

COLORADO SPRINGS SCHOOL DISTRICT ELEVEN
Dr. Michael J. Thomas, Superintendent
Phoebe Bailey, Assistant Superintendent – Personnel Support Services

**District Accountability Committee
Full DAC Committee Meeting**

May 16, 2019
6:00 – 8:00 pm

**Tesla Opportunity Center – 2560 International Circle
Room 112/113**

1. Welcome/Introductions/Opening Remarks– Dr. Parth Melpakam, DAC Chair– 15 minutes
2. DAC Spotlight — Thank you to DAC members - 10 minutes
3. 2000 MLO Plan Amendment – Dr. Ed Plute, Chair, MLO Committee – 20 minutes
4. Budget Subcommittee End of Year Report– Jan Rennie – 10 minutes
5. Accreditation Subcommittee End of Year Report – Dr. Ed Plute – 10 minutes
6. Membership Subcommittee End of Year Report – Dr. Wendy Chiado – 10 minutes
7. Training and SAC Support Subcommittee End of Year Report – Lyman Kaiser – 10 minutes
8. DAC End of Year Report – Dr. Parth Melpakam – 15 minutes
9. Election of DAC Chairs (2019-2020)– Dr. Parth Melpakam – 10 minutes
10. Misc. – Dr. Parth Melpakam – 5 minutes

A Thank You Message

As this academic year comes to an end, I want to take a minute and thank you for your passion and dedication to District 11 and especially our students. I know that each of you have invested a significant chunk of your time and energy serving on the DAC for the betterment of our schools. I hope each of you know the difference you have made in the lives of our students through your care and commitment. And collectively as a group, we have been consistent advocates for our students.

On a personal note, this academic year is also the end of my term as the Chair of DAC. It has been my profound and distinct pleasure serving in this capacity over the past couple of years. It goes without saying that this has been a truly enriching and fulfilling experience. I thank you for the trust and confidence you placed in me and I hope over the past couple of years I have lived up to that trust. Words cannot sufficiently express the gratitude I have for each of you, for your assistance, support, and friendship. This has always been a collaborative effort as a group, keeping our students as the central focus in all our thoughtful discussions. And for that, you have my deepest appreciation.

I wish you a relaxing and memorable summer with your family/friends.

Parth

"We live in a world in which we need to share responsibility. It's easy to say, 'It's not my child, not my community, not my world, not my problem.' Then there are those who see the need and respond. I consider those people my heroes. Anyone who does anything to help a child is a hero to me." - Mr. Fred Rogers.

TOOL, TRUDY E.

From: THOMAS, MICHAEL JAMES
Sent: Tuesday, May 14, 2019 4:09 PM
Subject: Thank you and Call to Action

Hello District Accountability Committee Members,

As we near the end of the 2018-2019 school year, I wanted to personally thank you for your dedication to D11, our staff, students, and our community. The DAC and SACs involve community to enact educational improvement in our schools, and through this cooperative effort, it is ultimately our students who benefit from your volunteerism. I thank you all for your efforts over the past school year.

I would also like to extend my deepest gratitude to Dr. Parth Melpakam, our 2018-2019 DAC President. Parth has exceeded the expectations set forth for this position and has served the DAC and D11 well this school year. He leaves us in a great position as we are now seeking someone to lead the charge as the 2019-2020 DAC president. On behalf of the District, I invite you to consider applying for this position. If you would like to have an influential voice in the matters of our school district, impacting future generations of our students, please contact Ms. Trudy Tool, Trudy.Tool@d11.org or Wendy Chiado at wchiado@aol.com.

Again, thank you for giving your time and dedication for the betterment of our students and our D11 community. I wish you a relaxing summer!

Yours in Partnership,

Dr. Michael J. Thomas, Superintendent
Colorado Springs School District 11

SCHOOL DISTRICT VISION, MISSION AND STRATEGIC PLANNING

Vision

~~———— Every student prepared for a world yet to be imagined.~~

Mission

~~We dare to empower the whole student to profoundly impact our world. Provide excellent, distinctive educational experiences that equip students for success today and in the future.~~

Vision

We are a dynamic, collaborative community of energized educators, engaged students and supportive partners with a passion for continuous learning.

Beliefs Values

~~We believe in excellence in all we do.~~

We believe in:

- ~~In the inherent worth of every individual and the power of equitable practices to unleash potential. Equity: each child deserves to have access to high quality, standards-based, data-driven instruction~~
- Diversity enriches the human experience and strengthens community. ~~Transparency: honest, clear communication especially with how and why decisions are made~~
- Healthy relationships provide mutual understanding and enhance life. ~~Engagement: frequent two-way communication with our customers~~
- ~~Continuous learning nourishes life. Learning Environment: each student deserves a safe, positive learning environment~~
- Integrity is fundamental to building trust. ~~Principled leadership: model all behaviors expected from staff and stakeholders~~

Goals:

~~———— Colorado Springs School District 11 will:~~

- ~~Demonstrate improvement of student achievement~~
- ~~Demonstrate a high performing team~~
- ~~Embrace a culture of constant innovation~~
- ~~Communicate and engage frequently with our customers~~
- ~~Provide a safe learning and working environment~~
- ~~Demonstrate operational efficiencies~~
- ~~Demonstrate fiscal prudence and financial responsibility~~

MISSION IMPACTS

- Each student will innovatively adapt to evolving challenges.
- Each student will actively pursue learning that continually challenges them to grow and achieve their personal best.
- Each student will develop personal, social, and cultural competencies and apply them intentionally in their lives.

STRATEGIES

In pursuit of our mission and mission impacts:

- We will cultivate a collaborative culture that promotes intentional, mission-driven change.
- We will align our actions to our shared understanding of and commitment to the strategic plan.
- We will guarantee an ecosystem of equitable practices to meet the unique needs of all.

STRATEGIC DELIMITERS

We will not:

- Allow past practices to create barriers to new and innovative ideas.
- Avoid conflict or difficult conversations, nor engage in problem solving through the lens of blame.
- Engage in initiatives that are misaligned with our mission.

STRATEGIC PLANNING PROCESS

The overall District Strategic Planning process of the District will be embodied in a series of plans using the concepts outlined above and designed to execute the overall Mission Impacts of the District. ~~developed based on a District Business Plan designed to execute the overall Goals of the District.~~ Each Mission Impact Goal will have defined outcomes, measures, targets, strategies, and actions. The Business-Strategic Plan will be supplemented by an Academic Plan, a District-wide five-year Capital Investment and Funding Plan, a District-wide five-year Technology Plan, the District budget, ~~a vehicle replacement plan,~~ the Mill Levy Override Plan, and by Division/Department-level and school level plans as appropriate or required by statute. The Strategic Plan Business Plan and supplemental District-wide plans will be reviewed and updated annually, with the exception of the five-year Capital Investment and Funding Plan which may only be updated bi-annually.

Adopted November 15, 1978
Revised August 13, 1986
Revised 1994
Revised August 2000
Revised June 2009
Revised January 22, 2014
Reviewed May 30, 2018
Revised 2019

LEGAL REFS: C.R.S. 22-32-109.1(1.5)

CROSS REFS: AEC Annual Reporting to the Public
District ~~Business~~ Strategic Plan (latest version)

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District Strategic Plan (latest version)

Strategic Plan: End Results

Strategy One:

We will cultivate a collaborative culture that promotes intentional, mission-driven change.

END RESULTS

1. District 11 identifies and endorses a set of collaboration tools and practices and provides resources and structures to implement and sustain their use.
3. District 11 establishes and uses a collaborative process for selecting, and vetting change initiatives
District 11 supports and rewards innovation and creativity.
4. District 11 engages in practices that build trust and support effective collaboration.
5. District 11 intentionally seeks diverse perspectives and the involvement of underrepresented community stakeholders.
6. District 11 uses a collaborative process to create systems, structures, schedules, and environments that facilitate student growth and choice.
7. District 11 regularly monitors and assesses our approach to collaboration and change initiatives.
8. District 11 students are empowered with the aptitude, skills, knowledge, and opportunities necessary to create change through collaboration.
9. District 11 celebrates collaborative success.

Strategic Plan: End Results

Strategy Two:

We will align our actions to our shared understanding of and commitment to the strategic plan.

END RESULTS

1. District 11 provides wide-reaching, regular messaging that is aligned with and supports the strategic plan
2. District 11 employees understand and communicate the strategic plan.
3. District 11 employees regularly demonstrate and reflect on their individual and collective contributions to the strategic plan.
4. Students, families, and community members understand and contribute to achieving the strategic plan.
5. District 11's new and existing endeavors are vetted to ensure alignment with the strategic plan.
6. District 11 supports unique pathways for students and staff to achieve the strategic plan.
7. District 11's streamlined practices, protocols, and procedures help employees achieve the strategic plan.
8. District 11 personnel hiring, training and evaluation processes are aligned with and support the implementation of the strategic plan.
9. District 11 building and department plans are aligned to the strategic plan.
10. District 11 makes budget and resource allocation decisions that reflect the strategic plan.

Strategic Plan: End Results

Strategy Three:

We will guarantee an ecosystem of equitable practices to meet the unique needs of all.

END RESULTS

1. District 11 community has a shared understanding of equity and equitable practices and implications in, and of, decision-making.
2. District 11 has an articulated policy and procedures that define equity and equitable practices.
3. District 11 utilizes an equity-based resource allocation model that is flexible and ensures all students and staff are supported based on needs.
4. District 11 continually engages community partners to align resources with the needs of our learners.
5. District 11 has articulated and widely understood student performance standards to which the district is held accountable.
6. Equity Task Forces exist at the district and school levels to provide oversight and support.
7. District 11 has a system of on-going, universal professional development along with personalized learning based on self-identified needs for all.
8. District 11 staff understand and demonstrate relevant cultural competencies, and recognizes and interrupts patterns of institutional bias.
9. District 11 staff understand and implement culturally responsive instructional practices.
10. District 11 curricular resources are culturally responsive.
11. District 11 provides learning experiences utilizing strength focused, inclusive learning models based on student learning needs.
12. Grading policies and practices honor diversity of learning, multiple measures of success, and various avenues to mastery.
13. Learning goals and assessment practices are clearly understood and communicated with students and families/significant adults.
14. District 11 has a consistent philosophy of student engagement and support that embraces proactive measures and results in equitable responses to student behaviors.
15. District 11 candidates and employees reflect values that align with and commit to the District's Equity Policy and Framework.
16. District 11 recruits, hires, and retains a diverse workforce reflective of our student body and community to include staff members of color, those who speak languages our students speak, and those who are highly qualified in multiple areas.
17. District 11 creates a welcoming environment that encourages participation, mutual understanding and is responsive to and informed by the needs of our families/significant adults.
18. District 11 students and families/significant adults understand all district learning offerings, and opportunities, and can access them.

Strategic Plan: End Results

District 11 Mission Impacts

Each student will:

- Each student will innovatively adapt to evolving challenges
- Each student will actively pursue learning that continually challenges them to grow and achieve their personal best.
- Each student will develop personal, social, and cultural competencies and apply them intentionally in their lives.

END RESULTS

Student Personal Inventory based on Essential Skills - We measure student competencies on personal, social, and cultural competencies using Student Personal Inventory based on the Colorado Essential Skills (CES) rubric.

- We administer a fully developed and vetted grade-level appropriate student personal inventory of Colorado Essential Skills K12.
 - Collaboratively Develop
 - Pilot Administration and Vet
 - District-wide administration and evaluation
- K-12 instructional staff understand the approach and purpose of the student personal inventory based on Colorado Essential Skills and as aligned to the district strategic plan.
 - Staff engage in learning around Colorado Essential Skills
 - Purposefully embed Colorado Essential Skills into instructional plans and assessment
- Students, staff, families, and communities understand the approach and purpose of the student personal inventory based on Colorado Essential Skills and as aligned to the district strategic plan.

