

Douglas County School District Financial Plan & Budget

ADOPTED BUDGET BOOK | 2024-2025



Douglas County
School District Re 1
620 Wilcox Street,
Castle Rock, CO 80104
www.dcsdk12.org





ASSOCIATION OF
SCHOOL BUSINESS OFFICIALS
INTERNATIONAL

This Meritorious Budget Award is presented to:

DOUGLAS COUNTY SCHOOL DISTRICT RE 1

for excellence in the preparation and issuance of its budget
for the Fiscal Year 2023–2024.

The budget adheres to the principles and standards
of ASBO International's Meritorious Budget Award criteria.




John W. Hutchison
President


Siobhán McMahon, CAE
Chief Operations Officer/
Interim Executive Director

Guide to Document

The 2024-2025 Financial Plan and Budget for the Douglas County School District RE 1 represents the District's Adopted Budget as voted on by the Board of Education. The purpose of this guide is to familiarize the reader with the layout of this document and provide an overview of what information can be found within each section.

Executive Summary

Introduces the Board of Education, Superintendent and Leadership Team for 2024-2025 and highlights the District's initiatives under Superintendent Erin Kane. This section provides an overview of the Board of Education's goals, strategic plan, funded pupil count growth, School Finance Act, comparative funding and student membership with other Colorado school districts, historical staffing, fund descriptions, as well as history of site-based budgeting and employee benefits.

Organizational Section

Details the Board of Education policies and governance structure, biographies for Board of Education, Superintendent's Cabinet and Budget Office Staff, goals of the Board of Education, Superintendent priorities, organizational chart, district policies, types of funds, major sources of revenue and expenditures, budget development process details, programs and services, and educational strategies.

Financial Section

Provides an overview of legislative impacts and how the MLO will be used in 2024-2025. Also included are spending priorities for 2024-2025, descriptions and financial summaries of the funds the District maintains, as well as a second page for each fund with multi-year fund forecasts and associated assumptions. This section also includes information related to funded and unfunded capital projects, debt, legislative impacts, and financial data models. The detailed fund-by-fund section includes a summary of revenues and expenditures comparing 2020-2021 actuals, 2021-2022 actuals, 2022-2023 actuals, 2023-2024 Adopted Budget and Final Revised Budget and estimated actuals, and 2024-2025 Proposed and Adopted Budgets. Lastly, this section provides School Adopted Budget financial summaries and comparisons, 2023-2024 awards, performance frameworks and indicators, and planning area maps.

Informational Section

Reports detailed information about Colorado Academic Standards, standardized assessment results, college readiness, and the District's graduation and dropout rates. This section reports detailed information about Douglas County including census, growth and development, major employers and unemployment rates as well as student and staff historical information. Also included is detailed information about property tax, assessed value analysis and how these affect school funding. This section also includes separate sub-sections for the Uniform Budget Summary, Glossary of Terms and the Board of Education's Adopted Budget resolutions.

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Executive Summary

Leadership Team 2024-2025



From left to right (back row): Mary Kay Klimesh, Danny Winsor, Steve Colella , Mark Blair, Matt Reynolds
From left to right (front row): Richard Cosgrove, Danelle Hiatt, Erin Kane, Jana Schleusner, Stacy Rader, Brian Condon

Erin Kane

Superintendent

Superintendent Kane's Cabinet

Chief of Staff | Steve Colella

Danelle Hiatt | Deputy Superintendent

Danny Winsor | Assistant Superintendent

Jana Schleusner | Chief Financial Officer

Mary Kay Klimesh | General Counsel

Stacy Rader | Chief Communications Officer

Matt Reynolds | Chief Learning Services Officer

Richard Cosgrove | Chief Operations Officer

Mark Blair | Chief Technology Officer

Brian Condon | Chief Human Resources Officer

Executive Summary

Douglas County School District (DCSD) will continue to drive as much funding as reasonably possible to school budgets and employee compensation while still maintaining critical supports.

The District is investing over \$38 million or a 4% increase in expenditures in the 2024-2025 Combined General Fund budget compared to the 2023-2024 Revised Budget or a \$6 million increase compared to the 2023-2024 Final Revised Budget due to the retention stipends added in the Final Revised Budget. This is in addition to the \$66M increase to the budget in 2023-2024 due to the passage of 5A mill levy override in November 2023. Consistent with the last few years, the largest budget priority for 2024-2025, half the total budget increase, was invested in DCSD employees with the goal to be able to recruit, retain, develop and reward the best employees for students. The District is incredibly grateful to the voters of Douglas County for the passage of 5A mill levy override last November. DCSD commits to a 100% equal per pupil share of mill levy override funds with District-authorized charter schools based on charter schools' projected funded pupil count in the 2024-2025 Adopted Budget.

Staff continually refines the Site-Based Budget (SBB) weighted student funding methodology for neighborhood schools and prioritizes the ability for schools to maintain school purchasing power to offset compensation increases. The primary emphasis of school allocation changes for 2024-2025 was to set aside increased funding for small schools and maintain site-level flexibility in special programming in order for schools to maintain existing academic programming with potential declining enrollment. Increases to department-managed budgets focused first on district managed student programming followed by contractual or inflationary increases in system wide supports and facility operations budgets.

The School Finance Act passed in the Colorado legislature prior to presenting the Proposed Budget on May 3, 2024. The Per Pupil Revenue for DCSD will be \$10,927 which represents a \$704 per student increase from the 2023-2024 State Supplemental Budget as budgeted in the 2023-2024 Final Revised Budget. The increase year-over-year is so high due to the constitutional requirement that the base per pupil increase by inflation plus the School Finance Act repeals the Budget Stabilization Factor entirely. Despite the increase in Per Pupil Revenue, Funded Pupil Count projections for 2024-2025 are 645 funded pupils lower than the actual Funded Pupil Count for 2023-2024. Overall, this increase to the School Finance Act equates to an increase in Total Program for DCSD of \$36.5 million year-over-year. However, district-run school enrollment is declining year-over-year and the amount of new revenue projected to be retained by DCSD and not passed onto charter schools is \$17.3 million. On June 18, 2024, the Board of Education adopted the 2024-2025 Financial Plan and Budget which includes a General Fund budget using \$3.8 million of fund balance as outlined within this Budget Book.

While it doesn't have a direct impact on the 2024-2025 Adopted Budget, the largest change from the 2024 Colorado legislative session impacting School Finance was the passage of HB24-1448: New Public School Finance Formula. This bill redefines the K-12 funding formula in Colorado.

On June 18, 2024, Superintendent Kane and members of her staff made the recommendation to place a Bond on the November 2024 ballot. On August 27, 2024, the Board of Education unanimously voted to place a bond on the November 2024 ballot in order to sustain capital maintenance at existing schools and build new schools.

Thank you for taking the time to learn more about the 2024-2025 Adopted Financial Plan and Budget for Douglas County School District.

About Douglas County School District

Douglas County School District encompasses over 850 square miles and is the third largest school district in Colorado serving approximately 62,000 students in grades preschool through twelve. District facilities equate to nearly seven million square feet of space.



Board of Education Goals

The Douglas County Board of Education is the policy-making body of the school district. Its decisions guide the public education of the students in our community.

On March 6, 2018, the Douglas County School District Board of Education unanimously approved the following five goals (sometimes referred to as “end statements”). The goals of the Board of Education are the goals of the school district.

- Academic Excellence
- Outstanding Educators and Staff
- Safe, Positive Climate and Culture
- Collaborative Parent, Family, and Community Relations
- Financial Well-Being

More information on the indicators of success for the aforementioned goals is included within the Organizational Section beginning on page 52.

2023-2024 Board of Education Goal Emphases

At the Board of Education meeting on August 9, 2022, the District's current mission, vision, and end statements (indicators of success) were validated and reaffirmed. On April 23, 2024, the Board reviewed a proposed update to these Ends Statements. Subsequently, the District Advisory Committee provided feedback during its meeting on May 9, 2024. During the Board's retreat on July 20, 2024, drafts of the revised end statements and indicators of success were presented, therefore the below end statements have not changed.

- Academic Excellence
 - All students have equitable access to a Douglas County public school that promotes growth in their cognitive, physical, social and emotional needs and builds on their strengths (Subend IA).
- Safe, Positive Culture and Climate
 - A purposeful focus on creating a caring, safe, fun, supportive, and positive learning and working environment for all students, district employees, parents, and community is manifest throughout the district (Subend IIIA).
 - There is clear evidence and a common understanding of the shared belief that all students can succeed when given a safe and caring learning environment. To that end: District employees, parents, and community work collaboratively, proactively and responsibly to ensure the psychological wellbeing of all students (Subend IIIB).
- Financial Well-Being
 - Long-term financial stability and accountability has been established, maintained, and actively monitored in order to accomplish Board of Education End Goals. (Subend VD).

Monitoring Reports

The Board of Education implemented monitoring reports to evaluate District performance and progress towards the End Statements. The monitoring reports were prepared and presented by Superintendent Kane throughout the 2023-2024 school year. The reporting summaries are included in the Organizational Section beginning on page 55.

Source: <https://www.dcsdk12.org/cms/One.aspx?portalId=220484&pageId=5761451>

Board of Education 2024-2025

MISSION STATEMENT

The mission of the Douglas County School District is to provide an educational foundation that allows each student to reach his or her individual potential. The Douglas County School District Board of Education strives to maximize the potential of every student to pursue his or her chosen endeavor in society, including but not limited to postsecondary education, career, or military service.



From left to right: Tim Moore, Kaylee Winegar, Christy Williams, Becky Myers, Valerie Thompson, Susan Meek, and Brad Geiger

Christy Williams - Director, District E; President

Kaylee Winegar - Director, District G; Vice President

Valerie Thompson - Director, District F; Treasurer

Becky Myers - Director, District D; Secretary

Susan Meek - Director, District A

Tim Moore - Director, District B

Brad Geiger - Director, District C

Budget Office Staff 2024-2025

Vision: To be a nationally recognized leader in School District Budgeting processes that utilize taxpayer dollars in the most efficient, responsible, and innovative ways to support those who directly and indirectly impact student achievement.

Mission: Continue strengthening and building relationships with school and department staff to become strategic financial partners ensuring maximization of purchasing power to best benefit students.



From left to right: Drew Phelps, Amanda Faber, Colleen Doan, Zachariah Pate, Patti Grams, Kim Simao, and Pascal Federici

Director of Budget

Colleen Doan

Manager of School Budgeting

Drew Phelps

Senior Financial Analysts

Amanda Faber

Kim Simao

Financial Analysts

Zachariah Pate

Patti Grams

Pascal Federici

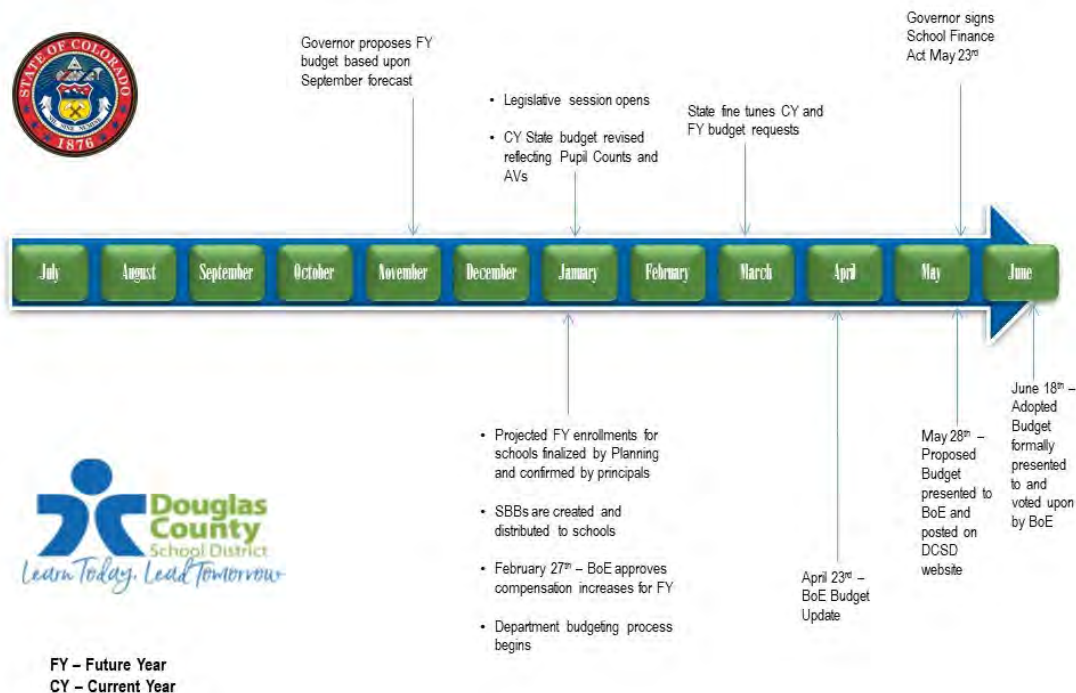
Budget Department Guiding Principles

- Empower site-based decision making by providing timely and accurate recommendations and advice to site leadership.
- Continuously improve tools, trainings, automation, standardized processes, and position control.
- Provide excellent customer service via comprehensive communication, shared responsibility, and understanding customer needs to support site specific goals and aspirations based on programmatic needs.

Budget Approval Process

The District's annual budget, referred to as the Adopted Financial Plan and Budget, provides the framework for both budgeted expenditures and projected revenues for the year. It translates into financial terms the anticipated use of District resources to provide for the educational programs and services of Douglas County School District. The Board of Education assigns Superintendent Erin Kane the overall responsibility for budget preparation, presentation and administration. This responsibility is then delegated, as appropriate, to those administrative personnel who have responsibilities for the operations in each of the schools and departments. Information used to develop the budget is largely based on information provided by the State of Colorado and District student enrollment projections. This information aids the Budget Office in creating allocations for school budgets and guides District leadership in establishing department budget priorities. The principal/department directors, in cooperation with the faculty and staff of the school/department, use a decentralized management process in order to prepare individual budgets. The participation and involvement at the schools of all their community stakeholders, through the School Accountability Committees (SAC's) as well as the Board of Education Advisory Committees such as the District Accountability Committee (DAC), Fiscal Oversight Committee (FOC), and Long Range Planning Committee (LRPC), is also valued and encouraged. In accordance with State statutes and District policy, the proposed annual budget for the ensuing fiscal year is submitted to the Board of Education at least thirty days prior to July 1, which is the beginning of the next fiscal year. Within ten days after the budget is submitted, an appropriate public notification as to the availability of the proposed budget and the public hearing date(s) is posted within the District and published in a newspaper having general circulation within the District. The Board of Education then conducts one or more public budget hearings with staff presenting and explaining the proposed budget, inviting questions and discussions from the public. Following consideration of the proposed budget, the Board of Education approves the budget with such changes or revisions as it considers appropriate. The Board of Education then officially adopts the budget and its accompanying resolutions prior to the end of the previous fiscal year, June 30.

The timeline of dates applicable to the approval of the 2024-2025 budget are presented below. The following graphic demonstrates how decisions made by the State drive DCSD's internal district budgeting process. Decisions made at the state level decide how much funding the District receives, which is one of the first steps to building the budget.



Source: <https://douglaspublic.ic-board.com/>

Source: https://leg.colorado.gov/content/budget?field_budget_doc_type_target_id=561

Funded Pupil Count Growth

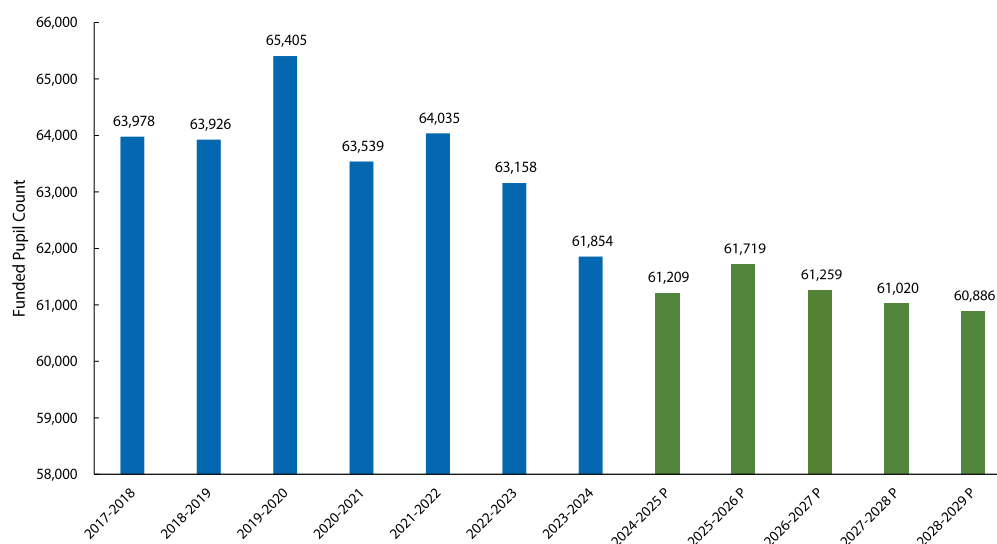
Throughout the 2024-2025 Adopted Budget Book, Total Program (as explained in the School Finance Act section) revenue calculations are based upon a funded pupil count (FPC) multiplied by per pupil revenue (PPR). The FPC in 2023-2024 was 61,854, which includes 1,356.50 online students enrolled in HOPE Online, a multi-district online charter. For 2024-2025, the FPC is projected to be 61,209 with 1,600 online students enrolled in HOPE Online. This number, however, will not be final until the official Pupil Count occurs. Projected funded pupil counts for 2025-2026 through 2028-2029 are based on projections provided by the Planning and Construction department. When calculating the District's FPC, half day kindergarten students count as a 0.58 funded pupils, full day kindergarten students count as 1.00 funded pupils. Early Childhood Enrollment (ECE) is not included within the FPC as the implementation of Universal Preschool (UPK) provides funding through the Department of Early Childhood and not the Department of Education and associated School Finance Act. While District-chartered charter school funded pupils are included, Charter School Institute pupils enrolled in Colorado Early Colleges Inverness, Colorado Early Colleges Castle Rock and Ascent Classical Academy are not represented in the District FPC.

Funding is based on the annual Pupil Count. Each school district counts pupils in membership as of the school day nearest October 1st (the official count day). Districts are given an opportunity to provide documentation that a student reestablished membership within 30 days for a student who may be absent on the official count day but was in attendance prior to October 1st. The funded pupil count is defined as the District's "On-line Pupil Count" plus the District's Colorado Preschool Program Pupil Count plus the District's Supplemental Kindergarten Enrollment (0.08 of kindergarten head count), plus the District's ASCENT program pupil enrollment, plus the higher of current year K-12 enrollment or the average of 2, 3, 4, or 5 years K-12 enrollment.

Enrollment projections for DCSD are created by an outside consulting firm hired by the District through a formal Request for Proposal (RFP). Western Demographics was hired to provide enrollment projections. Western Demographics uses a modified cohort survival forecasting methodology to forecast enrollment that examines the historical growth patterns in small portions of the District along with new home construction and the birth rate. A forecast is developed for individual schools, high school feeder areas and the District overall using proven formulas that reflect historical growth and future expectations. Western's methodology reconciles the smaller, more volatile trends in the smaller areas against the more predictable trends for the district overall and produces a reconciled result that maximizes accuracy.

Note: The 2024-2025 projections are the principal requested number of students. The 2025-2026 projections and after are exclusively Planning and Construction projections. This methodology is consistent across all FPC and enrollment projections in the Adopted Budget Book. The larger increase in FPC in 2019-2020 over prior and future years is due to the implementation of free Full Day Kindergarten, as in the past years Full Day Kindergarten students were counted as 0.58 funded pupils. The decrease in FPC going into 2023-2024 reflect the implementation of UPK.

Douglas County School District Funded Pupil Count
(October 2017 through Projected October 2028)



School Finance Act

Colorado Public School Finance Act

Douglas County School District receives funding from the State of Colorado through the Public School Finance Act. This act uses a formula to determine state and local funding amounts for school districts providing K-12 public education. These amounts are based on revenues generated from state equalization revenue, local specific ownership taxes and local property taxes. This School Finance Act Total Program formula funding is budgeted in the General Fund. These revenues account for about 73 percent of revenues in the General Fund. The other 27 percent is comprised of other federal, state and local revenue.

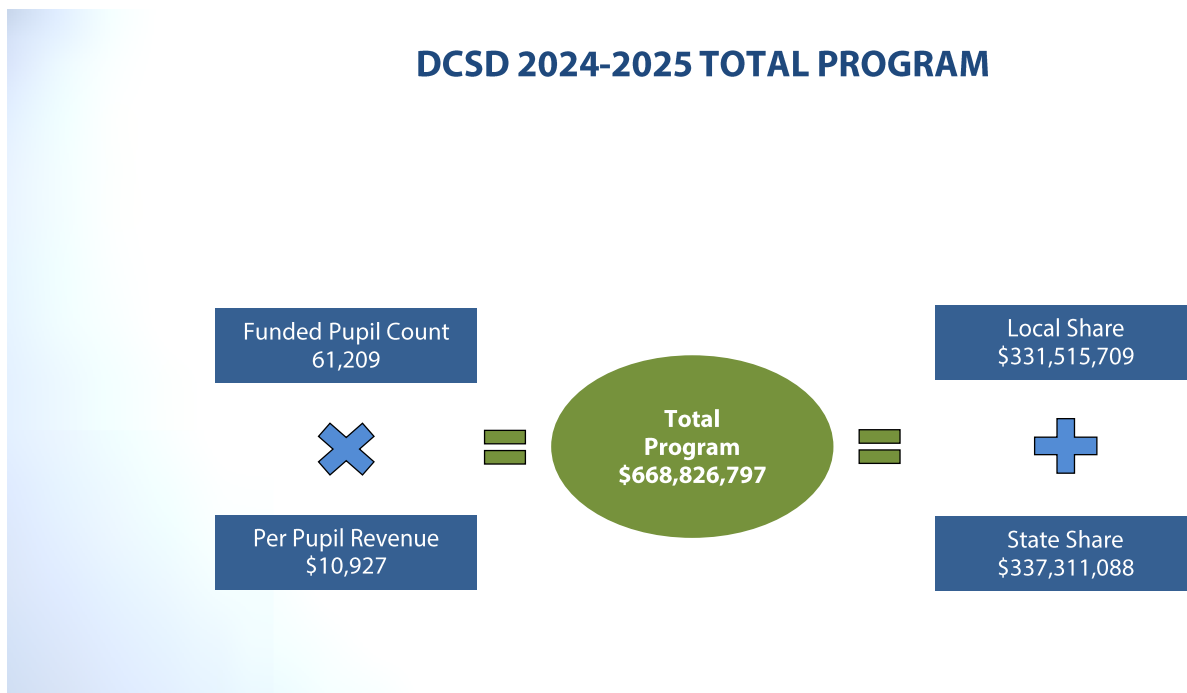
For 2024-2025, local property taxes in School Finance Act for the General Fund are expected to be \$310,272,053, specific ownership taxes (SOT) in School Finance Act to be \$21,243,656 and state equalization revenues to be \$337,311,088. In addition to the required funding, the District is expected to receive SOT Out of School Finance Act in the amount of \$13,756,344. Additionally, DCSD receives Mill Levy Override (MLO) revenue of \$139,713,000 for a total estimated \$484,985,053 in local taxes allocated to the General Fund for 2024-2025. MLO occurs when a school district requests to spend more property tax revenues than authorized/required to fund its Total Program. In this event, a district must seek approval from its voters to raise and expend "override" property tax revenues via an additional mill levy. DCSD has passed six such elections in 1989, 1997, 2003, 2006, 2018, and 2023.

Formula Illustration

Total Program funding received under the Public School Finance Act starts with an annual statewide Pupil Count. Generally, pupils in grades K through 12 are counted either as full-time or part-time depending on the number of scheduled hours of coursework. This count is referred to as a Full-Time Equivalent (FTE) pupil count as differentiated from Funded Pupil Count (FPC) which counts Half Day Kindergarten as 0.58. Full Day Kindergarten are counted as 1.00 as are full day students in grades 1-12. Adjustment factors are included based on the cost of living study, personnel costs, and the size of the District in comparison to other school districts in the State. The formula also includes funding for at-risk pupils.

The Negative Factor, introduced in 2010-2011 during the Great Recession, allowed the State Legislature to reduce its funding obligation to PK-12 education under the School Finance Act to balance the budget. Known as the Budget Stabilization Factor, it reduced the state's annual contribution based on available revenue. For example, if \$4 billion was required but only \$3 billion was available, the \$1 billion shortfall became the Budget Stabilization Factor. This amount fluctuated yearly and stood at \$141 million statewide in the 2023-2024 budget. Since 2009-2010, Douglas County School District (DCSD) lost over \$729 million in cumulative funding due to these reductions. However, with the signing of SB24-188, the Budget Stabilization Factor was eliminated for 2024-2025.

Source: <https://cosfp.org/wp-content/uploads/BSF-2009-2024-by-district.pdf>



School Finance Act

2024-2025 School Finance Act Formula for DCSD		
Statewide Base Per Pupil Funding	\$	8,496
Multiplied by District Personnel Cost Factor	X	0.905
Multiplied by District Cost-of-Living Factor	X	1.246
	PLUS	+
Statewide Base Per Pupil Funding	\$	8,496
Multiplied by District Non-Personnel Cost Factor	X	0.095
	TOTAL	\$ 10,388
Multiplied by District Size Factor	X	1.0297
Funding Per Pupil without At-Risk Pupils	\$	10,696
Statutory Funding Per Pupil with At-Risk Pupils and ELL Factor	\$	10,927
Budget Stabilization (Negative) Factor Formula Reduction	0.00%	\$ -
	NET PER PUPIL FUNDING	\$ 10,927

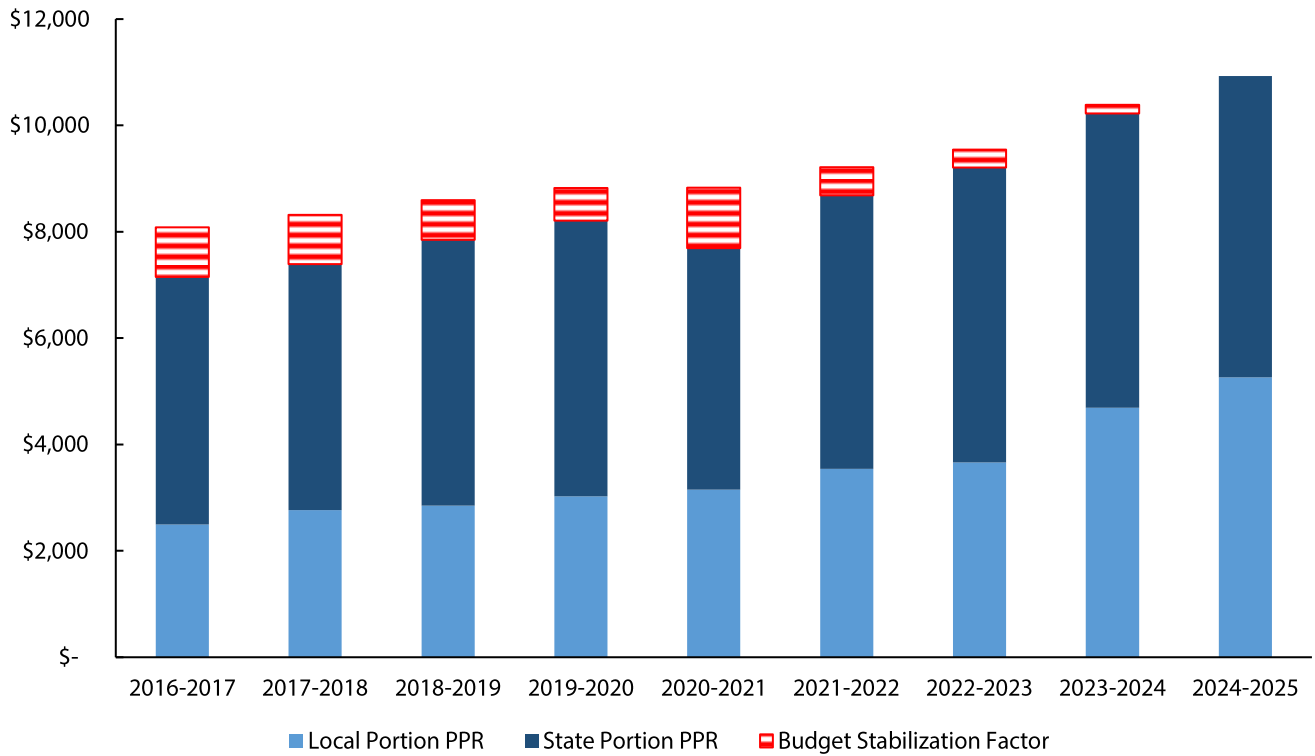
Source: <https://www.cde.state.co.us/cdefinance/fy2024-25fundingcalculationworksheetsb24-188draft-3-25-2024>



School Finance Act

The below graph shows how the District's Per Pupil Revenue (PPR) has changed over the last nine years and the portion that is funded by the State as compared to Local funding sources. The large increase from 2022-2023 to 2023-2024 is due to inflation of 8 percent as the base is tied to inflation. As of 2024-2025, the Budget Stabilization Factor has been eliminated.

DCSD Per Pupil Revenue Composition



Property Tax Rates

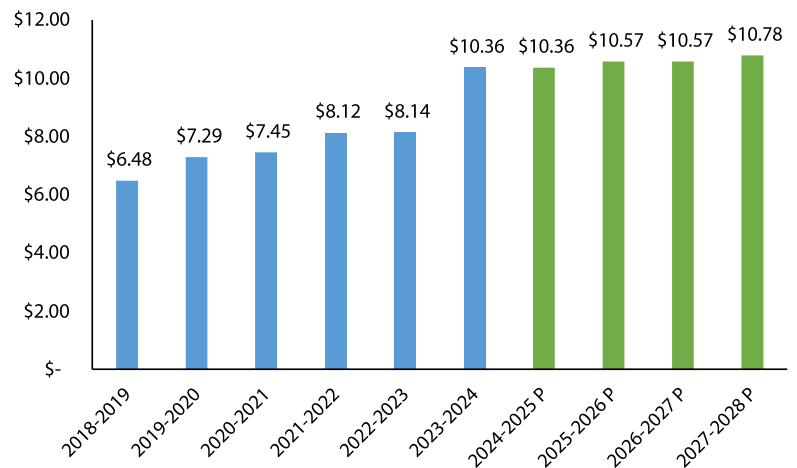
Property Tax Rates

Property taxes are calculated for the General Fund and Bond Redemption Fund. Property taxes are calculated by multiplying the mill levy or tax rate by the assessed or taxable value of the property. The assessed or taxable value of the property is calculated by taking the actual value of property multiplied by the assessment rate, which is 6.95 percent for residential property and 27.9 percent for non-residential property in tax collection year 2025. Total required mills from the School Finance Act were levied at 27.000 in 2023-2024 whilst Voter Approved Overrides, Abatements and Bond Redemption mills fluctuate based on assessed value and revenue requirements.

Assessed Value

Statute provides that the actual value of property is not the taxable value. Rather, the taxable value is a percentage of the actual value. The percentage is called an “assessment rate”, and the resulting value is called the “assessed value”. The assessment rate for all properties, except residential, is set at 27.9 percent. Historically, the residential assessment rate was determined by the legislature every odd-numbered year. In 2024, HB24B-1001 was enacted, establishing the residential assessment rate for school districts at 6.95 percent for the 2025 property tax year if the statewide increase in actual property value is greater than 5 percent. If the increase is less than 5 percent, the rate will be 7.05 percent. For comparison, the rate was 6.700 percent in 2023 and 6.95 percent in 2022, and 7.15 percent from 2019-2021 following a decrease from 7.20 percent in 2017. Prior to that, the rate held steady at 7.96 percent from 2003.

Assessed Value in Billions (Net of TIF)



Assessed values reported through 2023-2024 are as certified in December of that fiscal year. Assessed values for 2024-2025 through 2027-2028 are estimated based upon increasing 2 percent in reassessment years and 0 percent in non-reassessment years. These assessed values are net of Tax Increment Financing (TIF) which is when municipalities form entities that collect property tax revenue based on valuation increases from new investments within a designated area. In a TIF district the property tax revenue attributed to new assessed value within the district accrues to the entity rather than the traditional taxing authority.

Example Residential Property School Tax Bill

Residential Property Value	Assessment Rate	Estimated Mill Rate / 1000	Annual School Property Tax
\$754,233	X 6.95%	X 45.934	= \$2,408

Mill Rates by Calendar Year (Assessment Year)							
Mill Rates	2018	2019	2020	2021	2022	2023*	2024**
School Finance Act	25.440	25.440	25.440	26.440	27.000	27.000	27.000
Voter Approved Overrides	11.372	10.113	9.886	9.077	9.050	13.485	13.485
Abatements	0.084	0.232	0.124	0.226	0.086	0.245	0.245
Bond Redemption	8.054	8.054	8.054	8.054	6.700	5.204	5.204
Total Mills	44.950	43.839	43.504	43.797	42.836	45.934	45.934

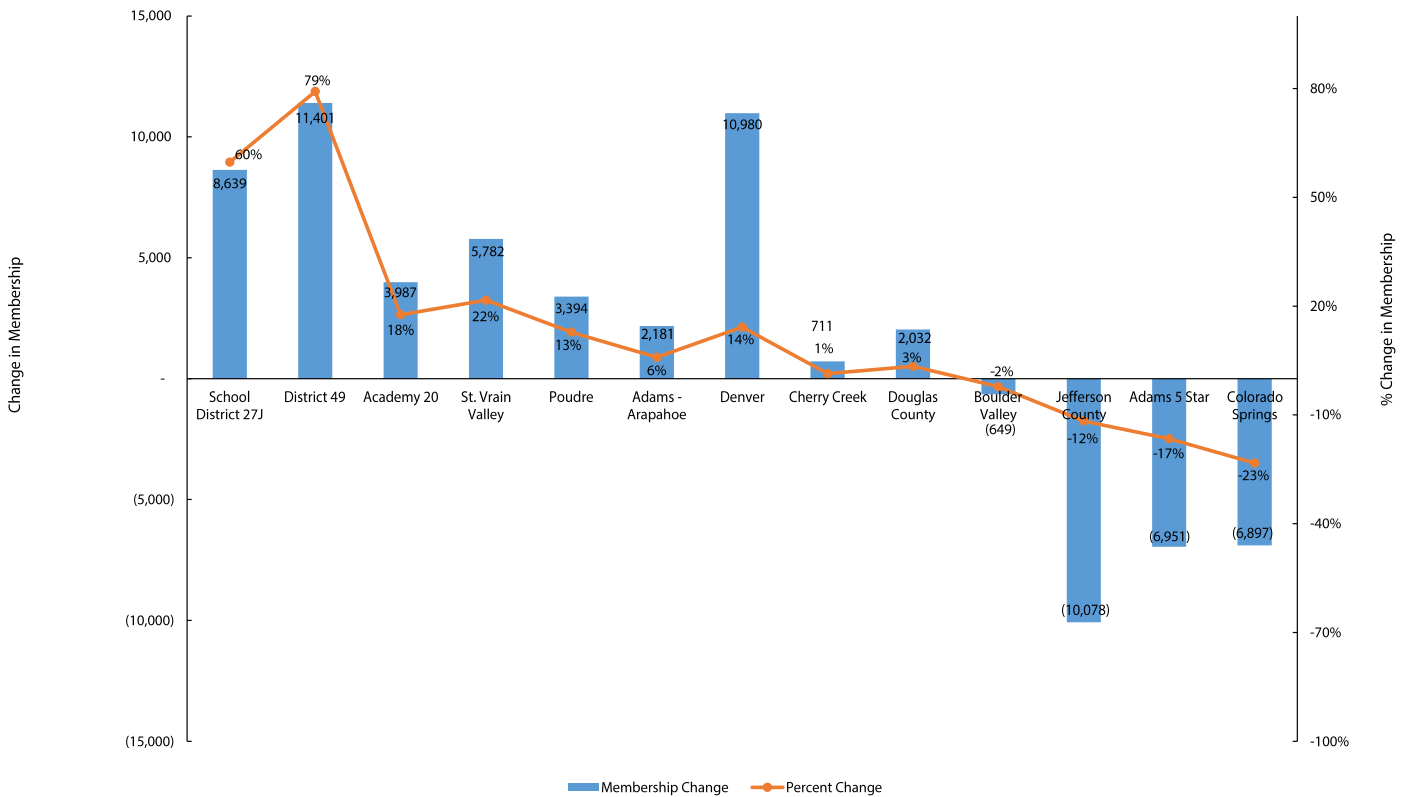
* In 2023, voters approved an MLO, which contributes to the increase from 2022 to 2023

**2024 mills are estimated and will not be finalized until December 2024 and assume no further increases to taxes from a Bond

Comparative Student Membership Growth and Decline

The chart below shows that on a percentage and actual student count basis, Douglas County School District has had the ninth highest percentage increase in pupil membership of large Front Range School Districts at a 3 percent increase from 59,932 in 2009 to 61,964 in the 2023 Pupil Count. This membership growth is based on total pupil membership which is the total head count of all students from preschool through 12th grade. This is not the same as the Funded Pupil Count since it includes all kindergarten and early childhood education students. This membership growth graph uses 2009 as the base because 2009 was when DCSD last opened a new neighborhood school. As all of DCSD's membership growth over the last 14 years has happened without new neighborhood school construction, DCSD has had to utilize existing capacity and charter school capacity for the 3 percent increase in students.

Comparative PK-12 Membership Growth Since 2009 Across Front Range School Districts

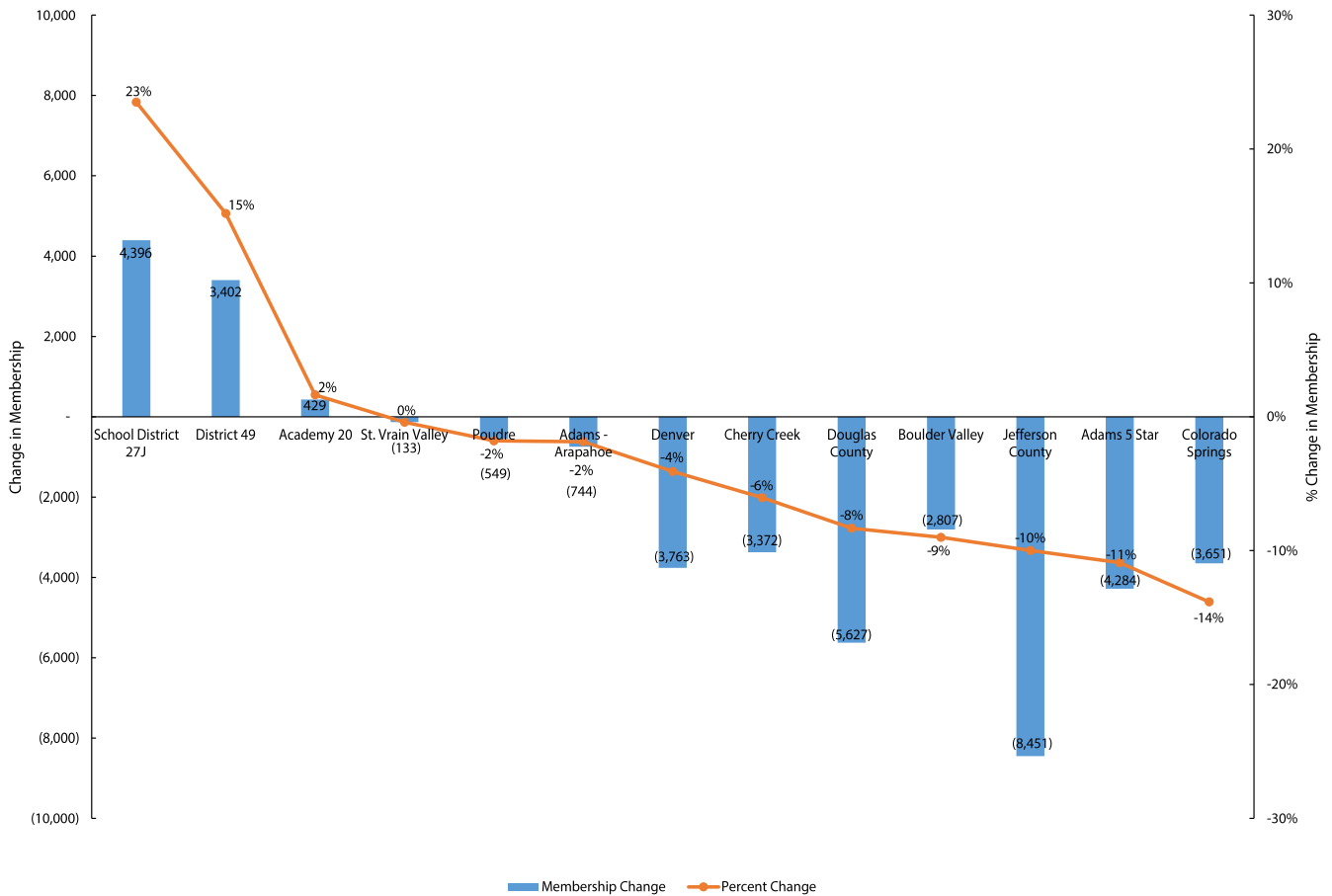


Source: <http://www.cde.state.co.us/cdereval/pupilcurrent>

Comparative Student Membership Growth and Decline

However, the last five years demonstrate a different trend in student membership across Front Range School Districts. Since 2018, most major front range districts (Adams-Arapahoe, Denver, Cherry Creek, Douglas County, Boulder Valley, Jefferson County, Adams 5 Star, and Colorado Springs) have seen an overall decline in PK-12 membership and DCSD's decline is one of the largest from a total student count perspective. A large portion of the drop in enrollment was from 2019-2020 to 2020-2021 due to the COVID-19 pandemic and districts did not see enrollment rebound as expected in 2021-2022 through 2023-2024. Some districts, such as School District 27J, District 49, and Academy 20 have seen an increase in PK-12 membership since 2018. St. Vrain Valley and Poudre have remained rather stagnant in their enrollment over the last five years.

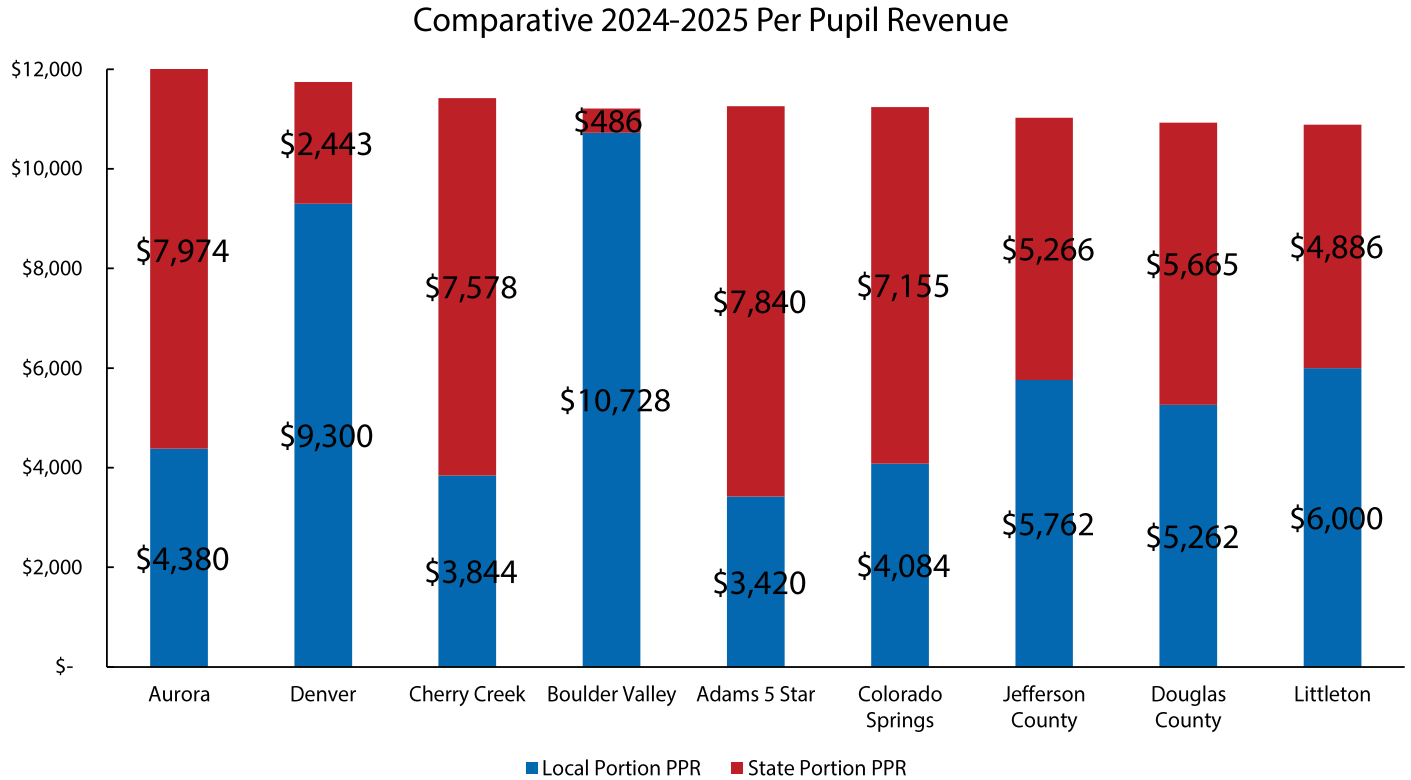
Comparative PK-12 Membership Decline Since 2018 Across Front Range School Districts



Source: <http://www.cde.state.co.us/cdereval/pupilcurrent>

Funding Comparison

Douglas County School District is the third largest school district on the Front Range with a projected Funded Pupil Count for 2024-2025 of 61,209 behind Denver Public Schools at 83,844 and Jefferson County at 74,887. DCSD receives one of the lowest amounts of Per Pupil Revenue (PPR) on the Front Range at \$10,927 largely due to demographics and at-risk funding. The statewide average PPR is \$11,396. The PPR is before additional local funding for Mill Levy Overrides. The chart below compares DCSD to other Front Range districts with large, urban or suburban student populations.



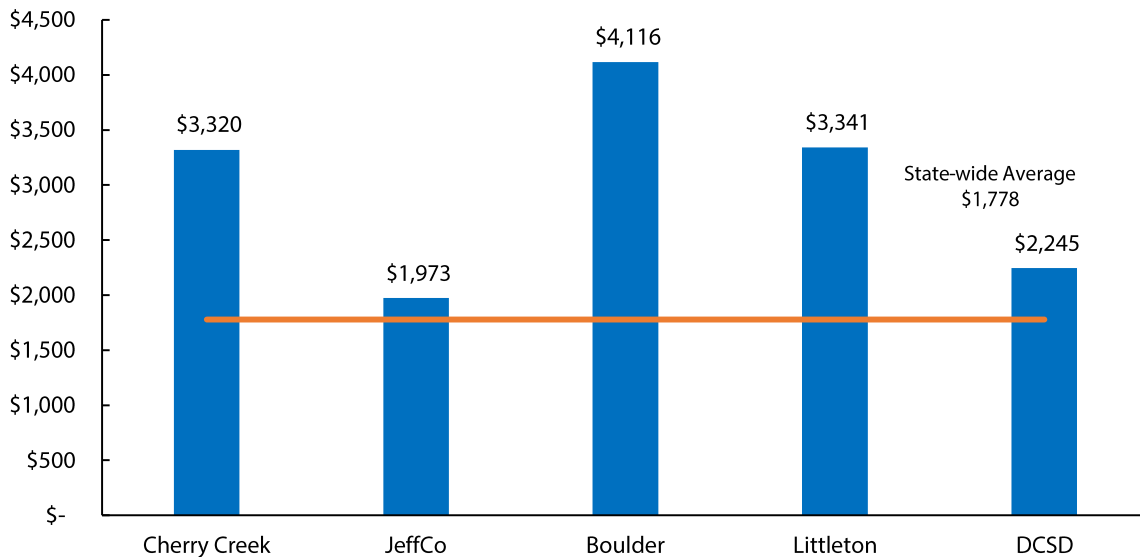
Source: FY 2024-25 District Funding Calculation Worksheet per SB24-188

<https://www.cde.state.co.us/cdefinance/fy2024-25fundingcalculationworksheetsb24-188draft-3-25-2024>

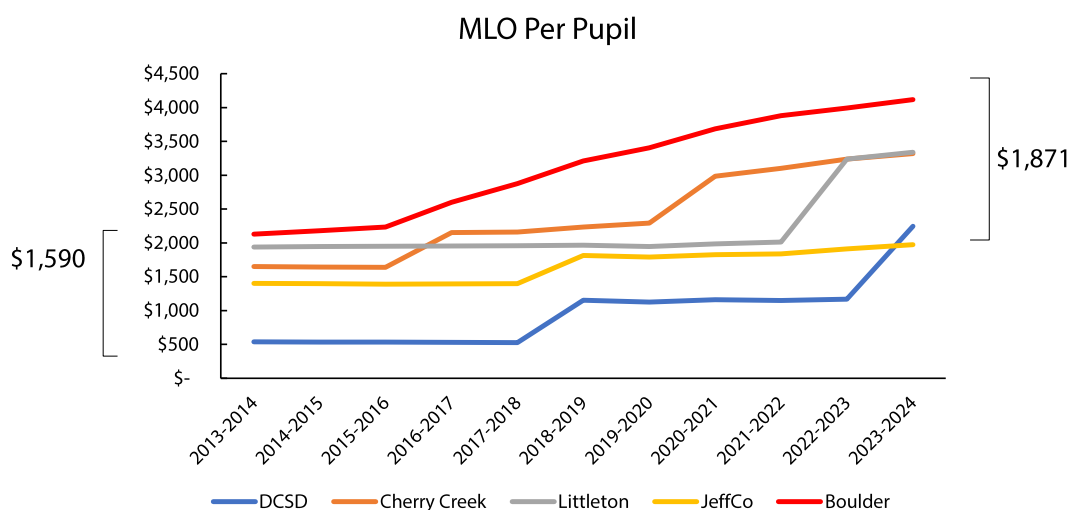
Funding Comparison

Each district can request additional local funding (up to 25% more) through a local Mill Levy Override. This funding is generally used for operational needs, such as salaries and student programming. With the passage of 5A in November 2023, DCSD saw an increase in mill levy override per pupil revenue. However, DCSD still receives the second lowest amount of taxpayer revenue per pupil when combining PPR and Mill Levy Overrides (MLO) out of the following districts, but is now above the State-wide average. DCSD MLO per funded pupil was \$2,245 for 2023-2024. The statewide average MLO on a per pupil basis was \$1,778.

Comparative 2023-2024 Mill Levy Override Per Pupil



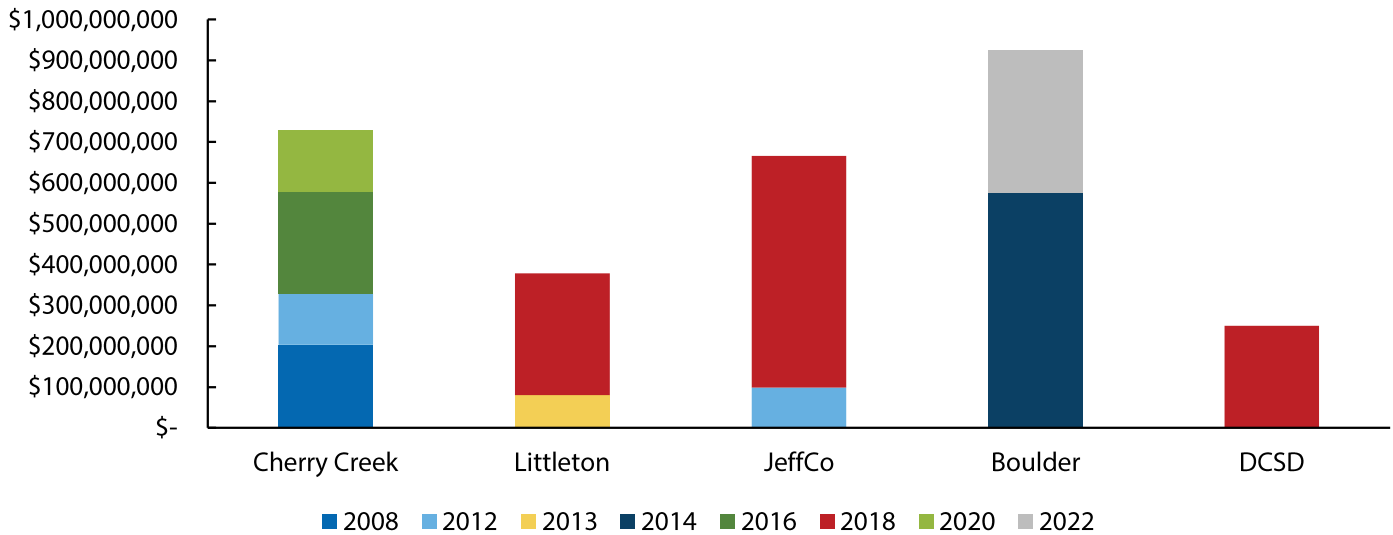
The following graph demonstrates the gap in mill levy override funded per student from \$1,590 between DCSD and Boulder Valley in 2014 to \$1,871 between DCSD and Boulder Valley in 2024.



Funding Comparison

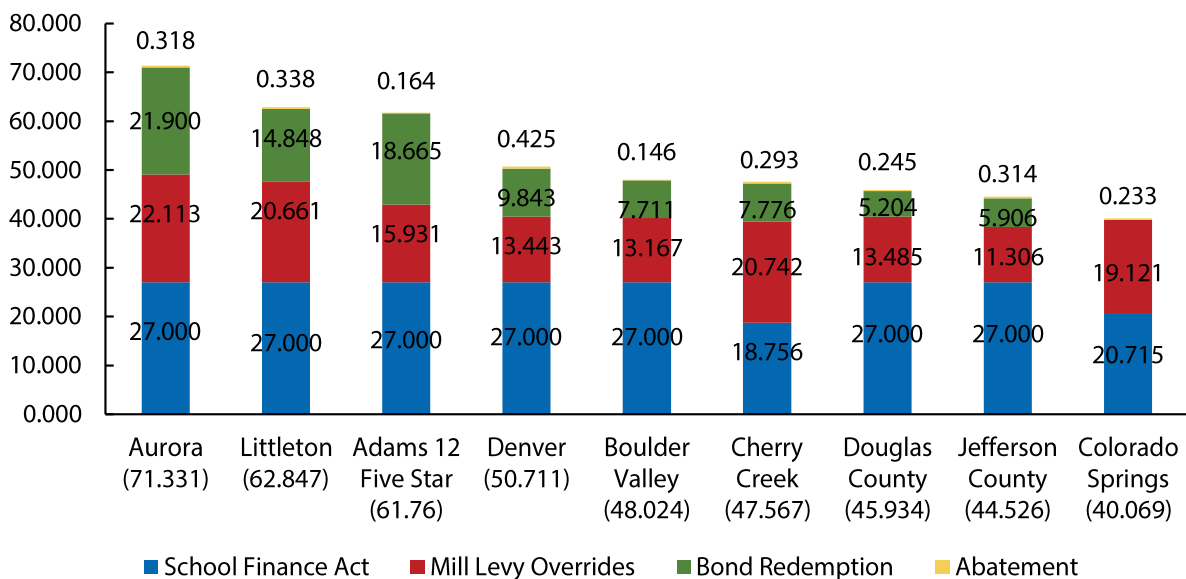
Local voter-approved general obligation bonds are used by school districts for capital needs such as new school buildings, repairs, technology or school buses. Per pupil bond authorization since 2008 shows that Douglas County School District has the least amount of bond authorization over the past 15 years. DCSD voters authorized \$250 million of bonds in November 2018 through the passage of 5B ballot measure. Boulder authorized \$350 million in bonds in 2022 and was the only district included within the graph below who passed such a measure. In 2023, no new bonds were authorized. DCSD is asking its voters for \$490M in November 2024.

New Bond Authorization Over Time



DCSD has the third lowest Total School District Mills for 2023-2024 compared to other Front Range districts at a rate of 45.934. The mill rate (tax rate) is set annually every December and will be revised in December 2024. Mill Levy Overrides include hold harmless, excess hold harmless, voter approved, transportation and other mills.

School District Tax Rate Breakdown



Source: Colorado School Finance Project <https://cosfp.org/district/district-elections/#gsc.tab=0>

Source: <http://www.cde.state.co.us/cdefinance/sfmilllevy>

Fund Descriptions

Combined General Funds

General Fund 10

The General Fund is the District's largest fund. This fund accounts for all District operations except where financial transactions are required to be reported elsewhere. The General Fund includes budgets for all schools and most departments within the District.

Outdoor Education Fund 13

This tuition-based fund accounts for activity associated with an outdoor learning environment where students are engaged in experiential learning activities. In addition to developing knowledge of the ecological surroundings, students are also involved in problem solving, being creative and constructing meaningful solutions. This fund is included in the Combined General Fund for purposes of financial reporting in the Annual Comprehensive Financial Report.

Capital Projects Fund 14

This Capital Projects Fund accounts for activity associated with the acquisition of capital assets defined in BOE policy DID: Capital Asset Reporting and Inventories, as those items or groups of items that have a value of \$5,000 or more with a useful life greater than one year. This fund is included in the Combined General Fund for purposes of financial reporting in the Annual Comprehensive Financial Report.

Full Day Kindergarten Fund 15

This fund's revenues came from tuition paid by families to access a full day kindergarten program at many of the District's elementary schools. Prior to HB19-1262, the School Finance Act only provided funding for half day Kindergarten at 0.58 FTE. Included in this fund were reserves designated for tuition scholarships meeting the needs of the District's at-risk kindergarten students. Effective with the 2019-2020 Adopted Budget, all expenditures for full day kindergarten have been recorded in the General Fund and tuition is not collected. This fund is included in the Combined General Fund for purposes of financial reporting in the Annual Comprehensive Financial Report.

Transportation Fund 25

This fund is used to account for revenues and expenditures associated with student transportation services inclusive of the specialized transportation associated with Special Education students. This fund is included in the Combined General Fund for purposes of financial reporting in the Annual Comprehensive Financial Report.

Special Revenue Funds

Nutrition Services NSLP Fund 21

This Nutrition Services Fund is self-supporting and accounts for activities related to preparation of school meals in compliance with the National School Lunch Program (NSLP). This will be the only Nutrition Services Fund used in 2024-2025.

Nutrition Services Non-NSLP Fund 28

This Nutrition Services Fund was self-supporting and accounted for activities related to preparation of school meals in high schools and charter schools that were not participating in the National School Lunch Program. With free meals for all students under Colorado's Healthy School Meals for All Program, this fund will not be used in 2024-2025.

Fund Descriptions

Governmental Designated Purpose Grants Fund 22

This fund accounts for most state, local and federal grants received by the District. Expenditures in this fund are reimbursed; therefore, revenue will equal expenditures at the end of the fiscal year.

Pupil Activity Fund 23

This fund was used to record financial transactions related to school-sponsored pupil organizations and activities. These activities were self-supporting and did not receive any direct or indirect District support. In 2020-2021 this fund was changed from Fund 74 and changed from an Agency Fund to a Special Revenue Fund. Effective with the 2023-2024 Adopted Budget, all activity within Fund 23 moved to either the General Fund for elementary schools or the Athletics and Activities Fund for secondary schools as it was determined that the type of school sponsored activity did not necessitate a separate fund once the fund was no longer classified as an Agency Fund.

Athletics and Activities Fund 26

This fund accounts for all revenues and expenditures directly related to Colorado High School Activities Association (CHSAA) sponsored athletics and activities, as well as other District sponsored activities at middle and high schools.

Child Care Fund 29

The Child Care Fund is self-supporting, and accounts for the activity associated with the District's Before and After School Child Care (BASE). These programs are budgeted to be self-supporting with revenues derived from program enrollment fees charged on a per-child basis.

Debt Service and Lease Payment Funds

Bond Redemption Fund 31

This fund serves as the vehicle for recording dedicated property taxes and the payment of outstanding principal and interest on the District's General Obligation bonds.

Certificate of Participation Lease Payment Fund 39

Pursuant to CDE Chart of Accounts, this fund is identified for non-voter approved lease payments.

Building Funds

Bond Building Fund 41

This Fund has been established to account for the management and actual construction of District facilities that were financed by General Obligations (GO) proceeds. All GO proceeds were spent by February 2024 and the beginning fund balance for 2024-2025 is \$0.

Certificate of Participation Building Fund 45

This fund has been established to account for capital projects funded with the proceeds from the sale of Certificates of Participation Building Fund. This fund accounted for the activity associated with capital projects identified in the DCSD Master Capital Plan. All Certificate of Participation Building Fund proceeds were spent by June 2018 and beginning fund balance for 2024-2025 is \$0.

Fund Descriptions

Internal Service Funds

Medical and Dental Fund 65

The District operates a self-funded employee health benefit program where the health claims are accounted for in this fund. In addition, employee medical and dental premium payments to Delta Dental and Kaiser Permanente are also accounted for in this fund. The District establishes each year's premium amounts based on projected medical claims as well as the updated premium charge from Kaiser Permanente and Delta Dental.

Short Term Disability Insurance Fund 66

This fund replaces the District's former fully insured Short Term Disability Insurance (STDI) program. This fund was created in 2014-2015 to reflect the District's move to a self-funded plan. The District establishes each year's premium amounts based on projected STDI claims.

Trust Funds

Private Purpose Trust Fund 75

This fund accounts for the student scholarships awarded from the P.S. Miller Trust.



Summary of All Funds Forecast

The following summary of all funds combines all district funds across five fiscal years. While the majority of the financials within this Budget Book focus on viewing each fund individually, this summary includes all funds as one financial forecast. The years shown are 2022-2023 Audited Actuals, 2023-2024 Final Revised Budget and Estimated Actuals, 2024-2025 Adopted Budget, 2025-2026 Forecast and 2026-2027 Forecast.

	Audited Actuals 2022-2023	Final Revised Budget 2023-2024	Estimated Actual 2023-2024	Adopted Budget 2024-2025	Forecast Budget 2025-2026	Forecast Budget 2026-2027
Beginning Fund Balance	289,991,178	275,989,511	275,989,511	275,394,552	252,429,504	256,401,402
Revenues						
Property Taxes	346,970,897	475,913,534	476,369,437	503,903,631	488,747,459	490,962,528
Specific Ownership Taxes	32,617,906	34,090,662	34,249,449	35,000,000	35,688,496	35,688,496
Other Local Income	249,570,628	137,061,788	138,106,609	144,698,098	145,900,012	149,367,239
Intergovernmental	436,398,313	442,235,586	440,243,434	442,692,939	475,360,500	501,539,476
Other	-	-	-	-	-	-
Total Revenues	1,065,557,744	1,089,301,570	1,088,968,928	1,126,294,668	1,145,696,468	1,177,557,739
Expenditures						
Salaries	378,084,198	452,392,547	449,128,563	455,750,613	467,219,178	478,280,712
Benefits	152,756,746	162,558,467	165,633,378	171,150,409	179,178,063	184,600,420
Purchased Services	119,447,054	135,340,163	127,410,378	135,832,842	136,780,539	138,471,633
Contracts w/ Charter Schools	166,792,982	194,855,066	194,278,769	214,601,325	225,481,615	236,502,858
Supplies	55,392,994	78,456,256	66,084,508	80,198,828	79,449,937	79,568,070
Equipment	58,093,539	44,664,155	26,359,212	25,633,463	1,482,366	1,153,567
Other	147,795,435	60,504,247	59,008,445	58,398,903	44,246,929	46,484,707
Total Expenditures	1,078,362,949	1,128,770,901	1,087,903,252	1,141,566,383	1,133,838,627	1,165,061,968
BOE Contingency	-	787,487	854,672	7,693,333	7,885,943	8,119,436
Net Change in Fund Balance	(12,805,204)	(40,256,818)	211,005	(22,965,048)	3,971,898	4,376,336
Restricted/Committed Fund Balance	42,563,670	42,563,670	41,430,406	46,300,406	48,409,954	50,119,407
Assigned Fund Balance	31,983,097	34,866,144	32,995,100	30,179,857	27,395,438	26,994,940
Unassigned Fund Balance	202,639,207	158,302,879	201,775,010	175,949,241	180,596,011	183,663,391
Ending Fund Balance	277,185,974	235,732,693	276,200,516	252,429,504	256,401,402	260,777,738



2023-2024 Budgeted Revenues Final Revised as of June 18, 2024

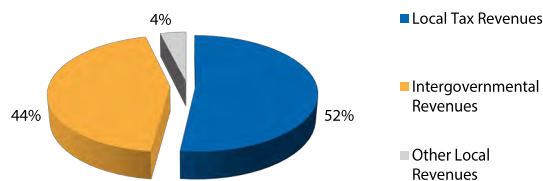
The actual funded pupil count (FPC) in 2023-2024 is 61,854 of which 1,357 are multi-district online students. When calculating FPC, half day kindergarten students count as 0.58 funded pupils, full day kindergarten students count as 1.00 funded pupils. Beginning in 2023-2024, early childhood education enrollment is not included within the funded pupil count calculation as the implementation of Universal Preschool (UPK) provided funding through the Department of Early Childhood and not the Department of Education and associated School Finance Act. DCSD is funded based on FPC and not enrollment which is defined as total students educated. Enrollment in 2023-2024 is 61,964 including UPK.

TOTAL SOURCES BY FUND	2023-2024 Final Revised Budgeted Revenues			
	Beginning Fund Balance	Revenues	Transfers In	Total Sources
General (see chart below)	\$ 156,071,067	\$ 878,259,346	\$ -	\$ 1,034,330,413
Outdoor Education	104,615	1,466,336	22,706	1,593,657
Capital Projects	17,007,255	8,255,538	25,444,309	50,707,102
Full Day Kindergarten	-	-	-	-
Transportation	2,729,579	6,725,503	25,993,112	35,448,194
Total Combined General Fund	\$ 175,912,516	\$ 894,706,723	\$ 51,460,127	\$ 1,122,079,366
Nutrition Services NSLP	5,079,435	33,180,338	2,879,595	41,139,368
Nutrition Services Non-NSLP	-	-	-	-
Governmental Designated Purpose Grants	-	17,755,575	-	17,755,575
Pupil Activity	-	-	-	-
Athletics and Activities	2,903,952	14,431,662	6,512,459	23,848,073
Child Care	5,782,084	10,528,409	1,563,758	17,874,251
Total Special Revenue Fund	\$ 13,765,471	\$ 75,895,984	\$ 10,955,812	\$ 100,617,267
Bond Redemption	77,167,416	57,732,473	-	134,899,889
Certificates of Participation (COP) Lease Payments	4,724	2,454	1,119,125	1,126,303
Total Debt Service and Lease Payment Fund	\$ 77,172,140	\$ 57,734,927	\$ 1,119,125	\$ 136,026,192
Bond Building	7,909,008	575,963	-	8,484,971
Certificates of Participation (COP) Building	-	-	-	-
Total Building Fund	\$ 7,909,008	\$ 575,963	\$ -	\$ 8,484,971
Medical and Dental	957,265	59,497,909	-	60,455,174
Short Term Disability Insurance	248,732	838,064	-	1,086,796
Total Internal Service Fund	\$ 1,205,997	\$ 60,335,973	\$ -	\$ 61,541,970
Private Purpose Trust	24,379	52,000	-	76,379
Total Trust and Agency Fund	\$ 24,379	\$ 52,000	\$ -	\$ 76,379

2023-2024 General Fund Revenues by Type on a Per Pupil Basis

Per Pupil Revenue from State	\$ 10,223
Mill Levy Override	2,259
Other Intergovernmental Revenue	903
School-Based Revenue	162
SOT out of Formula	218
Charter Purchased Service Revenue	124
Other Local Revenue	270
Total Per Pupil Revenue	\$ 14,158

2023-2024 Final Revised Total General Fund Revenues



2024-2025 Budgeted Revenues

Adopted as of June 18, 2024

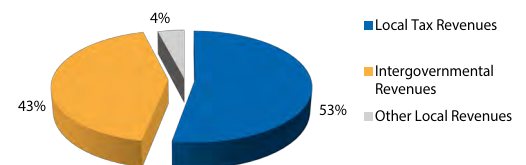
The funded pupil count (FPC) in 2024-2025 is projected to be 61,209 of which 1,600 are multi-district online students. When calculating FPC, half day kindergarten students count as 0.58 funded pupils and full day kindergarten students count as 1.00 funded pupils. Beginning in 2023-2024, early childhood education enrollment is not included within the funded pupil count calculation as the implementation of Universal Preschool (UPK) provides funding through the Department of Early Childhood and not the Department of Education and associated School Finance Act. DCSD is funded based on FPC and not enrollment which is defined as total students educated. Enrollment in 2024-2025 is projected to be 63,346 including UPK which is an increase of 1,382 students.

TOTAL SOURCES BY FUND	2024-2025 Adopted Budgeted Revenues			
	Beginning Fund Balance	Revenues	Transfers In	Total Sources
General (see chart below)	\$ 139,160,142	\$ 915,608,234	\$ -	\$ 1,054,768,376
Outdoor Education	5,734	1,684,130	80,238	1,770,102
Capital Projects	31,046,280	3,794,927	920,396	35,761,603
Full Day Kindergarten	-	-	-	-
Transportation	6,985,485	6,897,912	25,993,112	39,876,509
Total Combined General Fund	\$ 177,197,641	\$ 927,985,203	\$ 26,993,746	\$ 1,132,176,590
Nutrition Services NSLP	5,993,568	33,715,378	2,895,424	42,604,370
Nutrition Services Non-NSLP	-	-	-	-
Governmental Designated Purpose Grants	-	15,102,504	-	15,102,504
Pupil Activity	-	-	-	-
Athletics and Activities	1,774,266	15,088,766	6,554,784	23,417,816
Child Care	4,928,100	10,342,856	1,551,076	16,822,032
Total Special Revenue Fund	\$ 12,695,934	\$ 74,249,504	\$ 11,001,284	\$ 97,946,722
Bond Redemption	81,866,623	57,732,473	-	139,599,096
Certificates of Participation (COP) Lease Payments	2,147	1,500	1,123,439	1,127,086
Total Debt Service and Lease Payment Fund	\$ 81,868,770	\$ 57,733,973	\$ 1,123,439	\$ 140,726,182
Bond Building	-	-	-	-
Certificates of Participation (COP) Building	-	-	-	-
Total Building Fund	\$ -	\$ -	\$ -	\$ -
Medical and Dental	3,172,899	65,375,635	-	68,548,534
Short Term Disability Insurance	430,428	898,353	-	1,328,781
Total Internal Service Fund	\$ 3,603,327	\$ 66,273,988	\$ -	\$ 69,877,315
Private Purpose Trust	28,880	52,000	-	80,880
Total Trust and Agency Fund	\$ 28,880	\$ 52,000	\$ -	\$ 80,880

2024-2025 General Fund Revenues by Type on a Per Pupil Basis

Per Pupil Revenue from State	\$ 10,927
Mill Levy Override	2,283
Other Intergovernmental Revenue	905
School-Based Revenue	171
SOT out of Formula	225
Charter Purchased Service Revenue	158
Other Local Revenue	291
Total Per Pupil Revenue	\$ 14,959

2024-2025 Adopted Total General Fund Revenues

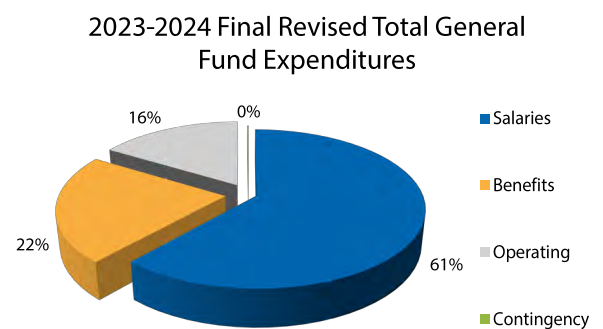


2023-2024 Budgeted Expenditures Final Revised as of June 18, 2024

Salaries and **Benefits** account for the largest component of General Fund expenditures at 84% of the total. The Final Revised Budget includes contingency in the total amount of \$0.8 Million.

TRANSFERS AND EXPENDITURES BY FUND	2023-2024 Final Revised Budgeted Expenditures & Transfers		
	Budgeted Expenditures	Budgeted Transfers Out	Total Budgeted Activity
General (see chart below)	\$ 848,143,419	\$ 63,535,064	\$ 911,678,483
Outdoor Education	1,592,802	-	1,592,802
Capital Projects	35,539,389	-	35,539,389
Full Day Kindergarten	-	-	-
Transportation	33,085,398	-	33,085,398
Total Combined General Fund	\$ 918,361,008	\$ 63,535,064	\$ 981,896,072
Nutrition Services NSLP	36,880,611	-	36,880,611
Nutrition Services Non-NSLP	-	-	-
Governmental Designated Purpose Grants	17,755,575	-	17,755,575
Pupil Activity	-	-	-
Athletics and Activities	20,672,489	-	20,672,489
Child Care	13,253,795	-	13,253,795
Total Special Revenue Fund	\$ 88,562,470	\$ -	\$ 88,562,470
Bond Redemption	53,033,266	-	53,033,266
Certificates of Participation (COP) Lease Payments	1,123,189	-	1,123,189
Total Debt Service and Lease Payment Fund	\$ 54,156,455	\$ -	\$ 54,156,455
Bond Building	8,484,971	-	8,484,971
Certificates of Participation (COP) Building	-	-	-
Total Building Fund	\$ 8,484,971	\$ -	\$ 8,484,971
Medical and Dental	59,155,386	-	59,155,386
Short Term Disability Insurance	790,098	-	790,098
Total Internal Service Fund	\$ 59,945,484	\$ -	\$ 59,945,484
Private Purpose Trust	48,000	-	48,000
Total Trust and Agency Fund	\$ 48,000	\$ -	\$ 48,000

Please note that the table above includes budgeted transfers of \$63.5 million. The General Fund pass through to charters is \$194.9 million. Both of these figures are excluded from the graph to the right.

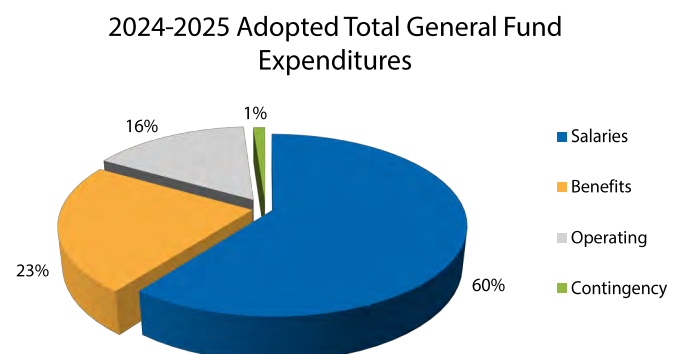


2024-2025 Budgeted Expenditures Adopted as of June 18, 2024

Salaries and **Benefits** account for the largest component of General Fund expenditures at 83% of the total. The Adopted Budget includes contingency in the total amount of \$7.7 million.

TRANSFERS AND EXPENDITURES BY FUND	2024-2025 Adopted Budgeted Expenditures & Transfers		
	Budgeted Expenditures	Budgeted Transfers Out	Total Budgeted Activity
General (see chart below)	\$ 880,303,037	\$ 39,118,469	\$ 919,421,506
Outdoor Education	1,668,029	-	1,668,029
Capital Projects	23,245,872	-	23,245,872
Full Day Kindergarten	-	-	-
Transportation	37,626,087	-	37,626,087
Total Combined General Fund	\$ 942,843,025	\$ 39,118,469	\$ 981,961,494
Nutrition Services NSLP	36,594,973	-	36,594,973
Nutrition Services Non-NSLP	-	-	-
Governmental Designated Purpose Grants	15,102,504	-	15,102,504
Pupil Activity	-	-	-
Athletics and Activities	21,643,550	-	21,643,550
Child Care	12,875,400	-	12,875,400
Total Special Revenue Fund	\$ 86,216,427	\$ -	\$ 86,216,427
Bond Redemption	52,972,731	-	52,972,731
Certificates of Participation (COP) Lease Payments	1,123,439	-	1,123,439
Total Debt Service and Lease Payment Fund	\$ 54,096,170	\$ -	\$ 54,096,170
Bond Building	-	-	-
Certificates of Participation (COP) Building	-	-	-
Total Building Fund	\$ -	\$ -	\$ -
Medical and Dental	65,306,062	-	65,306,062
Short Term Disability Insurance	750,032	-	750,032
Total Internal Service Fund	\$ 66,056,094	\$ -	\$ 66,056,094
Private Purpose Trust	48,000	-	48,000
Total Trust and Agency Fund	\$ 48,000	\$ -	\$ 48,000

Please note that the table above includes budgeted transfers of \$39.1 million. The General Fund pass through to charters is \$214.6 million. Both of these figures are excluded from the graph to the right.



Site-Based Budgeting

Beginning in 2008-2009, DCSD instituted Student Based Budgeting (SBB) on a district-wide basis. Believing that the best and most informed decisions are made closest to the student, DCSD moved to eliminate the central allocation of resources to schools and instead moved to a site-level decision making process. DCSD made the change to Student Based Budgeting in order to create a more effective, transparent, and equitable funding system across the District. A SBB methodology allows maximum flexibility and autonomy at each school. While the name of the school budgeting methodology has transitioned to Site-Based Budgeting over the years, the methodology overall remained the same through 2020-2021 until significant changes were implemented in 2021-2022 and continued today.

Site-Based Budgeting is a budgeting methodology in which each student in a school brings with them a dollar amount of budgetary authority that the school community has input in how these dollars are spent. This budgeting philosophy has allowed the District to provide more budgetary flexibility and autonomy to each of its neighborhood schools. In a SBB environment, individual schools can choose how to structure their classes, determine staffing ratios, and set non-salary (books, supplies, equipment, etc.) budgets to meet their individual goals. Each school's choices are in the best interest of their students – there is no one size fits all approach.

The SBB calculation is comprised of discretionary and non-discretionary allocations. The Base Allocation is the base per pupil allocation derived from a combination of funding sources including Per Pupil Revenue, Mill Levy Override (pre-2018 MLO, 2018 MLO and the 2023 MLO) and other General Fund sources. In the current formula, the Base Allocation is \$5,719 per-pupil for elementary, \$5,418 for middle and \$5,158 for high. Base dollars are differentiated by level because they are meant to support all children in a school and ensure that schools can provide minimum requisite programs and services for all students enrolled in a school. The SBB formula includes a series of weights designed to steer resources to schools that enroll students identified as 'at risk'. In addition to 'at risk' weights, the formula includes academic intervention weights that are allocated to schools in order to support the academic outcomes of students who require additional support. These dollars are meant to address children below grade level, children who are in danger of falling behind, and students who are advanced and need additional support to continue their success.

The current formula reflects a broad concept of student need/at risk. Weight dollar amounts are proportionate to the base allocation determined by multiplying a given weight times the base allocation.

Non-Discretionary allocations are further categorized into per pupil allocations and per staff Full-Time Equivalent (FTE) allocations. The non-discretionary allocations have a prescribed use and are typically associated with state or federal requirements. The types of non-discretionary FTE allocations prescribed in schools include Principal, Special Education, English Language Development, Gifted and Talented, Literacy Specialists, Counselors, Custodians and Campus Security Specialists. Types of non-discretionary per pupil allocations include READ Act, Elementary Schedule A, Career Tech, Discovery Program, Athletics Security Overtime, Custodial Overtime, Affective Needs Administrator, Technology Device Refresh and Certified Substitutes.

Some schools do not enroll enough students for the base weight and subsequent other weights to cover the costs associated with the educational programs and services for their students. This supplemental weight for small schools provides additional dollars for each student projected to be enrolled to offset the economies of scale associated with school size and school revenue. These dollars are intended to support small schools at each level and provide equitable opportunities such that small schools can provide comparable programming to the district's average- and large-size schools. Small School Factor is determined by looking at the average number of core staff at each level of school to determine the dollar amount of base resources needed to cover core staff. Dividing this number by the base per pupil arrived at an enrollment amount (by level) required to have the base per pupil cover core costs. Schools (by level) below the enrollment amount are determined to be a "small school" and utilize this factor to offset low enrollment to cover core staff absent small school funding. The amounts for the analysis resulted in 387 for elementary schools, 895 for middle schools with 6-8 grades, 708 for middle schools with 7-8 grades only and 1,667 for high schools. Using those cutoffs, the total dollars available for small school factor were put into the allocation to create a weight that is then multiplied by the count of students between the school's projected enrollment and the cutoff. For example, if an elementary school has 350 students then it would receive a small school factor for 37 students while an elementary school with 380 students would receive a small school factor for 7 students.

Site-Based Budgeting

For schools with extenuating circumstances that prevent them from balancing their SBB through the discretionary and non-discretionary allocations provided to them, the District has a process called “Highly Impacted”. Highly Impacted funding is given based on a request from the school and the approval from School Leadership. Typically, a Highly Impacted request is submitted in order to meet basic school needs in a time when the yearly allocation amount received for the school is not enough to cover the basic needs at the school. Any school that believes they cannot meet the basic needs of their student population with their budgeted allocation must fill out the required application for Highly Impacted funding.

All discretionary allocations provide the individual school communities the opportunity to decide how to best spend their budget. Some schools may choose to have smaller class sizes while others may choose to hire more Educational Assistants or set aside more money for new curricular materials. In other words, each school can make the budgetary decisions that best meet the needs of their school and their school alone. Financial Analysts meet individually with school principals in order to review priorities and align budget decisions with the priorities set by the school.

Unspent SBB discretionary dollars can be carried over from year to year. Schools are not held to a “use it or lose it” mentality and instead are encouraged to think strategically with their budgets. Budgetary amounts that are unspent can be saved from year to year so that schools can save up for a large purchase, implement new programming, or establish a student count reserve in the event that they have a year with declining enrollment. Total SBB carry over from 2023-2024 is projected to be \$12.28 million as budgeted in the 2024-2025 Adopted Budget before carry over for fundraisers and donations.

In 2024-2025, approximately 72% of General Fund expenditures or \$444 million are spent in Site-Based Budgeting. Direct School Expenditures account for 69.8% of Combined General Fund expenses and the vast majority of those dollars are through the SBB. Additionally, 24.4% of the 2024-2025 budget is allocated to School Support. Dollars classified as School Support are not managed by schools directly as a component of Site-Based Budgeting and are centrally managed budgets in support of students and schools. System-Wide, DCSD budgets for all of Special Education staffing managed by the Student Support Services department and deployed to schools as needed to support the students. DCSD also manages costs associated with maintaining buildings and security throughout the District. All of these departments’ staff are categorized as School Support. The District also manages what truly is System-Wide such as Information Technology, Human Resources, Business Services and other departments that make up the infrastructure needed in order to manage over 8,000 employees. These costs are approximately 5.8% of total Combined General Fund expenditures in 2024-2025.

