



Highlands Recreation District

1851 Lexington Avenue • San Mateo, CA 94402

(650) 341-4251 • Fax (650) 349-9627

www.highlandsrec.ca.gov

"A Community Place to Learn, Grow & Play"

Board Meeting Packet

January 10, 2023

7:00 P.M. – Regular Board Meeting

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"A Community Place to Learn, Grow & Play"

Topic: HRD Regular Board Meeting

Time: January 10, 2023 07:00 PM Pacific Time (US and Canada)

Location: 1851 Lexington Ave., San Mateo, CA 94402 (Multi-Purpose Room)

Board meetings are held both in-person and via Zoom. The public is encouraged to participate in whatever form they are most comfortable. If participating remotely via Zoom, see details below:

Topic: HRD Board of Directors Regular Meeting

Time: Jan. 10, 2023 07:00 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://us06web.zoom.us/j/84228960409>

Meeting ID: 842 2896 0409

One tap mobile

+16699006833,,84228960409# US (San Jose)

+16694449171,,84228960409# US

Dial by your location

+1 669 900 6833 US (San Jose)

+1 669 444 9171 US

+1 719 359 4580 US

+1 253 205 0468 US

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

+1 301 715 8592 US (Washington DC)

+1 305 224 1968 US

+1 309 205 3325 US

+1 312 626 6799 US (Chicago)

+1 360 209 5623 US

+1 386 347 5053 US

+1 507 473 4847 US

+1 564 217 2000 US

+1 646 931 3860 US

+1 689 278 1000 US

+1 929 205 6099 US (New York)

Meeting ID: 842 2896 0409

Find your local number: <https://us06web.zoom.us/j/84228960409>

1. Call to Order 7:00PM

2. Review and approval of the minutes for the Regular Board Meeting on December 13, 2022.
3. Public Forum: The public forum provides an opportunity for members of the public to speak on any item within the jurisdiction of the Board that is not on the agenda. Public comment is limited to (3) minutes per person. When an item is not listed on the agenda, State law prohibits Board discussion or action. Board Members may only “briefly respond” to statements made and questions posed. For example, State law allows Board Members to ask questions for clarification and provide a reference to staff or other resources for factual information. Additionally, the Board may also direct staff to report back and/or place a matter on a future agenda for discussion.
4. Manager’s Report
 - a. Administration
 - b. Programming
5. Financial Report
6. Old Business
 - a. Discussion: Early Education Center rates
7. New Business
 - a. Discussion/Motion: Board Elections
 - b. Discussion/Motion: Review and determine future Ad Hoc and Standing Committees
8. UPCOMING MEETINGS: February 14, March 14, April 11
9. Review and Payment of Bills
 - a. Action: Motion to approve Expenditures
10. HRD Board of Directors Announcements
11. Adjournment

Public comments can be submitted to the District prior to the meeting by emailing admin@highlandsrec.ca.gov. Public comments will also be taken on each agenda item during the meeting. Comments received by email prior to 3 pm on the day of the meeting will be forwarded to the Board prior to the meeting, made a part of the public record, and be available for public review at this link: <https://highlandsrec.ca.gov/hrd-board-meetings>.

To comment orally in real time during the meeting, you may use the Zoom “raise hand” function on your computer screen or the *9 function on your phone.

Board Meetings are accessible to people with disabilities. Individuals who need special assistance or disability-related modification or accommodation (including auxiliary aids or services) to participate in this meeting; or who have a disability and wish to request an alternative format for the agenda, meeting notice, agenda packet or other writings that may be distributed at the meeting, should contact the Board Secretary at generalmanager@highlandsrec.ca.gov. Notification in advance of the meeting will enable the District to make reasonable arrangements to ensure accessibility to this meeting and the materials related to it. Public records that relate to any item on the open session agenda for a regular board meeting are available for public inspection. Those records that are distributed less than 72 hours prior to the meeting are available for public inspection at the same time they are distributed to all members, or a majority of the members of the Board. The Board has designated the office of the Highlands Recreation District, located at 1851 Lexington Ave, for the purpose of making those public records available for inspection. The agenda, meeting notice, agenda packet and other writings distributed to the Board in connection with this meeting are also available for public review at this link: <https://highlandsrec.ca.gov/hrd-board-meetings>.

HIGHLANDS RECREATION DISTRICT
REGULAR BOARD MEETING MINUTES (DRAFT)

Tuesday, December 13, 2022

Location: 1851 Lexington Ave., San Mateo, CA 94402 (Multi-Purpose Room)

Attendees

Community Members wishing to attend are encouraged to teleconference into the meeting or attend in-person.

Join Zoom Meeting

<https://us06web.zoom.us/j/83201457415?pwd=WktXajM0cmRTcFNydGhGdHdKR3o3dz09>

Meeting ID: 832 0145 7415

Passcode: 781887

One tap mobile

+1 669 900 6833 US

Board Members:

Uy Ut

Andrew Aquino

Pam Merkadeau

Eric Olbekson

Shirin Bakhshay (Vice President)

Staff:

Jeff Brier (General Manager)

Dan Ryken (Aquatics Supervisor)

Kristen Lein (Early Education Director)

Mike Koenig (School-Age Director)

1. Call to Order

The meeting was called to order at 7:14pm by Vice President Bakhshay.

2. Review and Approval of Minutes

Board Member Olbekson made a motion, Board Member Aquino second, to approve the Special Board Meeting Minutes from October 27 and October 28. The motion passed.

Vote: SB - Abstain; AA - Y; UU - Abstain; PM – Y; EO – Y

Board Member Olbekson made a motion, Board Member Aquino second, to approve the Regular Board Meeting Minutes from November 8. The motion passed.

Vote: SB - Y; AA - Y; UU - Abstain; PM – Y; EO – Y

3. Public Forum

Nothing to report.

4. Manager's Report

a. Programming

b. Administration

5. Financial Report
Monthly Statement

6. New Business

- a. Discussion: Welcoming the new General Manager
-The board welcomed new General Manager Jeff “JB” Brier

- b. Discussion: Interest in and potential date for AB-1234 Training (previously scheduled for December 20)
-Board members discussed the option to have the AB-1234 training in house with district Counsel Osa Wolff or complete it individually online. Vice President Bakhshay directed staff to circulate a poll with potential dates.

- c. Discussion: Interest in and potential for a future board strategy meeting
-Board members discussed the interest in having a board strategy session beginning in 2023. Vice President Bakhshay directed staff to circulate a poll with potential dates mid-January through early February.

- d. Discussion/Motion: Rescind Out of Class Pay for School-Age Director, ASP Coordinator, and Recreation Coordinator beginning Jan 1
-Board members discussed rescinding out of class pay effective January 1.
Board Member Aquino made a motion, Board Member Merkadeau second, to rescind out of class pay for School-Age Director, ASP Coordinator, and Recreation Coordinator beginning January 1. The motion passed unanimously.
Vote: AA - Y; SB - Y; UU – Y; PM - Y; EO – Y

- e. Discussion/Motion: Authorize out of class pay for School-Age Director begin January 1
-Board members discussed the staff report to authorize out of class pay for School-Age Director. Board Member Olbekson made a motion, Board Member Aquino second, to authorize out of class pay for the School-Age Director beginning January 1 and ending March 31 not to exceed \$7,435.74. The motion passed unanimously.
Vote: AA - Y; SB - Y; UU – Y; PM - Y; EO – Y

- f. Discussion/Motion: Authorization to extend HR Consultant contract with Christopher Gurr through the end of 2022-23 fiscal year.
-Board members discussed extending the HR Consultants contract through the end of the 2022-23 fiscal year.
Board Member Olbekson made a motion, Board Member Merkadeau second, to extend the HR Consultant contract with Christopher Gurr through the end of the 2022-23 fiscal year. The motion passed.
Vote: AA - Y; SB - N; UU – Y; PM - Y; EO – Y

- g. Discussion/Motion: Resolution 2022-06 Notice of Determination of Appropriations limit for fiscal year 2022-23 (Noticed 11/22/2022)
-Board members discussed the Notice of Appropriations Limit as presented in the board packet.

Board Member Olbekson made a motion, Board Member Merkadeau second, to approve the resolution. The motion passed unanimously.

Vote: AA - Y; SB - Y; UU – Y; PM - Y; EO – Y

7. Old Business

- a. Discussion/Motion: Approve General Manager Compensation (salary, salary schedule, and compensation paid in the form of fringe benefits)

-Board members reviewed the GM compensation package. Vice President Bakhshay orally recited GM salary, salary schedule, and compensation paid in the form of fringe benefits.

Board Member Aquino made a motion, Board Member Ut second, to approve the General Manager compensation package. The motion passed unanimously.

Vote: AA - Y; SB -Y; UU – Y; PM - Y; EO – Y

8. UPCOMING MEETINGS: January 10, February 14, March 14

9. Review and Payment of Bills

Board Member Olbekson made a motion, Board Member Aquino second, to pay the bills. The motion passed unanimously.

Vote: AA - Y; SB -Y; UU – Y; PM - Y; EO – Y

10. HRD Board of Directors Announcements

-The Board of Directors welcomed new Board Member Uy Ut

11. Adjournment

Board Member Aquino made a motion, Board Member Olbekson second, to adjourn the meeting. The motion passed unanimously.

Vote: AA - Y; SB -Y; UU - Y; PM – Y; EO- Y

The Meeting adjourned at 8:26 p.m.

Respectfully Submitted,

Mike Koenig
Board Secretary



MEMORANDUM

Date: January 10, 2023
To: HRD Board of Directors
From: Jeff Brier, General Manager
Re: General Manager's Report Update

HRD Facilities and Grounds

- Scouts Volunteer Fence Replacement Project – Waiting for weather to clear – looking to schedule a few visits in February; March at the latest
- Electrical Panel Fire – New Year's Eve a power outage was reported, and upon inspection, Steve found that the electrical panel in the Social Room had been on fire. He alerted the fire department, and they responded quickly – PG+E inspected the panel, and subsequently shut down the main power to the whole building (including pool) – Emergency electrician arrived the next day and began repair work – power was partially restored (enough that we could operate), but PG+E needed to fix some items before the electrician could complete the repair – currently waiting for PG+E to fix the transformer, once done, electrician will return to complete panel repair
- Landslide – Discovered a landslide area near the slope beyond the sport court fence on New Year's Day – since there is a power pole with transformer in danger of sliding, we contacted PG+E – they inspected the area, and continue to do so daily – so far, it's stayed stable and no further slides to report – fire department was also alerted and they came out to inspect the slide area – Steve set up some precautionary measures to attempt to limit water flow in that area (earthen barrier, tarp, and sump pump in main drainage)
- Playground Construction – Work on the playground is almost complete (need to install a shade zone over sandbox) – work on the sports court is underway and paused for the holidays and the weather – dug a trench for lighting wiring – have installed a new basketball hoop – were able to recover the ball wall and will set up in new location

AB 1234 Ethics Training Update

- Uy Ut's ethics training certificate was posted to the HRD website
- Shirin and JB will take the online training soon

Strategy Meeting

- None of the proposed days were acceptable to all – February 11 and 12 had only one member unable to attend, and were the closest to making the cut – will send out a poll with new date options soon

Staff Recognition

- Over the past several months these folks have taken on more responsibility beyond their normal roles and have demonstrated their commitment to the Rec and community with their extra efforts; definitely going above and beyond to keep operations functioning at a respectable level. I'd like to recognize and express thanks to:
 - o Mike Koenig
 - o Heidi Roman
 - o Alexa Flores
 - o Naomi Kawakita
- There's one other mention to share. Throughout the recent weather events Steve Risso has been an almost constant presence at the property. Responding to emergencies, efforting to coordinate utility company repair/inspection visits, on the roof cleaning out gutters, and setting up precautionary measures to avoid any further damage/issues. Thank you!
 - o Steve Risso

HR Contractor Update

- Amendment draft reviewed by District Council, signed by Christopher Gurr and Jeff "JB" Brier
- Administrative Assistant job description posted, fielding interview candidates
- Assisted Mike K. with completing CalPERS enrollment
- Variety of general HR duties