Academic Assessments

- Stakeholders understand the approach and purpose of academic assessments.
- Instructional staff utilize reliable and comprehensive standards based grading and reporting practices.
 - Explore common understanding around evidence-based grading practices
 - Pilot school based, local improvement efforts with grading practices
 - Outline district-wide grading practices
- Stakeholders understand the purpose and value of standards based grading and reporting.
- All schools utilize a comprehensive and aligned approach to, academic assessments to measure student growth and achievement.

Individual Student Portfolio

- Stakeholders understand the purpose and value of the portfolio including a personal best plan.
- We utilize a systemic approach to capture and monitor student portfolios across K-12.
- We monitor progress toward individual student's personal best through a portfolio.
 - Start with staff and students
 - Expand to families and community
- Students understand and can communicate their learning journey.

**Talking Points for Proposed Mill Levy Override Plan Amendment
DAC Meeting, May 16, 2019**

- A plan Amendment is sought for:
- 2000 MLO PIP #2B, Class Size Reduction and
2000 MLO PIP #14, Full Day Kindergarten
- Currently, the 2017 MLO Class Size Reduction PIP#5 is funded at \$1,000,000.
This PIP has funded 14.5 teacher FTE for differentiated program needs and student impact needs in SY 18-19.
The PIP will be fully funded (via the planned phase-in) for SY20-21 at \$1,750,000.
The additional funds of \$750,000 would fund 10 teacher FTE for the start of the school year to address immediate class size needs
- Dr. Thomas believes that the additional funds of \$750,000 (that would fund 10 teacher FTE for the start of the school year to address immediate class size needs) will be needed for SY19-20.
- Don't want to transfer funds between 2000 MLO and 2017 MLO.
The Plan Amendment calls for adding \$750,000 to 2000 MLO PIP#2B, Class Size Reduction. This is for one year only, since 2017 MLO PIP#5 is fully funded for SY20-21.
- The one-time funding would come from the 2000 MLO PIP#14, full day Kindergarten, which is no longer needed to fund full day Kindergarten. The total funding for PIP#14 is \$2,400,550.
- There will have to be another plan amendment for the remaining funds in 2000 MLO PIP #14, but Dr. Thomas wants the suggested plan amendment to get through the process prior to the end of this school year and into the budget for next school year.



Colorado Springs School District 11
Mill Levy Override Spending Plan
Plan Amendment Form

Item no. 2000-14 & 2000-2B
Item description: Full Day Kindergarten and Class Size Reduction

Plan Amendment Category:

- | | |
|---|----------|
| • Spending plan definition deviation | _____ |
| • Moving funds to another authorized item | 2000-14 |
| • Moving funds to a new item | _____ |
| • Moving unspent funds to a new item | _____ |
| • Other | 2000- 2B |

Plan Amendment Rationale:

In the Spring of 2019, the Governor of Colorado worked with the legislature to introduce and eventually pass HB 19-1262 to offer and fund full-day kindergarten in Colorado. This bill eventually passed and was incorporated into the School Finance Act.

The District's 2000 mill levy override (MLO) includes item 14 that funds full-day kindergarten in District 11. Item 14 was the consolidation of two original MLO spending plan items: school start times and research-based interventions. Now that the state is going to fund full-day kindergarten, funding from this item is no longer needed.

The District would like to repurpose these funds in two phases. The first phase would be implemented right now with this plan amendment into 2000 MLO 2B, class size reduction. This means ten teachers will be added in FY 2019-20 only (non-recurring). The second phase of the MLO plan amendment will come at a later date, once more information is known. The plan amendment keeps the District in full compliance with class size ratio targets but these additional 10 teachers would help address unusual variations for the start of the school year.

Plan Amendment Approval:

- | | Date: |
|--|--------------|
| • District Administration (Superintendent's Staff) | 4/29/19 |
| • District 11 Mill Levy Override Oversight Committee | 5/21/19 |
| • District Accountability Committee (DAC) | 5/16/19 |
| • District Board of Education (5 vote minimum) | 5/29/19 |

Attachments:

PIPs 2000-14 and 2000-2B
MLO Phase-in Worksheet
HB 19-1262

Colorado Springs School District 11
Mill Levy Override Implementation Plan Budget
SUSPENDED on JULY 1, 2019

Program: Research Based Interventions/Full Day Kindergarten Program No.: Various
 Program Budget Manager: David Engstrom
 Division: Personnel Support Services/Achievement, Learning and Leadership MLO Item No.: 14
 Division Head: Phoebe Bailey/David Engstrom

Program Description:

An intervention is defined as a deliberate accommodation/modification of an existing circumstance that assists the student in achieving at a proficient level and those not maximizing learning on the content standards.

Researched-based interventions will be put into place to address the needs of students who are partially proficient or unsatisfactory in achieving the standards. The funds are allocated based on student achievement and will vary by site. To be approved for funding, the interventions must be data-driven, based on identified needs included in the unified school improvement plan and research-based.

This funding provides the necessary recurring funds for the transition from half-day kindergarten classes to full-day kindergarten classes. The majority of these funds are used for the hire of additional teachers to convert each kindergarten classroom from a .5 FTE to a 1.0 FTE. Remaining funds support the professional development of these teachers.

Alignment with District Business Plan Goal: Goal 1, Demonstrate improvement of student achievement

This PIP aligns with Ballot Question Point: #3, Focus on academic core subjects like math, reading, writing, and science

Explanation for Use of Funds and Calculations:

17 FTE teacher salaries and benefits	\$2,200,000
Intervention staff development	<u>200,550</u>
	\$2,400,550

The expenditures for staff could be extended day, extended year, or in-school interventions.

Plan Amendment History:

When the MLO plan was developed prior to approval of the voters, spending plan research indicated a strong need to adjust school start times to match student sleep patterns. The original thought was a change in start times which would require a conversion from a 3-tier busing to a 2-tier busing system which would require additional buses and drivers.

Based on the existing school schedule, these funds will not be needed for the foreseeable future. Based on this, the District moved these funds to full-day kindergarten implementation in order to maximize early childhood education and student achievement.

Performance Measures and Targets:

MEASURE	TARGET
Employment of 17 highly qualified and highly effective kindergarten teachers.	Percentage of highly qualified teachers will be 100 percent.
	Percentage of highly effective teachers will be 100 percent.

Acct #	Object	Job Class	FY15/16 Actual	FY16/17 Actual	FY17/18 Actual	Changes	FY18-19 Adopted Budget
011020	REGULAR EMPLOYEES	TEACHER	1,681,120	1,715,455	1,200,000	-	1,200,000
020020	EMPLOYEE BENEFITS	TEACHER	719,430	685,095	1,000,000	-	1,000,000
043000	EQUIPMENT MAINT.		-	-	200,550	-	200,550
Total Expenditures			2,400,550	2,400,550	2,400,550	-	2,400,550
Staff FTE:							
	TEACHERS		17.00	17.00	17.00	-	17.00
FTE Totals			17.00	17.00	17.00	-	17.00

PIP Approval Date	PIP Review to Committee Date(s)
6/28/2001	3/6/03, 12/13/07, 2/8/07, 3/8/07, 5/10/08, 5/23/11, 6/6/11

Colorado Springs School District 11

Mill Levy Override Implementation Plan Budget

Program: Class Size Reduction
Program Budget Manager: Danniella Ewen
Division: Personnel Support Services
Division Head: Phoebe Bailey

Program No.: 00100, 00300

NLO Item No.: 2B

Program Description:

This PIP combines former PIPS 2, 4 and 10 into one PIP that funds the hiring of additional teachers to reduce class size ratios at the elementary, middle, and high school levels. The number of teachers and the funding breakout of the original PIPs are listed below.

Alignment with District Business Plan Goal: Goal 2. Demonstrate a high-performing team

This PIP aligns with Ballot Question Point: #1, Reduce class size

Explanation for Use of Funds and Initial Calculations:

This takes the SAME MLO budgets as originally approved but segregates these teacher units for the administration and board of education to apply across the District based on need (note that the FTE had to be adjusted to reflect current teacher compensation rates). This approach better serves our primary goals of student achievement and attraction and retention of high quality staff.

Plan Amendment History:

Plan Amendment approved 6/13/2012. The original mill levy override (MLO) election question and subsequent spending plan items included four (4) items designed to reduce class size across the District. The program implementation plans (PIPs) that were subsequently developed mostly included hard caps on class size at the secondary level and elementary class size reduction with fixed teacher staffing units. The drastic K-12 budget reductions of FY 07/08 to FY 12/13 (over \$35 million of general fund budget reductions) have placed the D-11 Board of Education in a precarious position of having to reduce teachers by increasing class size. While it is possible that the District may still meet the original hard cap on class size, it seems a comprehensive plan amendment will maintain credibility with D-11 voters and also allow the District to utilize these 99 teacher FTEs in a manner that better serves instruction by moving to a more differentiated staffing model with these teachers.

In recent years the District has begun to move away from a formulaic-based staffing formula to a more differentiated model that allows the Board of Education and the administration to differentiate class size based on a number of needs including program needs, at-risk population, special needs populations and other concerns that make staffing far more complicated (and meaningful) than a pure formulaic calculation. This plan amendment would enhance that practice by utilizing MLO teacher staffing units to continue and expand this practice.

This plan amendment would take the SAME MLO budgets as originally approved but segregate these teacher units for the administration and board of education to apply across the District based on need (note that the FTE had to be adjusted to reflect current teacher compensation rates). It is believed that this approach would better serve our primary goals of student achievement and attraction and retention of high quality staff while preserving the intent of the D-11 voters to reduce class size in order to enhance instruction.

In June 2012 a plan amendment was approved which combined the class size reduction related PIPs into one PIP, 2B. Upon further investigation, it was decided that the original PIP 3, Middle School Implementation, should not have been included in the plan amendment since this PIP actually implemented our middle school staffing formula (two planning periods per teacher). Therefore, PIP 2C will be created by pulling out the middle school implementation piece to accommodate the original intent of PIP 3. Otherwise, PIP 2B will remain unchanged. The middle school staffing allocations in PIP 2C take priority for MLO funding before the differentiated staffing allocation - teachers (PIP 2B).

Performance Measures and Targets:

MEASURE	TARGET
One hundred percent of staffing allocations will be based on the staffing formulas that are in place at each level (elementary, middle, and high school).	Staffing allocation will be based on the staffing formulas that are in place at each level (elementary, middle, and high school)

Colorado Springs School District 11
Mill Levy Override Implementation Plan Budget

Acct #	Object	Job Class	FY15-16 Actual	FY16-17 Actual	FY17-18 Actual	Changes	FY18-19 Adopted Budget
011030	REGULAR EMPLOYEES	TEACHER	1,116,400	1,116,400	1,116,400	-	1,116,400
020030	EMPLOYEE BENEFITS	TEACHER	278,999	278,999	278,999	-	278,999
	LESS CHARTER SCHOOL REALLOCATION				(94,769)		(94,769)
Total Expenditures			1,395,399	1,395,399	1,300,630	-	1,300,630
Staff FTE:							
	TEACHER		27.91	27.91	27.91	-	27.91
FTE Totals			27.91	27.91	27.91	-	27.91

PIP Approval Date	PIP Review to Committee Date(s)
5/31/2001	6/2/02, 8/1/02, 8/23/11; 8/15/14

