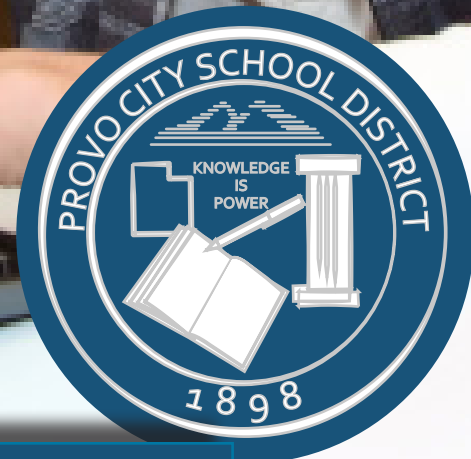


ProvoCitySchoolDistrict

280 West 940 North Provo, UT 84604
(801) 374-4800 | www.provo.edu |



Annual Budget 2015-16

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Provo City School District

280 West 940 North

Provo, UT 84604



2015-16 *Annual Budget*

For Fiscal Year Ending June 30, 2016

Keith Rittel
Superintendent of Schools

Stefanie Bryant, CPA
Business Administrator

Budget *Recognition*

Association of School Business Officials International (ASBO)

The Association of School Business Officials International (ASBO) awarded the *Meritorious Budget Award* for excellence in the preparation and issuance of a 2014-15 school system annual budget to Provo City School District.



The Meritorious Budget Awards Program was designed by ASBO International and school business management professionals to enable school business administration to achieve excellence in budget presentation. The Meritorious Budget Award, sponsored by ING, is only conferred on school systems that have met or exceeded the Meritorious Budget Award Program Criteria. We believe our current FY 2015-16 budget also complies with ASBO's Meritorious Budget Award standards, and we will be submitting the budget in an effort to win the award again.

Government Finance Officers Association (GFOA)

The Government Finance Officers Association of the United States and Canada (GFOA) presented a *Distinguished Budget Presentation Award* to Provo City School District, Utah for its annual budget for the fiscal year beginning July 1, 2014, and ending June 30, 2015. In order to receive this award, a governmental unit must publish a budget document that meets program criteria as a policy document, as an operations guide, as a financial plan, and as a communications device.



This award is valid for a period of one year only. We believe our current budget continues to conform to program requirements, and we are submitting it to GFOA to determine its eligibility for another award.

Note Regarding this Book

This book has been designed to act as a resource for the public, students, parents, and employees. It is divided into four sections: Introductory, Organizational, Financial, and Informational. The budget year represented is Fiscal Year 2015-16, although the year might be represented as FY 2016, FY16, or 2015-16, depending on the context of the information being presented and space constraints. These variations of the fiscal year or school year are used interchangeably.

The District name may be listed throughout the book as Provo City School District, Provo School District, or in some cases Provo (when compared to other districts), depending on context and space requirements. These names are also used interchangeably.

For best results, choose "two-page display" in your pdf viewer.



ASSOCIATION OF
SCHOOL BUSINESS OFFICIALS
INTERNATIONAL

This Meritorious Budget Award is presented to

PROVO CITY SCHOOL DISTRICT

For excellence in the preparation and issuance of its school entity's budget
for the Fiscal Year 2014-2015.

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



A handwritten signature in black ink, reading 'Terrie S. Simmons'.

Terrie S. Simmons, RSBA, CSBO
President

A handwritten signature in black ink, reading 'John D. Musso'.

John D. Musso, CAE, RSBA
Executive Director



GOVERNMENT FINANCE OFFICERS ASSOCIATION

*Distinguished
Budget Presentation
Award*

PRESENTED TO

**Provo City School District
Utah**

For the Fiscal Year Beginning

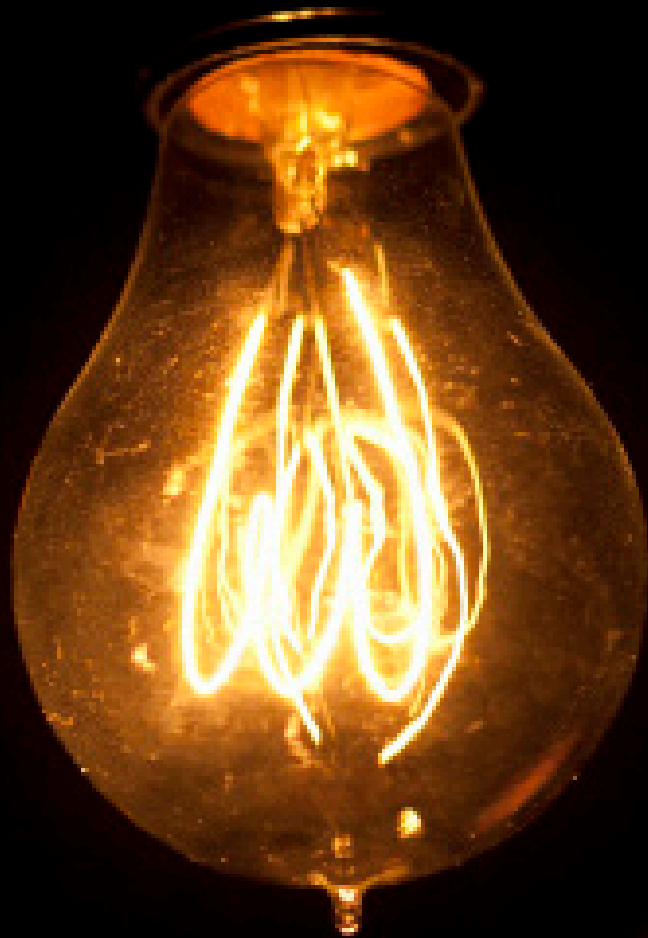
July 1, 2014

Executive Director



“Education is the most powerful weapon you can choose to change the world.”

-Nelson Mandela



*“Education brings about opportunity, and
in turn inspiration.”*

-Bill Frist

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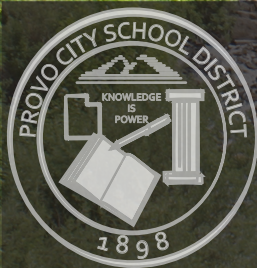
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Introductory Section



Provo City School District



Executive Summary 2015-16 Annual Budget

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Board of Education



Top (left to right): Keith Rittel, Julie Rash, McKay Jensen, Michelle Kaufusi, Jim Petterson, Stefanie Bryant
Bottom (left to right): Taz Murray, Marsha Judkins, Shannon Poulsen

Provo City School District: *Elected and Appointed Officials* 2015-16

Board of Education

Julie Rash – President
District 5
Email: julier@provo.edu

McKay Jensen - Vice President
District 3
Email: mckayj@provo.edu

Taz Murray
District 1
Email: tazm@provo.edu

Michelle Kaufusi
District 2
Email: michellek@provo.edu

Shannon Poulsen
District 4
Email: shannonp@provo.edu

Marsha Judkins
District 6
Email: marshaj@provo.edu

Jim Petterson
District 7
Email: jamespe@provo.edu

District Administration

Keith Rittel
Superintendent
Initial Appointment: 2012

Stefanie Bryant, C.P.A.
Business Administrator
Initial Appointment: 2014

Gary Wilson
Asst. Superintendent
Executive Direct of Student Services

Jason Cox
Executive Director of
Human Resources

Morgan Anderson
Director of Special Programs

Alex Judd
Executive Director of Elementary
Education

Jared Ferguson
Director of Career Technology
Education

Devyn Dayley
Director of Accounting

Chad Duncan
Director of Technology Support

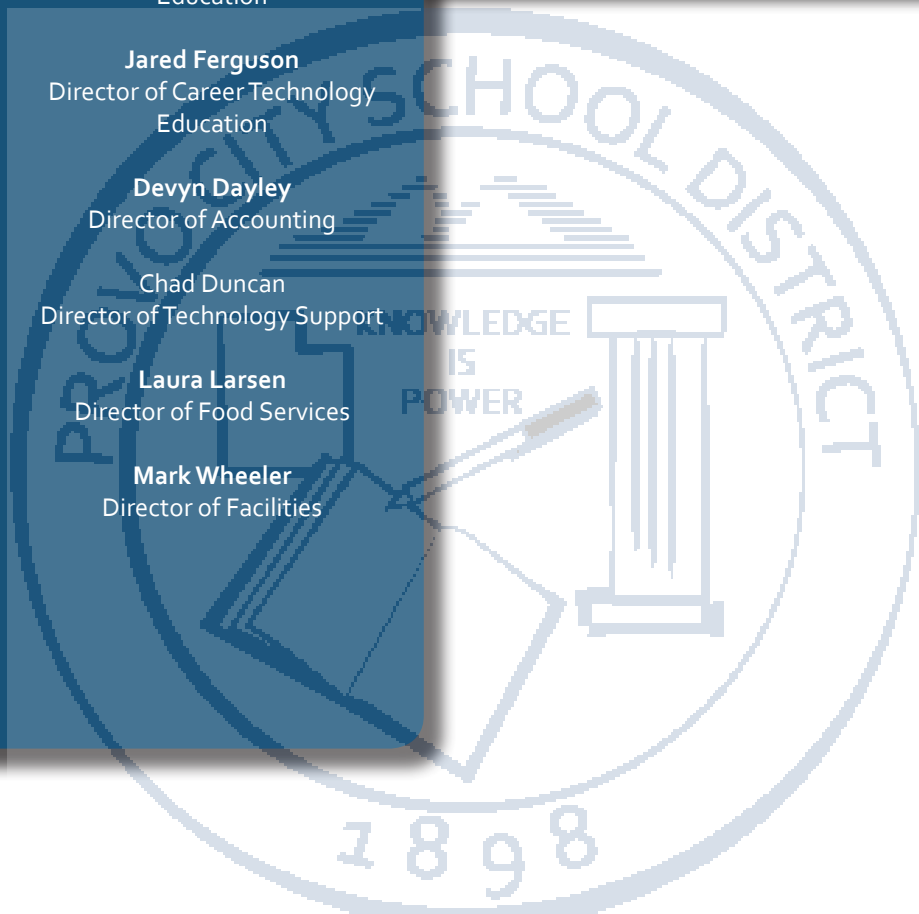
Laura Larsen
Director of Food Services

Mark Wheeler
Director of Facilities

School Administration

| | |
|----------------|------------------------|
| Amelia Earhart | Ryan McCarty |
| Canyon Crest | Darren Johnson |
| Edgemont | Doug Finch |
| Franklin | Kim Hawkins |
| Lakeview | Drew Daniels |
| Provo Peaks | Geo Guzman |
| Provost | Dr. Steve Oliverson |
| Rock Canyon | Dean Nielsen |
| Spring Creek | Jill Franklin |
| Sunset View | Clint Smith |
| Timpanogos | Carrie Rawlins |
| Wasatch | Rene Cunningham |
| Westridge | Becky Thomas |
| Centennial | Gaye Gibbs |
| Dixon | Jarod Sites |
| Independence | Lani |
| | Quisenberry-Steadman |
| Provo | Karen Brown |
| Timpview | Dr. Michael Todd McKee |

The term of office for Board members is four years, beginning on the first Monday in January following the November election. The term of office of the Superintendent and Business Administrator is two years.



Budget Message

Dear Patrons:

As we once again look forward to a successful new school year, the District continues to make efforts to align our energies with both board-developed goals, the vision and strategy provided by the 20/20 Initiative, as well as our newly implemented District Improvement Plan. Our continuing commitment for involving a wide range of stakeholders in all major planning endeavors assures that the District will continue to be a progressive, innovative, and responsive school district. As always, we appreciate the continued community input and leadership that continues to mold Provo City School District into an effective and exciting learning institution.

For FY 2016, total District revenue is projected to be \$141,258,857 which is an increase of roughly \$9.5 million compared to FY 2015.

By showing a willingness to enact austerity measures in the past, the District is once again well placed to take full advantage of the opportunities presented by today's economic landscape. The District budget includes conservative estimates in regards to expected cash flows, while maintaining an aggressive pursuit of strategic initiatives. By maintaining a focus on providing resources for the classroom, the District is assuring that the most competent teachers and administrators are employed and retained within the District. Our primary goal is to provide the highest quality learning experience for the students of Provo City.

To this end, teacher compensation is paramount in the budgeting process. As part of the annual negotiations with our employee organizations, the District once again will be providing generous compensation increases to all employees, both through traditional pay increases as well as adjusting contract day totals for various employee groups. The District continues to commit to maintaining a balanced budget, and funding for this compensation package comes from state funding increases, property tax revenue increases due to new construction, and personnel shifts.

The District has an established record of being financially transparent and well run, consistently earning national awards. We are proud to continue this tradition as we move into the new fiscal year.

The District maintains its emphasis on teacher development and providing excellent classroom learning environments for the children of Provo City. District leadership has implemented key district strategies to assure student achievement goals are reached in the coming year. Provo City School District continues to evaluate both the method and effectiveness of our teacher evaluations with the goal of providing functional evaluations which continue to improve our teacher effectiveness and push the District forward. To this end, the District is in the process of implementing an exciting new District Improvement Plan which will more closely align the Board and long-term District goals with the visible learning philosophy. Administration at both the schools and District, along with experts in the field, have worked hard to create a plan that will build on the continuing efforts to use Learning Targets to make learning visible in our classrooms, as well as to guide continuous improvement of the contribution of instructional leaders, teachers, students, and parents to aide in the successful learning of every District student.

Total expenditures for FY 2016 are budgeted at \$173,557,275 an increase of \$38.4 million when compared to FY 2015.

The implementation of our new District Improvement Plan will not replace the stated Board Goals or long-term 20/20 initiative goals. However, this new plan will fit snugly with those prior goals in guiding the actions of all District employees, students, and parents. This document focuses on the impact and importance of the new plan, and its implementation.

The FY 2015-16 Board goals are listed on page 9 of this document. The 20/20 initiative, developed with substantial public feedback and direction, continues to provide the District with long-term improvement guidelines. In short, it is our vision that the Board goals and 20/20 initiative will continue us on the path of exceeding customer expectations and developing into the most public-facing, achievement-oriented district in the State. With that as a foundation, the District Improvement Plan will give more direct guidance to our employees, students, and parents so that we can continue to create an exciting and effective educational environment for students of all backgrounds.

“The proceeds of this bond are allowing the District to rebuild 5 schools over the next several years.”

Through the excellent work of the Facilities Advisory Committee, it was recommended that the District pursue a \$108 million bond election to replace and update aging schools. After much discussion with the Provo City community, this bond was put to a vote in November 2014 and subsequently approved by voters by an overwhelming 71%. We cannot underestimate the value that this bond will have regarding the quality of our District facilities. The proceeds of this bond are allowing the District to rebuild 5 schools over the next several years. Construction is already underway at both Rock Canyon and Sunset View Elementary, with Provo High School expected to follow in the Fall/Winter of the current year. Much more information regarding the selection of school rebuild candidates and the financial impacts of this bond on both the District and community are found within this budget document.

Provo eSchool continues to be a driving force for District growth. By harnessing the power of changing technology and education expectations, the District has been able to capitalize on educational trends and offer a competitive and attractive alternative to traditional education. Provo City School District’s eSchool continues to be the most comprehensive online school in the state, with roughly four hundred courses including premier offerings in the languages and information technology. In addition to eSchool, Provo School District continues its commitment to providing educational options that fit each student’s needs by offering elementary (and now secondary) immersion programs as well as additional rigorous education opportunities. Additionally, our high school students continue to compete and excel in various state and national extra-curricular activities proving that Provo City School District provides a well-rounded educational environment for all students, regardless of where their passion lies.

“By harnessing the power of changing technology and education expectations, the District has been able to capitalize on educational trends and offer a competitive and attractive alternative to traditional education.”

All of these options cost money, however, and for FY 2016 total expenditures are budgeted at \$173,557,275 with revenues of \$141,258,857. The excess of expenses to revenues is due largely to the continued bond reconstruction projects at the two elementary schools and the pending start of construction at Provo High School, for which funds were received in the prior fiscal year. Additional large projects in the coming year include the relocation

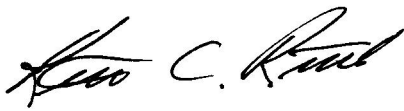
of the District’s transportation fleet, the completion of the Timpview High School field project, various HVAC upgrades, as well as various school technology upgrades. Also, the District continues to meet our obligations regarding the payout of District retirement benefits (OPEB). These expenses are coming out of reserves designated or restricted for those purposes. None of these large expenditures are considered to be ongoing, as the District has funded its excess OPEB obligations with reserves designated for that purpose. As mentioned previously, there is a certain level of uncertainty regarding the coming year as planning for the bond-related school rebuilds is ongoing.

It is important to note that the District plans to use one-time revenues on one-time or non-recurring projects, and ongoing revenues on ongoing expenses, such as compensation, supplies, and routine facility and grounds maintenance. This element of fiscal discipline is one reason the District continues to be in a position to thrive in 2016 and beyond.

We are both excited and optimistic about the challenges and opportunities ahead. We believe we have a strong leadership team with vision, taking a long term approach towards positioning the District to offer the best educational opportunities in the state. We are also fortunate to have a Board of Education that expects high quality work throughout the district, and is supportive of improvement efforts toward this end.

Thank you for your ongoing interest in and support of Provo City School District.

Respectfully Submitted,



Keith C. Rittel
Superintendent



Stefanie Bryant
Business Administrator



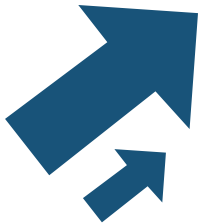
Districtwide Goals: *Long-term*



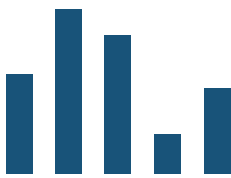
Goal 1: Continuous Academic Improvement and Transparency



Goal 2: Support for Teachers and Teaching Aligned with Research, Best Practices, and Teacher-Identified Needs



Goal 3: Improved Certainty and Stability in the Direction of the District



Goal 4: Financial Prioritization, Long-Term Planning and Transparency



Goal 5: Teamwork, Professional Conduct, and Civility

Districtwide Goals: *Detailed Expectations*

The Provo City School District Board of Education and senior district leadership have jointly developed this set of goals as a means of establishing priorities, values, and non-negotiables to guide the work of the district. The priorities, values, and non-negotiables are representative of known research on quality schools and districts, input from constituents via board members, input from staff throughout the district (through surveys and committees), and defensible observations by school and district leaders.

Goal 1: Continuous Academic Improvement and Transparency

All students are expected to make at least one year's growth in one year's time. In so doing, all students are expected to end each school year fully prepared to move to the next grade level.

For students who are below grade level, more aggressive approaches must be taken to get them to catch up and keep up with grade level performance standards. It is the responsibility of all educators in the district to ensure that students in their classes/programs who are performing below grade level receive additional interventions and support to accomplish even more than one year's growth in one year's time.

All schools will have a School Improvement Plans (SIP) developed on a 2-year cycle that addresses Math and Literacy growth. The district SIP template will be used. Additional goals may be added based on a given school's needs, but those additional goals must not detract from the accomplishment of Math and Literacy goals.

Each school is expected to perform according to the following criteria:

Minimum standard is to reach state averages for test scores in every tested subject and grade level.

Once the state averages are met, each tested grade level and subject area is expected to improve its scores by a minimum of 5% each year.

All schools will administer district and state formative assessments to guide student learning and progress, and to accomplish relevant adjustments in instruction.

All schools will actively track and report their progress, developing longitudinal reports that show the direction of student achievement in each school.

The district, schools, and teachers are required to utilize student achievement data that is both based on local standards and normed against external standards (when available) to ensure continuous and calibrated improvement in student learning.

Transparency: School Improvement Plans will be posted on school websites. Student achievement results, as school-wide data, will also be posted on the school website. District-wide student achievement data will be posted on the district website. School data elements that specifically align with the "District Progress Report" will also be posted on the school website.

We will continue to support immersion, specialty, and college-level programs in schools to the extent that they are contributing to significant student achievement. These programs are expected not to operate in isolation. Their continuation may be subject to possible reduction (or elimination) if funding sources decline or evaporate.

Co-curricular and extracurricular programs will continue to be supported as part of the overall district educational program so long as they contribute to (and do not detract from) the academic standards noted above.

High School schedules, graduation requirements, and grading practices will be reviewed – and adjusted, if needed – to ensure maximum student readiness for post-high school life.

Goal 2: Support for Teachers and Teaching Aligned with Research, Best Practices, and Teacher-Identified Needs

To best support teaching efforts in the school district, an overall system to provide support and direction is needed.

Annual surveys of all certificated staff will be conducted to make plans for the professional development program in the district. To some extent, district administration must also set the direction for professional development, regardless of teacher interest, for important new external initiatives that will impact all districts. Two current examples are 1) the upcoming impact of Utah Core Standards on students, teachers, curriculum, and instructional methodologies, and 2) the new state assessment system.

The new state evaluation system is a difficult path to navigate and will require attention and work to fully and meaningfully implement. Teacher and Principal professional development will be aligned with the state teaching and leadership standards in an effort to assist in improved performance and career longevity.

Professional development efforts will be additive over the years instead of random. A compelling topic (or two) that was important enough to address in the district will still remain in future years, with subsequent topics adding to (not distracting from) each year's professional development focus. This, collectively, will become a foundation of the proposed "Provo Way."

District support for Level 1 teachers in attaining Level 2 licenses through Entry Years Enhancement (EYE) and support of programs for professional endorsements will continue

Teacher instructional coaching will continue for the time being, until the need subsides. Teacher instructional coaching may be the result of a teacher or principal-based request, or may come at the direction of the Human Resources department and/or supervisor to address observed deficiencies in teaching practice. The intent is to support teacher efforts to improve.

A variety of teacher-dominated, subject-specific district committees will be formed. The committees are each led by a small number of administrators, whose role it is to facilitate. The teachers will identify the areas to be addressed and will generate solutions.

An active and functioning Human Resources Department will assist with teacher needs and ensure total compliance with local, state, and federal employment regulations.

Goal 3: Improved Certainty and Stability in the Direction of the District

Certainty and stability in the direction of the district will be established through the creation of non-negotiables.

Appropriate long-term planning, accompanied by a strong commitment to such plans, provides direction and confidence throughout the system.

The following points serve as subsets of this goal of Improved Certainty and Stability in the Direction of the District:

Continuation of the Policy Project to define and clarify appropriate regulations and practices in all aspects of district operations.

A commitment to focus on the most important priorities and accomplish excellence.

The commitment to run a district office that is only as large as is required to provide support to schools, leadership to the district, and compliance in all areas of local, state, and federal reporting.

The willingness/commitment to report regularly to the community via a "District Progress Report" posted on the Provo School District Website and updated regularly when new data is available.

Establish a comprehensive set of communication practices with students, parents, and community.

Developing “The Provo Way” as a means of operationalizing components of the 20/20 Initiative, high quality professional development, important instructional strategies, highest-quality hiring practices, and other direction-setting components represented in the goals within this document.

Instructional support planning will be calendared and well established at the beginning of each school year. Mid-year course corrections may be needed, but significant shifts in focus and/or direction will not occur unless the initial plan is simply failing beyond recovery.

Safety for students and staff will be an ongoing high priority. The anti-bullying campaign is part of this overall safety effort. All staff will engage in safety drills and training to ensure that our students, staff, and public can have confidence in our efforts to retain a safe environment in all buildings and at all school activities.

Goal 4: Financial Prioritization, Long-Term Planning and Transparency

This goal is intended to ensure stability in the financial and operations management in the district, and to garner even greater support and understanding for district financial decisions. To facilitate increased confidence in the finances and operations of the district, a balanced budget plan will be developed each year, regardless of external changes in funding.

The central mission of the district is to educate students effectively. Therefore all planning that takes place must support the teaching-learning process. As many resources as possible will be allocated to schools for the direct implementation of the delivery of education to students.

The district will implement the practice of establishing long-term planning in the following areas:

- Multi-year Budget Planning
- Multi-year Facilities Planning
- Curriculum purchases and replacement cycles
- Technology purchases and replacement cycles
- Multi-year Salary/Compensation Planning

The Board also has set as a goal for the 2013-14 school year for the permanent reduction of 1% of current expenditures within the district operating budget. District administration is responsible to find these reductions, which will likely come from a combination of budget cuts and non-replacement of personnel who are retiring or resigning.

The finance department will continue to strive to accomplish additional methods of demonstrated transparency, including outreach to the general public in Provo City. This may be done through the establishment of a budget committee, community budget forums, and the Facilities Advisory Committee (FAC). Other such efforts may also be made under the direction of the Board.

The Human Resources department will work to review and refine staff Full Time Equivalent (FTE) allocations based on affordable and defensible rationale to reflect state funding compliance and district priorities.

A request/approval process for new initiatives has been implemented. This method will manage (and sift) new ideas that, although potentially worthy, must only be approved if they align with the established goals of the district.

Long-term planning regarding existing immersion programs must be addressed, with clear plans developed regarding how secondary schools will educate advanced foreign language students

Significant aspects of the operations within this goal will be reported and updated periodically on the (new – June 2013) District Progress Report.

Goal 5: Teamwork, Professional Conduct, and Civility

The most productive and successful school districts function with a sense of unity and common purpose among all constituents. This goal is to ensure a culture of productivity and effectiveness that is not driven by coercion, but instead by professional language and intent, and behaviors connected with clearly-stated, district-wide goals.

Parents are valued partners with the district, schools, and teachers in the education of children. We commit to establishing a climate in each school where parents feel welcome and can make meaningful contributions to the school in coordination with school and district leaders. We further commit to communicating effectively with parents, recognizing that some items and topics have elements of confidentiality.

In December 2012, the Board passed a policy entitled “Civility.” Procedures have also been developed. The Board believes that all parties in the district (staff, parents, community, students) must treat one another civilly, and that doing so will only foster the potential for better communication and problem solving. We also expect parents to conduct themselves respectfully toward all employees, refraining from errant threats and aggressive behavior and language.

District administrators in the summer of 2012 developed a set of Professional Behavior Norms. This important document will be used to set the tone for and guide interactions throughout the district, both in formal and informal settings. People attending meetings are expected to conduct themselves professionally. They may disagree with something but are expected to do so respectfully. Meeting attendees are expected to make positive, meaningful contributions to the meeting. Employees are expected to demonstrate loyalty to the district. They should take their concerns and complaints to their immediate supervisor for resolution. If still unresolved at that point, the issue should be taken to the next supervisory level.

Employees are also expected to demonstrate loyalty by not publicly deriding the district or any school, program, or employee. The public wants to have confidence in the district. Employees, however, will have the right to exercise a “whistleblower” approach if they see violations of laws or regulations, or professional conduct. Again, such concerns must follow a formal reporting sequence and process.

As a general standard, the Board discourages anonymous communication. We intend to foster and maintain a culture where people can and will have respectful conversations with one another about all issues related to the district. The Board expects that those in authority will exercise that authority, and yet they will not be coercive nor will they employ retaliatory tactics against subordinates who voice concerns. All parties are expected to behave in a civil, problem-solving manner. Face-to-face conversations are much more valuable and useful than anonymous communications.

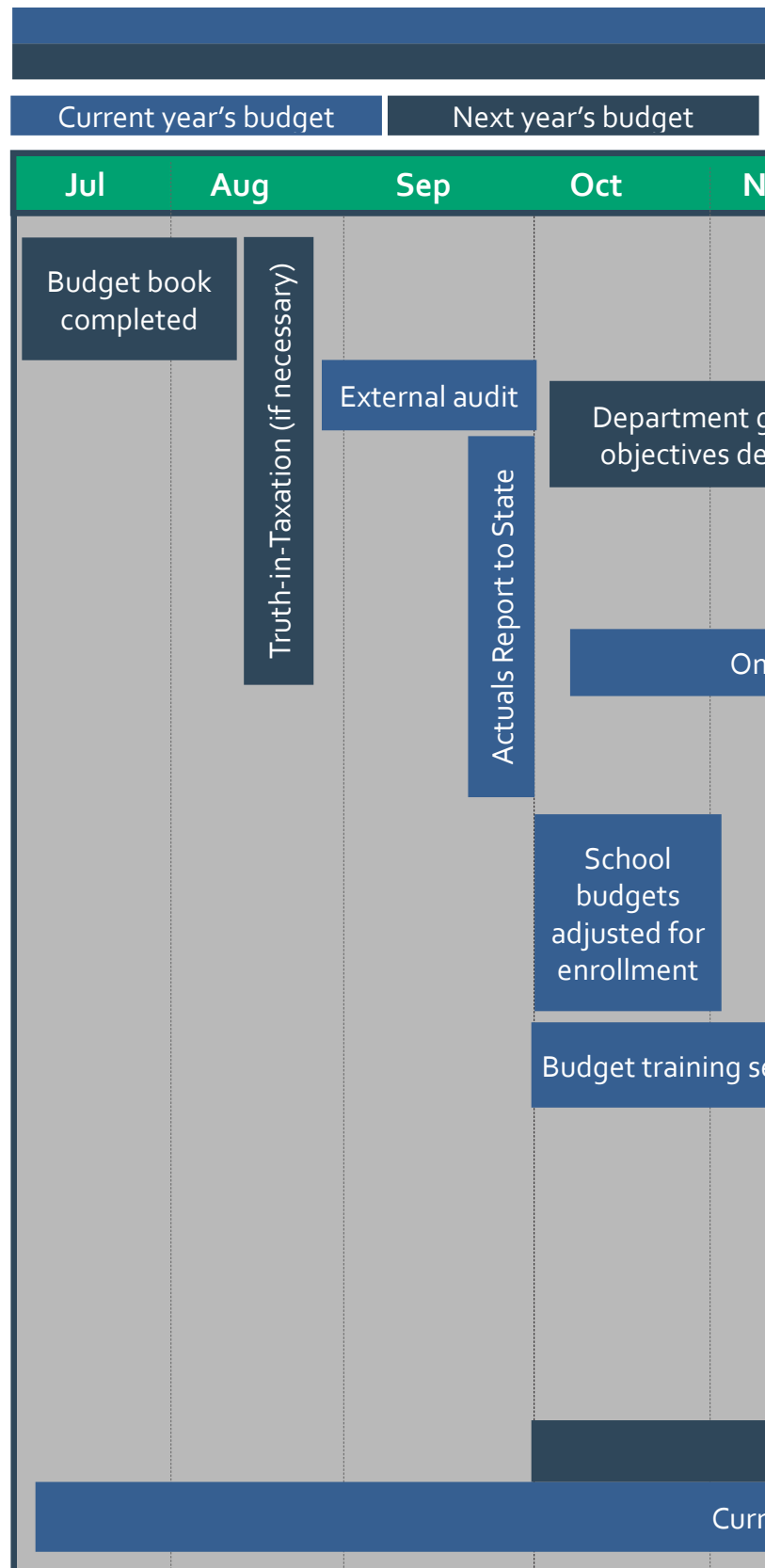
Budget Input: *The Process*

The District uses an annual budget, with fiscal years beginning July 1st and ending June 30th each year. Budget development is a year-round process, affecting the public, legislature, employees and the Board of Education.

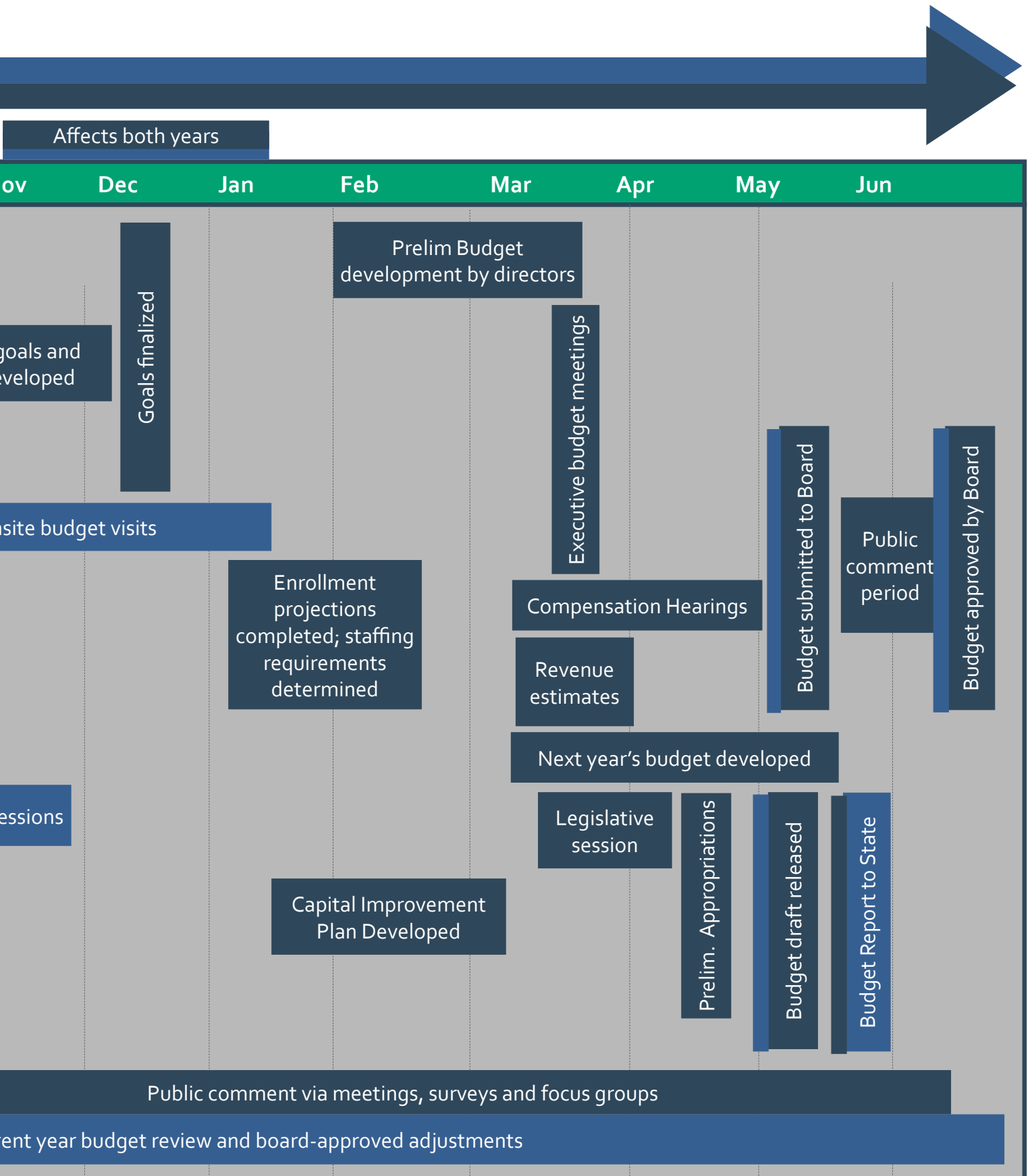
There were no significant changes to the budget process and/or budget policies relative to those used in the past. The following pages highlight that process, with more details shared later in this document.



Referencing the graphic above, in many cases the District is blazing a new trail and introducing a third option by making revenues go farther. **With programs like eSchool, dual immersion, and through aggressive grant writing, chasing new revenues and eliminating unnecessary costs is becoming the new normal.** Districts that are focused on clear goals and objectives - and unafraid of creativity and innovation - will ultimately be more successful.



Budget Development and Review Process: *Budget Timeline*



Allocation of Resources: *Human & Financial*

District Staffing and Resource Allocation

The District strives to ensure it has only the number of employees necessary to meet its goals and objectives. As a service organization, employee compensation is the biggest single expense incurred by the District. Human Resources works closely to ensure that all school FTE staffing is aligned by grade level with the Average Daily Membership (ADM) of each school. In the state of Utah the ADM determines much of the District's state funding, so it is critical that school staffing also uses this measure when assigning teachers to classrooms.

For 2015-16, the Board of Education and management have made the decision to maintain staffing levels for full-time equivalent employees. Some growth is budgeted in instruction functions to account for projected enrollment increases, particularly in eSchool. However, some departments at the District have found it difficult to maintain full staffing levels due to various factors, including changes in employee benefits resulting from federal ACA regulations. As a result, there is an overall slight decrease in budgeted staffing levels in the FY 2015-16 budget when compared to the previous year and class sizes will remain at roughly 28 students per class.

In addition to staffing and compensation, the District also disperses additional discretionary funding to each school. These funds are dispersed based on school enrollment figures and certain other factors which includes student special needs, at risk populations, language acquisition challenges, etc. These funds allow school administration the flexibility required to address their own individual school environment challenges in ways that they determine will be most effective. Generally, the discretionary funds provided to schools come from local tax dollars.

In addition to state FTE funding allocations and discretionary funds, the District also receives additional funding from the state for Special Education staffing and support, as well as various federal grants. Special Education funding is allocated to the schools based upon the individual needs of each school's student population. Specific federal grant dollars, such as those provided by No Child Left Behind (NCLB), and other state grant monies are allocated by enrollment and at-risk factors and are used by schools to provide supplementary services to their educational programs.

The Big Picture: Revenue and Expenditures

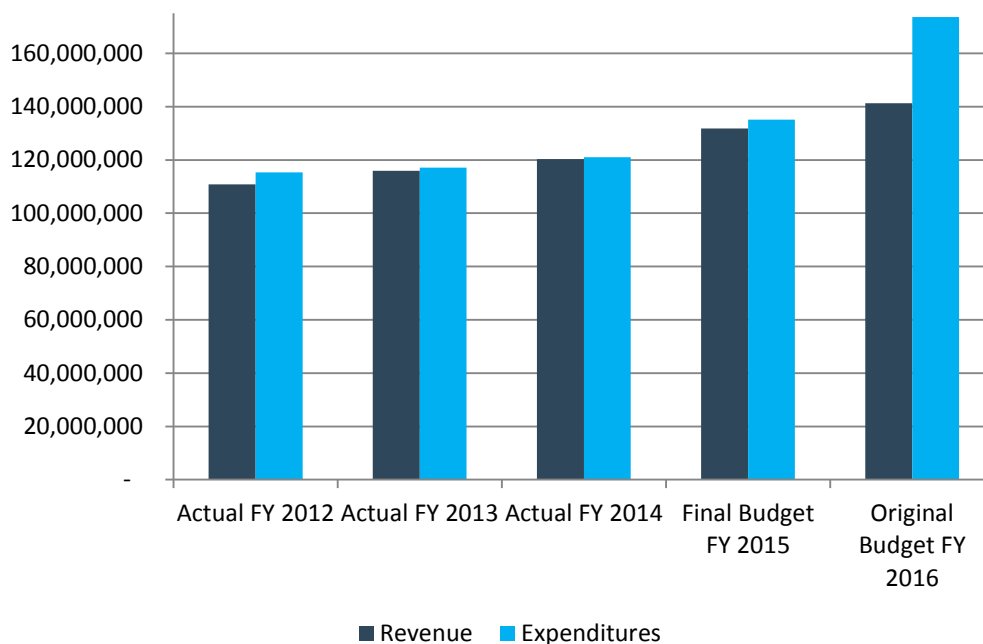
Revenue Summary by Fund FY 2012-FY 2016

| Fund | Actual FY 2012 | Actual FY 2013 | Actual FY 2014 | Final Budget FY 2015 | Original Budget FY 2016 |
|--------------------|--------------------|--------------------|--------------------|----------------------|-------------------------|
| General | \$87,702,101 | \$91,238,519 | \$96,771,179 | \$108,521,084 | \$113,465,545 |
| Student Activities | 3,641,399 | 3,556,586 | 3,631,034 | 3,966,226 | 3,743,460 |
| Non K-12 | 5,196,143 | 5,267,029 | 2,639,979 | - | - |
| Tax Increment | - | - | - | 1,110,000 | 1,250,000 |
| Debt Service | 6,282,882 | 6,345,627 | 6,200,120 | 6,417,235 | 10,047,591 |
| Capital Projects | 2,687,621 | 4,033,562 | 5,695,244 | 6,318,052 | 7,099,290 |
| Food Services | 5,292,594 | 5,466,383 | 5,350,662 | 5,424,457 | 5,652,971 |
| TOTAL | 110,802,740 | 115,907,707 | 120,288,218 | 131,757,054 | 141,258,857 |

Expense Summary by Fund FY 2012-FY 2016

| Fund | Actual FY 2012 | Actual FY 2013 | Actual FY 2014 | Final Budget FY 2015 | Original Budget FY 2016 |
|--------------------|--------------------|--------------------|--------------------|----------------------|-------------------------|
| General | \$89,005,622 | \$92,009,785 | \$94,893,483 | \$107,110,360 | \$113,946,321 |
| Student Activities | 3,696,060 | 3,866,810 | 3,755,536 | 3,957,382 | 3,848,900 |
| Non K-12 | 3,090,701 | 3,145,729 | 3,174,396 | 273,857 | - |
| Tax Increment | - | - | - | 1,110,000 | 1,250,000 |
| Debt Service | 6,421,121 | 6,444,480 | 6,354,035 | 6,576,253 | 10,047,591 |
| Capital Projects | 7,770,998 | 6,119,482 | 7,114,100 | 10,150,347 | 38,590,603 |
| Food Services | 5,382,955 | 5,464,817 | 5,686,209 | 5,916,625 | 5,873,860 |
| TOTAL | 115,367,457 | 117,051,103 | 120,977,759 | 135,094,824 | 173,557,275 |

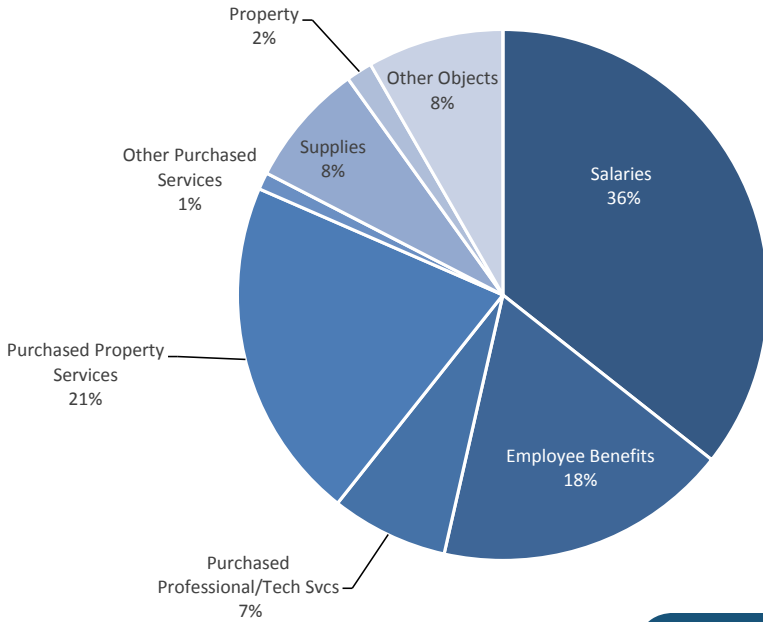
Total Revenues & Expenditures: FY 2012 to FY 2016



Summary: Revenue & Expenditures

The Big Picture: Budget Summary

Expenditures by Source: FY16

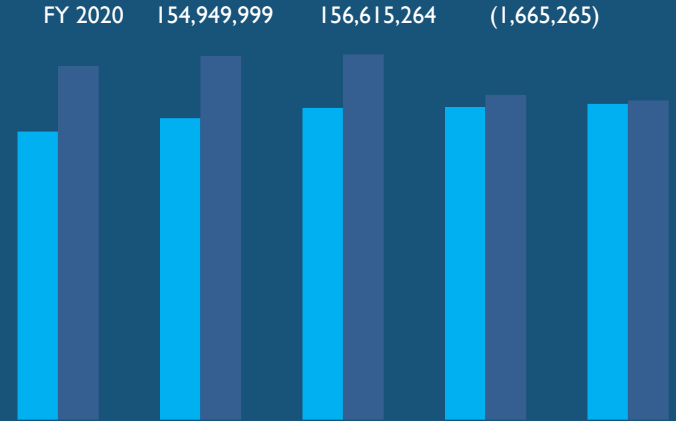


- WPU increase of 4.0%
- Enrollment increase due to projected eSchool additions
- Property tax revenues increase to cover bond debt payments, rates held at certified tax rate
- Increase in indirect rates
- Overall decrease in federal revenue
- Other revenue up – Expected increases in various federal/state grants
- FTE's see slight decrease
- 2.5% Salary increase
- FY16 capital expenditures includes \$31m in bond construction expenses
- Medical premium increases of 12%
- Retirement rate remains flat
- Professional services, travel and supplies decrease due to district austerity measures

Future Outlook

| Fiscal Year | Revenues | Expenditures | Net |
|-------------|-------------|--------------|--------------|
| FY 2016 | 141,258,857 | 173,557,276 | (32,298,419) |
| FY 2017 | 147,895,148 | 178,361,118 | (30,465,971) |
| FY 2018 | 152,934,154 | 179,150,474 | (26,216,320) |
| FY 2019 | 153,374,678 | 159,333,652 | (5,958,974) |
| FY 2020 | 154,949,999 | 156,615,264 | (1,665,265) |

200,000,000
180,000,000
160,000,000
140,000,000
120,000,000
100,000,000
80,000,000
60,000,000
40,000,000
20,000,000
-

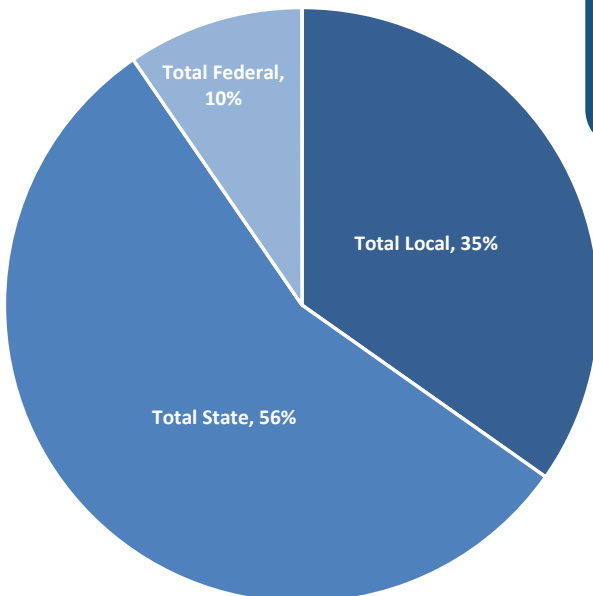


FY 2016 FY 2017 FY 2018 FY 2019 FY 2020

■ Revenues ■ Expenditures

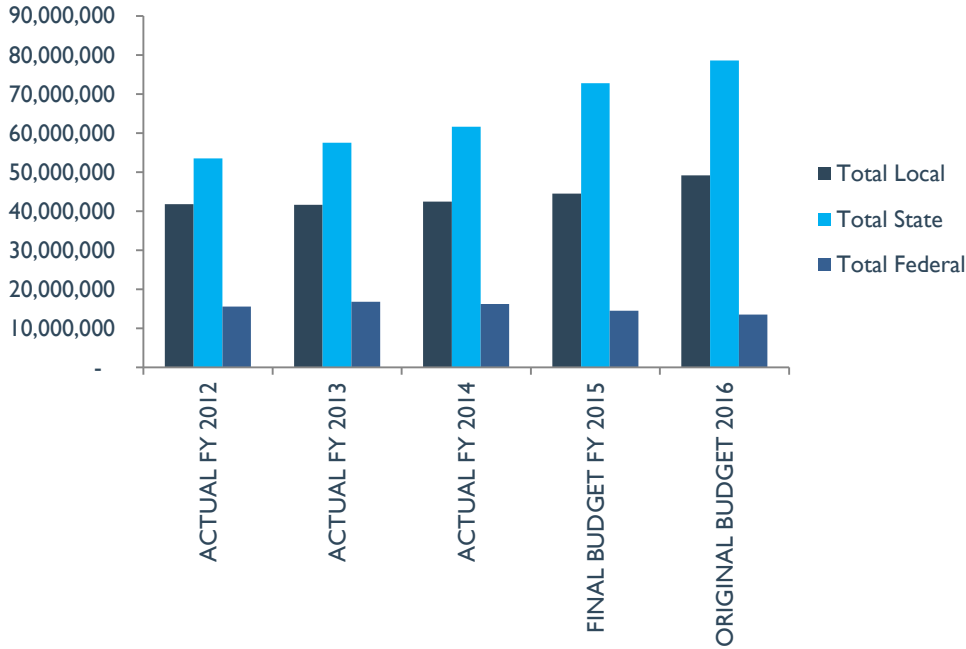
Over the next five years, the District's net budget (remaining funds after all expenditures) will remain negative. This is primarily a result of bond-related construction projects for the replacement of 5 aging school buildings. The difference will be made up by using bond proceeds specifically designated for this cause, supplemented when necessary with building reserve funds. These bond funds are recorded below the line in "Other Funding Sources" and are not included in the revenue totals above.

Revenue by Source: FY16



Summary: Revenue & Expenditures

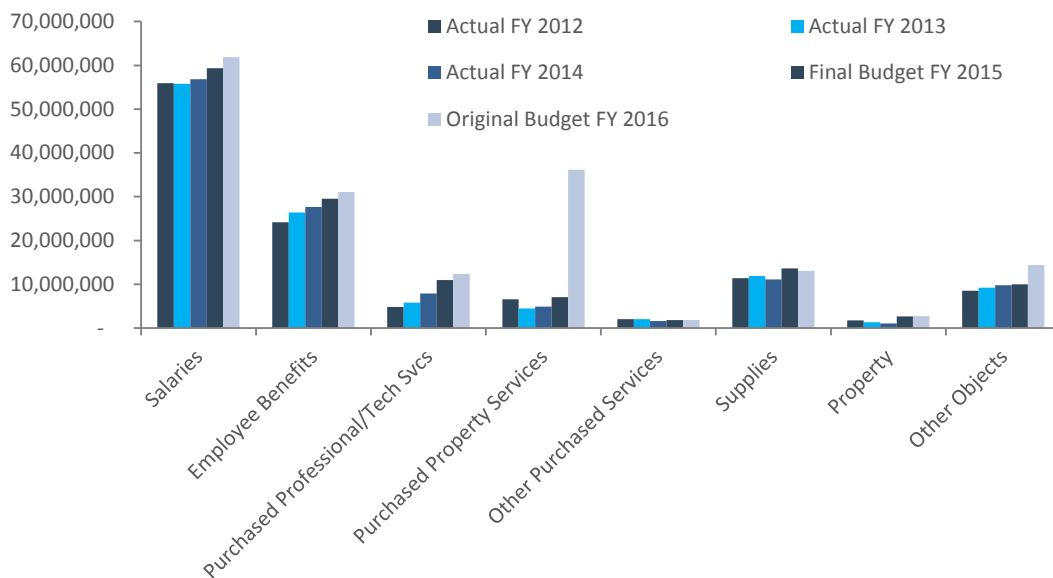
Revenues by Source: FY12 to FY16



Revenue

State revenue as a percentage of total revenues continues to increase as the district continues to experience eSchool growth and additional state funding measures are passed by the government. Federal revenue continues to trend downward, and these funds are not replaced by the district. Local revenue, which comes primarily in the form of property taxes, is projected to gradually increase in the near future as property values in Provo City continue to rise. FY16 will also see the District's indirect cost rate rebound from last year resulting in a slight increase in local revenue.

Expenditures by Object Grouping: FY12 to FY16



Expenditures

As a service organization, most District expenditures come in the form of salaries and benefits. As a result, when budget cuts are required, employee compensation isn't spared. Health insurance costs continue to increase dramatically, and in FY16 the District will be exploring alternative plans to help alleviate the expense exposure. It is expected that eventually the District will need to adjust staffing levels to maintain fiscal responsibility. However, it is not expected that we will see any significant staffing changes in FY16.

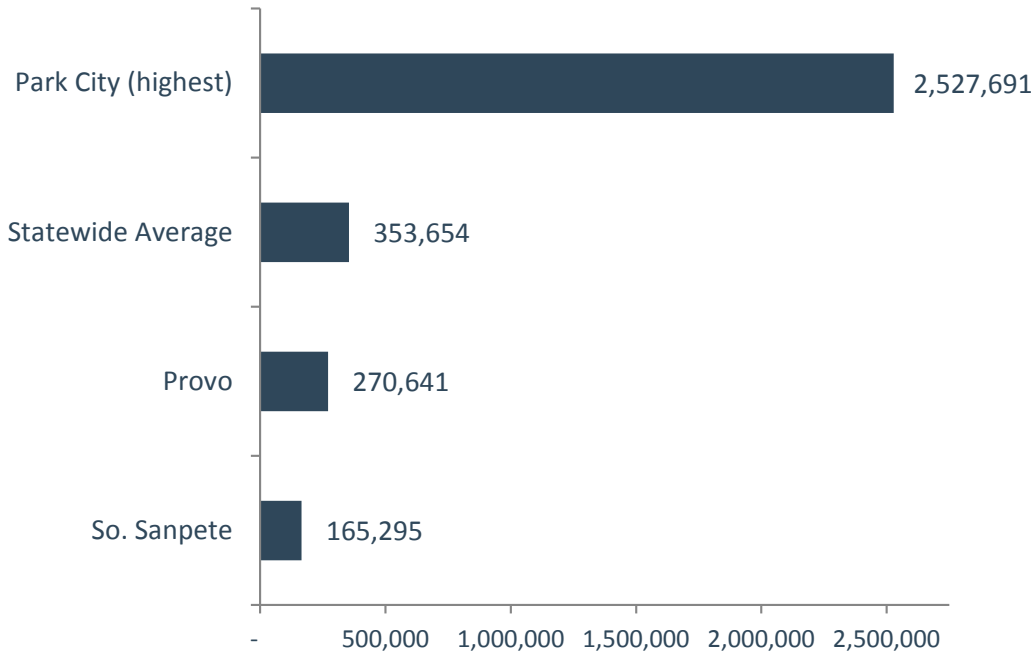


Quality choices for every child's future.

Budget Forecast, All Funds: *FY 2012 - FY 2019*

| Summary: All Funds | Actual FY 2012 | Actual FY 2013 | Actual FY 2014 | Final Budget FY 2015 | Original Budget FY 2016 | Projected FY 2017 | Projected FY 2018 | Projected FY 2019 |
|---|----------------------|----------------------|----------------------|----------------------|-------------------------|----------------------|----------------------|----------------------|
| Total Local | \$ 41,796,613 | \$ 41,641,477 | \$ 42,423,021 | \$ 44,455,429 | \$ 49,125,353 | \$ 51,804,000 | \$ 53,513,000 | \$ 51,323,000 |
| Total State | 53,467,124 | 57,509,778 | 61,612,173 | 72,774,232 | 78,596,266 | 82,527,148 | 85,814,154 | 88,383,678 |
| Total Federal | 15,539,003 | 16,756,452 | 16,253,024 | 14,527,394 | 13,537,237 | 13,564,000 | 13,607,000 | 13,668,000 |
| TOTAL REVENUES | 110,802,740 | 115,907,707 | 120,288,218 | 131,757,054 | 141,258,857 | 147,895,148 | 152,934,154 | 153,374,678 |
| Salaries | 55,935,530 | 55,800,280 | 56,806,234 | 59,363,565 | 61,859,472 | 63,699,000 | 65,593,000 | 66,917,000 |
| Employee Benefits | 24,199,627 | 26,411,832 | 27,667,066 | 29,520,445 | 31,082,488 | 32,142,000 | 33,255,000 | 34,425,000 |
| Purchased Professional/Tech Svcs | 4,859,011 | 5,845,333 | 7,926,589 | 10,958,494 | 12,356,099 | 13,077,699 | 13,842,210 | 14,518,755 |
| Purchased Property Services | 6,606,108 | 4,466,164 | 4,938,170 | 7,086,414 | 36,207,026 | 36,926,000 | 33,286,000 | 13,609,000 |
| Other Purchased Services | 2,069,895 | 2,028,174 | 1,616,384 | 1,859,479 | 1,821,454 | 1,840,000 | 1,863,000 | 1,886,000 |
| Supplies | 11,414,725 | 11,911,846 | 11,125,713 | 13,622,652 | 13,056,711 | 13,173,781 | 13,315,599 | 13,458,435 |
| Property | 1,732,895 | 1,359,804 | 1,084,273 | 2,691,956 | 2,774,719 | 2,952,000 | 3,092,000 | 3,282,000 |
| Other Objects | 8,549,666 | 9,227,669 | 9,813,331 | 9,991,820 | 14,399,306 | 14,550,639 | 14,903,665 | 11,237,463 |
| TOTAL EXPENDITURES | 115,367,457 | 117,051,103 | 120,977,759 | 135,094,824 | 173,557,276 | 178,361,118 | 179,150,474 | 159,333,652 |
| EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES | (4,564,717) | (1,143,396) | (689,541) | (3,337,770) | (32,298,419) | (30,465,971) | (26,216,320) | (5,958,974) |
| OTHER FINANCING SOURCES (USES) AND OTHER ITEMS | 10,362 | 801,156 | 23,970 | 53,026,006 | 25,000 | 55,000,000 | 250,000 | - |
| NET CHANGE IN NET ASSETS / FUND BALANCE | (4,554,355) | (342,240) | (665,571) | 49,688,236 | (32,273,419) | 24,534,029 | (25,966,320) | (5,958,974) |
| NET ASSETS / FUND BALANCE BEGINNING (From Prior Year) | 42,926,425 | 38,372,070 | 38,029,830 | 37,364,259 | 87,052,495 | 54,779,076 | 79,313,105 | 53,346,785 |
| Adjustment to Beginning Net Assets/ Fund Balance (Add Explanation) | - | - | - | - | - | - | - | - |
| NET ASSETS / FUND BALANCE - Ending | \$ 38,372,070 | \$ 38,029,830 | \$ 37,364,259 | \$ 87,052,495 | \$ 54,779,076 | \$ 79,313,105 | \$ 53,346,785 | \$ 47,387,811 |

Property Taxes: Tax Base and Rate Trends



Property value per student is estimated to be approximately **\$270,641** in FY 2015-16 (total assessed value in Provo divided by estimated enrollment).

Property value per student (often referred to as “yield per student”) is a useful metric for taxpayers to track. **If a district has an average per student yield, it stands to reason that district should have an average tax rate.**

Property values continue to recover from the recent recession. As property values continue to rebound to 2007 levels the District will continue to manage local revenues tightly, since substantially raising property tax rates would be difficult for Provo residents to endure.

Residential

| Year | 2014-15 | 2015-16 |
|-----------------------------|-----------|------------|
| Home Value | \$250,000 | \$250,000 |
| Residential Exemption | 45% | 45% |
| Assessed Value | \$137,500 | \$137,500 |
| District Total Tax Rate | 0.006636 | 0.007568 |
| District Property Taxes | \$912.45 | \$1,040.60 |
| Taxes per \$1,000 of value: | \$3.65 | \$4.16 |



Residential
Taxes per \$1,000
of Assessed
Value: **\$4.16**

Business

| Year | 2014-15 | 2015-16 |
|-----------------------------|------------|------------|
| Business Value | 250,000 | 250,000 |
| Assessed Value | 250,000 | 250,000 |
| District Total Tax Rate | 0.006636 | 0.007568 |
| District Property Taxes | \$1,659.00 | \$1,892.00 |
| Taxes per \$1,000 of value: | \$6.64 | \$7.57 |



Business
Taxes per \$1,000
of Assessed
Value: **\$7.57**

Long-term Debt: *as of June 30, 2015*

GENERAL OBLIGATION BONDS

| Series | Purpose | Original Amount | Interest Rate Range | Final Maturity Date | Current Outstanding Balance |
|--|-----------------|-----------------|---------------------|---------------------|-----------------------------|
| 2006 Series G.O. Bonds | School Building | 9,400,000 | 4% | June 15, 2016 | 450,000 |
| 2007B Series G.O. Bonds | School Building | 25,600,000 | 4.00% to 4.50% | June 15, 2017 | 2,425,000 |
| 2012 Series G.O. Refunding Bonds | Bond Refunding | 9,045,000 | .56% to 1.29% | June 15, 2017 | 5,675,000 |
| 2015A Series G.O. Bonds | Bond Refunding | 22,790,000 | 2.13% | June 15, 2027 | 22,790,000 |
| 2015 Series G.O. Bonds | School Building | 50,615,000 | 2.25% to 5% | June 15, 2035 | 50,615,000 |
| Total General Obligation Bonds Payable as of June 30, 2015 | | | | | <u>\$ 81,955,000</u> |
| | | | | | (Principal only) |

District Actual Debt & Debt Level

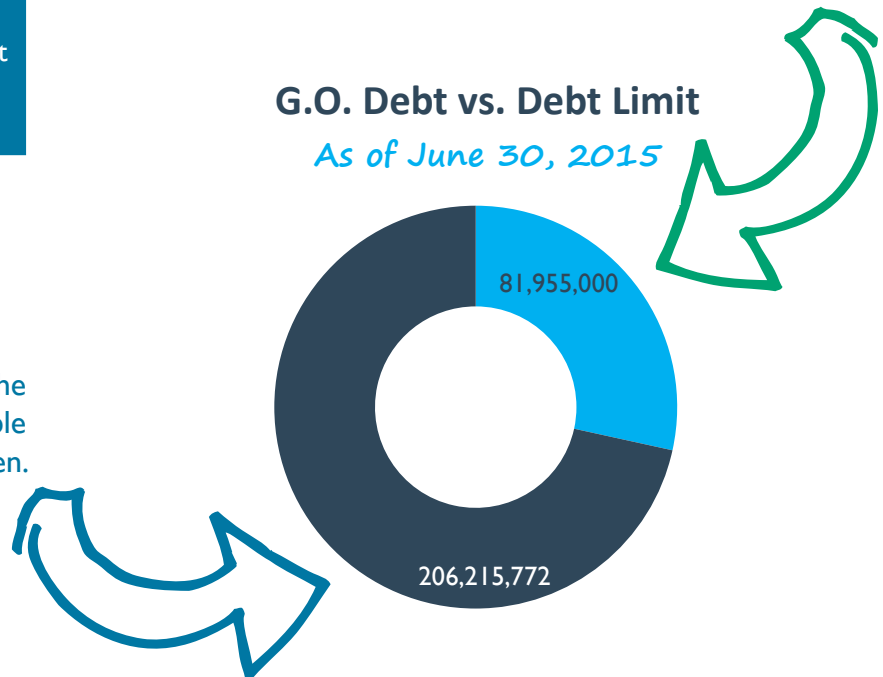
The approximate fair market value of taxable properties in Provo is \$7.20 billion, meaning the District's general obligation debt limit is approximately \$288.2 million ($\$7.20 \text{ billion} \times 4\%$). The District's general obligation debt is at 1.14% of the assessed fair market value of Provo - far less than what is allowed by law.

This figure is the combined general obligation bonds owed by the District (principal only).

G.O. Debt vs. Debt Limit

As of June 30, 2015

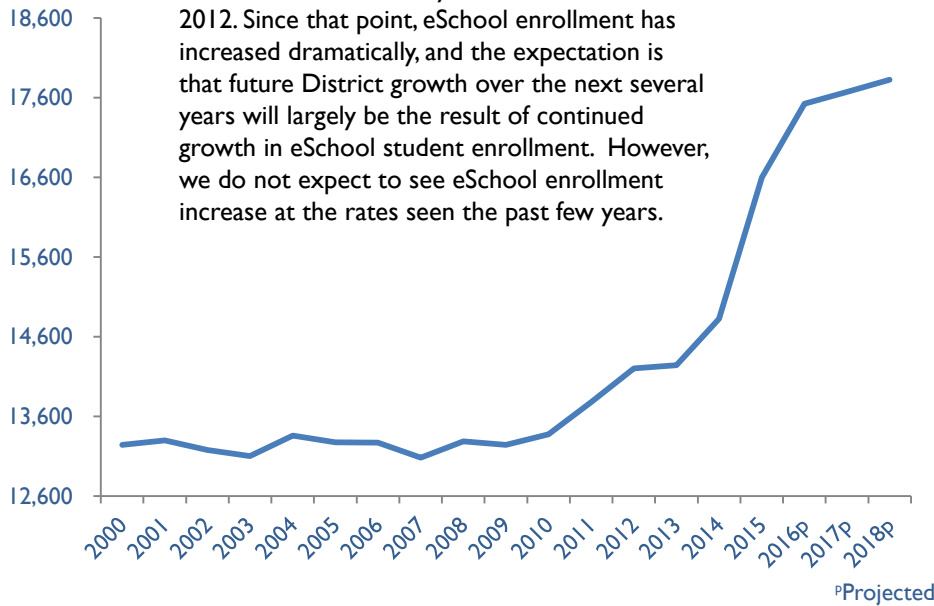
This figure represents the District's remaining possible debt burden.



District Enrollment

2000 - 2018

Although there have been fluctuations, District enrollment was relatively flat from 2000 - 2012. Since that point, eSchool enrollment has increased dramatically, and the expectation is that future District growth over the next several years will largely be the result of continued growth in eSchool student enrollment. However, we do not expect to see eSchool enrollment increase at the rates seen the past few years.



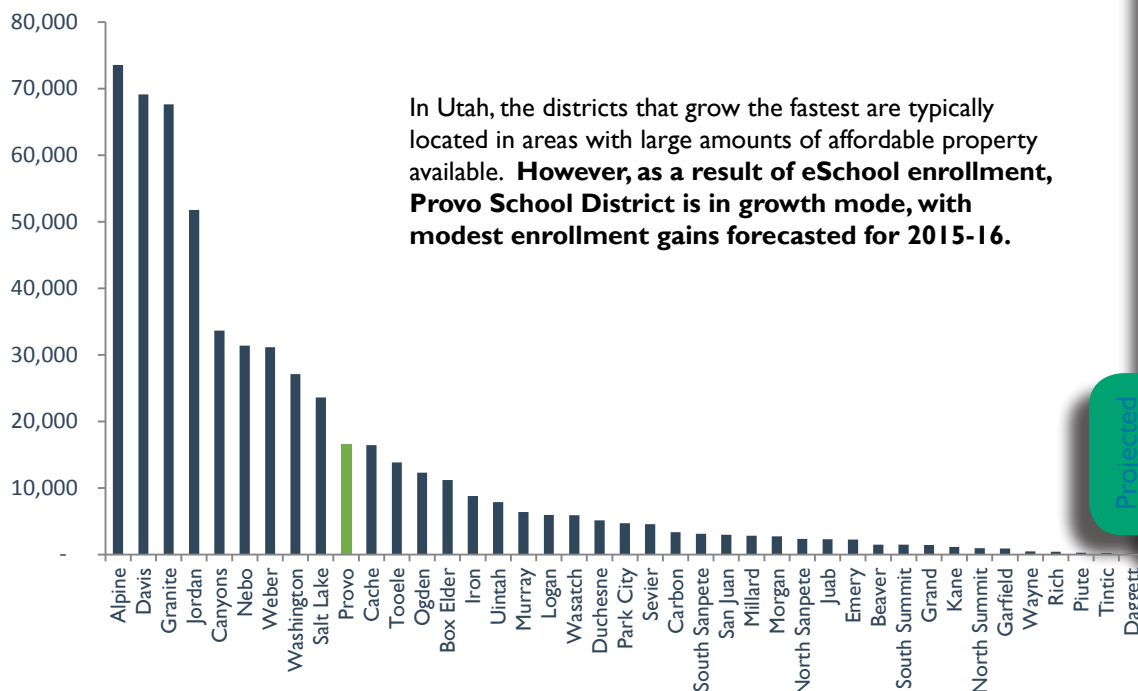
Over the next several years, the school-age population in Utah is expected to grow dramatically, while in Provo it's projected to remain relatively flat.

