ANNOUNCEMENT/NOTICE
BOARD OF EDUCATION WORK SESSION
October 24, 2018
6:30 p.m.
Education Service Center – Board Room

PURPOSE:

1. POWER Zone Arts-Focused Elementary School Naming Options (10 minutes) Rigdon
2. POWER Zone Arts-Focused Elementary School Boundary Change Proposal (10 minutes) Andrews
3. New and Revised Course Proposals
   a. Spanish for Spanish Speakers 2 (5 minutes) Morphet
   b. Food and Nutrition (5 minutes) Willard/Lane
   c. Jazz Choir (5 minutes) Meyer
   d. ACE Pathway Realign for Business (5 minutes) McCluan
4. District Benefit Plan Changes (10 minutes) Hathaway
5. Policy Adoption: Complying with New State Requirement for Parental Notification of Alleged Criminal Conduct by Staff Members (10 minutes) Andersen
   a. ADD Safe Schools
   b. GBEB, GBEB-R, GBEB-R-2 Staff Conduct and Responsibilities
   c. KDBA Notice to Parents of Alleged Criminal Conduct by School Employee
6. New Job Description: Early Childhood Education Administrative Assistant (5 minutes) Lemmond
7. Individualized Education Performance Report (10 minutes) Lemmond
8. School Improvement Action Planning Update (10 minutes) Whetstine
9. Annual Planning Summit Preview: Voice of the Workforce (VoW) Annual Initial Rollout (10 minutes) Andersen/Matisek
10. Enrollment and Amended Budget Update (10 minutes) Sprinz
11. Monthly Financial Update (10 minutes) Poulin
12. Policy and Procedure Review (5 minutes)
    a. CBI Chief Officer Evaluation – Andersen
    b. JICH Drug & Alcohol Involvement by Students - Watson
    c. KFA Public Conduct on District Property – Watson
13. Policy Revision: DAA Continuing Financial Stability (10 minutes) Ridgway
14. POWER Zone Calendar Adjustment (5 minutes) Hilts
15. Monthly Chief Officer Reports (10 minutes) Chief Officer Team
16. CBO Performance Review - Assessments/Reports (10 minutes) Ridgway

DATE OF POSTING: October 18, 2018

_____

Donna Garza
Executive Assistant to the Board of Education

BOARD OF EDUCATION ITEM 1
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: October 24, 2018
PREPARED BY: Kristy Rigdon, Principal
TITLE OF AGENDA ITEM: Name Proposal for New Elementary School
ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND OR RATIONALE

Through 3B funds, construction of D49's newest elementary is underway. After an initial name survey went out to the community in April and results were presented to the Board, it was determined that the results did not yield a final name that reflected the mission of the school. Power Zone leaders were encouraged to do more work with the new principal and the committee to develop a vision and mission and come back with names that reflected the visual and performing arts integrated focus of the new elementary school.

RELEVANT DATA AND EXPECTED OUTCOMES:

Through the work of the new school planning team, a vision, mission, and values have been developed. An outcome of that work are names that reflect that vision, mission, and values. Results of the community survey will be presented with a final name recommendation for the board to discuss.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

With an official name for the school, the planning team can continue the development of the school; in particular, marketing, staff recruitment, enrollment, school codes, and of course mascot and colors.

Culture	**Inner Ring—**How we treat each other **Outer Ring—**How we treat our work	Determining a name has been a collaborative process, involving the planning team and input from the community.
Strategy	**Rock #1**—Establish enduring trust throughout our community **Rock #2**—Research, design and implement programs for intentional community participation **Rock #3**— Grow a robust portfolio of distinct and exceptional schools **Rock #4**— Build firm foundations of knowledge, skills and experience so all learners can thrive **Rock #5**— Customize our educational systems to launch each student toward success	**Rock #1-** The community was surveyed and input considered. **Rock #2 and #3 -** Arts integrated teaching and learning adds to our portfolio of schools. Programming will encourage community participation in the school. **Rock #4-** Numerous studies demonstrate that integrating the arts with core academic subjects has multiple benefits from physical, to social emotional, to academic gains. **Rock#5-** In developing student passions and talents through the arts, each individual is known and their needs met.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: It is the recommendation of the POWER Zone Leader and new school principal that the Board move the recommended school name for final approval at the November 8, 2018 Board of Education meeting.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: October 10, 2018

New D49 Elementary School Name Proposal

Kristy Rigdon
Principal

Planning Team Process

- Storyboarding process at the Colorado Springs Conservatory
- Developed working mission, vision, values
- Arrived at proposed names
- Surveyed community
- Reviewed results

Working
Vision, Mission, Values

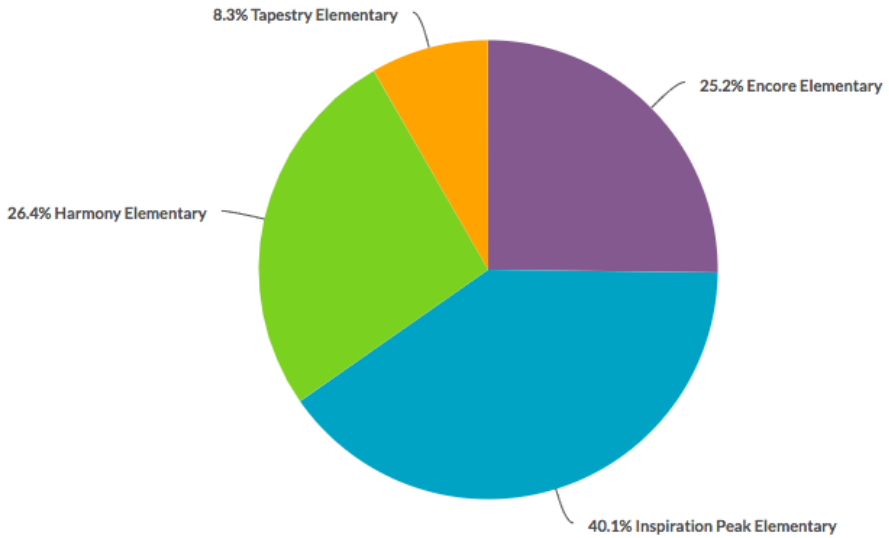
- Vision: To be a leader in arts integration
- Mission: This school's unique mission is to foster individual student promise and passions through arts integrated learning. This is an intentional focus which fosters an environment that allows all students to develop as creative risk takers who collaborate, communicate, and celebrate through diverse learning opportunities while discovering their love of learning as they evolve as authentic human beings.
- Values: Individuality, Creativity, Authenticity, Collaboration, Exploration, Perseverance, Passion, Fortitude, Innovation, Communication, Reflection, Joy, Acceptance, Discovery, Empowerment, Celebration

Name Options

- Encore Elementary
- Inspiration Peak Elementary
- Harmony Elementary
- Tapestry Elementary

Survey Results

3. After considering initial survey results, D49 Board of Education feedback, and additional development by the planning team, the following names are proposed and reflect the school mission. Please select your favorite name from the list of suggestions below:



Value	Percent
Encore Elementary	25.2%
Inspiration Peak Elementary	40.1%
Harmony Elementary	26.4%
Tapestry Elementary	8.3%

Survey Results

4. Please rank the four suggested names in order of preference, with your favorite on top, and least favorite on the bottom.

Item	Overall Rank	Rank Distribution	Score
Inspiration Peak Elementary	1		1,139
Harmony Elementary	2		1,069
Encore Elementary	3		1,040
Tapestry Elementary	4		647



Comment Summary:

- Names of artists, politicians, local people suggested
- Did not want Vista del Pico- Pico de Gallo
- Names that local schools already have- ie. Legacy, High Plains
- Tapestry least favorite

Recommendation

Inspiration View Elementary (IVE)

Where students find their Muse!

- Represents Geographical & Abstract naming categories
- Capitalizes on literal view of Pikes Peak that inspires so many
- Captures what happens inside the school-mission

Next Steps

- Curriculum and Programming
- Mascot and Colors
- Marketing
- Recruiting Staff
- Enrollment

“The purpose of arts education is not to produce more artists… The real purpose of arts education is to create complete human beings capable of leading successful lives in a free society.”

~ Dana Gioia,
Poet, Teacher, Businessman,
Former Chairman of the National Endowment of the Arts

BOARD OF EDUCATION ITEM 2
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF:	October 24, 2018
PREPARED BY:	Melissa Andrews, Community & Facility Planning Manager
TITLE OF AGENDA ITEM:	Boundary Proposal for POWER Zone
ACTION/INFORMATION/DISCUSSION:	Work Session Discussion

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY: With a new elementary school opening in August 2019, boundaries need to be generated to identify families to be served by the school.

RATIONALE: The new elementary school will accommodate growth in the Banning Lewis Ranch Development and assists with capacity constraints at Ridgeview Elementary School from development in Forest Meadows and Indigo Ranch. Through thorough analysis, it became evident that Zone Boundaries would also need to change due to proximity to educational programs at the Middle School and High School levels.

RELEVANT DATA AND EXPECTED OUTCOMES: After providing preliminary data to the Board of Education, The POWER Zone, Principal, and planning department have worked on obtaining feedback from the community through public open house meetings and working with the communications department offering a survey regarding boundary options. Additionally, the planning department has consulted with the transportation department and the POWER Zone Leader to discuss impacts. After gathering all of the information, the POWER Zone and planning department have prepared a boundary recommendation for consideration.

INNOVATION AND INTELLIGENT RISK: The risk associated with the Zone boundary adjustment is the additional students for Skyview and Vista Ridge. Both Falcon Middle and Skyview, as well as Falcon High School and Vista Ridge, are all over core capacity before and after the boundary adjustment. The benefit of the boundary change is that it provides relief to Ridgeview Elementary School, as promised in the ballot language, and it provides educational opportunities closer to home while reducing transportation costs and time. It is important to note that many of the students in the area already choice into other programs since the schools currently zoned for them are so far away.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:
Working through feedback from impacted departments and responses from impacted families, we are proposing options that provide boundaried educational opportunities closer to residents' homes at all levels, elementary, middle and high school.

Culture	**Inner Ring—**How we treat each other	
	Outer Ring—How we treat our work	
Strategy	**Rock #1**—Establish enduring <u>trust</u> throughout our community	*By providing early notification on changes, the community has time to proactively plan for the needs of their families.*
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	*With community input from public meetings and surveys, we were able to ensure the impacted community was involved and have had an impact on the proposed changes.*

Rock #3— Grow a robust portfolio of distinct and exceptional schools	
Rock #4— Build firm foundations of knowledge, skills and experience so all learners can thrive	
Rock #5— Customize our educational systems to launch each student toward success	

BUDGET IMPACT: There will be one year of additional transportation costs required to provide a transition period for families

AMOUNT BUDGETED: N/A.

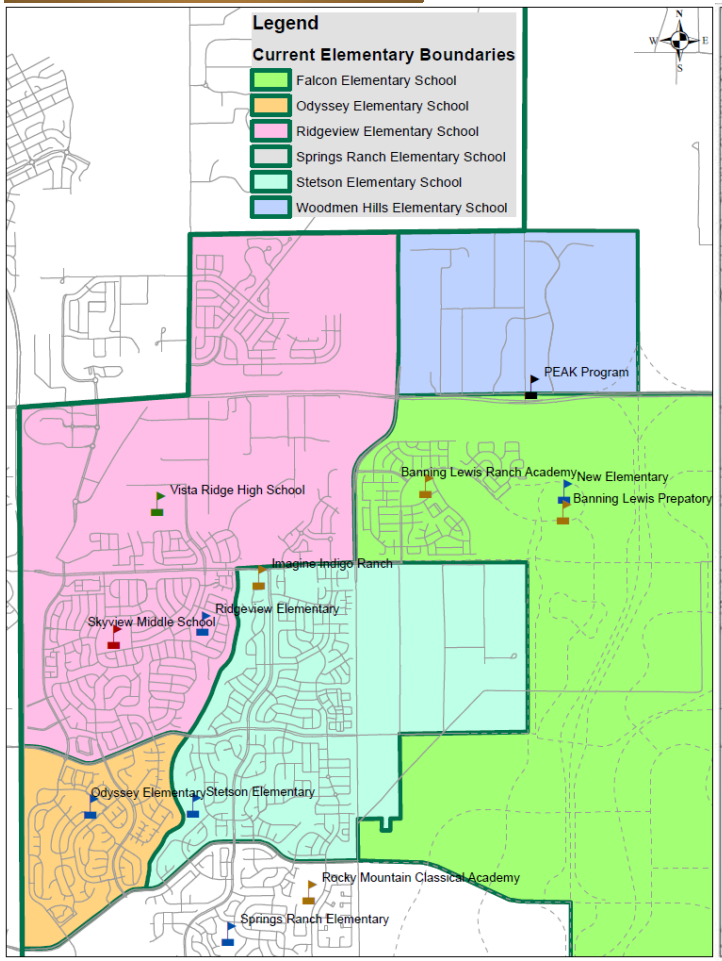
RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move proposal for action at the November 2018 regular meeting.

