ANNOUNCEMENT/NOTICE
BOARD OF EDUCATION WORK SESSION
January 25, 2017
Immediately following Special Meeting
Education Service Center – Board Room

PURPOSE:

1.   CLAIE – Center for Literacy and Innovation Excellence (10 minutes)
        a. Job Descriptions
        b. Facility Plan
        c. School Budget

2.   Assessment Update (10 minutes)

3.   IHCDA-R-1 Concurrent Enrollment (10 minutes)

4.   Course Proposals
        a. Life Sciences at Vista Ridge High School (5 minutes)
        b. Teen Leadership Course Approval (5 minutes)
        c. Critical Thinking at Vista Ridge High School (5 minutes)

5.   Charter School Renewals
        a. Banning Lewis Ranch Academy (10 minutes)
        b. Pikes Peak School of Expeditionary Learning (10 minutes)

6.   Revised Job Description, Human Resources Assistant and Receptionist (5 minutes)

7.   Human Resources Performance Report (10 minutes)

8.   Boundary Planning Process Discussion (10 minutes)

9.   Falcon Zone Organizational Chart and Proposal for Additional Elementary School (10 minutes)

10.   School Year Calendars 2017-2018 and 2018-2019 (5 minutes)

11.   Policy and Procedure Review (5 minutes)
        a. BEAA Electronic Participation in School Board Meetings
        b. JLJ Physical Activity

12.   Monthly Financial Report (10 minutes)

13.   Administrative Recommendation for Information Technology Support (10 minutes)

14.   2016 3B Projects Update (10 minutes)

15.   Monthly Chief Officer Reports (10 minutes)

DATE OF POSTING: January 19, 2017

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Donna Richer
Executive Assistant to the Board of Education

BOARD OF EDUCATION AGENDA ITEM 1

BOARD MEETING OF:	January 25, 2017
PREPARED BY:	Mike Pickering, POWER Zone Leader
TITLE OF AGENDA ITEM:	Center for Literacy & Innovation Excellence
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

POWER Zone would like to present a proposal to open a new learning center within the zone entitled the Center for Literacy and Innovation Excellence (CLIE). This innovative learning center has one purpose: increasing the quality of life for the students we serve. This will be accomplished by delivering more children the power to read, understand, and respond to text. By filling the educational gap that currently exists within public education for students with significant reading differences, POWER Zone will be opening up opportunity for students to learn to read who would otherwise continue to struggle long into adulthood.

RATIONALE:

In August of 2014 POWER Zone opened the Literacy Excellence programming at OES. This programming serves students who fit a profile for dyslexia. These students have been receiving an Orton-Gillingham based multisensory reading intervention targeted to the specific needs of these students. Trained and licensed Literacy Excellence interventionists, who are also Certified Academic Language Therapists, provide this intervention. After two years of the programming data began to emerge that the intervention was moving students significantly faster towards proficiency than "like" peers who were not receiving the programming.

RELEVANT DATA AND EXPECTED OUTCOMES:

We believe that we are now into the 3rd phase of District 49's Learn, Work, Lead cycle with this particular innovation. It is now time, heading into the end of year 3, to either end the programming, extend the programming as is, or commit to a true transformation that has the potential to open up more opportunity for a wider range of leaners than ever before. We believe it's time to transform!

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1—Reestablishing the district as a trustworthy recipient of taxpayer investment	Offering high quality and innovative programming that meets the needs of more students is one way to show our taxpayers that we take their investment seriously.
Rock #2—Research, design and implement programs for intentional community participation	The core literacy programming embed in CLIE emerged initially from a proposal that was then voted on by OES staff, admin, and parents.
Rock #3— Grow a robust portfolio of distinct and exceptional schools	Educator, parent, and student qualitative responses to the programming have been very strong. When you begin to move dynamically struggling readers in the right direction, after perhaps years of struggle, educators begin to feel empowered and more excited about their ability to truly make a difference.
Rock #4— Build firm foundations of knowledge, skills and experience so all learners can thrive	Schools become exceptional, in part, by having high quality programming that meets the individual needs of our students.
Rock #5— Customize our educational systems to launch each student toward success	CLIE embodies customization of learning within its core reading programming, its innovation/makerspace, and its blended learning opportunities.

FUNDING REQUIRED: **AMOUNT BUDGETED:**

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After a review of job descriptions, a preliminary budget, and a facilities plan, I recommend moving this item forward as an action item at the February regular meeting.

APPROVED BY: Peter Hilts, Chief Education Officer   **DATE:** January 12, 2017

DIRECTOR OF ACADEMIC SERVICES - CLAIE

Job Title:	Director of Academic Services (Principal)
Initial:	February 9, 2017
Revised:	
Work Year:	210 days
Office:	Education
Department:	Assigned Zone
Reports To:	Zone Leader
FLSA Status:	Exempt
Pay Range:	Administrative Salary Schedule (blended between AP and Principal ranges)

Related Organization Chart

Zone Leader

Director of Academic Services
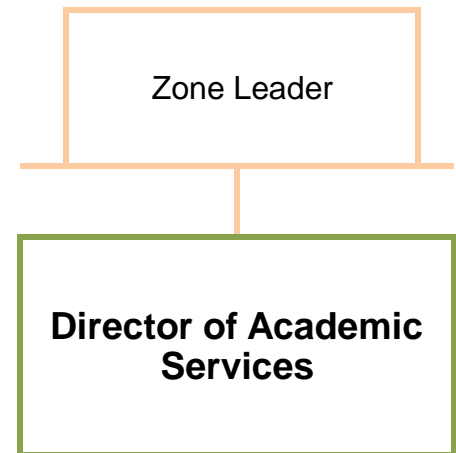
POSITION SUMMARY: As the instructional leader, the director of academic services is first and foremost responsible for increasing student achievement by developing an aligned and coherent standards based instructional system and by organizing the school site operations in accordance with the Board of Education policies.

ESSENTIAL DUTIES & RESPONSIBILITIES
The following statements of essential functions and responsibilities are intended to describe the general nature and level of work being performed by individuals assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position. Actual duties and responsibilities may vary depending on building assignment and other factors.

- Responsible for screening, identifying, and profiling students with characteristics of dyslexia
- Message purpose, mission, and vision of the center to parents and staff both in and out of district
- Frequent parent communication to help meet the needs of each unique learner
- Maintain understanding of current statutes, best practices, and programming surrounding dyslexia
- Supporting enrollment procedures for new students to the CLAIE programming
- Serve as an instructional leader by coordinating the development of and monitoring the implementation of the school improvement plan in accordance with the district mission.
- Recommend staff to be hired, supervise, and evaluate all staff assigned to the school.
- Develop and monitor all members of the staff to build their capacity to meet the learning needs of the students by monitoring achievement and the goals established toward meeting School Improvement Plan.
- Develop and implement an imbedded collaborative professional learning model which focuses on improving instructional practices and increasing student achievement.
- Use data to analyze and plan for differentiated support for staff and students.

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Monitor, implement, and support Board policies; state and federal statutes and regulations to include attending special education staffing, and IEP meetings.
- Develop and implement a school wide plan to ensure the safety of students and staff in accordance with established District policies and procedures.
- Perform a wide range of managerial responsibilities including, but not limited to: staffing, scheduling, budget, technology, and facilities.
- Coordinate and facilitate processes and meetings by being instrumental in bringing people and resources together and actively engage in district meetings.
- Communicate and collaborate with families and community members, respond to diverse community interests and needs and mobilize community resources.
- Support and supervise quality extracurricular and co-curricular activities.
- Perform other duties as assigned.

Supervision & Technical Responsibilities:
Directly responsible for the supervision of building or program teachers and other staff. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing, hiring and training employees; promoting and transferring employees; planning, assigning and directing work; appraising performance; rewarding, disciplining and terminating employees; and addressing complaints and resolving problems.

Budget Responsibility:
Solely responsible for developing, administering, monitoring and coordinating the assigned school's budget. Develop and administer District account allocations. Develop and monitor grants awarded to the school site.

QUALIFICATIONS
The requirements listed below are representative of the education, experience, knowledge, skills, and/or abilities required for this position:

Education & Training:
- Master's degree plus additional coursework required for certification or licensure.

Experience:
- Over 3 years of experience in building administration and 3 years of classroom teaching and leadership experience.

Knowledge Skills & Abilities:
- Advanced oral and written communication, public relations, instruction, curriculum, facilitation, management, decision making, computer and organizational skills.
- Ability to work with students with various backgrounds and abilities.
- Advanced skill in dealing with students and staff with diverse needs at various levels.
- Ability to be flexible and patient and make change.
- Knowledge of instruction and curriculum: including knowledge of English language acquisition and early childhood development.
- Operating knowledge of and experience with personal computer, word processing software and basic office equipment.
- English language skills required. Oral and written fluency in second language may be preferred or required based on building assignment.

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Certificates, Licenses, & Registrations:
- Colorado Principal's License
- Criminal background check required for hire
- Valid Colorado driver's license required for hire

OTHER WORK FACTORS
The physical demands, work environment factors and mental functions described herein are representative of those that employee must meet to successfully perform the essential functions of this job.

Physical Demands: While performing the duties of this job, the employee is regularly required to use hands to finger, handle, or feel; talk or hear; and smell. The employee frequently is required to stand or walk. The employee is occasionally required to sit; reach with hands and arms; and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision and distance vision.

Work Environment: While performing the duties of this job, the employee will work primarily in a usual office or school environment.

Mental Functions: While performing the duties of this job, the employee is regularly required to compare, analyze, communicate, synthesize, evaluate, use interpersonal skills and negotiate. The employee is frequently required to coordinate and compile. The employee is occasionally required to instruct and compute.

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

ELEMENTARY CLAIE PROFESSOR

Job Title:	CLAIE Professor (Elementary Teacher)
Initial:	February 9, 2017
Revised:	
Work Year:	182 days
Office:	Education
Department:	Assigned Innovation Zone
Reports To:	CLAIE Director
FLSA Status:	Exempt
Pay Range:	Licensed Salary Schedule

Related Organization Chart

Director
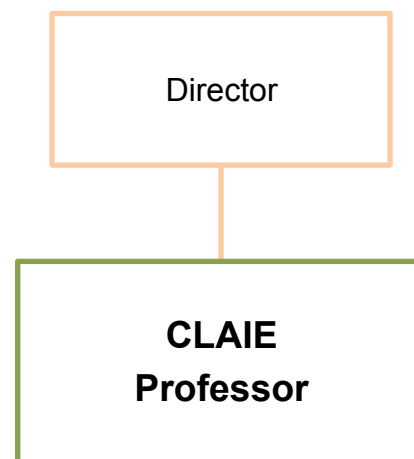
CLAIE Professor

POSITION SUMMARY: The CLAIE Professor creates a flexible elementary grade program and a class environment favorable to learning and personal growth; establishes effective rapport with students; motivates students to develop skills, attitudes and knowledge needed to provide a good foundation for preparation for college, vocational school or acquiring employment, in accordance with each student's ability; and establishes good relationships with parents and with other staff members.

ESSENTIAL DUTIES & RESPONSIBILITIES
The following statements of essential functions and responsibilities are intended to describe the general nature and level of work being performed by individuals assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position. Actual duties and responsibilities may vary depending on building assignment and other factors.

- Teaches reading, language arts, mathematics, science, social studies, art, and/or music to students in a classroom using approved district curriculum and any other appropriate learning activities.
- Teaches to a variety of ages and grade levels in grades 2, 3, 4 and 5.
- Provides accommodations necessary for the success and positive well-being of students with characteristics of Dyslexia.
- Uses patience and seeks to understand student needs unique to this population.
- Utilizes accommodations and assistive support mechanisms to help students with ADD/ADHD to attend to lessons in the classroom and during homework.
- Instructs students in citizenship and basic subject matter specified in state law and administrative regulations and procedures of the school district.
- Develops lesson plans and instructional materials and provides individualized and small group instruction in order to adapt the curriculum to the needs of each student with the identified objectives.

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Translates lesson plans into learning experiences so as to best utilize the available time for instruction.
- Demonstrates subject matter concepts and examples using models, chalkboard, overhead projector, computers or any other standard or approved teacher-prepared instructional aides.
- Explains learning objectives and student expectations.
- Provides opportunities when needed for individualized and small-group instruction to adapt the curriculum to the needs of the students. Differentiates instruction and curriculum to meet individual student needs.
- Provides opportunities for student goal setting, reflection and self-assessment.
- Uses assessment to improve learning and instruction.
- Sets behavior expectations and consequences that are clear and consistently enforced.
- Participates in functional behavior assessments and in the development of intervention and support plans of individual students as necessary and required.
- Assumes responsibility for instruction, duties, supervision of students, and required meetings at designated times.
- Utilizes grading patterns that are fairly administered and based on identified criteria.
- Evaluates students' academic and social growth, keeps appropriate records, and prepares progress reports. Maintains and submits accurate and complete records as required.
- Communicates with parents through conferences and other means to discuss student's progress and interpret the school program. Interacts with students, staff and parents in a positive and professional manner.
- Identifies student needs and cooperates with other professional staff members in assessing and helping students solve health, attitude, and learning problems.
- Establish rapport with students and provides a pleasant, safe, and orderly climate conducive to learning.
- Actively participate in full implementation of the School Improvement Plan.
- Maintains professional competence through in-service education activities provided by the district and self-selected professional growth activities.
- Supervises students in out-of-classroom activities during the assigned working day.
- Performs other related duties as assigned by supervisors.

Supervision & Technical Responsibilities:
- This position does not supervise other employees.

Budget Responsibility:
- This position does not have any direct budget responsibility.

QUALIFICATIONS
The requirements listed below are representative of the education, experience, knowledge, skills, and/or abilities required for this position:

Education & Training:
- Bachelors degree plus additional coursework required for certification or licensure.
- Complete district-provided "Overcoming Dyslexia: The Power of Knowing" class 1 and 2 within first year.
- Complete district-sponsored 'Capturing Kids Hearts' training by end of 1st Semester

Knowledge Skills & Abilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Understanding of and ability to demonstrate classroom management/instructional strategies to support student achievement
- Knowledge of child and adolescent development
- Knowledge of subject areas, curriculum, and standards-based education
- Knowledge of special education as applied to the needs of the students assigned to the teacher's particular area/classroom
- Knowledge of the general organization and functions of a public school system
- Ability to communicate effectively and resolve conflict with students, parents, and community groups
- Good organization and communication skills

Certificates, Licenses, & Registrations:
- Criminal background check required for hire
- Colorado Department of Education Teacher License

OTHER WORK FACTORS
The physical demands, work environment factors and mental functions described herein are representative of those that must be met by an employee to successfully perform the essential functions of this job.

Physical Demands: While performing the duties of this job, the employee is frequently required to talk or hear. The employee is occasionally required to stand; walk or sit. The employee must occasionally lift and/or move up to 25 pounds.

Work Environment: While performing the duties of this job, the employee will work primarily in a usual office or school environment. The noise level in the work environment is usually moderate.

Mental Functions: While performing the duties of this job, the employee is regularly required to use interpersonal skills. Frequently required to compare, analyze, communicate, coordinate, instruct, compute, synthesize, evaluate and negotiate. Occasionally required to copy and compile.

CLAIE THERAPIST

Job Title:	CLAIE Therapist
Initial:	February 9, 2017
Revised:	
Work Year:	182 days
Office:	Education
Department:	Assigned Innovation Zone
Reports To:	CLAIE Director
FLSA Status:	Exempt
Pay Range:	Licensed Salary Schedule

Related Organization Chart
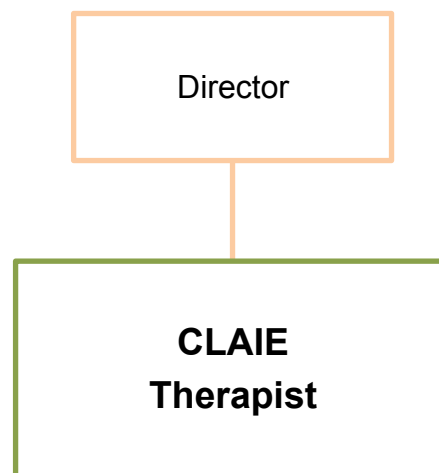
POSITION SUMMARY: The CLAIE Therapist creates a prescribed elementary grade reading remediation program and a class environment favorable to learning and personal growth; establishes effective rapport with students; motivates students to develop skills, attitudes and knowledge needed to provide a good foundation for preparation for college, vocational school or acquiring employment, in accordance with each student's ability; and establishes good relationships with parents and with other staff members.

ESSENTIAL DUTIES & RESPONSIBILITIES
The following statements of essential functions and responsibilities are intended to describe the general nature and level of work being performed by individuals assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position. Actual duties and responsibilities may vary depending on building assignment and other factors.

- Teaches prescribed reading remediation curriculum to students in an intervention classroom using approved curriculum and any other learning activities deemed appropriate by the Director.
- Instruct students in citizenship and basic subject matter specified in state law and administrative regulations and procedures of the school district.
- Using practice elements of the prescribed curriculum, develops lesson plans and instructional materials and provides individualized and small group instruction in order to adapt the curriculum to the needs of each student with the identified objectives.
- Translates lesson plans into learning experiences so as to best utilize the available time for instruction. A lesson will be completed within each 50 minute period.
- Demonstrate subject matter concepts and examples using models, whiteboard or all other standard or approved teacher-prepared instructional aides.
- Explains learning objectives and student expectations as well as procedural expectations.

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Chosen remediation program will be taught with efficacy and purity. When assigning practice, provides opportunities when needed for individualization to adapt the curriculum to the needs of the students. Differentiates instruction and curriculum to meet individual student needs.
- Provides opportunities for student goal setting, reflection and self-assessment.
- Uses program progress monitoring and assessments to improve learning and instruction.
- Sets behavior expectations and consequences that are clear and consistently enforced.
- Assumes responsibility for instruction, duties, supervision of students, and required meetings at designated times.
- Utilizes grading patterns that are fairly administered and based on identified criteria.
- Evaluates students' academic and social growth, keeps appropriate records, and prepares progress reports. Maintains and submits accurate and complete records as required.
- Communicates with parents through conferences and other means to discuss student's progress and interpret the school program. Interacts with students, staff and parents in a positive and professional manner.
- Identifies student needs and cooperates with other professional staff members in assessing and helping students solve health, attitude, and learning problems.
- Establish rapport with students and provides a pleasant, safe, and orderly climate conducive to learning.
- Actively participate in full implementation of the School Improvement Plan.
- Maintains professional competence through in-service education activities provided by the district, the center and self-selected professional growth activities.
- Supervises students in out-of-classroom activities during the assigned working day.
- Performs other related duties as assigned by supervisors.

Supervision & Technical Responsibilities:
- This position does not supervise other employees.

Budget Responsibility:
- This position does not have any direct budget responsibility.

QUALIFICATIONS
The requirements listed below are representative of the education, experience, knowledge, skills, and/or abilities required for this position:

Education & Training:
- Bachelors degree plus additional coursework required for certification or licensure.
- Complete district-provided "Overcoming Dyslexia: The Power of Knowing" class 1 and 2 within 1st year.
- Complete district-sponsored 'Capturing Kids Hearts' training by end of 1st semester.

Knowledge Skills & Abilities:
- Understanding of and ability to demonstrate classroom management/instructional strategies to support student achievement
- Knowledge of child and adolescent development
- Knowledge of subject areas, curriculum, and standards-based education
- Knowledge of special education as applied to the needs of the students assigned to the teacher's particular area/classroom

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Knowledge of the general organization and functions of a public school system
- Ability to communicate effectively and resolve conflict with students, parents, and community groups
- Good organization and communication skills

Certificates, Licenses, & Registrations:
- Criminal background check required for hire
- Colorado Department of Education Teacher License preferred.
- CALT – Certified Academic Language Therapist or Completed LISCP (Literacy Intervention Specialist Certification Program) or equivalent, certification may be "in progress."

OTHER WORK FACTORS
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FLOOR PLAN

D-49 Center for Literacy and Innovation Excellence

Legend:
- ADMINISTRATION
- CAFETERIA
- CLASSROOM
- CLASSROOM / CAFETERIA
- SUPPORT

Floor plan room labels:

TEACHING WALL

TAKE FLIGHT 141 SF
TAKE FLIGHT 143 SF
TAKE FLIGHT 157 SF
TAKE FLIGHT 163 SF

TEACHING WALL

ELA 425 SF
ELA 425 SF

TEACHING WALL

BOYS BR 206 SF

STORAGE 67 SF

SERVING KITCHEN 240 SF

SERVING COUNTER

TEACHING WALL

TAKE FLIGHT 165 SF

CAFETERIA/ COMMONS 1141 SF

SEATING FOR 147 (INCLUDING ADJACENT CLASSROOM)

OPERABLE PARTITION

BLENDED LEARNING CLASS 796 SF

TEACHING WALL

CORRIDOR

CONTROL VESTIBULE 69 SF

CORRIDOR

OPEN OFFICE 246 SF

SP. ED. 140 SF

MATH 425 SF
MATH 425 SF

TEACHING WALL

GIRLS BR 206 SF

IT 67 SF

TAKE FLIGHT 155 SF

TEACHING WALL

OPERABLE PARTITION

CONFERENCE/ BREAKROOM 208 SF

OFFICE 110 SF

STORAGE 240 SF

DISCOVERY ENRICHMENT 744 SF

TEACHING WALL

INNOVATION SPACE 797 SF

TEACHING WALL

DEMOLITION PLAN
2
A110 1/8" = 1'-0"

FLOOR PLAN - OVERALL
1
A110 1/8" = 1'-0"

NORTH

Room labels (Floor Plan):

- TAKE FLIGHT — 141 SF
- TAKE FLIGHT — 143 SF
- TAKE FLIGHT — 151 SF
- TAKE FLIGHT — 160 SF
- ELA — 429 SF
- ELA — 429 SF
- BOY'S RR — 296 SF
- SEWING KITCHEN — 228 SF
- SERVING COUNTER
- CAFETORIUM COMMONS — 1141 SF
- BLENDED LEARNING CLASS — 795 SF
- STORAGE — 68 SF
- TAKE FLIGHT — 134 SF
- CORRIDOR — 275 SF
- OFFICE VESTIBULE — 69 SF
- OPEN OFFICE — 248 SF
- CORRIDOR — 793 SF
- IT — 68 SF
- TAKE FLIGHT — 134 SF
- SP ED — 140 SF
- MATH — 429 SF
- MATH — 429 SF
- GIRL'S RR — 296 SF
- STORAGE — 228 SF
- DISCOVERY ENRICHMENT — 764 SF
- INNOVATION SPACE — 797 SF
- CONFERENCE / BREAK ROOM — 208 SF
- OFFICE — 110 SF
- TEACHING WALL
- OPERABLE PARTITION

Dimension strings (top): 13'-2" 10' 12'-0" 2'-0" 13'-2" 10' 14'-0" 14'-0" 14'-0" 25'-8" 2'-4" 4'-4" 11'-8" 14'-0"

Dimension strings (bottom): 10'-5" 5'-1" 10'-6" 2'-0" 13'-2" 10' 14'-0" 14'-0" 14'-0" 14'-0" 14'-0" 14'-0" 14'-0"

14'-0" (typ.) ... 140'-0"

30'-0" 30'-0" 10'-0" 70'-0"

Grid lines (top): I, M, D, C
Grid lines (bottom): A, F, G, H, I, J, K, L, M, N, O, P

KEYNOTE LEGEND

FLOOR PLAN GENERAL NOTES

1. DIMENSIONS INDICATED ARE FROM FACE OF STUD AND TO FACE OF MASONRY UNLESS NOTED OTHERWISE. SEE ENLARGED FLOOR PLANS FOR ADDITIONAL DIMENSION NOT INDICATED ON OVERALL PLANS.

2. DIMENSIONS TO EXISTING WALLS ARE TO FACE OF FINISH U.O.N.

3. CONTRACTOR TO COORDINATE LOCATIONS OF ADDITIONAL ITEMS NOT SHOWN THROUGH WALLS AND FLOORS NOT INDICATED ON ARCHITECTURAL DRAWINGS. RE: MECH PLUMBING AND ELECTRICAL. REFER TO STRUCTURAL DRAWINGS FOR LATERAL OR FRAMING REQUIREMENTS.

4. ALL NEW WALLS TO BE 18" MIN U.O.N.

NOT FOR CONSTRUCTION

FLOOR PLANS

A110

Project Status: **Checker**

Number: **See Settings/Project**

Issue Date

D49 Center for Literacy and Innovation Excellence

Enter Address Here
Secondary Address

D49 Center for Literacy and Innovation Excellence
Cost Estimate

Move Only

Conceptual Design Cost Estimate   **1/24/2017**

Prepared by Jwbay   Move & Setup Cost

	Description	Unit of Measure	Quantity	Unit Price	Line Total	Category Total
2	**Existing Conditions**					**$100,000**
	Demolition	Allow	1	$ -	$0	
	Move and set modulars	Allow	1	$ 100,000.00	$100,000	
22	**Plumbing**	**Allow**	**1**	$ **5,000.00**	**$5,000**	**$5,000**
23	**HVAC**	**Allow**	**1**	$ **5,000.00**	**$5,000**	**$5,000**
26	**Electrical**	**Allow**	**1**	$ **5,000.00**	**$5,000**	**$5,000**
26	**Fire Alarm**	**Allow**	**1**	$ **5,000.00**	**$5,000**	**$5,000**
28	**Electronic Safety & Security**	**Allow**	**1**	$ **2,500.00**	**$2,500**	**$2,500**
32	**Utilities - Allowance**	**Allow**	**1**	$ **40,000.00**	**$40,000**	**$40,000**
	TOTAL DIRECT COSTS				**#REF!**	**$162,500**

INDIRECT COSTS	
General Conditions - (5%)	$0
Building Permit/Plan Check Fee	$3,500
City, & State Sales Taxes	Exempt
Builder's Risk Insurance (.5%)	$0
Umbrella & General Liability Insurance (.7%)	$0
Performance & Payment Bond (1.2%)	$0
GC Overhead and Profit (5%)	$0
AE Design Fees	$50
Testing/Geotechnical/surveying	$5,000
Inspections/Plans examiner	$0
Abatement	
FFE Allowance	$0
Subtotal (Indirect Costs)	**$8,550**
TOTAL DIRECT & INDIRECT COSTS	**$171,050**
Contingency (5%)	$8,553
TOTAL - PROBABLE CONST COST	**$179,603**
Building Area	9,114
Cost per SF	$19.71

©Odyssey Elementary School

SITE DEVELOPMENT & HORIZONTAL CONTROL PLAN

SD1.2 SCALE 1" = 40'-0"

SITE PLAN ASSEMBLY NOTES

SITE PLAN GENERAL NOTES

A. Notify Architect immediately should any conflict be found that are contradictory to these drawings.

SITE PLAN LEGEND

- PROPERTY BOUNDARY (REFER TO SURVEY)
- FIRE HYDRANT (SEE CIVIL)
- FDC — FIRE DEPARTMENT CONNECTION (SEE CIVIL)
- TRAFFIC SIGN AND TYPE (SEE DETAIL 15 & 16/SD1-4)
- LIGHT POLE (SEE ELECTRICAL DRAWINGS)
- ACCESSIBLE PARKING SPACE SYMBOL — PROVIDE "VAN" WHERE INDICATED
- SAND PLAY AREA
- SAFETY SURFACE
- ASPHALT PAVING — TYPE B
- ASPHALT PAVING — TYPE A
- CONCRETE PAVING
- CONCRETE PEDESTRIAN WALKS & PAD BACK AREA W/ SCORE OR CONSTRUCTION JOINTS AS SHOWN

ABBREVIATIONS

Area Key Plan

TRUE NORTH

PLAN NORTH

FUTURE ADDITION

Elementary School No. 9

FALCON SCHOOL DISTRICT 49

Falcon School District 49
10850 E. Woodmen Road
Falcon, Colorado 80831
Record Documents

Drawn: LKA
Checked: JC
Issued: 12/01/06
Revised:

Site Development Plan
Scale 1" = 40'-00'

SD1.2

Elementary School 9 Project No. 03-016
The LKA Partners Incorporated

El Paso County School District 49
CLAIE budget proforma
January 17, 2017

Center for Literacy And Innovation Excellence

CLAIE basic assumptions: (1) ~ 150 students in the program

(2) School housed on Odyssey Elementary School site, in buildings separate from the core facility

(3) Program is 'full contact' (blended time saved is reinvested in additional, small group, intervention time)

	POWER Zone				Choice		
Enrollment source assumptions:	OES	SES	RVES	subtotal	In-D	OOD	Total
	60	30	30	120	5	25	150

Staffing Assumptions

1.0	Director of Academ Svc	6.0	CLAIE professors	avg. 25/1 ratio
	(aka School Pincipal)	6.0	CLAIE therapists	max 25/1 ratio
0.5	SPEC SVC	2.0	CLAIE mentors	max 75/1 ratio

Student Count 'Flow'

Grade	Year 1	Year 2	Year 3	Year 4
2	50	30	32	38
3	42	50	34	35
4	34	43	50	37
5	24	27	34	40
Total	150	151	150	150

El Paso County School District 49
CLAIE budget proforma
January 17, 2017

Center for Literacy And Innovation Excellence

CLAIE basic assumptions: (1) ~ 150 students in the program
(2) School housed on Odyssey Elementary School site, in buildings separate from the core facility
(3) Program is 'full contact' (blended time saved is reinvested in additional, small group, intervention time)

					Total
Budget Proforma (a)	Revenue:	150	sFTE @	5,654.73 normalized funds available	848,210
				(16/17 adopted budget rate)	

	Expenses:	Staffing	865,000 (b)	
		Tech Needs	16,467	
		Facility Implementation	38,000	
		Program Implementation Costs	21,280	
			940,747	(940,747)
		Net Annual Rev / (Exp)		(92,537)

Intended buildup coverage options: - 14-3A zone funds
and/or
- POWER Zone general funds

(a) *CLAIE budget proforma assumes that other POWER zone elemetary schools' budgets are adjusted accordingly for potential changes to their enrollment as a result of this program.*
(b) *some flexibility exists in the number of CLAIE professors hired. If enrollment is signficantly lower, then appropriate hiring decisions can be made based on confirmed enrollment levels.*

Facility Setup   We have identified PODS that could be relocated from FLC and FES. Relocation and setup of those assets would cost approximately $150,000, to come from either 14-3A funds, 2017/18 capital funds, or POWER Zone general funds, or a combination of any or all sources.

BOARD OF EDUCATION AGENDA ITEM 2

BOARD MEETING OF:	January 13, 2017
PREPARED BY:	Kathleen Granaas, Coordinator of Academic Performance
TITLE OF AGENDA ITEM:	Overview of Assessment
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

RATIONALE: District 49's comprehensive assessment system supports evaluation of how students are progressing, and how schools and the district prepare students. An overview of the assessments used in the district provides board members background and insight in the district's performance on these assessments.

RELEVANT DATA AND EXPECTED OUTCOMES:

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1—Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	Assessment results are one indication of district and school performance and one that families rely on to gauge performance of districts, schools and their students.
Rock #2—Research, design and implement programs for intentional <u>community</u> participation	
Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Assessment results are used to evaluate the effectiveness of instruction and programming among our portfolio of schools.
Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	
Rock #5— Customize our educational systems to <u>launch each student toward success</u>	Overall school assessment results and individual student assessment results, provide teachers and leaders with information to support instructional programming decisions, and developing individual student plans so every student succeeds.

FUNDING REQUIRED: N/A   **AMOUNT BUDGETED:** N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: N/A

APPROVED BY: Amber Whetstine, Executive Director of Learning Services,   **DATE:** 1/13/17
Peter Hilts, Chief Education Officer

BoE
Overview of Assessment in District 49

Kathleen Granaas

January 25, 2017

Overview of Assessment in 49

Portfolio of Assessments to meet differing needs

- What should students know and be able to do?
- How do we know that students learned?
- What if they don't know it after being taught?

The answers come, in part, through assessments.

Feedback through Assessment

Some assessments are mandated by
- Zone or School
- State
- Federal

Balanced Approach
- Assessing what was taught
- Assessing learning expectations
- Assessing during learning and after learning
- Assessing out of specific need

Overview of Assessment in 49

Name	Grades	Use	Time
DIBELS Next	K-5	State - Measures acquisition of basic literacy skills	15 minutes 3x per year, progress monitoring varies
TS Gold	Kindergarten	State – measures attainment of developmental and academic milestones	Occurs within the instruction
CogAT	3rd & 6th Graders	District – aids in identification of cognitive strengths	~90 minutes
ACCESS for ELLs	K – 12th grade	Federal – English language acquisition and identification of need for services	~2 hours

The Best Choice to Learn, Work and Lead

Overview of Assessment in 49

Name	Grades	Use	Time
ACT Aspire	3rd – 10th at selected schools	District – measures mastery of CO Academic Standards	~ 3 – 4 hours – varies - several times per year
CMAS – PARCC Math and ELA (English Language Arts)	3rd – 10th Grade	State – measures mastery of CO Academic Standards	Three or four 60 to 90 minute units in each subject area
CMAS - Science	5th 8th and 11th Grade	State – measures mastery of CO Academic Standards	Three or four 60 minute units
CMAS - Science	4th and 7th Grade Selected Schools Only	State – measures mastery of CO Academic Standards	Three or four 60 minute units

Overview of Assessment in 49

Name	Grades	Use	Time
PSAT 10	10th Grade	State – measures college and career readiness. Used for college admissions	4 hours
SAT	11th Grade	State – measures college and career readiness. Used for college admissions	4-5 hours

Time Spent Testing

How much time are students formally tested in District 49?

Of time spent in school, what percentage of time are they tested?

< 2%

Students are tested on State or Federal tests less than 2% of the time they are in school in District 49.

Assessments by Level

	BOY	MOY	EOY	Minutes	
ELEM					
DIBELS	9	9	9		
TS GOLD (Kinder only)	5	0	0		
CogAT (3rd only)	90				
ACCESS (Ell only)		120			
ACT Aspire (3-5 FZ only)	180	180	180		
PARCC ELA/Math or DLM			420		
Sci/orSS or CoALT (4th or 5th only)			180		
	284	309	789	1382	minutes per year
MID					
CogAT (6th only)	90				
ACT Aspire	180	180	180		
CogAT (3rd only)	90				
PARCC ELA/Math or DLM			500		
Sci/orSS or CoALT (7th or 8th only)			180		
	360	180	860	1400	minutes per year
HIGH					
ACT Aspire (9th and 10th only)	180	180	220		
PARCC ELA/Math or DLM (9th and 10th only)			500		
Sci/orSS or CoALT (7th or 8th only)			180		
PSAT (10th only)			195		

The Best Choice to Learn, Work and Lead

Time Spent Testing by Level

	per day	per year	time spent testing	percentage of time testing
ELEMENTARY	410	65600	1382	0.02
MIDDLE	500	80000	1400	0.02
HIGH SCHOOL	500	80000	1650	0.02
				0.02 per year

Amount of Time in School Compared to Time Assessed

Minutes in school compared to minutes tested
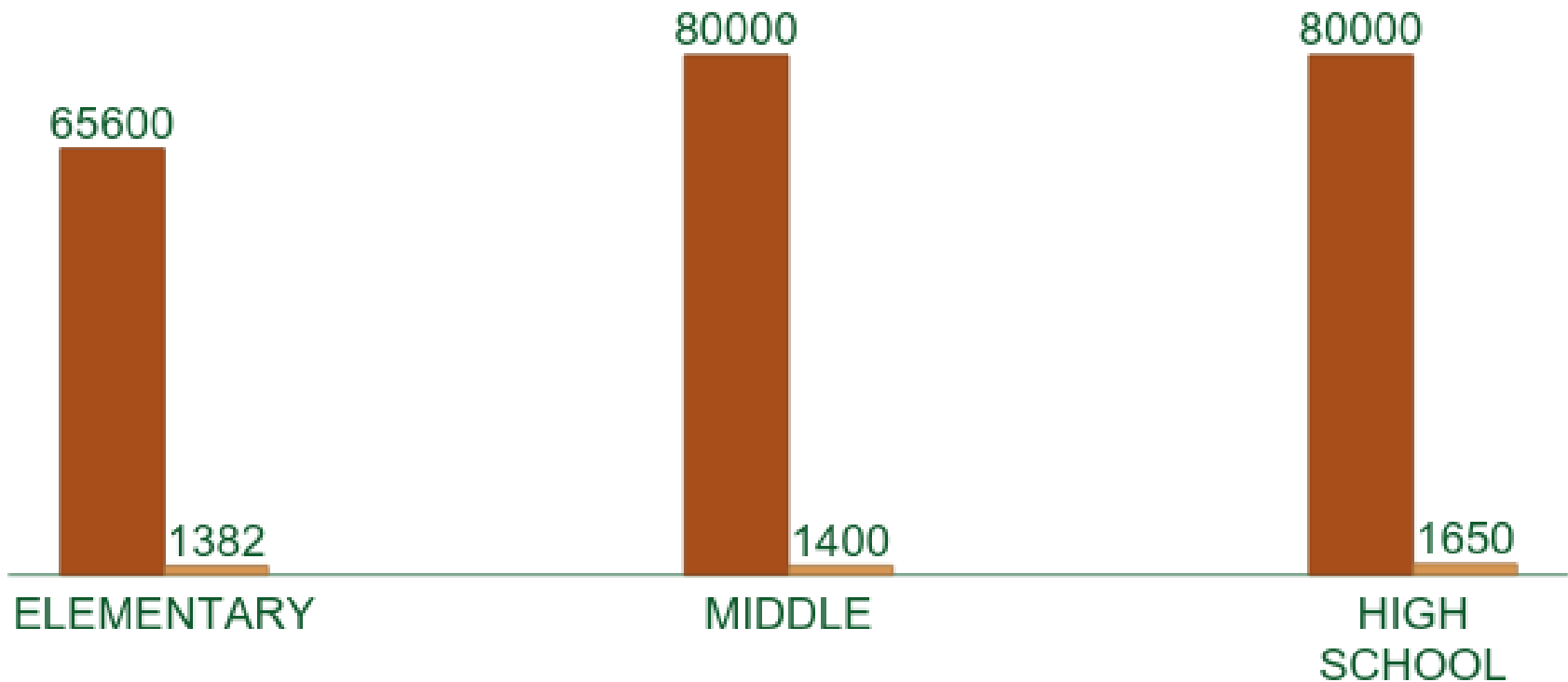
Other Assessments

- NAEP National Assessment of Educational Progress – selected at a state level
- DIBELS Math
- SRI and SMI
- AIMS Web
- Fluence

DIBELS Over Time

Percentage of Students Scoring at Benchmark
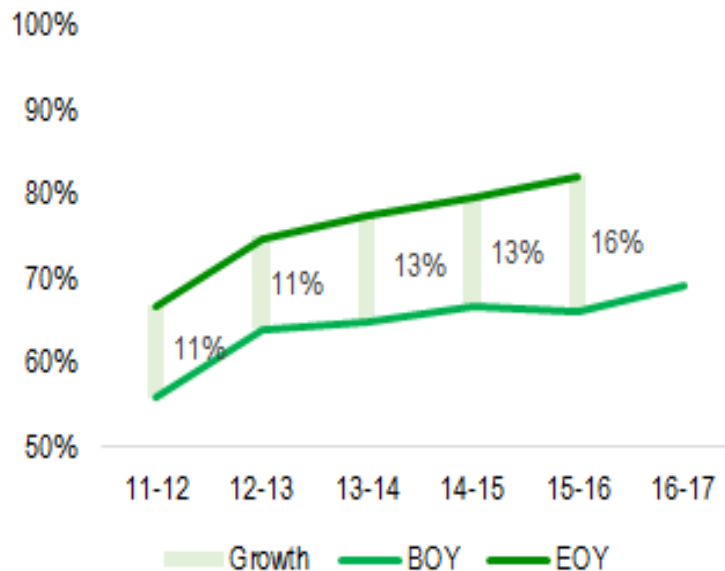
Percentage of Students Scoring below Benchmark
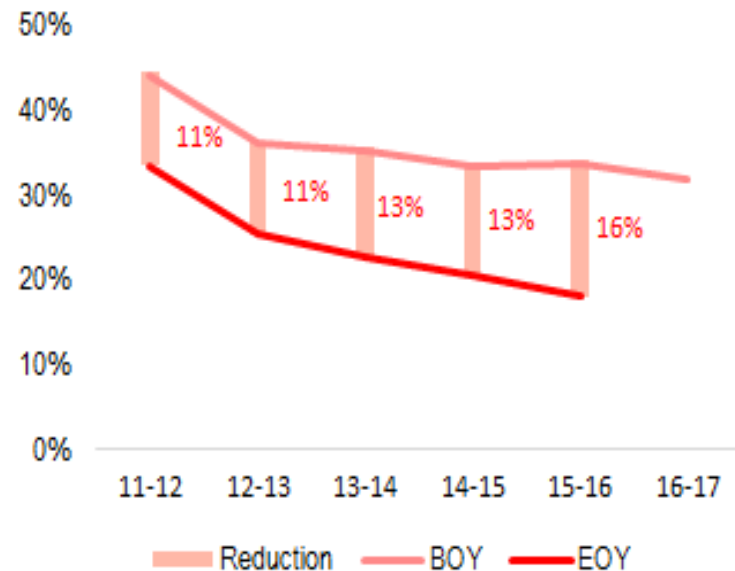
PARCC Elementary Percentile Ranks
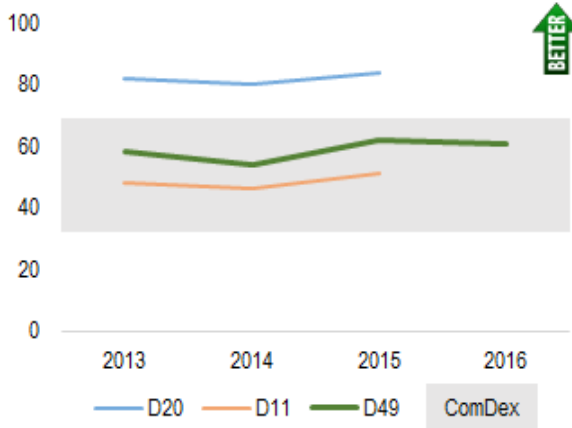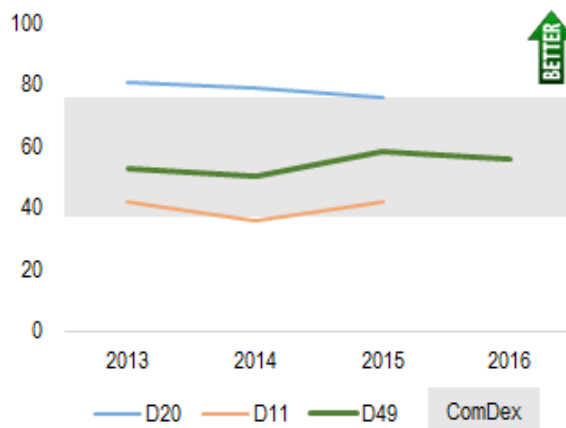
Math

Reading

Writing
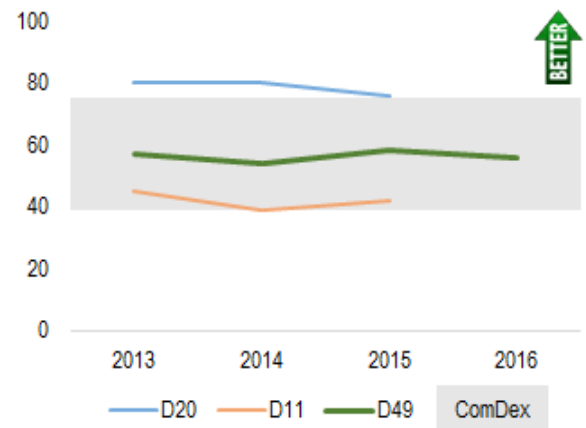
PARCC Middle School Percentile Ranks

Math

Reading

Writing
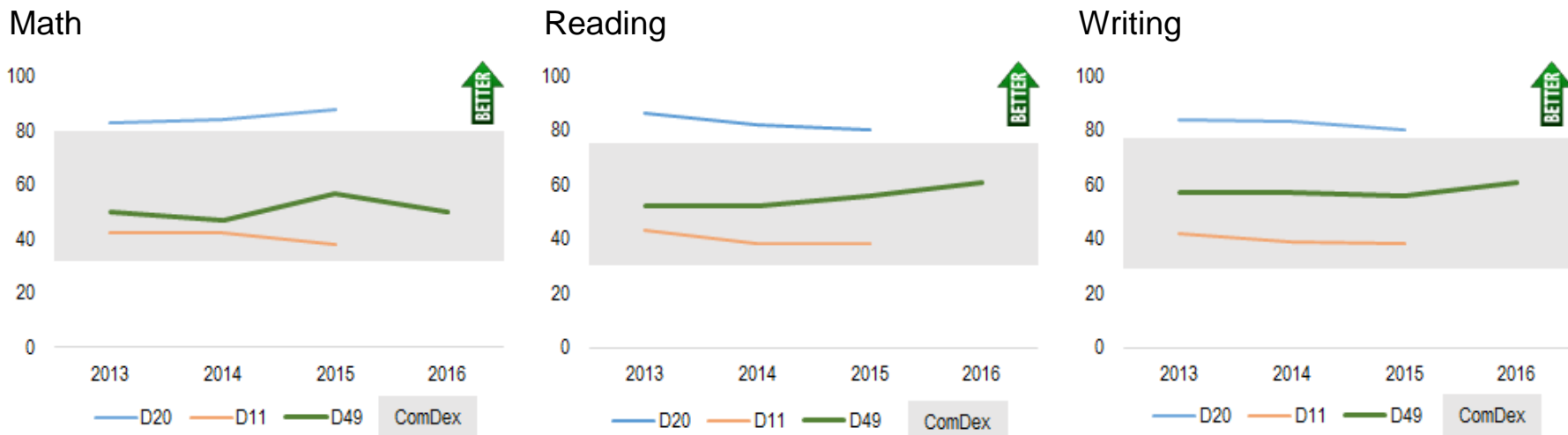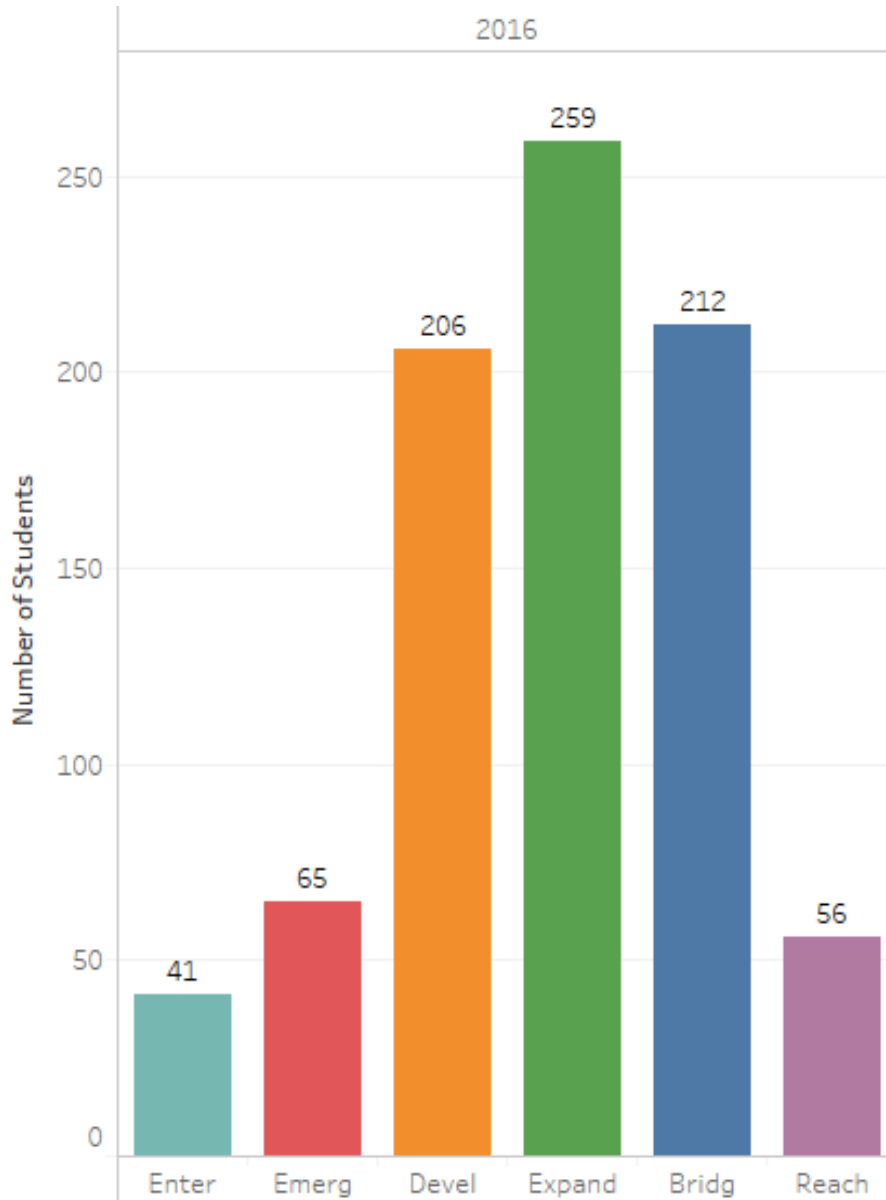
ACCESS for ELLs
by Proficiency Level

PSAT
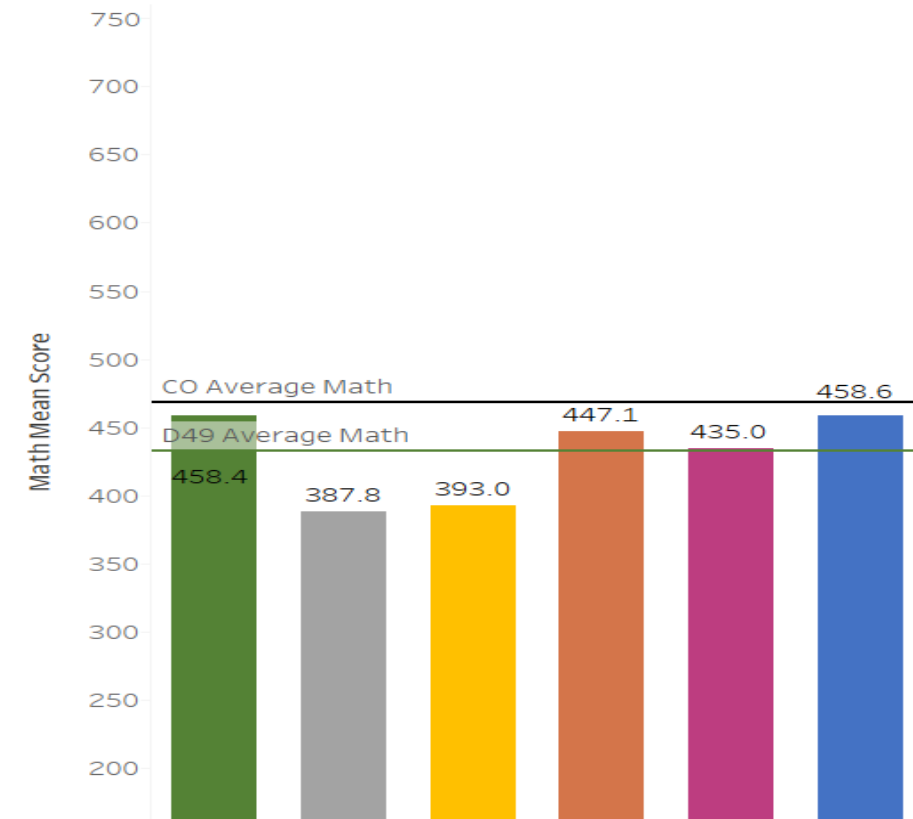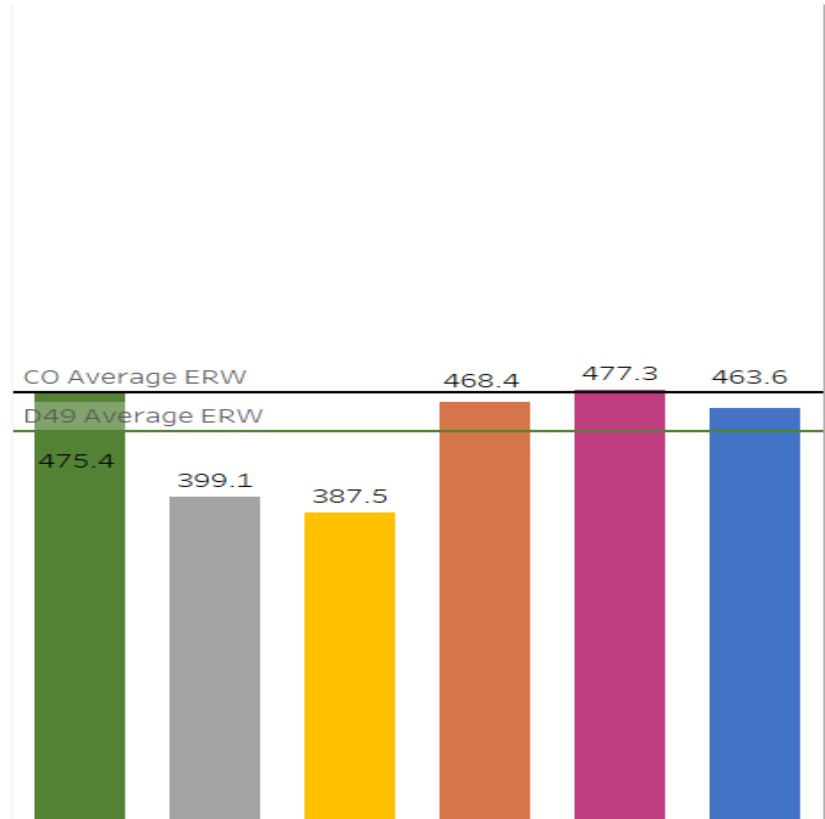
ACT
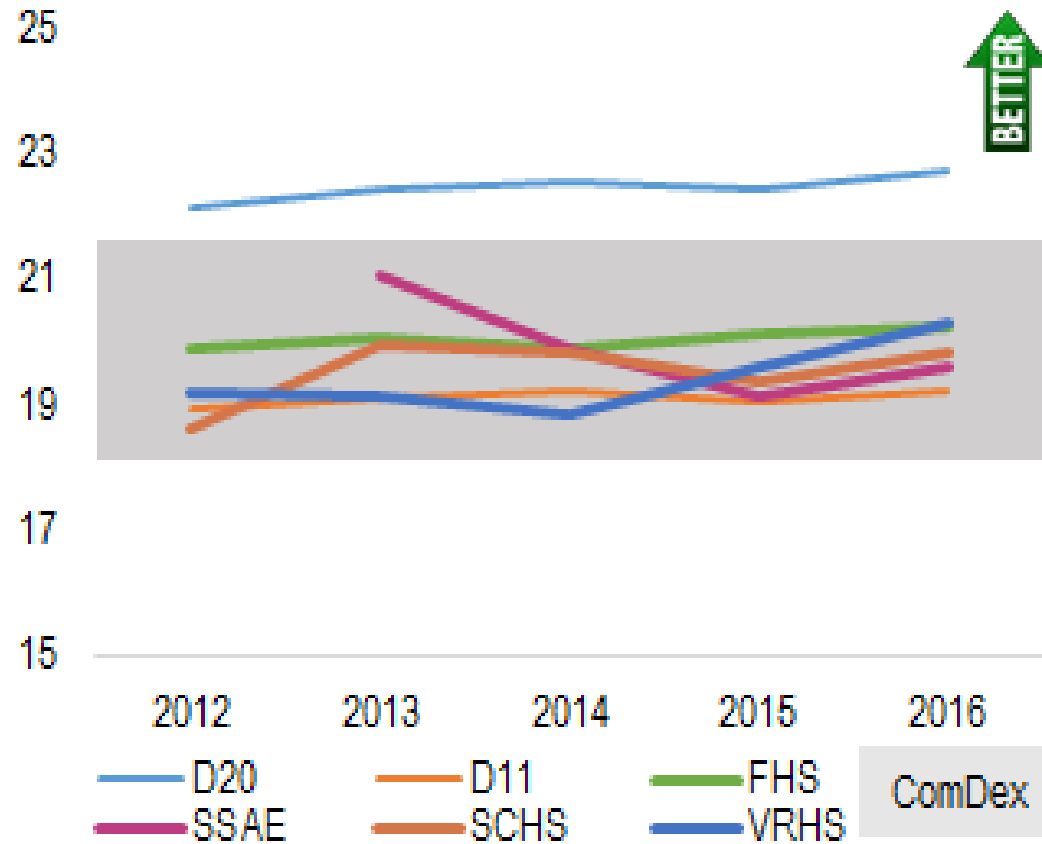
For 2018

The State Board of Education directed CDE to move forward with procurement of an ELA and Math contractor for grades 3 – 8 in the next few months

- Combined < 8 hours
- Individual student level results provided within 30 days.
- CDE to have authority of the test design, form, and administration policies

What's Next?

- 9th grade ELA and Math assessments will be a separate RFP process

- 2017 assessments remain unchanged

- College Entrance and College and Career Readiness assessments remain the same

- Input from districts

- Goal to select the best option for CO students and schools

D49 Website

To find out more about assessment

- http://www.d49.org/Page/4741

BOARD OF EDUCATION AGENDA ITEM 3

BOARD MEETING OF:	January 25, 2017
PREPARED BY:	Mary Perez, Director of Concurrent Enrollment
TITLE OF AGENDA ITEM:	Policy Update IHCDA-R Concurrent Enrollment
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: With continued growth in D49 Concurrent Enrollment, there is a need to clarify processes and ensure consistent protocols for student access and support. This policy update is in response to clarification inquiries from within our secondary schools.

RATIONALE: Policy has been updated to include clarification for concurrent enrollment deadlines, readiness qualifications, type of coursework (includes career and technical education college courses), protocol for supporting college ready students with accommodative needs and CHSAA eligibility requirements. Policy update also includes clarification regarding online college course fees and related costs, attendance records for off-campus students, and high school credits for college coursework.

RELEVANT DATA AND EXPECTED OUTCOMES: To provide clear guidelines for access to and implementation of concurrent enrollment in D49 high schools.

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1—Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
Rock #2—Research, design and implement programs for intentional <u>community</u> participation	
Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	
Rock #5— Customize our educational systems to <u>launch each student toward success</u>	Clarifies concurrent enrollment guidelines to increase early postsecondary access and support needs of all high school students. Aligns with 49Pathways initiative, providing tuition-free pathways for career and college pathways and professional certifications offered through institutions of higher education.

FUNDING REQUIRED: N/A   **AMOUNT BUDGETED:** N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After review and discussion, a copy of the revised regulation will be provided at the next board meeting.

APPROVED BY: Peter Hilts, Chief Education Officer   **DATE:** January 12, 2017

Title	**Concurrent Enrollment**
Designation	**IHCDA-R-1**
Office/Custodian	**Education/Director of Concurrent Enrollment**

A student intending to enroll in concurrent enrollment ~~for the fall semester~~ must provide written notice to the high school principal or designee ~~by February 6 prior to the semester in which the student intends to concurrently enroll in postsecondary courses. A student intending to enroll in concurrent enrollment for the spring semester must provide written notice to the high school principal or designee by August 6 prior to the semester in which the student intends to concurrently enroll in postsecondary courses.~~ by the following deadlines:

Concurrent Enrollment Application Deadlines	
Fall Semester Enrollment	1st Friday in February
Spring Semester Enrollment	Day after Labor Day

Concurrent Enrollment Student Request Forms are available online and at high school counseling offices.

The Principal or designee will determine whether the student is eligible for concurrent enrollment based on academic and personal readiness, including, but not limited to student conduct, attendance, and other personal readiness factors. All concurrent enrollment applicants will take a college entrance exam as part of the application process. The Principal or designee may request a meeting with the student and family to discuss the student's eligibility for concurrent enrollment and may delay concurrent enrollment until the student is deemed college ready. The Principal or designee may also deny concurrent enrollment for a period of time if the student is unable to successfully complete postsecondary courses and the Principal or designee determines that additional support is necessary for successful completion of future concurrent enrollment courses.

Postsecondary concurrent enrollment courses requested by the student must align with the student's Individual Career & Academic Plan (ICAP) and may include general education, elective, and career and technical education coursework. The Principal or designee must authorize concurrent enrollment course selections and must confirm course alignment with the student's ICAP. The student must meet the same course prerequisites and course expectations as noted in the current postsecondary course catalog and course syllabus. The student is expected to comply with the policies and procedures in the Student Code of Conduct of the Institution of Higher Education.

For students in need of accommodative services, the high school counselor or concurrent enrollment designee will provide information to, and will follow up with, the parent and student regarding the coordination of an accommodative services intake appointment at the institution of higher education prior to the concurrent enrollment semester in which services are needed.

Eligibility requirements as published by the Colorado High School Activities Association (CHSAA) shall be observed by all high school students. Concurrent enrollment students shall be responsible for reporting in-progress college grades directly to the school athletic director or designee to retain eligibility.

The student, parent, and Principal, and or concurrent enrollment designee must sign a Concurrent Enrollment Agreement (CEA) prior to postsecondary course registration each semester. All postsecondary course/schedule changes must be communicated in writing immediately and directly to the concurrent enrollment designee. All course/schedule changes must be updated on the CEA prior to the semester Drop Date at the Institution of Higher Education. For online postsecondary courses, parents are responsible for online fees, digital texts or access codes, lab kits, and other associated costs. The District shall not be responsible for course supplies, tools, materials, software, consumables, or other course related costs.

A record of postsecondary attendance for concurrent enrollment students is required for students exclusively attending postsecondary classes at the institution of higher education; concurrent enrollment students may beare required to complete and submit an attendance form, with postsecondary instructor signature, for each one postsecondary course each semester.

If the student receives a final grade of "D" or "F," or withdraws from the postsecondary course after the Institution of Higher Education Drop Date, the student's parent or guardian willmay be required to pay the school district for the postsecondary course tuition that was paid by the district on the student's behalf.
Note: College courses taught on high school campuses typically begin a few weeks earlier than courses taught on college campuses and therefore have earlier drop dates.

High school credit will be granted for postsecondary courses based on the course credits, according to the following guidelines:

| Course worth 3+ college credits | = 2 semesters of high school credit (1.0 credit) |
| Course worth 0.5-2 college credits | = 1 semester of high school credit (0.5 credit) |

If the Principal or designee denies credit toward graduation for any of the requested courses, the student will be notified in writing of the reason within 10 working days of receipt of the enrollment notice. The student will have the ability at that time to appeal to the Chief Education Officer or designee.

If the student decides to appeal to the Chief Education Officer or designee, the appeal must be filed in the Chief Education Officer's office within 10 working days after receiving notice of denial of credit.

The Chief Education Officer or designee must notify the student in writing of his/her decision within 30 working days of the filing of the appeal. The decision of the Chief Education Officer regarding approval or denial of high school credit will be final.

- Adopted: November 7, 1991
- Revised to conform with practice: date of manual revision
- Revised: August 4, 1994
- Revised: August 10, 2000
- Revised: May 13, 2010
- Revised: October 27, 2011
- Revised: October 9, 2014
- Revised: XXXXX

LEGAL REF:

- 1 CCR 301-81 *(State Board of Education Rules Governing Standards for Individual Career and Academic Plans)*
- 1 CCR 301-86 *(State Board of Education Rules for the Administration of the Concurrent Enrollment Program)*
- C.R.S. 22-35-101 Concurrent Enrollment Programs Act

CROSS REF:
- IKF, Graduation Requirements
- IHCDA Concurrent Enrollment
- IHCDA-R-2 ASCENT
- IKCA Weighted Grading
- IHBK Preparation for Postsecondary and Workforce Success
- JJJ Extracurricular Activity Eligibility

BOARD OF EDUCATION AGENDA ITEM 4.a

BOARD MEETING OF:	January 25, 2017
PREPARED BY:	Cale Csizmadi, Science Teacher
	Bruce Grose, Principal, Vista Ridge High School
TITLE OF AGENDA ITEM:	Course Proposal: Life Sciences at Vista Ridge High School
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Seeking approval of the addition of the year long course entitled Life Sciences Course.

RATIONALE: Optional course for incoming freshman. The rationale behind this course is to give students who are not academically prepared to take Linear Physics (taken algebra-I in 8th grade) the option to take a life science course to fulfill their science graduation requirements.

SCxxxx Life Sciences Course

Grade Level: 9-10   **Length: Year**

Prerequisite: None.

This course introduces environmental processes and the influence of human activities upon them. Topics include ecological concepts, population growth, natural resources, and a focus on current environmental problems from scientific, social, political, and economic perspectives. Upon completion, students should be able to demonstrate an understanding of environmental/ecological interrelationships and of contemporary environmental/ecological issues.

RELEVANT DATA AND EXPECTED OUTCOMES:

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1—Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
Rock #2—Research, design and implement programs for intentional <u>community</u> participation	
Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Approval of science courses helps to define academic pathway for students in non-STEM careers.
Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
Rock #5— Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED: Yes, textbook   **AMOUNT BUDGETED:**

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move course approval of Life Sciences Course to the next regular board meeting.

APPROVED BY: Peter Hilts, Chief Education Officer   **DATE:** January 10, 2017

Life Science Syllabus

COURSE DESCRIPTION:
This course introduces environmental processes and the influence of human activities upon them. Topics include ecological concepts, population growth, natural resources, and a focus on current environmental problems from scientific, social, political, and economic perspectives. Upon completion, students should be able to demonstrate an understanding of environmental/ecological interrelationships and of contemporary environmental/ ecological issues.

Course:
Upon completion student should be able to:
1. Discuss current environmental/ ecological issues with an understanding of the basic ecological concepts involved.
2. Use an interdisciplinary approach to analyze environmental and ecological issues/problems; show knowledge of the interplay between the ecological, political, social, cultural and economic aspects of environmental/ ecological problems.
3. Develop a worldview related to an understanding of current environmental/ ecological issues and how global problems affect us locally.
4. Demonstrate an understanding of core ecological principles, and define scientific principles and concepts as related to environmental studies and sustainability.
5. Participate in basic field ecology research and experiments according to the scientific methods.

OUTLINE OF INSTRUCTION

I. Science and the scientific method
II. The biosphere
    A. Biomes
    B. Ecosystems
    C. Biodiversity
    D. Evolution and extinction
III. Environmental Resources
    A. Water
    B. Land
    C. Energy
IV. Environmental Threats
    A. Global Climate change
    B. Population dynamics
    C. Disease
    D. Pest and pest control
    E. Pollution and waste management
V. Environmental Biology and Public Policy
    A. Risk assessment
    B. Assigning economic values to natural resources
    C. Sustainability
    D. Geopolitics

BOARD OF EDUCATION AGENDA ITEM 4.b

BOARD MEETING OF:	January 25, 2017
PREPARED BY:	Heather Mavel and Rochelle Kolhouse, Team Coaches, iConnect Zone
TITLE OF AGENDA ITEM:	Teen Leadership Course Approval
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED:
Teen Leadership is a course designed for students to develop leadership, professional, interpersonal/intrapersonal, and business skills.

RATIONALE:
District 49 is committed to empowering students to articulate a pathway to guide each individual towards a post-secondary life. *Teen Leadership* provides guidance and skill development to ensure students are ready to face the challenges ahead.

RELEVANT DATA AND EXPECTED OUTCOMES:
This disturbing trend surrounding suicide in our Nation as well in the Colorado Springs area makes it clear that our students need healthy connections to both adults and peers, and Teen Leadership provides a structure to grow impactful friendships while increasing skills to navigate the obstacles and setbacks that face all young people.

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1—Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	District 49 has made a huge financial investment in launching *Capturing Kids' Hearts* throughout our community and training district leaders in the companion *Leadership Blueprint* professional development. Our schools need this resource to help build up student leaders who are equipped to impact school culture and graduate prepared for their pathway.
Rock #2—Research, design and implement programs for intentional <u>community</u> participation	Should the board approve this class, schools across the district could put *Teen Leadership* into implementation to further the *Capturing Kids' Hearts* process in their respective communities. Additionally, students will lead and take part in community service projects.
Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	If we have the opportunity to pilot *Teen Leadership*, the iConnect Zone instructional coaches will be able to consult with other zone leaders to discuss how the program can be tailored to their respective needs and implemented accordingly.
Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	Research tells us that emotional intelligence is plastic, not fixed; that means our students can grow in traits such as perseverance, honesty, and diligence. A firm foundation for all learners means providing them space to consider and discuss issues of identity, leadership, and career readiness.
Rock #5— Customize our educational systems to <u>launch each student toward success</u>	The core foundation of this course aligns with the *49 Pathways* initiative by providing a customized leadership training experience to launch each student towards success and onto his/her pathway.

BOE Work Session January 25, 2017
Item 4.b continued

FUNDING REQUIRED: workbook costs: approximately $500

AMOUNT BUDGETED: To be budgeted for the 2017-2018 school year

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move request to action at the February 9, 2017 BOE meeting.

APPROVED BY: Peter Hilts, Chief Education Officer   **DATE:** January 9, 2017

<u>Semester 1: Teen Leadership Course Description</u>

Staff Course Description:
Teen Leadership is a program in which students develop leadership, professional, and business skills. They learn to develop a healthy self-concept, healthy relationships, and learn to understand the concept of personal responsibility. They will develop an understanding of Emotional Intelligence and the skills it measures, which include self-awareness, self-control, self-motivation and social skills. Students will develop skills in public speaking and communication and an understanding of personal image. They will develop an understanding of the effects of peer pressure, will develop skills to counteract those effects, and will develop problem solving skills.

Student Course Description:
Are you interested in leading people but don't know where to begin? The work begins with examining the difference between who you are and who you want to be. Are you bold enough to look into the difference and take action? Will you stand up, where others sit and wait to be told what to do?

If you answered yes to any of these questions, come and join Teen Leadership!

In this class, you will experience first-hand what it takes to be a leader. You will learn more about yourself and your peers. You will take action in areas that motivate you and learn to take responsibility for yourself along the way. You will speak publically and make your voice heard.

Any post high school route requires applicants to show something extra--even amazing to stand out in such a competitive era. Take this course and have that something extra to make your application extraordinary!
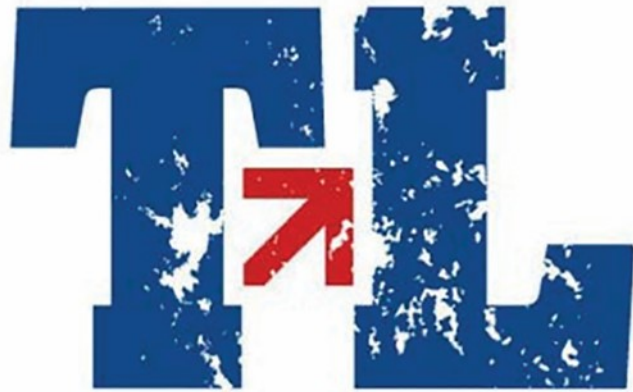
TEEN LEADERSHIP **5.0**™

A Flippen Group Solution

Whatever
It Takes

The Extra 5%

Reframe it!

Mission
Possible!

Prior Planning
Prevents
Poor Performance

1199 Haywood Drive
College Station, TX 77845 U.S.A.
979-693-7549 · 800-316-4311
877-941-4700 fax
info@flippengroup.com
www.flippengroup.com

Teen Leadership 5.0

Developing Leaders for the Future

HIGH SCHOOL COURSE LEADER GUIDE

Dear High School Course Leader,

The high school years are tough on kids. It takes a special person to work with them and guide them through this time when they are facing some of the most difficult decisions and developmental periods ever. Puberty, complexions, figures, popularity, boys/girls, dating, friends, acceptance, parents, freedom, identity, and looks are the most critical of all things, and they have to safely navigate their way through this maze to get through high school. Many of them don't make it, and they end up paying a high price for the mistakes they've made because they were unprepared and inexperienced with their choices.

I have worked with thousands of high school teachers over the years, and I know one thing to be absolutely true about you and your position. You are much like the angel spoken of in literature. In your hands is the power of life and death, and the sword you wield is the one that determines whether they live or die. Yes, it is too great a responsibility for mortals to bear. But you must bear it. That is why you are called by that most honorable name – Teacher. And the title is never truly real until you hear your student introduce you as, "My teacher." Then life begins for them in the classroom because it has begun for them in your heart.

Take good care of them. They are your finest customer, and we don't want them shopping someplace else for what they can get only from you. May your work be true, swift, and good.

With much regard,

Flip Flippen

Teen Leadership
High School Course Leader Guide
Table of Contents

Teen Leadership
High School Course Leader Guide
Chapter Objectives

Chapter 1 – Laying the Foundation
Students will:

- Develop relationships with the Course Leader and class.
- Review school handbook and Course Leader's classroom procedures.
- Determine the purpose of Teen Leadership.
- Understand the concept and components of the Social Contract.
- Understand the concept of journaling.
- Understand the importance of attitude.
- Begin building confidence to speak before a group and learn to develop and deliver a speech.
- Understand the importance of building relationships, including first impressions, techniques for remembering names, and letter-writing.
- Identify personal goals for the course.

Chapter 2 – Looking at Ourselves
Students will:

- Develop an understanding of self-concept.
- Develop an understanding of self-confidence.
- Understand the process of reframing.
- Develop further understanding of first impressions, including the eight cues people notice.
- Learn how to demonstrate self-confidence, including body language and tone of voice.
- Understand the internal qualities leaders need.

Chapter 3 – Understanding Ourselves
Students will:

- Develop an understanding of Emotional Intelligence and how it differs from I.Q.
- Comprehend the concepts of the Emotional Intelligence scales: Interpersonal Skills, Persistence, Optimism, Self-Awareness, Self-Control, Empathy, Social Skills, and Self-Motivation.

Chapter 4 – Presenting Ourselves
Students will:

- Understand the tools of effective communication.
- Understand the importance of our image.
- Comprehend the difference between image and self-concept.
- Understand the impact social media has on image.

Chapter 4 – Presenting Ourselves (cont.)

- Define Personal Brand and develop an understanding of why and how students should manage their own.
- Understand how a Personal Brand is created.
- Understand the importance of living their Personal Brand in public.
- See the relationship between public self and private self.
- Comprehend the motivation of great leaders.
- Realize the cost of leadership.
- Continue developing confidence and skill in delivering a speech, including effective use of posture, movement, gesture, facial expression, eye contact, and voice.

Chapter 5 – Getting It Together
Students will:

- Examine the importance of values to leaders, explore how values are determined, and examine the ways values are demonstrated to others.
- Define standards and how they affect one's values.
- Understand moral relativism.
- Determine what it means to live a principled life and decide on principles for their lives.
- Write their personal mission statements.

Chapter 6 – Taking Responsibility
Students will:

- Understand that they are responsible for their own thoughts, attitudes, and actions.
- Understand how "thought replacement" can change attitude.
- Define and explain "Rational-Emotive Theory."
- Understand that our choices have consequences.
- Be better equipped to make healthy choices.

Chapter 7 – Interactions with Others
Students will:

- Understand the ways negative peer pressure affects them and evaluate ways to handle peer pressure.
- Appreciate the impact of positive peer pressure on the group.
- Understand the different types of bullying and its impact on us.
- Understand the concept of defending skills and practice demonstrating these skills.
- Understand the concept of rescuing skills and practice demonstrating these skills.

Chapter 8 – Looking at Relationships
Students will:

- Understand the importance of affirming and listening and demonstrate these skills.
- Identify ways to make family relationships more meaningful.
- Understand the family types described in the Circumplex Model.

Chapter 9 – Managing Our Financial Future
Students will:

- Develop an understanding of the importance of having passion and purpose.
- Develop an understanding of the value of money and how their use of money demonstrates their values.
- Understand the principles of the free-enterprise system.
- Examine the role financial decisions play in leadership.
- Understand aspects of deficit and credit spending.
- Examine the processes of purchasing a car and purchasing a home.
- Understand the concept and value of budgeting and saving.

Chapter 10 – Leadership Is Serving Others
Students will:

- Demonstrate an understanding of lateral thinking, vertical thinking, and brainstorming.
- Understand the concept of effectiveness in team problem-solving.
- Define and understand "paradigm."
- Explore the various types of community service opportunities and execute a plan of service.

Chapter 11 – Getting a Vision
Students will:

- Understand the definition of vision, how vision influences the future, and how to develop a vision for their lives.
- Understand how their approach to life determines how they accept responsibility and how it affects the way they react to people and events around them.
- Be able to identify the five steps in developing a vision.
- Understand ways to balance dreams with reality.
- Understand the importance of having a sense of purpose.

Introduction

Read through this introduction before beginning the class. This will give you an overview of the course and will outline important concepts and instructions that may not be repeated in the text.

IN THE BEGINNING

Be sure to EXCEL™ in your classroom by following the teaching model every day. The important thing to remember about this course is that relationships are the key. Each day, you should be standing at the door, shaking hands and welcoming your students to your room. Make this a habit, so they come to expect it. Be sure to use all "eight cues." (See Chapter 2, Lesson 11.) Your classroom arrangement should invite discussion and sharing, so you may want to get away from straight rows of desks. Several Course Leaders have brought in stuffed furniture, lamps, and rugs to create a warm environment. It is also important that we are shaking hands in ALL of our classes (including non-Teen Leadership classes) to model being a genuine leader. This is the first step in the E-X-C-E-L teaching model…ENGAGE.

At the beginning of the course, when you introduce yourself, be sure to share with the students that you may be anxious about teaching the class. You are teaching because you love kids - let them know it. Tell them. You might even want to make a bulletin board about yourself.

Let's not forget who else we need to ENGAGE. To help ensure the success of the class, we suggest engaging the students' parents by sending home a Parent Letter (see http://TLfiles.com/hs1 for a sample) and/or your Class Syllabus at the start of the term. Since this class has some unique lessons, it is also suggested that you invite your campus leadership to visit, model, and be part of the group's growth from the beginning.

At the beginning of every class, starting with Lesson 2, have a period of talking about the good things that have happened since you last met, such as awards, good grades, team victories, something good at home, whatever they want to tell. After each sharing, everyone applauds the person, as a way of saying, "Great job!" This affirmation time, plus the initial journal question and review of the previous class constitute the next step, X-PLORE.

COMMUNICATE, the third step in the teaching model, represents the time when you communicate the content of the lesson. Allow for plenty of discussion, which not only involves the students in the learning process, but gives you important feedback concerning their grasp of the material. The many group discussions and activities EMPOWER the students to really use what they've learned.

Finally, the last step in the process is LAUNCH, when we "end and send." As you launch at the end of the day, remember to send the class off in a way that shows them you care. Use the summary questions to wrap up the session in their minds. The "take away" of the lesson is the students' empowerment. Be sure to end on a powerful note as you send your students toward their destination. Consider getting a plaque made for your classroom door that reminds them to "Return with Honor." The students are sent out with the commitment to put into practice in their lives what they are learning in their class.

There is a "Launch Bank" at the end of each chapter to assist you when you want a more significant launch. Remember, a daily launch does not need to be circling them up and reading a poem. In the real world of teachers, simply filling their emotional cup (ex: "Have a great day!" "Make good choices!") as a parting comment constitutes a LAUNCH.

HOW CAN TEEN LEADERSHIP IMPACT CAMPUS CULTURE?

A Research Summary Document was provided for you to download during the Online Teen Leadership Certification process. If you would like additional copies of the Research Summary Document, it is available for you to download in the Teen Leadership Online Portal (http://TLfiles.com/researchsummary).

TECHNOLOGY

Much of the content you will cover is in preparation for our students to be successful in their college and career endeavors. Technology plays a great part in this process. Throughout the class, students will employ various technologies to support and empower them to take their skills to the next level. Such activities include using cell phones to record themselves giving speeches for increased self-awareness as they grow in their speaking skills. Other projects involve being current in the understanding of how social media shapes our thoughts, attitudes and actions. Students will also step behind the camera and are asked to video their class presentations, such as the correct and effective way to engage with parents and teachers in moments of conflict, as opposed to the wrong way. Whether it is creating a digital Vision Board of themselves, a PowerPoint presentation, or actively contributing to the Teen Leadership Facebook Page, students will gain a greater understanding of how to leverage technology as a means to be successful in today's highly competitive job market.

HOW TO USE THIS BOOK

The course is divided into sixty-one lessons. Each lesson, however, does not necessarily represent one class period. Many lessons will take several days. Additional activities are provided for Course Leaders with longer class periods. Also provided for your use is an Online Portal. The Online Portal houses many classroom activities, handouts, scoring rubrics, tests, and a variety of resources for your use. You may download these documents and use them as is, or feel free to create your own to fit your class and teaching style.

Each lesson is formatted following the EXCEL Teaching Model. This will assist you in formatting your lesson plans. It is possible to EXCEL multiple times during the class as you move from lesson to lesson. Each lesson's objectives are listed at the beginning to assist you in aligning your lessons to any established standards and state requirements.

The text throughout the lessons is a guide to what you would say to the class. Prepare ahead! You don't need to read the script to them, but we hope it will give you the foundation from which you can teach the class with confidence. The "Preparation" section will list any additional teaching materials needed for the lesson. (Ex: toilet paper, paper bags, art supplies, etc.) Until you feel confident adding your own stories and examples, we've included some for your use.

The text that follows the small and large group discussions is provided to cover points that might not have been brought out in the discussion. Obviously, you will not want to repeat information that's already been covered. By all means, don't be repetitious. "Go with the flow."

Fads can quickly change, as you know. To get across the point, be sure to keep up with the trends, and substitute current examples for any outdated ones found in this manual.

Key

Discussion

Any time you see these speech bubbles, you will have easy access to questions and discussion content to pose to the class as a whole (Discussion) or that you can use when the class breaks into small groups (Small Group Discussion).

Note to the Course Leader

You will find notes, instructions, and tips next to the 'Note to the Course Leader' icon.

Download from Online Portal

The "Download from Online Portal" icon signifies documents that you can get online. Go to your internet browser (ex: Explorer, Chrome) and type in the URL as displayed in the Course Leader Guide to access the referenced material. You can print and copy the documents as provided, or make your own.

Video

Throughout the content, there are several videos referenced as a resource for you. Go to your internet browser (ex: Explorer, Chrome) and type in the URL as displayed. Make sure your audio source is connected when you play your video in class.

Journal Questions

The journal icon alerts you to upcoming opportunities for the students to express themselves in writing by answering questions or having times of reflection.

Group Activity

This lets you know of group games or activities you may choose for the students.

Key *(continued)*

Course Leader Sample "Script"

Content in your Course Leader Guide denoted by this shaded box contains suggested script. Although you will not want to actually 'read' these sections to the class, our hope is that you will find it helpful as you talk to them in your own words.

Special Video Content from Flip Flippen

Chapter 1, Lesson 1
"Welcome to Students"
http://TLfiles.com/welcomestudents
Length: 4:51

Chapter 2, Lesson 11
"Always Interviewing"
http://TLfiles.com/interviewing
Length: 3:50

Chapter 4, Lesson 23
"Public vs. Private Self"
http://TLfiles.com/self
Length: 10:59

Chapter 5, Lesson 25
"Who Are You?"
http://TLfiles.com/whoareyou
Length: 6:23

Chapter 5, Lesson 27
"Principles & Mr. Schawe"
http://TLfiles.com/mrschawe
Length: 6:12

Chapter 11, Lesson 61
"Course Graduation"
http://TLfiles.com/coursegraduation
Length: 4:08

ONLINE PORTAL

LESSON PREPARATION DOWNLOADS

In the preparation section of each lesson, you'll find a link to the lesson preparation downloads, where you can easily access online all resources needed for that lesson. Materials may be reproduced for use in the classroom.

EXTRA RESOURCES: EVALUATIONS, ASSESSMENTS, CLASSROOM HELPS

Go to http://TLfiles.com/extrashs before the course begins for extra resources not specifically referenced in the lessons. You are welcome to reproduce or adapt any of these for your use. You will also find a list of resource books and materials you may wish to use to supplement the lessons.

IMPLEMENTATION GUIDELINES

- Only individuals who (1) have successfully completed Capturing Kids' Hearts™ training and (2) have attended the Teen Leadership Certification™ class may teach Teen Leadership.

