

BUDGET ADVISORY TASK FORCE



November 8, 2022

Dr. Chrys Sweeting, Superintendent

Gina Zeutenhorst, Executive Director of Financial Services

1

1

Budget Advisory Task Force

- Rafael Carranza – Community Parent
- Erika Coghill – Community Parent
- Mike Cross – Community Parent
- Darlene Fulfs – APS Classified Staff – Bus Driver
- Angie Hansen – APS Principal Representative
- Mikaela Harrington – Student Haller MS
- Crystal Henderson – Community Parent
- Scott Hodgson - Community Parent
- Nanci Johnson – APS PSE President/Nurse Staff
- Matt Jurick – APS Director of Technology
- Michael Kingman – School Board Director
- Michelle Kinney – APS Classified Staff - Fiscal Secretary
- Jason Klein – APS AEA President/Teacher
- Alyson Kleinman – Student Haller MS
- Britt Kleinman – Community/ACE Chair, Parent
- Mariska Lebahn – Student Arlington High School
- Lamar Lindsay – Community Parent
- Mark McDougall – APS Classified Staff – Security
- Verlaine Meyers – APS Certificated Staff - Teacher
- Debbie Montgomery – APS District Office Support
- Virginia Muniz – APS Classified Staff - Librarian
- Courtney Normand – Community Parent
- Trent Olson – Community Parent
- Mike Ray – APS School Board Director
- Erica Rose – Community Parent
- Marc Rosson – Community Former School Board Member
- Rebecca Sahlin Lyons – Community Parent
- Chad Schmidt – Community Parent
- Kyle Schroeder – Student Arlington High School
- Chrys Sweeting – APS Superintendent
- Maegan Voorhies-Oestreich – Community Parent
- Jamie Wilson – APS AEA Representative/Teacher
- Gina Zeutenhorst – APS Executive Director of Financial Services

2

2



Budget Advisory Task Force Charter

- **Purpose & Goals**
 - Focus on studying and understanding school district finances, and the challenges facing Arlington Public Schools funding
 - Review the status of the 2021-22 budget, current budget for 2022-23 and projected challenges for 2023-24.
 - Help provide feedback and input to develop and align priorities for balancing the 2023-24 budget.
- **Level of Authority**
 - Advisory to the Superintendent



3

3



Process Overview



Learn about school district funds



Learn more about funding challenges



Learn about timing of budget development



Review enrollment and staffing projections



Help identify priorities



Provide feedback to superintendent to help inform decision making

4

4



Strategic Plan - Vision Aligned Budgeting

Primary mission – educate, prepare, and inspire students to graduate and seek their full potential as life long learners

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Vision Aligned Budgeting

**Strategic Plan
Goal 3:
Resource
Stewardship**

We will secure quality resources (people, time, money and property) and align these resources to support equitable learning and achievement for students by making decisions using an equity lens and data

6

6



Allocations to Support the District's Mission

Strategic Plan Goal 3 – Resource Stewardship

“We will align all resources (people, time, money and property) to support the District's mission.”

- 3.1 Allocate resources to maximize student learning
- 3.2 Maintain, improve and replace buildings and equipment
- 3.3 Invest community resources prudently

7

7



Values that Guide Budget Decisions

- Align resources (people, time, money & property) to support the District's mission
- Remain student focused by using an equity lens and responding to areas of greatest need, using data, research and feedback
- Value smaller class-sizes, especially for our youngest learners, and protect classroom programs as much as possible in times of reductions
- Prioritize a safe learning and working environment for students and staff
- Foster a culture that supports academic, behavioral, social and emotional health
- Invest in appropriate internal controls over financial operations and maintain compliance with board policy for minimum fund balance, while also allowing for flexibility in times of emergency
- Honor taxpayers investment in District infrastructure: facilities, grounds, technology and other assets
- Utilize resources to promote student learning and efficient operations in ways that are timely, practical, and sustainable
- Maintain competitive salaries to attract and retain excellent staff
- Evaluate impacts of decisions over time and consider future year projections

