



Deer Park

SCHOOL DISTRICT

Citizen's Guide to the District Budget

2022-2023

Deer Park School District No. 414
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From the Superintendent

August, 2022

Deer Park School District Community Members:

The *Citizen's Guide to the District Budget*, released annually alongside the district's board approved budget (F-195), is financial information in an easy to understand format, designed to help foster deeper understanding of how schools receive funding and how we in Deer Park choose to spend our revenue. Thanks for taking the time to review the information in this guide. Please reach out if you have any questions about the district's budget.

Given the volatility and uncertainty brought on by the global pandemic, the past couple years provided a rather volatile and unpredictable financial climate for schools. While students were back to full-time in-person instruction throughout the 2021-22 school year, many families expressed lingering concern about COVID transmission, and many others shared concerns about the requirement that students wear a face covering throughout the day. It was difficult to anticipate the impact these concerns would have on overall enrollment. With that in mind, we budgeted conservatively but were pleasantly surprised by healthy enrollment – contrary to many of our neighboring districts.

Increased flexibility allowing districts to offer unique fully remote options that had been in place during the 2020-21 school year were repealed in for the 2021-22 school year, and thus, Deer Park School District did not continue to offer a remote learning option for students in grade K-8. However, using monies available through the federal government's Elementary and Secondary School Emergency Relief Fund (ESSER Fund, providing pandemic-related funding support), the district chose to maintain staffing to continue the remote option for students enrolled in grades 9-12. DPHS will continue to offer this fully remote option in the 2022-23 school year, but this is the final year of the program and as was the case prior to the pandemic, students will be provided with access to online coursework in unique or special circumstances.

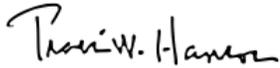
In addition to using ESSER funds to continue offering a remote learning option at Deer Park High School, the federal dollars were an important source of revenue for additional K-8 staffing. More specifically, to help address pandemic-related learning loss, the district hired five "intervention specialists" to provide intensive in-building academic support – three of these positions will remain in place for the 2022-23 school year. ESSER funds also be used to subsidize Deer Park's new K-5 after school program, a program offered in partnership with Right At School, an organization whose sole focus is offering quality after school child care and enrichment programs in K-12 schools.

We're also excited to highlight the completion of the modernization project at Deer Park Middle School. Sixth grade and Special Education students occupied new classrooms to begin the 2021-22 school year. In Phase 2 of the project, seven modernized classrooms were completed (four of the classrooms represent new square footage) and a new bus loop was completed to increase the safety of student drop-of and pick-up. As reported previously, the project qualified for more than \$3 million in state funding. Along with funds already in the district's Capital Projects Fund (which can only be used for remodeling/construction), we will complete the project without any increasing to local taxes.

As you make your way through this document, I believe you will see that the district has continued to effectively manage resources – even in the face of significant volatility. The district completed another clean financial audit during the 2021-22 school year and continues to make careful decisions given ongoing uncertainty related to enrollment.

We appreciate that you've taken the time to review this information and thank you for your continued support of our schools and students. Should you have any questions about any of the information in this document, please do not hesitate to call me or Deer Park's Director of Business Services, Brendon Myers.

Sincerely,



Travis W. Hanson
Superintendent

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Schools and Programs

Deer Park Elementary School

Deer Park Elementary serves students from Preschool through Grade 2. Preschool is offered through Special Education and an Early Childhood Education Assistance Program (ECEAP).

Arcadia Elementary School

Arcadia Elementary serves students in Grades 3 through 5. The intermediate elementary years are critical years for academic growth and provide a solid foundation for success in secondary programs.

Deer Park Middle School

Deer Park Middle School serves students in Grades 6 through 8. The middle school serves as a transition from the broad elementary program to a more specialized and intensive secondary program. Students are given both structure and freedom to begin making their own decisions and to establish their own interests and values. We have expanded elective programs to include exciting STEM* offerings, including programs in Robotics and Design & Modeling.

Deer Park High School

Deer Park High School is a comprehensive, accredited high school, serving students in Grades 9 through 12. We are focused on preparing students to meet the challenges of college and career by developing strong academic programs in reading, writing, math and technical skills. We have expanded elective programs to include a STEM* program, including offerings in Bio-Med and Design & Engineering. We also offer comprehensive activities and athletics programs to provide a balanced educational program for our students.

Deer Park Alternative High Program

Deer Park High School offers an alternative program to meet the needs of students who are more successful in an alternative setting, who are engaged in a contract program (partial school day), or who are in need of structures that will allow for successful re-entry into a traditional school setting.

Deer Park Home-Link Program

Deer Park Home-Link is a successful K-12 Parent Partnership Program that operates under Washington State's Alternative Learning Experiences (ALE) rules. Parents, students and certificated teachers work together to ensure high quality learning for each child. Classes operate out of both the A.R. Hegre Building in Deer Park, and the Clayton School.

* A common definition of STEM is an *interdisciplinary approach to learning where rigorous academic concepts are coupled with real-world lessons as students apply Science, Technology, Engineering, and Mathematics in contexts that make connections between school, community, and work enabling the development of STEM literacies and with it the ability to compete in the new economy.*

Enrollment and Staffing

Deer Park School District serves approximately 2,500 full- and part-time students with varied needs and abilities. We employ more than 500 full- and part-time staff including teachers, substitutes, support personnel and administrators (certificated and classified staff.) The following section discusses the importance of enrollment in determining our budget.

Why is student enrollment important? How is it measured?

Most of the revenue we receive from the State is determined by student enrollment. Student enrollment is measured using either Annual Average Full-Time Equivalent (AAFTE) or Headcount, as follows:

- **AAFTE** measures the average amount of time a student is enrolled during a school year and is normally used for determining funding. To be counted as full-time, a student must be enrolled for a minimum number of minutes on each prescribed count day for school months running from September through June. Students who attend less than full-time are considered less than 1.0 FTE. For instance, a student who is enrolled full-time (every day for the entire year) is considered to be 1.0 FTE; on the other hand, a kindergarten student enrolled at half-time (half-day each day for the full year) would be 0.5 FTE.
- **STUDENT HEADCOUNT** reflects the actual number of students who attend on a given day regardless of how many minutes per day they actually attend and is normally used when considering physical capacity. Using the kindergarten example, both a full-time and a part-time kindergarten student would each receive a full headcount of 1 (one).

