internal and external resources and planning tools for students and families.																								
	SY15-16					Each ECS school will achieve ASCA certification by completing the RAMP process (Recommended ASCS Model Program) by 2021.																								
	SY16-17					By 2022, all ECS schools will achieve RAMP (Recognized ASCA Model Program) certification.																								
	SY17-18	Stocktake 4/18																												
<table border="1"><caption>RAMP Certified Schools</caption><thead><tr><th>Year</th><th>Fully Staffed</th><th>Actual</th></tr></thead><tbody><tr><td>2014</td><td>0</td><td>0</td></tr><tr><td>2015</td><td>3</td><td></td></tr><tr><td>2016</td><td>6</td><td></td></tr><tr><td>2017</td><td>9</td><td></td></tr><tr><td>2018</td><td>12</td><td></td></tr><tr><td>2019</td><td>15</td><td></td></tr><tr><td>2020</td><td>17</td><td></td></tr></tbody></table>							Year	Fully Staffed	Actual	2014	0	0	2015	3		2016	6		2017	9		2018	12		2019	15		2020	17	
Year	Fully Staffed	Actual																												
2014	0	0																												
2015	3																													
2016	6																													
2017	9																													
2018	12																													
2019	15																													
2020	17																													

COMMUNICATIONS							Trajectory (only included if developed for the most current SMART goal)
Tactic		Planning	Capacity	Evidence of Progress	Likelihood of Success	SMART Goal	
C T1- Communications plan	SY14-15	For SY14-15, this tactic related to teacher-to-parent communications.					
	SY15-16					Implement a comprehensive communications plan including public relations, social media, marcom, community outreach and engagement programs. By 2020, 80% of our core audiences will indicate a positive perception of the District and indicate that their information needs for district activities, progress, and success will have been met.	
	SY16-17					Implement a comprehensive communications plan including public relations, social media, marketing communications, community outreach and engagement programs. By 2020, 80% of our core audiences will indicate a positive opinion of the District and its progress and indicate that their information needs for district activities, progress, and success will have been met.	
	SY17-18					By 2020, 80% of our core audiences will indicate a positive opinion of the District and its progress (right direction) and indicate that information needs for district activities, progress, and success will have been met.	
C T2-Grassroots advocacy	SY14-15	14-15, this tactic related to communication with parents and staff members related to specific depart					
	SY15-16					By 2020, have a consistent and growing flow of individuals committed to advocacy in support of public education. Achieve at least 10% annual growth of engaged individuals across our schools (PTAs, SAC, DAC), local organizations (FLT, Efec, Parent Mentors, ERYC), and general community constituents.	
	SY16-17					By 2020, have a consistent and growing flow of individuals committed to advocacy in support of public education. Achieve at least 10% annual growth of engaged individuals across our schools (PTAs, SAC, DAC), local organizations (FLT, Efec, Parent Mentors, ERYC), and general community constituents.	
	SY17-18	Stocktake 3/18					
C T3-Emergency and safety communications and protocols	SY14-15	For SY14-15, this tactic related to communicating with alarger community of stakeholders about the district's progress, successes, and challenges.					
	SY15-16					By 2020, achieve 90% participation by all district families in the Eagle County Emergency Alert system for bus, school-level, and district initiated alerts in emergency situations and 100% complete contact information in ECS SchoolMessenger system.	
	SY16-17					By end of SY19-20, achieve 90% participation by all district families in the Eagle County Emergency Alert system and 95% complete contact information in ECS SchoolMessenger system.	
	SY17-18	Stocktake 2/18					