8

8



Today's Presentation Overview

- Learning about school district funds
- How is our budget divided?
- Where does our funding come from?
- How is the money distributed? How is it used? What do we spend money on?
- General Fund Budget Comparative Summary
- Other Funds Budget Comparative Summary

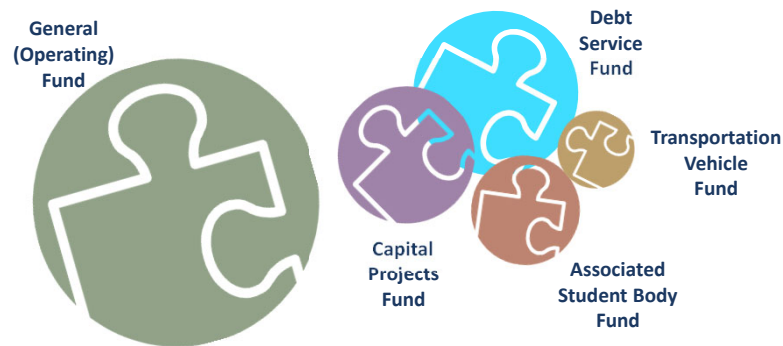
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How is our budget divided?

- Our budget has five parts – 5 Funds



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10



Budget Divided – 5 Funds

- **General fund**, for operating budget, day to day activities
- **Associated student body fund (ASB)**, accounts for each elementary, middle and high school's optional non-credit extracurricular activities (activities of a cultural, athletic, recreational or social nature)
- **Debt service fund**, used to pay the principal and interest on bonds issued to finance school construction and renovation
- **Capital projects fund**, for long-term school construction and repair needs, cannot be spent on regular school operations
- **Transportation vehicle fund**, used to buy school buses.

11

11



WHERE DOES OUR GENERAL FUND MONEY COME FROM?

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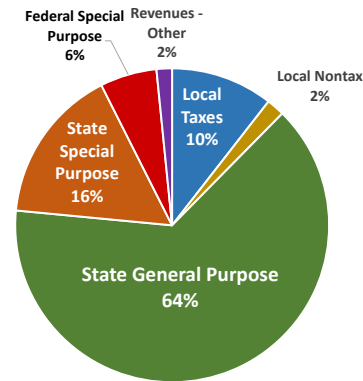
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Where does our funding come from?

Revenue budget 2022-23

- State general and state special dollars fund 80% of district programs
- Local taxes support 10%
- Local nontax and other funds 2%
- Federal dollars fund 6%



13

13



Where does our funding come from?

- **Local** – local revenues account for approximately 12 percent of the income for the general fund. The majority of this is from local property taxes (10%). Other local resources include non-taxes (2%) that come from a variety of sources which include student meal fees, fines, traffic safety tuition, rental income, interest earnings and donations.

14

14



Where does our funding come from?

- **State** – much of this money is designated for specific programs and cannot be used for other purposes. The largest source of revenue here, **80 percent**, comes from the state in two areas: state general purpose funds, called “state apportionment”; and state special purpose funds, called “categorical program funding”.

15

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Where does our funding come from?

- **State, continued** - The amount the district receives is based upon the annual average number of *students enrolled* in the district which generates a certain level of *staffing units* based on what the state defines as a ‘*prototypical school model*’. Funds allocated from the State to the District for salaries are based on set averages for certificated and classified staff, combined with a series of *formulas* taking into consideration the region the district is located in (the regionalization factor for Arlington is **15%**) employee benefits, materials, supplies and operating cost allocations. These *formulas are set by the state legislature*.

16

16



Where does our funding come from?

- **State, continued** - These formulas known as the *Prototypical School Model* set by the legislature, generate 40 pages of calculations each month and are for *allocation purposes only*.
- **Exception** -
 - K-3 class sizes
 - 3 days of teacher professional learning funding
 - new increase in allocations for Social Emotional Learning (SEL) positions. (counselors, nurses, student safety, and more.)



