
ORGANIZATIONAL SECTION

LITTLETON PUBLIC SCHOOLS

Littleton, Colorado

PROFILE OF THE SCHOOL DISTRICT

The school district was established in 1889 and is organized under Article IX of the Constitution of the State of Colorado. The district was later redistricted and named Arapahoe County School District Number Six. It is commonly called Littleton Public Schools. The district is fiscally independent based on the governmental accounting standards of having an elected governing body with a separate legal status that adopts the annual budget and certifies mill levies to Arapahoe County for property tax collections.

The district operates under a locally-elected, five-member board providing educational services as mandated by state and/or federal agencies. The legislative power of the school district is vested in the Board of Education, whose members are elected at successive biennial elections by the electors for staggered four-year terms. The Board of Education governs the district's 24 schools, staffed by 894 certificated teaching personnel, 608 classified employees, and 62 administrative employees. Educational services are provided to approximately 15,272 students in Grades K–12 and special education preschool students.

The school district is the eighteenth largest in Colorado (among 178 school districts) in terms of enrollment and the third largest in Arapahoe County (after the Cherry Creek and Aurora school districts). In 2016–2017, it will operate one early childhood program at two facilities, thirteen elementary schools, four middle schools, three high schools, one combined alternative middle school/high school, and two charter schools.

The district services an area of approximately 28 square miles in western Arapahoe County, in the southern portion of the Denver metropolitan area. Included within its boundaries are the town of Columbine Valley, the majority of the city of Littleton, portions of the municipalities of Bow Mar, Centennial, Englewood, Greenwood Village, and approximately four square miles of unincorporated Arapahoe County.

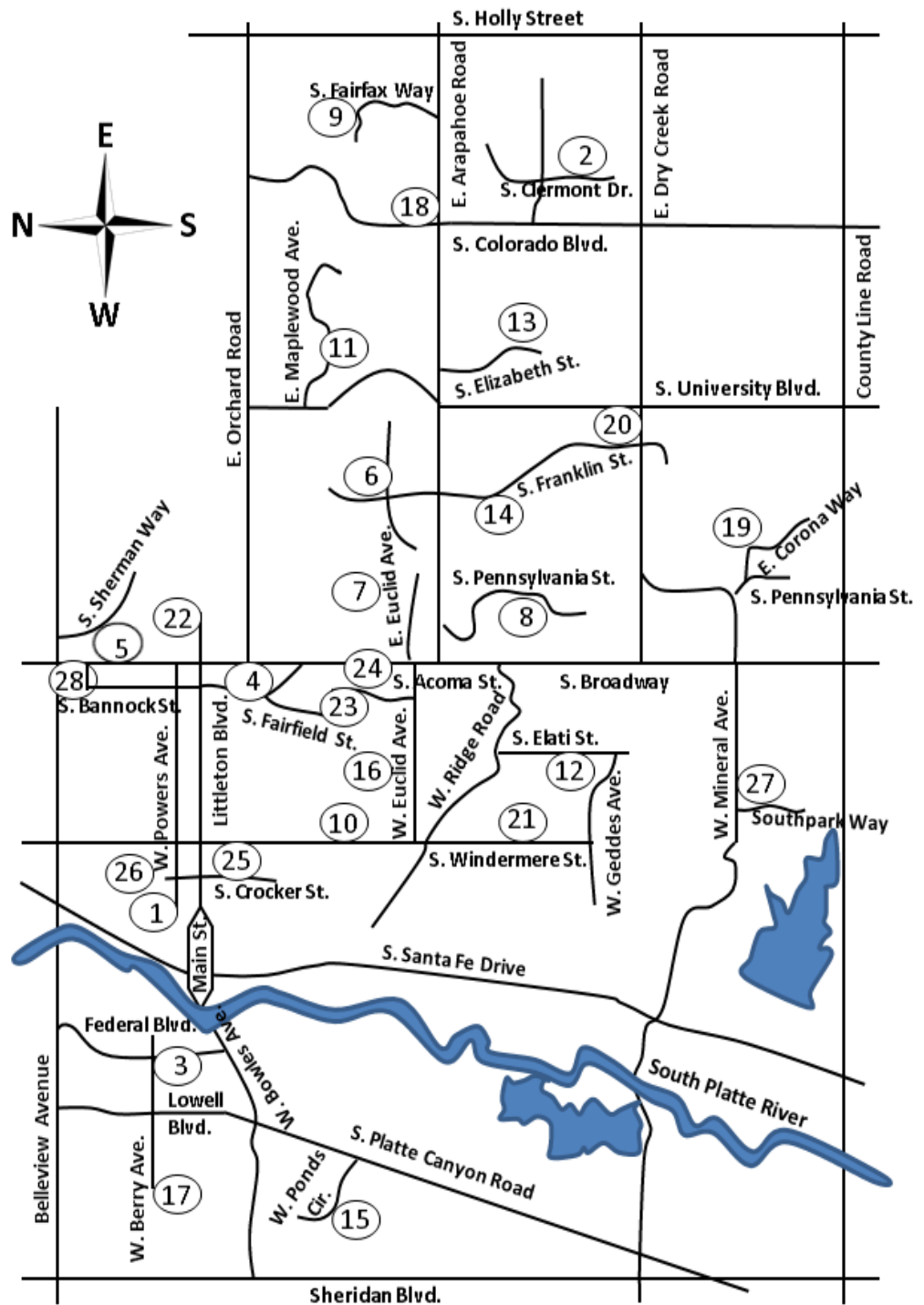
The area of the district is principally residential, with a population estimated at 92,432. The percentage of students in the general population is therefore only 16.5 percent. The number of students overall has been stable or slightly declining for several years. Slight enrollment losses are projected for the near future. A static or declining student enrollment limits or reduces funding for educational programs and supporting services.