APPROVED BY: Brett Ridgway, Chief Business Officer **DATE:** October 10, 2018

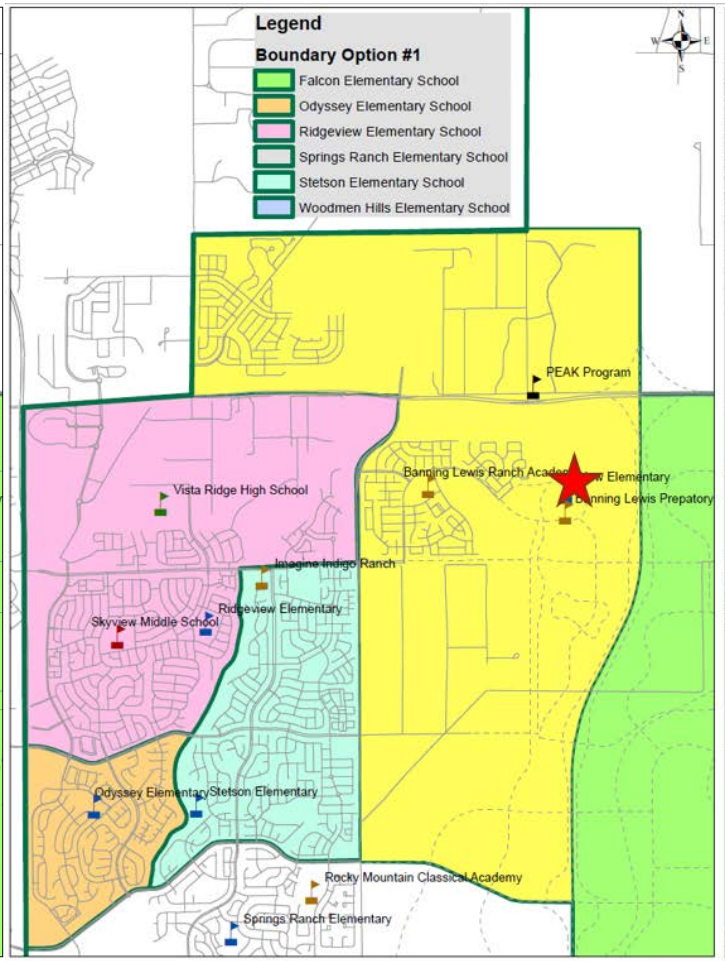
Elementary Near Vista Del Pico

Elementary Near Vista Del Pico Boundary Options

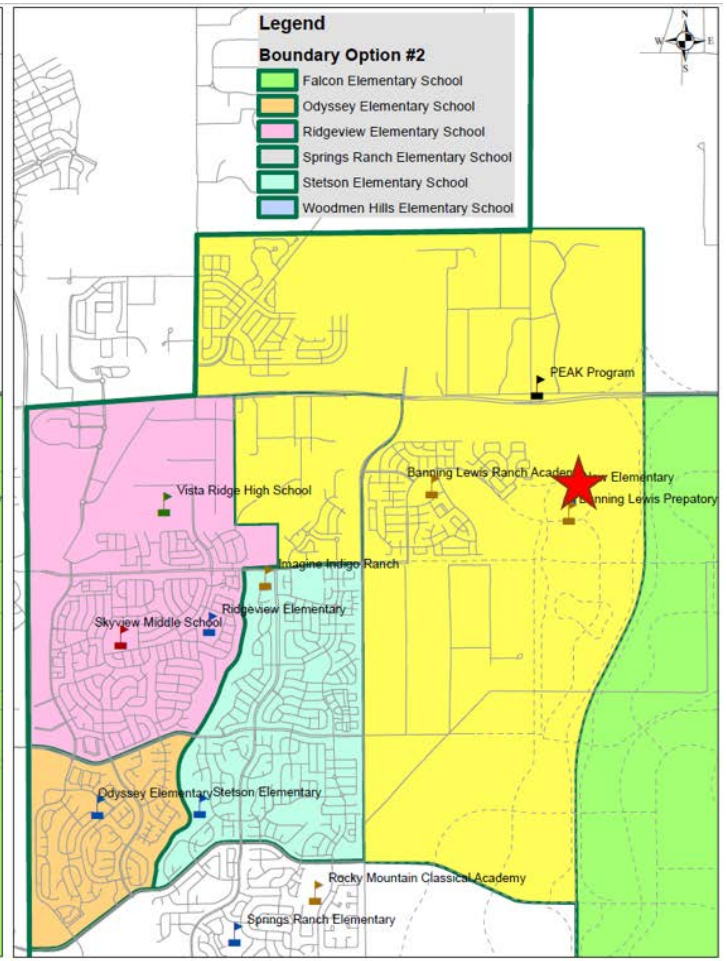
Current Boundaries



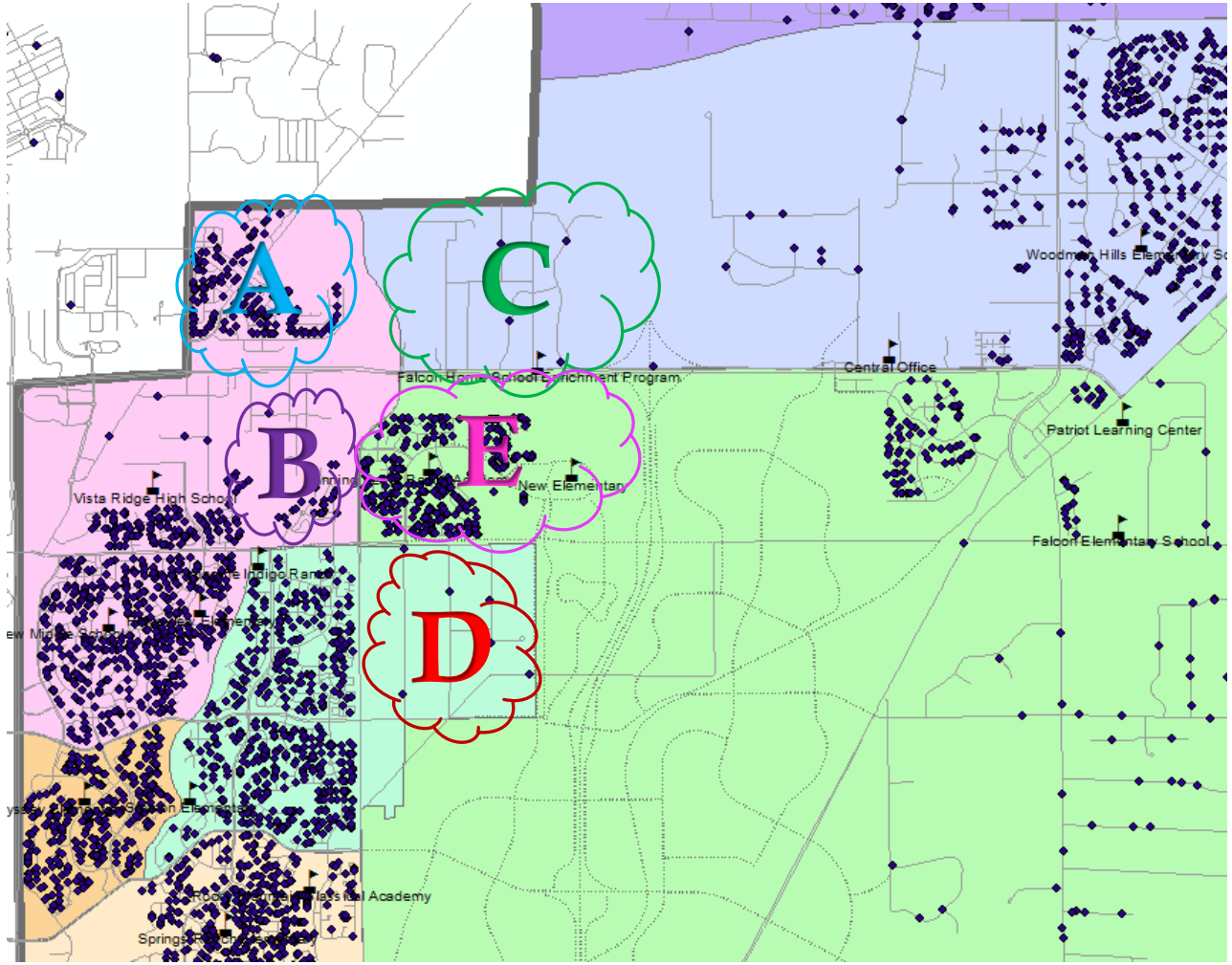
Boundary Option 1



Boundary Option 2



Impact on adjacent schools receiving boundary changes



A: (Boundary option 1 & 2):
Removes section A from RVES

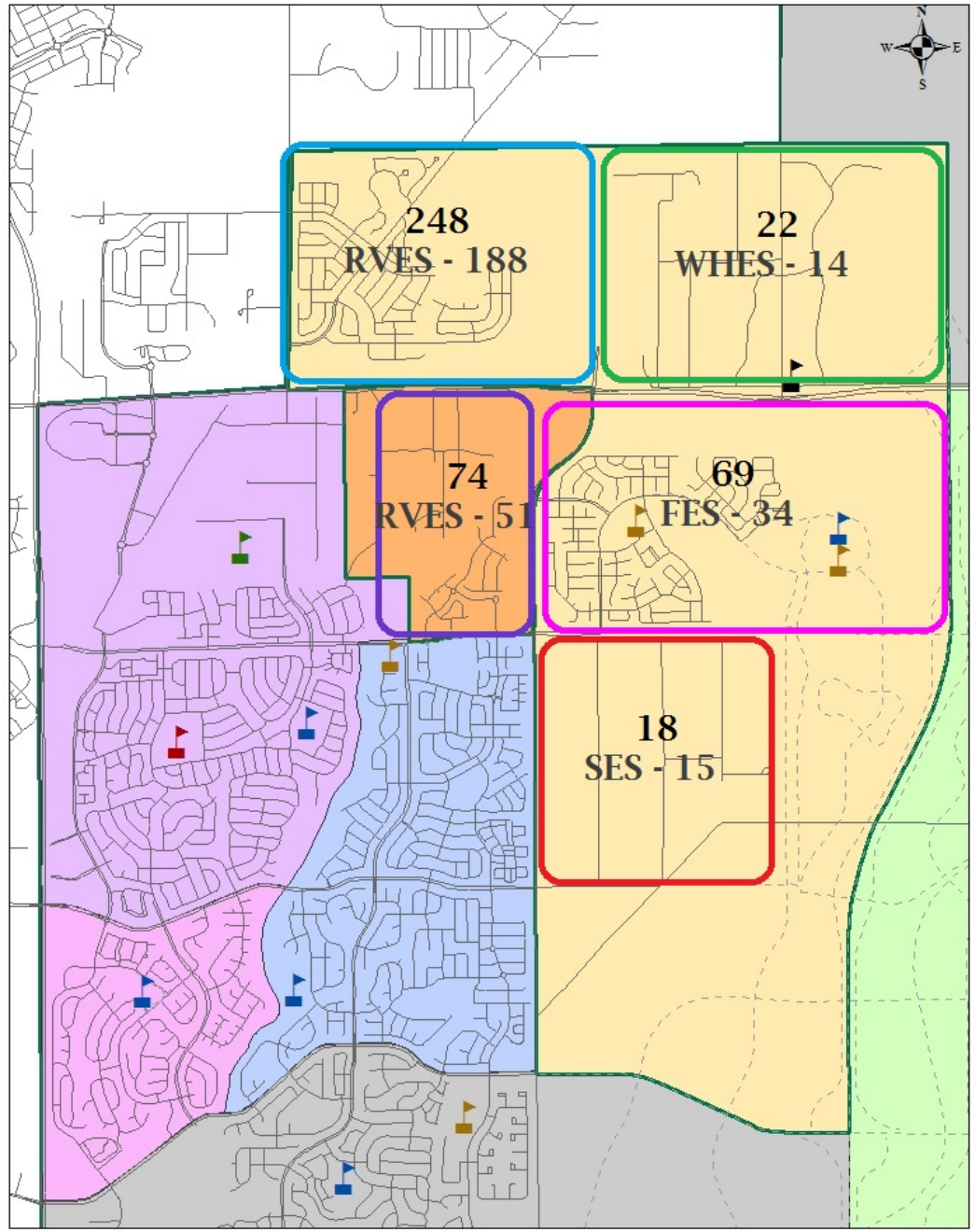
B: (Boundary option 2):
Removes section B from RVES

C: (Boundary option 1 & 2):
Removes section C from WHES

D: (Boundary option 1 & 2):
Removes section D from SES

E: (Boundary option 1 & 2):
Removes section E from FES

Student Count



PK-5 Enrollment Data for the New Elementary near Vista Del Pico

Boundary Option 1

Boundary Option 1 Total		By Grade no Charters or HS		BLRA by Grade			Bndry 1 w/10% BLRA	
School	Count	Grade	Count	Grade	Count	10%	Grade	
ALLIES	7	0	63	0	81	8.1	0	71
BLRA	513	1	90	1	93	9.3	1	99
BRES	7	2	57	2	97	9.7	2	67
Child Find	4	3	42	3	91	9.1	3	51
FES	35	4	59	4	79	7.9	4	67
FHEP	9	5	36	5	72	7.2	5	43
IIR	64							
LTA	7							
MRES	7							
OES	9							
Part C	4							
PPSEL	4							
RES	4							
RMCA	16							
RVES	194							
SRES	5							
SES	56							
WHES	15							
	960		**347**		**513**	**51**		**398**

Boundary option 1:
Total elementary students currently residing in the boundary: 960 (2017: 639)

398 potential (existing) students in new boundary

Assumptions:
- 0% capture rate of Home School
- 10% capture rate of BLRA students
- 100% capture rate of all others residing in boundary, knowing this will not be true, the offset will come from re-capture of choice-out students or new home sales

Boundary Option 2

Boundary Option 2 Total		By Grade no Charters or HS		BLRA by Grade			Bndry 1 w/10% BLRA	
School	Count	Grade	Count	Grade	Count	10%	Grade	
ALLIES	7	0	78	0	81	8.1	0	86
BLRA	518	1	103	1	93	9.3	1	112
BRES	7	2	66	2	97	9.7	2	76
Child Find	4	3	49	3	91	9.1	3	58
FES	35	4	67	4	81	8.1	4	75
FHEP	13	5	43	5	75	7.5	5	51
IIR	87							
LTA	7							
MRES	7							
OES	9							
Part C	4							
PPSEL	4							
RES	7							
RMCA	18							
RVES	239							
SRES	8							
SES	63							
WHES	16							
	1053		**406**		**518**	**52**		**458**

Boundary option 2:
Total students currently residing in the boundary: 1053 (2017: 678)

458 potential students in new boundary

Assumptions:
- 0% capture rate of Home School
- 10% capture rate of BLRA students
- 100% capture rate of all others residing in boundary, knowing this will not be true, the offset will come from re-capture of choice-out students or new home sales