GM Guidance Effort Update

- Completed CalPERS enrollment (combined effort with Mike K. and Chris G.)
- Mike K. continued management of Playground/Sports Court Renovation Project
 - o Reimbursement in progress (Gavin Newsom sign requirement delay – will be completed soon)
 - o Negotiated a no-cost arrangement to keep and relocate the sports court ball wall
- Updated and sent open space resident caution letter
- Initiated weekly "check-in" meetings with Mike K.
 - o Established Board Meeting Prep Timelines
 - o Review Board Secretary responsibilities
 - o Facility tour
 - o Introduction and explanation of Admin Office Deck and Stairs Project
 - o Initial overview and explanation of Budget
 - o Added as authorized signer for District
- Assist GM with operations and filling in details of payroll review, reporting review, and providing background/explanation for current activities/guidelines (basically answering all JB's "why?" questions)
- Attending to unexpected operational challenges as they pop up and tying up loose ends

GM Staff/Community Outreach Update

- Attended Senior Group Holiday Social
- Attended EEC Parent/Child Holiday Event
- Scheduled "Get to Know Your GM" activities for January, February, and March
- Completed one-on-one meetings with departmental staff
- Scheduled observation sessions with each department
- Scheduled monthly department/safety meetings

- Introduced monthly team-building session meeting
- Completed one-on-one meetings with individual Board Members (one remaining)
- Working to bring District Transparency Certificate up to date (not current)

Seasonal Programs and Rentals Update

- Holly Jolly Holiday Event was a success
- Winter classes are scheduled to start the 2nd week of January – enrollment is currently low, which is common for winter sessions – continuing to promote and advertise new classes
- Highlands Theater Group resumes activities in January
- Exploring options to help local seniors participate in more programming and activities
- Special Events are tracking at 48.1% of budget – Classes are tracking at 42.1% of budget – slightly off target, but had a few winter lessons canceled and enrichment classes have been historically lower over this time of year – Rentals are tracking at 47% of budget – looking for a bump in rentals due to community not being able to host their activities outside with the poor weather
- 8 Rentals through December, utilizing the MPR and Gym – Currently 8 rentals scheduled for January



MEMORANDUM

Date: January 10, 2023
To: Jeff Brier, General Manager
From: Kristen Lein, Early Education Director
Re: Early Education Center Program Update

CURRENT PROGRAM UPDATES

- Turn out for the EEC Parent's Day out on Saturday, December 10th was higher than expected. 17 children enrolled and parents dropped off their children from 1-5pm for movies and fun. The EEC is looking for more opportunities to host these types of events for parents throughout the year.
- EEC hosted the annual Holiday Event for families on December 16th. Almost every family joined for a potluck, activities, a puppet show and a visit from Santa. Families expressed how grateful and appreciative they were to have an event like this. General manager, JB, also joined the fun and was able to interact with families and get to know the EEC community.
- EEC Director and Assistant Director have begun preparing for next year's enrollment. Tuition price options have been prepared for review. The EEC is on target to begin reenrollment in January and enrollment for new families in February.
- The EEC will be closed on January 13th for a Professional Development Day. A speaker will be giving a presentation on documentation of learning and emergent curriculum planning. The remainder of the day will consist of team meetings and classroom work.
- The EEC was informed that another family is moving and will be leaving the EEC at the end of January. EEC Director was able to fill the spot for a February start with a family from the waitlist.
- The EEC posted a job opening for an on-call substitute teacher to cover for when teachers are out. There are a few applicants and one that is interested in starting in mid-January. Having an on-call sub will be very beneficial to staff and alleviate the need for staff to do over-time.

FISCAL IMPACTS

- The on-call sub should not have an impact on staffing budget as there is currently a staff member on maternity leave. The sub will only be used in times when the Assistant Director and Director are unable to fill in for a teacher that is out.

RISKS/OPPORTUNITIES

- EEC staff are looking for opportunities to do more events like Parent's Day Out to generate extra revenue.

UPCOMING EVENTS

- January 2nd- EEC Closed for New Year's day observed
- January 4th- Staff meeting Early Closure- 4pm
- January 13th- EEC Closed for Professional Development Day
- January 16th- EEC Closed- Martin Luther King Day



MEMORANDUM

Date: January 10, 2023
To: Jeff Brier, General Manager
From: Daniel Ryken, Aquatics Supervisor
Re: Aquatics Program Update

1. Maintenance Update

- Both Pool Heaters were serviced in mid-December. Both heat exchangers were cleaned of debris and scale. As a result, both heaters are functioning as they should be and pool temperature is consistently around 84 degrees.

2. Pool revenue

- Overall, Pool revenue is at 45% of projections. At this point Swim team is the main revenue driver. The current plan is to add a pre competitive group to the swim team as well as increasing the capacity in each group. Swim lessons will have a minimum offering to start out as instructors we have been planning on using are now no longer available. We are also looking to add a Water Exercise class now that pool temperature is consistent.

3. Swim Team

- Swim Team revenue has been reduced in the past two months. Pool temperature and a slowed interest have been the main reasons for decline. Zach and I are working on a plan to increase the membership as well as a long-term plan for overall growth.

4. Rentals

- Scuba Fusion and the San Francisco Merrionettes continue to rent the pool, providing consistent revenue for the pool month to month.

Risks/Opportunities.

- The December Pool Wages reflects three pay periods and does not include the end of the month where the pool was closed. That being said, the plan moving forward is for Rachel and Dan to cover hours in order to reduce the overall pool wage expense over the next three months. The plan is by reducing hours and maximizing Spring and Summer offerings, we can bring the deficit back to the projected level.

- Chemical costs are already at 85% of projections for the fiscal year. While the current closure due to Electrical issues will certainly help, we will definitely be going over budget projections in this particular line item. Costs increased more than projected and we will be looking for ways to lower usage while still maintaining a safe pool environment.

Upcoming Events

-January 7-9- Winter Swim Lessons Begin.



MEMORANDUM

Date: January 4, 2023
To: Jeff Brier, General Manager
From: Mike Koenig, K-8th Child Care Director
Re: ASP/IC Program Update

CURRENT PROGRAM UPDATES

- For January, the program experienced some movement in enrollment. Program Staff are currently working the waitlist to get these spots filled. To date, the program is currently at 44% of budget through 50% of the fiscal year.
- We are currently advertising ASP 2023-2024 new school year registration dates. Registration for Highlands residents began January 9. The currently enrolled family lottery begins January 23. Registration for new non-residents begins February 6.
- Winter Camp ended on December 29. Campers took an offsite field trip to Sea Bowl in Pacifica. Camp was well received, and attendance was higher than anticipated considering it fell between two holiday weekends.
- Spring and Summer Camps are now on the horizon. The program has already begun the planning process. Field trips are being reserved and advertising will begin at the start of February.
- ASP staff conduct a detailed inventory of emergency supplies every January. Emergency water is changed, food expiration dates are checked, propane tanks are filled, and misc. supplies are replenished.
- The Playground & Sports Court renovation project is experiencing some delay's due to weather. The project is still on track to be completed within the 90 day contract. The playground was able to be reopened on 12/23 as construction is now taking place in the sports court.

FISCAL IMPACTS

- Winter Camp enrollment was almost identical to that of 2021. Winter Camp 2022 served approximately 27 children per day as opposed to 30 in the 2021. This year camp was a total of 7 days as opposed to 8 in 2022. Winter Camp revenue met the 2022 budget projection.

RISKS/OPPORTUNITIES

- Spring Camp is scheduled for March 27-31. Spring Camp 2023 will be a total of 5 days as opposed to 10 days in 2022. The program budgeted accordingly. The program hopes early advertising, larger field trips, and better weather will account for increased enrollment.

UPCOMING EVENTS

- Spring Camp scheduling/advertising
- ASP/IC 2023-2024 registration

Highlands Recreation District
Balance Sheet (accrual)
As of December 31, 2022

	12/31/2022	12/31/2021	9/7/2022 PRELIM 6/30/2022	FINAL 6/30/2021	FINAL 6/30/2020
ASSETS					
Current Assets					
Checking/Savings					
004000 - Petty Cash	100.00	300.00	300.00	100.00	100.00
005000 - Silicon Valley Bank	313,582.63	321,010.98	416,252.35	333,725.63	467,140.64
006000 - Petty Cash-pool	80.00	80.00	80.00	80.00	80.00
007000 - Bank of New York Mellon	-	-	-	-	0.01
011100 - Cash in Treasury	3,082,519.62	2,148,852.31	3,292,125.90	2,384,003.73	2,521,689.13
Total Checking/Savings	3,396,282.25	2,470,243.29	3,708,758.25	2,717,909.36	2,989,009.78
Accounts Receivable	-	-	-	-	861.48
Total Accounts Receivable	-	-	-	301.55	861.48
Other Current Assets					
027000 - Interest Receivable	-	-	8,632.46	5,692.11	10,935.10
040000 - Prepaid Expenses	340.04	3,431.41	18,966.53	18,717.08	15,786.65
Total Other Current Assets	340.04	3,431.41	27,598.99	24,409.19	26,721.75
Total Current Assets	3,396,622.29	2,473,674.70	3,736,357.24	2,742,620.10	3,016,593.01
Fixed Capital Assets, net of depreciation					
Building	4,191,188.26	4,377,304.04	4,283,798.22	4,471,074.20	3,033,866.52
Improvements	112,937.15	124,794.83	118,865.99	104,899.18	113,793.26
Equipment	109,465.69	127,187.05	118,326.37	108,168.15	130,959.53
Land	19,532.00	19,532.00	19,532.00	19,532.00	19,532.00
Construction in Progress	162,775.50	7,189.00	27,461.50	2,516.50	1,479,259.42
Total Fixed Assets	4,595,898.60	4,656,006.92	4,567,984.08	4,706,190.03	4,777,410.73
TOTAL ASSETS	7,992,520.89	7,129,681.62	8,304,341.32	7,448,810.13	7,794,003.74
LIABILITIES & EQUITY					
Liabilities					
Current Liabilities					
Accounts Payables					
064000 - Accounts Payable	-	(2,844.01)	51,659.88	44,680.32	490,532.37
Total Accounts Payable	-	(2,844.01)	51,659.88	44,680.32	490,532.37
Other Current Liabilities					
065000-Payroll Liab	-	-	1,881.70	2,408.01	4,731.16
065010-Payroll Liab-FSA	1,902.17	3,528.70	3,744.87	3,387.19	5,922.75
066400-Accr Sales Tax	-	-	29.00	125.00	673.00
066500 - Other Accrued Expenses	-	-	124,781.02	118,702.83	71,499.41
80002 - accr interest pay - bond	20,904.32	22,330.32	22,330.32	23,704.66	25,027.34
80003 - Bond Principal accrual	48,000.00	46,000.00	115,000.00	110,833.34	106,666.68
Total Other Current Liabilities	70,806.49	71,859.02	267,766.91	259,161.03	214,520.34
Total Current Liabilities	70,806.49	69,015.01	319,426.79	303,841.35	705,052.71
Long Term Liabilities					
265900 - COP Bond	1,975,000.00	2,115,000.00	2,046,000.00	2,183,166.66	2,315,333.32
266000 - Compensated absences	55,454.81	53,827.21	55,325.47	56,775.12	38,616.00
Total Long Term Liabilities	2,030,454.81	2,168,827.21	2,101,325.47	2,239,941.78	2,353,949.32
Total Liabilities	2,101,261.30	2,237,842.22	2,420,752.26	2,543,783.13	3,059,002.03
Equity					
081300/081400 - Fund Balance	5,354,594.78	4,593,350.40	4,681,373.24	4,640,516.34	4,698,539.97
Investment in Capital Asset Net of Debt	2,572,898.60	2,495,006.92	2,406,984.08	2,412,190.03	2,355,410.73
Amount to be provided	(2,043,904.32)	(2,183,330.32)	(2,183,330.32)	(2,317,704.66)	(2,447,027.34)
Change in net position	7,670.53	(13,187.60)	978,562.06	170,025.29	128,078.35
Total Equity	5,891,259.59	4,891,839.40	5,883,589.06	4,905,027.00	4,735,001.71
TOTAL LIABILITIES & EQUITY	7,992,520.89	7,129,681.62	8,304,341.32	7,448,810.13	7,794,003.74