Colorado Springs School District 11

MLO Allocation Phase -in

2000 Mill Levy Override (MLO)

#	Item	Original Amount	FY 15-16	FY 16-17	FY 17-18	FY 18-19	FY 19-20	FY 20-21	FY 21-22	FY 22-23	FY 23-24	FY 24-25	FTE Summary
													Prof Tchrs ESP Total
1	Employee Compensation	6,610,000	6,610,000	6,610,000	7,360,000	7,360,000	7,360,000	7,360,000	7,360,000	7,360,000	7,360,000	7,360,000	0.0
1B	Employee Comp - Combined	0	0	0	0	0	0	0	0	0	0	0	0.0
2	Restore Class Size	1,498,588	0	0	0	0	0	0	0	0	0	0	0.0
2B	Class Size Reduction	1,395,399	0	1,395,399	1,395,399	1,395,399	2,050,630	1,300,630	1,300,630	1,300,630	1,300,630	1,300,630	27.9
2C	Middle School Implementation	2,813,000	0	2,813,000	2,813,000	2,813,000	2,813,000	2,813,000	2,813,000	2,813,000	2,813,000	2,813,000	56.3
3	Middle School Staff	1,297,561	0	0	0	0	0	0	0	0	0	0	0.0
4	Elementary Class Size	945,400	0	0	0	0	0	0	0	0	0	0	0.0
5	Instructional Supplies & Mats	1,774,030	0	1,774,030	1,774,030	1,774,030	1,774,030	1,774,030	1,774,030	1,774,030	1,774,030	1,774,030	0.0
6	LRTs/TLCs	2,129,770	0	2,129,770	2,129,770	2,129,770	2,129,770	2,129,770	2,129,770	2,129,770	2,129,770	2,129,770	27.0
7	Staff Development	300,000	0	0	0	0	0	0	0	0	0	0	0.0
7B	Instructional & Tech Staff Dev	400,000	0	400,000	400,000	400,000	400,000	400,000	400,000	400,000	400,000	400,000	0.0
8	Start Times	1,000,000	0	0	0	0	0	0	0	0	0	0	0.0
9	CITS/ITes	2,200,000	0	2,200,000	2,200,000	2,200,000	2,200,000	2,200,000	2,200,000	2,200,000	2,200,000	2,200,000	0.0
9B	CITS/ITes/Security/EDSS	0	0	0	0	0	0	0	0	0	0	0	0.0
10	High School Class Size	486,850	0	0	0	0	0	0	0	0	0	0	0.0
11	Technology	3,600,000	0	3,600,000	3,600,000	3,600,000	3,600,000	3,600,000	3,600,000	3,600,000	3,600,000	3,600,000	0.0
11B	Technology	0	0	0	0	0	0	0	0	0	0	0	0.0
12	ESU/SpecEd/GT	933,700	0	933,700	933,700	933,700	933,700	933,700	933,700	933,700	933,700	933,700	16.5
13	Technology Training	100,000	0	0	0	0	0	0	0	0	0	0	0.0
14	Full Day Kindergarten	1,400,550	0	2,400,550	2,400,550	2,400,550	2,400,550	2,400,550	2,400,550	2,400,550	2,400,550	2,400,550	0.0
15	Substitute Teachers	250,000	0	250,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000	0.0
16	Beginning Teacher Salary	400,000	0	400,000	400,000	400,000	400,000	400,000	400,000	400,000	400,000	400,000	0.0
17	Software Upgrades	75,000	0	75,000	75,000	75,000	75,000	75,000	75,000	75,000	75,000	75,000	0.0
18	Security Staff	220,322	0	220,322	220,322	220,322	220,322	220,322	220,322	220,322	220,322	220,322	0.0
19	Crossing Guards	100,000	0	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	0.0
20	Align DAL/Assessments	200,000	0	200,000	200,000	200,000	200,000	200,000	200,000	200,000	200,000	200,000	0.0
21	Charter School Funding - External	1,287,051	0	1,287,051	1,287,051	1,287,051	1,287,051	1,287,051	1,287,051	1,287,051	1,287,051	1,287,051	0.0
21A	Charter School Funding - External	0	0	0	0	0	0	0	0	0	0	0	0.0
21B	Charter School Funding - Internal	110,000	0	110,000	110,000	110,000	110,000	110,000	110,000	110,000	110,000	110,000	0.0
22	Assessment Staff	100,000	0	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	0.0
23	Performance Review	100,000	0	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	0.0
24	Contingency	0	0	0	0	0	0	0	0	0	0	0	0.0
2000 MLO Totals		\$26,998,822	\$26,998,822	\$26,998,822	\$26,998,822	\$26,998,822	\$26,998,822	\$26,998,822	\$26,998,822	\$26,998,822	\$26,998,822	\$26,998,822	2.0 142.7 46.0 190.7

2017 Mill Levy Override (MLO)

#	Item	Original Amount	FY 15-16	FY 16-17	FY 17-18 (Partial Year)	FY 18-19	FY 19-20	FY 20-21	FY 21-22	FY 22-23	FY 23-24	FY 24-25	FTE Summary
													Prof Tchrs ESP Total
1	Comprehensive Support Model	4,500,000	0	0	0	1,750,000	2,500,000	3,000,000	3,500,000	4,500,000	4,500,000	4,500,000	63.5
2	Teacher Compensation	8,000,000	0	6,000,000	6,000,000	8,000,000	8,000,000	8,000,000	8,000,000	8,000,000	8,000,000	8,000,000	0.0
3	ESP Compensation	5,500,000	0	4,000,000	4,000,000	5,500,000	5,500,000	5,500,000	5,500,000	5,500,000	5,500,000	5,500,000	0.0
4	School Security Enhancements	375,000	0	0	0	0	150,000	375,000	375,000	375,000	375,000	375,000	0.0
5	Class Size Reduction	1,750,000	0	0	0	1,000,000	1,000,000	1,750,000	1,750,000	1,750,000	1,750,000	1,750,000	25.0
6	Technology Replacement Plan	1,000,000	0	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	0.0
7	Technology Support Staff	320,000	0	320,000	320,000	320,000	320,000	320,000	320,000	320,000	320,000	320,000	4.0
8	Capital Renewal/Replacement	17,555,000	0	4,030,000	4,030,000	13,563,838	9,230,000	12,355,000	16,555,000	16,955,000	16,955,000	16,955,000	11.0
9	Charter School Funding	3,000,000	0	3,000,000	3,000,000	3,000,000	3,000,000	3,000,000	3,000,000	3,000,000	3,000,000	3,000,000	0.0
10	Bond Debt Reduction	0	0	21,650,000	21,650,000	9,300,000	12,700,000	8,700,000	3,400,000	2,000,000	2,000,000	2,000,000	0.0
2017 MLO Totals		\$42,000,000	\$0	\$40,000,000	\$40,000,000	\$43,423,838	\$43,400,000	\$43,400,000	\$43,400,000	\$43,400,000	\$43,400,000	\$43,400,000	11.0 87.5 5.0 103.5
Combined MLO Totals		\$68,998,822	\$26,998,822	\$26,998,822	\$66,998,822	\$70,422,660	\$70,298,822	\$69,648,822	\$69,648,822	\$69,648,822	\$69,648,822	\$69,648,822	13.0 230.2 51.0 294.2

Footnotes:

- (1) Assumes all County Treasurer Collection Fees are budgeted in the General Fund (0.25%)
- (2) 2000 MLO has biennial/triennial requirement for review of program (\$100,000).
- (3) FY 17/18 Phase-in does not match original phase-in plan due to ability to hire during mid-year and HB17-1375 requirement to fund charter schools.
- (4) Assumption on Annual inflation adjustment beginning in FY 21-22.

**First Regular Session
Seventy-second General Assembly
STATE OF COLORADO**

REVISED

*This Version Includes All Amendments Adopted
on Second Reading in the Second House*

LLS NO. 19-0970.01 Julie Pelegrin x2700

HOUSE BILL 19-1262

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A BILL FOR AN ACT

101 **CONCERNING STATE FUNDING FOR FULL-DAY KINDERGARTEN**
102 **EDUCATIONAL PROGRAMS, AND, IN CONNECTION THEREWITH,**
103 **MAKING AND REDUCING AN APPROPRIATION.**

Bill Summary

(Note: This summary applies to this bill as introduced and does not reflect any amendments that may be subsequently adopted. If this bill passes third reading in the house of introduction, a bill summary that applies to the reengrossed version of this bill will be available at <http://leg.colorado.gov>.)

Under existing law, the school finance formula provides funding for half-day kindergarten educational programs plus a small additional amount of supplemental kindergarten funding. The bill provides funding through the school finance formula for full-day kindergarten educational programs. A student enrolled in a full-day kindergarten educational

Shading denotes HOUSE amendment. Double underlining denotes SENATE amendment.
Capital letters or bold & italic numbers indicate new material to be added to existing statute.
Dashes through the words indicate deletions from existing statute.

SENATE
Amended 2nd Reading
April 25, 2019

HOUSE
3rd Reading Unamended
April 16, 2019

HOUSE
Amended 2nd Reading
April 12, 2019

program will be funded at the same amount as students enrolled full-time in other grades. A student enrolled in a half-day kindergarten educational program will be funded as a half-day student plus the existing amount of supplemental kindergarten funding.

Under existing law, many school districts charge parents of students enrolled in full-day kindergarten a fee to fund the full-day kindergarten educational program. After passage of the bill, a school district or a charter school that provides a full-day kindergarten educational program shall not charge fees for attending kindergarten other than those fees that are routinely charged to parents of students enrolled in other grades and are applicable to the kindergarten educational program. However, if the general assembly stops funding kindergarten students as full-time pupils, then a school district or charter school may resume charging a fee or tuition for the unfunded portion of the school day.

Under existing law, a school district may use a half-day preschool position to enroll a child in full-day kindergarten. The bill prohibits using a preschool position to enroll a child in full-day kindergarten. A school district that used preschool positions in this manner in the 2018-19 budget year will retain the positions in the 2019-20 budget year and budget years thereafter to the extent the school district fills the positions with preschool students.

The bill directs a school district that is not offering a full-day kindergarten educational program as of the 2019-20 school year to submit a plan to the department of education addressing how it could phase in a full-day kindergarten educational program, but a school district is not required to offer a full-day kindergarten educational program.

If a charter school seeks to expand an existing half-day kindergarten educational program to full day, it must notify the charter authorizer and amend the charter contract, if necessary. If the authorizer objects to the program expansion, the charter school and the authorizer must negotiate a change to the charter contract. If the parties cannot agree, the charter school may appeal the issue to the state board of education for a determination. Any renegotiation of the charter school's contract must be limited to the issue of expanding the kindergarten educational program.

1 *Be it enacted by the General Assembly of the State of Colorado:*

2 **SECTION 1.** In Colorado Revised Statutes, 22-54-103, **amend**
3 (10)(b)(I) introductory portion, (10)(e.5), (10)(f), and (15); and **add**
4 (7)(e)(VII) as follows:

1 **22-54-103. Definitions.** As used in this article 54, unless the
2 context otherwise requires:

3 (7) "Funded pupil count" means:

4 (e)(VII) FOR THE 2019-20 BUDGET YEAR AND EACH BUDGET YEAR
5 THEREAFTER, SOLELY FOR THE PURPOSE OF AVERAGING PUPIL
6 ENROLLMENT PURSUANT TO SUBSECTION (7)(e)(I) OF THIS SECTION FOR A
7 DISTRICT THAT OPERATES A FULL-DAY KINDERGARTEN EDUCATIONAL
8 PROGRAM, THE DEPARTMENT OF EDUCATION SHALL ADJUST THE DISTRICT'S
9 PUPIL ENROLLMENTS FOR THE 2018-19, 2017-18, 2016-17, AND 2015-16
10 BUDGET YEARS BY COUNTING EACH PUPIL ENROLLED IN A FULL-DAY
11 KINDERGARTEN EDUCATIONAL PROGRAM IN ONE OF THOSE BUDGET YEARS
12 AS A FULL-TIME STUDENT. THE ADJUSTMENT TO PUPIL ENROLLMENT MADE
13 PURSUANT TO THIS SUBSECTION (7)(e)(VII) DOES NOT AFFECT OR CHANGE
14 THE FUNDED PUPIL COUNT USED TO CALCULATE A DISTRICT'S FISCAL YEAR
15 SPENDING LIMITATION PURSUANT TO SECTION 20 OF ARTICLE X OF THE
16 STATE CONSTITUTION FOR A BUDGET YEAR COMMENCING BEFORE JULY 1,
17 2019.