Impact on Adjacent Elementary Schools Receiving Boundary Changes

A: (Boundary option 1 & 2):
Removes section A from RVES

RVES				
	Current	A	Remove A	% loss
Pre-K	55	11	44	20%
Full-Day K	121	23	98	19%
1st	139	42	97	30%
2nd	135	37	98	27%
3rd	120	28	92	23%
4th	125	30	95	24%
5th	123	17	106	14%
	818	188	630	23%

C: (Boundary option 1 & 2):
Removes section C from WHES

WHES				
	Current	C	Remove C	% loss
Pre-K	37	2	35	5%
Full-Day K	94	2	92	2%
1st	86	1	85	1%
2nd	88	2	86	2%
3rd	105	2	103	2%
4th	99	2	97	2%
5th	87	3	84	3%
	596	14	582	2%

D: (Boundary option 1 & 2):
Removes section D from SES

SES				
	Current	D	Remove D	% loss
Pre-K	50	0	50	0%
Full-Day K	102	1	101	1%
1st	93	6	87	6%
2nd	95	2	93	2%
3rd	90	1	89	1%
4th	77	2	75	3%
5th	101	3	98	3%
	608	15	593	2%

E: (Boundary option 1 & 2):
Removes section E from FES

FESOT				
	Current	E	Remove E	% loss
Pre-K	8	1	7	13%
Full-Day K	56	4	52	7%
1st	51	15	36	29%
2nd	50	4	46	8%
3rd	44	4	40	9%
4th	52	3	49	6%
5th	52	3	49	6%
	313	34	279	11%

B: (Boundary option 2):
Removes section B from RVES

RVES				
	New (Scenario A)	B	Remove B	% loss
Pre-K	44	7	37	16%
Full-Day K	98	7	91	7%
1st	97	11	86	11%
2nd	98	7	91	7%
3rd	92	3	89	3%
4th	95	7	88	7%
5th	106	7	99	7%
	630	49	581	8%

- Current Column(s): Head Count 9/17/18
- Lettered Column(s): The students in the labeled area that are enrolled in the school described in title
- Remove Column: The enrollment balance of the school in question after students from the lettered area are removed due to boundary change.
- % Loss: The percent of total enrollment removed from the school after boundary change

Impact on SMS & FMS

C & E (Boundary option 1 and 2):
Adds C & E to SMS and removes from FMS

SMS

SMS Add		No Charter or HS		BLPA by Grade			w/10% BLRA	
School	Cnt_School	Grade	Cnt_Grade	Grade	Cnt_Grade	10%	Grade	Cnt_Grade
BLRA	200	6	6	6	77	8	6	14
FMS	28	7	14	7	70	7	7	21
Home School	8	8	8	8	53	5	8	13
LTA	5							
RMCA	1							
SMS	7							
Total	**253**		**28**		**200**	**20**		**48**

Impact on Skyview Middle School:
48 potential additional (existing) students from new boundary from FMS boundary

Assumptions:
- 0% capture rate of Home School
- 10% capture rate of BLRA students
- 100% capture rate of all others residing in boundary, knowing this will not be true, the offset will come from re-capture of choice-out students or new home sales

SMS Enrollment

	2018/19			
Grade	current	Add by boundary	total	Increase
6	344	14	358	4%
7	390	21	411	5%
8	367	13	380	4%
Total	**1008**	**48**	**1096**	**4%**

Impact on FMS

Grade	Current	C&E	Remove C&E	% loss
6th	362	6	356	2%
7th	317	14	303	5%
8th	329	8	321	2%
Total	**1008**	**28**	**980**	**3%**

Impact on Falcon Middle School:
28 students from FMS will move to new school

Enrollment Data for VRHS & FHS

C & E (Boundary option 1):
Adds C & E to VRHS and removes from FHS

VRHS

VRHS Add		Only FHS		BLPA by Grade			w/10% BLRA	
School	Cnt_School	Grade	Cnt_Grade	Grade	Cnt_Grade	10%	Grade	Cnt_Grade
BLPA	60	9	12	9	35	4	9	16
FHS	51	10	9	10	25	3	10	12
FHEP	1	11	15	11			11	15
PHS	2	12	14	12			12	14
PPEC	5	13	0	13			13	0
SCHS	9	14	1	14			14	1
SSAE	3							
VRHS	59							
TOTAL	**130**		**51**		**60**	**7**		**58**

Impact on Vista Ridge High School:
58 potential additional (existing) students from new boundary from FMS boundary

Assumptions:
- 0% capture rate of Home School
- 10% capture rate of BLRA students
- 100% capture rate of all FHS students in the boundary, knowing this will not be true, the offset will come from re-capture of choice-out students or new home sales

VRHS Enrollment

	2016/17			
Grade	**current**	**Add by boundary**	**total**	**Increase**
9th	473	16	489	4%
10th	402	12	414	5%
11th	416	15	431	4%
12th	360	14	374	
Total	**1615**	**57**	**1708**	

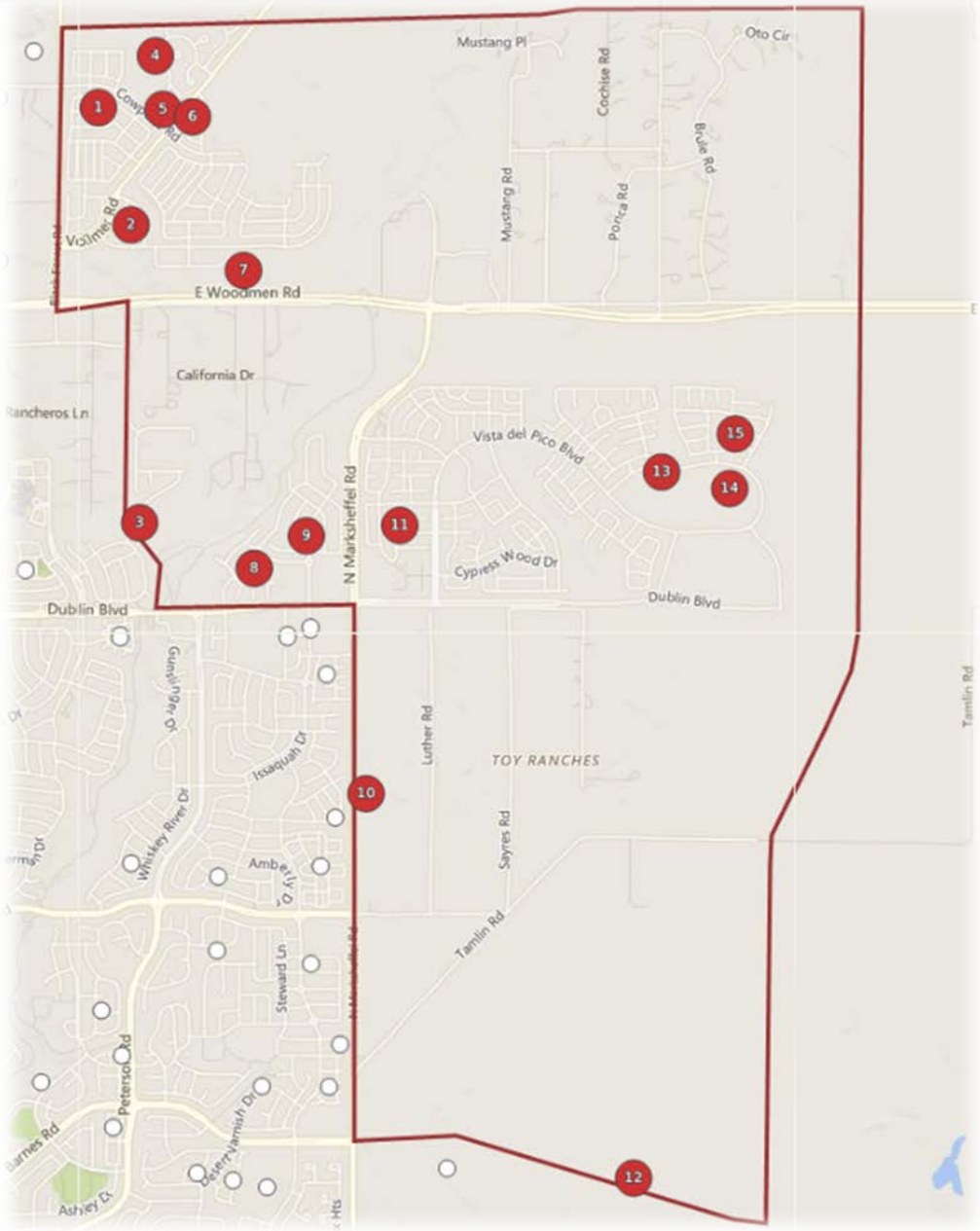
Impact on FHS

Grade	Current	C&E	Remove C&E	% loss
9th	410	16	394	4%
10th	321	12	309	4%
11th	284	15	269	6%
12th	329	14	315	4%
Total	**1344**	**57**	**1287**	**4%%**

Impact on Falcon High School :
57 students from FHS will move to new school

Developments in Proposed Boundary of Elementary near Vista Del Pico

Map #	Boundary of School Near Vista Del Pico
1	Forest Meadows
2	Forest Meadows/ Encore
3	Quail Brush Creek
4	Forest Meadows Condos
5	Forest Meadows/ Trails
6	Trails East
7	Forest Meadows South (TH)
8	Stetson Ridge/Indigo Ranch North - Renaissance
9	Stetson Ridge/ Indigo Ranch North
10	Mountain Valley Preserve
12	Mountain Vista Ranch (MF)
13	Banning Lewis Ranch Frontier Village (SF)
14	Banning Lewis Ranch Northtree Village (SF)
15	Banning Lewis Ranch Frontier Village (MF)



Development Student Generation Projections			
Year	Ele	MS	HS
2016/17	197	68	53
2017/18	164	57	46
2018/19	212	70	56
2019/20	155	51	39

*Note – Development student generation is calculated on the current D49 (including charter schools) capture rate of families moving into new neighborhoods. These students will be distributed amongst charter schools, boundaried schools, choice schools and online programs that D49 hosts.

BOARD OF EDUCATION ITEM 3.A
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: October 24, 2018
PREPARED BY: Christine Morphet, Foreign Language Teacher
TITLE OF AGENDA ITEM: SCHS Course Proposal for Foreign Language
ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:
Seeking approval of the addition of a year-long course entitled Spanish for Spanish Speakers II.

RATIONALE:

The Sand Creek High School Foreign Language Department sees the need for a second year of Spanish for Spanish Speakers course. This will allow native Spanish speakers to continue to learn and grow in their native language in the areas of reading, writing, and oral communication.

RELEVANT DATA AND EXPECTED OUTCOMES:

Students successfully completing Spanish for Spanish Speakers I course will successfully complete a second year, Spanish for Spanish Speakers II. Students will learn valuable skills to prepare them for the global economy in the Spanish for Spanish Speakers II course and be prepared for the IB HL Spanish Exam.

INNOVATION AND INTELLIGENT RISK:
Providing a second level year-long course for native Spanish speakers to thrive in their native language and propel them for post-secondary success.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	**Inner Ring—**How we treat each other	
	Outer Ring—How we treat our work	
Strategy	**Rock #1**—Establish enduring trust throughout our community	
	Rock #2—Research, design and implement programs for intentional community participation	
	Rock #3— Grow a robust portfolio of distinct and exceptional schools	
	Rock #4— Build firm foundations of knowledge, skills and experience so all learners can thrive	Provides a second-year option for native Spanish speaking students to learn and grow in the areas of reading, writing, and oral communication.
	Rock #5— Customize our educational systems to launch each student toward success	This course will prepare native Spanish speaking students to thrive in a global economy and job market, which requires fluency in more than one language.

BUDGET IMPACT: None expected.

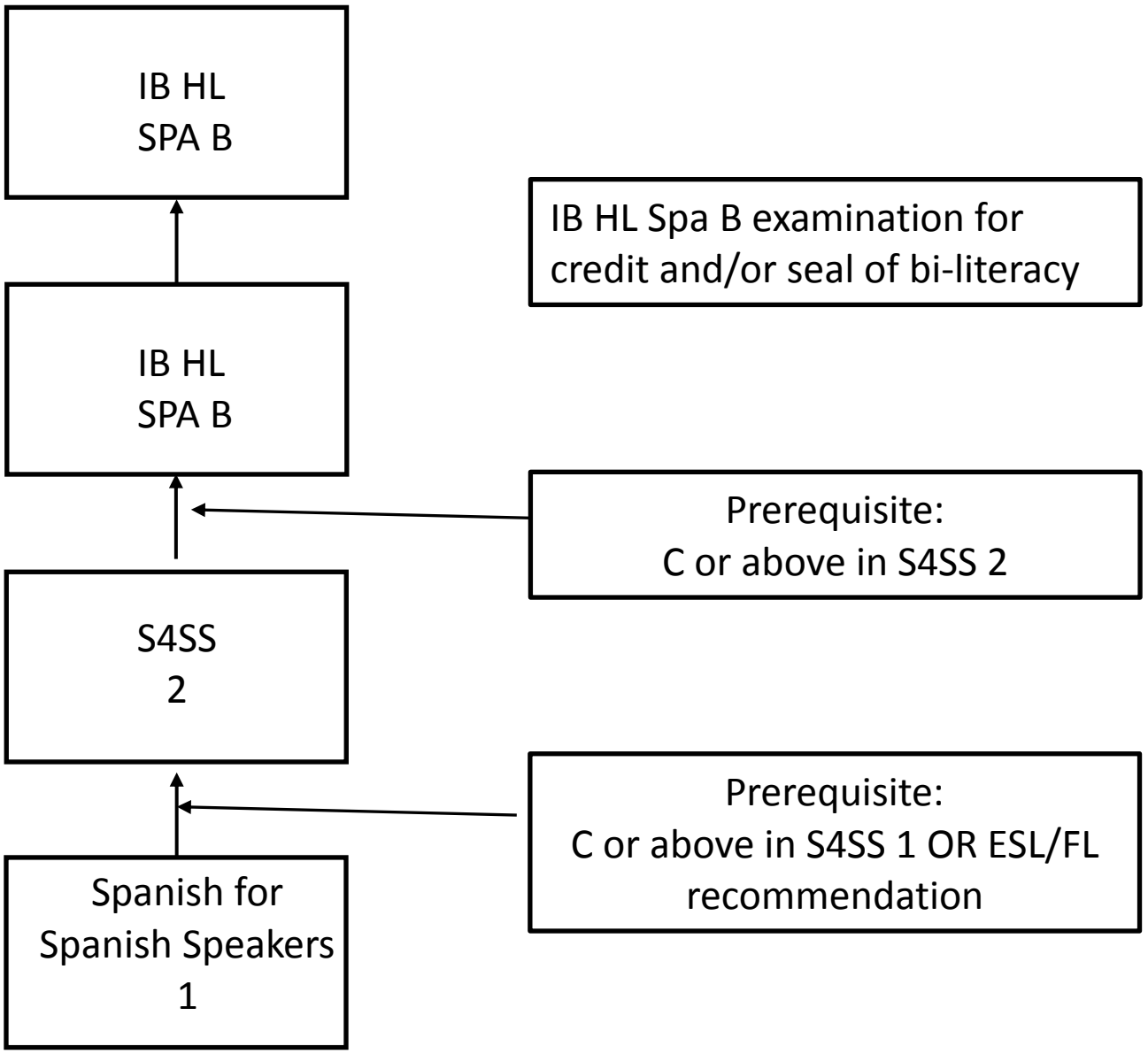
AMOUNT BUDGETED: None expected.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move this course for action at the November regular board meeting.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: October 12, 2018

HL
high level



Request for approval of a new course

Suggested course title: Spanish for Spanish Speakers 2 (Heritage Speakers 2)

School: Sand Creek High School

Department: Foreign Languages

Student grade level: 10 – 12 (or 9 with recommendation of ESL or Foreign Language department)

Starting date: Fall 2019

Credit: 1 credit per year (block schedule)

Credit Type: Elective

Course prerequisite: Having passed Course 1 with C or better, and ESL or Foreign Language recommendation.