- Only schools that purchase Student Manuals for each student taking the Teen Leadership course may offer Teen Leadership. No Course Leader should be limited to using a class set of manuals. The consumable Student Manual is a student's personal record of his/her growth and achievements in this class. We have found that like other mementos, the Student Manual is something many keep long after graduation.

- We strongly recommend that school principals attend Capturing Kids' Hearts training in order to understand the impact these programs can have on your school. Also, because group dynamics and processes are critical to a classroom's effectiveness, we strongly suggest that at least one representative from a school's counseling staff also attend Capturing Kids' Hearts training.

- Teen Leadership is a semester course, although there is enough material for two semesters. Depending on the type of scheduling a school has adopted (block, modified block, standard, etc.) it should be conducted on the same number of days and for the same amount of time as required courses. The course is not as effective when taught only once a week or once a month.

- Teen Leadership is a process that builds strong relationships among its students and Course Leader. These strong relationships serve as the foundation for the growth of the students, as it provides a "safe" place for them to grow. Because of the proven effectiveness of the recommended process, it is NOT advisable to modify the curriculum by mixing it with other curriculum. For the same reason, team teaching is not recommended.

- Because trust building is a critical component of the course and because adding new students can inhibit the formation of a safe classroom environment, it is strongly recommended that no new students be added to a Teen Leadership class after the second week of class.

- Teen Leadership classes should be representative of the entire student population in terms of socio-economic status, ethnicity, gender, and aptitudes. A balanced class is best.

- A Teen Leadership class should have between 15 and 25 students. Class periods should last between 50 and 90 minutes.

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IMPLEMENTATION GUIDELINES *(continued)*

- The class should have the same grading accountability as does any legitimate class, including tests, quizzes, projects, speeches, etc.

- Speeches are required, as this class is a communications class.

- Chapters 1-4 must be done in order. After that, you may choose which chapters and lessons best fit your specific goals for your students.

FACILITATING

Be sure to allow plenty of time for discussions. Do not cut them off for the sake of time. This is the most important part of the course. In Teen Leadership, we always choose the needs and concerns of the students over our need to cover all of the material. Flexibility on the part of the Course Leader is essential.

Let us add a word of caution, however. It's important that we help them manage their emotions. You will have to be the one who determines how much time they need to process events, content, and issues. There will be times of emotional sharing and caring that can be powerful times of growth. There will also be times when you will need to set a time limit for them to "finish up" and move on.

Building the security of relationships in the group is crucial. But remember that the purpose of this course is their academic growth as well as their emotional growth. Help keep them focused while giving them some emotional space. Building relationships among the students is critical to creating a safe and secure environment and developing a high-performing team. The ultimate goal of the process is to have your students see their class as a unified team. On the title page of the Student Manual, you will find a space for a class photograph. Seeing their whole class every time they open their books will reinforce this concept.

Learning in Teen Leadership primarily occurs through the use of discussion and group activities that are designed to help students gain insights. As much as possible, you will want to avoid being a lecturer. Rather, be a great discussion facilitator by using the skills of listening and of asking open-ended questions. Accept and convey an appreciation for all answers, whether or not they are "right" or you agree with them. In fact, try to avoid giving your opinion at all unless the students ask for it. When they ask what you think, that means they're ready to hear it. Otherwise, you're likely to find them defensive and unyielding. When trust is high, differing ideas are accepted readily. When trust is low, people become territorial and defensive of their position.

If you'll recall, while at the Capturing Kids' Hearts training, we discussed the importance of

FACILITATING *(continued)*

reducing anxiety in our kids as a critical part of working through the security stage in group process. We listed a number of things that facilitate that reduction, beginning with a warm smile and handshake as we greet them every day. Another essential ingredient was lots and lots of affirmations. We agreed that we must heap on the praise initially if kids are to feel safe in our group.

However, in order to grow, kids must be able to receive critical feedback regarding their behavior and performance. Using the social learning model, we have discovered that if the Course Leaders will model how to seek and accept critical feedback first, the students are much more receptive to it later. That's why using the Student Evaluation of Course Leader form is so important. We've put it near the beginning of the course in Lesson 7, as well as in the last lesson.

STUDENT MANUAL

Become very familiar with the Student Manual in order to put it to its best use for the students. In your introduction of the course, tell students how you want them to use their manual, such as: bring it to every class (or if you have space available, they may leave them in the classroom), open it to the current lesson, write in the journal section, take notes and fill in the blanks as you go along, etc. Throughout the Student Manual are blanks for the students to fill in. The information that goes in these blanks is in **bold and underlined** in this Course Leader Guide. The Student Manual also has the small group discussion questions, with several lines for their answers. If used well, the Student Manuals will be valued by the students for years to come.

At the beginning of each lesson is a place for them to write their "good thing" for the day. Speech Lessons have some lines where they may write notes about their speeches. Have them use this space any way you choose.

JOURNAL ENTRIES

The students will make their journal entries in the space provided at the back of their Student Manuals. After the very first class session, have the Journal Question posted on a visual when the students arrive in class. Let this be the first activity. The students should be given five to ten minutes of undisturbed quiet time for them to write their answers. Do this while you check roll…just look, don't call names. Later, a student can be given this responsibility. This first question of the day will be listed on the first page of each lesson. If another question is to be used later during the lesson, it will appear only where it will be used.

A small and/or large group discussion activity may follow the Journal Question every day. Although a student may choose not to share, journaling in Teen Leadership is generally meant to be a springboard to further discussion of topics addressed in previous lessons.

JOURNAL ENTRIES *(continued)*

Check their journals to make certain they are writing, but honor students' wishes to keep their entry private if that is their choice. When that occurs, simply ask them to let you quickly glance at their entry in order to show you that they did respond to the question.

Because the lesson may take more than one day, additional Journal Questions are listed at the end of most lessons. These could also be used during the following lesson, if needed. If you need more Journal Questions than are provided, feel free to create your own. Also, any of the additional Journal Questions may be expanded into Small Group Discussions.

Additional journal entries are made at the end of class (for the last five minutes), when the students write a summary of their thoughts about the day's lesson. As mentioned earlier, the LAUNCH questions make a good guide for this summary.

SMALL GROUP ACTIVITIES

You may need to develop small group abilities over time, having only large group discussions and activities at first. Then begin to let them share their answers with one or two neighbors for one minute. Build from there until you feel they are ready to stay on task in groups of three or four.

All activities should be tied to a particular lesson with this amount of structure and fidelity. Even a simple game of softball played outside serves to illustrate what was learned in the classroom in the way of a skill, test, or lesson element. One of our Course Leaders shared with us he was told by a colleague, "I saw you with your students playing games outside. Wish I could teach a door-knob arranging class." ALL activities need to be processed afterwards as to what was learned. Having Teen Leadership supported by the staff and campus leadership is a key component to creating buy-in, and this leads to a change in school climate.

Remember our discussions at the Capturing Kids' Hearts training about group stages. Once you break the class up into small groups, you've created a whole new set of small group dynamics…a whole new set of groups, all needing to establish trust in the *security stage* before moving into *acceptance,* etc. Since we rely so heavily on the small groups in Teen Leadership, we suggest you keep the students in their groups for at least a month before considering putting them into new groups. If you notice potential problems with some of the groups, move individuals into groups you would feel better about.

Be sure to assign a strong leader in each group. Move individuals as necessary if the safety of the group is at risk due to the behavior of one or two students. This should be a calculated decision on your part because you want the most effective experience possible for those first small groups. When group activities are indicated, pick the leaders in advance and give them instructions for good group process, such as keeping the group on task,

SMALL GROUP ACTIVITIES *(continued)*

ensuring cooperation, making sure everyone gets to talk, etc. If a student wants something to be confidential and kept only in the small group, that's where it should remain.

You will want to explain the small group/large group process to your class, telling them that this process will continue throughout the course in every discussion. Explain that the process is similar to that which is involved in parliamentary procedure, in that there is a leader who makes sure that all ideas are heard and that everyone has the opportunity to share in the process in an orderly manner, with everyone having a turn at speaking. The small group is like a committee that defines, processes, and presents ideas to the large group, similar to the process that occurs in an orderly, democratic society or in a lawmaking body.

Give them plenty of time to discuss, think through, and write down their conclusions. After the groups have wrapped-up, allow them to remain in their groups while you ask for volunteers to present their opinions to the entire class. After each group has shared, applaud them and encourage the rest of the class to ask them questions. Give time for each group to share and point out any possible violations of the Social Contract. In other words, leaders are great and respectful listeners! As the Course Leader, you must model this and make certain every person is treated respectfully.

SOCIAL CONTRACT

A class Social Contract is built once your class loads have leveled. Wait no longer than two weeks before building it. This time is used for team/group building and beginning class content. Your Capturing Kids' Hearts training manual includes several "Getting to Know You" activities. The first speech, "About Me" can also be given prior to the Social Contract being built.

Keep the contract posted throughout the course and refer to it frequently. Be aware of any violations and point them out immediately. If the students don't listen and are talking while others are presenting, etc., they are violating the Social Contract. Remember…behavior takes precedence over everything else in Teen Leadership. Leadership ultimately boils down to thoughts, attitudes, and actions that are service-oriented (that put the concerns of others first).

Each time you think the behaviors in the class are not consistent with those of leaders, call *time-out,* point to the contract on the board, and ask the group what the behavior has to do with our contract. Be sure to check your body language and tone of voice as you facilitate discussions about behavior. Your body should be open (no pointing fingers) and your tone should be warm and caring, even though your facial expression will be showing that you're troubled by the lack of regard for others you witnessed. Ask someone in the class to explain why he/she thinks no one else in the class called *time-out* before you did. The objective is to create a self-managing classroom, so empower them with the responsibility for challenging

SOCIAL CONTRACT *(continued)*

inappropriate behaviors. Remember, security takes time and every group is different as to how long this process will take. Be sure to review the pages in the Capturing Kids' Hearts training manual under Social Contract. Don't forget to tie a reward to the expected behavior. There will also be times when the Discipline Tool's four questions need to be asked of the group/individual.

Remember the four "misbehavior" questions: "Excuse me, class, how are we behaving right now?" "How did we agree to behave as a group?" "Are we doing it?" "Then, what are we going to do about it?" Put the questions on the board. Make sure the students know them, too.

The process of growing self-managing groups takes time. However, if you are consistent in implementing these processes in all of your classes, groups, and even at home, you will find you are more comfortable with it. You will also be less likely to take their inappropriate behaviors personally. Our goal is your success!

SPEECHES

There are a possible twelve speeches throughout the course, depending on the class duration (semester, trimester, or full year). Feel free to have them give more, but there needs to be a minimum of six speeches per semester. See Lesson 4 for a detailed explanation of the process that will be used for every speech, including "the Hamburger Method" referenced in the Student Manual. This guide will give directions for ways to prepare their speeches and ways to give feedback on them.

If you've never taught a speech class before…not to worry. The Online Portal will have suggestions on how to grade them. Giving speeches in front of our peers can be an intimidating event. For this reason, there are several intentional safety elements to the speech process.

First, there is always a time frame. You will model the first speech, "About Me," for your students. Remember and share with them what it was like when you were their age. Include more than just the facts about yourself and they will be more willing to dig a little deeper, too. You will want to give every speech they give, but you will not need to be first each time.

Always have your support chairs in place, filled with the second and third speakers. Teach the class the appropriate form of applause. The ability to affirm is a learned behavior. It is for this reason we need to teach it early in the class. After all speeches are given, teach the "Affirmation Circle" guidelines as mentioned in Chapter 1.

SPEECHES *(continued)*

The students' speaking abilities will improve with each speech. The more 'speech giving' opportunities you can provide, the better. (Ex: Take them to speak at board meetings, faculty meetings, Civic Club, etc.)

Starting with Lesson 12 or so, you might begin letting the students lead the affirmation time after the speeches. Choose a different student each time. Beginning with the fifth speech, we suggest that you give prizes or awards for the "Best Speech" and for the "Most-Improved Speech."

LETTER WRITING

If possible, always keep some stationery and envelopes on hand for the students to use. Note size is fine. But remember affirming is a systemic skill. Written affirmation is the highest form of affirming. It should only be implemented once the group has shown the ability to affirm by applause and you have seen improvement in the depth of their verbal affirmations. The lessening or absence of "put-downs" is another indicator of group growth. Once you feel they are ready, "safety nets" still need to be in place to ensure that all students receive written affirmations. It is best to set guidelines as well as teach the proper format for written notes. (Ex: no anonymous notes, must always be affirming, etc.) Teen Leadership letterhead can be found in the Online Portal. Provide suitable envelopes to fit.

Everyone appreciates affirmation. Near the beginning of the course, let the students (and the Course Leader, too) decorate a paper sack and hang them on a bulletin board, to receive notes from each other. Throughout the course, as the students are encouraged to write each other, this is where they should put them. Also, the Course Leader should write each student at least once, preferably twice, during the course.

(As an alternative to every student having an individual bag, have the class design a mailbox. All letters will be placed in the mailbox, and you will distribute them.)

Remember that writing notes to students who are potential discipline problems (behaviorally challenged!) can be a very effective means of heading off difficulties before they get started. When you see that you have students who are not following the Social Contract, write them an encouraging note. Tell them how pleased you are that they are in the class. Let them know that you see leadership potential in them and that your expectations for them are very high. Explain that you're counting on them to set a leadership example that other students can follow. Rather than placing these notes in their sacks, consider mailing them to their homes. Students typically don't receive much mail at home. It is very difficult for a student to be oppositional to teachers who have gone out of their way to tear down the walls by demonstrating such kindness.

CONFLICT RESOLUTION

At the end of some lessons, you will find a Conflict Resolution Discussion. Each contains a situation that needs to be resolved. Use these however you choose. You may wish to discuss them, letting the students brainstorm ways to resolve the conflict. They may wish to role-play the situation. You may choose to have a set time in class when you address this, or you may wish to set aside a whole class period - "Conflict Resolution Day." The situations in the Discussion boxes are ones they are likely to face at this time in their lives. Also, feel free to use others you think of.

Young adolescents need to learn how to resolve the conflicts in their lives, and what better place to learn than in the safe environment of your classroom.

SPECIAL SPEAKERS

Throughout the course, you will see suggestions for special speakers to share with the students on the current topic. Students enjoy guests, and it's helpful to add the expertise to the content of the lesson. Remember some of the best speakers are those who speak from the heart. More often than not, they are closer than you think. Some of your fellow teachers have served in the military, owned their own businesses, overcome incredible challenges and witnessed incredible life events that your students would benefit from hearing about. Also look out for community leaders and former school alumni that have gone on to be successful leaders and are willing to share their stories.

If the suggested speaker cannot attend the class in person, consider filming an interview. Also, if the speaker can attend one class, but not others, film the speaker in one class and play it for your other classes. It might be helpful to film the interview for classes in the future, as well. They also can be used as a resource when you have to miss class.

COMMUNITY SERVICE PROJECTS

Leadership is about service. Across the country, many schools are requiring that students demonstrate a level of volunteerism as part of their graduation requirements. It is part of the class curriculum in Teen Leadership. Students are asked to research community service organizations, actively put together service projects to present to the class, and then follow through with volunteering.

GRADING

Teen Leadership is a class which includes many grading opportunities. From frequent quizzes, tests, projects, and speeches to skits, role-plays and interviews. You can also give assessments of how your students are following the Social Contract.

The journals are a daily activity and will only have value when measured. They can be graded for completion, but need to be read by the Course Leader to convey we care and that we value the effort.

GRADING *(continued)*

Look in the Online Portal for sample tests, speech grading, and other testing and grading suggestions. Typically, every campus leader sets an expectation for the number of grades given per week. Remember grading is another way this class is seen as a legitimate course in the development of your students as leaders and speakers.

ABSENT STUDENTS AND ABSENT COURSE LEADERS

Handing over a Teen Leadership class to a substitute teacher is a scary thought! The best solution would be to have another Course Leader take your class. If that's not possible, we suggest getting guest speakers and preparing small group projects related to the subject. Arrange for students to conduct the door greetings and the Opening Affirmations. If possible, have a group teach the content using this book while the sub drinks coffee and reads a book! Build up a collection of good videos with matching worksheets that reinforce the topics. As suggested under "Special Speakers," videos of interviews can be used when you're away.

If a student is absent, have someone call him/her. This provides caring as well as accountability. If you have a student who is out for an extended time, stay in touch, giving assignments that match class activities, so the student continues to feel like part of the group. The student can continue the daily journal questions, and maybe the other students can write him/her notes.

FAMILY NIGHT

Toward the end of the semester you may want to hold Family Night, patterned after Family Night of the original after-school program. We suggest you use Chapter 8 for this event. The students dress up and invite their parents, as well as school board members, district administrators, and other guests. The students usually serve refreshments afterward. Parents love to see their children shine, and school officials get to see why Teen Leadership is making a difference. See http://TLfiles.com/extrahs for details and suggestions.

FINAL CELEBRATION

It's good to celebrate the conclusion of the course with a party or some other type of fun event, with the emphasis on the word "fun." The class should do all the planning. Delegate responsibilities and let them coordinate the entire thing. A 'group hug' and class photos should be a part of the party and/or the last class day. Be sure to plan ahead.

THE EXCEL TEACHING MODEL

Our goal is to help good teachers become better by equipping them with tools with which they can build meaningful relationships with their students, provide a safe environment in which to learn, and develop a dialogue for team-building. This, in turn, paves the way for their students to be able to use the skills they've learned - with confidence and enthusiasm.

This model is a reflection of what we see going on in the classrooms of master teachers. These teachers focus on "process," which we believe is essential to education. All teachers desire to be effective in their teaching; our desire is to come alongside and enhance that effectiveness.

The steps outlined in the EXCEL Teaching Model prepare teachers to effectively impact their students each time they come together, from the beginning of class to the end.

E - Engage
X - X-plore
C - Communicate
E - Empower
L - Launch

STEP 1: ENGAGE

- This first step is essential to the success of the day. It begins when we greet the students at the door with a handshake at the beginning of each class. We draw them into a relationship with us, upon which we can build as the class progresses.

- There are several things we are accomplishing with this step. We start the day with a positive greeting, affirm each student, welcome the students into our class, and give them our full attention, *first thing*.

- We are also modeling social and professional skills. The skills we use in this greeting are the same ones we would teach the students if they were preparing for a professional meeting. In response, the students will be practicing these skills daily, and at the end of the semester or school year, they will be very comfortable meeting with adults. They will be able to turn these social and professional techniques into skills they can use in their daily lives.

- When we start the class with ENGAGE, we are preparing the way for the students to be involved with us in the learning process.

E - Engage: *Handshake, Welcome, Affirm, Model*

X - X-plore

C - Communicate

E - Empower

L - Launch

STEP 2: X-PLORE

- This second step lays the foundation for the content of the class which is to follow. We get in touch with where the students are personally, emotionally, and academically.

- Students are our "customers," and we must identify their needs before we can serve them effectively. Do the products/services we deliver meet the needs of our customers?

- The skills we use when we X-PLORE with our students are much like those of a counselor: listening, attending, conveying empathy, probing, and asking open-ended questions.

- A successful X-PLORATION can take place only in a secure environment. We do not disclose our needs, whether personally or academically, until we feel safe from ridicule and rejection. Learning cannot take place until we are able to discuss what we don't know.

E - Engage

X - X-plore: *Customer's Needs, Listening Skills, Safe Environment*

C - Communicate

E - Empower

L - Launch

STEP 3: COMMUNICATE

- This step is the COMMUNICATION of the content of the class. The Course Leader addresses the needs discovered in the previous step.

- It is a two-way process, not simply the passing along of information and material. Rather, it is a dialogue between Course Leader and students. The process is dynamic and experiential, requiring the Course Leader to be facilitator and resource to the class. Course Leaders who are powerful COMMUNICATORS in this model are team-builders.

- A certain degree of order is necessary, but flexibility and creativity are essential, as well. Course Leaders must be able to COMMUNICATE the content of their course in a way that is captivating, creative, and responsive to their "audience."

- A very important task in this step is the ability to translate that which is being taught into "real world" benefits. The students must be able to see how their studies will assist them in their future efforts at earning a living and finding meaning for their lives. When students object to the need to learn certain material or skills, the Course Leader, like a good salesman, must be able to overcome their objections and convey the need for learning to take place.

E - Engage

X - X-plore

C - Communicate: ***Content, Dialogue, Flexibility, "Real World"***

E - Empower

L - Launch

STEP 4: EMPOWER

- EMPOWERMENT occurs when students gain the ability to "use and do" the things they have been taught. Possessing the same skills as the teacher is the goal of education. When we can do what we have been taught, then we are truly EMPOWERED.

- The students learn information or a technique in the COMMUNICATION step, and then in this step they practice and apply what they have learned until it becomes a skill. Teachers who operate from an EMPOWERMENT perspective desire that their students know all they can about the subject…that they possess as much skill as possible.

- Teachers *see their students* in terms of what they are becoming. They *see themselves* as the resource to help their students 'become.'

- A key to this step is to build an atmosphere of trust in which the students feel free to fail while going through the learning process. With the class Social Contract in place, everyone knows the rules - what is acceptable and what is not - as well as the consequences. This common understanding provides a foundation for the students for positive interaction with the teacher and with each other. In this environment, the students are EMPOWERED because they experience encouragement and support.

E - Engage

X - X-plore

C - Communicate

E - Empower: *Use and Do, Develop Skills, Becoming, Encouragement*

L - Launch

STEP 5: LAUNCH

- In the EXCEL Teaching Model, LAUNCHING has to do with the way we *end and send*. It is the way teachers *end* a classroom experience and the way they *send* their charges forth to face the future. This is vastly different from just having students rush out the door when the bell rings.

- Webster defines LAUNCH as: 1) to send forth with some force 2) to start a person on some course, career, or enterprise. This implies that there is some momentum driving a person forth along a given path toward a clearly-defined destination.

- The teacher prepares the class for "lift-off" by summarizing what has occurred in class that day and by getting commitments from students to follow the "flight plan." Pre-launch questions would include:

  What did we do and discuss today?

  What is its relevance to you, both for now and for your future?

  How are you going to use these skills before our next class?

  What will result if you don't use these skills? What will result if you do use these skills?

- Every great speaker and teacher realizes the importance of ending on a powerful note. We must be able to effectively use quotes, anecdotes, poems, stories from our own experiences, and other motivational stories to drive home the points we want our students to remember. Passion is the thrust we use to propel our students toward their destination. In the words of Og Mandino, "My last must be my best."

E - Engage

X - X-plore

C - Communicate

E - Empower

L - Launch: *End and Send, Summary*

The EXCEL Teaching Model

ENGAGE

- Handshake
- Welcome
- Affirm
- Model

X-PLORE

- Customer's Needs
- Listening Skills
- Safe Environment

COMMUNICATE

- Content
- Dialogue
- Flexibility
- "Real World"

EMPOWER

- Use and Do
- Develop Skills
- Becoming
- Encouragement

LAUNCH

- End and Send
- Summary

BOARD OF EDUCATION AGENDA ITEM 4.c

BOARD MEETING OF:	January 25, 2017
PREPARED BY:	Nathan Pearsall and Theresa James, Vista Ridge High School Social Studies Teachers
TITLE OF AGENDA ITEM:	VRHS Course Proposal for Critical Thinking
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Seeking approval of the addition of the semester long course entitled Critical Thinking.

RATIONALE: Students who would like to improve their thinking skills and better understand the world around them will surely benefit from this course. They will be equipped with the skills of metacognition, reflective thinking, and a better understanding of bias, perspective, and how that plays a role in the way that they perceive the world. This reflective thinking course will introduce them to challenging new ways of perceiving the world and the many lenses that people see from.

RELEVANT DATA AND EXPECTED OUTCOMES:

Critical Thinking
Grade Level: 11-12   Length: Semester
Prerequisite: None, it is an elective to supplement the High School Social Studies requirements. It will be preferred that students have completed Government, Economics, World History, and World Geography, as well as U.S. History or are currently enrolled in U.S. History course.

Critical Thinking is recommended for students who are interested in improving their thinking skills and who wish to gain a better understanding of the ways in which people think and use fallacies of logic to influence people's opinions and perspectives of the world around them. Metacognition (thinking about your thinking) is something that is missing from many mainstream curricula and is not explicitly taught using the Critical Thinking Content Standards, which help students and educators alike improve the way that they interact with the world around them. Upon completion of the course, students will be prepared to enter the next phase of their lives with skills that will be forever useful in their everyday lives, and certainly their future educational endeavors. The course provides intense reflection on pertinent current and past issues and challenges students to question their perceptions and open their mind to others' viewpoints in an appropriate and guided way. This course will also provide students with an understanding of the art of arguing by learning many fallacies of logic that are commonly used to manipulate the way that people think.

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1—Reestablishing the district as a trustworthy recipient of taxpayer investment	
Rock #2—Research, design and implement programs for intentional community participation	
Rock #3— Grow a robust portfolio of distinct and exceptional schools	Critical Thinking is missing in many, if not most, curriculum throughout Colorado. It supplements not only Social Studies, but all other subjects of learning as well.
Rock #4— Build firm foundations of knowledge, skills and experience so all learners can thrive.	One of the most important abilities and skills that our students could learn for the foundation of the entire learning experience is the ability to reflect on their thinking through the processes learned in a Critical Thinking course.

Rock #5— Customize our educational systems to <u>launch each student toward success</u>	Provides students with career and college readiness skills that can be immediately applied to their lives not just their educational pathways.

FUNDING REQUIRED: no   **AMOUNT BUDGETED:** n/a

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move this item for action at the next regular board meeting.

APPROVED BY: Peter Hilts, Chief Education Officer   **DATE:** January 12, 2017

Critical Thinking

Overarching Skills

- CTCS: Standard 1 – Purposes, Goals, and Objectives
- CTCS: Standard 2 – Questions, Problems, and Issues
- CTCS: Standard 3 – Information, Data, Evidence, and Experience
- CTCS: Standard 9 – Assessing Thinking
- CTCS: Standard 21 – Skills in the Art of Asking Essential Questions
- CTCS: Standard 22 – Skills in the Art of Close Reading
- CTCS: Standard 23 – Skills in the Art of Substantive Writing

Unit 1: Elements of Thought and Critical Thinking Skills

Essential Questions:

- What are the structures and processes of human thought?
- How can we determine the strengths and weaknesses of our thinking and the thinking of others?
- How can we ask and answer essential questions?
- What is the structure of reading and writing while critically thinking?
- What are fallacies of thought and generalizations and how do they influence our reasoning?

Standards:

- Eight Elements of Thought
- CTCS: Standard 9 – Assessing Thinking
- **CTCS: Standard 21 – Skills in the Art of Asking Essential Questions**
- **CTCS: Standard 22 – Skills in the Art of Close Reading**
- **CTCS: Standard 23 – Skills in the Art of Substantive Writing**
    - *These overarching skills will be introduced during Unit 1.*

Evidence / Outcomes:

- Analyze the structures and processes of thinking.
- Assess the strengths and weaknesses of our thinking and the thinking of others.
- Identify the process of questioning and how it influences the basic structures of thinking.
- Identify and demonstrate the process of close reading.
- Identify and demonstrate the process of substantive writing.
- Describe the concept of fallacies of thought.
- Identify and analyze generalizations.

Unit 2: Terrorism

Essential Questions:

- What is terrorism and how is it different from war?
- Can terrorism ever be justified?
- How can acts of terrorism be perceived differently by diverse parties?
- How can media bias and propaganda influence people's perceptions of terrorism?

Standards:

- CTCS: Standard 5 – Assumptions and Presuppositions
- CTCS: Standard 6 – Concepts, Theories, Principles, Definitions, Laws, and Axioms
- CTCS: Standard 7 – Implications and Consequences
- CTCS: Standard 8 – Points of View and Frames of Reference
- CTCS: Standard 25 – Skills in Detecting Media Bias and Propaganda in National and World News

Evidence / Outcomes:

- Identify and describe your own assumptions and the assumptions of others about terrorism.
- Analyze the concept of terrorism and draw distinctions between related concepts.
- Predict and evaluate the implications and consequences of committing acts of terrorism.
- Evaluate varying points of view and perspectives on specific acts of terrorism.
- Analyze how media and propaganda have helped shape people's perception of and reaction to terrorism.

Possible Topics:

- Reasons for and results of September 11th.

Unit 3: Economic Inequality

Essential Questions:

- What is economic inequality?
- What are the major underlying causes of economic inequality both domestically and internationally?
- Is it the fault of poor people or nations that they are poor?
- In the world today, is it necessary for some people or nations to be poor in order for other nations or people to be rich?
- Is it the responsibility of more fortunate people or nations to help support less fortunate people or nations?

Standards:

- CTCS: Standard 4 – Inferences and Interpretations
- CTCS: Standard 5 – Assumptions and Presuppositions
- CTCS: Standard 6 – Concepts, Theories, Principles, Definitions, Laws, and Axioms
- CTCS: Standard 7 – Implications and Consequences
- CTCS: Standard 8 – Points of View and Frames of Reference
- CTCS: Standard 18 – Insight into Sociocentricity

- CTCS: Standard 24 – Ethical Reasoning Abilities
- CTCS: Standard 25 – Skills in Detecting Media Bias and Propaganda in National and World News

Evidence / Outcomes:

- Identify and describe the concept of economic inequality.
- Analyze major underlying causes of economic inequality.
- Identify and describe the consequences of inequality domestically and internationally.
- Debate the responsibility of the economically advantaged to aid the economically disadvantaged.
- Evaluate the relationship between poverty and wealth.

Possible Topics:

- Economic inequality in the United States.
- Disparities and relationship between wealthy and poor nations in the world today.
- 1st, 2nd, and 3rd world nations.
- Resource vs. Production economies.

Unit 4: Role of Government

Essential Questions:

- What is the purpose government?
- What is the role or function of government in society?
- What are the responsibilities of governments to their people?
- Should governments be large or small in scope?
- How do special interests influence political affiliation?
- How does media and propaganda influence and shape our political identity?
- What should be the major areas of concern and targets of reform for our government in the United States today?

Standards:

- CTCS: Standard 4 – Inferences and Interpretations
- CTCS: Standard 5 – Assumptions and Presuppositions
- CTCS: Standard 6 – Concepts, Theories, Principles, Definitions, Laws, and Axioms
- CTCS: Standard 7 – Implications and Consequences
- CTCS: Standard 8 – Points of View and Frames of Reference
- CTCS: Standard 17 – Insight into Egocentric Thought
- CTCS: Standard 18 – Insight into Sociocentricity
- CTCS: Standard 25 – Skills in Detecting Media Bias and Propaganda in National and World News

Evidence / Outcomes:

- Identify and describe the purpose of government.
- Evaluate and justify the role or function of government in society.
- Evaluate varying points of view and perspectives on the responsibilities of governments to their people.

- Analyze the scope of government.
- Describe the implications and consequences of the scope of government.
- Identify and describe the power of media to shape political opinions.
- Research the goals and influence of special interest groups on American government.
- Debate the role of government and its responsibilities to the people in the United States today.

Possible Topics:

- Political theory.
- Big vs. Small Government and the political spectrum.

Unit 5: Purpose of Religion and Philosophy

Essential Questions:

- What is the purpose of religion and philosophy?
- What roles or functions do religion and philosophy hold in the lives of believers or followers and for societies as a whole?
- How can our own point of view shape how we view others religious or philosophical beliefs?
- Have religion and philosophy proven to be a more positive or negative force on people and societies throughout world history?
- What are the implications and consequences of the freedom or lack freedom of religion?
- How have egocentric and sociocentric tendencies of humans shaped the relationship between different religious or philosophical groups?
- How can the media influence our perspective on religion and philosophy?

Standards:

- CTCS: Standard 4 – Inferences and Interpretations
- CTCS: Standard 5 – Assumptions and Presuppositions
- CTCS: Standard 6 – Concepts, Theories, Principles, Definitions, Laws, and Axioms
- CTCS: Standard 7 – Implications and Consequences
- CTCS: Standard 8 – Points of View and Frames of Reference
- CTCS: Standard 17 – Insight into Egocentric Thought
- CTCS: Standard 18 – Insight into Sociocentricity
- CTCS: Standard 25 – Skills in Detecting Media Bias and Propaganda in National and World News

Evidence / Outcomes:

- Identify and describe the purpose of religion and philosophy.
- Identify and evaluate the functions of religion and philosophy on individual's lives and societies as a whole.
- Describe how point of view can shape religious and philosophical perspectives.
- Evaluate the impacts of religion and philosophy on people and societies throughout world history.
- Identify and describe the implications and consequences of freedom or lack of freedom of religion.
- Analyze the role of egocentric and sociocentric thought on religious and philosophical interaction.
- Evaluate the role of media in shaping perspectives on religion and philosophy.

Possible Topics:

- Functionalist and Conflict Perspectives on religion and philosophy.

Unit 6: Civil and Human Rights

Essential Questions:

- What are civil rights and human rights?
- Do universal human rights actually exist?
- How can egocentricity, sociocentricity, and cultural frames of reference influence how we view civil and human rights?
- Are the rights of all Americans equally protected under United States law?
- What are the underlying causes of specific civil and human rights abuses and what can this tell us about the societies in which they took or are taking place?
- Is it the responsibility of the "global community" to intervene to stop human rights abuses around the world?
- What are the consequences of ignoring civil and human rights abuses?
- How can the media shape our perspective on civil and human rights issues?

Standards:

- CTCS: Standard 4 – Inferences and Interpretations
- CTCS: Standard 5 – Assumptions and Presuppositions
- CTCS: Standard 6 – Concepts, Theories, Principles, Definitions, Laws, and Axioms
- CTCS: Standard 7 – Implications and Consequences
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- CTCS: Standard 17 – Insight into Egocentric Thought
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- CTCS: Standard 24 – Ethical Reasoning Abilities
- CTCS: Standard 25 – Skills in Detecting Media Bias and Propaganda in National and World News

Evidence / Outcomes:

- Identify and describe the concepts of civil and human rights.
- Evaluate and justify the existence or nonexistence of universal human rights.
- Analyze how egocentricity, sociocenticity, and cultural frames of reference shape perspectives on civil and human rights.
- Evaluate the universality of civil liberties in the United States today.
- Describe specific causes of civil and human rights abuses and analyze what they can reveal about the societies in which they occur.
- Evaluate the ethical responsibility of the "global community" to prevent human rights abuses.
- Identify and describe the consequences of ignoring civil and human rights abuses.
- Analyze media reporting of civil and human rights abuses throughout history.

Possible Topics:

- Civil Rights Movement.

- Global gender inequality.
- United Nations Universal Declaration of Human Rights.

Unit 7: Benefits of Technology

Essential Questions:

- What are the most significant advances in technology throughout world history?
- Have advances in technology proven to be a more productive or destructive force on people and societies throughout world history?
- What are the implications and consequences of people or societies living behind the technology curve?
- What are the ethical implications and consequences of continued advances in medicine?
- Do all cultures view advanced technology the same way or does egocentrism, sociocentrism, and frames of reference create different perspectives on the value and use of various technologies.
- Is it possible for the entire world to live as technologically advanced as we do in the United States today or do limited resources reinforce the system of haves and have nots?
- Can advanced technology continue to sustain itself and help solve the problems of the future?

Standards:

- CTCS: Standard 4 – Inferences and Interpretations
- CTCS: Standard 5 – Assumptions and Presuppositions
- CTCS: Standard 6 – Concepts, Theories, Principles, Definitions, Laws, and Axioms
- CTCS: Standard 7 – Implications and Consequences
- CTCS: Standard 8 – Points of View and Frames of Reference
- CTCS: Standard 24 – Ethical Reasoning Abilities

Evidence / Outcomes:

- Identify the most significant advances in technology throughout world history and justify why they have such importance.
- Debate the productive and destructive nature of technological advances throughout world history.
- Evaluate the implications and consequences of people or societies living behind the technology curve.
- Evaluate how various cultures view the value and use of advanced technologies differently.
- Analyze the ethical issues that accompany advances in medicine.
- Debate the availability of technology and resources and how this relates to the formation of technologically developed and underdeveloped nations.
- Identify and analyze issues surrounding sustainable technology.

Possible Topics:

- Technological Sustainability
- Resource Wars

Unit 8: Law and Crime

Essentials Questions:

- Who determines what acceptable behavior in society is?
- How and why do people decide to either conform or defy society's legal expectations?
- What are the ethical implications and consequences of formulating and creating laws?
- What are the ethical implications and consequences of law enforcement and punishments?
- Do all cultures view law and crime the same way or does egocentrism, sociocentrism, and frames of reference create different perspectives on legality and punishment.
- How can media influence our perspective on law and crime?
- Can law ever be truly objective and does it have to be?

Standards:

- CTCS: Standard 4 – Inferences and Interpretations
- CTCS: Standard 5 – Assumptions and Presuppositions
- CTCS: Standard 6 – Concepts, Theories, Principles, Definitions, Laws, and Axioms
- CTCS: Standard 7 – Implications and Consequences
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- CTCS: Standard 18 – Insight into Sociocentricity
- CTCS: Standard 24 – Ethical Reasoning Abilities
- CTCS: Standard 25 – Skills in Detecting Media Bias and Propaganda in National and World News

Evidence / Outcomes:

- Describe the purpose of law and punishment.
- Evaluate reasons for conformity and defiance of legal expectations.
- Analyze ethical implications and consequences of formulating and creating laws.
- Analyze ethical implications and consequences of formulating and creating laws.
- Evaluate how various cultures view law and punishment differently.
- Identify and describe the influence of media on perceptions of legality and punishment.
- Debate how objectivity and the human factor influence law and punishment.

Unit 9: Revolution and Nationalism

Essential Questions:

- What are the concepts of revolution and nationalism and how do they relate?
- What are the underlying causes of revolutionary movements?
- What are the ethical implications and consequences of supporting revolutionary movements?
- When is revolution necessary and is it always justified?
- Is national self-determination a universal right?
- Do all cultures view revolution and nationalism the same way or does egocentrism, sociocentrism, and frames of reference create different perspectives on these concepts?
- How can media fuel or deter revolutionary and nationalist movements?

- How have revolutions and nationalism influenced the current geopolitical climate?

Standards:

- CTCS: Standard 4 – Inferences and Interpretations
- CTCS: Standard 5 – Assumptions and Presuppositions
- CTCS: Standard 6 – Concepts, Theories, Principles, Definitions, Laws, and Axioms
- CTCS: Standard 7 – Implications and Consequences
- CTCS: Standard 8 – Points of View and Frames of Reference
- CTCS: Standard 17 – Insight into Egocentric Thought
- CTCS: Standard 18 – Insight into Sociocentricity
- CTCS: Standard 24 – Ethical Reasoning Abilities
- CTCS: Standard 25 – Skills in Detecting Media Bias and Propaganda in National and World News

Evidence / Outcomes:

- Identify and describe the concepts of revolution and nationalism and how they relate.
- Identify and describe the underlying causes of revolutionary movements.
- Evaluate ethical implications and consequences of supporting revolutionary movements.
- Evaluate and justify the necessity of revolution.
- Analyze the concept of national self-determination as a universal right.
- Analyze different perspectives on revolution and nationalism.
- Examine the role of media in promoting or deterring revolutionary and nationalist movements.
- Evaluate how revolutions and nationalism have influence the current geopolitical climate.

Unit 10: Immigration

Essential Questions:

- What is the difference between immigration and emigration?
- Why do people choose to immigrate or emigrate to new areas of the globe?
- What are the ethical implications and consequences of society's immigration and naturalization policies?
- How do immigrants, both legal and illegal, impact a nation's economy?
- Do all cultures view immigration the same way or does egocentrism, sociocentrism, and frames of reference create different perspectives on this topic?
- Do societies have a responsibility to open their borders for people escaping hardships or oppressive conditions in their home nations?
- Should there be a world without borders and how would this change the current geopolitical climate?
- How can media influence an individuals or societies perspective on immigration?

Standards:

- CTCS: Standard 4 – Inferences and Interpretations
- CTCS: Standard 5 – Assumptions and Presuppositions
- CTCS: Standard 6 – Concepts, Theories, Principles, Definitions, Laws, and Axioms
- CTCS: Standard 7 – Implications and Consequences
- CTCS: Standard 8 – Points of View and Frames of Reference

- CTCS: Standard 17 – Insight into Egocentric Thought
- CTCS: Standard 18 – Insight into Sociocentricity
- CTCS: Standard 24 – Ethical Reasoning Abilities
- CTCS: Standard 25 – Skills in Detecting Media Bias and Propaganda in National and World News

Evidence / Outcomes:

- Identify and describe the difference between immigration and emigration.
- Determine the motivations for immigration and emigration.
- Evaluate ethical implications and consequences of society's immigration and naturalization policies.
- Analyze the impact of legal and illegal immigration on a nation's economy.
- Analyze various perspectives on immigration.
- Debate the responsibility of nations to open their borders to immigrants.
- Evaluate and justify the advantages and disadvantages of a borderless world.
- Analyze the role of the media in shaping individuals and societies perspectives on immigration.

Unit 11: Popular vs. Actual Culture

Essential Questions:

- What is the difference between popular and actual culture?
- Is popular culture an accurate reflection of actual culture?
- What are the ethical implications and consequences of popular culture on individuals and society?
- Are popular and actual culture the same in all societies or does egocentrism, sociocentrism, and frames of reference create different perspectives on these topics?
- What power does the media have in formulating a society's popular culture?
- Has the media's portrayal of popular culture been a more positive or negative force on individual's lives and their perception of actual culture in modern society?
- Does media have a responsibility to portray a society's culture accurately?
- What do folktales, myths, and stereotypes tell us about societies and actual culture?

Standards:

- CTCS: Standard 4 – Inferences and Interpretations
- CTCS: Standard 5 – Assumptions and Presuppositions
- CTCS: Standard 6 – Concepts, Theories, Principles, Definitions, Laws, and Axioms
- CTCS: Standard 7 – Implications and Consequences
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- CTCS: Standard 18 – Insight into Sociocentricity
- CTCS: Standard 24 – Ethical Reasoning Abilities
- CTCS: Standard 25 – Skills in Detecting Media Bias and Propaganda in National and World News

Evidence / Outcomes:

- Compare and contrast popular and actual culture.
- Explore and determine whether popular culture is an accurate portrayal of actual culture.

- Evaluate the ethical implications and consequences of popular culture on individuals and society.
- Analyze various perspectives on popular and actual culture.
- Analyze the role of the media in shaping a society's popular culture.
- Debate the impact media has had on popular and actual culture.
- Debate the responsibility of the media to accurately portray a society's culture.
- Analyze folktales, myths, and stereotypes and describe what they can tell us about a society.

Unit 12: Position Paper

Description:

- Students will complete an end of the course research and position paper which will extend one of the themes we have studied throughout the course of the year.

BOARD OF EDUCATION AGENDA ITEM 5.a

BOARD MEETING OF:	January 25, 2017
PREPARED BY:	Andy Franko, iConnect Zone Leader
TITLE OF AGENDA ITEM:	Charter Review Presentation – Banning Lewis Ranch Academy
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND INFORMATION, DESCRIPTION OF NEED:
The charter contract with Banning Lewis Ranch Academy specifies a review will be conducted every five years. As such, District 49 has requested and received a review application, has interviewed the administration and Board Chair, and has conducted an on-site evaluation of school operations.

RATIONALE: In conjunction with the review process, the charter school will provide an update to the D49 BOE by way of presentation at a public meeting prior to the board taking action to accept the review.

RELEVANT DATA AND EXPECTED OUTCOMES:
BLRA has sustained a Performance school rating during the past five years. In addition, BLRA maintains "Good Standing" with District 49 as indicated in the Annual Performance Report. BLRA has consistently served students and families in accordance with the school mission and vision and maintains secure financial status as indicated in clean annual independent audits.

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1—Reestablishing the district as a trustworthy recipient of taxpayer investment	The review of BLRA provides clarity of the school's status. This ensures transparency of organization operating within the District.
Rock #2—Research, design and implement programs for intentional community participation	
Rock #3— Grow a robust portfolio of distinct and exceptional schools	Direct Impact
Rock #4— Build firm foundations of knowledge, skills and experience so all learners can thrive.	
Rock #5— Customize our educational systems to launch each student toward success	

FUNDING REQUIRED: **AMOUNT BUDGETED:**

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Request an Action item be added at the Regular Board of Education Meeting in February 2017 to accept the review of the charter contract with Banning Lewis Ranch Academy.

APPROVED BY: Peter Hilts, Chief Education Officer   **DATE:** January 18, 2017

Banning Lewis Ranch Academy
District 49 board meeting 1-25-17

Presented by: Eric Dinnel, Executive Director
                     Deann Barnett, BLRA board president

Banning Lewis Ranch Academy

- Opened in 2006
- Tuition-free, public charter school
- Managed by ACCEL Schools
- Grades K-8
- Consistently performance-rated by the Colorado Department of Education
- Well-rounded education with extra and co-curricular activities
- Extended learning time (full-day Kindergarten, longer school day, longer school year)

What is changing?

- Approved to expand through high school, K-12

- New campus for middle and high school programs, Banning Lewis Preparatory Academy (6-12)

- Opened additional seats for grades K-5 at current campus and grades 6-9 at new campus

- Started accepting applications for grades K-9 for Fall 2017 on November 1, 2016 – enrollment open through February 28, 2017
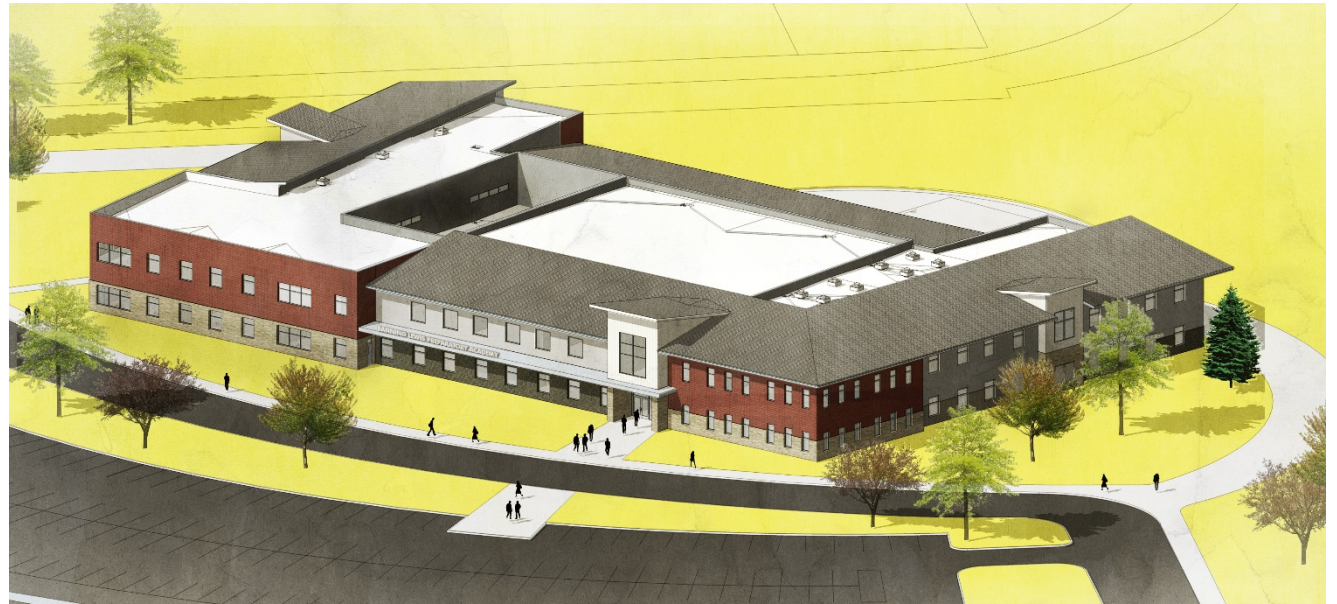
Holding true to our Mission and Vision

- Proven academic program, extending from ten years of success

- New, state-of-the-art facilities and technology

- College Preparatory emphasis
  - College planning beginning in 9th grade
  - Rigorous graduation requirements exceeding state guidelines
  - Course sequences that help students access and succeed in Advanced Placement courses

- Extra-curricular opportunities, including clubs and athletic teams

How is the construction progressing?

As of Thursday, January 12, 2017

- High speed internet has been connected → Webcam available
- All walls have been erected as of 01/10
- Decking (roof and 2nd floor) to be installed through January.

Renewal process highlights

- The BLRA school board has implemented a policy review committee
    - The policy committee meets monthly to review new initiatives and review 1-2 approved policies for updating
    - Additionally, the BLRA board has approved a new legal council this past year to enhance our processes and oversight
- The BLRA board and ACCEL Schools hold a monthly finance call to review the monthly actuals line by line, celebrate positive areas and discuss any areas of concern
- The BLRA board approved a new education management company January 2016 and will be conducting a full review this Spring of the services provided through the use of board approved rubrics
- BLRA is excited to receive an elementary and middle school Performance rating on the most recent School Performance Framework

BOARD OF EDUCATION AGENDA ITEM 5.b

BOARD MEETING OF:	January 25, 2017
PREPARED BY:	Andy Franko, iConnect Zone Leader
TITLE OF AGENDA ITEM:	Charter Renewal Presentation – Pikes Peak School of Expeditionary Learning (PPSEL)
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND INFORMATION, DESCRIPTION OF NEED:
The charter contract with Pikes Peak School of Expeditionary Learning is set to expire in June of 2017. As such, District 49 has requested and received a renewal application prior to December 1, 2016, interviewed the administration and Board, conducted an on-site evaluation of school operations, and evaluated the school's education, operations, governance, and finances.

RATIONALE: In conjunction with the renewal process, the charter school will provide an update to the D49 BOE by way of presentation at a public meeting prior to the board taking action to accept the review.

RELEVANT DATA AND EXPECTED OUTCOMES:
PPSEL has remained a Performance rated school through the term of the current contract. In addition, PPSEL maintains "Good Standing" with District 49 as indicated in the Annual Performance Report. PPSEL has consistently served students and families in accordance with the school mission and vision and maintains secure financial status as indicated in clean annual independent audits.

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1—Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	The review of PPSEL provides clarity of the school's status. This ensures transparency of organization operating within the District.
Rock #2—Research, design and implement programs for intentional <u>community</u> participation	
Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Direct Impact
Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	
Rock #5— Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED: **AMOUNT BUDGETED:**

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Request an Action item be added at the Regular Board of Education Meeting in February 2017 to approve the application for renewal with Pikes Peak School of Expeditionary Learning.

APPROVED BY: Peter Hilts, Chief Education Officer   **DATE:** January 18, 2017

Pikes Peak School of Expeditionary Learning

School District 49 Presentation

January 17, 2017

PPSEL Overview

- PPSEL has been at full enrollment capacity for several years.
- We have a waitlist of over 500 students, which is more than our enrollment.
- PPSEL has been on a "Performance" type plan each year since our last renewal.
- PPSEL is finding more success with PARCC testing at the middle school level than the elementary level. Knowing this, we are using the expertise at the middle school level to support elementary.
- PPSEL finances are sound and exceed the necessary savings.

Overview continued…

- Last year, PPSEL completed a refinance of our building bond. The funds that were freed up allowed PPSEL to create 3 new positions that support students.

- PPSEL School Board receives annual training at the CLCS conference. They have received supplementary training by the president of CLCS and through board training modules.

- PPSEL is preparing for its credentialing process, which means that we will become a credentialed EL school, signifying expertise and leadership within the school model.

Three Dimensions of Achievement

EL Education (formerly Expeditionary Learning) believes that achievement is not just measured by standardized tests. We believe in looking at a broader view of achievement.
To better understand PPSEL, these dimensions impact our day to day.

Mastery of Knowledge and Skills

Students will:

- Demonstrate proficiency and deeper understanding: show mastery in a body of knowledge and skills within each discipline

- Apply their learning: transfer knowledge and skills to novel, meaningful tasks

- Think critically: analyze, evaluate, and synthesize complex ideas and consider multiple perspectives

- Communicate clearly: write, speak, and present ideas effectively in a variety of media within and across disciplines

- ****This dimension includes standardized assessments.**

Character

Students will:

- Work to become effective learners: develop the mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration)

- Work to become ethical people: treat others well and stand up for what is right (e.g., empathy, integrity, respect, compassion)

- Contribute to a better world: put their learning to use to improve communities (e.g., citizenship, service)

High Quality Work

Students will

- Create complex work: demonstrate higher-order thinking, multiple perspectives and transfer of understanding

- Demonstrate craftsmanship: create work that is accurate and beautiful in conception and execution

- Create authentic work: demonstrate original thinking and voice, connect to real-world issues and formats, and when possible, create work that is meaningful to the community beyond the school

**This dimension includes end of Expedition products presented at our Gallery Night.

BOARD OF EDUCATION AGENDA ITEM 6

BOARD MEETING OF:	January 25, 2017
PREPARED BY:	Nicole Evans, Human Resources Manager
TITLE OF AGENDA ITEM:	Human Resources Assistant and Receptionist job description
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: This job description was updated with an accurate and appropriate job title and corresponding job duties. In addition, the ESP salary range was listed incorrectly and has been corrected.

RATIONALE: The previous version of the job description had an out dated title of Administrative Secretary and Receptionist. The incumbent in this position has not worked in the capacity of an Administrative Secretary for several years. The HR department has restructured over the years and this job description was not updated to reflect this restructuring of title and job duties.

RELEVANT DATA AND EXPECTED OUTCOMES: By addressing this action item, the Board of Education is approving the necessary action to keep this job description current and reflecting an appropriate job title and job duties that the incumbent is actually performing.

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1—Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
Rock #2—Research, design and implement programs for intentional <u>community</u> participation	
Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Minor Impact
Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
Rock #5— Customize our educational systems to launch each student toward success	

FUNDING REQUIRED: No   **AMOUNT BUDGETED:** N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move this item for action at the February regular board meeting.

APPROVED BY: Paul Andersen, Director of Human Resources   **DATE:** January 18, 2017

HUMAN RESOURCES (HR) ~~ADMINISTRATIVE SECRETARY~~ ASSISTANT ~~&~~AND RECEPTIONIST

Job Title:	Human Resources (HR) ~~Administrative Secretary~~ Assistant ~~&~~and ~~-~~Receptionist	**Related Organization Chart**
Initial:	May 15, 2010	
Revised:	February 9, 2017	
Work Year:	260/261 Days	HR Manager
Office:	Business	
Department:	Human Resources	
Reports To:	Human Resources Manager	**HR Assistant & Receptionist**
FLSA Status:	Non-Exempt	
Pay Range:	Educational Support Range ~~16~~11	

SUMMARY: The HR Assistant and Receptionist provides administrative/clerical assistance to the HR department in addition to providing customer service to internal and external stakeholders that call or visit the Education Service Center. ~~Responsible for assisting the Executive Director of HR, including administrative/clerical assistance to HR staff as needed, responsible for handling new hire paperwork processing for classified staff, manage departmental receptionist duties.~~

ESSENTIAL DUTIES & RESPONSIBILITIES

The following statements of essential functions and responsibilities are intended to describe the general nature and level of work being performed by individuals assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position. Actual duties and responsibilities may vary depending on building assignment and other factors.

Human Resources (HR) Assistant:

- Answers the main phone line for the Human Resources department. Provides exceptional customer service to all callers by answering questions politely and appropriately or directs the caller to the appropriate HR representative or resource.
- Responds to LiveChat conversations regarding Human Resources matters or assigns the ticket to the appropriate person.

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- ~~Provide customer service while answering department phones and representing HR Division while greeting guests (answer questions, route calls), scan documents for applicants, assist applicants with on line application process, respond to email inquiries etc.) Assist internal employees with Employee Portal, general HR inquiries.~~ Enters volunteer approval status into Raptor after the background check has been reviewed by a HR Manager. Runs reports out of Raptor as requested.
- Assists with fingerprinting individuals for background check purposes, as needed, collects fingerprint money and issues receipts.
- Downloads background check results from the Colorado Bureau of Investigations (CBI) for employees and volunteers and archives ~~uploads~~ these documents ~~onto the Google cloud~~ after the background check has been reviewed by a HR Manager.
- Reconciles CBI invoices ~~against Google cloud~~ monthly to provide quality control for payment processing. Authorizes payment of CBI invoices. Checks invoice for errors such as name spelling and date of birth. Researches discrepancies. Primary point of contact for CBI. Purges LiveScan each month after the CBI invoice has been reviewed.
- ~~Handle verbal~~Processes all requests for verification of employment for active and inactive employees.
- Enters completed training records and continuing education records into Human Resources Information System (HRIS).
- ~~Process employee name change, address, phone number and emergency information changes (send proper packet, make changes in alio, and distribute information accordingly).~~
- ~~Serves as an assistant to the HR Executive Director. Handle any mailings, copying, scanning, preparing monthly Board Meeting packets, interview coordination and scheduling for Administrative positions. Keep Outlook calendar up-to-date.~~
- Maintains hard copies of commonly requested HR and benefit forms for employees that visit the Education Service Center. ~~for classified and benefits departments for employee use to include new employee packets for classified-regular hires, support substitutes, and volunteers.~~
- Files all I-9 forms, tracks re-verification and destroy dates. Audits I-9's as requested. Shreds I-9's based on the destroy date.
- Scans all terminated employee files. Counts and verifies all pages were captured during the scan. ~~Uploads~~Moves the scanned file to archive location. ~~onto the Google cloud.~~
- Scans corrective actions into the HR shared files and updates the employee relations log.
- Assists the HR ~~staff~~department with ongoing ~~daily~~ projects, special projects and mass mailings.
- Performs other related duties as assigned.

- ~~Maintain office fax and copy machines. Track copy counts and maintenance on all machines (copy, fax, shredder). Responsible for ensuring copy machines and fax are replenished with paper at all times and reorder toner as needed. Coordinate with warehouse for paper restocking.~~
- ~~Process initial new hire packet paperwork for classified- regular full-time & part-time employees, support substitutes, coaches and volunteer employees to include fingerprints, complete accuracy on I-9's, assuring each form is complete and filled out correctly.~~
- ~~Responsible for monthly general fund deposits of fingerprint payments, lost badge payments.~~
- ~~Handle daily incoming departmental mail: sort, date stamp, distribute to internal staff~~
- ~~Organize front lobby area, making sure all forms are replenished and up to date.~~
- ~~Responsible for department office supply ordering.~~
- ~~Cross check Colorado Springs Police Dept. invoices against fingerprint spreadsheet for quality control.~~

Receptionist:

- Answers the main multi-line phone system for the district and greets all visitors at the Education Service

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Center. Provides exceptional customer service by answering questions politely and appropriately or directing the caller/visitor to the correct individual, department or resource.

- Maintains and keeps the front office reception area clean and organized.
- Ensures school and FalconDistrict 49 information is available for visitors, parents and students.
- Maintains the district phone directory for use at the Education Service Center.
- Updates the phone system with appropriate messaging for holidays, delays or closures.
- Sorts all inter-district mail and packages as well as outside deliveries such as USPS, FedEx, and UPS.
- Delivers incoming faxes to the appropriate individual or department.
- Maintains all aspects of the postage meter machine. Assists employees with certified mail and use of the postage meter machine.
- Provides support for all departments in regards to the mail room.
- Maintains a complete record of all purchase requisitions and processed purchase orders for the Education Service Center mail room, Sam's Club orders for the kitchen as well as orders for the Creekside Service Center. Responsible for verification of received merchandise and distribution of orders. Verifies purchase orders to the district budget detail. Obtains appropriate authorization from the HR Executive Director for supply requests. Run monthly expenditure report. Be observant of limiting any overspending while inputting purchase requisitions. Handle p-card transaction processing for HR Executive Director, HR Assistant Director and Administrative Secretary.
- Maintains copy and fax machine. Responsible for ensuring copy machine and fax are replenished with paper at all times, reorder toner and waste toner box as needed and keep copier maintained at all times. Schedules repairs as needed. Coordinates with warehouse for paper restocking.
- Monitors the defibrillator device by checking the batteries, ensuring that it is fully stocked and that it is operational.
- Maintains the first aid cabinet ensuring that it is fully stocked.
- Disperses emails and information as appropriate received through the All D49 response distribution list. Notifies appropriate locations when the American flag should be lowered.
- Performs other related duties as assigned.

Supervision & Technical Responsibilities:
- This position has no supervisory responsibilities at this time.

Budget Responsibility:
- This position has no budgetary responsibilities at this time.

QUALIFICATIONS

The requirements listed below are representative of the education, experience, knowledge, skills, and/or abilities required for this position:

Education & Training:
- High School Diploma or equivalent. with some courses related to accounting or business.

Experience:
- Over two years, and up to and including three years of secretarial experience including some accounting in a public education setting.Two or more years of experience in a customer service related position and/or experience working in a human resources department preferred

Knowledge Skills & Abilities:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Oral and written communication skills.
- English language skills.
- Interpersonal relations skills.
- Basic math and accounting skills.
- Personal computer, keyboarding and word processing skills.
- Customer service and public relations skills.
- Critical thinking and problem solving skills.
- Organizational skills.
- Ability to maintain confidentiality in all aspects of the job.
- Ability to manage multiple priorities.
- Ability to manage multiple tasks with frequent interruptions.
- Ability to diffuse and manage volatile and stressful situations.

- ~~Ability to work with adolescents.~~

Certificates, Licenses, & Registrations:
- Criminal background check required for hire.
- ~~CPR and First Aid certifications preferred at hire.~~
- ~~Valid Colorado driver's license required for hire~~

~~**MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE:**~~
~~- Operating knowledge of and experience with various software packages including Microsoft Word, Excel, PowerPoint, and Publisher.~~
~~- Operating knowledge of and experience with general office equipment, including multi-line phone systems, copier, fax machine, postage machine equipment etc.~~

~~**SUPERVISION AND TECHNICAL RESPONSIBLITIES:**~~
~~- This position has no supervisory responsibilities.~~
~~- Acts as a resource for the school as budget coordinator and training staff on phones, voicemail, fax, postage, purchase orders, mileage, electronic attendance system (SEMS).~~

OTHER WORK FACTORS
The physical demands, work environment factors and mental functions described herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

~~The physical demands, work environment factors and mental functions described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.~~

Physical Demands: While performing the duties of this job, the employee is regularly required to sit; use hands to finger, handle, or feel; reach with hands, talk and hear. The employee frequently is required to stand and walk. The employee is occasionally required to climb or balance; stoop, kneel, crouch, or crawl. The employee must frequently lift and/or move up to 10 pounds and occasionally lift and/or move up to 25 pounds. ~~Specific vision abilities required by this job include close vision, distance vision, color vision, and ability to adjust focus~~

Work Environment: ~~While performing the duties of this job, the employee is occasionally exposed to moving mechanical parts; outdoor weather conditions. The noise level in the work environment is usually moderate.~~

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee will work primarily in a usual office environment.

Mental Functions: ~~While performing the duties of this job, the employee is regularly required to compare, analyze, communicate, copy, coordinate, instruct, compute, synthesize, evaluate, use interpersonal skills, compile and negotiate.~~ While performing the duties of this job, the employee is regularly required to communicate, compare, analyze, coordinate, instruct, evaluate, and use interpersonal skills. Occasionally required to compile, copy, compute and negotiate.

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

BOARD OF EDUCATION AGENDA ITEM 7

BOARD MEETING OF:	January 25, 2017
PREPARED BY:	Paul Andersen, Director of Human Resources
TITLE OF AGENDA ITEM:	Human Resources Department Performance Report
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND INFORMATION, DESCRIPTION OF NEED: The Board of Education benefits from knowing about the steps the district is taking to ensure adequate and appropriate staffing to support our mission and strategic priorities.

RATIONALE:

RELEVANT DATA AND EXPECTED OUTCOMES: The Director of Human Resources will provide information regarding the work of the human resources department to support the mission and strategic priorities of the district. The presentation will include a discussion of an additional FTE in the human resources department to enable human resources to provide exceptional service to its stakeholder groups.

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1—Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
Rock #2—Research, design and implement programs for intentional <u>community</u> participation	
Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	The human resources team's work supports our growing portfolio of distinct and exceptional schools.
Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
Rock #5— Customize our educational systems to launch each student toward success	

FUNDING REQUIRED: Yes.   **AMOUNT BUDGETED:** $52,000 ongoing annual funding (salary and benefits.)

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: No action requested; information only.

APPROVED BY: Brett Ridgway, Chief Business Officer   **DATE:** January 13, 2017

Human Resources Department Performance Report

Paul Andersen

Director of Human Resources

January 25, 2017

Business Office
Statement of Purpose and Intent

Providing stewardship, customer service and communication through and with our business team

Foundational Work

- Staffing & onboarding
- Employment law compliance
- Licensure & CDE reporting
- Personnel policy
- Leave administration ↑
- Employee relations/performance management ↑ ↑
- Volunteer program management ↑
- Job description development ↑

Schools and Programs HR Supports
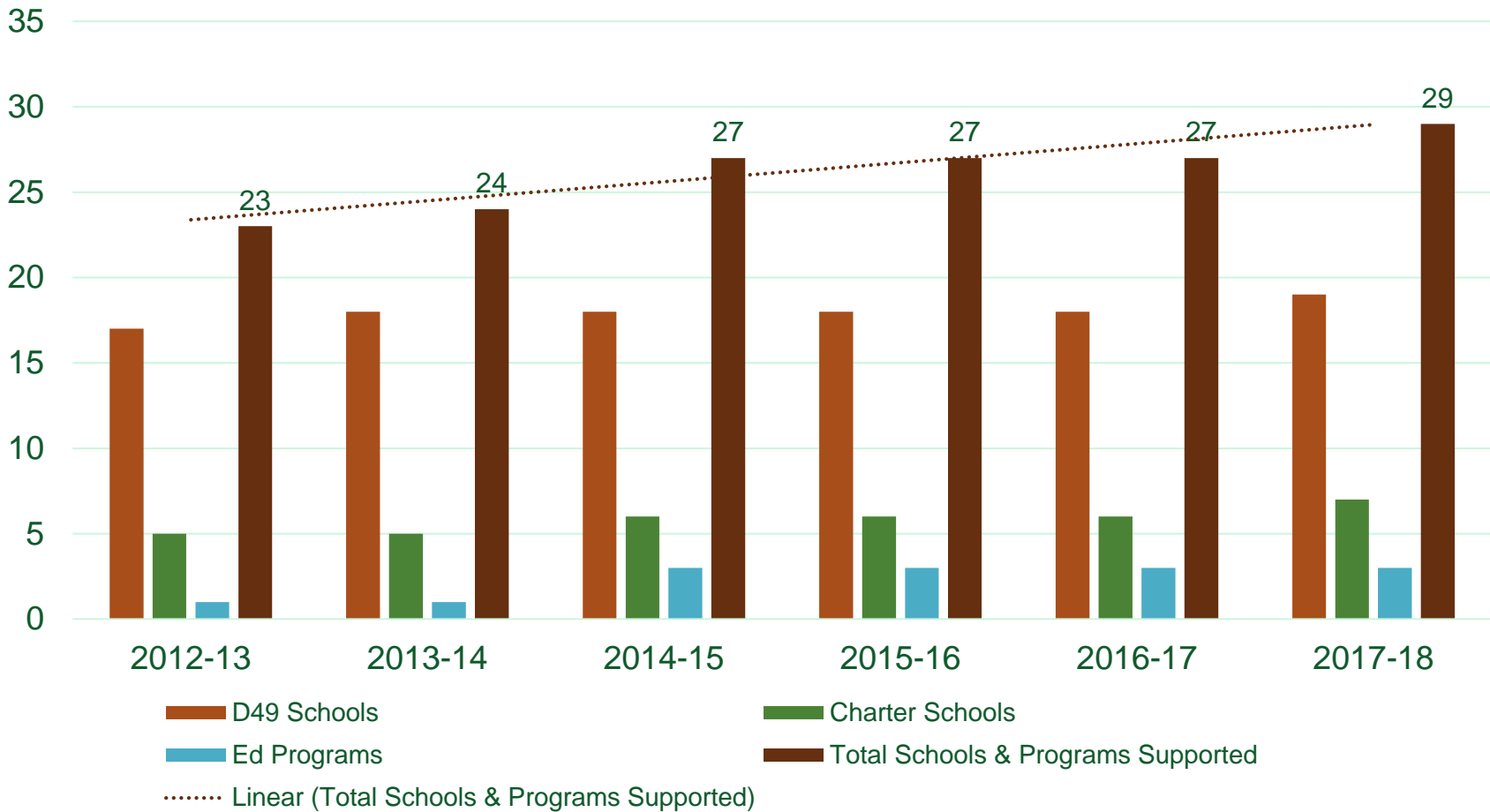
Staffing Levels – 5 year trend

Category Description	2012-13	2016-17	% change
Administrators	67	77	15%
Professional-Technical	22	36	64%
Licensed Teachers and SSPs	778	895	15%
Paraprofessional	220	307	40%
Clerical	91	112	23%
Custodial/Maint/Grounds	93	97	4%
Nutrition Services	104	103	-1%
School Security	14	19	36%
Transportation	111	117	5%
Xing Guard/Lunch Monitor	48	56	17%
Grand Total	1548	1819	18%

Volunteer Workforce

- New volunteers cleared through HR since August 2015
  - 395 in 2016-17(SYTD)
  - 1084 in 2015-16
- 2,360 total approved volunteers in Raptor
- HR team members attend back to school events to fingerprint volunteer candidates

COMMUNITY

TRUST

Work Aligned with Strategy and Culture

- Workforce planning
- Strategic and non-traditional compensation approaches
- Alternate staffing models
- Workforce performance management
- Stakeholder grievance

Opportunities Ahead

- Workforce planning / creative staffing
- Develop effective recruitment strategies
- Building supervisory competency
- Compensation planning
- Workforce engagement
- Connecting performance evaluation to Big Rocks and Cultural Compass
- Ongoing review of job descriptions

HR Staff Development

- Increasing knowledge of core work
- Focus on repeatable process and documentation
- Grow our subject matter expertise
- Increasing competency in employee relations
- Improving principal/supervisor support
- Teamwork across department

HR Organization

Director of Human Resources
Paul Andersen

Core Responsibilities:
- HR Strategy
- Personnel Policy
- Administrative Staffing
- Leadership Development
- Compensation
- Legal Compliance
- Recruiting

Human Resources Manager
Sally McDermott
Staffing, Performance Management, Principal Support

Core Responsibilities:
- Licensed
- Prof-Tech
- Substitutes
- Charters
- Teacher Employment Law & Compliance
- Recruiting

Human Resources Manager
Nicole Evans
Staffing, Employee Relations, Performance Management, Supervisor Support

Core Responsibilities:
- ESP Staff
- Schedule B
- Volunteers
- At-will Employment
- Legal Compliance
- Investigations

HR Generalist
Carrie Fanola
Licensed Staffing, Orientation, Projects, Reporting

HR Generalist
Lisa Cheney
ESP Staffing and Orientation

HR Specialist
Sandra Nemer
CDE Reporting, Charter School Liaison

HR Specialist
Susan Junkins
Schedule B, Volunteers, ESP Staffing

HR Specialist
Tiffany Copple
Substitute Staffing, Staff Attendance

Receptionist
Chris Verhoeven
Reception, General HR Department Support

HR Specialist
To Be Hired
Leaves of Absence, General HR Department Support

Proposed New Position

The Best Choice to Learn, Work and Lead

Questions?

BOARD OF EDUCATION AGENDA ITEM 8

BOARD MEETING OF:	January 25, 2017
PREPARED BY:	Melissa Andrews, District Planner
TITLE OF AGENDA ITEM:	Boundary Planning
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND INFORMATION, DESCRIPTION OF NEED: November 2016 ballot initiative 3B, which authorized funding for, and construction of, 2 new elementary schools in District 49, creates the need to establish new boundaries for those schools, and has a ripple effect to other elementary schools in close proximity.

RATIONALE: Adding boundaries for future schools will impact Zones, existing schools, and current and future families in our community. Having a process allows District 49 the best outcome by fully vetting all positive and negative effects on new and existing programs and families and provides the community enough time to prepare for future changes.

RELEVANT DATA AND EXPECTED OUTCOMES: Data will be generated during the planning process to include GIS study areas that will identify impacts on current programs. We will evaluate near-term future development and obtain survey feedback from residents directly and indirectly impacted.

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1—Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	*Transparency in the decisions relating to boundaries created for the new schools with enough time that families impacted can make necessary adjustments.*
Rock #2—Research, design and implement programs for intentional <u>community</u> participation	*Community participation will be necessary to understand impacts families will endure*
Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	*By adding two new schools, District 49 will be enhancing the portfolio of options that may be obtained by residential boundary or choice options.*
Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	*Placing boundaries in appropriate locations will enhance learning, not only by offering new programs, but also by relieving pressures at other locations due to overcrowding.*
Rock #5— Customize our educational systems to <u>launch each student toward success</u>	*By relieving pressures at existing programs opportunities open up to families who may not currently have choice options due to capping programs.*

FUNDING REQUIRED: None   **AMOUNT BUDGETED:** None

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

APPROVED BY: Brett Ridgway, Chief Business Officer   **DATE:** January 18, 2017

Boundary Planning

New Schools
(Opening 2018 and 2019)

Questions

Will each new school open full or add grades over time?

Will there be grandfathering and how will it be handled?
- Current students
- Siblings of current students

Neighborhood/walk-in school versus bussing
- Maximize one and minimize the other
- Balance of each at each school
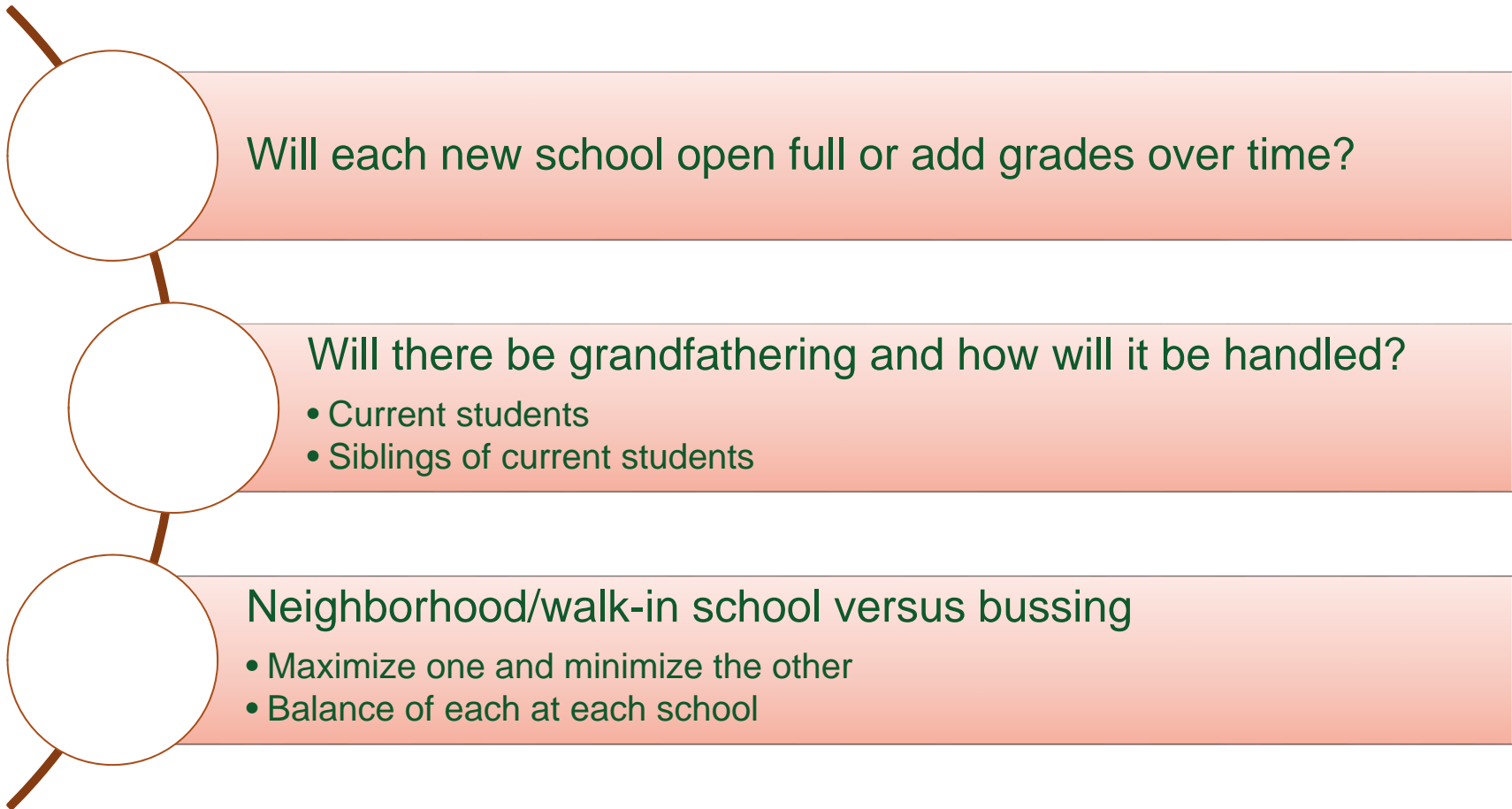
The Best Choice to Learn, Work and Lead

Considerations

Logical Boundary Lines

- District Boundaries
- Major roads

Mitigation of Existing Overcrowding

- Priorities – MRES, RVES
- Limitations – WHES, FESOT, SES, OES

Potential recovery of out of district choice

- Where
- When

Future Development Projections

- Near-term focus

Planning Sequence

District 49

Concurrent Processes:
- Public Planning Process as required by County
- Naming Schools as defined by Board Policy
- Boundary Planning for New Schools

Preparation for Boundary Planning:
- Gather GIS data
- Prepare study areas
- Provide preliminary scenarios

Zone Leaders	SLT	BOE	Immediately Impacted Families	BOE	General Public	BOE
• 2/7/2017 & • 3/7/2017	• 2/13/2017 • 4/10/2017	• 4/26/2017	• 5/1/2017 • Surveys	• 7/13/2017 • Approve Proposed Plan	• 8/1/2017 • Presentation • Surveys	• 9/14/2017 • Finalization
• 100% / 0%	• 75% / 25%	• 50% / 50%	• 25% / 75%	• 15% / 85%	• 5% / 95%	
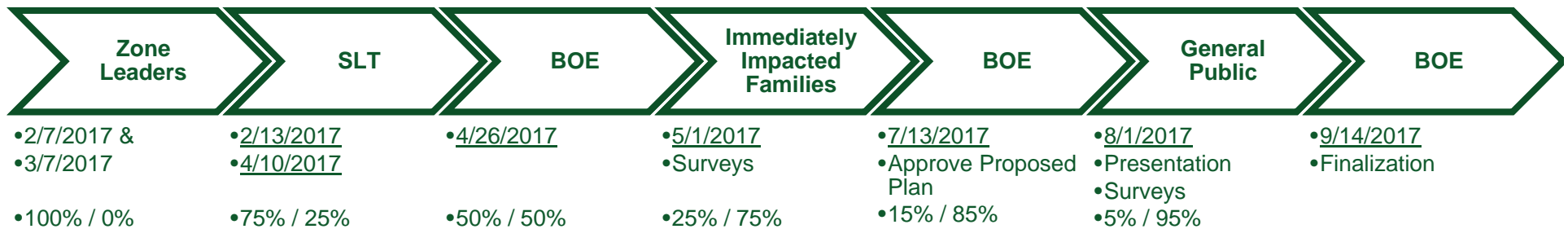
*Percentages illustrate weight placed on Input versus Inform

The Best Choice to Learn, Work and Lead

BOARD OF EDUCATION AGENDA ITEM 9

BOARD MEETING OF:	January 25, 2017
PREPARED BY:	Julia Roark, Falcon Zone Leader
TITLE OF AGENDA ITEM:	Falcon Zone Organizational Chart and Plan for New Elementary School
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: With the upcoming addition of a fourth elementary school to the Falcon Zone, it is important to consider the overall organization of the zone, and maximize opportunities for increased student learning and success.

RATIONALE: The Falcon Zone emphasizes collaboration and teamwork among the existing five schools, and it is necessary to plan strategically for the addition of a school. This requires a thoughtful design which incorporates the unique occasion to begin a school "from scratch," while enhancing the coherence among all sites.

RELEVANT DATA AND EXPECTED OUTCOMES: By creating a new organizational chart and plan for the Falcon Zone, the leadership team may proceed in preparing for the opening of a new school while continuing to align goals, programs and strategies for improvement across the zone. The proposed chart and plan streamlines support and services provided by administrators in leading our schools.

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1—Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	Major Impact: The proposed plan demonstrates fiscal responsibility, and maximizes direct, positive impact on students in classrooms.
Rock #2—Research, design and implement programs for intentional <u>community</u> participation	School Accountability Committees and the Falcon Zone Coalition will be involved in the planning and implementation processes.
Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Major Impact: This proposal honors existing strengths of Falcon Zone schools and allows for distinct characteristics to continue to emerge among four elementary schools.
Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	Major Impact: The new elementary school staff will build upon the successes found in the existing elementary schools and middle school in providing quality instruction and increasing student performance levels.
.Rock #5— Customize our educational systems to <u>launch each student toward success</u>	Major Impact: The proposed plan highlights even greater coordination among all Falcon Zone Schools in recognizing the common goals and unique needs of each community in our zone. The increased attention to appropriate transitions between elementary schools and the middle school strengthens the pathways for all students as they progress from one level to the next, and ultimately graduate successfully from Falcon High School.

FUNDING REQUIRED: **AMOUNT BUDGETED:**

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Approve Proposed Falcon Zone Organizational Chart and Plan for New Elementary School.

APPROVED BY: Peter Hilts, Chief Education Officer   **DATE:** January 12, 2017

Falcon Zone Organizational Plan 2017 - 21

Submitted by Julia Roark,

Falcon Zone Leader

Falcon Zone Mission & Vision

Mission:

Falcon Zone achieves excellence through a collective responsibility for student learning.

Vision:

All members of the Falcon Zone community feel respected, accepted, and valued as we work together for students. Academic success is a priority for ALL students by placing the focus on learning in EVERY classroom. Through effective PLCs and collaboration of all stakeholders:

- We **Learn** by using data analysis to DRIVE instruction resulting in academic growth for all students.
- We **Work** by providing excellent research based instruction.
- We **Lead** by empowering and growing people through targeted and focused professional development.

TRUST...COMPASSION...INTEGRITY

The Best Choice to Learn, Work and Lead

Why Do We Need a New Plan?

- **Innovative** Expression of our Commitment to be Collectively **Accountable** and Collaboratively Team Oriented
- Expansion of Elementary and Middle School Student Population to include New Elementary School Building
- Build upon **Respectful, Transparent**, and **Caring** Environment at Falcon Middle School to expand Firebird Nation Community
- **Creative** and **Strategic** Use of Existing Resources and Talent
- Aligned Programs Among Zone Schools to enhance **Learning**.