One reason for this is the fact that there is little available land in Provo, while neighboring school districts have much more available land to develop. This problem is compounded by the fact that Provo is a one-city, urban school district, and new growth in the state in recent years has typically been centered in suburban areas on the periphery of major cities. However, due to significant projected increases in eSchool growth we expect modest enrollment gains over the next several years.

| Year | Enrollment |
|-------|------------|
| 2000 | 13,241 |
| 2001 | 13,298 |
| 2002 | 13,177 |
| 2003 | 13,103 |
| 2004 | 13,359 |
| 2005 | 13,273 |
| 2006 | 13,272 |
| 2007 | 13,083 |
| 2008 | 13,288 |
| 2009 | 13,241 |
| 2010 | 13,376 |
| 2011 | 13,779 |
| 2012 | 14,202 |
| 2013 | 14,241 |
| 2014 | 14,824 |
| 2015 | 16,600 |
| 2016p | 17,525 |
| 2017p | 17,672 |
| 2018p | 17,827 |

Statewide Enrollment: Fall 2014

In Utah, the districts that grow the fastest are typically located in areas with large amounts of affordable property available. **However, as a result of eSchool enrollment, Provo School District is in growth mode, with modest enrollment gains forecasted for 2015-16.**



Projected

Staffing Levels by Function: *FY 2008 to FY 2016 (proposed)*

| Function | FY 2008 | FY 2009 | FY 2010 | FY 2011 | FY 2012 | FY 2013 | FY 2014 | FY 2015 | FY 2016 ^P |
|---------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|----------------------|
| Instruction | 1,148 | 1,000 | 984 | 977 | 984 | 998 | 1,005 | 1,002 | 1,057 |
| Students | 52 | 52 | 51 | 49 | 50 | 50 | 50 | 50 | 49 |
| Instructional Staff | 38 | 40 | 41 | 31 | 32 | 32 | 32 | 27 | 25 |
| General Administration | 20 | 16 | 15 | 16 | 17 | 17 | 17 | 17 | 22 |
| School Administration | 74 | 74 | 70 | 70 | 70 | 70 | 72 | 65 | 76 |
| Business and Central | 22 | 20 | 26 | 27 | 26 | 26 | 26 | 41 | 43 |
| Operation and Maintenance | 139 | 148 | 148 | 95 | 95 | 95 | 95 | 133 | 94 |
| Transportation | 60 | 44 | 46 | 44 | 46 | 46 | 46 | 66 | 59 |
| Other Support | 11 | 1 | 1 | 25 | 26 | 26 | 26 | 0 | 0 |
| Food Services | 90 | 92 | 82 | 92 | 92 | 80 | 84 | 77 | 71 |
| Community Services | 135 | 146 | 100 | 93 | 93 | 93 | 93 | 103 | 59 |
| Total FTEs | 1,789 | 1,633 | 1,564 | 1,519 | 1,531 | 1,533 | 1,546 | 1,583 | 1,555 |

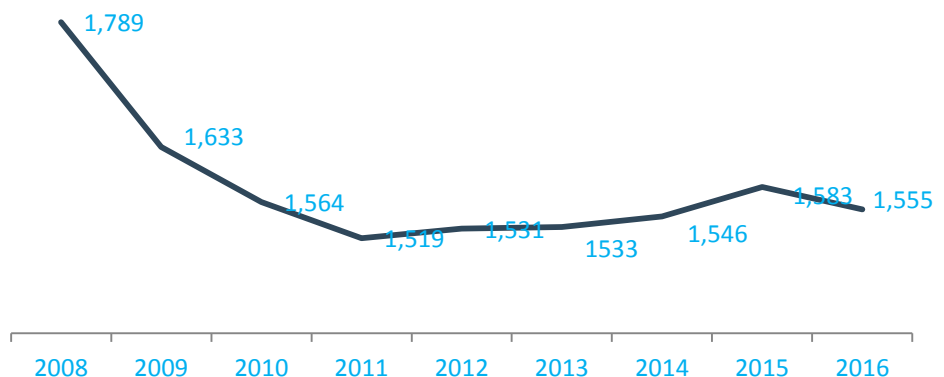
^PProposed

As a service organization, employee compensation is the biggest single expense incurred by the District. As a result, when cuts need to be made, it's difficult to spare all positions.

For 2015-16 the Board of Education and management have made the decision to try to keep average class-sizes at 28.9, the same figure as FY 2014-15. Some growth in instructional FTE is budgeted to account for projected enrollment increases, as seen in the table above. This increase, though, is offset by continuing struggles to maintain staffing levels in our Transportation and Food Services departments. The District has set a goal to reduce elementary class sizes over the next few years to just under 27 students per teacher, which will result in higher FTE levels in future years.

Staffing Levels by FTE: *FY 2008 to FY 2016*

Budgeted staffing levels are roughly flat in the FY 2015-16 budget when compared to the previous year.



Student Achievement & Per Pupil Spending

True ROI

Student achievement plays a critical role in the development of the District's budget each year. The very first official step toward goals and objectives for the coming year is the development of short-term budget initiatives. These initiatives are designed to meet short-term, pressing needs, and are always heavily influenced by student achievement goals.

Some of the District's noteworthy accomplishments include:

- Higher ACT scores than Utah and national averages
- Year over year improvements in graduation rates at all high schools
- Moderately or substantially higher scores in all subject areas of national ITBS standardized tests
- "Substantial" or "Sufficient" scoring in all subject areas of the Utah Basic Skills Test
- Timpview HS ranked as best high school in Utah by US News
- Highly competitive teacher pay
- The lowest tax rate of all districts in Utah County
- The most online classes in Utah

FY 2015 Spending Per Student: **\$7,184.22**

(excluding debt and long-term capital expenditures)

Support:
31%

Instruction:
69%



Note regarding per pupil spending: It can be misleading to compare Provo City School District's per pupil spending to other districts in Utah and in the U.S.. A lack of recent comparable data and varying methods of computing expenditures can distort figures and make comparisons confusing and inaccurate. In general, Provo City School District spends more per student than the average district in Utah, but less per pupil than the average district nationwide.

In this book, expenditures per student are calculated by taking General fund budgeted expenditures divided by enrollment.

Student Achievement: *Graduation Rates and ACT® Scores*

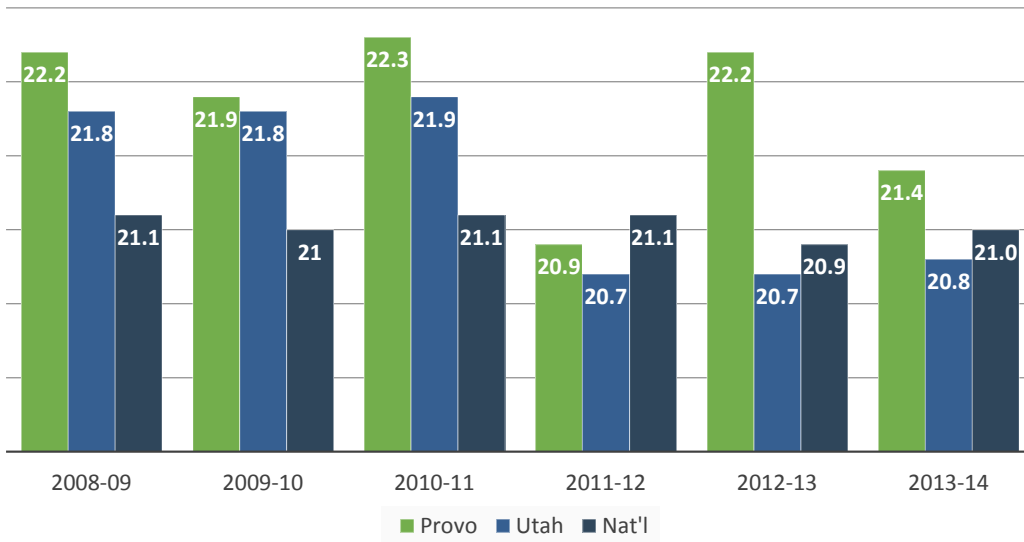
Graduation Rates, 2013-14



Source: U.S. Department of Education and Utah State Office of Education

In 2014 the District's graduation rate increased slightly over the prior year. However, this rate continues to be a bit deceiving as both Provo HS and Timpview HS had graduation rates significantly higher than both the state rate of 83% and the national rate of 81%. The expectation is that as Independence HS rates continue to increase the overall District graduation rate will settle closer to the state average in future years.

ACT Scores (2013-14 most recent year available)



Source: Utah State Office of Education

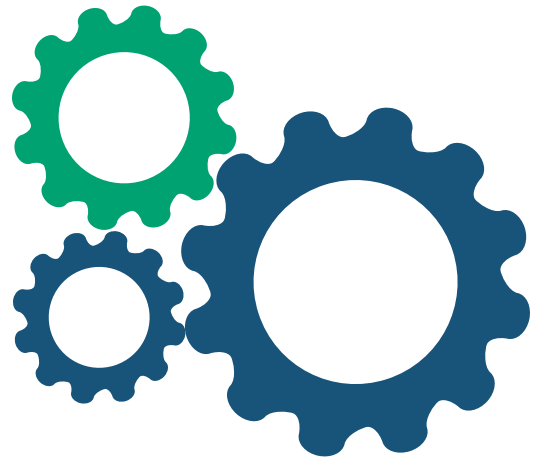
ACT test scores are a key indicator of college readiness and play an important role in the acceptance process.

Average ACT scores in Provo School District have been higher than state and national averages in recent years.

It is important to note that while Provo's scores dipped in 2014, our students continue to indicate a high level of college readiness upon graduation relative to both state and national averages.



Organizational Section



The District *Entity*

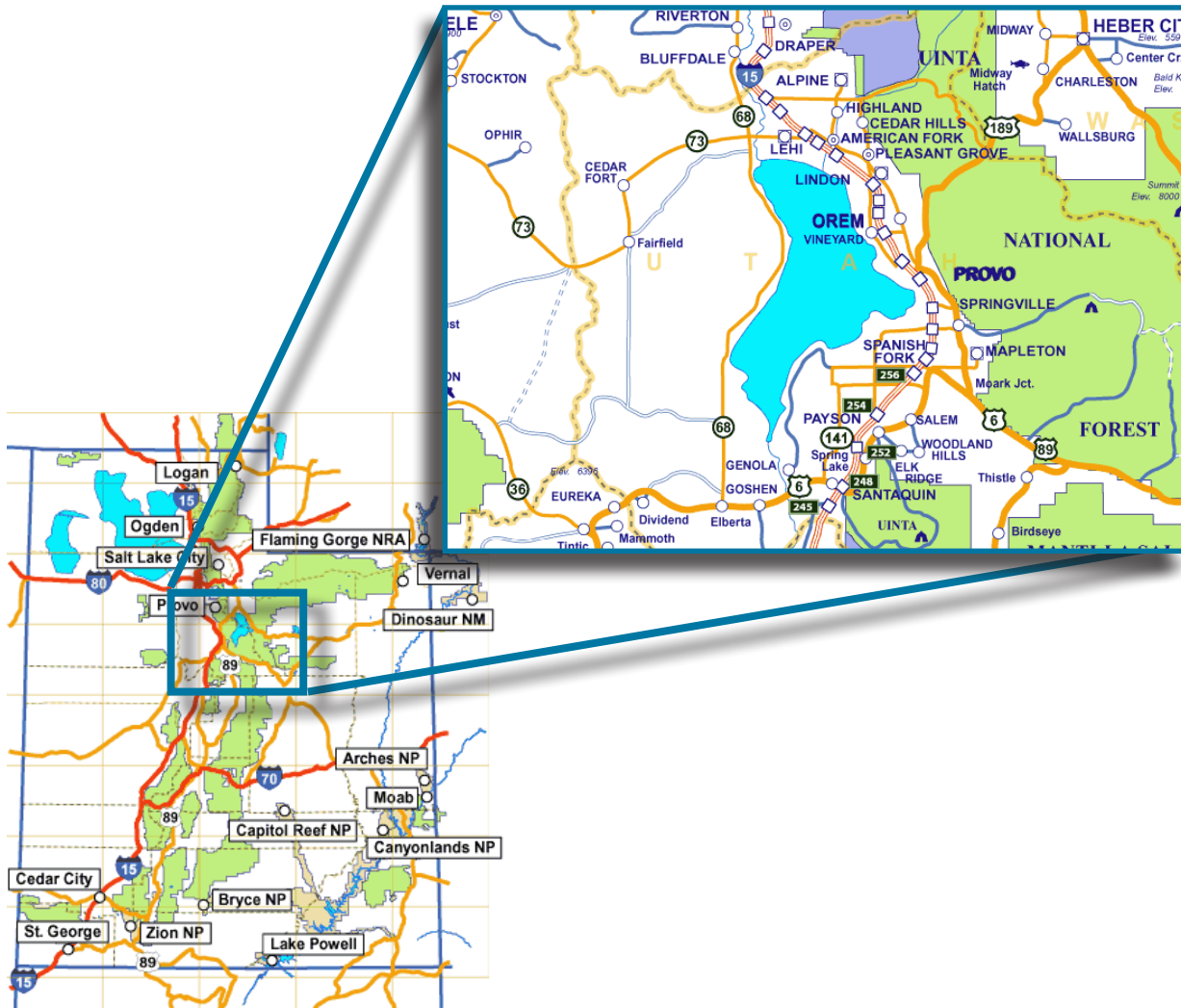
Legal and Fiscal Considerations

Provo City School District is a K-12 district residing within the boundaries of Provo City in Utah County, Utah. However, the District is an independent entity, with board members elected by Provo citizens in a general election. The District has the authority to levy taxes, issue debt, determine fees and approve and modify its budget. While the District places its greatest emphasis on answering to the citizens of Provo, it also is subject to oversight by the Utah State Office of Education (USOE). The USOE generally oversees the budget process, and the majority of the District's funding flows through this entity.

“The District places its greatest emphasis on answering to the citizens of Provo.”

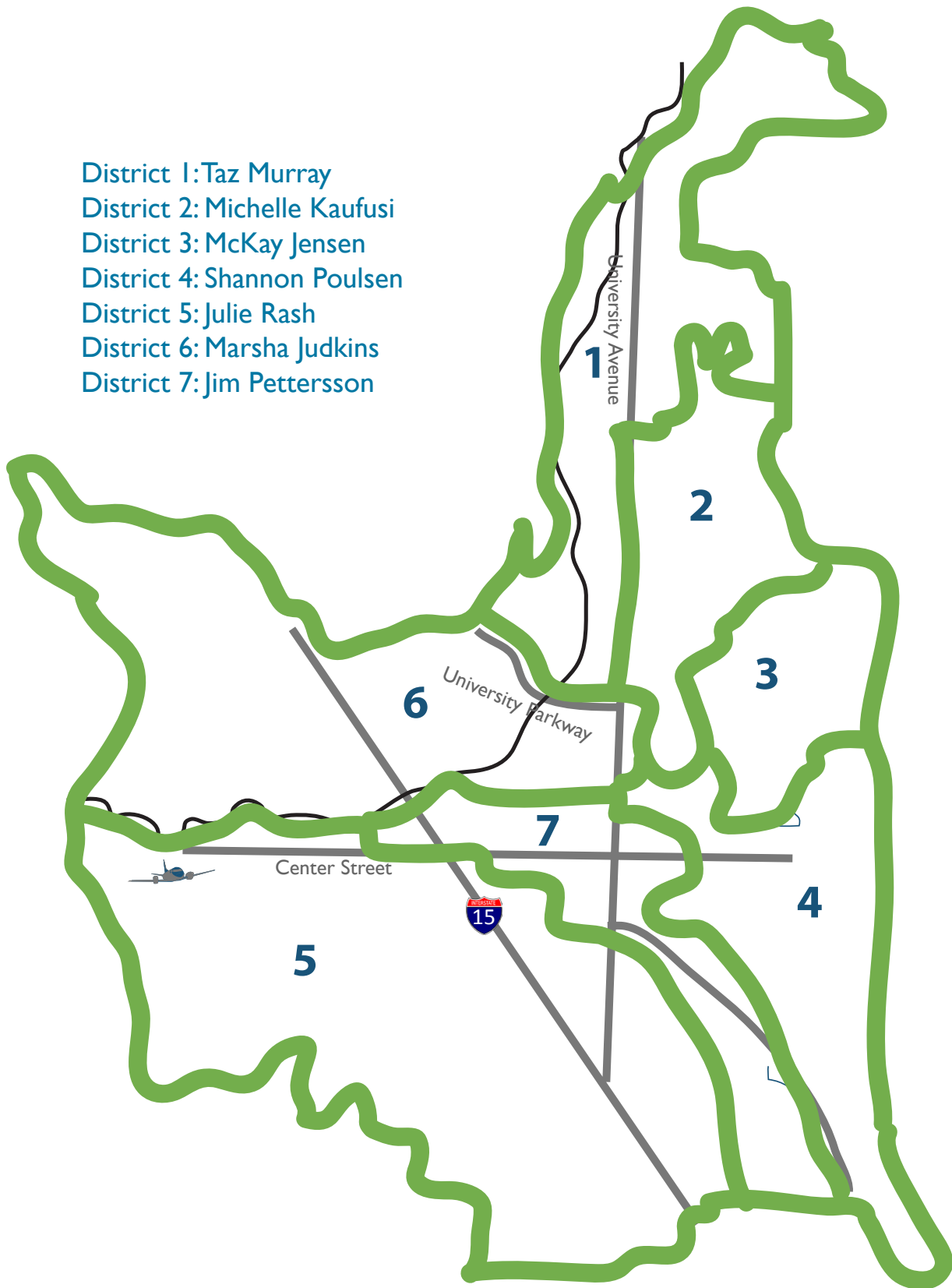
Service Area

It was mentioned previously that the District resides wholly within Provo City boundaries. Provo, with a population of approximately 120,000 residents, is the county seat and business center for Utah County. The District consists of 19 schools: two high schools, one alternative high school, one adult high school, two middle schools, and 13 elementary schools. **As of October 1, 2014, the District had 16,600 students enrolled, making it the 10th largest of Utah's 41 school districts.**



Voter Precincts: 2015-16

- District 1: Taz Murray
- District 2: Michelle Kaufusi
- District 3: McKay Jensen
- District 4: Shannon Poulsen
- District 5: Julie Rash
- District 6: Marsha Judkins
- District 7: Jim Petterson



<http://provo.edu/boe/pdf/boardmap.pdf>

District Elementary School Boundaries: 2015-16



District Departments

The District is divided into several departments. While each department might have its own mission, goals and objectives, each supports the overall mission of the District. Each department is responsible for specific components of the District's overall goals and objectives. The following is a brief description of the departments that operate in the District:

Teaching & Learning

Previously designated as the Curriculum and Learning Office, the Department of Teaching & Learning of Provo City School District provides support to teachers, administrators, and parents in enabling students to gain academic skills and knowledge necessary for their successful futures. Local, state, and federal resources provide teaching materials for students and teachers, professional development targeted to instructional improvement for new and experienced teachers, analysis of student performance data, tutoring services for at-risk learners, and enriched learning opportunities for students of all abilities. Their key focus is literacy enhancement for all students with additional energy directed to mathematics, science, and other critical areas of learning.

Student Services

The mission of Student Services is to provide support to students and families. Student Services is responsible for support services throughout the district including police, nurses, social workers, attendance officers, safe schools, and other programs.

Student Services provides equal access to education and promotes educational excellence by providing support to schools, helping to meet the needs of families, assisting students with unresolved needs, and providing opportunities for students to stay in school.

Student safety, gang prevention, drug prevention, discipline, school choice, and the Foundation are also handled by Student Services.

Food Services

Food Services (Child Nutrition) falls under business administration. The Child Nutrition Department is committed to providing a safe, nutritious meal to every student, continually improving our programs, the children's meal time experience and our communication and involvement with parents.

Transportation

The Transportation Department also falls under business administration, and works to transport children to and from school in a safe, efficient and positive environment. Each driver and assistant is expected to become familiar with, and closely follow, District procedures and the rules of the road. Questions regarding bus routes or specific transportation events are handled by this department.

Maintenance

Maintenance helps facilitate learning by providing a safe and pleasant learning environment in the buildings and on the school grounds in the District. Safe, clean, well-lit and comfortable buildings is the department's main goal. It is believed that students learn better in a pleasant and environmentally-friendly building.

Personnel

The Personnel Department is given the responsibility to find, recruit and retain qualified teachers and support staff that are committed to District goals. This department also ensures that employees working in the District meet the academic and licensing standards set by the state and federal government. Personnel also works to maintain personnel records and pertinent information on all past and present employees, distribute the agreed upon wages and benefits to employees according to negotiated agreements and the law, and develop and enforce policy related to the successful personnel operation of the District.

District Departments: *Continued*

The Personnel Department is also in charge of allocating full-time equivalents (FTEs) to schools and handling payroll duties for the District.

Career and Technology Education

The mission of Career and Technology Education (CTE) is to provide all students a seamless education system, driven by a Student Education Occupation Plan (SEOP), through competency-based instructions culminating in essential life skills, certified occupational skills and meaningful employment and/or entrance into a higher education institution for advanced preparation.

CTE classes provide every student with the opportunity to explore a variety of career areas in their middle and high school years that will equip him/her with the academic knowledge, technical and employment skills vital for entry into the evolving workforce of the 21st century.

Special Programs

Special Programs consists of three programs: Title I-A, Special Education and Technology. The focus of these programs includes:

- Closing the achievement gap between high and low-performing children, especially the achievement gaps between minority and non-minority students, and between disadvantaged children and their more advantaged peers.
- Providing special education service providers and students with greater access to classroom-based materials and resources including adaptive devices, networks, hardware, software, and other classroom materials that support the achievement of individual student goals of students with disabilities.

- Developing long-term strategies for improving student academic achievement, including technology literacy, through the effective use of technology in the classroom, and building the capacity of teachers to integrate technology effectively into curricula, instruction, and assessment.

Business Administration

The Business Department is responsible for facilitating financial information and reporting it accurately. It coordinates the annual financial audit with the District's internal and external auditors, and completes financial reports for the state legislature, office of education, and other entities. Key components of the Business Department include accounting, finance/budgeting, accounts payable, accounts receivable, food services, transportation and warehouse management.



Staffing Levels by Function: FY 2008 to FY 2016 (proposed)

| Function | FY 2008 | FY 2009 | FY 2010 | FY 2011 | FY 2012 | FY 2013 | FY 2014 | FY 2015 | FY 2016 ^P |
|---------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|----------------------|
| Instruction | 1,148 | 1,000 | 984 | 977 | 984 | 998 | 1,005 | 1,002 | 1,057 |
| Students | 52 | 52 | 51 | 49 | 50 | 50 | 50 | 50 | 49 |
| Instructional Staff | 38 | 40 | 41 | 31 | 32 | 32 | 32 | 27 | 25 |
| General Administration | 20 | 16 | 15 | 16 | 17 | 17 | 17 | 17 | 22 |
| School Administration | 74 | 74 | 70 | 70 | 70 | 70 | 72 | 65 | 76 |
| Business and Central | 22 | 20 | 26 | 27 | 26 | 26 | 26 | 41 | 43 |
| Operation and Maintenance | 139 | 148 | 148 | 95 | 95 | 95 | 95 | 133 | 94 |
| Transportation | 60 | 44 | 46 | 44 | 46 | 46 | 46 | 66 | 59 |
| Other Support | 11 | 1 | 1 | 25 | 26 | 26 | 26 | 0 | 0 |
| Food Services | 90 | 92 | 82 | 92 | 92 | 80 | 84 | 77 | 71 |
| Community Services | 135 | 146 | 100 | 93 | 93 | 93 | 93 | 103 | 59 |
| Total FTEs | 1,789 | 1,633 | 1,564 | 1,519 | 1,531 | 1,533 | 1,546 | 1,583 | 1,555 |

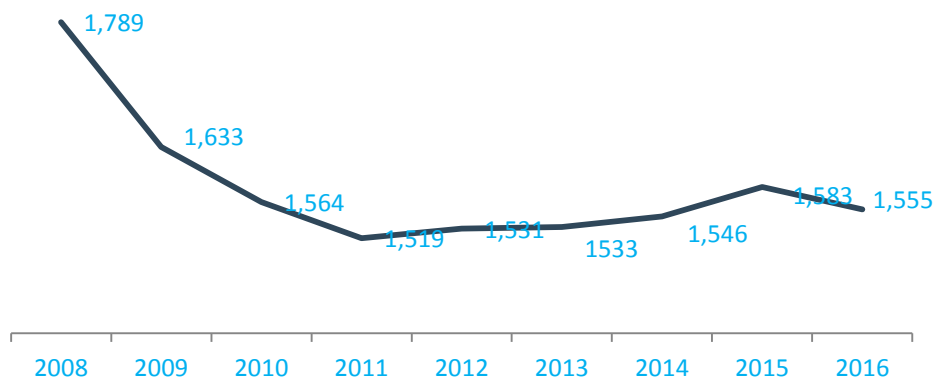
^PProposed

As a service organization, employee compensation is the biggest single expense incurred by the District. As a result, when cuts need to be made, it's difficult to spare all positions.

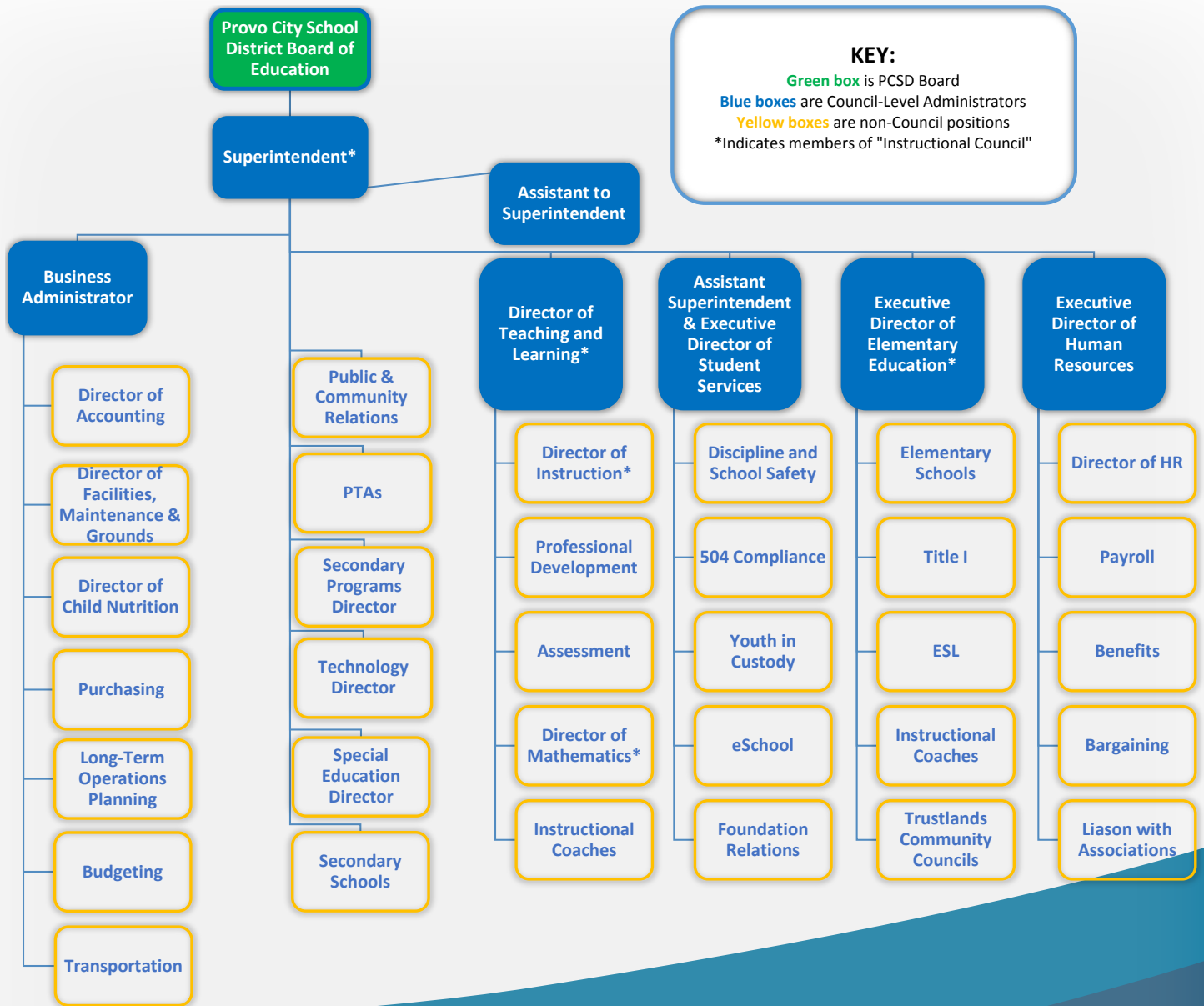
For 2015-16 the Board of Education and management have made the decision to try to keep average class-sizes at 28.9, the same figure as FY 2014-15. Some growth in instructional FTE is budgeted to account for projected enrollment increases, as seen in the table above. This increase, though, is offset by continuing struggles to maintain staffing levels in our Transportation and Food Services departments. The District has set a goal to reduce elementary class sizes over the next few years to just under 27 students per teacher, which will result in higher FTE levels in future years.

Staffing Levels by FTE: FY 2008 to FY 2016

Budgeted staffing levels are roughly flat in the FY 2015-16 budget when compared to the previous year.



Organizational Chart



This organizational chart is a visual depiction of the way work is distributed within Provo City School District. It is also meant to be a tool to help enhance our working relationship with the citizens of Provo and students of the District.

Additionally, the chart is used to create clear channels of communication in order to better accomplish our goals and objectives.

It is important to note that many District projects are accomplished using cross-functional teams.

School Board of Education



Julie Rash
District 5
President



McKay Jensen
District 3
Vice President



Taz Murray
District 1
Member



Michelle Kaufusi
District 2
Member



Shannon Poulsen
District 4
Member



Marsha Judkins
District 6
Member



Jim Petterson
District 7
Member

The School Board of Education must elect a president and vice president whose terms of office are two years, and until successors are elected. These officers manage the board's process by convening meetings, developing the Board agenda with input from other members and the Superintendent, and executing documents as appropriate. Additional responsibilities include keeping members apprised of information exchanged with the Superintendent, facilitating the orientation of new Board members, and fostering unity, harmony, and open communications within the Board.

Goals, Planning, and Achievement
Provo City School District

Long-range 20/20 Plan: *Seven Guiding Principles*

In 2011 the District began implementation of a long range “20/20 Plan” which included revised and comprehensive performance measures to show progress within the District as well as identify areas in need of improvement. This plan replaced the District’s previous long-term goals, which were to:

- Provide a high-quality education to the children of Provo
- Build confidence in seeking input from stakeholders
- Increase the fidelity of long-term District management

The long range 20/20 Plan continues to have an impact on the culture, performance and budget of the District. The 20/20 Plan is guided by seven principles:

1. Pursuit of Excellence

We are absolutely and unequivocally dedicated to highly effective teaching with superior learning outcomes. We have high expectations for the adults who lead, support and teach our students, as well as for student learning. We strive for excellence at all levels of our organization.

2. Lifelong Learning

We believe our increasingly complex future requires us to expect and encourage the development of individuals as learners and thinkers. This is critical to being part of the human conversation. Because our primary mission is educating children and instilling in them a love for learning, we recognize that continued learning is essential for all members of our educational community.

3. Individual Potential

We believe potential is magnified when individuals are treated with dignity and respect and are given broad opportunities to develop their talents and gifts.

4. Inclusion of All

We value all individuals and believe that by removing barriers each can be included in the full spectrum of educational and developmental opportunities.

5. Family Partnerships

We recognize families as vital partners in the education of children. The educational needs of children can best be met through a strong partnership with families. We welcome families into their children’s schools, and encourage and expect their full participation in the education of their children.

6. Civic Engagement

We believe the primary purpose of public education is to prepare students to govern themselves and sustain our democratic way of life. We hold this public trust sacred. We will model and cultivate reasoned discourse and will expect trust, respect, civility, and humility in our interactions.

7. Literacy

We believe literacy is the gateway to all other learning and therefore deserves our special attention.

20/20

Long-range 20/20 Plan: *Imperatives*

1. *We commit* that every classroom has a highly effective teacher and that every school has a highly effective principal. We commit to employ individuals whose highest priority is being of service to children.

2. *We will* cultivate and reward excellence in all areas of our organization.

3. *We will* focus on high quality academics at each level and will graduate students with the skills, attitudes and dispositions necessary to be successful in college or a career.

4. *We commit* to personal responsibility, mutual respect, cooperation and civility.

5. *We will* ensure opportunities that inspire the full range of human potential, including critical reasoning, creativity, innovation and life-long learning.

6. *We will* ensure that each student can read, write and think critically.

7. *We will* be deliberate in the education of minorities, disadvantaged students, and students with special needs.

8. *We will* actively engage parents in the education of their children.

9. *We commit* to efficiency, transparency, accountability and sustainability in our finances and general District operations.



District Improvement Plan: *The Provo Way*

The District continues to operate under the guiding umbrella of the 20/20 Plan. However, District Administration and the School Board, with input from the community, have determined that a new District Improvement Plan is needed to continue improving the quality of education within our schools.

This plan builds on the continuing effort of the District to use Learning Targets to make learning visible in our classrooms, and will not replace the previous 20/20 Plan or the stated goals of the School Board. Implementation of this plan continues the District on the path towards creating a unique culture within the District: **The Provo Way.**

DISTRICT AIM

“Every student will end each school year having met or exceeded the essential learning standards, fully prepared for the next grade/course.”

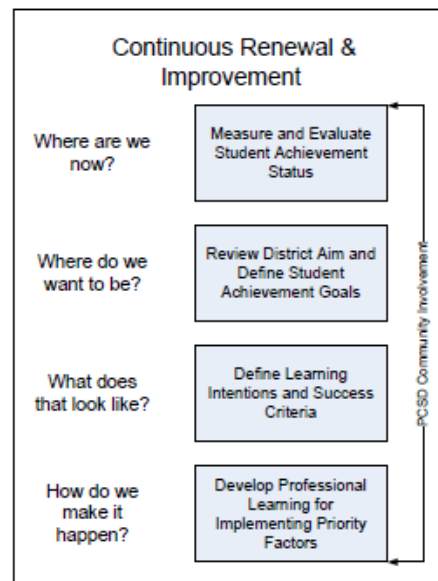


District Improvement Plan: *The Provo Way*

The new District Improvement Plan is a 5 year plan built to guide the actions of instructional leaders, teachers, students, and parents to improve their contributions to successful learning for every PCSD student. The plan relies heavily on the implementation and usage of Learning Targets, and input has been received from all internal departments as well as guiding knowledge from experts in the field.

As a District, we believe that the beliefs we currently hold are the likely predictors of our actions. We believe that every student will end each school year having met or exceeded the essential learning standards, fully prepared for the next grade/course. To achieve this belief:

- We have established and committed to our belief – the District Aim.
- We have examined research-based factors that affect teaching and learning through the lens of our belief.
- We have carefully selected our highest priority factors.
- We have planned implementation of our chosen actions in stages covering the next five years.
- We have committed to continuous improvement perpetuated through persistent review, evaluation, and implementation of the factors.



Where are we?

1. Our diverse city school district has provided achievement success for many but not all.
2. District achievement data points to an opportunity to do something very special.
3. Our teachers are having success, but there is more to do.
4. We are convinced that all of our students can achieve.

Where would we like to be?

We want to make the Board Goals, and the 20/20 Initiative Principles the foundation of our planning:

Board Goals

1. Continuous academic improvement and transparency.
2. Support for teachers and teaching aligned with research, best practices, and teacher-identified needs.
3. Improved certainty and stability in the direction of the district.
4. Financial prioritization, long-term planning, and transparency.

20-20 Initiative – Guiding Principles

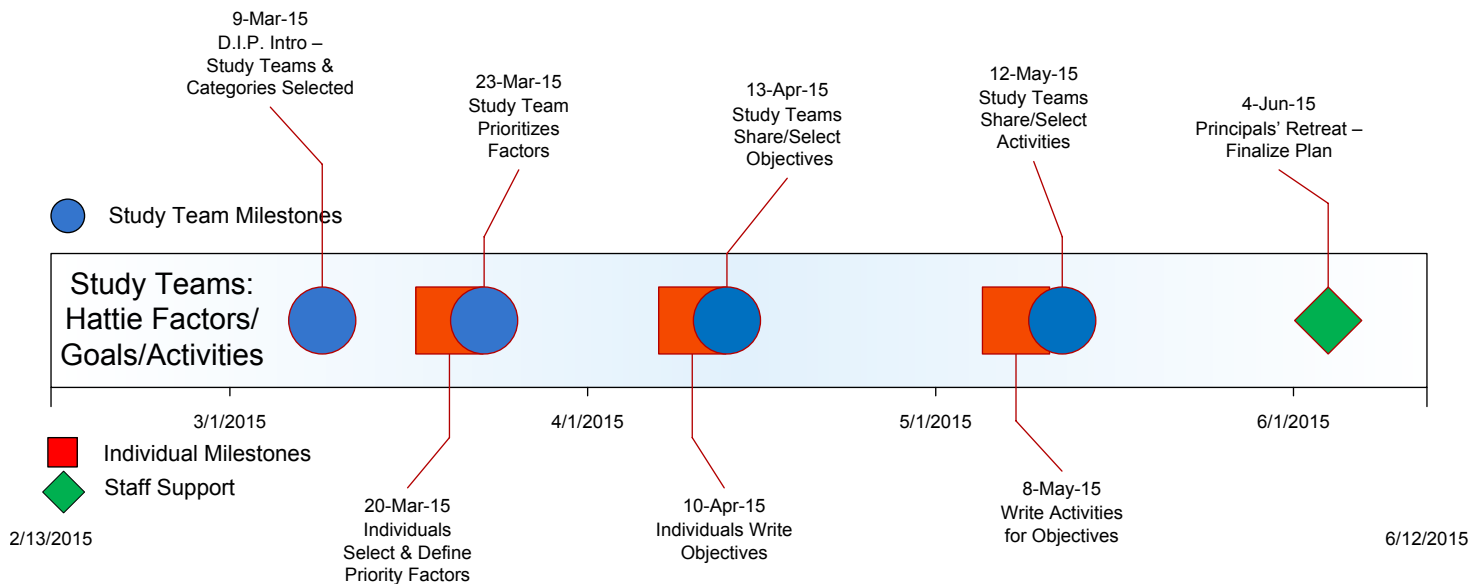
Excellence Partnerships Individual Potential Advocacy
Thinkers and Learners Literacy Civic Engagement Climate and Safety

These goals and principles are the foundation of our District Improvement Plan. The following pages detail the plan's incorporation of our on-going Learning Targets initiative and adds goals, strategies, and activities that employ our chosen high-impact factors for helping achieve learning success for all students.

District Improvement Plan: *The Planning Process*

Beginning in March, 2015, a District Improvement Planning Committee was formed and members volunteered to work on the Visible Learning Category most important to them.

Planning Events Overview:



Organized into Study Teams, committee members became advocates and planning experts in their category.

Study Teams developed their category into goals, strategies, and activities according to these phases:

Phase 1: Readiness-to-Plan survey, create study teams, study assigned chapter/category, complete do/do not list of factors

Phase 2: Continue study of Visible Learning category/chapter, prioritize do/do not list of factors

Phase 3: Using a synthesis of Hattie's categories and factors created by the Department of Instruction re-prioritize do/do not list of factors

Phase 4: Develop objectives for prioritized factors

Phase 5: Each study team provides feedback on all factors and objectives of other study teams

Phase 6: Study teams draft learning activities for objectives

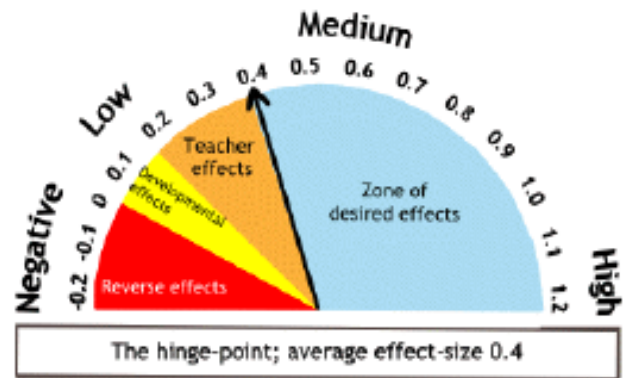
Phase 7: Final committee meetings

District Improvement Plan: *Plan Organization*

Focusing on what Works

We have adopted Hattie's "Zone of Desired Effects" as the definition of what works.

An effect size of 0.4 or higher is deemed a sufficient amount of growth in achievement to consider adopting specific factors and investing in professional learning for teachers, parents, administrators, etc.



The following pages contain information regarding highest priority goals, factors, objectives, and activities from the draft plan document. The information is presented in table form and is organized by the following categories:

- Category 1: Contributions from the Student
- Category 2: Contributions from the Home
- Category 3: Contributions from the School
- Category 4: Contributions from the Teacher
- Category 5: Contributions from the Curricula
- Category 6: Contributions from Teaching Approaches

Category 1: Contributions from the Student

| Self-Reported Grades (Effect Size 1.44) | Primary, Secondary Responsibility | Start/End (Timeline) | Resources | Funding Source | Evaluating Results | Sources of Guiding Research |
|---|-----------------------------------|----------------------|----------------------------|----------------|---|-----------------------------|
| 1. Develop common understanding of "self-reported grades" as a district (K-12). | Teaching and Learning | 2015-16 | Time: Department Meetings | TBD | Task Completion P.o.U./ Example of Rigor | Moss C. (2012) Du Four |
| 2. Develop and implement professional learning in "self-reported grades" (K-12) to create understanding and competence | Teaching and Learning | | | | Task Completion Schedule of Training Sessions and Participants | |
| 3. Apply "self-reported grades" (K-12) consistently, in alignment with the research definition creating high effect-size outcomes. a. The focus of student self-reporting will be the knowledge and skills required by essentials and standards. | Principals Teachers | 2016-17 | Time to Monitor and Report | TBD | Principal Observations Student Grades Student assessment data | |

Category
 Factor
 Objectives and Activities
 Planning Details

District Improvement Plan: *Contributions from the Student*

| <p align="center">Objective: The district will define, coordinate implementation of, and evaluate the application of high effect-size student-participation factors for achieving the district aim.</p> | | | | | | |
|---|---|-----------------------------|--|-----------------------|---|--|
| <p>★ Self-Reported Grades (Effect Size 1.44)</p> | <p>Primary, Secondary Responsibility</p> | <p>Start/End (Timeline)</p> | <p>Resources</p> | <p>Funding Source</p> | <p>Evaluating Results</p> | <p>Sources of Guiding Research</p> |
| <p>1. Develop common understanding of “self-reported grades” as a district (K-12).</p> | <p>Teaching and Learning</p> | <p>2015-16</p> | <p>Time: Department Meetings, Instructional Council</p> | <p>TBD</p> | <p>Task Completion P.o.U./ Example of Rigor</p> | <p>Moss C. (2012) Du Four</p> |
| <p>2. Develop and implement professional learning in “self-reported grades” (K-12) to create understanding and competence</p> | <p>Teaching and Learning <i>District Instructional Strategies Committee (DISC)</i></p> | <p>2015-16</p> | <p>PD days Principal Meetings</p> | <p>TBD</p> | <p>Task Completion Schedule of Training sessions and participants</p> | |
| <p>3. Apply “self-reported grades” (K-12) consistently, in alignment with the research definition creating high effect-size outcomes. a. The focus of student self-reporting will be the knowledge and skills required by essentials and standards.</p> | <p>Principals Teachers</p> | <p>2016-17</p> | <p>Time to Monitor and Report</p> | <p>TBD</p> | <p>Principal Observations Student Grades Student assessment data</p> | |
| <p>4. After two years of introductory use and training, Self-reported learning (K-12) as part of Learning targets (Hattie: “learning intentions”) and success criteria must become ubiquitous and part of the instructional culture in the district. a. Integrate existing professional learning resources on success criteria and self-reported performances of understanding. Include in Provo Way PD and Teacher Resource Guide. b. Evaluate teacher proficiency and student employment of LTs, success criteria, and self-reported performances of understanding. c. Include in the evaluation tool the concepts of self-reporting</p> | <p>Teaching and Learning All curriculum committees Principals PEA Instructional Coaches HR</p> | <p>2017-18</p> | <p>PD Pre/Post Observation Conferences Faculty Meetings Note: this may be becoming less about training and more about follow-up and follow-through.</p> | <p>TBD</p> | <p>Principal observations Teacher evaluations on the specific Utah Effective Teacher Standards supporting Learning Targets (Instructional Planning). Task Completions Student Classroom Grades</p> | <p>VL – Contributions from the Student p. 43, Self-Reported Grades and Predicting Level of Learning Achievement. Marzano and Waters, 2009, p. 68-69. O’Connor, 2011, p. 126-128, Hattie, VL for Teachers, pp. 53, 83.</p> |
| <p>5. Students (K-12) will be taught to develop a portfolio of evidence of their learning. a. An e-folio system will be in place to store work. b. A rubric/model of effective portfolio content and organization will be taught to teachers and then to students. (Learning Management System?) c. Teachers will receive training to assist students in portfolio.</p> | <p>Teaching and Learning to Principals and Teachers Tech Dept.</p> | <p>2017-18</p> | <p>Time for PD Network profile/access</p> | <p>TBD</p> | <p>Evaluate portfolio quality and survey student opinions on effect of portfolios on their own achievement. Help students share their portfolio in teacher-student-parent conferences.</p> | |

District Improvement Plan: *Contributions from the Home*

| <p>Objective: <i>The District, in coordination with parents and the community, will develop and implement support structures that will produce the most meaningful impact on student achievement and initiate the advantages of active parental involvement and positive communication in their child’s learning and achievement.</i></p> | | | | | | |
|--|---|---|---|--|---|--|
| <p>★ Increase Active Parental Involvement in Learning (Effect Size 0.51 to 1.15)</p> | <p>Primary, Secondary Responsibility</p> | <p>Start/End (Timeline)</p> | <p>Resources (money, time people, space)</p> | <p>Funding Source</p> | <p>Evaluating Results</p> | <p>Sources of Guiding Research</p> |
| <p>1. Develop a common understanding (unique to elementary, middle and high school levels) including the description, definition, and goals of “Active Parental Involvement.”</p> | <p>Student Services PTA/PTO and committees Principals</p> | <p>First draft August 2015 Later vetting may be necessary</p> | <p>Committee work to establish and publish (print and Electronic) Publications of documents including the description, definition, and goals of “Active Parental Involvement”</p> | <p>TBD</p> | <p>Task Completion</p> | |
| <p>2. Develop a multi-tier plan to promote parent engagement. (examples may include: interpreters at meetings, parent outreach, parent centers, knowing how to include parents with jobs that prohibit day contact in school, parent nights, principal parent forums, social media contacts, parent expectations of child’s success at school)</p> | <p>Student Services PTA and committees Principals</p> | <p>Committee to meet in August to complete first draft</p> | <p>Print and Electronic Publications for parents and for teachers.</p> | <p>TBD</p> | <p>Task Completion</p> | <p>research parent centers research poverty</p> |
| <p>3. Apply the concepts and methods of active parental involvement consistently, in alignment with the definition used in the studies creating high effect-size outcomes.</p> | <p>Student Services PTA and SCCs Principals</p> | <p>Ongoing assessment</p> | <p>Training sessions (Time, locations, snacks) Presenters</p> | <p>TBD</p> | <p>Participation numbers Dates of relevant events Satisfaction surveys from participants</p> | |
| <p>4. Each school conducts parent forums for effective communication on mutually chosen topics of importance to the home and school. a. Suggested topics: 1 data presentation (Fall), other topics decided locally of importance to the school community. (Cyber safety, pornography, drugs, understanding school online access, etc.)</p> | <p>Principals School PTA/PTO and SCC</p> | <p>September 2015 and annually</p> | <p>Schedule dates, times, locations</p> | <p>Minimal if any, handled by the local school</p> | <p>Task Completion Reports from PTAs and Principals</p> | |
| <p>5. Work with elementary teachers to encourage parents to volunteer in the classroom to learn how to work with their children at home. Work with secondary teachers to expect parents to volunteer/observe in the classroom where their child is struggling.</p> | <p>Principals School Staffs PTAs</p> | <p>Ongoing</p> | <p>Snacks?</p> | <p>TBD</p> | <p>Track Parent sign-ins</p> | <p>Hattie, VL, p. 68-69 Hattie, VL for T, role of parental aspirations and expectations, pp. 22, 140.</p> |
| <p>6. Teach parents to be involved in their child’s learning including how to prepare them for an active role in Parent/Teacher conferences</p> | <p>Teaching and Learning PTAs Principals Student Services</p> | <p>December 2015 for first draft for initial use during 2nd semester 2016 conferences</p> | <p>Meetings with parents to outline program objectives and support</p> | <p>TBD</p> | <p>Track Parent Participation through PTAs</p> | |
| <p>7. Teach parents how to tutor their children in specific literacy/content-related skills, ask school oriented questions, listen to their child read, give positive support, and provide resources including materials and skills to do this... (Resource example: Use <i>Help Your Kids with Math</i> and <i>Help Your Kids with Science</i>)</p> | <p>Principals and school staff Student services Teaching and learning</p> | <p>Ongoing</p> | <p>Meetings with parents to outline program objectives and support Publish a summary of strategies</p> | <p>TBD</p> | <p>Track Parent Participation through PTAs</p> | <p>Stephanie Harvey, “Strategies That Work”</p> |
| <p>8. Provide multiple training opportunities for parents to develop greater awareness of how to interact with school.</p> | <p>Teaching and Learning</p> | <p>Ongoing</p> | <p>Meetings with parents to outline program objectives and support</p> | <p>TBD</p> | <p>Track Parent Participation through PTAs</p> | |

District Improvement Plan: *Contributions from the School*


| <p align="center">Objective: The district will develop and employ a comprehensive approach to promote and support the continuous improvement of instructional leadership and positive classroom behavior.</p> | | | | | | |
|---|---|----------------------|--|----------------|---|--|
| <p>★ Principals and leaders focus on instructional leadership (Effect Size 0.51 to 1.15)</p> | Primary, Secondary Responsibility | Start/End (Timeline) | Resources (money, time people, space) | Funding Source | Evaluating Results | Sources of Guiding Research |
| <p>1. Develop a common understanding of the definition and benefits of effective “instructional leadership” including use of data, monitoring teacher effectiveness, teacher supervision, and other concepts valued in the studies summarized by Hattie, Fullan, Marzano, and others.</p> | Under Direction of Superintendent | August 2015 | Admin Meeting Time | None | <p>Task Accomplishment</p> <p>Ongoing discussions to determine needed adjustments</p> | <p>Hattie, VL, p. 83-84 Hattie. VL for T. p. 153-154. (more) Marzano and Waters, District Leadership.</p> <ul style="list-style-type: none"> • Goal setting, p. 6-7 • Monitoring goals. p. 23-24. • Second order change. p. 107-108. • Pedagogical skills improvement. p. 56-70. |
| <p>2. Provide professional learning to develop competency in the benefits and practices of instructional leadership.</p> | Under Direction of Superintendent | August 2015 | Admin Meeting Time | None | Qualitative Feedback on Instructional Leadership | Marzano, Waters, McNulty, School Leadership that Works, “Principal Leader’s Involvement,” p. 52-55. |
| <p>3. Promote school leader participation in professional learning and invite self-reflection on the growth in competence with applying evidence-based concepts and practices to increase teacher effectiveness and student achievement.</p> | District Council Principals’ Advisory | August 2015 | Admin Meeting Time Level Meeting Time | None | Track and review “self-reflections” based on attendance at trainings and conferences. | |
| <p>4. Create and maintain safe environments for teachers to question, critique, create, try out means of achieving goals together.</p> | All admins in the district Receive input from PEA? | ? | Likely none? | ? | | On Excellence in Teaching (ed. Marzano), Chapter 2 – “Forty Years of Research,” Thomas L. Good, p. 35-41. |
| <p>5. Evaluate teaching and measure learning.</p> <p>a. Continue training on state standards for principals and teachers.</p> <p>b. Continue calibrations training.</p> <p>c. Must give honest, accurate, but (as possible) kind feedback.</p> | JEEC Teaching and Learning All Admins | ? | Likely None? | ? | <p>Participation Lists</p> <p>Teacher Evaluations</p> <p>Observer Tab data</p> <p>Student Achievement Measures: SLOs, class grades, state assessments, formative assessments.</p> | <p>Moss and Brookhart, Formative Classroom Walkthroughs. Feedback for teachers, p. 38-41.</p> <p>Reeves, Accountability in Action. Frequent Assessment of Student Progress. P. 188.</p> |

District Improvement Plan: *Contributions from the Teacher*

Objective: Teachers will employ strategies, aligned with quality research, that have the greatest impact on student learning.

| ★ Teacher Clarity (Effect Size 0.75) | Primary, Secondary Responsibility | Start/End (Timeline) | Resources (money, time people, space) | Funding Source | Evaluating Results | Sources of Guiding Research |
|--|---|-------------------------|--|-------------------|--|---|
| 1. Develop a common understanding of the definition of “teacher clarity” and how it links to learning targets. | Teaching and Learning DISC | ? | Time for Meetings Print/Online Resources | TBD | Measure definitions against Hattie’s definitions and research; and Moss and Brookhart’s learning target definitions. | Hattie, VL, Teacher Clarity. p. 125-126 Hattie. VL for T. p. 153-154. (more) Moss & Brookhart, LT |
| 2. Develop plans for teacher to understand and use “teacher clarity” and learning targets. | Director of PD | Sept. 2015 | Early release times, faculty meeting time | TBD | Task completion | Moss and Brookhart, Learning Targets (2012). communicating learning targets, p. 41-60 |
| 3. Teachers apply learning targets and use clarity in each lesson instruction. | Principals | Jan. 2015 | Coach-provided PD Edivate <i>Learning Targets</i> by Moss & Brookhart | TBD | Summarize any evidence that exists to indicate that this will improve student achievement specific to your population. | Moss and Brookhart, (2012). Data-driven decisions, p. 152. Hattie, VL for T. Data teams, p. 60-62. |
| 4. Develop a rubric/success criteria for students to use to evaluate teacher clarity and learning target usage for the purpose of providing teachers feedback. | DISC | Fall 2015 | DISC meeting time | TBD | 1. Rubric/success criteria, compiled and addressed. 2. Comparison of student achievement against implementation of teacher clarity. | Hattie, VL for T. Feedback – asking students, p. 130-131. |

District Improvement Plan: *Contributions from the Teacher cont...*

|  Professional Development (Effect Size 0.625) | Primary, Secondary Responsibility | Start/End (Timeline) | Resources (money, time people, space) | Funding Source | Evaluating Results | Sources of Guiding Research |
|---|---|-------------------------|--|-------------------|---|---|
| 1. Provide professional development focused on achievement data, formative assessment data, and student learning. | | | <ul style="list-style-type: none"> • Draw on Teacher Resource Guide. • Integrate existing professional learning resources. • PD should in part be built off of this District Improvement Plan | TBD | Assess teacher knowledge of the seven elements of effective professional development <ol style="list-style-type: none"> 1. Extended time. 2. External experts 3. Engagement 4. Changing perceptions. 5. Data on student learning. 6. Opportunities to learn. 7. (Embedded) | Hattie, VL – Professional development, p. 119-121. Marzano, Art and Science of Teaching. Reeves, Accountability in Action. Frequent Assessment of Student Progress. P. 61-64. |
| 2. Help teachers become students of their own teaching by reflecting on and measuring effectiveness. | | | | | | |
| 3. Change teacher perception where needed through collaboration and mentoring. | | | | | | |
| 4. Increase deliberate collaboration opportunities with feeder schools. | | | | | | |
| 5. Offer PD according to teacher needs and align with district mission, vision, and values. | | | | | | |
| 6. Differentiate PD for teachers new to the district vs. teachers that have been participating over time. | | | | | | |
| Need to delineate practices precisely consistent with Hattie's multiple steps of most effective PD. Possibly at the top of this section with a specific action that will be accomplished. | | | | | | |
| Include activities that <ul style="list-style-type: none"> • Use the SIN "Edivation" resources? • Require either a self-report or a principal observation that shows the teachers are using the PD in their professional duties? | | | | | | |
| 7. Ensure administrators use data when discussing teacher effectiveness and individual needs. | | | | | | |

District Improvement Plan: *Contributions from the Curricula*

| <p align="center">Objective: <i>The district will select, develop, and implement curricula and programs aligned to district essentials to ensure that students at all levels will meet or exceed learning standards.</i></p> | | | | | | |
|---|--|---|---|---|---|--|
| <p>★ Repeated Reading Programs (Effect Size 0.67) Repeated reading consists of re-reading a short and meaningful passage until a satisfactory level of fluency is reached.</p> | <p align="center">Primary, Secondary Responsibility</p> | <p align="center">Start/End (Timeline)</p> | <p align="center">Resources (money, time people, space)</p> | <p align="center">Funding Source</p> | <p align="center">Evaluating Results</p> | <p align="center">Sources of Guiding Research</p> |
| <p>1. Define the strategy of repeated reading, as described by Hattie’s work, and describe its usefulness at grade levels and with what content.</p> | <p>Ex. Director of Teaching and Learning District Literacy Committee</p> | | <p>Instructional Coaches DLC</p> | <p>TBD</p> | <p>Task completed--definition matches Hattie’s research</p> | <p>Hattie, VL, Repeated Reading Programs. p. 135.</p> |
| <p>2. Develop a professional development plan to support teachers in strategically using repeated reading, including finding appropriate texts.</p> | <p>Dir. of PD Instructional Coaches, ELA</p> | | <p>Instructional Coaches, ELA DLC Curricular programs/materials (for texts)</p> | | <p>Task completed; plan includes Hattie’s factors of effective PD</p> | |
| <p>3. Implement the PD plan.</p> | <p>Principals Teachers Instructional Coaches</p> | | <p>Instructional Coaches Principals</p> | | <p>1. Measure usage of strategy as appropriate to PD and implementation timeline 2. Compare usage against student achievement data over an extended period of time.</p> | |

District Improvement Plan: *Contributions from Teaching Approaches*

| <p>Objective: The district will help teachers employ multiple, effective teaching strategies with an emphasis on feedback that will help students acquire essential knowledge, skills, and dispositions.</p> | | | | | | |
|--|---|--|--|------------------------------|---|--|
| <p> Feedback – Information about student performance and teaching. (Effect Size 0.73) Information provided to another about aspects of one's performance or understanding. Teacher to Student and Student to Teacher. On task level, process level, and self-regulation level, is far more effective than on the Self-level (e.g. praise which contains no learning information). Descriptive feedback is closely related to providing formative assessment. Feedback is information with which a learner can confirm add to, overwrite, tune, or restructure information related to learning goals. (VL p. 173-4) </p> | <p>Primary, Secondary Responsibility</p> | <p>Start/End (Timeline)</p> | <p>Resources (money, time people, space)</p> | <p>Funding Source</p> | <p>Evaluating Results</p> | <p>Sources of Guiding Research</p> |
| <p>1. Provide a district definition of feedback to include both evaluation from the teacher to the student on learning and evaluation from the student to the teacher on instruction.</p> | <p>Teaching & Learning Principals</p> | <p>Fall 2015</p> | <p>Principal meetings</p> <p>Faculty meetings</p> <p>District-controlled time.</p> <p>District wide and district led PD</p> <p>Sub Costs</p> <p>Print/online materials</p> | <p>TBD</p> | <p>Survey of understanding</p> <p>Summarize any evidence that exists to indicate that this will improve student achievement specific to your population. How will the implementation be measured? How will the effect on student achievement be measured during the school year? How does this factor achieve the district aim?</p> | <p>Hattie, VL, Feedback, p. 173-178.</p> <p>Hattie VL for T, Feedback, p. 115 – 137.</p> |
| <p>2. Develop and administer Professional Development that focuses on gathering and using various forms of feedback to, and from, students. The PD will help:</p> <p>a. Teachers learn to gather, interpret, and apply feedback to improve teaching and learning.</p> <p>b. Teachers learn to employ types of feedback according to its potential for affecting student learning.</p> <p>c. Teachers will provide training for students in how to communicate their learning needs.</p> <p>d. Teachers teach students how to give feedback to each other (peer feedback) and to self (self-monitoring).</p> | <p>Teaching and Learning Teachers</p> | <p>Fall 2015 - Spring 2017</p> | <p>Principal meetings</p> <p>Faculty meetings</p> <p>District-controlled time.</p> <p>District wide and district led PD</p> <p>Sub Costs</p> <p>Print/online materials</p> | <p>TBD</p> | <p>Training occurs: Task Completion</p> <p>Schedule of PD and participants</p> <p>DISC time spent</p> <p>Survey?</p> <p>We have a concern about sustainability. Once initial implementation has happened and turnover occurs, how will we make sure new teachers, administrators have the same quality of implementation as the rest of us?</p> | |
| <p>3. Determine the effectiveness of instruction and plan adaptations by analyzing student feedback.</p> | <p>Principal will supervise this PLC function</p> | <p>Fall 2015 - ?</p> | <p>PLC time</p> <p>Dept./grade level meetings</p> | <p>TBD</p> | <p>Teacher survey on use of feedback.</p> <p>Pass-Fail and student class grades.</p> | |

District Goals: *Department Objectives*

Business Administration

- Award winning financial documents (Budget Book, CAFR, Public Summary, all State Reports)
- Finalize ALIO financial system implementation
- Improve Finance Department internal transparency through continued implementation of monthly reporting and other report creation
- Familiarize District with Business Office Handbook
- Accurately track/report on Bond construction and purchasing needs

Career & Technical Education

- Develop scheduling consistency regarding course names, credit types, and content
- Complete a successful 6 year CTE/Counseling state review
- Implement Science Essentials to improve science proficiency levels of district students

Teaching & Learning

- Connect teacher resources to Google & Agilix to support Utah Core Standards
- Continue to promote STEM courses and align to district science & math initiatives
- Assess new SAGE computer adaptive testing system
- Implement annual teacher professional development program plan
- Support quality teachers through mentors, coaches, education effectiveness projects
- Finalize the adoption of new elementary school mathematics curriculum

Technology

- Continue implementation of District technology replacement plan
- Roll out District Learning Initiative to 35 additional classrooms at the elementary school level
- Ensure new school construction projects are adequately prepared for future technology needs

District Goals: *Department Objectives*

Food Services

- Improve teamwork, professional conduct, and civility through better District Office/School communications, celebrating successes, and conducting business in a highly professional manner
- Provide support for nutrition employees, best practices, and staff-identified needs through administrative support, regular professional development opportunities, effective evaluations, and by attracting and retaining highly qualified employees
- Provide continuous training and practice improvement through implementing SafeSchools training, monthly manager trainings, additional USOE and SNAU area trainings, as well as creating better marketing and merchandizing for the child nutrition program
- Continue the 3 year technology rotation plan and improve school kitchen and lunchroom safety programs.
- Refine use of ALIO software to track and maintain food-related expenses

Maintenance

- Complete non-routine capital projects on-time and on or under budget
- Work with Business Department to develop a more robust long-term capital replacement program
- Improve school and grounds safety by coordinating with Student Services and Provo Police Department
- Improve properties and save costs by improving grounds maintenance processes
- Develop a more equitable formula for allocating janitorial hours and supplies budgets
- Improve response time of maintenance request tickets by 15%
- Successfully complete Bond-related construction on-time and on budget

Personnel

- Finalize implementation of ALIO position control functionality
- Create a formal District-wide grievance policy
- Implement a 3 year HR plan
- Assume responsibility for processing Risk Management functions from Business department
- Implement SafeSchool training programs for all district departments
- Generate a handbook for all principals on major policies regarding personnel issues
- Ensure employee compensation reflects required job duties
- Standardize extra-curricular and additional duties stipends

District Goals: *Department Objectives*

Special Programs

- Increase technology offerings in new and innovative ways that meet budget requirements
- Refine classification of specific learning disabilities
- Expand transitions for mild/moderate populations
- Implement UVA project for 5 pilot schools
- Medicaid claim requests completed monthly

Student Services

- Improve qualifying and monitoring of 504 eligible students by using health clerks at all elementary schools
- Improve safety & security of schools, students, and patrons through improving building security and active shooter situation drills
- Better align district to support the Foundation through better donor involvement in elementary schools, improved donor recognition, and improved principal/donor relations
- Increase eSchool enrollment to 3,200 students
- Provide school counselors at the elementary school level

Student Transportation

- Review the walk boundary to decrease time and mileage on daily routes
- Decrease repair costs by replacing 2 aging buses
- Full training for all bus drivers and aides monthly
- Retain highly qualified drivers

District Goals: *Financial Impacts*

A note on the relationship between District goals and the annual budget. As discussed previously in this document, the process of creating department goals and objectives for the new year is generally begun during the winter time period. By January, the District has a relatively firm idea of what the goals for the new year look like, and this process is then finalized once enrollment projections and staffing requirements are completed during the early Spring. At this time, the financial ramifications of implementing the District goals are then analyzed, prior to presenting a preliminary budget to department directors, the Superintendent, and the School Board in mid-May. Below is a summary of the major financial impacts the department goals listed on the previous pages will have on the current year's budget.

Math Curriculum Adoption (2nd half)

Beginning in 2015, the District began rolling out a new math curriculum at the elementary school level. Mountain States Schoolbook Depository is providing this curriculum to the District, and the second half of our financial commitment will hit our expense this year. As such, we have planned to have roughly \$450k in expense related to this project.

District Technology Replacement Program

This District continues to focus on providing both teachers and students with up to date technology, and as such has implemented a replacement policy for teacher technology equipment. \$500k of our technology department's budget is dedicated to replacing teacher laptops and classroom technology.

District Learning Initiative

This initiative focuses on putting technology into the hands of elementary students to aid in classroom instruction and assessment. Beginning as a pilot program last year, 35 additional classrooms will see the benefits of this initiative this year at a cost of \$600k.

Part-Time Elementary Health Clerks

Student Services believes strongly in adding additional help at the elementary school level to ensure that those students health needs are met. In order to accomplish this, the District has budgeted an increase of \$98k to provide part-time health clerks at each of the elementary schools. These clerks will help with paperwork and minor medical issues, freeing up precious nurse time for more urgent needs. Much of the additional expense is expected to be offset by savings on 504 students which can now be met by school staff rather than additional in-classroom help.

1/2 Time Elementary School Counselors

Similar to the health clerks, the District has set aside \$273k to fund compensation for additional school counselors at the elementary school level.

Emergency Notification Software

The District will be implementing an automated emergency notification system during the year to help provide timely and accurate information to interested parties, and has allocated \$20k of our Student Services department budget to the project.

District Goals: *Financial Impacts*

Middle School Dual Immersion

The District dual immersion program continues to provide great educational options to patrons of our school district. Spanish, French, Chinese, and Portuguese immersion programs have existed at the elementary level for several years, and beginning with this current year those programs will also be provided at both of our middle schools. As such, additional staffing is required as well as other expense funding related to these programs. We have budgeted \$60k to help fund the growing dual immersion program at the secondary level.

Assessment Software

Student testing continues to be a volatile topic, particularly as the state of Utah continues to implement the new SAGE adaptive testing programs. As such, the District expects to spend \$45k of this year's budget on implementing new testing software.

Bus Driver Compensation

Impacted heavily by the new Affordable Care Act requirements, the District has had a very difficult time keeping our school transportation team fully staffed. Bus drivers are primarily part-time, non-benefited positions at the District which results in high turnover. This is complicated by high levels of training and competency requirements for new drivers. In order to minimize turnover, when allowed by law the District has begun to offer full-time contracts with benefits to school bus drivers. While this means additional compensation expense, the expectation is that the additional expenses will primarily be absorbed by savings in other transportation budgets, resulting in negligible expense increases.

School Minimum Wage Increase

The School Board has approved an increase to the District minimum wage effective in FY 2016. We expect that this will add an additional \$45k to our compensation expense during the school year.

Bond Construction

By far the largest non-compensation expense incurred by the District this year will be in bond-related construction expenses. Construction is well underway on both Rock Canyon and Sunset View Elementary, with Provo HS construction expected to begin in the Winter/Spring of this fiscal year. In order to help manage these projects, some additional personnel has been hired. A part-time purchasing assistant as well as a planning principal has been brought in to help coordinate and liaise with school staff, administration, construction company personnel, as well as the community. As such, the District has budgeted a total of \$31.3 million in bond-related expenses.

