

Memo

To: BVSD Board of Education
From: BVSD District Accountability Committee
Date: March 8, 2016
Re: 2016 DAC Recommendations on District Spending Priorities

To fulfill the DAC responsibility:

C.R.S. 22-11-302(1)(a) – To recommend to its local school board priorities for spending school district moneys. Whenever the school district accountability committee recommends spending priorities, it shall make reasonable efforts to consult in a substantive manner with the school accountability committees of the school district. The local school board shall consider the school district accountability committee's recommendations in adopting the school district budget for each fiscal year pursuant to article 44 of this title.

Note: With the implementation of the Success Effect, DAC recommends that the School Board align all budget decisions with the strategic plan to ensure that implementation can be meaningful.

2016 DAC Recommendations on Spending Priorities

- **Social-Emotional Supports.** In gathering information from individual SACs, social-emotional supports were the top spending priority. This includes counselors, support programs, classroom instruction, extracurricular activities, a supportive school climate, etc. This single item received significant support across all grade levels and all areas of the district and was prioritized by all participating Title 1 schools.
- **Special Populations.** Prioritize funds for special populations (e.g., English Language Learners, students in poverty, and students with IEPs). With an eye toward district-wide trends over time, the DAC remains concerned the performance of certain populations of students is not consistently meeting achievement expectations and growth is not high enough to change this pattern. DAC strongly recommends linking spending on these populations to efficacy, ensuring that district money is spent on proven strategies.
- **Individual School Needs.** Provide schools with access to funds that have some flexibility to meet their unique needs (e.g., special education supports and interventions, building security, technology supports, full-day kindergarten). There were not any overriding themes for “lesser priority” areas.