Site-Based Budgeting

Per Pupil SBB Discretionary Allocations

Weighted dollar amounts are proportionate to the base allocation determined by multiplying a given weight times the base allocation. The Base Allocation is the base per pupil allocation derived from a combination of funding sources including Per Pupil Revenue, Mill Levy Override (pre-2018 MLO and 2018 MLO) and other General Fund sources. For example, with a base allocation of \$1,000 and a weight of 10%, the weight dollars per-pupil would be \$100 (\$1,000 x 10%). A school's final per-pupil allocation is weighted average comprised of the base weights and the per-pupil dollars received from other formula weights. The final weighted average will be used for final October enrollment reconciliation/true-up.

Base Allocation:

Elementary (ES) \$5,719 Middle (MS) \$5,418 High (HS) \$5,158

Weight	Weight-Eligible Students	Context	Funding Use Examples
At Risk: FRL (30%) ES \$1,716 MS \$1,625 HS \$1,547	The FRL weight allocates dollars to every student identified as free- or reduced- price lunch eligible in a school.	These dollars should help address highly-impacted students and support schools seeking to meet the needs of these children.	<ul style="list-style-type: none"> Support professional development, summer enrichment or extended learning opportunities Other programs and services to meet the needs of students coming from an economically disadvantaged background
At Risk: IEP/504 (10%) ES \$572 MS \$542 HS \$516	The IEP/504 formula weight provides additional, discretionary dollars to schools for every student enrolled with IEPs or with a Section 504 plan.	Schools are tasked with ensuring the success of students with disabilities in all settings, even beyond those addressed via direct special education non-discretionary staffing allocations.	<ul style="list-style-type: none"> Support identification of students Drive smaller classes for more targeted support
At Risk: Attendance (9%) ES \$515 MS \$488 HS \$464	Schools receive additional dollars for the number of students identified as truant from the previous school year.	This allocation helps fill in gaps created by poor attendance and can support the use of interventions to increase attendance and support children who are truant or in danger of becoming truant.	<ul style="list-style-type: none"> Support attendance contracts with adult mentors/small groups Enable collaboration with outside agencies and liaisons Individual tutoring
At Risk: Mobility (10%) ES \$572 MS \$542 HS \$516	Schools receive mobility dollars based on the number of students identified as mobile/transient in the previous school year.	Students who are mobile/transient require additional intervention and support to ensure the continuity of an instructional program that meets their needs.	<ul style="list-style-type: none"> Support parent engagement Social-emotional/trauma-based interventions Collaboration with outside agencies and liaisons, and individual tutoring

Site-Based Budgeting

Weight	Weight-Eligible Students	Context	Funding Use Examples
<p>Academic Intervention:</p> <p>Special Programming (0.5% - 2.0% Elem; 2.5% Middle; 3.0% MYP Fr/So + 15% IB Jr/Sr High)</p> <p>ES \$29; \$57; \$114 MS \$135 HS \$774</p>	<p>This allocation provides elementary schools and middle schools with additional dollars for each student enrolled. High schools receive additional dollars for each freshman and sophomore enrolled and juniors and seniors enrolled in one or more IB courses.</p>	<p>Select schools offer additional nationally recognized programs that require additional resources. Programming includes IB, Leader in Me and Artful Learning.</p>	<ul style="list-style-type: none"> • Help cover materials and membership dues • Help provide professional development for differentiated/advanced content
<p>Academic Intervention:</p> <p>PreK (11%)</p> <p>ES \$629 MS \$596 HS \$567</p>	<p>This allocation provides elementary schools with additional dollars for each student enrolled who did not attend a PreK program.</p>	<p>Students who attend full-/half-day PreK are well on their way to outperforming their peers, particularly in the first five years of formal education.</p>	<ul style="list-style-type: none"> • Interventions to fill in gaps and support student transition into formal schooling • Educational assistants (EAs) in tier-1 general education classrooms
<p>Academic Intervention:</p> <p>K1 Supplement (10%)</p> <p>ES \$572 MS \$542 HS \$516</p>	<p>Schools receive additional dollars for every student enrolled in grades K and first.</p>	<p>Even students who attend PreK need extra support in the first few years of formal schooling to ensure basic reading and math skills are on grade-level as they transition into primary then middle and high grades.</p>	<ul style="list-style-type: none"> • Support extra costs and allow schools to reduce class sizes for the youngest learners • Interventions, small group/pull-out services, and educational assistant staffing

Site-Based Budgeting

Weight	Weight-Eligible Students	Context	Funding Use Examples
Academic Intervention: ELL Support (10%) ES \$572 MS \$542 HS \$516	Schools receive ELL support dollars for each student identified as emerging or below on the WIDA/ACCESS for ELLs assessment tool.	The ELL support allocation recognizes that ELLs require additional resources to support instruction throughout all programs, services, and experiences in the school building.	<ul style="list-style-type: none"> Support professional development opportunities Supplemental curricular resources Family liaison work
Academic Intervention: I-Ready Reading & Math (12%) ES \$686 MS \$650 HS \$619	Schools receive reading and math allocations through this weight for the total count of students identified as below grade level on I-Ready reading and on I-Ready math from the previous year.	These dollars allow schools to implement a layered continuum of support and evidence-based interventions/resources with related data and progress monitoring.	<ul style="list-style-type: none"> Support students not meeting benchmarks on common assessments Small group academic intervention Combined with other resources to support a broader group needing intervention
Academic Intervention: GT & AP (5%) ES \$286 MS \$271 HS \$258	Schools receive additional resources for each student identified as gifted and talented (GT) in the previous full school year and for each student enrolled in an Advanced Placement (AP) course in the previous full school year.	These funds are meant to support acceleration and nurturing academic engagement for high-flying students across all content areas.	<ul style="list-style-type: none"> Help cover materials and support for small group intervention Help provide professional development for differentiated/advanced content/College Board training
Other: Small School Factor (16% or 21%) ES \$915 MS \$1,138 HS \$1,083	This supplemental weight for small schools provides additional dollars for the student count between the school's total enrollment and the amount set as the minimum enrollment needed for the base allocation to be sufficient to cover base staffing expenses.	Some schools do not enroll enough students for the base weight to cover the costs associated with the educational programs and services for their students.	<ul style="list-style-type: none"> Provide equitable opportunities such that small schools can provide comparable programming to the district's average- and large-size schools

Learn Today, Lead Tomorrow

Site-Based Budgeting

The following illustrative example identifies the breakout of Direct School, School Support, and System Wide Expenditures on a per pupil basis. Approximately 70% of Combined General Fund expenditures (excluding Charter School pass through) are spent directly in schools.

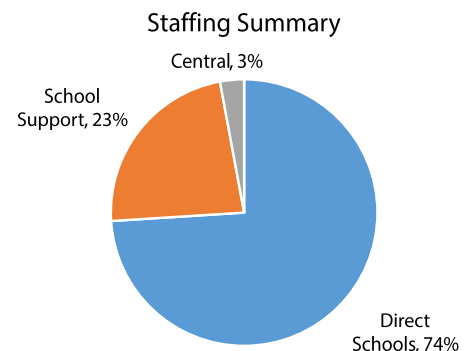
Expenditures	2023-2024 Final Revised		2024-2025 Proposed		2024-2025 Adopted	
	Per Pupil Amount	Percent of Total Expense	Per Pupil Amount	Percent of Total Expense	Per Pupil Amount	Percent of Total Expense
School Managed Expenditures						
Site Based Budget Allocation	\$ 4,711	33.7%	\$ 5,445	35.4%	\$ 5,445	35.4%
Discretionary (SBB Allocation)	1,223	8.8%	\$ 1,212	7.9%	1,212	7.9%
Non-Discretionary (SBB Allocation)	3,075	22.0%	\$ 3,598	23.4%	3,598	23.4%
Alternative School Allocation	381	2.7%	\$ 474	3.1%	474	3.1%
Department Head Pay	9	0.1%	\$ 9	0.1%	9	0.1%
Total Direct School Expenditures	\$ 9,399	67.3%	\$ 10,738	69.9%	\$ 10,737	69.8%
School Support Expenditures						
SPED and ECE SPED - Non SBB Allocation	\$ 859	6.2%	\$ 908	5.9%	\$ 910	5.9%
Transportation Interfund Transfer	588	4.2%	601	3.9%	601	3.9%
Operations and Maintenance	478	3.4%	507	3.3%	508	3.3%
Student Support Services	538	3.9%	499	3.2%	502	3.3%
Utilities	297	2.1%	303	2.0%	305	2.0%
Athletics and Activities	156	1.1%	162	1.1%	162	1.1%
Security	224	1.6%	216	1.4%	216	1.4%
Post Secondary Education	242	1.7%	288	1.9%	288	1.9%
Curriculum, Instruction and Professional Growth	118	0.8%	85	0.6%	85	0.6%
Internet and Phones Service	34	0.2%	35	0.2%	35	0.2%
Assessment	48	0.3%	56	0.4%	56	0.4%
Choice Office and Home Education Partnership	32	0.2%	39	0.3%	39	0.3%
Planning and Construction and Chief Operating Officer	31	0.2%	33	0.2%	33	0.2%
Classroom Applications Licensing and Support	13	0.1%	8	0.1%	8	0.1%
Total School Support Expenditures	\$ 3,657	26.2%	\$ 3,740	24.3%	\$ 3,749	24.4%
System Wide Expenditures						
Information Technology	\$ 238	1.7%	\$ 169	1.1%	\$ 169	1.1%
Business Services	131	0.9%	136	0.9%	136	0.9%
Human Resources	89	0.6%	91	0.6%	89	0.6%
Workday, Infinite Campus and Other Systems Licensing and Support	69	0.5%	77	0.5%	77	0.5%
Worker's Compensation	53	0.4%	59	0.4%	59	0.4%
Risk Management	82	0.6%	89	0.6%	92	0.6%
Firewall, Servers, Other Operations Licensing and Support and Data Center	61	0.4%	70	0.5%	70	0.5%
School Leadership	64	0.5%	52	0.3%	52	0.3%
Legal	32	0.2%	42	0.3%	42	0.3%
Communications	33	0.2%	34	0.2%	34	0.2%
Superintendent	19	0.1%	30	0.2%	30	0.2%
Board of Education	18	0.1%	14	0.1%	14	0.1%
Sick Leave Severance	11	0.1%	12	0.1%	12	0.1%
Mobile Moves	11	0.1%	12	0.1%	12	0.1%
Total System Wide Expenditures	\$ 910	6.5%	\$ 885	5.8%	\$ 886	5.8%
Total Per Pupil Expenditures	\$ 13,967	100.0%	\$ 15,363	100.0%	\$ 15,372	100.0%

Staffing Information

The majority of the District's employees are instructional staff members that interact with students on a daily basis. The Administrative staff consists of Principals, Assistant Principals, the Superintendent, Cabinet, etc. that provide leadership for each of the District's schools and departments. Licensed – Instructional staff consists of teachers, counselors, nurses, etc. who directly help students achieve their maximum potential. Professional staff is comprised of central office directors and staff that provide direction and support for services that enhance educational opportunities such as department directors, budget analysts and curriculum coordinators. Classified staff represent the educational assistants, office staff within schools, all crafts, trades, custodians, nutrition workers, etc. that also provide services to further enhance educational opportunities for students.

The following staffing summary represents staff Full Time Equivalents (FTE). Employee FTE is calculated differently than student enrollment FTE. Employee FTE is calculated by the number of hours worked in a week divided by 40 hours. For example, a full time employee who works eight hours a day for five days a week is a 1.0 FTE because the employee works 40 hours a week. A part time employee who works four hours a day for five days a week is a 0.5 FTE because the employee works 20 hours a week. The calculation for FTE does not take into consideration scheduled days per year (employee calendar) and both a 185 day teacher and 260 day director can be both 1.0 FTE. It is important to note that the differences in the following FTE percentages and the percent of budget split between Direct Schools, School Support and System-Wide in the Site-Based Budgeting section is that the FTE percentages are only referencing the number of staff and do not take into consideration the dollar amount of salary and benefits or operational (non-salary) costs included in total budget.

Staffing Summary		
Employee Type (FTE)	2024-2025 Adopted Budget	2024-2025 Percent of Total FTE
Direct Schools		
School Administration	176	2.6%
Licensed - Instructional	3,342	49.3%
Professional	4	0.1%
Paraprofessionals	955	14.1%
Office/Administrative Support	287	4.2%
Crafts, Trades, and Services	256	3.8%
School Support		
Non-School Administration	3	0.0%
Licensed - Instructional	306	4.5%
Professional	190	2.8%
Paraprofessionals	339	5.0%
Office/Administrative Support	79	1.2%
Crafts, Trades, and Services	649	9.6%
Central		
Non-School Administration	16	0.2%
Licensed - Instructional	2	0.0%
Professional	128	1.9%
Paraprofessionals	6	0.1%
Office/Administrative Support	39	0.6%
Crafts, Trades, and Services	7	0.1%
Total FTE	6,784	100%



School Support Departments: Operations & Maintenance, Transportation, Student Support Services, Athletics and Activities, Security, Learning Services, Construction, Career Tech Education, Before and After School Child Care (BASE), Curriculum Instruction & Assessment, Early Childhood Education, Educator Effectiveness, Language, Culture, & Equity, Gifted and Talented, Health Wellness & Prevention, Medicaid Reimbursement, Nutrition, Literacy Intervention, Special Education, Legacy, and Chief Operations Officer

System-Wide Departments: Board of Education, Business Services, Choice Programming, Communications, District Library Media Center, Foundation, Human Resources, Information Technology, Legal, Outdoor Education, Risk, School Leadership and Superintendent

School District Staff for 2024-2025

Position Type	FTE
100 Administrators	195
Instruction	8
Support - Students	2
Support Services - General Administration	5
Support Services - School Administration	175
Support Services - Business	1
Support Services - Central and Other	4
200 Licensed - Instructional	3650
Instruction	3164
Support - Students	395
Support - Instructional Staff	64
Support Services - School Administration	27
Operations and Maintenance Services	1
300 Professional	321
Support - Students	22
Support - Instructional Staff	79
Support Services - General Administration	3
Support Services - Business	35
Operations and Maintenance Services	15
Student Transportation Services	16
Support Services - Central and Other	75
Food Services Operations	17
Enterprise Operations	51
Facilities Acquisition and Construction Services	3
Instruction	2
Community Services	5
400 Paraprofessionals	1300
Instruction	1069
Support - Students	54
Support - Instructional Staff	39
Student Transportation Services	73
Support Services - Central and Other	15
Enterprise Operations	50
500 Office/Administrative Support	405
Support - Students	26
Support - Instructional Staff	27
Support Services - General Administration	8
Support Services - School Administration	270
Support Services - Business	5
Operations and Maintenance Services	12
Student Transportation Services	31
Support Services - Central and Other	18
Food Services Operations	4
Community Services	3
Facilities Acquisition and Construction Services	1
600 Crafts, Trades, and Services	912
Support Services - Business	3
Operations and Maintenance Services	376
Student Transportation Services	227
Food Services Operations	302
Enterprise Operations	4
Grand Total	6784

DCSD is budgeting for 6,784 full time equivalent positions in 2024-2025. The positions are organized below by job classification for the type of position and further by program for the type of service provided. This does not include charter school employees, but does include all District funds.

Administrators - An administrator is an individual who performs managerial activities, and is responsible for developing or interpreting policies or regulations and executing those policies or regulations through the direction of individuals at all levels, and may supervise other employees.

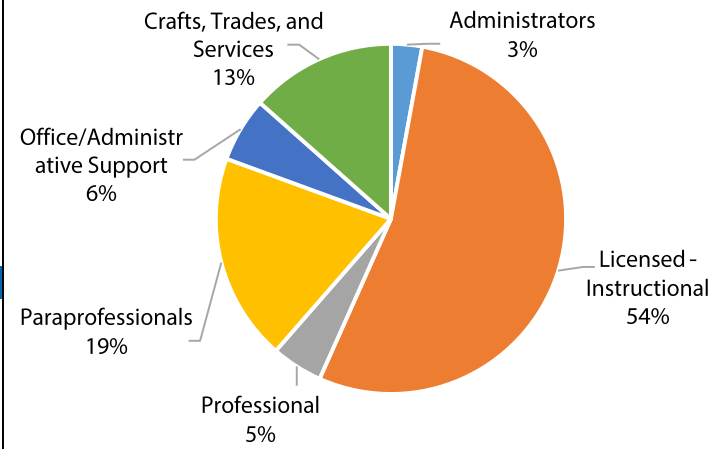
Licensed—Instructional - Licensed staff perform duties requiring a high degree of knowledge and skills acquired through at least a baccalaureate degree including skills in the field of education or educational psychology.

Professional - Professional staff perform assignments requiring a high degree of knowledge and skills usually acquired through at least a baccalaureate degree but not requiring skills in the field of education.

Paraprofessional - Paraprofessionals perform activities supporting professional individuals/functions within the organization.

Office/Administrative Support - Office support perform the activities of preparing, transferring, transcribing, systematizing or preserving communications, records, and transactions.

Crafts, Trades, and Services - Trades staff perform tasks that require skill levels which can be acquired through on-the-job training and experience or through apprenticeship or other formal training programs.



*FTE Count and Employee Count are different. Employee Count is the number of employees, while FTE Count is the scheduled work hours per week for each employee. The FTE presented is only of District employees and excludes employees of individual charter schools. FTE of charter schools are budgeted out of their own salaries and benefits accounts within their separate financials.

Employee Benefits

Health Care

Douglas County School District offers Five distinct health care choices for employees including United Health Care Colorado Doctors Plan, United Health Care Choice Plus High Deductible Health Plan (HDHP), United Health Care Preferred Provider Organization (PPO), Kaiser Permanente Health Maintenance Organization (HMO) and Kaiser Permanente HDHP. The two HDHP plans also include access to a Health Savings Account (HSA). For 2024-2025, the District's annual contribution is \$1,200 for each eligible full-time employee. The District's Vision Plan is voluntary with no District subsidy. The District also offers two dental plans. One is basic preventative coverage, paid fully by the District, and the second is a buy-up employee paid plan that includes a full range of dental coverages. Across all medical and dental plans, no premium increases were passed on to employees for 2024-2025.

Public Employees' Retirement Association (PERA)

The Colorado Public Employees' Retirement Association (PERA) provides retirement and other benefits to the employees of more than 500 government agencies and public entities in the state of Colorado. Established by state law in 1931, PERA operates by authority of the Colorado General Assembly and is administered under Title 24, Article 51 of the Colorado Revised Statutes. In accordance with its duty to administer PERA, the Board of Trustees has the authority to adopt and revise Rules in accordance with state statutes. Members of PERA include employees of the Colorado state government, public school teachers in the state, many university and college employees, judges, many employees of cities and towns, State Troopers, and the employees of many other public entities.

PERA is a substitute for Social Security for most of these public employees. Benefits are pre-funded, which means while a member is working, he or she is required to contribute a fixed percentage of their salary to the retirement trust funds. Employers also contribute a percentage of pay to the trust fund. The trust funds are then invested by PERA under the direction of the Board of Trustees. PERA's investment strategy uses actuarially established investment objectives with long-term goals and policies.

As of December 31, 2023, PERA maintains \$27.5 billion in unfunded liability with the school division requiring 27 years to reach full funding status. In 2023, \$4 billion contributions were paid into PERA and \$5.3 billion of benefit payments were paid out to members. The rate of return in 2023 was 13.4% with a gain of \$8.3 billion in net investment income.

Senate Bill 18-200 was passed by the Colorado General Assembly on May 9, 2018 and this reform established the increased rate of 20.40% which was in effect for the 2019-2020 Adopted Budget. SB18-200 also included the automatic adjustment feature to increase employer and member (employee) contributions each by up to 0.5% in one year if PERA is behind schedule.

Sources: <https://copera.org/annual-report>

<https://www.copera.org/pera-by-the-numbers-a-closer-look-at-the-2022-annual-report>

Employee Benefits

Douglas County School District's PERA Contribution

School districts contribute a percentage of their total payroll to Colorado PERA according to State law. In 2004 and 2006, legislation was passed that required employers to remit additional contributions to PERA. These additional contributions are the Amortization Equalization Disbursement (AED) and Supplemental Amortization Equalization Disbursement (SAED). The AED is an additional amount contributed by PERA employers that had gradual increases until January 2016. The SAED is also an amount contributed by employers and is, to the extent permitted by law, to be funded by moneys otherwise available for employee wage increases. The SAED had gradual increases until January 2018. Senate Bill 18-200's increase was to the statutory employer rate and holds the AED and SAED flat. The school division rate remains flat at 21.40%. For 2024-2025, Douglas County School District's contribution is budgeted to be \$96.2 million.

Douglas County School District is required to record its share of PERA's net pension liabilities. As of June 30, 2023, the District reported a liability of \$846,043,961 for its proportionate share of the net pension liability. The net pension liability was measured as of December 31, 2022. If DCSD were not required to post the District's proportionate share of PERA's net pension liabilities, the net position reported would have been an increase of over \$45.5 million from June 30, 2022. It is important to understand that the District's financial condition has not deteriorated.

Government-Wide Net Position	FY 2023	FY 2022
Beginning Net Position	\$ (195.1)M	\$ (508.1)M
Change in Net Position	\$ 67.4 M	\$ 313.0 M
Ending Net Position	\$ (127.7) M	\$ (195.1) M
	FY 2023	FY 2022
Beginning Net Position Before PERA	\$ 672.1 M	\$ 622.5 M
Change in Net Position	\$ 67.7 M	\$ 313.0 M
Current Year PERA Expense	\$ (21.0) M	\$ (263.4) M
Ending Net Position	\$ 718.8 M	\$ 672.1 M

The amounts presented for each year were determined as of December 31, the measurement date used by PERA.

Schedule of the District's Proportionate Share of Net Pension Liabilities

	FY 2023	FY 2022
District's proportion of the net pension liability	4.646%	5.472%
District's proportionate share of the net pension liability	\$846,043,961	\$636,750,686
District's covered payroll	\$352,714,773	\$336,468,879
District's proportionate share of the net pension liability as a percentage of its covered payroll	239.87%	189.25%
Plan fiduciary net position as a percentage of the total pension liability	61.79%	74.86%

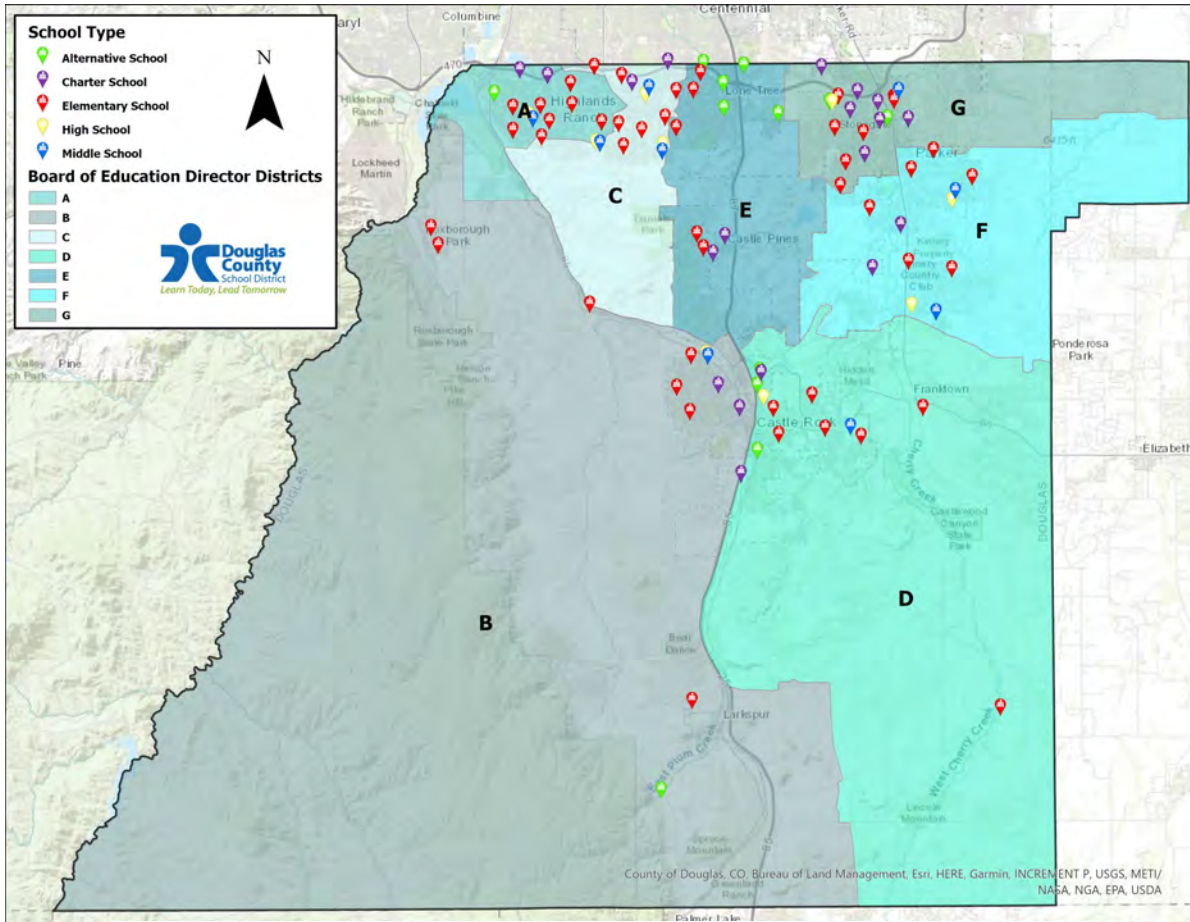
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Organizational Section

Douglas County, Colorado

Douglas County School District encompasses over 850 square miles and is the third largest school district in Colorado serving approximately 62,000 students in grades preschool through twelve. District facilities equate to nearly seven million square feet of space, with 92 schools.



Colorado School District Map



Board of Education

The District is a corporate body with perpetual existence and may hold property in its name for any purpose authorized by law, may sue and be sued, and may be a party to contracts for any purpose authorized by law. State statutes grant to the Board of Education the power to govern the District.

The Douglas County School District Board of Education is the policy-making body of the school district. Its decisions guide the public education of the students in the community. State law sets the powers and duties of the Board of Education. It is responsible for educational planning and evaluation, staffing and appraisal, school facilities, financial resources and communication. The Board acts as a court of appeal for staff members, students and the public on issues involving board policy or implementation of that policy. Members of the Board serve without compensation.

A seven-member Board of Education whose members are elected by the qualified electors within the District's boundaries govern the District which is divided into seven director districts. One director is elected from each district in staggered, four-year terms. The regular biennial election of District directors is held on the first Tuesday after the first Monday in November of odd-numbered years. To be eligible for election, a school board candidate must be at least 18 years of age, a 12-month resident, a registered voter of the District, a resident of the director district in which he/she represents, and have no direct or indirect interest in District contracts.

Board meetings are open to the public and generally are held on the second and fourth Tuesdays of every month, scheduled to begin at 5:00 pm. Scheduled variations may occur and special meetings may be called by the President of the Board of Education. Public meetings are held in the Board Room of the Wilcox Administration Building at 620 Wilcox Street in Castle Rock. The scheduled meeting agendas and minutes are available here:

<https://douglaspublic.ic-board.com/>

Accreditation

Each year, the Colorado Department of Education (CDE) publishes reports that determine district and school performance rating under the state accountability system. District and School Performance Frameworks are a central piece of Colorado's accountability system outlined in the Education Accountability Act of 2009, (SB 09-163). The frameworks provide information about how districts and schools performed on the same set of indicators and measures. The results are used to identify lower performing systems. The Performance Profile Report presents the overall performance rating for each district and school, along with rating on key performance indicators. In 2016, Low Participation was added to ratings for schools and districts with test participation rates below 95 percent in two or more content areas. The participation rate used for this descriptor includes students as non-participants if their parents formally excused them from taking the tests.

Colorado schools and districts can improve student learning and system effectiveness by engaging in a cycle of continuous improvement to manage their performance. The Education Accountability Act of 2009 requires each Colorado district and school to create an annual improvement plan, this plan is called the Unified Improvement Plan (UIP). The UIP template has been designed to meet state, federal, and program accountability requirements. Additional information about the performance framework is available on the State Accountability website: <https://www.cde.state.co.us/accountability/stateaccountability>.

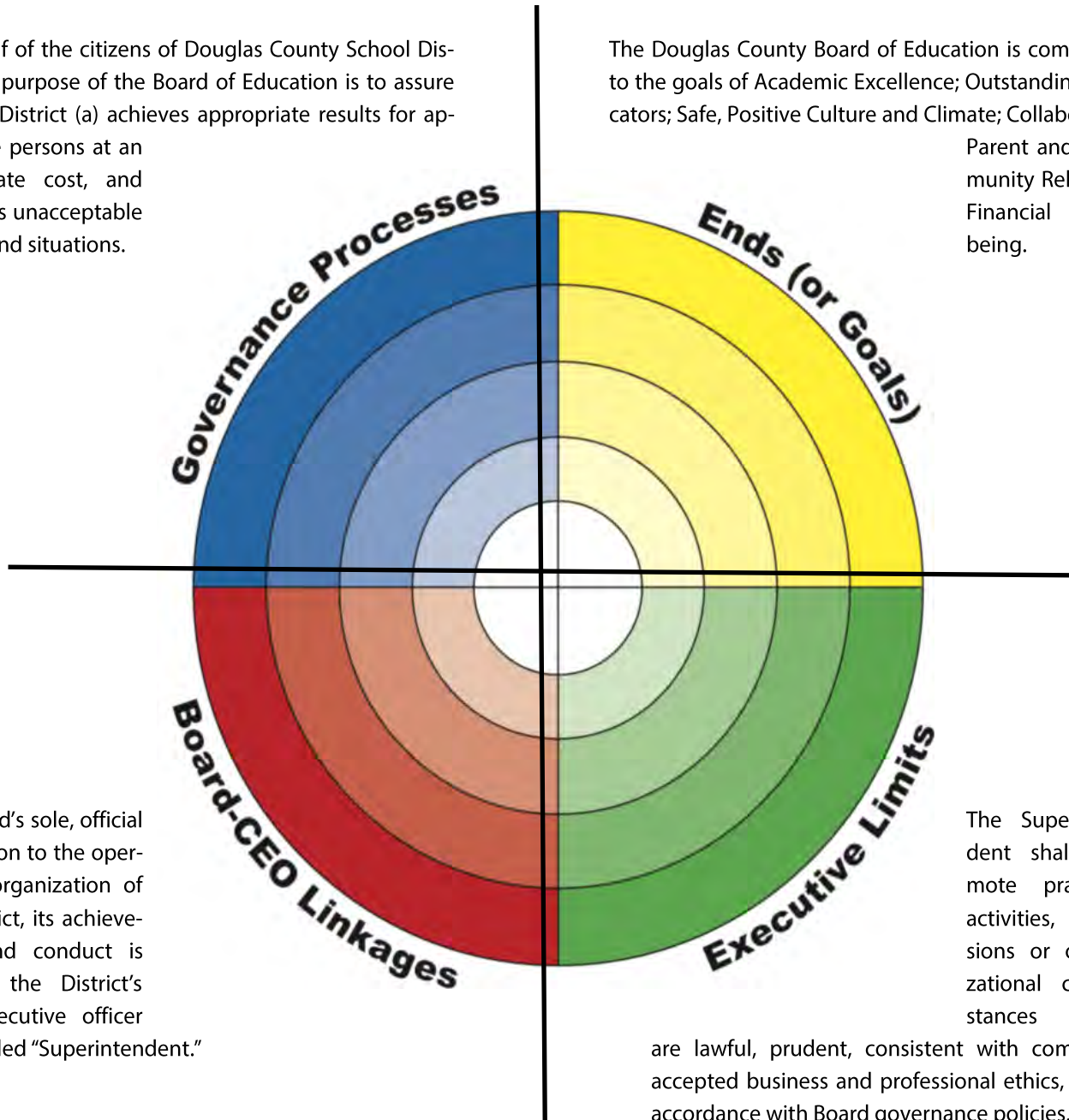
The accountability performance frameworks were reinstated for the 2022-2023 school year and Douglas County School District was accredited with a Low Participation rating by the Colorado Department of Education in the school year 2023-2024.

Board of Education Policy Governance Structure

Douglas County School District's Board of Education has adopted a new governance structure. It is built on a set of policies that cover the four areas where the Board can most effectively carry out its responsibilities as trustees of the community. Policies start from the most general statement (outside ring) and become more specific, moving in one layer at a time. The depth of the Board's involvement can change from policy to policy. Working from the inside allows the Board to define the line between its responsibilities and those of the CEO (Superintendent).

On behalf of the citizens of Douglas County School District, the purpose of the Board of Education is to assure that the District (a) achieves appropriate results for appropriate persons at an appropriate cost, and (b) avoids unacceptable actions and situations.

The Douglas County Board of Education is committed to the goals of Academic Excellence; Outstanding Educators; Safe, Positive Culture and Climate; Collaborative Parent and Community Relations; Financial Well-being.

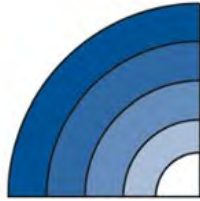


The Board's sole, official connection to the operational organization of the District, its achievement and conduct is through the District's chief executive officer (CEO), titled "Superintendent."

The Superintendent shall promote practices, activities, decisions or organizational circumstances which are lawful, prudent, consistent with commonly accepted business and professional ethics, and in accordance with Board governance policies.

Source: https://cdnsm5-ss14.sharpschool.com/UserFiles/Servers/Server_220400/File/Board%20of%20Education/Policy%20Governance%20Book%20Revised%2012.13.2022.pdf

Board of Education Policy Governance Structure



GOVERNANCE PROCESS

The Board's Governing Style

The Board will govern lawfully with an emphasis on (a) outward vision rather than an internal preoccupation, (b) diversity in viewpoints and sufficient understanding of issues, (c) strategic leadership more than administrative detail, (d) clear distinction of Board and chief executive roles, (e) collective rather than individual decisions, (f) future rather than past or present, and (g) pro-activity rather than reactivity.

The Job of the Board

Specific job outputs of the Board, as an informed agent of the ownership, are those that ensure appropriate organizational performance.

Board President Responsibilities

The Chair of the Board shall be titled "President." The President of the Board ensures the integrity of the Board's process and normally serves as the Board's official spokesperson.

Other Board Officers

In addition to the President, the Board shall have a Vice-President, a Secretary and a Treasurer. The Secretary and Treasurer may be staff members appointed by the Board. The Board may also appoint an Assistant Secretary and an Assistant Treasurer. No Board member may serve more than two terms in any single office of the Board. Staff members serving as Board officers are exempt from term limits.

Agenda Planning

The Board will prepare and follow an annual agenda plan that includes (1) a complete re-exploration of Ends policies annually and (2) continuous improvement in Board performance through Board education, enriched input, and deliberation.

Board Committee Principles

Board committees, when used, will be assigned so as to reinforce the wholeness of the Board's job and so as never to interfere with delegation from Board to Superintendent.

Board Committee Structure

The only Board committees are those that are set forth in this policy. Unless otherwise stated or required by law, a committee ceases to exist as soon as its task is complete.

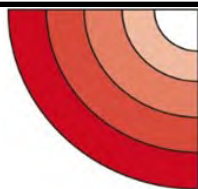
Board Members' Code Of Conduct

The Board commits itself and its members to ethical, businesslike, and lawful conduct, including proper use of authority and appropriate decorum when acting as Board members.

Cost of Governance

The Board will invest in its governance capacity.

Board of Education Policy Governance Structure



BOARD-SUPERINTENDENT LINKAGE

Providing Direction and Delegation to the Superintendent

The Board will instruct the Superintendent through written policies that prescribe the organizational Ends to be achieved and describe organizational situations and actions to be avoided, allowing the Superintendent to use any reasonable interpretation of these policies.

Unity of Control

Only officially passed motions of the Board are binding on the Superintendent.

Accountability of the Superintendent

The Board will hold the Superintendent accountable for all organizational operations of the District. All authority and accountability of staff, as far as the Board is concerned, is considered to be the authority and accountability of the Superintendent.

Monitoring Superintendent Performance

Systematic and rigorous monitoring of Superintendent job performance will be solely against the only expected Superintendent job outputs: accomplishment of Board policies on Ends and organizational operation within the boundaries established in Board policies on Executive Limitations.



ENDS (OR GOALS)

Academic Excellence

- A. All students have equitable access to a Douglas County public school that promotes growth in their cognitive, physical, social and emotional needs and builds on their strengths.
- B. Academic expectations are clearly articulated and supported with an appropriate curriculum that includes content, scope and sequence.
- C. Every student has equitable opportunity to acquire the knowledge and skills that will ensure performance at his/her highest individual potential.
- D. A diverse set of educational options are provided which enables students to pursue different post-secondary options (e.g. college, career and technology education, independent living, military or direct entrance into the workforce).
- E. Students graduate with acquired content and cultural knowledge, workforce readiness, interpersonal skills, civic responsibility, global awareness, independent living and an understanding of the essentials for health and wellness.

Board of Education Policy Governance Structure



ENDS (OR GOALS) (CONT.)

Outstanding Educators

- A. Quality educators and staff have been recruited, developed, supported, retained and celebrated.
- B. A positive, growth-oriented performance assessment system has been identified, adopted, and implemented.
- C. Research-based professional development opportunities are consistently provided, reflect best practices, allow for innovation, and promote lifelong learning.
- D. Communication between and among students, parents, community, educators and staff is frequent, collaborative, and helpful.
- E. Educators and staff are valued and given multiple opportunities for their voices to be heard.

Safe, Positive Culture and Climate

- A. A purposeful focus on creating a caring, safe, fun, supportive, and positive learning and working environment for all students, district employees, parents, and community is manifest throughout the district.
- B. There is clear evidence and a common understanding of the shared belief that all students can succeed when given a safe and caring learning environment. To that end:
 - 1. District employees, parents, and community work collaboratively, proactively and responsibly to ensure the psychological wellbeing of all students.
 - 2. A focused level of teamwork and professional development is on-going among district employees, community, and law enforcement agencies to ensure the physical safety of students, district employees and visitors.
- C. Behavior Expectations are clearly articulated, supported, and taught.
- D. Multiple communication systems are available and used by students, district employees, parents, and community to ensure all voices are heard.

Collaborative Parent, Family and Community Relations

- A. Parents, guardians, families, and community members partner with each other and the District to empower students to maximize their individual educational experience.
- B. Collaboration with community, business, government, educational, and organizational leaders is sought to provide opportunities for students to create positive change and provide service in our community.
- C. Schools are the center of community learning, entertainment, and gathering.
- D. Multiple effective pathways for communication are available to all parents, guardians, families, community members, and district employees and are conducted with respect and kindness.

Board of Education Policy Governance Structure



ENDS (OR GOALS) (CONT.)

Financial Well-being

- A. The Board of Education and all district employees are good stewards of the financial resources belonging to the district on behalf of students and taxpayers.
- B. All district funds and expenditures are handled equitably, efficiently, transparently, responsibly, and purposefully to maximize the benefit for all students.
- C. All district fiscal transactions are legal, ethical, and appropriate in keeping with district regulations and goals.
- D. Long-term financial stability and accountability has been established, maintained, and actively monitored in order to accomplish Board of Education End Goals.



EXECUTIVE LIMITATIONS

Global Executive Constraint

The Superintendent shall promote practices, activities, decisions or organizational circumstances which are lawful, prudent, consistent with commonly accepted business and professional ethics, and in accordance with Board governance policies.

Emergency Superintendent Succession

In order to protect the Board in the event of sudden loss of Superintendent services, the Superintendent shall designate no fewer than two (2) other executive staff members who are familiar with Board and Superintendent issues and processes and are capable of assuming Superintendent responsibilities on an interim basis. These designees shall be serving the district at an executive director level position or higher during the period of time when designated to serve for purposes of emergency superintendent succession.

Development of Policy

State law and Board governance policy authorizes the Board to delegate its policy-making responsibilities to the Superintendent to the extent consistent with state and federal law. Board Governance Policy BG specifies that policies adopted or revised by the Superintendent pursuant to Board delegation are considered "district policies." Such policies are also designated as "Superintendent File" policies. The Superintendent will develop and operate with written policies that are consistent with law and Board governance policy and ensure reasonable progress toward achieving the Board's Ends.

Board of Education Policy Governance Structure



EXECUTIVE LIMITATIONS (CONT.)

Communication to the Board

With respect to providing information to the Board, the Superintendent will give the Board as much information as necessary to allow Board members to be adequately informed and supported in its work.

Commitment to Accomplishment and Accountability

The Superintendent will administer efforts to maintain an effective accountability program.

Educational Program

The Superintendent will adapt and develop the educational program of the district as necessary so that progress can be made toward meeting content standards, fulfilling the Board's Ends policies and meeting the general academic educational needs of each student in the district.

Instructional Materials Selection and Adoption

The Superintendent will recommend to the Board for approval the instructional materials and textbook programs to be used in the district.

Treatment of Students, Parents/Guardians and Community Members

With respect to staff interactions with students, parents, guardians and the community, the Superintendent will take reasonable steps to ensure conditions, procedures, actions, or decisions that are lawful, and in compliance with Board policy.

Student Conduct, Discipline and Attendance

The Superintendent will manage the programs of the district with efforts to assure that school environments are positive, safe, conducive to the learning process, and free from unnecessary disruption through implementation of District policies and compliance with state and federal law.

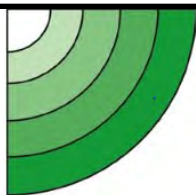
School Safety

The Board of Education recognizes that effective learning and teaching takes place in a safe, secure, and welcoming environment and that safe schools contribute to improved attendance, increased student achievement, and community support. Safe schools are a priority of the district and the district is committed to providing a safe environment in school, on school vehicles, and at school-sponsored activities.

Staff Treatment

With respect to treatment of staff, the Superintendent will promote practices so that working conditions, procedures, or actions supported or taken by the district's administration are lawful ethical, safe dignified, and in compliance with Board policy.

Board of Education Policy Governance Structure



EXECUTIVE LIMITATIONS (CONT.)

Staff Compensation

With respect to employment compensation and benefits for employees, the Superintendent shall promote a compensation and benefits plan that furthers the fiscal integrity of the district.

Staff Evaluation

With respect to evaluation of employees, the Superintendent shall further the development and implementation of an evaluation system that links employee performance with the district's mission statement and belief system, complies with state law, and measures employee performance consistent with achieving the Board's Ends policies.

Budgeting

Financial planning for any fiscal year will comply with district policy, including the Board's Ends policies, ensures a positive sustainable financial condition, and be derived from a three-year plan for the General Fund.

Financial Administration

With respect to the actual, ongoing condition of the district's financial health, the Superintendent will administer efforts to assure fiscal conditions that are consistent with achieving the Board's Ends policies, respecting the Board's ultimate authority to determine financial matters of the district, furthering the long-term financial health of the district, and maintaining accuracy of spending from the annual budget or budget policy adopted by the Board.

Asset Protection

The Superintendent administers efforts to assure that district assets are reasonably protected, adequately maintained, and appropriately used by the school community.

Board of Education Biographies



Christy Williams – Director, District E; President

Christy Williams and her husband, Doc, have three kids who attend Douglas County School District. She grew up in Littleton. After high school, Christy went straight into the workforce while also attending Arapahoe Community College. She is a small business owner where most of her clients reside in Douglas County. When Christy's children entered school, she began volunteering. She has served as a room mom, PTO Secretary, PTO President, SAC member and DAC member. Christy's passion is to make sure all students have a path to success after high school even if it's not the traditional route. She also is an advocate for parent engagement.



Kaylee Winegar – Director, District G; Vice President

Kaylee and her husband, Reid, moved back to Parker in 2017. They are both Ponderosa High School alumni and are proud to raise a family in the same great school district they grew up in. They welcomed a daughter in early 2022 and their other daughter attends her local elementary school. Kaylee currently works in accounting for a financial services company and has an MBA from the University of Colorado - Denver. She is honored and eager to contribute to a thriving Douglas County community.



Valerie Thompson – Director, District F; Treasurer

Valerie, her husband Evan, and two children moved to Parker in the summer of 2021. Her children attend a Douglas County neighborhood school. She has a master's in health education and completed her undergraduate degrees in biology and psychology. She is currently finishing her Ph.D. in behavioral psychology. Valerie's professional experience includes work in community health and college-level instruction. Valerie has voluntarily served in various capacities with the district, including as a parent representative on the District Accountability Committee (DAC) and as a DAC liaison to the Mill Bond Exploratory Committee. She is on the PTO board for her children's school.

Board of Education Biographies



Becky Myers – Director, District D; Secretary

Since 1993, Becky and her husband have lived in Castle Rock. They have 2 children who graduated from Douglas County HS and 5 grandchildren. Becky is a retired educator who worked at Ranch View Middle School from 1997-2004 as the Family and Consumer Science teacher, and 2004-2014 as the Teacher Librarian, retiring in 2014. She has a Bachelor of Arts in Family and Consumer Science with a Business Certificate and a Master of Arts in Information and Learning Technologies from CU Denver. Becky continues to work as the treasurer of her church, volunteers in the nursery and still enjoys reading, cooking, and sewing as some of her hobbies.



Susan Meek – Director, District A

Susan, her husband, John, and their two children (ThunderRidge High School graduates) have lived in Douglas County since 2001. She received her MBA in Business Economics and Public Policy from George Washington University. Her undergraduate degrees were in International Business and Management, with a French minor. As a strategy and communications professional in the public education sector since 1997, Susan has been successful in bringing together individuals and organizations with differing perspectives to achieve the common goal of advancing public education. Susan has worked closely with higher education, government, and private industry to create and lead cross-sector partnerships involving education, job training and postsecondary pathway programs to serve K12 students.



Brad Geiger – Director, District C

Brad Geiger and his wife, Shawna, have lived in Highlands Ranch for over 20 years and both of their sons attended Douglas County schools before leaving for college. Brad is an attorney who has practiced for 35 years after graduating from the University of Colorado School of Law. He currently works for a small firm in Parker practicing domestic law. Brad has extensive experience in child protection law and, until his election, was a member of the Colorado Juvenile Parole Board. For the last nine years, Brad has been a member of the District Long Range Planning Committee and was a three-time chairman of that committee. He also served on the Mill Bond Exploratory Committee three times. Brad does a podcast about the University of Colorado football team in his spare time.

Board of Education Biographies



Tim Moore – Director, District B

Tim Moore joined the Douglas County Board of Education in February 2024. Tim has lived in Roxborough Village since 1989 and both his daughters are graduates of DCSD neighborhood schools. In 2021, Tim retired after serving 30 years at the Douglas County Sheriff's Office where he served in nearly every area of operations, command, and leadership, including supervising the school resource officer program. His education is in criminal law and public administration as a graduate of Arapahoe Community College, the Northwestern University School of Police Staff and Command, and the FBI National Academy in Quantico, Virginia. Tim was one of Douglas County's first mental health Crisis Intervention Team officers, has broad experience managing large-scale events and emergencies, served four years as regional tactical team commander, is a former crisis negotiator, former instructor at Red Rocks Community College, and a long time public-safety ethics instructor. Today, Tim proudly works as superintendent at Seven Stones Chatfield, along with three other unique part-time jobs that he enjoys.

Board of Education Districts

District A: Susan Meek

Bear Canyon Elementary
Ben Franklin Academy
Coyote Creek Elementary
Eldorado Elementary
Northridge Elementary
Plum Creek Academy
Ranch View Middle School
Saddle Ranch Elementary
Sand Creek Elementary
STEM School Highlands Ranch
Summit View Elementary
Thunderridge High School
Trailblazer Elementary

District B: Tim Moore

Academy Charter School
Aspen View Academy
Castle Rock Middle School
Castle View High School
Clear Sky Elementary
Larkspur Elementary
Meadow View Elementary
Roxborough Intermediate
Roxborough Primary
Sedalia Elementary
Soaring Hawk Elementary
Stone Canyon Outdoor
Adventures

District C: Braid Geiger

Arrowwood Elementary
Copper Mesa Elementary
Cougar Run Elementary
Cresthill Middle School
Fox Creek Elementary
Heritage Elementary
Highlands Ranch High School
Mountain Ridge Middle School
Mountain Vista High School
Platte River Academy
Redstone Elementary
Rock Canyon High School
Rocky Heights Middle School
Skyview Academy
Stone Mountain Elementary

District D: Becky Myers

Castle Rock Elementary
Cherry Valley Elementary
Daniel C. Oakes High School
Douglas County High School
Early Childhood Center South
Flagstone Elementary
Franktown Elementary
Mesa Middle School
Renaissance Magnet School
Renaissance Secondary School
Rock Ridge Elementary
Sage Canyon Elementary
South Ridge Elementary
World Compass Academy

District E: Christy Williams

Acres Green Elementary
American Academy Castle Pines
Buffalo Ridge Elementary
DCS Montessori Charter School
DC Student Support Center
Eagle Academy
Eagle Ridge Elementary
Early Childhood Center North
eDCSD
HOPE Online Learning Academy
Legacy Campus
Lone Tree Elementary
Timber Trail Elementary
Wildcat Elementary

District F: Valerie Thompson

Cimarron Middle School
Frontier Valley Elementary
Gold Rush Elementary
Iron Horse Elementary
Legacy Point Elementary
Legend High School
Leman Classical Academy
Mountain View Elementary
Northeast Elementary
Pioneer Elementary
Ponderosa High School
Sagewood Middle School

District G: Kaylee Winegar

American Academy Lincoln Meadows
American Academy Motsenbocker
Challenge to Excellence
Chaparral High School
Cherokee Trail Elementary
Global Village Academy
Mammoth Heights Elementary
North Star Academy
Parker Core Knowledge
Parker Performing Arts
Pine Grove Elementary
Pine Lane Elementary
Prairie Crossing Elementary
Sierra Middle School
Venture Academy of Leadership and
Entrepreneurship

Board of Education Goals: Indicators of Success

The Indicators of Success outline expectations and measurable outcomes that define progress toward the District's core goals, or end statements. During the meeting held on August 23, 2022, the Board approved accountability metrics reported on by the Superintendent through five monitoring reports. The monitoring reports assess progress using various indicators, including evaluations of District leadership and mentor programs, department initiatives, training courses, and District comparison to State reported metrics. Throughout the 2023-2024 meetings, the Board discussed these indicators and gathered community feedback, no formal changes were made. Additional information pertaining to the Superintendent's Monitoring Reports is available on page 55.

Mission

The mission of the Douglas County School District is to provide an educational foundation that allows each student to reach his or her individual potential.

Vision

The Douglas County School District (DCSD) strives to maximize the potential of every student to pursue his or her chosen endeavor in society, including but not limited to postsecondary education, career, or military service.

Academic Excellence

(Approved at the March 20, 2018 Board of Education Meeting, Monitoring Report presented at the January 10, 2024 Board of Education Meeting)

- All students have equitable access to a Douglas County public school that promotes growth in their cognitive, physical, social and emotional needs and builds on their strengths.
- Academic expectations are clearly articulated and supported with an appropriate curriculum that includes content, scope and sequence.
- Every student has equitable opportunity to acquire the knowledge and skills that will ensure performance at his/her highest individual potential.
- A diverse set of educational options are provided which enables students to pursue different post-secondary options (e.g. college, career and technology education, independent living, military or direct entrance into the workforce).
- Students graduate with acquired content and cultural knowledge, workforce readiness, interpersonal skills, civic responsibility, global awareness, independent living and an understanding of the essentials for health and wellness.

Outstanding Educators and Staff

(Approved at the May 8, 2018 Board of Education Meeting, Monitoring Report presented at the March 12, 2024 Board of Education Meeting)

- Quality educators and staff have been recruited, developed, supported, retained and celebrated.
- A positive, growth-oriented performance assessment system has been identified, adopted, and implemented.
- Research-based professional development opportunities are consistently provided, reflect best practices, allow for innovation, and promote lifelong learning.
- Communication between and among students, parents, community, educators and staff is frequent, collaborative, and helpful.
- Educators and staff are valued and given multiple opportunities for their voices to be heard.

Board of Education Goals: Indicators of Success

Safe, Positive Culture and Climate

(Approved at the August 7, 2018 Board of Education Meeting, Monitoring Report presented at the May 7, 2024 Board of Education Meeting)

- A purposeful focus on creating a caring, safe, fun, supportive, and positive learning and working environment for all students, district employees, parents, and community is manifest throughout the district.
- There is clear evidence and a common understanding of the shared belief that all students can succeed when given a safe and caring learning environment. To that end:
 - District employees, parents, and community work collaboratively, proactively and responsibly to ensure the psychological wellbeing of all students.
 - A focused level of teamwork and professional development is ongoing among district employees, community, and law enforcement agencies to ensure the physical safety of students, district employees and visitors.
- Behavior expectations are clearly articulated, supported, and taught.
- Multiple communication systems are available and used by students, district employees, parents, and community to ensure all voices are heard.

Collaborative Parent, Family, and Community Relations

(Approved at the September 18, 2018 Board of Education Meeting, Monitoring Report presented at the April 23, 2024 Board of Education Meeting)

- Parents, guardians, families, and community members partner with each other and the District to empower students to maximize their individual educational experience.
- Collaboration with community, business, government, educational, and organizational leaders is sought to provide opportunities for students to create positive change and provide service in our community.
- Schools are the center of community learning, entertainment and gathering.
- Multiple effective pathways for communication are available to all parents, guardians, families, community members, and district employees and are conducted with respect and kindness.

Financial Well-Being

(Approved at the October 2, 2018 Board of Education Meeting, Monitoring Report presented at the February 13, 2024 Board of Education Meeting)

- The Board of Education and all district employees are good stewards of the financial resources belonging to the district on behalf of students and taxpayers.
- All district funds and expenditures are handled equitably, efficiently, transparently, responsibly, and purposefully to maximize the benefit for all students.
- All district fiscal transactions are legal, ethical, and appropriate in keeping with district regulations and goals.
- Long-term financial stability and accountability has been established, maintained, and actively monitored in order to accomplish Board of Education End Goals.

Source: https://www.dcsdk12.org/about/leadership/board_of_education/board_of_education_goals

Superintendent's Goals

Superintendent Kane's Goals

During the August 27, 2024 Board Meeting Superintendent Kane proposed 2024-2025 goals and objectives to be in effect for the succeeding school year which include Academic Achievement and Growth, Sustain Positive Culture and Climate, Address Enrollment Challenges and Funding Opportunities, and Develop a Strategic Plan to Align with Board Ends. These priorities aim to promote excellence and high expectations for every student that attends DCSD. This is made possible by Culture and Climate, which provides a foundation upon which excellence can be built. The following goals and objectives are included in the criteria by which the Superintendent is evaluated at a minimum annually.

Academic Achievement and Growth

- Improve academic growth and achievement for students over time and move Douglas County School District toward Accredited with Distinction status.

Sustain Positive Culture and Climate

- Create and foster a work environment that will increase employee satisfaction and reduce turnover.

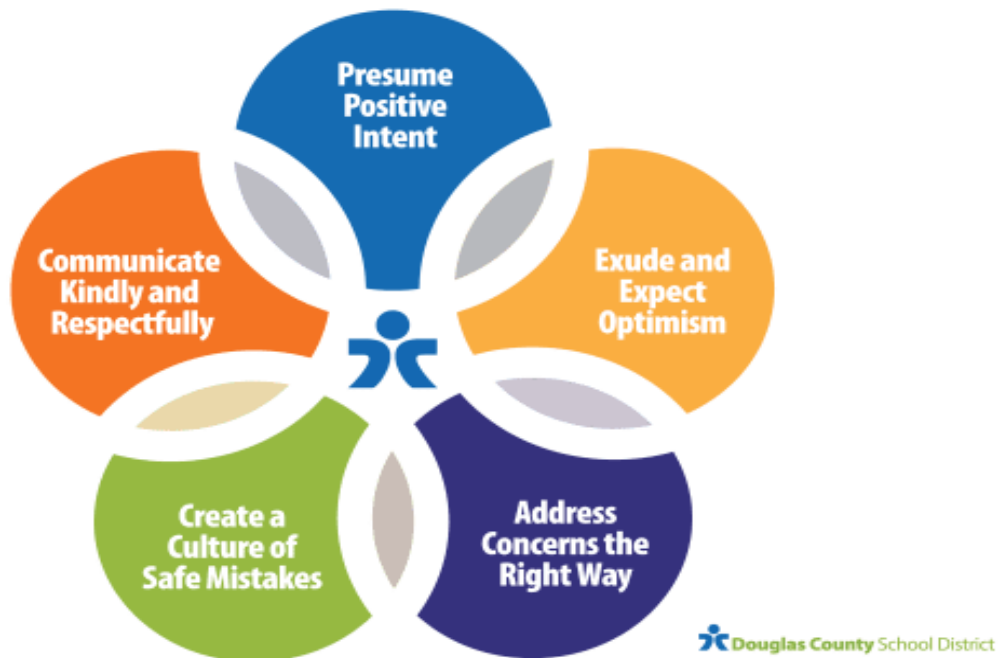
Address Enrollment Challenges and Funding Opportunities*

- Lay the groundwork for a successful bond and mill levy override in November 2023 and execute on the bond/MLO plan in the event of a successful election.

Develop a Strategic Plan to Align with Board Ends

- Evaluate current state and develop an action plan to increase access to opportunities for ALL students.

*The Bond did not pass in 2023 and became a goal for the 2024-2025 fiscal year as well.



Source: <https://douglaspublic.ic-board.com/>

Source: <https://douglaspublic.ic-board.com/attachments/127aa245-e9b7-494a-a562-d7047395f7cb.pdf>

Monitoring Reports

Superintendent Kane presented to the Board of Education five monitoring reports throughout the 2023-2024 school year. The reports, titled #1 Academic Excellence, #2 Outstanding Educators and Staff, #3 Safe, Positive Culture and Climate, #4 Collaborative Parent, Family and Community Relations, and #5 Financial Well-being, provided evidence and status updates on District progress and challenges. Each report included specific examples as evidence to demonstrate compliance and progress in their respective areas.

#1 Monitoring Report - Academic Excellence

All students have equitable access to a Douglas County public school that promotes growth in their cognitive, physical, social and emotional needs and builds on their strengths. Key areas of focus include:

- [DCSD 2023-2024 Unified Improvement Plan](#)
- Career and Technical Education (CTE) Programming Access & Concurrent Enrollment (CE) Course Access
- District Academic Growth, Priority Learning Outcomes, Core Reading and Math Programs
- Postsecondary Options, Enrollment, and Workforce Readiness
- Matriculation and Graduation Rates

#2 Monitoring Report - Outstanding Educators and Staff

The District prioritizes recruiting, developing, supporting, retaining, and celebrating quality educators and staff to improve student outcomes. Key initiatives include:

- Colorado Department of Education approved Induction program for all new licensed staff
- Pathway Partnerships (CSU Global, University of Colorado Denver and Arapahoe Community College)
- Classified & Student Teacher Mentor Programs
- Continuous Improvement of Teacher Effectiveness (CITE) and LEAD Focus Groups
- Employee and Equity Advisory Councils, Employee Recruitment, Appreciation, and Retention Strategies
- Alternative Licensure - DCSD is authorized as a designated agency to offer an alternative licensure teacher program for our employees

#3 Monitoring Report - Safe, Positive Climate and Culture

The District is committed to a purposeful focus on creating a caring, safe, fun, supportive, and positive learning and working environment for all students, district employees, parents, and community is manifest throughout the district. Key efforts include:

- Teaching and Learning Conditions Colorado Survey (TLCC) - Initiated through HB08-1384, the survey is a statewide, anonymous survey intended to support school, district, and state improvement planning, as well as research and policy
- Safety and Security Committee and updates provided by the District throughout the year & Partnerships with Local Law Enforcement
- School Resource Officer Training & Threat Assessment Training and Resources for Administrative Teams
- Healthy Kids Colorado Survey

Source: <https://2022.tlccsurvey.org/> Source: <https://co-uip.my.salesforce-sites.com/?dcode=0900>

Source: <https://cdphe.colorado.gov/healthy-kids-colorado-survey-dashboard>

Source: <https://www.dcsdk12.org/about/board-of-education>

Source: <https://www.cde.state.co.us/cdefinance/fiscalhealthreports>

Monitoring Reports

#4 Monitoring Report - Collaborative Parent, Family, and Community Relations

The District actively partners with parents, guardians, families, and community members to empower students and enhance their educational experiences. Collaboration with community, business, government, educational, and organizational leaders provides students with opportunities to create positive change and contribute to the community. Key initiatives include:

- Communication Channels: Week in Review, Across the Board, DCSD News, Insight Newsletter, Emergency Communications, Parent University, DCSD Website & Mobile App, Social Media Channels (Facebook, LinkedIn, Twitter, Instagram)
- [A Parent's Guide document](#)
- [School Accountability Committees \(SAC\)](#)
- Strategic Partnerships to create career pathways for students and to develop a talent pipeline in Douglas County
- Student Community Service graduation requirement to complete 20 hours of documented community service
- Partnership of Douglas County Governments and Chambers of Commerce
- Veteran Day Celebrations held each year in schools to celebrate and honor military veterans and their families
- Wish Week fundraising campaign held at each school feeder area in support of the Kids For Wish Kids program and Make-A-Wish
- Work-Based Learning opportunities for students

#5 Financial Well-Being

The District financial transparency webpage is kept up to date, regular reports are given to both the Fiscal Oversight Committee (FOC) and the Board of Education and appropriate support is maintained for all transactions. Additionally, budget allocations to schools are handled through a formula generated by a cohort of principals and District leaders with supporting documentation for all allocations for the purpose of serving the unique needs of each student in alignment with the District's Mission and Vision. The District remains in compliance with audit, grant and other laws and policies, including those monitored by outside agencies. Fund balances are maintained as required by law as well as those established by the Board of Education and that expenditures are analyzed with respect to the budget on a regular basis. Financial Well Being Indicators include:

- [2023-2024 Adopted Financial Plan and Budget](#) - \$814 million total Combined General Funds Budgeted Expenditures, with salaries and benefits accounting for the largest component at 84% in total.
- [CDE District Financial Health Analysis & Ratios](#): Asset Sufficiency, Operating Reserve, Operating Margin, and Change in Fund Balance
- [Annual Comprehensive Financial Report \(ACFR\)](#)
- [Financial Transparency](#): Compliance with Colorado's Public School Financial Transparency Act
- Investment portfolio and [Quarterly Financial reports](#) are actively monitored
- [Master Capital Plan](#): District developed and updated 5-Year projections
- [Mill and Bond Oversight Committee \(MBOC\)](#)
- [Site Based Budgeting \(SBB\) Formula](#): Redesigned for implementation in 2021-2022

Source: <https://www.dcsdk12.org/parents-students/parent-hub/a-parents-guide-to-dcsd>

Source: <https://www.dcsdk12.org/about/departments/business-services/budget-and-accounting>

Source: <https://www.dcsdk12.org/about/departments/planning-and-construction/master-capital-plan>

Source: <https://resources.finalsite.net/images/v1717148958/dcsdk12org/c3ryegzsipzrvsum4z7j/fy2023->

Superintendent Biography



Erin Kane
Superintendent

Erin Kane serves as Superintendent of the Douglas County School District. In this role, she is responsible for 92 schools, 7,400 employees, and 62,000 students.

Prior to serving as Superintendent, Erin Kane was the Executive Director of Schools for American Academy, a charter public school in the Douglas County School District that serves almost 3,000 students across three campuses in preschool through eighth grade. Mrs. Kane led the effort to found American Academy back in 2004. Under her leadership, American Academy expanded to include additional campuses and a preschool program.

In 2016-2018, Mrs. Kane led the Douglas County School District as the Interim Superintendent. Under her leadership, the district's academic scores increased, employee morale improved, turnover decreased and the annual spending deficit was eliminated. Mrs. Kane returned to the superintendency in DCSD in spring of 2022.

Mrs. Kane spent nearly a decade in the high technology industry in project development, project management, education, consulting and practice management. She holds a Master's degree in Public Administration, along with an engineering degree in Applied Mathematics and Computer Science, from the University of Colorado.

Mrs. Kane is a Colorado native who has resided in Douglas County with her family for more than two decades.

Superintendent's Cabinet



Steve Colella | Chief of Staff

Steve Colella serves as Chief of Staff for the Douglas County School District.

Born of his own school experience, Steve has a passion for education. Steve started his career as a social studies teacher and basketball/football coach before going to law school and becoming a civil litigation attorney. Upon moving to Colorado in 2011, Steve combined these experiences in his role as Executive Director of Employee Relations with the Cherry Creek School District through 2017.

Steve has been part of the DCSD family since 2017. He served as the Chief Human Resources Officer and Acting General Counsel for the District and then as Deputy Executive Director of Schools and then Executive Director of Schools for American Academy. Steve is a licensed attorney in Colorado and California.

Steve and his wife Alyson have three children all of whom are Colorado natives and attend school within DCSD.



Danelle Hiatt | Deputy Superintendent

Danelle Hiatt serves as Deputy Superintendent and oversees many DCSD departments including Special Education, Early Childhood Education, Language & Cultural Equity, Advanced Academics/Gifted & Talented, Mental Health, Health, Wellness and Prevention, Safety and Security, and The Foundation for Douglas County Schools.

Danelle has been part of the DCSD family since 1997. She has served as an educational assistant, special education teacher, intervention coordinator, assistant principal at Cresthill Middle School, principal at Pine Lane Elementary School, Elementary Director of Schools, and most recently as an Executive Director of Schools in DCSD. She has advanced experience developing, monitoring, and evaluating K-12 curriculum, instruction and assessment practices, along with overseeing PK-12 feeder schools. She knows how to support diverse school communities and advocate for the needs of every student. Danelle has a Colorado Administrator/Superintendent License and a Masters of Arts in Special Education from the University of Colorado, Denver.

Superintendent's Cabinet



Danny Winsor | Assistant Superintendent

Danny Winsor serves as the Assistant Superintendent and oversees many DCSD departments including School Leadership, Pathways/Postsecondary Readiness, Choice Programming, Student Assistance, and Activities and Athletics. Danny previously held the roles of Executive Director of Schools, Director of Choice Programming, high school and middle school principal, assistant principal, school counselor, teacher, and coach. Danny, a 20-year educator, has been part of the DCSD family for 14 years, and was named DCSD Administrator of the Year at the 2018 Apple Awards. He is a proud DCSD parent and resident and Colorado native.

Danny also serves as a National Staff Developer and Consultant for Advancement Via Individual Determination (AVID), in which he facilitates leadership, digital teaching and learning and instructional development. Danny's background in business, counseling psychology and educational leadership, has provided him a multitude of experiences. He has a Colorado principal license, a Masters in Counseling Psychology from the University of Colorado and a Bachelor in Business Administration from the University of Northern Colorado.



Matt Reynolds | Learning Services Officer

Matt Reynolds oversees many DCSD departments including: Curriculum, Instruction and Assessment, Academic Systems, Educator Effectiveness, Professional Development, and the District Library Media Center.

Matt has been part of the DCSD family since 2013 and has served as math curriculum coordinator and Systems Performance Officer prior to his current role. In each of these positions, he has served as an advocate for students and is passionate about helping students reach their potential.

Matt has a Bachelor's degree from Montana State University in Secondary Education with an emphasis in Science Education. He also holds two Master's Degrees - one in Educational Leadership from Northern Arizona University and one in Counseling from the University of Southern Mississippi.

Superintendent's Cabinet



Stacy Rader | Communications Officer

Stacy Rader oversees DCSD's Communications Department. She has over two decades of experience in communications, public relations and marketing with most of that experience in the field of K-12 public education. DCSD's Communications Department is responsible for public information, crisis communications, media relations, parent and community engagement, live streaming of board meetings and graduations, video production, and more.

Stacy is the past President of the Colorado School Public Relations Association (COSPRE). She earned her Bachelor of Arts degree in Communications from the University of Colorado at Denver as well as a certificate in graphic and web design from Platt College.

Stacy is a Colorado native as well as a proud DCSD resident and parent.



Mary Kay Klimesh | General Counsel

Mary Kay Klimesh oversees the DCSD Legal Services Department. Mary Kay is an accomplished and highly skilled counselor and advocate with over three decades of experience representing PreK-12 schools. Mary has experience addressing board governance and policy development, personnel matters, special education and other student-related matters, risk management, contract negotiation and review, as well as intergovernmental, affiliation, and interinstitutional agreements.

Prior to joining DCSD, Mary was a Partner with Seyfarth Shaw LLP in the firm's Chicago, Illinois office. Mary was a special education teacher and gifted and talented teacher and curriculum coordinator in Texas and Iowa for six years prior to going on to law school. Mary has served as chair of the American Bar Association's Section of State and Local Government Law as well as chair of the Illinois State Bar Association's Education Law Section Council. She also served on the Executive Committee of the Illinois Council of School Attorneys for over 20 years.

Mary received her Juris Doctorate with distinction from the University of Iowa College of Law. She received her Bachelor of Science in Education from Trinity University in San Antonio, Texas.

Superintendent's Cabinet



Jana Schleusner | Chief Financial Officer

Jana Schleusner oversees DCSD's Business Services Department, as well as DCSD's Before and After School Enterprise (BASE) and Nutrition Services.

Prior to joining DCSD, Jana held positions in the public accounting world and had over 12 years of experience as an audit manager servicing not-for-profit, employee benefit, and governmental organizations. She has extensive knowledge in researching and resolving complex, specialized accounting and technical issues, as well as internal controls, understanding of business, organizational matters, and executive management background. Jana has held a Certified Public Accountant license since 1997. She has a Bachelor of Science degree in Business Administration with an emphasis in Accounting from Colorado State University.



Brian S. Condon | Chief Human Resources Officer

Brian Condon oversees the DCSD Human Resources Department. With over 15 years of experience advising public school districts in Colorado and New York on employment law matters, he brings a unique blend of legal expertise and human resources strategy to ensure organizational compliance and employee welfare. Prior to becoming the Chief Human Resources Officer, Brian served nearly five years as DCSD's Deputy General Counsel, where he was principally responsible for advising the School District's senior administration on all human resources related legal issues.

He has a Bachelor of Arts degree in History from Arizona State University and received his Juris Doctorate from Hofstra University. Brian and his wife are proud Highlands Ranch residents and the parents of three DCSD students.

Superintendent's Cabinet



Mark Blair | Chief Technology Officer

Mark Blair oversees the DCSD Information Technology Department. He is a dedicated technology executive with proven expertise, both technical and educational. He has spent his entire career here in DCSD, first joining the school district nearly three decades ago as a technology teacher. Since that time, he has held various roles in the DCSD Information Technology Department, most recently as the Director of School Technology.

Mark led the implementation of Google Apps for staff and students in the District, and managed the acquisition and hands-on distribution of 10,000 computers and hotspots to staff and students at the beginning of the COVID-19 pandemic.

Mark earned his Bachelor of Science from the University of California, Irvine and his Master's in Information and Learning Technologies from the University of Colorado, Denver. He is a proud DCSD parent and a Douglas County resident.



Richard D. Cosgrove, P.E., | Chief Operations Officer

Richard Cosgrove, P.E., oversees the DCSD Operations & Maintenance, Transportation, and Planning & Construction departments. He has over 44 years of experience dedicated to public service, 24 of which have been for two of the three largest school districts in Colorado. Prior to becoming COO, Richard served as DCSD's Planning and Construction Director. He has also served as DCSD's Construction Director and as Director of Construction for Denver Public Schools. Richard began his career in 1981 upon graduating from the U.S. Air Force Academy. He retired from the Air Force as a Lieutenant Colonel in 2001 after serving in 13 assignments around the world in facilities planning, construction, operations, and maintenance.

Richard earned his undergraduate and graduate degrees in civil engineering. He holds a Bachelor's degree from the U.S. Air Force Academy and a Master's degree from Columbia University, where he received a Guggenheim Fellowship. Richard is a Registered Professional Engineer (P.E.) in Colorado.

District Policies

Fiscal Policies are formally set by the Board of Education. The following Policies govern the work of the DCSD Budget Office.

Annual Budget

Board File: DB

Policy Statement

The Board recognizes that the extent and quality of educational services affect, and are affected by, the financial condition of the district. Ensuring a positive sustainable financial condition, the superintendent or designee shall be responsible for proposing a balanced budget representing a financial plan that advances the mission of the district utilizing available financial resources. The superintendent or designee shall be responsible for reviewing budgetary requests, providing guidelines and limitations, and presenting the proposed budget to the Board for study, and review, and Board adoption shall be no later than June 30 for the next fiscal year.

In addition, the Board believes:

- While ensuring the fiscal health of the overall school district, decisions made closest to the student are the best decisions
- Each school community is unique with different demographics and student needs
- All school stakeholders – students, parents, staff, school leadership and community members – shall have a voice in the school level budget decisions
- All decision makers shall place the needs of students first
- All decisions shall be made honestly

Therefore, the Board has adopted a school site-based budgeting model allowing decisions to be made closest to the student and has expanded this site-based budgeting model to all district-level departments and their respective leaders. Though the Board intends that monies appropriated in any fiscal year are intended to be spent on behalf of students in that year, in order to promote fiscal responsibility and wise, thoughtful spending, the Board supports the concept of awarding unspent discretionary monies back to the school as additional budget capacity in the next fiscal year pursuant to the accompanying regulation. Together with the proposed budget, a statement shall be submitted by the superintendent or designee describing the underlying assumptions applied in creating the budget, the major objectives of the district's educational program for the ensuing fiscal year, and the manner in which the budget proposes to fulfill such objectives. The adopted budget shall include details surrounding fund balance, reserves and contingencies as well as a three-year budget forecast. The format and procedures used in developing the budget shall meet requirements of the State Board of Education as set forth in the Financial Policies and Procedures Handbook for public school districts in addition to Colorado Revised Statutes and Governmental Accounting Standards Board (GASB) regulations, as applicable.

A. Fund Balance

1. The district shall provide an estimate of the end-of-year fund balances to be carried forward to the ensuing year as a beginning fund balance(s). Fund balance measures the net financial resources available to finance expenditures in future periods. Pursuant to law and GASB 54, the superintendent shall ensure that fund balances are accounted for within the following guidelines.
 - a. **Non-spendable fund balance:** This category includes district assets that will never convert to cash (e.g., prepaid items, warehouse inventories) and/or resources that must be maintained intact pursuant to legal or contractual requirements.
 - b. **Restricted fund balance:** This category is used to describe the portion of fund balance that reflects resources that are subject to externally enforceable legal restrictions such as the State of Colorado's TABOR Reserve requirement. Such restrictions typically are imposed by parties altogether outside the School District.
 - c. **Committed fund balance:** This category includes amounts that can only be used for specific purposes pursuant to Board action and/or resolution.
 - d. **Assigned fund balance:** This category accounts for the portion of the fund balance that reflects the District's intended use of resources as determined by the BOE or designee. When it is appropriate for fund balance to be assigned, the BOE delegates this authority to the Superintendent and/or the Chief Financial Officer. For all funds other than the General Fund, amounts in excess of non-spendable, and/or restricted fund balances shall be reported as assigned.
 - e. **Unassigned fund balance:** This category accounts for the portion of the fund balance left in the General Fund, that is in excess of what can properly be classified in one of the four categories described above. Notwithstanding the State of Colorado's Interest Free Loan Program, this unassigned General Fund balance will be maintained to provide the district with sufficient working capital and a margin of safety to address unexpected critical needs without borrowing. This unassigned fund balance category may only be appropriated by Board resolution.

District Policies

In circumstances where an expenditure is to be made for a purpose for which amounts are available in multiple fund balance classifications, the order in which resources will be expended is as follows: restricted fund balance and committed fund balance, followed by assigned fund balance, and lastly, unassigned fund balance.

2. A proposed budget shall not provide for expenditures, interfund transfers, or reserves in excess of available revenues and beginning fund balance.
3. A proposed budget that includes any portion of beginning fund balance to be used to cover expenditures, interfund transfers, or reserves, shall be accompanied by a "specific resolution" authorizing the use of that portion of the beginning fund balance in the district's budget. This resolution shall specify at a minimum:
 - a. The amount of the beginning fund balance to be spent under the budget;
 - b. The purpose for which the expenditure is needed; and
 - c. The District's plan to ensure the use of beginning fund balance will not lead to an ongoing deficit.

B. District Reserve Requirement

1. The district's General Fund shall be developed with adequate appropriated monies for unforeseen contingencies.
2. The proposed budget shall ensure that the district holds restricted General Fund or cash emergency reserves in the amount required under the provisions of Section 20(5) of Article X of the State Constitution (the TABOR Reserve); except the Board may secure a letter of credit from an investment grade bank for all or a portion of the emergency reserve as long as the Board filed a letter of intent with the State Treasurer and the Department of Education.
3. If the Board elects to meet the TABOR Reserve requirement with the letter of credit option, the costs for this letter of credit shall be covered from monies appropriated explicitly for such purpose.

C. Contingency Requirement

1. At a minimum, the adopted budget for the coming fiscal year shall ensure that the district appropriates in the General Fund a contingency in an amount equal to at least one percent of the amount budgeted to the General Fund.
2. If at any time moneys are to be expended from the General Fund contingency created pursuant to paragraph C.1., such monies cannot be expended absent Board approval unless any single expenditure from the General Fund contingency is less than \$500,000.
3. At such time that the total amount of expenditures from the General Fund contingency within the fiscal year totals more than half the amount of the originally appropriated contingency (0.5% of total General Fund budget) staff shall provide an update containing information on the year-to-date expenditures from the contingency to the Board at the next Board meeting. At such time that this threshold has been crossed, staff will continue to update the Board for each additional \$500,000 spent from contingency throughout the remainder of the fiscal year.
4. A single expenditure is defined as any single payment or total contract amount awarded to an outside vendor. For the purposes of this policy, a contingency request for increasing staffing and/or services related to federal and state compliance matters shall not be subject to the single expenditure limit but will be included in any report to the Board of Education as outlined in C3.
5. Any monies expended from General Fund contingency shall be restored in the immediately succeeding fiscal year to a full one percent of the amount budgeted for the succeeding year's General Fund.

Compliance with and level of reserves and contingencies contemplated by this policy shall be examined every year as part of the budget development process to determine if modifications are prudent in view of uncertainties in current and future revenues and expenses.

NOTE: The format and procedures used in developing the budget must meet requirements of the State Board of Education as set forth in the Financial Policies and Procedures Handbook for public school districts.

Adopted: June 16, 2009

Revised: October 25, 2011

Revised: February 21, 2017

Revised: March 20, 2018

Revised by the Board: August 20, 2019

LEGAL REFS:

Colorado Constitution, Article X, Section 20 C.R.S. 101 through 117 (School District Budget Law) C.R.S. 201 (Financial Policies and Procedures Act) C.R.S. 22-11-302 (1)(a) (district accountability committee budget recommendations) C.R.S. 22-11-402 (1)(a) (school level accountability committee budget recommendations) C.R.S. 22-44-106 (operating reserve) C.R.S. 22-44-301 et seq. (Public School Financial Transparency Act) C.R.S. 22-45-103 (1)(c) (authorized expenditures from capital reserve fund) C.R.S. 29-1-103 (3) (budget to reflect lease-purchase payment obligations) Letter of Credit: First Amendment dated July 1, 2010 between Douglas County School District RE-1 and JPMorgan Chase, and extended for FY 2011 and FY 2012 Governmental Accounting Standards Board (GASB Statement #54)

District Policies

Annual Budget Regulation

Board File: DB-R

Pursuant to Board policy, the superintendent shall administer the budget development process in a manner that allows school and department autonomy and where decisions are made closest to the student. In addition to this autonomy, the superintendent shall provide for carry-over of school discretionary monies using the following guidelines:

1. The award of prior year discretionary carry-over monies shall be made no later than September 30 of each new fiscal year.
2. Though there is an expectation that funds provided to schools each year are intended to meet the needs of students in that fiscal year, carry-over monies provide schools and departments:
 - a. Contingency monies available to address unexpected decreases in enrollment or other unanticipated needs.
 - b. Savings funds to generate over time in order to finance specific large cost expenditures such as outfitting a technology lab or creating collaborative spaces for students.
3. The management of discretionary carry-over monies shall include the following:
 - a. Schools to develop a spending plan on the use of carry-over money for any amounts over 1% of the provided discretionary budget.
 - b. School staff and the school accountability committee review and provide input to the spending plan.
 - c. School leaders to submit spending plan to director of schools or to district leadership team for final review.
 - d. Schools to convey carry-over spending plan to all stakeholders electronically through a transparent process determined by the school accountability committee.

It is strongly recommended that available carry-over funds not related to fundraisers and donations are managed to approximately 3% of discretionary budget capacity.

In order to ensure equitable distribution of resources and protect the fiscal health of the entire school system, carry over funds and the plans for such carry over funds will be reviewed by the Academic Leadership Team and the Business Services Department prior to awarding Highly Impacted funds and other supplemental funds to individual schools.

Adopted: October 3, 1978

Repealed by the Board and re-enacted and revised by the Superintendent: December 3, 2002

Revised: October 9, 2009

Revised: February 21, 2017

Revised by the Board: August 20, 2019

District Policies

Reserving Policy for Douglas County School District Medical Fund

Board File: DFB

Financial stability of the Douglas County School District (DCSD) Medical Fund is dependent on setting the appropriate funding rates and maintaining an adequate level of reserves. The primary purpose for establishing and maintaining reserves for the Medical Fund is to reasonably guarantee the continuous and proper function of the Fund.

The Douglas County School District Medical Fund accounts for the activity associated with the Kaiser HMO and Kaiser High Deductible Health Plans as well as the self-insured United Healthcare Plans* – the High Deductible Health Plan and the PPO Plan. DCSD is responsible for paying premiums to Kaiser based on the enrollment numbers in each of the two Kaiser Plans and is responsible for paying direct claims under the three United Healthcare self-insured health plans. The District additionally purchases specific stop loss coverage to cover catastrophic events associated with its self-insured United Healthcare Plans. It is the self-insurance component of the Medical Fund that necessitates a reserving policy.

I. **The Reserves:** This reserving policy covers the following types of reserves. The Superintendent shall manage the Contingency Reserve to the Medium Contingency margin. The Superintendent shall not allow funds to go below the Low Contingency margin nor will the Superintendent allow funds to go above the High Contingency margin.

- A. Incurred But Not Reported Reserve (IBNR) - On any given day, the Fund has a liability to pay claims that have already been incurred, but not reported as of that day. The plan is also obligated to cover the cost of administering run-out claims in the event the United Healthcare Plan is terminated.
- B. Contingency Reserve – This reserve represents an estimate for an event that may occur. Even if DCSD continues to fund at the expected claim level (based on standard actuarial practices), there is a risk that claims can be higher. The Contingency Reserve covers costs associated with these unexpected claims that have not met the specific stop loss threshold. This Contingency Reserve also allows for the following:
 - a. Maintaining cost effective and competitive benefits during periods of economic downturn, reduced revenues or tightened budgets.
 - b. Maintaining cost effective and competitive benefits during periods of high medical trend, substantial insurance/reinsurance rate increases and an ability to absorb multiple catastrophic medical claim situations occurring simultaneously.
 - c. Maintaining flexibility in the Fund regarding calculating the degree and amount of risk it is willing to assume on a self-funded basis.
 - d. Maintaining the Fund's ability to respond proactively and confidently in its function rather than being a reactionary, passive entity controlled by economic and insurance market fluctuations.

II. **Non-transferability of Medical Fund Balances**

It is affirmed that any reserves in the Medical Fund shall not be subject to a transfer out of the Fund for any other District need.