Does the course replace or *extend* one already in existence? Yes, it extends "Spanish for Spanish Speakers 1" (Heritage Speakers 1)

Ideas and/or needs for this course originated with: Foreign Language Department

Brief course description, as it will appear in the handbook:
This course is intended for the native Spanish speaker who would like to maintain or strengthen his/her reading, writing, and oral communication skills. Also, it is intended for the native Spanish speaker interested in taking the IB HL[High Level] Spanish examination (Spanish Language/Spanish Literature). Taking Spanish for Spanish speakers 2 course will prepare the student to take the IB HL Spanish course. Through reading a variety of texts, students will gain an appreciation for Spanish Literature while celebrating their heritage. They will also learn to write in a grammatical correct form. This course will prepare students in a global economy, which requires fluency in more than one language, as well as in job market.

Spanish for Spanish Speakers 2
Course outline

Program Objectives

There are two main objectives to this course:

1. This course will maintain and increase the language skills of the Spanish-speaking students in the areas of reading, listening, writing, and oral communication. Most probably, the students mastered basic grammar in the previous course, so the goal of this second course is to teach more complex grammar structures. Deeper reading comprehension and writing abilities are expected from each student. All this will be accomplished as they expand their cultural awareness of other Spanish speaking countries different from their own.
2. The 2nd main objective is to prepare the students to take the IB Spanish HL examination in the future.

I. Standards/Benchmarks/Performance Indicators

Spanish for Spanish Speakers (Español para Hispanohablantes) will fulfill the Colorado and District 49 standards and benchmarks in the following ways:

Colorado Content Standards and Benchmarks for a Foreign Language

Standard 1
Students comprehend the foreign language through listening to a variety of sources
Benchmark A: Students obtain meaning from diverse listening sources
Benchmark B: Students demonstrate comprehension of diverse auditory prompts.

The course will be taught exclusively in Spanish. There will be reading out loud from books, magazines, letters, etc., as well as video, interactive software, audiotapes and CDs, and the students will be asked to do oral presentations. All these materials will be used for practice and evaluation of listening skills.

Standard 2
Students speak in the foreign language for a variety of purposes and audiences
Benchmark A: Students communicate in a foreign language in a variety of situations
Benchmark B: Students speak using level-appropriate vocabulary, grammar, usage, and sentence structure

Students are expected to speak only in Spanish. They will converse with one another in small groups and with the instructor. Individual and class oral presentations will be stressed out as means for evaluating phonemic awareness and pronunciation skills. Oral

examinations will be used by the instructor to monitor phonemic awareness of each student, as well as accurate pronunciation and correct use of grammar and sentence structure.

Standard 3
Students read and derive meaning from a variety of materials written in a foreign language
Benchmark A: Students use comprehension skills to understand text
Benchmark B: Students use information gained from reading.

Students will read short stories, poetry, novels, magazine articles, and internet material in Spanish. Phonemic awareness will be stressed out in an effort to overcome the tendency of Spanish speaking students to read Spanish phonetically. Also, comprehension of content of the reading materials will be emphasized, so that students will be able to conclude, analyze, compare, criticize, and evaluate the material they read.

Standard 4
Students write in the foreign language for a variety of purposes and audiences.
Benchmark A: Students use a variety of modes.
Benchmark B: Students use a process approach to written communications.
Benchmark C: Students write using level-appropriate vocabulary, grammar, usage, sentence structure, punctuation, capitalization, and spelling.

Students will be expected to write responses to various reading material. Also, they will be required to engage in creative writing exercises, for the purpose of evaluating their ability to write in Spanish accurately, as opposed to phonetically. Proper grammar, sentence structure, punctuation, capitalization, and spelling will be stressed.

Standard 5
Students acquire and use knowledge of culture while developing foreign language skills
Benchmark A: Students use the foreign language and culturally appropriate behavior patterns to convey meaning.
Benchmark B: Students access cultural information available only in the target language.
Benchmark C: Students analyze social, political, economic, and/or historical aspects of the foreign cultures.

Students will conduct research about the cultures and language differences (word choice and meaning) of the various Spanish speaking countries. They will participate in the traditions of various cultural events, as well as learn about history and analyze socio-political and economic impact of various Hispanic countries, comparing and contrasting them, as well as comparing and contrasting to the USA.

Performance Objectives

A. Oral communication
   Students will:
   - Speak in Spanish in order to maintain their verbal skills and pronunciation
   - Read out loud in small groups or the class to increase phonemic awareness and reinforce verbal skills
   - Respond to oral prompts to demonstrate comprehension of auditory or written material.

B. Written language
   Students will:
   - Respond in written form to various verbal prompts using complete sentences, correct grammar, and punctuation skills
   - Accurately spell words that are particularly difficult given their dissimilarity to their phonetic sound combinations
   - Use their imagination and creativity skills to write short stories, simple poetry, essays, and other type of written materials
   - Demonstrate comprehension of oral and written material by writing short responses and book reports using correct sentence structure and grammar, as well as spelling.

C. Reading
   Students will:
   - Read poems, short stories, articles, and novels to which they will respond in both oral and written form
   - Demonstrate comprehension of material by answering oral and written questions
   - Read silently, both in small groups and individually
   - Read orally with correct pronunciation

D. Cultural studies
   Students will:
   - Be exposed to the ways in which the grammar, word choice, accent and use of Spanish language vary from country to country
   - Research holidays, festivals, and celebrations specific to certain Spanish countries
   - Learn to identify and use a variety of colloquialisms, stemming from both verbal and nonverbal forms of communication, from the various Spanish speaking countries
   - Learn to identify cultural mannerisms and gestures of the Spanish speaking world

II. Assessment

The course assessment will be based on pre- and post-tests.

III. Course outline

A. Content/ Skills
The course will be taught with emphasis on reading, writing, listening and speaking Spanish. A variety of Hispanic literature will be used for this matter. There is also a heavy emphasis placed on grammar, spelling, punctuation, and use of correct sentence structure.

B. Instructional methods
The course will include direct instruction, small group activities, reading, writing, discussions, presentations, projects, and cooperative learning. The course follows building blocks with the use of key concepts for each lesson, returning to them in a spiral fashion again and again, so that each time the students can apply the concepts in new contexts with grater complexity. Each experience will build on previous learning.

This course will be taught heavily emphasizing the use of correct grammar, spelling, sentence structure, and punctuation of the Spanish language. The base book to be used is "Sendas Literarias 2, Español completo para hispanohablantes." (Spanish for Spanish speakers 1 follows the book Sendas 1) Every unit in the book approaches a different literature writing form, and the authors are selected from a great variety of Hispanic countries. This approach gives the student an opportunity to learn about many Hispanic cultures, and is an excellent way to compare and contrast histories, socio-political and economic impacts of the different countries. The students will be provided with much material to analyze and evaluate, not just literature but also history. The discussions and class work will allow the students to "find their voice" in the literature selection they read.

The methodology is based upon the Literature textbook used. Every lesson has a pre-reading part that allows the student to think creatively before even reading the literature selection. This part also provides with the vocabulary and activities for the student to get ready to understand the piece he/she is going to read. The text offers activities to be used before, during and after finishing reading. It exposes the student to a variety of literary selections like poetry, short stories, drama, current events, among others. Also, the text offers grammar in context, as well as an opportunity for the student to create their own writings. The class is conducted in a similar manner to a Language Arts course.

C. Materials and Resources

1. Textbook
   - Walqui-Van Lier, Aída, Barraza, Ruth A., Dellinger, Mary Ann. *Sendas Literarias 2, Español para hispanohablantes*. Prentice Hall, 2001

2. Supplementary Materials
   - Francés, María Elena, Benítez, Ruben. *Manual de Gramática y Ortografía para Hispanos*. Pearson/Prentice Hall, 2004
   - Varona, Gladis M. *Contemporary Latin American Literature*. McGraw Hill, 2001
   - De la Vega, Sara, Salazar, Carmen. *Avanzando, Gramática española y lectura*. Wiley, quinta edición 2003
   - Virgilio, Carmelo, Valdivieso, Teresa, Friedman, Edward. *Aproximaciones al estudio de la literatura hispánica*. McGraw Hill, quinta edición, 2004

3. Audio-Visual Materials
   (open to teacher discretion)
   Cultural videos in Spanish, Music, History

4. Miscellaneous
   Pamphlets, Travel Brochures, Menus, internet material like newspapers, etc.

IV. Classroom assessments

The objectives will be communicated every class. Rubrics will be given to the students. The scoring rubrics will specify qualities on which a piece of work will be assessed and precisely defines what earns a given score on each quality. The students will be assessed by their written product, as well as by their oral presentations. They will be assessed individually and in groups (groups projects)

V. Interventions

Remediation
- Out of class help with teacher
- Tutoring (with other students)

Enrichment
- Extra challenging readings

- Enrichment projects (individual or group)
- Peer tutoring
- Personal interest research with previous authorization of teacher

BOARD OF EDUCATION ITEM 3.B
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: October 24, 2018
PREPARED BY: Stephanie Willard, Science Teacher
TITLE OF AGENDA ITEM: SCHS Course Proposal for Nutrition
ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:
Seeking approval of the addition of a semester-long course entitled Nutrition.

RATIONALE:
The Sand Creek High School Science Department sees the need for an additional elective course, Nutrition, for students seeking a career in Health Sciences or the new Athletic Training Pathway. Current Science course offerings in those pathways include IB Sports, Exercise, & Health and Anatomy & Physiology (H).

RELEVANT DATA AND EXPECTED OUTCOMES:

INNOVATION AND INTELLIGENT RISK:
Providing a semester-long elective option for 11th and 12th grade students in the Health Sciences and/or Athletic Training Pathway will prepare students for career and college and propel them toward post-secondary success.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	**Inner Ring—**How we treat each other	
	Outer Ring—How we treat our work	
Strategy	**Rock #1**—Establish enduring trust throughout our community	
	Rock #2—Research, design and implement programs for intentional community participation	
	Rock #3— Grow a robust portfolio of distinct and exceptional schools	Provides a semester-long elective option in the Health Sciences and/or Athletic Training Pathways.
	Rock #4— Build firm foundations of knowledge, skills and experience so all learners can thrive	
	Rock #5— Customize our educational systems to launch each student toward success	This course will introduce students to the physical impact of diet and nutrition in the areas of health and wellness. Students will exploration careers in the Health Science and Athletic Training Pathways.

BUDGET IMPACT: Approximately $2,600 for text books and materials.

AMOUNT BUDGETED: CTE funds may be available once course is added to the SCHS CTE Athletic Training Pathway.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move this course for action at the November regular board meeting.

APPROVED BY: Peter Hilts, Chief Education Officer; Brett Ridgway, Chief Business Officer

DATE: October 12, 2018

Nutrition Course Guide

Course Description: A Nutrition course assists students in understanding the role of nutrition in health and wellness and how modifications to their nutritional intake could lead to positive or negative consequences. Demonstrations, guided instruction and cooperative learning are used throughout the course. Ultimately, students will be given the opportunity to have the necessary skills to evaluate and improve their day-to-day food choices.

Standards Abbreviations:
Colorado Academic Standards (CAS)
National Association of State Administrators of Family and Consumer Sciences (NASAFACS)

Grade Level: 11-12, pre-requisites Biology. Co-requisites or recommended course: Health
FTE Needed: Dependent upon student sign-ups. If *Nutrition* replaces the student sign-ups for other upper level science courses, no additional FTE would be needed.

Resource:
Many resources can be found online as there are a variety of websites and agencies available to choose from (examples: USDA.gov, Choosemyplate.gov, FDA.gov, etc)

A text reference, if financially feasible, would also be appreciated: Duyff, R. L. (2016). Food, Nutrition & Wellness. Woodland Hills, CA: The McGraw-Hill Companies.
ISBN-13: 9780021402564. $65/book; A class set of 40 books = $2,600.

Scope and Sequence:

Timeframe	Unit
1 week	Food Influences/Exploring Food Choices
2 weeks	Nutrition and Healthy Choices
2 weeks	Understanding National Guidelines
4 weeks	Key Nutrients and Digestion
4 weeks	Sports Nutrition
2 weeks	Diet and Diseases
1 week	Careers

Unit 1: Food Influences/Exploring Food Choices

Overview of Unit: Food influences us in a variety of ways. Students will identify how food influences them and provide examples of foods they eat for each influence.