18 (10) (b) (I) FOR BUDGET YEARS COMMENCING BEFORE THE
19 2019-20 BUDGET YEAR, a pupil enrolled in a kindergarten educational
20 program pursuant to section 22-32-119 (1) ~~shall be~~ is counted as not more
21 than a half-day pupil. ~~except that, if the pupil does not advance to first~~
22 ~~grade, pursuant to section 22-7-1207, after completing one year of~~
23 ~~enrollment in a kindergarten educational program, the pupil shall be~~
24 ~~counted as a full-day pupil for the second year in which he or she is~~
25 ~~enrolled in the kindergarten educational program~~ FOR THE 2019-20
26 BUDGET YEAR AND EACH BUDGET YEAR THEREAFTER, A PUPIL ENROLLED
27 IN A KINDERGARTEN EDUCATIONAL PROGRAM PURSUANT TO SECTION

1 22-32-119 IS COUNTED AS A FULL-TIME PUPIL, EXCEPT AS OTHERWISE
2 PROVIDED IN SUBSECTION (10)(e.5)(I) OF THIS SECTION. For the 2005-06
3 budget year and each budget year thereafter, a district shall count and
4 receive funding only for pupils enrolled in a kindergarten educational
5 program who are:

6 (e.5) (I) A pupil who is enrolled as less than a full-time student,
7 other than a student described in ~~paragraph (b) or (d) of this subsection~~
8 ~~(10)~~ SUBSECTION (10)(b)(II) OR (10)(d) OF THIS SECTION OR a student
9 enrolled in a p-tech school pursuant to article 35.3 of this title, shall be
10 TITLE 22, IS counted in accordance with rules promulgated by the state
11 board for students who are enrolled as less than full-time students.

12 (II) NOTWITHSTANDING ANY PROVISION OF SUBSECTION
13 (10)(e.5)(I) OF THIS SECTION TO THE CONTRARY, A PUPIL WHO COMPLETES
14 ONE SCHOOL YEAR OF ENROLLMENT IN A HALF-DAY KINDERGARTEN
15 EDUCATIONAL PROGRAM AND DOES NOT ADVANCE TO FIRST GRADE,
16 PURSUANT TO SECTION 22-7-1207, IS COUNTED AS A FULL-DAY PUPIL FOR
17 THE SECOND YEAR IN WHICH THE PUPIL IS ENROLLED IN THE HALF-DAY
18 KINDERGARTEN EDUCATIONAL PROGRAM.

19 (f) In certifying the district's pupil enrollment to the state board
20 pursuant to the provisions of section 22-54-112, the district shall specify
21 ~~the number of pupils enrolled in half-day kindergarten;~~ the number of
22 pupils enrolled in ~~first grade~~ KINDERGARTEN through twelfth grade,
23 specifying those who are enrolled as full-time pupils and those who are
24 enrolled as less than full-time pupils; the number of expelled pupils
25 receiving educational services pursuant to section 22-33-203; the number
26 of pupils enrolled in the district's preschool program; the number of
27 pupils receiving educational programs under the "Exceptional Children's

1 Educational Act", article 20 of this ~~title~~ TITLE 22; and the number of
2 at-risk pupils.

3 (15) "Supplemental kindergarten enrollment" means the number
4 calculated by subtracting five-tenths from the full-day kindergarten factor
5 for the applicable budget year and then multiplying ~~said~~ THAT number by
6 the number of pupils in the district who are enrolled in A HALF-DAY
7 kindergarten EDUCATIONAL PROGRAM for the applicable budget year. For
8 the purposes of this subsection (15), the full-day kindergarten factor for
9 the 2008-09 ~~2009-10, and 2010-11 budget years~~ BUDGET YEAR and each
10 budget year thereafter is fifty-eight hundredths of a full-day pupil.

11 **SECTION 2.** In Colorado Revised Statutes, 22-28-104.3, **amend**
12 (2); and **repeal** (4) and (5) as follows:

13 **22-28-104.3. Early childhood at-risk enhancement (ECARE).**

14 (2) (a) ~~Notwithstanding the provisions of section 22-28-104 (2)(b)~~
15 EXCEPT AS OTHERWISE PROVIDED IN SUBSECTION (2)(b) OF THIS SECTION,
16 in allocating the authority to enroll children in the Colorado preschool
17 program pursuant to this section, the department shall allow a school
18 district to enroll a child in the program using two positions so that the
19 child may attend a full-day preschool portion of the district's preschool
20 program or to use a preschool program position to enroll a child in a full
21 day of the district's existing full-day kindergarten EDUCATIONAL program.
22 IN USING TWO POSITIONS TO ALLOW A CHILD TO ATTEND A FULL-DAY
23 PRESCHOOL PORTION OF THE SCHOOL DISTRICT'S PRESCHOOL PROGRAM, A
24 DISTRICT MAY USE TWO PRESCHOOL POSITIONS ALLOCATED PURSUANT TO
25 THIS SECTION OR MAY USE A PRESCHOOL POSITION ALLOCATED PURSUANT
26 TO THIS SECTION AND A PRESCHOOL POSITION ALLOCATED PURSUANT TO
27 SECTION 22-28-104. IF A SCHOOL DISTRICT COMBINES A PRESCHOOL

1 POSITION ALLOCATED PURSUANT TO THIS SECTION WITH A PRESCHOOL
2 POSITION ALLOCATED PURSUANT TO SECTION 22-28-104 TO ALLOW A
3 CHILD TO ATTEND FULL-DAY PRESCHOOL, THE DEPARTMENT SHALL NOT
4 INCLUDE THE PRESCHOOL POSITION ALLOCATED PURSUANT TO SECTION
5 22-28-104 IN CALCULATING THE LIMITATION ON USING POSITIONS FOR
6 FULL-DAY PRESCHOOL SPECIFIED IN SECTION 22-28-104 (4)(b).

7 (b) FOR THE 2019-20 BUDGET YEAR AND EACH BUDGET YEAR
8 THEREAFTER, THE DEPARTMENT SHALL NOT ALLOCATE TO A DISTRICT, AND
9 A DISTRICT SHALL NOT USE, A PRESCHOOL PROGRAM POSITION TO ENROLL
10 A CHILD IN A FULL DAY OF THE DISTRICT'S FULL-DAY KINDERGARTEN
11 EDUCATIONAL PROGRAM. A DISTRICT THAT USED A PRESCHOOL PROGRAM
12 POSITION TO ENROLL A CHILD IN A FULL DAY OF THE DISTRICT'S FULL-DAY
13 KINDERGARTEN EDUCATIONAL PROGRAM IN THE 2018-19 BUDGET YEAR
14 MAY RETAIN THE POSITION IN THE 2019-20 BUDGET YEAR AND BUDGET
15 YEARS THEREAFTER TO ENROLL A CHILD IN THE DISTRICT'S PRESCHOOL
16 PROGRAM TO ATTEND A HALF DAY OR FULL DAY OF PRESCHOOL; EXCEPT
17 THAT, IF THE DISTRICT DOES NOT ENROLL A SUFFICIENT NUMBER OF
18 CHILDREN TO USE ALL OF THE RETAINED PRESCHOOL PROGRAM POSITIONS
19 IN A BUDGET YEAR, THE DEPARTMENT SHALL REDISTRIBUTE THE UNUSED
20 POSITIONS.

21 ~~(4) If, pursuant to a district's authority to enroll children in the~~
22 ~~Colorado preschool program pursuant to this section, the district chooses~~
23 ~~to use a preschool program position to enroll a child in a full day of the~~
24 ~~district's existing full-day kindergarten program, the district shall retain~~
25 ~~the supplemental kindergarten enrollment attributable to the child~~
26 ~~enrolled in a full day of kindergarten using a preschool program position~~
27 ~~and may expend the supplemental kindergarten enrollment attributable to~~

1 the child in furtherance of the district's preschool program or the district's
2 full-day kindergarten program.

3 (5) If a district uses a preschool program position to enroll a child
4 in a full day of the district's existing full-day kindergarten program, the
5 child must satisfy at least one of the eligibility requirements set forth in
6 section 22-28-106 (1)(a)(H) to (1)(a)(IV).

7 **SECTION 3.** In Colorado Revised Statutes, 22-32-119, **amend**
8 (1) as follows:

9 **22-32-119. Kindergartens - definition.** (1) (a) A board of
10 education shall establish and maintain ~~kindergartens~~ FULL-DAY OR
11 HALF-DAY KINDERGARTEN EDUCATIONAL PROGRAMS in connection with
12 the schools of its district for the instruction of children one year prior to
13 the year in which ~~such~~ THE children would be eligible for admission to the
14 first grade. ~~Said~~ A board may prescribe courses of training, study, and
15 discipline and rules ~~and regulations~~ governing ~~such~~ THE kindergarten
16 EDUCATIONAL programs. ~~Said kindergartens shall~~ THE KINDERGARTEN
17 EDUCATIONAL PROGRAMS MUST be a part of the public school system, and
18 THE SCHOOL DISTRICT MUST PAY the cost of establishing and maintaining
19 ~~them may be paid~~ THE KINDERGARTEN EDUCATIONAL PROGRAMS from the
20 general school fund. A SCHOOL DISTRICT SHALL NOT CHARGE THE PARENT
21 OF A CHILD ENROLLED IN A KINDERGARTEN EDUCATIONAL PROGRAM
22 TUITION TO ATTEND ANY PORTION OF THE PROGRAM, EXCEPT AS PROVIDED
23 PURSUANT TO SECTION 22-32-115 (2)(b)(I), AND SHALL NOT CHARGE THE
24 PARENT FEES FOR THE CHILD TO ATTEND THE PROGRAM OTHER THAN FEES
25 THAT ARE ROUTINELY CHARGED TO THE PARENTS OF STUDENTS ENROLLED
26 IN OTHER GRADES AND ARE APPLICABLE TO THE KINDERGARTEN
27 EDUCATIONAL PROGRAM.

1 (b) NOTWITHSTANDING THE PROVISIONS OF SUBSECTION (1)(a) OF
2 THIS SECTION TO THE CONTRARY, IF THE GENERAL ASSEMBLY AMENDS THE
3 "PUBLIC SCHOOL FINANCE ACT OF 1994", ARTICLE 54 OF THIS TITLE 22, TO
4 COUNT A STUDENT ENROLLED IN KINDERGARTEN ONLY AS A HALF-DAY
5 PUPIL, WITH OR WITHOUT THE ADDITION OF SUPPLEMENTAL
6 KINDERGARTEN ENROLLMENT AS DEFINED IN SECTION 22-54-103 (15) FOR
7 PURPOSES OF CALCULATING THE FUNDED PUPIL COUNT AS DEFINED IN
8 SECTION 22-54-103 (7), A SCHOOL DISTRICT MAY CHARGE THE STUDENT'S
9 PARENTS TUITION OR A FEE FOR THE PORTION OF THE SCHOOL DAY FOR
10 WHICH IT DOES NOT RECEIVE FUNDING FOR THE STUDENT PURSUANT TO
11 THE "PUBLIC SCHOOL FINANCE ACT OF 1994"; EXCEPT THAT THE AMOUNT
12 OF TUITION OR FEE CHARGED SHALL NOT EXCEED THE AMOUNT OF TUITION
13 OR FEE THAT THE SCHOOL DISTRICT CHARGED TO ATTEND A FULL-DAY
14 KINDERGARTEN EDUCATIONAL PROGRAM FOR THE 2018-19 BUDGET YEAR,
15 ADJUSTED FOR INFLATION AND PRORATED BY THE PERCENTAGE OF THE
16 SCHOOL DAY FOR WHICH THE STUDENT IS NO LONGER FUNDED BY THE
17 "PUBLIC SCHOOL FINANCE ACT OF 1994". AS USED IN THIS SUBSECTION
18 (1)(b), "INFLATION" MEANS THE ANNUAL PERCENTAGE CHANGE IN THE
19 UNITED STATES DEPARTMENT OF LABOR BUREAU OF LABOR STATISTICS
20 CONSUMER PRICE INDEX FOR DENVER-AURORA-LAKEWOOD FOR ALL
21 ITEMS PAID BY ALL URBAN CONSUMERS, OR ITS APPLICABLE SUCCESSOR
22 INDEX.