17

17



Where does our funding come from?

- **State, continued** – State categorical funds support programs such as special education, student transportation, transitional bilingual, and learning assistance.
 - Must be spent for the specific program it was given for, or the state will take the money back.
 - Program codes are defined in the state accounting manual required for school districts to follow.

18

18



Where does our funding come from?

- **State, continued** – prior to new legislation, staff salaries were funded based on each district’s unique “Staff Mix” which took into consideration the collective education and experience of teachers. *New state legislation known as the McCleary Bill now calculates funding based on a set average salary for certificated staff and classified staff and does not consider the education or experience of teachers.*

19

19



Where does our funding come from?

- **Federal** – federal grants are *very restrictive* and can only be used for designated programs. Federal funds are the smallest source of revenue and account for approximately **6 percent** of the district’s budgeted revenues.

RESTRICTION



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Where does our funding come from?

- **Federal** – Federal funds support specialized programs that are designated for school improvement (Title II), disadvantaged students (Title I), and students with limited English proficiency (Title III). In addition, federal funds provide free and reduced price lunch programs as well as supplemental funds for special education. During 2021-22 and 2022-23, Federal Dept of Health “Learn-2-Return” funds also help fund additional nursing/health room staff.

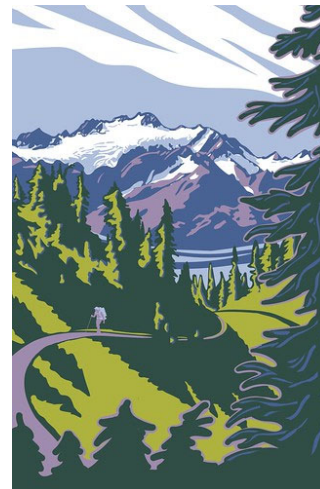
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Where does our funding come from?

- **Federal, General Purpose** – Federal forest revenue is about \$14,000 per year and can be used for any purpose
 - National forest land is exempt from local property taxes
 - 21% of the land in our state is a national forest
 - Federal government distributes a portion of these revenues to schools based on enrollment



22

22



General Fund – revenues

Budgeted Revenues

Revenue Summary	Revised Budget 2021-22	Budget 2022-23	Difference	%
Local Taxes	9,086,000	9,358,000	272,000	3.0%
Local Non-Tax	666,000	1,648,000	982,000	147.4%
State General	52,862,000	57,004,000	4,142,000	7.8%
State Special Purpose	13,466,000	14,273,000	807,000	6.0%
Federal General Purpose	14,000	14,000	0	0.0%
Federal Special Purpose	9,852,000	5,177,000	-4,675,000	-47.5%
Other Revenues	6,552,000	6,422,000	-130,000	-2.0%
Total Budget Revenues	92,498,000	93,896,000	1,398,000	1.5%

Note: Other revenues includes \$5M of lease accounting entries, (which are not actual revenues)



How is the money distributed?

GENERAL FUND





How is the money distributed?

- Two basic factors determine how resources are allocated to schools
 - The number of students at the school, and...
 - The special needs of students, such as poverty, disabilities, and limited English language skills.



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How is the money used?

- Most of the general fund pays to support student learning in four ways:
 - Teaching and teaching support
 - School administration
 - Central administration
 - Other support activities



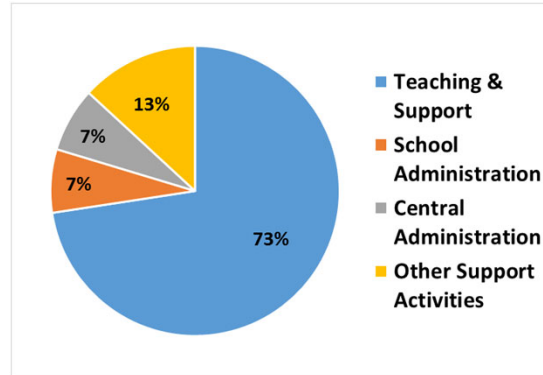
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How is the money used?