Priority Standards for Unit:
● Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how living systems interact with the biotic and abiotic environment.

Organisms interact with the living and nonliving components of the environment to obtain matter and energy (CAS.LS:6.4).
Matter and energy necessary for life are conserved as they move through ecosystems (CAS.LS:6.5).

Supporting Standards for Unit:
● Analyze factors that influence nutrition and wellness practices across the life span. (NASAFACS: 14.1)

Essential Questions: How does food influence your daily life?

Enduring Understanding/Big Ideas: Students will understand the four ways food influences people; culturally, physically, socially, and psychologically. Students will self-reflect on each component of how food has influenced them in their personal lives.

Student Learning Outcomes:
- Identify social and personal influences on food choices
- Utilize good decision making skills when making food choices
- Explain culture and its relationship to food
- Explain the role food plays in meeting psychological and physical needs

Unit 2: Nutrition and Healthy Choices

Overview of Unit:
Students will describe the relationship between nutrition and overall health

Priority Standards for Unit:
● Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how individual organisms are configured and how these structures function to support life, growth, behavior, and reproduction

Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. (CAS.LS: 5.1.b)
Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. (CAS.LS: 5.1.c).

● Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how individual organisms are configured and how these structures function to support life, growth, behavior, and reproduction

Organisms use matter and energy to live and grow

Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules. (CAS.LS: 5.3.b)
Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy (CAS.LS: 5.3.c)

Supporting Standards for Unit:
● Demonstrate ability to use foods to meet nutrition and wellness needs of individuals and families across the life span. (NASAFACS: 14.3)
● Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span. (NASAFACS: 14.2)
● Demonstrate food science, dietetics, and nutrition management principles and practices. (NASAFACS: 9.6)

Essential Questions: How can we use nutrition to improve our health and wellness?

Enduring Understanding/Big Ideas: Every individual requires a certain amount of macromolecules. Those macromolecules come from eating various types of foods. Students will be able to explain the benefits of a healthy weight and describe how to and how not maintain a healthy weight.

Student Learning Outcomes:

- Describe the relationship between nutrition and overall health.
- Describe the importance of eating a variety of the appropriate foods to meet daily nutrient and caloric needs.
- Explain the benefits of a healthy weight
- Describe healthy and risky approaches to weight management.
- Explain the effects of eating disorders on healthy growth and development.
- Analyze factors that influence wellness practices across the life span

Unit 3: Understanding National Guidelines

Overview of Unit:
Students will be able to explain national guidelines for, and practice planning nutritious meals from, each food group in My Plate.

Standards:
● Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how individual organisms are configured and how these structures function to support life, growth, behavior, and reproduction
    Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. (CAS.LS: 5.1.b)
    Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. (CAS.LS: 5.1.c).
● Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how individual organisms are configured and how these structures function to support life, growth, behavior, and reproduction
    Organisms use matter and energy to live and grow
        Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules. (CAS.LS: 5.3.b)
        Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy (CAS.LS: 5.3.c)
● Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how natural selection drives biological evolution accounting for the unity and diversity of organisms.
    Variation between individuals result from genetic and environmental factors. (CAS.LS: 8.9)
    Genetic variation among organisms affects survival and reproduction (CAS.LS: 8.11)

Supporting Standards for unit:
● Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span. (NASAFACS: 14.2)
● Demonstrate food science, dietetics, and nutrition management principles and practices. (NASAFACS: 9.6)

Essential Questions: What guidelines are available to help meet nutrient requirements for myself and families across the lifespan?

Enduring Understanding/Big Ideas: The USDA has guidelines it considers to be best if adhered to by most individuals living in the USA. The guidelines are based on scientific research into how much of each nutrient a healthy individual should be consuming daily/weekly.

Student Learning Outcomes:
- Explain the dietary guidelines for Americans
- State guidelines for using MyPlate.gov to plan daily food choices

- Reading Food Labels
- Food Selection Guides and Evaluations
- Glycemic Index Foods

Unit 4: Key Nutrients and Digestion

Overview of Unit:
Students will explain the process of human digestion and be able to discuss consequences of not consuming an adequate amount of each key nutrient

Standards:
● Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how individual organisms are configured and how these structures function to support life, growth, behavior, and reproduction

Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. (CAS.LS: 5.1.b)

Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. (CAS.LS: 5.1.c).

● Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how individual organisms are configured and how these structures function to support life, growth, behavior, and reproduction

Organisms use matter and energy to live and grow

Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules. (CAS.LS: 5.3.b)

Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy (CAS.LS: 5.3.c)

● Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how living systems interact with the biotic and abiotic environment.

Organisms interact with the living and nonliving components of the environment to obtain matter and energy (CAS.LS: 6.4).

● Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how natural selection drives biological evolution accounting for the unity and diversity of organisms.

Variation between individuals result from genetic and environmental factors. (CAS.LS: 8.9)

Genetic variation among organisms affects survival and reproduction (CAS.LS: 8.11)

● Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding structure, properties and interactions of matter

Chemical processes, their rates, their outcomes, and whether or not energy is stored or released can be understood in terms of collisions of molecules, rearrangement of atoms, and changes in energy as determined by properties of elements involved.

Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy. (CAS.PS:1.2.b)

Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs. (CAS.PS:1.2.c)

● Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how energy is transferred and conserved

Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems. (CAS.PS:3.7)

Supporting Standards for unit:
● Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span. (NASAFACS: 14.2)
● Demonstrate food science, dietetics, and nutrition management principles and practices. (NASAFACS: 9.6)

Essential Questions: What are the key nutrients (macronutrients and micronutrients)? What are the functions of macronutrients and micronutrients? What the main enzymes and how do they function to digest each of the macromolecules?

Enduring Understanding/Big Ideas: Key nutrients are water, carbohydrate, protein, fat, vitamins, minerals. Key enzymes are amylase (carbohydrates), lipase (fat), pepsin, trypsin (protein). Each enzyme has a specific temperature and pH at which to work optimally.

Student Learning Outcomes:

- Identify nutrients and their main functions
- Explain what happens when key nutrients are missing/deficient from a diet
- Explain how to incorporate foods that are high in fiber into a healthy daily diet.
- Explain how to incorporate an adequate amount of calcium into a healthy daily diet.
- Explain how to incorporate an adequate amount of iron into a healthy daily diet.
- Identify how to make a vegetarian diet healthy.
- Explain how the human body digests foods and absorbs nutrients
- List and describe the function of enzymes in the context of macronutrient digestion.
    - Carbohydrates: salivary amylase, pancreatic amylase
    - Fats: pancreatic lipase
    - Bile is produced by the liver and is involved in the digestion of fats.
    - Proteins: pepsin, trypsin

Unit 5: Sports Nutrition

Overview of Unit: Students will gain an understanding of nutrition and digestion as related to an athlete.

Standards for unit:

● Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how individual organisms are configured and how these structures function to support life, growth, behavior, and reproduction

- Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. (CAS.LS: 5.1.b)
- Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. (CAS.LS: 5.1.c).

● Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how individual organisms are configured and how these structures function to support life, growth, behavior, and reproduction

- Organisms use matter and energy to live and grow
  - Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules. (CAS.LS: 5.3.b)
  - Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy (CAS.LS: 5.3.c)

● Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how living systems interact with the biotic and abiotic environment.

- Organisms interact with the living and nonliving components of the environment to obtain matter and energy (CAS.LS:6.4).

● Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how living systems interact with the biotic and abiotic environment.

- A complex set of interactions determine how ecosystems respond to disturbances
  - Evaluate claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem. (CAS.LS: 6.6.a)

Essential Question: How do nutrient requirements change in an athletic individual? How are dietary practices used to decrease body fat or increase muscle mass?

Enduring Understanding/Big Ideas: Athletes require a greater water intake with additional electrolytes, lost through sweat. Athletes require greater amount of macromolecules, lost through increased physical activity. Include dietary practices used to decrease body fat, for example, a recommended dietary approach and more controversial methods such as diet pills, fad diets and crash diets. Also include the significance of a high-protein diet for athletes aiming to increase muscle mass.

Student Learning Outcomes:

- Describe how the hydration status of athletes can be monitored.
- Explain why endurance athletes require a greater water intake.
- Discuss the regulation of electrolyte balance during acute and chronic exercise.
- Discuss the association between body composition and athletic performance.
- Discuss dietary practices employed by athletes to manipulate body composition.
- Discuss the interaction of carbohydrate loading and training program modification prior to competition.
- State the reasons for adding sodium and carbohydrate to water for the endurance athlete.
- Discuss the use of nutritional ergogenic aids (sports drinks, bars and gels, caffeine, creatine, bicarbonate) in sports.

Unit 6: Diet and Disease

Overview of Unit:
Students will describe the relationship between diet and chronic diseases and other common health problems

Priority Standards for Unit:
● Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how individual organisms are configured and how these structures function to support life, growth, behavior, and reproduction
    Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. (CAS.LS: 5.1.b)
    Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. (CAS.LS: 5.1.c).
● Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how individual organisms are configured and how these structures function to support life, growth, behavior, and reproduction
    Organisms use matter and energy to live and grow
        Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules. (CAS.LS: 5.3.b)
        Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy (CAS.LS: 5.3.c)
● Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how living systems interact with the biotic and abiotic environment.
    Organisms interact with the living and nonliving components of the environment to obtain matter and energy (CAS.LS:6.4).
    Organisms interact in groups to benefit the species (CAS.LS:6.7)
● Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how genetic and environmental factors influence variation of organisms across generations.
    The characteristics of one generation are dependent upon the genetic information inherited from previous generations (CAS.LS: 7.8)
● Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how natural selection drives biological evolution accounting for the unity and diversity of organisms.
    Variation between individuals result from genetic and environmental factors. (CAS.LS: 8.9)
    Genetic variation among organisms affects survival and reproduction (CAS.LS: 8.11)

Supporting Standards for Unit:
● Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span. (NASAFACS: 14.2)
● Demonstrate food science, dietetics, and nutrition management principles and practices. (NASAFACS: 9.6)

Essential Questions: How can we use diet to prevent and treat chronic diseases?

Enduring Understanding/Big Ideas: There are a variety of health problems which require special diets; some backed by science, others based on non-empirical observation. For example: Celiac patients should avoid gluten and sulfites should be avoided by individuals with asthma.

Student Learning Outcomes:

- Describe the relationship between diet and chronic diseases such as heart disease, cancer, diabetes, hypertension, and osteoporosis.
- Describe the pathogenic, genetic, age, cultural, environmental, and behavioral factors that influence the degree of risk for contracting specific diseases.
- Describe health problems or special conditions that require special diets
- Explain how and why a recipe might be modified (common disorders in community)

Unit 7: Careers

Overview of Unit: *Nutrition* is a proposed course to complement the current courses in the Health Science and Athletic Training Pathway. In the *Careers* unit, students will explore possible careers in the area of nutrition and health science and athletic training.

Standards for Unit:
● Analyze career paths within food science, food technology, dietetics, and nutrition industries. (NASAFACS: 9.1)

Essential Questions:
Why is it important to know what opportunities are available in the field of Nutrition?

Enduring Understanding/Big Ideas:
Students who are interested in nutrition have a variety of opportunities after high school. For those interested in the food service industry, careers include going to a culinary school, or working in a restaurant or grocery store. For students who are interested in health sciences or athletic training, careers include becoming a dietitian or nutritionist, nurse, medical assistant, physical therapist, and law enforcement and military member, among many other exciting careers.

BOARD OF EDUCATION ITEM 3.C
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF:	October 24, 2018
PREPARED BY:	Bethany Meyer, FHS Choir Director
TITLE OF AGENDA ITEM:	Course Revisions: Jazz Choir and Vocal Music Program
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:
The FHS Vocal Music Program would like to change the name of "Jazz Choir" to "**Advanced Show Choir**."
Course objectives for "Advanced Show Choir" will remain the same as "Jazz Choir."
The FHS Vocal Music Program would like to add the course "**Show Choir**."

RATIONALE:
"Jazz Choir" is the name of the class offered to students who are interested in simultaneously singing and performing choreography. Because of the performance nature of the class, "Jazz Choir" is referred to by the general population of FHS as "Show Choir." This arrangement can be awkward and confusing for students, parents, teachers, counselors, and administrators. Jazz is also the name of a certain style of music, and while this choir does perform jazz music from time to time, it does not stay within one genre. Changing "Jazz Choir" into a class named "Advanced Show Choir" will help to clarify the type of course being offered, and it will create an aligned language that can be used throughout the building and with community stakeholders.
There has been a growing interest in show choir participation at FHS over the past few years. According to a recent survey of current FHS choir students, 53 current choir students indicated that they are interested in auditioning for Show Choir for the 2019-2020 school year. This only includes current freshmen, sophomores, and juniors, and there is typically interest from incoming eighth graders, as well. Our current show choir has 24 students. The goal in adding a second show choir—"Show Choir"—is to give opportunities for students, after auditioning, to participate in an intermediate-level show choir while "Advanced Show Choir" will be an auditioned ensemble focused on advanced-level performance. Without this course option, many students will be turned away due to competition level and set numbers.

The main need here is to have two different course names for ease of counselor scheduling. Consultation with an FHS counselor revealed that it is almost impossible for counselors to distribute students into assigned courses if the two courses have the same name. This is why there cannot simply be one course name— "Show Choir"—split up into two course sections. Again, the names presented here are "**Show Choir**" (intermediate level) and "**Advanced Show Choir**" (advanced level).

RELEVANT DATA AND EXPECTED OUTCOMES:
Participation in the FHS Choir program has increased by over 47% in the past school year. There are 143 students in FHS Concert Choir, our beginning level ensemble. Many of these students are looking to grow their skills and become involved in more advanced choirs in the coming years. This proposition will provide students with another intermediate opportunity in the FHS choir program. Additionally, by having two courses of the same type with varying names, counselors and administrators will enjoy easier scheduling of students and accommodation in the master schedule.