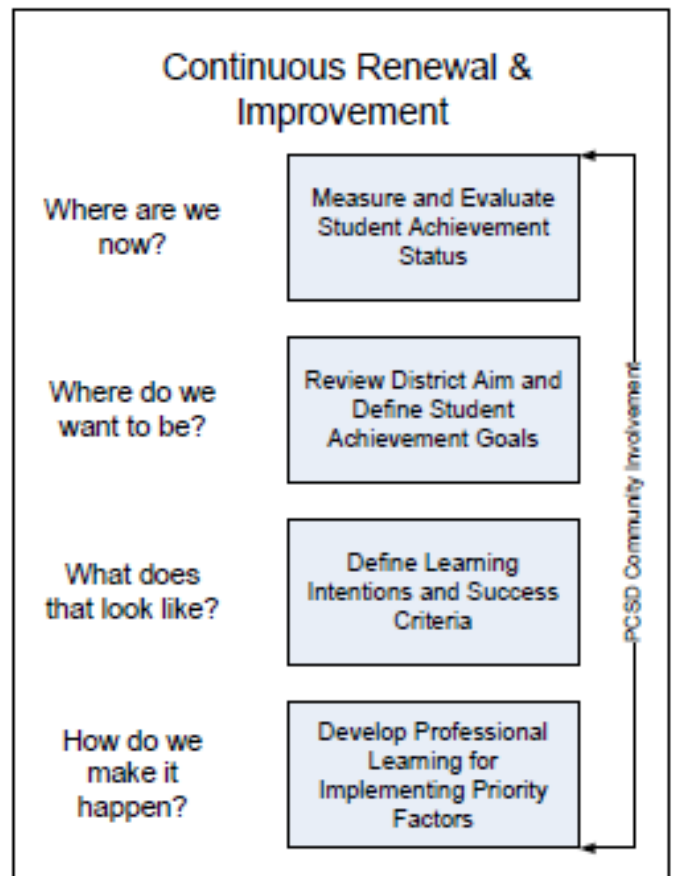
District Goals: *Mission Statement*

“In partnership with parents and community, we cultivate highly effective learning environments where all students engage, think, and learn in order to contribute, create and innovate for a lifetime.”

Connecting the *Short and Long Terms*

With a mission statement, School Board goals, 20/20 Plan, District Improvement Plan, etc., determining what the District actually hopes to accomplish can seem confusing. To the right is a simple graphic which ties all of it together simply. At its very heart, we as a District must consistently evaluate where we are, where we want to be, and the steps required to get us there.

As mentioned previously, the 20/20 Plan and School Board goals provide a framework within which the District Improvement Plan operates. The Plan itself identifies specific actions that will be taken by stakeholders during specific time periods in order to achieve our long term goals. In addition to these higher level initiatives, individual department goals and objectives define employee motivations and actions at a much lower level. By consistently evaluating where we are and keeping an eye to the future we can ensure that we are achieving the mission of the District and providing a high quality education to our students.



District Budgeting Process
Provo City School District

Significant Laws *Affecting the Budget*

The following is a summary of the significant provisions of the laws of the State of Utah applicable to Utah School District budgets. This budget is adopted in compliance with these legal requirements.

53A-19-101. Superintendent of school district as budget officer — School district budget.

1. The superintendent of each school district is the budget officer of the district.
2. Prior to June 1 of each year, the superintendent shall prepare and file with the local school board a tentative budget. The tentative budget and supporting documents shall include the following items:
 - A. the revenues and expenditures of the preceding fiscal year;
 - B. the estimated revenues and expenditures of the current fiscal year;
 - C. an estimate of the revenues for the succeeding fiscal year based upon the lowest tax levy that will raise the required revenue, using the current year's taxable value as the basis for this calculation;
 - D. a detailed estimate of the essential expenditures for all purposes for the next succeeding fiscal year; and
 - E. the estimated financial condition of the district by funds at the close of the current fiscal year.
3. The tentative budget shall be filed with the district business administrator for public inspection at least 15 days prior to the date of its proposed adoption by the local school board.

53A-19-102. Local school boards budget procedures.

1. Prior to June 22 of each year, each local school board shall adopt a budget and make appropriations for the next fiscal year. If the tax rate in the proposed budget exceeds the certified tax rate defined in Subsection 59-2-924(2), the board shall comply with the Tax Increase Disclosure Act in adopting the budget.
2. Prior to the adoption of a budget containing a tax rate which does not exceed the certified tax rate, the board shall hold a public hearing on the proposed budget. In addition to complying with Title 52, Chapter 4, Open and Public Meetings, in regards to the hearing, the board shall do the following:
 - A. publish the required newspaper notice at least one week prior to the hearing; and
 - B. file a copy of the proposed budget with the board's business administrator for public inspection at least ten days prior to the hearing.
3. The board shall file a copy of the adopted budget with the state auditor and the State Board of Education.

53A-19-103. Undistributed reserve in school board budget.

1. A local school board may adopt a budget with an undistributed reserve. The reserve may not exceed 5% of the maintenance and operation (general fund) budget adopted by the board in accordance with a scale developed by the State Board of Education. The scale is based on the size of the school district's budget.

2. The board may appropriate all or a part of the undistributed reserve made to any expenditure classification in the maintenance and operation (general fund) budget by written resolution adopted by a majority vote of the board setting forth the reasons for the appropriation. The board shall file a copy of the resolution with the State Board of Education and the state auditor.

3. The board may not use undistributed reserves in the negotiation or settlement of contract salaries for school district employees.

53A-19-104. Limits on appropriations — estimated expendable revenue.

1. A local school board may not make any appropriation in excess of its estimated expendable revenue, including undistributed reserves, for the following fiscal year.

2. In determining the estimated expendable revenue, any existing deficits arising through excessive expenditures from former years are deducted from the estimated revenue for the ensuing year to the extent of at least 10% of the entire tax revenue of the district for the previous year.

3. In the event of financial hardships, the board may deduct from the estimated expendable revenue for the ensuing year, by fund, at least 25% of the deficit amount.

4. All estimated balances available for appropriations at the end of the fiscal year shall revert to the funds from which they were appropriated and shall be fund balances available

for appropriation in the budget of the following year.

5. A local school board may reduce a budget appropriation at its regular meeting if notice of the proposed action is given to all board members and the district superintendent at least one week prior to the meeting.

6. An increase in an appropriation may not be made by the board unless the following steps are taken:

A. the board receives a written request from the district superintendent that sets forth the reasons for the proposed increase;

B. notice of the request is published in a newspaper of general circulation within the school district at least one week prior to the board meeting at which the request will be considered; and

C. the board holds a public hearing on the request prior to the board's acting on the request.

53A-19-106. Warrants drawn by business administrator.

The business administrator of a local school board may not draw warrants on school district funds except in accordance with and within the limits of the budget passed by the local school board.

53A-19-107. Emergency expenditures.

This chapter does not apply to appropriations required because of emergencies involving loss of life or great loss of property.

53A-19-108. Monthly budget reports.

1. The business administrator of each local school board shall provide each board member with a report, on a monthly basis, that includes the following information:

A. the amounts of all budget appropriations;

B. the disbursements from the appropriations as of the date of the report; and

C. the percentage of the disbursements as of the date of the report.

Financial & Budget Administration Policies

The following budget policies have been adopted by the Board of Education and are used to guide the preparation and administration of this budget.

I. Operating Budget Policies

A. The District will cover current expenditures with current revenues. The District will avoid budgetary procedures that cover current expenditures at the expense of meeting future years' expenditures, such as postponing expenditures, accruing future years' revenues, or rolling over short-term debt.

B. The budget will provide for adequate maintenance of capital, equipment, and for orderly replacement of capital facilities and equipment.

C. The District will maintain an online budgetary control system to assist in following the budget plan.

D. The District will prepare monthly reports comparing actual revenues and expenditures to budgeted amounts.

E. Where possible, the District will integrate performance measurement and productivity indicators with the budget.

F. The District will use a zero-based budgeting method, where all expenses must be justified each year.

2. Capital Improvement Budget Policies

A. The District will develop and administer a multi-year plan for capital improvements and update it annually.

B. The District will budget for major capital projects in accordance with the priorities of the Board of Education.

C. The District will coordinate development of the capital improvement budget with development of the operating budget. Future operating costs associated with new capital improvements will be projected and included in operating budgets.

D. The District will maintain all assets at a level adequate to protect the District's capital investment and to minimize future maintenance and replacement costs.

E. The District will identify the estimated costs and potential funding sources for each capital project proposal before it is submitted to the board for approval.

F. The District will restrict any new or replacement construction to be consistent with state guidelines for school building utilization.

“The District uses a zero-based budgeting method, where all expenses must be justified each year.”

3. Debt Management Policies

A. The District will confine long-term borrowing to capital projects and purchases of equipment, as required by law.

B. Total general obligation debt will not exceed 4% of the reasonable fair market value of taxable property within the District.

C. The District will not use long-term debt for current operations.

D. The District will meet all debt service obligations when due.

E. The District will maintain communication with bond rating agencies about its financial condition. The District will follow a policy of full disclosure in every financial report and official statement.

F. The District will provide to the capital markets ongoing disclosure of annual financial information and material events that may affect the District's financial strength.

Financial & Budget Administration Policies *Continued*

4. Revenue Estimation Policies

A. The District business administrator will estimate annual revenues by an objective, analytical process. The District will not include revenue in the budget that cannot be verified with documentation of its source and amount.

5. Fund Balance and Reserve Policy

A. In order to maintain and protect the long-term financial capacity of the District, total fund balance and reserves in the General Fund will be maintained at or near 5% of total General Fund unrestricted revenues.

B. The capital fund will maintain a minimum balance of two million dollars for emergency repair situations.

6. Accounting, Auditing, and Financial Reporting Policies

A. The accounting system will report financial information, on a basis consistent with Generally Accepted Accounting Principles (GAAP), as established by the Governmental Accounting Standards Board.

B. Regular monthly and annual financial reports will present a summary of financial activity by fund.

C. An independent certified public accounting firm will be selected by the Board of Education and will perform an annual audit, and will publicly issue its opinion on the District's financial statements.

D. The District will seek to obtain and maintain a Certificate of Achievement for Excellence in Financial Reporting from the Association of School Business Officials International and the Government Finance Officers Association. The District will also seek to obtain and maintain the Meritorious Budget Award from the Association of School Business Officials International and the Distinguished Budget Presentation Award from the Government Finance Officers Association.

Some Notes on Policy Compliance

The District makes a concerted effort to follow all financial and budget policies. Monthly reports detailing expenditures, purchase requests, and other critical data are sent out to all budget owners in an effort to ensure strict adherence to the annual budget plan and that any decisions are made as a result of accurate and reliable data.

The District's capital project plan is vetted annually and approved by the Board. Our facilities team is proactive in identifying District maintenance/replacement needs and creating comprehensive project plans prior to requesting Board approval. All projects require multiple bids, which minimizes unnecessary costs placed on the District as part of our improvement plan.

The District Accounting Department regularly monitors our debt obligations and fund balances, to ensure that all obligations are met and that sufficient reserves exist for any unplanned District needs. As seen on later pages, the District is in a strong position regarding its legal debt limits.

Each year an independent audit of District finances and policies is conducted to validate and verify that all District and State policies are followed. In addition, beginning in FY15 the State Auditor has also required all state school districts to have an internal audit function. The District has implemented this guidance by the state and going forward the finances of the District will be reviewed by both internal and external auditors which are independent of the District finance department. The District has consistently been recognized for its financial transparency through the production of award-winning annual financial and budget documents by both the Association of School Business Officials International (ASBO) and the Government Finance Officers Association (GFOA).

Budget Development & Review Process

The District uses an annual budget, with fiscal years beginning July 1st and ending June 30th each year.

Budget development is a year-round process, affecting the public, legislature, employees and the Board of Education. It begins in early fall after the annual report is prepared. At that time the Board reviews its long-term strategic plan and sets goals and objectives for the upcoming fiscal year. The Budget Department works closely with directors and principals to identify strategies and programs to achieve the Board-established goals and objectives for the upcoming fiscal year through the fall.

In January, the Board is presented a set of budget initiatives which the administration feels will accomplish the Board-established outcomes. The Board modifies, if necessary, the budget initiatives and forwards the budget initiatives for public comment. In addition to placing these short-term initiatives on the District website, the District has set up a dedicated email account to handle budget-related questions.

From January through May the Budget Department works with directors, principals, and department heads to develop a detailed budget for the upcoming fiscal year. During this time employee compensation is negotiated with several bargaining groups. The legislature determines the District's state funding level, and requirements are balanced against resources.

By late May, the proposed budget is presented to and discussed with the Board of Education. The Board votes to adopt the budget at a public hearing held in June. Once adopted, the budget document becomes the official operating plan of the District. If the Board should decide that a tax increase is required to accomplish its desired goals and objectives, it will conduct a public hearing in August.

Capital Budget *Development*

The development of the capital improvement budget occurs concurrently with creation of the rest of the District's budgets. Many of the short-term budget initiatives have an impact on the capital improvement list. Once the initiatives and goals are drafted, the impact on the capital projects budget is determined. A list of potential projects, in order of importance, is then given to the Board of Education and District management for review. This list is also presented to the public through regular board meetings. Upon approval by the Board, the capital projects are officially adopted into the approved budget.

How Policies and Processes Affect *Budget Development*

Following clear policies and having effective processes is a critical component of the District's budget planning. These policies are crafted with substantial public input. In fact, public input is the #1 determinant when building the budget each year. It is our belief that no district in Utah does more to involve the public than Provo School District, although there is always room for improvement. Please see page 33 to learn about some of the ways the District utilizes public input when building the budget and forming policy.

“Budget development is a year-round process affecting the public, legislature, employees and Board of Education.”

Budget Administration & Management Process

The District has mechanisms in place to ensure compliance with the adopted budget, and has a strong focus on transparency and accountability with regard to budget management. Every dollar of expenditures included in the budget is assigned to some person as a “cost center controller” for that particular piece of the budget. This person may be a general administrator, department administrator or building level administrator. These cost center administrators are responsible to control “their” budget, and are subject to disciplinary action for failure to properly control or manage their budget. Expenditures will not be incurred unless they are properly classified and authorized by the cost center controller and within the limits of available appropriations.

Balanced Budget: *Definition*

The District considers the budget balanced when total expenditures are equal to total revenues. However, the budget is also balanced in situations where total expenditures are less than total revenues, which is technically a surplus. There are also instances when the District might plan to spend fund balances from previous years on one-time or non-routine expenditures. The District considers the budget to be balanced in this case also, provided the funding from previous years is available, and a plan is in

“The District’s budget is balanced under Scenario Three for FY 2016.”

Balanced Budget Scenarios

Scenario One: Revenues = Expenditures

Scenario Two: Revenues > Expenditures

Scenario Three: Revenues + Appropriated Fund Balances = Expenditures

An online budget control system provides cost center budget status information on demand and helps encourage budgetary compliance. Additionally, monthly reports containing key budget metrics, expense details, and remaining balances are used to ensure budget administrators have adequate visibility regarding their budgets. Requisitions, purchase orders, etc. are reported as encumbrances against available appropriations at the time they are originated.

Cost center controllers are, with few exceptions, authorized to make changes (reallocations) within their budget with approval of the Budget Department. New program budgets or expansion of program budgets require Council and Board approval.

place to not build ongoing expenditures into this type of funding. This type of balanced budget is especially prevalent when capital projects are budgeted using proceeds from the issuance of bonds. The State of Utah requires that District expenditures do not exceed the adopted budget by individual fund each year.

For FY 2016, the District’s budget is balanced under Scenario Three. With the voter-approved Bond construction now in full swing, the District will tap into that funding source during this fiscal year. The District is also in the process of purchasing new Math and Language Arts curriculum materials. These projects are planned spend-downs that are the result of one-time projects.

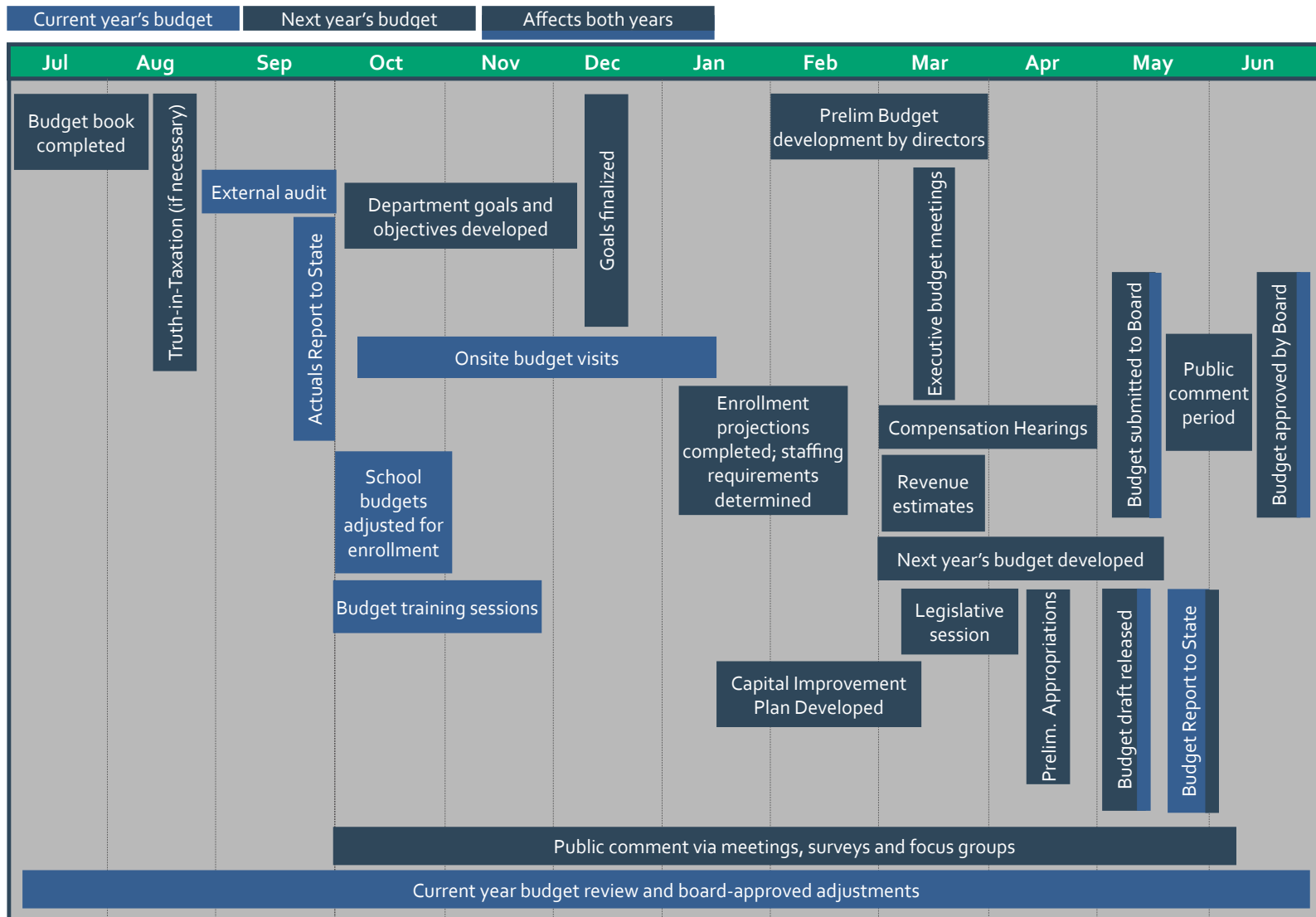
Have feedback? Please send an email to budget@provo.edu. This email account is checked regularly by District administrators.

Budget Approval & Adjustment Process

1. For the fiscal year beginning July 1, the Business Administrator prepares a tentative budget which is presented to the Board of Education by the superintendent on or before the preceding June.
2. After study, deliberation, possible amendments, and a public hearing, the Board of Education legally adopts the final budget prior to June 22.
3. *Once adopted, the budget can be amended by subsequent Board action. Reductions in or reallocations of appropriations may be approved by the Board after recommendation of the Superintendent, but increased appropriations by fund require a public hearing prior to amending the budget.*
4. Adjustments in estimated revenue and appropriations for the prior fiscal year are included in the budget document and are approved by the Board as the revised budget.
5. As determined by the State Superintendent of Public Instruction, the level at which expenditures may not legally exceed appropriations is the total budget of a given fund.
6. At the end of a year, unencumbered appropriations lapse unless restricted by state or federal guidelines.
7. The District has a long-term building replacement and retrofit program which has been developed through a process that included a study and recommendations by a broad-based committee representing many experts in our community. This process included a structural engineering study of each building and a geotechnical analysis of each site. Also, each year every building is reviewed by representatives of the District's facilities staff, and the school principal and/or other representatives of the school.



Budget Development and Review Process: *Budget Timeline*



The District uses an annual budget, with fiscal years beginning July 1st and ending June 30th each year. Budget development is a year-round process, affecting the public, legislature, employees and the Board of Education.

Key Budget Dates:

- July 15 Previous year Final budget and current year Original budget submitted to State Office of Education
- Sep 30 External audit completed
- Oct 1 Annual Enrollment report is released
- Feb 28 Future year enrollment projections/staffing needs calculated
- Late March State Legislative revenue estimates released
- Late May Preliminary budget presented to Board of Education
- June 22 Official budget approved by the Board of Education

Public input is critical for the District to be successful, and the District makes every effort possible to involve the public in every step of the budget process.



Budget Process: Stakeholder Involvement

Stakeholder feedback is essential to a transparent, forward-thinking budget. The District believes that, while it's easy to claim transparency, consistent actions that back up claims leads to transparency. Perhaps most important, effective communication goes both ways.

There are several tools the Board and staff use to communicate with the public. Below are some of the most important steps taken to ensure that each year's budget is built with the students, parents and the general public at the forefront of the process.

District Survey Panel

Beginning in 2010, the District solicited names of parents to be a part of a survey panel. The panel allows for near-instantaneous feedback on critical District decisions, with topics ranging from the budget to overall satisfaction. The panel allows the District to make critical decisions in a dynamic environment.

"It's our belief that no public entity in Utah is more transparent than Provo City School District."

Public Meetings

The oldest form of public involvement is the public meeting. The District holds monthly board meetings that allow a specific time for citizens to voice their concerns and support. The District makes every reasonable effort to ensure no citizen is denied the right to provide feedback.

Social Media

In 2012, the District launched a Facebook page to provide a two-way dialog channel with Provo citizens. Several individual programs in the District, including eSchool and Food Services, maintain active and vibrant social media presences.

Public Committees

There are several committees in the District that help guide the direction of schools, departments and the budget. These steering committees meet as often as each week, and they are critical to the District.



Significant Revenue Sources

State Revenue: WPU

Funding resulting through the Weighted Pupil Unit (WPU) is comprised of several individual state programs of varying size. All combined, the District anticipates receiving \$67.6 million, or roughly 83% of total state revenues from WPU-related state programs in FY 2016. This is an increase over FY 2015 and is due primarily to an increase to the WPU from the State and because some state programs have been consolidated into WPU sources.

The largest individual state funding source, referred to as “**Regular School Programs,**” is projected to be \$49.7 million for the District in FY 2016. This source is based on the WPU amount and the District’s levied property taxes. The District uses this funding source to pay part of the overall cost of teachers.

Special Education is the second-largest state funded program the District operates, with \$8.5 million in WPU revenues projected for FY 2016. This program is restricted to be used on students considered disabled.

Career and Technical Education is a WPU-related state program designed to provide vocational training and opportunities for secondary students in the District. The District must substantially match funding received through the state with local revenue in order to qualify, and expects to receive approximately \$2.25 million in FY 2016.

The District also anticipates receiving nearly \$3.9 million to pay for “**Professional Staff.**” This is tied to the other WPU-related funding sources and is designed to cover administrative overhead costs.

The District also receives money through the WPU to facilitate **Class-size Reduction.** Along with state money, the District must also levy local property taxes to help pay for this program. The District anticipates receiving nearly \$3.3 million from state sources for this program in FY 2016.

Local Revenue: Property Taxes

The District levies property taxes to provide operating funds for the District. Each year, the District receives a certified tax rate from Utah County, and from that is able to set tax rates. The Basic Program tax rate is set by the State of Utah, and individual school districts set other rates with maximum levies set by law.

Property taxes are the District’s second largest funding source, and the largest component of local revenues at approximately 79%. For Tax Year 2016, the overall tax rate is .007568, an increase of .000932 over the prior year.

Property Taxes by Levy Fiscal Year 2015 to 2016

| | FY 2015 | FY 2016 | Change |
|--|-----------------|-----------------|-----------------|
| Basic Program (53A-17a-135) | 0.001419 | 0.001736 | 0.000317 |
| Voted Leeway (53A-17a-133) | 0.001228 | 0.001151 | -0.000077 |
| Board Leeway (53A-17a-164) | 0.001445 | 0.001293 | -0.000152 |
| Gen Oblig Debt (11-14-19/53A-17a-145/53A-21-103) | 0.001268 | 0.002139 | 0.000871 |
| Voted Capital (53A-16-110) | 0.001276 | 0.001249 | -0.000027 |
| Total - All Funds | 0.006636 | 0.007568 | 0.000932 |

Local Revenue: Other Local Revenue

In the summary budgets, other local revenues are often combined with property taxes. These other local revenues include earnings from investments (interest earned), and income from students, such as school lunches. We do not expect large changes in rates over the coming years and, as a result, interest earned is projected to remain relatively flat in FY 2016.

The District’s investment activities are governed by the Utah State Money Management Act, which limits the types of investments the District can participate in. The District invests mainly in what’s referred to as the Utah Public Treasurer’s Investment Fund (PTIF – often referred to as “the Pool”), which provides security, stability and competitive returns. The “Pool” is diversified, with no more than 5% of assets invested with a single issuer.

Federal Revenue: Other Programs

The federal government provides direct and flow-through support to specific programs in the District. For FY 2016 it’s anticipated that the District will receive about \$13.5 million in federal revenue.

The largest programs the District operates with federal funding are IDEA, Title I, Improving Teacher Quality, 21st Century Community Learning Centers and the school lunch program. These five programs make up roughly 80% of all the federal grants the District receives.

Much of the federal funding available to the District falls under the No Child Left Behind Act of 2001. According to the Department of Education, “No Child Left Behind is based on stronger accountability for results, more freedom for states and communities, proven education methods, and more choices for parents.” The District’s mission, goals and objectives are all geared toward the aim of no child being left behind in Provo.



Key Revenue Assumption Indicators for FY 2016

- Student enrollment (traditional) ◀▶
- Student enrollment (online) ▲
- At-risk student population ▲
- State revenue ▲
- Federal revenue ▼
- Property values ▲
- Interest rates ◀▶

Significant Expense Sources

Compensation

Expenditures are based upon available funding. Although signs point to slight funding increases, these increases aren't enough to cover skyrocketing medical and retirement benefit costs incurred by the District, meaning that while overall compensation is projected to increase, employee raises will continue to lag behind.

Going forward, expenditures will likely increase as revenues do. As a service organization, the District spends the majority of its available resources on salaries and benefits. So, as funding fluctuates so will compensation costs.

The District forecasts that benefits costs will outpace salary costs, mainly for two reasons: first, the State of Utah's retirement system took a big hit during the recession, and districts must continue to contribute large portions of funds to the retirement system. However, the retirement contribution rate is expected to level off in 2016. The second reason benefit costs are projected to rise faster than salaries is because healthcare inflation has far outpaced salary growth in recent years on a national and District level. Just as with many other organizations, the District continues to examine alternative methods of providing health benefits to its employees.

Bond-Related Expenses

As discussed previously, in November 2014 the city voted on and passed a Bond with an overwhelming 71% majority voting in favor of the measure. As a result, we expect to see significant increases in our Capital Projects and Debt Service Funds. Construction is well underway on the first two schools being replaced using bond funds, and we expect to see roughly \$32 million in expense related to those schools in this fiscal year. These expenses are primarily coded to the Property Services object code in our financials. Also, payments on the bond issuance requires us to spend more in our Debt Service Fund. These expenses are included in the Other Objects code.

It is important to note that while bond expenses ramp up in FY 2016, the revenue associated with these expenses was received in FY 2015. As a result, although it appears as though we are drastically overspending in our budget in the current year, we really are just spending down funds that are set aside for the purpose of rebuilding schools.

Other Expenditures

As benefits increase, the ability to pay for other budget items, such as supplies and equipment, will decrease. As a result, we will see only slight additions to other expenditure categories, if any at all. It's safe to assume that in the next 3-4 years the percentage of the District's budget that goes toward benefits will increase each year, while the percentage of the budget that goes to other expenditures will decrease commensurately.

Projecting forward into the next few years, school replacement construction projects will continue through the next several years, meaning most capital project expenditures will be primarily funded by bond proceeds.

Summary

Years of heavy funding increases are likely over, at least for the periods forecasted, but moderate levels of funding increases are occurring. However, ongoing purchases for everything from office supplies to school buses will be scrutinized and efficiency improvements, both in staffing and equipment, continue to be focuses of administration.

In short, the District's ability to adjust to a new level of funding will define its success over the coming years. Seeking out innovative programs that are cost-effective - or even slightly profitable - will be an important way to mitigate inflationary pressures that push expenditures up ahead of available revenues.

Budget Development: *Key Factors*

Below are some of the key factors that were considered when creating the budget for the new year. Some of these items remain constant factors, while others will only apply to the current school year budget.

Wage Increases

District management believes strongly in providing our employees with quality pay that is competitive with our neighbors. With this in mind, and because compensation is the primary expenses we have as a District, the first item negotiated and discussed when putting together the new budget is employee compensation.

Health Benefits

Provo City School District is not alone in facing increasing health benefits expenses. To combat rising premiums and to provide additional flexibility to our employees the District determined to offer a high-deductible health savings plan this year. This provides an additional option for health coverage, and its effectiveness at addressing some of the District's health coverage concerns will be assessed throughout the year.

Bond-Related Expenses

As discussed previously, in November 2014 the city voted on and passed a Bond with an overwhelming 71% majority voting in favor of the measure. As a result, we expect to see significant increases in our Capital Projects and Debt Service Funds. Construction is well underway on the first two schools being replaced using bond funds, and we expect to see roughly \$32 million in expense related to those schools in this fiscal year.

The budget was built to best reflect our expectations regarding expense and project completion. However, like any large construction project, as adjustments are made to scope/ completion timeframe similar changes will need to be made to our budget.

Utilities

The District expects to be seeing significant savings in our utilities expenses due to our ongoing relationship with Cenergistic Inc. Small savings were seen during the previous year, and as we go in to a full year using their cost-savings program, our savings expectations are high.

eSchool

eSchool continues to be a wild card for the District. We once again expect significant increases to our eSchool enrollment, meaning that state WPU revenue should also continue to increase commensurately. However, with this growth comes added expense, and we expect that much of the new revenue brought in to the District will go towards paying for curriculum and vendor fees for our eSchool students. While not a significant revenue creator for the District, eSchool continues to offer a unique option for Provo students' education.

Revenue

Much of the increase in revenue that we have budgeted for in the coming year will come from eSchool enrollment growth and increased tax collections due to a higher debt levy. In other words, although our revenue is expected to increase significantly, much of that increase is merely to cover added expenses as part of our Bond construction projects and our increased eSchool enrollment.

We do expect to see moderate increases in other state funding, but much of that increase is offset by reduced federal grant funding and other program decreases. Generally, we do not expect to see a large influx of revenue that can be used for additional projects or initiatives by the District compared to prior years.

Method of Classifying Revenue & Expenditures

District revenues and expenditures are tracked by fund, program, location (also known as a “cost center”), function, and object. Due to various reporting requirements, all of these classifications are included in this budget, with the exception of cost centers.

Funds are the most general way to classify expenditures. *Programs* might also be called projects, as each is funded and implemented to achieve a specific goal or set of objectives. For the most part, the District segregates its programs based on guidelines given by the Utah State Office of Education, although the District does have some discretion in determining programs and their corresponding codes.

Functions are a more general way to classify expenditures than programs. A function describes the activity for which a service is acquired or an expenditure is made. Functions refer to such classifications as instruction, support, maintenance, etc. The majority of the District’s expenditures go toward the instruction function.

Objects are the most detailed of the classifications. Examples of objects include salaries, benefits, supplies, equipment, etc. However, the District accounts for objects at a much more detailed level than this general example. With a few exceptions, objects are the most detailed way revenues and expenditures are tracked.

Basis of Budgeting

The District operates within budget requirements for school districts as prescribed by state law and interpreted by the State Superintendent of Public Instruction. **Budgets are presented on a modified accrual basis** for all governmental funds. The Modified Accrual Basis is a government accounting method where revenue is recognized when it becomes available and measurable. Expenditures are typically recognized in the period in which the liability is incurred.

This is the same basis of accounting used in the District’s audited financial statements.

All annual appropriations lapse at fiscal year-end, with the exception of those indicated as a fund balance reserve.

Revenue Projection Methodology

When projecting revenue for future years, the District relies heavily on its own internal data to estimate enrollment, which is the biggest driver of state revenue. Typically *regression analysis* is used to forecast general expected student enrollment for future years. A more detailed approach, using migration patterns, birth rates, and what is referred to as *survival rates*, is used to get a more detailed analysis for the next year. Detailed analysis for the coming year is normally done in the fall, and the Board of Education and management are given the results after that time. As a general rule, the District operates under the assumption that enrollment (and as a result revenue) will be relatively flat from year to year. However, given the explosive growth of Provo’s eSchool enrollment the FY 2016 budget does account for a modest enrollment increase.

The District also consults state and federal agencies, such as the Utah State Office of Education, the Utah State Governor’s Office of Budget and Management, the Utah State Tax Commission, and the United States Census Bureau. Information from several other smaller agencies is used to project future revenues when necessary.

The District’s policy is to estimate annual revenues by an objective, analytical process. **The District does not include revenue in the budget that cannot be verified with documentation of its source and amount.** Information and documentation regarding revenue projection methods are made available to the public through a variety of means, including monthly board meetings, newsletters, and records kept on file at the District administration building.

Impact of Planning Processes on the Budget

Planning processes play a critical role in the District's budget development. Planning for the District's current master plan began in late 2003. At the time, it was obvious that buildings were in desperate need of renovations, and, in some cases, replacement. At the same time, District salaries were becoming less competitive than in competing districts, making it difficult to hire and retain good employees. A committee comprising District employees and local citizens began studying demographic information and building condition data. In September 2004, the committee presented five different scenarios for the master plan at a series of public open houses throughout the city.

“Long-term planning plays a critical role in the District's budget development process each year.”

As the District grappled with the difficult realities it faced, it became evident that a bond election would be necessary to pay for the most critical needs in the District. In 2006, voters approved a \$35 million bond and leeway, which would help pay for critical upgrades and replacements to schools, in addition to helping boost sagging compensation for employees.

The bond projects, finalized as of June 30, 2009, were critical pieces of the District's master plan, as was the rebuilding of Farrer Elementary using federal stimulus funds, allowing the District to move ahead on its long-term capital improvement plan.

Other key areas of the plan involve capital improvements funded through local property taxes and improved employee compensation. **The District's short-term capital improvement plan for FY 2016 is covered in greater detail in the capital projects section of this book.** The master plan has been the driving force behind many of the improvements to the District over the past several years, and it continues to play a key role in future planning. These improvements include larger initiatives such as the replacement of Timpview High School's athletic fields to less significant projects such as school roof unit replacements and asphalt repairs.

Recently, the Board of Education, armed with information and preferences from the public and local experts, decided to once again put a bond election to vote in order to implement the next phase of the District's 20 year improvement plan. This bond was approved by voters in November 2014. Although the District is utilizing proceeds from the tax credit bonds available through the federal stimulus bill (discussed in more detail in the financial section of this book), these additional funds now allow the District to renovate or replace several more of the older school buildings in the district. Through the bond election, public survey on budget initiatives, community meetings, Board of Education meetings and other correspondence, Provo citizens have stressed their support for safe and modern buildings in the District.

As we begin FY 2016, construction on Rock Canyon and Sunset View Elementary (identified as 2 of the 5 schools most in need of renovation) is fully underway, with the expectation that the rebuilding of Provo High School will begin during the winter/spring of this year. In total, over the next several years, five of the District's oldest and structurally needy schools will be completely rebuilt using Bond proceeds.

The District's planning processes affect not only the coming year, but several years into the future. Beginning in FY 2016, the Board of Education and Superintendent have worked with department leaders and experts in the field to create a new District Improvement Plan. This plan aligns closely with the stated goals of the Board of Education as well as the 20/20 initiative that previously guided the direction of the District. This District Improvement Plan will be discussed in more detail within this budget document.

Have feedback? Please send an email to budget@provo.edu. This email account is checked daily by District administrators, and a prompt response is guaranteed.

District Funds: *Description*

The District’s budget is divided into seven funds. A fund is a set of accounts set aside for a specific purpose in accordance with laws and regulations. Essentially, it is a segregation of accounting and financial resources, each with cash and other assets, liabilities, and equity/residual balance. The District follows the fund guidelines as established by Generally Accepted Accounting Standards.

Each fund is used to account for a specific type of activity. The General Operating (or just “General”) fund is the largest. Following is a brief description of each fund:

General Fund (Major Fund)

This fund is the chief operating fund of the District. It is used to account for all financial resources of the school district except those required to be accounted for in another fund. By law, the District may have only one general fund.

Capital Projects Fund (Major Fund)

This fund is used to account for resources and payments for the acquisition of capital facilities and equipment.

Debt Service Fund (Major Fund)

This fund is used to account for the accumulation of resources for, and the payment of, general long-term debt principal and interest.

Student Activities Fund

This special revenue fund accounts for activities at the school-level, including sports, clubs, and instruction-related programs.

Non K-12 Fund

No budget is allocated to this fund for FY15, but historically this special revenue fund was used to account for activities not related to regular, K-12 operations. Adult education, pre-school and recreation are examples of programs that operated in this fund.

Food Service Fund

This is a governmental fund used to account for revenues and expenses related to school food services.

Building Reserve Fund

This special reserve fund is authorized by Utah state law to be used to accumulate funds to meet capital outlay costs.

Tax Increment Fund

This special fund is authorized by Utah state law to be used to track the revenue and expense of tax incentives provided to businesses by the city within the bounds of the District.

| |
|--|
| Major Funds |
| General Fund Capital Projects Fund Debt Service Fund |
| Non-major Funds |
| Student Activities Fund Non K-12 Fund* Food Services Fund Building Reserve Fund Tax Increment Fund |

*Not appropriated for use in 2015-16.

Note: all funds are appropriated for use in FY 2015-16 except Non K-12.

Relationship Between Funds & District Departments

The decision to account for specific expenditures by various funds used by the District depends upon accounting guidelines and state mandates. Below is a table illustrating the relationship between District departments and District funds in terms of budgeted expenditures.

Per Utah state law, a school district must ensure that the undistributed reserve does not exceed 5% of the maintenance and operation budget (the higher of the budget year under audit or the subsequent budget year). An undistributed reserve consists of funds set aside for unexepected and unspecified contingencies and is part of the committed fund balances. For the amount to be classified as committed, the school board must commit the funds by resolution.

| Department | Funds | | | |
|------------------------------------|---------|------------------|--------------|------------------------|
| | General | Capital Projects | Debt Service | Non-major ¹ |
| Superintendent/Board | | | | |
| Learning Curriculum and Assessment | | | | |
| Career and Technical Education | | | | |
| Special Education Services | | | | |
| Food Service | | | | |
| Transportation | | | | |
| Student Services | | | | |
| Human Resources | | | | |
| Business/Finance | | | | |
| Facilities | | | | |
| Technology | | | | |

¹Non-major funds appropriated for use by the District: Student Activity, Food Service, Building Reserve, and Tax Increment Funds

Expenditure Functions: *Explained*

One of the most useful ways to understand how the District spends the public's money is to identify expenditures by functions. A function describes the activity for which a service is acquired or an expenditure is made. Below is a description of the expenditure functions used by the District.

Instruction

This function includes those activities dealing directly with the instruction of students. If expenditures can be clearly and directly traced to instruction of students they are labeled as instructional. Teachers salaries and benefits, substitute teacher costs and supplies intended for the classroom are examples of instructional costs.

Student Support Services

This function covers those activities related to promoting and improving school attendance and counseling. The costs necessary to manage and provide health and nursing services are included in this function. Salaries and benefits of certified and education support personnel are covered by this function, as are supplies, services, and equipment required to cover these activities.

Instructional Support Services

This function encompasses activities related to directing, managing, and supervising instructional programs in the District. It includes areas such as media and curriculum. Costs associated with this function include school media center and curriculum staff salaries and benefits, supplies and materials, equipment, and purchased services.

General Administration Support Services

This function covers the costs associated with the overall administration of the District. It includes the Board of Education, the Superintendent, and other District-level directorships. Costs include salaries and benefits, and supplies, services and equipment necessary to support District-wide management.

School Admin Support Services

This function covers those expenditures that go toward directing, managing, and supervising a school. Examples include the principal and clerical positions. Supplies, equipment and professional services that assist these positions are also included in this function.

Central Support Services

This function supports those activities that support other administrative and instructional functions, including fiscal services, human resources, planning, and administrative information technology.

School Food Services

This function encompasses the activities associated with providing meals and snacks to children. It includes directing and managing food services, preparing and serving food, operating and maintaining kitchen equipment, the purchase of food and supplies, and warehousing and transporting food to schools.

Expenditure Functions: *Continued*

Maintenance & Operation

This function covers costs and activities associated with the maintenance and operation of physical buildings and grounds. Custodial and maintenance position salaries and benefits, along with supplies and equipment are typical costs associated with this function.

Student Transportation

This function covers the costs of providing management and operation services for regular bus routes used to transport children to and from school and on field trips, and associated salaries, benefits, supplies, and equipment.

Other Support

This function covers essential support positions at the District-wide level, including salaries and benefits of technology and information technology personnel. Supplies, equipment and services associated with these positions are also included in this function.

Community Services

This function covers community services typically outside of regular, K-12 education. Examples include adult education, pre-school, and community agency partners. Costs include salaries and benefits of staff members, and the associated supplies and materials required by those positions.

Recreation

This function covers those activities associated with the management and coordination of community recreation services and the rental of school buildings.

Facilities & Construction

This function includes costs associated with the acquisition, remodel, and construction of buildings. Capital improvement costs, including materials, salaries and benefits, are included in this function. Also included are material and contract costs associated with bond construction.

Debt Service

This function covers bond, principal, interest, and paying agent costs and fees.



FinancialSection

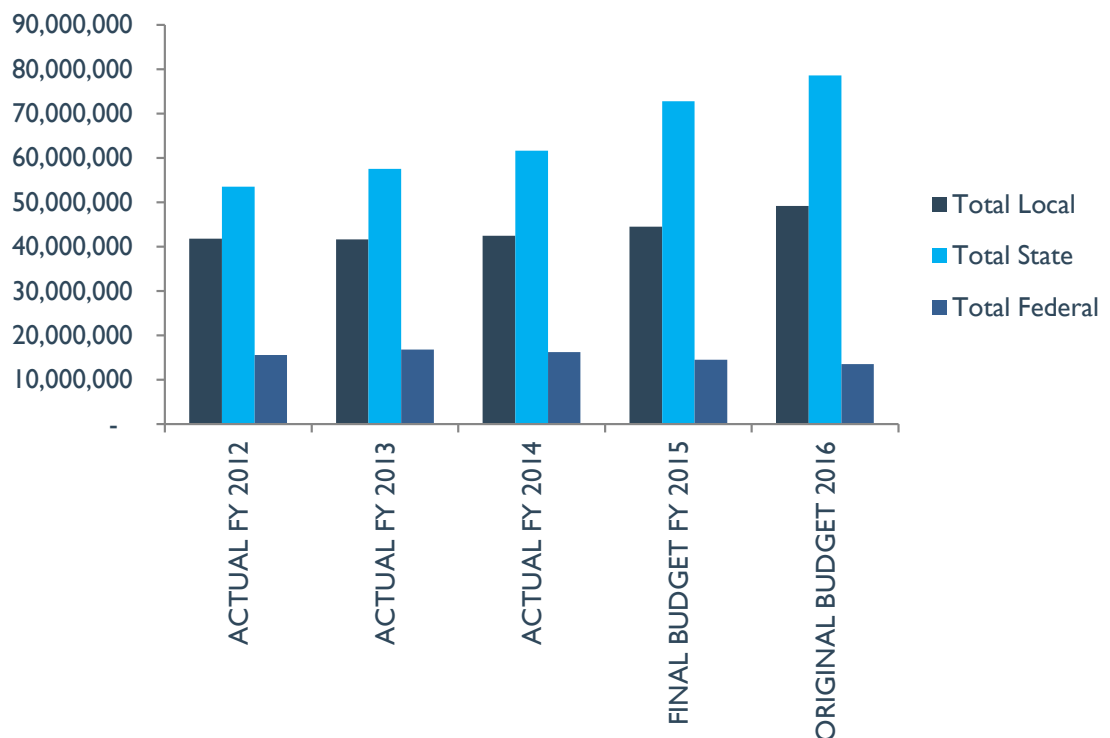


Major Revenue Sources

The District's revenues can be broadly classified as coming from three sources: local, state, and federal. The largest revenue source is the State of Utah, followed by local revenue, which includes property taxes, and federal revenue, made up of several grants of various sizes.

Revenue by Source: *FY 2012 - FY 2016*

| SUMMARY: | ACTUAL FY | ACTUAL FY | ACTUAL FY | FINAL BUDGET FY | ORIGINAL BUDGET |
|------------------|--------------------|--------------------|--------------------|------------------------|------------------------|
| ALL FUNDS | 2012 | 2013 | 2014 | 2015 | 2016 |
| Total Local | 41,796,613 | 41,641,477 | 42,423,021 | 44,455,429 | 49,125,353 |
| Total State | 53,467,124 | 57,509,778 | 61,612,173 | 72,774,232 | 78,596,266 |
| Total Federal | 15,539,003 | 16,756,452 | 16,253,024 | 14,527,394 | 13,537,237 |
| | <u>110,802,740</u> | <u>115,907,707</u> | <u>120,288,218</u> | <u>131,757,055</u> | <u>141,258,856</u> |



Revenue Projection Assumptions: FY 2016

The District is always as conservative as possible when estimating revenues. Accordingly, several assumptions were made when projecting revenue for FY 2016. For example, for the past several years federal revenue received by the District has been on a downward trend.

As a result, federal revenue budgets for this year take that trend into account, as well as any additional considerations the District is aware of.

“The District always sets its goals and objectives before property values or rates are known.”

Local revenues are projected to see a small increase in FY 2016, primarily due to increased property tax revenue resulting from last year’s Bond election and increases in indirect cost revenue.

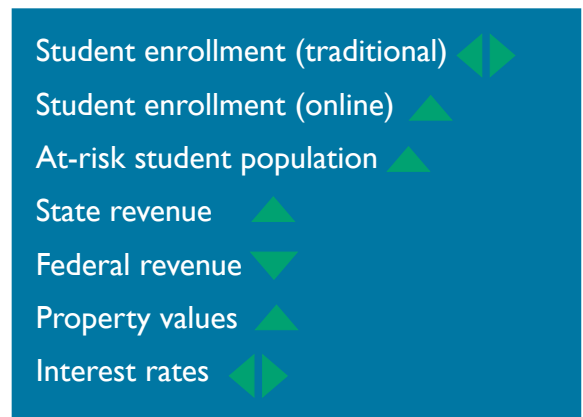
State revenue had shown strong growth in years leading up to the recent recession, as a robust state economy along with a supportive legislature, fueled heavy education funding increases. However, the recession that hit much of the world economy also hit Utah, meaning substantial cuts to state revenue. This trend continued for three years. However, as eSchool continues to provide enrollment growth things are once again looking up for the coming year.

In FY 2016 revenues from state sources are projected to increase dramatically. The State increased the Weighted Pupil Unit (WPU), the largest funding source the State awards, by 4.0%. Additionally, increases in enrollment as a result of eSchool should result in higher state funding.

As a general rule, the District relied on the following assumptions when projecting FY 2016 revenues:

- Flat to decreasing “brick and mortar” student enrollment growth (student enrollment is by far the largest determinant of funding)
 - Moderate increases in online eSchool enrollment (online school enrollment is funded differently by the State than traditional programs in many cases)
 - Decreases in federal revenue due to reduced funding trends
 - Increasing “at-risk” student population, which helps drive federal revenue and could offset some federal funding cuts
- Interest rates flat or climbing very slowly
- Slightly increasing property values
- Participation fees, such as school lunch prices, will bring in some additional revenues, although price increases will affect demand
- Flat or slight increases in donations to the District foundation

Key Revenue Assumption Indicators for FY 2016

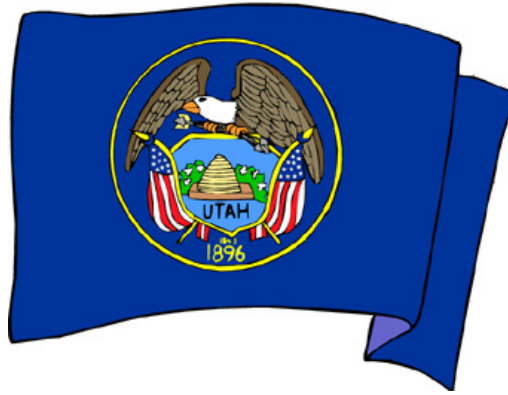


Major Revenue Sources: *State of Utah*

The State of Utah is the largest revenue source of the school district, with revenues of \$78.6 million budgeted for FY 2016.

State revenue is divided among approximately 50 programs. The largest component of state funding is the Minimum School Program (MSP), which acts as a series of large block grants (or programs) provided by the State to support local level educational services.

The Weighted Pupil Unit (WPU), part of the Minimum School Program, is a measure of student enrollment based on a pro-rated amount of days in attendance per student. The WPU is \$3,092 in FY 2016, which is up from \$2,971 in FY 2015 (4.0% increase). Utah's economy is rated among the best in the nation as of July 2015, and that improves the District's financial position.

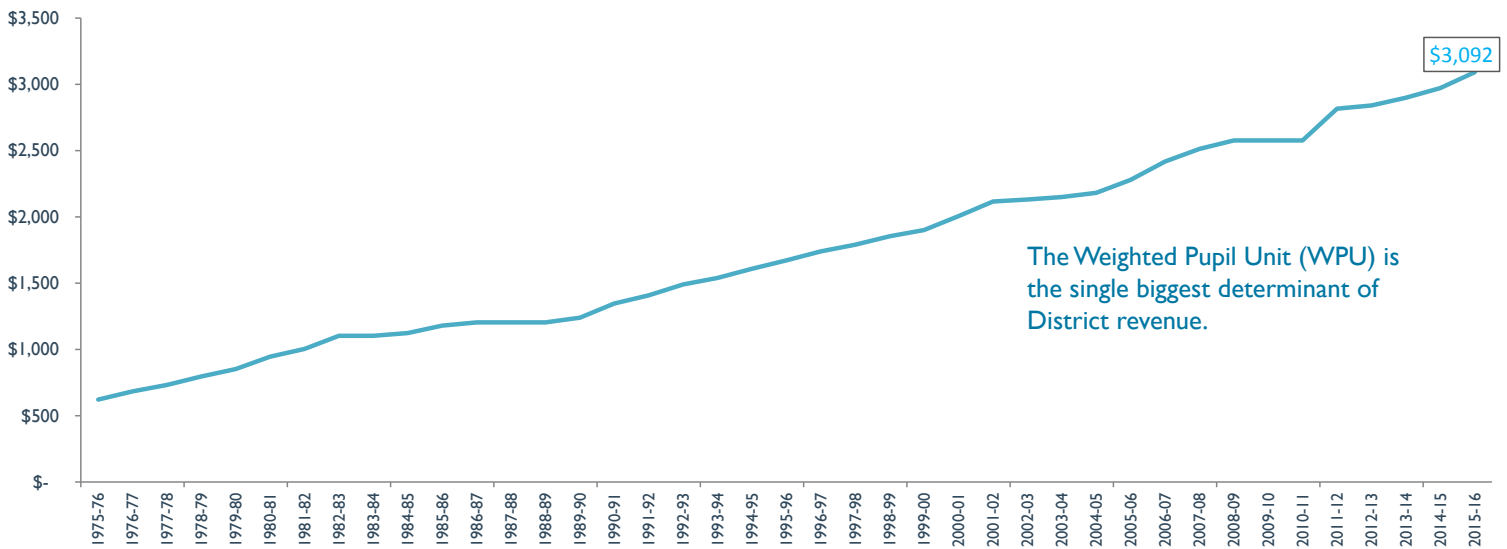


Approximately 83% of revenue from the State, or \$67.6 million, comes directly from WPU figures.

The WPU was developed as a mechanism to equally distribute state revenue among school districts and charter schools. The WPU is not a plan of expenditure, or budget, for the school district or charter school to follow but a mechanism to derive total program

cost and distribute revenues. Through this mechanism, the State provides 'reasonably equal educational opportunities' for all public school children in Utah (Source: Utah State Office of Education).

Because so much of the District's funding comes as a result of enrollment-driven WPU figures, most of the analysis for future revenues involves predicting future enrollment levels.



Major Revenue Sources: *State of Utah*

Weighted Pupil Unit (WPU)



The Weighted Pupil Unit (WPU) will increase \$121 in FY 2015-16 from \$2,971 to \$3,092

| Year | WPU Amount | Change | % Change |
|---------|------------|--------|----------|
| 1975-76 | \$621 | | ---- |
| 1976-77 | \$683 | 62 | 10.0% |
| 1977-78 | \$732 | 49 | 7.2% |
| 1978-79 | \$795 | 63 | 8.6% |
| 1979-80 | \$852 | 57 | 7.2% |
| 1980-81 | \$946 | 94 | 11.0% |
| 1981-82 | \$1,003 | 57 | 6.0% |
| 1982-83 | \$1,103 | 100 | 10.0% |
| 1983-84 | \$1,103 | 0 | 0.0% |
| 1984-85 | \$1,124 | 21 | 1.9% |
| 1985-86 | \$1,180 | 56 | 5.0% |
| 1986-87 | \$1,204 | 24 | 2.0% |
| 1987-88 | \$1,204 | 0 | 0.0% |
| 1988-89 | \$1,204 | 0 | 0.0% |
| 1989-90 | \$1,240 | 36 | 3.0% |
| 1990-91 | \$1,346 | 106 | 8.6% |
| 1991-92 | \$1,408 | 62 | 4.6% |
| 1992-93 | \$1,490 | 82 | 5.8% |
| 1993-94 | \$1,539 | 49 | 3.3% |
| 1994-95 | \$1,608 | 69 | 4.5% |
| 1995-96 | \$1,672 | 64 | 4.0% |
| 1996-97 | \$1,739 | 67 | 4.0% |
| 1997-98 | \$1,791 | 52 | 3.0% |
| 1998-99 | \$1,854 | 63 | 3.5% |
| 1999-00 | \$1,901 | 47 | 2.5% |
| 2000-01 | \$2,006 | 105 | 5.5% |
| 2001-02 | \$2,116 | 110 | 5.5% |
| 2002-03 | \$2,132 | 16 | 0.8% |
| 2003-04 | \$2,150 | 18 | 0.8% |
| 2004-05 | \$2,182 | 32 | 1.5% |
| 2005-06 | \$2,280 | 98 | 4.5% |
| 2006-07 | \$2,417 | 137 | 6.0% |
| 2007-08 | \$2,514 | 97 | 4.0% |
| 2008-09 | \$2,577 | 63 | 2.5% |
| 2009-10 | \$2,577 | 0 | 0.0% |
| 2010-11 | \$2,577 | 0 | 0.0% |
| 2011-12 | \$2,816 | 239 | 9.3% |
| 2012-13 | \$2,842 | 26 | 0.9% |
| 2013-14 | \$2,899 | 57 | 2.0% |
| 2014-15 | \$2,971 | 72 | 2.5% |
| 2015-16 | \$3,092 | 121 | 4.0% |

Major Revenue Sources: State of Utah

Weighted Pupil Unit (WPU)

Description of Large State Programs:WPU Sources

Funding resulting through the Weighted Pupil Unit (WPU) is comprised of several individual state programs of varying size. All combined, the District anticipates receiving \$67.6 million, or roughly 83% of total state revenues from WPU-related state programs in FY 2016. This is an increase over FY 2015 and is due primarily to an increase to the WPU from the State and because some state programs have been consolidated into WPU sources.

The largest individual state funding source, referred to as “**Regular School Programs,**” is projected to be \$49.7 million for the District in FY 2016. This source is based on the WPU amount and the District’s levied property taxes. The District uses this funding source to pay part of the overall cost of teachers.

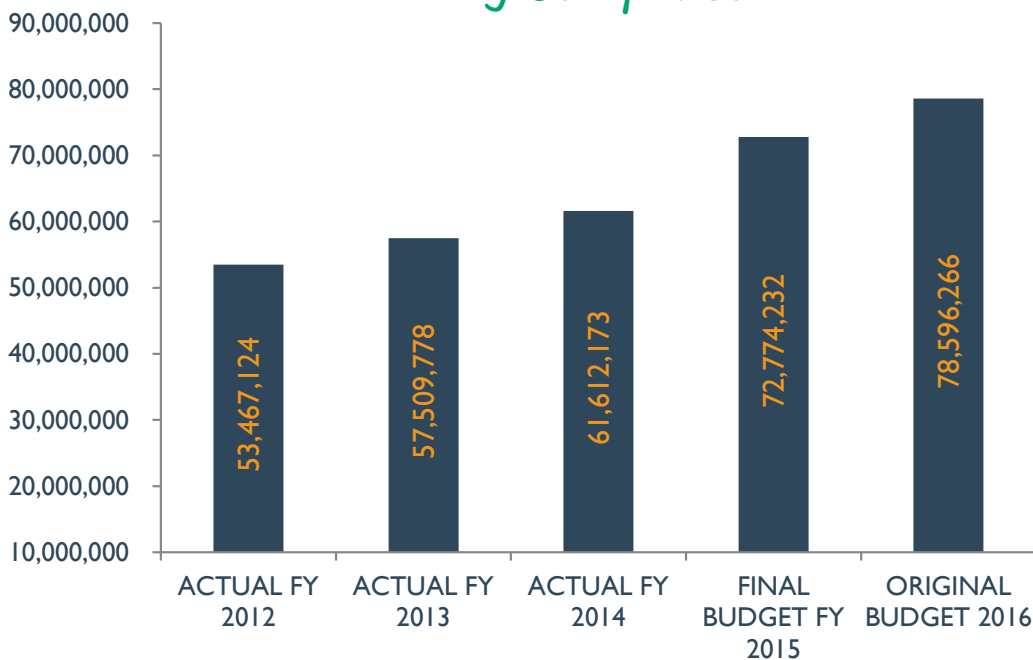
Special Education is the second-largest state funded program the District operates, with \$8.5 million in WPU revenues projected for FY 2016. This program is restricted to be used on students considered disabled.

Career and Technical Education is a WPU-related state program designed to provide vocational training and opportunities for secondary students in the District. The District must substantially match funding received through the state with local revenue in order to qualify, and expects to receive approximately \$2.25 million in FY 2016.

The District also anticipates receiving nearly \$3.9 million to pay for “**Professional Staff.**” This is tied to the other WPU-related funding sources and is designed to cover administrative overhead costs.

The District also receives money through the WPU to facilitate **Class-size Reduction.** Along with state money, the District must also levy local property taxes to help pay for this program. The District anticipates receiving nearly \$3.3 million from state sources for this program in FY 2016.

State Revenue: 5y Comparison

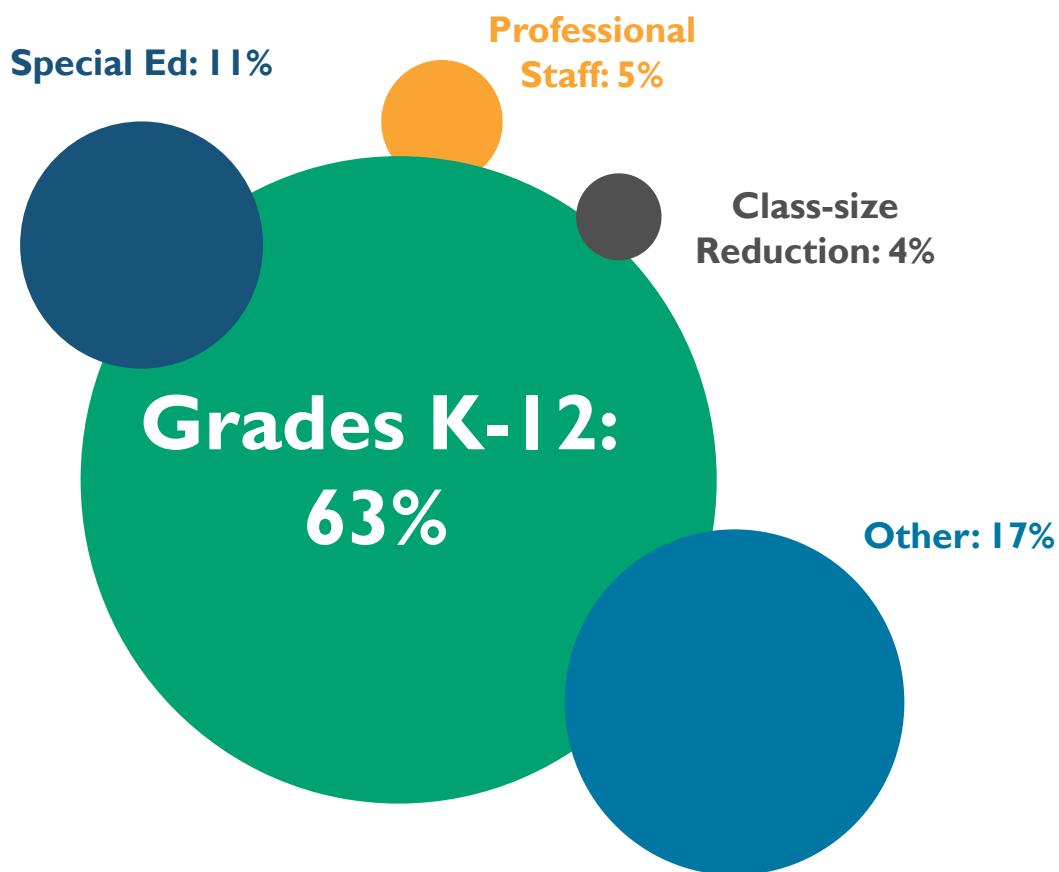


Major Revenue Sources Continued: *State of Utah*

Many state revenue sources have been consolidated over the past several fiscal years as a result of Utah State Legislature actions. The top four programs make up 83% of the overall state revenue budget, with approximately 40 programs combining to make up the remaining 17%.

| Program | % of Total |
|-------------------------------------|------------|
| Grades K-12 | 63% |
| Special Education | 11% |
| Professional Staff | 5% |
| Class-size Reduction | 4% |
| Other State (approx. 40 additional) | 17% |

Distribution of State Revenue: *FY 2016*



Major Revenue Sources: *Local*

Property Tax

The District levies property taxes to provide operating funds for the District. Each year, the District receives a certified tax rate from Utah County, and from that is able to set tax rates. The Basic Program tax rate is set by the State of Utah, and individual school districts set other rates with maximum levies set by law.

Property taxes are the District's second largest funding source, and the largest component of local revenues at approximately 79%. For Tax Year 2016, the overall tax rate is .007568, an increase of .000932 over the prior year.

“Property taxes are the District’s second largest funding source.”

The District's goals and objectives for the coming year are determined before final property assessed values are known.

The majority of local funding consists of revenue from five different taxes that a local school board may levy. Each district must impose a

minimum Basic property tax levy and contribute the proceeds of that levy to the cost of providing educational services. The more Basic Levy revenue collected, the less state funding – from the Uniform School Fund – is required. More information on property taxes received by the District can be found in the Informational section of this book.

Property Taxes by Levy Fiscal Year 2015 to 2016

| | FY 2015 | FY 2016 | Change |
|--|-----------------|-----------------|-----------------|
| Basic Program (53A-17a-135) | 0.001419 | 0.001736 | 0.000317 |
| Voted Leeway (53A-17a-133) | 0.001228 | 0.001151 | -0.000077 |
| Board Leeway (53A-17a-164) | 0.001445 | 0.001293 | -0.000152 |
| Gen Oblig Debt (11-14-19/53A-17a-145/53A-21-103) | 0.001268 | 0.002139 | 0.000871 |
| Voted Capital (53A-16-110) | 0.001276 | 0.001249 | -0.000027 |
| Total - All Funds | 0.006636 | 0.007568 | 0.000932 |

Major Revenue Sources: Local

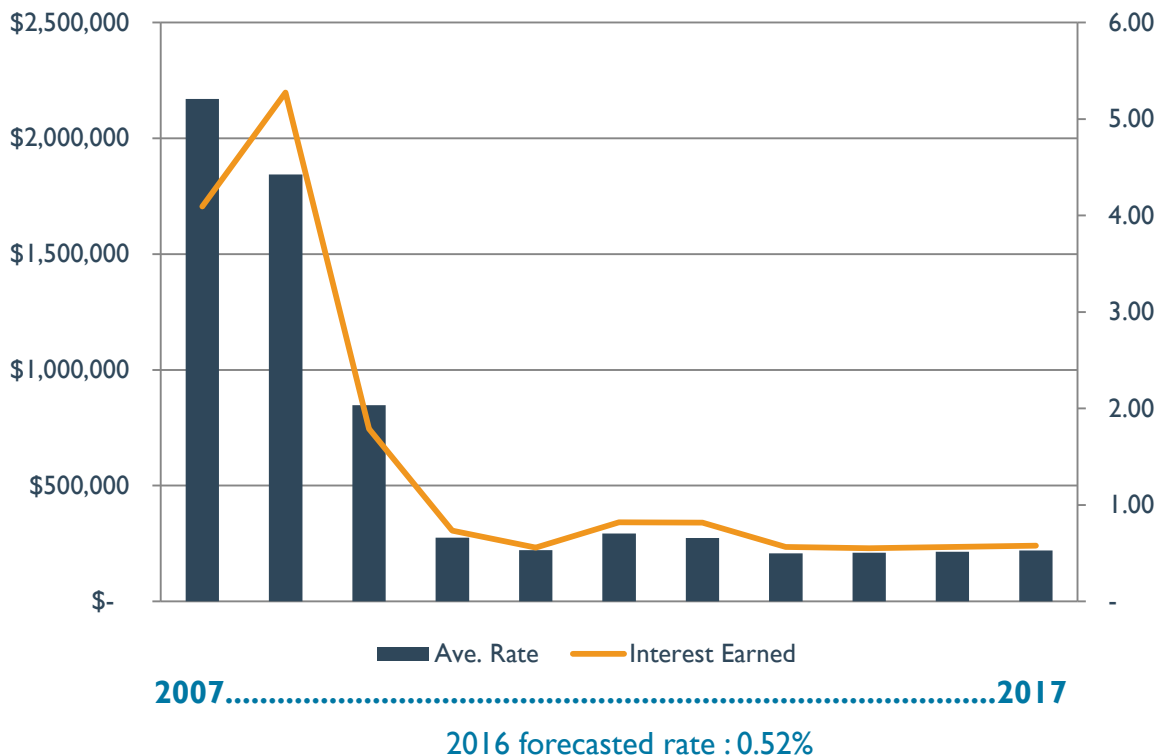
Other Local Revenue

District management has placed a strong emphasis on sound cash management. Among other things, this means as grant expenditures are made, reimbursement from the federal government or awarding agency is requested as soon as possible, with quarterly reimbursement requests typical. However, historically low rates will continue to adversely impact the District’s interest income in 2016 meaning less flexibility and difficulty launching innovative programs.

The graph below shows the rates of return and the District’s actual interest income (or budgeted & projected amounts for FY 16 and FY 17) for the past several years. Rates have declined rapidly and then remained at historically low rates, which means the District receives substantially less interest income from its investments than in previous years. Interest income is *typically* not restricted for specific use, so declining rates mean less money that goes into the classroom for general purposes, such as teacher pay, instructional assistants, and supplies.