- How the money is used can also be described as **'expenditures-by-activity'**. Expenditures by activity is a state required term that refers to the kind of work done in a school district.



27

27



How is the money used?

- Teaching & teaching support** – make up 73 percent of district expenditures. It includes teachers, para educators, librarians, counselors, psychologists, speech and health services, security officers, coaches, and activity advisors as well as the things that support learning, like teaching supplies, textbooks, curriculum implementation, and professional development.

28

28



How is the money used?

- **School administration** – 7 percent, and includes principals, assistant principals, and office staff, as well as school office supplies.
- **Central administration** – 7 percent, and includes the superintendent, assistant superintendent, executive directors, board of directors, human resources, financial services, and other support services supervision.

29

29



How is the money used?



- **Other support activities** – the costs to keep school buildings running, 13 percent, including building maintenance, grounds-keeping, custodial services, food services, technology support, and data processing, as well as property and casualty insurance, utilities, transportation and cleaning supplies.

30

30



General Fund - expenditures

Expenditures by activity summary

(Each activity category below includes all costs associated with that activity; materials, supplies, equipment, contractual services, and professional development, in addition to salary & benefits)

Expenditures by activity	Revised Budget 2021-22	Budget 2022-23	Difference	%
Teaching & Support	72,793,000	74,520,000	1,727,000	2.4%
School Administration	5,796,000	6,332,000	536,000	9.2%
Central Administration	6,470,000	6,969,000	499,000	7.7%
Other Support Activities	11,543,000	12,254,000	711,000	6.2%
Total Budget by Activity	96,602,000	100,075,000	3,473,000	3.6%

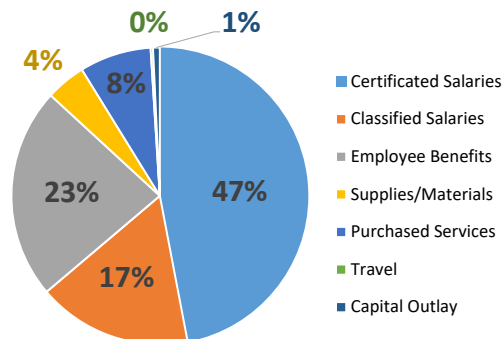
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What do we spend money on?

- What we spend money on can be considered '*expenditures-by-object*'. Object refers to the ways school districts use funding for people, materials, and services that support student learning.



32

32



What do we spend money on?

- **Salaries & Benefits** – Of the money spent on ‘activities’ 87 percent pays for salaries and benefits for approximately 605 employees, serving 5,500 students. That includes certificated teachers and principals, as well as school support personnel such as para educators, security officers, and office staff. Certificated staff are those who hold a teaching certificate. All other staff are classified.

33

33



What do we spend money on?

- **Salaries & Benefits, continued** – State laws govern how the district pays its employees, and labor agreements such as Arlington Education Association (AEA) and Public School Employee (PSE) contracts determines employee salaries. Teachers earn more as they gain experience and tenure. They also earn more if they obtain advanced degrees such as masters degrees or doctorates.
- **Benefits** – the district also pays benefits such as Medicare and Social Security, pension, health care, paid family medical leave, and unemployment compensation.

34

34



What do we spend money on?

- **Other Expenses** – Non-personnel costs make up the remaining 13 percent of the budget and include costs required to keep our school buildings running such as utilities and custodial services, supplies and materials (from paper and textbooks to cleaning supplies), as well as cost of transportation, travel and equipment.