INNOVATION AND INTELLIGENT RISK:

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Cul	**Inner Ring—**How we treat each other	

	Outer Ring—How we treat our work	
Strategy	**Rock #1**—Establish enduring trust throughout our community	Adding intermediate course offerings provides equal opportunities for students to grow through the program.
	Rock #2—Research, design and implement programs for intentional community participation	The arts enrich the community beyond the school by producing cultural and artistic events at a minimal, or free, ticket price.
	Rock #3— Grow a robust portfolio of distinct and exceptional schools	This is a step in moving a program, school, and district forward.
	Rock #4— Build firm foundations of knowledge, skills and experience so all learners can thrive	A thriving vocal music program is an asset to the school, creating publicity opportunities in addition to school pride.
	Rock #5— Customize our educational systems to launch each student toward success	This broadens opportunities for participation in the program and growth throughout the program.

BUDGET IMPACT: Absorbed into FHS Vocal music budget

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: With board approval, move this item forward for action at the November 8, 2018 regular board meeting.

APPROVED BY: Peter Hilts, Chief Education Officer; Brett Ridgway, Chief Business Officer

DATE: October 11, 2018

FHS Choir Pathways

Bethany Meyer

Proposals

- 1) Rename “Jazz Choir” to “Advanced Show Choir”
- 2) Add “Show Choir”
  - second intermediate option for students

1) Renaming

- Change the name of “Jazz Choir” to “Advanced Show Choir”
  - Upon first glance, class appears to be a different type
  - Name should reflect what class is about (auditioned, teamwork-based performance ensemble)
  - Show Choir: Type of choir/performing group, not music genre name
  - Clarity to students, counselors, stakeholders, other schools (show choir competitions, etc.)

Add

- In addition to changing the name “Jazz Choir” to “Advanced Show Choir”
- Second intermediate option: “Show Choir”
- See our program:

FHS Choir Growth

- 47% in one year (140 to 207)
- 143 students – Concert Choir (beginning)
- 69% of students in beginning-level choir
- Anticipating continued growth

Intermediate/Advanced: Current Options

- Advanced
  - Chamber Choir (25 – 40 members)
  - Jazz Choir (Show Choir) (20 – 30 members)
- Intermediate
  - Women's Ensemble (20 to 50 members)
- Possible Spaces Available (Int./Adv. Level)
  - 65 – 120 (including current re-auditioned students)

Proposals

- 1) Rename “Jazz Choir” to “Advanced Show Choir”
- 2) Add “Show Choir”
  - second intermediate option for students

FHS Choir Syllabus

Mrs. Meyer (719) 495-5520 x 2021 bmeyer@d49.org

Course Description: In choir, students will sing a variety of pieces from different time periods and genres. We will also work on elements of music theory, composition, sight singing, and aesthetic valuation.

Course Objectives: Students will demonstrate mastery of the Colorado State Standards in the High School Performance Pathway.

Texts:

- Sight singing exercises and warm ups
- Choral octavos
- Rehearsal tools, Listening Activities, Discussions, and Assignments will be posted on Schoology (Use Kindles for access)

Colorado State Standards Addressed:

1. Expression of Music
2. Creation of Music
3. Theory of Music
4. Aesthetic Valuation of Music

Classroom Materials needed in class every day:

- ***Pencil***
- ***2-Pocket Folder*** *(provided)*
- ***Choral Octavos*** *(provided) – Students will be financially responsible for any lost or damaged music*

FHS Choral Music Beliefs:

- All students can learn to sing and should have the opportunity to express themselves through choral music and be successful.
- Music makes a distinctive mark on the human soul, bringing each generation face to face with itself.
- Music is a dominant force in American life and culture, molding the public's senses, creating its meaning, and shaping its values.
- Music enables the citizens of a multicultural society to communicate with one another, understand one another, and share in one another's lives.
- Music connects us to our history, traditions, and heritage.

Rules and Procedures:

Preparation: Be on time with materials to every class. If you are not prepared, this will affect your **participation**.

Respect: Mutual respect is key to the solid foundation of a performing group. You will be expected to respect the teacher and your peers when they are speaking or performing.

Grading Policy:

Please see the Falcon High School website for information on the Competency-Based Grading System.

*FHS 2019-2020 Choir Calendar***

Event	*Date*	*Time*	*Involved*	*Location*
All-State Registration Deadline	*Sept 12*	*n/a*	*Interested Juniors/Seniors*	*FHS*
**Q1 Concert*	*Sept 27*	*6:00 pm*	*All Choirs*	*FHS Auditorium*
All State Auditions	*Oct 18-20*	*TBA*	*Interested Students*	*Vista Ridge H.S.*
Adam's State & Western Slope Honor Choir Auditions	*TBA*	*Flexible*	*Interested Students*	*FHS Choir Room*
**Q2 Concert*	*Dec 12*	*6:00 pm*	*All Choirs*	*FHS Auditorium*
All-State Honor Choir	*Jan 31-Feb 2*	*All Day*	*Accepted Students*	*Denver, CO*
Adam's State Honor Choir	*Feb 14-16*	*All Day*	*Accepted Students*	*Alamosa, CO*
Western Slope Honor Choir	*Mar 7-9*	*All Day*	*Accepted Students*	*Gunnison, CO*
**Q3 Concert*	*March 12*	*6:00 pm*	*All Choirs*	*FHS Auditorium*
Solo and Ensemble	*TBA, March*	*All Day*	*Interested Students*	*FHS*
CHSAA Performance (Mandatory)	*TBA, April*	*TBA*	*Select Choirs*	*TBA*
Winter Park Trip	*TBA, April*	*TBA*	*Falcon FX*	*Winter Park, CO*
Musical	*TBA, Spring*	*TBA*	*Cast/Crew*	*FHS Auditorium*
Elitch Gardens Trip	*TBA, Spring*	*TBA*	*Select Choirs*	*Denver, CO*
Senior Spotlight Night	*May 9*	*6:00 pm*	*Interested Seniors*	*FHS Commons*
**Q4 Concert*	*May 16*	*6:00 pm*	*All Choirs*	*FHS Auditorium*
D49 Graduation (Mandatory)	*May 25*	*1:00 pm*	*Select Choirs*	*World Arena*

Indicates a MANDATORY graded performance (one per quarter)

***Concert dates are subject to change, as this is the 2018-2019 calendar.*

***Performance/tour/trip opportunities may be added as the year progresses. These opportunities will be announced as early as possible to aid in your planning. The "Remind" app may also be used to help communicate course and trip reminders to certain classes.*

2019-2020 FHS Choirs

Advanced Show Choir (auditioned) – 20 to 30 singers – advanced level. This group will sing in SATB along with choreography for concerts, competitions, and for the annual CHSAA Show Choir Festival. Students will be expected to learn choreography, vocal improvisation, and more advanced ear training and music theory. Students will be expected to purchase concert attire for performances.

Show Choir (auditioned) – 20 to 30 singers – intermediate level. This group will sing in SSA, SAB, or SATB along with choreography for concerts and for the annual CHSAA Show Choir Festival. Students will be expected to learn choreography, vocal improvisation, and intermediate ear training and music theory. Students will be expected to purchase concert attire for performances.

Chamber Choir (auditioned) – 25-40 singers - advanced level. This group will sing SATB and higher "chamber" music, a cappella pieces, world music, gospel/spiritual, high level contest music, and may be combined with other top choirs for masterworks. This group will perform at the annual CHSAA Choral Festival. Students will be expected to learn more advanced sight singing and music theory. Students will be expected to purchase concert attire for performances.

Women's Ensemble (non-auditioned) – 20-50 singers – intermediate level. This group will sing in SSA or higher format in a variety of styles of music from renaissance, a cappella, classical, world, pop, barbershop, gospel/spiritual, and contest-style pieces. This group may or may not perform at the annual CHSAA Choral Festival, depending on the readiness of the group. Students will be expected to learn intermediate level music theory and sight singing. Students will be expected to purchase concert attire for performances.

Concert Choir (non-auditioned) – 50-150 singers – beginning/intermediate level (9th – 12th grade). This group will sing in SAB and SATB formats in a variety of styles of music from renaissance, classical, world, pop, and gospel/spiritual styles. This group may or may not perform at the annual CHSAA Choral Festival, depending on the readiness of the group. Students will be expected to learn beginning/intermediate level music theory and sight singing. Students will be expected to purchase concert attire (see above) for performances.

I have read through the syllabus and understand the course expectations.

Student Name (printed) _____

Student Signature _____ Date _____

Parent Signature _____ Date _____

Please sign, detach at the dotted line, and return for credit.

BOARD OF EDUCATION ITEM 3.D
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF:	October 24, 2018
PREPARED BY:	Matt McCluan, Business/ACE Teacher Nathan Truex, Assistant Principal
TITLE OF AGENDA ITEM:	FHS ACE Pathway Realign for Business
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:
Seeking approval for an ACE Pathway redesign, including new courses, to directly align with newly adopted Colorado Department of Education Guidelines.

RATIONALE:
The Falcon High School ACE Business Pathway is looking to adapt our course offerings to align to the newly developed state requirements. Current pathway courses are ACE I, ACE II, and ACE II. A pursuance of the alignment to CDE guidelines will shift our offerings to the following pathways: ACE core, ACE Cluster Based, and ACE Specialized.

RELEVANT DATA AND EXPECTED OUTCOMES:
The state has required a re-design of the ACE program, with this redesign the current ACE model is changing with the addition of specific classes and a breakdown of the old classes that were offered. All classes are made available for the students who meet the definition of an ACE student from the state description. All courses support the ESSK Standards for ACE programs throughout the state.

ACE CTE students receive standards based and individualized academic instruction:
Technical Skill Attainment - minimum completion of 2 or more semesters of a CTE pathway and/or of a training plan driven by career development and meaningful work based learning experience

Expected Outcomes:

- Work-Based Learning Partnerships - multi-occupational & developmentally appropriate
- Attainment of Postsecondary Workforce Readiness (PWR) - Employability skills and competencies
- Social Emotional Learning (SEL) standards
- Transition skills - self-determination and contributing member of a community
- Instruction through Universal Design for Learning (UDL) and Project Based Learning (PBL)
- Multi-Level ACE CTE pathways - ACE Core, ACE Career Cluster-Based, and ACE Specialized
- Through ACE CTE teaching, students are supported inclusively which can result in: Improved attendance and student engagement
- Application of core academic skills
- Improved graduation rate
- Decreased dropout rate
- Ability to identify and pursue ICAP & PWR goals
- Employment and Postsecondary placement

INNOVATION AND INTELLIGENT RISK:
Ace Pathways:
ACE Core Denotes a <u>foundation</u> course sequence/pathway.

- Career Development I-III

- Computer Literacy I
- Post Workforce Readiness I-III
- Entrepreneurship
- Personal Finance
- Work Based Learning I
- CTE Pathways Lab (in conjunction with other CTE courses)

ACE Cluster: Denotes a collaborative learning and teaching environment between CTE instructors and ACE

- Career Development I-III
- Computer Literacy I-III
- Post Workforce Readiness I-III
- Personal Finance
- Work Based Learning II - III
- CTE Pathways Lab (in conjunction with other CTE courses)

ACE Specialization: Prerequisite: ACE Core or ACE Cluster Based (see course sequence recommendation document)

- Post Workforce Readiness I-III
- Work Based Learning I - III
- Capstone
- Entrepreneurship
- CTE Pathways Lab (in conjunction with other CTE courses)

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	**Inner Ring—**How we treat each other	
	Outer Ring—How we treat our work	
Strategy	**Rock #1**—Establish enduring trust throughout our community	Creating opportunities for the community to support the students in career education and prepare students to be workforce ready.
	Rock #2—Research, design and implement programs for intentional community participation	Provide students and local businesses a bridge for educational outreach opportunities.
	Rock #3— Grow a robust portfolio of distinct and exceptional schools	Approval of ACE Pathway redesign helps to align our Business Pathway with Colorado Department of Education regulations.
	Rock #4— Build firm foundations of knowledge, skills and experience so all learners can thrive	
	Rock #5— Customize our educational systems to launch each student toward success	Provides students with career and college readiness skills that can be applied immediately following graduation.

BUDGET IMPACT: Absorbed in current CTE Budget.

AMOUNT BUDGETED: Absorbed in current CTE Budget, no additional funds needed for Pathway realign as well as teacher training.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: With board approval, move this item forward for action at the November 8, 2018 regular board meeting.

APPROVED BY: Peter Hilts, Chief Education Officer; Brett Ridgway, Chief Business Officer

DATE: October 4, 2018

ACE CDE Crosswalk

Falcon High School ACE Program

CDE Alignment

Current FHS ACE Pathway

- Ace 1 - Career Exploration
- Ace 2 - Work Skills
- Ace 3 - Work Study

Future ACE Pathway

- Career Development
- Work based Learning
- Post Workforce Readiness
- Financial Literacy
- Computer Literacy
- Business Management and Entrepreneurship
- ACE CTE Pathway Lab
- ACE Capstone and Portfolio

Pathway Growth Options

- Extended and Personalized Pathways
- Blended Learning Options
- Work Study
- ACE Capstone Portfolio

ACE Special Populations

- Career Development
- Work based Learning
- Post Workforce Readiness
- Financial Literacy
- Computer Literacy

Alternative Cooperative Education (ACE)
Course Syllabi Crosswalk with ESSK Standards

ACE Career Development I – Planning

General Course Information:
Course Code:
Course Title: ACE Career Development
Department: Career and Technical Education
Grade Level: 10, 11, 12
Primary Credit: Elective
Duration: Semester – Blended Option Available
Credits per duration: .5 Credits
Grading: CBG

Course Description:
As developmentally appropriate, this course *(or series of courses)* is designed for students to create an individual, initial career plan that outlines steps to reach their career goal. Students will identify a career goal based upon results of various assessments, i.e. interest survey, aptitude evaluation, academic skills, learning styles, work preferences, etc. Students will also investigate the training and educational requirements (academic planning & postsecondary options) for their chosen career field. Students should be able to articulate short-term action necessary to achieve the goal(s) in their career plan; including intentional academic planning, high school choices based on self-awareness, career exploration and postsecondary aspirations. Whenever possible, computer literacy skills, and leadership skills tied to a CTSO should be embedded into the curriculum.