Highlands Recreation Center

P&L Budget Comparison (modified accr basis)
July 22 through Dec 22

	Dec 22	Dec 21	Dec 20	July 20 - Dec 20	July 21 - Dec 21	Jul 22 - Dec 22	APPROVED BUDGET	50% % of Budget	DIFF Budget - Current YTD	DIFF Curr YTD - Last Yr YTD	
Unrestricted beginning Fund Balance							2,492,837.00				
Income											
102100 Property Taxes	30,437.98	27,079.18	25,941.86	66,486.18	48,302.07	54,166.52	612,557.00	8.84%	558,390.48	5,864.45	
102101 ERAF	0.00	0.00	0.00	46,182.63	97,107.48	80,874.42	173,000.00	46.75%	92,125.58	(16,233.06)	
152100 Interest Earned	0.00	7.24	3.61	8,504.29	5,798.43	12,259.80	42,310.00	28.98%	30,050.20	6,461.37	
187100 State-aid	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%	-	-	
199200 All Other Local Govt Rev	0.00	0.00	55,000.00	55,000.00	0.00	0.00	0.00	0.00%	-	-	
199700 Cap grants & Contributions	0.00	0.00	25,000.00	25,000.00	0.00	0.00	177,952.00	0.00%	177,952.00	-	
232100 Park & Recreation Fees											
ASP	58,051.00	56,064.04	46,008.41	250,865.41	363,194.20	414,805.30	940,000.00	44.13%	525,194.70	51,611.10	
Pool	19,661.59	19,494.84	22,915.47	136,534.91	237,780.91	197,177.46	438,700.00	44.95%	241,522.54	(40,603.45)	
Seasonal Prog	6,377.70	7,542.00	70.00	760.00	79,279.30	67,317.82	160,000.00	42.07%	92,682.18	(11,961.48)	
Fac Rental	8,177.00	5,801.00	4,130.00	22,378.00	37,083.50	42,296.00	90,000.00	47.00%	47,704.00	5,212.50	
EEC	110,794.40	96,879.20	73,406.00	388,914.50	586,422.30	638,278.70	1,355,205.00	47.10%	716,926.30	51,856.40	
Other	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%	-	-	
Transaction fees	618.51	845.43	470.00	2,872.50	6,383.63	7,445.65	18,000.00	41.36%	10,554.35	1,062.02	
Total Park & Rec fees	203,680.20	186,626.51	146,999.88	802,325.32	1,310,143.84	1,367,320.93	3,001,905.00	45.55%	1,634,584.07	57,177.09	
264200 State-Dated Checks	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%	-	-	
265800 Miscellaneous Revenue **	3,998.12	20.00	164.04	35,437.05	24,336.39	9,655.94	16,500.00	58.52%	6,844.06	(14,680.45)	
Total Income	238,116.30	213,732.93	253,109.39	1,038,935.47	1,485,688.21	1,524,277.61	4,024,224.00	37.88%	2,499,946.39	38,589.40	
							6,517,061.00				
Expense											
411100 Permanent Salaries	35,000.78	51,447.75	55,989.22	217,806.75	222,503.41	124,170.54	394,861.00	31.45%	270,690.46	(98,332.87)	
411101 Temporary Out of Class	4,278.58	0.00	-544.27	6,130.00	0.00	25,171.48	26,800.00	93.92%	1,628.52	25,171.48	
416101 Office Wages	16,563.72	15,633.11	11,341.78	40,343.13	59,439.50	65,425.31	177,500.00	36.86%	112,074.69	5,985.81	
416102 Pool Wages	27,110.09	23,973.01	25,169.00	87,962.13	120,256.26	138,793.53	224,000.00	61.96%	85,206.47	18,537.27	
416103 Maintenance Wages	7,627.36	7,501.82	7,130.65	28,524.62	30,323.05	32,237.66	68,536.00	47.04%	36,298.34	1,914.61	
416104 Supervision Wages	6,959.65	6,083.37	0.00	0.00	24,803.80	29,540.68	63,000.00	46.89%	33,459.32	4,736.88	
416107 ASP/Camp Wages	28,027.67	26,127.26	20,485.45	85,838.73	117,695.01	125,691.20	287,000.00	43.79%	161,308.80	7,996.19	
416108 EEC Wages	58,275.47	59,738.78	53,452.04	193,224.89	241,928.80	249,250.64	525,788.00	47.41%	276,537.36	7,321.84	
416110 Vacation Expense	3,144.58	1,397.79	3,475.40	8,675.75	-2,947.91	129.34	0.00	0.00%	(129.34)	3,077.25	
431100 Social Security	11,341.26	10,627.62	10,753.26	40,663.11	49,007.09	48,361.75	107,922.00	44.81%	59,560.25	(645.34)	
431200 Medicare Contribution	2,652.39	2,761.27	2,514.89	9,509.40	11,800.38	11,310.39	25,240.00	44.81%	13,929.61	(489.99)	
445100 Unemployment Insurance	0.00	0.00	7,671.09	7,986.09	751.00	0.00	0.00	0.00%	-	(751.00)	
463100 District Employee Benefits	14,841.48	17,452.22	9,931.21	68,797.71	91,038.06	72,846.00	210,817.00	34.55%	137,971.00	(18,192.06)	
PAYROLL EXP SUBTOTAL	215,823.03	222,744.00	207,369.72	795,462.31	966,598.45	922,928.52	2,111,464.00	43.71%	1,188,535.48	(43,669.93)	
416105 Program Specialist	11,050.20	12,772.35	900.00	1,917.75	43,541.98	37,747.25	96,000.00	39.32%	58,252.75	(5,794.73)	
416109 Prog spec-Swimteam	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%	-	-	
416111 ASP/Camp Contractors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%	-	-	
416112 EEC Contractors	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%	-	-	
512100 Clothing & Uniforms	0.00	0.00	0.00	788.96	1,008.00	669.28	8,600.00	7.78%	7,930.72	(338.72)	
515600 Household Expense	4,884.60	6,133.83	7,239.81	35,708.61	28,494.65	28,865.20	67,960.00	42.47%	39,094.80	370.55	
519300 Office Expense	9,893.08	8,169.96	6,942.00	33,788.44	49,398.35	51,926.62	97,400.00	53.31%	45,473.38	2,528.27	
533100 Memberships	543.82	649.40	223.81	5,598.46	10,067.51	8,288.77	16,400.00	50.54%	8,111.23	(1,778.74)	
542300 Maintenance-Equipment	1,650.00	144.86	896.00	4,555.20	1,567.74	13,721.30	17,600.00	77.96%	3,878.70	12,153.56	
545900 Maintenance-Facilities & Imprv	4,773.70	2,407.31	5,091.73	17,737.16	31,678.28	42,817.92	60,250.00	71.07%	17,432.08	11,139.64	
563800 Utility Expense	13,260.26	10,198.61	10,314.44	46,728.89	51,854.93	56,130.19	126,240.00	44.46%	70,109.81	4,275.26	
572200 Employee Expense Reimb	0.00	10.64	0.00	0.00	10.64	0.00	0.00	0.00%	-	(10.64)	
585600 Contract Expenses	5,713.01	7,206.67	14,135.32	58,462.00	12,932.50	29,314.02	65,950.00	44.45%	36,635.98	16,381.52	
596600 Program Specific Expenses	8,498.06	4,395.69	2,140.57	16,716.42	53,105.66	47,403.35	129,300.00	36.66%	81,896.65	(5,702.31)	
671200 Telephone Service Charges	329.57	-2,312.68	220.33	3,218.21	3,761.87	1,904.84	2,000.00	95.24%	95.16	(1,857.03)	
673100 Insurance	61,433.50	47,738.65	45,304.25	99,456.63	103,384.45	132,077.00	124,470.00	106.11%	(7,607.00)	28,692.55	
721102 F/A Struct. & Imprmnts not cap.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%	-	-	
731101 F/A Equipment not capitalized	3,344.13	0.00	0.00	0.00	3,582.89	3,344.13	13,040.00	25.65%	9,695.87	(238.76)	
TOTAL OPERATING EXPENSES	341,196.96	320,259.29	300,777.98	1,120,139.04	1,360,987.90	1,377,138.39	2,936,674.00		1,559,535.61	16,150.49	
NET INCOME AFTER OPERATING EXP	-103,080.66	-106,526.36	-47,668.59	-81,203.57	124,700.31	147,139.22	1,087,550.00		940,410.78	22,438.91	
633100 Bond-Interest Expense	0.00	0.00	0.00	37,541.00	36,879.66	33,495.50	64,852.00	51.65%	31,356.50	(3,384.16)	
633200 Bond-Principal Expense	0.00	0.00	0.00	128,000.00	128,833.33	138,000.00	138,000.00	100.00%	-	9,166.67	
721100 Fixed Assets-Structures/Improv	0.00	0.00	26,296.06	10,975.24	24,934.00	0.00	430,412.00	0.00%	430,412.00	(24,934.00)	
721101 Construction in Progress	135,313.71	4,617.00	0.00	0.00	4,672.50	135,313.71	0.00	0.00%	(135,313.71)	130,641.21	
731100 Fixed Assets-Equipment	0.00	3,121.83	0.00	0.00	26,759.65	0.00	4,000.00	0.00%	4,000.00	(26,759.65)	
TOTAL FIXED ASSETS	135,313.71	7,738.83	26,296.06	10,975.24	56,366.15	135,313.71	434,412.00	31.15%	299,098.29	78,947.56	
NET INC AFTER OPEX, BOND INT & PRINC PYMT. & F/A	-238,394.37	-114,265.19	-73,964.65	-257,719.81	-97,378.83	-159,669.99	450,286.00		609,955.99	(62,291.16)	
80002 Accrued Bond Interest payable						20,904.32					
80003 Accrued Bond Principal						48,000.00					
861100 Approp. for Contingencies						350,000.00					
088300 Capital Reserve						473,296.00					
882100 General Reserve						250,000.00					
Building Renovations Reserve						100,000.00					
Unassigned Fund balance						1,769,827.00					
							6,517,061.00				

**Returned ck fee- \$20
Calcard rebate-\$358.53
CAPRI worker comp refund-\$3,619.59

Highlands Recreation District Sales by Item Summary December 2022

	Dec 22			
	Qty	Amount	% of Sales	Avg Price
Service				
ASP-IN CROWD (IN CROWD)	10	2,910.00	1.2%	291.00
ASP-WINTER CAMP (ASP-WINTERCAMP)	107	10,325.00	4.3%	96.50
ASP Fees	107.00	44,337.00	18.5%	414.36
EARLY EDUCATION CENTER (EARLY EDUCATION CENTER)	61	110,794.40	46.2%	1,816.30
KIDS NITE OUT (KNO)	22	1,100.00	0.5%	50.00
Misc Revenues (Misc Revenues)	3	3,998.12	1.7%	1,332.71
Pool-Drop In (Pool Drop-In Fees)	10	82.00	0.0%	8.20
POOL-LIFEGUARD (Lifeguard Training/Junior Lifeguard)	3	780.00	0.3%	260.00
POOL-NON-RES PUNCH CARD (POOL-NON-RES PUNCH CARD)	8	840.00	0.4%	105.00
POOL-PRIV/SEM (PRIV/SEMI)	16	660.00	0.3%	41.25
Pool-Rental (Pool-Rental)	1	2,400.00	1.0%	2,400.00
POOL-RESIDENT PUNCH CARD (POOL-RESIDENT PUNCH CAR...)	10	973.00	0.4%	97.30
Pool-Swim Lessons (Group Swimming Lessons)	28	2,137.00	0.9%	76.32
Pool-Swim Team (Swim Team)	1	12,009.59	5.0%	12,009.59
Pool Member-Resident (Pool Member-Resident)	3	105.00	0.0%	35.00
Property Taxes (Property Taxes)	1	30,437.98	12.7%	30,437.98
Rentals (Rentals)	9.00	8,787.00	3.7%	976.33
Seasonal Program (Seasonal Program)	38	6,055.70	2.5%	159.36
Special Events (Special Events)	26.00	625.00	0.3%	24.04
TRANSACTION FEE (TRANSACTION FEE)	64	618.51	0.3%	9.66
Total Service	528.00	239,975.30	100.0%	454.50
TOTAL	528	239,975.30	100.0%	454.50