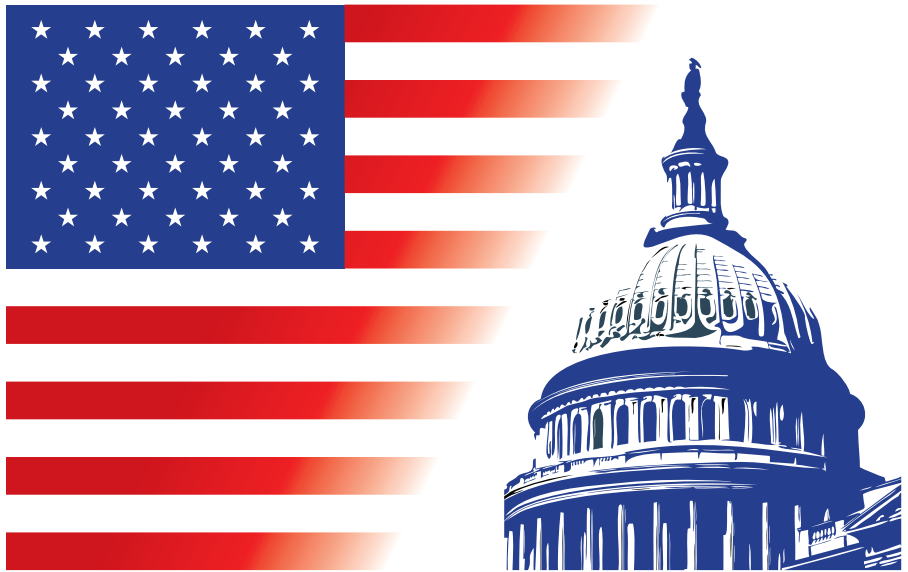
In the summary budgets, other local revenues are often combined with property taxes. These other local revenues include earnings from investments (interest earned), and income from students, such as school lunches. We do not expect large changes in rates over the coming years and, as a result, interest earned is projected to remain relatively flat in FY 2016.

The District’s investment activities are governed by the Utah State Money Management Act, which limits the types of investments the District can participate in. The District invests mainly in what’s referred to as the Utah Public Treasurer’s Investment Fund (PTIF – often referred to as “the Pool”), which provides security, stability and competitive returns. The “Pool” is diversified, with no more than 5% of assets invested with a single issuer.



Major Revenue Sources: *Federal*

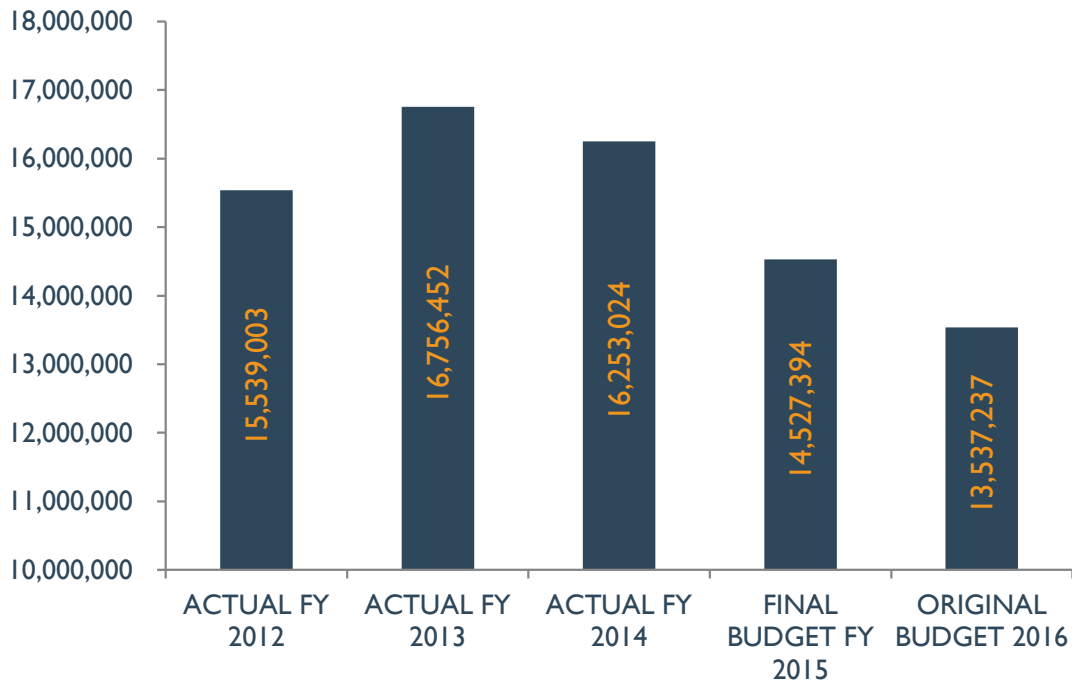
The federal government provides direct and flow-through support to specific programs in the District. For FY 2016 it's anticipated that the District will receive about \$13.5 million in federal revenue.



The largest programs the District operates with federal funding are IDEA, Title I, Improving Teacher Quality, 21st Century Community Learning Centers and the school lunch program. These five programs make up roughly 80% of all the federal grants the District receives.

Much of the federal funding available to the District falls under the No Child Left Behind Act of 2001. According to the Department of Education, "No Child Left Behind is based on stronger accountability for results, more freedom for states and communities, proven education methods, and more choices for parents." The District's mission, goals and objectives are all geared toward the aim of no child being left behind in Provo.

Federal Revenue: *FY 2012 to FY 2016 (projected)*



Major Revenue Sources: *Federal*

Largest Federal Funding Sources

The following five programs make up approximately 80% of all District federal grants for FY 2015. The remainder of federal revenue is made up of a number of smaller grants. Most federal grants, large and small, are first awarded to the Utah State Office of Education, which then awards districts based on enrollment, demographics, and demonstrated need.

Federal Food Programs

The District is expected to receive \$3.7 million in FY 2016 to assist with providing quality, nutritious meals to children most in need.

The funding is determined by the amount of meals served to students, multiplied by a reimbursement amount that is predetermined by the federal government. The District has seen steady growth in the amount of free and reduced price lunch waivers from students in recent years, resulting in increases to federal revenues. In the Food Services program, the District receives more revenue from federal sources than local sources.

Title I

This grant, part of No Child Left Behind, is funded by the government to help ensure that all children receive fair and equal opportunities to obtain a high-quality education.

The funding of this grant is contingent upon the number of low-income students in the District. The District is projected to receive just over \$3.0 million in Title I funding in FY 2016.

IDEA

In terms of funding amount, this grant is similar in size to Title I. It too is part of No Child Left Behind. It is designed to help disabled individuals receive improved opportunities for success, with a substantial focus on technology to meet this goal. The District anticipates receiving just under \$2.6 million from this grant in FY 2016.

Improving Teacher Quality

This grant is designed to help improve the quality of education in the classroom. Part of No Child Left Behind, the objectives of this grant are carried

out by increasing the number of teachers who are considered to be “highly-qualified,” and by holding districts accountable for academic achievement. The District is projected to receive \$530,000 from this grant in FY 2016. Funding for this budget continues to see dramatic cuts.

21st Century Community Learning Centers

This grant, also part of No Child Left Behind, is actually several smaller grants that are awarded to the District to help it provide quality instruction outside of regular school hours. The awarding of 21st Century grants is very competitive. Much of the funding is determined by the number of low-income students enrolled. Schools without substantial low-income enrollments typically aren’t considered for these grants. All combined, the District anticipates receiving just over \$1.0 million in 21st Century grants for FY 2016.

“Most federal grants are first awarded to the Utah State Office of Education, which then awards districts based on enrollment, demographics, and demonstrated need.”

Significant Expense Sources

Compensation

Expenditures are based upon available funding. Although signs point to slight funding increases, these increases aren't enough to cover skyrocketing medical and retirement benefit costs incurred by the District, meaning that while overall compensation is projected to increase, employee raises will continue to lag behind.

Going forward, expenditures will likely increase as revenues do. As a service organization, the District spends the majority of its available resources on salaries and benefits. So, as funding fluctuates so will compensation costs.

The District forecasts that benefits costs will outpace salary costs, mainly for two reasons: first, the State of Utah's retirement system took a big hit during the recession, and districts must continue to contribute large portions of funds to the retirement system. However, the retirement contribution rate is expected to level off in 2016. The second reason benefit costs are projected to rise faster than salaries is because healthcare inflation has far outpaced salary growth in recent years on a national and District level. Just as with many other organizations, the District continues to examine alternative methods of providing health benefits to its employees.

Bond-Related Expenses

As discussed previously, in November 2014 the city voted on and passed a Bond with an overwhelming 71% majority voting in favor of the measure. As a result, we expect to see significant increases in our Capital Projects and Debt Service Funds. Construction is well underway on the first two schools being replaced using bond funds, and we expect to see roughly \$32 million in expense related to those schools in this fiscal year. These expenses are primarily coded to the Property Services object code in our financials. Also, payments on the bond issuance requires us to spend more in our Debt Service Fund. These expenses are included in the Other Objects code.

It is important to note that while bond expenses ramp up in FY 2016, the revenue associated with these expenses was received in FY 2015. As a result, although it appears as though we are drastically overspending in our budget in the current year, we really are just spending down funds that are set aside for the purpose of rebuilding schools.

Other Expenditures

As benefits increase, the ability to pay for other budget items, such as supplies and equipment, will decrease. As a result, we will see only slight additions to other expenditure categories, if any at all. It's safe to assume that in the next 3-4 years the percentage of the District's budget that goes toward benefits will increase each year, while the percentage of the budget that goes to other expenditures will decrease commensurately.

Projecting forward into the next few years, school replacement construction projects will continue through the next several years, meaning most capital project expenditures will be primarily funded by bond proceeds.

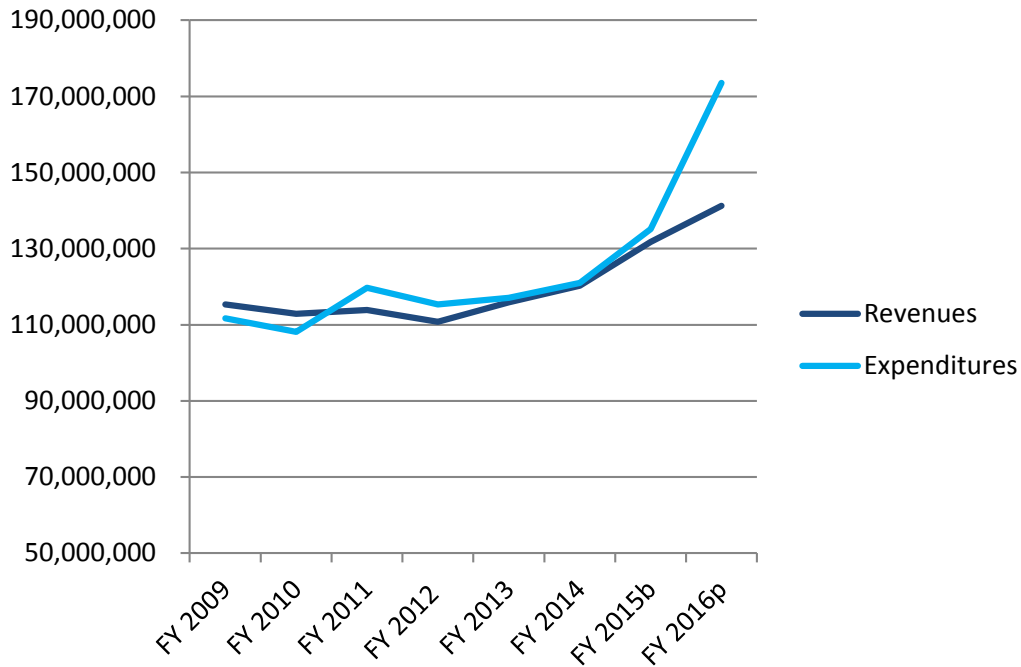
Summary

Years of heavy funding increases are likely over, at least for the periods forecasted, but moderate levels of funding increases are occurring. However, ongoing purchases for everything from office supplies to school buses will be scrutinized and efficiency improvements, both in staffing and equipment, continue to be focuses of administration.

In short, the District's ability to adjust to a new level of funding will define its success over the coming years. Seeking out innovative programs that are cost-effective - or even slightly profitable - will be an important way to mitigate inflationary pressures that push expenditures up ahead of available revenues.

Financial Schedules and Charts

Including Supplementary Financial Information



Revenue and Expenditure Summary: *FY 2009 to FY 2016*

| Fiscal Year | Revenue | Expenditures | Net |
|----------------------|-------------|--------------|--------------|
| FY 2009 | 115,371,844 | 111,686,096 | 3,685,748 |
| FY 2010 | 112,884,403 | 108,158,033 | 4,726,370 |
| FY 2011 | 113,857,100 | 119,725,864 | (5,868,764) |
| FY 2012 | 110,802,740 | 115,367,457 | (4,564,717) |
| FY 2013 | 115,907,707 | 117,051,103 | (1,143,396) |
| FY 2014 | 120,288,218 | 120,977,759 | (689,541) |
| FY 2015 ^b | 131,757,054 | 135,094,824 | (3,337,770) |
| FY 2016 ^p | 141,258,857 | 173,557,275 | (32,298,418) |

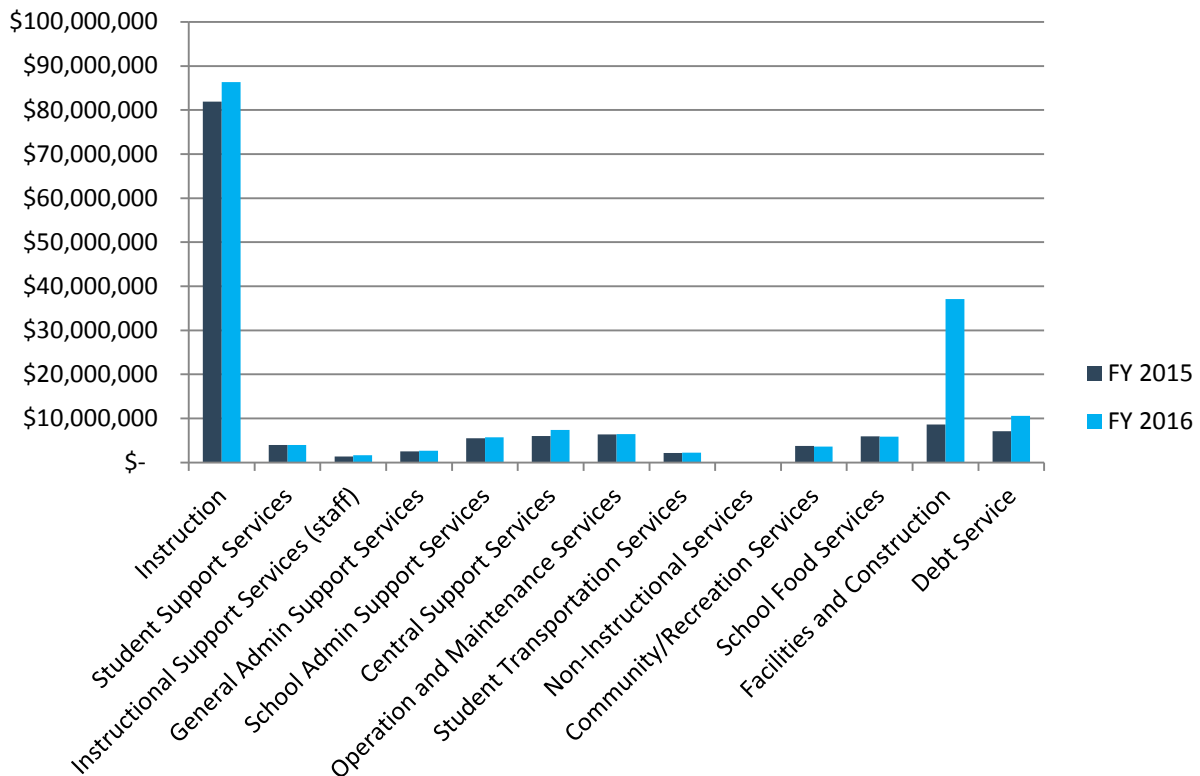
^bFinal Budget

^aProjected (Original Budget)

Expenditure Comparison by Function: *All Funds*

FY 2015 to FY 2016

| Function | FY 2015 | FY 2016 | % Change |
|--|------------------------------|------------------------------|-------------------|
| Instruction | \$ 81,909,086 | \$ 86,356,071 | 5% |
| Student Support Services | 3,945,888 | 3,998,214 | 1% |
| Instructional Support Services (staff) | 1,359,754 | 1,657,046 | 18% |
| General Admin Support Services | 2,495,889 | 2,632,542 | 5% |
| School Admin Support Services | 5,505,763 | 5,705,969 | 4% |
| Central Support Services | 5,999,523 | 7,413,629 | 19% |
| Operation and Maintenance Services | 6,351,662 | 6,464,601 | 2% |
| Student Transportation Services | 2,132,095 | 2,212,374 | 4% |
| Non-Instructional Services | - | - | 0% |
| Community/Recreation Services | 3,772,611 | 3,589,100 | -5% |
| School Food Services | 5,916,625 | 5,873,860 | -1% |
| Facilities and Construction | 8,589,674 | 37,076,278 | 77% |
| Debt Service | <u>7,116,254</u> | <u>10,577,591</u> | <u>33%</u> |
| Total | <u>\$ 135,094,824</u> | <u>\$ 173,557,275</u> | <u>22%</u> |



FY 2016 Budget Summary, Revenue by Source and Expenditures by Object: *All Funds*

| Revenues by Source | Other Governmental | | | | Total |
|------------------------|--------------------|-------------------|-------------------|------------------|--------------------|
| | General | Funds | Debt Service | Capital Projects | |
| Property Taxes | \$ 21,375,169 | \$ 1,250,000 | \$ 10,047,591 | \$ 6,126,492 | \$ 38,799,252 |
| Earnings on Investment | 363,071 | 5,325 | - | - | 368,396 |
| Other Local Revenue | 4,998,017 | 4,892,038 | - | 67,651 | 9,957,706 |
| State Sources | 76,903,945 | 787,174 | - | 905,147 | 78,596,266 |
| Federal Sources | 9,825,342 | 3,711,895 | - | - | 13,537,237 |
| Total Revenues: | 113,465,544 | 10,646,432 | 10,047,591 | 7,099,290 | 141,258,857 |

| Expenditures by Function | Other Governmental | | | | Total |
|---|---------------------|---------------------|-------------------|------------------------|------------------------|
| | General | Funds | Debt Service | Capital Projects | |
| Instruction | \$ 82,507,171 | \$ 3,848,900 | \$ - | \$ - | \$ 86,356,071 |
| Student Support Services | 3,998,214 | - | - | - | 3,998,214 |
| Instructional Support Services (staff) | 1,657,046 | - | - | - | 1,657,046 |
| General Admin Support Services | 2,632,542 | - | - | - | 2,632,542 |
| School Admin Support Services | 5,705,969 | - | - | - | 5,705,969 |
| Central Support Services | 6,163,629 | 1,250,000 | - | - | 7,413,629 |
| Operation and Maintenance Services | 5,480,276 | - | - | 984,325 | 6,464,601 |
| Student Transportation Services | 2,212,374 | - | - | - | 2,212,374 |
| Non-Instructional Services | - | - | - | - | - |
| Other Support Services | - | - | - | - | - |
| School Food Services | - | 5,873,860 | - | - | 5,873,860 |
| Community/Recreation Services | 3,589,100 | - | - | - | 3,589,100 |
| Facilities and Construction | - | - | - | 37,076,278 | 37,076,278 |
| Debt Service | - | - | 10,047,591 | 530,000 | 10,577,591 |
| Total Expenditures: | 113,946,321 | 10,972,760 | 10,047,591 | 38,590,603 | 173,557,275 |
| Excess (Deficiency) of Revenues Over (Under) Expenditures | (480,777) | (326,328) | - | (31,491,313) | (32,298,418) |
| Other Financing Sources (Uses) and Other Items | 25,000 | - | - | - | 25,000 |
| Net Change in Fund Balance | \$ (455,777) | \$ (326,328) | \$ - | \$ (31,491,313) | \$ (32,273,418) |

Figures may vary slightly due to rounding.

Expenditures by Fund and Object: *FY 2016*

| Object | General | Capital Projects | Debt Service | Tax Increment |
|---------------------------------|---------------------------|--------------------------|--------------------------|-------------------------|
| Salaries | \$ 59,057,497 | \$ 825,256 | \$ - | \$ - |
| Benefits | 29,874,510 | 405,755 | - | - |
| Purchased/Professional Services | 11,919,934 | 67,220 | - | - |
| Purchased Property Services | 288,261 | 35,733,720 | - | - |
| Other Purchased Services | 903,770 | 4,894 | - | - |
| Supplies | 8,473,797 | 179,981 | - | - |
| Equipment | 1,803,420 | 816,777 | - | - |
| Other Objects | <u>1,625,132</u> | <u>557,000</u> | <u>10,047,591</u> | <u>1,250,000</u> |
| Total: | <u><u>113,946,321</u></u> | <u><u>38,590,603</u></u> | <u><u>10,047,591</u></u> | <u><u>1,250,000</u></u> |

| Object | Student Activities | Non K-12 | Food Services |
|---------------------------------|-------------------------|-----------------|-------------------------|
| Salaries | \$ - | \$ - | \$ 1,976,719 |
| Benefits | - | - | 802,223 |
| Purchased/Professional Services | 340,850 | - | 28,095 |
| Purchased Property Services | 49,450 | - | 135,595 |
| Other Purchased Services | 904,550 | - | 8,240 |
| Supplies | 1,959,325 | - | 2,443,608 |
| Equipment | 21,775 | - | 132,747 |
| Other Objects | <u>572,950</u> | <u>-</u> | <u>346,633</u> |
| Total: | <u><u>3,848,900</u></u> | <u><u>-</u></u> | <u><u>5,873,860</u></u> |

Note: There are no expenditures budgeted for the Building Reserve Fund, so it is not included in this schedule. Figures may vary slightly due to rounding. The Non K-12 fund is not appropriated for use in FY 2016.

Summary of All Funds: FY 2012 through FY 2019

Summary of Budgets, All Funds: FY 2012 - FY 2019

| Summary: All Funds | Actual FY 2012 | Actual FY 2013 | Actual FY 2014 | Final Budget FY 2015 | Original Budget FY 2016 | Projected FY 2017 | Projected FY 2018 | Projected FY 2019 |
|---|----------------------|----------------------|----------------------|----------------------|-------------------------|----------------------|----------------------|----------------------|
| Total Local | \$ 41,796,613 | \$ 41,641,477 | \$ 42,423,021 | \$ 44,455,429 | \$ 49,125,353 | \$ 51,804,000 | \$ 53,513,000 | \$ 51,323,000 |
| Total State | 53,467,124 | 57,509,778 | 61,612,173 | 72,774,232 | 78,596,266 | 82,527,148 | 85,814,154 | 88,383,678 |
| Total Federal | 15,539,003 | 16,756,452 | 16,253,024 | 14,527,394 | 13,537,237 | 13,564,000 | 13,607,000 | 13,668,000 |
| TOTAL REVENUES | 110,802,740 | 115,907,707 | 120,288,218 | 131,757,054 | 141,258,857 | 147,895,148 | 152,934,154 | 153,374,678 |
| Salaries | 55,935,530 | 55,800,280 | 56,806,234 | 59,363,565 | 61,859,472 | 63,699,000 | 65,593,000 | 66,917,000 |
| Employee Benefits | 24,199,627 | 26,411,832 | 27,667,066 | 29,520,445 | 31,082,488 | 32,142,000 | 33,255,000 | 34,425,000 |
| Purchased Professional/Tech Svcs | 4,859,011 | 5,845,333 | 7,926,589 | 10,958,494 | 12,356,099 | 13,077,699 | 13,842,210 | 14,518,755 |
| Purchased Property Services | 6,606,108 | 4,466,164 | 4,938,170 | 7,086,414 | 36,207,026 | 36,926,000 | 33,286,000 | 13,609,000 |
| Other Purchased Services | 2,069,895 | 2,028,174 | 1,616,384 | 1,859,479 | 1,821,454 | 1,840,000 | 1,863,000 | 1,886,000 |
| Supplies | 11,414,725 | 11,911,846 | 11,125,713 | 13,622,652 | 13,056,711 | 13,173,781 | 13,315,599 | 13,458,435 |
| Property | 1,732,895 | 1,359,804 | 1,084,273 | 2,691,956 | 2,774,719 | 2,952,000 | 3,092,000 | 3,282,000 |
| Other Objects | 8,549,666 | 9,227,669 | 9,813,331 | 9,991,820 | 14,399,306 | 14,550,639 | 14,903,665 | 11,237,463 |
| TOTAL EXPENDITURES | 115,367,457 | 117,051,103 | 120,977,759 | 135,094,824 | 173,557,276 | 178,361,118 | 179,150,474 | 159,333,652 |
| EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES | (4,564,717) | (1,143,396) | (689,541) | (3,337,770) | (32,298,419) | (30,465,971) | (26,216,320) | (5,958,974) |
| OTHER FINANCING SOURCES (USES) AND OTHER ITEMS | 10,362 | 801,156 | 23,970 | 53,026,006 | 25,000 | 55,000,000 | 250,000 | - |
| NET CHANGE IN NET ASSETS / FUND BALANCE | (4,554,355) | (342,240) | (665,571) | 49,688,236 | (32,273,419) | 24,534,029 | (25,966,320) | (5,958,974) |
| NET ASSETS / FUND BALANCE BEGINNING (From Prior Year) | 42,926,425 | 38,372,070 | 38,029,830 | 37,364,259 | 87,052,495 | 54,779,076 | 79,313,105 | 53,346,785 |
| Adjustment to Beginning Net Assets/ Fund Balance (Add Explanation) | - | - | - | - | - | - | - | - |
| NET ASSETS / FUND BALANCE - Ending | \$ 38,372,070 | \$ 38,029,830 | \$ 37,364,259 | \$ 87,052,495 | \$ 54,779,076 | \$ 79,313,105 | \$ 53,346,785 | \$ 47,387,811 |

Summary of Operating Funds: FY 2012 through FY 2019

Summary of Budgets, Operating Funds: FY 2012 - FY 2019

| Summary: All Funds | Actual FY 2012 | Actual FY 2013 | Actual FY 2014 | Final Budget FY 2015 | Original Budget FY 2016 | Projected FY 2017 | Projected FY 2018 | Projected FY 2019 |
|---|----------------------|----------------------|----------------------|----------------------|-------------------------|----------------------|----------------------|----------------------|
| Total Local | \$ 41,796,613 | \$ 41,641,477 | \$ 42,423,021 | \$ 43,345,429 | \$ 47,875,353 | \$ 50,554,000 | \$ 52,263,000 | \$ 50,073,000 |
| Total State | 53,467,124 | 57,509,778 | 61,612,173 | 72,774,232 | 78,596,266 | 82,527,148 | 85,814,154 | 88,383,678 |
| Total Federal | 15,539,003 | 16,756,452 | 16,253,024 | 14,527,394 | 13,537,237 | 13,564,000 | 13,607,000 | 13,668,000 |
| TOTAL REVENUES | 110,802,740 | 115,907,707 | 120,288,218 | 130,647,054 | 140,008,857 | 146,645,148 | 151,684,154 | 152,124,678 |
| Salaries | 55,935,530 | 55,800,280 | 56,806,234 | 59,363,565 | 61,859,472 | 63,699,000 | 65,593,000 | 66,917,000 |
| Employee Benefits | 24,199,627 | 26,411,832 | 27,667,066 | 29,520,445 | 31,082,488 | 32,142,000 | 33,255,000 | 34,425,000 |
| Purchased Professional/Tech Svcs | 4,859,011 | 5,845,333 | 7,926,589 | 10,958,494 | 12,356,099 | 13,077,699 | 13,842,210 | 14,518,755 |
| Purchased Property Services | 6,606,108 | 4,466,164 | 4,938,170 | 7,086,414 | 36,207,026 | 36,926,000 | 33,286,000 | 13,609,000 |
| Other Purchased Services | 2,069,895 | 2,028,174 | 1,616,384 | 1,859,479 | 1,821,454 | 1,840,000 | 1,863,000 | 1,886,000 |
| Supplies | 11,414,725 | 11,911,846 | 11,125,713 | 13,622,652 | 13,056,711 | 13,173,781 | 13,315,599 | 13,458,435 |
| Property | 1,732,895 | 1,359,804 | 1,084,273 | 2,691,956 | 2,774,719 | 2,952,000 | 3,092,000 | 3,282,000 |
| Other Objects | 8,549,666 | 9,227,669 | 9,813,331 | 8,881,820 | 13,149,306 | 13,300,639 | 13,653,665 | 9,987,463 |
| TOTAL EXPENDITURES | 115,367,457 | 117,051,103 | 120,977,759 | 133,984,824 | 172,307,276 | 177,111,118 | 177,900,474 | 158,083,652 |
| EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES | (4,564,717) | (1,143,396) | (689,541) | (3,337,770) | (32,298,419) | (30,465,971) | (26,216,320) | (5,958,974) |
| OTHER FINANCING SOURCES (USES) AND OTHER ITEMS | (1,089,638) | 2,469,156 | 23,970 | 55,026,006 | 25,000 | 54,650,000 | (500,000) | (750,000) |
| NET CHANGE IN NET ASSETS / FUND BALANCE | (5,654,355) | 1,325,760 | (665,571) | 51,688,236 | (32,273,419) | 24,184,029 | (26,716,320) | (6,708,974) |
| NET ASSETS / FUND BALANCE BEGINNING (From Prior Year) | 36,986,185 | 31,331,830 | 32,657,590 | 31,992,019 | 83,680,255 | 51,406,836 | 75,590,865 | 48,874,545 |
| Adjustment to Beginning Net Assets/ Fund Balance (Add Explanation) | - | - | - | - | - | - | - | - |
| NET ASSETS / FUND BALANCE - Ending | \$ 31,331,830 | \$ 32,657,590 | \$ 31,992,019 | \$ 83,680,255 | \$ 51,406,836 | \$ 75,590,865 | \$ 48,874,545 | \$ 42,165,571 |

*** Does not include Tax Increment or Building Reserve Funds

Summary of General Fund: FY 2012 through FY 2019

Summary of Budgets, General Fund: FY 2012 - FY 2019

| Summary: All Funds | Actual FY 2012 | Actual FY 2013 | Actual FY 2014 | Final Budget FY 2015 | Original Budget FY 2016 | Projected FY 2017 | Projected FY 2018 | Projected FY 2019 |
|---|-------------------|-------------------|-------------------|----------------------|-------------------------|--------------------|--------------------|--------------------|
| Total Local | \$ 24,764,037 | \$ 23,511,066 | \$ 25,276,507 | \$ 25,907,516 | \$ 26,736,257 | \$ 28,875,000 | \$ 30,030,000 | \$ 31,231,000 |
| Total State | 51,556,199 | 55,110,921 | 59,502,308 | 71,870,862 | 76,903,945 | 80,749,000 | 83,979,000 | 86,498,000 |
| Total Federal | 11,381,865 | 12,616,532 | 11,992,367 | 10,742,707 | 9,825,342 | 9,629,000 | 9,436,000 | 9,247,000 |
| TOTAL REVENUES | 87,702,101 | 91,238,519 | 96,771,182 | 108,521,084 | 113,465,545 | 119,253,000 | 123,445,000 | 126,976,000 |
| Salaries | 51,504,415 | 51,454,214 | 52,289,088 | 56,616,175 | 59,057,497 | 60,829,000 | 62,654,000 | 63,907,000 |
| Employee Benefits | 22,695,439 | 24,790,842 | 25,975,283 | 28,356,005 | 29,874,510 | 30,868,000 | 31,911,000 | 33,007,000 |
| Purchased Professional/Tech Svcs | 4,291,331 | 5,265,288 | 6,843,491 | 9,678,957 | 11,919,934 | 12,635,000 | 13,393,000 | 14,063,000 |
| Purchased Property Services | 488,434 | 176,792 | 227,871 | 393,118 | 288,261 | 291,000 | 294,000 | 297,000 |
| Other Purchased Services | 1,043,732 | 1,104,911 | 768,967 | 1,002,114 | 903,770 | 913,000 | 922,000 | 931,000 |
| Supplies | 7,161,036 | 7,452,602 | 6,930,204 | 8,845,143 | 8,473,797 | 8,559,000 | 8,645,000 | 8,731,000 |
| Property | 903,268 | 728,128 | 564,197 | 1,467,401 | 1,803,420 | 1,894,000 | 1,913,000 | 1,932,000 |
| Other Objects | 917,967 | 1,037,008 | 1,294,382 | 751,448 | 1,625,132 | 1,658,000 | 1,691,000 | 1,725,000 |
| TOTAL EXPENDITURES | 89,005,622 | 92,009,785 | 94,893,483 | 107,110,360 | 113,946,321 | 117,647,000 | 121,423,000 | 124,593,000 |
| EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES | (1,303,521) | (771,266) | 1,877,699 | 1,410,724 | (480,777) | 1,606,000 | 2,022,000 | 2,383,000 |
| OTHER FINANCING SOURCES (USES) AND OTHER ITEMS | \$ 7,662 | \$ 64,784 | \$ 23,950 | \$ 25,000 | \$ 25,000 | (350,000) | (750,000) | (750,000) |
| NET CHANGE IN NET ASSETS / FUND BALANCE | (1,295,859) | (706,482) | 1,901,649 | 1,435,724 | (455,777) | 1,256,000 | 1,272,000 | 1,633,000 |
| NET ASSETS / FUND BALANCE BEGINNING (From Prior Year) | 27,207,646 | 25,911,787 | 25,205,305 | 27,106,954 | 28,542,678 | 28,086,901 | 29,342,901 | 30,614,901 |
| Adjustment to Beginning Net Assets/ Fund Balance (Add Explanation) | - | - | - | - | - | - | - | - |
| NET ASSETS / FUND BALANCE - Ending | \$ 25,911,787 | \$ 25,205,305 | \$ 27,106,954 | \$ 28,542,678 | \$ 28,086,901 | \$ 29,342,901 | \$ 30,614,901 | \$ 32,247,901 |

Summary of Capital Projects Fund: FY 2012 through FY 2019

Summary of Budgets, Capital Projects Fund: FY 2012 - FY 2019

| Summary: All Funds | Actual FY 2012 | Actual FY 2013 | Actual FY 2014 | Final Budget FY 2015 | Original Budget FY 2016 | Projected FY 2017 | Projected FY 2018 | Projected FY 2019 |
|---|------------------|------------------|------------------|----------------------|-------------------------|-------------------|-------------------|-------------------|
| Total Local | \$ 2,687,621 | \$ 4,033,562 | \$ 5,695,244 | \$ 5,900,020 | \$ 6,194,143 | \$ 6,349,000 | \$ 6,508,000 | \$ 6,671,000 |
| Total State | - | - | - | 127,370 | 905,147 | 928,000 | 951,000 | 975,000 |
| Total Federal | - | - | - | 290,662 | - | - | - | - |
| TOTAL REVENUES | 2,687,621 | 4,033,562 | 5,695,244 | 6,318,052 | 7,099,290 | 7,277,000 | 7,459,000 | 7,646,000 |
| Salaries | 607,414 | 588,163 | 641,747 | 662,215 | 825,256 | 834,000 | 842,000 | 850,000 |
| Employee Benefits | 233,371 | 254,062 | 286,573 | 304,348 | 405,755 | 424,000 | 443,000 | 463,000 |
| Purchased Professional/Tech Svcs | 97,952 | 82,100 | 482,584 | 780,430 | 67,220 | 68,699 | 70,210 | 71,755 |
| Purchased Property Services | 5,860,801 | 4,034,836 | 4,534,943 | 6,511,775 | 35,733,720 | 36,448,000 | 32,803,000 | 13,121,000 |
| Other Purchased Services | 14,006 | 13,340 | 5,366 | 4,825 | 4,894 | - | - | - |
| Supplies | 175,445 | 109,875 | 246,048 | 249,079 | 179,981 | 181,781 | 183,599 | 185,435 |
| Property | 702,123 | 484,187 | 350,513 | 1,070,675 | 816,777 | 837,000 | 858,000 | 879,000 |
| Other Objects | 79,886 | 552,918 | 566,326 | 567,000 | 557,000 | 559,785 | 562,584 | 565,397 |
| TOTAL EXPENDITURES | 7,770,998 | 6,119,482 | 7,114,100 | 10,150,347 | 38,590,603 | 39,353,265 | 35,762,393 | 16,135,586 |
| EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES | (5,083,377) | (2,085,919) | (1,418,856) | (3,832,294) | (31,491,313) | (32,076,265) | (28,303,393) | (8,489,586) |
| OTHER FINANCING SOURCES (USES) AND OTHER ITEMS | 900,000 | 4,309,440 | - | 54,997,006 | - | 55,000,000 | - | - |
| NET CHANGE IN NET ASSETS / FUND BALANCE | (4,183,377) | 2,223,521 | (1,418,856) | 51,164,711 | (31,491,313) | 22,923,735 | (28,303,393) | (8,489,586) |
| NET ASSETS / FUND BALANCE BEGINNING (From Prior Year) | 5,267,494 | 1,084,117 | 3,307,638 | 1,888,782 | 53,053,493 | 21,562,180 | 44,485,915 | 16,182,523 |
| Adjustment to Beginning Net Assets/ Fund Balance (Add Explanation) | - | - | - | - | - | - | - | - |
| NET ASSETS / FUND BALANCE - Ending | \$ 1,084,117 | \$ 3,307,638 | \$ 1,888,782 | \$ 53,053,493 | \$ 21,562,180 | \$ 44,485,915 | \$ 16,182,523 | \$ 7,692,936 |

Summary of Debt Service Fund: FY 2012 through FY 2019

Summary of Budgets, Debt Service Fund: FY 2012 - FY 2019

| Summary: All Funds | Actual FY 2012 | Actual FY 2013 | Actual FY 2014 | Final Budget FY 2015 | Original Budget FY 2016 | Projected FY 2017 | Projected FY 2018 | Projected FY 2019 |
|---|-------------------|-------------------|-------------------|----------------------|-------------------------|-------------------|-------------------|-------------------|
| Total Local | \$ 6,282,882 | \$ 6,345,627 | \$ 6,200,120 | \$ 6,417,235 | \$ 10,047,591 | \$ 10,299,000 | \$ 10,556,000 | \$ 6,861,000 |
| Total State | - | - | - | - | - | - | - | - |
| Total Federal | - | - | - | - | - | - | - | - |
| TOTAL REVENUES | <u>6,282,882</u> | <u>6,345,627</u> | <u>6,200,120</u> | <u>6,417,235</u> | <u>10,047,591</u> | <u>10,299,000</u> | <u>10,556,000</u> | <u>6,861,000</u> |
| Salaries | - | - | - | - | - | - | - | - |
| Employee Benefits | - | - | - | - | - | - | - | - |
| Purchased Professional/Tech Svcs | - | - | - | - | - | - | - | - |
| Purchased Property Services | - | - | - | - | - | - | - | - |
| Other Purchased Services | - | - | - | - | - | - | - | - |
| Supplies | - | - | - | - | - | - | - | - |
| Property | - | - | - | - | - | - | - | - |
| Other Objects | 6,421,121 | 6,444,480 | 6,354,035 | 6,576,253 | 10,047,591 | 10,145,555 | 10,444,900 | 6,723,780 |
| TOTAL EXPENDITURES | <u>6,421,121</u> | <u>6,444,480</u> | <u>6,354,035</u> | <u>6,576,253</u> | <u>10,047,591</u> | <u>10,145,555</u> | <u>10,444,900</u> | <u>6,723,780</u> |
| EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES | <u>(138,239)</u> | <u>(98,853)</u> | <u>(153,915)</u> | <u>(159,018)</u> | <u>-</u> | <u>153,445</u> | <u>111,100</u> | <u>137,220</u> |
| OTHER FINANCING SOURCES (USES) AND OTHER ITEMS | <u>-</u> | <u>91,281</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>54,650,000</u> | <u>(500,000)</u> | <u>(750,000)</u> |
| NET CHANGE IN NET ASSETS / FUND BALANCE | <u>(138,239)</u> | <u>(7,572)</u> | <u>(153,915)</u> | <u>(159,018)</u> | <u>-</u> | <u>153,445</u> | <u>111,100</u> | <u>137,220</u> |
| NET ASSETS / FUND BALANCE BEGINNING (From Prior Year) | <u>833,560</u> | <u>695,321</u> | <u>687,749</u> | <u>533,833</u> | <u>374,815</u> | <u>374,815</u> | <u>528,260</u> | <u>639,360</u> |
| Adjustment to Beginning Net Assets/ Fund Balance (Add Explanation) | - | - | - | - | - | - | - | - |
| NET ASSETS / FUND BALANCE - Ending | <u>\$ 695,321</u> | <u>\$ 687,749</u> | <u>\$ 533,833</u> | <u>\$ 374,815</u> | <u>\$ 374,815</u> | <u>\$ 528,260</u> | <u>\$ 639,360</u> | <u>\$ 776,580</u> |

Summary of Student Activities Fund: FY 2012 through FY 2019

Summary of Budgets, Student Activity Fund: FY 2012 - FY 2019

| Summary: All Funds | Actual FY 2012 | Actual FY 2013 | Actual FY 2014 | Final Budget FY 2015 | Original Budget FY 2016 | Projected FY 2017 | Projected FY 2018 | Projected FY 2019 |
|---|---------------------|---------------------|---------------------|----------------------|-------------------------|---------------------|---------------------|---------------------|
| Total Local | \$ 3,641,399 | \$ 3,556,586 | \$ 3,631,034 | \$ 3,966,226 | \$ 3,743,460 | \$ 3,837,000 | \$ 3,933,000 | \$ 4,031,000 |
| Total State | - | - | - | - | - | - | - | - |
| Total Federal | - | - | - | - | - | - | - | - |
| TOTAL REVENUES | <u>3,641,399</u> | <u>3,556,586</u> | <u>3,631,034</u> | <u>3,966,226</u> | <u>3,743,460</u> | <u>3,837,000</u> | <u>3,933,000</u> | <u>4,031,000</u> |
| Salaries | - | - | - | - | - | - | - | - |
| Employee Benefits | - | - | - | - | - | - | - | - |
| Purchased Professional/Tech Svcs | 361,348 | 408,500 | 466,253 | 471,830 | 340,850 | 346,000 | 351,000 | 356,000 |
| Purchased Property Services | 39,693 | 26,879 | 53,642 | 49,877 | 49,450 | 50,000 | 51,000 | 52,000 |
| Other Purchased Services | 987,990 | 895,801 | 824,217 | 844,540 | 904,550 | 918,000 | 932,000 | 946,000 |
| Supplies | 1,632,807 | 1,878,936 | 1,490,444 | 1,946,994 | 1,959,325 | 1,989,000 | 2,019,000 | 2,049,000 |
| Property | - | - | - | 25,000 | 21,775 | 22,000 | 22,000 | 22,000 |
| Other Objects | 674,222 | 656,694 | 920,981 | 619,141 | 572,950 | 582,000 | 591,000 | 600,000 |
| TOTAL EXPENDITURES | <u>3,696,060</u> | <u>3,866,810</u> | <u>3,755,536</u> | <u>3,957,382</u> | <u>3,848,900</u> | <u>3,907,000</u> | <u>3,966,000</u> | <u>4,025,000</u> |
| EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES | <u>(54,661)</u> | <u>(310,225)</u> | <u>(124,502)</u> | <u>8,844</u> | <u>(105,440)</u> | <u>(70,000)</u> | <u>(33,000)</u> | <u>6,000</u> |
| OTHER FINANCING SOURCES (USES) AND OTHER ITEMS | - | - | - | - | - | - | - | - |
| NET CHANGE IN NET ASSETS / FUND BALANCE | <u>(54,661)</u> | <u>(310,225)</u> | <u>(124,502)</u> | <u>8,844</u> | <u>(105,440)</u> | <u>(70,000)</u> | <u>(33,000)</u> | <u>6,000</u> |
| NET ASSETS / FUND BALANCE BEGINNING (From Prior Year) | <u>1,886,470</u> | <u>1,831,809</u> | <u>1,521,584</u> | <u>1,397,083</u> | <u>1,405,927</u> | <u>1,300,487</u> | <u>1,230,487</u> | <u>1,197,487</u> |
| Adjustment to Beginning Net Assets/ Fund Balance (Add Explanation) | - | - | - | - | - | - | - | - |
| NET ASSETS / FUND BALANCE - Ending | <u>\$ 1,831,809</u> | <u>\$ 1,521,584</u> | <u>\$ 1,397,083</u> | <u>\$ 1,405,927</u> | <u>\$ 1,300,487</u> | <u>\$ 1,230,487</u> | <u>\$ 1,197,487</u> | <u>\$ 1,203,487</u> |

Summary of Non K-12 Fund: FY 2012 through FY 2019

Summary of Budgets, Non K-12 Fund: FY 2012 - FY 2019

| Summary: All Funds | Actual FY 2012 | Actual FY 2013 | Actual FY 2014 | Final Budget FY 2015 | Original Budget FY 2016 | Projected FY 2017 | Projected FY 2018 | Projected FY 2019 |
|---|-------------------|-------------------|---------------------|----------------------|-------------------------|-------------------|-------------------|-------------------|
| Total Local | \$ 3,289,129 | \$ 3,249,615 | \$ 662,695 | \$ - | \$ - | \$ - | \$ - | \$ - |
| Total State | 1,233,109 | 1,356,857 | 1,332,673 | - | - | - | - | - |
| Total Federal | 673,905 | 660,557 | 644,610 | - | - | - | - | - |
| TOTAL REVENUES | 5,196,143 | 5,267,029 | 2,639,979 | - | - | - | - | - |
| Salaries | 1,996,485 | 1,976,521 | 2,035,353 | 171,600 | - | - | - | - |
| Employee Benefits | 647,530 | 704,637 | 713,108 | 102,204 | - | - | - | - |
| Purchased Professional/Tech Svcs | 95,194 | 82,392 | 121,835 | - | - | - | - | - |
| Purchased Property Services | 103,321 | 117,825 | 7,301 | - | - | - | - | - |
| Other Purchased Services | 10,715 | 6,734 | 11,373 | - | - | - | - | - |
| Supplies | 205,561 | 226,527 | 252,959 | 53 | - | - | - | - |
| Property | 10,491 | - | 21,817 | - | - | - | - | - |
| Other Objects | 21,404 | 31,094 | 10,649 | - | - | - | - | - |
| TOTAL EXPENDITURES | 3,090,701 | 3,145,729 | 3,174,396 | 273,857 | - | - | - | - |
| EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES | 2,105,442 | 2,121,300 | (534,417) | (273,857) | - | - | - | - |
| OTHER FINANCING SOURCES (USES) AND OTHER ITEMS | (2,000,000) | (2,000,000) | - | - | - | - | - | - |
| NET CHANGE IN NET ASSETS / FUND BALANCE | 105,442 | 121,300 | (534,417) | (273,857) | - | - | - | - |
| NET ASSETS / FUND BALANCE BEGINNING (From Prior Year) | 75,534 | 180,976 | 302,276 | (232,141) | - | - | - | - |
| Adjustment to Beginning Net Assets/ Fund Balance (Add Explanation) | - | - | - | - | - | - | - | - |
| NET ASSETS / FUND BALANCE - Ending | \$ 180,976 | \$ 302,276 | \$ (232,141) | \$ (505,998) | \$ - | \$ - | \$ - | \$ - |

Summary of Building Reserve Fund: FY 2012 through FY 2019

Summary of Budgets, Building Reserve Fund: FY 2012 - FY 2019

| Summary: All Funds | Actual FY 2012 | Actual FY 2013 | Actual FY 2014 | Final Budget FY 2015 | Original Budget FY 2016 | Projected FY 2017 | Projected FY 2018 | Projected FY 2019 |
|---|---------------------|---------------------|---------------------|----------------------|-------------------------|---------------------|---------------------|---------------------|
| Total Local | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Total State | - | - | - | - | - | - | - | - |
| Total Federal | - | - | - | - | - | - | - | - |
| TOTAL REVENUES | - | - | - | - | - | - | - | - |
| Salaries | - | - | - | - | - | - | - | - |
| Employee Benefits | - | - | - | - | - | - | - | - |
| Purchased Professional/Tech Svcs | - | - | - | - | - | - | - | - |
| Purchased Property Services | - | - | - | - | - | - | - | - |
| Other Purchased Services | - | - | - | - | - | - | - | - |
| Supplies | - | - | - | - | - | - | - | - |
| Property | - | - | - | - | - | - | - | - |
| Other Objects | - | - | - | - | - | - | - | - |
| TOTAL EXPENDITURES | - | - | - | - | - | - | - | - |
| EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES | - | - | - | - | - | - | - | - |
| OTHER FINANCING SOURCES (USES) AND OTHER ITEMS | 1,100,000 | (1,668,000) | - | (2,000,000) | - | 350,000 | 750,000 | 750,000 |
| NET CHANGE IN NET ASSETS / FUND BALANCE | 1,100,000 | (1,668,000) | - | (2,000,000) | - | 350,000 | 750,000 | 750,000 |
| NET ASSETS / FUND BALANCE BEGINNING (From Prior Year) | 5,940,240 | 7,040,240 | 5,372,240 | 5,372,240 | 3,372,240 | 3,372,240 | 3,722,240 | 4,472,240 |
| Adjustment to Beginning Net Assets/ Fund Balance (Add Explanation) | - | - | - | - | - | - | - | - |
| NET ASSETS / FUND BALANCE - Ending | \$ 7,040,240 | \$ 5,372,240 | \$ 5,372,240 | \$ 3,372,240 | \$ 3,372,240 | \$ 3,722,240 | \$ 4,472,240 | \$ 5,222,240 |

Summary of Food Services Fund: FY 2012 through FY 2019

Summary of Budgets, Food Services Fund: FY 2012 - FY 2019

| Summary: All Funds | Actual FY 2012 | Actual FY 2013 | Actual FY 2014 | Final Budget FY 2015 | Original Budget FY 2016 | Projected FY 2017 | Projected FY 2018 | Projected FY 2019 |
|---|---------------------|---------------------|---------------------|----------------------|-------------------------|-------------------|-------------------|-------------------|
| Total Local | \$ 1,131,545 | \$ 945,021 | \$ 957,423 | \$ 1,154,432 | \$ 1,153,902 | \$ 1,194,000 | \$ 1,236,000 | \$ 1,279,000 |
| Total State | 677,816 | 1,042,000 | 777,192 | 776,000 | 787,174 | 850,148 | 884,154 | 910,678 |
| Total Federal | 3,483,233 | 3,479,363 | 3,616,047 | 3,494,025 | 3,711,895 | 3,935,000 | 4,171,000 | 4,421,000 |
| TOTAL REVENUES | 5,292,594 | 5,466,383 | 5,350,662 | 5,424,457 | 5,652,971 | 5,979,148 | 6,291,154 | 6,610,678 |
| Salaries | 1,827,216 | 1,781,383 | 1,840,046 | 1,913,575 | 1,976,719 | 2,036,000 | 2,097,000 | 2,160,000 |
| Employee Benefits | 623,287 | 662,291 | 692,102 | 757,888 | 802,223 | 850,000 | 901,000 | 955,000 |
| Purchased Professional/Tech Svcs | 13,186 | 7,052 | 12,426 | 27,277 | 28,095 | 28,000 | 28,000 | 28,000 |
| Purchased Property Services | 113,859 | 109,832 | 114,413 | 131,644 | 135,595 | 137,000 | 138,000 | 139,000 |
| Other Purchased Services | 13,452 | 7,388 | 6,461 | 8,000 | 8,240 | 9,000 | 9,000 | 9,000 |
| Supplies | 2,239,876 | 2,243,906 | 2,206,058 | 2,581,383 | 2,443,608 | 2,444,000 | 2,468,000 | 2,493,000 |
| Property | 117,013 | 147,489 | 147,747 | 128,880 | 132,747 | 199,000 | 299,000 | 449,000 |
| Other Objects | 435,066 | 505,476 | 666,958 | 367,978 | 346,633 | 355,299 | 364,181 | 373,286 |
| TOTAL EXPENDITURES | 5,382,955 | 5,464,817 | 5,686,209 | 5,916,625 | 5,873,860 | 6,058,299 | 6,304,181 | 6,606,286 |
| EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES | (90,361) | 1,567 | (335,547) | (492,168) | (220,889) | (79,151) | (13,027) | 4,393 |
| OTHER FINANCING SOURCES (USES) AND OTHER ITEMS | 2,700 | 3,651 | 20 | 4,000 | - | - | 250,000 | - |
| NET CHANGE IN NET ASSETS / FUND BALANCE | (87,661) | 5,217 | (335,527) | (488,168) | (220,889) | (79,151) | 236,973 | 4,393 |
| NET ASSETS / FUND BALANCE BEGINNING (From Prior Year) | 1,715,481 | 1,627,820 | 1,633,037 | 1,297,510 | 809,342 | 588,453 | 509,303 | 746,275 |
| Adjustment to Beginning Net Assets/ Fund Balance (Add Explanation) | - | - | - | - | - | - | - | - |
| NET ASSETS / FUND BALANCE - Ending | \$ 1,627,820 | \$ 1,633,037 | \$ 1,297,510 | \$ 809,342 | \$ 588,453 | \$ 509,303 | \$ 746,275 | \$ 750,668 |

Summary of Tax Increment Fund: FY 2012 through FY 2019

Summary of Budgets, Tax Increment Fund: FY 2012 - FY 2019

| Summary: All Funds | Actual FY 2012 | Actual FY 2013 | Actual FY 2014 | Final Budget FY 2015 | Original Budget FY 2016 | Projected FY 2017 | Projected FY 2018 | Projected FY 2019 |
|---|----------------|----------------|----------------|----------------------|-------------------------|-------------------|-------------------|-------------------|
| Total Local | \$ - | \$ - | \$ - | \$ 1,110,000 | \$ 1,250,000 | \$ 1,250,000 | \$ 1,250,000 | \$ 1,250,000 |
| Total State | - | - | - | - | - | - | - | - |
| Total Federal | - | - | - | - | - | - | - | - |
| TOTAL REVENUES | - | - | - | 1,110,000 | 1,250,000 | 1,250,000 | 1,250,000 | 1,250,000 |
| Salaries | - | - | - | - | - | - | - | - |
| Employee Benefits | - | - | - | - | - | - | - | - |
| Purchased Professional/Tech Svcs | - | - | - | - | - | - | - | - |
| Purchased Property Services | - | - | - | - | - | - | - | - |
| Other Purchased Services | - | - | - | - | - | - | - | - |
| Supplies | - | - | - | - | - | - | - | - |
| Property | - | - | - | - | - | - | - | - |
| Other Objects | - | - | - | 1,110,000 | 1,250,000 | 1,250,000 | 1,250,000 | 1,250,000 |
| TOTAL EXPENDITURES | - | - | - | 1,110,000 | 1,250,000 | 1,250,000 | 1,250,000 | 1,250,000 |
| EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES | - | - | - | - | - | - | - | - |
| OTHER FINANCING SOURCES (USES) AND OTHER ITEMS | - | - | - | - | - | - | - | - |
| NET CHANGE IN NET ASSETS / FUND BALANCE | - | - | - | - | - | - | - | - |
| NET ASSETS / FUND BALANCE BEGINNING (From Prior Year) | - | - | - | - | - | - | - | - |
| Adjustment to Beginning Net Assets/ Fund Balance (Add Explanation) | - | - | - | - | - | - | - | - |
| NET ASSETS / FUND BALANCE - Ending | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |

GASB 54 Fund Balance Classification:

FY 2011 through FY 2015

| | Actual FY 2015 | Actual FY 2014 | Actual FY 2013 | Actual FY 2012 | Actual FY 2011 |
|---|----------------------|----------------------|----------------------|----------------------|----------------------|
| GENERAL FUND | | | | | |
| Nonspendable | \$ 533,351 | \$ 606,666 | \$ 605,384 | \$ 663,333 | \$ 313,724 |
| Restricted | 2,016,530 | 1,209,061 | 1,605,746 | 1,330,758 | 1,158,146 |
| Committed | 19,542,646 | 19,542,646 | 19,542,646 | 19,542,646 | 19,542,646 |
| Assigned | - | - | - | 396,012 | 792,056 |
| Unassigned | 5,712,495 | 5,025,862 | 2,709,865 | 3,149,472 | 4,387,896 |
| | <u>27,805,022</u> | <u>26,384,235</u> | <u>24,463,641</u> | <u>25,082,221</u> | <u>26,194,468</u> |
| DEBT SERVICE FUND | | | | | |
| Restricted | 876,789 | 533,835 | 687,750 | 695,321 | 833,560 |
| | <u>876,789</u> | <u>533,835</u> | <u>687,750</u> | <u>695,321</u> | <u>833,560</u> |
| CAPITAL PROJECTS FUND | | | | | |
| Restricted | 55,001,960 | 1,888,781 | 5,253,070 | 2,490,077 | 4,362,356 |
| | <u>55,001,960</u> | <u>1,888,781</u> | <u>5,253,070</u> | <u>2,490,077</u> | <u>4,362,356</u> |
| NON K-12 INSTRUCTION FUND | | | | | |
| Restricted | - | 273,857 | 272,732 | 127,316 | 78,376 |
| Assigned | - | - | - | - | - |
| Unassigned | - | (506,002) | 29,540 | 53,660 | (2,842) |
| | <u>-</u> | <u>(232,145)</u> | <u>302,272</u> | <u>180,976</u> | <u>75,534</u> |
| SCHOOL ACTIVITIES FUND | | | | | |
| Assigned | 1,554,242 | 1,397,081 | 1,521,583 | 1,831,809 | 1,886,471 |
| | <u>1,554,242</u> | <u>1,397,081</u> | <u>1,521,583</u> | <u>1,831,809</u> | <u>1,886,471</u> |
| FOOD SERVICES FUND | | | | | |
| Nonspendable | 146,980 | 91,355 | 105,762 | 124,736 | 163,307 |
| Restricted | 1,532,440 | 1,206,155 | 1,527,275 | 1,503,084 | 1,552,174 |
| | <u>1,679,420</u> | <u>1,297,510</u> | <u>1,633,037</u> | <u>1,627,820</u> | <u>1,715,481</u> |
| BUILDING RESERVE FUND | | | | | |
| Restricted | 3,372,240 | 5,372,240 | 5,372,240 | 7,040,240 | 5,940,240 |
| | <u>3,372,240</u> | <u>5,372,240</u> | <u>5,372,240</u> | <u>7,040,240</u> | <u>5,940,240</u> |
| MUNICIPAL BUILDING AUTHORITY | | | | | |
| Committed | - | - | - | - | 905,138 |
| Restricted | - | - | (1,945,433) | (1,405,960) | - |
| | <u>-</u> | <u>-</u> | <u>(1,945,433)</u> | <u>(1,405,960)</u> | <u>905,138</u> |
| PROVO SCHOOL DISTRICT FOUNDATION | | | | | |
| Restricted | - | - | - | 829,566 | 1,013,178 |
| | <u>-</u> | <u>-</u> | <u>-</u> | <u>829,566</u> | <u>1,013,178</u> |
| TOTAL ALL GOVERNMENT FUNDS | | | | | |
| Nonspendable | 680,331 | 698,021 | 711,146 | 788,069 | 477,031 |
| Committed | 19,542,646 | 19,542,646 | 19,542,646 | 19,542,646 | 20,447,784 |
| Restricted | 62,799,959 | 10,483,929 | 12,773,380 | 12,610,402 | 14,938,030 |
| Assigned | 1,554,242 | 1,397,081 | 1,521,583 | 2,227,821 | 3,583,665 |
| Unassigned | 5,712,495 | 4,519,860 | 2,739,405 | 3,203,132 | 4,385,054 |
| | <u>\$ 90,289,673</u> | <u>\$ 36,641,537</u> | <u>\$ 37,288,160</u> | <u>\$ 38,372,069</u> | <u>\$ 43,831,564</u> |

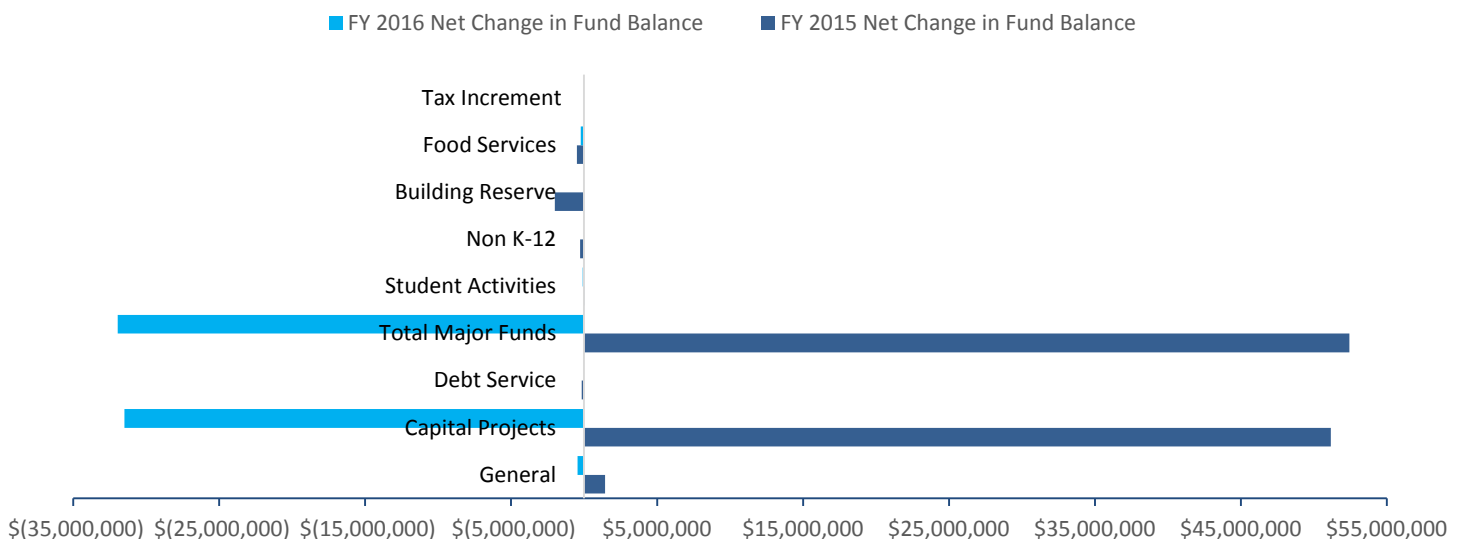
Fund Balance: *Adjustment Schedule*

FY 2015 to FY 2016

| Major Funds | FY 2015 | | | FY 2016 | | |
|------------------------------|----------------------|----------------------------|----------------------|----------------------|----------------------------|----------------------|
| | Beginning Balance | Net Change in Fund Balance | Ending Balance | Beginning Balance | Net Change in Fund Balance | Ending Balance |
| General | 27,106,953.67 | 1,435,723.94 | 28,542,677.61 | 28,542,677.61 | (455,776.66) | 28,086,900.95 |
| Capital Projects | 1,888,782.04 | 51,164,711.17 | 53,053,493.21 | 53,053,493.21 | (31,491,313.28) | 21,562,179.93 |
| Debt Service | 533,833.44 | (159,018.00) | 374,815.44 | 374,815.44 | 0.00 | 374,815.44 |
| Total Major Funds | 29,529,569.15 | 52,441,417.11 | 81,970,986.26 | 81,970,986.26 | (31,947,089.94) | 50,023,896.32 |
| Non-major Funds | | | | | | |
| Student Activities | 1,397,082.54 | 8,844.00 | 1,405,926.54 | 1,405,926.54 | (105,440.00) | 1,300,486.54 |
| Non K-12 | (232,140.67) | (273,857.00) | (505,997.67) | (505,997.67) | 0.00 | (505,997.67) |
| Building Reserve | 5,372,240.00 | (2,000,000.00) | 3,372,240.00 | 3,372,240.00 | 0.00 | 3,372,240.00 |
| Food Services | 1,297,510.45 | (488,168.00) | 809,342.45 | 809,342.45 | (220,889.00) | 588,453.45 |
| Tax Increment | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Total Non-major Funds | 7,834,692.32 | (2,753,181.00) | 5,081,511.32 | 5,081,511.32 | (326,329.00) | 4,755,182.32 |
| Total All Funds | 37,364,261.47 | 49,688,236.11 | 87,052,497.58 | 87,052,497.58 | (32,273,418.94) | 54,779,078.64 |

Fund Balance *Definition*

Fund balance (or equity) is defined as the difference between the assets and liabilities of a fund, or, in simpler terms, the resources remaining from prior years that are available to be budgeted in the current year. Fund balance is terminology that is applicable to “fund level” reporting of individual governmental funds and is based on the modified accrual basis of accounting, which is the basis of accounting used by the District. It is used as a measure of the amount available to budget or spend in the future, and it’s typically accounted for as either designated or undesignated. Utah state law limits the designated amount in the General fund to no more than 5% of the total expense budget of that fund.



Statement of *Changes to Fund Balance (Equity)*

General Fund: (\$455,777)

The District is projected to spend down just over \$450,000 of its General fund residual balances during FY 2016. Non-routine expenditures make up most of the spend-down, including Math and Language Arts curriculum replacement projects. The spend down of fund balance amounts to less than 1% of the total revenues of this fund.

Capital Projects Fund: (\$31,491,313)

The Capital Projects fund balance is projected to decrease by over \$31 million in FY 2016. This amount is due to the ongoing Bond-related construction projects beginning in FY 2016 and ongoing throughout the next several years. The District is taking advantage of ongoing low construction costs. Additionally, several projects originally scheduled to be completed in FY 2015 have been pushed back into FY 2016 resulting in higher expenses for the coming year.

Debt Service Fund: \$0

The debt service fund balance will remain flat in FY 2016. We expect increased tax revenues will offset the added expenses related to the District's debt obligations.

Student Activities Fund: (\$105,440)

The District expects the student activities fund balance to once again change by a material amount in FY 2016.

Non K-12 Fund: (\$0.00)

This fund isn't appropriated for use in FY 2016. Prior years' expenses in this fund have now been completely shifted to other district funds.

Building Reserve Fund: \$0

For FY 16, the District does not expect to have to use any additional building reserve funds for its capital projects.

Food Service Fund: (\$220,889)

This fund balance decrease is a planned spend down of balances in order to maintain compliance with state fund balance requirements. The District's food service fund balance will be at approximately 15% of total revenues in this fund after this spend down, which is considered appropriate.

Summary of Fund Balances

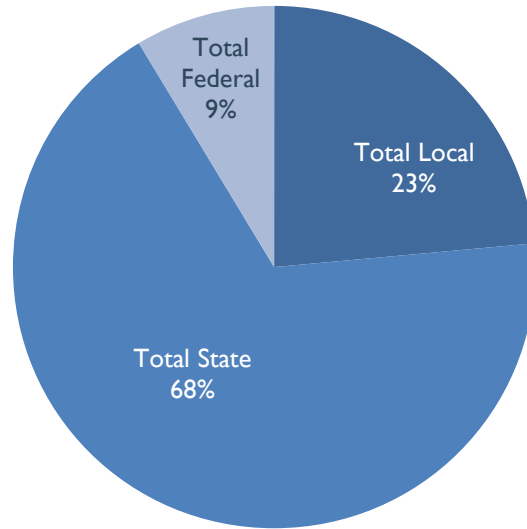
Overall, District fund balances are projected to decrease by \$32,273,419 in FY 2016. The vast majority of this decrease is due to the ongoing school construction expenses in the capital projects fund. While there is some spend down in other funds, these are due to non-routine expenditures, although it's important to note that if funds don't increase, especially in the General and Capital Projects funds, then substantial budget cuts will have to occur in FY 2017 and beyond.