FINANCE																												
Tactic		Planning	Capacity	Evidence of Progress	Likelihood of Success	SMART Goal	Trajectory (only included if developed for the most current SMART goal)																					
F T1-Finance committee	SY14-15					To have a knowledgeable, active and engaged committee of 5 community members, up to 2 board members and 2 district finance staff with varying financial experience that meets on a regular quarterly basis, providing reports and recommendations to the Board of Education with respect to the annual budget and financial statements as they align to the Strategic Plan.	Finance: T1 Finance Committee <table border="1"><caption>Finance: T1 Finance Committee</caption><thead><tr><th>Year</th><th>Expected trajectory</th><th>Actual data</th></tr></thead><tbody><tr><td>2016-17</td><td>1.0</td><td>0.0</td></tr><tr><td>2017-18</td><td>1.0</td><td>0.0</td></tr><tr><td>2018-19</td><td>1.0</td><td>0.0</td></tr><tr><td>2019-20</td><td>1.0</td><td>0.0</td></tr><tr><td>2020-21</td><td>1.0</td><td>0.0</td></tr><tr><td>2021-22</td><td>1.0</td><td>0.0</td></tr></tbody></table>	Year	Expected trajectory	Actual data	2016-17	1.0	0.0	2017-18	1.0	0.0	2018-19	1.0	0.0	2019-20	1.0	0.0	2020-21	1.0	0.0	2021-22	1.0	0.0
	Year	Expected trajectory	Actual data																									
	2016-17	1.0	0.0																									
	2017-18	1.0	0.0																									
2018-19	1.0	0.0																										
2019-20	1.0	0.0																										
2020-21	1.0	0.0																										
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SY15-16					To have a knowledgeable, active and engaged committee of 5 community members, up to 2 board members and 2 district finance staff with varying financial experience that meets on a regular quarterly basis, providing reports and recommendations to the Board of Education with respect to the annual budget and financial statements as they align to the Strategic Plan.																							
SY16-17					On an annual basis, 100% of the Board of Education, are assured the district is operating in a fiscally prudent manner with a high level of financial stewardship																							
SY17-18	Stocktake 12/17																											
F T2-Communications	SY14-15	Did not report out on this tactic.					<table border="1"><caption>F T2-Communications</caption><thead><tr><th>Year</th><th>Expected trajectory</th><th>Actual data</th></tr></thead><tbody><tr><td>2014-15</td><td>67%</td><td>68%</td></tr><tr><td>2015-16</td><td>70%</td><td></td></tr><tr><td>2016-17</td><td>73%</td><td></td></tr><tr><td>2017-18</td><td>75%</td><td></td></tr><tr><td>2018-19</td><td>78%</td><td></td></tr><tr><td>2019-20</td><td>80%</td><td></td></tr></tbody></table>	Year	Expected trajectory	Actual data	2014-15	67%	68%	2015-16	70%		2016-17	73%		2017-18	75%		2018-19	78%		2019-20	80%	
	Year	Expected trajectory	Actual data																									
	2014-15	67%	68%																									
	2015-16	70%																										
2016-17	73%																											
2017-18	75%																											
2018-19	78%																											
2019-20	80%																											
SY15-16					By 2020, 80% of the community will indicate a positive perception that Eagle County Schools manages its resources effectively and that they are well informed about the financial condition of the district.																							
SY16-17					By 2020, 80% of the community will indicate a positive perception that Eagle County Schools manages its resources effectively and that they are well-informed about the financial condition of the district.																							
SY17-18	Stocktake 1/18																											
F T3-Outcomes-based budget	SY14-15					By June 30, 2015, the Board of Education will have adopted the 2015-16 outcomes-based budget, including five-year planning.	Finance: T3 - Outcomes Based Budgeting <table border="1"><caption>Finance: T3 - Outcomes Based Budgeting</caption><thead><tr><th>Month</th><th>Expected trajectory</th><th>Actual data</th></tr></thead><tbody><tr><td>December</td><td>1</td><td></td></tr><tr><td>January</td><td>10</td><td></td></tr><tr><td>February</td><td>20</td><td></td></tr><tr><td>March</td><td>30</td><td></td></tr><tr><td>April</td><td>38</td><td></td></tr><tr><td>May</td><td>41</td><td></td></tr></tbody></table>	Month	Expected trajectory	Actual data	December	1		January	10		February	20		March	30		April	38		May	41	
	Month	Expected trajectory	Actual data																									
	December	1																										
	January	10																										
February	20																											
March	30																											
April	38																											
May	41																											
SY15-16					By June 2016, create a Strategic Financial Plan that identifies resource needs to fully implement the Strategic Plan, at the tactic level, over a five year period of time.																							
SY16-17	Did not report out on this tactic																											
SY17-18	Stocktake 6/18																											
F T4-Financial base	SY14-15					If we strengthen the District's financial base then the district is in a position to provide the resources needed to support the Three Peaks of World Class Learning.	Finance: T4 Financial Base <table border="1"><caption>Finance: T4 Financial Base</caption><thead><tr><th>Year</th><th>Expected trajectory</th><th>Actual data</th></tr></thead><tbody><tr><td>2016-17</td><td>2</td><td></td></tr><tr><td>2017-18</td><td>5</td><td></td></tr><tr><td>2018-19</td><td>8</td><td></td></tr><tr><td>2019-20</td><td>11</td><td></td></tr><tr><td>2020-21</td><td>15</td><td></td></tr><tr><td>2021-22</td><td>0</td><td></td></tr></tbody></table>	Year	Expected trajectory	Actual data	2016-17	2		2017-18	5		2018-19	8		2019-20	11		2020-21	15		2021-22	0	
	Year	Expected trajectory	Actual data																									
	2016-17	2																										
	2017-18	5																										
2018-19	8																											
2019-20	11																											
2020-21	15																											
2021-22	0																											
SY15-16					On an annual basis, 100% of the Board of Education, are assured the district is operating in a fiscally prudent manner with a high level of financial stewardship.																							
SY16-17	Did not report out on this tactic																											
SY17-18	Stocktake 12/17																											
F T5-Return on investment	SY14-15					If we have a process in place to track multiple programs across multiple target populations with metrics used to evaluate costs then ECS will improve decision-making regarding tradeoffs of cost, equity, and outcomes providing an opportunity to efficiently and effectively use district resources to generate positive student outcomes.	No trajectory developed.																					
	SY15-16					Goal did not change.																						
	SY16-17	Did not report out on this tactic																										
	SY17-18	Stocktake 4/18																										
F T6-Facilities master plan	SY14-15					To identify longrange facility needs that address facility condition, space and academic programming needs throughout the District by December 31, 2015.	Finance: T6 Facility Master Plan - Bond <table border="1"><caption>Finance: T6 Facility Master Plan - Bond</caption><thead><tr><th>Year</th><th>Expected trajectory</th><th>Actual data</th></tr></thead><tbody><tr><td>2016-17</td><td>0.9</td><td>1.0</td></tr><tr><td>2017-18</td><td>0.9</td><td>0.98</td></tr><tr><td>2018-19</td><td>0.9</td><td>0.0</td></tr><tr><td>2019-20</td><td>0.9</td><td>0.0</td></tr><tr><td>2020-21</td><td>0.9</td><td>0.0</td></tr><tr><td>2021-22</td><td>0.9</td><td>0.0</td></tr></tbody></table>	Year	Expected trajectory	Actual data	2016-17	0.9	1.0	2017-18	0.9	0.98	2018-19	0.9	0.0	2019-20	0.9	0.0	2020-21	0.9	0.0	2021-22	0.9	0.0
	Year	Expected trajectory	Actual data																									
	2016-17	0.9	1.0																									
	2017-18	0.9	0.98																									
2018-19	0.9	0.0																										
2019-20	0.9	0.0																										
2020-21	0.9	0.0																										
2021-22	0.9	0.0																										
SY15-16					To identify long-range facility needs that address facility condition, space and academic programming needs throughout the District by December 31, 2015.																							
SY16-17					Annually, fund and complete 90% of planned priority 1 and 2 facility needs, as defined in the Facility Master Plan.																							
SY17-18					Annually, fund and complete 90% of planned priority 1 and 2 facility needs, as defined in the Facility Master Plan.																							

APPENDIX E

DISTRICT PERFORMANCE FRAMEWORK 2014

In the spring of 2014, Colorado began a transition to new assessments, the Colorado Measures of Academic Success (CMAS), which better measure our new academic standards, the Colorado Academic Standards (CAS). As a result of the transition to new standards and assessments, school and district accountability measures and timelines are impacted. Per the state guidelines, 2015 district accreditation ratings and school plan types will not be assigned. Districts and schools will implement their 2014 ratings during the 2015-16 school year. Below is the most recent official district performance framework form the Colorado Department of Education.

District Performance Framework 2014				Level: EMH
District: EAGLE COUNTY RE 50 - 0910				(All - 1 Year)
Accredited	Performance Indicators	Rating	% of Points Earned out of Points Eligible ²	
	Academic Achievement	Meets	63.9%	(9.6 out of 15 points)
	Academic Growth	Meets	69.0%	(24.2 out of 35 points)
	Academic Growth Gaps	Approaching	55.6%	(8.3 out of 15 points)
	Postsecondary and Workforce Readiness	Meets	71.9%	(25.2 out of 35 points)
This is the district's official accreditation rating, which is based on the 1 Year District Performance Framework. Districts are designated an accreditation category based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the accreditation category. Additionally, failing to meet finance, safety, test administration and/or test participation assurances will result in a lower accreditation category.				
Accreditation Category	Framework Points Earned	Test Participation ³ Meets 95% Participation Rate		
Accred. w/Distinction	at or above 80%	TOTAL 67.3% (67.3 out of 100 points)		
Accredited	at or above 64% - below 80%			
Accred. w/Improvement Plan	at or above 52% - below 64%			
Accred. w/Priority Impr. Plan	at or above 42% - below 52%			
Accred. w/Turnaround Plan	below 42%			
² Districts may not be eligible for all possible points on an indicator due to insufficient numbers of students. In these cases, the points are removed from the points eligible, so scores are not negatively impacted.				
³ Districts do not receive points for test participation. However, districts are assigned one accreditation category lower than their points indicate if they do not (1) meet at least a 95% participation rate in all or all but one content area (reading, writing, math, science, social studies and COACT), or (2) for districts serving multiple levels (elementary, middle and high school grades, e.g., a 6-12 school), meet at least a 95% participation rate in all or all but one content area when individual content area rates are rolled up across school levels (elementary, middle and high school grades).				
Framework points are calculated using the percentage of points earned out of points eligible. For districts with data on all indicators, the total points possible are: 15 points for Academic Achievement, 35 for Academic Growth, 15 for Academic Growth Gaps, and 35 for Postsecondary and Workforce Readiness.				
Finance ⁴		Meets Requirements		
Safety ⁴		Meets Requirements		
⁴ Districts do not receive points for finance and safety assurances. However, districts that do not meet requirements in at least one area default to Accredited with Priority Improvement (or remain Accredited with Turnaround Plan) until they meet requirements.				

