

# Douglas County School District Financial Plan & Budget

ADOPTED BUDGET BOOK | 2025-2026



**Douglas County**

**School District Re 1**

620 Wilcox Street,

Castle Rock, CO 80104

[www.dcsdk12.org](http://www.dcsdk12.org)





ASSOCIATION OF  
SCHOOL BUSINESS OFFICIALS  
INTERNATIONAL


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# DOUGLAS COUNTY SCHOOL DISTRICT RE1

for excellence in the preparation and issuance of its budget  
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Ryan S. Stechschulte  
President

  
James M. Rowan, CAE, SFO  
CEO/Executive Director

# Guide to Document

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The 2025-2026 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 2025-2026 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 the Board of Education and Superintendent’s Cabinet, 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 2025-2026. Also included are spending priorities for 2025-2026, 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 2021-2022 actuals, 2022-2023 actuals, 2023-2024 actuals, 2024-2025 Adopted Budget, Final Revised Budget and estimated actuals, and 2025-2026 Proposed and Adopted Budgets. Lastly, this section provides School Adopted Budget financial summaries and comparisons, 2024-2025 awards, performance frameworks and indicators, planning area maps, and interactive online financials for both schools and departments through OpenBook.

## 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**

## Superintendent Letter

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Dear Douglas County School District Community,

Here in the Douglas County School District (DCSD), we have so much to celebrate!

DCSD continues to be the top performing school district in the Denver area for academic achievement, and we have one of the highest graduation rates at 92.2% in 2024. The Class of 2025 earned more than \$123 million in scholarships, and our students and parents saved over \$20 million in college expenses through DCSD's concurrent enrollment partnerships and Advanced Placement course offerings in the 2024-2025 school year. In addition, 41 of our schools received an award for academic achievement from the Colorado Department of Education in 2024.



The development of DCSD's 2025-2026 Adopted Budget aligns with our hopes and vision for the 2025-2026 school year. This includes promoting excellence and high expectations for every one of our 61,000 students.

Throughout the school year we will be releasing the initiatives of our new Strategic Plan. This Strategic Plan will be focused around five cornerstone commitments for DCSD.

### **District Cornerstone Commitments for 2025-2026**

- Academic Excellence
- Strategic Technology Integration
- Essential Mindsets and Dispositions
- Future Ready Graduates (Postsecondary Readiness and Practical Life Skills)
- Thriving Schools and Thriving Communities

Our 2025-2026 Adopted Budget was built to support these commitments both with resources from the School Finance Act and our existing Mill Levy Overrides, but also with the addition of the 2024 Bond. We are thankful to our voters for passing the 5A ballot initiative in November 2024 which will provide \$490 million to support building new schools and much needed capital maintenance in our existing buildings.

Thank you for taking the time to learn more about DCSD's 2025-2026 Adopted Budget and for your ongoing support and partnership with this wonderful school district.

Sincerely,  
Erin Kane  
Superintendent  
Douglas County School District

A handwritten signature in black ink, appearing to read 'Erin Kane', with a long horizontal line extending from the end of the signature.

## Leadership Team 2025-2026



From left to right (back row): Steve Colella , Mark Blair, Danny Winsor, Matt Reynolds

From left to right (front row): Mary Kay Klimesh, Jackie Millet, 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**

**Jackie Millet | Chief Operations Officer**

**Mark Blair | Chief Technology Officer**

**Brian Condon | Chief Human Resources Officer**

## Executive Summary

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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 \$14 million or a 2% increase in expenditures and transfers in the 2025-2026 General Fund budget compared to the 2024-2025 Revised Budget or over \$12 million increase compared to the 2024-2025 Final Revised Budget. Consistent with the last few years, the largest budget priority for 2025-2026 is investing 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 bond last November. This bond will generate \$490M plus premium and interest in order to sustain capital maintenance at existing schools and build new schools.

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 2025-2026 was to add staff to middle and high schools to support Gifted and Talented programs, to increase the allocation for counseling at large elementary schools and reduce the allocation for counseling to right-size counseling ratios in middle and high schools with declining enrollment. In addition to school budgets, increases to district department budgets are primarily focused on increases to district-managed student programming.

The School Finance Act (HB25-1320) passed within the state legislature and was signed into law by the governor shortly after the budget was proposed to the Board of Education on May 6, 2025. The Per Pupil Revenue (PPR) for DCSD will be \$11,266 which represents a \$343 per student increase from the 2024-2025 DCSD Revised Budget. The increase year-over-year is minimal due to the low inflation in 2024 compared to recent years and pressure placed on the State's budget to slow the implementation of HB24-1448 (New School Finance Act). The phase in period for HB24-1448 was extended from 6 to 7 years within this bill and provides a 15% implementation of the new formula in 2025-2026. Most significantly, the bill retains the 4-year averaging provision for 2025-2026 included in HB24-1448 and does not eliminate multi-year averaging for the calculation of funded pupil count for districts with declining enrollment. Beginning with 2026-2027, the averaging for Funded Pupil Count (FPC) reduces to 3 years of enrollment unless the new formula is not phased in at 30% or more or if the balance in the State Education Fund (SEF) is projected to be less than \$200M by June 30, 2027. Despite the modest increase in Per Pupil Revenue, Funded Pupil Count projections for 2025-2026 are 818 funded pupils lower than the actual Funded Pupil Count for 2024-2025. Overall, this increase to the School Finance Act equates to an increase in Total Program for DCSD of \$11.0 million year-over-year. In addition to the School Finance Act, DCSD continues to annually receive \$139.7 million in Mill Levy Overrides. DCSD commits to a 100% equal per pupil share of Mill Levy Override (MLO) funds with District-authorized charter schools (except multi-district online charter schools) based on charter schools' projected funded pupil count in the 2025-2026 Adopted Budget.

The Board of Education adopted the 2025-2026 Adopted Financial Plan and Budget on June 10, 2025 with a use of \$18.6 million of fund balance within the General Fund. A use of fund balance occurs within the budget when budgeted expenditures exceed budgeted revenue. DCSD is able to responsibly support this deficit spending plan due to the favorably high levels of unassigned fund balance in the General Fund currently. This fiscally responsible use of reserves will allow DCSD to continue to provide pay increases to employees and invest in the supports needed for students.

Thank you for taking the time to learn more about the 2025-2026 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 61,000 students in grades preschool through twelve. District facilities equate to nearly seven million square feet of space, and the budgeted revenue for 2025-2026 is \$1,086,000,000.



## Board of Education 2025-2026

### 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

# 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 September 24, 2024, the Douglas County School District Board of Education unanimously approved the following goals (sometimes referred to as “end statements” or “ends”). The goals of the Board of Education are the goals of the school district.

- Global End Statement
- Academic Excellence and Life Skills
- Mindsets and Dispositions

More information on the indicators of success for the aforementioned goals is included within the Organizational Section beginning on page 53.

## 2024-2025 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. During the 2024-2025 school year, the Board reviewed proposed updates and received feedback provided by the District Advisory Committee. Subsequently, on September 24, 2024, the Board approved an update to these Ends Statements, consolidating Indicators of Success within the Board of Education End Statements. 2025-2026 goals will be released soon.

- Global End Statement
  - All students will develop the knowledge, skills, mindsets, and dispositions needed to achieve their highest individual potential in a safe, accessible, thriving, and welcoming learning environment. These results shall be produced at a cost that demonstrates good stewardship of resources.
- Academic Excellence and Life Skills
  - Students acquire cognitive, digital, and workforce readiness skills, to prepare them for higher education, their chosen careers, or independent living.
- Mindsets and Dispositions
  - Students acquire the necessary self-leadership and interpersonal skills, enabling them to become responsible and engaged members of society. This includes developing individual strengths to support their social, emotional, and physical well-being, allowing them to contribute positively within their individual ability and interests.

## 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 2024-2025 school year. The reporting summaries are included in the Organizational Section beginning on page 58.

# Budget Office Staff 2025-2026

**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 (Back Row) : Eric Shan, Mubeen Matin, Drew Phelps, and Pascal Federici  
From left to right: (Front Row): Zachariah Pate, Colleen Doan, Patti Grams, and Kim Simao

**Director of Budget**

Colleen Doan

**Manager of School Budgeting**

Drew Phelps

**Senior Financial Analysts**

Patti Grams

Kim Simao

**Financial Analysts**

Pascal Federici

Mubeen Matin

Zachariah Pate

Eric Shan

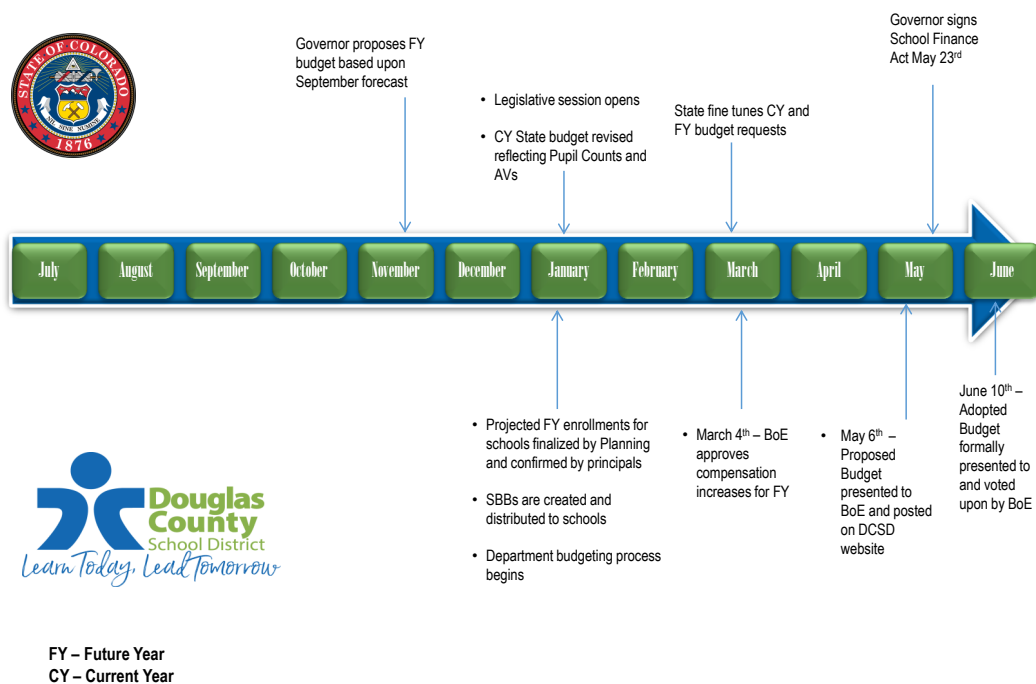
**Budget Department Guiding Principles**

- 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 principals/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 2025-2026 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](https://leg.colorado.gov/content/budget?field_budget_doc_type_target_id=561)

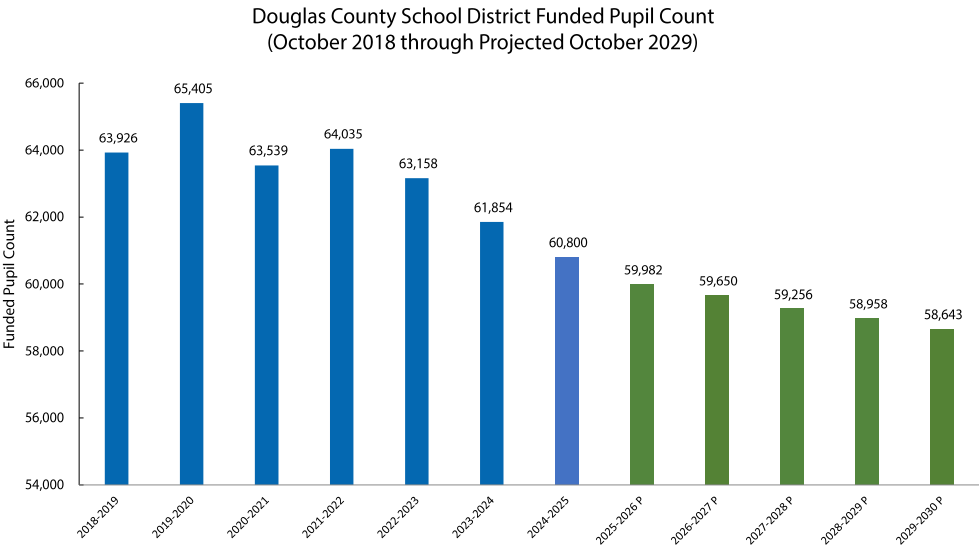
# Funded Pupil Count Growth

Throughout the 2025-2026 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 2024-2025 was 60,800, which includes 1,303 online students enrolled in HOPE Online, a multi-district online charter. For 2025-2026, the FPC is projected to be 59,982 students. This number, however, will not be final until the official Pupil Count occurs. Projected funded pupil counts for 2026-2027 through 2029-2030 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, and full day kindergarten students count as 1.00 funded pupils. Typical ECE pupils are excluded from FPC. While District-chartered charter school funded pupils are included, Charter School Institute pupils enrolled in Colorado Early Colleges Parker, 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. Funded pupil count is defined as the District’s “On-line Pupil Enrollment” for the applicable budget year, plus the District’s Supplemental Kindergarten Enrollment (i.e. 0.08 of kindergarten head-count), plus the District’s Extended High School (ASCENT) Pupil Enrollment, plus the greater of the District’s Current-Year K-12 Certified Pupil Enrollment or the average of the District’s pupil enrollment over the applicable budget year and the immediately preceding three budget years (except that, under certain statutory transition conditions, the average may be computed over the applicable year plus the preceding two or even one year).

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 2025-2026 projections are based on initial estimates from Planning and Construction and may be revised to reflect the principal’s requested student count. The 2026-2027 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 funded pupil count 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 reflects the implementation of UPK.



# 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 2025-2026, local property taxes in School Finance Act for the General Fund are expected to be \$311,877,356, specific ownership taxes (SOT) in School Finance Act to be \$20,939,020 and state equalization revenues to be \$342,941,304. In addition to the required funding, the District is expected to receive SOT Out of School Finance Act in the amount of \$16,169,893. Additionally, DCSD receives Mill Levy Override (MLO) revenue of \$139,713,000 for a total estimated \$488,699,269 in local taxes allocated to the General Fund for 2025-2026. 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.

## New School Finance Act

Colorado's New School Finance Act (HB 24-1448) significantly alters how K-12 public education is funded, impacting districts like Douglas County. This seven-year implementation, starting in 2025-26 with an initial cost of \$95 million (rising to \$571 million by 2032-33), can be paused if needed. Key changes include reduced funding factors: the Size Factor is capped at 6,500 students, effectively becoming 0% for larger districts, removal of the Personnel Factor, and the Cost of Living Factor is capped at 23% (down from 24.6%). Districts experiencing funding cuts due to these caps and the removal of the multiplicative factor (like DCSD) can seek voter approval to recover losses. Additionally, funding weights increase to 0.25 for at-risk, English Language Learner (ELL), and Tier A Special Education (SPED) students. The minimum funded pupil count rises to 60, and the multi-year averaging period for declining enrollment is shortened from five to four years, with districts held harmless during implementation. A new Locale Factor is introduced to support rural and remote districts, and both BEST and Charter Schools will receive more capital construction funding. These adjustments, like the current formula, aim to ensure equitable and adequate funding based on annual statewide pupil counts (FTE and FPC) and various adjustment factors.

## DCSD 2025-2026 TOTAL PROGRAM



# School Finance Act

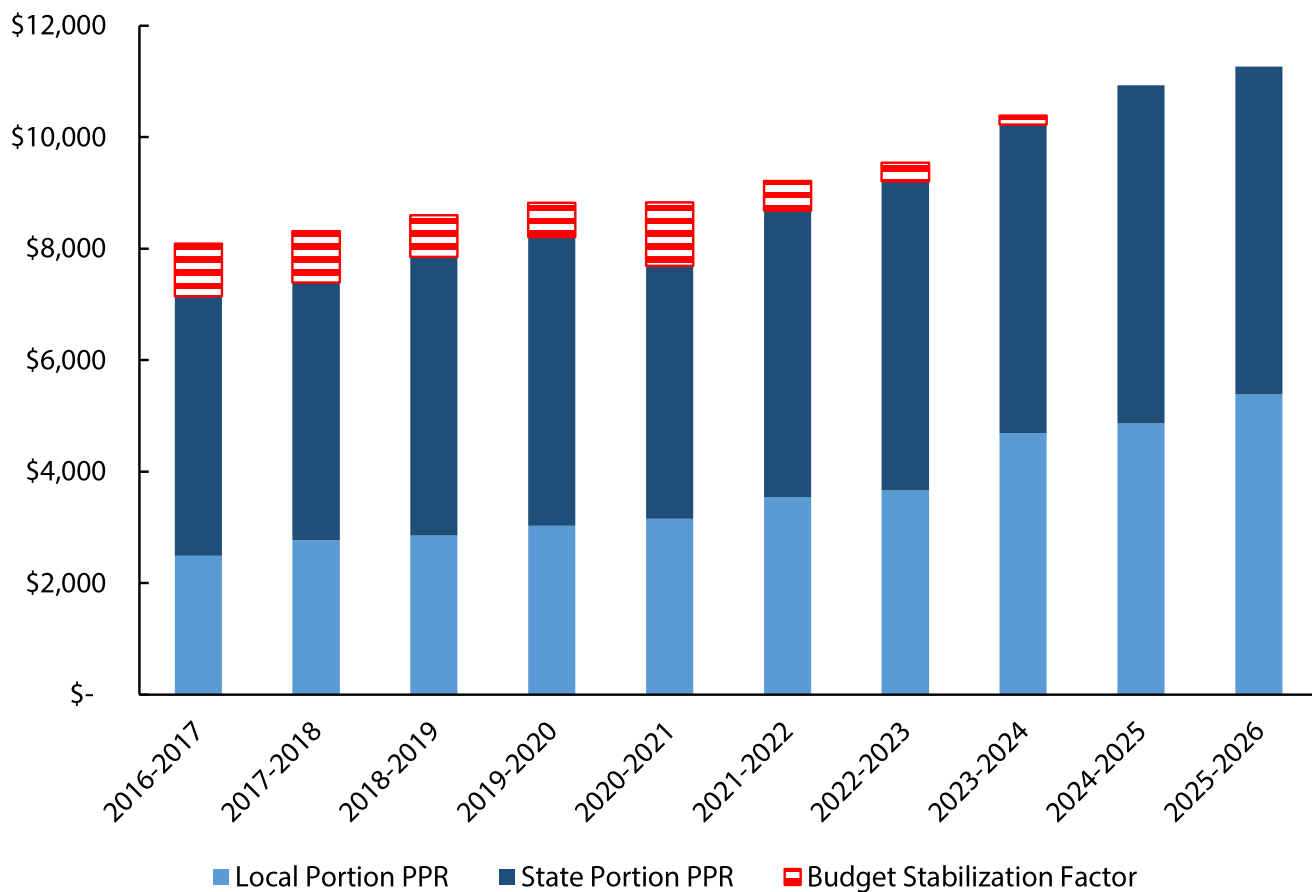
2025-2026 School Finance Act Formula for DCSD			
Statewide Base Per Pupil Funding	\$		8,691.8
Funded Pupil Count (less Multi-District Online and Extended High School)	X		60,303.9
<b>Foundation Funding</b>	<b>\$</b>		<b>524,149,438.02</b>
<b>PLUS</b>	<b>+</b>		
At-Risk Per Pupil Funding (Statewide Base Per Pupil x 25%)	\$		2,172.95
At-Risk Student Count	X		10739
<b>At-Risk Funding</b>	<b>\$</b>		<b>23,335,744.64</b>
<b>PLUS</b>	<b>+</b>		
English Language Learner (ELL) Per Pupil Funding (Statewide Base Per Pupil x 25%)	\$		2,172.95
English Language Learner (ELL) Student Count	X \$		1,715.00
<b>English Language Learner (ELL) Funding</b>	<b>\$</b>		<b>3,726,609.25</b>
<b>PLUS</b>	<b>+</b>		
Special Education Per Pupil Funding (Statewide Base Per Pupil x 25%)	\$		2,172.95
Special Education Student Count	X \$		8,063.00
<b>Special Education Funding</b>	<b>\$</b>		<b>17,520,495.85</b>
<b>PLUS</b>	<b>+</b>		
Cost of Living Factor	X		0.223
Statewide Base Per Pupil x Funded Pupil Count (less Multi-District Online and Extended High School)	X \$		524,149,438
<b>Cost of Living Funding</b>	<b>\$</b>		<b>116,885,324.68</b>
<b>PLUS</b>	<b>+</b>		
Size Factor			1.0297
Size Factor Funded Pupil Count	X		60466.9
Size Factor Cap Funded Pupil Count 6,500	X		0
<b>Size Factor Funding</b>			-
<b>PLUS</b>	<b>+</b>		
Locale Factor (Designation of District; Suburban: Large)			-
Locale Funded Pupil Count			60,303.9
<b>Locale Funding</b>			-
<b>PLUS</b>	<b>+</b>		
Multi-District Online Student Count			1,303.0
Multi-District Online Per Pupil Funding	X \$		10,480.00
<b>Multi-District Online Funding</b>	<b>\$</b>		<b>13,655,440.00</b>
<b>PLUS</b>	<b>+</b>		
Extended High School Per Pupil Funding	\$		10,480.00
Extended High School Per Pupil Student Count	X		10.0
<b>Extended High School Funding</b>	<b>\$</b>		<b>104,800.00</b>
<b>PLUS</b>	<b>+</b>		
ASCENT Student Count			155.0
Extended High School Per Pupil Funding	X		10,480.0
<b>ASCENT Funding</b>	<b>\$</b>		<b>1,624,400.00</b>
Total Program Funding per New Formula HB25-1320	TOTAL	\$	701,002,252.44
<b>Total Program Funding per School Finance Act 1994</b>	<b>TOTAL</b>	<b>\$</b>	<b>695,003,791.51</b>
Difference for Phase In	\$		5,998,460.93
Phase in Percentage 15%	\$		899,769.14
<b>Total Program Funding with Phase In % and Hold Harmless</b>	<b>TOTAL</b>	<b>\$</b>	<b>695,903,560.65</b>
Funded Pupil Count	DIVISION	÷	61,769.9
<b>NET PER PUPIL FUNDING</b>	<b>\$</b>		<b>11,266.06</b>

Source: [CDE FY2025-26 District Funding Calculation Worksheet– HB25-1320](#)

## School Finance Act

The below graph shows how the District's Per Pupil Revenue (PPR) has changed over the last ten years and the portion that is funded by the State as compared to Local funding sources. 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 currently estimated at 7.05 percent for residential property and 27.9 percent for non-residential property in tax collection year 2026. Total required mills from the School Finance Act were levied at 27.000 in 2024-2025 whilst Voter Approved Overrides, Abatements and Bond Redemption mills fluctuate based on assessed value and revenue requirements.

### Assessed Value

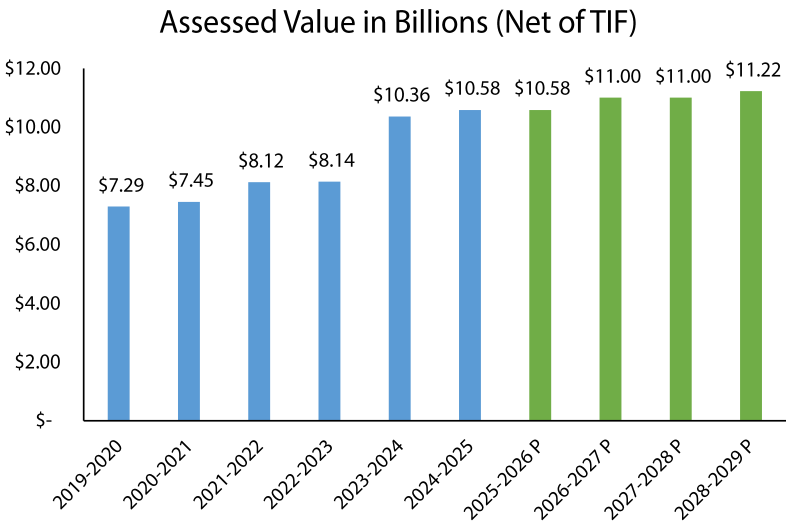
Per Colorado statute, the actual value of a property is not directly taxable. Instead, the taxable value is calculated by applying an assessment rate to the actual value. This result is called the assessed value, which forms the basis for calculating property taxes.

As of 2025, the assessment rate for all non-residential property remains at 27.9 percent of actual value.

The residential assessment rate, which historically was set by the legislature every odd-numbered year, has changed under legislation enacted in 2024. HB24B-1001 created a dual-rate structure beginning in 2025: 6.25% of actual value for local governments (e.g., county, city, special districts) and 7.05% of actual value for school districts. If the statewide increase in actual residential property value is more than 5%, the school district rate may be adjusted to 6.95%.

For comparison: 2024 assessment rate: 6.95%; 2023: 6.70%; 2022: 6.95%; 2019–2021: 7.15%; 2017: 7.20%; 2003–2016: 7.96%

Assessed values reported through the 2024-2025 fiscal year reflect certified values provided in December of that fiscal year. Values for 2025-2026 through 2028-2029 are estimated, assuming a 2% increase in reassessment years and 0% growth in non-reassessment years. All assessed values shown are net of Tax Increment Financing (TIF). Under TIF arrangements, municipalities may establish special districts where property tax revenue from increased assessed values—due to new investments—accrues to the TIF district rather than to traditional taxing authorities.



### Example Residential Property School Tax Bill

Residential Property Value	Assessment Rate	Estimated Mill Rate / 1000	Annual School Property Tax
\$721,306	X 7.05%	X 45.528	= \$2,315

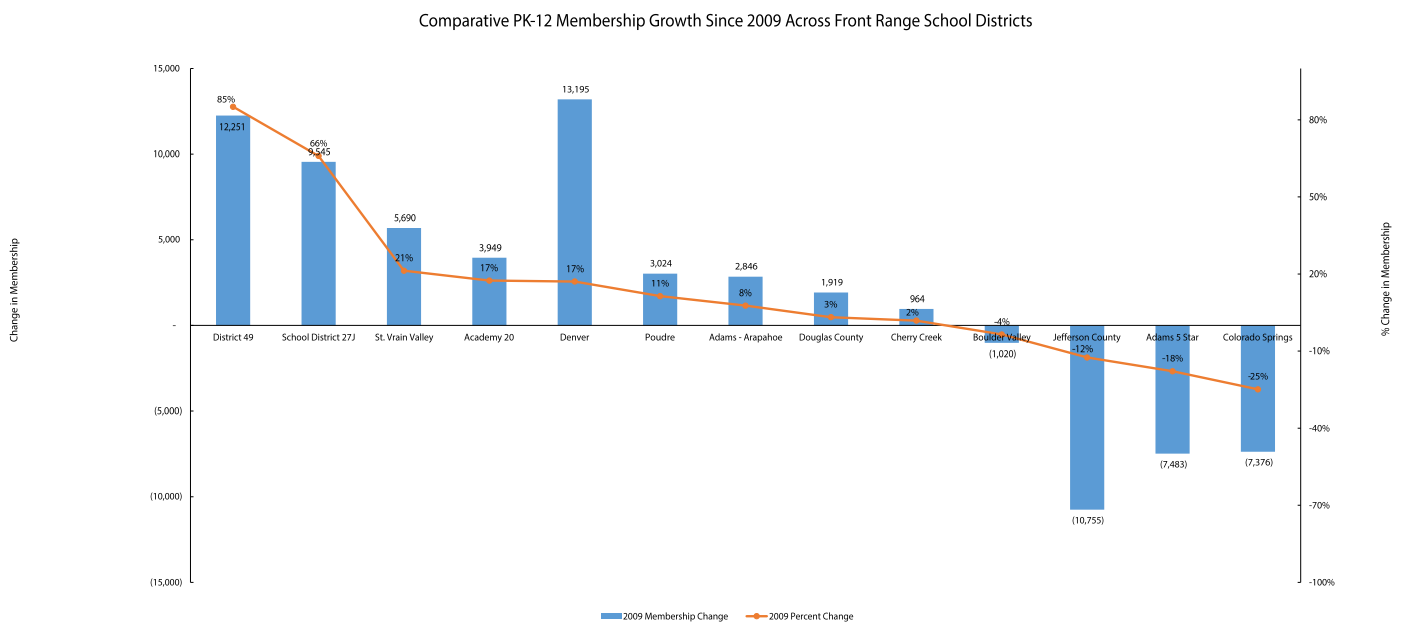
Mill Rates by Calendar Year (Assessment Year)							
Mill Rates	2019	2020	2021	2022	2023*	2024	2025**
School Finance Act	25.440	25.440	26.440	27.000	27.000	27.000	27.000
Voter Approved Overrides	10.113	9.886	9.077	9.050	13.485	13.210	13.210
Abatements	0.232	0.124	0.226	0.086	0.245	0.114	0.114
Bond Redemption	8.054	8.054	8.054	6.700	5.204	5.204	5.204
Total Mills	43.839	43.504	43.797	42.836	45.934	45.528	45.528

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

\*\*2025 mills are estimated and will not be finalized until December 2025

## Comparative Student Membership Growth and Decline

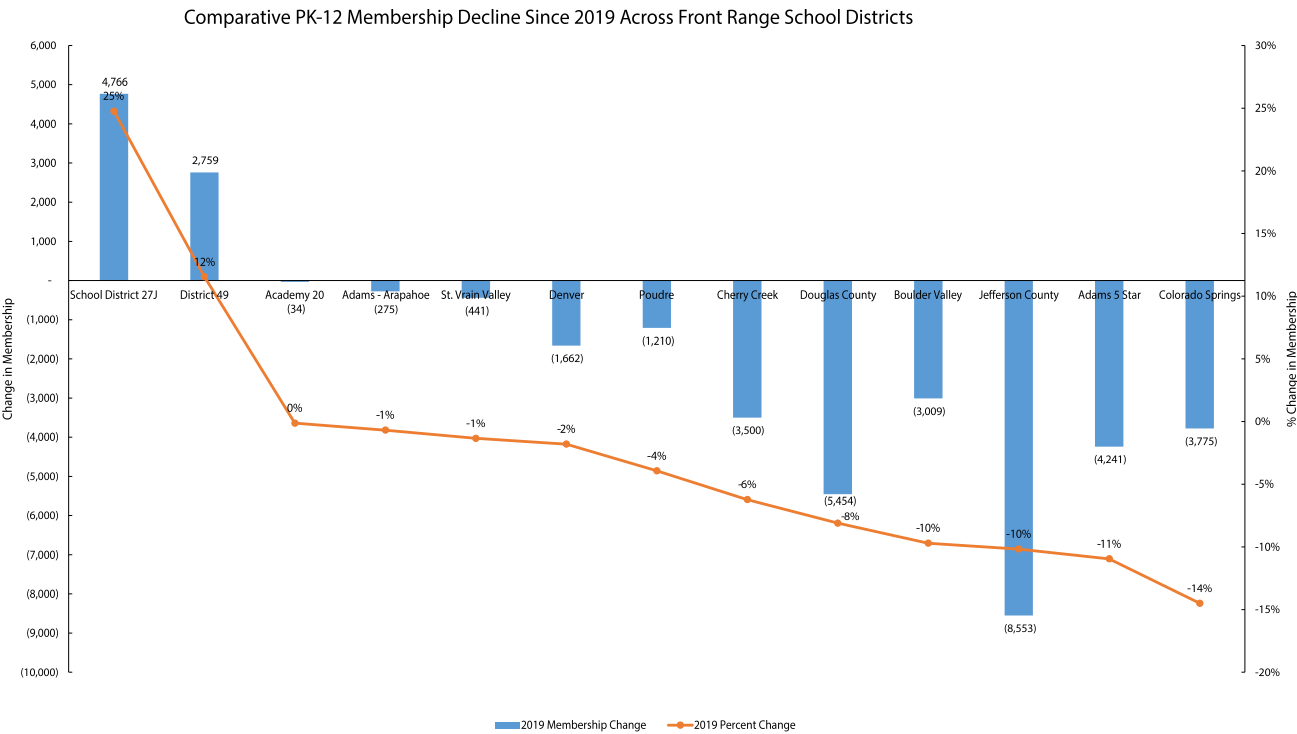
The chart below shows that on a percentage and actual student count basis, Douglas County School District has had the eighth highest percentage increase in pupil membership of large Front Range School Districts at a 3 percent increase from 59,932 in 2009 to 61,851 in the 2024 Pupil Count. This membership 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 15 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. Though overall enrollment is declining, growth in specific areas requires additional capacity. DCSD will open two new elementary schools in 2027–2028, one in Lone Tree and one in Sterling Ranch, west of Highlands Ranch, to serve these growing communities.



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

# Comparative Student Membership Growth and Decline

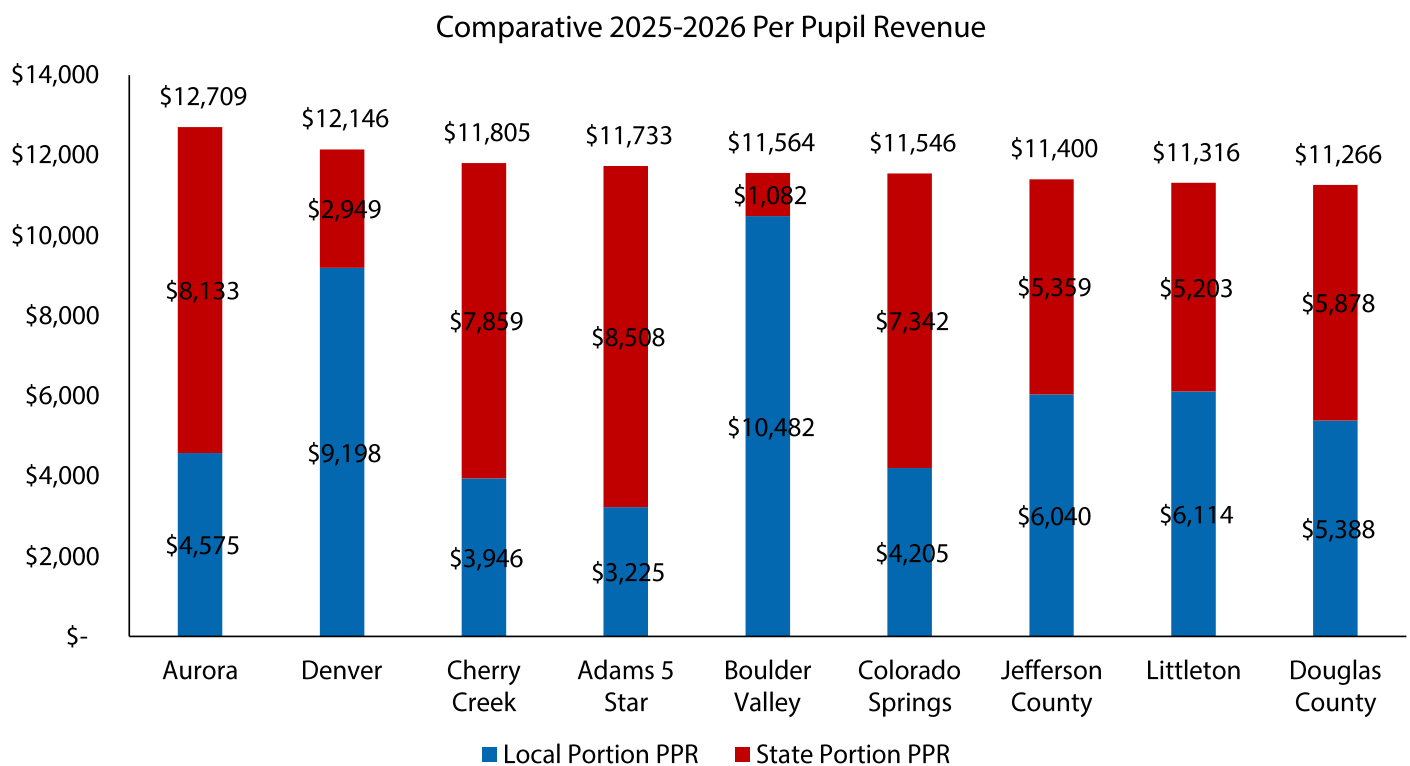
However, the last five years demonstrate a different trend in student membership across Front Range School Districts. Since 2019, most major front range districts (Arapahoe, Denver, Cherry Creek, Douglas County, Boulder Valley, Jefferson County, Adams 5 Star, and Colorado Springs) have seen an overall 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 2024-2025. Some districts, such as School District 27J and District 49 have seen an increase in PK-12 membership since 2019. Academy 20, St. Vrain Valley and Adams-Arapahoe have remained rather stagnant in their enrollment over the last five years. While some areas of DCSD are experiencing growth, others face continued enrollment decline. To better align facilities with student populations, DCSD will pair six elementary schools into three, ensuring resources are focused where they are most needed.



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

## Funding Comparison

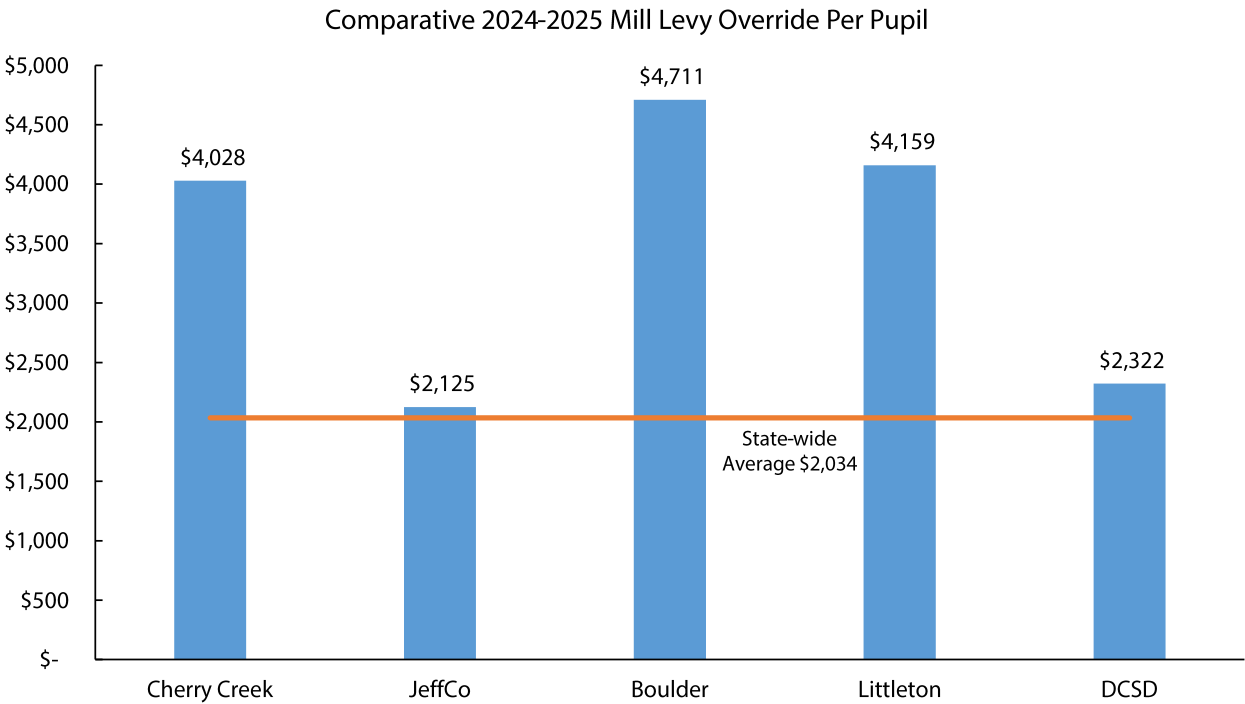
Douglas County School District is the third largest school district on the Front Range with a projected Funded Pupil Count for 2025-2026 of 59,982 behind Denver Public Schools at 84,754 and Jefferson County at 73,129. DCSD receives the lowest amount of Per Pupil Revenue (PPR) on the Front Range at \$11,266 largely due to demographics and at-risk funding. The statewide average PPR is \$11,864. 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.



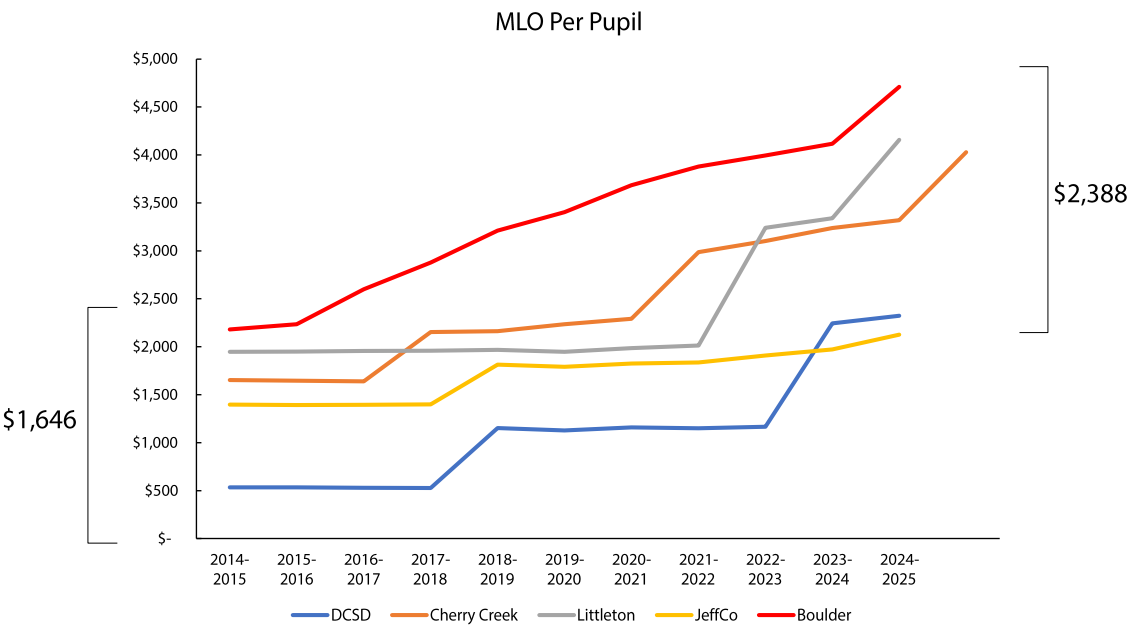
Source: [FY2025-2026 District Funding Calculation Worksheet - HB25-1320](#)

# 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 \$2,322 for 2024-2025. The statewide average MLO on a per pupil basis was \$2,034.



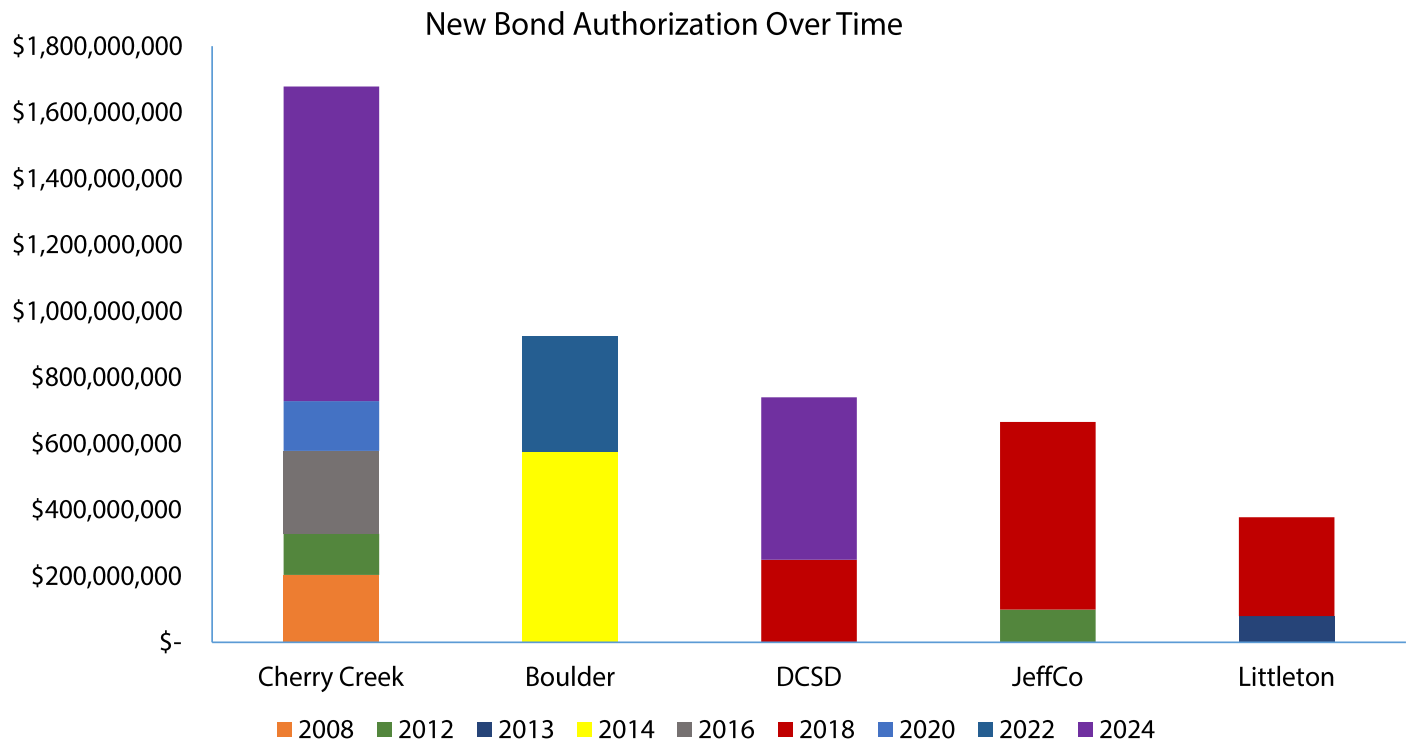
The following graph demonstrates the gap in mill levy override funding on a per student basis from \$1,646 between DCSD and Boulder Valley in 2015 to \$2,388 between DCSD and Boulder Valley in 2025.



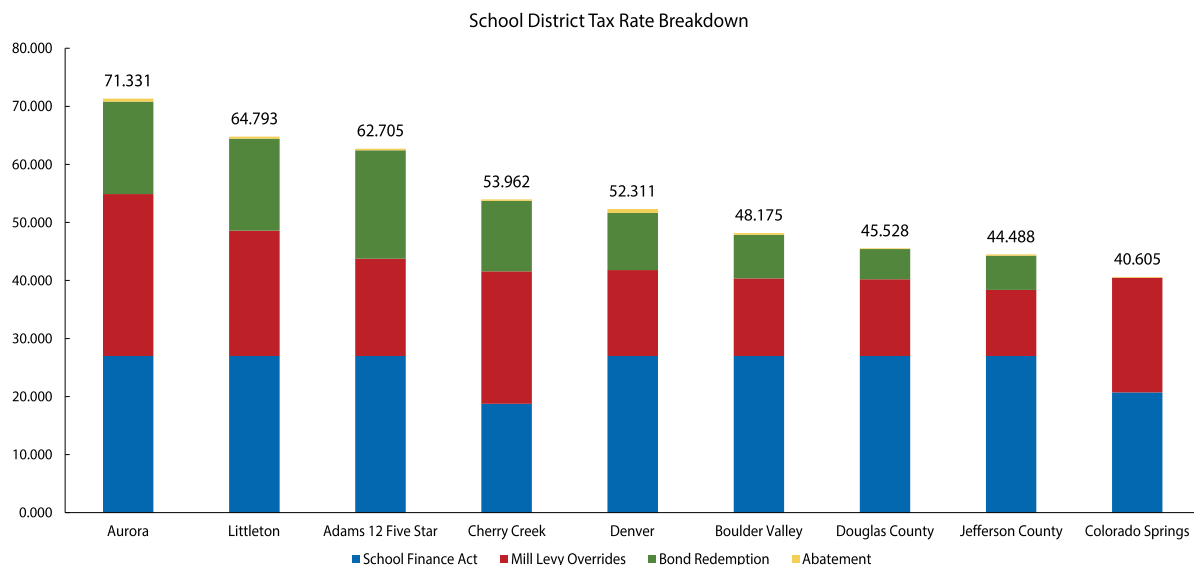
Source: <http://www.cde.state.co.us/cdefinance/sfmilllevy>

## 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. DCSD voters authorized \$250 million of bonds in November 2018 through the passage of 5B ballot measure. DCSD voters authorized \$490 million of bonds in November 2024 through the passage of 5A ballot measure. Cherry Creek authorized \$950 million in bonds in 2024 and was the only other district included within the graph below who passed a bond last year.



DCSD has the third lowest Total School District Mills for 2024-2025 compared to other Front Range districts at a rate of 45.528. The mill rate (tax rate) is set annually every December and will be revised in December 2025. Mill Levy Overrides include hold harmless, excess hold harmless, voter approved, transportation and other mills.



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

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

# Fund Descriptions

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## 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 \$10,000 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 (inactive)**

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 National School Lunch Program 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).

### **Nutrition Services Non-National School Lunch Program Fund 28 (inactive)**

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 effective with the 2023-2024 school year.

## Fund Descriptions

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### **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 (inactive)**

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**

This fund is identified for non-voter approved lease payments.

### **Building Funds**

#### **Bond Building Fund 41 (inactive)**

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 2025-2026 is \$0.

#### **Bond Building Fund 44**

This Fund has been established to account for the management and actual construction of District facilities that were financed by General Obligations (GO) proceeds. The District had authority to sell GO bonds after the November 2024 bond election.

#### **Certificate of Participation Building Fund 45 (inactive)**

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 2025-2026 is \$0.

## Fund Descriptions

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### 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**

The District sets annual premiums based on projected claims, providing income replacement for eligible employees temporarily unable to work due to non-work-related illness or injury, ultimately offering greater control and potential cost savings while ensuring employee support.

### Trust and Agency 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 2023-2024 Audited Actuals, 2024-2025 Final Revised Budget and Estimated Actuals, 2025-2026 Adopted Budget, 2026-2027 Forecast and 2027-2028 Forecast.

	<b>Audited Actuals 2023-2024</b>	<b>Final Revised Budget 2024-2025</b>	<b>Estimated Actuals 2024-2025</b>	<b>Adopted Budget 2025-2026</b>	<b>Forecast Budget 2026-2027</b>	<b>Forecast Budget 2027-2028</b>
Beginning Fund Balance	277,185,975	296,702,581	296,702,581	570,792,913	440,938,516	410,920,679
Revenues						
Property Taxes	473,209,738	480,296,487	480,022,763	506,626,888	508,828,348	509,973,108
Specific Ownership Taxes	34,274,142	35,086,108	36,162,161	37,108,913	38,187,958	38,187,958
Other Local Income	147,385,467	462,086,303	462,075,015	165,685,165	384,866,113	163,591,345
Intergovernmental	434,364,231	473,051,412	471,301,198	448,449,375	465,509,565	489,921,870
Other	-	-	-	-	-	-
<b>Total Revenues</b>	<b>1,089,233,578</b>	<b>1,450,520,310</b>	<b>1,449,561,137</b>	<b>1,157,870,341</b>	<b>1,397,391,985</b>	<b>1,201,674,282</b>
Expenditures						
Salaries	441,706,231	452,680,165	456,995,476	470,921,323	475,116,629	474,999,131
Benefits	153,246,467	171,606,385	173,440,861	180,575,100	187,065,776	187,269,829
Purchased Services	127,933,185	153,108,529	138,497,742	145,532,804	150,395,807	152,404,083
Contracts w/ Charter Schools	195,397,697	210,519,514	210,501,199	220,690,468	222,726,868	232,021,435
Supplies	61,448,655	82,214,576	75,818,187	83,699,973	83,171,271	83,474,605
Equipment	27,818,836	70,955,652	53,032,385	118,475,674	241,057,959	131,161,610
Other	62,166,021	67,234,663	66,670,052	60,039,396	60,038,888	60,040,112
<b>Total Expenditures</b>	<b>1,069,717,092</b>	<b>1,208,319,484</b>	<b>1,174,955,902</b>	<b>1,279,934,738</b>	<b>1,419,573,197</b>	<b>1,321,370,804</b>
BOE Contingency	-	2,376,891	585,946	7,790,000	7,836,625	8,038,344
<b>Net Change in Fund Balance</b>	<b>19,516,487</b>	<b>239,823,935</b>	<b>274,019,290</b>	<b>(129,854,397)</b>	<b>(30,017,837)</b>	<b>(127,734,866)</b>
<b>Ending Fund Balance</b>	<b>296,702,462</b>	<b>536,526,516</b>	<b>570,721,871</b>	<b>440,938,516</b>	<b>410,920,679</b>	<b>283,185,813</b>
Restricted/Committed Fund Balance	44,400,022	46,300,406	44,417,506	46,810,001	47,494,695	48,717,237
Assigned Fund Balance	33,432,439	35,294,357	36,425,064	33,046,656	25,091,900	23,788,986
Unassigned Fund Balance	218,870,001	454,931,753	489,879,301	361,081,859	338,334,085	210,679,590
<b>Ending Fund Balance</b>	<b>296,702,462</b>	<b>536,526,516</b>	<b>570,721,871</b>	<b>440,938,516</b>	<b>410,920,679</b>	<b>283,185,813</b>

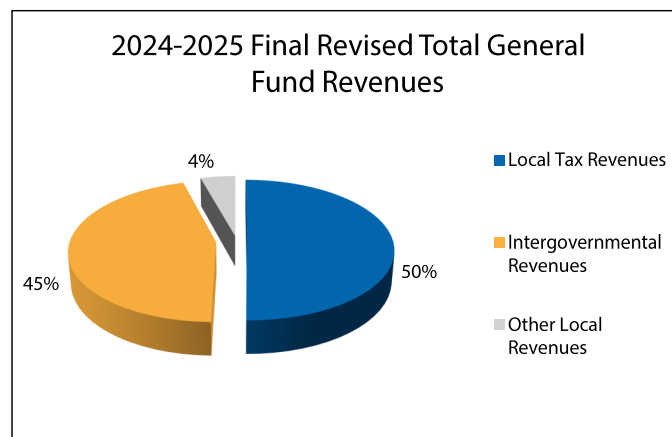


## 2024-2025 Budgeted Revenues

### Final Revised as of June 10, 2025

The actual funded pupil count (FPC) in 2024-2025 was 60,800 of which 1,303 were 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 with 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 was 61,851. Total enrollment decreased 113 students from 2023-2024.

TOTAL SOURCES BY FUND	2024-2025 Final Revised Budgeted Revenues			
Fund	Beginning Fund Balance	Revenues	Transfers In	Total Sources
General (see chart below)	\$ 149,851,093	\$ 917,043,285	\$ -	\$ 1,066,894,378
Outdoor Education	-	1,305,384	180,238	1,485,622
Capital Projects	36,342,987	3,463,691	9,691,387	49,498,065
Full Day Kindergarten	-	-	-	-
Transportation	8,276,615	7,249,714	22,993,112	38,519,441
<b>Total Combined General Fund</b>	<b>\$ 194,470,695</b>	<b>\$ 929,062,074</b>	<b>\$ 32,864,737</b>	<b>\$ 1,156,397,506</b>
Nutrition Services NSLP	7,250,920	34,466,336	3,170,424	44,887,680
Nutrition Services Non-NSLP	-	-	-	-
Governmental Designated Purpose Grants	-	17,994,227	-	17,994,227
Pupil Activity	-	-	-	-
Athletics and Activities	3,899,436	15,132,554	8,031,570	27,063,560
Child Care	5,152,491	10,322,902	1,565,882	17,041,275
<b>Total Special Revenue Fund</b>	<b>\$ 16,302,847</b>	<b>\$ 77,916,019</b>	<b>\$ 12,767,876</b>	<b>\$ 106,986,742</b>
Bond Redemption	81,628,110	58,574,025	-	140,202,135
Certificates of Participation (COP) Lease Payments	1,866	-	1,123,439	1,125,305
<b>Total Debt Service and Lease Payment Fund</b>	<b>\$ 81,629,976</b>	<b>\$ 58,574,025</b>	<b>\$ 1,123,439</b>	<b>\$ 141,327,440</b>
Bond Building and Building	-	318,642,204	-	318,642,204
Certificates of Participation (COP) Building	-	-	-	-
<b>Total Building Fund</b>	<b>\$ -</b>	<b>\$ 318,642,204</b>	<b>\$ -</b>	<b>\$ 318,642,204</b>
Medical and Dental	3,848,953	65,375,635	-	69,224,588
Short Term Disability Insurance	418,731	898,353	-	1,317,084
<b>Total Internal Service Fund</b>	<b>\$ 4,267,684</b>	<b>\$ 66,273,988</b>	<b>\$ -</b>	<b>\$ 70,541,672</b>
Private Purpose Trust	31,379	52,000	-	83,379
<b>Total Trust and Agency Fund</b>	<b>\$ 31,379</b>	<b>\$ 52,000</b>	<b>\$ -</b>	<b>\$ 83,379</b>

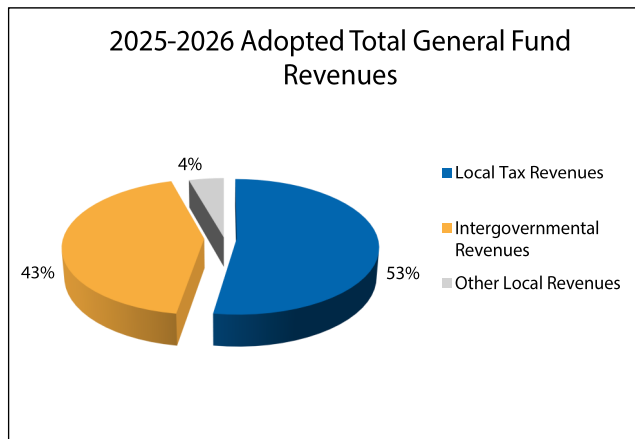


## 2025-2026 Budgeted Revenues

### Adopted as of June 10, 2025

The funded pupil count (FPC) in 2025-2026 is projected to be 59,982 of which 1,307 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 2025-2026 is projected to be 60,719 including UPK which is a decrease of 1,132 students from 2024-2025.

TOTAL SOURCES BY FUND	2025-2026 Adopted Budgeted Revenues			
Fund	Beginning Fund Balance	Revenues	Transfers In	Total Sources
General (see chart below)	\$ 142,578,642	\$ 930,457,659	\$ -	\$ 1,073,036,301
Outdoor Education	-	1,615,600	365,560	1,981,160
Capital Projects	24,270,673	2,085,792	(1,850,608)	24,505,857
Full Day Kindergarten	-	-	-	-
Transportation	5,250,990	7,861,889	26,088,096	39,200,975
<b>Total Combined General Fund</b>	<b>\$ 172,100,305</b>	<b>\$ 942,020,940</b>	<b>\$ 24,603,048</b>	<b>\$ 1,138,724,293</b>
Nutrition Services NSLP	10,636,725	35,380,775	3,168,069	49,185,569
Nutrition Services Non-NSLP	-	-	-	-
Governmental Designated Purpose Grants	-	14,201,365	-	14,201,365
Pupil Activity	-	-	-	-
Athletics and Activities	5,507,732	15,491,903	6,487,989	27,487,624
Child Care	3,938,481	10,579,875	1,415,284	15,933,640
<b>Total Special Revenue Fund</b>	<b>\$ 20,082,938</b>	<b>\$ 75,653,918</b>	<b>\$ 11,071,342</b>	<b>\$ 106,808,198</b>
Bond Redemption	80,629,404	57,840,866	-	138,470,270
Certificates of Participation (COP) Lease Payments	1,930	-	1,124,825	1,126,755
<b>Total Debt Service and Lease Payment Fund</b>	<b>\$ 80,631,334</b>	<b>\$ 57,840,866</b>	<b>\$ 1,124,825</b>	<b>\$ 139,597,025</b>
Bond Building and Building	291,837,635	10,831,374	-	302,669,009
Certificates of Participation (COP) Building	-	-	-	-
<b>Total Building Fund</b>	<b>\$ 291,837,635</b>	<b>\$ 10,831,374</b>	<b>\$ -</b>	<b>\$ 302,669,009</b>
Medical and Dental	5,517,453	70,537,861	-	76,055,314
Short Term Disability Insurance	587,369	933,382	-	1,520,751
<b>Total Internal Service Fund</b>	<b>\$ 6,104,822</b>	<b>\$ 71,471,243</b>	<b>\$ -</b>	<b>\$ 77,576,065</b>
Private Purpose Trust	35,879	52,000	-	87,879
<b>Total Trust and Agency Fund</b>	<b>\$ 35,879</b>	<b>\$ 52,000</b>	<b>\$ -</b>	<b>\$ 87,879</b>



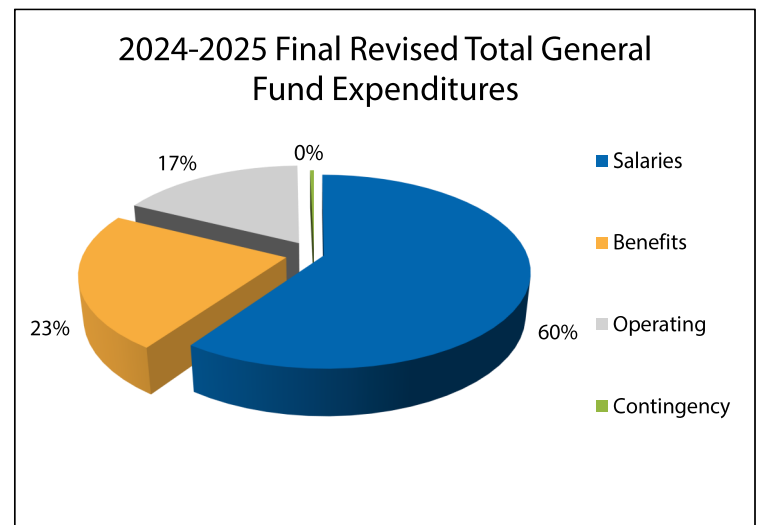
## 2024-2025 Budgeted Expenditures

### Final Revised as of June 10, 2025

**Salaries** and **Benefits** account for the largest component of General Fund expenditures at 83% of the total. The Final Revised Budget includes contingency in the total amount of \$2.4 million.

TRANSFERS AND EXPENDITURES BY FUND		2024-2025 Final Revised Budgeted Expenditures & Transfers		
Fund		Budgeted Expenditures	Budgeted Transfers Out	Total Budgeted Activity
General (see chart below)		\$ 884,157,803	\$ 46,756,052	\$ 930,913,855
Outdoor Education		1,485,622	-	1,485,622
Capital Projects		33,005,166	-	33,005,166
Full Day Kindergarten		-	-	-
Transportation		35,726,087	-	35,726,087
<b>Total Combined General Fund</b>		<b>\$ 954,374,678</b>	<b>\$ 46,756,052</b>	<b>\$ 1,001,130,730</b>
Nutrition Services NSLP		35,531,225	-	35,531,225
Nutrition Services Non-NSLP		-	-	-
Governmental Designated Purpose Grants		17,994,227	-	17,994,227
Pupil Activity		-	-	-
Athletics and Activities		23,983,694	-	23,983,694
Child Care		13,595,633	-	13,595,633
<b>Total Special Revenue Fund</b>		<b>\$ 91,104,779</b>	<b>\$ -</b>	<b>\$ 91,104,779</b>
Bond Redemption		59,572,731	-	59,572,731
Certificates of Participation (COP) Lease Payments		1,123,375	-	1,123,375
<b>Total Debt Service and Lease Payment Fund</b>		<b>\$ 60,696,106</b>	<b>\$ -</b>	<b>\$ 60,696,106</b>
Bond Building and Building		37,741,196	-	37,741,196
Certificates of Participation (COP) Building		-	-	-
<b>Total Building Fund</b>		<b>\$ 37,741,196</b>	<b>\$ -</b>	<b>\$ 37,741,196</b>
Medical and Dental		65,982,116	-	65,982,116
Short Term Disability Insurance		750,000	-	750,000
<b>Total Internal Service Fund</b>		<b>\$ 66,732,116</b>	<b>\$ -</b>	<b>\$ 66,732,116</b>
Private Purpose Trust		47,500	-	47,500
<b>Total Trust and Agency Fund</b>		<b>\$ 47,500</b>	<b>\$ -</b>	<b>\$ 47,500</b>

Please note that the table above includes budgeted transfers of \$46.8 million. The general fund pass through to charters is \$210.5 million. Both of these figures are excluded from the graph to the right.



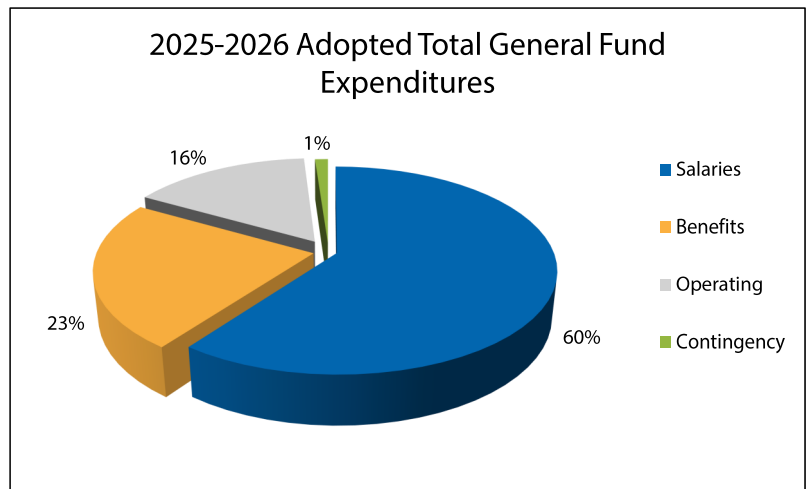
## 2025-2026 Budgeted Expenditures

### Adopted as of June 10, 2025

**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 \$7.8 million.

TRANSFERS AND EXPENDITURES BY FUND		2025-2026 Adopted Budgeted Expenditures & Transfers		
Fund		Budgeted Expenditures	Budgeted Transfers Out	Total Budgeted Activity
General (see chart below)		\$ 912,281,506	\$ 36,799,215	\$ 949,080,721
Outdoor Education		1,969,160	-	1,969,160
Capital Projects		8,148,464	-	8,148,464
Full Day Kindergarten		-	-	-
Transportation		38,506,993	-	38,506,993
<b>Total Combined General Fund</b>		<b>\$ 960,906,123</b>	<b>\$ 36,799,215</b>	<b>\$ 997,705,338</b>
Nutrition Services NSLP		38,548,844	-	38,548,844
Nutrition Services Non-NSLP		-	-	-
Governmental Designated Purpose Grants		14,201,365	-	14,201,365
Pupil Activity		-	-	-
Athletics and Activities		23,869,328	-	23,869,328
Child Care		13,663,776	-	13,663,776
<b>Total Special Revenue Fund</b>		<b>\$ 90,283,313</b>	<b>\$ -</b>	<b>\$ 90,283,313</b>
Bond Redemption		52,264,406	-	52,264,406
Certificates of Participation (COP) Lease Payments		1,124,825	-	1,124,825
<b>Total Debt Service and Lease Payment Fund</b>		<b>\$ 53,389,231</b>	<b>\$ -</b>	<b>\$ 53,389,231</b>
Bond Building and Building		112,059,708	-	112,059,708
Certificates of Participation (COP) Building		-	-	-
<b>Total Building Fund</b>		<b>\$ 112,059,708</b>	<b>\$ -</b>	<b>\$ 112,059,708</b>
Medical and Dental		70,263,488	-	70,263,488
Short Term Disability Insurance		773,875	-	773,875
<b>Total Internal Service Fund</b>		<b>\$ 71,037,363</b>	<b>\$ -</b>	<b>\$ 71,037,363</b>
Private Purpose Trust		49,000	-	49,000
<b>Total Trust and Agency Fund</b>		<b>\$ 49,000</b>	<b>\$ -</b>	<b>\$ 49,000</b>

Please note that the table above includes budgeted transfers of \$36.8 million. The general fund pass through to charters is \$220.7 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 implemented 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 and other General Fund sources. In the current formula, the Base Allocation is \$6,180 per-pupil for elementary, \$5,830 for middle and \$5,580 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.

Despite declining enrollment overall, effort was made by staff to provide as much opportunity to maintain ongoing per pupil purchasing power within schools while recognizing the availability of one-time funding in the current year within schools. The base per pupil applied in the SBB formula increased 8% to keep pace with salary and benefit increases over time, the formula sustained funding for small schools with an increasing percentage of the student population counted in small elementary schools and adjustments were made to non-discretionary allocations. Budget was set aside to add staff to middle and high schools to support Gifted and Talented programs, to increase the allocation for counseling at large elementary schools and reduce the allocation for counseling to right-size counseling ratios in middle and high schools with declining enrollment. With the passage of the 5A Bond ballot initiative in November 2024 and the inclusion of \$20M for student and staff device refresh within the Bond, non-discretionary funding for student and staff device refresh out of school's budgets was removed for 2025-2026. Even with some of these investments, with declining enrollment and the restructuring of select non-discretionary SBB allocations, there is an overall net savings to the SBB of \$2.8M year-over-year.

The current formula reflects a broad concept of student need/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, Career Tech, Discovery Program, Affective Needs Administrator. Types of non-discretionary per pupil allocations include READ Act, Elementary Schedule A, Athletics Security Overtime, Custodial Overtime and Certified Substitutes.

## Site-Based Budgeting

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 students for elementary schools, 875 students for middle schools with 6-8 grades, 685 students for middle schools with 7-8 grades only and 1,637 students 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.

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. This allows schools 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 2024-2025 is projected to be \$17.4 million as budgeted in the 2025-2026 Adopted Budget before carry over for fundraisers and donations.

In 2025-2026, approximately 68% of General Fund expenditures or \$468 million are spent in Site-Based Budgeting. Direct School Expenditures account for 70.1% of Combined General Fund expenses and the vast majority of those dollars are through the SBB. Additionally, 24.1% of the 2025-2026 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 7,500 employees. These costs are approximately 5.7% of total Combined General Fund expenditures in 2025-2026.