Major Revenue and Expenditures by Fund
Major Funds

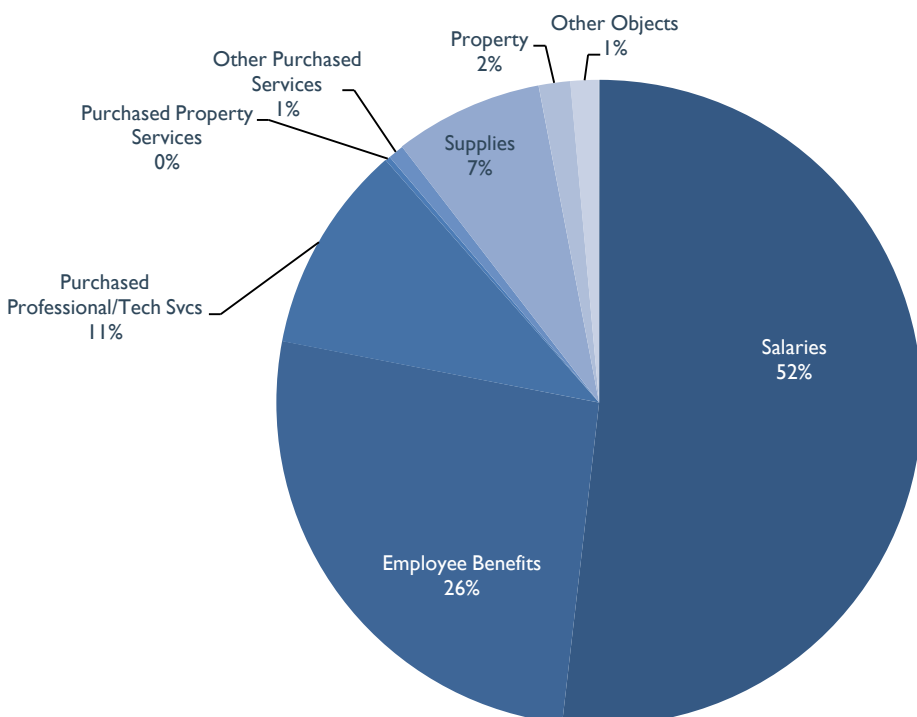
Revenue and Expenditure Budgets by Source: *General Fund*

General Fund Revenue: *FY 2016*

The District's largest General fund revenue source is the State of Utah, followed by local sources (mainly property taxes), followed by federal revenue.



General Fund Expenditures: *FY 2016*



As a service organization, the District spends most of its budget on employee compensation. As health care costs continue to rise, it's anticipated that the percentage of benefits to salaries will also rise.

Major Revenue Sources, General Fund:

FY 2014 through FY 2016

| Revenues from State Sources | Actual FY 2014 | Final Budget FY 2015 | Original Budget FY 2016 |
|---|--------------------------|--------------------------|----------------------------|
| Regular School Program K-12 | \$ 31,368,239 | \$ 39,468,387 | \$ 41,980,729 |
| Professional Staff | 3,217,635 | 3,679,001 | 3,893,939 |
| Special Education -- Add-On | 4,593,914 | 4,945,553 | 5,492,026 |
| Special Education -- Self-Contained | 1,818,751 | 2,001,146 | 1,796,177 |
| Special Education -- Pre-school | | 1,004,786 | 1,004,498 |
| Extended Year Program -- Severely Disabled | 25,445 | 31,257 | 29,992 |
| Special Education -- State Programs | 148,359 | 148,340 | 149,430 |
| Career & Technology Ed -- Add-On | 2,049,742 | 2,151,183 | 2,257,457 |
| Adult High School | | 452,763 | 442,588 |
| Class Size Reduction (State Funds) | 2,606,139 | 3,082,725 | 3,279,740 |
| Enhance for Accelerated Stud Prog | 58,806 | 68,836 | 70,213 |
| Advanced Placement | 42,479 | 48,360 | 50,581 |
| Concurrent Enrollment | 81,952 | 81,380 | 81,380 |
| At-Risk Enhancement | 682,962 | 765,976 | 789,247 |
| At-Risk -- MESA | - | - | - |
| At-Risk -- Gang Prevention | 74,847 | 94,008 | 89,474 |
| At-Risk -- Youth-in-Custody | 1,160,705 | 1,273,989 | 1,192,866 |
| Critical Languages | 178,000 | 240,000 | 240,000 |
| (3640 - Extended Day Kindergarten) | - | - | - |
| Interventions for Student Success | 207,223 | 216,809 | 215,590 |
| Social Security and Retirement | 546,146 | 599,387 | 601,164 |
| Pupil Transportation | 990,225 | 1,113,409 | 1,145,851 |
| School Nurses | 21,565 | 21,601 | 23,447 |
| School Land Trust Program | 879,478 | 929,522 | 929,522 |
| Voted Leeway | 1,923,124 | 2,733,116 | 4,151,974 |
| Board Leeway | 362,586 | 516,830 | 935,186 |
| K-3 Reading Achievement | 357,960 | 427,985 | 425,834 |
| Other State Sources MSP | <u>339,867</u> | <u>147,461</u> | <u>52,711</u> |
| Total Minimum School Program Generated | 53,736,149 | 66,243,810 | 71,321,616 |
| Other Revenues from State Sources | | | |
| Other Revenues From State Sources (Non-MSP) | 1,482,666 | 1,225,700 | 1,153,200 |
| Driver Education (State Driver Training Tax) | 101,225 | 103,588 | 15,216 |
| Library Books & Electronic Resources | 12,482 | 13,074 | 37,812 |
| Supplementals / Other Bills | 3,942,841 | 4,074,400 | 4,092,201 |
| Revenues From Other State Agencies | <u>226,946</u> | <u>210,290</u> | <u>283,900</u> |
| Total State Revenue | <u>59,502,308</u> | <u>71,870,862</u> | <u>76,903,945</u> |

Figures may vary slightly due to rounding.

Major Revenue Sources, General Fund: FY 2014 through FY 2016

| Revenues from Local Sources | Actual FY 2014 | Final Budget FY 2015 | Original Budget FY 2016 |
|--|-------------------|-------------------------|----------------------------|
| Property Taxes | \$ 20,657,600 | \$ 19,835,667 | \$ 21,375,169 |
| Tuition From Pupils or Parents | 7,407 | 72,500 | 65,036 |
| Tuition From Other LEAs Outside the State | - | 10,000 | - |
| Transportation Fees From Pupils or Parents | 211,597 | 162,770 | 129,511 |
| Earnings on Investments | 229,480 | 340,185 | 360,596 |
| Student Activities | 302,914 | 111,414 | 483,099 |
| Other Revenues From Local Sources | 3,495,530 | 5,000,363 | 4,278,716 |
| Contributions and Donations from Private Sources | - | - | - |
| Miscellaneous | (1,726) | 54,617 | 44,130 |
| Total Local Revenue | <u>24,902,802</u> | <u>25,587,516</u> | <u>26,736,257</u> |

| Revenue from Federal Sources | Actual FY 2014 | Final Budget FY 2015 | Original Budget FY 2016 |
|---|-------------------|-------------------------|----------------------------|
| Restricted Revenue Direct From Federal | 366,171 | 389,953 | 265,085 |
| Restricted Federal Through State | 190,014 | 520,644 | 70,000 |
| Programs for the Disabled (IDEA) | 4,770,280 | 2,709,883 | 2,655,685 |
| Career & Technology Education | 179,236 | 225,791 | 210,000 |
| ARRA Programs | - | - | - |
| Other Restricted Federal Through State | - | 254,070 | 141,780 |
| Federal Received Through Other Agencies | 1,672,924 | 1,708,790 | 1,716,405 |
| No Child Left Behind (NCLB) | 4,813,742 | 4,933,576 | 4,766,387 |
| Total Federal Revenue | <u>11,992,367</u> | <u>10,742,707</u> | <u>9,825,342</u> |

| | | | |
|-------------------------------------|-------------------|--------------------|--------------------|
| TOTAL REVENUES, GENERAL FUND | <u>96,397,477</u> | <u>108,201,085</u> | <u>113,465,544</u> |
|-------------------------------------|-------------------|--------------------|--------------------|

Figures may vary slightly due to rounding.

Major Expenditures, General Fund: FY 2014 through FY 2016

| General Fund Expenditures | Actual FY 2014 | Final Budget FY 2015 | Original Budget FY 2016 |
|---|----------------------|-------------------------|-------------------------------|
| Function: Instruction | | | |
| Salaries - Teachers | \$ 33,016,237 | \$ 35,266,795 | \$ 36,421,292 |
| Salaries - Teacher Aides and Paraprofessionals | 4,273,387 | 5,291,976 | 5,440,175 |
| Salaries - All Other | 782,634 | 675,631 | 719,415 |
| Total Salaries (100) | 38,072,258 | 41,234,402 | 42,580,882 |
| Retirement | 7,805,122 | 9,074,649 | 9,334,051 |
| Social Security | 2,748,506 | 2,839,264 | 2,912,133 |
| Insurance (Health/Dental/Life) | 6,890,169 | 7,391,821 | 7,845,930 |
| Other Benefits | 2,624,098 | 2,497,688 | 2,740,006 |
| Total Benefits (200) | 20,067,895 | 21,803,423 | 22,832,120 |
| Purchased Professional and Technical Services | 5,165,763 | 8,441,778 | 10,798,806 |
| Purchased Property Services | 54,763 | 50,729 | 49,654 |
| Other Purchased Services | 302,729 | 520,405 | 432,139 |
| Supplies | 3,171,705 | 4,796,976 | 4,314,821 |
| Textbooks | 25,029 | 47,710 | 38,356 |
| Property (Instructional Equipment) | 356,167 | 694,460 | 413,732 |
| Other Objects | 870,081 | 346,282 | 1,031,926 |
| Dues and Fees | 49,777 | 15,540 | 14,735 |
| TOTAL INSTRUCTION (1000) | \$ 68,136,166 | \$ 77,951,705 | \$ 82,507,171 |
| Function: Student Support | | | |
| Salaries - Attendance and Social Work Personnel | \$ 244,434 | \$ 393,870 | \$ 276,868 |
| Salaries - Guidance Personnel | 715,375 | 680,869 | 703,337 |
| Salaries - Health Services Personnel | 180,226 | 202,477 | 256,149 |
| Salaries - Psychological Personnel | 380,844 | 409,972 | 423,503 |
| Salaries - Secretarial and Clerical | 230,682 | 272,034 | 281,012 |
| Salaries - All Other | 562,007 | 653,670 | 626,847 |
| Retirement | 492,252 | 551,502 | 569,703 |
| Social Security | 165,485 | 177,331 | 183,183 |
| Insurance (Health/Dental/Life) | 367,730 | 383,646 | 429,684 |
| Other Benefits | 17,757 | 21,822 | 22,541 |
| Purchased Professional and Technical Services | 400,497 | 156,805 | 162,703 |
| Other Purchased Services | 5,475 | 9,061 | 8,378 |
| Supplies | 19,065 | 24,833 | 25,151 |
| Other Objects | 22,232 | 7,995 | 29,155 |
| TOTAL STUDENT SUPPORT (2100) | \$ 3,804,061 | \$ 3,945,888 | \$ 3,998,214 |

Figures may vary slightly due to rounding.

Major Expenditures, General Fund: FY 2014 through FY 2016

| General Fund Expenditures | Actual FY 2014 | Final Budget FY 2015 | Original Budget FY 2016 |
|---|---------------------|-------------------------|-------------------------------|
| Function: Instructional Staff Support | | | |
| Salaries - Media Personnel - Certificated | \$ 186,126 | \$ 145,995 | \$ 238,070 |
| Salaries - Secretarial and Clerical | 317,908 | 308,044 | 315,014 |
| Salaries - Media Personnel - Noncertificated. | 324,765 | 310,570 | 366,727 |
| Salaries - All Other | 149,272 | 143,320 | 139,426 |
| Retirement | 189,243 | 183,198 | 206,363 |
| Social Security | 71,034 | 79,331 | 88,140 |
| Insurance (Health/Dental/Life) | 90,475 | 82,119 | 94,849 |
| Other Benefits | 7,474 | 18,636 | 19,884 |
| Purchased Professional and Technical Services | 3,021 | 11,228 | 11,205 |
| Purchased Property Services | - | - | - |
| Other Purchased Services | 3,268 | 4,250 | 4,378 |
| Supplies | 50,562 | 35,792 | 36,866 |
| Library Books | 11,162 | 36,176 | 135,493 |
| Periodicals | - | - | - |
| Other Objects | 850 | 695 | 320 |
| Dues and Fees | - | 400 | 311 |
| TOTAL INSTRUCTIONAL STAFF SUPPORT (2200) | \$ 1,405,161 | \$ 1,359,754 | \$ 1,657,046 |
| Function: District Admin Support | | | |
| Salaries - District Board and Administration | \$ 295,692 | \$ 305,204 | \$ 315,275 |
| Salaries - Supervisors and Directors | 430,747 | 441,129 | 455,686 |
| Salaries - Secretarial and Clerical | 173,734 | 163,998 | 169,410 |
| Salaries - All Other | 58,474 | 262,501 | 359,299 |
| Retirement | 213,805 | 276,958 | 265,128 |
| Social Security | 67,437 | 89,110 | 85,750 |
| Insurance (Health/Dental/Life) | 112,397 | 141,973 | 144,226 |
| Other Benefits | 7,312 | 11,185 | 10,882 |
| Purchased Professional and Technical Services | 84,702 | 131,000 | 109,180 |
| Purchased Property Services | - | - | - |
| Other Purchased Services | 12,996 | 55,145 | 56,800 |
| Supplies | 47,978 | 150,446 | 79,547 |
| Property | 37,966 | 430,000 | 515,800 |
| Other Objects | 25,436 | 8,703 | 36,165 |
| Dues and Fees | 27,308 | 28,538 | 29,394 |
| TOTAL DISTRICT ADMINISTRATION (2300) | \$ 1,595,986 | \$ 2,495,889 | \$ 2,632,542 |

Figures may vary slightly due to rounding.

Major Expenditures, General Fund: FY 2014 through FY 2016

| General Fund Expenditures | Actual FY 2014 | Final Budget FY 2015 | Original Budget FY 2016 |
|---|----------------------------|----------------------------|-------------------------------|
| Function: School Admin Support | | | |
| Salaries - Principals and Assistants | \$ 2,425,507 | \$ 2,404,833 | \$ 2,471,944 |
| Salaries - Secretarial and Clerical | 1,258,373 | 1,256,813 | 1,286,974 |
| Salaries - All Other | 72,182 | 118,881 | 122,802 |
| Retirement | 824,602 | 869,610 | 896,999 |
| Social Security | 269,696 | 268,125 | 276,099 |
| Insurance (Health/Dental/Life) | 517,682 | 544,506 | 609,845 |
| Other Benefits | 28,563 | 28,449 | 29,284 |
| Purchased Professional and Technical Services | - | - | - |
| Other Purchased Services | 16,033 | 11,081 | 8,666 |
| Supplies | 17,055 | 3,466 | 3,356 |
| Dues and Fees | - | - | - |
| TOTAL SCHOOL ADMIN SUPPORT (2400) | <u>\$ 5,429,693</u> | <u>\$ 5,505,763</u> | <u>\$ 5,705,969</u> |
| Function: Central Support | | | |
| Salaries | \$ 2,544,217 | \$ 2,202,544 | \$ 2,867,366 |
| Retirement | 537,863 | 474,988 | 526,369 |
| Social Security | 180,823 | 160,959 | 184,143 |
| Insurance (Health/Dental/Life) | 320,243 | 304,176 | 347,629 |
| Other Benefits | 19,161 | 24,818 | 27,240 |
| Purchased Professional and Technical Services | 679,955 | 620,800 | 517,029 |
| Purchased Property Services | 1,290 | 17,075 | 17,588 |
| Other Purchased Services | 285,476 | 329,746 | 345,579 |
| Supplies | 290,779 | 407,690 | 482,898 |
| Property | 127,096 | 331,568 | 832,174 |
| Other Objects | 3,983 | 5,159 | 5,314 |
| Dues and Fees | 15,513 | 10,000 | 10,300 |
| TOTAL CENTRAL SUPPORT (2500) | <u>\$ 5,006,398</u> | <u>\$ 4,889,523</u> | <u>\$ 6,163,629</u> |

Figures may vary slightly due to rounding.

Major Expenditures, General Fund:

FY 2014 through FY 2016

| General Fund Expenditures | Actual FY 2014 | Final Budget FY 2015 | Original Budget FY 2016 |
|---|---------------------|-------------------------|-------------------------------|
| Function: Maintenance and Operations Support | | | |
| Salaries - Operation and Maintenance | \$ 1,620,220 | \$ 1,597,075 | \$ 1,647,968 |
| Salaries - All Other | 15,109 | 15,859 | 16,387 |
| Retirement | 251,194 | 269,912 | 278,818 |
| Social Security | 118,823 | 123,459 | 127,632 |
| Insurance (Health/Dental/Life) | 203,468 | 222,782 | 249,515 |
| Other Benefits | 12,017 | 15,373 | 15,900 |
| Purchased Professional and Technical Services | 10,072 | 274,511 | 280,790 |
| Purchased Property Services | 69,414 | 113,648 | 117,062 |
| Other Purchased Services | 40,920 | 22,925 | 17,747 |
| Supplies | 2,763,904 | 2,675,446 | 2,728,457 |
| Property | 32,313 | - | - |
| Other Objects | - | - | - |
| TOTAL MAINTENANCE AND OPERATIONS (2600) | \$ 5,137,452 | \$ 5,330,990 | \$ 5,480,276 |

| | | | |
|--|---------------------|---------------------|---------------------|
| Function: Student Transportation | | | |
| Salaries - Secretarial and Clerical | \$ 38,012 | \$ 60,095 | \$ 62,078 |
| Salaries - Supervisors | 18,205 | - | - |
| Salaries - Bus Drivers | 817,378 | 869,009 | 897,686 |
| Salaries - Mechanics and Other Garage Employees | 164,241 | 165,295 | 170,750 |
| Salaries - Other (Trainers, etc.) | 5,139 | 5,085 | 5,253 |
| Retirement | 186,184 | 219,481 | 226,724 |
| Social Security | 75,738 | 87,378 | 90,261 |
| Insurance (Health / Accident / Life) | 159,897 | 181,811 | 203,628 |
| Other Benefits | 8,019 | 11,423 | 11,800 |
| Purchased Property Services | 86,430 | 91,000 | 93,730 |
| Student Allowance | - | - | - |
| Payments in Lieu of Transportation - Subsistence | - | - | - |
| Communications (Telephone and Other) | 258 | 1,500 | 1,545 |
| Travel / Per Diem | 1,151 | 3,300 | 3,399 |
| Motor Fuel | 223,219 | 215,000 | 217,150 |
| Other Supplies | 185,382 | 203,127 | 209,221 |
| Equipment | 10653.88 | 11373 | 11,714 |
| Miscellaneous Expenditures | 25,735 | 7,218 | 7,435 |
| Training | - | - | - |
| TOTAL STUDENT TRANSPORTATION (2700) | \$ 2,005,642 | \$ 2,132,095 | \$ 2,212,374 |

Figures may vary slightly due to rounding.

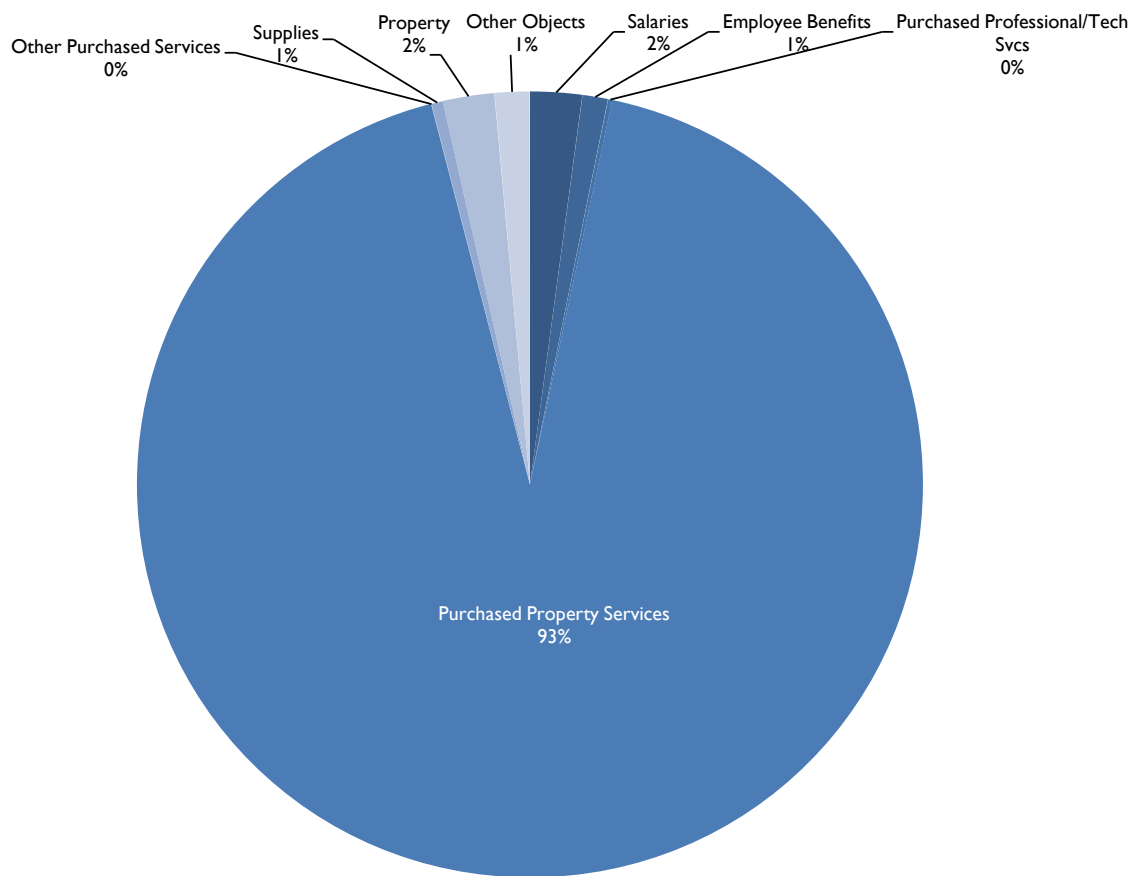
Major Expenditures, General Fund: FY 2014 through FY 2016

| General Fund Expenditures | Actual FY 2014 | Final Budget FY 2015 | Original Budget FY 2016 |
|--|----------------------|-------------------------|-------------------------------|
| Function: Other Support Services | | | |
| Salaries | \$ - | \$ - | \$ - |
| Retirement | - | - | - |
| Social Security | - | - | - |
| Insurance (Health / Accident / Life) | - | - | - |
| Other Benefits | - | - | - |
| Purchased Professional and Technical Services | - | - | - |
| Purchased Property Services | - | - | - |
| Other Purchased Services | - | - | - |
| Supplies | - | - | - |
| Property | - | - | - |
| TOTAL OTHER SUPPORT SERVICES (2900) | \$ - | \$ - | \$ - |
| Function: Noninstructional Services | | | |
| Salaries | \$ 987,960 | \$ 1,992,629 | \$ 2,000,784 |
| Retirement | 179,162 | 349,681 | 422,963 |
| Social Security | 71,030 | 160,839 | 162,678 |
| Insurance (Health/Dental/Life) | 133,262 | 197,520 | 214,261 |
| Other Benefits | 7,563 | 20,484 | 20,269 |
| Purchased Professional and Technical Services | 499,481 | 42,835 | 40,221 |
| Purchased Property Services | 15,973 | 120,666 | 10,227 |
| Other Purchased Services | 100,662 | 44,701 | 25,139 |
| Supplies | 124,365 | 248,481 | 202,481 |
| Equipment | - | - | 30,000 |
| Other Objects | 253,468 | 320,918 | 459,677 |
| Dues and Fees | - | - | 400 |
| TOTAL NON-INSTRUCTIONAL SERVICES (3300) | \$ 2,372,926 | \$ 3,498,754 | \$ 3,589,100 |
| TOTAL EXPENDITURES, GENERAL FUND | \$ 94,893,484 | \$ 107,110,361 | \$ 113,946,321 |
| OTHER FINANCING | | | |
| OTHER FINANCING SOURCES (USES) | | | |
| Transfers In From Other Funds | - | - | - |
| Transfers Out to Other Funds | - | - | - |
| Proceeds From Sale of Capital Assets | 23,950 | 25,000 | 25,000 |
| Other | - | - | - |
| TOTAL OTHER FINANCING | \$ 23,950 | \$ 25,000 | \$ 25,000 |

Figures may vary slightly due to rounding.

Revenue and Expenditure Budgets by Source: *Capital Projects Fund*

Capital Projects Fund: *FY 2016*



Note: All revenue in the Capital Projects Fund comes from local sources - most notably property taxes. Total FY 2016 revenues for this fund are \$7,099,290.

Major Revenue Sources, Capital Projects Fund: FY 2014 through FY 2016

| Revenues from Local Sources | Actual FY 2014 | Final Budget FY 2015 | Original Budget FY 2016 |
|-----------------------------------|----------------------------|----------------------------|-------------------------------|
| Property Taxes | \$ 5,587,049 | \$ 5,779,709 | \$ 6,126,492 |
| Earnings on Investments | - | - | - |
| Other Revenues from Local Sources | <u>108,195</u> | <u>120,311</u> | <u>67,651</u> |
| Total Local Revenue | <u>\$ 5,695,244</u> | <u>\$ 5,900,020</u> | <u>\$ 6,194,143</u> |

| Revenues from State Sources | Actual FY 2014 | Final Budget FY 2015 | Original Budget FY 2016 |
|-----------------------------|--------------------|--------------------------|-------------------------------|
| Enrollment Growth | <u>-</u> | <u>127,370</u> | <u>905,147</u> |
| Total State Revenue | <u>\$ -</u> | <u>\$ 127,370</u> | <u>\$ 905,147</u> |

| Revenue from Federal Sources | Actual FY 2014 | Final Budget FY 2015 | Original Budget FY 2016 |
|--|----------------------------|----------------------------|-------------------------------|
| Federal Received Through Other Agencies | <u>-</u> | <u>290,662</u> | <u>-</u> |
| Total Federal Revenue | <u>-</u> | <u>290,662</u> | <u>-</u> |
| TOTAL REVENUES, CAPITAL PROJECTS FUND | <u>\$ 5,695,244</u> | <u>\$ 6,318,052</u> | <u>\$ 7,099,290</u> |

Figures may vary slightly due to rounding.

Major Expenditures, Capital Projects Fund: FY 2014 through FY 2016

| Capital Projects Fund Expenditures | Actual FY 2014 | Final Budget FY 2015 | Original Budget FY 2016 |
|---|---------------------|-------------------------|-------------------------------|
| Function: Operation and Maintenance of Facilities | | | |
| Salaries | \$ 101,621 | \$ 103,815 | \$ 85,054 |
| Retirement | 16,316 | 15,135 | 14,545 |
| Social Security | 7,394 | 7,676 | 7,073 |
| Insurance (Health/Dental/Life) | 16,759 | 17,500 | 22,350 |
| Other Benefits | 725 | 751 | 1,026 |
| Purchased Professional and Technical Services | 37,472 | 50,430 | 67,220 |
| Purchased Property Services | 166,007 | 267,078 | 275,920 |
| Other Purchased Services | 4,755 | 4,325 | 4,379 |
| Supplies | 233,278 | 249,079 | 179,981 |
| Property | - | - | - |
| Other Objects | - | - | - |
| TOTAL OPERATION AND MAINTENANCE OF FACILITIES | \$ 584,328 | \$ 715,789 | \$ 657,548 |
| Function: Operation and Maintenance of Facilities (10% of Basic) | | | |
| Equipment | \$ 59,464 | \$ 304,883 | \$ 326,777 |
| TOTAL OPERATION AND MAINTENANCE OF FACILITIES (10%) | \$ 59,464 | \$ 304,883 | \$ 326,777 |
| Function: Student Transportation (10% of Basic) | | | |
| School Buses | \$ - | \$ - | \$ - |
| TOTAL STUDENT TRANSPORTATION (10%) | \$ - | \$ - | \$ - |
| Function: Debt Services (10% of Basic) | | | |
| Interest | \$ 79,474 | \$ 80,000 | \$ 70,000 |
| Redemption of Principal | 460,000 | 460,000 | 460,000 |
| TOTAL DEBT SERVICES (10%) | \$ 539,474 | \$ 540,000 | \$ 530,000 |
| Function: Building Acquisition and Construction (Non 10% of Basic) | | | |
| Salaries | \$ 540,126 | \$ 558,400 | \$ 740,202 |
| Retirement | 110,011 | 119,518 | 161,393 |
| Social Security | 38,249 | 39,582 | 53,955 |
| Insurance (Health/Dental/Life) | 93,029 | 99,947 | 139,541 |
| Other Benefits | 4,090 | 4,239 | 5,873 |
| Purchased Professional and Technical Services | 445,112 | 730,000 | |
| Purchased Property Services | 207,972 | 72,683 | 75,000 |
| Construction and Remodeling | 4,160,964 | 6,172,014 | 35,382,800 |
| Other Purchased Services | 611 | 500 | 515 |
| Supplies - New Buildings | 12,770 | - | - |
| Buildings | - | - | - |
| Other Equipment | 291,049 | 765,792 | 490,000 |
| Other Objectss | 26,852 | 27,000 | 27,000 |
| Interest | - | - | - |
| TOTAL BUILDING ACQUISITION/CONSTRUCTION (Non 10%) | \$ 5,930,834 | \$ 8,589,675 | \$ 37,076,278 |
| TOTAL EXPENDITURES, CAPITAL PROJECTS FUND | \$ 7,114,100 | \$ 10,150,347 | \$ 38,590,603 |
| OTHER FINANCING SOURCES (USES) | | | |
| Transfers In From Other Funds | 1,945,434 | 2,000,000 | - |
| Transfers Out to Other Funds | (1,945,434) | - | - |
| Other Financing Sources & Uses | - | 52,997,006 | - |
| TOTAL OTHER FINANCING SOURCES | \$ - | \$ 54,997,006 | \$ - |

Major Revenue and Expenditures, Debt Service Fund:

FY 2014 through FY 2016

| Debt Service Fund | Actual FY 2014 | Final Budget FY 2015 | Original Budget FY 2016 |
|---|----------------------------|----------------------------|-------------------------------|
| Property Taxes | \$ 6,200,120 | \$ 6,417,235 | \$ 10,047,591 |
| TOTAL REVENUE, DEBT SERVICE | <u>\$ 6,200,120</u> | <u>\$ 6,417,235</u> | <u>\$ 10,047,591</u> |
| Expenditures by Object | | | |
| Interest | \$ 1,407,629 | \$ 1,270,000 | \$ 3,407,591 |
| Redemption of Principal | 4,941,000 | 5,181,000 | 6,635,000 |
| Miscellaneous Expenditures | <u>5,406</u> | <u>125,253</u> | <u>5,000</u> |
| TOTAL EXPENDITURES, DEBT SERVICE | <u>\$ 6,354,035</u> | <u>\$ 6,576,253</u> | <u>\$ 10,047,591</u> |

Figures may vary slightly due to rounding.

Major Revenue and Expenditures by Fund
Non-major Funds

Major Revenue and Expenditures, Student Activity Fund FY 2014 through FY 2016

| Student Activity Fund | Actual FY 2014 | Final Budget FY 2015 | Original Budget FY 2016 |
|--|----------------------------|----------------------------|-------------------------------|
| REVENUES FROM LOCAL SOURCES | | | |
| Earnings on Investments | \$ 4,354 | \$ 5,000 | \$ 5,325 |
| Student Fees | 923,972 | 1,072,794 | 1,060,540 |
| School Vending | 30,667 | 29,756 | 59,470 |
| Community Services Activities | 523,532 | 662,257 | 689,675 |
| Other Revenues From Local Sources | <u>2,148,508</u> | <u>2,196,419</u> | <u>1,928,450</u> |
| TOTAL REVENUE FROM LOCAL SOURCES | <u>3,631,034</u> | <u>3,966,226</u> | <u>3,743,460</u> |
| | | | |
| TOTAL REVENUE, STUDENT ACTIVITY FUND | <u>\$ 3,631,034</u> | <u>\$ 3,966,226</u> | <u>\$ 3,743,460</u> |
| | | | |
| Function: Instruction | | | |
| Purchased Professional and Technical Services | \$ 466,253 | \$ 471,830 | \$ 340,850 |
| Purchased Property Services | 53,642 | 49,877 | 49,450 |
| Other Purchased Services | 824,217 | 844,540 | 904,550 |
| Supplies | 1,490,444 | 1,946,994 | 1,959,325 |
| Property | | 25,000 | 21,775 |
| Other Objects | <u>920,981</u> | <u>619,141</u> | <u>572,950</u> |
| | | | |
| TOTAL EXPENDITURES, STUDENT ACTIVITY FUND | <u>\$ 3,755,536</u> | <u>\$ 3,957,382</u> | <u>\$ 3,848,900</u> |

Figures may vary slightly due to rounding.

Major Revenue, Non K-12 Fund

FY 2014 through FY 2016

| Non-K-12 Fund | Actual FY 2014 | Final Budget FY 2015 | Original Budget FY 2016 |
|--|----------------------------|-------------------------|-------------------------------|
| REVENUES FROM LOCAL SOURCES | | | |
| Property Taxes | \$ - | \$ - | \$ - |
| Tuition from Pupils or Parents | 55,725 | - | - |
| Earnings on Investments | 960 | - | - |
| Other Revenues From Local Sources | <u>606,010</u> | <u>-</u> | <u>-</u> |
| TOTAL REVENUES FROM LOCAL SOURCES | <u><u>662,695</u></u> | <u><u>-</u></u> | <u><u>-</u></u> |
| REVENUES FROM STATE SOURCES | | | |
| Preschool-Handicapped | 939,630 | - | - |
| Adult Education | 343,243 | - | - |
| Revenues from Other State Agencies | <u>49,800</u> | <u>-</u> | <u>-</u> |
| TOTAL REVENUES FROM STATE SOURCES | <u><u>1,332,673</u></u> | <u><u>-</u></u> | <u><u>-</u></u> |
| REVENUES FROM FEDERAL SOURCES | | | |
| Special Ed - Preschool | 93,662 | - | - |
| Adult Education | 79,339 | - | - |
| English Language Education | 25,175 | - | - |
| Other Revenues From Federal Sources | <u>446,434</u> | <u>-</u> | <u>-</u> |
| TOTAL REVENUES FROM FEDERAL SOURCES | <u><u>644,610</u></u> | <u><u>-</u></u> | <u><u>-</u></u> |
| TOTAL REVENUES, NON-K-12 FUND | <u><u>\$ 2,639,978</u></u> | <u><u>\$ -</u></u> | <u><u>\$ -</u></u> |

Figures may vary slightly due to rounding.

Major Expenditures, Non K-12 Fund: (no budget expenditures in this fund for FY 2016; schedules included for historical perspective only)
FY 2014 through FY 2016

| Non-K-12 Fund Expenditures | Actual FY 2014 | Final Budget FY 2015 | Original Budget FY 2016 |
|---|-----------------------|-----------------------------|--------------------------------|
| Function: Community Services | | | |
| Salaries | \$ 2,035,353 | \$ 171,600 | \$ - |
| Retirement | 351,543 | 78,954 | - |
| Social Security | 149,697 | 7,500 | - |
| Insurance (Health/Dental/Life) | 197,187 | 15,000 | - |
| Other Benefits | 14,680 | 750 | - |
| Purchased Professional and Technical Services | 121,835 | - | - |
| Purchased Property Services | 7,301 | - | - |
| Other Purchased Services | 11,373 | - | - |
| Supplies | 252,960 | 53 | - |
| Property | 21,817 | - | - |
| Other Objects | 10,649 | - | - |
| Dues and Fees | - | - | - |
| TOTAL COMMUNITY SERVICES | \$ 3,174,395 | \$ 273,857 | \$ - |
| TOTAL EXPENDITURES, NON-K-12 FUND | \$ 3,174,395 | \$ 273,857 | \$ - |
| OTHER FINANCING SOURCES | | | |
| OTHER FINANCING SOURCES (USES) | | | |
| Transfers In from Other Funds | - | - | - |
| Transfers Out to Other Funds | - | - | - |
| TOTAL OTHER FINANCING SOURCES (USES) | \$ - | \$ - | \$ - |

Figures may vary slightly due to rounding.

Other Financing Sources (Uses), Building Reserve Fund

FY 2014 through FY 2016

There are no revenues or expenditures in this fund as all transactions are done through interfund transfers. According to Utah law, "local school boards may make expenditures from the fund only if public notice is given stating the purpose for which the expenditures are to be made."

| Building Reserve Fund | Actual FY 2014 | Final Budget FY 2015 | Original Budget FY 2016 |
|---|-------------------|-------------------------|-------------------------------|
| OTHER FINANCING SOURCES (USES) | | | |
| Transfers In from Other Funds | \$ - | \$ - | \$ - |
| Transfers Out from Other Funds | - | (2,000,000) | - |
| TOTAL OTHER FINANCING SOURCES (USES) | \$ - | \$ (2,000,000) | \$ - |

Major Revenue, Food Services Fund: FY 2014 through FY 2016

| Food Services Fund | Actual FY 2014 | Final Budget FY 2015 | Original Budget FY 2016 |
|--|---------------------------|---------------------------------|--|
| REVENUES FROM LOCAL SOURCES | | | |
| Sales to Students | \$ 821,687 | \$ 1,012,407 | \$ 1,076,692 |
| Sales to Adults | 104,623 | 93,025 | 60,270 |
| Other Revenues From Local Sources | 31,113 | 49,000 | 16,940 |
| Gains (Losses From Sale of Capital Assets) | 20 | 4,000 | - |
| TOTAL REVENUES FROM LOCAL SOURCES | <u>957,443</u> | <u>1,158,432</u> | <u>1,153,902</u> |
| REVENUES FROM STATE SOURCES | | | |
| School Lunch | \$ 777,192 | \$ 776,000 | \$ 787,174 |
| TOTAL REVENUES FROM STATE SOURCES | <u>777,192</u> | <u>776,000</u> | <u>787,174</u> |
| REVENUES FROM FEDERAL SOURCES | | | |
| Lunch Reimbursement | \$ 445,741 | \$ 350,000 | \$ 483,000 |
| Lunch Reimbursement (Free and Reduced Meals) | 2,263,441 | 1,883,000 | 2,345,340 |
| Special Milk Reimbursement | 11 | 25 | 25 |
| Breakfast Reimbursement | 580,994 | 475,000 | 610,250 |
| Child and Adult Care Food Program | 42,089 | 476,000 | 46,480 |
| Other Child Nutrition Program Revenue | 191,573 | 160,000 | 226,800 |
| Donated Commodities | 92,198 | 150,000 | - |
| TOTAL REVENUES FROM FEDERAL SOURCES | <u>3,616,047</u> | <u>3,494,025</u> | <u>3,711,895</u> |
| TOTAL REVENUES, FOOD SERVICES FUND | <u>\$ 5,350,682</u> | <u>\$ 5,428,457</u> | <u>\$ 5,652,971</u> |

Figures may vary slightly due to rounding.

Major Expenditures, Food Services Fund: FY 2014 through FY 2016

| Expenditures | Actual FY 2014 | Final Budget FY 2015 | Original Budget FY 2016 |
|---|----------------------------|----------------------------|-------------------------------|
| Function: Food Services | | | |
| Salaries | \$ 1,840,046 | \$ 1,913,575 | \$ 1,976,719 |
| Retirement | 321,499 | 366,361 | 378,451 |
| Social Security | 133,460 | 149,838 | 154,782 |
| Insurance (Health/Dental/Life) | 223,273 | 222,104 | 248,758 |
| Other Benefits | 13,869 | 19,585 | 20,232 |
| Purchased Professional and Technical Services | 12,426 | 27,277 | 28,095 |
| Purchased Property Services | 114,413 | 131,644 | 135,595 |
| Other Purchased Services | 6,461 | 8,000 | 8,240 |
| Non-Food Supplies | 264,546 | 324,364 | 186,588 |
| Food | 1,941,512 | 2,257,019 | 2,257,020 |
| Property | 147,747 | 128,880 | 132,747 |
| Other Objects | 666,503 | 366,978 | 345,603 |
| Dues and Fees | 455 | 1,000 | 1,030 |
| TOTAL EXPENDITURES, FOOD SERVICES FUND | <u>\$ 5,686,210</u> | <u>\$ 5,916,625</u> | <u>\$ 5,873,860</u> |

Figures may vary slightly due to rounding.

Major Revenue and Expenditures, Tax Increment Fund

FY 2014 through FY 2016

| Tax Increment Fund | Actual FY 2014 | Final Budget FY 2015 | Original Budget FY 2016 |
|---|---------------------------|---------------------------------|--|
| REVENUES FROM LOCAL SOURCES | | | |
| Property Taxes | \$ - | \$ 1,110,000 | \$ 1,250,000 |
| TOTAL REVENUES FROM LOCAL SOURCES | <u>-</u> | <u>1,110,000</u> | <u>1,250,000</u> |
| TOTAL REVENUES, TAX INCREMENT FUND | <u>\$ -</u> | <u>\$ 1,110,000</u> | <u>\$ 1,250,000</u> |

| Expenditures | Actual FY 2014 | Final Budget FY 2015 | Original Budget FY 2016 |
|---|---------------------------|---------------------------------|--|
| Function: Central Support | | | |
| Other Objects | \$ - | \$ 1,110,000 | \$ 1,250,000 |
| TOTAL EXPENDITURES, TAX INCREMENT FUND | <u>\$ -</u> | <u>\$ 1,110,000</u> | <u>\$ 1,250,000</u> |

Capital Projects & Debt Service
Supplementary Information

Capital Expenditures: *Definition*

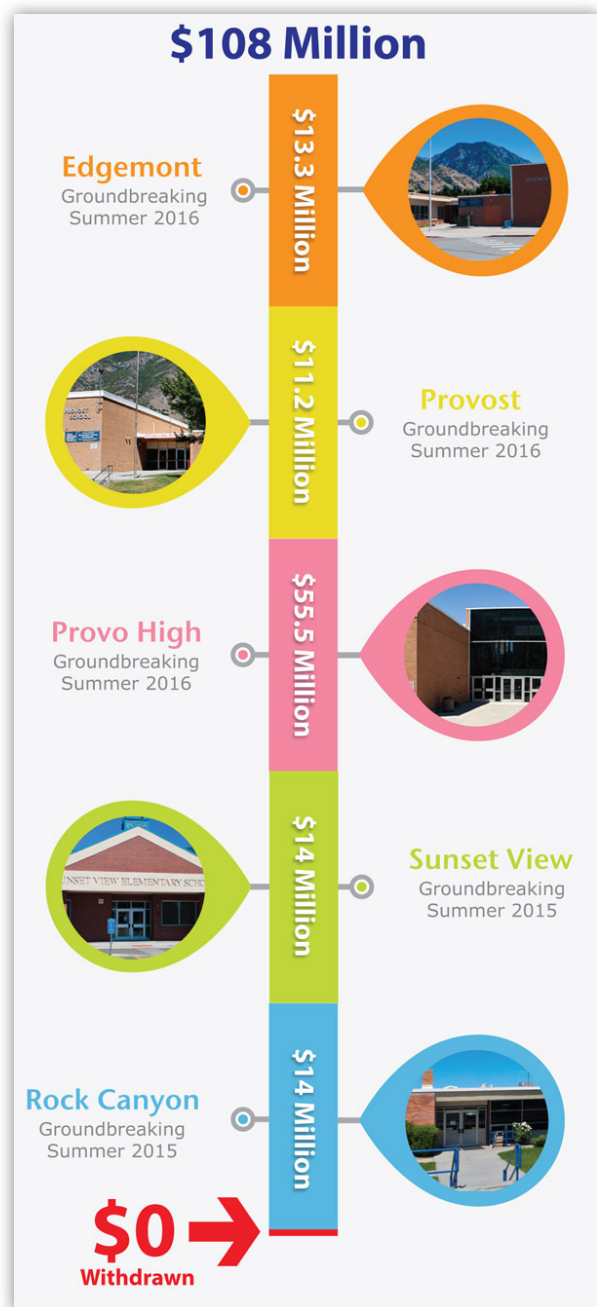
The District defines capital expenditures as “*tangible property of a more or less permanent nature with a useful life of at least three years, and costing at least \$20,000.*” Examples of capital expenditures include buildings, copy machines, buses, land, and computer/information technology equipment. Capital expenditures can occur in any fund with the exception of the Debt Service fund. However, the vast majority occur in the Capital Projects fund. The Capital Projects fund is almost exclusively funded through local property taxes.

Significant Capital Expenditures: *Bond Construction*

In November 2014 the residents of Provo voted to approve a Bond and Leeway of \$108 million, to be used to replace five aging schools within the District. As part of that process, in FY 2016 the District is beginning a handful of large-scale school rebuild projects which, although not completed in this fiscal year, comprise substantial investments in the District’s capital projects and operations funds. These current year projects, funded through voter-approved Bond proceeds, include:

Sunset View Elementary Construction
 Rock Canyon Elementary Construction
 Provo High School Construction

The District has issued roughly 1/2 of the total voter approved Bond proceeds as of the beginning of FY 2016. The expectation is that the remaining Bond proceeds and subsequent construction rebuilds of the two remaining elementary schools will commence in FY 2017, with all Bond-related projects completed by the 2017-18 fiscal year.



Significant Capital Expenditures: *BOND Considerations*

The District commissioned an independent facility assessment, conducted by a team of architects and engineers, evaluating and rating all of our existing schools and facilities. We also formed a Facility Advisory Committee (FAC), made up of community members from around the District, to evaluate the data and forward replacement recommendations to the Board of Education. The District and School Board took under advisement the recommendations of the building assessments and FAC in the initial \$108 million bond proposal. The District, together with the FAC and architectural consultants, are determined to take the best approach in replacing these schools. The following pages include information from these independent facility assessments.

Reconstruction will have a minimal impact on student displacement. In most cases, the students will remain in the current building while the new building is being constructed. By rebuilding the recommended schools on the existing sites, we will be able to minimize disruption to the school year, to both the students and their families. However, where necessary, viable portable classrooms will be used to temporarily house students.

When rebuilding schools, Provo City School District adheres to the guidelines set forth by the Utah State Office of Education (USOE) in their School Construction Resource Manual. Specifically, *Article 1.b.3.d states, "...planning should provide for the orderly replacement of all school facilities over a period of 50 to 75 years." Additionally, *Article 4.b states that, "...the life expectancy of the new school which they are planning will be from 50 to 75 or more years." In other words, we are expected to build our new buildings to last from 50 to 75 years. To do this requires masonry and steel structures, masonry exteriors and metal stud framed interiors. The vast majority of charter schools are entirely wood framed buildings built to last for 20 years. The other charter schools are built with either half-wood/half masonry, or with masonry structure and wood framed interior walls. These buildings are built to last 25 to 35 years. It is also important to note that charter schools do not typically include full cooking kitchens to provide school lunch, auditoriums, special needs services, or residential plumbing, mechanical and electrical systems. They also have either scaled down or no athletic facilities, gyms or athletic fields, reduced science labs, smaller classrooms and reduced curriculum opportunities.

*Source: 2013 USOE School Reconstruction Manual



Rock Canyon Elementary School

1964

Existing School

Score – 1.87 out of 5

Current Enrollment: 693

Projected 2030 Enrollment: 754

Total Maintenance and Upgrade Costs: \$15,850,000

Evaluation System

Rock Canyon Elementary was evaluated by an independent architecture/engineering team on a standardized rating system. Based on the assessment, which included life safety, structural stability, and fire safety among others, it has been determined that Rock Canyon Elementary is in **immediate need of replacement**.

Rating System

The school was evaluated on the following rating system:

1. Immediate Need of Replacement
2. Poor Condition
3. Average Condition
4. Above Average Condition
5. Excellent Condition

Life Safety Evaluation

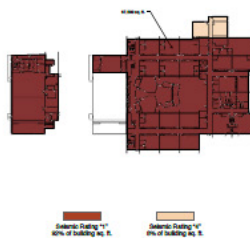
Categories that rate a 1 or lower

- Drop-offs
- Parking
- ADA accessibility on the site
- Brick
- Glazed Block
- Building insulation at roof
- Carpeting
- Fire sprinkling system
- Food service equipment
- Heating
- Mechanical piping
- Unreinforced walls
- Concrete double "T" roof framing
- Seismic hazards

Building Additions



Seismic Rating



Rock Canyon Elementary School



Heavy Concrete Roof on Unreinforced Masonry Walls



Corroded Steel Beam Pipe Lines



Moisture Damage to Floor Structure

Deficiencies

- Heavy concrete roof structure built over unreinforced masonry walls
- No fire sprinkling system
- The parking lot and walks are not code compliant
- Poor security and surveillance, administration not ideally located
- Circulation at remodeled classrooms is poor; accessibility to gymnasium is poor
- The roof membrane is failing
- The building insulation is poor and not energy efficient
- The existing windows and entrances are poor
- The existing ceilings are poor
- The kitchen equipment is substandard, and needs to be replaced
- The floor mats at the entrances show wear and need replacement

Proposed Site Plan



Considerations for a New School

- Life Safety
- Security
- Learning Environment
- Daylight
- Cross Curricular Design
- Healthy Schools
- S.T.E.M. (Science, Technology, Engineering, and Math)
- Technology & Infrastructure

Strengths of this Proposal

- Building replacement school to the west allows existing school to function during construction with minimal interruption to classes
- Maintains play fields between Rock Canyon and Centennial
- New school location provides extensive play field areas to the east
- Efficient two story plan minimizes construction and operating costs
- Entry through administration area provides added security
- Classrooms oriented for ideal natural light
- South facing entry
- Separate parent and bus drop-off
- Preservation of trees along south edge

Edgemont Elementary School



1955

Existing School

Score – 2.41 out of 5

Current Enrollment: 566

Projected 2030 Enrollment: 616

Total Maintenance and Upgrade Costs: \$11,212,000

Evaluation System

Edgemont Elementary was evaluated by an independent architecture/engineering team on a standardized rating system. Based on the assessment, which included life safety, structural stability, and fire safety among others, it has been determined that Edgemont Elementary is in **immediate need of replacement**.

Rating System

The school was evaluated on the following rating system:

1. Immediate Need of Replacement
2. Poor Condition
3. Average Condition
4. Above Average Condition
5. Excellent Condition

Life Safety Evaluation

Categories that rate a 1 or lower

- Fire Sprinkling System
- Fire Riser
- General Seismic Conditions
- Foundation Settlement
- Emergency Lighting
- Site and Security Lighting
- Electrical Switch Gear or Panel Boards

Building Additions



Building Health



Seismic Rating

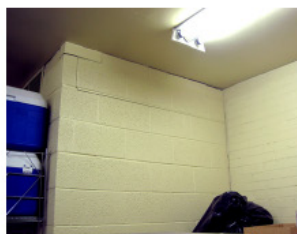


Building Site Plan

Edgemont Elementary School



Exposed Plumbing Pipes Impact Learning Space



Cracked Interior Brick Walls and Mortar



Cracked Exterior Brick Walls and Mortar

Deficiencies

- Un-reinforced masonry walls, steel roof and deck connections, foundation settlement
- No fire sprinkling system
- Original ductwork, old galvanized piping, plumbing fixtures are in poor condition
- No main disconnect electrical panel
- No interior or exterior emergency lighting, poor intercom system
- 73% of the roofing is in poor condition, 27% needs to be replaced within the next 10 years
- School does not meet current ADA requirements
- Windows and entrances are single pane and not energy efficient
- Finishes and millwork are in poor condition

Proposed Site Plan



Considerations for a New School

- Life Safety
- Security
- Learning Environment
- Daylight
- Cross Curricular Design
- Healthy Schools
- S.T.E.M. (Science, Technology, Engineering, and Math)
- Technology & Infrastructure

Strengths of this Proposal

- Building replacement school to the south allows existing school to function during construction with minimal interruption to classes
- New school location provides larger contiguous play field
- Efficient two story plan minimizes construction and operating costs
- Entry through administration area provides added security
- Classrooms oriented for ideal natural light
- South facing entry

Sunset View Elementary School

1958



Existing School

Score – 2.55 out of 5

Current Enrollment: 532

Projected 2030 Enrollment: 692

Total Maintenance and Upgrade Costs: \$11,875,000

Evaluation System

Sunset View Elementary was evaluated by an independent architecture/engineering team on a standardized rating system. Based on the assessment, which included life safety, structural stability, and fire safety among others, it has been determined that Sunset View Elementary is in **immediate need of replacement**.

Rating System

The school was evaluated on the following rating system:

1. Immediate Need of Replacement
2. Poor Condition
3. Average Condition
4. Above Average Condition
5. Excellent Condition

Life Safety Evaluation

Categories that rate a 1 or lower

- General Seismic Conditions
- Electrical Switch Gear or Panel Boards
- Building Security - Cameras - "There is one new camera"

Building Additions



Building Health



Seismic Rating



Existing Site Plan

Sunset View Elementary School



Heavy Concrete Roof on Unreinforced Masonry Walls



Cracked Exterior Brick Wall and Mortar



Cracked Exterior Brick Wall and Mortar Corroded Down Pipe Lines

Deficiencies

- Unreinforced masonry walls and heavy concrete roof structure in 80% of building
- Foundation settling is causing masonry to crack in several areas
- Building insulation needs to be installed at the roof deck in the classroom areas
- The classroom windows should be replaced with energy efficient windows
- 52% of roof is in poor condition
- The air distribution system needs to be replaced
- All the plumbing fixtures in the student restrooms need to be replaced
- The mechanical control systems need to be replaced throughout the building
- Switch gear and panel boards need to be replaced
- Emergency lighting needs to be updated

Proposed Site Plan



Considerations for a New School

- Life Safety
- Security
- Learning Environment
- Daylight
- Cross Curricular Design
- Healthy Schools
- S.T.E.M. (Science, Technology, Engineering, and Math)
- Technology & Infrastructure

Strengths of this Proposal

- Building replacement school to the south allows existing school to remain open and functional during construction with minimal interruption to classes
- New school location provides extensive play field areas to the north
- Efficient two story plan minimizes construction and operating costs
- Entry through administration area provides added security
- Classrooms oriented for ideal natural light
- South facing entry
- Maintains parking and drop-off locations



1949

Existing School

Score – 1.94 out of 5

Current Enrollment: 521
 Projected 2030 Enrollment: 571
 Total Maintenance and Upgrade Costs: \$10,760,000

Evaluation System
 Provost Elementary was evaluated by an independent architecture/engineering team on a standardized rating system. Based on the assessment, which included life safety, structural stability, and fire safety among others, it has been determined that Provost Elementary is in **immediate need of replacement**.

Rating System
 The school was evaluated on the following rating system:
 1. Immediate Need of Replacement
 2. Poor Condition
 3. Average Condition
 4. Above Average Condition
 5. Excellent Condition

Life Safety Evaluation

Categories that rate a 1 or lower

- General Building Security
- Resilient Floor Tile (V.C.T)
- Fire Sprinkling System
- Asbestos
- Walls - masonry columns between windows on north side of 1949 building
- Floor Framing and Joist Bearing at 1960 and 1963 Additions
- Site and Security Lighting
- Seismic Hazards at 1949 Building and the 1960 and 1963 Additions
- Piping - all existing piping is galvanized with the exception of the 2006 addition
- Domestic Water Heating
- Electrical Switchgear and Panel Boards in the Original 1949 Building and the 1960 and 1963 Additions
- Emergency and Egress Lighting

Building Additions



Building Health



Seismic Rating



Provost Elementary School



Cracked Interior Brick Walls and Mortar



Cracked Structural Block Walls and Mortar, and Falling Wall to Roof Connection



Cracked Exterior Brick Walls and Mortar, Crumbling Brick at Structural Beam

Deficiencies

- Foundation has severe settling issues causing masonry to crack throughout
- Unreinforced masonry structure
- No fire sprinkling system
- No emergency egress lighting
- The school does not meet current ADA requirements
- No ADA access to cafeteria
- Roofing is in poor condition
- No security cameras, poor intercom and door locks
- Poor heating and cooling systems, poor plumbing fixtures, old galvanized steel piping
- Windows are single pane and not energy efficient
- Finishes and millwork are in poor condition

Proposed Site Plan



Considerations for a New School

- Life Safety
- Security
- Learning Environment
- Daylight
- Cross Curricular Design
- Healthy Schools
- S.T.E.M. (Science, Technology, Engineering, and Math)
- Technology & Infrastructure

Strengths of this Proposal

- Building replacement school to the north allows existing school to function during construction with minimal interruption to classes
- New school location provides larger contiguous play fields
- All play areas located toward residential side away from busy streets
- Efficient two story plan minimizes construction and operating costs
- Entry through administration area provides added security
- Classrooms oriented for ideal natural light
- South facing entry



Existing School

Score – 2.05 out of 5

Current Enrollment: 1,700
 Projected 2030 Enrollment: 2,363
 Total Maintenance and Upgrade Costs:

Evaluation System

Provo High was evaluated by an independent architecture/engineering team on a standardized rating system. Based on the assessment, which included life safety, structural stability, and fire safety among others, it has been determined that Provo High is in **immediate need of replacement**.

Rating System

The school was evaluated on the following rating system:

1. Immediate Need of Replacement
2. Poor Condition
3. Average Condition
4. Above Average Condition
5. Excellent Condition

Life Safety Evaluation

Categories that rate a 1 or lower

- Fire sprinkling system
- Fire Alarm System
- Asbestos
- General Seismic Conditions
- Foundation Settlement
- Plumbing
- Site Conditions
- ADA Compliance

Building Additions



Building Health

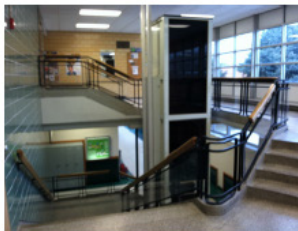


Seismic Rating



Existing Site Plan

Provo High School



Non Code-Compliant Guardrail and Handrails



Cracked Interior Brick Walls and Mortar



Non Code-Compliant Guardrail and Handrails

Deficiencies

- 58% of structural walls is of unreinforced masonry supporting heavy concrete roof and floor structure.
- No fire sprinkling system in 73% of school.
- Fire alarm system is poor.
- 75% of mechanical equipment is poor. (10-15% of the 75% will be replaced this summer)
- Mechanical piping is poor
- Pre-1990 electrical switchgear and panel boards are poor.
- 75% of roof needs to be replaced within 5 years. The remaining 25% in 10 years. All roof flashings need replacement.
- The configuration of the bus and parent drop-offs are poor.
- Masonry walls have cracking.
- Millwork is poor.
- Building insulation is poor.
- All metal, wood, overhead-coiling doors, and their door hardware need replacement.
- All windows are poor.
- Wall and floor finishes are poor.
- Restroom partitions and accessories are poor.
- Metal lockers are poor.

Considerations for a New School

- Life Safety
- Security
- Learning Environment
- Daylight
- Cross Curricular Design
- Healthy Schools
- S.T.E.M. (Science, Technology, Engineering, and Math)
- Technology & Infrastructure

Effect on Operations: *BOND Considerations*

Financial

In order to finance the reconstruction of 5 schools Provo's citizens passed a bond & leeway in November 2014. As a result, the District now has the funds available to rebuild these schools, but there is a financial impact due to the additional debt service requirements. However, the District remains well under the mandated debt limit for a District of our size and additional refinancing of prior bonds will result in minimizing the impact of the bond on both our citizens' taxes and the District finances. Much of the additional debt service will be paid for by additional tax revenue from the General Obligation Debt Levy, resulting in minimal immediate financial impact to the District. It is estimated that the total bond impact on tax payers will be equivalent to roughly \$13/month for a primary residence of \$210,000.

The District still must tightly manage the construction budgets, though, to ensure that expenditures do not exceed the voted on bond amounts. Any budget overage will need to be covered by other District funding sources. Over the long-term, there could be significant operational savings. Buildings which are more energy efficiency, with reduced ongoing maintenance costs are expected. While teacher costs are variable based on student enrollment, savings to fixed costs such as administration, custodial, transportation and utilities are expected.

Seven schools will cost more to maintain than to replace. Many schools in our District have outlived their life expectancy of fifty years. The schools proposed for replacement range from 49 to 82 years old! As older buildings continue to deteriorate, they become increasingly costly to maintain.

| The Need | | | | | | A Measured Approach |
|-------------------|--------|--------------------------|--------------------------------------|---|-------------------------------------|-----------------------------------|
| Assessment Rating | School | Year Built | Maintenance Costs 10 Year Projection | Estimated Seismic Upgrade and Remodel Costs | Total Maintenance and Upgrade Costs | Estimated Replacement School Cost |
| Proposed Bond | 2.05 | Provo High School | 1954 | \$18,300,000 | \$41,300,000 | vs. \$55,500,000 |
| | 1.94 | Provost Elementary | 1949 | \$2,300,000 | \$8,460,000 | vs. \$11,570,000 |
| | 2.41 | Edgemont Elementary | 1955 | \$2,150,000 | \$9,062,000 | vs. \$12,450,000 |
| | 2.55 | Sunset View Elementary | 1958 | \$1,400,000 | \$10,475,000 | vs. \$12,480,000 |
| | 1.87 | Rock Canyon Elementary | 1964 | \$5,150,000 | \$10,700,000 | vs. \$14,000,000 |
| Future Bond | 2.59 | Wasatch Elementary | 1949 | \$1,830,000 | \$7,500,000 | \$16,500,000 |
| | 2.53 | Dixon Middle School | 1931 | \$5,670,000 | \$19,340,000 | \$36,500,000 |
| | | Other Schools & Property | | \$19,489,000 | \$28,495,000 | |
| | | Land Purchase | | | | \$3,000,000 |
| | | Total | | \$58,894,000 | \$135,332,000 | \$194,226,000 |

It is more cost effective to replace these five schools than to maintain and upgrade them.

Projected Total Need to Maintain Life Safety Total to Replace 5 Deficient Schools

Projected Need: \$194,226,000 Bond Request: \$108,000,000

Request is about half the need – Sensitive to tax payers' wallets

Effect on Operations: *BOND Considerations continued*

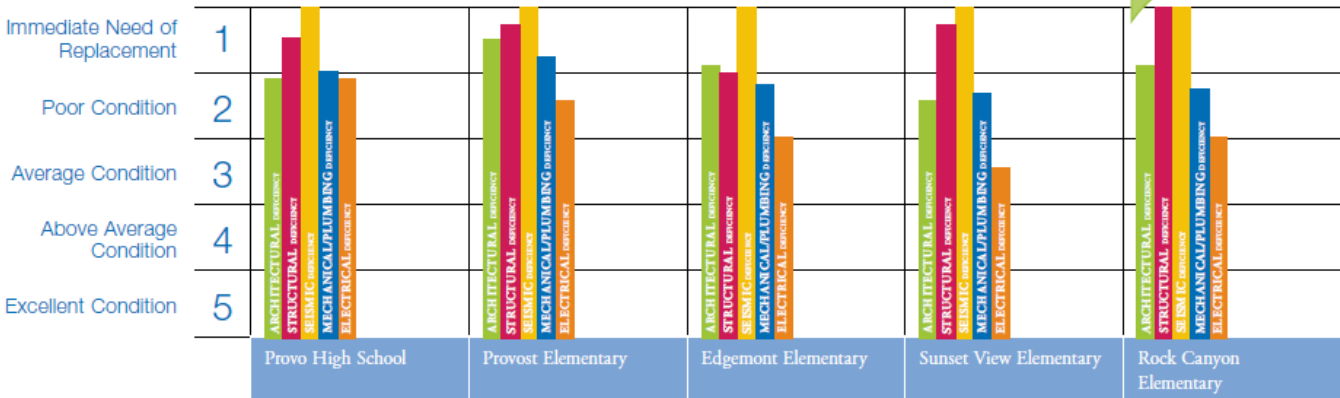
Non-financial

The bond reconstruction projects represent a significant investment of public tax dollars. Besides the financial aspect of these investments, there are also non-financial benefits that come from these projects, including:

- Safety of our students (all schools scheduled for rebuild have significant safety issues that need to be addressed)
- School and classroom environments more conducive to effective learning
- Community beautification
- Less impact on the environment (new schools are substantially more energy-efficient)
- Smaller class sizes
- Safer and cleaner buildings and grounds
- Improved public perception leading to increased enrollment in an increasingly competitive marketplace (students have more education choices than ever before. Safe, clean, and efficient)

The five proposed schools were evaluated to have significant deficiencies which require immediate action. All schools were evaluated on the following system and given a rating:

All schools were evaluated by an Independent Architectural/Engineering team.



Other Significant Capital Expenditures: *Non-routine*

The short-term capital improvement list on pages 140-141 includes other significant non-routine capital expenditures as well as one-time maintenance and repairs projects scheduled to occur during the coming fiscal year. These expenditures are determined based on recommendations from District staff and are subsequently voted on by the Board of Education in February for the coming fiscal year. Public comment is sought each year on the proposed capital projects, and a detailed budget for each specific project is available for public review.

For FY 2016, the standard Capital Improvement list includes projects totaling \$4,822,800. Most of the projects will begin on or around July 1, 2015, and be completed by June 30, 2016. An additional \$31,304,660 in building improvements is slated for the current year which will be funded using Bond proceeds as discussed on the previous pages.

Capital Improvement Plan: *Long-term Outlook*

The District continues its targeted and aggressive capital improvement schedule, which is part of the master plan of 2003. **Capital improvements are funded through three major sources: the capital outlay tax levy, building reserve fund, and general obligation bonds.** In 2006, Provo voters approved a \$35 million bond and leeway. While most of the funding for the bond was received during FY 2007, the projects were completed by January 30, 2009.

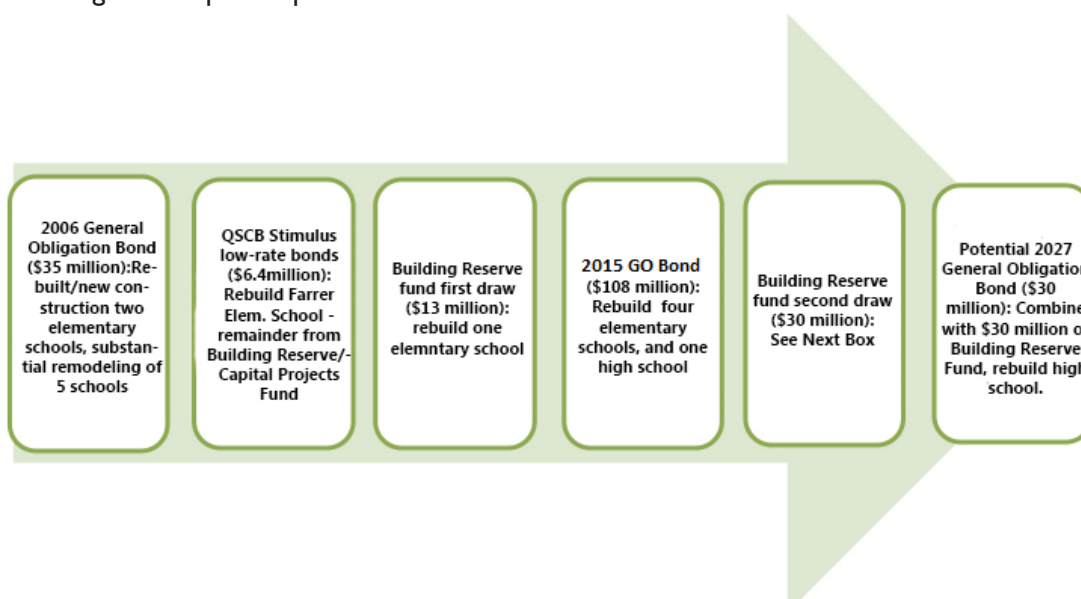
Qualified School Construction Bonds (QSCB) are part of the federal stimulus bill of 2009. The District was awarded \$6.4 million in QSCB funding to help fund the rebuild of Farrer Elementary into Provo Peaks Elementary. These funds were actually tax credit bonds, which allowed the District to fund part of the school at very low interest rates, further allowing the District to move ahead of the long-term capital improvement schedule.