Staffing

District staffing is also measured by FTE, with 1.0 FTE being the equivalent of a full-time employee. The number of days an employee works varies among positions and bargaining groups. For instance, a 1.0 FTE teacher's base contract includes 180-days a year, for 7.5 hours per day. Administrative staff works between 207 and 260 days a year (depending on position), for at least 8 hours per day.

School-based staffing levels, both certificated (instructional staff) and classified (non-certificated staff), are determined by AAFTE for each school and are distributed in consideration of the state funding formula and building specific needs.

The following table lists the average annual FTE enrollment for each grade level in the Deer Park School District, along with full-time equivalent staffing:

Enrollment and Staffing FTE

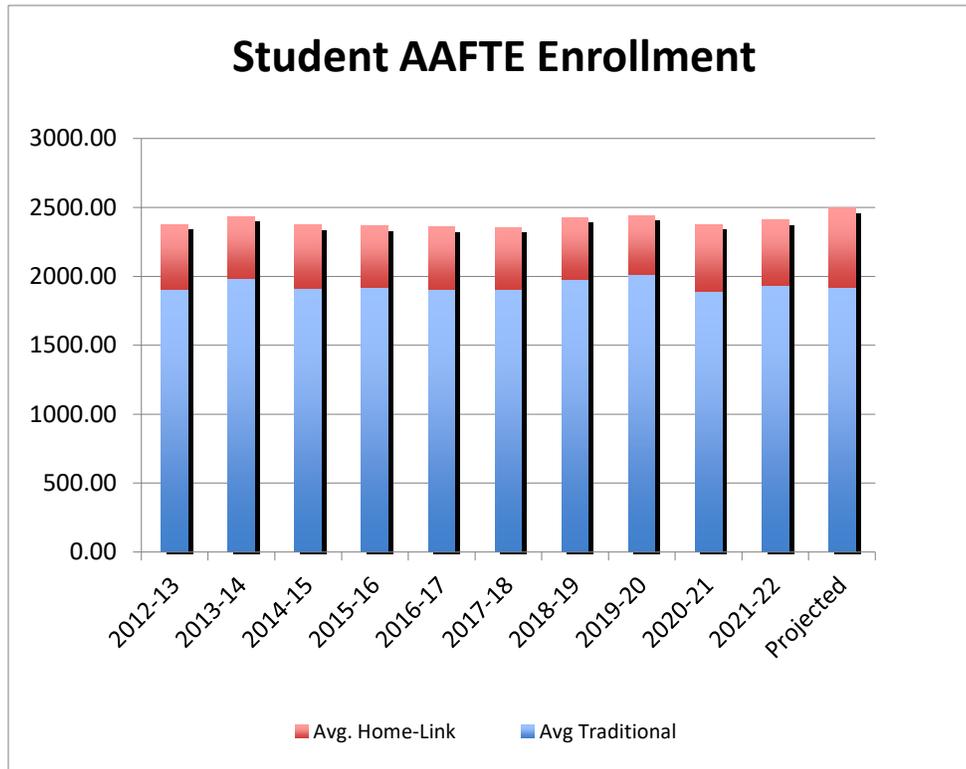
3-year History

Students	2020-21 Average	2021-22 Budgeted	2022-2 Budgeted
Kindergarten	116.70	130.00	140.00
Grade 1	146.04	130.00	141.00
Grade 2	138.93	150.00	120.00
Grade 3	141.20	142.00	145.00
Grade 4	145.16	145.00	148.00
Grade 5	136.00	149.00	144.00
Grade 6	142.40	140.00	151.00
Grade 7	173.39	152.00	134.00
Grade 8	174.00	173.00	145.00
Grade 9	138.84	178.00	167.00
Grade 10	160.00	143.00	174.00
Grade 11	93.70	129.00	139.00
Grade 12	101.13	92.00	135.00
Running Start	106.60	93.00	72.00
Dropout Reengagement	4.40	2.00	2.00
Alternative Learning	570.28	521.00	611.00
Total K-12 Students	2,488.77	2,469.00	2,568.00

Staff	2020-21 Actual	2021-22 Budgeted	2022-23 Budgeted
Certificated Employees	160.21	172.17	169.967
Classified Employees	98.54	98.90	98.916
Total Staff	258.75	271.07	268.883

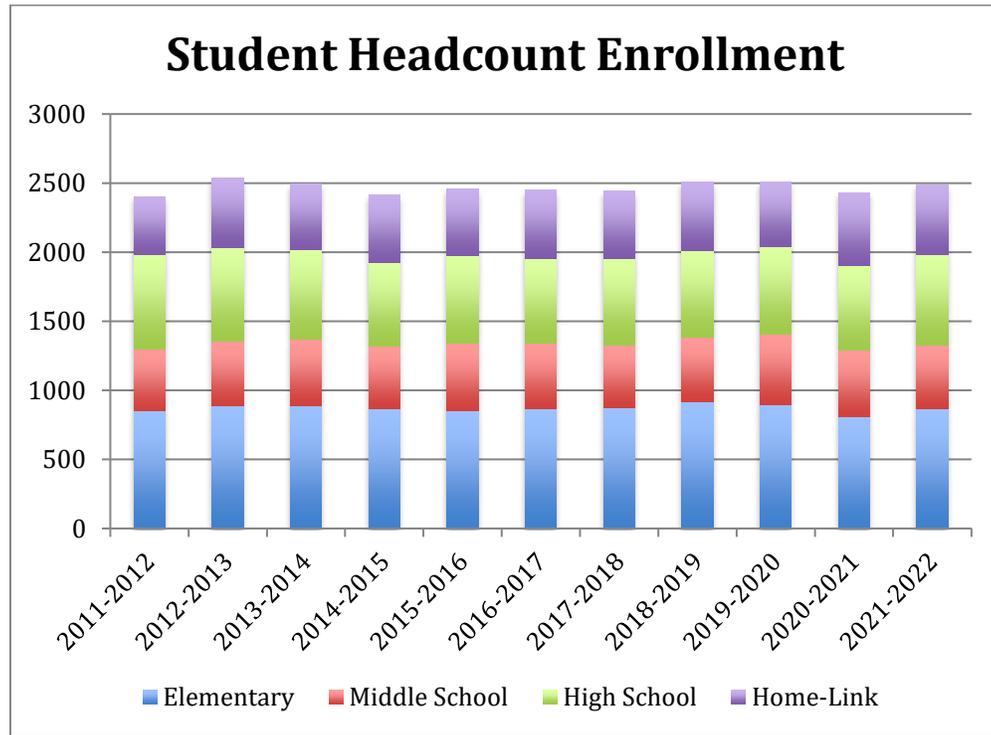
Enrollment Trends

The following charts and tables illustrate both average annual full time equivalent (AAFTE) and October head count (HC) enrollment trends.