Falcon Zone Conventional Organizational Plan

District 49

The Best Choice to Learn, Work and Lead
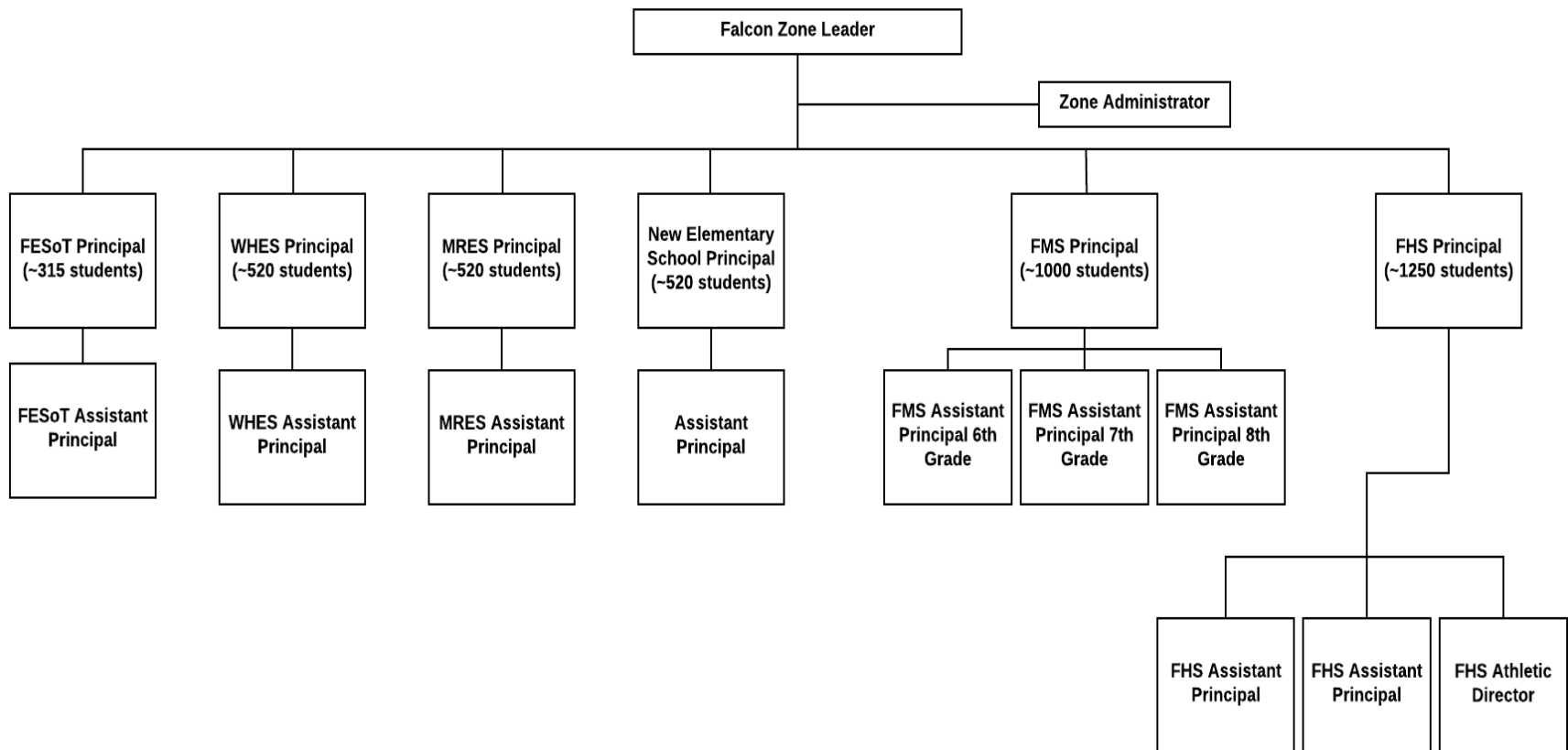
Falcon Zone Proposed Organizational Plan

The Best Choice to Learn, Work and Lead
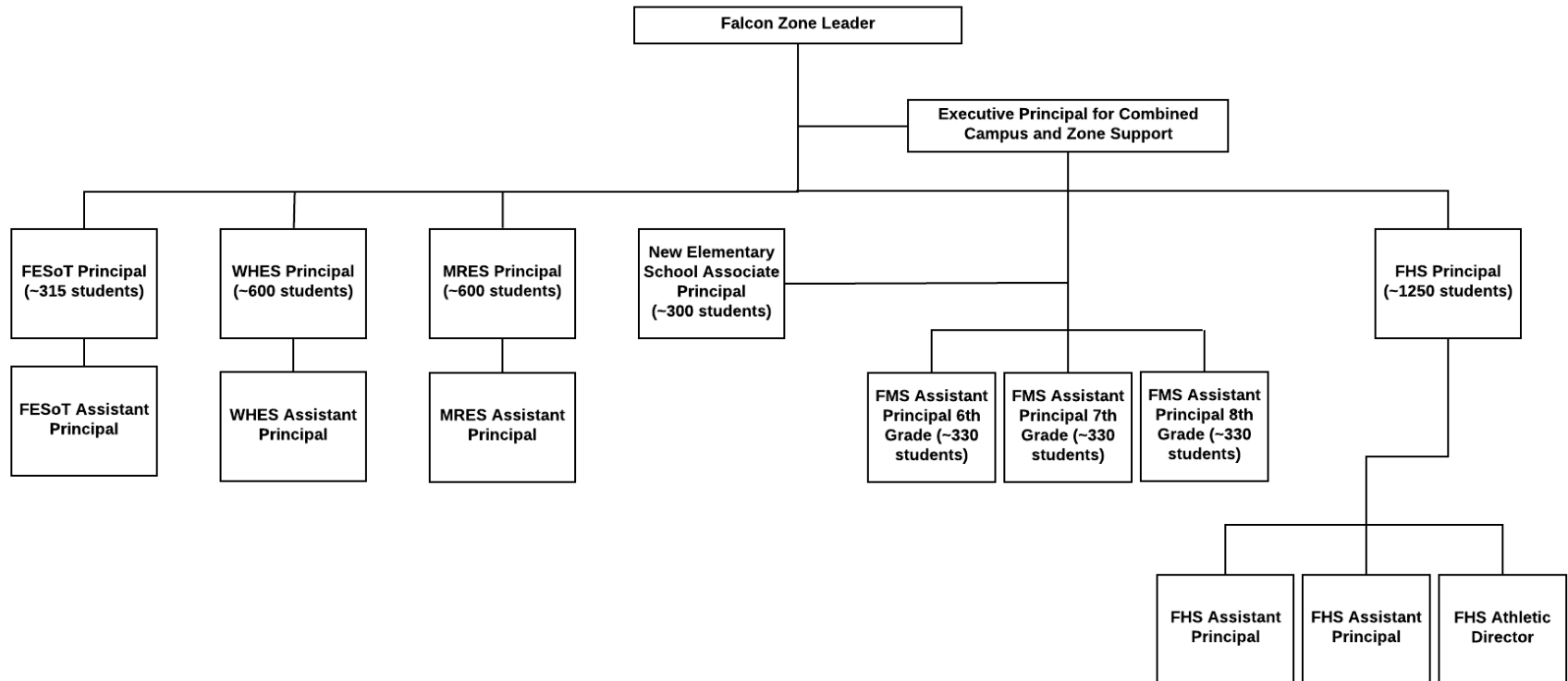
Comparing Numbers of Administrators
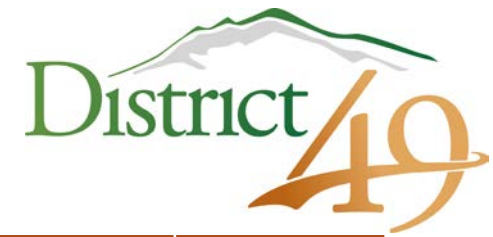
Conventional Model Number of Admin.	Year	Proposed Model Number of Admin.	Year
5 Principals	0 (16-17)	NA	0 (16-17)
6 Principals + 1 Zone Support + 8 Asst. Principals = **15 Admin.**	1 (17-18)	4 Principals + 1 Exec. Principal/Zone Support + 9 Asst. Principals = **14 Admin.**	1 (17-18)
6 Principals + 1 Zone Support + 10 AP = **17 Admin.**	2 (18-19) *New School Opens	4 P + 1 EP/ZS + 1 Elem. Associate Principal + 9 AP = **15 Admin.**	2 (18-19)
6 Principals + 1 Zone Support + 10 AP = **17 Admin.**	3 (19-20)	4 P + 1 EP/ZS + 1 Elem. Associate Principal + 9 AP = **15 Admin.**	3 (19-20)
6 Principals + 1 Zone Support + 10 AP = **17 Admin.**	4 (20-21)	4 P + 1 EP/ZS + 1 Elem. Associate Principal + 9 AP = **15 Admin.**	4 (20-21)

The Best Choice to Learn, Work and Lead

Comparing "Conventional" to "Proposed" Organizational Plan

Conventional Model Cost of Admin.	Year	Proposed Model Cost of Admin.	Year
$1,081,000	0 (16-17)	NA	0 (16-17)
$1,254,000	1 (17-18)	$1,168,000	1 (17-18)
$1,406,000 (New School Opens)	2 (18-19)	$1,250,000	2 (18-19)
$1,406,000	3 (19-20)	$1,250,000	3 (19-20)
$1,406,000	4 (20-21)	$1,250,000	4 (20-21)

The Best Choice to Learn, Work and Lead

Timeline of Action Steps

LEARN

1. Appoint individual as Executive Principal/Zone Support (effective July 2017)
2. Work with Super Six team on initial plans for zone framework (January – July 2017)

WORK

1. Hire "New School" Core Team of 10-12 members, including New School Associate Principal (December 2017) with stipends for extra effort and contribution
2. Core Team meets with Executive Principal and Zone Leader twice each month (January – July 2018)
3. Executive Principal collaborates with elementary principals to align and enhance core K-5 programs for middle school readiness, to launch 49 Pathways success

LEAD

1. Monthly check-in's with Super Six (ongoing)
2. Super Six team collaborates with Falcon Zone Coalition and building SAC's to enhance community involvement
3. Open new school (July 2018)

Executive Principal/Zone Support

- Accountable for instructional leadership at New Elementary School and Falcon Middle School
- Oversees operations at both schools on Firebird Nation Campus
- Supports all schools in Falcon Zone by promoting student academic achievement through coordination of curricular and instructional, and professional learning resources
- Serves as a collaborative team member of the Super Six, effectively balancing school and zone goals and improvement strategies

Questions?

BOARD OF EDUCATION AGENDA ITEM 10

BOARD MEETING OF:	January 25, 2017
PREPARED BY:	Amber Whetstine, Executive Director of Learning Services
TITLE OF AGENDA ITEM:	D49 School Family Calendar
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Board Policies ICA and IC-R require the annual adoption of a District calendar by the Board typically be February of the preceding school year. The calendar shall specify the days during which District schools shall be in session and the days on which the District will close in observation of federal holidays, and the dates of major breaks. Additionally, the Board will preliminarily approve a calendar for the following school year.

RATIONALE:
In alignment with policy ICA, the proposed 17-18 and 18-19 School Family calendars provide for sufficient days to meet the contact hours required by Colorado statute, including a reasonable buffer to account for weather or other emergency delays or closures and include a sufficient number of days to allow the Chief Education Officer and Zone Leaders flexibility in supporting the district's strategic priorities, including how best to address the needs of all students to enable them to meet or exceed state and District content standards

RELEVANT DATA AND EXPECTED OUTCOMES:
The 17-18 School Family Calendar received preliminary Board approval in February 2016. The proposed 18-19 calendar provides families with a preview of expected school days for planning for the following school-year.

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1—Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
Rock #2—Research, design and implement programs for intentional <u>community</u> participation	The calendar proposal was informed by robust community participation in an extended survey and subsequent conversations with various stakeholder community groups.
Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
Rock #5— Customize our educational systems to launch each student toward success	

FUNDING REQUIRED: No   **AMOUNT BUDGETED:** N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to approval.

REVIEWED BY: Peter Hilts, CEO   **DATE:** January 13, 2017

2017-2018
District Calendar

CALENDAR
RSS, iCAL Feeds at D49.org

JULY 2017

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AUGUST 2017

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OCTOBER 2017

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NOVEMBER 2017

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DECEMBER 2017

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Important Dates

July 4 .... **Independence Day**
July 24 .... New Teacher Orientation Begins
July 27 .... Teachers Return From Summer Break

Aug. 1 .... First Day for Kindergarten, 6th Grade & 9th Grade
Aug. 2 .... First Day for All Students
Aug. 11 .... Elementary School Assessments*

Sept. 1 .... Professional Development, No Students
Sept. 4 .... **Labor Day**
Sept. 29 .... End of 1st Quarter

Oct. 5 .... Work Day, No Elementary Students
Oct. 6 .... Parent Teacher Conferences, No Students
Oct. 9-20 .... Schools Closed for **Fall Break**

Nov. 10 .... Schools Open for **Veterans Day**
Nov. 20-24 .... Schools Closed for **Thanksgiving Break**

Dec. 8 .... Elementary School Assessments*
Dec. 15 .... Work Day, No Elementary School Students
Dec. 15 .... End of 2nd Quarter
Dec. 18-29 .... Schools Closed for **Christmas Break**

Jan. 1 .... **New Year's Day**
Jan. 2 .... Professional Development, No Students
Jan. 15 .... **Martin Luther King Jr.'s Birthday**

Feb. 16 .... Parent Teacher Conferences, No Students
Feb. 19 .... **Presidents Day**

March 9 .... Professional Development, No Students
March 9 .... End of 3rd Quarter
March 16 .... Work Day, No Elementary School Students
March 19-30 .... Schools Closed for **Spring Break**

May 4 .... Professional Development, No Students
May 11 .... Elementary School Assessments*
May 25 .... End of 4th Quarter
May 28 .... **Memorial Day**
May 30 .... Teachers' Last Day

* Elementary school assessment days are used to assess student progress at different points in the school year. See school websites for information on schedule impacts at each campus.

.... Important Date
.... No Students
.... No Students, No Teachers
.... District Closed

Check school websites for campus-specific events at D49.org

JANUARY 2018

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MARCH 2018

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MAY 2018

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District 49

2018-2019
District Calendar

📅 **CALENDAR**

RSS, iCAL Feeds at D49.org

JULY 2018

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AUGUST 2018

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SEPTEMBER 2018

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OCTOBER 2018

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NOVEMBER 2018

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DECEMBER 2018

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Important Dates

July 4 .... **Independence Day**
July 24 .... New Teacher Orientation Begins
July 27 .... Teachers Return From Summer Break

Aug. 1 .... First Day for Kindergarten, 6th Grade & 9th Grade
Aug. 2 .... First Day for All Students
Aug. 10 .... Elementary School Assessments*
Aug. 31 .... Professional Development, No Students

Sept. 3 .... **Labor Day**
Sept. 28 .... End of 1st Quarter

Oct. 4 .... Work Day, No Elementary Students
Oct. 5 .... Parent Teacher Conferences, No Students
Oct. 8-19 .... Schools Closed for **Fall Break**

Nov. 12 .... Schools Open for **Veterans Day**
Nov. 19-23 .... Schools Closed for **Thanksgiving Break**

Dec. 14 .... Elementary School Assessments*
Dec. 20-21 .... High School Finals
Dec. 21 .... Work Day, No Elementary School Students
Dec. 21 .... End of 2nd Quarter
Dec. 24-Jan. 4 .... Schools Closed for **Christmas Break**

Jan. 1 .... **New Years Day**
Jan. 7 .... Professional Development, No Students
Jan. 21 .... Martin Luther King Jr.'s Birthday

Feb. 15 .... Parent Teacher Conferences, No Students
Feb. 18 .... **Presidents Day**

March 7 .... End of 3rd Quarter
March 8 .... Professional Development, No Students
March 15 .... Work Day, No Elementary School Students
March 18-29 .... Schools Closed for **Spring Break**

May 3 .... Professional Development, No Students
May 10 .... Elementary School Assessments*
May 24 .... End of 4th Quarter
May 27 .... **Memorial Day**
May 29 .... Teachers' Last Day

* Elementary school assessment days are used to assess student progress at different times of the school year. See school specific websites for information on schedule impact for each campus.

◯ 1	.... Important Date
▨ 1	.... No Students
▨ 1	.... No Students, No Teachers
■ 1	.... District Closed

Check school websites for campus-specific events at D49.org

JANUARY 2019

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FEBRUARY 2019

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MARCH 2019

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APRIL 2019

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MAY 2019

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JUNE 2019

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BOARD OF EDUCATION AGENDA ITEM 11

BOARD MEETING OF:	January 25, 2017
PREPARED BY:	D. Richer, Executive Assistant to the BOE
TITLE OF AGENDA ITEM:	Policy and Procedure Review
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Ongoing review of Board policies to ensure compliance with current laws and regulations and to ensure policies align with practices that best serve the district.

RATIONALE: Board policies are routinely reviewed to ensure that they are current and reflect applicable federal and/or state regulations as well as the needs and processes of the districts.

RELEVANT DATA AND EXPECTED OUTCOMES:

No.	Designation	Title	Reviewed by	Recommendations
11.a	BEAA	Electronic Participation in School Board Meetings	D. Richer	Reviewed; no changes recommended
11.b	JLJ	Physical Activity	R. Duerr	The District-wide Wellness Advisory Council met on January 10 to discuss the option of a JLJ-R. The council recommended editing JLJ to provide accountability and ensure compliance instead of creating a JLJ-R. Principals will be informed of this change through C-3.

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1—Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
Rock #2—Research, design and implement programs for intentional <u>community</u> participation	Updating policy to reflect current laws, regulations and best practices provides a solid foundation to lead the district.
Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
Rock #5— Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED: No   **AMOUNT BUDGETED:** N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After review and discussion, move the two policies in item 11 for action at the next regular board meeting.

REVIEWED BY: Chief Officers   **DATE:** January 13, 2017

Title	**Electronic Participation in School Board Meetings**
Designation	**BEAA**
Office/Custodian	**Board of Education/Executive Assistant to the Board of Education**

Board members may attend and participate by electronic means in regular or special meetings of the Board in accordance with this policy and state law. For purposes of this policy, "electronic means" shall be defined as attendance via telephone, video or audio conferencing, or other electronic device. No Board member, however, may chair a meeting when participating by electronic means. All meetings shall be chaired by a board member physically present at the published meeting location.

Board members may attend and participate by electronic means in a regular or special Board meeting only when extenuating circumstances prevent the Board member from physically attending the meeting. Each Board member may use this avenue for participation for up to two (2) meetings per calendar year for each type of board meeting (Regular, Special, Work Session). For purposes of this policy, "extenuating circumstances" means travel that requires the member to be outside of the metropolitan community at the time of the meeting or inclement weather and/or unsafe driving conditions prevent the Board member from physically attending the meeting.

A meeting at which one or more Board members attend and participate by electronic means shall be open to the public, except for periods in which the Board is in executive session. A quorum of the Board shall be physically present at the meeting for a Board member to attend and participate by electronic means.

The electronic means used shall allow the public to hear (and whenever possible, visually see) the comments made by the Board member(s) participating by electronic means and allow the Board member(s) to hear (and whenever possible, visually see) the comments made by the public. A Board member participating by electronic means will be included in the recording of the Board meeting.

A Board member who plans to attend and participate by electronic means in a Board meeting shall notify the Board president and Chief Officers at least three business days prior to the meeting and shall explain the extenuating circumstances that prevent the Board member from physically attending the meeting. If such notification is not possible, the Board member shall notify the Board president and Chief Officers as soon as is reasonably possible of the request to attend by electronic means.

If the request fits within the guidance of this policy, it is considered approved. A Board member who attends and participates by electronic means shall identify the location from which he or she is participating, those present, and the extenuating circumstances that prevented the Board member from physically attending the meeting. If the Board convenes in executive session, the Board member attending and participating by electronic means shall ensure confidentiality during that portion of the meeting.

Unless otherwise approved by a majority of the remaining Board members, additional requests to attend and participate by electronic means will be denied. In accordance with state law, the Board shall declare a vacancy if a Board member fails to attend three consecutive regular Board meetings, unless the Board member's absence is otherwise excused by the Board.

A Board member's failure to comply with this policy may result in the Board's refusal to allow the member to participate by electronic means in Board meetings.

- Adopted: February 13, 2014
- Reviewed: February 9, 2017

LEGAL REFS:

- C.R.S. 22-31-129 (*board vacancies*)
- C.R.S. 22-32-108 (7)(a) (*board must adopt policy allowing board members to attend and participate electronically in regular or special board meetings if the board wishes to allow this practice*)
- C.R.S. 24-6-401 et seq. (*open meetings law*)

CROSS REFS:

- BE, School Board Meetings

Title	**Physical Activity**
Designation	**JLJ**
Office/Custodian	**Education/Coordinator of Health and Wellness**

The Board believes students who engage in physical activity as part of the learning environment are healthier and more likely to be engaged learners.

All district students shall be provided opportunities to engage in daily physical activity. The district shall include not less than the minimum required amount of physical activity in the schedules of students attending elementary schools, as such minimums are set forth in state law. Middle school and high school students shall be afforded opportunities for physical activity that are age-appropriate. Students with medical or physical limitations that may affect the student's ability to participate in a scheduled physical activity shall be provided appropriate alternative activities, consistent with federal and state law.

The following minimum minutes of physical activity are set forth in law:
o full-day elementary students if classes meet five days/week = 600 minutes/month
o full-day elementary students if classes meet fewer than five days/week = 30 minutes/day
o half-day elementary students if classes meet five days/week = 300 minutes/month
o half-day elementary students if classes meet fewer than five days/week = 15 minutes/day

For purposes of this policy, "physical activity" may include but is not limited to:

1. exercise programs
2. fitness breaks
3. recess
4. field trips that include physical activity
5. classroom activities that include physical activity
6. physical education classes

A school shall not substitute non-instructional physical activity for standards-based physical education instruction. In accordance with law, a school providing more than the minimum minutes specified in law shall not decrease the amount of physical activity as a result of the Board's policy, unless necessary to do so in response to budgetary constraints. C.R.S. 22-32-136.5(3)(f).

Exceptions to required amounts of physical activity may be allowed for school closures, in accordance with law.

K-5 principals will sign an annual agreement acknowledging school level compliance. Supporting documentation including PE and recess schedules will be provided to the BOE upon request.

- Adopted: June 9, 2016
- Revised: February 9, 2017

LEGAL REFS:
- C.R.S. 22-32-136 (policies to improve children's nutrition and wellness)
- C.R.S. 22-32-136.5 (3)(a) (physical activity policy required)

CROSS REFS:

- ADF, School Wellness; ADF-R, Wellness Policy Guidelines
- JLCA, Physical Examinations of Students

BOARD OF EDUCATION AGENDA ITEM 12

BOARD MEETING OF:	January 25, 2017
PREPARED BY:	Ryan Johanson, Accounting Group Manager
TITLE OF AGENDA ITEM:	Monthly Financial Update
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Report to the Board of Education the performance of actual revenues and expenditures versus budgeted revenues and expenditures in all funds with comparison to prior year. Reference the first attached spreadsheet: the first column is the list of each fund the District has. The 2015-2016 columns start with the approved budget for the entire year compared to revenues and expenditures through May. Percentages over 100% on a revenue line are good in that we received more revenue than was anticipated. If any of the expenditure lines were higher than the percentage of year concluded, that fund could be an area of possible concern depending upon why it was high.

The 2015-2016 year-end fund balance columns are required by statute. This is showing you the budgeted and anticipated end-of-year fund balance. The 2014-2015 columns are the prior year's total budget and the actual through June 2015. These amounts are provided for comparison to the current year amounts.

RATIONALE: This report is to keep the BOE informed of spending. It is required quarterly by law, however, it is being provided monthly in D49 in keeping with the Board's goal of financial transparency and fiscal responsibility.

RELEVANT DATA AND EXPECTED OUTCOMES: It is expected that the monitoring of expenditures will result in keeping spending in line with the Board's goals and direction as budgeted.

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1—Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	*Clarity and transparency in financial management strategy and decisions.*
Rock #2—Research, design and implement programs for intentional <u>community</u> participation	.
Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
Rock #5— Customize our educational systems to launch <u>each student</u> toward success	

FUNDING REQUIRED: Yes　　　　　　　　**AMOUNT BUDGETED: 2015/16 = $156.8mm**
　　　　　　　　　　　　　　　　　　　　　　　　　　　　(all funds)

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: No specific action necessary beyond recognizing the receipt of these reports and this information.

APPROVED BY: Brett Ridgway, Chief Business Officer　　　　　　　**DATE:** January 13, 2017

El Paso County School District 49

Brett Ridgway, Chief Business Officer

Ron Sprinz, Finance Group Manager   Ryan Johanson, Accounting Group Manager

Management Reporting

December 31, 2016

1/14/17 12:06 PM

50% of year concluded

	132,174,443	72,157,733		25,149,356	(19,253,864)	5,895,492	128,756,316	84,187,695	
	Current Year			Year End Fund Balance Walkforward			Prior Year		
Fund Description	16-17 oBud	16-17 cAct	% of Budget	BoY	YTD Result	EoY	15-16 oBud	15-16 cAct	% of Budget
				Budget Actual	Budget Actual	Budget Actual			
GENERAL FUND (10) Chg. FundBal	0	(9,138,162)					-	(4,862,153)	
Revenue	$100,597,938	$40,564,781	40.32%	$10,944,723	$0	$10,944,723	$92,965,000	$41,576,122	44.72%
Expenditures	$100,597,938	$49,702,943	49.41%	$10,944,723	-$9,138,162	$1,806,561	$92,965,000	$46,438,274	49.95%
2014-3A MLO TRANSACTION FUND (14)	(0)	(5,074,874)					-	(4,161,587)	
Revenue	$8,080,880	$469,136	5.81%	$7,882,858	$0	$7,882,858	$7,144,178	$408,508	5.72%
Expenditures	$8,080,880	$5,544,010	68.61%	$7,882,858	-$5,074,874	$2,807,984	$7,144,178	$4,570,095	63.97%
2016-3B MLO TRANSACTION FUND (16)	-	-					-	-	
Revenue	$0	$0	0.00%	$0	$0	$0			#DIV/0!
Expenditures	$0	$0	0.00%	$0	$0	$0			#DIV/0!
2016-3B CAPITAL PROJECT FUND (46)	-	-					-	-	
Revenue	$0	$0	0.00%	$0	$0	$0			0.00%
Expenditures	$0	$0	0.00%	$0	$0	$0			0.00%
SCHOOL ACTIVITY FUNDS (74, 23)	-	(3,134)					-	(5,190)	
Revenue	$2,566,838	$1,438,695	56.05%	$564,402	$0	$564,402	$3,500,000	$1,342,193	38.35%
Expenditures	$2,566,838	$1,441,829	56.17%	$564,402	-$3,134	$561,268	$3,500,000	$1,347,383	38.50%

EL PASO COUNTY SCHOOL DISTRICT 49
MONTHLY FINANCIAL SUMMARY
December 31, 2016

50% of year concluded		132,174,443	72,157,733		25,149,356	(19,253,864)	5,895,492	128,756,316	84,187,695	
		Current Year			Year End Fund Balance Walkforward			Prior Year		
Fund	Description	16-17 oBud	16-17 cAct	% of Budget	BoY	YTD Result	EoY	15-16 oBud	15-16 cAct	% of Budget
					Budget Actual	Budget Actual	Budget Actual			
NUTRITION SERVICES (F21)	Chg. FundBal	(0)	(92,717)					-	84,919	
	Revenue	$3,286,187	$1,616,568	49.19%	$1,488,434	$0	$1,488,434	$3,459,145	$1,556,305	44.99%
	Expenditures	$3,286,187	$1,709,285	52.01%	$1,488,434	-$92,717	$1,395,717	$3,459,145	$1,471,386	42.54%
FFS TRANSPORTATION (F25)		-	(135,387)					-	103,865	
	Revenue	$1,235,686	$661,174	53.51%	$0	$0	$0	$1,175,486	$705,316	60.00%
	Expenditures	$1,235,686	$796,560	64.46%	$0	-$135,387	-$135,387	$1,175,486	$601,451	51.17%
KIDS' CORNER B/A SCHL (F27)		(0)	(9,713)					-	4,591	
	Revenue	$326,461	$166,565	51.02%	$22,877	$0	$22,877	$321,636	$153,844	47.83%
	Expenditures	$326,461	$176,277	54.00%	$22,877	-$9,713	$13,165	$321,636	$149,253	46.40%
ANNUAL CAP PROJ's (F15)	Chg. FundBal	-	(1,527,454)					-	(1,025,852)	
	Revenue	$3,500,000	$1,777,635	50.79%	$1,286,850	$0	$1,286,850	$3,500,000	$1,750,000	50.00%
	Expenditures	$3,500,000	$3,305,089	94.43%	$1,286,850	-$1,527,454	-$240,604	$3,500,000	$2,775,852	79.31%
FEE IN LIEU CAP PROJ (F43)	Chg. FundBal	-	168,181					-	89,205	
	Revenue	$100,000	$168,181	168.18%	$419,545	$0	$419,545	$75,000	$89,205	118.94%
	Expenditures	$100,000	$0	0.00%	$419,545	$168,181	$587,727	$75,000	$0	0.00%

EL PASO COUNTY SCHOOL DISTRICT 49
MONTHLY FINANCIAL SUMMARY
December 31, 2016

50% of year concluded

		132,174,443	72,157,733		25,149,356	(19,253,864)	5,895,492	128,756,316	84,187,695	
		Current Year			Year End Fund Balance Walkforward			Prior Year		
Fund	Description	16-17 oBud	16-17 cAct	% of Budget	BoY	YTD Result	EoY	15-16 oBud	15-16 cAct	% of Budget
					Budget Actual	Budget Actual	Budget Actual			
PROP/LIAB INSURANCE (F18)	Chg. FundBal	-	205,228					-	(343,670)	
	Revenue	$750,000	$992,937	132.39%	$380,653	$0	$380,653	$650,000	$398,779	61.35%
	Expenditures	$750,000	$787,709	105.03%	$380,653	$205,228	$585,881	$650,000	$742,449	114.22%
HEALTH INSURANCE (F64)	Chg. FundBal	-	(1,283,032)					-	(1,225,049)	
numbers exclude	Revenue	$8,400,000	$3,022,948	35.99%	$2,055,615	$0	$2,055,615	$8,197,200	$3,015,054	36.78%
contra entries	Expenditures	$8,400,000	$4,305,980	51.26%	$2,055,615	-$1,283,032	$772,583	$8,197,200	$4,240,103	51.73%
GRANT PROGRAMS (F22 & F26)		-	-					(455,883)	-	
Federal	Revenue	$7,430,100	$2,195,740	29.55%	$4,558	$0	$4,558	$6,540,000	$2,072,614	31.69%
State	Expenditures	$7,430,100	$2,195,740	29.55%	$4,558	$0	$4,558	$6,995,883	$2,072,614	29.63%
Local										
COLORADO PRESCHOOL PROGRAM (F19)		-	(16,156)					-	(1,923)	
	Revenue	$452,704	$226,352	50.00%	$70,802	$0	$70,802	$446,014	$223,007	50.00%
	Expenditures	$452,704	$242,509	53.57%	$70,802	-$16,156	$54,645	$446,014	$224,930	50.43%
DANE BALCON SCHOL (F73)	Chg. FundBal	-	14					-	(989)	
	Revenue	$200	$14	7.20%	$6,133	$0	$6,133	$200	$11	5.64%
	Expenditures	$200	$0	0.00%	$6,133	$14	$6,147	$200	$1,000	500.00%
BOND REDEMPTION (F31)	Chg. FundBal	1,122,846	(7,421,533)					-	(15,261,042)	
	Revenue	$4,651,174	$72,278	1.55%	$7,904,764	$1,122,846	$9,027,610	$7,470,752	$8,861,957	118.62%
	Expenditures	$3,528,328	$7,493,811	212.39%	$7,904,764	-$7,421,533	$483,231	$7,470,752	$24,122,998	322.90%

EL PASO COUNTY SCHOOL DISTRICT 49
MONTHLY REVENUE SUMMARY -GENERAL FUND:
December 31, 2016

LOCAL	% of Revenue Budget	15-16 cAct	16-17 oBud	16-17 cAct	% BUDGET
* Property Taxes	11% - 11% - 0%	$18,506,027	$18,912,722	$217,457	1.1%
* Delinquent Taxes & Interest	0%	(43,976)	(54,858)	(31,179)	56.8%
* Specific Ownership Tax	1%	2,011,056	1,916,005	932,660	48.7%
Specific Ownership Tax-Bond	1% - 13%	868,390	1,057,405	383,972	36.3%
Tuition & Fees		135,367	123,630	74,970	60.6%
Local Grants & Donations		-	-	-	-
Earnings on Investments		57,528	48,878	55,441	113.4%
Charter School Purchased Services		2,817,624	4,888,430	1,542,330	31.6%
Other Local Revenue		859,437	903,076	593,559	65.7%
TOTAL LOCAL REVENUE	15% - 16% - 5%	$25,211,452	$27,795,287	$3,769,210	13.6%
	14% - 14% - 3%	22,393,828	22,906,858	2,226,881	
STATE					
* Equalization - State Share	80% - 79% - 88%	$132,133,108	$136,521,456	$66,041,221	48.4%
Equalization - CDE Audit Adjustment		(40,631)	(44,328)	(25,800)	
Vocational Education		163,660	781,999	-	-
Special Education		3,826,698	3,615,908	3,579,220	99.0%
Transportation		414,772	378,047	441,919	116.9%
Transportation - CDE Audit Adjustment		-	-	4,425	
Gifted Revenue		195,165	150,000	126,914	84.6%
Other State Revenue		1,938,555	2,411,097	1,070,484	44.4%
TOTAL STATE REVENUE	84% - 84% - 95%	$138,631,327	$143,814,179	$71,238,383	49.5%
	86% - 86% - 97%				
FEDERAL					
Public law 874 - Impact Aid		$325,548	$325,548	$264,137	81.1%
Other Federal Resources		641,782	171,743	67,170	39.1%
TOTAL FEDERAL REVENUE	0.6% - 0.3% - 0.4%	$967,330	$497,291	$331,307	66.6%
	1% - 0% - 0%				
TOTAL REVENUE		$164,810,110	$172,106,757	$75,338,901	43.8%
Less: Oth Fund Revenue Transfers		(4,670,844)	(4,250,000)	(2,125,000)	50.0%
Less: CPP Transfer		(446,014)	(452,704)	(226,352)	50.0%
Less: Charter School PPR Transfers		(66,177,565)	(66,806,115)	(32,422,767)	48.5%
NET REVENUE		$93,515,687	$100,597,938	$40,564,781	40.3%
Included in School Finance Act Formula		-	-	-	
District Coordinated School Student FTE		12,404.68	12,871.92	12,871.92	100.0%
District Coordinated School Net PPR		$7,538.74	$7,815.30	$3,151.42	40.3%
Charter School Student FTE		9,430.02	9,669.32	9,669.32	100.0%
Total District Student FTE (SFTE)		21,834.70	22,541.24	22,541.24	100.0%
		6,967.42	7,029.97	2,698.70	

Revenue & Expense Summary

	16-17 oBud	per pupil	16-17 cAct	per pupil
Formula Program Funding	$157,295,325	$6,978	$67,160,159	$2,979
Other Local Revenue	7,021,419	545	2,650,272	206
Other State Revenue	7,292,723	567	5,197,163	404
Federal Revenue	497,291	39	331,307	26
Gross Revenue	$172,106,757	$8,129	$75,338,901	$3,615
Revenue Allocations				
Capital & Insurance Funds	(4,250,000)	(330)	(2,125,000)	(165)
Colorado Preschool Program	(452,704)	(35)	(226,352)	(18)
Charter Schools	(66,806,115)	52	(32,422,767)	(281)
Net General Fund Revenue	$100,597,938	$7,815	$40,564,781	$3,151

			16-17 oBud	per pupil	16-17 cAct	per pupil
39%	General Education (programs 0010-0030)		(38,909,392)	(3,023)	(19,151,552)	(1,488)
6%	Other Instructional (programs 0040-1699)		(5,971,964)	(464)	(3,148,310)	(245)
10%	Special Education (program 1700)		(10,343,299)	(804)	(5,683,470)	(442)
1%	Athletic Extracurricular (program 1800)		(962,175)	(75)	(567,562)	(44)
0%	Academic Extracurricular (program 1900)		(249,324)	(19)	(25,670)	(2)
56%	Total Instructional Spend		(56,436,154)	(4,384)	(28,576,563)	(2,220)
6%	Student Support Services (program 2100)		(6,425,353)	(499)	(3,436,004)	(267)
6%	Instructional Staff Support (program 2200)		(5,751,832)	(447)	(2,431,870)	(189)
1%	Board Administration (program 2300)		(1,103,301)	(86)	(439,920)	(34)
9%	School Administration (program 2400)		(9,081,447)	(706)	(4,563,088)	(354)
1%	Business Services (program 2500)		(1,479,890)	(115)	(728,540)	(57)
10%	Operations & Maintenance (program 2600)		(9,729,767)	(756)	(4,855,927)	(377)
2%	Student Transportation Svc (program 2700)		(2,280,342)	(177)	(864,127)	(67)
4%	Central Support Svc (program 2800)		(4,045,738)	(314)	(2,138,851)	(166)
1%	Risk Management (program 2850)		(1,023,925)	(80)	(457,133)	(36)
0%	Facilities Acquisition/Construction		(174,453)	(14)	(98,527)	(8)
1%	Other Uses of Funds		(722,662)	(56)	(1,114,167)	(87)
2%	Operating Reserves		(2,343,074)	(182)	1,776	0
	TABOR Reserve		-	-	-	-
44%	Total Support Service Spend		(44,161,784)	(3,431)	(21,126,379)	(1,641)
100%	Total Spend		($100,597,938)	($7,815)	($49,702,943)	($3,861)
0%	Fund Balance Change		$0	$0	($9,138,162)	($710)
53%	Direct Instructional Spend		(53,409,667)	(4,149.32)	(26,442,327)	(2,054)
23%	Direct Support Spend		(23,512,610)	(1,826.66)	(10,712,339)	(832)
24%	Indirect Spend (Support & Instruct)		(23,675,661)	(1,839.33)	(12,548,277)	(975)
	Locational Recast of Total Spend		(100,597,938)	(7,815.30)	(49,702,943)	(3,861)

EL PASO COUNTY SCHOOL DISTRICT 49
MONTHLY EXPENSE SUMMARY -GENERAL FUND ZONES & GROUPS
EXPENSE SUMMARY GRID

$34,737,392
$152,606,215 $157,295,325 $67,160,159

Falcon Zone 30

Location	Personnel Costs	Implementation Costs	Total
	483,715	1,758,678	bud var. 11,707,235
132-Falcon ES	822,401	72,507	894,908
	1,894,508	153,358	2,047,866
134-Meridian Rch ES	1,508,088	101,476	1,609,564
	3,096,806	241,924	3,338,730
137-Woodmen Hill ES	1,856,277	144,894	2,001,171
	3,613,458	254,908	3,868,367
220-Falcon MS	2,165,945	313,051	2,478,996
	4,335,370	456,973	4,792,343
310-Falcon HS	2,890,036	399,225	3,289,261
	5,894,937	1,099,446	6,994,384
530-Falcon Zone	222,096	93,901	315,997
	578,322	677,122	1,255,444
Total	9,464,842	1,125,054	10,589,896
	19,413,400	2,883,731	297,132
0.0%	87%	10%	2,765 PPEx

Sand Creek Zone 31

Location	Personnel Costs	Implementation Costs	Total
	361,215	1,667,298	bud var. 11,798,317
131-Evans ES	1,425,814	179,157	1,604,971
	2,926,542	249,168	3,175,710
135-Remington ES	1,435,381	203,738	1,639,120
	2,976,702	208,533	3,185,235
138-Springs Ranch ES	1,639,646	119,698	1,759,344
	3,293,922	223,215	3,517,138
225-Horizon MS	2,010,933	228,353	2,239,286
	4,163,595	366,322	4,529,917
315-Sand Creek HS	3,038,370	390,214	3,428,583
	6,029,064	874,152	6,903,215
531-Sand Creek Zone	219,660	155,604	375,263
	510,997	1,022,672	1,533,669
Total	9,769,803	1,276,763	11,046,567
	19,900,822	2,944,062	22,844,884
0.0%	87%	8%	3,031 PPEx

POWER Zone 32

Location	Personnel Costs	Implementation Costs	Total
	410,127	1,719,235	bud var. 13,084,985
136-Ridgeview ES	1,824,792	129,788	1,954,581
	3,673,848	271,485	3,945,333
139-Stetson ES	1,547,950	146,730	1,694,680
	3,209,996	228,086	3,438,083
140-Odyssey ES	1,523,327	85,191	1,608,518
	3,063,247	196,450	3,259,697
230-Skyview ES	2,645,880	196,719	2,842,599
	5,494,901	511,271	6,006,172
320-Vista Ridge HS	3,120,665	437,246	3,557,911
	6,259,550	859,170	7,118,720
532-Vista Ridge Zone	293,008	151,286	444,294
	619,832	799,732	1,419,564
Total	10,955,623	1,146,960	12,102,583
	22,321,373	2,866,195	25,187,568
0.0%	89%	8%	2,825 PPEx

iConnect Zone 35

Location	Personnel Costs	Implementation Costs	Total
	616,118	170,967	bud var. 3,177,073
510/511 - PLC	713,888	194,857	908,744
	1,477,291	287,666	1,764,958
464-SSAE	824,695	440,989	1,265,684
	1,811,635	289,988	2,101,623
340-PPEC	214,424	54,648	269,072
	663,446	50,536	713,982
525-FHP	234,525	30,802	265,328
	502,930	78,669	581,600
595-other	317,542	276,954	594,496
	676,228	340,694	1,016,922
522-iConnect Zone	84,915	27,382	112,297
	264,565	149,044	413,609
Total	2,389,989	1,025,632	3,415,620
	5,396,095	1,196,598	6,592,693
0.0%	82%	16%	3,068

Internal Svcs & Vendors

Location	Personnel Costs	Implementation Costs	Total
	1,025,952	3,422,074	7,599,552
			3,527,832
36-Spec Services	2,287,946	2,116,519	4,404,465
	5,210,501	1,878,600	7,089,101	62%
39-Learn Services	1,281,451	997,275	2,278,726
	2,505,274	1,575,765	4,081,039	56%
38- Central Svcs	1,316,085	713,051	2,029,136
	2,673,618	2,468,122	5,141,740	39%
33-Info Tech.	-	1,745,079	1,745,079
	-	2,863,023	2,863,023	61%
34-Transportation	839,736	32,945	872,682
	1,962,225	261,739	2,223,963	39%
37-Facil & Maint	954,139	264,050	1,218,189
	2,033,050	243,745	2,276,795	54%
Total	6,679,358	5,868,919	12,548,277
	14,384,668	9,290,993	23,675,661
0.0%	61%	39%	

(46% — 34-Transportation row)

Total District

Location	Personnel Costs	Implementation Costs	Total
	2,897,128	8,738,252	bud var. 50,894,995
Geo. School bud %	*91%*	*9%*	
Total Geo. ES	13,583,677	1,183,179	14,766,856
	27,749,029	2,027,129	29,776,157	50%
Total Geo. MS	6,822,757	738,123	7,560,880
	13,993,866	1,334,566	15,328,432	49%
Total Geo. HS	9,049,070	1,226,684	10,275,755
	18,183,551	2,832,768	21,016,319	49%
Total Zone Levels	819,679	428,172	1,247,851
	1,973,715	2,648,570	4,622,285	27%
iConnect Multi	2,305,074	998,250	3,303,323
	5,131,530	1,047,554	6,179,084	53%
Internal Svc & Vendor	6,679,358	5,868,919	12,548,277
	14,384,668	9,290,993	23,675,661	53%
Total	39,259,616	10,443,327	49,702,943
	81,416,359	19,181,579	100,597,938	49.41%
0.0%	80.93%	19.07%	

EL PASO COUNTY SCHOOL DISTRICT 49
MONTHLY EXPENSE SUMMARY -GENERAL FUND: MULTI PROGR
DIRECT SPENDS BY SCHOOL LOCATION

December 31, 2016

		Reg. Instruct	SPED Instruct	Oth Instruct	Extracurr	Preschool or Post-Secondary	Support Services for Students	Staff	Security	School Admin	Other Direct Spend	Total	
Total School Locations		19,701,679	3,712,981		781,890	923,985	1,945,642	463,545	481,734	4,490,435	5,418,914	39,787,611	
4,114,867	16-17 cAct Personnel Costs	18,467,392	3,437,838	1,639,916	543,814	578,591	1,773,157	474,477	331,532	3,787,098	1,546,443	32,580,258	
	per pupil	1,434.70	267.08	127.40	42.25	44.95	137.75	36.86	25.76	294.21	120.14	2,531.11	
375,568	Implementation Costs	731,610	6,080	399,515	184,623	452,946	4,164	66,304	35,169	743,818	1,950,177	4,574,408	
	per pupil	56.84	0.47	31.04	14.34	35.19	0.32	5.15	2.73	57.79	151.51	355.38	
4,490,435	pupil count Total	19,199,002	3,443,919	2,039,431	728,438	1,031,538	1,777,321	540,781	366,701	4,530,916	3,496,620	37,154,666	
	12,871.92 Student FTE / per pupil	1,491.54	267.55	158.44	56.59	80.14	138.08	42.01	28.49	352.00	271.65	2,886.49	74.8%
	16-17 oBud Personnel Costs	37,544,835	7,132,126	3,647,612	1,235,326	1,183,134	3,712,189	931,464	653,585	7,901,965	3,089,454	67,031,691	87.1%
	per pupil	2,916.80	554.08	283.38	95.97	91.92	288.39	72.36	50.78	613.89	240.02	5,207.59	
	Implementation Costs	1,355,846	24,774	238,623	275,002	772,388	10,774	72,862	194,850	1,119,386	5,826,080	9,890,586	12.9%
	per pupil	105.33	1.92	18.54	21.36	60.01	0.84	5.66	15.14	86.96	452.62	768.38	
	pupil count Total	38,900,682	7,156,899	3,886,235	1,510,328	1,955,522	3,722,963	1,004,326	848,436	9,021,351	8,915,534	76,922,277	
	12,871.92 Student FTE / spend per	3,022.14	556.01	301.92	117.34	151.92	289.23	78.02	65.91	700.86	692.63	5,975.98	76.5%
				4,149.32						1,826.66	Educat Control	76.5%	
Total Indirect Locations		(56,944)	946,848	241,735	168,872	-	1,080,925	2,154,180	-	780,225	5,811,543	11,127,384	
7,705,310	16-17 cAct Personnel Costs	-	920,675	73,153	148,741	-	1,208,267	881,737	-	636,105	2,810,680	6,679,358	
	per pupil	-	71.53	5.68	11.56	-	93.87	68.50	-	49.42	218.36	518.91	
3,422,074	Implementation Costs	66,428	1,318,876	275,677	1,325	-	330,511	577,715	-	124,607	3,173,780	5,868,919	
	per pupil	5.16	102.46	21.42	0.10	-	25.68	44.88	-	9.68	246.57	455.95	
11,127,384	pupil count Total	66,428	2,239,551	348,830	150,066	-	1,538,778	1,459,452	-	760,712	5,984,460	12,548,277	
	12,871.92 Student FTE / per pupil	5.16	173.99	27.10	11.66	-	119.55	113.38	-	59.10	464.92	974.86	
	16-17 oBud Personnel Costs	8,000	1,623,149	116,749	288,048	-	2,132,744	2,905,208	-	1,314,809	5,995,961	14,384,668	
	per pupil	0.62	126.10	9.07	22.38	-	165.69	225.70	-	102.15	465.82	1,117.52	
	Implementation Costs	1,484	1,563,250	473,816	30,890	-	486,960	708,424	-	226,127	5,800,042	9,290,993	
	per pupil	0.12	121.45	36.81	2.40	-	37.83	55.04	-	17.57	450.60	721.80	
	pupil count Total	9,484	3,186,399	590,565	318,938	-	2,619,703	3,613,632	-	1,540,936	11,796,003	23,675,661	
	12,871.92 Student FTE / spend per	0.74	247.55	45.88	24.78	-	203.52	280.74	-	119.71	916.41	1,839.33	
				Facilities 2,255,895				IT 2,860,523		Transport 2,218,913		4.4% True Overhead Rate	
Total Programs		19,644,735	4,659,829	2,088,539	950,763	923,985	3,026,568	2,617,725	481,734	5,270,660	11,230,458	50,894,995	
42,156,743	16-17 cAct Personnel Costs	18,467,392	4,358,514	1,713,069	692,555	578,591	2,981,424	1,356,213	331,532	4,423,203	4,357,123	39,259,616	
	per pupil	1,434.70	338.61	133.09	53.80	44.95	231.62	105.36	25.76	343.63	338.50	3,050.02	
8,738,252	Implementation Costs	798,039	1,324,956	675,192	185,948	452,946	334,675	644,019	35,169	868,425	5,123,957	10,443,327	
	per pupil	62.00	102.93	52.45	14.45	35.19	26.00	50.03	2.73	67.47	398.07	811.33	
50,894,995	Total	19,265,431	5,683,470	2,388,261	878,503	1,031,538	3,316,099	2,000,233	366,701	5,291,628	9,481,080	49,702,943	
	12,871.92 Student FTE / per pupil	1,496.70	441.54	185.54	68.25	80.14	257.62	155.40	28.49	411.10	736.57	3,861.35	
	16-17 oBud Personnel Costs	37,552,835	8,755,275	3,764,361	1,523,374	1,183,134	5,844,932	3,836,672	653,585	9,216,774	9,085,415	81,416,359	
	per pupil	2,917.42	680.18	292.45	118.35	91.92	454.08	298.07	50.78	716.04	705.83	6,325.11	
	Implementation Costs	1,357,330	1,588,024	712,439	305,892	772,388	497,734	781,286	194,850	1,345,513	11,626,122	19,181,579	
	per pupil	105.45	123.37	55.35	23.76	60.01	38.67	60.70	15.14	104.53	903.22	1,490.19	
	pupil count Total	38,910,166	10,343,299	4,476,800	1,829,266	1,955,522	6,342,666	4,617,958	848,436	10,562,288	20,711,538	100,597,938	
	12,871.92 Student FTE / spend per	3,022.87	803.56	347.80	142.11	151.92	492.75	358.76	65.91	820.57	1,609.05	7,815.30	

EL PASO COUNTY SCHOOL DISTRICT 49
MONTHLY EXPENSE SUMMARY -GENERAL FUND: MULTI PROGRAM
DIRECT SPENDS BY SCHOOL LOCATION

December 31, 2016

			Reg. Instruct	SPED Instruct	All Oth Instruct	Extracurr	Support Services for Students	Support Services for Staff	School Admin	Oth Direct Spend	Total Direct Spend	Indirect Spend	Total	% Direct
			-	-	-	-	-	-	-	-		-		budget
Falcon Area Zone - Fully Loaded			853,400	739,590	328,075	488,934	53,873	1,340,705	1,654,700	11,707,235	3,310,858	15,018,094	spent
	16-17 cAct	Personnel Costs	5,921,977	818,743	464,885	216,793	500,448	56,002	983,300	502,695	9,464,842	1,987,386	11,452,228	48.8%
FHS		per pupil	1,546.24	213.77	121.38	56.60	130.67	14.62	256.74	131.25	2,471.28	518.91	2,990.19	
FMS		Implementation Costs	224,610	3,437	95,706	57,083	1,861	3,015	94,276	645,067	1,125,054	1,746,247	2,871,301	39.0%
FES		per pupil	58.65	0.90	24.99	14.90	0.49	0.79	24.62	168.43	293.75	455.95	749.70	
MRES	pupil count	Total	6,146,587	822,179	560,591	273,876	502,309	59,017	1,077,576	1,147,762	589,896	3,733,633	14,323,529	47.5%
WHES	3,829.93	Student FTE / per pupil	1,604.88	214.67	146.37	71.51	131.15	15.41	281.36	299.68	2,765.04	974.86	3,739.89	
	16-17 oBud	Personnel Costs	11,997,696	1,667,860	949,419	489,718	986,843	93,440	2,215,580	19,112,844	413,400	4,280,035	23,693,436	
		per pupil	3,132.61	435.48	247.89	127.87	257.67	24.40	578.49	264.45	5,068.87	1,117.52	6,186.39	
		Implementation Costs	396,850	7,719	350,761	112,232	4,400	19,450	202,701	2,789,617	883,731	2,764,456	5,648,187	
		per pupil	103.62	2.02	91.58	29.30	1.15	5.08	52.93	467.27	752.95	721.80	1,474.75	
	pupil count	Total	12,394,546	1,675,579	1,300,181	601,951	991,243	112,890	2,418,281	22,902,461	297,132	7,044,491	29,341,623	
	3,829.93	Student FTE / spend per	3,236.23	437.50	339.48	157.17	258.82	29.48	631.42	731.73	5,821.81	1,839.33	7,661.14	
				5.7%	4,170.38				1,651.43		70.3% budget in zone ctrl		direct spend bud= 76%	
Sand Creek Area Zone - Fully Loaded			1,231,349	320,711	297,879	613,493	216,155	1,045,890	1,738,655	11,798,317	3,150,879	14,949,197	spent
	16-17 cAct	Personnel Costs	5,930,943	1,185,548	250,034	152,256	493,390	257,123	961,011	539,499	9,769,803	1,891,357	11,661,160	49.1%
SCHS		per pupil	1,627.20	325.26	68.60	41.77	135.37	70.54	263.66	148.02	2,680.43	518.91	3,199.33	
HMS		Implementation Costs	306,082	1,893	30,091	67,368	1,552	45,588	144,954	679,236	1,276,763	1,661,869	2,938,633	43.4%
EES		per pupil	83.98	0.52	8.26	18.48	0.43	12.51	39.77	186.35	350.29	455.95	806.24	
RES	pupil count	Total	6,237,024	1,187,441	280,125	219,623	494,943	302,710	1,105,966	1,218,735	046,567	3,553,226	14,599,793	48.4%
SRES	3,644.87	Student FTE / per pupil	1,711.18	325.78	76.85	60.26	135.79	83.05	303.43	334.37	3,030.72	974.86	4,005.57	
	16-17 oBud	Personnel Costs	12,080,609	2,408,457	482,507	421,842	1,107,185	473,473	1,792,869	19,133,880	900,822	4,073,226	23,974,049	
		per pupil	3,314.41	660.78	132.38	115.74	303.77	129.90	491.89	311.09	5,459.95	1,117.52	6,577.48	
		Implementation Costs	490,600	10,333	118,329	95,661	1,250	45,392	358,987	2,823,510	944,062	2,630,879	5,574,941	
		per pupil	134.60	2.84	32.46	26.25	0.34	12.45	98.49	500.29	807.73	721.80	1,529.53	
	pupil count	Total	12,571,209	2,418,790	600,836	517,503	1,108,435	518,865	2,151,856	22,957,390	844,884	6,704,105	29,548,989	
	3,644.87	Student FTE / spend per	3,449.01	663.61	164.84	141.98	304.11	142.35	590.38	811.38	6,267.68	1,839.33	8,107.01	
				8.2%	4,419.45				1,848.23		69.1% budget in zone ctrl		direct spend bud= 77%	
POWER Zone - Fully Loaded			6,830,788	1,515,934	552,707	155,936	614,219	198,444	1,304,321	1,912,637	13,084,985	3,703,336	16,788,321	spent
	16-17 cAct	Personnel Costs	6,419,418	1,332,534	468,037	174,766	574,878	161,352	1,137,731	686,907	10,955,623	2,222,976	13,178,599	49.1%
VRHS		per pupil	1,498.48	311.05	109.25	40.80	134.19	37.66	265.58	160.34	2,557.37	518.91	3,076.28	
SMS		Implementation Costs	197,277	495	142,980	60,173	531	12,612	186,646	546,246	1,146,960	1,953,251	3,100,211	40.0%
RvES		per pupil	46.05	0.12	33.38	14.05	0.12	2.94	43.57	127.51	267.73	455.95	723.68	
SES	pupil count	Implementation Costs	6,616,695	1,333,029	611,018	234,938	575,409	173,964	1,324,376	1,233,153	102,583	4,176,227	16,278,810	48.0%
OES	4,283.94	Student FTE / per pupil	1,544.54	311.17	142.63	54.84	134.32	40.61	309.15	287.85	2,825.11	974.86	3,799.96	
	16-17 oBud	Personnel Costs	12,999,649	2,846,510	953,872	323,766	1,188,653	364,388	2,384,212	22,260,325	321,373	4,787,402	27,108,775	
		per pupil	3,034.51	664.46	222.66	75.58	277.47	85.06	556.55	294.20	5,210.48	1,117.52	6,328.00	
		Implementation Costs	447,835	2,454	209,852	67,109	974	8,020	244,485	2,885,466	866,195	3,092,162	5,958,356	
		per pupil	104.54	0.57	48.99	15.67	0.23	1.87	57.07	440.12	669.06	721.80	1,390.86	
	pupil count	Total	13,447,483	2,848,964	1,163,724	390,875	1,189,627	372,408	2,628,697	25,145,790	187,568	7,879,564	33,067,131	
	4,283.94	Student FTE / spend per	3,139.05	665.03	271.65	91.24	277.69	86.93	613.62	734.32	5,879.53	1,839.33	7,718.86	
				8.6%	4,166.97				1,712.56		67.6% budget in zone ctrl		direct spend bud= 76%	

EL PASO COUNTY SCHOOL DISTRICT 49
MONTHLY EXPENSE SUMMARY -GENERAL FUND: MULTI PROGRAM
DIRECT SPENDS BY SCHOOL LOCATION

December 31, 2016

		Reg. Instruct	SPED Instruct	All Oth Instruct	Extracurr	Support Services for Students	Support Services for Staff	School Admin	Oth Direct Spend	Total Direct Spend	Indirect Spend	Total	% budget spent
35	**iConnect Zone - Fully Loaded**	112,297	1,157,781	-	228,997	(4,927)	799,519	594,657	3,177,073	962,310	4,139,383	
	16-17 cAct Personnel Costs	195,053	101,013	1,035,551	-	204,440	-	705,057	148,874	2,389,989	577,639	2,967,628	44.3%
	per pupil	175.22	90.74	930.26	-	183.65	-	633.37	133.74	2,146.99	518.91	2,665.90	
PLC	Implementation Costs	3,642	256	583,684	-	220	5,090	317,942	114,798	1,025,632	507,552	1,533,183	85.7%
FVA	per pupil	3.27	0.23	524.34	-	0.20	4.57	285.62	103.13	921.35	455.95	1,377.30	
Expelled	pupil count Total	198,695	101,269	1,619,235	-	204,660	5,090	1,022,999	263,672	3,415,620	1,085,191	4,500,811	51.8%
HmeSch	1,113.18 Student FTE / per pupil	178.49	90.97	1,454.60	-	183.85	4.57	918.99	236.86	3,068.35	974.86	4,043.20	
	16-17 oBud Personnel Costs	466,882	209,299	2,444,948	-	429,507	163	1,509,304	335,991	5,396,095	1,244,004	6,640,100	
	per pupil	419.41	188.02	2,196.36	-	385.84	0.15	1,355.85	301.83	4,847.46	1,117.52	5,964.98	
	Implementation Costs	20,562	4,267	332,068	-	4,150	-	313,214	522,338	1,196,598	803,497	2,000,095	
	per pupil	18.47	3.83	298.31	-	3.73	-	281.37	469.23	1,074.94	721.80	1,796.74	
	pupil count Total	487,444	213,566	2,777,016	-	433,657	163	1,822,518	858,328	6,592,693	2,047,501	8,640,195	
	1,113.18 Student FTE / spend per	437.88	191.85	2,494.67	-	389.57	0.15	1,637.22	771.06	5,922.40	1,839.33	7,761.72	
			2.5%	3,124.41				2,797.99		73.8% budget in zone ctrl	direct spend bud= 76%		
Internal Service Groups - Allocated		946,848	108,619	168,872	1,080,925	2,154,180	766,780	2,297,156	7,599,552	(7,599,552)			spent
	16-17 cAct Personnel Costs	-	920,675	73,153	148,741	1,208,267	881,737	636,105	4,016,805	885,483	(4,885,483)	-	47.0%
CEO	per pupil	-	71.53	5.68	11.56	93.87	68.50	49.42	78.99	379.55	(379.55)	-	
CBO	Implementation Costs	66,428	1,318,876	408,793	1,325	330,511	577,715	109,601	3,146,711	826,844	(3,826,844)	-	64.6%
BOE	per pupil	5.16	102.46	31.76	0.10	25.68	44.88	8.51	89.09	297.30	(297.30)	-	
	pupil count Total	66,428	2,239,551	481,946	150,066	1,538,778	1,459,452	745,706	8,163,516	712,327	(8,712,327)	-	53.4%
	12,871.92 Student FTE / per pupil	5.16	173.99	37.44	11.66	119.55	113.38	57.93	168.08	676.85	(676.85)	-	
	16-17 oBud Personnel Costs	8,000	1,623,149	116,749	288,048	2,132,744	2,905,208	1,314,809	10,000,686	389,393	(10,389,393)	-	
	per pupil	0.62	126.10	9.07	22.38	165.69	225.70	102.15	155.43	807.14	(807.14)	-	
	Implementation Costs	1,484	1,563,250	473,816	30,890	486,960	708,424	197,677	5,459,986	922,486	(5,922,486)	-	
	per pupil	0.12	121.45	36.81	2.40	37.83	55.04	15.36	191.11	460.11	(460.11)	-	
	pupil count Total	9,484	3,186,399	590,565	318,938	2,619,703	3,613,632	1,512,486	16,460,672	311,880	(16,311,880)	-	
	12,871.92 Student FTE / spend per	0.74	247.55	45.88	24.78	203.52	280.74	117.50	346.54	1,267.25	(1,267.25)	-	
				318.94				948.30					
Internal Vendor Groups - Allocated							13,444	3,514,387	3,527,832	(3,527,832)			spent
	16-17 cAct Personnel Costs	-	-	-	-	-	-	-	1,793,875	793,875	(1,793,875)	-	44.9%
Facilities	per pupil	-	-	-	-	-	-	-	139.36	139.36	(139.36)	-	
Transportation	Implementation Costs	-	-	-	-	-	-	15,006	2,027,068	042,074	(2,042,074)	-	60.6%
I. T.	per pupil	-	-	-	-	-	-	1.17	157.48	158.65	(158.65)	-	
	pupil count Total	-	-	-	-	-	-	15,006	3,820,944	835,950	(3,835,950)	-	52.1%
	12,871.92 Student FTE / per pupil	-	-	-	-	-	-	1.17	296.84	298.01	(298.01)	-	
	16-17 oBud Personnel Costs	-	-	-	-	-	-	-	3,995,275	995,275	(3,995,275)	-	
	per pupil	-	-	-	-	-	-	-	310.39	310.39	(310.39)	-	
	Implementation Costs	-	-	-	-	-	-	28,450	3,340,056	368,507	(3,368,507)	-	
	per pupil	-	-	-	-	-	-	2.21	259.48	261.69	(261.69)	-	
	pupil count Total	-	-	-	-	-	-	28,450	7,335,331	363,781	(7,363,781)	-	
	12,871.92 Student FTE / spend per	-	-	-	-	-	-	2.21	569.87	572.08	(572.08)	-	
				-				572.08					

EL PASO COUNTY SCHOOL DISTRICT 49
MONTHLY EXPENSE SUMMARY - GENERAL FUND: MULTI PROGRAM
DIRECT SPENDS BY SCHOOL LOCATION

December 31, 2016

		Reg. Instruct	SPED Instruct	Oth Instruct	Extracurr	Preschool or Post-Secondary	Support Services for Students	Staff	Security	School Admin	Other Direct Spend	Total	% budget spent
		-	-	-	-	-	-	-	-	-	-	-	
Geographic Zones		19,412,931	3,600,683	638,157	781,890	974,851	1,716,645	468,472	466,166	3,690,916	4,839,826	36,590,536	spent
3,310,619	16-17 cAct Personnel Costs	18,272,338	3,336,825	641,620	543,814	541,336	1,568,716	474,477	318,376	3,082,042	1,410,725	30,190,269	49%
	per pupil	1,553.94	283.77	54.57	46.25	46.04	133.41	40.35	27.08	262.11	119.97	2,567.47	
380,297	Implementation Costs	727,969	5,825	2,265	184,623	266,513	3,944	61,214	32,164	425,876	1,838,385	3,548,777	41%
	per pupil	61.91	0.50	0.19	15.70	22.67	0.34	5.21	2.74	36.22	156.34	301.80	
3,690,916 pupil count	Total	19,000,307	3,342,650	643,885	728,438	807,849	1,572,661	535,690	350,540	3,507,917	3,249,110	33,739,046	48%
11,758.74 Student FTE /	per pupil	1,615.85	284.27	54.76	61.95	68.70	133.74	45.56	29.81	298.32	276.31	2,869.27	
	16-17 oBud Personnel Costs	37,077,954	6,922,826	1,276,817	1,235,326	1,108,981	3,282,681	931,301	627,929	6,392,661	2,779,120	61,635,596	
	per pupil	3,153.23	588.74	108.58	105.06	94.31	279.17	79.20	53.40	543.65	236.35	5,241.68	
	Implementation Costs	1,335,284	20,507	5,225	275,002	673,718	6,624	72,862	188,776	806,172	5,309,817	8,693,988	
	per pupil	113.56	1.74	0.44	23.39	57.30	0.56	6.20	16.05	68.56	451.56	739.36	
pupil count	Total	38,413,238	6,943,333	1,282,042	1,510,328	1,782,699	3,289,306	1,004,163	816,705	7,198,833	8,088,936	70,329,584	
11,758.74 Student FTE / spend per		3,266.78	590.48	109.03	128.44	151.61	279.73	85.40	69.46	612.21	687.91	5,981.05	
				4,246.34						1,734.70			
35 iConnect Zone		288,748	112,297	1,208,648	-	(50,866)	228,997	(4,927)	15,569	799,519	579,088	3,177,073	spent
804,248	16-17 cAct Personnel Costs	195,053	101,013	998,295	-	37,256	204,440	-	13,156	705,057	135,718	2,389,989	44%
	per pupil	175.22	90.74	896.80	-	33.47	183.65	-	11.82	633.37	121.92	2,146.99	
(4,729)	Implementation Costs	3,642	256	397,250	-	186,433	220	5,090	3,005	317,942	111,793	1,025,632	86%
	per pupil	3.27	0.23	356.86	-	167.48	0.20	4.57	2.70	285.62	100.43	921.35	
799,519 pupil count	Total	198,695	101,269	1,395,546	-	223,689	204,660	5,090	16,162	1,022,999	247,510	3,415,620	52%
1,113.18 Student FTE /	per pupil	178.49	90.97	1,253.66	-	200.95	183.85	4.57	14.52	918.99	222.35	3,068.35	
	16-17 oBud Personnel Costs	466,882	209,299	2,370,795	-	74,153	429,507	163	25,656	1,509,304	310,335	5,396,095	
	per pupil	419.41	188.02	2,129.75	-	66.61	385.84	0.15	23.05	1,355.85	278.78	4,847.46	
	Implementation Costs	20,562	4,267	233,398	-	98,670	4,150	-	6,074	313,214	516,264	1,196,598	
	per pupil	18.47	3.83	209.67	-	88.64	3.73	-	5.46	281.37	463.77	1,074.94	
pupil count	Total	487,444	213,566	2,604,193	-	172,823	433,657	163	31,730	1,822,518	826,598	6,592,693	
1,113.18 Student FTE / spend per		437.88	191.85	2,339.42	-	155.25	389.57	0.15	28.50	1,637.22	742.56	5,922.40	
				3,124.41						2,797.99			
Total Innovation Zones		19,701,679	3,712,981	1,846,804	781,890	923,985	1,945,642	463,545	481,734	4,490,435	5,418,914	39,767,611	spent
4,114,867	16-17 cAct Personnel Costs	18,467,392	3,437,838	1,639,916	543,814	578,591	1,773,157	474,477	331,532	3,787,098	1,546,443	32,580,258	49%
	per pupil	1,434.70	267.08	127.40	42.25	44.95	137.75	36.86	25.76	294.21	120.14	2,531.11	
375,568	Implementation Costs	731,610	6,080	399,515	184,623	452,946	4,164	66,304	35,169	743,818	1,950,177	4,574,408	46%
	per pupil	56.84	0.47	31.04	14.34	35.19	0.32	5.15	2.73	57.79	151.51	355.38	
4,490,435 pupil count	Total	19,199,002	3,443,919	2,039,431	728,438	1,031,538	1,777,321	540,781	366,701	4,530,916	3,496,620	37,154,666	48%
12,871.92 Student FTE /	per pupil	1,491.54	267.55	158.44	56.59	80.14	138.08	42.01	28.49	352.00	271.65	2,886.49	
	16-17 oBud Personnel Costs	37,544,835	7,132,126	3,647,612	1,235,326	1,183,134	3,712,189	931,464	653,585	7,901,965	3,089,454	67,031,691	
	per pupil	2,916.80	554.08	283.38	95.97	91.92	288.39	72.36	50.78	613.89	240.02	5,207.59	
	Implementation Costs	1,355,846	24,774	238,623	275,002	772,388	10,774	72,862	194,850	1,119,386	5,826,080	9,890,586	
	per pupil	105.33	1.92	18.54	21.36	60.01	0.84	5.66	15.14	86.96	452.62	768.38	
pupil count	Total	38,900,682	7,156,899	3,886,235	1,510,328	1,955,522	3,722,963	1,004,326	848,436	9,021,351	8,915,534	76,922,277	
12,871.92 Student FTE / spend per		3,022.14	556.01	301.92	117.34	151.92	289.23	78.02	65.91	700.86	692.63	5,975.98	
				4,149.32						1,826.66	Educat Control 76.5%		

EL PASO COUNTY SCHOOL DISTRICT 49
MONTHLY EXPENSE SUMMARY -GENERAL FUND: MULTI PROGRAM
DIRECT SPENDS BY SCHOOL LOCATION

December 31, 2016

	Reg. Instruct	SPED Instruct	Oth Instruct	Extracurr	Preschool or Post-Secondary	Support Services for Students	Staff	Security	School Admin	Other Direct Spend	Total	% budget spent
510 Patriot Learning Center	(18,901)	28,988	482,325	-	5,859	32,050	-	13,041	148,404	164,449	856,214	spent
164,931 16-17 cAct Personnel Costs	42,881	22,557	339,398	-	37,256	71,387	-	13,156	121,412	65,839	713,888	48%
511 & PLC Night School per pupil	266.13	139.99	2,106.36	-	231.21	443.04	-	81.65	753.51	408.61	4,430.51	
(16,526) Implementation Costs	1,387	89	33,180	-	77,129	220	-	963	23,718	58,171	194,857	68%
per pupil	8.61	0.55	205.92	-	478.67	1.37	-	5.97	147.20	361.02	1,209.31	
148,404 pupil count Total	44,268	22,647	372,578	-	114,385	71,607	-	14,119	145,130	124,010	908,744	51%
161.13 Student FTE / per pupil	274.74	140.55	2,312.28	-	709.89	444.41	-	87.62	900.70	769.63	5,639.82	
16-17 oBud Personnel Costs	23,367	51,335	791,020	-	74,153	103,507	-	25,656	286,343	121,910	1,477,291	
per pupil	145.02	318.59	4,909.21	-	460.21	642.38	-	159.23	1,777.09	756.59	9,168.32	
Implementation Costs	2,000	300	63,882	-	46,090	150	-	1,503	7,192	166,549	287,666	
per pupil	12.41	1.86	396.47	-	286.04	0.93	-	9.33	44.63	1,033.63	1,785.31	
pupil count Total	25,367	51,635	854,903	-	120,243	103,657	-	27,159	293,535	288,459	1,764,958	
161.13 Student FTE / spend per	157.43	320.45	5,305.67	-	746.25	643.31	-	168.56	1,821.73	1,790.22	10,953.63	
			6,529.81						4,423.82			
464 Springs Studio for Academic Excellence	90,784	83,309	350,393	-	(9,957)	106,029	(3,440)	672	133,792	84,357	835,939	spent
125,119 16-17 cAct Personnel Costs	59,142	78,456	427,140	-	-	89,679	-	-	148,794	21,484	824,695	46%
461 & per pupil	90.19	119.64	651.36	-	-	136.75	-	-	226.90	32.76	1,257.60	
8,673 Implementation Costs	1,850	166	353,324	-	55,469	-	3,604	828	14,647	11,101	440,989	152%
per pupil	2.82	0.25	538.79	-	84.59	-	5.50	1.26	22.34	16.93	672.47	
133,792 pupil count Total	60,992	78,623	780,464	-	55,469	89,679	3,604	828	163,442	32,585	1,265,684	60%
655.77 Student FTE / per pupil	93.01	119.89	1,190.15	-	84.59	136.75	5.50	1.26	249.24	49.69	1,930.07	
16-17 oBud Personnel Costs	134,674	157,965	1,013,040	-	-	191,708	163	-	273,914	40,171	1,811,635	
per pupil	205.37	240.88	1,544.81	-	-	292.34	0.25	-	417.70	61.26	2,762.61	
Implementation Costs	17,102	3,967	117,817	-	45,512	4,000	-	1,500	23,320	76,770	289,988	
per pupil	26.08	6.05	179.66	-	69.40	6.10	-	2.29	35.56	117.07	442.21	
pupil count Total	151,776	161,932	1,130,857	-	45,512	195,708	163	1,500	297,234	116,941	2,101,623	
655.77 Student FTE / spend per	231.45	246.93	1,724.47	-	69.40	298.44	0.25	2.29	453.26	178.33	3,204.82	
			2,272.26						932.56			
340 Pikes Peak Early College	215,368	-	44,100	-	(53,835)	81,015	-	-	107,724	50,536	444,910	spent
108,251 16-17 cAct Personnel Costs	93,030	-	-	-	-	39,536	-	-	81,858	-	214,424	32%
per pupil	563.82	-	-	-	-	239.61	-	-	496.11	-	1,299.54	
(527) Implementation Costs	286	-	-	-	53,835	-	-	-	527	-	54,648	108%
per pupil	1.73	-	-	-	326.27	-	-	-	3.19	-	331.20	
107,724 pupil count Total	93,317	-	-	-	53,835	39,536	-	-	82,385	-	269,072	38%
165.00 Student FTE / per pupil	565.55	-	-	-	326.27	239.61	-	-	499.30	-	1,630.74	
16-17 oBud Personnel Costs	308,685	-	44,100	-	-	120,551	-	-	190,109	-	663,446	
per pupil	1,870.82	-	267.28	-	-	730.61	-	-	1,152.18	-	4,020.88	
Implementation Costs	-	-	-	-	-	-	-	-	-	50,536	50,536	
per pupil	-	-	-	-	-	-	-	-	-	306.28	306.28	
pupil count Total	308,685	-	44,100	-	-	120,551	-	-	190,109	50,536	713,982	
165.00 Student FTE / spend per	1,870.82	-	267.28	-	-	730.61	-	-	1,152.18	306.28	4,327.16	
			2,138.09						2,189.07			

	Reg. Instruct	SPED Instruct	Oth Instruct	Extracurr	Preschool or Post-Secondary	Support Services for Students	Staff	Security	School Admin	Other Direct Spend	Total	% budget spent
525 Falcon Homeschool Program	671	-	222,151	-	-	9,903	(1,487)	2,351	43,978	38,706	316,272	spent
16-17 cAct Personnel Costs	-	-	186,522	-	-	3,838	-	-	35,450	8,715	234,525	47%
per pupil	-	-	1,420.79	-	-	29.24	-	-	270.03	66.39	1,786.45	
Implementation Costs	59	-	8,809	-	-	-	1,487	720	3,234	16,493	30,802	39%
per pupil	0.45	-	67.10	-	-	-	11.32	5.48	24.63	125.64	234.63	
Total	59	-	195,331	-	-	3,838	1,487	720	38,684	25,209	265,328	46%
131.28 Student FTE / per pupil	0.45	-	1,487.90	-	-	29.24	11.32	5.48	294.67	192.02	2,021.08	
16-17 oBud Personnel Costs	-	-	389,332	-	-	13,741	-	-	80,087	19,769	502,930	
per pupil	-	-	2,965.66	-	-	104.67	-	-	610.05	150.59	3,830.97	
Implementation Costs	730	-	28,149	-	-	-	-	3,071	2,574	44,145	78,669	
per pupil	5.56	-	214.42	-	-	-	-	23.39	19.61	336.27	599.25	
Total	730	-	417,482	-	-	13,741	-	3,071	82,661	63,914	581,600	
131.28 Student FTE / spend per	5.56	-	3,180.09	-	-	104.67	-	23.39	629.66	486.86	4,430.22	
			3,185.65						1,244.58			
595 Other Programs: Excel (503); READ Act Camps (505), Summer School (501), Creekside Success Center (540)												spent
16-17 cAct Personnel Costs	2,779	-	45,236	-	-	-	-	-	-	39,679	84,915	32%
per pupil	0	-	3.51	-	-	-	-	-	-	3.08	6.60	
Implementation Costs	538	-	1,937	-	-	-	-	495	537	24,354	27,382	18%
per pupil	0.00	-	0.15	-	-	-	-	0.04	0.04	1.89	2.13	
Total	3,317	-	47,173	-	-	-	-	495	537	64,033	112,297	27%
12,871.92 Student FTE / per pupil	0.00	-	3.66	-	-	-	-	0.04	0.04	4.97	8.72	
16-17 oBud Personnel Costs	-	-	133,302	-	-	-	-	-	2,779	128,485	264,565	
per pupil	-	-	10.36	-	-	-	-	-	0.22	9.98	20.55	
Implementation Costs	730	-	23,550	-	2,875	-	-	-	1,075	120,814	149,044	
per pupil	0.06	-	1.83	-	0.22	-	-	-	0.08	9.39	11.58	
Total	730	-	156,852	-	2,875	-	-	-	3,854	249,299	413,609	
12,871.92 Student FTE / spend per	0.06	-	12.19	-	0.22	-	-	-	0.30	19.37	32.13	
			12.47						19.67			
522 iConnect Zone Level	155					4,193			362,304	55,775	422,426	spent
16-17 cAct Personnel Costs	358,531	-	-	-	-	-	-	-	317,542	-	317,542	47%
523 & iConnect Solutions (523) per pupil	-	-	-	-	-	-	-	-	285.26	-	285.26	
Implementation Costs	3,773	-	-	-	-	-	-	-	275,280	1,674	276,954	81%
per pupil	-	-	-	-	-	-	-	-	247.29	1.50	248.80	
Total	362,304	-	-	-	-	-	-	-	592,822	1,674	594,496	58%
1,113.18 Student FTE / per pupil	-	-	-	-	-	-	-	-	532.55	1.50	534.05	
16-17 oBud Personnel Costs	155	-	-	-	-	-	-	-	676,073	-	676,228	
per pupil	0.14	-	-	-	-	-	-	-	607.33	-	607.47	
Implementation Costs	-	-	-	-	4,193	-	-	-	279,053	57,448	340,694	
per pupil	-	-	-	-	3.77	-	-	-	250.68	51.61	306.05	
Total	155	-	-	-	4,193	-	-	-	955,126	57,448	1,016,922	
1,113.18 Student FTE / spend per	0.14	-	-	-	3.77	-	-	-	858.02	51.61	913.53	
			3.91						909.62			

EL PASO COUNTY SCHOOL DISTRICT 49
MONTHLY EXPENSE SUMMARY -GENERAL FUND: MULTI PROGRAM
DIRECT SPENDS BY SCHOOL LOCATION

December 31, 2016

		Reg. Instruct	SPED Instruct	Oth Instruct	Extracurr	Preschool or Post-Secondary	Support Services for Students	Staff	Security	School Admin	Other Direct Spend	Total	% budget spent
		-										-	
30	**Falcon Innovation Zone**	*853,400*	*203,219*	*328,075*	*536,371*	*488,934*	*53,873*	*159,708*	*1,340,705*	*1,494,992*	*11,707,235*	spent
	16-17 cAct Personnel Costs	5,921,977	818,743	172,468	216,793	292,417	500,448	56,002	99,505	983,300	403,190	9,464,842	49%
FHS	per pupil	1,546.24	213.77	45.03	56.60	76.35	130.67	14.62	25.98	256.74	105.27	2,471.28	
FMS	Implementation Costs	224,610	3,437	1,510	57,083	94,196	1,861	3,015	11,579	94,276	633,488	1,125,054	39%
FES	per pupil	58.65	0.90	0.39	14.90	24.59	0.49	0.79	3.02	24.62	165.40	293.75	
MRES	Total	6,146,587	822,179	173,978	273,876	386,613	502,309	59,017	111,084	1,077,576	1,036,678	10,589,896	47%
WHES	3,829.93 Student FTE / per pupil	1,604.88	214.67	45.43	71.51	100.95	131.15	15.41	29.00	281.36	270.68	2,765.04	
	16-17 oBud Personnel Costs	11,997,696	1,667,860	373,206	489,718	576,213	986,843	93,440	203,364	2,215,580	809,480	19,413,400	
	per pupil	3,132.61	435.48	97.44	127.87	150.45	257.67	24.40	53.10	578.49	211.36	5,068.87	
	Implementation Costs	396,850	7,719	3,990	112,232	346,771	4,400	19,450	67,428	202,701	1,722,190	2,883,731	
	per pupil	103.62	2.02	1.04	29.30	90.54	1.15	5.08	17.61	52.93	449.67	752.95	
	Total	12,394,546	1,675,579	377,196	601,951	922,984	991,243	112,890	270,792	2,418,281	2,531,670	22,297,132	
	3,829.93 Student FTE / spend per	3,236.23	437.50	98.49	157.17	240.99	258.82	29.48	70.70	631.42	661.02	5,821.81	
				4,170.38						1,651.43			
31	**Sand Creek Innovation Zone**	*1,231,349*	*158,174*	*297,879*	*162,537*	*613,493*	*216,155*	*170,390*	*1,045,890*	*1,568,265*	*11,798,317*	spent
	16-17 cAct Personnel Costs	5,930,943	1,185,548	184,898	152,256	65,136	493,390	257,123	90,455	961,011	449,044	9,769,803	49%
SCHS	per pupil	1,627.20	325.26	50.73	41.77	17.87	135.37	70.54	24.82	263.66	123.20	2,680.43	
HMS	Implementation Costs	306,082	1,893	-	67,368	30,091	1,552	45,588	11,366	144,954	667,870	1,276,763	43%
EES	per pupil	83.98	0.52	-	18.48	8.26	0.43	12.51	3.12	39.77	183.24	350.29	
RES	Total	6,237,024	1,187,441	184,898	219,623	95,227	494,943	302,710	101,821	1,105,966	1,116,914	11,046,567	48%
SRES	3,644.87 Student FTE / per pupil	1,711.18	325.78	50.73	60.26	26.13	135.79	83.05	27.94	303.43	306.43	3,030.72	
	16-17 oBud Personnel Costs	12,080,609	2,408,457	343,072	421,842	139,435	1,107,185	473,473	210,923	1,792,869	922,957	19,900,822	
	per pupil	3,314.41	660.78	94.12	115.74	38.26	303.77	129.90	57.87	491.89	253.22	5,459.95	
	Implementation Costs	490,600	10,333	-	95,661	118,329	1,250	45,392	61,287	358,987	1,762,223	2,944,062	
	per pupil	134.60	2.84	-	26.25	32.46	0.34	12.45	16.81	98.49	483.48	807.73	
	Total	12,571,209	2,418,790	343,072	517,503	257,764	1,108,435	518,865	272,211	2,151,856	2,685,179	22,844,884	
	3,644.87 Student FTE / spend per	3,449.01	663.61	94.12	141.98	70.72	304.11	142.35	74.68	590.38	736.70	6,267.68	
				4,419.45						1,848.23			
32	**POWER Innovation Zone**	*1,515,934*	*276,763*	*155,936*	*275,943*	*614,219*	*198,444*	*136,068*	*1,304,321*	*1,776,569*	*13,084,985*	spent
	16-17 cAct Personnel Costs	6,419,418	1,332,534	284,255	174,766	183,782	574,878	161,352	128,416	1,137,731	558,491	10,955,623	49%
VRHS	per pupil	1,498.48	311.05	66.35	40.80	42.90	134.19	37.66	29.98	265.58	130.37	2,557.37	
SMS	Implementation Costs	197,277	495	755	60,173	142,225	531	12,612	9,219	186,646	537,027	1,146,960	40%
RvES	per pupil	46.05	0.12	0.18	14.05	33.20	0.12	2.94	2.15	43.57	125.36	267.73	
SES	Total	6,616,695	1,333,029	285,010	234,938	326,008	575,409	173,964	137,635	1,324,376	1,095,518	12,102,583	48%
OES	4,283.94 Student FTE / per pupil	1,544.54	311.17	66.53	54.84	76.10	134.32	40.61	32.13	309.15	255.73	2,825.11	
	16-17 oBud Personnel Costs	12,999,649	2,846,510	560,538	323,766	393,334	1,188,653	364,388	213,642	2,384,212	1,046,683	22,321,373	
	per pupil	3,034.51	664.46	130.85	75.58	91.82	277.47	85.06	49.87	556.55	244.33	5,210.48	
	Implementation Costs	447,835	2,454	1,235	67,109	208,617	974	8,020	60,061	244,485	1,825,404	2,866,195	
	per pupil	104.54	0.57	0.29	15.67	48.70	0.23	1.87	14.02	57.07	426.10	669.06	
	Total	13,447,483	2,848,964	561,773	390,875	601,951	1,189,627	372,408	273,703	2,628,697	2,872,087	25,187,568	
	4,283.94 Student FTE / spend per	3,139.05	665.03	131.13	91.24	140.51	277.69	86.93	63.89	613.62	670.43	5,879.53	
				4,166.97						1,712.56			