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239,975.30+

REFUNDS 1,238.00-

BCKS 621.00-

-001

238,116.30*

Highlands Recreation District Sales by Item Summary July through December 2022

	Jul - Dec 22			
	Qty	Amount	% of Sales	Avg Price
Service				
ASP-FALL CAMP (FALL CAMP)	104	18,939.00	1.2%	182.11
ASP-IN CROWD (IN CROWD)	55	23,517.00	1.5%	427.58
ASP-Summer Camp (ASP-Summer Camp)	152	37,565.00	2.4%	247.14
ASP-WINTER CAMP (ASP-WINTERCAMP)	179	17,739.00	1.1%	99.10
ASP Fees	559.00	323,127.30	20.7%	578.05
EARLY EDUCATION CENTER (EARLY EDUCATION CENTER)	297	640,746.70	41.1%	2,157.40
Interest Inc (Interest Income)	6	12,259.80	0.8%	2,043.30
KIDS NITE OUT (KNO)	23	1,150.00	0.1%	50.00
Misc Revenues (Misc Revenues)	13	9,655.94	0.6%	742.76
Pool-Drop In (Pool Drop-In Fees)	1,865	18,972.00	1.2%	10.17
POOL-ID CARD (ID CARD)	31	310.00	0.0%	10.00
POOL-LIFEGUARD (Lifeguard Training/Junior Lifeguard)	11	2,304.00	0.1%	209.45
POOL-NON-RES PUNCH CARD (POOL-NON-RES PUNCH CARD)	179	17,360.00	1.1%	96.98
POOL-PRIV/SEM (PRIV/SEMI)	484	42,508.72	2.7%	87.83
Pool-Rental (Pool-Rental)	25	13,542.00	0.9%	541.68
POOL-RENTAL DEPOSIT (POOL RENTAL DEPOSIT)	1	100.00	0.0%	100.00
POOL-RESIDENT PUNCH CARD (POOL-RESIDENT PUNCH CAR...)	90	7,953.00	0.5%	88.37
POOL-SWIM CLINIC (POOL-SWIM CLINIC)	74	5,520.00	0.4%	74.59
Pool-Swim Lessons (Group Swimming Lessons)	442	27,491.90	1.8%	62.20
Pool-Swim Team (Swim Team)	6	69,708.34	4.5%	11,618.06
Pool Member-Resident (Pool Member-Resident)	12	770.00	0.0%	64.17
Property Taxes (Property Taxes)	4	135,040.94	8.7%	33,760.24
Rentals (Rentals)	58.00	48,856.00	3.1%	842.34
Seasonal Program (Seasonal Program)	520	72,792.82	4.7%	139.99
Special Events (Special Events)	214.00	3,968.00	0.3%	18.54
TENNIS COURT KEY (TENNIS COURT KEY)	4	100.00	0.0%	25.00
TRANSACTION FEE (TRANSACTION FEE)	617	7,445.65	0.5%	12.07
Total Service	6,025.00	1,559,443.11	100.0%	258.83
TOTAL	6,025	1,559,443.11	100.0%	258.83

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1,559,443.11 +

REFUNDS 28,341.50 -

BCKS 6,824.00 -

-001

1,524,277.61 *

Highlands Recreation District Profit & Loss by Class

December 2022

11:29 AM
01/02/23
Accrual Basis

	ASP	EEC	OTHER	Pool	Rental	Seasonal Programs	TOTAL
Income							
102100 · Property Taxes	0.00	0.00	30,437.98	0.00	0.00	0.00	30,437.98
232100 · Park & Recreation Fees							
232101 · Refunds - Fees	0.00	0.00	0.00	-325.00	-610.00	-303.00	-1,238.00
232102 · Bounced Checks-Fees	-621.00	0.00	0.00	0.00	0.00	0.00	-621.00
232100 · Park & Recreation Fees - Other	58,672.00	110,794.40	618.51	19,986.59	8,787.00	6,680.70	205,539.20
Total 232100 · Park & Recreation Fees	58,051.00	110,794.40	618.51	19,661.59	8,177.00	6,377.70	203,680.20
265800 · Miscellaneous Revenue	0.00	0.00	3,998.12	0.00	0.00	0.00	3,998.12
Total Income	58,051.00	110,794.40	35,054.61	19,661.59	8,177.00	6,377.70	238,116.30
Gross Profit	58,051.00	110,794.40	35,054.61	19,661.59	8,177.00	6,377.70	238,116.30
Expense							
411100 · Permanent Salaries	11,117.52	8,165.01	7,269.23	8,449.02	0.00	0.00	35,000.78
411101 · Temporary Out of Class	0.00	0.00	4,278.58	0.00	0.00	0.00	4,278.58
416101 · Office Wages	0.00	0.00	16,563.72	0.00	0.00	0.00	16,563.72
416102 · Pool Wages	0.00	0.00	0.00	27,110.09	0.00	0.00	27,110.09
416103 · Maintenance Wages	0.00	0.00	7,627.36	0.00	0.00	0.00	7,627.36
416104 · Supervision Wages	0.00	0.00	0.00	0.00	4,640.42	2,319.23	6,959.65
416105 · Program Specialist	0.00	0.00	0.00	0.00	0.00	11,050.20	11,050.20
416107 · ASP/Camp Wages	28,027.67	0.00	0.00	0.00	0.00	0.00	28,027.67
416108 · EEC Wages	0.00	58,275.47	0.00	0.00	0.00	0.00	58,275.47
416110 · Vacation Expense	0.00	0.00	0.00	0.00	0.00	0.00	0.00
431100 · Social Security	2,389.63	4,107.04	3,144.58	0.00	288.50	144.59	11,341.26
431200 · Medicare Contribution	558.86	960.52	518.37	513.36	67.47	33.81	2,652.39
463100 · District Employee Benefits	3,316.57	5,633.99	3,105.65	2,017.47	383.90	383.90	14,841.48
515600 · Household Expense	0.00	0.00	988.13	0.00	0.00	0.00	988.13
515601 · Recology	21.87	319.60	0.00	0.00	0.00	0.00	341.47
515602 · Janitorial Supplies	1,050.00	1,455.00	210.00	700.00	140.00	0.00	3,555.00
515605 · Cleaning Company							
Total 515600 · Household Expense	1,071.87	1,774.60	1,198.13	700.00	140.00	0.00	4,884.60
519300 · Office Expense							
519303 · General Office Supplies	0.00	0.00	154.43	0.00	0.00	0.00	154.43
519307 · Other Office Expense	14.99	0.00	709.23	12.99	24.99	0.00	762.20
519308 · Credit card/ACH fee	0.00	0.00	2,226.46	0.00	0.00	0.00	2,226.46
519309 · Payroll service fees	0.00	0.00	1,749.99	0.00	0.00	0.00	1,749.99
519310 · Relocation Exp	0.00	0.00	5,000.00	0.00	0.00	0.00	5,000.00
Total 519300 · Office Expense	14.99	0.00	9,840.11	12.99	24.99	0.00	9,893.08
533100 · Memberships	12.50	0.00	531.32	0.00	0.00	0.00	543.82
542300 · Maintenance-Equipment	0.00	0.00	1,650.00	0.00	0.00	0.00	1,650.00
545900 · Maintenance-Facilities & Imprv							
545902 · Plumbing & Piping	0.00	0.00	0.00	0.00	0.00	0.00	0.00
545903 · Paint, Solvents & Chemicals	0.00	0.00	0.00	1,453.74	0.00	0.00	2,160.00
545904 · Pool Supplies	0.00	0.00	0.00	75.46	0.00	0.00	1,453.74
545905 · Locks & Security System	77.25	616.59	0.00	0.00	0.00	0.00	75.46
545909 · Other General Maintenance	0.00	0.00	120.26	0.00	19.27	0.00	693.84
545911 · Landscape/Garden Expense	0.00	0.00	0.00	0.00	0.00	0.00	139.53
545912 · Vehicle Expense	0.00	0.00	251.13	0.00	0.00	0.00	0.00
Total 545900 · Maintenance-Facilities & Imprv	77.25	616.59	2,531.39	1,529.20	19.27	0.00	4,773.70

Highlands Recreation District
Profit & Loss by Class

December 2022

	ASP	EEC	OTHER	Pool	Rental	Seasonal Programs	TOTAL
563800 · Utility Expense	0.00	725.00	2,968.37	8,576.21	0.00	0.00	12,269.58
563801 · P G & E	0.00	290.00	233.56	467.12	0.00	0.00	990.68
563802 · Water							
Total 563800 · Utility Expense	0.00	1,015.00	3,201.93	9,043.33	0.00	0.00	13,260.26
585600 · Contract Expenses	0.00	0.00	1,710.00	0.00	0.00	0.00	1,710.00
585603 · Legal fees	0.00	0.00	4,003.01	0.00	0.00	0.00	4,003.01
585604 · Consultants							
Total 585600 · Contract Expenses	0.00	0.00	5,713.01	0.00	0.00	0.00	5,713.01
596600 · Program Specific Expenses							
596602 · Spec Act-ASP	295.00	0.00	0.00	0.00	0.00	0.00	295.00
596603 · Snacks-ASP	951.06	0.00	0.00	0.00	0.00	0.00	951.06
596604 · Supplies-ASP	907.22	0.00	0.00	0.00	0.00	0.00	907.22
596607 · Misc Exp-POOL	0.00	0.00	0.00	36.80	0.00	0.00	36.80
596610 · Misc Exp-OFFICE	0.00	0.00	109.00	0.00	0.00	0.00	109.00
596611 · Misc Exp-OTHER	0.00	0.00	175.87	0.00	0.00	0.00	175.87
596612 · Special Events	0.00	0.00	0.00	0.00	0.00	1,338.69	1,338.69
596614 · Pool Supplies	0.00	0.00	0.00	892.18	0.00	0.00	892.18
596616 · Incrowd Rent	1,093.00	0.00	0.00	0.00	0.00	0.00	1,093.00
596621 · EEC supplies	0.00	987.89	0.00	0.00	0.00	0.00	987.89
596622 · EEC Snacks	0.00	1,338.46	0.00	0.00	0.00	0.00	1,338.46
596623 · EEC Special Activities	0.00	43.72	0.00	0.00	0.00	0.00	43.72
596624 · EEC Misc	0.00	81.29	0.00	0.00	0.00	0.00	81.29
596626 · MISC EXP-SWIM TEAM	0.00	0.00	0.00	247.88	0.00	0.00	247.88
Total 596600 · Program Specific Expenses	3,246.28	2,451.36	284.87	1,176.86	0.00	1,338.69	8,498.06
671200 · Telephone Service Charges	0.00	0.00	329.57	0.00	0.00	0.00	329.57
673100 · Insurance							
673101 · CAPRI-WORKERS COMP	1,381.50	2,118.30	2,118.30	3,315.60	184.20	92.10	9,210.00
673102 · CAPRI-GEN INS	0.00	0.00	52,223.50	0.00	0.00	0.00	52,223.50
Total 673100 · Insurance	1,381.50	2,118.30	54,341.80	3,315.60	184.20	92.10	61,433.50
7211 · Fixed Assets-Structures/Improve							
721101 · Construction in Progress	0.00	0.00	135,313.71	0.00	0.00	0.00	135,313.71
Total 7211 · Fixed Assets-Structures/Improve	0.00	0.00	135,313.71	0.00	0.00	0.00	135,313.71
7311 · Fixed Assets-Equipment							
731101 · Equip-Not Capitalized	0.00	0.00	3,344.13	0.00	0.00	0.00	3,344.13
Total 7311 · Fixed Assets-Equipment	0.00	0.00	3,344.13	0.00	0.00	0.00	3,344.13
Total Expense	51,214.64	85,117.88	263,003.88	56,063.00	5,748.75	15,362.52	476,510.67
Net Income	6,836.36	25,676.52	-227,949.27	-36,401.41	2,428.25	-8,984.82	-238,394.37