The rest of the cost to rebuild the school came from the Capital Projects property tax levy. The rebuild of Farrer was a part of the District's overall long-term master plan; the QSCB funds just moved the project forward earlier than originally planned. All capital projects and maintenance efforts are part of a progressive 20 year building replacement plan.

“All capital projects and maintenance efforts are part of a progressive 20 year building replacement plan.”

The 2016 projects listed on the following pages will start on or around July 1, 2015, and be completed by June 30, 2016. Most of the FY 2016 projects are improvements to existing square footage (e.g. HVAC efficiency projects). As stated

previously, the bond construction projects will begin in summer 2015 and will be ongoing for the next few years. Expected completion of the first two elementary rebuilds is summer 2016, with the following two elementary schools beginning shortly thereafter.



Short-term Capital Improvement List: *FY 2015-16*

FY 15-16 Major Maintenance and Repair List

| Location | Location Description | Project | Item Rating | Expense |
|----------|----------------------|---|-------------|---------|
| 0100 | Amelia Earhart | Remove and Replace all entryway water-resistant flooring | 2.5 | 25,000 |
| 0101 | Canyon Crest | Interior locks & hardware repairs & replacements | 2 | 25,000 |
| 0404 | Centennial | Carpet 2 Business Computer Labs & misc flooring | 2.5 | 20,000 |
| 0610 | East Bay Post High | Temporary Lease Space | Not Rated | 40,000 |
| 0610 | East Bay Post High | Remobilization budget for classroom portable | Not Rated | 20,000 |
| 0102 | Edgemont | HVAC, Electrical & Plumbing General Maintenance | 1 | 35,000 |
| 0038 | District Building | Roof & Site Drainage away from Server Room | 1 | 65,000 |
| 0408 | Dixon | HVAC & Electrical Upgrades | 1.5 | 100,000 |
| 0408 | Dixon | Irrigation System Automation | 1 | - |
| 0408 | Dixon | Demo & Remove old portable in north parking lot & wiring to | 1 | 20,000 |
| 0610 | Former EBPH Portable | Portable Classroom Lease | Not Rated | 16,000 |
| 0104 | Franklin | Carpet/Misc Flooring Upgrades | 2.5 | 20,000 |
| 0104 | Franklin | HVAC Controls Upgrade and Repairs to Actuators & 44 VAV's | 1 | 30,000 |
| 0134 | Grandview (GTC) | HVAC Control Installation | 1 | 18,500 |
| 0730 | Independence HS | HVAC Controls Upgrade and Repairs to outdated equipment | 1 | 30,000 |
| 0730 | Independence HS | Carpet flooring in front office/misc painting | 2.5 | 30,000 |
| 0118 | Lakeview | Grounds repairs to south playfields | 1 | 25,000 |
| 0704 | Provo HS | General HVAC & Electrical Maintenance for FY16 | 1 | 75,000 |
| 0704 | Provo HS | Elevator Lift Repairs and Maintenance | 2 | 9,300 |
| 0120 | Provost | General HVAC & Electrical Maintenance for FY16 | 1 | 50,000 |
| 0122 | Rock Canyon | General HVAC & Electrical Maintenance for FY16 | 1 | 20,000 |
| 0123 | Spring Creek | Install new backup Emergency Generator System | 1 | 23,000 |
| 0123 | Spring Creek | Misc carpeting projects | 2.5 | 30,000 |
| 0124 | Sunset View | General HVAC & Electrical Maintenance for FY16 | 1 | 35,000 |
| 0712 | Timpview HS | Technology - Repair THS Intercom System | 1 | 15,000 |
| 0712 | Timpview HS | CTE - Food's Room and Photography millwork & countertops | 1 | 20,000 |
| 0712 | Timpview HS | Grounds Budget Increase for Temporary Field Maintenance | Not Rated | 45,000 |
| 0712 | Timpview HS | Track & Synthetic Field Replacement | Not Rated | 700,000 |
| 0132 | Wasatch/Oakridge | HVAC, Electrical & Plumbing General Maintenance | 2.5 | 45,000 |
| 0134 | Westridge | HVAC, Electrical & Plumbing General Maintenance | 2.5 | 25,000 |
| 0134 | Westridge | Sound System for Gymnasium and Cafeteria | 1 | 20,000 |
| 0134 | Westridge | Portable Classroom Lease | Not Rated | 16,000 |

Short-term Capital Improvement List: *FY 2015-16*

| | | | | |
|--------------|-------------------|---|------------------|------------------|
| 0038 | District Services | Relocation of Transportation | 1 | 1,500,000 |
| 0038 | District Services | Technology - Wide Area Network Infrastructure Improvement | Not Rated | 75,000 |
| 0038 | District Services | Technology - UPS Battery Replacement in Schools | Not Rated | 20,000 |
| 0038 | District Services | Technology - Network Switch Upgrades | Not Rated | 25,000 |
| 0038 | District Services | Technology - Wireless Infrastructure Upgrades | Not Rated | 40,000 |
| 0038 | District Services | Technology - HVAC RTU's for CC, Cent, Franklin, THS & Westr | 1 | 50,000 |
| 0038 | District Services | Technology - IP Phone Dialers to eliminate phone lines | Not Rated | 20,000 |
| 0038 | District Services | Facilities & Maintenance General Contingency | Daily Operations | 565,700 |
| 0038 | District Services | General Maintenance Playgrounds | Not Rated | 55,000 |
| 0038 | District Services | Custodial Equipment Upgrades | Not Rated | 50,000 |
| N/A | Various Schools | Asphalt & Concrete Maintenance for FY16 | 1 to 2.5 | 225,000 |
| N/A | Technology | IP Phone System to replace obsolete systems | 1 | 200,000 |
| 0038 | Transportation | 2 New Buses | Not Rated | 225,000 |
| 1291 | Sunrise Preschool | Pre-School Portables | | 57,800 |
| TOTAL | | | | 4,822,800 |

Bond-Related Capital Project Expenses

| Location | Location Description | Project | Item Rating | Expense |
|--------------|----------------------|-----------------------------------|-------------|-------------------|
| 0122 | Rock Canyon | New School Construction Drawdowns | Not Rated | 10,350,000 |
| 0124 | Sunset View | New School Construction Drawdowns | Not Rated | 10,350,000 |
| 0704 | Provo HS | New School Construction Drawdowns | Not Rated | 10,350,000 |
| 0038 | District Office | Construction Manager Expenses | Not Rated | 65,660 |
| 0038 | District Office | Purchasing Assistant Expenses | Not Rated | 39,000 |
| 0038 | District Office | Planning Principal Expenses | Not Rated | 150,000 |
| TOTAL | | | | 31,304,660 |

Debt Obligations

As of June 30, 2015

GENERAL OBLIGATION BONDS

| Series | Purpose | Original Amount | Interest Rate Range | Final Maturity Date | Current Outstanding Balance |
|--|-----------------|-----------------|---------------------|---------------------|-----------------------------|
| 2006 Series G.O. Bonds | School Building | 9,400,000 | 4% | June 15, 2016 | 450,000 |
| 2007B Series G.O. Bonds | School Building | 25,600,000 | 4.00% to 4.50% | June 15, 2017 | 2,425,000 |
| 2012 Series G.O. Refunding Bonds | Bond Refunding | 9,045,000 | .56% to 1.29% | June 15, 2017 | 5,675,000 |
| 2015A Series G.O. Bonds | Bond Refunding | 22,790,000 | 2.13% | June 15, 2027 | 22,790,000 |
| 2015 Series G.O. Bonds | School Building | 50,615,000 | 2.25% to 5% | June 15, 2035 | 50,615,000 |
| Total General Obligation Bonds Payable as of June 30, 2015 | | | | | <u>\$ 81,955,000</u> |

LEASE AGREEMENTS

| | | | | | |
|---|-----------|--------------|-------|---------------|------------------|
| 2013 Software | Equipment | \$ 45,375.00 | 0.00% | July 20, 2018 | 33,532 |
| Total obligations under lease agreements, June 30, 2015 | | | | | <u>\$ 33,532</u> |

COMBINED GENERAL OBLIGATION BONDS

Combined G.O Bonds

| Year Ending June 30 | Principal | Interest | Debt Service Fund |
|------------------------|----------------------|----------------------|-----------------------|
| 2016 | 6,905,000 | 2,923,289 | 9,828,289 |
| 2017 | 5,715,000 | 2,283,669 | 7,998,669 |
| 2018 | 3,895,000 | 2,104,039 | 5,999,039 |
| 2019 | 4,065,000 | 1,967,263 | 6,032,263 |
| 2020 | 4,225,000 | 1,824,139 | 6,049,139 |
| 2021-2025 | 23,145,000 | 6,953,099 | 30,098,099 |
| 2026-2030 | 17,895,000 | 3,975,741 | 21,870,741 |
| 2031-2035 | 16,110,000 | 1,478,400 | 17,588,400 |
| | <u>\$ 81,955,000</u> | <u>\$ 23,509,637</u> | <u>\$ 105,464,637</u> |

Annual Required Contribution for Other Post Employment Benefits (OPEB): **\$2,400,000**

Debt Obligations (continued)

As of June 30, 2015

Arrow - Endpoint Software

| Year Ending June 30 | Principal | Interest | General Fund |
|------------------------|---|-----------------|------------------|
| 2016 | 7,985 | 1,090 | 9,075 |
| 2017 | 8,245 | 830 | 9,075 |
| 2018 | 8,513 | 562 | 9,075 |
| 2019 | 8,789 | 286 | 9,075 |
| | <u>\$ 33,532</u> | <u>\$ 2,768</u> | <u>\$ 36,300</u> |
| | Total Minimum Lease Payments | | 36,300 |
| | Amount Representing Interest | | (2,768) |
| | Present Value of Minimum Lease Payments | | <u>\$ 33,532</u> |

Department of Energy Loan

ARRA for THS chiller

| Year Ending June 30 | Principal | Interest | Capital Fund |
|------------------------|-------------------|------------------|-------------------|
| 2016 | 19,732 | 6,995 | 26,727 |
| 2017 | 20,381 | 6,345 | 26,727 |
| 2018 | 21,052 | 5,675 | 26,727 |
| 2019 | 21,744 | 4,982 | 26,727 |
| 2020 | 22,460 | 4,267 | 26,727 |
| 2021-2025 | 117,198 | 9,753 | 126,952 |
| | <u>\$ 222,567</u> | <u>\$ 38,018</u> | <u>\$ 260,585</u> |

Lease Revenue Bond

(QSCB)

| Year Ending June 30 | Principal | Interest | Municipal Building Authority Fund |
|------------------------|---------------------|-------------------|--------------------------------------|
| 2016 | 460,000 | 62,509 | 522,509 |
| 2017 | 460,000 | 56,851 | 516,851 |
| 2018 | 460,000 | 51,193 | 511,193 |
| 2019 | 460,000 | 45,535 | 505,535 |
| 2020 | 460,000 | 39,877 | 499,877 |
| 2021-2025 | 2,300,000 | 114,513 | 2,414,513 |
| 2026 | 482,000 | 59,612 | 541,612 |
| | <u>\$ 5,082,000</u> | <u>\$ 430,088</u> | <u>\$ 5,512,088</u> |

Debt Obligations (continued)

As of June 30, 2015

COMBINED MATURITIES ON ALL LONG-TERM BORROWINGS

| Year Ending June 30 | Principal | Interest | Total |
|------------------------|----------------------|----------------------|-----------------------|
| 2016 | 7,392,717 | 2,993,882 | 10,386,599 |
| 2017 | 6,203,626 | 2,347,695 | 8,551,321 |
| 2018 | 4,384,564 | 2,161,468 | 6,546,033 |
| 2019 | 4,555,534 | 2,018,065 | 6,573,599 |
| 2020 | 4,707,460 | 1,868,283 | 6,575,742 |
| 2021-2025 | 25,562,198 | 7,077,365 | 32,639,563 |
| 2026-2030 | 18,377,000 | 4,035,352 | 22,412,352 |
| 2031-2035 | 16,110,000 | 1,478,400 | 17,588,400 |
| | <u>\$ 87,293,099</u> | <u>\$ 23,980,510</u> | <u>\$ 111,273,610</u> |

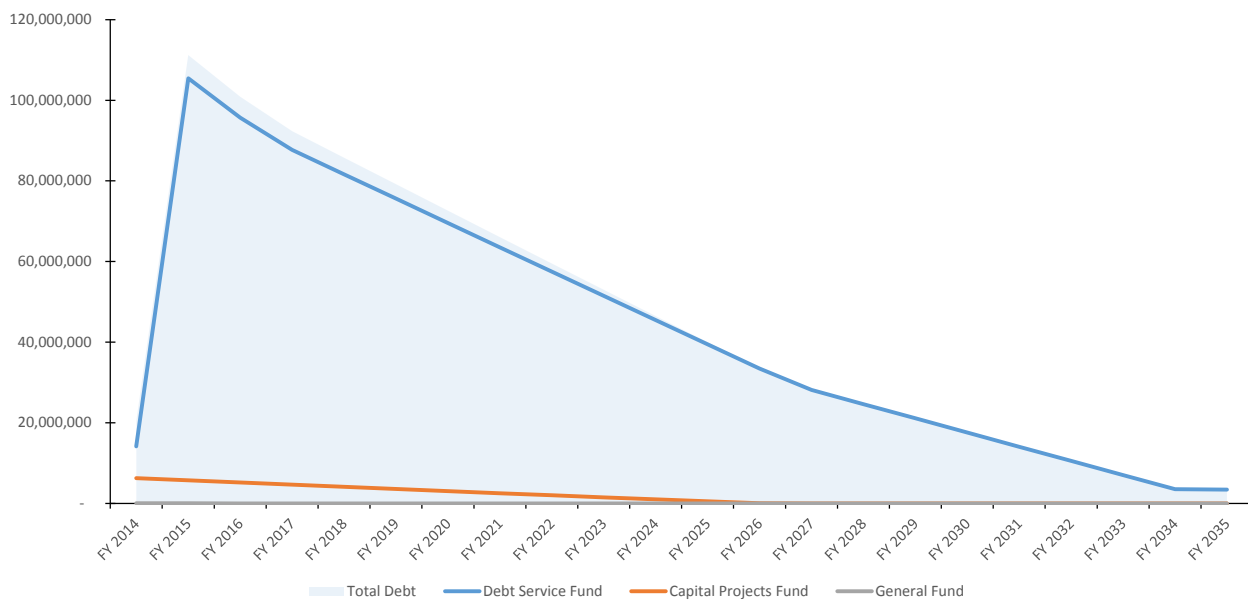
Debt Obligations: Summary by Fund

As of June 30, 2015

| | General | Other Governmental | Debt Service | Capital Projects | Summary: All Funds |
|--------------------------------------|------------------|--------------------|----------------------|---------------------|----------------------|
| General Obligation Bonds | \$ - | \$ - | \$ 81,955,000 | \$ - | \$ 81,955,000 |
| Arrow Endpoint Software | \$ 33,532 | \$ - | \$ - | \$ - | \$ 33,532 |
| Department of Energy Loan | \$ - | \$ - | \$ - | \$ 222,567 | \$ 222,567 |
| Lease Revenue Bond | \$ - | \$ - | \$ - | \$ 5,082,000 | \$ 5,082,000 |
| COMBINED LONG-TERM BORROWINGS | <u>\$ 33,532</u> | <u>\$ -</u> | <u>\$ 81,955,000</u> | <u>\$ 5,304,567</u> | <u>\$ 87,293,099</u> |

Outstanding Principal and Interest: Summary by Fund

As of June 30, 2015



General Obligation Debt: *Actual to Limit*

The approximate fair market assessed value¹ of taxable properties in Provo is \$7.20 billion, meaning the District's general obligation debt limit is approximately \$288.2 million (\$7.20 billion x 4%). It was noted previously that the District's general obligation debt is at 1.14% of the assessed market value of Provo - far less than what is allowed by law.

Although it is conservative in its debt practices and avoids excessive, unnecessary debt, the District still must ensure buildings are safe and properly maintained. Long-term debt is often the best option to pay for long-term assets. In the previous decade, the condition of some District buildings fell below what the current administration considered appropriate, as priorities and attention were shifted away from building maintenance.

The current administration has been very progressive in creating a 20-year building replacement plan. Part of this plan was the passing of a bond in 2006. Additionally, as part of the 2009 Federal Stimulus Bill the district was awarded \$6.4 million in tax credit bonds. These tax credit bonds were available to the District at an extremely low interest rate, making it possible to accelerate the construction of Provo Peaks Elementary, which replaced the aging Farrer building on the east side of the city. Provo Peaks opened its doors in August 2011. In order to continue to address our aging infrastructure, the District put an additional bond to vote in November 2014, which was passed by voters in the community with 71% of voters in favor of the bond. These dearly needed funds will be used to replace five additional schools.

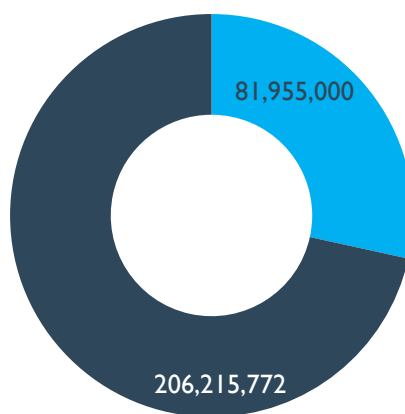
Through the bond election, public survey on budget initiatives, community meetings, Board of Education meetings and other correspondence, Provo citizens have stressed their support for safe and modern buildings in the District.

Impact of Debt on Operations

There is no direct impact of the District's current debt on regular operations. For example, choosing to go to the public for a bond election won't raise class sizes, lower teacher pay, etc. The main reason for this is the fact that long-term debt is funded through a separate tax levy than the General fund.

What can be said, however, is choosing to allow buildings to fall into disrepair has a negative impact on the learning environment the District provides. By properly maintaining buildings, and replacing buildings when repairs would cost more than is feasible, the District provides a safe learning environment for students, while also being conservative and mindful of taxpayers. The District's 20 year building replacement plan, referenced above, accomplishes this goal.

G.O. Debt vs. Debt Limit *As of June 30, 2015*



¹Fair market assessed value is the combined residential and business property value in the area of taxation (in this case Provo City) less adjustments for redevelopment and an allowance for doubtful collections.



Informational Section



Demographic & Economic Profile

Provo - Utah County - Utah

Provo: Past and Present

Provo City is situated in Utah Valley, an area just south of Salt Lake City that traditionally was home to part of the Ute Indian tribe. The Utes settled in villages close to Utah Lake both for protection from northeastern tribes and to obtain fish, their primary food source. Fathers Escalante and Dominguez, the first non-American Indians to visit the area, entered Utah Valley in 1776. However, due to the Spanish focus on colonization efforts elsewhere, they failed to establish permanent settlement in the area.

During the first decades of the 19th century, many fur trappers and traders hunted beaver in Utah Valley. Etienne Provost - a French-Canadian trapper - working out of Taos in present-day New Mexico is perhaps the first white man to have seen the Great Salt Lake. In 1824 he led a company into the Great Basin. While camping, they encountered a band of Shoshone Indians. The mountain men were invited into the Shoshone camp, but were told it was bad luck to have metallic objects nearby. As Provost's men laid their weapons aside, the Shoshone attacked them. Only Provost and a few of his entourage escaped.

Highly admired by his contemporaries and considered to be a knowledgeable, skillful, and successful mountain man, Provo City, Provo River, and Provo Canyon are named after him.

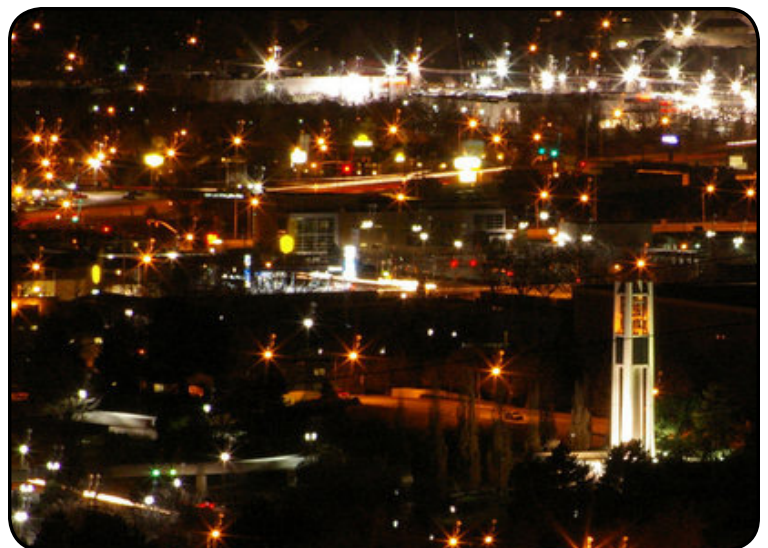
Mormon pioneers established Provo as a permanent settlement in 1849. It became the second largest city in the territory until Ogden became a major railroad hub in the 1870s. In 1875, the settlers established Brigham Young Academy, the beginnings of today's Brigham Young University. Attracting national attention for both its academic and athletic programs, it is the largest church-affiliated institution of higher learning in the nation today.

“With a population of 120,000 and a land area of 43 square miles, Provo is the county seat of Utah County”

Throughout the city's history, Provo has served as Utah Valley's center of industry, commerce, and government. One bustling example is the Provo Woolen Mills. Since sheep thrived in Utah's climate and a mill site was readily available on the Provo River to supply water and power to a plant, the Provo Woolen Mills opened in 1872 as Utah's first large factory. The LDS Church and private donations paid for its construction and, upon completion, it employed upwards of 150 people.

Many of its workers were skilled immigrant laborers from British textile factories. Later, the Provo factory turned to young women to run the looms. It specialized in heavy woolens; blankets, shawls, yarns, and flannels with about one-third of them being exported. The Provo Woolen Mills experienced ebbs and flows, continuing to operate until 1932.

With a population of 120,000 and a land area of 43 square miles, Provo, which uses a mayor-council form of government, is the county seat of Utah County and home to the county offices and courts. It also has one of the highest population densities in the state of Utah. Its close proximity to the mountains and Utah Lake gives its residents superior recreational opportunities throughout both the winter and summer months.



Provo: Past and Present Continued

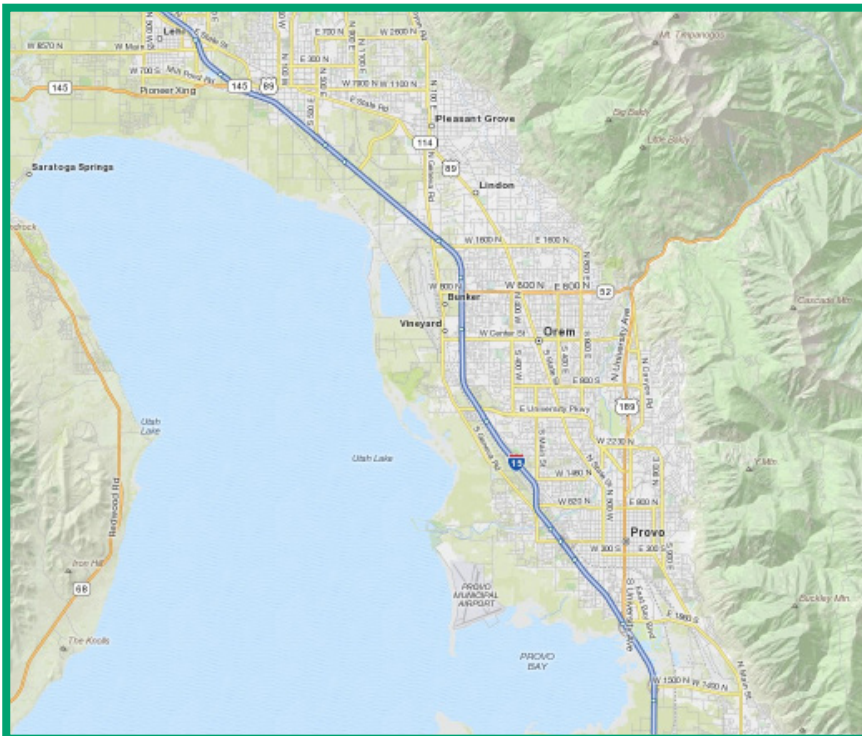
With a population of 120,000, Provo is located in north-central Utah, approximately 45 miles south of Salt Lake City. Provo is the county seat of Utah County, which has seen explosive growth in recent years. In 2000, the U.S. Census Bureau counted Utah County's population at 371,894. In 2013, the U.S. Census indicated that Utah County's population had grown to over 551,000.

Utah County is part of what is referred to as the Wasatch Front, which is made up by Weber, Davis, Salt Lake and Utah Counties. With approximately 2.2 million residents, the Wasatch Front accounts for 80% of Utah's population.

Although Provo City continues to grow at a moderate pace, the percentage of Utah County residents residing in Provo continues to decrease as the northern and southern parts of the county are seeing explosive growth. In 2000, Provo made up 28% of the county population. But in 2013, Provo made up just more than 21% of the population – even though Provo had grown at a moderate rate during this period. In addition, the percentage of Provo residents enrolled in the Provo School District continues to fall, as more college-age students move into the area and areas of the city gentrify. Approximately 14 out of every 100 Provo residents is a student in the Provo School District, compared with 22 out of 100 in Alpine School District.

Source: District data, Provo City, US Census Bureau

Utah County Area



Wasatch Front



Utah Economic Indicators

The economic outlook of the District is heavily dependent on state aid, which for FY 2016 will provide 56% of total revenues, and 68% of General fund revenues. The Utah State Uniform School Fund was established constitutionally in 1938 and is used to ensure equitable funding for public education statewide. Since 1947, all taxes based on income have been constitutionally required to be used for public education. In 1996, voters in Utah approved a constitutional change providing that these revenues could also be used for higher education. Additionally, a statewide property tax rate is levied to finance the Uniform School Fund and is applied against the taxable value of real and personal property.

Some notable State of Utah highlights that play a role in the State's economic environment include:

Economic Indicators

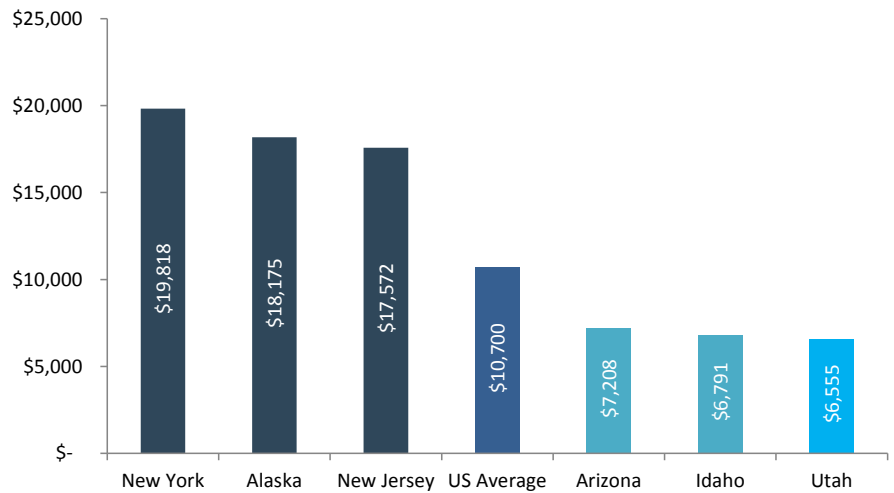
Population: Utah's 2014 total population count was 2,942,902. This represents a population increase of 40,115 people, or 1.4% from 2013, ranking Utah fifth among states in population growth. Utah grew more nearly twice as fast as the nation from 2013 to 2014.

2016 Outlook: Utah will continue to experience population growth at a rate higher than most states in 2016 on account of strong natural increase in addition to in-migration. Natural increase (births less deaths) combined with net in-migration results in an anticipated increase of 40,000+ people to Utah's population. While net in-migration has slowed recently, Utah's net migration is projected to remain positive due to continued strong economic factors.

As evidenced by the chart below, Utah lags behind the rest of the country in per-pupil education spending, but the State has invested heavily in public education the last few years - the current Governor and legislature both making it their top funding priority. The large ratio of school-age children to taxpaying adults simply makes it difficult to fund education at the same levels of many other states, particularly those on the East Coast.

Long-Term Projections: The state's population is projected to reach 3.7 million in 2020, 4.4 million in 2030, 5.2 million in 2040, 6.0 million in 2050, and 6.8 million in 2060.

Per Student Spending



Public School Enrollment: In October 2014, there were more than 622,153 students in Utah public schools, an increase of over 10,400 from the previous year.

Economic Indicators (continued)

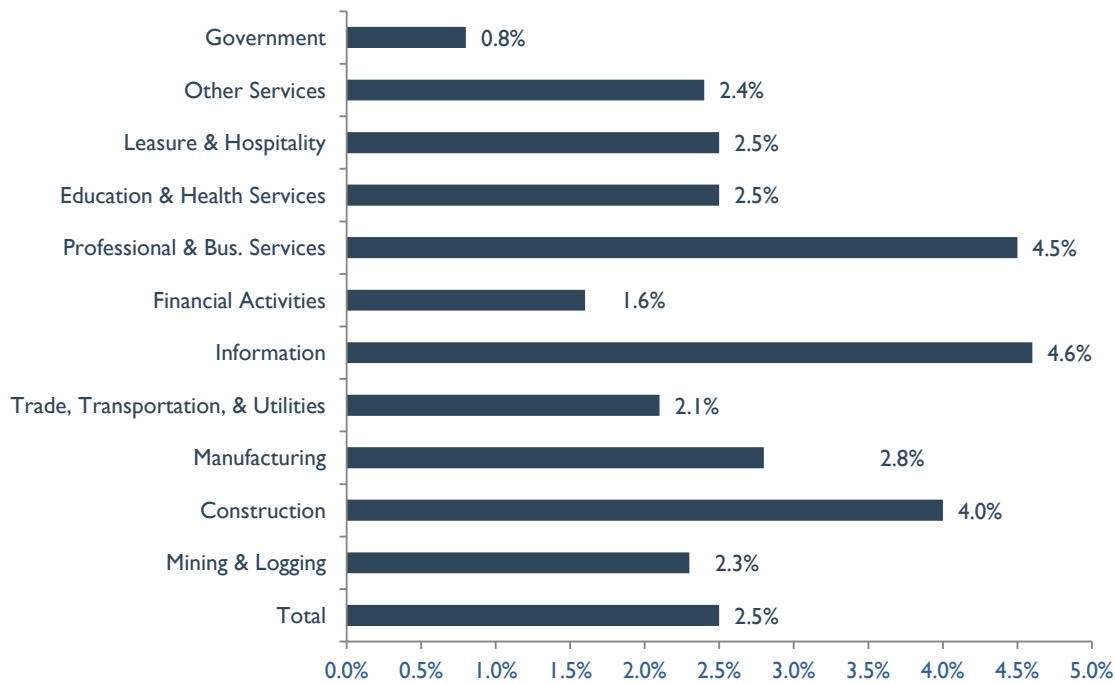
Employment Change: Utah's nonagricultural employment is expected to increase by 3.0%, or 38,850 jobs, in 2014 and is expected to increase by 33,400 jobs, or 2.5%, in 2015. Nationally, employment is projected to increase 1.6%, or 2.4 million jobs, from June 2014 and June 2015.

Unemployment: Utah's unemployment rate was 3.6% during 2014, lower than the 2013 unemployment rate of 4.4%. It is expected to remain at 3.6% in 2015. The national unemployment rate is projected to be 5.8% in 2015.

Total Personal Income: Utah's total personal income is estimated to have reached \$115.8 billion in first quarter of 2015. This is a change of 4.7% from first quarter 2014. National change in personal income over the same period is expected to be 4.6%.

Average Annual Pay: Utah's nonagricultural annual pay was estimated at \$42,529 in 2014, an increase of 3.6% from 2013. Average annual pay for the nation in 2013 was \$52,250, an increase of 0.3%. Utah's annual average pay is projected to see an increase of 1.9% in FY15.

Percent Change in Utah Employment by Industry: FY 2014 to FY 2015 (Projected)



| City | Median List Price | Percent Change |
|----------------|-------------------|----------------|
| Salt Lake City | \$316,325 | 9.08% |
| Provo | \$226,250 | 3.23% |
| America Fork | \$285,000 | 7.60% |
| North Ogden | \$230,000 | 2.30% |
| Bountiful | \$259,900 | 1.10% |
| Utah | \$212,000 | 2.00% |
| U.S. | \$180,100 | 3.30% |

Home Prices: According to Zillow.com's Home Value Index, Utah's house prices were up 2.0% in 2015. This compares to an increase in home list prices of 3.3% nationally.

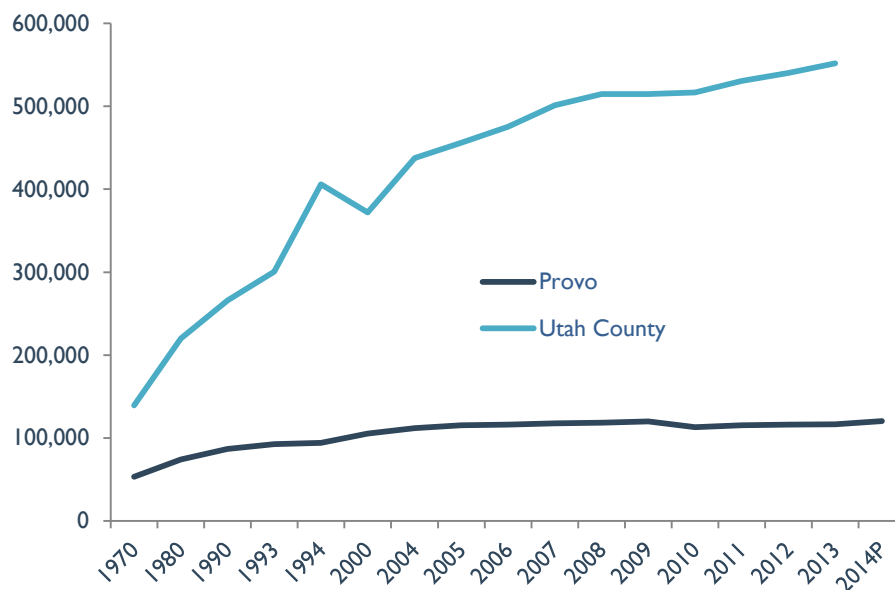
Source: 2014 Economic Outlook, State of Utah Governor's Office

Population, Utah County and Provo City: 1970-2014

| Year | Provo | Utah County |
|-------|---------|-------------|
| 1970 | 53,131 | 139,300 |
| 1980 | 74,111 | 220,000 |
| 1990 | 86,835 | 265,766 |
| 1993 | 92,630 | 300,447 |
| 1994 | 94,210 | 405,977 |
| 2000 | 105,439 | 371,894 |
| 2004 | 111,718 | 437,627 |
| 2005 | 115,135 | 456,073 |
| 2006 | 116,217 | 475,425 |
| 2007 | 117,791 | 501,447 |
| 2008 | 118,468 | 515,000 |
| 2009 | 119,775 | 515,000 |
| 2010 | 113,153 | 516,564 |
| 2011 | 115,321 | 530,499 |
| 2012 | 115,919 | 540,404 |
| 2013 | 116,288 | 551,891 |
| 2014P | 120,242 | 560,974 |

According to the U.S. Census Bureau, Utah County has added nearly 190,000 residents since 2000. As the population of Utah County has grown dramatically, Provo has grown at a moderate pace, making it one of Utah's most livable and well-planned cities.

Population, Utah County and Provo City: 1970-2014



Source: U.S. Census

Birth Rates¹: Utah County - Utah - U.S.

| Year | Utah County | Utah | US |
|------|-------------|------|------|
| 1995 | 25.56 | 19.8 | 14.6 |
| 1996 | 26.07 | 20.6 | 14.4 |
| 1997 | 26.02 | 20.5 | 14.2 |
| 1998 | 26.77 | 21.1 | 14.3 |
| 1999 | 27.36 | 21.1 | 14.2 |
| 2000 | 26.77 | 21.1 | 14.4 |
| 2001 | 26.21 | 20.8 | 14.1 |
| 2002 | 26.08 | 20.8 | 13.9 |
| 2003 | 25.38 | 20.6 | 14.1 |
| 2004 | 25.03 | 20.5 | 14 |
| 2005 | 24.81 | 20.2 | 14 |
| 2006 | 24.66 | 20.4 | 14.2 |
| 2007 | 24.5 | 20.4 | 14.3 |
| 2008 | 24.07 | 20.2 | 13.9 |
| 2009 | 22.9 | 19.2 | 13.5 |
| 2010 | 23.2 | 18.9 | 12.9 |
| 2011 | 22.7 | 18.2 | 12.7 |
| 2012 | 22.2 | 18.0 | 12.6 |
| 2013 | 21.5 | 17.6 | 12.5 |

Utah County's birth rate is higher than the Utah state average, which is substantially higher than the U.S. average. This leads to dramatic growth in the school-age population, which affects the District's budget and forecasting.

¹Rates are per 1,000 people.

Source: Utah Department of Health, *Office of Vital Records and Statistics*

Provo: Information and Attractions



Points of Interest and Special Events

A family celebration of the holidays including First Night
America's Freedom Festival
Hiking, fishing, and the most spectacular scenery in the country
Home of the famous Sundance Film Festival and Summer Theater
One of the nation's biggest Independence Day celebrations
Provo River World Class Trout Fishing & the Uinta mountain range
Sundance Ski Resort and Summer Theater
WinterFest in Downtown Provo

Provo Compared to Utah State Average

- Hispanic race population percentage **significantly above** state average.
- Median age **significantly below** state average.
- Foreign-born population percentage **significantly above** state average.
- Renting percentage **above** state average.
- Length of stay since moving in **significantly below** state average.
- House age **below** state average.
- Number of college students **significantly above** state average.
- Percentage of population with a bachelor's degree or higher **above** state average.

Recreation

| | |
|-------------------------------|----|
| Golf Courses (within 15 min.) | 10 |
| Public Tennis Courts | 37 |
| Public Parks | 32 |
| Softball Complexes | 5 |
| Ice Rinks | 2 |
| Skate Park | 1 |

Culture

| | |
|------------------------|----|
| Museums | 8 |
| Live Theatrical Venues | 14 |

Source: Provo City
(www.provo.org)

Largest Employers: *State of Utah and City of Provo*

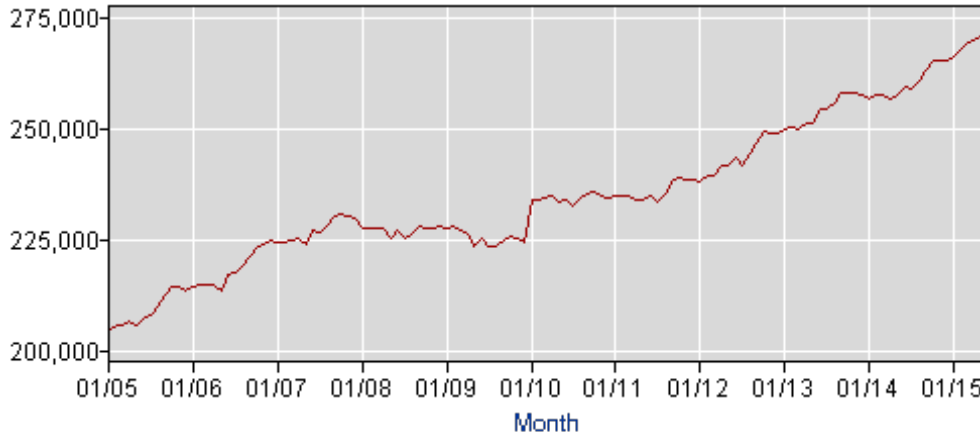
| Company | Industry | Employment |
|---|---------------------------------|---------------|
| Intermountain Health Care | Health Care | 20,000 + |
| State of Utah State | State Government | 20,000 + |
| University of Utah (Including Hospital) | Higher Education | 20,000 + |
| Brigham Young University | Higher Education | 15,000-19,999 |
| Wal-Mart | Warehouse Clubs/Supercenters | 15,000-19,999 |
| Hill Air Force Base | Federal Government | 10,000-14,999 |
| Davis County School District | Public Education | 7,000-9,000 |
| Granite School District | Public Education | 7,000-9,000 |
| Utah State University | Higher Education | 7,000-9,000 |
| U.S. Department of Treasury | Federal Government | 5,000-6,999 |
| Smith's Food and Drug Centers | Grocery Store | 5,000-6,999 |
| Alpine School District | Public Education | 5,000-6,999 |
| Jordan School District | Public Education | 5,000-6,999 |
| Salt Lake County | Local Government | 5,000-6,999 |
| U.S. Postal Service | Federal Government | 4,000-4,999 |
| Convergys Corporation | Telephone Call Center | 4,000-4,999 |
| Zions Bank Mangement Services | Banking | 4,000-4,999 |
| The Canyons School District | Public Education | 3,000-3,999 |
| L3 Communications Corporation | Electronics Manufacturing | 3,000-3,999 |
| Weber County School District | Public Education | 3,000-3,999 |
| Salt Lake City School District | Public Education | 3,000-3,999 |
| Delta Airlines Air Transportation | Air Transportation | 3,000-3,999 |
| Nebo School District | Public Education | 3,000-3,999 |
| Utah Valley University | Higher Education | 3,000-3,999 |
| Wells Fargo Bank Banking | Banking | 3,000-3,999 |
| Autoliv | Vehicle Equipment Manufacturing | 3,000-3,999 |
| The Home Depot | Home Center | 3,000-3,999 |
| Washington County School District | Public Education | 3,000-3,999 |
| United Parcel Service | Courier Service | 3,000-3,999 |
| Salt Lake City Corporation | Local Government | 2,000-2,999 |
| SkyWest Airlines | Air Transportation | 2,000-2,999 |
| Salt Lake Community College | Higher Education | 2,000-2,999 |

Principal Employers in Provo City 2014 (most recent year available)

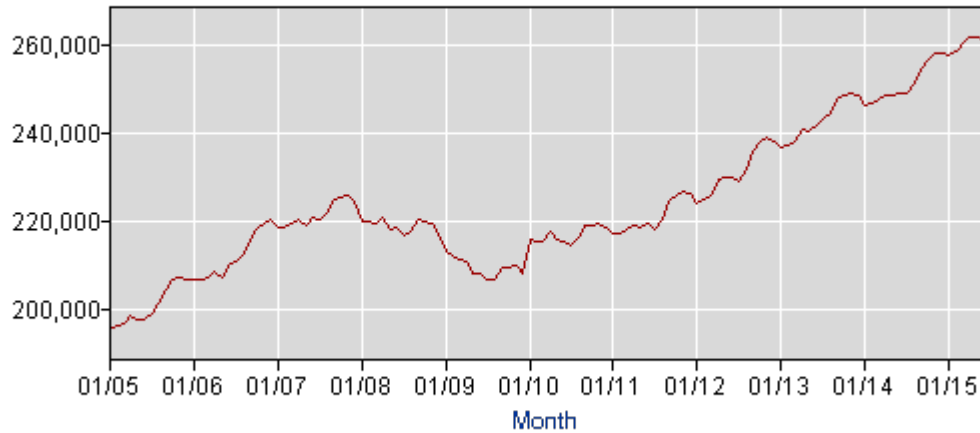
| Company Name | Type of Company |
|----------------------------|-------------------------|
| Brigham Young University | Education |
| Ancestry.com | Information |
| Central Utah Clinic | Health Care |
| Novell | Information |
| Provo School District | Educational Services |
| Utah County | Government |
| DHI Computing Service, Inc | Information |
| Nuskin International | Wholesale Nutraceutical |
| Provo City | Government |
| Utah State Hospital | Health Care |
| Intermountain Health Care | Health Care |

Utah County Labor Statistics: 2005 to 2015

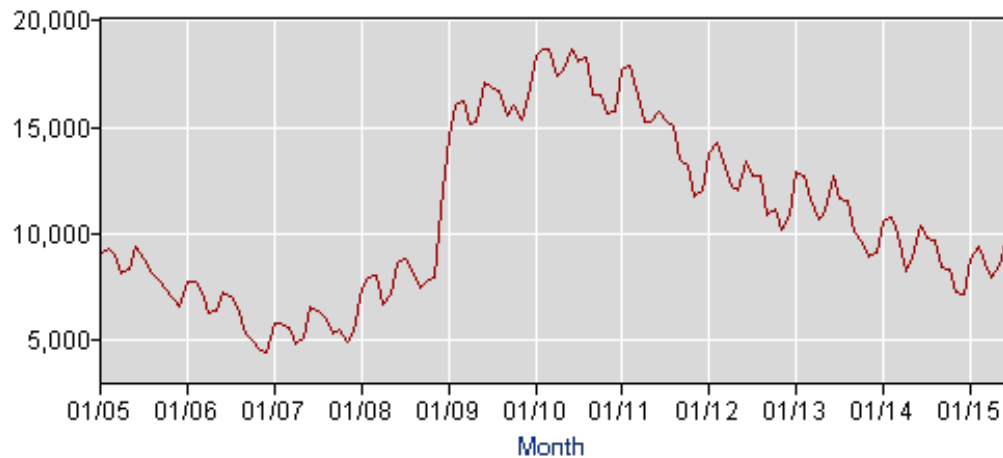
Labor Force: *Utah County*



Employment: *Utah County*

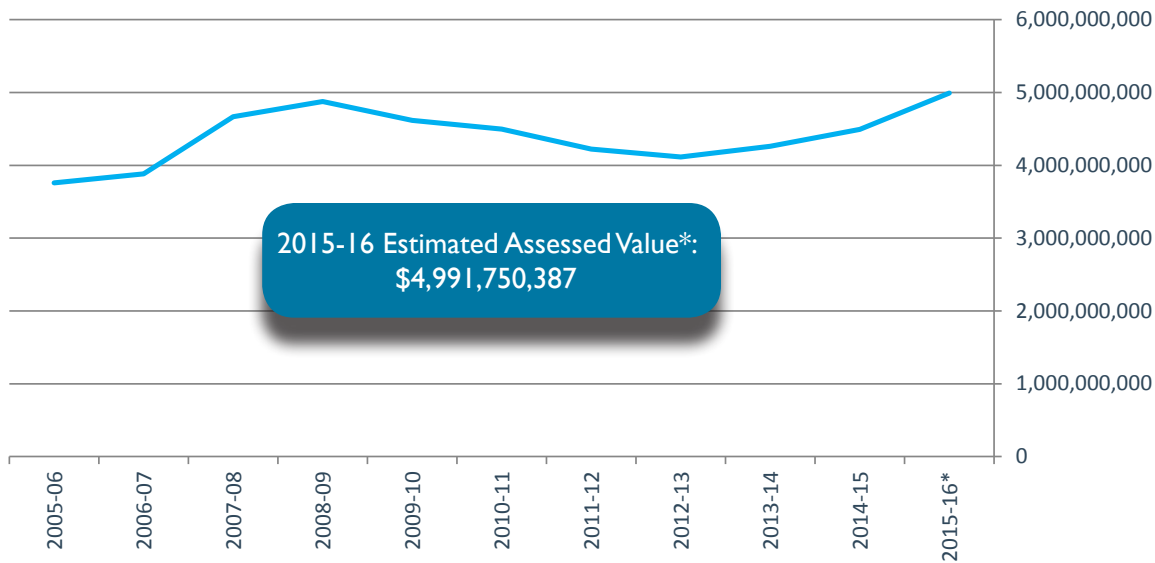


Unemployment: *Utah County*



Source: U.S. Bureau of Labor Statistics

Assessed Market Value of Property in Provo City 2005-06 to 2015-16



Source: Utah County Auditor/Utah State Office of Education

Explanation of Property Tax Schedules on Following Pages

The detailed property tax schedules on the following three pages are formatted as the District is required to report them to the State of Utah. For readability reasons, the schedule is divided up into three pages. The first and second schedule contains tax rates and actual receipts for the fiscal years 2008 thru 2013. The last schedule contains detailed tax information for 2014, 2015, and the budget year 2016. Revenue received from various fees and redemptions are reported on this schedule but are not subject to a tax rate.

Property taxes are determined by multiplying home value by the tax rate. However, residential properties receive a 45% exemption, meaning homeowners pay taxes based on 55% of the actual value property. Businesses do not receive this exemption.

| Year | Assessed Valuation | Percent Change |
|----------|--------------------|----------------|
| 2018-19P | 5,587,200,589 | 5.26% |
| 2017-18P | 5,307,987,982 | 3.96% |
| 2016-17P | 5,105,822,561 | 2.29% |
| 2015-16F | 4,991,750,387 | 11.11% |
| 2014-15 | 4,492,633,774 | 5.38% |
| 2013-14 | 4,263,318,359 | 3.57% |
| 2012-13 | 4,116,444,314 | -2.54% |
| 2011-12 | 4,223,905,869 | -6.09% |
| 2010-11 | 4,497,643,871 | -2.62% |
| 2009-10 | 4,618,781,613 | -5.25% |
| 2008-09 | 4,874,771,703 | 4.43% |
| 2007-08 | 4,668,011,830 | 20.22% |
| 2006-07 | 3,883,034,322 | 3.27% |
| 2005-06 | 3,759,978,736 | 7.88% |
| 2004-05 | 3,485,394,154 | 0.36% |
| 2003-04 | 3,472,837,648 | n/a |

Property Tax Rates & Collections: FY 2008 to FY 2010

| | <u>FY 2008</u> | | <u>FY 2009</u> | | <u>FY 2010</u> | |
|--|----------------|----------------------|----------------|----------------------|----------------|----------------------|
| | Tax Rate | Actual Revenue | Tax Rate | Actual Revenue | Tax Rate | Actual Revenue |
| Levy | | | | | | |
| Basic Program | 0.001311 | 5,353,161 | 0.001250 | 5,294,800 | 0.001433 | 5,906,437 |
| Voted Leeway | 0.000877 | 3,581,024 | 0.001275 | 5,675,765 | 0.001346 | 5,547,846 |
| Board Leeway (Class Size Reduction) | 0.000339 | 1,656,900 | 0.000214 | 1,157,100 | 0.000226 | 1,130,696 |
| Board Leeway (Reading Program) | 0.000000 | - | 0.000121 | 529,989 | 0.000121 | 509,183 |
| Transportation | 0.000096 | 388,651 | 0.000093 | 422,359 | 0.000098 | 411,879 |
| Tort Liability | 0.000060 | 242,866 | 0.000058 | 262,620 | 0.000061 | 257,727 |
| 10% of Basic Operating | | | | | 0.000492 | 2,029,951 |
| Recreation | 0.000256 | 1,066,236 | 0.000249 | 1,101,302 | 0.000132 | 543,049 |
| Gen Oblig Debt | 0.001018 | 4,239,950 | 0.001242 | 5,491,824 | 0.001307 | 5,377,002 |
| Capital Outlay Foundation | 0.000369 | 1,536,878 | 0.000828 | 3,659,895 | 0.000930 | 3,690,400 |
| 10% of Basic Capital | 0.000913 | 3,802,626 | 0.000884 | 3,910,262 | 0.000493 | 1,954,325 |
| Redemptions - Basic Levy | - | 399,913 | - | 314,494 | - | 581,009 |
| Redemptions - Voted Leeway | - | 370,933 | - | 337,311 | - | 545,734 |
| Redemptions - Board Leeway | - | - | - | 56,549 | - | 91,631 |
| Redemptions - Special Transportation | - | 29,035 | - | 25,261 | - | 40,399 |
| Redemptions - Tort Liability | - | 18,144 | - | 16,099 | - | 25,352 |
| Redemptions - Reading Levy | - | - | - | 31,779 | - | 50,087 |
| Vehicle Fees in Lieu of Tax Basic | - | 742,603 | - | 584,343 | - | 577,978 |
| Vehicle Fees in Lieu of Tax - Voted Leeway | - | 688,791 | - | 105,162 | - | 91,154 |
| Vehicle Fees in Lieu of Tax - Board Leeway | - | - | - | 627,003 | - | 542,888 |
| Vehicle Fees in Lieu of Tax - Sp. Trans. | - | 53,914 | - | 46,480 | - | 40,022 |
| Vehicle Fees in Lieu of Tax - Tort Liab. | - | 33,691 | - | 29,180 | - | 24,971 |
| Vehicle Fees in Lieu of Tax - Reading Levy | - | - | - | 58,432 | - | 49,826 |
| Vehicle Fees in Lieu of Tax (Non K12) | - | 79,654 | - | 121,489 | - | 53,141 |
| Tax Sales and Redemptions & Other (Non K12) | - | 147,910 | - | 65,189 | - | 53,419 |
| Vehicle Fees in Lieu of Tax (Debt Service) | - | 316,749 | - | 606,260 | - | 526,171 |
| Tax Sales and Redemptions & Other (Debt Svc) | - | 588,176 | - | 326,296 | - | 528,929 |
| Vehicle Fees in Lieu of Tax Cap Found | - | 213,199 | - | 371,608 | - | 382,483 |
| Vehicle Fees in Lieu of Tax 10% Basic | - | 527,509 | - | 464,263 | - | 361,126 |
| Tax Sales and Redemption Cap Foundation | - | 114,814 | - | 200,097 | - | 384,489 |
| Tax Sales and Redemptions 10% Basic | - | 284,079 | - | 249,382 | - | 363,020 |
| TOTALS - ALL FUNDS | <u>.005239</u> | <u>\$ 26,477,406</u> | <u>.006214</u> | <u>\$ 32,142,593</u> | <u>.006639</u> | <u>\$ 32,672,324</u> |

Property Tax Rates & Collections: FY 2011 to FY 2013

| Levy | FY 2011 | | FY 2012 | | FY 2013 | |
|--|-----------------------|----------------------------|-----------------------|----------------------------|-----------------------|----------------------------|
| | Tax Rate | Actual Revenue | Tax Rate | Actual Revenue | Tax Rate | Actual Revenue |
| Basic Program | 0.001495 | 5,915,149 | 0.001591 | 6,343,879 | 0.001651 | \$ 7,314,891 |
| Voted Leeway | 0.001340 | 5,301,870 | 0.001434 | 5,718,470 | 0.001300 | 5,760,104 |
| Board Local Levy | - | - | 0.000400 | 1,595,367 | 0.001467 | 6,499,343 |
| Board Leeway (Class Size Reduction) | 0.000392 | 1,550,995 | - | - | - | - |
| Board Leeway (Reading Program) | 0.000121 | 478,751 | 0.000121 | 482,369 | - | - |
| Transportation | - | - | 0.000100 | 398,842 | - | - |
| Tort Liability | - | - | 0.000080 | 319,491 | - | - |
| Recreation | 0.000132 | 522,205 | 0.000600 | 2,243,370 | 0.000592 | 2,623,760 |
| Gen Oblig Debt | 0.001317 | 5,210,185 | 0.001399 | 5,230,514 | 0.001432 | 6,345,627 |
| Capital Outlay Foundation | 0.000982 | 3,883,550 | 0.000250 | 608,818 | 0.000877 | 3,885,035 |
| 10% of Basic Capital | 0.000464 | 1,834,996 | 0.000576 | 1,402,513 | - | - |
| 10% of Basic Operating | 0.000463 | 1,831,915 | 0.000602 | 2,400,358 | - | - |
| Redemptions - Basic Levy | - | 615,755 | - | 649,423 | - | - |
| Redemptions - Voted Leeway | - | 551,915 | - | 584,689 | - | - |
| Redemptions - Board Leeway | - | 161,456 | - | 162,878 | - | - |
| Redemptions - Special Transportation | - | - | - | 40,719 | - | - |
| Redemptions - Tort Liability | - | - | - | 32,367 | - | - |
| Redemptions - Reading Levy | - | 49,837 | - | 49,072 | - | - |
| Redemptions - 10% of Basic | - | 190,699 | - | 245,361 | - | - |
| Vehicle Fees in Lieu of Tax Basic | - | 579,714 | - | 627,497 | - | - |
| Vehicle Fees in Lieu of Tax - Voted Leeway | - | 519,610 | - | 565,895 | - | - |
| Vehicle Fees in Lieu of Tax - Board Leeway | - | 152,005 | - | 157,657 | - | - |
| Vehicle Fees in Lieu of Tax - Sp. Trans. | - | - | - | 39,675 | - | - |
| Vehicle Fees in Lieu of Tax - Tort Liab. | - | - | - | 31,323 | - | - |
| Vehicle Fees in Lieu of Tax - Reading Levy | - | 46,920 | - | 48,028 | - | - |
| Vehicle Fees in Lieu of Tax - 10% of Basic | - | 179,537 | - | 237,008 | - | - |
| Vehicle Fees in Lieu of Tax (Non K-12) | - | 51,179 | - | 222,184 | - | - |
| Tax Sales and Redemptions & Other (Non K-12) | - | 54,361 | - | 229,035 | - | - |
| Vehicle Fees in Lieu of Tax (Debt Service) | - | 510,625 | - | 516,884 | - | - |
| Tax Sales and Redemptions & Other (Debt Svc) | - | 542,370 | - | 535,484 | - | - |
| Vehicle Fees in Lieu of Tax Cap Found | - | 404,269 | - | 59,926 | - | - |
| Vehicle Fees in Lieu of Tax 10% Basic | - | 191,019 | - | 138,976 | - | - |
| Tax Sales and Redemption Cap Foundation | - | 380,607 | - | 62,476 | - | - |
| Tax Sales and Redemptions 10% Basic | - | 179,839 | - | 143,439 | - | - |
| TOTALS - ALL FUNDS | <u>.006706</u> | <u>\$31,891,333</u> | <u>.007153</u> | <u>\$32,123,987</u> | <u>.007319</u> | <u>\$32,428,762</u> |

Property Tax Rates & Collections: *FY 2014 to FY 2016*

| Levy | <u>FY 2014</u> | | <u>FY 2015</u> | | <u>FY 2016</u> | |
|---|----------------|---------------------|----------------|---------------------|----------------|---------------------|
| | Tax Rate | Actual Revenue | Tax Rate | Amount Budgeted | Tax Rate | Amount Projected |
| Basic Program (53A-17a-135) | 0.001535 | \$ 7,020,400 | 0.001419 | \$ 7,511,959 | 0.001736 | \$ 8,900,040 |
| Voted Leeway (53A-17a-133) | 0.001300 | 5,945,615 | 0.001228 | 6,361,920 | 0.001151 | 5,900,890 |
| Board Local Levy (53A-17a-164) | 0.001518 | 6,942,649 | 0.001445 | 7,428,765 | 0.001293 | 6,628,889 |
| Recreation (11-2-7) | 0.000000 | - | 0.000000 | - | 0.000000 | - |
| Gen Oblig Debt (11-14-19/53A-17a-145/ 53A-21-103) | 0.001380 | 6,311,499 | 0.001268 | 6,753,422 | 0.002139 | 10,966,121 |
| Voted Capital (53A-16-110) | 0.001361 | 6,224,602 | 0.001276 | 6,660,441 | 0.001249 | 6,403,312 |
| TOTALS - ALL FUNDS | <u>.007094</u> | <u>\$32,444,766</u> | <u>.006636</u> | <u>\$34,716,506</u> | <u>.007568</u> | <u>\$38,799,252</u> |

Impact of Property Taxes on Taxpayers: 2011 to 2016

| Residential | | | | | | |
|-----------------------------|-----------|-----------|------------|-----------|-----------|------------|
| Year | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
| Home Value | \$250,000 | \$250,000 | \$250,000 | \$250,000 | \$250,000 | \$250,000 |
| Residential Exemption | 45% | 45% | 45% | 45% | 45% | 45% |
| Assessed Value | \$137,500 | \$137,500 | \$137,500 | \$137,500 | \$137,500 | \$137,500 |
| District Total Tax Rate | 0.006706 | 0.007153 | 0.007319 | 0.007094 | 0.006636 | 0.007568 |
| District Property Taxes | \$922.08 | \$983.54 | \$1,006.36 | \$975.43 | \$912.45 | \$1,040.60 |
| Taxes per \$1,000 of value: | \$3.69 | \$3.93 | \$4.03 | \$3.90 | \$3.65 | \$4.16 |

| Business | | | | | | |
|-----------------------------|------------|------------|------------|------------|------------|------------|
| Year | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
| Business Value | 250,000 | 250,000 | 250,000 | 250,000 | 250,000 | 250,000 |
| Assessed Value | 250,000 | 250,000 | 250,000 | 250,000 | 250,000 | 250,000 |
| District Total Tax Rate | 0.006706 | 0.007153 | 0.007319 | 0.007094 | 0.006636 | 0.007568 |
| District Property Taxes | \$1,676.50 | \$1,788.25 | \$1,829.75 | \$1,773.50 | \$1,659.00 | \$1,892.00 |
| Taxes per \$1,000 of value: | \$6.71 | \$7.15 | \$7.32 | \$7.09 | \$6.64 | \$7.57 |

Basis of Tax Rate: The overall tax rate is a % that is multiplied by the assessed values of business and residential properties in Provo, although residential properties receive a 45% exemption (discussed previously).

SIMPLE PROPERTY TAX DETERMINATION

Residential: Assessed Home Value x 0.55 x Tax Rate

On a \$250,000 home, 2015-16 property tax attributable to the District would be: $\$250,000 \times 0.55 \times .007568$, or **\$1,040.60**.

Business: Assessed Business Value x Tax Rate

On a \$250,000 business, 2015-16 property tax attributable to the District would be: $\$250,000 \times .007568$, or **\$1,892.00**.

Property Taxes: Levy Comparison

Property taxes may be levied by the State of Utah and most of its political subdivisions, including counties, all cities and towns, all school districts and most special service districts. Authority levy depends upon enabling statutes.

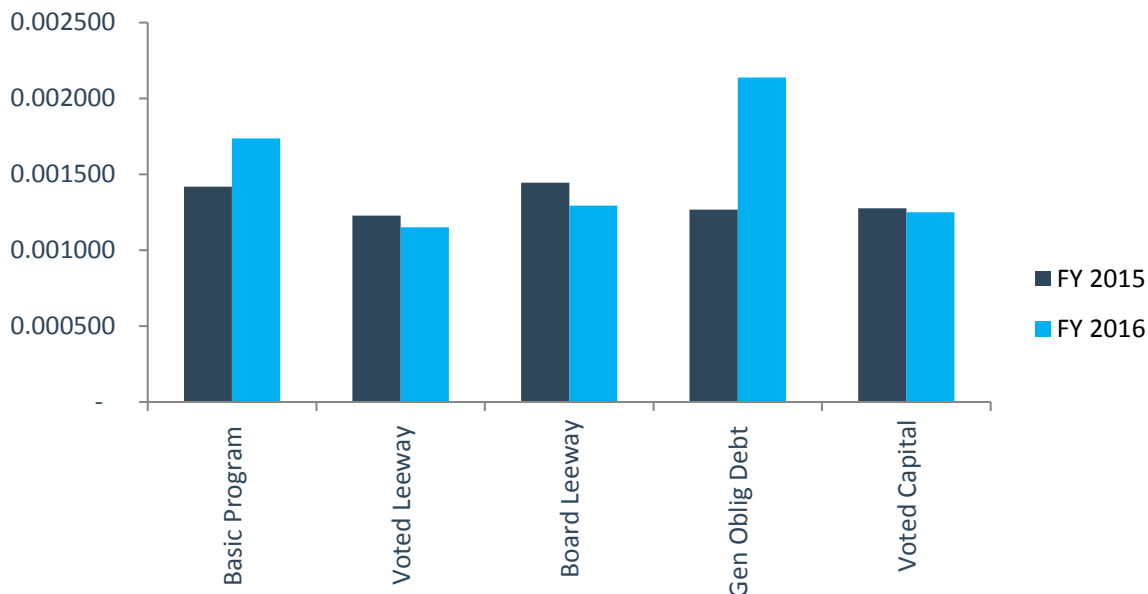
School districts previously had the authority to levy thirteen different taxes to collect funds for the education of students. Effective January 1, 2012, there were only six tax rates a school district could levy. Subsequently, the state has removed the recreation levy leaving just five tax rates.

| Levy | FY 2015 | FY 2016 |
|--------------------------|-----------------|-----------------|
| Basic Program | 0.001419 | 0.001736 |
| Voted Leeway | 0.001228 | 0.001151 |
| Board Leeway | 0.001445 | 0.001293 |
| Gen Oblig Debt | 0.001268 | 0.002139 |
| Voted Capital | 0.001276 | 0.001249 |
| Total - All Funds | 0.006636 | 0.007568 |

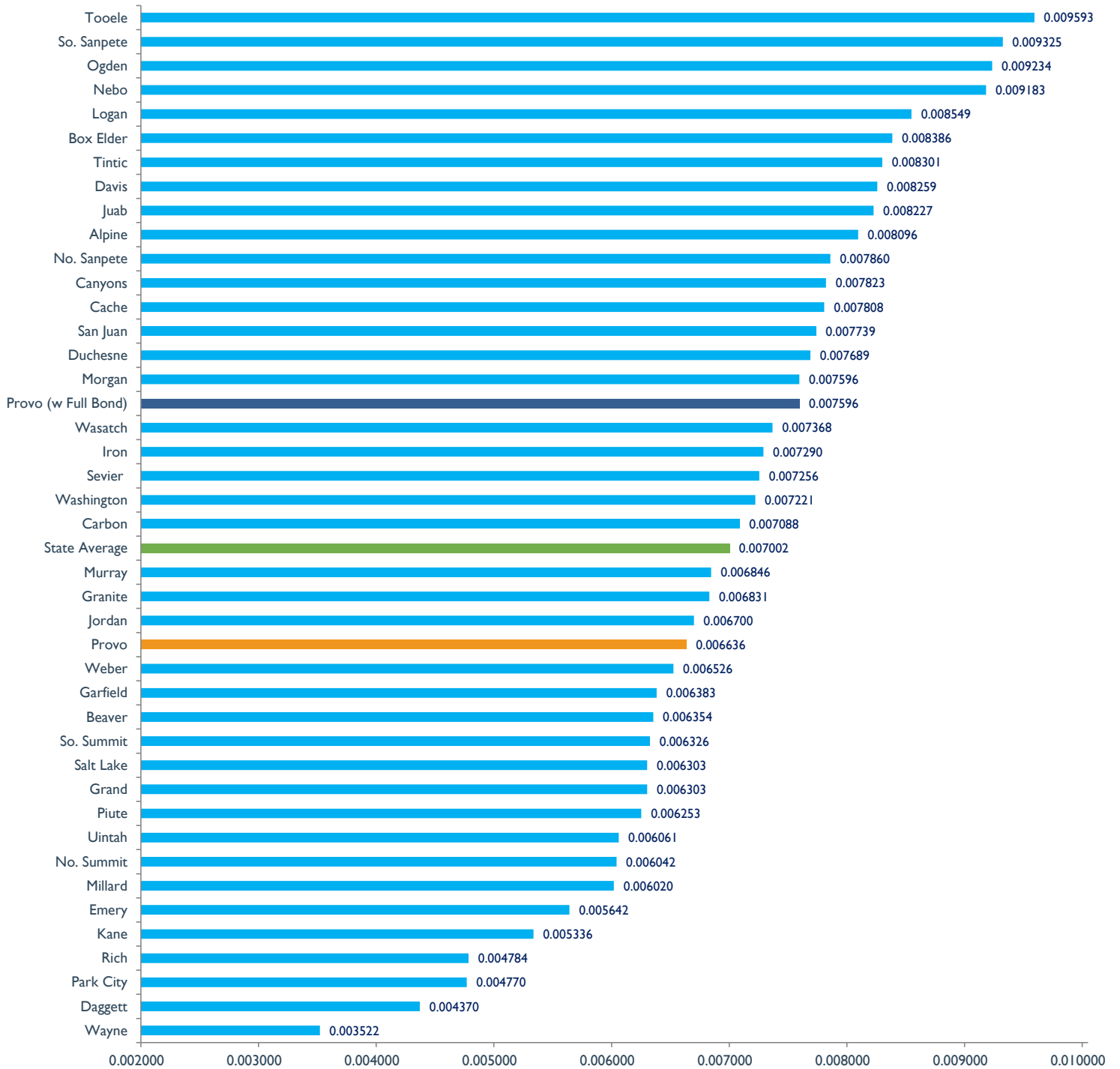
Before 2012, there were 13 different taxes (levies) that school districts could raise!