# 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 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 ( $\$1,000 \times 10\%$ ). 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)    \$6,180    Middle (MS)    \$5,830    High (HS)    \$5,580

Weight	Weight-Eligible Students	Context	Funding Use Examples
<b>At Risk:</b> <b>FRL</b> <b>(30%)</b> <b>ES \$1,854</b> <b>MS \$1,749</b> <b>HS \$1,674</b>	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"> <li>Support professional development, summer enrichment or extended learning opportunities</li> <li>Other programs and services to meet the needs of students coming from an economically disadvantaged background</li> </ul>
<b>At Risk:</b> <b>IEP/504</b> <b>(10%)</b> <b>ES \$618</b> <b>MS \$583</b> <b>HS \$558</b>	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 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"> <li>Support identification of students</li> <li>Drive smaller classes for more targeted support</li> </ul>
<b>At Risk:</b> <b>Attendance</b> <b>(9%)</b> <b>ES \$556</b> <b>MS \$524</b> <b>HS \$502</b>	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"> <li>Support attendance contracts with adult mentors/small groups</li> <li>Enable collaboration with outside agencies and liaisons</li> <li>Individual tutoring</li> </ul>
<b>At Risk:</b> <b>Mobility</b> <b>(10%)</b> <b>ES \$618</b> <b>MS \$583</b> <b>HS \$558</b>	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"> <li>Support parent engagement</li> <li>Social-emotional/trauma-based interventions</li> <li>Collaboration with outside agencies and liaisons, and individual tutoring</li> </ul>

## Site-Based Budgeting

Weight	Weight-Eligible Students	Context	Funding Use Examples
<p>Academic Intervention:</p> <p><b>Special Programming</b> (0.5% - 2.0% Elem; 2.5% Middle; 3.0% MYP Fr/So + 15% IB Jr/Sr High)</p> <p>ES \$31; \$62; \$124 MS \$146 HS \$167; \$837</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 course.</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"> <li>• Help cover materials and membership dues</li> <li>• Help provide professional development for differentiated/advanced content</li> </ul>
<p>Academic Intervention:</p> <p><b>PreK</b> (11%)</p> <p>ES \$679</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 outperform their peers, particularly in the first five years of formal education.</p>	<ul style="list-style-type: none"> <li>• Interventions to fill in gaps and support student transition into formal schooling</li> <li>• Educational assistants (EAs) in tier-1 general education classrooms</li> </ul>
<p>Academic Intervention:</p> <p><b>K1 Supplement</b> (10%)</p> <p>ES \$618</p>	<p>Elementary schools receive additional dollars for every student enrolled in grades K and 1.</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"> <li>• Support extra costs and allow schools to reduce class sizes for the youngest learners</li> <li>• Interventions, small group/pull-out services, and educational assistant staffing</li> </ul>

## Site-Based Budgeting

Weight	Weight-Eligible Students	Context	Funding Use Examples
Academic Intervention: <b>ELL Support</b> <b>(10%)</b> <b>ES \$618</b> <b>MS \$583</b> <b>HS \$558</b>	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"> <li>Support professional development opportunities</li> <li>Supplemental curricular resources</li> <li>Family liaison work</li> </ul>
Academic Intervention: <b>I-Ready Reading &amp; Math</b> <b>(12%)</b> <b>ES \$741</b> <b>MS \$699</b> <b>HS \$669</b>	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"> <li>Support students not meeting benchmarks on common assessments</li> <li>Small group academic intervention</li> <li>Combined with other resources to support a broader group needing intervention</li> </ul>
Academic Intervention: <b>GT &amp; AP</b> <b>(5%)</b> <b>ES \$309</b> <b>MS \$291</b> <b>HS \$279</b>	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"> <li>Help cover materials and support for small group intervention</li> <li>Help provide professional development for differentiated/advanced content/College Board training</li> </ul>
Other: <b>Small School Factor</b> <b>(15% or 20%)</b> <b>ES \$927</b> <b>MS \$1,166</b> <b>HS \$1,116</b>	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"> <li>Provide equitable opportunities such that small schools can provide comparable programming to the district's average- and large-size schools</li> </ul>



# Site-Based Budgeting

The following illustrative example identifies the breakout of School Managed, 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.

## Per Pupil Expense: Neighborhood Schools Only

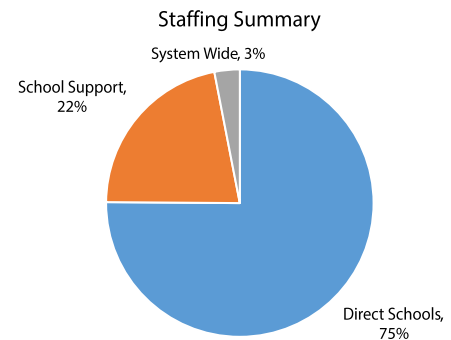
Expenditures	2024-2025 Final Revised		2025-2026 Proposed		2025-2026 Adopted	
	Per Pupil Amount	Percent of Total Expense	Per Pupil Amount	Percent of Total Expense	Per Pupil Amount	Percent of Total Expense
<b>School Managed Expenditures</b>						
Site Based Budget (SBB) Base Allocation	\$ 5,460	34.1%	\$ 5,885	35.9%	\$ 5,885	35.9%
Discretionary (SBB Allocation)	1,516	9.5%	1,312	8.0%	1,312	8.0%
Non-Discretionary (SBB Allocation)	3,647	22.8%	3,789	23.1%	3,792	23.1%
Alternative School Allocation	469	2.9%	492	3.0%	492	3.0%
Department Head Pay	9	0.1%	9	0.1%	9	0.1%
<b>Total Direct School Expenditures</b>	<b>\$ 11,101</b>	<b>69.3%</b>	<b>\$ 11,487</b>	<b>70.2%</b>	<b>\$ 11,490</b>	<b>70.1%</b>
<b>School Support Expenditures</b>						
SPED and ECE SPED - Non SBB Allocation	\$ 983	6.1%	\$ 978	6.0%	\$ 983	6.0%
Transportation Interfund Transfer	531	3.3%	605	3.7%	613	3.7%
Operations and Maintenance	513	3.2%	555	3.4%	555	3.4%
Student Support Services	556	3.5%	510	3.1%	506	3.1%
Utilities	316	2.0%	325	2.0%	325	2.0%
Athletics and Activities	196	1.2%	163	1.0%	161	1.0%
Security	293	1.8%	218	1.3%	218	1.3%
Post Secondary Education	307	1.9%	312	1.9%	312	1.9%
Curriculum, Instruction and Assessment	86	0.5%	94	0.6%	94	0.6%
Internet and Phones Service	35	0.2%	32	0.2%	32	0.2%
Assessment	59	0.4%	61	0.4%	61	0.4%
Choice Office and Home Education Partnership	39	0.2%	41	0.2%	41	0.2%
Planning and Construction and Chief Operating Officer	37	0.2%	37	0.2%	37	0.2%
Classroom Applications Licensing and Support	17	0.1%	18	0.1%	18	0.1%
<b>Total School Support Expenditures</b>	<b>\$ 3,968</b>	<b>24.8%</b>	<b>\$ 3,950</b>	<b>24.1%</b>	<b>\$ 3,957</b>	<b>24.1%</b>
<b>System Wide Expenditures</b>						
Information Technology	\$ 170	1.1%	\$ 182	1.1%	\$ 182	1.1%
Business Services	143	0.9%	148	0.9%	148	0.9%
Human Resources	90	0.6%	97	0.6%	100	0.6%
Workday, Infinite Campus and Other Systems Licensing and Support	79	0.5%	82	0.5%	82	0.5%
Worker's Compensation	59	0.4%	60	0.4%	60	0.4%
Risk Management	95	0.6%	99	0.6%	99	0.6%
Firewall, Servers, Other Operations Licensing and Support and Data Center	71	0.4%	70	0.4%	70	0.4%
School Leadership	67	0.4%	56	0.3%	57	0.3%
Legal	43	0.3%	45	0.3%	45	0.3%
Communications	52	0.3%	36	0.2%	36	0.2%
Superintendent	37	0.2%	31	0.2%	31	0.2%
Board of Education	14	0.1%	16	0.1%	16	0.1%
Sick Leave Severance	12	0.1%	12	0.1%	12	0.1%
Mobile Moves	8	0.0%	3	0.0%	3	0.0%
<b>Total System Wide Expenditures</b>	<b>\$ 939</b>	<b>5.9%</b>	<b>\$ 937</b>	<b>5.7%</b>	<b>\$ 940</b>	<b>5.7%</b>
<b>Total Per Pupil Expenditures</b>	<b>\$ 16,008</b>	<b>100.0%</b>	<b>\$ 16,375</b>	<b>100.0%</b>	<b>\$ 16,388</b>	<b>100.0%</b>

## 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, financial 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 School Managed, 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)	2025-2026 Adopted Budget	2025-2026 Percent of Total FTE
Direct Schools		
School Administration	176	2.6%
Licensed - Instructional	3,435	50.1%
Professional	4	0.1%
Paraprofessionals	994	14.5%
Office/Administrative Support	289	4.2%
Crafts, Trades, and Services	257	3.7%
School Support		
Non-School Administration	3	0.0%
Licensed - Instructional	253	3.7%
Professional	199	2.9%
Paraprofessionals	329	4.8%
Office/Administrative Support	81	1.2%
Crafts, Trades, and Services	633	9.2%
System Wide		
Non-School Administration	21	0.3%
Licensed - Instructional	3	0.0%
Professional	133	1.9%
Paraprofessionals	6	0.1%
Office/Administrative Support	39	0.6%
Crafts, Trades, and Services	8	0.1%
<b>Total FTE</b>	<b>6,861</b>	<b>100%</b>



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

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

## School District Staff for 2025-2026

Position Type	FTE
<b>100 Administrators</b>	<b>200</b>
Support - Instructional Staff	11
Support - Students	2
Support Services - General Administration	6
Support Services - School Administration	175
Support Services - Business	1
Support Services - Central and Other	5
<b>200 Licensed - Instructional</b>	<b>3,690</b>
Instruction	3,181
Support - Students	407
Support - Instructional Staff	74
Support Services - School Administration	27
Operations and Maintenance Services	1
<b>300 Professional</b>	<b>336</b>
Support - Students	23
Support - Instructional Staff	79
Support Services - General Administration	6
Support Services - Business	39
Operations and Maintenance Services	16
Student Transportation Services	17
Support Services - Central and Other	75
Food Services Operations	17
Enterprise Operations	50
Facilities Acquisition and Construction Services	6
Instruction	3
Community Services	5
<b>400 Paraprofessionals</b>	<b>1,329</b>
Instruction	1,100
Support - Students	52
Support - Instructional Staff	37
Student Transportation Services	73
Support Services - Central and Other	16
Enterprise Operations	53
<b>500 Office/Administrative Support</b>	<b>408</b>
Support - Students	25
Support - Instructional Staff	26
Support Services - General Administration	6
Support Services - School Administration	275
Support Services - Business	6
Operations and Maintenance Services	12
Student Transportation Services	31
Support Services - Central and Other	19
Food Services Operations	4
Community Services	3
Facilities Acquisition and Construction Services	1
Enterprise Operations	1
<b>600 Crafts, Trades, and Services</b>	<b>898</b>
Support Services - Business	3
Operations and Maintenance Services	375
Student Transportation Services	220
Food Services Operations	295
Enterprise Operations	5
<b>Grand Total</b>	<b>6,861</b>

DCSD is budgeting for 6,861 full time equivalent positions in 2025-2026. 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.

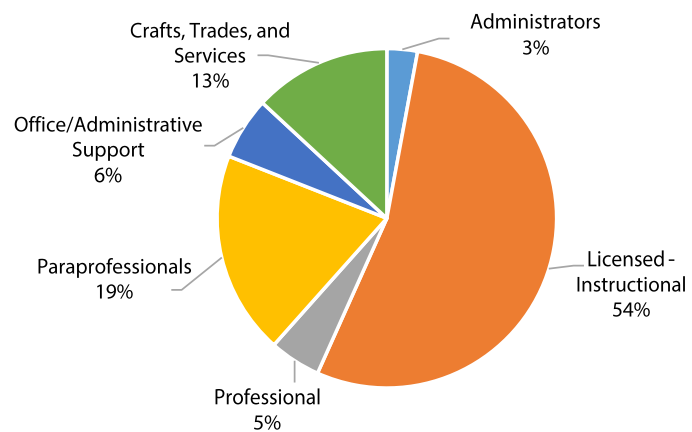
**Licensed—Instructional** - Licensed staff perform duties requiring a high degree of knowledge and skills acquired through at least a baccalaureate degree including skills in the field of education or educational psychology.

**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

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### **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 2025-2026, 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 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 2025-2026.

### **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, 2024, PERA maintains \$28.9 billion in unfunded liability with the school division requiring 28 years to reach full funding status. In 2024, \$4.5 billion contributions were paid into PERA and \$5.4 billion of benefit payments were paid out to members. The rate of return in 2024 was 10.8% with a gain of \$7.5 billion in net investment income.

Senate Bill 18-200, passed by the Colorado General Assembly on May 9, 2018, established an increased PERA contribution rate of 20.40%, which took effect in the 2019-2020 Adopted Budget. The legislation also introduced an automatic adjustment mechanism allowing employer and member (employee) contributions to increase by up to 0.5% in a single year if PERA falls behind its funding schedule. For 2025-2026, the PERA rate is 21.40%, with the last change occurring in 2022-2023 when the rate increased from 20.90%.

Source: <https://copera.org/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 2025-2026, Douglas County School District's contribution is budgeted to be \$98.9 million.

Douglas County School District is required to record its share of PERA's net pension liabilities. As of June 30, 2024, the District reported a liability of \$1,025,166,597 for its proportionate share of the net pension liability. The net pension liability was measured as of December 31, 2023. 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 \$51.0 million from June 30, 2023. It is important to understand that the District's financial condition has not deteriorated.

<b>Government-Wide Net Position</b>	<b>FY 2024</b>	<b>FY 2023</b>
Beginning Net Position	\$ (134.4) M	\$ (195.1) M
Change in Net Position	\$ 51.0 M	\$ 60.7 M
<b>Ending Net Position</b>	<b>\$ (83.4) M</b>	<b>\$ (134.4) M</b>
	<b>FY 2024</b>	<b>FY 2023</b>
Beginning Net Position Before PERA	\$ 711.5 M	\$ 671.8 M
Change in Net Position	\$ 51.0 M	\$ 60.7 M
Current Year PERA Expense	\$ (1.3) M	\$ (21.0) M
<b>Ending Net Position</b>	<b>\$ 761.2 M</b>	<b>\$ 711.5 M</b>

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

<b>Schedule of the District's Proportionate Share of Net Pension Liabilities</b>	<b>FY 2024</b>	<b>FY 2023</b>
District's proportion of the net pension liability	5.797%	4.646%
District's proportionate share of the net pension liability	\$1,025,166,597	\$846,043,961
District's covered payroll	\$380,458,607	\$352,714,773
District's proportionate share of the net pension liability as a percentage of its covered payroll	269.46%	239.87%
Plan fiduciary net position as a percentage of the total pension liability	64.74%	61.79%

Source: [Douglas County School District ACFR 24-25](#)

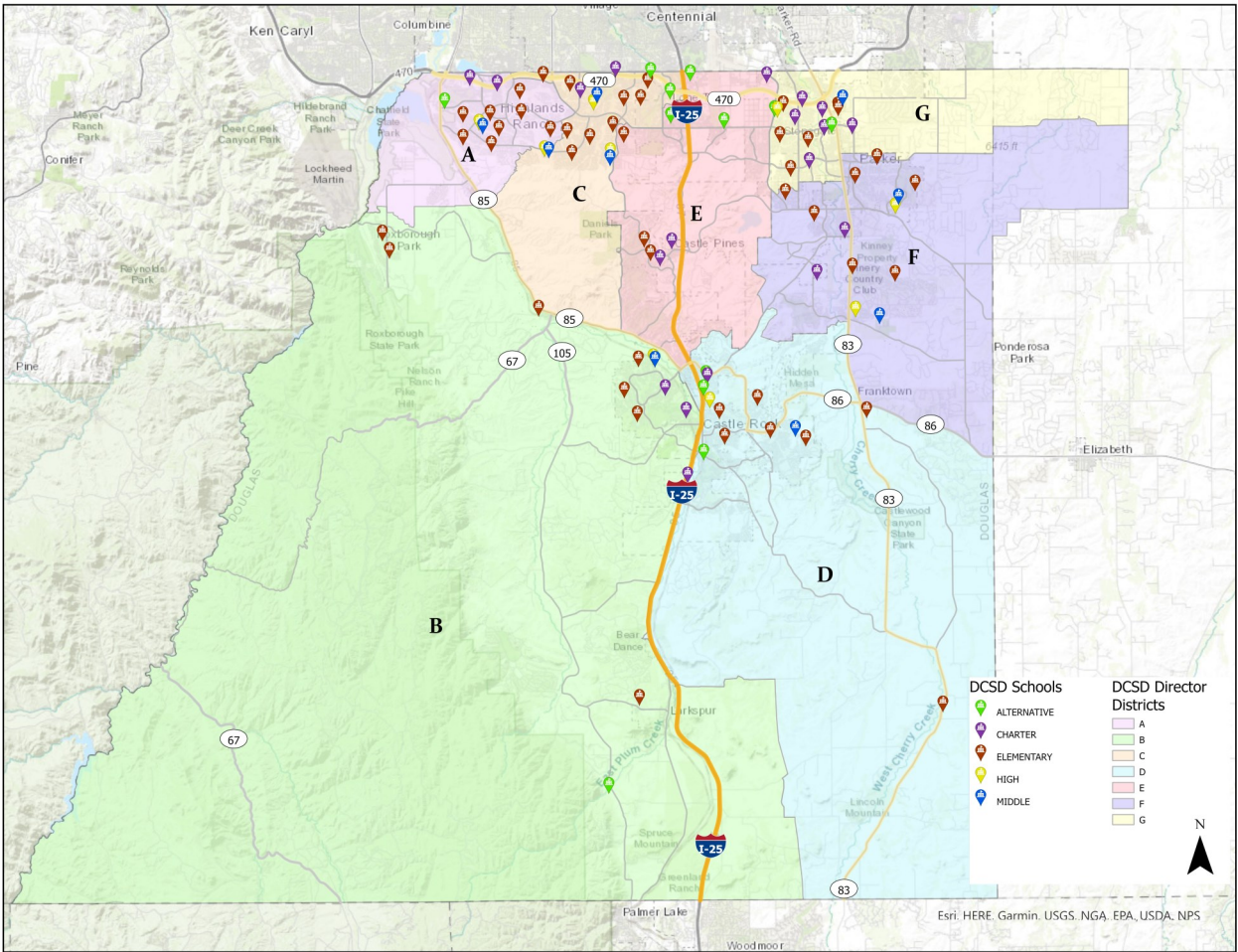
*Learn Today, Lead Tomorrow*



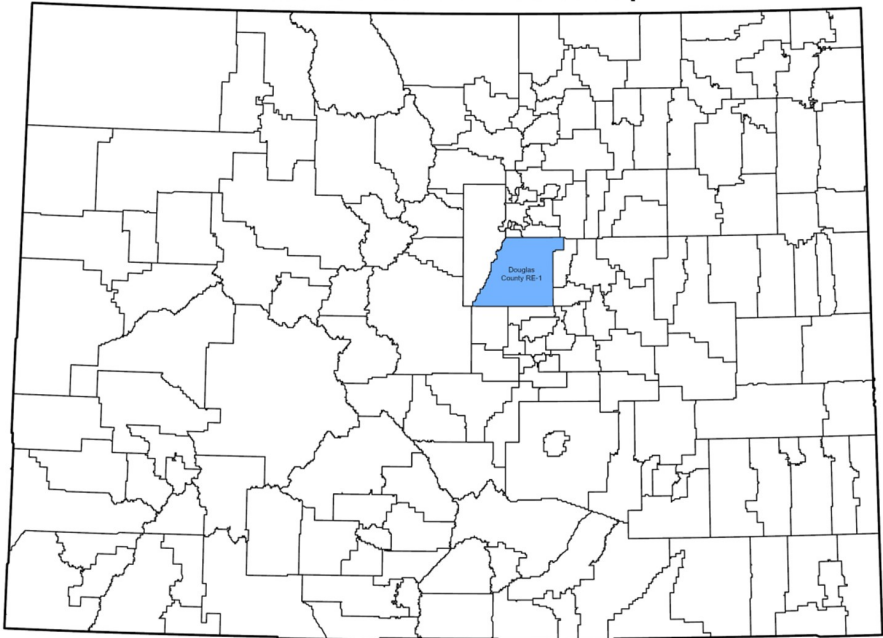
# **Organizational Section**

# Douglas County, Colorado

Douglas County School District encompasses over 850 square miles and is the third largest school district in Colorado serving approximately 61,000 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 Tuesday 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>.

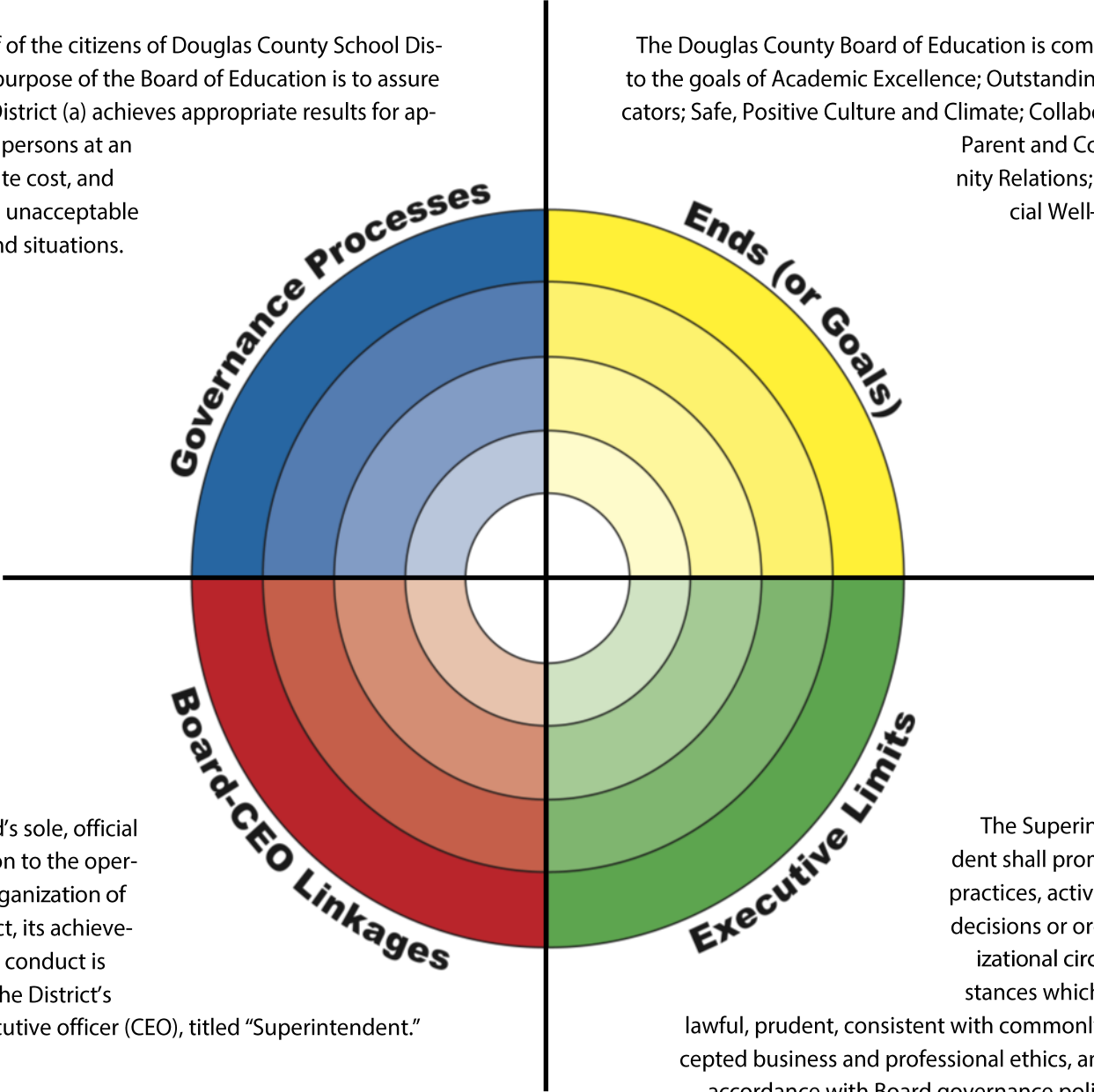
Douglas County School District was accredited with a Low Participation rating by the Colorado Department of Education in the school year 2024-2025.

# 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. *(Revised at September 24th, 2024 Board of Education Meeting)*

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.

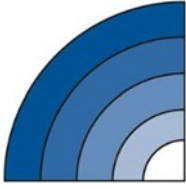


The Board’s sole, official connection to the operational organization of the District, its achievement and conduct is through the District’s chief executive officer (CEO), titled “Superintendent.”

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://www.dcsdk12.org/about/board-of-education/policies-and-resolutions>

# Board of Education Policy Governance Structure



## GOVERNANCE PROCESS (GP 1.0)

### The Board's Governing Style

1.1 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

1.2 Specific job outputs of the Board, as an informed agent of the ownership, are those that ensure appropriate organizational performance with the direct responsibility to create:

- 1.2.1 The link between the ownership and the operational organization.
- 1.2.2 Written board governing policies that address the broadest levels of all organizational decisions and situations.
- 1.2.3 Assurance of successful organizational performance.
- 1.2.4 A favorable legislative impact.

### Board President Responsibilities

1.3 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

1.4 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

1.5 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.

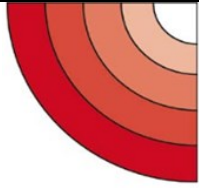
### Board Committee Principles

1.6 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

1.7 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 of Education Policy Governance Structure



## BOARD-SUPERINTENDENT LINKAGE (BSL 1.0)

### Providing Direction and Delegation to the Superintendent

1.1 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

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

### Accountability of the Superintendent

1.3 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

1.4 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)

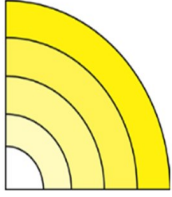
### Global End Statement

All students will develop the knowledge, skills, mindsets, and dispositions needed to achieve their highest individual potential in a safe, accessible, thriving, and welcoming learning environment. These results shall be produced at a cost that demonstrates good stewardship of resources.

### Academic Excellence and Life Skills

1. Students have the knowledge and skills appropriate to their age and learning ability, to qualify for higher levels of learning, employment of their choice, or independent living.
  - 1.1. Students graduate with cognitive skills, digital skills, and civic responsibility, to each student's individual potential.
  - 1.2. Students graduate with workforce readiness skills.
  - 1.3. Students graduate with independent learning skills.

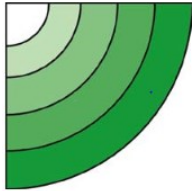
# Board of Education Policy Governance Structure



## ENDS (or Goals) (Cont.)

### Mindsets and Dispositions

1. Students acquire the necessary self-leadership skills and interpersonal skills that enable them to become responsible and engaged members of society.
  - 1.1. Students develop their individual strengths, to support their social, emotional, and physical well-being.
  - 1.2. Students graduate as responsible and engaged members of society, contributing positively within their individual ability and interests.



## EXECUTIVE LIMITATIONS (EL)

### Global Executive Constraint (EL 1)

The Superintendent shall not cause or allow any organizational practice, activity, decision or circumstance which is either unlawful, imprudent, unsafe, inequitable, unfair or in violation of commonly accepted educational and professional ethics.

### Treatment of Students, Parents/Guardians and Community Members (EL 2)

With respect to current and prospective students, parents, guardians, and the community, the Superintendent shall not cause or allow organizational circumstances that are unlawful, imprudent, unsafe, inequitable, or unfair.

### Treatment of Staff and Volunteers (EL 3)

With respect to treatment of staff and volunteers, the Superintendent shall not cause or allow organizational circumstances that are unlawful, imprudent, unsafe, inequitable, unfair, or in violation of policy.

### Succession (EL 4)

The Superintendent shall not operate without a succession plan to facilitate smooth operations in the event the Superintendent is unable to perform his/her duties and ensure competent operation of the organization over the long term.

### Communication and Support to the Board (EL 5)

The Superintendent shall not cause or allow the Board to be uninformed or unsupported in its work.

### Commitment to Accomplishment and Accountability (EL 6)

The Superintendent shall not permit any deviation from an effective accountability program.

# Board of Education Policy Governance Structure

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## EXECUTIVE LIMITATIONS (EL) (Cont.)

### **School Safety, Security, and Social-Emotional Wellness (EL 7)**

The Superintendent shall not cause or allow any organizational circumstance that fails to equitably preserve, safeguard, and protect the physical, intellectual, and emotional safety, security, and wellness of students, staff, parents, guardians, volunteers, and community members.

### **Staff Compensation and Benefits (EL 8)**

The Superintendent shall not cause or allow jeopardy to fiscal integrity or public image through employment, compensation, including pay and benefits, to employees, or independent contractors.

### **Budgeting (EL 9)**

With respect to the actual, ongoing financial conditions and activities, the Superintendent shall not cause or allow the development of fiscal jeopardy or actual expenditures that are not aligned with achievement of the Board's Ends policies and complies with applicable law.

### **Financial Administration (EL 10)**

With respect to the actual, ongoing financial conditions and activities, the Superintendent shall not cause or allow the development of fiscal jeopardy or actual expenditures that are not aligned with achievement of the Board's Ends that comply with applicable law.

### **Asset Protection (EL 11)**

The Superintendent shall not cause or allow District assets including tangible, intangible, and data assets, to be unprotected, inadequately maintained, inappropriately and/or inequitably used, or unnecessarily risked.

### **Student Accommodation (EL 12)**

The Superintendent shall not make decisions regarding student accommodations that fail to balance fiscal responsibility, adequacy of the learning environment, pedagogical soundness, needs of the district overall and program viability.



# Board of Education Biographies

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**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. In the spring of 2025, she finished 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  
Stone Mountain Elementary  
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 Edventures

**District C: Brad Geiger**

Acres Green Elementary  
Arrowwood Elementary  
Copper Mesa Elementary  
Cougar Run Elementary  
Cresthill Middle School  
Eagle Academy  
Eagle Ridge Elementary  
Fox Creek Elementary  
Heritage Elementary  
Highlands Ranch High School  
Mountain Ridge Middle School  
Mountain Vista High School

**District D: Becky Myers**

Castle Rock Elementary  
Cherry Valley Elementary  
Cloverleaf Enrichment School  
Daniel C. Oakes High School  
Douglas County High School  
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**

American Academy Castle Pines  
Buffalo Ridge Elementary  
DCS Montessori Charter School  
eDCSD  
Lone Tree Elementary  
Parker Performing Arts  
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 Academy of Excellence  
Bayou Gulch  
Leman Academy of Excellence  
Stroh  
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  
Pine Grove Elementary  
Pine Lane Elementary  
Prairie Crossing Elementary  
Sierra Middle School  
Venture Academy of Leadership and Entrepreneurship

## Board of Education Goals: Global End Statement

The Global End Statement (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 access progress using various indicators, including evaluations of District leadership and mentor programs, department initiatives, training courses, and District comparison to State reported metrics. Additional information pertaining to the Superintendent's Monitoring Reports is available on page 58.

### **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.

Source: <https://resources.finalsite.net/images/v1715081659/dcsdk12org/uojgv143aayirdtuntmm/BoEDirectorHandbook11222019.pdf>

## Board of Education Goals: Global End Statement

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### 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.

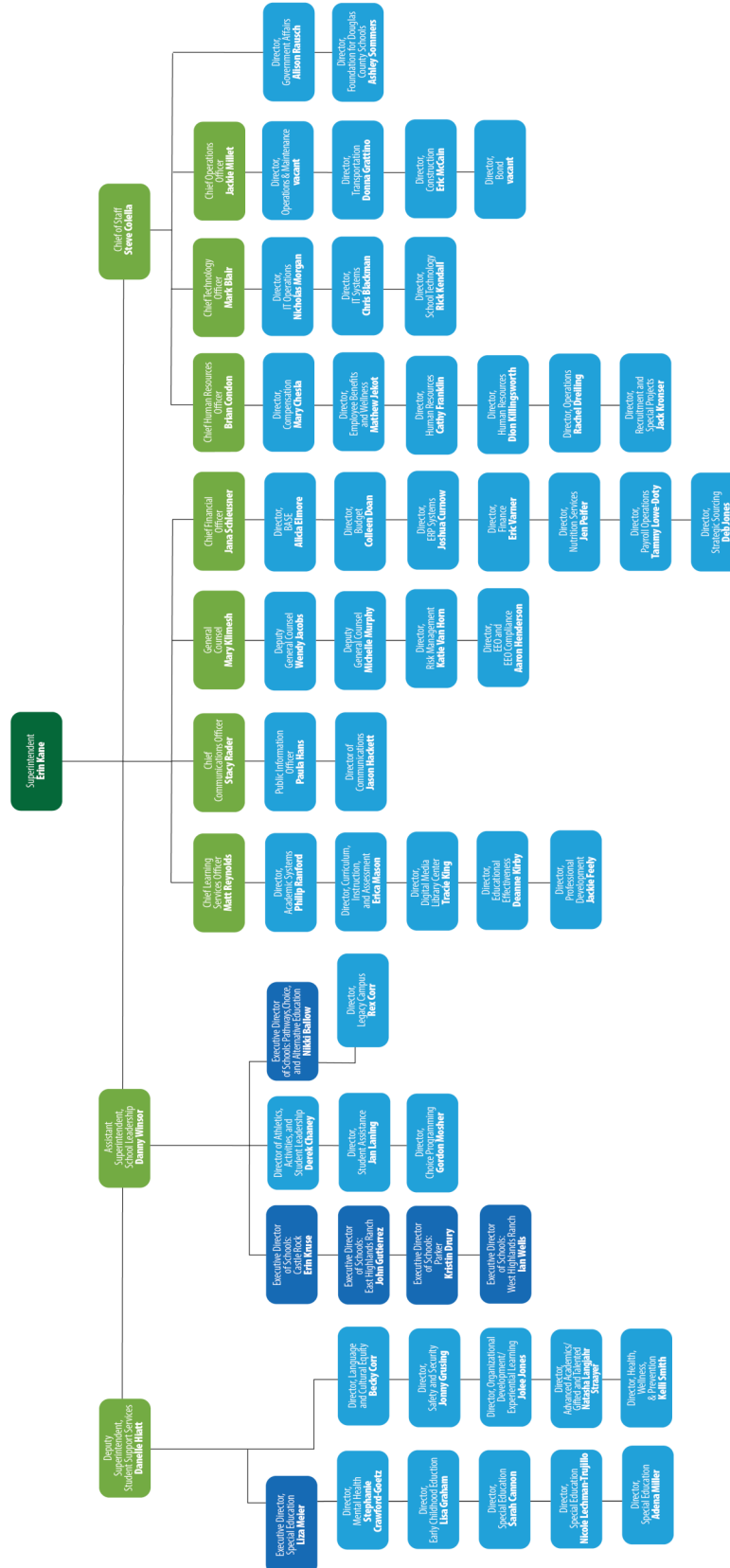
### Financial Well-Being

*(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://resources.finalsite.net/images/v1715081659/dcsdk12org/uojgvl43aayirdtuntmm/BoEDirectorHandbook11222019.pdf>

## Organizational Chart



## Superintendent Biography

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**Erin Kane**  
Superintendent

Erin Kane serves as Superintendent of the Douglas County School District.

For the first 10 years of her adult life, Mrs. Kane worked in the software industry (data science) in development and management. When her children were very young, she left her full-time job to stay home, and during that time, driven by a passion for STEM (which wasn't even an acronym yet) education in the early grades, she helped start a Douglas County public charter school, American Academy. That choice completely changed the course of her career and ignited in her a passion for education. She served as the Executive Director of American Academy for many years, ultimately growing it to serve almost 3,000 students across three campuses in preschool through eighth grade. She also had the great pleasure of serving as Interim Superintendent for the Douglas County School District from 2016 - 2018. Mrs. Kane states that these experiences have made her a fierce advocate for our kids, our wonderful school district, and ALL of our awesome public schools.

Mrs. Kane and her husband are Colorado natives. They have lived in Douglas County for over two decades and raised their three children, now all college-aged, in our community. She holds a master's degree in public administration, along with a bachelor's degree in applied mathematics and computer science, from the University of Colorado.

# 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 2024 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 passed in 2024

## DCSD Climate and Culture Norms



Source: <https://www.dcsdk12.org/about/superintendent>

## Monitoring Reports

Superintendent Kane presented to the Board of Education monitoring reports throughout the 2024-2025 school year. These reports provide evidence and status updates on District progress and challenges towards the Board Ends (Goals: Indicators of Success). Each report included specific examples as evidence to demonstrate compliance and progress in their respective areas.

**Monitoring Report: Board Ends** (Report Date: January 14, 2025 Board of Education Meeting)

**Policy Global End Statement** (Report Date: January 14, 2025 Board of Education Meeting)

All students will develop the knowledge, skills, mindsets, and dispositions needed to achieve their highest individual potential in a safe, accessible, thriving, and welcoming learning environment. These results shall be produced at a cost that demonstrates good stewardship of resources.

**Academic Excellence and Life Skills** (Report Date: January 14, 2025 Board of Education Meeting)

- Graduation Rates when the 7-year rate for all students meets or exceeds 90%. The District reports a 94.0% Graduation Rate for all students.
- Postsecondary workforce readiness when the District meets or exceeds the state expectations on the District Performance Framework of at least 65%. The District reports a 67.5% Postsecondary and Workforce Readiness for all students.
- Development of Independent Learning Skills, demonstrated when at least 40% of students will access Advanced Placement (AP) courses, and at least 30% of students will access Concurrent Enrollment (CE) courses. The District reports Advanced Placement (AP) courses of 33.89% and Concurrent Enrollment (CE) courses of 38.0 %.

**Mindsets and Dispositions** (Report Date: January 14, 2025 Board of Education Meeting)

- Healthy Kids Colorado Survey when at least 70% of students report that their teacher notices when they do a good job and lets them know. The District reports a 59.6% of students.
- Family-School Relationship Survey when at least 85% of parents report that their child knows how to make choices that positively impact their physical and emotional health. The District reports 88% of parents agree or strongly agree.

**Budgeting & Financial Administration** (Report Date: March 4, 2025 & May 6, 2025 Board of Education Meeting)

Financial records are maintained in a complete, accurate, transparent manner, and in compliance with generally recognized principles of governmental accounting. Furthermore, the District actively seeks and secures all available revenue sources, such as grants, funding opportunities, and partnerships by maintain records of grant applications, funding requests, and partnerships, as well as documentation of revenue generation efforts.

- [2025-2026 Adopted Financial Plan and Budget](#)
- [Annual Comprehensive Financial Report](#)
- [DCSD Financial Transparency](#)
- [Grants](#)

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

Source: <https://www.dcsdk12.org/about/departments/business-services/financial-transparency>

Source: [https://drive.google.com/file/d/1ycisa2KwtRAyeCLcNgEITeePYaj\\_u3sd/view](https://drive.google.com/file/d/1ycisa2KwtRAyeCLcNgEITeePYaj_u3sd/view)

Source: <https://douglaspublic.ic-board.com/attachments/de8debd8-dce1-4568-870d-35f9dce6a471.pdf>

Source: <https://resources.finalsite.net/images/v1750272818/dcsdk12org/uwgbzn6f0bsez5vzxdy4/BOEMonitoringReportBoardEndsGoals2024-2025.pdf>

Source: <https://resources.finalsite.net/images/v1750272819/dcsdk12org/qhk1iltehxzvltj6qbn/BOEMonitoringReportEL10FinancialAdministration2024-2025.pdf>

Source: <https://resources.finalsite.net/images/v1750272818/dcsdk12org/a1nm1rd977ulvvr9wjrh/BOEMonitoringReportEL9Budgeting2024-2025.pdf>

Source: <https://resources.finalsite.net/images/v1750519796/dcsdk12org/nuymjazrshg9ykqanfu1/FY2025-2026AdoptedFinancialPlanandBudget6525final.pdf>

## 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 CHRO 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, and Safety and Security.

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.

## Superintendent's Cabinet

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### **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 21-year educator, has been part of the DCSD family for 15 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, 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

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### **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 (COSPPRA). 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 nearly 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 inter-institutional 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

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**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 16 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.

Brian and his wife are proud Highlands Ranch residents and the parents of three DCSD students.

## Superintendent's Cabinet

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### **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 pandemic.

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



### **Jackie Millet, P.E., | Chief Operations Officer**

Jackie Millet, P.E., oversees the DCSD Operations & Maintenance, Transportation, and Planning & Construction departments. Jackie is a licensed professional engineer who served as the Mayor of the City of Lone Tree from 2016 to May 2024. She also served as the Mayor Pro Tem, Councilmember, and Planning Commissioner for the City of Lone Tree. Prior to that, she held positions including Project Manager, Planner, and Associate Civil Engineer.

Most recently, Jackie served as the Bond Director for the Douglas County School District.

Jackie is a Registered Professional Engineer (P.E.) in Colorado. She holds a Bachelor of Science in Civil Engineering from California Polytechnic State University.

## 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 to promote equitable distribution of resources
- All decisions shall be made in accordance with Board Members' Code of Ethics and Code of Conduct
- Board members will conduct the affairs of the Board impartially in the absence of a personal, financial, or other official stake in the decision.

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

Revised: May 6, 2025

## District Policies

### 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)

### 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. School administration will develop a spending plan on the use of carry-over money for any amounts over the greater of 1% of the provided discretionary budget or \$150,000. School staff and the school accountability committee review and provide input to the spending plan.
  - b. School administration will consider any spendage priorities recommended by the school accountability committee, consistent with the committee's currently outlined duties and responsibilities. C.R.S. 22.11.402(1)(a).
  - c. School administration will submit the spending plan to the director of schools or to the school leadership team for final review.
  - d. School administration will provide their school accountability committee a copy of the spending plan by May 1 of each year.
  - e. All School carry-over amounts will be conveyed to stakeholders via the district transparency website.

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

Revised: May 6, 2025

## 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

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### 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 Chief Financial Officer and/or Director of Finance, as designated by 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 useful life longer than one year and a unit cost or donated value that equals or exceeds \$10,000; or
2. Assets with an individual value less than \$10,000 but are purchased in aggregate amounts for a District-wide benefit in which the total purchase exceeds the capital asset threshold of \$10,000; or
3. Subscription based information technology agreements (SBITAs) assets with a value that equals or exceeds \$100,000 as well as meeting the criteria set forth by Government Accounting Standards Board No. 96.

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

Revised: July 1, 2025

#### 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://www.dcsdk12.org/fs/resource-manager/view/8d8b2d38-8c30-4944-bd05-c03776bcfe77>

#### 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](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](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)

## District Policies

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### **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](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://www.dcsdk12.org/fs/resource-manager/view/219c77fa-16b8-4979-a483-c0bbf6a25569>

### **DJ – District Purchasing:**

[https://douglaspublic.ic-board.com/Reference\\_Library/ESB\\_Policies\\_and\\_Regulations/Policies//01.24.2023%20Policy%20DJ%20FINAL.pdf](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](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](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](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](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](https://douglaspublic.ic-board.com/Reference_Library/ESB_Policies_and_Regulations/Policies//DKA%20Payroll%20Procedures-Schedules%2012.13.94.pdf)

### **DKC – Employee Expense Authorization:**

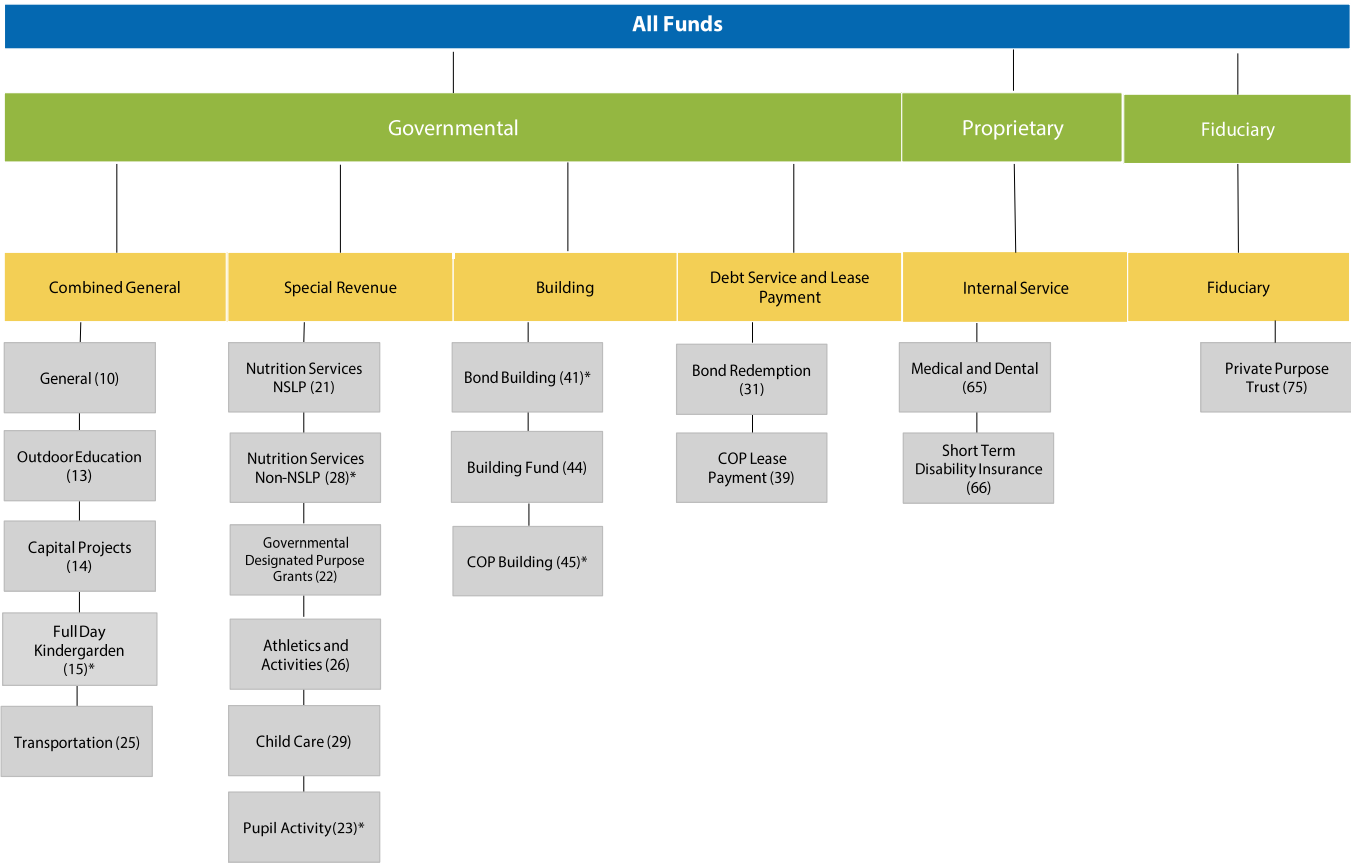
<https://www.dcsdk12.org/fs/resource-manager/view/8c7f0b04-ec68-4740-94c2-51c6e7622f19>

### **DN – School Properties Disposal Procedure:**

<https://www.dcsdk12.org/fs/resource-manager/view/c0a7189c-3fb5-4bf7-b64d-d84d354b42bd>

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

# Types of Funds



\*Inactive Funds for 2025-2026

**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
Building	Modified Accrual Basis
Bond Building	Modified Accrual Basis
COP Building	Modified Accrual Basis
Bond Redemption	Modified Accrual Basis
COP Lease Payment	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 by HB 24-1448): property taxes and specific ownership taxes. Funding for a school district's Total Program is provided first by these local sources of revenue. If these local sources are insufficient to fully fund the district's Total Program (as calculated under the new formula), then state moneys fund any shortfall. The new formula, which is being phased in over several years, maintains the existing structure where the state provides "equalization" funding to cover the gap between a district's local share and its Total Program.

#### *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. HB 24B-1001, has added new provisions for the 2025 property tax year and beyond, a new property tax revenue growth limit has been established for school districts. This cap can be waived with statewide voter approval, but not through local school district elections.

Beginning in 2024-2025, 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). 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 \$5,076 per pupil, or about 43 percent of Total Program funding in 2025-2026.

#### *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 \$318 per pupil, or about 3 percent of Total Program funding in 2025-2026.

#### *Other Local Revenue*

Other local revenue includes investment earnings, fees for athletics, activities and instruction, parking, rental of District facilities 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 over either nine to twelve months to districts and are funded primarily from state income (personal and corporate) and sales and use tax revenue collections. The new school finance formula, enacted through House Bill 24-1448, establishes a new framework for state support. This new formula, which focuses on student needs, is being phased in over a multi-year period beginning in the 2025-2026 budget year. Statewide across all school districts, state equalization is projected to provide \$6,464 per pupil, or about 54 percent of Total Program funding in 2025-2026.

### 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: <https://www.cde.state.co.us/communications/copublicschoolfinance>

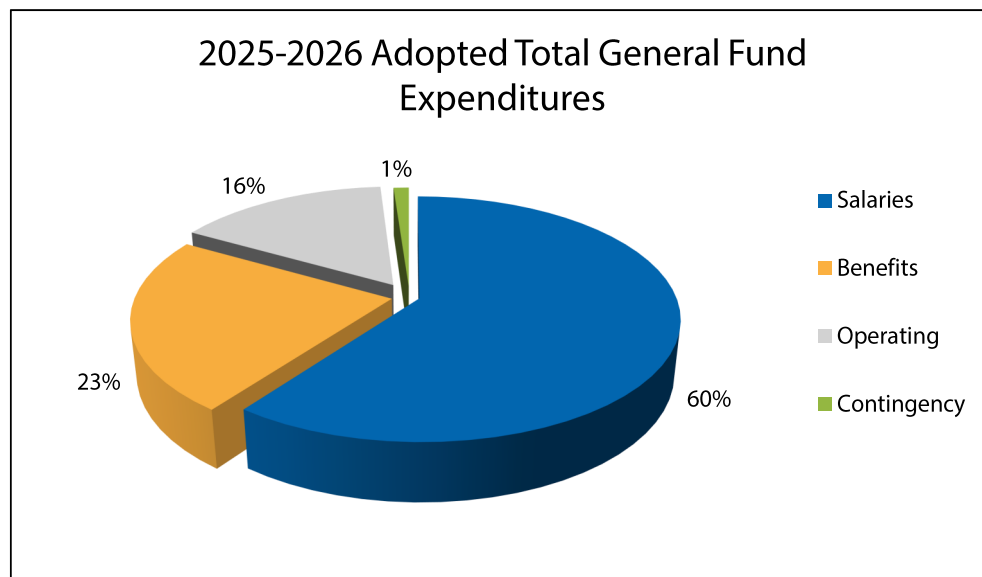
## Major Expenditure Uses

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 Bond Redemption funds, 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:** expenditures 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 2025-2026 General Fund Expenditures are summarized on the chart below. It is clear that Salary and Benefits make up the vast majority of General Fund expenditures.



# Budget Development Process Details

## Questica Budget-Year One Reflection

The 2024-2025 school year marked Douglas County School District’s first full budget cycle using Questica Budget (QB). The shift from static Excel files to an integrated, web-based platform brought clear improvements: streamlined workflows, enhanced information sharing, and real-time access to accurate data.

While these benefits were significant, the first year posed challenges. The system required more navigation steps than expected, and the overall interface was not as intuitive as hoped. Implementation also took longer than anticipated, and adapting to a brand new platform proved difficult for many users. With over 300 staff members trained, the District worked hard to support adoption while addressing technical issues and process adjustments along the way.

Though the transition came with growing pains, it also established a strong foundation. Continued refinement will focus on improving usability and building on the progress made in year one.

## School Budgets

Before 2025-2026 budget development began, the Budget Office gathered feedback from school principals and other District leaders on potential improvements to the school budget development process and the Site-Based Budgeting (SBB) model. As in prior years, the base allocation for average salaries was updated to ensure schools are held harmless for compensation increases and can maintain consistent purchasing power year over year.

This year also marked a shift to a more centralized approach for managing non-discretionary positions. Technical aspects of position management, such as allocation calculations, system updates, and coordination, are now handled by HR Staffing, Budget, and relevant departments. Schools retain the ability to hire staff that best meet their needs, while receiving greater support with the technical processes required to maintain accurate and compliant staffing structures.

## Department Budgets

DCSD employs priority-based budgeting for central administration departments. Departments begin with a preset FTE allocation based on existing filled and vacant positions identified in Questica, along with a preset operational allocation based on the prior year’s ongoing budget. Requests for increases in FTE beyond the prior year’s budgeted amount must be submitted, and any operational budget increases beyond ongoing prior year levels are initially requested as one-time allocations. All increases must align with the Superintendent’s priorities.

For 2025-2026, total department budgeted expenses funded by the General Fund will increase by \$6.0 million, primarily in Student Support Services, Security, Career & Technical Education, and the Legacy Campus. In addition to district-managed student programming, Transportation and Facility Operations will increase by \$3.0 million, and System Wide Supports will see a \$3.0 million increase, mainly to sustain existing operations at higher costs. This represents a 4% year-over-year increase in school support and system-wide budgets.

Department budgets comprise 32% of total General Fund expenses, including staff, and are further categorized into District Managed Student Programming, which accounts for 14% of the budget for staffing and operations in Special Education, Learning Services, Career Tech, and related areas; Transportation and Facility Operations, which accounts for 13% of the budget; and System Wide Supports, which accounts for 5%.

# Budget Development Process Details

## Grant Budgets

Due to the timing of federal grant allocations, the 2025-2026 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 2026. 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. Federal grant funding is subject to delays beyond the District's control. As of July 1, federal grant funding was still delayed and remains beyond the District's control.

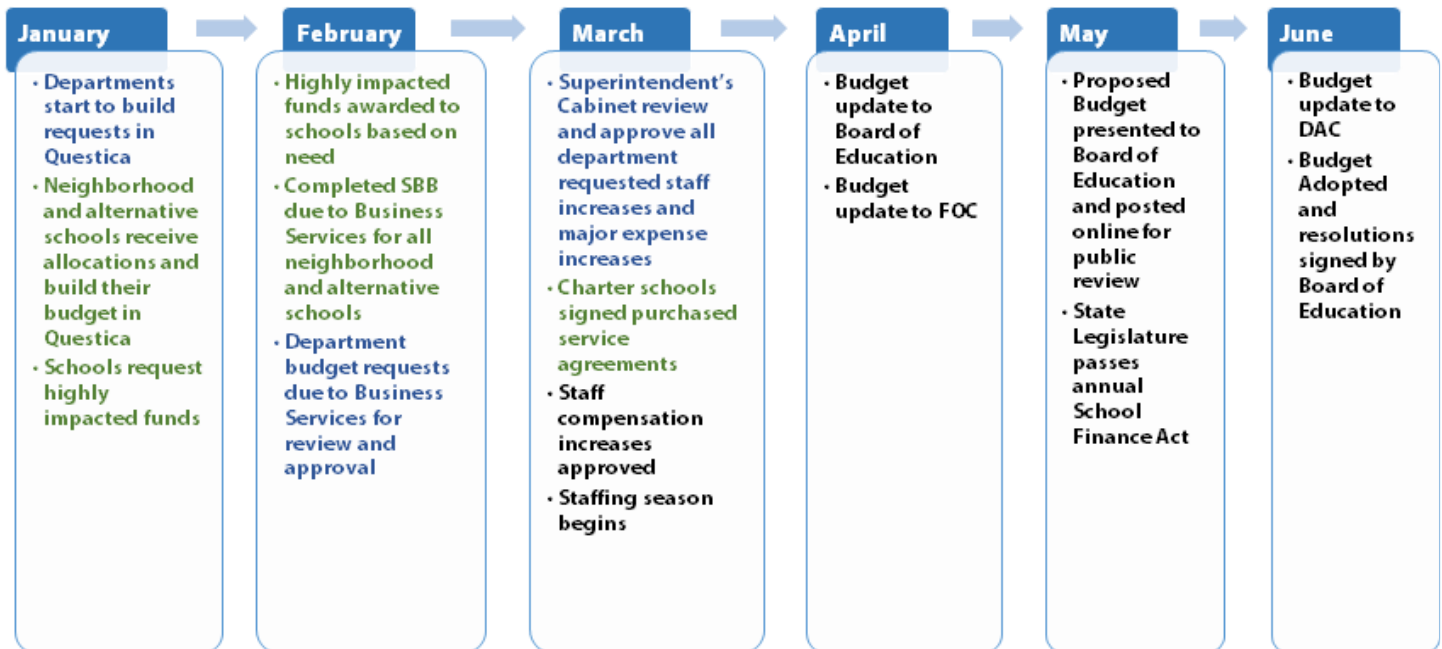
## Capital Budgets

Most capital project funding appropriated in 2025-2026 is based on projected remaining balance on projects started in 2024-2025. 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 2025-2026 are not completed until 2026-2027. Every capital project maintains its own budget and Questica provides the Budget Office with the ability to roll over unspent funds annually by project.

## 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 31<sup>st</sup> of the current year in compliance with state statute C.R.S. 22-44-110(5). After January 31<sup>st</sup>, 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.

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 [www.dcsdk12.org](http://www.dcsdk12.org). Programming and Services offered throughout the District are outlined below:

### **Special Education**

Douglas County School District provides special education and related services for eligible students in compliance with the Individuals With Disabilities Education Act (IDEA) and Colorado's Exceptional Children's Education Act (ECEA). On average, in Douglas County Schools, the cost of special education adds 20% to the per pupil allocation in the SBB compared to the amount spent on students without disabilities. Approximately 8% of Special Education funding is provided by the federal government and 19% provided via the State. The balance of approximately 73% 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 where universal and targeted special education support and services are delivered.

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 multidisciplinary 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, seeking to create well-rounded and well-prepared students who excel in their future aspirations and studies. The Douglas County School District offers two IB Diploma Programmes (DP), 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 Programme (MYP) is offered at Mesa and Ranch View Middle Schools. The Primary Years Programme (PYP) is offered at Rock Ridge, Roxborough Primary and Intermediate, and South Ridge Elementary Schools.

### **Primary Years Program**

The IB Primary Years Programme (PYP) for children aged 3 to 12 is based on the recognition of a child's natural curiosity, creativity and ability to reflect. It generates a stimulating, challenging learning environment to nurture the whole child and foster a life-long love of learning for all. 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 Programme (MYP) challenging students to excel in their studies and in their personal growth and develop a lifelong thirst for learning. 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 the 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 aged 16 to 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 4 and 21 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 Intellectual Ability
- Specific Academic Aptitudes
- Specific Talent Aptitudes
- Creative or Productive Thinking

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 an Integrated 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, curriculum and assessment | • Cluster grouping                   |
| • Curriculum compacting                                 | • Flexible pacing and grouping       |
| • Content acceleration                                  | • Independent study                  |
| • Grade level acceleration                              | • Project-based learning             |
| • Mentorships   | • Leadership opportunities           |
| • Tiered assignments                                    | • Access to enrichment opportunities |
| • Advanced level courses                                | • Goal setting for college planning  |

## Programs and Services

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### **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. Literacy interventions and supports are selected and implemented through the site-based decision-making process through a Multi-Tiered System of Supports. 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. 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 variety of programming options based on their individual needs using the Multi-Tiered System of Supports (MTSS) framework to guide decisions. Programming is designed to meet the specific needs of every ML at the following levels: NEP, LEP, Y1 Monitor, and Y2 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 levels. 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 students requiring credit recovery in math, science, social studies and language arts. It also serves students with chronic illness and learners requiring a different learning environment. This program is delivered through NovaNet or OdysseyWare (web-based curriculum). Both programs are board-approved and align with state standards. 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) is a state designation for rigorous academic programs that offer a clear program of study under a qualified, credentialed teacher integrating real world learning to prepare students for high-skill, high-wage, in-demand career fields. CTE programs offer students opportunities to apply learning, develop leadership, and enhance employability skills through Career and Technical Student Organizations (CTSOs), industry-recognized certifications, and access to work-based learning experiences. 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 post-secondary 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 can transfer these credits to many post-secondary institutions. Courses include subjects such as English, history, calculus, art, world language, natural science and computer science. Honors courses also add academic rigor to challenging coursework and provide special recognition to students along the way.

### **Summer Programs**

Summer programming is primarily based on high school credit recovery but many middle schools offer summer programs or orientation specifically designed to familiarize incoming students with their new school environment, as well as address strategies for success in study skills, self-motivation, goal setting and positive life choices. Additionally, some middle school sites offer academic enrichment/remediation 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 vision of Stone Canyon Outdoor EdVentures is to provide innovative educational and recreational experiences that empower participants 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

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### **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.

Initiated in the 2022-2023 school year, the Universal Preschool Program (UPK) was rolled out across early childhood programs in Colorado. Initiated by Governor Jared Polis, this program provides state funding of 10 hours per week for eligible three-year-olds, 15 hours per week for all four-year-olds in the year prior to their kindergarten year, and 30 hours per week for eligible four-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 graduating 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/about/departments/early-childhood-education>.

### **Elementary School Education**

Douglas County School District has 48 neighborhood elementary schools and 15 charter schools that offer elementary school, 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 72 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. Non-traditional 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.

## Educational Strategies

# 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

### 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\*:

	<b>Reading, Writing, and Communicating</b> 241 on Reading or 236 on Writing	<b>Math</b> 235 Advanced Algebra & Functions (AAF) 255 on Arithmetic (AR) or 230 on Quantitative Reasoning, Algebra, and Statistics (QAS)
<b>Next Generation ACCUPLACER</b>		
<b>Classic ACCUPLACER</b>	*62 on Reading Comprehension or 70 on Sentence Skills	61 on Elementary Algebra
<b>ACT</b>	18	19
<b>ACT WorkKeys</b>	Bronze+	Bronze+
<b>Advanced Placement</b>	2	2
<b>(ASVAB) Armed Services Vocational Aptitude Battery</b>	31 on the AFQT	31 on the AFQT
<b>Concurrent Enrollment</b>	Passing Grade	Passing Grade
<b>International Baccalaureate</b>	4	4
<b>SAT</b>	470	480
<b>District Capstone</b>	Passing Score	Passing Score
<b>Industry Certificate</b>	Individualized	Individualized
<b>Performance Based Assessment</b>	State Criteria	State Criteria

*Board Policy IKF – Graduation Requirements*

*Superintendent File: IKF-R-3 – Graduation Competencies*





# Financial Section

# Planned Uses of 2023 Mill Levy Override

## 2025-2026 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 continuing into its second year (2025-2026) are as follows:

- \$60 million for competitive compensation with \$46 million for district allocation and \$14 million for charter allocation based on student count. Within the district allocation, this was distributed as percentage increases to base pay aligned by job classification similar to DCSD's compensation methodology for ongoing pay increases.
- \$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. This allocation was also shared with charter schools based on student count and the District will retain \$4.5 million of the \$6 million annually.

The 2025-2026 Adopted Budget is the first year of the full implementation of all aspects of the \$6 million for safety and security. In addition to the additional campus security specialists in all district-run elementary schools, DCSD will be adding additional campus security specialists in high schools for after hours athletics coverage and providing additional start-up costs for the law enforcement agencies providing school resource officers (SRO).

The following chart identifies the District-share of the safety and security allocation as included within the 2025-2026 Adopted Budget. Any uses of the 2023 Mill Levy Override are presented before the Mill Bond Oversight Committee (MBOC) on an annual basis for discussion and review for the Board of Education.

Category of Expense	Adopted Budget
Campus Security Specialists salaries and benefits	\$2.5M
School Resource Officer services	\$1.3M
Security Department Staff salaries and benefits	\$0.7M
Security Department equipment	\$0.0M

In addition to the Adopted Budget, there will be projected carry over from 2024-2025 to be held in an assigned reserve within the General Fund to be spent in 2025-2026. The projected carry over is approximately \$3 million as of June 2025 and will be finalized in September 2025. Carry over will supplement the minimal equipment budget and continue any purchases planned for 2024-2025 that were not expensed before year end.

## Compensation Priorities for 2025-2026

The largest budget priority for 2025-2026 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 \$14 million in current employee salaries and benefits for 2025-2026.

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 2025-2026, licensed staff will receive an ongoing increase to the base of 1% plus the corresponding step increase with the overall average pay increase for licensed staff of 3% for 2025-2026. This includes extending the lanes for BA through MA by one step for an additional year of experience. DCSD will continue the opportunity for licensed staff to apply for horizontal lane advancement to move to a higher-paid lane. The Board of Education approved the updated salary schedules in March 2025 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 \$51,914 to \$131,345 in 2025-2026. These enhancements to the schedule are estimated to cost \$9 million. Staff who fall over cell will not receive an increase to base pay or a one-time stipend. Beginning with the 2025-2026 Adopted Budget, DCSD will begin to pay licensed staff for Colorado Department of Education (CDE) teacher license renewals that were formerly a cost to employees.

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 2%. Classified staff will receive an ongoing increase to the base of 3%. Staff who fall over the salary range for their respective position will not receive an increase to base pay or a one-time stipend. This increase is estimated to cost \$3 million. Beginning with the 2025-2026 Adopted Budget, DCSD will begin to pay out sick day balances to administrators and professional/technical staff exiting DCSD similar to opportunities provided to other employee groups already.

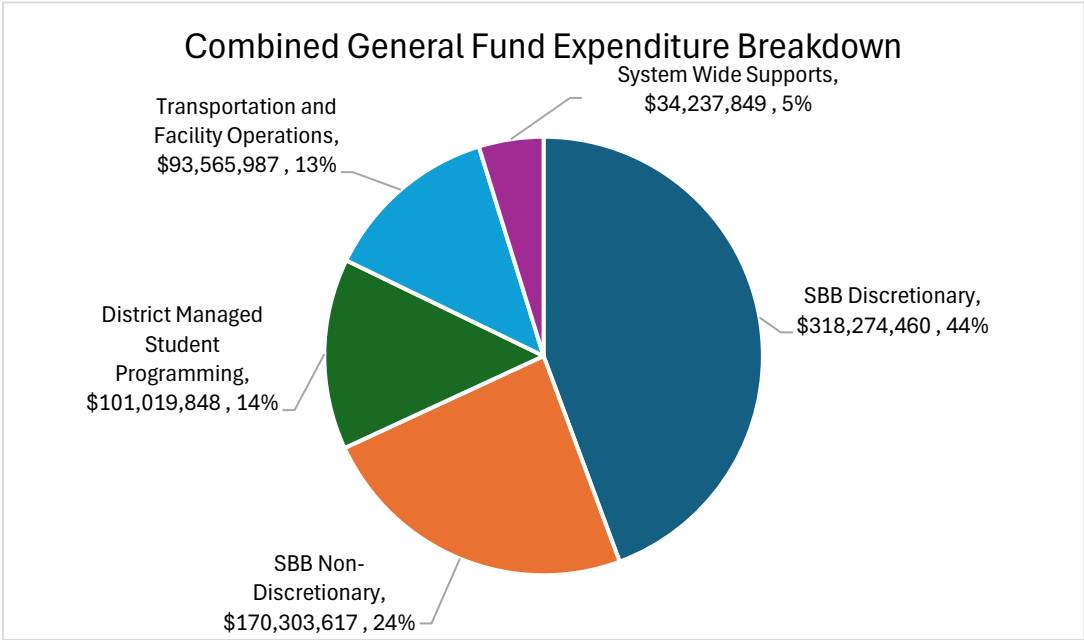
DCSD will again absorb all medical benefit premium increases in 2025-2026. This means the cost to employees for the employee portion of medical benefit premiums will remain the same with minimal plan design changes for the upcoming school year. The cost for DCSD to absorb the premium increases is \$2 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

Despite declining enrollment overall for the neighborhood school population, effort was made by staff to provide as much opportunity to maintain ongoing per pupil purchasing power within schools while recognizing the availability of one-time funding in the current year within schools. The base per pupil applied in the SBB formula increased 8% to keep pace with salary and benefit increases over time, the formula sustained funding for small schools with an increasing percentage of the student population counted in small elementary schools and adjustments were made to non-discretionary allocations. Budget was set aside to add staff to middle and high schools to support Gifted and Talented programs, to increase the allocation for counseling at large elementary schools and reduce the allocation for counseling to right-size counseling ratios in middle and high schools with declining enrollment. With the passage of the 5A Bond ballot initiative in November 2024 and the inclusion of \$20M for student and staff device refresh within the Bond, non-discretionary funding for student and staff device refresh out of school's budgets was removed for 2025-2026. Even with some of these investments, with declining enrollment and the restructuring of select non-discretionary SBB allocations, there is an overall net savings to the SBB of \$2.8M year-over-year.

In addition to school budgets, increases to district department budgets are primarily focused on increases to district managed student programming. The Adopted Budget includes \$6M of increased budget primarily in Student Support Services, Security, Career & Technical Education and the Legacy Campus. In addition to district-managed student programming, there is a \$3M increase to Transportation and Facility Operations and a \$3M increase to System Wide Supports primarily to sustain existing operations at a higher cost. This represents a 4% increase year-over-year in school support and system wide budgets.



## 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, which was fully removed in the 2024-2025 school year.

### **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**

This bill revises Colorado's K-12 funding formula through a seven-year phase-in, introducing significant changes to how school districts receive state funding. Key provisions include capping the Cost of Living Factor at 23% and reducing the multi-year averaging period for declining enrollment from five to four years. For districts that experience a reduction in funding due to the Cost of Living Factor cap, the bill provides an avenue to seek voter approval to recover the lost funds. The legislation is considered unfavorable to the Douglas County School District (DCSD) due to several factors: the removal of the Personnel Factor, the loss of the multiplicative benefit for the Cost of Living Factor, a lower count of at-risk students in DCSD, and the increased year-over-year impact of declining enrollment resulting from the reduced averaging period.

### **House Bill 25-1320: School Finance Act**

This act extends the transition period between the state's two public school funding formulas by one year, postponing the exclusive use of the new formula until the 2032-2033 budget year. It outlines a new gradual approach for determining school district funding during this extended period, which increases the influence of the new formula each year. The bill also changes the funded pupil count calculation, phases out a charter school at-risk supplemental aid, and creates a "kids matter account" to be used for school funding and categorical programs. Additionally, it adjusts appropriations for education programs and repeals a public information campaign requirement on third-grade reading competency.

### **Senate Bill 25-113: Mid-Year Adjustments to School Funding**

This bill addresses adjustments to school funding for the 2024-2025 budget year, recognizing that the actual funded pupil count for that year was higher than initially anticipated when appropriations for total program funding were established during the 2024 legislative session. Concurrently, it was observed that local property tax revenue and specific ownership tax revenue were lower than expected, leading to a decrease in the local share of total program funding for the 2024-2025 budget year. In response, the General Assembly declared its intent to increase the state's share of districts' total program funding by \$64,076,611 for the 2024-2025 budget year to mitigate these shortfalls. Additionally, the act includes a provision to adjust a repeal date for the total program reserve fund, further supporting the financial stability of school funding.