Approved: December 12, 2013

Revised: November 18, 2014

Revised: October 20, 2015

**Policy requires formal revision in order to account for changes from Cigna/Allegiance to United Healthcare for self-insured funds in July 2022*

District Policies

Capital Asset Reporting and Inventories

Board File: DID

Colorado Revised Statutes (C.R.S.) 22-45-101(2), 22-45-112, 29-1-506(1) and generally accepted accounting principles (GAAP) require that certain records be maintained relating to the acquisition and disposition of assets. All capital assets received and/or disbursed by the District shall be accounted for carefully and accurately, shall be reported and accounted for in the appropriate funds, and shall be done in a manner that is easily reviewed and lends itself to auditing.

The Superintendent shall be responsible for receiving and properly accounting for all capital assets of the District.

The District shall complete an annual inventory of all capital assets as defined below:

1. Capital assets are defined as tangible real or personal property with a life longer than one year and a unit cost or donated value that equals or exceeds \$5,000; or
2. Assets with an individual value less than \$5,000 but are purchased in aggregate amounts for a District-wide benefit in which the total purchase exceeds the capital asset threshold of \$5,000.

Current practice codified 1978

Adopted: date of manual adoption

December 3, 2002

Revised April 23, 2007

Proposed Revision: May 17, 2012

Revised and re-enacted as Board policy: June 5, 2012

LEGAL REF:

C.R.S. 22-45-101(2)

C.R.S. 22-45-112

C.R.S. 29-1-506(1)

Additional Fiscal Management District Policies

The following Fiscal Management Board of Education and Superintendent Policies are in addition to the Fiscal Management policies pertinent to the Adopted Financial Plan and Budget referenced in the Organizational Section of this document. Links to the individual policy statements are listed below for additional reference material.

DFA – Cash Management and Investment Policy:

https://douglaspublic.ic-board.com/Reference_Library/ESB_Policies_and_Regulations/Policies//DFA%20Cash%20Management%20and%20Investment%20Policy%2003.05.19.pdf

DFD – Debt Management Policy:

https://douglaspublic.ic-board.com/Reference_Library/ESB_Policies_and_Regulations/Policies//11.14.2023%20DFD%20Debt%20Management%20Policy%20FINAL.pdf

DFE – Gate Receipts and Admissions (Royalties):

[https://douglaspublic.ic-board.com/Reference_Library/ESB_Policies_and_Regulations/Policies//DFE%20Gate%20Receipts%20and%20Admissions%20\(Royalties\)%2012.03.02.pdf](https://douglaspublic.ic-board.com/Reference_Library/ESB_Policies_and_Regulations/Policies//DFE%20Gate%20Receipts%20and%20Admissions%20(Royalties)%2012.03.02.pdf)

DG – Banking Services, Deposit of Funds, Authorized Signatures and Check Writing:

https://douglaspublic.ic-board.com/Reference_Library/ESB_Policies_and_Regulations/Policies//DG%20Banking%20Services%20Deposit%20of%20Funds%20Authorized%20Signatures%20and%20Check%20Writing%2008.16.16.pdf

Source: <https://douglaspublic.ic-board.com/>

District Policies

Additional Fiscal Management District Policies

The following Fiscal Management Board of Education and Superintendent Policies are in addition to the Fiscal Management policies pertinent to the Adopted Financial Plan and Budget referenced in the Organizational Section of this document. Links to the individual policy statements are listed below for additional reference material.

DH – Bonded Employees and Officers:

https://douglas.ic-board.com/Reference_Library/ESB_Policies_and_Regulations/Policies//DH%20Bonded%20Employees%20and%20Officers%2008.28.2024.pdf

DIE – Annual Audit:

https://douglaspublic.ic-board.com/Reference_Library/ESB_Policies_and_Regulations/Policies//DIE%20Annual%20Audit%2008.20.19.pdf

DJ – District Purchasing:

https://douglaspublic.ic-board.com/Reference_Library/ESB_Policies_and_Regulations/Policies//01.24.2023%20Policy%20DJ%20FINAL.pdf

DJA – Purchasing Authority:

https://douglaspublic.ic-board.com/Reference_Library/ESB_Policies_and_Regulations/Policies//DJA%20Purchasing%20Authority%2009.04.19.pdf

DJC – Petty Cash:

https://douglaspublic.ic-board.com/Reference_Library/ESB_Policies_and_Regulations/Policies//DJC%20Petty%20Cash%2001.23.06.pdf

DJG/DJGA – Vendor Relations, Sales Calls and Demonstrations:

https://douglaspublic.ic-board.com/Reference_Library/ESB_Policies_and_Regulations/Policies//DJG-DJGA%20Vendor%20Relations.%20Sales%20Calls%20and%20Demonstrations%2001.23.06.pdf

DK – Payment Procedures:

https://douglaspublic.ic-board.com/Reference_Library/ESB_Policies_and_Regulations/Policies//DK%20Payment%20Procedures%2001.18.05.pdf

DKA – Payroll Procedures/Schedules:

https://douglaspublic.ic-board.com/Reference_Library/ESB_Policies_and_Regulations/Policies//DKA%20Payroll%20Procedures-Schedules%2012.13.94.pdf

DKC – Employee Expense Authorization:

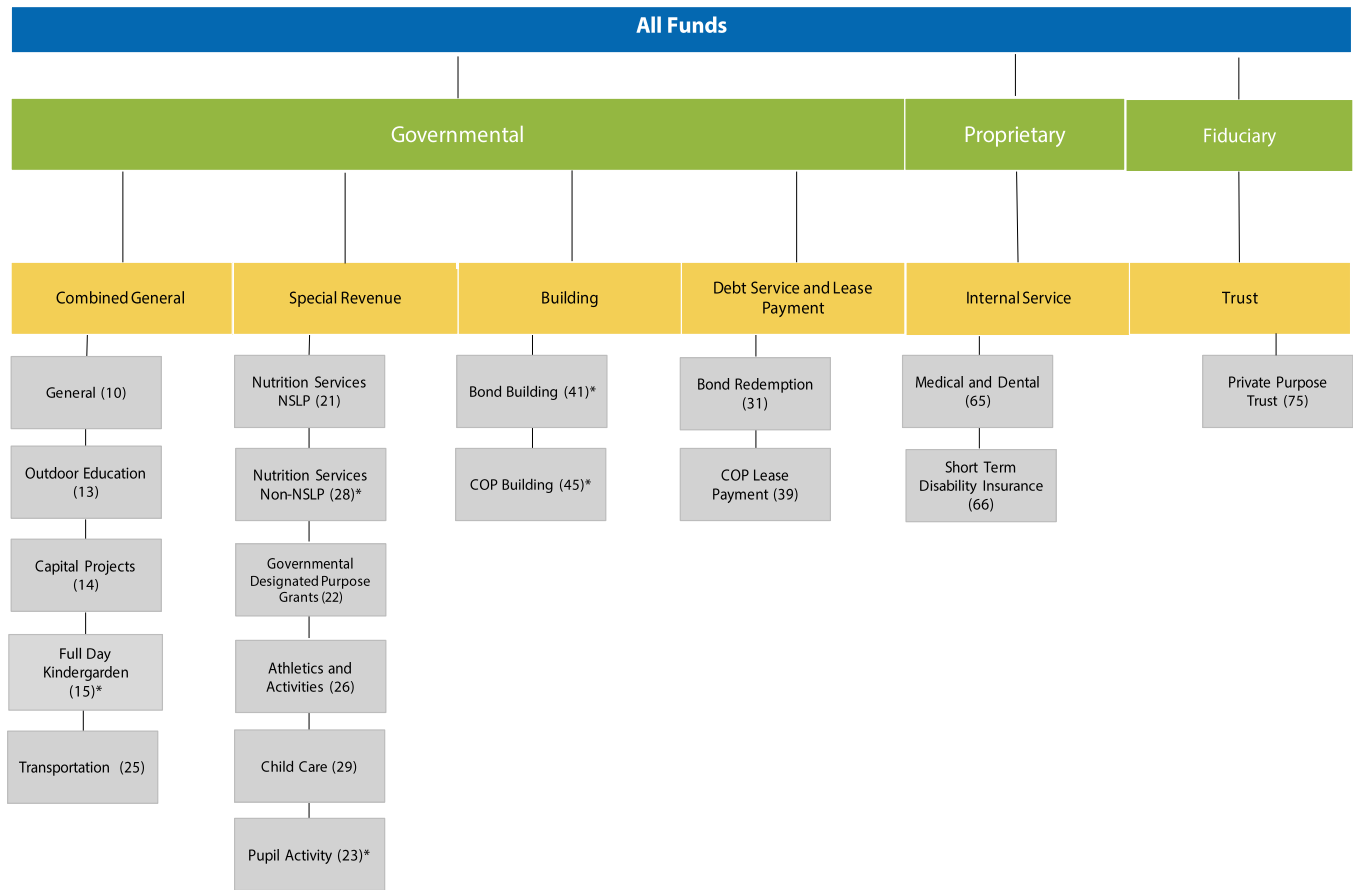
https://douglaspublic.ic-board.com/Reference_Library/ESB_Policies_and_Regulations/Policies//DKC%20Employee%20Expense%20Authorization%2008.28.16.pdf

DN – School Properties Disposal Procedure:

https://douglaspublic.ic-board.com/Reference_Library/ESB_Policies_and_Regulations/Policies//DN%20School%20Properties%20Disposal%20Procedure%2009.03.19.pdf

Source: <https://douglaspublic.ic-board.com/>

Types of Funds



*Inactive Funds for 2024-2025

Governmental Funds: Funds supported by Colorado state equalization, property taxes, state categorical, and education curriculum fees, interest earnings and grant revenues. These funds are used to account for most of the District's basic services.

Proprietary Funds: The District maintains only one type of proprietary fund, Internal Service Fund. Internal Service Funds are used to accumulate and allocate costs internally among the District's various functions. The District uses two Internal Service Funds, the Medical and Dental Fund and the Short Term Disability Insurance (STDI) Fund. The Medical and Dental Fund accounts for its self-insured and fully-insured medical programs as well as dental insurance, and the Short Term Disability Insurance Fund accounts for short term disability claims and insurance activity.

Fiduciary Funds: Funds used to account for resources held for the benefit of parties outside the government.

Classification of Fund Revenues and Expenditures

Revenues and expenditures are classified using an account code structure defined by the Colorado Department of Education (CDE). Fund revenues must be classified by fund, source and grant/project. Expenditures must be classified by fund, location, program, object, job classification and grant/project. Balance sheet accounts must be classified by fund, equity/liability/asset and grant/project. For detailed information on the account code structure refer to the CDE Chart of Accounts located in the Informational section.

Basis of Accounting

Government-wide financial statements are reported using the economic resources measurement focus and the accrual basis of accounting, as are the proprietary and fiduciary fund financial statements. Revenues are recorded when earned, and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Property taxes are recognized as revenues in the year for which they are levied. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available when they are collected within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the District considers revenues to be available if they are collected within 60 days of the end of the current fiscal period, except grant revenues which are considered to be available if they are collected within 90 days. Property Taxes, Specific Ownership Taxes, grants and interest associated with the current fiscal period are all considered to be susceptible to accrual and have been recognized as revenues of the current fiscal period. All other revenue items are considered to be measurable and available only when cash is received by the District.

Expenditures generally are recorded when a liability is incurred, as under accrual accounting. Alternatively, debt service and lease payment expenditures, as well as expenditures related to compensated absences, pensions, and risk management claims, are recorded only when payment is due.

Type of Fund	Accounting Basis
General	Modified Accrual Basis
Outdoor Education	Modified Accrual Basis
Capital Projects	Modified Accrual Basis
Transportation	Modified Accrual Basis
Nutrition Services NSLP	Modified Accrual Basis
Nutrition Services Non-NSLP	Modified Accrual Basis
Governmental Designated Purpose Grants	Modified Accrual Basis
Pupil Activity	Modified Accrual Basis
Athletics and Activities	Modified Accrual Basis
Child Care	Modified Accrual Basis
Bond Redemption	Modified Accrual Basis
COP Lease Payment	Modified Accrual Basis
Bond Building	Modified Accrual Basis
COP Building	Modified Accrual Basis
Medical and Dental	Accrual Basis
Short Term Disability Insurance	Accrual Basis
Private Purpose Trust	Accrual Basis

Major Sources of Revenue

Local Funding

Two local sources of revenue are incorporated into the Public School Finance Act of 1994 (as amended): property taxes and specific ownership taxes. Funding for a school district's Total Program is provided first by local sources of revenue and if these local sources are insufficient to fully fund Total Program then state moneys fund any shortfall.

Property Taxes

Each school district is required to impose a property tax levy to finance its Local Share of Total Program. The ability to raise money from property taxes varies widely among districts. Differences in tax bases (assessed property values) result in differences in revenues collected, using a given mill levy tax rate. Nonetheless, no district's property tax revenues are transferred to any other district; instead, moneys raised remain in the district which imposes the tax.

Beginning in 2007-2008, legislation passed to stabilize school district mill levies. The legislation caps mill levies at 27 mills and freezes mill levies for districts with mill levies of 27 mills or less. This legislation applies to the Total Program mill levy only. It does not affect override, bond, special building and technology, full-day kindergarten excess cost, or transportation mill levies. Additionally, this mill levy cap/freeze does not apply to districts that have not held a successful TABOR election.

When a school district desires to spend more property tax revenues than authorized/required to fund its Total Program, the district must seek approval from its voters to raise and expend "override" property tax revenues via an additional mill levy. Override revenues are also permitted for districts whose budget year 1994-1995 actual Total Program exceeded its budget year 1994-1995 formula calculation (a hold harmless district). All override revenues come from increased property taxes; no additional state funding occurs. A district's voter approval to raise and expend override revenues does not affect the amount of State Share funding which the district is eligible to receive. DCSD has \$139.7 million of override funding. Statewide across all school districts, property taxes are projected to provide \$5,115 per pupil, or about 45 percent of Total Program funding in 2024-2025.

Specific Ownership Taxes

Specific Ownership Taxes (SOT) are vehicle registration taxes collected by counties and shared with school districts. Each district's Local Share of Total Program includes an amount of specific ownership tax revenue equal to the prior budget year's actual amount received. DCSD receives additional SOT out of the School Finance Act formula based upon a proportionate distribution of additional mills within the county.

Statewide across all school districts, specific ownership taxes are projected to provide \$284 per pupil, or about 2 percent of Total Program funding in 2024-2025.

Other Local Revenue

Other local revenue includes investment earnings, fees for athletics, activities and instruction, parking, rental of District facilities, indirect revenue and tuition. These revenue sources are all in addition to the Local Share component of the Total Program formula.

State Funding

Funding from the State (State Share or State Equalization) is provided to each school district whose Local Share is insufficient to fully fund its Total Program. Payments of State Share moneys are made monthly to districts and are funded primarily from state income (personal and corporate) and sales and use tax revenue collections. Starting in 2009-2010, the guarantee for minimum state aid was eliminated through House Bill 09-1318 and districts are no longer guaranteed an amount from the State. Statewide across all school districts, state equalization is projected to provide \$6,050 per pupil, or about 53 percent of Total Program funding in 2024-2025.

Federal Funding

Federal funds provide support for the Government Designated Purpose Grants Fund through Title programs under the Every Student Succeeds Act and funding for special needs programs. The Nutrition Services NSLP Fund is also funded by Federal Sources. The two largest amounts the District receives are for "Education for the Handicapped" and federal reimbursement for the school breakfast and lunch programs. Additionally, the General Fund receives federal funds through the Medicaid reimbursement program.

Source: <http://www.cde.state.co.us/cdefinance/sfdetails>

Major Expenditure Uses

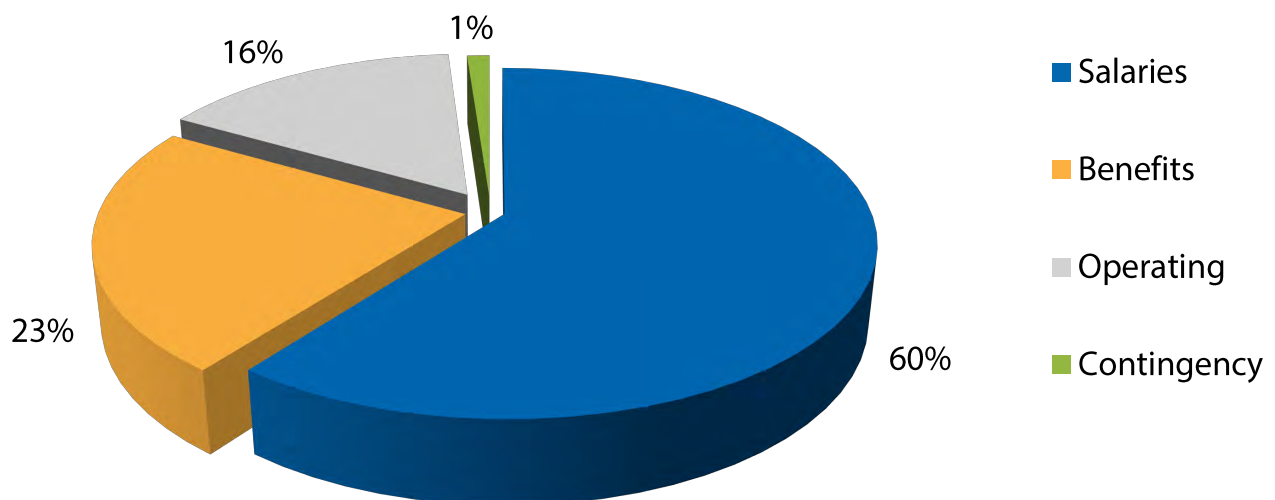
Expenditures in Douglas County School District can be categorized either by ledger or by program. Categorization by program describes the activity for which a service or material is acquired (where are the funds being spent) while categorization by ledger describes the type of service or commodity obtained (what are the funds buying).

The major expenditure categories by ledger are:

- **Salaries:** make up the largest expenditure category in most funds. Some funds, such as the Private Purpose Trust and the Bond Redemption Fund, do not include salaries and benefits.
- **Benefits:** consist of District PERA contributions, Medicare, health and life insurance, as well as short and long term disability insurance.
- **Purchased Services:** comprise payments for professional services provided by outside companies or individuals.
- **Supplies and Materials:** include textbooks and library books as well as classroom and other supplies.
- **Operating Expenditures:** represent the expenses the District incurs to conduct normal business operations. They may also refer to the sum of all non-compensation related expenditures.
- **Capital:** includes planned expenditures for new construction and renovations of schools and support facilities as well as large equipment and technology purchases.
- **Contingency:** represents the amount the District holds in case of a negative economic event or unforeseen expenditure.

The 2024-2025 General Fund Expenditures are summarized on the chart below. It is clear that Salaries and Benefits make up the vast majority of General Fund expenditures.

2024-2025 Adopted Total General Fund Expenditures



Budget Development Process Details

Transition to Questica Budget

Beginning in the summer of 2023, the Douglas County School District started its implementation of Questica Budget (QB) software. Designed specifically for government entities, this software helped DCSD transition away from budgeting its more than \$1B annual operating budget in static Excel spreadsheets and into a live, web-based platform that is directly integrated with Workday, DCSD's ERP system. The implementation began with the intention to be launched for the start of 2024-2025 budget development in January of 2024. Business processes related to human capital management and financial transactions did not change and remained in Workday. Not only did this implementation involve configuring and modifying the system itself to fit the business needs at DCSD, but also involved the training of over 300 end users - principals, department directors, bookkeepers, administrative assistants, etc. After over a decade of using the Excel-based SBBs, it started to become more and more apparent that the District needed to digitize the budgeting process and that not doing so would put us at risk of falling behind in the technological landscape in addition to having increased costs due to decreased productivity. The move to Questica gave DCSD a web-based system that can be accessed from anywhere with an internet connection, the ability to see all budget data in one place and gain important insights, automated workflows for budget review and approval stages, robust reporting and forecasting features, as well as an integration with Workday for budget changes throughout the year to eliminate manual reconciliations.

School Budgets

Before 2024-2025 budget development began, the Budget Office gathered feedback from school principals and other District leaders on proposed improvements to the school budget development process and the SBB. For this school year, there were changes to the base allocation for average salaries within the SBB. A new base allocation was set to ensure that all schools are held harmless for average salary increases while also maintaining schools' purchasing power year-over-year. There were slight formula design changes to discretionary weighted allocations for 2024-2025 due to special programming moving to discretionary as well as the small school factor receiving increased weight within the formula, but changes were also made to the non-discretionary allocations. This included either slight increases or decreases to the allocation for Affective Needs Administrator Support depending on the level—elementary or secondary. This was changed in order to maintain purchasing power considering the compensation increases rolled out across the District while also transitioning from a flat dollar to a FTE allocation.

Department Budgets

DCSD employs priority-based budgeting for central administration departments. Departments start with a preset FTE allocation based on existing filled and vacant positions as identified in Questica. Departments start with a preset operational allocation based on prior year ongoing operational allocation. Departments request any increase in FTE beyond prior year budgeted FTE as well as any vacant positions not currently posted within Workday. Any increase in a department operational budget beyond prior year ongoing operations is requested initially as a one-time allocation increase. Increased requests must align with the Superintendent's priorities. Total department budgeted expenses funded by the General Fund will increase \$11.1 million for 2024-2025 for staffing changes and/or operations after the offset of department related revenue. Approximately half of this increase, or \$5.3 million, is considered a one time increase for 2024-2025 only. Department budgets comprise 32% of total General Fund expenses including staff. The breakdown of department budgets is further categorized into District Managed Student Programming (14% of the budget for staffing and operations in Special Education, Learning Services, Career Tech, etc.), Transportation and Facility Operations (13% of the budget for staffing and operations) and System Wide Supports (5% of the budget).

Budget Development Process Details

Grant Budgets

Due to the timing of federal grant allocations, the 2024-2025 budget is a preliminary projection of grants. Once allocations are shared with DCSD, the budget will be updated and appropriated to individual school and department sites to be spent. These changes will be reflected in the Revised Budget in January 2025. While the majority of school staff are budgeted using average salaries and benefits, staff funded from grants are budgeted using their actual salary and benefits.

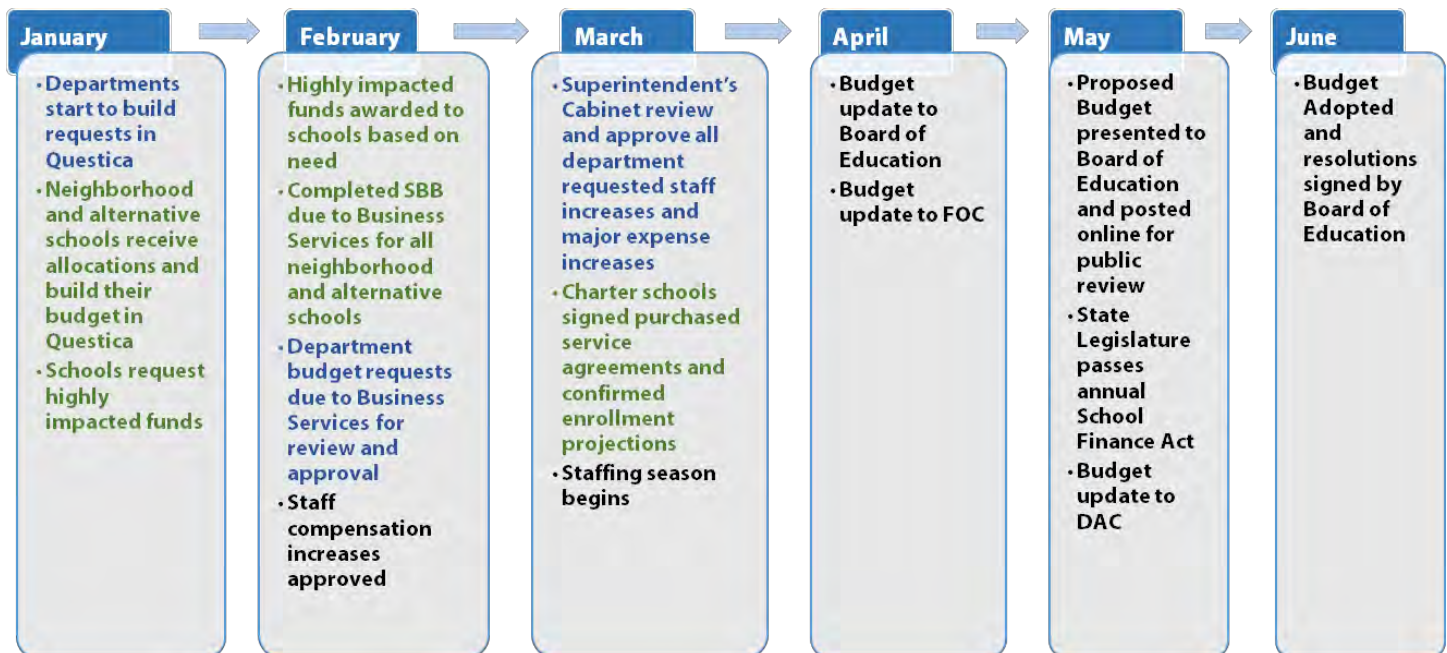
Capital Budgets

Most capital project funding appropriated in 2024-2025 is based on projected remaining balance on projects started in 2023-2024. Due to the construction schedule and building vacancy, most projects planned throughout the school year are not completed until the summer when school is not in session. As the summer crosses fiscal years, some of the projects budgeted in 2024-2025 are not completed until 2025-2026. Every capital project maintains its own budget and Questica provides the Budget Office with the ability to roll over unspent funds annually by project. New projects in 2024-2025 include \$20M allocated across multiple schools for various operational upgrades and a Student Support Services building in Parker for \$1.86M.

District-wide Budgets

In addition to school and department budgets, the DCSD Adopted Budget includes financial plans for other funds such as medical plans, debt service and trusts that require the attention of the Budget Office. These budgets are built annually based upon current available information for service agreements and rates, historical trends and identified need. Additionally, the Budget Office builds the district-wide General Fund budget for allocations managed centrally for the benefit of the entire district such as utilities, phone and internet services. Once all budget recommendations are compiled and reviewed by the Superintendent's Cabinet, staff provide recommendations for annual ongoing and one time pay increases to be included within the Adopted Budget presented to the Board of Education.

Please see the following budget timeline for identification of major due dates in the school budget development process.



Key:

School Budget Development

Department Budget Development

District-wide Budget Development

Budget Development Process Details

District-wide Budget Amendment Process

The District's financial plan, adopted in June of the year prior to the budget year, may be amended with respect to both revenues and expenditures by the Board of Education prior to January 31st of the current year in compliance with state statute C.R.S. 22-44-110(5). After January 31st, supplemental budgets may be amended when money for a specific purpose other than ad valorem taxes becomes available to meet a contingency per C.R.S. 22-44-110(5). Management may only amend individual school, department and program lines within the budget. The Board of Education may revise the total budget for any of the funds due to unforeseen circumstances that did not exist at the time of the original budget adoption, such as emergencies or unanticipated revenues.

Amendments to the total budget amount or amendments changing the amount appropriated by fund need approval of the Board of Education. The description of the reasons that necessitate the budget amendment and the related amount(s) to be revised are included within a Board of Education resolution. Following consideration of the resolutions and comments of the public, the Board of Education approves, amends as necessary, or denies the budget resolution. If approved, the revised budget amounts are then incorporated into the District's budget.



Colorado State Budgeting Process

Budget Requests

During late summer and early fall, executive branch departments submit budget proposals to the Governor's Office of State Planning and Budgeting as part of the executive budget process. The Governor and his or her staff review the budget proposals and limit each executive department's budget request based on the Governor's priorities. These budget requests must be submitted to the Joint Budget Committee (JBC) by November 1.

Briefings

As soon as practical after November 1, the JBC holds briefings with the JBC staff. These briefings consist of written and oral presentations by the JBC staff on the departments' budget requests and related information. The briefings are aimed at stimulating discussion among the JBC members about each department's budget request, its operations, issues of efficiency and effectiveness, and plans for the future.

Hearings

Following a department's briefing the department is invited for a hearing with the JBC. Questions raised by the JBC members during the briefing form the basis for the hearing agenda.

Other Meetings with the Public

In addition to hearings with departments, the JBC may choose to allow individuals and groups to testify before the JBC about budget-related topics. The nature of these meetings is determined each year by a vote of the JBC.

Supplementals

In January, the Committee considers department requests for adjustments to appropriations for the current fiscal year; these requests are called "supplementals". JBC analysts review these requests and make recommendations for the Committee's consideration. The JBC may need to reduce appropriations in the budget to remain in balance if there is a revenue shortfall.

Figure Setting

During February and March, the JBC makes funding decisions for the upcoming fiscal year. JBC analysts present each department's budget request and make recommendations for the Committee's consideration in a figure setting document. These recommendations include the amounts and sources of funding for each budget line item, assumptions about the associated number of state employees, and footnotes to be included in the Long Bill to explain the purpose of certain appropriations.

Comebacks

At the end of the figure setting process, departments are allowed to submit a "comeback" request, asking the Committee to reconsider one or more actions.

General Fund Overview

Throughout the budget process the JBC receives periodic General Fund overviews that compare how the Governor's request, the decisions of the JBC, or the decisions of the General Assembly (depending on where the budget is in the process) are compared to the projected revenues and spending limits.

Long Bill, Budget Package and Long Bill Narrative

The JBC's budget recommendations for ongoing programs are incorporated into the Long Bill, which is typically introduced in late March or early April, for consideration by the entire General Assembly. The JBC staff prepares a Long Bill Narrative to summarize the recommendations of the JBC that are contained in the Long Bill and any associated budget package bills.

Appropriations Report

After the legislative session ends in early May, the JBC staff prepares an annual Appropriations Report, which explains all funding decisions made by the General Assembly, from the Long Bill and any other bills that contain appropriations.

Special Sessions

Special sessions of the Colorado General Assembly have become more frequent in recent years.

Source: <https://leg.colorado.gov/agencies/joint-budget-committee/budget-process>

Programs and Services

Douglas County School District provides a full range of educational programming and services in elementary, middle and high schools.

Each school provides information about specific programs, services, and activities offered on their individual school websites. To access the school websites, visit the District at <https://www.dcsdk12.org/>. Programming and Services offered throughout the District are outlined below:

Special Education

Special Education programming is driven by the unique individual educational needs of students with disabilities and procedures required by federal and state mandates. On average, in Douglas County Schools, the cost of Special Education is two to two and a half times the amount spent on students without disabilities. Approximately 9% of Special Education funding is provided by the federal government and 20% provided via the State. The balance of approximately 72% is derived from local District sources.

The Special Education population is very diverse. It includes students who have been found eligible for Special Education under Colorado disability categories such as intellectual disability, specific learning disability, serious emotional disability, visual impairment, hearing impairment, physical disability, speech/language impairment, other health impairment, autism spectrum disorder, developmental delay (students age 3-8) or multiple disabilities. The vast majority of Special Education students attend neighborhood schools and spend the majority of their school day in a general education setting.

DCSD undertakes the responsibility of:

- 1) Identifying children with suspected disabilities, conducting evaluations, determining eligibility for Special Education and providing specialized instruction and related services;
- 2) Collaborating with multi-disciplinary teams (including parents) to develop written Individualized Education Programs (IEP);
- 3) Ensuring that students with disabilities are educated in the “least restrictive environment” commensurate with their needs;
- 4) Notifying parents in writing about identification, evaluation, special education services and educational placement of their child.

International Baccalaureate Program

The International Baccalaureate® (IB) offers a continuum of international education. The program encourages both personal and academic achievement, challenging students to excel in their studies and in their personal development. The Douglas County School District offers two IB Diploma Programs, one at Douglas County High School and one at ThunderRidge High School. In addition to the high school diploma programs, Douglas County School District expanded IB Programming to the middle and elementary school levels. The Middle Years Program is offered at Mesa and Ranch View Middle Schools. The Primary Years Program is offered at Rock Ridge, Roxborough Primary, and South Ridge Elementary Schools. The Intermediate Grades Program is offered at Roxborough Intermediate.

Primary Years Program

The IB Primary Years Program (PYP) for children aged 3 - 12 nurtures and develops young students as caring, active participants in a lifelong journey of learning.

Through its inquiry-led, transdisciplinary framework, the PYP challenges students to think for themselves and take responsibility for their learning as they explore local and global issues and opportunities in real-life contexts.

Programs and Services

Middle Years Program

The International Baccalaureate® (IB) Middle Years Program (MYP) emphasizes intellectual challenge. It encourages students aged 11 to 16 to make practical connections between their studies and the real world, preparing them for success in further study and in life. In DCSD, this program is offered at grades 7th-10th for IB schools within the District. The MYP aims to develop active learners and internationally minded young people who can empathize with others and pursue lives of purpose and meaning. The program empowers students to inquire into a wide range of issues and ideas of significance locally, nationally and globally. The result is young people who are creative, critical, and reflective thinkers.

Diploma Program

The International Baccalaureate (IB) diploma is a pre-university course of studies, leading to examinations, for highly motivated secondary school students between the ages of 16 and 19. Its comprehensive two-year curriculum is geared toward high school juniors and seniors seeking a challenging educational experience that promotes international understanding and includes high standards for achievement.

Gifted Education

Gifted and Talented students are those students between the ages of four and twenty-one whose abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Gifted students include students with disabilities (i.e. twice exceptional) and students with exceptional abilities or potential from all socio-economic and ethnic, cultural populations. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these areas:

- General or Specific Intellectual Ability
- Specific Academic Aptitude
- Creative or Productive Thinking
- Leadership Abilities
- Visual Arts, Performing Arts, Musical or Psychomotor Abilities

The Douglas County School District provides world-class educational opportunities for gifted learners who have demonstrated abilities that require differentiated programming to reach their full potential. Gifted students need opportunities to think abstractly, work at various rates and levels of complexity, and pursue tasks independently. In addition, students eligible for gifted services need opportunities to learn with others of like abilities, as well as opportunities to develop socio-emotional skills. Through a Multi-Tiered System of Supports DCSD provides a continuum of programming for Gifted and Talented learners including Neighborhood Schools Programming at the elementary and secondary levels and the Discovery Program Magnet in grades two through six. Each school site provides for gifted/high-ability learners through the implementation of some or all of the following gifted services:

- | | |
|------------------------------|----------------------------|
| • Differentiated instruction | • Cluster grouping |
| • Curriculum compacting | • Flexible grouping |
| • Content acceleration | • Independent study |
| • Grade level acceleration | • Project-based learning |
| • Mentorships | • Leadership opportunities |
| • Tiered assignments | • Advanced level courses |

Programs and Services

Literacy Intervention

Literacy Intervention is a short-term one-to-one, or small group intervention for our students who have extreme difficulty learning to read and write. The goal of Literacy Intervention is to reduce the number of primary grade students who have difficulty in reading and writing, creating a successful pathway for future learning. By intervening early, Literacy Intervention helps close the achievement gap between the lowest-achieving students and their peers before the gap becomes too large to bridge. The power of Literacy Intervention is the one-to-one instruction or small group tailored to meet students' personalized learning needs.

Literacy Intervention teachers are highly trained in this intervention process and collaborate with classroom teachers to best support the students in becoming proficient readers. Through a collaborative decision-making process, small group interventions for students are also supported by the Literacy Intervention teacher.

English Language Development

English Language Development Teachers in DCSD serve Multilingual Learners (MLs) using a balanced programming model. Balanced programming is designed to meet the specific needs of every EL at the following level MLs: Non-English Proficient (NEP), Limited English Proficient (LEP), Year 1 Monitor, and Year 2 Monitor. ELD programming in DCSD is balanced across the Integrated Multi-Tiered System of Supports and must include linguistic support at the Universal, Targeted, and Intensive level. MLs must receive ELD specific instruction in addition to English language development in the content areas as appropriate. In a balanced programming model, ELD Teachers collaborate with classroom and content teachers to implement culturally responsive and linguistically comprehensible instruction throughout the school day. ELD balanced programming is supported by ELD Teachers and classroom/content teachers through direct linguistic instruction and through the use of the WIDA Standards Framework. ELD Teachers focus on English Language Development (ELD):

- As the ELD content area,
- In academic content, and
- In social and instructional language.

STARLab Program (Success Through Automated Resources)

The STARLab program provides students in grades 9-12 with opportunities for remediation and credit recovery in math, science, social studies, and language arts. This program is delivered through Edgenuity (web-based curriculum) and also online curricular opportunities for credit recovery to meet specialized curricular opportunities. The decision as to which platform to use is based on student need and web access opportunities in each individual school.

Concurrent Enrollment

In May 2009, the Colorado State Legislature passed House Bill 09-1319 and Senate Bill 09-285, known as the Concurrent Enrollment Programs Act. The Act created the concurrent enrollment program, which is defined as the simultaneous enrollment of a qualified high school student in one or more approved postsecondary courses offered through an accredited postsecondary institution. Concurrent Enrollment courses are offered in DCSD high schools by certified DCSD instructors (Adjunct Professors) who are affiliated with approved local community colleges or universities. DCSD high school students taking District approved Concurrent Enrollment courses at a high school, online, or on a college or university campus will generate a college/university transcript through the postsecondary institution.

Programs and Services

Career and Technical Education

Career and Technical Education (CTE) ensures a thriving Colorado economy by providing relevant and rigorous education that is connected, responsive and real. DCSD's state-approved CTE programming offers comprehensive academic courses, opportunities to earn industry certifications, hands-on training, and real-world experience through work-based learning opportunities. CTE courses are offered in DCSD high schools by CTE credentialed DCSD instructors. Through CTE, high school students are given the chance to gain a head start on preparing for whatever their postsecondary plans may be. Students participating in approved CTE programs are eligible to participate in Career & Technical Student Organizations (CTSO), which are extracurricular groups that allow students to further their knowledge and skills by participating in leadership activities, chapter events, and State and National competitions.

Advanced Placement/Honors Program

Advanced Placement courses offer students an opportunity to receive college credit at certain institutions while still in high school. Upon successful completion of Advanced Placement exams, students are able to transfer these credits to many post-secondary institutions. Courses include subjects such as English, history, calculus, art and chemistry. Honors courses also add academic rigor to challenging coursework and provide special recognition to students along the way.

Summer Programs

Tuition-based summer programming is available for all Douglas County School District middle and high school students. Sedalia Elementary provides a summer experience through Title I federal funds. The DCSD middle school program offers sessions at every site to familiarize incoming students with the buildings and scheduling, as well as address strategies for success in study skills, self-motivation, goal setting and positive life choices. Additionally, some middle school sites offer classes in reading, writing and math. At the high school level, summer school classes assist students in meeting content standards and credit recovery. In summer 2021 through summer 2023, summer academic programs were tuition-free due to federal COVID-19 assistance grants. Summer programs went back to being tuition-based in 2024.

Outdoor Education Center – Stone Canyon Outdoor EdVentures

In 2011, the Douglas County Commissioners purchased the Emily Griffith Opportunity Center outside of Larkspur, with a vision of entering into a partnership with DCSD to provide students with the opportunity for local outdoor education. The property, which Douglas County donated to the school district, consists of 15 structures on 99 acres in southwest Douglas County. The mission of Stone Canyon Outdoor EdVentures is to provide innovative educational and recreational experiences that empower participants, young and old, to become stewards of their community and environment. They utilize a blend of experiential, adventure, and social-based programming to help develop responsible individuals, daring leaders, and highly effective teams. In addition to outdoor education and leadership programs for students and staff, Stone Canyon also provides retreats for community groups and summer camp programs for DCSD and Colorado families.

Educational Strategies

Early Childhood Education

The Douglas County School District preschool program is comprised of 66 classrooms located in all areas of the county. The majority of the 48 neighborhood elementary schools house a preschool program as well as the Early Childhood Center South in Castle Rock and the Early Childhood Center North in Lone Tree. The Douglas County preschool curriculum is developmentally appropriate, addresses 21st century skills and aligns with Colorado State Standards and Essential Skills. Each preschool classroom is a fully inclusive educational environment that includes qualified tuition paying three year olds, at-risk and students with special needs. Registration for preschool occurs in January of each year, but applications are accepted all year long based on space availability.

For the 2023-2024 school year, the Universal Preschool Program (UPK) was rolled out across early childhood program in Colorado. Initiated by Governor Jared Polis, this program provides state funding of up to 15 hours per week for all four-year olds and eligible three-year olds. This program is helpful in increasing the availability of early childhood education services in Colorado. Access to these services results in higher academic outcomes, a higher likelihood of graduation high school, and higher earnings in the workforce which sets up the state's student population and economy for success.

Douglas County's kindergarten program was the first in the nation to meet a rigorous accreditation process set out by the National Association for the Education of Young Children (NAEYC). Since that time, the District has continued to provide cutting edge training and support for the kindergarten program as DCSD implemented Standards Based Education in accordance with state requirements.

Additionally, DCSD provides free developmental screenings and evaluations for children from three to five years of age through the District Child Find program. Specific information for both preschool registration and Child Find appointment requests can be found at: <https://www.dcsdk12.org/early-childhood-education>.

Elementary School Education

Douglas County School District has 59 neighborhood and charter elementary schools, each providing an exceptional high quality education. DCSD recognizes that each child is different, and therefore strives to meet each child's needs through a variety of differentiated measures. DCSD schools offer a variety of programmatic and philosophical approaches, all staff is highly qualified and trained to facilitate their school's approach and differentiation within every classroom to exceed each student's learning needs is the norm.

Students attending elementary school in Douglas County School District receive an excellent education. While all of the schools offer a comprehensive elementary education, many have embraced specific programming or philosophical practices including Project Based Learning, Artful Learning, Core Knowledge, Environmental Learning, Expeditionary Learning and more. Most DCSD elementary schools also offer preschool, before and after school care, and full day Kindergarten.

Middle School Education

Each of the nine comprehensive middle schools are committed to providing students with a rigorous, engaging, and stimulating educational experience where students are at the center of it all. DCSD teachers, administrators and staff work tirelessly to ensure that the social, academic and emotional needs of all students are met at this very important time in their lives. DCSD middle schools offer a wide array of academic programming, extra and co-curricular activities and state-of-the-art facilities that exist to serve the needs of our students. From IB/MYP Programs to STEM and Project Based Learning philosophies, each middle school offers an uncompromising and unwavering commitment to serving DCSD students, parents, and communities.

Educational Strategies

High School Education

Douglas County School District has one of the state's highest graduation rates, lowest dropout rates, and excellent student performance on standardized tests, annually exceeding state and national averages. Approximately 60 percent of DCSD's high school graduates attend a four-year college. Other students prepare for post-high school endeavors by pursuing career and technical education, work/student programs and internships.

High schools offer a compelling mix of core classes and elective choices to meet the needs of approximately 17,000 9th through 12th grade students. This figure does not include the number of students in charter schools. Schools embrace their local communities and serve as a hub of activity in the main areas of Castle Rock, Highlands Ranch and Parker. Schools offer teams and clubs that are devoted to sports, performing arts, debate and many other special interests. Teachers and staff members support student efforts in an environment of ongoing professional development.

DCSD high schools encourage responsibility, confidence, creativity, investigation, and critical thinking. They value diversity and promote a community of responsible, engaged learners.

Graduation

Graduation from Douglas County high schools is a culminating event that results from the foundations built at the elementary and middle levels. Graduation is a collaborative effort among levels in a student's school career. Each level of school and each staff member or parent/guardian who instructs or counsels a student shares responsibility for the ultimate ability of that student to demonstrate proficiency in the content standards and to meet the expectations for graduation. The high school diploma awarded by DCSD represents a high standard of quality in curriculum content, instruction, and student learning.

To receive a diploma and graduate from a Douglas County high school, a student must earn a minimum of 24 credits. A student attending a Douglas County high school using an accelerated block schedule must earn a minimum of 26.5 credits. These academic requirements reflect the minimum program which a student can complete and still earn a high school diploma. For the majority of high school students, particularly those students who are planning post high school education, pursuit of a challenging academic program is the most important consideration.

A unit of credit is defined as the amount of credit given for the successful completion of a course which meets at least 40 minutes daily, five days per week for one year (36 weeks) on a traditional schedule or a four or more hour college semester hour course (1 credit); the equivalent time is 120 clock hours. One-half credit is given for successful completion of a class that meets at least 40 minutes daily five days per week for one semester (18 weeks) on a traditional schedule or a two or more hour college semester hour course. Nontraditional schedules will be translated to this standard for the purpose of determining course credit.

To graduate and receive a diploma from a district school, students must satisfy the requirements listed in the graphic on the following page.

GRADUATION REQUIREMENTS 2021 & BEYOND

The Douglas County School District is committed to ensuring that every student is college and career ready. Beginning with the **Class of 2021**, students must meet four requirements in order to graduate and receive a high school diploma.

1 Create an **Academic Plan**

Students will create and complete an Individual Career and Academic Plan (ICAP) and/or Individualized Education Program (IEP) that meets the District's graduation requirements.

Board Policy IKF – Graduation Requirements

3 Perform **Community Service**

Students must document a minimum of twenty hours community service while enrolled as a high school student.

Board Policy IKFB – Community Service

2 Earn **24 Credits**

Students must satisfy all of the following requirements:

a. **16 Credits** in the following **CORE Curricular Areas** as follows

- Language Arts 4.0
- Mathematics 3.0*
- Science 3.0
- Social Studies 3.0**
- Practical Arts 1.0
- Fine Arts 1.0
- Physical Education 1.0

**Must include a minimum of Algebra 1 as one of the 3.0 credits;*

***Must include 1.0 credit of US or World History and 0.5 credits of Civics/US Government;*

b. **8 Credits** in Electives

Board Policy IKF – Graduation Requirements

4 Demonstrate competence in **Reading, Writing, and Communicating & Math**

Finally, students must demonstrate college and career readiness in both Mathematics and Reading, Writing, and Communicating by meeting or exceeding the required level of readiness in one of the following methods*:

	Reading, Writing, and Communicating	Math
Next Generation ACCUPLACER	241 on Reading or 236 on Writing	235 Advanced Algebra & Functions (AAF) 255 on Arithmetic (AB) or 230 on Quantitative Reasoning Algebra, and Statistics (QRS)
Classic ACCUPLACER	* 62 on Reading Comprehension or 70 on Sentence Skills	61 on Elementary Algebra
ACT	18	19
ACT WorkKeys	Bronze+	Bronze+
Advanced Placement	2	2
(ASVAB) Armed Services Vocational Aptitude Battery	31 on the AFQT	31 on the AFQT
Concurrent Enrollment	Passing Grade	Passing Grade
International Baccalaureate	4	4
SAT	470	500
District Capstone	Passing Score	Passing Score
Industry Certificate	Individualized	Individualized
Performance Based Assessment	State Criteria	State Criteria

Superintendent File: IKF-R-3 – Graduation Competencies





Financial Section

Planned Uses of 2023 Mill Levy Override

2024-2025 Adopted Budget

The voters of Douglas County passed a tax increase in the November 2023 general election on behalf of Douglas County School District. The 2023 Mill Levy Override (MLO), also referred to as 5A, increased the property taxes by \$66 million annually beginning in 2024 tax collection year. The planned uses of the tax increase are as follows:

- \$60 million for competitive compensation with \$46 million for district allocation and \$14 million for charter allocation based on student count
- Teachers (licensed staff) received 9.2% average pay increase
- Classified staff received 9% pay increase
- All other staff received 7% pay increase
- \$6 million for added safety and security enhancements for additional school resource officer support, additional campus security specialists at all district-run elementary schools and an annual security equipment allowance.

Pay increases were retroactive to the beginning of the school year with lump sum payments on January 2024 paychecks and the new rate of pay began in February 2024 for all staff. This means that the full \$60 million in compensation was expensed in 2023-2024 despite the passage of the MLO almost halfway through the fiscal year.

A portion of the safety and security enhancements for school resource officer support was held in an assigned reserve within the General Fund for 2023-2024 to be spent in 2024-2025 once all contracts are finalized and new positions filled. This is why the Assignment of 2023 Mill Levy Override Fund Balance within the General Fund includes \$2.2M estimated in 2023-2024 and \$0 in 2024-2025.

As shared with the Mill Bond Oversight Committee in June 2024, the District's goal on the number of security-related personnel to hire and/or contract out of the 2023 MLO are as follows:

- Campus Security Specialists: 49 DCSD employees
- School Resource Officers: 16 contracted officers through local law enforcement agencies
- Security Manager: 1 DCSD employee
- Patrol Officer: 1 DCSD employee
- Security Clerical: 1 DCSD employee

Resources set aside for security equipment will fluctuate annually depending on the number and cost of positions filled.

Compensation Priorities for 2024-2025

The largest budget priority for 2024-2025 of over half the total budget increase was to continue to invest in DCSD employees with the goal to be able to recruit, retain, develop and reward the best employees for students. The overall investment is over \$22 million in current employee salaries and benefits for 2024-2025.

Licensed employees are paid according to three salary schedules. They are all structurally the same, but have different starting salaries and are labeled “General”, “Hard to Hire” and “Specialist/Extremely Hard to Hire”. Each of the schedules has 9 lanes (BA, BA+15, BA+30, MA, MA+15, MA+30, MA+60, MA+60, PHD/EDS). Staff with non-DCSD licensed experience will receive up to 7 years of service credit for placement on the schedule. When the schedules were implemented in 2022-2023, individual salaries of licensed staff were adjusted based on education and years of experience.

In 2024-2025, licensed staff will receive ongoing increase to the base of 2.4% plus the corresponding step increase with the overall average pay increase for licensed staff of 3.5% for 2024-2025. There will also be the opportunity to apply for horizontal lane advancement to move to a higher paid lane. The Board of Education approved the updated salary schedules in February 2024 in an effort to attract and retain the very best teachers for DCSD students. The full range of licensed pay across the three schedules will be \$51,400 to \$128,547 in 2024-2025. These enhancements to the schedule are estimated to cost \$11.6 million. If staff are currently above their cell they will receive a one-time stipend of \$1,000 in 2024-2025.

For non-licensed employees (administrators, professional/technical and classified), staff will receive flat ongoing percentage increases depending upon job classification. Administrators and professional/technical staff will receive an ongoing increase to the base of 3.0%. Classified staff will receive an ongoing increase to the base of 3.5%. All increases will be ongoing to base salary unless staff are over the range of their position and therefore will qualify for a one-time stipend of \$1,000 in 2024-2025.

These salary increases are after the implementation of robust salary increases funded from the 2023 Mill Levy Override totaling \$46 million for district-managed personnel and \$14 million allocated to charter schools for their personnel. The salary increases from the 2023 Mill Levy Override went into effect in January 2024 but were applied retroactively to the beginning of the school year for a full year of compensation increase in addition to the standard compensation increases approved in the spring of 2023 and included within the 2023-2024 Adopted Budget. More information on the salary increases associated with the 2023 Mill Levy Override is in the Executive Summary section.

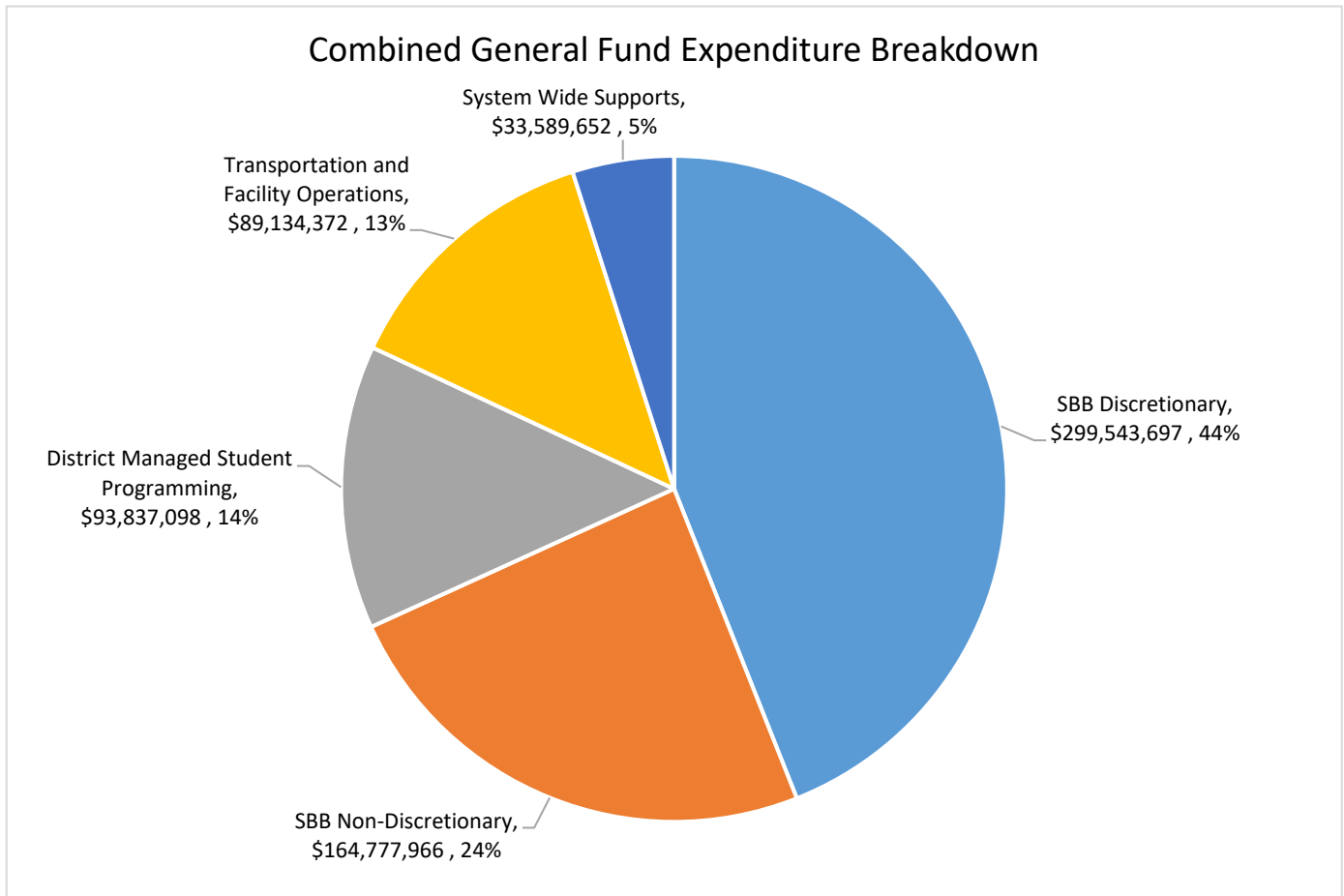
DCSD will absorb all medical benefit premium increases in 2024-2025. This means the cost to employees for the employee portion of medical benefit premiums will remain the same with minimal plan design changes for the upcoming school year. The cost for DCSD to absorb the premium increases is \$6 million.

Licensed and non-licensed compensation will continue to be evaluated for future enhancements based on employee feedback and available resources to include additional recruitment incentives where necessary.

Investments in Schools and Departments

The primary emphasis of school allocation changes for 2024-2025 was to set aside increased funding for small schools and maintain site-level flexibility in special programming in order for schools to maintain existing academic programming with potential declining enrollment. Any increases or decreases to Special Education, English Language Development or Gifted and Talented teacher allocations reflect changes to individual student populations and not any formula or allocation methodology changes. Additionally, the increase in the base per pupil discretionary allocation covers the increases to average salaries and benefits for school-based staff in order for schools to maintain their current purchasing power. Due to the additional pay increase in the same fiscal year from the 2023 Mill Levy Override, the percentage increases were higher for 2024-2025 than in a typical year. This resulted in an overall increase to the base per pupil of 14% for elementary, 15% for middle and 13% for high schools. Within the Combined General Fund, 68% of the budget will be within school-managed accounts excluding the charter school pass through and contingency reserve. The investments in schools through the Site-Based Budget will cost \$4 million in 2024-2025 after the reallocation of 2023-2024 compensation increases from centrally held accounts to individual school budgets.

Total department budgeted expenses funded by the General Fund will increase \$11.1 million for 2024-2025 for staffing changes and/or operations after the offset of department related revenue. Approximately half of this increase, or \$5.3 million, is considered a one time increase for 2024-2025 only. Department budgets comprise 32% of total General Fund expenses including staff. The breakdown of department budgets is further categorized into District Managed Student Programming (14% of the budget for staffing and operations in Special Education, Learning Services, Career Tech, etc.), Transportation and Facility Operations (13% of the budget for staffing and operations) and System Wide Supports (5% of the budget).



Legislative Impacts

TABOR Amendment

Colorado voters approved the Taxpayer Bill of Rights (TABOR) in 1992. It applies to all levels of Colorado government (including school districts) and is designed to restrain government growth. Tax rates cannot be raised without voter approval, and revenues in excess of the TABOR limit must be refunded to taxpayers.

Amendment 23

Amendment 23 was approved by Colorado voters in November 2000 and changes K-12 public school state funding, and requires the statewide “base” funding to be increased by the rate of inflation and one percent for ten years. Starting in 2010-2011, the increase is only at the rate of inflation. Due to state budget shortfalls starting in 2010-2011, the State Legislature adopted additional legislation resulting in the Negative Factor or Budget Stabilization Factor funding rescissions.

Senate Bill 18-200: PERA

SB18-200 significantly reformed Colorado Public Employees’ Retirement Association (PERA) contributions and benefits in order to restore PERA to full funding within 30 years. The most significant changes affecting school districts are as follows:

- Retirement age raised to 64 and 30 years of service for new members only for full service retirement on new members after January 1, 2020.
- Annual line item in State budget of \$225 million to directly fund PERA for 30 years.
- Highest average salary calculation increased from 3 to 5 years for non-vested members.
- Cost of Living Adjustment (COLA) maximum of 1.50%
- Automatic adjustment feature to increase employer and member (employee) contributions each by up to 0.5% in one year if PERA is behind schedule which occurred in 2020-2021 due to negative rate of return for PERA in 2018 and again in 2022-2023 due to financial performance in 2020. There is potential for one more adjustment in the future until the maximum rate under current law is met.

House Bill 24-1448: New Public School Finance Formula

While it doesn’t have a direct impact on the 2024-2025 Adopted Budget, the largest change from the 2024 Colorado Legislative session impacting School Finance was the passage of HB24-1448: New Public School Finance Formula. This bill redefines the K-12 funding formula in Colorado. Changes to the formula include capping the Cost of Living Factor at 23% and reducing multi-year averaging for declining enrollment from 5 to 4 year averaging. Districts with a loss from the Cost of Living Factor cap will be given the option to go to voters to make up a loss of funding. For the reduction in multi-year averaging for declining enrollment, districts will be held harmless during the implementation period in 2025-2026. The new School Finance Act is not favorable to DCSD since the Personnel Factor is taken out of the formula, the Cost of Living Factor loses its multiplicative benefit, DCSD has less at-risk students than some surrounding districts, and reducing the number of years of enrollment average increases year-over-year impact of declining enrollment.

House Bill 24-1389: School Funding 2023-24 for New Arrival Students

Colorado lawmakers earmarked \$24 million to be distributed to school districts that enrolled migrant students after the October 1, 2023 student count under HB24-1389. This money was appropriated from the state education fund to the Department of Education as one-time funding to school districts and institute charter schools that enrolled new arrival students. The amount provided to each school district and charter school that requests funding is pursuant to a tiered schedule that is based on the total number of new arrival students who enrolled after the 2023-2024 pupil enrollment count day as well as \$4,500 for each student in the school district or charter school’s total net student population or total new arrival student population, whichever is lesser. DCSD received \$876,547 as a part of this initiative.

House Bill 24-1390: School Food Programs

Colorado lawmakers passed HB24-1390 in an attempt to shore up a new state program that provides free school lunches to all students – SB23-221, the Healthy School Meals for All program, which is mentioned above. The program is facing a funding shortfall, and the bill delays implementing certain parts of the program in order to save money. This includes delaying the implementation of the local food purchasing grant, the wage increase or stipend program for school meals food preparation and service employees (wage increase or stipend program), and the local school food purchasing technical assistance and education grant program until the 2025-2026 budget year. The act also creates the Healthy School Meals for All program cash fund. On July 1, 2024, the state treasurer shall transfer the balance of the healthy school meals for all program general fund exempt account to the cash fund.

Government-Wide Three Year Forecast

The Government-wide three year forecast is presented below. The Government-wide forecast summarizes all funds across the District in governmental, proprietary and fiduciary funds for eight years.

	Audited Actuals 2020-2021	Audited Actuals 2021-2022	Audited Actuals 2022-2023	Final Revised Budget 2023-2024	Estimated Actual 2023-2024	Adopted Budget 2024-2025	Forecast Budget 2025-2026	Forecast Budget 2026-2027	Forecast Budget 2027-2028
Beginning Fund Balance	412,359,633	360,763,131	289,991,178	275,989,511	275,989,511	275,394,552	252,429,504	256,401,402	260,777,739
Revenues									
Property Taxes	324,181,213	356,158,950	346,970,897	475,913,534	476,369,437	503,903,631	488,747,459	490,962,528	490,925,903
Specific Ownership Taxes	31,547,273	31,147,919	32,617,906	34,090,662	34,249,449	35,000,000	35,688,496	35,688,496	36,389,024
Other Local Income	107,746,121	113,469,607	249,570,628	137,061,788	138,106,609	144,698,098	145,900,012	149,367,239	152,317,722
Intergovernmental	390,338,754	425,096,830	436,398,313	442,235,586	440,243,434	442,692,939	475,360,500	501,539,476	516,040,078
Other	-	-	-	-	-	-	-	-	-
Total Revenues	853,813,361	925,873,306	1,065,557,744	1,089,301,570	1,088,968,928	1,126,294,668	1,145,696,468	1,177,557,739	1,195,672,727
Expenditures									
Salaries	340,456,716	365,225,791	378,084,198	452,392,547	449,128,563	455,750,613	467,219,178	478,280,712	489,506,428
Benefits	118,574,325	130,543,388	152,756,746	162,558,467	165,633,378	171,150,409	179,178,063	184,600,420	187,542,666
Purchased Services	99,840,753	109,083,787	119,447,054	135,340,163	127,410,378	135,832,842	136,780,539	138,471,633	140,869,691
Contracts w/ Charter Schools	137,809,602	160,580,802	166,792,982	194,855,066	194,278,769	214,601,325	225,481,615	236,502,858	244,553,801
Supplies	40,947,986	55,573,755	55,392,994	78,456,256	66,084,508	80,198,828	79,449,937	79,568,070	79,838,211
Equipment	105,467,599	80,648,881	58,093,539	44,664,155	26,359,212	25,633,463	1,482,366	1,153,567	823,415
Other	62,312,882	94,988,858	147,795,435	60,504,247	59,008,445	58,398,903	44,246,929	46,484,707	46,487,978
Total Expenditures	905,409,862	996,645,261	1,078,362,949	1,128,770,901	1,087,903,252	1,141,566,383	1,133,838,627	1,165,061,968	1,189,622,191
BOE Contingency	-	-	-	787,487	854,672	7,693,333	7,885,943	8,119,436	8,248,907
Transfers In/(Out)	-	-	-	-	-	-	-	-	-
Net Change in Fund Balance	(51,596,502)	(70,771,955)	(12,805,204)	(40,256,818)	211,005	(22,965,048)	3,971,898	4,376,336	(2,198,371)
Ending Fund Balance	360,763,132	289,991,176	277,185,974	235,732,693	276,200,516	252,429,504	256,401,402	260,777,738	258,579,368
TABOR Reserve	15,865,400	17,561,600	20,645,000	20,645,000	20,645,000	23,080,000	23,896,796	24,604,350	24,996,689
BOE Reserve	15,865,400	17,561,600	20,645,000	20,645,000	20,645,000	23,080,000	23,896,796	24,604,350	24,996,689
School Carry Over Reserve	23,379,850	27,221,122	24,427,933	25,282,133	24,490,008	24,674,886	25,293,772	25,468,244	25,537,554
Medicaid Carry Over Reserve	2,974,795	1,730,576	1,273,670	1,273,670	140,406	140,406	616,362	910,707	910,707
Assignment of 2018 Mill Levy Override	9,262,081	7,522,347	3,372,977	3,372,977	-	-	-	-	-
Assignment of 2023 Mill Levy Override	-	-	-	601,789	2,190,569	-	-	-	-
Mental Health and Security Grant	823,182	593,761	28,502	28,502	-	-	-	-	-
Enrollment Reserve	-	-	-	-	-	2,335,000	-	-	-
Multi-Year Lease Reserve	-	4,178,498	3,782,903	3,218,115	3,218,115	2,659,890	2,101,666	1,526,696	898,535
Set Aside for 5B One-Time Bridge (Emergency Capital Needs)	-	-	-	2,314,725	3,096,408	-	-	-	-
SPED/Mental Health Reserve	-	686,438	370,782	47,903	-	510,081	-	-	-
Ending Fund Balance - after reserves	292,592,424	212,935,234	202,639,207	158,302,879	201,775,010	175,949,241	180,596,011	183,663,391	181,239,193

Estimated Actual 2023-2024 reflects forecast as of March 31, 2024 presented to the Board of Education in Third Quarter Financials presentation on May 28, 2024. Final Revised Budget 2023-2024 reflects updated information since March 31, 2024.

2024-2025 Summary of Combined General Funds

	General Fund (10)	Outdoor Education Fund (13)	Capital Projects Fund (14)	Full Day Kindergarten Fund (15)	Transportation Fund (25)
Beginning Fund Balance	\$ 139,160,142	\$ 5,734	\$ 31,046,280	\$ -	\$ 6,985,485
Revenues					
Property Taxes	\$ 449,985,053	\$ -	\$ -	\$ -	\$ -
Specific Ownership Taxes	35,000,000	-	-	-	-
Other Local Income	37,932,784	1,684,130	3,794,927	-	1,625,302
Intergovernmental	392,690,397	-	-	-	5,272,610
Other	-	-	-	-	-
Total Revenues	\$ 915,608,234	\$ 1,684,130	\$ 3,794,927	\$ -	\$ 6,897,912
Expenditures					
Salaries	402,296,987	946,174	-	-	16,784,867
Benefits	152,091,542	312,106	-	-	6,401,689
Purchased Services	49,749,012	162,279	790,000	-	9,538,344
Contracts w/ Charter Schools	214,601,325	-	-	-	-
Supplies	51,035,574	204,198	-	-	3,431,781
Equipment	-	-	22,455,872	-	2,185,006
Other	2,835,264	43,272	-	-	(715,600)
Total Expenditures	\$ 872,609,704	\$ 1,668,029	\$ 23,245,872	\$ -	\$ 37,626,087
BOE Contingency	\$ 7,693,333	\$ -	\$ -	\$ -	\$ -
Net Income/(Loss)	\$ 35,305,197	\$ 16,101	\$ (19,450,945)	\$ -	\$ (30,728,175)
Transfers In/(Out)	(39,118,469)	80,238	920,396	-	25,993,112
Net Change in Fund Balance	\$ (3,813,272)	\$ 96,339	\$ (18,530,549)	\$ -	\$ (4,735,063)
Ending Fund Balance	\$ 135,346,870	\$ 102,073	\$ 12,515,731	\$ -	\$ 2,250,422
TABOR Reserve	23,080,000	-	-	-	-
BOE Reserve	23,080,000	-	-	-	-
School Carry Over Reserve	21,125,931	-	1,774,689	-	-
Medicaid Carry Over Reserve	140,406	-	-	-	-
Mental Health and Security Grant	-	-	-	-	-
Enrollment Reserve	2,335,000	-	-	-	-
Multi-Year Lease Reserve	2,659,890	-	-	-	-
SPED/Mental Health Reserve	510,081	-	-	-	-
Ending Fund Balance - after reserves	\$ 62,415,562	\$ 102,073	\$ 10,741,042	\$ -	\$ 2,250,422

- General Fund 10 - accounts for 76% of all the financial activity in the District inclusive of teacher salary and benefits as well as supplies and services
- Outdoor Education Fund 13 - accounts for the financial activity associated with Stone Canyon Outdoor Edventures, a District program providing outdoor educational experiences to 5th and 6th grade students
- Capital Projects Fund 14 - accounts for the financial activity associated with building remodels, equipment purchases and technology devices with a value of \$5,000 or more
- Full Day Kindergarten (FDK) Fund 15 – accounted for the financial activity associated with the FDK tuition based program at many of the District elementary schools. This fund was discontinued with implementation of state-funded FDK.
- Transportation Fund 25 – accounts for the financial activity associated with transporting students to and from school as well as field trips and athletic events

2024-2025 Summary of Special Revenue Funds

	Nutrition Services		Governmental Designated		Athletics and		Child Care Fund (29)
	Nutrition Services NSLP Fund (21)	Non-NSLP Fund (28)	Purpose Grants Fund (22)	Pupil Activity Fund (23)	Activities Fund (26)		
Beginning Fund Balance	\$ 5,993,568	\$ -	\$ -	\$ -	\$ 1,774,266	\$ -	\$ 4,928,100
Revenues							
Property Taxes	-	-	-	-	-	-	-
Specific Ownership Taxes	-	-	-	-	-	-	-
Other Local Income	5,842,075	-	-	-	15,088,766	-	10,342,856
Intergovernmental	27,873,303	-	15,102,504	-	-	-	-
Other	-	-	-	-	-	-	-
Total Revenues	\$ 33,715,378	\$ -	\$ 15,102,504	\$ -	\$ 15,088,766	\$ -	\$ 10,342,856
Expenditures							
Salaries	11,515,696	-	9,248,300	-	6,953,350	-	8,005,239
Benefits	4,947,920	-	2,987,850	-	1,655,018	-	2,754,284
Purchased Services	267,200	-	1,992,603	-	5,843,475	-	1,427,771
Contracts w/ Charter Schools	-	-	-	-	-	-	-
Supplies	18,706,657	-	447,881	-	6,114,408	-	258,329
Equipment	290,000	-	76,680	-	625,905	-	-
Other	867,500	-	349,190	-	451,394	-	429,777
Total Expenditures	\$ 36,594,973	\$ -	\$ 15,102,504	\$ -	\$ 21,643,550	\$ -	\$ 12,875,400
BOE Contingency	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Net Income/(Loss)	\$ (2,879,595)	\$ -	\$ -	\$ -	\$ (6,554,784)	\$ -	\$ (2,532,544)
Transfers In/(Out)	2,895,424	-	-	-	6,554,784	-	1,551,076
Net Change in Fund Balance	\$ 15,829	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (981,468)
Ending Fund Balance	\$ 6,009,397	\$ -	\$ -	\$ -	\$ 1,774,266	\$ -	\$ 3,946,632
TABOR Reserve	-	-	-	-	-	-	-
BOE Reserve	-	-	-	-	-	-	-
School Carry Over Reserve	-	-	-	-	1,774,266	-	-
Medicaid Carry Over Reserve	-	-	-	-	-	-	-
Mental Health and Security Grant	-	-	-	-	-	-	-
Enrollment Reserve	-	-	-	-	-	-	-
Multi-Year Lease Reserve	-	-	-	-	-	-	-
SPED/Mental Health Reserve	-	-	-	-	-	-	-
Ending Fund Balance - after reserves	\$ 6,009,397	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,946,632

- Nutrition Services NSLP Fund 21 – accounts for the financial activity associated with breakfast and lunch meal services provided to schools on the National School Lunch Program
- Nutrition Services Non - NSLP Fund 28 – accounted for the financial activity associated with catering, a la carte and lunch meal services provided to schools not on the National School Lunch Program; this fund will not be used in 2024-2025 due to the Healthy School Meals for All program implementation
- Governmental Designated Purpose Grants Fund 22 – accounts for the financial activity associated with our federal and state grants inclusive of Title I and IDEA (Individual Disabilities Education Act)
- Pupil Activity Fund 23 – accounted for the financial activity associated with student led and controlled clubs and activities that may include fundraisers and donation projects to other non-profit organizations; this fund will not be used in 2024-2025
- Athletics and Activities Fund 26 – accounts for the financial activity associated with all the sports and activities offered at the District’s secondary schools
- Child Care Fund 29 – accounts for the financial activity associated with the 45 Before and After School Care programs at District schools

2024-2025 Summary of Other District Funds

	Bond Redemption Fund (31)	Certificate of Participation Lease Payment Fund (39)	Building Funds (41 and 45)	Medical and Dental Fund (65)	Short Term Disability Insurance Fund (66)	Private Purpose Trust Fund (75)
Beginning Fund Balance	\$ 81,866,623	\$ 2,147	\$ -	\$ 3,172,899	\$ 430,428	\$ 28,880
Revenues						
Property Taxes	53,918,578	-	-	-	-	-
Specific Ownership Taxes	-	-	-	-	-	-
Other Local Income	3,813,895	1,500	-	65,375,635	898,353	52,000
Intergovernmental	-	-	-	-	-	-
Other	-	-	-	-	-	-
Total Revenues	\$ 57,732,473	\$ 1,500	\$ -	\$ 65,375,635	\$ 898,353	\$ 52,000
Expenditures						
Salaries	-	-	-	-	-	-
Benefits	-	-	-	-	-	-
Purchased Services	2,000	4,064	-	65,306,062	750,032	-
Contracts w/ Charter Schools	-	-	-	-	-	-
Supplies	-	-	-	-	-	-
Equipment	-	-	-	-	-	-
Other	52,970,731	1,119,375	-	-	-	48,000
Total Expenditures	\$ 52,972,731	\$ 1,123,439	\$ -	\$ 65,306,062	\$ 750,032	\$ 48,000
BOE Contingency	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Net Income/(Loss)	\$ 4,759,742	\$ (1,121,939)	\$ -	\$ 69,573	\$ 148,321	\$ 4,000
Transfers In/(Out)	-	1,123,439	-	-	-	-
Net Change in Fund Balance	\$ 4,759,742	\$ 1,500	\$ -	\$ 69,573	\$ 148,321	\$ 4,000
Ending Fund Balance	\$ 86,626,365	\$ 3,647	\$ -	\$ 3,242,472	\$ 578,749	\$ 32,880
TABOR Reserve	-	-	-	-	-	-
BOE Reserve	-	-	-	-	-	-
School Carry Over Reserve	-	-	-	-	-	-
Medicaid Carry Over Reserve	-	-	-	-	-	-
Mental Health and Security Grant	-	-	-	-	-	-
Enrollment Reserve	-	-	-	-	-	-
Multi-Year Lease Reserve	-	-	-	-	-	-
SPED/Mental Health Reserve	-	-	-	-	-	-
Ending Fund Balance - after reserves	\$ 86,626,365	\$ 3,647	\$ -	\$ 3,242,472	\$ 578,749	\$ 32,880

- Bond Redemption Fund 31 – accounts for the financial activity associated with the collection of property taxes and the payment of principal and interest on general obligation bond debt approved by the taxpayer through an election
- COP Lease Payment Fund 39 – accounts for the financial activity associated with the payment of principal and interest on certificates of participation authorized by the Board of Education and funded through a transfer from General Fund
- Building Funds 41 and 45 – accounts for the financial activity associated with capital projects and equipment funded from the proceeds of General Obligation Bonds as well as Certificates of Participation
- Self-Insured Health Funds 65 and 66 – accounts for the financial activity associated with the payment of premiums and claims associated with the Medical, Dental and Short Term Disability Insurance programs
- Private Purpose Trust Fund 75 – accounts for the financial activity associated with the Philip S Miller Trust providing scholarships to Castle Rock area high school students at Castle View, Douglas County, Renaissance Secondary and Ponderosa High Schools

Combined General Fund by Function

	General Fund (10)	Outdoor Education Fund (13)	Capital Projects Fund (14)	Full Day Kindergarten Fund (15)	Transportation Fund (25)	Total Combined General Fund
Beginning Fund Balance	\$ 139,160,142	\$ 5,734	\$ 31,046,280	\$ -	\$ 6,985,485	\$ 177,197,641
Revenues by Source						
Property Taxes	449,985,053	-	-	-	-	449,985,053
Specific Ownership Taxes	35,000,000	-	-	-	-	35,000,000
Other Local Income	37,932,784	1,684,130	3,794,927	-	1,625,302	45,037,143
Intergovernmental	392,690,397	-	-	-	5,272,610	397,963,007
Other	-	-	-	-	-	-
Transfers In	-	80,238	920,396	-	25,993,112	26,993,746
Total Revenues	\$ 915,608,234	\$ 1,764,368	\$ 4,715,323	\$ -	\$ 32,891,024	\$ 954,978,949
Total Sources	\$ 1,054,768,376	\$ 1,770,102	\$ 35,761,603	\$ -	\$ 39,876,509	\$ 1,132,176,590
Expenditures by Program						
Instructional	421,660,139	-	163,946	-	-	421,824,085
Support - Students	55,029,159	-	-	-	-	55,029,159
Support - Instructional Staff	26,570,125	-	-	-	-	26,570,125
Support - General Administration	5,141,651	-	-	-	-	5,141,651
Support - School Administration	45,735,540	-	-	-	-	45,735,540
Support - Business	6,052,156	-	11,496	-	-	6,063,652
Support - Operations & Maintenance	66,961,206	-	279,145	-	89,975	67,330,326
Support - Student Transportation	5,000	-	-	-	37,536,112	37,541,112
Support - Central	28,763,771	-	5,295,317	-	-	34,059,088
Support - Other	902,251	-	-	-	-	902,251
Contracts w/ Charter Schools	214,601,325	-	-	-	-	214,601,325
Non Instructional	1,187,381	1,668,029	17,495,968	-	-	20,351,378
Transfers Out	39,118,469	-	-	-	-	39,118,469
Total Expenditures	\$ 911,728,173	\$ 1,668,029	\$ 23,245,872	\$ -	\$ 37,626,087	\$ 974,268,161
Expenditures by Object						
Salaries - 100s	402,296,987	946,174	-	-	16,784,867	420,028,028
Benefits - 200s	152,091,542	312,106	-	-	6,401,689	158,805,337
Purchased Services - 300s, 400s, 500s	49,749,012	162,279	790,000	-	9,538,344	60,239,635
Supplies - 600s	51,035,574	204,198	-	-	3,431,781	54,671,553
Equipment - 700s	-	-	22,455,872	-	2,185,006	24,640,878
Other - 800s, 900s	2,835,264	43,272	-	-	(715,600)	2,162,936
Contracts w/ Charter Schools	214,601,325	-	-	-	-	214,601,325
Transfers Out	39,118,469	-	-	-	-	39,118,469
Total Expenditures	\$ 911,728,173	\$ 1,668,029	\$ 23,245,872	\$ -	\$ 37,626,087	\$ 974,268,161
BOE Contingency	7,693,333	-	-	-	-	7,693,333
Net Change in Fund Balance	\$ (3,813,272)	\$ 96,339	\$(18,530,549)	\$ -	\$ (4,735,063)	\$ (26,982,545)
Ending Fund Balance	\$ 135,346,870	\$ 102,073	\$ 12,515,731	\$ -	\$ 2,250,422	\$ 150,215,096
TABOR Reserve	23,080,000	-	-	-	-	23,080,000
BOE Reserve	23,080,000	-	-	-	-	23,080,000
School Carry Over Reserve	21,125,931	-	1,774,689	-	-	22,900,620
Medicaid Carry Over Reserve	140,406	-	-	-	-	140,406
Enrollment Reserve	2,335,000	-	-	-	-	2,335,000
Multi-Year Lease Reserve	2,659,890	-	-	-	-	2,659,890
SPED/Mental Health Reserve	510,081	-	-	-	-	510,081
Ending Fund Balance - after reserves	\$ 62,415,562	\$ 102,073	\$ 10,741,042	\$ -	\$ 2,250,422	\$ 81,014,070

Special Revenue Funds by Function

	Nutrition Services NSLP Fund (21)	Nutrition Services Non- NSLP Fund (28)	Governmental Designated Purpose Grants Fund (22)	Pupil Activity Fund (23)	Athletics and Activities Fund (26)	Child Care Fund (29)	Total Special Revenue Funds
Beginning Fund Balance	\$ 5,993,568	\$ -	\$ -	\$ -	\$ 1,774,266	\$ 4,928,100	\$ 12,695,934
Revenues by Source							
Property Taxes	-	-	-	-	-	-	-
Specific Ownership Taxes	-	-	-	-	-	-	-
Other Local Income	5,842,075	-	-	-	15,088,766	10,342,856	31,273,697
Intergovernmental	27,873,303	-	15,102,504	-	-	-	42,975,807
Other	-	-	-	-	-	-	-
Transfers In	2,895,424	-	-	-	6,554,784	1,551,076	11,001,284
Total Revenues	\$ 36,610,802	\$ -	\$ 15,102,504	\$ -	\$ 21,643,550	\$ 11,893,932	\$ 85,250,788
Total Sources	\$ 42,604,370	\$ -	\$ 15,102,504	\$ -	\$ 23,417,816	\$ 16,822,032	\$ 97,946,722
Expenditures by Program							
Instructional	-	-	9,868,196	-	16,303,402	-	26,171,598
Support - Students	-	-	1,383,477	-	7,000	-	1,390,477
Support - Instructional Staff	-	-	2,895,315	-	5,312,263	-	8,207,578
Support - General Administration	-	-	1,800	-	-	-	1,800
Support - School Administration	-	-	170,200	-	20,885	-	191,085
Support - Business	-	-	335,688	-	-	-	335,688
Support - Operations & Maintenance	-	-	-	-	-	-	-
Support - Student Transportation	-	-	-	-	-	-	-
Support - Central	-	-	-	-	-	-	-
Support - Other	-	-	447,828	-	-	-	447,828
Contracts w/ Charter Schools	-	-	-	-	-	-	-
Non Instructional	36,594,973	-	-	-	-	12,875,400	49,470,373
Transfers Out	-	-	-	-	-	-	-
Total Expenditures	\$ 36,594,973	\$ -	\$ 15,102,504	\$ -	\$ 21,643,550	\$ 12,875,400	\$ 86,216,427
Expenditures by Object							
Salaries - 100s	11,515,696	-	9,248,300	-	6,953,350	8,005,239	35,722,585
Benefits - 200s	4,947,920	-	2,987,850	-	1,655,018	2,754,284	12,345,072
Purchased Services - 300s, 400s, 500s	267,200	-	1,992,603	-	5,843,475	1,427,771	9,531,049
Supplies - 600s	18,706,657	-	447,881	-	6,114,408	258,329	25,527,275
Equipment - 700s	290,000	-	76,680	-	625,905	-	992,585
Other - 800s, 900s	867,500	-	349,190	-	451,394	429,777	2,097,861
Contracts w/ Charter Schools	-	-	-	-	-	-	-
Transfers Out	-	-	-	-	-	-	-
Total Expenditures	\$ 36,594,973	\$ -	\$ 15,102,504	\$ -	\$ 21,643,550	\$ 12,875,400	\$ 86,216,427
BOE Contingency	-	-	-	-	-	-	-
Net Change in Fund Balance	\$ 15,829	\$ -	\$ -	\$ -	\$ -	\$ (981,468)	\$ (965,639)
Ending Fund Balance	\$ 6,009,397	\$ -	\$ -	\$ -	\$ 1,774,266	\$ 3,946,632	\$ 11,730,295
TABOR Reserve	-	-	-	-	-	-	-
BOE Reserve	-	-	-	-	-	-	-
School Carry Over Reserve	-	-	-	-	1,774,266	-	1,774,266
Medicaid Carry Over Reserve	-	-	-	-	-	-	-
Enrollment Reserve	-	-	-	-	-	-	-
Literacy Curricular Materials Reserve	-	-	-	-	-	-	-
Multi-Year Lease Reserve	-	-	-	-	-	-	-
SPED/Mental Health Reserve	-	-	-	-	-	-	-
Ending Fund Balance - after reserves	\$ 6,009,397	\$ -	\$ -	\$ -	\$ -	\$ 3,946,632	\$ 9,956,029

Other Funds by Function

	Bond Redemption Fund (31)	Certificate of Participation Lease Payment Fund (39)	Building Funds (41 and 45)	Medical and Dental Fund (65)	Short Term Disability Insurance Fund (66)	Private Purpose Trust Fund (75)	Total Other District Funds
Beginning Fund Balance	\$ 81,866,623	\$ 2,147	\$ -	\$ 3,172,899	\$ 430,428	\$ 28,880	\$ 85,500,977
Revenues by Source							
Property Taxes	53,918,578	-	-	-	-	-	53,918,578
Specific Ownership Taxes	-	-	-	-	-	-	-
Other Local Income	3,813,895	1,500	-	65,375,635	898,353	52,000	70,141,383
Intergovernmental	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Transfers In	-	1,123,439	-	-	-	-	1,123,439
Total Revenues	\$ 57,732,473	\$ 1,124,939	\$ -	\$ 65,375,635	\$ 898,353	\$ 52,000	\$ 125,183,400
Total Sources	\$ 139,599,096	\$ 1,127,086	\$ -	\$ 68,548,534	\$ 1,328,781	\$ 80,880	\$ 210,684,377
Expenditures by Program							
Instructional	-	-	-	-	-	48,000	48,000
Support - Students	-	-	-	-	-	-	-
Support - Instructional Staff	-	-	-	-	-	-	-
Support - General Administration	-	-	-	-	-	-	-
Support - School Administration	-	-	-	-	-	-	-
Support - Business	-	4,064	-	-	-	-	4,064
Support - Operations & Maintenance	-	-	-	-	-	-	-
Support - Student Transportation	-	-	-	-	-	-	-
Support - Central	-	-	-	65,306,062	750,032	-	66,056,094
Support - Other	-	-	-	-	-	-	-
Contracts w/ Charter Schools	-	-	-	-	-	-	-
Non Instructional	52,972,731	1,119,375	-	-	-	-	54,092,106
Transfers Out	-	-	-	-	-	-	-
Total Expenditures	\$ 52,972,731	\$ 1,123,439	\$ -	\$ 65,306,062	\$ 750,032	\$ 48,000	\$ 120,200,264
Expenditures by Object							
Salaries - 100s	-	-	-	-	-	-	-
Benefits - 200s	-	-	-	-	-	-	-
Purchased Services - 300s, 400s, 500s	2,000	4,064	-	65,306,062	750,032	-	66,062,158
Supplies - 600s	-	-	-	-	-	-	-
Equipment - 700s	-	-	-	-	-	-	-
Other - 800s, 900s	52,970,731	1,119,375	-	-	-	48,000	54,138,106
Contracts w/ Charter Schools	-	-	-	-	-	-	-
Transfers Out	-	-	-	-	-	-	-
Total Expenditures	\$ 52,972,731	\$ 1,123,439	\$ -	\$ 65,306,062	\$ 750,032	\$ 48,000	\$ 120,200,264
BOE Contingency	-	-	-	-	-	-	-
Net Change in Fund Balance	\$ 4,759,742	\$ 1,500	\$ -	\$ 69,573	\$ 148,321	\$ 4,000	\$ 4,983,136
Ending Fund Balance	\$ 86,626,365	\$ 3,647	\$ -	\$ 3,242,472	\$ 578,749	\$ 32,880	\$ 90,484,113
TABOR Reserve	-	-	-	-	-	-	-
BOE Reserve	-	-	-	-	-	-	-
School Carry Over Reserve	-	-	-	-	-	-	-
Medicaid Carry Over Reserve	-	-	-	-	-	-	-
Enrollment Reserve	-	-	-	-	-	-	-
Literacy Curricular Materials Reserve	-	-	-	-	-	-	-
Multi-Year Lease Reserve	-	-	-	-	-	-	-
SPED/Mental Health Reserve	-	-	-	-	-	-	-
Ending Fund Balance - after reserves	\$ 86,626,365	\$ 3,647	\$ -	\$ 3,242,472	\$ 578,749	\$ 32,880	\$ 90,484,113

2024-2025 Capital Budgeting

Douglas County School District–2018 Bond Program

The Douglas County School District sold \$249,975,000 in General Obligation Bonds in February 2019, as approved by voters in the November 2018 election. Due to the credit strength of the District and the prevailing interest rate environment at the time of sale, the Bonds sold at a premium. Total project funds available from the sale of the Bonds was approximately \$290.8 million. This premium did not impact the District's ability to maintain its pledge of a "no new taxes" Bond. Additionally, the District, in collaboration with its investment advisor and the Fiscal Oversight Committee, developed an investment and cash management strategy to align with construction schedules. Total available funds were \$306.3 million, this includes interest earnings of \$15.5 million. The interest earned was used to assist in the funding of the new Legacy Campus (former Wildlife Experience building).