School Year	Traditional K-12	Home-Link	Total
2012-2013	1,905.89	469.71	2,375.60
2013-2014	1,984.45	448.22	2,432.67
2014-2015	1,915.18	461.48	2,376.66
2015-2016	1,919.42	444.71	2,364.13
2016-2017	1,908.38	448.43	2,356.81
2017-2018	1,906.61	449.01	2,355.62
2018-2019	1,976.86	450.34	2,427.20
2019-2020	2,011.37	431.44	2,442.81
2020-2021	1,893.38	484.38	2,377.76
2021-2022	1,937.43	471.30	2,408.73
Projected 2022-23	1,919.00	575.00	2,494.00

The data shows our past stable trend in our traditional K-12 population, a rebound from a brief period of decline, then the recent impact of the COVID-19 pandemic on enrollment. It also illustrates a level Home-Link program enrollment allowing for fluctuations due to the COVID-19 pandemic.



Student Headcount Enrollment

School Year	Elementary	Middle School	High School	Home-Link	Total
2011-2012	854	446	685	418	2,403
2012-2013	889	465	681	503	2,538
2013-2014	889	481	651	469	2,490
2014-2015	864	459	601	493	2,417
2015-2016	855	484	634	485	2,458
2016-2017	865	479	610	496	2,450
2017-2018	876	454	625	487	2,442
2018-2019	919	463	627	499	2,508
2019-2020	896	512	629	472	2,509
2020-2021	806	483	611	532	2,432
2021-2022	868	459	654	509	2,490

The data in the above charts is based on an October 1 “snapshot” date, as is frequently used by the state in data collection.

The Budget

Our budget is a financial tool that guides the collection and distribution of resources in accordance with state law, OSPI regulations, the Board's educational priorities, and District policies, as well as sound financial management principles.

Our fiscal year begins September 1st and ends August 31st. The budget process begins in late winter and culminates when the Superintendent submits a recommended budget to the Board, usually in August. This recommendation is based on projected enrollment, projected revenues and other resources, program requirements, and any mandated changes.

The following sections discuss our funds and projected financing sources for each one. The remaining sections focus on the General Fund, which represents 88.5 percent of the 2022-23 budget.

District Funds

To better manage its resources and comply with State and Federal accounting requirements, we use five different funds or accounts, as follows:

The **GENERAL FUND** accounts for daily operations. Included in this fund are all recurring financial activities, such as teacher salaries, food services, custodial and maintenance support, and central administration costs. Revenue sources primarily include a state allocation based on student enrollment, local property taxes, state special purpose, federal special and general purpose, and local non-tax revenue. Detailed descriptions of these sources are included in the following section.

The **CAPITAL PROJECTS FUND** is used to finance and pay for capital improvements. These include land acquisition, construction of new buildings, site improvements, major building renovations, replacement of plumbing, electrical or heating systems, and the equipping of new facilities. Revenues from bonds, some levies, and sales and lease of property are retained here.

The **DEBT SERVICE FUND** accounts for the redemption of bonds and the payment of interest on bonds, which were sold to fund capital improvements. Proceeds from bond sales are credited to the Capital Projects Fund. The income generated in this fund comes from local property taxes. See Appendix I for more information on taxes.

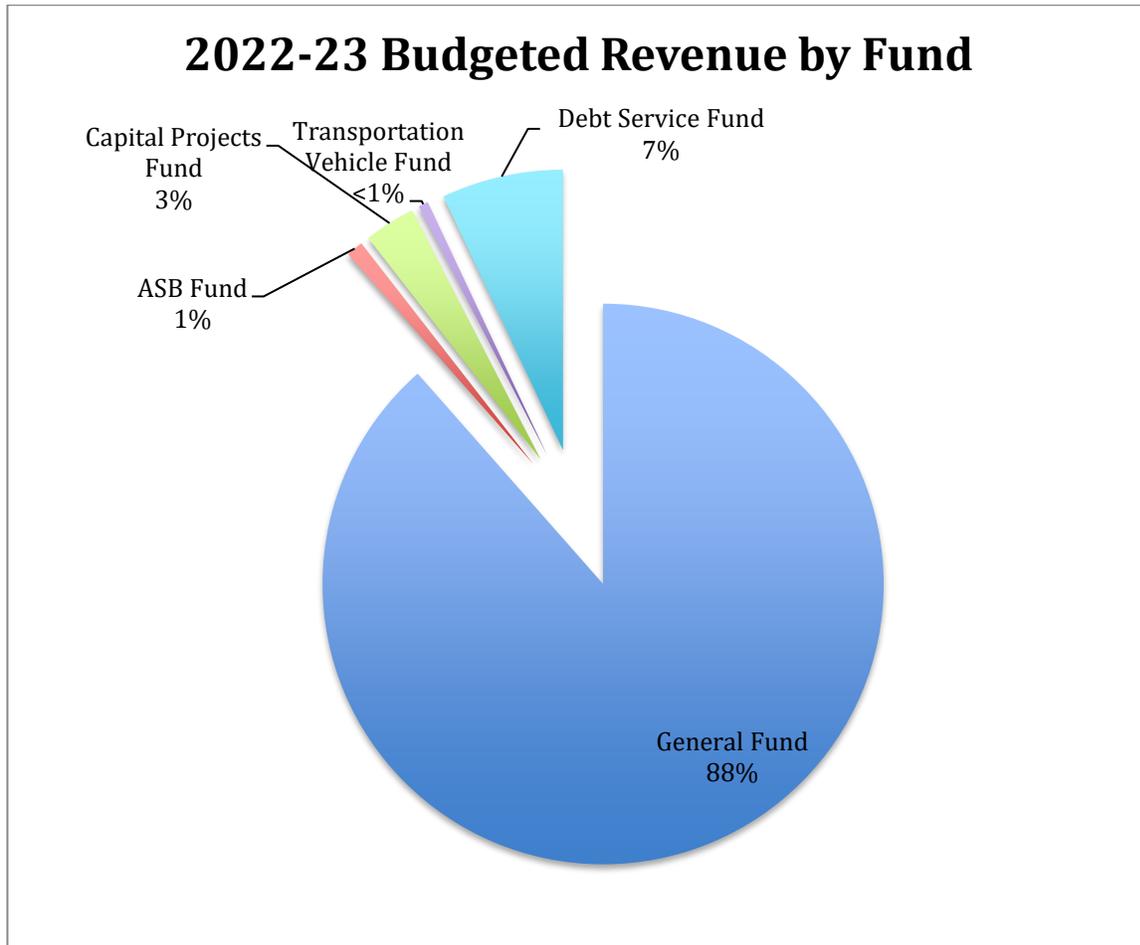
The **ASSOCIATED STUDENT BODY (ASB) FUND** accounts for funds raised by students at each school. Each student body organization prepares and submits an annual budget for Board approval. Revenues are derived from fundraisers and student fees.