# 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 2021-2022	Audited Actuals 2022-2023	Audited Actuals 2023-2024	Final Revised Budget 2024-2025	Estimated Actuals 2024-2025	Adopted Budget 2025-2026	Forecast Budget 2026-2027	Forecast Budget 2027-2028	Forecast Budget 2028-2029
Beginning Fund Balance	360,763,131	289,991,178	277,185,975	296,702,581	296,702,581	570,792,913	440,938,516	410,920,679	283,185,813
Revenues									
Property Taxes	356,158,950	346,970,897	473,209,738	480,296,487	480,022,763	506,626,888	508,828,348	509,973,108	503,153,410
Specific Ownership Taxes	31,147,919	32,617,906	34,274,142	35,086,108	36,162,161	37,108,913	38,187,958	38,187,958	38,936,982
Other Local Income	113,469,607	249,570,628	147,385,467	462,086,303	462,075,015	165,685,165	384,866,113	163,591,345	167,368,943
Intergovernmental	425,096,830	436,398,313	434,364,231	473,051,412	471,301,198	448,449,375	465,509,565	489,921,870	505,249,145
Other	-	-	-	-	-	-	-	-	-
<b>Total Revenues</b>	<b>925,873,306</b>	<b>1,065,557,745</b>	<b>1,089,233,578</b>	<b>1,450,520,310</b>	<b>1,449,561,137</b>	<b>1,157,870,341</b>	<b>1,397,391,985</b>	<b>1,201,674,282</b>	<b>1,214,708,480</b>
Expenditures									
Salaries	365,225,791	378,084,198	441,706,231	452,680,165	456,995,476	470,921,323	475,116,629	474,999,131	473,776,077
Benefits	130,543,388	152,756,746	153,246,467	171,606,385	173,440,861	180,575,100	187,065,776	187,269,829	186,960,046
Purchased Services	109,083,787	119,447,054	127,933,185	153,108,529	138,497,742	145,532,804	150,395,807	152,404,083	155,803,324
Contracts w/ Charter Schools	160,580,802	166,792,982	195,397,697	210,519,514	210,501,199	220,690,468	222,726,868	232,021,435	239,780,584
Supplies	55,573,755	55,392,994	61,448,655	82,214,576	75,818,187	83,699,973	83,171,271	83,474,605	83,488,769
Equipment	80,648,881	58,093,539	27,818,836	70,955,652	53,032,385	118,475,674	241,057,959	131,161,610	53,234,439
Other	94,988,858	147,795,435	62,166,021	67,234,663	66,670,052	60,039,396	60,038,888	60,040,112	57,199,182
<b>Total Expenditures</b>	<b>996,645,261</b>	<b>1,078,362,949</b>	<b>1,069,717,092</b>	<b>1,208,319,484</b>	<b>1,174,955,902</b>	<b>1,279,934,738</b>	<b>1,419,573,197</b>	<b>1,321,370,804</b>	<b>1,250,242,422</b>
BOE Contingency	-	-	-	2,376,891	585,946	7,790,000	7,836,625	8,038,344	8,171,960
Transfers In/(Out)	-	-	-	-	-	-	-	-	-
<b>Net Change in Fund Balance</b>	<b>(70,771,955)</b>	<b>(12,805,204)</b>	<b>19,516,487</b>	<b>239,823,935</b>	<b>274,019,290</b>	<b>(129,854,397)</b>	<b>(30,017,837)</b>	<b>(127,734,866)</b>	<b>(43,705,902)</b>
<b>Ending Fund Balance</b>	<b>289,991,176</b>	<b>277,185,974</b>	<b>296,702,462</b>	<b>536,526,516</b>	<b>570,721,871</b>	<b>440,938,516</b>	<b>410,920,679</b>	<b>283,185,813</b>	<b>239,479,911</b>
TABOR Reserve	17,561,600	20,645,000	22,200,000	23,080,000	22,200,000	23,370,000	23,747,347	24,358,618	24,763,515
BOE Reserve	17,561,600	20,645,000	22,200,000	23,080,000	22,200,000	23,370,000	23,747,347	24,358,618	24,763,515
School Carry Over Reserve	27,221,122	24,427,933	24,642,303	24,674,886	28,650,674	28,650,674	23,550,910	22,822,966	22,176,142
Medicaid Carry Over Reserve	1,730,576	1,273,670	22	140,406	17,506	70,001	-	-	-
Assignment of 2018 Mill Levy Override	7,522,347	3,372,977	89,948	-	-	-	-	-	-
Assignment of 2023 Mill Levy Override	-	-	2,631,305	-	-	-	-	-	-
Assigned One Time Reserve to be Spent in 2025-2026	-	-	-	5,114,500	5,114,500	-	-	-	-
Mental Health and Security Grant	593,761	28,502	10,177	-	-	-	-	-	-
Enrollment Reserve	-	-	-	2,335,000	-	2,000,000	-	-	-
Multi-Year Lease Reserve	4,178,498	3,782,903	3,218,115	2,659,890	2,659,890	2,099,214	1,540,990	966,020	356,033
Set Aside for 5B One-Time Bridge (Emergency Capital Needs)	-	-	2,840,591	-	-	-	-	-	-
SPED/Mental Health Reserve	686,438	370,782	-	510,081	-	296,768	-	-	-
<b>Ending Fund Balance - after reserves</b>	<b>212,935,234</b>	<b>202,639,207</b>	<b>218,870,001</b>	<b>454,931,753</b>	<b>489,879,301</b>	<b>361,081,859</b>	<b>338,334,085</b>	<b>210,679,590</b>	<b>167,420,707</b>

Estimated Actual 2024-2025 reflects forecast as of March 31, 2025 presented to the Board of Education in Third Quarter Financials presentation on May 27, 2025. Final Revised Budget 2024-2025 reflects updated information since March 31, 2025.

## 2025-2026 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	\$ 142,578,642	\$ -	\$ 24,270,673	\$ -	\$ 5,250,990
Revenues					
Property Taxes	\$ 451,590,356	\$ -	\$ -	\$ -	\$ -
Specific Ownership Taxes	37,108,913	-	-	-	-
Other Local Income	41,578,255	1,615,600	2,085,792	-	1,625,000
Intergovernmental	400,180,135	-	-	-	6,236,889
Other	-	-	-	-	-
<b>Total Revenues</b>	<b>\$ 930,457,659</b>	<b>\$ 1,615,600</b>	<b>\$ 2,085,792</b>	<b>\$ -</b>	<b>\$ 7,861,889</b>
Expenditures					
Salaries	415,942,716	1,060,183	-	-	16,182,309
Benefits	159,692,593	365,858	-	-	6,998,665
Purchased Services	52,683,975	179,293	33,440	-	10,927,391
Contracts w/ Charter Schools	220,690,468	-	-	-	-
Supplies	52,129,386	247,994	-	-	3,618,685
Equipment	-	69,596	8,115,024	-	1,391,443
Other	3,352,368	46,236	-	-	(611,500)
<b>Total Expenditures</b>	<b>\$ 904,491,506</b>	<b>\$ 1,969,160</b>	<b>\$ 8,148,464</b>	<b>\$ -</b>	<b>\$ 38,506,993</b>
BOE Contingency	\$ 7,790,000	\$ -	\$ -	\$ -	\$ -
<b>Net Income/(Loss)</b>	<b>\$ 18,176,153</b>	<b>\$ (353,560)</b>	<b>\$ (6,062,672)</b>	<b>\$ -</b>	<b>\$ (30,645,104)</b>
Transfers In/(Out)	(36,799,215)	365,560	(1,850,608)	-	26,088,096
<b>Net Change in Fund Balance</b>	<b>\$ (18,623,062)</b>	<b>\$ 12,000</b>	<b>\$ (7,913,280)</b>	<b>\$ -</b>	<b>\$ (4,557,008)</b>
<b>Ending Fund Balance</b>	<b>\$ 123,955,580</b>	<b>\$ 12,000</b>	<b>\$ 16,357,393</b>	<b>\$ -</b>	<b>\$ 693,982</b>
TABOR Reserve	23,370,000	-	-	-	-
BOE Reserve	23,370,000	-	-	-	-
School Carry Over Reserve	25,032,378	-	-	-	-
Medicaid Carry Over Reserve	70,001	-	-	-	-
Enrollment Reserve	2,000,000	-	-	-	-
Multi-Year Lease Reserve	2,099,214	-	-	-	-
SPED/Mental Health Reserve	296,768	-	-	-	-
<b>Ending Fund Balance - after reserves</b>	<b>\$ 47,717,219</b>	<b>\$ 12,000</b>	<b>\$ 16,357,393</b>	<b>\$ -</b>	<b>\$ 693,982</b>

- General Fund 10 - accounts for 68% 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 \$10,000 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

## 2025-2026 Summary of Special Revenue Funds

	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)
Beginning Fund Balance	\$ 10,636,725	\$ -	\$ -	\$ -	\$ 5,507,732	\$ 3,938,481
Revenues						
Property Taxes	-	-	-	-	-	-
Specific Ownership Taxes	-	-	-	-	-	-
Other Local Income	7,549,789	-	-	-	15,491,903	10,579,875
Intergovernmental	27,830,986	-	14,201,365	-	-	-
Other	-	-	-	-	-	-
<b>Total Revenues</b>	<b>\$ 35,380,775</b>	<b>\$ -</b>	<b>\$ 14,201,365</b>	<b>\$ -</b>	<b>\$ 15,491,903</b>	<b>\$ 10,579,875</b>
Expenditures						
Salaries	11,605,272	-	9,047,953	-	7,453,884	8,343,233
Benefits	5,076,020	-	3,021,049	-	1,827,304	3,135,756
Purchased Services	280,200	-	1,343,285	-	6,058,618	1,500,700
Contracts w/ Charter Schools	-	-	-	-	-	-
Supplies	20,125,174	-	726,001	-	6,097,776	223,777
Equipment	564,678	-	-	-	32,572	-
Other	897,500	-	63,077	-	2,399,174	460,310
<b>Total Expenditures</b>	<b>\$ 38,548,844</b>	<b>\$ -</b>	<b>\$ 14,201,365</b>	<b>\$ -</b>	<b>\$ 23,869,328</b>	<b>\$ 13,663,776</b>
BOE Contingency	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Net Income/(Loss)</b>	<b>\$ (3,168,069)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ (8,377,425)</b>	<b>\$ (3,083,901)</b>
Transfers In/(Out)	3,168,069	-	-	-	6,487,989	1,415,284
<b>Net Change in Fund Balance</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ (1,889,436)</b>	<b>\$ (1,668,617)</b>
<b>Ending Fund Balance</b>	<b>\$ 10,636,725</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 3,618,296</b>	<b>\$ 2,269,864</b>
TABOR Reserve	-	-	-	-	-	-
BOE Reserve	-	-	-	-	-	-
School Carry Over Reserve	-	-	-	-	3,618,296	-
Medicaid Carry Over Reserve	-	-	-	-	-	-
Enrollment Reserve	-	-	-	-	-	-
Multi-Year Lease Reserve	-	-	-	-	-	-
SPED/Mental Health Reserve	-	-	-	-	-	-
<b>Ending Fund Balance - after reserves</b>	<b>\$ 10,636,725</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 2,269,864</b>

- 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 2025-2026 due to the continuing of Healthy School Meals for All program
- 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 is inactive as of 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

## 2025-2026 Summary of Other District Funds

	Bond Redemption Fund (31)	Certificate of Participation Lease Payment Fund (39)	Building Funds (41, 44 and 45)	Medical and Dental Fund (65)	Short Term Disability Insurance Fund (66)	Private Purpose Trust Fund (75)
Beginning Fund Balance	\$ 80,629,404	\$ 1,930	\$ 291,837,635	\$ 5,517,453	\$ 587,369	\$ 35,879
Revenues						
Property Taxes	55,036,532	-	-	-	-	-
Specific Ownership Taxes	-	-	-	-	-	-
Other Local Income	2,804,334	-	10,831,374	70,537,861	933,382	52,000
Intergovernmental	-	-	-	-	-	-
Other	-	-	-	-	-	-
<b>Total Revenues</b>	<b>\$ 57,840,866</b>	<b>\$ -</b>	<b>\$ 10,831,374</b>	<b>\$ 70,537,861</b>	<b>\$ 933,382</b>	<b>\$ 52,000</b>
Expenditures						
Salaries	-	-	1,285,773	-	-	-
Benefits	-	-	457,855	-	-	-
Purchased Services	2,000	4,000	1,482,539	70,263,488	773,875	-
Contracts w/ Charter Schools	-	-	-	-	-	-
Supplies	-	-	531,180	-	-	-
Equipment	-	-	108,302,361	-	-	-
Other	52,262,406	1,120,825	-	-	-	49,000
<b>Total Expenditures</b>	<b>\$ 52,264,406</b>	<b>\$ 1,124,825</b>	<b>\$ 112,059,708</b>	<b>\$ 70,263,488</b>	<b>\$ 773,875</b>	<b>\$ 49,000</b>
BOE Contingency	\$ -	\$ -	\$ -	\$ -		\$ -
<b>Net Income/(Loss)</b>	<b>\$ 5,576,460</b>	<b>\$ (1,124,825)</b>	<b>\$ (101,228,334)</b>	<b>\$ 274,373</b>	<b>\$ 159,507</b>	<b>\$ 3,000</b>
Transfers In/(Out)	-	1,124,825	-	-	-	-
<b>Net Change in Fund Balance</b>	<b>\$ 5,576,460</b>	<b>\$ -</b>	<b>\$ (101,228,334)</b>	<b>\$ 274,373</b>	<b>\$ 159,507</b>	<b>\$ 3,000</b>
<b>Ending Fund Balance</b>	<b>\$ 86,205,864</b>	<b>\$ 1,930</b>	<b>\$ 190,609,301</b>	<b>\$ 5,791,826</b>	<b>\$ 746,876</b>	<b>\$ 38,879</b>
TABOR Reserve	-	-	-	-	-	-
BOE Reserve	-	-	-	-	-	-
School Carry Over Reserve	-	-	-	-	-	-
Medicaid Carry Over Reserve	-	-	-	-	-	-
Enrollment Reserve	-	-	-	-	-	-
Multi-Year Lease Reserve	-	-	-	-	-	-
SPED/Mental Health Reserve	-	-	-	-	-	-
<b>Ending Fund Balance - after reserves</b>	<b>\$ 86,205,864</b>	<b>\$ 1,930</b>	<b>\$ 190,609,301</b>	<b>\$ 5,791,826</b>	<b>\$ 746,876</b>	<b>\$ 38,879</b>

- 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, 44 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	\$ 142,578,642	\$ -	\$ 24,270,673	\$ -	\$ 5,250,990	\$ 172,100,305
Revenues by Source						
Property Taxes	451,590,356	-	-	-	-	451,590,356
Specific Ownership Taxes	37,108,913	-	-	-	-	37,108,913
Other Local Income	41,578,255	1,615,600	2,085,792	-	1,625,000	46,904,647
Intergovernmental	400,180,135	-	-	-	6,236,889	406,417,024
Other	-	-	-	-	-	-
Transfers In	-	365,560	-	-	26,088,096	26,453,656
<b>Total Revenues</b>	<b>\$ 930,457,659</b>	<b>\$ 1,981,160</b>	<b>\$ 2,085,792</b>	<b>\$ -</b>	<b>\$ 33,949,985</b>	<b>\$ 968,474,596</b>
<b>Total Sources</b>	<b>\$ 1,073,036,301</b>	<b>\$ 1,981,160</b>	<b>\$ 26,356,465</b>	<b>\$ -</b>	<b>\$ 39,200,975</b>	<b>\$ 1,140,574,901</b>
Expenditures by Program						
Instructional	435,940,070	-	30,000	-	-	435,970,070
Support - Students	57,151,038	-	-	-	-	57,151,038
Support - Instructional Staff	29,708,181	-	-	-	-	29,708,181
Support - General Administration	5,431,390	-	-	-	-	5,431,390
Support - School Administration	46,764,345	-	-	-	-	46,764,345
Support - Business	6,431,104	-	-	-	-	6,431,104
Support - Operations & Maintenance	70,331,500	-	-	-	91,449	70,422,949
Support - Student Transportation	7,000	-	-	-	38,415,544	38,422,544
Support - Central	29,772,013	-	2,279,485	-	-	32,051,498
Support - Other	987,497	-	-	-	-	987,497
Contracts w/ Charter Schools	220,690,468	-	-	-	-	220,690,468
Non Instructional	1,276,900	1,969,160	5,838,979	-	-	9,085,039
Transfers Out	36,799,215	-	1,850,608	-	-	38,649,823
<b>Total Expenditures</b>	<b>\$ 941,290,721</b>	<b>\$ 1,969,160</b>	<b>\$ 9,999,072</b>	<b>\$ -</b>	<b>\$ 38,506,993</b>	<b>\$ 991,765,946</b>
Expenditures by Object						
Salaries - 100s	415,942,716	1,060,183	-	-	16,182,309	433,185,208
Benefits - 200s	159,692,593	365,858	-	-	6,998,665	167,057,116
Purchased Services - 300s, 400s, 500s	52,683,975	179,293	33,440	-	10,927,391	63,824,099
Supplies - 600s	52,129,386	247,994	-	-	3,618,685	55,996,065
Equipment - 700s	-	69,596	8,115,024	-	1,391,443	9,576,063
Other - 800s, 900s	3,352,368	46,236	-	-	(611,500)	2,787,104
Contracts w/ Charter Schools	220,690,468	-	-	-	-	220,690,468
Transfers Out	36,799,215	-	1,850,608	-	-	38,649,823
<b>Total Expenditures</b>	<b>\$ 941,290,721</b>	<b>\$ 1,969,160</b>	<b>\$ 9,999,072</b>	<b>\$ -</b>	<b>\$ 38,506,993</b>	<b>\$ 991,765,946</b>
BOE Contingency	7,790,000	-	-	-	-	7,790,000
<b>Net Change in Fund Balance</b>	<b>\$ (18,623,062)</b>	<b>\$ 12,000</b>	<b>\$ (7,913,280)</b>	<b>\$ -</b>	<b>\$ (4,557,008)</b>	<b>\$ (31,081,350)</b>
<b>Ending Fund Balance</b>	<b>\$ 123,955,580</b>	<b>\$ 12,000</b>	<b>\$ 16,357,393</b>	<b>\$ -</b>	<b>\$ 693,982</b>	<b>\$ 141,018,955</b>
TABOR Reserve	23,370,000	-	-	-	-	23,370,000
BOE Reserve	23,370,000	-	-	-	-	23,370,000
School Carry Over Reserve	25,032,378	-	-	-	-	25,032,378
Medicaid Carry Over Reserve	70,001	-	-	-	-	70,001
Enrollment Reserve	2,000,000	-	-	-	-	2,000,000
Multi-Year Lease Reserve	2,099,214	-	-	-	-	2,099,214
SPED/Mental Health Reserve	296,768	-	-	-	-	296,768
<b>Ending Fund Balance - after reserves</b>	<b>\$ 47,717,219</b>	<b>\$ 12,000</b>	<b>\$ 16,357,393</b>	<b>\$ -</b>	<b>\$ 693,982</b>	<b>\$ 64,780,594</b>

# 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	\$ 10,636,725	\$ -	\$ -	\$ -	\$ 5,507,732	\$ 3,938,481	\$ 20,082,938
Revenues by Source							
Property Taxes	-	-	-	-	-	-	-
Specific Ownership Taxes	-	-	-	-	-	-	-
Other Local Income	5,082,000	-	-	-	15,491,903	10,579,875	31,153,778
Intergovernmental	30,298,775	-	14,201,365	-	-	-	44,500,140
Other	-	-	-	-	-	-	-
Transfers In	3,168,069	-	-	-	6,487,989	1,415,284	11,071,342
<b>Total Revenues</b>	<b>\$ 38,548,844</b>	<b>\$ -</b>	<b>\$ 14,201,365</b>	<b>\$ -</b>	<b>\$ 21,979,892</b>	<b>\$ 11,995,159</b>	<b>\$ 86,725,260</b>
<b>Total Sources</b>	<b>\$ 49,185,569</b>	<b>\$ -</b>	<b>\$ 14,201,365</b>	<b>\$ -</b>	<b>\$ 27,487,624</b>	<b>\$ 15,933,640</b>	<b>\$ 106,808,198</b>
Expenditures by Program							
Instructional	-	-	9,310,908	-	14,688,032	-	23,998,940
Support - Students	-	-	1,353,461	-	7,000	-	1,360,461
Support - Instructional Staff	-	-	2,968,241	-	7,260,518	-	10,228,759
Support - General Administration	-	-	1,200	-	-	-	1,200
Support - School Administration	-	-	179,642	-	24,342	-	203,984
Support - Business	-	-	171,784	-	-	-	171,784
Support - Operations & Maintenance	-	-	-	-	-	-	-
Support - Student Transportation	-	-	-	-	-	-	-
Support - Central	-	-	-	-	-	-	-
Support - Other	-	-	201,859	-	-	-	201,859
Contracts w/ Charter Schools	-	-	-	-	-	-	-
Non Instructional	38,548,844	-	14,270	-	1,889,436	13,663,776	54,116,326
Transfers Out	-	-	-	-	-	-	-
<b>Total Expenditures</b>	<b>\$ 38,548,844</b>	<b>\$ -</b>	<b>\$ 14,201,365</b>	<b>\$ -</b>	<b>\$ 23,869,328</b>	<b>\$ 13,663,776</b>	<b>\$ 90,283,313</b>
Expenditures by Object							
Salaries - 100s	11,605,272	-	9,047,953	-	7,453,884	8,343,233	36,450,342
Benefits - 200s	5,076,020	-	3,021,049	-	1,827,304	3,135,756	13,060,129
Purchased Services - 300s, 400s, 500s	280,200	-	1,343,285	-	6,058,618	1,500,700	9,182,803
Supplies - 600s	20,125,174	-	726,001	-	6,097,776	223,777	27,172,728
Equipment - 700s	564,678	-	-	-	32,572	-	597,250
Other - 800s, 900s	897,500	-	63,077	-	2,399,174	460,310	3,820,061
Contracts w/ Charter Schools	-	-	-	-	-	-	-
Transfers Out	-	-	-	-	-	-	-
<b>Total Expenditures</b>	<b>\$ 38,548,844</b>	<b>\$ -</b>	<b>\$ 14,201,365</b>	<b>\$ -</b>	<b>\$ 23,869,328</b>	<b>\$ 13,663,776</b>	<b>\$ 90,283,313</b>
BOE Contingency	-	-	-	-	-	-	-
<b>Net Change in Fund Balance</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ (1,889,436)</b>	<b>\$ (1,668,617)</b>	<b>\$ (3,558,053)</b>
<b>Ending Fund Balance</b>	<b>\$ 10,636,725</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 3,618,296</b>	<b>\$ 2,269,864</b>	<b>\$ 16,524,885</b>
TABOR Reserve	-	-	-	-	-	-	-
BOE Reserve	-	-	-	-	-	-	-
School Carry Over Reserve	-	-	-	-	3,618,296	-	3,618,296
Medicaid Carry Over Reserve	-	-	-	-	-	-	-
Enrollment Reserve	-	-	-	-	-	-	-
Literacy Curricular Materials Reserve	-	-	-	-	-	-	-
Multi-Year Lease Reserve	-	-	-	-	-	-	-
SPED/Mental Health Reserve	-	-	-	-	-	-	-
<b>Ending Fund Balance - after reserves</b>	<b>\$ 10,636,725</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 2,269,864</b>	<b>\$ 12,906,589</b>

## Other Funds by Function

	Bond Redemption Fund (31)	Certificate of Participation Lease Payment Fund (39)	Building Funds (41 and 44)	Medical and Dental Fund (65)	Short Term Disability Insurance Fund (66)	Private Purpose Trust Fund (75)	Total Other District Funds
Beginning Fund Balance	\$ 80,629,404	\$ 1,930	\$ 291,837,635	\$ 5,517,453	\$ 587,369	\$ 35,879	\$ 378,609,670
Revenues by Source							
Property Taxes	55,036,532	-	-	-	-	-	55,036,532
Specific Ownership Taxes	-	-	-	-	-	-	-
Other Local Income	2,804,334	-	10,831,374	70,537,861	933,382	52,000	85,158,951
Intergovernmental	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Transfers In	-	1,124,825	-	-	-	-	1,124,825
<b>Total Revenues</b>	<b>\$ 57,840,866</b>	<b>\$ 1,124,825</b>	<b>\$ 10,831,374</b>	<b>\$ 70,537,861</b>	<b>\$ 933,382</b>	<b>\$ 52,000</b>	<b>\$ 141,320,308</b>
<b>Total Sources</b>	<b>\$ 138,470,270</b>	<b>\$ 1,126,755</b>	<b>\$ 302,669,009</b>	<b>\$ 76,055,314</b>	<b>\$ 1,520,751</b>	<b>\$ 87,879</b>	<b>\$ 519,929,978</b>
Expenditures by Program							
Instructional	-	-	-	-	-	49,000	49,000
Support - Students	-	-	-	-	-	-	-
Support - Instructional Staff	-	-	534,971	-	-	-	534,971
Support - General Administration	-	-	294,739	-	-	-	294,739
Support - School Administration	-	-	-	-	-	-	-
Support - Business	-	4,000	587,705	-	-	-	591,705
Support - Operations & Maintenance	-	-	335,335	-	-	-	335,335
Support - Student Transportation	-	-	-	-	-	-	-
Support - Central	-	-	97,346	70,263,488	773,875	-	71,134,709
Support - Other	-	-	-	-	-	-	-
Contracts w/ Charter Schools	-	-	-	-	-	-	-
Non Instructional	52,264,406	1,120,825	110,209,612	-	-	-	163,594,843
Transfers Out	-	-	-	-	-	-	-
<b>Total Expenditures</b>	<b>\$ 52,264,406</b>	<b>\$ 1,124,825</b>	<b>\$ 112,059,708</b>	<b>\$ 70,263,488</b>	<b>\$ 773,875</b>	<b>\$ 49,000</b>	<b>\$ 236,535,302</b>
Expenditures by Object							
Salaries - 100s	-	-	1,285,773	-	-	-	1,285,773
Benefits - 200s	-	-	457,855	-	-	-	457,855
Purchased Services - 300s, 400s, 500s	2,000	4,000	1,482,539	70,263,488	773,875	-	72,525,902
Supplies - 600s	-	-	531,180	-	-	-	531,180
Equipment - 700s	-	-	108,302,361	-	-	-	108,302,361
Other - 800s, 900s	52,262,406	1,120,825	-	-	-	49,000	53,432,231
Contracts w/ Charter Schools	-	-	-	-	-	-	-
Transfers Out	-	-	-	-	-	-	-
<b>Total Expenditures</b>	<b>\$ 52,264,406</b>	<b>\$ 1,124,825</b>	<b>\$ 112,059,708</b>	<b>\$ 70,263,488</b>	<b>\$ 773,875</b>	<b>\$ 49,000</b>	<b>\$ 236,535,302</b>
BOE Contingency	-	-	-	-	-	-	-
<b>Net Change in Fund Balance</b>	<b>\$ 5,576,460</b>	<b>\$ -</b>	<b>\$ (101,228,334)</b>	<b>\$ 274,373</b>	<b>\$ 159,507</b>	<b>\$ 3,000</b>	<b>\$ (95,214,994)</b>
<b>Ending Fund Balance</b>	<b>\$ 86,205,864</b>	<b>\$ 1,930</b>	<b>\$ 190,609,301</b>	<b>\$ 5,791,826</b>	<b>\$ 746,876</b>	<b>\$ 38,879</b>	<b>\$ 283,394,676</b>
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	-	-	-	-	-	-	-
<b>Ending Fund Balance - after reserves</b>	<b>\$ 86,205,864</b>	<b>\$ 1,930</b>	<b>\$ 190,609,301</b>	<b>\$ 5,791,826</b>	<b>\$ 746,876</b>	<b>\$ 38,879</b>	<b>\$ 283,394,676</b>

## 2025-2026 Capital Budgeting

## Douglas County School District–2024 Bond Program

Voters approved a \$490 million bond to be sold in 2 issuances in the November 2024 election. The Douglas County School District sold \$270 million in General Obligation Bonds in December 2024. A sale of \$220 million is planned for 2026-2027. 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 \$307.2 million. This premium does 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, has developed an investment and cash management strategy to align with construction schedules.

*As of July 1, 2025*

Proceeds from the 2024 Sale of Bonds	270,000,000
Premium/Discount	37,247,971
<b>Total Proceeds from the 2024 Sale of Bonds</b>	<b>307,247,971</b>
Projected Interest	15,685,255
<b>Total Proceeds from Bond - 1st Sale</b>	<b>322,933,226</b>

\*Another \$220 million in proceeds from the sale of bonds is planned for 2026-2027

*As of July 1, 2025*

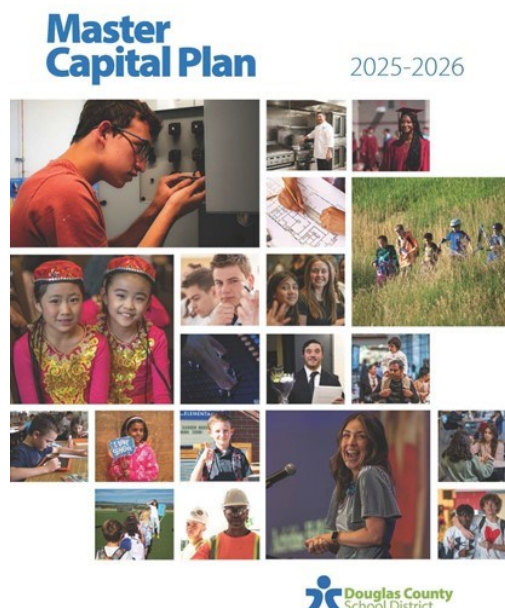
Proceeds from the 2024 Sale of Bonds	270,000,000
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\*Another \$220 million in proceeds from the sale of bonds is planned for 2026-2027

Since the successful passage of the Bond, multiple departments across DCSD have been reviewing plans and needs related to the various Bond priority items. The proceeds from the Bonds provide one-time funds for capital needs for projects including constructing two new elementary schools, remodeling and expanding Sierra Middle School, enhancing safety and security throughout the District, expanding Career and Technical Education, replacing aged buses and support vehicles, refreshing technology, and more. Proceeds from the sale of the Bond became available to the District in December 2024. Projects began immediately thereafter and the District anticipates spending the full amount by 2028. Premium funds, along with the interest

## Bond Approval Process

A Master Capital Plan (MCP) outlines a system to identify, screen and approve capital project needs. In terms of critical Tier 1 and Tier 2 maintenance, this bond will bridge the District from the 2018 bond to 2026. Projects are funded within the bond based on the following categories: New Construction Neighborhood Schools, New Construction Career and Technical Education, Capital Renewal and Replacement, Transportation, Growth and Decline, Safety and Security, Special Education, Information Technology, Athletics and Activities, and Bond Fees and Overhead.



## 2025-2026 Capital Budgeting

Tier	Description
<b>Tier 1</b>	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.
<b>Tier 2</b>	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.
<b>Tier 3</b>	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.
<b>Tier 4</b>	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 2025-2026 Master Capital Plan can be found on Electronic School Board under 6/10/25: <https://douglaspublic.ic-board.com/>

### Major Bond Category Summary

#### New Construction Neighborhood Schools

**Elementary School 50:** \$60 million has been allocated for the construction of a new elementary school in the Lyric community in Lone Tree. Until it is officially named, the school will be called Elementary School 50. Design development began in March. This school will open its doors in August of 2027 for the 2027-2028 school year. The school will be able to accommodate 750 students.



## 2025-2026 Capital Budgeting

**Elementary School 51:** \$60 million has been allocated for a new elementary school in the Sterling Ranch subdivision, west of Highlands Ranch. Until it is officially named, the school will be called Elementary School 51. Design development began in March. This school will open in August of 2027 for the 2027-2028 school year. The school will accommodate 750 students.

ES51  
Schematic Site Plan



Digital rendering of Elementary School 51

**Sierra Middle School:** \$30 million has been allocated for an expansion and remodel of Sierra Middle School in order to accommodate growth, including the addition of 6th grade moving from feeder elementary schools.



Sierra Middle School Site Plan

Digital rendering of Sierra Middle School Cafeteria



### New Construction Career and Technical Education

\$25.2 million has been allocated for adding 6 new CTE pathways at Legacy Campus (Legacy Campus Phase II) including advanced manufacturing, EV/hybrid auto maintenance and repair, and construction pathways: carpentry, electrical, plumbing and HVAC. \$4 million has been allocated for adding a cosmetology program at Douglas County High School (DCHS), and \$9 million has been allocated for adding an automotive program at Highlands Ranch High School (HRHS). Work at Legacy Campus began in the Spring of 2025. The DCHS and HRHS projects are in the design development phase.

## 2025-2026 Capital Budgeting



Rendering of an advanced manufacturing classroom at Legacy Campus



Rendering of an electric vehicle repair classroom at Legacy Campus

### Capital Renewal and Replacement

The 2024 bond enables DCSD to address \$179 million worth of capital needs to renew and replace aging equipment such as boilers, air conditioning units, electrical panels, flooring, communication systems, rooftops and more. The budget for capital renewal and replacement work includes \$158.5 million for District educational facilities, \$14.0 million for Charter Schools, \$3 million for District-Wide LED upgrades, \$0.5 million for playground upgrades, and \$3 million for emergency capital maintenance allowance. This allowance will be utilized for approved projects that are over budget. As projects are completed and come in under budget, remaining funds from those projects will be moved to the emergency capital maintenance allowance to be reallocated to other projects at a later date. \$1.5 million of this \$3 million has been allocated for environmental assessments and abatement. Intercom and flooring scheduled for the summer of 2025 are proceeding on schedule.

### Transportation

The District has allocated bond funds to replace Transportation buses and support fleet vehicles that are beyond their useful life. A total of \$8.4 million was approved for Transportation: \$4.6 million for school bus replacement and \$3.7 million for support fleet vehicle replacement. DCSD made the decision to expedite vehicle replacement orders in order to avoid and/or minimize price increases. 2 Nutrition Services vehicles and an electric parts van were received in April. 31 school buses, 4 IT vehicles, 5 Bridge vehicles, and 3 dump trucks are expected this August/September.



### Growth and Decline

Like many districts across Colorado, the Douglas County School District is facing enrollment challenges. Douglas County is unique, in that while there are areas of declining enrollment, there are other areas experiencing massive growth. Because the District is over 850 square miles, staff are simultaneously working to address both growth and decline.

After nearly 2 years of careful planning and evaluation to address declining enrollment in parts of Highlands Ranch and to ensure that all students have access to a comprehensive, well-rounded education with full staffing and resources, the Douglas County School District recommended pairing 6 of its elementary schools. The Board of Education unanimously approved these school pairing recommendations in April of 2025. The following consolidations are effective beginning with the 2026-2027 school year: Saddle Ranch Elementary will consolidate into Eldorado Elementary, Heritage Elementary will consolidate into Summit View Elementary, and Acres Green Elementary will consolidate into Fox Creek Elementary. Additionally, beginning in 2026-2027, 6th grade will move to middle school for all elementary schools that feed into Cresthill, Mountain Ridge, and Ranch View middle schools. \$20 million has been allocated for Growth and Decline facility modifications needed to facilitate these changes.

## 2025-2026 Capital Budgeting

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### **Safety and Security**

The approved 2024 bond plan provides \$10 million to be invested in safety and security upgrades at more than 90 DCSD sites. This includes \$3.2 million for equipment replacements/upgrades, \$3 million for radio communication upgrades, and \$3.9 million for building modifications at every school. In addition to upgrades planned for all schools, several individual schools have specific line items for additional upgrades, including additional entrance security, replacing burglar alarm panels, upgrading interior door hardware, and improving fire alarm systems.

### **Special Education**

The bond will allow the District will provide additional opportunities, specially tailored learning spaces, and upgraded access to students with special needs. This includes \$5 million for additional center-based programming, \$4.8 million to replace special education school buses, \$2.5 million in capital improvements to provide specialized Career and Technical Education opportunities, \$2.1 million for Phase III construction at Parker Student Support Center, and \$1 million for special education/ADA related improvements at school and center-based sites. 29 Special education buses have been purchased and are expected to be delivered in August.

### **Information Technology**

\$20 million has been allocated to refresh aging technology on a regular basis over the life of the bond. These dollars will be spent on devices to support staff and student working/learning needs. Schools and Departments began placing orders for devices during the 2024-2025 school year.

### **Athletics and Activities**

Improvements to various athletic facilities and auditoriums throughout the District are included in the Bond. A total of \$12.0 million has been allocated. \$10.4 million will be used toward athletic field upgrades, including replacing turf fields at 6 high schools and Halftime Help Stadium, replacing track surfaces at 6 high schools and Echo Park Stadium, and replacing or repairing tennis court surfaces at all 9 DCSD high schools. \$1.6 million will be used toward auditorium/theater upgrades, including updating/replacing theater and stage equipment as well as auditorium seating at all DCSD high schools, and updating/replacing auditorium sound systems at 2 high schools and 1 middle school. Athletics and Activities projects scheduled for the summer of 2025 are proceeding on schedule.

### **Bond Fees and Overhead**

\$20.8 million of the bond is allocated toward administrative services. This allocation includes \$17.5 million in outside consulting services, in-house accounting and construction management, \$2.4 million in payments towards bond issuance cost, underwriter discount fee, and \$.9 million for bond management software.

DCSD has entered into a \$5.9 million contract with Wember Inc. to serve as the owner's representative in the management of the District's capital improvement projects.

# 2025-2026 Capital Budgeting

## Douglas County School District 2024 Bond Report

Categories	Approved Bond Plan Budget	24-25 Forecast	25-26 Forecast	26-27 Forecast	27-28 Forecast
<b>New Construction Neighborhood Schools</b>	<b>\$150.00M</b>	<b>\$3.42M</b>	<b>\$30.15M</b>	<b>\$106.31M</b>	<b>\$10.12M</b>
Elementary School 50	\$60.00M	\$1.24M	\$12.17M	\$42.64M	\$3.95M
Elementary School 51	\$60.00M	\$1.34M	\$12.17M	\$42.33M	\$4.16M
Sierra Middle School Addition & Remodel	\$30.00M	\$0.84M	\$5.80M	\$21.34M	\$2.02M
<b>New Construction Career and Technical Education</b>	<b>\$38.17M</b>	<b>\$1.84M</b>	<b>\$14.20M</b>	<b>\$19.31M</b>	<b>\$2.83M</b>
Legacy Campus Phase II	\$25.17M	\$1.38M	\$3.50M	\$17.43M	\$2.86M
DCHS Cosmetology Program	\$4.00M	\$0.21M	\$3.27M	\$0.61M	(\$0.08M)
HRHS Automotive Program	\$9.00M	\$0.25M	\$7.43M	\$1.27M	\$0.05M
<b>Capital Renewal and Replacement</b>	<b>\$179.00M</b>	<b>\$5.30M</b>	<b>\$34.71M</b>	<b>\$62.43M</b>	<b>\$71.45M</b>
District Educational Facilities	\$158.48M	\$5.01M	\$31.09M	\$54.19M	\$64.59M
Charter Schools	\$14.02M	\$ -	\$ -	\$8.24M	\$5.78M
LED Upgrades District-Wide	\$3.00M	\$0.17M	\$2.25M	\$ -	\$0.58M
Playground Upgrades	\$0.50M	\$ -	\$ -	\$ -	\$0.50M
Environmental Abatement and Assessments	\$ -	\$0.12M	\$1.38M	\$ -	\$ -
Emergency Capital Maintenance Allowance	\$3.00M	\$ -	\$ -	\$ -	\$ -
<b>Transportation</b>	<b>\$8.36M</b>	<b>\$0.61M</b>	<b>\$5.92M</b>	<b>\$1.15M</b>	<b>\$ -</b>
Transportation School Bus Replacement	\$4.62M	\$ -	\$4.62M	\$ -	\$ -
Support Fleet Vehicle Replacement	\$3.74M	\$0.61M	\$1.30M	\$1.15M	\$ -
<b>Growth and Decline</b>	<b>\$20.00M</b>	<b>\$0.19M</b>	<b>\$7.01M</b>	<b>\$12.22M</b>	<b>\$0.58M</b>
Facility Modification	\$20.00M	\$0.19M	\$7.01M	\$12.22M	\$0.58M
<b>Safety and Security</b>	<b>\$10.00M</b>	<b>\$1.90M</b>	<b>\$5.15M</b>	<b>\$2.13M</b>	<b>\$0.83M</b>
Equipment Replacements/Upgrades	\$5.14M	\$0.82M	\$2.76M	\$1.35M	\$0.21M
Radio Communicaation Upgrades	\$1.00M	\$1.00M	\$0.03M	\$ -	(\$0.03M)
Building Modifications	\$3.86M	\$0.08M	\$2.36M	\$0.78M	\$0.65M
<b>Special Education</b>	<b>\$15.36M</b>	<b>\$0.07M</b>	<b>\$6.11M</b>	<b>\$9.21M</b>	<b>\$ -</b>
Specialized CTE Capital Improvements	\$2.50M	\$ -	\$ -	\$2.50M	\$ -
Additional Center-Based Programming	\$5.00M	\$ -	\$ -	\$5.00M	\$ -
SSC Parkglenn Way Phase 3	\$2.10M	\$0.03M	\$1.34M	\$0.72M	\$ -
Transportation SPED School Bus Replacement	\$4.76M	\$ -	\$4.76M	\$ -	\$ -
Special Education/ADA-Related Improvements	\$1.00M	\$0.04M	\$ -	\$0.99M	\$ -
<b>Information Technology</b>	<b>\$20.00M</b>	<b>\$2.82M</b>	<b>\$4.94M</b>	<b>\$4.93M</b>	<b>\$7.18M</b>
Staff and Student Device Refresh	\$20.00M	\$2.82M	\$4.94M	\$4.93M	\$7.18M
<b>Athletics and Activities</b>	<b>\$12.01M</b>	<b>\$1.25M</b>	<b>\$3.13M</b>	<b>\$3.11M</b>	<b>\$4.52M</b>
Athletic Field Upgrades	\$10.41M	\$1.25M	\$2.67M	\$2.51M	\$3.98M
Auditorium/Theater Upgrades	\$1.60M	\$ -	\$0.46M	\$0.60M	\$0.54M
<b>Bond Fees</b>	<b>\$20.81M</b>	<b>\$3.05M</b>	<b>\$3.35M</b>	<b>\$4.47M</b>	<b>\$4.60M</b>
Bond Management Staff and Contractors	\$17.50M	\$1.65M	\$3.09M	\$2.97M	\$4.31M
Bond Fee	\$2.40M	\$1.27M	\$ -	\$1.27M	\$ -
Software	\$0.91M	\$0.13M	\$0.26M	\$0.22M	\$0.29M
<b>Available Contingency</b>	<b>\$16.29M</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
Original Contingency	\$16.29M	\$ -	\$ -	\$ -	\$ -
Contingency from Bond Premium	\$ -	\$ -	\$ -	\$ -	\$ -
Contingency from Interest		\$ -	\$ -	\$ -	\$ -
<b>Total 2024 Bond Expense</b>	<b>\$490.00M</b>	<b>\$20.45M</b>	<b>\$114.68M</b>	<b>\$225.26M</b>	<b>\$102.11M</b>

## 2025-2026 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 (MLO) 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 MBOC has continued with oversight of a \$66 million MLO passed in 2023 and a \$490 million Bond passed in 2024. The MBOC is made up of citizens from across the community and meets regularly to monitor the progress of the improvements and programs being implemented and ensure that MLO/Bond expenditures are in alignment with ballot language approved by voters.

The responsibilities of the MBOC include:

- Assisting the Board in fulfilling its responsibility to provide transparency and assurance that mill levy and general obligation bond funds, are spent as intended and represented to the voters
- Reporting periodically, at least annually, to the Board 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 to date
- Reviewing MLO/Bond expenditures for alignment with ballot language approved by voters
- Participating in scheduled site visits during construction and/or after construction has been completed, to be coordinated by the DCSD Bond Director
- Reviewing the Chief Financial Officer's recommendations for maintaining congruence between financial statements and identified spending of MLO/Bond funding
- Reviewing the ongoing master schedule of projects
- Providing regular updates to the DCSD Communications Team that can be shared with the community



MBOC tour of the future site of Elementary School 51 in Sterling Ranch

## 2025-2026 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 10, 2025.**

### 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 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.

Assessment asset needs can consist of the following:

- Deferred maintenance - Systems and components that are past their end of life and create higher maintenance and future replacement costs
- Life Cycle Projection - Systems and components that are projected to fail within a specific time period based on industry standards
- Damage/Wear - Systems and components that have not met life cycle but have been physically damaged by some means or excessive use causing non-optimal performance
- Compliance - Systems and components that are in need of replacement, upgrades, or were added to meet federal and local codes or requirements. These are usually ADA requirements and building code changes
- System Improvements - Projects that may improve systems to perform more efficiently and save future capital resources.
- Growth - Space and areas that are needed due to increases in student population and additional support staff
- Functionality - Systems that are deemed necessary due to policies concerning security enhancements and IT infrastructure

Assessments on newer facilities take place at about the 10-year mark of opening looking forward to a 15-year projected life. Starting in 2015-16, 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.

## 2025-2026 Capital Budgeting

### 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. Components or entire structures that will not pass safety inspections would be assets that need to be replaced within one year. Next, 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.

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 our strategic goals. With a wealth of technology solutions and opportunities, the IT Department focuses priority on providing the District students, staff, and administration with the most value to provide the greatest education for the students.

Priority Criteria	Definition
<b>Cause</b>	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
<b>Type of Impact</b>	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.
<b>Risk</b>	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.
<b>Urgency</b>	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.
<b>Extent of Impact</b>	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 2025-2026 Master Capital Plan can be found on Electronic School Board under 6/10/25: <https://douglaspublic.ic-board.com/>

## 2025-2026 Capital Budgeting

### Challenges

The District saw a decrease in enrollment of 113 students from the 2023-2024 school year to the 2024-2025 school year. Enrollment decreased from 61,964 to 61,851. District decreased from 61,964 to 61,851. This represents a 0.2 percent decline in enrollment over the past year. Over the last 10 (ten) years, DCSD's enrollment has declined by 4,851 students, or by approximately 7.3 percent. Meanwhile, jurisdictions in Douglas County issued building permits in 2024 for 2,252 new residential units (0.2 percent lower than in 2022 due to rising mortgage interest rates) while 3,376 new housing units were completed. These areas of new growth have made projecting student enrollment by building, both growth and decline, more challenging than ever.

The MCP identifies between \$773 million and \$969 million in capital needs over the next five years. The largest single component of those needs is new construction at a cost of approximately \$193 million, of which \$150 million will be provided by the 2024 bond.

Facility reinvestment (for neighborhood, magnet, alternative schools, and support facilities) is anticipated to cost between \$299 million and \$427 million. Excluding those projects funded by the 2024 bond and a \$20 million BOE Committed Capital Reserve (\$5.8 million remaining to be spent in 2025-2026), remaining District facility needs are estimated to cost between \$185 million and \$264 million. 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 that have reached an age where major maintenance issues are looming.

Identified capital needs have been classified into a four-tier system with a Tier 1 classification representing the most critical items and a Tier 4 classification representing the least. Douglas County School District's most important reinvestment items are estimated to cost approximately \$276-\$370 million over the next five years. The cost for tier 2 needs is \$166-\$226 million and tier 3 needs are estimated to cost approximately \$94-\$118 million. Tier 4 needs are estimated at approximately \$4-\$6 million. Costs associated with new construction, contingency (playgrounds, ADA, and special education projects), and District charter needs that are not capital reinvestment are not tiered and have been summed separately, outside the tier and priority classification. In total, these projects total approximately \$233-\$248 million over the next five years.

When accounting for those projects to be funded by the BOE Committed Capital Reserve or funds from the 2024 bond, the estimated cost of the District's remaining capital needs over the next five years is approximately \$421-\$547 million dollars. Of this total;

- \$185-\$264 million is needed for continual reinvestment in the District's neighborhood, magnet and alternative school facilities and District support facilities
- \$61-\$70 million is needed for remaining safety related capital investment
- \$43 million is needed for the construction of a new transportation terminal in the Parker region
- \$53-\$76 million would be required to fund the entirety of additional capital reinvestment, facility modifications, facility upgrades, mobile purchases, and building additions or expansions that have been identified as needs by District charter school leaders
- \$30-\$32 million is needed for additional school buses and support fleet
- \$29 million is needed to replace the District's aging portable classrooms
- \$10-\$14 million is needed to upgrade furniture, fixtures, and equipment in the over 100 facilities managed and operated by DCSD
- \$5 million is needed to fund information technology infrastructure beyond the urgently needed device refresh for students and staff that will be funded by 2024 bond dollars
- An additional \$100,000 is included in this plan for potential additional needed contingency for unanticipated ADA compliance or special education related projects

## 2025-2026 Capital Budgeting

### Unfunded Needs Beyond the 2024 Bond

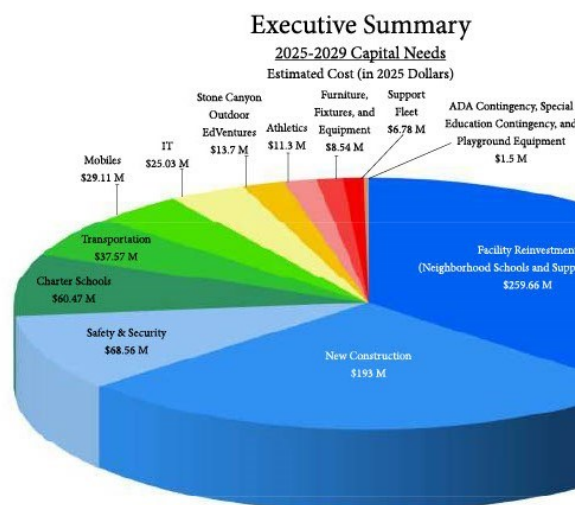
Outside of additional General Obligation Bonds, there are a few additional funding mechanisms for capital projects for school districts in Colorado. First, districts have the ability to sell a Certificate of Participation (COP) to generate revenue available for capital projects. While selling COPs does 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 \$60+ million to build. DCSD's annual combined Cash in Lieu revenue and capital mitigation fees averaged \$2.7M/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 2023-2024 and 2024-2025. 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.

### 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.

The 2024 bond addresses critical Tier 1 and Tier 2 maintenance and will bridge the District from the 2018 bond to 2026. In order to continue investing in schools and to keep up with growth in the community, there will need to be future bonds.



# 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 <sup>(1)</sup>	Personal Income <sup>(2)</sup>	Population <sup>(2)</sup>	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

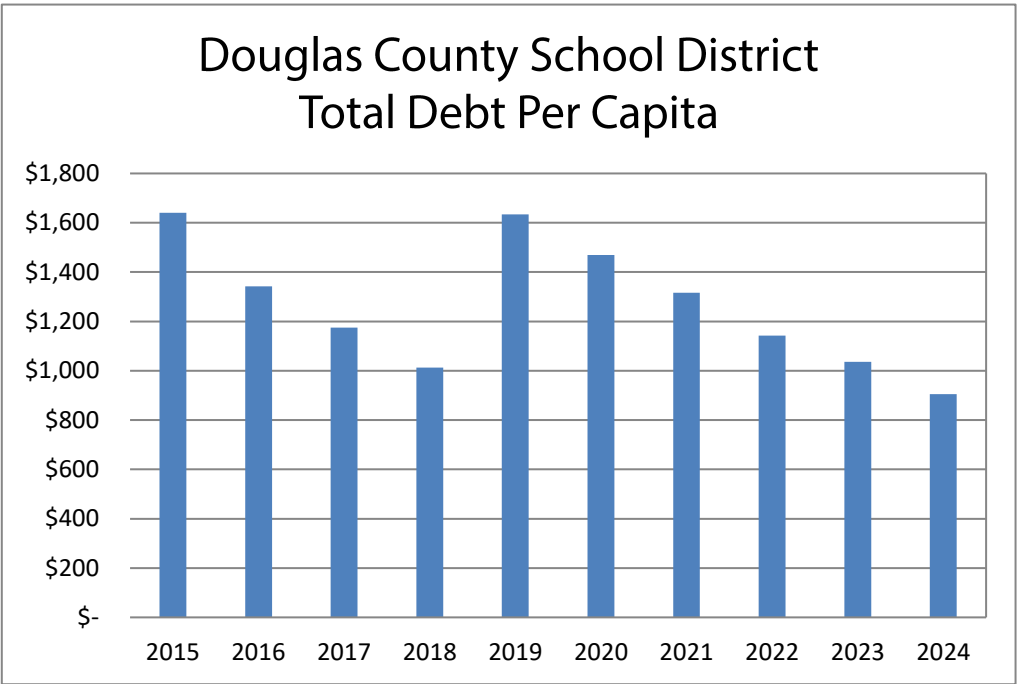
(1) Douglas County Government

<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 and have not changed since the 2024-2025 DCSD Budget Book due to the later finalization of that publication. 2024 and prior numbers have not been revised to match the County's updated data.



# 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 <sup>(3)</sup> Obligation Bonds	Debt Service Funds Available	Net Bonded Debt	Percentage of Actual Taxable Value of Property	Per Capita	Actual Value	Assessed Value <sup>(1)</sup>	Personal Income <sup>(2)</sup>	Population <sup>(2)</sup>
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 <sup>(1)</sup>	\$ 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 <sup>(2)</sup>	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 remains flat at 21.40%. For 2025-2026, Douglas County School District’s contribution is budgeted to be \$98.9 million.

Douglas County School District is required to record its share of PERA’s net pension liabilities. As of June 30, 2024, the District reported a liability of \$1,025,166,597 for its proportionate share of the net pension liability. The net pension liability was measured as of December 31, 2023.

Government-Wide Net Position	FY 2024	FY 2023
Beginning Net Position	\$ (134.4) M	\$ (195.1) M
Change in Net Position	\$ 51.0 M	\$ 60.7 M
Ending Net Position	\$ (83.4) M	\$ (134.4) M
	FY 2024	FY 2023
Beginning Net Position Before PERA	\$ 711.5 M	\$ 671.8 M
Change in Net Position	\$ 51.0 M	\$ 60.7 M
Current Year PERA Expense	\$ (1.3) M	\$ (21.0) M
Ending Net Position	\$ 761.2 M	\$ 711.5 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 2024	FY 2023
District’s proportion of the net pension liability	5.797%	4.646%
District’s proportionate share of the net pension liability	\$1,025,166,597	\$846,043,961
District’s covered payroll	\$380,458,607	\$352,714,773
District’s proportionate share of the net pension liability as a percentage of its covered payroll	269.46%	239.87%
Plan fiduciary net position as a percentage of the total pension liability	64.74%	61.79%

Source: [Douglas County School District ACFR 2024-2025](#)

# 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, 2024. 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

	2023 Assessed Valuation	Entity's Debt Outstanding	Percent	Amount
<b>Direct Debt</b>				
Douglas County School District RE-1	\$10,390,833,820	\$345,490,634	100%	\$345,490,634
				Ousting G.O. Debt Attributable to the District <sup>(3)</sup>
Name of Overlapping Entity <sup>(1)</sup>	Assessed Valuation <sup>(2)</sup>	Ousting G.O. Debt	Percent	Amount
Antelope Heights Metropolitan District <sup>(4)</sup>	\$24,260,420	\$10,241,000	100.00%	\$10,241,000
Anthology West Metropolitan Dist. Nos. 2 and 4 <sup>(4)(5)</sup>	30,718,650	9,652,000	100.00	9,652,000
Anthology West Metropolitan District No. 5 <sup>(4)</sup>	5,603,640	5,328,000	100.00	5,328,000
Arapahoe County Water and Wastewater P.I.D.	1,053,584,891	114,545,000	9.30	10,652,685
Belford North and Belford South Metro. Districts <sup>(4)(5)</sup>	6,774,850	39,155,000	100.00	39,155,000
Bella Mesa Metropolitan District <sup>(4)</sup>	7,252,430	22,705,000	100.00	22,705,000
Canterberry Crossing Metropolitan District	48,313,770	7,090,000	100.00	7,090,000
Canterberry Crossing Metropolitan District II	35,738,480	7,565,000	100.00	7,565,000
Canyons Metropolitan Districts Nos. 1 and 3 <sup>(4)(5)</sup>	4,701,670	31,270,000	100.00	31,270,000
Canyons Metropolitan District No. 5 <sup>(4)</sup>	72,498,860	85,657,000	100.00	85,657,000
Canyons Metropolitan District No. 6 <sup>(4)</sup>	72,498,850	21,399,000	100.00	21,399,000
Carousel Farms Metropolitan District <sup>(4)</sup>	4,853,930	3,162,500	100.00	3,162,500
Castle Oaks Metropolitan District <sup>(4)</sup>	41,784,370	13,665,000	100.00	13,665,000
Castle Oaks Metropolitan District No. 3 <sup>(4)</sup>	50,578,440	34,250,000	100.00	34,250,000
Castle Pines Comm. Metro. Dist. Nos. 3 and 4 <sup>(4)(5)</sup>	17,261,710	4,320,000	100.00	4,320,000
Castlevue Metropolitan District No. 1 <sup>(4)</sup>	21,870	18,887,000	100.00	18,887,000
Castlevue Metropolitan District No. 2 <sup>(4)</sup>	4,609,890	4,593,000	100.00	4,593,000
Castlewood Ranch Metropolitan District	57,505,490	12,510,000	100.00	12,510,000
Chambers Highpoint Metro. District Nos. 1 and 2 <sup>(4)(5)</sup>	1,280,170	11,300,000	100.00	11,300,000
Cherokee Ridge Estates Metropolitan District	6,150,240	580,000	100.00	580,000
Cherry Creek South Metro. Districts Nos. 5 and 6 <sup>(4)(5)</sup>	37,050	68,549,000	100.00	68,549,000
Cielo Metropolitan District <sup>(4)</sup>	9,335,450	17,942,000	100.00	17,942,000
Compark Business Campus Metropolitan District	94,369,450	46,370,000	100.00	46,370,000
Concord Metropolitan District	80,222,330	2,595,000	100.00	2,595,000
Consolidated Bell Mountain Ranch Metro. District	30,194,870	9,950,000	100.00	9,950,000
Cottonwood Highlands Metropolitan District No. 1 <sup>(4)</sup>	24,469,650	19,135,000	100.00	19,135,000
Cottonwood Water and Sanitation District	179,708,323	4,059,066	100.00	4,059,066
Crowfoot Valley Ranch Metro. District No. 2 <sup>(4)</sup>	32,401,310	63,768,000	100.00	63,768,000
Crystal Crossing Metropolitan District <sup>(4)</sup>	14,608,450	7,660,000	100.00	7,660,000
Crystal Valley Metropolitan District No. 2 <sup>(4)</sup>	131,504,420	55,080,000	100.00	55,080,000
Crystal Valley Metropolitan Dist. No. 2 Subdistrict	3,816,150	3,600,000	100.00	3,600,000
Elkhorn Ranch Metropolitan District No. 1	18,476,314	7,940,000	100.00	7,940,000
Foxhill Metropolitan District No. 2 <sup>(4)</sup>	8,833,760	6,000,000	100.00	6,000,000
Hess Ranch Metropolitan Dist. Nos. 4, 6 and 8 <sup>(4)(5)</sup>	20,969,610	102,826,000	100.00	102,826,000
Highfield Metropolitan District <sup>(4)</sup>	54,370,460	4,740,000	100.00	4,740,000
Hillside at Castle Rock Metropolitan District <sup>(4)</sup>	1,635,070	6,149,000	100.00	6,149,000
Hilltop Metropolitan District <sup>(4)</sup>	2,043,460	1,855,000	100.00	1,855,000
Horse Creek Metropolitan District	20,812,060	3,450,000	100.00	3,450,000
Horseshoe Ridge Metro. Districts Nos. 1 to 3 <sup>(4)(5)</sup>	16,648,250	3,850,000	100.00	3,850,000
Hunting Hill Metropolitan District <sup>(4)</sup>	9,823,170	7,075,000	100.00	7,075,000

## Estimated Overlapping General Obligation Debt

Name of Overlapping Entity <sup>(1)</sup>	Assessed Valuation <sup>(2)</sup>	Outstanding G.O. Debt	Outstanding G.O. Debt Attributable to the District <sup>(3)</sup>	
			Percent	Amount
Inspiration Metropolitan District <sup>(4)</sup>	96,273,980	74,920,000	100.00	74,920,000
Inverness Water and Sanitation District <sup>(6)</sup>	367,030,441	2,677,272	31.74	849,766
Jordan Crossing Metropolitan District	4,466,710	1,330,000	100.00	1,330,000
Lanterns Metropolitan District No. 1 <sup>(4)</sup>	23,412,510	22,120,000	100.00	22,120,000
Lanterns Metropolitan District No. 2 <sup>(4)</sup>	9,628,040	25,482,000	100.00	25,482,000
Lanterns Metropolitan District No. 3 <sup>(4)</sup>	3,999,840	19,420,000	100.00	19,420,000
Larkspur Fire Protection District	239,240,730	710,000	100.00	710,000
Lincoln Creek Metropolitan District <sup>(4)</sup>	10,893,600	5,635,000	1.00	\$5,635,000
Lincoln Meadows Metropolitan District <sup>(4)</sup>	15,590,260	8,452,000	100.00	8,452,000
Lincoln Station Metropolitan District <sup>(4)</sup>	59,757,760	11,474,000	100.00	11,474,000
Louviers Water and Sanitation District <sup>(6)</sup>	3,564,870	1,463,735	100.00	1,463,735
Maher Ranch Metropolitan District No. 4 <sup>(4)</sup>	50,045,780	13,374,000	100.00	13,374,000
Meadowlark Metropolitan District <sup>(4)</sup>	10,636,880	9,609,000	100.00	9,609,000
Meadows Metropolitan Districts Nos. 1 to 7 <sup>(7)</sup>	392,088,040	70,000,000	100.00	70,000,000
Meridian Metropolitan District	231,909,020	97,056,000	100.00	97,056,000
Meridian Village Metropolitan Dist. Nos. 1 and 2 <sup>(5)</sup>	117,405,230	32,400,000	100.00	32,400,000
Miller's Landing Business Improvement District <sup>(8)</sup>	1,871,868	20,650,000	100.00	20,650,000
Mirabelle Metropolitan Districts Nos. 1 and 2 <sup>(4)(5)</sup>	33,085,810	36,660,000	100.00	36,660,000
Neu Towne Metropolitan District <sup>(4)</sup>	18,335,880	12,115,000	100.00	12,115,000
North Pine Vistas Metropolitan District No. 2 <sup>(4)</sup>	18,189,840	11,680,000	100.00	11,680,000
North Pine Vistas Metropolitan District No. 3 <sup>(4)</sup>	23,986,800	18,424,000	100.00	18,424,000
North Pines Metropolitan District	6,997,408	1,525,000	100.00	1,525,000
Olde Town Metropolitan District <sup>(4)</sup>	5,013,870	830,000	100.00	830,000
Overlook Metropolitan District <sup>(4)</sup>	10,458,760	7,678,000	100.00	7,678,000
Parker Automotive Metropolitan District	16,647,030	19,785,000	100.00	19,785,000
Parker Homestead Metropolitan District	19,912,180	7,625,000	100.00	7,625,000
Parker Water and Sanitation District	1,194,943,096	74,055,000	100.00	74,055,000
Pine Bluffs Metropolitan District	31,077,743	3,240,000	100.00	3,240,000
Pinery West Metropolitan District No. 2 <sup>(4)</sup>	68,336,440	3,740,000	100.00	3,740,000
Promenade at Castle Rock Metro. Dist. Nos. 1 to 3 <sup>(5)</sup>	76,045,810	59,911,780	100.00	59,911,780
Rampart Range Metro. Districts Nos. 1, 2 and 7 <sup>(4)(5)</sup>	336,868,840	168,099,000	100.00	168,099,000
Rampart Range Metro. Dist. Nos. 5, 6 and 8 <sup>(4)(5)</sup>	11,973,260	120,000,000	100.00	120,000,000
Ravenna Metropolitan District	36,032,480	46,900,000	100.00	46,900,000
Reata North Metropolitan District <sup>(4)</sup>	53,002,460	8,395,000	100.00	8,395,000
Reata Ridge Village Metro. Dist. Nos. 1 and 2 <sup>(4)(5)</sup>	8,227,860	5,689,000	100.00	5,689,000
Reata South Metropolitan District <sup>(4)</sup>	34,483,760	19,330,000	100.00	19,330,000
Regency Metropolitan District <sup>(4)</sup>	9,409,480	3,720,000	100.00	3,720,000
Remuda Ranch Metropolitan District <sup>(4)</sup>	5,910,360	9,042,000	100.00	9,042,000
Robinson Ranch Metropolitan District	4,897,220	1,635,000	100.00	1,635,000
Rock Canyon Metropolitan District <sup>(4)</sup>	2,296,800	2,035,000	100.00	2,035,000
Roxborough Water and Sanitation District <sup>(6)</sup>	450,323,037	16,493,681	56.15	9,261,202
Roxborough Water and Sanitation District – Plum Valley Heights Subdistrict <sup>(6)</sup>	29,471,420	5,131,885	100.00	5,131,885
Salisbury Heights Metropolitan District <sup>(4)</sup>	6,113,540	2,808,000	100.00	2,808,000
Sierra Ridge Metropolitan District No. 2 <sup>(4)</sup>	51,897,900	24,040,000	100.00	24,040,000
Solitude Metropolitan District	10,420,190	4,770,000	100.00	4,770,000
South Meridian Metropolitan District	49,975,200	3,580,000	100.00	3,580,000
South Suburban Park and Recreation District	4,424,110,277	35,020,000	24.05	8,422,310
Spring Valley Metropolitan District No. 4 <sup>(4)</sup>	529,472	14,761,000	100.00	14,761,000
Sterling Ranch Colorado Metro. District No. 2 <sup>(9)</sup>	45,374,980	39,057,000	100.00	39,057,000
Sterling Ranch Colorado Metro. District No. 3 <sup>(9)</sup>	66,826,210	112,217,000	100.00	112,217,000
Stone Canon Ranch Metropolitan District	2,545,040	690,000	100.00	690,000
Stone Creek Metropolitan District <sup>(4)</sup>	15,713,880	9,683,000	100.00	9,683,000

## Estimated Overlapping General Obligation Debt

Name of Overlapping Entity <sup>(1)</sup>	Assessed Valuation <sup>(2)</sup>	Outstanding G.O. Debt	Outstanding G.O. Debt Attributable to the District <sup>(3)</sup>	
			Percent	Amount
Stonegate North Villages Metropolitan District <sup>(4)</sup>	62,442,910	28,680,000	100.00	28,680,000
Stonegate Village Metropolitan District	128,816,960	6,350,000	100.00	6,350,000
Tallman Gulch Metropolitan District <sup>(4)</sup>	8,501,420	9,310,000	100.00	9,310,000
Thunderbird Water and Sanitation District <sup>(6)</sup>	11,055,630	3,761,485	1.00	3,761,485
Timbers Metropolitan District	17,369,170	6,415,000	100.00	6,415,000
Trails at Crowfoot Metropolitan Dist. Nos. 1 to 3 <sup>(4)(5)</sup>	33,505,380	54,215,000	100.00	54,215,000
Trails Metropolitan District <sup>(4)</sup>	6,145,530	6,999,000	100.00	6,999,000
Two Bridges Metropolitan District <sup>(4)</sup>	4,788,500	3,683,000	100.00	3,683,000
Village on the Green Metro. District No. 1	3,793,110	1,244,000	100.00	1,244,000
Villages at Castle Rock Metropolitan Dist. No. 4 and Founders Village Metropolitan District <sup>(10)</sup>	1,581,430	25,911,000	100.00	25,911,000
Villages at Castle Rock Metropolitan District No. 6 <sup>(4)</sup>	57,894,600	56,954,000	100.00	56,954,000
Villas Metropolitan District <sup>(4)</sup>	6,424,690	4,875,000	100.00	4,875,000
West Metro Fire Protection District	6,144,657,094	11,600,000	3.63	421,080
Westcreek Metropolitan Districts Nos. 1 and 2 <sup>(4)(5)</sup>	13,197,700	7,800,000	100.00	7,800,000
<b>Total Overlapping</b>				<b>\$ 2,304,674,494</b>

- (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; Rocking Horse 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; 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 Ranch Colorado Metropolitan Districts Nos. 1 and 4 to 7; Sterling Ranch Colorado Metropolitan District No. 4 Subdistricts A to D; Sterling Ranch Colorado Metropolitan District No. 7 Subdistricts A to C; Town of Castle Rock Festival Park Commons General Improvement District; Town of Parker My Mainstreet General Improvement District; United

## Estimated Overlapping General Obligation Debt

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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; Valley View Metropolitan Districts Nos. 1 to 3; 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 2023 assessed valuation figures certified by the County Assessors are for the collection of ad valorem property taxes in 2024.
- (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 taxexempt 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 (\$136,540,156 as of December 31, 2022), and principal amounts due as of such date will be discharged. The 2023 assessed valuation of Founders Village Metropolitan District is \$83,532,430.

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

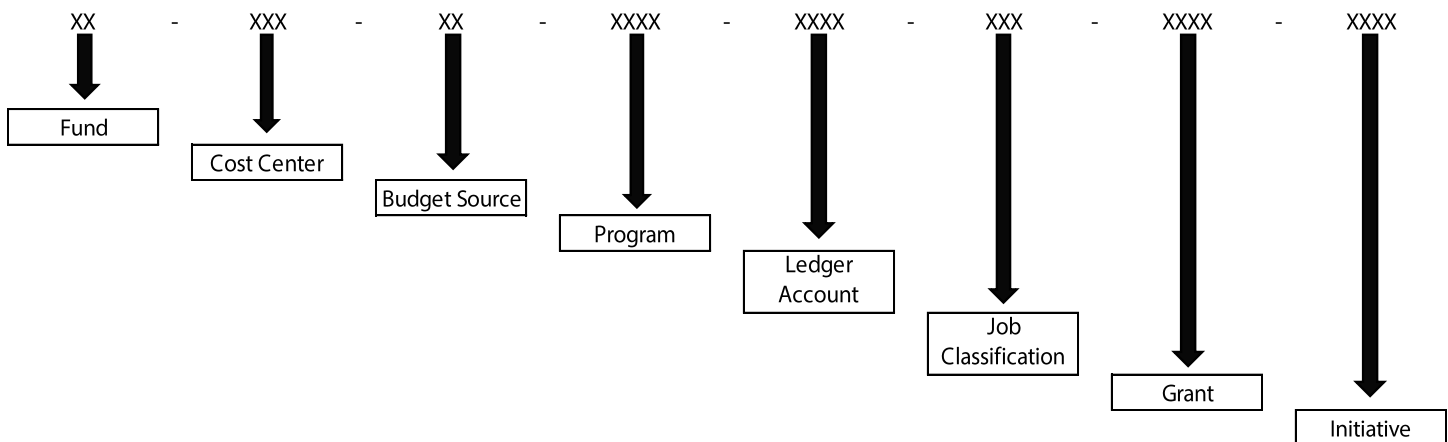
Douglas County School District (DCSD) uses Workday as its cloud-based Enterprise Resource Planning (ERP) software for all Human Resources, Payroll, Financials, Inventory, Cash Management and Strategic Sourcing activities. In 2015, DCSD went live with Workday for Human Resources and Payroll and later 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://www.dcsdk12.org/fs/resource-manager/view/8114e6b2-001e-492e-9407-3883fa1a0321>

During the 2024-2025 school year, Workday released two major updates and introduced Illuminate, their next-generation artificial intelligence (AI) platform. Workday Illuminate moves beyond simple task automation to a more integrated use of AI by having AI agents work alongside humans to achieve greater outcomes. 2024R2, the first major release update, was released to production on September 21, 2024 and introduced enhancements to its machine-learning capabilities to detect anomalies in journal entries. 2025R1 was launched on March 15, 2025 and included over 300 new or enhanced features including job description generation and skills recommendations using Illuminate. Workday also introduced a new global navigation menu and began incorporating its Workday Assistant chatbot capabilities into the global search bar, first in 2024R2, then with enhanced capabilities in 2025R1.