As of February 29, 2024

Proceeds From the Sale of Bonds	249,975,000
Premium/Discount	40,816,808
Total Proceeds From the Sale of Bonds	290,791,808
Projected Interest	15,518,609
Total Proceeds from Bond	306,310,417

Since the successful passage of the Bond, multiple departments across DCSD reviewed plans and needs related to the various Bond priority items. The proceeds from the Bonds provided one-time funds for capital needs such as security upgrades, facility repairs, classroom furnishings, buses, technology and more. Proceeds from the sale of the Bond became available to the District in February 2019. Projects began immediately thereafter and the District spent the full amount by February 2024. Premium funds, along with the interest earnings from investments, provided the District with the additional funds needed to further fulfill capital needs within the District.

Bond Approval Process

A Master Capital Plan (MCP) outlines a system to identify, screen and approve capital project needs. Projects were funded within the bond based on the following categories: Athletics, Capital Renewal Projects, District-wide Initiatives, Personalized Learning-Special Education (SPED), Playgrounds, Technology-Student/Staff, Transportation, Security, Support Facilities, Furniture, Career and Technical Education, Personalized Learning-ADA (Americans with Disabilities Act), and New Construction. All Tier 1 and the most urgent Tier 2 Capital Renewal Projects at schools were completed as part of the Bond. Principals and School Accountability Committees provided input to prioritize the most urgent Tier 2 needs. Cabinet members worked alongside department directors to identify non-school related capital needs. The identified capital projects were then gathered and reviewed by the corresponding department and Superintendent's Cabinet representative and submitted for further review by the cabinet screening committee. The committee listed all approved projects in a 'Bond Prioritization Project List'.

Master Capital Plan | 2024-2025



2024-2025 Capital Budgeting

Tier	Description
Tier 1	Assets, systems and components that are necessary to occupy a facility and/or may cause large financial costs if a breakdown occurs, along with Federal, State, and Local mandated statutes and code compliance issues. Typical assets in this tier include (but are not limited to) roofing, plumbing infrastructure, HVAC, electrical systems, fire sprinkler repair/replacement, fire alarm, irrigation systems and controllers, major structural movement, site utilities, SPED buses; and state statutes for door hardware fire and security compliance.
Tier 2	Assets, systems and components for suitable occupancy of a facility including security systems and components; and priority bus and support vehicle replacement. Typical assets in this tier include (but are not limited to) building exterior envelope and finishes, interior finishes, flooring, plumbing fixtures, minor mechanical, paving, surfacing, high school athletic fields, cameras, card readers, replacement buses, and snowplow trucks.
Tier 3	Assets, systems and components that are part of a facility infrastructure but do not directly affect the occupancy of the facility including security upgrades and additions; and transportation buses and support vehicles for growth. Typical assets in this tier include (but are not limited to) interior wall structure and finishes, interior doors, ceiling finishes, casework, FF&E (furniture, features, and equipment), cosmetic building structure, multi-purpose fields at elementary and middle schools, additional software programs to enhance security; and additional buses and support vehicles.
Tier 4	Assets, systems and components that are more aesthetic in nature, do not affect building occupancy, and deemed the least important upgrades. Typical assets in this tier include (but are not limited to) landscaping, exterior structures, a variety of site work, and additional security doors.

Note: The 2024-2025 Master Capital Plan can be found in the District website: <https://www.dcsdk12.org/about/departments/planning-and-construction/master-capital-plan>

Major Cabinet Prioritization Category Summary

Administration

About 6% or \$19 million of the bond was allocated towards administrative services. This allocation included \$5.6 million in outside consulting services, in-house accounting and construction management and \$13.4 million in one-time payments towards bond issuance cost, underwriter discount fee and certificate of participation lease payment.

DCSD signed a year-to-year \$5 million contract with NV5 in December 2018. This contract ended in June 2023. A significant portion of the Bond was managed by NV5. NV5 provided the District with engineering and consulting services, delivering solutions through five business verticals: Construction Quality Assurance, Infrastructure, Energy, Program Management, and Environmental. In addition, Portfolio Financial Management (PFM), an asset management and financial consulting firm, provided the district with financial services to track market variability and forecast interest earnings throughout the life of the bond. Additional accounting and construction services were managed in-house.

Athletics

Improvements to various athletic facilities throughout the District were included in the Bond. The \$6.1 million allocation was used to install new turf, resurface tracks, replace lighting and PA systems at stadiums and at school site athletics facilities. Improvements to various athletic facilities throughout the District included in the Bond have been completed.

2024-2025 Capital Budgeting

Playgrounds

The District allocated \$600k for playground improvements. Playground improvements have been completed at the following schools and sites:

- Franktown Elementary
- South Ridge Elementary
- Sedalia Elementary
- Cantril Building
- Meadow View Elementary
- Cherry Valley Elementary
- Mountain View Elementary

District Initiatives

Projects continued to be identified for this category during the 2023-2024 school year. The initial \$8 million District Initiative allocation was increased to \$11.7 million as projects closed out under budget in other prioritization categories and the remaining funds were reallocated to District Initiatives. These were all urgent Capital Improvement Plan (CIP) projects. Some of the projects completed in 2023-2024 include domestic boiler replacements, elevator compliance, concrete repairs, MAU replacements, heating unit replacements, and vehicle replacements.

Personalized Learning- SPED & ADA

The District committed to implementing Personalized Learning capital improvements where necessary across the District. The \$1.2 million combined allocation was used towards some of the following approved uses in 2023-2024: ADA improvements to sidewalks, playground equipment, and SWAP technology throughout the District.

Technology-Student/Staff

The District maintains a high capacity technology infrastructure to support today's growing digital learning needs. As part of the bond refresh, budget capacity was allocated to refresh aging technology in schools on a regular basis over the life of the bond. The initial proceeds from the sale of the bond allocated \$12 million to IT, there was an additional \$4.752 million for IT out of bond premium, and DCSD dedicated an additional \$4.048 million from the Capital Projects Fund to a total of \$20.8 million in technology over five years. Throughout the life of the Bond, the District invested \$18 million dollars in devices to support teacher and student learning needs. In addition, the District also invested \$2.8 million to update high capacity technology infrastructure. Technology refresh for aging computers, network improvement and core services for District-wide operations was approved.

Transportation

The District allocated bond funds to replace Transportation buses, vehicles and equipment that were beyond their useful life. A total of \$7.9 million was allocated towards Transportation. All bond funds allocated for Transportation have been spent. Funds were utilized to purchase 64 total buses. With the purchase of new buses, DCSD is able to reduce the annual cost spent per year on repair, maintenance and fuel, allowing reallocation of future funds to other operating and capital needs. Flooring replacement and lighting improvements at two transportation centers were also completed. The remaining balance was spent on other approved projects such as dispatch radios, cameras for new buses, Zpass and Zonar equipment, and the implementation of SMART tag software to improve the ridership safety and security.

2024-2025 Capital Budgeting

Security

DCSD committed to enhancing physical security at schools throughout the District. Security project prioritization was aligned with priority projects being funded by the Douglas County Board of County Commissioners. To improve security and safety at our schools, technology projects were completed in 60 neighborhood and charter schools. Additionally, multiple joint projects between the bond and County Commissioner funding were completed, which enhanced physical security. Some of these joint projects touched all neighborhood and charter schools. Overall, \$12 million was allocated to District security with an additional \$3 million allocated to charter school security.

Support Facilities

A total of \$2.4 million was allocated to support facilities. Support facility funds were used to fund certain replacement/upgrade projects at a number of DCSD support facilities buildings, ranging from student services to transportation and staff support facilities.

Furniture

The Bond included \$2 million for furniture purchases. DCSD committed to furniture replacements where necessary across the District. Three furniture vendors were selected as approved suppliers. All furniture requests are complete. Furniture for the new construction projects is separate to this budget and included within those specific project budgets.

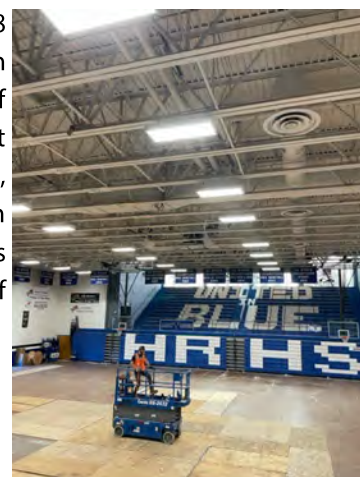
Career and Technical Education (CTE)

A total of \$13.7 million was initially allocated towards Career and Technical Education (CTE) projects and then \$1.3 million from the new construction of the Castle View HS F-Pod was reallocated to CTE as it was dedicated exclusively to CTE within the school. Funds for VALE—Venture Academy of Leadership and Entrepreneurship’s CTE programming were allocated to the VALE project, bringing the total CTE allocation to \$13.4 million. Upgrades to CTE programs throughout the District at the high school level were a component of the Bond. Approximately \$1.3 million per high school was allocated for these projects.

Capital Improvement Projects (CIP)

CIP projects were primarily managed by NV5 and included Capital Renewal Projects and New Construction. This work included renovations to all schools 2006 and older as well as additional urgent Tier 1 scopes at some newer schools, and affected more than 60 neighborhood schools in the District. Per the commitments from the bond campaign, it was the intent of the District to fund 100% of identified Tier 1 needs required in the first four years of the 2018 Bond Capital Improvement Plan at all identified schools, and as confirmed by the architects, engineers, contractors, and Operations & Maintenance department. Additionally, approximately 50% by funding for the most urgent Tier 2 needs were also completed. This delineation was evaluated per school by the school administration, SAC, architects, engineers and District support staff. Additionally, the most urgent Tier 1 CIP needs allowed by law at 8 charter schools in buildings constructed in 2006 or older were completed.

Capital Renewal: The approved budget for capital renewal work and CIP overrun was \$154.8 million which was divided into \$144.7 million in the initial bond allocation and \$10.1 million in overrun from bond premium. Due to projects coming in under budget and the delay of some projects leading to a shift to funding from the Capital Projects Fund, the total amount spent on CIP projects was \$154.8 million. Capital renewal projects included roofing, flooring, HVAC controls and systems, electrical repairs, fire alarm replacement, interior construction and finishes, plumbing, paving and surfacing, elevator modernization, bleachers and doors and door hardware. RTU replacement, switchgear, fire alarm replacements, and artificial turf projects were completed during the 2023-2024 school year.



2024-2025 Capital Budgeting

New Construction: Two (2) new construction projects were initially planned as part of the original bond scope.

New F-Pod addition to Castle View High School. Construction, landscaping, and sitework are complete and the building is occupied. The project's total cost was \$13.1 million (plus the \$1.3 million reallocated to Career and Technical Education).

The second new construction project initially planned as part of the original bond scope was for an Alternative Education School and an Innovation Center planned for the site on Pine Drive in Parker. However, on October 26, 2021, the Board of Education elected to put the new construction and site development for the Pine Drive site on an indefinite hold due to budget concerns.

On December 15, 2021, DCSD closed on the former CU South Building in Lone Tree. This site is now used for the Innovation Center. Phase I design was completed in July 2022, and tenant finish was completed in July 2023. The building opened to students in August 2023. The Innovation Center, now named the Legacy Campus, is primarily used for CTE programming and was funded by bond premium (\$11.1 million) and bond interest (\$15.5 million) plus \$3.6 million from Cash in Lieu within the Capital Projects Fund.

In place of the Pine Drive site for the Alternative Education School, DCSD purchased the former Arapahoe Community College (ACC) building near Chaparral HS on May 31, 2022 to repurpose as an alternative high school, now named VALE—Venture Academy of Leadership and Entrepreneurship. VALE opened to students in August 2023. Total allocated funding for the alternative education school was \$11.9 million from the bond plus an additional \$1.4 million from the Capital Projects Fund.



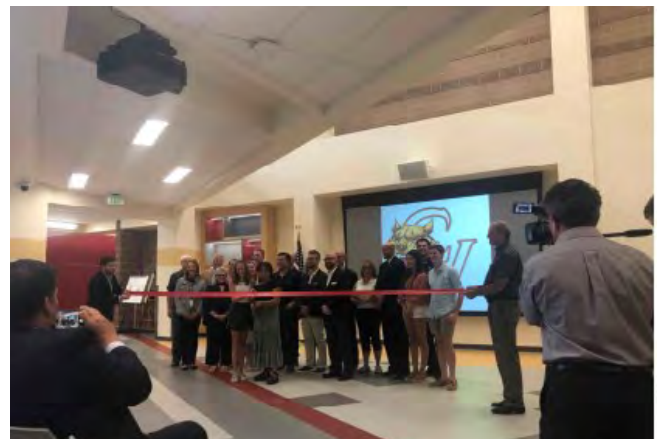
VALE



Legacy Campus



Legacy Campus



Castle View High School F-Pod Ribbon Cutting

2024-2025 Capital Budgeting

Douglas County School District Building Bond 41 Summary by Cabinet Prioritization Categories

Cabinet Prioritization Categories	Allocated Funding (Prioritization List)	18-19 Actuals	19-20 Actual	20-21 Actual	21-22 Actual	22-23 Actual	23-24 Projection
Projects Funded by Par Value of Bond							
Administration	\$ 5,632,643	\$ 753,323	\$ 1,749,242	\$ 1,806,489	\$ 896,570	\$ 422,044	\$ 4,975
Athletics	6,145,707	422,000	1,647,969	1,444,495	2,423,209	208,033	-
District Initiatives	11,703,943	993,588	737,839	1,644,812	4,495,914	3,028,962	802,827
Personalized Learning-SPED	742,450	19,428	113,191	232,122	54,823	246,547	76,338
Playgrounds	597,085	15,882	209,846	367,610	3,748	-	-
Technology-Student/Staff	12,008,024	3,114,769	5,379,352	3,513,903	-	-	-
Transportation	7,949,248	964,425	5,800,701	300,484	406,997	476,642	-
Security	11,970,427	-	2,685,719	4,519,247	1,417,805	857,817	2,489,840
Support Facilities	2,360,944	153,154	609,179	1,595,520	3,092	-	-
Furniture	1,999,985	-	1,195,775	173,985	575,306	51,013	3,907
Charter Security	3,011,910	-	113,900	602,288	989,858	468,857	837,007
Career Tech	13,396,239	-	910,132	6,423,495	6,041,585	19,452	1,575
New Alternative Education School - Pine Drive	1,034,642	26,609	190,311	755,951	61,770	-	-
VALE Alternative Education School	11,923,839	-	-	-	7,516,162	3,784,880	622,797
CVHS F Pod Addition	14,347,424	168,862	1,272,965	11,413,805	1,491,792	-	-
Personalized Learning-ADA	420,392	-	-	328,330	(90,179)	97,000	85,240
CIP Projects	144,730,098	8,568,581	41,594,082	65,584,857	28,982,579	-	-
Total Bond - Par	\$ 249,975,000	\$ 15,200,620	\$ 64,210,204	\$ 100,707,393	\$ 55,271,030	\$ 9,661,247	\$ 4,924,506
Projects funded from Bond Premium							
Certificate Of Participation Lease Payment Fund	\$ 12,033,334	\$ 12,033,334	\$ -	\$ -	\$ -	\$ -	\$ -
Underwriter Discount	1,062,394	1,062,394	-	-	-	-	-
Bond Issuance Costs	353,524	353,524	-	-	-	-	-
Technology-Student/Staff Premium*	4,752,143	-	-	802,840	1,042,445	2,388,553	518,306
New Innovation Campus - Pine Drive	1,421,524	-	100,225	832,697	488,602	-	-
Legacy Campus	11,127,852	-	-	-	8,205,980	300,000	2,621,872
CIP Overrun -Premium	10,066,036	-	-	-	785,302	7,425,031	1,855,705
Total Bond -Premium	\$ 40,816,808	\$ 13,449,251	\$ 100,225	\$ 1,635,536	\$ 10,522,328	\$ 10,113,584	\$ 4,995,884
Projects funded from Projected Bond Interest							
Legacy Campus*	\$ 15,518,609	\$ -	\$ -	\$ -	\$ 3,181,277	\$ 13,827,505	\$ (1,490,172)
Total Projected Bond - Interest	\$ 15,518,609	\$ -	\$ -	\$ -	\$ 3,181,277	\$ 13,827,505	\$ (1,490,172)
Grand Total	\$ 306,310,417	\$ 28,649,872	\$ 64,310,429	\$ 102,342,929	\$ 68,974,634	\$ 33,602,335	\$ 8,430,219

*Technology and Legacy Campus maintain additional funding in Capital Projects Fund 14 in addition to Bond Fund 41 to be spent in 2022-2023 and 2023-2024

2024-2025 Capital Budgeting

Mill Bond Oversight Committee (MBOC)

In November 2018, voters approved additional funding for Douglas County School District (DCSD) in the form of a \$40 million Mill Levy Override and a \$250 million Bond. In return, DCSD promised to create a Mill and Bond Oversight Committee that would help ensure that each dollar was spent as outlined on the ballot. The charge of the MBOC was to become familiar with the 2018 Mill Levy Override (MLO) and Bond program and project list, monitor the progress of the improvements and programs implemented, and ensure MLO/Bond expenditures were aligned with ballot language approved by voters.

The responsibilities of the MBOC included:

- Assisting the BOE in fulfilling its responsibility to provide transparency and assurance that mill levy and general obligation bond funds, approved by Douglas County voters in November 2018, were spent as intended and represented to the voters
- Reporting periodically, at least annually, to the BOE regarding the status of MLO/Bond expenditures
- Assisting in maintaining public trust and confidence in the District through active involvement in MLO/Bond project communications
- Meeting regularly to review progress made
- Reviewing MLO/Bond expenditures for alignment with ballot language approved by voters
- Participating in scheduled site visits during construction, as invited by the DCSD Chief Operations Officer
- Reviewing the Chief Financial Officer's recommendations for maintaining congruence between financial statements and identified spending of MLO/Bond funding
- Reviewing the master schedule of projects
- Provide regular updates to the DCSD Communications Team that can be shared with the community
- Oversight of the 2023 MLO



2024-2025 Capital Budgeting

The following information is sourced from the Douglas County School District 2024-2025 Master Capital Plan (MCP) as presented to the Board of Education on June 18, 2024.

Facility Assessments

Facility capital needs in the Master Capital Plan (MCP) come from a Capital Improvement Plan (CIP) list, a database for the assessment of assets for district facilities. The majority of the list includes the building/site systems and components in need of repair, replacement or upgrade. The CIP is a 5-year projection tool to help maintain DCSD campuses so they function as intended or better. A facility assessment (or inventory) is a comprehensive review of a facility's assets. Facility assessments are a standard method for establishing baseline information about the systems and components in a new or existing facility. An assessment is a way of determining the "status" of the facility at a given time - that is, it provides a snapshot of how the various systems and components are operating. A primary objective of a facility assessment is to measure the value of an aging asset relative to the cost of replacing that asset. Thus, facilities assessments are a tool for projecting future capital maintenance costs.

Assessments on newer facilities take place at about the 10-year mark of opening looking forward to a 15-year projected life. Starting in 2015-2016, all facilities are being assessed every 5 years. Some assets of a facility may be placed in the CIP based on known life cycle. The majority of systems and components fall within a life cycle range of 15-40 years. On-site facility assessments are currently performed by the Facility Capital Planner. The Facility Capital Planner collaborates with Principals, Building Engineers, Maintenance Managers and staff in helping supply information to be placed in the CIP. Information may come from the maintenance work order system if the capital cost cannot be justified by the yearly maintenance budget. Architects, Engineers, and Consultants may also be used to determine major deficiencies when warranted. The yearly maintenance repair budget is separate from the CIP although sometimes items may be performed in conjunction with each other. Typically, capital repair/replacement costs over \$5,000 are listed in the CIP, although the yearly maintenance budget may be used for repair/replacement costs up to around \$30,000. Costs under \$5,000 in the CIP are usually deficiency items that would be combined with others in the same type of project for cost savings. Currently, the items in the CIP are for capital renewal only. Other major "wants" not for growth or equability of other facilities are placed outside the CIP but continue to be tracked to be considered at a future date if deemed appropriate. Many energy conservation projects for energy and water savings have been taken out of the CIP but are still tracked and may be done if the return on investment (ROI) is warranted in the future.

Tier and Priority Classifications

The Planning & Construction team, with input from Security, Transportation, and IT staff, is responsible for classifying needs based on a four tier structure. These tiers are used to rank the significance of the replacement or upgrade of facility assets, systems, components, and services as they affect the occupancy of a facility or level of service requirements.

The Safety and Security Department identifies and prioritizes its capital needs based on a variety of criteria. These criteria range from risk to safety, necessity in order to comply with Federal, State, or Local mandates, frequency of system failure, potential impact to current level of service, life expectancy, the potential to enhance systems, and process improvement strategies that present a significant safety concern are identified.

The Transportation Department identifies and prioritizes fleet related capital needs in two ways. First, assets that present a significant safety concern are identified. This means that the continued operation of the asset places personnel safety, or the safety of others, in jeopardy. Assets identified in this operating condition may have components or entire structures that will not pass safety inspections. These would be assets that need to be replaced within one year. Second, assets in a mechanical condition requiring ongoing repairs that exceed current value are identified. If these vehicles can no longer be repaired, upgraded, or maintained, they are listed as needing replacement over the next five years.

2024-2025 Capital Budgeting

The IT Department identifies and prioritizes solutions and projects based on the effectiveness and impact to student education delivery. District technology initiatives are proposed by the IT Department based on continual review of school staff and student educational requirements, administrative leadership, and reference to industry best practice solutions. A business case is developed to define scope, deliverables, resources, and cost estimates which are then prioritized by IT leadership. A portfolio review is conducted to ensure new initiatives are unified solutions across the district and maximize delivery of student education in alignment with DCSD strategic goals. With a wealth of technology solutions and opportunities, the IT Department focuses priority on providing the District's students, staff, and administration with the most value to provide the greatest education for the students.

Every project/need that has been listed in the CIP is ranked based on five different 'levels' of criteria. The criteria 'levels' used to score projects include the following:

Priority Criteria	Definition
Cause	This criteria level is used to evaluate and score projects based on why they are needed. For example, a project could be needed to respond to or prevent a known life safety and health risk, to be code compliant, or because the system or component has failed. It could also be needed to increase functionality and efficiency or to align with district strategic priorities. A project that is required to prevent or respond to a known life safety and health risk would rank higher than a project that is desired or preferred by facility users. Similarly, a project required for code, regulatory or contract compliance would rank higher than a project that would enable the advancement of district-wide goals and strategies
Type of Impact	Potential to interrupt educational programming. Using this criteria level, a failing system or building component that has the potential to result in a full or partial school closure would score higher than a failing system or component that does not directly disrupt classroom instruction.
Risk	Level of risk a system or component failure poses to staff, students, and the district as a whole. Types or risks considered vary widely and include everything from safety and health risk to financial and legal risks. Using this criteria level, a failing system or component that has the potential to compromise student and staff health and safety or close a facility would rank higher than one where the only potential risk is an opportunity loss for improvement.
Urgency	When item it is expected to fail based on life cycle expectancy. A building component that is past its expected life cycle would score higher than a component that has not reached the end of its expected life.
Extent of Impact	The extent to which a potential failure could impact the district. For example, a potential failure that could impact the entire district would score higher than a potential failure that would only impact one classroom.

Note: The 2024-2025 Master Capital Plan can be found on the District website: <https://www.dcsdk12.org/about/departments/planning-and-construction/master-capital-plan>

Challenges and Unfunded Future Needs

Following the completion of the 2018 Bond, DCSD has committed to a \$20 million investment in urgent capital needs in 2024. This \$20M was funded via use of DCSD reserves. The backlog of capital needs is \$300M and is expected to grow by an average of \$35M per year. Utilizing reserves is a temporary solution and when reserves are drawn down, there are fewer resources available for other initiatives. Over the next five years, it is estimated that the total cost of DCSD's capital needs will be between \$863 million to \$1.04 billion. Of that total, approximately \$294 million is for new construction, \$276-\$395 million is for reinvestment in the District's neighborhood, magnet and alternative school and support facilities, \$68-\$98 million is needed for District charter school needs, \$67-\$78 million is needed for safety and security needs, \$52 million is needed for transportation needs (includes costs for buses and support fleet), \$28 million is needed for information technology needs, \$9-\$13 million is needed for furniture, fixtures and equipment upgrades, \$11-\$17 million is needed to maintain tracks, fields and other school based athletic facilities, and \$29-\$34 million is needed to replace some of the District's aging mobiles. Approximately \$500K is needed for playground equipment and \$1.1 million is needed as contingency for ADA and Special Education projects.

2024-2025 Capital Budgeting

This year's Master Capital Plan also includes \$24.3 million needed to make all the facilities at the Stone Canyon Outdoor EdVenture campus fit for their intended occupancy. Additional costs related to project management and inflation are anticipated.

The largest single component of these needs is new construction at a cost of approximately \$294 million, with facility reinvestment (for neighborhood, magnet, alternative schools and support facilities) following close behind at \$276 million. These unmet capital needs are not currently funded through a bond. Without a new bond, the district will be challenged to find the resources to fully address the total needs identified in the MCP, both in the fast-growing areas of the county which need additional schools and for the schools which have reached an age where major maintenance issues are looming.

Outside of additional General Obligation Bonds, there are a few additional funding mechanisms for capital projects for school districts in Colorado. First, districts have the ability to sell a Certificate of Participation (COP) to generate revenue available for capital projects. While selling COPs does not affect tax rates for Douglas County citizens, the principal and interest expenses are at a cost to the General Fund and therefore fewer resources are available for other initiatives. Second, DCSD may fund growth related needs from Cash in Lieu of Land and capital mitigation fees. Cash in Lieu fees are paid by the property developer and/or home builder of new residential developments as part of the land use jurisdiction's development review/approval process. The local land use authorities in Colorado are the only parties authorized to determine and enforce school land dedication or Cash in Lieu dedication fees. Capital mitigation fees are voluntary, not mandatory. DCSD requests capital mitigation fees with every development referral the District receives from the local land use authority. These fees are 100% negotiated as jurisdictions cannot require this fee from applicants. This revenue is from developers and can only be used to address capacity/growth issues. Building new schools to address student enrollment growth is a qualifying use of Cash in Lieu of Land, however, this revenue stream is insufficient to fully fund even one new elementary school. A new elementary school costs \$60M to build. DCSD's annual Cash in Lieu revenue averaged \$1.5M/year over the last 4 years and annual capital mitigation fees averaged \$955k/year over the last 4 years. These sources of revenue don't come close to covering the cost of building a school. Finally, DCSD may transfer funds from the General Fund to the Capital Projects Fund through an interfund transfer. This method of funding capital projects has been used frequently in past fiscal years prior to the 2018 Bond and again in 23-24. When operational dollars are transferred from the General Fund there are fewer resources available for other initiatives. The Colorado School Finance Act does not provide additional funding to address capital needs for school districts.

The only way for DCSD to address the needs in the Master Capital Plan without severely impacting resources available for the classroom and staff compensation and become self-sustaining is by having a debt plan that can keep the mill rate flat (within reason) and continue to take out debt to invest in assets over time. This involves passing bonds on a regular basis, in alignment with the Master Capital Plan.

The following information is sourced from the Douglas County School District 2024-8-13 Final Bond Staff Recommendation as presented to the Board of Education on August 13, 2024.

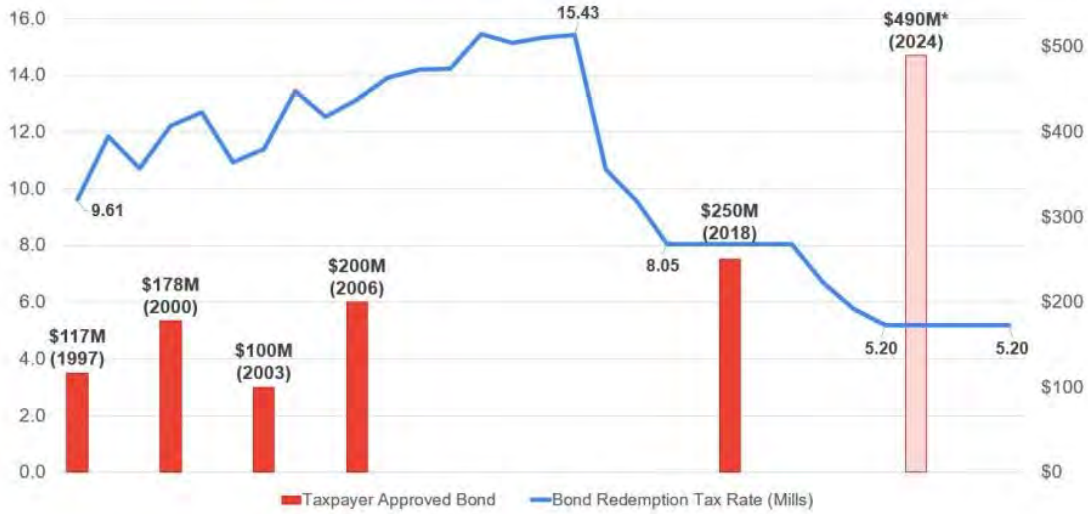
How bonds work: the District asks taxpayers for permission to take on debt, and the taxpayers pay that debt through their property taxes. The bond mill is set each year to make the payments. As the District pays off and restructures debt, the debt payments "step down" in such a way that new debt can be issued (with the approval of taxpayers) and new debt payment fills in the "step down" creating an opportunity to pass new debt without an increase in the mill rate. For DCSD, the last opportunity to pass voter approved debt without a mill rate increase is in 2024.

DCSD is recommending a \$490M bond to enhance educational opportunities for students. The bond would allow for: the construction of 2 new elementary schools and a middle school expansion to accommodate growth and reduce overcrowding, updating and equipping aging schools and facilities, building additional career and technical pathways by constructing and expanding school facilities, and upgrading school safety and security.

2024-2025 Capital Budgeting

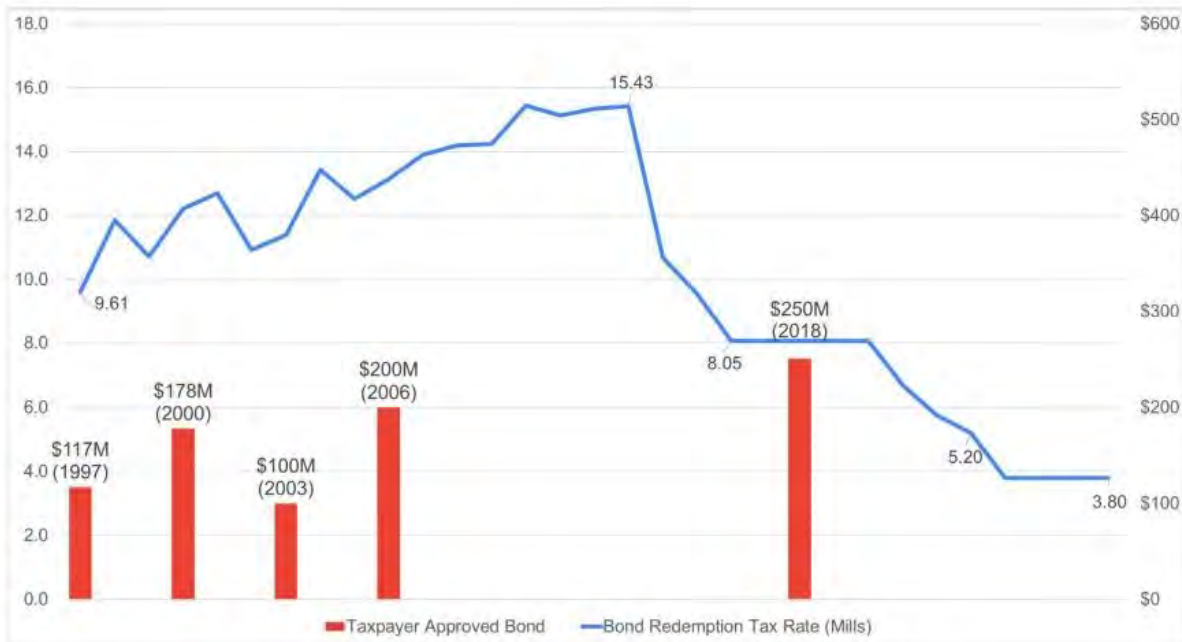
25 Years of History: Bond Approvals and Impact

Taxpayer Approved Debt and Mills Collected for Debt Payments



If a \$490 million bond passes in 2024, the mill rate will remain flat at 5.2 mills and there will be **no tax increase**. In terms of critical Tier 1 and Tier 2 maintenance, this bond would bridge us from the 2018 bond to 2026. In order to continue investing in our schools and to keep up with growth in our community, there will need to be future bonds (about every 4-6 years).

If DCSD fails to pass a bond in 2024 there would be a mill decrease of 1.5 mills to 3.8 mills, resulting in a \$95 decrease per \$1 million in home value. Any future bonds would represent a significant tax increase and the District's ability to provide safe and adequate educational spaces for students will be compromised.



Note: The 2024-8-13 Final Bond Staff Recommendation can be found on the district website: [funding.dcsdk12.org](https://www.funding.dcsdk12.org)

Ratios of Outstanding Debt by Type

While the Master Capital Plan looks at future capital needs, the various outstanding debt charts look at costs from outstanding debt on historical capital needs. The following pages on outstanding debt and legal debt margin include the financial data on current debt obligations in order to demonstrate the relationship between current debt level and legal debt limits.

Douglas County School District Re. 1
 Ratios of Outstanding Debt by Type
 Last Ten Years

Governmental Activities													
Year Ended June 30	General Obligation Bonds	Certificates of Participation	Accreted Interest	Bond Premiums	Leases	Financed Leases	Software	Total Primary Government	Assessed Value ⁽¹⁾	Personal Income ⁽²⁾	Population ⁽²⁾	Percentage of Personal Income	Total Debt Per Capita
2024	\$ 296,905,000	\$ 7,055,000	\$ -	\$ 29,201,820	\$ 6,452,293	\$ 1,276,336	\$ 4,600,185	\$ 345,490,634	\$10,390,833,820	37,286,156	381,500	0.93%	\$ 906
2023	332,620,000	7,880,000	1,739,546	35,597,452	6,894,895	1,607,609	5,142,317	391,481,819	8,172,143,380	32,412,414	378,000	1.21%	1,036
2022	364,225,000	8,680,000	3,403,454	40,482,635	9,869,424	-	-	426,660,513	8,139,902,610	29,776,147	373,275	1.43%	1,143
2021	419,585,000	22,385,000	2,379,722	50,892,604	3,623,865	-	-	498,866,191	7,470,076,990	30,923,747	379,000	1.61%	1,316
2020	455,050,000	24,965,000	1,655,232	57,410,391	4,557,113	-	-	543,637,736	7,289,075,050	28,072,588	370,000	1.94%	1,469
2019	486,665,000	27,490,000	1,142,467	64,228,806	5,465,076	-	-	584,991,349	6,469,120,610	27,021,840	358,000	2.16%	1,634
2018	272,435,000	42,510,000	779,558	28,275,838	6,318,769	-	-	350,319,165	6,361,633,430	22,765,492	346,000	1.54%	1,012
2017	305,059,570	45,515,000	5,780,971	31,144,205	7,096,285	-	-	394,596,031	5,695,999,230	22,558,704	336,000	1.75%	1,174
2016	342,249,713	48,495,000	7,095,655	35,369,506	8,171,653	-	-	441,381,527	5,592,997,090	21,713,011	328,990	2.03%	1,342
2015	390,608,248	50,510,000	9,620,808	45,288,506	9,206,434	-	-	505,233,996	4,780,313,060	19,900,804	308,000	2.54%	1,640

(1) Douglas County Government

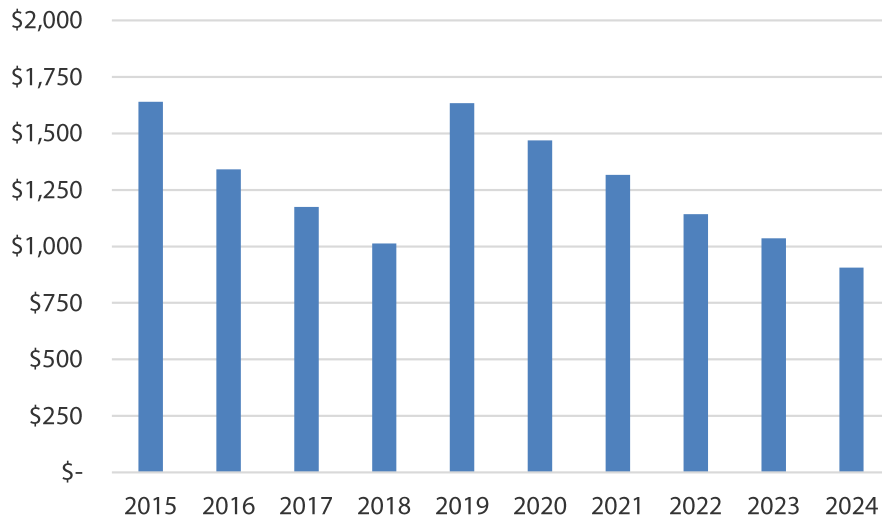
<https://www.douglas.co.us/documents/2023-abstract.pdf/>

(2) 2023 Douglas County ACFR -Demographic and Economic Statistics

<https://www.douglas.co.us/documents/2023-annual-comprehensive-financial-report.pdf/>

Figures included in this schedule represent the most recent data available. 2023 and prior numbers have not been revised to match the County's updated data.

Douglas County School District Total Debt Per Capita



Ratios of Net General Bonded Debt Outstanding and Legal Debt Margin

Douglas County School District Re. 1 Ratios of Net General Bonded Debt Outstanding Last Ten Years

Year Ended June 30	General ⁽³⁾ Obligation Bonds	Debt Service Funds Available	Net Bonded Debt	Percentage of Actual Taxable Value of Property	Per Capita	Actual Value	Assessed Value ⁽¹⁾	Personal Income ⁽²⁾	Population ⁽²⁾
2024	\$ 326,106,820	\$ 39,580,000	\$ 286,526,820	0.29%	\$ 751	\$ 98,146,384,908	\$ 10,390,833,820	\$ 37,286,156	381,500
2023	369,956,998	35,715,000	334,241,998	0.45%	884	74,490,872,470	8,172,143,380	32,412,414	378,000
2022	408,111,089	23,550,000	384,561,089	0.52%	1,030	74,319,505,902	8,139,902,610	29,776,147	373,275
2021	472,857,326	36,635,000	436,222,326	0.64%	1,151	67,770,581,367	7,470,076,990	30,923,747	379,000
2020	514,115,623	35,465,000	478,650,623	0.73%	1,294	65,847,948,735	7,289,075,050	28,072,588	370,000
2019	552,036,273	31,615,000	520,421,273	0.91%	1,454	57,326,883,719	6,469,120,610	27,021,840	358,000
2018	301,490,396	39,698,856	261,791,540	0.47%	757	55,957,475,832	6,361,633,430	22,765,492	346,000
2017	341,984,746	41,671,933	300,312,813	0.59%	894	51,028,244,270	5,695,999,230	22,558,704	336,000
2016	384,714,874	37,190,142	347,524,732	0.70%	1,056	49,806,309,081	5,592,997,090	21,713,011	328,990
2015	445,517,562	48,358,535	397,159,027	0.95%	1,289	41,756,703,236	4,780,313,060	19,900,804	308,000

(1) Douglas County Government <https://www.douglas.co.us/documents/2023-abstract.pdf/>

(2) Douglas County ACFR <https://www.douglas.co.us/documents/2023-annual-comprehensive-financial-report.pdf/>

(3) General Obligation Bond related amounts include General Obligation Bonds, accreted interest and bond premiums.

Figures included in this schedule represent the most recent data available.

Data is estimated and is subject to change based on updated information.

2023 and prior numbers have not been updated to match the County's updated data.

Douglas County School District Re. 1 Legal Debt Margin Last Ten Years

	2024	2023	2022	2021	2020	2019	2018	2017	2016	2015
Debt limit ⁽¹⁾	\$ 2,078,166,764	\$ 1,634,428,676	\$ 1,627,980,522	\$ 1,494,015,398	\$ 1,457,815,010	\$ 1,293,824,122	\$ 1,272,326,686	\$ 1,139,199,846	\$ 1,118,599,418	\$ 956,062,612
Total debt applicable to limit	345,490,634	391,481,819	426,660,513	498,866,191	543,637,736	584,991,349	350,319,165	394,596,031	441,381,527	505,233,996
Legal debt margin ⁽²⁾	1,732,676,130	1,242,946,857	1,201,320,009	995,149,207	914,177,274	708,832,773	922,007,521	744,603,815	677,217,891	450,828,616
Total debt applicable to the limit as a percentage of debt limit	16.62%	23.95%	26.21%	33.39%	37.29%	45.21%	27.53%	34.64%	39.46%	52.85%

(1) Debt limits calculated by determining the total assessed value as reported in Ratios of Outstanding Debt by Type chart and multiplying by 20 percent.

(2) Legal debt margin is calculated by subtracting the "total debt applicable to limit" from the "debt limit".

(3) 2023 "total debt applicable to limit" changed from \$386,339,500 as published in the Douglas County School District 2023-2024 Adopted Budget Book due to the implementation of GASB 96 software subscriptions.

Accrued Obligations for Other Post-Employment Benefits

Douglas County School District’s PERA Contribution

School districts contribute a percentage of their total payroll to Colorado PERA according to State law. In 2004 and 2006, legislation was passed that required employers to remit additional contributions to PERA. These additional contributions are the Amortization Equalization Disbursement (AED) and Supplemental Amortization Equalization Disbursement (SAED). The AED is an additional amount contributed by PERA employers that had gradual increases until January 2016. The SAED is also an amount contributed by employers and is, to the extent permitted by law, to be funded by moneys otherwise available for employee wage increases. The SAED had gradual increases until January 2018. Senate Bill 18-200’s increase was to the statutory employer rate and holds the AED and SAED flat. The school division rate remained flat at 21.40%. For 2024-2025, Douglas County School District’s contribution is budgeted to be \$96.2 million.

Douglas County School District is required to record its share of PERA’s net pension liabilities. As of June 30, 2023, the District reported a liability of \$846,043,961 for its proportionate share of the net pension liability. The net pension liability was measured as of December 31, 2022.

Government-Wide Net Position	FY 2023	FY 2022
Beginning Net Position	\$ (195.1)M	\$ (508.1)M
Change in Net Position	\$ 67.4 M	\$ 313.0 M
Ending Net Position	\$ (127.7) M	\$ (195.1) M
	FY 2023	FY 2022
Beginning Net Position Before PERA	\$ 672.1 M	\$ 622.5 M
Change in Net Position	\$ 67.7 M	\$ 313.0 M
Current Year PERA Expense	\$ (21.0) M	\$ (263.4) M
Ending Net Position	\$ 718.8 M	\$ 672.1 M

The amounts presented for each year were determined as of December 31, the measurement date used by PERA.

Schedule of the District’s Proportionate Share of Net Pension Liabilities

	FY 2023	FY 2022
District’s proportion of the net pension liability	4.646%	5.472%
District’s proportionate share of the net pension liability	\$846,043,961	\$636,750,686
District’s covered payroll	\$352,714,773	\$336,468,879
District’s proportionate share of the net pension liability as a percentage of its covered payroll	239.87%	189.25%
Plan fiduciary net position as a percentage of the total pension liability	61.79%	74.86%

Source: <https://www.douglas.co.us/documents/2023-annual-comprehensive-financial-report-douglas-county-colorado.pdf/>

Estimated Overlapping General Obligation Debt

In addition to the general obligation indebtedness of the District, other taxing entities are authorized to incur general obligation debt within boundaries which overlap or partially overlap the boundaries of the District. The following table sets forth the estimated overlapping general obligation debt attributable to property owners within the District as of June 30, 2023. Additional taxing entities may overlap with the District in the future. Please note that due to reporting timelines of overlapping taxing entities, this information is one year in arrears.

Estimated Overlapping General Obligation Debt (Unaudited)

Direct Debt	2022 Assessed Valuation	Entity's Debt Outstanding	Percent	Amount
Douglas County School District RE-1	\$8,172,143,380	\$391,481,819	100%	\$391,481,819

Name of Overlapping Entity ⁽¹⁾	Assessed Valuation ⁽²⁾	Outstanding G.O. Debt	Outstanding G.O. Debt Attributable to the District ⁽³⁾	
			Percent	Amount
Antelope Heights Metropolitan District ⁽⁴⁾	\$18,370,410	\$10,630,000	100.00%	\$10,630,000
Anthology West Metropolitan Dist. Nos. 2 and 4 ⁽⁴⁾⁽⁵⁾	23,617,550	9,840,000	100.00	9,840,000
Anthology West Metropolitan District No. 5 ⁽⁴⁾	3,631,900	5,328,000	100.00	5,328,000
Arapahoe County Water and Wastewater P.I.D.	807,906,394	119,385,000	9.19	10,971,482
Belford North and Belford South Metro. Districts ⁽⁴⁾⁽⁵⁾	4,495,560	39,155,000	100.00	39,155,000
Bella Mesa Metropolitan District ⁽⁴⁾	5,000,540	22,705,000	100.00	22,705,000
Canterberry Crossing Metropolitan District	36,742,050	7,490,000	100.00	7,490,000
Canterberry Crossing Metropolitan District II	26,515,600	7,895,000	100.00	7,895,000
Canyons Metropolitan Districts Nos. 1 and 3 ⁽⁴⁾⁽⁵⁾	660,040	31,270,000	100.00	31,270,000
Canyons Metropolitan District No. 5 ⁽⁴⁾	43,302,200	85,657,000	100.00	85,657,000
Canyons Metropolitan District No. 6 ⁽⁴⁾	43,302,190	21,399,000	100.00	21,399,000
Carousel Farms Metropolitan District ⁽⁴⁾	3,038,070	3,162,500	100.00	3,162,500
Castle Oaks Metropolitan District ⁽⁴⁾	31,169,390	14,175,000	100.00	14,175,000
Castle Oaks Metropolitan District No. 3 ⁽⁴⁾	35,284,010	34,250,000	100.00	34,250,000
Castle Pines Comm. Metro. Dist. Nos. 3 and 4 ⁽⁴⁾⁽⁵⁾	15,032,450	4,405,000	100.00	4,405,000
Castleview Metropolitan District No. 1 ⁽⁴⁾	13,150	18,887,000	100.00	18,887,000
Castleview Metropolitan District No. 2 ⁽⁴⁾	3,344,030	4,593,000	100.00	4,593,000
Castlewood Ranch Metropolitan District	42,839,450	13,425,000	100.00	13,425,000
Chambers Highpoint Metro. District Nos. 1 and 2 ⁽⁴⁾⁽⁵⁾	5,200	11,300,000	100.00	11,300,000
Cherokee Ridge Estates Metropolitan District	4,227,730	640,000	100.00	640,000
Cherry Creek South Metro. Districts Nos. 5 and 6 ⁽⁴⁾⁽⁵⁾	5,760	68,549,000	100.00	68,549,000
Cielo Metropolitan District ⁽⁴⁾	4,884,110	17,942,000	100.00	17,942,000
Compark Business Campus Metropolitan District	69,760,140	47,210,000	100.00	47,210,000
Concord Metropolitan District	62,677,100	2,800,000	100.00	2,800,000
Consolidated Bell Mountain Ranch Metro. District	21,479,130	10,375,000	100.00	10,375,000
Cottonwood Highlands Metropolitan District No. 1 ⁽⁴⁾	18,185,410	19,155,000	100.00	19,155,000
Cottonwood Water and Sanitation District	141,407,816	5,996,067	100.00	5,996,067
Crowfoot Valley Ranch Metro. District No. 2 ⁽⁴⁾	10,139,180	63,768,000	100.00	63,768,000
Crystal Crossing Metropolitan District ⁽⁴⁾	11,021,170	7,850,000	100.00	7,850,000
Crystal Valley Metropolitan District No. 2 ⁽⁴⁾	92,100,110	55,860,000	100.00	55,860,000
Crystal Valley Metropolitan Dist. No. 2 Subdistrict	1,200	3,600,000	100.00	3,600,000
Elkhorn Ranch Metropolitan District No. 1	14,122,303	8,305,000	100.00	8,305,000
Foxhill Metropolitan District No. 2 ⁽⁴⁾	5,039,030	6,000,000	100.00	6,000,000
Hess Ranch Metropolitan Dist. Nos. 4, 6 and 8 ⁽⁴⁾⁽⁵⁾	11,192,430	102,826,000	100.00	102,826,000
Highfield Metropolitan District ⁽⁴⁾	42,702,000	5,280,000	100.00	5,280,000
Hillside at Castle Rock Metropolitan District ⁽⁴⁾	1,267,390	6,149,000	100.00	6,149,000
Hilltop Metropolitan District ⁽⁴⁾	617,070	1,855,000	100.00	1,855,000
Horse Creek Metropolitan District	15,739,860	3,560,000	100.00	3,560,000
Horseshoe Ridge Metro. Districts Nos. 1 to 3 ⁽⁴⁾⁽⁵⁾	12,321,110	3,850,000	100.00	3,850,000
Hunting Hill Metropolitan District ⁽⁴⁾	9,489,180	7,090,000	100.00	7,090,000

Estimated Overlapping General Obligation Debt

Name of Overlapping Entity ⁽¹⁾	Valuation ⁽²⁾	Outstanding G.O. Debt	Outstanding G.O. Debt Attributable to the District ⁽³⁾	
			Percent	Amount
Inspiration Metropolitan District ⁽⁴⁾	72,200,150	75,800,000	100.00	75,800,000
Inverness Water and Sanitation District ⁽⁶⁾	438,932,432	2,778,045	27.64	767,852
Jordan Crossing Metropolitan District	3,472,230	1,355,000	100.00	1,355,000
Lanterns Metropolitan District No. 1 ⁽⁴⁾	14,735,810	22,120,000	100.00	22,120,000
Lanterns Metropolitan District No. 2 ⁽⁴⁾	5,985,700	25,482,000	100.00	25,482,000
Larkspur Fire Protection District	181,985,000	935,000	100.00	935,000
Lincoln Creek Metropolitan District ⁽⁴⁾	8,635,030	5,765,000	100.00	5,765,000
Lincoln Meadows Metropolitan District ⁽⁴⁾	\$13,873,870	\$8,637,000	100.00	\$8,637,000
Lincoln Station Metropolitan District ⁽⁴⁾	53,532,750	13,355,000	100.00	13,355,000
Louviers Water and Sanitation District ⁽⁶⁾	3,329,220	1,611,314	100.00	1,611,314
Maher Ranch Metropolitan District No. 4 ⁽⁴⁾	34,991,860	14,194,000	100.00	14,194,000
Meadowlark Metropolitan District ⁽⁴⁾	7,069,400	9,609,000	100.00	9,609,000
Meadows Metropolitan Districts Nos. 1 to 7 ⁽⁷⁾	294,158,220	70,000,000	100.00	70,000,000
Meridian Metropolitan District	212,513,270	79,416,000	100.00	79,416,000
Meridian Village Metropolitan Dist. Nos. 1 and 2 ⁽⁵⁾	86,786,430	33,010,000	100.00	33,010,000
Miller's Landing Business Improvement District ⁽⁸⁾	371,542	20,965,000	100.00	20,965,000
Mirabelle Metropolitan Districts Nos. 1 and 2 ⁽⁴⁾⁽⁵⁾	16,037,330	36,660,000	100.00	36,660,000
Neu Towne Metropolitan District ⁽⁴⁾	14,397,200	10,945,000	100.00	10,945,000
North Pine Vistas Metropolitan District No. 2 ⁽⁴⁾	10,662,650	11,680,000	100.00	11,680,000
North Pine Vistas Metropolitan District No. 3 ⁽⁴⁾	18,280,620	18,619,000	100.00	18,619,000
North Pines Metropolitan District	5,263,846	1,645,000	100.00	1,645,000
Olde Town Metropolitan District ⁽⁴⁾	3,743,060	870,000	100.00	870,000
Overlook Metropolitan District ⁽⁴⁾	7,803,920	7,773,000	100.00	7,773,000
Parker Automotive Metropolitan District	11,644,200	15,181,000	100.00	15,181,000
Parker Homestead Metropolitan District	14,629,110	7,910,000	100.00	7,910,000
Parker Water and Sanitation District	901,086,593	77,600,000	100.00	77,600,000
Pine Bluffs Metropolitan District	25,048,896	3,415,000	100.00	3,415,000
Pinery West Metropolitan District No. 2 ⁽⁴⁾	49,561,740	5,725,000	100.00	5,725,000
Promenade at Castle Rock Metro. Dist. Nos. 1 to 3 ⁽⁵⁾	71,756,340	61,401,780	100.00	61,401,780
Rampart Range Metro. Districts Nos. 1, 2 and 7 ⁽⁴⁾⁽⁵⁾	285,374,900	173,008,000	100.00	173,008,000
Rampart Range Metro. Dist. Nos. 5, 6 and 8 ⁽⁴⁾⁽⁵⁾	6,597,060	120,000,000	100.00	120,000,000
Ravenna Metropolitan District	24,128,110	43,450,000	100.00	43,450,000
Reata North Metropolitan District ⁽⁴⁾	39,752,720	8,875,000	100.00	8,875,000
Reata Ridge Village Metro. Dist. Nos. 1 and 2 ⁽⁴⁾⁽⁵⁾	6,659,220	5,734,000	100.00	5,734,000
Reata South Metropolitan District ⁽⁴⁾	28,899,210	19,330,000	100.00	19,330,000
Regency Metropolitan District ⁽⁴⁾	6,970,180	3,720,000	100.00	3,720,000
Remuda Ranch Metropolitan District ⁽⁴⁾	2,285,500	9,042,000	100.00	9,042,000
Robinson Ranch Metropolitan District	4,293,890	1,690,000	100.00	1,690,000
Rock Canyon Metropolitan District ⁽⁴⁾	1,561,330	2,035,000	100.00	2,035,000
Roxborough Water and Sanitation District ⁽⁶⁾	283,705,796	17,521,911	65.43	11,464,586
Valley Heights Subdistrict ⁽⁶⁾	22,073,550	5,709,331	100.00	5,709,331
Salisbury Heights Metropolitan District ⁽⁴⁾	4,475,350	2,799,000	100.00	2,799,000
Sierra Ridge Metropolitan District No. 2 ⁽⁴⁾	38,808,340	24,515,000	100.00	24,515,000
Solitude Metropolitan District	3,036,470	5,000,000	100.00	5,000,000
South Meridian Metropolitan District	42,081,890	3,790,000	100.00	3,790,000
South Suburban Park and Recreation District	3,712,641,261	36,485,000	24.01	8,760,049
Spring Valley Metropolitan District No. 4 ⁽⁴⁾	6,260	14,761,000	100.00	14,761,000
Sterling Ranch Colorado Metro. District No. 2 ⁽⁹⁾	35,485,510	39,545,000	100.00	39,545,000
Sterling Ranch Colorado Metro. District No. 3 ⁽⁹⁾	39,752,960	112,217,000	100.00	112,217,000
Stone Canon Ranch Metropolitan District	2,068,870	716,000	100.00	716,000
Stone Creek Metropolitan District ⁽⁴⁾	11,164,910	9,460,000	100.00	9,460,000

Estimated Overlapping General Obligation Debt

Name of Overlapping Entity ⁽¹⁾	Valuation ⁽²⁾	Outstanding G.O. Debt	Outstanding G.O. Debt Attributable to the District ⁽³⁾	
			Percent	Amount
Stonegate North Villages Metropolitan District ⁽⁴⁾	50,214,340	29,380,000	100.00	29,380,000
Stonegate Village Metropolitan District	101,990,230	9,380,000	100.00	9,380,000
Tallman Gulch Metropolitan District ⁽⁴⁾	6,797,070	9,410,000	100.00	9,410,000
Thunderbird Water and Sanitation District ⁽⁶⁾	9,290,990	261,485	100.00	261,485
Timbers Metropolitan District	12,182,220	6,535,000	100.00	6,535,000
Trails at Crowfoot Metropolitan Dist. Nos. 1 to 3 ⁽⁴⁾⁽⁵⁾	19,607,650	54,215,000	100.00	54,215,000
Trails Metropolitan District ⁽⁴⁾	2,754,110	6,999,000	100.00	6,999,000
Two Bridges Metropolitan District ⁽⁴⁾	3,572,350	3,713,000	100.00	3,713,000
Village on the Green Metro. District No. 1	2,848,740	1,272,000	100.00	1,272,000
Villages at Castle Rock Metropolitan Dist. No. 4 and Founders Village Metropolitan District ⁽¹⁰⁾	1,164,970	25,911,000	100.00	25,911,000
Villages at Castle Rock Metropolitan District No. 6 ⁽⁴⁾	43,831,150	56,954,000	100.00	56,954,000
Villas Metropolitan District ⁽⁴⁾	4,215,560	4,925,000	100.00	4,925,000
West Metro Fire Protection District	5,255,486,729	14,195,000	3.10	440,045
Westcreek Metropolitan Districts Nos. 1 and 2 ⁽⁴⁾⁽⁵⁾	9,909,610	7,800,000	100.00	7,800,000
Total Overlapping				<u>\$2,290,461,491</u>

- (1) The following entities also overlap the District, but have no outstanding general obligation debt: Airport Vista Metropolitan Districts Nos. 1 and 2; Anthology West Metropolitan Districts Nos. 3 and 6; City of Aurora; BMR Metropolitan District; Canyons Metropolitan Districts Nos. 2, 4 and 7 to 11; Castle Oaks Metropolitan District No. 2; City of Castle Pines; Castle Pines Commercial Metropolitan Districts Nos. 1, 2 and 5; Castle Pines Metropolitan District; Castle Pines North Metropolitan District; Castle Pines Town Center Metropolitan Districts Nos. 1 to 3; Town of Castle Rock; Castle Rock Downtown Development Authority; Castle Rock Fire Protection District; Castleton Center Water and Sanitation District; Cedar Hill Cemetery Association; Centennial Water and Sanitation District; Chatfield South Water District; Cherry Creek Basin Water Quality Authority; Cherry Creek South Metropolitan Districts Nos. 1, 4 and 7 to 11; Citadel Station-Castle Meadows Urban Renewal Plan; Clearwater Metropolitan District; Cottonwood Commercial Area Urban Renewal Plan; Cottonwood Highlands Metropolitan District No. 2; Cottonwood Metropolitan District; Crowfoot Valley Ranch Metropolitan District No. 1; Crystal Valley Metropolitan District No. 1; Dawson Trails Metropolitan Districts Nos. 1 to 7; Denver Southeast Suburban Water and Sanitation District; Devils Head Metropolitan District; Dominion Water and Sanitation District; Douglas County; Douglas County Law Enforcement Authority; Douglas County Libraries; Douglas County Local Improvement Districts Nos. 01-01, 01-02, 01-03, 07-01, 94-001, 95-001 and 97-001; Douglas County Soil Conservation District; Douglas County Woodmoor Mountain General Improvement District; E-470 Potomac Metropolitan District; E-470 Public Highway Authority; Elbert County; Elbert County Library District; Fields Metropolitan Districts Nos. 1 to 3; Foxhill Metropolitan District No. 1; Franktown Business Area Metropolitan District; Franktown Fire Protection District; Grandview Estates Rural Water Conservation District; Heritage Hills Metropolitan District; Hess Ranch Metropolitan Districts Nos. 5 and 7; Hidden Pointe Metropolitan District; High Prairie Farms Metropolitan District; Highlands Ranch Metropolitan District; Inverness Metropolitan Improvement District; Jackson 105 Fire Protection District; Kings Point South Metropolitan Districts Nos. 1 to 3; Kiowa Soil Conservation District; Lanterns Metropolitan Districts Nos. 3 to 5; Town of Larkspur; City of Littleton; City of Lone Tree; Lone Tree Business Improvement District; McArthur Ranch Metropolitan Recreation District; Meadow Station Public Improvement District; Meridian Village Metropolitan Districts Nos. 3 and 4; Mirabelle Metropolitan Districts Nos. 3 and 4; Mountain Communities Fire Protection District; Newlin Crossing Metropolitan District; North Fork Fire Protection District; North Meridian Metropolitan District; North Pine Vistas Metropolitan District No. 1; Northern Douglas County Water and Sanitation District; Omnipark Metropolitan District; Overlook at Kings Point South Metropolitan District; Park Meadows Business Improvement District; Park Meadows Metropolitan District; Town of Parker; Parker Central Area Urban Renewal Plan; Parker Road Area Urban Renewal Plan; Perry Park Metropolitan District; Perry Park Water and Sanitation District; Perry Park Water and Sanitation District (Water Service Area); Pinery Commercial Metropolitan Districts Nos. 1 and 2; Piney Lake Trails Metropolitan Districts Nos. 1 and 2; Rampart Range Metropolitan Districts Nos. 3, 4 and 9; Rattlesnake Fire Protection District; Regional Transportation District; RockingHorse Metropolitan District No. 1; Roxborough Village Metropolitan District; Sedalia Water and Sanitation District; Sierra Ridge Metropolitan District No. 1; Silver Heights Water and Sanitation District;

Estimated Overlapping General Obligation Debt

South Metro Fire Rescue Fire Protection District; South Santa Fe Metropolitan South Metro Fire Rescue Fire Protection District; South Santa Fe Metropolitan Districts Nos. 1 and 2; Southeast Public Improvement Metropolitan District; Southgate Sanitation District; Southgate Water District; Southwest Metropolitan Water and Sanitation District; Spring Valley Metropolitan District No. 5; Sterling Crossing Commercial Metropolitan District; Sterling Crossing Residential Metropolitan District; Sterling Ranch Colorado Metropolitan Districts Nos. 1 and 4 to 7; Sterling Ranch Colorado Metropolitan District No. 4 Sub-district A; Sterling Ranch Colorado Metropolitan District No. 7 Subdistricts A and B; Town of Castle Rock Festival Park Commons General Improvement District; United Water and Sanitation District; Upper South Platte Water Conservancy District; Urban Drainage and Flood Control District; Urban Drainage and Flood Control District - South Platte Levy; Ute Pass Regional Health Service District; Villages at Castle Rock Metropolitan Districts Nos. 7 and 9; West Douglas County Fire Protection District; Westcreek Lakes Water District; Westfield Metropolitan Districts Nos. 1 and 2; and The Yard Metropolitan District.

- (2) The 2022 assessed valuation figures certified by the County Assessors are for the collection of ad valorem property taxes in 2023.
- (3) The percentage of each entity's outstanding debt attributable to the District is calculated by comparing the assessed valuation of the portion overlapping the District to the total assessed valuation of the overlapping entity. To the extent the District's assessed valuation changes disproportionately with the assessed valuation of overlapping entities, the percentage of debt for which property owners within the District are responsible will also change.
- (4) The debt of this district consists of limited tax general obligation bonds or special revenue bonds secured by a required mill levy, specific ownership taxes, and other available moneys.
- (5) The district that issued the debt receives property tax revenues from additional districts. The assessed valuation figure in the table includes the issuer and all districts that transfer property tax revenue towards repayment of the general obligation debt.
- (6) The debt of this district consists of mill levy supported loans from Colorado Water Resources and Power Development Authority and/or the Colorado Water Conservation Board.
- (7) Seven contiguous districts formed as part of the Meadows project entered into a Regional Facilities Cost Sharing Agreement whereby each district is liable for a portion of the total general obligation debt incurred by the other districts.
- (8) Miller's Landing Business Improvement District issued revenue bonds secured by contractually imposed public improvement fees with respect to certain retail sales transactions, a debt service mill levy, specific ownership taxes, revenue generated from an urban renewal plan, revenues from a contractually imposed requirement that payments in lieu of taxes be made by owners of tax-exempt property, and payments made under a guaranty agreement with the developer.
- (9) Sterling Ranch Colorado Metropolitan Districts Nos. 1 to 7 formed the Sterling Ranch Community Authority Board (the "SRCA Board") to provide public services and facilities. The SRCA Board issued limited tax and special revenue bonds secured by Sterling Ranch Colorado Metropolitan Districts Nos. 2 and 3's required mill levy, specific ownership taxes, and other available moneys.
- (10) Pursuant to a Plan for Adjustment of Debts approved by the United States Bankruptcy Court, Villages at Castle Rock Metropolitan District No. 4 ("Villages No. 4") issued Revenue Refunding Bonds, Series 1991 in the amount of \$29,970,000. Pursuant to an agreement with Villages No. 4, Founders Village Metropolitan District is obligated to levy a limited mill levy to pay debt service on the bonds. The bonds mature in 2031, and any outstanding current interest, accrued but unpaid interest (\$127,276,464 as of December 31, 2021), and principal amounts due as of such date will be discharged. The 2022 assessed valuation of Founders Village Metropolitan District is \$63,535,330.

Sources: Assessors' Offices of Arapahoe, Douglas, Elbert and Jefferson Counties; Assessor's Office of the City and County of Denver; and individual taxing entities.

Workday Financial Data Model

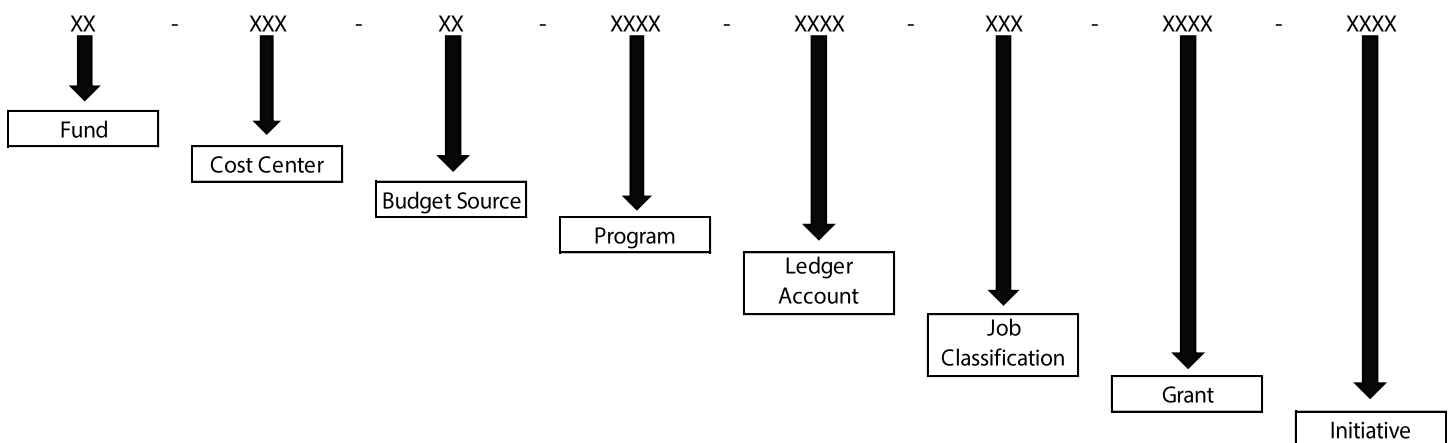
Douglas County School District (DCSD) uses Workday as its cloud-based Enterprise Resource Planning (ERP) software for all Human Resources, Payroll, Financials, Inventory, Cash Management and Strategic Sourcing activities. In 2015, DCSD went live with Workday for Human Resources and Payroll and later added Financials, Inventory and Cash Management in 2017. Workday is delivered to users via a subscription model that allows access to all of its cloud-based services.

A Financial Data Model is a coding structure that defines the District's operations in financial terms. Workday uses Worktags, which is a named attribute assigned to events and objects that indicate their business purpose. The full list of Worktags is available to view on the DCSD Chart of Accounts listed on the District website at this link: <https://resources.finalseite.net/images/v1723571732/dcsdk12org/onflutnagltpmvxzlj8/DCSDChartofAccountsSY20242025.pdf>

During the 2023-2024 school year, Workday released two major updates. 2023R2 was released to production on September 9, 2023 with an emphasis on Human Capital Management. In this update, the financial side also gained the ability to schedule depreciation runs and machine learning was expanded to include Spend Category and Worktag recommendations for supplier invoices. 2024R1 was launched on March 11, 2024 and included a redesigned purchase requisition user experience to help streamline the sourcing process and provide additional resources and reports in one convenient location.

DCSD implemented the cloud-based Questica Budget Management Platform in 2023-2024 in order to centralize the budget and decrease time-consuming reliance on spreadsheets and manual updates and reconciliations. Questica is an operating, personnel and capital multi-user budgeting system that allows for collaborative and controlled budgeting and the ability to create what-if funding scenarios. Workday and Questica are integrated so that financial and human resources data integrates into Questica and the Questica budget integrates into Workday. Each budget owner in DCSD develops their budget directly in Questica and has access throughout to the year to the real-time information available in Questica as well as having the ability to request changes to the budget along the way to shift resources and meet needs.

Chart of Accounts (COA): A COA is a list of accounts systematically arranged, applicable to a specific concern, giving account names and numbers, if any. A chart of accounts, accompanied by descriptions of their use and of the general operation of the books of account, becomes a classification or manual of accounts - a leading feature of a "system of accounts." Revenues and expenditures are classified using an account code structure defined by the CDE. Douglas County School District's account code structure is as follows:



Workday Financial Data Model

Expenditures:

Ledger Account Codes 0000—0999

- **0100—0199** Salaries
- **0200—0299** Benefits
- **0300—0599** Purchased Services
- **0600—0699** Supplies & Materials
- **0700—0799** Property & Equipment
- **0800—0999** Other

Revenues:

Ledger Account Codes 1000—5999

- **1000—1999** Local Source
- **2000—2999** Intermediate Source
- **3000—3999** State Source
- **4000—4999** Federal Source
- **5000—5999** Transfers In and Other

Budget Source Options:

A Budget Source identifies how the item is tracked for budget purposes. For more information, see list below:

- **10 Discretionary** - Identifies taxpayer dollars used at a school's discretion towards operations and other non-FTE expenditures where any unspent amounts carry over into the following year
- **11 Discretionary Not Subject to Carryover** - Identifies taxpayer dollars used at the school's discretion towards employee salaries that are budgeted on averages; identifies taxpayer dollars used at the department's discretion
- **20 Non-Discretionary** - Identifies FTE and dollar allocations given to a school to be spent on specific purposes; identifies dollar allocations given to a department to be spent on non-transferrable expenditures
- **21 Non-Discretionary Subject to Carryover** - Identifies Grant, Program, Initiative and/or Fund-specific monies where any unspent amounts carry over into the same account in the following year
- **60 Non-Taxpayer Principal Discretionary** - Identifies non-taxpayer monies collected through donations and fundraisers where any unspent amounts carry over into the same account in the following year

The Colorado Department of Education maintains the statewide Chart of Accounts that DCSD must use for State reporting. The CDE Chart of Accounts is very similar to the Workday Chart of Accounts and is explained in further detail in the Informational Section: CDE Chart of Accounts.



Financial Section

Fund Financials

2018-2019 Actual to 2024-2025 Budget General Fund Revenue

	Audited Actuals 2018-2019	Audited Actuals 2019-2020	Audited Actuals 2020-2021	Audited Actuals 2021-2022	Audited Actuals 2022-2023
Balance on Hand July 1	67,639,636	87,381,177	103,298,507	130,969,479	152,766,801
Revenues					
Local Taxes					
Property Tax (In SFA)	163,490,322	185,762,542	190,457,216	216,948,413	218,952,243
Budget Override	73,713,000	73,713,000	73,713,000	73,713,000	73,713,000
Specific Ownership Taxes (In SFA)	16,603,766	13,643,865	13,643,865	18,537,938	18,964,550
Specific Ownership Taxes (Out of SFA)	11,472,492	11,951,937	17,903,407	12,609,981	13,653,356
Subtotal Local Taxes	\$ 265,279,580	\$ 285,071,344	\$ 295,717,488	\$ 321,809,332	\$ 325,283,150
Intergovernmental Revenue					
Equalization Entitlements	319,264,968	335,299,568	293,973,850	321,796,077	341,554,364
Special Education	12,365,317	14,583,294	14,864,032	16,402,769	21,763,064
Vocational Education	816,227	875,382	770,460	720,773	935,940
Gifted & Talented	634,787	639,010	643,893	639,646	627,289
Charter School Capital Construction	3,994,972	3,944,891	4,157,355	4,090,951	4,963,445
Federal - Medicaid Reimbursement	3,879,761	3,845,804	4,583,098	3,770,193	4,653,954
State PERA Contribution	8,060,666	8,309,195	-	7,793,183	21,023,982
Universal Preschool Program	-	-	-	-	-
Other	3,972,777	4,267,805	3,803,030	6,910,293	2,545,992
Subtotal Intergovernmental Revenue	\$ 352,989,475	\$ 371,764,949	\$ 322,795,719	\$ 362,123,886	\$ 398,068,031
Other Local Revenue					
General Fund Interest	1,378,942	1,205,565	114,766	433,937	5,058,748
Charter School Purchased Services	8,853,018	11,216,357	8,845,259	8,515,968	9,237,511
Preschool	1,860,899	1,400,160	967,427	1,715,585	1,638,038
School Based	8,981,139	7,179,548	6,098,759	8,289,884	8,904,021
Concurrent Enrollment	2,351,242	3,162,391	3,083,777	3,763,361	4,710,814
Other	6,457,346	11,279,950	3,715,505	8,100,474	8,866,710
Subtotal Other Local Revenue	\$ 29,882,586	\$ 35,443,971	\$ 22,825,493	\$ 30,819,210	\$ 38,415,842
Total Revenue	\$ 648,151,641	\$ 692,280,264	\$ 641,338,700	\$ 714,752,428	\$ 761,767,022
Total Program Funding*	\$ 499,359,057	\$ 534,705,975	\$ 498,074,932	\$ 554,932,668	\$ 580,423,128

*Equalization Entitlements plus Property Tax (In School Finance Act) plus Specific Ownership Taxes (In School Finance Act)

2018-2019 Actual to 2024-2025 Budget General Fund Revenue

	Adopted Budget 2023-2024	Final Revised Budget 2023-2024	Estimated Actual 2023-2024	Proposed Budget 2024-2025	Adopted Budget 2024-2025
Balance on Hand July 1	145,532,507	156,071,067	156,071,067	139,160,142	139,160,142
Revenues					
Local Taxes					
Property Tax (In SFA)	293,405,887	282,281,956	282,737,859	310,272,053	310,272,053
Budget Override	73,713,000	139,713,000	139,713,000	139,713,000	139,713,000
Specific Ownership Taxes (In SFA)	19,533,487	20,624,909	20,624,909	21,243,656	21,243,656
Specific Ownership Taxes (Out of SFA)	13,465,753	13,465,753	13,624,540	13,756,344	13,756,344
Subtotal Local Taxes	\$ 400,118,127	\$ 456,085,618	\$ 456,700,308	\$ 484,985,053	\$ 484,985,053
Intergovernmental Revenue					
Equalization Entitlements	323,543,016	331,935,821	331,935,821	337,311,088	337,311,088
Special Education	24,626,967	24,626,967	24,626,967	25,233,250	25,233,250
Vocational Education	938,000	832,566	832,566	742,087	742,087
Gifted & Talented	627,289	656,600	656,600	656,600	656,600
Charter School Capital Construction	4,963,443	5,542,663	5,476,938	5,476,937	5,476,937
Federal - Medicaid Reimbursement	4,382,362	5,818,170	5,254,005	5,110,683	5,110,683
State PERA Contribution	9,000,000	9,000,000	9,000,000	9,000,000	9,000,000
Universal Preschool Program	4,215,432	5,999,958	6,124,474	6,810,491	6,810,491
Other	2,179,501	3,372,725	3,519,680	2,349,261	2,349,261
Subtotal Intergovernmental Revenue	\$ 374,476,010	\$ 387,785,470	\$ 387,427,052	\$ 392,690,397	\$ 392,690,397
Other Local Revenue					
General Fund Interest	3,800,894	6,844,701	6,744,143	6,832,237	6,832,237
Charter School Purchased Services	10,026,196	7,644,165	7,677,952	9,652,248	9,652,248
Preschool	647,190	715,418	758,731	774,681	774,681
School Based	9,314,559	9,302,244	9,422,284	9,726,369	9,697,490
Concurrent Enrollment	5,073,750	5,073,750	5,073,750	6,000,000	6,000,000
Other	3,922,560	4,807,980	6,080,363	4,976,128	4,976,128
Subtotal Other Local Revenue	\$ 32,785,149	\$ 34,388,258	\$ 35,757,224	\$ 37,961,663	\$ 37,932,784
Total Revenue	\$ 807,379,286	\$ 878,259,346	\$ 879,884,584	\$ 915,637,113	\$ 915,608,234
Total Program Funding*	\$ 636,482,390	\$ 632,307,388	\$ 632,307,388	\$ 668,826,797	\$ 668,826,797

*Equalization Entitlements plus Property Tax (In School Finance Act) plus Specific Ownership Taxes (In School Finance Act)

Estimated Actual 2023-2024 reflects forecast as of March 31, 2024 presented to the Board of Education in Third Quarter Financials presentation on May 28, 2024. Final Revised Budget 2023-2024 reflects updated information since March 31, 2024.