Test Participation Rates																
Content Area	% of Students Tested				Participation Rating				Students Tested				Total Students			
	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall
Reading	99.3%	99.2%	98.9%	99.1%	Meets	Meets	Meets	Meets	1488	1435	875	3798	1499	1447	885	3831
Mathematics	99.5%	99.1%	98.6%	99.2%	Meets	Meets	Meets	Meets	1493	1434	873	3800	1500	1447	885	3832
Writing	99.3%	99.2%	98.6%	99.1%	Meets	Meets	Meets	Meets	1489	1436	873	3798	1500	1447	885	3832
Science	98.5%	98.7%	-	98.6%	Meets	Meets	-	Meets	518	473	-	991	526	479	-	1005
Social Studies	99.6%	98.3%	-	99.0%	Meets	Meets	-	Meets	500	474	-	974	502	482	-	984
Colorado ACT	-	-	98.7%	98.7%	-	-	Meets	Meets	-	-	385	385	-	-	390	390

Performance Indicators							Level: Elementary	
District: EAGLE COUNTY RE 50 - 0910							(1 Year)	
Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	District's Percentile	
Reading	2	4		Approaching	1445	68.44	41	
Mathematics	2	4		Approaching	1448	64.3	29	
Writing	2	4		Approaching	1444	49.72	38	
Science	0	0		-	-	-	-	
Total	6	12	50%	Approaching				
Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	941	54	32	Yes
Mathematics	2	4		Approaching	964	43	50	No
Writing	3	4		Meets	938	52	44	Yes
English Language Proficiency (ACCESS)	1.5	2		Meets	879	50	25	Yes
Total	9.5	14	67.9%	Meets				
Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	13	20	65%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	390	51	48	Yes
Minority Students	3	4		Meets	483	51	44	Yes
Students with Disabilities	2	4		Approaching	97	42	73	No
English Learners	3	4		Meets	384	50	49	Yes
Students needing to catch up	2	4		Approaching	286	54	66	No
Mathematics	9	20	45%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	410	40	63	No
Minority Students	2	4		Approaching	505	40	62	No
Students with Disabilities	1	4		Does Not Meet	103	35	83	No
English Learners	2	4		Approaching	406	41	66	No
Students needing to catch up	2	4		Approaching	294	42	81	No
Writing	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	391	51	57	No
Minority Students	2	4		Approaching	482	51	55	No
Students with Disabilities	2	4		Approaching	98	50	80	No
English Learners	2	4		Approaching	383	51	58	No
Students needing to catch up	2	4		Approaching	459	53	64	No
Total	32	60	53.3%	Approaching				

Performance Indicators							Level: Middle	
District: EAGLE COUNTY RE 50 - 0910							(1 Year)	
Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	District's Percentile	
Reading	3	4		Meets	1392	73.28	63	
Mathematics	3	4		Meets	1392	57.33	73	
Writing	3	4		Meets	1393	63.17	70	
Science	0	0		-	-	-	-	
Total	9	12	75%	Meets				
Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	1330	53	26	Yes
Mathematics	2	4		Approaching	1327	51	65	No
Writing	3	4		Meets	1325	53	45	Yes
English Language Proficiency (ACCESS)	1.5	2		Meets	302	58	56	Yes
Total	9.5	14	67.9%	Meets				
Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	14	20	70%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	488	52	46	Yes
Minority Students	3	4		Meets	707	52	42	Yes
Students with Disabilities	2	4		Approaching	128	51	75	No
English Learners	3	4		Meets	556	52	48	Yes
Students needing to catch up	3	4		Meets	319	55	68	No
Mathematics	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	489	49	80	No
Minority Students	2	4		Approaching	706	49	79	No
Students with Disabilities	2	4		Approaching	129	52	98	No
English Learners	2	4		Approaching	556	49	82	No
Students needing to catch up	2	4		Approaching	493	54	92	No
Writing	11	20	55%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	485	49	66	No
Minority Students	2	4		Approaching	704	51	63	No
Students with Disabilities	2	4		Approaching	128	48	83	No
English Learners	2	4		Approaching	555	52	68	No
Students needing to catch up	3	4		Meets	480	59	76	No
Total	35	60	58.3%	Approaching				

Counts and ratings are not reported for metrics when the district does not meet the minimum student counts required for reportable data.

Performance Indicators							Level: High	
District: EAGLE COUNTY RE 50 - 0910							(1 Year)	
Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	District's Percentile	
Reading	2	4		Approaching	848	69.58	45	
Mathematics	3	4		Meets	847	32.59	51	
Writing	3	4		Meets	846	49.65	53	
Science	0	0		-	-	-	-	
Total	8	12	66.7%	Meets				
Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	798	50	13	Yes
Mathematics	2	4		Approaching	799	44	90	No
Writing	3	4		Meets	797	45	44	Yes
English Language Proficiency (ACCESS)	2	2		Exceeds	214	60	36	Yes
Total	10	14	71.4%	Meets				
Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	13	20	65%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	289	51	33	Yes
Minority Students	3	4		Meets	438	51	32	Yes
Students with Disabilities	2	4		Approaching	76	45	95	No
English Learners	3	4		Meets	347	56	37	Yes
Students needing to catch up	2	4		Approaching	228	51	81	No
Mathematics	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	291	46	99	No
Minority Students	2	4		Approaching	440	44	99	No
Students with Disabilities	2	4		Approaching	77	46	99	No
English Learners	2	4		Approaching	348	47	99	No
Students needing to catch up	2	4		Approaching	446	49	99	No
Writing	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	289	44	69	No
Minority Students	2	4		Approaching	437	45	68	No
Students with Disabilities	2	4		Approaching	76	49	99	No
English Learners	2	4		Approaching	347	46	73	No
Students needing to catch up	2	4		Approaching	314	49	90	No
Total	33	60	55%	Approaching				
Postsecondary and Workforce Readiness	Points Earned	Points Eligible	% Points	Rating	N	Rate/Score	Expectation	
Graduation Rate: 4yr/5yr/6yr/7yr	3	4		Meets	446/459/436/439	72/78.9/80/85.9%	80%	
Disaggregated Graduation Rate	2.5	4	62.5%	Meets				
Free/Reduced Lunch Eligible	0.75	1		Meets	177/150/180/149	67.8/82.7/72.8/78.5%	80%	
Minority Students	0.5	1		Approaching	252/241/235/204	62.3/64.7/72.3/76%	80%	
Students with Disabilities	0.75	1		Meets	53/31/35/47	56.6/71/68.6/89.4%	80%	
English Learners	0.5	1		Approaching	168/142/159/118	52.4/52.8/68.6/67.8%	80%	
Dropout Rate	3	4		Meets	2952	2.5%	3.6%	
Colorado ACT Composite Score	3	4		Meets	385	20.4	20.0	
Total	11.5	16	71.9%	Meets				

Counts and ratings are not reported for metrics when the district does not meet the minimum student counts required for reportable data.