23 **SECTION 4.** In Colorado Revised Statutes, **amend** 22-32-119.5
24 as follows:

25 **22-32-119.5. Full-day kindergarten - phase-in plan - report -**
26 **legislative declaration.** (1) (a) The general assembly ~~hereby~~ finds and
27 declares that:

1 (I) Rigorous research proves that full-day kindergarten is an
2 effective way of improving a child's academic performance;

3 (II) Research shows that children who have academic success are
4 less likely to drop out of school and more likely to graduate from high
5 school and enter an institution of higher education, leading them to
6 higher-paying jobs that provide for a strong economy in the state;

7 (III) Studies show that full-day kindergarten EDUCATIONAL
8 programs address achievement gap issues and promote student
9 achievement;

10 (IV) All children in Colorado deserve the chance to attend a full
11 day of kindergarten, as the benefits of full-day kindergarten continue
12 throughout a child's educational experience and set the tone for future
13 academic success.

14 (b) The general assembly further finds and declares that while the
15 benefits of full-day kindergarten EDUCATIONAL programs are evident, ~~the~~
16 ~~general assembly may be unable to provide funding to allow every~~
17 ~~eligible child in the state to attend a full day of kindergarten. As a result,~~
18 determining an approach to phase in full-day kindergarten EDUCATIONAL
19 programs is the first step toward potentially offering full-day kindergarten
20 EDUCATIONAL programs statewide. The development of a plan by each
21 local board of education THAT IS NOT OFFERING A FULL-DAY
22 KINDERGARTEN EDUCATIONAL PROGRAM AS OF THE 2019-20 SCHOOL YEAR
23 to phase in a full-day kindergarten EDUCATIONAL program at the district
24 level is essential to ensure that the appropriate mechanisms are in place
25 to support and maintain high-quality, full-day kindergarten EDUCATIONAL
26 programs in Colorado.

27 (2) Each local board of education THAT IS NOT OFFERING A

1 FULL-DAY KINDERGARTEN EDUCATIONAL PROGRAM AS OF THE 2019-20
2 SCHOOL YEAR shall develop a plan to potentially phase in a full-day
3 kindergarten EDUCATIONAL program in the school district. ~~to be funded~~
4 ~~with state or local moneys provided specifically for such program.~~ In
5 developing the plan, each local board shall consider the following:

6 (a) Available space in existing school district facilities for a
7 full-day kindergarten EDUCATIONAL program;

8 (b) The need and cost of new school district facilities necessary
9 to offer a full-day kindergarten EDUCATIONAL program, including but not
10 limited to the cost associated with construction, acquisition,
11 reconfiguration, or renovation of new or existing facilities;

12 (c) ~~A method to identify the children who would most benefit~~
13 ~~from attending a full day of kindergarten, including but not limited to:~~

14 (I) ~~Children who lack overall learning readiness due to significant~~
15 ~~family risk factors, who are in need of language development, or who are~~
16 ~~receiving services from the department of human services pursuant to~~
17 ~~article 5 of title 26, C.R.S., as neglected or dependent children;~~

18 (II) ~~Children who are currently enrolled in the Colorado preschool~~
19 ~~program;~~

20 (III) ~~Children who are eligible for free or reduced lunch; and~~

21 (IV) ~~Children who are enrolling in an elementary school that is~~
22 ~~required to implement a priority improvement or turnaround plan~~
23 ~~pursuant to section 22-11-405 or 22-11-406, respectively, or is subject to~~
24 ~~restructuring pursuant to section 22-11-210;~~

25 (d) Professional development and staffing needs;

26 (e) ~~A method to prioritize the children to be served by a full-day~~
27 ~~kindergarten program if state and local funding for the program is~~

1 ~~insufficient to allow every eligible child in the school district to attend a~~
2 ~~full day of kindergarten;~~

3 (f) A plan for parent and community outreach and enrollment
4 processes; and

5 (g) The anticipated enrollment in a full-day kindergarten
6 EDUCATIONAL program, including the percentage of eligible children in
7 the school district that will choose to enroll in the program.

8 (3) Each local board of education THAT IS NOT OFFERING A
9 FULL-DAY KINDERGARTEN EDUCATIONAL PROGRAM AS OF THE 2019-20
10 SCHOOL YEAR shall submit its plan to phase in a full-day kindergarten
11 EDUCATIONAL program to the department of education on or before
12 ~~February 1, 2008. Any~~ JULY 1, 2020. A school district that has developed
13 a full-day kindergarten plan within the five years ~~prior to May 9, 2007~~
14 BEFORE JULY 1, 2020, may submit the previously developed plan to the
15 department in lieu of developing a plan pursuant to this section.

16 (4) Nothing in this section: ~~shall be construed to:~~

17 (a) ~~Require~~ REQUIRES a child to attend a full day of kindergarten;

18 OR

19 (b) ~~Prohibit~~ PROHIBITS a school district from offering a half-day
20 kindergarten EDUCATIONAL program. ~~or~~

21 (c) ~~Require a local board of education to implement the school~~
22 ~~district's plan to phase in a full-day kindergarten program without state~~
23 ~~funding for the program.~~

24 **SECTION 5.** In Colorado Revised Statutes, 22-30.5-112, **amend**
25 (2)(c)(III) and (2)(e) as follows:

26 **22-30.5-112. Charter schools - financing - guidelines -**
27 **definitions - repeal.** (2) (c) (III) ~~If a charter school operates a full-day~~

1 ~~kindergarten program~~, For purposes of calculating ~~the~~ A charter school's
2 funding pursuant to this subsection (2):

3 (A) IF THE CHARTER SCHOOL OPERATES A FULL-DAY
4 KINDERGARTEN EDUCATIONAL PROGRAM, THE PUPILS ENROLLED IN THE
5 PROGRAM ARE COUNTED AS FULL-DAY PUPILS; EXCEPT THAT A STUDENT
6 ENROLLED AS LESS THAN A FULL-TIME PUPIL IS COUNTED IN ACCORDANCE
7 WITH RULES PROMULGATED BY THE STATE BOARD; AND

8 (B) IF THE CHARTER SCHOOL OPERATES A HALF-DAY
9 KINDERGARTEN EDUCATIONAL PROGRAM, THE PUPILS ENROLLED IN THE
10 PROGRAM ARE COUNTED AS HALF-DAY PUPILS AND the number of pupils
11 enrolled in the charter school ~~shall~~ MUST include the supplemental
12 kindergarten enrollment as defined in section 22-54-103 (15).

13 (e) (I) Fees collected from students enrolled at a charter school
14 shall be retained by such charter school.

15 (II) (A) A CHARTER SCHOOL SHALL NOT CHARGE THE PARENT OF
16 A CHILD ENROLLED IN A KINDERGARTEN EDUCATIONAL PROGRAM TUITION
17 TO ATTEND ANY PORTION OF THE PROGRAM AND SHALL NOT CHARGE THE
18 PARENT FEES FOR THE CHILD TO ATTEND THE PROGRAM OTHER THAN FEES
19 THAT ARE ROUTINELY CHARGED TO THE PARENTS OF STUDENTS ENROLLED
20 IN OTHER GRADES AND ARE APPLICABLE TO THE KINDERGARTEN
21 EDUCATIONAL PROGRAM.

22 (B) NOTWITHSTANDING THE PROVISIONS OF SUBSECTION
23 (2)(e)(II)(A) OF THIS SECTION TO THE CONTRARY, IF THE GENERAL
24 ASSEMBLY AMENDS THE "PUBLIC SCHOOL FINANCE ACT OF 1994",
25 ARTICLE 54 OF THIS TITLE 22, TO COUNT A STUDENT ENROLLED IN
26 KINDERGARTEN ONLY AS A HALF-DAY PUPIL, WITH OR WITHOUT THE
27 ADDITION OF SUPPLEMENTAL KINDERGARTEN ENROLLMENT AS DEFINED IN

1 SECTION 22-54-103 (15) FOR PURPOSES OF CALCULATING THE FUNDED
2 PUPIL COUNT AS DEFINED IN SECTION 22-54-103 (7), A CHARTER SCHOOL
3 MAY CHARGE THE STUDENT'S PARENTS TUITION OR A FEE FOR THE PORTION
4 OF THE SCHOOL DAY FOR WHICH IT DOES NOT RECEIVE FUNDING FOR THE
5 STUDENT PURSUANT TO THE "PUBLIC SCHOOL FINANCE ACT OF 1994";
6 EXCEPT THAT THE AMOUNT OF TUITION OR FEE CHARGED SHALL NOT
7 EXCEED THE AMOUNT OF TUITION OR FEE THAT THE CHARTER SCHOOL
8 CHARGED TO ATTEND A FULL-DAY KINDERGARTEN EDUCATIONAL
9 PROGRAM FOR THE 2018-19 BUDGET YEAR, ADJUSTED FOR INFLATION AND
10 PRORATED BY THE PERCENTAGE OF THE SCHOOL DAY FOR WHICH THE
11 STUDENT IS NO LONGER FUNDED BY THE "PUBLIC SCHOOL FINANCE ACT
12 OF 1994". AS USED IN THIS SUBSECTION (2)(e)(II)(B), "INFLATION" MEANS
13 THE ANNUAL PERCENTAGE CHANGE IN THE UNITED STATES DEPARTMENT
14 OF LABOR BUREAU OF LABOR STATISTICS CONSUMER PRICE INDEX FOR
15 DENVER-AURORA-LAKEWOOD FOR ALL ITEMS PAID BY ALL URBAN
16 CONSUMERS, OR ITS APPLICABLE SUCCESSOR INDEX.

17 **SECTION 6.** In Colorado Revised Statutes, 22-30.5-112.1,
18 **amend** (3)(c) as follows:

19 **22-30.5-112.1. Charter schools - exclusive jurisdiction**
20 **districts - authorized on or after July 1, 2004 - financing - definitions**
21 **- repeal.** (3) (c) ~~If a charter school operates a full-day kindergarten~~
22 ~~program,~~ For purposes of calculating ~~the~~ A charter school's funding
23 pursuant to this subsection (3):

24 (I) IF THE CHARTER SCHOOL OPERATES A FULL-DAY
25 KINDERGARTEN EDUCATIONAL PROGRAM, THE PUPILS ENROLLED IN THE
26 PROGRAM ARE COUNTED AS FULL-DAY PUPILS; EXCEPT THAT A STUDENT
27 ENROLLED AS LESS THAN A FULL-TIME PUPIL IS COUNTED IN ACCORDANCE

1 WITH RULES PROMULGATED BY THE STATE BOARD; AND

2 (II) IF THE CHARTER SCHOOL OPERATES A HALF-DAY
3 KINDERGARTEN EDUCATIONAL PROGRAM, THE PUPILS ENROLLED IN THE
4 PROGRAM ARE COUNTED AS HALF-DAY PUPILS AND the number of pupils
5 enrolled in the charter school ~~shall~~ MUST include the supplemental
6 kindergarten enrollment as defined in section 22-54-103 (15).

7 **SECTION 7.** In Colorado Revised Statutes, 22-30.5-513, **amend**
8 (2)(b.5); and **add** (2)(e) as follows:

9 **22-30.5-513. Institute charter schools - funding - at-risk**
10 **supplemental aid - legislative declaration - definitions - repeal.**

11 ~~(2) (b.5) If an institute charter school operates a full-day kindergarten~~
12 ~~program;~~ For purposes of calculating the AN institute charter school's
13 funding pursuant to this subsection (2):

14 (A) IF THE INSTITUTE CHARTER SCHOOL OPERATES A FULL-DAY
15 KINDERGARTEN EDUCATIONAL PROGRAM, THE PUPILS ENROLLED IN THE
16 PROGRAM ARE COUNTED AS FULL-DAY PUPILS; EXCEPT THAT A STUDENT
17 ENROLLED AS LESS THAN A FULL-TIME PUPIL IS COUNTED IN ACCORDANCE
18 WITH RULES PROMULGATED BY THE STATE BOARD; AND

19 (B) IF THE INSTITUTE CHARTER SCHOOL OPERATES A HALF-DAY
20 KINDERGARTEN EDUCATIONAL PROGRAM, THE PUPILS ENROLLED IN THE
21 PROGRAM ARE COUNTED AS HALF-DAY PUPILS AND the number of pupils
22 enrolled in the ~~institute's~~ INSTITUTE charter school ~~shall~~ MUST include the
23 supplemental kindergarten enrollment as defined in section 22-54-103
24 (15).