**Highlands Recreation District
Profit & Loss by Class
July through December 2022**

11:29 AM
01/02/23
Accrual Basis

	ASP	EEC	OTHER	Pool	Rental	Seasonal Programs	TOTAL
Income							
102100 · Property Taxes	0.00	0.00	54,166.52	0.00	0.00	0.00	54,166.52
102101 · ERAF	0.00	0.00	80,874.42	0.00	0.00	0.00	80,874.42
152100 · Interest Earned	0.00	0.00	12,259.80	0.00	0.00	0.00	12,259.80
232100 · Park & Recreation Fees							
232101 · Refunds - Fees	-3,596.00	0.00	0.00	-9,012.50	-6,560.00	-9,173.00	-28,341.50
232102 · Bounced Checks-Fees	-3,636.00	-2,468.00	0.00	-350.00	0.00	-370.00	-6,824.00
232100 · Park & Recreation Fees - Other	422,037.30	640,746.70	7,445.65	206,539.96	48,866.00	76,860.82	1,402,486.43
Total 232100 · Park & Recreation Fees	414,805.30	638,278.70	7,445.65	197,177.46	42,296.00	67,317.82	1,367,320.93
265800 · Miscellaneous Revenue							
265800 · Miscellaneous Revenue	0.00	524.58	8,616.36	515.00	0.00	0.00	9,655.94
Total Income	414,805.30	638,803.28	163,362.75	197,692.46	42,296.00	67,317.82	1,524,277.61
Gross Profit	414,805.30	638,803.28	163,362.75	197,692.46	42,296.00	67,317.82	1,524,277.61
Expense							
411100 · Permanent Salaries	45,238.16	33,476.54	10,814.87	34,640.97	0.00	0.00	124,170.54
411101 · Temporary Out of Class	0.00	0.00	25,171.46	0.00	0.00	0.00	25,171.46
416101 · Office Wages	0.00	0.00	65,425.31	0.00	0.00	0.00	65,425.31
416102 · Pool Wages	0.00	0.00	0.00	138,793.53	0.00	0.00	138,793.53
416103 · Maintenance Wages	0.00	0.00	32,237.66	0.00	0.00	0.00	32,237.66
416104 · Supervision Wages	0.00	0.00	0.00	0.00	19,967.56	9,573.12	29,540.68
416105 · Program Specialist	0.00	0.00	0.00	0.00	0.00	37,747.25	37,747.25
416107 · ASP/Camp Wages	125,691.20	0.00	0.00	0.00	0.00	0.00	125,691.20
416108 · EEC Wages	0.00	249,250.64	0.00	0.00	0.00	0.00	249,250.64
416110 · Vacation Expense	0.00	0.00	129.34	0.00	0.00	0.00	129.34
431100 · Social Security	10,424.19	17,185.76	8,255.96	10,876.73	1,231.96	587.53	48,361.75
431200 · Medicare Contribution	2,437.91	4,019.25	1,930.76	2,496.97	288.11	137.39	11,310.39
445100 · Unemployment Insurance	0.00	0.00	0.00	0.00	0.00	0.00	0.00
463100 · District Employee Benefits	18,866.24	23,133.60	15,447.32	11,032.43	2,173.22	2,173.19	72,846.00
512100 · Clothing & Uniforms	0.00	0.00	229.63	439.65	0.00	0.00	669.28
515600 · Household Expense	0.00	0.00	4,940.65	0.00	0.00	0.00	4,940.65
515601 · Recology	94.89	2,702.81	3,451.85	0.00	0.00	0.00	6,249.55
515602 · Janitorial Supplies	5,250.00	7,175.00	1,050.00	3,500.00	700.00	0.00	17,675.00
515605 · Cleaning Company							
Total 515600 · Household Expense	5,344.89	9,877.81	9,442.50	3,500.00	700.00	0.00	28,865.20
519300 · Office Expense							
519301 · Outside Printing & Copy Serv	0.00	0.00	8,114.14	142.52	0.00	0.00	8,256.66
519303 · General Office Supplies	0.00	0.00	1,343.30	0.00	0.00	0.00	1,343.30
519304 · Advertising/Recruiting	0.00	1,632.00	1,870.39	0.00	0.00	0.00	3,502.39
519305 · Postage & Mailing Expense	0.00	0.00	3,691.82	0.00	0.00	0.00	3,691.82
519307 · Other Office Expense	1,559.94	0.00	4,011.82	64.95	124.95	0.00	5,761.66
519308 · Credit card/ACH fee	0.00	0.00	13,786.48	0.00	0.00	0.00	13,786.48
519309 · Payroll service fees	0.00	0.00	10,584.51	0.00	0.00	0.00	10,584.51
519310 · Relocation Exp	0.00	0.00	5,000.00	0.00	0.00	0.00	5,000.00
Total 519300 · Office Expense	1,559.94	1,632.00	48,402.26	207.47	124.95	0.00	51,926.62
533100 · Memberships							
542300 · Maintenance-Equipment	125.00	0.00	7,898.77	240.00	0.00	25.00	8,288.77
545900 · Maintenance-Facilities & Imprv	0.00	422.00	5,529.20	7,770.10	0.00	0.00	13,721.30
545902 · Plumbing & Piping	0.00	0.00	12,374.00	0.00	0.00	0.00	12,374.00
545903 · Paint, Solvents & Chemicals	0.00	0.00	0.00	15,261.05	0.00	0.00	15,261.05
545904 · Pool Supplies	0.00	0.00	0.00	1,645.01	0.00	0.00	1,645.01
545905 · Locks & Security System	258.75	1,976.86	235.70	0.00	0.00	0.00	2,471.31
545909 · Other General Maintenance	0.00	0.00	2,480.44	0.00	19.27	35.03	2,534.74
545911 · Landscape/Garden Expense	0.00	1,341.56	0.00	0.00	0.00	0.00	1,341.56
545912 · Vehicle Expense	0.00	0.00	6,990.25	0.00	0.00	0.00	6,990.25
Total 545900 · Maintenance-Facilities & Imprv	258.75	3,318.42	22,080.39	17,106.06	19.27	35.03	42,817.92
563800 · Utility Expense							

**Highlands Recreation District
Profit & Loss by Class
July through December 2022**

11:29 AM
01/02/23
Accrual Basis

	ASP	EEC	OTHER	Pool	Rental	Seasonal Programs	TOTAL
563801 · P G & E	0.00	4,777.52	14,245.00	25,150.80	0.00	0.00	44,173.32
563802 · Water	0.00	1,813.89	1,475.25	2,950.46	0.00	0.00	6,239.60
563803 · Sewer Fees	0.00	0.00	5,717.27	0.00	0.00	0.00	5,717.27
Total 563800 · Utility Expense	0.00	6,591.41	21,437.52	28,101.26	0.00	0.00	56,130.19
585600 · Contract Expenses	0.00	0.00	7,875.00	0.00	0.00	0.00	7,875.00
585603 · Legal fees	0.00	0.00	21,439.02	0.00	0.00	0.00	21,439.02
585604 · Consultants	0.00	0.00	29,314.02	0.00	0.00	0.00	29,314.02
Total 585600 · Contract Expenses	0.00	0.00	29,314.02	0.00	0.00	0.00	29,314.02
596600 · Program Specific Expenses	4,989.50	0.00	0.00	0.00	0.00	0.00	4,989.50
596602 · Spec Act-ASP	2,901.77	0.00	0.00	0.00	0.00	0.00	2,901.77
596603 · Snacks-ASP	3,603.71	0.00	0.00	0.00	0.00	0.00	3,603.71
596604 · Supplies-ASP	0.00	0.00	0.00	0.00	0.00	0.00	0.00
596607 · Misc Exp-POOL	0.00	0.00	526.42	0.00	0.00	0.00	526.42
596608 · Misc Exp-ASP	1,011.50	0.00	0.00	0.00	0.00	0.00	1,011.50
596610 · Misc Exp-OFFICE	0.00	0.00	109.00	0.00	0.00	0.00	109.00
596611 · Misc Exp-OTHER	0.00	0.00	618.16	0.00	32.00	0.00	650.16
596612 · Special Events	0.00	0.00	0.00	0.00	0.00	3,365.28	3,365.28
596613 · Conferences/Seminars	1,005.00	292.00	0.00	1,290.40	0.00	0.00	2,587.40
596614 · Pool Supplies	0.00	0.00	0.00	1,250.56	0.00	0.00	1,250.56
596616 · Incrowd Rent	8,257.17	0.00	0.00	0.00	0.00	0.00	8,257.17
596617 · Seasonal Programs	68.43	0.00	0.00	0.00	0.00	396.14	464.57
596621 · EEC supplies	0.00	3,043.90	0.00	0.00	0.00	0.00	3,043.90
596622 · EEC Snacks	0.00	4,410.84	0.00	0.00	0.00	0.00	4,410.84
596623 · EEC Special Activities	0.00	1,093.20	0.00	0.00	0.00	0.00	1,093.20
596624 · EEC Misc	0.00	805.63	0.00	0.00	0.00	0.00	805.63
596626 · MISC EXP-SWIM TEAM	0.00	0.00	0.00	8,332.74	0.00	0.00	8,332.74
Total 596600 · Program Specific Expenses	21,837.08	9,645.57	727.16	11,400.12	32.00	3,761.42	47,403.35
6331 · Bond Interest Expense	0.00	33,495.50	0.00	0.00	0.00	0.00	33,495.50
6332 · Bond Principal exp	0.00	138,000.00	0.00	0.00	0.00	0.00	138,000.00
671200 · Telephone Service Charges	0.00	0.00	1,904.84	0.00	0.00	0.00	1,904.84
673100 · Insurance	4,144.50	6,354.90	6,354.90	9,946.80	552.60	276.30	27,630.00
673101 · CAPRI-WORKERS COMP	0.00	0.00	104,447.00	0.00	0.00	0.00	104,447.00
673102 · CAPRI-GEN INS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total 673100 · Insurance	4,144.50	6,354.90	110,801.90	9,946.80	552.60	276.30	132,077.00
7211 · Fixed Assets-Structures/Improve	0.00	0.00	135,313.71	0.00	0.00	0.00	135,313.71
721101 · Construction in Progress	0.00	0.00	135,313.71	0.00	0.00	0.00	135,313.71
Total 7211 · Fixed Assets-Structures/Improve	0.00	0.00	135,313.71	0.00	0.00	0.00	135,313.71
7311 · Fixed Assets-Equipment	0.00	0.00	3,344.13	0.00	0.00	0.00	3,344.13
731101 · Equip-Not Capitalized	235,947.86	536,403.40	555,838.35	276,352.09	25,089.67	54,316.23	1,683,947.60
Total 7311 · Fixed Assets-Equipment	235,947.86	536,403.40	555,838.35	276,352.09	25,089.67	54,316.23	1,683,947.60
Total Expense	178,857.44	102,399.88	-392,475.60	-78,659.63	17,206.33	13,001.59	-159,669.99
Net Income							

#2625

CODE NO.	PAYABLE TO:	PURPOSE	AMOUNT
4631	KAISER FOUNDATION HEALTH PLAN	INS 2/23	8,700.20
4631	PRINCIPAL	INS 2/23	2,047.05
5156	THE GREEN JANITORIAL CORPORATION	SERV 12/22	3,500.00
5156	HOME DEPOT PRO	SUPPLIES 12/22	806.10
5156	RECOLOGY	SERV 12/22	988.13
5423	BAY AREA MECHANICAL LLC	POOL BOILER MAINT 12/22	4,298.52
5459	DAU PRODUCTS	POOL CHEM 12/22	903.23
5638	CA WATER	SERV 11-1/23	840.15
5638	PG&E	SERV 12-1/23	11,384.58
5856	O'CONNOR & COMPANY	SERV 12/22	5,146.50
5856	SHUTE MIHALY & WEINBERGER LLP	LEGAL SERV 11/22	3,750.00
5966	CYO TRANSPORTATION	BUS SERV 12/22	768.00
	USBANK	SUPPLIES 11-12/22	9,469.56
	#5193-\$841.01, #5459-\$979.31, #5966-\$6,345.88, #5156-\$469.56, #731101-\$542.48, #6712-\$141.32 #5331-\$150.00		
			52,602.02

THE ABOVE CLAIMS HAVING BEEN EXAMINED BY ME AND FOUND TO BE CORRECT ARE HEREBY APPROVED AND CERTIFIED AS DUE BILLS AGAINST THE DISTRICT.