35

35



General Fund - expenditures

Budgeted expenditures by object

Expenditures by Object	Revised Budget 2021-22	Budget 2022-23	Difference	%
Certificated salaries	41,367,000	45,088,000	3,721,000	9.0%
Classified salaries	14,758,000	16,149,000	1,391,000	9.4%
Employee benefits	20,524,000	22,098,000	1,574,000	7.7%
Supplies and materials	6,398,000	4,169,000	-2,229,000	-34.8%
Purchased services	8,278,000	7,496,000	-782,000	-9.4%
Travel	78,000	69,000	-9,000	-11.5%
Capital Outlay	5,199,000	5,006,000	-193,000	-3.7%
Total Budget by Object	96,602,000	100,075,000	3,473,000	3.6%

Note: Capital Outlay includes \$5M in lease accounting entries (not actual expenditures)

36

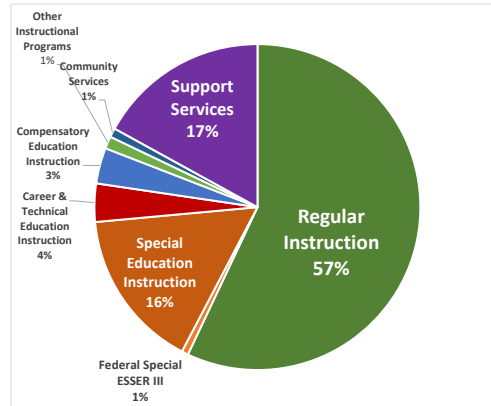
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General Fund – expenditures

Expenditures by program

- Basic education & Federal ESSER makes up 58% of the budget
- Support services makes up 17% of the budget
- Special education services make up 16%
- Other, Comp, & Career & Technical (CTE-Vocational) instructional programs make up 9%



37

37



General Fund – expenditures

Budgeted expenditures program summary

Note: Other Instructional Programs includes \$5M of lease accounting entries (which are not actual expenditures)

Expenditures by Program	Revised Budget 2021-22	Budget 2022-23	Difference	%
Regular Instruction	48,215,000	54,210,000	5,995,000	12.4%
Federal Special ESSER III	4,774,000	613,000	-4,161,000	-87.2%
Special Education	14,182,000	15,097,000	915,000	6.5%
Career & Technical Ed	3,959,000	3,603,000	-356,000	-9.0%
Compensatory (Title/LAP)	3,180,000	3,374,000	194,000	6.1%
Other Instructional Prgms	6,196,000	6,162,000	-34,000	-0.5%
Community Services	769,000	853,000	84,000	10.9%
Support Services	15,327,000	16,163,000	836,000	5.5%
Total Budget by Program	96,602,000	100,075,000	3,473,000	3.6%

38

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Financial Health of the District

Fund Balance and minimum fund balance policy






An important indicator of financial health

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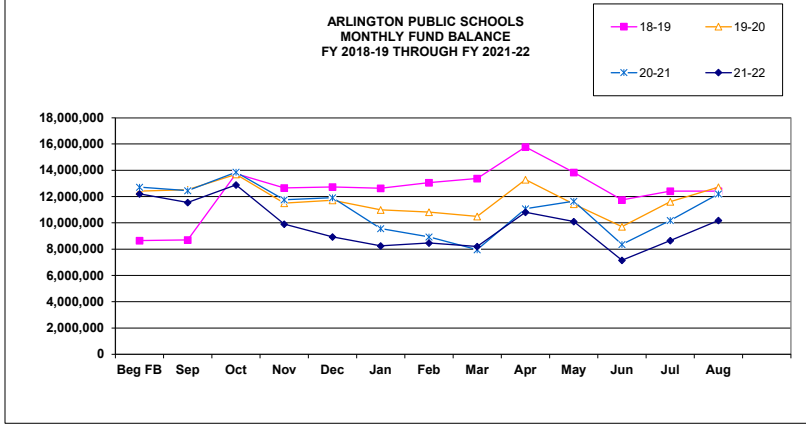
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Fund Balance Trend