2018-2019 Actual to 2024-2025 Budget

General Fund Expenditures

	Audited Actuals 2018-2019	Audited Actuals 2019-2020	Audited Actuals 2020-2021	Audited Actuals 2021-2022	Audited Actuals 2022-2023
Expenditures					
Salaries	292,123,113	310,929,080	290,547,459	321,172,086	334,119,541
Administrators	21,680,226	19,784,755	18,918,065	19,938,188	20,107,521
Certified	200,894,180	215,244,179	200,902,253	209,664,349	222,962,241
ProTech	10,741,522	14,221,948	13,195,215	13,799,347	15,923,516
Classified	49,811,609	54,016,240	48,953,680	48,519,818	50,617,842
Substitutes	3,684,271	2,834,665	2,916,376	5,257,794	5,481,415
Overtime	482,535	435,480	318,695	686,232	704,304
Additional Pay	4,828,771	4,391,812	5,343,175	23,306,358	18,322,703
Benefits	98,637,865	105,385,950	99,549,140	107,622,493	116,488,271
State PERA Contribution	8,060,666	8,309,195	-	7,793,183	21,023,982
Subtotal - Salaries & Benefits	\$ 398,821,644	\$ 424,624,225	\$ 390,096,600	\$ 436,587,762	\$ 471,631,794
Purchased Professional Services	7,308,615	7,952,355	6,166,727	8,484,906	10,804,616
Purchased Property Services	10,238,867	9,948,623	9,991,735	11,970,025	13,621,188
Other Purchased Services	14,353,226	14,954,615	14,661,259	16,439,067	19,210,900
Supplies	28,500,091	28,600,253	22,470,931	30,925,421	32,840,696
Equipment	-	8,470	-	-	1,798,472
Other	(634,935)	3,774,444	1,126,819	1,868,971	5,664,275
Total Expenditures	\$ 458,587,507	\$ 489,862,984	\$ 444,514,071	\$ 506,276,153	\$ 555,571,940
Charter School Pass Through	140,793,998	153,937,969	137,809,602	160,580,802	166,792,982
Transfers					
Outdoor Education Fund	123,084	173,084	248,084	23,084	23,084
Full Day Kindergarten Fund	389,255	-	-	-	-
Transportation Fund	18,409,157	19,496,934	15,017,215	15,620,238	16,603,238
Capital Projects Fund	1,493,791	3,179,042	8,537,456	605,660	11,723,234
Nutrition Services NSLP Fund	351,634	351,634	351,634	445,352	362,884
Nutrition Services Non-NSLP Fund	93,718	643,718	93,718	-	268,718
Child Care Fund	487,045	487,045	487,045	2,262,045	560,107
Athletics & Activities Fund	5,507,064	5,791,709	4,091,523	4,395,546	5,437,684
COP Lease Payments Fund	3,494,975	2,438,816	2,517,381	2,746,228	1,118,885
Total Transfers	\$ 30,349,723	\$ 32,561,982	\$ 31,344,056	\$ 26,098,153	\$ 36,097,834
Total Expenditures and Transfers	\$ 629,731,228	\$ 676,362,935	\$ 613,667,729	\$ 692,955,107	\$ 758,462,757
BOE Contingency - 1%	-	-	-	-	-
Change in Fund Balance	18,420,413	15,917,329	27,670,972	21,797,320	3,304,266
Ending Fund Balance	86,060,049	103,298,506	130,969,479	152,766,799	156,071,067
TABOR Reserve - 3%	16,600,000	17,311,000	15,865,400	17,561,600	20,645,000
BOE Reserve - 3%	16,600,000	17,311,000	15,865,400	17,561,600	20,645,000
School Carry Over Reserve	21,169,996	22,582,114	19,478,605	20,003,538	19,775,125
Medicaid Carry Over Reserve	2,843,817	2,906,904	2,974,795	1,730,576	1,273,670
Enterprise Reserve for COVID	-	-	1,775,000	-	-
Mental Health and Security Grant	-	6,715,383	823,182	593,761	28,502
Enrollment Reserve	-	-	-	-	-
Literacy Curricular Materials Reserve	-	-	-	2,250,000	-
Multi-Year Lease Reserve	-	-	-	4,178,498	3,782,903
SPED/Mental Health Reserve	-	-	-	686,438	370,782
Set Aside for 5B One-Time Bridge (Emergency Capital Needs)	-	-	-	-	-
Assignment of 2023 Mill Levy Override	-	-	-	-	-
Assignment of 2018 Mill Levy Override	10,669,034	9,700,720	9,262,081	7,522,347	3,372,977
Compensation Reserve	-	-	-	10,000,000	-
Ending Fund Balance - after reserves	\$ 18,177,202	\$ 26,771,385	\$ 64,925,016	\$ 70,678,441	\$ 86,177,108

2018-2019 Actual to 2024-2025 Budget

General Fund Expenditures

	Adopted Budget 2023-2024	Final Revised Budget 2023-2024	Estimated Actual 2023-2024	Proposed Budget 2024-2025	Adopted Budget 2024-2025
Expenditures					
Salaries	361,337,424	401,310,361	399,799,740	402,087,593	402,296,987
Administrators	20,553,347	22,423,139	22,531,336	22,963,551	22,976,497
Certified	245,120,634	266,288,827	263,270,019	275,468,492	275,600,561
ProTech	17,729,245	18,314,367	18,905,143	21,918,923	21,888,587
Classified	67,344,605	68,329,914	68,828,253	70,501,337	70,596,052
Substitutes	5,088,473	5,756,704	6,889,954	5,266,088	5,266,088
Overtime	465,793	490,647	776,065	633,891	633,891
Additional Pay	5,035,327	19,706,763	18,598,970	5,335,311	5,335,311
Benefits	123,645,803	135,214,645	140,051,539	142,943,010	143,091,542
State PERA Contribution	9,000,000	9,000,000	9,000,000	9,000,000	9,000,000
Subtotal - Salaries & Benefits	\$ 493,983,227	\$ 545,525,006	\$ 548,851,279	\$ 554,030,603	\$ 554,388,529
Purchased Professional Services	10,143,595	17,797,451	14,609,411	12,556,910	12,618,169
Purchased Property Services	14,037,541	18,292,020	14,819,922	15,031,858	15,112,751
Other Purchased Services	17,942,164	19,439,838	20,391,839	21,883,486	22,018,092
Supplies	43,006,190	47,429,702	37,992,205	51,468,322	51,035,574
Equipment	-	-	-	-	-
Other	1,738,732	4,016,849	2,859,073	2,822,398	2,835,264
Total Expenditures	\$ 580,851,449	\$ 652,500,866	\$ 639,523,730	\$ 657,793,577	\$ 658,008,379
Charter School Pass Through	186,003,157	194,855,066	194,278,769	214,601,325	214,601,325
Transfers					
Outdoor Education Fund	23,084	22,706	681	74,613	80,238
Full Day Kindergarten Fund	-	-	-	-	-
Transportation Fund	25,207,437	25,993,112	25,993,112	25,993,112	25,993,112
Capital Projects Fund	59,923	25,444,309	24,069,609	(369,414)	920,396
Nutrition Services NSLP Fund	1,045,352	2,879,595	2,879,595	2,879,595	2,895,424
Nutrition Services Non-NSLP Fund	-	-	-	-	-
Child Care Fund	1,075,537	1,563,758	1,563,758	1,543,758	1,551,076
Athletics & Activities Fund	6,334,674	6,512,459	6,512,459	6,549,089	6,554,784
COP Lease Payments Fund	1,119,125	1,119,125	1,119,125	1,123,439	1,123,439
Total Transfers	\$ 34,865,132	\$ 63,535,064	\$ 62,138,339	\$ 37,794,192	\$ 39,118,469
Total Expenditures and Transfers	\$ 801,719,738	\$ 910,890,996	\$ 895,940,837	\$ 910,189,094	\$ 911,728,173
BOE Contingency - 1%	6,827,000	787,487	854,672	7,693,333	7,693,333
Change in Fund Balance	(1,167,452)	(33,419,137)	(16,910,925)	(2,245,314)	(3,813,272)
Ending Fund Balance	144,365,055	122,651,930	139,160,142	136,914,828	135,346,870
TABOR Reserve - 3%	20,480,000	20,645,000	20,645,000	23,080,000	23,080,000
BOE Reserve - 3%	20,480,000	20,645,000	20,645,000	23,080,000	23,080,000
School Carry Over Reserve	20,006,096	19,775,125	21,125,931	21,125,931	21,125,931
Medicaid Carry Over Reserve	1,009,719	1,273,670	140,406	140,406	140,406
Enterprise Reserve for COVID	-	-	-	-	-
Mental Health and Security Grant	15,526	28,502	-	-	-
Enrollment Reserve	2,432,000	-	-	2,335,000	2,335,000
Literacy Curricular Materials Reserve	-	-	-	-	-
Multi-Year Lease Reserve	3,218,115	3,218,115	3,218,115	2,659,890	2,659,890
SPED/Mental Health Reserve	662,504	47,903	-	510,081	510,081
Set Aside for 5B One-Time Bridge (Emergency Capital Needs)	-	2,314,725	3,096,408	-	-
Assignment of 2023 Mill Levy Override	-	601,789	2,190,569	-	-
Assignment of 2018 Mill Levy Override	6,918,453	3,372,977	-	-	-
Compensation Reserve	-	-	-	-	-
Ending Fund Balance - after reserves	\$ 69,142,642	\$ 50,729,124	\$ 68,098,713	\$ 63,983,520	\$ 62,415,562

Estimated Actual 2023-2024 reflects forecast as of March 31, 2024 presented to the Board of Education in Third Quarter Financials presentation on May 28, 2024. Final Revised Budget 2023-2024 reflects updated information since March 31, 2024.

Combined General Fund Three Year Forecast Assumptions

The Combined General Fund forecast through 2027-2028 includes the following assumptions on revenue and expenditure increases. The 2024-2025 Adopted Budget is used as a starting point for the model. The forecast shows a continued use of fund balance annually.

Revenue

- Property Tax projection held flat at 2024-2025 Adopted Budget due to multiple uncertainties surrounding potential property tax law changes as of June 2024.
- Specific Ownership Tax outside the School Finance Act and Specific Ownership Tax within the School Finance Act increasing by inflation.
- State Equalization reflects the increased Total Program formula for the School Finance Act based on increasing the base Per Pupil Revenue by inflation after resetting the formula in 2025-2026 for HB24-1448 New Public School Finance Formula.
- Projected Funded Pupil Count reflects projected distribution of new students between neighborhood and charter schools according to the Planning department as of December 2023 with no new charters opening through 2028.
- Per Pupil Revenue increased by 2.6% for 2025-2026, by 3.3% for 2026-2027 and by 2.3% for 2027-2028 to reflect projected Denver-Aurora-Lakewood Consumer Price Index (CPI).
- State Categorical (Special Education, Gifted and Talented, Vocational Education, etc.) all increased by CPI to coincide with Per Pupil Revenue inflation.
- Charter School Capital Construction held flat per pupil and increased to reflect projected charter school funded pupil count.
- Federal – Medicaid Reimbursement uses DCSD forecast for Medicaid program.
- General Fund Interest reflects reinvestment of the TABOR cash at current interest rates.
- Charter School Purchased Services increased annually to reflect increased charter school funded pupil count and estimated \$25 per student annual increase for Special Education purchased services (actual increased will be based on actual Special Education expenditures)
- Preschool revenue lower than prior years due to the implementation of Universal Preschool (UPK) in 2023-2024 and elimination of tuition for four year old students
- School Based and Other revenue uses 2024-2025 budget for all future years except for known minor changes to revenue contracts

Enrollment and Funded Pupil Count Information

Enrollment	2016	2017	2018	2019	2020	2021	2022	2023	2024*	2025**	2026**	2027**
Neighborhood	53,231	52,364	51,384	50,851	47,894	47,765	47,085	46,448	46,224	43,083	42,340	41,735
Charter	14,239	15,233	16,207	16,454	15,085	16,111	15,787	15,516	17,122	17,571	17,913	18,160
Total	67,470	67,597	67,591	67,305	62,979	63,876	62,872	61,964	63,346	60,654	60,253	59,895
Funded Pupil Count	2016	2017	2018	2019	2020	2021	2022	2023	2024*	2025**	2026**	2027**
Neighborhood	50,390	49,607	48,616	49,313	48,699	48,190	47,571	46,543	45,131	45,220	44,438	43,968
Charter	13,359	14,371	15,309	16,092	14,840	15,845	15,587	15,312	16,078	16,499	16,820	17,052
Total	63,749	63,978	63,926	65,405	63,539	64,035	63,158	61,854	61,209	61,719	61,259	61,020

* projection used to build 2024-2025 Proposed Budget

** long range projection from Planning department as of December 2023

Combined General Fund Three Year Forecast Assumptions

Expenditures

- Salaries reflect continuation of current rate of substitute, overtime and additional pay plus the following assumptions:
 - ◊ Slight reduction in number of positions funded by Site-Based Budgets (SBB) due to declining enrollment
 - ◊ Continuation of current licensed compensation schedules and ranges for non-licensed staff
 - ◊ Annual step increases for licensed staff and modest, 2% annual schedule increases or base increases such as annual cost of living adjustment (COLA) without assumptions on horizontal lane advancement
 - ◊ Modest, 2% base increases for non-licensed staff without reclassification of positions to higher grades
 - ◊ Incrementally continue to return grant-funded positions to General Fund
- Benefits reflect increase to employer paid PERA rate of 0.5% auto adjustment in 2025-2026 while other benefit (medical, dental, short term disability, long term disability, life) rates increase by 5% annually until 2027-2028 when medical benefit budget is held flat at 2026-2027 amounts
- Purchased Services increase for Special Education out of district tuition and School Resource Officer annual increases based on historical trends
- No increased costs assumed for supplies, utilities or other expenses
- Charter School Pass Through increased based on projected charter school funded pupil count, projected Per Pupil Revenue and projected Mill Levy Override per pupil share with charter schools as well as expense for Charter School Capital Construction

Interfund Transfers

- Outdoor Education, Nutrition Services and Child Care continue to receive transfer for pay increases from 2018 and 2023 Mill Levy Overrides along with continuation of support for staff meals, BASE tuition discount and Universal Preschool funding for BASE programs
- Transportation transfer held flat with intention to ultimately draw down fund balance within Transportation Fund
- Athletics and Activities increased to reflect projected cost of personnel funded out of those funds
- Capital Projects reflects transfer to General Fund for Cash in Lieu of Land funded projects within General Fund plus transfer to Capital Projects Fund for known security infrastructure projects funded from 2023 MLO
- COP Lease Payment reflects minimum to cover principal and interest payments assuming no interfund transfer needed to cover banking fees

Reserves

- TABOR Reserve and BOE Reserve set to 3% of budgeted revenue less charter school pass through as charter schools hold their own TABOR Reserve
- BOE Contingency set to one-third of TABOR Reserve amount
- School Carry Over Reserve projected to decrease proportionate to the decrease in neighborhood school projected funded pupil count
- Medicaid Reserve uses DCSD forecast for Medicaid program
- Multi-Year Lease Reserve committed to 7 year lease signed in 2021
- No other reserves continuing into future years after 2024-2025 assignments

Conclusion

The projected decline in neighborhood school enrollment from 2023 to 2027, along with the revisions to the School Finance Act due to HB24-1448, will provide DCSD with modest increases to revenue over the next three years. DCSD can maintain small pay increases and limited reductions to current programming through a reduction in reserves by less than 1% annually through the forecast period. However, in order for DCSD to sustain a balanced budget in 2025-2026 and beyond given the current revenue projection, DCSD will have to evaluate staffing levels within Site-Based Budgets (SBB) long term or pursue additional revenue opportunities.

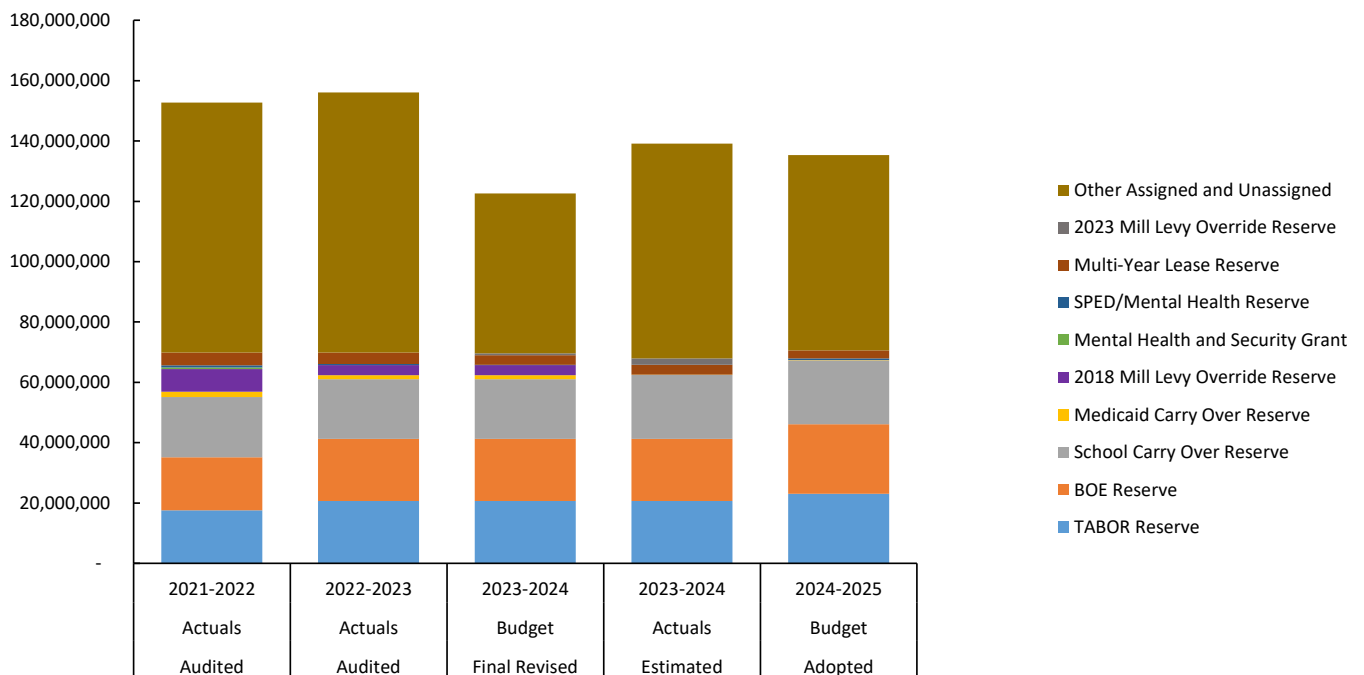
Combined General Fund Three Year Forecast

	2024-2025 Adopted	2025-2026 Projection	2026-2027 Projection	2027-2028 Projection
Beginning Fund Balance	139,160,142	135,346,870	131,620,799	129,015,786
Revenues				
Property Tax	449,985,053	449,985,053	449,985,053	449,985,053
Specific Ownership Tax	35,000,000	35,688,496	35,688,496	36,389,024
State Equalization	337,311,088	367,596,331	384,578,860	397,704,752
State Categoricals	35,791,689	36,722,273	46,934,108	47,806,592
Charter School Capital Construction	5,476,937	5,620,562	5,729,960	5,808,970
Federal - Medicaid Reimbursement	5,110,683	4,950,775	4,853,333	4,853,333
State PERA Contribution	9,000,000	9,000,000	9,000,000	9,000,000
General Fund Interest	6,832,237	6,832,237	7,074,028	7,283,481
Charter School Purchased Services	9,652,248	10,317,842	10,939,174	11,516,317
Preschool	774,681	774,200	774,200	774,200
School Based	9,697,490	9,697,490	9,697,490	9,697,490
Other	10,976,128	10,826,128	10,826,128	10,826,128
Total Revenue	915,608,234	948,011,388	976,080,831	991,645,341
Expenditures				
Salaries	402,296,984	416,283,777	426,608,154	436,966,496
Benefits	152,091,545	159,729,491	164,749,148	167,238,776
Purchased Services	49,749,012	49,982,835	50,265,255	50,492,522
Supplies	51,035,574	51,035,574	51,035,574	51,035,574
Other	2,835,264	2,835,264	2,835,264	2,835,264
Charter School Pass Through	214,601,325	225,481,615	236,502,858	244,553,801
Total Interfund Transfers	39,118,469	38,502,960	38,570,154	38,640,815
BOE Contingency	7,693,333	7,885,943	8,119,436	8,248,907
Total Expenditures and Transfers	919,421,506	951,737,459	978,685,843	1,000,012,155
Net Income/(Loss)	(3,813,272)	(3,726,071)	(2,605,012)	(8,366,814)
Ending Fund Balance	135,346,870	131,620,799	129,015,786	120,648,973
TABOR Reserve	23,080,000	23,896,796	24,604,350	24,996,689
BOE Reserve	23,080,000	23,896,796	24,604,350	24,996,689
School Carry Over Reserve	21,125,931	21,167,221	20,801,559	20,581,409
Medicaid Reserve	140,406	616,362	910,707	910,707
Enrollment Reserve	2,335,000	-	-	-
Multi-Year Lease Reserve	2,659,890	2,101,666	1,526,696	898,535
SPED/Mental Health Reserve	510,081	-	-	-
Unassigned Reserve	62,415,562	59,941,958	56,568,124	48,264,944

2021-2022 to 2024-2025 Assignments of Fund Balance

General Fund

	Actuals Audited 2021-2022	Actuals Audited 2022-2023	Budget Final Revised 2023-2024	Actuals Estimated 2023-2024	Budget Adopted 2024-2025
Beginning Fund Balance	130,969,479	152,766,801	156,071,067	156,071,067	139,160,142
Total Revenue	714,752,428	761,767,022	878,259,346	879,884,584	915,608,234
Total Expense	692,955,107	758,462,757	911,678,483	896,795,509	919,421,506
Net Income	\$ 21,797,320	\$ 3,304,266	\$ (33,419,137)	\$ (16,910,925)	\$ (3,813,272)
Ending Fund Balance	\$ 152,766,799	\$ 156,071,067	\$ 122,651,930	\$ 139,160,142	\$ 135,346,870
TABOR Reserve	17,561,600	20,645,000	20,645,000	20,645,000	23,080,000
BOE Reserve	17,561,600	20,645,000	20,645,000	20,645,000	23,080,000
School Carry Over Reserve	20,003,538	19,775,125	19,775,125	21,125,931	21,125,931
Medicaid Carry Over Reserve	1,730,576	1,273,670	1,273,670	140,406	140,406
2018 Mill Levy Override Reserve	7,522,347	3,372,977	3,372,977	-	-
Mental Health and Security Grant	593,761	28,502	28,502	-	-
SPED/Mental Health Reserve	686,438	370,782	47,903	-	510,081
Multi-Year Lease Reserve	4,178,498	3,782,903	3,218,115	3,218,115	2,659,890
2023 Mill Levy Override Reserve	-	-	601,789	2,190,569	-
Other Assigned and Unassigned	82,928,441	86,177,108	53,043,849	71,195,121	64,750,562



2024-2025 Budget

Outdoor Education Fund 13

This tuition-based fund accounts for activity associated with an outdoor learning environment where students are engaged in experiential learning activities. In addition to developing knowledge of the ecological surroundings, students are also involved in problem solving, being creative and constructing meaningful solutions. This fund is included in the Combined General Fund for purposes of financial reporting in the Annual Comprehensive Financial Report.

	Audited Actuals 2020-2021	Audited Actuals 2021-2022	Audited Actuals 2022-2023	Adopted Budget 2023-2024	Final Revised Budget 2023-2024	Estimated Actual 2023-2024	Proposed Budget 2024-2025	Adopted Budget 2024-2025
Balance on Hand July 1	912	-	25,065	89,826	104,615	104,615	5,734	5,734
Revenues								
Tuition	348,021	1,244,314	1,137,254	1,522,580	1,428,860	1,366,463	1,684,130	1,684,130
Grant	4,500	-	108,572	10,521	27,476	29,165	-	-
Other	904	761	10,560	-	10,000	10,000	-	-
Total Revenue	\$ 353,424	\$ 1,245,074	\$ 1,256,386	\$ 1,533,101	\$ 1,466,336	\$ 1,405,628	\$ 1,684,130	\$ 1,684,130
Transfer from General Fund	248,084	23,084	23,084	23,084	22,706	681	74,613	80,238
Total Sources	\$ 602,420	\$ 1,268,158	\$ 1,304,535	\$ 1,646,011	\$ 1,593,657	\$ 1,510,924	\$ 1,764,477	\$ 1,770,102
Expenditures								
Salaries	359,120	669,808	670,288	882,547	926,297	900,034	946,174	946,174
Benefits	119,130	221,790	230,506	293,518	309,247	292,680	312,106	312,106
Purchased Services	26,234	119,819	118,572	141,085	149,290	135,475	162,279	162,279
Supplies	50,300	167,823	154,644	176,293	171,610	137,343	204,198	204,198
Equipment	34,357	35,293	6,237	-	-	-	-	-
Field Trips & Other	13,279	28,561	19,671	39,658	36,358	39,658	43,272	43,272
Total Expenditures	\$ 602,420	\$ 1,243,094	\$ 1,199,919	\$ 1,533,101	\$ 1,592,802	\$ 1,505,190	\$ 1,668,029	\$ 1,668,029
Change in Fund Balance	\$ (912)	\$ 25,064	\$ 79,551	\$ 23,084	\$ (103,760)	\$ (98,881)	\$ 90,714	\$ 96,339
Ending Fund Balance - after reserves	\$ -	\$ 25,064	\$ 104,616	\$ 112,910	\$ 855	\$ 5,734	\$ 96,448	\$ 102,073

Estimated Actual 2023-2024 reflects forecast as of March 31, 2024 presented to the Board of Education in Third Quarter Financials presentation on May 28, 2024. Final Revised Budget 2023-2024 reflects updated information since March 31, 2024.

Three Year Forecast

Outdoor Education Fund 13

Projected revenues for Outdoor Education are based on the projected number of participants and the tuition per participant for the variety of programs offered by Stone Canyon. The multi-year revenue projections are based on student participant projections provided by Stone Canyon staff and projected rate increases of 2% across all programs. Staffing level changes align with the current student participant projections and assume ongoing salary increases of 2% and benefit increases aligned with General Fund benefit increases. Other non-salary expenses increase by inflation annually. The increases related to inflation are 2.6% for 2025-2026, 3.3% for 2026-2027, and 2.3% for 2027-2028.

	2024-2025 Adopted Budget	2025-2026 Projection	2026-2027 Projection	2027-2028 Projection
Beginning Fund Balance	5,734	102,073	174,307	238,175
Revenues				
Outdoor Ed Tuition	1,098,270	1,107,190	1,129,681	1,152,622
Retreat Tuition	86,160	116,280	118,606	120,978
Summer/Day/Spring/Fall Camp Tuition	499,700	494,981	504,880	514,978
Grant	-	-	-	-
Other	-	-	-	-
Total Revenue	1,684,130	1,718,451	1,753,167	1,788,577
Transfer from General Fund	80,238	74,613	74,613	74,613
Total Sources	1,770,102	1,895,137	2,002,087	2,101,365
Expenditures				
Salaries	946,174	965,097	984,399	1,004,087
Benefits	312,106	335,330	345,236	355,492
Purchased Services	162,279	166,498	171,993	175,949
Supplies	204,198	209,507	216,421	221,399
Equipment	-	-	-	-
Field Trips & Other	43,272	44,397	45,862	46,917
Total Expenditures	1,668,029	1,720,830	1,763,911	1,803,843
Change in Fund Balance	96,339	72,234	63,868	59,347
Balance on Hand June 30	102,073	174,307	238,175	297,522

2024-2025 Budget

Capital Projects Fund 14

This Capital Projects Fund accounts for activity associated with the acquisition of capital assets defined in BOE policy DID: Capital Asset Reporting and Inventories, as those items or groups of items that have a value of \$5,000 or more with a useful life greater than one year. This fund is included in the Combined General Fund for purposes of financial reporting in the Annual Comprehensive Financial Report.

	Audited Actuals 2022-2023	Adopted Budget 2023-2024	Final Revised Budget 2023-2024	Estimated Actual 2023-2024	Proposed Budget 2024-2025	Adopted Budget 2024-2025
Balance on Hand July 1	10,172,826	16,947,424	17,007,255	17,007,255	31,046,280	31,046,280
Revenues						
Revenue in Lieu of Land	740,029	496,370	3,556,561	2,557,928	1,754,125	1,754,125
Investment Earnings	-	-	-	-	-	-
Sale of Land or Buildings	4,960,350	-	4,698,977	4,698,977	-	-
Other	6,482,789	-	-	421,077	2,040,802	2,040,802
Total Revenue	\$ 12,183,168	\$ 496,370	\$ 8,255,538	\$ 7,677,982	\$ 3,794,927	\$ 3,794,927
Transfer from General Fund	11,723,234	59,923	25,444,309	23,269,609	(369,414)	920,396
Total Sources	\$ 34,079,228	\$ 17,503,717	\$ 50,707,102	\$ 47,954,846	\$ 34,471,793	\$ 35,761,603
Expenditures						
Salaries	-	-	-	-	-	-
Benefits	-	-	-	-	-	-
Purchased/Property Services	183,558	-	340,194	190,194	-	790,000
Equipment/Building	16,876,578	5,883,360	35,199,195	16,718,373	20,566,062	22,455,872
Other	11,837	-	-	-	-	-
Total Expenditures	\$ 17,071,973	\$ 5,883,360	\$ 35,539,389	\$ 16,908,567	\$ 20,566,062	\$ 23,245,872
Change in Fund Balance	\$ 6,834,429	\$ (5,327,067)	\$ (1,839,542)	\$ 14,039,025	\$ (17,140,549)	\$ (18,530,549)
Balance on Hand June 30 - Revenue in Lieu of Land	\$ 5,170,613	\$ 4,884,280	\$ 7,698,215	\$ 6,699,597	\$ 7,655,531	\$ 6,865,531
Assigned to School Carry Over	\$ 897,421	\$ 3,001,945	\$ 2,331,424	\$ 1,774,689	\$ 1,774,689	\$ 1,774,689
Ending Fund Balance - after reserves	\$ 10,939,221	\$ 3,734,132	\$ 5,138,074	\$ 22,571,994	\$ 4,475,511	\$ 3,875,511

Estimated Actual 2023-2024 reflects forecast as of March 31, 2024 presented to the Board of Education in Third Quarter Financial presentation on May 28, 2024. Final Revised Budget 2023-2024 reflects updated information since March 31, 2024.

Three Year Forecast

Capital Projects Fund 14

Projected revenue for revenue in lieu of land is anticipated to increase from historical trends due to housing market growth projections in Douglas County. Other Revenue for 2024-2025 includes anticipated Category 2 erate revenue. Transfer from the General Fund is negative for 2025-2028 as the Revenue in Lieu of Land funded activities paid in the General Fund exceed the General Fund funded capital projects. Equipment/Building in 2024-2025 includes spending the remaining balance of the \$20 million that DCSD committed for urgent capital needs. The forecast assumes additional security projects will be necessary with funding transferred from the General Fund. Forecast assumes current school-funded project carry over will remain unspent.

	2024-2025 Adopted Budget	2025-2026 Projection	2026-2027 Projection	2027-2028 Projection
Balance on Hand July 1	31,046,280	12,515,731	16,326,657	19,348,583
Revenues				
Revenue in Lieu of Land	1,754,125	4,154,530	3,365,530	3,365,530
Investment Earnings	-	-	-	-
Other	2,040,802	-	-	-
Total Revenue	3,794,927	4,154,530	3,365,530	3,365,530
Transfer from General Fund	920,396	(114,459)	(114,459)	(114,459)
Total Sources	35,761,603	16,555,802	19,577,728	22,599,654
Expenditures				
Salaries	-	-	-	-
Benefits	-	-	-	-
Purchased/Property Services	790,000	-	-	-
Equipment/Building	22,455,872	229,145	229,145	229,145
Other	-	-	-	-
Total Expenditures	23,245,872	229,145	229,145	229,145
Change in Fund Balance	(18,530,549)	3,810,926	3,021,926	3,021,926
Balance on Hand June 30 - Revenue in Lieu of Land	6,865,531	10,676,457	13,698,383	16,720,309
Assigned to School Carry Over	1,774,689	1,774,689	1,774,689	1,774,689
Balance on Hand June 30 - Other	3,875,511	3,875,511	3,875,511	3,875,511

2024-2025 Budget

Full Day Kindergarten Fund15

This fund’s revenues came from tuition paid by families to access a full day kindergarten program at many of the District’s elementary schools. Prior to HB19-1262, the School Finance Act only provided funding for half day Kindergarten at 0.58 FTE. Included in this fund were reserves designated for tuition scholarships meeting the needs of the District’s at-risk kindergarten students. Effective with the 2019-2020 Adopted Budget, all expenditures for full day kindergarten have been recorded in the General Fund and tuition is not collected. This fund is included in the Combined General Fund for purposes of financial reporting in the Annual Comprehensive Financial Report.

	Audited Actuals 2020-2021	Audited Actuals 2021-2022	Audited Actuals 2022-2023	Adopted Budget 2023-2024	Final Revised Budget 2023-2024	Estimated Actual 2023-2024	Proposed Budget 2024-2025	Adopted Budget 2024-2025
Balance on Hand July 1	-	-	-	-	-	-	-	-
Revenues								
Tuition	-	-	-	-	-	-	-	-
Contributions/Donations	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
Total Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transfer from General Fund	-	-	-	-	-	-	-	-
Total Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Expenditures								
Salaries	-	-	-	-	-	-	-	-
Benefits	-	-	-	-	-	-	-	-
Purchased Services	-	-	-	-	-	-	-	-
Supplies	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
Total Expenditures	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Change in Fund Balance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Assigned to School Carry Over	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Ending Fund Balance - after reserves	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Three Year Forecast

Full Day Kindergarten Fund15

Under current state law, school districts do not charge tuition for full day kindergarten in Colorado. As this fund was exclusively for full day kindergarten tuition and associated expenses there is no projected use of the fund in the foreseeable future.



2024-2025 Budget Transportation Fund 25

This fund is used to account for revenues and expenditures associated with student transportation services inclusive of the specialized transportation associated with Special Education students. This fund is included in the Combined General Fund for purposes of financial reporting in the Annual Comprehensive Financial Report.

	Audited Actuals 2022-2023	Adopted Budget 2023-2024	Final Revised Budget 2023-2024	Estimated Actual 2023-2024	Proposed Budget 2024-2025	Adopted Budget 2024-2025
Balance on Hand July 1	5,608,852	2,095,782	2,729,579	2,729,579	6,985,485	6,985,485
Revenues						
Transportation Fees	1,034,656	1,140,000	911,775	875,302	875,302	875,302
State Categorical	4,821,667	4,748,388	5,063,728	5,063,728	5,272,610	5,272,610
Other	802,546	750,000	750,000	735,292	750,000	750,000
Total Revenue	\$ 6,658,869	\$ 6,638,388	\$ 6,725,503	\$ 6,674,322	\$ 6,897,912	\$ 6,897,912
Transfer from General Fund	16,603,238	25,207,437	25,993,112	25,993,112	25,993,112	25,993,112
Total Sources	\$ 28,870,959	\$ 33,941,607	\$ 35,448,194	\$ 35,397,013	\$ 39,876,509	\$ 39,876,509
Expenditures						
Salaries	10,594,431	14,702,507	14,637,885	12,831,630	16,784,870	16,784,867
Benefits	4,193,604	6,311,322	6,298,673	4,557,161	6,401,686	6,401,689
Purchased Services	8,309,256	8,298,391	9,707,666	9,038,812	9,538,344	9,538,344
Supplies	941,547	1,468,177	1,256,972	998,775	1,431,781	1,431,781
Fuel	1,893,519	2,000,000	2,000,000	1,678,298	2,000,000	2,000,000
Bus Purchases & Equipment	960,673	1,200,000	97,645	214,994	2,185,006	2,185,006
Other	(751,649)	(817,443)	(913,443)	(908,142)	(715,600)	(715,600)
Total Expenditures	\$ 26,141,380	\$ 33,162,954	\$ 33,085,398	\$ 28,411,527	\$ 37,626,087	\$ 37,626,087
Change in Fund Balance	\$ (2,879,274)	\$ (1,317,129)	\$ (366,783)	\$ 4,255,907	\$ (4,735,063)	\$ (4,735,063)
Assigned to Future Year Transportation Obligations	\$ -	\$ -	1,631,538	3,294,124	-	-
Ending Fund Balance - after reserves	\$ 2,729,579	\$ 778,653	\$ 731,258	\$ 3,691,362	\$ 2,250,422	\$ 2,250,422

Estimated Actual 2023-2024 reflects forecast as of March 31, 2024 presented to the Board of Education in Third Quarter Financial presentation on May 28, 2024. Final Revised Budget 2023-2024 reflects updated information since March 31, 2024.

Three Year Forecast

Transportation Fund 25

The multi-year forecast for Transportation assumes ridership will decrease annually in relation to route cuts due to bus driver shortages as well as overall neighborhood enrollment projections. Other revenue is expected to remain flat. Salaries are projected to increase by 2% annually with no anticipated increases to staffing and benefit increases aligned with the General Fund. Fuel prices are projected to increase by about \$.10 per gallon each year. All other expense items were increased based on inflation.

	2024-2025	2025-2026	2026-2027	2027-2028
	Adopted Budget	Projection	Projection	Projection
Balance on Hand July 1	6,985,485	2,250,422	3,064,286	3,308,121
Revenues				
Transportation Fees	875,302	1,015,380	1,097,578	1,161,778
State Categorical	5,272,610	5,767,288	5,899,935	6,035,634
Other	750,000	750,000	750,000	750,000
Total Revenues	6,897,912	7,532,668	7,747,513	7,947,411
Transfer from General Fund	25,993,112	25,993,112	25,993,112	25,993,112
Total Sources	39,876,509	35,776,202	36,804,911	37,248,644
Expenditures				
Salaries	16,784,870	14,310,679	14,668,446	15,005,820
Benefits	6,401,686	5,730,941	5,874,214	6,009,321
Purchased Services	9,538,344	9,945,910	10,174,666	10,408,683
Supplies	1,431,781	1,479,030	1,513,047	1,547,848
Fuel	2,000,000	1,908,785	1,918,204	1,900,396
Bus Purchases & Equipment	2,185,006	-	-	-
Other	(715,600)	(663,429)	(651,786)	(631,081)
Total Expenditures	37,626,087	32,711,915	33,496,790	34,240,986
Change in Fund Balance	(4,735,063)	813,864	243,834	(300,463)
Balance on Hand June 30	2,250,422	3,064,286	3,308,121	3,007,658

Learn Today, Lead Tomorrow



Financial Section

Special Revenue Fund Budgets

2024-2025 Budget

Nutrition Services NSLP Fund 21

This Nutrition Services Fund is self-supporting and accounts for activities related to preparation of school meals in compliance with the National School Lunch Program (NSLP). This will be the only Nutrition Services Fund used in 2024-2025.

	Audited Actuals 2020-2021	Audited Actuals 2021-2022	Audited Actuals 2022-2023	Adopted Budget 2023-2024	Final Revised Budget 2023-2024	Estimated Actual 2023-2024	Proposed Budget 2024-2025	Adopted Budget 2024-2025
Balance on Hand July 1	1,092,534	4,324,657	9,483,172	3,329,009	5,079,435	5,079,435	5,993,568	5,993,568
Revenues								
Food Sales	2,150,842	4,862,607	12,051,772	5,153,467	5,176,556	5,198,860	5,817,075	5,817,075
Federal Reimbursement	16,059,720	25,989,317	6,186,839	12,195,954	8,452,529	8,203,894	7,656,045	7,656,045
Commodity Contribution	790,413	1,015,326	1,260,363	804,317	1,286,903	1,286,903	1,227,768	1,227,768
Miscellaneous	111,670	69,011	163,564	37,000	130,660	130,660	25,000	25,000
Sale of Capital Assets	18,340	5,468	79,524	-	83,855	83,855	-	-
State Match Child Nutr. & CDE Revenue	99,403	98,966	230,291	10,627,511	18,049,835	18,024,835	18,989,490	18,989,490
Total Revenues	\$ 19,230,388	\$ 32,040,695	\$ 19,972,352	\$ 28,818,249	\$ 33,180,338	\$ 32,929,007	\$ 33,715,378	\$ 33,715,378
Transfer from General Fund	445,352	445,352	362,884	1,045,352	2,879,595	2,879,595	2,879,595	2,895,424
Total Sources	\$ 20,768,274	\$ 36,810,704	\$ 29,818,408	\$ 33,192,610	\$ 41,139,368	\$ 40,888,037	\$ 42,588,541	\$ 42,604,370
Expenditures								
Salaries	6,070,457	8,197,806	6,447,342	10,120,016	11,495,245	11,283,495	11,515,696	11,515,696
Benefits	2,498,060	3,189,561	2,602,399	3,911,213	4,584,542	4,451,569	4,947,920	4,947,920
Food & Commodities	6,789,929	11,541,603	7,783,715	12,614,074	16,490,503	15,449,903	17,116,657	17,116,657
Purchased Services & Repairs	86,951	249,054	464,404	256,970	331,329	297,241	267,200	267,200
Supplies	818,561	1,521,633	1,198,427	1,454,828	2,501,492	1,993,760	1,590,000	1,590,000
Equipment	105,609	454,603	4,670,655	385,500	275,000	220,000	290,000	290,000
Other	74,050	2,173,274	1,572,032	1,121,500	1,202,500	1,198,500	867,500	867,500
Total Expenditures	\$ 16,443,617	\$ 27,327,533	\$ 24,738,973	\$ 29,863,601	\$ 36,880,611	\$ 34,894,469	\$ 36,594,973	\$ 36,594,973
Change in Fund Balance	\$ 3,232,124	\$ 5,158,514	\$ (4,403,737)	\$ -	\$ (820,678)	\$ 914,133	\$ -	\$ 15,829
Ending Fund Balance - after reserves	\$ 4,324,658	\$ 9,483,171	\$ 5,079,435	\$ 3,329,009	\$ 4,258,757	\$ 5,993,568	\$ 5,993,568	\$ 6,009,397

Estimated Actual 2023-2024 reflects forecast as of March 31, 2024 presented to the Board of Education in Third Quarter Financial presentation on May 28, 2024. Final Revised Budget 2023-2024 reflects updated information since March 31, 2024.

Three Year Forecast

Nutrition Services NSLP Fund 21

Participation in the Healthy School Meals for All Program (HSMA) started in 2023-2024 and is continuing into 2024-2025. Projections assume that both food sales and free meal participation will follow the pattern of enthusiastic participation established in 2023-2024, the first year of HSMA, and also factor in the neighborhood school enrollment trend. While high schools are estimated to trend slightly upward in 2024-2025, the total weighted average of elementary, middle and high schools is negative: -1.94% in 2024-2025, decreasing -5.26% in 2025-2026, and stabilizing slightly in 2026-2027. Projected costs for salaries are assumed to be 2% year-over-year with benefit increases aligning with the General Fund benefits assumptions. All operating costs including food costs are projected to match the annual rate of inflation of 2.6% in 2025-2026, 3.3% in 2026-2027 and 2.3% in 2027-2028.

	2024-2025 Adopted Budget	2025-2026 Projection	2026-2027 Projection	2027-2028 Projection
Beginning Fund Balance	5,993,568	6,009,397	4,737,619	3,517,886
Local Revenue				
Adult Breakfast/Lunch Sales	51,000	52,326	54,053	55,296
Student, A La Carte Sales	5,738,575	5,578,063	5,660,455	5,706,710
Other Food Service Revenue	2,500	2,565	2,650	2,711
Food Rebates	25,000	25,650	26,317	27,001
Other	25,000	25,000	25,000	25,000
State Revenue				
State Revenue from CDE	18,989,490	18,458,340	18,730,985	18,884,045
Federal Revenue				
Federal Government	8,883,813	8,635,326	8,762,877	8,834,483
Total Revenue	33,715,378	32,777,270	33,262,337	33,535,246
Transfer from General Fund	2,895,424	2,895,424	2,895,424	2,895,424
Total Sources	42,604,370	41,682,091	40,895,379	39,948,557
Expenditures				
Salaries	11,515,696	11,746,033	11,980,954	12,220,573
Benefits	4,947,920	5,167,466	5,339,390	5,518,211
Food & Commodities	17,116,657	16,637,892	16,883,647	17,021,612
Purchased Services & Repairs	267,200	274,147	281,275	288,588
Supplies	1,590,000	1,631,340	1,673,755	1,717,272
Equipment	290,000	597,540	305,276	5,413
Other	867,500	890,055	913,196	936,940
Total Expenditures	36,594,973	36,944,473	37,377,493	37,708,609
Change in Fund Balance	15,829	(1,271,778)	(1,219,732)	(1,277,939)
Balance on Hand June 30	6,009,397	4,737,619	3,517,886	2,239,947

2024-2025 Budget

Nutrition Services Non-NSLP Fund 28

This Nutrition Services Fund was self-supporting and accounted for activities related to preparation of school meals in high schools and charter schools that were not participating in the National School Lunch Program. With free meals for all students under Colorado's Healthy School Meals for All Program, this fund will not be used in 2024-2025.

	Audited Actuals 2020-2021	Audited Actuals 2021-2022	Audited Actuals 2022-2023	Adopted Budget 2023-2024	Final Revised Budget 2023-2024	Estimated Actual 2023-2024	Proposed Budget 2024-2025	Adopted Budget 2024-2025
Balance on Hand July 1	117,806	16,800	16,801	-	-	-	-	-
Revenues								
Food Sales	248,891	-	5,561,520	-	-	-	-	-
Federal Reimbursement	-	-	-	-	-	-	-	-
Commodity Contribution	-	-	-	-	-	-	-	-
Miscellaneous	-	-	-	-	-	-	-	-
Sale of Capital Assets	-	-	-	-	-	-	-	-
State Match Child Nutr. & CDE Revenue	-	-	-	-	-	-	-	-
Total Revenues	\$ 248,891	\$ -	\$ 5,561,520	\$ -	\$ -	\$ -	\$ -	\$ -
Transfer from General Fund	-	-	268,718	-	-	-	-	-
Total Sources	\$ 366,697	\$ 16,800	\$ 5,847,039	\$ -	\$ -	\$ -	\$ -	\$ -
Expenditures								
Salaries	9,592	-	2,008,286	-	-	-	-	-
Benefits	2,232	-	810,920	-	-	-	-	-
Food & Commodities	147,298	-	2,322,261	-	-	-	-	-
Purchased Services & Repairs	50,227	-	199,272	-	-	-	-	-
Supplies	128,608	-	272,339	-	-	-	-	-
Equipment	11,938	-	6,343	-	-	-	-	-
Other	-	-	227,619	-	-	-	-	-
Total Expenditures	\$ 349,896	\$ -	\$ 5,847,039	\$ -	\$ -	\$ -	\$ -	\$ -
Change in Fund Balance	\$ (101,005)	\$ -	\$ (16,801)	\$ -	\$ -	\$ -	\$ -	\$ -
Ending Fund Balance - after reserves	\$ 16,802	\$ 16,800	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Three Year Forecast

Nutrition Services Non-NSLP Fund 28

With the implementation of free meals for all students under Colorado's Healthy School Meals for All Program, this fund was no longer used beginning in 2023-2024. The forecast for 2025-2026 through 2027-2028 reflects \$0 projected activity within Fund 28.

	2024-2025 Adopted Budget	2025-2026 Projection	2026-2027 Projection	2027-2028 Projection
Beginning Fund Balance	-	-	-	-
Local Revenue				
Student Lunch Sales	-	-	-	-
Student Special Milk Sales	-	-	-	-
Student, A La Carte Sales	-	-	-	-
Other Food Service Revenue	-	-	-	-
Food Rebates	-	-	-	-
Total Revenue	\$ -	\$ -	\$ -	\$ -
Transfer from General Fund	-	-	-	-
Total Sources	\$ -	\$ -	\$ -	\$ -
Expenditures				
Salaries	-	-	-	-
Benefits	-	-	-	-
Food & Commodities	-	-	-	-
Purchased Services & Repair	-	-	-	-
Supplies	-	-	-	-
Equipment	-	-	-	-
Other	-	-	-	-
Total Expenditures	\$ -	\$ -	\$ -	\$ -
Change in Fund Balance	-	-	-	-
Balance on Hand June 30	\$ -	\$ -	\$ -	\$ -

2024-2025 Budget

Government Designated Purpose Grants Fund 22

This fund accounts for most state, local, and federal grants received by the District. Expenditures in this fund are reimbursed; therefore, revenue will equal expenditures at the end of the fiscal year.

	Audited Actuals 2020-2021	Audited Actuals 2021-2022	Audited Actuals 2022-2023	Adopted Budget 2023-2024	Final Revised Budget 2023-2024	Estimated Actual 2023-2024	Proposed Budget 2024-2025	Adopted Budget 2024-2025
Balance on Hand July 1	-	-	-	-	-	-	-	-
Revenues								
State Revenue	2,244,840	1,578,978	1,776,675	1,022,752	1,249,844	1,205,844	1,102,052	969,711
Federal Revenue	39,155,343	25,679,052	19,510,353	14,922,697	16,438,541	16,384,760	14,484,092	14,132,793
Other Revenue	298,470	343,007	172,351	-	67,190	67,190	-	-
Total Revenue	\$ 41,698,653	\$ 27,601,038	\$ 21,459,379	\$ 15,945,449	\$ 17,755,575	\$ 17,657,794	\$ 15,586,144	\$ 15,102,504
Transfer from General Fund	-	-	-	-	-	-	-	-
Total Sources	\$ 41,698,653	\$ 27,601,038	\$ 21,459,379	\$ 15,945,449	\$ 17,755,575	\$ 17,657,794	\$ 15,586,144	\$ 15,102,504
Expenditures								
Salaries	22,814,766	12,995,729	11,302,915	9,481,992	9,330,538	9,352,686	9,421,734	9,248,300
Benefits	6,368,061	4,040,114	3,659,422	3,795,113	3,004,107	3,012,823	3,090,955	2,987,850
Purchased/Property Services	4,799,484	4,902,662	3,688,374	1,327,243	3,216,348	3,055,762	1,753,911	1,992,603
Supplies	5,482,326	3,509,226	1,583,420	720,021	1,393,770	1,363,132	669,691	447,881
Equipment	1,431,939	38,015	70,690	106,123	183,237	184,738	76,680	76,680
Other	802,078	2,115,292	1,154,558	514,957	627,575	688,652	573,173	349,190
Total Expenditures	\$ 41,698,653	\$ 27,601,038	\$ 21,459,379	\$ 15,945,449	\$ 17,755,575	\$ 17,657,794	\$ 15,586,144	\$ 15,102,504
Change in Fund Balance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Ending Fund Balance - after reserves	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Estimated Actual 2023-2024 reflects forecast as of March 31, 2024 presented to the Board of Education in Third Quarter Financial presentation on May 28, 2024. Final Revised Budget 2023-2024 reflects updated information since March 31, 2024.

Three Year Forecast

Governmental Designated Purpose Grants Fund 22

Projections for Government Designated Purpose Grants are based on known grant terminations or escalations as well as projection of federal funding from Business Services department staff. When grant funded positions end, salary and benefit forecasts adjust accordingly. Otherwise, salaries include ongoing increases of 2% for cost of living and benefit increases align with General Fund benefit increases. Non-salary expense projections are based on remaining balances of individual grant projections after compensation changes along with a yearly inflation adjustment. The increases related to inflation are 2.6% for 2025-2026, 3.3% for 2026-2027, and 2.3% for 2027-2028.

	2024-2025 Adopted Budget	2025-2026 Projection	2026-2027 Projection	2027-2028 Projection
Balance on Hand July 1	-	-	-	-
Revenues				
State	969,711	858,485	-	-
Federal	14,132,793	13,596,590	13,683,887	13,746,739
Other Grants	-	400,895	414,125	423,650
Total Revenues	15,102,504	14,855,970	14,098,012	14,170,388
Total Sources	15,102,504	14,855,970	14,098,012	14,170,388
Expenditures				
Salaries	9,248,301	8,779,849	8,694,739	8,750,950
Benefits	2,987,849	3,666,952	3,626,165	3,632,476
Purchased Services	1,992,603	1,585,623	959,795	961,455
Supplies & Materials	447,881	417,056	402,119	405,996
Property and Equipment	76,680	73,248	74,816	75,594
Other	349,190	333,242	340,377	343,917
Total Expenditures	15,102,504	14,855,970	14,098,012	14,170,388
Change in Fund Balance	-	-	-	-
Balance on Hand June 30	-	-	-	-

2024-2025 Budget

Pupil Activity Fund 23

This fund was used to record financial transactions related to school-sponsored pupil organizations and activities. These activities were self-supporting and did not receive any direct or indirect District support. In 2020-2021 this fund was changed from Fund 74 and changed from an Agency Fund to a Special Revenue Fund. Effective with the 2023-2024 Adopted Budget, all activity within Fund 23 moved to either the General Fund for elementary schools or the Athletics and Activities Fund for secondary schools as it was determined that the type of school sponsored activity did not necessitate a separate fund once the fund was no longer classified as an Agency Fund.

	Audited Actuals 2020-2021	Audited Actuals 2021-2022	Audited Actuals 2022-2023	Adopted Budget 2023-2024	Final Revised Budget 2023-2024	Estimated Actual 2023-2024	Proposed Budget 2024-2025	Adopted Budget 2024-2025
Balance on Hand July 1	1,116,388	1,082,553	1,224,000	1,024,078	-	-	-	-
Revenue								
Pupil Activity	347,060	1,173,293	1,155,699	-	-	-	-	-
Total Revenue	\$ 347,060	\$ 1,173,293	\$ 1,155,699	\$ -	\$ -	\$ -	\$ -	\$ -
Transfer from General Fund	-	-	-	-	-	-	-	-
Total Sources	\$ 1,463,448	\$ 2,255,846	\$ 2,379,699	\$ 1,024,078	\$ -	\$ -	\$ -	\$ -
Expenditures								
Salaries	36,808	92,144	116,153	-	-	-	-	-
Benefits	8,227	20,492	26,890	-	-	-	-	-
Purchased/Property Services	4,507	322,156	398,302	-	-	-	-	-
Supplies	299,970	539,498	585,924	1,024,078	-	-	-	-
Equipment	6,085	26,448	29,472	-	-	-	-	-
Other	25,298	31,107	26,496	-	-	-	-	-
Total Expenditures	\$ 380,894	\$ 1,031,846	\$ 1,183,237	\$ 1,024,078	\$ -	\$ -	\$ -	\$ -
Change in Fund Balance	\$ (33,834)	\$ 141,448	\$ (27,538)	\$ (1,024,078)	\$ -	\$ -	\$ -	\$ -
Assigned to School Program Carry Over	\$ 1,089,838	\$ 1,223,998	\$ 1,196,312	\$ -	\$ -	\$ -	\$ -	\$ -
Ending Fund Balance - after reserves	\$ (7,284)	\$ 3	\$ 150	\$ -	\$ -	\$ -	\$ -	\$ -

Three Year Forecast

Pupil Activity Fund 23

Effective with the 2023-2024 Adopted Budget, all activity within Fund 23 moved to either the General Fund for elementary schools or the Athletics and Activities Fund for secondary schools as it was determined that this type of school sponsored activity did not necessitate a separate fund once the fund was no longer classified as an Agency Fund. Staff did not provide a 3-year forecast as the fund is no longer active.



2024-2025 Budget

Athletics and Activities Fund 26

This fund accounts for all revenues and expenditures directly related to Colorado High School Activities Association (CHSAA) sponsored athletics and activities, as well as other District sponsored activities at middle and high schools.

	Audited Actuals 2020-2021	Audited Actuals 2021-2022	Audited Actuals 2022-2023	Adopted Budget 2023-2024	Final Revised Budget 2023-2024	Estimated Actual 2023-2024	Proposed Budget 2024-2025	Adopted Budget 2024-2025
Balance on Hand July 1	1,098,884	1,788,114	2,504,281	2,452,815	2,903,952	2,903,952	1,774,266	1,774,266
Revenues								
Student Fees	2,427,792	3,532,316	3,780,988	3,958,164	3,958,164	4,050,276	4,300,431	4,922,746
Gate Fees	278,632	1,252,832	1,476,586	1,414,753	1,414,753	1,388,517	1,888,157	1,410,254
Donations and Fundraising	1,322,108	2,634,102	3,189,366	2,996,139	3,346,139	3,576,804	3,354,998	3,582,548
Merchandise Sales	3,021,286	4,673,832	4,581,765	5,266,322	5,266,322	4,917,644	4,717,644	4,938,218
Other Pupil Income	126,548	109,247	199,615	442,284	446,284	538,191	213,000	235,000
Total Revenue	\$ 7,176,366	\$ 12,202,329	\$ 13,228,320	\$ 14,077,662	\$ 14,431,662	\$ 14,471,432	\$ 14,474,230	\$ 15,088,766
Transfer from General Fund	4,091,523	4,395,546	5,437,684	6,334,674	6,512,459	6,512,459	6,549,089	6,554,784
Total Sources	\$ 12,366,773	\$ 18,385,989	\$ 21,170,285	\$ 22,865,151	\$ 23,848,073	\$ 23,887,843	\$ 22,797,585	\$ 23,417,816
Expenditures								
Salaries	4,219,519	5,313,192	5,716,475	7,526,330	6,735,319	7,442,516	6,922,348	6,953,350
Benefits	943,028	1,195,819	1,309,201	1,849,407	1,660,535	1,700,783	1,651,873	1,655,018
Purchased Services	2,366,929	4,448,819	5,330,911	4,348,922	4,455,775	5,846,220	5,286,659	5,843,475
Supplies	2,707,587	4,437,355	5,273,055	6,119,732	6,825,353	6,092,787	6,096,309	6,114,408
Equipment	256,403	359,758	494,130	28,839	442,401	585,956	620,900	625,905
Field Trips and Other	85,192	126,765	142,563	539,106	553,106	445,314	445,230	451,394
Total Expenditures	\$ 10,578,658	\$ 15,881,708	\$ 18,266,333	\$ 20,412,336	\$ 20,672,489	\$ 22,113,577	\$ 21,023,319	\$ 21,643,550
Change in Fund Balance	\$ 689,230	\$ 716,167	\$ 399,671	\$ -	\$ 271,632	\$ (1,129,686)	\$ -	\$ -
Assigned to School Carry Over	\$ 1,825,949	\$ 2,591,711	\$ 2,559,075	\$ 2,452,815	\$ 3,175,584	\$ 1,589,388	\$ 1,774,266	\$ 1,774,266
Ending Fund Balance - after reserves	\$ (37,835)	\$ (87,430)	\$ 344,877	\$ -	\$ -	\$ 184,878	\$ -	\$ -

Estimated Actual 2023-2024 reflects forecast as of March 31, 2024 presented to the Board of Education in Third Quarter Financial presentation on May 28, 2024. Final Revised Budget 2023-2024 reflects updated information since March 31, 2024.

Three Year Forecast

Athletics and Activities Fund 26

Student and gate fee revenue based on historical trends of non-pandemic school years and assumes a peak in student participation in 2023-2024 followed by a slight decline to reflect the secondary school overall enrollment projection. Total fees and other revenue also fluctuate with school enrollment projections. Salaries reflect slight increases to stadium based positions for consistency with other District personnel and benefit forecasts reflect projected increases to PERA. All operating expenses are based on historical trends, enrollment and/or inflation. The interfund transfer increase covers salary and benefit increases as well as inflationary increases at stadiums.

	2024-2025 Adopted Budget	2025-2026 Projection	2026-2027 Projection	2027-2028 Projection
Balance on Hand July 1	1,774,266	1,774,266	2,351,862	2,891,996
Revenues				
Student Fees	4,922,746	4,775,064	4,631,812	4,492,857
Gate Fees	1,410,254	1,362,845	1,311,131	1,279,266
Donations and Fundraising	3,582,548	3,618,376	3,481,075	3,396,473
Merchandise Sales	4,938,218	4,737,359	4,564,365	4,436,968
Other Pupil Income	235,000	225,442	217,209	211,147
Total Revenues	15,088,766	14,719,084	14,205,593	13,816,711
Transfer from General Fund	6,554,784	6,982,369	7,054,513	7,127,224
Total Sources	23,417,816	23,475,719	23,611,968	23,835,931
Expenditures				
Salaries	6,953,350	6,968,398	7,015,368	7,063,278
Benefits	1,655,018	1,681,481	1,715,111	1,749,413
Purchased Services	5,843,475	5,605,795	5,401,089	5,250,338
Supplies	6,114,408	5,865,708	5,651,511	5,708,026
Equipment	625,905	582,433	544,330	513,263
Other	451,394	420,043	392,563	370,158
Total Expenditures	21,643,550	21,123,857	20,719,972	20,654,475
Change in Fund Balance	-	577,596	540,135	289,460
Assigned to School Carry Over	1,774,266	2,351,862	2,891,996	3,181,456
Balance on Hand June 30	-	-	-	-

2024-2025 Budget Child Care Fund 29

The Child Care Fund is self-supporting, and accounts for the activity associated with the District's Before and After School Enterprise (BASE). These programs are budgeted to be self-supporting with revenues derived from program enrollment fees charged on a per-child basis.

	Audited Actuals 2020-2021	Audited Actuals 2021-2022	Audited Actuals 2022-2023	Adopted Budget 2023-2024	Final Revised Budget 2023-2024	Estimated Actual 2023-2024	Proposed Budget 2024-2025	Adopted Budget 2024-2025
Balance on Hand July 1	1,728,197	182,824	2,920,252	4,456,753	5,782,084	5,782,084	4,928,100	4,928,100
Revenues								
Tuition	5,206,680	9,275,482	10,008,179	10,603,476	10,203,710	10,092,712	10,342,856	10,342,856
Grant	889,802	715,579	3,695,494	150,000	324,699	59,324	-	-
Other	57,645	761	1,647	-	-	2,800	-	-
Total Revenue	\$ 6,154,126	\$ 9,991,822	\$ 13,705,320	\$ 10,753,476	\$ 10,528,409	\$ 10,154,835	\$ 10,342,856	\$ 10,342,856
Transfer from General Fund	487,045	2,262,045	560,107	1,075,537	1,563,758	1,557,796	1,543,758	1,551,076
Total Sources	\$ 8,369,368	\$ 12,436,691	\$ 17,185,679	\$ 16,285,766	\$ 17,874,251	\$ 17,494,715	\$ 16,814,714	\$ 16,822,032
Expenditures								
Salaries	5,595,961	5,856,982	6,997,307	7,658,146	7,956,902	7,518,462	8,005,240	8,005,239
Benefits	1,959,880	2,126,799	2,383,706	2,413,637	2,486,718	2,566,823	2,746,965	2,754,284
Purchased Services	294,059	890,708	1,191,595	1,343,811	1,637,113	1,604,381	1,427,771	1,427,771
Supplies	123,768	211,100	395,210	202,997	386,854	386,154	258,329	258,329
Field Trips and Other	212,876	430,850	435,777	772,166	786,208	490,796	429,777	429,777
Total Expenditures	\$ 8,186,545	\$ 9,516,440	\$ 11,403,595	\$ 12,390,757	\$ 13,253,795	\$ 12,566,615	\$ 12,868,082	\$ 12,875,400
Change in Fund Balance	\$ (1,545,374)	\$ 2,737,428	\$ 2,861,832	\$ (561,744)	\$ (1,161,628)	\$ (853,985)	\$ (981,468)	\$ (981,468)
Assigned to BASE Program Carry Over	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Ending Fund Balance - after reserves	\$ 182,823	\$ 2,920,252	\$ 5,782,084	\$ 3,895,009	\$ 4,620,456	\$ 4,928,099	\$ 3,946,632	\$ 3,946,632

Estimated Actual 2023-2024 reflects forecast as of March 31, 2024 presented to the Board of Education in Third Quarter Financials presentation on May 28, 2024. Final Revised Budget 2023-2024 reflects updated information since March 31, 2024.

Three Year Forecast Child Care Fund 29

Projected revenue is based on estimated student participation in Before and After School Enterprise (BASE) increasing by 2% overall across different programs in 2024-2025 with tuition held flat and registration waived. 2025-2026 through 2027-2028 enrollment is expected to stay flat with a modest annual tuition increase of 1% in response to inflation and registration reinstated in 2026-2027. The 2024-2024 Adopted Budget and forecasts for 2025-2026 through 2027-2028 include the Universal Preschool (UPK) program within both the interfund transfer from the General Fund and the expenditures. Projected salary costs are assumed to be 2% year-over-year with benefit increases aligning with the General Fund benefits assumptions. All operating costs are projected to match the annual rate of inflation of 2.6% in 2025-2026, 3.3% in 2026-2027 and 2.3% in 2027-2028.

	2024-2025 Adopted Budget	2025-2026 Projection	2026-2027 Projection	2027-2028 Projection
Beginning Fund Balance	4,928,100	3,946,632	3,430,529	3,337,073
Revenue				
Before School	2,173,619	2,318,528	2,341,713	2,365,131
After School	2,846,669	3,036,449	3,066,814	3,097,482
Full Day	4,009,085	4,368,412	4,412,096	4,456,217
Field Trip	1,313,482	1,423,243	1,470,210	1,504,025
Registration Fee	-	-	595,350	595,350
Grant	-	-	-	-
Total Revenue	10,342,856	11,146,632	11,886,183	12,018,204
Transfer from General Fund	1,551,076	1,551,076	1,551,076	1,551,076
Total Sources	16,822,032	16,644,340	16,867,788	16,906,354
Expenditures				
Salaries	8,005,240	8,165,345	8,328,652	8,495,225
Benefits	2,754,283	2,866,402	2,951,156	3,038,976
Purchased Services	1,427,771	1,464,893	1,513,235	1,548,039
Supplies	258,329	265,046	273,792	280,089
Field Trips & Other	429,777	452,125	463,881	479,189
Total Expenditures	12,875,400	13,213,811	13,530,715	13,841,518
Change in Fund Balance	(981,468)	(516,103)	(93,456)	(272,238)
Balance on Hand June 30	3,946,632	3,430,529	3,337,073	3,064,836

Learn Today, Lead Tomorrow



Financial Section

Debt Service and Lease Payment Fund Budgets

2024-2025 Budget

Bond Redemption Fund 31

This fund serves as the vehicle for recording dedicated property taxes and the payment of outstanding principal and interest on the District's General Obligation bonds.

	Audited Actuals 2020-2021	Audited Actuals 2021-2022	Audited Actuals 2022-2023	Adopted Budget 2023-2024	Final Revised Budget 2023-2024	Estimated Actual 2023-2024	Proposed Budget 2024-2025	Adopted Budget 2024-2025
Balance on Hand July 1	67,613,197	71,813,488	63,480,642	73,192,652	77,167,416	77,167,416	81,866,623	81,866,623
Revenues								
Property Taxes	60,010,997	65,497,537	54,305,654	54,568,823	53,918,578	53,918,578	53,918,578	53,918,578
Investment Earnings	125,375	224,466	2,085,170	2,579,903	3,813,895	3,813,895	3,813,895	3,813,895
Total Revenues	\$ 60,136,372	\$ 65,722,002	\$ 56,390,824	\$ 57,148,726	\$ 57,732,473	\$ 57,732,473	\$ 57,732,473	\$ 57,732,473
Total Sources	\$ 127,749,569	\$ 137,535,490	\$ 119,871,466	\$ 130,341,378	\$ 134,899,889	\$ 134,899,889	\$ 139,599,096	\$ 139,599,096
Expenditures								
Principal	35,465,000	55,360,000	23,550,000	37,720,000	35,715,000	35,715,000	39,580,000	39,580,000
Interest	20,467,581	18,691,206	18,192,633	15,247,969	17,312,969	17,312,969	13,390,731	13,390,731
Cost of Issuance	-	-	346,200	-	-	-	-	-
Fiscal Charges	3,500	3,642	207,527	5,297	5,297	5,297	2,000	2,000
Total Expenditures	\$ 55,936,081	\$ 74,054,848	\$ 42,296,361	\$ 52,973,266	\$ 53,033,266	\$ 53,033,266	\$ 52,972,731	\$ 52,972,731
Other Financing Sources (Uses)								
Proceeds from Bond Refunding	-	-	86,550,000	-	-	-	-	-
Refunding Bond Premium	-	-	9,069,309	-	-	-	-	-
Payment to Refunding Bond Escrow Agent	-	-	(96,026,999)	-	-	-	-	-
Transfer from General Fund	-	-	-	-	-	-	-	-
Total Other Financing Sources (Uses)	\$ -	\$ -	\$ (407,690)	\$ -	\$ -	\$ -	\$ -	\$ -
Change in Fund Balance	\$ 4,200,291	\$ (8,332,846)	\$ 13,686,774	\$ 4,175,460	\$ 4,699,207	\$ 4,699,207	\$ 4,759,742	\$ 4,759,742
Ending Fund Balance - after reserves	\$ 71,813,488	\$ 63,480,642	\$ 77,167,416	\$ 77,368,112	\$ 81,866,623	\$ 81,866,623	\$ 86,626,365	\$ 86,626,365

Estimated Actual 2023-2024 reflects forecast as of March 31, 2024 presented to the Board of Education in Third Quarter Financials presentation on May 28, 2024. Final Revised Budget 2023-2024 reflects updated information since March 31, 2024.

Three Year Forecast

Bond Redemption Fund 31

Projection for property taxes are equal to principal and interest as promised to voters. Principal and interest based on aggregate debt service schedule provided by Hilltop Advisors. Investment earnings are based on a 5.49% annual rate of return in 2024 with projected rates slightly decreasing annually and cash invested remaining relatively flat.

	2024-2025 Adopted	2025-2026 Projection	2026-2027 Projection	2027-2028 Projection
Balance on Hand July 1	81,866,623	86,626,365	90,643,392	94,881,438
Revenues				
Property Taxes	53,918,578	38,762,406	40,977,475	40,940,850
Investment Earnings	3,813,895	4,022,324	4,242,144	4,473,976
Total Revenues	57,732,473	42,784,730	45,219,619	45,414,826
Total Sources	139,599,096	129,411,095	135,863,011	140,296,264
Expenditures				
Principal	39,580,000	27,005,000	30,665,000	32,200,000
Interest	13,390,731	11,757,406	10,312,475	8,740,850
Fiscal Charges	2,000	5,297	4,098	4,098
Total Expenditures	52,972,731	38,767,703	40,981,573	40,944,948
Other Financing Sources (Uses)				
Proceeds from Bond Refunding	-	-	-	-
Refunding Bond Premium	-	-	-	-
Payment to Refunding Bond Escrow Agent	-	-	-	-
Transfer from General Fund	-	-	-	-
Total Other Financing Sources (Uses)	-	-	-	-
Change in Fund Balance	4,759,742	4,017,027	4,238,046	4,469,878
Balance on Hand June 30	86,626,365	90,643,392	94,881,438	99,351,316

Note: Due to timing of property tax receipts, Balance on Hand June 30 is used to pay December debt service payments in the subsequent fiscal year.

2024-2025 Budget

Certificate of Participation (COP) Lease Payment Fund 39

Pursuant to CDE Chart of Accounts, this fund is identified for non-voter approved lease payments.

	Audited Actuals 2020-2021	Audited Actuals 2021-2022	Audited Actuals 2022-2023	Adopted Budget 2023-2024	Final Revised Budget 2023-2024	Estimated Actual 2023-2024	Proposed Budget 2024-2025	Adopted Budget 2024-2025
Balance on Hand July 1	20,533	12,114,460	2,842	2,453	4,724	4,724	2,147	2,147
Revenues								
Interest on Investment	228	155	4,922	2,454	2,454	1,487	1,500	1,500
Certificate of Participation - AspenView	882,641	-	-	-	-	-	-	-
Total Revenues	\$ 882,869	\$ 155	\$ 4,922	\$ 2,454	\$ 2,454	\$ 1,487	\$ 1,500	\$ 1,500
Total Sources	\$ 903,402	\$ 12,114,615	\$ 7,764	\$ 4,907	\$ 7,178	\$ 6,211	\$ 3,647	\$ 3,647
Expenditures								
Principal Retirement	2,580,000	2,080,000	800,000	825,000	825,000	825,000	850,000	850,000
Interest	819,656	555,903	317,925	294,125	294,125	294,125	269,375	269,375
Debt Issuance Costs & Fiscal Charges	4,750	4,064	4,000	4,064	4,064	4,064	4,064	4,064
Total Expenditures	\$ 3,404,406	\$ 2,639,968	\$ 1,121,925	\$ 1,123,189	\$ 1,123,189	\$ 1,123,189	\$ 1,123,439	\$ 1,123,439
Other Financing Sources (Uses)								
Proceeds from COP Refunding	12,098,083	-	-	-	-	-	-	-
Refunding COP Premium	-	-	-	-	-	-	-	-
Payment to Refunded Escrow Agent	-	(12,218,034)	-	-	-	-	-	-
Transfer from General Fund	2,517,381	2,746,228	1,118,885	1,119,125	1,119,125	1,119,125	1,123,439	1,123,439
Total Other Financing Sources (Uses)	\$ 14,615,464	\$ (9,471,806)	\$ 1,118,885	\$ 1,119,125	\$ 1,119,125	\$ 1,119,125	\$ 1,123,439	\$ 1,123,439
Change in Fund Balance	\$ 12,093,927	\$ (12,111,619)	\$ 1,882	\$ (1,610)	\$ (1,610)	\$ (2,577)	\$ 1,500	\$ 1,500
Ending Fund Balance - after reserves	\$ 12,114,460	\$ 2,841	\$ 4,724	\$ 843	\$ 3,114	\$ 2,147	\$ 3,647	\$ 3,647

Estimated Actual 2023-2024 reflects forecast as of March 31, 2024 presented to the Board of Education in Third Quarter Financial presentation on May 28, 2024. Final Revised Budget 2023-2024 reflects updated information since March 31, 2024.

Three Year Forecast

Certificate of Participation (COP) Lease Payment Fund 39

Principal and interest are based on aggregate payment schedule provided by Hilltop Advisors. Transfer from General Fund reflects minimum to cover principal and interest payments as banking fees will be offset by interest earnings on invested cash.

	2024-2025	2025-2026	2026-2027	2027-2028
	Adopted Budget	Projection	Projection	Projection
Balance on Hand July 1	2,147	3,647	4,249	4,839
Revenues				
Interest on Investment	1,500	2,802	2,790	2,688
Certificate of Participation - AspenView	-	-	-	-
Total Revenues	1,500	2,802	2,790	2,688
Total Sources	3,647	6,449	7,039	7,527
Expenditures				
Principal Retirement	850,000	885,000	915,000	950,000
Interest	269,375	235,825	200,875	163,825
Debt Issuance Costs & Fiscal Charges	4,064	2,200	2,200	2,200
Total Expenditures	1,123,439	1,123,025	1,118,075	1,116,025
Other Financing Sources (Uses)				
Proceeds from COP Refunding	-	-	-	-
Refunding COP Premium	-	-	-	-
Payment to Refunded Escrow Agent	-	-	-	-
Transfer from General Fund	1,123,439	1,120,825	1,115,875	1,113,825
Total Other Financing Sources (Uses)	1,123,439	1,120,825	1,115,875	1,113,825
Change in Fund Balance	1,500	602	590	488
Balance on Hand June 30	3,647	4,249	4,839	5,327

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Financial Section

Building Fund Budgets

2024-2025 Budget Bond Building Fund 41

This Fund has been established to account for the management and actual construction of District facilities that were financed by General Obligations (GO) proceeds. All GO proceeds were spent by February 2024 and the beginning fund balance for 2024-2025 is \$0.

	Audited Actuals 2020-2021	Audited Actuals 2021-2022	Audited Actuals 2022-2023	Adopted Budget 2023-2024	Final Revised Budget 2023-2024	Estimated Actual 2023-2024	Proposed Budget 2024-2025	Adopted Budget 2024-2025
Balance on Hand July 1	211,846,865	109,950,863	40,624,932	5,107,056	7,909,008	7,909,008	-	-
Revenues								
Bond Issuance	-	-	-	-	-	-	-	-
State Revenue from CDE	-	-	-	-	-	-	-	-
Interest	446,926	(351,295)	886,410	250,000	575,963	521,211	-	-
Total Revenue	\$ 446,926	\$ (351,295)	\$ 886,410	\$ 250,000	\$ 575,963	\$ 521,211	\$ -	\$ -
Transfer to/from Other Funds	-	-	-	-	-	-	-	-
Total Sources	\$ 212,293,791	\$ 109,599,568	\$ 41,511,342	\$ 5,357,056	\$ 8,484,971	\$ 8,430,219	\$ -	\$ -
Expenditures								
Salaries	162,302	134,805	74,010	-	-	-	-	-
Benefits	46,950	37,852	19,287	-	-	-	-	-
Buildings & Building Improvements	100,536,440	68,095,528	33,180,291	5,338,762	8,466,677	8,435,151	-	-
Purchased Services	1,597,236	706,285	199,654	18,294	18,294	2,900	-	-
Supplies	-	-	127,770	-	-	(7,849)	-	-
Debt Issuance Costs & Fiscal Charges	-	-	1,323	-	-	17	-	-
Other	-	165	-	-	-	-	-	-
Total Expenditures	\$ 102,342,928	\$ 68,974,634	\$ 33,602,335	\$ 5,357,056	\$ 8,484,971	\$ 8,430,219	\$ -	\$ -
Change in Fund Balance	\$ (101,896,002)	\$ (69,325,929)	\$ (32,715,925)	\$ (5,107,056)	\$ (7,909,008)	\$ (7,909,008)	\$ -	\$ -
Ending Fund Balance - after reserves	\$ 109,950,863	\$ 40,624,934	\$ 7,909,007	\$ -	\$ -	\$ -	\$ -	\$ -

Estimated Actual 2023-2024 reflects forecast as of March 31, 2024 presented to the Board of Education in Third Quarter Financials presentation on May 28, 2024. Final Revised Budget 2023-2024 reflects updated information since March 31, 2024.

Three Year Forecast

Bond Building Fund 41

As all Bond proceeds were spent by February 2024 the forecast for 2025-2026 through 2027-2028 reflects \$0 projected activity within Fund 41.



2024-2025 Budget

Certificate of Participation (COP) Building Fund 45

This fund has been established to account for capital projects funded with the proceeds from the sale of Certificates of Participation Building Fund. This fund accounted for the activity associated with capital projects identified in the DCSD Master Capital Plan. All Certificate of Participation Building Fund proceeds were spent by June 2018 and beginning fund balance for 2024-2025 is \$0.

	Audited Actuals 2020-2021	Audited Actuals 2021-2022	Audited Actuals 2022-2023	Adopted Budget 2023-2024	Final Revised Budget 2023-2024	Estimated Actual 2023-2024	Proposed Budget 2024-2025	Adopted Budget 2024-2025
Balance on Hand July 1	-	-	-	-	-	-	-	-
Revenues								
COP Issuance	-	-	-	-	-	-	-	-
Premium on Bond	-	-	-	-	-	-	-	-
Investment Earnings	-	-	-	-	-	-	-	-
Total Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transfer from General Fund	-	-	-	-	-	-	-	-
Total Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Expenditures								
Salaries	-	-	-	-	-	-	-	-
Benefits	-	-	-	-	-	-	-	-
Building & Building Improvements	-	-	-	-	-	-	-	-
Purchased Services	-	-	-	-	-	-	-	-
Supplies	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
Total Expenditures	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Change in Fund Balance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Ending Fund Balance - after reserves	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Three Year Forecast

Certificate of Participation (COP) Building Fund 45

Certificate of Participation (COP) Building Fund proceeds were spent by June 30, 2018. Beginning Fund balance for 2024-2025 is \$0. Staff did not provide a 3-year forecast as no use of the fund is anticipated in the foreseeable future.



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Financial Section

Internal Service Fund Budgets

2024-2025 Budget

Medical and Dental Fund 65

The District operates a self-funded employee health benefit program where the health claims are accounted for in this fund. In addition, employee medical and dental premium payments to Delta Dental and Kaiser Permanente are also accounted for in this fund. The District establishes each year's premium amounts based on projected medical claims as well as the updated premium charge from Kaiser Permanente and Delta Dental.

	Audited Actuals 2020-2021	Audited Actuals 2021-2022	Audited Actuals 2022-2023	Adopted Budget 2023-2024	Final Revised Budget 2023-2024	Estimated Actual 2023-2024	Proposed Budget 2024-2025	Adopted Budget 2024-2025
Balance on Hand July 1	9,183,507	3,969,420	704,109	503,502	957,265	957,265	3,172,899	3,172,899
Revenues								
Health Insurance Premiums	50,624,111	47,592,054	51,399,531	56,239,052	56,239,052	55,810,308	61,393,571	61,393,571
Dental Insurance Premiums	3,305,586	3,196,177	3,034,283	3,182,435	3,182,435	3,105,712	3,929,977	3,929,977
Investment Earnings	15,318	12,940	72,251	76,422	76,422	52,087	52,087	52,087
Other	34,123	9,490	605,933	-	-	-	-	-
Total Revenues	\$ 53,979,138	\$ 50,810,661	\$ 55,111,997	\$ 59,497,909	\$ 59,497,909	\$ 58,968,107	\$ 65,375,635	\$ 65,375,635
Transfer from General Fund	-	-	-	-	-	-	-	-
Total Sources	\$ 63,162,645	\$ 54,780,081	\$ 55,816,106	\$ 60,001,411	\$ 60,455,174	\$ 59,925,372	\$ 68,548,534	\$ 68,548,534
Expenditures								
Salaries	31,100	34,475	37,450	-	-	-	-	-
Benefits	2,587,990	7,705	8,557	-	-	-	-	-
Health Plan	51,940,579	49,012,869	49,588,315	51,492,098	53,992,098	51,715,310	59,725,874	58,975,874
Dental Plan	2,953,829	3,216,886	3,063,550	3,182,435	3,182,435	3,122,551	3,929,977	3,929,977
Stop Loss Premiums	684,848	710,887	826,485	863,100	863,100	879,330	1,156,554	1,292,167
Purchased Services	943,322	1,064,335	1,314,014	1,117,753	1,117,753	1,035,282	1,108,044	1,108,044
Other	51,557	28,816	20,470	-	-	-	-	-
Total Expenditures	\$ 59,193,224	\$ 54,075,973	\$ 54,858,842	\$ 56,655,386	\$ 59,155,386	\$ 56,752,473	\$ 65,920,449	\$ 65,306,062
Change in Fund Balance	\$ (5,214,086)	\$ (3,265,311)	\$ 253,156	\$ 2,842,523	\$ 342,523	\$ 2,215,634	\$ (544,814)	\$ 69,573
Assigned to Contingency for Self-Insured Plans	\$ 3,969,421	\$ 704,109	\$ 957,265	\$ 3,346,025	\$ 1,299,788	\$ 3,172,899	\$ 2,628,085	\$ 3,242,472
Ending Fund Balance - after reserves	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Estimated Actual 2023-2024 reflects forecast as of March 31, 2024 presented to the Board of Education in Third Quarter Financials presentation on May 28, 2024. Final Revised Budget 2023-2024 reflects updated information since March 31, 2024.

Three Year Forecast

Medical and Dental Fund 65

Health insurance premiums projected based on three year trend combined with need to cover self-insured health plans, stop loss and purchased services. United Healthcare forecast to increase 2.9% annually, Kaiser forecast to increase 3% annually, and Delta Dental forecast to increase by inflation annually. Stop loss premiums reflect 13.3% annual renewal estimates. DCSD leadership will need to evaluate plan redesign options to reduce claim increases or increase premiums by an amount greater than what is reflected within the forecast in order to meet reserve requirements.

	2024-2025	2025-2026	2026-2027	2027-2028
	Adopted Budget	Projection	Projection	Projection
Balance on Hand July 1	3,172,899	3,242,472	3,295,080	3,348,214
Revenues				
Health Insurance Premiums	61,393,571	62,926,103	64,737,188	66,630,025
Dental Insurance Premiums	3,929,977	4,045,911	4,159,197	4,278,774
Investment Earnings	52,087	52,608	53,134	53,665
Other	-	-	-	-
Total Revenues	65,375,635	67,024,622	68,949,519	70,962,464
Transfer from General Fund	-	-	-	-
Total Sources	68,548,534	70,267,094	72,244,599	74,310,678
Expenditures				
Salaries	-	-	-	-
Benefits	-	-	-	-
Health Plan	58,975,874	60,143,024	61,470,498	62,744,887
Dental Plan	3,929,977	4,045,911	4,159,197	4,278,774
Stop Loss Premiums	1,292,167	1,604,362	2,059,165	2,642,895
Purchased Services	1,108,044	1,178,718	1,207,526	1,242,242
Other	-	-	-	-
Total Expenditures	65,306,062	66,972,014	68,896,385	70,908,799
Change in Fund Balance	69,573	52,608	53,134	53,665
Balance on Hand June 30	3,242,472	3,295,080	3,348,214	3,401,879

2024-2025 Budget

Short Term Disability Insurance Fund 66

This fund replaces the District's former fully insured Short Term Disability Insurance (STDI) program. This fund was created in 2014-2015 to reflect the District's move to a self-funded plan. The District establishes each year's premium amounts based on projected STDI claims.

