

GES Student Grade-Level Reading Data, K-5 Kindergarten – Running Records ('17-'18 cohort)

As of 2/28/18...

Grade	% of students below grade level	% of students at or above grade level
Kinder	68%	32%

**Running records for grades have not been archived since the '14-'15 school year. Therefore, the only way to use Running Records to conduct a historical analysis to compare where students finished the school year (below/at/above grade level) would be to look at archived individual report cards for the column that indicates their final reading level.*

GES Student Grade-Level Reading Data, K-5

Grades 1-5, Running Records

End of the 2016-2017 School Year...

Grade	To be reading at grade level, students finish the year reading at the following level:	Average independent reading level that all students in the grade finished at:
Kinder	3-4	3.5
1 st Grade	17.1	12.64
2 nd Grade	21	16.61
3 rd Grade	24.1	21.99
4 th Grade	26.1	24.07

****5th grade teachers do not keep their Running Records scores for their past students. Currently, the only way to determine where 5th grade students finished compared to the at-grade-level score would be to look at archived individual report cards for the column that indicates their final reading level.***

GES Student Grade-Level Reading Data, K-5

Grades 1-5, Running Records

As of 2/28/18...

Grade	% of students below grade level	% of students at or above grade level
1 st Grade	61%	39%
2 nd Grade	55%	45%
3 rd Grade	66%	34%
4 th Grade	55%	45%
5 th Grade	62%	38%

**Running records for grades have not been archived since the '14-'15 school year. Therefore, the only way to use Running Records to conduct a historical analysis to compare where students finished the school year (below/at/above grade level) would be to look at archived individual report cards for the column that indicates their final reading level.*

GES Student Grade-Level Reading Data, K-5 Grades 3-5, Star 360 Data, '15-'16 SY

Grade Level	% of students who started the year at/above grade level	% of students who finished the year at/above grade level	% change
3 rd Grade	48%	53%	+5.0%
4 th Grade	61.4%	57%	-4.4%
5 th Grade	52.6%	56%	+3.4%

**At/above grade level = students in the blue/green category.*

***Complete STAR360 data (start of the year & end of the year) only currently exists for '15-'16 and '16-'17 school years. On a quad-colored system (red, yellow, blue, and green), blues and green-colored students somewhat correlate with students who are reading at grade level (the benchmarks used in STAR360 are not the same benchmarks used in Running Records.*

GES Student Grade-Level Reading Data, K-5 Grades 3-5, Star 360 Data, '16-'17 SY

Grade Level	% of students who started the year at/above grade level	% of students who finished the year at/above grade level	% change
3 rd Grade	49.4%	58%	+8.6%
4 th Grade	57.9%	65%	+7.1%
5 th Grade	51.4%	56%	+4.6%

**At/above grade level = students in the blue/green category.*

***Complete STAR360 data (start of the year & end of the year) only currently exists for '15-'16 and '16-'17 school years. On a quad-colored system (red, yellow, blue, and green), blues and green-colored students somewhat correlate with students who are reading at grade level (the benchmarks used in STAR360 are not the same benchmarks used in Running Records.*

Mr. Henry,

4/27/18

Preschool/Daycare Programs

1. During our budget meeting you stated that student test scores have increased for those students that graduated from the preschool into kindergarten and on. Please provide me with the data that supports this claim, sourced from the current principle of GES, Dr. Helms. Please include the Statewide Kindergarten Assessment data for the last 3 years.
2. During the budget meeting the question was asked, "How many pregnant teens do we currently have utilizing the Daycare?" I am uncertain of the exact response, it was something like from 3 – 11, I'm unsure? Please clarify with exact data, for each of the last four years:
 - A. How many teen parents were utilizing the daycare program.
 - B. How many ADMr dollars we received for these students that were allocated to the Daycare Program.
3. For each of the past four years, how many students have graduated up (stayed in our programs) from:
 - A. Daycare to Preschool?
 - B. Preschool to kindergarten?

I feel creating the daycare aspect of the services we provided for the Sam Brown students was/would have been a reasonable plan, so long as it was funded by the double weight of their ADM dollars. And, to have expanded the daycare to serve others in our school or community would have been a good idea if done in a manor, that would have been self-sustaining financially, (not taking GF dollars to do so). If done in this manor, it would seem that the current child care, CTE strand, still would have been feasible. However, for the Daycare program to have been allowed to grow to the point of taking \$244,000, from general fund money, dollars allocated for K-12, seems unreasonable given the financial situation our district was/is in.

To cut or significantly reduce these programs now, would mean jobs are going to be lost, services that are used and appreciated by the community will be lost, both of which, will be affecting people's lives. Not so different from the cutting of staff from GHS & GES as was proposed in this budget. The question I'm asking is "Should the level of day care provided, and the Preschool, have never been funded as they were in the first place, given the financial condition the district was in at the time?"

There were financial presentations given to the board with warnings of serious, impending, financial situations prior to last years budget.

4. Please provide a complete copy of the Financial Report presented to the board of directors, dated May 2016? Of particular importance are the fifth and sixth pages.
5. What is the total amount of money that has been spent on the Daycare and Preschool programs from the startup of the programs to date? Please include a break out of the following for each of the years the programs have operated, salaries, benefits (PERS, Health, Other), remodels, furniture, plumbing. Also include the cost of moving the other programs out of those buildings and into other buildings, including furniture and any remodel expenses to those buildings.
6. How many people have been employed in the two programs for each of past 4 years?
7. How much revenue is collected from sources outside of the GF for the two programs, for each of past 4 years?
8. I would like to see, in graph form; (I believe these graphs already exist.)
 - a. Single weight, ADM numbers for GSD over the past five years, with projected 18/19, without Charter School numbers.
 - b. General fund Revenue for past five years, with projected 18/19, without Charter School numbers.
 - c. General fund expense for past five years with projected 18/19, without Charter School numbers.
9. What was the total amount of "unexpected money" (unbudgeted), that materialized from budget presentation last year to current budget? Please break out the sources and corresponding amounts for each source, including Charter School.
10. I am curious what the 18/19 budget would have looked like without the addition of the unexpected funds that were realized. As if looking at the 18/19 budget you presented, without the "unexpected funds", what dollar amounts would have been cut from general fund & contingency fund to leave the minimum 8% of contingency fund as mandated? Please list the amount necessary to be taken from End Fund separate from cuts from programs, just as you did in the current budget.
11. Please present a report for 17/18, and projected for 18/19, listing the amount of :
 - a. Revenue from the Charter School.
 - b. Expense from the Charter School.

c. Amount of revenue our district would receive from the Charter School.