Graduation and Disaggregated Graduation Rates

The District Performance Framework reports use the 4-, 5-, 6- and 7-year graduation rates for the district and disaggregated student groups (students eligible for free/reduced lunch, minority students, students with disabilities and English learners).

This District's Graduation Rate and Disaggregated Graduation Rate
Overall Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	81	84.2	85.2	85.9
	2011	77.1	79.8	80	
	2012	75.3	78.9		
	2013	72			
	Aggregated	76.3	80.9	82.6	85.9

Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	69	76.4	77	78.5
	2011	70.2	72.6	72.8	
	2012	75.8	82.7		
	2013	67.8			
	Aggregated	70.6	77	74.7	78.5

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	66.8	73.3	74.4	76
	2011	68.1	71.8	72.3	
	2012	58.8	64.7		
	2013	62.3			
	Aggregated	63.8	69.7	73.3	76

Students with Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	86.7	88.9	89.4	89.4
	2011	66.7	68.6	68.6	
	2012	58.1	71		
	2013	56.6			
	Aggregated	67.3	77.5	80.5	89.4

English Learners Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	60.5	65.5	66.7	67.8
	2011	64.7	68.4	68.6	
	2012	47.9	52.8		
	2013	52.4			
	Aggregated	56.2	62.3	67.8	67.8

Overall Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	81	84.2	85.2	85.9
	2011	77.1	79.8	80	
	2012	75.3	78.9		
	2013	72			
	Aggregated	76.3	80.9	82.6	85.9

Free/Reduced Lunch Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	69	76.4	77	78.5
	2011	70.2	72.6	72.8	
	2012	75.8	82.7		
	2013	67.8			
	Aggregated	70.6	77	74.7	78.5

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	66.8	73.3	74.4	76
	2011	68.1	71.8	72.3	
	2012	58.8	64.7		
	2013	62.3			
	Aggregated	63.8	69.7	73.3	76

Students with Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	86.7	88.9	89.4	89.4
	2011	66.7	68.6	68.6	
	2012	58.1	71		
	2013	56.6			
	Aggregated	67.3	77.5	80.5	89.4

English Learners Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	60.5	65.5	66.7	67.8
	2011	64.7	68.4	68.6	
	2012	47.9	52.8		
	2013	52.4			
	Aggregated	56.2	62.3	67.8	67.8

Colorado calculates "on-time" graduation as the percent of students who graduate from high school four years after entering ninth grade. A student is assigned a graduating class when they enter ninth grade by adding four years to the year the student enters ninth grade. The formula anticipates, for example, that a student who entered ninth grade in fall 2006 would graduate with the Class of 2010.

For the 1-year DPF, districts earn points based on the highest value among the following: 2013 4-year graduation rate, 2012 5-year graduation rate, 2011 6-year graduation rate and 2010 7-year graduation rate (the shaded cells in the tables on the left). For the 3-year DPF, districts earn points based on the highest value among the following: aggregated 2010, 2011, 2012 and 2013 4-year graduation rate, aggregated 2010, 2011 and 2012 5-year graduation rate, aggregated 2010 and 2011 6-year graduation rate, or 2010 7-year graduation rate. For each of these rates, the aggregation is the result of adding the graduation totals for all available years and dividing by the sum of the graduation bases across all available years. For both 1-year and 3-year DPF, the "best of" graduation rate is bolded and italicized here and on the Performance Indicators detail page.

Scoring Guide for Performance Indicators on the District Performance Framework Report

Performance Indicator	Scoring Guide	Rating	Point Value	Total Possible Points per EMH Level	Framework Points
Academic Achievement	The district's percentage of students scoring proficient or advanced was:		TCAP		
	• at or above the 90th percentile of all districts (using 2009-10 baseline).	Exceeds	4		
	• below the 90th percentile but at or above the 50th percentile of all districts (using 2009-10 baseline).	Meets	3		
	• below the 50th percentile but at or above the 15th percentile of all districts (using 2009-10 baseline).	Approaching	2		
	• below the 15th percentile of all districts (using 2009-10 baseline).	Does Not Meet	1		
Academic Growth	Made AGP		TCAP	ACCESS	
	• at or above 60.	Exceeds	4	2	
	• below 60 but at or above 45.	Meets	3	1.5	
	• below 45 but at or above 30.	Approaching	2	1	
	• below 30.	Does Not Meet	1	0.5	
Academic Growth Gaps	Made AGP		TCAP		
	• at or above 60.	Exceeds	4		
	• below 60 but at or above 45.	Meets	3		
	• below 45 but at or above 30.	Approaching	2		
	• below 30.	Does Not Meet	1		
Postsecondary and Workforce Readiness	Did Not Make AGP				
	• at or above 70.	Exceeds	4		
	• below 70 but at or above 55.	Meets	3		
	• below 55 but at or above 40.	Approaching	2		
	• below 40.	Does Not Meet	1		
	Graduation Rate and Disaggregated Graduation Rate: The district's graduation rate/disaggregated graduation rate was:		Overall	Disaggr.	
	• at or above 90%.	Exceeds	4	1	
	• at or above 80% but below 90%.	Meets	3	0.75	
	• at or above 65% but below 80%.	Approaching	2	0.5	
	• below 65%.	Does Not Meet	1	0.25	
	Dropout Rate: The district's dropout rate was:				
	• at or below 1%.	Exceeds	4		
	• at or below the state average but above 1% (using 2009-10 baseline).	Meets	3		
	• at or below 10% but above the state average (using 2009-10 baseline).	Approaching	2		
	• above 10%.	Does Not Meet	1		
	Colorado ACT Composite Score: The district's average Colorado ACT composite score was:				
	• at or above 22.	Exceeds	4		
	• at or above the state average but below 22 (using 2009-10 baseline).	Meets	3		
	• at or above 17 but below the state average (using 2009-10 baseline).	Approaching	2		
	• below 17.	Does Not Meet	1		