EL PASO COUNTY SCHOOL DISTRICT 49
MONTHLY EXPENSE SUMMARY -GENERAL FUND: MULTI PROGRAM
DIRECT SPENDS BY SCHOOL LOCATION

D49

132 Falcon Elementary

		Reg. Instruct	SPED Instruct	Oth Instruct	Extracurr	Preschool or Post-Secondary	Support Services for Students	Staff	Security	School Admin	Other Direct Spend	Total	% budget spent
		550,400	219,556	64,195	500		41,927	5,439	3,627	162,714	104,600	1,152,957	spent
156,782	16-17 cAct Personnel Costs	504,435	145,345	-	-	-	41,989	-	-	94,298	36,333	822,401	43%
	per pupil	1,823.77	525.49	-	-	-	151.81	-	-	340.93	131.36	2,973.36	
5,932	Implementation Costs	10,813	-	-	-	-	-	-	975	10,098	50,622	72,507	47%
	per pupil	39.09	-	-	-	-	-	-	3.53	36.51	183.02	262.15	
182,714	Total	515,248	145,345	-	-	-	41,989	-	975	104,396	86,955	894,908	44%
276.59	Student FTE per pupil	1,862.86	525.49	-	-	-	151.81	-	3.53	377.44	314.38	3,235.50	
	16-17 oBud Personnel Costs	1,040,189	364,901	64,195	500	-	83,917	5,439	-	251,080	84,287	1,894,508	
	per pupil	3,760.76	1,319.29	232.09	1.81	-	303.40	19.66	-	907.77	304.74	6,849.52	
	Implementation Costs	25,459	-	-	-	-	-	-	4,602	16,030	107,268	153,358	
	per pupil	92.04	-	-	-	-	-	-	16.64	57.96	387.82	554.46	
	Total	1,065,648	364,901	64,195	500	-	83,917	5,439	4,602	267,110	191,555	2,047,866	
276.59	Student FTE / spend per	3,852.81	1,319.29	232.09	1.81	-	303.40	19.66	16.64	965.72	692.56	7,403.98	
				5,405.99						1,997.98			

134 Meridian Ranch Elementary

		Reg. Instruct	SPED Instruct	Oth Instruct	Extracurr	Preschool or Post-Secondary	Support Services for Students	Staff	Security	School Admin	Other Direct Spend	Total	% budget spent
		1,160,862	122,347	34,799	500	12,302	48,123	5,577	5,388	182,944	156,324	1,729,166	spent
167,412	16-17 cAct Personnel Costs	1,064,296	119,072	40,903	-	15,414	58,025	-	2,236	163,819	44,323	1,508,088	49%
	per pupil	1,578.35	176.58	60.66	-	22.86	86.05	-	3.32	242.94	65.73	2,236.49	
15,532	Implementation Costs	15,867	-	-	-	2,729	-	-	690	12,163	70,027	101,476	42%
	per pupil	23.53	-	-	-	4.05	-	-	1.02	18.04	103.85	150.49	
182,944	Total	1,080,163	119,072	40,903	-	18,143	58,025	-	2,926	175,982	114,349	1,609,564	48%
674.31	Student FTE per pupil	1,601.88	176.58	60.66	-	26.91	86.05	-	4.34	260.98	169.58	2,386.98	
	16-17 oBud Personnel Costs	2,188,193	240,668	75,701	500	27,418	106,148	5,177	6,063	331,231	115,706	3,096,806	
	per pupil	3,245.09	356.91	112.26	0.74	40.66	157.42	7.68	8.99	491.22	171.59	4,592.55	
	Implementation Costs	52,832	750	-	-	3,027	-	400	2,252	27,695	154,968	241,924	
	per pupil	78.35	1.11	-	-	4.49	-	0.59	3.34	41.07	229.82	358.77	
	Total	2,241,025	241,418	75,701	500	30,446	106,148	5,577	8,314	358,926	270,674	3,338,730	
674.31	Student FTE / spend per	3,323.43	358.02	112.26	0.74	45.15	157.42	8.27	12.33	532.29	401.41	4,951.33	
				3,839.61						1,111.71			

137 Woodmen Hills Elementary

		Reg. Instruct	SPED Instruct	Oth Instruct	Extracurr	Preschool or Post-Secondary	Support Services for Students	Staff	Security	School Admin	Other Direct Spend	Total	% budget spent
		1,206,620	146,799	85,656	500	23,824	60,402	31,425	832	182,967	128,172	1,867,198	spent
172,393	16-17 cAct Personnel Costs	1,284,915	220,379	28,702	-	30,930	67,907	-	2,792	166,327	54,323	1,856,277	51%
	per pupil	1,858.10	318.69	41.51	-	44.73	98.20	-	4.04	240.52	78.56	2,684.34	
10,574	Implementation Costs	37,613	-	-	-	238	-	1,732	2,088	9,001	94,223	144,894	57%
	per pupil	54.39	-	-	-	0.34	-	2.50	3.02	13.02	136.25	209.53	
182,967	Total	1,322,528	220,379	28,702	-	31,168	67,907	1,732	4,880	175,328	148,546	2,001,171	52%
691.52	Student FTE per pupil	1,912.49	318.69	41.51	-	45.07	98.20	2.50	7.06	253.54	214.81	2,893.87	
	16-17 oBud Personnel Costs	2,473,683	367,178	114,358	500	54,154	128,310	21,757	4,842	338,720	109,957	3,613,458	
	per pupil	3,577.17	530.97	165.37	0.72	78.31	185.55	31.46	7.00	489.82	159.01	5,225.39	
	Implementation Costs	55,465	-	-	-	837	-	11,400	870	19,575	166,761	254,908	
	per pupil	80.21	-	-	-	1.21	-	16.49	1.26	28.31	241.15	368.62	
	Total	2,529,148	367,178	114,358	500	54,992	128,310	33,157	5,712	358,295	276,718	3,868,367	
691.52	Student FTE / spend per	3,657.37	530.97	165.37	0.72	79.52	185.55	47.95	8.26	518.13	400.16	5,594.01	
				4,433.96						1,160.04			

EL PASO COUNTY SCHOOL DISTRICT 49
MONTHLY EXPENSE SUMMARY -GENERAL FUND: MULTI PROGRAM
DIRECT SPENDS BY SCHOOL LOCATION

December 31, 2016

	Reg. Instruct	SPED Instruct	Oth Instruct	Extracurr	Preschool or Post-Secondary	Support Services for Students	Staff	Security	School Admin	Other Direct Spend	Total	% budget
220 Falcon Middle Consol.	1,320,566	169,356	26,636	63,702	14,744	151,661	23,694	47,354	271,077	224,557	2,313,347	spent
16-17 cAct Personnel Costs (260,910)	1,419,386	149,256	60,490	38,573	-	148,073	16,658	45,007	196,225	92,276	2,165,945	50%
per pupil	1,509.98	158.78	64.35	41.04	-	157.52	17.72	47.88	208.75	98.17	2,304.20	
Implementation Costs (10,167)	105,680	264	-	16,064	3,683	-	1,283	840	21,460	163,778	313,051	69%
per pupil	112.43	0.28	-	17.09	3.92	-	1.36	0.89	22.83	174.23	333.03	
Total (271,077)	1,525,065	149,520	60,490	54,637	3,683	148,073	17,941	45,847	217,685	256,054	2,478,996	52%
940.00 Student FTE / per pupil	1,622.41	159.06	64.35	58.12	3.92	157.52	19.09	48.77	231.58	272.40	2,637.23	
16-17 oBud Personnel Costs	2,771,212	317,926	87,126	95,576	-	299,735	33,985	91,292	457,135	181,383	4,335,370	
per pupil	2,948.10	338.22	92.69	101.68	-	318.87	36.15	97.12	486.31	192.96	4,612.10	
Implementation Costs	74,419	950	-	22,763	18,427	-	7,650	1,909	31,628	299,228	456,973	
per pupil	79.17	1.01	-	24.22	19.60	-	8.14	2.03	33.65	318.33	486.14	
Total	2,845,631	318,876	87,126	118,339	18,427	299,735	41,635	93,201	488,763	480,610	4,792,343	
940.00 Student FTE / spend per	3,027.27	339.23	92.69	125.89	19.60	318.87	44.29	99.15	519.96	511.29	5,098.24	
			3,604.68						1,493.56			

	Reg. Instruct	SPED Instruct	Oth Instruct	Extracurr	Preschool or Post-Secondary	Support Services for Students	Staff	Security	School Admin	Other Direct Spend	Total	% budget
310 Falcon High Consol. & Falcon High Voc Ed (311)	1,804,522	193,339	15,546	262,873	480,691	186,820	13,131	102,507	237,795	407,898	3,705,123	spent
16-17 cAct Personnel Costs (220,177)	1,648,946	176,915	12,580	178,220	246,072	184,453	13,852	49,469	203,594	175,935	2,890,036	49%
per pupil	1,321.79	141.81	10.08	142.86	197.25	147.86	11.10	39.65	163.20	141.03	2,316.64	
Implementation Costs (17,618)	40,292	3,173	-	41,019	38,843	1,861	-	6,986	13,257	253,793	399,225	36%
per pupil	32.30	2.54	-	32.88	31.14	1.49	-	5.60	10.63	203.44	320.02	
Total (237,795)	1,689,238	180,088	12,580	219,239	284,916	186,314	13,852	56,456	216,851	429,728	3,289,261	47%
1,247.51 Student FTE / per pupil	1,354.09	144.36	10.08	175.74	228.39	149.35	11.10	45.25	173.83	344.47	2,636.66	
16-17 oBud Personnel Costs	3,374,418	367,408	28,126	392,642	494,640	368,734	26,982	101,167	423,772	317,048	5,894,937	
per pupil	2,704.92	294.51	22.55	314.74	396.50	295.58	21.63	81.10	339.69	254.14	4,725.36	
Implementation Costs	119,341	6,019	-	89,469	270,967	4,400	-	57,796	30,875	520,578	1,099,446	
per pupil	95.66	4.83	-	71.72	217.21	3.53	-	46.33	24.75	417.29	881.31	
Total	3,493,759	373,428	28,126	482,112	765,607	373,134	26,982	158,963	454,647	837,626	6,994,384	
1,247.51 Student FTE / spend per	2,800.59	299.34	22.55	386.46	613.71	299.10	21.63	127.42	364.44	671.44	5,606.68	
			4,122.64						1,484.04			

	Reg. Instruct	SPED Instruct	Oth Instruct	Extracurr	Preschool or Post-Secondary	Support Services for Students	Staff	Security	School Admin	Other Direct Spend	Total	% budget
530 Falcon Zone Level	204,990	2,003	(23,613)	-	4,810	-	(25,392)	-	303,208	473,441	939,446	spent
16-17 cAct Personnel Costs (254,607)	-	7,776	29,793	-	-	-	25,492	-	159,036	-	222,096	38%
per pupil	-	2.03	7.78	-	-	-	6.66	-	41.52	-	57.99	
Implementation Costs (48,601)	14,345	-	1,510	-	48,703	-	-	-	28,297	1,046	93,901	14%
per pupil	3.75	-	0.39	-	12.72	-	-	-	7.39	0.27	24.52	
Total (303,208)	14,345	7,776	31,303	-	48,703	-	25,492	-	187,333	1,046	315,997	25%
3,829.93 Student FTE / per pupil	3.75	2.03	8.17	-	12.72	-	6.66	-	48.91	0.27	82.51	
16-17 oBud Personnel Costs	150,000	9,779	3,700	-	-	-	100	-	413,643	1,100	578,322	
per pupil	39.17	2.55	0.97	-	-	-	0.03	-	108.00	0.29	151.00	
Implementation Costs	69,335	-	3,990	-	53,513	-	-	-	76,898	473,387	677,122	
per pupil	18.10	-	1.04	-	13.97	-	-	-	20.08	123.60	176.80	
Total	219,335	9,779	7,690	-	53,513	-	100	-	490,540	474,487	1,255,444	
3,829.93 Student FTE / spend per	57.27	2.55	2.01	-	13.97	-	0.03	-	128.08	123.89	327.80	
			75.80						252.00			

EL PASO COUNTY SCHOOL DISTRICT 49
MONTHLY EXPENSE SUMMARY -GENERAL FUND: MULTI PROGRAM
DIRECT SPENDS BY SCHOOL LOCATION

December 31, 2016

D49

		Reg. Instruct	SPED Instruct	Oth Instruct	Extracurr	Preschool or Post-Secondary	Support Services for Students	Staff	Security	School Admin	Other Direct Spend	Total	% budget spent
131	**Evans Elementary**	961,341	136,590	31,014	500	2,751	50,433	35,768	2,996	204,187	145,160	1,570,739	spent
194,186	16-17 cAct Personnel Costs	962,173	121,408	33,876	-	-	57,841	38,765	1,306	154,662	55,783	1,425,814	49%
	per pupil	1,440.85	181.81	50.73	-	-	86.62	58.05	1.96	231.61	83.54	2,135.16	
10,000	Implementation Costs	70,608	407	-	-	-	1,211	17,990	2,753	12,612	73,577	179,157	72%
	per pupil	105.74	0.61	-	-	-	1.81	26.94	4.12	18.89	110.18	268.29	
204,187	pupil count / Total	1,032,781	121,815	33,876	-	-	59,052	56,756	4,058	167,274	129,360	1,604,971	51%
667.78	Student FTE / per pupil	1,546.59	182.42	50.73	-	-	88.43	84.99	6.08	250.49	193.72	2,403.44	
	16-17 oBud Personnel Costs	1,947,130	257,855	64,890	500	-	109,036	79,561	3,981	348,848	114,742	2,926,542	
	per pupil	2,915.82	386.14	97.17	0.75	-	163.28	119.14	5.96	522.40	171.83	4,382.49	
	Implementation Costs	46,992	550	-	-	2,751	450	12,962	3,073	22,612	159,778	249,168	
	per pupil	70.37	0.82	-	-	4.12	0.67	19.41	4.60	33.86	239.27	373.13	
	pupil count / Total	1,994,122	258,405	64,890	500	2,751	109,486	92,523	7,054	371,460	274,520	3,175,710	
667.78	Student FTE / spend per	2,986.20	386.96	97.17	0.75	4.12	163.95	138.55	10.56	556.26	411.09	4,755.62	
				3,475.20						1,280.43			
135	**Remington Elementary**	1,061,315	148,559	33,397	3,500	6,061	53,488	49,687	4,654	143,842	41,612	1,546,115	spent
138,749	16-17 cAct Personnel Costs	974,296	129,992	28,955	-	3,943	58,999	42,176	3,025	124,037	69,958	1,435,381	48%
	per pupil	1,870.55	249.57	55.59	-	7.57	113.27	80.97	5.81	238.14	134.31	2,755.79	
5,093	Implementation Costs	27,654	-	-	-	104	-	3,534	1,035	6,791	164,620	203,738	98%
	per pupil	53.09	-	-	-	0.20	-	6.78	1.99	13.04	316.05	391.16	
143,842	pupil count / Total	1,001,950	129,992	28,955	-	4,047	58,999	45,710	4,060	130,828	234,577	1,639,120	51%
520.86	Student FTE / per pupil	1,923.65	249.57	55.59	-	7.77	113.27	87.76	7.80	251.18	450.37	3,146.95	
	16-17 oBud Personnel Costs	2,014,233	278,551	62,353	3,500	9,697	112,087	88,631	6,924	262,786	137,940	2,976,702	
	per pupil	3,867.13	534.79	119.71	6.72	18.62	215.20	170.16	13.29	504.52	264.83	5,714.98	
	Implementation Costs	49,033	-	-	-	411	400	6,765	1,790	11,885	138,250	208,533	
	per pupil	94.14	-	-	-	0.79	0.77	12.99	3.44	22.82	265.43	400.36	
	pupil count / Total	2,063,265	278,551	62,353	3,500	10,108	112,487	95,397	8,714	274,671	276,189	3,185,235	
520.86	Student FTE / spend per	3,961.27	534.79	119.71	6.72	19.41	215.96	183.15	16.73	527.34	530.26	6,115.34	
				4,641.89						1,473.44			
138	**Springs Ranch Elementary**	945,863	331,406	47,615	500	31,473	51,095	34,901	9,508	131,797	173,637	1,757,794	spent
125,311	16-17 cAct Personnel Costs	999,068	283,686	39,552	-	26,194	61,598	37,346	5,012	125,998	61,191	1,639,646	50%
	per pupil	1,962.81	557.34	77.71	-	51.46	121.02	73.37	9.85	247.54	120.22	3,221.31	
6,486	Implementation Costs	46,851	-	-	-	354	-	4,378	990	2,214	64,911	119,698	54%
	per pupil	92.04	-	-	-	0.70	-	8.60	1.94	4.35	127.53	235.16	
131,797	pupil count / Total	1,045,919	283,686	39,552	-	26,548	61,598	41,723	6,002	128,212	126,102	1,759,344	50%
509.00	Student FTE / per pupil	2,054.85	557.34	77.71	-	52.16	121.02	81.97	11.79	251.89	247.75	3,456.47	
	16-17 oBud Personnel Costs	1,947,148	614,092	87,167	500	50,523	112,693	72,174	13,479	251,309	144,837	3,293,922	
	per pupil	3,825.44	1,206.47	171.25	0.98	99.26	221.40	141.80	26.48	493.73	284.55	6,471.36	
	Implementation Costs	44,634	1,000	-	-	7,497	-	4,451	2,031	8,700	154,902	223,215	
	per pupil	87.69	1.96	-	-	14.73	-	8.74	3.99	17.09	304.33	438.54	
	pupil count / Total	1,991,782	615,092	87,167	500	58,021	112,693	76,625	15,510	260,009	299,739	3,517,138	
509.00	Student FTE / spend per	3,913.13	1,208.43	171.25	0.98	113.99	221.40	150.54	30.47	510.82	588.88	6,909.90	
				5,407.78						1,502.11			

EL PASO COUNTY SCHOOL DISTRICT 49
MONTHLY EXPENSE SUMMARY - GENERAL FUND: MULTI PROGRAM
DIRECT SPENDS BY SCHOOL LOCATION

December 31, 2016

		Reg. Instruct	SPED Instruct	Oth Instruct	Extracurr	Preschool or Post-Secondary	Support Services for Students	Staff	Security	School Admin	Other Direct Spend	Total	% budget spent
		-					-			-		-	
225	**Horizon Middle Consol.**	1,320,036	249,094	25,784	50,862	14,900	153,438	57,108	30,509	206,053	182,847	2,290,631	spent
197,332	16-17 cAct Personnel Costs	1,189,113	257,582	27,459	47,309	-	132,335	57,059	38,356	180,175	81,544	2,010,933	48%
	per pupil	1,659.66	359.51	38.32	66.03	-	184.70	79.64	53.53	251.47	113.81	2,806.68	
8,722	Implementation Costs	52,956	562	-	15,455	2,086	-	-	5,793	8,558	142,943	228,353	62%
	per pupil	73.91	0.78	-	21.57	2.91	-	-	8.09	11.94	199.51	318.71	
206,053	pupil count Total	1,242,069	258,144	27,459	62,765	2,086	132,335	57,059	44,149	188,733	224,487	2,239,286	49%
716.48	Student FTE / per pupil	1,733.57	360.30	38.32	87.60	2.91	184.70	79.64	61.62	263.42	313.32	3,125.40	
	16-17 oBud Personnel Costs	2,483,048	506,780	53,242	98,812	-	285,772	114,166	73,348	377,507	170,919	4,163,595	
	per pupil	3,465.62	707.32	74.31	137.91	-	398.86	159.34	102.37	526.89	238.55	5,811.18	
	Implementation Costs	79,058	458	-	14,815	16,986	-	-	1,310	17,279	236,416	366,322	
	per pupil	110.34	0.64	-	20.68	23.71	-	-	1.83	24.12	329.97	511.28	
	pupil count Total	2,562,105	507,238	53,242	113,627	16,986	285,772	114,166	74,658	394,786	407,335	4,529,917	
716.48	Student FTE / spend per	3,575.96	707.96	74.31	158.59	23.71	398.86	159.34	104.20	551.01	568.52	6,322.46	
				4,540.53						1,781.93			
315	**Sand Creek High Consol.**	1,864,494	356,278	20,365	241,267	107,352	296,039	(2,818)	122,723	49,558	419,374	3,474,632	spent
36,234	16-17 cAct Personnel Costs	1,799,886	392,877	55,056	104,946	34,999	182,617	27,444	42,756	253,122	144,666	3,038,370	50%
316 & Sand Creek Voc Ed	per pupil	1,462.43	319.22	44.73	85.27	28.44	148.38	22.30	34.74	205.66	117.54	2,468.71	
13,325	Implementation Costs	49,453	924	-	51,912	27,547	341	19,686	795	19,804	219,752	390,214	45%
	per pupil	40.18	0.75	-	42.18	22.38	0.28	15.99	0.65	16.09	178.55	317.05	
49,558	pupil count Total	1,849,338	393,801	55,056	156,859	62,546	182,959	47,130	43,551	272,926	364,418	3,428,583	50%
1,230.75	Student FTE / per pupil	1,502.61	319.97	44.73	127.45	50.82	148.66	38.29	35.39	221.76	296.09	2,785.77	
	16-17 oBud Personnel Costs	3,627,281	741,754	75,421	317,280	79,215	478,597	23,099	113,190	289,356	283,872	6,029,064	
	per pupil	2,947.21	602.68	61.28	257.79	64.36	388.87	18.77	91.97	235.11	230.65	4,898.69	
	Implementation Costs	86,551	8,325	-	80,846	90,683	400	21,213	53,084	33,128	499,920	874,152	
	per pupil	70.32	6.76	-	65.69	73.68	0.33	17.24	43.13	26.92	406.19	710.26	
	pupil count Total	3,713,832	750,079	75,421	398,126	169,898	478,997	44,312	166,274	322,484	783,792	6,903,215	
1,230.75	Student FTE / spend per	3,017.54	609.45	61.28	323.48	138.04	389.19	36.00	135.10	262.02	636.84	5,608.95	
				4,149.79						1,459.16			
531	**Sand Creek Zone Level**	181,136	9,422		1,250		9,000	41,509	-	310,453	605,636	1,158,406	spent
140,046	16-17 cAct Personnel Costs	6,407	2	-	-	-	-	54,332	-	123,017	35,902	219,660	43%
	per pupil	1.76	0.00	-	-	-	-	14.91	-	33.75	9.85	60.27	
170,407	Implementation Costs	58,560	-	-	-	-	-	-	-	94,976	2,067	155,604	15%
	per pupil	16.07	-	-	-	-	-	-	-	26.06	0.57	42.69	
310,453	pupil count Total	64,967	2	-	-	-	-	54,332	-	217,993	37,969	375,263	24%
3,644.87	Student FTE / per pupil	17.82	0.00	-	-	-	-	14.91	-	59.81	10.42	102.96	
	16-17 oBud Personnel Costs	61,771	9,425	-	1,250	-	9,000	95,841	-	263,063	70,648	510,997	
	per pupil	16.95	2.59	-	0.34	-	2.47	26.29	-	72.17	19.38	140.20	
	Implementation Costs	184,332	-	-	-	-	-	-	-	265,383	572,957	1,022,672	
	per pupil	50.57	-	-	-	-	-	-	-	72.81	157.20	280.58	
	pupil count Total	246,103	9,425	-	1,250	-	9,000	95,841	-	528,445	643,605	1,533,669	
3,644.87	Student FTE / spend per	67.52	2.59	-	0.34	-	2.47	26.29	-	144.98	176.58	420.77	
				70.45						350.33			

EL PASO COUNTY SCHOOL DISTRICT 49
MONTHLY EXPENSE SUMMARY -GENERAL FUND: MULTI PROGRAM
DIRECT SPENDS BY SCHOOL LOCATION

December 31, 2016

D49

		Reg. Instruct	SPED Instruct	Oth Instruct	Extracurr	Preschool or Post-Secondary	Support Services for Students	Staff	Security	School Admin	Other Direct Spend	Total	% budget spent
136	**Ridgeview Elementary**	1,146,045	266,307	57,578	3,784	42,393	64,497	46,214	6,779	184,156	173,000	1,990,752	spent
175,784	16-17 cAct Personnel Costs	1,129,703	243,809	62,596	-	24,402	75,591	49,929	3,179	161,366	74,218	1,824,792	50%
	per pupil	1,570.43	338.93	87.02	-	33.92	105.08	69.41	4.42	224.32	103.17	2,536.69	
8,372	Implementation Costs	29,421	26	-	-	8,415	-	10,757	3,305	5,580	72,285	129,788	48%
	per pupil	40.90	0.04	-	-	11.70	-	14.95	4.59	7.76	100.48	180.42	
184,156	pupil count Total	1,159,124	243,835	62,596	-	32,817	75,591	60,686	6,483	166,946	146,503	1,954,581	50%
719.36	Student FTE / per pupil	1,611.33	338.96	87.02	-	45.62	105.08	84.36	9.01	232.08	203.66	2,717.11	
	16-17 oBud Personnel Costs	2,253,479	509,942	120,173	3,784	45,957	140,087	101,579	11,462	337,150	150,233	3,673,848	
	per pupil	3,132.62	708.88	167.06	5.26	63.89	194.74	141.21	15.93	468.68	208.84	5,107.11	
	Implementation Costs	51,690	200	-	-	29,253	-	5,320	1,800	13,952	169,271	271,485	
	per pupil	71.86	0.28	-	-	40.67	-	7.40	2.50	19.39	235.31	377.40	
	pupil count Total	2,305,169	510,142	120,173	3,784	75,210	140,087	106,899	13,262	351,102	319,503	3,945,333	
719.36	Student FTE / spend per	3,204.47	709.16	167.06	5.26	104.55	194.74	148.60	18.44	488.08	444.15	5,484.50	72%
				4,190.50						1,294.00			
139	**Stetson Elementary**	919,845	281,413	67,443	544	17,456	52,159	64,075	14,288	180,377	145,802	1,743,402	spent
170,729	16-17 cAct Personnel Costs	900,182	266,538	53,156	-	22,251	51,665	44,449	6,141	147,175	56,393	1,547,950	48%
	per pupil	1,764.99	522.60	104.22	-	43.63	101.30	87.15	12.04	288.57	110.57	3,035.08	
9,648	Implementation Costs	39,947	-	-	-	29,240	120	-	2,466	7,648	67,309	146,730	64%
	per pupil	78.32	-	-	-	57.33	0.24	-	4.84	14.99	131.97	287.69	
180,377	pupil count Total	940,129	266,538	53,156	-	51,491	51,785	44,449	8,607	154,822	123,702	1,694,680	49%
510.02	Student FTE / per pupil	1,843.32	522.60	104.22	-	100.96	101.54	87.15	16.88	303.56	242.54	3,322.77	
	16-17 oBud Personnel Costs	1,835,630	547,900	120,600	544	39,334	103,944	108,525	20,663	317,904	114,953	3,209,996	
	per pupil	3,599.13	1,074.27	236.46	1.07	77.12	203.80	212.78	40.51	623.32	225.39	6,293.86	
	Implementation Costs	24,344	50	-	-	29,613	-	-	2,232	17,296	154,552	228,086	
	per pupil	47.73	0.10	-	-	58.06	-	-	4.38	33.91	303.03	447.21	
	pupil count Total	1,859,974	547,950	120,600	544	68,947	103,944	108,525	22,895	335,200	269,504	3,438,083	
510.02	Student FTE / spend per	3,646.86	1,074.37	236.46	1.07	135.19	203.80	212.78	44.89	657.23	528.42	6,741.07	88%
				5,093.95						1,647.13			
140	**Odyssey Elementary**	992,490	276,106	49,984	544	4,167	48,798	11,226	8,266	140,563	119,034	1,651,178	spent
134,668	16-17 cAct Personnel Costs	1,010,589	198,907	49,194	-	4,083	59,376	7,879	6,283	127,326	59,691	1,523,327	50%
	per pupil	2,039.25	401.37	99.27	-	8.24	119.81	15.90	12.68	256.93	120.45	3,073.89	
5,895	Implementation Costs	25,963	99	-	-	232	-	1,325	690	3,605	53,276	85,191	43%
	per pupil	52.39	0.20	-	-	0.47	-	2.67	1.39	7.28	107.51	171.90	
140,563	pupil count Total	1,036,553	199,006	49,194	-	4,315	59,376	9,204	6,973	130,931	112,967	1,608,518	49%
495.57	Student FTE / per pupil	2,091.64	401.57	99.27	-	8.71	119.81	18.57	14.07	264.20	227.95	3,245.79	
	16-17 oBud Personnel Costs	1,971,575	474,612	99,178	544	8,070	107,874	19,431	14,239	261,994	105,729	3,063,247	
	per pupil	3,978.40	957.71	200.13	1.10	16.28	217.68	39.21	28.73	528.67	213.35	6,181.26	
	Implementation Costs	57,467	500	-	-	411	300	1,000	1,000	9,500	126,272	196,450	
	per pupil	115.96	1.01	-	-	0.83	0.61	2.02	2.02	19.17	254.80	396.41	
	pupil count Total	2,029,043	475,112	99,178	544	8,481	108,174	20,431	15,239	271,494	232,001	3,259,697	
495.57	Student FTE / spend per	4,094.36	958.72	200.13	1.10	17.11	218.28	41.23	30.75	547.84	468.15	6,577.67	86%
				5,271.42						1,306.25			

EL PASO COUNTY SCHOOL DISTRICT 49
MONTHLY EXPENSE SUMMARY -GENERAL FUND: MULTI PROGRAM
DIRECT SPENDS BY SCHOOL LOCATION

December 31, 2016

			Reg. Instruct	SPED Instruct	Oth Instruct	Extracurr	Preschool or Post-Secondary	Support Services for Students	Staff	Security	School Admin	Other Direct Spend	Total	% budget spent
			-	-	-	-	-	-	-	-	-	-	-	-
230	**Skyview Middle Consol.**		1,824,277	435,752	62,367	46,033	21,190	166,899	8,376	39,023	273,293	286,364	3,163,574	spent
253,395	16-17 cAct	Personnel Costs	1,627,063	367,805	64,396	33,363	-	162,863	11,473	38,316	228,258	112,341	2,645,880	48%
		per pupil	1,465.82	331.36	58.01	30.06	-	146.72	10.34	34.52	205.64	101.21	2,383.68	
19,898		Implementation Costs	33,043	222	-	1,819	5,006	411	530	1,320	8,687	145,682	196,719	38%
		per pupil	29.77	0.20	-	1.64	4.51	0.37	0.48	1.19	7.83	131.25	177.22	
273,293	pupil count	Total	1,660,107	368,027	64,396	35,182	5,006	163,274	12,002	39,636	236,945	258,024	2,842,599	47%
	1,110.00	Student FTE / per pupil	1,495.59	331.56	58.01	31.70	4.51	147.09	10.81	35.71	213.46	232.45	2,560.90	
	16-17 oBud	Personnel Costs	3,361,468	802,279	126,563	68,878	-	329,672	18,678	74,449	481,653	231,260	5,494,901	
		per pupil	3,028.35	722.77	114.02	62.05	-	297.00	16.83	67.07	433.92	208.34	4,950.36	
		Implementation Costs	122,915	1,500	200	12,338	26,196	500	1,700	4,210	28,585	313,127	511,271	
		per pupil	110.73	1.35	0.18	11.12	23.60	0.45	1.53	3.79	25.75	282.10	460.60	
	pupil count	Total	3,484,383	803,779	126,763	81,216	26,196	330,172	20,378	78,659	510,238	544,387	6,006,172	
	1,110.00	Student FTE / spend per	3,139.08	724.13	114.20	73.17	23.60	297.45	18.36	70.86	459.67	490.44	5,410.97	
					4,074.18						1,336.79			
320	**Vista Ridge High Consol.**		1,898,074	247,548	39,111	104,031	190,737	281,866	20,986	67,711	325,796	384,947	3,560,809	spent
301,749	16-17 cAct	Personnel Costs	1,751,700	255,472	54,913	141,402	133,047	225,383	-	74,497	264,304	219,946	3,120,665	50%
321 & Vista Ridge Voc Ed		per pupil	1,208.91	176.31	37.90	97.59	91.82	155.54	-	51.41	182.41	151.79	2,153.68	
24,048		Implementation Costs	68,903	149	-	58,354	99,332	-	-	1,438	12,752	196,317	437,246	51%
		per pupil	47.55	0.10	-	40.27	68.55	-	-	0.99	8.80	135.49	301.76	
325,796	pupil count	Total	1,820,603	255,621	54,913	199,756	232,379	225,383	-	75,936	277,056	416,263	3,557,911	50%
	1,448.99	Student FTE / per pupil	1,256.46	176.41	37.90	137.86	160.37	155.54	-	52.41	191.21	287.28	2,455.44	
	16-17 oBud	Personnel Costs	3,552,995	502,965	94,025	249,016	299,973	507,075	20,986	92,828	566,052	373,635	6,259,550	
		per pupil	2,452.05	347.11	64.89	171.85	207.02	349.95	14.48	64.06	390.65	257.86	4,319.94	
		Implementation Costs	165,682	204	-	54,771	123,144	174	-	50,819	36,800	427,576	859,170	
		per pupil	114.34	0.14	-	37.80	84.99	0.12	-	35.07	25.40	295.09	592.94	
	pupil count	Total	3,718,677	503,169	94,025	303,787	423,117	507,249	20,986	143,647	602,852	801,211	7,118,720	
	1,448.99	Student FTE / spend per	2,566.39	347.26	64.89	209.65	292.01	350.07	14.48	99.14	416.05	552.94	4,912.88	
					3,480.20						1,432.68			
532	**Vista Ridge Zone Level**		50,057	8,808	280	1,000	-	-	47,567	-	200,135	667,422	975,270	spent
210,157	16-17 cAct	Personnel Costs	180	2	-	-	-	-	47,622	-	209,302	35,902	293,008	47%
		per pupil	0.04	0.00	-	-	-	-	11.12	-	48.86	8.38	68.40	
(10,021)		Implementation Costs	-	-	755	-	-	-	-	-	148,374	2,157	151,286	19%
		per pupil	-	-	0.18	-	-	-	-	-	34.63	0.50	35.31	
200,135	pupil count	Total	180	2	755	-	-	-	47,622	-	357,676	38,059	444,294	31%
	4,283.94	Student FTE / per pupil	0.04	0.00	0.18	-	-	-	11.12	-	83.49	8.88	103.71	
	16-17 oBud	Personnel Costs	24,500	8,810	-	1,000	-	-	95,189	-	419,459	70,873	619,832	
		per pupil	5.72	2.06	-	0.23	-	-	22.22	-	97.91	16.54	144.69	
		Implementation Costs	25,737	-	1,035	-	-	-	-	-	138,352	634,608	799,732	
		per pupil	6.01	-	0.24	-	-	-	-	-	32.30	148.14	186.68	
	pupil count	Total	50,237	8,810	1,035	1,000	-	-	95,189	-	557,811	705,481	1,419,564	
	4,283.94	Student FTE / spend per	11.73	2.06	0.24	0.23	-	-	22.22	-	130.21	164.68	331.37	
					14.26						317.11			

EL PASO COUNTY SCHOOL DIST[RICT]
MONTHLY EXPENSE SUMMARY -GENERAL FUND: MULTI PROGRAM
DIRECT SPENDS BY SCHOOL LOCATION

December 31, 2016

		Reg. Instruct	SPED Instruct	All Oth Instruct	Extracurr	Support Services for Students	Staff	School Admin	Oth Direct Spend	Total Direct Spend	Indirect Spend	Net Total	% budget spent
		-	-	-	-	-	-	-	-	-	-		
36+39	**Chief Education Officer**	(56,944)	946,848	244,410	168,872	1,080,925	2,154,180	6,993	(58,336)	4,486,948	(4,486,948)	-	spent
4,146,378	16-17 cAct Personnel Costs	-	920,675	70,478	148,741	1,208,267	881,737	-	339,499	3,569,397	(3,569,397)	-	46%
	per pupil	-	71.53	5.48	11.56	93.87	68.50	-	26.38	277.30	(277.30)	-	
340,571	Implementation Costs	66,428	1,318,876	275,677	1,325	330,511	577,715	7,032	536,230	3,113,794	(3,113,794)	-	90%
	per pupil	5.16	102.46	21.42	0.10	25.68	44.88	0.55	41.66	241.91	(241.91)	-	
4,486,948	pupil count Total	66,428	2,239,551	346,155	150,066	1,538,778	1,459,452	7,032	875,729	6,683,191	(6,683,191)	-	60%
	12,871.92 Student FTE / per pupil	5.16	173.99	26.89	11.66	119.55	113.38	0.55	68.03	519.21	(519.21)	-	
	16-17 oBud Personnel Costs	8,000	1,623,149	116,749	288,048	2,132,744	2,905,208	-	641,877	7,715,775	(7,715,775)	-	
	per pupil	0.62	126.10	9.07	22.38	165.69	225.70	-	49.87	599.43	(599.43)	-	
	Implementation Costs	1,484	1,563,250	473,816	30,890	486,960	708,424	14,025	175,517	3,454,365	(3,454,365)	-	
	per pupil	0.12	121.45	36.81	2.40	37.83	55.04	1.09	13.64	268.36	(268.36)	-	
	pupil count Total	9,484	3,186,399	590,565	318,938	2,619,703	3,613,632	14,025	817,394	11,170,140	(11,170,140)	-	
	12,871.92 Student FTE / spend per	0.74	247.55	45.88	24.78	203.52	280.74	1.09	63.50	867.79	(867.79)	-	
				318.94				548.85					
39	**Education Services**	1,196	-	287,207	159,276	185,204	754,344	4,266	410,820	1,802,313	(1,802,313)		spent
1,223,823	16-17 cAct Personnel Costs	-	-	57,809	136,893	142,527	604,723	-	339,499	1,281,451	(1,281,451)	-	51%
	per pupil	-	-	4.49	10.64	11.07	46.98	-	26.38	99.55	(99.55)	-	
578,490	Implementation Costs	288	-	236,049	1,325	220,908	477,072	9,259	52,375	997,275	(997,275)	-	63%
	per pupil	0.02	-	18.34	0.10	17.16	37.06	0.72	4.07	77.48	(77.48)	-	
1,802,313	pupil count Total	288	-	293,858	138,218	363,435	1,081,794	9,259	391,874	2,278,726	(2,278,726)	-	56%
	12,871.92 Student FTE / per pupil	0.02	-	22.83	10.74	28.23	84.04	0.72	30.44	177.03	(177.03)	-	
	16-17 oBud Personnel Costs	-	-	107,249	266,604	317,179	1,172,365	-	641,877	2,505,274	(2,505,274)	-	
	per pupil	-	-	8.33	20.71	24.64	91.08	-	49.87	194.63	(194.63)	-	
	Implementation Costs	1,484	-	473,816	30,890	231,460	663,774	13,525	160,817	1,575,765	(1,575,765)	-	
	per pupil	0.12	-	36.81	2.40	17.98	51.57	1.05	12.49	122.42	(122.42)	-	
	pupil count Total	1,484	-	581,065	297,494	548,639	1,836,139	13,525	802,694	4,081,039	(4,081,039)	-	
	12,871.92 Student FTE / spend per	0.12	-	45.14	23.11	42.62	142.65	1.05	62.36	317.05	(317.05)	-	
				68.37				248.68					
36	**Special Services**	(58,140)	946,848	(42,797)	9,596	895,721	1,399,835	2,727	(469,156)	2,684,636	(2,684,636)		spent
2,922,554	16-17 cAct Personnel Costs	-	920,675	12,669	11,848	1,065,740	277,014	-	-	2,287,946	(2,287,946)	-	44%
	per pupil	-	71.53	0.98	0.92	82.80	21.52	-	-	177.75	(177.75)	-	
(237,919)	Implementation Costs	66,140	1,318,876	39,628	-	109,603	100,644	(2,227)	483,856	2,116,519	(2,116,519)	-	113%
	per pupil	5.14	102.46	3.08	-	8.51	7.82	(0.17)	37.59	164.43	(164.43)	-	
2,684,636	pupil count Total	66,140	2,239,551	52,297	11,848	1,175,343	377,658	(2,227)	483,856	4,404,465	(4,404,465)	-	62%
	12,871.92 Student FTE / per pupil	5.14	173.99	4.06	0.92	91.31	29.34	(0.17)	37.59	342.18	(342.18)	-	
	16-17 oBud Personnel Costs	8,000	1,623,149	9,500	21,444	1,815,564	1,732,843	-	-	5,210,501	(5,210,501)	-	
	per pupil	0.62	126.10	0.74	1.67	141.05	134.62	-	-	404.80	(404.80)	-	
	Implementation Costs	-	1,563,250	-	-	255,500	44,650	500	14,700	1,878,600	(1,878,600)	-	
	per pupil	-	121.45	-	-	19.85	3.47	0.04	1.14	145.95	(145.95)	-	
	pupil count Total	8,000	3,186,399	9,500	21,444	2,071,064	1,777,493	500	14,700	7,089,101	(7,089,101)	-	
	12,871.92 Student FTE / spend per	0.62	247.55	0.74	1.67	160.90	138.09	0.04	1.14	550.74	(550.74)	-	
				250.57				300.17		(937,440)	(3,748,495)	(2,811,055)	

EL PASO COUNTY SCHOOL DISTRICT 49
MONTHLY EXPENSE SUMMARY -GENERAL FUND: MULTI PROGRAM
DIRECT SPENDS BY SCHOOL LOCATION

December 31, 2016

		Reg. Instruct	SPED Instruct	All Oth Instruct	Extracurr	Support Services for Students	Staff	School Admin	Oth Direct Spend	Total Direct Spend	Indirect Spend	Net Total	% budget spent
		-		-	-	-	-	-	-	-			
38	**Central Services**			(2,675)				759,787	2,355,492	3,112,604	(3,112,604)		spent
1,357,533	16-17 cAct Personnel Costs	-	-	2,675	-	-	-	636,105	677,306	1,316,085	(1,316,085)	-	49%
	per pupil	-	-	0.21	-	-	-	49.42	52.62	102.24	(102.24)	-	
1,755,071	Implementation Costs	-	-	-	-	-	-	102,569	610,481	713,051	(713,051)	-	29%
	per pupil	-	-	-	-	-	-	7.97	47.43	55.40	(55.40)	-	
3,112,604	pupil count Total	-	-	2,675	-	-	-	738,674	2,287,787	029,136	(2,029,136)	-	39%
	12,871.92 Student FTE / per pupil	-	-	0.21	-	-	-	57.39	100.05	157.64	(157.64)	-	
	16-17 oBud Personnel Costs	-	-	-	-	-	-	1,314,809	2,358,809	673,618	(2,673,618)	-	
	per pupil	-	-	-	-	-	-	102.15	105.56	207.71	(207.71)	-	
	Implementation Costs	-	-	-	-	-	-	183,652	2,284,469	468,122	(2,468,122)	-	
	per pupil	-	-	-	-	-	-	14.27	177.48	191.74	(191.74)	-	
	pupil count Total	-	-	-	-	-	-	1,498,461	5,643,279	141,740	(5,141,740)	-	
	12,871.92 Student FTE / spend per	-	-	-	-	-	-	116.41	283.04	399.45	(399.45)	-	
				-				399.45					
	Business Office			(2,675)				757,577	1,830,080	2,584,982	(2,584,982)		spent
1,319,564	16-17 cAct Personnel Costs	-	-	2,675	-	-	-	636,105	641,826	1,280,606	(1,280,606)	-	49%
	per pupil	-	-	0.21	-	-	-	49.42	49.86	99.49	(99.49)	-	
1,265,418	Implementation Costs	-	-	-	-	-	-	101,479	432,658	534,137	(534,137)	-	30%
	per pupil	-	-	-	-	-	-	7.88	33.61	41.50	(41.50)	-	
2,584,982	pupil count Total	-	-	2,675	-	-	-	737,584	1,074,484	814,743	(1,814,743)	-	41%
	12,871.92 Student FTE / per pupil	-	-	0.21	-	-	-	57.30	83.48	140.98	(140.98)	-	
	16-17 oBud Personnel Costs	-	-	-	-	-	-	1,314,809	2,285,361	600,170	(2,600,170)	-	
	per pupil	-	-	-	-	-	-	102.15	99.86	202.00	(202.00)	-	
	Implementation Costs	-	-	-	-	-	-	180,352	1,619,203	799,555	(1,799,555)	-	
	per pupil	-	-	-	-	-	-	14.01	125.79	139.80	(139.80)	-	
	pupil count Total	-	-	-	-	-	-	1,495,161	2,904,564	399,725	(4,399,725)	-	
	12,871.92 Student FTE / spend per	-	-	-	-	-	-	116.16	225.65	341.81	(341.81)	-	
				-				341.81					
610	**Board of Education**							2,210	525,412	527,622	(527,622)		spent
37,969	16-17 cAct Personnel Costs	-	-	-	-	-	-	-	35,479	35,479	(35,479)	-	48%
	per pupil	-	-	-						2.76	(2.76)	-	
489,653	Implementation Costs	-	-	-	-	-	-	1,090	177,823	178,913	(178,913)	-	27%
	per pupil	-	-	-						13.90	(13.90)	-	
527,622	pupil count Total	-	-	-	-	-	-	1,090	213,303	214,392	(214,392)	-	29%
	12,871.92 Student FTE / per pupil	-	-	-						16.66	(16.66)	-	
	16-17 oBud Personnel Costs	-	-	-	-	-	-	-	73,448	73,448	(73,448)	-	
	per pupil	-	-	-						5.71	(5.71)	-	
	Implementation Costs	-	-	-	-	-	-	3,300	665,266	668,566	(668,566)	-	
	per pupil	-	-	-						51.94	(51.94)	-	
	pupil count Total	-	-	-	-	-	-	3,300	738,714	742,014	(742,014)	-	
	12,871.92 Student FTE / spend per	-	-	-	-	-	-	0.26	57.39	57.65	(57.65)	-	
				-				57.65					

EL PASO COUNTY SCHOOL DISTRICT 49
MONTHLY EXPENSE SUMMARY -GENERAL FUND: MULTI PROGRAM
DIRECT SPENDS BY SCHOOL LOCATION

December 31, 2016

		Reg. Instruct	SPED Instruct	All Oth Instruct	Extracurr	Support Services for Students	Staff	School Admin	Oth Direct Spend	Total Direct Spend	Indirect Spend	Net Total	% budget spent
		-	-	-	-	-	-	-	-	-			
37	**Facilities & Maintenance**	-	-	-	-	-	-	11,079	1,047,527	1,058,605	(1,058,605)	-	spent
1,078,911	16-17 cAct Personnel Costs	-	-	-	-	-	-	-	954,139	954,139	(954,139)	-	47%
	per pupil	-	-	-	-	-	-	-	74.13	74.13	(74.13)	-	
(20,305)	Implementation Costs	-	-	-	-	-	-	9,821	254,229	264,050	(264,050)	-	108%
	per pupil	-	-	-	-	-	-	0.76	19.75	20.51	(20.51)	-	
1,058,605	pupil count Total	-	-	-	-	-	-	9,821	1,208,368	218,189	(1,218,189)	-	54%
	12,871.92 Student FTE per pupil	-	-	-	-	-	-	0.76	93.88	94.64	(94.64)	-	
	16-17 oBud Personnel Costs	-	-	-	-	-	-	-	2,033,050	033,050	(2,033,050)	-	
	per pupil	-	-	-	-	-	-	-	157.94	157.94	(157.94)	-	
	Implementation Costs	-	-	-	-	-	-	20,900	222,845	243,745	(243,745)	-	
	per pupil	-	-	-	-	-	-	1.62	17.31	18.94	(18.94)	-	
	pupil count Total	-	-	-	-	-	-	20,900	2,255,895	276,795	(2,276,795)	-	
	12,871.92 Student FTE / spend per	-	-	-	-	-	-	1.62	175.26	176.88	(176.88)	-	
					176.88								
34	**Transportati SPED Trans, Trip Trans, T**	-	-	-	-	-	-	3,366	1,347,916	1,351,282	(1,351,282)		spent
1,122,489	16-17 cAct Personnel Costs	-	-	-	-	-	-	-	839,736	839,736	(839,736)	-	43%
35	per pupil	-	-	-	-	-	-	-	65.24	65.24	(65.24)	-	
228,793	Implementation Costs	-	-	-	-	-	-	1,685	31,261	32,945	(32,945)	-	13%
	per pupil	-	-	-	-	-	-	0.13	2.43	2.56	(2.56)	-	
1,351,282	pupil count Total	-	-	-	-	-	-	1,685	870,997	872,682	(872,682)	-	39%
	12,871.92 Student FTE per pupil	-	-	-	-	-	-	0.13	67.67	67.80	(67.80)	-	
	16-17 oBud Personnel Costs	-	-	-	-	-	-	-	1,962,225	962,225	(1,962,225)	-	
	per pupil	-	-	-	-	-	-	-	152.44	152.44	(152.44)	-	
	Implementation Costs	-	-	-	-	-	-	5,050	256,688	261,739	(261,739)	-	
	per pupil	-	-		-					20.33	(20.33)	-	
	pupil count Total	-	-	-	-	-	-	5,050	2,218,913	223,963	(2,223,963)	-	
	12,871.92 Student FTE / spend per	-	-	-	-	-	-	0.39	172.38	172.78	(172.78)	-	
					172.78								
33	**Information Information Technology**	-	-	-	-	-	-	(1,000)	1,118,945	1,117,945	(1,117,945)		spent
	16-17 cAct Personnel Costs	-	-	-	-	-	-	-	-	-	-	-	0%
	per pupil	-	-	-	-	-	-	-	-	-	-	-	
1,117,945	Implementation Costs	-	-	-	-	-	-	3,500	1,741,579	745,079	(1,745,079)	-	61%
	per pupil	-	-	-	-	-	-	0.27	135.30	135.57	(135.57)	-	
1,117,945	pupil count Total	-	-	-	-	-	-	3,500	1,741,579	745,079	(1,745,079)	-	61%
	12,871.92 Student FTE per pupil	-	-	-	-	-	-	0.27	135.30	135.57	(135.57)	-	
	16-17 oBud Personnel Costs	-	-	-	-	-	-	-	-	-	-	-	
	per pupil	-	-	-	-	-	-	-	-	-	-	-	
	Implementation Costs	-	-	-	-	-	-	2,500	2,860,523	863,023	(2,863,023)	-	
	per pupil	-	-		-					222.42	(222.42)	-	
	pupil count Total	-	-	-	-	-	-	2,500	2,860,523	863,023	(2,863,023)	-	
	12,871.92 Student FTE / spend per	-	-	-	-	-	-	0.19	222.23	222.42	(222.42)	-	
					222.42								

EL PASO COUNTY SCHOOL DISTRICT 49
MONTHLY EXPENSE SUMMARY -GENERAL FUND: MULTI PROGRAM
PERSONNEL COSTS BY SCHOOL LOCATION - TOTAL & PER PUPIL

December 31, 2016

16-17 cAct

	SFTE	zone	Reg. Instruct	SPED Instruct	Oth Instruct	Extracurr	Preschool or Post-Secondary	Support Services for Students	Staff	Security	School Admin	Other Direct Spend	Total
132 Falcon Elementar Personnel Costs	276.59	30	504,435	145,345	-	-	-	41,989	-	-	94,298	36,333	822,401
134 Meridian Ranch E Personnel Costs	674.31	30	1,064,296	119,072	40,903	-	15,414	58,025	-	2,236	163,819	44,323	1,508,088
137 Woodmen Hills E Personnel Costs	691.52	30	1,284,915	220,379	28,702	-	30,930	67,907	-	2,792	166,327	54,323	1,856,277
220 Falcon Middle Co Personnel Costs	940.00	30	1,419,386	149,256	60,490	38,573	-	148,073	16,658	45,007	196,225	92,276	2,165,945
310 Falcon High Cons Personnel Costs	1,247.51	30	1,648,946	176,915	12,580	178,220	246,072	184,453	13,852	49,469	203,594	175,935	2,890,036
530 Falcon Zone Leve Personnel Costs	3,829.93	30	-	7,776	29,793	-	-	-	25,492	-	159,036	-	222,096
131 Evans Elementar Personnel Costs	667.78	31	962,173	121,408	33,876	-	-	57,841	38,765	1,306	154,662	55,783	1,425,814
135 Remington Eleme Personnel Costs	520.86	31	974,296	129,992	28,955	-	3,943	58,999	42,176	3,025	124,037	69,958	1,435,381
138 Springs Ranch El Personnel Costs	509.00	31	999,068	283,686	39,552	-	26,194	61,598	37,346	5,012	125,998	61,191	1,639,646
225 Horizon Middle C Personnel Costs	716.48	31	1,189,113	257,582	27,459	47,309	-	132,335	57,059	38,356	180,175	81,544	2,010,933
315 Sand Creek High Personnel Costs	1,230.75	31	1,799,886	392,877	55,056	104,946	34,999	182,617	27,444	42,756	253,122	144,666	3,038,370
531 Sand Creek Zone Personnel Costs	3,644.87	31	6,407	2	-	-	-	-	54,332	-	123,017	35,902	219,660
136 Ridgeview Eleme Personnel Costs	719.36	32	1,129,703	243,809	62,596	-	24,402	75,591	49,929	3,179	161,366	74,218	1,824,792
139 Stetson Elementa Personnel Costs	510.02	32	900,182	266,538	53,156	-	22,251	51,665	44,449	6,141	147,175	56,393	1,547,950
140 Odyssey Element Personnel Costs	495.57	32	1,010,589	198,907	49,194	-	4,083	59,376	7,879	6,283	127,326	59,691	1,523,327
230 Skyview Middle C Personnel Costs	1,110.00	32	1,627,063	367,805	64,396	33,363	-	162,863	11,473	38,316	228,258	112,341	2,645,880
320 Vista Ridge High Personnel Costs	1,448.99	32	1,751,700	255,472	54,913	141,402	133,047	225,383	-	74,497	264,304	219,946	3,120,665
532 Vista Ridge Zone Personnel Costs	4,283.94	32	180	2	-	-	-	-	47,622	-	209,302	35,902	293,008
464 Springs Studio fo Personnel Costs	655.77	35	59,142	78,456	427,140	-	-	89,679	-	-	148,794	21,484	824,695
522 iConnect Zone Le Personnel Costs	1,113.18	35	-	-	-	-	-	-	-	-	317,542	-	317,542
525 Falcon Homesch Personnel Costs	131.28	35	-	-	186,522	-	-	3,838	-	-	35,450	8,715	234,525
510 Patriot Learning C Personnel Costs	161.13	35	42,881	22,557	339,398	-	37,256	71,387	-	13,156	121,412	65,839	713,888
595 Other Programs: Personnel Costs	12,871.92	35	-	-	45,236	-	-	-	-	-	-	39,679	84,915
340 Pikes Peak Early Personnel Costs	165.00	35	93,030	-	-	-	-	39,536	-	-	81,858	-	214,424
132 Falcon Elementar PersCost / sFTE	276.59	30	1,823.77	525.49	-	-	-	151.81	-	-	340.93	131.36	2,973.36
134 Meridian Ranch E PersCost / sFTE	674.31	30	1,578.35	176.58	60.66	-	22.86	86.05	-	3.32	242.94	65.73	2,236.49
137 Woodmen Hills E PersCost / sFTE	691.52	30	1,858.10	318.69	41.51	-	44.73	98.20	-	4.04	240.52	78.56	2,684.34
220 Falcon Middle Co PersCost / sFTE	940.00	30	1,509.98	158.78	64.35	41.04	-	157.52	17.72	47.88	208.75	98.17	2,304.20
310 Falcon High Cons PersCost / sFTE	1,247.51	30	1,321.79	141.81	10.08	142.86	197.25	147.86	11.10	39.65	163.20	141.03	2,316.64
530 Falcon Zone Leve PersCost / sFTE	3,829.93	30	-	2.03	7.78	-	-	-	6.66	-	41.52	-	57.99
131 Evans Elementar PersCost / sFTE	667.78	31	1,440.85	181.81	50.73	-	-	86.62	58.05	1.96	231.61	83.54	2,135.16
135 Remington Eleme PersCost / sFTE	520.86	31	1,870.55	249.57	55.59	-	7.57	113.27	80.97	5.81	238.14	134.31	2,755.79
138 Springs Ranch El PersCost / sFTE	509.00	31	1,962.81	557.34	77.71	-	51.46	121.02	73.37	9.85	247.54	120.22	3,221.31
225 Horizon Middle C PersCost / sFTE	716.48	31	1,659.66	359.51	38.32	66.03	-	184.70	79.64	53.53	251.47	113.81	2,806.68
315 Sand Creek High PersCost / sFTE	1,230.75	31	1,462.43	319.22	44.73	85.27	28.44	148.38	22.30	34.74	205.66	117.54	2,468.71
531 Sand Creek Zone PersCost / sFTE	3,644.87	31	1.76	0.00	-	-	-	-	14.91	-	33.75	9.85	60.27
136 Ridgeview Eleme PersCost / sFTE	719.36	32	1,570.43	338.93	87.02	-	33.92	105.08	69.41	4.42	224.32	103.17	2,536.69
139 Stetson Elementa PersCost / sFTE	510.02	32	1,764.99	522.60	104.22	-	43.63	101.30	87.15	12.04	288.57	110.57	3,035.08
140 Odyssey Element PersCost / sFTE	495.57	32	2,039.25	401.37	99.27	-	8.24	119.81	15.90	12.68	256.93	120.45	3,073.89
230 Skyview Middle C PersCost / sFTE	1,110.00	32	1,465.82	331.36	58.01	30.06	-	146.72	10.34	34.52	205.64	101.21	2,383.68
320 Vista Ridge High PersCost / sFTE	1,448.99	32	1,208.91	176.31	37.90	97.59	91.82	155.54	-	51.41	182.41	151.79	2,153.68
532 Vista Ridge Zone PersCost / sFTE	4,283.94	32	0.04	0.00	-	-	-	-	11.12	-	48.86	8.38	68.40
464 Springs Studio fo PersCost / sFTE	655.77	35	90.19	119.64	651.36	-	-	136.75	-	-	226.90	32.76	1,257.60
522 iConnect Zone Le PersCost / sFTE	1,113.18	35	-	-	-	-	-	-	-	-	285.26	-	285.26
525 Falcon Homesch PersCost / sFTE	131.28	35	-	-	1,420.79	-	-	29.24	-	-	270.03	66.39	1,786.45
510 Patriot Learning C PersCost / sFTE	161.13	35	266.13	139.99	2,106.36	-	231.21	443.04	-	81.65	753.51	408.61	4,430.51
595 Other Programs: PersCost / sFTE	12,871.92	35	-	-	3.51	-	-	-	-	-	-	3.08	6.60
340 Pikes Peak Early PersCost / sFTE	165.00	35	563.82	-	-	-	-	239.61	-	-	496.11	-	1,299.54

EL PASO COUNTY SCHOOL DISTRICT 49
MONTHLY EXPENSE SUMMARY -GENERAL FUND: MULTI PROGRAM
IMPLEMENTATION COSTS BY SCHOOL LOCATION - TOTAL & PER PUPIL

December 31, 2016

	SFTE zone	Reg. Instruct	SPED Instruct	Oth Instruct	Extracurr	Preschool or Post-Secondary	Support Services for Students	Staff	Security	School Admin	Other Direct Spend	Total
132 Falcon Elementar Implementation C	276.59 30	10,813	-	-	-	-	-	-	975	10,098	50,622	72,507
134 Meridian Ranch E Implementation C	674.31 30	15,867	-	-	-	2,729	-	-	690	12,163	70,027	101,476
137 Woodmen Hills E Implementation C	691.52 30	37,613	-	-	-	238	-	1,732	2,088	9,001	94,223	144,894
220 Falcon Middle Co Implementation C	940.00 30	105,680	264	-	16,064	3,683	-	1,283	840	21,460	163,778	313,051
310 Falcon High Cons Implementation C	1,247.51 30	40,292	3,173	-	41,019	38,843	1,861	-	6,986	13,257	253,793	399,225
530 Falcon Zone Leve Implementation C	3,829.93 30	14,345	-	1,510	-	48,703	-	-	-	28,297	1,046	93,901
131 Evans Elementar Implementation C	667.78 31	70,608	407	-	-	-	1,211	17,990	2,753	12,612	73,577	179,157
135 Remington Eleme Implementation C	520.86 31	27,654	-	-	-	104	-	3,534	1,035	6,791	164,620	203,738
138 Springs Ranch El Implementation C	509.00 31	46,851	-	-	-	354	-	4,378	990	2,214	64,911	119,698
225 Horizon Middle Co Implementation C	716.48 31	52,956	562	-	15,455	2,086	-	-	5,793	8,558	142,943	228,353
315 Sand Creek High Implementation C	1,230.75 31	49,453	924	-	51,912	27,547	341	19,686	795	19,804	219,752	390,214
531 Sand Creek Zone Implementation C	3,644.87 31	58,560	-	-	-	-	-	-	-	94,976	2,067	155,604
136 Ridgeview Eleme Implementation C	719.36 32	29,421	26	-	-	8,415	-	10,757	3,305	5,580	72,285	129,788
139 Stetson Elementa Implementation C	510.02 32	39,947	-	-	-	29,240	120	-	2,466	7,648	67,309	146,730
140 Odyssey Element Implementation C	495.57 32	25,963	99	-	-	232	-	1,325	690	3,605	53,276	85,191
230 Skyview Middle C Implementation C	1,110.00 32	33,043	222	-	1,819	5,006	411	530	1,320	8,687	145,682	196,719
320 Vista Ridge High Implementation C	1,448.99 32	68,903	149	-	58,354	99,332	-	-	1,438	12,752	196,317	437,246
532 Vista Ridge Zone Implementation C	4,283.94 32	-	-	755	-	-	-	-	-	148,374	2,157	151,286
464 Springs Studio fo Implementation C	655.77 35	1,850	166	353,324	-	55,469	-	3,604	828	14,647	11,101	440,989
522 iConnect Zone Le Implementation C	1,113.18 35	-	-	-	-	-	-	-	-	275,280	1,674	276,954
525 Falcon Homescho Implementation C	131.28 35	59	-	8,809	-	-	-	1,487	720	3,234	16,493	30,802
510 Patriot Learning C Implementation C	161.13 35	1,387	89	33,180	-	77,129	220	-	963	23,718	58,171	194,857
595 Other Programs: Implementation C	12,871.92 35	59	-	1,937	-	-	-	-	495	537	24,354	27,382
340 Pikes Peak Early Implementation C	165.00 35	286	-	-	-	53,835	-	-	-	527	-	54,648
132 Falcon Elementar Implement / sFTE	276.59 30	39.09	-	-	-	-	-	-	3.53	36.51	183.02	262.15
134 Meridian Ranch E Implement / sFTE	674.31 30	23.53	-	-	-	4.05	-	-	1.02	18.04	103.85	150.49
137 Woodmen Hills E Implement / sFTE	691.52 30	54.39	-	-	-	0.34	-	2.50	3.02	13.02	136.25	209.53
220 Falcon Middle Co Implement / sFTE	940.00 30	112.43	0.28	-	17.09	3.92	-	1.36	0.89	22.83	174.23	333.03
310 Falcon High Cons Implement / sFTE	1,247.51 30	32.30	2.54	-	32.88	31.14	1.49	-	5.60	10.63	203.44	320.02
530 Falcon Zone Leve Implement / sFTE	3,829.93 30	3.75	-	0.39	-	12.72	-	-	-	7.39	0.27	24.52
131 Evans Elementar Implement / sFTE	667.78 31	105.74	0.61	-	-	-	1.81	26.94	4.12	18.89	110.18	268.29
135 Remington Eleme Implement / sFTE	520.86 31	53.09	-	-	-	0.20	-	6.78	1.99	13.04	316.05	391.16
138 Springs Ranch El Implement / sFTE	509.00 31	92.04	-	-	-	0.70	-	8.60	1.94	4.35	127.53	235.16
225 Horizon Middle Co Implement / sFTE	716.48 31	73.91	0.78	-	21.57	2.91	-	-	8.09	11.94	199.51	318.71
315 Sand Creek High Implement / sFTE	1,230.75 31	40.18	0.75	-	42.18	22.38	0.28	15.99	0.65	16.09	178.55	317.05
531 Sand Creek Zone Implement / sFTE	3,644.87 31	16.07	-	-	-	-	-	-	-	26.06	0.57	42.69
136 Ridgeview Eleme Implement / sFTE	719.36 32	40.90	0.04	-	-	11.70	-	14.95	4.59	7.76	100.48	180.42
139 Stetson Elementa Implement / sFTE	510.02 32	78.32	-	-	-	57.33	0.24	-	4.84	14.99	131.97	287.69
140 Odyssey Element Implement / sFTE	495.57 32	52.39	0.20	-	-	0.47	-	2.67	1.39	7.28	107.51	171.90
230 Skyview Middle C Implement / sFTE	1,110.00 32	29.77	0.20	-	1.64	4.51	0.37	0.48	1.19	7.83	131.25	177.22
320 Vista Ridge High Implement / sFTE	1,448.99 32	47.55	0.10	-	40.27	68.55	-	-	0.99	8.80	135.49	301.76
532 Vista Ridge Zone Implement / sFTE	4,283.94 32	-	-	0.18	-	-	-	-	-	34.63	0.50	35.31
464 Springs Studio fo Implement / sFTE	655.77 35	2.82	0.25	538.79	-	84.59	-	5.50	1.26	22.34	16.93	672.47
522 iConnect Zone Le Implement / sFTE	1,113.18 35	-	-	-	-	-	-	-	-	247.29	1.50	248.80
525 Falcon Homescho Implement / sFTE	131.28 35	0.45	-	67.10	-	-	-	11.32	5.48	24.63	125.64	234.63
510 Patriot Learning C Implement / sFTE	161.13 35	8.61	0.55	205.92	-	478.67	1.37	-	5.97	147.20	361.02	1,209.31
595 Other Programs: Implement / sFTE	12,871.92 35	0.00	-	0.15	-	-	-	-	0.04	0.04	1.89	2.13
340 Pikes Peak Early Implement / sFTE	165.00 35	1.73	-	-	-	326.27	-	-	-	3.19	-	331.20

16-17 cAct

EL PASO COUNTY SCHOOL DISTRICT 49
MONTHLY EXPENSE SUMMARY -GENERAL FUND: MULTI PROGRAM
DIRECT SPENDS BY SCHOOL LOCATION - SUMMARY

December 31, 2016

16-17 cAct

	SFTE	Reg. Instruct	SPED Instruct	Oth Instruct	Extracurr	Preschool or Post-Secondary	Support Services for Students	Staff	Security	School Admin	Other Direct Spend	Total
132 Falcon Elementar Total Direct	276.59	515,248	145,345	-	-	-	41,989	-	975	104,396	86,955	894,908
134 Meridian Ranch E Total Direct	674.31	1,080,163	119,072	40,903	-	18,143	58,025	-	2,926	175,982	114,349	1,609,564
137 Woodmen Hills E Total Direct	691.52	1,322,528	220,379	28,702	-	31,168	67,907	1,732	4,880	175,328	148,546	2,001,171
220 Falcon Middle Co Total Direct	940.00	1,525,065	149,520	60,490	54,637	3,683	148,073	17,941	45,847	217,685	256,054	2,478,996
310 Falcon High Cons Total Direct	1,247.51	1,689,238	180,088	12,580	219,239	284,916	186,314	13,852	56,456	216,851	429,728	3,289,261
530 Falcon Zone Leve Total Direct	3,829.93	14,345	7,776	31,303	-	48,703	-	25,492	-	187,333	1,046	315,997
131 Evans Elementar Total Direct	667.78	1,032,781	121,815	33,876	-	-	59,052	56,756	4,058	167,274	129,360	1,604,971
135 Remington Eleme Total Direct	520.86	1,001,950	129,992	28,955	-	4,047	58,999	45,710	4,060	130,828	234,577	1,639,120
138 Springs Ranch El Total Direct	509.00	1,045,919	283,686	39,552	-	26,548	61,598	41,723	6,002	128,212	126,102	1,759,344
225 Horizon Middle C Total Direct	716.48	1,242,069	258,144	27,459	62,765	2,086	132,335	57,059	44,149	188,733	224,487	2,239,286
315 Sand Creek High Total Direct	1,230.75	1,849,338	393,801	55,056	156,859	62,546	182,959	47,130	43,551	272,926	364,418	3,428,583
531 Sand Creek Zone Total Direct	3,644.87	64,967	2	-	-	-	-	54,332	-	217,993	37,969	375,263
136 Ridgeview Eleme Total Direct	719.36	1,159,124	243,835	62,596	-	32,817	75,591	60,686	6,483	166,946	146,503	1,954,581
139 Stetson Elementa Total Direct	510.02	940,129	266,538	53,156	-	51,491	51,785	44,449	8,607	154,822	123,702	1,694,680
140 Odyssey Element Total Direct	495.57	1,036,553	199,006	49,194	-	4,315	59,376	9,204	6,973	130,931	112,967	1,608,518
230 Skyview Middle C Total Direct	1,110.00	1,660,107	368,024	64,396	35,182	5,006	163,274	12,002	39,636	236,945	258,024	2,842,599
320 Vista Ridge High Total Direct	1,448.99	1,820,603	255,621	54,913	199,756	232,379	225,383	-	75,936	277,056	416,263	3,557,911
532 Vista Ridge Zone Total Direct	4,283.94	180	2	755	-	-	-	47,622	-	357,676	38,059	444,294
464 Springs Studio fo Total Direct	655.77	60,992	78,623	780,464	-	55,469	89,679	3,604	828	163,442	32,585	1,265,684
522 iConnect Zone Le Total Direct	1,113.18	-	-	-	-	-	-	-	-	592,822	1,674	594,496
525 Falcon Homesch Total Direct	131.28	59	-	195,331	-	-	3,838	1,487	720	38,684	25,209	265,328
510 Patriot Learning (Total Direct	161.13	44,268	22,647	372,578	-	114,385	71,607	-	14,119	145,130	124,010	908,744
595 Other Programs: Total Direct	12,871.92	59	-	47,173	-	-	-	-	495	537	64,033	112,297
340 Pikes Peak Early Total Direct	165.00	93,317	-	-	-	53,835	39,536	-	-	82,385	-	269,072
132 Falcon Elementar Tot Dir / sFTE	276.59	1,862.86	525.49	-	-	-	151.81	-	3.53	377.44	314.38	3,235.50
134 Meridian Ranch E Tot Dir / sFTE	674.31	1,601.88	176.58	60.66	-	26.91	86.05	-	4.34	260.98	169.58	2,386.98
137 Woodmen Hills E Tot Dir / sFTE	691.52	1,912.49	318.69	41.51	-	45.07	98.20	2.50	7.06	253.54	214.81	2,893.87
220 Falcon Middle Co Tot Dir / sFTE	940.00	1,622.41	159.06	64.35	58.12	3.92	157.52	19.09	48.77	231.58	272.40	2,637.23
310 Falcon High Cons Tot Dir / sFTE	1,247.51	1,354.09	144.36	10.08	175.74	228.39	149.35	11.10	45.25	173.83	344.47	2,636.66
530 Falcon Zone Leve Tot Dir / sFTE	3,829.93	3.75	2.03	8.17	-	12.72	-	6.66	-	48.91	0.27	82.51
131 Evans Elementar Tot Dir / sFTE	667.78	1,546.59	182.42	50.73	-	-	88.43	84.99	6.08	250.49	193.72	2,403.44
135 Remington Eleme Tot Dir / sFTE	520.86	1,923.65	249.57	55.59	-	7.77	113.27	87.76	7.80	251.18	450.37	3,146.95
138 Springs Ranch El Tot Dir / sFTE	509.00	2,054.85	557.34	77.71	-	52.16	121.02	81.97	11.79	251.89	247.75	3,456.47
225 Horizon Middle C Tot Dir / sFTE	716.48	1,733.57	360.30	38.32	87.60	2.91	184.70	79.64	61.62	263.42	313.32	3,125.40
315 Sand Creek High Tot Dir / sFTE	1,230.75	1,502.61	319.97	44.73	127.45	50.82	148.66	38.29	35.39	221.76	296.05	2,785.77
531 Sand Creek Zone Tot Dir / sFTE	3,644.87	17.82	0.00	-	-	-	-	14.91	-	59.81	10.42	102.96
136 Ridgeview Eleme Tot Dir / sFTE	719.36	1,611.33	338.96	87.02	-	45.62	105.08	84.36	9.01	232.08	203.66	2,717.11
139 Stetson Elementa Tot Dir / sFTE	510.02	1,843.32	522.60	104.22	-	100.96	101.54	87.15	16.88	303.56	242.54	3,322.77
140 Odyssey Element Tot Dir / sFTE	495.57	2,091.64	401.57	99.27	-	8.71	119.81	18.57	14.07	264.20	227.95	3,245.79
230 Skyview Middle C Tot Dir / sFTE	1,110.00	1,495.59	331.56	58.01	31.70	4.51	147.09	10.81	35.71	213.46	232.45	2,560.94
320 Vista Ridge High Tot Dir / sFTE	1,448.99	1,256.46	176.41	37.90	137.86	160.37	155.54	-	52.41	191.21	287.28	2,455.44
532 Vista Ridge Zone Tot Dir / sFTE	4,283.94	0.04	0.00	0.18	-	-	-	11.12	-	83.49	8.88	103.71
464 Springs Studio fo Tot Dir / sFTE	655.77	93.01	119.89	1,190.15	-	84.59	136.75	5.50	1.26	249.24	49.69	1,930.07
522 iConnect Zone Le Tot Dir / sFTE	1,113.18	-	-	-	-	-	-	-	-	532.55	1.50	534.05
525 Falcon Homesch Tot Dir / sFTE	131.28	0.45	-	1,487.90	-	-	29.24	11.32	5.48	294.67	192.02	2,021.08
510 Patriot Learning (Tot Dir / sFTE	161.13	274.74	140.55	2,312.28	-	709.89	444.41	-	87.62	900.70	769.63	5,639.82
595 Other Programs: Tot Dir / sFTE	12,871.92	0.00	-	3.66	-	-	-	-	0.04	0.04	4.97	8.72
340 Pikes Peak Early Tot Dir / sFTE	165.00	565.55	-	-	-	326.27	239.61	-	-	499.30	-	1,630.74

EL PASO COUNTY SCHOOL DISTRICT 49
MONTHLY EXPENSE SUMMARY -GENERAL FUND: MULTI PROGRAM
PERSONNEL COSTS BY SCHOOL LOCATION - TOTAL & PER PUPIL

December 31, 2016

	SFTE	zone	Reg. Instruct	SPED Instruct	Oth Instruct	Extracurr	Preschool or Post-Secondary	Support Services for Students	Staff	Security	School Admin	Other Direct Spend	Total
16-17 oBud													
132 Falcon Elementar Personnel Costs	276.59	30	1,040,189	364,901	64,195	500	-	83,917	5,439	-	251,080	84,287	1,894,508
134 Meridian Ranch E Personnel Costs	674.31	30	2,188,193	240,668	75,701	500	27,418	106,148	5,177	6,063	331,231	115,706	3,096,806
137 Woodmen Hills E Personnel Costs	691.52	30	2,473,683	367,178	114,358	500	54,154	128,310	21,757	4,842	338,720	109,957	3,613,458
220 Falcon Middle Co Personnel Costs	940.00	30	2,771,212	317,926	87,126	95,576	-	299,735	33,985	91,292	457,135	181,383	4,335,370
310 Falcon High Cons Personnel Costs	1,247.51	30	3,374,418	367,408	28,126	392,642	494,640	368,734	26,982	101,167	423,772	317,048	5,894,937
530 Falcon Zone Leve Personnel Costs	3,829.93	30	150,000	9,779	3,700	-	-	-	100	-	413,643	1,100	578,322
131 Evans Elementar Personnel Costs	667.78	31	1,947,130	257,855	64,890	500	-	109,036	79,561	3,981	348,848	114,742	2,926,542
135 Remington Eleme Personnel Costs	520.86	31	2,014,233	278,551	62,353	3,500	9,697	112,087	88,631	6,924	262,786	137,940	2,976,702
138 Springs Ranch El Personnel Costs	509.00	31	1,947,148	614,092	87,167	500	50,523	112,693	72,174	13,479	251,309	144,837	3,293,922
225 Horizon Middle C Personnel Costs	716.48	31	2,483,048	506,780	53,242	98,812	-	285,772	114,166	73,348	377,507	170,919	4,163,595
315 Sand Creek High Personnel Costs	1,230.75	31	3,627,281	741,754	75,421	317,280	79,215	478,597	23,099	113,190	289,356	283,872	6,029,064
531 Sand Creek Zone Personnel Costs	3,644.87	31	61,771	9,425	-	1,250	-	9,000	95,841	-	263,063	70,648	510,997
136 Ridgeview Eleme Personnel Costs	719.36	32	2,253,479	509,942	120,173	3,784	45,957	140,087	101,579	11,462	337,150	150,233	3,673,848
139 Stetson Elementa Personnel Costs	510.02	32	1,835,630	547,900	120,600	544	39,334	103,944	108,525	20,663	317,904	114,953	3,209,996
140 Odyssey Element Personnel Costs	495.57	32	1,971,575	474,612	99,178	544	8,070	107,874	19,431	14,239	261,994	105,729	3,063,247
230 Skyview Middle C Personnel Costs	1,110.00	32	3,361,468	802,279	126,563	68,878	-	329,672	18,678	74,449	481,653	231,260	5,494,901
320 Vista Ridge High Personnel Costs	1,448.99	32	3,552,995	502,965	94,025	249,016	299,973	507,075	20,986	92,828	566,052	373,635	6,259,550
532 Vista Ridge Zone Personnel Costs	4,283.94	32	24,500	8,810	-	1,000	-	-	95,189	-	419,459	70,873	619,832
464 Springs Studio fo Personnel Costs	655.77	35	134,674	157,965	1,013,040	-	-	191,708	163	-	273,914	40,171	1,811,635
522 iConnect Zone Le Personnel Costs	1,113.18	35	155		-	-	-	-	-	-	676,073	-	676,228
525 Falcon Homesch Personnel Costs	131.28	35	-	-	389,332	-	-	13,741	-	-	80,087	19,769	502,930
510 Patriot Learning C Personnel Costs	161.13	35	23,367	51,335	791,020	-	74,153	103,507	-	25,656	286,343	121,910	1,477,291
595 Other Programs: Personnel Costs	12,871.92	35	-	-	133,302	-	-	-	-	-	2,779	128,485	264,565
340 Pikes Peak Early Personnel Costs	165.00	35	308,685	-	44,100	-	-	120,551	-	-	190,109	-	663,446
132 Falcon Elementar PersCost / sFTE	276.59	30	3,760.76	1,319.29	232.09	1.81	-	303.40	19.66	-	907.77	304.74	6,849.52
134 Meridian Ranch E PersCost / sFTE	674.31	30	3,245.09	356.91	112.26	0.74	40.66	157.42	7.68	8.99	491.22	171.59	4,592.55
137 Woodmen Hills E PersCost / sFTE	691.52	30	3,577.17	530.97	165.37	0.72	78.31	185.55	31.46	7.00	489.82	159.01	5,225.39
220 Falcon Middle Co PersCost / sFTE	940.00	30	2,948.10	338.22	92.69	101.68	-	318.87	36.15	97.12	486.31	192.96	4,612.10
310 Falcon High Cons PersCost / sFTE	1,247.51	30	2,704.92	294.51	22.55	314.74	396.50	295.58	21.63	81.10	339.69	254.14	4,725.36
530 Falcon Zone Leve PersCost / sFTE	3,829.93	30	39.17	2.55	0.97	-	-	-	0.03	-	108.00	0.29	151.00
131 Evans Elementar PersCost / sFTE	667.78	31	2,915.82	386.14	97.17	0.75	-	163.28	119.14	5.96	522.40	171.83	4,382.49
135 Remington Eleme PersCost / sFTE	520.86	31	3,867.13	534.79	119.71	6.72	18.62	215.20	170.16	13.29	504.52	264.83	5,714.98
138 Springs Ranch El PersCost / sFTE	509.00	31	3,825.44	1,206.47	171.25	0.98	99.26	221.40	141.80	26.48	493.73	284.55	6,471.36
225 Horizon Middle C PersCost / sFTE	716.48	31	3,465.62	707.32	74.31	137.91	-	398.86	159.34	102.37	526.89	238.55	5,811.18
315 Sand Creek High PersCost / sFTE	1,230.75	31	2,947.21	602.68	61.28	257.79	64.36	388.87	18.77	91.97	235.11	230.65	4,898.69
531 Sand Creek Zone PersCost / sFTE	3,644.87	31	16.95	2.59	-	0.34	-	2.47	26.29	-	72.17	19.38	140.20
136 Ridgeview Eleme PersCost / sFTE	719.36	32	3,132.62	708.88	167.06	5.26	63.89	194.74	141.21	15.93	468.68	208.84	5,107.11
139 Stetson Elementa PersCost / sFTE	510.02	32	3,599.13	1,074.27	236.46	1.07	77.12	203.80	212.78	40.51	623.32	225.39	6,293.86
140 Odyssey Element PersCost / sFTE	495.57	32	3,978.40	957.71	200.13	1.10	16.28	217.68	39.21	28.73	528.67	213.35	6,181.26
230 Skyview Middle C PersCost / sFTE	1,110.00	32	3,028.35	722.77	114.02	62.05	-	297.00	16.83	67.07	433.92	208.34	4,950.36
320 Vista Ridge High PersCost / sFTE	1,448.99	32	2,452.05	347.11	64.89	171.85	207.02	349.95	14.48	64.06	390.65	257.86	4,319.94
532 Vista Ridge Zone PersCost / sFTE	4,283.94	32	5.72	2.06	-	0.23	-	-	22.22	-	97.91	16.54	144.69
464 Springs Studio fo PersCost / sFTE	655.77	35	205.37	240.88	1,544.81	-	-	292.34	0.25	-	417.70	61.26	2,762.61
522 iConnect Zone Le PersCost / sFTE	1,113.18	35	0.14	-	-	-	-	-	-	-	607.33	-	607.47
525 Falcon Homesch PersCost / sFTE	131.28	35	-	-	2,965.66	-	-	104.67	-	-	610.05	150.59	3,830.97
510 Patriot Learning C PersCost / sFTE	161.13	35	145.02	318.59	4,909.21	-	460.21	642.38	-	159.23	1,777.09	756.59	9,168.32
595 Other Programs: PersCost / sFTE	12,871.92	35	-	-	10.36	-	-	-	-	-	0.22	9.98	20.55
340 Pikes Peak Early PersCost / sFTE	165.00	35	1,870.82	-	267.28	-	-	730.61	-	-	1,152.18	-	4,020.88