D. ADMr for the Charter School

12. Please list the financial impact that the Charter School has had on the districts experience funding in dollars.
13. Please offer an opinion on the impact that having the Charter School included as a part of GSD will have on the sports league level we will be forced to play at given our increased ADM. Are we now going to be forced to play up into larger, more competitive leagues?
14. Compared to 17/18 budget, what is the anticipated increase in Salaries expense for the GSD 18/19 budget?
15. Compared to 17/18 budget, what is the total PERS increase estimated for the GSD 18/19 budget?
16. Compared to 17/18 budget, what is the anticipated increase in health insurance for GSD for 18/19 budget? If no increase what is the amount budgeted?
16. You referenced that you anticipated the 2019-2021 PERS expenses to be increasing. And that you were budgeting conservatively for that. What do you anticipate those increases to be? Are those over and above what the current PERS costs are expected to be going forward?
17. What is the current amount of the districts PERS side account? Please estimate how the "side account" will impact the increases in PERS payments going forward through the next three years, and how it has been used last year and in the proposed budget.
18. Do you anticipate any changes to revenue our current revenue sources or new sources going forward that will significantly impact financial future of the GSD? In other words, is there any more money coming in to help prop up our budget in the near future?
19. On page 15 of the budget message, at the bottom there was one category – that started with District Programs and had several other categories listed. This category showed a 27% increase in funding for the year compared to all others ranging from 3%-9%. Please break out each of the individual departments or items in this category and the associated increase.

There are quite a few questions here. I'm asking because I feel the questions above are pertinent to at least getting an idea of what lead us to the financial situation we are in, and where we are headed if we continue down the same path as you are proposing with your budget.

The proposed budget projects taking the end fund balances down to minimum levels again, nearly \$1,000,000, (taking away the only shock absorber that would prevent major cuts to staff and programs when fluctuations in income occur) for the second year in a row, and projecting significant cuts to programs and/or staff again. This fact is very alarming to me, especially when you consider that if you hadn't received all the extra "unbudgeted" income, your cuts would have been more than twice as severe (as much) as projected in the budget.

Thank you,

Brent

Preschool/Daycare Programs
Data Report for the GSD Budget Committee/School Board
Prepared by Dr. C. Helms, Principal, Gervais Elementary School

May 2018

1. The following report seeks to provide insight into student test scores at Gervais Elementary School (GES); specifically, the test scores of those students who attended the Gervais School District (GSD) Preschool (PreK) program contrasted against those students who did not attend the GSD PreK program.

2. A caveat is necessary before this data is read and analyzed. Historically, GSD has not collected information in regards to whether or not a new kindergarten student attended a PreK program other than through the GSD. In other words, we are aware of those students who attended the GSD PreK program and those who did not, but within that group of students who did not attend the GSD PreK program, we are unaware of those who attended other PreK programs (i.e. OCDC HeadStart, private/church-based programs).

This caveat is critical. Generally speaking, those students who did not attend any PreK program (GSD-based or otherwise) are likely to enter Kindergarten with skillsets (academic, behavioral, social/emotional) behind those of their peers who attended a PreK program. Without the ability to demarcate between those students who attended a non-GSD based PreK program and those students who did not attend PreK at all, the data will not accurately reflect an answer that satisfies the impetus of this report.

An example clarifies this. If those who attended the GSD PreK program had an academic average of 5 (an arbitrary number), those who attended a non-GSD based PreK program also had an academic average of 5 (an arbitrary number), and those who did not attend any PreK program had an academic average of 2.5 (an arbitrary number):

- Demarcating between all three groups shows a clear separation between those that attended any PreK and those who did not;
- Not demarcating between the non-GSD based PreK students and the non-PreK students would present an academic average of 3.75; when compared against GSD-based PreK students, it would appear as if the second group (non-GSD based PreK students AND non-PreK students together) are academically behind their GSD-based PreK peers, when in fact this is not necessarily the case.

3. Appendix A shows start-of-the-year and end-of-the-year scores for the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) exam. Assessment scores date back seven years. Unlike the state assessment (see Appendix B), the DIBELS exam has remained relatively unchanged over time and is the closed apples-to-apples comparison we have from one kindergarten cohort to another.

- Note 1: The data does not differentiate scores of those students who attended the GSD PreK and those who did not.
- Per the DIBELS exam, the average student entering kindergarten at GES needs a significant amount of intervention; by the end of the year, the number of students who need intensive intervention support decreases by 10% (approx. 7 students).

4. Appendix B details the Kinder state assessment data that dates back to the 2013-2014 school year.

- Note 1: the nature of the test specific to timed vs. untimed changed at the 2016-2017 school year. This would have a fundamental influence on assessment scores.
- Note 2: The data does not differentiate scores of those students who attended the GSD PreK and those who did not.
- Note 3: The following table (next page) shows the state-wide academic performance of current kindergarten students: those who attended GSD PreK, those who did not, and the statewide average.