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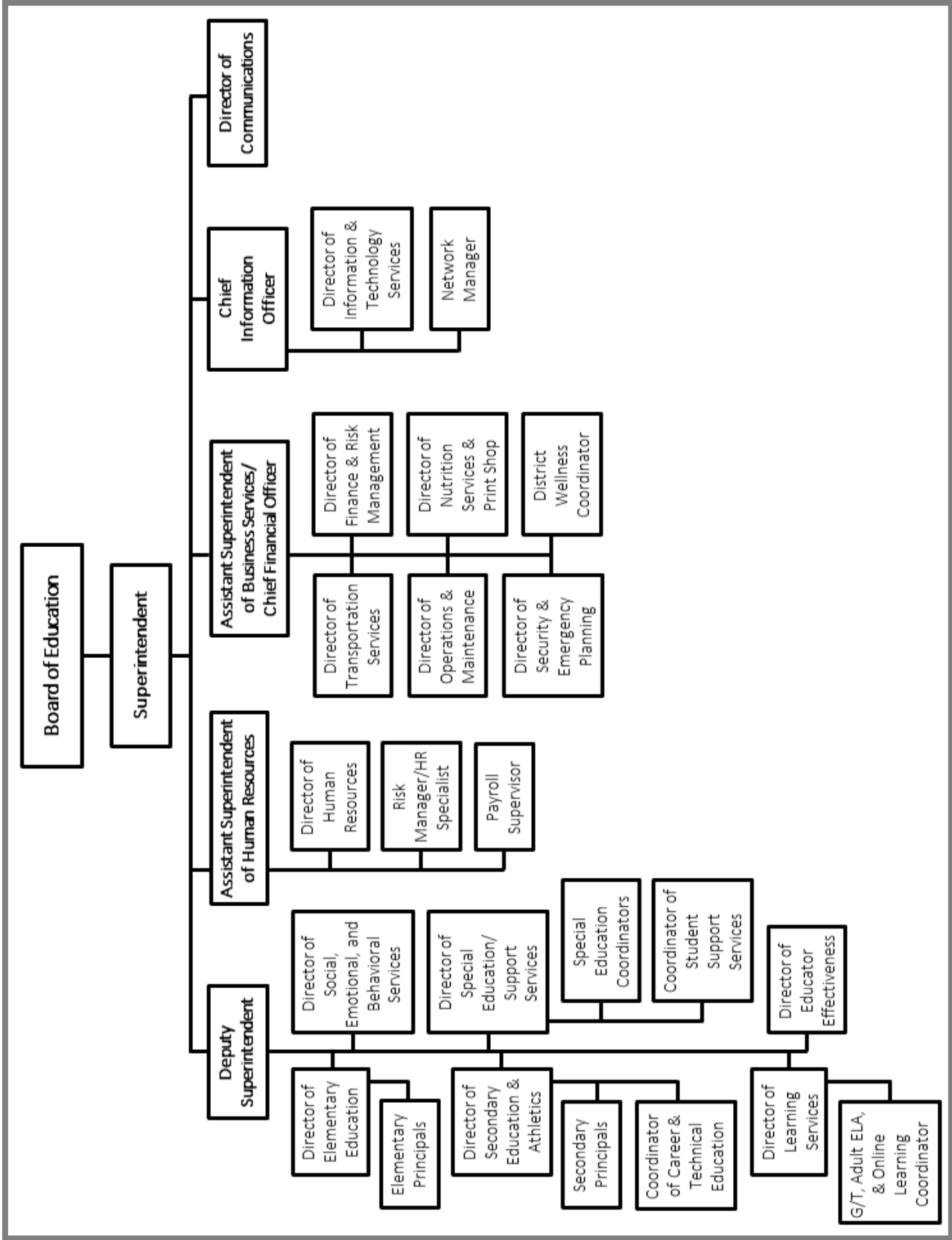
MAP OF THE SCHOOL DISTRICT

1. The Village
2. Ames Facility*
3. Centennial Elementary
4. East Elementary
5. Field Elementary
6. Franklin Elementary
7. Highland Elementary
8. Hopkins Elementary
9. Lenski Elementary
10. Moody Elementary
11. Peabody Elementary
12. Runyon Elementary
13. Sandburg Elementary
14. Twain Elementary
15. Wilder Elementary
16. Euclid M.S.
17. Goddard M.S.
18. Newton M.S.
19. Powell M.S.
20. Arapahoe H.S.
21. Heritage H.S.
22. Littleton H.S.
23. Options Secondary at Whitman
24. Acoma Building*
25. Education Services Center
26. Transportation Services Center
27. Littleton Academy Charter School
28. Littleton Preparatory Charter School



* The Ames Facility and Acoma Buildings are currently being used for various district programs, by several nonprofit organizations, and for community needs.