December 31, 2016

16-17 oBud

Location	SFTE	zone	Reg. Instruct	SPED Instruct	Oth Instruct	Extracurr	Preschool or Post-Secondary	Support Services for Students	Staff	Security	School Admin	Other Direct Spend	Total
132 Falcon Elementar Implementation C	276.59	30	25,459	-	-	-	-	-	-	4,602	16,030	107,268	153,358
134 Meridian Ranch E Implementation C	674.31	30	52,832	750	-	-	3,027	-	400	2,252	27,695	154,968	241,924
137 Woodmen Hills E Implementation C	691.52	30	55,465	-	-	-	837	-	11,400	870	19,575	166,761	254,908
220 Falcon Middle Co Implementation C	940.00	30	74,419	950	-	22,763	18,427	-	7,650	1,909	31,628	299,228	456,973
310 Falcon High Cons Implementation C	1,247.51	30	119,341	6,019	-	89,469	270,967	4,400	-	57,796	30,875	520,578	1,099,446
530 Falcon Zone Leve Implementation C	3,829.93	30	69,335	-	3,990	-	53,513	-	-	-	76,898	473,387	677,122
131 Evans Elementar Implementation C	667.78	31	46,992	550	-	-	2,751	450	12,962	3,073	22,612	159,778	249,168
135 Remington Eleme Implementation C	520.86	31	49,033	-	-	-	411	400	6,765	1,790	11,885	138,250	208,533
138 Springs Ranch El Implementation C	509.00	31	44,634	1,000	-	-	7,497	-	4,451	2,031	8,700	154,902	223,215
225 Horizon Middle C Implementation C	716.48	31	79,058	458	-	14,815	16,986	-	-	1,310	17,279	236,416	366,322
315 Sand Creek High Implementation C	1,230.75	31	86,551	8,325	-	80,846	90,683	400	21,213	53,084	33,128	499,920	874,152
531 Sand Creek Zone Implementation C	3,644.87	31	184,332	-	-	-	-	-	-	-	265,383	572,957	1,022,672
136 Ridgeview Eleme Implementation C	719.36	32	51,690	200	-	-	29,253	-	5,320	1,800	13,952	169,271	271,485
139 Stetson Elementa Implementation C	510.02	32	24,344	50	-	-	29,613	-	-	2,232	17,296	154,552	228,086
140 Odyssey Element Implementation C	495.57	32	57,467	500	-	-	411	300	1,000	1,000	9,500	126,272	196,450
230 Skyview Middle C Implementation C	1,110.00	32	122,915	1,500	200	12,338	26,196	500	1,700	4,210	28,585	313,127	511,271
320 Vista Ridge High Implementation C	1,448.99	32	165,682	204	-	54,771	123,144	174	-	50,819	36,800	427,576	859,170
532 Vista Ridge Zone Implementation C	4,283.94	32	25,737	-	1,035	-	-	-	-	-	138,352	634,608	799,732
464 Springs Studio fo Implementation C	655.77	35	17,102	3,967	117,817	-	45,512	4,000	-	1,500	23,320	76,770	289,988
522 iConnect Zone Le Implementation C	1,113.18	35	-	-	-	-	4,193	-	-	-	279,053	57,448	340,694
525 Falcon Homesch Implementation C	131.28	35	730	-	28,149	-	-	-	-	3,071	2,574	44,145	78,669
510 Patriot Learning C Implementation C	161.13	35	2,000	300	63,882	-	46,090	150	-	1,503	7,192	166,549	287,666
595 Other Programs: Implementation C	12,871.92	35	730	-	23,550	-	2,875	-	-	-	1,075	120,814	149,044
340 Pikes Peak Early Implementation C	165.00	35	-	-	-	-	-	-	-	-	-	50,536	50,536
132 Falcon Elementar Implement / sFTE	276.59	30	92.04	-	-	-	-	-	-	16.64	57.96	387.82	554.46
134 Meridian Ranch E Implement / sFTE	674.31	30	78.35	1.11	-	-	4.49	-	0.59	3.34	41.07	229.82	358.77
137 Woodmen Hills E Implement / sFTE	691.52	30	80.21	-	-	-	1.21	-	16.49	1.26	28.31	241.15	368.62
220 Falcon Middle Co Implement / sFTE	940.00	30	79.17	1.01	-	24.22	19.60	-	8.14	2.03	33.65	318.33	486.14
310 Falcon High Cons Implement / sFTE	1,247.51	30	95.66	4.83	-	71.72	217.21	3.53	-	46.33	24.75	417.29	881.31
530 Falcon Zone Leve Implement / sFTE	3,829.93	30	18.10	-	1.04	-	13.97	-	-	-	20.08	123.60	176.80
131 Evans Elementar Implement / sFTE	667.78	31	70.37	0.82	-	-	4.12	0.67	19.41	4.60	33.86	239.27	373.13
135 Remington Eleme Implement / sFTE	520.86	31	94.14	-	-	-	0.79	0.77	12.99	3.44	22.82	265.43	400.36
138 Springs Ranch El Implement / sFTE	509.00	31	87.69	1.96	-	-	14.73	-	8.74	3.99	17.09	304.33	438.54
225 Horizon Middle C Implement / sFTE	716.48	31	110.34	0.64	-	20.68	23.71	-	-	1.83	24.12	329.97	511.28
315 Sand Creek High Implement / sFTE	1,230.75	31	70.32	6.76	-	65.69	73.68	0.33	17.24	43.13	26.92	406.19	710.26
531 Sand Creek Zone Implement / sFTE	3,644.87	31	50.57	-	-	-	-	-	-	-	72.81	157.20	280.58
136 Ridgeview Eleme Implement / sFTE	719.36	32	71.86	0.28	-	-	40.67	-	7.40	2.50	19.39	235.31	377.40
139 Stetson Elementa Implement / sFTE	510.02	32	47.73	0.10	-	-	58.06	-	-	4.38	33.91	303.03	447.21
140 Odyssey Element Implement / sFTE	495.57	32	115.96	1.01	-	-	0.83	0.61	2.02	2.02	19.17	254.80	396.41
230 Skyview Middle C Implement / sFTE	1,110.00	32	110.73	1.35	0.18	11.12	23.60	0.45	1.53	3.79	25.75	282.10	460.60
320 Vista Ridge High Implement / sFTE	1,448.99	32	114.34	0.14	-	37.80	84.99	0.12	-	35.07	25.40	295.09	592.94
532 Vista Ridge Zone Implement / sFTE	4,283.94	32	6.01	-	0.24	-	-	-	-	-	32.30	148.14	186.68
464 Springs Studio fo Implement / sFTE	655.77	35	26.08	6.05	179.66	-	69.40	6.10	-	2.29	35.56	117.07	442.21
522 iConnect Zone Le Implement / sFTE	1,113.18	35	-	-	-	-	3.77	-	-	-	250.68	51.61	306.05
525 Falcon Homesch Implement / sFTE	131.28	35	5.56	-	214.42	-	-	-	-	23.39	19.61	336.27	599.25
510 Patriot Learning C Implement / sFTE	161.13	35	12.41	1.86	396.47	-	286.04	0.93	-	9.33	44.63	1,033.63	1,785.31
595 Other Programs: Implement / sFTE	12,871.92	35	0.06	-	1.83	-	0.22	-	-	-	0.08	9.39	11.58
340 Pikes Peak Early Implement / sFTE	165.00	35	-	-	-	-	-	-	-	-	-	306.28	306.28

EL PASO COUNTY SCHOOL DISTRICT 49
MONTHLY EXPENSE SUMMARY -GENERAL FUND: MULTI PROGRAM
DIRECT SPENDS BY SCHOOL LOCATION - SUMMARY

December 31, 2016

	SFTE	zone	Reg. Instruct	SPED Instruct	Oth Instruct	Extracurr	Preschool or Post-Secondary	Support Services for Students	Staff	Security	School Admin	Other Direct Spend	Total
132 Falcon Elementar Total Direct	276.59	30	1,065,648	364,901	64,195	500	-	83,917	5,439	4,602	267,110	191,555	2,047,866
134 Meridian Ranch E Total Direct	674.31	30	2,241,025	241,418	75,701	500	30,446	106,148	5,577	8,314	358,926	270,674	3,338,730
137 Woodmen Hills E Total Direct	691.52	30	2,529,148	367,178	114,358	500	54,992	128,310	33,157	5,712	358,295	276,718	3,868,367
220 Falcon Middle Co Total Direct	940.00	30	2,845,631	318,876	87,126	118,339	18,427	299,735	41,635	93,201	488,763	480,610	4,792,343
310 Falcon High Cons Total Direct	1,247.51	30	3,493,759	373,428	28,126	482,112	765,607	373,134	26,982	158,963	454,647	837,626	6,994,384
530 Falcon Zone Leve Total Direct	3,829.93	30	219,335	9,779	7,690	-	53,513	-	100	-	490,540	474,487	1,255,444
131 Evans Elementar Total Direct	667.78	31	1,994,122	258,405	64,890	500	2,751	109,486	92,523	7,054	371,460	274,520	3,175,710
135 Remington Eleme Total Direct	520.86	31	2,063,265	278,551	62,353	3,500	10,108	112,487	95,397	8,714	274,671	276,189	3,185,235
138 Springs Ranch El Total Direct	509.00	31	1,991,782	615,092	87,167	500	58,021	112,693	76,625	15,510	260,009	299,739	3,517,138
225 Horizon Middle C Total Direct	716.48	31	2,562,105	507,238	53,242	113,627	16,986	285,772	114,166	74,658	394,786	407,335	4,529,917
315 Sand Creek High Total Direct	1,230.75	31	3,713,832	750,079	75,421	398,126	169,898	478,997	44,312	166,274	322,484	783,792	6,903,215
531 Sand Creek Zone Total Direct	3,644.87	31	246,103	9,425	-	1,250	-	9,000	95,841	-	528,445	643,605	1,533,669
136 Ridgeview Eleme Total Direct	719.36	32	2,305,169	510,142	120,173	3,784	75,210	140,087	106,899	13,262	351,102	319,503	3,945,333
139 Stetson Elementa Total Direct	510.02	32	1,859,974	547,950	120,600	544	68,947	103,944	108,525	22,895	335,200	269,504	3,438,083
140 Odyssey Element Total Direct	495.57	32	2,029,043	475,112	99,178	544	8,481	108,174	20,431	15,239	271,494	232,001	3,259,697
230 Skyview Middle C Total Direct	1,110.00	32	3,484,383	803,779	126,763	81,216	26,196	330,172	20,378	78,659	510,238	544,387	6,006,072
320 Vista Ridge High Total Direct	1,448.99	32	3,718,677	503,169	94,025	303,787	423,117	507,249	20,986	143,647	602,852	801,211	7,118,720
532 Vista Ridge Zone Total Direct	4,283.94	32	50,237	8,810	1,035	1,000	-	-	95,189	-	557,811	705,481	1,419,564
464 Springs Studio fo Total Direct	655.77	35	151,776	161,932	1,130,857	-	45,512	195,708	163	1,500	297,234	116,941	2,101,623
522 iConnect Zone Le Total Direct	1,113.18	35	155	-	-	-	4,193	-	-	-	955,126	57,448	1,016,922
525 Falcon Homesch Total Direct	131.28	35	730	-	417,482	-	-	13,741	-	3,071	82,661	63,914	581,600
510 Patriot Learning (Total Direct	161.13	35	25,367	51,635	854,903	-	120,243	103,657	-	27,159	293,535	288,459	1,764,958
595 Other Programs: Total Direct	12,871.92	35	730	-	156,852	-	2,875	-	-	-	3,854	249,299	413,609
340 Pikes Peak Early Total Direct	165.00	35	308,685	-	44,100	-	-	120,551	-	-	190,109	50,536	713,982
132 Falcon Elementar Tot Dir / sFTE	276.59	30	3,852.81	1,319.29	232.09	1.81	-	303.40	19.66	16.64	965.72	692.56	7,403.98
134 Meridian Ranch E Tot Dir / sFTE	674.31	30	3,323.43	358.02	112.26	0.74	45.15	157.42	8.27	12.33	532.29	401.41	4,951.33
137 Woodmen Hills E Tot Dir / sFTE	691.52	30	3,657.37	530.97	165.37	0.72	79.52	185.55	47.95	8.26	518.10	400.16	5,594.01
220 Falcon Middle Co Tot Dir / sFTE	940.00	30	3,027.27	339.23	92.69	125.89	19.60	318.87	44.29	99.15	519.96	511.29	5,098.24
310 Falcon High Cons Tot Dir / sFTE	1,247.51	30	2,800.59	299.34	22.55	386.46	613.71	299.10	21.63	127.42	364.44	671.44	5,606.68
530 Falcon Zone Leve Tot Dir / sFTE	3,829.93	30	57.27	2.55	2.01	-	13.97	-	0.03	-	128.08	123.89	327.80
131 Evans Elementar Tot Dir / sFTE	667.78	31	2,986.20	386.96	97.17	0.75	4.12	163.95	138.55	10.56	556.26	411.09	4,755.62
135 Remington Eleme Tot Dir / sFTE	520.86	31	3,961.27	534.79	119.71	6.72	19.41	215.96	183.15	16.73	527.34	530.26	6,115.34
138 Springs Ranch El Tot Dir / sFTE	509.00	31	3,913.13	1,208.43	171.25	0.98	113.99	221.40	150.54	30.47	510.82	588.88	6,909.90
225 Horizon Middle C Tot Dir / sFTE	716.48	31	3,575.96	707.96	74.31	158.59	23.71	398.86	159.34	104.20	551.01	568.52	6,322.46
315 Sand Creek High Tot Dir / sFTE	1,230.75	31	3,017.54	609.45	61.28	323.48	138.04	389.19	36.00	135.10	262.02	636.84	5,608.95
531 Sand Creek Zone Tot Dir / sFTE	3,644.87	31	67.52	2.59	-	0.34	-	2.47	26.29	-	144.98	176.58	420.77
136 Ridgeview Eleme Tot Dir / sFTE	719.36	32	3,204.47	709.16	167.06	5.26	104.55	194.74	148.60	18.44	488.08	444.15	5,484.50
139 Stetson Elementa Tot Dir / sFTE	510.02	32	3,646.86	1,074.37	236.46	1.07	135.19	203.80	212.78	44.89	657.23	528.42	6,741.07
140 Odyssey Element Tot Dir / sFTE	495.57	32	4,094.36	958.72	200.13	1.10	17.11	218.28	41.23	30.75	547.84	468.15	6,577.67
230 Skyview Middle C Tot Dir / sFTE	1,110.00	32	3,139.08	724.13	114.20	73.17	23.60	297.45	18.36	70.86	459.67	490.44	5,410.97
320 Vista Ridge High Tot Dir / sFTE	1,448.99	32	2,566.39	347.26	64.89	209.65	292.01	350.07	14.48	99.14	416.05	552.94	4,912.88
532 Vista Ridge Zone Tot Dir / sFTE	4,283.94	32	11.73	2.06	0.24	0.23	-	-	22.22	-	130.21	164.68	331.37
464 Springs Studio fo Tot Dir / sFTE	655.77	35	231.45	246.93	1,724.47	-	69.40	298.44	0.25	2.29	453.26	178.33	3,204.82
522 iConnect Zone Le Tot Dir / sFTE	1,113.18	35	0.14	-	-	-	3.77	-	-	-	858.02	51.61	913.53
525 Falcon Homesch Tot Dir / sFTE	131.28	35	5.56	-	3,180.09	-	-	104.67	-	23.39	629.66	486.86	4,430.22
510 Patriot Learning (Tot Dir / sFTE	161.13	35	157.43	320.45	5,305.67	-	746.25	643.31	-	168.56	1,821.73	1,790.22	10,953.63
595 Other Programs: Tot Dir / sFTE	12,871.92	35	0.06	-	12.19	-	0.22	-	-	-	0.30	19.37	32.13
340 Pikes Peak Early Tot Dir / sFTE	165.00	35	1,870.82	-	267.28	-	-	730.61	-	-	1,152.18	306.28	4,327.16

EL PASO COUNTY SCHOOL DISTRICT 49
District Financial Summary
 Key Financial Categories
December 31, 2016
2016-17 Fiscal Year
 Percent of year completetd 50.0%

Salaries & Benefits

fund 10		Regular Salary 0110	Subs 0120	Overtime 0130	Stipends, Extra Duty, Allowances			Gross Salary Paid	General 0200	Life Insurance 0211	LTD 0213	Medicare 0221	PERA 0230	Tuition Reimburs 0240	Health 0251	Dental 0252	Vision 0253	Dist Paid Employee Benefits	Total Salary & Benefits	
	53%				X Duty 0150	Stipends 0154	Milge, PERA 0152													
	S&B Category ->																			

16-17 cAct

Job Class	# of eHC	Regular Salary 0110	Subs 0120	Overtime 0130	X Duty 0150	Stipends 0154	Milge, PERA 0152	Gross Salary Paid	General 0200	Life Insurance 0211	LTD 0213	Medicare 0221	PERA 0230	Tuition Reimburs 0240	Health 0251	Dental 0252	Vision 0253	Dist Paid Employee Benefits	Total Salary & Benefits	% of total
Administrators	0	3,118,467	-	-	1,720	2,000	32,663	3,154,849	-	5,452	6,266	43,860	572,261	-	171,841	12,076	1,262	813,019	3,967,868	10%
Prof Instructional	0	19,568,734	326,010	-	49,097	389,496	8,620	20,341,957	-	36,040	38,247	283,100	3,763,886	-	1,775,886	135,436	13,893	6,046,488	26,388,445	67%
Prof Other	0	1,084,059	-	8,128	3,331	-	3,341	1,098,860	-	1,895	2,179	15,082	199,489	-	104,000	7,059	741	330,445	1,429,305	4%
Paraprofessionals	0	1,978,184	71,099	864	41,755	16,326	-	2,108,228	-	4,236	3,519	30,472	402,380	-	326,847	29,869	3,250	800,573	2,908,800	7%
Admin Support	0	1,356,929	25,392	25,632	10,613	-	-	1,418,566	-	2,322	2,683	19,564	258,988	-	140,743	13,825	1,469	439,594	1,858,160	5%
Other	0	1,868,710	61,360	57,109	40,257	-	-	2,027,436	-	2,928	3,378	28,672	379,035	-	245,439	18,227	1,922	679,602	2,707,038	7%
Total	0	28,975,083	483,861	91,732	146,772	407,822	44,624	30,149,895	-	52,873	56,272	420,751	5,576,040	-	2,764,755	216,492	22,537	9,109,720	39,259,616	
		73.8%	1.2%	0.2%	0.4%	1.0%	0.1%	76.8%	-	0.1%	0.1%	1.1%	14.2%	-	7.0%	0.6%	0.1%	23.2%		
		1,174,812				599,218.38							1.4%	18.5%						

16-17 oBud

Job Class	# of eHC	Regular Salary 0110	Subs 0120	Overtime 0130	X Duty 0150	Stipends 0154	Milge, PERA 0152	Gross Salary Paid	General 0200	Life Insurance 0211	LTD 0213	Medicare 0221	PERA 0230	Tuition Reimburs 0240	Health 0251	Dental 0252	Vision 0253	Dist Paid Employee Benefits	Total Salary & Benefits	% of total
Administrators	60	6,266,029	-	(104,274)	-	12,723	1,301,934	7,476,412	-	10,842	12,176	91,761	1,228,135	-	550,080	48,737	5,292	1,947,024	9,423,436	12%
Prof Instructional	784	39,093,576	1,085,803	516	455,656	1,358,789	322	41,807,663	-	67,083	74,907	572,420	7,590,488	-	3,416,610	310,065	33,881	12,065,453	53,873,115	66%
Prof Other	38	2,114,993	-	11,583	4,571	8,833	7,420	2,147,400	-	3,632	4,141	29,582	409,916	-	188,400	15,355	1,743	652,769	2,800,169	3%
Paraprofessionals	292	4,225,113	193,387	5,687	103,565	27,126	-	4,554,878	-	7,023	7,863	63,063	840,114	-	395,952	36,756	3,967	1,354,738	5,909,615	7%
Admin Support	80	2,713,126	87,954	41,911	16,934	6,779	-	2,866,704	-	4,664	5,198	39,328	529,541	-	250,948	21,337	2,300	853,316	3,720,021	5%
Other	132	4,111,333	98,141	76,811	139,434	3,000	-	4,428,718	-	6,579	7,092	61,137	821,206	-	333,319	28,772	3,179	1,261,284	5,690,003	7%
Total	1,386	58,524,170	1,465,285	32,232	720,161	1,217,250	322,676	63,281,775	-	99,823	111,377	857,290	11,419,400	-	5,135,309	461,022	50,363	18,134,584	81,416,359	
		71.9%	1.8%	0.0%	0.9%	1.5%	1.6%	77.7%	-	0.1%	0.1%	1.1%	14.0%	-	6.3%	0.6%	0.1%	22.3%		
		4,757,606				3,260,088.06															

16-17 oBud avg. per

Job Class	# of eHC	Regular Salary 0110	Subs 0120	Overtime 0130	X Duty 0150	Stipends 0154	Milge, PERA 0152	Gross Salary Paid	General 0200	Life Insurance 0211	LTD 0213	Medicare 0221	PERA 0230	Tuition Reimburs 0240	Health 0251	Dental 0252	Vision 0253	Dist Paid Employee Benefits	Total Salary & Benefits	# of pos.cds
Administrators	60	104,399	-	(1,737)	-	212	21,692	124,565	-	181	203	1,529	20,462	-	9,165	812	88	32,440	157,005	81
Prof Instructional	784	49,882	1,385	1	581	1,479	17	53,345	-	86	96	730	9,685	-	4,359	396	43	15,395	68,740	342
Prof Other	38	55,687	-	305	120	233	195	56,540	-	96	109	779	10,793	-	4,960	404	46	17,187	73,727	39
Paraprofessionals	292	14,454	662	19	354	93	-	15,582	-	24	27	216	2,874	-	1,355	126	14	4,634	20,216	209
Admin Support	80	34,127	1,106	527	213	85	-	36,059	-	59	65	495	6,661	-	3,157	268	29	10,734	46,793	76
Other	132	31,088	742	581	1,054	23	-	33,487	-	50	54	462	6,209	-	2,520	218	24	9,537	43,025	114
Total	1,386	42,232	1,057	23	520	878	954	45,665	-	72	80	619	8,240	-	3,706	333	36	13,086	58,751	861
# eHC / pos. code	1.6	71.9%	1.8%	0.0%	0.9%	1.5%	1.6%	77.7%	-	0.1%	0.1%	1.1%	14.0%	-	6.3%	0.6%	0.1%	22.3%		
Extrapolated Dollar Variances		287,001				18.4%		1,490,992										(42,428)	2,897,128	

EL PASO COUNTY SCHOOL DISTRICT 49
District Financial Summary
  Key Financial Categories
December 31, 2016
2016-17 Fiscal Year
  Percent of year completetd 50.0%
Utilities & Supplies

Building / Location ->	FES 132	MRES 134	WHES 137	FMS 220	FHS 310	EES 131	RES 135	SRES 138	HMS 225	SCHS 315	RvES 136	SES 139	OES 140	SMS 230	VRHS 320	PLC 510	Central Office	All Other
			Falcon Area Zone					Sand Creek Zone					POWER Zone					
16-17 cAct																		
Object Code																		1,235,947
0411 Water/Sewage	9,156	15,230	26,682	60,852	85,105	14,867	6,843	14,797	39,645	45,785	14,446	4,854	9,082	28,543	39,364	12,143	11,813	439,207
0421 Disposal Services	1,917	2,258	3,038	4,430	5,054	1,816	2,193	2,155	2,155	4,861	2,155	1,373	2,155	4,439	4,123	1,816	8,476	54,417
0621 Natural Gas	1,557	2,480	4,199	3,268	3,802	2,350	5,400	2,442	2,972	18,271	3,898	3,949	1,116	7,071	6,029	(3,636)	2,693	67,861
0622 Electricity	20,101	22,797	30,939	53,871	85,817	25,452	32,266	21,273	39,489	83,832	24,918	24,059	23,024	50,183	72,271	17,699	46,471	674,462
0610 Supplies-Instructional	10,805	30,893	29,768	28,648	38,145	43,725	22,603	23,527	28,909	33,196	11,467	12,945	19,551	19,406	38,108	21,308	-	413,003
Supplies-Other	3,368	(267)	6,362	22,972	51,500	10,972	(3,076)	(1,171)	27,767	29,351	10,242	758	7,767	21,750	43,727	28,459	291,219	551,700
0640 Books	631	9,634	1,606	3,259	2,781	-	6,437	1,012	3,781	10,612	-	-	1,015	3,302	22	135	58,204	102,433
0643 Periodicals	-	-	-	2,364	50	-	-	137	593	-	-	-	137	406	-	-	40,332	44,019
16-17 oBud																		
Object Code																		2,541,926
0411 Water/Sewage	17,670	31,770	41,976	51,000	164,787	31,541	15,000	24,661	51,000	86,000	28,164	24,392	6,485	56,050	85,896	30,000	2,000	748,391
0421 Disposal Services	4,150	4,800	4,200	7,200	9,000	3,500	8,206	4,200	4,100	9,200	4,500	3,000	4,400	8,500	7,800	5,400	9,655	101,811
0621 Natural Gas	13,000	17,000	16,000	40,750	45,000	15,000	16,000	15,000	27,416	72,325	15,000	20,000	14,000	32,000	34,000	12,500	8,100	413,090
0622 Electricity	30,550	45,050	48,575	107,100	136,640	44,000	50,602	47,600	70,000	180,000	59,000	54,000	47,000	106,514	144,000	56,657	51,345	1,278,634
0610 Supplies-Instructional	17,571	40,320	50,590	41,825	78,339	35,267	34,453	34,327	37,589	46,627	26,542	19,868	50,567	54,063	60,353	40,093	-	668,392
Supplies-Other	11,888	3,169	16,286	44,806	70,873	15,595	(2,301)	6,506	34,609	50,329	18,773	13,100	7,608	14,498	33,049	5,758	819,206	1,163,753
0640 Books	1,300	19,620	3,200	3,295	21,505	2,900	10,000	1,628	3,853	11,249	200	-	10,200	13,872	-	4,739	216,630	324,191
0643 Periodicals	-	-	225	3,025	50	-	-	-	1,225	-	-	-	140	350	-	250	37,788	43,053
16-17 cAct % of 16-17 oBud																		35,016.03
Object Code																		48.6%
0411 Water/Sewage	52%	48%	64%	119%	52%	47%	46%	60%	78%	53%	51%	20%	140%	51%	46%	40%	591%	58.7%
0421 Disposal Services	46%	47%	72%	62%	56%	52%	27%	51%	53%	53%	48%	46%	49%	52%	53%	34%	88%	53.4%
0621 Natural Gas	12%	15%	26%	8%	8%	16%	34%	16%	11%	25%	26%	20%	8%	22%	18%	(29%)	33%	16.4%
0622 Electricity	66%	51%	64%	50%	63%	58%	64%	45%	56%	47%	42%	45%	49%	47%	50%	31%	91%	52.7%
0610 Supplies-Instructional	61%	77%	59%	68%	49%	124%	66%	69%	77%	71%	43%	65%	39%	36%	63%	53%	-	61.8%
Supplies-Other	28%	(8%)	39%	51%	73%	70%	134%	(18%)	80%	58%	55%	6%	102%	150%	132%	494%	36%	47.4%
0640 Books	49%	49%	50%	99%	13%	-	64%	62%	98%	94%	-	-	10%	24%	no budget	3%	27%	31.6%
0643 Periodicals	-	-	-	78%	100%	-	-	no budget	48%	-	-	-	98%	116%	-	-	107%	102.2%

EL PASO COUNTY SCHOOL DISTRICT 49
District Financial Summary
  Key Financial Categories
December 31, 2016
2016-17 Fiscal Year

  Percent of year completetd 50.0%

Nutrition Services / Bldg	FES 132	MRES 134	WHES 137	FMS 220	FHS 310	EES 131	RES 135	SRES 138	HMS 225	SCHS 315	RvES 136	SES 139	OES 140	SMS 230	VRHS 320	PLC 510	Charters 9xx	Warehouse 740	
16-17 cAct / Loc																			
Income & Expense Items		Falcon Area Zone						Sand Creek Zone					POWER Zone						
Student Meal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	Emp. Meals	
Adult Meal Revenue	53	144	476	141	54	349	79	9	171	207	34	63	268	113	68	15	90	-	
Ala Cart Revenue	485	5,653	2,320	32,207	36,873	711	2,069	2,493	16,674	15,438	1,829	1,281	1,981	23,559	29,248	3,691	2,952	All Other Rev	
Federal/State Revenue	33,215	24,721	36,408	46,592	37,207	100,136	47,494	30,307	80,261	67,916	44,538	44,765	52,978	80,746	55,112	5,583	41,874	604,918	
Total Revenue	33,753	30,518	39,204	78,940	74,134	101,195	49,642	32,809	97,107	83,561	46,400	46,109	55,227	104,419	84,428	9,289	44,916	604,918	#
Salaries & Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	(822,415)	
Employee Meal Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Food Supplies	(4,890)	(5,521)	(7,438)	(52,824)	(54,636)	(11,943)	(7,067)	(6,468)	(7,924)	(51,120)	(8,820)	(7,476)	(6,592)	(65,709)	(51,289)	(1,177)	(11,566)	(308,078)	
Purchased Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	(124,782)	
Other Supplies & Equipment	(32,044)	(19,742)	(27,140)	(41,089)	(72,731)	(36,967)	(32,579)	(28,139)	(34,598)	(67,146)	(29,394)	(29,061)	(25,652)	(52,685)	(65,328)	(10,782)	(62,432)	575,960	
Total Expense	(36,934)	(25,263)	(34,579)	(93,913)	(127,367)	(48,910)	(39,647)	(34,607)	(42,522)	(118,265)	(38,213)	(36,537)	(32,243)	(118,395)	(116,617)	(11,959)	(73,999)	(679,315)	#
Net Income	(3,181)	5,255	4,625	(14,974)	(53,233)	52,286	9,995	(1,798)	54,585	(34,704)	8,187	9,572	22,983	(13,976)	(32,190)	(2,670)	(29,082)	(74,397)	

	16-17 cAct	(92,717) Operating Income / (Loss)			(1,338,598) Curr Op Resource			Total Rev / Exp	1,616,568	(1,709,285)

16-17 oBud											5.17 mos.	(777,343)	561,256	(2,332,029)	0.3000	IndCostRate	Total Net Inc	(92,717)
Income & Expense Items											6.20 mos.	(673,663)	719,462	(2,020,989)	0.2995	(last year)		-
Student Meal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	Emp. Meals
Adult Meal Revenue	532	1,784	2,155	1,692	2,363	1,532	1,957	1,656	1,341	980	1,083	1,226	1,914	4,591	932	532	225	764,770
Ala Cart Revenue	2,387	5,678	8,604	98,170	145,244	737	1,962	2,290	35,769	75,635	2,613	2,445	5,764	65,784	98,404	6,689	6,617	All Other Rev
Federal/State Revenue	66,131	48,421	79,073	79,278	67,890	178,182	89,105	65,975	141,052	112,361	86,798	90,298	111,194	165,684	84,185	25,201	91,407	347,897
Total Revenue	69,050	55,883	89,832	179,140	215,496	180,451	93,024	69,921	178,162	188,976	90,494	93,968	118,872	236,059	183,521	32,421	98,249	1,112,668
Salaries & Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	(822,415)
Employee Meal Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Supplies	(11,315)	(13,871)	(21,660)	(118,928)	(117,623)	(24,473)	(14,324)	(14,690)	(22,366)	(89,819)	(15,555)	(19,344)	(16,383)	(135,587)	(100,700)	(4,566)	(23,567)	(308,078)
Purchased Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	(124,782)
Other Supplies & Equipment	(51,244)	(39,871)	(56,436)	(68,988)	(115,210)	(55,848)	(49,280)	(41,559)	(68,532)	(93,530)	(52,717)	(52,434)	(48,624)	(83,663)	(103,594)	(13,438)	(116,909)	(154,263)
Total Expense	(62,559)	(53,742)	(78,096)	(187,916)	(232,833)	(80,321)	(63,605)	(56,249)	(90,898)	(183,350)	(68,271)	(71,778)	(65,007)	(219,250)	(204,294)	(18,004)	(140,476)	(1,409,538)
Net Income	6,491	2,141	11,737	(8,776)	(17,337)	100,130	29,419	13,672	87,264	5,627	22,223	22,190	53,865	16,808	(20,772)	14,417	(42,227)	(296,871)

	16-17 oBud	(0) Operating Income / (Loss)						Total Rev / Exp	3,286,187	(3,286,187)

16-17 cAct % of 16-17 oBud																	Total Net Inc	(0)
Income & Expense Items																		
Student Meal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Adult Meal Revenue	10%	8%	22%	8%	2%	23%	4%	1%	13%	21%	3%	5%	14%	2%	7%	3%	40%	-
Ala Cart Revenue	20%	100%	27%	33%	25%	96%	105%	109%	47%	20%	70%	52%	34%	36%	30%	55%	45%	-
Federal/State Revenue	50%	51%	46%	59%	55%	56%	53%	46%	57%	60%	51%	50%	48%	49%	65%	22%	46%	174%
Total Revenue	49%	55%	44%	44%	34%	56%	53%	47%	55%	44%	51%	49%	46%	44%	46%	29%	46%	54%
Salaries & Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100%
Employee Meal Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Supplies	43%	40%	34%	44%	46%	49%	49%	44%	35%	57%	57%	39%	40%	48%	51%	26%	49%	100%
Purchased Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100%
Other Supplies & Equipment	63%	50%	48%	60%	63%	66%	66%	68%	50%	72%	56%	55%	53%	63%	63%	80%	53%	(373%)
Total Expense	59%	47%	44%	50%	55%	61%	62%	62%	47%	65%	56%	51%	50%	54%	57%	66%	53%	48%
Net Income	(49%)	245%	39%	171%	307%	52%	34%	(13%)	63%	(617%)	37%	43%	43%	(83%)	155%	(19%)	69%	25%

EL PASO COUNTY SCHOOL DISTRICT 49
District Financial Summary
Key Financial Categories
December 31, 2016

2016-17 Fiscal Year

Percent of year completetd 50.0%

School Activity Accts / 16-17 cAct	Bldg / Loc	FES 132	MRES 134	WHES 137	FMS 220	FHS 310	EES 131	RES 135	SRES 138	HMS 225	SCHS 315	RvES 136	SES 139	OES 140	SMS 230	VRHS 320	PLC 510	SSAE 464	Total
Account Balances	31			Falcon Area Zone					Sand Creek Zone					POWER Zone			*iConnect* Zone		
							Criteria = All Funds >		$16,500	& All funds < ($1,000)		15 / 16							
h		50	236	409	-	-	(917)	1,024	418	-	-	975	748	135	-	h -	-	-	3,078
Prog 0012 - 2nd grade		-	410	369	-	-	(1,478)	490	65	-	-	524	219	114	-	-	-	-	714
Prog 0015 - 5th grade		86	5,689	255	-	-	5,215	1,186	2,187	-	-	1,175	5	1,041	-	-	-	-	16,839
Prog 0016 - 6th grade		(2,413)	-	-	-	-	-	-	-	(2,413)	-	-	-	-	-	-	-	-	(2,413)
Prog 0017 - 7th grade		-	-	-	-	-	-	-	-	(2,125)	-	-	-	-	-	-	-	-	(2,125)
Prog 0018 - 8th grade		-	-	-	-	-	-	-	-	(1,306)	-	-	-	-	-	-	-	-	(1,306)
Prog 0020 - Mini Course		-	-	-	(2,061)	-	-	-	-	-	-	-	-	-	-	-	-	-	(2,061)
Prog 0026 - 6th grade		-	-	-	(1,516)	-	-	-	-	3,031	-	-	-	-	5,800	-	-	-	7,315
Prog 0080 - Library		244	249	5,343	542	2,230	2,586	3,579	1,756	1,047	1,067	9,850	1,965	121	1,847	280	-	-	32,707
Prog 0210 - Art		-	60	1,538	1,335	4,546	284	1,971	707	90	1,850	956	24	1,495	291	13	-	-	15,160
Prog 0800 - Phys Ed		46	78	27	1,847	(2,342)	1,605	202	709	2,553	-	484	423	245	3,384	-	-	-	9,260
Prog 1210 - Music		1	462	779	-	(2,374)	517	286	555	-	344	168	49	51	-	-	-	-	838
Prog 1241 - Choir		-	2,948	952	502	368	-	-	1,234	227	1,534	3,672	59	(73)	2,076	(530)	-	-	12,970
All Other Academic Fund		101	7,076	10,566	6,529	72,551	(1,752)	3,029	2,096	5,325	47,913	4,063	3,470	3,240	25,946	33,915	3,608	202	227,877
Total Academic Funds		527	17,208	20,238	7,177	74,979	6,060	11,768	9,729	6,429	52,708	21,867	6,962	6,369	39,344	33,677	3,608	202	318,853
Athletic Discretionary		-	-	-	1,419	16,450	-	-	-	(1,224)	8,096	-	-	-	5,433	3,859	-	-	34,034
Prog 1817 - Cheer		-	-	-	-	2,564	-	-	-	-	5,988	-	-	-	-	9,824		-	18,376
Prog 1827 - Softball		-	-	-	-	(1,634)	-	-	-	(508)	2,205	-	-	-	(275)	4,283		-	4,071
Prog 1832 - Volleyball		-	-	-	510	6,101	-	-	-	(1)	7,748	-	-	-	1,650	8,662		-	24,670
Prog 1844 - Baseball		-	-	-	-	2,894	-	-	-	-	5,035	-	-	-	-	(1,021)		-	6,908
Prog 1845 - B Basketball		-	-	-	(531)	(2,110)	-	-	-	(2,068)	2,583	-	-	-	1,235	(798)		-	(1,691)
Prog 1850 - Football		-	-	-	3,270	17,968	-	-	-	1,256	13,512	-	-	-	1,417	19,629		-	57,052
Prog 1856 - B Soccer		-	-	-	-	1,639	-	-	-	-	13,831	-	-	-	-	2,236		-	17,705
Prog 1890 - Track		-	-	-	565	(452)	-	-	-	-	6,493	-	-	-	1,603	(2,675)	-	-	5,534
All Other Athletic Funds		-	-	-	2,310	13,086	-	-	-	614	28,636	-	-	-	3,136	11,196	2,010	-	60,988
Total Athletic Funds		-	-	-	7,543	56,505	-	-	-	(1,931)	94,127	-	-	-	14,199	55,194	2,010	-	227,648
Principal's Discretionary		4,016	24,125	30,084	3,244	1,832	6,354	1,398	9,168	7,326	4,620	24,269	26,957	626	1,293	1,537	1,859	2,641	151,351
Prog 1903 - Yearbook		503	1,811	624	10,570	3,094	1,539	206	353	699	245	-	-	1,166	2,455	1,080	317	545	25,205
Prog 1953 - STUCO		3,793	200	466	529	16,306	1,429	0	-	-	6,953	670	229	768	1,552	14,509	588	2,453	50,445
Prog 1978 - Fun Svcs		-	-	-	-	-	26,049	-	-	-	-	-	-	-	-	-	-	-	26,049
Prog 2001 - Grant I		-	0	59	11,549	-	3,426	295	2,644	711	37	-	-	1	-	293	-	-	19,013
Prog 2122 - Counseling		-	161	-	-	1,570	42	-	-	(47)	4,694	-	-	1,946	(121)	(1,301)	25	83	7,052
Prog 2200 - Social Comm		1,354	21	123	326	90	528	154	-	93	459	-	-	319	136	-	-	-	3,602
All Other Action Funds		408	-	5,656	5,626	39,597	8,183	3,828	-	(504)	26,052	7,485	2,286	743	4,107	14,682	-	1,081	119,231
Total Action Funds		10,075	26,317	37,013	31,845	62,490	47,549	5,880	12,165	8,277	43,059	32,424	29,472	5,569	9,421	30,800	2,788	6,803	401,948
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total SAA Cash Balances		10,602	43,525	57,251	46,565	193,974	53,609	17,648	21,894	12,776	189,894	54,291	36,434	11,938	62,964	119,672	8,407	7,004	948,449
Zone School Subtotal						351,917					295,821					285,299		15,411	
Zone Location Funds						20,712					35					20,175		20	40,942
Total Zone						372,629					295,856					305,474		15,431	989,390

Central Administration Funds Held	181,465
Total Fund 74 Cash	**1,170,855**

EL PASO COUNTY SCHOOL DISTRICT 49
District Financial Summary
  Key Financial Categories
December 31, 2016
2016-17 Fiscal Year
  Percent of year completetd 50.0%

Launch Report	FZone - location 311			SCZone - location 316			PZone - location 321			iCZone - locations 510, 511, 464, 521			All Other Locations			Total District		
	16-17 cAct	16-17 oBud	15-16 cAct	16-17 cAct	16-17 oBud	15-16 cAct	16-17 cAct	16-17 oBud	15-16 cAct	16-17 cAct	16-17 oBud	15-16 cAct	16-17 cAct	16-17 oBud	15-16 cAct	16-17 cAct	16-17 oBud	15-16 cAct
Concurrent Enrollment																		
F10- support staff	37,126	74,986	73,141	25,524	51,553	50,285	34,806	70,958	68,570	18,563	38,475	36,571				116,020	235,972	228,567
tuition	-	8,540	-	-	7,180	-	-	10,500	-	-	16,500	(3,014)				-	42,720	(3,014)
books	80	2,000	-	-	2,000	-	651	3,000	-	1,355	3,000	2,920				2,085	10,000	2,920
transport	-	-	-	-	-	-	-	-	-	-	-	-				-	-	-
other	3,445	15,170	24,832	170	(0)	8,030	221	8,500	23,706	165	-	374				4,001	23,670	56,943
F14- support staff	-	-	-	-	-	-	-	-	-	-	-	-				-	-	-
tuition	15,934	55,000	-	-	-	-	36,630	150,000	-	30,226	75,000	71,506				82,791	280,000	71,506
books	-	-	-	-	-	-	-	-	-	-	-	-				-	-	-
transport	-	-	-	-	-	-	-	-	-	-	-	-				-	-	-
other	-	-	-	-	-	-	-	-	-	-	-	-				-	-	-
Tot- support staff	37,126	74,986	73,141	25,524	51,553	50,285	34,806	70,958	68,570	18,563	38,475	36,571	-	-	-	116,020	235,972	228,567
tuition	15,934	63,540	-	-	7,180	-	36,630	160,500	-	30,226	91,500	68,493	-	-	-	82,791	322,720	68,493
books	80	2,000	-	-	2,000	-	651	3,000	-	1,355	3,000	2,920	-	-	-	2,085	10,000	2,920
transport	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
other	3,445	15,170	24,832	170	(0)	8,030	221	8,500	23,706	165	-	374	-	-	-	4,001	23,670	56,943
Teacher Development	6,304	50,046	-	-	-	-	-	-	-	-	-	-				6,304	50,046	-
Ascent Program Tuition	4,451	23,450	-	1,850	6,700	-	20,468	6,640	-	3,020	-	3,349				29,788	36,790	3,349
Total CCE Investment	62,889	205,742	97,974	25,695	60,733	58,315	72,308	242,958	92,276	50,309	132,975	108,357	-	-	-	211,201	642,408	356,921
AVP / AVB Programs																		
F10- AVP tuition										58,651	192,500	74,276				58,651	192,500	74,276
AVB tuition										42,000	70,000	76,125				42,000	70,000	76,125
transport										-	500	331				-	500	331
Total AVP/B Investment	-	-	-	-	-	-	-	-	-	-	-	-	100,651	263,000	150,732	100,651	263,000	150,732
CTE Programs																		
support staff	35,424	73,534	68,292	14,112	28,663	27,455	19,244	39,452	37,439	10,263	21,647	19,967				79,043	163,296	153,153
business																		
marketing																		
biotech																		
ACE																		
related clubs																		
All Other Programs	243,128	625,615	604,554	48,703	142,101	229,207	193,966	386,024	385,110	116,946	197,006	188,584	63,129	306,078	293,992	665,873	1,656,824	1,701,446
Total CTE Investment	278,552	699,149	672,846	62,815	170,763	256,661	213,210	425,477	422,548	127,210	218,653	208,551	63,129	306,078	293,992	744,916	1,820,120	1,854,599
Total Launch Investment	341,441	904,891	770,820	88,510	231,496	314,976	285,518	668,435	514,824	177,519	351,628	316,908	163,780	569,078	444,724	2,056,767	725,528	2,362,253
Fund 10	325,507	849,891	770,820	88,510	231,496	314,976	248,887	518,435	514,824	147,293	276,628	245,402	163,780	569,078	444,724	973,976	2,445,528	2,290,746
Fund 14	15,934	55,000	-	-	-	-	36,630	150,000	-	30,226	75,000	71,506	-	-	-	82,791	280,000	71,506

50.0% percent of year completed

	16-17 cAct	16-17 oBud	Variance	% of Budget	15-16 cAct
Fund 10: General Fund Program				100%	
Revenue					
3160 State Subsidy	441,918.77	378,047.06	63,871.71	117%	414,772.20
2774 Activity Chargebacks	113,316.33	221,799.37	(108,483.04)	51%	257,634.12
Misc Revenue	23,187.62	23,187.62	-	100%	23,187.62
Adjusted Revenue	578,422.72	623,034.05	(44,611.33)	93%	695,593.94
Expenses					
2710 Transportation Administration	153,443.08	244,314.50	(90,871.42)	63%	260,182.42
2720 General Transportation	174,919.64	367,063.89	(192,144.25)	48%	398,977.00
2721 SPED Transportation	541,791.55	1,235,701.12	(693,909.57)	44%	1,147,802.59
2740 Transportation Mechanics	84,513.42	498,291.55	(413,778.13)	17%	325,466.24
2774 Activity Transportation	6,520.18	93,341.35	(86,821.17)	7%	165,505.42
2850 Workman's Comp	21,966.14	-	21,966.14		50,082.32
All Other Expenses	2,843.95	7,050.35	(4,206.40)	40%	13,692.55
Gross Expense	985,997.96	2,445,762.76	1,459,764.80	40%	2,361,708.54
Fund 10 Net Revenue / (Expense)	(407,575.24)	(1,822,728.71)	(1,415,153.47)	22%	(1,666,114.60)
Net Activity Transportation	*106,796.15*	*128,458.02*	*(21,661.87)*	*83%*	*92,128.70*

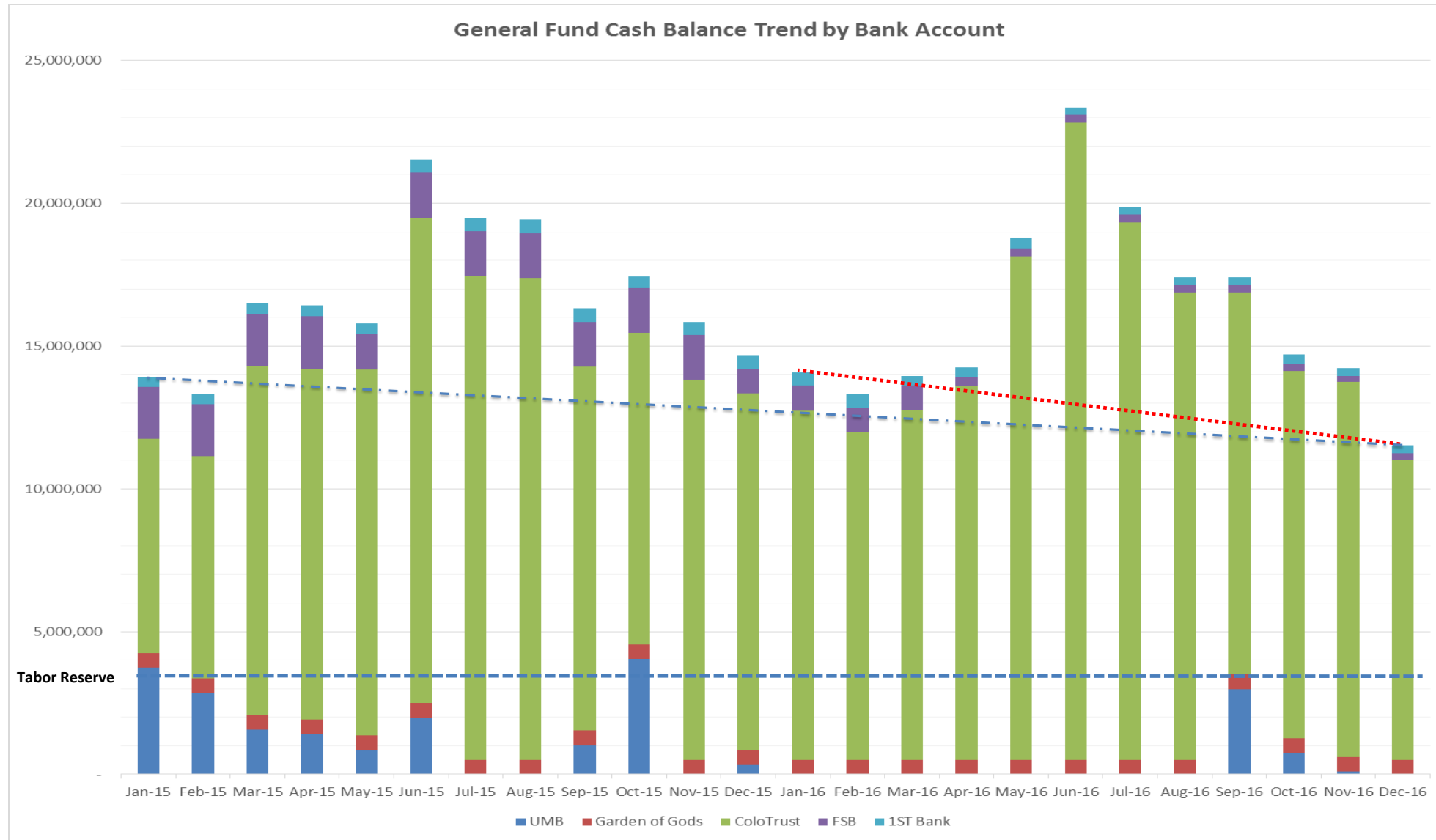| Transportation Department : Overall Spend Across Funds	16-17 cAct	16-17 oBud	Variance	% of Budget	Full Year Forecast	15-16 cAct
Revenue						
Other Subsidy	-	458,986.00	458,986.00	0%	-	295,652.50
2720 FFS Transport Revenue	241,047.50	314,700.26	73,652.76	77%	241,047.50	364,379.50
3160 State Subsidy	861,856.76	840,047.06	(21,809.70)	103%	861,856.76	929,986.77
2774 Activity Transportation	113,316.33	221,799.37	108,483.04	51%	113,316.33	257,634.12
Misc Revenue	23,187.62	23,187.62	-		23,187.62	23,187.62
Adjusted Revenue	1,216,220.59	1,376,546.69	160,326.10	88%	1,216,220.59	1,552,000.39
Expenses						
2710 Transportation Administration	153,443.08	244,314.50	90,871.42	63%	153,443.08	260,182.42
2720 General Transportation	958,465.91	1,602,750.15	644,284.24	60%	958,465.91	1,503,633.31
2721 SPED Transportation	541,791.55	1,235,701.12	693,909.57	44%	541,791.55	1,147,802.59
2740 Transportation Mechanics	84,513.42	498,291.55	413,778.13	17%	84,513.42	325,466.24
2774 Activity Transportation	6,520.18	93,341.35	86,821.17	7%	6,520.18	165,505.42
2850 Workman's Comp	42,268.09	-	(42,268.09)		42,268.09	77,746.44
All Other Expenses						
Gross Expense	1,787,002.23	3,674,398.67	1,887,396.44	49%	1,787,002.23	3,480,336.42
Overall Dept Net Revenue / (Expense)	(570,781.64)	(2,297,851.98)	(1,727,070.34)	25%	(570,781.64)	(1,928,336.03)

Fund 25: Fee-for-Service Program

	16-17 cAct	16-17 oBud	Variance	% of Budget	15-16 cAct
Revenue	-	-			(295,652.50)
- Free & Reduced Subsidy	-	281,806.17	(281,806.17)	0%	289,918.25
- Other General Fund Subsidy	-	177,179.83	(177,179.83)	0%	5,734.25
3160 State Subsidy	419,937.99	462,000.00	(42,062.01)	91%	515,214.57
2720 FFS Transport Revenue	241,047.50	314,700.26	(73,652.76)	77%	364,379.50
Misc Revenue	(660,985.49)	(1,235,686.26)	574,700.77		(879,594.07)
Total Revenue	-	-	-	#DIV/0!	-
Expenses					
2720 General Transportation	783,546.27	1,235,686.26	452,139.99	63%	1,104,656.31
2850 Workman's Comp	20,301.95		(20,301.95)		27,664.12
All Other Expenses	(803,848.22)	(1,235,686.26)	(4,202.03)		(1,132,320.43)
Total Expense	-	-	-		-
Fund 25 Net Revenue / (Expense)	-	-	-		-

Ridership Statistics

Rides YTI	16-17 cAct Ridership				15-16 cAct Ridership			
	FFS	Free/Reduced	SPED	Total Rides	FFS	F & R	SPED	Total Rides
August	39,813	13,649	6,005	59,467	29,030	25,459	4,995	59,484
September	55,028	18,125	6,554	79,707	21,927	25,974	6,354	54,255
October	28,811	9,773	3,638	42,222	22,963	18,988	4,170	46,121
November	48,815	18,162	5,629	72,606	27,490	24,608	4,247	56,345
December	30,833	12,117	3,634	46,584	25,152	22,947	4,029	52,128
January				-	35,332	32,036	5,550	72,918
February				-	31,072	26,010	4,763	61,845
March				-	27,599	22,492	4,629	54,720
April				-	36,455	30,359	6,276	73,090
May	-	-	-	-	37,476	17,984	2,896	58,356
Full Year	203,300	71,826	25,460	300,586	294,496	246,857	47,909	589,262
	67.6%	23.9%	8.5%		50.0%	41.9%	8.1%	
	73.9%	26.1%						
YTD	203,300	71,826	25,460	300,586	126,562	117,976	23,795	268,333
	60.6%	-39.1%	7.0%	12.0%				

FALCON SCHOOL DISTRICT 49
INVESTMENT / CASH SUMMARY - ALL FUNDS
December 31, 2016

	2015-16			2016-17				Projected (Annualized)	
	EoP Balance	EoP Int	EoP Yield	YTD Bal	YTD Intest	YTD Yield	% Change	Interest $ Var	Rate/ Vol/ Mix
Program Funds (Fund 10, 19, 15)									
Financial Institution									
1st Bank	263,466	1,123	0.27%	294,279	369	0.28%	11.70%	(385.52)	-1 / 0 / 0
COLOTRUST	22,430,899	46,448	0.32%	10,626,413	50,691	0.76%	-52.63%	54,934.56	40 / 7 / 8
Farmer's State Bank	251,785	3,428	0.34%	206,510	848	0.65%	-17.98%	(1,732.90)	-1 / -2 / 1
Garden of the Gods Bank	515,428	2,093	0.41%	516,498	1,069	0.41%	0.21%	45.02	2 / -2 / 0
UMB Pooled Cash	-	-	-	73,881	-	0.00%	0.00%	-	0 / 0 / 0
Other (Petty Cash & F21 CT)	500	-	-	500	-	0.00%	0.00%	-	0 / 0 / 0
Total Cash & Investments	**23,462,078**	**53,092**	**0.31%**	**11,718,080**	**52,976**	**0.70%**	**-50.06%**	**52,861.16**	**59 / -3 / -4**
Bond & COP Redemption Funds (Fund 31 & 16)									
Financial Institution									
COLOTRUST	8,832,899	24,621	0.36%	5,101,274	32,103	0.77%	(42.25%)	39,584.72	85 / -13 / -34
Bank of New York	7,522,551	(3,417)	(0.06%)	175,898	(1,267)	(0.04%)	(97.66%)	884.25	-3 / 1 / 3
UMB Pooled Cash	67,095	-	-	-	-	-	(100.00%)	-	0 / 0 / 0
Other	-	-	-	-	-	-	-	-	0 / 0 / 0
Total Cash & Investments	**16,422,545**	**21,203**	**0.17%**	**5,277,171**	**30,836**	**0.40%**	**(67.87%)**	**40,468.97**	**96 / -11 / -45**
Insurance Reserve & Transaction Funds (Fund 18 & 64)									
Financial Institution									
COLOTRUST	866,528	5,232	0.38%	2,238,791	5,818	0.79%	158.36%	6,404.89	1 / 3 / 2
Citibank	259,366	-	-	173,005	-	-	(33.30%)	-	0 / 0 / 0
UMB Pooled Cash	45,135	-	-	248,832	-	-	451.30%	-	0 / 0 / 0
Other	-	-	-	-	-	-	-	-	0 / 0 / 0
Total Cash & Investments	**1,171,029**	**5,232**	**0.28%**	**2,660,628**	**5,818**	**0.55%**	**127.20%**	**6,404.89**	**0 / 4 / 2**
All Other Funds (Fund 21, 22, 25, 26, 43, 73, 74)									
Financial Institution/Purpose									
1st Bank (Kid's Zone)	46,578	-	-	29,359	-	-	(36.97%)	-	0 / 0 / 0
1st Bank (Fees)	189,393	-	-	138,124	-	-	(27.07%)	-	0 / 0 / 0
Deposits in Process (Fees)	-	-	-	-	-	-	-	-	0 / 0 / 0
Farmer's State Bank (NutrSvc)	50,479	7,082	1.07%	427,893	3,800	2.24%	747.67%	518	10 / -4 / -6
Deposits in Process (NutrSvc)	-	-	-	4,508	-	-	-	-	0 / 0 / 0
Farmer's State Bank (Trans)	65,370	239	0.20%	195,200	188	0.20%	198.61%	137	0 / -1 / 1
Deposits in Process (Trans)	225	-	-	225	-	-	-	-	0 / 0 / 0
COLOTRUST	172,427	-	-	172,427	-	-	-	-	0 / 0 / 0
Activity Accts (CT)	630,659	2,330	0.37%	633,103	2,444	0.77%	0.39%	2,558	2 / 0 / 0
Activity Accts (UMB & FSB)	1,708,570	-	-	-	-	-	(100.00%)	-	0 / 0 / 0
Other UMB Pooled Cash	222,887	-	-	826,685	-	-	270.90%	-	0 / 0 / 0
Other (Cash Drawers & F43 CT)	31,312	23	0.06%	37,024	14	0.01%	18.24%	6	-1 / 0 / 1
Total Cash & Investments	**3,117,899**	**9,674**	**0.00%**	**2,464,549**	**6,446**	**0.43%**	**(20.95%)**	**3,218**	**2 / 0 / 1**
Total Cash & Investments by Institution									
1st Bank	499,436	1,123	0.17%	461,762	369	0.16%	(7.54%)	(386)	-1 / -1 / 1
COLOTRUST	32,933,412	76,300	0.32%	18,772,009	88,612	0.94%	(43.00%)	100,924	121 / -8 / -12
Bank of New York	7,522,551	(3,417)	(0.06%)	175,898	(1,267)	(1.43%)	(97.66%)	884	-3 / 1 / 3
Farmer's State Bank	367,634	10,510	0.59%	829,603	4,647	1.11%	125.66%	(1,215)	7 / -6 / -2
Garden of the Gods Bank	515,428	2,093	0.41%	516,498	1,069	0.41%	0.21%	45	0 / -1 / 1
Citibank	259,366	-	-	173,005	-	-	(33.30%)	-	0 / 0 / 0
UMB	2,043,687	-	-	1,149,398	-	-	(43.76%)	-	0 / 0 / 0
Other (Petty Cash, DiP)	32,037	23	0.05%	42,258	14	0.07%	31.90%	6	-1 / -1 / 2
Total Cash & Investments	**44,173,551**	**86,631**	**0.25%**	**22,120,429**	**93,445**	**0.84%**	**(49.92%)**	**100,259**	**165 / -23 / -42**

General Fund Cash Balance Trend by Bank Account

Legend: UMB, Garden of Gods, ColoTrust, FSB, 1ST Bank

EL PASO COUNTY SCHOOL DISTRICT 49
Capital Projects Financial Summary
December 31, 2017

	Location	Description	(Approved) Budgeted Funds for 2015-2016	Current Forecast (Adjusted) for 2016-2017	Purchase Order #(s)	Encumbered	Paid	Available Balance	Comments
		Capital Reserve-Funded Projects							
	DW	**Contingency (2016-2017 Funded Projects)**	$ 119,082.89	(123,376.09)				(123,376.09)	
z	DW	Switches	$ 210,000.00	412,164.90		$ 57,874.86	$ 354,290.04	0.00	
	DW	Repair Cracks in District Parking Lots	$ 100,000.00	100,000.00	81998		$ 9,047.22	90,952.78	Planned for Summer Break 2017
z	DW	Parking Lot Striping	$ 50,000.00	50,000.00		$ -	$ 40,464.00	9,536.00	Planned for Summer Break 2017
	Lease	CO Equipment Lease - Principal	$ 165,877.09	165,877.09	81602	$ -	$ 165,877.09	0.00	
	Lease	CO Equipment Lease - Interest	$ 8,418.10	8,418.10	81602	$ -	$ 8,418.10	0.00	
	Lease	SSAE Lease - Principal	$ 78,941.72	78,941.72			$ 38,840.76	40,100.96	
	Lease	SSAE Lease - Interest	$ 59,050.00	59,050.00			$ 30,155.10	28,894.90	
	Lease	Creekside Interest	$ 161,150.65	161,150.65			$ 71,118.37	90,032.28	
	Lease	Creekside Principal	$ 144,691.55	144,691.55			$ 81,802.73	62,888.82	
z	CO	Finish Asphalt West of Board Room	$ 75,000.00	75,000.00		$ -	$ 39,844.50	35,155.50	Loop needed, then will be completed
z	CO	New Communications Building (Mezzanine)	$ 200,000.00	232,312.09		$ 244,692.58	$ 85,612.87	(97,993.36)	
z	CSSC	Parking Lot and Lighting - Phase I	$ 265,000.00	296,902.36		$ 43,043.00	$ 253,859.36	0.00	PO issued, in process - ETA mid November
z	FAC	(2) Storage Containers - Grounds Site	$ 10,000.00	7,870.00		$ -	$ 7,870.00	0.00	**Complete**
	FAC	Expand Fence around Grounds Barn	$ 20,000.00	20,000.00	83400	$ 13,662.50		6,337.50	**Complete**
z	FAC	Replacement Truck for Grounds	$ 60,000.00	60,000.00		$ 29,649.00	$ 258.00	30,093.00	**Complete**
	FAC	Surveillance for Grounds	$ 15,000.00	15,000.00	82548		$ 11,065.00	3,935.00	
z	FES	Improve Fire Loop - East Road	$ 10,000.00	13,966.41		$ 5,000.00	$ 8,966.41	0.00	**Complete** - 10/14 grater, 17th road base
z	FMS	Front Patio - Concrete/Drainage	$ 20,000.00	20,000.00		$ 2,419.00	$ 163.81	17,417.19	**Complete**
z	FMS	Hallways Asbestos Abatement	$ 30,000.00	36,010.82		$ -	$ 36,010.82	0.00	**Complete**
z	FMS	FMS-Hallway Asbestos Abatement	$ 30,000.00	30,000.00		$ -	$ 630.00	29,370.00	
z	FMS	Hallway Flooring	$ 80,000.00	84,547.74		$ -	$ 96,737.26	(12,189.52)	**Complete**
z	FMS	Storage Container	$ 5,000.00	5,000.00		$ -	$ 225.00	4,775.00	
	FMS	Lightning Mitigation	$ 50,000.00	50,000.00	83549		$ 45,108.00	4,892.00	**Complete**
	FMS	Drainage System	$ 6,000.00	3,000.00	83558		$ 3,000.00	0.00	**Complete**
	FLC	Locker Room Renovation (to make useable)	$ 25,000.00	4,548.00	81682		$ 4,548.00	0.00	**Complete**
z	FLC	Building Retrofit	$ 372,288.00	665,481.73		$ 82,113.24	$ 577,918.40	5,450.09	
	SES	Remove/Revamp Fire Doors	$ 10,000.00	10,000.00				10,000.00	**Complete**
	SVMS	MDF Room Security	$ 8,500.00	8,500.00	82334	$ -	$ 6,847.00	1,653.00	**Complete**
	SVMS	Ramp to 6th Grade	$ 15,000.00	15,000.00	81746		$ 2,954.10	12,045.90	**Complete**
	VRHS	Change out Waterless Urinals & Plumbing	$ 30,000.00	30,000.00				30,000.00	Estimate in process
	EES	New Roof and Ladders	$ 400,000.00	94,591.00	83566		$ 94,591.00	0.00	**Complete** - Ladders billed to this project.

	Location	Description	(Approved) Budgeted Funds for 2015-2016	Current Forecast (Adjusted) for 2016-2017	Purchase Order #(s)	Encumbered	Paid	Available Balance	Comments
	HMS	Extend Fence or Add Railing for Retaining Wall	$ 6,500.00	6,549.00	83029		$ 6,549.00	0.00	**Complete**
	HMS	Locker Room Flooring	$ 20,000.00	20,000.00				20,000.00	**Complete**
	RES	HVAC System Improvements	$ 70,000.00	70,000.00	83278		$ 457.00	69,543.00	1st is complete, 2nd planned for Fall Break
	RES	Water Heater Storage	$ 60,000.00	60,000.00	83640	$ 23,947.00		36,053.00	Planned for install over Christmas Break
	TRANS	ATV with Hydraulic Plow	$ 9,500.00	8,802.93	81555		$ 8,802.93	0.00	**Complete**
z	TRANS	Buses	$ 500,000.00	500,000.00		$ -	$ 499,562.03	437.97	Sped Bus
x		**Total of Original Budgeted Capital Projects**	$ 3,500,000.00	$ 3,500,000.00		$ 502,401.18	$ 2,591,593.90	$ 406,004.92	
		Additional Projects & Spends Identified as Necessary & Subsequently Pursued - 2015-2016							
	DW	Timeclock Software - Annual Renewal			81501		$ 16,728.00	(16,728.00)	
	SES	Install De-escalation Room			PC		$ 609.24	(609.24)	RWA for electric relocation
	PLC	PLC - P-Tech Startup (Charter)			PC		$ 46.31	(46.31)	
x		**Total of Additional Projects**	$ -	$ -		$ -	$ 17,383.55	$ (17,383.55)	
		Total of Approved and Additional Projects	$ 3,500,000.00	$ 3,500,000.00		$ 502,401.18	$ 2,608,977.45	$ 388,621.37	
		Completion of Prior Year Capital Projects (Funds carried over from 2015-2016)							
	DW	Repair & Maintenance of Modulars		39,543.42	75005	$ 497.68		39,045.74	
	DW	Districtwide - Parking Lot Repair		99,845.26	AJE		$ 81,424.93	18,420.33	
	DW	DW - REPAIR & MAINT OF CONCRETE		9,307.04	81633		$ 14,400.00	(5,092.96)	
	DW	Electrical relays for 25 classrooms - high schools only		8,662.86				8,662.86	Complete
	DW	IT Access Points - High Schools Only			81820		$ 450.00	(450.00)	
z	EES	Remodel Evans Kitchen		147,170.27		$ 2,500.00	$ 116,524.65	28,145.62	Screen door being mounted
	FMS	Fire alarm panel upgrades		13,291.30				13,291.30	
z	FMS	Stadium Drainage System		172,168.32		$ 3,052.85	$ 146,216.95	22,898.52	
	HMS	Replace Roof - 25 years old		474,515.00	81743	$ 27,341.60	$ 432,185.40	14,988.00	
	DW	Software - Content Filter		105,053.00				105,053.00	
z	CSSC	Creek Side Success Center		13,154.31		$ 14,996.00	$ 12,933.00	(14,774.69)	
	FLC	PLC – Sewer System		15,000.00				15,000.00	
z	FHS	Upgrade "Edge" Switch to 802.3				$ (57,874.86)	$ (57,874.86)	115,749.72	
z	SCHS	Upgrade "Edge" Switch to 802.3				$ 1,210.00	$ (40,556.60)	39,346.60	
z	VRHS	Upgrade "Edge" Switch to 802.3				$ -	$ (57,874.86)	57,874.86	
x		**Total of LY Carryforward Projects**		$ 1,097,710.78		$ (8,276.73)	$ 647,828.61	$ 458,158.90	

EL PASO COUNTY SCHOOL DISTRICT 49
Capital Projects Financial Summary
December 31, 2017

	Location	Description	(Approved) Budgeted Funds for 2015-2016	Current Forecast (Adjusted) for 2016-2017	Purchase Order #(s)	Encumbered	Paid	Available Balance	Comments
		Total of Approved, Additional, & Rolled Projects	$ 3,500,000.00	$ 4,597,710.78		$ 494,124.45	$ 3,256,806.06	$ 846,780.27	
		FCBC Funded Projects for 2015-2016							
	FHS	FHS-Repair Tennis Courts			82398		$ 27,484.84	(27,484.84)	**Complete -** Replace Tennis Courts including the remodel of poured in place surfacing, down to the asphalt - Need core samples to determine base
z	HMS	Panther Den Remodel - Phase II				$ 11,186.53	$ 20,798.01	(31,984.54)	Brett requested FCBC to cover $115,000. Emailed invoice to FCBC on 5-11 in the amount of $87,364.92 and it was paid. Need to invoice balance of $27,635.08.
x		**Total of FCBC Funded Projects**	$ -	$ -		$ 11,186.53	$ 48,282.85	(59,469.38)	
		Grand Total of All Capital Projects	$ 3,500,000.00	$ 4,597,710.78		$ 505,310.98	$ 3,305,088.91	$ 787,310.89	

El Paso County School District 49
MLO-Op Fund Operational Spends
2016-17 Fiscal Year

As a result of the successful passage of Ballot Question 3A on November 4, 2014, District 49 was authorized to use monies collected with the Mill Levy
Override originally authorized in N Total 16-17 Available
issued in November 2006 for the purposes of Facility Construction, and subsequently refinanced in February 2015) for operating spends in the following
four purposes:

	Shortened to:
(1) Attracting and retaining highly effective teachers	Compensation
(2) Offering Classes for Students to receive college credits . . .	Programs
(3) Securing the grounds, traffic flow, main entries, and classrooms at district schools . . .	Safety/Security
(4) Provide students with Technology . . .	Technology

In addition to the specific categories spelled out in the ballot, D49 Admin determined to classify spends into the following patterns:

(1) Ongoing (aka Run-rate) - meaning it is being committed to, every year, on into the forseeable future
(2) Periodic - meaning it reflects a spend that may need to occur again in the future, but not every year
(3) One-Time - meaning the spend will not recur in the same manner, same place, etc., in the forseeable future

The combination of these two concepts result in the MLO-Op spends being reported in the following grid:

	Ongoing	Periodic	One-Time	Total
Compensation				
Programs				
Safety/Security				
Technology				
Total				

In February 2015, the D49 Board of Education determined that MLO funds would be made available to the four coordinated school innovation zones as
previously established and to the District charter schools - as was stated and intended in the Ballot Language of Question 3A, according to a pattern that
recognizes that the vast majority of funds (80%) should be directed to students residing in-district, and the remainder should be directed to all students.

El Paso County School District 49
MLO-Op Fund Operational Spends
2016-17 Fiscal Year

Total Carryover $2,608,594.95

Grand Total of All Expenditures at All Schools

	Ongoing		Periodic		One-Time		Total
	$	description	$	description	$	description	
Compensation	-	Coordinated Central	333,637.14	Coordinated Central	335,000.00	Coordinated Central	668,637.14
	76,946.98	Coordinated Schools	121,362.86	Coordinated Schools	131,241.57	Coordinated Schools	329,551.41
	-	Charters	-	Charters	76,877.32	Charters	76,877.32
	76,946.98	Total	455,000.00	Total	543,118.89	Total	1,075,065.87
Programs	-	Coordinated Central	-	Coordinated Central	465,000.00	Coordinated Central	465,000.00
	-	Coordinated Schools	-	Coordinated Schools	657,219.05	Coordinated Schools	657,219.05
	-	Charters	-	Charters	943.74	Charters	943.74
	-	Total	-	Total			1,123,162.79
Safety / Security	-	Coordinated Central	-	Coordinated Central	139,578.84	Coordinated Central	139,578.84
	-	Coordinated Schools	-	Coordinated Schools	381,698.17	Coordinated Schools	381,698.17
	-	Charters	-	Charters	-	Charters	-
	-	Total	-	Total	521,277.01	Total	521,277.01
Technology	-	Coordinated Central	-	Coordinated Central	700.00	Coordinated Central	700.00
	-	Coordinated Schools	-	Coordinated Schools	2,045,125.91	Coordinated Schools	2,045,125.91
	-	Charters	-	Charters	1,320,854.77	Charters	1,320,854.77
	-	Total	-	Total	3,366,680.68	Total	3,366,680.68
Total	-	Coordinated Central	333,637.14	Coordinated Central	940,278.84	Coordinated Central	1,273,915.98
	76,946.98	Coordinated Schools	121,362.86	Coordinated Schools	3,215,284.70	Coordinated Schools	3,413,594.54
	-	Charters	-	Charters	1,398,675.83	Charters	1,398,675.83
	76,946.98	Total	455,000.00	Total	5,554,239.37	Total	6,086,186.35
							-

EL PASO COUNTY SCHOOL DISTRICT 49
District Financial Summary
  Grant Accounting Review

Grant Programs - 16-17 cAct

December 31, 2016

2016-17 Fiscal Year

Percent of year completetd 50%

25 Active Local Grants

15 Active State/Fed Grants

			Begining Balance Sheet Revenue (Accr) / Defer	Recognized Revenue	Total Personnel Costs	Purchase Services Professional	Property	Other	Supplies	Equipment	Other	Total Implementation Costs	Grand Total Spend	Revenue & Expense Balance Test	Current Year Net Receipts (Distributions)	Ending Balance Sheet Revenue (Accr) / Defer
SCHS-SCETC	1017	,	13,637	1,658	-	-	-	-	-	(1,658)	-	(1,658)	(1,658)	-	-	11,979
PLC-Century Link	1028	,	5,006	4,518	-	-	-	-	(4,518)	-	-	(4,518)	(4,518)	-	-	488
FES-Fuel up to Play	1050	,	97	-	-	-	-	-	-	-	-	-	-	-	-	97
FVA - K-12 Contribution	1051	,	495	-	-	-	-	-	-	-	-	-	-	-	-	495
ICZ-CLCS 1052	1052	,	934	859	-	-	-	-	(859)	-	-	(859)	(859)	-	-	75
EES-FEF -HOEHN	1053	,	1,161	14,004	-	-	-	(400)	(13,604)	-	-	(14,004)	(14,004)	-	23,506	10,662
OES-Neumann IPAD	1054	,	1,175	-	-	-	-	-	-	-	-	-	-	-	-	1,175
RES - Healthy Schools	1080	,	590	-	-	-	-	-	-	-	-	-	-	-	-	590
SMS-Healthy School Champ	1081	,	818	-	-	-	-	-	-	-	-	-	-	-	-	818
SCHS - Musical Instrument	1091	,	-	7,857	-	-	-	-	-	-	(7,857)	(7,857)	(7,857)	-	-	(7,857)
CHOIR 1101	1101	,	168	-	-	-	-	-	-	-	-	-	-	-	-	168
RVE-GEN Youth Found	1103	,	(663)	-	-	-	-	-	-	-	-	-	-	-	-	(663)
EES-Healthy Schools	1104	,	1,957	1,957	-	-	-	-	(1,957)	-	-	(1,957)	(1,957)	-	-	-
PLC-School Garden	1105	,	962	-	-	-	-	-	-	-	-	-	-	-	-	962
SCHS-Lockheed Martin PLTW	1106	,	6,136	1,252	-	-	-	-	(1,252)	-	-	(1,252)	(1,252)	-	-	4,884
SCHS - Robertson Art Scholarship	1110	,	250	-	-	-	-	-	-	-	-	-	-	-	-	250
KP 1112		,	2,162	9,317	(5,030)	(2,400)	-	(742)	-	(1,145)	-	(4,287)	(9,317)	-	22,500	15,345
Communications Scholarship	1120	,	-	23,344	-	-	-	-	(23,344)	-	-	(23,344)	(23,344)	-	27,157	3,813
HMS-IBARMS Biosphere	1131	,	(229)	-	-	-	-	-	-	-	-	-	-	-	-	(229)
FMS-CO DNS-Archery	1132	,	165	-	-	-	-	-	-	-	-	-	-	-	-	165
ANTHEM WELLNESS FUND	1133	,	-	15,663	-	(10,859)	-	-	(4,804)	-	-	(15,663)	(15,663)	-	30,797	15,133
CHF-CREATING HEALTHY SCH(	1201	,	-	25,045	(6,476)	(4,000)	-	(390)	(14,179)	-	-	(18,569)	(25,045)	-	57,826	32,781
FHS-CYBER PATRIOT	1202	,	-	842	-	-	-	(842)	-	-	-	(842)	(842)	-	1,200	358
ROTC	9001	,	(37,025)	49,620	-	(2,049)	-	-	(29,261)	-	(18,309)	(49,620)	(49,620)	-	61,175	(25,469)
Grants Unassigned Budget	4000		-	-	-	-	-	-	-	-	-	-	-	-	-	-

Grant Programs - 16-17 cAct

December 31, 2016

2016-17 Fiscal Year

		Begining Balance Sheet Revenue (Accr) / Defer	Recognized Revenue	Total Personnel Costs	Purchase Services Professional	Property	Other	Supplies	Equipment	Other	Total Implementation Costs	Grand Total Spend	Revenue & Expense Balance Test	Current Year Net Receipts (Distributions)	Ending Balance Sheet Revenue (Accr) / Defer
Percent of year completetd 50%															
25 Active Local Grants															
15 Active State/Fed Grants															
State & Federal Grants															
EXP & At Risk Students	3183	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Counselor Corps Grant	3192	-	-	-	-	-	-	-	-	-	-	-	-	-	-
EARLY LITERACY GRANT	3203	-	128,833	(69,429)	(46,630)	-	(12,775)	-	-	-	(59,404)	(128,833)	-	383,778	254,945
STATE LIBRARY GRANT	3207	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TITLE 1	4010	(89,896)	471,986	(380,228)	(4,297)	-	(17,368)	(40,268)	(29,825)	-	(91,758)	(471,986)	-	526,421	(35,461)
IDEA PART B	4027	(494,249)	903,979	(694,554)	(96,167)	-	(113,258)	-	-	-	(209,425)	(903,979)	-	828,468	(569,760)
Perkins	4048	(67,483)	6,155	(3,419)	-	-	-	-	-	(2,736)	(2,736)	(6,155)	-	66,594	(7,044)
IDEA Preschool	4173	(4,727)	12,004	(11,947)	-	-	(57)	-	-	-	(57)	(12,004)	-	10,338	(6,393)
TITLE IV	4186	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TITLE V	4298	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TITLE II-D	4318	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TITLE III	4365	(12,282)	29,293	(5,181)	(9,588)	-	(7,179)	(7,345)	-	-	(24,112)	(29,293)	-	34,162	(7,413)
TITLE II-A	4367	(13,651)	51,252	(12,568)	(24,100)	-	(11,765)	(2,818)	-	-	(38,684)	(51,252)	-	53,330	(11,573)
TITLE II-D-ARRA	4386	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TITLE I-A-ARRA	4389	-	-	-	-	-	-	-	-	-	-	-	-	-	-
IDEA PART B-ARRA	4391	-	-	-	-	-	-	-	-	-	-	-	-	-	-
RVES-IDEA-Preschool-ARRA	4392	-	-	-	-	-	-	-	-	-	-	-	-	-	-
INDICATOR 14	5027	-	1,545	(1,545)	-	-	-	-	-	-	-	(1,545)	-	1,545	-
SWAP 6126	5126	-	-	-	-	-	-	-	-	-	-	-	-	-	-
REMS-Security	5184	-	-	-	-	-	-	-	-	-	-	-	-	-	-
STEM 6215	5215	-	-	-	-	-	-	-	-	-	-	-	-	-	-
ESCAPE IB GRANT	5330	5,194	5,194	-	-	-	-	(5,194)	-	-	(5,194)	(5,194)	-	-	-
School Improvement Program	5377	-	-	-	-	-	-	-	-	-	-	-	-	-	-
RTTT-EARLY LIT	5412	-	19,954	-	(15,000)	-	(260)	(4,694)	-	-	(19,954)	(19,954)	-	-	(19,954)
SWAP-OCC/PREP	6126	-	-	-	-	-	-	-	-	-	-	-	-	-	-
K12 STEM-SUB	6215	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter School Startup	5282	(112,696)	-	-	-	-	-	-	-	-	-	-	-	112,696	-
PRESCHL-PYRAMID	6323	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TITLE III IMMIGRANT Program	6365	(718)	-	-	-	-	-	-	-	-	-	-	-	-	(718)
NBCT Grant	6397	-	-	-	-	-	-	-	-	-	-	-	-	-	-
DODEA AIM	7030	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TITLE III Set Aside	7365	(7,476)	542	(542)	-	-	-	-	-	-	-	(542)	-	6,554	(1,465)
AIM - ES	7556	-	33,530	(9,804)	(9,761)	-	(10,400)	(567)	(2,998)	-	(23,726)	(33,530)	-	26,722	(6,808)
Medicaid	9003	631,139	374,979	(181,346)	(100)	-	(8,762)	(51,841)	(130,826)	(2,104)	(193,633)	(374,979)	-	509,818	765,978
Dept of Defense	9005	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Combined Grant Results		(169,050)	2,195,740	(1,382,070)	(224,951)	-	(184,198)	(207,063)	(166,451)	(31,007)	(813,670)	(2,195,740)	-	2,786,145	421,355
Fund 22 Accrued		(804,571)	2,039,247	(1,370,564)	(205,643)	-	(181,824)	(112,727)	(163,648)	(4,840)	(668,683)	(2,039,247)	-	2,560,427	354,334
Fund 26 Deferred		635,521	156,494	(11,506)	(19,308)	-	(2,374)	(94,336)	(2,803)	(26,167)	(144,988)	(156,494)	-	225,718	67,020
Combined		(169,050)	2,195,740	(1,382,070)	(224,951)	-	(184,198)	(207,063)	(166,451)	(31,007)	(813,670)	(2,195,740)	-	2,786,145	421,355

District Financial Summary
Grant Accounting Review

Grant Programs - 16-17 oBud

December 31, 2016

2016-17 Fiscal Year			Begining Balance Sheet Revenue (Accr) / Defer	Recognized Revenue	Total Personnel Costs	Purchase Services			Supplies	Equipment	Other	Total Implementation Costs	Grand Total Spend	Revenue & Expense Balance Test	Current Year Net Receipts (Distributions)	Ending Balance Sheet Revenue (Accr) / Defer
Percent of year completetd	50%					Professional	Property	Other						(should be zero)		
25 Active Local Grants																
15 Active State/Fed Grants																
SCHS-SCETC	1017		-	-	-	-	-	-	-	-	-	-	-	-	-	-
PLC-Century Link	1028		-	-	-	-	-	-	-	-	-	-	-	-	-	-
FES-Fuel up to Play	1050		-	-	-	-	-	-	-	-	-	-	-	-	-	-
FVA - K-12 Contribution	1051		-	-	-	-	-	-	-	-	-	-	-	-	-	-
ICZ-CLCS 1052			-	-	-	-	-	-	-	-	-	-	-	-	-	-
EES-FEF -HOEHN	1053		-	-	-	-	-	-	-	-	-	-	-	-	-	-
OES-Neumann IPAD	1054		-	-	-	-	-	-	-	-	-	-	-	-	-	-
RES - Healthy Schools	1080		-	-	-	-	-	-	-	-	-	-	-	-	-	-
SMS-Healthy School Champ	1081		-	-	-	-	-	-	-	-	-	-	-	-	-	-
SCHS - Musical Instrument	1091		-	-	-	-	-	-	-	-	-	-	-	-	-	-
CHOIR 1101			-	-	-	-	-	-	-	-	-	-	-	-	-	-
RVE-GEN Youth Found	1103		-	-	-	-	-	-	-	-	-	-	-	-	-	-
EES-Healthy Schools	1104		-	-	-	-	-	-	-	-	-	-	-	-	-	-
PLC-School Garden	1105		-	-	-	-	-	-	-	-	-	-	-	-	-	-
SCHS-Lockheed Martin PLTW	1106		-	-	-	-	-	-	-	-	-	-	-	-	-	-
SCHS - Robertson Art Scholarship	1110		-	-	-	-	-	-	-	-	-	-	-	-	-	-
KP 1112			-	-	-	-	-	-	-	-	-	-	-	-	-	-
Communications Scholarship	1120		-	-	-	-	-	-	-	-	-	-	-	-	-	-
HMS-IBARMS Biosphere	1131		-	-	-	-	-	-	-	-	-	-	-	-	-	-
FMS-CO DNS-Archery	1132		-	-	-	-	-	-	-	-	-	-	-	-	-	-
ANTHEM WELLNESS FUND	1133		-	-	-	-	-	-	-	-	-	-	-	-	-	-
CHF-CREATING HEALTHY SCHO	1201		-	57,826	(15,665)	(7,416)	-	(6,395)	(28,350)	-	-	(42,161)	(57,826)	-	57,826	-
FHS-CYBER PATRIOT	1202		-	-	-	-	-	-	-	-	-	-	-	-	-	-
ROTC	9001		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants Unassigned Budget	4000		-	6,058,396	(5,202,357)	-	-	-	(856,039)	-	-	(856,039)	(6,058,396)	-	6,058,396	-

EL PASO COUNTY SCHOOL DISTRICT
District Financial Summary
Grant Accounting Review