The **TRANSPORTATION VEHICLE FUND** is used for the purchase, major repair, and rebuilding of school buses. This fund's primary source of revenue is bus depreciation payments received from the state.

State law does not allow funds from Capital Projects/bond dollars or the Transportation Vehicle Fund to be transferred to, and used in, the General Fund, to offset reductions or needs, such as staffing reductions or other reductions.

Total Financing Sources by Fund

The following chart depicts the current year’s budgeted financing sources. A 3-year summary follows.



Fund	2020-21 Actual	2021-22 Budget	2022-23 Budget
General Fund	\$ 34,347,456	\$ 38,830,206	\$ 40,587,753
ASB Fund	\$ 91,645	\$ 401,000	\$ 444,500
Capital Projects Fund	\$ 2,531,156	\$ 3,655,000	\$ 1,355,000
Transportation Vehicle Fund	\$ 49,488	\$ 323,481	\$ 255,715
Debt Service Fund	\$ 3,053,205	\$ 3,110,023	\$ 3,216,102
TOTAL REVENUE	\$ 40,272,950	\$ 46,319,710	\$ 45,859,070

An explanation of changes follows.

EXPLANATION OF CHANGES - Aug. 2022

Revenue that makes up the district's **General Fund** is provided via the general apportionment formula, known as the prototypical school model. Prototypes illustrate a level of resources to operate a school of a particular size with particular types and grade levels of students. In addition to providing staffing revenues, the prototypical funding formula includes an allocation for materials, supplies, and operating costs (MSOC).

The COVID-19 pandemic created a very unpredictable and volatile funding climate. Enrollment projections, which are the main driver of budget decisions, were incredibly difficult given the general uncertainty of many families. Second, the federal government made available several sizable funding packages to specifically address the impacts of COVID on school districts. These federal resources can only be used for COVID-related costs (i.e. – PPE, ventilation improvements, learning loss, social/emotional supports...), but the spending window spans a few years. The General Fund budget continues to be a bit larger than "normal" as we incorporate these federal funds. As it relates to enrollment, we have continued to be cautious in our projections. That said, the community of Deer Park is experiencing significant growth and it's only a matter of time before the number of new residences begin to translate into increased enrollment.

We do expect to see a significant increase in ALE enrollment in the 2022-23 school year. Home Link, Deer Park's Parent Partnership Program has maintained a large waiting list for years; as interest in ALE programs spiked during the pandemic, Home Link's waiting list grew significantly. In seeking to serve Deer Park families in ways they desire, the district allowed Home Link to hire additional staff and increase enrollment (the goal as to eliminate the waiting list). We expect to see program enrollment grow by at least 100 students.

The board continues to support CTE and STEM-focused offerings popular at Deer Park Middle School and Deer Park High School. Our HS credit retrieval program, which supports students in the acquisition of credits necessary for graduation, remains a priority in offering additional pathways to success. The board also continues to support dual credit opportunities at Deer Park High School, allowing students to earn college credit in classrooms at Deer Park High School. Presently, there are approximately 15 courses where students can obtain college credits as part of the College in the High School program.

In the **Debt Service Fund**, the district was able to successfully refund a portion of the 2007 and 2008 series bonds in 2015/2016, resulting in a savings to taxpayers of \$800,594 over the remaining years. These bonds for the high school project will mature in 2024 and 2025.

In the **Capital Projects Fund**, we are excited to report that we are able to continue to implement the recommendations of the District Facilities Committee to expand permanent space at Deer Park Middle School. This group, comprised of two district administrators, two current school board members, as well as seven district patrons, reconvened in the spring of 2019 to evaluate the district's facility needs. The current "sixth grade wing" at Deer Park Middle School is essentially a combination of two modular buildings that, almost 30 years ago, were intended to provide a short-term solution for moving 6th graders from Arcadia Elementary to DPMS. The functionality of that structure is limited, and it is reaching the end of its effective life span – that reality combined with overall space concerns at DPMS saw the Citizen's Facilities Committee recommend replacement with new permanent space. The project has qualified for over \$4 million dollars in state match monies, which allowed for the feasibility of construction to begin in the summer of 2020. In addition to this project at DPMS, the district's transportation dept. is housed in a structure built in the 1930's, originally part of the Deer Park Pine lumber mill. While the structure received some badly needed repairs and renovations in 2009, it is also slated for replacement by recommendation of the facilities committee. In the summer of 2016, the district finalized the purchase of 15 acres south of Deer Park High School as a site for this future transportation facility. Additionally, the number of new homes being constructed in Deer Park has us anticipating the need for additional classrooms in the future. The Board has also committed to continued efforts to address the district's security needs, having completed significant investments in security cameras and vestibules (controlled access entry) in each of the district's buildings.