	Audited Actuals 2020-2021	Audited Actuals 2021-2022	Audited Actuals 2022-2023	Adopted Budget 2023-2024	Final Revised Budget 2023-2024	Estimated Actual 2023-2024	Proposed Budget 2024-2025	Adopted Budget 2024-2025
Balance on Hand July 1	704,606	599,634	423,724	214,350	248,732	248,732	430,428	430,428
Revenues								
Short Term Disability Insurance Premiums	498,133	506,075	546,245	671,269	838,064	838,064	898,353	898,353
Total Revenue	\$ 498,133	\$ 506,075	\$ 546,245	\$ 671,269	\$ 838,064	\$ 838,064	\$ 898,353	\$ 898,353
Transfer from General Fund	-	-	-	-	-	-	-	-
Total Sources	\$ 1,202,739	\$ 1,105,709	\$ 969,969	\$ 885,619	\$ 1,086,796	\$ 1,086,796	\$ 1,328,781	\$ 1,328,781
Expenditures								
Salaries	-	-	-	-	-	-	-	-
Benefits	-	-	-	-	-	-	-	-
Short Term Disability Insurance Claims	437,901	524,355	566,991	626,099	626,099	498,125	626,099	626,099
Purchased Services	165,204	157,631	154,245	163,999	163,999	158,244	123,933	123,933
Other	-	-	-	-	-	-	-	-
Total Expenditures	\$ 603,105	\$ 681,986	\$ 721,236	\$ 790,098	\$ 790,098	\$ 656,368	\$ 750,032	\$ 750,032
Change in Fund Balance	\$ (104,972)	\$ (175,910)	\$ (174,991)	\$ (118,829)	\$ 47,966	\$ 181,696	\$ 148,321	\$ 148,321
Ending Fund Balance - after reserves	\$ 599,634	\$ 423,724	\$ 248,733	\$ 95,521	\$ 296,698	\$ 430,428	\$ 578,749	\$ 578,749

Estimated Actual 2023-2024 reflects forecast as of March 31, 2024 presented to the Board of Education in Third Quarter Financial presentation on May 28, 2024. Final Revised Budget 2023-2024 reflects updated information since March 31, 2024.

Three Year Forecast

Short Term Disability Insurance Fund 66

The multi-year forecast for Short Term Disability Insurance fund balance grew in 2023-2024 due to staff pay increases and abnormally low claims. In order to reduce fund balance, the District will need to hold the premium rate flat annually (no cost to employees). Claims are projected to increase by 4% annually while fees are projected to increase 2% annually.

	2024-2025 Adopted	2025-2026 Projection	2026-2027 Projection	2027-2028 Projection
Balance on Hand July 1	430,428	578,749	719,743	852,747
Revenues				
Short Term Disability Insurance Premiums	898,353	916,320	934,647	953,340
Total Revenues	898,353	916,320	934,647	953,340
Transfer from General Fund	-	-	-	-
Total Sources	1,328,782	1,495,070	1,654,390	1,806,086
Expenditures				
Salaries	-	-	-	-
Benefits	-	-	-	-
Short Term Disability Insurance Claims	626,099	651,393	677,710	705,089
Purchased Services	123,933	123,933	123,933	123,933
Other	-	-	-	-
Total Expenditures	750,032	775,327	801,643	829,022
Change in Fund Balance	148,321	140,994	133,004	124,317
Balance on Hand June 30	578,749	719,743	852,747	977,064

Learn Today, Lead Tomorrow



Financial Section

Trust Fund Budgets

2024-2025 Budget

Private Purpose Trust Fund 75

This fund accounts for the student scholarships awarded from the P.S. Miller Trust.

	Audited Actuals 2020-2021	Audited Actuals 2021-2022	Audited Actuals 2022-2023	Adopted Budget 2023-2024	Final Revised Budget 2023-2024	Estimated Actual 2023-2024	Proposed Budget 2024-2025	Adopted Budget 2024-2025
Balance on Hand July 1	37,012	41,629	32,879	24,379	24,379	24,379	28,880	28,880
Revenues								
Contributions	56,617	48,000	50,000	52,000	52,000	52,000	52,000	52,000
Total Revenue	\$ 56,617	\$ 48,000	\$ 50,000	\$ 52,000	\$ 52,000	\$ 52,000	\$ 52,000	\$ 52,000
Transfer from General Fund	-	-	-	-	-	-	-	-
Total Sources	\$ 93,629	\$ 89,629	\$ 82,879	\$ 76,379	\$ 76,379	\$ 76,379	\$ 80,880	\$ 80,880
Expenditures								
Grants and Scholarships	52,000	56,750	58,500	48,000	48,000	47,499	48,000	48,000
Total Expenditures	\$ 52,000	\$ 56,750	\$ 58,500	\$ 48,000	\$ 48,000	\$ 47,499	\$ 48,000	\$ 48,000
Change in Fund Balance	\$ 4,617	\$ (8,750)	\$ (8,500)	\$ 4,000	\$ 4,000	\$ 4,501	\$ 4,000	\$ 4,000
Ending Fund Balance - after reserves	\$ 41,629	\$ 32,879	\$ 24,379	\$ 28,379	\$ 28,379	\$ 28,880	\$ 32,880	\$ 32,880

Estimated Actual 2023-2024 reflects forecast as of March 31, 2024 presented to the Board of Education in Third Quarter Financial presentation on May 28, 2024. Final Revised Budget 2023-2024 reflects updated information since March 31, 2024.

Three Year Forecast

Private Purpose Trust Fund 75

Estimated future contributions are distributions from the trust and are based on the 2024 calendar year distribution. There are four participating schools all projected to receive \$12,000 each in 2024-2025: Douglas County High School, Castle View High School, Ponderosa High School and Renaissance Secondary School. The scholarships for each school are projected to increase to \$13,000 per school year to match the projected distribution from the trust.

	Adopted Budget 2024-2025	2025-2026 Projection	2026-2027 Projection	2027-2028 Projection
Balance on Hand July 1	28,880	32,880	32,880	32,880
Revenues				
Contributions	52,000	52,000	52,000	52,000
Total Revenues	52,000	52,000	52,000	52,000
Total Sources	80,880	84,880	84,880	84,880
Expenditures				
Grants and Scholarships	48,000	52,000	52,000	52,000
Total Expenditures	48,000	52,000	52,000	52,000
Change in Fund Balance	4,000	-	-	-
Balance on Hand June 30	32,880	32,880	32,880	32,880

Significant Changes in Fund Balance

Fund	Estimated Actual 2023-2024 Ending Balance	Adopted Budget 2024-2025 Ending Balance	Change in Ending Fund Balance	% Change
General Fund (10)	\$ 139,160,142	\$ 135,346,870	\$ (3,813,272)	-3%
Outdoor Education Fund (13)	5,734	102,073	96,339	1680%
Capital Projects Fund (14)	31,046,280	12,515,731	(18,530,549)	-60%
Full Day Kindergarten Fund (15)	\$ -	-	-	0%
Transportation Fund (25)	6,985,485	2,250,422	(4,735,063)	-68%
Nutrition Services NSLP Fund (21)	5,993,568	6,009,397	15,829	0%
Nutrition Services Non-NSLP Fund (28)	\$ -	-	-	0%
Governmental Designated Purpose Grants Fund (22)	-	-	-	0%
Pupil Activity Fund (23)	-	-	-	0%
Athletics and Activities Fund (26)	1,774,266	1,774,266	-	0%
Child Care Fund (29)	4,928,100	3,946,632	(981,468)	-20%
Bond Redemption Fund (31)	81,866,623	86,626,365	4,759,742	6%
Certificate of Participation Lease Payment Fund (39)	2,147	3,647	1,500	70%
Bond Building Fund (41)	-	-	-	0%
Certificate of Participation Building Fund (45)	-	-	-	0%
Medical and Dental Fund (65)	3,172,899	3,242,472	69,573	2%
Short Term Disability Insurance Fund (66)	430,428	578,749	148,321	34%
Private Purpose Trust Fund (75)	28,880	32,880	4,000	14%
Total	\$ 275,394,552	\$ 252,429,504	\$ (22,965,048)	-8%

Explanation of Changes in Ending Fund Balance Greater Than Ten Percent

Outdoor Education Fund: Is projected to generate \$96,339 of fund balance due to increased participation and programming rates.

Capital Projects Fund: Is projected to use \$18,530,549 of fund balance for continued urgent capital needs as committed to by the Board of Education between 2023-2024 and 2024-2025.

Transportation Fund: Is projected to use \$4,735,063 of fund balance in order to cover increasing Third Party transportation needs. Interfund transfer budget is held flat in order to intentionally draw down fund balance.

Child Care Fund: Is projected to use \$981,468 of fund balance due to increased costs of personnel and limited to or no increase to the individual site tuition and fees.

Certificate of Participation Lease Payment Fund: Is projected to use \$1,500 of fund balance to cover fiscal charges. Interfund transfer budget is calculated to cover principal and interest payments.

Short Term Disability Insurance Fund: Is projected to generate \$148,321 of fund balance due to increased staff pay from the 2023 MLO and a higher number of eligible employees resulting in increased premiums.

Private Purpose Trust Fund: Is projected to generate \$4,000 of fund balance due to distribution from PS Miller Trust being higher than scholarships awarded to local high schools.



Financial Section
School Financials

Colorado School Awards in 2023-2024

The Governor's Distinguished Improvement Awards

The Governor's Distinguished Improvement Awards are given to schools that demonstrate exceptional student growth. On the school performance framework that is used by the state to evaluate schools, these schools "exceed" expectations on the indicator related to longitudinal academic growth and "meet or exceed" expectations on the indicator related to academic growth gaps.

DCSD Neighborhood and Charter Recipients:

- American Academy
- Coyote Creek Elementary School
- Flagstone Elementary School
- Heritage Elementary School
- Lone Tree Elementary
- Redstone Elementary School
- Saddle Ranch Elementary School
- Sage Canyon Elementary
- Sand Creek Elementary School
- Stone Mountain Elementary

Source: <http://www.cde.state.co.us/cdeawards/distinguishedimprovement>

Colorado School Awards in 2023-2024

The John Irwin Awards

The John Irwin awards are given to schools that demonstrate exceptional academic achievement over time. These schools received an Exceeds Expectations rating on the Academic Achievement indicator of the School Performance Frameworks reflecting exceptional performance in Math, English Language Arts, and Science. The Excellence Awards are named for a true friend and visionary of education, former Colorado State Representative, John J. Irwin.

DCSD Neighborhood and Charter Recipients:

- Academy Charter School
- American Academy
- Bear Canyon Elementary School
- Ben Franklin Academy
- Buffalo Ridge Elementary School
- Challenge To Excellence Charter School
- Cherry Valley Elementary School
- Copper Mesa Elementary School
- Coyote Creek Elementary School
- Eagle Ridge Elementary School
- Eldorado Elementary School
- Flagstone Elementary School
- Franktown Elementary School
- Gold Rush Elementary
- Heritage Elementary School
- Lone Tree Elementary
- Mountain Ridge Middle School
- North Star Academy
- Northeast Elementary School
- Northridge Elementary School
- Parker Core Knowledge Charter School
- Platte River Charter Academy
- Ranch View Middle School
- Redstone Elementary School
- Renaissance Secondary School
- Rock Canyon High School
- Rock Heights Middle School
- Saddle Ranch Elementary School
- Sand Creek Elementary School
- STEM School Highlands Ranch
- Stone Mountain Elementary
- Summit View Elementary School
- Timber Trail Elementary School
- Wildcat Mountain Elementary School

District and School Performance Frameworks

The District Performance Framework and the School Performance Framework serve to:

1. Hold districts and schools accountable for performance on the same, single set of indicators and measures; and
2. Inform a differentiated approach to state support based on performance and need, by specifically identifying the lowest performing districts.

These aims are a central part of the Colorado Department of Education's Statewide System of Accountability and Support and the goals outlined in the Education Accountability Act of 2009 (SB 09-163). They are critical to enabling the state to better support district evaluation, planning, decision-making, and implementation in improving schools. To support the various state, district and school uses of the performance frameworks, both district and school performance frameworks will be provided to districts annually at the start of the school year.

Key Performance Indicators

The performance frameworks measure attainment on the key performance indicators identified in SB 09-163 as the measures of educational success:

- academic achievement
- academic longitudinal growth
- postsecondary and workforce readiness

State identified measures and metrics for each of these performance indicators are combined to arrive at an overall evaluation of a school's or a district's performance. For districts, the overall evaluation leads to their accreditation. For schools, the overall evaluation leads to the type of plan schools will implement. Districts will continue to accredit schools, and they may do so using the state's performance framework or using their own more exhaustive or stringent framework.

District Accreditation Categories

The Framework assigns to each district one of five accreditation categories:

1. *Accredited with Distinction*— The district meets or exceeds statewide attainment on the performance indicators and is required to adopt and implement a Performance Plan.
2. *Accredited*— The district meets statewide attainment on the performance indicators and is required to adopt and implement a Performance Plan.
3. *Accredited with Improvement Plan*— The district is required to adopt and implement an Improvement Plan.
4. *Accredited with Priority Improvement Plan*— The district is required to adopt and implement a Priority Improvement Plan.
5. *Accredited with Turnaround Plan*— The district is required to adopt and implement a Turnaround Plan.

School Plan Categories

The School Performance Framework assigns to each school one of four plan types:

1. *Performance Plan*— The school meets or exceeds statewide attainment on the performance indicators and is required to adopt and implement a Performance Plan.
2. *Improvement Plan*—The school is required to adopt and implement an Improvement Plan.
3. *Priority Improvement Plan*—The school is required to adopt and implement a Priority Improvement Plan.
4. *Turnaround Plan*—The school is required to adopt and implement a Turnaround Plan.

Source: <https://www.cde.state.co.us/accountability/frameworkscoringguide>

Source: <https://www.cde.state.co.us/accountability/performanceframeworks>

District and School Performance Frameworks

Other District Accreditation & School Plan Types

- Insufficient State Data: Small Tested Population will be assigned to small districts and schools with enrollment in grades three through nine (tested grades) that are too small to report data publicly.
- Insufficient State Data: Low Participation will be given to schools and districts of any size with assessment participation low enough that achievement results could not be reported publicly, in order to protect the privacy of student data. Schools and districts with only postsecondary workforce readiness data and no achievement/growth information are assigned this rating.

Descriptors

Schools and Districts with low participation will have one of the following added to their plan type:

- Meets Participation will be added to ratings for schools and districts with participation rates above 95 percent in two or more content areas. This is the actual participation rate including parent excusals in the calculations.
- Low Participation will be added to the ratings for schools and districts with test participation rates below 95 percent in two or more content areas. The participation rate used for this descriptor includes students as non-participants if their parents formally excused them from taking the tests. Because low participation can impact how well the results reflect the school/district as a whole, it is important to consider low participation in reviewing the results on the frameworks. Participation rates are also reported on the first page of the frameworks, along with the achievement results on the subsequent pages.
- Decreased due to Participation indicates the plan type or rating, was lowered one level because assessment participation rates fell below 95 percent in two or more content areas. Parent refusals are excluded from the calculations used for this descriptor. According to a State Board of Education motion, schools and district will not be held liable for parental excusals. Schools and districts that are below the 95 percent accountability participation rate in English language arts and math will have their ratings “decreased due to participation.” This requirement was not applied in 2022 and became applicable in 2023.

Performance Frameworks

Performance framework ratings in 2023 will be based on continued state assessment and data collections and are no longer considered “transitional.” Performance watch identifications, including “accountability clock” years, will resume after a three-year pause. The state’s Accountability Clock requires the State Board of Education to direct a course of action to the local board of education if the school or district has received Priority Improvement or Turnaround ratings for five consecutive years. These courses of action are called “Accountability Pathways”, and are directed by the state board during an Accountability Hearing. In 2022, Senate Bill 22-137 (“Transition Back to Standard K-12 Accountability”) was passed to resume the state accountability system after a multi-year pause due to the COVID-19 pandemic.

DCSD Official Performance Ratings Report Year 2023

Rating: Accredited 72.4 Points Earned

Performance Watch Status: Not on Performance Watch

Rating Source: Ratings based on 1-Year Performance Report

Cut-Points for Plan/Category Type Assignment			
Total Framework Points	District	School	Accreditation Category/Plan Type
	74.0%	not applicable	Accredited w/Distinction (District only)
	56.0%	53.0%	Accredited (District) or Performance Plan (School)
	44.0%	42.0%	Accredited w/Improvement Plan (District) or Improvement Plan (School)
	34.0%	34.0%	Accredited w/Priority Improvement Plan (District) or Priority Improvement (School)
	25.0%	25.0%	Accredited w/Turnaround Plan(District) or Turnaround Plan (School)

Source: <https://cedar2.cde.state.co.us/documents/DPF2023/Official/0900-1-Year.pdf>

Source: <https://www.cde.state.co.us/communications/accountabilityclockfactsheet>

2023-2024 School Performance Framework Indicators

	2023-2024 School Performance Framework Indicators				
	Final Rating	Points Earned	Academic Achievement	Academic Growth	Accountability Participation Rate
Elementary Schools					
Acres Green Elementary	Performance Plan	73.10%	Meets	Meets	Low Participation
Arrowwood Elementary	Performance Plan	65.90%	Meets	Approaching	Meets 95% Participation
Bear Canyon Elementary	Performance Plan	89.30%	Exceeds	Meets	Low Participation
Buffalo Ridge Elementary	Performance Plan	70.00%	Exceeds	Approaching	Meets 95% Participation
Castle Rock Elementary	Performance Plan	78.20%	Meets	Meets	Low Participation
Cherokee Trail Elementary	Performance Plan	65.00%	Meets	Meets	Low Participation
Cherry Valley Elementary	Insufficient State Data	0.00%	Exceeds	N/A	Low Participation
Clear Sky Elementary	Performance Plan	74.10%	Meets	Meets	Low Participation
Copper Mesa Elementary	Performance Plan	82.00%	Exceeds	Meets	Low Participation
Cougar Run Elementary	Performance Plan	76.00%	Meets	Meets	Low Participation
Coyote Creek Elementary	Performance Plan	90.50%	Exceeds	Exceeds	Low Participation
Eagle Ridge Elementary	Performance Plan	82.30%	Exceeds	Meets	Low Participation
Eldorado Elementary	Performance Plan	67.40%	Exceeds	Approaching	Low Participation
Flagstone Elementary	Performance Plan	96.00%	Exceeds	Exceeds	Meets 95% Participation
Fox Creek Elementary	Performance Plan	73.70%	Meets	Meets	Low Participation
Franktown Elementary	Performance Plan	83.90%	Exceeds	Meets	Meets 95% Participation
Frontier Valley Elementary	Performance Plan	61.00%	Meets	Approaching	Meets 95% Participation
Gold Rush Elementary	Performance Plan	80.80%	Exceeds	Meets	Low Participation
Heritage Elementary	Performance Plan	97.30%	Exceeds	Exceeds	Low Participation
Iron Horse Elementary	Performance Plan	64.80%	Meets	Meets	Low Participation
Larkspur Elementary	Performance Plan	74.50%	Meets	Meets	Low Participation
Legacy Point Elementary	Performance Plan	73.10%	Meets	Meets	Low Participation
Lone Tree Elementary	Performance Plan	98.20%	Exceeds	Exceeds	Low Participation
Mammoth Heights Elementary	Performance Plan	71.90%	Meets	Meets	Low Participation
Meadow View Elementary	Performance Plan	70.40%	Meets	Meets	Meets 95% Participation
Mountain View Elementary	Performance Plan	0.00%	N/A	N/A	Meets 95% Participation
Northeast Elementary	Performance Plan	79.50%	Exceeds	Meets	Low Participation
Northridge Elementary	Performance Plan	84.10%	Exceeds	Meets	Low Participation
Pine Grove Elementary	Performance Plan	77.00%	Meets	Meets	Low Participation
Pine Lane Elementary	Performance Plan	69.50%	Meets	Meets	Low Participation
Pioneer Elementary	Performance Plan	72.90%	Meets	Meets	Meets 95% Participation
Prairie Crossing Elementary	Performance Plan	75.90%	Meets	Meets	Low Participation
Redstone Elementary	Performance Plan	97.50%	Exceeds	Exceeds	Low Participation
Renaissance Magnet Elementary	Performance Plan	70.80%	Meets	Meets	Low Participation
Rock Ridge Elementary	Performance Plan	54.70%	Approaching	Approaching	Meets 95% Participation
Roxborough Intermediate Elementary	Performance Plan	61.40%	Meets	Approaching	Low Participation
Roxborough Primary Elementary	Performance Plan	0.00%	N/A	N/A	N/A
Saddle Ranch Elementary	Performance Plan	95.90%	Exceeds	Exceeds	Meets 95% Participation
Sage Canyon Elementary	Performance Plan	80.60%	Meets	Exceeds	Low Participation
Sand Creek Elementary	Performance Plan	93.70%	Exceeds	Exceeds	Low Participation
Sedalia Elementary	Performance Plan	62.70%	Approaching	Meets	Low Participation
Soaring Hawk Elementary	Performance Plan	71.70%	Meets	Meets	Low Participation
South Ridge Elementary	Improvement Plan	44.10%	Approaching	Approaching	Low Participation
Stone Mountain Elementary	Performance Plan	92.30%	Exceeds	Exceeds	Low Participation
Summit View Elementary	Performance Plan	82.50%	Exceeds	Meets	Low Participation
Timber Trail Elementary	Performance Plan	76.70%	Exceeds	Approaching	Low Participation
Trailblazer Elementary	Performance Plan	78.00%	Meets	Meets	Meets 95% Participation
Wildcat Mountain Elementary	Performance Plan	76.00%	Exceeds	Meets	Low Participation

Source: <https://www.cde.state.co.us/accountability/performanceframeworkresults>

2023-2024 School Performance Framework Indicators

	2023-2024 School Performance Framework Indicators				
	Final Rating	Points Earned	Academic Achievement	Academic Growth	Accountability Participation Rate
Secondary Schools					
Middle Schools					
Castle Rock Middle School	Performance Plan	70.10%	Meets	Meets	Low Participation
Cimarron Middle	Performance Plan	73.50%	Meets	Meets	Low Participation
Cresthill Middle School	Performance Plan	60.40%	Meets	Approaching	Low Participation
Mesa Middle School	Performance Plan	61.10%	Meets	Approaching	Low Participation
Mountain Ridge Middle School	Performance Plan	64.90%	Exceeds	Approaching	Low Participation
Ranch View Middle School	Performance Plan	79.40%	Exceeds	Meets	Low Participation
Rocky Heights Middle School	Performance Plan	79.10%	Exceeds	Meets	Low Participation
Sagewood Middle School	Improvement Plan	50.80%	Approaching	Approaching	Low Participation
Sierra Middle School	Performance Plan	53.70%	Meets	Approaching	Low Participation
High Schools					
Castle View High School	Performance Plan	61.80%	Meets	Approaching	Low Participation
Chaparral High School	Performance Plan	74.10%	Meets	Meets	Low Participation
Douglas County High School	Performance Plan	64.20%	Meets	Approaching	Low Participation
Highlands Ranch High School	Performance Plan	73.50%	Meets	Meets	Low Participation
Legend High School	Performance Plan	74.30%	Meets	Meets	Low Participation
Mountain Vista High School	Performance Plan	82.90%	Meets	Meets	Low Participation
Ponderosa High School	Performance Plan	71.60%	Meets	Meets	Low Participation
Rock Canyon High School	Performance Plan	86.30%	Exceeds	Meets	Low Participation
ThunderRidge High School	Performance Plan	78.20%	Meets	Meets	Low Participation
Alternative Schools					
Daniel C. Oakes High School	AEC: Insufficient State Data	0.00%	N/A	Does Not Meet	N/A
Eagle Academy	AEC: Insufficient State Data	0.00%	N/A	N/A	N/A
VALE	Performance Plan	0.00%	N/A	N/A	N/A
eDCSD	Insufficient State Data	0.00%	N/A	N/A	Low Participation
Charter Schools					
Academy Charter School	Performance Plan	78.80%	Exceeds	Meets	Meets 95% Participation
Ascent Classical Academy of Douglas County	Performance Plan	66.40%	Meets	Meets	Low Participation
Leman Academy of Excellence	Performance Plan	58.40%	Meets	Approaching	Low Participation
Ben Franklin Academy Charter School	Performance Plan	83.90%	Exceeds	Meets	Low Participation
American Academy Charter School	Performance Plan	93.20%	Exceeds	Exceeds	Meets 95% Participation
Challenge To Excellence Charter School	Performance Plan	88.20%	Exceeds	Meets	Meets 95% Participation
Northstar Academy Charter School	Performance Plan	85.40%	Exceeds	Meets	Meets 95% Participation
Parker Core Knowledge Charter School	Performance Plan	85.00%	Exceeds	Meets	Meets 95% Participation
Global Village Academy Charter School	Performance Plan	84.60%	Meets	Meets	Meets 95% Participation
HOPE High School Charter School	AEC: Improvement Plan	55.05%	Does Not Meet	Approaching	N/A
HOPE Online Learning Academy Middle School	Priority Improvement Plan	41.10%	Does Not Meet	Approaching	Low Participation
STEM Academy Charter School	Performance Plan	83.80%	Exceeds	Meets	Low Participation
DCS Montessori Charter School	Performance Plan	72.30%	Meets	Meets	Low Participation
Aspen View Academy Charter School	Performance Plan	67.10%	Meets	Approaching	Low Participation
SkyView Academy Charter School	Performance Plan	80.40%	Meets	Meets	Low Participation
Parker Performing Arts Charter School	Performance Plan	70.50%	Meets	Meets	Low Participation
Platte River Academy Charter School	Performance Plan	85.00%	Exceeds	Meets	Low Participation
Renaissance Secondary Charter School	Performance Plan	83.50%	Exceeds	Meets	Low Participation
World Compass Academy Charter School	Performance Plan	69.90%	Meets	Approaching	Low Participation

Source: <https://www.cde.state.co.us/schoolview/frameworks/welcome>

East Planning Area

Chaparral High School Feeder

- Cherokee Trail Elementary School
- Mammoth Heights Elementary School
- Pine Grove Elementary School
- Pine Lane Elementary School
- Prairie Crossing Elementary School
- Sierra Middle School
- Chaparral High School

Ponderosa High School Feeder

- Franktown Elementary School
- Legacy Point Elementary School
- Mountain View Elementary School
- Northeast Elementary School
- Sagewood Middle School
- Ponderosa High School

Legend High School Feeder

- Frontier Valley Elementary School
- Gold Rush Elementary School
- Iron Horse Elementary School
- Pioneer Elementary School
- Cimarron Middle School
- Legend High School

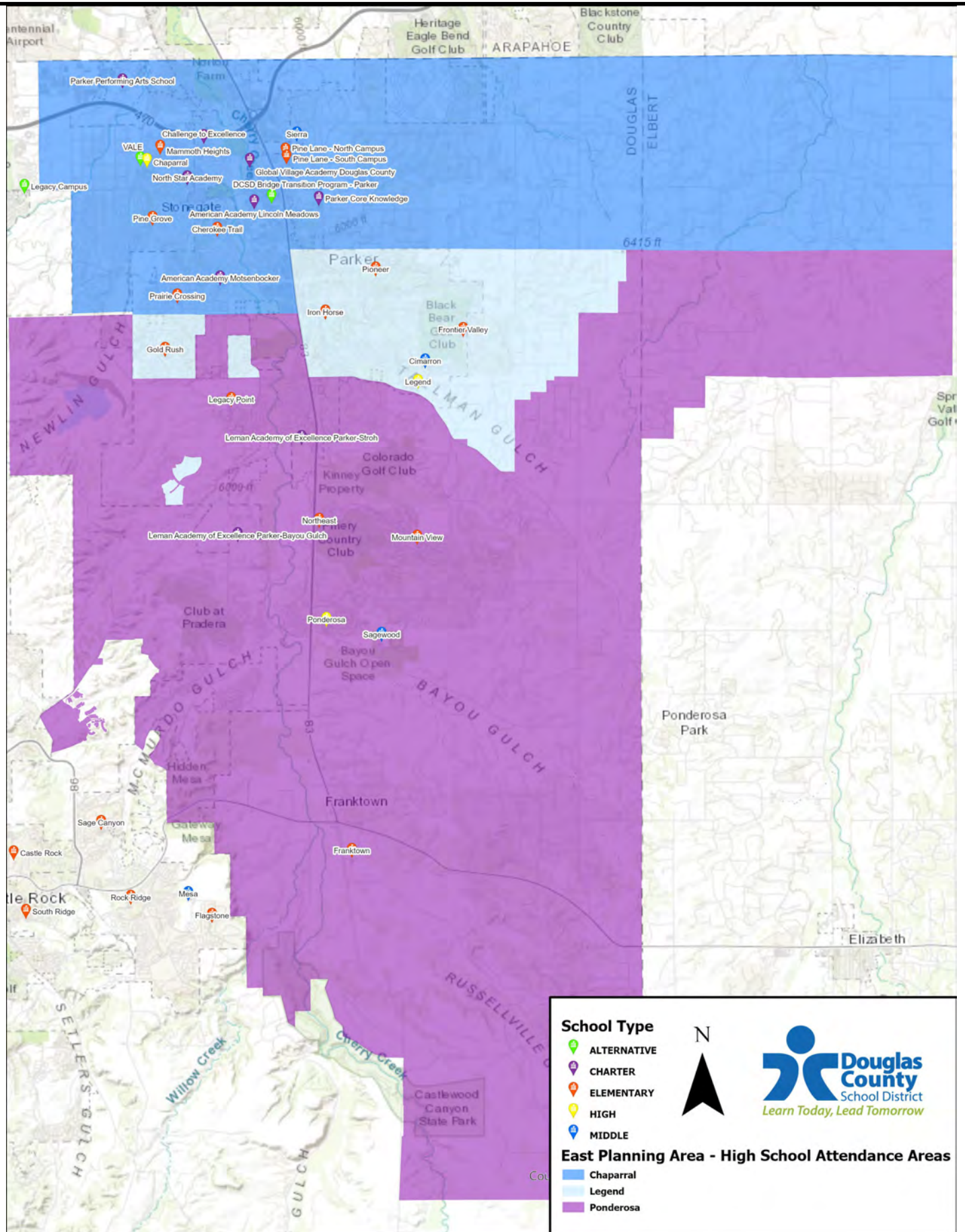
Charter Schools

- American Academy Charter School—Motsenbocker
- American Academy Charter School—Lincoln Meadows
- Challenge to Excellence Charter School
- Lemman Academy of Excellence Charter School—Stroh
- Lemman Academy of Excellence Charter School—Bayou Gulch
- North Star Academy Charter School
- Parker Core Knowledge Charter School
- Parker Performing Arts Charter School
- Global Village Academy Charter School

Alternative Schools

- Venture Academy of Leadership & Entrepreneurship

East Planning Area Map



West Planning Area

Douglas County High School Feeder

- Castle Rock Elementary School
- Flagstone Elementary School
- Renaissance Elementary Magnet School
- Rock Ridge Elementary School
- Sage Canyon Elementary School
- South Ridge Elementary School
- Cherry Valley Elementary School
- Mesa Middle School
- Douglas County High School

Castle View High School Feeder

- Clear Sky Elementary School
- Larkspur Elementary School
- Meadow View Elementary School
- Sedalia Elementary School
- Soaring Hawk Elementary School
- Castle Rock Middle School
- Castle View High School

Charter Schools

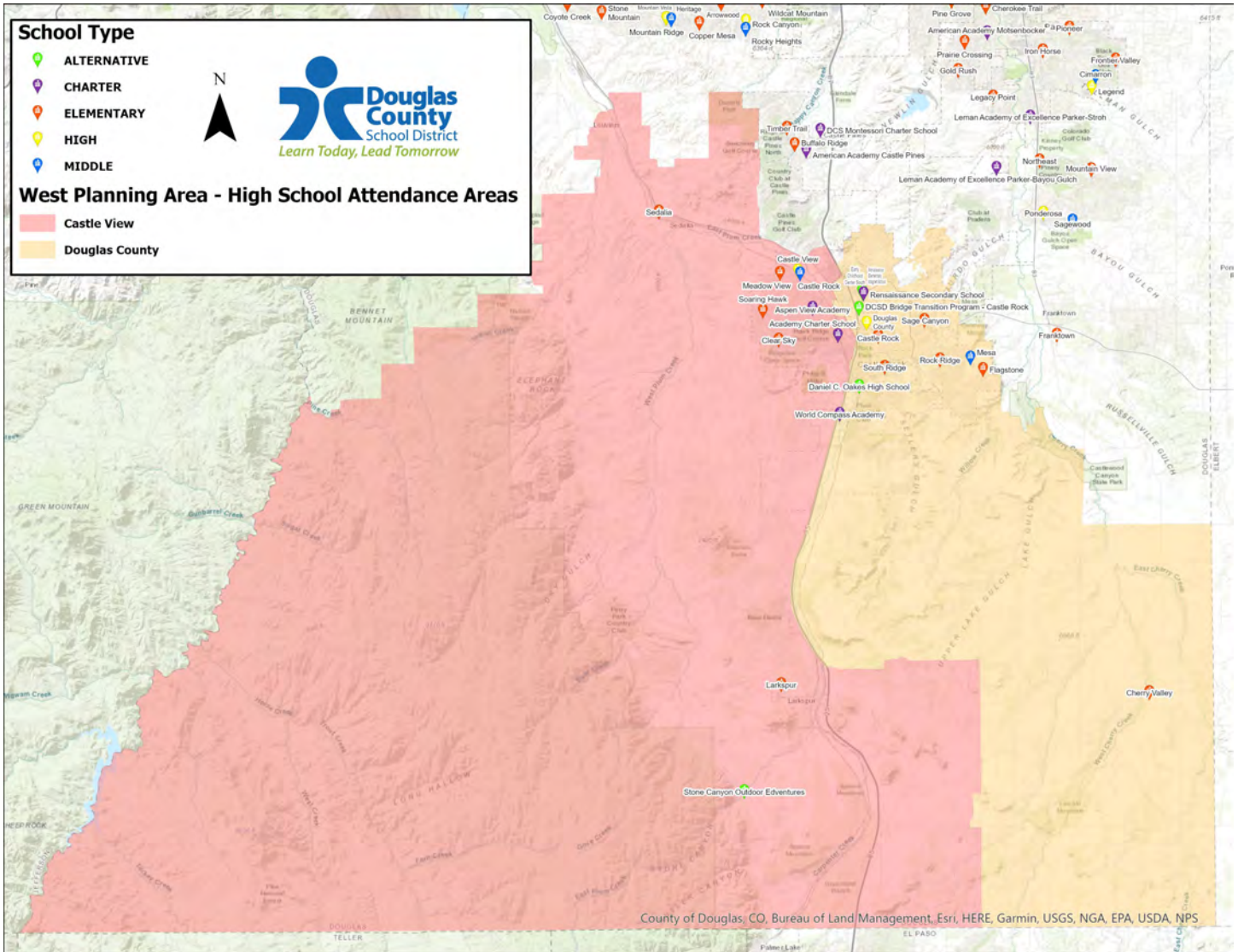
- Academy Charter School
- Aspen View Academy Charter School
- Renaissance Secondary Charter School
- World Compass Academy Charter School

Alternative Schools

- Daniel C. Oakes High School

* Stone Canyon Outdoor Edventures is a Co-Curricular Program

West Planning Area Map



* Renaissance Elementary Magnet School is combined with Renaissance Secondary Charter School on the map above

North Planning Area

Highlands Ranch High School Feeder

- Acres Green Elementary School
- Arrowwood Elementary School
- Cougar Run Elementary School
- Fox Creek Elementary School
- Lone Tree Elementary Magnet School
- Cresthill Middle School
- Highlands Ranch High School

ThunderRidge High School Feeder

- Coyote Creek Elementary School
- Eldorado Elementary School
- Roxborough Intermediate School
- Roxborough Primary School
- Saddle Ranch Elementary School
- Stone Mountain Elementary School
- Trailblazer Elementary School
- Ranch View Middle School
- ThunderRidge High School

Rock Canyon High School Feeder

- Buffalo Ridge Elementary School
- Redstone Elementary School
- Timber Trail Elementary School
- Wildcat Mountain Elementary School
- Rock Canyon High School
- Rocky Heights Middle School

Mountain Vista High School Feeder

- Bear Canyon Elementary School
- Copper Mesa Elementary School
- Heritage Elementary School
- Northridge Elementary School
- Sand Creek Elementary School
- Summit View Elementary School
- Mountain Ridge Middle School
- Mountain Vista High School

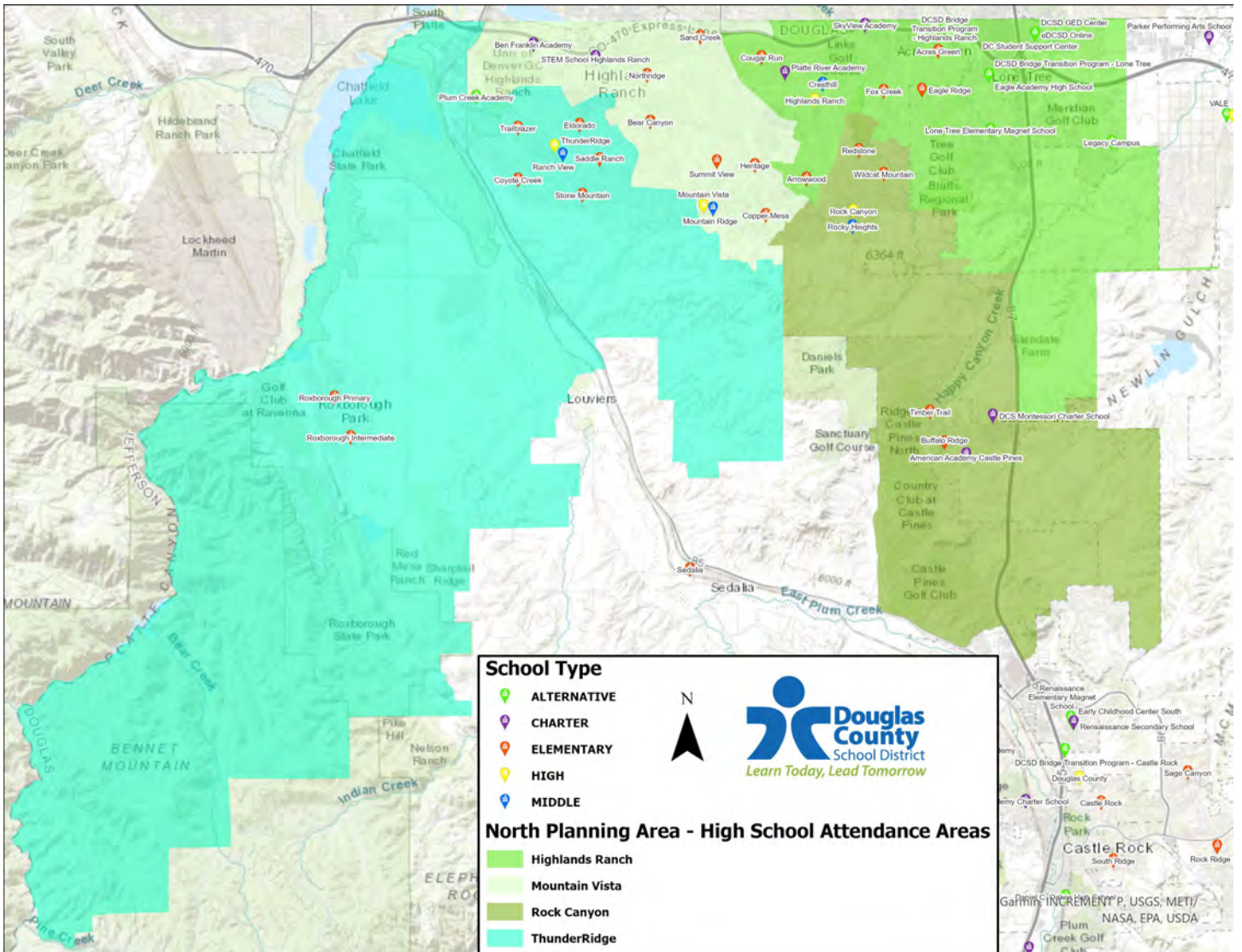
Charter Schools

- American Academy Charter School—Castle Pines
- Ben Franklin Academy Charter School
- DCS Montessori Charter School
- Platte River Academy Charter School
- SkyView Academy Charter School
- STEM School Highlands Ranch Charter School

Alternative Schools

- Eagle Academy Alternative High School
- eDCSD Cyber School
- Plum Creek Academy

North Planning Area Map



Learn Today, Lead Tomorrow

Understanding School Financials

The following school summaries and comparisons beginning on page 186 are organized alphabetically by Elementary, Middle, High and Alternative schools. Charter schools utilize a different template as their financial information was prepared by the individual charter schools and not the DCSD Budget Office.

The school summaries provide an overview of schools enrollment, allocation, discretionary and non-discretionary allocation, and the total allocation per pupil. Additionally, staffing ratios are provided by job class and per pupil. FTE includes only the teachers and support staff budgeted in the General Fund; it does not include support staff such as Nutrition Services and additional Special Education staff, child care staff physically located at schools but paid by central departmental budgets, or Governmental Designated Purpose Grants.

The school comparisons provide detailed expenditures by salaries, benefits, and operational accounts. Additionally, centrally held expenditures are included to provide the schools total expenditures and per pupil amount.

2024-2025 Adopted Budget: Elementary School Summary

School summaries only include Site-Based Budget (SBB) allocations. All descriptions of school summary identified on page 187.

Elementary Schools	Enrollment			SBB Allocations					Total per pupil	Instructional (\$/pupil)	Support (\$/pupil)
	23-24 Oct. Count	Projected Enrollment	Variance	Discretionary Allocations	Highly Impacted	Total Discretionary	Non-Discretionary Allocations	Total SBB			
Acres Green Elementary	336	297	(39)	\$ 2,624,880	\$ 64,834	\$ 2,689,714	\$ 1,982,155	\$ 4,671,869	\$ 15,730	\$ 1,010	\$ 269
Arrowwood Elementary	332	323	(9)	\$ 2,504,693	\$ 36,000	\$ 2,540,693	\$ 1,930,410	\$ 4,471,103	\$ 13,842	\$ 890	\$ 127
Bear Canyon Elementary	335	302	(33)	\$ 2,236,756	-	\$ 2,236,756	\$ 1,257,400	\$ 3,494,156	\$ 11,570	\$ 710	\$ 17
Buffalo Ridge Elementary	482	533	51	\$ 3,697,448	-	\$ 3,697,448	\$ 1,837,251	\$ 5,534,699	\$ 10,384	\$ 2,310	\$ 206
Castle Rock Elementary	423	425	2	\$ 3,261,301	-	\$ 3,261,301	\$ 2,513,364	\$ 5,774,665	\$ 13,587	\$ 395	\$ 12
Cherokee Trail Elementary	540	500	(40)	\$ 3,917,743	\$ 97,695	\$ 4,015,438	\$ 2,242,776	\$ 6,258,214	\$ 12,516	\$ 572	\$ 10
Cherry Valley Elementary	36	34	(2)	\$ 559,669	-	\$ 559,669	\$ 202,750	\$ 762,419	\$ 22,424	\$ 486	\$ 127
Clear Sky Elementary	653	600	(53)	\$ 4,474,088	-	\$ 4,474,088	\$ 2,050,124	\$ 6,524,212	\$ 10,874	\$ 712	\$ 164
Copper Mesa Elementary	290	271	(19)	\$ 2,009,372	-	\$ 2,009,372	\$ 1,533,054	\$ 3,542,426	\$ 13,072	\$ 212	\$ 18
Cougar Run Elementary	360	360	-	\$ 2,623,190	\$ 26,974	\$ 2,650,164	\$ 1,876,202	\$ 4,526,366	\$ 12,573	\$ 493	\$ 14
Coyote Creek Elementary	477	512	35	\$ 3,582,554	-	\$ 3,582,554	\$ 1,753,381	\$ 5,335,935	\$ 10,422	\$ 1,441	\$ 58
Eagle Ridge Elementary	561	520	(41)	\$ 4,090,726	-	\$ 4,090,726	\$ 2,615,517	\$ 6,706,243	\$ 12,897	\$ 939	\$ 10
Eldorado Elementary	376	351	(25)	\$ 2,666,067	-	\$ 2,666,067	\$ 2,077,927	\$ 4,743,994	\$ 13,516	\$ 753	\$ 14
Flagstone Elementary	445	455	10	\$ 3,310,215	-	\$ 3,310,215	\$ 1,832,802	\$ 5,143,017	\$ 11,303	\$ 1,766	\$ 11
Fox Creek Elementary	423	415	(8)	\$ 3,039,705	-	\$ 3,039,705	\$ 1,611,851	\$ 4,651,556	\$ 11,209	\$ 465	\$ 200
Franktown Elementary	336	321	(15)	\$ 2,371,269	-	\$ 2,371,269	\$ 1,574,162	\$ 3,945,431	\$ 12,291	\$ 380	\$ 327
Frontier Valley Elementary	360	343	(17)	\$ 2,490,852	-	\$ 2,490,852	\$ 1,540,813	\$ 4,031,665	\$ 11,754	\$ 269	\$ 15
Gold Rush Elementary	646	615	(31)	\$ 4,319,617	-	\$ 4,319,617	\$ 1,945,128	\$ 6,264,745	\$ 10,187	\$ 1,243	\$ 28
Heritage Elementary	355	334	(21)	\$ 2,442,928	-	\$ 2,442,928	\$ 1,593,362	\$ 4,036,290	\$ 12,085	\$ 397	\$ 15
Iron Horse Elementary	380	350	(30)	\$ 2,654,245	-	\$ 2,654,245	\$ 1,592,541	\$ 4,246,786	\$ 12,134	\$ 803	\$ 50
Larkspur Elementary	176	170	(6)	\$ 1,514,620	\$ 31,187	\$ 1,545,807	\$ 990,082	\$ 2,535,889	\$ 14,917	\$ 2,972	\$ 47
Legacy Point Elementary	435	496	61	\$ 3,562,005	\$ 75,000	\$ 3,637,005	\$ 1,941,921	\$ 5,578,926	\$ 11,248	\$ 1,252	\$ 10
Lone Tree Elementary	355	367	12	\$ 2,564,343	-	\$ 2,564,343	\$ 1,048,258	\$ 3,612,601	\$ 9,844	\$ 695	\$ 14
Mammoth Heights Elementary	548	540	(8)	\$ 4,074,217	-	\$ 4,074,217	\$ 2,468,040	\$ 6,542,257	\$ 12,115	\$ 902	\$ 9
Meadow View Elementary	467	465	(2)	\$ 3,547,953	-	\$ 3,547,953	\$ 1,964,284	\$ 5,512,237	\$ 11,854	\$ 1,868	\$ 11
Mountain View Elementary	301	263	(38)	\$ 2,099,104	-	\$ 2,099,104	\$ 1,430,425	\$ 3,529,529	\$ 13,420	\$ 2,123	\$ 19
Northeast Elementary	325	325	-	\$ 2,316,137	-	\$ 2,316,137	\$ 1,626,394	\$ 3,942,531	\$ 12,131	\$ 1,359	\$ 31
Northridge Elementary	565	545	(20)	\$ 3,972,647	-	\$ 3,972,647	\$ 1,784,195	\$ 5,756,842	\$ 10,563	\$ 217	\$ 9
Pine Grove Elementary	466	450	(16)	\$ 3,222,828	-	\$ 3,222,828	\$ 1,665,707	\$ 4,888,535	\$ 10,863	\$ 411	\$ 11
Pine Lane Elementary	721	710	(11)	\$ 5,610,250	\$ 115,000	\$ 5,725,250	\$ 4,229,314	\$ 9,954,564	\$ 14,021	\$ 1,015	\$ 10
Pioneer Elementary	393	383	(10)	\$ 2,962,140	-	\$ 2,962,140	\$ 2,500,155	\$ 5,462,295	\$ 14,262	\$ 1,170	\$ 13
Prairie Crossing Elementary	610	561	(49)	\$ 4,110,132	-	\$ 4,110,132	\$ 1,212,241	\$ 5,322,373	\$ 9,487	\$ 809	\$ 9
Redstone Elementary	386	384	(2)	\$ 2,683,012	-	\$ 2,683,012	\$ 1,593,255	\$ 4,276,267	\$ 11,136	\$ 468	\$ 115
Renaissance Magnet Elementary	360	375	15	\$ 2,626,794	-	\$ 2,626,794	\$ 1,182,061	\$ 3,808,855	\$ 10,157	\$ 650	\$ 66
Rock Ridge Elementary	430	425	(5)	\$ 3,309,185	-	\$ 3,309,185	\$ 1,833,336	\$ 5,142,521	\$ 12,100	\$ 522	\$ 32
Roxborough Intermediate Elementary	421	432	11	\$ 3,136,987	-	\$ 3,136,987	\$ 1,546,303	\$ 4,683,290	\$ 10,841	\$ 1,172	\$ 12
Roxborough Primary Elementary	313	335	22	\$ 2,505,038	-	\$ 2,505,038	\$ 1,181,187	\$ 3,686,225	\$ 11,004	\$ 471	\$ 55
Saddle Ranch Elementary	339	321	(18)	\$ 2,372,413	-	\$ 2,372,413	\$ 1,502,593	\$ 3,875,006	\$ 12,072	\$ 1,023	\$ 16
Sage Canyon Elementary	538	520	(18)	\$ 3,732,334	-	\$ 3,732,334	\$ 2,183,823	\$ 5,916,157	\$ 11,377	\$ 870	\$ 10
Sand Creek Elementary	295	285	(10)	\$ 2,286,553	-	\$ 2,286,553	\$ 2,278,715	\$ 4,565,268	\$ 16,018	\$ 467	\$ 157
Sedalia Elementary	208	208	-	\$ 1,891,043	\$ 49,493	\$ 1,940,536	\$ 1,614,086	\$ 3,554,622	\$ 17,090	\$ 1,763	\$ 24
Soaring Hawk Elementary	409	400	(9)	\$ 2,911,356	-	\$ 2,911,356	\$ 2,290,273	\$ 5,201,629	\$ 13,004	\$ 1,100	\$ 13
South Ridge Elementary	393	385	(8)	\$ 3,238,841	\$ 40,000	\$ 3,278,841	\$ 2,168,947	\$ 5,447,788	\$ 14,150	\$ 2,120	\$ 67
Stone Mountain Elementary	471	451	(20)	\$ 3,080,654	-	\$ 3,080,654	\$ 1,165,593	\$ 4,246,247	\$ 9,415	\$ 417	\$ 55
Summit View Elementary	349	308	(41)	\$ 2,333,180	-	\$ 2,333,180	\$ 1,623,905	\$ 3,957,085	\$ 12,848	\$ 408	\$ 16
Timber Trail Elementary	352	387	35	\$ 2,658,649	-	\$ 2,658,649	\$ 1,524,009	\$ 4,182,658	\$ 10,808	\$ 990	\$ 530
Trailblazer Elementary	286	290	4	\$ 2,180,184	-	\$ 2,180,184	\$ 2,025,540	\$ 4,205,724	\$ 14,502	\$ 936	\$ 103
Wildcat Mountain Elementary	389	389	-	\$ 2,799,147	-	\$ 2,799,147	\$ 2,032,606	\$ 4,831,753	\$ 12,421	\$ 284	\$ 77
Elementary School Average	405	396	(9)	\$ 2,962,064	\$ 11,170	\$ 2,973,234	\$ 1,795,213	\$ 4,768,447	\$ 12,459	\$ 931	\$ 67
Elementary School Total	19,447	19,031	(416)	\$ 142,179,064	\$ 536,183	\$ 142,715,247	\$ 86,170,218	\$ 228,885,465			

- A budget of \$430,766 is centrally held for adjustments in salary and benefit calculations as DCSD switches from Excel to Questica Budget software. This budget is primarily attributed to Non-Discretionary Allocations in Student Support Services across all school levels. The breakdown is \$149,078 for Elementary Schools, \$104,026 for Middle Schools, and \$177,662 for High Schools. The central adjustment will be eliminated for the Adopted Budget and school allocations updated accordingly.

2024-2025 Adopted Budget: Elementary School Summary

School summaries only include Site-Based Budget (SBB) allocations. All descriptions of school summary identified on page 187.

Elementary Schools	FTE Count					Pupil/FTE			Supplies, Purchased Services, and Other Non- Salary Expenses
	Total Staffing	Total FTE	Administrators	Certified	Classified	Administrators	Certified	Classified	
Acres Green Elementary	\$ 4,361,623	53.00	2.00	30.50	20.50	148.50	9.74	14.49	\$ 255,410
Arrowwood Elementary	\$ 4,276,755	51.77	2.00	30.34	19.43	161.50	10.65	16.62	\$ 257,743
Bear Canyon Elementary	\$ 3,602,683	39.34	2.00	25.40	11.94	151.00	11.89	25.29	\$ 173,928
Buffalo Ridge Elementary	\$ 4,984,996	59.18	1.50	39.00	18.68	355.33	13.67	28.53	\$ 1,320,580
Castle Rock Elementary	\$ 5,679,291	65.54	2.00	43.50	20.04	212.50	9.77	21.20	\$ 120,976
Cherokee Trail Elementary	\$ 6,209,370	70.99	1.50	49.08	20.41	333.33	10.19	24.49	\$ 231,060
Cherry Valley Elementary	\$ 727,980	7.99	0.60	4.70	2.69	56.67	7.23	12.65	\$ 36,785
Clear Sky Elementary	\$ 6,427,710	73.36	1.00	52.70	19.66	600.00	11.39	30.51	\$ 382,793
Copper Mesa Elementary	\$ 3,545,432	41.28	2.00	25.31	13.97	135.50	10.71	19.40	\$ 27,094
Cougar Run Elementary	\$ 4,671,057	56.35	1.00	29.68	25.67	360.00	12.13	14.02	\$ 151,708
Coyote Creek Elementary	\$ 4,992,898	58.07	2.00	39.70	16.37	256.00	12.90	31.29	\$ 699,315
Eagle Ridge Elementary	\$ 6,656,312	76.82	1.00	51.50	24.32	520.00	10.10	21.38	\$ 425,427
Eldorado Elementary	\$ 4,724,919	56.88	2.00	35.00	19.88	175.50	10.03	17.66	\$ 229,663
Flagstone Elementary	\$ 4,781,275	55.69	2.00	35.00	18.69	227.50	13.00	24.35	\$ 721,473
Fox Creek Elementary	\$ 4,586,637	51.25	2.00	33.30	15.95	207.50	12.46	26.02	\$ 181,847
Franktown Elementary	\$ 3,922,627	45.16	2.00	27.25	15.91	160.50	11.78	20.17	\$ 101,409
Frontier Valley Elementary	\$ 4,124,807	46.39	2.00	29.50	14.89	171.50	11.63	23.04	\$ 42,647
Gold Rush Elementary	\$ 5,932,937	72.69	2.00	43.32	27.38	307.50	14.20	22.47	\$ 645,067
Heritage Elementary	\$ 3,995,552	47.86	1.00	29.90	16.96	334.00	11.17	19.69	\$ 109,839
Iron Horse Elementary	\$ 4,263,870	49.26	2.00	31.20	16.06	175.00	11.22	21.79	\$ 234,720
Larkspur Elementary	\$ 2,228,499	25.41	1.00	15.10	9.31	170.00	11.26	18.26	\$ 479,972
Legacy Point Elementary	\$ 5,083,393	57.19	2.00	41.50	13.69	248.00	11.95	36.24	\$ 608,611
Lone Tree Elementary	\$ 3,455,140	40.50	1.00	27.50	12.00	367.00	13.35	30.58	\$ 229,561
Mammoth Heights Elementary	\$ 6,283,834	73.58	1.60	48.10	23.88	337.50	11.23	22.62	\$ 415,215
Meadow View Elementary	\$ 5,326,639	62.44	2.00	40.10	20.34	232.50	11.60	22.86	\$ 841,591
Mountain View Elementary	\$ 3,237,153	39.32	2.00	23.00	14.32	131.50	11.43	18.37	\$ 525,761
Northeast Elementary	\$ 3,674,741	43.46	2.00	26.50	14.96	162.50	12.26	21.73	\$ 423,525
Northridge Elementary	\$ 5,821,099	66.09	2.00	42.40	21.69	272.50	12.85	25.13	\$ 74,272
Pine Grove Elementary	\$ 4,881,867	55.98	2.00	37.20	16.78	225.00	12.10	26.82	\$ 147,287
Pine Lane Elementary	\$ 9,413,029	110.55	3.00	69.60	37.95	236.67	10.20	18.71	\$ 596,382
Pioneer Elementary	\$ 5,253,133	61.53	2.00	37.50	22.03	191.50	10.21	17.39	\$ 326,191
Prairie Crossing Elementary	\$ 5,042,481	55.00	2.00	40.20	12.80	280.50	13.96	43.83	\$ 378,707
Redstone Elementary	\$ 4,162,467	49.09	2.00	30.50	16.59	192.00	12.59	23.15	\$ 180,830
Renaissance Magnet Elementary	\$ 3,738,457	40.91	2.00	28.83	10.09	187.50	13.01	37.17	\$ 205,324
Rock Ridge Elementary	\$ 4,944,949	59.44	2.00	38.50	18.94	212.50	11.04	22.44	\$ 193,295
Roxborough Intermediate Elementary	\$ 4,284,019	50.95	2.00	32.94	16.01	216.00	13.11	26.98	\$ 469,402
Roxborough Primary Elementary	\$ 3,591,286	44.37	1.00	26.96	16.41	335.00	12.43	20.42	\$ 131,329
Saddle Ranch Elementary	\$ 3,806,581	43.31	2.00	28.60	12.71	160.50	11.22	25.26	\$ 265,156
Sage Canyon Elementary	\$ 5,746,296	65.29	3.00	42.90	19.39	173.33	12.12	26.82	\$ 382,736
Sand Creek Elementary	\$ 4,496,932	53.82	2.00	31.50	20.32	142.50	9.05	14.03	\$ 114,581
Sedalia Elementary	\$ 3,503,109	40.52	1.00	24.90	14.62	208.00	8.35	14.23	\$ 380,664
Soaring Hawk Elementary	\$ 5,073,416	58.53	2.00	36.40	20.13	200.00	10.99	19.87	\$ 346,137
South Ridge Elementary	\$ 5,253,612	60.16	2.00	38.30	19.86	192.50	10.05	19.38	\$ 742,571
Stone Mountain Elementary	\$ 4,127,076	44.37	2.00	34.33	8.04	225.50	13.14	56.07	\$ 152,197
Summit View Elementary	\$ 3,990,094	44.55	2.00	28.60	13.95	154.00	10.77	22.09	\$ 41,556
Timber Trail Elementary	\$ 3,831,010	44.78	1.50	28.00	15.28	258.00	13.82	25.32	\$ 555,610
Trailblazer Elementary	\$ 3,997,145	49.54	2.00	27.50	20.04	145.00	10.55	14.47	\$ 254,760
Wildcat Mountain Elementary	\$ 4,805,606	57.06	2.00	36.88	18.19	194.50	10.55	21.39	\$ 64,726
Elementary School Average	\$ 4,615,037	53.68	1.81	34.38	17.49	231.28	11.48	23.47	\$ 330,780
Elementary School Total	\$ 221,521,794	2,576.58	86.70	1,650.20	839.67				\$ 15,877,433

2024-2025 Adopted Budget: Secondary School Summary

School summaries only include Site-Based Budget (SBB) allocations. All descriptions of school summary identified on page 187.

	Enrollment			SBB Allocations							
	23-24 Oct. Count	Projected Enrollment	Variance	Discretionary Allocations	Highly Impacted	Total Discretionary	Non-Discretionary Allocations	Total SBB	Total per pupil	Instructional (\$/pupil)	Support (\$/pupil)
Middle Schools											
Castle Rock Middle School	701	650	(51)	\$ 4,423,851	\$ 30,000	\$ 4,453,851	\$ 2,943,353	\$ 7,397,204	\$ 11,380	\$ 605	\$ 38
Cimarron Middle School	1,089	1,040	(49)	\$ 6,613,104	\$ -	\$ 6,613,104	\$ 2,743,919	\$ 9,357,023	\$ 8,997	\$ 649	\$ 91
Cresthill Middle School	618	565	(53)	\$ 3,971,341	\$ -	\$ 3,971,341	\$ 2,649,368	\$ 6,620,709	\$ 11,718	\$ 553	\$ 394
Mesa Middle School	850	869	19	\$ 6,029,610	\$ -	\$ 6,029,610	\$ 3,573,755	\$ 9,603,365	\$ 11,051	\$ 635	\$ 64
Mountain Ridge Middle School	842	785	(57)	\$ 4,996,101	\$ -	\$ 4,996,101	\$ 2,439,588	\$ 7,435,689	\$ 9,472	\$ 635	\$ 12
Ranch View Middle School	810	820	10	\$ 5,246,250	\$ -	\$ 5,246,250	\$ 2,782,734	\$ 8,028,984	\$ 9,791	\$ 1,188	\$ 73
Rocky Heights Middle School	1,170	1,130	(40)	\$ 6,702,392	\$ -	\$ 6,702,392	\$ 3,046,391	\$ 9,748,783	\$ 8,627	\$ 510	\$ 42
Sagewood Middle School	833	825	(8)	\$ 5,392,591	\$ -	\$ 5,392,591	\$ 3,566,886	\$ 8,959,477	\$ 10,860	\$ 524	\$ 49
Sierra Middle School	784	800	16	\$ 5,365,230	\$ 78,143	\$ 5,443,373	\$ 2,812,533	\$ 8,255,906	\$ 10,320	\$ 484	\$ 11
Middle School Average	855	832	(24)	\$ 5,415,608	\$ 12,016	\$ 5,427,624	\$ 2,950,947	\$ 8,378,571	\$ 10,246	\$ 643	\$ 86
Middle School Total	7,697	7,484	(213)	\$ 48,740,470	\$ 108,143	\$ 48,848,613	\$ 26,558,527	\$ 75,407,140			
High Schools											
Castle View High School	1,863	1,830	(33)	\$ 10,464,912	\$ -	\$ 10,464,912	\$ 4,145,731	\$ 14,610,643	\$ 7,984	\$ 934	\$ 29
Chaparral High School	2,044	2,003	(41)	\$ 11,591,419	\$ -	\$ 11,591,419	\$ 4,922,360	\$ 16,513,779	\$ 8,245	\$ 623	\$ 8
Douglas County High School	1,771	1,755	(16)	\$ 10,657,716	\$ 46,000	\$ 10,703,716	\$ 5,850,826	\$ 16,554,542	\$ 9,433	\$ 658	\$ 36
Highlands Ranch High School	1,390	1,320	(70)	\$ 8,390,209	\$ 150,000	\$ 8,540,209	\$ 5,459,375	\$ 13,999,584	\$ 10,606	\$ 313	\$ 88
Legend High School	2,206	2,100	(106)	\$ 11,781,749	\$ -	\$ 11,781,749	\$ 4,257,662	\$ 16,039,411	\$ 7,638	\$ 370	\$ 59
Mountain Vista High School	2,217	2,169	(48)	\$ 12,164,474	\$ -	\$ 12,164,474	\$ 4,478,132	\$ 16,642,606	\$ 7,673	\$ 679	\$ 9
Ponderosa High School	1,424	1,424	-	\$ 8,273,845	\$ 159,674	\$ 8,433,519	\$ 4,669,511	\$ 13,103,030	\$ 9,202	\$ 263	\$ 11
Rock Canyon High School	2,328	2,330	2	\$ 12,905,988	\$ -	\$ 12,905,988	\$ 4,556,535	\$ 17,462,523	\$ 7,495	\$ 595	\$ 115
ThunderRidge High School	1,841	1,835	(6)	\$ 10,525,517	\$ -	\$ 10,525,517	\$ 4,841,032	\$ 15,366,549	\$ 8,374	\$ 816	\$ 54
High School Average	1,898	1,863	(35)	\$ 10,750,648	\$ 39,519	\$ 10,790,167	\$ 4,797,907	\$ 15,588,074	\$ 8,516	\$ 583	\$ 46
High School Total	17,084	16,766	(318)	\$ 96,755,829	\$ 355,674	\$ 97,111,503	\$ 43,181,164	\$ 140,292,667			
Alternative Schools											
Daniel C. Oakes High School	141	137	(4)	\$ 2,023,810	\$ -	\$ 2,023,810	\$ 530,026	\$ 2,553,836	\$ 18,641	\$ 243	\$ 14
Eagle Academy	128	125	(3)	\$ 2,153,884	\$ -	\$ 2,153,884	\$ 571,862	\$ 2,725,746	\$ 21,806	\$ 320	\$ -
eDCSD	67	65	(2)	\$ 3,706,421	\$ -	\$ 3,706,421	\$ 676,829	\$ 4,383,250	\$ 67,435	\$ 1,051	\$ -
VALE	60	103	43	\$ 2,093,925	\$ -	\$ 2,093,925	\$ 541,983	\$ 2,635,908	\$ 25,591	\$ 243	\$ -
Plum Creek Academy				\$ 616,487	\$ -	\$ 616,487	\$ 2,198,561	\$ 2,815,048			
Bridge				\$ 273,807	\$ -	\$ 273,807	\$ 4,348,796	\$ 4,622,603			
Alt. Ed. Average	99	108	9	\$ 1,811,389	\$ -	\$ 1,811,389	\$ 1,478,010	\$ 3,289,399	\$ 33,368	\$ 464	\$ 4
Alt. Ed. Total				\$ 10,868,334	\$ -	\$ 10,868,334	\$ 8,868,057	\$ 19,736,391			
Grand Average	637	624	(13)	\$ 4,146,440	\$ 15,152	\$ 4,160,329	\$ 2,288,583	\$ 6,448,912	\$ 12,863	\$ 823	\$ 63
Grand Total	44,624	43,711	(913)	\$ 298,543,697	\$ 1,000,000	\$ 299,543,697	\$ 164,777,966	\$ 464,321,663			
Neighborhood Average	670	656	(14)	\$ 4,358,718	\$ 15,152	\$ 4,373,869	\$ 2,362,271	\$ 6,736,140	\$ 11,620	\$ 844	\$ 67
Neighborhood Total	44,228	43,281	(947)	\$ 287,675,363	\$ 1,000,000	\$ 288,675,363	\$ 155,909,909	\$ 444,585,272			

- A budget of \$430,766 is centrally held for adjustments in salary and benefit calculations as DCSD switches from Excel to Questica Budget software. This budget is primarily attributed to Non-Discretionary Allocations in Student Support Services across all school levels. The breakdown is \$149,078 for Elementary Schools, \$104,026 for Middle Schools, and \$177,662 for High Schools. The central adjustment will be eliminated for the Adopted Budget and school allocations updated accordingly.
- eDCSD and VALE utilize Pro-Tech staffing that it is not included in the individual Job Class FTE Count.

2024-2025 Adopted Budget: Secondary School Summary

School summaries only include Site-Based Budget (SBB) allocations.

Middle Schools	ETE Count					Pupil / FTE			Supplies, Purchased Services, and Other Non-Salary Expenses
	Total Staffing	Total FTE	Administrators	Certified	Classified	Administrators	Certified	Classified	
Castle Rock Middle School	\$ 7,203,417	79.94	3.00	52.50	24.44	216.67	12.38	26.60	\$ 340,033
Cimarron Middle School	\$ 9,049,349	94.51	5.00	67.70	21.81	208.00	15.36	47.68	\$ 608,646
Cresthill Middle School	\$ 6,328,850	68.51	3.00	45.44	20.07	188.33	12.43	28.16	\$ 466,621
Mesa Middle School	\$ 9,157,881	101.64	3.00	68.80	29.84	289.67	12.63	29.12	\$ 489,375
Mountain Ridge Middle School	\$ 7,154,224	74.65	2.00	55.27	17.38	392.50	14.20	45.18	\$ 438,069
Ranch View Middle School	\$ 7,514,414	80.59	3.00	56.71	20.88	273.33	14.46	39.28	\$ 923,077
Rocky Heights Middle School	\$ 9,598,961	100.55	4.00	75.30	21.25	282.50	15.01	53.18	\$ 748,033
Sagewood Middle School	\$ 8,684,777	99.93	3.00	60.90	36.03	275.00	13.55	22.90	\$ 352,881
Sierra Middle School	\$ 8,026,765	86.68	3.00	60.30	23.38	266.67	13.27	34.22	\$ 238,629
Middle School Average	\$ 8,079,849	87.44	3.22	60.32	23.90	265.85	13.70	36.26	\$ 511,707
Middle School Total	\$ 72,718,638	786.98	29.00	542.92	215.06				\$ 4,605,364

High Schools	ETE Count					Pupil / FTE			Supplies, Purchased Services, and Other Non-Salary Expenses
	Total Staffing	Total FTE	Administrators	Certified	Classified	Administrators	Certified	Classified	
Castle View High School	\$ 13,663,181	139.96	6.00	103.15	30.81	305.00	17.74	59.39	\$ 1,634,260
Chaparral High School	\$ 16,015,584	169.08	7.00	120.60	41.48	286.14	16.61	48.29	\$ 1,137,774
Douglas County High School	\$ 15,595,119	172.90	5.00	113.63	54.27	351.00	15.45	32.34	\$ 1,076,584
Highlands Ranch High School	\$ 13,477,904	149.78	4.60	101.90	43.28	286.96	12.95	30.50	\$ 353,116
Legend High School	\$ 15,571,114	161.38	7.00	120.75	33.63	300.00	17.39	62.45	\$ 854,923
Mountain Vista High School	\$ 16,308,306	168.50	6.00	127.99	34.51	361.50	16.95	62.86	\$ 1,345,804
Ponderosa High School	\$ 12,885,551	140.96	4.00	94.80	42.16	356.00	15.02	33.78	\$ 304,895
Rock Canyon High School	\$ 16,845,540	173.26	7.20	128.75	37.31	323.61	18.10	62.45	\$ 1,308,083
ThunderRidge High School	\$ 14,736,414	157.30	3.00	109.70	44.60	611.67	16.73	41.14	\$ 1,477,319
High School Average	\$ 15,010,968	159.23	5.53	113.47	40.23	353.54	16.33	48.13	\$ 1,054,751
High School Total	\$ 135,098,713	1,433.11	49.80	1,021.27	362.04				\$ 9,492,758

Alternative Schools	ETE Count					Pupil / FTE			Supplies, Purchased Services, and Other Non-Salary Expenses
	Total Staffing	Total FTE	Administrators	Certified	Classified	Administrators	Certified	Classified	
Daniel C. Oakes High School	\$ 2,406,546	23.80	1.00	18.80	4.00	137.00	7.29	34.25	\$ 160,206
Eagle Academy	\$ 2,489,119	24.74	1.50	19.30	3.94	83.33	6.48	31.75	\$ 236,627
eDCSD	\$ 4,021,458	41.48	2.00	32.10	6.38	32.50	2.02	10.20	\$ 361,821
VALE	\$ 2,493,483	24.64	2.00	15.60	5.74	51.50	6.60	17.95	\$ 194,369
Plum Creek Academy	\$ 2,590,988	31.28	2.00	14.15	15.13				\$ 76,450
Bridge	\$ 4,461,782	61.35	1.00	19.50	40.85				\$ 73,450
Alt. Ed. Average	\$ 3,077,229	34.55	1.58	19.91	12.67	76.08	5.60	23.54	\$ 183,821
Alt. Ed. Total	\$ 18,463,376	207.28	9.50	119.45	76.03				\$ 1,102,923

Grand Average	\$ 6,219,479	69.50	2.43	46.30	17.43	242.57	12.05	28.29	\$ 431,646
Grand Total	\$ 447,802,521	5,003.94	175.00	3,333.84	1,492.80				\$ 31,078,478

Neighborhood Average	\$ 6,505,139	72.68	2.51	48.70	21.47	252.66	12.44	28.58	\$ 454,175
Neighborhood Total	\$ 429,339,145	4,796.66	165.50	3,214.39	1,416.77				\$ 29,975,555

1. Includes school funding in General Fund through SBB (Fund 10) only
2. Does not include school carry over as school carry over is awarded in fall based on prior year's fund balance
3. Does not include any school SBB allocations awarded in fall during October Count SBB updates
4. Does not include any district-wide budgets for expenses in direct support of schools such as custodial services, utilities, department head pay and spending based on revenue generated through donations and fees
5. Discretionary Allocations are funds provided to schools through the SBB to be spent at the discretion of the principal and school community; discretionary funds are eligible to carry over and are typically spent on teachers and support staff, classroom materials and services
6. Non-Discretionary Allocations are funds provided to schools through the SBB for a prescribed purpose associated with federal, state or district requirements such as Special Education or English Language Learners; non-discretionary funds are not eligible to carry over and must be spent in the year in which they were allocated to the school
7. Administrators include principals, assistant principals and athletic directors
8. Certified include all teachers, Special Education teachers, psychologists, social workers, counselors, Professional Learning Specialists and deans
9. Classified include clerical support, instructional and educational assistants, custodians and campus security

Elementary School Comparison: 2024-2025

School					Capital		Other Expenses
	Salaries	Benefits	Purchased Services	Supplies and Materials	Equipment and Projects		
Acres Green Elementary	\$ 3,252,742	\$ 1,201,820	\$ -	\$ 222,201	\$ -	\$ -	
Arrowwood Elementary	\$ 3,157,958	\$ 1,150,177	\$ -	\$ 154,813	\$ -	\$ -	
Bear Canyon Elementary	\$ 2,536,643	\$ 933,851	\$ -	\$ 26,381	\$ -	\$ -	
Buffalo Ridge Elementary	\$ 3,710,745	\$ 1,350,411	\$ -	\$ 468,472	\$ -	\$ -	
Castle Rock Elementary	\$ 4,132,473	\$ 1,497,963	\$ -	\$ 143,816	\$ -	\$ -	
Cherokee Trail Elementary	\$ 4,509,454	\$ 1,639,770	\$ -	\$ 104,689	\$ -	\$ -	
Cherry Valley Elementary	\$ 546,702	\$ 183,697	\$ -	\$ 35,000	\$ -	\$ -	
Clear Sky Elementary	\$ 4,772,087	\$ 1,729,961	\$ 4,500	\$ 17,679	\$ -	\$ -	
Copper Mesa Elementary	\$ 2,590,629	\$ 939,662	\$ -	\$ 8,099	\$ -	\$ -	
Cougar Run Elementary	\$ 3,186,072	\$ 1,218,436	\$ -	\$ 124,369	\$ -	\$ -	
Coyote Creek Elementary	\$ 3,732,857	\$ 1,346,484	\$ 7,000	\$ 262,141	\$ -	\$ -	
Eagle Ridge Elementary	\$ 4,837,730	\$ 1,768,386	\$ -	\$ 92,332	\$ -	\$ -	
Eldorado Elementary	\$ 3,454,063	\$ 1,202,233	\$ -	\$ 71,008	\$ -	\$ -	
Flagstone Elementary	\$ 3,512,336	\$ 1,273,949	\$ 30,000	\$ 285,070	\$ -	\$ 25,000	
Fox Creek Elementary	\$ 3,260,250	\$ 1,182,796	\$ -	\$ 208,656	\$ -	\$ -	
Franktown Elementary	\$ 2,834,315	\$ 1,039,434	\$ 12,000	\$ 60,015	\$ -	\$ 150	
Frontier Valley Elementary	\$ 2,956,996	\$ 1,068,564	\$ -	\$ 204	\$ -	\$ -	
Gold Rush Elementary	\$ 4,290,561	\$ 1,543,204	\$ -	\$ 369,807	\$ -	\$ -	
Heritage Elementary	\$ 2,922,774	\$ 1,075,788	\$ -	\$ 40,984	\$ -	\$ -	
Iron Horse Elementary	\$ 3,087,269	\$ 1,129,915	\$ -	\$ 22,125	\$ -	\$ -	
Larkspur Elementary	\$ 1,628,029	\$ 578,745	\$ -	\$ 329,179	\$ -	\$ -	
Legacy Point Elementary	\$ 3,816,394	\$ 1,362,066	\$ 25,000	\$ 302,313	\$ 75,000	\$ -	
Lone Tree Elementary	\$ 2,516,064	\$ 926,096	\$ -	\$ 170,533	\$ -	\$ -	
Mammoth Heights Elementary	\$ 4,594,712	\$ 1,663,403	\$ -	\$ 274,461	\$ -	\$ -	
Meadow View Elementary	\$ 3,891,984	\$ 1,425,602	\$ -	\$ 182,981	\$ -	\$ -	
Mountain View Elementary	\$ 2,434,712	\$ 882,545	\$ -	\$ 217,097	\$ -	\$ -	
Northeast Elementary	\$ 2,725,877	\$ 975,518	\$ -	\$ 216,606	\$ 25,810	\$ -	
Northridge Elementary	\$ 4,180,148	\$ 1,533,139	\$ -	\$ 43,669	\$ -	\$ -	
Pine Grove Elementary	\$ 3,530,361	\$ 1,284,839	\$ -	\$ 71,502	\$ -	\$ -	
Pine Lane Primary Elementary	\$ 6,960,565	\$ 2,535,851	\$ -	\$ 444,730	\$ -	\$ -	
Pioneer Elementary	\$ 3,830,528	\$ 1,393,090	\$ -	\$ 216,272	\$ -	\$ -	
Prairie Crossing Elementary	\$ 3,633,130	\$ 1,309,917	\$ 20,000	\$ 359,227	\$ -	\$ -	
Redstone Elementary	\$ 3,051,970	\$ 1,111,068	\$ -	\$ 105,789	\$ -	\$ -	
Renaissance Elementary Magnet	\$ 2,764,763	\$ 976,415	\$ 1,300	\$ 64,363	\$ -	\$ -	
Rock Ridge Elementary	\$ 3,735,121	\$ 1,372,162	\$ 7,500	\$ 22,070	\$ -	\$ 2,500	
Roxborough Intermediate Elementary	\$ 3,204,405	\$ 1,166,832	\$ -	\$ 315,785	\$ -	\$ -	
Roxborough Primary Elementary	\$ 2,659,291	\$ 977,095	\$ 9,500	\$ 40,263	\$ -	\$ 5,000	
Saddle Ranch Elementary	\$ 2,807,496	\$ 1,002,309	\$ -	\$ 57,046	\$ -	\$ -	
Sage Canyon Elementary	\$ 4,170,039	\$ 1,498,739	\$ -	\$ 252,380	\$ -	\$ -	
Sand Creek Elementary	\$ 3,296,526	\$ 1,211,767	\$ -	\$ 48,921	\$ -	\$ -	
Sedalia Elementary	\$ 2,513,487	\$ 913,184	\$ -	\$ 124,449	\$ -	\$ -	
Soaring Hawk Elementary	\$ 3,681,510	\$ 1,344,586	\$ -	\$ 78,236	\$ -	\$ -	
South Ridge Elementary	\$ 3,845,911	\$ 1,412,280	\$ 12,500	\$ 148,127	\$ -	\$ 29,000	
Stone Mountain Elementary	\$ 3,061,915	\$ 1,068,933	\$ -	\$ 115,418	\$ -	\$ -	
Summit View Elementary	\$ 2,854,013	\$ 1,048,559	\$ -	\$ 31,870	\$ -	\$ -	
Timber Trail Elementary	\$ 2,787,764	\$ 1,019,351	\$ -	\$ 372,308	\$ -	\$ -	
Trailblazer Elementary	\$ 3,004,440	\$ 1,127,465	\$ -	\$ 76,296	\$ -	\$ -	
Wildcat Mountain Elementary	\$ 3,533,778	\$ 1,281,744	\$ -	\$ 15,578	\$ -	\$ -	
Elementary Sub Total	\$ 161,999,589	\$ 58,879,801	\$ 129,300	\$ 7,415,330	\$ 100,810	\$ 61,650	

Elementary School Comparison: 2024-2025

School	Total Expenditures	Projected Enrollment	Total Expenditures Per Pupil	Centrally Held Other Expenditures Per Pupil*	Total Expenditures plus Centrally Held Other Expenditures Per Pupil
Acres Green Elementary	\$ 4,676,763	297	\$ 15,747	\$ 694	\$ 16,441
Arrowwood Elementary	\$ 4,462,948	323	\$ 13,817	\$ 694	\$ 14,511
Bear Canyon Elementary	\$ 3,496,875	302	\$ 11,579	\$ 694	\$ 12,273
Buffalo Ridge Elementary	\$ 5,529,628	533	\$ 10,375	\$ 694	\$ 11,069
Castle Rock Elementary	\$ 5,774,252	425	\$ 13,586	\$ 694	\$ 14,280
Cherokee Trail Elementary	\$ 6,253,913	500	\$ 12,508	\$ 694	\$ 13,202
Cherry Valley Elementary	\$ 765,399	34	\$ 22,512	\$ 694	\$ 23,206
Clear Sky Elementary	\$ 6,524,227	600	\$ 10,874	\$ 694	\$ 11,568
Copper Mesa Elementary	\$ 3,538,390	271	\$ 13,057	\$ 694	\$ 13,751
Cougar Run Elementary	\$ 4,528,877	360	\$ 12,580	\$ 694	\$ 13,274
Coyote Creek Elementary	\$ 5,348,482	512	\$ 10,446	\$ 694	\$ 11,140
Eagle Ridge Elementary	\$ 6,698,448	520	\$ 12,882	\$ 694	\$ 13,576
Eldorado Elementary	\$ 4,727,304	351	\$ 13,468	\$ 694	\$ 14,162
Flagstone Elementary	\$ 5,126,355	455	\$ 11,267	\$ 694	\$ 11,961
Fox Creek Elementary	\$ 4,651,702	415	\$ 11,209	\$ 694	\$ 11,903
Franktown Elementary	\$ 3,945,914	321	\$ 12,293	\$ 694	\$ 12,987
Frontier Valley Elementary	\$ 4,025,764	343	\$ 11,737	\$ 694	\$ 12,431
Gold Rush Elementary	\$ 6,203,572	615	\$ 10,087	\$ 694	\$ 10,781
Heritage Elementary	\$ 4,039,546	334	\$ 12,094	\$ 694	\$ 12,788
Iron Horse Elementary	\$ 4,239,309	350	\$ 12,112	\$ 694	\$ 12,806
Larkspur Elementary	\$ 2,535,953	170	\$ 14,917	\$ 694	\$ 15,611
Legacy Point Elementary	\$ 5,580,773	496	\$ 11,252	\$ 694	\$ 11,946
Lone Tree Elementary	\$ 3,612,693	367	\$ 9,844	\$ 694	\$ 10,538
Mammoth Heights Elementary	\$ 6,532,576	540	\$ 12,097	\$ 694	\$ 12,791
Meadow View Elementary	\$ 5,500,567	465	\$ 11,829	\$ 694	\$ 12,523
Mountain View Elementary	\$ 3,534,354	263	\$ 13,439	\$ 694	\$ 14,133
Northeast Elementary	\$ 3,943,811	325	\$ 12,135	\$ 694	\$ 12,829
Northridge Elementary	\$ 5,756,956	545	\$ 10,563	\$ 694	\$ 11,257
Pine Grove Elementary	\$ 4,886,702	450	\$ 10,859	\$ 694	\$ 11,553
Pine Lane Primary Elementary	\$ 9,941,146	710	\$ 14,002	\$ 694	\$ 14,696
Pioneer Elementary	\$ 5,439,890	383	\$ 14,203	\$ 694	\$ 14,897
Prairie Crossing Elementary	\$ 5,322,274	561	\$ 9,487	\$ 694	\$ 10,181
Redstone Elementary	\$ 4,268,827	384	\$ 11,117	\$ 694	\$ 11,811
Renaissance Elementary Magnet	\$ 3,806,841	375	\$ 10,152	\$ 694	\$ 10,846
Rock Ridge Elementary	\$ 5,139,353	425	\$ 12,093	\$ 694	\$ 12,787
Roxborough Intermediate Elementary	\$ 4,687,022	432	\$ 10,850	\$ 694	\$ 11,544
Roxborough Primary Elementary	\$ 3,691,149	335	\$ 11,018	\$ 694	\$ 11,712
Saddle Ranch Elementary	\$ 3,866,851	321	\$ 12,046	\$ 694	\$ 12,740
Sage Canyon Elementary	\$ 5,921,158	520	\$ 11,387	\$ 694	\$ 12,081
Sand Creek Elementary	\$ 4,557,214	285	\$ 15,990	\$ 694	\$ 16,684
Sedalia Elementary	\$ 3,551,120	208	\$ 17,073	\$ 694	\$ 17,767
Soaring Hawk Elementary	\$ 5,104,332	400	\$ 12,761	\$ 694	\$ 13,455
South Ridge Elementary	\$ 5,447,818	385	\$ 14,150	\$ 694	\$ 14,844
Stone Mountain Elementary	\$ 4,246,266	451	\$ 9,415	\$ 694	\$ 10,109
Summit View Elementary	\$ 3,934,442	308	\$ 12,774	\$ 694	\$ 13,468
Timber Trail Elementary	\$ 4,179,423	387	\$ 10,800	\$ 694	\$ 11,494
Trailblazer Elementary	\$ 4,208,201	290	\$ 14,511	\$ 694	\$ 15,205
Wildcat Mountain Elementary	\$ 4,831,100	389	\$ 12,419	\$ 694	\$ 13,113
Elementary Sub Total	\$ 228,586,480	19,031	\$ 12,446	\$ 694	\$ 13,140

* Centrally Held Other Expenditures Per Pupil in 2024-2025 include average per pupil district-wide budget for expenses in direct support of schools such as custodial services (\$138), utilities (\$285), department head pay (\$13), long term substitutes (\$35) and spending based on revenue generated through donations and fundraisers (\$223) for all schools.