PAYMENT OF THE ABOVE BILLS SHOULD BE CHARGED AGAINST:

HIGHLANDS RECREATION DISTRICT

JANUARY 10, 2023

DATE

GENERAL MANAGER

MOTION HAVING BEEN DULY MADE AND SECONDED, THE ABOVE CLAIMS ARE HEREBY APPROVED AND ALLOWED AND ARE CERTIFIED TO THE " CONTROLLER OF THE COUNTY OF SAN MATEO" FOR PAYMENT.

SIGNED & SEALED THIS 10TH DAY OF JANUARY 2023



STAFF REPORT

Date: January 10, 2022

To: HRD Board of Directors

From: Kristen Lein, EEC Director

Re: Discussion: Early Education Center 2023-2024 tuition proposal

BACKGROUND:

Each year in preparation for EEC Fall registration, District staff develop a tuition proposal that compares the EEC tuition to what other centers charge in the area and accounts for any increased costs of operating. A comprehensive analysis of program costs, comparable tuition rates and a review of current trends in the area has been conducted to determine the 2023-24 EEC tuition increase.

DISCUSSION:

This report summarizes the tuition rate proposal for the 2023-24 fiscal year. In anticipation increased cost of living and inflation rate, District staff propose a tuition increase of 7% for preschool and 5% for infant for the next fiscal year based on 2022-23 tuition rates, as well as increase in annual registration fees from \$300 to \$600 for residents and \$600 to \$900 for non-residents, and an increase in waitlist application fees from \$25 to \$50. This amount will allow for the EEC to operate at 100% or greater cost recovery. District staff have also prepared two other options to review. Model A is a 8% increase for the preschool program and a proposed increase of annual registration fees from \$300 to \$400 for residents and \$600 to \$700 for non-residents. Model C is a 6% increase for all programs and a proposed increase of annual registration fees from \$300 to \$600 for residents and \$600 to \$900 for non-residents. Model A has a greater fiscal impact on families, however it offsets the potential for a higher cost of living increase for staff. Model C reduces fiscal impact to families in all programs, however, may not cover inflation rates and/or cost of living increases for staff wages. All rates were calculated based on enrollment of 36 children in the preschool program and 8 children in the infant program at resident rate.

The 2023-2024 EEC budget assumptions include:

- 7% increase in staff wages
- Increase in annual Registration fees to match comps in the area
- Increase in one time Waitlist fees

Tuition comparison to other centers 2022-23 Rates

Hourly Rate = (12 * Monthly Tuition) / ((260 Total Days – Closures) * Hours/Day)

Schools	Hours	Hours Per Day	Closures	Monthly Tuition	Hourly Rate	Annual Registration Fees	Application Fee (Waitlist)
EEC	7:30-6:00	10.5	16	\$2468	\$11.56	\$300/\$600	\$25
EEC Proposed	7:30-6:00	10.5	16	\$2641	\$12.37	\$600/\$900	\$50
Chai	8-5	9	25	\$2500	\$14.18	\$500	\$75
Serendipity	7:30-6	10.5	30	\$2680	\$13.31	Last month tuition deposit (\$2680 for 22-23)	\$250
Merry Moppet	8:00-5:00	9	23	\$2500	\$14.06	\$600	None found
Happy Campers PreK	8:00-5:30	9.5	26	\$2350	\$13.39	\$225	None found
Happy Campers Infant	8:00-5:30	9.5	26	\$2975	\$16.06	\$225	None found
PJCC	8:00-6:00	10	34	\$2795	\$15.09	None found	\$100

Budget Option 1 – Model A 8% Tuition Increase

This scenario assumes 9 classroom educators and 2 administrators for a total of 11 EEC staff with 8 infants and 36 preschool children. This scenario also assumes a 7% increase in staff wages. Based on last year’s preschool rate of \$2468 and infant rate of \$2701, an 8% increase of \$212 for preschool and \$216 for infant would result in a new tuition rate of \$2680 and \$2917 respectively. Under this scenario, revenues are projected at \$1,442,710 with projected expenditures of \$1,099,244 with net income of \$343,466. Revenue estimate assumes all resident enrollment and resident registration fees of \$300 per child.

	Resident	Non-Resident
Monkeys	\$2917	\$3181
Chameleons	\$2680	\$3161
Tiger	\$2680	\$3161

Budget Option 2 – Model B Preschool 7%, Infant 5% tuition increase

This model assumes full staffing with 9 classroom educators and 2 administrators for a total of 11 EEC staff. It also provides for a 7% increase in EEC staff wages. This scenario was determined based on current comparable rates of infant programs in the area. Tuition for the infant program is already meeting or exceeding current comparable rates in the program. Based on last year’s preschool rate of \$2468 and infant rate of \$2701, a 7% increase of \$173 for preschool and 5% increase of \$135 for infant would result in a new tuition rate of \$2836 and \$2641 respectively. Projected revenue in this scenario is \$1,426,269 with projected expenditures of \$1,094,244 with a net income of \$332,025. Revenue estimate assumes all resident enrollment and resident registration fees of \$300 per child.

	Resident	Non-Resident
Monkeys	\$2836	\$2945
Chameleons	\$2641	\$2699
Tiger	\$2641	\$2699

Budget Option 3 – Model C 6% Tuition Increase

This scenario assumes 9 classroom educators and 2 administrators for a total of 11 EEC staff with 8 infants and 36 preschool children. It also provides for a 5% increase in EEC staff wages. Based on last year’s preschool rate of \$2468 and infant rate of \$2701, a 6% increase of \$148 for preschool and \$162 for infant would result in a new tuition rate of \$2863 and \$2616 respectively. This scenario is a more conservative increase to reduce impact to families, however, it does not account for possible higher increase in cost of living for staff wages. Projected revenue is \$1,418,200 with expenditures of \$1,081,683 for net income of \$336,518. Revenue estimate assumes all resident enrollment and resident registration fees of \$300 per child.

	Resident	Non-Resident
Monkeys	\$2863	\$3122
Chameleons	\$2616	\$2861
Tiger	\$2616	\$2861

FISCAL IMPACT:

Models	Current Approved Budget	Model 1: 8% Increase 8 Infant/36 PreK Full Staff- 7% wage increase	Model 2: 7% PreK 5% Infant 8 Infant/36 PreK Full Staff- 7% wage increase	Model 3: 6% Increase 8 Infant/36 PreK Full Staff- 5% wage increase
Expenditures	\$1,004,089	\$ 1,099,244	\$1,094,244	\$1,081,683
Revenues	\$1,355,205	\$ 1,447,210	\$1,437,469	\$1,429,400
Net Income	\$351,116	\$ 347,866	\$ 343,225	\$ 347,718

RECOMMENDATION:

District staff recommend the HRD Board of Directors consider and approve Model B tuition proposal of a 7% increase for preschool and 5% increase for infant. This tuition rate accounts for an increase in costs due to inflation and cost of living increases for staff of 7% based on previous projection of a 6.5% increase for 2022-23 fiscal year. This model also includes an increase of annual registration fees from \$300 to \$600 for residents and from \$600 to \$900 for non-residents. District staff also propose increasing the waitlist application fees from \$25 to \$50. Net income of Model B is slightly lower than Model A and C, however District staff believe this model reduces impact to families, especially for families with infants, while also providing an adequate increase for staff to cover for potential cost of living increase. Additional revenue from grants and cost reducing methods can be considered during budget discussions to further increase net income.

Year	Infants	Change	Percent	Preschool	Change	Percent
2020-2021	\$2381	-	-	\$2175	-	-
2021-2022	\$2524	\$143	6%	\$2306	\$131	6%
2022-2023	\$2701	\$177	7%	\$2468	\$162	7%
*2023-2024	\$2836	\$135	5%	\$2641	\$173	7%

*Proposed increase of 7% preschool and 5% infant.

Report Reviewed By:

Jeff Brier
General Manager



STAFF REPORT

Date: January 10, 2023

To: HRD Board of Directors

From: Kristen Lein, EEC Director

Re: Discussion: Early Education Center Classroom Capacity Report

BACKGROUND:

The EEC's philosophy focuses on creating a positive, safe, and nurturing environment for children and their family with the highest quality of care. The EEC has historically advertised low ratios and small class sizes, which draws customers into the program. Quality care is the EEC's number one focus and an important way to achieve this is by keeping class sizes and teacher/child ratios as low as possible, while still having a net gain of income. Historically, the EEC has never met the licensing capacity of 19 children per preschool classroom (38 total). Pre Covid times, (2016-2020), the Chameleon room was maxed at 16 with children ages 2-3.5 years and the Tiger room was maxed at 18 with children 3.5-5 years for a total of 34 children. When both Chameleons and Tigers went to mixed age classrooms (2-5 years) after Covid, the classrooms split the 34 children evenly to 17 in each room. In 2022-23, classroom sizes were increased to 18 children in each room for a total of 36. While 18 children in each room is under capacity limit, the ages of the classrooms have changed and now require more care and attention than previous years. Both classrooms have a significant number of 2-3 year old children that all require diapering, extra help with self-care and, in general, more one on one attention to meet their individual needs. Below is a discussion of why low classroom sizes and low ratios are beneficial for both students and teachers and a deeper look into industry standards and quality of care.

DISCUSSION:

- **Industry Standards**

Many Preschool centers, including the EEC, stay up to date and follow what is considered best practice for childcare centers. For early education, the "gold standard" of best practice is laid out by the National Association for the Education of Children (NAEYC). The EEC strives to meet these standards, especially when it comes to quality of care. NAEYC's recommends the following ratio and group sizes below.

Age Category	Ratio	Maximum Class Size*
Infant (Birth–15 months)	1:4	8
Toddler/Two (12–36 months)	1:6	12
Preschool (30 months–5 years)	1:10	20
Kindergarten (Enrolled in any public or private kindergarten)	1:12	24
**School-Age (Kindergarten- third grade)	1:15	30

When a program is being rated by NAEYC for accreditation, they will base group sizes off the youngest children in the group. Because the EEC is now mixed age and the youngest in the classroom is 2 years old, our group size is well over the recommended maximum.

In 2019, the EEC enrolled in the Quality Rating and Improvement System (QRIS) program through the San Mateo County Office of Education. This program sets to improve the quality of a program by giving the program a baseline rating and guidance on how to improve those ratings to offer the highest quality of care. In 2023, the EEC will be going through the baseline rating process and one of the areas that is scored is ratios. Similar to the NAEYC standards, QRIS will judge teacher child ratios based on the youngest child. Based on our current teacher/child ratio of 3:18, the EEC will only receive 2 out of the 5 points in this category of the program and environment score. If we increase to 19 children, the score will drop to 1 out of 5. This will affect the final score that is reported to the San Mateo County Office of Education.

CORE III: PROGRAM AND ENVIRONMENT - Administration and Leadership					
5. Ratios and Group Size (Centers Only beyond licensing regulations)	<input type="checkbox"/> Center: Title 22 Regulations Infant Ratio of 1:4 Toddler Option Ratio of 1:6 Preschool Ratio of 1:12 <input type="checkbox"/> FCCH: Title 22 Regulations (excluded from point values in ratio and group size)	<input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler – 4:16 Toddler – 3:18 Preschool – 3:36	<input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler– 3:12 Toddler – 2:12 Preschool– 2:24	<input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler – 3:12 or 2:8 Toddler – 2:10 Preschool – 3:24 or 2:20	<input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler – 3:9 or better Toddler – 3:12 or better Preschool – 1:8 ratio and group size of no more than 20

Currently, the EEC has 24 toddlers out of 36 children in the preschool room which is 2/3rds of the classrooms. Due to the “TK for All” program expansion, more 4 year old children are going to TK. The projection for coming years indicates that both the Chameleons and Tigers will be made up primarily of toddlers aged 2-3 years old. Based on the rating score for toddlers, we are already 6 children over what the recommended class size is for that age group.

Research on classroom sizes

There are several studies and articles geared to class size and the effect on children’s learning, behavior, and the quality of teacher/child interactions. Studies like the ones attached to this report show children in smaller group sizes have greater gains in language, general knowledge, cooperative behavior and exhibit less behavior issues.