DCSD implemented the cloud-based Qwestica Budget Management Platform in 2023-2024 in order to centralize the budget and decrease time-consuming reliance on spreadsheets and manual updates and reconciliations. Qwestica 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 Qwestica are integrated so that financial and human resources data integrates into Qwestica and the Qwestica budget integrates into Workday. Each budget owner in DCSD develops their budget directly in Qwestica and has access throughout the year to the real-time information available in Qwestica 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**

## 2019-2020 Actual to 2025-2026 Budget

### General Fund Revenue

	Audited Actuals 2019-2020	Audited Actuals 2020-2021	Audited Actuals 2021-2022	Audited Actuals 2022-2023	Audited Actuals 2023-2024
<b>Balance on Hand July 1</b>	<b>87,381,177</b>	<b>103,298,507</b>	<b>130,969,479</b>	<b>152,766,801</b>	<b>156,274,421</b>
<b>Revenues</b>					
Local Taxes					
Property Tax (In SFA)	185,762,542	190,457,216	216,948,413	218,952,243	279,816,413
Budget Override	73,713,000	73,713,000	73,713,000	73,713,000	139,713,000
Specific Ownership Taxes (In SFA)	13,643,865	17,905,629	18,537,938	18,964,550	20,624,909
Specific Ownership Taxes (Out of SFA)	11,951,937	13,641,644	12,609,981	13,653,356	13,649,233
Subtotal Local Taxes	\$ 285,071,344	\$ 295,717,488	\$ 321,809,332	\$ 325,283,150	\$ 453,803,555
Intergovernmental Revenue					
Equalization Entitlements	335,299,568	293,973,850	321,796,077	341,554,364	331,959,976
Special Education	14,583,294	14,864,032	16,402,769	21,763,064	24,675,583
Vocational Education	875,382	770,460	720,773	935,940	636,584
Gifted & Talented	639,010	643,893	639,646	627,289	656,600
Charter School Capital Construction	3,944,891	4,157,355	4,090,951	4,963,445	5,476,938
Federal - Medicaid Reimbursement	3,845,804	4,583,098	3,770,193	4,653,954	4,772,954
State PERA Contribution	8,309,195	-	7,793,183	21,023,982	1,712,667
Universal Preschool Program	-	-	-	-	6,259,520
Other	4,267,805	3,803,030	6,910,293	2,545,992	3,417,940
Subtotal Intergovernmental Revenue	\$ 371,764,949	\$ 322,795,719	\$ 362,123,886	\$ 398,068,031	\$ 379,568,762
Other Local Revenue					
General Fund Interest	1,205,565	114,766	433,937	5,058,748	6,768,118
Charter School Purchased Services	11,216,357	8,845,259	8,515,968	9,237,511	7,701,793
Preschool	1,400,160	967,427	1,715,585	1,638,038	688,703
School Based	7,179,548	6,098,759	8,289,884	8,904,021	9,456,320
Concurrent Enrollment	3,162,391	3,083,777	3,763,361	4,710,814	5,367,324
Other	11,279,950	3,715,505	8,100,474	8,866,710	13,266,801
Subtotal Other Local Revenue	\$ 35,443,971	\$ 22,825,493	\$ 30,819,210	\$ 38,415,842	\$ 43,249,059
<b>Total Revenue</b>	<b>\$ 692,280,264</b>	<b>\$ 641,338,700</b>	<b>\$ 714,752,428</b>	<b>\$ 761,767,022</b>	<b>\$ 876,621,377</b>
<b>Total Program Funding*</b>	<b>\$ 534,705,975</b>	<b>\$ 502,336,695</b>	<b>\$ 554,932,668</b>	<b>\$ 580,423,128</b>	<b>\$ 630,314,326</b>

\* Total Program Funding equals Equalization Entitlements plus Property Tax (in School Finance Act) plus Specific Ownership Taxes (in School Finance Act)

## 2019-2020 Actual to 2025-2026 Budget

### General Fund Revenue

	Adopted Budget 2024-2025	Final Revised Budget 2024-2025	Estimated Actual 2024-2025	Proposed Budget 2025-2026	Adopted Budget 2025-2026
<b>Balance on Hand July 1</b>	<b>139,160,142</b>	<b>149,851,093</b>	<b>149,851,093</b>	<b>143,715,809</b>	<b>142,578,642</b>
<b>Revenues</b>					
Local Taxes					
Property Tax (In SFA)	310,272,053	285,546,955	285,273,231	311,877,356	311,877,356
Budget Override	139,713,000	139,713,000	139,713,000	139,713,000	139,713,000
Specific Ownership Taxes (In SFA)	21,243,656	20,329,146	20,329,146	20,939,020	20,939,020
Specific Ownership Taxes (Out of SFA)	13,756,344	14,756,962	15,833,015	16,169,893	16,169,893
Subtotal Local Taxes	\$ 484,985,053	\$ 460,346,063	\$ 461,148,391	\$ 488,699,269	\$ 488,699,269
Intergovernmental Revenue					
Equalization Entitlements	337,311,088	358,835,119	358,664,577	342,906,515	342,941,304
Special Education	25,233,250	26,436,014	26,451,833	27,671,460	27,671,460
Vocational Education	742,087	742,087	939,013	816,000	816,000
Gifted & Talented	656,600	644,279	644,279	657,165	657,165
Charter School Capital Construction	5,476,937	5,396,286	5,418,257	5,418,259	5,418,259
Federal - Medicaid Reimbursement	5,110,683	4,860,719	4,868,037	3,789,846	3,764,116
State PERA Contribution	9,000,000	9,000,000	9,000,000	9,000,000	9,000,000
Universal Preschool Program	6,810,491	8,208,632	7,243,101	7,295,841	7,347,205
Other	2,349,261	2,657,556	3,254,305	2,578,750	2,564,626
Subtotal Intergovernmental Revenue	\$ 392,690,397	\$ 416,780,692	\$ 416,483,402	\$ 400,133,836	\$ 400,180,135
Other Local Revenue					
General Fund Interest	6,832,237	6,832,237	7,473,292	7,027,494	7,027,494
Charter School Purchased Services	9,652,248	10,398,026	10,382,976	11,984,097	11,984,097
Preschool	774,681	943,050	878,989	790,000	790,000
School Based	9,697,490	10,555,983	9,979,439	10,677,555	10,677,555
Concurrent Enrollment	6,000,000	6,000,000	-	6,446,676	6,446,676
Other	4,976,128	5,187,234	6,859,750	4,652,433	4,652,433
Subtotal Other Local Revenue	\$ 37,932,784	\$ 39,916,530	\$ 35,574,447	\$ 41,578,255	\$ 41,578,255
<b>Total Revenue</b>	<b>\$ 915,608,234</b>	<b>\$ 917,043,285</b>	<b>\$ 913,206,240</b>	<b>\$ 930,411,360</b>	<b>\$ 930,457,659</b>
<b>Total Program Funding*</b>	<b>\$ 668,826,797</b>	<b>\$ 664,711,220</b>	<b>\$ 664,266,954</b>	<b>\$ 675,722,891</b>	<b>\$ 675,757,680</b>

\* Total Program Funding equals Equalization Entitlements plus Property Tax (in School Finance Act) plus Specific Ownership Taxes (in School Finance Act)

# 2019-2020 Actual to 2025-2026 Budget

## General Fund Expenditures

	Audited Actuals 2019-2020	Audited Actuals 2020-2021	Audited Actuals 2021-2022	Audited Actuals 2022-2023	Audited Actuals 2023-2024
<b>Expenditures</b>					
Salaries	310,929,080	290,547,459	321,172,086	334,119,541	393,061,202
Administrators	19,784,755	18,918,065	19,938,188	20,107,521	22,597,968
Certified	215,244,948	200,902,253	209,664,349	222,962,241	264,471,393
ProTech	14,221,948	13,195,215	13,799,347	15,923,516	18,631,664
Classified	54,016,240	48,953,680	48,519,818	50,617,842	62,508,722
Substitutes	3,281,430	4,066,811	6,863,379	7,244,455	5,427,260
Overtime	435,480	318,695	686,232	704,304	758,013
Additional Pay	3,944,278	4,192,740	21,700,773	16,559,663	18,666,183
Benefits	105,385,950	99,549,140	107,622,493	116,488,271	134,704,498
State PERA Contribution	8,309,195	-	7,793,183	21,023,982	1,712,667
Subtotal - Salaries & Benefits	\$ 424,624,225	\$ 390,096,600	\$ 436,587,762	\$ 471,631,794	\$ 529,478,366
Purchased Professional Services	7,952,355	6,166,727	8,484,906	10,804,616	13,723,711
Purchased Property Services	9,948,623	9,991,735	11,970,025	13,621,188	15,603,526
Other Purchased Services	14,954,615	14,117,957	16,439,067	19,210,900	21,201,959
Supplies	28,600,253	22,470,931	30,925,421	32,840,696	35,034,649
Equipment	8,470	-	-	1,798,472	2,963,347
Other	3,774,444	1,126,819	1,868,971	5,664,275	6,106,385
<b>Total Expenditures</b>	<b>\$ 489,862,984</b>	<b>\$ 443,970,769</b>	<b>\$ 506,276,153</b>	<b>\$ 555,571,940</b>	<b>\$ 624,111,943</b>
<b>Charter School Pass Through</b>	<b>153,937,969</b>	<b>138,352,904</b>	<b>160,580,802</b>	<b>166,792,982</b>	<b>195,397,697</b>
<b>Transfers</b>					
Outdoor Education Fund	173,084	248,084	23,084	23,084	22,706
Full Day Kindergarten Fund	-	-	-	-	-
Transportation Fund	19,496,934	15,017,215	15,620,238	16,603,238	25,993,112
Capital Projects Fund	3,179,042	8,537,456	605,660	11,723,234	25,444,309
Nutrition Services NSLP Fund	351,634	351,634	445,352	362,884	2,879,595
Nutrition Services Non-NSLP Fund	643,718	93,718	-	268,718	-
Child Care Fund	487,045	487,045	2,262,045	560,107	1,563,758
Athletics & Activities Fund	5,791,709	4,091,523	4,395,546	5,437,684	6,512,459
COP Lease Payments Fund	2,438,816	2,517,381	2,746,228	1,118,885	1,119,125
<b>Total Transfers</b>	<b>\$ 32,561,982</b>	<b>\$ 31,344,056</b>	<b>\$ 26,098,153</b>	<b>\$ 36,097,834</b>	<b>\$ 63,535,064</b>
<b>Total Expenditures and Transfers</b>	<b>\$ 676,362,935</b>	<b>\$ 613,667,729</b>	<b>\$ 692,955,107</b>	<b>\$ 758,462,757</b>	<b>\$ 883,044,705</b>
BOE Contingency - 1%	-	-	-	-	-
<b>Change in Fund Balance</b>	<b>15,917,329</b>	<b>27,670,972</b>	<b>21,797,320</b>	<b>3,304,266</b>	<b>(6,423,328)</b>
Ending Fund Balance	103,298,506	130,969,479	152,766,799	156,071,067	149,851,093
TABOR Reserve - 3%	17,311,000	15,865,400	17,561,600	20,645,000	22,200,000
BOE Reserve - 3%	17,311,000	15,865,400	17,561,600	20,645,000	22,200,000
School Carry Over Reserve	22,582,114	19,478,605	20,003,538	19,775,125	20,762,645
Medicaid Carry Over Reserve	2,906,904	2,974,795	1,730,576	1,273,670	22
Enterprise Reserve for COVID	-	1,775,000	-	-	-
Mental Health and Security Grant	6,715,383	823,182	593,761	28,502	10,177
Enrollment Reserve	-	-	-	-	-
Assigned One Time Reserve to be Spent in 2025-2026	-	-	-	-	-
Literacy Curricular Materials Reserve	-	-	2,250,000	-	-
Multi-Year Lease Reserve	-	-	4,178,498	3,782,903	3,218,115
SPED/Mental Health Reserve	-	-	686,438	370,782	-
Set Aside for 5B One-Time Bridge (Emergency Capital Needs)	-	-	-	-	2,840,591
Assignment of 2023 Mill Levy Override	-	-	-	-	2,631,305
Assignment of 2018 Mill Levy Override	9,700,720	9,262,081	7,522,347	3,372,977	89,948
Compensation Reserve	-	-	10,000,000	-	-
<b>Ending Fund Balance - after reserves</b>	<b>\$ 26,771,385</b>	<b>\$ 64,925,016</b>	<b>\$ 80,678,441</b>	<b>\$ 86,177,108</b>	<b>\$ 75,898,290</b>

# 2019-2020 Actual to 2025-2026 Budget

## General Fund Expenditures

	Adopted Budget 2024-2025	Final Revised Budget 2024-2025	Estimated Actual 2024-2025	Proposed Budget 2025-2026	Adopted Budget 2025-2026
<b>Expenditures</b>					
Salaries	402,296,987	401,080,778	406,671,734	415,785,542	415,942,716
Administrators	22,976,497	22,829,709	23,122,310	23,674,538	23,606,119
Certified	275,600,561	274,557,802	277,782,600	287,438,811	287,219,102
ProTech	21,888,587	21,970,631	20,777,798	21,861,958	21,864,844
Classified	70,596,052	70,555,434	73,386,543	71,999,081	72,410,715
Substitutes	6,516,088	6,471,707	6,847,958	6,085,732	6,085,732
Overtime	633,891	708,678	801,487	789,578	789,578
Additional Pay	4,085,311	3,986,817	3,953,039	3,935,844	3,966,626
Benefits	143,091,542	143,945,381	146,575,183	150,416,769	150,692,593
State PERA Contribution	9,000,000	9,000,000	9,000,000	9,000,000	9,000,000
Subtotal - Salaries & Benefits	\$ 554,388,529	\$ 554,026,159	\$ 562,246,917	\$ 575,202,311	\$ 575,635,309
Purchased Professional Services	12,618,169	18,034,664	13,725,102	13,531,835	13,541,783
Purchased Property Services	15,112,751	17,755,499	16,934,800	16,082,508	16,082,508
Other Purchased Services	22,018,092	23,720,533	18,709,534	23,009,705	23,059,684
Supplies	51,035,574	53,987,605	47,568,327	52,590,100	52,129,386
Equipment	-	-	-	-	-
Other	2,835,264	3,736,938	3,450,814	3,056,965	3,352,368
<b>Total Expenditures</b>	<b>\$ 658,008,379</b>	<b>\$ 671,261,398</b>	<b>\$ 662,635,494</b>	<b>\$ 683,473,424</b>	<b>\$ 683,801,038</b>
<b>Charter School Pass Through</b>	<b>214,601,325</b>	<b>210,519,514</b>	<b>210,501,199</b>	<b>220,690,468</b>	<b>220,690,468</b>
<b>Transfers</b>					
Outdoor Education Fund	80,238	180,238	180,238	365,560	365,560
Full Day Kindergarten Fund	-	-	-	-	-
Transportation Fund	25,993,112	22,993,112	22,993,112	25,744,758	26,088,096
Capital Projects Fund	920,396	9,691,387	9,691,387	(1,805,608)	(1,850,608)
Nutrition Services NSLP Fund	2,895,424	3,170,424	3,170,424	3,168,069	3,168,069
Nutrition Services Non-NSLP Fund	-	-	-	-	-
Child Care Fund	1,551,076	1,565,882	1,565,882	1,415,284	1,415,284
Athletics & Activities Fund	6,554,784	8,031,570	8,031,570	6,554,784	6,487,989
COP Lease Payments Fund	1,123,439	1,123,439	1,123,439	1,124,825	1,124,825
<b>Total Transfers</b>	<b>\$ 39,118,469</b>	<b>\$ 46,756,052</b>	<b>\$ 46,756,052</b>	<b>\$ 36,567,672</b>	<b>\$ 36,799,215</b>
<b>Total Expenditures and Transfers</b>	<b>\$ 911,728,173</b>	<b>\$ 928,536,964</b>	<b>\$ 919,892,745</b>	<b>\$ 940,731,564</b>	<b>\$ 941,290,721</b>
BOE Contingency - 1%	7,693,333	2,376,891	585,946	7,790,000	7,790,000
<b>Change in Fund Balance</b>	<b>(3,813,272)</b>	<b>(13,870,570)</b>	<b>(7,272,451)</b>	<b>(18,110,204)</b>	<b>(18,623,062)</b>
Ending Fund Balance	135,346,870	135,980,523	142,578,642	125,605,605	123,955,580
TABOR Reserve - 3%	23,080,000	22,200,000	22,200,000	23,370,000	23,370,000
BOE Reserve - 3%	23,080,000	22,200,000	22,200,000	23,370,000	23,370,000
School Carry Over Reserve	21,125,931	20,762,645	25,032,378	25,032,378	25,032,378
Medicaid Carry Over Reserve	140,406	22	17,506	17,506	70,001
Enterprise Reserve for COVID	-	-	-	-	-
Mental Health and Security Grant	-	-	-	-	-
Enrollment Reserve	2,335,000	-	-	2,000,000	2,000,000
Assigned One Time Reserve to be Spent in 2025-2026	-	5,114,500	5,114,500	-	-
Literacy Curricular Materials Reserve	-	-	-	-	-
Multi-Year Lease Reserve	2,659,890	2,659,890	2,659,890	2,099,214	2,099,214
SPED/Mental Health Reserve	510,081	-	-	187,476	296,768
Set Aside for 5B One-Time Bridge (Emergency Capital Needs)	-	-	-	-	-
Assignment of 2023 Mill Levy Override	-	-	-	-	-
Assignment of 2018 Mill Levy Override	-	65,292	-	-	-
Compensation Reserve	-	-	-	-	-
<b>Ending Fund Balance - after reserves</b>	<b>\$ 62,415,562</b>	<b>\$ 62,978,174</b>	<b>\$ 65,354,368</b>	<b>\$ 49,529,031</b>	<b>\$ 47,717,219</b>

## Combined General Fund Three Year Forecast Assumptions

The Combined General Fund forecast through 2028-2029 includes the following assumptions on revenue and expenditure increases. The 2025-2026 Adopted Budget is used as a starting point for the model. The forecast shows a continued use of fund balance annually until 2028-2029 when there is projected to be a surplus.

### Revenue

- Property Tax projection assumes a 4% increase in assessment year 2025, 0% increase in 2026 and 2% increase in 2027 reassessment year.
- 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 with a phased-in implementation of 15% in 2025-2026, 30% in 2026-2027, 45% in 2027-2028 and 60% in 2028-2029.
- Projected Funded Pupil Count reflects projected distribution of new students between neighborhood and charter schools according to the Planning department as of December 2024 with no new charters opening through 2029 and transitioning from 4 years of enrollment averaging in 2025-2026 to 3 years of enrollment averaging beginning in 2026-2027 for declining enrollment school districts such as DCSD.
- Per Pupil Revenue increased by 2.3% for 2025-2026, by 2.6% for 2026-2027 and by 2.4% for 2027-2028 and 2028-2029 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 and operating 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 increase will be based on actual Special Education expenditures).
- Preschool revenue assumes modest rate increase while only charging tuition to 3-year olds due to Universal Preschool for 4-year olds as included within State Categorical revenue category.

### Enrollment and Funded Pupil Count Information

Enrollment	2017	2018	2019	2020	2021	2022	2023	2024	2025*	2026**	2027**	2028**
Neighborhood	52,364	51,384	50,851	47,894	47,765	47,085	46,448	45,406	44,699	43,929	43,642	43,291
Charter	15,233	16,207	16,454	15,085	16,111	15,787	15,516	16,445	16,020	17,584	17,875	18,066
Total	67,597	67,591	67,305	62,979	63,876	62,872	61,964	61,851	60,719	61,513	61,517	61,357
Funded Pupil Count	2017	2018	2019	2020	2021	2022	2023	2024	2025*	2026**	2027**	2028**
Neighborhood	49,607	48,616	49,313	48,699	48,190	47,571	46,543	45,162	44,755	43,696	43,025	42,546
Charter	14,371	15,309	16,092	14,840	15,845	15,587	15,312	15,637	15,227	15,954	16,231	16,412
Total	63,978	63,926	65,405	63,539	64,035	63,158	61,854	60,799	59,982	59,650	59,256	58,958

\* projection used to build 2025-2026 Proposed Budget

\*\* long range projection from Planning department as of December 2024

# 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, 1% annual schedule increases or base increases such as annual cost of living adjustment (COLA) without assumptions on horizontal lane advancement
  - ◊ Modest, 1% base increases for non-licensed staff without reclassification of positions to higher grades.
- Benefits reflect increase to employer-paid PERA rate of 0.5% auto adjustment in 2026-2027 while other benefit (medical, dental, short term disability, long term disability, life) rates increase by 5% in 2026-2027 whereafter rates held flat necessitating plan design changes or employee share increases.
- 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 transfers for pay increases from 2018 and 2023 Mill Levy Overrides along with continuation of support for staff meals, BASE tuition discount and Universal Pre-school funding for BASE programs.
- 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.
- Transportation increased to sustain cost of current student transportation programming based on limited reserves beginning in 2025-2026.
- COP Lease Payment reflects minimum to cover principal and interest payments plus 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 2025-2026 assignments.

## Conclusion

The projected decline in neighborhood school enrollment from 2024 to 2028, 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 but must begin to limit or reduce current programming to keep the reduction in reserves to only 1-2% as a percent of total revenue annually through the forecast period. However, in order for DCSD to sustain a balanced budget in 2026-2027 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. By the end of 2027-2028 going into 2028-2029 under this expenditure trajectory, DCSD will have less than two months of operating expenses within the General Fund reserve but will have a balanced budget and no longer be in a deficit spending model in 2028-2029.

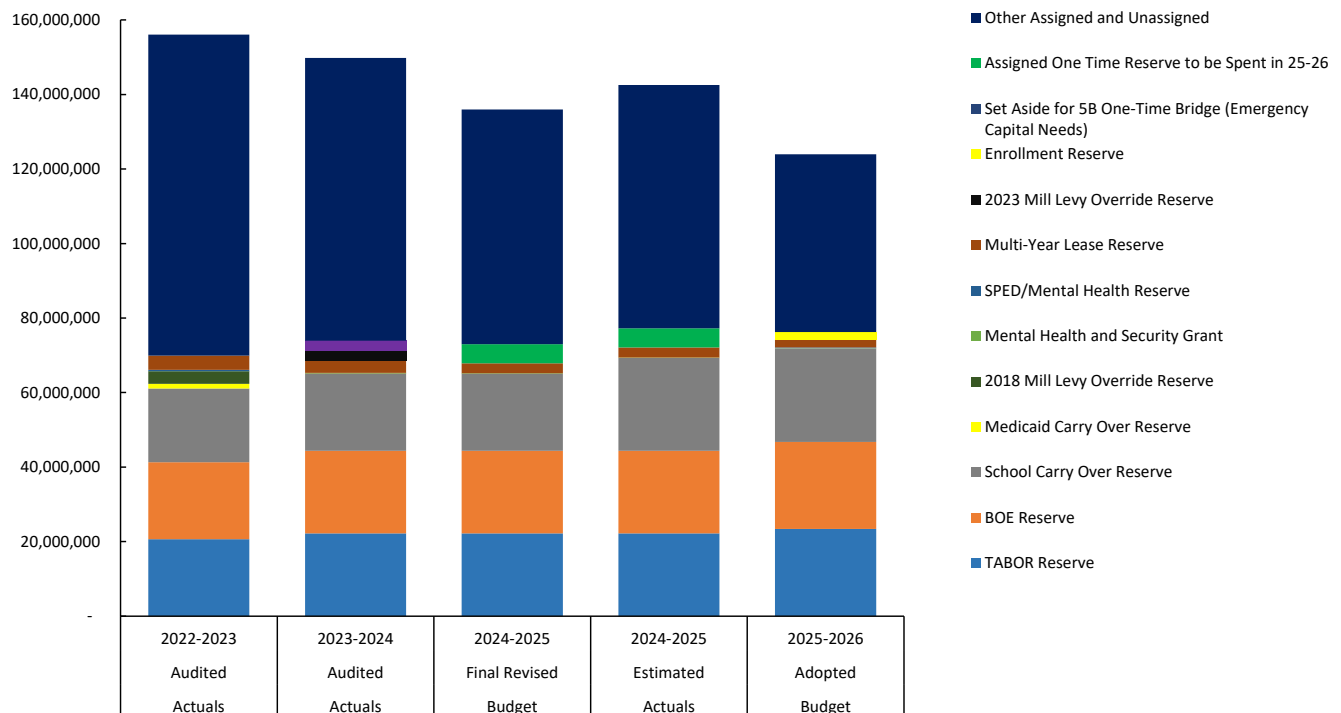
## Combined General Fund Three Year Forecast

	<b>2025-2026 Adopted</b>	<b>2026-2027 Projection</b>	<b>2027-2028 Projection</b>	<b>2028-2029 Projection</b>
Beginning Fund Balance	142,578,642	123,955,580	103,026,619	95,584,824
Revenues				
Property Tax	451,590,356	451,590,356	451,590,356	451,590,356
Specific Ownership Tax	37,108,913	38,187,958	38,187,958	38,936,982
State Equalization	342,941,304	355,952,715	369,615,629	383,303,327
State Categoricals	39,056,456	40,071,924	50,033,650	51,018,458
Charter School Capital Construction	5,418,259	5,677,224	5,775,597	5,840,164
Federal - Medicaid Reimbursement	3,764,116	3,112,483	3,318,854	3,318,854
State PERA Contribution	9,000,000	9,000,000	9,000,000	9,000,000
General Fund Interest	7,027,494	6,360,327	6,137,938	6,193,913
Charter School Purchased Services	11,984,097	12,955,732	13,585,993	14,148,181
Preschool	790,000	796,061	796,061	812,419
School Based	10,677,555	10,677,555	10,677,555	10,677,555
Other	11,099,109	11,099,109	11,099,109	11,099,109
Total Revenue	\$ 930,457,659	\$ 945,481,444	\$ 969,818,700	\$ 985,939,319
Expenditures				
Salaries	415,942,716	420,636,676	420,248,512	418,916,372
Benefits	159,692,593	165,707,855	165,614,560	165,294,380
Purchased Services	52,683,975	52,895,913	53,100,179	53,308,551
Supplies	52,129,386	52,129,386	52,129,386	52,129,386
Other	3,352,368	3,352,368	3,352,368	3,352,368
Charter School Pass Through	220,690,468	222,726,868	232,021,435	239,780,584
Total Interfund Transfers	36,799,215	41,124,714	42,755,711	43,208,032
BOE Contingency	7,790,000	7,836,625	8,038,344	8,171,960
Total Expenditures and Transfers	\$ 949,080,721	\$ 966,410,405	\$ 977,260,496	\$ 984,161,633
Net Income/(Loss)	<b>(18,623,062)</b>	<b>(20,928,961)</b>	<b>(7,441,796)</b>	<b>1,777,686</b>
Ending Fund Balance	\$ 123,955,580	\$ 103,026,619	\$ 95,584,824	\$ 97,362,509
TABOR Reserve - 3%	23,370,000	23,747,347	24,358,618	24,763,515
BOE Reserve - 3%	23,370,000	23,747,347	24,358,618	24,763,515
School Carry Over Reserve	25,032,378	20,271,353	19,960,107	19,737,829
Medicaid Carry Over Reserve	70,001	-	-	-
Enrollment Reserve	2,000,000	-	-	-
Multi-Year Lease Reserve	2,099,214	1,540,990	966,020	356,033
SPED/Mental Health Reserve	296,768	-	-	-
Unassigned Reserve	47,717,219	33,719,581	25,941,460	27,741,618

## 2022-2023 to 2025-2026 Assignments of Fund Balance

### General Fund

	Actuals Audited 2022-2023	Actuals Audited 2023-2024	Budget Final Revised 2024-2025	Actuals Estimated 2024-2025	Budget Adopted 2025-2026
<b>Beginning Fund Balance</b>	152,766,801	156,274,421	149,851,093	149,851,093	142,578,642
Total Revenue	761,767,022	876,621,377	917,043,285	913,206,240	930,457,659
Total Expense	758,462,757	883,044,705	930,913,855	920,478,691	949,080,721
<b>Net Income</b>	\$ 3,304,266	\$ (6,423,328)	\$ (13,870,570)	\$ (7,272,451)	\$ (18,623,062)
<b>Ending Fund Balance</b>	\$ 156,071,067	\$ 149,851,093	\$ 135,980,523	\$ 142,578,642	\$ 123,955,580
TABOR Reserve	20,645,000	22,200,000	22,200,000	22,200,000	23,370,000
BOE Reserve	20,645,000	22,200,000	22,200,000	22,200,000	23,370,000
School Carry Over Reserve	19,775,125	20,762,645	20,762,645	25,032,378	25,032,378
Medicaid Carry Over Reserve	1,273,670	22	22	17,506	70,001
2018 Mill Levy Override Reserve	3,372,977	89,948	65,292	-	-
Mental Health and Security Grant	28,502	10,177	-	-	-
SPED/Mental Health Reserve	370,782	-	-	-	296,768
Multi-Year Lease Reserve	3,782,903	3,218,115	2,659,890	2,659,890	2,099,214
2023 Mill Levy Override Reserve	-	2,631,305	-	-	-
Enrollment Reserve	-	-	-	-	2,000,000
Set Aside for 5B One-Time Bridge (Emergency Capital Needs)	-	2,840,591	-	-	-
Assigned One Time Reserve to be Spent in 25-26	-	-	5,114,500	5,114,500	-
Other Assigned and Unassigned	86,177,108	75,898,290	62,978,174	65,354,368	47,717,219



## 2025-2026 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 2021-2022	Audited Actuals 2022-2023	Audited Actuals 2023-2024	Adopted Budget 2024-2025	Final Revised Budget 2024-2025	Estimated Actual 2024-2025	Proposed Budget 2025-2026	Adopted Budget 2025-2026
Balance on Hand July 1	-	25,065	104,615	5,734	-	-	-	-
<b>Revenues</b>								
Tuition	1,244,314	1,137,254	1,413,325	1,684,130	1,283,376	1,283,376	1,615,600	1,615,600
Grant	-	108,572	29,165	-	-	-	-	-
Other	761	10,560	10,010	-	22,008	22,008	-	-
<b>Total Revenue</b>	<b>\$ 1,245,074</b>	<b>\$ 1,256,386</b>	<b>\$ 1,452,500</b>	<b>\$ 1,684,130</b>	<b>\$ 1,305,384</b>	<b>\$ 1,305,384</b>	<b>\$ 1,615,600</b>	<b>\$ 1,615,600</b>
Transfer from General Fund	23,084	23,084	22,706	80,238	180,238	180,238	365,560	365,560
<b>Total Sources</b>	<b>\$ 1,268,158</b>	<b>\$ 1,304,535</b>	<b>\$ 1,579,821</b>	<b>\$ 1,770,102</b>	<b>\$ 1,485,622</b>	<b>\$ 1,485,622</b>	<b>\$ 1,981,160</b>	<b>\$ 1,981,160</b>
<b>Expenditures</b>								
Salaries	669,808	670,288	908,026	946,174	803,523	801,077	1,060,183	1,060,183
Benefits	221,790	230,506	297,434	312,106	274,991	284,705	365,858	365,858
Purchased Services	119,819	118,572	153,359	162,279	153,030	152,568	179,293	179,293
Supplies	167,823	154,644	183,474	204,198	206,806	200,000	247,994	247,994
Equipment	35,293	6,237	-	-	20,000	20,000	69,596	69,596
Field Trips & Other	28,561	19,671	37,527	43,272	27,272	27,272	46,236	46,236
<b>Total Expenditures</b>	<b>\$ 1,243,094</b>	<b>\$ 1,199,919</b>	<b>\$ 1,579,820</b>	<b>\$ 1,668,029</b>	<b>\$ 1,485,622</b>	<b>\$ 1,485,622</b>	<b>\$ 1,969,160</b>	<b>\$ 1,969,160</b>
Change in Fund Balance	\$ 25,064	\$ 79,551	\$ (104,614)	\$ 96,339	\$ -	\$ 0	\$ 12,000	\$ 12,000
<b>Ending Fund Balance - after reserves</b>	<b>\$ 25,064</b>	<b>\$ 104,616</b>	<b>\$ 1</b>	<b>\$ 102,073</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 12,000</b>	<b>\$ 12,000</b>

Estimated Actual 2024-2025 reflects forecast as of March 31, 2025 presented to the Board of Education in Third Quarter Financial presentation on May 27, 2025. Final Revised Budget 2024-2025 reflects updated information since March 31, 2025.

## Three Year Forecast

### Outdoor Education Fund 13

Projected revenues for Stone Canyon Outdoor Education (SCOE) are based on the projected number of participants and the tuition per participant for the variety of programs offered by SCOE. No participant or rate increases are projected for 2026-2027 while bond-funded work is scheduled to begin at the Stone Canyon facilities to update and create maximum functional space. Both participants and rates are projected with modest increases beginning in 2027-2028. Temporary support provided by the General Fund while construction is underway is projected to decrease by 50% in 2027-2028 and be fully removed in 2028-2029. Staff levels are projected with no increase while year-over-year salary increases are projected at 1% with benefits increasing at the same rate as projected for the General Fund. Operating expenses are projected to increase by inflation annually of 2.6% for 2026-2027 and 2.4% for 2027-2028 and 2028-2029.

	2025-2026 Adopted Budget	2026-2027 Projection	2027-2028 Projection	2028-2029 Projection
<b>Beginning Fund Balance</b>	-	12,000	89,893	105,411
<b>Revenue</b>				
Outdoor Ed Tuition	1,070,260	1,092,818	1,151,327	1,219,770
Retreat Tuition	60,460	60,520	76,739	100,019
Summer/Day/Spring/Fall Camp Tuition	484,880	488,499	516,999	551,804
Grant	-	-	-	-
Other	-	-	-	-
<b>Total Revenue</b>	<b>\$ 1,615,600</b>	<b>\$ 1,641,837</b>	<b>\$ 1,745,065</b>	<b>\$ 1,871,593</b>
Transfer from General Fund	365,560	365,560	222,899	80,238
<b>Total Sources</b>	<b>\$ 1,981,160</b>	<b>\$ 2,019,397</b>	<b>\$ 2,057,857</b>	<b>\$ 2,057,242</b>
<b>Expenditures</b>				
Salaries	1,060,183	1,070,785	1,081,493	1,092,308
Benefits	365,858	375,726	378,300	380,899
Purchased Services	179,293	182,879	186,536	190,267
Supplies	247,994	252,954	258,013	263,173
Equipment	69,596	-	-	-
Field Trips & Other	46,236	47,161	48,104	49,066
<b>Total Expenditures</b>	<b>\$ 1,969,160</b>	<b>\$ 1,929,505</b>	<b>\$ 1,952,446</b>	<b>\$ 1,975,713</b>
Change in Fund Balance	\$ 12,000	\$ 77,893	\$ 15,518	\$ (23,882)
<b>Balance on Hand June 30</b>	<b>\$ 12,000</b>	<b>\$ 89,893</b>	<b>\$ 105,411</b>	<b>\$ 81,528</b>

## 2025-2026 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 \$10,000 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 2021-2022	Audited Actuals 2022-2023	Audited Actuals 2023-2024	Adopted Budget 2024-2025	Final Revised Budget 2024-2025	Estimated Actual 2024-2025	Proposed Budget 2025-2026	Adopted Budget 2025-2026
<b>Balance on Hand July 1</b>	17,887,726	10,172,826	17,007,257	31,046,280	36,342,987	36,342,987	24,270,673	24,270,673
<b>Revenues</b>								
Revenue in Lieu of Land	2,832,976	740,029	4,154,530	1,754,125	3,363,006	3,363,006	1,911,264	1,911,264
Investment Earnings	-	-	-	-	-	-	-	-
Sale of Land or Buildings	-	4,960,350	4,698,977	-	-	131	174,528	174,528
Other	223,926	6,482,789	492,655	2,040,802	100,685	115,512	-	-
<b>Total Revenue</b>	<b>\$ 3,056,902</b>	<b>\$ 12,183,168</b>	<b>\$ 9,346,162</b>	<b>\$ 3,794,927</b>	<b>\$ 3,463,691</b>	<b>\$ 3,478,649</b>	<b>\$ 2,085,792</b>	<b>\$ 2,085,792</b>
Transfer from General Fund	605,660	11,723,234	25,444,309	920,396	9,691,387	9,691,387	(1,805,608)	(1,850,608)
<b>Total Sources</b>	<b>\$ 21,550,288</b>	<b>\$ 34,079,228</b>	<b>\$ 51,797,728</b>	<b>\$ 35,761,603</b>	<b>\$ 49,498,065</b>	<b>\$ 49,513,023</b>	<b>\$ 24,550,857</b>	<b>\$ 24,505,857</b>
<b>Expenditures</b>								
Salaries	-	-	-	-	-	-	-	-
Benefits	-	-	-	-	-	-	-	-
Purchased/Property Services	74,336	183,558	222,677	790,000	669,134	199,530	-	33,440
Equipment/Building	11,301,672	16,876,578	15,232,064	22,455,872	32,336,032	25,031,381	8,160,024	8,115,024
Other	1,453	11,837	-	-	-	11,439	-	-
<b>Total Expenditures</b>	<b>\$ 11,377,461</b>	<b>\$ 17,071,973</b>	<b>\$ 15,454,740</b>	<b>\$ 23,245,872</b>	<b>\$ 33,005,166</b>	<b>\$ 25,242,349</b>	<b>\$ 8,160,024</b>	<b>\$ 8,148,464</b>
Change in Fund Balance	\$ (7,714,899)	\$ 6,834,429	\$ 19,335,731	\$ (18,530,549)	\$ (19,850,088)	\$ (12,072,314)	\$ (7,879,840)	\$ (7,913,280)
<b>Balance on Hand June 30 - Revenue in Lieu of Land</b>	<b>\$ 8,332,365</b>	<b>\$ 5,170,613</b>	<b>\$ 8,240,825</b>	<b>\$ 6,865,531</b>	<b>10,382,002</b>	<b>\$ 10,455,015</b>	<b>\$ 11,265,978</b>	<b>11,232,538</b>
<b>Assigned to School Carry Over</b>	<b>\$ 3,401,875</b>	<b>\$ 897,421</b>	<b>\$ 567,773</b>	<b>1,774,689</b>	<b>100,775</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Ending Fund Balance - after reserves</b>	<b>\$ (1,561,413)</b>	<b>\$ 10,939,221</b>	<b>\$ 27,534,390</b>	<b>\$ 3,875,511</b>	<b>\$ 6,010,122</b>	<b>\$ 13,815,658</b>	<b>\$ 5,124,855</b>	<b>\$ 5,124,855</b>

Estimated Actual 2024-2025 reflects forecast as of March 31, 2025 presented to the Board of Education in Third Quarter Financial presentation on May 27, 2025. Final Revised Budget 2024-2025 reflects updated information since March 31, 2025.

## Three Year Forecast

### Capital Projects Fund 14

Forecast assumes revenue in lieu of land will remain flat from 2025-2029. Other Revenue for 2025-2026 and 2026-2027 includes anticipated Sale of Land Revenue. Transfer from the General Fund is negative in 2025-2026 due to transferring unassigned balance to the General Fund. Transfer from the General Fund is negative for 2026-2029 as the Revenue in Lieu of Land funded activities paid in the General Fund exceed the General Fund funded capital projects. Equipment/Building in 2025-2026 includes spending the remaining balance of the \$20 million that DCSD committed for urgent capital needs. Forecast assumes additional security projects will be necessary with funding transferred from the General Fund. The forecast assumes current school-funded project carry over will remain at \$0. In 2026-2027 DCSD anticipates funding projects for turf fields at Sierra Middle School and a trail connection between Mountain Ridge Middle School and Mountain Vista High School utilizing cash in lieu funds.

	2025-2026 Adopted Budget	2026-2027 Projection	2027-2028 Projection	2028-2029 Projection
<b>Balance on Hand July 1</b>	<b>24,270,673</b>	<b>16,357,393</b>	<b>14,363,390</b>	<b>15,171,931</b>
Revenues				
Revenue in Lieu of Land	1,911,264	1,911,264	1,911,264	1,911,264
Investment Earnings	-	-	-	-
Sale of Land or Buildings	174,528	1,750,000	-	-
Other	-	-	-	-
<b>Total Revenue</b>	<b>\$ 2,085,792</b>	<b>\$ 3,661,264</b>	<b>\$ 1,911,264</b>	<b>\$ 1,911,264</b>
Transfer from General Fund	(1,850,608)	(1,105,267)	(102,723)	(122,309)
<b>Total Sources</b>	<b>\$ 24,505,857</b>	<b>\$ 18,913,390</b>	<b>\$ 16,171,931</b>	<b>\$ 16,960,886</b>
Expenditures				
Salaries	-	-	-	-
Benefits	-	-	-	-
Purchased/Property Services	33,440	50,000	-	-
Equipment/Building	8,115,024	4,500,000	1,000,000	1,000,000
Other	-	-	-	-
<b>Total Expenditures</b>	<b>\$ 8,148,464</b>	<b>\$ 4,550,000</b>	<b>\$ 1,000,000</b>	<b>\$ 1,000,000</b>
Change in Fund Balance	\$ (7,913,280)	\$ (1,994,003)	\$ 808,541	\$ 788,955
<b>Balance on Hand June 30 - Revenue in Lieu of Land</b>	<b>\$ 11,232,538</b>	<b>\$ 7,488,535</b>	<b>\$ 8,297,076</b>	<b>\$ 9,086,031</b>
<b>Assigned to School Carry Over</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Balance on Hand June 30 - Other</b>	<b>\$ 5,124,855</b>	<b>\$ 6,874,855</b>	<b>\$ 6,874,855</b>	<b>\$ 6,874,855</b>

## 2025-2026 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 2021-2022	Audited Actuals 2022-2023	Audited Actuals 2023-2024	Adopted Budget 2024-2025	Final Revised Budget 2024-2025	Estimated Actual 2024-2025	Proposed Budget 2025-2026	Adopted Budget 2025-2026
<b>Balance on Hand July 1</b>	-	-	-	-	-	-	-	-
<b>Revenues</b>								
Tuition	-	-	-	-	-	-	-	-
Contributions/Donations	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
<b>Total Revenue</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
Transfer from General Fund	-	-	-	-	-	-	-	-
<b>Total Sources</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Expenditures</b>								
Salaries	-	-	-	-	-	-	-	-
Benefits	-	-	-	-	-	-	-	-
Purchased Services	-	-	-	-	-	-	-	-
Supplies	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
<b>Total Expenditures</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
Change in Fund Balance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Assigned to School Carry Over</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Ending Fund Balance - after reserves</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

## 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, the forecast for 2025-2026 through 2028-2029 reflects \$0 projected activity within Fund 15.



# 2025-2026 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 2021-2022	Audited Actuals 2022-2023	Audited Actuals 2023-2024	Adopted Budget 2024-2025	Final Revised Budget 2024-2025	Estimated Actual 2024-2025	Proposed Budget 2025-2026	Adopted Budget 2025-2026
<b>Balance on Hand July 1</b>	<b>6,021,484</b>	<b>5,608,852</b>	<b>2,729,578</b>	<b>6,985,485</b>	<b>8,276,615</b>	<b>8,276,615</b>	<b>4,409,885</b>	<b>5,250,990</b>
<b>Revenues</b>								
Transportation Fees	1,197,300	1,034,656	886,805	875,302	875,302	910,243	875,000	875,000
State Categorical	5,062,749	4,821,667	5,583,047	5,272,610	5,624,412	5,624,412	6,236,889	6,236,889
Other	814,076	802,546	809,912	750,000	750,000	771,742	750,000	750,000
<b>Total Revenue</b>	<b>\$ 7,074,125</b>	<b>\$ 6,658,869</b>	<b>\$ 7,279,764</b>	<b>\$ 6,897,912</b>	<b>\$ 7,249,714</b>	<b>\$ 7,306,398</b>	<b>\$ 7,861,889</b>	<b>\$ 7,861,889</b>
Transfer from General Fund	15,620,238	16,603,238	25,993,112	25,993,112	22,993,112	22,993,112	25,744,758	26,088,096
<b>Total Sources</b>	<b>\$ 28,715,847</b>	<b>\$ 28,870,959</b>	<b>\$ 36,002,454</b>	<b>\$ 39,876,509</b>	<b>\$ 38,519,441</b>	<b>\$ 38,576,125</b>	<b>\$ 38,016,532</b>	<b>\$ 39,200,975</b>
<b>Expenditures</b>								
Salaries	10,758,764	10,594,431	12,415,473	16,784,867	14,307,250	13,563,187	16,182,298	16,182,309
Benefits	4,287,581	4,193,604	4,704,103	6,401,689	5,815,256	5,211,097	6,998,676	6,998,665
Purchased Services	5,781,280	8,309,256	8,850,397	9,538,344	11,055,731	10,953,980	10,927,391	10,927,391
Supplies	863,344	941,547	1,020,684	1,431,781	1,211,555	1,148,029	1,618,685	1,618,685
Fuel	1,827,936	1,893,519	1,520,752	2,000,000	1,600,262	1,600,000	2,000,000	2,000,000
Bus Purchases & Equipment	337,564	960,673	97,633	2,185,006	2,451,183	1,589,455	207,000	1,391,443
Other	(749,473)	(751,649)	(883,205)	(715,600)	(715,150)	(740,612)	(611,500)	(611,500)
<b>Total Expenditures</b>	<b>\$ 23,106,995</b>	<b>\$ 26,141,380</b>	<b>\$ 27,725,838</b>	<b>\$ 37,626,087</b>	<b>\$ 35,726,087</b>	<b>\$ 33,325,135</b>	<b>\$ 37,322,550</b>	<b>\$ 38,506,993</b>
Change in Fund Balance	\$ (412,631)	\$ (2,879,274)	\$ 5,547,038	\$ (4,735,063)	\$ (5,483,261)	\$ (3,025,625)	\$ (3,715,903)	\$ (4,557,008)
<b>Assigned to Future Year Transportation Obligations</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 1,631,538</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Ending Fund Balance - after reserves</b>	<b>\$ 5,608,853</b>	<b>\$ 2,729,579</b>	<b>\$ 6,645,078</b>	<b>\$ 2,250,422</b>	<b>\$ 2,793,354</b>	<b>\$ 5,250,990</b>	<b>\$ 693,982</b>	<b>\$ 693,982</b>

Estimated Actual 2024-2025 reflects forecast as of March 31, 2025 presented to the Board of Education in Third Quarter Financial presentation on May 27, 2025. Final Revised Budget 2024-2025 reflects updated information since March 31, 2025.

## Three Year Forecast

### Transportation Fund 25

The multi-year forecast for Transportation assumes ridership will increase in 2025-2026 and 2026-2027 due to routes being restored following cuts last year. Ridership is expected to decrease annually beginning in 2027-2028, based on neighborhood enrollment projections. Revenue from Transportation Fees is expected to increase due to route restoration and an increase to the ridership fee based on inflation. Other revenue is expected to increase based on inflation. Salaries are projected to increase by 1% annually with no anticipated increases to staffing and benefit increases aligned with the General Fund. Fuel prices are projected to increase by about \$.05 per gallon in 2026-2027, \$.08 per gallon in 2027-2028, and \$.10 per gallon in 2028-2029. Third party transportation is expected to increase 5% year over year. The 2025-2026 budget was built to spend down all of Transportation's fund balance as reflected in Change in Fund Balance. Transfer from General Fund is expected to increase substantially in 2026-2027 because of this planned spend down of fund balance in the previous year. The Transfer from General Fund was calculated based on what's needed to maintain a \$0 Change in Fund Balance for 2026-2027 through 2028-2029.

	2025-2026 Adopted Budget	2026-2027 Projection	2027-2028 Projection	2028-2029 Projection
<b>Balance on Hand July 1</b>	<b>5,250,990</b>	<b>693,982</b>	<b>693,982</b>	<b>693,982</b>
<b>Revenues</b>				
Transportation Fees	875,000	969,379	1,020,758	1,075,912
State Categorical	6,236,889	6,383,124	6,536,319	6,699,727
Other	750,000	769,500	787,968	807,667
<b>Total Revenues</b>	<b>\$ 7,861,889</b>	<b>\$ 8,122,003</b>	<b>\$ 8,345,044</b>	<b>\$ 8,583,306</b>
Transfer from General Fund	26,088,096	29,658,349	30,405,229	30,991,515
<b>Total Sources</b>	<b>\$ 39,200,975</b>	<b>\$ 38,474,334</b>	<b>\$ 39,444,255</b>	<b>\$ 40,268,803</b>
<b>Expenditures</b>				
Salaries	16,182,298	16,344,121	16,507,562	16,672,638
Benefits	6,998,676	7,497,307	7,715,040	7,754,716
Purchased Services	10,927,391	11,425,391	11,948,291	12,497,336
Supplies	1,618,685	1,660,771	1,700,629	1,743,145
Fuel	2,000,000	1,628,776	1,643,676	1,661,593
Bus Purchases & Equipment	1,391,443	-	-	-
Other	(611,500)	(776,014)	(764,925)	(754,607)
<b>Total Expenditures</b>	<b>\$ 38,506,993</b>	<b>\$ 37,780,352</b>	<b>\$ 38,750,274</b>	<b>\$ 39,574,821</b>
Change in Fund Balance	(4,557,008)	(0)	(0)	(0)
<b>Balance on Hand June 30</b>	<b>\$ 693,982</b>	<b>\$ 693,982</b>	<b>\$ 693,982</b>	<b>\$ 693,982</b>

*Learn Today, Lead Tomorrow*



# **Financial Section**

## **Special Revenue Fund Budgets**

## 2025-2026 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 2025-2026.

	Audited Actuals 2021-2022	Audited Actuals 2022-2023	Audited Actuals 2023-2024	Adopted Budget 2024-2025	Final Revised Budget 2024-2025	Estimated Actual 2024-2025	Proposed Budget 2025-2026	Adopted Budget 2025-2026
<b>Balance on Hand July 1</b>	<b>4,324,657</b>	<b>9,483,172</b>	<b>5,079,435</b>	<b>5,993,568</b>	<b>7,250,920</b>	<b>7,250,920</b>	<b>9,911,693</b>	<b>10,636,725</b>
<b>Revenues</b>								
Food Sales	4,862,607	12,051,772	5,044,883	5,817,075	5,084,000	5,050,271	5,065,000	5,065,000
Federal Reimbursement	25,989,317	6,186,839	8,277,137	7,656,045	7,656,045	7,449,414	7,702,207	7,702,207
Commodity Contribution	1,015,326	1,260,363	1,255,535	1,227,768	2,638,784	2,638,784	2,467,789	2,467,789
Miscellaneous	69,011	163,564	103,929	25,000	35,582	29,136	17,000	17,000
Sale of Capital Assets	5,468	79,524	83,855	-	10,813	10,813	-	-
State Match Child Nutr. & CDE Revenue	98,966	230,291	18,054,944	18,989,490	19,041,112	19,607,412	20,128,779	20,128,779
<b>Total Revenues</b>	<b>\$ 32,040,695</b>	<b>\$ 19,972,352</b>	<b>\$ 32,820,284</b>	<b>\$ 33,715,378</b>	<b>\$ 34,466,336</b>	<b>\$ 34,785,830</b>	<b>\$ 35,380,775</b>	<b>\$ 35,380,775</b>
Transfer from General Fund	445,352	362,884	2,879,595	2,895,424	3,170,424	3,170,424	3,168,069	3,168,069
<b>Total Sources</b>	<b>\$ 36,810,704</b>	<b>\$ 29,818,408</b>	<b>\$ 40,779,314</b>	<b>\$ 42,604,370</b>	<b>\$ 44,887,680</b>	<b>\$ 45,207,174</b>	<b>\$ 48,460,537</b>	<b>\$ 49,185,569</b>
<b>Expenditures</b>								
Salaries	8,197,806	6,447,342	11,011,431	11,515,696	11,549,117	11,217,483	11,605,272	11,605,272
Benefits	3,189,561	2,602,399	4,390,870	4,947,920	4,960,624	4,823,769	5,073,405	5,076,020
Food & Commodities	11,541,603	7,783,715	14,555,526	17,116,657	15,709,284	15,631,224	18,537,789	18,535,174
Purchased Services & Repairs	249,054	464,404	304,068	267,200	299,700	240,798	280,200	280,200
Supplies	1,521,633	1,198,427	1,850,196	1,590,000	1,765,000	1,582,760	1,590,000	1,590,000
Equipment	454,603	4,670,655	244,222	290,000	290,000	202,813	564,678	564,678
Other	2,173,274	1,572,032	1,172,081	867,500	957,500	871,602	897,500	897,500
<b>Total Expenditures</b>	<b>\$ 27,327,533</b>	<b>\$ 24,738,973</b>	<b>\$ 33,528,393</b>	<b>\$ 36,594,973</b>	<b>\$ 35,531,225</b>	<b>\$ 34,570,449</b>	<b>\$ 38,548,844</b>	<b>\$ 38,548,844</b>
Change in Fund Balance	\$ 5,158,514	\$ (4,403,737)	\$ 2,171,485	\$ 15,829	\$ 2,105,535	\$ 3,385,805	\$ -	\$ -
<b>Ending Fund Balance - after reserves</b>	<b>\$ 9,483,171</b>	<b>\$ 5,079,435</b>	<b>\$ 7,250,920</b>	<b>\$ 6,009,397</b>	<b>\$ 9,356,455</b>	<b>\$ 10,636,725</b>	<b>\$ 9,911,693</b>	<b>\$ 10,636,725</b>

Estimated Actual 2024-2025 reflects forecast as of March 31, 2025 presented to the Board of Education in Third Quarter Financial presentation on May 27, 2025. Final Revised Budget 2024-2025 reflects updated information since March 31, 2025.

## 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 2025-2026. Projections assume that HSMA continues through 2028-2029 and that free meal participation will follow the pattern of participation in 2024-2025 and also factor in full day Pre-K. Projected costs for salaries are assumed to increase 1% year-over-year with benefit increases aligning with the General Fund benefits assumptions. Food costs are projected to match the annual rate of inflation of 2.6% in 2026-2027, 2.4% in 2027-2028 and 2.4% in 2028-2029. All other costs are also projected to increase at the annual rate of inflation.

	2025-2026 Adopted Budget	2026-2027 Projection	2027-2028 Projection	2028-2029 Projection
<b>Beginning Fund Balance</b>	<b>10,636,725</b>	<b>10,636,725</b>	<b>9,898,445</b>	<b>9,302,669</b>
Local Revenue				
Adult Breakfast/Lunch Sales	45,000	46,170	47,278	48,413
Student, A La Carte Sales	5,000,000	4,941,983	4,971,287	5,016,809
Other Food Service Revenue	5,000	5,130	5,253	5,379
Food Rebates	15,000	15,390	15,790	16,201
Other	17,000	25,000	25,000	25,000
State Revenue				
State Revenue from CDE	20,128,779	19,895,216	20,013,187	20,196,449
Federal Revenue				
Federal Government	10,169,996	10,051,989	10,111,594	10,204,186
<b>Total Revenue</b>	<b>\$ 35,380,775</b>	<b>\$ 34,980,878</b>	<b>\$ 35,189,390</b>	<b>\$ 35,512,436</b>
Transfer from General Fund	3,168,069	3,168,069	3,168,069	3,168,069
<b>Total Sources</b>	<b>\$ 49,185,569</b>	<b>\$ 48,785,672</b>	<b>\$ 48,255,904</b>	<b>\$ 47,983,175</b>
Expenditures				
Salaries	11,605,272	11,721,325	11,838,538	11,956,923
Benefits	5,076,020	5,126,780	5,178,048	5,229,828
Food & Commodities	18,535,174	18,320,102	18,428,734	18,597,486
Purchased Services & Repairs	280,200	287,485	294,960	302,629
Supplies	1,590,000	1,631,340	1,673,755	1,717,272
Equipment	564,678	879,360	594,423	302,078
Other	897,500	920,835	944,777	969,341
<b>Total Expenditures</b>	<b>\$ 38,548,844</b>	<b>\$ 38,887,227</b>	<b>\$ 38,953,234</b>	<b>\$ 39,075,558</b>
Change in Fund Balance	\$ -	\$ (738,280)	\$ (595,776)	\$ (395,053)
<b>Balance on Hand June 30</b>	<b>\$ 10,636,725</b>	<b>\$ 9,898,445</b>	<b>\$ 9,302,669</b>	<b>\$ 8,907,617</b>

# 2025-2026 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 effective with the 2023-2024 school year.

	Audited Actuals 2021-2022	Audited Actuals 2022-2023	Audited Actuals 2023-2024	Adopted Budget 2024-2025	Final Revised Budget 2024-2025	Estimated Actual 2024-2025	Proposed Budget 2025-2026	Adopted Budget 2025-2026
Balance on Hand July 1	16,800	16,801	-	-	-	-	-	-
<b>Revenues</b>								
Food Sales	-	5,561,520	-	-	-	-	-	-
Federal Reimbursement	-	-	-	-	-	-	-	-
Commodity Contribution	-	-	-	-	-	-	-	-
Miscellaneous	-	-	-	-	-	-	-	-
Sale of Capital Assets	-	-	-	-	-	-	-	-
State Match Child Nutr. & CDE Revenue	-	-	-	-	-	-	-	-
<b>Total Revenues</b>	<b>\$ -</b>	<b>\$ 5,561,520</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
Transfer from General Fund	-	268,718	-	-	-	-	-	-
<b>Total Sources</b>	<b>\$ 16,800</b>	<b>\$ 5,847,039</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Expenditures</b>								
Salaries	-	2,008,286	-	-	-	-	-	-
Benefits	-	810,920	-	-	-	-	-	-
Food & Commodities	-	2,322,261	-	-	-	-	-	-
Purchased Services & Repairs	-	199,272	-	-	-	-	-	-
Supplies	-	272,339	-	-	-	-	-	-
Equipment	-	6,343	-	-	-	-	-	-
Other	-	227,619	-	-	-	-	-	-
<b>Total Expenditures</b>	<b>\$ -</b>	<b>\$ 5,847,039</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
Change in Fund Balance	\$ -	\$ (16,801)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Ending Fund Balance - after reserves</b>	<b>\$ 16,800</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

## Three Year Forecast

### Nutrition Services Non-NSLP Fund 28

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With the implementation of free meals for all students under Colorado's Healthy School Meals for All Program, this fund will no longer be used. The forecast for 2025-2026 through 2028-2029 reflects \$0 projected activity within Fund 28.



# 2025-2026 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 2021-2022	Audited Actuals 2022-2023	Audited Actuals 2023-2024	Adopted Budget 2024-2025	Final Revised Budget 2024-2025	Estimated Actual 2024-2025	Proposed Budget 2025-2026	Adopted Budget 2025-2026
Balance on Hand July 1	-	-	-	-	-	-	-	-
<b>Revenues</b>								
State Revenue	1,578,978	1,776,675	1,081,149	969,711	1,995,934	1,970,934	1,161,730	1,161,730
Federal Revenue	25,679,052	19,510,353	16,201,058	14,132,793	15,874,293	14,086,700	13,039,635	13,039,635
Other Revenue	343,007	172,351	67,189	-	124,000	-	-	-
<b>Total Revenue</b>	<b>\$ 27,601,038</b>	<b>\$ 21,459,379</b>	<b>\$ 17,349,396</b>	<b>\$ 15,102,504</b>	<b>\$ 17,994,227</b>	<b>\$ 16,057,634</b>	<b>\$ 14,201,365</b>	<b>\$ 14,201,365</b>
Transfer from General Fund	-	-	-	-	-	-	-	-
<b>Total Sources</b>	<b>\$ 27,601,038</b>	<b>\$ 21,459,379</b>	<b>\$ 17,349,396</b>	<b>\$ 15,102,504</b>	<b>\$ 17,994,227</b>	<b>\$ 16,057,634</b>	<b>\$ 14,201,365</b>	<b>\$ 14,201,365</b>
<b>Expenditures</b>								
Salaries	12,995,729	11,302,915	9,566,859	9,248,300	9,152,721	9,160,202	9,047,953	9,047,953
Benefits	4,040,114	3,659,422	3,157,910	2,987,850	2,912,424	2,925,767	3,021,049	3,021,049
Purchased/Property Services	4,902,662	3,688,374	2,856,922	1,992,603	4,111,427	2,184,598	1,343,285	1,343,285
Supplies	3,509,226	1,583,420	805,496	447,881	574,720	540,556	726,001	726,001
Equipment	38,015	70,690	165,737	76,680	890,777	899,735	-	-
Other	2,115,292	1,154,558	796,473	349,190	352,158	346,777	63,077	63,077
<b>Total Expenditures</b>	<b>\$ 27,601,038</b>	<b>\$ 21,459,379</b>	<b>\$ 17,349,396</b>	<b>\$ 15,102,504</b>	<b>\$ 17,994,227</b>	<b>\$ 16,057,634</b>	<b>\$ 14,201,365</b>	<b>\$ 14,201,365</b>
Change in Fund Balance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Ending Fund Balance - after reserves</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

Estimated Actual 2024-2025 reflects forecast as of March 31, 2025 presented to the Board of Education in Third Quarter Financial presentation on May 27, 2025. Final Revised Budget 2024-2025 reflects updated information since March 31, 2025.

## 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 projected federal funding from Business Services department staff. When grant-funded positions end, salary and benefit forecasts adjust accordingly. Otherwise, salaries include year-over-year increases of 1% as well as benefit increases to align with projected General Fund 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 2.3% for 2026-2027, 2.6% for 2027-2028 and 2.4% for 2028-2029.

	2025-2026 Adopted Budget	2026-2027 Projection	2027-2028 Projection	2028-2029 Projection
<b>Beginning Fund Balance</b>	-	-	-	-
<b>Revenue</b>				
State	1,161,730	-	-	-
Federal	13,039,635	13,453,626	13,605,777	13,756,717
Other Grants	-	-	-	-
<b>Total Revenue</b>	<b>\$ 14,201,365</b>	<b>\$ 13,453,626</b>	<b>\$ 13,605,777</b>	<b>\$ 13,756,717</b>
<b>Total Sources</b>	<b>\$ 14,201,365</b>	<b>\$ 13,453,626</b>	<b>\$ 13,605,777</b>	<b>\$ 13,756,717</b>
<b>Expenditures</b>				
Salaries	9,047,953	8,767,830	8,855,509	8,944,064
Benefits	3,021,049	3,016,621	3,037,694	3,058,978
Purchased Services	1,343,285	736,565	755,716	773,853
Supplies & Materials	726,001	868,082	890,652	912,028
Property and Equipment	-	-	-	-
Other	63,077	64,528	66,205	67,794
<b>Total Expenditures</b>	<b>\$ 14,201,365</b>	<b>\$ 13,453,626</b>	<b>\$ 13,605,776</b>	<b>\$ 13,756,717</b>
Change in Fund Balance	\$ -	\$ -	\$ -	\$ -
<b>Balance on Hand June 30</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

## 2025-2026 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 2021-2022	Audited Actuals 2022-2023	Audited Actuals 2023-2024	Adopted Budget 2024-2025	Final Revised Budget 2024-2025	Estimated Actual 2024-2025	Proposed Budget 2025-2026	Adopted Budget 2025-2026
Balance on Hand July 1	1,082,553	1,224,000	-	-	-	-	-	-
<b>Revenue</b>								
Pupil Activity	1,173,293	1,155,699	-	-	-	-	-	-
<b>Total Revenue</b>	<b>\$ 1,173,293</b>	<b>\$ 1,155,699</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
Transfer from General Fund	-	-	-	-	-	-	-	-
<b>Total Sources</b>	<b>\$ 2,255,846</b>	<b>\$ 2,379,699</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Expenditures</b>								
Salaries	92,144	116,153	-	-	-	-	-	-
Benefits	20,492	26,890	-	-	-	-	-	-
Purchased/Property Services	322,156	398,302	-	-	-	-	-	-
Supplies	539,498	585,924	-	-	-	-	-	-
Equipment	26,448	29,472	-	-	-	-	-	-
Other	31,107	26,496	-	-	-	-	-	-
<b>Total Expenditures</b>	<b>\$ 1,031,846</b>	<b>\$ 1,183,237</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
Change in Fund Balance	\$ 141,448	\$ (27,538)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Assigned to School Program Carry Over</b>	<b>\$ 1,223,998</b>	<b>\$ 1,196,312</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Ending Fund Balance - after reserves</b>	<b>\$ 3</b>	<b>\$ 150</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

## 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. The forecast for 2025-2026 through 2028-2029 reflects \$0 projected activity within Fund 23.



## 2025-2026 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 2021-2022	Audited Actuals 2022-2023	Audited Actuals 2023-2024	Adopted Budget 2024-2025	Final Revised Budget 2024-2025	Estimated Actual 2024-2025	Proposed Budget 2025-2026	Adopted Budget 2025-2026
<b>Balance on Hand July 1</b>	<b>1,788,114</b>	<b>2,504,281</b>	<b>3,897,060</b>	<b>1,774,266</b>	<b>3,899,436</b>	<b>3,899,436</b>	<b>4,512,248</b>	<b>5,507,732</b>
<b>Revenues</b>								
Student Fees	3,532,316	3,780,988	4,132,670	4,922,746	4,746,768	4,254,799	4,205,764	4,205,764
Gate Fees	1,252,832	1,476,586	1,766,022	1,410,254	1,410,893	1,677,947	1,710,036	1,710,036
Donations and Fundraising	2,634,102	3,189,366	3,850,946	3,582,548	3,688,970	3,645,156	3,657,404	3,657,404
Merchandise Sales	4,673,832	4,581,765	5,229,321	4,938,218	5,029,485	5,669,566	5,683,699	5,683,699
Other Pupil Income	109,247	199,615	370,403	235,000	256,438	726,824	235,000	235,000
<b>Total Revenue</b>	<b>\$ 12,202,329</b>	<b>\$ 13,228,320</b>	<b>\$ 15,349,363</b>	<b>\$ 15,088,766</b>	<b>\$ 15,132,554</b>	<b>\$ 15,974,292</b>	<b>\$ 15,491,903</b>	<b>\$ 15,491,903</b>
Transfer from General Fund	4,395,546	5,437,684	6,512,459	6,554,784	8,031,570	8,101,570	6,554,784	6,487,989
<b>Total Sources</b>	<b>\$ 18,385,989</b>	<b>\$ 21,170,285</b>	<b>\$ 25,758,882</b>	<b>\$ 23,417,816</b>	<b>\$ 27,063,560</b>	<b>\$ 27,975,298</b>	<b>\$ 26,558,935</b>	<b>\$ 27,487,624</b>
<b>Expenditures</b>								
Salaries	5,313,192	5,716,475	7,208,577	6,953,350	7,234,461	7,311,371	7,521,033	7,453,884
Benefits	1,195,819	1,309,201	1,709,899	1,655,018	1,735,619	1,739,847	1,815,761	1,827,304
Purchased Services	4,448,819	5,330,911	5,801,204	5,843,475	5,832,035	6,306,348	6,058,618	6,058,618
Supplies	4,437,355	5,273,055	6,086,695	6,114,408	6,214,524	6,173,112	6,108,965	6,097,776
Equipment	359,758	494,130	680,683	625,905	2,538,945	621,792	32,572	32,572
Field Trips and Other	126,765	142,563	372,512	451,394	428,110	315,096	2,399,174	2,399,174
<b>Total Expenditures</b>	<b>\$ 15,881,708</b>	<b>\$ 18,266,333</b>	<b>\$ 21,859,570</b>	<b>\$ 21,643,550</b>	<b>\$ 23,983,694</b>	<b>\$ 22,467,566</b>	<b>\$ 23,936,123</b>	<b>\$ 23,869,328</b>
Change in Fund Balance	\$ 716,167	\$ 399,671	\$ 2,251	\$ -	\$ (819,570)	\$ 1,608,296	\$ (1,889,436)	\$ (1,889,436)
<b>Assigned to School Carry Over</b>	<b>\$ 2,591,711</b>	<b>\$ 2,559,075</b>	<b>\$ 3,311,885</b>	<b>\$ 1,774,266</b>	<b>\$ 3,079,866</b>	<b>\$ 3,618,295</b>	<b>\$ 2,622,812</b>	<b>\$ 3,618,296</b>
<b>Ending Fund Balance - after reserves</b>	<b>\$ (87,430)</b>	<b>\$ 344,877</b>	<b>\$ 587,426</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 1,889,436</b>	<b>\$ -</b>	<b>\$ -</b>

Estimated Actual 2024-2025 reflects forecast as of March 31, 2025 presented to the Board of Education in Third Quarter Financial presentation on May 27, 2025. Final Revised Budget 2024-2025 reflects updated information since March 31, 2025.

## Three Year Forecast

### Athletics and Activities Fund 26

All revenue accounts are based on a three-year historical average of student participation. Salaries reflect slight increases for stadium-based positions to ensure consistency with other District personnel and benefit forecasts. This includes projected increases to PERA. All operating expenses assume a 2% inflation increase and are based on three-year average participation trends. The increase in interfund transfers covers salary and benefit increases, as well as inflationary increases at stadiums.

	2025-2026 Adopted Budget	2026-2027 Projection	2027-2028 Projection	2028-2029 Projection
<b>Balance on Hand July 1</b>	<b>5,507,732</b>	<b>3,618,296</b>	<b>3,279,557</b>	<b>2,862,859</b>
<b>Revenues</b>				
Student Fees	4,205,764	4,274,960	4,272,404	4,251,043
Gate Fees	1,710,036	1,772,432	1,744,467	1,742,312
Donations and Fundraising	3,657,404	3,832,037	3,771,576	3,766,916
Merchandise Sales	5,683,699	5,675,709	5,681,036	5,680,148
Other Pupil Income	235,000	234,670	234,890	234,853
<b>Total Revenues</b>	<b>\$ 15,491,903</b>	<b>\$ 15,789,808</b>	<b>\$ 15,704,372</b>	<b>\$ 15,675,271</b>
Transfer from General Fund	6,487,989	6,494,747	6,512,835	6,531,205
<b>Total Sources</b>	<b>\$ 27,487,624</b>	<b>\$ 25,902,852</b>	<b>\$ 25,496,763</b>	<b>\$ 25,069,336</b>
<b>Expenditures</b>				
Salaries	7,453,884	7,462,061	7,469,915	7,477,848
Benefits	1,827,304	1,827,304	1,845,577	1,864,033
Purchased Services	6,058,618	6,171,103	6,176,894	6,175,929
Supplies	6,097,776	6,229,255	6,235,102	6,234,127
Equipment	32,572	621,190	603,120	584,935
Other	2,399,174	312,382	303,295	294,150
<b>Total Expenditures</b>	<b>\$ 23,869,328</b>	<b>\$ 22,623,295</b>	<b>\$ 22,633,904</b>	<b>\$ 22,631,023</b>
Change in Fund Balance	(1,889,436)	(338,739)	(416,697)	(424,547)
<b>Assigned to School Carry Over</b>	<b>\$ 3,618,296</b>	<b>\$ 3,279,557</b>	<b>\$ 2,862,859</b>	<b>\$ 2,438,313</b>
<b>Balance on Hand June 30</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

# 2025-2026 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 2021-2022	Audited Actuals 2022-2023	Audited Actuals 2023-2024	Adopted Budget 2024-2025	Final Revised Budget 2024-2025	Estimated Actual 2024-2025	Proposed Budget 2025-2026	Adopted Budget 2025-2026
Balance on Hand July 1	182,824	2,920,252	5,782,084	4,928,100	5,152,491	5,152,491	3,938,481	3,938,481
Revenues								
Tuition	9,275,482	10,008,179	10,082,973	10,342,856	10,245,768	10,245,768	10,579,875	10,579,875
Grant	715,579	3,695,494	158,902	-	77,134	77,134	-	-
Other	761	1,647	3,688	-	-	5,205	-	-
Total Revenue	\$ 9,991,822	\$ 13,705,320	\$ 10,245,563	\$ 10,342,856	\$ 10,322,902	\$ 10,328,107	\$ 10,579,875	\$ 10,579,875
Transfer from General Fund	2,262,045	560,107	1,563,758	1,551,076	1,565,882	1,566,927	1,415,284	1,415,284
Total Sources	\$ 12,436,691	\$ 17,185,679	\$ 17,591,405	\$ 16,822,032	\$ 17,041,275	\$ 17,047,525	\$ 15,933,640	\$ 15,933,640
Expenditures								
Salaries	5,856,982	6,997,307	7,533,363	8,005,239	8,108,755	7,995,438	8,343,233	8,343,233
Benefits	2,126,799	2,383,706	2,568,789	2,754,284	2,807,062	2,796,145	3,135,756	3,135,756
Purchased Services	890,708	1,191,595	1,565,574	1,427,771	1,536,862	1,569,386	1,500,700	1,500,700
Supplies	211,100	395,210	399,031	258,329	702,861	364,851	223,777	223,777
Field Trips and Other	430,850	435,777	372,156	429,777	440,093	383,224	460,310	460,310
Total Expenditures	\$ 9,516,440	\$ 11,403,595	\$ 12,438,913	\$ 12,875,400	\$ 13,595,633	\$ 13,109,044	\$ 13,663,776	\$ 13,663,776
Change in Fund Balance	\$ 2,737,428	\$ 2,861,832	\$ (629,592)	\$ (981,468)	\$ (1,706,849)	\$ (1,214,010)	\$ (1,668,617)	\$ (1,668,617)
Assigned to BASE Program Carry Over	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Ending Fund Balance - after reserves	\$ 2,920,252	\$ 5,782,084	\$ 5,152,492	\$ 3,946,632	\$ 3,445,642	\$ 3,938,481	\$ 2,269,864	\$ 2,269,864

Estimated Actual 2024-2025 reflects forecast as of March 31, 2025 presented to the Board of Education in Third Quarter Financial presentation on May 27, 2025. Final Revised Budget 2024-2025 reflects updated information since March 31, 2025.