Grant Programs - 16-17 oBud

December 31, 2016

2016-17 Fiscal Year
Percent of year completetd 50%
25 Active Local Grants
15 Active State/Fed Grants

(should be zero)

		Begining Balance Sheet Revenue (Accr) / Defer	Recognized Revenue	Total Personnel Costs	Purchase Services Professional	Property	Other	Supplies	Equipment	Other	Total Implementation Costs	Grand Total Spend	Revenue & Expense Balance Test	Current Year Net Receipts (Distributions)	Ending Balance Sheet Revenue (Accr) / Defer
State & Federal Grants															
EXP & At Risk Students	3183	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Counselor Corps Grant	3192	-	-	-	-	-	-	-	-	-	-	-	-	-	-
EARLY LITERACY GRANT	3203	-	383,778	(281,978)	(72,000)	-	(29,800)	-	-	-	(101,800)	(383,778)	-	383,778	-
STATE LIBRARY GRANT	3207	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TITLE 1	4010	-	-	-	-	-	-	-	-	-	-	-	-	-	-
IDEA PART B	4027	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Perkins	4048	-	-	-	-	-	-	-	-	-	-	-	-	-	-
IDEA Preschool	4173	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TITLE IV	4186	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TITLE V	4298	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TITLE II-D	4318	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TITLE III	4365	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TITLE II-A	4367	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TITLE II-D-ARRA	4386	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TITLE I-A-ARRA	4389	-	-	-	-	-	-	-	-	-	-	-	-	-	-
IDEA PART B-ARRA	4391	-	-	-	-	-	-	-	-	-	-	-	-	-	-
RVES-IDEA-Preschool-ARRA	4392	-	-	-	-	-	-	-	-	-	-	-	-	-	-
INDICATOR 14	5027	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SWAP 6126	5126	-	-	-	-	-	-	-	-	-	-	-	-	-	-
REMS-Security	5184	-	-	-	-	-	-	-	-	-	-	-	-	-	-
STEM 6215	5215	-	-	-	-	-	-	-	-	-	-	-	-	-	-
ESCAPE IB GRANT	5330	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Improvement Program	5377	-	-	-	-	-	-	-	-	-	-	-	-	-	-
RTTT-EARLY LIT	5412	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SWAP-OCC/PREP	6126	-	-	-	-	-	-	-	-	-	-	-	-	-	-
K12 STEM-SUB	6215	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter School Startup	5282	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PRESCHL-PYRAMID	6323	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TITLE III IMMIGRANT Program	6365	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NBCT Grant	6397	-	-	-	-	-	-	-	-	-	-	-	-	-	-
DODEA AIM	7030	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TITLE III Set Aside	7365	-	-	-	-	-	-	-	-	-	-	-	-	-	-
AIM - ES	7556	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Medicaid	9003	-	930,100	(317,400)	(15,000)	(2,000)	(10,500)	(159,000)	(132,700)	(293,500)	(612,700)	(930,100)	-	930,100	-
Dept of Defense	9005	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Combined Grant Results		-	7,430,100	(5,817,400)	(94,416)	(2,000)	(46,695)	(1,043,389)	(132,700)	(293,500)	(1,612,700)	(7,430,100)	-	7,430,100	-
Fund 22	Accrued	-	7,372,274	(5,801,735)	(87,000)	(2,000)	(40,300)	(1,015,039)	(132,700)	(293,500)	(1,570,539)	(7,372,274)	-	7,372,274	-
Fund 26	Deferred	-	57,826	(15,665)	(7,416)	-	(6,395)	(28,350)	-	(0)	(42,161)	(57,826)	-	57,826	-
Combined		-	7,430,100	(5,817,400)	(94,416)	(2,000)	(46,695)	(1,043,389)	(132,700)	(293,500)	(1,612,700)	(7,430,100)	-	7,430,100	-

EL PASO COUNTY SCHOOL DISTRIC
District Financial Summary
Grant Accounting Review

Grant Programs - cAct v oBud

December 31, 2016

2016-17 Fiscal Year

Percent of year completetd **50%**

25 Active Local Grants

15 Active State/Fed Grants

		Begining Balance Sheet Revenue (Accr) / Defer	Recognized Revenue	Total Personnel Costs	Purchase Services Professional	Property	Other	Supplies	Equipment	Other	Total Implementation Costs	Grand Total Spend	Revenue & Expense Balance Test (should be zero)	Current Year Net Receipts (Distributions)	Ending Balance Sheet Revenue (Accr) / Defer
SCHS-SCETC	1017	13,637	(1,658)	-	-	-	-	-	1,658	-	1,658	1,658	-	(27,274)	(11,979)
PLC-Century Link	1028	5,006	(4,518)	-	-	-	-	4,518	-	-	4,518	4,518	-	(10,012)	(488)
FES-Fuel up to Play	1050	97	-	-	-	-	-	-	-	-	-	-	-	(195)	(97)
FVA - K-12 Contribution	1051	495	-	-	-	-	-	-	-	-	-	-	-	(990)	(495)
ICZ-CLCS 1052	1052	934	(859)	-	-	-	-	859	-	-	859	859	-	(1,868)	(75)
EES-FEF -HOEHN	1053	1,161	(14,004)	-	-	-	400	13,604	-	-	14,004	14,004	-	(25,828)	(10,662)
OES-Neumann IPAD	1054	1,175	-	-	-	-	-	-	-	-	-	-	-	(2,350)	(1,175)
RES - Healthy Schools	1080	590	-	-	-	-	-	-	-	-	-	-	-	(1,180)	(590)
SMS-Healthy School Champ	1081	818	-	-	-	-	-	-	-	-	-	-	-	(1,636)	(818)
SCHS - Musical Instrument	1091	-	(7,857)	-	-	-	-	-	-	7,857	7,857	7,857	-	-	7,857
CHOIR 1101	1101	168	-	-	-	-	-	-	-	-	-	-	-	(336)	(168)
RVE-GEN Youth Found	1103	(663)	-	-	-	-	-	-	-	-	-	-	-	1,326	663
EES-Healthy Schools	1104	1,957	(1,957)	-	-	-	-	1,957	-	-	1,957	1,957	-	(3,915)	-
PLC-School Garden	1105	962	-	-	-	-	-	-	-	-	-	-	-	(1,924)	(962)
SCHS-Lockheed Martin PLTW	1106	6,136	(1,252)	-	-	-	-	1,252	-	-	1,252	1,252	-	(12,272)	(4,884)
SCHS - Robertson Art Scholarship	1110	250	-	-	-	-	-	-	-	-	-	-	-	(500)	(250)
KP 1112	1112	2,162	(9,317)	5,030	2,400	-	742	-	1,145	-	4,287	9,317	-	(26,824)	(15,345)
Communications Scholarship	1120	25,308	(23,344)	-	-	-	-	23,344	-	-	23,344	23,344	-	(52,464)	(3,813)
HMS-IBARMS Biosphere	1131	(229)	-	-	-	-	-	-	-	-	-	-	-	459	229
FMS-CO DNS-Archery	1132	165	-	-	-	-	-	-	-	-	-	-	-	(330)	(165)
ANTHEM WELLNESS FUND	1133	30,797	(15,663)	-	10,859	-	-	4,804	-	-	15,663	15,663	-	(61,593)	(15,133)
CHF-CREATING HEALTHY SCHO	1201	-	32,781	(9,189)	(3,416)	-	(6,005)	(14,171)	-	-	(23,592)	(32,781)	-	-	(32,781)
FHS-CYBER PATRIOT	1202	-	(842)	-	-	-	842	-	-	-	842	842	-	(1,200)	(358)
ROTC	9001	(37,025)	(49,620)	-	2,049	-	-	29,261	-	18,309	49,620	49,620	-	12,875	25,469
Grants Unassigned Budget	4000	-	6,058,396	(5,202,357)	-	-	-	(856,039)	-	-	(856,039)	(6,058,396)	-	6,058,396	-

EL PASO COUNTY SCHOOL DISTRIC
District Financial Summary
Grant Accounting Review

Grant Programs - cAct v oBud

December 31, 2016

2016-17 Fiscal Year

Percent of year completetd 50%

25 Active Local Grants

15 Active State/Fed Grants

		Begining Balance Sheet Revenue (Accr) / Defer	Recognized Revenue	Total Personnel Costs	Purchase Services Professional	Property	Other	Supplies	Equipment	Other	Total Implementation Costs	Grand Total Spend	Revenue & Expense Balance Test (should be zero)	Current Year Net Receipts (Distributions)	Ending Balance Sheet Revenue (Accr) / Defer
State & Federal Grants															
EXP & At Risk Students	3183	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Counselor Corps Grant	3192	-	-	-	-	-	-	-	-	-	-	-	-	-	-
EARLY LITERACY GRANT	3203	-	-	(212,549)	(25,370)	-	(17,025)	-	-	-	(42,396)	(254,945)	(254,945)	(254,945)	(254,945)
STATE LIBRARY GRANT	3207	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TITLE 1	4010	(89,896)	(471,986)	380,228	4,297	-	17,368	40,268	29,825	-	91,758	471,986	-	(346,629)	35,461
IDEA PART B	4027	(494,249)	(903,979)	694,554	96,167	-	113,258	-	-	-	209,425	903,979	-	160,029	569,760
Perkins	4048	(67,483)	(6,155)	3,419	-	-	-	-	-	2,736	2,736	6,155	-	68,372	7,044
IDEA Preschool	4173	(4,727)	(12,004)	11,947	-	-	57	-	-	-	57	12,004	-	(884)	6,393
TITLE IV	4186	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TITLE V	4298	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TITLE II-D	4318	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TITLE III	4365	(12,282)	(29,293)	5,181	9,588	-	7,179	7,345	-	-	24,112	29,293	-	(9,598)	7,413
TITLE II-A	4367	(13,651)	(51,252)	12,568	24,100	-	11,765	2,818	-	-	38,684	51,252	-	(26,027)	11,573
TITLE II-D-ARRA	4386	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TITLE I-A-ARRA	4389	-	-	-	-	-	-	-	-	-	-	-	-	-	-
IDEA PART B-ARRA	4391	-	-	-	-	-	-	-	-	-	-	-	-	-	-
RVES-IDEA-Preschool-ARRA	4392	-	-	-	-	-	-	-	-	-	-	-	-	-	-
INDICATOR 14	5027	-	(1,545)	1,545	-	-	-	-	-	-	-	1,545	-	(1,545)	-
SWAP 6126	5126	-	-	-	-	-	-	-	-	-	-	-	-	-	-
REMS-Security	5184	-	-	-	-	-	-	-	-	-	-	-	-	-	-
STEM 6215	5215	-	-	-	-	-	-	-	-	-	-	-	-	-	-
ESCAPE IB GRANT	5330	5,194	(5,194)	-	-	-	-	5,194	-	-	5,194	5,194	-	(10,388)	-
School Improvement Program	5377	-	-	-	-	-	-	-	-	-	-	-	-	-	-
RTTT-EARLY LIT	5412	-	(19,954)	-	15,000	-	260	4,694	-	-	19,954	19,954	-	-	19,954
SWAP-OCC/PREP	6126	-	-	-	-	-	-	-	-	-	-	-	-	-	-
K12 STEM-SUB	6215	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter School Startup	5282	(112,696)	-	-	-	-	-	-	-	-	-	-	-	112,696	-
PRESCHL-PYRAMID	6323	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TITLE III IMMIGRANT Program	6365	(718)	-	-	-	-	-	-	-	-	-	-	-	1,436	718
NBCT Grant	6397	-	-	-	-	-	-	-	-	-	-	-	-	-	-
DODEA AIM	7030	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TITLE III Set Aside	7365	(7,476)	(542)	542	-	-	-	-	-	-	-	542	-	8,399	1,465
AIM - ES	7556	-	(33,530)	9,804	9,761	-	10,400	567	2,998	-	23,726	33,530	-	(26,722)	6,808
Medicaid	9003	631,139	555,121	(136,054)	(14,900)	(2,000)	(1,738)	(107,159)	(1,874)	(291,396)	(419,067)	(555,121)	-	(841,996)	(765,978)
Dept of Defense	9005	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Combined Grant Results		(112,946)	4,979,415	(4,435,330)	130,535	(2,000)	137,503	(836,326)	33,751	(262,493)	(799,030)	(5,234,360)	(254,945)	4,671,006	(421,355)
			(254,945)												
Fund 22	Accrued	(804,571)	5,333,027	(4,431,171)	118,643	(2,000)	141,524	(902,312)	30,948	(288,660)	(901,856.16)	(5,333,027.48)	-	4,890,594	712,863
Fund 26	Deferred	691,625	(98,668)	(4,159)	11,892	-	(4,021)	65,986	2,803	26,167	102,827	98,668	-	(219,588)	(1,134,218)
Combined		(112,946)	5,234,360	(4,435,330)	130,535	(2,000)	137,503	(836,326)	33,751	(262,493)	(799,030)	(5,234,360)	-	4,671,006	(421,355)

EL PASO COUNTY SCHOOL DISTRICT 49
District Financial Summary
Special Programs Review
December 31, 2016
2016-17 Fiscal Year
Percent of year completed 50%

Special Education Programs *& Special Education Component of General Programs*

16-17 cAct

Designated Funding	Grant Code	eFTE	Begining Balance Sheet Revenue (Accr) / Defer	Recognized Revenue	Total Personnel Costs	Professional	Property	Other	Supplies	Equipment	Other	Total Implementation Costs	Grand Total Spend	Net Cost	Current Year Net Receipts (Distributions)	Net Cost per total sFTE
													SPED ct. 1,539	Spec. sFTE 369	Gross / SPED (4,973.27)	Net / SPED (3,127.12)
															(20,742.18)	(13,042.39)
ECEA Fund 10	3130	-		2,841,220	(6,031,436)	(239,644)	(8,183)	(1,048,711)	(130,665)	(61,199)	(134,024)	(1,622,427)	(7,653,863)	(4,812,643)	(378.30)	(237.87)
Program Name	**Prog #**												-			(245.38)
General	1700	-		-	(131,295)	-	-	(738,000)	-	-	-	(738,000)	(869,295)	(546,601)		(27.02)
Total SPED School Levels	170X	-		-	(1,482,910)	(2,181)	-	(182,494)	(82,001)	(21,078)	(188)	(287,942)	(1,770,852)	(1,113,488)		(55.04)
Adaptive Pysical Disability	1710	-		-	(72,374)	-	-	(1,769)	(790)	-	-	(2,559)	(74,933)	(47,117)		(2.33)
Vision Impaired	1720	-		-	(39,501)	-	-	(733)	-	(5,596)	-	(6,328)	(45,829)	(28,817)		(1.42)
Hearing Impaired	1730	-		-	-	-	-	(724)	(1,025)	-	-	(1,749)	(1,749)	(1,099.67)		(0.05)
SLIC - Sig Lim Intell Cap	1740	-		-	(270,568)	-	-	-	-	-	-	-	(270,568)	(170,129)		(8.41)
SIED - Sig ID Emot Disab	1750	-		-	(417,243)	-	-	-	-	-	-	-	(417,243)	(262,357)		(12.97)
SOCO - Autism (Soc/Comm	1760	-		-	(347,015)	-	-	-	-	-	-	-	(347,015)	(218,198)		(10.78)
SLD - Speech/Lang Disab	1770	-		-	(28,867)	-	-	-	-	-	-	-	(28,867)	(18,151)		(0.90)
Speech Path / Language	1771	-		-	(466,464)	(154,826)	-	(2,526)	(69)	-	-	(157,421)	(623,885)	(392,290)		(19.39)
MH - Multiple Handicap	1780	-		-	(862,187)	-	(301)	(508)	(23,952)	(32,372)	-	(57,132)	(919,319)	(578,055)		(28.57)
Preschool	1791	-		-	(237,539)	-	(59)	(49,230)	(3,863)	-	(1,108)	(54,261)	(291,800)	(183,480)		(9.07)
Elevates	1797	-		-	-	-	-	-	-	-	-	-	-	-		-
Extended School Year	1798	-		-	-	-	-	-	-	-	-	-	-	-		-
Summer School	1799	-		-	(2,550)	-	-	(15,595)	-	-	-	(15,595)	(18,145)	(11,409)		(0.56)
Social Work / Behavioral Sp	2113	-		-	(160,721)	-	-	-	-	-	-	-	(160,721)	(101,059)		(4.99)
SWAAAC Admin	2126	-		-	-	-	-	-	-	-	-	-	-	-		-
Health Svc / Nurses	2130	-		-	(196,753)	-	-	(2,821)	(2,306)	(50)	-	(5,177)	(201,930)	(126,971)		(6.28)
Psychologist	2140	-		-	(273,553)	(31,490)	-	(2,921)	(727)	-	-	(35,138)	(308,691)	(194,101)		(9.59)
Deaf & HH	2150	-		-	(83,655)	-	(5,182)	(530)	(353)	(1,647)	-	(7,713)	(91,368)	(57,450.81)		(2.84)
Occupational/Physical Ther	2160	-		-	(267,415)	(49,952)	-	(3,400)	(2,276)	-	-	(55,629)	(323,044)	(203,125)		(10.04)
Administration	2231	-		-	(277,014)	-	(2,180)	(4,120)	(13,302)	(444)	(5,943)	(25,989)	(303,003)	(190,524)	Admin for All (16.93)	(9.42)
Transportation	2721	-		-	(413,811)	(1,195)	-	(4,475)	-	-	(126,785)	(132,455)	(546,267)	(343,485)	per pupil (16.98)	(16.98)
Other Miscellaneous		-		-	-	-	-	(38,865)	-	-	-	(38,865)	(38,865)	(38,865.47)		(1.92)
Specific Administration	2410	-		-	-	-	(461)	-	-	-	-	(461)	(461)	(290)		(0.01)

Grant	Grant Code															
IDEA Title VIB 22	4027		(494,249)	903,979	(694,554)	(96,167)	-	(113,258)	-	-	-	(209,425)	(903,979)	-	828,468	(569,760)
Program Name	**Prog #**				-	-	-	-	-	-	-	-	-		
General	1700		-	-	-	-	-	-	-	-	-	-	-	-	
Total School Programs	170X		-	(694,554)	(75,882)	-	(110,627)	-	-	-	(186,508)	(881,062)	(881,062)		
SWAAAC	1780		-	-	-	-	-	-	-	-	-	-	-		
Psychologist	2140		-	-	-	-	-	-	-	-	-	-	-		
Administration	2231		-	-	(20,285)	-	-	-	-	-	(20,285)	(20,285)	(20,285)		
Workman's Comp	2850		-	-	-	-	(2,631)	-	-	-	(2,631)	(2,631)	(2,631)		

Grant	Grant Code															
IDEA Title VIB PS 22	4173		(4,727)	12,004	(11,947)	-	-	(57)	-	-	-	(57)	(12,004)	-	10,338	(6,393)
Program Name	**Prog #**				-	-	-	-	-	-	-	-	-		
Preschool	0041		-	-	-	-	-	-	-	-	-	-	-		
Preschool	1791		-	(11,947)	-	-	-	-	-	-	-	(11,947)	(11,947)		
Workman's Comp	2850		-	-	-	-	(57)	-	-	-	(57)	(57)	(57)		

| Grand Total Consolidated | | | | 3,757,203 | (6,737,938) | (335,811) | (8,183) | (1,162,026) | (130,665) | (61,199) | (134,024) | (1,831,909) | (8,569,846) | (4,812,643) | 838,428 | (576,391) |

EL PASO COUNTY SCHOOL DISTRICT 49
District Financial Summary
Special Programs Review

December 31, 2016
2016-17 Fiscal Year
Percent of year completetd 50%

Special Education Programs		& *Special Education Component of General Programs*														

			Begining Balance Sheet Revenue (Accr) / Defer	Recognized Revenue	Total Personnel Costs	Purchase Services Professional	Property	Other	Supplies	Equipment	Other	Total Implementation Costs	Grand Total Spend	Net Cost	Current Year Net Receipts (Distributions)	Net Cost per total sFTE
16-17 oBud						300	400	500	600	700	800	900	SPED ct.	Spec. sFTE	Gross / SPED	Net / SPED
													1,539	373	(9,989.91)	(7,640.39)
Designated Funding	Grant Code	eFTE													(41,218.41)	(31,524.28)
ECEA Fund 10	3130	677.4	3,615,908		(13,220,779)	(970,859)	(9,990)	(686,310)	(156,274)	(74,710)	(255,544)	(2,153,686)	(15,374,466)	(11,758,558)	(759.90)	(581.18)
Program Name	Prog #															
General	1700	14.0	-		(321,358)	-	-	-	-	-	-	-	(321,358)	(245,778)		(12.15)
Total School Programs	170X	147.0	-		(3,100,590)	(75,859)	-	(452,100)	(101,524)	(21,500)	(4,360)	(655,343)	(3,755,933)	(2,872,578)		(141.98)
Adaptive Pysical Disability	1710	3.9	-		(143,837)	-	-	(3,700)	(1,500)	-	-	(5,200)	(149,037)	(113,985)	827,981.44	(5.63)
Vision Impaired	1720	2.0	-		(79,991)	-	-	(1,350)	(1,000)	-	-	(2,350)	(82,341)	(62,976)		(3.11)
Hearing Impaired	1730	-	-		-	-	-	(2,200)	(1,000)	-	-	(3,200)	(3,200)	(2,447)		(0.12)
SLIC - Sig Lim Intell Cap	1740	42.4	-		(662,950)	-	-	-	-	-	-	-	(662,950)	(507,031)		(25.06)
SIED - Sig ID Emot Disab	1750	56.0	-		(828,679)	-	-	-	-	-	-	-	(828,679)	(633,783)		(31.33)
SOCO - Autism (Soc/Comm	1760	44.0	-		(705,741)	-	-	-	-	-	-	-	(705,741)	(539,758)		(26.68)
SLD - Speech/Lang Disab	1770	-	-		-	-	-	-	-	-	-	-	-	-		-
Speech Path / Language	1771	46.0	-		(807,473)	(680,000)	-	(5,500)	(1,000)	-	-	(686,500)	(1,493,973)	(1,142,607)		(56.47)
MH - Multiple Handicap	1780	121.0	-		(1,698,116)	-	(250)	(2,200)	(14,650)	(45,000)	-	(62,100)	(1,760,216)	(1,346,232)		(66.54)
Preschool	1791	16.5	-		(406,285)	-	(250)	(117,200)	(10,500)	-	(1,000)	(128,950)	(535,235)	(409,353)		(20.23)
Elevates	1797	-	-		-	-	-	-	-	-	-	-	-	-		-
Extended School Year	1798	-	-		-	-	-	-	-	-	-	-	-	-		-
Summer School	1799	-	-		(255)	-	-	(23,500)	(6,000)	-	-	(29,500)	(29,755)	(22,757)		(1.12)
Social Work / Behavioral Sp	2113	8.0	-		(309,417)	-	-	-	-	-	-	-	(309,417)	(236,645)		(11.70)
SWAAAC Admin	2126	-	-		-	-	-	-	-	-	-	-	-	-		-
Health Svc / Nurses	2130	18.0	-		(338,853)	-	(350)	(3,750)	(2,500)	-	(50)	(6,650)	(345,503)	(264,244)		(13.06)
Psychologist	2140	14.0	-		(450,570)	-	-	(7,000)	(1,000)	-	-	(8,000)	(458,570)	(350,719)		(17.33)
Deaf & HH	2150	5.0	-		(166,714)	-	(5,090)	(1,350)	(1,500)	(1,110)	-	(9,050)	(175,764)	(134,426)		(6.64)
Occupational/Physical Ther	2160	18.0	-		(453,740)	(215,000)	-	(6,650)	(3,500)	-	-	(225,150)	(678,890)	(519,223)		(25.66)
Administration	2231	13.7	-		(1,732,843)	-	(3,550)	(8,200)	(9,500)	(500)	(22,900)	(44,650)	(1,777,493)	(1,359,446)	All charters (60.31)	(67.19)
Transportation	2721	108.0	-		(1,005,368)	-	-	(13,350)	(1,100)	(5,000)	(227,234)	(246,684)	(1,252,051)	(957,582)	per pupil	(47.33)
Other Miscellaneous		-	-		(8,000)	-	-	(38,260)	-	-	-	(38,260)	(46,260)	(35,380.15)		(1.75)
Administration	2410	-	-		-	-	(500)	-	-	-	-	(500)	(500)	(382)		(0.02)

Grant	Grant Code															
IDEA Title VIB 22	4027	-	-		-	-	-	-	-	-	-	-	-	-	-	-
Program Name	Prog #				-	-	-	-	-	-	-	-				
General	1700				-	-	-	-	-	-	-	-				-
Total School Programs	170X				-	-	-	-	-	-	-	-				-
SWAAAC	1780				-	-	-	-	-	-	-	-				-
Psychologist	2140				-	-	-	-	-	-	-	-				-
Administration	2231				-	-	-	-	-	-	-	-				-
Workman's Comp	2850				-	-	-	-	-	-	-	-				-

Grant	Grant Code															
IDEA Title VIB PS 22	4173	-	-		-	-	-	-	-	-	-	-	-	-	-	-
Program Name	Prog #															
Preschool	0041				-	-	-	-	-	-	-	-				-
Preschool	1791				-	-	-	-	-	-	-	-				-
Workman's Comp	2850				-	-	-	-	-	-	-	-				-

Grand Total Consolidated			3,615,908		(13,220,779)	(970,859)	(9,990)	(686,310)	(156,274)	(74,710)	(255,544)	(2,153,686)	(15,374,466)	(11,758,558)	(760)	(581)

EL PASO COUNTY SCHOOL DISTRICT 49
District Financial Summary
Special Programs Review

December 31, 2016
2016-17 Fiscal Year
Percent of year completetd   50%

Special Education Programs   *& Special Education Component of General Programs*

cAct v oBud

Designated Funding	Grant Code	eFTE	Begining Balance Sheet Revenue (Accr) / Defer	Recognized Revenue	Total Personnel Costs	Purchase Services Professional	Property	Other	Supplies	Equipment	Other	Total Implementation Costs	Grand Total Spend	Net Cost	Current Year Net Receipts (Distributions)	Net Cost per total sFTE
											SPED ct.	Spec. sFTE	Gross / SPED	Net / SPED
											-	(4)	5,016.64	(5,402.01)
													20,476.23	31,286.41
ECEA Fund 10	3130	(677.4)	(774,688)	7,189,343	731,215	1,807	(362,401)	25,609	13,511	121,520	531,259	7,720,603	6,945,915	382	343
Program Name	**Prog #**			-								-	-		
General	1700	(14.0)		-	190,063	-	-	(738,000)	-	-	-	(738,000)	(547,937)	(547,937)	(15)
Total School Programs	170X	(147.0)		-	1,617,680	73,678	-	269,606	19,523	422	4,172	367,400	1,985,080	1,985,080	87
Adaptive Pysical Disability	1710	(3.9)		-	71,462	-	-	1,931	710	-	-	2,641	74,104	74,104	3
Vision Impaired	1720	(2.0)		-	40,491	-	-	617	1,000	(5,596)	-	(3,978)	36,513	36,513	2
Hearing Impaired	1730	-		-	-	-	-	1,476	(25)	-	-	1,451	1,451	1,451	0
SLIC - Sig Lim Intell Cap	1740	(42.4)		-	392,382	-	-	-	-	-	-	-	392,382	392,382	17
SIED - Sig Id Emot Disab	1750	(56.0)		-	411,436	-	-	-	-	-	-	-	411,436	411,436	18
SOCO - Autism (Soc/Comn	1760	(44.0)		-	358,726	-	-	-	-	-	-	-	358,726	358,726	16
SLD - Speech/Lang Disab	1770	-		-	(28,867)	-	-	-	-	-	-	-	(28,867)	(28,867)	(1)
Speech Path / Language	1771	(46.0)		-	341,009	525,175	-	2,974	931	-	-	529,079	870,088	870,088	37
MH - Multiple Handicap	1780	(121.0)		-	835,929	-	(51)	1,692	(9,302)	12,629	-	4,968	840,897	840,897	38
Preschool	1791	(16.5)		-	168,746	-	191	67,970	6,637	-	(108)	74,689	243,435	243,435	11
Elevates	1797	-		-	-	-	-	-	-	-	-	-	-	-	-
Extended School Year	1798	-		-	-	-	-	-	-	-	-	-	-	-	-
Summer School	1799	-		-	(2,295)	-	-	7,905	6,000	-	-	13,905	11,610	11,610	1
Social Work / Behavioral Sp	2113	(8.0)		-	148,696	-	-	-	-	-	-	-	148,696	148,696	7
SWAAAC Admin	2126	-		-	-	-	-	-	-	-	-	-	-	-	-
Health Svc / Nurses	2130	(18.0)		-	142,100	-	350	929	194	(50)	50	1,473	143,573	143,573	7
Psychologist	2140	(14.0)		-	177,016	(31,490)	-	4,079	273	-	-	(27,138)	149,878	149,878	8
Deaf & HH	2150	(5.0)		-	83,059	-	(92)	820	1,147	(537)	-	1,337	84,397	84,397	4
Occupational/Physical Ther	2160	(18.0)		-	186,325	165,048	-	3,250	1,224	-	-	169,521	355,846	355,846	16
Administration	2231	(13.7)		-	1,455,829	-	1,370	4,080	(3,802)	56	16,957	18,661	1,474,490	1,474,490	All charters	58
Transportation	2721	(108.0)		-	591,556	(1,195)	-	8,875	1,100	5,000	100,448	114,228	705,784	705,784	43.38	30
Other Miscellaneous	several	-		-	8,000	-	-	(605)	-	-	-	(605)	7,395	7,394.53	per pupil	(0)
Administration	2410	-		-	-	-	39	-	-	-	-	39	39	39	0

Grant	Grant Code															
IDEA Title VIB 22	4027		(494,249)	903,979	(694,554)	(96,167)	-	(113,258)	-	-	-	(209,425)	(903,979)	-	828,468	(569,760)
Program Name	**Prog #**			-	-	-	-	-	-	-	-	-	-	-		
General	1700			-	-	-	-	-	-	-	-	-	-	-		
Total School Programs	170X			-	(694,554)	(75,882)	-	(110,627)	-	-	-	(186,508)	(881,062)	(881,062)		
SWAAAC	1780			-	-	-	-	-	-	-	-	-	-	-		
Psychologist	2140			-	-	-	-	-	-	-	-	-	-	-		
Administration	2231			-	-	(20,285)	-	-	-	-	-	(20,285)	(20,285)	(20,285)		
Workman's Comp	2850			-	-	-	-	(2,631)	-	-	-	(2,631)	(2,631)	(2,631)		

Grant	Grant Code															
IDEA Title VIB PS 22	4173		(4,727)	12,004	(11,947)	-	-	(57)	-	-	-	(57)	(12,004)	-	10,338	(6,393)
Program Name	**Prog #**			-	-	-	-	-	-	-	-	-	-	-		
Preschool	0041			-	-	-	-	-	-	-	-	-	-	-		
Preschool	1791			-	(11,947)	-	-	-	-	-	-	-	(11,947)	(11,947)		
Workman's Comp	2850			-	-	-	-	(57)	-	-	-	(57)	(57)	(57)		

| Grand Total Consolidated | | | | 141,295 | 6,482,842 | 635,048 | 1,807 | (475,716) | 25,609 | 13,511 | 121,520 | 321,778 | 6,804,620 | 6,945,915 | | |

EL PASO COUNTY SCHOOL DISTRICT 49
District Financial Summary
Special Programs Review

December 31, 2016
2016-17 Fiscal Year
Percent of year completetd 50%

	Begining Balance Sheet Revenue (Accr) / Defer	Recognized Revenue	Total Personnel Costs	Purchase Services Professional	Purchase Services Property	Purchase Services Other	Supplies	Equipment	Other	Total Implementation Costs	Grand Total Spend	Net Cost	Current Year Net Receipts (Distributions)	Net Cost per total sFTE
	8100	1900		300	400	500	600	700	800	900				

Consolidated PreSchool Analysis

Tuition Based   Program
Fund 10   0040
37% of non-SPED — 0% of non-SPED HC
21% of total spend — 0% of total headcount

CY Headcount is 0 16-17 cAct		77,616	(139,886)	-	-	-	(1,259)	-	(176)	(1,434)	(141,321)	(63,705)	77,616	
0% of total PK; and 16-17 oBud		108,050	(244,654)	-	-	(22)	(6,618)	-	(1,498)	(8,138)	(252,792)	(144,742)	108,050	
0% of Tuition + CPP. cAct v oBud		30,434	(104,768)	-	-	(22)	(5,359)	-	(1,323)	(6,704)	(111,471)	(81,037)	30,434	
15-16 cAct is 0, 0% & 0% 15-16 cAct		145,710	(239,313)	-	-	-	(7,182)	-	(237)	(7,419)	(246,732)	(101,022)	145,710	

20% of total spend — 0% of total headcount
35% of non-SPED — 0% of non-SPED HC

Colorado Preschool Program
Fund 19   0040
per pupil 1,843
63% of non-SPED — 100% of non-SPED HC
36% of total spend — 71% of total headcount

CY Headcount is 131.58 16-17 cAct	(20,978)	226,352	(188,893)	-	-	(48,191)	(4,369)	-	(1,056)	(53,616)	(242,509)	(16,156)	247,331	
70% of total PK; and 16-17 oBud	(20,978)	452,704	(326,628)	-	-	(93,372)	(29,400)	-	(3,304)	(126,076)	(452,704)	-	473,683	
100% of Tuition + CPP. cAct v oBud		226,352	(137,735)	-	-	(45,181)	(25,031)	-	(2,249)	(72,460)	(210,196)	16,156	226,352	
15-16 cAct is 129, 70% & 100% 15-16 cAct	21,842	446,014	(330,007)	-	-	(114,234)	(23,303)	-	(313)	(137,849)	(467,856)	(21,842)	424,172	

3,627 per pupil
38% of total spend — 71% of total headcount
65% of non-SPED — 100% of non-SPED HC

PreK Special Ed   Program
Fund 10   1791
43% of total spend — 29% of total headcount

CY Headcount is 54.06 16-17 cAct		77,616	(237,539)	-	(59)	(49,230)	(3,863)	-	(1,108)	(54,261)	(291,800)	(214,184)	77,616	
29% of total PK 16-17 oBud		108,050	(406,285)	-	(250)	(117,200)	(10,500)	-	(1,000)	(128,950)	(535,235)	(427,185)	108,050	
cAct v oBud		30,434	(168,746)	-	(191)	(67,970)	(6,637)	-	108	(74,689)	(243,435)	(213,001)	30,434	
15-16 cAct is 53, 29% 15-16 cAct		145,710	(404,058)	-	(126)	(115,976)	(7,632)	(893)	(295)	(124,922)	(528,980)	(383,270)	145,710	

43% of total spend — 29% of total headcount

All Preschool Programs
All Funds
3,639 average per pupil spend

16-17 cAct	381,584	(566,318)	-	(59)	(97,421)	(9,491)	-	(2,339)	(109,311)	(675,629)	(294,045)	381,584	-	
16-17 oBud	668,804	(977,567)	-	(250)	(210,594)	(46,518)	-	(5,803)	(263,164)	(1,240,731)	(571,927)	668,804	-	
cAct v oBud	287,220	(411,249)	-	(191)	(113,172)	(37,027)	-	(3,463)	(153,853)	(565,102)	(277,882)	287,220	-	
15-16 cAct	737,434	(973,379)	-	(126)	(230,210)	(38,116)	(893)	(844)	(270,190)	(1,243,569)	(506,134)	737,434	-	

6,833 average per pupil spend

EL PASO COUNTY SCHOOL DISTRICT 49
District Financial Summary
Special Programs Review
December 31, 2016
2016-17 Fiscal Year
Percent of year completetd 50%

		Begining Balance Sheet Revenue (Accr) / Defer	Recognized Revenue	Total Personnel Costs	Purchase Services Professional	Purchase Services Property	Purchase Services Other	Supplies	Equipment	Other	Total Implementation Costs	Grand Total Spend	Net Cost	Current Year Net Receipts (Distributions)	Net Cost per total sFTE
		8100	1900		300	400	500	600	700	800	900				
Other Designated Funding 16-17 cAct															
CVA Fund 10	3120	-	-	(461,934)	(1,800)	-	(90,487)	(75,756)	(110,233)	(4,706)	(282,982)	(744,916)	(744,916)		-
ECEA Fund 10	3130	-	2,841,220	(6,031,436)	(239,644)	(8,183)	(1,048,711)	(130,665)	(61,199)	(134,024)	(1,622,427)	(7,653,863)	(4,812,643)		
ELPA Fund 10	3140	-	150,465	(546,658)	(2,383)	-	(43,697)	(6,980)	(1,479)	(742)	(55,281)	(601,940)	(451,475)		
G&T Fund 10	3150	-	126,914	(209,899)	(10,386)	-	(32,291)	(27,477)	-	(120)	(70,273)	(280,172)	(153,258)		
READ Act 10	3206	-	105,684	(37,361)	-	-	(240)	(68,083)	-	-	(68,323)	(105,684)	-		
Transportation 10	3160	-	441,919	(839,736)	(71,523)	(20,595)	(8,533)	(217,641)	(4,783)	298,685	(24,391)	(864,127)	(422,208)		
DOE ImpAid 10	4041	-	264,137	-	-	-	-	-	-	-	-	-	264,137		
DOD ROTC 10	9001	-	67,170	(239,235)	-	-	(1,238)	-	-	-	(1,238)	(240,473)	(173,303)		
DOD ImpAid 10	9005	-	-	-	-	-	-	-	-	-	-	-	-		
CPP Fund 19	3141	(21,842)	226,352	(188,893)	-	-	(48,191)	(4,369)	-	(1,056)	(53,616)	(242,509)	(16,156)	210,196	(37,999)
State NutrMatch 51	3161		(37,799)								-	-	(37,799)	(37,799)	-
Start Smart 51	3164		(3,227)								-	-	(3,227)	(3,227)	-
K-2 Reduced 51	3169		(9,573)								-	-	(9,573)	(9,573)	-
Commodities 51	4550		-								-	-	-	-	-
FR Bkfast 51	4553		(100,652)								-	-	(100,652)	(100,652)	-
FR Lunch 51	4555		(717,170)								-	-	(717,170)	(717,170)	-
Other Designated Funding 16-17 oBud															
CVA Fund 10	3120	-	781,999	(1,127,918)	(8,900)	-	(195,666)	(213,474)	(146,974)	(127,187)	(692,202)	(1,820,120)	(1,038,121)		-
ECEA Fund 10	3130	-	3,615,908	(13,220,779)	(970,859)	(9,990)	(686,310)	(156,274)	(74,710)	(255,544)	(2,153,686)	(15,374,466)	(11,758,558)		
ELPA Fund 10	3140	-	263,856	(1,163,821)	(15,000)	-	(13,804)	(24,887)	(18,000)	(1,000)	(72,691)	(1,236,512)	(972,657)		
G&T Fund 10	3150	-	150,000	(459,144)	(17,270)	-	(26,487)	(33,300)	(3,000)	-	(80,057)	(539,201)	(389,201)		
READ Act 10	3206	-	581,598	(175,514)	-	-	(463)	(87,055)	-	-	(87,518)	(263,032)	318,566		
Transportation 10	3160	-	378,047	(1,962,225)	(115,873)	(54,900)	(46,810)	(696,841)	(14,650)	610,957	(318,117)	(2,280,342)	(1,902,295)		
DOE ImpAid 10	4041	-	324,491	-	-	-	-	-	-	-	-	-	324,491		
DOD ROTC 10	9001	-	172,800	(493,275)	-	-	(1,750)	-	-	-	(1,750)	(495,025)	(322,225)		
DOD ImpAid 10	9005	-	-	-	-	-	-	-	-	-	-	-	-		
CPP Fund 19	3141	(21,842)	452,704	(326,628)	-	-	(93,372)	(29,400)	-	(3,304)	(126,076)	(452,704)	-	452,704	(21,842)
State NutrMatch 51	3161		-								-	-	-	-	-
Start Smart 51	3164		(4,467)								-	-	(4,467)	(4,467)	-
K-2 Reduced 51	3169		(19,786)								-	-	(19,786)	(19,786)	-
Commodities 51	4550		-								-	-	-	-	-
FR Bkfast 51	4553		(167,263)								-	-	(167,263)	(167,263)	-
FR Lunch 51	4555		(1,390,716)								-	-	(1,390,716)	(1,390,716)	-
Other Designated Funding cAct v oBud															
CVA Fund 10	3120	-	781,999	(665,984)	(7,100)	-	(105,179)	(137,718)	(36,741)	(122,481)	(409,220)	(1,075,204)	(293,205)		-
ECEA Fund 10	3130	-	774,688	(7,189,343)	(731,215)	(1,807)	362,401	(25,609)	(13,511)	(121,520)	(531,259)	(7,720,603)	(6,945,915)		
ELPA Fund 10	3140	-	113,391	(617,163)	(12,617)	-	29,893	(17,907)	(16,521)	(258)	(17,410)	(634,573)	(521,182)		
G&T Fund 10	3150	-	23,086	(249,245)	(6,884)	-	5,804	(5,823)	(3,000)	120	(9,784)	(259,029)	(235,943)		
READ Act 10	3206	-	475,914	(138,152)	-	-	(222)	(18,973)	-	-	(19,195)	(157,347)	318,566		
Transportation 10	3160	-	(63,872)	(1,122,489)	(44,349)	(34,305)	(38,277)	(479,200)	(9,867)	312,272	(293,726)	(1,416,215)	(1,480,087)		
DOE ImpAid 10	4041	-	60,354	-	-	-	-	-	-	-	-	-	60,354		
DOD ROTC 10	9001	-	105,630	(254,040)	-	-	(512)	-	-	-	(512)	(254,552)	(148,922)		
DOD ImpAid 10	9005	-	-	-	-	-	-	-	-	-	-	-	-		
CPP Fund 19	3141	-	226,352	(137,735)	-	-	(45,181)	(25,031)	-	(2,249)	(72,460)	(210,196)	16,156	242,509	16,156
State NutrMatch 51	3161		37,799								-	-	37,799	37,799	-
Start Smart 51	3164		(1,240)								-	-	(1,240)	(1,240)	-
K-2 Reduced 51	3169		(10,213)								-	-	(10,213)	(10,213)	-
Commodities 51	4550		-								-	-	-	-	-
FR Bkfast 51	4553		(66,611)								-	-	(66,611)	(66,611)	-
FR Lunch 51	4555		(673,546)								-	-	(673,546)	(673,546)	-

EL PASO COUNTY SCHOOL DISTRICT 49
District Financial Summary
by Operating Fund
December 31, 2016
2016-17 Fiscal Year

	General Fund	CPP	Insurance/Risk	Grants	2014-3A MLO	2016-3B MLO	G.O. Bond Redemption	Cap Reserve	2016-3B Cap Projects	Kids' Corner	FFS Transportation	Nutrition Services	Scholarship	School Activity Accts
Percent of year completetd 50% Fund #s ->	10	19	18,64	22 & 26	14	16	31	21,43	46	27	25	21	73	23 & 74
Consolidated Balance Sheet Summary														**16-17 cAct**
Assets														
Pooled Cash	294,279	73,881	248,832	67,056	-	-	-	355,563	-	3,123	1,065	47,415	-	358,507
Other Cash	11,240,774	44,501	2,411,796	-	4,272,141	-	1,005,030	247,443	-	29,359	195,425	432,402	5,126	807,155
External Receivables	15,763	-	-	712,863	-	-	-	-	-	-	-	300,622	-	-
Interfund Receivables	4,265,116	-	337,049	560,385	-	-	-	(255,884)	-	-	723,487	-	1,022	5,194
Other Assets (Taxes Rec.)	(406,866)	-	-	-	2,459	-	11,351	-	-	-	26,593	183,163	-	-
Total Assets	**15,409,066**	**118,381**	**2,997,677**	**1,340,304**	**4,274,600**	**-**	**1,016,382**	**347,122**	**-**	**32,481**	**223,082**	**1,687,088**	**6,147**	**1,170,855**
Liabilities														
Accounts Payable	(32,767)	-	(433,102)	(189,846)	(157,755)	-	-	-	-	-	-	-	-	(8)
Interfund Payables	(1,688,235)	-	(1,206,111)	-	(1,463,850)	-	(521,800)	-	-	(2,970)	(288,589)	-	-	(52,833)
Payroll Liabilities	(11,080,289)	(61,669)	-	-	-	-	-	-	-	(16,347)	(76,188)	(151,862)	-	-
Deferred Revenue	(444,105)	-	-	(1,134,218)	(2,459)	-	(11,351)	-	-	-	-	-	-	(1,105,854)
Other Liabilities	(3,092)	-	-	(16,241)	-	-	-	-	-	-	6,308	(196,627)	-	1,036,899
Total Liabilities	**(13,248,487)**	**(61,669)**	**(1,639,213)**	**(1,340,304)**	**(1,624,064)**	**-**	**(533,151)**	**-**	**-**	**(19,317)**	**(358,469)**	**(348,490)**	**-**	**(121,797)**
Equity	672,429 *BoY room to 10%*													
BoY Fund Balance	11.15% (10,944,723)	(70,802)	(2,436,268)	(4,558)	(7,882,858)	-	(7,904,764)	(1,706,395)	-	(22,877)	-	(1,488,434)	(6,133)	(564,402)
Other Equity Adjustments	0 (354,017)	(2,067)	-	4,559	157,448	-	-	-	-	-	-	57,118	-	(487,791)
Current Year Results	budget 9,138,162	16,156	1,077,804	-	5,074,874	-	7,421,533	1,359,273	-	9,713	135,387	92,717	(14)	3,134
Total Equity (Fund Balance)	10.44% **(2,160,579)**	**(56,712)**	**(1,358,464)**	**0**	**(2,650,536)**	**-**	**(483,231)**	**(347,122)**	**-**	**(13,165)**	**135,387**	**(1,338,598)**	**(6,147)**	**(1,049,059)**
	5.06% 0.043469833	0.233857045	0.455830788	-4.55427E-09	0.478089996	0	0.064483994	0.105026645	0	0.074680763	-0.169964005	0.78313338	0	0.727589038
Total Liabilities & Equity	**(15,409,066)**	**(118,381)**	**(2,997,677)**	**(1,340,304)**	**(4,274,600)**	**-**	**(1,016,382)**	**(347,122)**	**-**	**(32,481)**	**(223,082)**	**(1,687,088)**	**(6,147)**	**(1,170,855)**
	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Interfund Netting	2,576,881	-	(869,062)	560,385	(1,463,850)	-	(521,800)	(255,884)	-	(2,970)	(288,589)	723,487	1,022	(47,639)
				(206,681)										
16-17 cAct *F10 B / (W)*	-	-		-	-	-	-	-	-	-	-	-	-	-
Revenue (60,033,157)	(40,564,781)	(226,352)	(1,902,389)	(2,195,740)	(469,136)	-	(72,278)	(1,945,816)	-	(166,565)	(661,174)	(1,616,568)	(14)	(1,438,695)
Expense 50,894,995	49,702,943	242,509	2,980,193	2,195,740	5,544,010	-	7,493,811	3,305,089	-	176,277	796,560	1,709,285	-	1,441,829
Net Results (9,138,162)	9,138,162	16,156	1,077,804	-	5,074,874	-	7,421,533	1,359,273	-	9,713	135,387	92,717	(14)	3,134
Expense 16-17 cAct % of 16-17 oBud	49%	54%	33%	30%	69%	-	212%	92%	-	54%	64%	52%	-	56%
16-17 oBud 596,026 Pace = 50%														
Revenue	(100,597,938)	(452,704)	(9,150,000)	(7,430,100)	(8,080,880)	-	(4,651,174)	(3,600,000)	-	(326,461)	(1,235,686)	(3,286,187)	(200)	(2,566,838)
Expense 49.41%	100,597,938	452,704	9,150,000	7,430,100	8,080,880	-	3,528,328	3,600,000	-	326,461	1,235,686	3,286,187	200	2,566,838
Net Results	(0)	-	-	-	0	-	(1,122,846)	-	-	0	-	0	-	-
16-17 cAct Encumbrances	(53,265,483)	(308,886)	(4,340,528)	(2,972,022)	(5,648,526)	-	(7,493,811)	(3,843,640)	-	(177,798)	(796,560)	(1,722,097)	-	(1,441,829)
							(3,965,483.05)	(243,639.65)						

EL PASO COUNTY SCHOOL DISTRICT 49
District Financial Summary
by Operating Fund
December 31, 2016
2016-17 Fiscal Year

Percent of year completetd 50%	General Fund	CPP	Insurance/Risk	Grants	2014-3A MLO	2016-3B MLO	G.O. Bond Redemption	Cap Reserve	2016-3B Cap Projects	Kids' Corner	FFS Transportation	Nutrition Services	Scholarship	School Activity Accts
Fund #s ->	10	19	18,64	22 & 26	14	16	31	21,43	46	27	25	21	73	23 & 74
Revenue Categorical	*16-17 cAct*													*16-17 cAct*
Property Tax	230,203	-	-	-	87,035	-	84,981	-	-	-	-	-	-	-
Specific Ownership Tax	1,316,632	-	-	-	370,403	-	-	-	-	-	-	-	-	-
Abatements	(43,925)	-	-	-	(17,371)	-	(19,822)	-	-	-	-	-	-	-
Subtotal Net Tax Revenue	1,502,911	-	-	-	440,068	-	65,159	-	-	-	-	-	-	-
Charter School Cost Reimb.	1,603,706	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	55,441	-	5,818	-	29,068	-	1,768	-	-	-	188	-	14	2,444
All Other Local Revenue	(996,553)	-	1,521,570	156,494	-	-	5,351	-	-	166,565	241,048	748,058	-	1,436,251
Total Local Revenue	2,165,505	-	1,527,389	156,494	469,136	-	72,278	-	-	166,565	241,236	748,058	14	1,438,695
State Share (Equalization)	66,041,221	-	-	-	-	-	-	-	-	-	-	-	-	-
All Other State Revenue	5,197,163	-	-	128,833	-	-	-	-	-	-	419,938	50,599	-	-
Total State Revenue	71,238,383	-	-	128,833	-	-	-	-	-	-	419,938	50,599	-	-
Federal Revenue	331,307	-	-	1,910,413	-	-	-	-	-	-	-	817,911	-	-
Interfund Transfers	(2,125,000)	-	375,000	-	-	-	-	1,750,000	-	-	-	-	-	-
Per-Pupil Direct Allocations	(226,352)	226,352	-	-	-	-	-	-	-	-	-	-	-	-
Charter School Allocation	(32,422,767)	-	-	-	-	-	-	-	-	-	-	-	-	-
All Other Revenue	1,603,706	-	-	0	-	-	-	195,816	-	-	-	-	-	-
Total Other Revenue	(33,170,414)	226,352	375,000	0	-	-	-	1,945,816	-	-	-	-	-	-
Total Revenue	40,564,781	226,352	1,902,389	2,195,740	469,136	-	72,278	1,945,816	-	166,565	661,174	1,616,568	14	1,438,695
Expense Categorical by Object														
Regular Salaries	(28,964,080)	(139,385)	-	(1,020,622)	(350,476)	-	-	-	-	(77,225)	(340,738)	(605,445)	-	-
Other Salaries (sub, extra, etc.)	(1,185,816)	(1,026)	(3,000)	(44,797)	(77,837)	-	-	-	-	(17,687)	(107,572)	(27,054)	-	-
Medicare	(420,751)	(1,926)	(44)	(11,561)	(4,886)	-	-	-	-	(1,176)	(6,441)	(8,817)	-	-
PERA (employer share)	(5,576,040)	(25,719)	-	(152,841)	(64,520)	-	-	-	-	(15,531)	(86,586)	(116,495)	-	-
Insurance & Other	(3,112,929)	(20,837)	-	(152,248)	(6,361)	-	-	-	-	(11,187)	(128,465)	(64,604)	-	-
Total Personnel Costs	(39,259,616)	(188,893)	(3,044)	(1,382,070)	(504,080)	-	-	-	-	(122,805)	(669,803)	(822,415)	-	-
Purchase Services-Professional	(2,168,109)	-	(4,350,333)	(224,951)	(121,403)	-	(6,078)	(81,749)	-	(4,802)	(82)	(1,737)	-	(83,316)
Purchase Services-Property	(971,247)	-	-	-	(3,747)	-	-	(479,331)	-	(25,984)	-	(83,252)	-	(11,136)
Purchase Services-Other	(2,868,910)	(48,191)	1,434,578	(184,198)	(45,729)	-	-	-	-	(4,772)	(20,302)	(39,793)	-	(51,489)
Supplies	(3,270,262)	(4,369)	(61,394)	(207,063)	(662,806)	-	-	-	-	(16,362)	-	(756,194)	-	(1,129,949)
Equipment	(676,210)	-	-	(166,451)	(1,029,197)	-	-	(2,347,797)	-	-	-	(230)	-	(35)
Other	(488,590)	(1,056)	(0)	(31,007)	(3,177,050)	-	(7,487,733)	(396,212)	-	(1,553)	(106,374)	(5,665)	-	(165,905)
Total Implementation Costs	(10,443,327)	(53,616)	41,362,438	(813,670)	(5,039,930)	-	(7,493,811)	(3,305,089)	-	(53,473)	(126,757)	(886,870)	-	(1,441,829)
Total Expense	(49,702,943)	(242,509)	(2,980,193)	(2,195,740)	(5,544,010)	-	(7,493,811)	(3,305,089)	-	(176,277)	(796,560)	(1,709,285)	-	(1,441,829)
Net Revenue (Expense)	(9,138,162)	(16,156)	(1,077,804)	-	(5,074,874)	-	(7,421,533)	(1,359,273)	-	(9,713)	(135,387)	(92,717)	14	(3,134)

EL PASO COUNTY SCHOOL DISTRICT 49
District Financial Summary
  by Operating Fund
December 31, 2016
2016-17 Fiscal Year

Percent of year completetd 50%	General Fund	CPP	Insurance/Risk	Grants	2014-3A MLO	2016-3B MLO	G.O. Bond Redemption	Cap Reserve	2016-3B Cap Projects	Kids' Corner	FFS Transportation	Nutrition Services	Scholarship	74 School Activity Accts
Fund #s ->	10	19	18,64	22 & 26	14	16	31	21,43	46	27	25	21	73	23 & 74
Revenue Categorical	*16-17 oBud*													*16-17 oBud*
Property Tax	18,912,722	-	-	-	7,369,330	-	4,641,174	-	-	-	-	-	-	-
Specific Ownership Tax	2,973,409	-	-	-	701,250	-	-	-	-	-	-	-	-	-
Abatements	(54,858)	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal Net Tax Revenue	21,831,273	-	-	-	8,070,580	-	4,641,174	-	-	-	-	-	-	-
Charter School Cost Reimb.	4,888,430	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	48,878	-	-	-	10,300	-	-	-	-	-	-	-	50	-
All Other Local Revenue	(3,861,723)	-	8,400,000	57,826	-	-	10,000	100,000	-	326,461	773,686	1,703,955	150	2,566,838
Total Local Revenue	22,906,858	-	8,400,000	57,826	8,080,880	-	4,651,174	100,000	-	326,461	773,686	1,703,955	200	2,566,838
State Share (Equalization)	136,521,456	-	-	-	-	-	-	-	-	-	-	-	-	-
All Other State Revenue	7,292,723	-	-	383,778	-	-	-	-	-	-	462,000	24,253	-	-
Total State Revenue	143,814,179	-	-	383,778	-	-	-	-	-	-	462,000	24,253	-	-
Federal Revenue	497,291	-	-	6,988,496	-	-	-	-	-	-	-	1,557,979	-	-
Interfund Transfers	(4,250,000)	-	750,000	-	-	-	-	3,500,000	-	-	-	-	-	-
Per-Pupil Direct Allocations	(452,704)	452,704	-	-	-	-	-	-	-	-	-	-	-	-
Charter School Allocation	(66,806,115)	-	-	-	-	-	-	-	-	-	-	-	-	-
All Other Revenue	4,888,430	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Other Revenue	(66,620,390)	452,704	750,000	-	-	-	-	3,500,000	-	-	-	-	-	-
Total Revenue	100,597,938	452,704	9,150,000	7,430,100	8,080,880	-	4,651,174	3,600,000	-	326,461	1,235,686	3,286,187	200	2,566,838
Expense Categorical by Object														
Regular Salaries	(58,530,339)	(200,876)	-	(4,745,650)	(67,682)	-	-	-	-	(163,021)	(510,285)	(1,137,571)	-	-
Other Salaries	(4,751,436)	(62,948)	-	(16,350)	(56,000)	-	-	-	-	(29,009)	(109,000)	(98,001)	-	-
Medicare	(857,290)	(1,714)	-	(7,639)	(974)	-	-	-	-	(2,510)	(8,878)	(15,487)	-	-
PERA (employer share)	(11,419,400)	(24,092)	-	(43,174)	(13,130)	-	-	-	-	(31,809)	(120,620)	(220,689)	-	-
Insurance	(5,857,894)	(36,998)	-	(1,004,587)	(5,570)	-	-	-	-	(29,521)	(282,495)	(138,252)	-	-
Total Personnel Costs	(81,416,359)	(326,628)	-	(5,817,400)	(143,356)	-	-	-	-	(255,870)	(1,031,279)	(1,610,000)	-	-
81%	28.7%	23.8%	-	22.2%	15.9%	-	-	-	-	33.2%	66.5%	30.3%	-	-
Purchase Services-Professiona	(4,625,003)	-	(8,250,000)	(94,416)	(365,000)	-	(25,000)	(110,000)	-	(17,617)	-	(6,853)	-	(115,827)
Purchase Services-Property	(1,738,770)	-	-	(2,000)	-	-	-	(688,500)	-	(17,988)	-	(39,449)	-	(35,193)
Purchase Services-Other	(3,590,343)	(93,372)	(750,000)	(46,695)	(28,780)	-	-	-	-	(3,703)	(3,000)	(87,162)	-	(110,375)
Supplies 5%	(5,532,464)	(29,400)	-	(1,043,389)	(469,725)	-	-	-	-	(25,094)	-	(1,213,320)	-	(2,081,597)
Equipment 1%	(854,734)	-	-	(132,700)	(359,269)	-	-	(2,064,288)	-	(3,894)	-	(741)	-	-
Other	(2,840,264)	(3,304)	(150,000)	(293,500)	(6,714,750)	-	(3,503,328)	(737,212)	-	(2,293)	(201,408)	(328,662)	(200)	(223,846)
Total Implementation Costs	(19,181,579)	(126,076)	(9,150,000)	(1,612,700)	(7,937,525)	-	(3,528,328)	(3,600,000)	-	(70,590)	(204,408)	(1,676,187)	(200)	(2,566,838)
Total Expense	(100,597,938)	(452,704)	(9,150,000)	(7,430,100)	(8,080,880)	-	(3,528,328)	(3,600,000)	-	(326,461)	(1,235,686)	(3,286,187)	(200)	(2,566,838)
Net Revenue (Expense)	0	-	-	-	(0)	-	1,122,846	-	-	(0)	-	(0)	-	-

BOARD OF EDUCATION AGENDA ITEM 13

BOARD MEETING OF:	January 25, 2017
PREPARED BY:	Brett Ridgway, Chief Business Officer
TITLE OF AGENDA ITEM:	Administrative Recommendation for Information Technology Support
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND INFORMATION, DESCRIPTION OF NEED: After having a majority of Information Technology Support services outsourced since 2012, District Administration desired to measure our current service provider against the market for similar services to ensure an appropriate return of services for pricing.

RATIONALE: Outsourcing Information Technology has been a successful strategy for District 49 since it specifically mitigates risks of training and staffing for this function. The skillset required to support Information Technology in Education is very similar to most other industries which results in school districts competing with a wide market for needed expertise. In order not to overpay, or accept sub-standard services, allowing an outside vendor to provide service and expertise with their ability to leverage such over multiple clients provides a better and more stable delivery of services.

RELEVANT DATA AND EXPECTED OUTCOMES: A full RFP process was conducted during October-November, 2016 and portions of that process continue and may be re-bid.

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1—Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	*Conducting a full RFP process for a service that is not required to be RFP'd indicates a willingness for transparency and intent to pursue effective and efficient service value for the District.*
Rock #2—Research, design and implement programs for intentional <u>community</u> participation	
Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	
Rock #5— Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED: **AMOUNT BUDGETED:**

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Consider a new contract for Network Infrastructure support as an action item at the February 9, 2017 regular BOE meeting.

APPROVED BY: Brett Ridgway, Chief Business Officer   **DATE:** January 18, 2017

Information Technology Support

Administrative Recommendation

IT Support

- Level Set – How we got here
  - January 2011 - CIO position eliminated
  - Winter/Spring 2011 – attrition from in-house help desk led to need for RFP
  - April 2011 – RFP process for IT services
  - July 1, 2011 RFP for help desk awarded to Colorado Computer Support
  - Created 'Instructional Technology' function to maintain expertise of previous help desk manager.
  - January 2012 – attrition from in-house network support team led to outsourcing to Colorado Computer Support from previous RFP results.

The Best Choice to Learn, Work and Lead

IT Support

- Level Set (continued)
  - April 2015 – converted Help Desk ticketing to D49-contracted School Dude platform
  - Fall 2015 – indicate intent to re-RFP all IT services; not due to performance dissatisfaction with CCS as much as desire to validate pricing/service benchmarks
  - Winter 2015/16 - Intention to re-RFP entire service package delayed by one year in order to gain additional data. One Year contract extension negotiated with CCS.
  - Fall 2016 RFP process designed and published

IT Support

- RFP design/intent
  - Two pieces to three, split help desk from Network Infrastructure
  - Willing to spend more for additional results and performance.
  - Some outsourcing still preferred
    - Mitigates risk of staffing and training

D49 (Proposed) IT Organization Chart

Quality Assurance and Oversight
- Provide QA and Oversight of all IT
- Assigns help desk requests to appropriate office (NI or AI)
- Manages Active Directory
- Manages Data Integrity among D49 Legacy Programs (Active Directory, Alio, School Dude, Infinite Campus)
- May or may not be provided by 3rd party vendor (may be bid as alternate)

Network Infrastructure
- Responsible for all infrastructure support
- Includes Help Desk (may or may not be outsourced)
- Support for all hardware and software that allows the network to function
- Email support for teachers and staff
- Installs hardware or software on all devices
- D49 expects a 3rd party vendor to provide this service
- Reports to QA and Oversight Office

Assessment and Instruction
- Responsible for all Instructional Technology
- Responsible for all support for technology used to deliver classroom instruction
- Support for hardware, software used by teachers and students in the classroom
- May or may not be provided by 3rd party vendor (may be bid as alternate)
- Provides training for teachers to utilize devices, applications, and assessment tools used as part of the curriculum
- Reports to QA and Oversight Office

The Best Choice to Learn, Work and Lead

IT Support

- RFP process results:
  - Pre-bid conference attracts 12 vendors
  - Four actual bids received
  - Two bids selected for interviews with committee

  - Established desire to have three separate parties filling the three defined roles
  - Affirmed desire to maintain in-house presence for Instructional Technology
    - To balance new requirements of student data privacy, management of Apple-related hardware to be transitioned to Network Infrastructure team.
    - To be renamed 'Education Technology' to avoid acronym confusion.

The Best Choice to Learn, Work and Lead

IT support

- RFP process results:
  - RFP review team recommends entering into a new contract for Network Infra-structure support with Colorado Computer Support.

  - No vendor selected for Quality Assurance and Data Integrity role.
    - Reset pursuit of resource for QADI role
    - Consultant helped write a job description to use for new pursuit.
      - Strong belief this is a part-time role
      - Strong preference for a separate party from IT/ET
      - ¿ Contracted or Employed ?

  - Help Desk function in flux until QADI clarified/determined

TECHNOLOGY QUALITY ASSURANCE MANAGER

Related Organizational Chart

Job Title:	Technology Quality Assurance Manager
Initial:	
Revised:	
Work Year:	261 Days ½ time
Office:	Business
Department:	
Reports to:	Chief Business Officer
FLSA Status:	Exempt or Contracted
Salary Range:	

Chief Business Officer

Technology Quality Assurance Manager

SUMMARY: The Technology Quality Assurance Director provides oversight of the district Information Technology (IT) to include the IT Contractor, Network Infrastructure, IT Help Desk and Assessment & Instruction personnel. The Director serves as a liaison between the IT Contractor, Assessment & Instruction, district personnel and the Chief Officers. This Director supports and communicates the resolution of technology quality assurance and data integrity issues to the Chief Officers including periodic audit reports on the efficacy of all IT processes and procedures, including customer and user satisfaction.

ESSENTIAL DUTIES AND RESPONSIBILITIES:
The following statements of duties and responsibilities describe the general nature and level of work being performed by the leader filling this position. These statements are not an exhaustive list of all duties and responsibilities required by this position.

- Ensure data integrity across all District software systems, as assigned by the Chief Officers, to reduce redundancy and support continuity and accuracy across district data.
- Audit and analyze help desk requests and services provided by the IT Contractor to ensure efficiency, accurate reporting, and proper routing of requests in routine reporting to Chief Officers.
- Monitor district technology to ensure efficient use of resources and support of enhanced student learning
- Serve as a liaison in technology matters between Senior Leaders, the IT Contractor, and Education Technology leaders, as requested by the Chief Officers
- Ensure hardware and software support vendors are operating in compliance with Board Policy as it relates to Technology.
- Audit the district level technology inventory to include, but not limited to, hardware equipment and software licensing
- Write, review, revise and ensure the fidelity of implementation of the Technology Master Plan
- Evaluate annually the levels of technology service and recommend the proper blend of internal and outsources services.
- Stay current with technology professional practices in the state of Colorado and the K-12 education field
- Makes oral and written reports to the Chief Officer Team, Senior Leaders, and Board of Education when requested.
- Perform other job-related related duties as assigned

EDUCATION AND TRAINING: Must hold a bachelor's degree in computer information systems or instructional technology. An advanced degree or equivalent advanced training in computer information systems or school administration is preferred.

EXPERIENCE: Minimum of five years' experience in a K-12 educational technology or instructional technology. Minimum three years' management/supervisory experience. Working knowledge of school information systems, help desk functions, business and operations information systems.

SKILS, KNOWLEDGE & EQUIPMENT:

- Excellent oral and written communication and interpersonal relation skills.
- Customer service and public relations skills
- Critical thinking and problem solving skills
- Organizational skills
- Supervisory/management skills
- Ability to diffuse and manage volatile and stressful situations.
- Ability to manage multiple priorities and tasks with frequent interruptions
- Ability to communicate effectively with various stakeholders
- Ability to perform responsibilities without the necessity of close supervision
- Must be proficient in the use of personal computers and software applications on major platforms including Windows, Apple, Google and Kindle devices.
- Familiarity with HIPA, CORA, CDE Data Privacy & Security, etc

CERTIFICATES, LICENSES & REGISTRATIONS

SUPERVISION/TECHNICAL RESPONSIBILITY

PHYSICAL DEMANDS: While performing the duties of this job, the employee is frequently required to talk or hear. The employee is occasionally required to stand; walk or sit. The employee must occasionally lift and/or move up to 25 pounds. There are no specific vision abilities required by this job.

WORK ENVIRONMENT: The noise level in the work environment is usually moderate.

MENTAL FUNCTIONS: While performing the duties of this job, the employee is regularly required to communicate, compare, analyze, coordinate, evaluate, and use interpersonal skills.

BOARD OF EDUCATION AGENDA ITEM 14

BOARD MEETING OF:	January 25, 2017
PREPARED BY:	Brett Ridgway, Chief Business Officer
	Jack Bay, Chief Operations Officer
TITLE OF AGENDA ITEM:	2016 3B Projects Update
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: The Board of Education previously provided guidance to the Administration to conduct primary research for needs, options and financing vehicles for potential participation in the November 2016 election. That work resulted in the development of a plan dubbed "Building our Future Community" and requisite language that will be placed on the November 2016 general election ballot as a result of the Board's decision at a special meeting held on August 24, 2016. That election question subsequently passed with a near 65/35 ratio on November 8, 2016.

With that success, another set of work processes and sequences begins. We must take the direction approved for us by the constituents and implement those plans with full integrity and appropriate urgency to allow students, staff, and constituents to realize the maximum benefit from the plan for the maximum duration.

RATIONALE: Some portions of the early steps may feel like a 'hurry up and wait' scenario where work will be done internally to get all necessary items set, presented, and executed before visible construction begins.

RELEVANT DATA AND EXPECTED OUTCOMES: We expect to execute a plan that is faithfully consistent with the plans presented for the election question, and for those plans to be fully compliant with the ballot language approved. We expect to move with intention and urgency to drive completion of stated projects is an optimal timeframe. During this update the COO will propose some facilities staffing changes requested to provide construction oversite for the 3B MLO capital construction projects. This requested organizational change is request to ensure the successful completion and delivery of the 145 D49 capital projects that are encompassed in the 3B MLO priorities 2, 3 4 capital projects.

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1—Reestablishing the district as a trustworthy recipient of taxpayer investment	*Clarity and transparency in revenue generation strategies and related decisions.*
Rock #2—Research, design and implement programs for intentional community participation	*There is no closer engagement for community participation than an election. Pursuing an election question in 2016 will need significant community participation for it to be reflective of the community's wishes for D49*
Rock #3— Grow a robust portfolio of distinct and exceptional schools	*The election proposal has clear connections to increasing our portfolio of distinct and exceptional schools*
Rock #4— Build firm foundations of knowledge, skills and experience so all learners can thrive.	*Recognizing that the efficiencies D49 has achieved the last several years puts the district in a position to be trusted, to be innovative and through the continuous exercise of both; building a firm foundation for the future..*
Rock #5— Customize our educational systems to launch each student toward success	*A commitment to improving facilities and programs will have a positive contribution to ensuring each student has their best opportunity for success.*

FUNDING REQUIRED: No   **AMOUNT BUDGETED:** $83.5mm capital projects
                                                                          $1mm teacher comp.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

APPROVED BY: Brett Ridgway, Chief Business Officer,
Jack Bay, Chief Operations Officer   **DATE:** January 13, 2017

Falcon School District No. 49 (El Paso County, Colorado)

Credit Rating Presentation

Certificates of Participation, Series 2017

January 18, 2017

Agenda

- Introductions
- Overview of the District
- Finances
- Tax Base
- Building & Planning
- 2017 Financing Plan

Introductions

Participants

- Falcon School District No. 49 (the "District")
  - Brett Ridgway, *Chief Business Officer*
    - (719) 495-1134
    - bridgway@d49.org
  - Melissa Andrews
    - (719) 494-8997
    - mandrews@d49.org
  - Ryan Johanson
    - (719) 494-8920
    - rjohanson@d49.org
- Stifel, Nicolaus & Company, Incorporated
  - David Bell, *Managing Director*
    - (303) 291-5207
    - belld@stifel.com
  - Amy Canfield, *Vice President*
    - (303) 291-5362
    - canfielda@stifel.com

Presenter Biography

- ## Brett Ridgway, *Chief Business Officer*

    - Mr. Brett Ridgway has served as the District's Chief Business Officer since February 2011, serving the District as the Director of Finance for two years prior to that. Overall, Mr. Ridgway has spent the past eight years of his career in education financial management in Colorado. The majority of his experience has been in financial management for JP Morgan's retail lending unit, performing portfolio analysis and projection for JPM and predecessor entities' home equity and indirect auto lending portfolios in Phoenix, AZ. Mr. Ridgway's early experience came with The Dun & Bradstreet Corporation's internal audit department based in New York, NY, an assignment that included significant travel around the country and internationally as well. Mr. Ridgway has a CPA certificate and graduated from the University of Arizona in May 1990 with a BSBA in Accounting and Finance.

Overview of the District

District Location

The District encompasses approximately 133 square miles in central El Paso County, Colorado. The District serves the northeastern portion of the incorporated community of Colorado Springs, the unincorporated community of Falcon, and the rural area north and east of Colorado Springs.
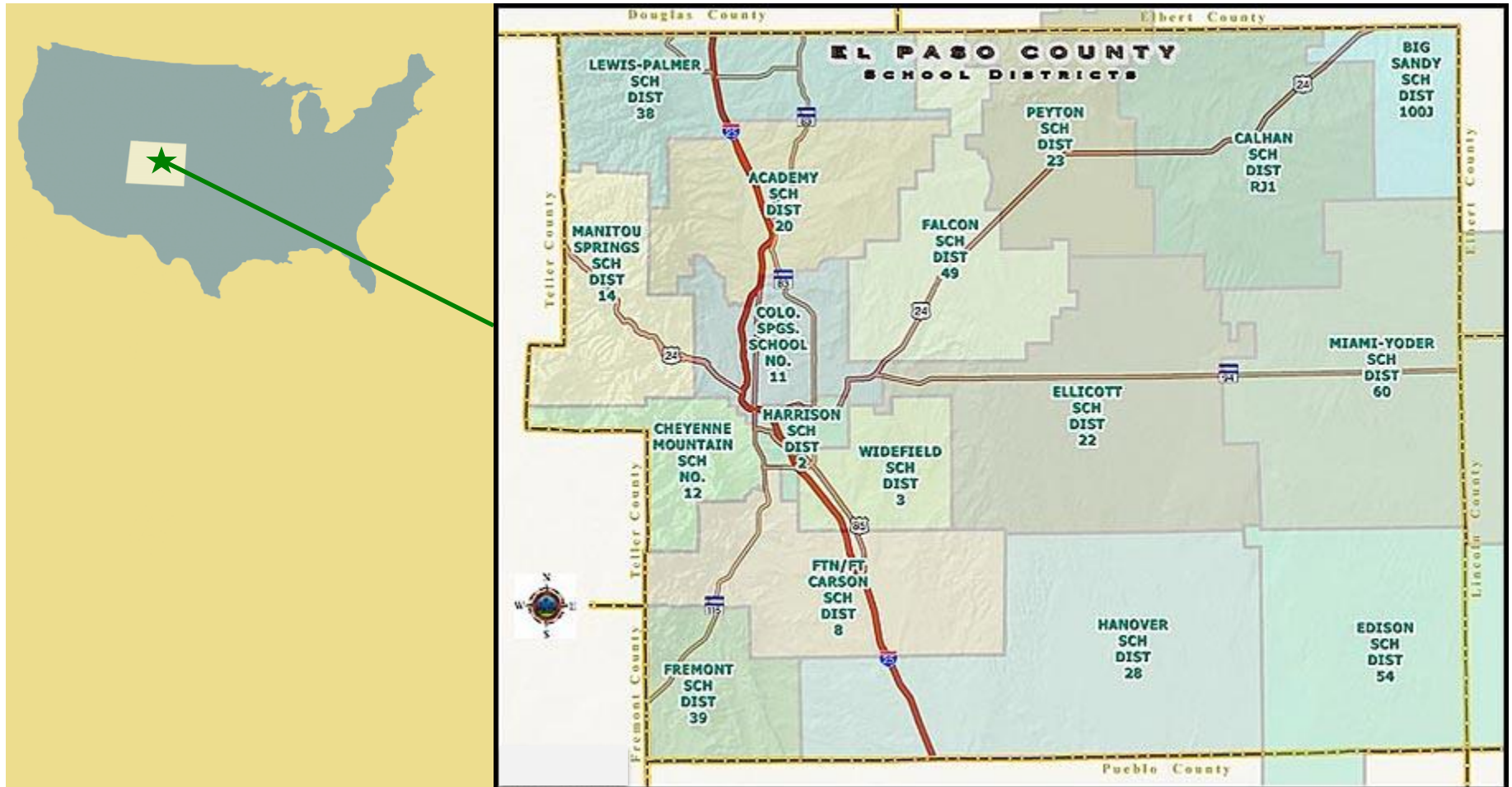
District Overview

- The District was organized in 1888

- The District area has a full-time population of approximately 85,144

- Located approximately 17 miles northeast of the City of Colorado Springs encompasses approximately 133 square miles
  - 25 minutes to Colorado Springs Airport
  - 25 minutes to Colorado Springs
  - 75 minutes to Denver

- Operates 24 schools; including nine elementary schools, four K-8 schools, three middle schools, three high schools, one 7-10 secondary school, two online programs, one alternative school program, one home school program, and three student support facilities

- The District also operates six charter schools
  - Pikes Peak School for Expeditionary Learning, Banning Lewis Ranch Academy, Rocky Mountain Classical Academy, Imagine Classical Academy, G.O.A.L. Academy, and Power Technical Early College
  - The Board is currently considering one new applicant: The Colorado Military Academy, a proposal that would house a military-themed school in a neighboring district, but be authorized by District 49

- The District approved Measure 3B at the November 8, 2016 Election
  - Measure 3B authorized the District to 'transfer' their bond mill levy of 10.159 to a mill levy override of 10.159, without a sunset
  - In 2017 a portion of the 10.159 mills will be used to make the final payment on the District's GO bonds
  - The 10.159 mill levy override will be used to provide payment for the 2017 COPs with excess monies available to the general fund for operational costs of the District

District Area Population

- Since 2010, the City, County, and State have experienced steady population growth
  - The District area's estimated full-time population is approximately 85,144

Year	City of Colorado Springs [1]		El Paso County [1]		Colorado [1]	
	Population	% Change	Population	% Change	Population	% Change
1970	135,060		235,972		2,207,259	
1980	214,821	59.1%	309,424	31.1%	2,889,735	30.9%
1990	281,140	30.9%	397,014	28.3%	3,294,394	14.0%
2000	360,890	28.4%	516,929	30.2%	4,301,261	30.6%
2010	416,427	15.4%	622,263	20.4%	5,029,196	16.9%
2011	428,112	--	638,619	--	5,120,686	--
2012	433,748	1.3%	647,758	1.4%	5,193,097	1.4%
2013	439,340	1.3%	657,413	1.5%	5,272,677	1.5%
2014	444,708	1.2%	665,792	1.3%	5,356,626	1.6%
2015	451,585	1.5%	677,022	1.7%	5,456,584	1.9%

(1) United States Department of Commerce, Bureau of the Census (1970-2010), and Colorado State Demography Office (2011 to 2015 estimates, which are subject to periodic revisions).

Highlights of District Demographics

- The District's median household income is substantially higher than that of the County, the State and the country

	Falcon School District #49	El Paso County	Colorado	USA
Median household income (dollars)	$ 77,355	$ 58,206	$ 60,629	$ 53,889

- The District has a higher percentage of high school graduates than the County, State and Country

Educational Attainment	Falcon School District #49	El Paso County	Colorado	USA
Percent High School Graduate or Higher	96.30%	93.80%	90.70%	86.70%
Percent Bachelor's Degree or Higher	38.30%	35.90%	38.10%	29.80%
Graduate or Professional Degree	13.00%	13.90%	14.00%	11.20%

Finances

Financial Policies

- The District has a full set of Financial set of policies for 'Fiscal Management' that are consistent with guidance that is set by the Colorado Association of School Boards (CASB)

- Some of the District's policies go above and beyond CASB guidance, for example the District's board policy <u>DAC – Continuing Financial Stability</u> [1]

- Colorado's Taxpayer Bill of Rights (TABOR) requires a minimum fund balance of 3.0% of annual expenses be reserved in fund balance

- The District's Board policy goes beyond that ***to establish a reserve level of between 10% and 11% of District Adjusted Gross Revenue***; funding an additional 7% of reserves above and beyond what is required by TABOR

- The District's policy also allows for reserves to exceed the 11% ceiling in times of declining, or expected declines in state funding

- The existence of this policy, and The District's routine focus and adherence to it, reflect the strong and fiscally conservative principals of the constituents of the District

(1) District policy can be found at the following link: http://www.d49.org/cms/lib09/CO01900838/Centricity/Domain/26/DAC%20Continuing%20Financial%20Stability.pdf

Financials – General Fund

	2011 Audited Financials	2012 Audited Financials	2013 Audited Financials	2014 Audited Financials	2015 Audited Financials	2016 Audited Financials
REVENUES						
Property Taxes	$21,014,628	$20,010,692	$19,778,910	$20,201,170	$18,235,563	$25,855,310
Specific Ownership Taxes	2,467,992	2,476,004	2,447,418	2,737,200	2,762,983	3,676,411
State Sources	58,612,468	60,271,837	62,231,886	66,563,882	77,679,084	72,949,704
Federal Sources	4,655,349	1,161,418	1,047,431	848,298	595,161	476,349
Other Local Revenue	5,125,228	3,924,500	3,649,037	3,155,325	3,036,716	4,425,911
Total Revenues	91,875,665	87,844,451	89,154,682	93,505,875	102,309,507	107,383,685
EXPENDITURES						
Instruction	46,403,638	45,153,396	46,317,809	49,251,402	52,785,131	57,972,601
Supporting Services						
Student Support	4,318,588	3,834,537	4,188,224	4,615,202	5,394,599	6,285,407
Instructional Staff	4,464,197	4,369,141	3,645,590	4,125,758	4,084,794	4,425,473
General Administration	1,306,347	835,118	837,073	932,988	693,304	790,075
School Administration	5,167,267	6,473,916	7,179,938	7,129,590	8,233,071	9,216,875
Business Services	941,134	1,089,047	1,330,004	1,381,266	1,338,270	1,348,998
Operations and Maintenance	9,270,224	8,356,372	9,073,342	9,449,027	9,589,630	10,088,134
Student Transportation	3,991,265	1,894,412	2,029,297	2,037,976	2,360,484	2,499,002
Central Support Service	3,823,857	3,950,860	5,815,323	6,165,856	5,401,873	6,036,033
Other Support Services	999,353	263,405	151,975	1,262	2,158	1,330
Community Services	-	-	600	1,501	1,531	1,846
Facilities Acquisition & Construction	709,865	1,399,913	3,962,620	732,702	5,140,037	2,292,721
Debt Service	7,853,759	7,438,272	7,194,569	7,106,711	7,236,487	6,139,829
Total Expenditures	89,249,494	85,058,389	91,726,364	92,931,241	102,261,369	107,098,324
Excess Revenues Over (Under) Expenditures	2,626,171	2,786,062	-2,571,682	574,634	48,138	285,361
OTHER FINANCING SOURCES (USES)						
Capital Lease Proceeds	418,452	1,731,193	-	-	-	-
Transfers In	605,662	-	-	-	(464,471)	-
Transfers Out	-	(1,200,299)	(419,977)	(268,284)	-	(420,844)
Refunding Bond Proceeds	-	-	-	-	74,313,571	-
Refunding Bond Premium	-	-	-	-	6,353,565	-
Payment to Bond Escrow Account	-	-	-	-	(85,197,394)	-
Total Other Financing Sources (Uses)	1,024,114	530,894	(419,977)	(268,284)	(4,994,729)	(420,844)
Net Change in Fund Balance	3,650,285	3,316,956	(2,991,659)	306,350	(4,946,591)	(135,483)
Fund Balance - Beginning	21,564,663	25,214,948	28,531,904	25,540,245	25,846,595	20,900,004
Fund Balance - Ending	$25,214,948	$28,531,904	$25,540,245	$25,846,595	$20,900,004	$20,764,521

General Fund Budgetary Comparison

General Fund Budget Summary and Comparison[1]				
	2015 Final Budget	2015 Audit	2016 Final Budget	2016 Audit
REVENUES				
Property Taxes	$ 23,436,166	$ 18,235,563	$ 25,068,472	$ 25,855,310
Specific Ownership Taxes	3,001,600	2,762,983	3,122,730	3,676,411
State Sources	70,195,582	77,679,084	72,821,581	72,949,704
Federal Sources	953,590	595,161	1,067,940	476,349
Other Local Revenue	3,014,431	3,036,716	2,914,330	4,425,911
Total Revenues	100,601,369	102,309,507	104,995,053	107,383,685
EXPENDITURES				
Instructional	51,775,683	52,785,131	55,974,296	57,972,601
Support Services	38,680,626	37,098,183	39,933,605	40,691,309
Community Services	-	1,531	-	1,864
Facilities	4,599,756	5,140,037	4,894,394	2,292,721
Debt Service	15,511,023	7,236,487	10,593,565	6,139,829
Contingency Reserves	960,002	-	(451,444)	-
Total Expenditures	111,527,090	102,261,369	110,944,416	107,098,324
Revenue Over (Under) Expenditures	(10,925,721)	48,138	(5,949,363)	285,361
Other Financing Sources (Uses)				
Transfers In (Out)	-	(464,471)	-	(420,844)
Capital Lease Proceeds	-	(4,530,258)	-	-
Total other Financing Sources	-	(4,994,729)	-	(420,844)
Net Change in Fund Balance	(10,925,721)	(4,946,591)	(5,949,363)	(135,483)
Fund Balance - Beginning	25,263,705	25,846,595	9,116,195	20,900,004
Fund Balance - Ending	$ 14,337,984	$ 20,900,004	$ 3,166,832	$ 20,764,521

(1) Source: The District's CAFRs and Final Budgets.