Cut-Points for Each Performance Indicator

Achievement; Growth; Growth Gaps; Postsecondary Readiness	Cut Point: The district earned ... of the points eligible on this indicator.	
	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for Accreditation Category Assignment

Total Framework Points	Cut Point: The district earned ... of the total framework points eligible.	
	• at or above 80%	Distinction
	• at or above 64% - below 80%	Accredited
	• at or above 52% - below 64%	Improvement
	• at or above 42% - below 52%	Priority Improvement
	• below 42%	Turnaround

District Plan Type Assignments

	Plan description	
Accred. w/Distinction	The district is required to adopt and implement a Performance Plan.	A district may not be accredited with a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the State Board of Education is required to remove the district's or Institute's accreditation and direct the district's local school board or the Institute as to which actions it must take to have accreditation reinstated. The five consecutive school years commence on July 1 of the summer immediately following the fall in which the district is notified that it is Accredited with a Priority Improvement or Turnaround Plan.
Accredited	The district is required to adopt and implement a Performance Plan.	
Accred. w/Improvement Plan	The district is required to adopt and implement an Improvement Plan.	
Accred. w/Priority Impr. Plan	The district is required to adopt and implement a Priority Improvement Plan.	
Accred. w/Turnaround Plan	The district is required to adopt and implement a Turnaround Plan.	

Reference

1-year vs. 3-year Report

Districts receive a 1-year and a 3-year aggregated District Performance Framework report. CDE produces a report on the basis of three years of data to enable more districts to be considered within the same performance framework. Some small districts may not have public data on the basis of a single year because of small N counts for some performance indicator metrics, but a report on the basis of three years of data increases the N count. Only one of the two sets of results (1-year or 3-year) will be the official accreditation category for the district: the one under which the district has ratings on a greater number of the performance indicators, or, if it has ratings for an equal number of indicators, the one under which it earned a higher total percent of points. Note that some 3-year reports may be based on only two years of data if that is the only data available.

Reference Data for Key Performance Indicators

Academic Achievement

The Academic Achievement Indicator reflects a district's proficiency rate: the percentage of students proficient or advanced on Colorado's standardized assessments. This includes results from TCAP and CoAlt in reading, mathematics, writing, and science, and results from Lectura and Escritura.

Data for all indicators are compared to baselines from the first year the performance framework reports were released.

Percent of Students Proficient or Advanced by Percentile Cut-Points - 1-year (2009-10 baseline)

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Districts	175	165	167	176	165	167	175	165	167	133	135	138
15th percentile	59.26	58.87	57.14	57.99	34.46	18.30	38.48	42.37	32.85	29.46	28.57	30.27
50th percentile	71.51	70.50	71.53	70.51	50.00	32.16	54.72	56.36	48.61	48.00	45.60	48.93
90th percentile	84.37	83.57	84.78	84.60	68.84	52.06	69.66	72.27	67.56	69.72	69.09	70.39

Percent of Students Proficient or Advanced by Percentile Cut-Points - 3-year aggregate (2008-10 baseline)

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Districts	181	182	183	181	182	182	181	182	183	172	175	179
15th percentile	60.45	56.61	57.63	56.84	36.37	17.78	41.44	41.85	33.82	32.93	30.02	31.43
50th percentile	72.19	69.22	71.31	70.37	49.11	30.51	55.78	56.79	49.70	47.50	46.81	49.18
90th percentile	85.16	81.53	83.80	83.42	65.33	48.01	71.02	70.87	67.71	66.52	65.86	67.31

Academic Growth and Academic Growth Gaps

The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This indicator reflects 1) normative (median) growth: how the academic progress of the students in this district compared to that of other students statewide with a similar content proficiency (TCAP) score history or a similar English language proficiency (ACCESS) score history, and 2) criterion referenced (adequate) growth: whether this level of growth was sufficient for the typical (median) student in the district to reach or maintain a specified level of proficiency within a given length of time. For TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. Students classified as English learners are expected to reach certain levels of language proficiency on ACCESS in set amounts of time. The median growth percentile required to earn rating depends on whether or not the district met adequate growth (AGP).

	Made AGP	Did Not Make AGP
Exceeds	60-99	70-99
Meets	45-59	55-69
Approaching	30-44	40-54
Does Not Meet	1-29	1-39

The Academic Growth Gaps Indicator disaggregates the results of the Academic Growth Indicator, measuring the academic progress of historically disadvantaged student groups (students eligible for free/reduced lunch, minority students, students with disabilities, English learners) and students needing to catch up.

Postsecondary and Workforce Readiness

The Postsecondary and Workforce Readiness Indicator measures the preparedness of students for college or careers upon completing high school. This indicator reflects student graduation rates, disaggregated graduation rates, dropout rates, and mean Colorado ACT (COACT) composite scores.

State Mean Dropout Rate (2009-10 baseline)

	N of Students	Mean Rate
1-year (2009)	416,953	3.6
3-year (2007-09)	1,238,096	3.9

State Mean COACT Composite Score (2009-10 baseline)

	N of Students	Mean Score
1-year (2010)	51,438	20.0
3-year (2008-10)	151,439	20.1

APPENDIX F

2017-18 BUDGET PRINCIPLES

Budgeting principles are created to provide guidelines to follow during the budget process. They provide a frame-work for decision makers to adhere to as they develop the budget. Principles are important for creating a shared understanding of the overarching mission of the District and the related resources to achieve that mission.

Providing Students with an Educational Experience that Produces Global-Ready Graduates Should Drive the Budget Process

System Academic Indicators should guide how resources are allocated, how progress is tracked, and how budget decisions are made to prioritize programs and strategies.

Decisions Should Be Driven By Data

Programs/activities should be selected based on qualitative and quantitative data on student outcomes, both in terms of academic success and students' whole educational experience. Data should include input from relevant stakeholders. Programs or key activities identified to achieve the district's desired goals should be prioritized for funding.

Base Resourcing Decisions on Cost-Effectiveness

The budget process should seek to allocate available dollars optimally, in a way that will create the most benefit for students given the costs. Prioritize programs and key activities with proven cost-effectiveness. Strategies and programs that have proven to produce high academic growth in student learning, relative to their cost, should be given priority for funding. Programs that are chosen should be implemented fully and faithfully even if that means fewer programs.

Prioritize the "Instructional Core" Program in All Schools

Ensure there are sufficient resources for the "instructional core" program, including core instruction and ongoing, comprehensive, and systemic professional development, as well as school-based instructional support for teachers and students.

Furthermore, the district must provide resources for the most impactful supplementary strategies and interventions for students who are struggling to meet academic goals within the expected parameters in the core program. This includes resources for all students, but most importantly additional resources provided by federal and state compensatory education programs, and for subgroups including students with special needs, English Language Learners and other historically underserved populations.