Middle School Comparison: 2024-2025

School	Salaries	Benefits	Purchased Services	Supplies and Materials	Capital Equipment and Projects	Other Expenses
Castle Rock Middle School	\$ 5,413,445	\$ 1,925,134	\$ 20,779	\$ 206,730	\$ -	\$ 500
Cimarron Middle School	\$ 6,707,041	\$ 2,353,921	\$ 44,750	\$ 454,501	\$ -	\$ -
Cresthill Middle School	\$ 4,716,793	\$ 1,660,381	\$ 9,445	\$ 362,029	\$ -	\$ -
Mesa Middle School	\$ 6,866,151	\$ 2,437,775	\$ 31,472	\$ 442,715	\$ -	\$ 300
Mountain Ridge Middle School	\$ 5,310,166	\$ 1,848,469	\$ 22,875	\$ 407,779	\$ -	\$ -
Ranch View Middle School	\$ 5,696,843	\$ 1,991,484	\$ 54,200	\$ 443,948	\$ -	\$ 20,000
Rocky Heights Middle School	\$ 7,181,908	\$ 2,508,543	\$ 7,700	\$ 284,480	\$ -	\$ 5,500
Sagewood Middle School	\$ 6,508,498	\$ 2,346,080	\$ 23,725	\$ 290,610	\$ -	\$ -
Sierra Middle School	\$ 6,082,694	\$ 2,122,855	\$ -	\$ 229,741	\$ -	\$ -
Middle Sub Total	\$ 54,483,539	\$ 19,194,642	\$ 214,946	\$ 3,122,533	\$ -	\$ 26,300

Middle School Comparison: 2024-2025

School	Total Expenditures	Projected Enrollment	Total Expenditures Per Pupil	Centrally Held	Total Expenditures plus Centrally Held Other	
				Other Expenditures Per Pupil*	Centrally Held Expenditures	Other Expenditures Per Pupil
Castle Rock Middle School	\$ 7,566,588	650	\$ 11,641	\$ 694	\$	12,335
Cimarron Middle School	\$ 9,560,213	1,040	\$ 9,193	\$ 694	\$	9,887
Cresthill Middle School	\$ 6,748,648	565	\$ 11,945	\$ 694	\$	12,639
Mesa Middle School	\$ 9,778,413	869	\$ 11,252	\$ 694	\$	11,946
Mountain Ridge Middle School	\$ 7,589,289	785	\$ 9,668	\$ 694	\$	10,362
Ranch View Middle School	\$ 8,206,475	820	\$ 10,008	\$ 694	\$	10,702
Rocky Heights Middle School	\$ 9,988,131	1,130	\$ 8,839	\$ 694	\$	9,533
Sagewood Middle School	\$ 9,168,913	825	\$ 11,114	\$ 694	\$	11,808
Sierra Middle School	\$ 8,435,290	800	\$ 10,544	\$ 694	\$	11,238
Middle Sub Total	\$ 77,041,960	7,484	\$ 10,467	\$ 694	\$	11,161

*Centrally Held Other Expenditures Per Pupil in 2024-2025 include average per pupil district-wide budget for expenses in direct support of schools such as custodial services (\$138), utilities (\$285), department head pay (\$13), long term substitutes (\$35) and spending based on revenue generated through donations and fundraisers (\$223) for all schools.

High School Comparison: 2024-2025

School	Salaries	Benefits	Purchased Services	Supplies and Materials	Capital Equipment and Projects	Other Expenses
Castle View High School	\$ 10,442,107	\$ 3,585,337	\$ 384,310	\$ 1,875,030	\$ -	\$ 24,000
Chaparral High School	\$ 12,302,585	\$ 4,282,840	\$ 445,942	\$ 1,380,641	\$ -	\$ 120,325
Douglas County High School	\$ 11,993,536	\$ 4,211,674	\$ 43,000	\$ 1,914,542	\$ -	\$ 24,000
Highlands Ranch High School	\$ 10,596,318	\$ 3,661,004	\$ 437,779	\$ 673,428	\$ -	\$ 26,000
Legend High School	\$ 12,028,868	\$ 4,110,041	\$ 496,708	\$ 1,489,179	\$ -	\$ 24,000
Mountain Vista High School	\$ 12,636,221	\$ 4,319,160	\$ 521,898	\$ 1,048,812	\$ -	\$ 27,000
Ponderosa High School	\$ 9,989,855	\$ 3,494,031	\$ 407,510	\$ 776,757	\$ 45,000	\$ 41,069
Rock Canyon High School	\$ 13,151,255	\$ 4,471,931	\$ 1,006,478	\$ 1,135,537	\$ 25,905	\$ 71,900
ThunderRidge High School	\$ 11,306,434	\$ 3,925,815	\$ 152,000	\$ 1,527,286	\$ -	\$ 24,000
High Sub Total	\$ 104,447,179	\$ 36,061,833	\$ 3,895,625	\$ 11,821,212	\$ 70,905	\$ 382,294

High School Comparison: 2024-2025

School	Total Expenditures	Projected Enrollment	Total Expenditures Per Pupil	Centrally Held Expenditures Per Pupil*	Other Centrally Held Expenditures Per Pupil	Total Expenditures plus Centrally Held Other Expenditures Per Pupil
Castle View High School	\$ 16,310,784	1,830	\$ 8,913	\$ 694	\$ 9,607	
Chaparral High School	\$ 18,532,333	2,003	\$ 9,252	\$ 694	\$ 9,946	
Douglas County High School	\$ 18,186,752	1,755	\$ 10,363	\$ 694	\$ 11,057	
Highlands Ranch High School	\$ 15,394,529	1,320	\$ 11,663	\$ 694	\$ 12,357	
Legend High School	\$ 18,148,796	2,100	\$ 8,642	\$ 694	\$ 9,336	
Mountain Vista High School	\$ 18,553,091	2,169	\$ 8,554	\$ 694	\$ 9,248	
Ponderosa High School	\$ 14,754,222	1,424	\$ 10,361	\$ 694	\$ 11,055	
Rock Canyon High School	\$ 19,863,006	2,330	\$ 8,525	\$ 694	\$ 9,219	
ThunderRidge High School	\$ 16,935,535	1,835	\$ 9,229	\$ 694	\$ 9,923	
High Sub Total	\$ 156,679,048	16,766	\$ 9,500	\$ 694	\$ 10,194	

*Centrally Held Other Expenditures Per Pupil in 2024-2025 include average per pupil district-wide budget for expenses in direct support of schools such as custodial services (\$138), utilities (\$285), department head pay (\$13), long term substitutes (\$35) and spending based on revenue generated through donations and fundraisers (\$223) for all schools.

Alternative School Comparison: 2024-2025

School	Capital						Total Expenditures
	Salaries	Benefits	Purchased Services	Supplies and Materials	Equipment and Projects	Other Expenses	
DC Oakes	\$ 1,806,162	\$ 612,021	\$ 32,000	\$ 101,490	\$ -	\$ 13,800	\$ 2,565,473
Eagle Academy	\$ 1,898,471	\$ 642,616	\$ 41,700	\$ 139,382	\$ -	\$ 13,000	\$ 2,735,169
Bridge Transition Program	\$ 3,263,278	\$ 1,288,446	\$ 25,450	\$ 48,000	\$ -	\$ -	\$ 4,625,174
eDCSD	\$ 3,034,448	\$ 1,018,331	\$ 65,000	\$ 256,500	\$ -	\$ 9,000	\$ 4,383,279
Plum Creek Academy	\$ 2,009,118	\$ 729,541	\$ 14,400	\$ 62,050	\$ -	\$ -	\$ 2,815,109
Venture Academy Of Leadership & Entrepreneurship (VALE)	\$ 1,829,933	\$ 628,099	\$ 79,500	\$ 86,454	\$ 18,136	\$ 5,100	\$ 2,647,222
Alternative Sub Total	\$ 13,841,410	\$ 4,919,054	\$ 258,050	\$ 693,876	\$ 18,136	\$ 40,900	\$ 19,771,426

Charter School Comparison: 2024-2025

CHARTER SCHOOL	Beginning Fund Balance	Budgeted Revenues	Budgeted Expenditures	Ending Fund Balance
Academy Charter	\$ 5,869,389	\$ 9,330,500	\$ 9,063,000	\$ 6,136,889
American Academy Charter	10,145,087	40,746,431	40,593,798	10,297,720
Aspen View Academy Charter	3,740,621	13,823,539	13,795,630	3,768,530
Ben Franklin Academy Charter	7,323,163	12,921,638	12,727,068	7,517,733
Challenge to Excellence Charter	4,831,906	5,172,782	7,753,622	2,251,066
DCS Montessori Charter	1,538,965	7,752,769	7,752,105	1,539,629
Global Village Academy Charter	622,531	5,954,060	5,951,248	625,343
HOPE Online Learning Academy Charter	1,680,945	20,367,477	19,917,138	2,131,285
Leman Academy of Excellence	8,221,717	19,836,867	19,395,061	8,663,523
North Star Academy Charter	2,890,850	9,288,036	11,282,465	896,421
Parker Core Knowledge Charter	4,044,935	11,108,793	11,124,564	4,029,164
Parker Performing Arts Charter	2,021,904	9,123,325	8,848,442	2,296,787
Platte River Academy Charter	2,322,353	8,743,289	8,629,595	2,436,047
Renaissance Secondary Charter	987,508	6,940,799	6,546,638	1,381,669
SkyView Academy Charter	6,602,058	19,431,820	18,437,281	7,596,597
STEM School Highlands Ranch	14,962,945	19,870,080	19,836,380	14,996,645
World Compass Academy Charter	3,286,178	11,389,414	11,389,414	3,286,178
TOTAL	\$ 81,093,056	\$ 231,801,619	\$ 233,043,448	\$ 79,851,227

All charter school financials prepared by charter schools and not by DCSD Business Services staff

Learn Today, Lead Tomorrow



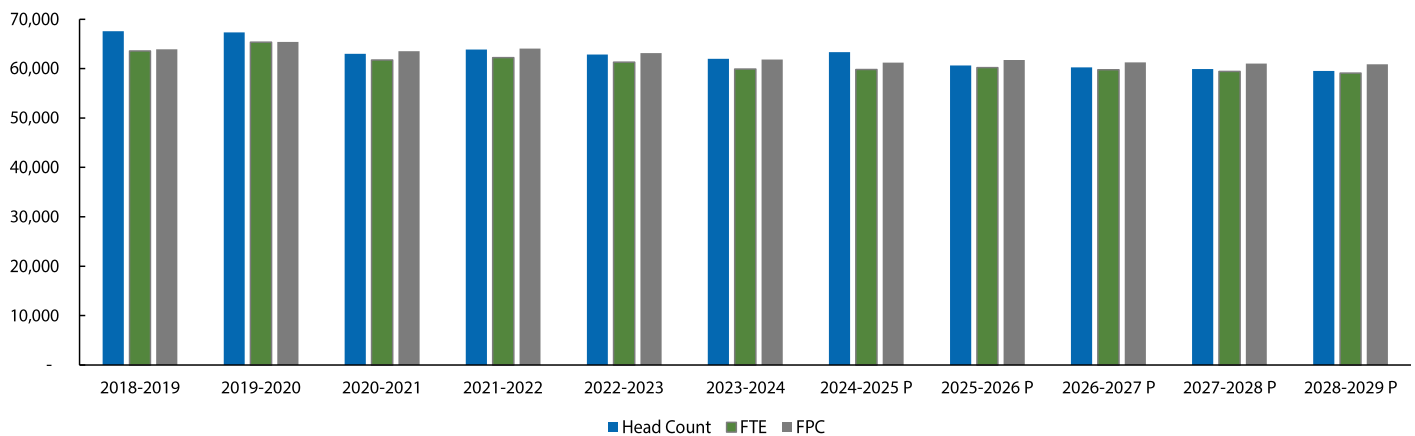
Informational Section

Student Enrollment

Student growth remains an important factor in 2024-2025 and for the District’s long-term future. The membership of 2024-2025 is estimated at 63,346 which includes 59,776 Pre K-12 Full Time Equivalent (FTE) and all charter school students. The Funded Pupil Count (FPC) for 2024-2025 is projected at 61,209. Beginning in 2023-2024, Early Childhood Education (ECE) enrollment is not included within the FPC as the implementation of Universal Preschool (UPK) provides funding through the Department of Early Childhood and not the Department of Education and associated School Finance Act.

		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025 P	2025-2026 P	2026-2027 P	2027-2028 P	2028-2029 P
North Planning Area	Head Count	30,185	29,009	26,869	25,955	28,145	27,742	27,229	26,550	26,241	26,099	25,917
	FTE	30,133	28,238	26,363	25,835	27,585	26,897	26,588	26,382	26,072	25,931	25,748
East Planning Area	Head Count	20,826	21,943	21,354	21,095	18,228	19,446	19,128	19,589	19,575	19,537	19,523
	FTE	17,971	21,371	21,036	21,013	17,773	18,835	18,790	19,487	19,472	19,432	19,418
West Planning Area	Head Count	14,036	13,968	13,205	13,114	13,243	12,954	12,708	12,137	11,950	11,768	11,605
	FTE	13,237	13,601	12,987	12,969	12,933	12,589	12,527	12,048	11,863	11,681	11,518
Other District	Head Count	2,544	2,385	1,551	3,712	3,256	1,822	4,281	2,378	2,487	2,491	2,500
	FTE	2,216	2,154	1,336	2,423	3,025	1,599	1,871	2,277	2,381	2,387	2,396
Total District	Head Count	67,591	67,305	62,979	63,876	62,872	61,964	63,346	60,654	60,253	59,895	59,545
	FTE	63,556	65,363	61,721	62,240	61,316	59,919	59,776	60,194	59,788	59,431	59,080
	FPC	63,926	65,405	63,539	64,035	63,158	61,854	61,209	61,719	61,259	61,020	60,886

Douglas County School District Re. 1
Enrollment, FPC, FTE Pupil Growth Trend Since 2018



Enrollment projections for DCSD are created by an outside consulting firm, Western Demographics, which uses a modified cohort survival forecasting methodology that is considered industry standard. The consultant’s methodology further incorporates:

- Historical growth patterns in small portions of the District
- Birth rates
- New home construction
- Charter school attendance patterns
- Charter school expansion plans
- Choice enrollment patterns within the District
- Choice enrollment movement to adjacent districts

Western Demographics has over 40 years experience working on the Colorado Front Range and the firm has monitored Douglas County neighborhoods as research subjects closely over the years. Throughout the forecasting process, the consultant conducts extensive field audits and residential sales staff interviews in growing areas to ensure that residential growth statistics are accurate and appropriately incorporated into forecasting.

Student Enrollment

Using geographic information systems software, Western correlates student density with neighborhood housing age in some areas. The consultant also works with District staff to document various growth metrics such as building permits and certificates of occupancy counts to augment field inventory of actively growing neighborhoods.

With over a quarter of the District's enrollment in charter schools, Western reconciles the enrollment expectations of all schools included in the District's complement of programs including alternative schools. The consultant coordinates with charter leadership to understand potential changes in charter school seat availability that may have an effect on neighborhood schools.

Once historical enrollment trends are observed, new housing forecasts are refined and the charter school expectations are known, Western develops a forecast for individual schools, high school feeder areas and the District overall.

Western's methodology reconciles the more volatile trends in the school catchment areas against the more predictable trends for the District overall and produces a reconciled result that maximizes accuracy. Preliminary drafts are released to the District's education leadership and the consultant works with the District to process appeals and generate revisions as necessary.



Student Enrollment

The Student Enrollment chart below represents K-12. The enrollment chart found on page 200 represents PK-12 student enrollment data.

**Douglas County School District Re.1
Enrollment Trend Since 2021**

Elementary Schools	Actual Enrollment				Projected Enrollment				
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Pine Grove Elementary	522	478	477	466	450	390	381	387	391
Coyote Creek Elementary	342	376	441	477	512	590	643	697	735
Sand Creek Elementary	358	342	325	295	285	263	254	237	216
Rock Ridge Elementary	395	413	428	430	425	436	478	512	515
Cherokee Trail Elementary	439	500	488	540	500	524	538	524	512
Eagle Ridge Elementary	545	568	574	561	520	516	518	520	536
Bear Canyon Elementary	397	388	368	335	302	259	247	230	206
Roxborough Primary Elementary	286	311	306	313	335	376	412	439	467
Acres Green Elementary	365	337	361	336	297	268	243	227	199
Summit View Elementary	461	434	407	349	308	273	251	253	238
Castle Rock Elementary	355	362	412	423	425	426	431	427	411
Cherry Valley Elementary	37	40	39	36	34	33	30	28	25
Franktown Elementary	313	340	343	336	321	311	305	310	299
Larkspur Elementary	185	216	205	176	170	141	135	139	143
Northridge Elementary	605	594	566	565	545	508	506	507	484
Northeast Elementary	262	289	292	325	325	254	230	248	286
Mountain View Elementary	226	285	291	301	263	222	226	231	237
Pine Lane Elementary	670	723	736	721	710	664	695	654	628
Fox Creek Elementary	455	451	446	423	415	371	362	347	329
Sedalia Elementary	201	190	189	208	208	191	193	197	192
Cougar Run Elementary	408	364	344	360	360	337	339	350	342
South Ridge Elementary	418	440	411	393	385	364	383	378	358
Pioneer Elementary	377	374	374	393	383	370	373	377	365
Buffalo Ridge Elementary	430	432	468	482	533	569	596	621	628
Trailblazer Elementary	331	293	288	286	290	309	336	362	375
Wildcat Mountain Elementary	447	442	411	389	389	323	305	287	282
Iron Horse Elementary	417	408	389	380	350	340	340	342	344
Saddle Ranch Elementary	358	329	330	339	321	298	300	291	276
Meadow View Elementary	427	480	497	467	465	415	398	385	373
Arrowwood Elementary	328	328	349	332	323	296	281	271	256
Prairie Crossing Elementary	673	699	679	610	561	534	525	490	459
Heritage Elementary	371	352	345	355	334	318	316	327	322
Eldorado Elementary	403	400	368	376	351	349	355	365	359
Timber Trail Elementary	289	329	338	352	387	422	458	480	513
Frontier Valley Elementary	456	402	369	360	343	337	335	341	331
Soaring Hawk Elementary	475	435	426	409	400	376	383	376	363
Legacy Point Elementary	259	286	350	435	496	558	618	648	676
Redstone Elementary	426	390	389	386	384	328	324	307	287
Flagstone Elementary	417	409	439	445	455	501	521	511	493
Copper Mesa Elementary	343	332	289	290	271	227	217	197	179
Mammoth Heights Elementary	595	614	588	548	540	525	506	479	456
Stone Mountain Elementary	597	554	500	471	451	386	356	334	323
Gold Rush Elementary	637	628	637	646	615	549	537	516	498
Clear Sky Elementary	618	646	637	653	600	541	525	492	486
Roxborough Intermediate Elementary	379	406	419	421	432	460	491	526	561
Sage Canyon Elementary	552	584	570	538	520	475	448	428	420
Renaissance Magnet Elementary	368	389	381	360	375	322	317	307	295
Lone Tree Elementary	352	354	356	355	367	347	348	352	341
Elementary School Total	19,570	19,736	19,635	19,447	19,031	18,192	18,309	18,254	18,010

Student Enrollment

The Student Enrollment chart below represents K-12. The enrollment chart found on page 200 represents PK-12 student enrollment data.

	Actual Enrollment				Projected Enrollment				
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Secondary Schools									
Middle Schools									
Ranch View Middle School	782	820	822	810	820	883	823	812	785
Castle Rock Middle School	774	741	748	701	650	606	559	559	580
Cresthill Middle School	767	738	670	618	565	559	557	526	523
Sierra Middle School	804	761	779	784	800	800	767	797	789
Sagewood Middle School	824	805	824	833	825	779	769	809	837
Mountain Ridge Middle School	994	925	865	842	785	762	680	625	618
Rocky Heights Middle School	1,218	1,225	1,162	1,170	1,130	1,059	992	968	928
Mesa Middle School	1,029	998	957	850	869	825	770	756	749
Cimarron Middle School	1,209	1,172	1,116	1,089	1,040	1,019	952	874	850
Middle School Total	8,401	8,185	7,943	7,697	7,484	7,292	6,869	6,726	6,659
High Schools									
Highlands Ranch High School	1,625	1,581	1,538	1,390	1,320	1,123	1,039	1,013	1,002
Douglas County High School	1,817	1,820	1,758	1,771	1,755	1,512	1,458	1,401	1,382
Ponderosa High School	1,436	1,464	1,402	1,424	1,424	1,339	1,311	1,302	1,334
ThunderRidge High School	1,910	1,880	1,881	1,841	1,835	1,860	1,891	1,883	1,832
Chaparral High School	2,213	2,076	2,009	2,045	2,003	2,018	2,067	2,078	2,080
Mountain Vista High School	2,367	2,365	2,259	2,217	2,169	2,025	1,960	1,885	1,832
Rock Canyon High School	2,366	2,376	2,377	2,328	2,330	2,056	1,927	1,828	1,807
Castle View High School	2,203	2,136	1,990	1,863	1,830	1,635	1,580	1,521	1,459
Legend High School	2,234	2,250	2,228	2,206	2,100	1,936	1,829	1,761	1,698
High School Total	18,171	17,948	17,442	17,085	16,766	15,504	15,062	14,672	14,426
Alternative Schools									
Daniel C. Oakes High School	142	137	149	141	137	132	128	123	121
Cloverleaf Home Education	334	201	215	220	207	201	198	192	189
Eagle Academy	122	126	123	128	125	120	116	112	111
VALE	0	0	0	60	103	82	100	100	100
eDCSD	45	34	67	67	65	63	61	59	59
Alternative School Total	643	498	554	616	637	598	603	586	580
Secondary School Total	27,215	26,631	25,939	25,398	24,887	23,394	22,534	21,984	21,665
District-Run Grand Total	46,785	46,367	45,574	44,845	43,918	41,586	40,843	40,238	39,675
Charter Schools									
Academy Charter School	737	739	751	748	744	744	744	744	744
Leman Academy of Excellence	881	1,038	1,100	1,114	1,485	1,998	2,133	2,214	2,295
Ben Franklin Academy Charter School	907	905	893	879	893	902	902	902	902
American Academy Charter School	2,576	2,551	2,557	2,579	2,590	2,590	2,590	2,590	2,590
Challenge To Excellence Charter School	544	536	538	548	540	675	675	675	675
Northstar Academy Charter School	654	673	683	678	694	705	705	705	705
Parker Core Knowledge Charter School	702	703	706	705	706	702	702	702	702
Global Village Academy Charter School	385	383	364	394	410	449	459	466	475
HOPE High School Charter School	1,090	2,014	1,755	1,368	1,600	1,925	2,021	2,033	2,045
STEM Academy Charter School	1,761	1,670	1,498	1,399	1,375	1,484	1,578	1,710	1,809
DCS Montessori Charter School	435	438	442	440	439	442	442	442	442
Aspen View Academy Charter School	893	930	961	973	963	990	990	990	990
SkyView Academy Charter School	1,244	1,257	1,273	1,283	1,300	1,300	1,300	1,300	1,300
Parker Performing Arts Charter School	662	657	639	619	647	672	672	672	672
Platte River Academy Charter School	542	543	567	643	719	638	638	638	638
Renaissance Secondary Charter School	306	330	347	406	471	476	483	498	510
World Compass Academy Charter School	673	679	711	740	737	773	773	773	773
Charter School Total	14,992	16,046	15,785	15,516	16,313	17,465	17,807	18,054	18,267
District-Run + Charter Grand Total	61,777	62,413	61,359	60,361	60,231	59,051	58,650	58,292	57,942

Teacher and Staff Historical Information

Administrative Staff

An administrator is an individual who performs managerial activities, and is responsible for developing or interpreting policies or regulations and executing those policies or regulations through the direction of individuals at all levels, and may supervise other employees.

Certified Staff

Certified staff perform duties requiring a high degree of knowledge and skills acquired through at least a baccalaureate degree (or its equivalent obtained through special study and/or experience) including skills in the field of education or educational psychology.

Professional/Technical Staff

Professional/Technical staff perform assignments requiring a high degree of knowledge and skills usually acquired through at least a baccalaureate degree (or its equivalent obtained through special study and/or experience) but not requiring skills in the field of education.

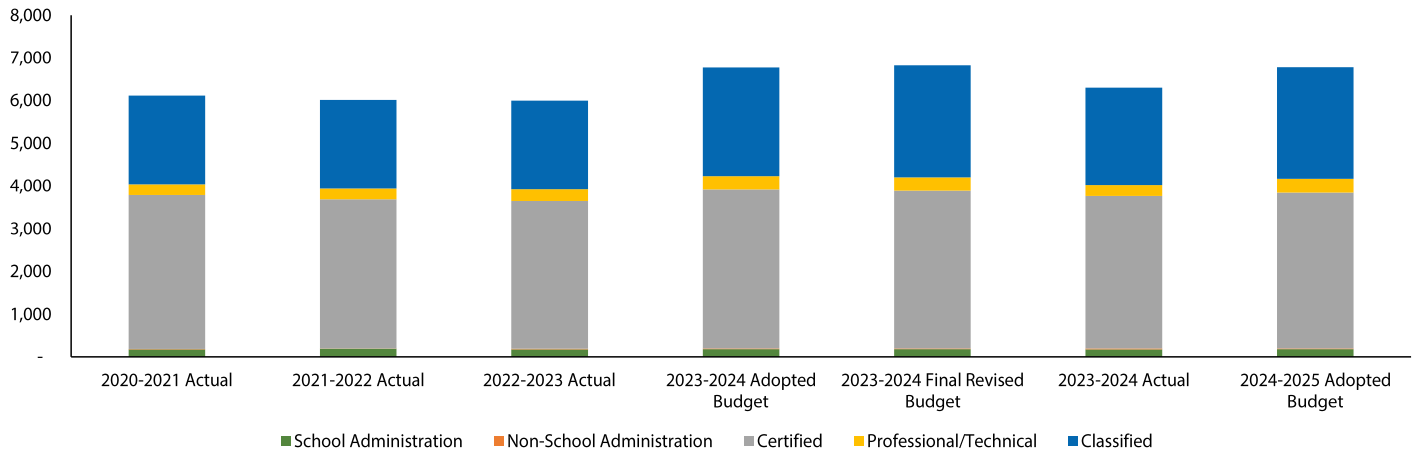
Classified Staff

Classified staff perform activities supporting professional individuals/functions of that organization.

Note: Staffing information is as of May 30th of each respective year of actual FTE except for 2020-2021 which derives from July 1st, 2020.

Historical School District Staffing FTE								
Job Class	2020-2021 Actual	2021-2022 Actual	2022-2023 Actual	2023-2024 Adopted Budget	2023-2024 Final Revised Budget	2023-2024 Actual	2024-2025 Adopted Budget	
School Administration	170	187	172	175	177	173	176	176
Non-School Administration	15	6	19	19	19	21	19	19
Certified	3,604	3,495	3,457	3,727	3,696	3,575	3,650	3,650
Professional/Technical	250	256	277	308	312	256	321	321
Classified	2,078	2,075	2,073	2,549	2,627	2,282	2,617	2,617
Total FTE	6,118	6,018	5,998	6,779	6,830	6,306	6,784	

Historical Staff FTE by Job Class



The decrease in certified staff between the 2023-2024 Final Revised Budget and the 2024-2025 Adopted Budget can be attributed to an enrollment decline. The nine FTE increase in Professional/Technical positions is associated with several new roles being added under the School Leadership Department and Special Education Department, along with several promotions of classified staff.

The four FTE variance between the 2023-2024 actuals and the 2023-2024 Final Revised FTE Budget in School Administration was caused by vacant assistant principals. The 121 FTE variance between the 2023-2024 FTE actuals and the 2023-2024 Final Revised FTE Budget in certified staff is due to numerous teacher vacancies. The large variance between the 2023-2024 FTE actuals and the 2023-2024 Final Revised FTE Budget in classified staff can be attributed to vacancies in custodial staff, educational assistants I's and IV's, bus drivers, as well as kitchen staff positions.



Informational Section

Assessment

Colorado Academic Standards

The Colorado Academic Standards (CAS) are the expectations of what students need to know and be able to do at the end of each grade. They also reflect instructional priorities valued by Coloradans and provide a road map to help ensure students are successful in college, careers, and life. All Colorado districts are required to adopt local standards that meet or exceed the Colorado Academic Standards. The Colorado Academic Standards are also the basis of the annual state assessment. During the CAS development process the skills were referred to as “21st Century Skills”, moving forward the CDE Office of Standards and Instructional Support proposed these skills be referred to as “Essential Skills” and provide a common understanding and approach across all content areas. 2020-2021 marked the full implementation of the Colorado Academic Standards.

The CAS for Comprehensive Health, Mathematics, Reading Writing Communicating, and Science will be reviewed by the State Board of Education during the 2024-2025 academic year. The process will include a benchmarking study by a third party (summer 2024), public input survey (fall 2024), initial review by the State Board of Education (winter 2025), revision (if necessary) by volunteer committees (spring 2025), presentation of initial draft to the State Board of Education (summer 2025), public input on draft revisions (fall 2025), State Board review, amendments and approval (spring 2026). Additionally, the Colorado General Assembly passed House Bill 23-1231, "Improving Mathematics Outcomes in Kindergarten Through Twelfth Grade Education," in April 2023. The legislation seeks to improve outcomes in pre-kindergarten through twelfth grade mathematics by putting in place supports to accelerate achievement.

Essential Skills

Identified and described by hundreds of education, community, and business leaders in 2016, these skills are not “locked in” by grade level since learning, regardless of age or grade often starts at a novice level. The developmental stages have been modified using the four milestones derived from the Maine Guiding Principles document in recognition of the continued development that occurs beyond the pre K-12 system and learners’ increased growth and learning throughout adulthood:

- Emerging Expert
- Strategic Learner
- Advanced Beginner
- Novice

Guiding Principles

Four key skill categories all Colorado graduates should demonstrate:

- Entrepreneurial skills through critical thinking and problem solving, creativity and innovation, inquiry and analysis, and risk taking
- Personal skills through self-awareness, initiative and self-direction, personal responsibility and self management, adaptability and flexibility, and perseverance and resilience
- Civic/Interpersonal skills through collaboration and teamwork, strong communication skills, global and cultural awareness, civic engagement and strong character
- Professional skills through task and time management, career awareness, information literacy, perseverance and resilience, productivity and accountability, self-advocacy, and leadership

Focus

The CAS emphasize what students need to be postsecondary and workforce ready:

- Articulated grade level expectations express the concepts and skills every student should master at each grade level
- 21st century information literacy, collaboration, critical thinking, self-direction, and invention skills are evident throughout the standards

Coherence

The CAS establish vertical and horizontal connections:

- Grade level expectations build vertically toward the achievement of the prepared graduate competencies for each content area
- Interdisciplinary relationships in the standards connect content areas (horizontally) across grade levels

Colorado Academic Standards

Rigor

The CAS are written for mastery:

- Fluency, application and transfer comprise Colorado's definition of mastery
- Requirements for deeper student understanding are the foundation of the standards

All Students, All Standards

The CAS reflect the importance of teaching the whole child:

- The CAS include standards for 10 content areas
- Literacy skills, the basis of academic success for all students, are a prominent focus within the standards

Colorado has the following content areas:

- Music
- Visual Arts
- Drama and Theatre Arts
- Dance
- Comprehensive Health
- Computer Science
- English Language Proficiency
- Mathematics
- Physical Education
- Reading, Writing, and Communicating
- Science
- Social Studies
- World Languages

In addition, the state has developed standards for Extended Evidence Outcomes for students with significant cognitive disabilities. Colorado also adopted Colorado English Language Proficiency (CELP) standards to support English language learners.






Source: <https://www.cde.state.co.us/standardsandinstruction>

Source: <https://www.cde.state.co.us/standardsandinstruction/essentialskills-pdf>

Colorado Measures of Academic Success

The Colorado State Assessment System is designed to measure Colorado students' mastery of Colorado's academic content standards. To accurately measure student mastery of the skills and expectations identified in the Colorado Academic Standards (CAS), Colorado adopted assessments that align with the CAS. Colorado Measures of Academic Success (CMAS) assessments are the state's common measurement tool of student progress at the end of the school year in English language arts, math, science, and social studies. Designed to be administered online, the tests feature a variety of interactive questions that are engaging and aligned with 21st century teaching and learning practices. The standards-aligned assessments help educators and parents know how their students are performing. State science and social studies tests measuring the CAS were administered online in Colorado for the first time in 2013-2014. The Colorado Department of Education, testing contractor Pearson, and Colorado educators collaborated to develop these assessments, ensuring alignment to the CAS, as well as innovative ways of measuring knowledge and understanding. Spring of 2022 was the first time Colorado students saw science items aligned to the 2020 Science CAS.

Here are Colorado's assessment requirements for Spring 2023:

<p>CMAS ELA</p> <p>GRADES 3 through 8</p> 	<p>CMAS MATH</p> <p>GRADES 3 through 8</p> 	<p>CMAS SCIENCE</p> <p>GRADES 5, 8 & 11</p> 	<p>PSAT</p> <p>GRADES 9 & 10</p> 	<p>SAT</p> <p>GRADE 11</p> 
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Source: <http://www.cde.state.co.us/assessment/resources>

Source: https://www.cde.state.co.us/assessment/cmas_coalt_interpretiveguide_2023

Assessment Windows

DOUGLAS COUNTY SCHOOL DISTRICT ASSESSMENT DATES 2024-2025

Federally Mandated	
ACCESS For ELLs <i>Students who have been identified as English language Learners</i> Grades K-12	January 13, 2025-February 14, 2025
NAEP (National Assessment of Educational Progress) <i>CDE Random selection of schools to selected fourth and eighth grade students Mathematics and Reading</i>	Between January 30 and March 7, 2025 NAEP Selected Schools
State Mandated	
CMAS ELA and Math (Colorado Measures of Academic Success) Grades 3-8	March 31, 2025-April 25, 2025 (4 week Extended Window)
CSLA (Colorado Spanish Language Arts) Grades 3 and 4 who meet eligibility criteria only	March 31, 2025-April 25, 2025 (4 week Extended Window)
CoAlt - Alternate English Language Arts and Math (DLM - Dynamic Learning Maps) <i>Students with Cognitive Impairments</i> Grades 3-11	March 31, 2025-April 25, 2025 (4 week Extended Window)
CMAS Science (Colorado Measures of Academic Success) Grades 5, 8, and 11 (All Students)	April 7-April 25, 2025 (Official Window)
CoAlt - Alternate Science <i>Students with Cognitive Impairments</i> Grades 5, 8, and 11	April 7-April 25, 2025 (Official Window)
Digital College Preparatory Exam (PSAT 9) Grade 9	PSAT 9: School choice for primary test date: April 14, 15, 16 or 17 2025 Accommodations Testing Window: April 14-25, 2025 School choice for make-up test date: April 21, 22 or 23 2025
Digital College Preparatory Exam (PSAT 10) Grade 10	PSAT 10: School choice for primary test date: April 14, 15, 16 or 17 2025 Accommodations Testing Window: April 14-25, 2025 School choice for make-up test date: April 21, 22 or 23 2025

Source: <https://docs.google.com/spreadsheets/d/1QhrG7ibdYPaBfcs8-IXTDJFQukbViazs/edit?gid=531508067#gid=531508067>

Assessment Windows

DOUGLAS COUNTY SCHOOL DISTRICT ASSESSMENT DATES 2024-2025

Digital College Entrance Exam (SAT) Grade 11	SAT : Primary test date: Tuesday , April 15, 2025 Accommodations Testing Window: April 16-25, 2025 Make-up Test Date: Tuesday , April 22, 2025
READ Act Interims (i-Ready, ELAT, STAR)) Grades K-3	BOY i-Ready Schools: <u>Grades 1-3 and Cohort Students:</u> August 19, 2024-August 30, 2024 <u>Kindergarten:</u> September 4, 2024 - September 18, 2024 ELAT and STAR Schools: <u>Grades 1-3 and Cohort Students:</u> August 19, 2024-August 30, 2024 <u>Kindergarten:</u> September 4, 2024- September 18, 2024 MOY i-Ready, ELAT, and STAR Schools: <u>Grades K-3 and Cohort Students:</u> December 3, 2024 -December 17, 2024 EOY i-Ready, ELAT, and STAR Schools: <u>Grades K-3 and Cohort Students:</u> April 22, 2024-May 7, 2024
School Readiness-TS GOLD Grade K	August 7-October 5, 2024
State Recommended	
CogAT (Cognitive Abilities Test) Universal Screen Grades 5 and 6 and referral testing (3,4,5) Iowa Testing (Optional: Students in universal screening years already identified gifted) Universal Screen Grade 2 and referral testing (K,1)	November 4th - November 22nd, 2024 Make-up Testing Window: December 2nd - December 6th, 2024 February 3rd - February 21st, 2025 Make-up Testing Window: February 24th - February 28th, 2025
School Choice	
MAP (Measures of Academic Progress) Grades K-12 (School-selected Assessment)	Fall: August 19, 2024 - September 25, 2024 Winter: December 2, 2024- January 22, 2025 Spring: April 14, 2025- May 16, 2025
Digital PSAT/ NMSQT (National Merit) Grade 10 or 11	Primary: Wednesday, October 09, 2024 Saturday: October 12, 2024 or October 26, 2024
	(Note: For fall 2024 only, the PSAT/NMSQT will be offered on two Saturdays to accommodate schools or students who cannot test on October 12 due to Yom Kippur.) Alternate: Wednesday, October 23, 2024

Standardized Testing

The following rates represent the percent of valid student scores that met or exceeded expectations in each of the Colorado Measures of Academic Success (CMAS) test subjects. For 2021, ELA and Math alternated grade levels which explains the NA results seen in both sections.

CMAS: English Language Arts

Grade Tested	2021		2022		2023	
	DCSD	Colorado	DCSD	Colorado	DCSD	Colorado
Grade 03	51.9	39.1	57.4	40.7	58.0	39.9
Grade 04	N/A	N/A	59.2	44.1	59.2	43.8
Grade 05	61.3	47.2	60.7	45.4	64.5	47.8
Grade 06	N/A	N/A	63.2	43.0	65.1	43.4
Grade 07	59.5	42.6	58.9	41.8	64.4	45.0
Grade 08	N/A	N/A	58.7	43.9	58.4	42.4

CMAS: Math

Grade Tested	2021		2022		2023	
	DCSD	Colorado	DCSD	Colorado	DCSD	Colorado
Grade 03	N/A	N/A	59.6	39.4	59.4	40.4
Grade 04	42.1	28.5	47.6	30.7	48.8	32.7
Grade 05	N/A	N/A	51.4	34.9	52.4	36.5
Grade 06	40.6	24.1	43.8	26.3	47.7	28.2
Grade 07	N/A	N/A	43.1	25.1	44.9	26.3
Grade 08	42.5	29.5	48.0	32.4	50.5	32.7

CMAS: Science

Grade Tested	2021		2022		2023	
	DCSD	Colorado	DCSD	Colorado	DCSD	Colorado
Grade 05	N/A	N/A	N/A	N/A	50.7	33.9
Grade 08	37.3	26.4	N/A	N/A	45.9	31.3
Grade 11	N/A	N/A	N/A	N/A	34.5	24.6

Source: <http://www.cde.state.co.us/assessment/cmas-dataandresults>

College Entrance Exams

Colorado SAT

Colorado has given a college entrance exam each spring to all 11th graders enrolled in public schools since 2001. In 2015 the Colorado legislature passed House Bill 15-1323, requiring the state to competitively bid for a new 10th grade exam that is aligned to both the Colorado Academic Standards and an 11th grade college entrance exam. The legislation also added the opportunity for students to take an additional, optional essay as part of their college entrance exam at no cost to the student. The selection committee chose the PSAT for 10th graders and the SAT for the 11th grade college entrance exam because of their alignment to the high school Colorado Academic Standards and because The College Board's reports and free test preparation services could be used by all students. For 2018, the PSAT 8/9 was added for students in grade 9. Students who choose to participate in services offered by The College Board will be connected to resources and activities designed to help identify next steps for extra support or possible acceleration.

The SAT is closely aligned to challenging classroom work of Colorado schools and focuses on the key skills and concepts that evidence shows matter most for college and career readiness, including:

- Mathematical concepts, skills, and practices important for success in career training programs.
- Reading, comprehending, and writing high-quality essays supported by evidence.

The SAT also serves as an admission test and is accepted by every college in the United States. At the time of testing, students can send their scores to up to four colleges for free. The SAT essay can also be taken as part of the Colorado school day SAT administration. The SAT essay is optional and voluntary and can be added at no cost to students.

All students who are enrolled in 11th grade at a Colorado public high school are eligible to take the SAT.

Colorado PSAT

The PSAT tests the same skills and knowledge as the SAT in a way that makes sense for 9th and 10th-graders. It builds on the Colorado Measures of Academic Success (CMAS) tests in English language arts, mathematics, science, and social studies. The PSAT also aligns with Colorado Academic Standards (CAS) and with the SAT that students will take in 11th grade.

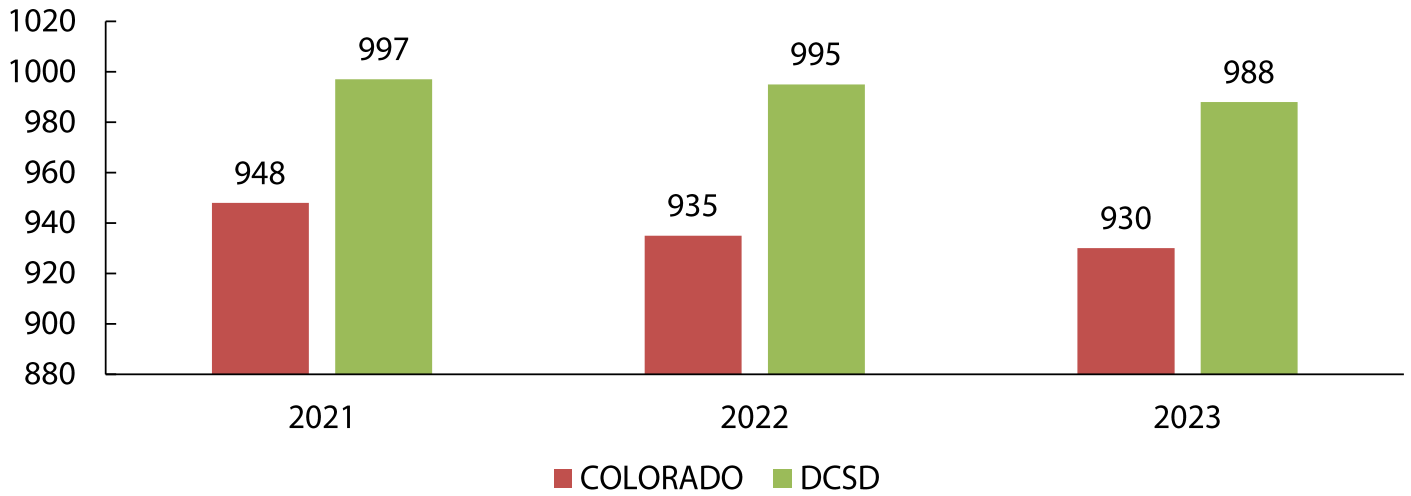
The PSAT focuses on the knowledge, skills, and understandings that research has identified as most important for college and career readiness and success. In addition to helping students practice for the SAT, it can identify student's potential for success in advanced course work. It provides more data than ever before about academic strengths and weaknesses as well as access to millions of dollars in potential scholarships.

Ninth graders attending public schools in Colorado began taking the PSAT 8/9 in the spring of 2018. Tenth graders began taking PSAT 10 in spring 2016 and public school 11th graders began taking the SAT in spring 2017.

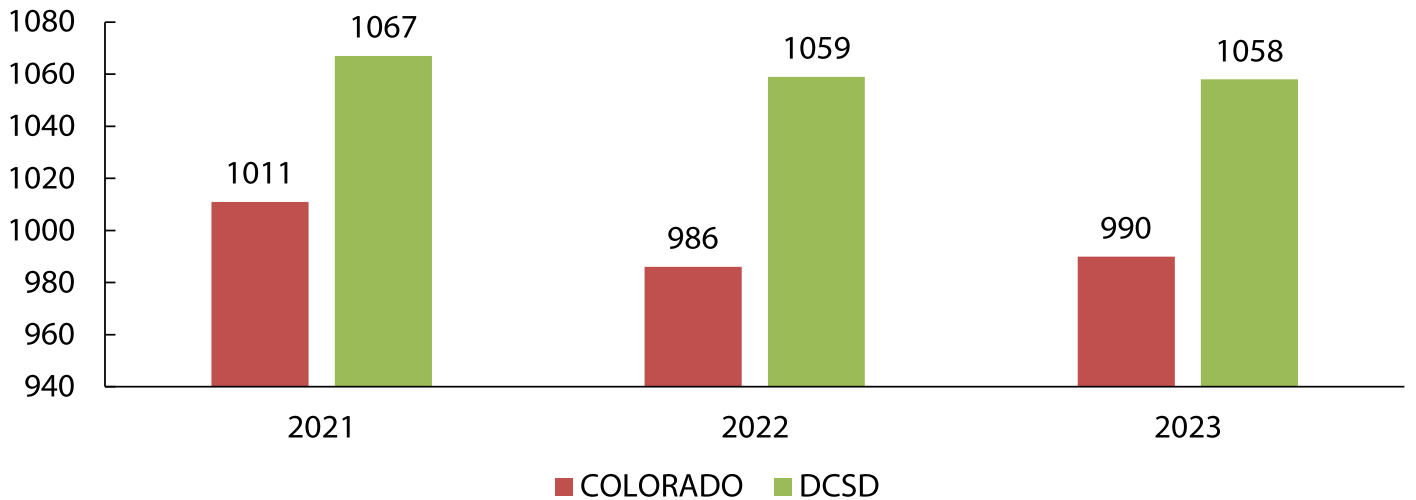
Source: <http://www.cde.state.co.us/assessment/sat-psat-data>

College Entrance Exams

PSAT Overall Mean Score



SAT Overall Mean Score



Source: <http://www.cde.state.co.us/assessment/sat-psat-data>

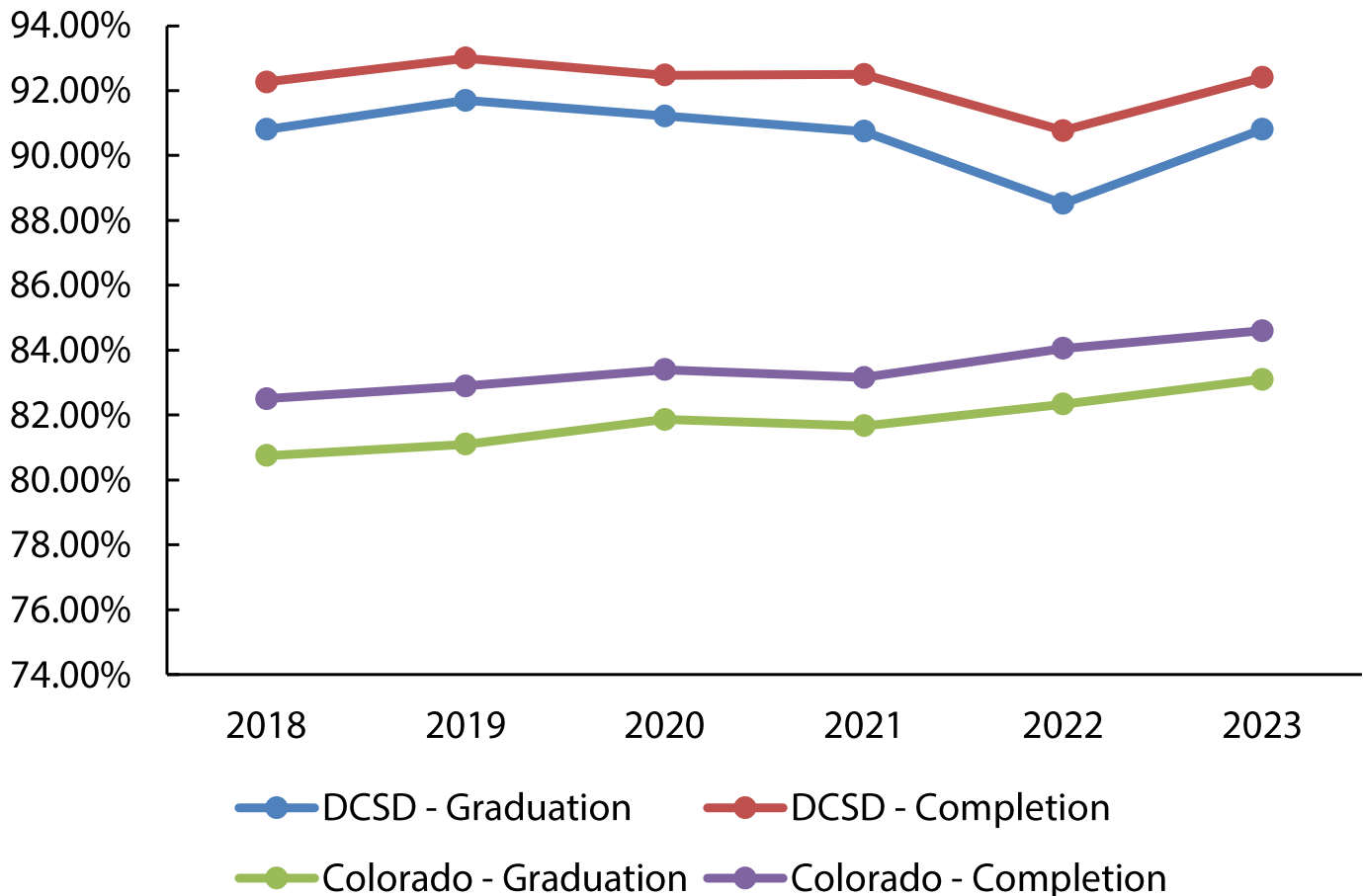
Graduation and Drop Out Rates

Graduation Rates

The graduation rate and completion rate are based on a four year “on-time” anticipated year of graduation. Graduation rates are calculated by *dividing* number of students receiving a regular diploma within four years or less of entering from the 9th grade by (number of students entering from the 9th grade *plus* number of transfers in *minus* number of verified transfers out). Completion rates are calculated by *dividing* (number of students receiving a regular diploma *plus* those completing with a non-diploma certificate or High School Equivalency Diploma (HSED) within four years or less of entering from the 9th grade) by (number of students entering from the 9th grade *plus* number of transfers in *minus* number of verified transfers out).

The statewide four-year graduation rate has increased 0.76%, from 82.34% in 2022 to 83.1% for the Class of 2023. The Douglas County School District four-year graduation rate has increased 2.28%, from 88.52% in 2022 to 90.8% for the Class of 2023.

All Students Graduation and Completion Rates



Source: <http://www.cde.state.co.us/cdereval/gradratecurrent>

Graduation and Drop Out Rates

Drop Out Rates

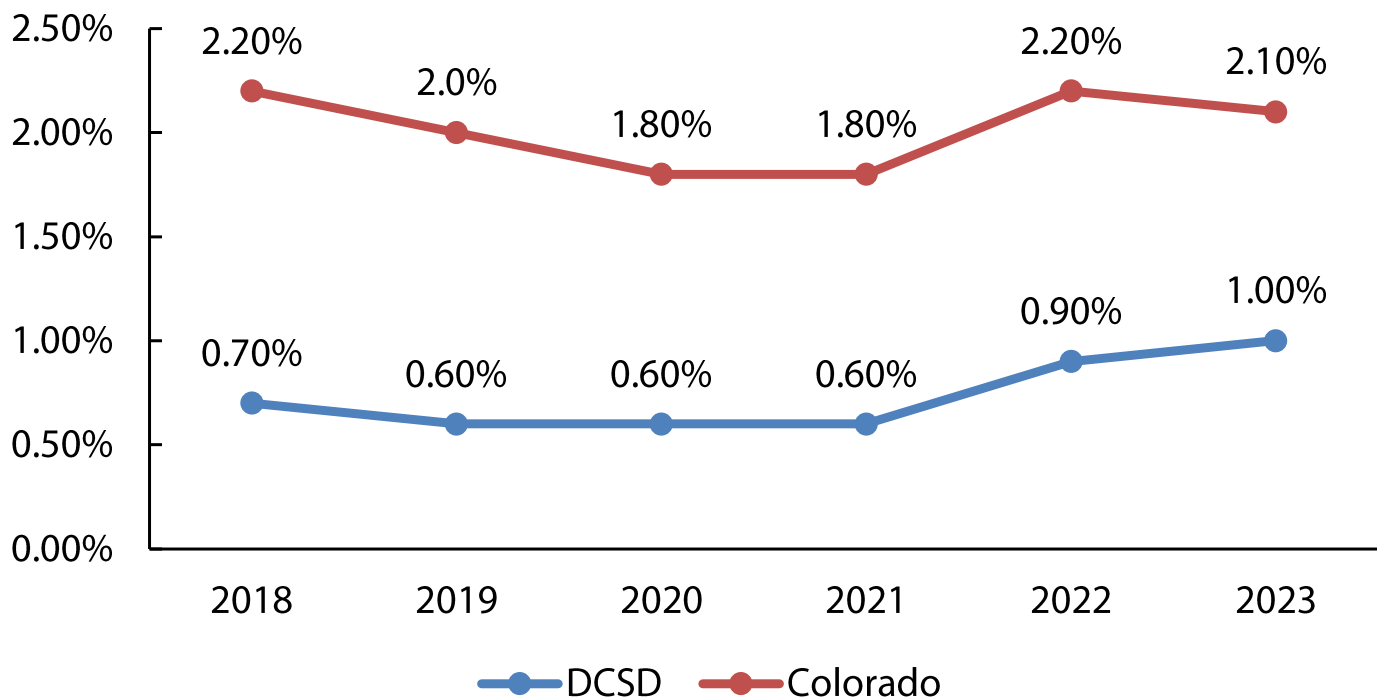
By Colorado law, a dropout is a "person who leaves school for any reason, except death, before completion of a high school diploma or its equivalent, and who does not transfer to another public or private school or enroll in an approved home study program." A student is not a dropout if he/she transfers to an educational program recognized by the district, completes a High School Equivalency Diploma (HSED) or registers in a program leading to a HSED, is committed to an institution that maintains educational programs, or is so ill that he/she is unable to participate in a homebound or special therapy program. Students who reach the age of 21 before receiving a diploma or designation of completion ("age-outs") are also counted as dropouts.

The Colorado dropout rate is an annual rate, reflecting the percentage of all students enrolled in grades 7-12 who leave school during a single school year without subsequently attending another school or educational program. It is calculated by dividing the number of dropouts by a membership base which includes all students who were in membership any time during the year. In accordance with a 1993 legislative mandate, beginning with the 1993-94 school year, the dropout rate calculation excludes expelled students.

The statewide dropout rate has decreased by 0.1%, from 2.2% in 2022 to 2.1% for the Class of 2023.

The Douglas County School dropout rate has increased 0.1%, from 0.9% in 2022 to 1.0% for the Class of 2023.

Drop Out Rates (including Alternative Schools)



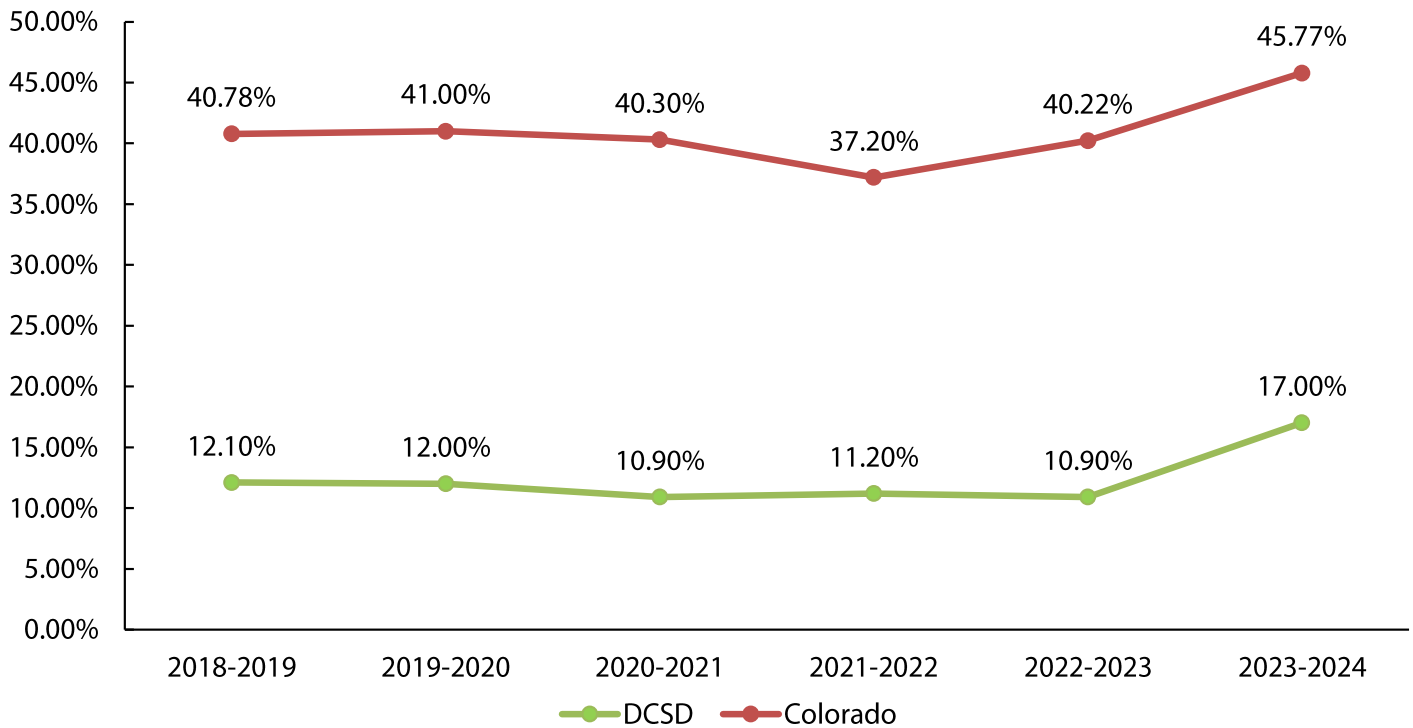
Source: <http://www.cde.state.co.us/cdereval/dropoutcurrent>

Free and Reduced Lunch Rates

Students must meet the federal eligibility criteria for free or reduced lunch price. Rates are as a percentage of enrollment in grades K to 12 reported as qualifying as of the Student October Count date. Eligibility may be documented using one or more of the following methods:

- Direct Certification*
- Application for Free and Reduced Price Meals
- District migrant, homeless, runaway or foster lists
- Head Start documented participation
- Family Economic Data Survey form

Free/Reduced Lunch Count as Percent of K-12 Enrollment



*Direct Certification utilizes approved assistance program data to automatically qualify eligible students for free school meals. This process contributed to a 5.55% increase statewide in Colorado and a 6.10% increase within the District. Colorado employs an automated online system to directly certify households participating in the Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF), Medicaid, and the Migrant Education Program.

Source: <https://www.cde.state.co.us/datapipeline/2022-2023studentdemographicfilelayout>

Source: <https://www.cde.state.co.us/cdereval/pupilcurrent>

Academic Calendar



2024-2025 School Calendar

JULY						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

AUGUST						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

DECEMBER						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JANUARY						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

MARCH						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MAY						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

KEY:

- # All-day session (173 Student Days)
- Teacher Work Day (No Students)
- New Teacher Orientation (No Students)
- District Holiday (District Offices Closed)
- Break (School Closed, No Students)
- Compensation Day (No Students)
- Professional Development Day (No Students)

If for any reason the school district must close schools, the calendar may be amended by the Board of Education to provide additional school days on Saturdays, during vacations, or at the end of the present calendar.

Approved by the Board of Education: September 27, 2022

Learn Today, Lead Tomorrow



Informational Section

Additional Demographic and Economic Statistics

Douglas County Overview

The pioneer spirit, accompanied by the beauty of the mountains, foothills and plains, is gloriously evident in Douglas County. In 1861, the Colorado Territorial Session Laws created Douglas County, named after Stephen A. Douglas. Douglas County originally stretched from the Rockies to the State of Kansas border.

Today, the County's strength, as the centerpiece of the Denver/Colorado Springs development corridor, is a perfect blend of quality lifestyle and business environment. While the school district encompasses approximately 850 square miles due to the inclusion of part of Elbert County, Douglas County is approximately 843 square miles, of which 63,037 acres are permanently protected land through the Douglas County Open Space Program. Recreational areas include more than 146,000 acres of Pike National Forest, Roxborough State Park, Castlewood Canyon State Park and the Chatfield State Recreation Area.

Five incorporated municipalities are located within the boundaries of Douglas County: Castle Pines, Castle Rock, Larkspur, Lone Tree and Parker. Each has its own mayor and provides services, many in collaboration with Douglas County.

Partnership of Douglas County Governments is a notable example of the County's collaborative work with other communities. Established in 2002, the Partnership today includes the Towns of Castle Rock, Larkspur and Parker, the Cities of Castle Pines and Lone Tree, Douglas County, the Douglas County School District, Douglas County Libraries and the Highlands Ranch Metro District. A nationally recognized model of collaborative statesmanship, the Partnership has successfully sidelined individual agendas in the interest of working collaboratively on issues, projects and programs for the greater good of Douglas County.

Douglas County is recognized for being one of the most family-friendly communities in Colorado, offering a quality of life unmatched elsewhere in the state. In 2024 Douglas County was named the 3rd healthiest county in America, according to the 2024 Healthy Communities rankings by U.S. News and World Report, released in collaboration with the Aetna Foundation. Douglas County was ranked 2nd in the nation in 2021 and in 2018. The County topped the annual list in 2019.

In 2019, Douglas County ranked in the top ten happiest counties in the United States.

In 2016 Douglas County ranked as a top Digital County in the U.S. Specifically the County ranked number nine in the top ten of the 117 U.S. Counties in the 250,000-499,999 population category as one of the most technologically innovative counties in the nation for initiatives that save tax dollars; boost transparency; cybersecurity and civic engagement.

Douglas County also ranks particularly well in the household income, homeownership rate, and educational attainment categories. Combine those with a great location, excellent schools, wonderful weather, and outstanding recreational and cultural opportunities and this is why more than 300,000 call Douglas County their home.

Population

The Douglas County population increased slightly to 381,500 residents in 2023, a .93% increase from the prior year of 378,000. The Census Bureau and the State of Colorado also produce population estimates using different methodologies. The most current estimate available from the Census Bureau for July 1, 2023 is 383,906 for Douglas County.

Foreclosures

Foreclosure filings in Douglas County rose 2.6 percent over the year to 40 filings during the fourth quarter of 2023, up 1 filing during the period. Filings increased 5.3 percent between the third and fourth quarters of 2023. Foreclosure filings in Metro Denver rose 6.3 percent over the year to 555 total filings, representing an increase of 33 foreclosures during the period.

Douglas County Overview

Permit Trends

Residential building permits in Douglas County increased 5.2 percent between the fourth quarters of 2022 and 2023, rising by 45 units permitted, driven by an increase in single family attached and detached units permitted. Single-family detached permits reported a 58.2 percent increase during the period, rising by 174 units, while condominiums/townhomes reported a 120.3 percent increase, jumping by 77 units permitted. Multi-family units permitted decreased 40.9 percent from 504 units permitted in the fourth quarter of 2022 to 289 units permitted in the fourth quarter of 2023. Unincorporated Douglas County reported a year-over-year decrease in residential building permits of 57.1 percent. The other eight submarkets all reported increases. Douglas County issued permits for at least 172,963 square feet of non-residential space valued at approximately \$32.6 million during the fourth quarter of 2023. Certificates of completion or occupancy were issued for 508,557 square feet of non-residential space, an increase of 470,000 square feet over the 24,049 square feet from the same period in the previous year.

Residential Development and Sales

The number of residential permitted increased by 5.2 percent in the fourth quarter of 2023, driven by a large increase in multi-family units permitted in Parker. Existing home sales fell 6.3 percent in Douglas County from the fourth quarter of 2022 compared to the fourth quarter of 2023, primarily due to decreases in detached home sales and high inflation and interest rates. Single-family detached home sales fell 9.9 percent over the year with Castle Pines reporting the largest decrease of 54.1 percent. Home prices rose year-over-year for detached homes but was unchanged for attached homes. Between the fourth quarter of 2022 and 2023, the average sale price for detached homes rose 1.9 percent, or \$16,000, to \$860,189. Attached home prices rose 0.1 percent, or by \$343, to \$512,012 over the same period.

Commercial Real Estate

The vacancy rate for the office market in Douglas County rose 0.8 percent to 14.9 percent between the fourth quarters of 2022 and 2023. Castle Pines had the largest increase of 17.8 percent, followed by Highlands Ranch with an increase of 3.7 percent. Castle Rock reported the only decline, falling 0.9 percent. The industrial market vacancy rate was 2.7 percent in the fourth quarter of 2023, down 2.3 percent from the fourth quarter of 2022. The average office lease rate rose 3.7 percent to \$28.00 per square foot between the fourth quarters of 2022 and 2023 with Castle Rock reporting the largest increase, rising 8.5 percent to \$29.43 per square foot. The average industrial lease rate decreased 0.8 percent over the year.

Annual Income

The 2023 average annual wage for jobs located in Douglas County was \$81,432, which was a marginal increase of 1.5% from the previous year. According to the 2022 American Community Survey, the median household income in Douglas County was \$139,010, which ranks 8th in the nation for highest median household income among counties. The 2022 American Community Survey also shows that 3% of the population had incomes below the poverty level.

Annual Employment

Employment in Douglas County increased 3.9 percent year-over-year in the third quarter of 2023. The largest percentage increase in employment was in mining and logging while leisure and hospitality added the highest number of jobs (1,370). The unemployment rate was 3.0 percent in the fourth quarter of 2023, up 0.7 percent year-over-year but down 0.2 percent from the prior quarter. Douglas County reported the second-lowest unemployment among seven counties in Metro Denver behind Boulder County. The labor force grew 0.6 percent between the fourth quarters of 2022 and 2023.

Sources:

<https://www.douglas.co.us/documents/2023-4th-quarter-ed-report.pdf/>

<https://www.census.gov/quickfacts/fact/table/douglascountycolorado/PST045222>

<https://www.douglas.co.us/living/>

<https://www.usnews.com/news/healthiest-communities/rankings>

Douglas County Demographic and Economic Statistics

DOUGLAS COUNTY, COLORADO Demographic and Economic Statistics, Last Ten Fiscal Years

Year	Estimated Population ^[1]	Personal Income Per Capita ^[2]	Total Personal Income (In Thousands) ^[2]	Median Age ^[4]	Average Household Size ^[4]	Public School Enrollment ^[3]	School Enrollment % of Population	Unemployment Rate % ^[5]
2023	381,500	99,168	37,286,156	39.7	2.72	62,872	16.5%	3.0%
2022	378,000	90,341	32,412,414	39.3	2.70	63,876	16.9%	2.3%
2021	373,275	^[6] 79,770	29,776,147	39.3	2.75	62,979	16.9%	5.2%
2020	379,000	78,980	29,933,420	38.5	2.52	67,305	17.8%	6.3%
2019	370,000	78,455	29,028,350	38.1	2.79	67,591	18.3%	2.8%
2018	358,000	75,255	26,941,290	38.1	2.81	67,597	18.9%	3.4%
2017	346,000	71,208	24,637,968	38.9	2.75	67,470	19.5%	2.6%
2016	336,000	67,139	22,558,704	37.6	2.76	66,896	19.9%	2.8%
2015	328,990	65,999	21,713,011	37.2	2.84	66,702	20.3%	2.6%
2014	308,000	64,613	19,900,804	36.9	2.82	67,000	21.8%	4.5%

¹ Douglas County Department of Community Development

² Bureau of Economic Analysis, Washington D.C.

³ Douglas County School District

⁴ US Census Bureau

⁵ Douglas County Budget Book

⁶ Community Development found an error in calculating estimates for 2020, adjusted 2021 estimate.

Figures included in this schedule represents the most recent data available.

Data is estimated and is subject to change based on updated information.

**2020 Per Capita Income was adjusted (in 2021) to actual data provided by Bureau of Economic Analysis.

**2021 Personal Income Per Capita and Total Personal income estimated using the .01 change for personal income from '20 to that the Bureau of Economic Analysis office has estimated for the State of Colorado.

Employment in Douglas County

Largest Private Non-Retail Employers in Douglas County (2024)

1. Charles Schwab – Financial Services (4,214 employees)
2. DISH Network – Satellite TV and Equipment (2,745 employees)
3. Lockheed Martin – Aerospace and Defense Engineering (2,327 employees)
4. HealthONE: Sky Ridge Medical Center – Healthcare (1,378 employees)
5. VISA Debit Processing Services – Financial Services (1,290 employees)
6. Kiewit – Engineering and Construction (1,266 employees)
7. Centura Health: Castle Rock Adventist Hospital and Parker Adventist Hospital – Healthcare (1,234 employees)
8. Wind Crest – Assisted Living (870 employees)
9. Kaiser Permanente – Healthcare (688 employees)
10. Zynex Medical, Inc—Medical Equipment Supplier (548 employees)

DOUGLAS COUNTY, COLORADO Principal Employers, Current Year and Ten Years Ago

Employer	2022			Employer	2014		
	Employees	Rank	% of Total County Employment		Employees	Rank	% of Total County Employment
Douglas County School District	8,500	1	4.41%	Douglas County School District	5,470	1	3.32%
Charles Schwab	3,450	2	1.79%				
DISH Network	2,500	3	1.30%				
Centura Health	1,970	4	1.02%	Centura: Parker Adventist Hospital	900	7	0.55%
Healthone: Sky Ridge Medical	1,470	5	0.76%	Healthone: Sky Ridge Medical	1,300	4	0.79%
Douglas County Government	1,453	6	0.75%	Douglas County Government	1,110	6	0.67%
Kiewit Companies	1,400	7	0.73%				
VISA Debit Processing Services	1,180	8	0.61%	VISA Debit Processing Services	700	10	0.42%
Lockheed Martin Corporation	1,010	9	0.52%				
Specialized Loan Servicing LLC	820	10	0.43%	CH2M Hill	2,000	2	1.21%
				Echostar Communications	1,930	3	1.17%
				Western Union	1,130	5	0.69%
				Information Handling Services	890	8	0.54%
				The Trizetto Group	840	9	0.51%
Total for Principal Employers	<u>23,753</u>		<u>12.3%</u>	Total for Principal Employers	<u>16,270</u>		<u>9.9%</u>
Total Employment in Douglas County	192,563			Total Employment in Douglas County	164,925		
Total Labor Force in Douglas County	200,745						

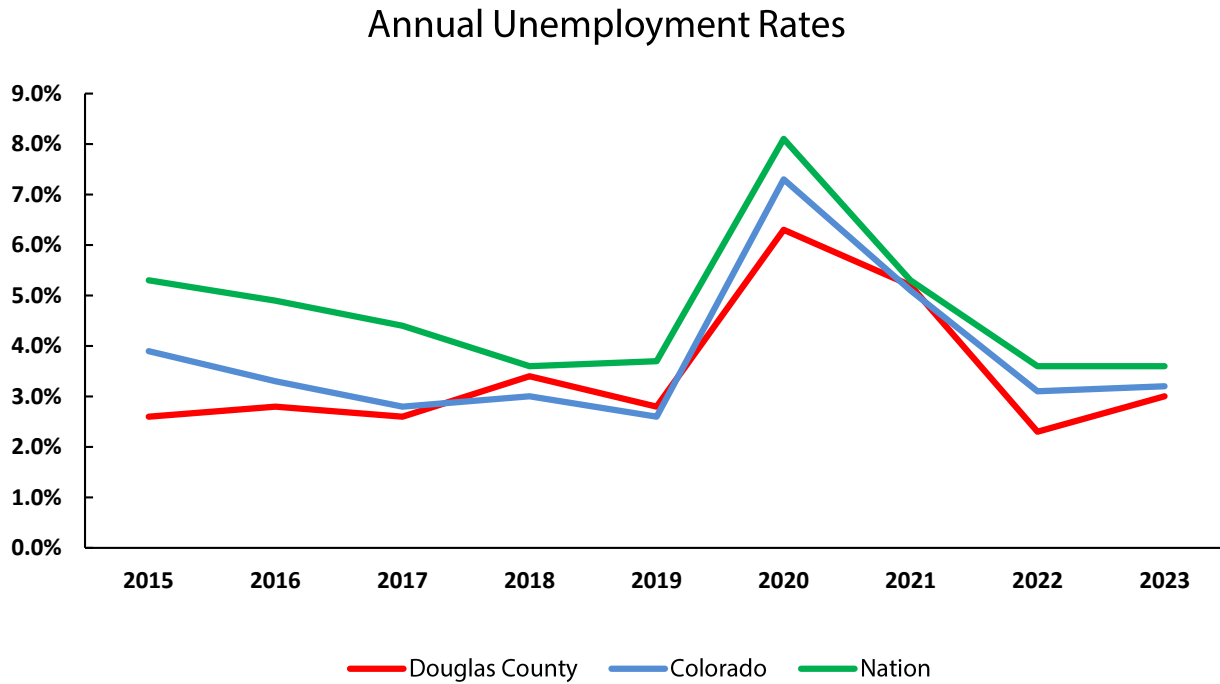
2023 Data was not available when Douglas County ACFR published.

Source: <https://www.douglas.co.us/planning/economic-development/economic-development-quarterly-reports/>

Source: <https://www.douglas.co.us/documents/2023-annual-comprehensive-financial-report.pdf/>

Unemployment Rate

United States vs. Colorado vs. Douglas County Unemployment Rates (Not Seasonally Adjusted)



Source: https://www.bls.gov/regions/mountain-plains/news-release/laborunderutilization_colorado.htm

Source: <https://www.douglas.co.us/documents/2023-annual-comprehensive-financial-report.pdf/>

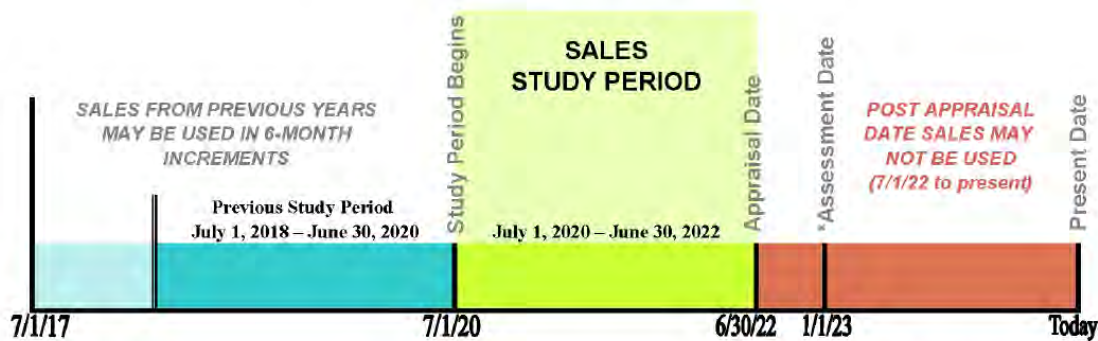
Assessed Valuation

The Assessor is responsible for listing, classifying and valuing all property in the county in accordance with state laws. The goal is to establish accurate values to ensure that the tax burden is distributed fairly and equitably among property owners.

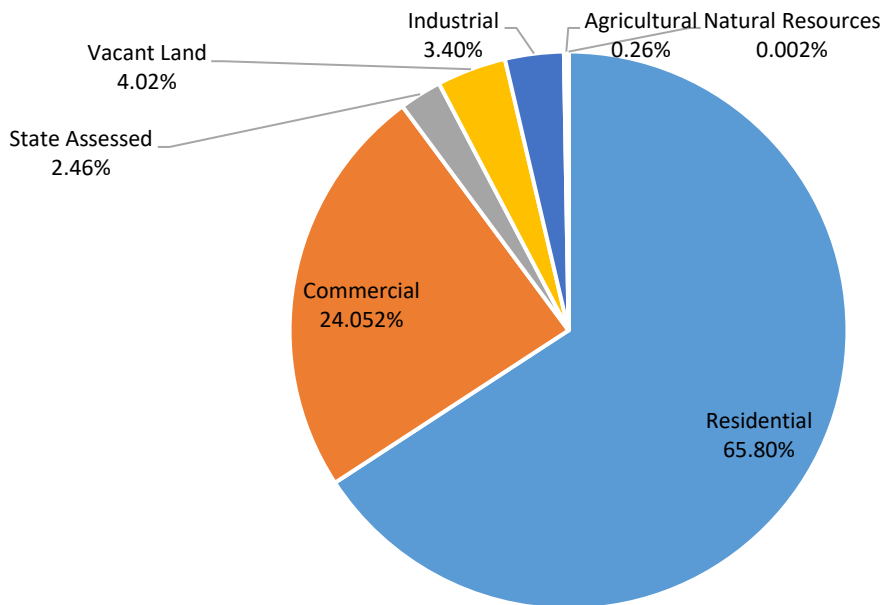
In Colorado, all properties are revalued every odd numbered year through a process called reappraisal. When a property is reappraised by the county's assessor's office, it estimates the market value as of the appraisal date, which is set by statute by June 30th of the preceding year. In even numbered years property values stay the same unless intrinsic growth occurs (new commercial and/or residential building). Colorado law requires that residential property be valued using sales from a specific time frame, known as the "study period". It is a minimum of eighteen months, and may extend up to five years prior to the appraisal date. The assessor's office cannot include transactions that occurred after the appraisal date. Colorado law requires Assessors statewide to revalue all real estate in their respective counties as of a specific appraisal date, and for the 2024 reappraisal that date is June 30, 2022. Sales or market influences that occurred after June 30, 2022 are not included.

2023 / 2024 Valuation Study Period

Appraisal Date June 30, 2022



* Values are based on condition and level of property completion as of the Jan. 1 Assessment date.



Taxable Value Distribution

Source: <https://www.douglas.co.us/documents/2023-reappraisal-fact-sheet.pdf/>

Source: <https://www.douglas.co.us/documents/current-abstract-of-assessment.pdf/>

Assessed Valuation

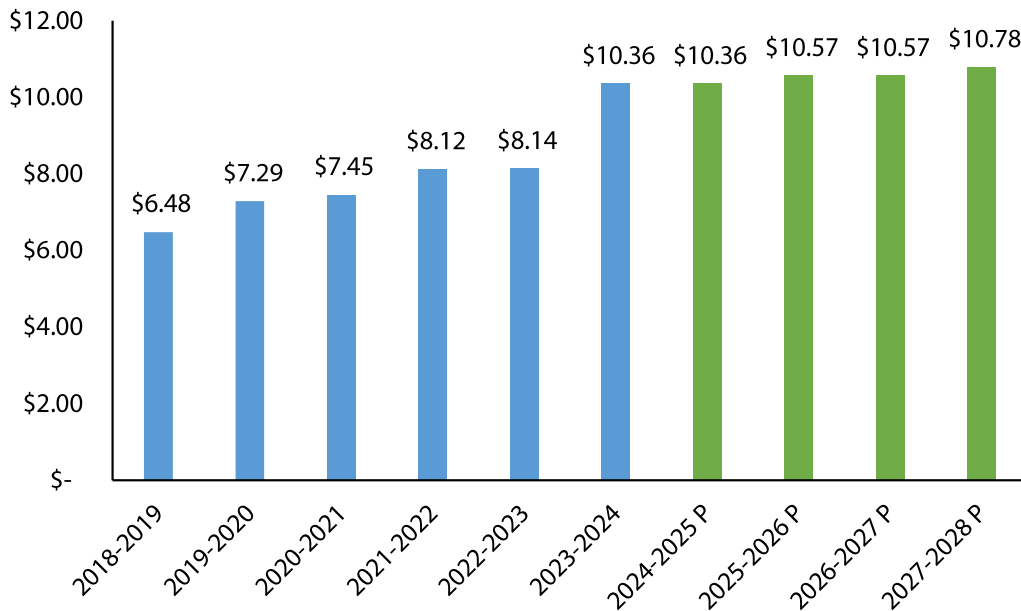
Total Assessed Value in Billions referenced below is taxable assessed valuation net of Tax Increment Financing (TIF) for Douglas County and the small portion of Elbert County within Douglas County School District. The Assessed Value and Estimated Actual Value of Taxable Property is only for Douglas County and is based on gross assessed valuation (inclusive of TIF and exempt assessed value).