	Kinders not from our PreK (avg)	Kinders from PreK (avg)	Statewide (avg)
Letter Sounds	2.6585	3.3182	8.2
Uppercase Letters	8.3902	10.273	14.4
Lowercase Letters	5.0976	8.6818	12.1
Math	9.2927	10.045	11.2

5. Appendix C details the most current DIBELS scores of our 1st grade class and our Kindergarten class. I have removed student names (FERPA); however, those students who are highlighted are those who went through the GSD-based PreK program, whereas those not highlighted did not.

- Note 1: The current GSD PreK program is in Year 3. Therefore, the current 1st grade class is the first cohort to go through the GSD PreK program; the current Kindergarten class is the second cohort to go through the GSD PreK program; and the current PreK students are the third cohort to go through the GSD PreK program.
- Note 2: The data does differentiate scores of those students who attended the GSD PreK and those who did not. However, within the group of students that did not attend the GSD PreK, it does not differentiate between those that attended another PreK and those that did not attend a PreK at all.
- Note 3: The data indicates that there is no statistically relevant academic difference between those students who attended the GSD PreK program and those students who did not. There is a relatively equal distribution of former GSD PreK students, in both 1st grade and Kindergarten that currently test in all three categories (red, yellow, and green). To that end, this specific data stream does not indicate that former GSD PreK students perform academically better than their peers who did not attend the GSD PreK program.

6. The following table details kindergarten reading levels:

Grade	% of students below reading grade level	% of students at or above reading grade level
Kinder	68%	32%

- Note 1: The data does not differentiate scores of those students who attended the GSD PreK and those who did not.
- Note 2: This data was accurate as of March 1st 2018. It is likely that the numbers above have changed, are it is likely that the ratio is much closer to 50%:50%.
- Note 3: Although this data indicates that 2/3rd of kindergarten students are reading below grade level, historical data indicates that on average, the average kindergarten student finishes the school year reading at grade level. This is a strong testament to the amazing and effective kindergarten teaching staff at GES.

7. If the GSD Budget Committee or the GSD School Board has any questions about this report, they may be directed to Mr. Henry, GSD superintendent, or upon his consent, directly to Dr. Creighton Helms, the author of this report.