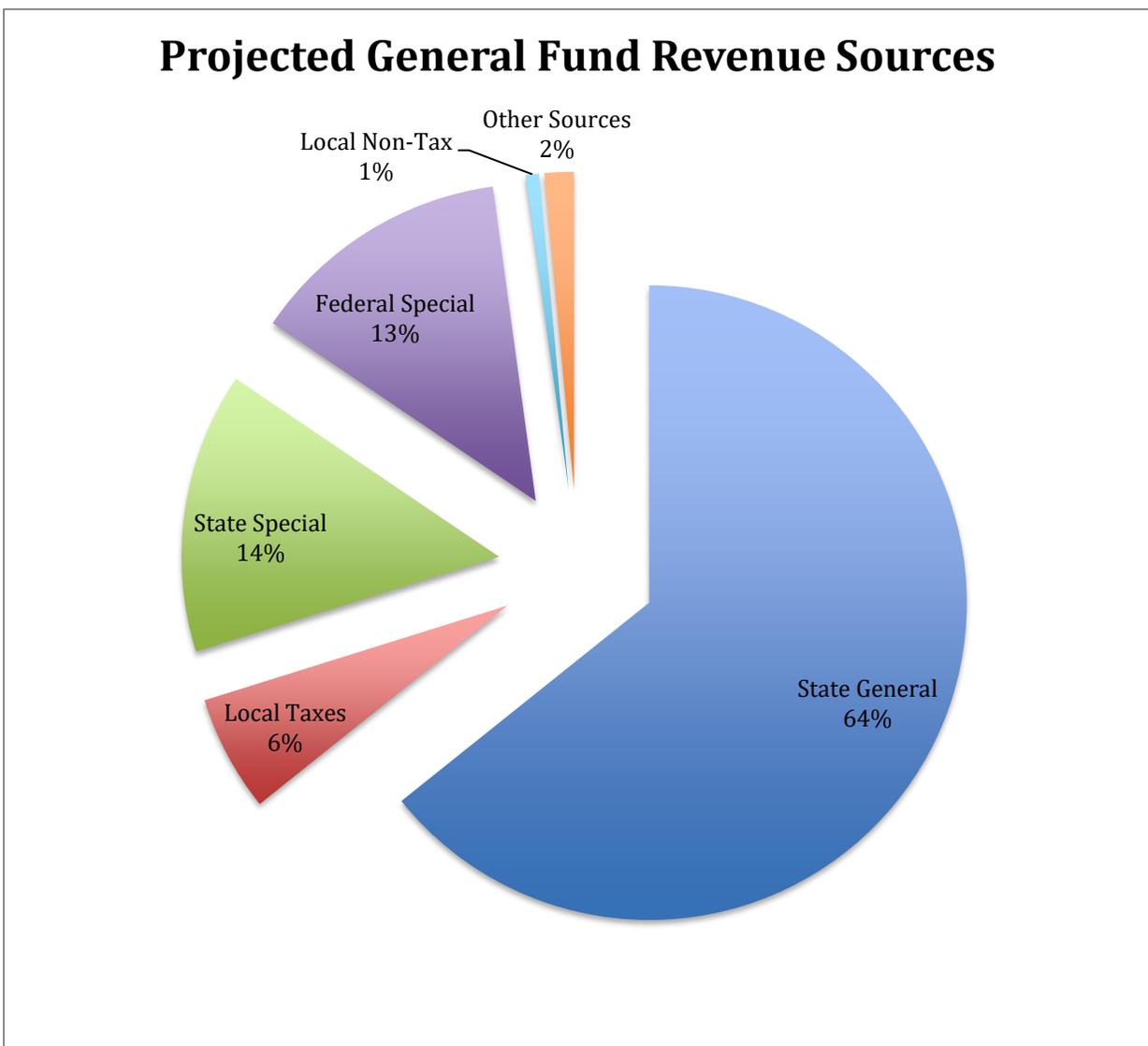
In the **Transportation Vehicle Fund**, revenues are projected to stabilize since we met the goal of getting all our route buses on the depreciation schedule. Two buses that are dropping from state depreciation are scheduled for replacement. We are monitoring growth in anticipation of a potential new route as our student enrollment increases.

The **Associated Student Body Fund** is where student-raised funds are managed. Each year we budget the fund near its potential capacity to allow flexibility for the students. However, actual spending is typically significantly less, and is limited to their actual funds raised and available.

General Fund Revenue

WHERE DOES THE MONEY COME FROM?

Our largest source of revenue comes from the State's General Purpose or Apportionment allocation, which is funded primarily by the state sales tax. This is followed by State's Special Purpose funding, which is earmarked for specific programs such as special education, Learning Assistance Program, and student transportation. The following chart illustrates the various General Fund revenue sources.



The following table provides a summary of the General Fund revenue sources over the past three years. Descriptions of these sources follow.

General Fund Revenue Sources

Source	2020-21 Actual	2021-22 Budget	2022-23 Budget
State General	\$ 23,675,439	\$ 23,247,731	\$ 26,077,612
State Special	\$ 5,320,614	\$ 5,584,556	\$ 5,800,851
Federal Special	\$ 2,624,238	\$ 6,985,043	\$ 5,426,431
Local Taxes	\$ 1,936,462	\$ 2,318,999	\$ 2,405,099
Other Sources	\$ 601,519	\$ 574,427	\$ 603,310
Local Non-Tax	\$ 189,184	\$ 119,450	\$ 274,450
TOTAL	\$ 34,347,455	\$ 38,830,206	\$ 38,830,206

GENERAL FUND REVENUE SOURCE DESCRIPTIONS

State General Purpose **\$26,077,612**

General Apportionment is allocated by the state to support basic education operations. Funding is determined by our ten-month average student enrollment (see Enrollment and Staffing section.) This also includes around \$2 million of Local Effort Assistance (LEA) funding, known as "levy equalization", that we receive because we have a voter-approved levy. LEA funding supplements the levy based on a formula that compares our collections against a state-determined amount per student. School districts must have a levy of at least \$1.50/\$1,000 of assessed valuation to maximize this funding.