25 (e) (I) AN INSTITUTE CHARTER SCHOOL SHALL NOT CHARGE THE
26 PARENT OF A CHILD ENROLLED IN A KINDERGARTEN EDUCATIONAL
27 PROGRAM TUITION TO ATTEND ANY PORTION OF THE PROGRAM AND SHALL

1 NOT CHARGE THE PARENT FEES FOR THE CHILD TO ATTEND THE PROGRAM
2 OTHER THAN FEES THAT ARE ROUTINELY CHARGED TO THE PARENTS OF
3 STUDENTS ENROLLED IN OTHER GRADES AND ARE APPLICABLE TO THE
4 KINDERGARTEN EDUCATIONAL PROGRAM.

5 (II) NOTWITHSTANDING THE PROVISIONS OF SUBSECTION (2)(e)(I)
6 OF THIS SECTION TO THE CONTRARY, IF THE GENERAL ASSEMBLY AMENDS
7 THE "PUBLIC SCHOOL FINANCE ACT OF 1994", ARTICLE 54 OF THIS TITLE
8 22, TO COUNT A STUDENT ENROLLED IN KINDERGARTEN ONLY AS A
9 HALF-DAY PUPIL, WITH OR WITHOUT THE ADDITION OF SUPPLEMENTAL
10 KINDERGARTEN ENROLLMENT AS DEFINED IN SECTION 22-54-103 (15) FOR
11 PURPOSES OF CALCULATING THE FUNDED PUPIL COUNT AS DEFINED IN
12 SECTION 22-54-103 (7), AN INSTITUTE CHARTER SCHOOL MAY CHARGE THE
13 STUDENT'S PARENTS TUITION OR A FEE FOR THE PORTION OF THE SCHOOL
14 DAY FOR WHICH IT DOES NOT RECEIVE FUNDING FOR THE STUDENT
15 PURSUANT TO THE "PUBLIC SCHOOL FINANCE ACT OF 1994"; EXCEPT THAT
16 THE AMOUNT OF TUITION OR FEE CHARGED SHALL NOT EXCEED THE
17 AMOUNT OF TUITION OR FEE THAT THE INSTITUTE CHARTER SCHOOL
18 CHARGED TO ATTEND A FULL-DAY KINDERGARTEN EDUCATIONAL
19 PROGRAM FOR THE 2018-19 BUDGET YEAR, ADJUSTED FOR INFLATION AND
20 PRORATED BY THE PERCENTAGE OF THE SCHOOL DAY FOR WHICH THE
21 STUDENT IS NO LONGER FUNDED BY THE "PUBLIC SCHOOL FINANCE ACT
22 OF 1994". AS USED IN THIS SUBSECTION (2)(e)(II), "INFLATION" MEANS
23 THE ANNUAL PERCENTAGE CHANGE IN THE UNITED STATES DEPARTMENT
24 OF LABOR BUREAU OF LABOR STATISTICS CONSUMER PRICE INDEX FOR
25 DENVER-AURORA-LAKEWOOD FOR ALL ITEMS PAID BY ALL URBAN
26 CONSUMERS, OR ITS APPLICABLE SUCCESSOR INDEX.

27 **SECTION 8.** In Colorado Revised Statutes, 22-30.5-105, add (6)

1 as follows:

2 **22-30.5-105. Charter schools - contract contents - regulations.**

3 (6) A CHARTER SCHOOL THAT PROVIDES A HALF-DAY KINDERGARTEN
4 EDUCATIONAL PROGRAM BEFORE THE 2019-20 SCHOOL YEAR AND
5 CHOOSES TO EXPAND THE KINDERGARTEN EDUCATIONAL PROGRAM TO A
6 FULL DAY SHALL NOTIFY THE CHARTERING LOCAL BOARD OF EDUCATION
7 OF THE EXPANSION OF THE KINDERGARTEN EDUCATIONAL PROGRAM AND
8 OF THE SCHOOL YEAR IN WHICH THE ANTICIPATED PROGRAM EXPANSION
9 TAKES EFFECT. THE CHARTER SCHOOL AND THE AUTHORIZING LOCAL
10 BOARD OF EDUCATION SHALL AMEND THE CHARTER CONTRACT AS
11 NECESSARY TO ALLOW FOR THE PROGRAM EXPANSION. IF THE LOCAL
12 BOARD OBJECTS TO THE PROGRAM EXPANSION, THE LOCAL BOARD SHALL
13 PROVIDE TO THE CHARTER SCHOOL A WRITTEN EXPLANATION OF THE
14 GROUNDS FOR ITS OBJECTION. IF THE CHARTER SCHOOL AND THE
15 AUTHORIZING LOCAL BOARD OF EDUCATION CANNOT AGREE ON AN
16 AMENDMENT TO THE CHARTER CONTRACT FOR THE PROGRAM EXPANSION,
17 THE CHARTER SCHOOL MAY FILE A NOTICE WITH THE STATE BOARD AS
18 PROVIDED IN SECTION 22-30.5-108 TO APPEAL THE DECISION OF THE LOCAL
19 BOARD CONCERNING A UNILATERAL IMPOSITION OF CONDITIONS ON THE
20 CHARTER SCHOOL. THE STATE BOARD SHALL DECIDE THE APPEAL IN
21 ACCORDANCE WITH THE PROVISIONS OF SECTION 22-30.5-108.
22 NEGOTIATIONS TO AMEND THE CHARTER CONTRACT TO ALLOW THE
23 EXPANSION OF THE KINDERGARTEN EDUCATIONAL PROGRAM SHALL NOT
24 INCLUDE NEGOTIATIONS REGARDING TERMS OF THE CHARTER CONTRACT
25 THAT ARE NOT DIRECTLY IMPACTED BY THE PROGRAM EXPANSION AND
26 SHALL NOT INCLUDE REAUTHORIZATION OF THE CHARTER SCHOOL.

27 **SECTION 9.** In Colorado Revised Statutes, 22-30.5-508, add (6)

1 as follows:

2 **22-30.5-508. Institute charter schools - contract contents -**
3 **regulations.** (6) AN INSTITUTE CHARTER SCHOOL THAT PROVIDES A
4 HALF-DAY KINDERGARTEN EDUCATIONAL PROGRAM BEFORE THE 2019-20
5 SCHOOL YEAR AND CHOOSES TO EXPAND THE KINDERGARTEN
6 EDUCATIONAL PROGRAM TO A FULL DAY SHALL NOTIFY THE INSTITUTE
7 BOARD OF THE EXPANSION OF THE KINDERGARTEN EDUCATIONAL
8 PROGRAM AND OF THE SCHOOL YEAR IN WHICH THE ANTICIPATED
9 PROGRAM EXPANSION TAKES EFFECT. THE INSTITUTE CHARTER SCHOOL
10 AND THE INSTITUTE BOARD SHALL AMEND THE CHARTER CONTRACT AS
11 NECESSARY TO ALLOW FOR THE PROGRAM EXPANSION. IF THE INSTITUTE
12 BOARD OBJECTS TO THE PROGRAM EXPANSION, THE INSTITUTE BOARD
13 SHALL PROVIDE TO THE INSTITUTE CHARTER SCHOOL A WRITTEN
14 EXPLANATION OF THE GROUNDS FOR ITS OBJECTION. IF THE INSTITUTE
15 CHARTER SCHOOL AND THE INSTITUTE BOARD CANNOT AGREE ON AN
16 AMENDMENT TO THE CHARTER CONTRACT FOR THE PROGRAM EXPANSION,
17 THE INSTITUTE CHARTER SCHOOL MAY SUBMIT TO THE STATE BOARD A
18 NOTICE OF APPEAL, STATING THE GROUNDS FOR THE APPEAL. WITHIN
19 SIXTY DAYS AFTER RECEIVING THE NOTICE OF APPEAL AND AFTER
20 REASONABLE PUBLIC NOTICE, THE STATE BOARD SHALL REVIEW THE
21 DECISION OF THE INSTITUTE TO DENY THE PROGRAM EXPANSION AND
22 DETERMINE WHETHER THE DECISION WAS ARBITRARY AND CAPRICIOUS.
23 THE STATE BOARD SHALL REMAND THE MATTER TO THE INSTITUTE WITH
24 INSTRUCTIONS TO APPROVE OR DENY THE PROGRAM EXPANSION. THE
25 DECISION OF THE STATE BOARD SHALL BE FINAL AND NOT SUBJECT TO
26 APPEAL.

27 **SECTION 10.** In Colorado Revised Statutes, 22-7-1213, **amend**

1 (2) introductory portion and (2)(a) as follows:

2 **22-7-1213. Reporting requirements.** (2) Each local education
3 provider that receives an early literacy grant pursuant to section
4 22-7-1211 or per-pupil intervention ~~moneys~~ MONEY shall, at the
5 conclusion of each budget year in which it receives the grant or per-pupil
6 intervention ~~moneys~~ MONEY, submit to the department information
7 describing:

8 (a) The instructional programs, ~~full-day kindergarten program,~~
9 summer school literacy program, tutoring services, or other intervention
10 services for which the local education provider used the grant or per-pupil
11 intervention ~~moneys~~ MONEY;

12 **SECTION 11.** In Colorado Revised Statutes, **repeal** 22-7-1210
13 (5)(b)(I), 22-44-118, 22-54-130, and 22-54-131.

14 **SECTION 12. Appropriation.** For the 2019-20 state fiscal year,
15 \$182,911,699 is appropriated to the department of education. This
16 appropriation consists of \$173,972,108 from the general fund and
17 \$8,939,591 from the state education fund created in section 17 (4)(a) of
18 article IX of the state constitution. To implement this act, the department
19 may use this appropriation for the state share of district's total program
20 funding.

21 **SECTION 13. Appropriation - adjustments to 2019 long bill.**
22 To implement this act, the cash funds appropriation from the state
23 education fund created in section 17 (4)(a) of article IX of the state
24 constitution, made in the annual general appropriation act for the 2019-20
25 state fiscal year to the department of education for hold-harmless full-day
26 kindergarten funding is decreased by \$8,939,591.

27 **SECTION 14. Appropriation.** For the 2019-20 state fiscal year,

1 \$25,094 is appropriated to the department of human services for use by
2 the office of early childhood. This appropriation is from the general fund,
3 is subject to "(M)" notation as defined in the annual appropriations act for
4 the same fiscal year, and is based on an assumption that the office will
5 require an additional 0.3 FTE. To implement this act, the office may use
6 this appropriation for child care licensing and administration.

7 **SECTION 15. Safety clause.** The general assembly hereby finds,
8 determines, and declares that this act is necessary for the immediate
9 preservation of the public peace, health, and safety.



Dr. Michael J. Thomas Superintendent

Jan Rennie, Chair
DAC Budget Subcommittee
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Memorandum

TO: Chairman Dr. Parth Melpakam, District Accountability Committee (DAC)
District 11 Board of Education
Dr. Michael Thomas, District 11 Superintendent

FROM: District Accountability Committee Budget Subcommittee

DATE: May 14, 2019

RE: Final DAC Budget Subcommittee Report for Fiscal Year 2018-2019

A. Introduction

The DAC Budget Subcommittee (DACBC) is pleased to present this year-end report to the Board of Education. This report is primarily organized around the four DACBC charges approved by the DAC and the Board of Education for this year. In addition, recommendations for DACBC work and focus for the upcoming 2019-2020 fiscal year are included.

B. Membership, Participation and Staff Support

A list of the current DACBC members is attached. While DACBC has a good balance of community members and staff, we do have a need for additional parent members. Lara Crowell (parent) and Toni Seberger (ESP employee) informed DACBC that they can no longer attend meetings due to their busy schedules. Aaron LaFrancis (parent) did not attend any meetings this year and it is presumed that he no longer resides in the district. Representative Pete Lee was unable to attend meetings due to state legislative conflicts.

Most of the other members of the DACBC regularly attended and actively participated this year. The DAC and DACBC will actively attempt to recruit additional members to fill all vacancies on the subcommittee for the 2019-20 academic year.