LITTLETON PUBLIC SCHOOLS
 Littleton, Colorado
 ORGANIZATIONAL CHART



LITTLETON PUBLIC SCHOOLS

Littleton, Colorado

STRATEGIC PLAN

Vision Statement

Littleton Public Schools ♦ Extraordinary learning, exceptional community, expanded opportunity and success for all students

Mission Statement

To educate all students for the future by challenging every individual to continuously learn, achieve, and act with purpose and compassion in a safe and secure environment

Core Beliefs

1. A Littleton Public Schools education prepares all students to succeed in a global society.
2. Every student is unique and has different abilities, needs, and learning styles that require varying educational techniques and strategies.
3. Students learn best when their passions and talents are coupled with high expectations and academic rigor in a safe and caring environment.
4. A quality educational environment requires exceptional teachers, administrators, and staff supported by effective professional development, competitive compensation, and personnel practices that attract and retain the best staff.
5. The foundation for education and citizenship is built upon communication and connections with the community, including the active participation of students, staff, and parents.
6. A comprehensive education provides students with varied learning opportunities that include curricular and extra-curricular offerings.
7. Meaningful and appropriate evaluation of student learning occurs through timely and ongoing analysis of student performance on a variety of assessments.
8. Effective use of technology as an instructional tool enables students to successfully communicate, learn, and compete in a global environment.
9. An LPS education enables students to think critically, work collaboratively, communicate effectively, and act with integrity.
10. Students learn best when there are collaborative partnerships that foster thoughtful and relevant learning innovations between school and district leadership.
11. A strong, flexible, and fiscally responsible school district that is adequately funded is critical for long-term success and community confidence; for maintaining strong partnerships with local, state, and national elected officials and neighboring agencies; and for engaging in, shaping, and influencing public policy that affects education services in LPS.

Focus Areas

1. Enhance instructional systems and career pathways that maximize achievement for all students and integrate knowledge and skills relevant to 21st century career choices.
2. Expand utilization of instructional technology with appropriate use for student achievement while providing the infrastructure for organizational efficiency and effectiveness.
3. Provide an educational and work environment that supports professional learning and collaborative work for all staff.
4. Promote, sustain, and create quality programs that make Littleton Public Schools the uniquely preferred choice for families inside and outside the district.
5. Engage the community and parents as active partners in the objectives, activities, and performance of the school district and its students.
6. Optimize the use of district resources and facilities to meet student learning needs while operating the district efficiently.
7. Promote and provide a safe environment that fosters caring, respect, and compassion for others.
8. Enhance and support quality early childhood and childcare programs.
9. Educate and support staff, parents, and community to address diverse student learning by providing access and opportunities for all students.
10. Partner with parents and community to expand and enhance programs that address the physical, social, and emotional well-being of students, families, and staff.

LITTLETON PUBLIC SCHOOLS

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DISTRICT GOALS FOR SCHOOL IMPROVEMENT

Colorado law requires every school and district to utilize the Unified Improvement Plan (UIP), an annual improvement process that includes measurable goals to improve student achievement. The district supports a three-year planning cycle for school and district improvement to provide quality time to develop long-range goals and to measure student progress over time. In compliance with state law, data are analyzed and progress is documented annually. The Learning Services team makes semi-annual visits to each school to discuss progress toward goals. The district continues to monitor and report graduation and dropout rates, attendance rates, and student achievement data, such as standardized test scores, *American College Test (ACT)*, and *Scholastic Aptitude Test (SAT)* scores, Advanced Placement test results, International Baccalaureate (IB) test results, and the *Colorado Measures of Academic Success (CMAS)* test results.

In accordance with state law concerning school and district accreditation and federal legislation, LPS developed goals designed to address and measure student performance. Schools may include additional local goals identified by the school community. Each school, as well as the district, completes a state-required UIP.

LPS Accreditation Goals for Student Achievement

In addition to the following accreditation goals, Littleton Public Schools has established a District Achievement Goal that states: *One hundred percent of LPS students will graduate prepared for meaningful post-secondary opportunities.*

- To improve student learning, a minimum of one year's growth in one year's time in reading, writing, and math will be demonstrated by the Colorado Growth Model.
- To close the learning gap, students in underperforming subgroups will achieve more than a year's growth in a year's time in reading, writing, and math as demonstrated by CMAS results and supported by other information.
- To measure student achievement in content areas other than reading, writing, and math, 75–85 percent of all students will achieve at grade level as defined in district adopted curricula and demonstrated by classroom assessment results. Those results show 82 percent of all LPS students are achieving on or above grade level.