- Ending fund balance for 2021-22 is: \$10.18 million

ARLINGTON PUBLIC SCHOOLS
MONTHLY FUND BALANCE
FY 2018-19 THROUGH FY 2021-22



Month	18-19	19-20	20-21	21-22
Beg FB	8,500,000	12,500,000	12,500,000	12,500,000
Sep	8,500,000	12,500,000	12,500,000	12,500,000
Oct	13,500,000	13,500,000	13,500,000	13,500,000
Nov	12,500,000	11,500,000	11,500,000	11,500,000
Dec	12,500,000	11,500,000	11,500,000	11,500,000
Jan	12,500,000	10,500,000	10,500,000	10,500,000
Feb	13,500,000	10,500,000	10,500,000	10,500,000
Mar	13,500,000	10,500,000	10,500,000	10,500,000
Apr	15,500,000	13,500,000	13,500,000	13,500,000
May	13,500,000	11,500,000	11,500,000	11,500,000
Jun	11,500,000	9,500,000	9,500,000	7,500,000
Jul	12,500,000	11,500,000	11,500,000	8,500,000
Aug	12,500,000	12,500,000	12,500,000	10,180,000

40

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Financial Health of the District

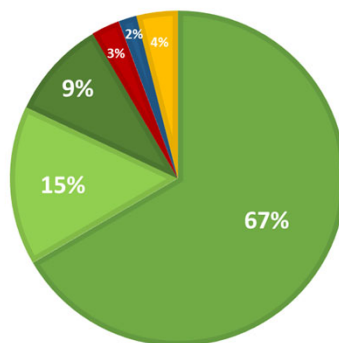
- **2021-22 Financial Positives:**
 - Healthy fund balance to help sustain operations
 - 4 year Educational Programs & Operations Levy
 - Federal funds & enrollment stabilization relief
 - ESSER III \$3.6 million (not continuing)
 - Dept of Health Learn-2-Return grant \$490,000
 - Emergency Connectivity Funds \$750,000 (one time funds)
 - Enrollment stabilization \$1.7 million (one time funds)
 - Capital Levy



Federal ESSER III Spending Plan

ESSER III - SPEND IN 2021-22
\$3.6M

- School Building Instructional FTE Staff 67%
- School Building Para-Educator FTE Staff 15%
- Counseling Staff FTE & Social Emotional Supports 9%
- Nursing FTE Staff 3%
- Summer School 2%
- Technology Equipment & FTE Staff 4%



ESSER spending plan included higher staffing and service levels, as well as new costs to enrich and accelerate student learning



Financial Health of the District



- **2022-23 Financial Challenges:**
 - Declining ending fund balance will be magnified in 2022-23
 - Declining Federal Funds
 - Maintained higher staffing levels and infused with additional staff to meet student needs and accelerate student learning
 - 5.5% Inflationary rate set by legislature was greater than expected, + labor negotiated salary increase % on top
 - Enrollment is recovering at a slower pace than hoped
 - A number of programs have unique needs that are greater than the revenues generated by their associated funding models
 - **Special education**



Four Year Budget Summary Multi-Year Working Forecast

General Fund Summary Multi-Year	Proposed Budget 2022-23	Working Forecast 2023-24	Working Forecast 2024-25	Working Forecast 2025-26
Total K-12 FTE Enrollment*	5500	5576	5672	5692
<small>*(Includes RunStart & Open Doors) Enrollment levels increasing at less than by 2 to 4%</small>				
Regionalization Factor	15%	14%	13%	12%
Beginning Fund Balance	10,200,000	4,021,000	4,248,000	6,586,000
Revenues	93,896,000	95,727,000	99,938,000	102,480,000
Expenditures	100,075,000	95,500,000	97,600,000	101,000,000
Ending Fund Balance	4,021,000	4,248,000	6,586,000	8,066,000
Assumes a reduction of:		(4,500,000)	(2,900,000)	

- **Ending fund balance projected to be below minimum for 2022-23**
- **Forecast projections of salary costs and future year revenues not sufficient to maintain level of staffing, reductions will be necessary**



Awareness of Big Picture

- Temporarily utilize fund balance during 2022-23 (induced by pandemic) to sustain operations and instructional programs, targeting accelerated learning for 2022-23, *rather than a formal reduction in staff*, even though expenditures will exceed revenues.