The DACBC also notes that District 11 Board of Education Directors Julie Ott and Nora Brown attended meetings as did DAC Chair Dr. Parth Melpakam. The subcommittee was well supported by D-11 staff and thank them for their time, effort, and insight, from which we benefitted.

Subcommittee Work Reported by Charge

1. Participate in the budget review and creation process for FY2019-2020

- a. DACBC participated in the budget balancing exercise conducted by Deputy Superintendent Glenn Gustafson. The subcommittee provided feedback which was used in the development of the FY 2019-2020 D11 budget.

- b. FY 2019-20 budget modification requests (both recurring and non-recurring) were presented to the DACBC along with pertinent supporting information to justify these requests. Budget modification requests that addressed safety concerns and an improved, efficient work environment were considered as needed priorities.
 - c. DACBC carefully deliberated every request, and reviewed if adding expenses to the general fund was necessary considering the cuts in FTE positions to all employee groups due to declining student enrollment.
 - d. Emphasis was placed on “investing our way out of the current budget challenge” by investing in select educational programs and staff that could reverse the decline in student enrollment.
 - e. DACBC participated in a Board of Education work session on March 21, 2019 and submitted its recommendations and comments through a detailed report.
- 2. Review and submit recommendations, with regard to prioritizations of budget modifications, before they are approved by the Board of Education, as applicable.**
- a. The subcommittee reviewed a total of nine mid-year budget modification requests. The additional photographs that were furnished with the requests made the analysis process smoother and efficient
 - b. District personnel attended subcommittee meetings to furnish additional information on budget modification requests, when necessary. DACBC carefully deliberated each request and engaged in a productive discussion on the additional cost incurred due to the use of motor coaches for field trips. Suggestions were made to alleviate this expenditure in future years.
 - c. The subcommittee ultimately supported each budget request. A mid-year report was delivered to the Board of Education during the January 16 2019 work session, capturing essential comments from the DACBC.
- 3. Review and report to the Board regarding certain academic programs; International Baccalaureate (IB), Advancement via Individual Determination (AVID), Advanced Placement (AP), the Summer Enrichment Series, CU Succeed and CU Gold.**
- a. Summer Enrichment Series (SES): The subcommittee reviewed the extensive report prepared by Dr. Paul Medina that addressed participation statistics and overall effectiveness of the program. DACBC concurred with the District’s recommendation of revamping the program for the summer of 2019. The subcommittee strongly emphasized the need for effective marketing and advertising of the SES program as the D11 parent community is still not fully aware of this free summer enrichment opportunity for students.
 - b. CU Succeed, CU Gold, International Baccalaureate (IB), and Advanced Placement (AP): The subcommittee also received information concerning International Baccalaureate (IB), CU Succeed, CU Gold and Advanced Placement. It was determined that due to time constraints, the subcommittee could not make specific recommendations for the coming school year. Duane Roberson presented information about Concurrent Enrollment that is available to D-11 students. Participation in the programs continues to grow as D11 now pays the tuition and fees involved.
 - c. Advancement Via Individual Determination (AVID): DACBC focused on reviewing the AVID program and provided a detailed analysis to the Board of Education in its mid-year report on current implementation, practice, and outcomes at D11 schools. The subcommittee noted in its report the strengths of the program in closing achievement gaps if it is implemented with fidelity. Andrew Jackson Elementary, North Middle, and Odyssey ECCO are notable successes in this regard. The program should be regularly reviewed for proper school buy-in, implementation, and effectiveness.

4. Review and report to the Board regarding district staffing formulas to include school staffing and Teacher on Special Assignment (TOSA)

- a. DACBC did not directly participate in the conversations surrounding staffing formula due to time constraints. The subcommittee was aware that decline in student enrollment over the past several years contributed to significant staffing cuts in the FY 2019-2020 proposed general budget. These FTE cuts were made to better align with the current Board of Education approved staffing formula.
- b. The subcommittee expressed their concern on the impact of the FTE cuts on schools and opined that staff FTE cuts should have the least impact on student classroom instruction.

C. Recommended Charges for FY2019-2020

1. Participate in the budget review and creation process for FY2020-2021

- a. The subcommittee and DAC will be involved throughout the process, that they may effectively provide input.
- b. We invite input from principals and will increase DAC and school-based input.
- c. We hope to receive reports on the prior year's budget modifications to which we will follow up and respond.

2. Review and submit recommendations regarding budget change requests before they are presented to Board of Education for approval

- a. DACBC considers this charge to include any mid-year changes in addition to any substantive changes to the prior year's budget.
- b. DACBC stresses the importance of having statistics and research available as early as possible in order to effectively review requests for new programs.
- c. We ask to be provided as much advance notice of upcoming changes as possible.

3. Continue to assess the growth and achievement related to the cost of programs;

- a. AVID
- b. ST Math
- c. Achieve 3000
- d. System 44

4. A study of funding for students who take the AP tests and receive concurrent enrollment credits for the same courses at district expense.

D. Miscellaneous DACBC observations.

- The committee is interested in how the new strategic plan will affect specific areas the budget for coming years.
- The addition of vice chair to DACBC is proposed so that person may be mentored by the outgoing chair in an effort to streamline the process of leadership changes.

The subcommittee would like to express its appreciation for the support of our process by the Board of Education, D-11 administrative staff and all employee groups. DAC and DACBC is especially thankful for all the assistance provided by Becky Moore, congratulates Ms. Moore on her upcoming retirement, and wishes her the very best.

We look forward to continuing active engagement as participants in, and advocates for, a reasoned and forward-thinking budget process.

Respectfully submitted,

Chair Jan Rennie
DAC Budget Subcommittee

Attachments: Subcommittee membership list

District Accountability Committee (DAC) – Budget Subcommittee

Appointed by: DAC chair appoints the subcommittee chair and volunteers are recruited to participate, with the subcommittee composition approved by the Board of Education.

Created through: C.R.S. 22-11-302 and Board Policy AE, Accountability/Commitment to Accomplishment and AE-R-1, District Accountability Committee Bylaws

<https://www.d11.org/cms/lib/CO02201641/Centricity/domain/69/sectiona//AE.pdf> and
<https://www.d11.org/cms/lib/CO02201641/Centricity/domain/69/sectiona//AE-R-1.pdf>

District Contacts: Deputy Superintendent/CFO Glenn Gustafson (glenn.gustafson@d11.org) and Executive Director of Financial Services Laura Hronik (laura.hronik@d11.org)

DAC Budget Subcommittee 2018-2019 Charge:

1. Participate in the budget review and creation process for FY2019-2020.
2. Review and submit recommendations, with regard to prioritizations of budget modifications, before approval by the Board of Education, as applicable.
3. Review and report to the Board regarding certain academic programs: International Baccalaureate (IB), Advancement via Individual Determination (AVID), Advanced Placement (AP), CU Succeed, and CU Gold.
4. Review and report to the Board regarding district staffing formulas to include school staffing and teachers on special assignment (TOSA).

Meeting Dates: 2018: 9/25, 10/9, 10/23, 11/13, 11/27, 12/11

2019: 1/8, 1/22, 2/12, 2/26, 3/12, 4/9, 4/23, 5/14

Meeting dates subject to change or cancellation. Supplemental meetings may be added.

Name	Position	Location
Jan Rennie	Community Member - Chair	80917
Sally Sue Coddington	Community Member	80904
Bruce Cole	Teacher – Business	Doherty High School
Lara Crowell	Parent – Freedom and Jenkins	80923
Donna Ecks	Teacher – Economics	Doherty High School
Clara Hoellerbauer	Executive Professional/Assistant Principal	Palmer High School
Tom Hunt	Executive-Professional/ADS Project Manager	Technology Services
Aaron LaFrancis	Parent – Mitchell	80909
Sanford “Pete” Lee	Community Member	80906
Trish Nixon	Community Member	80917
Bob Null	Community Member	80909
Sandra Park	Executive-Professional/Principal	Freedom Elementary
Kim Polomka	Parent – Taylor	80909
Michael Reyes	Parent – Achieve On-Line	80904
Carl Schueler	Parent – Palmer	80907
Toni Seberger	ESP – Staff Assistant	Food Services
Elisa Villarruel	ESP – Community Liaison/ESP Council Pres.-elect	Doherty HS/ESP Council
Glenn Gustafson (Ex-officio)	Deputy Superintendent/Chief Financial Officer	Business Services
Laura Hronik (Ex-officio)	Executive Director of Financial Services	Financial Services
Becky Moore (Ex-officio)	Secretary to Division Head/Budget Analyst I	Business Services/Budget

**Accreditation and Achievement Subcommittee
of the D-11 District Accountability Committee (DAC)**

End of Year Report for School Year 2018-2019 to the DAC, May 16, 2019

The list of agenda items for the meetings held this school year follows this report. The following are highlights and observations from those meetings.

1. The DAC Accreditation and Achievement Subcommittee would like to thank Dr. Janeen Demi-Smith, Dr. Paul Medina Jr., Wendi Rivera, and all the support staff at EDSS for their timely support and sharing of essential information which helped this committee perform its charges. The subcommittee also sincerely appreciates the input and assistance that we received from both Mr. John Keane and Mr. David Engstrom.
2. Our initial work as the school year commenced was the accreditation of schools and the School Performance Frameworks (SPF). We began by reviewing State test results, namely Colorado Measures of Academic Success (CMAS). We examined the preliminary SPF results. We also looked at Galileo K-12 test results. We reviewed schools that were “borderline” with respect to accreditation levels and made recommendations as to what schools should be brought to the state for official requests to reconsider. Finally, we made recommendation to the D-11 Board of Education as to the Accreditation Status/SPF level for all the schools, including the Alternative Educational Campus (AEC) schools. We concluded the process by reviewing, in an overview fashion, the Unified School Improvement Plans (USIP) of Priority Improvement Schools as lead by John Keane.
3. We reviewed the District Performance Plan (DPF) and the accreditation status of the district, and the extension of the Unified District Improvement Plan (UDIP).
4. Throughout the school year we had many presentations from D-11 staff with the focus on student achievement. These presentations are listed below:
 - Title 1 Schools, Historical and Current - Holly Brilliant
 - Quarterly Galileo K-12 Benchmark Results - Eric Mason
 - Summer Enrichment Series - Paul Medina
 - Gifted/Talented Report - Paul Medina
 - DIBELS/READ Act - Christy Feldman
 - Student Count Data - Janeen Demi-Smith
 - ACT Schools - Jeremy Koselak
 - 2018-2019 UDIP Flexibility - David Engstrom
 - Capturing Kids Hearts – Jennifer Schulte, Cory Notestine
5. In addition, we held discussions on a variety of achievement indicators, including correlation of CMAS data to FRL, growth, and graduation rates.

6. Participated in the Board of Education work session on October 3, concerning student achievement.
7. Gave a presentation concerning student achievement to the full DAC on October 18, 2018.
8. Worked with the DAC Training and SAC Support Subcommittee and gave educational presentations at SAC training sessions.
9. Throughout the school year, we reviewed the quarterly reports on Galileo K-12 benchmark assessments.

Respectfully Submitted,
Dr. Ed Plute, Chair
Accreditation and Achievement Subcommittee

District Accountability Committee (DAC)
Accreditation and Achievement Subcommittee
Agenda Items for School Year 2018-2019

August 27, 2018

Data Review
2018 School Performance Frameworks (SPF)
Growth Data
CMAS Data
Accreditation Ratings Recommendation
Requests to Reconsider?

September 10, 2018

Science results
Social Studies results
Mitchell High School request to reconsider

September 24, 2018

AECs SPFs
DPF – opportunity to seek higher district rating
Disaggregated Data (FRL, IEP, ELL, minority)
Implications of HB 18-1355 (“On the Clock” for schools on Priority Improvement)
Procedures for school USIPs review
BOE work session

September 28, 2018

Letter to BOE, Dr. Thomas with respect to input for October 3rd work session.
Observations and response to state mandated test results CMAS (Colorado Measures of Academic Success) and Performance Frameworks (SPF, DPF).