Increasing achievement and growth are major components of the LPS Strategic Plan. The district has made a commitment to Professional Learning Communities (PLCs); to a Universal Literacy Framework (ULF), which includes Inspired Writing; to science, technology, engineering, and math (STEM) education; and to the implementation of the Colorado Academic Standards. All of this is working to increase equity of experience and to raise standards across all grade levels and in every content area. Strengthening Tier I, or universal instruction, is key to improving student achievement. Toward this end, co-teaching has been implemented with English language learners and some special education classes. Providing solid Tiers II and III interventions is another ongoing mission of the district plan to improve achievement.

A commitment to data is behind each initiative, and ongoing data training is another key component of the overall plan. Our Annual Report reflects this commitment. The LPS commitment to using 21st Century tools is also reflected in our professional development plan and ULF. Collaboration paves the way to success in the 21st Century.

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The following summarizes student achievement data, which the district continues to monitor and report.

- **Attendance rates.** Certification of attendance rates is completed at the conclusion of each fiscal year. The 2014–2015 average pupil attendance rate per Colorado Department of Education was 95.29 percent. LPS has maintained an average attendance rate of at least 93.0 percent for the past ten years. Schools continue to monitor the attendance rate and work with individual students and their families where attendance problems exist.
- **Graduation rate.** LPS high schools have a graduation rate that is consistently higher than the Colorado average. The 2015 graduation rate for the district was 89.7 percent. High schools continue to set goals to achieve continuous improvement in the graduation rate. In addition, all schools continue to help students take responsibility for their personal academic success.
- **Student achievement.** The standardized test scores of LPS students continue to surpass both the Colorado and national averages. LPS students continue to outscore the state by double digits in all grades and content areas tested. LPS students with disabilities and students in poverty also out-performed the state in all grades and content areas tested. Test results are presented beginning on page 170.
- **Other indicators.**
 - ✓ The dropout rate for 2014–2015 of 0.9 percent is among the lowest in the Denver metropolitan area.
 - ✓ The number of LPS graduates who go on to higher education continues to be high, at approximately 90.9 percent in 2015.
 - ✓ A total of 1,173 high school juniors and seniors sat for 2,229 Advanced Placement exams in 2014–2015. These students may receive college credit by scoring three or higher on a five-point scale on exams in various subjects. Test takers posted scores of three or higher on 65.2 percent of exams taken.
 - ✓ A large number of LPS high school seniors took college entrance tests in 2014–2015. The average scores were all above both national and Colorado averages on the *ACT* tests and on the *SAT* tests. See pages 174–175 for test results.
 - ✓ In 2015, LPS high school seniors were awarded approximately \$37.0 million in college grants and scholarships.
 - ✓ In 2015, LPS had five National Merit Scholarship Finalists, one Presidential Scholar Candidate, two National Achievement Programs, two National Hispanic Recognition, four Boettcher Scholars, and one Boettcher Scholar Finalist.
 - ✓ In 2014, LPS was the only district in the greater Denver metropolitan area and one of only 27 districts statewide to be Accredited with Distinction by the Colorado Department of Education. LPS has been Accredited with Distinction five years in a row. This is Colorado's highest academic accreditation rating and only 11 out of 178 Colorado school districts have obtained the Accredited with Distinction rating every year it has been awarded.
 - ✓ In 2014, LPS schools received five John Irwin School of Excellence awards, two Governor's Distinguished Improvement awards, and an English Language Proficiency Act Excellence award from the Colorado Department of Education.
 - ✓ All three LPS high schools — Littleton, Heritage, and Arapahoe — are nationally recognized and award-winning. They have been featured in *Newsweek Magazine's* "Top High Schools in America" and *5280 Magazine's* "Top High Schools in Denver."

LITTLETON PUBLIC SCHOOLS

Littleton, Colorado

SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Reporting Entity

The district was formed under the laws of the State of Colorado and operates under an elected Board of Education. The district's fiscal year is from July 1 through June 30. As required by Generally Accepted Accounting Principles (GAAP), the financial statements of the reporting entity include those of the district only. No additional separate governmental units, agencies, or nonprofit corporations are included in the financial statements of the district, except for the two charter schools of the district, Littleton Academy and Littleton Preparatory schools.

The two charter schools are separate, independent organizations, but are financially dependent on the district. The statutory and contractual financial obligation to the charter schools is a budgeted expenditure in the district's General Fund. The budgets for the charter schools' entire income and expenses are reported as component units of the district.

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

Fund Accounting

The district uses funds and account groups to report on its financial position and the results of its operations. Fund accounting is designed to demonstrate legal compliance and to aid financial management by segregation of transactions related to certain government functions or activities.

A fund is a separate accounting entity with a self-balancing set of accounts. An account group, on the other hand, is a financial reporting device designed to provide accountability for certain assets and liabilities that are not recorded in the funds because they do not directly affect available financial resources.

Funds are classified into two categories: governmental and fiduciary. Each category, in turn, is divided into separate "fund types."