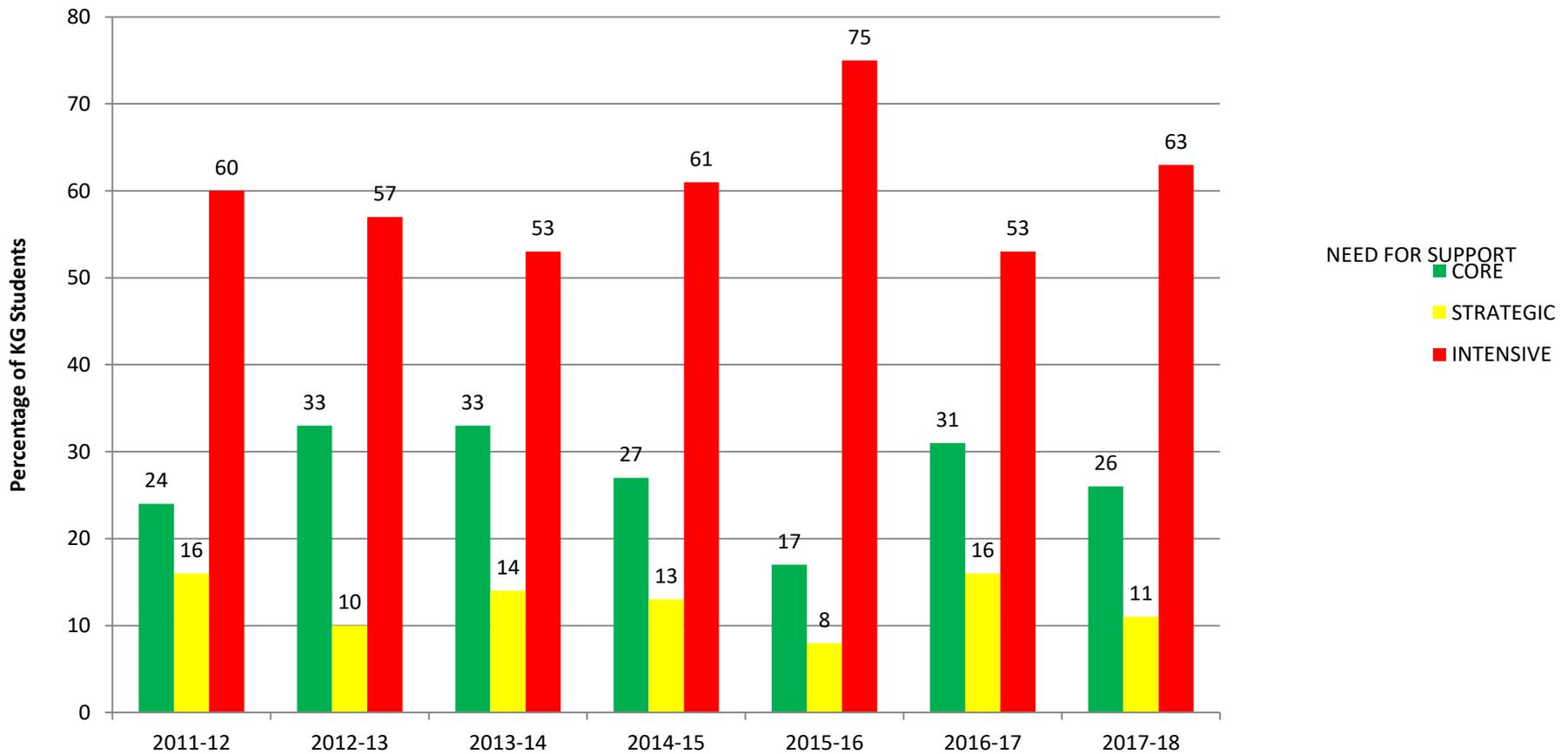
Respectfully,



Creighton C. Helms

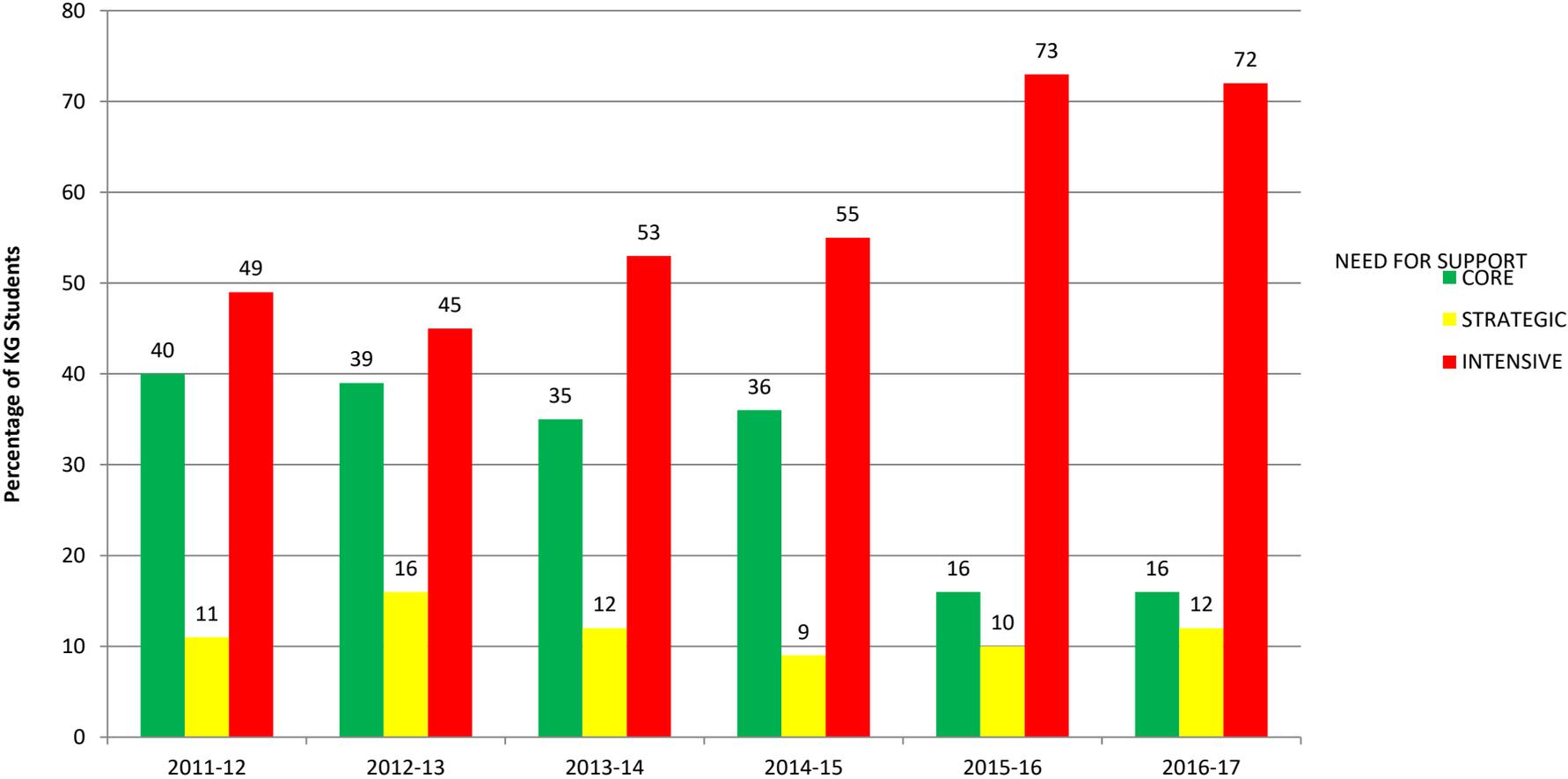
Appendix A: DIBELS Data (over time)

Beginning of the Year (Kinder)



Appendix A: DIBELS Data (over time)

End of the Year (Kinder)



Appendix B: GES Statewide KG Assessment Data over Time

	Test Name	Scoring Guide	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
	#of students		73	71	68	70	62
Approaches to Learning	Self Regulation	Av.rating 1-5	3.6	3.4	2.7	3.1	3.3
	Interpersonal Skills	Av.rating 1-5	4.1	4	3.2	3.6	3.3
	Total	Av.rating 1-5	3.8	3.6	2.8	3.3	3.3
Math							
	Math	Av # correct 0-16	7.7	7	6.9	7.6	9.7
Timed ?			1 MinTimed	1 MinTimed	1 MinTimed	Untimed	Untimed
Early Literacy	Letter Names	Av # correct 0-100	12.7	7	7.4		
	Upper Letter Names	Av # correct 0-26				11.1	9.2
	Lower Letter Names	Av # correct 0-26				9.4	6.8
	Letter Sounds/Timed	Av # correct 0-100	3.1	1.4	2.2		
	Letter Sounds/Untimed	Av # correct 0-26				5.9	2.9
	Spanish Letter Names	Av # correct 0-100		1.9			
	Spanish Letter Sounds	Av # correct 0-26			0.3	1.3	

Question 2B:

During the budget meeting the question was asked, “How many pregnant teens do we currently have utilizing the Daycare?” I am uncertain of the exact response, it was something like from 3 – 11, I’m unsure? Please clarify with exact data, for each of the last four years:

B. How many ADMr dollars we received for these students that were allocated to the Daycare Program.

The following information represents the latest information from Oregon Dept of Ed.