Critically Re-Examine Patterns of Spending

Past patterns of spending may no longer be relevant given changing needs of the community and student body. Hence, the budget process should encourage review of past spending decisions and critically change, where necessary. The district should develop and adhere to a program review and sunset process to identify and discontinue programs that are not achieving their objectives or that are simply not as effective as available alternatives.

Provide Every Student with Equitable Access

The district will continue the practice of maintaining equity for historically underserved populations* in education. Educational equity means raising the achievement of all students while (1) narrowing the gaps between the lowest and highest performing students and (2) eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories. The concept of educational equity goes beyond formal equality – where all students are treated the same – to fostering a barrier-free environment where all students have the opportunity to benefit equally. Educational equity benefits all students, and our entire community. All students shall graduate from ECS ready to succeed in a diverse local, national and global community. To achieve educational equity, ECS will provide additional and differentiated resources to support the success of all students, including students from all historically underserved populations.

*Historically Underserved Populations includes students who meet one of the following criteria: special education eligibility; limited English proficiency; free meal eligibility by direct certification; Black, Hispanic, Pacific Islander or Native American race.

Take a Long-Term Perspective

The district will not be able to make large changes to its educational strategy and resource allocation patterns within a single year. Further, a consistent application of proven strategies over a multi-year period will deliver better results. Therefore, to the degree possible, the district should develop and adhere to a multi-year funding and review plan for its strategies, with the goal of fully funding and re-aligning resources where necessary to fund high priority elements of the strategies.

Be Transparent

Effective budgeting requires valid information about the true costs of serving students and the outcomes produced for students.

- Make current, valid and reliable data on defined fiscal and academic outcomes readily available.
- Consider all direct and indirect expenditures in evaluating the cost of educating students.
- Use a comprehensive budget that considers all available funds and acknowledges constraints on restricted funds.
- Be clear on what activities are being funded and how they help the district reach its goals—not just line items and broad expenditure categories.
- Ensure that the budget is transparent and accessible to the community it serves.

Criteria	Acceptable (3)	Questionable (2)	Unacceptable (1)
1. The program/activity maintains a clear metric for measurement.	The program/activity outcome or service rendered is defined, and a clear metric exists to measure the program on a frequent basis.	The program/activity outcome or service rendered is defined, but no metric to measure the program is available.	The program/activity outcome or service rendered is unclear and undefined.
2. Program/activity supports student outcomes, both in terms of academic success and students' whole educational experience.	The program/activity directly supports academic success and the students' whole educational experience.	The program/activity indirectly supports academic success and the students' whole educational experience.	The program/activity doesn't support academic success and the students' whole educational experience.
3. Does the program require specialized personnel and/or training?	The program's service is specialized and must be provided by specially trained personnel to ensure effectiveness, efficiency, and safety to all that the program serves.	The program can be provided by alternative personnel. But training and specialized supervision are necessary for the service to be conducted in an efficient, effective, and safe manner.	The program's service can be provided by alternative personnel with little to minimal training within the scope of the workday or workweek.
4. Is the program's cost-to-service ratio is defensible?	The program's total cost divided by those it serves is better than what is found in similar districts with similar programs.	The program's total cost divided by those it serves is within the norm of what is found in similar districts with similar programs.	The program's total cost divided by those it serves exceeds the norm of what is found in similar districts with similar programs.
5. Is the program administered by the right personnel?	The program is administered by personnel who are familiar with the program's intent and who stay within timelines and budget the vast majority of the budget year.	The program is administered by personnel who are familiar with the program's intent, yet struggle to meet timelines or stay within budget.	The program is administered by personnel who are unfamiliar with the program or unable to execute the program's intent within acceptable timelines and cost.
6. Is the program necessary for the district to function successfully?	The program is necessary for the district to function.	Should the program not operate, the district would function at a less-than-optimal level.	Should the program not operate, the district would continue to function with minimal disruption.
7. Is there clear alignment of the goals to the resources allocated to address root causes?	There is clear alignment of the goals to the resources allocated and they address root causes.	There is some alignment of the goals to the resources allocated and they address root causes.	No alignment of the goals to the resources is evident.
8. Would the loss of the program cause a problem with a key stakeholder group.	A significant stakeholder group depends on this program, and a loss would create a loss of confidence.	A significant stakeholder group is interested in this program, but loss would not create a loss of confidence.	No significant stakeholder group is invested in this program.
TOTAL = _____	19-24 = Acceptable	15-18 = Questionable	> = 14 Unacceptable

GLOSSARY

ABATEMENT: The reduction or cancellation of an assessed tax.

ACCOUNT: The detailed record of a particular asset, liability, owners' equity, revenue or expense.

ACCRUAL BASIS: The basis of accounting under which transactions are recognized when they occur, regardless of the timing of related cash flows.

ADVANCED PLACEMENT PROGRAM (AP): A cooperative educational endeavor between secondary schools and colleges and universities that provides high school students with the opportunity to take college-level courses in a high school setting. Students who participate in AP courses often earn college credit while they are still in high school by passing the AP exams.

ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID): is a college-readiness system designed to increase the number of students who enroll in four-year colleges.

AGENCY FUND: This fund is used to account for receipts and disbursements from student and district fundraising activities.

AMENDMENT 23: An amendment to the Colorado Constitution passed in November 2000 guaranteeing annual increases in funding to public schools at inflation plus 1 percent for ten years and inflation thereafter.

APPROPRIATION: A legal authorization granted by the board of education for the funds of the Eagle County School District permitting expenditures and obligations for specific purposes. An appropriation is usually limited in amount and as to the time when it may be expended.

ASSESSED VALUATION: The taxable value of real and personal property as determined by a tax assessor or government agency as a basis for levying taxes. Assessed valuation does not necessarily correspond to the property's market value.

ASSETS: Resources owned or held by an entity which have monetary value.

AUTOMATED DATA EXCHANGE (ADE): The submission of information required by the Colorado Department of Education for the purposes of Accreditation, CSAP, Financials, Human Resources, Literacy, Payroll, Position Control, Pupil Count, and Surveys.

BALANCE SHEET: The basic financial statement which discloses the assets, liabilities, and equity of an entity at a specified date in conformity with GAAP.

BENEFITS: District provided retirement (Colorado PERA), health and dental coverage, long-term disability, and life insurance. Benefits also include voluntary participation in 401(k), 403b and 457 defined contribution plans, flexible spending accounts in addition to vacation,

annual leave, personal, and sick days depending on the job classification. For some job classifications, benefits also include longevity pay, tuition reimbursement and Leave of Absence opportunities.

BOARD OF EDUCATION (BOE): An elected policy-making body whose primary functions are to establish policies for the district; provide guidance for the general operation and personnel of the district; and oversee the property, facilities, and financial affairs of the district.

BOARD POLICY: Guidelines adopted by the board of education that govern school operations.