General Fund Reserves

- In the past three years the District has passed two mill levy overrides which help increase the long-term fiscal stability of the District
    - Measure 3A was approved in 2014 which allows for up to $7.5 million to be collected for general fund purposes without a sunset
    - Measure 3B was approved in 2016 which allows the District to collect 10.159 mills in aggregate for the District's bond mill and an _additional_ mill levy override (starting in 2018 the District will have no outstanding bonds and the entire 10.159 mills can be collected as a mill levy override)

	2011 Audit	2012 Audit	2013 Audit	2014 Audit	2015 Audit	2016 Audit
Total Unrestricted Reserves [1]	$ 12,469,197	$ 12,277,875	$ 9,885,895	$ 9,547,593	$ 11,685,313	$ 11,298,739
Unrestricted Reserves as a % of Total Revenues & Transfers In	13.48%	13.98%	11.09%	10.21%	11.42%	10.52%

Unrestricted Reserves as a % of Total Revenues & Transfers In
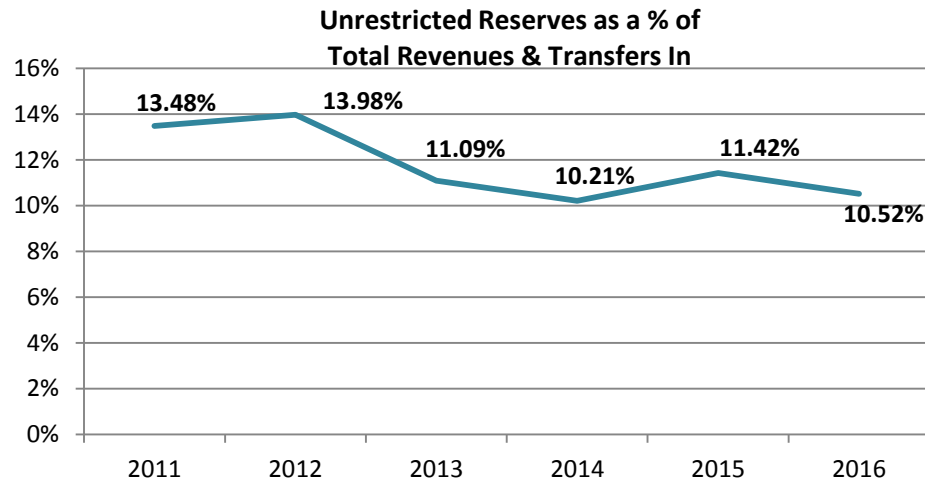
(1) Includes unassigned, contingencies, and TABOR fund balance.
Source: The District's CAFRs.

District Employee Retirement

- All of the District's employees are members of the Colorado Public Employees Retirement Association ("PERA")

- Contributions
  - The District and each member employee are required to contribute at a rate set by statute
    - Employee members are required to contribute 8% of covered salary
    - The District's required contributions of covered salary for 2014, 2015, 2016 and 2017 are 17.45%, 18.35%, 19.15%, and 19.65%, respectively

- The District is current in its payments to PERA
  - The District payment to PERA in 2016 was $10,567,570

- The District participates in the School Division Trust Fund ("SDTF"), a cost-sharing multiple-employer defined benefit pension plan administered by PERA
  - All District employees of the District, and the component units, are members of SDTF
  - SDTF provides retirement and disability, annual increases, and death benefits for its members or their beneficiaries

- The District contributes to the Health Care Trust Fund ("HCTF"), a cost-sharing, multiple-employer postemployment healthcare plan administered by PERA (contribution is included within above PERA contribution rate)
  - HCTF provides a health care premium subsidy to PERA-participating recipients and their beneficiaries

- The District does not independently offer any post-retirement benefits ("OPEB") to its retirees; thus the District does not have material unfunded actuarial liability for OPEB

Source: The District's CAFR.
For additional PERA information, please see: https://www.copera.org/sites/default/files/documents/5-20-15.pdf.

Tax Base

Assessed Value History

The District experienced an assessed value decline in 2012, but has since had steady and positive growth over the past five years

Date (Levy Year)	Assessed Valuation	Annual Growth	Annual Growth %
1996	90,862,140	90,862,140	
1997	98,519,090	7,656,950	8.43%
1998	125,939,080	27,419,990	27.83%
1999	136,934,510	10,995,430	8.73%
2000	169,235,000	32,300,490	23.59%
2001	189,733,200	20,498,200	12.11%
2002	241,704,580	51,971,380	27.39%
2003	274,884,510	33,179,930	13.73%
2004	315,635,430	40,750,920	14.82%
2005	360,878,890	45,243,460	14.33%
2006	452,258,300	91,379,410	25.32%
2007	504,523,250	52,264,950	11.56%
2008	655,814,640	151,291,390	29.99%
2009	656,524,910	710,270	0.11%
2010	699,610,580	43,085,670	6.56%
2011	703,938,280	4,327,700	0.62%
2012	658,494,180	(45,444,100)	-6.46%
2013	663,717,810	5,223,630	0.79%
2014	664,597,320	879,510	0.13%
2015	689,724,560	25,127,240	3.78%
2016	751,972,470	62,247,910	9.03%
2017	783,104,780	31,132,310	4.14%

District Assessed Value
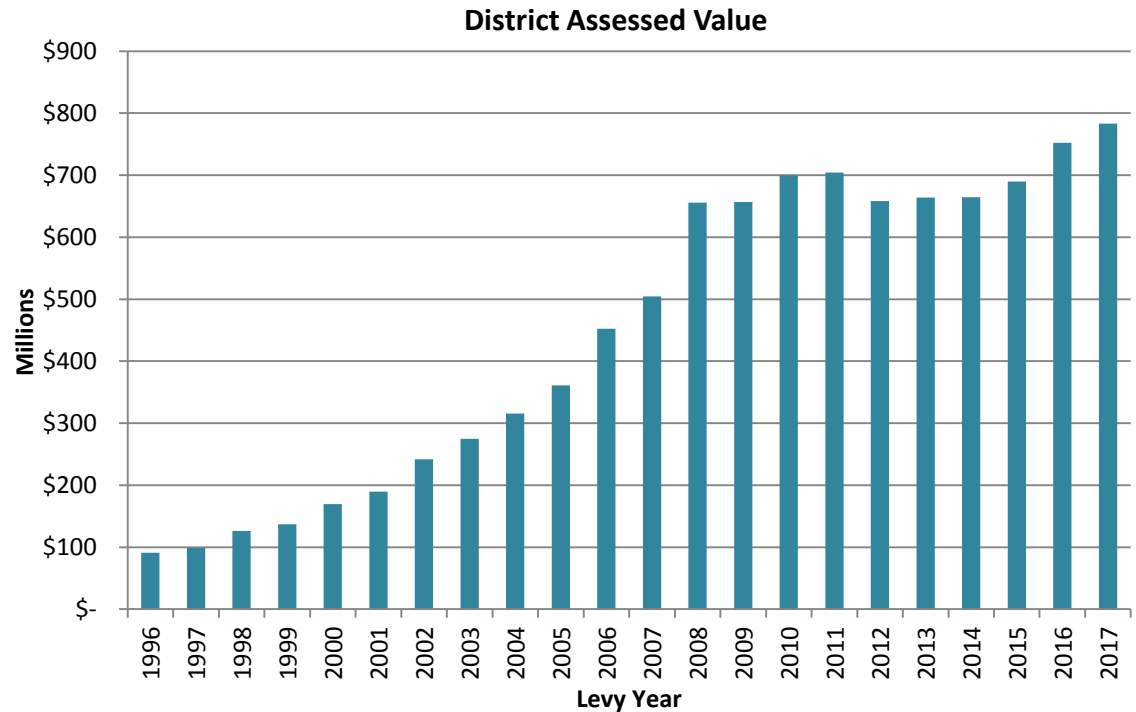
Sources: State of Colorado, Department of Local Affairs, Division of Property Taxation, Annual Reports, 2009-2013; and the El Paso County Assessor's Office.

2016 Assessed Valuation & Actual Value of Classes of Property in the District

The majority of the District's assessed value and actual value is from residential property (69% and 89%, respectively)

2016 Assessed Value by Property Class

- Residential
- Commercial
- Vacant Land
- State Assessed
- Industrial
- Agricultural
- Natural Resources
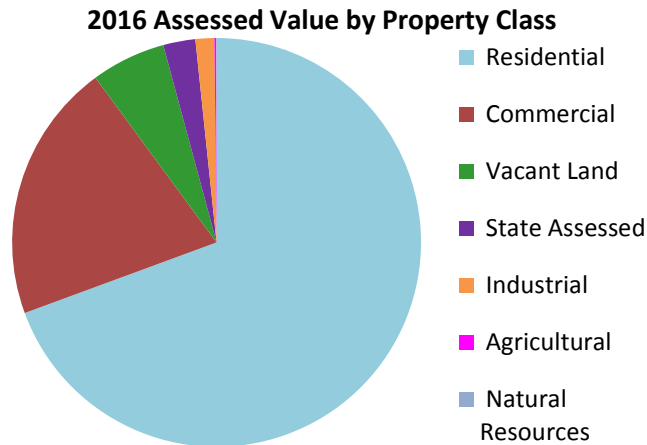
Property Class	2016 Total Assessed Valuation	% of Total Assessed Valuation
Residential	$543,363,480	69.39 %
Commercial	160,684,220	20.52
Vacant Land	46,143,850	5.89
State Assessed	19,930,110	2.55
Industrial	11,660,200	1.49
Agricultural	1,095,150	0.14
Natural Resources	227,770	0.03
TOTAL	$783,104,780	100.00 %

2016 "Actual" Value by Property Class

- Residential
- Commercial
- Vacant
- State Assessed
- Industrial
- Agricultural
- Natural Resources
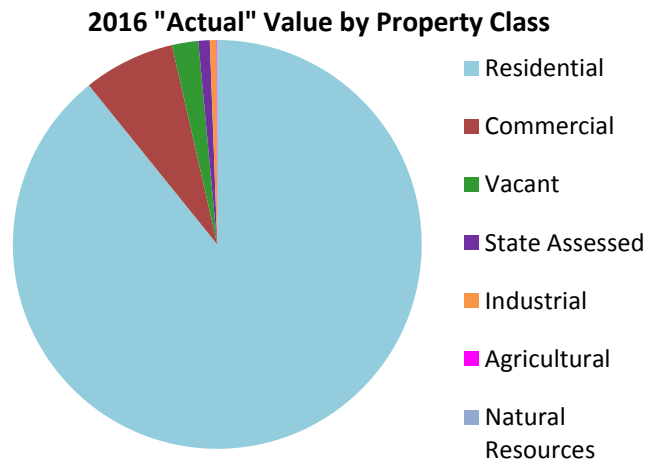
Property Class	2016 Total Statutory "Actual" Valuation	% of Total Statutory "Actual" Valuation
Residential	$6,825,568,191	89.20 %
Commercial	554,083,421	7.24
Vacant Land	159,111,571	2.08
State Assessed	68,724,518	0.90
Industrial	40,207,621	0.53
Agricultural	3,776,938	0.05
Natural Resources	785,351	0.01
TOTAL	$7,652,257,611	100.00 %

Source: El Paso County Assessor's Office.

District Top Taxpayers

- The top 10 taxpayers within the District comprise less than 9% of total assessed valuation

Taxpayer Name	2016 Assessed Valuation	% of Total Assessed Valuation[1]
First &Main [2]	$24,810,330	3.17%
Mountain View Elec. Assn. Inc.	8,374,930	1.07%
Barnes & Powers North No. 1 LLC	5,660,010	0.72%
St. Francis Land Company LLC	5,249,960	0.67%
HR Briargate LLC	4,093,640	0.52%
Public Service Co. of Colo.	3,855,770	0.49%
Costco Wholesale Corp.	3,761,160	0.48%
Weatherford Artificial Lift	3,736,630	0.48%
Wal-Mart Real Estate	3,222,680	0.41%
Target Corp.	2,856,500	0.36%
TOTAL	$65,621,610	8.38%

(1) Based on a 2016 assessed valuation of $783,104,780.
(2) First & Main includes First & Main LLC, First & Main North No. 1 LLC, and First & Main South No. 1 LLC.
Source: El Paso County Treasurer's Office.

Building & Planning

Colorado Springs Area Home Sales Activity

- In 2016, U.S. News and World Report ranked Colorado Springs as the 5th best city to live in the United States

- Median sales price for 2016 is $255K, up 6% from 2015

- Annual homes sales in Colorado Springs have risen for six straight years

- Through November 2016, local home sales totaled 14,083, topping last year's record of 13,250

Sources: Pikes Peak Association of REALTORS, greatcoloradohomes.com/blog/statistics, and gazette.com

El Paso County # of Permits [1]
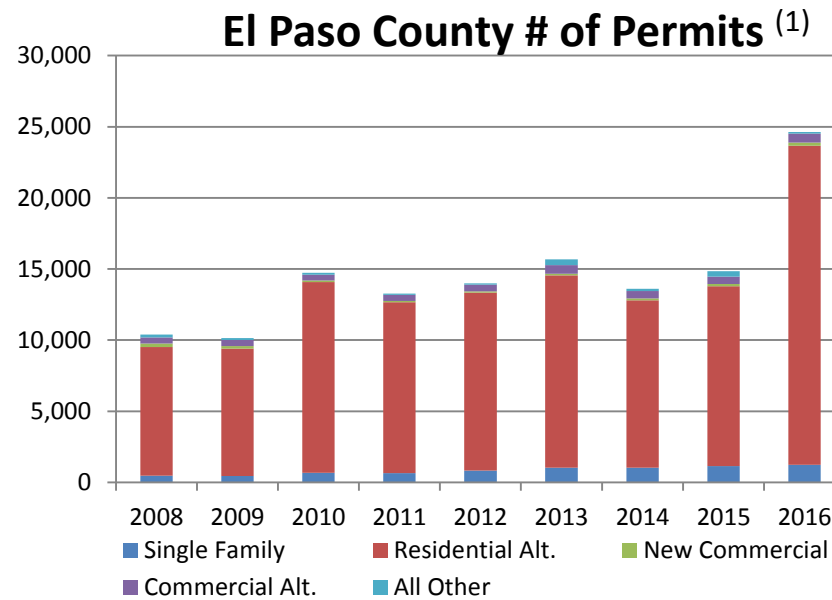
(1) Source: Pikes Peak Regional Building Department.

2017 Financing Plan

- On November 8, 2016, District voters approved the District's Ballot Issue 3B by a 64.88% affirmative vote

  – Measure 3B authorized the District to 'transfer' their bond mill levy of 10.159 to a mill levy override of 10.159, without a sunset

  – In 2017 a portion of the 10.159 mills will be used to make the final payment on the District's GO bonds

  – The 10.159 mill levy override will be used to provide payment for the 2017 COPs with excess monies available to the general fund for operational costs of the District

  – Based upon the District's 2017 assessed value, 10.159 mills generates $7.96 million

WITHOUT INCREASING THE TAX RATE OF 10.159 MILLS CURRENTLY BEING LEVIED BY FALCON SCHOOL DISTRICT 49 FOR THE PAYMENT OF DEBT SERVICE ON GENERAL OBLIGATION BONDS, SHALL DISTRICT 49 COLLECT UP TO $3,300,000 IN PROPERTY TAX REVENUE IN 2017 AND SUCH ADDITIONAL AMOUNTS GENERATED ANNUALLY THEREAFTER BY CONTINUING TO COLLECT SUCH 10.159 MILLS TO BE USED FOR GENERAL FUND PURPOSES INCLUDING RENTAL PAYMENTS ON LEASE-PURCHASE FINANCINGS AND FOR OTHER CAPITAL IMPROVEMENTS AND FOR OPERATIONAL PRIORITIES DIRECTED TO:

- ATTRACTING AND RETAINING HIGHLY EFFECTIVE TEACHERS BY OFFERING SALARIES AND BENEFITS THAT ARE COMPETITIVE WITH OTHER DISTRICTS IN EL PASO COUNTY;

- MAKING PRIORITY CAPITAL IMPROVEMENTS TO RESTORE AND REFURBISH ALL EXISTING EDUCATIONAL FACILITIES ON A REGULAR PATTERN GOING FORWARD;

- INVESTING IN THE TRADITIONAL HIGH SCHOOLS TO ENSURE THE BUILDINGS PROVIDE EQUITABLE OPPORTUNITIES FOR STUDENTS AND SAFE AND EFFECTIVE ENVIRONMENTS FOR STUDENT ACHIEVEMENT;

- CONSTRUCTING TWO K-5 NEIGHBORHOOD SCHOOLS, IN ORDER TO SERVE CURRENT DEMAND IN THE CENTRAL AND NORTHERN PORTIONS OF THE DISTRICT;

PROVIDED THAT IN 2017 A PORTION OF THE 10.159 MILLS WILL BE USED TO MAKE THE FINAL PAYMENT ON THE DISTRICT'S GENERAL OBLIGATION DEBT?

Certificates of Participation, Series 2017 Financing Overview

- The District is issuing its Certificates of Participation, Series 2017 to finance two new Elementary Schools, major additions or renovations to all three regular High Schools, and various refresh and refurbish projects across the District ("2017 COPs")

    - The 'refresh and refurbish projects' will have a shorter term of 10 years as the District intends to routinely invest funds in their existing facilities to keep them modern (Series A)

    - The two new Elementary Schools and High School renovations will be financed over a longer term of 26 years (Series B)

- Preliminary base rentals of the 2017 COPs can be found in the adjacent table [1]:

    - Estimated parameters:

        - $76.3 million par amount

        - 10-year and 26-year amortization for the respective series

        - 10-year par call

Preliminary Base Rental Schedule [1]

Date	Principal	Interest	Debt Service
12/15/2017	$0	$2,910,335	$2,910,335
12/15/2018	3,020,000	3,563,675	6,583,675
12/15/2019	3,115,000	3,473,075	6,588,075
12/15/2020	3,205,000	3,379,625	6,584,625
12/15/2021	3,335,000	3,251,425	6,586,425
12/15/2022	3,465,000	3,118,025	6,583,025
12/15/2023	3,640,000	2,944,775	6,584,775
12/15/2024	3,820,000	2,762,775	6,582,775
12/15/2025	4,010,000	2,571,775	6,581,775
12/15/2026	4,210,000	2,371,275	6,581,275
12/15/2027	1,900,000	2,160,775	4,060,775
12/15/2028	1,995,000	2,065,775	4,060,775
12/15/2029	2,095,000	1,966,025	4,061,025
12/15/2030	2,200,000	1,861,275	4,061,275
12/15/2031	2,310,000	1,751,275	4,061,275
12/15/2032	2,425,000	1,635,775	4,060,775
12/15/2033	2,550,000	1,514,525	4,064,525
12/15/2034	2,645,000	1,418,900	4,063,900
12/15/2035	2,775,000	1,286,650	4,061,650
12/15/2036	2,915,000	1,147,900	4,062,900
12/15/2037	3,060,000	1,002,150	4,062,150
12/15/2038	3,185,000	879,750	4,064,750
12/15/2039	3,345,000	720,500	4,065,500
12/15/2040	3,510,000	553,250	4,063,250
12/15/2041	3,685,000	377,750	4,062,750
12/15/2042	3,870,000	193,500	4,063,500
	$76,285,000	$50,882,535	$127,167,535

(1) Base rental schedule is preliminary. Base rental schedule is subject to changes until the 2017 COPs are sold.

Leased Property

- The leased property of the 2017 COPs consists of the following six school sites:
  - Evans International Elementary School
    - Built in 1975
    - 52,683 sq. ft.
    - $13.2MM value after improvements
    - 1675 Winnebago Road, Colorado Springs, CO 80915
  - Remington Elementary School
    - Built in 1997
    - 49,784 sq. ft.
    - $10.7MM value after improvements
    - 2825 Pony Tracks Drive, Colorado Springs, CO 80922
  - Skyview Middle School
    - Built in 2000
    - 122,162 sq. ft.
    - $26MM value after improvements
    - 6350 Windom Peak Blvd., Colorado Springs, CO 80923
  - Falcon Middle School
    - Built in 1976
    - 92,884 sq. ft.
    - $22.4MM value after improvements
    - 9755 Towner Avenue, Peyton, CO 80831
  - Vista Ridge High School
    - $42.7MM value after improvements
    - 6888 Black Forest Rd, Colorado Springs, CO 80923
  - Falcon High School
    - $42.3MM value after improvements
    - 10255 Lambert Rd, Peyton, CO 80831

Financing Schedule

- Receive rating   Jan 25
- Post Preliminary Official Statement (POS)   Jan 30
- Pre-pricing   Feb 6
- Pricing   Feb 7
- Closing   Feb 21

BOARD OF EDUCATION AGENDA ITEM 15

BOARD MEETING OF:	January 25, 2017
PREPARED BY:	Chief Officers
TITLE OF AGENDA ITEM:	Monthly Chief Officer Reports
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND INFORMATION, DESCRIPTION OF NEED: The chief officers will provide an update to the board on district activity in their respective areas.

RATIONALE: To provide timely information to the board.

RELEVANT DATA AND EXPECTED OUTCOMES:

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1—Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
Rock #2—Research, design and implement programs for intentional <u>community</u> participation	
Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	**Major Impact**
Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
Rock #5— Customize our educational systems to launch each student toward success	

FUNDING REQUIRED: No   **AMOUNT BUDGETED:** N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only

APPROVED BY: Chief Officers   **DATE:** January 13, 2017

December 2016

This month's Business Office Report includes dashboard information from various departments within the office. These measures of performance targets and trends of performance over time should all support our desires for performance excellence and process improvement.

Without a doubt, the most significant item now working in the Business Office is the support of the successful ballot initiative, 2016-3B. While we did as much work ahead of time as was possible and reasonable, the official passage of the initiative started a whole host of activities related to project definition, vendor selections for the Owner's Representative, General Contractors, and others, and getting all the financing arranged to actually fund the $83.5mm of projects that were presented to the public with the ballot initiate.

The annual audit report process was completed in November and presented to the Board at the December 15 regular meeting. The report is the more robust version that is titled the 'Comprehensive Annual Financial Report' since it includes statistical data about the District and surrounding area that is relevant for someone picking up the report without the benefit of prior exposure to or knowledge of the District. This report was also submitted for national award consideration by the Association of School Business Officials International. The timing of the release of this report, the unqualified opinion of the independent auditor, and the lack of material comments on the District's performance reinforces the positive strides we have made over the last few years.

Also in December was the annual setting of mill levy rates for the tax year ended December 31. It is often confusing which year is being referred to in the taxation of real property. Basically, ownership of any parcel of real property is only established on the last day of the calendar year (December 31) and taxes are then assessed to that owner of record for the year then ending. The actual collection of those taxes is carried out in the subsequent calendar year. So, for the mill rates set by the Board of Education on December 15 were for the assessment of taxes for the 2016 calendar year to be assessed to the property owner of record as of 12/31/2016. Those assessments will be collected over the first five months of 2017 by the county treasurer and remitted to the school district in the month following the treasurer's collection.

As a bonus for this month, I include a series of reports on general economic indicators that I receive from my participation on the Colotrust Board of Directors.

Brett Ridgway

Brett Ridgway, Chief Business Officer – Assistant Treasurer
bridgway@d49.org   719.495.1130

Economic Overview

Fed Funds Target Rate
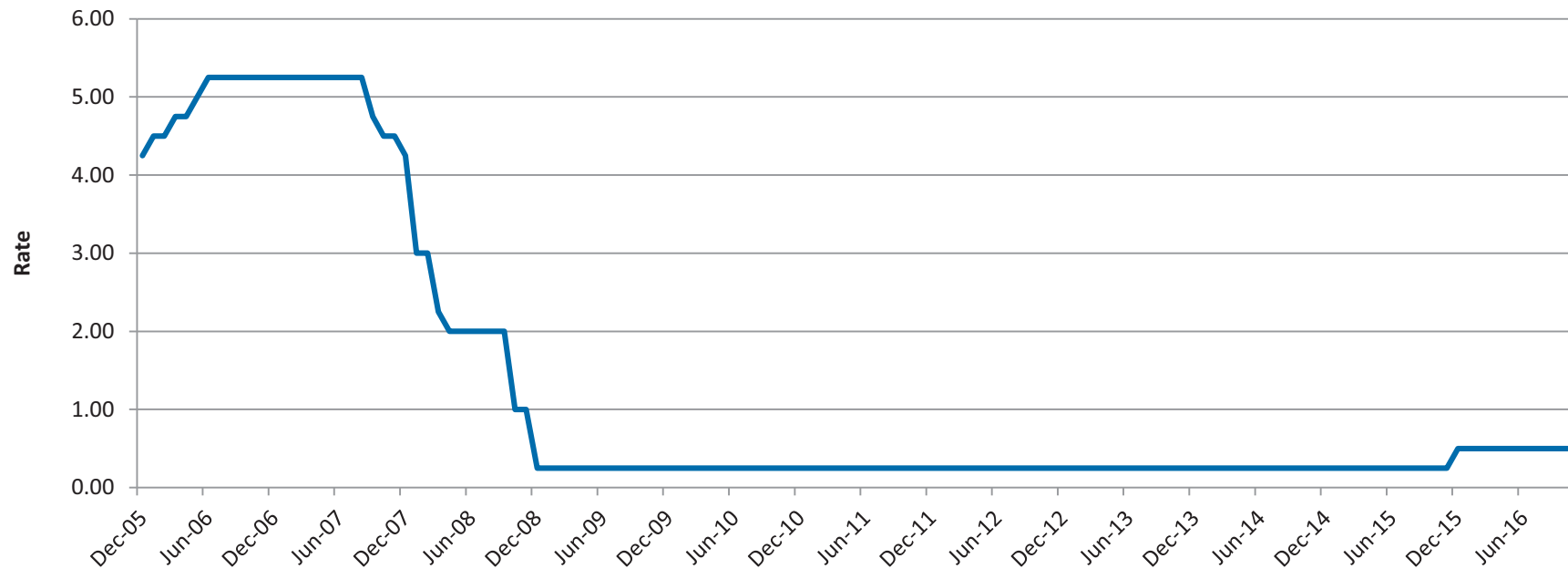
- The Federal Reserve increased its target rate to a range of 0.25% to 0.50% on December 16, 2015

- The Fed's Mandate - maximum employment and price stability

- Since the 2007-2008 Global Financial Crisis the Fed has lowered interest rates to promote borrowing for capital investments and spending on goods and service

FOMC Dot Plot – September 2016
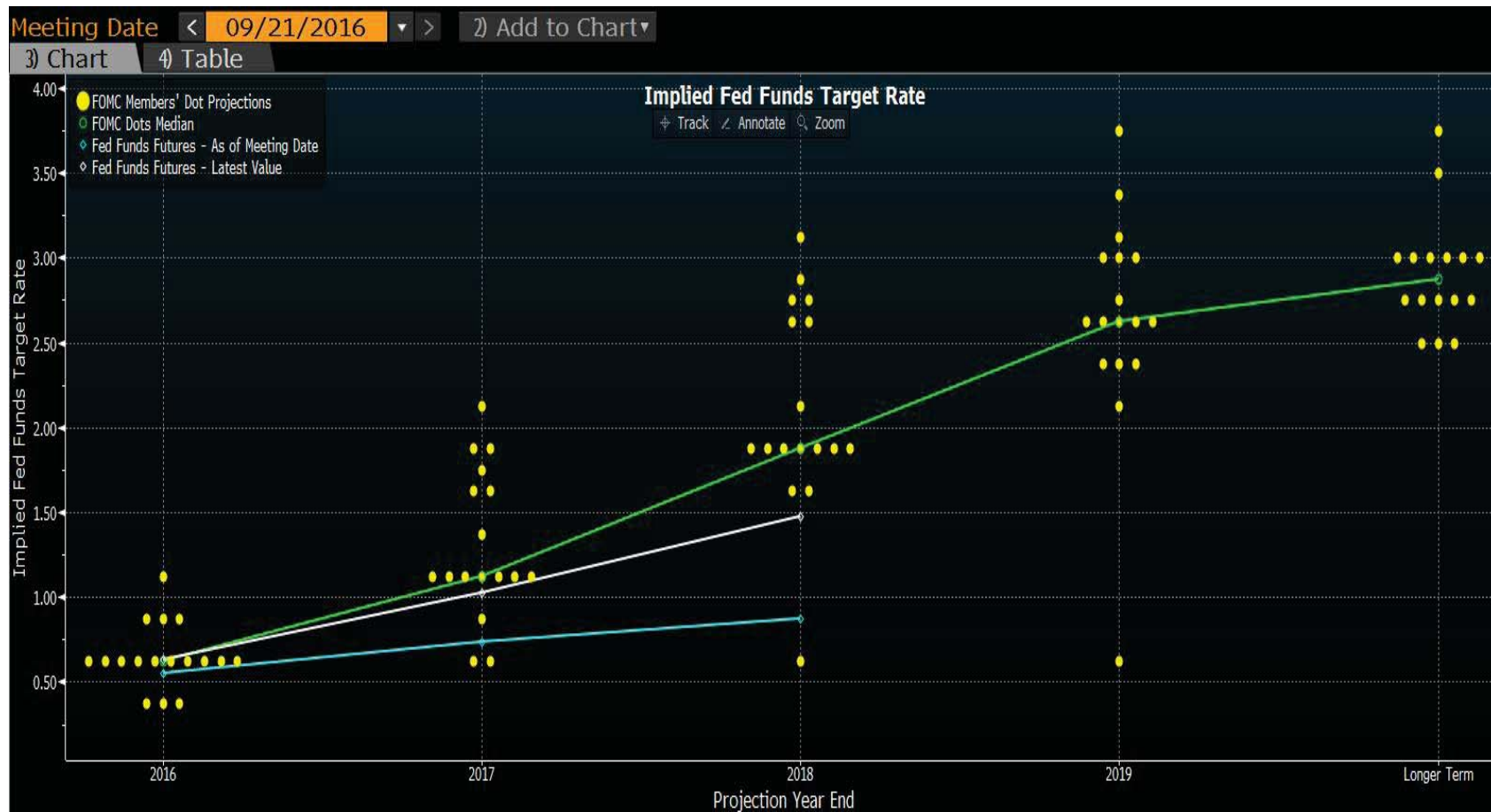
Economic Overview

Comparative Historical Yield Curves
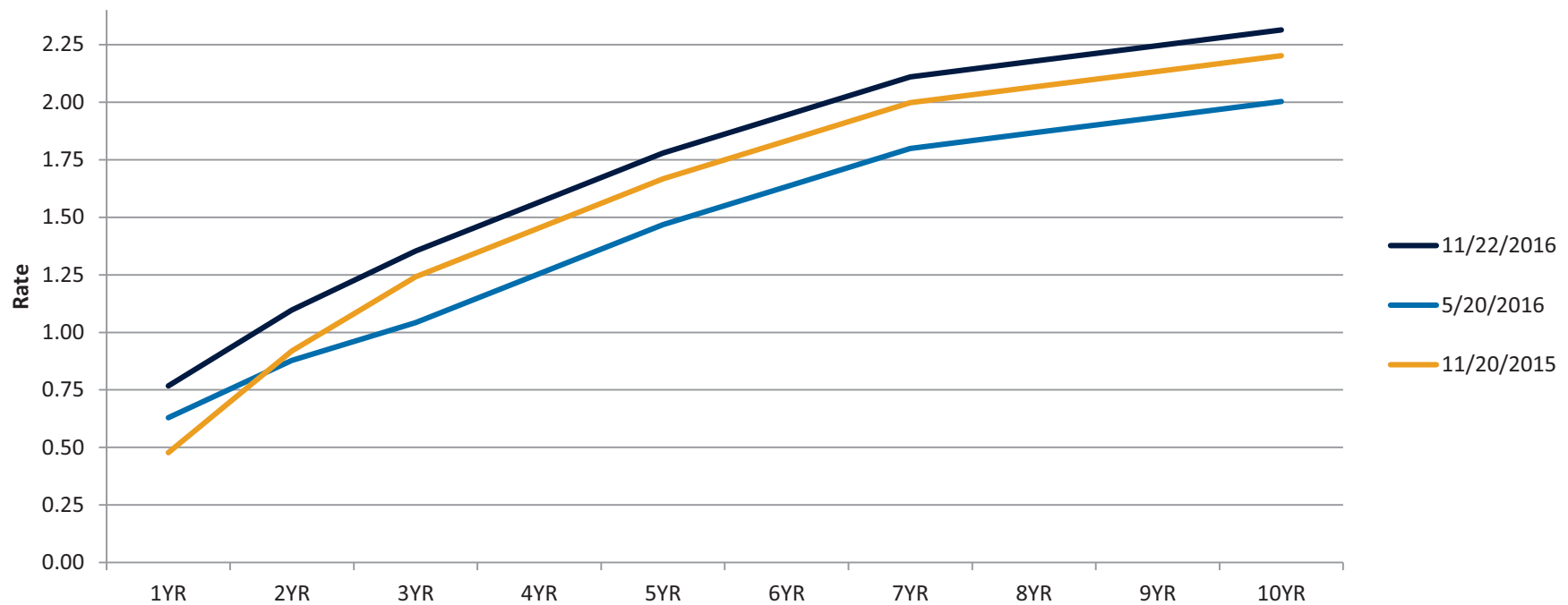
- The Fed has been highly successful at driving down interest rates along the yield curve to all-time lows

- Interest rates have increased across all maturities following the results from November 8th general election

Economic Overview

Money Market Yield Curves
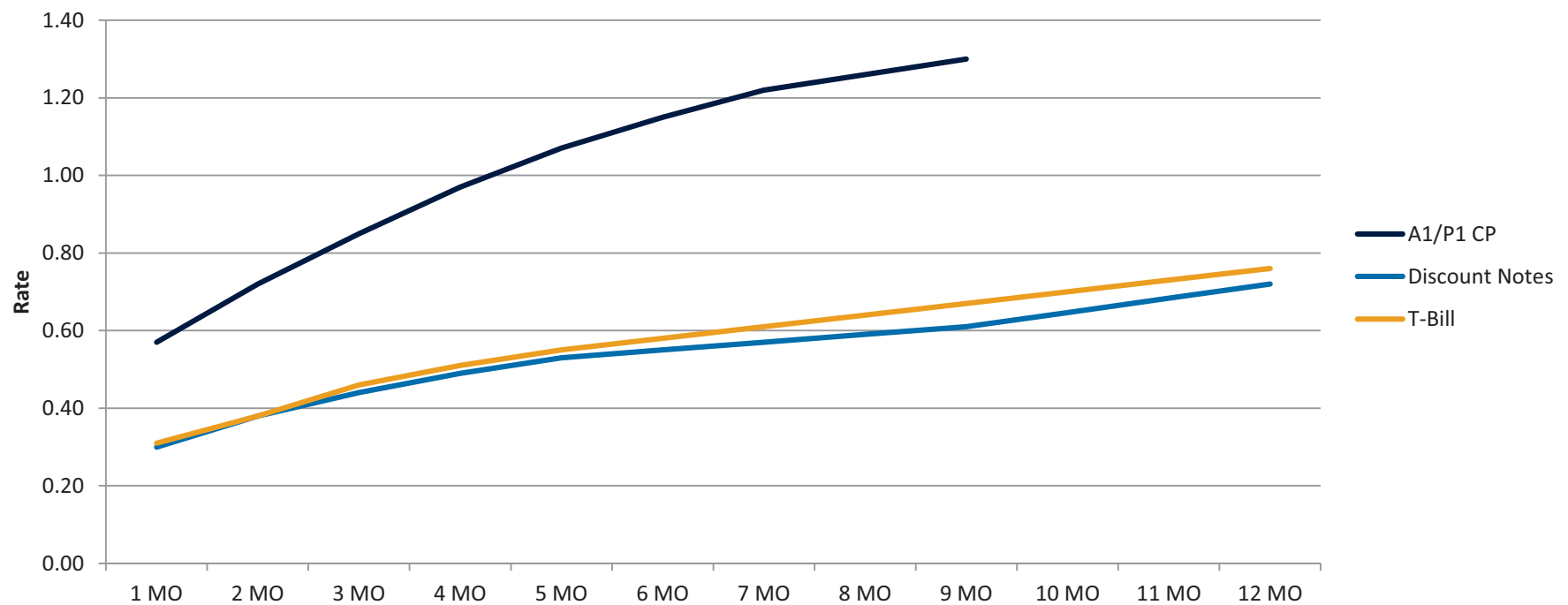
- Yield spread between short-term Treasuries and Discount Notes remains historically tight

- Adding credit in the form of commercial paper can enhance the yield of the portfolio

- Money-market yields have risen due to the October 14, 2016 implementation of money-market reform

Economic Overview

US Unemployment Rate

US Non Farm Payroll

Legend: — Unemployed (U-3) — Under Employed (U-6)
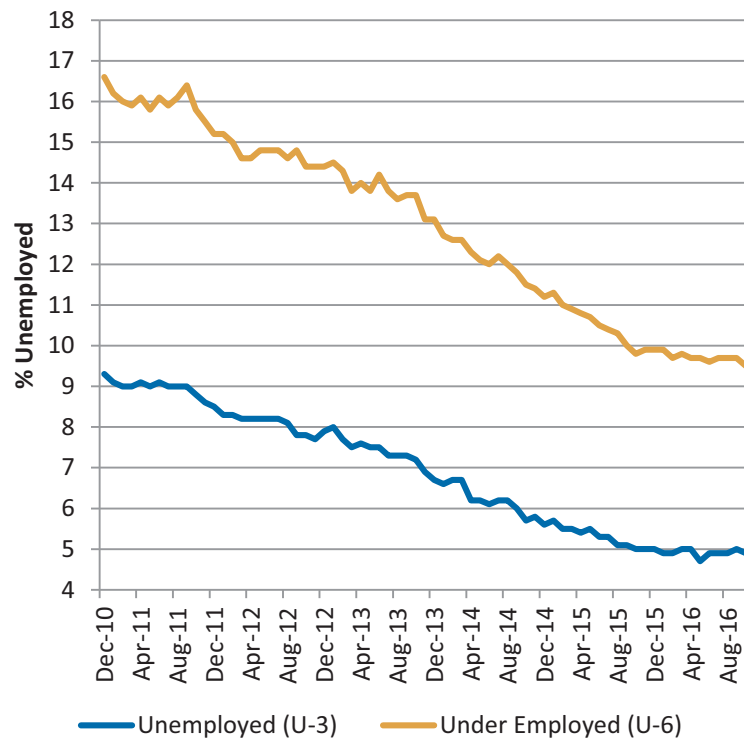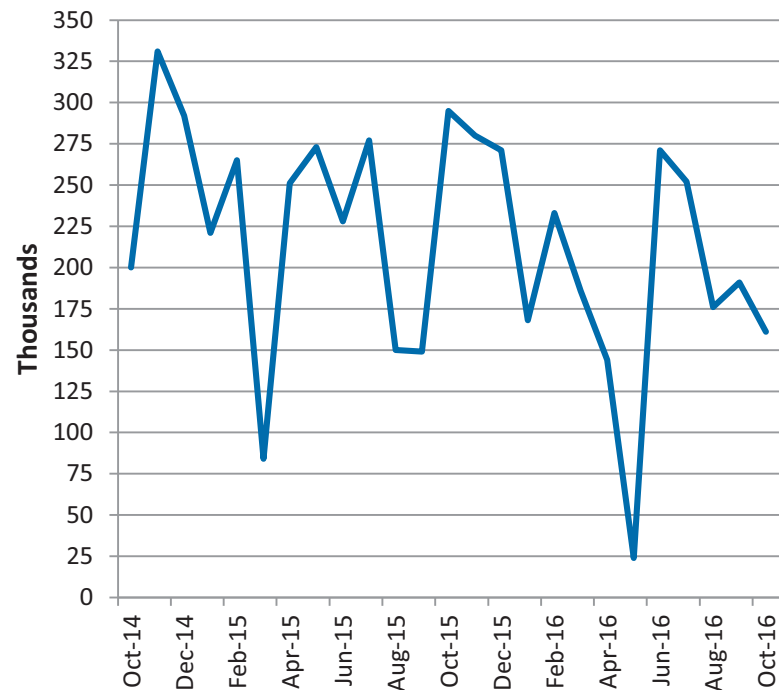
- The unemployment rate currently stands at 4.9%

- The economy has averaged 180,000 new jobs per month in 2016

- Despite the improving labor market, wage inflation is still increasing at a moderate pace

Economic Overview

Personal Consumption Expenditure Core Price Index
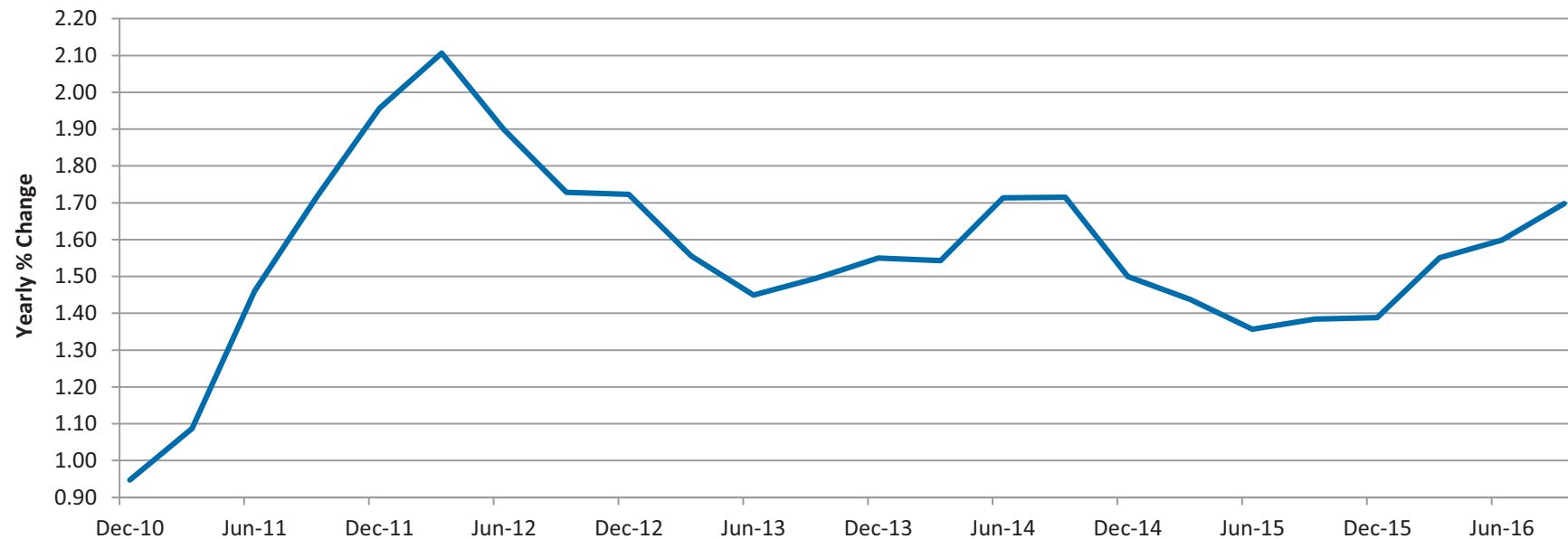
- The Fed maintains that inflation is running somewhat below its longer-run target of 2%

- While some economists may argue that the Fed has fallen behind the curve, low inflation has allowed the FOMC to take a patient approach in guiding monetary policy

Economic Overview

Institute for Supply Management
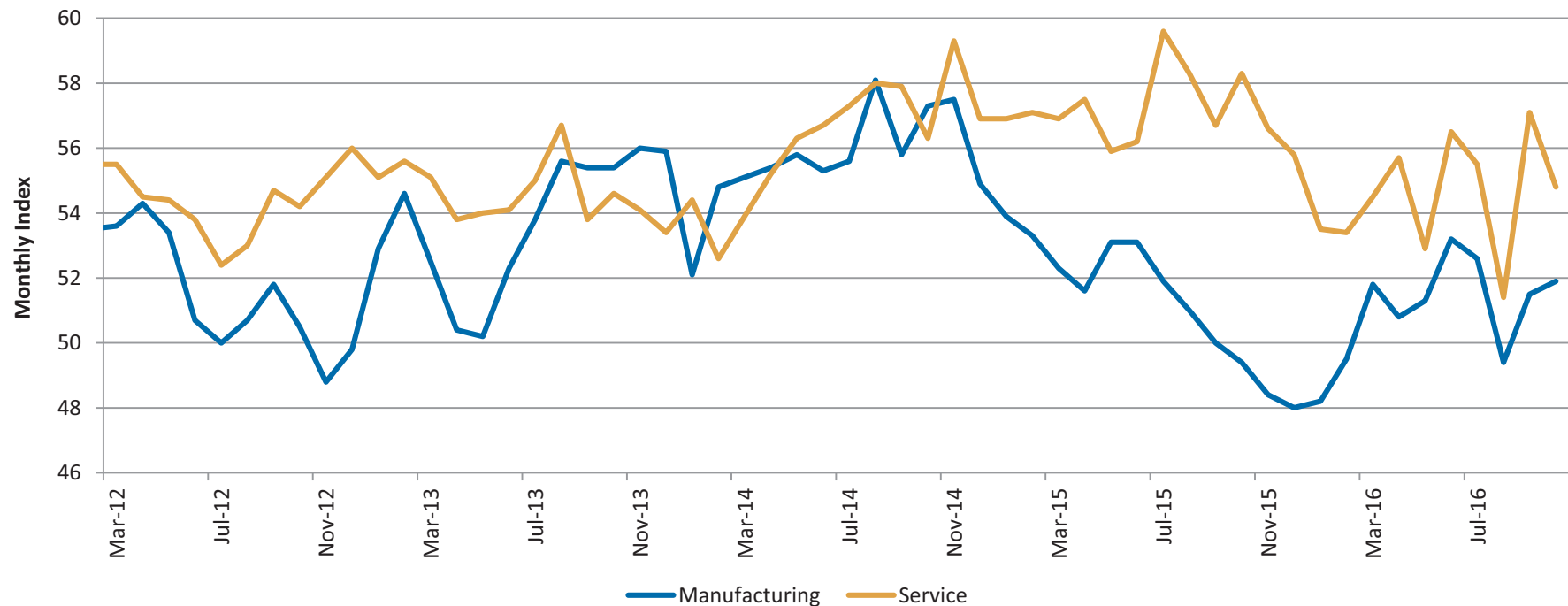
- ISM Manufacturing was reported at 51.9 in October

- ISM Non-manufacturing decreased to 54.8 in October from 57.1 in September

- Both indexes are above 50 signaling growth in the respective sectors of the economy

Economic Overview

Contributions to Percent Change in Real Gross Domestic Product
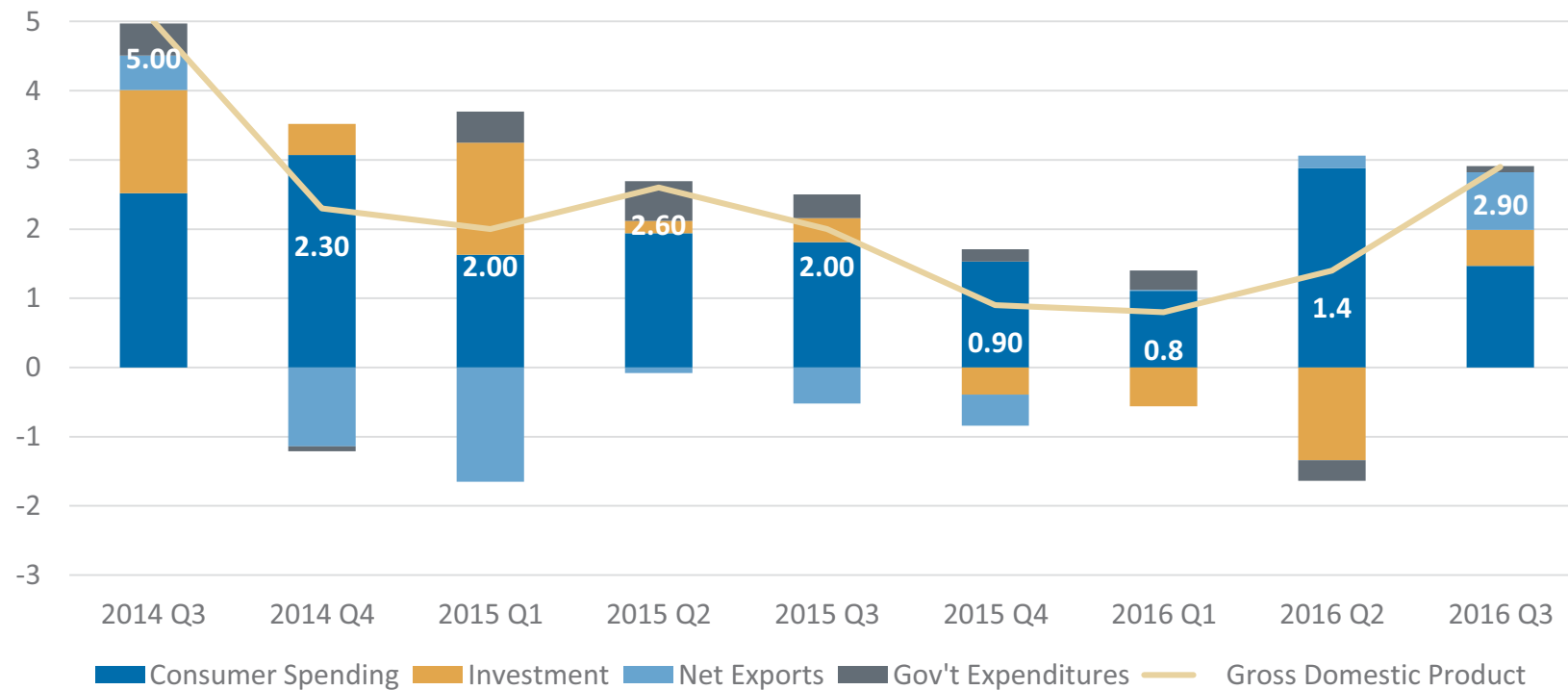
- The U.S. economy expanded at a 2.9% annualized pace during the third quarter of 2016
- For all of 2015 the U.S. economy grew 2.4%
- Outlook for growth is approximately 2.0% for the foreseeable future

Finance Group

- In an effort to move the district from Passive Budget Mgmt (Bottom line budget managing) to Active Budget Mgmt (Individual Line Item budget managing) the Finance Group has decided to report on the number of Negative Balance Accounts (Accounts with higher spend than the amount budgeted) at each location.

- Negative balances can occur for many different reasons. However, it is up to each school to identify when an account has been over spent and make the necessary budget transfer to 'cover' the increased spend. This is particularly important in the school's Building or School Mgd Budget. Even better would be for the school to identify future spend and make the necessary adjustments before making the purchase. We are seeing an increasing number of these types of transfers.

- The percentages you will see on the following slides do not take into account dollar amounts, so an account that is $.01 overspent will have the same effect that an account that is overspent by $1,000.00

- Please keep in mind that, there are NUMEROUS accounts within our Trial Balance, and transactions occur at all times during the month. Issues are being worked constantly to help keep within our goal of 10%, but as you will see there are a number of areas outside of the goal. These issues are 'OK' as long as there are plans to work with the Finance Group and/or send in budget transfers.

Finance Group
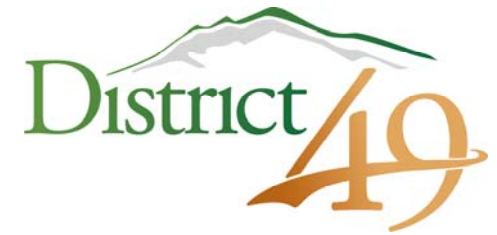
- Summary: All Zones/Groups are under the 10% goal, as we head into the 2nd half of the year it will take a little more work to make sure we don't fall under the goal. Total District for Dec .97% under the 10% goal.

- Personnel account numbers (specifically Pera & Medicare associated with Sched B Contracts) are driving most of the Negative balance accounts. Finance will be working with the appropriate schools to correct these accounts.

- The following graphs show some categories over 30%, in these cases there are a small amount of accounts with 1 or 2 negatives. i.e. HMS Extracurricular has 2 accounts and 1 is negative driving the percentage to 50%. We are working with the schools to adjust these accounts so they do not have a neg balance. Schools have been extremely responsive and have been a big help in reducing the amount of negative accounts on their spend budget.

Finance Group

Falcon Zone

% of Accts Negative

30.00%
25.00%
20.00%
15.00%
10.00%
5.00%
0.00%

Personnel   Facility - Operations   Extra Curricular   Building - School Managed

8.15%

Total Zone has 8.15% of their accounts in a negative status, this is a 1.66% increase from last month. Again, the majority of these accounts are driven by Payroll and will be cleaned up as budget adjustments are made using latest payroll info.

■ 132 Falcon Elem
■ 134 Meridan Ranch
■ 137 Woodmen Hills
■ 220 Falcon Middle
■ 310 Falcon High
■ Total Zone
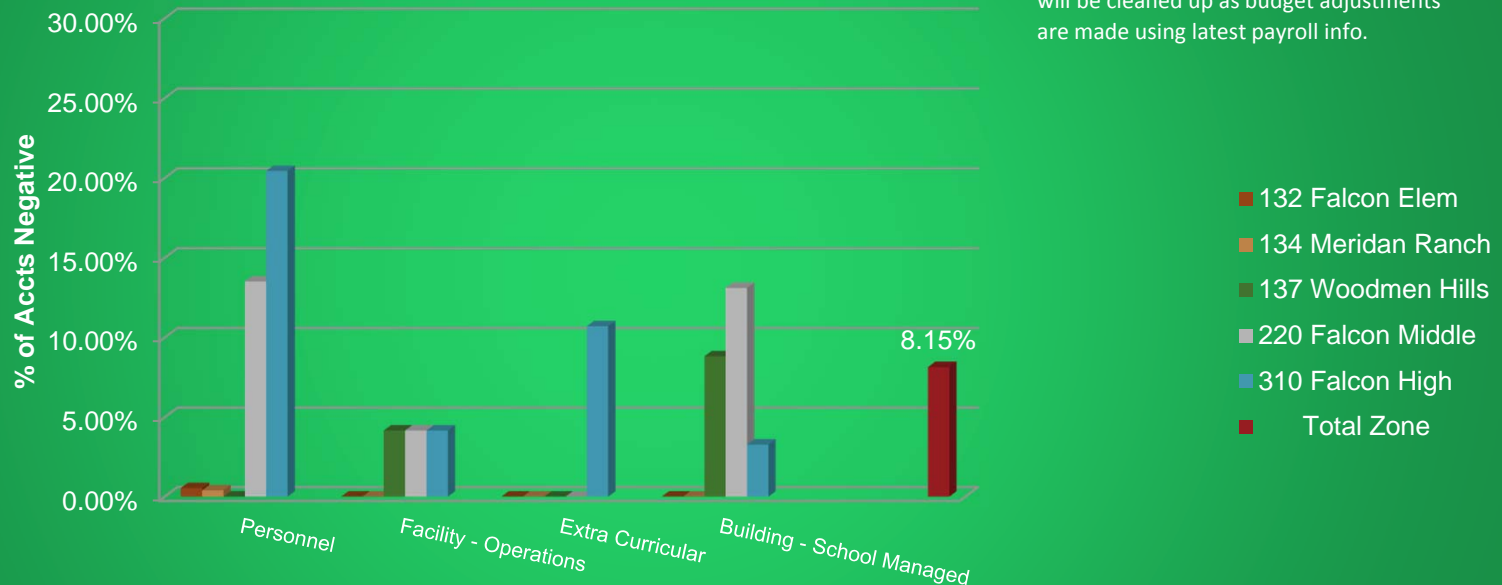
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Finance Group

Sand Creek Zone

Total Zone has 7.97% of their accounts in a negative status, this is a .98% increase over last month again majority is driven by personnel cost.

% of Accts Negative

- 30.00%
- 25.00%
- 20.00%
- 15.00%
- 10.00%
- 5.00%
- 0.00%

7.97%

Personnel Facility - Operations Extra Curricular Building - School Managed

- ■ 131 Evans Elem
- ■ 135 Remington
- ■ 138 Springs Ranch
- ■ 225 Horizon Middle
- ■ 315 Sand Creek High
- ■ Total Zone
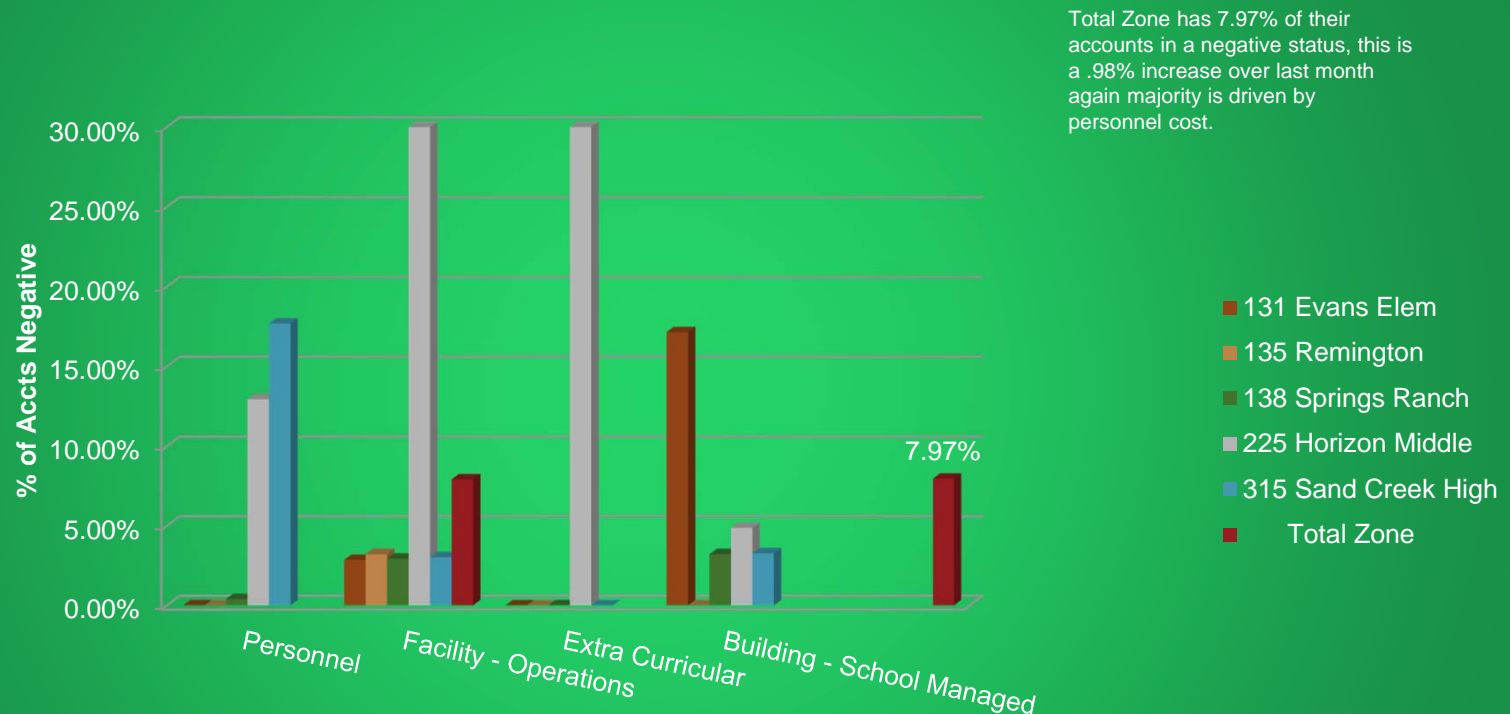
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Finance Group

Power Zone

Total Zone has 8.05% of their accounts in a negative status, this an increase of 1.07% over last month. again majority is driven by personnel cost
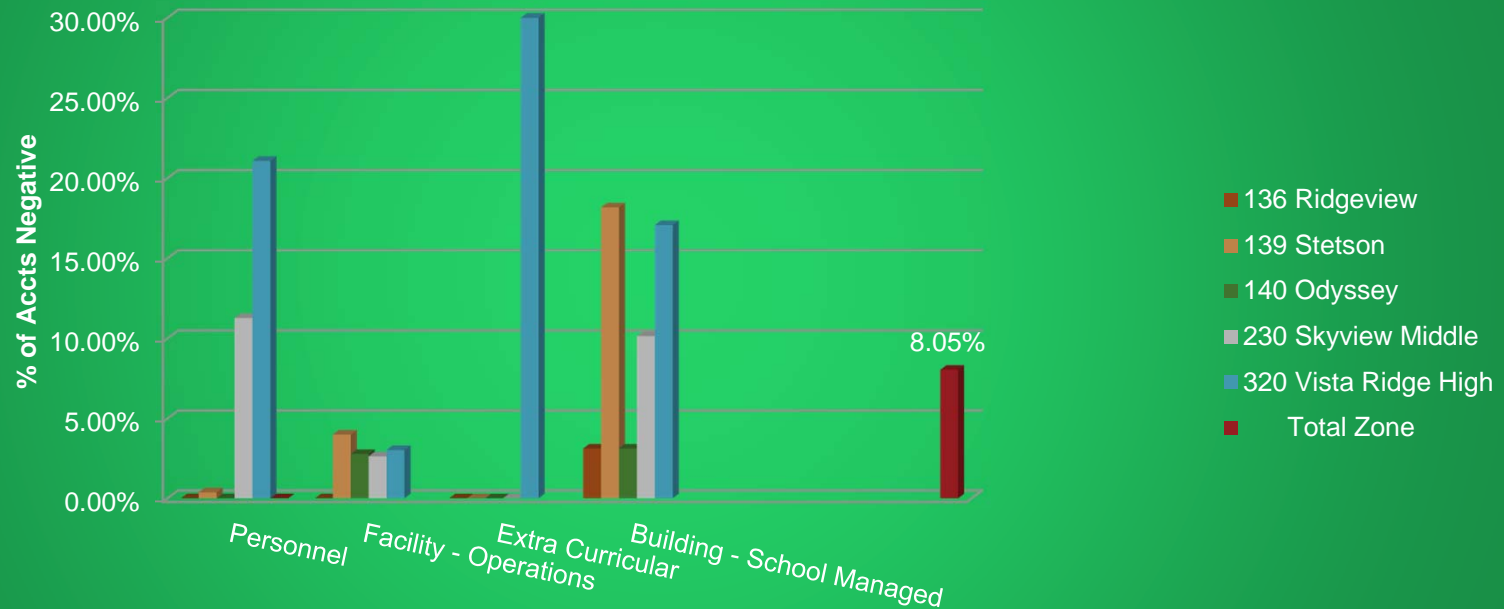
Legend:
- 136 Ridgeview
- 139 Stetson
- 140 Odyssey
- 230 Skyview Middle
- 320 Vista Ridge High
- Total Zone

Y-axis: % of Accts Negative (0.00% – 30.00%)

X-axis: Personnel, Facility - Operations, Extra Curricular, Building - School Managed

8.05%
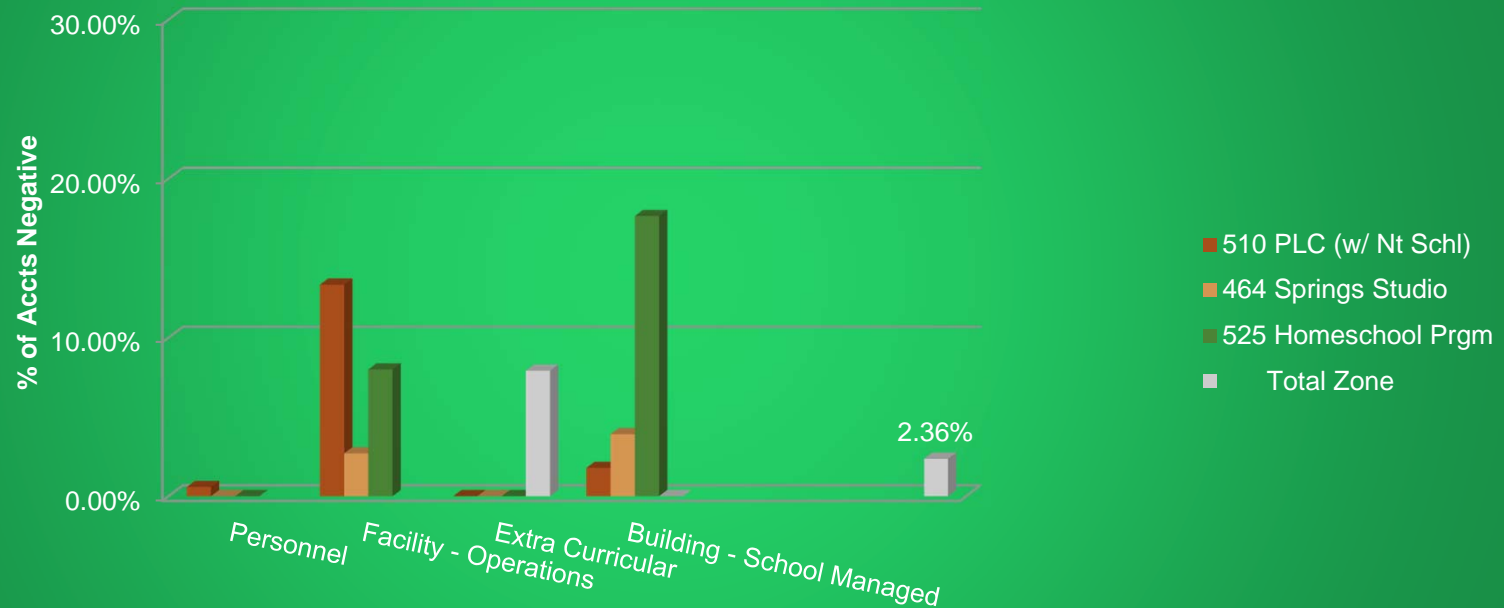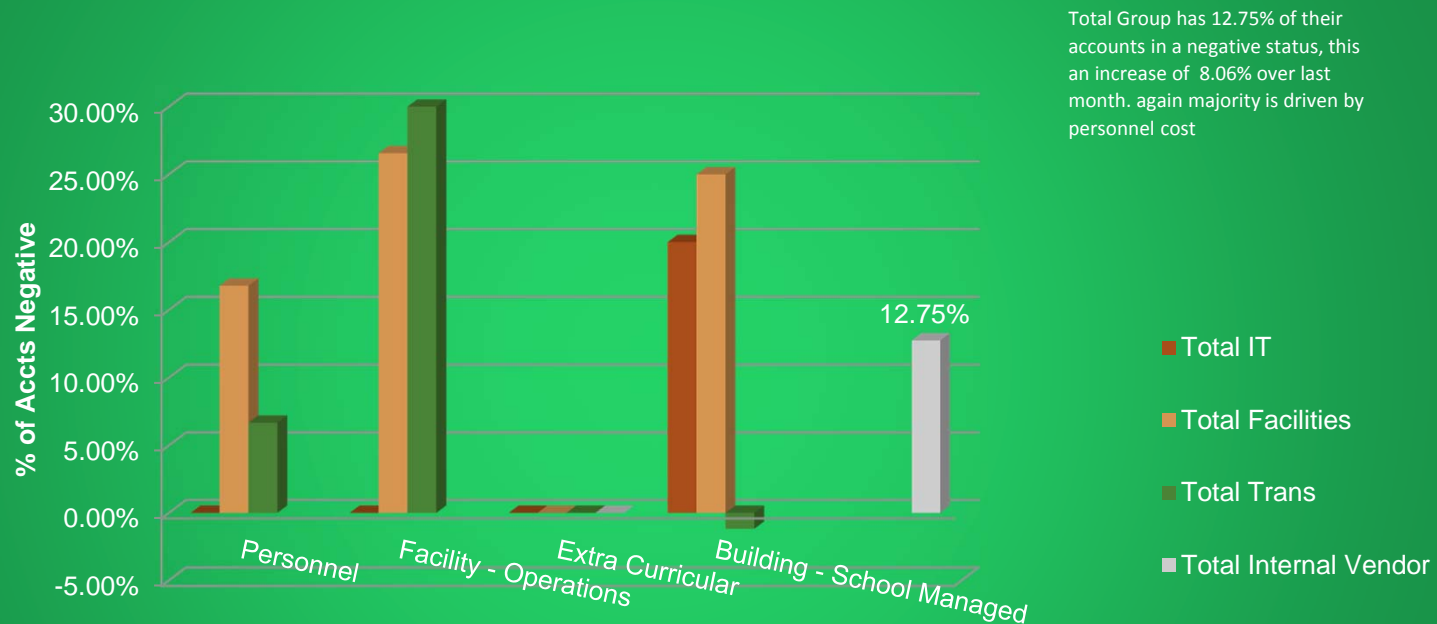
Finance Group

Finance Group

Accounting Department

MLO Spending by Location

Falcon Zone MLO Spend by Location	
Falcon Elementary School of Technology	27,767
Meridian Ranch Elementary	126,131
Woodmen Hills Elementary	46,135
Falcon Middle	109,313
Falcon High	139,715
Falcon Zone	96,200
Falcon Zone Total	**545,260**

Sand Creek Zone MLO Spend by Location	
Evans Elementary	37,845
Remington Elementary	32,086
Springs Ranch	35,992
Horizon Middle	410,109
Sand Creek High	315,303
Sand Creek Zone	9,627
Sand Creek Zone Total	**840,962**

Power Zone MLO Spend by Location	
Ridgeview Elementary	144,603
Stetson Elementary	48,933
Odyssey Elementary	92,069
Skyview Middle	151,628
Vista Ridge High	174,171
Power Zone	113
Power Zone Total	**611,517**

iConnect Zone MLO Spend by Location	
Springs Studio for Academic Excellence	18,604
PPEC	12,377
Patriot High School	45,401
iConnect Zone	30,226
Falcon Home School	6,545
iConnect Zone Total	**113,154**

District Wide MLO Spend by Location	
Read Camp	1,566
Learning Services	36,516
SPED	11,214
Transportation	700
District wide	84,597
District wide Total	**134,593**

Charter School MLO Spend by Location	
PPSEL	-
GOAL	-
BLRA	18,682
RMCA	-
ICA	127,174
Charter School Total	**145,855**

High School Sports Revenue

- The following charts show the gate and concession revenue from the various sports at the high school level. Please note that not all high schools use concessions in the same way. Notes on the differences are included with the school chart.

- The percentages will change as we go through out the year.

Falcon High School Sports Revenue

FALCON HIGH SCHOOL SPORTS INCOME
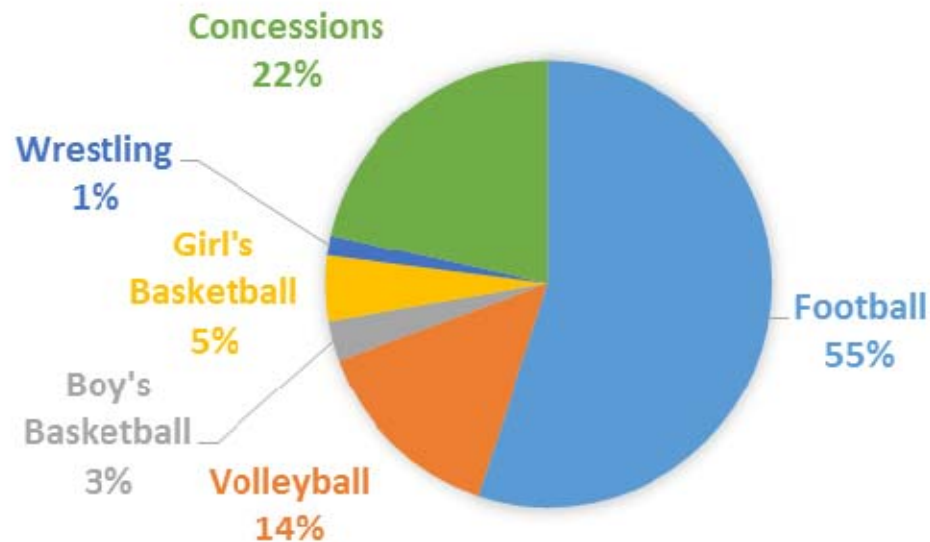
Falcon High School			
Gate Income	Current YTD	Prior YTD	Variance
Football	12,980	9,151	3,829
Volleyball	3,377	4,283	(906)
Boy's Basketball	674	912	(238)
Girl's Basketball	1,107	1,564	(457)
Wrestling	351	238	113
Concessions	5,068	5,631	(563)
Total	**23,557**	**21,779**	**1,778**

Falcon High School divides the concessions revenue three ways. Concessions receives 40%, with 30% going to the organization that is running the concession for the event, and 30% going to general athletics. The amount shown above is the 40% that was allocated to concessions.

Vista Ridge High School Sports Revenue

VISTA RIDGE HIGH SCHOOL SPORTS INCOME

- Wrestling 0%
- Concessions 0%
- Girl's Basketball 1%
- Boy's Basketball 8%
- Volleyball 19%
- Football 72%
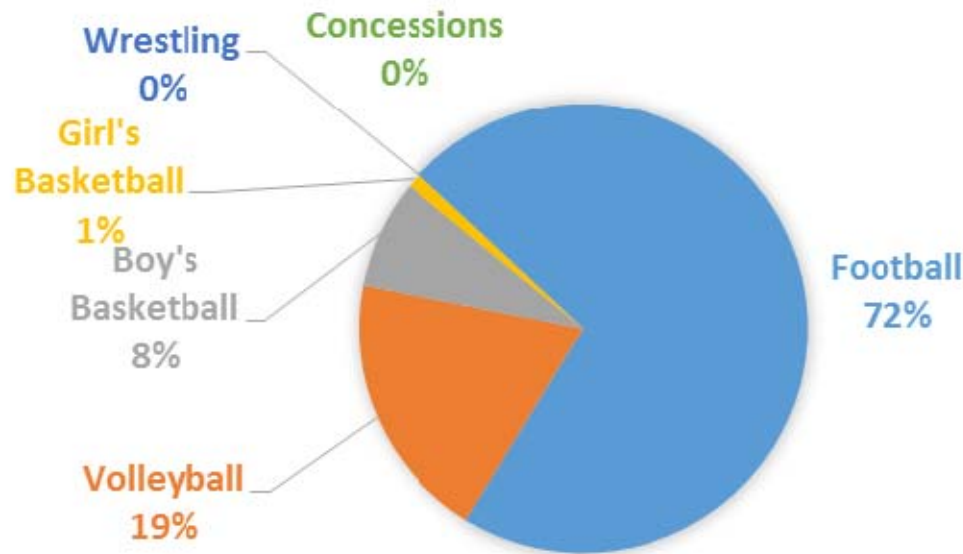
Vista Ridge High School			
Gate Income	Current YTD	Prior YTD	Variance
Football	13,021	10,656	2,365
Volleyball	3,510	3,257	253
Boy's Basketball	1,423	902	520
Girl's Basketball	186	652	(466)
Wrestling	-	115	(115)
Concessions	-	-	-
Total	18,139	15,582	2,557

The concessions at Vista Ridge High School is run by the booster club, which is an outside organization that in turn donates money to the school's sports programs.

Sand Creek High School Sports Revenue

SAND CREEK HIGH SCHOOL SPORTS INCOME

- Girl's Basketball 8%
- Wrestling 0%
- Concessions 51%
- Boy's Basketball 2%
- Volleyball 12%
- Football 27%
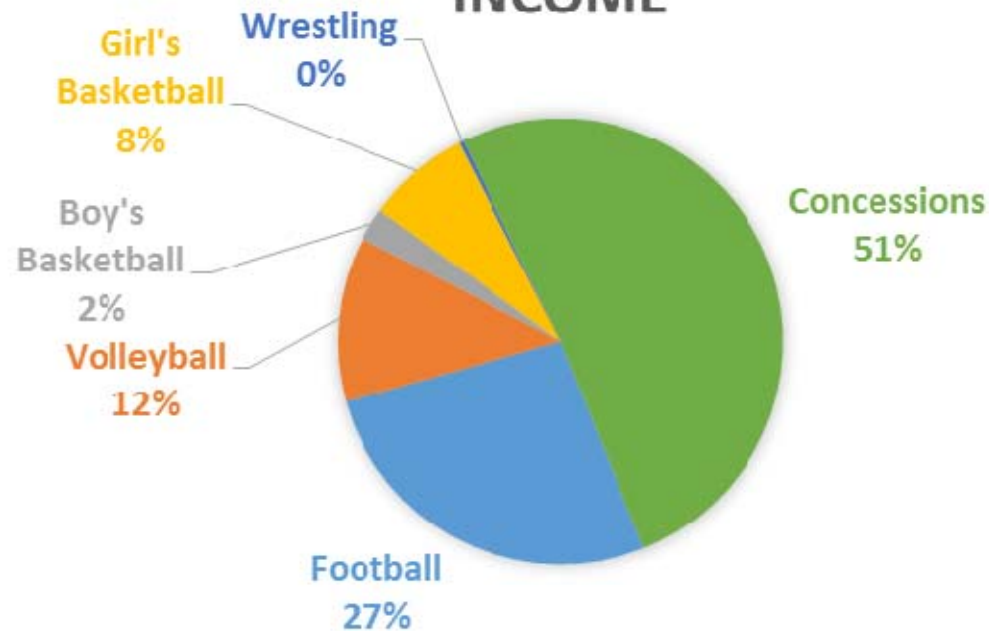
Sand Creek High School			
Gate Income	Current YTD	Prior YTD	Variance
Football	6,415	9,044	(2,628)
Volleyball	2,879	2,623	256
Boy's Basketball	569	897	(328)
Girl's Basketball	1,789	1,317	473
Wrestling	83	252	(169)
Concessions	12,253	7,127	5,125
Total	23,988	21,259	2,729

Purchasing and Contract Management
(1 of 2)

In Planning

School Asset Audits/Counts

Copier Fleet RFP (November)

Insurance Reconstruction from July Hail Storm

Election Projects

In Progress

School Dude Asset Management
Network Switch Erate Project
RES Rooftop Units
Greenhouse for Horizon
Skylight Replacement
Maintenance Vehicle with Plow
IT Contractor RFP
Central Office Mezzanine Project
Maintenance Vehicle Purchase
General Contractor Pre-Qual RFQ

2016-2017 Capital Projects

Central Office Parking Lot Extension
CESC Parking Lot
ATV with Plow for Transportation
2 Buses
District Wide Network Switches
District Wide Parking Lot Repair
District Wide Parking Lot Striping
3 Storage Containers
Fencing for Grounds Storage Yard
Maintenance Truck with Plow
Surveillance Equipment for Grounds Complex
FES Fire Loop Improvement
FMS Front Patio/Drainage
FMS Hallway Asbestos Abatement
FLC Locker Rooms Remodel
FLC Intercom System
SES Drainage Repair
SES Fire Door Repair
SMS MDF Room Remodel
SMS 6th Grade Ramp Remodel
VRHS Bathroom Plumbing Remodel
EIES New Roof and Safety Ladders
HMS Retaining Wall Fence
HMS Locker Room Flooring
RES HVAC Upgrades
RES Water Heater Upgrades

Key Performance Indicators (KPI's)

100% Negotiated Purchases

All BOE and Statutory Purchasing Guidelines Met

Net Surplus on Capital Purchases

Complete all Capital Projects within SY

Renew or cancel contracts IAW contract terms

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Copier Fleet RFP Update:

- 10 companies submitted proposals
- 4 companies were selected as finalists
- All four offices were visited and machines were demonstrated
- Based on cost analysis and customer service, Gobins was again awarded this contract.
- Initial contract will be for 3 years with 2 additional 1-year options.
- New machines will be installed by mid July 2017.

Risk & Benefits

Shannon Hathaway

Unemployment claims – YTD (7/1/2016 to 01/17/2017)
Activity Performance Summary

Claim decisions received – 13

- Claim decisions won – 11 – potential liability avoided $41,994
- Claim decisions lost – 2 – potential liability $10,498.50
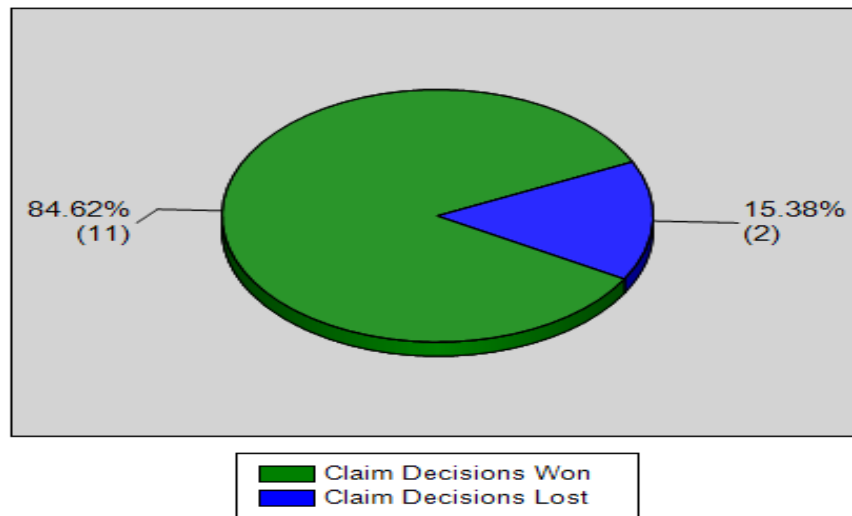
Hearings / Appeals Scheduled – 4

- Claim decisions won – 4 – potential liability avoided $15,747.75
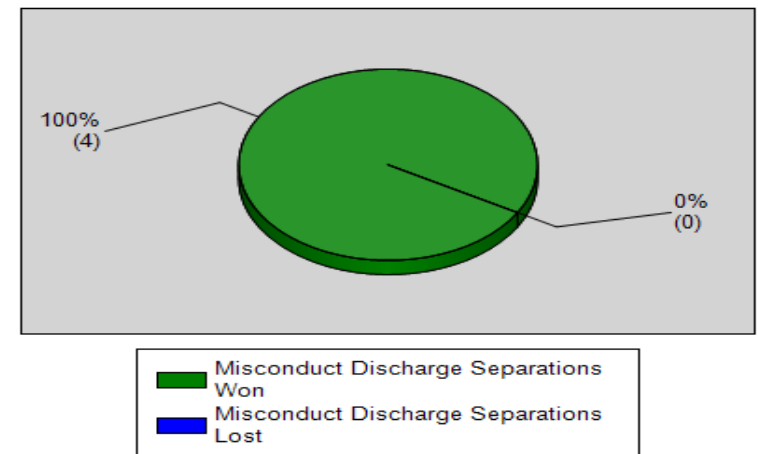
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Strategy AND Culture in District 49

As we complete the first month of 2017, our Board of Education will be meeting for their annual planning retreat. One of the main purposes of this year's retreat will be balancing our emphasis on strategy with renewed commitments to organizational culture.

Most of us think about organizational performance in terms of what we will do. We focus on tactics and strategies that tell us what we should do. There's no denying the importance of following an organizational strategy, but it's wise to keep some perspective in mind. President and General Dwight Eisenhower knew something about strategy. As an accomplished and respected military leader, he spent his career developing complex strategic plans. He once said, "In preparing for battle I have always found that plans are useless, but planning is indispensable." What Eisenhower knew and we are continuing to learn is that the discipline of planning for action is critical to performance, but once action begins the plans themselves are not as valuable as the learning used to develop those plans. That's part of the reason that District 49's mission is to <u>learn</u>, work and lead. We know that learning and early planning is all about learning. A British leader, (attributed to Samuel Johnson or Winston Churchill) said that, "However beautiful the strategy, you should occasionally look at the results." That sentiment is also important in District 49. Even though we spend a lot of time planning and projecting, the real measure of our success is the results we see for student learning.