<u>Teen Parent</u>	<u>17-18 YTD</u>	<u>16-17</u>	<u>15-16</u>	<u>14-15</u>
Average Daily Membership	5.16	5.31	12.53	13.27
Membership	4	11	20	13
Total Formula Revenue	\$8,131	\$7,639	\$7,484	\$7,422
Total Second Weight	\$41,955.96	\$40,563.09	\$93,774.52	\$98,489.94
Total for Both Weights	\$83,911.92	\$81,126.18	\$187,549.04	\$196,979.88

Question 4

FINANCIAL REPORT

MAY 2016



PROCEEDS FROM BUILDING SALE

Date Range	Description	Amount
Building Proceeds	July 1, 2015 Beginning Balance	\$231,348.62
Building Proceeds	Payments after July 1, 2015	1,896,164.41
	Total	\$2,127,513.03
Sept 2016 – Sept 2018	Eldriedge	\$83,530.40
June 30, 2019	Eldriedge	\$632,242.49

REFERENCE RESOURCES

- [Needs assessment](#)
- [Bond payoff estimates](#)

REVISED RECOMMENDATION #3

(FROM APR 2016 MEETING)

FOR USE OF BUILDING PROCEEDS

- Use \$110,000 toward a Locker-room Facility at GMS
- Allocate \$200,000 toward grounds improvement / water upgrade
- Apply \$1,000,000 toward the debt (estimated savings \$40K/year)
- Reserve \$500,000 for future use as needed (PERS or Facility Needs)
- Apply \$317,513 towards the needs assessment
 - \$ 80,000 Chromebooks
 - \$ 50,000 GHS Roof Repairs (Phase I)
 - \$ 30,000 Finish GHS CTE Classrooms
 - \$ 20,000 Automatic Gate Opener / Automatic Door Openers
 - \$ 20,000 Paving at GHS
 - \$117,513 Other needs as recommended by Staff



FORECASTING CONSTANTS

- Moderate wage increases through 19/20
- Revenue as received for 15/16
- 16/17 revenue as estimated by the ODE as of 5/9/16
- 17/18 PERS increase of 5%
- No major changes to ADM

USING REVISED RECOMMENDATION #3....

- An increase of state revenue of less than 3% in 17/18 & 18/19 would result in the need to:
 - Layoff of 17.09* licensed staff members to maintain a 8% ending fund balance.
 - Layoff of 5.84* licensed staff members to break even.
- *Does not take into account possible use of \$500K reserve.

USING REVISED RECOMMENDATION #3....

- An increase of state revenue of to \$8B would result in the need to:
 - Layoff of 4.9* licensed staff members to maintain a 8% ending fund balance.
 - Layoff of 0 licensed staff members to break even.

- *Does not take into account possible use of \$500K reserve.

USING REVISED RECOMMENDATION #3....

- An increase of state revenue of to \$9B would adequately fund all programs.

CONTINGENCY PLANS

- Continue to work strategic plan, increase enrollment
- Aggressively seek more grants, possible partial ADM position reconfiguration
- Freeze wages/Fringe benefits
- Successful Bond passage
- Reduce non-staff expenses
- Efficiencies
- Apply for Title IV grant, reduce afterschool program expenses in General Fund
- Foster business partnerships for purposes of CTE to reduce dependence on licensed staff.

Question 5

What is the total amount of money that has been spent on the Daycare and Preschool programs from the startup of the programs to date? Please include a break out of the following for each of the years the programs have operated, salaries, benefits (PERS, Health, Other), remodels, furniture, plumbing. Also include the cost of moving the other programs out of those buildings and into other buildings, including furniture and any remodel expenses to those buildings.

GENERAL FUND DAYCARE EXPENSES				
	<u>17-18 YTD</u>	<u>16-17</u>	<u>15-16</u>	<u>14-15</u>
SALARY	\$112,044	\$113,772	\$78,767	\$51,684
ASSOCIATED PAYROLL COSTS	\$109,549	\$106,540	\$61,594	\$45,451
CONTRACTED SRVC	\$1,271	\$2,305	\$708	\$91
MATERIALS & SUPPLIES	\$4,395	\$5,919	\$2,363	\$53
ASSETS	\$0	\$0	\$0	
DUES/FEES	\$0	\$0	\$0	

GENERAL FUND PRESCHOOL EXPENSES				
	<u>17-18 YTD</u>	<u>16-17</u>	<u>15-16</u>	<u>14-15</u>
SALARY	\$80,421	\$94,103	\$83,068	\$0
ASSOCIATED PAYROLL COSTS	\$73,218	\$79,560	\$62,730	\$0
CONTRACTED SRVC	\$0	\$0	\$4,930	\$0
MATERIALS & SUPPLIES	\$2,652	\$586	\$7,689	\$0
ASSETS	\$0	\$0	\$0	\$0
DUES/FEES	\$0	\$0	\$0	\$0

(NOT INCLUDED ABOVE) DISTRICT
 REMODEL OF DAYCARE IN 17/18: \$15,121

Question 6

How many people have been employed in the two programs for each of past 4 years?

GENERAL FUND DAYCARE Full Time Equivalent (FTE)

	<u>17-18 YTD</u>	<u>16-17</u>	<u>15-16</u>	<u>14-15</u>
Licensed	0.00	0.00	0.00	0.00
Classified	5.47	5.47	3.47	2.75
Total	5.47	5.47	3.47	2.75

GENERAL FUND PRESCHOOL Full Time Equivalent (FTE)

	<u>17-18 YTD</u>	<u>16-17</u>	<u>15-16</u>	<u>14-15</u>
Licensed	0.25	0.55	0.55	0.00
Classified	3.00	3.00	2.60	0.00
Total	3.25	3.55	3.15	0.00

Question 7

How much revenue is collected from sources outside of the GF for the two programs, for each of past 4 years?