State Special Purpose **\$5,800,851**

State Special Purpose allocations are for specific educational and support programs. They include funds for special education, Learning Assistance Program (LAP), student transportation operations, highly capable and transitional bilingual education programs. This funding is specific to its assigned purpose and cannot be used in other ways.

Federal Special Purpose **\$5,426,431**

Federal Special Purpose grants provide funding for programs to support specific student populations and programs, such as special education, Title I, Title II, and school food service. Each federal grant comes with its own requirements and rules for its use and can only be used for the intended purpose. This was bolstered in 2020-21 and 2021-22 with resources specifically provided to cover costs associated with the

pandemic and learning recovery supports for students. While the full grant is listed in the budget, we intend to extend its use into the 2022-23 year as well, as indicated in the grant guidance.

Local Taxes **\$2,405,099**

We receive 5-6% of our revenue from local property taxes, which fund essential program expenditures beyond our state provided resources. Current local tax revenues are based on the Educational Programs and Operations Levy passed by voters for 2022-2024. Property tax for the levy is \$1.502 per \$1,000 of assessed valuation for 2022. As part of the legislative restructuring of state funding, local levies are capped at either \$2.50/\$1,000 of assessed valuation or \$2,606 per student, whichever is lower for 2021. The Board remains committed to keeping the rate as near \$1.50 per \$1,000 as possible, resulting in actual collections estimated to be closer to \$2,205,000.

Other Revenue Sources **\$603,310**

Other sources of revenue include revenue from other districts, and other local government agencies. It includes revenue for services provided to other school districts (special education, non-high) and revenue for the provision of our ECEAP program.

Local Non-Tax **\$274,450**

This revenue source includes fees for goods and services, such as facility use fees and school meals. It also includes donations and interest earnings.

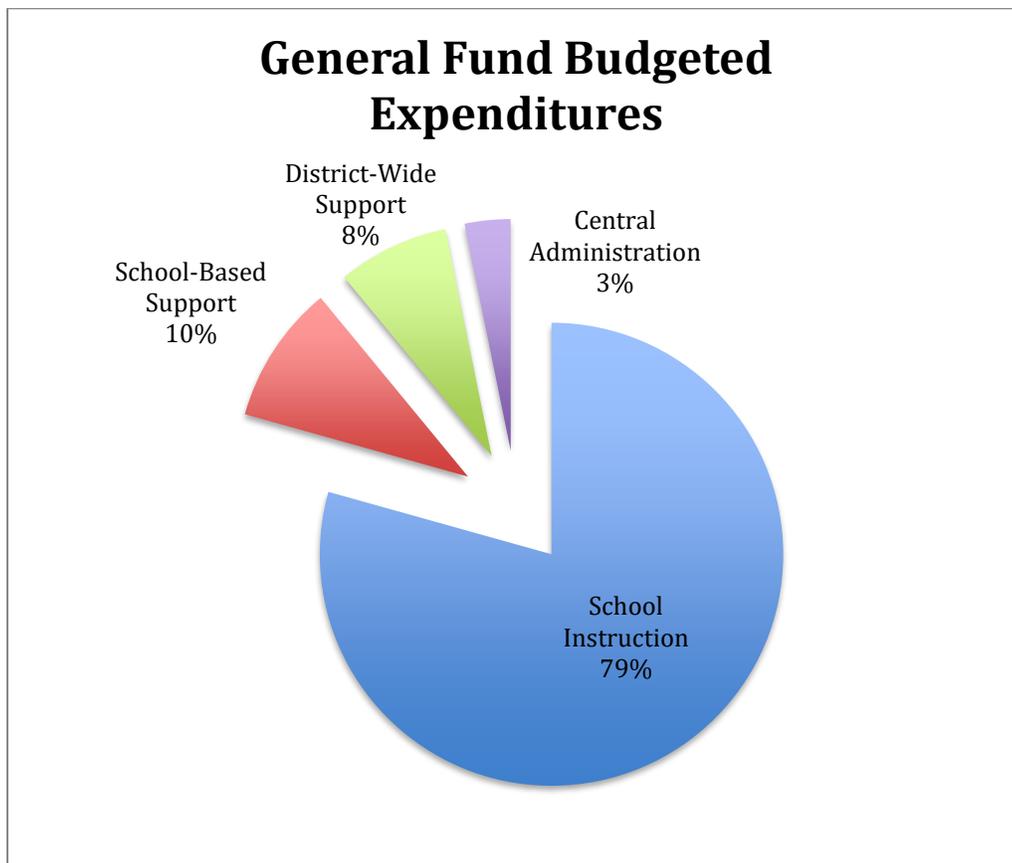
General Fund Expenditures

HOW ARE YOUR TAX DOLLARS SPENT?

Deer Park runs one of the “tightest ships” in the state. We strive to operate efficiently and to be good stewards of tax dollars.

More than three-quarters of the General Fund budget will be spent directly on School Instruction; including teaching support activities (i.e., teachers, librarians, nurses, principals, counselors, and extracurricular activities). School-based support such as custodial and maintenance personnel, food services, and utilities amount to 10% of expenses – making the total amount spent at schools around 89 percent. District-wide support and central administration make up the remainder of the budget.

The following chart and table depict how district revenues are allocated. Descriptions of these activities follow.



EXPENDITURES

We allocate resources according to four categories: School Instruction; School-based Support; District-wide Support; and Central Administration. Definitions of respective OSPI-defined activity codes (in parentheses) are taken from the *Accounting Manual for Public School Districts in the State of Washington* (Office of Superintendent of Public Instruction, <http://www.k12.wa.us/safs/INS/ACC/1516/SDAM1516Complete.pdf>)

General Fund Expenditures, by Activity

Source	2020-21 Actual	2021-22 Budget	2022-23 Budget
School Instruction	\$25,876,314	\$31,510,851	\$32,642,822
School-Based Support	\$3,212,206	\$3,848,977	\$3,974,663
District-Wide Support	\$2,785,679	\$3,086,812	\$3,255,868
Central Administration	\$1,021,036	\$1,268,785	\$1,348,649
TOTAL	\$32,895,235	\$39,715,425	\$41,222,002

School Instruction

\$32,642,822

This consists of teaching as well as teaching support activities that enrich the overall quality of classroom instruction. Examples include learning resource centers; student guidance and counseling; psychological, speech, hearing and health services; management of individual schools and curriculum.