One of the major points we have learned by visiting high-performing school districts is the strategic importance of an empowering cultures and the cultural importance of a relevant strategy. Over the past few planning cycles, we have strongly emphasized our strategic priorities—the "Big Rocks." Now, we are also emphasizing our district culture by calibrating our cultural compass and checking in with our community to learn about our results. Organizational performance guru Peter Drucker is reported to have said, "Culture eats strategy for lunch." While the specific wording of that quote is debatable, the sentiment is not. Drucker, and hundreds of high performing organizations recognize that a demoralizing culture can undermine the best strategy. Culture is the part of the organization that shapes our attitudes toward each other and towards our work. A culture of high expectations and low support creates unhealthy stress and frustrated students and workers. A culture of low expectations and high affirmation can send the message that performance is unimportant and improvement is unnecessary. In District 49, we are trying to cultivate a culture of high performance expectations along with high support for every learner, worker, and leader. We know that learning, working, and leading are our mission—so how do we enlist our entire community to get the best out of our entire district?

That question is a priority for our improvement efforts in 2017. We will continue implementing our strategies for primary literacy and *49 Pathways* in secondary education. But we will also be working to recognize and reinforce a culture of continuous improvement that honors the people who fulfill our mission. Other school districts and organizations have cultures that are more vibrant and effective than ours. We are listening and learning from those role models because we want to offer our community the same kind of compelling culture that drives people to perform at their best. We are not there yet—we may never be—but out commitment to continuous improvement is trending in the right directions and we are keeping our eyes on the peak. Over the next few weeks and months, we will be asking for more guidance and evaluation from our students, our workforce, and our community. With your insights, we will keep building an improvement culture that complements and empowers our strategic plan. Together, we're headed toward the peak!

Falcon Zone CEO Update

Innovation Zone Leader: Julia Roark

Action	Status	Results	Other/Comments
Primary Literacy "Master Literacy Teacher"	Jan. 2017	Distributing an interest form to elementary teachers in Falcon Zone in January to estimate numbers of participants for pilot partnership program with UCCS. The overall goal is to provide teachers with research and evidence based professional coursework to increase capacity and skills to become master teachers of literacy in the primary grades.	Offering "Certificate in Literacy" consisting of 15 credit hours (4 classes and one practicum) to begin in Fall, 2017, and proposing to use Zone MLO funds to support teachers in payment for courses.
49 Pathways "Most Likely To Succeed: Preparing our Kids for the Innovation Era"	Nov. 2016 – May, 2017	Super Six is reading the publication as a team to increase understanding and gain new insights into possibilities for innovations in the future.	Creating summary paper on completion of the book study, identifying essential learning, and applying to district and zone initiatives.
Falcon Zone Performance Excellence "Digital Convergence"	Nov. 2016 – Jan. 2017	Super Six participated in webinar presented by "Modern Teacher- Digital Convergence" in November. Members of the team are conducting a site visit to Fraser School District (Michigan) in January to gain clarity on the processes involved in establishing a framework for bringing together five "drivers" (Leadership, Instructional Models, Modern Curriculum, Digital Environment, and Professional Learning) into a cohesive system for improvement and ongoing success.	Seven Stages identified by "Modern Teacher-Digital Convergence" to go from "Emerging" to "Great" performance in the five drivers. These multiple components (drivers) of the education system come together to form a "Greater whole."
Focus on High Quality Instruction "Classroom Instruction That Works"	Jan. 2017	By January 12, Super Six (Falcon Zone Leadership Team) has completed focused observations in each school using the zone walk-through form organized by "Classroom Instruction That Works" key strategies.	Collecting administrator walk-through observation data in early February across the zone to identify trends in teacher strength and need related to the instructional strategies seen.
Community Engagement	Dec. 2016 – Jan. 2017	Based on December Coalition session, and follow-up meetings with members, working with principals in early January to identify top needs from local businesses. Invite business leaders to focus group sessions in late January. These are first steps in building a business community partnership in the Falcon Zone.	First Draft Mission: "The Falcon Zone Coalition is made up of representatives from our schools, local businesses, and community members working together to build community, strengthen our schools and support our students."

POWER Zone CEO Update
Innovation Zone Leader: Mike Pickering

Action	Status	Results	Other/Comments
District Literacy Focus DIBELS Progress Monitoring Data K-5	2 Weeks (November - Quarter 3)	POWER Zone Elementary Schools: At Risk Category: **92%** Some Risk Category: **96%**	% of K-5 students with completed progress monitoring data
District Literacy Focus Primary Literacy DIBELS BOY-MOY Data Trends	14-15 15-16 16-17	14-15 % Growth in Low Risk Students - **5%** 15-16 % Growth in Low Risk Students - **6%** 16-17 % Growth in Low Risk Students - **13%**	PZ elementary schools experienced 2 to 2.5 times more growth in key areas of reading across the past 2 years.
District Pathways Focus ICAP Milestone Completion	2015-16 School Year	2015-16: VRHS - **91%** 2015-16: SMS - **79%** 2016-17 Goal - **100%**	Increased 6-12 Pathway collaboration supporting more meaningful ICAP completion.
Zone Accountability Focus Performance Dashboard Work	January 2017	Problem Solving and Critical Thinking Indicators	Various opportunities are emerging across the zone to help support the areas of critical thinking and problem solving.
Middle School Math and ELA Growth SMS - 2nd MS in Region for Growth on PARCC	Focus on teaching Colorado Academic Standards and Innovative Curriculum	2013-2014 TCAP Growth (ELA) - **48%** 2015-2016 PARCC Growth (ELA) - **79%** 2013-2014 TCAP Growth (Math) - **41%** 2015-2016 PARCC Growth (Math) - **52%**	Plan in development to offer programing to more students throughout zone

Primary Literacy - Center for Literacy and Innovation Excellence: Job descriptions, official pre budget, and facilities plan will be presented to BOE on January 25th. Work is continuing on establishing screening and profiling parameters to identify students who will qualify for the programming.

Performance Dashboards: PZ's local accountability model is being presented to staff members throughout second semester. A focus on the problem solving and critical thinking indicators has begun district wide. The first course at VRHS to use these indicators as the core curriculum will be presented to the BOE on January 25th. PZ will kick off their concentrated work in this area with a showing of Most Likely to Succeed, based on Tony Wagner's book of the same title, on January 17th.

Sand Creek Zone CEO Update
Innovation Zone Leader: Sean Dorsey

Action	Status	Results	Other/Comments
ACT Aspire	Jan 2017	READ SCI ENG MATH #1 61 54 52 30 # 2 72 66 53 32	HMS 7th grade scores are showing growth
Studer Education	Jan 3	Sand Creek Zone Leadership Steering Committee reviewed data from stakeholders and focus groups collected in October	The Studer Group was a Baldrige Award winner in 2010. Studer is assisting our zone with the implementation of process improvement strategies.
DIBELS/Burst Progress Monitoring	Jan 6	BOY MOY SRES- 70 82 RES- 67 75 EIES- 60 65	Growth in percentage of students at Benchmark
Average Daily Attendance Percentage	First Semester	SCHS-91% HMS-94% SRES-95% RES-95% EIES-96%	Our attendance rates remain steady
Websites	Dec 20-Jan 6	SCHS-1562 HMS-526 SRES-323 RES-277 EIES-301	Our school websites continue to be a positive source of communication for our community
School Managed Budgets	January 5	SCHS- 42% HMS- 49% SRES- 45% RES- 41% EIES- 49%	Percentage of budget spent to date. The zone continues to stay within the approved budget and provide for student success and improvement
Community Engagement	January 27	Open to all families and community members	Zone of Choice-School Showcase

iConnect Zone CEO Update
Zone Leader, Andrew Franko

Location	Status	Results	Other/Comments
Rocky Mountain Classical Academy	December 2016	The NJHS participated in a cookie wrap up sending 4,200 cookies overseas to troops.	30% of RMCA students are from active military families.
Pikes Peak Early College	Winter 2016	Concurrent Enrollment students ended semester with 85% success rate.	12 students made straight A's.
Banning Lewis Preparatory Academy	Ongoing	Construction is on schedule for D49's first charter high school.	Progress can be viewed from a live camera on the school website.
Springs Studio for Academic Excellence	December 2016	95% Participation in ACT Aspire: Interm two testing.	Students will prepare for State testing in March.
GOAL Academy	Spring 2017	Spring Semester Concurrent Enrollment: 147 CCE 21 Trade Schools	Colorado Springs: 12 CCE, 20 Trade Denver: 2 CCE, 1 Trade Northern Region: 25 CCE Pueblo: 41 CCE Southern Region: 67 CCE
Patriot High School	December 2016	200 people attended the 1st Friends and Family Christmas Spaghetti Dinner.	All children attending received a toy created in the woodshop by students.
Pikes Peak School of Expeditionary Learning	Winter 2016	The staff worked through a formalized process "The High Quality Work Protocol".	PPSEL is working to become a "credentialed" EL Education School.
Imagine Classical Academy	November 2016	600 families attended the Arts Enrichment Night.	Activities included cultural connections from the German Club.

Department: | Learning Services

Current and Ongoing Activity

Assessment: As 2016 closed, Kathleen Granaas, Coordinator of Academic Performance, teamed with Martina Meadows, Coordinator of English Language Development to train teachers and school assessment coordinators SACs in preparation for the 2017 WIDA ACCESS assessment. The Data and Assessment team worked diligently to order and prepare materials for the assessment. Daniel DeJesus worked to ensure technical readiness for the WIDA Access including completion of server setup, app deployment, and simulations. Daniel also provided technical support for the WIDA Access 2.0 assessment for D49 charter schools. The assessment will be administered to over eight hundred students in district and charter schools at D49. The testing window runs January 9 through February 10.

In November and December, participating schools successfully completed interim two of the ACT Aspire assessment. The Data and Assessment team developed a tool to utilize "readiness benchmarks" to share with schools to bring refined meaning to the assessment data and support analysis of the data at the student, school and district levels. From interim one to two, the district showed a 7% increase in students meeting the reading readiness benchmark, a marked improvement.   The Data and Assessment team worked with Alpine Achievement, our purchased data warehouse, to develop quick graphs that show the readiness benchmarks in a user-friendly format. Kathleen Granaas arranged a training for licensed staff across the district to hone their skills in using Alpine to look at their assessment data. At the end of the month, the RFP Assessment committee will reconvene to discuss the purchase of ACT Aspire and review the assessment's effectiveness.

The Data and Assessment team continues to streamline data uploading processes for the district. Analyst, Jamie Sedlmeyer with Data Technician Malou Koster progressed in developing computer scripts, automation and processes that ensure student data is secure and accurate. The team is facilitating an improved process for transfer of data to and from district charter schools and central office. Ms. Sedlmeyer also collaborated countless hours with Individualized Learning to smoothly transition all of the student IEP's and special education records to a new system called Enrich.

Kathleen Granaas collaborated with Matt Meister to develop a communication plan for sharing information regarding upcoming state assessments with parents. Together they crafted a message to be sent to parents later in the month. The communication will inform parents about the use of state assessments and the value they provide for teachers to guide instruction with students. Preparations continue by Kathleen Granaas and the Data and Assessment team to teach and support SACs on the assessments and to train the teachers at their buildings. The spring state assessments begin March 13.

Research and Development R&D: Katherine Hochevar, Senior Analyst for R&D is coordinating with our contract partner, Hanover research to submit a grant to the Honda Foundation to support the creation of Science on a Sphere curriculum at VRHS. Katherine is also facilitating beginning work to examine taxpayer return on investment in D49 and supporting the Sand Creek Zone in developing research-based predictors to establish an early warning system to identify students at-risk of dropping out of school. Katherine is further supporting the Individualized Education team by updating 504 processes within Alpine Achievement, Data Warehouse System.

Instructional Technology: John Litchenberg is leading a Future Classroom Cohort FCC to serve as the technology advisory committee for District 49 identifying and supporting modern teaching practices. The FCC implements modern practices in the classroom, measures success and shares findings. This group cultivates building level experts in 21st Century classroom practice in pedagogy and technology.

Primary Literacy: DIBELS Next middle of year testing is complete. At mid-year, 77% of third graders are at benchmark, compared to 79% last year. Other grade levels show similar trends compared to mid-year last year. Early Literacy Grant schools overall are seeing greater gains this year compared to first semester last year. Kristy Rigdon, Coordinator of Primary Literacy will deliver an update to the Board in February.

Library staff received training in December on Destiny, the library management system, and myON. With this knowledge, library staff will be more efficient with both programs and in assisting teachers and students with myON use as an instructional tool. myON usage by D49 students over break is up over last year, due to several schools promoting usage through contests. Springs Ranch led the district with 579 hours read on myON over the break. Further training for teachers and leaders with myON is planned for January. Teams will create books sets aligned to language arts programs and Colorado Academic Standards to enhance and encourage student reading.
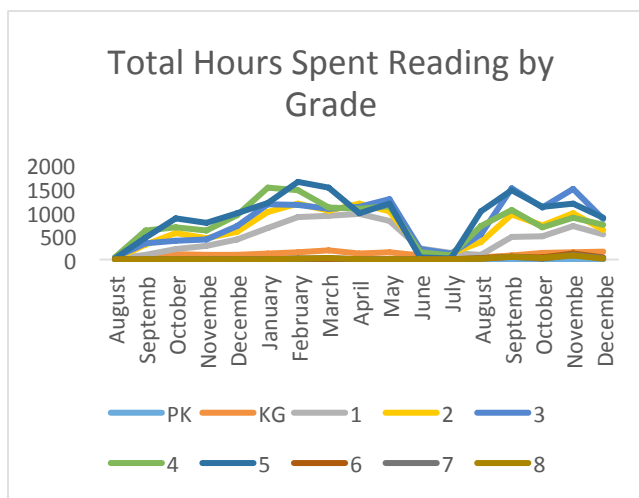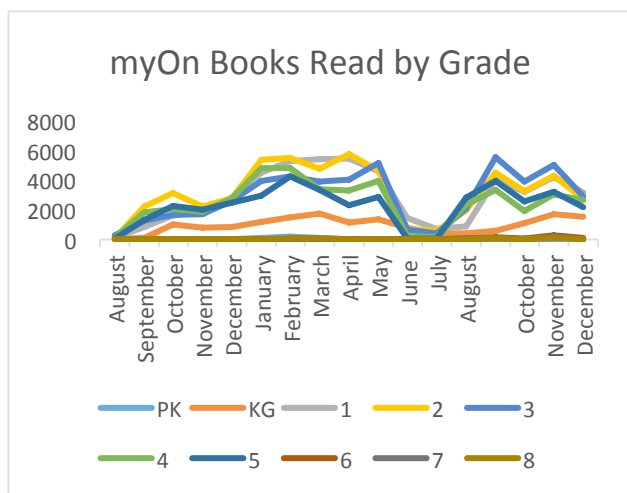
49 Pathways: Amber Whetstine is working with secondary leaders to continue the development of 49 Pathways. The class of 2021 will graduate under Colorado's new Graduation Guidelines, requiring students to demonstrate post secondary readiness in English and Math. The Pathbuilders team with input from zone leaders and principals is working to refine District policies that align with the graduation guidelines.

Health and Wellness: 234 staff participated in 12 Days of Fitness with 73 staff completing all 12 fitness activities. Community partners donated fitness related prizes that were raffled off to 12 staff members that completed the challenge. D49 has again been awarded the American Heart Association's AHA Fit Friendly Company Gold Recognition for the third consecutive year. The district is participating in the AHA District Heart Challenge January 3 – February 3, encouraging staff to exercise 150 minutes per

week, check their blood pressure and spread the word about the AHA. All staff are encouraged to wear red in support of National Wear Red Day on February 3.

The next District-wide Wellness Advisory Council meeting will be January 10 from 8am – 11am and will focus on federal changes that will impact the School Wellness Policy ADF and Guidelines ADF-R.

A number of health education classes will be kicking off in January including: Mindfulness; Finding Peace In A Frantic World, Optimistic Life, and Money Essentials.

Title Programs: On January 17, Paul Coleman, Coordinator of Title Programs and Lorretta Grimaldo, Title Programs Specialist will represent D49 at the Colorado Every Student Succeeds Act ESSA Summit.   Lorretta Grimaldo completed the annual comparability report at the end of December. D49 also received post-award revision approval in January.

Title Program Spending Trends
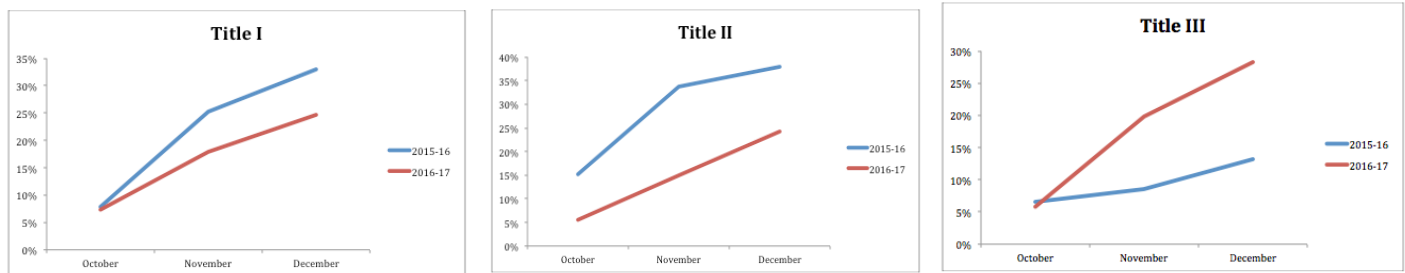
Family Engagement: District 49 Family Engagement and McKinney Vento Liaison, Kim Brown, is supporting Urban Peak and the Pikes Peak United Way to collect data for students in our community who are experiencing homelessness. Registration has begun for free Love and Logic classes at Evans International to begin in mid January through the end of February. District 49 is hosting the monthly Family, School, Community Partnerships CDE coffee chat on January 20. Representatives from all over Colorado will gather to discuss Family Engagement. Kim Brown along with Dr. Fletcher, Director of Culture and Service, and Darcey Hutchins, CDE, will facilitate a discussion on how Family Engagement and Restorative Practices can work together.

Principal Induction Leadership Academy: In January, the Principal Induction Leadership Academy focused on Human Resource HR Leadership and Gifted and Talented GT Programming. Paul Andersen, Director of HR and Patti Vail, Coordinator of GT supported Amber Whetstine, Executive Director of Learning Services in presenting to the group of new school leaders. New leaders throughout D49 will attend Leadership Blueprint Training in February.

Aha! Network: New spring courses offer additional options for educators this semester. Some current course offerings include; Building Your Classroom Website, Growth Mindset, Differentiated Instructional Strategies, Meeting the Needs of Diverse Learners, Teach Like a Champion, and Classroom Instruction that Works. Brian Green, Coordinator of Professional Learning is supporting Falcon High School in exploring the use of Aha! Network courses aligned with school-specific instructional priorities.
Amber Whetstine, Executive Director of Learning Services met with zone, district and building leaders to discuss next steps in the development of alternative licensure pathways for D49 educators and leaders.

As CDE is currently reviewing current induction practices to better align with the components of SB10-191, the D49 professional learning PL team is participating in a statewide cohort to share best practices for implementing teacher induction. The PL team is also participating in discussions with CDE and surrounding districts about the potential impact of changes on D49's current teacher and principal induction programs.

Upcoming Activity

Primary Literacy: Kristy Rigdon is coordinating with the Individualized Education leaders and Rachel Duerr, Coordinator of Health and Wellness to align and maximize summer education opportunities.

D49 in conjunction with myON will present the second annual Literacy Leadership Summit on February 23. The conference theme "Foundations to Pathways" brings several high caliber speakers. Dr. Chris Belcher, former superintendent of Columbia, MS schools, will speak on equity leveraging the community to support school priorities. Patti Montgomery, literacy consultant, speaker and author, will present on systemic practices principals and leaders can employ to improve literacy achievement. Cris Tovani, celebrated Colorado educator and author, will speak on serving the literacy needs of secondary students. The Summit should attract education leaders from across the region.

In January and February, the Primary Literacy team will meet with, zone leaders and principals to discuss reading progress to date and mid-year adjustments to meet end-of-year targets and projections.

Performance Excellence and School Improvement: Amber Whetstine is exploring options with CDE to better align the District's strategic planning efforts with the District and school Unified Improvement Planning process. Amber continues to provide support to schools with school improvement planning efforts. Beginning in January, Amber will again serve on the state's review panel, providing recommendations regarding the state's lowest performing schools and districts. February 6-7, Amber will attend the Studer Education Conference with other D49 leaders to gain insights in support of our Performance Excellence work.

Title Programs: Paul Coleman and Kim Brown, Family Engagement TOSA, will be attending the National Title I conference in February. The Title Programs team will attend the Brustein & Manasevit Spring Forum conference to gain knowledge about the potential impact on D49 of the new Congress, in conjunction with the Trump Administration and Besty DeVos's team at the U.S Education Department.

Educator Effectiveness: Amber Whetstine is providing input to CDE on the revision of the state's current teacher evaluation rubric. As an approved evaluation certification provider, Amber will attend a two-day annual training in February to re-certify D49 as a training provider for educator and principal evaluator designees.

Department - Communications
Data Dashboard – D49.org

Year-over-year statistics for the last quarter in the calendar year still show growth. The number of page views, unique users and sessions remain higher than previous year values. Over the last half year, the increase in page views compared to the previous year is on the decrease. We appear to be approaching the normal value that we can expect to see on D49.org. That said, we are in the time of year when weather events cause large spikes in traffic. Several days of impactful winter weather can provide a traffic bump that can skew metrics for a given quarter. D49.org is the district's primary digital tool in maintaining trust with the community.
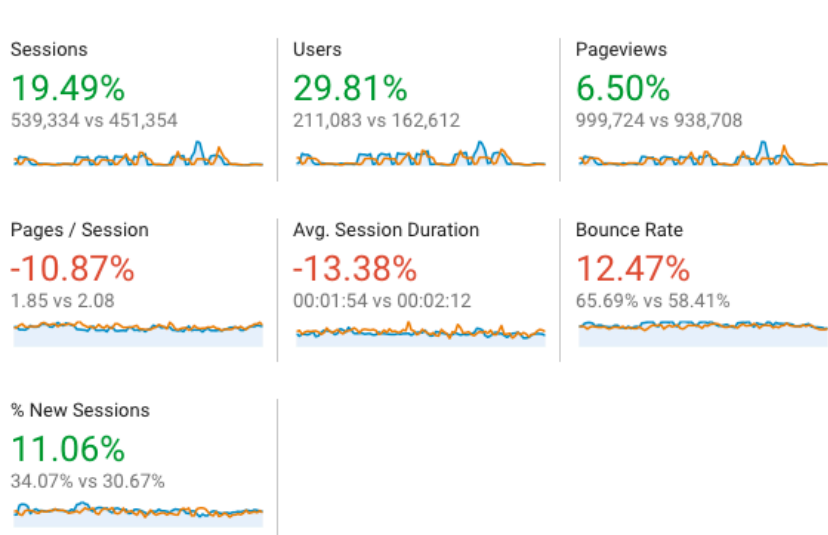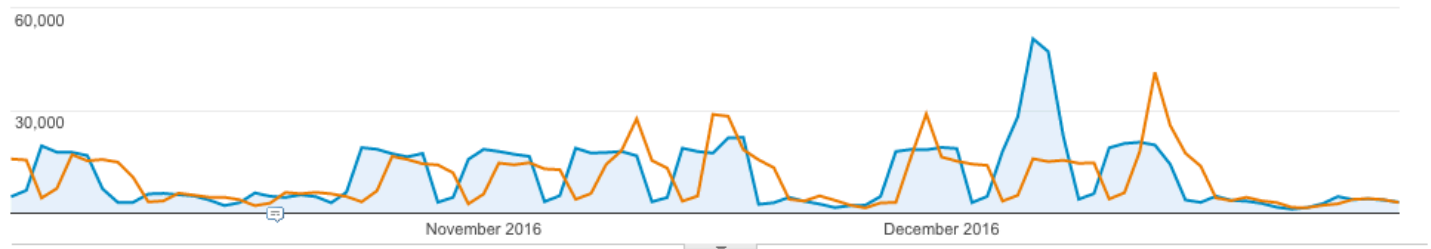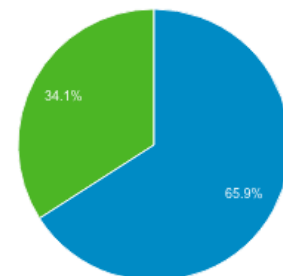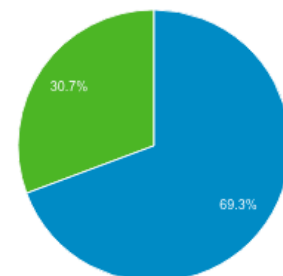
Improvements on D49.org A new survey tool has been acquired to increase the flexibility and types of surveys that can be offered while providing ease of use in creating and administering surveys, forms and polls. The cultural compass surveys currently being administered to students, parents and staff is using the new platform.

Data Dashboard – Bronto Email Distribution Platform
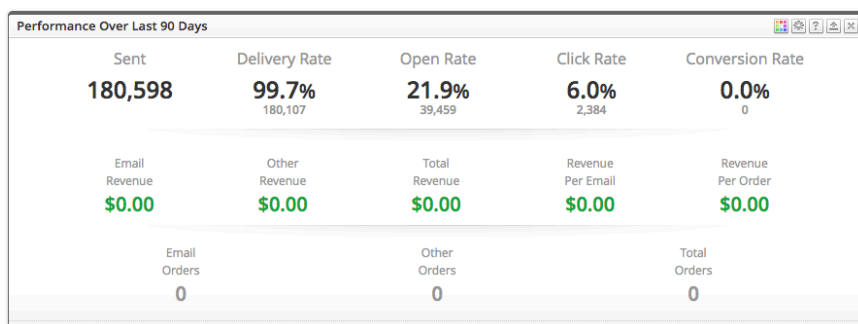
Over the last 90 days, we've sent approximately 180,000 emails with 22-percent open and 6-percent click rates — our targets are 25% open rates and 10 percent click through rates.

Click through rates have increased three percent this cycle, primarily due to the notifications regarding winter weather communications. As you may recall from the last report, we did expect an increase.

Bronto will be the primary tool we use to inform individual school communities about impacts from 3Bconstruction projects. It is anticipated that these messages will drive high engagement from our stakeholders.

Data Dashboard – LiveChat Web Customer Service
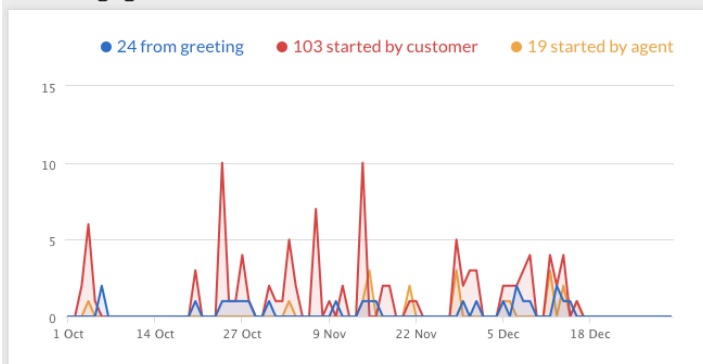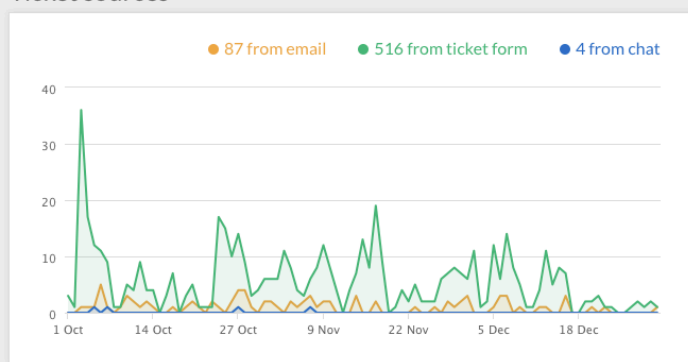
LiveChat statistics show an year over year increase in both tickets and chats. The platform continues to be an effective customer service tool for both new and existing customers. LiveChat also serves as a tool to serve staff.

Advertising Campaign

The communications department will launch an advertising campaign running from early February through the summer. The campaign will aim to persuade the 60-percent of District 49 residents that do not have a direct connection to the district to get involved with our schools and programs by:

- Strengthening community partnerships
- Increasing community participation through volunteer opportunities
- Increasing awareness of District 49 schools and programs
- Increasing monetary and in-kind donations from District 49 community members

We'll use only students in advertisements, focusing on individual students pathways, to emphasize that as adults, our students will define the success of our community. The themes of community and togetherness will be highlighted through the tagline, "Our Future is in Their Hands"

11

This is a different angle from previous advertising campaigns, specifically those aimed at increasing choice enrollment. In November, I sent an email to District 49 principals requesting the status of their current school choice climate. Many administrators responded that they do not have room for choice students. An integrated marketing campaign promoting the choice window, which is typically in February, could lead to confusion and disdain from many parents, as so many schools are only taking students in very specific areas.

"Currently, all 3 grades are full and I am not accepting choice for the remainder of the year." – Brian Smith, Falcon Middle School principal

"We are not accepting any choice at this time," -Sarah McAfee, Odyssey Elementary School principal

"We are currently not accepting choice since we function as the balanced enrollment (overflow) school." -Kathy Pickering, Woodmen Hills Elementary School principal

Many principals reported that they accept students on a case-by-case and availability basis, especially based on grade level.

As new classroom space is created over the next several years, we anticipate a return to integrated marketing campaigns with a more direct effort on increasing choice enrollment. The campaign we are about to launch, while most directly seeking increased support from the community, secondarily advertises our schools and programs, particularly 49 Pathways.

Department: | Concurrent Enrollment

Every Student

- D49 Free FAFSA Event sponsored by PPCC Financial Aid Officers for graduating seniors from all high school campuses.
- Collaborated with Kayla Maldonado to develop student-friendly CE posters to market free career and college CE opportunities in D49 high schools.
- Reported Fall 2016 college final grades. Collaborated and discussed plans for Spring 2017, particularly for students who did not pass college courses.
- Coordinated AVP program visit days to PPCC Centennial Campus for HS students interested in pursuing pathways in culinary arts, graphic design, CAD, cyber security, automotive/diesel, fire science, welding, interior design, health careers, criminal justice, machining, zoo keeping, and more.

Trust

- Completed reconciliations and 3rd party billing for fall semester CE tuition.
- Reported fall semester CE and AVP performance, completion, and enrollment:

Fall 2016	TOTAL D49						
	# College Students	# College Credits	College Credits Earned	% Pass Credits	# Courses	Passed Courses	% Pass Courses
FHS	42	220	194	88%	75	67	89%
FHS-AOHS	25	99	99	100%	37	37	100%
FHP	23	118	108	92%	37	34	92%
PHS	3	27	27	100%	9	9	100%
SCHS	47	278.5	269.5	97%	89	86	97%
SSAE	12	69	69	100%	21	21	100%
VRHS	108	611.5	545.5	89%	186	169	91%
PPEC	39	461.5	383.5	83%	138	118	86%
D49 Trans		0	0		0	0	
TOTAL	299	1884.5	1695.5	90%	592	541	91%

Community

- Paul Finch invited to contribute to NACEP (Nat'l Alliance of CE Partnerships) webinar, "Creating an Authentic College Classroom" on Jan 18.
- Accompanied Nikki Lester at state meeting sponsored by Colorado Succeeds, to learn details regarding HB16-1289 State Incentives for Industrial Certifications.

Portfolio of Schools

- Met with SCHS Business Pathway leader, Nichole Sides, and Advanced Academic Pathway leader, Andy Smith, to provide CE overview & clarification.
- Coordinated between SCHS and UCCS Extended Studies Pre-Collegiate Program to discuss program criteria and costs. The focus of this dual enrollment program is first generation and military students, starting after 9th grade and includes on-campus college level programming during the school year and summer programming at the UCCS campus.

Firm Foundations

- Brian Green provided coaching to develop instructional videos in Camtasia 3 to clarify CE procedures.
- Paul Finch and Mary Perez presented CE Information Night to Springs Studio parents and students on Dec 13.
- Led CE Planning Meeting (Dec 14) with HS counselors and CE advisors, reviewing CE protocols and best practices, timelines for spring 2017 and fall 2017, use of technology for more efficient meeting scheduling and communication with students, feedback from Professor Finch, and sharing between schools on various topics.
- To listen to our customers, collect data/details, and create solutions for customer feedback, the CE office collaborated with our professional D49 Communications Team to create:
  - A fantastic Concurrent Enrollment introduction video located on our D49 CE Webpage
  - An online end-of-semester Parent Satisfaction Survey
  - An online Academic Concern Form, for students who may wish to report a concern regarding on-campus CE, anytime throughout the semester.

Best Choice to Learn, Work, and Lead

- Supported RMPEx Site Visit - 49Pathways interviews
- Drafted BOE policy revision IHCDA-R1 Concurrent Enrollment to reflect clarifications from building level feedback throughout the year:
  - Deadlines
  - Personal Readiness
  - Testing requirements
  - Inclusion of CTE courses
  - Accommodative services
  - CHSAA Eligibility
  - Online fees paid by parents
  - HS credit granted for college courses

- Collaborated with HR and HS principals on non-licensed alternative for supporting career & college planning.
- Began early discussions with Finance, HR, and CEO regarding multiple CE college adjunct arrangements, as other staff and administration express interest in teaching at the college level.

Department: │ Career & Technical Education

Current and Ongoing Activity

VRHS took 7 students to the FCCLA National Cluster Meeting this last weekend! They completed 5 Leadership Academy courses

D49 Visual Arts and Design instructors attended the CAEA conference on Nov 3rd & 4th

FMS Family & Consumer program – received a grant for a Shaken Baby from Reality works worth $992

FHS AOHS – a message from a 2012 FHS AOHS graduate
Per Emily Marten - I saw a motorcycle accident and we were first on scene. I stabilized the spine and kept the guy awake and I was able to give a full report to the EMT and he said I did a great job and was impressed with the knowledge. I said he had a possible hip/ leg fracture and was complaining of blurred vision. As soon as they cut the pants, he had both and a bruised back. Then the cop thanked me for doing the right thing and having the courage to give a full report. So I just want to say thank you for being such a great teacher (Ms. Michaels-Lipp) and giving me the ropes to have courage and knowledge to help save a life.

Upcoming Activity

Planning for the 2016 College and Career fair is underway. This is a partnership event with District 11. Currently we have over 90 vendors signed up. We project 800 middle school students and 475 high school students from D49 in attendance.

PHS is planning a Senior Citizens' Thanksgiving Feast on November 18, from 11:00 am - 1:00 pm

FHS will be taking 23 DECA students to the Colorado DECA District 8 Role-Play Competition on November 8th 2016

FHS AOHS has a meeting scheduled with PPCC to discuss the future possibility of Pharmacy Tech integration into the AOHS academy

FHS Agriculture program – There will be a write-up on the new Landscape class in the January edition of the Landscape Industry Journal put out by the Associated Landscape Contractors of Colorado

Department: | Culture and Services

Building culture and providing services is a continuous process that requires buy-in from School District 49's leadership, students, parents, and community. Intentional exposure and meaningful interaction leads to measurable outcomes, which creates a responsive multicultural environment.

Current and Ongoing Activity

Cultural Framework

The Military Student Transition Consultant (MSTC) traveled to Harker Heights, Texas for her initial subject matter training. The MSTC successfully completed the aforementioned Military Child Education Coalition (MCEC) hosted training. The BRIGHT Project Manager is scheduling basic restorative practices training in Austin, Texas for an initial representative cadre from District 49. The cadre will become the first ambassadors for restorative practices professional development in the district. The cadre includes a building administrator, the MSTC, the BRIGHT Project Manager, an elementary school counselor, the Online Professional Learning Specialist, and a representative from district communications. Each of the latter individuals has a role in enhancing, shaping, and aligning BRIGHT to District 49's culture.

Department of Justice

The Department of Justice (DOJ) has been relatively silent since this year's initial interaction concerning the 2nd Annual DOJ report. The Director of Culture and Services will engage the DOJ to set up a telephone update to discuss the 1st semester and any other interest items presented by the DOJ.

Community Outreach

Both the BRIGHT Project Manager and the MSTC are participating in the CDE community engagement "coffee talk" in November. The MSTC is coordinating a planning meeting, which includes local military family support personnel, to establish Military Advisory Committee (MAC) in District 49.

Upcoming Activity

1) Key Planning Cadre RP Training 2) 5-yr BRIGHT Execution Planning 3) CDE RP Grant decision

Department: | Central Enrollment (CE) and Student Information (SI)

Central Enrollment is the entry point of the district; therefore, processes are being reviewed daily to add efficiency and customer focus. The SIS is vital tool in the process of fostering integration in the district.

Current and Ongoing Activity

Enrollment Reform

Decisions on the potential migration of SIS and other IT systems, to support District 49 operations, are still on hold pending the Chief Officers' guidance.

Upcoming Activity

Process Documentation & Customer Service Training

Due to the pending departure of a CE registrar, a process has been enacted to advertise the upcoming vacancy, with the goal of replacing

COO SUMMARY

Now that the holidays are behind us the operations team is quite busy. The facilities team is wrapping up the first phase of the warehouse mezzanine office project with a move in date of Friday Jan 20,2017. The second phase of this office project is nearly 50% and should be ready move-in on February 21st. The last component of the office reconfiguration involving the reception area and the finance modular will be completed by Feb 21st. Once all of the moves are complete we should have an efficient flow of office space by mid March. I want to commend my administrative assistant, Jennifer Kiggins, and my facilites staff for assisting in the various moves and the planning for furniture.

The nutrition services team is gearing up for several national indsustry conventions and eagerly awaiting the nutrition service changes that are sure to come once the new Trump administration is in operation. The transportation team is beginning its preliminary review and assessment of the transporation needs for the 2017-2018 school year.

The IT, safety and the security teams are working with the School Dude folks to create and effective data collection-reporting system that will support their operational dash boards. D49 has been selected to be a major contributor to the new IT ticket system platform that School Dude will launch later in 2017.

Operations is working with the planning office, the facilities leadership and the purchasing department to develop an effiicent construction oversight team for the 3B capital construction activities that will commence in the second quarter of 2017. Now that the D49 construction owners representative is on board we are in the process of selecting the general contractors for the 3B projects. This process should be completed by February board meeting. Regardless the planning office, the architects, the owners representative and the facilities director along with transportation are progressing on the design finalization of the major 3B projects.

Sincerely,

Jack W. Bay

District 49 - Operations KPI Matrix

#	Dept	Key Performance Indicator	12/15/15	1/15/16	2/15/16	3/15/16	4/15/16	6/16	7/16	8/16	9/16	10/16	12/16	Top 20%	Variance Top 20	Dude Avg	Trend	Status
1	FAC	Workorders per student per Year	45%	45%	45%	47%	48%	53%	56%	57%	62%	0.64	0.65	0.76	0.11	0.39	nc	
2	FAC	Workorders completed less than 1 Week	61%	61%	62%	63%	64%	69%	70%	72%	72%	74%	76%	77%	0.01	63%	nc	
3	FAC	Workorders from request portal	12%	12%	12%	12%	11%	10%	10%	9%	8%	9%	8%	81%	0.73	52%	nc	
4	FAC	Workorders per employee per year	209	209	207	188	188	187	189	194	210	208	211	292	81.00	183	nc	
5	FAC	Avg Work Hours per Staff per week	26.24	26.09	26	25.02	24.68	24.27	24.41	25.14	25.69	26.69	27.11	24.60	-2.51	16.89	nc	
6	FAC	Contracted Labor Percentage	61%	61%	60%	59%	57%	74%	73%	72%	69%	58%	58%	5%	-0.53	42%	-	
7	FAC	Preventive Maintenace % of Total Work	32%	31%	31%	31%	31%	31%	32%	33%	33%	33%	33%	38%	0.05	16%	nc	
1	IT	IT tickets completed in less than 1 day	57%	59%	61%	63%	64%	68%	72%	76%	77%	77%	77%	65%	-0.12	44%	+	
2	IT	Avg Days to complete IT ticket	4.22	4.21	4.25	4.01	3.55	3.03	2.68	2.22	1.92	1.77	1.72	3.86	2.14	7.95	-	
3	IT	IT tickets completed on first visit	29%	28%	26%	24%	23%	21%	18%	18%	96%	96%	95%	23%	-0.72	5%	-	
5	IT	Average Days Aged for Open Incident	0.29	0.79	1.18	4.01	6.94	7.05	4.36	7.11	10.39	9.75	22.00	3.00	-19.00	5	-	
1	Energy	Utility Cost per student YTD	$154.00	$136.00	$127.00	$127.00	$127.00	$127.00	$127.00	$127.00	$127.00	$127.00	$127.00	$178.00	51.00	$243.50	+	
1	Energy	Utility Cost per sqft	$1.75	$1.56	$1.28	$1.27	$1.27	$1.27	$1.27	$1.27	$1.27	$1.27	$1.27	$1.05	-0.22	$1.30	+	

DEPARTMENT SUMMARIES

SECURITY & SAFETY

Values: *Student safety supporting safe learning environments.*
Mission: *To provide safety and security services to D49 school community.*

Updates:

- 94 Safe 2 Tell reports have been received during the 2016-2017 school year.

- The following 28 Safe 2 Tell reports received during the month of November: 8-Bullying; 5-Suicide Threats; 1-Drugs; 1-Unsafe Driving; 2-Depression; 2-Fighting; 1-Cyber-bullying; 2-Guns; 1-Child Abuse; 1-Cutting; 1-School Complaint; 1-Assault; 1-Threats; 1-Harassment.

- Staff from the Falcon Zone and iConnect Zone will be trained in and begin using the new threat assessment form.

- Crisis Response Team will be training staff to use the Columbia University Suicide Severity Rating Scale for all suicide assessments.

- Detectives and Deputies from the El Paso County Sheriff's Office have been investigating a case in which a juvenile enrolled at the Excel Program is suspected of being in possession of a handgun. Evidence to support a filing of charges has not been established at this time.

- The Safety and Security team assisted with an investigation into allegations that persons were coming to SCHS with knives, brass knuckles, and guns due to a conflict between a student at the Excel Program and his brother and another student at the PEAK Program. We were unable to establish a finding of reasonable suspicion to support this allegation, but we did find that the brother at PEAK did bring a knife to school.

- The Safety and Security team assisted SCHS by providing visible and mobile support during their investigation into a vandalism/theft case involving 3 SCHS students. CSPD established probable cause to support arrest warrants on all three students for felony charges due to damage and cost of repairs, and re-keying the building rising to $10,000.

- The Safety and Security team provided support to Odyssey Elementary during a lockout initiated at the direction of CSPD due to the execution of a SWAT warrant in close proximity to school. This occurred at 3:00 pm and created challenges with middle school students who were in the area after being released from Skyview Middle School as well as with coordinating the arrival of buses at Odyssey.

- The Sheriff's Office investigated an incident in which a Hispanic or Indian male in a black truck near Evans Elementary attempted to entice a female to get into his black truck and then reached out to grab her. This person and vehicle has not yet been identified.

- The Sheriff's Office investigated an incident in which a white male in a white pick up truck with a camper attempted to give three female students a ride. This person and vehicle has not yet been identified.

NUTRITION SERVICES

Values: Take responsibility for serving a safe high quality and nutritious meal for a reasonable price. Be financially self-sufficient. Team Spirit. Be proud of staff member's contributions.

Vision: Nutritional well-being; to support and promote proper dietary habits contributing to student's health status and academic performance.

Mission: To enhance each students ability to learn by providing quality food and quality service.

Updates:

- Working with fiance and transportation to set district definitions for delinquent debt and bad debt (being driven by a new federal regulation that goes into effect July 1 2017)

- Working with fiance and transportation to establish an unclaimed funds policy and department procedures (driven by state's unclaimed property regulations)

- Started meal services at PTEC on Nov 26th

District 49 - Nutrition Services KPI Matrix

		Key Performance Indicator	1-Nov	FY16	FY15	Fy14	FY13	Trend
1	Nuts	Annual Profit/Loss from Operations	-85,664.53	$236,179	$103,585	$42,313	$139,755	
2	Nuts	Revenue Total	1,354,790.68	$3,339,235	$3,364,547	$3,333,913	$3,686,024	
3	Nuts	Expenses	1,440,455.21	$3,103,056	$3,260,962	$3,291,600	$3,546,269	
4	Nuts	Catering	20,113.21	$48,795				
5	Nuts	Ala Carte	156,925.40	$369,560		590,431.50		
6	Nuts	Free & Reduced %	25.71	26.2%	28.5%	26.6%	26.7%	+
7	Nuts	School Sites supported	19	19	19	20	20	
8	Nuts	Breakfast served sites	14	14	14	13	12	
9	Nuts	Meals Served Lunch	370,887	924,437	947,503	928,372	946,283	
10	Nuts	Meals Served Breakfast	55,020	132,350	124,368	115,516	110,586	
11	Nuts	Total Students	16004	16,456	14,654	14,165	13,996	nc
12	Nuts	SFA Reporting in Data Pipeline	182	182	182	182		
13	Nuts	SFA Excess Net cash reserves		12	16	16		
14	Nuts	SFA Top performing %		6.6%	8.8%	8.8%		

TRANSPORTATION

Values: *Safety. Professionalism. Integrity. Teamwork. Service.*
Vision: *To be recognized as the best student transportation organization in the state of Colorado.*
Mission: *To provide a valued service as efficiently and safely as possible at the least cost.*

Updates:

- 2 drivers short, 1 para short.

- Received new SPED bus latter part of Dec. Will place into service week of 23 Jan 2017.

- Both GENED, SPED and special circumstance populations for bus transport continue to grow. As of end of Dec, a 293 GENED FFS student increase from last year. 248 SPED students transported is highest number in last five years of tracking. Transporting 25 McKinney-Vento/foster care students which equals our highest previous year end totals.

- Begun budget preparation and capital project requests for next FY.

ATTENDANCE STATISTICS YTD 2016-2017

Month	Employees	# School Days	% of Leave	Sick	Sick Bereavement	Sick FMLA	Personal	Dock	Dock FMLA	LWOP	LWP	Jury Duty	Total/Mth
August	92	20	5.2%	42			9.5	44					95.5
September	96	20	4.8%	63			14	16					93
October	98	10	4.4%	24.5	3		5	8		3		0.5	43.5
November	98	17	5.2%	55.5	2		3	26.5					87
December													0
January													0
February													0
March													0
April													0
May													0
	AVG												
Totals YTD	55	67		185	5	0	31.5	94.5	0	3	0	0.5	319.5

KEY STATISTICS

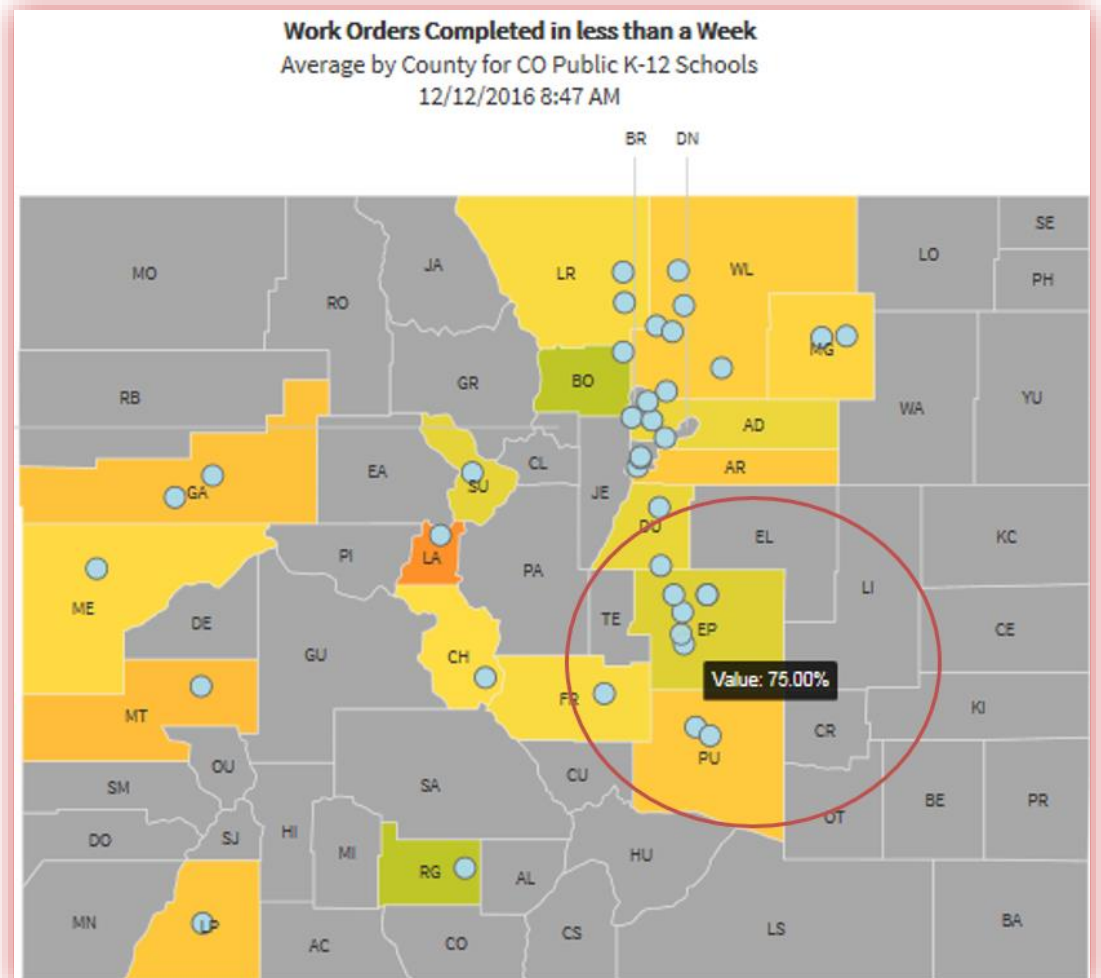|		
Number of Working Day for 16-17		Number of Dock Days
162		94.5 2.6%
Number of Sick Days		Number of Dock FMLA Days
185 5.0%		0 0.0%
Number of Bereavement Days		Number of LWOP Days
5 0.1%		3 0.1%
Number of Sick FMLA Days		Number of LWP Days
0 0.0%		0 0.0%
Number of Personal Days		Number of Jury Days
31.5 0.9%		0.5 0.0%

FACILITIES & GROUNDS

Values: *Strive for Operational Excellence. Ongoing Staff Education. Human Diversity. Maximize Individual Potential. Lifelong learning. Productive Effort. Make a Difference. Shared Responsibilities & Leadership. Emphasize Team Power. Ethical Behavior. Continuous Improvement.*

Mission: *To provide a safe, aesthetically pleasing and comfortable environment for our students, staff and community members.*

Updates:

- Auxiliary Services Mezzanine is well underway, upper office space is currently being framed and electrical services installed.

- HMS Greenhouse heat, water and electrical are complete. Evaluating intercom needs.

- Creekside Parking lot expansion and light enhancements, phase 1 is completed.

- FMS lighting suppression system has been installed and is completed.

- District Grounds Foreman has selected and assigned.

Performance KPI's:

Work Orders Completed in less than a Week
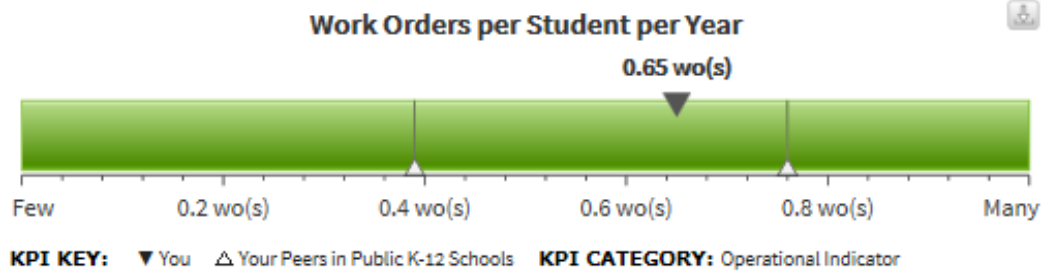Average by County for CO Public K-12 Schools
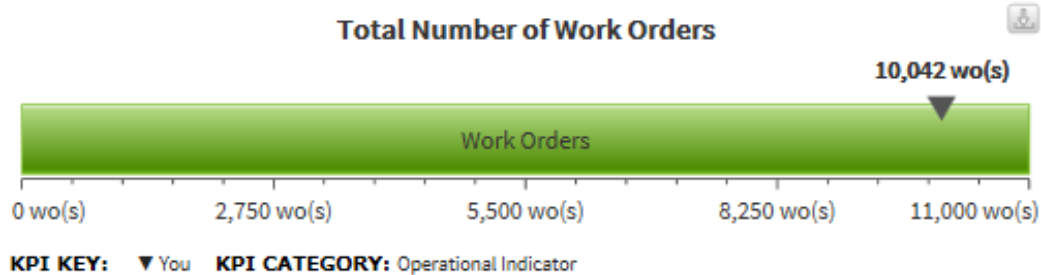12/12/2016 8:47 AM

Value: 75.00%

Maintenance KPI Dashboard

Work Orders per Student per Year

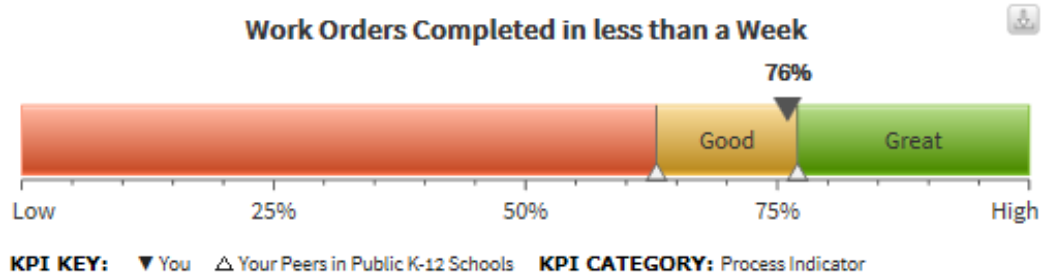Number of Work Orders completed for a one year period divided by the total number of students.

Work Orders per Student per Year

0.65 wo(s)

| Few | 0.2 wo(s) | 0.4 wo(s) | 0.6 wo(s) | 0.8 wo(s) | Many |

KPI KEY: ▼ You △ Your Peers in Public K-12 Schools **KPI CATEGORY:** Operational Indicator

Total Number of Work Orders

Total number of work orders for a 12 month window.

Total Number of Work Orders

10,042 wo(s)

Work Orders

| 0 wo(s) | 2,750 wo(s) | 5,500 wo(s) | 8,250 wo(s) | 11,000 wo(s) |

KPI KEY: ▼ You **KPI CATEGORY:** Operational Indicator
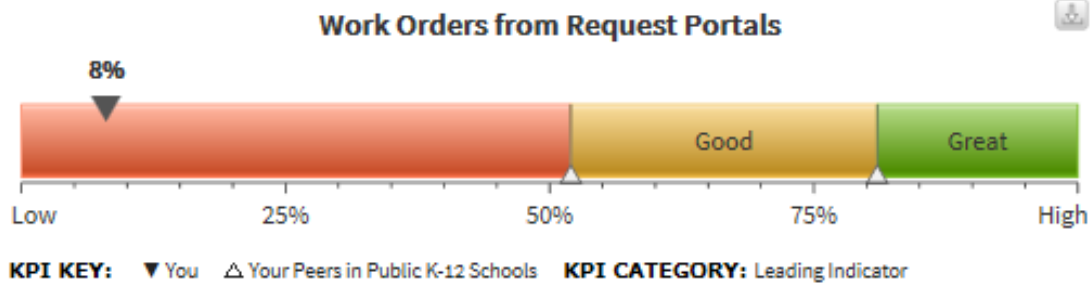
Work Orders Completed in less than a Week

Percentage of routine work orders completed in less than seven days.

Work Orders Completed in less than a Week

76%

Good   Great

| Low | 25% | 50% | 75% | High |

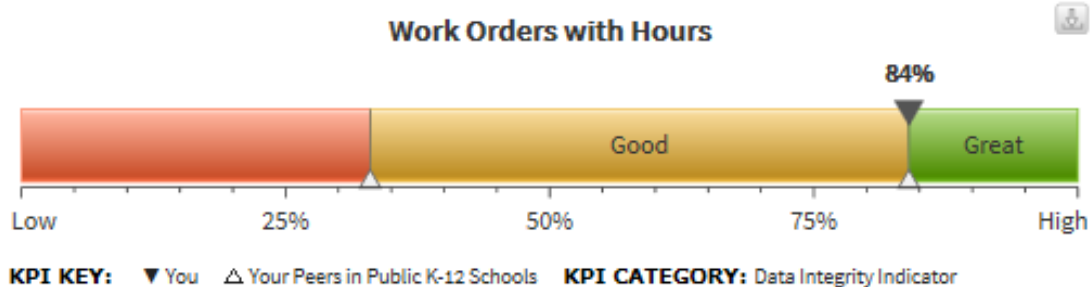**KPI KEY:** ▼ You △ Your Peers in Public K-12 Schools **KPI CATEGORY:** Process Indicator

Work Orders from Request Portals

Percentage of total Work Order requests submitted from the My School Building on-line request website vs. entered by operational staff.
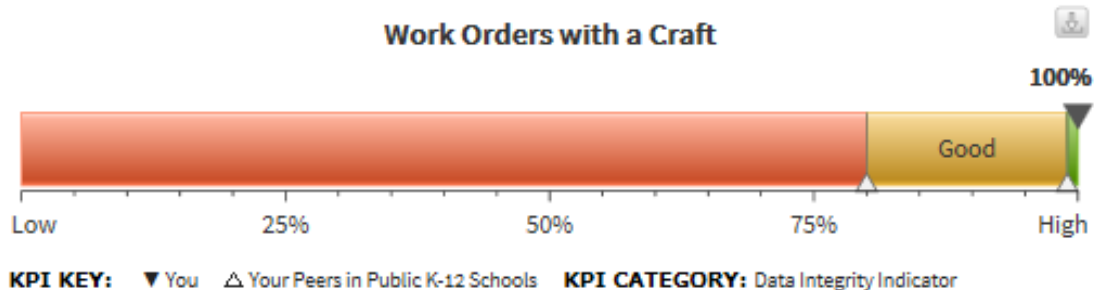
Work Orders from Request Portals

8%

| Low | 25% | 50% | 75% | High |

Good   Great

KPI KEY: ▼ You   △ Your Peers in Public K-12 Schools   **KPI CATEGORY:** Leading Indicator

Work Orders with Hours

Percentage of the total Work Orders submitted that include hours billed to a Work Order.

Work Orders with Hours

84%

| Low | 25% | 50% | 75% | High |

Good   Great

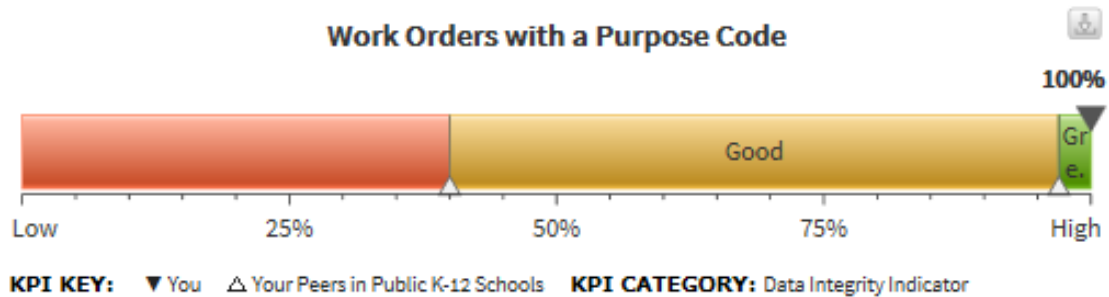**KPI KEY:** ▼ You   △ Your Peers in Public K-12 Schools   **KPI CATEGORY:** Data Integrity Indicator

Work Orders with a Craft

Percentage of the total Work Orders submitted that include a specific Craft-based routing assignment.

Work Orders with a Craft

100%

| Low | 25% | 50% | 75% | High |

Good

KPI KEY: ▼ You   △ Your Peers in Public K-12 Schools   **KPI CATEGORY:** Data Integrity Indicator

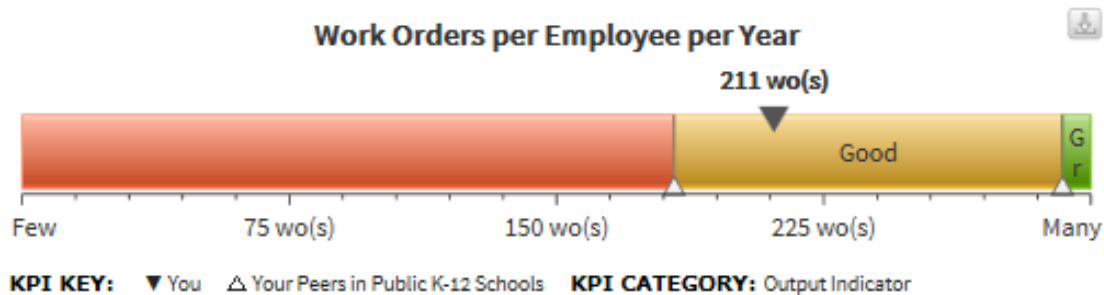## Work Orders with a Purpose Code
Percentage of the total Work Orders submitted that have been assigned a specific Purpose Code.

Work Orders with a Purpose Code

100%

Good | Gr e.

Low | 25% | 50% | 75% | High

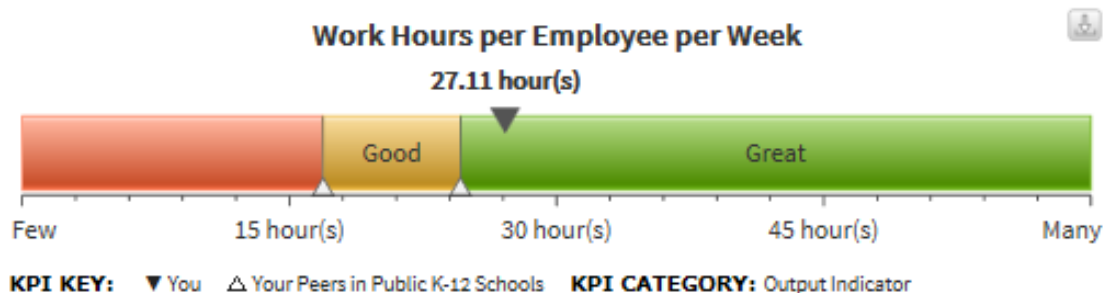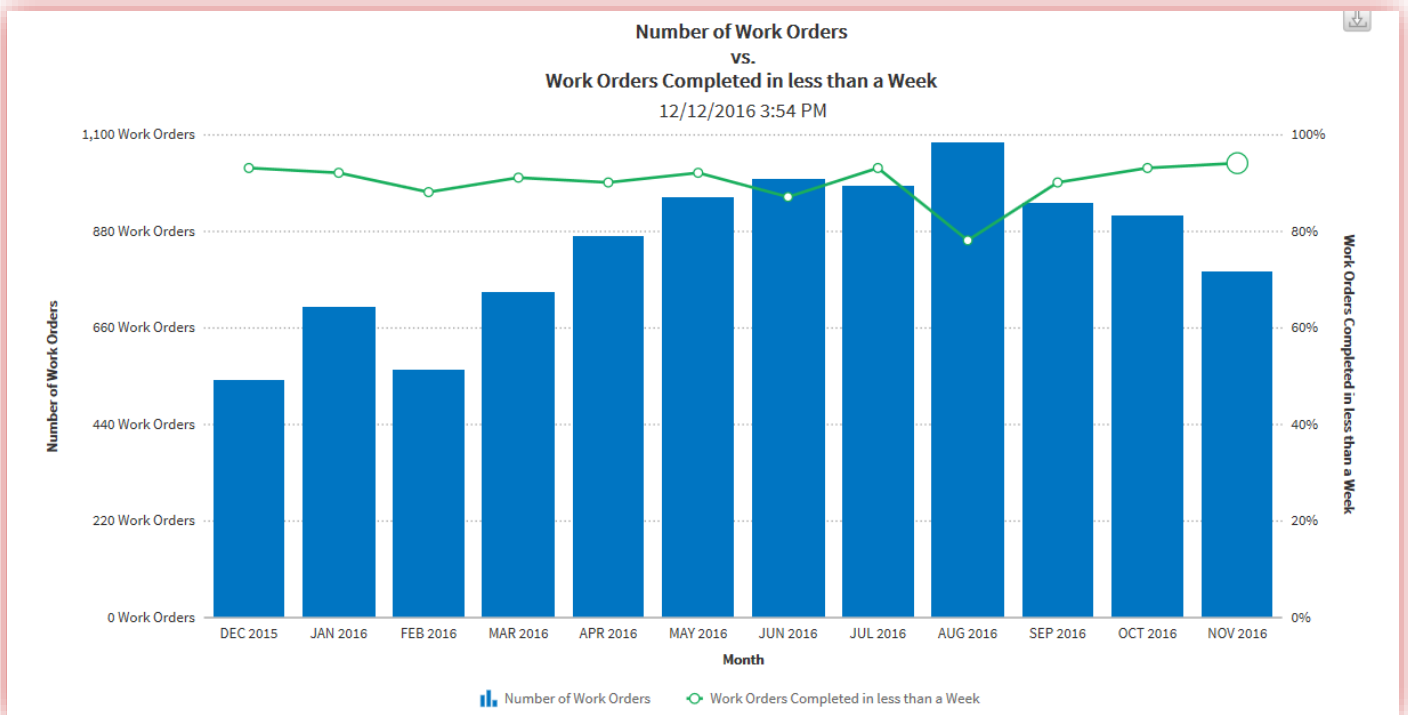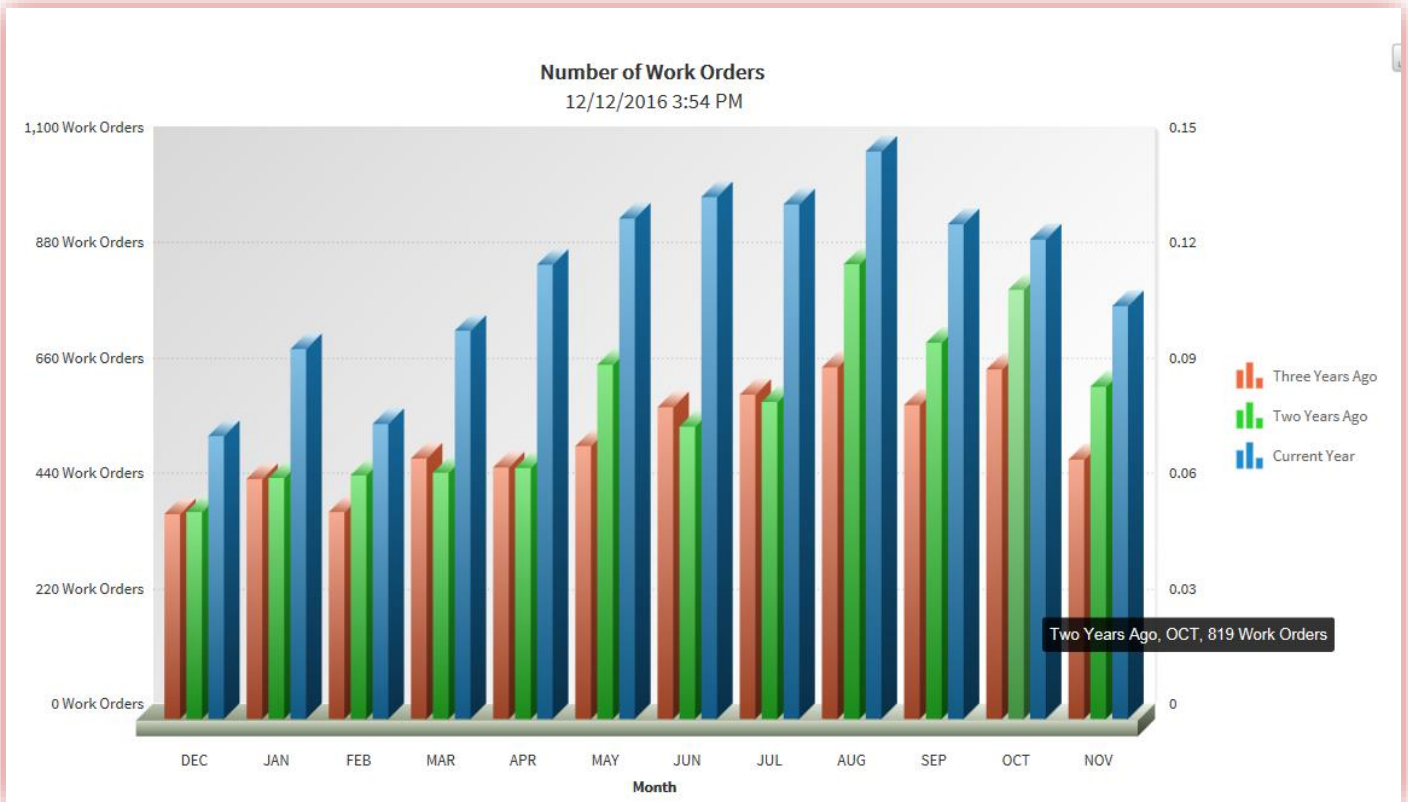**KPI KEY:** ▼ You △ Your Peers in Public K-12 Schools **KPI CATEGORY:** Data Integrity Indicator

Work Orders per Employee per Year
Average number of work orders assigned to an employee in a rolling 12 month window.

Work Orders per Employee per Year

211 wo(s)

Good | G r

Few | 75 wo(s) | 150 wo(s) | 225 wo(s) | Many

KPI KEY: ▼ You △ Your Peers in Public K-12 Schools **KPI CATEGORY:** Output Indicator

Work Hours per Employee per Week
Sum of Labor Hours for a rolling 12 month window divided by 50 weeks.

Work Hours per Employee per Week

27.11 hour(s)

Good | Great

Few | 15 hour(s) | 30 hour(s) | 45 hour(s) | Many

KPI KEY: ▼ You △ Your Peers in Public K-12 Schools **KPI CATEGORY:** Output Indicator

Number of Work Orders
12/12/2016 3:54 PM

Two Years Ago, OCT, 819 Work Orders

Legend: Three Years Ago, Two Years Ago, Current Year

Number of Work Orders
vs.
Work Orders Completed in less than a Week
12/12/2016 3:54 PM

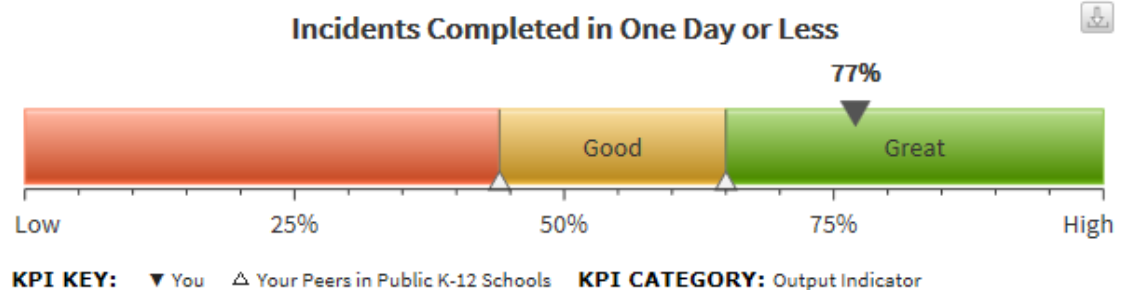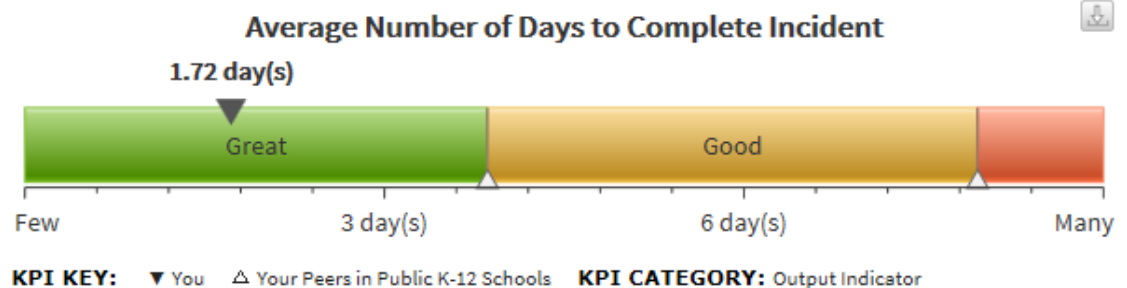Legend: Number of Work Orders, Work Orders Completed in less than a Week

Technology KPI Dashboard

Incidents Completed in One Day or Less
Percentage of Completed/Closed IT Incidents that were completed in one day or less.

Incidents Completed in One Day or Less

77%

| Low | 25% | 50% | 75% | High |

Good Great

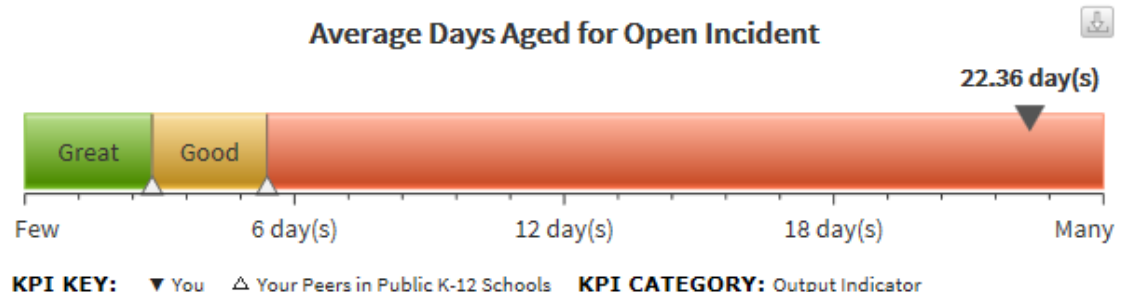**KPI KEY:** ▼ You △ Your Peers in Public K-12 Schools **KPI CATEGORY:** Output Indicator

Average Number of Days to Complete Incident
Average number of days to complete incident, from the request date to the actual completion date.

Average Number of Days to Complete Incident

1.72 day(s)

Great Good

| Few | 3 day(s) | 6 day(s) | Many |

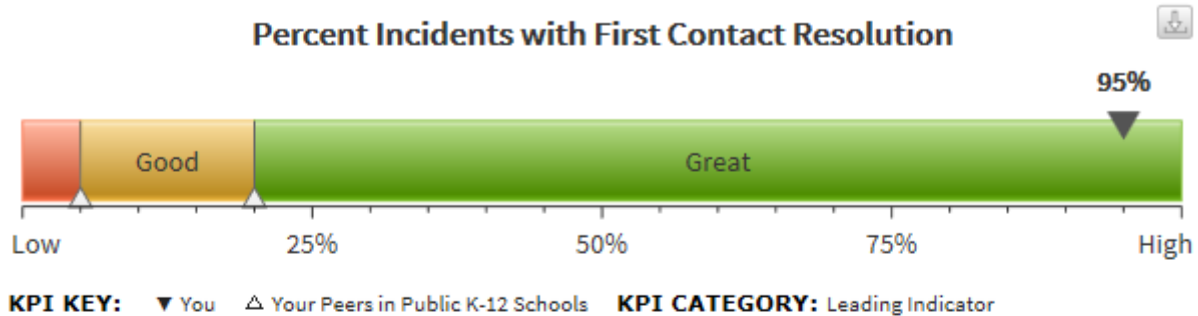**KPI KEY:** ▼ You △ Your Peers in Public K-12 Schools **KPI CATEGORY:** Output Indicator

Average Days Aged for Open Incident
Snapshot of the average age for New Request, Work In Progresses, On Hold, Waiting More Information, Parts on Order, and Re Open Incidents.
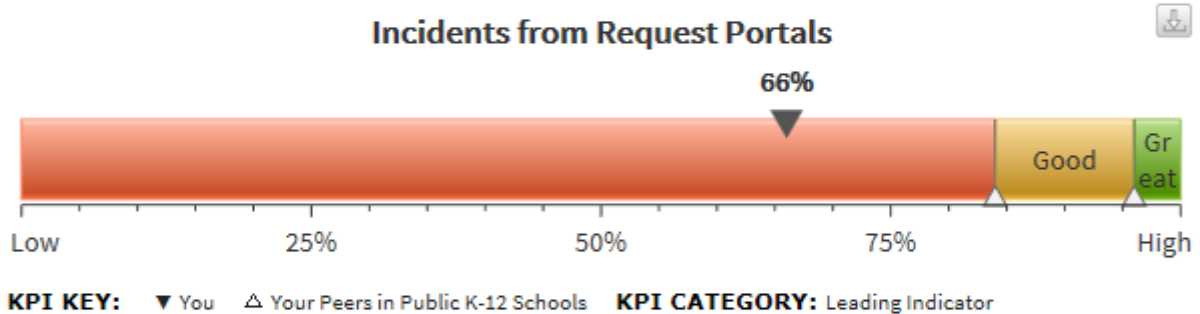
Average Days Aged for Open Incident

22.36 day(s)

Great Good

| Few | 6 day(s) | 12 day(s) | 18 day(s) | Many |

KPI KEY: ▼ You △ Your Peers in Public K-12 Schools **KPI CATEGORY:** Output Indicator

Incidents with First Contact Resolution

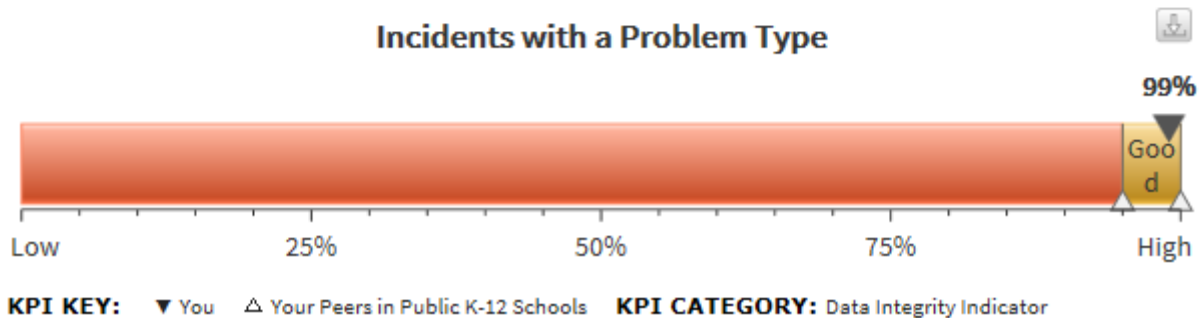The percentage of technology incidents that were resolved with first contact or without escalation.

Percent Incidents with First Contact Resolution

95%

Good   Great

| Low | 25% | 50% | 75% | High |

KPI KEY: ▼ You △ Your Peers in Public K-12 Schools   **KPI CATEGORY:** Leading Indicator

Incidents from Request Portals

Percentage of Completed/Closed IT Incidents submitted from the request portals.

Incidents from Request Portals

66%

Good   Gr eat

| Low | 25% | 50% | 75% | High |

KPI KEY: ▼ You △ Your Peers in Public K-12 Schools   **KPI CATEGORY:** Leading Indicator

Incidents with a Problem Type

Percentage of the total IT Incidents submitted that have been assigned a specific Problem Type.

Incidents with a Problem Type

99%

Goo d

| Low | 25% | 50% | 75% | High |

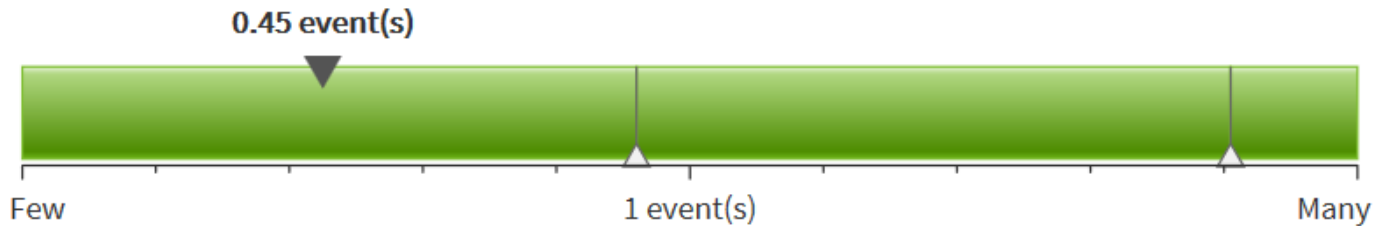**KPI KEY:** ▼ You △ Your Peers in Public K-12 Schools   **KPI CATEGORY:** Data Integrity Indicator

Facility Events KPI Dashboard

Number of Events per Student per Year

Total number of events scheduled over the past 12 months that's Approved and Activated, excluding Cancelled events, divided by the total number of students.

Number of Events per Student per Year

0.45 event(s)

Few
1 event(s)
Many

Kpi Key: ▼ You △ Your Peers in Public K-12 Schools **KPI Category:** Operational Indicator

Average Number of Days to Activate Permits

Average cycle time (number of days) between community facility use requests and approval of the community facility use request.

Average Number of Days to Activate Permits

0.52 day(s)

Great | Good

Few
2 day(s)
4 day(s)
6 day(s)
Many

Kpi Key: ▼ You △ Your Peers in Public K-12 Schools **KPI Category:** Process Indicator

Utilities KPI Dashboard

Percent of Facilities Having Square Footage

Percentage of facilities where an amount of square footage has been identified for reporting and statistics.

Percent of Facilities Having Square Footage

95%

Good | Great

Low | 25% | 50% | 75% | High

KPI KEY: ▼ You △ Your Peers in Public K-12 Schools **KPI CATEGORY:** Data Integrity Indicator
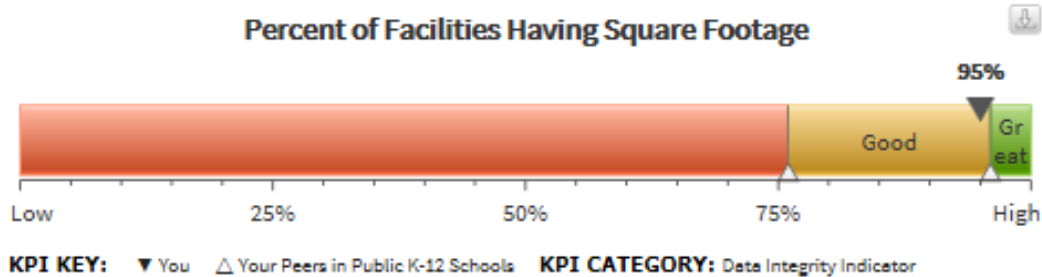
Utilities Cost per Student per Year

Utilities cost per student per year is based on the total bill amounts entered for a most recent 12 month rolling window divided by student enrollment in NCES.

Utilities Cost per Student per Year

$127

Great | Good

Low | $75 | $150 | $225 | High

KPI KEY: ▼ You △ Your Peers in Public K-12 Schools **KPI CATEGORY:** Financial Indicator
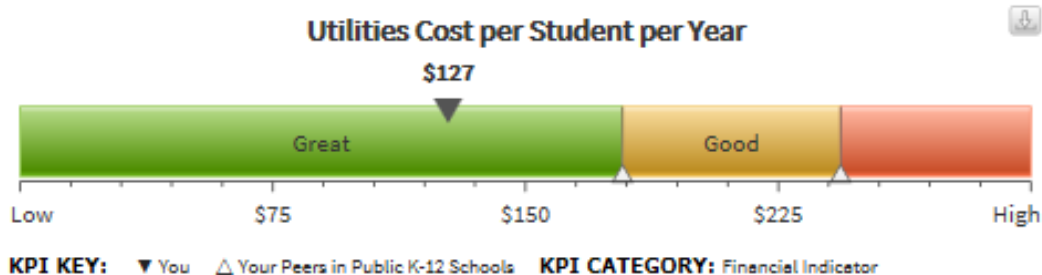
Utilities Cost per Square Foot

Utilities cost per square foot per year is based the total bill amounts for the most recent 12 month window, divided by the building's area. This KPI is an average.

Utilities Cost per Square Foot

$1.27

Great | Good

Low | $1 | High

KPI KEY: ▼ You △ Your Peers in Public K-12 Schools **KPI CATEGORY:** Financial Indicator