A simple search online produces numerous articles, opinion pieces, etc., regarding the effects on classroom sizes and not only learning outcomes but quality of care. Attached are several articles that show the benefits to smaller classroom sizes, including but not limited to:

- More individualized attention to students
- More meaningful relationships/higher quality of care
- Safety and adequate care and supervision
- Reduced stress on teachers and prevention of turnover

- Classroom Space**

Licensing requires that preschool rooms must meet or exceed 35 square feet of space for child. While these measurements are the absolute minimum, best practice recommends 50 square feet per child. While the EEC's square feet minimum allows for 19 children in each preschool room, the actual space feels more confined once you add furniture. The time when space is most confined is during nap when mats are placed around the room. With 18 mats, the teachers have to get creative with finding space. Many mats have very little space between them, some are blocking cabinets that teachers are unable to access for prep work during nap, some are in walkways, and some beds are by the cubby areas which blocks supervision. Adding one more mat will run the risk of blocking more walkways in the classroom, making it a safety hazard in case of emergency.
- Teacher/Child quality interactions and care**

The early education field best practices are always changing to reflect new research and experience, however one standard has been a constant in the field and that's quality of care. As referenced in the attached article on the Meta-Analysis of Class Sizes, smaller classroom sizes reduce the workload on teachers for tracking students' progress and also increases the likelihood of individualized care. Adding more children also increases the chances of challenging behavior and stress to the children which then creates more challenges in the classroom and added stress for the teachers.
- Teacher retention/burn out**

In our experience as educators, one of the most common reasons for burn out and turnover is when classrooms are large and teachers are spread thin. When the classroom sizes went from 17 to 18 children, the classrooms became louder and the energy level was higher. The job of the educator is to tailor care to each individual, which takes a lot of time and energy. Adding one more child increases the risk of burn out due to the extra work required.
- Customer interest/draw to the program**

The EEC has always advertised as having low teacher/child ratios and smaller classroom sizes. Many parents look for preschools that have smaller class sizes and ratios, especially after the pandemic and the hyper awareness of larger germ pools. During tours, families ask about classroom sizes and teacher/child ratios, so for many families, that is an important factor in deciding where to send their child for care. HRD also needs to be aware that current families joined the EEC under the assumption that class sizes and teacher/child ratios were low.

RECOMMENDATION:

For the reasons listed above, EEC staff strongly recommend that classroom sizes remain at 18 children in both the Chameleon and Tiger room.

Attached:

Supporting research and articles on benefits to smaller classroom sizes.

Report Reviewed By:

Jeff Brier
General Manager

Why does class size matter?

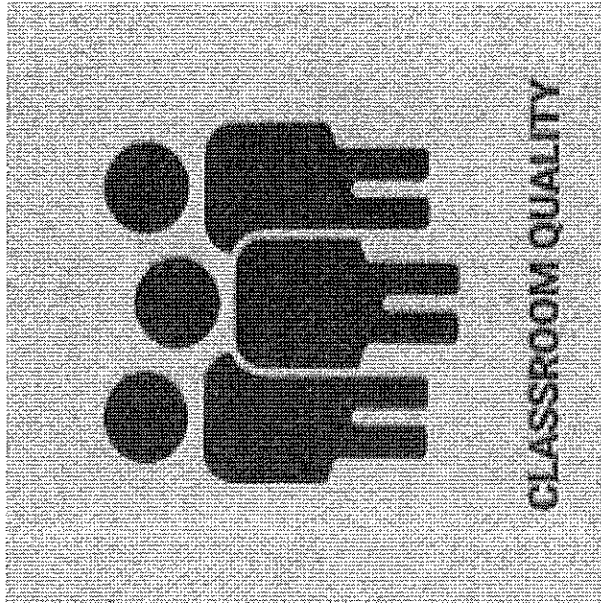
Young learners need small classes and one-on-one time with teachers.

For young learners, smaller class sizes and lower staff-child ratios create conditions needed for increased levels of high-quality social and instructional interactions. A large body of literature establishes linkages between staff-child ratio, program quality, and child outcomes. With smaller classes and fewer children per teacher, children have greater opportunities for interaction with adults and can receive more individualized attention, resulting in increased learning that leads to better student outcomes.

Early education programs that have been evaluated and found to be effective all limit class sizes to fewer than 20 with teacher to child ratios of 1 to 10 or lower, including Boston's Public School Prekindergarten Program, New Jersey's Abbott Preschool Program, and Oklahoma's Early Childhood Four-Year-Old Program. Small classes enable teachers to have more individual contact with each student and increase the likelihood of implementing differentiated teaching methods, resulting in meeting each student's unique developmental needs.

Suggested Talking Points about Class Sizes and Ratios

- Studies demonstrate that class size is one of the components of a quality preschool program that produces positive outcomes for young children, with smaller groups giving children the opportunity to form meaningful relationships with adults and peers.
- Low child-to-staff ratios allow teachers to *know and notice* each child in the classroom and share more stimulating, responsive, warm, and supportive interactions with early learners.
- Smaller class size encourages intentional teaching that is child-centered:



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- Teachers are able to provide more individualized attention, and engage in more dialogues with children—key factors in academic and social development.
- In smaller groups, child-initiated activities that foster creativity and vocabulary are more common rather than teachers managing the class by directing or scheduling activities. (*Eager to Learn*, National Research Council)
- Low child-to-staff ratios are critical to a child’s safety, ensuring children receive adequate care and supervision.
- Smaller class size reduces stress on teachers and can help prevent teacher turnover that can negatively influence child outcomes

Quotes from National Experts

“Teaching young children requires immense energy and relentless attention. When there are fewer children in the room, the teacher has more time to devote to each child, and managing the group requires less teacher time. As a result, teachers have opportunities to have longer conversations with each child.” **W. Steven Barnett**, *Board of Governor’s Scholar and founder, National Institute of Early Education Research, Rutgers University*

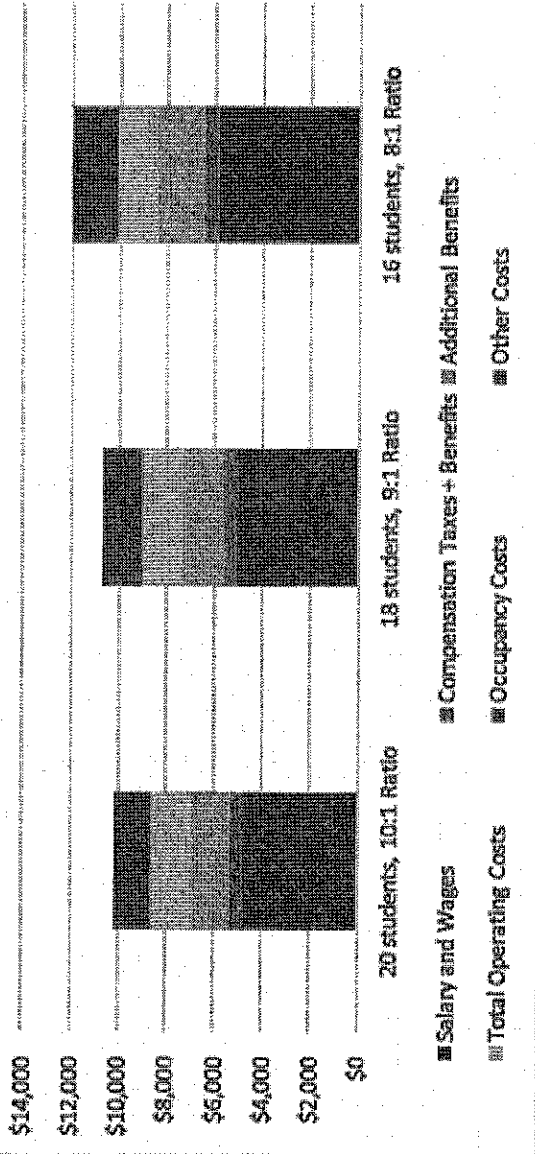
“There is general agreement among experts in the field of child development that the quality of classroom interactions between teacher and child contributes substantially to children’s learning and development.” (Bowman, Donovan, & Burns, 2001)

“High-quality ECE programs employ knowledgeable, highly skilled teachers who receive strong support and coaching, use research-based curricula, provide access to a variety of developmentally appropriate materials and activities, and have small class sizes and low child to teacher ratios.” (Barnett et al., 2016; Espinosa, 2002; Mashburn et al., 2008)

Using CPQ Data for State Specific Data

Reducing class size and student-to-teacher ratios increases the average per-child costs. To learn how to create similar graphs depicting your specific proposals, please **contact CEELQ**.

State Example: Per Child Cost Based on Class Size and Student to Teacher Ratio



CEELO and NIEER Resources about the costs associated with quality

From NIEER Preschool Policy Matters: [Class Size: What's the Best Fit? \(Dec 2004\)](#)

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The Great 35 Square Foot Myth

by Randy White & Vicki Stoecklin

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One of the great myths of early childhood education is the standard of 35 square foot of classroom space per child for the design of child care classrooms. No one is totally sure how the 35 square foot standard originally evolved. There is some speculation that it has its origins in health department studies that elementary school children need a minimum of 35 square feet per student to prevent the spread of communicable diseases in the classroom.

Whatever the origins, the myth is perpetuated by state child care licensing standards, which almost universally, have adopted 35 square feet as their minimum standard. Unfortunately, most child care center developers and designers accept the 35 SF as an adequate and quality standard. The problem is that unlike other government codes and regulations, such as building codes where structural standards assure that roofs will be structurally sound and water systems will be safe, the classroom size standard has no foundation or relevance to the actual amount of space required to provide quality care for children. In effect, state child care licensing laws and regulations are legislating inadequate classroom design standards to the detriment of the children who occupy those classrooms. It is also unfortunate that many child care accreditation programs continue to not only perpetuate, but also reinforce the myth in their accreditation standards by certifying child care centers with only 35 SF of space per child as quality.

There is a large body of research that shows that the amount of classroom space per child is the single most important environmental factor affecting the quality of child care programs and the welfare of children and staff. The well-being, constructive behavior and social integration of preschool children in group settings are highly dependent on the size of the classroom. The research has consistently confirmed that 35 SF of classroom space per child (measured wall-to-wall) is inadequate and that about 50 SF is required. The research dates back over 25 years. Some of the earliest research was done in the late 1970's for the U.S. Corps of Engineers Army to develop quality standards for Army child development centers. That study recommended a standard of 42 SF of activity area as adequate per child and 50 SF as optimum (Moore 1994).

A new research study from France has added to the evidence. Alain Legendre, a researcher for the French National Center for Scientific Research, monitored the cortisol levels of 113 children between 18 months and 40 months of age in eight child care centers in both France and Hungary over an eight month period (Legendre 2003). An increased cortisol level is considered a good biological marker of stress, and in particular stress related to psychological distress. The literature on the physiology of stress during childhood shows the importance the regulation of the hypothalamic-pituitary-adrenocortical system, which produces cortisol, as it can affect other areas of development, including physical growth, behavioral outcomes, memory and cognitive process, and immune functioning.

The research found that 54 square feet (5 m²) of accessible play space per child is required to minimize children's stress levels. Previous research by Legendre showed that access to adequate space reduces the occurrence of competition and conflicts and promotes the development of positive interactions between children (Legendre 1995). Legendre's research is significant, as it is the first research to measure the impact of the classroom environment based upon children's reactions (through their stress levels), rather than based upon adult observation of children's behaviors.

Legendre's findings are consistent with a 1998 study done in the Netherlands to develop quality child care standards there. That study researched children in twelve different child care centers and found that a minimum of 48 SF per child is required (van Liempd 1998).

Legendre, in his research report, pointed out that adequate space is especially important for children who are developing their social skills in a peer group. Two to three year-olds often experience difficulty in shared play and in explicitly conveying the intent of their actions to peers, perhaps because their verbal communication skills are still rudimentary. Frequent misunderstandings and difficulties often disrupt interactions or lead to conflicts. Therefore, early peer groups are at the same time stimulating, but also demanding, and can involve frequent emotional arousal, either positively or negatively. Moreover, these children are often confronted with situations that challenge the limits of their sociocognitive skills that trigger stress. More space allows shy children or those who have difficulties adjusting to the group, to keep peers at a distance. They can use parts of the classroom where they are less socially exposed.