## Three Year Forecast

### Child Care Fund 29

The forecast for Before and After School Enterprise (BASE) is based on three site closures in 2026-2027 and two new sites opening in 2027-2028. While enrollment is not projected to increase in any BASE program outside of an increase for preschool to follow a slight projected increase in the elementary school population, it is being held flat because even with smaller number of sites, there is overall program capacity. Projected revenue is based on annual registration re-instatement for all programs in 2026-2027, an annual tuition increase of 2% for both Before School and After School programs starting in 2026-2027, and an annual tuition increase of 2% for full day programs starting in 2027-2028. Projected salary costs include a decrease in number of overall staff due to fewer sites and a 1% year-over-year increase with benefit increases aligning with the General Fund benefits assumptions. Operating costs are projected to increase slightly less than the annual rate of inflation as spending will decrease along with the number of sites.

	<b>2025-2026 Adopted Budget</b>	<b>2026-2027 Projection</b>	<b>2027-2028 Projection</b>	<b>2028-2029 Projection</b>
<b>Beginning Fund Balance</b>	<b>3,938,481</b>	<b>2,269,864</b>	<b>1,921,121</b>	<b>1,456,458</b>
<b>Revenue</b>				
Before School	2,223,430	2,353,023	2,398,729	2,445,349
After School	2,911,904	3,121,272	3,183,698	3,247,371
Full Day	4,100,958	4,237,380	4,347,434	4,464,667
Field Trip	1,343,582	1,249,756	1,314,904	1,381,616
Registration Fee	-	575,024	598,439	624,446
Grant	-	-	-	-
<b>Total Revenue</b>	<b>\$ 10,579,875</b>	<b>\$ 11,536,455</b>	<b>\$ 11,843,204</b>	<b>\$ 12,163,450</b>
Transfer from General Fund	1,415,284	1,423,380	1,431,578	1,439,939
<b>Total Sources</b>	<b>\$ 15,933,640</b>	<b>\$ 15,229,699</b>	<b>\$ 15,195,903</b>	<b>\$ 15,059,846</b>
<b>Expenditures</b>				
Salaries	8,343,233	7,960,083	8,284,516	8,352,251
Benefits	3,135,756	3,134,495	3,212,177	3,228,457
Purchased Services	1,500,700	1,515,707	1,530,864	1,546,173
Supplies	223,777	226,015	228,275	230,558
Field Trips & Other	460,310	472,278	483,613	495,219
<b>Total Expenditures</b>	<b>\$ 13,663,776</b>	<b>\$ 13,308,578</b>	<b>\$ 13,739,445</b>	<b>\$ 13,852,657</b>
Change in Fund Balance	(1,668,617)	(348,743)	(464,664)	(249,269)
<b>Balance on Hand June 30</b>	<b>\$ 2,269,864</b>	<b>\$ 1,921,121</b>	<b>\$ 1,456,458</b>	<b>\$ 1,207,189</b>

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# **Financial Section**

## **Debt Service and Lease Payment Fund Budgets**

# 2025-2026 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 2021-2022	Audited Actuals 2022-2023	Audited Actuals 2023-2024	Adopted Budget 2024-2025	Final Revised Budget 2024-2025	Estimated Actual 2024-2025	Proposed Budget 2025-2026	Adopted Budget 2025-2026
Balance on Hand July 1	71,813,488	63,480,642	77,167,416	81,866,623	81,628,110	81,628,110	80,629,404	80,629,404
<b>Revenues</b>								
Property Taxes	65,497,537	54,305,654	53,680,325	53,918,578	55,036,532	55,036,532	55,036,532	55,036,532
Investment Earnings	224,466	2,085,170	3,811,388	3,813,895	3,537,493	3,537,493	2,804,334	2,804,334
<b>Total Revenues</b>	<b>\$ 65,722,002</b>	<b>\$ 56,390,824</b>	<b>\$ 57,491,713</b>	<b>\$ 57,732,473</b>	<b>\$ 58,574,025</b>	<b>\$ 58,574,025</b>	<b>\$ 57,840,866</b>	<b>\$ 57,840,866</b>
<b>Total Sources</b>	<b>\$ 137,535,490</b>	<b>\$ 119,871,466</b>	<b>\$ 134,659,129</b>	<b>\$ 139,599,096</b>	<b>\$ 140,202,135</b>	<b>\$ 140,202,135</b>	<b>\$ 138,470,270</b>	<b>\$ 138,470,270</b>
<b>Expenditures</b>								
Principal	55,360,000	23,550,000	35,715,000	39,580,000	39,580,000	39,580,000	27,005,000	27,005,000
Interest	18,691,206	18,192,633	17,312,969	13,390,731	19,990,731	19,990,731	25,257,406	25,257,406
Cost of Issuance	-	346,200	-	-	-	-	-	-
Fiscal Charges	3,642	207,527	3,050	2,000	2,000	2,000	2,000	2,000
<b>Total Expenditures</b>	<b>\$ 74,054,848</b>	<b>\$ 42,296,361</b>	<b>\$ 53,031,019</b>	<b>\$ 52,972,731</b>	<b>\$ 59,572,731</b>	<b>\$ 59,572,731</b>	<b>\$ 52,264,406</b>	<b>\$ 52,264,406</b>
<b>Other Financing Sources (Uses)</b>								
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	-	-	-	-	-	-	-	-
<b>Total Other Financing Sources (Uses)</b>	<b>\$ -</b>	<b>\$ (407,690)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
Change in Fund Balance	\$ (8,332,846)	\$ 13,686,774	\$ 4,460,694	\$ 4,759,742	\$ (998,706)	\$ (998,706)	\$ 5,576,460	\$ 5,576,460
<b>Ending Fund Balance - after reserves</b>	<b>\$ 63,480,642</b>	<b>\$ 77,167,416</b>	<b>\$ 81,628,110</b>	<b>\$ 86,626,365</b>	<b>\$ 80,629,404</b>	<b>\$ 80,629,404</b>	<b>\$ 86,205,864</b>	<b>\$ 86,205,864</b>

Estimated Actual 2024-2025 reflects forecast as of March 31, 2025 presented to the Board of Education in Third Quarter Financials presentation on May 27, 2025. Final Revised Budget 2024-2025 reflects updated information since March 31, 2025.

## Three Year Forecast

### Bond Redemption Fund 31

Property tax rate will remain flat and revenue generated will increase only based assessed valuation until principal and interest payments decrease in 2028. Principal and interest is inclusive of the 2024 bond and is based on aggregate debt service schedule provided by Hilltop Advisors. Investment earnings are based on a 4.20% annual rate of return in 2025 with projected rates held flat annually and cash invested remaining relatively flat.

	2025-2026	2026-2027	2027-2028	2028-2029
	Adopted Budget	Projection	Projection	Projection
<b>Balance on Hand July 1</b>	<b>80,629,404</b>	<b>86,205,864</b>	<b>93,266,452</b>	<b>101,638,861</b>
<b>Revenues</b>				
Property Taxes	55,036,532	57,237,992	58,382,752	51,563,054
Investment Earnings	2,804,334	4,305,518	4,435,952	4,435,952
<b>Total Revenues</b>	<b>\$ 57,840,866</b>	<b>\$ 61,543,510</b>	<b>\$ 62,818,704</b>	<b>\$ 55,999,006</b>
<b>Total Sources</b>	<b>\$ 138,470,270</b>	<b>\$ 147,749,374</b>	<b>\$ 156,085,155</b>	<b>\$ 157,637,867</b>
<b>Expenditures</b>				
Principal	27,005,000	30,665,000	32,200,000	30,895,000
Interest	25,257,406	23,812,475	22,240,850	20,663,475
Fiscal Charges	2,000	5,448	5,444	5,156
<b>Total Expenditures</b>	<b>\$ 52,264,406</b>	<b>\$ 54,482,923</b>	<b>\$ 54,446,294</b>	<b>\$ 51,563,631</b>
<b>Other Financing Sources (Uses)</b>				
Proceeds from Bond Refunding	-	-	-	-
Refunding Bond Premium	-	-	-	-
Payment to Refunding Bond Escrow Agent	-	-	-	-
Transfer from General Fund	-	-	-	-
<b>Total Other Financing Sources (Uses)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
Change in Fund Balance	\$ 5,576,460	\$ 7,060,588	\$ 8,372,410	\$ 4,435,375
<b>Balance on Hand June 30</b>	<b>\$ 86,205,864</b>	<b>\$ 93,266,452</b>	<b>\$ 101,638,861</b>	<b>\$ 106,074,237</b>

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.

# 2025-2026 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 2021-2022	Audited Actuals 2022-2023	Audited Actuals 2023-2024	Adopted Budget 2024-2025	Final Revised Budget 2024-2025	Estimated Actual 2024-2025	Proposed Budget 2025-2026	Adopted Budget 2025-2026
Balance on Hand July 1	12,114,460	2,842	4,724	2,147	1,866	1,866	1,930	1,930
<b>Revenues</b>								
Interest on Investment	155	4,922	1,142	1,500	-	-	-	-
Certificate of Participation - AspenView	-	-	-	-	-	-	-	-
<b>Total Revenues</b>	<b>\$ 155</b>	<b>\$ 4,922</b>	<b>\$ 1,142</b>	<b>\$ 1,500</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Sources</b>	<b>\$ 12,114,615</b>	<b>\$ 7,764</b>	<b>\$ 5,866</b>	<b>\$ 3,647</b>	<b>\$ 1,866</b>	<b>\$ 1,866</b>	<b>\$ 1,930</b>	<b>\$ 1,930</b>
<b>Expenditures</b>								
Principal Retirement	2,080,000	800,000	825,000	850,000	850,000	850,000	885,000	885,000
Interest	555,903	317,925	294,125	269,375	269,375	269,375	235,825	235,825
Debt Issuance Costs & Fiscal Charges	4,064	4,000	4,000	4,064	4,000	4,000	4,000	4,000
<b>Total Expenditures</b>	<b>\$ 2,639,968</b>	<b>\$ 1,121,925</b>	<b>\$ 1,123,125</b>	<b>\$ 1,123,439</b>	<b>\$ 1,123,375</b>	<b>\$ 1,123,375</b>	<b>\$ 1,124,825</b>	<b>\$ 1,124,825</b>
<b>Other Financing Sources (Uses)</b>								
Proceeds from COP Refunding	-	-	-	-	-	-	-	-
Refunding COP Premium	-	-	-	-	-	-	-	-
Payment to Refunded Escrow Agent	(12,218,034)	-	-	-	-	-	-	-
Transfer from General Fund	2,746,228	1,118,885	1,119,125	1,123,439	1,123,439	1,123,439	1,124,825	1,124,825
<b>Total Other Financing Sources (Uses)</b>	<b>\$ (9,471,806)</b>	<b>\$ 1,118,885</b>	<b>\$ 1,119,125</b>	<b>\$ 1,123,439</b>	<b>\$ 1,123,439</b>	<b>\$ 1,123,439</b>	<b>\$ 1,124,825</b>	<b>\$ 1,124,825</b>
Change in Fund Balance	\$ (12,111,619)	\$ 1,882	\$ (2,858)	\$ 1,500	\$ 64	\$ 64	\$ -	\$ -
<b>Ending Fund Balance - after reserves</b>	<b>\$ 2,841</b>	<b>\$ 4,724</b>	<b>\$ 1,866</b>	<b>\$ 3,647</b>	<b>\$ 1,930</b>	<b>\$ 1,930</b>	<b>\$ 1,930</b>	<b>\$ 1,930</b>

Estimated Actual 2024-2025 reflects forecast as of March 31, 2025 presented to the Board of Education in Third Quarter Financial presentation on May 27, 2025. Final Revised Budget 2024-2025 reflects updated information since March 31, 2025.

## 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 well as banking fees.

	2025-2026 Adopted Budget	2026-2027 Projection	2027-2028 Projection	2028-2029 Projection
<b>Balance on Hand July 1</b>	<b>1,930</b>	<b>1,930</b>	<b>1,930</b>	<b>1,930</b>
<b>Revenues</b>				
Interest on Investment	-	-	-	-
Certificate of Participation - AspenView	-	-	-	-
<b>Total Revenues</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Sources</b>	<b>\$ 1,930</b>	<b>\$ 1,930</b>	<b>\$ 1,930</b>	<b>\$ 1,930</b>
<b>Expenditures</b>				
Principal Retirement	885,000	915,000	950,000	990,000
Interest	235,825	200,875	163,825	125,375
Debt Issuance Costs & Fiscal Charges	4,000	4,000	4,000	4,000
<b>Total Expenditures</b>	<b>\$ 1,124,825</b>	<b>\$ 1,119,875</b>	<b>\$ 1,117,825</b>	<b>\$ 1,119,375</b>
<b>Other Financing Sources (Uses)</b>				
Proceeds from COP Refunding	-	-	-	-
Refunding COP Premium	-	-	-	-
Payment to Refunded Escrow Agent	-	-	-	-
Transfer from General Fund	1,124,825	1,119,875	1,117,825	1,119,375
<b>Total Other Financing Sources (Uses)</b>	<b>\$ 1,124,825</b>	<b>\$ 1,119,875</b>	<b>\$ 1,117,825</b>	<b>\$ 1,119,375</b>
Change in Fund Balance	\$ -	\$ -	\$ -	\$ -
<b>Balance on Hand June 30</b>	<b>\$ 1,930</b>	<b>\$ 1,930</b>	<b>\$ 1,930</b>	<b>\$ 1,930</b>

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# **Financial Section**

## **Building Fund Budgets**

## 2025-2026 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 2025-2026 is \$0.

	Actuals 2021-2022	Actuals 2022-2023	Actuals 2023-2024	Budget 2024-2025	Budget 2024-2025	Actual 2024-2025	Budget 2025-2026	Budget 2025-2026
<b>Balance on Hand July 1</b>	<b>109,950,863</b>	<b>40,624,932</b>	<b>7,909,008</b>	-	-	-	-	-
<b>Revenues</b>								
Bond Issuance	-	-	-	-	-	-	-	-
State Revenue from CDE	-	-	-	-	-	-	-	-
Interest	(351,295)	886,410	521,211	-	-	-	-	-
<b>Total Revenue</b>	<b>\$ (351,295)</b>	<b>\$ 886,410</b>	<b>\$ 521,211</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
Transfer to/from Other Funds	-	-	-	-	-	-	-	-
<b>Total Sources</b>	<b>\$ 109,599,568</b>	<b>\$ 41,511,342</b>	<b>\$ 8,430,219</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Expenditures</b>								
Salaries	134,805	74,010	-	-	-	-	-	-
Benefits	37,852	19,287	-	-	-	-	-	-
Buildings & Building Improvements	68,095,528	33,180,291	8,435,151	-	-	-	-	-
Purchased Services	706,285	199,654	2,900	-	-	-	-	-
Supplies	-	127,770	(7,849)	-	-	-	-	-
Debt Issuance Costs & Fiscal Charges	-	1,323	17	-	-	-	-	-
Other	165	-	-	-	-	-	-	-
<b>Total Expenditures</b>	<b>\$ 68,974,634</b>	<b>\$ 33,602,335</b>	<b>\$ 8,430,219</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
Change in Fund Balance	\$ (69,325,929)	\$ (32,715,925)	\$ (7,909,008)	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Ending Fund Balance - after reserves</b>	<b>\$ 40,624,934</b>	<b>\$ 7,909,007</b>	<b>\$ 0</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

Estimated Actual 2024-2025 reflects forecast as of March 31, 2025 presented to the Board of Education in Third Quarter Financials presentation on May 27, 2025. Final Revised Budget 2024-2025 reflects updated information since March 31, 2025.

## Three Year Forecast Bond Building Fund 41

As all Bond proceeds were spent by February 2024 the forecast for 2025-2026 through 2028-2029 reflects \$0 projected activity within Fund 41.



## 2025-2026 Budget Building Fund 44

This Fund has been established to account for the management and actual construction of District facilities that were financed by General Obligations (GO) proceeds. The District had authority to sell GO bonds after the November 2024 bond election.

	Audited Actuals 2021-2022	Audited Actuals 2022-2023	Audited Actuals 2023-2024	Adopted Budget 2024-2025	Final Revised Budget 2024-2025	Estimated Actual 2024-2025	Proposed Budget 2025-2026	Adopted Budget 2025-2026
<b>Balance on Hand July 1</b>	-	-	-	-	-	-	291,837,635	291,837,635
<b>Revenues</b>								
Bond Issuance	-	-	-	-	307,247,971	307,247,971	-	-
State Revenue from CDE	-	-	-	-	-	-	-	-
Interest	-	-	-	-	11,394,233	12,567,411	10,831,374	10,831,374
<b>Total Revenue</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 318,642,204</b>	<b>\$ 319,815,382</b>	<b>\$ 10,831,374</b>	<b>\$ 10,831,374</b>
Transfer to/from Other Funds	-	-	-	-	-	-	-	-
<b>Total Sources</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 318,642,204</b>	<b>\$ 319,815,382</b>	<b>\$ 302,669,009</b>	<b>\$ 302,669,009</b>
<b>Expenditures</b>								
Salaries	-	-	-	-	443,560	274,984	1,285,773	1,285,773
Benefits	-	-	-	-	155,028	84,348	457,855	457,855
Buildings & Building Improvements	-	-	-	-	32,428,715	24,667,208	108,109,753	108,302,361
Purchased Services	-	-	-	-	3,201,798	675,042	1,482,539	1,482,539
Supplies	-	-	-	-	241,959	1,009,329	531,180	531,180
Debt Issuance Costs & Fiscal Charges	-	-	-	-	1,270,136	1,266,835	-	-
Other	-	-	-	-	-	-	-	-
<b>Total Expenditures</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 37,741,196</b>	<b>\$ 27,977,746</b>	<b>\$ 111,867,100</b>	<b>\$ 112,059,708</b>
Change in Fund Balance	\$ -	\$ -	\$ -	\$ -	\$ 280,901,008	\$ 291,837,635	\$ (101,035,726)	\$ (101,228,334)
<b>Ending Fund Balance - after reserves</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 280,901,008</b>	<b>\$ 291,837,635</b>	<b>\$ 190,801,909</b>	<b>\$ 190,609,301</b>

Estimated Actual 2024-2025 reflects forecast as of March 31, 2025 presented to the Board of Education in Third Quarter Financials presentation on May 27, 2025. Final Revised Budget 2024-2025 reflects updated information since March 31, 2025.

## Three Year Forecast Building Fund 44

A draw schedule for Fund 44 was utilized as a forecasting tool to project through the life of the November 2024 bond. It included District capital needs such as facility reinvestment and new construction. All bond proceeds are projected to be spent by December 2028. For more information on the November 2024 bond, refer to the Capital Budgeting Section.

	2025-2026 Adopted Budget		2026-2027 Projection		2027-2028 Projection		2028-2029 Projection	
<b>Balance on Hand July 1</b>	<b>291,837,635</b>	<b>\$</b>	<b>190,609,301</b>	<b>\$</b>	<b>177,657,640</b>	<b>\$</b>	<b>49,555,454</b>	
<b>Revenues</b>								
Bond Issuance	-		220,000,000		-		-	
Interest	10,831,374		6,560,998		3,580,170		3,580,170	
<b>Total Revenue</b>	<b>\$ 10,831,374</b>	<b>\$</b>	<b>226,560,998</b>	<b>\$</b>	<b>3,580,170</b>	<b>\$</b>	<b>3,580,170</b>	
Transfer to/from Other Funds	-		-		-		-	
<b>Total Sources</b>	<b>\$ 302,669,009</b>	<b>\$</b>	<b>226,560,998</b>	<b>\$</b>	<b>3,580,170</b>	<b>\$</b>	<b>3,580,170</b>	
<b>Expenditures</b>								
Salaries	1,285,773		1,153,749		713,086		363,674	
Benefits	457,855		379,687		288,432		148,754	
Buildings & Building Improvements	108,302,361		235,057,409		128,964,067		51,347,426	
Purchased Services	1,482,539		1,430,389		1,430,389		1,275,770	
Supplies	531,180		224,590		286,382		-	
Debt Issuance Costs & Fiscal Charges	-		1,266,835		-		-	
Other	-		-		-		-	
<b>Total Expenditures</b>	<b>\$ 112,059,708</b>	<b>\$</b>	<b>239,512,659</b>	<b>\$</b>	<b>131,682,357</b>	<b>\$</b>	<b>53,135,624</b>	
Change in Fund Balance	\$ (101,228,334)	\$	(12,951,661)	\$	(128,102,186)	\$	(49,555,454)	
<b>Ending Fund Balance - after reserves</b>	<b>\$ 190,609,301</b>	<b>\$</b>	<b>177,657,640</b>	<b>\$</b>	<b>49,555,454</b>	<b>\$</b>	<b>-</b>	

# 2025-2026 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 2025-2026 is \$0.

	Audited Actuals 2021-2022	Audited Actuals 2022-2023	Audited Actuals 2023-2024	Adopted Budget 2024-2025	Final Revised Budget 2024-2025	Estimated Actual 2024-2025	Proposed Budget 2025-2026	Adopted Budget 2025-2026
Balance on Hand July 1	-	-	-	-	-	-	-	-
<b>Revenues</b>								
COP Issuance	-	-	-	-	-	-	-	-
Premium on Bond	-	-	-	-	-	-	-	-
Investment Earnings	-	-	-	-	-	-	-	-
<b>Total Revenue</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transfer from General Fund	-	-	-	-	-	-	-	-
<b>Total Sources</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Expenditures</b>								
Salaries	-	-	-	-	-	-	-	-
Benefits	-	-	-	-	-	-	-	-
Building & Building Improvements	-	-	-	-	-	-	-	-
Purchased Services	-	-	-	-	-	-	-	-
Supplies	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
<b>Total Expenditures</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Change in Fund Balance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Ending Fund Balance - after reserves</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

## Three Year Forecast

### Certificate of Participation (COP) Building Fund 45

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Certificate of Participation (COP) Building Fund proceeds were spent by June 30, 2018. Beginning Fund balance for 2025-2026 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**

## 2025-2026 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 2021-2022	Audited Actuals 2022-2023	Audited Actuals 2023-2024	Adopted Budget 2024-2025	Final Revised Budget 2024-2025	Estimated Actual 2024-2025	Proposed Budget 2025-2026	Adopted Budget 2025-2026
<b>Balance on Hand July 1</b>	<b>3,969,420</b>	<b>704,109</b>	<b>957,265</b>	<b>3,172,899</b>	<b>3,848,953</b>	<b>3,848,953</b>	<b>5,517,453</b>	<b>5,517,453</b>
<b>Revenues</b>								
Health Insurance Premiums	47,592,054	51,399,531	56,666,008	61,393,571	61,393,571	64,070,290	66,569,837	66,569,837
Dental Insurance Premiums	3,196,177	3,034,283	3,142,655	3,929,977	3,929,977	3,681,278	3,959,198	3,959,198
Investment Earnings	12,940	72,251	47,438	52,087	52,087	8,828	8,826	8,826
Other	9,490	605,933	-	-	-	-	-	-
<b>Total Revenues</b>	<b>\$ 50,810,661</b>	<b>\$ 55,111,998</b>	<b>\$ 59,856,101</b>	<b>\$ 65,375,635</b>	<b>\$ 65,375,635</b>	<b>\$ 67,760,396</b>	<b>\$ 70,537,861</b>	<b>\$ 70,537,861</b>
Transfer from General Fund	-	-	-	-	-	-	-	-
<b>Total Sources</b>	<b>\$ 54,780,081</b>	<b>\$ 55,816,107</b>	<b>\$ 60,813,366</b>	<b>\$ 68,548,534</b>	<b>\$ 69,224,588</b>	<b>\$ 71,609,349</b>	<b>\$ 76,055,314</b>	<b>\$ 76,055,314</b>
<b>Expenditures</b>								
Salaries	34,475	37,450	1,300	-	-	-	-	-
Benefits	7,705	8,557	297	-	-	-	-	-
Health Plan	-	-	51,915,004	58,975,874	59,651,928	59,813,140	63,415,811	63,415,811
Dental Plan	-	-	3,160,844	3,929,977	3,929,977	3,711,079	3,959,198	3,959,198
Stop Loss Premiums	710,887	826,485	903,801	1,292,167	1,292,167	1,313,377	1,938,251	1,672,704
Purchased Services	53,294,090	53,965,879	983,166	1,108,044	1,108,044	1,254,298	1,215,775	1,215,775
Other	28,816	20,470	-	-	-	-	-	-
<b>Total Expenditures</b>	<b>\$ 54,075,973</b>	<b>\$ 54,858,842</b>	<b>\$ 56,964,412</b>	<b>\$ 65,306,062</b>	<b>\$ 65,982,116</b>	<b>\$ 66,091,894</b>	<b>\$ 70,529,035</b>	<b>\$ 70,263,488</b>
Change in Fund Balance	\$ (3,265,311)	\$ 253,156	\$ 2,891,689	\$ 69,573	\$ (606,481)	\$ 1,668,502	\$ 8,826	\$ 274,373
<b>Assigned to Contingency for Self-Insured Plans</b>	<b>\$ 704,109</b>	<b>\$ 957,265</b>	<b>\$ 3,848,954</b>	<b>\$ 3,242,472</b>	<b>\$ 3,242,472</b>	<b>\$ 3,245,547</b>	<b>\$ 3,245,129</b>	<b>\$ 3,245,129</b>
<b>Ending Fund Balance - after reserves</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 2,271,908</b>	<b>\$ 2,281,150</b>	<b>\$ 2,546,697</b>

Estimated Actual 2024-2025 reflects forecast as of March 31, 2025 presented to the Board of Education in Third Quarter Financial presentation on May 27, 2025. Final Revised Budget 2024-2025 reflects updated information since March 31, 2025.

## Three Year Forecast

### Medical and Dental Fund 65

Health insurance premiums are projected based on a three-year trend and the costs associated with self-insured plans, stop-loss coverage, and purchased services. United Healthcare premiums are expected to increase 2.4–2.6% annually, with a modest increase in UHC enrollment projected. Kaiser premiums are forecasted to rise by 5% annually, and Delta Dental by 25% in 2026–27, followed by inflation-based increases. Stop-loss premiums assume a 13.8% annual renewal increase. To maintain reserve levels, DCSD leadership may need to consider plan design changes to curb claim growth or implement premium increases above current projections.

	2025-2026 Adopted	2026-2027 Projection	2027-2028 Projection	2028-2029 Projection
<b>Balance on Hand July 1</b>	<b>5,517,453</b>	<b>5,791,826</b>	<b>5,791,826</b>	<b>5,791,826</b>
<b>Revenues</b>				
Health Insurance Premiums	66,569,837	68,667,113	71,021,728	73,482,346
Dental Insurance Premiums	3,959,198	4,948,998	5,067,773	5,191,089
Investment Earnings	8,826	-	-	-
Other	-	-	-	-
<b>Total Revenues</b>	<b>\$ 70,537,861</b>	<b>\$ 73,616,111</b>	<b>\$ 76,089,501</b>	<b>\$ 78,673,435</b>
Transfer from General Fund	-	-	-	-
<b>Total Sources</b>	<b>\$ 76,055,314</b>	<b>\$ 79,407,937</b>	<b>\$ 81,881,327</b>	<b>\$ 84,465,261</b>
<b>Expenditures</b>				
Salaries	-	-	-	-
Benefits	-	-	-	-
Health Plan	63,415,811	65,403,590	67,096,249	68,703,785
Dental Plan	3,959,198	4,948,998	5,067,773	5,191,089
Stop Loss Premiums	1,672,704	2,018,802	2,638,691	3,448,613
Purchased Services	1,215,775	1,244,720	1,286,788	1,329,948
Other	-	-	-	-
<b>Total Expenditures</b>	<b>\$ 70,263,488</b>	<b>\$ 73,616,111</b>	<b>\$ 76,089,501</b>	<b>\$ 78,673,435</b>
Change in Fund Balance	\$ 274,373	\$ -	\$ -	\$ -
<b>Assigned to Contingency for Self-Insured Plans</b>	<b>\$ 3,245,129</b>	<b>\$ 3,457,503</b>	<b>\$ 3,540,483</b>	<b>\$ 3,626,634</b>
<b>Balance on Hand June 30</b>	<b>\$ 2,546,697</b>	<b>\$ 2,334,323</b>	<b>\$ 2,251,343</b>	<b>\$ 2,165,192</b>

## 2025-2026 Budget

### Short Term Disability Insurance Fund 66

The District sets annual premiums based on projected claims, providing income replacement for eligible employees temporarily unable to work due to non-work-related illness or injury, ultimately offering greater control and potential cost savings while ensuring employee support.

	Audited Actuals 2021-2022	Audited Actuals 2022-2023	Audited Actuals 2023-2024	Adopted Budget 2024-2025	Final Revised Budget 2024-2025	Estimated Actual 2024-2025	Proposed Budget 2025-2026	Adopted Budget 2025-2026
Balance on Hand July 1	599,634	423,724	248,733	430,428	418,731	418,731	587,369	587,369
<b>Revenues</b>								
Short Term Disability Insurance Premiums	506,075	546,245	847,004	898,353	898,353	916,800	933,382	933,382
<b>Total Revenue</b>	<b>\$ 506,075</b>	<b>\$ 546,245</b>	<b>\$ 847,004</b>	<b>\$ 898,353</b>	<b>\$ 898,353</b>	<b>\$ 916,800</b>	<b>\$ 933,382</b>	<b>\$ 933,382</b>
Transfer from General Fund	-	-	-	-	-	-	-	-
<b>Total Sources</b>	<b>\$ 1,105,709</b>	<b>\$ 969,969</b>	<b>\$ 1,095,736</b>	<b>\$ 1,328,781</b>	<b>\$ 1,317,084</b>	<b>\$ 1,335,531</b>	<b>\$ 1,520,751</b>	<b>\$ 1,520,751</b>
<b>Expenditures</b>								
Salaries	-	-	-	-	-	-	-	-
Benefits	-	-	-	-	-	-	-	-
Short Term Disability Insurance Claims	524,355	566,991	516,489	626,099	626,067	649,624	682,105	682,105
Purchased Services	157,631	154,245	160,516	123,933	123,933	98,538	91,770	91,770
Other	-	-	-	-	-	-	-	-
<b>Total Expenditures</b>	<b>\$ 681,986</b>	<b>\$ 721,236</b>	<b>\$ 677,005</b>	<b>\$ 750,032</b>	<b>\$ 750,000</b>	<b>\$ 748,162</b>	<b>\$ 773,875</b>	<b>\$ 773,875</b>
Change in Fund Balance	\$ (175,910)	\$ (174,991)	\$ 169,999	\$ 148,321	\$ 148,353	\$ 168,638	\$ 159,507	\$ 159,507
<b>Ending Fund Balance - after reserves</b>	<b>\$ 423,724</b>	<b>\$ 248,733</b>	<b>\$ 418,731</b>	<b>\$ 578,749</b>	<b>\$ 567,084</b>	<b>\$ 587,369</b>	<b>\$ 746,876</b>	<b>\$ 746,876</b>

Estimated Actual 2024-2025 reflects forecast as of March 31, 2025 presented to the Board of Education in Third Quarter Financial presentation on May 27, 2025. Final Revised Budget 2024-2025 reflects updated information since March 31, 2025.

## Three Year Forecast

### Short Term Disability Insurance Fund 66

The multi-year forecast for the Short Term Disability Insurance fund balance is projected to grow through 2027–2028, driven by steady premium revenue and low claims. Premiums remain flat for employees. Claims are projected to increase by 10% annually, and administrative fees by 2%, resulting in a projected drawdown of the fund beginning in 2028–2029. No premium rate changes are anticipated.

	2025-2026 Adopted	2026-2027 Projection	2027-2028 Projection	2028-2029 Projection
<b>Balance on Hand July 1</b>	<b>587,369</b>	<b>746,876</b>	<b>890,945</b>	<b>980,729</b>
<b>Revenues</b>				
DCSD Premiums	933,382	952,050	971,091	990,513
<b>Total Revenues</b>	<b>\$ 933,382</b>	<b>\$ 952,050</b>	<b>\$ 971,091</b>	<b>\$ 990,513</b>
Transfer from General Fund	-	-	-	-
<b>Total Sources</b>	<b>\$ 1,520,751</b>	<b>\$ 1,698,926</b>	<b>\$ 1,862,036</b>	<b>\$ 1,971,241</b>
<b>Expenditures</b>				
Fees to Standard	91,770	93,394	95,262	99,111
Claims to Standard	682,105	714,586	786,045	951,114
<b>Total Expenditures</b>	<b>\$ 773,875</b>	<b>\$ 807,981</b>	<b>\$ 881,307</b>	<b>\$ 1,050,225</b>
Change in Fund Balance	\$ 159,507	\$ 144,069	\$ 89,784	\$ (59,713)
<b>Balance on Hand June 30</b>	<b>\$ 746,876</b>	<b>\$ 890,945</b>	<b>\$ 980,729</b>	<b>\$ 921,016</b>

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# **Financial Section**

## **Trust Fund Budgets**

# 2025-2026 Budget

## Private Purpose Trust Fund 75

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

	Audited Actuals 2021-2022	Audited Actuals 2022-2023	Audited Actuals 2023-2024	Adopted Budget 2024-2025	Final Revised Budget 2024-2025	Estimated Actual 2024-2025	Proposed Budget 2025-2026	Adopted Budget 2025-2026
Balance on Hand July 1	41,629	32,879	24,379	28,880	31,379	31,379	35,880	35,879
<b>Revenues</b>								
Contributions	48,000	50,000	52,000	52,000	52,000	52,000	52,000	52,000
<b>Total Revenue</b>	<b>\$ 48,000</b>	<b>\$ 50,000</b>	<b>\$ 52,000</b>	<b>\$ 52,000</b>	<b>\$ 52,000</b>	<b>\$ 52,000</b>	<b>\$ 52,000</b>	<b>\$ 52,000</b>
Transfer from General Fund	-	-	-	-	-	-	-	-
<b>Total Sources</b>	<b>\$ 89,629</b>	<b>\$ 82,879</b>	<b>\$ 76,379</b>	<b>\$ 80,880</b>	<b>\$ 83,379</b>	<b>\$ 83,379</b>	<b>\$ 87,880</b>	<b>\$ 87,879</b>
<b>Expenditures</b>								
Grants and Scholarships	56,750	58,500	44,999	48,000	47,500	47,500	49,000	49,000
<b>Total Expenditures</b>	<b>\$ 56,750</b>	<b>\$ 58,500</b>	<b>\$ 44,999</b>	<b>\$ 48,000</b>	<b>\$ 47,500</b>	<b>\$ 47,500</b>	<b>\$ 49,000</b>	<b>\$ 49,000</b>
Change in Fund Balance	\$ (8,750)	\$ (8,500)	\$ 7,001	\$ 4,000	\$ 4,500	\$ 4,500	\$ 3,000	\$ 3,000
<b>Ending Fund Balance - after reserves</b>	<b>\$ 32,879</b>	<b>\$ 24,379</b>	<b>\$ 31,380</b>	<b>\$ 32,880</b>	<b>\$ 35,879</b>	<b>\$ 35,879</b>	<b>\$ 38,880</b>	<b>\$ 38,879</b>

Estimated Actual 2024-2025 reflects forecast as of March 31, 2025 presented to the Board of Education in Third Quarter Financial presentation on May 27, 2025. Final Revised Budget 2024-2025 reflects updated information since March 31, 2025.

## Three Year Forecast

### Private Purpose Trust Fund 75

Estimated future contributions are trust distributions based on the 2025 calendar year. Four participating schools are each projected to receive \$12,000 in 2025-2026, with the expectation of one \$1,000 deferred scholarship from 2024-2025. These schools are 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 trust distribution.

	2025-2026 Adopted Budget	2026-2027 Projection	2027-2028 Projection	2028-2029 Projection
<b>Balance on Hand July 1</b>	<b>35,879</b>	<b>38,879</b>	<b>38,879</b>	<b>38,879</b>
<b>Revenues</b>				
Contributions	52,000	52,000	52,000	52,000
<b>Total Revenues</b>	<b>\$ 52,000</b>	<b>\$ 52,000</b>	<b>\$ 52,000</b>	<b>\$ 52,000</b>
<b>Total Sources</b>	<b>\$ 87,879</b>	<b>\$ 90,879</b>	<b>\$ 90,879</b>	<b>\$ 90,879</b>
<b>Expenditures</b>				
Grants and Scholarships	49,000	52,000	52,000	52,000
<b>Total Expenditures</b>	<b>\$ 49,000</b>	<b>\$ 52,000</b>	<b>\$ 52,000</b>	<b>\$ 52,000</b>
Change in Fund Balance	\$ 3,000	\$ -	\$ -	\$ -
<b>Balance on Hand June 30</b>	<b>\$ 38,879</b>	<b>\$ 38,879</b>	<b>\$ 38,879</b>	<b>\$ 38,879</b>

## Significant Changes in Fund Balance

Fund	Estimated Actual	Adopted Budget	Change in Ending Fund Balance	% Change
	2024-2025 Ending Balance	2025-2026 Ending Balance		
General Fund (10)	142,578,642	123,955,580	(18,623,062)	-13%
Outdoor Education Fund (13)	-	12,000	12,000	0%
Capital Projects Fund (14)	24,270,673	16,357,393	(7,913,280)	-33%
Full Day Kindergarten Fund (15)	-	-	-	0%
Transportation Fund (25)	5,250,990	693,982	(4,557,008)	-87%
Nutrition Services NSLP Fund (21)	10,636,725	10,636,725	-	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)	5,507,732	3,618,296	(1,889,436)	-34%
Child Care Fund (29)	3,938,481	2,269,864	(1,668,617)	-42%
Bond Redemption Fund (31)	80,629,404	86,205,864	5,576,460	7%
Certificate of Participation Lease Payment Fund (39)	1,930	1,930	-	0%
Bond Building Fund (44)	291,837,635	190,609,301	(101,228,334)	-35%
Certificate of Participation Building Fund (45)	-	-	-	0%
Medical and Dental Fund (65)	5,517,453	5,791,826	274,373	5%
Short Term Disability Insurance Fund (66)	587,369	746,876	159,507	27%
Private Purpose Trust Fund (75)	35,879	38,879	3,000	8%
<b>Total</b>	<b>\$ 570,792,913</b>	<b>\$ 440,938,516</b>	<b>\$ (129,854,397)</b>	<b>-23%</b>

### **Explanation of Changes in Ending Fund Balance Greater Than Ten Percent**

**General Education Fund:** Is projected to use \$18,623,062 of fund balance due to one-time retention initiatives, compensation increases, investments in district-managed student programming as well as investments in facility operations and support systems

**Capital Projects Fund:** Is projected to use \$7,913,280 of fund balance for continued urgent capital needs for BOE committed projects from 23-24

**Transportation Fund:** Is projected to use \$4,557,008 of fund balance due to an underfunded interfund in 24-25 in order to draw down fund balance. Interfund transfer budget is calculated based on use of fund balance less amount needed to cover inventory

**Athletics and Activities Fund:** Is projected to use \$1,889,436 of fund balance due to one-time projects at district-managed stadiums

**Child Care Fund:** Is projected to use \$1,668,617 due to increased costs of personnel and limited increases to the individual site tuition and fees

**Bond Building Fund:** Is projected to use \$101,228,334 of fund balance for ongoing bond projects planned out of the 2024 Bond that must be spent within five years

**Short Term Disability Insurance Fund:** Is projected to generate \$159,507 of fund balance due to increased number of eligible employees resulting in increased premiums



# **Financial Section**

## **School Financials**

# Colorado School Awards in 2024-2025

## 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 2024-2025

### **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 Academy Charter School
- Ranch View Middle School
- Redstone Elementary School
- Renaissance Secondary School
- Rock Canyon High School
- Rocky 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

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

## 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 2024 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 2024

Rating: Accredited 71.2 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/DPF2024/Official/0900-1-Year-Official.pdf>

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

## 2024-2025 School Performance Framework Indicators

Douglas County School District Re.1					
School Performance Frameworks					
	2024-2025 School Performance Framework Indicators				
	Final Rating	Points Earned	Academic Achievement	Academic Growth	Accountability Participation Rate
<b>Elementary Schools</b>					
Acres Green Elementary	Performance Plan	62.10%	Approaching	Meets	Meets 95% Participation
Arrowwood Elementary	Performance Plan	73.10%	Meets	Meets	Meets 95% Participation
Bear Canyon Elementary	Performance Plan	89.00%	Exceeds	Meets	Meets 95% Participation
Buffalo Ridge Elementary	Performance Plan	68.40%	Exceeds	Approaching	Meets 95% Participation
Castle Rock Elementary	Performance Plan	72.70%	Meets	Meets	Meets 95% Participation
Cherokee Trail Elementary	Performance Plan	61.10%	Approaching	Approaching	Meets 95% Participation
Cherry Valley Elementary	Performance Plan	92.50%	Exceeds	Exceeds	Meets 95% Participation
Clear Sky Elementary	Performance Plan	68.70%	Meets	Meets	Meets 95% Participation
Copper Mesa Elementary	Performance Plan	93.30%	Exceeds	Exceeds	Meets 95% Participation
Cougar Run Elementary	Performance Plan	87.40%	Exceeds	Meets	Meets 95% Participation
Coyote Creek Elementary	Performance Plan	87.40%	Exceeds	Meets	Meets 95% Participation
Eagle Ridge Elementary	Performance Plan	68.40%	Meets	Meets	Meets 95% Participation
Eldorado Elementary	Performance Plan	73.30%	Exceeds	Meets	Meets 95% Participation
Flagstone Elementary	Performance Plan	82.50%	Meets	Meets	Meets 95% Participation
Fox Creek Elementary	Performance Plan	70.50%	Meets	Meets	Meets 95% Participation
Franktown Elementary	Performance Plan	80.40%	Exceeds	Meets	Meets 95% Participation
Frontier Valley Elementary	Performance Plan	62.70%	Meets	Approaching	Meets 95% Participation
Gold Rush Elementary	Performance Plan	84.00%	Exceeds	Meets	Meets 95% Participation
Heritage Elementary	Performance Plan	90.90%	Exceeds	Exceeds	Meets 95% Participation
Iron Horse Elementary	Performance Plan	75.80%	Meets	Meets	Meets 95% Participation
Larkspur Elementary	Performance Plan	89.60%	Meets	Exceeds	Meets 95% Participation
Legacy Point Elementary	Performance Plan	55.70%	Approaching	Approaching	Meets 95% Participation
Lone Tree Elementary	Performance Plan	97.40%	Exceeds	Exceeds	Meets 95% Participation
Mammoth Heights Elementary	Performance Plan	72.50%	Meets	Meets	Meets 95% Participation
Meadow View Elementary	Performance Plan	71.70%	Meets	Meets	Meets 95% Participation
Mountain View Elementary	Performance Plan	0.00%	N/A	N/A	N/A
Northeast Elementary	Performance Plan	97.40%	Exceeds	Exceeds	Meets 95% Participation
Northridge Elementary	Performance Plan	90.30%	Exceeds	Meets	Meets 95% Participation
Pine Grove Elementary	Performance Plan	81.10%	Meets	Meets	Meets 95% Participation
Pine Lane Elementary	Performance Plan	77.30%	Meets	Meets	Meets 95% Participation
Pioneer Elementary	Performance Plan	71.80%	Meets	Meets	Meets 95% Participation
Prairie Crossing Elementary	Performance Plan	86.70%	Meets	Meets	Meets 95% Participation
Redstone Elementary	Performance Plan	81.80%	Exceeds	Meets	Meets 95% Participation
Renaissance Magnet Elementary	Performance Plan	79.00%	Meets	Meets	Meets 95% Participation
Rock Ridge Elementary	Performance Plan	67.40%	Approaching	Meets	Meets 95% Participation
Roxborough Intermediate Elementary	Performance Plan	69.90%	Meets	Approaching	Meets 95% Participation
Roxborough Primary Elementary	Performance Plan	0.00%	N/A	N/A	N/A
Saddle Ranch Elementary	Performance Plan	82.70%	Exceeds	Meets	Meets 95% Participation
Sage Canyon Elementary	Performance Plan	71.70%	Meets	Meets	Low Participation
Sand Creek Elementary	Performance Plan	78.80%	Meets	Meets	Meets 95% Participation
Sedalia Elementary	Performance Plan	62.30%	Approaching	Meets	Meets 95% Participation
Soaring Hawk Elementary	Performance Plan	94.30%	Meets	Exceeds	Meets 95% Participation
South Ridge Elementary*	Improvement Plan	60.40%	Approaching	Approaching	Low Participation
Stone Mountain Elementary	Performance Plan	83.60%	Exceeds	Meets	Meets 95% Participation
Summit View Elementary	Performance Plan	82.90%	Exceeds	Meets	Meets 95% Participation
Timber Trail Elementary	Performance Plan	83.50%	Exceeds	Meets	Meets 95% Participation
Trailblazer Elementary	Performance Plan	79.30%	Meets	Meets	Meets 95% Participation
Wildcat Mountain Elementary	Performance Plan	73.30%	Exceeds	Meets	Meets 95% Participation

\*School rating decreased due to participation

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

# 2024-2025 School Performance Framework Indicators

Douglas County School District Re.1					
School Performance Frameworks					
	2024-2025 School Performance Framework Indicators				
	Final Rating	Points Earned	Academic Achievement	Academic Growth	Accountability Participation Rate
<b>Secondary Schools</b>					
<b>Middle Schools</b>					
Castle Rock Middle School	Performance Plan	57.10%	Meets	Approaching	Meets 95% Participation
Cimarron Middle	Performance Plan	63.00%	Meets	Approaching	Meets 95% Participation
Cresthill Middle School	Performance Plan	60.40%	Meets	Approaching	Meets 95% Participation
Mesa Middle School	Performance Plan	63.30%	Meets	Meets	Meets 95% Participation
Mountain Ridge Middle School	Performance Plan	62.30%	Meets	Approaching	Meets 95% Participation
Ranch View Middle School	Performance Plan	64.70%	Exceeds	Approaching	Meets 95% Participation
Rocky Heights Middle School	Performance Plan	80.90%	Exceeds	Meets	Meets 95% Participation
Sagewood Middle School	Performance Plan	53.70%	Approaching	Approaching	Meets 95% Participation
Sierra Middle School	Improvement Plan	52.20%	Approaching	Approaching	Meets 95% Participation
<b>High Schools</b>					
Castle View High School	Performance Plan	72.20%	Meets	Meets	Meets 95% Participation
Chaparral High School	Performance Plan	78.20%	Meets	Meets	Meets 95% Participation
Douglas County High School	Performance Plan	70.40%	Meets	Meets	Meets 95% Participation
Highlands Ranch High School	Performance Plan	72.10%	Meets	Meets	Meets 95% Participation
Legend High School	Performance Plan	66.90%	Meets	Approaching	Meets 95% Participation
Mountain Vista High School	Performance Plan	85.70%	Exceeds	Meets	Meets 95% Participation
Ponderosa High School	Performance Plan	71.30%	Meets	Approaching	Meets 95% Participation
Rock Canyon High School	Performance Plan	87.50%	Exceeds	Meets	Meets 95% Participation
ThunderRidge High School	Performance Plan	81.40%	Meets	Meets	Meets 95% Participation
<b>Alternative Schools</b>					
Daniel C. Oakes High School	AEC: Insufficient State Data	0.00%	N/A	Does Not Meet	Meets 95% Participation
Eagle Academy	AEC: Insufficient State Data	0.00%	N/A	Approaching	Low Participation
eDCSD*	Improvement Plan	76.10%	Exceeds	Meets	Low Participation
VALE	Performance Plan	60.70%	Meets	Approaching	Meets 95% Participation
<b>Charter Schools</b>					
Academy Charter School	Performance Plan	82.60%	Exceeds	Meets	Meets 95% Participation
American Academy Charter School	Performance Plan	91.50%	Exceeds	Exceeds	Meets 95% Participation
Aspen View Academy Charter School	Performance Plan	68.30%	Meets	Approaching	Meets 95% Participation
Ben Franklin Academy Charter School	Performance Plan	79.30%	Exceeds	Meets	Meets 95% Participation
Challenge To Excellence Charter School	Performance Plan	88.00%	Exceeds	Meets	Meets 95% Participation
DCS Montessori Charter School	Performance Plan	66.40%	Meets	Approaching	Meets 95% Participation
Global Village Academy Charter School	Performance Plan	77.90%	Meets	Meets	Meets 95% Participation
HOPE Online Charter School	AEC: Performance Plan	67.30%	Does Not Meet	Approaching	Meets 95% Participation
Leman Academy of Excellence	Performance Plan	84.10%	Meets	Meets	Meets 95% Participation
Northstar Academy Charter School	Performance Plan	85.00%	Exceeds	Meets	Meets 95% Participation
Parker Core Knowledge Charter School	Performance Plan	92.50%	Exceeds	Exceeds	Meets 95% Participation
Parker Performing Arts Charter School	Performance Plan	67.90%	Meets	Meets	Meets 95% Participation
Platte River Academy Charter School	Performance Plan	85.40%	Exceeds	Meets	Meets 95% Participation
Renaissance Secondary Charter School	Performance Plan	82.80%	Meets	Meets	Meets 95% Participation
SkyView Academy Charter School	Performance Plan	75.10%	Meets	Meets	Meets 95% Participation
STEM Academy Charter School	Performance Plan	88.10%	Exceeds	Meets	Meets 95% Participation
World Compass Academy Charter School	Performance Plan	74.40%	Meets	Meets	Meets 95% Participation

\*School rating decreased due to participation

## East Planning Area

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### **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

### **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

### **Ponderosa High School Feeder**

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

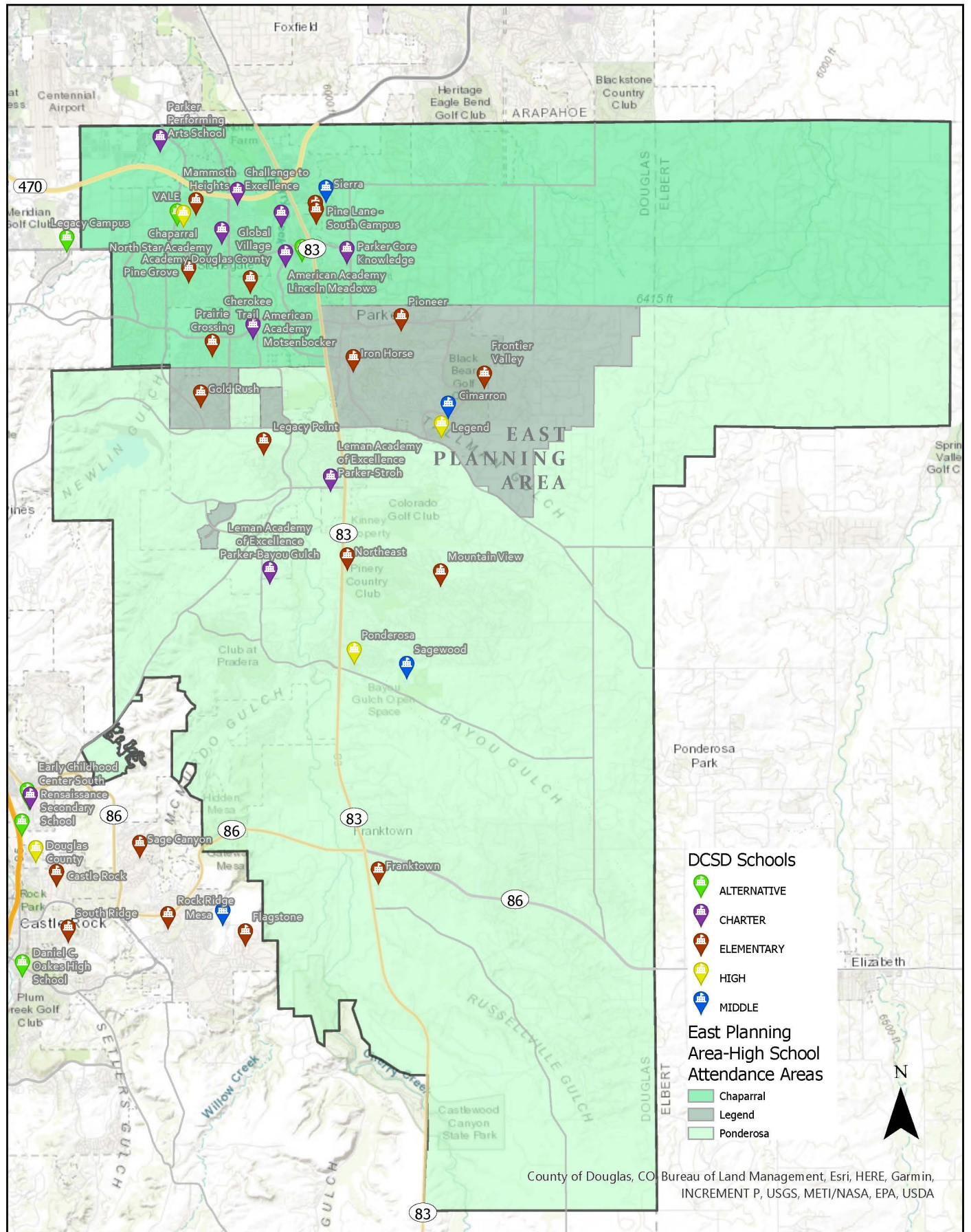
### **Charter Schools**

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

### **Alternative Schools**

- Venture Academy of Leadership & Entrepreneurship

# East Planning Area Map



# West Planning Area

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**Douglas County High School Feeder**

- Castle Rock Elementary School
- Cherry Valley Elementary School
- Flagstone Elementary School
- Renaissance Elementary Magnet School
- Rock Ridge Elementary School
- Sage Canyon Elementary School
- South Ridge 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**

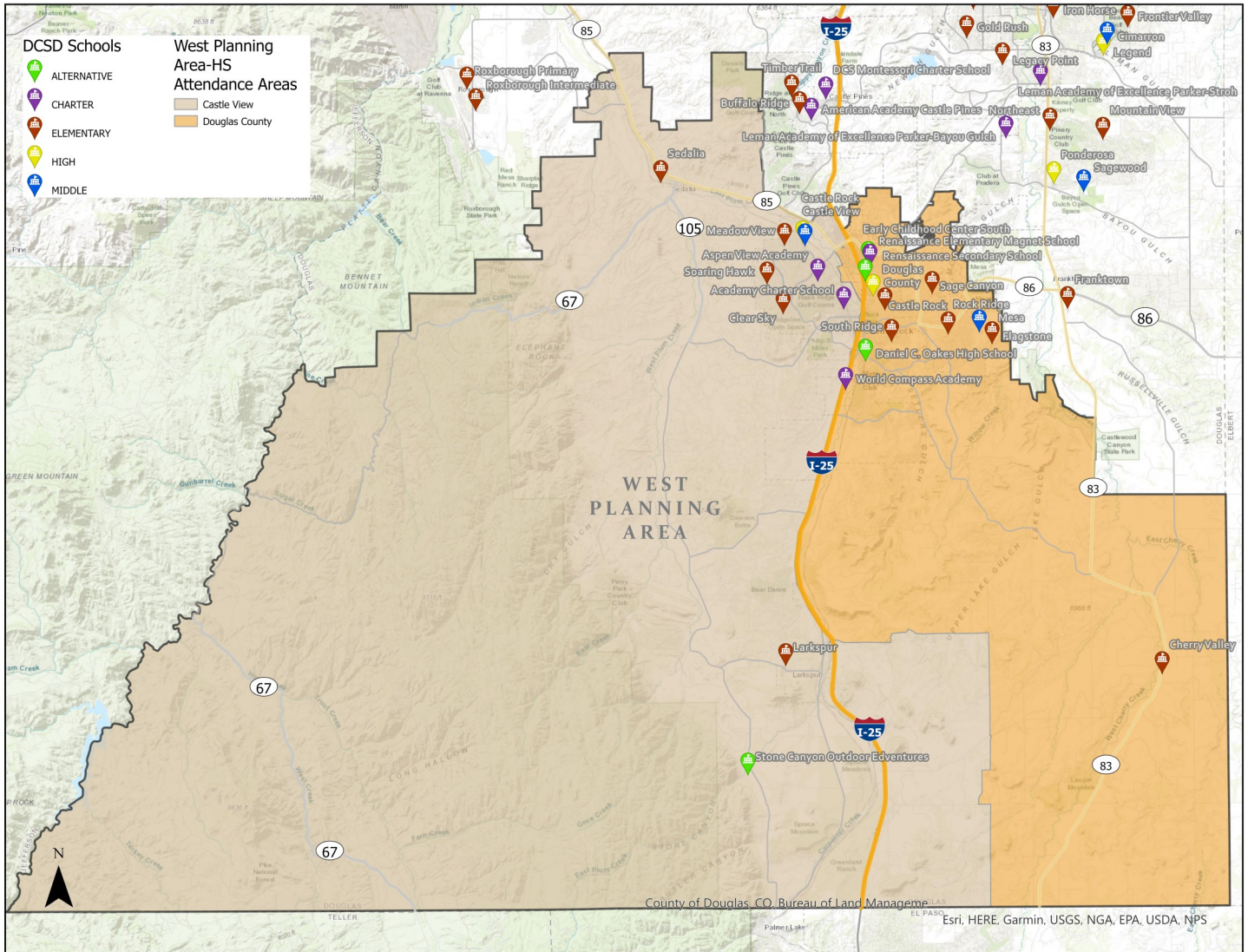
- Academy Charter School
- Aspen View Academy Charter School
- Renaissance Secondary Charter School
- World Compass Academy Charter School

**Alternative Schools**

- Daniel C. Oakes High School

\* Stone Canyon Outdoor Edventures is a Co-Curricular Program

# West Planning Area Map



# 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
- Rocky Heights Middle School
- Rock Canyon High 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

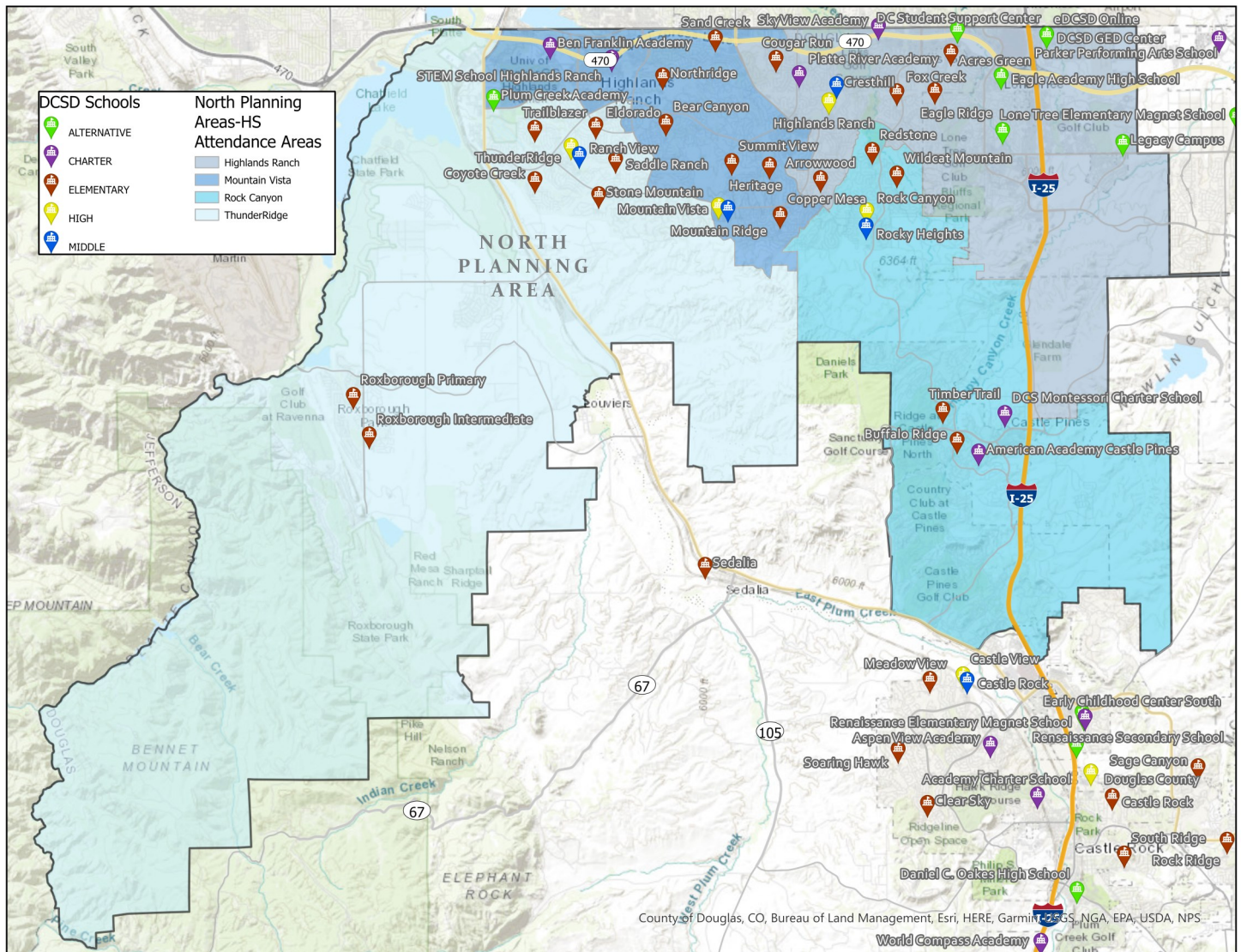
- American Academy Charter School—Castle Pines
- Ben Franklin Academy Charter School
- DCS Montessori Charter School
- Platte River Academy Charter School
- SkyView Academy Charter School
- STEM School Highlands Ranch Charter School

## Alternative Schools

- DCSD Bridge Transition Program
- Eagle Academy Alternative High School
- eDCSD Online
- Plum Creek Academy

\*Legacy Campus is a Co-Curricular Program

## North Planning Area Map



*Learn Today, Lead Tomorrow*

## Interactive Online School Financials through OpenBook

DCSD uses Openbook's interactive software for school financial reporting. The following links to Openbook can also be found on DCSD Financial Transparency website:

### Link to Expenditure Report:

<https://dcsdk12.openbook.questica.com/#/spotlight/75ec453f-1d95-467d-852d-21f985d250be>

The expenditure report shows the 2025-2026 Adopted Budget General Fund Expenditures and Reserves. It excludes transfers to other funds and transfers, charter schools and capital projects. As shown in the image below, viewers can select between a bar graph of the dollar amounts, pie chart of the percentage of the total by each division or summary formatted as a table. Each breakdown by Division is drillable to three additional layers of detail: first the entity hierarchy, next the cost center (department) and finally the expenditure type (ledger category).

Select desired year and click *Apply* to view. Hover over each bar in the graph for more detail.

### School and Department

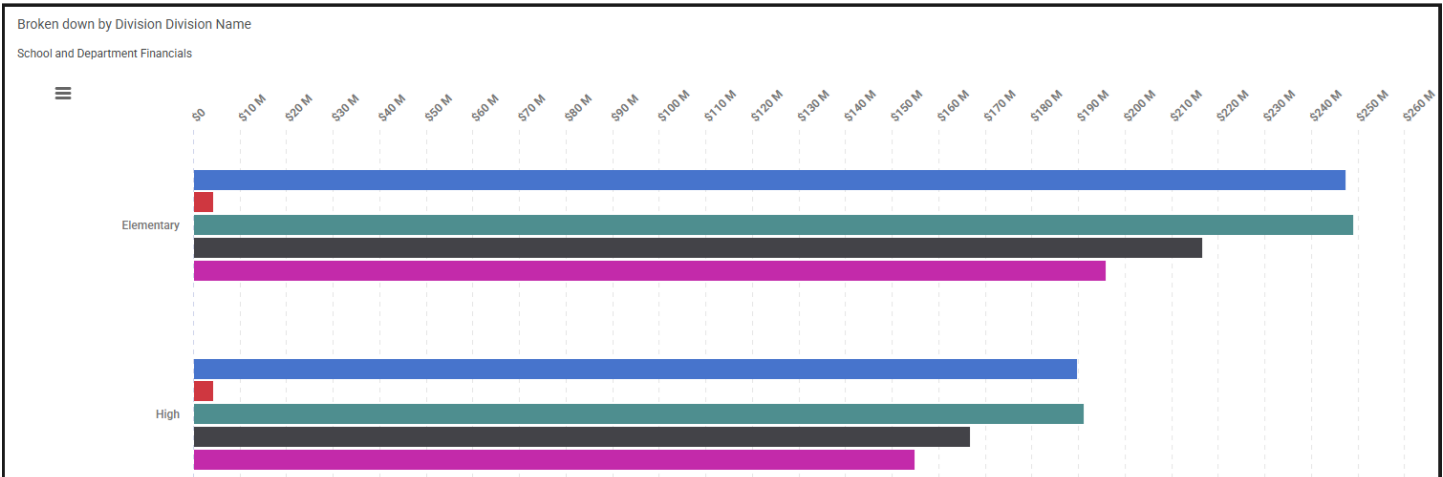
**Budget Year**

2025-2026 ▼

Apply

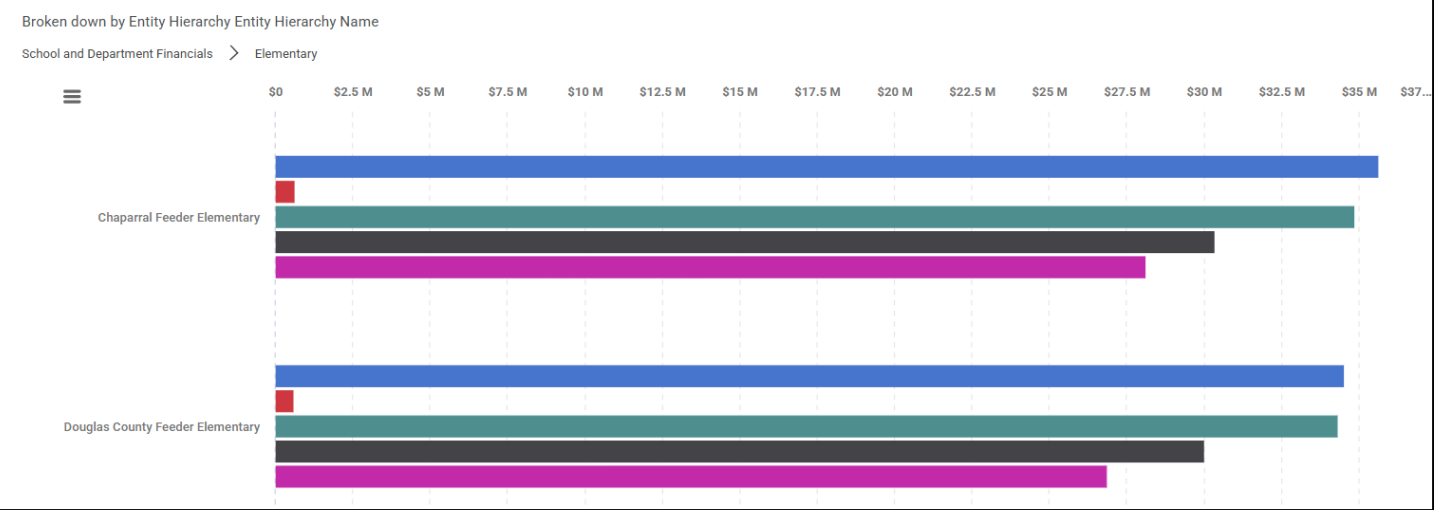
2022-2023
2023-2024
2024-2025
2025-2026

### First Level: Division

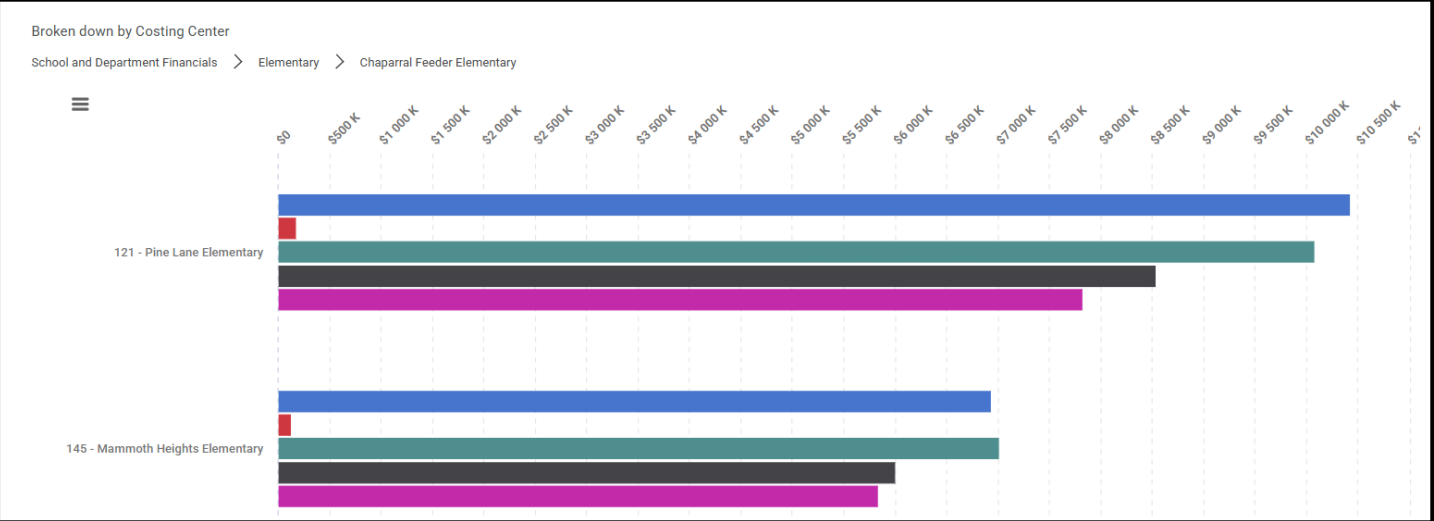


# Interactive Online School Financials through OpenBook

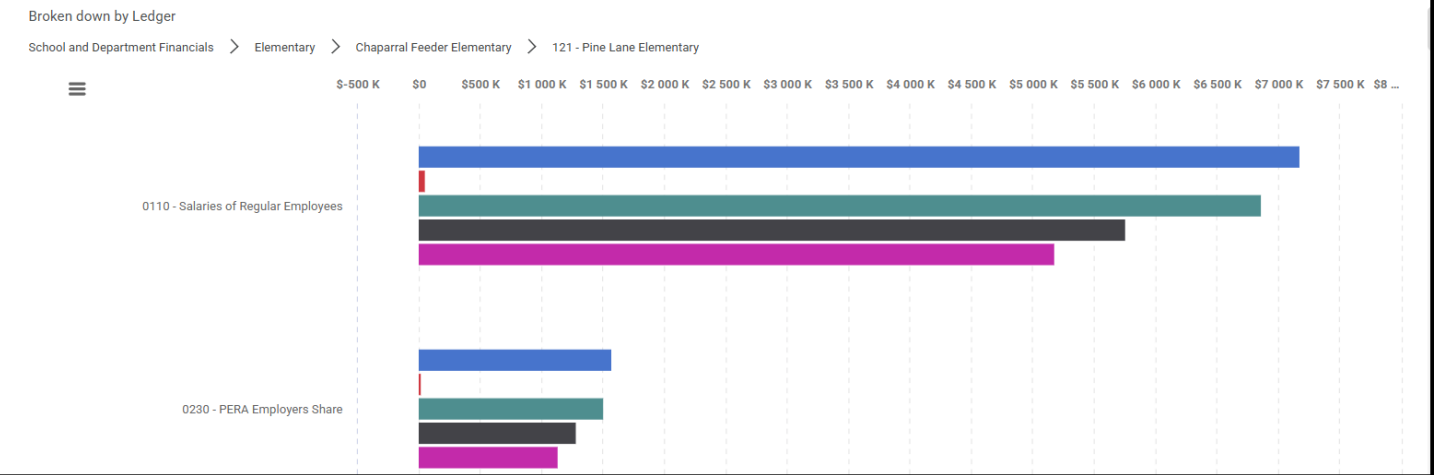
## Second Level: Entity Hierarchy



## Third Level: Costing Center



## Fourth Level: Ledger

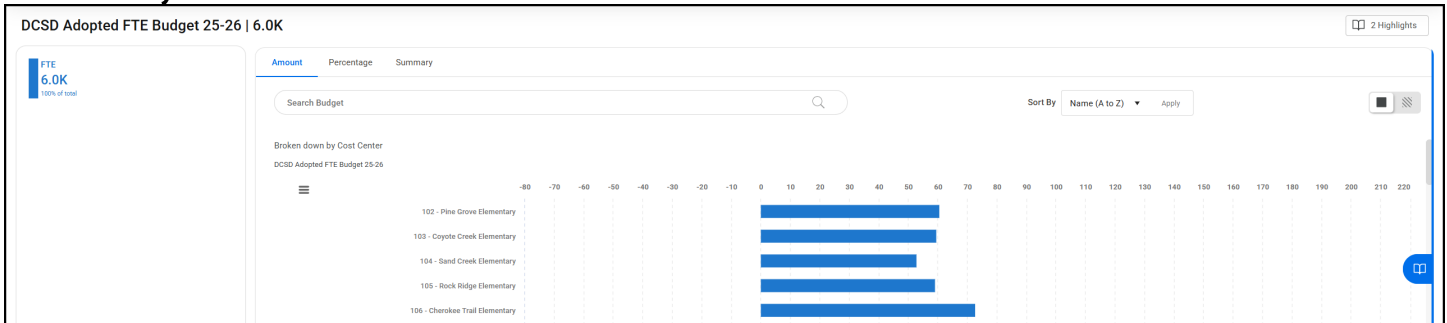


# Interactive Online School Financials through OpenBook

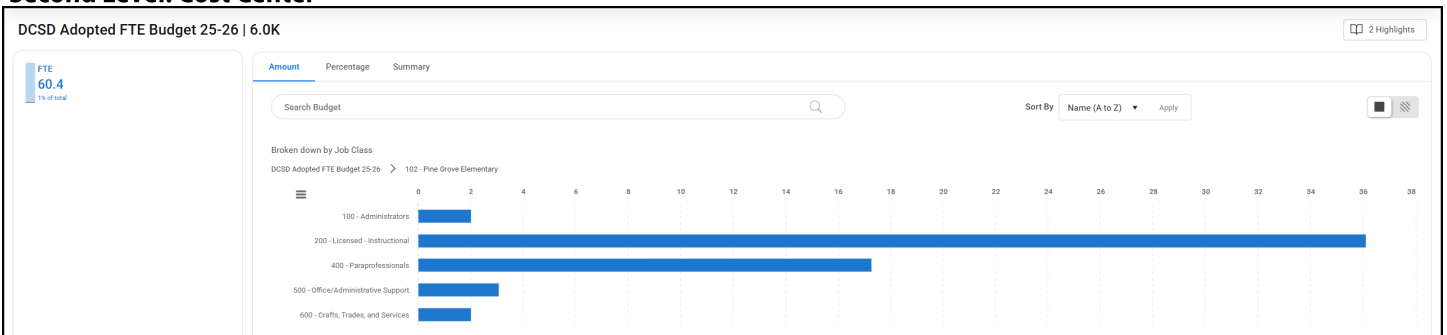
**Link to FTE Report:** <https://dcsdk12.openbook.questica.com/#/visualization/c2cbefef-d038-4376-8f24-de63c89081b4>.