Course Outline:
Unit 1 – Goal setting
Unit 2 – Career clusters
Unit 3 – Strengths, Aptitudes, Interests
Unit 4 – Learning styles and work preference
Unit 5 – Career cluster identification
Unit 6 – High school plan based on career cluster
Unit 7 – Career matching/self-awareness – match career using unit 3 and 4
Unit 8 – Career research/ Job Shadow
Unit 9 – Career presentation

Standards:
ESSK.01.02 Demonstrate language arts knowledge and skills required to pursue the full-range of post-secondary and career opportunities
ESSK.01.03 Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities
ESSK.04.04 Operate Internet applications to perform workplace tasks.
ESSK.04.05 Operate writing and publishing applications to prepare business communications.
ESSK.04.06 Operate presentation applications to prepare presentations.

ESSK.09.02 Develop a personal career plan to meet career goals and objectives.
ESSK.09.04 Maintain a career portfolio to document knowledge, skills and experience in a career field.
ESSK.09.07 Identify and explore career opportunities in one or more career pathways to build an understanding of the opportunities available in the cluster.
ESSK.09.10 Examine licensing, certification and credentialing requirements at the national, state and local levels to maintain compliance with industry requirements.
ESSK.09.07 Identify and explore career opportunities in one or more career pathways to build an understanding of the opportunities available in the cluster.

ACE Career Development II – Seeking

General Course Information:
Course Code:
Course Title: ACE Career Development II
Department: Career and Technical Education
Grade Level: 10, 11, 12
Primary Credit: Elective
Primary Credit: Elective
Duration: Semester – Blended Option Available
Credits per duration: .5 Credits
Grading: CBG

Course Description:
As developmentally appropriate, this course *(or series of courses)* is designed to teach skills needed for entry into the workforce. Students will demonstrate successful job search strategies. Students will demonstrate employability skill ability to accurately complete job applications, write a resume ask for letters of recommendation. Students will examine model interviews and then participate in their own interview simulations. Students will be able to advocate for accommodations or adaptations necessary to be successful on the job. Students will be knowledgeable of the environmental expectations of the workplace. Additionally, students will be introduced to personal financial literacy skills including: financial planning, budgeting, saving, credit, paycheck calculation, and taxes. Students practice appropriate communication, teamwork, problem-solving while working in a group environment. Whenever possible, computer literacy skills, and leadership skills tied to a CTSO should be embedded into the curriculum.

Course Outline:
Unit 1 – Job Hunt
Unit 2 – Job application
Unit 3 – Resume
Unit 4 – Letters of recommendation
Unit 5 – Interviews
Unit 6 – Customer Service
Unit 7 – Workplace communication

Unit 8 – Internal and exterior locus of control/personal responsibility
Unit 9 – Professional email
Unit 10 - Financial literacy

Standards:
ESSK.01.02 Demonstrate language arts knowledge and skills required to pursue the full-range of post-secondary and career opportunities
ESSK.01.03 Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities
ESSK.02.07 Interpret verbal and nonverbal cues/behaviors to enhance communication with co-workers and clients/participants.
ESSK.02.08 Apply active listening skills to obtain and clarify information
ESSK.02.10 Listen to and speak with diverse individuals to enhance communication skills.
ESSK.03.01 Employ critical thinking skills independently and in teams to solve problems and make decisions (e.g., analyze, synthesize and evaluate)
ESSK.04.10 Employ computer operations applications to manage work tasks
ESSK.04.04 Operate Internet applications to perform workplace tasks.
ESSK.04.05 Operate writing and publishing applications to prepare business communications.
ESSK.04.08 Employ database applications to manage data.
ESSK.04.03 Operate electronic mail applications to communicate within a workplace
ESSK.07.01 Employ leadership skills to accomplish organizational goals and objectives
ESSK.09.03 Demonstrate skills related to seeking and applying for employment to find and obtain a desired job.
ESSK.11.01 Demonstrate the financial knowledge and skills necessary for independent living.

ACE Career Development III – Keeping

General Course Information:
Course Code:
Course Title: ACE Career Development III
Department: Career and Technical Education
Grade Level: 10, 11, 12
Primary Credit: Elective
Duration: Semester – Blended Option Available
Credits per duration: .5 Credits
Grading: CBG

Course Description:
As developmentally appropriate, this course (or series of courses) is designed for students to learn about various employability skills necessary to meet and exceed employer expectations on the job by developing workplace skills such as interpersonal communication, teamwork, leadership, critical thinking and ethical decision making in the workplace. Students will evaluate employee benefit plans (medical, dental, vision, worker's compensation, unemployment, retirement plan, employee discounts, educational incentives, etc.). Additionally, students will recognize opportunities for advancement on the job. Students will become familiar with

workplace laws and policies including: Child Labor Laws, Fair Labor Act, Equal Employment Opportunity, Workplace Safety (OSHA), Americans with Disability Act (disability disclosure as appropriate), Sexual Harassment (definition, scenarios, appropriate behavior, policies and procedures). Whenever possible, computer literacy skills, and leadership skills tied to a CTSO should be embedded into the curriculum.

Course Outline:
Unit 1 – Communication
Unit 2 – Being part of a team
Unit 3 – Leadership
Unit 4 – Critical thinking
Unit 5 – Employee benefits and evaluation
Unit 6 – Advancement
Unit 7 – Workplace law
Unit 8 – Sexual Harassment
Unit 9 – Workplace behavior
Unit 10 - Financial literacy

Standards:
ESSK.01.02 Demonstrate language arts knowledge and skills required to pursue the full-range of post-secondary and career opportunities
ESSK.01.03 Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities
ESSK.02.03Locate, organize and reference written information from various sources to communicate with coworkers and clients/participants.
ESSK.02.10 Listen to and speak with diverse individuals to enhance communication skills.
ESSK.02.11 Exhibit public relations skills to increase internal and external customer/client satisfaction.
ESSK.03.02 Employ critical thinking and interpersonal skills to resolve conflicts with staff and/or customers.
ESSK.04.10 Employ computer operations applications to manage work tasks
ESSK.04.03 Operate electronic mail applications to communicate within a workplace
ESSK.07.01 Employ leadership skills to accomplish organizational goals and objectives
ESSK.07.03 Employ teamwork skills to achieve collective goals and use team members' talents effectively.
ESSK.07.05 Conduct and participate in meetings to accomplish work tasks
ESSK.07.06 Employ mentoring skills to inspire and teach others.
ESSK.08.01 Apply ethical reasoning to a variety of workplace situations in order to make ethical decisions considerations.
ESSK.09.08 Recognize and act upon requirements for career advancement to plan for continuing education and training
ESSK.11.03 Understand an individual’s rights in society.

ACE Work Based Learning – In School

General Course Information:
Course Code:
Course Title: ACE Work Based Learning – In School
Department: Career and Technical Education
Grade Level: 10, 11, 12
Primary Credit: Elective
Duration: Semester – Blended Option Available
Credits per duration: .5 Credits
Grading: CBG

Course Description:
(*As a pre-requisite, students should have already taken or be simultaneously enrolled in the ACE Career Development (CD I-III) course sequence*) As developmentally appropriate, this course (or series of courses) is designed for students to develop basic employment skills by participating in an in-school work/school based enterprise experience. A training plan and evaluation (to be filled out by the supervisor/employer) will be developed listing job specific technical skills the student will learn during the experience. Hours worked will be documented. Students will demonstrate levels of self-awareness, career exploration, postsecondary option knowledge and employability skills. ACE teachers serves as a coach and mentor checking in with supervisor/employer regularly.

Course Outline:
1. Training Plan
2. Workman's Compensation
3. Training Agreement – list technical skills to be learned
4. PWR Skills
5. Employer Evaluation
6. Student self-evaluation
7. Hours documentation

Standards:
ESSK.02.08 Apply active listening skills to obtain and clarify information
ESSK.02.10 Listen to and speak with diverse individuals to enhance communication skills
ESSK.03.03 Identify, write and monitor workplace performance goals to guide progress in assigned areas of responsibility and accountability
ESSK.06.01 Implement personal and jobsite safety rules and regulations to maintain safe and healthful working conditions and environments
ESSK.06.02 Complete work tasks in accordance with employee rights and responsibilities and employers obligations to maintain workplace safety and health.
ESSK.07.05 Conduct and participate in meetings to accomplish work tasks
ESSK.08.01 Apply ethical reasoning to a variety of workplace situations in order to make ethical decisions considerations.
ESSK.09.04 Maintain a career portfolio to document knowledge, skills and experience in a career field.

ACE Work Based Learning – Community entry level

General Course Information:
Course Code:
Course Title: ACE Work Based Learning – Community entry level
Department: Career and Technical Education
Grade Level: 10, 11, 12
Primary Credit: Elective
Duration: Semester – Blended Option Available
Credits per duration: .5 Credits
Grading: CBG

Course Description:
in the ACE Career Development (CD I-III)- course sequence - As developmentally appropriate, this course (or series of courses) is designed for students to enhance employment skills by participating in a community-based work experience (paid or unpaid). A training plan and evaluation (to be filled out by the supervisor/employer) will be developed listing job specific technical skills the student will learn during the experience. Hours worked will be documented. Students will demonstrate levels of self-awareness, career exploration, academic planning based off of postsecondary aspirations and realistic options, employability skills, and environmental expectations. ACE teachers serves as a coach and mentor checking in with supervisor/employer regularly.

Course Outline:
1. Training Plan
2. Workplace preferences
3. Workman's Compensation
4. Training Agreement – list technical skills to be learned
5. PWR Skills
6. Employer Evaluation
7. Student self-evaluation
8. Hours documentation

Standards:
ESSK.02.01 Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
ESSK.02.07 Interpret verbal and nonverbal cues/behaviors to enhance communication with co-workers and clients/participants.
ESSK.02.08 Apply active listening skills to obtain and clarify information
ESSK.02.10 Listen to and speak with diverse individuals to enhance communication skills
ESSK.03.03 Identify, write and monitor workplace performance goals to guide progress in assigned areas of responsibility and accountability
ESSK.06.01 Implement personal and jobsite safety rules and regulations to maintain safe and healthful working conditions and environments
ESSK.06.02 Complete work tasks in accordance with employee rights and responsibilities and employers obligations to maintain workplace safety and health.

ESSK.07.02 Employ organizational and staff development skills to foster positive working relationships and accomplish organizational goals
ESSK.07.05 Conduct and participate in meetings to accomplish work tasks
ESSK.08.01 Apply ethical reasoning to a variety of workplace situations in order to make ethical decisions considerations.
ESSK.09.01Identify and demonstrate positive work behaviors and personal qualities needed to be employable
ESSK.09.04 Maintain a career portfolio to document knowledge, skills and experience in a career field.
ESSK.09.06 Identify and exhibit traits for retaining employment to maintain employment once secured.

ACE Work Based Learning – Intentional Career path

General Course Information:
Course Code:
Course Title: ACE Work Based Learning – Intentional Career Path
Department: Career and Technical Education
Grade Level: 10, 11, 12
Primary Credit: Elective
Duration: Semester – Blended Option Available
Credits per duration: .5 Credits
Grading: CBG

Course Description:
(As a pre-requisite, students should have already taken or be simultaneously enrolled in the ACE Career Development (CD I-III) course sequence) As developmentally appropriate, this course (or series of courses) is designed for students to refine career specific skills and knowledge by participating in an intentional work experience within the field listed in their career plan. These experiences may include: internships, apprenticeships, competitive employment, etc. A training plan and evaluation (to be filled out by the supervisor/employer) will be developed listing job specific technical skills the student will learn during the experience. Hours worked will be documented. Students will demonstrate levels of self-awareness, career exploration, intentional academic planning based upon postsecondary aspirations, realistic options and the environmental expectations of the workplace, as well as personal financial literacy. ACE teachers serves as a coach and mentor checking in with supervisor/employer regularly.

Course Outline:
1. Training Plan
2. Workplace preferences
3. Post-secondary plan
4. Workman's Compensation
5. Training Agreement – list technical skills to be learned
6. PWR skills
7. Employer Evaluation

8. Student self-evaluation
9. Hours documentation

Standards:
ESSK.02.01 Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
ESSK.02.07 Interpret verbal and nonverbal cues/behaviors to enhance communication with co-workers and clients/participants.
ESSK.02.08 Apply active listening skills to obtain and clarify information
ESSK.02.10 Listen to and speak with diverse individuals to enhance communication skills
ESSK.03.02 Employ critical thinking and interpersonal skills to resolve conflicts with staff and/or customers.
ESSK.03.03 Identify, write and monitor workplace performance goals to guide progress in assigned areas of responsibility and accountability
ESSK.06.01 Implement personal and jobsite safety rules and regulations to maintain safe and healthful working conditions and environments
ESSK.06.02 Complete work tasks in accordance with employee rights and responsibilities and employers obligations to maintain workplace safety and health.
ESSK.06.04 Employ knowledge of response techniques to create a disaster and/or emergency response plan
ESSK.07.02 Employ organizational and staff development skills to foster positive working relationships and accomplish organizational goals
ESSK.07.04 Establish and maintain effective working relationships with all levels of personnel and other departments in order to accomplish objectives and tasks.
ESSK.07.05 Conduct and participate in meetings to accomplish work tasks
ESSK.08.01 Apply ethical reasoning to a variety of workplace situations in order to make ethical decisions considerations.
ESSK.09.01Identify and demonstrate positive work behaviors and personal qualities needed to be employable
ESSK.09.04 Maintain a career portfolio to document knowledge, skills and experience in a career field.
ESSK.09.06 Identify and exhibit traits for retaining employment to maintain employment once secured.
ESSK.09.09 Continue professional development to keep current on relevant trends and information within the industry.
ESSK.09.10 Examine licensing, certification and credentialing requirements at the national, state and local levels to maintain compliance with industry requirements.
ESSK.11.03 Understand an individual’s rights in society.