Douglas County School District Re. 1
Assessed Value and Estimated Actual Value of Taxable Property
Last Ten Calendar Years

Tax Year	Collection Year	Residential Property	Other Property Classes				Other Property Classes				Total Assessed Value	Direct Tax Rate
		Assessed Value	Vacant Land	Commercial	Industrial	Agricultural	Natural Resources	State Assessed	Other Property Classes Assessed	Other Property Classes Actual Value		
2023	2024	\$ 6,836,980,880	\$ 418,074,460	\$ 2,499,189,910	\$ 353,465,070	\$ 27,292,810	\$ 229,190	\$ 255,601,500	\$ 3,553,852,940	\$ 12,254,665,310	\$ 10,390,833,820	45.934
2022	2023	5,081,010,870	341,804,400	2,195,500,220	276,710,610	21,593,990	312,590	255,210,700	3,091,132,510	10,659,077,621	8,172,143,380	42.836
2021	2022	5,074,406,970	370,445,890	2,156,021,600	266,528,660	23,356,690	325,000	248,817,800	3,065,495,580	10,570,674,414	8,139,902,550	43.797
2020	2021	4,609,305,950	307,869,190	2,053,095,370	226,348,660	19,976,660	294,560	253,186,600	2,860,771,040	9,864,727,724	7,470,076,990	43.504
2019	2020	4,466,842,560	312,951,200	2,042,457,140	202,691,420	19,835,070	234,860	244,062,800	2,822,232,490	9,731,836,172	7,289,075,050	43.839
2018	2019	3,842,166,270	267,594,630	1,937,411,920	163,037,980	18,791,620	272,490	239,845,700	2,626,954,340	9,058,463,241	6,469,120,610	44.950
2017	2018	3,732,587,220	299,988,170	1,893,860,500	163,071,690	18,256,950	388,200	253,480,700	2,629,046,210	9,065,676,586	6,361,633,430	38.996
2016	2017	3,443,604,810	221,157,040	1,634,129,580	131,056,010	19,095,700	327,390	246,628,700	2,252,394,420	7,766,877,310	5,695,999,230	41.064
2015	2016	3,348,508,890	233,290,650	1,625,150,430	129,205,900	18,640,540	438,980	237,761,700	2,244,488,200	7,739,614,483	5,592,997,090	42.439
2014	2015	2,772,808,070	207,204,100	1,438,065,210	116,662,310	17,590,720	458,850	227,523,800	2,007,504,990	6,922,431,000	4,780,313,060	48.277
2013	2014	2,700,797,330	212,708,100	1,409,372,620	113,493,760	17,339,320	422,900	235,325,500	1,988,662,200	6,857,455,862	4,689,459,530	48.277
2012	2013	2,633,649,430	230,484,200	1,352,916,980	107,361,790	16,897,990	435,290	209,659,400	1,917,755,650	6,612,950,517	4,551,405,080	48.727

Note: The table above is provided by the county and does not include official DCSD Assessed Values

Assessed Value in Billions (Net of TIF)



Source: <https://www.douglas.co.us/documents/2023-abstract.pdf/>

Source: <https://www.douglas.co.us/documents/2023-tax-districts-and-mill-levies.pdf/>

Property Tax Rates

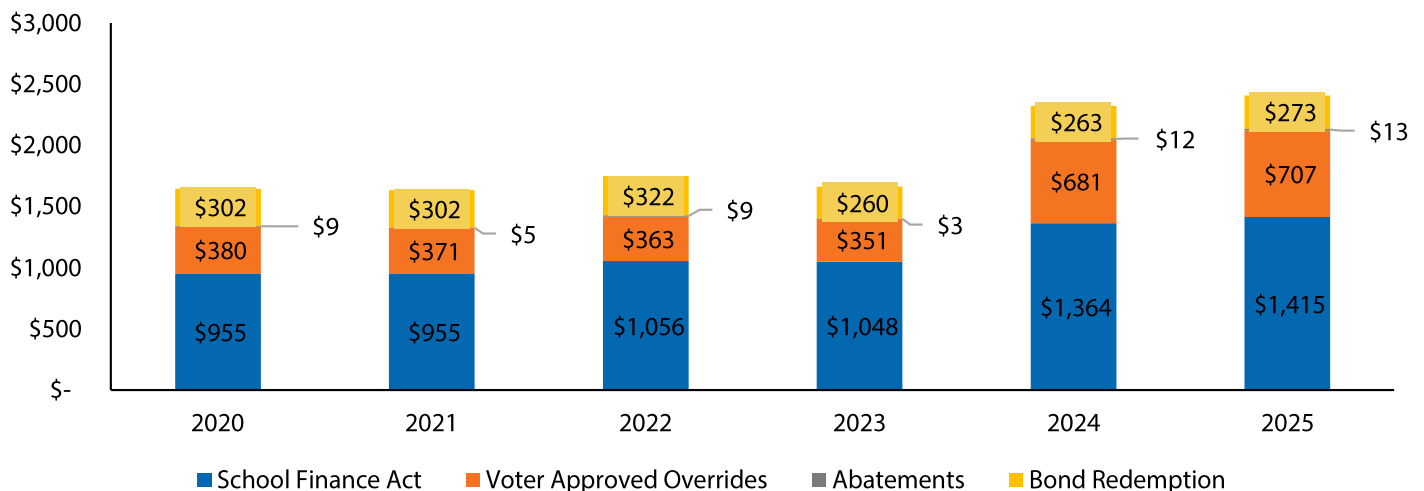
Property tax rates are calculated for the General Fund and Bond Redemption Fund. Property taxes are calculated by multiplying the mill levy or tax rate by the assessed or taxable value of the property. The assessed value is calculated by taking actual value of property multiplied by the assessment rate, which is 6.95 percent for residential property and 27.9 percent for non-residential property. Total required mills from the School Finance Act is 27.000 due to HB21-1164 and subsequent Mill Levy Correction whilst Voter Approved Overrides, Abatements and Bond Redemption mills fluctuate based on assessed value and revenue requirements. Mill rates are set in the assessment year in December prior to the collection year. For example, mills assessed in December 2023 of 45.934 were collected in 2024.

Mill Rates by Calendar Year (Assessment Year)									
Mill	2016	2017	2018	2019	2020	2021	2022	2023	2024*
School Finance Act	25.440	25.440	25.440	25.440	25.440	26.440	27.000	27.000	27.000
Voter Approved Overrides	5.894	5.284	11.372	10.113	9.886	9.077	9.050	13.485	13.485
Abatements	0.174	0.218	0.084	0.232	0.124	0.226	0.086	0.245	0.245
Bond Redemption	9.556	8.054	8.054	8.054	8.054	8.054	6.700	5.204	5.204
Total Mills	41.064	38.996	44.950	43.839	43.504	43.797	42.836	45.934	45.934

*2024 mills are estimated and will not be finalized until December 2024

Tax Rate's Effect on the Average Taxpayer (Collection Year)								
	2019	2020	2021	2022	2023	2024	2025	
Residential Property Value	\$ 473,850	\$ 525,000	\$ 525,000	\$ 558,691	\$ 558,691	\$ 754,233	\$ 754,233	
X Assessment Rate	7.20%	7.15%	7.15%	7.15%	6.95%	6.70%	6.95%	
X Total Mills	44.950	43.839	43.504	43.797	42.836	45.934	45.934	
÷ 1000	1000	1000	1000	1000	1000	1000	1000	
= School Property Tax	\$ 1,534	\$ 1,646	\$ 1,633	\$ 1,750	\$ 1,663	\$ 2,321	\$ 2,408	

School Property Tax by Mill Rate for Average Home Value Residential Property (Collection Year)



Principal Property Tax Payers

DOUGLAS COUNTY, COLORADO Principal Property Tax Payers, Current Year and Ten Years Ago

	2023			2014		
	Taxable Assessed Value	Rank	Percentage of Total Taxable Assessed Value	Taxable Assessed Value	Rank	Percentage of Total Taxable Assessed Value
Park Meadows Mall LLC (8401)	\$ 91,894,070	1	0.85%	\$ 68,665,810	1	1.44%
HCA Health One LLC	73,480,130	2	0.68%	50,703,350	4	1.20%
Kaiser Foundation Hospitals	34,277,760	3	0.32%	33,363,380	6	0.70%
Charles Schwab Lone Tree LLC	32,300,470	4	0.30%			
Craig Realty Group Castle Rock LLC	21,248,820	5	0.20%			
TCLT LH LLC & TCLT LH II LLC	19,936,580	6	0.18%			
Plaza Drive Properties LLC	16,485,970	7	0.15%	15,080,010	9	0.32%
Windsor at Meridian LLC	14,634,140	8	0.13%			
Retreat at Park Meadows LLC	13,535,340	9	0.12%			
Echostar Real Estate Corp IV	12,736,890	10	0.12%			
Intermountain Rural Elec Assn				57,419,220	2	1.20%
Public Service CO of Colo (Xcel)				56,307,300	3	1.18%
Century Link (was Qwest Corp)				37,272,000	5	0.78%
Qwest Communications				19,148,300	7	0.40%
Target Corporation				15,524,250	8	0.32%
Wells Reit II South Jamaica Street LLC				11,785,520	10	0.25%
Total Principal Taxpayers	\$ 330,530,170		3.04%	\$ 365,269,140		7.65%

Source: <https://www.douglas.co.us/documents/2023-annual-comprehensive-financial-report.pdf/>



Informational Section

Chart of Accounts

CDE Chart of Accounts

Statutory/Regulatory References for Account Code Elements

The various elements specified in the account code structure are included to comply with applicable statutes and regulations. Colorado Revised Statutes (C.R.S.), Code of Colorado Regulations (CCR) and the Code of Federal Regulations (C.F.R.) stipulate the requirements for the funds and accounts used by districts. The following is a list of the account code elements that are included in the account code structure based on the identified statutory or regulatory provisions.

Fund

§ 22-44-102(6), C.R.S.	"... all of the financial transactions for a particular fund shall be recorded in said fund."
§ 22-45-102(1), C.R.S.	"Separate accounts shall be maintained for each of the several funds prescribed by this article."
§ 22-45-103(1), C.R.S.	"The following funds are created for each school district for purposes specified in this article:" <ul style="list-style-type: none"> (a) General Fund (b) Bond Redemption Fund (c) Capital Reserve Fund (d) Special Building and Technology Fund (e) Risk Management Reserves (f) Transportation Fund (h) Full-day Kindergarten Fund (no longer in use) (j) Supplemental Capital Construction, Technology, and Maintenance Fund (k) Total Program Reserve Fund
1 CCR 301-11, 2245-R-3.00	"In addition to the funds created in statute (§ 22-45-103, C.R.S.), the following funds and account groups are available for school district financial accounting and reporting." <ul style="list-style-type: none"> 3.01 Charter School Fund 3.02 Colorado Preschool Program (CPP) Sub-Fund of the General Fund 3.03 Special Revenue Funds <ul style="list-style-type: none"> Governmental designated-purpose grants may be accounted for in special revenue funds. 3.03(1) Food Serve Fund 3.04 Pupil Activity Fund 3.05 Building Fund 3.06 Enterprise Fund 3.07 Internal Service Fund 3.08 Fiduciary (Trust and Custodial) Funds <ul style="list-style-type: none"> 3.08(1) Private-purpose Trust Fund

CDE Chart of Accounts

- 3.08(2) Custodial Fund
- 3.09 Permanent Fund
- 3.10 Foundations
- 3.11 Certificate of Participation (COP) Debt Service Fund

Location

- § 22-44-105(4)(b)(I), C.R.S. “The financial and human resources reporting system shall be based on a redesigned chart of accounts that will make school-to-school and school district-to-school district comparisons more accurate and meaningful.”
- § 22-44-105(4)(b)(III)(c), C.R.S. “The financial reporting system shall make it possible to collect comparable data by program and school site.”

SRE

No Statutory Reference

Program

- § 22-44-110(1), C.R.S. “...the board of education shall review the functions and objects of the proposed budget.”
- § 22-44-105(4)(b)(III), C.R.S. “The financial reporting system shall make it possible to collect comparable data by program & school site.”

Source/Object

- § 22-44-110(1), C.R.S. “. . . the board of education shall review the functions and objects of the proposed budget.”

Job Classification

- § 22-44-105(4)(b)(III), C.R.S. “The financial and human resource reporting system shall provide standard definitions for employment positions such that full, accurate disclosure of administrative costs is made within the budgets and the financial statements of every school district.”

Designated Grant

- 80.20 (a)(2) 34 C.F.R. Part 200 Recipients of federal funds must maintain separate accounting of revenue and expenditures by program, by fiscal year and by carry-over period.
- § 22-44-105 (4)(b)(III), C.R.S. “The financial reporting system shall make it possible to collect comparable data by program and school site.”

CDE Chart of Accounts

Definitions of Account Code Elements

The first eleven account code elements listed compromise the account string used for December Finance data collection. The additional account code elements, which are optional, are available to meet individual district reporting needs. These additional account code elements are removed from the account string for data collection.

1. **District Code** – a unique code tied to each reporting entity.
2. **Administrative Unit** - a unique code identifying the specific administrative unit that is tied to the reporting entity.
3. **School Code** – a unique code assigned by CDE for every school building at a school district to facilitate school site level reporting. In some cases, districts requested multiple school codes for one school building. Expenditures for a school code are required for each school code reporting students in the October Count data submission.
4. **Fund** – an independent fiscal and accounting entity with a self-balancing set of accounts for recording cash and other financial resources. It contains all related assets, liabilities and residual equities or balances or changes therein. Funds are established to carry on specific activities or attain certain objectives of the school district according to special legislation, regulations or other restrictions.
5. **Location**¹ – a dimension used as a way to identify schools, attendance centers, operational units, buildings, or sites as budgetary units or cost center designators, as a means of segregating costs.
6. **Special Reporting Element (SRE)**² - describes the activity for which a service or material object is acquired, much like a function. This element is optional, but may be used with the program element to differentiate program costs.
7. **Program** – a dimension which describes the activity for which a service or material object is acquired. The programs of a school district are classified into six broad areas: Instruction, Support Services, Operation of Non-Instructional Services, Facilities Acquisition and Construction Services, Other Uses, and Reserves.
8. **Source/Object/Balance Sheet**³ – a combination dimension which is used to identify the type of account: Balance Sheet, Revenue (Source), or Expenditure (Object). Object is the service or commodity obtained.
9. **Job Classification** – a dimension which enables school districts to break down expenditures for salaries and employee benefits by the employee’s job classification.
10. **Designated Grant/Project** – an award of financial assistance in the form of cash or a contribution or gift of other assets from another government to an eligible grantee to be used for a specified or designated purpose, activity or facility.
11. **Amount** – the data element to capture the specific amount being reported for the unique combination of reporting elements.
12. **Fiscal Year** – a twelve-month accounting period (July 1 through June 30) to which the annual budget applies.
13. **Instructional Organization** – the general type of school or other organizational entity providing instruction.
14. **Term** – a prescribed span of time when school is open and pupils are under the direction and guidance of teachers.
15. **Special Cost Center** – the smallest segment of a program that is separately recognized in the school district’s records, accounts and reports.
16. **Level of Instruction** – a dimension which allows a school district to track activities by areas of instructional, such as pre-school, elementary, secondary, or post-secondary.

¹ DCSD uses cost center as location based on Workday reporting fields and Costing Center in Questica Budget

² DCSD uses budget source in place of Special Reporting Element, but description of budget source is not the same. Additional budget source information can be found in the financial section.

³ DCSD uses ledger as source/object/balance sheet based on Workday reporting fields. DCSD also has initiative as another field to delineate financial detail

CDE Chart of Accounts

Revenue, Expenditure, and Balance Sheet Account Code Structure

All three account types – revenues, expenditures and balance sheet accounts – use the same basic multidimensional account code structure. Districts must report at least a minimum level of detail for the dimensions shown in **BOLD**.

<u>Revenue Dimensions</u>		<u>Expenditure Dimensions</u>		<u>Balance Sheet Dimensions</u>	
District Code	(4 digits)	District Code	(4 digits)	District Code	(4 digits)
Administrative Unit	(5 digits)	Administrative Unit	(5 digits)	Administrative Unit	(5 digits)
School Code	(4 digits)	School Code	(4 digits)	School Code	(4 digits)
Fund	(2 digits)	Fund	(2 digits)	Fund	(2 digits)
Location	(3 digits)	Location	(3 digits)	Location	(3 digits)
SRE	(2 digits)	SRE	(2 digits)	SRE	(2 digits)
Program	(4 digits)	Program	(4 digits)	Program	(4 digits)
Source	(4 digits)	Object	(4 digits)	Equity/Liability/Asset	(4 digits)
Job Classification	(3 digits)	Job Classification	(3 digits)	Job Classification	(3 digits)
Designated Grant/Project	(4 digits)	Designated Grant/Project	(4 digits)	Designated Grant/Project	(4 digits)
Amount	(13 digits)	Amount	(13 digits)	Amount	(13 digits)

Regardless of account type, this basic account code structure contains eleven dimensions and the same number of digits in each dimension. Some of the dimensions in the revenue, expenditure and balance sheet account codes differ in purpose; however, the length, placement and separation of the dimensions are identical for computer programming purposes. Dimensions which are not required for a particular account type and are unused by the district, but are part of the basic account code structure, should be “zero filled.”

The districts may use non-bold dimensions for local reporting purposes; CDE will ignore any such codes in these dimensions. For example, the program code is a non-bold dimension for revenue accounts; therefore, the program code can be used by the district to track detail associated with revenues. For instance, if a district wanted to identify the specific course for which a tuition payment is made, the course number could be recorded in the program code dimension.

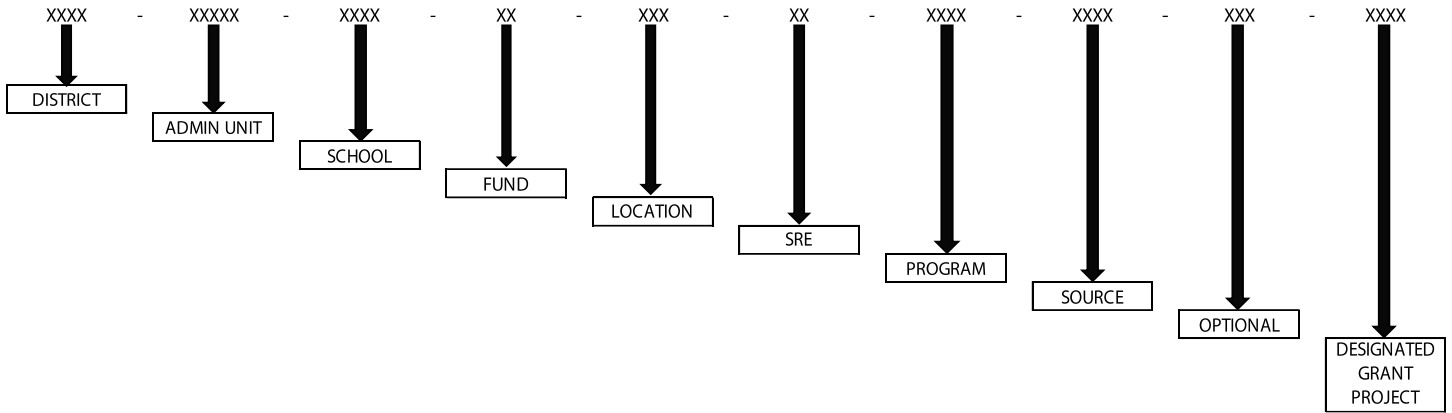
The length of each dimension and the composition of the account code structure are designed to allow districts of any size to code financial transactions. Some districts will desire/require more detail than is provided by the basic account code string; these districts are encouraged to add optional dimensions to their account code string. Optional dimensions must be removed from account code strings prior to data pipeline submission.

The following illustrations present the basic account code structure for each account type by a series of Xs and hyphens. Each X designates the placement of a numerical digit (which can include zero) in the account code. These graphics are for illustration purposes. See, Data Pipeline Periodic Collections – December Finance, http://www.cde.state.co.us/datapipeline/per_december-finance.

CDE Chart of Accounts

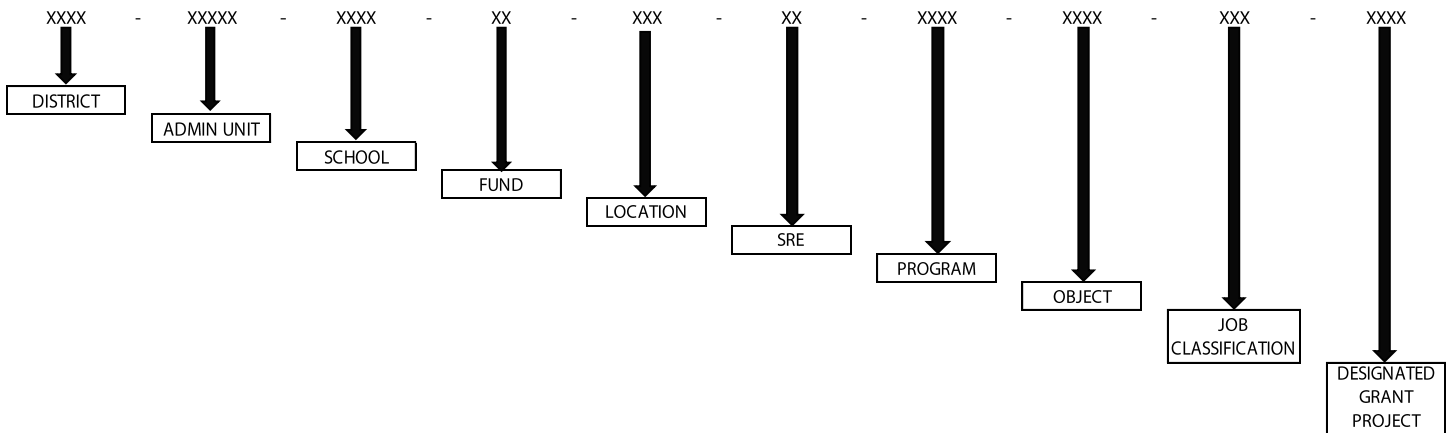
Revenue Accounts

The format and sequencing of the elements in the revenue account code are:



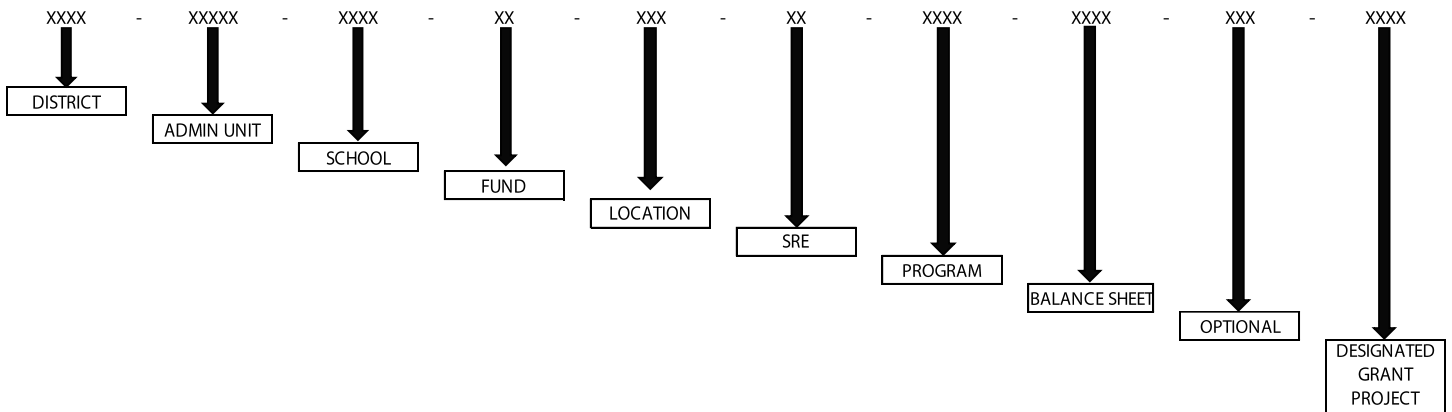
Expenditure Accounts

The format and sequencing of the elements in the expenditure account code are:



Balance Sheet Accounts

The format and sequencing of the elements in the Balance Sheet account code are:



CDE Chart of Accounts

At the discretion of the district, the following are examples of expenditure account dimensions which may be added to the code structure:

- | | | | |
|----|----------------------------|----|----------------------|
| 1. | Fiscal Year | 4. | Special Cost Center |
| 2. | Instructional Organization | 5. | Level of Instruction |
| 3. | Term | | |

If these dimensions are used, they must be removed from account code strings prior to Data Pipeline submission.

Adding Account Codes within Dimensions

Most districts will need to customize this Chart of Accounts to meet local reporting needs. As discussed earlier in this section (under “Revenue, Expenditure and Balance Sheet Account Code Structure”), districts must report at least to the levels of detail indicated by **BOLD** codes; however, most districts will need to report to higher level(s) of detail at least for certain transactions. Each district must decide what levels of detail are appropriate for providing financial information for decision-making and accountability to management, the board of education and other local parties.

Learn Today, Lead Tomorrow



Informational Section

Additional Debt Schedules

Note: With the implementation of GASB 96, software leases will be added to this section at a later date.

Additional Debt Schedules

The Energy Performance Contract debt service is dedicated to utility and operational projects at select schools sites in the District.

Energy Performance Contract Debt Service

Date	Payment	Interest	Principal	Aggregate Principal Balance
3/25/2024	180,202.00	13,778.36	166,423.64	1,276,336.27
9/25/2024	189,365.10	12,189.01	177,176.09	1,099,160.19
3/25/2025	189,365.10	10,496.98	178,868.12	920,292.07
9/25/2025	189,365.10	8,788.79	180,576.31	739,715.76
3/25/2026	189,365.10	7,064.29	182,300.81	557,414.94
9/25/2026	189,365.10	5,323.31	184,041.79	373,373.15
3/25/2027	189,365.10	3,565.71	185,799.39	187,573.77
9/25/2027	189,365.10	1,791.33	187,573.77	(0.00)

Additional Debt Schedules

Bond Redemption Fund 31

These are additional schedules for Fund 31 provided by Hilltop Securities, DCSD's municipal advisor.

Douglas County School District
 General Obligation Bonds
 Semi-Annual Payments by Fiscal Year

Date	Series 2009 Bonds			Series 2012 Bonds			Series 2013 Bonds			Series 2019 Bonds			Series 2022 Bonds			Aggregate Debt Service		
	Principal	Interest	Total	Principal	Interest	Total	Principal	Interest	Total	Principal	Interest	Total	Principal	Interest	Total	Principal	Interest	Total
12/15/2022	7,860,000	553,744	8,413,744	1,170,000	2,616,650	3,786,650	155,000	2,325	157,325	14,365,000	5,923,050	20,288,050	0	1,021,771	1,021,771	23,550,000	10,117,540	33,667,540
6/15/2023	0	347,419	347,419	0	0	0	0	0	0	0	5,563,925	5,563,925	0	2,163,750	2,163,750	0	8,075,094	8,075,094
12/15/2023	8,275,000	347,419	8,622,419	40,000	2,065,000	2,105,000	0	0	0	15,080,000	5,563,925	20,643,925	12,320,000	2,163,750	14,483,750	35,715,000	10,140,094	45,855,094
6/15/2024	0	130,200	130,200	0	0	0	0	0	0	0	5,186,925	5,186,925	0	1,855,750	1,855,750	0	7,172,875	7,172,875
12/15/2024	2,415,000	130,200	2,545,200	0	0	0	0	0	0	22,125,000	5,186,925	27,311,925	15,040,000	1,855,750	16,895,750	39,580,000	7,172,875	46,752,875
6/15/2025	0	66,806	66,806	0	0	0	0	0	0	0	4,671,300	4,671,300	0	1,479,750	1,479,750	0	6,217,856	6,217,856
12/15/2025	2,545,000	66,806	2,611,806	0	0	0	0	0	0	8,665,000	4,671,300	13,336,300	15,795,000	1,479,750	17,274,750	27,005,000	6,217,856	33,222,856
6/15/2026	0	0	0	0	0	0	0	0	0	0	4,454,675	4,454,675	0	1,084,875	1,084,875	0	5,539,550	5,539,550
12/15/2026	0	0	0	0	0	0	0	0	0	11,540,000	4,454,675	15,994,675	19,125,000	1,084,875	20,209,875	30,665,000	5,539,550	36,204,550
6/15/2027	0	0	0	0	0	0	0	0	0	0	4,166,175	4,166,175	0	606,750	606,750	0	4,772,925	4,772,925
12/15/2027	0	0	0	0	0	0	0	0	0	12,115,000	4,166,175	16,281,175	20,085,000	606,750	20,691,750	32,200,000	4,772,925	36,972,925
6/15/2028	0	0	0	0	0	0	0	0	0	0	3,863,300	3,863,300	0	104,625	104,625	0	3,967,925	3,967,925
12/15/2028	0	0	0	0	0	0	0	0	0	26,710,000	3,863,300	30,573,300	4,185,000	104,625	4,289,625	30,895,000	3,967,925	34,862,925
6/15/2029	0	0	0	0	0	0	0	0	0	0	3,195,550	3,195,550	0	0	0	0	3,195,550	3,195,550
12/15/2029	0	0	0	0	0	0	0	0	0	10,965,000	3,195,550	14,160,550	0	0	0	10,965,000	3,195,550	14,160,550
6/15/2030	0	0	0	0	0	0	0	0	0	0	2,921,425	2,921,425	0	0	0	0	2,921,425	2,921,425
12/15/2030	0	0	0	0	0	0	0	0	0	11,515,000	2,921,425	14,436,425	0	0	0	11,515,000	2,921,425	14,436,425
6/15/2031	0	0	0	0	0	0	0	0	0	0	2,633,550	2,633,550	0	0	0	0	2,633,550	2,633,550
12/15/2031	0	0	0	0	0	0	0	0	0	12,090,000	2,633,550	14,723,550	0	0	0	12,090,000	2,633,550	14,723,550
6/15/2032	0	0	0	0	0	0	0	0	0	0	2,331,300	2,331,300	0	0	0	0	2,331,300	2,331,300
12/15/2032	0	0	0	0	0	0	0	0	0	12,695,000	2,331,300	15,026,300	0	0	0	12,695,000	2,331,300	15,026,300
6/15/2033	0	0	0	0	0	0	0	0	0	0	2,013,925	2,013,925	0	0	0	0	2,013,925	2,013,925
12/15/2033	0	0	0	0	0	0	0	0	0	13,330,000	2,013,925	15,343,925	0	0	0	13,330,000	2,013,925	15,343,925
6/15/2034	0	0	0	0	0	0	0	0	0	0	1,680,675	1,680,675	0	0	0	0	1,680,675	1,680,675
12/15/2034	0	0	0	0	0	0	0	0	0	13,995,000	1,680,675	15,675,675	0	0	0	13,995,000	1,680,675	15,675,675
6/15/2035	0	0	0	0	0	0	0	0	0	0	1,400,775	1,400,775	0	0	0	0	1,400,775	1,400,775
12/15/2035	0	0	0	0	0	0	0	0	0	14,555,000	1,400,775	15,955,775	0	0	0	14,555,000	1,400,775	15,955,775
6/15/2036	0	0	0	0	0	0	0	0	0	0	1,109,675	1,109,675	0	0	0	0	1,109,675	1,109,675
12/15/2036	0	0	0	0	0	0	0	0	0	15,140,000	1,109,675	16,249,675	0	0	0	15,140,000	1,109,675	16,249,675
6/15/2037	0	0	0	0	0	0	0	0	0	0	806,875	806,875	0	0	0	0	806,875	806,875
12/15/2037	0	0	0	0	0	0	0	0	0	15,745,000	806,875	16,551,875	0	0	0	15,745,000	806,875	16,551,875
6/15/2038	0	0	0	0	0	0	0	0	0	0	413,250	413,250	0	0	0	0	413,250	413,250
12/15/2038	0	0	0	0	0	0	0	0	0	16,530,000	413,250	16,943,250	0	0	0	16,530,000	413,250	16,943,250
6/15/2039	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	21,095,000	1,642,594	22,737,594	1,210,000	4,681,650	5,891,650	155,000	2,325	157,325	247,160,000	98,749,650	345,909,650	86,550,000	15,612,771	102,162,771	356,170,000	120,688,990	476,858,990

Additional Debt Schedules

Certificate of Participation (COP) Lease Payment Fund 39

These are additional schedules for Fund 39 provided by Hilltop Securities, DCSD's municipal advisor.

Douglas County School District RE1
Certificates of Participation Series
District Portion Remaining Outstanding
As of June 30, 2024

Ending	Series 2012		Series 2015		Series 2016		Total		Annual Total
	Principal	Interest	Principal	Interest	Principal	Interest	Principal	Total Interest	
6/30/2024	40,000	26,375			785,000	267,750	825,000	294,125	1,119,125
6/30/2025	45,000	25,175			805,000	244,200	850,000	269,375	1,119,375
6/30/2026	45,000	23,825			840,000	212,000	885,000	235,825	1,120,825
6/30/2027	45,000	22,475			870,000	178,400	915,000	200,875	1,115,875
6/30/2028	45,000	20,225			905,000	143,600	950,000	163,825	1,113,825
6/30/2029	50,000	17,975			940,000	107,400	990,000	125,375	1,115,375
6/30/2030	50,000	15,475			980,000	69,800	1,030,000	85,275	1,115,275
6/30/2031	55,000	13,975			1,020,000	30,600	1,075,000	44,575	1,119,575
6/30/2032	55,000	12,256				30,600	55,000	42,856	97,856
6/30/2033	60,000	10,538					60,000	10,538	70,538
6/30/2034	60,000	8,750					60,000	8,750	68,750
6/30/2035	60,000	6,650					60,000	6,650	66,650
6/30/2036	65,000	4,550					65,000	4,550	69,550
6/30/2037	65,000	2,275					65,000	2,275	67,275



Informational Section

Uniform Budget Summary

Uniform Budget Summary

Douglas County School District Adopted Budget Effective June 18, 2024 Budgeted Fiscal Year: 2024													10	13	14	16	21	28	22	23	28	28	28	31	38	45	65	66	75	TOTAL
Object Source	General Fund	Outdoor Education Fund	Capital Projects Fund	Full Day Kindergarten Fund	Nutrition Services NSLP Fund	Nutrition Services Non-NSLP Fund	Governmental Designated Purpose Grants Fund	Parent Activity Fund	Transportation Fund	Arts & Activities Fund	Child Care Fund	Bond Redemption Fund	Certificate of Participation Lease Payment Fund	Participation Building Fund	Medical and Dental Fund	Short Term Disability Insurance Fund	Private Purpose Trust Fund													
Non-Instructional Services - Program 3000	3000-3000																													
Salaries	1710-1710																													
Employee Benefits, including object 0200	0200-0200																													
Purchased Services	3000-3000																													
Supplies and Materials	0600-0600																													
Property	0700-0700																													
Other	3800-3800																													
Food Service Operations - Program 3100	3100-3100																													
Salaries	1710-1710																													
Employee Benefits, including object 0200	0200-0200																													
Purchased Services	3000-3000																													
Supplies and Materials	0600-0600																													
Property	0700-0700																													
Other	3800-3800																													
Other Support	3900-3900																													
Enterprise Operations - Program 3200	3200-3200																													
Salaries	1710-1710	848,114																												
Employee Benefits, including object 0200	0200-0200	312,136																												
Purchased Services	3000-3000	1,162,270																												
Supplies and Materials	0600-0600	204,538																												
Property	0700-0700																													
Other	3800-3800																													
Total Enterprise Operations	3200-3200	1,464,058																												
Community Services - Program 3300	3300-3300																													
Salaries	1710-1710																													
Employee Benefits, including object 0200	0200-0200																													
Purchased Services	3000-3000																													
Supplies and Materials	0600-0600																													
Property	0700-0700																													
Other	3800-3800																													
Total Community Services	3300-3300																													
Education for Adults - Program 3400	3400-3400																													
Salaries	1710-1710																													
Employee Benefits, including object 0200	0200-0200																													
Purchased Services	3000-3000																													
Supplies and Materials	0600-0600																													
Property	0700-0700																													
Other	3800-3800																													
Total Education for Adults Services	3400-3400																													
Other Supporting Services	3500-3500																													
Property - Program 4000	4000-4000																													
Salaries	1710-1710	373,488																												
Employee Benefits, including object 0200	0200-0200	1,201,444																												
Purchased Services	3000-3000	23,264																												
Supplies and Materials	0600-0600	79,505																												
Property	0700-0700	16,702,968																												
Other	3800-3800																													
Total Property	4000-4000	17,383,669																												
Other Uses - Program 6000s - including Transfers and/or Allocations Out as an expenditure	6000-6000																													
Salaries	1710-1710																													
Employee Benefits, including object 0200	0200-0200																													
Purchased Services	3000-3000																													
Supplies and Materials	0600-0600																													
Property	0700-0700																													
Other	3800-3800																													
Total Other Uses	6000-6000																													
Total Expenditures	6000-6000	18,567,338																												
APPROPRIATED RESERVES																														
Contingency Fund Balance (910)	0840																													
School Carry Over (0060/0910)	0840	7,893,383																												
Medical Carry Over (0200/9070)	0840																													
Other Reserved Fund Balance (0900)	0840																													
Other Restricted Reserves (9320)	0840																													
Reserved Fund Balance	0840																													
District Emergency Reserve (8315)	0840																													
Reserve for TABCR 3% (0021)	0840																													
Reserve for TABCR - Multi-Year Obligations (0022)	0840																													
Total Reserves	0840	7,893,383																												
Total Expenditures and Reserves	0840	26,460,721																												
BOCSED ENDING FUND BALANCE																														
Non-assignable fund balance - 5930	0840																													
Restricted fund balance - 8860	0840																													
School Carry Over (0060/0910)	0840	21,725,818		1,919,860		5,148,267				1,774,288																				
TABCR 3% emergency reserve - 0021	0840	23,080,000																												
TABCR multi-year obligations - 0022	0840																													
Medical Carry Over - Grant 9000	0840	140,400																												
RCJE Reserve - 8650	0840	23,090,000																												
District emergency reserve (total of credit & debit entries) - 8020	0840																													
Colorado Prescription Program (CPRP) - 8024	0840																													
Revised (net) / restricted capital reserve - 8300	0840																													
Investment Reserve	0840	2,345,000																												
Mental Health and Security Grant	0840			159,260																										
SPED/Mental Health Reserve	0840	81,041																												
Assigned Fund Balance	0840			9,868,231						5,849,852	16,025,369																			
Multi-Year Lease Reserve	0840	2,658,640													5,342,472	128,746	32,880		101,299,210											
Unassigned fund balance - 8030 - 2700	0840	82,419,692		102,073		3,287,248			3,780,422										2,658,880											
Unrestricted net position - 9000	0840																		86,125,308											
Total Ending Fund Balance	0840	136,946,913		2,081,933		8,435,515			7,560,644		16,041,669				5,342,472	128,746	32,880		101,299,210											
Total Available Beginning Fund Balance & Reserves Less Total Expenditures & Reserves Less Ending Fund Balance (Small Equal Zero (0))																														
Use of a portion of beginning fund balance reversion required?		Yes	No	Yes	No	No	No	No	Yes	No	Yes	No	No	No	No	No	No	No	Yes											

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Informational Section

Board of Education Resolutions

Board of Education Resolutions

DOUGLAS COUNTY SCHOOL DISTRICT Re. 1
FISCAL YEAR 2024-2025
APPROPRIATION RESOLUTION

BE IT RESOLVED by the Board of Education or Douglas County School District Re 1, Douglas and Elbert Counties, State of Colorado, that the amounts shown in the following schedule be appropriated to each fund as specified in the Adopted Budget for the fiscal year beginning July 1, 2024 and ending June 30, 2025.

Fund	Amount
General Fund (10)	\$ 946,192,814
Outdoor Education Fund (13)	\$ 1,668,029
Capital Projects Fund (14)	\$ 31,886,092
Full Day Kindergarten Fund (15)	\$ -
Transportation Fund (25)	\$ 37,626,087
Nutrition Services NSLP Fund (21)	\$ 36,594,973
Nutrition Services Non-NSLP Fund (28)	\$ -
Governmental Designated Purpose Grants Fund (22)	\$ 15,102,504
Pupil Activity Fund (23)	\$ -
Athletics and Activities Fund (26)	\$ 23,417,816
Child Care Fund (29)	\$ 12,875,400
Bond Redemption Fund (31)	\$ 52,972,731
Certificate of Participation Lease Payment Fund (39)	\$ 1,123,439
Bond Building Fund (41)	\$ -
Certificate of Participation Building Fund (45)	\$ -
Medical and Dental Fund (65)	\$ 68,548,534
Short Term Disability Insurance Fund (66)	\$ 750,032
Private Purpose Trust Fund (75)	\$ 48,000

Adopted and approved this 18th day of June 2024 in accordance with 22-44-110(4).

Christy Williams

Christy Williams, President

Board of Education



Attest:

Becky Myers

Becky Myers, Secretary

Source: https://douglaspublic.ic-board.com/Reference_Library/ESB_Policies_and_Regulations/Policies//23-24%20Final%20Revised%20Budget%20Appropriation%20Resolution.pdf

Complete Resolution documents can be found at: <https://www.dcsdk12.org/about/board-of-education/policies-and-resolutions>

Board of Education Resolutions

DOUGLAS COUNTY SCHOOL DISTRICT Re. 1 FISCAL YEAR 2024-2025

RESOLUTION AUTHORIZING THE USE OF A PORTION OF BEGINNING FUND BALANCE AS AUTHORIZED BY COLORADO STATUTES

WHEREAS, CRS 22-44-105 states that a budget, duly adopted pursuant to this article, shall not provide for expenditures, interfund transfers, or reserves, in excess of available revenues and beginning fund balance.

WHEREAS, the Board of Education may authorize the use of a portion of the beginning fund balance in the budget, stating the amount to be used, the purpose for which the expenditure is needed, and the District's plan to ensure that the use of the beginning fund balance will not lead to an ongoing deficit.

WHEREAS, the Board of Education has determined the beginning fund balances in the General, Capital Projects, Transportation, and Child Care funds are sufficient to allow for the one-time expenditures and the action will not lead to an ongoing deficit.

NOW, THEREFORE, BE IT RESOLVED:

IN ACCORDANCE with C.R.S. 22-44-105, the Board of Education of Douglas County School District RE 1, Douglas and Elbert Counties, State of Colorado, authorizes the use of a portion of the 2024-2025 beginning fund balance for the following funds:

Fund	Amount	Purpose for Use of Beginning Fund Balance
General Fund (10)	\$ 3,813,272	Potential draw-down of accumulated FB for one-time operating expenses
Outdoor Education Fund (13)	\$ -	No budgeted use of beginning fund balance
Capital Projects Fund (14)	\$ 18,530,549	Potential draw-down of accumulated FB for Bridge to 5A Capital Projects
Full Day Kindergarten Fund (15)	\$ -	N/A
Transportation Fund (25)	\$ 4,735,063	Potential draw-down of accumulated FB for Transportation operational expenses
Nutrition Services NSLP Fund (21)	\$ -	No budgeted use of beginning fund balance
Nutrition Services Non-NSLP Fund (28)	\$ -	N/A
Governmental Designated Purpose Grants Fund (22)	\$ -	No budgeted use of beginning fund balance

(continued on next page)

Board of Education Resolutions

Fund	Amount	Purpose for Use of Beginning Fund Balance
Pupil Activity Fund (23)	\$ -	N/A
Athletics and Activities Fund (26)	\$ -	No budgeted use of beginning fund balance
Child Care Fund (29)	\$ 981,468	Potential draw-down of accumulated FB for Before and After School Enterprise activity
Bond Redemption Fund (31)	\$ -	No budgeted use of beginning fund balance
Certificate of Participation Lease Payment Fund (39)	\$ -	No budgeted use of beginning fund balance
Bond Building Fund (41)	\$ -	N/A
Certificate of Participation Building Fund (45)	\$ -	N/A
Medical and Dental Fund (65)	\$ -	No budgeted use of beginning fund balance
Short Term Disability Insurance Fund (66)	\$ -	No budgeted use of beginning fund balance
Private Purpose Trust Fund (75)	\$ -	No budgeted use of beginning fund balance

BE IT FURTHER RESOLVED, the use of this portion of these beginning fund balances for the purpose/s set forth above will not lead to ongoing deficits in the funds.

Adopted and approved this 18th day of June 2024 in accordance with 22-44-110(4).

Christy Williams

Christy Williams, President

Board of Education



Becky Myers

Becky Myers, Secretary

Board of Education

Board of Education Resolutions

**State of Colorado
Interest-Free Loan Program
School District Local Proceedings Certificate**

Douglas County School District RE. 1

As the Secretary or Assistant Secretary of the Board of Education of the above-referenced School District (the "District"), I do hereby certify that:

1. Attached is a true and correct copy of a resolution (the "Resolution") adopted by the Board of Education (the "Board") of the District at a regular or special meeting held on the date indicated on the signature page to the Resolution. The Resolution authorizes the participation by the District in the Colorado State Treasurer's Interest-Free Loan Program for the District's fiscal year 2024-25.

2. Such meeting was duly noticed and all proceedings relating to the adoption of the Resolution were conducted in accordance with all applicable bylaws, rules and resolutions of the District, in accordance with the normal procedures of the District relating to such matters, and in accordance with applicable constitutional provisions and statutes of the State of Colorado.

3. The Resolution was duly moved, seconded and adopted at such meeting by the affirmative vote of a majority of the members of the Board as follows:

<u>Board Member</u>	<u>Yes</u>	<u>No</u>	<u>Absent</u>	<u>Abstaining</u>
	[Check action taken by Board Members.]			
Brad Geiger	X	—	—	—
Susan Meek	X	—	—	—
Tim Moore	X	—	—	—
Becky Myers	X	—	—	—
Valerie Thompson	X	—	—	—
Christy Williams	X	—	—	—
Kaylee Winegar	X	—	—	—

4. The Resolution was duly approved by the Board, signed by the President or Vice President of the Board, sealed with the District's seal, attested by the Secretary or Assistant Secretary of the Board and recorded in the minutes of the Board.

5. The above certifications are being made by me in my official capacity as the Secretary or Assistant Secretary of the District, as evidenced by my signature this 18th day of June 2024.



Attest:

By Becky Myers
Becky Myers, Board Secretary

4866-8163-0143.1

Board of Education Resolutions

limitation rebate requirements attributable to the Loan Program Notes, as a direct consequence of the District's fraud or gross negligence in preparing or presenting its financial statements or District Disclosure Documents.

Section 8.07. Severability. If any one or more of the covenants, stipulations, promises, agreements or obligations provided in this Resolution should be determined by a court of competent jurisdiction to be contrary to law, then such covenant, stipulation, promise, agreement or obligation shall be deemed and construed to be severable from the remaining covenants, stipulations, promises, agreements and obligations herein contained and shall in no way affect the validity of the other provisions of this Resolution.

Section 8.08. Headings. Any headings preceding the text of the several articles and sections hereof, and any table of contents or marginal note appended to copies hereof, shall be solely for convenience of reference and shall not constitute a part of this Resolution, nor shall they affect its meaning, construction or effect.

Section 8.09. Authorized Officers. Whenever under the provisions of this Resolution the approval of the District is required or the District is required to take some action, such approval or such request may be given for the District by the Authorized Officers of the District, and the State Treasurer shall be authorized to rely upon any such approval or request.

Section 8.10. Effective Date. This Resolution shall be in force and effect from and after its passage on the date shown below.

APPROVED AND ADOPTED this 18 day of June, 2024 by a vote of 7-0.

AYES: Geiger, Meek, Moore, Myers, Thompson, Williams, Winegar

NAYS: N/A

Douglas County School District RE-1

By Christy Williams
President, Board of Education



By Becky Myers
Secretary, Board of Education

Board of Education Resolutions

EXHIBIT B FORM OF DISTRICT NOTE

Name of School District: Douglas County School District RE.

Maximum Principal Amount: \$50,000,000

FOR VALUE RECEIVED, the above-referenced school district (the "District"), a political subdivision and body corporate of the State of Colorado (the "State"), hereby promises to pay to the Treasurer of the State (the "State Treasurer") from Taxes, no later than June 25, 2025, the Principal Amount, which shall not exceed the Maximum Principal Amount stated above, with no interest accruing thereon; provided however, that in the event the Principal Amount is not paid in full on June 25, 2025, interest shall accrue on the unpaid Principal Amount at the Default Rate (as each such capitalized term and other capitalized terms used but not defined herein are otherwise defined in the Resolution referenced in the following paragraph).

This Note is issued by the Board of Education of the District, on behalf of the District, in accordance with a Resolution (the "Resolution") of the Board of Education of the District duly adopted prior to the issuance hereof. The above recital shall be conclusive evidence of the validity and the regularity of the issuance of this Note after its delivery for value.

Principal of this Note is payable in immediately available funds only to the State Treasurer. This Note is subject to prior prepayment by the District in whole or in part at any time prior to the Maturity Date. This Note is nontransferable but may be assigned and pledged by the State Treasurer to secure the Loan Program Notes of the State Treasurer issued on behalf of the District. All of the terms, conditions and provisions of the Resolution are, by this reference thereto, incorporated herein as part of this Note.

It is hereby certified, recited and warranted that all acts, conditions and things required to be done, occur or be performed precedent to and in the issuance of this Note have been done, have occurred and have been performed in due form and manner as required by law, including the Loan Program Statutes, and that the obligations represented by this Note do not contravene any constitutional or statutory debt limitation of the District.

IN TESTIMONY WHEREOF the Board of Education of the District has caused this Note to be executed on the date indicated below, with the manual signature of its President or Vice President, attested with the manual signature of its Secretary or Assistant Secretary, and sealed with a facsimile or manual seal of the District.

Douglas County School District RE-1

Dated: June 18, 2024



By Becky Myers
Secretary, Board of Education

By: Christy Williams
President, Board of Education

END OF FORM OF DISTRICT NOTE

Resolution Authorizing Participation in State Treasurer's Interest Free Loan Program: https://douglaspublic.ic-board.com/Reference_Library/ESB_Policies_and_Regulations/Policies//06.18.2024%20Colorado%20ETRANS%202024%20School%20District%20Resolution%20V2.pdf

Learn Today, Lead Tomorrow



Informational Section

Glossary and Acronyms

Glossary

Abatements

Abatements are complete or partial cancellations of a tax levy. Abatements typically apply to property taxes.

Annual Comprehensive Financial Report (ACFR)

State law requires that all local governments publish within six months of the close of each fiscal year a complete set of financial statements presented and audited in conformity with generally accepted accounting principles (GAAP). As a general rule, an audit report is signed by a licensed certified public accountant and includes: (a) a statement of scope; (b) explanatory comments; (c) an opinion; (d) financial statements; (e) and supplementary comments and recommendations.

Account

A record used to summarize all increases and decreases in a particular asset or any other type of asset, liability, fund equity, revenue, or expenditure. Accounts are found in the General Ledger.

Accrual

The recognition of revenue or expenses at the time they are earned or incurred, regardless of when the money is received or paid out.

Accrual Basis of Accounting

A method of accounting under which revenue is recognized when earned and expenditures are recognized when incurred, regardless of the timing of related cash flows.

Ad Valorem Taxes

Taxes levied on the assessed valuation of real and personal property located within the District, which is the final authority in determining the amount to be raised for educational purposes.

Agency Fund

A fund used to account for assets held by a district or other governmental unit in a trustee capacity or as an agent for individuals, private organizations, other governmental units and/or other funds.

Amendment 23

An amendment to the Colorado Constitution affecting State funding of K-12 education. Approved by the voters in November 2000, the amendment provides for increases each year of at least the rate of inflation plus one percent for fiscal years 2001-02 through 2010-11 and annually thereafter by at least the rate of inflation. Other financial provisions relating to school district funding are also included.

Amortization

(1) The portion of the cost of a limited-life or intangible asset charged as an expense during a particular period. (2) The reduction of debt by regular payments of principal and interest sufficient to retire the debt by maturity.

Appropriation

A budgeted amount of money, which is approved by a Board of Education resolution, to spend for designated purposes.

Assessed Value

The tax value assigned to property by the assessor. Property taxes are paid on the basis of a property's assessed value which is based on a percentage of the property's market value.

Asset

Resources that are either physical such as a building or equipment. Assets can all be converted into cash which is a current asset.

Attendance Rate

The average daily student attendance expressed as a percent.

Balanced Budget

A budget with total expenditures not exceeding total revenue and monies available in the fund balance within an individual fund.

Glossary

Board of Education

The governing body of a school district comprised of elected representatives. The Douglas County School Board of Education (the Board) consists of seven members elected for four-year terms. The Board elects officers from within its own membership. The Board is a policy-making body whose functions are to establish the Goals and Executive Limitations of the District. The Board appoints a Superintendent as the District's chief executive to prescribe rules and regulations necessary and proper for the effective and efficient administration of the District's day-to-day operations.

Bond

A certificate of debt issued by the school district guaranteeing payment of the original investment plus interest by a specified future date. Bonds may be classified according to maturity structure, source of payment or price. In general, bond issues must be voter authorized. The District's General Obligation Bonds finance the cost of new school construction or other large dollar capital renovation projects. Bond proceeds can be spent only for the voter-authorized purpose(s). Proceeds from the District's bond issues cannot be used to fund the daily operating expenses of the District.

Budget

An annual financial plan that identifies revenues and amounts thereof, specifies the type and level of services to be provided and establishes the amount of money which can be spent. Used without any modifier, the term usually indicates a financial plan for a year. In actual practice, the term may be distinguished by the plan presented to the appropriating body for adoption and the plan ultimately approved by that body. The term may also be distinguished by its use in regard to operating expenditures versus capital plans.

Budget Stabilization Factor

The budget stabilization factor is a state budget element that proportionately reduces the amount of total funding for each district, such that state aid is reduced.

Capital

An expenditure which results in the acquisition of fixed assets or additions to fixed assets which are presumed to have benefits for more than one year and which generally cost at least \$5,000. Examples include expenditures for land or existing buildings, improvements of grounds, construction of buildings, additions to buildings, remodeling of buildings, furniture, vehicles, and equipment.

Categorical Programs

Specific programs that are funded separately from a district's Total Program funding under the Colorado Public School Finance Act of 1994 (as amended). Examples include vocational education, Special Education and pupil transportation. State funds for categorical programs must be used specifically for the program and are generally distributed based on a formula prescribed by law.

Certificate of Participation (COP)

A lease-financing mechanism where the government enters into an agreement to make regular lease payments for the use of an asset over some period, after which the title for the asset transfers to the government.

Chart of Accounts

A list of accounts systematically arranged, applicable to a specific activity or concern, accordingly naming and numbering individual accounts. A chart of accounts, accompanied by descriptions of their use and of the general operation of the books of account, becomes a classification or manual of accounts – a leading feature of a "system of accounts." In the context of the Colorado School Finance Act, the Chart of Accounts was developed in response to 22-44-105 (4) of the C.R.S. as enacted by the legislature in 1994. The legislature charged the State Board of Education to establish and implement a statewide financial reporting system to make school-to-school and district-to-district comparisons more understandable, accurate and meaningful. The Chart of Accounts as developed is a comprehensive budgeting, accounting and reporting code structure for use in school district financial management. The various elements specified in the account code structure are in compliance with applicable statutes and regulations.

Glossary

Colorado Academic Standards/Common Core State Standards (CAS/CCSS)

The Colorado State Board of Education adopted the Common Core State Standards (CCSS) in August 2010. In December 2010, CDE released the Colorado Academic Standards (CAS) for Mathematics and Reading, Writing and Communicating incorporating the entire CCSS while maintaining the unique aspects of the Colorado Academic Standards, which include personal financial literacy, 21st century skills, prepared graduate competencies, and preschool expectations.

Colorado Department of Education (CDE)

The Colorado Department of Education (CDE) is the principal department of the Colorado state government that is responsible for education. It is headquartered in Denver. Members of the Colorado State Board of Education are charged by the Colorado Constitution with the general supervision of the public schools. They have numerous powers and duties specified in state law. Individuals are elected on a partisan basis to serve six-year terms without pay.

Colorado English Language Proficiency (CELP)

On December 10, 2009 the Colorado State Board of Education voted unanimously to adopt the World-Class Instruction Design and Assessment (WIDA) standards as the Colorado English Language Proficiency (CELP) standards. English Language Proficiency standards are required by Colorado state and federal law. The CELP standards exceed minimum legal requirements. Overall, the standards center on the English language needed and used by English Language Learners (ELLs) to succeed in school. They guide all educators who teach ELLs and help students' access grade level academic content while learning English.

Colorado High Schools Activities Association (CHSAA)

The Colorado High School Activities Association is the governing body for all high school activities throughout the State of Colorado.

Colorado Measures of Academic Success (CMAS)

The Colorado Measures of Academic Success (CMAS) are the State's common measurement of students' progress at the end of the school year in English language arts, math, science and social studies.

Colorado Public Employees' Retirement Association (PERA)

PERA provides retirement and other benefits to the employees of government agencies and public entities in the State of Colorado. Established by state law in 1931, PERA operates by authority of the Colorado General Assembly and is administered under Title 24, Article 51 of the Colorado Revised Statutes. It serves as a substitute for social security and uses actuarially established investment objectives with long-term goals and policies.

Colorado Revised Statutes (C.R.S.)

Colorado Revised Statutes (C.R.S.) are the official, currently revised, laws of the State of Colorado.

Consumer Price Index (CPI)

A statistical description of price levels provided by the U.S. Department of Labor. The index is used as a measure of cost of living and economic inflation.

Contingency Reserve

The Board of Education may provide for a contingency reserve for any of the funds. The amount is included in the appropriation for funds and may be expended to meet unanticipated expenditures.

Cost-of-Living Factor

One of the three main factors used in calculating a district's per pupil funding. The cost-of-living factor reflects the relative differences among the state's 178 districts in the costs of housing, goods, and services for the regions in which districts are located.

Curriculum

All courses of study offered by an educational institution, or a group of related courses in a specific field of study, which allows students to acquire and integrate knowledge and skills.

Debt Service

Expenditures related to the retirement of debt and interest on debt.

Glossary

Depreciation

Depreciation is the systematic allocation of the cost of an asset to expense over the years or accounting periods making up its useful life.

District Accountability Committee (DAC)

In Colorado, it is a statutory requirement for every school district to have a District Accountability Committee (DAC). The committee is made up of parents, teachers, DCSD staff, and community members and serves in an advisory capacity to the Douglas County School District Board of Education. The District Accountability Committee (DAC) meets monthly throughout the year and makes recommendations to the Board regarding spending District money, charter school applications, improvement plans and parent engagement plans. The committee's members also make recommendations for areas and issues for study, as well as teacher and principal assessment tools. DAC values ongoing feedback from each school's School Accountability Committee (SAC) and provides training and information SACs can share with each school community.

Dropout Rate

An annual rate reflecting the percentage of all students enrolled in grades 7-12 who leave school during the reporting period and are not known to transfer to other public or private schools.

Education Accountability Act of 2009 (SB 09-163)

The Education Accountability Act of 2009 holds the state, districts, and individual public schools accountable for performance on the same set of indicators and related measures statewide.

Employee Benefits

Compensation, in addition to regular salary, provided to an employee. This includes such benefits as health insurance, life insurance, Public Employees' Retirement Association (PERA) retirement contributions and Medicare.

Encumbrances

Purchase orders, contracts and/or other commitments which are chargeable to an appropriation and for which a part of the appropriation is reserved.

English Language Development (ELD)

Programming that provides social and academic language support for all English Learners to become engaged learners who communicate effectively and think critically.

Enrollment

For District funding purposes, under the current School Finance Act, the pupil enrollment is based on the October 1 enrollment count within the budget year. As with the previous law, an average would be applied to declining enrollment districts. Pupil enrollment can be presented as the full count or on a full-time equivalent (FTE) basis with half-time kindergarten pupils counted as 0.5 FTE. For SBB funding purposes Kindergarten students are considered a 1.0 FTE throughout the SBB.

Enterprise Fund

A fund used to account for operations that are financed and operated in a manner similar to private business enterprises, where the intent is that the cost of providing services to the general public be financed or recovered primarily through user charges or where it has been decided that periodic determination of revenues earned, expenses incurred and/or net income is appropriate.

Entitlement

Payments guaranteed by the state legislatures to eligible recipients for a certain period of time. The primary example is state equalization program payments.

Glossary

Equalization Program Funding

The financial base of support for public education for school districts in Colorado as calculated by the Public School Finance Act, as amended. Equalization Program funding is provided by a combination of state funding, local property taxes, and specific ownership taxes as determined under the provisions of the school finance act.

Equity

Having an ownership interest representing all valuable resources or assets in addition to those needed to pay liabilities. It is also referred to as fund balance or net position in governmental accounting.

Expenditures

Charges incurred, whether paid or unpaid, which are presumed to benefit the fiscal period in which such are recorded.

Fiduciary Funds

Fiduciary funds are used to account for resources held for the benefit of parties outside the government.

Fiscal Oversight Committee

The primary function of the Fiscal Oversight Committee (FOC) is to assist the Board of Education in fulfilling its fiscal oversight responsibilities.

Fiscal Year

A twelve-month accounting period to which the annual budget applies. The District's fiscal year runs July 1 through June 30.

Fixed Assets

Land, buildings, machinery, furniture and other equipment which the District intends to hold or continue in use over a long period of time.

FTE (Full-Time Equivalent) — Personnel Employment

For personnel purposes, a full-time equivalent is based on an employee's work requirement in comparison to what may be defined contractually as a whole workday. For instance, an Educational Assistant working 4 hours per day counts as a 0.5 FTE.

FTE (Full-Time Equivalent) — Student Enrollment

For student enrollment purposes, a full-time equivalent is based on the portion of a day that a student spends in an instructional setting.

Fund

A fiscal and accounting entity, with a self-balancing set of accounts recording revenues, expenditures, financial resources and all related liabilities and fund equities.

Fund Balance

Fund balance is the excess of assets (revenues) over liabilities (expenditures) of a fund. Fund balance is required to be reported at a minimum in two components: reserved and unreserved.

Funded Pupil Count

A district's pupil count, for funding purposes, under the Public School Finance Act of 1994 (as amended) which provides that the October 1 enrollment count determines a district's program funding for the current fiscal year. The funded pupil count is expressed in full-time equivalent (FTE) pupils.

Gallagher Amendment

This 1982 state constitutional amendment required that the residential property share of the total assessed value in the state be stabilized at approximately 45 percent of the total. This stabilization was done by decreasing the residential percentage used to determine residential assessed values. The Gallagher Amendment was repealed by Colorado voters in November 2020.

General Equivalency Development (G.E.D.)

General Equivalency Development or General Equivalency Diploma tests are a group of four subject tests which, when passed, provide certification that the test taker has United States or Canadian high school-level academic skills.

Glossary

General Fund

General Fund is a fund to account for all financial resources except those required to be accounted for in another fund. All revenues and expenditures, except those revenues and expenditures attributable to other funds shall be accounted for in the General Fund.

General Ledger

The record containing all of the accounts of the District.

Generally Accepted Accounting Principles (GAAP)

GAAP (Generally Accepted Accounting Principles) is a collection of commonly followed accounting rules and standards for financial reporting. The acronym is pronounced "gap." GAAP specifications include definitions of concepts and principles, as well as industry-specific rules.

Governmental Accounting Standards Board (GASB)

The Governmental Accounting Standards Board (GASB) is a private non-governmental organization that creates accounting reporting standards, or generally accepted accounting principles (GAAP), for state and local governments in the United States.

Governmental Designated Purpose Grants

Grants received from federal, state, or local governments, or private sources to be used for a specific and designated purpose. Examples are Title I, Title II, Vocational Education, etc.

Governmental Fund

A generic classification adopted by the National Council on Governmental Accounting to refer to all funds other than proprietary and fiduciary funds. General Fund, Special Revenue Funds, Capital Projects Funds, Debt Service Funds and Special Assessment Funds are all examples of governmental fund types.

Healthy Schools Meals for All Program

The Healthy School Meals for All program allows public School Food Authorities (SFAs) participating in the National School Lunch and School Breakfast Programs to provide free meals to all students beginning school year 2023-2024.

Hold Harmless

A district policy where the Budget Office waives the first two or four kids under projection at student count in order to maintain their school funding.

High School Equivalency Diploma (HSED)

HSEP is comparable to achieving a high school diploma instead of proving the skills by taking the GED.

Highly Impacted

Highly impacted schools are those that face unique circumstances that inhibit their ability to operate utilizing normal budgeting, including dramatic changes in enrollment, large concentrations of at-risk or special education students, etc.

Incurred But Not Reported Reserve (IBNR)

On any given day, the fund has a liability to pay claims that have already been incurred, but not reported as of that day.

Instruction

Instruction includes the activities dealing with the teaching of pupils.

Instructional Supplies and Materials

Instructional supplies and materials include, but are not limited to, supplies, textbooks, library books, periodicals, and other supplies and materials.

Individual Education Plan (IEP)

An IEP is an Individual Education Plan written for a child with a disability who meets qualifications for one or more specific disabilities in accordance with federal law. The IEP is a legally binding document tailored specifically to a student's unique and individual needs.

Glossary

Interfund Transfer

Money that is taken from one fund and added to another fund. Interfund transfers are not receipts or expenditures of the District. DCSD conducts interfund transfers based on fund accounting's requirements for separate financial records and controls. When revenue is received in a fund separate from the fund where the expenses must occur, an interfund transfer is conducted to reallocate resources. Fund accounting is a defining feature of governmental accounting.

Internal Service Fund

A proprietary fund used to account for the financing of goods or services provided by the department or agency to other departments or agencies of the District.

International Baccalaureate

The International Baccalaureate (IB) diploma is a pre-university course of studies.

Lease

A contract that conveys control of the right to use another entity's nonfinancial asset (the underlying asset) as specified in the contract for a period of time in an exchange or exchange-like transaction. Examples of nonfinancial assets include buildings, land, vehicles, and equipment.

Liability

Current or long-term obligations to other organizations such as accounts payable, leases or loans.

Local Share

The portion of a district's Total Program contributed directly by local taxpayers of the district. A district's local share includes revenue from property taxes and specific ownership taxes.

Location

A dimension used as a way to identify schools, attendance centers, operational units, buildings or sites as budgetary units or cost center designators, as a means of segregating costs.

Long Range Planning Committee (LRPC)

This BOE subcommittee is charged with studying school district sites, boundaries, and capacity needs.

Magnet School

A magnet school is one which functions in the traditional school setting, but with an emphasis on a few target areas of instruction to best prepare students for the future.

Membership

Number of students officially enrolled.

Mill

Local tax rates against property are always computed in mills. A mill is one one-thousandth of a dollar of taxable value (.001). One mill produces \$1 in tax income for every \$1,000 of property (taxable value).

Mill Levy

The rate of taxation based on dollars per thousand of taxable value.

Multi-Tiered System of Support (MTSS)

Services students struggling academically through students who require accelerated learning opportunities.

National School Lunch Program (NSLP)

The National School Lunch Program is a federally assisted meal program operating in public and nonprofit private schools and residential childcare institutions. It provides nutritionally balanced, low-cost or free lunches to children each school day.

Glossary

National Association for the Education of Young Children (NAEYC)

The National Association for the Education of Young Children (NAEYC) is a large nonprofit association in the United States representing early childhood education teachers, para-educators, center directors, trainers, college educators, families of young children, policy makers, and advocates.

Object

An accounting and budgeting account code used to record expenditures for a specific category of salaries, employee benefits and goods or services purchased.

Operations and Maintenance

Activities concerned with keeping the physical plant of the school facilities open, comfortable and safe for use, and keeping the grounds, buildings and equipment in an effective working condition and state of repair.

Per Pupil Revenue (PPR)

Funding to school districts is based on a per-pupil formula that calculates Total Program Per Pupil Revenue (PPR). PPR is the district's Total Program divided by the funded pupil count of the district for said budget year.

Preliminary SAT (PSAT)

The Preliminary SAT/National Merit Scholarship Qualifying Test is a standardized test administered by the College Board and cosponsored by the National Merit Scholarship Corporation in the United States. The PSAT tests the same skills and knowledge as the SAT in a way that makes sense for 9th and 10th-graders. It builds on the Colorado Measures of Academic Success (CMAS) tests in English language arts, mathematics, science and social studies. The PSAT also aligns with Colorado Academic Standards (CAS) and with the SAT that students will take in 11th grade. The PSAT focuses on the knowledge, skills, and understandings that research has identified as most important for college and career readiness and success. In addition to helping students practice for the SAT, it can identify student's potential for success in advanced course work. It provides more data than ever before about academic strengths and weaknesses as well as access to millions of dollars in potential scholarships.

Principal Discretionary Funds

Principal Discretionary funds are those generated from donations and fundraising within the community.

Priorities Based Budgeting

The practice of making budget decisions and allocating funds based on needs. Priority based budgets emphasize working with the resources available as a starting point rather than with the previous year's expenditures, as well as allocating funding to programs rather than departments.

Program

A dimension (an element in the account code structure) which describes the activity for which a service or material object is acquired. The programs of a school district are classified into six broad areas: Instruction, Support Services, Operation of Non-Instructional Services, Facilities Acquisition and Construction Services, Other Uses and Reserves. Pursuant to C.R.S. 22-44-110(1) Program intended to allow for the review of the functions of the proposed budget.

Property Tax

The general property tax is levied on land and buildings located within the District. Every owner of private and business property in the District, including public utilities, pays this tax. Property owned by governmental, charitable, and religious institutions is exempt from taxation.

Glossary

Public School Finance Act of 1994 (as amended)

C.R.S. 22-53-10 1, et seq., seeks to provide for a thorough and uniform system of funding and operation of public schools throughout the state. It requires that all school districts operate under the same finance formula and that equity considerations dictate all districts be subject to the expenditure and maximum levy provisions of this act. Under the previous 1988 act, Colorado's 178 school districts were classified into eight setting category groups with similar characteristics for funding purposes. The 1994 act, created under House Bill 94-1001, replaces the eight setting category groups with individually determined school district per pupil funding amounts.

Pupil Count

The total head count of all a district's pupils from preschool through 12th grade. This differs from Funded Pupil Count.

Pupil Services

Those activities which are designed to assess and improve the well-being of pupils and to supplement the teaching process.

Purchased Services

Amounts paid for personal services rendered by personnel who are not on the payroll of the District and other services, which the District may purchase.

READ Act

The Colorado READ Act establishes a process for districts to identify K-3 students who read below grade level and work with their parents to provide extra reading support before students reach the fourth grade.

Response to Intervention (RtI)

The Response to Intervention (RtI) framework supports education by meeting the academic, social/ emotional, and behavioral needs of all students. Through a multi-tiered system of support, decisions regarding appropriate curriculum, instruction, assessment, enrichment, extension, depth, and complexity are targeted to develop individual student potential.

Retained Earnings

An equity account reflecting the accumulated earnings of an enterprise.

Revenues

Funds received, generally from taxes or a State/Federal funding program, which are not loans and which do not cause an increase in a liability account.

Scholastic Assessment Test (SAT)

The SAT is a standardized test widely used for college admissions in the United States. Colorado is an SAT state.

School Accountability Committee (SAC)

The SAC is an advisory committee, not a governing body, that advises the principal on school performance, budget priorities and parental engagement. The purpose of the committee is to inform, encourage and provide opportunities for parent and community members to be involved in the planning and evaluation of the school's instructional program and quality improvement processes. Each SAC is comprised of parents, community members, principals and teachers.

Science Technology Engineering and Mathematics (STEM)

Science, Technology, Engineering, and Mathematics, previously Science, Math, Engineering, and Technology, is a term used to group together these academic disciplines.

Short Term Disability Insurance (STDI)

Short Term Disability Insurance (STDI) pays a benefit in the event you cannot work because of a covered non-occupational illness or injury.

Site Based Budgeting (SBB)

School-based management, which shifts decision-making responsibilities from the district office to principals, teachers, and community members.

Glossary

Self-Insurance

The underwriting of one's own insurance rather than purchasing coverage from a private provider, by identifying specific areas of risk and assessing actuarially sound charges.

Special Revenue Fund

A governmental fund used to account for and report the proceeds of specific revenue sources that are restricted or committed to expenditure for specified purposes other than debt service or capital projects.

Specific Ownership Tax

An annual tax imposed upon each taxable item of personal property, including motor vehicles.

State Equalization (State Share)

A district's state aid, under the current School Finance Act, is equal to its total equalization program funding less the local share. The Public School Finance Act of 1994 requires the school district local share to be the revenue based on the annual property tax levy plus the amount of specific ownership tax other than the portion of the specific ownership tax attributable to a bond redemption tax levy or an operating revenue override tax levy.

Student Teacher Emergenetics Profile (STEP)

A Thinking and Behaviors Personality Assessment provided to students at DCSD schools.

Supplemental Budget

Additional money that becomes available following the adoption of the budget to pay for specific expenditures, not appropriated from ad valorem taxes.

Supplies and Materials

Supplies and materials include textbooks, library books and other instructional materials, office supplies, building maintenance parts, gasoline, tires, and custodial supplies. With the exception of some unique areas such as maintenance supplies and transportation-related expenses, most materials are established in relation to the student population.

TABOR

An amendment to the Colorado Constitution approved by voters in November 1992 imposes certain tax and expenditure limits. The name TABOR is derived from the title of the amendment which when on the ballot reads, the "Taxpayers' Bill of Rights". TABOR has three major provisions. First, it requires voter approval for tax increases. Second, it limits the amount of revenue that may be collected each year. Third, through its provisions requiring voter approval to weaken any existing limit, it limits appropriations.

Tax Assessment Year and Collection Year

The calendar year in which taxes are levied (December) is the tax assessment year. The calendar year in which tax bills are sent out (January) is the tax collection year. The calendar year tax bills, based on December tax assessments and billed in January, are reflected as revenue to the school district in the current year's budget.

Tax Authority

A government body, such as city, county, or school board, with authority to levy property taxes.

Tax Increment Financing (TIF)

Tax increment financing (TIF) is a public financing method that is used as a subsidy for redevelopment, infrastructure, and other community-improvement projects in many countries, including the United States. Similar or related value capture strategies are used around the world.

Taxes

Amounts levied by a government to finance services performed for the common benefit.

Glossary

Tier 1 Supports: Universal Supports

Core programming at Tier 1 includes academic, social, emotional, and behavioral curriculum, instruction, and supports aligned to grade-level standards and student needs. At Tier 1, educators use instructional strategies and practices shown to be effective for the student population and educational context. In effective Tier 1 systems, most students benefit from Tier 1 programming alone and teachers use differentiation to ensure all students can access and benefit from core programming. Consistency in the use of evidence-based practices and supports is essential for collective efficacy at Tier 1. Effective Tier 1 ensures positive school climate and conditions for learning.

Tier 2 Supports: Targeted Supports

At Tier 2, schools provide small group, standardized academic interventions or targeted behavioral or mental health supports using validated intervention programs. Teams select or design interventions and supports that have demonstrated positive effects for desired outcomes and are aligned with student needs. Tier 2 interventions and supports are delivered with fidelity at an appropriate duration and frequency to ensure students have increased opportunities for practice and corrective feedback.

Tier 3 Supports: Intensive Supports

Intensive interventions that offer students highly individualized, systematic instruction in one or more areas of assessed needs. These interventions may be similar to Tier 2 interventions but are provided with a longer duration and/or increased intensity in order to accelerate student learning and meet the unique needs of students at the highest risk for failure.

Title I

Provides funding to local schools that have high instances of low income families to ensure that every child in the school meets the state academic standards.

Title II

Title II Part A focuses on improving teacher and principal quality to increase academic achievement for students.

Title III

Provides funding to English Language Learners to help students become proficient in the English language and meet state academic standards.

Title IV

Purpose is to provide all students with access to a well-rounded education, improve school conditions for students learning, and improve the use of technology in order to improve the academic achievement and digital literacy of all students.

Title V

The Charter school start up grant.

Transfers

A transfer does not represent a purchase; rather, it is used to show that funds have been handled without having goods and services rendered in return. Included here are transactions for interchanging or transferring money from one fund to the other.

Trust/Agency Fund

Is a fiduciary fund used to account for assets held by a governmental unit in a trustee capacity or as an agent for individuals, private organizations, and/or other governmental units.

Unencumbered Appropriation

That portion of an appropriation not yet expended or encumbered.

WIDA Standards Framework

The WIDA English Language Development (ELD) Standards Framework is a document that provides a foundation for curriculum, instruction and assessment for multilingual learners in kindergarten through grade 12.

Glossary

Whole Child Approach

A Whole Child Approach is defined by policies, practices, and relationships that ensure each child, in each school, in each community, is healthy, safe, engaged, supported, and challenged. Within a whole child approach, questions must be raised about school culture and curriculum; instructional strategies and family engagement; critical thinking and social-emotional wellness.

Yield

The rate of annual income return on an investment, expressed as a percentage. (a) Income yield is obtained by dividing the current dollar income by the current market price for the security. (b) Net yield or yield of maturity is the current income yield minus any premium above par or plus any discount from par in purchase price, with the adjustment spread over the period from the date of purchase to the date of maturity of the bond.

Zero-Based Budgeting (ZBB)

A method of budgeting in which all expenses must be justified for each new period. The process of zero-based budgeting starts from a "zero base," and every function within an organization is analyzed for its needs and costs. The budgets are then built around what is needed for the upcoming period, regardless of whether each budget is higher or lower than the previous one.

Acronyms

A/V	Audio Visual
ACC	Arapahoe Community College
ACFR	Annual Comprehensive Financial Report
ADA	Americans with Disabilities Act
AED	Amortization Equalization Disbursement
ARP	American Rescue Plan
ASBO	Association of School Business Officials
ASCENT	Accelerated Students through Concurrent Enrollment
AVID	Advancement Via Individual Determination
BASE	Before and After School Enterprise
BEST	Building Excellent Schools Today
BFB	Beginning Fund Balance
BOE	Board of Education
CAO	Chief Academic Officer
CAS	Colorado Academic Standards
CASB	Colorado Association of School Boards
CCR	Code of Colorado Regulations
CCSS	Common Core State Standards
CDE	Colorado Department of Education
CDP	Colorado Doctors Plan
CE	Concurrent Enrollment
CELP	Colorado English Language Proficiency
CEO	Chief Executive Officer
CFO	Chief Financial Officer
CFR	Code of Federal Regulations
CIA	Curriculum, Instruction, and Assessment
CIP	Capital Improvement Projects
CITE	Continuous Improvement of Teacher Effectiveness
CMAS	Colorado Measures of Academic Success
CHSAA	Colorado High School Activities Association
COA	Chart of Accounts
CogAT	Cognitive Abilities Test
COO	Chief Operations Officer
COP	Certificate of Participation
CORA	Colorado Open Records Act
COSPRA	Colorado School Public Relations Association
CPI	Consumer Price Index
CPP	Colorado Preschool Program
CRS	Colorado Revised Statutes
CSI	Charter School Institute
CTE	Career and Technical Education
CTSO	Career and Technical Student Organization
DAC	District Accountability Committee
DC	Douglas County
DBC	Discovery Booster Club
DBB	Department Based Budget
DCSD	Douglas County School District

Acronyms

DCYI	Douglas County Youth Initiative
DLMC	District Library Media Center
EA	Educational Assistant
ECE	Early Childhood Education
ECP	Educational and Career Planning
EL	English Learners
EL	Executive Limitation
ELA	English Language Arts
ELD	English Language Development
ELL	English Language Learners
ELO	Expanded Learning Opportunities
ERP	Enterprise Resource Planning
ESSER	Elementary and Secondary School Emergency Relief
FDK	Full Day Kindergarten
FF&E	Furniture, Fixtures, and Equipment
FERPA	Family Educational Rights and Privacy Act
FOC	Fiscal Oversight Committee
FPC	Funded Pupil Count
FTE	Full Time Equivalent
FY	Fiscal Year
GAAP	Generally Accepted Accounting Principles
GASB	Governmental Accounting Standards Board
GED	General Educational Development
GDP	Gross Domestic Product
GF	General Fund
GO	General Obligation
GT	Gifted and Talented
HB	House Bill
HDHP	High Deductible Health Plan
HMO	Health Maintenance Organization
HR	Human Resources
HSA	Health Savings Account
HSED	High School Equivalency Diploma
HSMA	Healthy School Meals for All Program
IB	International Baccalaureate
IBNR	Incurred But Not Reported
IDEA	Individuals with Disability Act
IEP	Individual Education Plan
ILP	Individual Literacy Plan
IT	Information Technology
JBC	Joint Budget Committee
K-12	Kindergarten through 12th grade
LEAD	Leadership Effectiveness through Analysis & Data

Acronyms

LEP	Limited English Proficient
LRPC	Long Range Planning Committee
MAP	Measures of Academic Progress
MBEC	Mill Bond Exploratory Committee
MBOC	Mill Bond Oversight Committee
MCP	Master Capital Plan
ML	Multilingual Learners
MLO	Mill Levy Override
MTSS	Multi-Tiered System of Support
MYP	Middle Years Program
NAEP	National Assessment of Educational Progress
NAEYC	National Association for the Education of Young Children
NEP	Non-English Proficient
NSLP	National School Lunch Program
OSP	Office of State Planning and Budgeting
OOD	Out of District
PBIS	Positive Behavior Interventions and Support
PBL	Project Based Learning
PD	Professional Development
PDPA	Public Deposit Protection Act
PERA	Public Employees' Retirement Association
PK	Pre-Kindergarten
PPO	Preferred Provider Organization
PPR	Per Pupil Revenue
PSAT	Preliminary Scholastic Aptitude Test
PTA	Parent Teacher Association
PTIO	Parent Teacher Involvement Organization
PTO	Parent Teacher Organization
PYP	Primary Years Program
QB	Questica Budget
RFP	Request for Proposal
RTI	Response to Intervention
SAC	School Accountability Committee
SAG	Student Advisory Group
SAED	Supplemental Amortization Equalization Disbursement
SAT	Scholastic Assessment Test
SB	Senate Bill
SBB	Site Based Budget
SBBPA	Site Based Budget Pupil Allocation
SED	Serious Emotional Disability
SEF	State Education Fund
SEL	Social Emotional Learning
SFAs	School Food Authority
SOT	Specific Ownership Tax
SPED	Special Education
SRO	School Resource Officer

Acronyms

SSN	Significant Support Needs
STAR	Success Through Automated Resources
STEAM	Science, Technology, Engineer, the Arts, and Mathematics
STEM	Science, Technology, Engineering, Math
STEP	Student Teacher Emergenetics Profile
STDI	Short Term Disability Insurance
TABOR	Taxpayer's Bill of Rights
TIF	Tax Increment Financing
TLCC	Teaching and Learning Conditions Colorado Survey
UIP	Unified Improvement Plan
UPK	Universal Preschool Program
VALE	Venture Academy of Leadership and Entrepreneurship
WIDA	World-Class Instructional Design and Assessment
WSC	West Support Center
ZBB	Zero-Based Budgeting