Many organizations have adopted quality classroom size standards. The GSA, that oversees the construction of all Federal buildings, including their child care centers, requires a minimum of 45 SF of usable activity area per child for toddlers and preschoolers exclusive of cubbies, restrooms and built-in cabinetry (GSA 1998). The US Department of Defense uses the 45 SF standard in their Unified Facilities Criteria for the Design of Child Development Centers (Department of Defense 2002). The Head Start Technical Assistance Center recommends 50 SF (National Head Start 2003). The Easter Seals Child Development Center Network, that has the most experience including children with walkers and wheelchairs in child care settings and operates 50 centers nationwide, uses a 50 SF per child standard (Easter Seals 2003).

For years, the National Health and Safety Performance Standards, jointly published by the US Department of Health and Human Services, American Academy of Pediatrics and the American Public Health Association, has contained a standard of 50 SF per child, measured on the inside, wall-to-wall (American Academy of Pediatrics 2002).

Anita Rui Olds, until her death in 1999, was considered one of North American's leading experts on child care center design. In her criticism of the inadequacy of the 35 SF standard, she said, "Young children relate to the world through their bodies and their senses. They require large amounts of space in which to learn by moving and doing. Thirty-five SF per child is a 5'-x-7' space—a little over twice the dimensions of the average playpen." Olds, based upon her research, recommended 50 SF per child (Olds 2001).

The following comparisons are offered to put 35 SF per child in perspective:

- Minimum standards for prisons require more than 35 square feet per prisoner.
 - The average child's room at home is about 120 square feet. Allowing 40 SF for furniture leaves a remaining floor space of 80 SF for play.
 - The typical amount of office space allocated for moderate size offices and circulation is 100 SF per person.
- Twenty-five years is a long time to wait for a myth to die. To put children first, child care professionals and accreditation programs need to start insisting that child care centers be designed to quality standards and not let archaic licensing laws and size standards continue to work to the detriment of children.

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5 Benefits of Small Class Sizes

by techadmin | Mar 8, 2017 | Blog | 0 comments

It's probably no secret by now, but class size makes a huge difference in a child's education; especially during their preschool years. At The Newcastle School, we pride ourselves on keeping our class sizes limited to about 12 students. While you may know some of these benefits already, take a look at our list for more reasons to enroll your preschooler at The Newcastle School, where we value small classes.

Individual Attention

Smaller classes allow teachers to create personalized learning paths and give individual feedback. Teachers are more likely to know their students personally both in terms of where they are on their educational journey as well as what type of learner they are. When teachers have this knowledge they are more able to give every student (and their parents) the tools they need to excel.

Higher Success Rates

Individual attention and personalized learning translate directly to higher success rates across the board. Children who are lucky enough to go to a preschool with small class sizes are less likely to repeat grades later in their education. Small classes give preschoolers what they need in order to start kindergarten with a solid educational foundation as well the social skills they need to succeed.

More Time for Teaching

When there are fewer children in a class, it allows teachers and aids to spend less time managing students and more time teaching them. As any parent of a preschooler knows, kids move quickly and require near constant attention. When a teacher has a smaller number of children to take care of they can focus more on learning rather than supervising behavior.

Good for Socialization

Strong classroom communities are created when class sizes are limited. Making this a priority may allow preschoolers to have an easier time truly connecting and sharing with one another. Shy students may be more likely to speak up and contribute ideas in smaller groups, and every child will be able to learn how to listen to each other. Small class sizes create communities of learners rather than just groups of individual students.

Personalized feedback

Students and parents can expect feedback that's more personalized from a preschool that regulates its class sizes. When a teacher isn't stretched to the max of their capabilities to simply facilitate learning, they can take more time to create personal lessons and skill building opportunities for each student. Small class sizes also create an opportunity for parents and guardians to speak often with teachers and to be directly involved with their preschooler's education.

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A Meta-Analysis of Class Sizes and Ratios in Early Childhood Education Programs: Are Thresholds of Quality Associated With Greater Impacts on Cognitive, Achievement, and Socioemotional Outcomes?

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This study uses data from a comprehensive database of U.S. early childhood education program evaluations published between 1960 and 2007 to evaluate the relationship between class size, child–teacher ratio, and program effect sizes for cognitive, achievement, and socioemotional outcomes. Both class size and child–teacher ratio showed nonlinear relationships with cognitive and achievement effect sizes. For child–teacher ratios 7.5:1 and lower, the reduction of this ratio by one child per teacher predicted an effect size of 0.22 standard deviations greater. For class sizes 15 and smaller, one child fewer predicted an effect size of 0.10 standard deviations larger. No discernible relationship was found for larger class sizes and child–teacher ratios. Results were less clear for socioemotional outcomes due to a small sample.

Keywords: *child-teacher ratio; class size; early childhood education; meta-analysis*

DECADES of program evaluation research have shown that center-based early childhood education (ECE) programs can improve children's cognitive and social development (Camilli, Vargas, Ryan, & Barnett, 2010). As a result, policymakers and educators have pushed for public funding to expand access to ECE. With increased funding, most children now attend ECE before entering elementary school (Burgess, Chien, Morrissey, & Swenson, 2014; Magnuson & Shager, 2010). Yet, with increased enrollment has come greater scrutiny about whether ECE programs are delivering on the promise of improved school readiness that

fueled their growth. Increasingly, researchers and policymakers are paying greater attention to how to improve children's early learning by increasing the effectiveness and educational benefits of existing ECE programs.

Although experts agree that the most effective center-based ECE programs provide developmentally appropriate and enriching social and academic environments, most concede that it is hard to define and measure these aspects of settings in cost-effective ways. Therefore, policymakers have often focused on structural dimensions of program quality—aspects of ECE program design that can

be easily defined, measured, and legislated—such as class sizes, teacher education, and child–teacher ratios. These aspects of program design are thought to affect children indirectly, by promoting or impeding safe and positive care environments. As a result, requirements for minimum standards related to structural indicators have long been part of child care business licensing requirements and are now increasingly central features of state and local quality rating and improvement systems (QRIS), as well as Head Start performance standards (U.S. Department of Health and Human Services, 1996). Despite the appeal of using structural indicators to assess program quality, empirical evidence on the association between structural indicators and children’s learning is lacking. In this study, we use meta-analytic methods to estimate the association between two of the most widely used dimensions of ECE structural quality (class size and child–teacher ratio) and children’s cognitive and achievement outcomes in early childhood classrooms.

Background

Although ECE pedagogy may differ across programs, many theoretical models of early learning place interactions between children and their teachers, as well as peers, at the center of the learning process (Burchinal et al., 2008; National Scientific Council on the Developing Child, 2004). For this reason, having both smaller classes and lower child–teacher ratios are thought to improve classroom environments and increase ECE’s effectiveness in promoting early learning. Smaller classes and lower child–teacher ratios may enable teachers to spend more time interacting with each individual child, which may in turn provide greater opportunities to understand each child’s development, tailor activities to children’s interests and abilities, and scaffold children’s learning.

Evidence in support of this hypothesis comes from analyses of the NICHD Study of Early Child Care data and a sample of child care programs in four states. In both analyses, smaller child–teacher ratios were associated with higher quality child–teacher interactions as measured by warmth, sensitivity, and cognitive stimulation (NICHD, 2002; Phillipsen, Burchinal, Howes, & Cryer, 1997). Smaller class sizes and lower

child–teacher ratios have also been related to reduced behavior problems and teacher time spent on classroom management in elementary school classrooms (Blatchford, Bassett, & Brown, 2011; Finn, Pannozzo, & Achilles, 2003; NICHD Early Child Care Research Network, 2004). Though highly related, child–teacher ratios and class sizes may also make distinct contributions to classroom experiences and quality. Although these issues have been studied more extensively in elementary education settings, with conclusions suggesting small positive effects of smaller class sizes, the differences between elementary school classrooms and preschool classrooms, as well as the developmental differences among younger and older children, make it difficult to generalize these findings downward to preschool classroom settings.

In early education classrooms, existing data suggest about a third of children’s time is spent in free choice activities and another third is spent in routine activities such as meals (Early et al., 2010). For this reason, lower child–teacher ratios, whether due to more teachers or smaller class sizes, may make it easier for teachers to interact individually with every student and monitor the classroom activity. Even in a large class, an additional teacher may make it easier for the teachers to work together to observe all activities, facilitate teacher intervention or support when necessary, and provide more opportunities for one or two teachers to work individually with children, while another supervises the classroom. At the same time, professional training of early childhood teachers can be quite variable, ranging from little more than a high school education to advanced degrees in early childhood (Early et al., 2006; Mashburn et al., 2008). Although additional teachers may have added importance in early childhood classrooms due to the child-directed nature of activities, potential benefits to child outcomes might not be realized if individual teachers vary greatly in the skill with which they supervise and interact with young children.

Smaller classes in early education settings, even those with higher child–teacher ratios, limit the total number of children with whom teachers and students interact, potentially making it easier for positive relationships to be built and maintained with every student. The smaller number of students also reduces the workload involved in

tracking student progress, may increase the likelihood of effective individualization of instruction, and may make each individual more visible and connected, creating greater social and academic engagement (Finn, et al., 2003). Furthermore, smaller classes may be quieter, with fewer children to contribute to the overall activity levels, potentially making behavior management easier and increasing the likelihood that children have freedom to engage in self-selected, developmentally appropriate activities and cooperative play (Howes, Phillips, & Whitebook, 1992). In sum, although child-teacher ratios and class size are interrelated, they are likely to shape child outcomes in different ways, and it is important to understand the independent impact of each characteristic.

In spite of their theoretical importance, the empirical evidence to date about the benefits for child outcomes of small class sizes and low child-teacher ratios in early childhood classrooms has been mixed and largely inconclusive. One difficulty is that many studies evaluate an existing program model, and within a program there may be little to no variation in dimensions of structural quality. With a few noted exceptions, researchers have not tried to directly manipulate structural aspects of quality. As a result, researchers have turned to large datasets that collect observational measures of program quality across several different program models and consider relationships with child outcomes. A review of the findings from each of these lines of research follows.

In the only experimental study of early childhood settings, Ruopp (1979) randomly assigned 3- and 4-year-old children to preschool classrooms with different child-teacher ratios and different class sizes. Classes with the following combinations of child-teacher ratios and class size were compared: no less than 1:7, no larger than 14; no less than 1:8, no larger than 16; no less than 1:9, no larger than 18; and less than 1:9 but larger than 18. Children assigned to classrooms of smaller size and ratios achieved greater gains on measures of receptive language, general knowledge, cooperative behavior, and verbal initiations, and exhibited less hostility and conflict when compared with groups with larger class sizes and ratios. Children in classes larger than 18 with ratios

smaller than 1:9 showed the smallest gains on these outcomes. As a result, Ruopp assigned the greatest significance to the differences in class sizes, acknowledging that ratio is a related construct. Confirming a theoretical model of ECE, this study has served as the primary empirical evidence of the benefits of small classes in the field of ECE for decades.

Perhaps the most well-known study of class size was conducted in Tennessee's early elementary schools in the 1980s, the STAR class size experiment. This experimental evaluation found that small kindergarten classes (of 13-17 children) had small positive impacts on a variety of math and literacy skills relative to larger classes with correspondingly lower child-teacher ratios (Mosteller, 1995).

To date, no other experimental work has been done on this topic, but two recent observational studies (Howes et al., 2008; Mashburn et al., 2008; Pianta et al., 2005) scrutinized a range of structural and process indicators, including class size and child-teacher ratios, as predictors of academic, language, and social learning among 4-year-old children attending state prekindergarten programs. In these studies, neither child-teacher ratios nor class sizes consistently predicted children's growth across cognitive and preacademic measures. However, class size was operationalized as a dichotomous indicator for whether class size was 20 or lower and the ratio was 1:10 or higher, and there was little variation in the sample (more than 80% fell into the small class and low ratio categories).

The findings from observational studies of more general child care arrangements among children of varying ages do not provide a clear picture, although this may not be surprising given the diversity of care settings and ages of children being studied. Studies of the NICHD Study of Early Child Care and Youth Development (NICHD & Duncan, 2003; NICHD Early Childhood Research Network, 1999, 2002; Phillipsen et al., 1997) have reported modest relationships between both class size and child-teacher ratio and child cognitive, academic, and behavioral outcomes modeled in a linear and dichotomous manner, but these findings have not been consistent (some analyses found relationships with class size, others with child-teacher ratio). When child-teacher ratio was considered