Governmental Funds

- *General Fund*—The General Fund is the general operating fund of the district. It is used to account for all financial resources except those required to be accounted for in another fund.
- *Risk Management Fund*—The Risk Management Fund is a sub-fund of the General Fund. It is used to account for risk-related activities at the discretion of the Board of Education.
- *Special Revenue Funds*—Special Revenue Funds are used to account for the proceeds of specific revenue sources that are legally restricted to expenditures for specified purposes. There are four Special Revenue Funds in the district: the Designated Purposed Grants Fund, Student Athletic and Activities Fund, Nutrition Services Fund, and the Extended Day Care Program Fund.
- *Debt Service Fund*—The Debt Service Fund is used to account for the accumulation of resources for, and the payment of, general long-term obligation principal, interest, and related costs. The Bond Redemption Fund is the only Debt Service Fund of the district.

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SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES
(continued)

- *Capital Projects Funds*—Capital Projects Funds are used to account for and report financial resources that are restricted, committed, or assigned to expenditures for the major capital outlays and ongoing capital needs of the district. There are two Capital Projects Funds in the district: the Building Fund and the Capital Projects Fund.

Fiduciary Fund

- *Agency Fund*—The Agency Fund accounts for assets held by the district as an agent for student clubs and other organizations. The Student Clubs Fund is the only Agency Fund of the district. No budget is prepared for the fund in this category.

System of Classifying Revenues and Expenditures

Revenues for the district are classified by source within a fund. The major divisions by source are as follows.

- Property tax
- Other local sources—investment earnings, student fees, and fines
- State sources—state equalization, special education aid, etc.
- Federal sources—federal grants mostly in the grants fund
- Transfers from other funds

Expenditures are classified by fund, location, function, object, and purpose. In this budget document, dual presentations for expenditures are by service unit and by object.

Basis of Accounting/Measurement Focus

The accounting and financial reporting treatment applied to a fund is determined by its measurement focus. All governmental funds are accounted for using a current financial resources measurement focus. With this measurement focus, only current assets and current liabilities are included on the balance sheet. Operating statements of these funds present increases (i.e., revenues and other financing sources) and decreases (i.e., expenditures and other financing uses) in net current assets.

Governmental funds are used to account for the government's general government activities. Governmental fund types use the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recognized when susceptible to accrual (i.e., when they become both measurable and available). Expenditures are recorded when the related fund liability is incurred, if measurable, with the exception of unmatured general obligation and capital lease principal, which are accounted for as expenditures when due.

Budget

Budgets are required by state law for all funds. During May, the superintendent of schools submits to the Board of Education a proposed budget for all funds for the fiscal year commencing the following July 1. The budget includes proposed expenditures and the means of financing them. Notice is provided to taxpayers of the availability for inspection of the proposed budget. Prior to June 30, the budget is adopted by formal resolution.

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SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES
(continued)

Expenditures may not legally exceed appropriations at the fund level. Authorization to transfer budgeted amounts between departments with any fund rests with the superintendent, the deputy superintendent, and the assistant superintendents, or their respective designees. The reallocation of budget line items within any school or department within any fund rests with the school principal or department supervisor.

Revisions that alter the total appropriation of any fund must be approved by the Board of Education. Appropriations are based on total funds expected to be available in each budget year, including beginning fund balances and reserves as established by the Board of Education. Variances between budgets and actual numbers result from the non-expenditure of reserves, non-occurrence of anticipated events, scheduling of capital projects, and normal operating variances. All appropriations lapse at fiscal year-end.

Cash and Investments

In order to facilitate the recording of cash transactions and maximize earnings on investments, the district has combined the cash resources of certain of its funds and maintains accountability for each fund's equity in the pooled cash and investments. Cash of the Bond Redemption Fund is held by a third party custodian bank.

All investments are stated at fair market value as of the balance sheet date. Earnings on investments are allocated to individual funds based on their proportional equity in cash and investments purchased.

Year-End Fund Balance

Maintaining a fiscal year-end fund balance is a beneficial and sound financial management practice. As such, Board policy states that a minimum General Fund unassigned fund balance amounting to five percent of the district's current fiscal year adopted General Fund revenue budget is included in the annual budget. This minimum reserve is in excess of the emergency reserve required by Article X, Section 20 of the Colorado Constitution (TABOR) and other restricted, nonspendable, committed, or assigned General Fund fund balances.

In the event the district must use any or all of the five percent year-end unassigned fund balance to cover an unexpected loss of revenue or an extraordinary expenditure, those funds will be reallocated to fulfill the five percent required year-end unassigned fund balance before any other budget allocations in the subsequent fiscal year, unless otherwise approved by the Board.

All other district fund fund balances are categorized as non-spendable, restricted, committed, assigned, or unassigned per Board policy and as required by law.

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BUDGET DEVELOPMENT PROCESS

Basis of Budgeting and Accounting

Budgets for all funds are adopted on a basis consistent with Generally Accepted Accounting Principles (GAAP).

Budget Document

This budget document was designed to provide the general public with extensive and readable information about the school system. It is also intended as a working reference document for administrators and other school personnel.

The Table of Contents lists every topic covered in this document and its page number. As an additional aid, the document is divided into the following four sections.