This was confusing for the general public. Now, with only five possible levies, the tax system is much more transparent for the general taxpaying public.

Levy Comparison: 2014-15 to 2015-16



School District Property Tax Rate Comparison: 2015



Basis of Tax Rate: The overall tax rate is a % that is multiplied by the assessed values of business and residential properties in Provo, although residential properties receive a 45% exemption (discussed previously).

Basis of Budget Forecast: *Revenue*

The following pages contain original budgets for FY 2016 (budgets that have been approved by the Board of Education), and projected budgets for FY 2017 through FY 2020. Budget projections are made using a variety of assumptions. Past experience plays a large role in determining future revenues and expenditures. As a general rule, enrollment impacts revenues and expenditures more than any other factor. The local and national economy also plays a large role.

Local Sources

For FY 2016, the District anticipates receiving \$4,700,000 more in property tax when compared to the final FY 2015 budget. This increase is primarily due to increases in the tax rate due to the effects of the first bond proceeds being released and the additional revenue is earmarked towards covering the increase in debt obligations. After FY 2016, the District projects slight to moderate increases in property tax revenues, resulting from the possibility of an increase to the District's *certified tax rate*. Property taxes have increased moderately in Provo City during the past 18 months, and although it's difficult to project what will happen in this market over the next several years, especially as the Federal Reserve contemplates increasing interest rates, it's assumed values will continue to rise at a mild to moderate level through FY 2020. Another component of local revenue, return on investments, is heavily dependent on market interest rates. Those rates are projected to remain relatively flat in FY 2016, with slight increases coming thereafter. These rates are also highly dependent on decisions made by the Federal Reserve.

State Sources

Revenues from state sources are projected to see moderate increases in FY 2016 compared to FY 2015 levels, primarily due to an increase in the WPU amount from the State of Utah. This also uses a conservative enrollment projection method.

The State of Utah is the largest funding source for the District, and the State is in very solid financial footing compared to most states in the country. This forecast is based on the assumption that the State will continue to fare well economically, but will provide only conservative increases in funding. This also assumes continuing enrollment growth in Provo's eSchool.

The State of Utah is the District's largest funding source, and changes in available revenue from the State impact the District more than changes in local or federal revenue.

Federal Sources

The vast majority of the District's federal revenues are included in the General fund. Due to federal sequestration and other government policies, federal revenues are projected to be down once again in 2016. This trend is expected to continue, with the only possibilities for increases coming in areas that are funded based on at-risk populations and foreign language curriculum. We do not expect the moderate increases in these at-risk populations in Provo to outweigh the reductions in seen in these other federal programs.

Summary

Simply put, the District is adjusting to a new funding level that includes less money from federal sources, with gradual state funding increases making up some of the difference. Local revenues will stay relatively flat once adjusted to account for debt service requirements.

Besides applying for even more in federal grants, it used to be that the only funding source that the District could directly exercise control over was revenue from local sources in the form of property tax increases. In Utah today, legislation has made it increasingly possible to recruit other students from areas outside District boundaries to participate in the District's online school (eSchool). This is one way to increase enrollment and thereby bolster limited state revenue. It's typically cheaper to educate an online student than a traditional student, but it's more expensive to recruit and enroll an online student. As a result, while there is a small financial benefit to the District in providing the eSchool option, the real benefit is in offering flexible education options to students within Provo and the surrounding area.

Basis of Budget Forecast: *Expenditures*

Compensation

Expenditures are based upon available funding. Although signs point to slight funding increases, these increases aren't enough to cover skyrocketing medical and retirement benefit costs incurred by the District, meaning that while overall compensation is projected to increase, employee raises will continue to lag behind.

Going forward, expenditures will likely increase as revenues do. As a service organization, the District spends the majority of its available resources on salaries and benefits. So, as funding fluctuates so will compensation costs.

The District forecasts that benefits costs will outpace salary costs, mainly for two reasons: first, the State of Utah's retirement system took a big hit during the recession, and districts must continue to contribute large portions of funds to the retirement system. However, the retirement contribution rate is expected to level off in 2016. The second reason benefit costs are projected to rise faster than salaries is because healthcare inflation has far outpaced salary growth in recent years on a national and District level. Just as with many other organizations, the District continues to examine alternative methods of providing health benefits to its employees.

Other Expenditures

As benefits increase, the ability to pay for other budget items, such as supplies and equipment, will decrease. It's safe to assume that in the next 3-4 years the percentage of the District's budget that goes toward benefits will increase each year, while the percentage of the budget that goes to other expenditures will decrease commensurately.

Projecting forward into the next few years, large building replacement-type construction projects will begin in FY 2016 and will continue through the next several years, meaning most capital project expenditures, which are classified as "other objects," will be primarily funded by bond proceeds.

Summary

The forecasts on the following pages reflect the fact that the District is in the process of adapting to a changing economic environment.

Years of heavy funding increases are likely over; at least for the periods forecasted, but moderate levels of funding increases are occurring. However, ongoing purchases for everything from office supplies to school buses will be scrutinized and efficiency improvements, both in staffing and equipment, continue to be focuses of administration.

In short, the District's ability to adjust to a new level of funding will define its success over the coming years. Seeking out innovative programs that are cost-effective - or even slightly profitable - will be an important way to mitigate inflationary pressures that push expenditures up ahead of available revenues.

"In short, the District's ability to adjust to a new level of funding will define its success over the coming years."

Budget Forecast: *General Fund*

FY 2016 through FY 2020

SUMMARY - 10 GENERAL FUND

| REVENUES BY SOURCE | FY 2016 | FY 2017 | FY 2018 | FY 2019 | FY 2020 |
|---|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| Total Local | \$ 26,736,257 | \$ 28,875,000 | \$ 30,030,000 | \$ 31,231,000 | \$ 32,168,000 |
| Total State | 76,903,945 | 80,749,000 | 83,979,000 | 86,498,000 | 89,093,000 |
| Total Federal | <u>9,825,342</u> | <u>9,629,000</u> | <u>9,436,000</u> | <u>9,247,000</u> | <u>9,062,000</u> |
| TOTAL REVENUES | 113,465,545 | 119,253,000 | 123,445,000 | 126,976,000 | 130,323,000 |
| EXPENDITURES BY OBJECT | | | | | |
| Salaries | 59,057,497 | 60,829,000 | 62,654,000 | 63,907,000 | 65,185,000 |
| Employee Benefits | 29,874,510 | 30,868,000 | 31,911,000 | 33,007,000 | 34,157,000 |
| Purchased Professional and Technical Services | 11,919,934 | 12,635,000 | 13,393,000 | 14,063,000 | 14,766,000 |
| Purchased Property Services | 288,261 | 291,000 | 294,000 | 297,000 | 300,000 |
| Other Purchased Services | 903,770 | 913,000 | 922,000 | 931,000 | 940,000 |
| Supplies | 8,473,797 | 8,559,000 | 8,645,000 | 8,731,000 | 8,818,000 |
| Property | 1,803,420 | 1,894,000 | 1,913,000 | 1,932,000 | 1,951,000 |
| Other Objects | <u>1,625,132</u> | <u>1,658,000</u> | <u>1,691,000</u> | <u>1,725,000</u> | <u>1,760,000</u> |
| TOTAL EXPENDITURES | 113,946,321 | 117,647,000 | 121,423,000 | 124,593,000 | 127,877,000 |
| | | | | | |
| EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES | (480,777) | 1,606,000 | 2,022,000 | 2,383,000 | 2,446,000 |
| | | | | | |
| OTHER FINANCING SOURCES (USES) AND OTHER ITEMS | 25,000 | (350,000) | (750,000) | (750,000) | (750,000) |
| | | | | | |
| NET CHANGE IN FUND BALANCE | (455,777) | 1,256,000 | 1,272,000 | 1,633,000 | 1,696,000 |
| | | | | | |
| FUND BALANCE - BEGINNING (From Prior Year) | 28,542,678 | 28,086,901 | 29,342,901 | 30,614,901 | 32,247,901 |
| | | | | | |
| Adjustments to Beginning Fund Balance (Attach Detail) | - | - | - | - | - |
| | | | | | |
| FUND BALANCE - ENDING | <u>\$ 28,086,901</u> | <u>\$ 29,342,901</u> | <u>\$ 30,614,901</u> | <u>\$ 32,247,901</u> | <u>\$ 33,943,901</u> |

Budget Forecast: *Capital Projects Fund*

FY 2016 through FY 2020

SUMMARY - 32 CAPITAL PROJECTS FUND

| REVENUES BY SOURCE | FY 2016 | FY 2017 | FY 2018 | FY 2019 | FY 2020 |
|---|----------------------|----------------------|----------------------|---------------------|---------------------|
| Total Local | \$ 6,194,143 | \$ 6,349,000 | \$ 6,508,000 | \$ 6,671,000 | \$ 6,838,000 |
| Total State | 905,147 | \$ 928,000 | \$ 951,000 | \$ 975,000 | \$ 999,000 |
| Total Federal | - | - | - | - | - |
| TOTAL REVENUES | 7,099,290 | 7,277,000 | 7,459,000 | 7,646,000 | 7,837,000 |
| EXPENDITURES BY OBJECT | | | | | |
| Salaries | 825,256 | 834,000 | 842,000 | 850,000 | 859,000 |
| Employee Benefits | 405,755 | 424,000 | 443,000 | 463,000 | 484,000 |
| Purchased Professional and Technical Services | 67,220 | 68,699 | 70,210 | 71,755 | 73,333 |
| Purchased Property Services | 35,733,720 | 36,448,000 | 32,803,000 | 13,121,000 | 9,185,000 |
| Other Purchased Services | 4,894 | - | - | - | - |
| Supplies | 179,981 | 181,781 | 183,599 | 185,435 | 187,289 |
| Property | 816,777 | 837,000 | 858,000 | 879,000 | 901,000 |
| Other Objects | 557,000 | 559,785 | 562,584 | 565,397 | 568,224 |
| TOTAL EXPENDITURES | 38,590,603 | 39,353,265 | 35,762,393 | 16,135,586 | 12,257,846 |
| | | | | | |
| EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES | (31,491,313) | (32,076,265) | (28,303,393) | (8,489,586) | (4,420,846) |
| | | | | | |
| OTHER FINANCING SOURCES (USES) AND OTHER ITEMS | - | 55,000,000 | - | - | - |
| | | | | | |
| NET CHANGE IN FUND BALANCE | (31,491,313) | 22,923,735 | (28,303,393) | (8,489,586) | (4,420,846) |
| | | | | | |
| FUND BALANCE - BEGINNING (From Prior Year) | 53,053,493 | 21,562,180 | 44,485,915 | 16,182,523 | 7,692,936 |
| | | | | | |
| Adjustment to Beginning Fund Balance (Add Explanation) | - | - | - | - | - |
| | | | | | |
| FUND BALANCE - ENDING | <u>\$ 21,562,180</u> | <u>\$ 44,485,915</u> | <u>\$ 16,182,523</u> | <u>\$ 7,692,936</u> | <u>\$ 3,272,090</u> |

Budget Forecast: *Student Activities Fund*

FY 2016 through FY 2020

SUMMARY - 21 STUDENT ACTIVITY FUND

| REVENUES BY SOURCE | FY 2016 | FY 2017 | FY 2018 | FY 2019 | FY 2020 |
|---|---------------------|---------------------|---------------------|---------------------|---------------------|
| Total Local | \$ 3,743,460 | \$ 3,837,000 | \$ 3,933,000 | \$ 4,031,000 | \$ 4,132,000 |
| Total State | - | - | - | - | - |
| Total Federal | - | - | - | - | - |
| TOTAL REVENUES | 3,743,460 | 3,837,000 | 3,933,000 | 4,031,000 | 4,132,000 |
| EXPENDITURES BY OBJECT | | | | | |
| Salaries | - | - | - | - | - |
| Employee Benefits | - | - | - | - | - |
| Purchased Professional and Technical Services | 340,850 | 346,000 | 351,000 | 356,000 | 361,000 |
| Purchased Property Services | 49,450 | 50,000 | 51,000 | 52,000 | 53,000 |
| Other Purchased Services | 904,550 | 918,000 | 932,000 | 946,000 | 960,000 |
| Supplies | 1,959,325 | 1,989,000 | 2,019,000 | 2,049,000 | 2,080,000 |
| Property | 21,775 | 22,000 | 22,000 | 22,000 | 22,000 |
| Other Objects | 572,950 | 582,000 | 591,000 | 600,000 | 609,000 |
| TOTAL EXPENDITURES | 3,848,900 | 3,907,000 | 3,966,000 | 4,025,000 | 4,085,000 |
| | | | | | |
| EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES | (105,440) | (70,000) | (33,000) | 6,000 | 47,000 |
| | | | | | |
| OTHER FINANCING SOURCES (USES) AND OTHER ITEMS | - | - | - | - | - |
| | | | | | |
| NET CHANGE IN FUND BALANCE | (105,440) | (70,000) | (33,000) | 6,000 | 47,000 |
| | | | | | |
| FUND BALANCE - BEGINNING (From Prior Year) | 1,405,927 | 1,300,487 | 1,230,487 | 1,197,487 | 1,203,487 |
| | | | | | |
| Adjustment to Beginning Fund Balance (Add Explanation) | - | - | - | - | - |
| | | | | | |
| FUND BALANCE - ENDING | \$ 1,300,487 | \$ 1,230,487 | \$ 1,197,487 | \$ 1,203,487 | \$ 1,250,487 |

Budget Forecast: *Debt Service Fund*

FY 2016 through FY 2020

SUMMARY - 31 DEBT SERVICE FUND

| | FY 2016 | FY 2017 | FY 2018 | FY 2019 | FY 2020 |
|---|-------------------|-------------------|-------------------|-------------------|-------------------|
| REVENUES BY SOURCE | | | | | |
| Total Local | \$ 10,047,591 | \$ 10,299,000 | \$ 10,556,000 | \$ 6,861,000 | \$ 4,460,000 |
| Total State | - | - | - | - | - |
| TOTAL REVENUES | <u>10,047,591</u> | <u>10,299,000</u> | <u>10,556,000</u> | <u>6,861,000</u> | <u>4,460,000</u> |
| EXPENDITURES BY OBJECT | | | | | |
| Other Objects | <u>10,047,591</u> | <u>10,145,555</u> | <u>10,444,900</u> | <u>6,723,780</u> | <u>4,370,800</u> |
| TOTAL EXPENDITURES | <u>10,047,591</u> | <u>10,145,555</u> | <u>10,444,900</u> | <u>6,723,780</u> | <u>4,370,800</u> |
| | | | | | |
| EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES | - | 153,445 | 111,100 | 137,220 | 89,200 |
| | | | | | |
| OTHER FINANCING SOURCES (USES) AND OTHER ITEMS | - | - | - | - | - |
| | | | | | |
| NET CHANGE IN FUND BALANCE | - | 153,445 | 111,100 | 137,220 | 89,200 |
| | | | | | |
| FUND BALANCE - BEGINNING (From Prior Year) | 374,815 | 374,815 | 528,260 | 639,360 | 776,580 |
| | | | | | |
| Adjustment to Beginning Fund Balance (Add Explanation) | - | - | - | - | - |
| | | | | | |
| FUND BALANCE - ENDING | <u>\$ 374,815</u> | <u>\$ 528,260</u> | <u>\$ 639,360</u> | <u>\$ 776,580</u> | <u>\$ 865,780</u> |

Budget Forecast: *Non K-12 Fund*

FY 2016 through FY 2020

The Non K-12 Fund is not appropriated for use in FY 2016 and isn't expected to be used in the future. It is included in other areas in the book for historical perspective.

Budget Forecast: *Building Reserve Fund*

FY 2016 through FY 2020

SUMMARY - 40 BUILDING RESERVE FUND

| REVENUES BY SOURCE | FY 2016 | FY 2017 | FY 2018 | FY 2019 | FY 2020 |
|--|---------------------|---------------------|---------------------|---------------------|---------------------|
| Total Local | \$ - | \$ - | \$ - | \$ - | \$ - |
| Total State | - | - | - | - | - |
| TOTAL REVENUES | - | - | - | - | - |
| EXPENDITURES BY OBJECT | | | | | |
| Salaries | - | - | - | - | - |
| Employee Benefits | - | - | - | - | - |
| Purchased Professional and Technical Services | - | - | - | - | - |
| Purchased Property Services | - | - | - | - | - |
| Property | - | - | - | - | - |
| Other Objects | - | - | - | - | - |
| TOTAL EXPENDITURES | - | - | - | - | - |
| EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES | | | | | |
| OTHER FINANCING SOURCES (USES) AND OTHER ITEMS | - | 350,000 | 750,000 | 750,000 | 750,000 |
| NET CHANGE IN FUND BALANCE | - | 350,000 | 750,000 | 750,000 | 750,000 |
| FUND BALANCE - BEGINNING (From Prior Year) | 3,372,240 | 3,372,240 | 3,722,240 | 4,472,240 | 5,222,240 |
| Adjustment to Beginning Fund Balance (Add Explanation) | - | - | - | - | - |
| FUND BALANCE - ENDING | <u>\$ 3,372,240</u> | <u>\$ 3,722,240</u> | <u>\$ 4,472,240</u> | <u>\$ 5,222,240</u> | <u>\$ 5,972,240</u> |

Budget Forecast: *Food Services Fund*

FY 2016 through FY 2020

SUMMARY - 49 or 51 FOOD SERVICE FUND

| REVENUES BY SOURCE | FY 2016 | FY 2017 | FY 2018 | FY 2019 | FY 2020 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Total Local | \$ 1,153,902 | \$ 1,194,000 | \$ 1,236,000 | \$ 1,279,000 | \$ 1,324,000 |
| Total State | 787,174 | 850,148 | 884,154 | 910,678 | 937,999 |
| Total Federal | <u>3,711,895</u> | <u>3,935,000</u> | <u>4,171,000</u> | <u>4,421,000</u> | <u>4,686,000</u> |
| TOTAL REVENUES | 5,652,971 | 5,979,148 | 6,291,154 | 6,610,678 | 6,947,999 |
| EXPENSES / EXPENDITURES BY OBJECT | | | | | |
| Salaries | 1,976,719 | 2,036,000 | 2,097,000 | 2,160,000 | 2,225,000 |
| Employee Benefits | 802,223 | 850,000 | 901,000 | 955,000 | 1,012,000 |
| Purchased Professional and Technical Services | 28,095 | 28,000 | 28,000 | 28,000 | 28,000 |
| Purchased Property Services | 135,595 | 137,000 | 138,000 | 139,000 | 140,000 |
| Other Purchased Services | 8,240 | 9,000 | 9,000 | 9,000 | 9,000 |
| Supplies | 2,443,608 | 2,444,000 | 2,468,000 | 2,493,000 | 2,518,000 |
| Property | 132,747 | 199,000 | 299,000 | 449,000 | 460,000 |
| Other Objects | <u>346,633</u> | <u>355,299</u> | <u>364,181</u> | <u>373,286</u> | <u>382,618</u> |
| TOTAL EXPENSES/EXPENDITURES | 5,873,860 | 6,058,299 | 6,304,181 | 6,606,286 | 6,774,618 |
| EXCESS (DEFICIENCY) OF REVENUES OVER | | | | | |
| (UNDER) EXPENSES/EXPENDITURES | (220,889) | (79,151) | (13,027) | 4,393 | 173,381 |
| OTHER FINANCING SOURCES (USES) AND OTHER ITEMS | - | - | 250,000 | - | - |
| NET CHANGE IN NET ASSETS / FUND BALANCE | (220,889) | (79,151) | 236,973 | 4,393 | 173,381 |
| NET ASSETS / FUND BALANCE - BEGINNING (From Prior Year) | 809,342 | 588,453 | 509,303 | 746,275 | 750,668 |
| Adjustment to Beginning Net Assets/Fund Balance (Add Explanation) | - | - | - | - | - |
| NET ASSETS / FUND BALANCE - ENDING | \$ <u>588,453</u> | \$ <u>509,303</u> | \$ <u>746,275</u> | \$ <u>750,668</u> | \$ <u>924,049</u> |

Budget Forecast: Tax Increment Fund

FY 2016 through FY 2020

| REVENUES BY SOURCE | FY 2016 | FY 2017 | FY 2018 | FY 2019 | FY 2020 |
|---|------------------|------------------|------------------|------------------|------------------|
| Total Local | \$ 1,250,000 | \$ 1,250,000 | \$ 1,250,000 | \$ 1,250,000 | \$ 1,250,000 |
| Total State | - | - | - | - | - |
| Total Federal | - | - | - | - | - |
| TOTAL REVENUES | 1,250,000 | 1,250,000 | 1,250,000 | 1,250,000 | 1,250,000 |
| EXPENSES / EXPENDITURES BY OBJECT | | | | | |
| Salaries | - | - | - | - | - |
| Employee Benefits | - | - | - | - | - |
| Purchased Professional and Technical Services | - | - | - | - | - |
| Purchased Property Services | - | - | - | - | - |
| Other Purchased Services | - | - | - | - | - |
| Supplies | - | - | - | - | - |
| Property | - | - | - | - | - |
| Other Objects | 1,250,000 | 1,250,000 | 1,250,000 | 1,250,000 | 1,250,000 |
| TOTAL EXPENSES/EXPENDITURES | 1,250,000 | 1,250,000 | 1,250,000 | 1,250,000 | 1,250,000 |
| EXCESS (DEFICIENCY) OF REVENUES OVER | | | | | |
| (UNDER) EXPENSES/EXPENDITURES | - | - | - | - | - |
| OTHER FINANCING SOURCES (USES) AND OTHER ITEMS | - | - | - | - | - |
| NET CHANGE IN NET ASSETS / FUND BALANCE | - | - | - | - | - |
| NET ASSETS / FUND BALANCE - BEGINNING (From Prior Year) | - | - | - | - | - |
| Adjustment to Beginning Net Assets/Fund Balance (Add Explanation) | - | - | - | - | - |
| NET ASSETS / FUND BALANCE - ENDING | \$ - | \$ - | \$ - | \$ - | \$ - |

Debt: General Obligation Bonds

As of June 30, 2015

GENERAL OBLIGATION BONDS

| Series | Purpose | Original Amount | Interest Rate Range | Final Maturity Date | Current Outstanding Balance |
|--|-----------------|-----------------|---------------------|---------------------|-----------------------------|
| 2006 Series G.O. Bonds | School Building | 9,400,000 | 4% | June 15, 2016 | 450,000 |
| 2007B Series G.O. Bonds | School Building | 25,600,000 | 4.00% to 4.50% | June 15, 2017 | 2,425,000 |
| 2012 Series G.O. Refunding Bonds | Bond Refunding | 9,045,000 | .56% to 1.29% | June 15, 2017 | 5,675,000 |
| 2015A Series G.O. Bonds | Bond Refunding | 22,790,000 | 2.13% | June 15, 2027 | 22,790,000 |
| 2015 Series G.O. Bonds | School Building | 50,615,000 | 2.25% to 5% | June 15, 2035 | 50,615,000 |
| Total General Obligation Bonds Payable as of June 30, 2015 | | | | | <u>\$ 81,955,000</u> |

COMBINED GENERAL OBLIGATION BONDS

Combined G.O Bonds

| Year Ending June 30 | Principal | Interest | Debt Service Fund |
|------------------------|----------------------|----------------------|-----------------------|
| 2016 | 6,905,000 | 2,923,289 | 9,828,289 |
| 2017 | 5,715,000 | 2,283,669 | 7,998,669 |
| 2018 | 3,895,000 | 2,104,039 | 5,999,039 |
| 2019 | 4,065,000 | 1,967,263 | 6,032,263 |
| 2020 | 4,225,000 | 1,824,139 | 6,049,139 |
| 2021-2025 | 23,145,000 | 6,953,099 | 30,098,099 |
| 2026-2030 | 17,895,000 | 3,975,741 | 21,870,741 |
| 2031-2035 | 16,110,000 | 1,478,400 | 17,588,400 |
| | <u>\$ 81,955,000</u> | <u>\$ 23,509,637</u> | <u>\$ 105,464,637</u> |

Debt: Amortization Schedule

| | | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 |
|--|-----------|---------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| General obligation bonds: | | | | | | | | | | |
| <i>Debt Service Fund</i> | | | | | | | | | | |
| Series 2012 Refunding \$9,045,000 | Principal | \$ 3,725,000 | \$ 1,950,000 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| | Interest | 66,875 | 25,155 | - | - | - | - | - | - | - |
| Series 2015 Refunding \$22,790,000 | Principal | 270,000 | 750,000 | 2,020,000 | 2,095,000 | 2,155,000 | 2,195,000 | 2,225,000 | 2,255,000 | 2,315,000 |
| | Interest | 485,427 | 479,676 | 463,701 | 420,675 | 376,052 | 330,150 | 283,397 | 236,004 | 187,900 |
| Series 2015 G.O. Bond \$50,615,000 | Principal | 1,260,000 | 1,790,000 | 1,875,000 | 1,970,000 | 2,070,000 | 2,175,000 | 2,280,000 | 2,395,000 | 2,450,000 |
| | Interest | 2,255,987 | 1,729,838 | 1,640,338 | 1,546,588 | 1,448,088 | 1,344,588 | 1,235,838 | 1,121,838 | 1,067,900 |
| Series 2006 G.O. Bond \$9,400,000 | Principal | 450,000 | - | - | - | - | - | - | - | - |
| | Interest | 18,000 | - | - | - | - | - | - | - | - |
| Series 2007B G.O. Bond \$25,600,000 | Principal | 1,200,000 | 1,225,000 | - | - | - | - | - | - | - |
| | Interest | 97,000 | 49,000 | - | - | - | - | - | - | - |
| Total Principal - General Obligation Bonds | | 6,905,000 | 5,715,000 | 3,895,000 | 4,065,000 | 4,225,000 | 4,370,000 | 4,505,000 | 4,650,000 | 4,765,000 |
| Total Interest - General Obligation Bonds | | 2,923,289 | 2,283,669 | 2,104,039 | 1,967,263 | 1,824,140 | 1,674,738 | 1,519,235 | 1,357,842 | 1,255,900 |
| Total - General Obligation Bonds | | 9,828,289 | 7,998,669 | 5,999,039 | 6,032,263 | 6,049,140 | 6,044,738 | 6,024,235 | 6,007,842 | 6,020,900 |
| Lease revenue bonds: | | | | | | | | | | |
| <i>Debt Service Fund</i> | | | | | | | | | | |
| 2010 Lease Revenue Bonds \$ 6,462,000 | Principal | 460,000 | 460,000 | 460,000 | 460,000 | 460,000 | 460,000 | 460,000 | 460,000 | 460,000 |
| | Interest | 62,509 | 56,851 | 51,193 | 45,535 | 39,877 | 34,219 | 28,561 | 22,903 | 17,900 |
| Total - Lease Revenue Bonds | | 522,509 | 516,851 | 511,193 | 505,535 | 499,877 | 494,219 | 488,561 | 482,903 | 477,900 |
| Total - Bonds payable | | 10,350,798 | 8,515,520 | 6,510,232 | 6,537,798 | 6,549,017 | 6,538,957 | 6,512,796 | 6,490,745 | 6,498,800 |
| Obligations under lease agreements: | | | | | | | | | | |
| <i>General Fund</i> | | | | | | | | | | |
| 2012 Capital Lease \$45,375 | Principal | 7,985 | 8,245 | 8,513 | 8,789 | - | - | - | - | - |
| | Interest | 1,090 | 830 | 562 | 286 | - | - | - | - | - |
| Total Principal - lease obligations | | 7,985 | 8,245 | 8,513 | 8,789 | - | - | - | - | - |
| Total Interest - lease obligations | | 1,090 | 830 | 562 | 286 | - | - | - | - | - |
| Total lease obligations | | 9,075 | 9,075 | 9,075 | 9,075 | - | - | - | - | - |
| Note payable: | | | | | | | | | | |
| <i>Capital Projects Fund</i> | | | | | | | | | | |
| 2011 Energy Efficiency Chiller \$264,697 | Principal | 19,892 | 20,547 | 21,223 | 21,921 | 22,460 | 23,199 | 23,962 | 24,750 | 25,548 |
| | Interest | 6,835 | 6,180 | 5,504 | 4,806 | 4,267 | 3,528 | 2,765 | 1,977 | 1,150 |
| Total note payable | | 26,727 | 26,727 | 26,727 | 26,727 | 26,727 | 26,727 | 26,727 | 26,727 | 26,698 |
| Total long-term debt obligations: | | | | | | | | | | |
| Total Principal - All Funds - All Long-Term Debt | | 7,392,877 | 6,203,792 | 4,384,736 | 4,555,710 | 4,707,460 | 4,853,199 | 4,988,962 | 5,134,750 | 5,250,000 |
| Total Interest - All Funds - All Long-Term Debt | | 2,993,723 | 2,347,530 | 2,161,298 | 2,017,890 | 1,868,284 | 1,712,485 | 1,550,561 | 1,382,722 | 1,274,000 |
| Total - All Funds - All Long-Term Debt | | \$ 10,386,600 | \$ 8,551,322 | \$ 6,546,034 | \$ 6,573,600 | \$ 6,575,744 | \$ 6,565,684 | \$ 6,539,523 | \$ 6,517,472 | \$ 6,524,000 |

| | 2025 | 2026 | 2027 | 2028 | 2029 | 2030 | 2031 | 2032 | 2033 | 2034 | 2035 | Totals |
|-----|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|----------------|
| | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 5,675,000 |
| | - | - | - | - | - | - | - | - | - | - | - | 92,030 |
| 000 | 2,345,000 | 2,395,000 | 1,770,000 | - | - | - | - | - | - | - | - | 22,790,000 |
| 973 | 138,663 | 88,715 | 37,701 | - | - | - | - | - | - | - | - | 3,528,134 |
| 000 | 2,510,000 | 2,580,000 | 2,655,000 | 2,735,000 | 2,830,000 | 2,930,000 | 3,035,000 | 3,125,000 | 3,220,000 | 3,315,000 | 3,415,000 | 50,615,000 |
| 950 | 1,006,700 | 937,675 | 860,275 | 780,625 | 684,900 | 585,850 | 483,300 | 392,250 | 298,500 | 201,900 | 102,450 | 19,725,478 |
| | - | - | - | - | - | - | - | - | - | - | - | 450,000 |
| | - | - | - | - | - | - | - | - | - | - | - | 18,000 |
| | - | - | - | - | - | - | - | - | - | - | - | 2,425,000 |
| | - | - | - | - | - | - | - | - | - | - | - | 146,000 |
| 000 | 4,855,000 | 4,975,000 | 4,425,000 | 2,735,000 | 2,830,000 | 2,930,000 | 3,035,000 | 3,125,000 | 3,220,000 | 3,315,000 | 3,415,000 | 81,955,000 |
| 923 | 1,145,363 | 1,026,390 | 897,976 | 780,625 | 684,900 | 585,850 | 483,300 | 392,250 | 298,500 | 201,900 | 102,450 | 23,509,642 |
| 923 | 6,000,363 | 6,001,390 | 5,322,976 | 3,515,625 | 3,514,900 | 3,515,850 | 3,518,300 | 3,517,250 | 3,518,500 | 3,516,900 | 3,517,450 | 105,464,642 |
| 000 | 460,000 | 482,000 | - | - | - | - | - | - | - | - | - | 5,082,000 |
| 245 | 11,587 | 59,612 | - | - | - | - | - | - | - | - | - | 430,088 |
| 245 | 471,587 | 541,612 | - | - | - | - | - | - | - | - | - | 5,512,088 |
| 168 | 6,471,950 | 6,543,002 | 5,322,976 | 3,515,625 | 3,514,900 | 3,515,850 | 3,518,300 | 3,517,250 | 3,518,500 | 3,516,900 | 3,517,450 | 110,976,730 |
| | - | - | - | - | - | - | - | - | - | - | - | 33,532 |
| | - | - | - | - | - | - | - | - | - | - | - | 2,768 |
| | - | - | - | - | - | - | - | - | - | - | - | 33,532 |
| | - | - | - | - | - | - | - | - | - | - | - | 2,768 |
| | - | - | - | - | - | - | - | - | - | - | - | 36,300 |
| 564 | 13,202 | - | - | - | - | - | - | - | - | - | - | 216,720 |
| 162 | 161 | - | - | - | - | - | - | - | - | - | - | 37,185 |
| 726 | 13,363 | - | - | - | - | - | - | - | - | - | - | 253,905 |
| 564 | 5,328,202 | 5,457,000 | 4,425,000 | 2,735,000 | 2,830,000 | 2,930,000 | 3,035,000 | 3,125,000 | 3,220,000 | 3,315,000 | 3,415,000 | 87,287,252 |
| 330 | 1,157,111 | 1,086,002 | 897,976 | 780,625 | 684,900 | 585,850 | 483,300 | 392,250 | 298,500 | 201,900 | 102,450 | 23,979,683 |
| 394 | \$ 6,485,313 | \$ 6,543,002 | \$ 5,322,976 | \$ 3,515,625 | \$ 3,514,900 | \$ 3,515,850 | \$ 3,518,300 | \$ 3,517,250 | \$ 3,518,500 | \$ 3,516,900 | \$ 3,517,450 | \$ 111,266,935 |

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Provo City School District
Statistics and Performance Measures

Personnel Resource Allocation: *Full-time Equivalents*

FY 2008 to 2016 (proposed)

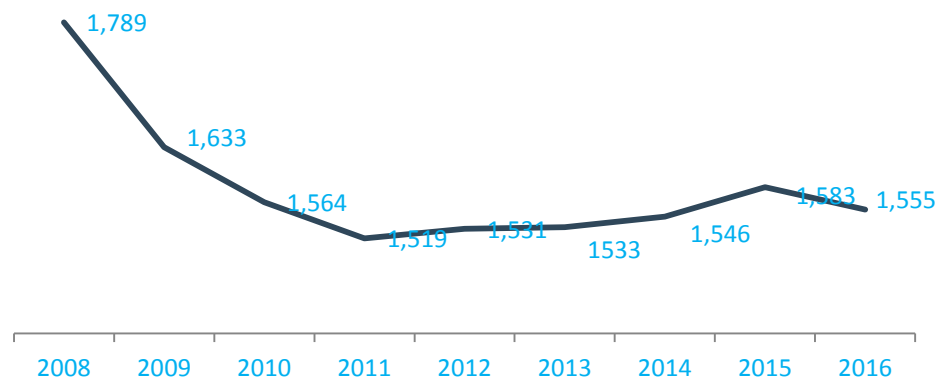
| Function | FY 2008 | FY 2009 | FY 2010 | FY 2011 | FY 2012 | FY 2013 | FY 2014 | FY 2015 | FY 2016 ^P |
|---------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|----------------------|
| Instruction | 1,148 | 1,000 | 984 | 977 | 984 | 998 | 1,005 | 1,002 | 1,057 |
| Students | 52 | 52 | 51 | 49 | 50 | 50 | 50 | 50 | 49 |
| Instructional Staff | 38 | 40 | 41 | 31 | 32 | 32 | 32 | 27 | 25 |
| General Administration | 20 | 16 | 15 | 16 | 17 | 17 | 17 | 17 | 22 |
| School Administration | 74 | 74 | 70 | 70 | 70 | 70 | 72 | 65 | 76 |
| Business and Central | 22 | 20 | 26 | 27 | 26 | 26 | 26 | 41 | 43 |
| Operation and Maintenance | 139 | 148 | 148 | 95 | 95 | 95 | 95 | 133 | 94 |
| Transportation | 60 | 44 | 46 | 44 | 46 | 46 | 46 | 66 | 59 |
| Other Support | 11 | 1 | 1 | 25 | 26 | 26 | 26 | 0 | 0 |
| Food Services | 90 | 92 | 82 | 92 | 92 | 80 | 84 | 77 | 71 |
| Community Services | 135 | 146 | 100 | 93 | 93 | 93 | 93 | 103 | 59 |
| Total FTEs | 1,789 | 1,633 | 1,564 | 1,519 | 1,531 | 1,533 | 1,546 | 1,583 | 1,555 |

^PProposed

As a service organization, employee compensation is the biggest single expense incurred by the District. As a result, when cuts need to be made, it's difficult to spare all positions.

For 2015-16 the Board of Education and management have made the decision to try to keep average class-sizes at 28.9, the same figure as FY 2014-15. Projected growth in instructional FTE is offset by an overall reduction in other positions, both due to administration decisions and a difficult part-time job market for some departments, as seen in the chart to the right.

Staffing Levels by FTE: *FY 2008 to FY 2016*



Budgeted staffing levels are roughly flat in the FY 2015-16 budget when compared to the previous year.

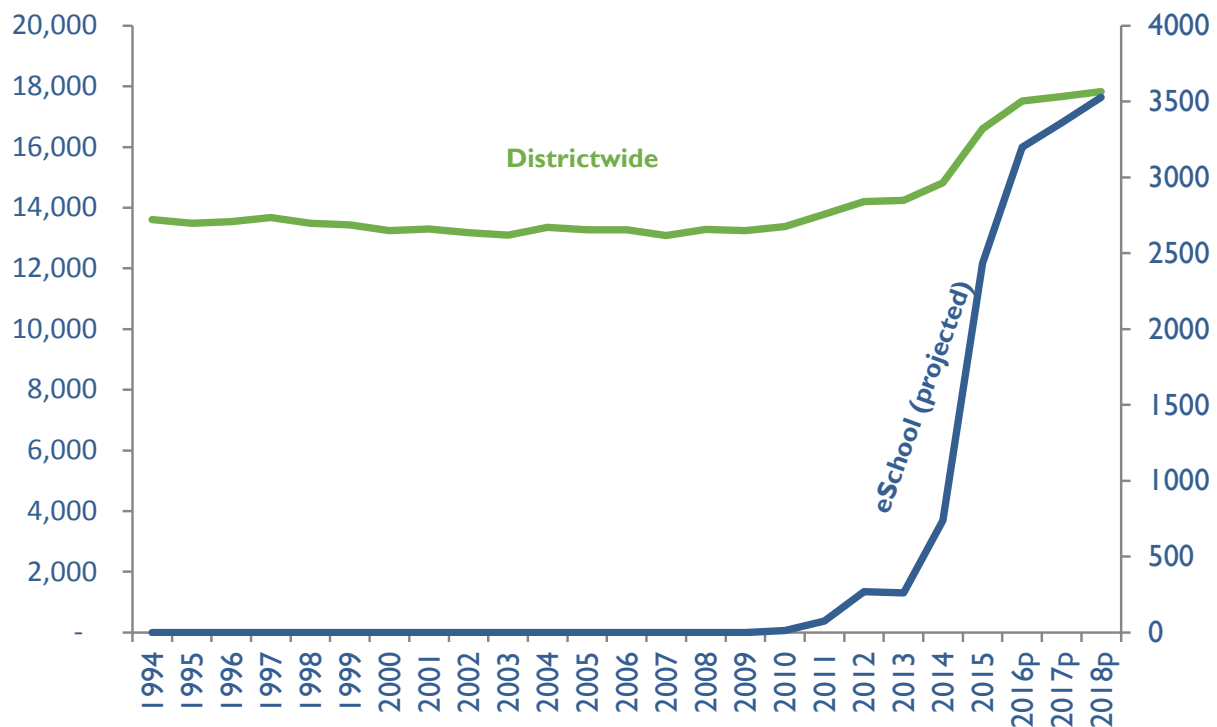
Enrollment: Projections and Methodology

1994-2018 (projected)

Student enrollment is a primary driver of state, federal and some local revenue for the District. These enrollment figures are taken from data gathered from October 1 enrollment reports each year. Projections for future years are made using simple regression analysis to forecast general expected student enrollment for future years. A more detailed approach, using migration patterns, birth rates, and what is referred to as survival rates, is also used to get a more detailed analysis for the next year. Detailed analysis for the coming year is normally done in the fall, and the Board of Education and management are given the results after that time. Information and documentation regarding enrollment projection methods are available to the public through the District Business Office.

| Year | Fall Enrollment | Year | Fall Enrollment |
|------|-----------------|------|-----------------|
| 1994 | 13,616 | 2007 | 13,083 |
| 1995 | 13,487 | 2008 | 13,288 |
| 1996 | 13,544 | 2009 | 13,241 |
| 1997 | 13,674 | 2010 | 13,376 |
| 1998 | 13,486 | 2011 | 13,779 |
| 1999 | 13,438 | 2012 | 14,202 |
| 2000 | 13,241 | 2013 | 14,241 |
| 2001 | 13,298 | 2014 | 14,824 |
| 2002 | 13,177 | 2015 | 16,600 |
| 2003 | 13,103 | 2016 | 17,525 |
| 2004 | 13,359 | 2017 | 17,676 |
| 2005 | 13,273 | 2018 | 17,827 |
| 2006 | 13,272 | | |

Most future growth for the next four years (Districtwide) is projected to be the result of eSchool. However, the District does expect eSchool growth to level off in future years as we reach maximum capacity for our resources. Additional growth in traditional District schools is expected on the west side of the city, while enrollment on the east side is projected to decline.



Fall Enrollment by School: 2008-09 to 2015-16 (Projected)

Fall Enrollment is a census taken as of the first school day in October each school year, as required by the Utah State Legislature. It's a major factor in determining the funding the District gets from the state as part of the Weighted Pupil Unit (WPU).

| School | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 ^P |
|-------------------------------------|---------|---------|---------|---------|---------|---------|---------|----------------------|
| Amelia Earhart Elementary | 549 | 569 | 560 | 588 | 558 | 551 | 515 | 504 |
| Canyon Crest Elementary | 497 | 469 | 487 | 494 | 532 | 541 | 541 | 540 |
| Edgemont Elementary | 455 | 505 | 525 | 565 | 569 | 570 | 632 | 649 |
| Franklin Elementary | 571 | 544 | 521 | 517 | 516 | 494 | 453 | 446 |
| Lakeview Elementary ¹ | 684 | 693 | 680 | 685 | 673 | 724 | 765 | 805 |
| Provo Peaks Elementary ² | 439 | 412 | 366 | 462 | 506 | 484 | 613 | 640 |
| Provost Elementary | 428 | 434 | 438 | 457 | 440 | 436 | 447 | 448 |
| Rock Canyon Elementary | 635 | 580 | 600 | 625 | 623 | 642 | 634 | 640 |
| Spring Creek Elementary | 523 | 567 | 564 | 570 | 567 | 558 | 501 | 498 |
| Sunset View Elementary | 572 | 568 | 560 | 531 | 527 | 541 | 510 | 499 |
| Timpanogos Elementary | 601 | 621 | 629 | 630 | 672 | 663 | 703 | 725 |
| Wasatch Elementary | 644 | 704 | 774 | 864 | 861 | 906 | 965 | 1015 |
| Westridge Elementary | 851 | 862 | 870 | 889 | 893 | 890 | 826 | 830 |
| Centennial Middle | 1,050 | 1,030 | 1,003 | 996 | 1,033 | 1023 | 988 | 990 |
| Dixon Middle | 830 | 854 | 863 | 835 | 833 | 836 | 822 | 812 |
| Provo High | 1,745 | 1,696 | 1,705 | 1,683 | 1,777 | 1825 | 1895 | 1892 |
| Timpview High | 1,826 | 1,822 | 1,900 | 1,938 | 1,953 | 1967 | 1976 | 2005 |
| Independence High | 324 | 265 | 277 | 328 | 322 | 326 | 251 | 251 |
| Adult Education | 44 | 3 | 2 | - | 74 | 63 | 45 | 37 |
| Central Utah Enterprises | 20 | 24 | 47 | 51 | 51 | 47 | 83 | 99 |
| eSchool ³ | - | 19 | 14 | 90 | 270 | 737 | 2435 | 3200 |
| Total: | 13,288 | 13,241 | 13,019 | 13,798 | 14,250 | 14,824 | 16,600 | 17,525 |

^PProjected

¹Grandview Elementary prior to FY 2007-08

²Farrer Elementary prior to Fy 2011-12

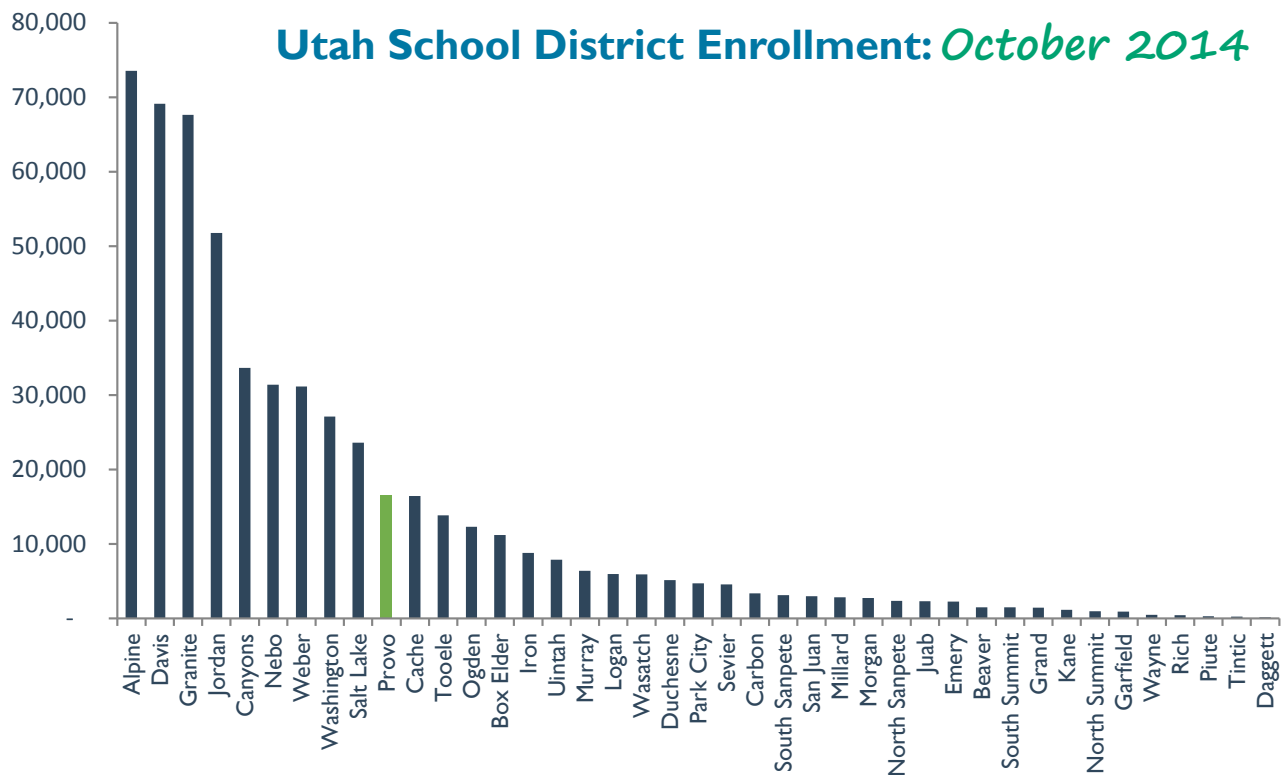
³Aggregate of full-time students only; most eSchool students aren't enrolled in the school full-time

District Comparison: *Where Provo Fits In*

Utah is made up of 41 school districts. The total enrollment of K-12 students for Fall 2014, including charter schools, was approximately 622,153. With 16,600 students, Provo City School District is the 10th largest district in Utah.

Over the next several years, the school-age population in Utah is expected to grow dramatically, while in Provo it's projected to grow 2.3%, mostly due to eSchool, Provo's online school, which is a promising channel for future District growth.

| District | Oct. 2014 Enrollment |
|--------------|----------------------|
| Alpine | 73,570 |
| Davis | 69,139 |
| Granite | 67,660 |
| Jordan | 51,806 |
| Canyons | 33,676 |
| Nebo | 31,393 |
| Weber | 31,188 |
| Washington | 27,118 |
| Salt Lake | 23,615 |
| Provo | 16,600 |



Source: Utah State Office of Education

Student Enrollment: *Utah County Comparison*

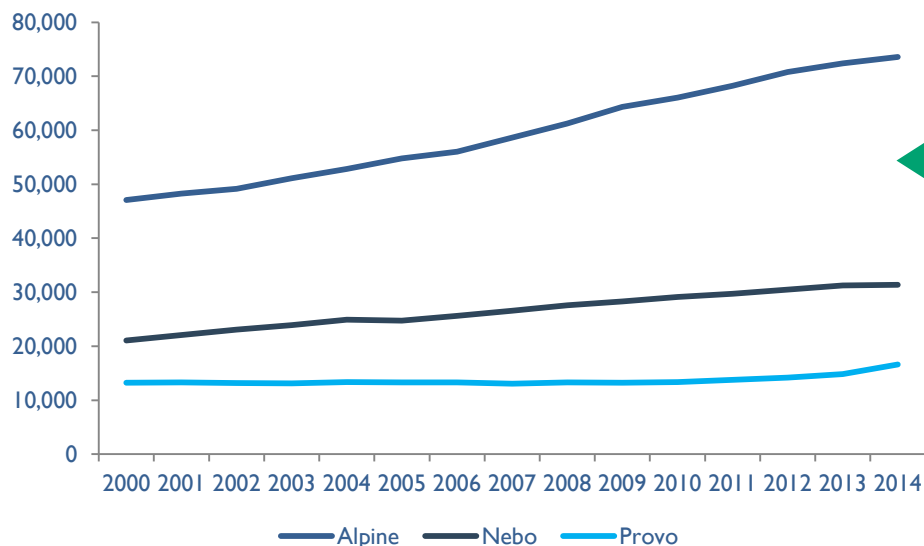
While Alpine School District, to the north, and Nebo School District, to the south, have grown rapidly this decade, enrollment in Provo has been flat until just the past few years. This is the case in most one-city districts throughout the State. Despite having flat enrollment throughout this period, Provo continues to have a substantially higher low-income student population than the other two districts in the county. Overall, the public school (school districts) enrollment in Utah County was over 121,550 in October 2014, while charter schools, which are also public, had over 7,000 students enrolled in Utah County.

Provo School District is pinning much of its future enrollment hopes on eSchool. In fact, online schools are the fastest growing public education segment in Utah.

However, attention and emphasis will continue in critical traditional areas. Face-to-face instruction and group learning remains a proven and effective method of instruction.



Utah County School Enrollment by District



Although difficult to discern in the graphic to the left, Provo grew at a greater rate from Oct. 2013 to Oct. 2014 than both Alpine and Nebo school districts.

Source: Utah State Office of Education

District Facilities

| Location/Site | Year Built/ Renovated Substantially | Square Footage |
|--------------------------------|---|----------------|
| Elementary Schools: | | |
| Amelia Earhart | 1999 | 69,733 |
| Canyon Crest | 1982 | 68,240 |
| Edgemont ² | 1955 | 47,200 |
| Provo Peaks | 2011 | 80,000 |
| Franklin | 1994 | 75,801 |
| Center for Accelerated Studies | 1949 | 69,546 |
| Lakeview | 2007 | 77,480 |
| Provost ² | 1949 | 56,799 |
| Rock Canyon ¹ | 1964 | 69,883 |
| Spring Creek | 2002 | 70,720 |
| Sunset View ¹ | 2007 | 69,305 |
| Timpanogos | 2008 | 69,247 |
| Wasatch | 1949 | 45,326 |
| Westridge | 1979 | 73,928 |
| Secondary Schools: | | |
| Centennial Middle School | 1996 | 144,795 |
| Dixon Middle School | 1931 | 124,276 |
| Provo High School ¹ | 1956 | 325,842 |
| Timpview High School. | 1974 | 409,803 |
| Independence High School | 1992 | 48,121 |
| Other: | | |
| Oakridge | 1979 | 43,992 |
| District Office | 1965 | 28,875 |

¹Construction to rebuild school begins in FY 2016

²Construction to rebuild school begins in FY 2017

Elementary Schools

Amelia Earhart

Address: 2585 West 200 South
Year built or substantially renovated: 1999
Square footage: 69,733
Projected FY 2016 enrollment: 504



Canyon Crest

Address: 4664 N Canyon Road
Year built or substantially renovated: 1982
Square footage: 68,240
Projected FY 2016 enrollment: 540



Edgemont

Address: 566 East 3650 North
Year built or substantially renovated: 1955
Square footage: 47,200
Projected FY 2016 enrollment: 649



Lakeview

Address: 2899 West 1390 North
Year built or substantially renovated: 2007
Square footage: 77,480
Projected FY 2016 enrollment: 805



Franklin

Address: 350 South 600 West
Year built or substantially renovated: 1994
Square footage: 75,801
Projected FY 2016 enrollment: 446



Provo Peaks

Address: 100 North 600 East
Year built or substantially renovated: 2011
Square footage: 80,000
Projected FY 2016 enrollment: 640



Provost

Address: 629 South 1000 East
Year built or substantially renovated: 1949
Square footage: 56,799
Projected FY 2016 enrollment: 448



Rock Canyon

Address: 2495 North 650 East
Year built or substantially renovated: 1964
Square footage: 69,883
Projected FY 2016 enrollment: 640



Spring Creek

Address: 1740 South Nevada Avenue
Year built or substantially renovated: 2002
Square footage: 70,720
Projected FY 2016 enrollment: 498



Sunset View

Address: 525 South 1600 West
Year built or substantially renovated: 2007
Square footage: 69,305
Projected FY 2016 enrollment: 499



Timpanogos

Address: 449 North 500 West
Year built or substantially renovated: 2008
Square footage: 69,733
Projected FY 2016 enrollment: 725



Wasatch

Address: 1080 North 900 East
Year built or substantially renovated: 1949
Square footage: 45,326
Projected FY 2016 enrollment: 1,015



Westridge

Address: 1720 West 1460 North
Year built or substantially renovated: 1979
Square footage: 73,928
Projected FY 2016 enrollment: 830



Grandview Learning Center

Address: 1591 North Jordan Avenue
Year built or substantially renovated: 2008
Square footage: 26,000
Projected FY 2016 enrollment¹
¹Counted as part of Westridge Elementary in this budget document



eSchool (K-12)

eSchool service center: 243 E 2320 N
Year built or substantially renovated: 2012
Projected FY 2016 enrollment: 3,200 (includes full and part-time)



Secondary Schools

Centennial Middle School

Address: 305 East 2320 North
Year built or substantially renovated: 1996
Square footage: 144,795
Projected FY 2016 enrollment: 990



Dixon Middle School

Address: 750 West 200 North
Year built or substantially renovated: 1931
Square footage: 124,276
Projected FY 2016 enrollment: 812



Provo High School

Address: 1125 North University Avenue
Year built or substantially renovated: 1956
Square footage: 325,842
Projected FY 2016 enrollment: 1,892



Timpview High School

Address: 3570 North 650 East
Year built or substantially renovated: 1974
Square footage: 409,803
Projected FY 2016 enrollment: 2,005



Independence High School

Address: 636 North Independence Avenue
Year built or substantially renovated: 1992
Square footage: 48,121
Projected FY 2016 enrollment: 251



Per Pupil Expenditures: FY 2016 compared to FY 2015

(excludes debt service and long-term capital projects)

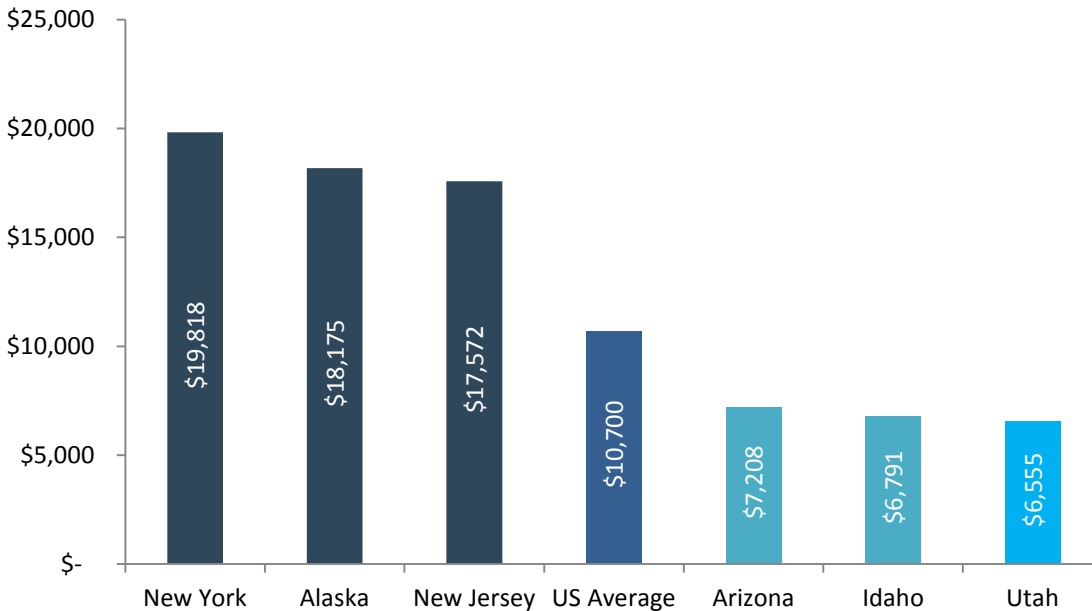
For FY 2016, the District is budgeted to spend **\$7,184 per student, an increase of \$289** when compared to FY 2015.

FY 2015 Per Student: \$6,895

\$289

FY 2016 Per Student: \$7,184

Per Student Spending: Top and Bottom 3 States



In addition to these amounts, **the District is budgeted to spend \$2,719 per student in FY 2016** for long-term capital improvement projects and debt service related to infrastructure capital expenditures.

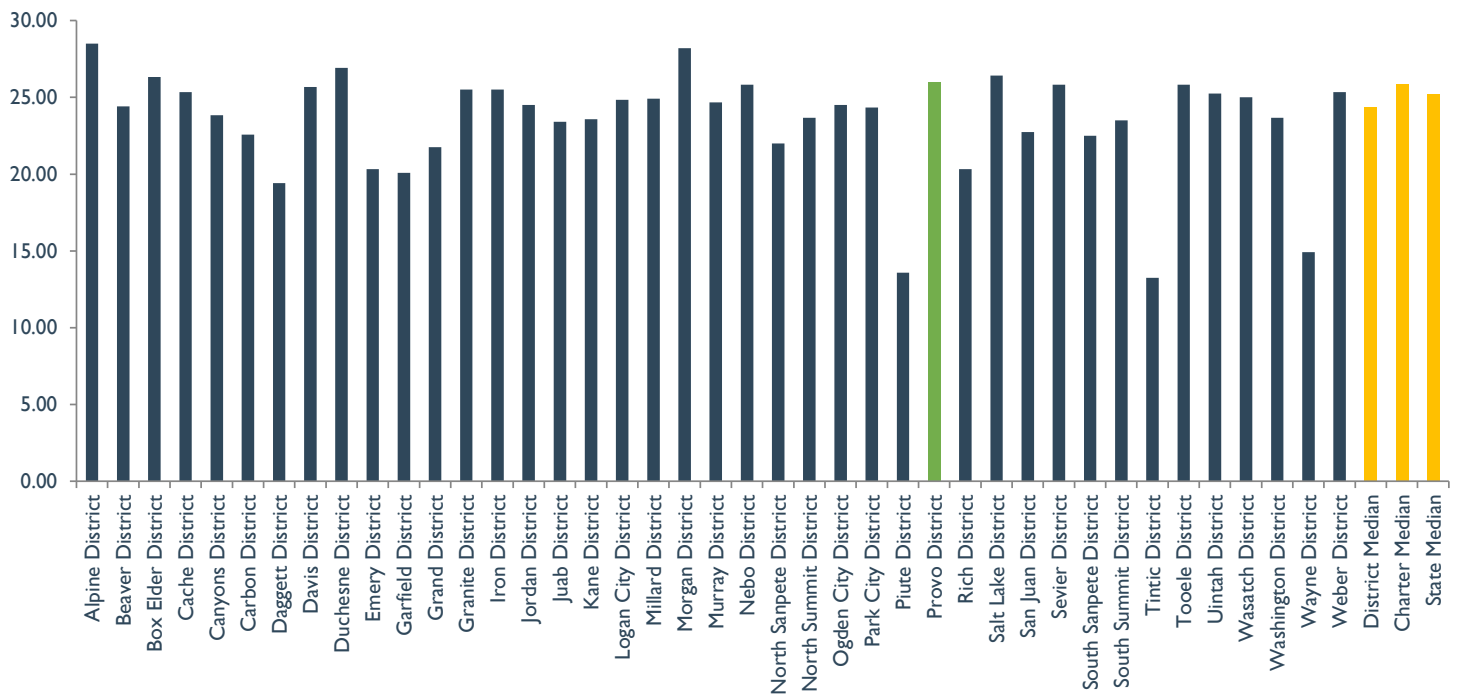
Median Class Sizes: *State of Utah*

Fall 2014

Provo City School District has class sizes that just slightly higher than the median in the State of Utah. Interestingly, charter schools have, as a median, higher class sizes than the average Utah school district.

Low class sizes are very costly to maintain, and the data are mixed when it comes to determining what role class sizes play in academic performance. However, Provo City School District has conducted multiple surveys with the public, and low class sizes always rank “very important” to Provo citizens, which is one reason the District strives to have the lowest class sizes possible.

Median Class Sizes in Utah: *By District*



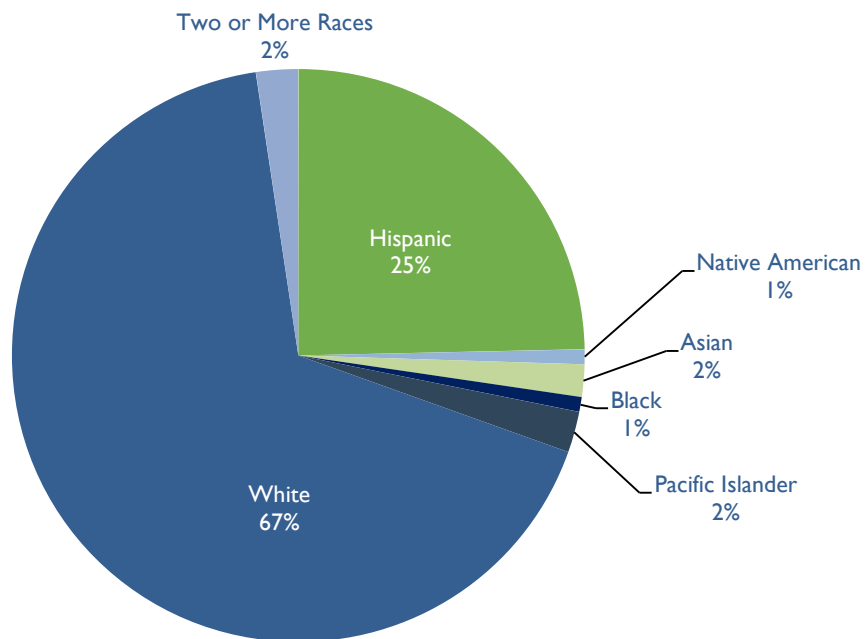
Source: Utah State Office of Education

Student *Demographics*

The District is becoming much more diverse. This can help provide a healthy and dynamic learning environment for students. However, challenges also occur - especially when At-Risk populations continue to increase in size bringing with them chronic absenteeism, low income, and language acquisition challenges. The District has been proactive in developing programs to help broaden future opportunities for **all** students, and as seen later in this document have seen success on assessments despite the challenges facing our student population.

Hispanic students make up the largest ethnic minority group in the District, with 25% of total enrollment as of October 1, 2014.

Provo School District Enrollment by Race



Source: District data; audited Fall 2014 enrollment reports submitted to State

District School Lunch Participation: 2004-05 to 2014-15

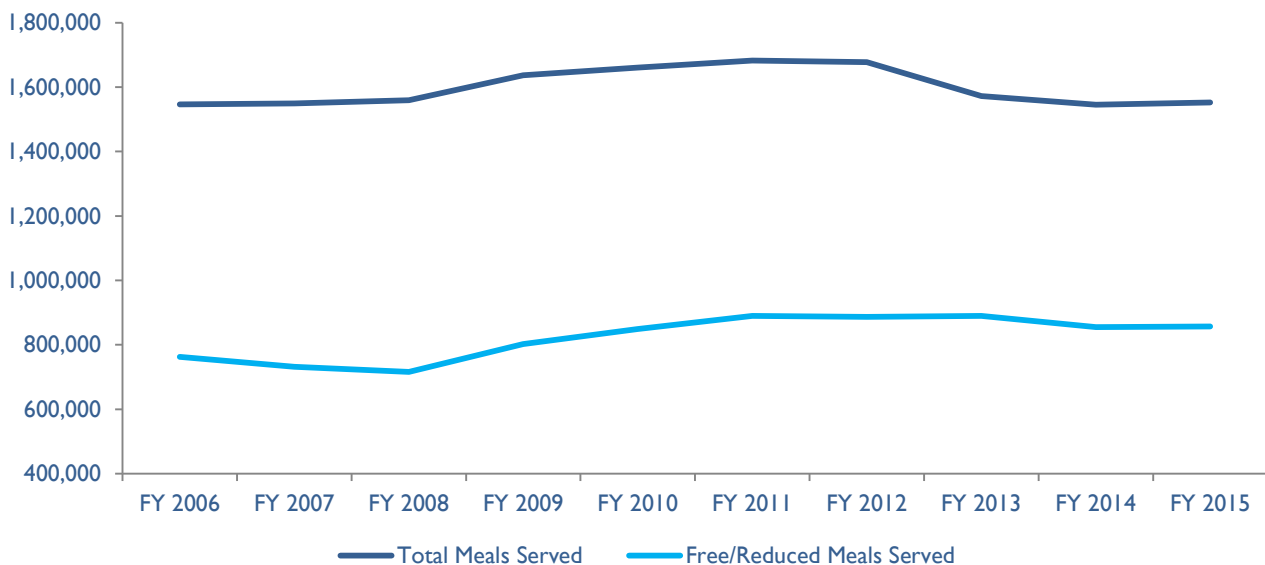
| Year | FY Lunches Served | Breakfasts Served | Free Lunch Served | % of Free lunches to Total Served | Reduced Cost Lunch Served | % of Reduced Cost lunches to Total Served |
|---------|-------------------|-------------------|-------------------|-----------------------------------|---------------------------|---|
| FY 2005 | 1,245,816 | 282,153 | 612,228 | 49.14% | 160,509 | 12.88% |
| FY 2006 | 1,256,839 | 289,865 | 609,996 | 48.53% | 152,639 | 12.14% |
| FY 2007 | 1,255,951 | 293,649 | 567,608 | 45.19% | 164,048 | 13.06% |
| FY 2008 | 1,253,673 | 305,989 | 560,368 | 44.70% | 155,779 | 12.43% |
| FY 2009 | 1,311,952 | 324,889 | 639,746 | 48.76% | 162,320 | 12.37% |
| FY 2010 | 1,315,197 | 345,581 | 693,426 | 52.72% | 155,354 | 11.81% |
| FY 2011 | 1,343,858 | 338,210 | 736,472 | 54.80% | 152,940 | 11.38% |
| FY 2012 | 1,319,933 | 357,943 | 736,901 | 55.83% | 150,151 | 11.38% |
| FY 2013 | 1,232,859 | 339,783 | 732,485 | 59.41% | 157,697 | 12.79% |
| FY 2014 | 1,215,543 | 329,534 | 705,006 | 58.00% | 150,490 | 12.38% |
| FY 2015 | 1,209,334 | 343,320 | 721,722 | 59.64% | 136,191 | 11.26% |

School meal assistance is available based on financial need.

Students with the greatest need qualify for free meals, while students with moderate need qualify for meals at a reduced price.