From report presented to the school board on January 1/30/18

HISTORICAL INFORMATION

District went to full day kindergarten before required to do so
Between 2008-09 and 2015-16 the total revenue received was:

\$ 1,721,131.50

COSTS VS. REVENUE

	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18 Anticipated</u>	<u>2017-18 Budget</u>
Preschool Expenses	0	\$ 158,417.24	\$ 174,249.39	\$ 147,056.65	\$ 191,564.00
Daycare Expenses Total	\$ 97,278.22	\$ 143,430.86	\$ 228,536.79	\$ 230,977.86	\$ 244,549.00
Expenses*	\$ 97,278.22	\$ 301,848.10	\$ 402,786.18	\$ 378,034.51	
Preschool Revenue**	0	0	0	0	
Daycare Tuition	\$ 22,528.00	\$ 32,282.92	\$ 53,496.87	\$ 71,887.50	
Teen Parent 2nd Weight	\$ 98,489.94	\$ 93,774.52	\$ 49,983.30	\$ 40,345.00	
Total Revenue*	\$ 121,017.94	\$ 126,057.44	\$ 103,480.17	\$ 112,232.50	
	2014-15	2015-16	2016-17	2017-18 Anticipated	
General Fund Resources needed to cover program	\$ (23,739.72)	\$ 175,790.66	\$ 299,306.01	\$ 265,802.01	

*Annual expenditures and revenues updated to reflect audited figures through 6/30/17 and final reconciled revenue from the ODE through 2015/16.

**The elementary school did not replace two teachers in 2015/16 to fund the program. This revenue is not represented.

New: The district receives special funds from Regional Migrant Services and Marion County, Early Learning Hub for specific activities that do not include operating costs. These grant monies were not included above.

Question 8

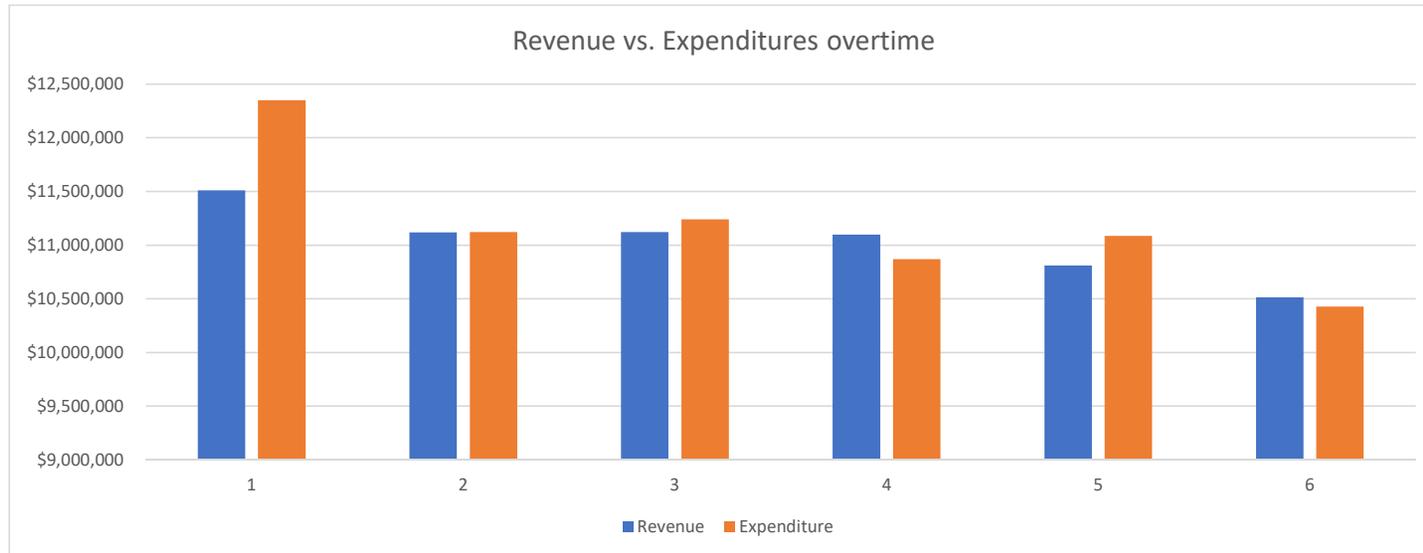
I would like to see, in graph form; (I believe these graphs already exist.)

- a. Single weight, ADM numbers for GSD over the past five years, with projected 18/19, without Charter School numbers.
- b. General fund Revenue for past five years, with projected 18/19, without Charter School numbers.
- c. General fund expense for past five years with projected 18/19, without Charter School numbers.

The following information represents latest information from Oregon Dept of Ed.
(Does not include the Charter School.)

	<u>18-19 Projected</u>	<u>17-18 YTD</u>	<u>16-17</u>	<u>15-16</u>	<u>14-15</u>	<u>13-14</u>
First weight ADM	1000.00	1003.57	991.30	1056.69	1008.85	1010.24
Amount paid on (greater of two years)	1003.57	1003.57	1056.69	1056.69	1010.24	1035.47
General fund revenue (does not include ending fund balance or transfer in)						
17/18 Charter = 141.84*8130						
18/19 Charter = 300*8107	\$ 11,508,245	\$ 11,118,573	\$ 11,119,736	\$ 11,095,734	\$ 10,807,580	\$ 10,513,340
General fund expenses (does not include contingency)						
17/18 Charter=1,010,565.91						
18/19 Charter = 2,375,000	\$ 12,348,112	\$ 11,120,109	\$ 11,237,793	\$ 10,868,070	\$ 11,084,808	\$ 10,425,016

Not all encumbrances will be used



Graphs did NOT exist without the charter information.

Question 9

What was the total amount of “unexpected money” (unbudgeted), that materialized from budget presentation last year to current budget? Please break out the sources and corresponding amounts for each source, including Charter School.

Brent, funds do not "materialize" and we are concerned that you used this term implying that the district was "hiding" funds. As Melissa has stated at every budget committee meeting since 2011-12, the proposed budget is an estimate. Spending and revenue changes between April and June. Some information on the items that varied the most, as was also presented in the budget message, but we cannot take the time necessary to list all the variances. Also, please note, the district did not have a charter school in 16-17.