BOND, GENERAL OBLIGATION: A written promise to pay specified amounts of money at certain times in the future and carrying interest at fixed rates. The obligation to pay is backed by the taxing authority of the district. The items that 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.

BOND REDEMPTION FUND (FUND 31): Used to account for the accumulation of resources and payment of principal and interest on general obligation (school bond) debt.

BUDGET TRANSFER: Process of changing how budget dollars are currently allocated to be spent within the adopted budget.

BUDGET: A plan of future events including anticipated revenues and expenditures, along with the financial position at some future point in time.

CAPITAL EXPENDITURES: Those expenditures which result in the acquisition of or addition to fixed assets.

CAPITAL RESERVE FUND (FUND 43): The Capital Reserve Fund is used for the maintenance and improvement of existing facilities.

CARRYOVER: Amount of money remaining at the end of the preceding year and available in the current budget year.

CASH BASIS: A basis of accounting under which transactions are recognized only when cash changes hands.

CATEGORICAL REVENUES: Educational support funds, given as reimbursements, from a higher governmental level. State categorical reimbursements include Increased Enrollment, Transportation, English Language Proficiency Act (ELPA), Exceptional Children's Educational Act (ECEA) [includes Special Education and Gifted and Talented], and Vocational Education.

CERTIFICATE OF PARTICIPATION (COP): Financial certificates issued that provide capital for payment of principal and interest.

CHART OF ACCOUNTS: A set of accounting codes characterizing transactions throughout the organization's financial systems. It facilitates the consistent coding of transactions for entry into the systems as well as computer manipulation of transaction data.

CHARTER SCHOOL FUND (FUND 11): This fund is used to account for the financial activities associated with charter schools, which are treated as Component Units of the school district.

CHARTER SCHOOL: A public school operated independently of the local school board, often with a curriculum and educational philosophy different from the other schools in the system.

COLORADO DEPARTMENT OF EDUCATION (CDE): The administrative arm of the Colorado State Board of Education.

COMPENSATION: District provided salary and benefits (see definition for benefits). Compensation for most employees is determined through the negotiations or Meet and Confer process.

COMPREHENSIVE ANNUAL FINANCIAL REPORT (CAFR): This document is the "official annual report" of the district. State law requires the district to publish within six months of the close of the fiscal year a complete set of financial statements presented in conformity with generally accepted accounting principles and audited in accordance with generally accepted auditing standards by a firm of licensed certified public accountants. The CAFR meets these requirements.

DEBT SERVICES: The payment of both principal and interest for the Certificate of Participation (COP) for the district's energy conservation program and telephone system.

DEFICIT: (1) The excess of the liabilities of a fund over its assets; (2) the excess of expenditures over revenues during an accounting period; or, in the case of proprietary funds, the excess of expense over income during an accounting period.

ENCUMBRANCE: A commitment within an organization to use funds for a specific purpose. An encumbrance is created when purchasing processes a purchase requisition into a purchase order.

EQUALIZATION, STATE: General state aid or support provided to the district under the Public School Finance Act of 1994, as amended.

EQUIPMENT: Money budgeted for the purchase of equipment to be used in the operation of the school district. Equipment is further defined as an item that retains shape and appearance with use. It is more feasible to repair than replace. Under normal use and care lasts more than one year.

EXEMPT EMPLOYEES: Employees not eligible for overtime pay such as administrators, proftechs, and teachers.

EXPENDITURES: Decreases in net financial resources. Expenditures include current operating expenses which require the current or future use of net current assets, debt service, and capital outlays.

FISCAL YEAR: The twelve-month period of time to which the annual budget applies. All Colorado school districts, by law, must observe a fiscal year that is July 1 through June 30.

FIXED ASSET: Tangible property with an estimated life of more than one year.

FREE OR REDUCED LUNCH (FRL): In order to qualify for free or reduced meals, a household has to fill out an application. Guidelines are set by the Federal Government, comparing the household's size to its income.

FULL TIME EQUIVALENCY (FTE): Unit used to measure the hours in an employee's contract based on a 40 hour work week.

FUND: A fund is an independent fiscal and accounting entity with a self-balancing set of accounts for recording cash and other financial resources. It contains all related assets, liabilities and residual equities or balances, or changes therein. Funds are established to carry on specific activities or attain certain objectives of the school district according to special legislation, regulations, or other restrictions.

FUND BALANCE: The excess of assets of a fund over its liabilities and reserves.

FUNDED PUPIL COUNT: Adjustments to the district's October 1 pupil enrollment count (headcount) to produce the full time equivalent (FTE) membership used in the School Finance Act formula to determine the district's funding for the current budget year. For example, a pupil enrolled in kindergarten is counted as a one-half funded pupil (0.5 FTE). Similarly, but under different guidelines, preschool pupils are counted as one-half FTE pursuant to CRS 22-28- 106(2) and 22-53-103.

GENERAL FUND (FUND 10): Provides for the basic day-to-day operational costs of the district. The mill levy for the fund is determined by the provisions of the State Public School Finance Act of 1994, as amended, and the Taxpayer's Bill of Rights (TABOR).

GENERALLY ACCEPTED ACCOUNTING PRINCIPLES (GAAP): A collection of rules, procedures and conventions developed by the accounting profession which set the minimum requirements for a fair presentation of financial data in external financial reports.

GOVERNMENT FINANCE OFFICERS ASSOCIATION (GFOA): Professional association of state, provincial and local finance officers in the United States and Canada.

GOVERNMENTAL ACCOUNTING STANDARDS BOARD

(GASB): The Governmental Accounting Standards Board (GASB) is the independent organization that establishes and improves standards of accounting and financial reporting for U.S. state and local governments.

GOVERNMENTAL DESIGNATED-PURPOSE GRANTS

FUND (FUND 22): A special revenue fund used to account for governmental grants for designated purposes.

GRANT: A financial award from a federal, state or local government agency, or any private foundation, corporation or organization, which is given for specific purposes or to which specific performance requirements exist, and is generally solicited through a process of written application.

INDIRECT COST: A charge made to a grant to offset the administrative cost to the district of processing and managing a grant.

INDIVIDUAL EDUCATION PROGRAM (IEP): A legal document written for students who qualify under the IDEA (Individuals with Disabilities Education Act) that defines the goals and objectives, accommodations and modifications based on the student's needs that allow the student to progress in learning in the general education curriculum.

LEVY: (Verb) To impose taxes. (Noun) The total of taxes imposed by a governmental unit.

LIABILITIES: Debt or other legal obligations arising out of transactions in the past which must be liquidated, renewed, or refunded at some future date. This term does not include encumbrances.

LOCATION: Locations are used to denote the group and type of educational activities for organizational purposes and are often considered cost centers. Each type of unit has discriminating characteristics. The units include individual schools, buildings, and central departments.

LONG-TERM DEBT: Debt with a maturity of more than one year after the date of issuance.