The FTE report displays the 2025-2026 Adopted Budget Full Time Equivalents (FTE) for the General Fund. It excludes employees funded outside of the General Fund (such as in Nutrition Services or Transportation). The interactive tool has a similar layout with two levels: first by cost center and then by job class (type of position). FTE is defined as hours worked in a 40 hour work week, meaning a 40 hour a week employee is a 1.0 FTE while a 20 hour a week employee is a 0.5 FTE.

## First Level: by Division



## Second Level: Cost Center



# Interactive Online School Financials through OpenBook

## Link to Weighted Student Funding Report:

<https://dcsdk12.openbook.questica.com/#/spotlight/b63aad74-8f4e-4fd8-97e6-ca29f6b76619>

The Weighted Student Funding Report outlines each neighborhood school’s base allocation under the Site-Based Budgeting formula. Allocations are divided into base per-pupil funding, discretionary formula weights, and non-discretionary FTE and dollar-based allocations. Discretionary formula weights include At-Risk and Academic Intervention weights to provide additional support where students need it most. Schools have flexibility over discretionary dollars, while non-discretionary allocations cover required positions or resources. Principals are held accountable to the total value of their allocations. Refer to the [Site-Based Budgeting Formula Guide](#) for more information on SBB Allocations.

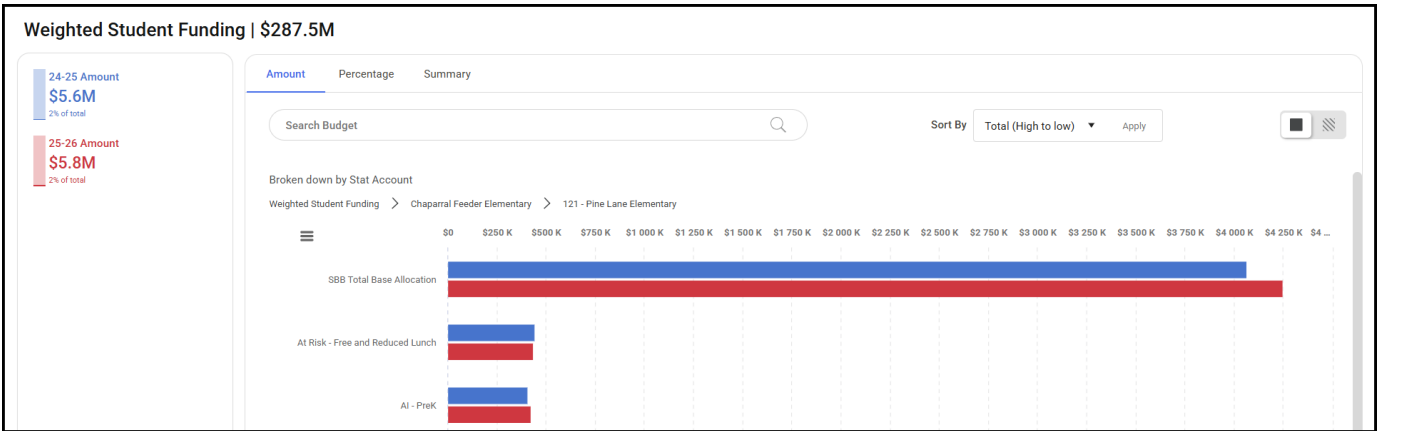
### First Level: Division



### Second Level: Cost Center



### Third Level: Allocations



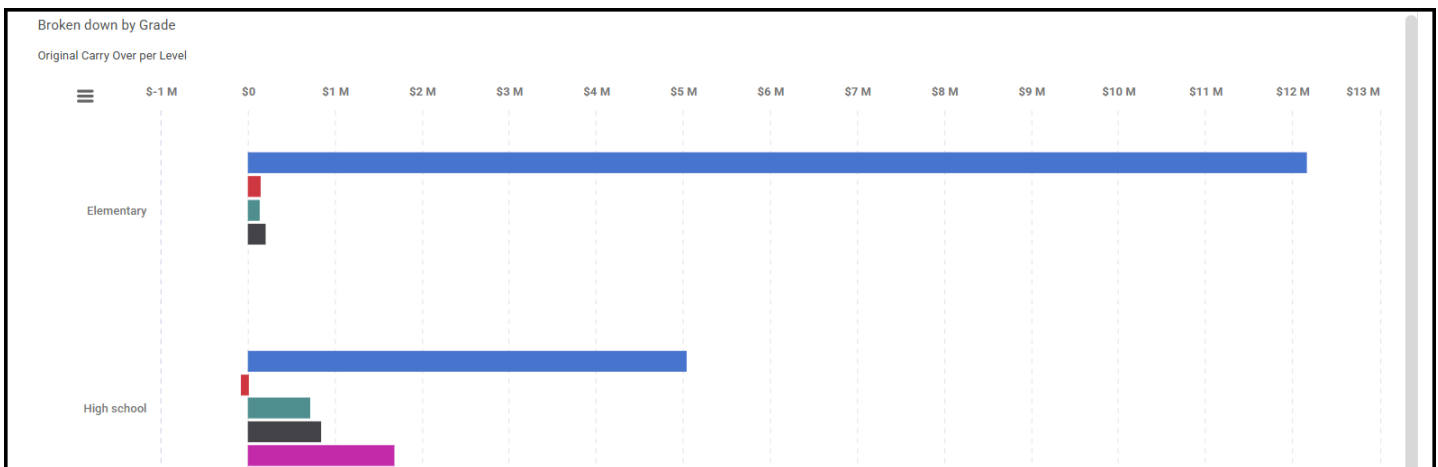
# Interactive Online School Financials through OpenBook

## Link to Carry Over Report:

<https://dcsdk12.openbook.questica.com/#/spotlight/3c92f6c3-d846-4784-bffe-585b6aff8847>

The Carry Over per Level report shows each school's unspent discretionary instructional and support non-salary dollars from the previous fiscal year, starting in 2023-2024 and dating back to 2020-2021. The interactive tool organizes data by division and costing center. Carryover is calculated based on budget versus actuals in eligible operational accounts. Once awarded, schools may reallocate carryover within their discretionary SBB budget for instructional or support supplies and services. Additional details are outlined in Board Policy DB-R.

## First Level: by Division



## Second Level: Cost Center



# 2025-2026 Adopted Budget: Elementary School Summary

School summaries only include Site-Based Budget (SBB) allocations. All descriptions of school summary defined on page 195.

	Enrollment			SBB Allocations							
	24-25 Oct. Count	Projected Enrollment	Variance	Discretionary Allocations	Highly Impacted	Total Discretionary	Non-Discretionary Allocations	Total SBB	Total per pupil	Instructional (\$/pupil)	Support (\$/pupil)
Elementary Schools											
Acres Green Elementary	300	272	(28)	\$ 2,620,259	\$ 104,628	\$ 2,724,887	\$ 2,071,381	\$ 4,796,268	\$ 17,633	\$ 664	\$ 247
Arrowwood Elementary	335	325	(10)	\$ 2,705,234	\$ -	\$ 2,705,234	\$ 2,036,599	\$ 4,741,833	\$ 14,590	\$ 789	\$ -
Bear Canyon Elementary	341	330	(11)	\$ 2,514,580	\$ -	\$ 2,514,580	\$ 1,404,547	\$ 3,919,127	\$ 11,876	\$ 329	\$ -
Buffalo Ridge Elementary	495	511	16	\$ 3,854,961	\$ -	\$ 3,854,961	\$ 1,872,790	\$ 5,727,751	\$ 11,209	\$ 796	\$ -
Castle Rock Elementary	419	419	-	\$ 3,487,991	\$ 7,650	\$ 3,495,641	\$ 2,571,868	\$ 6,067,509	\$ 14,481	\$ 724	\$ -
Cherokee Trail Elementary	503	492	(11)	\$ 4,176,629	\$ -	\$ 4,176,629	\$ 2,350,413	\$ 6,527,042	\$ 13,266	\$ 16	\$ -
Cherry Valley Elementary	25	27	2	\$ 571,081	\$ -	\$ 571,081	\$ 202,987	\$ 774,068	\$ 28,669	\$ -	\$ -
Clear Sky Elementary	598	602	4	\$ 4,871,139	\$ -	\$ 4,871,139	\$ 2,236,511	\$ 7,107,650	\$ 11,807	\$ 545	\$ 155
Copper Mesa Elementary	276	256	(20)	\$ 2,108,555	\$ -	\$ 2,108,555	\$ 1,433,075	\$ 3,541,630	\$ 13,834	\$ 185	\$ -
Cougar Run Elementary	392	391	(1)	\$ 3,044,700	\$ -	\$ 3,044,700	\$ 2,004,266	\$ 5,048,966	\$ 12,913	\$ 282	\$ -
Coyote Creek Elementary	482	513	31	\$ 3,919,573	\$ -	\$ 3,919,573	\$ 1,868,096	\$ 5,787,669	\$ 11,282	\$ 519	\$ 48
Eagle Ridge Elementary	544	557	13	\$ 4,603,143	\$ -	\$ 4,603,143	\$ 2,867,490	\$ 7,470,633	\$ 13,412	\$ 904	\$ -
Eldorado Elementary	352	345	(7)	\$ 2,782,422	\$ 34,250	\$ 2,816,672	\$ 2,302,297	\$ 5,118,969	\$ 14,838	\$ 82	\$ -
Flagstone Elementary	460	460	-	\$ 3,627,351	\$ -	\$ 3,627,351	\$ 1,872,504	\$ 5,499,855	\$ 11,956	\$ 1,086	\$ -
Fox Creek Elementary	408	388	(20)	\$ 3,076,156	\$ -	\$ 3,076,156	\$ 1,803,375	\$ 4,879,531	\$ 12,576	\$ 416	\$ 256
Franktown Elementary	336	332	(4)	\$ 2,576,566	\$ -	\$ 2,576,566	\$ 1,691,909	\$ 4,268,475	\$ 12,857	\$ 243	\$ 89
Frontier Valley Elementary	347	354	7	\$ 2,754,364	\$ -	\$ 2,754,364	\$ 1,579,427	\$ 4,333,791	\$ 12,242	\$ 325	\$ -
Gold Rush Elementary	612	580	(32)	\$ 4,469,252	\$ -	\$ 4,469,252	\$ 1,961,915	\$ 6,431,167	\$ 11,088	\$ 695	\$ -
Heritage Elementary	352	336	(16)	\$ 2,629,652	\$ -	\$ 2,629,652	\$ 1,618,325	\$ 4,247,977	\$ 12,643	\$ 135	\$ -
Iron Horse Elementary	360	358	(2)	\$ 2,886,740	\$ -	\$ 2,886,740	\$ 1,764,286	\$ 4,651,026	\$ 12,992	\$ 358	\$ -
Larkspur Elementary	161	157	(4)	\$ 1,505,324	\$ -	\$ 1,505,324	\$ 987,333	\$ 2,492,657	\$ 15,877	\$ 556	\$ -
Legacy Point Elementary	441	448	7	\$ 3,639,773	\$ 75,000	\$ 3,714,773	\$ 2,003,332	\$ 5,718,105	\$ 12,764	\$ 1,632	\$ -
Lone Tree Elementary	365	367	2	\$ 2,760,668	\$ -	\$ 2,760,668	\$ 1,077,927	\$ 3,838,595	\$ 10,459	\$ 298	\$ -
Mammoth Heights Elementary	544	534	(10)	\$ 4,372,350	\$ -	\$ 4,372,350	\$ 2,304,482	\$ 6,676,832	\$ 12,503	\$ 437	\$ -
Meadow View Elementary	480	470	(10)	\$ 3,772,705	\$ -	\$ 3,772,705	\$ 1,969,932	\$ 5,742,637	\$ 12,218	\$ 20	\$ -
Mountain View Elementary	270	266	(4)	\$ 2,268,492	\$ -	\$ 2,268,492	\$ 1,490,711	\$ 3,759,203	\$ 14,132	\$ 828	\$ -
Northeast Elementary	329	307	(22)	\$ 2,459,825	\$ -	\$ 2,459,825	\$ 1,608,344	\$ 4,068,169	\$ 13,251	\$ 508	\$ -
Northridge Elementary	560	560	-	\$ 4,361,905	\$ -	\$ 4,361,905	\$ 1,897,189	\$ 6,259,094	\$ 11,177	\$ 335	\$ -
Pine Grove Elementary	452	440	(12)	\$ 3,417,664	\$ -	\$ 3,417,664	\$ 1,831,563	\$ 5,249,227	\$ 11,930	\$ 234	\$ -
Pine Lane Elementary	687	687	-	\$ 5,817,543	\$ 56,386	\$ 5,873,929	\$ 4,415,046	\$ 10,288,975	\$ 14,977	\$ 525	\$ 1
Pioneer Elementary	378	374	(4)	\$ 3,096,550	\$ -	\$ 3,096,550	\$ 2,693,119	\$ 5,789,669	\$ 15,480	\$ 808	\$ -
Prairie Crossing Elementary	587	574	(13)	\$ 4,443,482	\$ -	\$ 4,443,482	\$ 1,727,010	\$ 6,170,492	\$ 10,750	\$ 856	\$ -
Redstone Elementary	375	372	(3)	\$ 2,839,710	\$ -	\$ 2,839,710	\$ 1,630,561	\$ 4,470,271	\$ 12,017	\$ 230	\$ -
Renaissance Magnet Elementary	361	340	(21)	\$ 2,695,035	\$ -	\$ 2,695,035	\$ 1,153,998	\$ 3,849,033	\$ 11,321	\$ 346	\$ -
Rock Ridge Elementary	404	416	12	\$ 3,395,787	\$ -	\$ 3,395,787	\$ 1,965,887	\$ 5,361,674	\$ 12,889	\$ 169	\$ 94
Roxborough Intermediate Elementary	430	432	2	\$ 3,396,960	\$ -	\$ 3,396,960	\$ 1,616,361	\$ 5,013,321	\$ 11,605	\$ 735	\$ -
Roxborough Primary Elementary	319	339	20	\$ 2,741,819	\$ 49,250	\$ 2,791,069	\$ 1,222,579	\$ 4,013,648	\$ 11,840	\$ 682	\$ 67
Saddle Ranch Elementary	317	295	(22)	\$ 2,395,864	\$ 90,389	\$ 2,486,253	\$ 1,544,429	\$ 4,030,682	\$ 13,663	\$ 173	\$ -
Sage Canyon Elementary	522	550	28	\$ 4,198,260	\$ -	\$ 4,198,260	\$ 2,494,818	\$ 6,693,078	\$ 12,169	\$ 532	\$ -
Sand Creek Elementary	285	281	(4)	\$ 2,399,262	\$ -	\$ 2,399,262	\$ 2,310,448	\$ 4,709,710	\$ 16,761	\$ 245	\$ 81
Sedalia Elementary	201	206	5	\$ 2,026,236	\$ 8,859	\$ 2,035,095	\$ 1,557,032	\$ 3,592,127	\$ 17,438	\$ 994	\$ -
Soaring Hawk Elementary	404	400	(4)	\$ 3,175,346	\$ -	\$ 3,175,346	\$ 2,375,816	\$ 5,551,162	\$ 13,878	\$ 651	\$ -
South Ridge Elementary	371	380	9	\$ 3,449,861	\$ -	\$ 3,449,861	\$ 2,232,715	\$ 5,682,576	\$ 14,954	\$ 582	\$ 65
Stone Mountain Elementary	436	412	(24)	\$ 3,070,470	\$ -	\$ 3,070,470	\$ 1,195,554	\$ 4,266,024	\$ 10,354	\$ 145	\$ -
Summit View Elementary	330	301	(29)	\$ 2,440,606	\$ -	\$ 2,440,606	\$ 1,615,289	\$ 4,055,895	\$ 13,475	\$ 216	\$ -
Timber Trail Elementary	359	370	11	\$ 2,757,269	\$ -	\$ 2,757,269	\$ 1,511,114	\$ 4,268,383	\$ 11,536	\$ 145	\$ -
Trailblazer Elementary	297	310	13	\$ 2,488,872	\$ -	\$ 2,488,872	\$ 1,912,999	\$ 4,401,871	\$ 14,200	\$ 19	\$ -
Wildcat Mountain Elementary	397	410	13	\$ 3,168,054	\$ -	\$ 3,168,054	\$ 2,314,249	\$ 5,482,303	\$ 13,371	\$ 88	\$ -
Elementary School Average	396	393	(3)	\$ 3,163,251	\$ 8,884	\$ 3,172,134	\$ 1,878,623	\$ 5,050,757	\$ 13,399	\$ 460	\$ 23
Elementary School Total	18,999	18,846	(153)	\$ 151,836,040	\$ 426,412	\$ 152,262,452	\$ 90,173,898	\$ 242,436,350			

# 2025-2026 Adopted Budget: Elementary School Summary

School summaries only include Site-Based Budget (SBB) allocations. All descriptions of school summary defined on page 195.

FTE Count										Pupil / FTE			Supplies, Purchased Services, and Other Non-Salary Expenses	
Elementary Schools	Total Staffing	Total FTE	FTE Count			Paraprofessional (400)	Office/Administrative Support (500)	Crafts, Trades, and Services (600)	Pupil / FTE			Supplies, Purchased Services, and Other Non-Salary Expenses		
			Administrators	Certified	Classified				Administrators	Certified	Classified			
Acres Green Elementary	\$ 4,661,647	54.69	2.00	30.00	22.69	17.31	3.38	2.00	136.00	9.07	11.99	\$ 134,621		
Arrowwood Elementary	\$ 4,485,361	51.56	2.00	30.60	18.96	13.08	3.88	2.00	162.50	10.62	17.14	\$ 256,472		
Bear Canyon Elementary	\$ 3,810,624	44.09	2.00	25.40	16.69	12.94	1.75	2.00	165.00	12.99	19.78	\$ 108,503		
Buffalo Ridge Elementary	\$ 5,391,030	60.19	1.50	40.00	18.69	14.88	1.81	2.00	340.67	12.78	27.34	\$ 336,721		
Castle Rock Elementary	\$ 5,800,866	65.51	2.00	42.00	21.51	17.58	1.94	2.00	209.50	9.98	19.48	\$ 266,643		
Cherokee Trail Elementary	\$ 6,518,977	72.55	1.50	50.45	20.60	16.60	2.00	2.00	328.00	9.75	23.88	\$ 8,065		
Cherry Valley Elementary	\$ 743,507	7.99	0.60	4.70	2.69	0.50	0.94	1.25	45.00	5.74	10.05	\$ 30,561		
Clear Sky Elementary	\$ 6,779,333	73.89	2.00	53.20	18.69	14.75	1.94	2.00	301.00	11.32	32.21	\$ 328,317		
Copper Mesa Elementary	\$ 3,494,339	39.08	2.00	25.51	11.57	8.25	1.32	2.00	128.00	10.04	22.13	\$ 47,291		
Cougar Run Elementary	\$ 4,938,812	60.84	2.00	32.18	26.66	22.03	2.63	2.00	195.50	12.15	14.67	\$ 110,154		
Coyote Creek Elementary	\$ 5,520,674	59.43	2.00	43.30	14.13	9.89	2.24	2.00	256.50	11.85	36.30	\$ 266,995		
Eagle Ridge Elementary	\$ 6,979,528	79.01	1.00	51.70	26.31	20.75	3.56	2.00	557.00	10.77	21.17	\$ 491,105		
Eldorado Elementary	\$ 5,090,556	62.91	2.00	37.00	23.91	21.04	0.88	2.00	172.50	9.32	14.43	\$ 28,413		
Flagstone Elementary	\$ 5,086,491	56.53	2.00	36.00	18.53	14.03	2.50	2.00	230.00	12.78	24.82	\$ 413,364		
Fox Creek Elementary	\$ 4,682,771	53.19	1.50	32.80	18.89	15.01	1.88	2.00	258.67	11.83	20.54	\$ 196,760		
Franktown Elementary	\$ 4,187,830	47.54	2.00	28.20	17.34	12.41	1.44	3.50	166.00	11.77	19.14	\$ 80,645		
Frontier Valley Elementary	\$ 4,218,802	45.53	2.00	31.00	12.53	7.66	2.88	2.00	177.00	11.42	28.25	\$ 114,989		
Gold Rush Elementary	\$ 6,079,195	71.74	2.00	43.40	26.34	21.71	2.63	2.00	290.00	13.36	22.02	\$ 351,972		
Heritage Elementary	\$ 4,202,501	50.41	1.00	32.50	16.91	12.73	2.18	2.00	336.00	10.34	19.87	\$ 45,476		
Iron Horse Elementary	\$ 4,522,757	51.38	2.00	31.50	17.88	13.88	2.00	2.00	179.00	11.37	20.03	\$ 128,269		
Larkspur Elementary	\$ 2,405,424	26.58	1.00	16.70	8.88	3.75	1.63	3.50	157.00	9.40	17.69	\$ 87,233		
Legacy Point Elementary	\$ 4,986,850	53.44	2.00	39.13	12.31	8.31	2.00	2.00	224.00	11.45	36.39	\$ 731,255		
Lone Tree Elementary	\$ 3,729,051	42.41	1.00	29.00	12.41	8.41	2.00	2.00	367.00	12.66	29.57	\$ 109,544		
Mammoth Heights Elementary	\$ 6,413,702	72.96	1.60	47.80	23.56	17.31	4.25	2.00	333.75	11.17	22.66	\$ 263,130		
Meadow View Elementary	\$ 5,720,430	63.98	2.00	42.70	19.28	14.78	2.50	2.00	235.00	11.01	24.38	\$ 22,207		
Mountain View Elementary	\$ 3,538,932	41.14	2.00	23.51	15.63	12.19	1.44	2.00	133.00	11.31	17.02	\$ 220,271		
Northeast Elementary	\$ 3,912,072	45.93	2.00	27.00	16.93	12.93	2.00	2.00	153.50	11.37	18.14	\$ 156,097		
Northridge Elementary	\$ 6,071,457	69.38	2.00	44.93	22.45	17.58	2.88	2.00	280.00	12.47	24.94	\$ 187,637		
Pine Grove Elementary	\$ 5,146,224	60.41	2.00	36.10	22.31	17.25	3.06	2.00	220.00	12.19	19.72	\$ 103,003		
Pine Lane Elementary	\$ 9,964,909	112.51	3.00	69.60	39.91	31.03	4.88	4.00	229.00	9.87	17.22	\$ 324,066		
Pioneer Elementary	\$ 5,535,290	62.98	2.00	38.00	22.98	19.11	1.88	2.00	187.00	9.84	16.27	\$ 254,379		
Prairie Crossing Elementary	\$ 5,724,031	63.20	2.00	43.20	18.00	12.94	3.06	2.00	287.00	13.29	31.89	\$ 446,461		
Redstone Elementary	\$ 4,384,590	50.44	2.00	30.60	17.84	13.47	2.38	2.00	186.00	12.16	20.85	\$ 85,681		
Renaissance Magnet Elementary	\$ 3,731,512	39.84	2.00	27.83	10.01	6.01	2.00	2.00	170.00	12.22	33.96	\$ 117,521		
Rock Ridge Elementary	\$ 5,252,259	58.88	2.00	38.00	18.88	14.00	2.88	2.00	208.00	10.95	22.04	\$ 109,415		
Roxborough Intermediate Elementary	\$ 4,695,719	53.53	2.00	33.64	17.89	13.58	2.31	2.00	216.00	12.84	24.15	\$ 317,602		
Roxborough Primary Elementary	\$ 3,779,565	43.77	1.00	27.46	15.31	11.06	2.25	2.00	339.00	12.35	22.15	\$ 234,083		
Saddle Ranch Elementary	\$ 3,979,672	47.14	2.00	28.80	16.34	11.91	2.44	2.00	147.50	10.24	18.05	\$ 51,010		
Sage Canyon Elementary	\$ 6,387,488	74.81	3.00	44.60	27.21	22.96	2.25	2.00	183.33	12.33	20.21	\$ 305,590		
Sand Creek Elementary	\$ 4,640,998	52.56	2.00	32.00	18.56	14.63	1.94	2.00	140.50	8.78	15.14	\$ 68,712		
Sedalia Elementary	\$ 3,387,282	35.89	2.00	23.90	9.99	6.12	1.88	2.00	103.00	8.62	20.61	\$ 204,845		
Soaring Hawk Elementary	\$ 5,416,363	61.28	2.00	38.30	20.98	16.98	2.00	2.00	200.00	10.44	19.07	\$ 134,799		
South Ridge Elementary	\$ 5,498,253	61.74	2.00	39.80	19.94	14.88	3.06	2.00	190.00	9.55	19.06	\$ 184,323		
Stone Mountain Elementary	\$ 4,206,431	44.83	2.00	33.80	9.03	4.79	2.24	2.00	206.00	12.19	45.65	\$ 59,593		
Summit View Elementary	\$ 4,024,155	46.53	2.00	28.50	16.03	12.53	1.50	2.00	150.50	10.56	18.78	\$ 31,740		
Timber Trail Elementary	\$ 4,214,914	49.22	1.50	31.30	16.42	12.08	2.34	2.00	246.67	11.82	22.54	\$ 53,469		
Trailblazer Elementary	\$ 4,396,030	50.14	2.00	30.30	17.84	13.76	2.08	2.00	155.00	10.23	17.38	\$ 5,841		
Wildcat Mountain Elementary	\$ 5,446,047	62.19	2.00	39.75	20.44	15.94	2.50	2.00	205.00	10.32	20.06	\$ 36,256		
Elementary School Average	\$ 4,870,526	55.33	1.86	35.16	18.31	13.90	2.32	2.09	218.47	11.06	22.10	\$ 180,231		
Elementary School Total	\$ 233,785,251	2,655.72	89.20	1,687.68	878.84	667.26	111.33	100.25				\$ 8,651,099		

# 2025-2026 Adopted Budget: Secondary School Summary

School summaries only include Site-Based Budget (SBB) allocations. All descriptions of school summary defined on page 195.

Enrollment				SBB Allocations							
	24-25 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	660	630	(30)	\$ 4,655,722	\$ 24,000	\$ 4,679,722	\$ 3,028,992	\$ 7,708,714	\$ 12,236	\$ 425	\$ 39
Cimarron Middle School	1,052	1,040	(12)	\$ 7,106,129	\$ -	\$ 7,106,129	\$ 2,988,251	\$ 10,094,380	\$ 9,706	\$ 398	\$ 124
Cresthill Middle School	558	543	(15)	\$ 4,100,297	\$ 5,000	\$ 4,105,297	\$ 2,519,927	\$ 6,625,224	\$ 12,201	\$ 365	\$ 9
Mesa Middle School	852	868	16	\$ 6,433,639	\$ 56,683	\$ 6,490,322	\$ 3,724,622	\$ 10,214,944	\$ 11,768	\$ 511	\$ 43
Mountain Ridge Middle School	752	690	(62)	\$ 4,828,174	\$ -	\$ 4,828,174	\$ 2,391,069	\$ 7,219,243	\$ 10,463	\$ 591	\$ 151
Ranch View Middle School	829	820	(9)	\$ 5,693,870	\$ -	\$ 5,693,870	\$ 2,890,288	\$ 8,584,158	\$ 10,468	\$ 591	\$ 149
Rocky Heights Middle School	1,129	1,158	29	\$ 7,440,188	\$ -	\$ 7,440,188	\$ 3,252,476	\$ 10,692,664	\$ 9,234	\$ 474	\$ 42
Sagewood Middle School	816	813	(3)	\$ 5,789,366	\$ 74,671	\$ 5,864,037	\$ 3,668,107	\$ 9,532,144	\$ 11,725	\$ 500	\$ 58
Sierra Middle School	805	827	22	\$ 5,903,283	\$ 107,851	\$ 6,011,134	\$ 2,876,560	\$ 8,887,694	\$ 10,747	\$ 351	\$ -
Middle School Average	828	821	(7)	\$ 5,772,296	\$ 29,801	\$ 5,802,097	\$ 3,037,810	\$ 8,839,907	\$ 10,950	\$ 467	\$ 68
Middle School Total	7,453	7,389	(64)	\$ 51,950,668	\$ 268,205	\$ 52,218,873	\$ 27,340,292	\$ 79,559,165			
	24-25 Oct. Count	Projected Enrollment	Variance	Discretionary Allocations	Highly Impacted	Total Discretionary	Non-Discretionary Allocations	Total SBB	Total per pupil	Instructional (\$/pupil)	Support (\$/pupil)
High Schools											
Castle View High School	1,938	1,884	(54)	\$ 11,678,716	\$ -	\$ 11,678,716	\$ 4,543,543	\$ 16,222,259	\$ 8,611	\$ 669	\$ 209
Chaparral High School	2,007	2,003	(4)	\$ 12,582,788	\$ -	\$ 12,582,788	\$ 4,877,672	\$ 17,460,460	\$ 8,717	\$ 444	\$ -
Douglas County High School	1,659	1,541	(118)	\$ 10,327,352	\$ 94,465	\$ 10,421,817	\$ 5,701,318	\$ 16,123,135	\$ 10,463	\$ 633	\$ 18
Highlands Ranch High School	1,323	1,265	(58)	\$ 8,550,736	\$ 124,122	\$ 8,674,858	\$ 5,450,117	\$ 14,124,975	\$ 11,166	\$ 236	\$ 76
Legend High School	2,206	2,025	(181)	\$ 12,308,029	\$ -	\$ 12,308,029	\$ 4,612,539	\$ 16,920,568	\$ 8,356	\$ 298	\$ -
Mountain Vista High School	2,169	2,037	(132)	\$ 12,497,303	\$ -	\$ 12,497,303	\$ 4,484,936	\$ 16,982,239	\$ 8,337	\$ 202	\$ 7
Ponderosa High School	1,407	1,410	3	\$ 8,889,219	\$ 86,796	\$ 8,976,015	\$ 5,044,548	\$ 14,020,563	\$ 9,944	\$ 261	\$ -
Rock Canyon High School	2,325	2,330	5	\$ 14,001,782	\$ -	\$ 14,001,782	\$ 4,682,351	\$ 18,684,133	\$ 8,019	\$ 552	\$ 64
ThunderRidge High School	1,820	1,825	5	\$ 11,225,119	\$ -	\$ 11,225,119	\$ 4,655,249	\$ 15,880,368	\$ 8,702	\$ 509	\$ 54
High School Average	1,873	1,813	(59)	\$ 11,340,116	\$ 33,931	\$ 11,374,047	\$ 4,894,697	\$ 16,268,744	\$ 9,146	\$ 423	\$ 48
High School Total	16,854	16,320	(534)	\$ 102,061,044	\$ 305,383	\$ 102,366,427	\$ 44,052,273	\$ 146,418,700			
	24-25 Oct. Count	Projected Enrollment	Variance	Discretionary Allocations	Highly Impacted	Total Discretionary	Non-Discretionary Allocations	Total SBB	Total per pupil	Instructional (\$/pupil)	Support (\$/pupil)
Alternative Schools											
Daniel C. Oakes High School	113	139	26	\$ 2,134,339	\$ -	\$ 2,134,339	\$ 539,925	\$ 2,674,264	\$ 19,239	\$ 189	\$ 14
Eagle Academy	115	125	10	\$ 2,124,934	\$ -	\$ 2,124,934	\$ 532,319	\$ 2,657,253	\$ 21,258	\$ 210	\$ -
eDCSD	61	66	5	\$ 3,987,761	\$ -	\$ 3,987,761	\$ 595,669	\$ 4,583,430	\$ 69,446	\$ 1,279	\$ -
VALE	88	120	32	\$ 2,243,838	\$ -	\$ 2,243,838	\$ 610,923	\$ 2,854,761	\$ 23,790	\$ 207	\$ -
Plum Creek Academy				\$ 641,325	\$ -	\$ 641,325	\$ 2,185,659	\$ 2,826,984			
Bridge				\$ 294,511	\$ -	\$ 294,511	\$ 4,272,659	\$ 4,567,170			
Alt. Ed. Average	94	113	18	\$ 1,904,451	\$ -	\$ 1,904,451	\$ 1,456,192	\$ 3,360,644	\$ 33,433	\$ 471	\$ 4
Alt. Ed. Total				\$ 11,426,708	\$ -	\$ 11,426,708	\$ 8,737,154	\$ 20,163,862			
Grand Average	624	614	(10)	\$ 4,406,590	\$ 15,152	\$ 4,420,479	\$ 2,365,328	\$ 6,785,807	\$ 13,682	\$ 457	\$ 31
Grand Total	43,683	43,005	(678)	\$ 317,274,460	\$ 1,000,000	\$ 318,274,460	\$ 170,303,617	\$ 488,578,077			
Neighborhood Average	656	645	(11)	\$ 4,634,057	\$ 15,152	\$ 4,649,208	\$ 2,447,977	\$ 7,097,185	\$ 12,485	\$ 456	\$ 33
Neighborhood Total	43,306	42,555	(751)	\$ 305,847,752	\$ 1,000,000	\$ 306,847,752	\$ 161,566,463	\$ 468,414,215			

# 2025-2026 Adopted Budget: Secondary School Summary

	FTE Count						Pupil / FTE					
	Total Staffing	Total FTE	Administrators	Certified	Classified	Paraprofessional (400)	Office/Administrative Support (500)	Crafts, Trades, and Services (600)	Administrators	Certified	Classified	Supplies, Purchased Services, and Other Non-Salary Expenses
<b>Middle Schools</b>												
Castle Rock Middle School	\$ 7,521,859	78.38	3.00	53.15	22.23	11.35	4.88	6.00	210.00	11.85	28.35	\$ 186,855
Cimarron Middle School	\$ 9,679,738	98.90	5.00	69.10	24.80	13.05	5.75	6.00	208.00	15.05	41.94	\$ 414,642
Cresthill Middle School	\$ 6,421,954	67.43	3.00	44.80	19.63	9.81	3.81	6.00	181.00	12.12	27.67	\$ 203,270
Mesa Middle School	\$ 9,787,118	103.05	3.00	69.80	30.25	16.94	7.31	6.00	289.33	12.44	28.69	\$ 427,826
Mountain Ridge Middle School	\$ 6,745,621	70.30	2.00	48.55	19.75	8.75	5.00	6.00	345.00	14.21	34.94	\$ 473,622
Ranch View Middle School	\$ 8,076,785	82.48	3.00	57.20	22.28	11.28	5.00	6.00	273.33	14.34	36.80	\$ 507,373
Rocky Heights Middle School	\$ 10,124,501	101.31	4.00	77.00	20.31	9.31	5.00	6.00	289.50	15.04	57.01	\$ 568,163
Sagewood Middle School	\$ 9,145,854	101.18	3.00	60.90	37.28	24.28	7.00	6.00	271.00	13.35	21.81	\$ 386,290
Sierra Middle School	\$ 8,715,709	89.49	2.00	65.00	22.49	10.49	6.00	6.00	413.50	12.72	36.78	\$ 171,985
<b>Middle School Average</b>	\$ 8,468,793	88.06	3.11	60.61	24.33	12.81	5.53	6.00	275.63	13.46	34.89	\$ 371,114
<b>Middle School Total</b>	\$ 76,219,139	792.51	28.00	545.50	219.01	115.26	49.75	54.00				\$ 3,340,026
<b>High Schools</b>												
Castle View High School	\$ 14,728,708	148.87	6.00	108.40	34.47	15.07	9.40	10.00	314.00	17.38	54.66	\$ 1,493,551
Chaparral High School	\$ 16,570,792	166.90	8.00	120.80	38.10	15.10	13.00	10.00	250.38	16.58	52.57	\$ 889,668
Douglas County High School	\$ 15,118,862	162.20	5.00	104.73	52.48	24.98	12.50	15.00	308.20	14.71	29.37	\$ 1,004,273
Highlands Ranch High School	\$ 13,772,685	144.44	3.60	98.90	41.94	19.19	12.75	10.00	351.39	12.79	30.16	\$ 352,290
Legend High School	\$ 16,317,376	167.75	7.00	119.75	41.00	18.50	12.50	10.00	289.29	16.91	49.39	\$ 603,192
Mountain Vista High School	\$ 16,560,911	165.35	6.00	124.35	35.00	11.75	13.25	10.00	339.50	16.38	58.20	\$ 421,328
Ponderosa High School	\$ 13,653,157	144.93	4.00	96.50	44.43	23.13	11.30	10.00	352.50	14.61	31.74	\$ 367,406
Rock Canyon High School	\$ 17,532,658	174.58	5.00	131.21	38.37	12.93	14.44	11.00	466.00	17.76	60.73	\$ 1,151,475
ThunderRidge High School	\$ 14,852,203	153.34	3.00	110.90	39.44	15.00	14.44	10.00	608.33	16.46	46.28	\$ 1,028,165
<b>High School Average</b>	\$ 15,456,372	158.71	5.29	112.84	40.58	17.29	12.62	10.67	364.40	15.95	45.90	\$ 812,372
<b>High School Total</b>	\$ 139,107,352	1,428.35	47.60	1,015.54	365.21	155.64	113.58	96.00				\$ 7,311,348
<b>Alternative Schools</b>												
Daniel C. Oakes High School	\$ 2,511,435	24.00	1.00	18.80	4.20	-	2.20	2.00	139.00	7.39	33.10	\$ 162,829
Eagle Academy	\$ 2,414,333	23.60	1.00	19.10	3.50	0.50	2.00	1.00	125.00	6.54	35.71	\$ 242,920
eDCSD	\$ 4,137,473	38.91	2.00	32.41	3.50	-	3.50	-	33.00	2.04	18.86	\$ 445,957
VALE	\$ 2,686,550	26.14	2.00	16.00	6.84	1.94	2.90	2.00	60.00	7.50	17.55	\$ 168,211
Plum Creek Academy	\$ 2,750,284	29.94	2.00	13.75	14.19	10.75	1.44	2.01				\$ 76,700
Bridge	\$ 4,482,720	59.23	1.00	18.50	39.73	38.25	1.48	-				\$ 84,450
<b>Alt. Ed. Average</b>	\$ 3,163,799	33.64	1.50	19.76	11.99	8.57	2.25	1.17	89.25	5.87	26.30	\$ 196,845
<b>Alt. Ed. Total</b>	\$ 18,982,795	201.82	9.00	118.56	71.96	51.44	13.51	7.01				\$ 1,181,067
<b>Grand Average</b>	\$ 6,501,313	70.53	2.41	46.77	17.86	13.74	4.00	3.57	237.20	11.70	27.04	\$ 284,494
<b>Grand Total</b>	\$ 468,094,537	5,078.39	173.80	3,367.27	1,535.02	989.60	288.17	257.26				\$ 20,483,540
<b>Neighborhood Average</b>	\$ 6,804,723	73.89	2.50	49.22	22.17	14.21	4.16	3.79	246.16	12.05	27.09	\$ 292,462
<b>Neighborhood Total</b>	\$ 449,111,742	4,876.58	164.80	3,248.71	1,463.07	938.16	274.66	250.25				\$ 19,302,473

- Includes school funding in General Fund through SBB (Fund 10) only
- Does not include school carry over as school carry over is awarded in fall based on prior year's fund balance
- Does not include any school SBB allocations awarded in fall during October Count SBB updates
- 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
- 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
- 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
- Administrators include principals, assistant principals and athletic directors
- Certified include all teachers, Special Education teachers, psychologists, social workers, counselors, Professional Learning Specialists and deans
- Classified include clerical support, instructional and educational assistants, custodians and campus security

## Elementary School Comparison: 2025-2026

School	Salaries	Benefits	Purchased Services	Supplies and Materials	Equipment and Projects	Capital Expenses	Other Expenses
Acres Green Elementary	\$ 3,348,997	\$ 1,312,650	\$ -	\$ 134,621	\$ -	\$ -	\$ -
Arrowwood Elementary	\$ 3,252,053	\$ 1,233,308	\$ -	\$ 256,472	\$ -	\$ -	\$ -
Bear Canyon Elementary	\$ 2,733,149	\$ 1,077,475	\$ -	\$ 108,503	\$ -	\$ -	\$ -
Buffalo Ridge Elementary	\$ 3,902,663	\$ 1,488,367	\$ -	\$ 336,721	\$ -	\$ -	\$ -
Castle Rock Elementary	\$ 4,207,022	\$ 1,593,844	\$ -	\$ 266,643	\$ -	\$ -	\$ -
Cherokee Trail Elementary	\$ 4,728,170	\$ 1,790,807	\$ -	\$ 8,065	\$ -	\$ -	\$ -
Cherry Valley Elementary	\$ 544,493	\$ 199,014	\$ -	\$ 30,561	\$ -	\$ -	\$ -
Clear Sky Elementary	\$ 4,941,076	\$ 1,838,257	\$ 67,000	\$ 261,317	\$ -	\$ -	\$ -
Copper Mesa Elementary	\$ 2,543,145	\$ 951,194	\$ -	\$ 47,291	\$ -	\$ -	\$ -
Cougar Run Elementary	\$ 3,535,142	\$ 1,403,670	\$ -	\$ 110,154	\$ -	\$ -	\$ -
Coyote Creek Elementary	\$ 4,030,324	\$ 1,490,350	\$ 7,000	\$ 259,995	\$ -	\$ -	\$ -
Eagle Ridge Elementary	\$ 5,043,047	\$ 1,936,481	\$ -	\$ 491,105	\$ -	\$ -	\$ -
Eldorado Elementary	\$ 3,710,569	\$ 1,379,987	\$ -	\$ 28,413	\$ -	\$ -	\$ -
Flagstone Elementary	\$ 3,694,988	\$ 1,391,503	\$ 20,000	\$ 363,364	\$ -	\$ 30,000	\$ -
Fox Creek Elementary	\$ 3,379,010	\$ 1,303,761	\$ 31,478	\$ 165,282	\$ -	\$ -	\$ -
Franktown Elementary	\$ 3,021,765	\$ 1,166,065	\$ 18,450	\$ 61,995	\$ -	\$ 200	\$ -
Frontier Valley Elementary	\$ 3,066,795	\$ 1,152,007	\$ -	\$ 114,989	\$ -	\$ -	\$ -
Gold Rush Elementary	\$ 4,421,643	\$ 1,657,552	\$ -	\$ 351,972	\$ -	\$ -	\$ -
Heritage Elementary	\$ 3,049,648	\$ 1,152,853	\$ -	\$ 45,476	\$ -	\$ -	\$ -
Iron Horse Elementary	\$ 3,257,256	\$ 1,265,501	\$ -	\$ 128,269	\$ -	\$ -	\$ -
Larkspur Elementary	\$ 1,761,127	\$ 644,297	\$ -	\$ 87,233	\$ -	\$ -	\$ -
Legacy Point Elementary	\$ 3,638,616	\$ 1,348,234	\$ -	\$ 731,255	\$ -	\$ -	\$ -
Lone Tree Elementary	\$ 2,695,971	\$ 1,033,080	\$ -	\$ 109,544	\$ -	\$ -	\$ -
Mammoth Heights Elementary	\$ 4,646,708	\$ 1,766,994	\$ -	\$ 233,130	\$ 30,000	\$ -	\$ -
Meadow View Elementary	\$ 4,148,883	\$ 1,571,547	\$ -	\$ 22,207	\$ -	\$ -	\$ -
Mountain View Elementary	\$ 2,559,852	\$ 979,080	\$ -	\$ 220,271	\$ -	\$ -	\$ -
Northeast Elementary	\$ 2,850,726	\$ 1,061,346	\$ -	\$ 156,097	\$ -	\$ -	\$ -
Northridge Elementary	\$ 4,386,456	\$ 1,685,001	\$ -	\$ 187,637	\$ -	\$ -	\$ -
Pine Grove Elementary	\$ 3,708,692	\$ 1,437,532	\$ -	\$ 103,003	\$ -	\$ -	\$ -
Pine Lane Primary Elementary	\$ 7,183,095	\$ 2,781,814	\$ 25,000	\$ 299,066	\$ -	\$ -	\$ -
Pioneer Elementary	\$ 4,008,025	\$ 1,527,265	\$ 5,963	\$ 248,416	\$ -	\$ -	\$ -
Prairie Crossing Elementary	\$ 4,144,931	\$ 1,579,100	\$ 75,000	\$ 371,461	\$ -	\$ -	\$ -
Redstone Elementary	\$ 3,165,035	\$ 1,219,555	\$ -	\$ 85,681	\$ -	\$ -	\$ -
Renaissance Elementary Magnet	\$ 2,724,861	\$ 1,006,651	\$ -	\$ 117,521	\$ -	\$ -	\$ -
Rock Ridge Elementary	\$ 3,794,807	\$ 1,457,452	\$ 45,500	\$ 62,415	\$ -	\$ 1,500	\$ -
Roxborough Intermediate Elementary	\$ 3,389,780	\$ 1,305,939	\$ -	\$ 317,602	\$ -	\$ -	\$ -
Roxborough Primary Elementary	\$ 2,747,441	\$ 1,032,124	\$ 10,800	\$ 218,283	\$ -	\$ 5,000	\$ -
Saddle Ranch Elementary	\$ 2,899,220	\$ 1,080,452	\$ -	\$ 51,010	\$ -	\$ -	\$ -
Sage Canyon Elementary	\$ 4,607,329	\$ 1,780,159	\$ -	\$ 305,590	\$ -	\$ -	\$ -
Sand Creek Elementary	\$ 3,367,538	\$ 1,273,460	\$ -	\$ 68,712	\$ -	\$ -	\$ -
Sedalia Elementary	\$ 2,479,713	\$ 907,569	\$ -	\$ 204,845	\$ -	\$ -	\$ -
Soaring Hawk Elementary	\$ 3,937,187	\$ 1,479,176	\$ -	\$ 134,799	\$ -	\$ -	\$ -
South Ridge Elementary	\$ 3,974,564	\$ 1,523,689	\$ 10,000	\$ 165,323	\$ -	\$ 9,000	\$ -
Stone Mountain Elementary	\$ 3,091,175	\$ 1,115,256	\$ -	\$ 59,593	\$ -	\$ -	\$ -
Summit View Elementary	\$ 2,922,281	\$ 1,101,874	\$ -	\$ 31,740	\$ -	\$ -	\$ -
Timber Trail Elementary	\$ 3,045,399	\$ 1,169,515	\$ -	\$ 53,469	\$ -	\$ -	\$ -
Trailblazer Elementary	\$ 3,165,897	\$ 1,230,133	\$ -	\$ 5,841	\$ -	\$ -	\$ -
Wildcat Mountain Elementary	\$ 3,950,625	\$ 1,495,422	\$ -	\$ 36,256	\$ -	\$ -	\$ -
<b>Elementary Sub Total</b>	<b>\$ 169,406,889</b>	<b>\$ 64,378,362</b>	<b>\$ 316,191</b>	<b>\$ 8,259,208</b>	<b>\$ 30,000</b>	<b>\$ 45,700</b>	

# Elementary School Comparison: 2025-2026

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	\$ 4,796,268	272	\$ 17,633	\$ 645	\$ 18,279
Arrowwood Elementary	\$ 4,741,833	325	\$ 14,590	\$ 645	\$ 15,236
Bear Canyon Elementary	\$ 3,919,127	330	\$ 11,876	\$ 645	\$ 12,522
Buffalo Ridge Elementary	\$ 5,727,751	511	\$ 11,209	\$ 645	\$ 11,854
Castle Rock Elementary	\$ 6,067,509	419	\$ 14,481	\$ 645	\$ 15,126
Cherokee Trail Elementary	\$ 6,527,042	492	\$ 13,266	\$ 645	\$ 13,912
Cherry Valley Elementary	\$ 774,068	27	\$ 28,669	\$ 645	\$ 29,315
Clear Sky Elementary	\$ 7,107,650	602	\$ 11,807	\$ 645	\$ 12,452
Copper Mesa Elementary	\$ 3,541,630	256	\$ 13,834	\$ 645	\$ 14,480
Cougar Run Elementary	\$ 5,048,966	391	\$ 12,913	\$ 645	\$ 13,558
Coyote Creek Elementary	\$ 5,787,669	513	\$ 11,282	\$ 645	\$ 11,928
Eagle Ridge Elementary	\$ 7,470,633	557	\$ 13,412	\$ 645	\$ 14,058
Eldorado Elementary	\$ 5,118,969	345	\$ 14,838	\$ 645	\$ 15,483
Flagstone Elementary	\$ 5,499,855	460	\$ 11,956	\$ 645	\$ 12,602
Fox Creek Elementary	\$ 4,879,531	388	\$ 12,576	\$ 645	\$ 13,222
Franktown Elementary	\$ 4,268,475	332	\$ 12,857	\$ 645	\$ 13,502
Frontier Valley Elementary	\$ 4,333,791	354	\$ 12,242	\$ 645	\$ 12,888
Gold Rush Elementary	\$ 6,431,167	580	\$ 11,088	\$ 645	\$ 11,734
Heritage Elementary	\$ 4,247,977	336	\$ 12,643	\$ 645	\$ 13,288
Iron Horse Elementary	\$ 4,651,026	358	\$ 12,992	\$ 645	\$ 13,637
Larkspur Elementary	\$ 2,492,657	157	\$ 15,877	\$ 645	\$ 16,522
Legacy Point Elementary	\$ 5,718,105	448	\$ 12,764	\$ 645	\$ 13,409
Lone Tree Elementary	\$ 3,838,595	367	\$ 10,459	\$ 645	\$ 11,105
Mammoth Heights Elementary	\$ 6,676,832	534	\$ 12,503	\$ 645	\$ 13,149
Meadow View Elementary	\$ 5,742,637	470	\$ 12,218	\$ 645	\$ 12,864
Mountain View Elementary	\$ 3,759,203	266	\$ 14,132	\$ 645	\$ 14,778
Northeast Elementary	\$ 4,068,169	307	\$ 13,251	\$ 645	\$ 13,897
Northridge Elementary	\$ 6,259,094	560	\$ 11,177	\$ 645	\$ 11,822
Pine Grove Elementary	\$ 5,249,227	440	\$ 11,930	\$ 645	\$ 12,576
Pine Lane Primary Elementary	\$ 10,288,975	687	\$ 14,977	\$ 645	\$ 15,622
Pioneer Elementary	\$ 5,789,669	374	\$ 15,480	\$ 645	\$ 16,126
Prairie Crossing Elementary	\$ 6,170,492	574	\$ 10,750	\$ 645	\$ 11,395
Redstone Elementary	\$ 4,470,271	372	\$ 12,017	\$ 645	\$ 12,662
Renaissance Elementary Magnet	\$ 3,849,033	340	\$ 11,321	\$ 645	\$ 11,966
Rock Ridge Elementary	\$ 5,361,674	416	\$ 12,889	\$ 645	\$ 13,534
Roxborough Intermediate Elementary	\$ 5,013,321	432	\$ 11,605	\$ 645	\$ 12,250
Roxborough Primary Elementary	\$ 4,013,648	339	\$ 11,840	\$ 645	\$ 12,485
Saddle Ranch Elementary	\$ 4,030,682	295	\$ 13,663	\$ 645	\$ 14,309
Sage Canyon Elementary	\$ 6,693,078	550	\$ 12,169	\$ 645	\$ 12,815
Sand Creek Elementary	\$ 4,709,710	281	\$ 16,761	\$ 645	\$ 17,406
Sedalia Elementary	\$ 3,592,127	206	\$ 17,438	\$ 645	\$ 18,083
Soaring Hawk Elementary	\$ 5,551,162	400	\$ 13,878	\$ 645	\$ 14,523
South Ridge Elementary	\$ 5,682,576	380	\$ 14,954	\$ 645	\$ 15,600
Stone Mountain Elementary	\$ 4,266,024	412	\$ 10,354	\$ 645	\$ 11,000
Summit View Elementary	\$ 4,055,895	301	\$ 13,475	\$ 645	\$ 14,120
Timber Trail Elementary	\$ 4,268,383	370	\$ 11,536	\$ 645	\$ 12,182
Trailblazer Elementary	\$ 4,401,871	310	\$ 14,200	\$ 645	\$ 14,845
Wildcat Mountain Elementary	\$ 5,482,303	410	\$ 13,371	\$ 645	\$ 14,017
<b>Elementary Sub Total</b>	<b>\$ 242,436,350</b>	<b>18,846</b>	<b>\$ 13,399</b>	<b>\$ 645</b>	<b>\$ 14,045</b>

- Includes school funding in General Fund through SBB (Fund 10), Capital Project Fund (Fund 14), and Athletics and Activities Fund (Fund 26).
- Does not include school carry over as school carry over is awarded in fall based on prior year's fund balance.
- Does not include any school SBB allocations awarded in fall during October Count SBB updates.
- Centrally Held Other Expenditures Per Pupil in 2025-2026 include average per pupil district-wide budget for expenses in direct support of schools such as custodial services (\$153), utilities (\$305), department head pay (\$14), long term substitutes (\$36) and spending based on revenue generated through donations and fundraisers (\$137) for all schools.

# Middle School Comparison: 2025-2026

School	Salaries		Benefits	Purchased Services	Supplies and Materials	Capital Equipment and Projects	Other Expenses					
Castle Rock Middle School	\$	5,589,961	\$	2,034,453	\$	12,500	\$	219,108	\$	-	\$	-
Cimarron Middle School	\$	7,182,883	\$	2,616,664	\$	61,579	\$	444,399	\$	-	\$	-
Cresthill Middle School	\$	4,787,043	\$	1,750,417	\$	14,401	\$	243,037	\$	-	\$	-
Mesa Middle School	\$	7,212,918	\$	2,676,984	\$	26,553	\$	446,819	\$	-	\$	-
Mountain Ridge Middle School	\$	5,012,474	\$	1,831,653	\$	41,875	\$	533,951	\$	-	\$	-
Ranch View Middle School	\$	5,987,862	\$	2,185,074	\$	54,200	\$	531,058	\$	-	\$	20,000
Rocky Heights Middle School	\$	7,511,916	\$	2,717,237	\$	24,000	\$	673,311	\$	-	\$	7,000
Sagewood Middle School	\$	6,710,962	\$	2,535,291	\$	27,723	\$	474,881	\$	-	\$	-
Sierra Middle School	\$	6,481,027	\$	2,341,203	\$	-	\$	236,666	\$	-	\$	-
Middle Sub Total	\$	56,477,046	\$	20,688,976	\$	262,831	\$	3,803,230	\$	-	\$	27,000

## Middle School Comparison: 2025-2026

School	Total Expenditures	Projected Enrollment	Total Expenditures Per Pupil	Centrally Held Other Expenditures Per Pupil*	Total Expenditures plus Centrally Held Other Expenditures Per Pupil
Castle Rock Middle School	\$ 7,856,022	630	\$ 12,470	\$ 645	\$ 13,115
Cimarron Middle School	\$ 10,305,525	1,040	\$ 9,909	\$ 645	\$ 10,555
Cresthill Middle School	\$ 6,794,898	543	\$ 12,514	\$ 645	\$ 13,159
Mesa Middle School	\$ 10,363,274	868	\$ 11,939	\$ 645	\$ 12,585
Mountain Ridge Middle School	\$ 7,419,953	690	\$ 10,754	\$ 645	\$ 11,399
Ranch View Middle School	\$ 8,778,194	820	\$ 10,705	\$ 645	\$ 11,351
Rocky Heights Middle School	\$ 10,933,464	1,158	\$ 9,442	\$ 645	\$ 10,087
Sagewood Middle School	\$ 9,748,857	813	\$ 11,991	\$ 645	\$ 12,637
Sierra Middle School	\$ 9,058,896	827	\$ 10,954	\$ 645	\$ 11,599
<b>Middle Sub Total</b>	<b>\$ 81,259,083</b>	<b>7,389</b>	<b>\$ 11,186</b>	<b>\$ 645</b>	<b>\$ 11,832</b>

- Includes school funding in General Fund through SBB (Fund 10), Capital Project Fund (Fund 14), and Athletics and Activities Fund (Fund 26).
- Does not include school carry over as school carry over is awarded in fall based on prior year's fund balance.
- Does not include any school SBB allocations awarded in fall during October Count SBB updates.
- Centrally Held Other Expenditures Per Pupil in 2025-2026 include average per pupil district-wide budget for expenses in direct support of schools such as custodial services (\$153), utilities (\$305), department head pay (\$14), long term substitutes (\$36) and spending based on revenue generated through donations and fundraisers (\$137) for all schools.

# High School Comparison: 2025-2026

School	Salaries		Benefits		Purchased Services	Supplies and Materials	Capital Equipment and Projects	Other Expenses
Castle View High School	\$	11,324,484	\$	4,017,302	\$ 1,000	\$ 1,623,387	\$ -	\$ 24,000
Chaparral High School	\$	12,619,876	\$	4,549,420	\$ 459,653	\$ 1,750,318	\$ -	\$ 184,399
Douglas County High School	\$	11,474,432	\$	4,190,394	\$ 97,170	\$ 910,215	\$ -	\$ 106,500
Highlands Ranch High School	\$	10,532,705	\$	3,770,778	\$ 481,331	\$ 772,377	\$ -	\$ 26,000
Legend High School	\$	12,499,806	\$	4,455,833	\$ 506,708	\$ 1,558,500	\$ -	\$ 24,000
Mountain Vista High School	\$	12,733,941	\$	4,526,543	\$ 647,396	\$ 1,090,168	\$ -	\$ 27,000
Ponderosa High School	\$	10,465,667	\$	3,827,177	\$ 453,256	\$ 909,351	\$ -	\$ 41,069
Rock Canyon High School	\$	13,482,285	\$	4,742,600	\$ 992,362	\$ 1,861,340	\$ 25,905	\$ 67,470
ThunderRidge High School	\$	11,435,806	\$	4,088,923	\$ 159,187	\$ 1,742,903	\$ -	\$ 24,000
High Sub Total	\$	106,569,002	\$	38,168,970	\$ 3,798,063	\$ 12,218,559	\$ 25,905	\$ 524,438

## High School Comparison: 2025-2026

School	Total Expenditures	Projected Enrollment	Total Expenditures Per Pupil	Centrally Held Other Expenditures Per Pupil*	Total Expenditures plus Centrally Held Other Expenditures Per Pupil
Castle View High School	\$ 16,990,173	1,884	\$ 9,018	\$ 645	\$ 9,663
Chaparral High School	\$ 19,563,666	2,003	\$ 9,767	\$ 645	\$ 10,412
Douglas County High School	\$ 16,778,711	1,541	\$ 10,888	\$ 645	\$ 11,533
Highlands Ranch High School	\$ 15,583,191	1,265	\$ 12,319	\$ 645	\$ 12,964
Legend High School	\$ 19,044,847	2,025	\$ 9,405	\$ 645	\$ 10,050
Mountain Vista High School	\$ 19,025,048	2,037	\$ 9,340	\$ 645	\$ 9,985
Ponderosa High School	\$ 15,696,520	1,410	\$ 11,132	\$ 645	\$ 11,777
Rock Canyon High School	\$ 21,171,962	2,330	\$ 9,087	\$ 645	\$ 9,732
ThunderRidge High School	\$ 17,450,819	1,825	\$ 9,562	\$ 645	\$ 10,207
<b>High Sub Total</b>	<b>\$ 161,304,937</b>	<b>16,320</b>	<b>\$ 10,058</b>	<b>\$ 645</b>	<b>\$ 10,703</b>

- Includes school funding in General Fund through SBB (Fund 10), Capital Project Fund (Fund 14), and Athletics and Activities Fund (Fund 26).
- Does not include school carry over as school carry over is awarded in fall based on prior year's fund balance
- Does not include any school SBB allocations awarded in fall during October Count SBB updates
- Centrally Held Other Expenditures Per Pupil in 2025-2026 include average per pupil district-wide budget for expenses in direct support of schools such as custodial services (\$153), utilities (\$305), department head pay (\$14), long term substitutes (\$36) and spending based on revenue generated through donations and fundraisers (\$137) for all schools.

## Alternative School Comparison: 2025-2026

School	Salaries	Benefits	Purchased Services	Supplies and Materials	Capital Equipment and Projects	Other Expenses	Total Expenditures
Bridge Transition Program	\$ 3,168,073	\$ 1,314,647	\$ 25,450	\$ 59,000	\$ -	\$ -	\$ 4,567,170
DC Oakes	\$ 1,868,115	\$ 654,945	\$ 28,000	\$ 126,029	\$ -	\$ 8,800	\$ 2,685,889
Eagle Academy	\$ 1,799,853	\$ 618,528	\$ 46,645	\$ 183,275	\$ -	\$ 13,000	\$ 2,661,301
eDCSD	\$ 3,093,490	\$ 1,043,983	\$ 112,479	\$ 324,478	\$ -	\$ 9,000	\$ 4,583,430
Plum Creek Academy	\$ 1,993,958	\$ 756,326	\$ 13,650	\$ 63,050	\$ -	\$ -	\$ 2,826,984
Venture Academy Of Leadership & Entrepreneurship (VALE)	\$ 1,979,101	\$ 714,699	\$ 87,000	\$ 74,111	\$ -	\$ 7,100	\$ 2,862,011
<b>Alternative Sub Total</b>	<b>\$ 13,902,590</b>	<b>\$ 5,103,128</b>	<b>\$ 313,224</b>	<b>\$ 829,943</b>	<b>\$ -</b>	<b>\$ 37,900</b>	<b>\$ 20,186,785</b>

- Includes school funding in General Fund through SBB (Fund 10), Capital Project Fund (Fund 14), and Athletics and Activities Fund (Fund 26).
- Does not include school carry over as school carry over is awarded in fall based on prior year's fund balance
- Does not include any school SBB allocations awarded in fall during October Count SBB updates
- Centrally Held Other Expenditures Per Pupil in 2025-2026 include average per pupil district-wide budget for expenses in direct support of schools such as custodial services (\$153), utilities (\$305), department head pay (\$14), long term substitutes (\$36) and spending based on revenue generated through donations and fundraisers (\$137) for all schools.

## Charter School Comparison: 2025-2026

CHARTER SCHOOL	Beginning Fund Balance	Budgeted Revenues	Budgeted Expenditures	Ending Fund Balance
Academy Charter	\$ 6,987,777	\$ 9,072,417	\$ 9,028,100	\$ 7,032,093
American Academy Charter	12,042,647	41,553,052	41,539,785	12,055,915
Aspen View Academy Charter	4,336,807	14,499,220	14,473,208	4,362,819
Ben Franklin Academy Charter	7,688,159	13,432,536	13,327,356	7,793,339
Challenge to Excellence Charter	2,419,240	10,551,308	9,726,937	3,243,610
DCS Montessori Charter	1,636,548	8,039,137	8,038,362	1,637,323
Global Village Academy Charter	1,121,748	7,497,949	7,432,687	1,187,010
HOPE Online Learning Academy Charter	1,426,429	20,411,801	20,062,808	1,775,422
Leman Academy of Excellence	10,412,640	22,156,327	22,529,936	10,039,031
North Star Academy Charter	2,874,755	9,696,359	11,692,593	878,521
Parker Core Knowledge Charter	5,024,124	11,113,311	11,106,686	5,030,749
Parker Performing Arts Charter	2,153,569	9,739,606	9,309,178	2,583,998
Platte River Academy Charter	3,214,763	9,424,158	9,267,078	3,371,843
Renaissance Secondary Charter	985,379	7,496,115	7,318,499	1,162,995
SkyView Academy Charter	9,228,072	20,181,516	19,525,333	9,884,255
STEM School Highlands Ranch	10,677,014	24,062,863	24,056,042	10,683,835
World Compass Academy Charter	2,498,706	11,519,100	11,519,100	2,498,706
<b>TOTAL</b>	<b>\$ 84,728,377</b>	<b>\$ 250,446,775</b>	<b>\$ 249,953,687</b>	<b>\$ 85,221,465</b>

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

*Learn Today, Lead Tomorrow*



# **Financial Section**

## **Department Financials**

*Learn Today, Lead Tomorrow*

## Department Budgets

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### Erin Kane - **Superintendent**

- Superintendent's Office
- Board of Education

### Steve Colella - **Chief of Staff**

- Foundation for Douglas County Schools

### Danelle Hiatt - **Deputy Superintendent**

- Early Childhood Education
- Gifted and Talented
- Health, Wellness, and Prevention
- Language, Culture, and Equity
- Mental Health
- Outdoor Education
- Safety & Security
- Special Education Non-SBB
- Special Education Early Childhood Education
- Student Support Services

### Danny Winsor - **Assistant Superintendent**

- Athletics
- Career and Technical Education
- Choice Programming
- Home Education/Cloverleaf
- Legacy Campus
- Student Assistance
- School Leadership

### Matt Reynolds - **Learning Services Officer**

- Curriculum, Instruction, and Assessment
- Professional Development
- District Library Media Center
- Educator Effectiveness
- Literacy Intervention
- Learning Services (formerly Assessment)

### Stacy Rader - **Communications Officer**

- Communications

### Mary Kay Klimesh - **Legal Counsel**

- Legal Counsel
- Risk Management

### Brian Condon - **Chief Human Resource Officer**

- Human Resources and Benefits

### Jana Schleusner - **Chief Financial Officer\***

- Business Services
- Medicaid

### Jackie Millet - **Chief Operations Officer**

- Operations and Maintenance
- Chief Operations Officer
- Construction
- Transportation

### Mark Blair - **Chief Technology Officer**

- Information Technology

\*Included are only departments that are funded by the Combined General Fund. Excluded are Nutrition Services and Before and After School Enterprise. These departments are located within the Special Revenue Budgets sections.