- **TEACHING (27)** includes classroom teachers and aides who assist students in acquiring new or improved knowledge, skills and comprehension. Supplies, materials and equipment used in classroom instruction are also included.
- **LEARNING RESOURCES (22)** includes library services to ensure that a systematic organization of books and other reference materials are available for use by students and staff district-wide. This activity also provides materials specifically designed to improve learning through the use of instructional aids.
- **GUIDANCE & COUNSELING (24)** includes helping students by assessing and understanding their abilities, aptitudes, interests, and educational needs, and providing services to meet those needs.
- **PUPIL MANAGEMENT & SAFETY (25)** includes the cost of pupil security personnel.

- **HEALTH SERVICES (26)** involves the duties of school nurses, psychologists, speech/hearing therapists, and their assistants to support the health and welfare of students.
- **EXTRACURRICULAR (28)** activities include athletic coaching and transportation for activities not paid for by the Associated Student Body (ASB) fund, as well as class or student activity advising, and supervising ASB fund accounting.
- **PRINCIPAL'S OFFICE (23)** pertains to the management of individual schools. It includes administering the school's instructional programs, supervising and evaluating staff, and providing administrative support to teachers and students.
- **INSTRUCTIONAL PROFESSIONAL DEVELOPMENT (31)** includes in-service training, costs of workshops, conferences, supplies; as well as substitutes for release time, and additional contract days and/or extra pay for professional development.
- **INSTRUCTIONAL TECHNOLOGY (32)** includes computers and related classroom technology such as projectors, document cameras, and operating software; as well as staff who support instructional technology.
- **CURRICULUM (33)** includes costs relating to the development and implementation of curriculum for the school district, as well as the cost of new and/or replacement textbooks and other instructional materials related to curriculum.

School-Based Support**\$3,974,663**

These activities directly benefit students and bolster the overall educational experience at schools. They include preparing and serving meals as well as ensuring the operation and maintenance of buildings and school grounds.

- **FOOD SERVICE—GROCERIES (42)** includes the expenditures for all food used in connection with the regular food services program including expenditures for processing, freight, delivery, and storage of food and commodities.
 - **FOOD SERVICE—OPERATIONS (44)** involves preparing and serving breakfasts and lunches in connection with school activities, as well as delivering prepared meals to schools.
 - **FOOD SERVICE—TRANSFERS (49)** provides for the transfer of costs of the summer food program to the appropriate program, per OSPI guidance.
 - **GROUNDS MAINTENANCE (62)** involves the routine care of grounds, such as raking, hoeing, watering, cutting and protecting lawns, and transplanting, trimming and caring for flower beds. It also includes repairing walks, fences, tennis courts, playground surfaces, lawn sprinkling systems, outside flagpoles, driveways, and sewers.
 - **OPERATION OF BUILDINGS (63)** includes expenditures for custodians for daily building
-

operation. This includes costs for supplies such as brooms, mops, brushes, wastebaskets, garbage cans, electric light bulbs, electric fuses, dustpans, floor wax, flags, blackboard erasers, and pencil sharpeners.

- **GENERAL MAINTENANCE (64)** covers costs for carpenters, electricians, glaziers, plumbers and painters to maintain buildings and equipment through repair and upkeep. Services include repainting, resurfacing, refinishing, re-shingling, and repairing structures, foundations, doors, windows, and other buildings and fixtures.
- **UTILITIES (65)** include the cost of water, electricity, natural gas, heating oil, data/voice telecommunications, sewage, and garbage and recycling.
- **SUMMER FOOD – TRANSFERS (91)** includes the costs of providing the summer food program.

District-Wide Support

\$3,255,868

Rather than being located at a particular school, some types of support are centralized. These activities include pupil transportation, building security, property insurance, information systems and network support, printing services, warehousing distribution. Central support also includes the district-level supervision of instruction, food services, transportation, and maintenance activities.

- **TRANSPORTATION—OPERATIONS (52)** consists of direct operating expenditures for transporting students to/from school, and from one school to another. This includes costs for transporting pupils other than by school buses (i.e., via passenger vehicle).
- **TRANSPORTATION—VEHICLE MAINTENANCE (53)** consists of costs for maintaining school buses and other vehicles. It includes services such as mechanical repair, painting, safety inspections, cleaning, and preventive maintenance. Other expenses include rent, custodial and related services for the garage, as well as repair and maintenance of the garage buildings, grounds, and equipment.
- **TRANSPORTATION—VEHICLE INSURANCE (56)** includes expenditures for insuring school buses and providing liability protection.
- **TRANSPORTATION—TRANSFERS (59)** includes expenditures for transporting pupils on trips in connection with educational programs (for example, educational field trips and the transport of school teams to compete or perform).
- **BUILDING SECURITY (67)** includes services to protect buildings and other property from unlawful entry, vandalism and burglary.
- **PROPERTY INSURANCE (68)** consists of costs for maintaining property, employee and liability insurance, as well as fidelity bonds.

- **INFORMATION SYSTEMS (72)** involves expenditures to maintain and operate our information system and computer network. Purchase of hardware and software, providing technical support, training, systems and database development and/or maintenance, data processing, and storage of data are included.
- **PRINTING (73)** constitutes operating expenditures for duplicating, printing, or otherwise reproducing printed materials by a print shop or contracted printing services, such as purchasing and maintaining printers and copiers, and purchasing ink and paper.
- **WAREHOUSE (74)** contains expenditures for distributing supplies, delivering mail, and the expenditures for operation a central warehouse.
- **SUPERVISION OF INSTRUCTION, FOOD SERVICES, TRANSPORTATION & MAINTENANCE (21, 41, 51 & 61)** includes expenditures for providing district-wide leadership in developing instructional programs and curriculum, administering food services, transportation and plant activities, as well as secretarial and clerical support of these functions.

Central Administration

\$1,348,649

Central Administration includes activities related to the general direction, regulation and administration of the District at large. It includes responsibilities that are carried out by the school district's board of directors, the superintendent's office, the business office, and the human resources office. Duties include personnel administration, public information, finance and accounting, research and planning, bookkeeping and statistical services, business administration, fiscal control, and purchasing.