2016-17 Ending Fund Balance	Difference
Revenue	
Under estimation of taxes to ODE (eventually resulting in a negative adjustment May 2018)	\$ 98,584.00
Interest earnings	\$ 6,017.00
Tuition (Special Education and Daycare)	\$ 23,497.00
Indirect Costs - Fees charged to grants	\$ 7,424.00
Auditor journal and additional miscellaneous revenue	\$ 23,168.00
Sm High School / High Cost Disability	\$ 22,467.00
Expenses	
Salary (Substitute costs were the variable)	\$ 23,446.00
Associated Costs: Pers Cost	\$ 2,328.00
Associated Costs: Pers Pick-up	\$ 4,670.00
Associated Costs: Pers UAL, change in % of PERS	\$ 51,823.00
Associated Costs: All others including unused tuition benefit	\$ 27,666.00
Over estimation of contracted services including transportation and underspending in maintenance	\$ 74,476.00
Over estimation of supplies - it is likely purchase orders were closed without spending all that was encumbered	\$ 89,242.00

Question 10

I am curious what the 18/19 budget would have looked like without the addition of the unexpected funds that were realized. As if looking at the 18/19 budget you presented, without the “unexpected funds”, what dollar amounts would have been cut from general fund & contingency fund to leave the minimum 8% of contingency fund as mandated? Please list the amount necessary to be taken from End Fund separate from cuts from programs, just as you did in the current budget.

District response:

Total ending fund difference between the proposed budget and the actuals was \$510,671

This revenue was not included in the 17-18 proposed budget, but the adopted budget was adjusted in June to include \$272,612 of these funds. \$238,059 was not used or included in the budget.

Contingency was increased at adoption by \$80,000.

If we are understanding the question, the district had planned on less money than what was received, so no changes would have been made. The district can only spend up to the appropriation authority it is given when the budget is adopted.

Question 11

Please present a report for 17/18, and projected for 18/19, listing the amount of :

- a. Revenue from the Charter School.
- b. Expense from the Charter School.
- c. Amount of revenue our district would receive from the Charter School.
- D. ADMr for the Charter School

Much of the information for your request about the charter school data can also be found on the following pages in the budget book.

Page 5

Page 8

Page 61

	18/19 Proposed	17/18 Anticipated (not budgeted)	Notes
Charter School Revenue (incl est for poverty & second weight)	\$ 2,588,159.75	\$ 1,284,698.00	Budget built to allow growth and May reconciliation 3 resident students (\$24K), Pending May reconciliation, Pro-
Charter School Expense	\$ 2,375,000.00	\$ 1,154,576.00	rated adjustments for growth
District Revenue from Charter School	\$ 207,539.20	\$ 77,081.88	Also, district will not have to pay for 3 resident students
District Rent revenue from Charter School	\$ 6,000.00	\$ 6,000.00	
ADMr (first weight) for the Charter School	300	137	

ADM is as of second quarter (Dec 31) - There will be more adjustments after 3rd quarter.

Question 12

Please list the financial impact that the Charter School has had on the districts experience funding in dollars

The staff position collection for the district was submitted this winter.

Staff experience will not be adjusted by ODE to include the charter school until May 2019.

Question 13

Please offer an opinion on the impact that having the Charter School included as a part of GSD will have on the sports league level we will be forced to play at given our increased ADM. Are we now going to be forced to play up into larger, more competitive leagues?

From Ken Stott:

Charter schools that are their own entity have no bearing on our ADM at this point in the OSAA enrollment figures. This will probably change in the next year or so because of the reclassification appeals/issues this last year. The OSAA has no idea what type of direction they will take, but Peter Weber told me that it will be addressed over the summer. If Charter schools have any kids who live in our district and have become associate members those kids can compete with us. They would count the kids 1 for 1, so the school's enrollment would have no bearing on us.

Therefore, since FCA is its own entity within our district, FCA student enrollment doesn't count for Gervais High School's enrollment. This is the same as SBA's enrollment.

Question 14

Compared to 17/18 budget, what is the anticipated increase in Salaries expense for the GSD 18/19 budget?

The district is in active negotiations with one employee group. This question will not be answered.

Question 15

Compared to 17/18 budget, what is the total PERS increase estimated for the GSD 18/19 budget?

The PERS Pick-up and cost percentages are not changing between 17/18 and 18/19.

Not including the Bond payment, expenses will likely be the same or go down depending on the proposal approved by the committee due to the reduction in substitute costs.

The district is proposing the higher amount between tier 1/tier 2 and OPSRP in the budget not knowing the rate for employee changes.

Question 16

**Compared to 17/18 budget, what is the anticipated increase in health insurance for GSD for 18/19 budget?
If no increase what is the amount budgeted?**

The district is in active negotiations with one employee group. This question will not be answered.

The district does not absorb insurance premium increases, but only pays up to the negotiated employee cap.

Second Question 16

You referenced that you anticipated the 2019-2021 PERS expenses to be increasing. And that you were budgeting conservatively for that. What do you anticipate those increases to be? Are those over and above what the current PERS costs are expected to be going forward?

This question was answered on page 4 of the presentation.

Below is a historic chart for reference

<u>Year</u>	<u>Tier 1/ 2</u>	<u>OPSRP</u>	<u>UAL</u> <u>(District</u> <u>Est. last yr</u> <u>of</u> <u>biennium</u>	<u>Pick-up</u>
2009-11	0.29%	0.19%	10.00%	6.00%
2011-13	4.88%	3.37%	11.70%	6.00%
Dec 2010 Estimate Valuation for 13-15	8.74%	7.00%		6.00%
2013-15 (Dec Rates)	11.29%	9.29%	14.10%	6.00%
2013-15 (PERS Employer Posted Rates)	6.89%	4.89%	14.10%	6.00%
2015-17 PERS	2.59%	0.45%	15.10%	6.00%
2017-19 Actual Received 9/26/16	5.99%	0.66%	14.40%	6.00%
2019-2021 Estimates received 11/30/17	10.94%	5.32%	14.40%	6.00%

Question 17

What is the current amount of the districts PERS side account? Please estimate how the “side account” will impact the increases in PERS payments going forward through the next three years, and how it has been used last year and in the proposed budget.