# Department Summary

Division	Costing Center	Department Ongoing Expense Allocation	2025-2026 Requested Ongoing Expense	YoY Requested Ongoing Expense Increase	2025-2026 Requested One Time Expense	Total 2025-2026 Requested Expense Budget
Business Services	634 - Business Services	\$ 6,120,052	\$ 6,208,322	\$ 88,270	\$ 82,663	\$ 6,290,985
Business Services	648 - Student Health Services	\$ 5,095,363	\$ 3,694,115	\$ (1,401,248)	\$ -	\$ 3,694,115
Business Services	680 - West Support Center	\$ 5,150	\$ 5,150	\$ -	\$ -	\$ 5,150
Business Services	733 - Warehouse	\$ 3,576	\$ 3,576	\$ -	\$ -	\$ 3,576
Communications	651 - Communications	\$ 1,454,752	\$ 1,462,188	\$ 7,436	\$ 62,500	\$ 1,524,688
Communications	628 - School Community Partnership	\$ -	\$ -	\$ -	\$ -	\$ -
Human Resources	636 - Benefits	\$ 588,006	\$ 483,102	\$ (104,904)	\$ -	\$ 483,102
Human Resources	653 - Human Resources	\$ 3,346,653	\$ 3,769,530	\$ 422,877	\$ 12,285	\$ 3,781,815
Information Technology	632 - Information & Technology Services	\$ 7,519,321	\$ 7,547,906	\$ 28,585	\$ 186,528	\$ 7,734,434
Learning Services	640 - Curriculum, Instruction and Assessment	\$ 3,044,390	\$ 3,156,087	\$ 111,697	\$ 164,120	\$ 3,320,207
Learning Services	649 - Literacy Intervention	\$ 378,676	\$ 378,676	\$ -	\$ -	\$ 378,676
Learning Services	658 - District Media Center	\$ 691,423	\$ 694,807	\$ 3,384	\$ 224,265	\$ 919,072
Learning Services	699 - Educator Effectiveness	\$ 494,223	\$ 494,723	\$ 500	\$ 2,000	\$ 496,723
Learning Services	622 - Learning Services	\$ 2,432,908	\$ 2,463,507	\$ 30,599	\$ 139,000	\$ 2,602,507
Learning Services	647 - Support Staff Professional Development	\$ 691,686	\$ 691,086	\$ (600)	\$ 1,600	\$ 692,686
Legal	623 - Staff Counsel	\$ 1,876,104	\$ 1,927,604	\$ 51,500	\$ -	\$ 1,927,604
Legal	633 - Risk Management Insurance Reserve	\$ 6,491,103	\$ 6,742,433	\$ 251,330	\$ -	\$ 6,742,433
Operations	713 - Construction	\$ 550,453	\$ 712,640	\$ 162,187	\$ -	\$ 712,640
Operations	637 - Chief Operations Officer	\$ 826,999	\$ 858,151	\$ 31,152	\$ 24,054	\$ 882,205
Operations	711 - Operations & Maintenance	\$ 22,069,927	\$ 22,917,744	\$ 847,817	\$ 694,545	\$ 23,612,289
Operations	725 - Fleet	\$ 7,713,750	\$ 7,846,684	\$ 132,934	\$ -	\$ 7,846,684
Operations	726 - Parker Terminal	\$ 7,713,750	\$ 11,707,261	\$ 3,993,511	\$ -	\$ 11,707,261
Operations	727 - Castle Rock Terminal	\$ 7,713,750	\$ 13,917,614	\$ 6,203,864	\$ 350,169	\$ 14,267,783
Operations	728 - Highlands Ranch Terminal	\$ 7,713,750	\$ 5,379,247	\$ (2,334,503)	\$ -	\$ 5,379,247
School Leadership	643 - Athletics & Activities	\$ 1,425,786	\$ 1,463,634	\$ 37,848	\$ -	\$ 1,463,634
School Leadership	501 - Cloverleaf Home Education Partnerships	\$ 1,194,171	\$ 1,194,171	\$ -	\$ -	\$ 1,194,171
School Leadership	973 - DC Athletic Stadium	\$ 54,062	\$ 54,849	\$ 787	\$ 7,614	\$ 62,463
School Leadership	974 - Halftime Help Stadium	\$ 102,530	\$ 112,666	\$ 10,136	\$ 159,229	\$ 271,895
School Leadership	976 - Echopark Automotive Stadium	\$ 104,690	\$ 302,996	\$ 198,306	\$ 13,457	\$ 316,453
School Leadership	615 - Legacy Campus	\$ 3,937,048	\$ 4,049,154	\$ 112,106	\$ 469,756	\$ 4,518,910
School Leadership	625 - Career & Tech Education	\$ 7,991,720	\$ 8,430,696	\$ 438,976	\$ 315,000	\$ 8,745,696
School Leadership	630 - Student Assistance Department	\$ 1,982,481	\$ 2,157,379	\$ 174,898	\$ -	\$ 2,157,379
School Leadership	688 - Office Of Choice Programming	\$ 544,058	\$ 545,058	\$ 1,000	\$ -	\$ 545,058
School Leadership	642 - School Leadership	\$ 1,793,384	\$ 1,887,548	\$ 94,164	\$ 21,000	\$ 1,908,548
Student Support Services	645 - Gifted & Talented	\$ 1,340,393	\$ 1,400,432	\$ 60,039	\$ 80,223	\$ 1,480,655
Student Support Services	624 - Language and Cultural Equity	\$ 1,317,501	\$ 1,318,001	\$ 500	\$ 20,000	\$ 1,338,001
Student Support Services	611 - Douglas County Educational Foundation	\$ 515,082	\$ 526,258	\$ 11,176	\$ -	\$ 526,258
Student Support Services	661 - Health Wellness & Prevention	\$ 3,371,811	\$ 4,150,308	\$ 778,497	\$ 53,184	\$ 4,203,492
Student Support Services	644 - Security Services	\$ 7,448,927	\$ 8,938,727	\$ 1,489,800	\$ 351,381	\$ 9,290,108
Student Support Services	626 - Special Services - Early Childhood Education	\$ 18,819,198	\$ 18,908,887	\$ 89,689	\$ -	\$ 18,908,887
Student Support Services	627 - Early Childhood Education (Preschool)	\$ 5,365,655	\$ 5,442,038	\$ 76,383	\$ 9,800	\$ 5,451,838
Student Support Services	736 - Outdoor Education Center	\$ 285,322	\$ 1,664,860	\$ 1,379,538	\$ 304,300	\$ 1,969,160
Student Support Services	635 - Special Services	\$ 22,745,028	\$ 22,313,620	\$ (431,408)	\$ 941,479	\$ 23,255,099
Student Support Services	662 - Mental Health	\$ 2,441,670	\$ 2,294,370	\$ (147,300)	\$ 11,830	\$ 2,306,200
Student Support Services	614 - Student Support Services - Parker	\$ 10,000	\$ 10,000	\$ -	\$ -	\$ 10,000
Student Support Services	660 - Student Support Services	\$ 2,262,650	\$ 2,466,072	\$ 203,422	\$ 220,000	\$ 2,686,072
Superintendent	612 - Wilcox Building	\$ 10,000	\$ 10,000	\$ -	\$ 33,000	\$ 43,000
Superintendent	646 - Superintendent	\$ 1,251,970	\$ 1,255,523	\$ 3,553	\$ 53,625	\$ 1,309,148
Superintendent	659 - Board Of Education	\$ 257,673	\$ 281,799	\$ 24,126	\$ 416,000	\$ 697,799
<b>All Divisions</b>	<b>All Department Costing Centers</b>	<b>\$ 181,108,575</b>	<b>\$ 194,241,199</b>	<b>\$ 13,132,624</b>	<b>\$ 5,424,607</b>	<b>\$ 199,665,806</b>
<b>General Fund</b>	<b>General Fund Departments Only</b>	<b>\$ 148,281,185</b>	<b>\$ 151,791,388</b>	<b>\$ 3,510,203</b>	<b>\$ 4,589,838</b>	<b>\$ 156,381,226</b>
<i>Districtwide Budget</i>	<i>601 - District Wide Activity</i>	\$ 28,503,382	\$ 28,757,878	\$ 254,496	\$ 400,000	\$ 29,157,878
<i>Bond Funded Positions</i>	<i>Business Services, COO, Security, Legacy, Superintendent</i>	\$ -	\$ -	\$ -	\$ 1,743,628	\$ 1,743,628

Additional Non-Costing Center Recorded but Department-Related Revenue Change  
 Concurrent Enrollment Tuition Increase  
 Homeschool change classification within Funded Pupil Count Decrease  
 Fingerprinting charge for new hires decrease  
 ASCENT/TREP addition to Funded Pupil Count (possibly eliminated)  
 Medicaid Federal Reimbursement Revenue decrease  
 Transportation Categorical Revenue increase  
 Transportation Use of Fund Balance  
 Safety and Security MLO (2023) decrease (excluding one-time year 1 carry over)  
 CTE MLO (2018) decrease available for Legacy Campus  
 Universal Preschool program and preschool tuition revenue decrease  
 Bond funding for positions  
 Total Additional Revenue to Offset Department Expenses

## GRAND TOTAL NON-SCHOOL COMBINED GENERAL FUND BUDGET REQUESTS WITHOUT DEDICATED REVENUE

\$	209,611,957	\$	222,999,077	\$	13,387,120	\$	7,568,235	\$	230,567,312
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# Department Summary

Division	Costing Center	2025-2026	2025-2026 Total		2024-2025		2025-2026		2025-2026 FTE
		Department-recorded Revenue	Revenue	Requested Expense less 2025-2026 Net Requested Increase	Budgeted Ongoing FTE	Requested FTE	Requested FTE	Increase	
Business Services	634 - Business Services	\$ -	\$ -	\$ 6,290,985	\$ 170,933	47.60	47.16	-0.44	
Business Services	648 - Student Health Services	\$ -	\$ -	\$ 3,694,115	\$ (1,401,248)	44.40	32.40	-12.00	
Business Services	680 - West Support Center	\$ -	\$ -	\$ 5,150	\$ -	0.00	0.00	0.00	
Business Services	733 - Warehouse	\$ -	\$ -	\$ 3,576	\$ -	0.00	0.00	0.00	
Communications	651 - Communications	\$ -	\$ -	\$ 1,524,688	\$ 69,936	10.00	10.00	0.00	
Communications	628 - School Community Partnership	\$ -	\$ -	\$ -	\$ -	0.00	0.00	0.00	
Human Resources	636 - Benefits	\$ -	\$ -	\$ 483,102	\$ (104,904)	5.00	4.00	-1.00	
Human Resources	653 - Human Resources	\$ -	\$ -	\$ 3,781,815	\$ 435,162	22.40	25.20	2.80	
Information Technology	632 - Information & Technology Services	\$ -	\$ -	\$ 7,734,434	\$ 215,113	54.00	55.00	1.00	
Learning Services	640 - Curriculum, Instruction and Assessment	\$ -	\$ -	\$ 3,320,207	\$ 275,817	21.42	22.43	1.01	
Learning Services	649 - Literacy Intervention	\$ -	\$ -	\$ 378,676	\$ -	2.00	2.00	0.00	
Learning Services	658 - District Media Center	\$ -	\$ -	\$ 919,072	\$ 227,649	5.75	5.88	0.13	
Learning Services	699 - Educator Effectiveness	\$ -	\$ -	\$ 496,723	\$ 2,500	3.00	3.00	0.00	
Learning Services	622 - Learning Services	\$ -	\$ -	\$ 2,602,507	\$ 169,599	15.00	15.00	0.00	
Learning Services	647 - Support Staff Professional Development	\$ -	\$ -	\$ 692,686	\$ 1,000	3.20	3.20	0.00	
Legal	623 - Staff Counsel	\$ -	\$ -	\$ 1,927,604	\$ 51,500	7.00	7.00	0.00	
Legal	633 - Risk Management Insurance Reserve	\$ -	\$ -	\$ 6,742,433	\$ 251,330	2.00	2.00	0.00	
Operations	713 - Construction	\$ -	\$ -	\$ 712,640	\$ 162,187	4.00	5.00	1.00	
Operations	637 - Chief Operations Officer	\$ -	\$ -	\$ 882,205	\$ 55,206	5.00	6.00	1.00	
Operations	711 - Operations & Maintenance	\$ -	\$ -	\$ 23,612,289	\$ 1,542,362	102.10	102.10	0.00	
Operations	725 - Fleet	\$ 750,000	\$ 7,096,684	\$ (617,066)	\$ 29.00	29.00	29.00	0.00	
Operations	726 - Parker Terminal	\$ -	\$ 11,707,261	\$ 3,993,511	176.63	157.50	157.50	-19.13	
Operations	727 - Castle Rock Terminal	\$ 875,000	\$ 13,392,783	\$ 5,679,033	71.25	80.75	80.75	9.50	
Operations	728 - Highlands Ranch Terminal	\$ -	\$ 5,379,247	\$ (2,334,503)	69.13	73.50	73.50	4.38	
School Leadership	643 - Athletics & Activities	\$ -	\$ 1,463,634	\$ 37,848	11.75	12.63	12.63	0.88	
School Leadership	501 - Cloverleaf Home Education Partnerships	\$ -	\$ 1,194,171	\$ -	11.30	11.30	11.30	0.00	
School Leadership	973 - DC Athletic Stadium	\$ 7,000	\$ 55,463	\$ 1,401	0.00	0.00	0.00	0.00	
School Leadership	974 - Halftime Help Stadium	\$ 158,000	\$ 113,895	\$ 11,365	0.00	0.00	0.00	0.00	
School Leadership	976 - Echopark Automotive Stadium	\$ 11,000	\$ 305,453	\$ 200,763	0.00	0.00	0.00	0.00	
School Leadership	615 - Legacy Campus	\$ 637,470	\$ 3,881,440	\$ (55,608)	30.36	32.84	32.84	2.48	
School Leadership	625 - Career & Tech Education	\$ 275,000	\$ 8,470,696	\$ 478,976	6.00	6.00	6.00	0.00	
School Leadership	630 - Student Assistance Department	\$ -	\$ 2,157,379	\$ 174,898	15.44	15.84	15.84	0.40	
School Leadership	688 - Office Of Choice Programming	\$ -	\$ 545,058	\$ 1,000	3.80	3.80	3.80	0.00	
School Leadership	642 - School Leadership	\$ -	\$ 1,908,548	\$ 115,164	9.00	9.00	9.00	0.00	
Student Support Services	645 - Gifted & Talented	\$ -	\$ 1,480,655	\$ 140,262	6.00	7.50	7.50	1.50	
Student Support Services	624 - Language and Cultural Equity	\$ -	\$ 1,338,001	\$ 20,500	9.50	9.50	9.50	0.00	
Student Support Services	611 - Douglas County Educational Foundation	\$ -	\$ 526,258	\$ 11,176	5.25	4.75	4.75	-0.50	
Student Support Services	661 - Health Wellness & Prevention	\$ -	\$ 4,203,492	\$ 831,681	28.03	33.15	33.15	5.12	
Student Support Services	644 - Security Services	\$ -	\$ 9,290,108	\$ 1,841,181	26.00	26.00	26.00	0.00	
Student Support Services	626 - Special Services - Early Childhood Education	\$ -	\$ 18,908,887	\$ 89,689	198.44	200.31	200.31	1.87	
Student Support Services	627 - Early Childhood Education (Preschool)	\$ 790,000	\$ 4,661,838	\$ (703,817)	76.50	76.50	76.50	0.00	
Student Support Services	736 - Outdoor Education Center	\$ 1,615,600	\$ 353,560	\$ 68,238	12.00	12.00	12.00	0.00	
Student Support Services	635 - Special Services	\$ 342,579	\$ 22,912,520	\$ 167,492	143.81	137.52	137.52	-6.29	
Student Support Services	662 - Mental Health	\$ -	\$ 2,306,200	\$ (135,470)	12.60	12.00	12.00	-0.60	
Student Support Services	614 - Student Support Services - Parker	\$ -	\$ 10,000	\$ -	0.00	0.00	0.00	0.00	
Student Support Services	660 - Student Support Services	\$ -	\$ 2,686,072	\$ 423,422	9.25	11.25	11.25	2.00	
Superintendent	612 - Wilcox Building	\$ 33,000	\$ 10,000	\$ -	0.00	0.00	0.00	0.00	
Superintendent	646 - Superintendent	\$ -	\$ 1,309,148	\$ 57,178	5.00	5.50	5.50	0.50	
Superintendent	659 - Board Of Education	\$ -	\$ 697,799	\$ 440,126	0.00	0.00	0.00	0.00	
<b>All Divisions</b>	<b>All Department Costing Centers</b>	<b>\$ 5,494,649</b>	<b>\$ 194,171,157</b>	<b>\$ 13,062,582</b>	<b>1319.90</b>	<b>1315.50</b>	<b>-4.40</b>		
<b>General Fund</b>	<b>General Fund Departments Only</b>	<b>\$ 2,078,049</b>	<b>\$ 154,303,177</b>	<b>\$ 6,021,992</b>	<b>950.15</b>	<b>950.12</b>	<b>-0.03</b>		
Districtwide Budget	601 - District Wide Activity	\$ -	\$ 29,157,878	\$ 654,496	0.00	0.00	0.00	0.00	
Bond Funded Positions	Business Services, COO, Security, Legacy, Superintendent	\$ -	\$ 1,743,628	\$ 1,743,628	0.00	15.00	15.00	15.00	
<b>Additional Non-Costing Center Recorded but Department-Related Revenue Changes</b>									
Concurrent Enrollment Tuition Increase		\$ 446,676							
Homeschool change classification within Funded Pupil Count Decrease		\$ (683,000)							
Fingerprinting charge for new hires decrease		\$ (94,000)							
ASCENT/TREP addition to Funded Pupil Count (possibly eliminated)		\$ -							
Medicaid Federal Reimbursement Revenue decrease		\$ (1,078,190)							
Transportation Categorical Revenue increase		\$ 612,477							
Transportation Use of Fund Balance		\$ 3,747,737							
Safety and Security MLO (2023) decrease (excluding one-time year 1 carry over)		\$ (11,574)							
CTE MLO (2018) decrease available for Legacy Campus		\$ (863,789)							
Universal Preschool program and preschool tuition revenue decrease		\$ (1,031,991)							
Bond funding for positions		\$ 1,743,628							
Total Additional Revenue to Offset Department Expenses		\$ 2,787,974							
<b>GRAND TOTAL NON-SCHOOL COMBINED GENERAL FUND BUDGET REQUESTS WITHOUT DEDICATED REVENUE</b>		<b>\$ 8,282,623</b>	<b>\$ 222,284,689</b>	<b>\$ 12,672,732</b>	<b>1319.90</b>	<b>1330.50</b>	<b>10.60</b>		

# Interactive Online Department Financials through OpenBook

DCSD recently implemented new budget software, Questica Budget, to build and manage the District’s operating, personnel and capital budgets. The last piece of the implementation is the release of publicly available, interactive and accessible reports through OpenBook. The following links to OpenBook will also be posted on the DCSD Financial Transparency website:

**Link to Expenditure Report:**

<https://dcsdk12.openbook.questica.com/#/spotlight/75ec453f-1d95-467d-852d-21f985d250be>

The expenditure report shows the 2025-2026 Adopted Budget General Fund Expenditures and Reserves. Department financials in OpenBook include expenses within the General Fund. Financial activity associated with department locations in other funds, such as Nutrition Services, is identified earlier in this publication in the Financial Section, Fund Financials. As shown in the image below, viewers can select between a bar graph of the dollar amounts, pie chart of the percentage of the total by each division or summary formatted as a table. Each breakdown by Division is drillable to three additional layers of detail: first the entity hierarchy, next the cost center (department) and finally the expenditure type (ledger category).

Data for the Adopted budget and actual expenditures can be viewed for 2025-2026 and the three prior years. Four years of budget data is presented for each year, starting with the budget for the selected year as adopted by the Board of Education reflected in the blue bar. The Final Revised budgeted is provided for the three years prior to the selected year. Actual expenditures for the selected year are presented using the red bar. 2023-2024 actuals are audited while 2024-2025 actuals reflect totals as of June 30, 2025 but are unaudited. 2025-2026 actuals reflect year-to-date expenditures and are refreshed monthly.

Select desired year and click *Apply* to view. Hover over each bar in the graph for more detail.

School and Department

Budget Year

2025-2026

▼

Apply

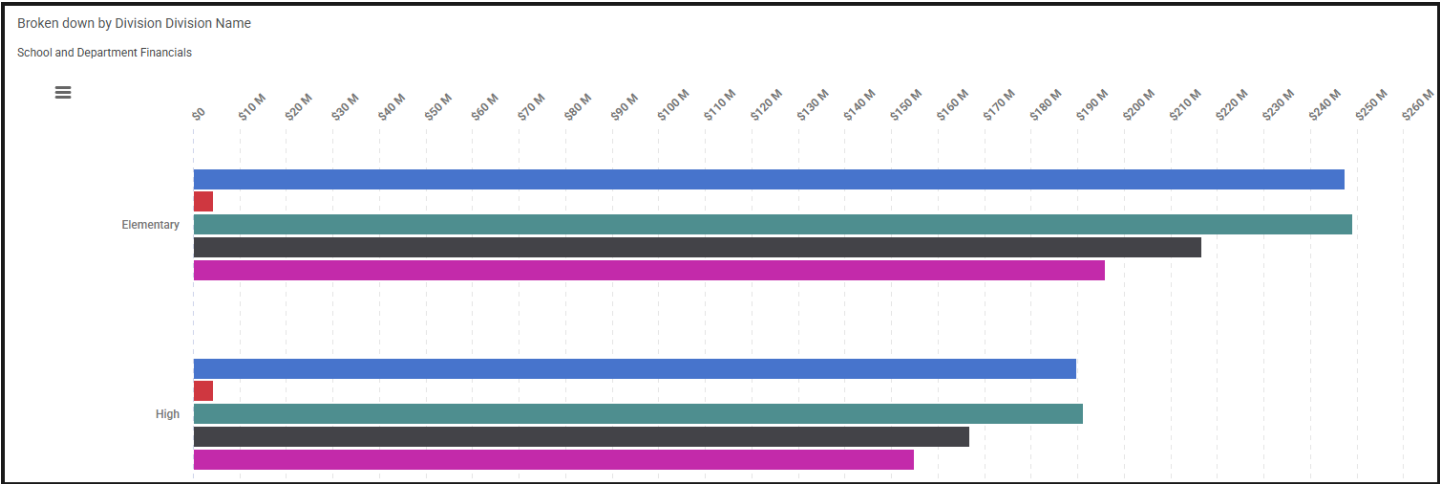
2022-2023

2023-2024

2024-2025

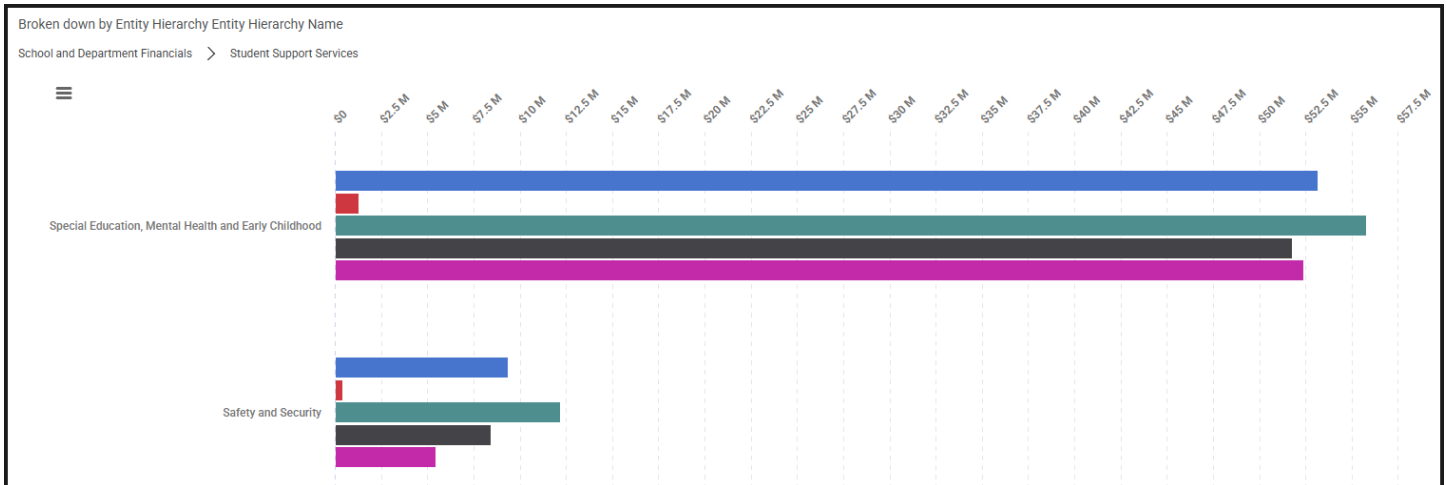
2025-2026

**First Level: Division**



# Interactive Online Department Financials through OpenBook

## Second Level: Entity Hierarchy



## Third Level: Costing Center



## Fourth Level: Ledger

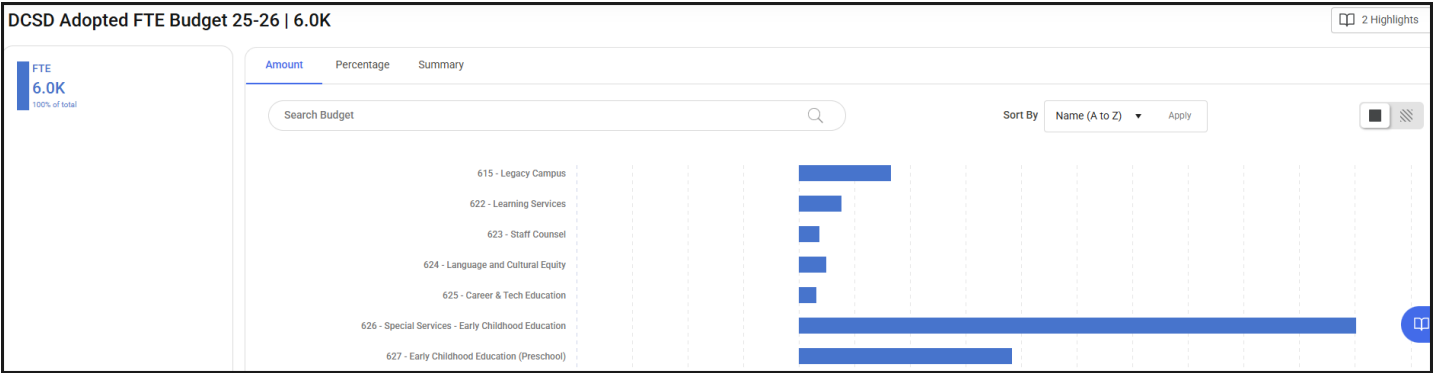


# Interactive Online Department Financials through OpenBook

**Link to FTE Report:** <https://dcsdk12.openbook.questica.com/#/visualization/c2cbefef-d038-4376-8f24-de63c89081b4>.

The FTE report displays the 2025-2026 Adopted Budget Full Time Equivalents (FTE) for the General Fund. It excludes employees funded outside of the General Fund (such as in Nutrition Services or Transportation). The interactive tool has a similar layout with two levels: first by cost center and then by job class (type of position). FTE is defined as hours worked in a 40 hour work week, meaning a 40 hour a week employee is a 1.0 FTE while a 20 hour a week employee is a 0.5 FTE.

## First Level: by Cost Center



## Second Level: by Job Class





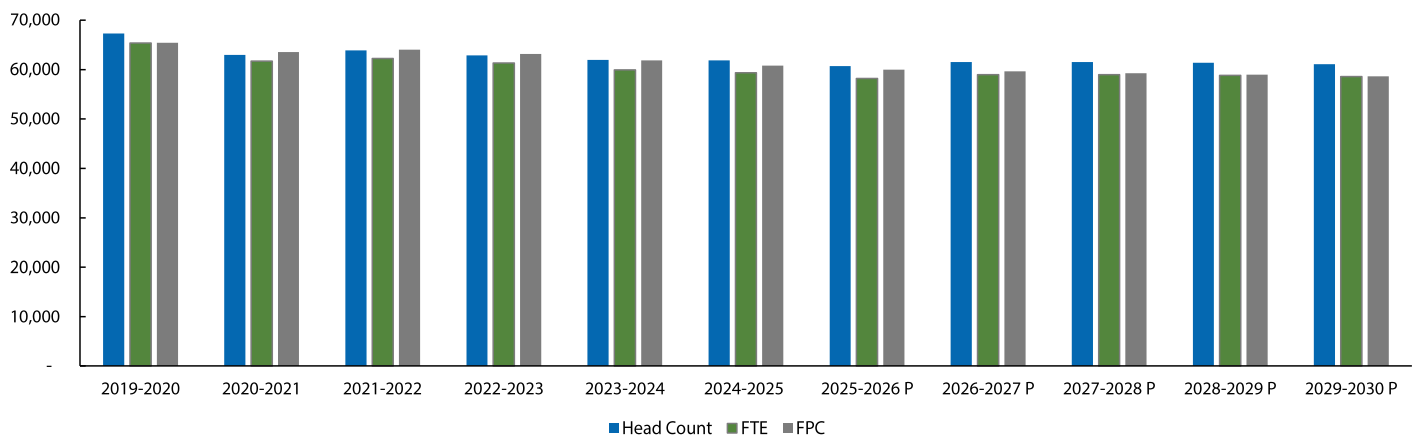
# **Informational Section**

## Student Enrollment

Student growth and decline remains an important factor in 2025-2026 and for the District's long-term future. The membership of 2025-2026 is estimated at 60,719 which includes 6,387 Pre K-12 Full Time Equivalent (FTE) (charter schools also included in FTE count) students. The Funded Pupil Count (FPC) for 2025-2026 is projected at 59,982.

		2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026 P	2026-2027 P	2027-2028 P	2028-2029 P	2029-2030 P
North Planning Area	Head Count	29,009	26,869	25,955	28,145	27,742	24,351	26,498	27,615	27,540	27,466	27,419
	FTE	28,238	26,363	25,835	27,585	26,897	23,429	26,074	26,479	26,407	26,336	26,291
East Planning Area	Head Count	21,943	21,354	21,095	18,228	19,446	22,552	18,691	19,410	19,455	19,422	19,274
	FTE	21,371	21,036	21,013	17,773	18,835	21,805	18,449	18,611	18,654	18,623	18,481
West Planning Area	Head Count	13,968	13,205	13,114	13,243	12,954	10,650	12,343	12,704	12,732	12,679	12,628
	FTE	13,601	12,987	12,969	12,933	12,589	9,887	12,152	12,181	12,208	12,157	12,108
Other District	Head Count	2,385	1,551	3,712	3,256	1,822	4,298	1,714	1,784	1,790	1,790	1,787
	FTE	2,154	1,336	2,423	3,025	1,599	4,221	1,545	1,711	1,716	1,716	1,713
Total District	Head Count	67,305	62,979	63,876	62,872	61,964	61,851	60,719	61,513	61,517	61,357	61,108
	FTE	65,363	61,721	62,240	61,316	59,919	59,342	58,220	58,982	58,986	58,832	58,593
	FPC	65,405	63,539	64,035	63,158	61,854	60,799	59,982	59,650	59,256	58,958	58,643

Douglas County School District Re. 1  
Enrollment, FPC, FTE Pupil Growth Trend Since 2019



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 and choice enrollment movement to adjacent districts.

Western has 40 years of 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 districts 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 212 represents PK-12 student enrollment data.

**Douglas County School District Re.1**  
**K-12 Enrollment Trend Since 2022**

	2021-22	2022-23	2023-24	2024-25	Projected Enrollment				
					2025-26	2026-27	2027-28	2028-29	2029-30
<b>Elementary Schools</b>									
Pine Grove Elementary	478	477	466	452	440	432	408	432	471
Coyote Creek Elementary	376	441	477	482	513	627	333	328	323
Sand Creek Elementary	342	325	295	285	281	314	318	324	329
Rock Ridge Elementary	413	428	430	404	416	456	491	496	515
Cherokee Trail Elementary	500	488	540	503	492	510	421	402	409
Eagle Ridge Elementary	568	574	561	544	557	586	494	463	472
Bear Canyon Elementary	388	368	335	341	330	352	365	363	367
Roxborough Primary Elementary	311	306	313	319	339	397	422	441	462
Acres Green Elementary	337	361	336	300	272	274	282	273	281
Summit View Elementary	434	407	349	330	301	309	327	331	321
Castle Rock Elementary	362	412	423	419	419	448	461	455	456
Cherry Valley Elementary	40	39	36	25	27	29	31	31	30
Franktown Elementary	340	343	336	336	332	341	365	360	361
Larkspur Elementary	216	205	176	161	157	151	158	152	150
Northridge Elementary	594	566	565	560	560	547	565	550	558
Northeast Elementary	289	292	325	329	307	274	247	256	264
Mountain View Elementary	285	291	301	270	266	308	320	322	322
Pine Lane Elementary	723	736	721	687	687	754	684	704	718
Fox Creek Elementary	451	446	423	408	388	388	376	349	337
Sedalia Elementary	190	189	208	201	206	209	217	216	222
Cougar Run Elementary	364	344	360	392	391	389	415	420	425
South Ridge Elementary	440	411	393	371	380	374	375	367	378
Pioneer Elementary	374	374	393	378	374	389	393	385	370
Buffalo Ridge Elementary	432	468	482	495	511	541	574	577	583
Trailblazer Elementary	293	288	286	297	310	362	326	340	348
Wildcat Mountain Elementary	442	411	389	397	410	437	466	492	515
Iron Horse Elementary	408	389	380	360	358	414	419	414	397
Saddle Ranch Elementary	329	330	339	317	295	318	320	315	323
Meadow View Elementary	480	497	467	480	470	496	511	516	515
Arrowwood Elementary	328	349	332	335	325	367	386	394	403
Prairie Crossing Elementary	699	679	610	587	574	578	459	443	444
Heritage Elementary	352	345	355	352	336	364	383	377	369
Eldorado Elementary	400	368	376	352	345	344	348	339	329
Timber Trail Elementary	329	338	352	359	370	410	286	301	287
Frontier Valley Elementary	402	369	360	347	354	355	369	365	363
Soaring Hawk Elementary	435	426	409	404	400	418	431	427	439
Legacy Point Elementary	286	350	435	441	448	507	529	546	568
Redstone Elementary	390	389	386	375	372	355	347	327	318
Flagstone Elementary	409	439	445	460	460	529	564	559	556
Copper Mesa Elementary	332	289	290	276	256	263	253	242	238
Mammoth Heights Elementary	614	588	548	544	534	559	488	490	489
Stone Mountain Elementary	554	500	471	436	412	392	391	401	413
Gold Rush Elementary	628	637	646	612	580	611	636	642	645
Clear Sky Elementary	646	637	653	598	602	617	631	643	652
Roxborough Intermediate Elementary	406	419	421	430	432	433	457	467	490
Sage Canyon Elementary	584	570	538	522	550	529	537	561	578
Renaissance Magnet Elementary	389	381	360	361	340	354	367	369	374
Lone Tree Elementary	354	356	355	365	367	396	418	415	422
<b>Elementary School Total</b>	<b>19,736</b>	<b>19,635</b>	<b>19,447</b>	<b>18,999</b>	<b>18,846</b>	<b>19,807</b>	<b>19,364</b>	<b>19,382</b>	<b>19,599</b>

# Student Enrollment

The Student Enrollment chart below represents K-12. The enrollment chart found on page 212 represents PK-12 student enrollment data.

	2021-22	2022-23	2023-24	2024-25	Projected Enrollment				
					2025-26	2026-27	2027-28	2028-29	2029-30
<b>Secondary Schools</b>									
<b>Middle Schools</b>									
Ranch View Middle School	820	822	810	829	820	880	851	826	780
Castle Rock Middle School	741	748	701	660	630	603	563	561	534
Cresthill Middle School	738	670	618	558	543	592	522	507	484
Sierra Middle School	761	779	784	805	827	826	1,222	1,162	1,019
Sagewood Middle School	805	824	833	816	813	765	665	637	568
Mountain Ridge Middle School	925	865	842	752	690	731	604	615	601
Rocky Heights Middle School	1,225	1,162	1,170	1,129	1,158	1,128	1,037	1,028	974
Mesa Middle School	998	957	850	852	868	909	885	907	875
Cimarron Middle School	1,172	1,116	1,089	1,052	1,040	1,010	889	870	823
<b>Middle School Total</b>	<b>8,185</b>	<b>7,943</b>	<b>7,697</b>	<b>7,453</b>	<b>7,389</b>	<b>7,444</b>	<b>7,238</b>	<b>7,113</b>	<b>6,658</b>
<b>High Schools</b>									
Highlands Ranch High School	1,581	1,538	1,390	1,323	1,265	1,124	1,038	1,016	981
Douglas County High School	1,820	1,758	1,771	1,659	1,541	1,504	1,470	1,482	1,461
Ponderosa High School	1,464	1,402	1,424	1,407	1,410	1,366	1,341	1,307	1,290
ThunderRidge High School	1,880	1,881	1,841	1,820	1,825	1,814	1,832	1,819	1,860
Chaparral High School	2,076	2,009	2,045	2,007	2,003	2,045	2,011	1,983	1,984
Mountain Vista High School	2,365	2,259	2,217	2,169	2,037	1,952	1,841	1,715	1,592
Rock Canyon High School	2,376	2,377	2,328	2,325	2,330	2,237	2,263	2,257	2,219
Castle View High School	2,136	1,990	1,863	1,938	1,884	1,900	1,860	1,760	1,716
Legend High School	2,250	2,228	2,206	2,206	2,025	1,998	1,935	1,857	1,785
<b>High School Total</b>	<b>17,948</b>	<b>17,442</b>	<b>17,085</b>	<b>16,854</b>	<b>16,320</b>	<b>15,940</b>	<b>15,591</b>	<b>15,196</b>	<b>14,888</b>
<b>Alternative Schools</b>									
Daniel C. Oakes High School	137	149	141	113	139	137	134	131	131
Cloverleaf Home Education	201	215	220	250	221	219	222	224	223
Eagle Academy	126	123	128	115	125	124	122	119	120
VALE	0	0	60	88	120	84	84	84	82
eDCSD	34	67	67	61	66	64	65	63	63
<b>Alternative School Total</b>	<b>498</b>	<b>554</b>	<b>616</b>	<b>627</b>	<b>671</b>	<b>628</b>	<b>627</b>	<b>621</b>	<b>619</b>
<b>Secondary School Total</b>	<b>26,631</b>	<b>25,939</b>	<b>25,398</b>	<b>24,934</b>	<b>24,380</b>	<b>24,012</b>	<b>23,456</b>	<b>22,930</b>	<b>22,165</b>
<b>District-Run Grand Total</b>	<b>46,367</b>	<b>45,574</b>	<b>44,845</b>	<b>43,933</b>	<b>43,226</b>	<b>43,819</b>	<b>42,820</b>	<b>42,312</b>	<b>41,764</b>
<b>Charter Schools</b>									
Academy Charter School	739	751	748	675	670	670	670	670	670
Leman Academy of Excellence	1,038	1,100	1,114	1,390	1,192	1,890	2,109	2,246	2,351
Ben Franklin Academy Charter School	905	893	879	888	892	960	960	960	960
American Academy Charter School	2,551	2,557	2,579	2,571	2,574	2,810	2,810	2,810	2,810
Challenge To Excellence Charter School	536	538	548	551	665	665	665	665	665
Northstar Academy Charter School	673	683	678	684	695	715	715	715	715
Parker Core Knowledge Charter School	703	706	705	705	702	775	775	775	775
Global Village Academy Charter School	383	364	394	450	552	647	714	768	802
HOPE High School Charter School	2,014	1,755	1,368	1,307	1,307	1,307	1,307	1,307	1,307
STEM Academy Charter School	1,670	1,498	1,399	1,394	1,403	1,403	1,403	1,403	1,403
DCS Montessori Charter School	438	442	440	439	439	551	551	551	551
Aspen View Academy Charter School	930	961	973	970	984	1,032	1,032	1,032	1,032
SkyView Academy Charter School	1,257	1,273	1,283	1,291	1,293	1,368	1,368	1,368	1,368
Parker Performing Arts Charter School	657	639	619	638	676	676	676	676	676
Platte River Academy Charter School	543	567	643	736	776	776	776	776	776
Renaissance Secondary Charter School	330	347	406	441	452	510	510	510	510
World Compass Academy Charter School	679	711	740	733	748	829	834	834	834
<b>Charter School Total</b>	<b>16,046</b>	<b>15,785</b>	<b>15,516</b>	<b>15,863</b>	<b>16,020</b>	<b>17,584</b>	<b>17,875</b>	<b>18,066</b>	<b>18,205</b>
<b>District-Run + Charter Grand Total</b>	<b>62,413</b>	<b>61,359</b>	<b>60,361</b>	<b>59,796</b>	<b>59,246</b>	<b>61,403</b>	<b>60,695</b>	<b>60,378</b>	<b>59,969</b>

# 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

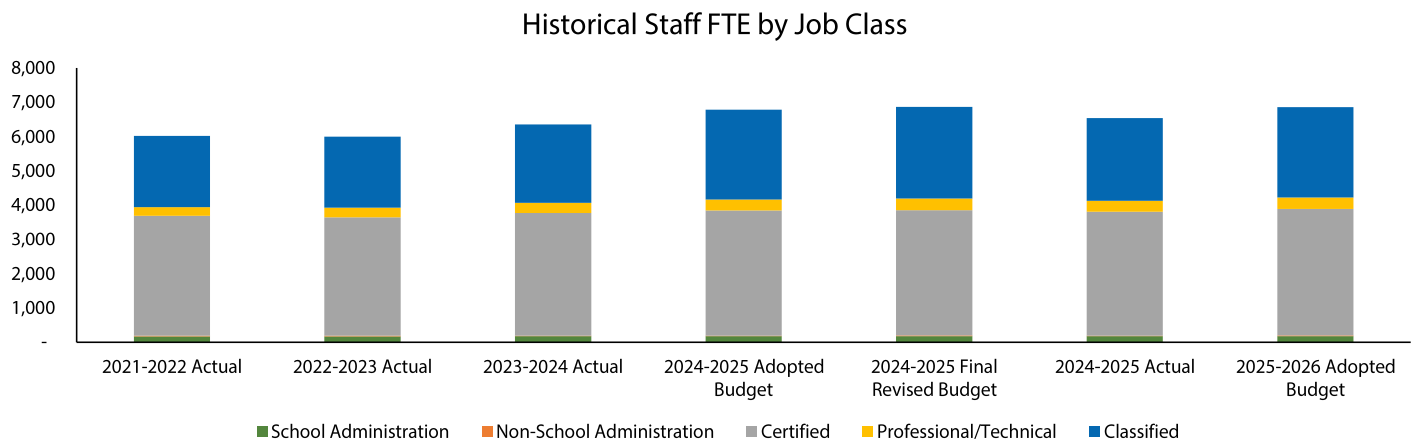
Professional/Technical staff perform assignments requiring a high degree of knowledge and skills usually acquired through at least a baccalaureate degree (or its equivalent obtained through special study and/or experience) but not requiring skills in the field of education.

## 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.*

Historical School District Staffing FTE							
Job Class	2021-2022 Actual	2022-2023 Actual	2023-2024 Actual	2024-2025 Adopted Budget	2024-2025 Final Revised Budget	2024-2025 Actual	2025-2026 Adopted Budget
School Administration	173	172	175	176	178	174	176
Non-School Administration	20	19	19	19	20	19	24
Certified	3,495	3,457	3,575	3,650	3,656	3,614	3,690
Professional/Technical	256	277	303	321	341	320	336
Classified	2,075	2,073	2,282	2,617	2,672	2,413	2,636
Total FTE	6,018	5,998	6,354	6,784	6,867	6,539	6,861



The increase in certified staff between the 2024–2025 Final Revised Budget and the 2025–2026 Adopted Budget reflects an increased focus on student programming needs. The decrease in Professional/Technical FTE is tied to positions being repurposed for other departmental initiatives, while the reduction in Classified FTE aligns with shifting district needs through position consolidations.

The FTE variance between 2024–2025 actuals and the Final Revised Budget for School and Non-School Administration is due to vacant administrator positions. In certified staff, the variance is the result of numerous teacher vacancies. The large variance in classified staff is primarily driven by vacancies among custodial staff, educational assistants (I and IV), bus drivers, and kitchen staff.



# **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 “21<sup>st</sup> 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 undergo a review and revision cycle every six years, with approximately one-third of the content areas being revised every two years. Group 1 standards (Dance, Drama & Theatre Arts, Music, Social Studies, and Visual Arts) were revised and approved in 2022 and are considered fully implemented as of 2024. Group 2 standards (Computer Science, Physical Education, World Languages) were approved in 2024, with CDE advising implementation by 2026. Computer science standards were expanded to include K-12, while physical education and world languages standards were re-adopted without changes. Group 3 standards (Comprehensive Health, Mathematics, Reading Writing Communicating, and Science) are currently under revision. In December 2024, the State Board of Education voted to revise high school mathematics standards, with new recommendations expected by July 1, 2026; P-8 mathematics standards remain as adopted in 2018. Targeted revisions to science standards to address climate change were also approved in December 2024. Comprehensive Health and Reading, Writing, and Communicating standards, adopted in 2018, were re-adopted without revisions in December 2024. Additionally, House Bill 23-1231, "Improving Mathematics Outcomes in Kindergarten Through Twelfth Grade Education," was passed in April 2023 to enhance mathematics achievement from pre-kindergarten through twelfth grade.

### 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

# Colorado Academic 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

## 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                  | • English Language Proficiency        |
| • Visual Arts            | • Mathematics                         |
| • Drama and Theatre Arts | • Physical Education                  |
| • Dance                  | • Reading, Writing, and Communicating |
| • Comprehensive Health   | • Science                             |
| • Computer Science       | • Social Studies                      |








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 2024:

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

Source: <https://www.cde.state.co.us/communications/2024assessmentfamilyen>

## Assessment Windows

DOUGLAS COUNTY SCHOOL DISTRICT ASSESSMENT DATES		
2025-2026		
Assessment	Grades Administered	Dates of Assessment
Federally Mandated		
ACCESS For ELLs	K - 12	Jan 12, 2026 - Feb 13, 2026
NAEP	4, 8	Jan 26, 2026 - Mar 20, 2026
State Mandated		
CMAS ELA and Math	3 - 8	Apr 6 - Apr 24, 2026
CMAS Science	5, 8, 11	Apr 6 - Apr 24, 2026
CMAS Social Studies	4, 7	Apr 6 - Apr 24, 2026
CoAlt ELA and Math	3 - 11	Apr 6 - Apr 24, 2026 High Schools - Aligned to PSAT/SAT Schedule (to the extent possible)
CoAlt Science	5, 8, 11	Apr 6 - Apr 24, 2026 High Schools - Aligned to PSAT/SAT Schedule (to the extent possible)
CoAlt Social Studies	4, 7	Apr 6 - Apr 24, 2026
CSLA	3, 4	Apr 6 - Apr 24, 2026
PSAT 9	9	Fall: TBD Spring: Apr 13 - Apr 17, 2026
PSAT 10	10	Fall: TBD Spring: Apr 13 - Apr 17, 2026
READ Act i-Ready Diagnostic	All K-8 Students and all 4-12th Grade READ Students	<ul style="list-style-type: none"> <li>BoY               <ul style="list-style-type: none"> <li>1<sup>st</sup>-12<sup>th</sup>: Aug. 26 - Sept. 10, 2025</li> <li>Kindie: Sept. 3 - Sept. 24, 2025</li> </ul> </li> <li>MoY               <ul style="list-style-type: none"> <li>K-12<sup>th</sup>: Dec. 2 - Dec. 17, 2025</li> </ul> </li> <li>EoY               <ul style="list-style-type: none"> <li>K-12<sup>th</sup>: April 29 - May 13, 2026</li> </ul> </li> </ul>

Source: <https://www.dcsdk12.org/schools-academics/academics/assessment>

## Assessment Windows

DOUGLAS COUNTY SCHOOL DISTRICT ASSESSMENT DATES		
2025-2026		
READ Act DIBELS 8th Edition- ELAT	K-3 and 4+ READ Students	<ul style="list-style-type: none"><li>BoY<ul style="list-style-type: none"><li>1st-12th: Aug. 26 - Sept 10, 2025</li><li>Kindie: Sept. 3 - Sept. 17, 2025</li></ul></li><li>MoY<ul style="list-style-type: none"><li>K-12th: Dec. 2 - Dec. 17, 2025</li></ul></li><li>EoY<ul style="list-style-type: none"><li>K-12th: April 29 - May 13, 2026</li></ul></li></ul>
SAT	11	Apr 13 - Apr 17, 2026
TS GOLD®	K	Aug 13, 2025 - Oct 10, 2025
State Recommended		
CogAT	2, 3, 4, 5, 6	Nov 3, 2025 - Feb 27, 2026
School Choice		
NWEA MAP Growth	K - 12	Fall: Aug. 26, 2025- Sept. 30, 2025 Winter: Dec. 2, 2025-Jan. 22, 2026 Spring: April 14, 2026-May 21, 2026
PSAT/NMSQT	10, 11	Apr 13 - Apr 17, 2026
What is the purpose of each test?		
Federally Mandated		
ACCESS For ELLs	Students who have been identified as English language Learners <ul style="list-style-type: none"><li><a href="#">Resource: What is ACCESS for ELLS? (English)</a></li><li><a href="#">Resource: What is ACCESS for ELLS? (Non-English versions)</a></li></ul>	
NAEP	National Assessment of Educational Progress <ul style="list-style-type: none"><li>The Colorado Department of Education randomly selects schools to administer NAEP to a sample of fourth and eighth grade students in mathematics and reading.</li><li><a href="#">Resource: About NAEP</a></li><li><a href="#">Resource: Colorado NAEP</a></li></ul>	
State Mandated		
CMAS	Colorado Measures of Academic Success	

Source: <https://www.dcsdk12.org/schools-academics/academics/assessment>

# Assessment Windows

## DOUGLAS COUNTY SCHOOL DISTRICT ASSESSMENT DATES

### 2025-2026

	<ul style="list-style-type: none"> <li>Colorado Measures of Academic Success (CMAS) are the system of statewide tests in English language arts, math, science and social studies that are given to all Colorado students in grades three through high school.</li> <li><a href="#">Resource: CDE CMAS</a></li> </ul>
CoAlt	<p>Colorado Alternate English Language Arts and Math</p> <ul style="list-style-type: none"> <li>The Colorado Alternate (CoAlt) Assessment is an academic, standards-based assessment designed specifically for eligible students with the most significant cognitive disabilities. The primary purpose of the assessment program is to determine the level at which Colorado students with the most significant cognitive disabilities meet the Extended Evidence Outcomes (EEOs) of the Colorado Academic Standards.</li> <li><a href="#">Resource: CDE CoAlt</a></li> </ul>
CSLA	<p>Colorado Spanish Language Arts</p> <ul style="list-style-type: none"> <li>Colorado Spanish Language Arts, is an accommodated version of the CMAS (Colorado Measures of Academic Success) English Language Arts (ELA) assessment. It's available for eligible Spanish-speaking students in grades 3 and 4 who are taking ELA. The CSLA assessment is designed to provide a more accessible means for students to demonstrate their knowledge and skills in language arts.</li> </ul>
PSAT 9, PSAT 10	<p>Preliminary SAT/National Merit Scholarship Qualifying Test</p> <ul style="list-style-type: none"> <li>The PSAT 9 and PSAT 10 is a standardized test designed to assess students' skills in reading, writing, and mathematics, serving as a stepping stone to the SAT and a qualifying test for the National Merit Scholarship Program. It's administered by the <a href="#">College Board</a> and the <a href="#">National Merit Scholarship Corporation</a>. The PSAT/NMSQT is one of three PSAT tests:             <ul style="list-style-type: none"> <li>PSAT 8/9 (for 8th and 9th graders)</li> <li>PSAT 10 (for 10th graders)</li> <li>PSAT/NMSQT (for 11th graders).</li> </ul> </li> <li><a href="#">Resource: College Board PSAT</a></li> </ul>
SAT	<p>Scholastic Aptitude Test, formerly Scholastic Assessment Test</p> <ul style="list-style-type: none"> <li>The SAT is a standardized test used in the United States and many other countries to assess the readiness of high school students for college-level work. It is a multiple-choice exam that measures skills in reading, writing, and math. Colleges and universities often consider SAT scores when making admissions decisions.</li> <li><i>Spring Testing Week - All DCSD high schools have agreed to host the spring testing week during the week that the state-wide SAT is given. That will include all grade levels and all testing. These will be full school days, a portion for the testing for select students and a portion for all students to attend.</i></li> </ul>

Source: <https://www.dcsdk12.org/schools-academics/academics/assessment>

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

# Assessment Windows

## DOUGLAS COUNTY SCHOOL DISTRICT ASSESSMENT DATES

### 2025-2026

	<ul style="list-style-type: none"> <li>◦ <a href="#">Resource: College Board SAT</a></li> </ul>
READ Act Interims	<p>READ Act Interims (i-Ready, ELAT, STAR)</p> <ul style="list-style-type: none"> <li>• iReady - an online assessment and personalized instruction program for students in grades K-8 that helps teachers assess student learning, identify skill gaps, and provide targeted instruction in reading and mathematics. It combines a diagnostic test with an online learning program to help students build foundational skills and achieve grade-level expectations.               <ul style="list-style-type: none"> <li>◦ <a href="#">Resource: iReady Family Center</a></li> </ul> </li> <li>• ELAT (Early Literacy Assessment Tool) is designed to assist teachers in meeting the assessment requirements of the READ Act. The online tool will allow teachers to obtain real-time assessment of the reading skill levels of students enrolled in kindergarten, first, second, and/or third grades. Based on the assessment results, the online tool will generate intervention plans and materials to support students.               <ul style="list-style-type: none"> <li>◦ <a href="#">Resource: CDE ELAT</a></li> </ul> </li> <li>• STAR Early Literacy is a K-3 assessment used to screen and monitor early literacy skills aligned to the READ Act.               <ul style="list-style-type: none"> <li>◦ <a href="#">Resource: CDE STAR</a></li> </ul> </li> </ul>
TS GOLD®	<p>Teaching Strategies GOLD®</p> <ul style="list-style-type: none"> <li>• TS GOLD® is a kindergarten assessment system that helps educators observe, document, and assess student development and learning. It supports planning and instruction aligned to early learning standards.</li> <li>• Kindergarten Assessment</li> <li>• <a href="#">Resource: TS GOLD® Colorado Teachers</a></li> </ul>
State Recommended	
CogAT	<p>Cognitive Abilities Test</p> <ul style="list-style-type: none"> <li>• CogAT               <ul style="list-style-type: none"> <li>◦ Universal Screen</li> <li>◦ Grades 5 and 6 and referral testing (3, 4, 5)</li> </ul> </li> <li>• Iowa Testing               <ul style="list-style-type: none"> <li>◦ Universal Screen</li> <li>◦ Grade 2 and referral testing (K, 1)</li> <li>◦ Optional: Students in universal screening years already identified as gifted</li> </ul> </li> <li>• <a href="#">Resource: CDE Gifted Education</a></li> </ul>
School Choice	
NWEA MAP Growth	<p>Measures of Academic Progress</p> <ul style="list-style-type: none"> <li>• MAP Growth measures academic growth and achievement across a wide range of subjects, catering to both English and Spanish speaking students from kindergarten through twelfth grade.</li> <li>• School-selected Assessment</li> <li>• <a href="#">Resource: NWEA MAP Growth</a></li> </ul>
PSAT/ NMSQT	<p>Preliminary SAT/National Merit Scholarship Qualifying Test</p> <ul style="list-style-type: none"> <li>• The PSAT 9 and PSAT 10 are standardized assessments used to measure readiness for college-level work in reading, writing, and math. They serve as a precursor to the SAT. Administered by the College Board, they also help prepare students for the PSAT/NMSQT taken in 11th grade.</li> <li>• <b>Fall Testing</b> - A single date TBD</li> <li>• <a href="#">Resource: College Board PSAT/NMSQT</a></li> </ul>

Source: <https://www.dcsdk12.org/schools-academics/academics/assessment>

## 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 2022, Science alternated grade levels which explains the NA results seen.

### CMAS: English Language Arts

Grade Tested	2022		2023		2024	
	DCSD	Colorado	DCSD	Colorado	DCSD	Colorado
Grade 03	57.4	40.7	58.0	39.9	59.7	42.1
Grade 04	59.2	44.1	59.2	43.8	58.2	42.0
Grade 05	60.7	45.4	64.5	47.8	64.8	47.3
Grade 06	63.2	43.0	65.1	43.4	66.7	44.0
Grade 07	58.9	41.8	64.4	45.0	64.8	46.3
Grade 08	58.7	43.9	58.4	42.4	59.4	42.8

### CMAS: Math

Grade Tested	2022		2023		2024	
	DCSD	Colorado	DCSD	Colorado	DCSD	Colorado
Grade 03	59.6	39.4	59.4	40.4	62.0	41.7
Grade 04	47.6	30.7	48.8	32.7	50.8	34.1
Grade 05	51.4	34.9	52.4	36.5	54.7	37.3
Grade 06	43.8	26.3	47.7	28.2	49.8	29.2
Grade 07	43.1	25.1	44.9	26.3	47.5	29.8
Grade 08	48.0	32.4	50.5	32.7	48.6	32.5

### CMAS: Science

Grade Tested	2022		2023		2024	
	DCSD	Colorado	DCSD	Colorado	DCSD	Colorado
Grade 05	N/A	N/A	50.7	33.9	54.8	37.9
Grade 08	N/A	N/A	45.9	31.3	48.6	32.2
Grade 11	N/A	N/A	34.5	24.6	35.0	24.8

## College Entrance Exams

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### Colorado SAT

Colorado has given a college entrance exam each spring to all 11<sup>th</sup> 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 10<sup>th</sup> grade exam that is aligned to both the Colorado Academic Standards and an 11<sup>th</sup> 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 10<sup>th</sup> graders and the SAT for the 11<sup>th</sup> 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 11<sup>th</sup> grade at a Colorado public high school are eligible to take the SAT.

### Colorado PSAT

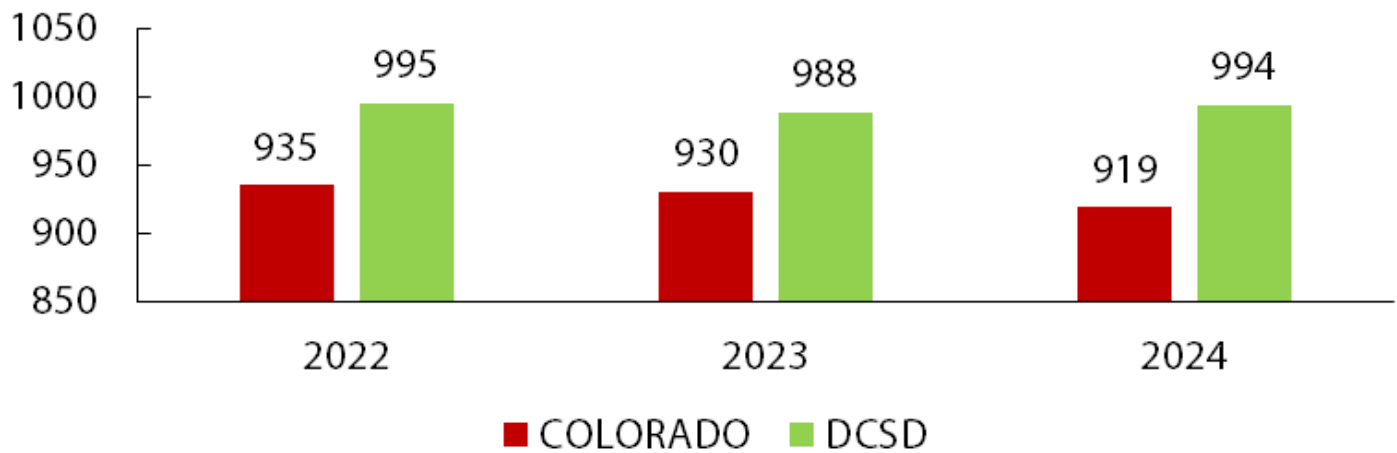
The PSAT tests the same skills and knowledge as the SAT in a way that makes sense for 9<sup>th</sup> and 10<sup>th</sup>-graders. It builds on the Colorado Measures of Academic Success (CMAS) tests in English language arts, mathematics, science, and social studies. The PSAT also aligns with Colorado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

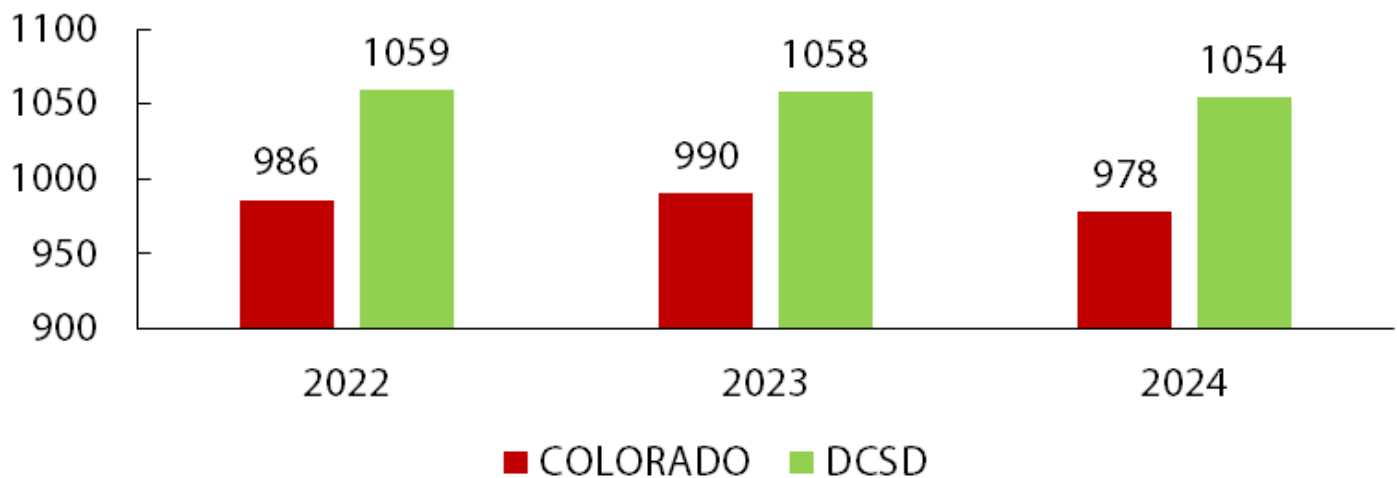
Source: <http://www.cde.state.co.us/assessment/sat-psat-data>

## College Entrance Exams

### PSAT Overall Mean Score



### SAT Overall Mean Score



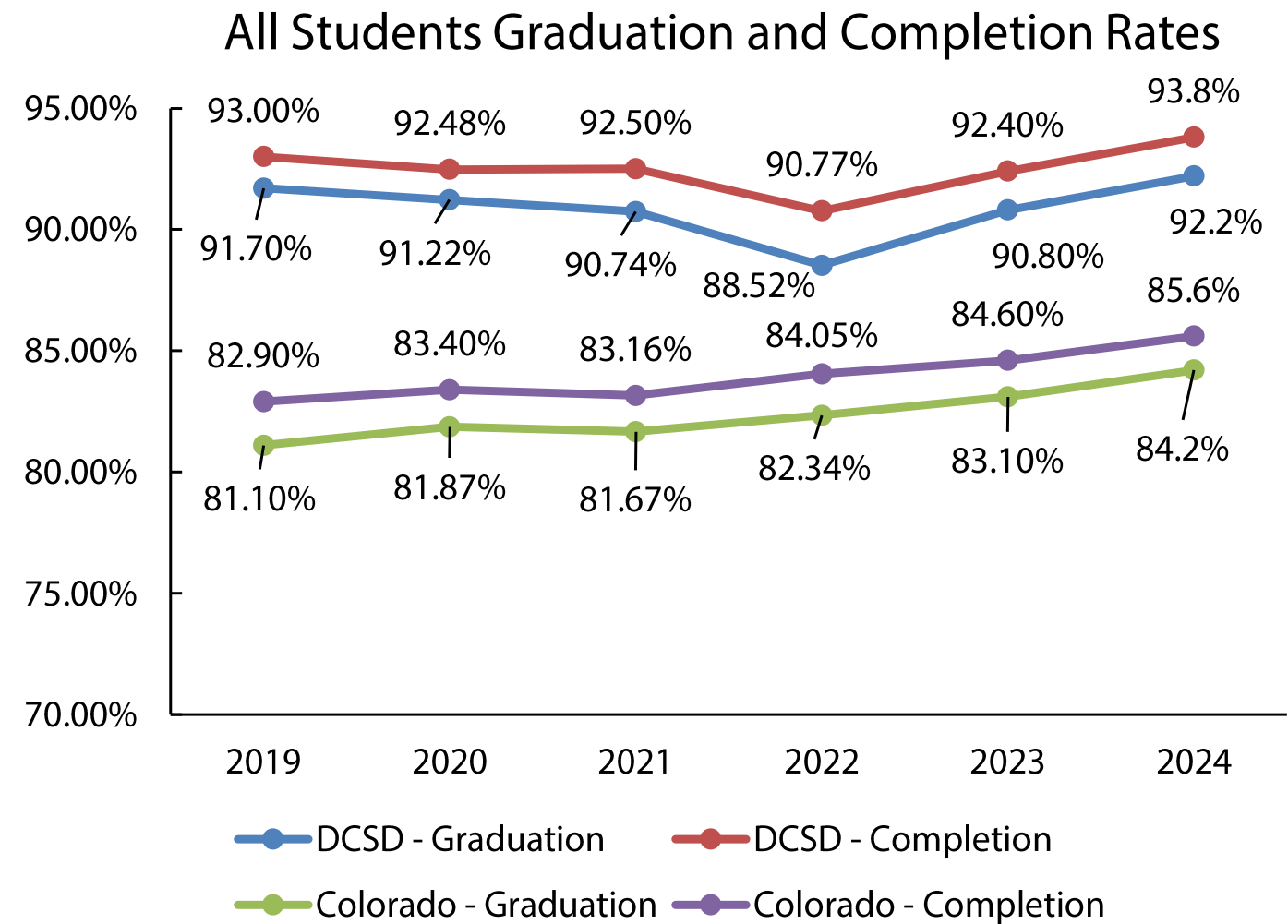
Source: <http://www.cde.state.co.us/assessment/sat-psat-data>

## 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 9<sup>th</sup> 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 9<sup>th</sup> grade) *by* (number of students entering from the 9<sup>th</sup> grade *plus* number of transfers in *minus* number of verified transfers out).

The statewide four-year graduation rate has increased 1.2%, from 83.1% in 2023 to 84.2% for the Class of 2024. The Douglas County School District four-year graduation rate has increased 1.4%, from 90.8% in 2023 to 92.2% for the Class of 2024.



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

## Graduation and Drop Out Rates

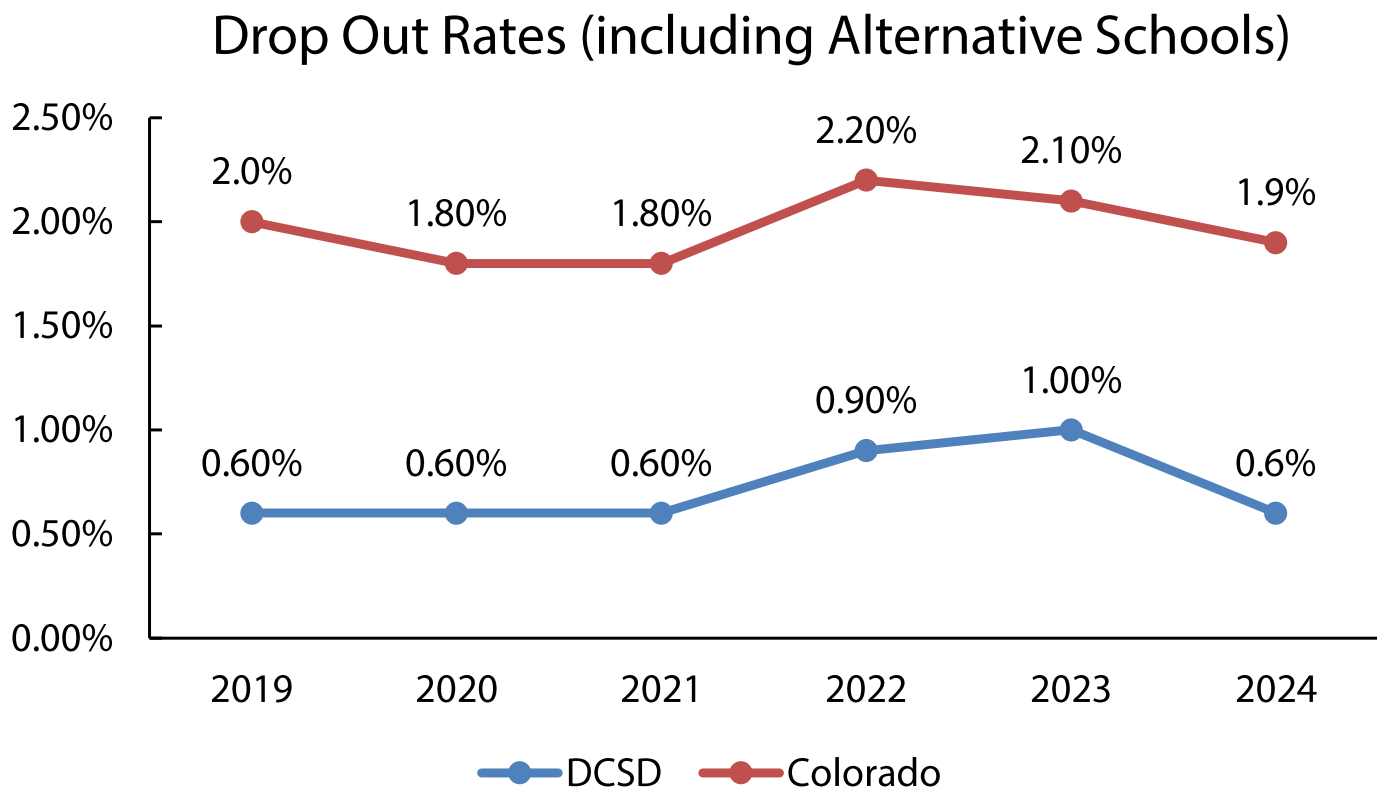
### Drop Out Rates

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 0.2%, from 2.1% in 2023 to 1.9% for the Class of 2024.

The Douglas County School dropout rate has decreased by 0.4%, from 1.0% in 2023 to 0.6% for the Class of 2024.