MILL LEVY: The rate of taxation. A mill is one-tenth of a cent (\$.001). Mill levies are expressed in dollars per thousand, i.e., one dollar for each \$1,000 of assessed value.

NO CHILD LEFT BEHIND (NCLB): The No Child Left Behind Act was signed into law in January 2002. This law reauthorized the Elementary and Secondary Education Act. The new law revised the framework that Colorado will use to comply with sweeping reforms in education.

NUTRITION SERVICES FUND (FUND 21): This fund is used to account for the financial activities associated with the district's school lunch program.

OBJECT: As specified by the Colorado Department of Education (CDE) Chart of Accounts, the service or commodity obtained as a result of a specific expenditure (what was purchased). There are nine major object categories, each of which is further subdivided. Following are definitions of the object classes and sub-object categories:

- 0100 Salaries (Regular, Temporary, Overtime, Stipends, Leave)
- 0200 Employee Benefits (Medicare, PERA, Health, Dental)
- 0300 Purchased Professional and Technical Services (Auditor, Lawyer, Consultant)
- 0400 Purchased Property Services (Water/Sewer Services, Repairs, Rentals)
- 0500 Other Purchased Services (Insurance, Mileage, Postage, Travel, Tuition)
- 0600 Supplies (Paper, Pencils, Software, Textbooks, Utilities)
- 0700 Property (Land, Buildings, Equipment, Vehicles)
- 0800 Other Objects (Dues, Interest, Internal Charge Accounts)
- 0900 Other Uses of Funds (Redemption of Principal, Transfers)

110/110: An employee who retires from the district under PERA benefits may be reemployed for up to 110 days per calendar year) following the date of retirement. Typically 110 days in the first school semester and 110 days in the second.

OPERATING TRANSFERS: All inter-fund transfers other than residual equity transfers, e.g., legally authorized transfers from a fund receiving revenue to the fund through which the resources are to be expended.

OTHER SUPPORT SERVICES: Those activities concerned with providing non-instructional services to students, staff or the community.

OVERRIDE REVENUES: A school district can seek authorization from its voters to raise and expend "override" property revenues via an additional mill levy.

PER PUPIL OPERATING REVENUE (PPOR): The equalization program funding of a district for any budget year, determined in accordance with the provisions of the Public School Finance Act of 1994, as amended, divided by the funded pupil count of the district for said budget year, minus the minimum dollar amount required by law to be transferred from the General Operating Fund to the Capital Reserve and Risk Management Funds, as required by C.R.S. 22- 53-108(3).

PER PUPIL REVENUE (PPR): The equalization funding of a district for any budget year, determined in accordance with the provisions of the Public School Finance Act of 1994, as amended, divided by the funded pupil count of the district for said budget year.

PETTY CASH: A small fund of cash kept for reimbursement of incidental expenses of \$200 or less.

POSITION CONTROL: Process by which the Budget Department distributes and maintains staffing allocations.

PROGRAM: A plan of activities and procedures designed to accomplish predetermined objectives. Programs are classified into broad areas: Instruction, Support Services, Operation of Non-Instructional Services, Facilities Acquisition and Construction, Other User, and Reserves.

PROPERTY TAX: The general property tax is levied on land and buildings located within the school district. It is essentially a real estate or real property tax. 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 EMPLOYEES' RETIREMENT ASSOCIATION (PERA): PERA is a cost-sharing multiple employer defined benefit pension plan for district employees.

PUBLIC SCHOOL FINANCE ACT OF 1994, AS AMENDED: State Legislation creating Title 11, Article 50, of the Colorado Revised Statutes which determines the base revenue of the General Operating Fund of the district. This funding is comprised of property taxes, specific ownership taxes and state equalization support. The Act establishes an allowable mill levy and defines the process for exceeding the allowable amount by an election.

PUPIL COUNT: A head count of pupils by school and grade level which are enrolled in an education program in ECS for the State of Colorado as of the school day nearest the Count Day, October 1. The October 1 Pupil Count is used to determine the level of funding that the district will receive from the Colorado School Finance Act and is also used to budget the School Resource Allocation (SRA) and staffing allocations for schools.

PUPIL ENROLLMENT: The number of pupils enrolled on October 1 during the budget year or the school day nearest to said date, as evidenced by the actual attendance of each pupil prior to said date. This is sometimes referred to as the head count.

PURCHASE ORDER: Document issued by the Procurement Department to a vendor setting forth products or services to be provided to the district by that vendor. Includes quantities, unit costs, delivery instructions, terms and conditions. Purchase orders are initiated by schools/departments.

PURCHASED SERVICES: Personal services rendered by personnel who are not on the payroll of the district, and other services which may be purchased by the district.

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.

SALARY: The total amount paid to an individual, before deductions, for personal services rendered while on the payroll of the district.

SPECIAL EDUCATION PROGRAM (SPED): A special curriculum consisting of courses and other provisions which are different from or provided in addition to those provided in the usual school program and are provided for exceptional pupils by specially qualified personnel.

SPECIAL REPORTING ELEMENT (SRE): Special Reporting Element is used in the Chart of Accounts to designate broad categories of expense.

SPECIFIC OWNERSHIP TAX: An annual tax imposed upon each taxable item of certain classified personal property such as motor vehicles. The tax is computed by the County Clerk in accordance with state schedules applicable to each sale of personal property.

STUDENT SUPPORT SERVICES: Activities designed to assess and improve the well-being of students and to supplement the teaching process. Examples include counseling, health, occupational therapy, and social work.

SUPPLIES: Consumable material used in the operation of the school district including fuel and natural gas, food, textbooks, paper, pencils, office supplies, custodial supplies, maintenance materials and software.

SUPPORT SERVICES PROGRAMS: Those activities which facilitate and enhance instruction. Support services include school-based and general administrative functions and centralized operations for the benefit of students, instructional staff, other staff, and the community.

TABOR AMENDMENT (EMERGENCY RESERVE): The Colorado Constitution requires the set-aside of three percent of defined, planned spending that cannot be used to address revenue shortfalls, salary or fringe benefit increases, or other economic conditions.

TOTAL PROGRAM: Annual funding, or Total Program Funding, is provided to school districts via the Public School Finance Act of 1994. Funding is based on an annual October 1 pupil count. For each pupil funded in the October 1 pupil count, the per pupil formula that calculates Total Program provides a base per-pupil amount plus additional money which recognizes district-to-district variances in (a) cost of living, (b) personnel costs, and (c) sizes. The Total Program amount also includes additional funding for at-risk pupils.

TRANSFERS: Money that is taken from one fund under the control of the board of education and added to another fund under the board's control.

TRANSPORTATION FUND (FUND 25): This fund accounts for all the transportation services of the Eagle County School District.

TREASURER'S FEES: State law permits the Eagle, Garfield and Routt County Treasurers to charge the district one-quarter of one percent of the property taxes collected.

W-9: IRS form to request a taxpayer identification number.