45

45



Four-Year Budget Summary Multi-Year Working Forecast

Board policy requires a minimum fund balance level equal to one month's average operating costs (but allows flexibility in times of emergency)

- 2022-23 minimum = \$7.9 million
- 2023-24 minimum = \$7.5* million
- 2024-25 minimum = \$7.7* million
- 2025-26 minimum = \$8.0* million

*assumes expenditure reductions



46

46



Values that Guide Budget Decisions

- Align resources (people, time, money & property) to support the District’s mission
- Remain student focused by using an equity lens and responding to areas of greatest need, using data, research and feedback
- Value smaller class-sizes, especially for our youngest learners, and protect classroom programs as much as possible in times of reductions
- Prioritize a safe learning and working environment for students and staff
- Foster a culture that supports academic, behavioral, social and emotional health
- Invest in appropriate internal controls over financial operations and maintain compliance with board policy for minimum fund balance, while also allowing for flexibility in times of emergency
- Honor taxpayers investment in District infrastructure: facilities, grounds, technology and other assets
- Utilize resources to promote student learning and efficient operations in ways that are timely, practical, and sustainable
- Maintain competitive salaries to attract and retain excellent staff
- Evaluate impacts of decisions over time and consider future year projections



Multi-Year Working Forecast

- Ending Fund Balance compared to Target Minimum Fund Balance. Fund balance is positive, but not at the level it should be. Percentages and negative amounts in red indicate caution since the District is dropping below minimums. Future-future reductions will be necessary.

General Fund Summary	Proposed Budget 2022-23	Working Forecast 2023-24	Working Forecast 2024-25	Working Forecast 2025-26
Ending Fund Balance	4,021,000	4,248,000	6,586,000	8,066,000
Target Minimum Fund Balance*	7,900,000	7,500,000	7,700,000	8,000,000
<i>*1 month average operating expenditures</i>				
\$ Above Target or (\$ Below Target)	(3,879,000)	(3,252,000)	(1,114,000)	66,000
Percentage of compliance for minimum	51%	57%	86%	101%



What could change the picture?

- **Revenues**
 - Enrollment uncertainty
 - Regionalization stepping down, 18%, 17%, 16%, going to 15%, then 14%
 - Regionalization re-base by legislature could provide relief
 - Legislative action to increase SPED program funding could also provide relief



49

49



What could change the picture?

- **Caution – Variables affecting expenditures:**
 - Cost inflator of IPD for future years salaries plus any continued salary negotiations
 - Demographics of staff experience change over time
 - Careful spending in 2022-23 will help the District's financial position going into 2023-24



50

50



Laying plans for the future...

- Things we can do now and throughout 2022-23
 - Attritions, retirements? Hold on hiring with vacancies to be closely evaluated and filled on case-by-case basis (critical to safety, security, legal compliance, positions required by and/or supported by grant funds, etc)
 - Delay replacement cycle for contemplated equipment purchases
 - Reduce travel, miscellaneous supplies for meetings, overtime
 - Messaging around spending, heighten the sense of limited resources
 - Explore additional competitive grant funding, and contemplate other areas where revenue can be maximized
 - Evaluate programs for changes resulting in cost reductions
 - Prioritize areas of reduced spending
- Develop Reduced Educational Programs and Services for 2023-24
 - Board Meeting April 24 or May 8 - Resolution

51

51



Key Points

- Our district has strong financial management and has maintained a healthy fund balance
- Pandemic induced federal and state aid are ceasing
- The district has continued to provide higher levels of services/staffing, many of which were previously bolstered by federal/state aid
- On the heels of this pandemic, we have chosen to continue to mitigate the impacts and to accelerate learning, even as costs are rising, rather than a formal reduction in staff for 2022-23
- Fund balance is being used as 'rainy-day-one-time funds' and we estimate dipping into minimum reserves by roughly half, by the end of 2022-23
- The district will be working thoughtfully to make comprehensive future reductions across the district, to take effect for 2023-24 (the year after this one)

52

52



Other Funds - Budget Summary



53

53



Associated Student Body Fund



Student Government
Cultural-Athletic-Recreational and Social (C-A-R-S)

54

54



Associated Student Body (ASB) -summary

- Funds support student activities and athletics.
- Revenues come primarily from student body fees, activity gate receipts, fundraising, and donations.
- An important premise over ASB funds is that they are student governed. Students are involved in the design of the budget and student approval is required for the use of ASB Funds.