- **BOARD OF DIRECTORS (11)** includes expenditures to support responsibilities that are not delegated but are retained and carried out by the school district's governing board. This activity also entails costs for board memberships, audits, elections and legal services.
- **SUPERINTENDENT'S OFFICE (12)** includes general administration, the superintendent's office, and community relations.
- **BUSINESS OFFICE (13)** consists of financial accounting operations, including district-wide research and planning for budgeting, accounting, bookkeeping, statistical services, business administration, fiscal control, purchasing and payroll.
- **HUMAN RESOURCES (14)** consists of personnel recruitment, compliance and placement activities, employment services, classification and compensation, employee benefits administration, human resources information systems, and labor relations.
- **PUBLIC RELATIONS (15)** consists of writing, editing, and other preparation necessary to disseminate educational and administrative information to parents, students, staff, and the general public through direct mailing, the various news media, e-mail, internet web sites, and personal contact.

Appendix I

Local Taxes

There are two types of local taxes collected: Bonds and Levies. Bonds pay for major construction. Levies pay for ongoing operational and enrichment costs. The easiest way to remember the difference is "Bonds are for Buildings; Levies are for Learning".

BONDS

Bonds are similar to a "mortgage" for school construction and renovation. Money is borrowed for major construction projects and paid back over a long time period – usually 15 to 20 years. The district has the following outstanding bonds:

<u>Project</u>	<u>Final Payment</u>
Deer Park High School	December 2025

Based on the amount due in the fiscal year and on changes in assessed valuations, the rate collected each year can fluctuate. For 2021, the rate of \$2.141 per \$1,000 of assessed valuation was collected to make principal and interest payments on that debt.

EDUCATIONAL PROGRAMS & OPERATIONS LEVY

Regardless of grade level, the Educational Programs and Operations levy impacts all schools and all students. The levy pays for programs and operating expenses not funded by the state. This includes many high school classes such as college-in-the-classroom and electives; band, choir and drama support; technology, and class materials; building maintenance; utilities and insurance; many staff members; and all athletics and activities. Levy funds are vital to the success of all students and provide an essential revenue stream to our school district.

Levies can be run a year at a time, or for as many as four-years and must be renewed by voters to continue. To help alleviate election costs, Deer Park voters approved a three-year replacement levy in February of 2021 to assist with funding for educational programs and operations. This levy will be collected in 2022, 2023, and 2024.

In 2020, local levies were capped at \$2.50/\$1,000 of assessed, or at \$2,500 per student (whichever is lower). Districts that have passed a levy of at least \$1.50/\$1,000 but are unable to collect at least \$1,692/student at the \$1.50/\$1,000 rate are equalized up to \$1,692 per student. In 2022, our levy will collect \$892 per student, and the state will provide \$800 in local effort assistance funding to reach \$1,692/student.

The breakdown for each levy dollar spent is:

78¢	Instruction/School Support
12¢	Extra-Curricular Activities
8¢	Building Maintenance
2¢	Utilities and Insurance
\$1.00	TOTAL

Appendix II

2020-21 GENERAL FUND BUDGET SUMMARY

	2020-21 Actual	2021-22 Budgeted	2022-23 Budgeted
Beginning Fund Balance	\$5,715,307	\$5,268,432	\$6,071,424
REVENUES			
Local Taxes	\$1,936,462	\$2,318,999	\$2,405,099
Local Non-Tax	\$189,184	\$119,450	\$274,450
State General Purpose	\$23,675,439	\$23,247,731	\$26,077,612
State Special Purpose	\$5,320,614	\$5,584,556	\$5,800,851
Federal Special Purpose	\$2,624,238	\$6,985,043	\$5,426,431
Other School Districts	\$50,951	\$40,000	\$50,000
Other Agencies	\$550,568	\$534,427	\$553,310
TOTAL	\$34,347,456	\$38,830,206	\$40,587,753
EXPENDITURES			
Schools	\$25,876,314	\$31,510,851	\$32,642,822
School-Based Support	\$3,212,206	\$3,848,977	\$3,974,663
District-Wide Support	\$2,785,679	\$3,086,812	\$3,255,868
Central Administration	\$1,021,036	\$1,268,785	\$1,348,649
TOTAL	\$32,895,235	\$39,715,425	\$41,222,002
TRANSFERS/ADJUSTMENTS	\$400,000	\$650,000	\$850,000
ENDING BALANCE	\$6,767,528	\$3,733,213	\$4,587,175

Appendix III

GLOSSARY OF SELECTED STATE PROGRAMS

- **BASIC EDUCATION:** free, appropriate, kindergarten through twelfth grade public education. Basic education includes instruction in literacy, mathematics, social studies, science, music, art, health, physical education, industrial arts, and other subjects and activities identified and funded by the State.
 - **SPECIAL EDUCATION:** education and related services for all students who receive specially designed instruction in accordance with a properly formulated Individualized Education Program (IEP), from birth to age twenty-one. Students with disabilities are individuals who are classified as developmentally delayed, emotionally/behaviorally disabled, communication disordered, orthopedically impaired, health impaired, specific learning disabled, mentally retarded, multiple disabled, deaf, hearing impaired, visually impaired/blind, deaf/blind, autistic, traumatic brain injured, or who by reason thereof require specially designed instruction and/or related services.
 - **CAREER AND TECHNICAL EDUCATION:** work skills programs that have been approved for funding by the Office of the Superintendent of Public Instruction, including state/local match requirements for Federal vocational grants. Vocational work skills include, but are not limited to, family and consumer sciences education, business education, marketing education, agriculture education, health occupations education, trade and industrial education, technology education, and career education.
 - **FOOD SERVICES:** preparing and serving meals and a la carte items to pupils under the National School Lunch Program, School Breakfast Program, and Special Milk Program. Also selling meals and a la carte items to adults. Deer Park School District partners with Sodexo to provide our school lunch program. The school district maintains our own staff and our own program; Sodexo provides menu planning, food supplies and a program manager.
 - **PUPIL TRANSPORTATION:** transporting pupils to and from school, including between schools for educational purposes.
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