- **Introductory Section**—Presents the Executive Summary which covers all information contained in other sections of the document, along with a budget award and a listing of Board of Education members and district administrators.
- **Organizational Section**—Includes an explanation of the school district and its significant governmental accounting and budget policies, an organizational chart, the mission statement, major goals and objectives, and the budget development and administration process.
- **Financial Section**—Presents the budgets for all funds, including summaries down to the school site and departmental levels in the General Fund.
- **Informational Section**—Includes numerous types of performance and operational information, including performance measures, enrollment trends, staffing and employee trends, revenues and expenditures trends, the uniform budget summary as required by C.R.S. 22-44-105 of the School Finance Act, and a glossary of terms.

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BUDGET ADMINISTRATION AND MANAGEMENT PROCESS

Budget Administration Overview

The annual operating budget represents the district's plan to ensure that scarce financial resources are spent as efficiently and effectively as possible to meet the district's goals. It has been developed to focus the district's resources into programs and services that add value to the educational excellence the district provides its students. The district uses the Financial Policies and Procedures Handbook adopted by the State Board of Education in the development of the budget, the keeping of its financial records, and the periodic presentation of the financial information to the Board of Education.

The purposes of this budget document are to serve as a:

- Policy document
- Financial plan
- Operations guide
- Communications tool

Budget administration and management is the process of regulating expenditures throughout the fiscal year to ensure that they do not exceed authorized amounts and are used in a manner consistent with both district policies and Colorado State laws. The district's budget process is ongoing and includes long-range forecasting and planning.

Management of the budget is accomplished in a variety of ways: monitoring program and curriculum implementation; controlling expenditures through the use of selective buying; tracking revenue receipts; making corrections to expenditure allocations to reflect changes in costs, service levels, or plans; and reports to the Board of Education and public on fiscal operations.

During the preparation of the budget, the district utilizes many tools in order to allocate resources. Once the budget is adopted by the Board of Education in June, the document becomes a major fiscal management tool for administering and controlling expenditures. Other budget administration and management issues important to the budget process are discussed below.

Organization for Budget Management

Based on input from the Board of Education, the Financial Advisory Committee, negotiated salary agreements, and other relevant information, the Financial Services Department develops budget guidelines for approval by the superintendent's staff. The budget guidelines and all information necessary to develop a budget are sent to each budget manager to assist them in determining the allocation of funds which best meets the needs of their students or department.

School-centered decision making at the elementary, middle, and high schools further refines the budgeting process as sites strive to meet their improvement goals with the available funding. Budget sums allocated to the schools are further described on the Resource Allocation for Learning Sites on page 38.

Schools and departments determine the dollar amounts for their budget line items within overall limits and allocations. The staff of the Financial Services Department enters the proposed budgets by direct data entry into the district's computerized financial software system. The actual budget for the district

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BUDGET ADMINISTRATION AND MANAGEMENT PROCESS (continued)

resides with the accounts in the financial software system, and is accessible to budget managers and administration through normal report writing and account balance lookup operations.

The capital projects budget development process consists of developing a prioritized list of projects, from which projects are selected for inclusion in the budget. Projects selected for funding are restricted to high-priority needs required to ensure the safety, security, asset preservation, and basic operation of schools and facilities within the district.

A budget structure chart shown on page 39 illustrates the organization of service units within the General Fund's budget.

Expenditure Control and Approvals

For management control purposes, the operating budget of the district's General Fund is divided into departments. Budget managers are accountable for the management of the financial resources allocated to departments through the annual budget processes. In addition, budgets allocated to other funds within the district are also assigned a budget manager.

Each of the budget managers is authorized to approve expenditures within their area of responsibility up to a certain dollar amount, provided the funds are expended in accordance with district purchasing guidelines and legal requirements. The district's Purchasing Department monitors acquisitions of larger ticket and bulk items. All items purchased are judged in terms of quality, suitability, services, schedule for delivery, as well as cost. Where appropriate, standardization of supplies and equipment is used. If required by Board of Education policy, Board approval is received before purchases are finalized.

Encumbrance Control

Encumbrance control is another form of budget management the district exercises. Encumbrances are financial obligations for which a portion of an appropriation is reserved. They are used to ensure obligations such as purchase orders and contracts are recognized as soon as the financial commitments are made. This helps the district prevent the inadvertent over-expenditure of budget appropriations. For budgetary purposes, appropriations lapse at fiscal year-end.

Transfers Between Budget Accounts

A budget is a plan for the coordination of resources and expenditures. However, actual expenditures do not always adhere to the plan. In order to provide the budget needed to meet obligations, it is sometimes necessary to transfer budget funds between accounts to either increase or decrease the appropriated amounts. Department managers have the authority to transfer funds between accounts that fall under their responsibility. Transfers between two different departments must be approved. There are no budget transfers between funds unless approved by the Board of Education. The Financial Services Department monitors this process to ensure sufficient budget dollars are available and district guidelines are being followed.

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**BUDGET ADMINISTRATION AND MANAGEMENT PROCESS
(continued)**

Management Information and Reporting for Control

The district utilizes a web-based accounting software system to monitor and control our budget. This system allows the Financial Services Department to provide various types of detailed reports to assist the Board of Education, superintendent's staff, and department managers to manage their budget allocations effectively and responsibly. These reports have also been designed to meet state and federal reporting requirements.