Associated Student Body	Budget 2021-22	Budget 2022-23	Difference	%
Beginning Fund Balance	701,000	730,000	XXXXX	XXXXX
Revenues	1,120,000	1,063,000	-57,000	-5.1%
Expenditures	1,165,000	1,104,000	-61,000	-5.2%
Ending Fund Balance	656,000	689,000	XXXXX	XXXXX



Debt Service Fund





Debt Service Fund

- Can only be used to pay for voted and non-voted bond debt
- When voters authorize a bond issue to finance certain major capital projects, they also authorize the levy of property taxes to pay interest and repay the principal over the life of the bond
- The district collects the taxes in the Debt Service Fund and then makes the annual payments
- In the case of non-voted debt – payments made on non-voted debt out of the Debt Service Fund, must first be transferred into the Debt Service Fund for the DSF to then make the payments on the Bonds.

57

57



Debt Service - summary

- Debt service funds are set aside for paying back principal and interest on outstanding debt.
- Revenues are from “Transfers-In” to make payments on non-voted debt (debt from purchase of buses, debt from financing of capital levy authorized projects).

Debt Service	Budget 2021-22	Budget 2022-23	Difference	%
Beginning Fund Balance	1,061,000	1,097,000	XXXXX	XXXXX
Revenues & Transfers In	2,406,000	4,768,000	2,362,000	98.2%
Expenditures	2,332,000	4,773,000	2,441,000	104.7%
Ending Fund Balance	1,135,000	1,092,000	XXXXX	XXXXX

58

58



Capital Projects Fund



Capital projects fund, administers long-term school construction and repair needs, resources cannot be spent on school operations, such as teacher salaries, or class materials



Capital Projects Fund - summary

Capital Projects	Revised Budget 2021-22	Budget 2022-23	Difference	%
Beginning Fund Balance	14,513,000	7,213,000	XXXXX	XXXXX
Revenues & Othr Sources	9,624,000	9,607,000	-17,000	-0.2%
Expenditures & Transfers Out	18,958,000	10,931,000	-8,027,000	-42.3%
Ending Fund Balance	5,179,000	5,889,000	XXXXX	XXXXX

- Main source of revenue for 2022-23 from capital levy taxes
- Expenditures for projects as described in the capital levy
 - Kent Prairie Elementary site work for student drop off area, HVAC systems at Kent Prairie and Eagle Creek, and Weston High School.
- Transfer Out to Debt Service Fund for \$4.65M to make interest and principal payment for non-voted debt issued in June 2020.



Transportation Vehicle Fund



61

61



Transportation Vehicle – summary

- Transportation vehicle funds are for the purchase, major repair of and replacement of school buses



Transportation Vehicle	Revised Budget 2021-22	Budget 2022-23	Difference	%
Beginning Fund Balance	876,000	686,000	XXXXX	XXXXX
Revenues	449,000	317,500	-131,500	-29.3%
Transfers In from Gen Fund	300,000	0	-300,000	-100.0%
Expenditures & Transfers Out	1,566,000	991,000	-575,000	-36.7%
Ending Fund Balance	59,000	12,500	XXXXX	XXXXX

62

62



Transportation Vehicle Fund

- **State Funding (Depreciation - Replacement Costs)**
 - District receives annual allocations based on replacement costs of buses currently owned, over 8 to 13 years depending on the type of bus.
 - In concept, the district purchases a bus and the funding model from the state provides an annual amount over the course of 8 to 13 year, which is intended to be enough to replace the bus.

63

63



QUESTIONS?

64

64

Thank you!

Gina Zeutenhorst,
Executive Director of
Financial Services

Next Meeting:

Tuesday
December 6, 2022
6-7:30pm