Response:

Do you mean side-account or savings started in 2003?

- Current Side Account with PERS:

The side account was established in 2003 with the sale of bonds and representing the district's unfunded liability. As that account has accumulated interest, there have been side account credits applied to the district's monthly PERS invoice to reduce the interest on the bond repayment.

More information about side accounts can be found at: <http://www.oregon.gov/PERS/Pages/General-Information/Side-Accounts-by-the-Numbers.aspx>

- 16/17 Ending Fund Balance Savings: \$536,363.16

The goal was to use about \$100,000 per year for the next five years to reduce the impact of the PERS costs to the district. To accomplish this, the rate of payroll was reduced by 2% from 16/17 to 17/18. However, we have since adjusted it and raised another 1% to compensate for the reduction in substitute payroll.

Question 18

Do you anticipate any changes to revenue our current revenue sources or new sources going forward that will significantly impact financial future of the GSD? In other words, is there any more money coming in to help prop up our budget in the near future?

Response:

The district is hopeful to receive the Title IV 21st Century Grant which would reduce the extra curricular burden on general fund.

The district intends to continue sponsoring Frontier Charter Academy.

Question 19

On page 15 of the budget message, at the bottom there was one category – that started with District Programs and had several other categories listed. This category showed a 27% increase in funding for the year compared to all others ranging from 3%-9%. Please break out each of the individual departments or items in this category and the associated increase.

Response:

The general ledger coding is not conducive to breaking out district programs. The information below is our best effort with limited time.

School/Program	2017-18 Adopted	2017-18 Expected		Difference from		Difference
		Actuals	18-19 Proposed	Expected	Actuals	between budget years
Daycare	\$244,549	\$235,000	\$213,425	(\$21,575)		(\$31,124)
Pre School	\$191,564	\$160,000	\$165,125	\$5,125		(\$26,439)
Gervais Elementary	\$2,749,367	\$2,450,000	\$2,700,596	\$250,596		(\$48,771)
Gervais Middle	\$1,474,865	\$1,350,000	\$1,472,597	\$122,597		(\$2,268)
Gervais High	\$2,273,645	\$2,050,000	\$2,150,820	\$100,820		(\$122,825)
Sam Brown Academy	\$332,901	\$250,000	\$256,890	\$6,890		(\$76,011)
District Programs	\$6,890,913	\$6,795,000	\$9,286,719	\$2,491,719		\$2,395,806
Sub Categories of "District" with budget above \$10K:						
Social Services	\$20,000	\$19,516	\$20,000	\$484		\$0
Business Office (incl unemployment/some insurance)	\$300,424	\$274,534	\$311,700	\$37,166		\$11,276
Charter School	\$1,000,000	\$1,154,576	\$2,375,000	\$1,220,424		\$1,375,000
English Language Learner	\$187,193	\$204,964	\$265,895	\$60,931		\$78,702
Information Services	\$25,462	\$1,899	\$10,675	\$8,776		(\$14,787)
Maintenance/Custodial (incl utilities)	\$762,881	\$724,213	\$776,463	\$52,250		\$13,582
Medical Services (not Special Education)	\$22,000	\$9,331	\$12,850	\$3,519		(\$9,150)
Music	\$114,485	\$73,366	\$79,600	\$6,234		(\$34,885)
Office of Superintendent	\$295,318	\$275,052	\$290,975	\$15,923		(\$4,343)
Pioneer	\$11,275	\$13,289	\$19,830	\$6,541		\$8,555
Police Presence	\$15,000	\$15,000	\$20,000	\$5,000		\$5,000
Professional Development	\$77,907	\$40,317	\$84,105	\$43,788		\$6,198
School Board (incl audit/board services)	\$113,099	\$122,418	\$116,975	(\$5,443)		\$3,876
Special Education	\$1,431,220	\$1,308,666	\$1,744,226	\$435,560		\$313,006
Student Accounting / Software	\$66,769	\$81,725	\$82,945	\$1,220		\$16,176
Technology (incl communications)	\$388,232	\$324,966	\$374,000	\$49,034		(\$14,232)
Transfer to special funds	\$527,000	\$527,000	\$436,000	(\$91,000)		(\$91,000)
Transportation (does not incl Special Ed)	\$444,427	\$451,037	\$534,995	\$83,958		\$90,568

Hello Melissa-

Here are my questions. Thanks so much for being willing to give us this information; I feel it will really help me to make a more informed decision on the budget. I hope not to add any more!

1. How much would it cost to have a ELA (English/Language Arts) specialist for the elementary school? **Hiring a teacher with some experience would cost \$82,000 including associated payroll expenses.** One additional Instructional Aide? **Hiring an instructional assistant would cost \$45,000 – 50,000 with associated payroll costs.**
2. I would like to know from Dr Helms, would he see value in having an ELA specialist at the ES? Or an additional IA?
3. I would like to know from each building principal, if they could add one position, or bring back one program that only requires one position (like Music/Band/Choir at the HS) what would that be?
GES- Keep TOSA position because of how it could and would impact other programs...
GMS - .4 counselor, .6 electives – music, computers
GHS - 1.0 elective teacher, Arts, Music, Theater, Home Economics (Bob)
SBA – 1.0, IA

If you feel that these questions are beyond the scope of what your responsibility is, I am happy to ask, or ask Matt to put those questions to the building principals. I did not include Sam Brown Academy in the list because their numbers are small enough that I have not heard of a need for an additional FTE in that building. What I am trying to assess is the opportunity cost of supporting the DC/PS. What other important things are we unable to do because we are financially supporting the DC/PS?

Thanks very much-

Lorraine