While revenue and expenditure reports are primarily for internal use and management control, the district also prepares a Comprehensive Annual Financial Report (CAFR) to report the results of operations. The CAFR includes reports such as a combined balance sheet for all fund types and a combined statement of revenue, expenditures, and changes in fund balances for all governmental funds. Financial reports are provided to the Board of Education and the public on a quarterly basis.

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STATE REQUIREMENTS AND ADMINISTRATIVE POLICIES

Colorado Revised Statutes (C.R.S. 22-44-101 through C.R.S. 22-44-119) provide the district with guidelines for budget development. These guidelines evolve continually. Currently, Colorado requires the Board of Education to adopt a budget and an appropriation resolution for each fiscal year prior to the beginning of that fiscal year. State law provides that the fiscal year for school districts begins on July 1 of each year and ends on June 30 of the following year. The adopted budget and the appropriation resolution must then be placed on file at the superintendent's office of the district throughout the fiscal year and be open for inspection during reasonable business hours.

In conjunction with creating an adopted budget, the Board of Education must also:

- Prepare a proposed budget for the ensuing fiscal year. The proposed budget shall be submitted to the Board at least thirty days prior to the beginning of the next fiscal year.
- Within ten days after submission of the proposed budget, the Board of Education shall cause to be published a notice stating the proposed budget is on file at the superintendent's office of the school district and is available for inspection during reasonable business hours.

To comply with state statutes, the district must develop the budget within certain laws.

- A Board of Education of a school district shall not expend any monies in excess of the amount appropriated by resolution for a particular fund.
- A budget shall not provide for expenditures, inter-fund transfers, or reserves, in excess of available revenues and beginning fund balances.
- The budget shall summarize revenues by revenue source and shall summarize expenditures by function, fund, and object.
- The budget shall ensure that the school district holds restricted General Fund or cash fund emergency reserves, including Taxpayer's Bill of Rights (TABOR) reserve funds, in the amount required under the provisions of Section 20 (5) of Article X of the State Constitution.

The budget must also be presented in the standard budget report format established by the State Board of Education. It shall:

- Be presented in a summary format which is understandable by any layperson reviewing such budget;
- Be presented in a summary format which will allow for comparisons of revenues and expenditures;
- Be presented in a format that itemizes expenditures of the district by fund by describing the expenditure, showing the amount budgeted for the current fiscal year, and showing the amount budgeted for the ensuing fiscal year;
- Support proposed expenditures and anticipated revenues as needed with explanatory schedules or statements;
- Include a uniform summary sheet in the Adopted Budget document for each fund administered by the district. The uniform summary sheet template is provided by the Colorado Department of Education for use by all districts.

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Board of Education Policies

The Board of Education for Littleton Public Schools developed fiscal management policies in order to make certain the district adhered to the highest standards in budgetary development. The Board recognizes that money and money management comprise the foundational support of the whole school program. To make that support as effective as possible, the Board of Education intends:

- To encourage advance planning through the best possible budget procedures.
- To explore all practical and legal sources of dollar income.
- To guide the expenditure of funds so as to achieve the greatest educational returns.
- To require maximum efficiency in accounting and reporting procedures.
- To maintain a level of per-student expenditure needed to provide high quality education.
- To maintain adequate levels of unassigned fund balances.

The Board also recognizes its responsibility to provide policy direction, guidance, and support to the superintendent and staff in the creation of an annual budget, as prescribed by Colorado Revised Statutes. The budget is an alignment of the needed human and fiscal resources driven by the district's values, mission, outcomes, and priorities. The primary objectives of the budget process are to:

- Facilitate input from staff, parents, students, and community patrons regarding the alignment of resource allocation to desired outcomes.
- Provide the historical data required for realistic budget preparation and related planning decisions.
- Provide a means of comparing planned (budgeted) expenditures against actual expenditures.
- Develop an annual budget which may serve as a financial plan and communications document aligned with Board of Education policy.
- Review a five-year budget forecast, subject to annual appropriation, that addresses the future financial viability of the district.
- Provide for the fiscal stability of all funds of the district.
- Provide each administrator with budgetary responsibility the financial information necessary to prudently monitor expenditures throughout the year. This includes the approved budget for the year, expenditures and commitments to date, and the balance of funds available. The individual responsible for the program must be sure that the financial management is consistent with Board of Education policy.
- Comply with spending limitation outlined in Article X, Section 20 of the Colorado Constitution, including holding Taxpayer's Bill of Rights (TABOR) reserve funds in a General Fund restricted fund balance.
- Allow for the borrowing of unencumbered monies in any fund by another fund (except the Debt Service Fund), provided that any loan is repaid within three months after the beginning of the following budget year. A Board of Education resolution is required to authorize any inter-fund borrowing.

The Board expects its administrative staff to operate within established departmental budgets. In the event that some unusual or extenuating circumstance occurs during the year and overspending occurs, that amount is charged against the budget for that location for the ensuing year. If a surplus exists in a school's accounts at year-end, the balance is carried over, subject to limitations, and added to the budget of that school for the next year.