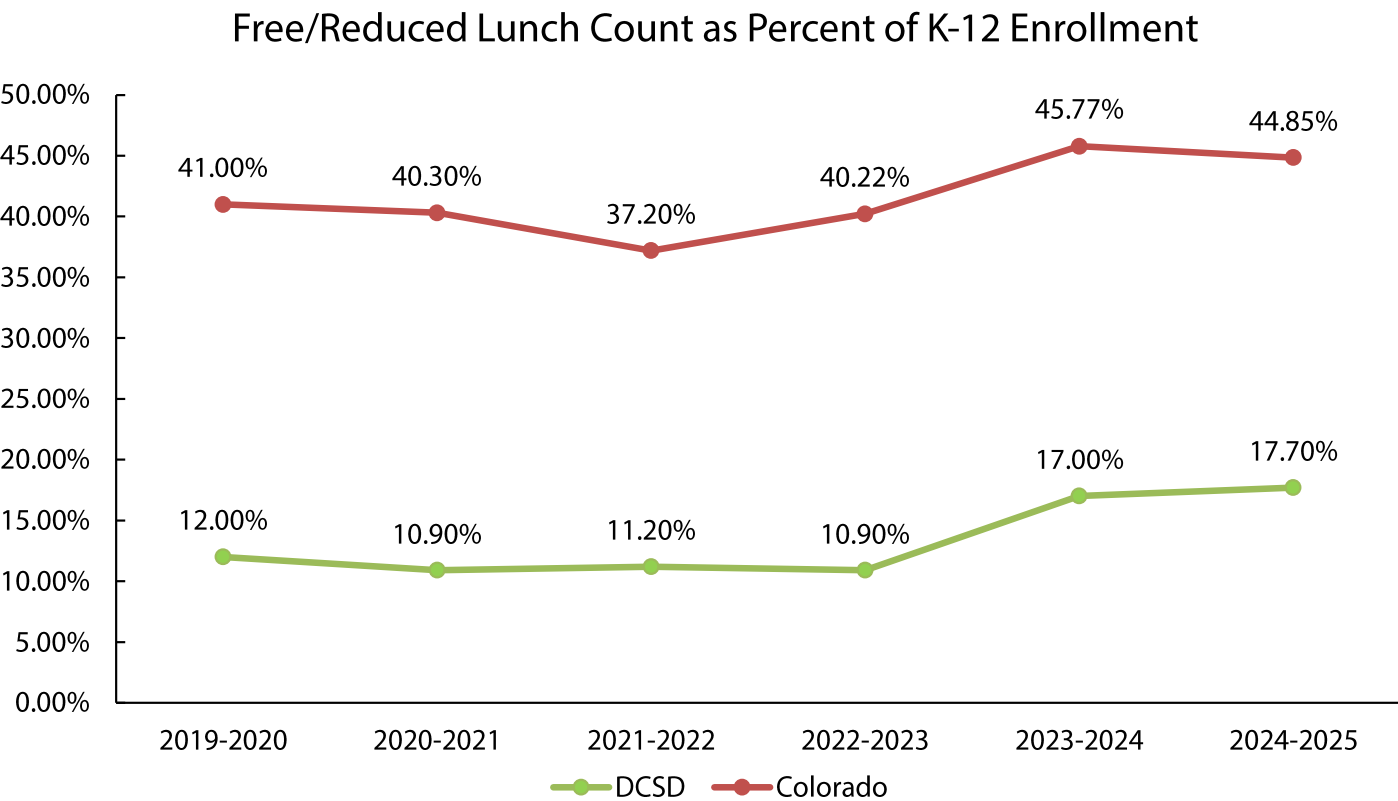


Source: <http://www.cde.state.co.us/cdereval/dropoutcurrent>

# 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:

- District Certification\*
- Application for Free and Reduced Price Meals
- District migrant, homeless, runaway or foster lists
- Head Start documented participation
- Family Economic Data Survey form



\*Direct Certification uses approved assistance program data to automatically approve eligible students for free school meals. Colorado uses an automated online system to directly certify households that participate 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/2024-2025studentdemographicfilelayout>

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

# Academic Calendar



## 2025-2026 Academic 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)

# First Day of the Semester

# No School

# New Teacher Orientation (No Students)

# District Holiday (District Offices Closed)

# Compensation Day (No Students)

# Professional Development Day (No Students)

*Learn Today, Lead Tomorrow*

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- June 18, 2024

*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 second in the nation in 2020 and in 2018. The County topped the national list in 2019 and has held the number one ranking in Colorado consistently since 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 from 381,500 residents in 2023 to 383,911 residents in 2024, a .3% increase from the prior year. The U.S. Census Bureau and the State of Colorado produce population estimates using different methodologies. The most current estimate available from the Census Bureau for July 1, 2024 is 383,906 for Douglas County.

### Foreclosures

Foreclosure filings in Douglas County rose 70 percent over the year to 68 filings during the fourth quarter of 2024, up 28 filings during the period. Filings increased 9.7 percent between the third and fourth quarters of 2024. Foreclosure filings in Metro Denver rose 18.7 percent over the year to 659 total filings, representing an increase of 104 foreclosures during the period.

### Permit Trends

Residential building permits in Douglas County decreased 26.8 percent between the fourth quarters of 2023 and 2024, falling by 244 units permitted, driven by a decrease in multi-family units permitted. Multi-family permits reported a 63.1 percent decrease during the period, decreasing by 188 units.

## Douglas County Overview

Single-family attached permits decreased 31.2 percent or 44 units and single-family detached permits decreased by 2.5 percent or 12 units. Four of the nine submarkets reported over-the-year decreases in residential building permits with the largest decline in Parker at 73.5 percent, or 297 units, and Castle Rock at 52.5 percent, or 96 units. Three of the nine submarkets reported an over-the-year increase in residential building permits with Lone Tree and Castle Pines reporting increases of 150 and 19 units respectively.

The average valuation of single-family detached units permitted increased 1.3 percent over the year to \$431,842 or more than \$5,600 per home. Castle Pines recorded the highest valuation for single-family detached homes at \$627,922. The average valuation for single-family attached units in Douglas County increased 43.1 percent to \$244,810.

### Residential Development and Sales

Single-family detached home sales in Douglas County rose 29.0 percent over the year, increasing by 284 homes sold during the period. Castle Pines reported the largest increase at 117.9 percent with Lone Tree close behind at 95.7 percent. Larkspur was the only submarket to report a decrease in detached home sales at 33.3 percent. The number of single-family attached home sales fell 30.0 percent, or a decline of 75 homes sold, between the fourth quarters of 2023 and 2024. Three of the six submarkets recorded decreases in attached home sales with the largest decline in Parker, decreasing from 112 to 43 or 61.6 percent. Home prices for both detached and attached homes fell year-over-year with the average price of single-family detached homes decreasing 0.5 percent or \$3,950 to \$856,067. Castle Rock reported the largest year-over-year increase at 2.4 percent while Larkspur reported the largest decrease at 7.2 percent. The average sale price for single-family attached homes decreased 4% to \$491,364.

### Commercial Real Estate

The vacancy rate for the office market in Douglas County rose 1.5 percent to 16.6 percent between the fourth quarters of 2023 and 2024. The vacancy rate increased in two submarkets and decreased in three submarkets with Lone Tree recording the largest increase at 5.1 percent followed by Castle Rock at 1.3 percent. Castle Pines reported the largest decrease of 11.8 percent, followed by Parker decreasing 2.1 percent. Highlands Ranch reported the largest overall vacancy rate among the Douglas County submarkets of 20.1 percent with Castle Rock at the lowest reported vacancy rate of 4.1 percent. The office market vacancy rate in Metro Denver was 15.0 percent in the fourth quarter of 2024, increasing 1.6 percent from the same period in 2023.

### Annual Income

According to the U.S. Census Bureau, the 2024 average annual wage for jobs located in Douglas County was \$89,284 up from \$81,432 in the previous year. Median household income in Douglas County was \$143,150 in 2023. The 2023 American Community Survey also shows that 4.1% of the population had incomes below the poverty level, up from 3% in 2022.

### Annual Employment

Employment in Douglas County increased 1.6 percent year-over-year in the third quarter of 2024. Transportation, warehouse, and utilities industries reported the strongest growth rate, while education and health services added a notable number of jobs. Growth was offset by declines in industries including mining and logging, financial activities, and retail trade. The unemployment rate was 4.3 percent in the fourth quarter of 2024, up 1.3 percentage points year-over-year. Douglas County had the second-lowest unemployment rate among the seven counties in Metro Denver, behind only Boulder County and tied with Jefferson County. The labor force in Douglas County expanded in the fourth quarter of 2024, increasing 0.4 percent or 749 people working or looking for jobs.

### Sources:

<https://www.douglas.co.us/documents/2024-4th-quarter-ed-report.pdf/>

<https://www.census.gov/quickfacts/fact/table/douglascountycolorado/PST045222>

<https://www.douglas.co.us/living/>

[https://www.bls.gov/regions/mountain-plains/news-release/countyemploymentandwages\\_colorado.htm](https://www.bls.gov/regions/mountain-plains/news-release/countyemploymentandwages_colorado.htm)

# Douglas County Demographic and Economic Statistics

## DOUGLAS COUNTY, COLORADO Demographic and Economic Statistics, Last Ten Fiscal Years

<b>Year</b>	<b>Estimated Population <sup>[1]</sup></b>	<b>Personal Income Per Capita <sup>[2]</sup></b>	<b>Total Personal Income (In Thousands) <sup>[2]</sup></b>	<b>Median Age <sup>[4]</sup></b>	<b>Average Household Size <sup>[4]</sup></b>	<b>Public School Enrollment <sup>[3]</sup></b>	<b>School Enrollment % of Population</b>	<b>Unemployment Rate % <sup>[5]</sup></b>
2024	383,911	102,928	39,514,603	39.8	2.70	61,409	16.0%	4.3%
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 <sup>[6]</sup>	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%

<sup>1</sup> Douglas County Department of Community Development

<sup>2</sup> Bureau of Economic Analysis, Washington D.C.

<sup>3</sup> Douglas County School District

<sup>4</sup> US Census Bureau

<sup>5</sup> Douglas County Budget Book

<sup>6</sup> 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 (2025)

1. Charles Schwab – Financial Services (4,200 employees)
2. DISH Network – Satellite TV and Equipment (2,600 employees)
3. Lockheed Martin – Aerospace and Defense Engineering (2,250 employees)
4. AventHealth: – Healthcare (1,600 employees)
5. HCA HealthONE: - Healthcare (1,600 employees)
6. Kiewit – Engineering and Construction (1,400 employees)
7. VISA Debit Processing Services: - Financial Services (1,300 employees)
8. Wind Crest – Assisted Living (900 employees)
9. Kaiser Permanente – Healthcare (750 employees)
10. Zynex Medical, Inc—Medical Equipment Supplier (600 employees)

### DOUGLAS COUNTY, COLORADO Principal Employers, Current Year and Ten Years Ago

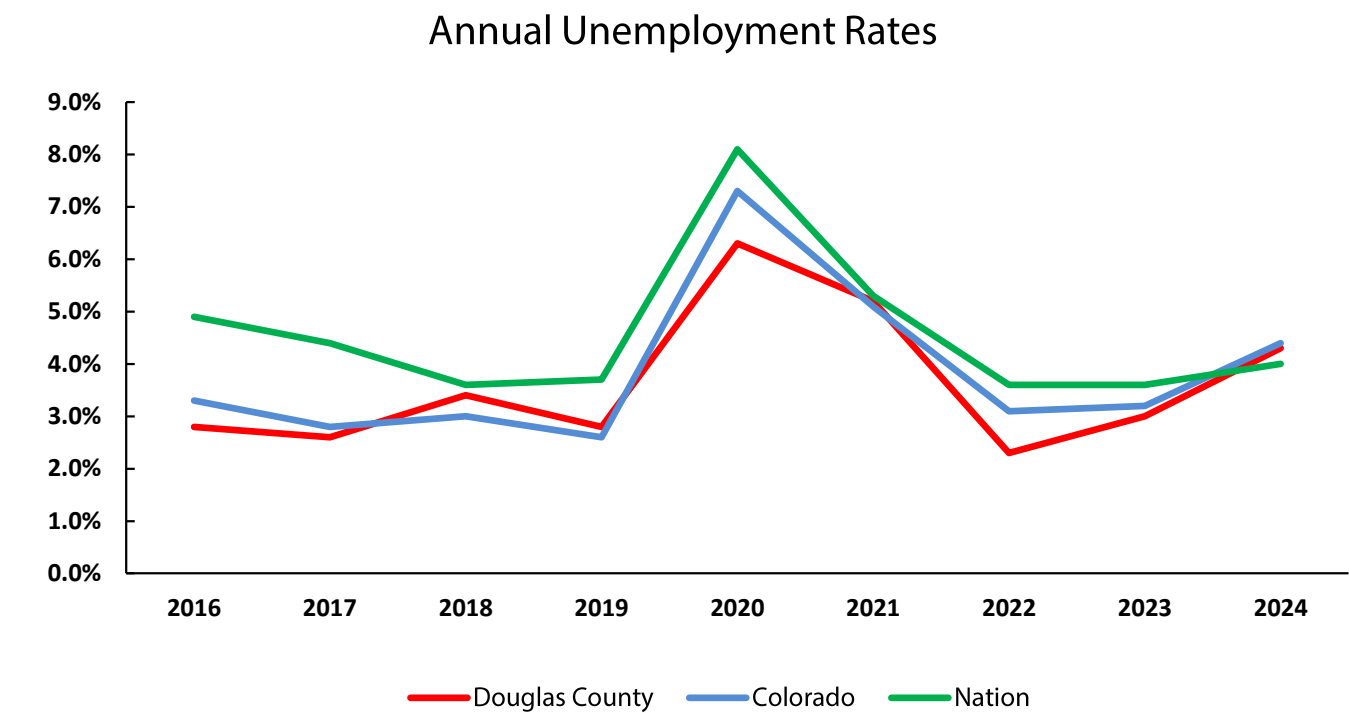
Employer	2024			2015		
	Employees	Rank	% of Total County Employment	Employees	Rank	% of Total County Employment
Douglas County School District	8,500	1	3.95%	5,563	1	3.37%
Charles Schwab	3,800	2	1.76%	2,400	2	1.45%
DISH Network	1,900	3	0.88%			
Douglas County Government	1,491	4	0.69%	1,146	7	0.69%
Sky Ridge Medical	1,300	5	0.60%			
Lockheed	1,300	6	0.60%			
Kiewit	1,300	7	0.60%			
Sequoia One	1,000	8	0.46%			
Western Union	900	9	0.42%	1210	6	0.73%
Wind Crest	900	10	0.42%			
Echostar Communications				2,010	3	1.22%
CH2M Hill				1,660	4	1.01%
Healthone: Sky Ridge Medical				1,220	5	0.74%
Centuna: Parker Adventist Hospital				1,110	8	0.67%
Information Handling Services				980	9	0.59%
Specialized Loan Servicing				940	10	0.57%
Total for Principal Employers	22,391		10.4%	18,239		11.1%

Source: <https://www.douglas.co.us/planning/economic-development/economic-development-quarterly-reports/>

Source: <https://www.douglas.co.us/documents/2024-douglas-county-colorado-acfr.pdf/>

# Unemployment Rate

## United States vs. Colorado vs. Douglas County Unemployment Rates (Not Seasonally Adjusted)



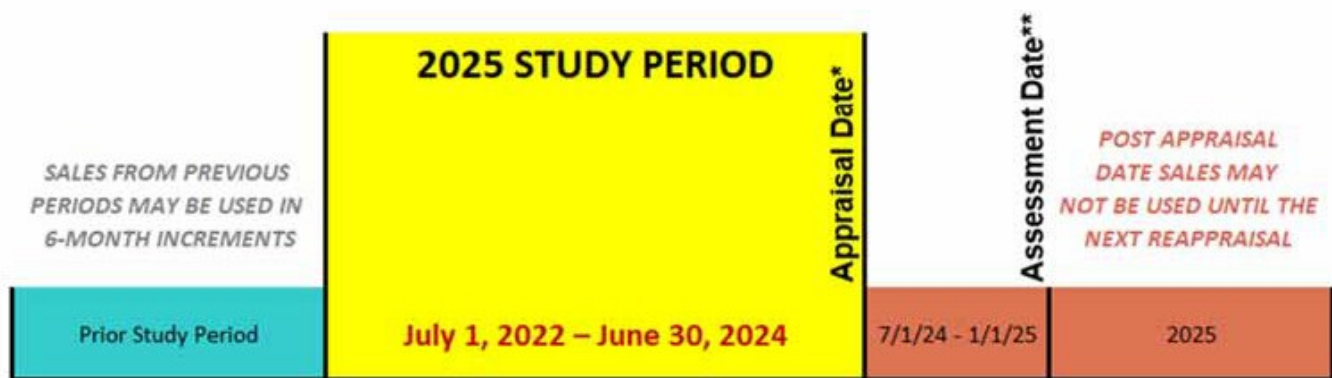
Source: <https://www.douglas.co.us/documents/2024-douglas-county-colorado-acfr.pdf/>

Source: [https://www.bls.gov/regions/mountain-plains/news-release/laborunderutilization\\_colorado.htm](https://www.bls.gov/regions/mountain-plains/news-release/laborunderutilization_colorado.htm)

## Assessed Valuation

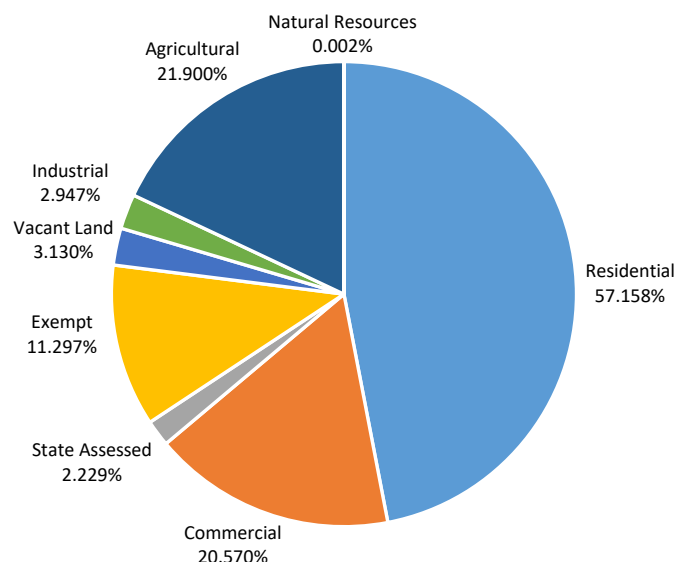
The Assessor is responsible for listing, classifying and valuing all property in the county in accordance with state laws. The goal is to establish accurate values to ensure that the tax burden is distributed fairly and equitably among property owners.

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 30<sup>th</sup> 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 2025 reappraisal that date is June 30, 2024. Sales or market influences that occurred after June 30, 2024 are not included.



\*The Appraisal Date is the market moment that establishes the level of value for the reappraisal.

\*\* 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/2025-reappraisal-fact-sheet.pdf/>

Source: <https://www.douglas.co.us/documents/current-abstract-of-assessment.pdf/>

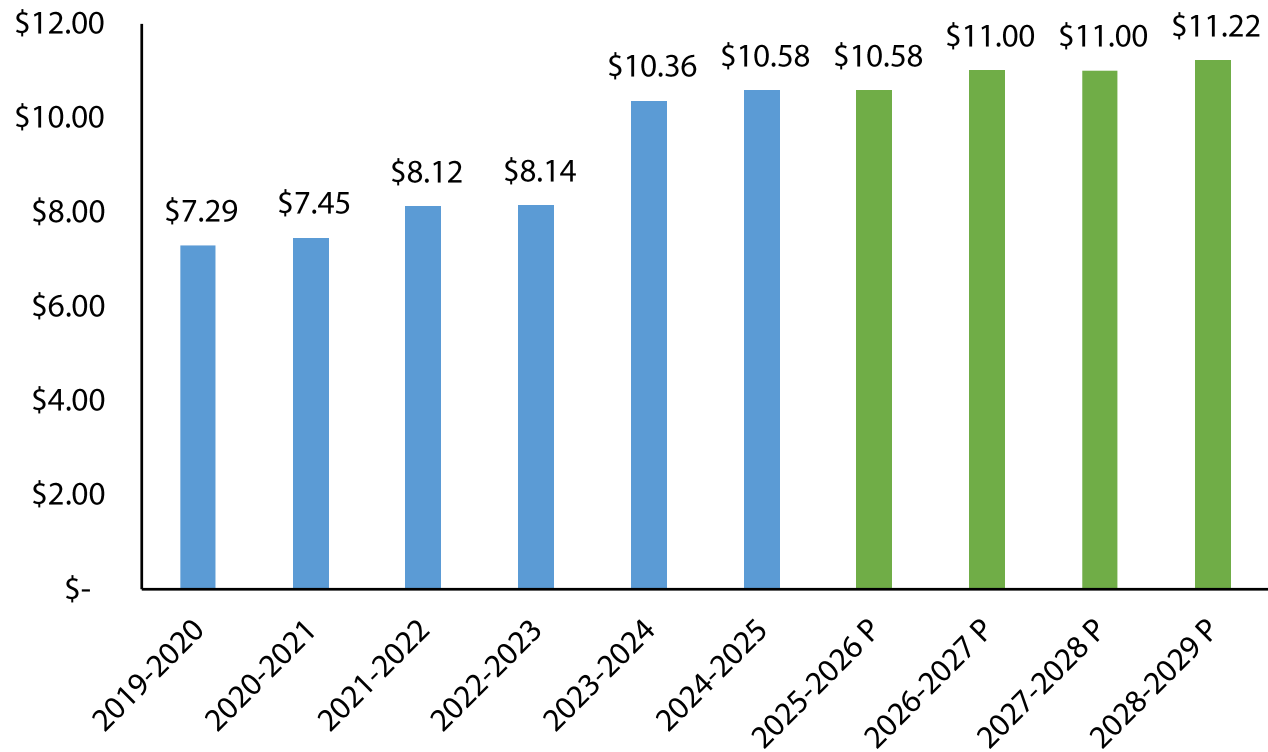
# Assessed Valuation

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												
		Residential Property	Other Property Classes				Other Property Classes					Direct Tax Rate
Tax Year	Collection Year	Assessed Value	Vacant Land	Commercial	Industrial	Agricultural	Natural Resources	State Assessed	Other Property Classes Assessed	Other Property Classes Actual Value	Total Assessed Value	
2024	2025	\$ 7,028,254,780	\$ 384,889,240	\$ 2,529,272,780	\$ 362,359,990	\$ 26,884,610	\$ 214,090	\$ 274,050,700	\$ 3,577,671,410	\$12,336,797,966	\$10,605,926,190	45.528
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/2024-abstract.pdf/>

Source: <https://www.douglas.co.us/documents/2024-tax-districts-and-mill-levies.pdf/>

## Property Tax Rates

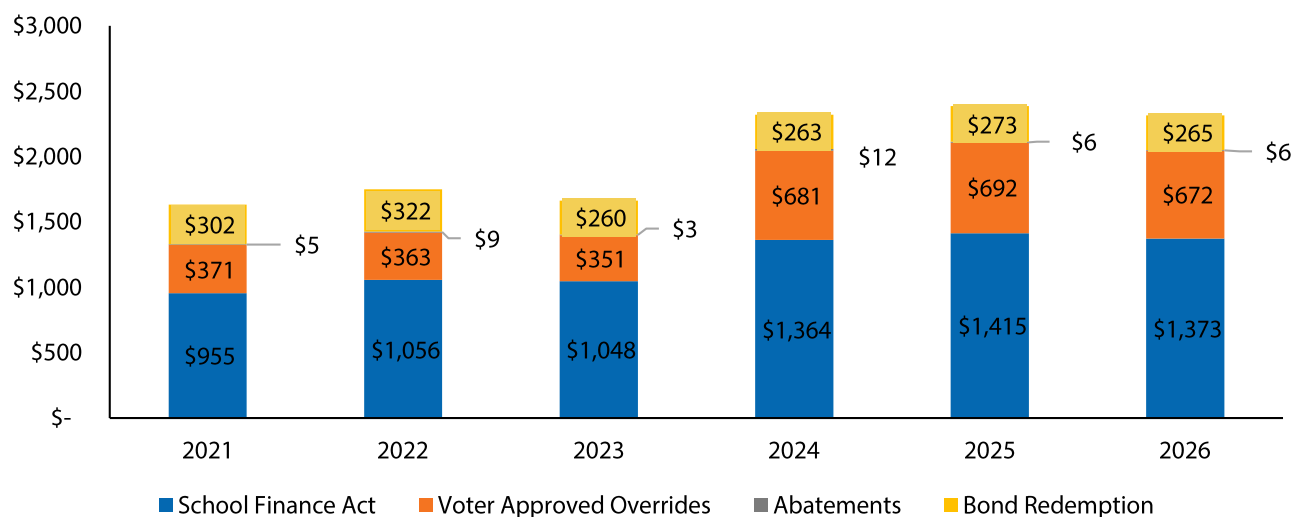
Property tax rates are calculated for the General Fund and Bond Redemption Fund. Property taxes are calculated by multiplying the mill levy or tax rate by the assessed or taxable value of the property. The assessed value is calculated by taking actual value of property multiplied by the assessment rate, which is 7.05 percent for residential property and 27.9 percent for non-residential property. The residential assessment rate, which historically was set by the legislature every odd-numbered year, has changed under legislation enacted in 2024. HB24B-1001 created a dual-rate structure beginning in 2025: 6.25% of actual value for local governments (e.g., county, city, special districts) and 7.05% of actual value for school districts. If the statewide increase in actual residential property value is more than 5%, the school district rate may be adjusted to 6.95%. Total required mills from the School Finance Act is 27.000 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 2024 of 45.528 were collected in 2025.

Mill Rates by Calendar Year (Assessment Year)									
Mill	2017	2018	2019	2020	2021	2022	2023	2024	2025*
School Finance Act	25.440	25.440	25.440	25.440	26.440	27.000	27.000	27.000	27.000
Voter Approved Overrides	5.284	11.372	10.113	9.886	9.077	9.050	13.485	13.210	13.210
Abatements	0.218	0.084	0.232	0.124	0.226	0.086	0.245	0.114	0.114
Bond Redemption	8.054	8.054	8.054	8.054	8.054	6.700	5.204	5.204	5.204
<b>Total Mills</b>	<b>38.996</b>	<b>44.950</b>	<b>43.839</b>	<b>43.504</b>	<b>43.797</b>	<b>42.836</b>	<b>45.934</b>	<b>45.528</b>	<b>45.528</b>

\*2025 mills are estimated and will not be finalized until December 2025

Tax Rate's Effect on the Average Taxpayer (Collection Year)							
	2020	2021	2022	2023	2024	2025	2026
Residential Property Value	\$ 525,000	\$ 525,000	\$ 558,691	\$ 558,691	\$ 754,233	\$ 754,233	\$ 721,306
<b>X</b> Assessment Rate	7.15%	7.15%	7.15%	6.95%	6.70%	6.95%	7.05%
<b>X</b> Total Mills	43.839	43.504	43.797	42.836	45.934	45.528	45.528
<b>÷</b> 1000	1000	1000	1000	1000	1000	1000	1000
<b>=</b> School Property Tax	\$ 1,646	\$ 1,633	\$ 1,750	\$ 1,663	\$ 2,321	\$ 2,387	\$ 2,315

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							
	2024			2015			
	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)	\$ 89,256,930	1	0.80%	\$ 74,436,090	1	1.33%	
HCA Health One LLC	73,480,130	2	0.66%	69,616,450	2	1.25%	
Kaiser Foundation Hospitals	32,642,990	3	0.29%	34,582,440	6	0.62%	
Charles Schwab Lone Tree LLC	30,792,110	4	0.28%				
Craig Realty Group Castle Rock LLC	21,248,820	5	0.19%				
TCLT LH LLC & TCLT LH II LLC	19,936,580	6	0.18%				
Plaza Drive Properties LLC	16,485,970	7	0.15%	19,856,400	10	0.36%	
Windsor at Meridian LLC	13,978,880	8	0.13%				
I&G Pac Santa Fe LLC	13,480,620	9	0.12%				
Retreat At Park Meadows LLC	13,014,750	10	0.12%				
Intermountain Rural Elec Assn				60,593,490	3	1.08%	
Public Service CO of Colo (Xcel)				54,587,400	4	0.98%	
Century Link (was Qwest Corp)				37,414,700	5	0.67%	
CS Lone Tree				27,245,500	7	0.49%	
Portercare Adventist Heath System				26,891,800	8	0.48%	
Century Link Communications				21,558,500	9	0.39%	
Total Principal Taxpayers	\$ 324,317,780		2.92%	\$ 426,782,770		7.63%	

Source: <https://www.douglas.co.us/documents/2024-douglas-county-colorado-acfr.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"><li>(a) General Fund</li><li>(b) Bond Redemption Fund</li><li>(c) Capital Reserve Fund</li><li>(d) Special Building and Technology Fund</li><li>(e) Risk Management Reserves</li><li>(f) Transportation Fund</li><li>(h) Full-day Kindergarten Fund (no longer in use)</li><li>(j) Supplemental Capital Construction, Technology, and Maintenance Fund</li><li>(k) Total Program Reserve Fund</li></ul>
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"><li>3.01 Charter School Fund</li><li>3.02 Colorado Preschool Program (CPP) Sub-Fund of the General Fund</li><li>3.03 Special Revenue Funds<ul style="list-style-type: none"><li>Governmental designated-purpose grants may be accounted for in special revenue funds.</li></ul></li><li>3.03(1) Food Serve Fund</li><li>3.04 Pupil Activity Fund</li><li>3.05 Building Fund</li><li>3.06 Enterprise Fund</li><li>3.07 Internal Service Fund</li><li>3.08 Fiduciary (Trust and Custodial) Funds<ul style="list-style-type: none"><li>3.08(1) Private-purpose Trust Fund</li></ul></li></ul>

# 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."
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## 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 comprise 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**<sup>1</sup> – 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)**<sup>2</sup> – 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**<sup>3</sup> – 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.

<sup>1</sup> DCSD uses cost center as location based on Workday reporting fields and Costing Center in Questica Budget

<sup>2</sup> 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.

<sup>3</sup> 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>	
<b>District Code</b>	(4 digits)	<b>District Code</b>	(4 digits)	<b>District Code</b>	(4 digits)
Administrative Unit	(5 digits)	Administrative Unit	(5 digits)	Administrative Unit	(5 digits)
School Code	(4 digits)	<b>School Code</b>	(4 digits)	School Code	(4 digits)
<b>Fund</b>	(2 digits)	<b>Fund</b>	(2 digits)	<b>Fund</b>	(2 digits)
<b>Location</b>	(3 digits)	<b>Location</b>	(3 digits)	<b>Location</b>	(3 digits)
SRE	(2 digits)	SRE	(2 digits)	SRE	(2 digits)
Program	(4 digits)	<b>Program</b>	(4 digits)	Program	(4 digits)
<b>Source</b>	(4 digits)	<b>Object</b>	(4 digits)	<b>Equity/Liability/Asset</b>	(4 digits)
Job Classification	(3 digits)	<b>Job Classification</b>	(3 digits)	Job Classification	(3 digits)
<b>Designated Grant/Project</b>	(4 digits)	<b>Designated Grant/Project</b>	(4 digits)	Designated Grant/Project	(4 digits)
<b>Amount</b>	(13 digits)	<b>Amount</b>	(13 digits)	<b>Amount</b>	(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.

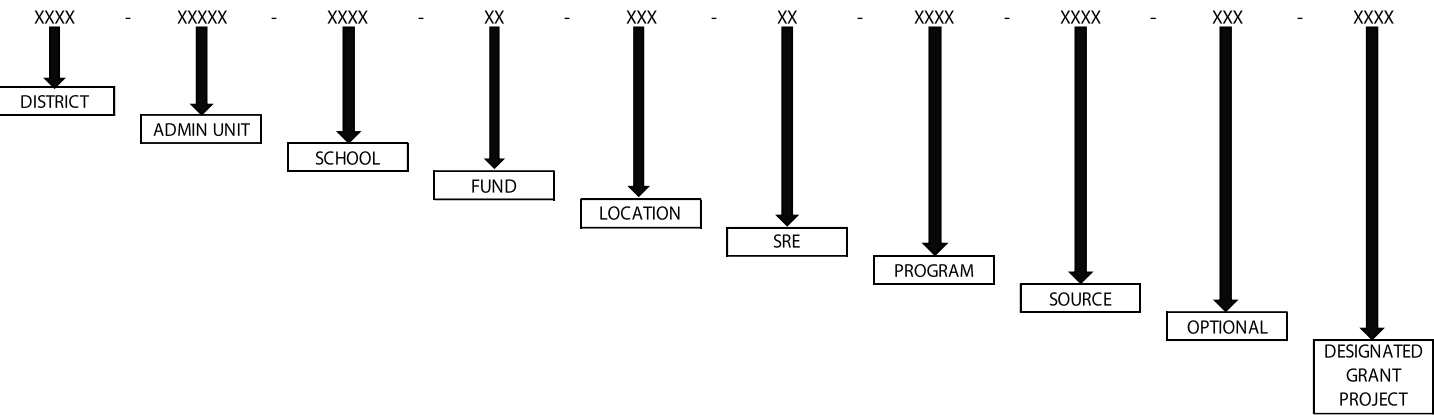
The length of each dimension and the composition of the account code structure are designed to allow districts of any size to code financial transactions. Some districts will desire/require more detail than is provided by the basic account code string; these districts are encouraged to add optional dimensions 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](http://www.cde.state.co.us/datapipeline/per_december-finance).

# CDE Chart of Accounts

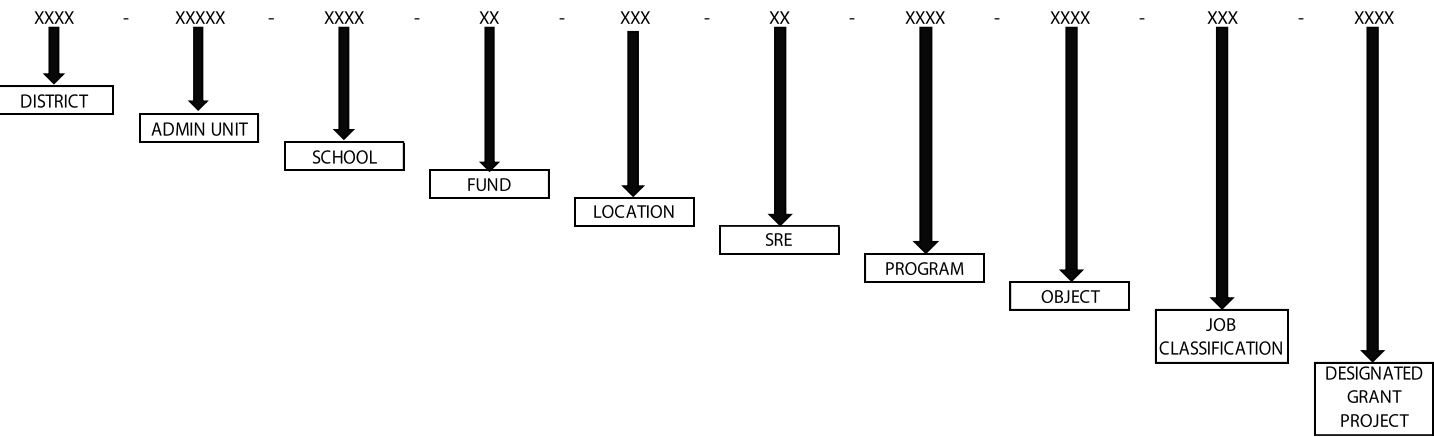
## Revenue Accounts

The format and sequencing of the elements in the revenue account code are:



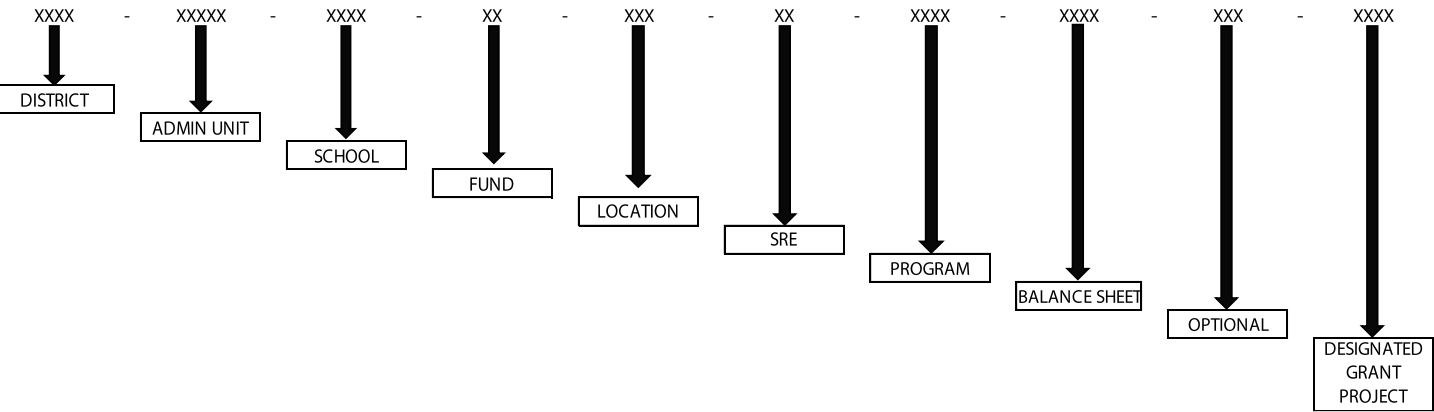
## Expenditure Accounts

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**

# 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
3/25/2025	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

These are annual lease payment schedules for the Bridge Program at Park Meadows Drive and eDCSD at Inverness.

Lease Payment Schedule - Annual Summary for Bridge North			
FY Ending	Principal	Interest	Total Payment
6/30/2022	\$ 75,485.72	\$ 33,413.32	\$ 108,899.04
6/30/2023	79,351.04	33,903.88	113,254.92
6/30/2024	86,657.75	31,138.57	117,796.32
6/30/2025	94,576.91	27,946.09	122,523.00
6/30/2026	102,877.24	24,557.72	127,434.96

Lease Payment Schedule - Annual Summary for eDCSD			
FY Ending	Principal	Interest	Total Payment
6/30/2022	\$ 306,093.99	\$ 186,553.65	\$ 492,647.64
6/30/2023	246,747.61	145,946.36	392,693.97
6/30/2024	355,943.99	186,021.16	541,965.15
6/30/2025	384,517.37	173,706.74	558,224.11
6/30/2026	414,007.92	160,962.96	574,970.88
6/30/2027	444,966.64	147,253.32	592,219.96

# Additional Debt Schedules

The Summary of SBITAs (Subscription-Based Information Technology Arrangements) below shows DCSD’s annual software lease payment schedule.

	Principal Maturity				Interest Maturity				Total Payment			
	6/30/2026	6/30/2027	6/30/2028	6/30/2029	6/30/2026	6/30/2027	6/30/2028	6/30/2029	6/30/2026	6/30/2027	6/30/2028	6/30/2029
Workday	61,026.71	-	-	-	195.29	-	-	-	61,222.00	-	-	-
Questica	147,967.50	164,803.18	183,308.99	-	19,507.50	11,045.82	1,632.01	-	167,475.00	175,849.00	184,941.00	-
EduProject	311,420.67	328,430.95	346,370.36	365,289.64	58,758.11	41,747.83	23,808.42	4,889.14	370,178.78	370,178.78	370,178.78	370,178.78

# 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 2019 Bonds			Series 2022 Bonds			Series 2024 Bond			Aggregate Debt Service		
	Principal	Interest	Total	Principal	Interest	Total	Principal	Interest	Total	Principal	Interest	Total	Principal	Interest	Total
6/15/2025	0	66,806	66,806	0	4,671,300	4,671,300	0	1,479,750	1,479,750	6,600,000	6,600,000	6,600,000	0	12,817,856	12,817,856
12/15/2025	2,545,000	66,806	2,611,806	8,665,000	4,671,300	13,336,300	15,795,000	1,479,750	17,274,750	6,750,000	6,750,000	6,750,000	27,005,000	12,967,856	39,972,856
6/15/2026				0	4,454,675	4,454,675	0	1,084,875	1,084,875	6,750,000	6,750,000	6,750,000	0	12,289,550	12,289,550
12/15/2026				11,540,000	4,454,675	15,994,675	19,125,000	1,084,875	20,209,875	6,750,000	6,750,000	6,750,000	30,665,000	12,289,550	42,954,550
6/15/2027				0	4,166,175	4,166,175	0	606,750	606,750	6,750,000	6,750,000	6,750,000	0	11,522,925	11,522,925
12/15/2027				12,115,000	4,166,175	16,281,175	20,085,000	606,750	20,691,750	6,750,000	6,750,000	6,750,000	32,200,000	11,522,925	43,722,925
6/15/2028				0	3,863,300	3,863,300	0	104,625	104,625	6,750,000	6,750,000	6,750,000	0	10,717,925	10,717,925
12/15/2028				26,710,000	3,863,300	30,573,300	4,185,000	104,625	4,289,625	6,750,000	6,750,000	6,750,000	30,895,000	10,717,925	41,612,925
6/15/2029				0	3,195,550	3,195,550				6,750,000	6,750,000	6,750,000	0	9,945,550	9,945,550
12/15/2029				10,965,000	3,195,550	14,160,550				6,425,000	6,750,000	13,175,000	17,390,000	9,945,550	27,335,550
6/15/2030				0	2,921,425	2,921,425				6,589,375	6,589,375	6,589,375	0	9,510,800	9,510,800
12/15/2030				11,515,000	2,921,425	14,436,425				6,745,000	6,589,375	13,334,375	18,260,000	9,510,800	27,770,800
6/15/2031				0	2,633,550	2,633,550				6,420,750	6,420,750	6,420,750	0	9,054,300	9,054,300
12/15/2031				12,090,000	2,633,550	14,723,550				7,080,000	6,420,750	13,500,750	19,170,000	9,054,300	28,224,300
6/15/2032				0	2,331,300	2,331,300				6,243,750	6,243,750	6,243,750	0	8,575,050	8,575,050
12/15/2032				12,695,000	2,331,300	15,026,300				7,435,000	6,243,750	13,678,750	20,130,000	8,575,050	28,705,050
6/15/2033				0	2,013,925	2,013,925				6,057,875	6,057,875	6,057,875	0	8,071,800	8,071,800
12/15/2033				13,330,000	2,013,925	15,343,925				7,805,000	6,057,875	13,862,875	21,135,000	8,071,800	29,206,800
6/15/2034				0	1,680,675	1,680,675				5,862,750	5,862,750	5,862,750	0	7,543,425	7,543,425
12/15/2034				13,995,000	1,680,675	15,675,675				8,195,000	5,862,750	14,057,750	22,190,000	7,543,425	29,733,425
6/15/2035				0	1,400,775	1,400,775				5,657,875	5,657,875	5,657,875	0	7,058,650	7,058,650
12/15/2035				14,555,000	1,400,775	15,955,775				8,605,000	5,657,875	14,262,875	23,160,000	7,058,650	30,218,650
6/15/2036				0	1,109,675	1,109,675				5,442,750	5,442,750	5,442,750	0	6,552,425	6,552,425
12/15/2036				15,140,000	1,109,675	16,249,675				9,035,000	5,442,750	14,477,750	24,175,000	6,552,425	30,727,425
6/15/2037				0	806,875	806,875				5,216,875	5,216,875	5,216,875	0	6,023,750	6,023,750
12/15/2037				15,745,000	806,875	16,551,875				9,485,000	5,216,875	14,701,875	25,230,000	6,023,750	31,253,750
6/15/2038				0	413,250	413,250				4,979,750	4,979,750	4,979,750	0	5,393,000	5,393,000
12/15/2038				16,530,000	413,250	16,943,250				9,965,000	4,979,750	14,944,750	26,495,000	5,393,000	31,888,000
6/15/2039										4,730,625	4,730,625	4,730,625	0	4,730,625	4,730,625
12/15/2039										27,820,000	4,730,625	32,550,625	27,820,000	4,730,625	32,550,625
6/15/2040										4,035,125	4,035,125	4,035,125	0	4,035,125	4,035,125
12/15/2040										29,210,000	4,035,125	33,245,125	29,210,000	4,035,125	33,245,125
6/15/2041										3,304,875	3,304,875	3,304,875	0	3,304,875	3,304,875
12/15/2041										30,670,000	3,304,875	33,974,875	30,670,000	3,304,875	33,974,875
6/15/2042										2,538,125	2,538,125	2,538,125	0	2,538,125	2,538,125
12/15/2042										32,205,000	2,538,125	34,743,125	32,205,000	2,538,125	34,743,125
6/15/2043										1,733,000	1,733,000	1,733,000	0	1,733,000	1,733,000
12/15/2043										33,815,000	1,733,000	35,548,000	33,815,000	1,733,000	35,548,000
6/15/2044										887,625	887,625	887,625	0	887,625	887,625
12/15/2044										35,505,000	887,625	36,392,625	35,505,000	887,625	36,392,625

## 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**

Period Ending	Series 2012		Series 2016		Total	Total	Annual Total
	Principal	Interest	Principal	Interest	Principal	Interest	
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

FY2025-2026 UNIFORM BUDGET SUMMARY											
Douglas County School District District Code: 0000 Adopted Budget: Adopted: June 10, 2025 Budgeted Fiscal Count: 99,982	Object Source	10 General Fund	13 Outdoor Education Fund	14 Capital Projects Fund	15 Full Day Kindergarten Fund	21 Nutrition Services NLSLP Fund	28 Nutrition Services Non-NLSLP Fund	22 Governmental Designated Grants Fund	23 Pupil Activity Fund	25 Transportation Fund	26 Athletics & Activities Fund
Beginning Fund Balance (Includes All Reserves)	4775,676, 6728	142,578,042	-	24,270,673	-	10,636,725	-	-	-	5,250,990	5,907,732
Revenues											
Local Sources	1000 - 1999	530,277,024	1,615,600	174,528	-	5,082,000	-	-	-	1,628,000	15,491,903
Intermediate Sources	2000 - 2999	-	-	3,911,284	-	-	-	-	-	-	-
State Sources	3000 - 3999	396,416,019	-	-	-	25,128,779	-	1,161,730	-	6,236,889	-
Federal Sources	4000 - 4999	3,764,115	-	-	-	10,169,695	-	13,029,055	-	-	-
Total Revenues		930,467,059	1,615,600	2,085,792	-	35,380,374	-	14,201,365	-	7,885,889	15,491,903
Total Beginning Fund Balance and Reserves		1,073,035,301	-	26,356,465	-	46,017,500	-	14,201,365	-	15,112,879	20,999,635
Total Allocations To/From Other Funds	5000 - 5999	(30,759,215)	365,560	(1,850,608)	-	3,168,069	-	-	-	26,088,096	6,487,989
Other Sources	6000 - 6999	-	-	-	-	-	-	-	-	-	-
Available Beginning Fund Balance & Revenues (Plus Or Minus (If Revenue) Allocations And Transfers)		815,546,616	1,981,160	24,505,857	-	49,185,569	-	14,201,365	-	39,200,975	27,487,624
Expenditures											
Instruction - Program 0010 to 2099	0010 - 2099										
Salaries	0100 - 0199	283,030,863	-	-	-	-	-	6,648,531	-	-	5,341,916
Employee Benefits, including object 0280	0200 - 0299	111,476,338	-	-	-	-	-	2,225,697	-	-	1,218,672
Purchased Services	0300 - 0399	14,201,346	-	-	-	-	-	429,312	-	-	3,102,340
Supplies and Materials	0600 - 0699	25,539,491	-	-	-	-	-	7,368	-	-	4,847,361
Property	0700 - 0799	-	-	30,000	-	-	-	-	-	-	-
Other	0800 - 0999	786,032	-	-	-	-	-	-	-	-	-
Total Instruction		435,540,079	-	30,000	-	-	-	9,310,908	-	-	14,688,030
Supporting Services											
Students - Program 2100	2100 - 2199										
Salaries	0100 - 0199	40,202,695	-	-	-	-	-	526,672	-	-	-
Employee Benefits, including object 0280	0200 - 0299	14,088,021	-	-	-	-	-	163,094	-	-	-
Purchased Services	0300 - 0399	1,727,799	-	-	-	-	-	558,278	-	-	-
Supplies and Materials	0600 - 0699	1,103,157	-	-	-	-	-	128,706	-	-	7,000
Property	0700 - 0799	-	-	-	-	-	-	-	-	-	-
Other	0800 - 0999	29,366	-	-	-	-	-	6,710	-	-	-
Total Students		57,151,038	-	-	-	-	-	1,353,460	-	-	7,000
Instructional Staff - Program 2200	2200 - 2299										
Salaries	0100 - 0199	17,477,079	-	-	-	-	-	1,639,623	-	-	2,091,968
Employee Benefits, including object 0280	0200 - 0299	5,064,866	-	-	-	-	-	591,083	-	-	604,250
Purchased Services	0300 - 0399	2,285,843	-	-	-	-	-	187,300	-	-	2,956,273
Supplies and Materials	0600 - 0699	3,304,459	-	-	-	-	-	986,996	-	-	1,243,415
Property	0700 - 0799	-	-	-	-	-	-	-	-	-	32,572
Other	0800 - 0999	648,254	-	-	-	-	-	33,267	-	-	332,000
Total Instructional Staff		29,106,111	-	-	-	-	-	2,468,269	-	-	2,966,195
General Administration - Program 2300, including Program 2301 and 2304	2300 - 2399										
Salaries	0100 - 0199	1,074,031	-	-	-	-	-	-	-	-	-
Employee Benefits, including object 0280	0200 - 0299	624,912	-	-	-	-	-	-	-	-	-
Purchased Services	0300 - 0399	2,333,741	-	-	-	-	-	1,200	-	-	-
Supplies and Materials	0600 - 0699	274,056	-	-	-	-	-	-	-	-	-
Property	0700 - 0799	-	-	-	-	-	-	-	-	-	-
Other	0800 - 0999	224,100	-	-	-	-	-	-	-	-	-
Total School Administration		5,435,940	-	-	-	-	-	1,200	-	-	-
School Administration - Program 2400	2400 - 2499										
Salaries	0100 - 0199	33,506,964	-	-	-	-	-	137,632	-	-	20,000
Employee Benefits, including object 0280	0200 - 0299	12,443,399	-	-	-	-	-	4,810	-	-	4,342
Purchased Services	0300 - 0399	137,300	-	-	-	-	-	-	-	-	-
Supplies and Materials	0600 - 0699	664,402	-	-	-	-	-	-	-	-	-
Property	0700 - 0799	12,600	-	-	-	-	-	-	-	-	-
Other	0800 - 0999	-	-	-	-	-	-	-	-	-	-
Total School Administration		46,764,345	-	-	-	-	-	179,642	-	-	24,342
Business Services - Program 2500, including Program 2501	2500 - 2599										
Salaries	0100 - 0199	3,938,243	-	-	-	-	-	96,295	-	-	-
Employee Benefits, including object 0280	0200 - 0299	1,411,742	-	-	-	-	-	39,395	-	-	-
Purchased Services	0300 - 0399	1,101,093	-	-	-	-	-	1,065	-	-	-
Supplies and Materials	0600 - 0699	31,775	-	-	-	-	-	2,029	-	-	-
Property	0700 - 0799	-	-	-	-	-	-	-	-	-	-
Other	0800 - 0999	151,700	-	-	-	-	-	58,100	-	-	-
Total Business Services		6,633,148	-	-	-	-	-	197,824	-	-	-
Operations and Maintenance - Program 2600	2600 - 2699										
Salaries	0100 - 0199	22,767,115	-	-	-	-	-	-	-	-	-
Employee Benefits, including object 0280	0200 - 0299	8,955,221	-	-	-	-	-	-	-	-	-
Purchased Services	0300 - 0399	293,576	-	-	-	-	-	-	-	15,768	-
Supplies and Materials	0600 - 0699	14,678,809	-	-	-	-	-	-	-	75,681	-
Property	0700 - 0799	-	-	-	-	-	-	-	-	-	-
Other	0800 - 0999	220,779	-	-	-	-	-	-	-	-	-
Total Operations and Maintenance		70,331,000	-	-	-	-	-	-	-	-	-
Student Transportation - Program 2700	2700 - 2799										
Salaries	0100 - 0199	-	-	-	-	-	-	-	-	16,182,309	-
Employee Benefits, including object 0280	0200 - 0299	-	-	-	-	-	-	-	-	6,368,086	-
Purchased Services	0300 - 0399	-	-	-	-	-	-	-	-	10,911,623	-
Supplies and Materials	0600 - 0699	-	-	-	-	-	-	-	-	3,543,044	-
Property	0700 - 0799	-	-	-	-	-	-	-	-	1,391,443	-
Other	0800 - 0999	7,000	-	-	-	-	-	-	-	801,150	-
Total Student Transportation		7,000	-	-	-	-	-	-	-	38,415,544	-
Central Support - Program 2800, including Program 2801	2800 - 2899										
Salaries	0100 - 0199	10,848,274	-	-	-	-	-	-	-	-	-
Employee Benefits, including object 0280	0200 - 0299	4,225,275	-	-	-	-	-	-	-	-	-
Purchased Services	0300 - 0399	7,154,901	-	33,440	-	-	-	-	-	-	-
Supplies and Materials	0600 - 0699	6,518,036	-	-	-	-	-	-	-	-	-
Property	0700 - 0799	-	-	2,246,045	-	-	-	-	-	-	-
Other	0800 - 0999	914,727	-	-	-	-	-	-	-	-	-
Total Central Support		29,732,015	-	2,279,485	-	-	-	-	-	-	-
Other Support - Program 2900	2900 - 2999										
Salaries	0100 - 0199	689,051	-	-	-	-	-	-	-	-	-
Employee Benefits, including object 0280	0200 - 0299	296,846	-	-	-	-	-	-	-	-	-
Purchased Services	0300 - 0399	2,000	-	-	-	-	-	201,859	-	-	-
Supplies and Materials	0600 - 0699	-	-	-	-	-	-	-	-	-	-
Property	0700 - 0799	-	-	-	-	-	-	-	-	-	-
Other	0800 - 0999	-	-	-	-	-	-	-	-	-	-
Total Other Support		987,497	-	-	-	-	-	201,859	-	-	-
Food Service Operations - Program 3100	3100 - 3199										
Salaries	0100 - 0199	-	-	-	-	11,603,272	-	-	-	-	-
Employee Benefits, including object 0280	0200 - 0299	-	-	-	-	5,076,020	-	-	-	-	-
Purchased Services	0300 - 0399	-	-	-	-	283,200	-	-	-	-	-
Supplies and Materials	0600 - 0699	-	-	-	-	25,125,174	-	-	-	-	-
Property	0700 - 0799	-	-	-	-	864,678	-	-	-	-	-
Other	0800 - 0999	-	-	-	-	867,630	-	-	-	-	-
Total Food Service Operations		-	-	-	-	38,548,844	-	-	-	-	-
Enterprise Operations - Program 3200	3200 - 3299										
Salaries	0100 - 0199	1,060,183	-	-	-	-	-	-	-	-	-
Employee Benefits, including object 0280	0200 - 0299	365,688	-	-	-	-	-	-	-	-	-
Purchased Services	0300 - 0399	179,263	-	-	-	-	-	14,270	-	-	-
Supplies and Materials	0600 - 0699	247,994	-	-	-	-	-	-	-	-	-
Property	0700 - 0799	38,548	-	-	-	-	-	-	-	-	-
Other	0800 - 0999	46,236	-	-	-	-	-	-	-	-	-
Total Enterprise Operations		1,968,104	-	-	-	-	-	14,270	-	-	-
Community Services - Program 3300	3300 - 3399										
Salaries	0100 - 0199	-	-	-	-	-	-	-	-	-	-
Employee Benefits, including object 0280	0200 - 0299	-	-	-	-	-	-	-	-	-	-
Purchased Services	0300 - 0399	-	-	-	-	-	-	-	-	-	-
Supplies and Materials	0600 - 0699	-	-	-	-	-	-	-	-	-	-
Property	0700 - 0799	-	-	-	-	-	-	-	-	-	-
Other	0800 - 0999	-	-	-	-	-	-	-	-	-	-
Total Community Services		-	-	-	-	-	-	-	-	-	-
Education for Adults - Program 3400	3400 - 3499										
Salaries	0100 - 0199	-	-	-	-	-	-	-	-	-	-
Employee Benefits, including object 0280	0200 - 0299	-	-	-	-	-	-	-	-	-	-
Purchased Services	0300 - 0399	-	-	-	-	-	-	-	-	-	-
Supplies and Materials	0600 - 0699	-	-	-	-	-	-	-	-	-	-
Property	0700 - 0799	-	-	-	-	-	-	-	-	-	-
Other	0800 - 0999	-	-	-	-	-	-	-	-	-	-
Total Education for Adults Services		-	-	-	-	-	-	-	-	-	-
Total Supporting Services		246,564,008	1,989,160	2,279,485	-	58,548,844	-	4,880,457	-	38,006,990	7,291,980
Property - Program 4000	4000 - 4999										
Salaries	0100 - 0199	600,601	-	-	-	-	-	-	-	-	-
Employee Benefits, including object 0280	0200 - 0299	175,973	-	-	-	-	-	-	-	-	-
Purchased Services	0300 - 0399	21,456	-	-	-	-	-	-	-	-	-
Supplies and Materials	0600 - 0699	14,410	-	-	-	-	-	-	-	-	-
Property	0700 - 0799	-	-	-	-	6,838,979	-	-	-	-	-
Other	0800 - 0999	554,260	-	-	-	-	-	-	-	-	-
Total Property		1,276,300	-	-	-	6,838,979	-	-	-		

Informational Section 261

*Learn Today, Lead Tomorrow*



# **Informational Section**

## **Board of Education Resolutions**

# Board of Education Resolutions

## DOUGLAS COUNTY SCHOOL DISTRICT Re. 1 FISCAL YEAR 2025-2026 APPROPRIATION RESOLUTION

BE IT RESOLVED by the Board of Education of 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, 2025 and ending June 30, 2026.

<b>Fund</b>	<b>Amount</b>
General Fund (10)	\$ 978,579,082
Outdoor Education Fund (13)	\$ 1,969,160
Capital Projects Fund (14)	\$ 19,381,002
Full Day Kindergarten Fund (15)	\$ -
Transportation Fund (25)	\$ 38,506,993
Nutrition Services NSLP Fund (21)	\$ 38,548,844
Nutrition Services Non-NSLP Fund (28)	\$ -
Governmental Designated Purpose Grants Fund (22)	\$ 14,201,365
Pupil Activity Fund (23)	\$ -
Athletics and Activities Fund (26)	\$ 27,487,624
Child Care Fund (29)	\$ 13,663,776
Bond Redemption Fund (31)	\$ 52,264,406
Certificate of Participation Lease Payment Fund (39)	\$ 1,124,825
Bond Building Fund (41)	\$ -
Building Fund (44)	\$ 112,059,708
Certificate of Participation Building Fund (45)	\$ -
Medical and Dental Fund (65)	\$ 73,508,617
Short Term Disability Insurance Fund (66)	\$ 773,875
Private Purpose Trust Fund (75)	\$ 49,000

Adopted and approved this 10th day of June 2025 in accordance with 22-44-110(4) by a vote of 7-0.

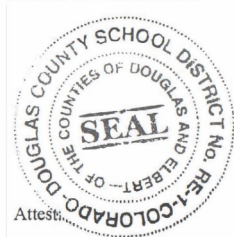
AYES: Geiger, Meek, Moore, Myers, Thompson, Williams, Winegar

NAYS: N/A

*Christy Williams*

Christy Williams, President

Board of Education



*Becky Myers*

Becky Myers, Secretary

Board of Education

Source: <https://resources.finalsite.net/images/v1750183217/dcsdk12org/lvtj5fj0xtmpyf9zb5qs/06102025FY2025-2026AdoptedAppropriationResolution.pdf>

# Board of Education Resolutions

## DOUGLAS COUNTY SCHOOL DISTRICT Re. 1 FISCAL YEAR 2025-2026

### 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, Athletics and Activities, Child Care, and Building 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 2025-2026 beginning fund balance for the following funds:

Fund	Amount	Purpose for Use of Beginning Fund Balance
General Fund (10)	\$ 18,623,062	Potential draw-down of accumulated FB for one-time retention initiatives
Outdoor Education Fund (13)	\$ -	No budgeted use of beginning fund balance
Capital Projects Fund (14)	\$ 7,913,280	Potential draw-down of accumulated FB for BOE committed projects from 2023-2024
Full Day Kindergarten Fund (15)	\$ -	N/A
Transportation Fund (25)	\$ 4,557,008	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
Pupil Activity Fund (23)	\$ -	N/A

(continued on next page)

## Board of Education Resolutions

Fund	Amount	Purpose for Use of Beginning Fund Balance
Athletics and Activities Fund (26)	\$ 1,889,436	Potential draw-down of accumulated FB for school-sponsored athletics
Child Care Fund (29)	\$ 1,668,617	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)	\$ -	No budgeted use of beginning fund balance
Building Fund (44)	\$ 101,228,334	Intentional draw-down of accumulated FB for 2024 Bond projects
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 10th day of June 2025 in accordance with 22-44-110(4) by a vote of 7-0.

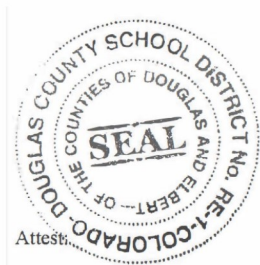
AYES: Geiger, Meek, Moore, Myers, Thompson, Williams, Winegar

NAYS: N/A

*Christy Williams*

Christy Williams, President

Board of Education



*Becky Myers*

Becky Myers, Secretary

Board of Education

Source: <https://resources.finalsite.net/images/v1750183217/dcsdk12org/xsiqosximmfd1c5l2h0v/06102025FY2024-2025FinalRevisedUseofBeginningFundBalanceResolution.pdf>

# 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 2025-26.

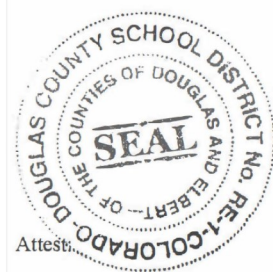
2. Such meeting was duly noticed and all proceedings relating to the adoption of the Resolution were conducted in accordance with all applicable bylaws, rules and resolutions of the District, in accordance with the normal procedures of the District relating to such matters, and in accordance with applicable 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>
[Insert names of Board Members below.]	[Check action taken by Board Members.]			
Brad Geiger	<u>X</u>	_____	_____	_____
Susan Meek	<u>X</u>	_____	_____	_____
Tim Moore	<u>X</u>	_____	_____	_____
Becky Myers	<u>X</u>	_____	_____	_____
Valerie Thompson	<u>X</u>	_____	_____	_____
Christy Williams	<u>X</u>	_____	_____	_____
Kaylee Wineger	<u>X</u>	_____	_____	_____

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 10th day of June 2025.



4919-7580-1415.1

By Becky Myers  
Becky Myers as Board Secretary

Printed Name: Becky Myers

## 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.

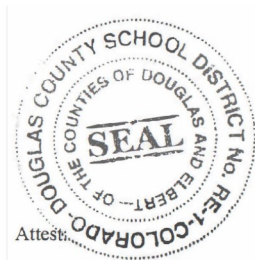
**Section 8.08. Headings.** Any headings preceding the text of the several articles and sections hereof, and any table of contents or marginal note appended to copies hereof, shall be solely for convenience of reference and shall not constitute a part of this Resolution, nor shall they affect its meaning, 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 10<sup>th</sup> day of June 2025.

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 A FORM OF DISTRICT NOTE

**Name of School District: Douglas County School District RE. 1**  
**Maximum Principal Amount: \$60,000,000**

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 24, 2026, 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 24, 2026, 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.



By: Christy Williams  
 President, Board of Education

Dated: June 10<sup>th</sup> 2025

By: Becky Myers  
 Secretary, Board of Education

*Learn Today, Lead Tomorrow*



# **Informational Section**

## **Glossary and Acronyms**

# Glossary

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## 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.

## 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 \$10,000. 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.

## 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.

# Glossary

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## 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

A component within the school finance formula that accounts for regional variations in the costs of housing, goods, and services across Colorado's districts.

## 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.

## 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.

# Glossary

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## **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.

## **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 0.58 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.

## **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.

# Glossary

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## 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.

## 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.

# Glossary

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## **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 in 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.

## **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.

# Glossary

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**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.

**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.

# Glossary

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## 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.

## New School Finance Act (HB24-1448)

The New School Finance Act refers to House Bill 24-1448, which establishes a new school finance formula for Colorado, commencing implementation in Fiscal Year 2025-26 over a seven-year period. This act is designed to increase funding for all districts with hold harmless provisions while introducing significant changes, including capping the Cost of Living Factor at 23%, increasing weights for at-risk and English Language Learner students, and removing the Personnel Factor.

## Pupil Count

The total head count of all a district's pupils from preschool through 12<sup>th</sup> 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.

## Glossary

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### **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.

### **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)**

Encompasses legislative efforts aimed at addressing funding disparities among Colorado school districts, primarily concerning Mill Levy Overrides (MLOs). The current MLO Match Program (SB22-202) provides state funds to districts with approved MLOs, seeking to mitigate wide variations in per-pupil revenue generated by local property taxes. This initiative aims to ensure all districts receive more equitable funding.

### **Student Teacher Emergenetics Profile (STEP)**

A Thinking and Behaviors Personality Assessment provided to students at DCSD schools.

# Glossary

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## **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.

## **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.

# Glossary

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**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.

**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

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<b>A/V</b>	Audio Visual
<b>ACC</b>	Arapahoe Community College
<b>ACFR</b>	Annual Comprehensive Financial Report
<b>ADA</b>	Americans with Disabilities Act
<b>AED</b>	Amortization Equalization Disbursement
<b>ARP</b>	American Rescue Plan
<b>ASBO</b>	Association of School Business Officials
<b>ASCENT</b>	Accelerated Students through Concurrent Enrollment
<b>AVID</b>	Advancement Via Individual Determination
<b>BASE</b>	Before and After School Enterprise
<b>BEST</b>	Building Excellent Schools Today
<b>BFB</b>	Beginning Fund Balance
<b>BOE</b>	Board of Education
<b>CAO</b>	Chief Academic Officer
<b>CAS</b>	Colorado Academic Standards
<b>CASB</b>	Colorado Association of School Boards
<b>CCR</b>	Code of Colorado Regulations
<b>CCSS</b>	Common Core State Standards
<b>CDE</b>	Colorado Department of Education
<b>CDP</b>	Colorado Doctors Plan
<b>CE</b>	Concurrent Enrollment
<b>CELP</b>	Colorado English Language Proficiency
<b>CEO</b>	Chief Executive Officer
<b>CFO</b>	Chief Financial Officer
<b>CFR</b>	Code of Federal Regulations
<b>CIA</b>	Curriculum, Instruction, and Assessment
<b>CIP</b>	Capital Improvement Projects
<b>CITE</b>	Continuous Improvement of Teacher Effectiveness
<b>CMAS</b>	Colorado Measures of Academic Success
<b>CHSAA</b>	Colorado High School Activities Association
<b>COA</b>	Chart of Accounts
<b>CogAT</b>	Cognitive Abilities Test
<b>COO</b>	Chief Operations Officer
<b>COP</b>	Certificate of Participation
<b>CORA</b>	Colorado Open Records Act
<b>COSPRA</b>	Colorado School Public Relations Association
<b>CPI</b>	Consumer Price Index
<b>CPP</b>	Colorado Preschool Program
<b>CRS</b>	Colorado Revised Statutes
<b>CSI</b>	Charter School Institute
<b>CTE</b>	Career and Technical Education
<b>CTSO</b>	Career and Technical Student Organization
<b>DAC</b>	District Accountability Committee
<b>DC</b>	Douglas County
<b>DBC</b>	Discovery Booster Club
<b>DBB</b>	Department Based Budget
<b>DCSD</b>	Douglas County School District

## Acronyms

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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

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<b>LEP</b>	Limited English Proficient
<b>LRPC</b>	Long Range Planning Committee
<b>MAP</b>	Measures of Academic Progress
<b>MBEC</b>	Mill Bond Exploratory Committee
<b>MBOC</b>	Mill Bond Oversight Committee
<b>MCP</b>	Master Capital Plan
<b>ML</b>	Multilingual Learners
<b>MLO</b>	Mill Levy Override
<b>MTSS</b>	Multi-Tiered System of Support
<b>MYP</b>	Middle Years Program
<b>NAEP</b>	National Assessment of Educational Progress
<b>NAEYC</b>	National Association for the Education of Young Children
<b>NEP</b>	Non-English Proficient
<b>NSLP</b>	National School Lunch Program
<b>OSPB</b>	Office of State Planning and Budgeting
<b>OOD</b>	Out of District
<b>PBIS</b>	Positive Behavior Interventions and Support
<b>PBL</b>	Project Based Learning
<b>PD</b>	Professional Development
<b>PDPA</b>	Public Deposit Protection Act
<b>PERA</b>	Public Employees' Retirement Association
<b>PK</b>	Pre-Kindergarten
<b>PPO</b>	Preferred Provider Organization
<b>PPR</b>	Per Pupil Revenue
<b>PSAT</b>	Preliminary Scholastic Aptitude Test
<b>PTA</b>	Parent Teacher Association
<b>PTIO</b>	Parent Teacher Involvement Organization
<b>PTO</b>	Parent Teacher Organization
<b>PYP</b>	Primary Years Program
<b>QB</b>	Questica Budget
<b>RFP</b>	Request for Proposal
<b>RTI</b>	Response to Intervention
<b>SAC</b>	School Accountability Committee
<b>SAG</b>	Student Advisory Group
<b>SAED</b>	Supplemental Amortization Equalization Disbursement
<b>SAT</b>	Scholastic Assessment Test
<b>SB</b>	Senate Bill
<b>SBB</b>	Site Based Budget
<b>SBBPA</b>	Site Based Budget Pupil Allocation
<b>SED</b>	Serious Emotional Disability
<b>SEF</b>	State Education Fund
<b>SEL</b>	Social Emotional Learning
<b>SFAs</b>	School Food Authority
<b>SOT</b>	Specific Ownership Tax
<b>SPED</b>	Special Education
<b>SRO</b>	School Resource Officer

# Acronyms

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<b>SSN</b>	Significant Support Needs
<b>STAR</b>	Success Through Automated Resources
<b>STEAM</b>	Science, Technology, Engineer, the Arts, and Mathematics
<b>STEM</b>	Science, Technology, Engineering, Math
<b>STEP</b>	Student Teacher Emergenetics Profile
<b>STDI</b>	Short Term Disability Insurance
<b>TABOR</b>	Taxpayer’s Bill of Rights
<b>TIF</b>	Tax Increment Financing
<b>TLCC</b>	Teaching and Learning Conditions Colorado Survey
<b>UIP</b>	Unified Improvement Plan
<b>UPK</b>	Universal Preschool Program
<b>VALE</b>	Venture Academy of Leadership and Entrepreneurship
<b>WIDA</b>	World-Class Instructional Design and Assessment
<b>WSC</b>	West Support Center
<b>ZBB</b>	Zero-Based Budgeting