October 8, 2018

Review of Board Work Session
Purpose and Guidelines for USIP Review, for the following schools:
Fremont, Keller, Martinez, Queen Palmer, Jenkins, Swigert, Galileo, Mitchell
Review Achievement Data Presentation to DAC

October 18, 2018

Student Achievement Presentation to Full DAC

October 22, 2018

USIP Reviews

December 10, 2018

Unified District Improvement Plan (UDIP) Biennial Flexibility
Galileo K12, end of 1st quarter results

January 14, 2018

DIBELS/READ Act
Impacts of SB18-1355: State and D11 required actions for schools on performance watch

January 28, 2018

Summer Enrichment Series
Gifted/Talented Report
October Count Summary Data

February 11, 2018

ACT Schools Vision
Orgametrics staff survey results, as related to the Strategic Plan

February 25, 2018

Capturing Kids Hearts
Galileo K12 results

March 11, 2019

Strategic Plan Review
Continue Review of Quarter 2 data (drop out rates, % of students on track...)

April 22, 2019

Quarter 3 Galileo K12 results
Title I, history and updates
Strategic Plan Updates

May 13, 2019

CDE updates for 2020 framework calculations
End of Year Report; SY19-20 Charge
Strategic Plan Update and Conversation

School District 11 – District Accountability Committee/Training and SAC Support Subcommittee

2018 – 2019 School Year Annual Report

SAC/DAC/Parent Training/Work Sessions

General: Four School Accountability Committee/District Accountability Committee/Parent Training Sessions were held throughout the year. Invitations were sent to all principals, SAC chairs, DAC members, key district staff and Board of Education members. This normally consisted of an early “save the date” notice with topics and flyer, a notice with agenda and flyer to post about 10 days out, and a reminder notice 2-3 days out. Babysitting was provided (on request) as well as light snacks. Feedback surveys were collected for each event. A concerted effort was made to provide information on School Accountability Committee basics, on the ACT School Improvement Planning process as it related to the Unified School Improvement Plan, on the new D11 Strategic Plan development process, on school testimonials related to student success and on use of important information like instructional use of Galileo K-12 test results. Agendas, briefing materials/handouts, and survey results are posted at <https://www.d11.org/Page/1904>.

Session one: Thursday, Sep 13, 2018 at Tesla 6:00 – 8:00 PM

- Program:
 - Welcome and Vision for District 11 – Dr. Michael Thomas, new Superintendent for District 11
 - Testimonial – North Middle School, “ Success on School Performance” – Chris Kilroy, Principal
 - SAC Basics (101) – Training for Effective SACS – Dr. Ed Plute, DAC Accreditation Sub-committee Chair
 - ACT Schools Improvement Plan Development/UIP – Jeremy Koselak, System Improvement Specialist, ALL Division
 - School Performance Framework (SPF) and Student Growth Data – Lyman Kaiser, Training and SAC Support Subcommittee Chair
 - Galileo K-12 – New Standards Aligned District Benchmark (ADB) Assessment Plan – Dr Eric Mason, Director of Assessment, EDSS
 - Peachjar/Communication/Volunteers – Devra Ashby, D11 Communications Director and LouAnn Dekleva, Administrative Supervisor Volunteer Services
 - Note: The last five briefings/sessions were each presented twice.
- Attendance: 80 attendees representing 36 schools (ES-22, MS-8, HS-5, charter-1)

Session two: Thursday, Nov 8, 2018 at Tesla 6:00 – 8:00 PM

- Program:
 - Testimonial – Capturing Kids’ Hearts - Jenkins Middle School – Darren Joiner, Principal
 - Capturing Kids’ Hearts – Cori Notestine, Director Counseling and Wellness for D11
 - Galileo K-12 October Aligned District Benchmark (ADB) test results – Dr Eric Mason, Director of Assessment, EDSS and Natasha Crouse, Assessment Facilitator, EDSS
 - Multi-Tier System of Support (MTSS) Early Warning System – Tom Hunt, Project Manager, Technology Services and Sonia Urban, Multi-Tier Support System (MTSS) Specialist, ALL Div.
 - Division of Achievement, Learning and Leadership (ALL) – What’s New – David Engstrom, Deputy Supt. ALL Div.
 - Note: The last four briefings/sessions were each presented twice.
- Attendance: 54 attendees representing 22 schools (ES – 11, MS – 5, HS – 4, charter – 2)

Session three: Thursday, Jan 31, 2019 at Tesla 6:00 – 8:00 PM

- Program:
 - Strategic Plan Scope, Processes and Initial Results of Internal Staff Surveys – Dr Michael Thomas, Superintendent
 - Key Findings and Recommendations from the D11 2018 Demographic Study - Dr Janeen Demi-Smith, Exec Director, EDSS
 - Galileo K-12, ADB Test 2 (Interpreting and using the results at the building level) – Ashley Byers, Assessment Facilitator, EDSS
 - Discussion on the Strategic Plan Information/Demographic Study (Recommendations and what can SACs do at the school level) – T&SS Committee Facilitators
 - Note: The last two sessions were run in parallel.
- Attendance: 40 attendees representing 21 schools (ES – 12, MS – 4, HS – 4, charter – 1)

Session four: Thursday, April 4, 2019 at Tesla 6:00 – 8:00 PM

- MTSS Vision for D11 with Focus on Family, School, and Community Partnership for the Whole Student – Jeremy Koselak, System Improvement Specialist, and Toby Lefere, Elementary Content Specialist TOSA
- Social Emotional Learning (SEL) – Update on SEL status and initiatives in D11 for 2019-2020 to include the Comprehensive Student Support Model (CSSM) – Cory Notestine, Director Counseling & Wellness
- Project Based Learning – The Penrose ES Model – Ms Tamara Sobin, Penrose Principal; Ms Gretchen Bitner, PBL Coordinator; and Penrose students
- Career and Technical Education (CTE) – Update on new initiatives in Colorado and in D11 with a focus on work-based learning. – Duane Roberson, Director Career & Technical Education, and Melissa Smith, Work-Based Learning TOSA
- Note: One presentation and discussion session for all on the Multi-tiered System of Supports (MTSS) followed by three presentations running in parallel and given once with attendees choosing which to attend.
- Attendance: 44 attendees representing 20 schools – (ES – 13, MS – 2, HS – 4, charter – 1)

Comments and Observations for 18-19:

- The Training and SAC Support Subcommittee worked closely with the Accreditation Subcommittee and DAC Chair to support a full spectrum of informational presentations through the combination of DAC meetings and SAC Training sessions. The T&SS Subcommittee ensured that the SAC Training Handbook was updated and provided at the Sep 13, 2018 SAC training session. A relevant spectrum of informational handouts was also provided at the SAC training sessions to supplement the presentations.
- The new structure again put a significant load on Trudy Tool to support all T&SS meetings, all Training work sessions, all DAC meetings, and the DAC Newsletter. We really appreciate the support from Trudy, Phoebe Bailey, and LouAnn Dekleva.
- DAC and the T&SS Subcommittee also owe a large debt of gratitude to the many District staff members who graciously supported our efforts with outstanding presentations and follow-up support.
- All four training and information work sessions were generally well received based on the feedback surveys. Participants liked the breakout sessions giving an opportunity for cross feed between SACs as well as the multiple parallel session format.
- Soft copies of training session presentations, handouts, and feedback were posted to the DAC webpage. The next DAC newsletter was used to highlight key presentations and provide a link to the session materials on the DAC webpage. As of early May 19, the DAC webpage had received a total of 1,535 visits and 1,769 total page views for the 18 – 19 school year.
- Attendance at the SAC training sessions improved this year but there were still 8 elementary schools, one middle school and one alternative high school with no representative at any of the training sessions. Follow up with schools (SAC Chairs and principals) who have not had representatives attend any training session is still a challenge and an area for improvement for 19 – 20. We will continue to focus on strategies to improve support to, and communications with SACs in the coming year including offering informal presentations at SAC meetings, possible “out of cycle” SAC 101 sessions for SAC chairs and principals, and one-on-one support for both SAC chairs and principals.

Respectfully Submitted,

Lyman Kaiser, Chair

Training and SAC Support Subcommittee.

**DAC Committee Members by Category -
Interest for 2019-2020 School Year**

Category	Name	Phone #	Email	Affiliation/Location
Chair				Chair
Vice Chair (Membership Committee)	Joseph Mezzofante	574-3708	mezzofantej@gmail.com	Vice Chair
4 parents with students in District regular elementary schools	Vicky McLaughlin Carol Nuss Jane Tucker Vacancy	661-3339	Vmcloughlin1013@gmail.com ; nussmoose@gmail.com ; janemlazar@gmail.com	Parent/Buena Vista ES Parent/King ES Parent/Fremont ES
1 parent with a student identified as GT /Special Needs	Nila Rickard	217-9409	nilarickard@yahoo.com	Parent/Stratton ES
1 parent with a student identified as ELL	Cass Daley	332-0005	cassdaleydesigns@usa.net	Parent/Palmer HS
2 parents with students in District regular middle schools	Velvet Stepanek Darleen Daniels	964-6002 649-2277	vstepanek@msn.com ; Dmdnsd2010@yahoo.com	Parent/Sabin MS Parent/Jenkins MS

Category	Name	Phone #	Email	Affiliation/Location
2 parents with students in District regular high schools	Carl Schueler Staci Ruddy	385-5391 570-7007	cschueler@springsgov.com ; staci.ruddy@gmail.com ;	Parent/Palmer HS Parent/Doherty HS
1 parent with a student in a District alternative school	Joseph Mezzofante		mezzofantej@gmail.com ;	Parent/Odyssey ECHO
1 parent with a student in a District charter school	Vacancy			
3 teachers (one elementary, one middle and one secondary)	Esther Smith Carla Scott Amanda Hawkins LynDel Randash Frank Lee Jr.	328-2475 574-1883 328-6719 637-0311 (404) 754-4419	Esther.Smith@d11.org ; Carla.Scott@d11.org ; Amanda.Hawkins@d11.org ; Irاندash@rca-csprings.org ; Frank.Lee@d11.org ;	Teacher/North MS Teacher/Carver ES Teacher/Mitchell HS Teacher/Roosevelt ELL Teacher/Tesla
3 school administrators (one elementary, one middle and one secondary)	Aaron Ford Chris Kilroy Carlos Perez	328-5703 328-2402 328-6602	Aaron.Ford@d11.org ; Christopher.Kilroy@d11.org ; Carlos.Perez@d11.org ;	Principal/Audubon ES Principal/North MS Principal/Mitchell HS
1 ESP representative	Cynthe Winebrenner	328-6666	Cynthe.Winebrenner@d11.org ;	ACE Job Coach/Mitchell HS

Category	Name	Phone #	Email	Affiliation/Location
4 community members living in the District without students in District schools	Lyman Kaiser Bob Null Sally Sue Coddington Wendy Chiado	260-6187 473-7455 635-0242 648-1125	Lyman.kaiser@comcast.net ; bob@bobnull.com ; sscodd@comcast.net ; wchiado@aol.com ;	Community Community Community Community
1 person involved in business or industry within the District's boundaries	Chyrese Exline	229-4670	Chyreseexline@gmail.com ;	Business
1 person associated with the military community at Peterson AFB	Victoria Henderson	556-6141 556-7832	Victoria.Henderson@us.af.mil ; Carnation011476@yahoo.com ;	Military Liaison
Chair of the DAC Budget Committee	Jan Rennie	660-4224	Janice.Rennie@d11.org ;	Chair/Community
Chair of the DAC Accreditation/Achievement Committee	Ed Plute	598-6013 337-1303	eplute@comcast.net ; eplute@peraton.com ;	Chair/Community

Category	Name	Phone #	Email	Affiliation/Location
Administrative Liaison (Appointed by the Superintendent) ex-officio, non-voting member	Phoebe Bailey	520-2017	Phoebe.Bailey@d11.org	Assistant Superintendent – Personnel Support Services
Administrative Support (ex-officio, non-voting member)	Trudy Tool	520-2016 287-4104	toolte@d11.org	Personnel Support Services