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RESOURCE ALLOCATION FOR LEARNING SITES

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

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

Staffing is allocated through a weighted staffing formula, which ensures that staffing is distributed to schools equitably as determined primarily by enrollment projections. Staffing is budgeted at each site based on actual salaries and estimated benefit expenses for the year.

Schools may allocate their staff differently depending on the needs of their student population. This flexibility encourages the collaborative input of local school advisory committees. Staffing ratios are unchanged for fiscal year 2016–2017. At this time, ratios have not been restored to the levels seen before the reductions made in fiscal years 2009–2010 and 2010–2011. The staffing levels for fiscal year 2016–2017 are as follows.

| | |
|-------------------|--|
| Elementary School | 1.0 point/27.87 students, plus 2.55 points for office, plus 5.00 to 8.50 points for support programs based on enrollment |
| Middle School | 4.675 points/100 students + 6.48927 points (admin./sec.) |
| High School | 5.102 points/100 students |

In addition to base allocations, extra staffing is provided for literacy support, at-risk support, micro-technicians, health assistants, mental health support, and other various support programs.

For fiscal year 2016–2017, the base per-pupil allocation for instructional supplies and equipment is the same as last year. Those amounts are as follows:

| | |
|-------------------|----------------------------------|
| Elementary School | \$106.67/pupil + \$5,348/school |
| Middle School | \$108.54/pupil + \$14,012/school |
| High School | \$107.49/pupil + \$63,445/school |

In addition to the base allocations, extra funding is provided to various schools for items that include the following.

- The LINK program – helps incoming freshmen transition smoothly to high school
- Graduation transportation
- International Baccalaureate (IB) program supplement for Littleton High School
- Centennial Academy for Fine Arts Education (CAFÉ) program
- Where Everybody Belongs (WEB) link program
- Title I schoolwide grant funding at East, Centennial, and Field elementary schools
- Extend the instructional school day at Field Elementary

Differences in budgeted costs per school do occur and are primarily the result of variations in:

- Number of pupils
- Square footage of school
- Age of school
- Utility costs
- Experience of staff

LITTLETON PUBLIC SCHOOLS

Littleton, Colorado

GENERAL FUND BUDGET STRUCTURE

| | | | | | |
|---|-----------------------------------|------------------------------|--|---------------------------|--------------|
| Elementary and Preschool Instruction | Centennial Academy | East | Eugene Field | Benjamin Franklin | Highland |
| | Mark Hopkins | Lois Lenski | Ralph Moody | Peabody | Damon Runyon |
| | Carl Sandburg | Mark Twain | Laura Ingalls Wilder | Village Preschool | |
| Charter School Instruction | Littleton Academy | Littleton Preparatory | The two charter schools are reported as component units of LPS. Accordingly, the schools are reported separately from the district. However, for General Fund reporting, the total funding received for the charter schools based on the number of students are transferred to the charter schools and recorded as revenue and expenditures, respectively. | | |
| | | | | | |
| Middle School Instruction | Euclid | Goddard | Isaac Newton | John Wesley Powell | |
| High School Instruction | Arapahoe | Heritage | Littleton | Options Secondary Program | |
| Special Instruction | Special Education | Career & Technical Education | | | |
| Governance | Board of Education | Superintendent | | | |
| Service Components | Learning Services | Operations Services | Human Resources | Financial Services | |
| | Information & Technology Services | Transportation Services | | | |

LITTLETON PUBLIC SCHOOLS
Littleton, Colorado

2016–2017 BUDGET DEVELOPMENT CALENDAR

Each year, the district develops a budget calendar to identify the major activities in the preparation and implementation of the budget. The identification of these major steps and activities provides the Board of Education, staff, and general community with the opportunity to be involved in and/or follow the budget-making process and be more cognizant of their role in the process as it affects the accomplishment of the finished product.

| <u>Step</u> | <u>Activity/Description</u> | <u>Date</u> |
|-------------|--|-------------------------------|
| 1. | Budget calendar established by Financial Services. | August 2015 |
| 2. | Long-range budget forecast discussions with the Board of Education. | August 2015–April 2016 |
| 3. | Distribute budget development materials to principals and budget managers. | February 11–February 25, 2016 |
| 4. | Budget materials due to Financial Services for preparation of proposed budget. | April 1, 2016 |
| 5. | Budget process update given to the Board of Education. | April 14, 2016 |
| 6. | Review draft of proposed budget document, with illustrations and presentation materials, and modify as appropriate. | May 6, 2016 |
| 7. | Present the proposed budget to the Board of Education and make available to public and media. Establish date for public comment on budget. | May 26, 2016 |
| 8. | Provide newspaper with public notice of proposed budget and final adoption by the Board of Education. | June 2 and 9, 2016 |
| 9. | Adoption of the budget by the Board of Education. | June 23, 2016 |
| 10. | Receive preliminary assessed valuation figure from Arapahoe County Assessor. | August 25, 2016 |
| 11. | Official pupil enrollment count day. | October 5, 2016 |
| 12. | Receive final assessed valuation from county assessor. | December 10, 2016 |
| 13. | Final day to certify mill levies and property tax collection figures to county commissioners. | December 15, 2016 |