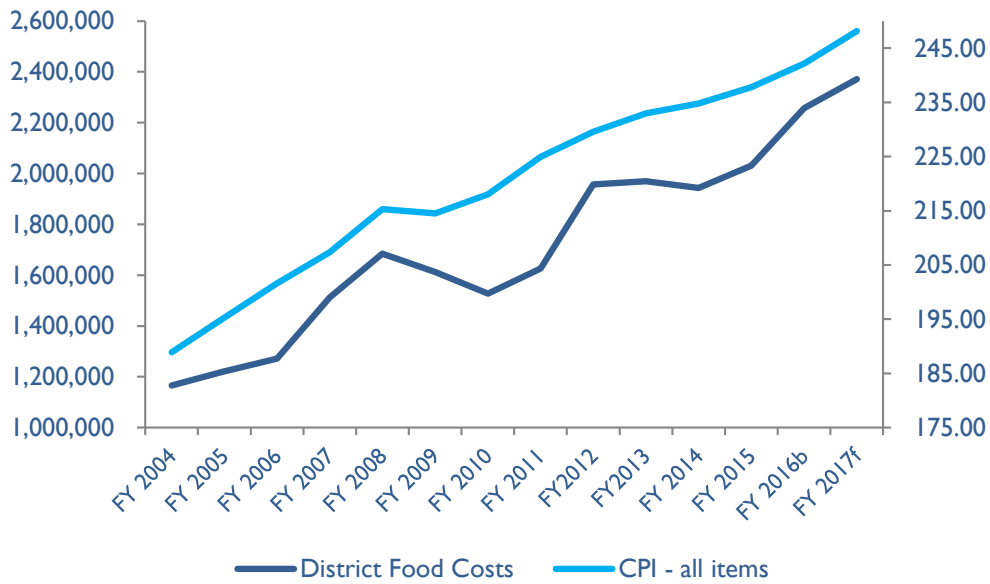
Participation in school food services is projected to remain flat in 2015-16.

School Lunch Participation: FY 2005 - FY 2015



The District continues to experience strong demand for free/reduced lunch services. Over the last few years the District has seen a reduction in total number of lunches served, yet the number of free/reduced meals has remained relatively flat over the same time period.

Program Costs and Data: *Food Services*



The chart above compares food costs for the District’s food services program with the CPI, or Consumer Price Index (urban areas, all items including food). The CPI measures the average cost of purchasing goods and services for a specific time period (1982-84 is the base period for the index and that period is set at 100).

Source: U.S. Bureau of Labor and Statistics; District data



Child Nutrition Meal Prices: *2009-10 to 2015-16*

| | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|------------------|---------|---------|---------|---------|---------|---------|---------|
| Breakfast | \$1.25 | \$1.25 | \$1.25 | \$1.50 | \$1.50 | \$1.50 | \$1.50 |
| Adult Breakfast | \$1.50 | \$1.50 | \$1.50 | \$1.75 | \$1.75 | \$1.75 | \$2.00 |
| Elementary Lunch | \$1.75 | \$1.75 | \$1.75 | \$2.00 | \$2.00 | \$2.00 | \$2.00 |
| Secondary Lunch | \$2.00 | \$2.00 | \$2.00 | \$2.25 | \$2.25 | \$2.25 | \$2.25 |
| Adult Lunch | \$2.75 | \$2.75 | \$2.75 | \$3.00 | \$3.00 | \$3.00 | \$4.00 |

School lunch price increases are the result of inflationary pressures and new federal guidelines that drive costs up. In the end, meals will be even more fresh and nutritional than ever before. Adult meal prices are increasing slightly in FY16 in order to keep the District compliant with state regulations.

Transportation: *Costs and Statistics*

Transportation

| Year | Miles traveled (to and from school, field trips, and activities) | Number of students transported daily | Driving hours per day | Route miles driven per day | Field and activity trip miles per day | Cost per student per year to bus | Number of buses |
|---------|--|---|-----------------------------|----------------------------------|---|--|--------------------|
| 2004-05 | 653,220 | 5,192 | 282 | 3,245 | 384 | \$328 | 42 |
| 2005-06 | 650,520 | 4,771 | 251 | 2,997 | 617 | \$426 | 43 |
| 2006-07 | 510,840 | 4,894 | 245 | 2,605 | 233 | \$492 | 43 |
| 2007-08 | 542,700 | 5,169 | 271 | 2,747 | 268 | \$501 | 48 |
| 2008-09 | 524,340 | 6,208 | 226 | 2,699 | 214 | \$366 | 48 |
| 2009-10 | 514,980 | 6,332 | 204 | 2,650 | 211 | \$315 | 48 |
| 2010-11 | 527,340 | 5,903 | 234 | 2,699 | 231 | \$394 | 48 |
| 2011-12 | 543,832 | 5,939 | 214 | 2,741 | 260 | \$370 | 45 |
| 2012-13 | 429,001 | 5,885 | 165 | 2,168 | 215 | \$331 | 40 |
| 2013-14 | 384,987 | 6,472 | 179 | 1,896 | 243 | \$304 | 41 |
| 2014-15 | 374,013 | 5,464 | 174 | 1,863 | 283 | \$364 | 43 |



Back in 2013, Provo City School District purchased a new propane-powered bus, the first propane school bus in the state of Utah. Provo City School District has always been at the forefront of technology in regards to the buses used to service the district, and continues to be as efficient as possible in order to manage an aging bus fleet and ensure all students are able to attend their classes on time.

The District will purchase two additional buses in FY 2016 to replace aging vehicles. These buses are clean diesel vehicles. The District has found the reduced repairs and maintenance costs for these vehicles outweigh the small savings seen on propane fuel. We continue to monitor advances in clean fuel technology and prior to any purchase conduct extensive research to ensure we best serve the District's transportation needs.

Innovation: eSchool

Provo City School District is committed to offering more education choices for parents and students. One of the most exciting programs offered by the District is eSchool. As seen in previous enrollment graphics, much of the District's future growth continues to come from eSchool, proving that this educational option is both effective and highly desirable for our community.

While the District is targeting Provo students primarily, a state law enacted July 1, 2011 provides a way for students to take online courses from any provider that meets State requirements. Provo City School District has found that eSchool provides a wonderful opportunity for students who are home-schooled, supplementing in-school coursework, or are in unique circumstances that don't allow them to attend regular school environments. Best of all, this is a free option offered to students!

Because eSchool has the largest course catalog in Utah, and exclusive technology and language courses not offered anywhere else in the State, students from outside of Provo continue to be a significant contributor to eSchool enrollment. The District anticipates between 15%-20% of eSchool students will continue to attend from non-Provo residences.



eSchool *At-a-Glance:*

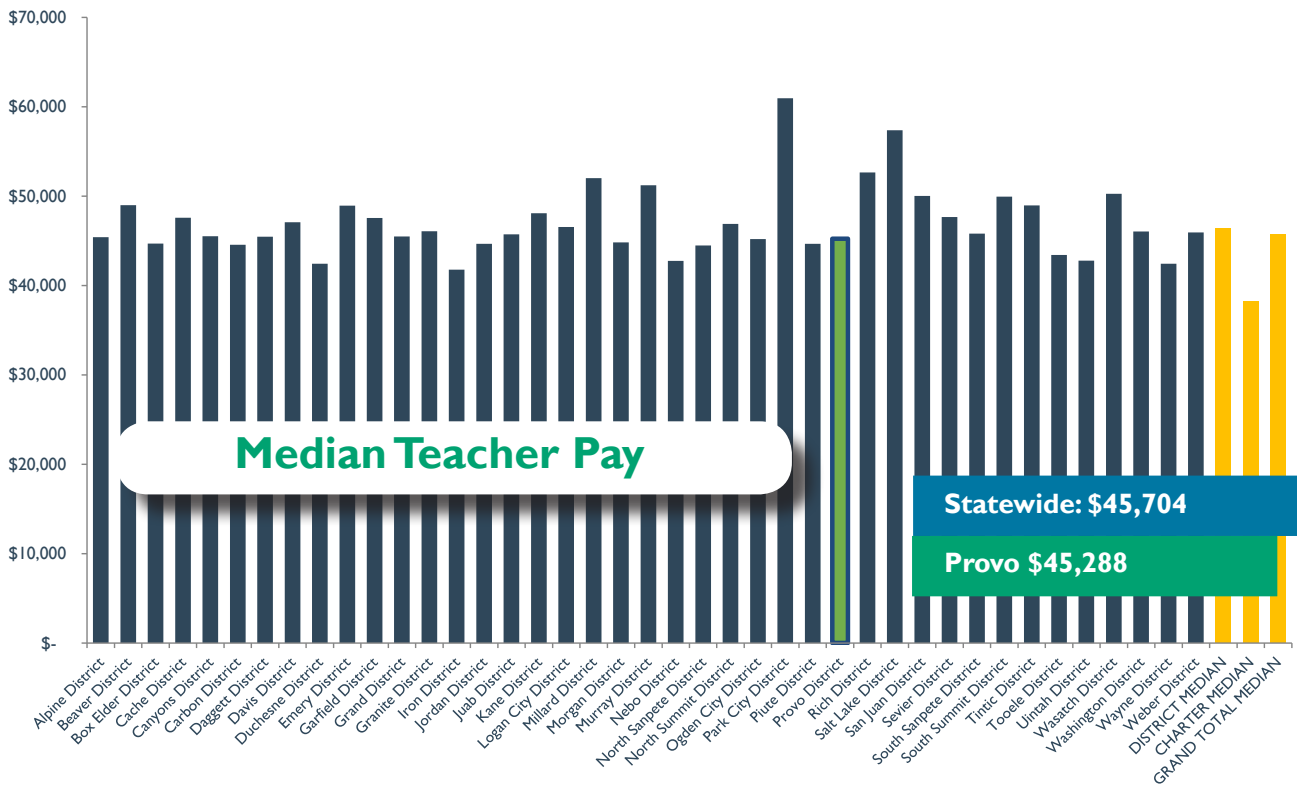
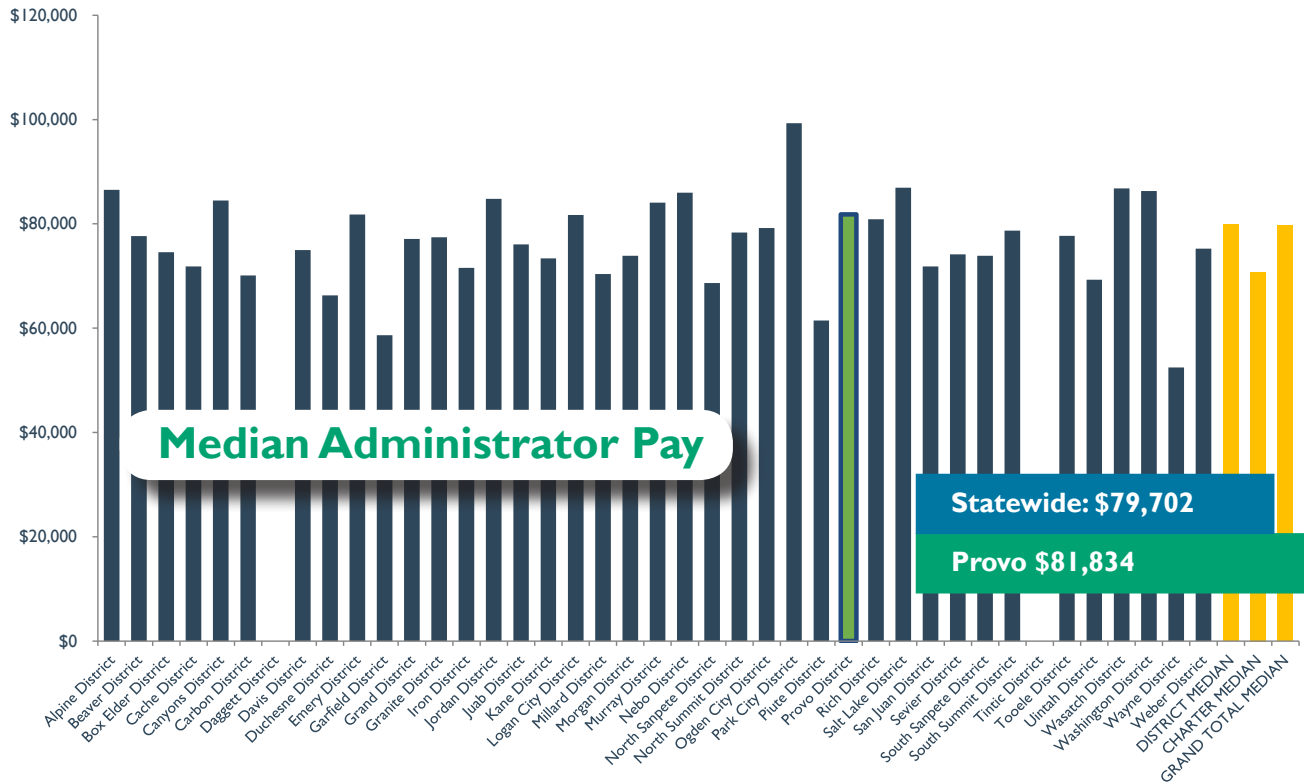
A strategic action of Provo School District's 20/20 Initiative, eSchool provides Provo and Utah students with choice and flexibility.

Some unique aspects of eSchool include:

- The most online courses in Utah, with nearly 400 as of July 2015
- The fastest growing online K-12 school in Utah in FY15
- Agreements Brigham Young University Independent Study, Edgenuity, and K12 Curriculum, among others, provide innovative language courses delivered on a virtual platform unmatched anywhere in Utah
- Utah Tech Academy allows students to take courses that prepare them for college and a high-tech workplace
- Substantial cost savings over traditional brick-and-mortar courses

Compensation: Median Pay Comparison

The District continues to keep pace with education professional salary expectations in the state of Utah. It's critical for the District to pay employees a competitive wage to attract talent and retain valuable employees, especially as the economy improves and employees have more employment options.



Source: Utah State Office of Education

Health Insurance: *Cost and Statistics*

The rising cost of health care is a concern nationwide, and the District isn't immune. In 2005, a premium participation plan was put in place, with employees paying a percentage of their premiums. This was designed not only to save money, but more importantly to help employees take ownership of their health care. Overall, the District's health care expenditures are projected to increase roughly 12% in FY 2016, not including OPEB expenditures (see notes below).

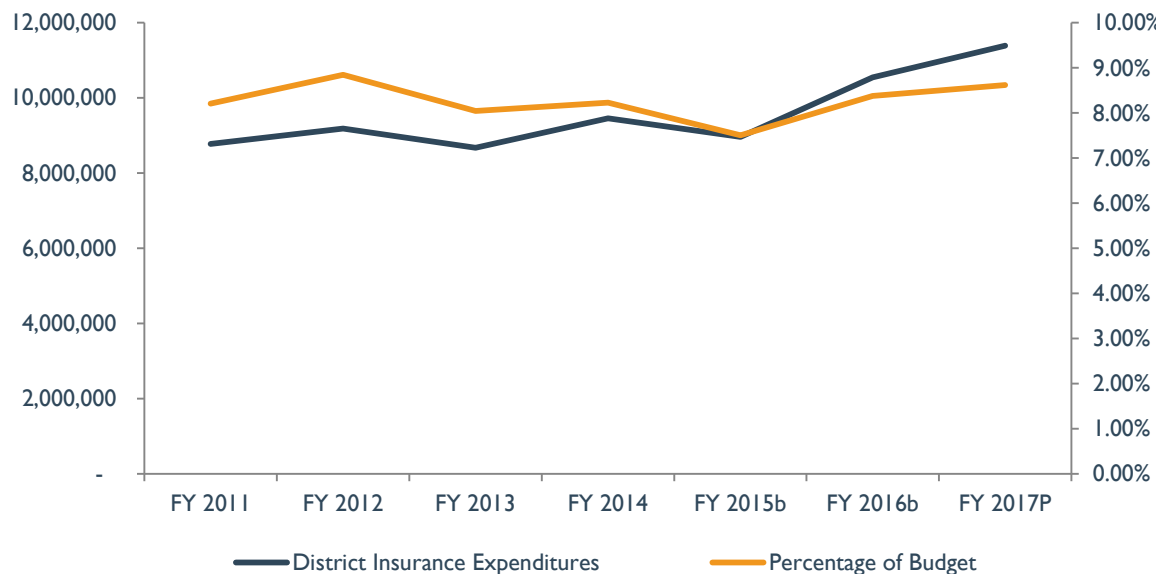
As the adjacent table and graph below indicate, despite a slight blip last year, the percentage of the District's budget that goes toward health insurance each year is increasing, meaning inflationary pressure on health care is outpacing other District expenditures.

| Year | District Insurance Expenditures | Percentage of Budget |
|----------------------|---------------------------------|----------------------|
| FY 2011 | 8,776,687 | 8.21% |
| FY 2012 | 9,187,889 | 8.85% |
| FY 2013 | 8,677,956 | 8.05% |
| FY 2014 | 9,458,189 | 8.23% |
| FY 2015 ^b | 8,964,053 | 7.51% |
| FY 2016 ^p | 10,550,281 | 8.38% |
| FY 2017 ^p | 11,394,304 | 8.62% |

^bBudget
^pProjected

Note: Percentage of budget calculation excludes building construction and debt service, which can fluctuate significantly depending on current construction projects.

Health Insurance: *Expenditures and Percentage of Budget*



Other Post Employment Benefits (OPEB) contributions are projected to remain flat in FY16. A large component of OPEB costs are health insurance. Health insurance rates are increasing for the District at a rapid pace which largely offsets any savings from OPEB contributions.

Student Assessment and Performance
Provo City School District

Some Notes on Student Performance and Assessment Methods

The **Utah Performance Assessment System for Students (UPASS)** is a comprehensive assessment of school performance based on attendance records, test scores on several different tests, and graduation rates for high schools. In order to be considered passing, schools must have 95% participation and perform at a level considered proficient (80% or higher), or show sufficient progress from the previous year's assessment.



Criterion Referenced Tests (CRTs) are used in Utah to test students' mastery of Utah's Core Curriculum. The CRT is also used for No Child Left Behind (NCLB) and UPASS. CRTs are administered to grades 2 through 11 for English language arts. Math and Science CRTs for junior high and high school are based on students' courses rather than grade level.

The **No Child Left Behind Act (NCLB)** is a nationwide accountability system for schools receiving federal funding. Each school is evaluated based on whether or not they meet Adequate Yearly Progress (AYP). In order to meet AYP, a school must show annual progress for certain student groups on assessments determined by each state. The percentage of students required to be proficient increases each year.

The **No Child Left Behind**

Title I schools are higher poverty schools that receive federal funding to provide extra services to their at-risk students. In Utah, about 28% of all public schools are Title I schools.

Beginning in the FY 2014 school year the UPASS, CRT, and AYP testing and accountability systems were replaced by Utah's Comprehensive Accountability System (UCAS) and the Student Assessment for Growth and Excellence (SAGE) computer assessment system.

Utah Comprehensive Accountability System (UCAS) provides a straightforward determination of school performance and supports the goals of public education in Utah by valuing performance on state tests,

prioritizing individual student growth toward meaningful achievement targets, promoting equality for low-performing students, and incentivizing attainment of graduation and college/career readiness.

Student Assessment for Growth and Excellence (SAGE) is Utah's new computer adaptive assessment system. It includes summative, interim, and formative components. SAGE employs a software algorithm that adapts the test in real time, responding to the accuracy of a student's performance. Each question a student receives is dependent on his or her response to previous questions. This allows the algorithm to more accurately and efficiently determine a student's level of proficiency.

Student Performance: *PACE*

2013-14 (most recent year available)

The “On PACE 66% by 2020” initiative seeks to increase the state’s educational performance to reach the 66 percent benchmark. The Governor’s vision is that at least two-thirds of Utahns ages 20 to 64 will have earned a postsecondary degree or certificate.

| School | 3rd Grade Reading | 3rd Grade Math | 6th Grade ELA | 6th Grade Math | 8th Grade ELA |
|--|-------------------|----------------|---------------|----------------|---------------|
| AMELIA EARHART | 60.6% | 41.4% | | 43.5% | |
| CANYON CREST | 94.3% | 68.6% | | 50.0% | |
| EDGEMONT | 82.9% | 43.2% | | 62.7% | |
| PROVO PEAKS | 65.4% | 50.0% | | 45.1% | |
| FRANKLIN | 63.2% | 41.1% | | 19.7% | |
| LAKEVIEW | 76.2% | 52.4% | | 41.5% | |
| PROVOST | 70.9% | 67.3% | | 47.8% | |
| ROCK CANYON | 92.0% | 72.9% | | 50.0% | |
| SPRING CREEK | 63.5% | 38.7% | | 46.8% | |
| SUNSET VIEW | 50.0% | 38.2% | | 41.8% | |
| TIMPANOGOS | 66.7% | 48.3% | | 51.5% | |
| WASATCH | 91.1% | 70.8% | | 62.7% | |
| WESTRIDGE | 79.0% | 51.5% | | 67.4% | |
| CENTENNIAL DIXON | | | | | |
| PROVO HIGH TIMPVIEW HIGH INDEPENDENCE HIGH | | | | | |
| ESCHOOL | 45.0% | n<10 | | n<10 | |
| OAK SPRINGS | | | | | |



The “On PACE 66% by 2020” initiative seeks to increase the state’s educational performance to reach the 66 percent benchmark. The vision is that at least two-thirds of Utahns ages 20 to 64 will have earned a postsecondary degree or certificate. This will be achieved by:

- P**reparing young learners for success
- A**ccess for all students to post-secondary schooling through high school graduation and elimination of waiting lists
- C**omplete Certificates and degrees
- E**conomic alignment by ensuring graduates are employed in their fields of study

| 8th Grade Math | % Reaching AcT 18 Composite | Graduation Rate | Concurrent Enrollment | Advanced Placement | CTE Courses | International Baccalaureate | % of 11 & 12 Grade Students Who Earned at Least 3 CCR Credits |
|----------------|-----------------------------|-----------------|-----------------------|--------------------|-------------|-----------------------------|---|
| | | | | | | | |
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| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| 49.8% | | | | | | | |
| 32.7% | | | | | | | |
| 43.9% | 68.4% | 80.2% | 88.8% | 38.8% | 92.4% | 0.0% | 87.0% |
| | 81.8% | 80.3% | 80.4% | 62.1% | 81.7% | 0.0% | 76.1% |
| | 9.1% | 22.0% | 24.2% | 0.0% | 84.2% | 0.0% | 22.1% |
| n<10 | | 22.7% | n<10 | n<10 | n<10 | n<10 | n<10 |
| n<10 | | | n<10 | n<10 | n<10 | n<10 | n<10 |

Student Performance: UCAS

2013-14 (most recent year available)

Utah Comprehensive Accountability System (UCAS) provides a straightforward determination of school performance and supports the goals of public education in Utah by valuing performance on state tests, prioritizing individual student growth toward meaningful achievement targets, promoting equality for low-performing students, and incentivizing attainment of graduation and college/career readiness. This standard is now referred to as the “School Federal Accountability Report”.

| School | Configuration | Total Points | Growth Points | Achievement P |
|-------------------------------|---------------|--------------|---------------|---------------|
| AMELIA EARHART SCHOOL | Grade 3-8 | 366 | 201 | 165 |
| CANYON CREST SCHOOL | Grade 3-8 | 423 | 211 | 212 |
| EDGEMONT SCHOOL | Grade 3-8 | 0 | 235 | 178 |
| PROVO PEAKS SCHOOL | Grade 3-8 | 377 | 214 | 163 |
| FRANKLIN SCHOOL | Grade 3-8 | 305 | 176 | 129 |
| LAKEVIEW SCHOOL | Grade 3-8 | 342 | 162 | 180 |
| PROVOST SCHOOL | Grade 3-8 | 427 | 236 | 191 |
| ROCK CANYON SCHOOL | Grade 3-8 | 403 | 208 | 195 |
| SPRING CREEK SCHOOL | Grade 3-8 | 440 | 281 | 159 |
| SUNSET VIEW SCHOOL | Grade 3-8 | 420 | 249 | 171 |
| TIMPANOGOS SCHOOL | Grade 3-8 | 353 | 220 | 133 |
| WASATCH SCHOOL | Grade 3-8 | 0 | 259 | 226 |
| WESTRIDGE SCHOOL | Grade 3-8 | 385 | 182 | 203 |
| CENTENNIAL MIDDLE | Grade 3-8 | 339 | 166 | 173 |
| DIXON MIDDLE | Grade 3-8 | 333 | 178 | 155 |
| PROVO HIGH | Grade 9-12 | 368 | 177 | 191 |
| TIMPVIEW HIGH | Grade 9-12 | 376 | 196 | 180 |
| ESCHOOL@PROVO SCHOOL DISTRICT | Grade 3-8 | 0 | 163 | 124 |
| ESCHOOL@PROVO SCHOOL DISTRICT | Grade 9-12 | | | |
| OAK SPRINGS SCHOOL | Grade 3-8 | | | |
| OAK SPRINGS SCHOOL | Grade 9-12 | | | |

PROVO CITY SCHOOL DISTRICT
Quality choices for every child's future

| Points | All Students Growth | Below Proficient Growth | State Average | Above State Average |
|--------|---------------------|-------------------------|---------------|---------------------|
| | 132 | 69 | 344 | YES |
| | 150 | 61 | 344 | YES |
| | 159 | 76 | 344 | NO |
| | 130 | 84 | 344 | YES |
| | 113 | 63 | 344 | NO |
| | 95 | 67 | 344 | NO |
| | 158 | 78 | 344 | YES |
| | 141 | 67 | 344 | YES |
| | 184 | 97 | 344 | YES |
| | 173 | 76 | 344 | YES |
| | 151 | 69 | 344 | YES |
| | 173 | 86 | 344 | NO |
| | 126 | 56 | 344 | YES |
| | 120 | 46 | 344 | NO |
| | 121 | 57 | 344 | NO |
| | 121 | 56 | 370 | NO |
| | 126 | 70 | 370 | YES |
| | 163 | | 344 | NO |
| | | | 370 | NO |
| | | | 344 | NO |
| | | | 370 | NO |



Student Performance: SAGE

2013-14 (most recent year available)

| School | LANGUAGE ARTS | | | | | | | | | |
|-------------------|---------------|-----------|-----------|-----------|-----------|-----------|-----------|------------|------------|---------|
| | 3rd Grade | 4th Grade | 5th Grade | 6th Grade | 7th Grade | 8th Grade | 9th Grade | 10th Grade | 11th Grade | Overall |
| AMELIA EARHART | 42.7% | 44.4% | 52.6% | 47.1% | xxx | xxx | xxx | xxx | xxx | 46.3% |
| CANYON CREST | 82.2% | 64.9% | 75.0% | 62.5% | xxx | xxx | xxx | xxx | xxx | 71.3% |
| EDGEMONT | 47.1% | 54.2% | 55.4% | 50.0% | xxx | xxx | xxx | xxx | xxx | 51.7% |
| PROVO PEAKS | 36.2% | 40.0% | 37.0% | 46.7% | xxx | xxx | xxx | xxx | xxx | 39.7% |
| FRANKLIN | 48.2% | 31.4% | 33.3% | 27.4% | xxx | xxx | xxx | xxx | xxx | 34.7% |
| LAKEVIEW | 48.3% | 63.6% | 48.8% | 59.5% | xxx | xxx | xxx | xxx | xxx | 55.0% |
| PROVOST | 74.1% | 47.3% | 58.9% | 55.1% | xxx | xxx | xxx | xxx | xxx | 59.2% |
| ROCK CANYON | 79.3% | 69.7% | 59.2% | 62.2% | xxx | xxx | xxx | xxx | xxx | 67.1% |
| SPRING CREEK | 30.0% | 35.1% | 42.0% | 49.4% | xxx | xxx | xxx | xxx | xxx | 39.5% |
| SUNSET VIEW | 45.5% | 48.4% | 56.8% | 42.5% | xxx | xxx | xxx | xxx | xxx | 48.3% |
| TIMPANOGOS | 43.5% | 29.5% | 41.0% | 52.9% | xxx | xxx | xxx | xxx | xxx | 41.2% |
| WASATCH | 63.2% | 75.8% | 69.0% | 68.4% | xxx | xxx | xxx | xxx | xxx | 69.1% |
| WESTRIDGE | 60.7% | 69.8% | 53.5% | 61.2% | xxx | xxx | xxx | xxx | xxx | 61.1% |
| CENTENNIAL | xxx | xxx | xxx | xxx | 48% | 48% | xxx | xxx | xxx | 48.3% |
| DIXON | xxx | xxx | xxx | xxx | 48.5% | 48.8% | xxx | xxx | xxx | 48.7% |
| PROVO HIGH | xxx | xxx | xxx | xxx | 89% | 92% | 44% | 47% | 22% | 45.7% |
| TIMPVIEV HIGH | xxx | xxx | xxx | xxx | xxx | xxx | 53.1% | 52.9% | 37.9% | 48.4% |
| INDEPENDENCE HIGH | xxx | xxx | xxx | xxx | xxx | xxx | 11-19% | 11% | 13% | 10.3% |
| ESCHOOL | 30-39% | 30-39% | 30-39% | 20-29% | 30-39% | 30-39% | 30-39% | 30-39% | 50-59% | 35.5% |
| OAK SPRINGS | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 11.9% |

| School | MATH | | | | | | | | | |
|-------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|--------------|--------------|---------|
| | 3rd Grade | 4th Grade | 5th Grade | 6th Grade | 7th Grade | 8th Grade | Secondary | Secondary II | Secondary II | Overall |
| AMELIA EARHART | 43.2% | 46.3% | 61.4% | 42.9% | xxx | xxx | xxx | xxx | xxx | 47.7% |
| CANYON CREST | 68.1% | 67.6% | 78.1% | 46.9% | N<10 | xxx | xxx | xxx | xxx | 65.5% |
| EDGEMONT | 42.5% | 49.4% | 57.8% | 58.9% | xxx | xxx | xxx | xxx | xxx | 51.8% |
| PROVO PEAKS | 43.1% | 33.3% | 43.5% | 34.1% | xxx | xxx | xxx | xxx | xxx | 38.9% |
| FRANKLIN | 41.1% | 42.3% | 35.1% | 19.4% | xxx | xxx | xxx | xxx | xxx | 34.6% |
| LAKEVIEW | 50.0% | 60.2% | 44.2% | 41.7% | xxx | xxx | xxx | xxx | xxx | 49.1% |
| PROVOST | 68.4% | 61.8% | 73.2% | 48.0% | xxx | xxx | xxx | xxx | xxx | 63.3% |
| ROCK CANYON | 71.3% | 70.7% | 54.4% | 48.9% | xxx | xxx | xxx | xxx | xxx | 60.5% |
| SPRING CREEK | 37.7% | 47.3% | 56.5% | 45.2% | xxx | xxx | xxx | xxx | xxx | 46.6% |
| SUNSET VIEW | 35.1% | 57.8% | 68.9% | 38.4% | xxx | xxx | xxx | xxx | xxx | 49.7% |
| TIMPANOGOS | 47.3% | 50.6% | 43.6% | 51.4% | xxx | xxx | xxx | xxx | xxx | 48.2% |
| WASATCH | 69.2% | 82.0% | 71.7% | 63.2% | xxx | xxx | xxx | xxx | xxx | 72.4% |
| WESTRIDGE | 49.6% | 78.0% | 69.7% | 66.4% | ≥80% | N<10 | xxx | xxx | xxx | 68.2% |
| CENTENNIAL | xxx | xxx | xxx | xxx | 48% | 48% | 92% | xxx | xxx | 51.2% |
| DIXON | xxx | xxx | xxx | xxx | 40.2% | 33.8% | 75.5% | N<10 | xxx | 39.3% |
| PROVO HIGH | xxx | xxx | xxx | xxx | N<10 | N<10 | 22% | 15% | 23% | 20.2% |
| TIMPVIEV HIGH | xxx | xxx | xxx | xxx | xxx | xxx | 21.3% | 21.1% | 30.1% | 23.1% |
| INDEPENDENCE HIGH | xxx | xxx | xxx | xxx | xxx | xxx | ≤5% | ≤5% | xxx | 4.3% |
| ESCHOOL | 20-29% | 40-49% | 30-39% | 20-29% | 30-39% | 11-19% | 11-19% | ≤20% | N<10 | 26.0% |
| OAK SPRINGS | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | xxx | 11-19% |

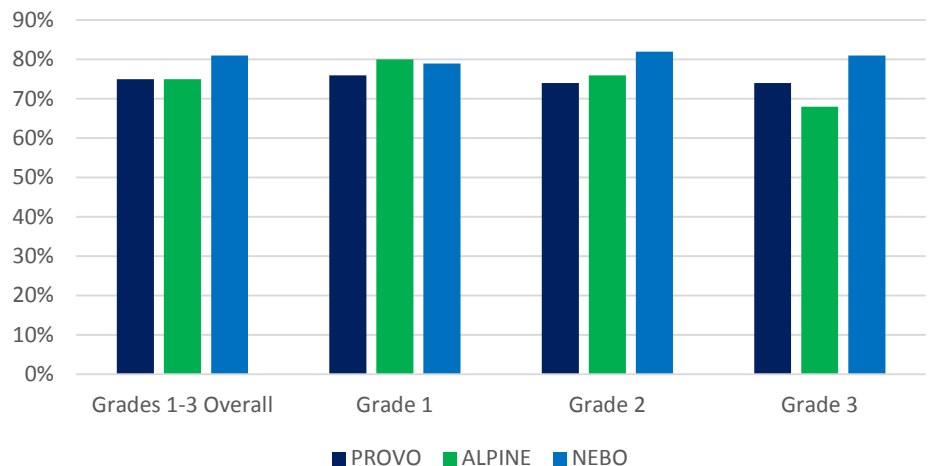
Sources: Utah State Office of Education; District data

| School | SCIENCE | | | | | | | | | Overall |
|-------------------|-----------|-----------|-----------|-----------|-----------|---------|-----------|--------------|---------|---------|
| | 4th Grade | 5th Grade | 6th Grade | 7th Grade | 8th Grade | Biology | Chemistry | Earth Scienc | Physics | |
| AMELIA EARHART | 45.0% | 49.1% | 50.0% | xxx | xxx | xxx | xxx | xxx | xxx | 47.8% |
| CANYON CREST | 55.4% | 59.4% | 56.3% | xxx | xxx | xxx | xxx | xxx | xxx | 56.9% |
| EDGEMONT | 39.0% | 52.9% | 62.5% | xxx | xxx | xxx | xxx | xxx | xxx | 51.0% |
| PROVO PEAKS | 28.6% | 34.8% | 35.6% | xxx | xxx | xxx | xxx | xxx | xxx | 33.1% |
| FRANKLIN | 39.4% | 38.6% | 22.6% | xxx | xxx | xxx | xxx | xxx | xxx | 33.7% |
| LAKEVIEW | 69.3% | 52.3% | 47.6% | xxx | xxx | xxx | xxx | xxx | xxx | 56.6% |
| PROVOST | 58.2% | 62.5% | 48.0% | xxx | xxx | xxx | xxx | xxx | xxx | 56.5% |
| ROCK CANYON | 50.7% | 45.1% | 59.8% | xxx | xxx | xxx | xxx | xxx | xxx | 51.7% |
| SPRING CREEK | 43.2% | 34.8% | 58.3% | xxx | xxx | xxx | xxx | xxx | xxx | 46.3% |
| SUNSET VIEW | 37.5% | 59.5% | 50.7% | xxx | xxx | xxx | xxx | xxx | xxx | 49.8% |
| TIMPANOGOS | 14.6% | 25.6% | 38.9% | xxx | xxx | xxx | xxx | xxx | xxx | 25.5% |
| WASATCH | 70.3% | 76.7% | 65.3% | xxx | xxx | xxx | xxx | xxx | xxx | 71.7% |
| WESTRIDGE | 73.6% | 56.9% | 55.2% | xxx | xxx | xxx | xxx | xxx | xxx | 62.0% |
| CENTENNIAL | xxx | xxx | xxx | 53% | 52% | xxx | xxx | xxx | xxx | 52.4% |
| DIXON | xxx | xxx | xxx | 45.3% | 41.4% | xxx | xxx | xxx | xxx | 42.8% |
| PROVO HIGH | xxx | xxx | xxx | 92% | 92% | 43% | 63% | 36% | 40% | 48.7% |
| TIMPVIEW HIGH | xxx | xxx | xxx | xxx | xxx | 43.4% | 36.3% | 49.7% | 63.8% | 44.8% |
| INDEPENDENCE HIGH | xxx | xxx | xxx | xxx | xxx | 16% | xxx | 41% | xxx | 24.7% |
| ESCHOOL | 30-39% | 30-39% | 20-29% | 20-29% | 30-39% | 21-29% | N<10 | 40-49% | N<10 | 33.1% |
| OAK SPRINGS | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | xxx | N<10 | xxx | 11-19% |

SAGE SUMMARY SCORES

| | LANGUAGE ARTS | MATH | SCIENCE |
|--------|---------------|-------|---------|
| PROVO | 49.5% | 43.7% | 47.9% |
| ALPINE | 48.5% | 47.6% | 52.8% |
| NEBO | 42.8% | 36.9% | 44.5% |

K-3 Reading Competency

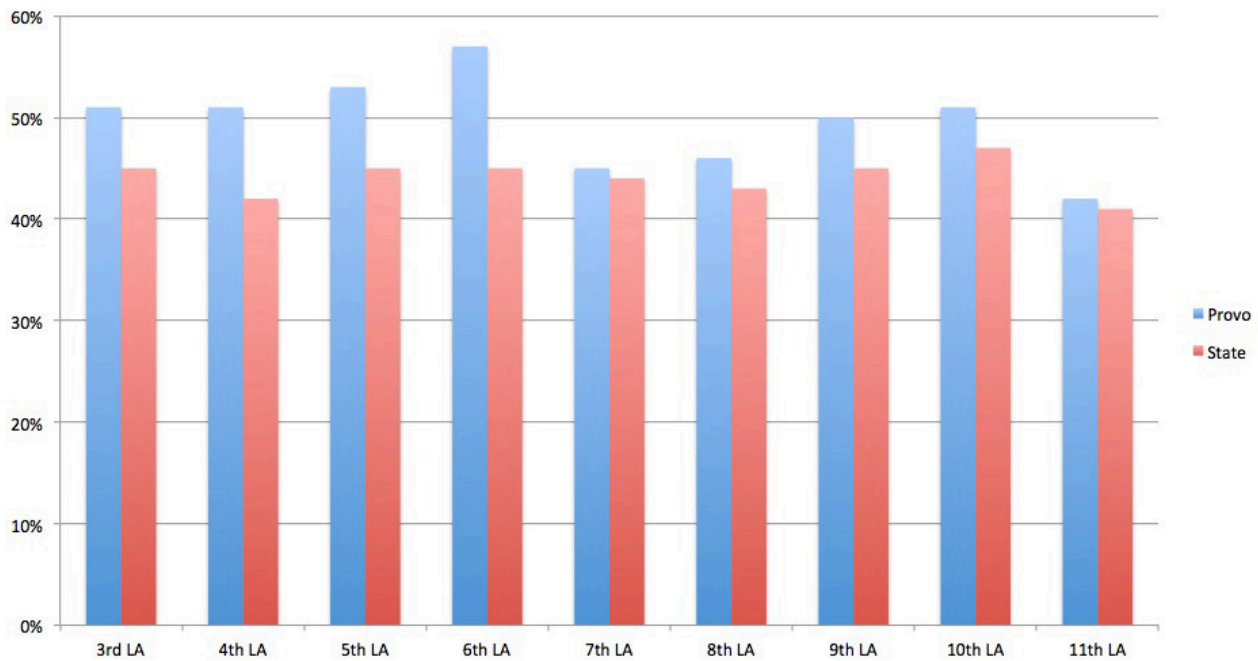


Student Performance: *SAGE - District Comparisons*

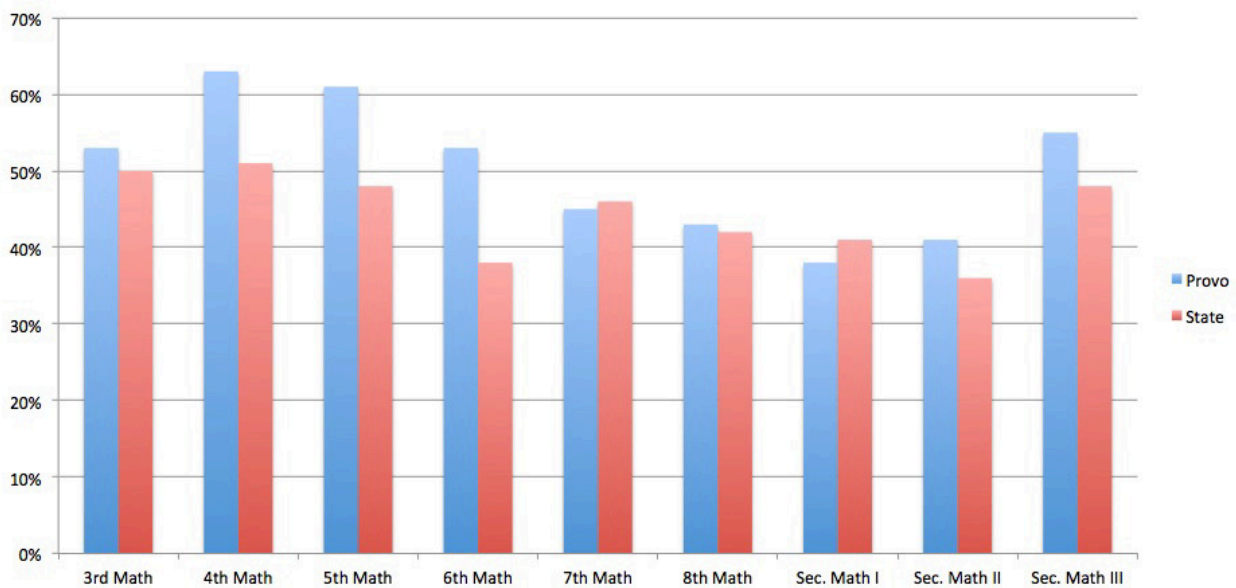
2014-15 (Estimated based on available data)

There are two other districts in Utah county which Provo competes with in regards to hiring and employee retention. As a result, it is sometimes interesting to see how our student assessments compare with these competing districts and the state average. The below charts are based on preliminary 2014-15 data, and it is important to keep in mind that Provo has a higher At-Risk student population than either Alpine or Nebo.

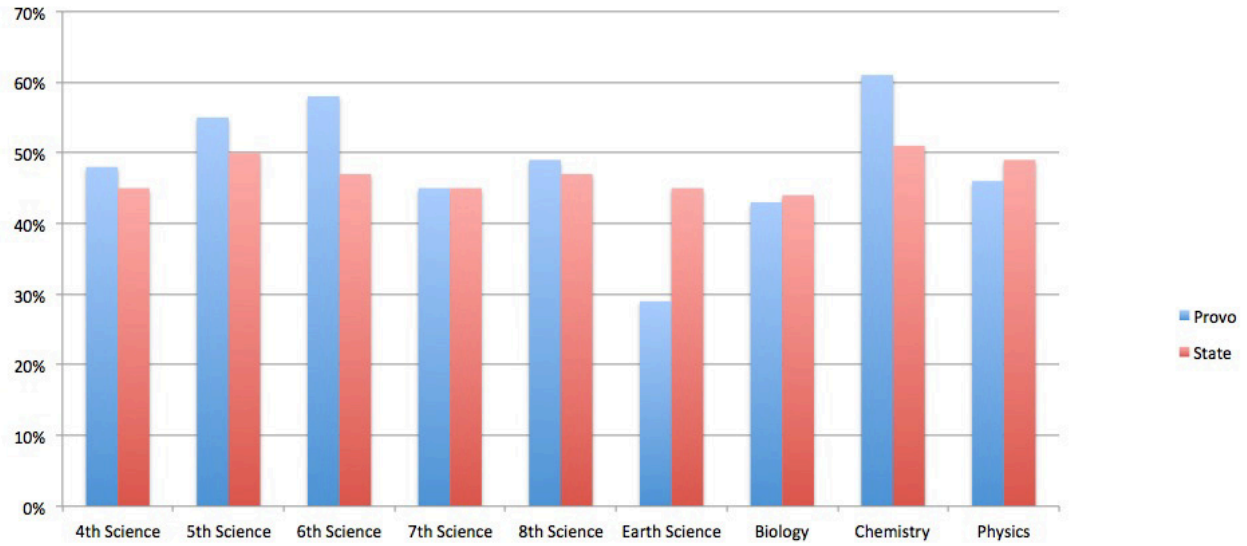
ELA SAGE Proficiency - 2014-15



Math SAGE Proficiency - 2014-15

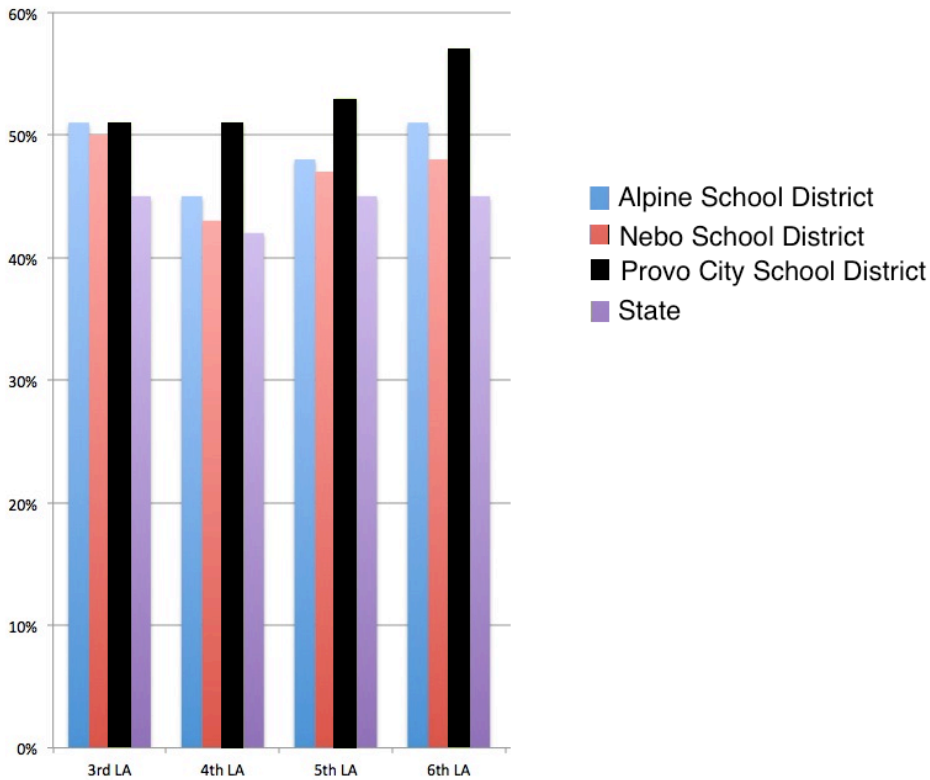


Science SAGE Proficiency - 2014-15

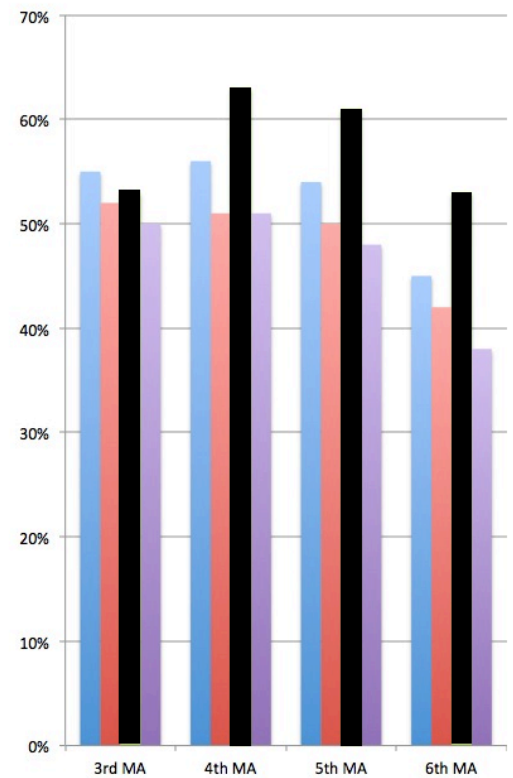


Elementary SAGE Proficiency - 2014-15

Language Arts Proficiency Scores



Math Proficiency Scores

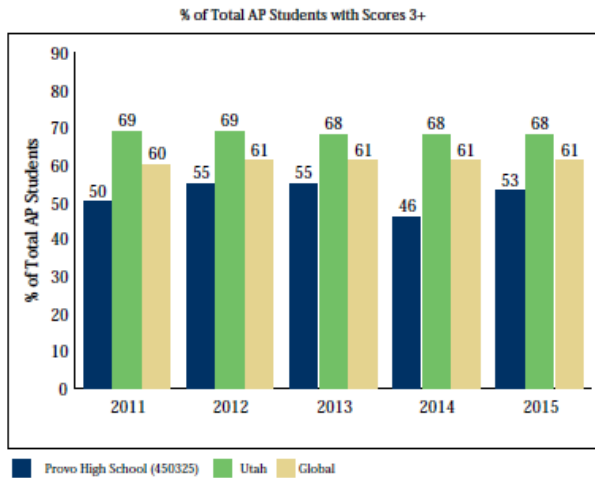


Student Performance: *Advanced Placement Tests & ACT Participation*

“Success” on an AP Exam is defined as an exam score of 3 or higher, which represents the score point that research finds predictive of college success and college graduation. These findings have held consistent across the decades. One example of such a study comes from the National Center for Educational Accountability, which found that an AP Exam score, and a score of 3 or higher in particular, is a strong predictor of a student’s ability to persist in college and earn a bachelor’s degree.

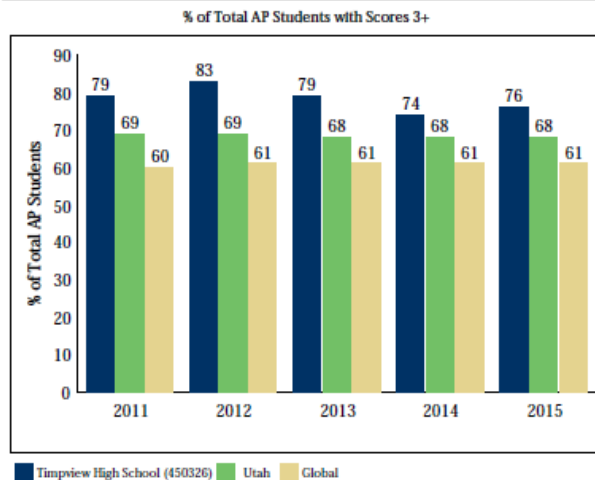
High School AP Exam Results - 2011-15 (Preliminary Data)

Provo High School (450325)



| | 2011 | 2012 | 2013 | 2014 | 2015 |
|---------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Provo High School (450325) | | | | | |
| Total AP Students | 250 | 188 | 208 | 268 | 306 |
| Number of Exams | 385 | 293 | 323 | 412 | 465 |
| AP Students with Scores 3+ | 126 | 104 | 114 | 122 | 163 |
| % of Total AP Students with Scores 3+ | 50.4 | 55.3 | 54.8 | 45.5 | 53.3 |
| Utah | | | | | |
| Total AP Students | 18,530 | 20,469 | 22,115 | 23,237 | 25,122 |
| Number of Exams | 29,921 | 33,067 | 35,775 | 36,784 | 39,449 |
| AP Students with Scores 3+ | 12,697 | 14,198 | 15,068 | 15,907 | 17,078 |
| % of Total AP Students with Scores 3+ | 68.5 | 69.4 | 68.1 | 68.5 | 68.0 |
| Global | | | | | |
| Total AP Students | 1,982,133 | 2,106,843 | 2,225,625 | 2,352,026 | 2,495,900 |
| Number of Exams | 3,475,395 | 3,714,079 | 3,955,410 | 4,199,454 | 4,512,931 |
| AP Students with Scores 3+ | 1,193,662 | 1,295,051 | 1,354,800 | 1,442,136 | 1,514,246 |
| % of Total AP Students with Scores 3+ | 60.2 | 61.5 | 60.9 | 61.3 | 60.7 |

Timpview High School (450326)

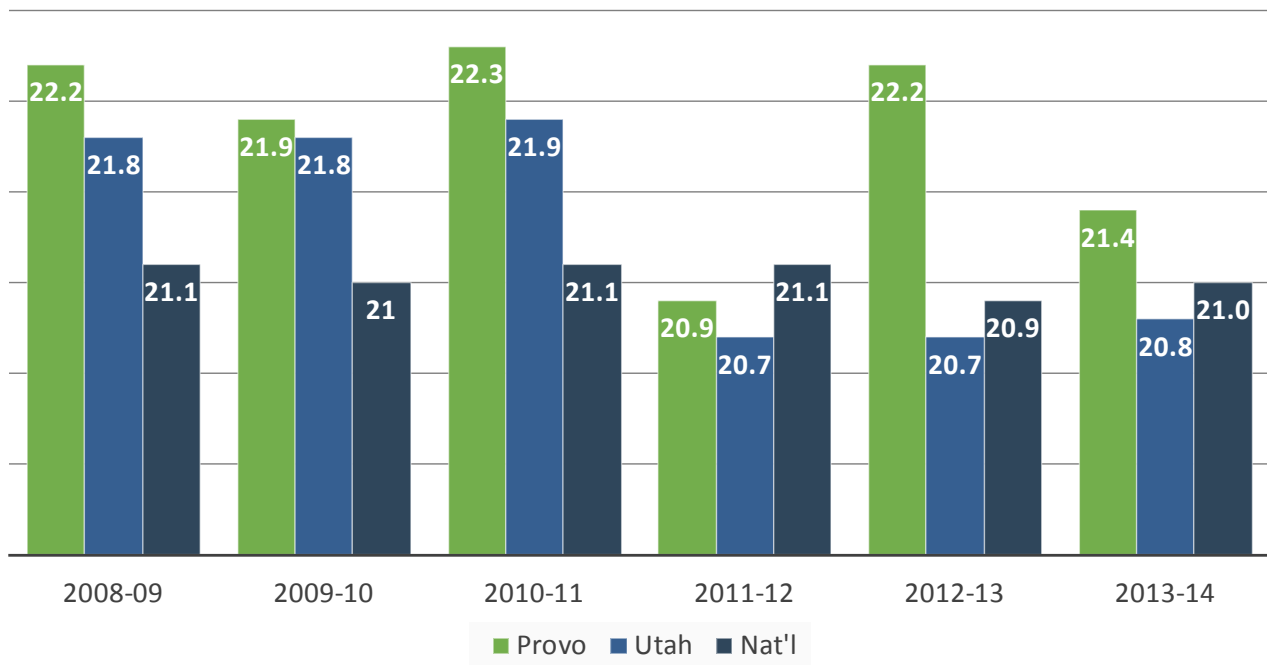
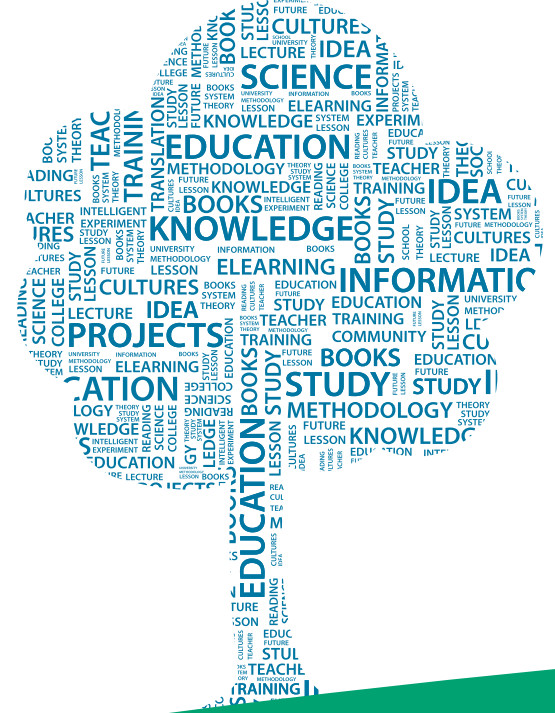


| | 2011 | 2012 | 2013 | 2014 | 2015 |
|---------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Timpview High School (450326) | | | | | |
| Total AP Students | 320 | 381 | 355 | 384 | 459 |
| Number of Exams | 533 | 655 | 598 | 626 | 665 |
| AP Students with Scores 3+ | 253 | 318 | 279 | 285 | 347 |
| % of Total AP Students with Scores 3+ | 79.1 | 83.5 | 78.6 | 74.2 | 75.6 |
| Utah | | | | | |
| Total AP Students | 18,530 | 20,469 | 22,115 | 23,237 | 25,122 |
| Number of Exams | 29,921 | 33,067 | 35,775 | 36,784 | 39,449 |
| AP Students with Scores 3+ | 12,697 | 14,198 | 15,068 | 15,907 | 17,078 |
| % of Total AP Students with Scores 3+ | 68.5 | 69.4 | 68.1 | 68.5 | 68.0 |
| Global | | | | | |
| Total AP Students | 1,982,133 | 2,106,843 | 2,225,625 | 2,352,026 | 2,495,900 |
| Number of Exams | 3,475,395 | 3,714,079 | 3,955,410 | 4,199,454 | 4,512,931 |
| AP Students with Scores 3+ | 1,193,662 | 1,295,051 | 1,354,800 | 1,442,136 | 1,514,246 |
| % of Total AP Students with Scores 3+ | 60.2 | 61.5 | 60.9 | 61.3 | 60.7 |

ACT Exam Results - 2000-14

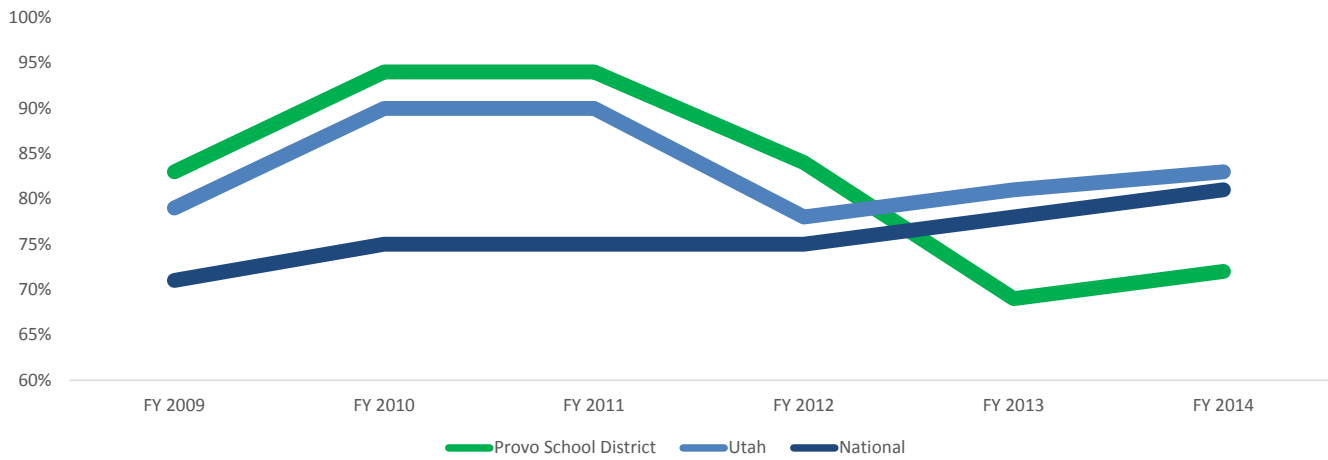
College Entrance Exams - Provo Students Taking ACT Examination

| Year | Number of Students | Year | Number of Students | Year | Number of Students |
|---------|--------------------|---------|--------------------|---------|--------------------|
| 1999-00 | 567 | 2004-05 | 495 | 2009-10 | 665 |
| 2000-01 | 537 | 2005-06 | 567 | 2010-11 | 616 |
| 2001-02 | 520 | 2006-07 | 595 | 2011-12 | 841 |
| 2002-03 | 508 | 2007-08 | 558 | 2012-13 | 828 |
| 2003-04 | 533 | 2008-09 | 646 | 2013-14 | 881 |



Student Performance: *Graduation Trends*

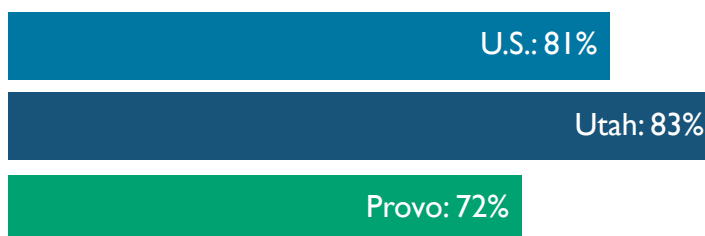
2009-14



At 72%, the District's graduation rate for the 2014 school year is substantially lower than the average rate in the State of Utah, and also lower than the national rate of 78%. While Provo High's rate for FY14 was 85% and Timpview High's was 89%, Provo School District's alternative high school, Independence High, lagged far behind with a graduation rate of 23% which drastically affected the district's overall graduation rate last year. While the District average is lower than desired, it is important to note that all high schools saw an increase in graduation rate in 2014 versus 2013, indicating that we are headed in the right direction.

Student Performance: *High School Graduation Rates*

2013-14



Source: U.S. Department of Education and Utah State Office of Education

Glossary

Allocation: an amount (usually money or staff) designated for a specific purpose or program.

Ammortization: the paying off of debt in regular installments over a period of time

Annual Yearly Progress (AYP): a measurement used by the U.S. Department of Education to determine how every public school and school district in the country is performing academically according to the results on standardized tests.

Appropriation: an authorization, usually limited in amount and time, granted by a legislative body to make expenditures and to incur obligations for specific purchases.

Assessed Valuation (AV): the value of taxable businesses and residences. The District's overall tax rate is determined by the combined assessed value of all businesses and residences in Provo City.

Asset: an economic benefit obtained or controlled by the District as a result of a past transaction or event.

Average Daily Membership (ADM): the aggregate days of student membership in a school during a typical 180 day school year, divided by the total number of school days in session during the same period. Each student who remains in membership for 180 days equals one ADM.

Balance Sheet: a summary of the District's balances. Assets, liabilities and fund balances (called "equity" in non-governmental accounting) are included on the balance sheet.

Balanced Budget: The District considers the budget balanced when total expenditures are equal to total revenues. However, there are instances when revenues exceed expenditures, or when expenditures exceed revenues but residual fund balances are used to make up the difference.

Basic School Program: programs for kindergarten, elementary, and secondary school students that are operated and maintained for the amount derived by multiplying the number of Weighted Pupil Units (WPU) for each district or charter school by the value of the Weighted Pupil Unit.

Board of Education: the governing body of a school district comprised of elected representatives. In Provo, the Board consists of seven members elected to four-year terms.

Bond: a funding tool representing a written promise to pay a specific sum (principal amount) in the future (maturity date), plus interest. Bonds are only used to finance capital improvements.

Budget: a plan of financial operation consisting of an estimate of proposed expenditures for a given period and the proposed means to finance them.

Budget Initiatives: short-term goals or objectives the District intends to accomplish in the near future. Initiatives should support the District's mission and long-term goals.

Capital Expenditure: tangible property of a more or less permanent nature with a useful life of at least three years, and costing at least \$5,000. Examples of capital expenditures include buildings, copy machines, buses, and computer/information technology equipment.

Certified Tax Rate: a tax "ceiling" set by state law to protect taxpayers from unchecked tax increases. If the proposed tax rate is above the certified rate, an agency must advertise the proposed increase and hold public hearings before their rate can be approved.

See a word or phrase in this book that you feel should be included in the glossary? Let us know:

budget@provo.edu

Consumer Price Index: a statistical description of price levels provided by the U.S. Department of Labor. The index is used as a measure of cost of living and economic inflation.

Cost Center: part of the District that does not produce direct profit and adds to the cost of running the overall organization (e.g., purchasing department, human resources).

Criterion Referenced Tests (CRT): standardized tests administered to grades 2 thru 11 used in Utah to test students' mastery of the Utah Core Curriculum.

Debt Service: cash required over a given period for the repayment of interest and principal on a debt.

Depreciation: the expiration of the useful life of District assets, attributable to age, wear and tear, and obsolescence.

Encumbrance: a method of reserving funds for purchase orders, salary contracts, and other financial commitments which are forthcoming.

Expenditure: a charge that is incurred, presumably to benefit the District.

Fall Enrollment Report: the audited census of students registered in Utah public schools as reported in the audited October 1 Fall Enrollment Report from the previous year.

Fiscal Year (FY): a 12 month period beginning July 1st and ending June 30th each year. The District's budget operates annually on this schedule.

Full-time Equivalent (FTE): a unit of workforce measurement. An employee hired to fill a normal contract day of approximately 8 hours is considered 1.0 FTE. An assistant that works 1/2 time is considered 0.5 FTE, and so forth.

Function: a relatively broad grouping of related expenditures or revenues aimed at accomplishing a common objective.

Fund: a segregation of accounting and financial resources, each with cash and other assets, liabilities, and fund balances.

Fund Balance: the difference between assets and liabilities (see "asset" and "liability").

General Fund: to account for resources which are not required to be accounted for in any other fund. Revenue and expenditures of categorical federal and state programs for a student's regular day school are accounted for in this fund.

GASB 54: a fund balance statement which classifies balances based primarily on the extent to which the District is bound to observe constraints placed on the use of the funds.

Indirect costs: costs that are associated with, but not directly attributable to, a specific program or

Legal debt limit: the amount of debt the District can enter into; based on the overall taxable market value of Provo City multiplied by 4%.

Legal debt margin: amount of debt the District can enter into after current debt is included. Can be classified as a percentage or dollar amount. See "Legal debt limit."

Liability: an obligation of the District arising from past transactions or events. Liabilities are recorded on the District's balance sheet.

Minimum School Program: the primary funding source for the school districts and chart schools in Utah. MSP funds are distributed according to formulas provided by State law and State Board rules.

Modified Accrual Basis: Government accounting method where revenue is recognized when it becomes available and measurable. Expenditures are typically recognized in the period in which liability is incurred.

No Child Left Behind Act (NCLB): a nationwide accountability system for schools receiving federal funding. Schools must show annual progress for certain student groups on assessments determined by each state.

Non-routine expenditure: expenditures that occur infrequently and are not typically part of normal operations.

Object: as used in expenditures classification, identifies the type of article or service obtained (e.g., supplies, equipment, purchased services).

PACE: an initiative by the governor of Utah combining educational and economic goals to ensure that 2/3 of all working-age Utahns will have or will obtain a post-secondary degree or certificate by 20/20.

Program: a group of activities, operations, or organizational units directed to attaining specific purposes or objectives (e.g., transportation, school lunch, dual immersion).

Regression analysis: a statistical method that can be used for predicting future numerical values. The District uses a form of regression analysis when projecting future enrollment, revenues, and other figures.

Revenue: actual income the District receives from external sources. Donated items of value are not counted as revenue.

Student Assessment for Growth and Excellence (SAGE): Utah's new computer adaptive assessment system. The system uses a software algorithm that adapts the test in real time, responding to the accuracy of a student's performance.

Tax Rate: an amount of tax stated in terms of a unit of the tax base (e.g., a tax rate of 0.005 is equal to 0.005 times the district's total taxable value).

Undistributed reserve: part of the District's fund balance that is not specifically reserved for a particular purpose.

Utah Comprehensive Accountability System (UCAS): a new accountability system used by the state of Utah to determine school/student performance which has replaced UPASS.

Utah Performance Assessment System for Students (UPASS): a comprehensive assessment of school performance based on attendance records, standardized test scores, and graduation rates. Replaced in FY 2014 by UCAS.

Weighted Pupil Unit (WPU): a unit of measure used to determine the needed amount of state funding in a fair and equitable way.

Zero-based budgeting: a method of budgeting used by the District in which all expenses must be justified each year. Zero-based budgeting starts from a "zero base" and every program within the District is analyzed to determine viability and cost. Budgets are then built around what is needed for the upcoming year, regardless of whether the budget is higher or lower than the previous one.



If you have any questions regarding the budget of Provo City School District, or this budget guide in particular, please call the Business Office of the District at (801) 374-4848, or contact us by email at budget@provo.edu. The web address is: www.provo.edu/dep/busadmin/.

Thank you for your interest and continued support of Provo City School District.

ProvoCitySchoolDistrict