ACE PWR I – Foundation

General Course Information:
Course Code:
Course Title: ACE PWR I Foundations
Department: Career and Technical Education
Grade Level: 10, 11, 12
Primary Credit: Elective
Duration: Semester – Blended Option Available
Credits per duration: .5 Credits
Grading: CBG

Course Description:
This course focuses on personal/self-awareness. This class is designed to help students explore and develop the personal and academic skills that are foundational to successful transition into the working world. Teachers will facilitate students learning and implementing academic discipline skills, mindsets, and behaviors for successful academic course completion, and help them to identify methods for setting goals for personal improvement and continuous growth in an academic area, and explain the purpose of fundamental tools used to pursue a career path. Students will select critical thinking skills to make informed, ethical, and socially responsible choices and will also work on implementing essential routines for physical and mental health maintenance and personal safety, including emotion regulation, positive communication skills, decision-making, goal setting, time management, advocacy, problem solving, conflict resolution, self-awareness, personal responsibility, work ethic, stress management, and appropriate personal/social and conflict resolution skills. Students will investigate how all of these factors influence successful career habits.
Students will also have the opportunity to determine personal interests, talents, goals and preferences for potential careers, and explore the connection between those interests and postsecondary workforce aspirations and options.

Course Outline:
Unit 1 - Individual problem solving
Unit 2 – Personal ability/ behavior assessment
Unit 3 – Personal decision making
Unit 4 – How decision making affects self, peers, employers and community
Unit 5 – Group problem solving and leaderships skills
Unit 6 – Personal financial literacy
Unit 7 – Banking basics
Unit 8 – independent living basic
Unit 9 –Transportation basics

Standards:
ESSK.01.02 Demonstrate language arts knowledge and skills required to pursue the full-range of post-secondary and career opportunities

ESSK.01.03 Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities
ESSK.02.07 Interpret verbal and nonverbal cues/behaviors to enhance communication with co-workers and clients/participants.
ESSK.02.08 Apply active listening skills to obtain and clarify information
ESSK.03.01 Employ critical thinking skills independently and in teams to solve problems and make decisions (e.g., analyze, synthesize and evaluate)
ESSK.03.02 Employ critical thinking and interpersonal skills to resolve conflicts with staff and/or customers.
ESSK.04.06 Operate presentation applications to prepare presentations.
ESSK.07.01 Employ leadership skills to accomplish organizational goals and objectives
ESSK.07.03 Employ teamwork skills to achieve collective goals and use team members' talents effectively.
ESSK.09.01Identify and demonstrate positive work behaviors and personal qualities needed to be employable
ESSK.09.02 Develop a personal career plan to meet career goals and objectives.
ESSK.09.04 Maintain a career portfolio to document knowledge, skills and experience in a career field.
ESSK.09.06 Identify and exhibit traits for retaining employment to maintain employment once secured.
ESSK.09.07 Identify and explore career opportunities in one or more career pathways to build an understanding of the opportunities available in the cluster.
ESSK.10.02 Employ planning and time management skills and tools to enhance results and complete work tasks.
ESSK.11.01 Demonstrate the financial knowledge and skills necessary for independent living.
ESSK.11.02 Identify federal, state, and local resources available to community members.

ACE PWR II – Success Systems

General Course Information:
Course Code:
Course Title: ACE PWR II Success Systems
Department: Career and Technical Education
Grade Level: 10, 11, 12
Primary Credit: Elective
Duration: Semester – Blended Option Available
Credits per duration: .5 Credits
Grading: CBG

Course Description:
This course focuses on self and social awareness. This class is designed to help students understand the relationship of their individual talents, interests, and dreams with others around them. Teachers will facilitate an understanding of personal learning styles, self - management, how skills and beliefs within multiple environments (peer, school, home) influence postsecondary options and workforce readiness.

Students will monitor and practice skills including personal responsibility, interpersonal skills such as but not limited to: collaboration, cooperation, social responsibility/citizenship, problem solving, work ethic, stress management, and how they are applied in a group/social environment.

This course will allow students to identify specific environmental factors that influence their physical, emotional, and mental health in relation to their career choice, and evaluate how applying critical thinking skills, collaboration, group problem solving, conflict resolution, and personal responsibility can impact any related social setting success.
Students may match potential career opportunities in career clusters or plan a career path based on personal interests, goals, talents and preferences.

Course Outline:
Unit 1 – Social Awareness
Unit 2 – Relationship of individual talents, interests, and dreams
Unit 3 – Personal learning styles
Unit 4 – Self Management across environments – peer, home, school
Unit 5 – Personal responsibility
Unit 6 – Collaboration/Cooperation
Unit 7 – Social responsibility/ Citizenship
Unit 8 – problem solving/ Stress management
Unit 9 – Physical /Emotional/ Mental Health
Unit 10 - Conflict Resolution

Standards:
ESSK.01.02 Demonstrate language arts knowledge and skills required to pursue the full-range of post-secondary and career opportunities
ESSK.01.03 Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities
ESSK.02.08 Apply active listening skills to obtain and clarify information
ESSK.02.10 Listen to and speak with diverse individuals to enhance communication skills.
ESSK.03.01 Employ critical thinking skills independently and in teams to solve problems and make decisions (e.g., analyze, synthesize and evaluate)
ESSK.03.02 Employ critical thinking and interpersonal skills to resolve conflicts with staff and/or customers.
ESSK.07.01 Employ leadership skills to accomplish organizational goals and objectives
ESSK.07.02 Employ organizational and staff development skills to foster positive working relationships and accomplish organizational goals
ESSK.07.03 Employ teamwork skills to achieve collective goals and use team members' talents effectively.
ESSK.08.01 Apply ethical reasoning to a variety of workplace situations in order to make ethical decisions considerations.
ESSK.09.01Identify and demonstrate positive work behaviors and personal qualities needed to be employable
ESSK.09.02 Develop a personal career plan to meet career goals and objectives.

ESSK.09.04 Maintain a career portfolio to document knowledge, skills and experience in a career field.
ESSK.09.05 Demonstrate skills in evaluating and comparing employment opportunities in order to accept employment positions that match career goals.
ESSK.09.06 Identify and exhibit traits for retaining employment to maintain employment once secured.
ESSK.09.07 Identify and explore career opportunities in one or more career pathways to build an understanding of the opportunities available in the cluster.
ESSK.11.02 Identify federal, state, and local resources available to community members.
ESSK.11.04 Understand the responsibilities of citizenship.

ACE PWR III – Applications

General Course Information:
Course Code:
Course Title: ACE PWR III Applications
Department: Career and Technical Education
Grade Level: 10, 11, 12
Primary Credit: Elective
Duration: Semester – Blended Option Available
Credits per duration: .5 Credits
Grading: CBG

Course Description:
This class is designed to help students acquire the skills necessary for successful transition to their post-secondary working life.
Students will learn to apply critical thinking and academic knowledge in order to create plans and potential solutions for problems in the workplace and community, and assess the pros and cons of personal decisions based on their anticipated impact on self, peers, employers, and community.
The course content will allow students to examine the concepts of money management, budgeting, consumer awareness, housing/apartment living, paying for and gaining entry into post-secondary training, stress management, learning how to successfully move out, living on your own, finances, and acquiring and securing post-secondary housing options.

Course Outline:
Unit 1 – Critical thinking and adult decision-making
Unit 2 – Problem solving – workplace and community
Unit 3 – Adult decision making related to self, peers, employers, community
Unit 4 – Personal finance
Unit 5 – Consumer awareness
Unit 6 – Gaining entry to post-secondary training
Unit 7 – Independent living
Unit 8 – problem solving/ Stress management

Standards:
ESSK.01.02 Demonstrate language arts knowledge and skills required to pursue the full-range of post-secondary and career opportunities
ESSK.01.03 Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities
ESSK.02.07 Interpret verbal and nonverbal cues/behaviors to enhance communication with co-workers and clients/participants.
ESSK.02.08 Apply active listening skills to obtain and clarify information
ESSK.02.10 Listen to and speak with diverse individuals to enhance communication skills.
ESSK.02.11 Exhibit public relations skills to increase internal and external customer/client satisfaction.
ESSK.03.02 Employ critical thinking and interpersonal skills to resolve conflicts with staff and/or customers.
ESSK.04.07 Employ spreadsheet applications to organize and manipulate data
ESSK.07.02 Employ organizational and staff development skills to foster positive working relationships and accomplish organizational goals
ESSK.07.03 Employ teamwork skills to achieve collective goals and use team members' talents effectively.
ESSK.07.04 Establish and maintain effective working relationships with all levels of personnel and other departments in order to accomplish objectives and tasks.
ESSK.07.05 Conduct and participate in meetings to accomplish work tasks
ESSK.07.06 Employ mentoring skills to inspire and teach others.
ESSK.08.01 Apply ethical reasoning to a variety of workplace situations in order to make ethical decisions considerations.
ESSK.09.01Identify and demonstrate positive work behaviors and personal qualities needed to be employable
ESSK.09.08 Recognize and act upon requirements for career advancement to plan for continuing education and training
ESSK.10.02
Employ planning and time management skills and tools to enhance results and complete work tasks.
ESSK.11.01 Demonstrate the financial knowledge and skills necessary for independent living.
ESSK.11.02 Identify federal, state, and local resources available to community members.
ESSK.11.03 Understand an individual's rights in society.
ESSK.11.04 Understand the responsibilities of citizenship.

ACE Financial Literacy

General Course Information:
Course Code:
Course Title: ACE Financial Literacy
Department: Career and Technical Education
Grade Level: 10, 11, 12
Primary Credit: Elective
Duration: Semester – Blended Option Available

Credits per duration: .5 Credits
Grading: CBG

Course Description:
This course focuses on personal financial literacy. As developmentally appropriate, this course (or series of courses) is designed for students to learn and practice financial literacy, decision-making, and management skills for their personal and professional lives. Students will create and modify budgets according to new circumstances. Students will be practicing basic banking activities such as check writing, debit card use, deposits and keeping track of a spending register and explore online banking and banking apps and compare and contrast several types financial institutions. Students will examine the benefit and detriment of managing credit. Students will apply practical application of fiscal management topics such as renting vs owning, mortgage calculators, new car vs used car purchase, how to get a car loan, financial calculator use, understanding payroll deductions and benefits, income tax and filing taxes, and comparing and contrasting insurance possibilities. Students will demonstrate knowledge of FAFSA, loans, grants scholarships and other postsecondary financial supports. They will examine the many ways to invest money and participate in simulations involving investing. Whenever possible, computer literacy skills and leadership skills tied to a CTSO should be embedded into the curriculum

Course Outline:
Unit 1 – Personal Banking
Unit 2 – online banking
Unit 3 – Budgeting
Unit 4 – Managing Credit
Unit 5 – Fiscal management
Unit 6 – post-secondary training budget and payment
Unit 7 – investment
Unit 8 – professional emailing

Standards:
ESSK.01.02 Demonstrate language arts knowledge and skills required to pursue the full-range of post-secondary and career opportunities
ESSK.01.03 Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities
ESSK.04.03 Operate electronic mail applications to communicate within a workplace
ESSK.04.07 Employ spreadsheet applications to organize and manipulate data
ESSK.04.08 Employ database applications to manage data.
ESSK.07.03 Employ teamwork skills to achieve collective goals and use team members' talents effectively.
ESSK.07.05 Conduct and participate in meetings to accomplish work tasks
ESSK.11.01 Demonstrate the financial knowledge and skills necessary for independent living.

ACE Business Management and Entrepreneurship

General Course Information:
Course Code:
Course Title: ACE Business Management and Entrepreneurship
Department: Career and Technical Education
Grade Level: 10, 11, 12
Primary Credit: Elective
Duration: Semester – Blended Option Available
Credits per duration: .5 Credits
Grading: CBG

Course Description:
This course serves as an application of financial literacy, management of business and entrepreneurship. As developmentally appropriate, this course *(or series of courses)* is designed for students to learn and practice financial literacy, decision-making, and management skills for their personal and professional lives. Students will understand and practice basic strategies to develop a business plan and organize and manage a business venture; accounting methodologies, budgeting and bookkeeping procedures customer service, team building, and supervisory skills; and business and community networking strategies. They will become familiar with ownership and management structures and leadership styles. Students will develop a business plan and organize and manage a business venture. Whenever possible, computer literacy skills and leadership skills tied to a CTSO should be embedded into the curriculum

Course Outline:
Unit 1 – Business finance
Unit 2 – Business plan
Unit 3 – Business organization
Unit 4 – Business management
Unit 5 – Business venture
Unit 6 – Management structure and leadership styles
Unit 7 – Business ownership
Unit 8 – Community networking

Standards:
ESSK.01.02 Demonstrate language arts knowledge and skills required to pursue the full-range of post-secondary and career opportunities
ESSK.01.03 Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities
ESSK.05.01 Describe the nature and types of business organizations to build an understanding of the scope of organizations.
ESSK.05.02 Implement quality control systems and practices to ensure quality products and services.
ESSK.07.01 Employ leadership skills to accomplish organizational goals and objectives
ESSK.07.02 Employ organizational and staff development skills to foster positive working relationships and accomplish organizational goals

ESSK.07.03 Employ teamwork skills to achieve collective goals and use team members' talents effectively.
ESSK.07.04 Establish and maintain effective working relationships with all levels of personnel and other departments in order to accomplish objectives and tasks.
ESSK.07.05 Conduct and participate in meetings to accomplish work tasks
ESSK.07.06 Employ mentoring skills to inspire and teach others.
ESSK.08.01 Apply ethical reasoning to a variety of workplace situations in order to make ethical decisions considerations.
ESSK.09.11 Examine employment opportunities in entrepreneurship to consider entrepreneurship as an option for career planning.
ESSK.11.01 Demonstrate the financial knowledge and skills necessary for independent living.
ESSK.11.02 Identify federal, state, and local resources available to community members.
ESSK.11.03 Understand an individual's rights in society.

ACE Computer literacy I: Introduction to computers

General Course Information:
Course Code:
Course Title: ACE Computer Literacy: Intro to Computers
Department: Career and Technical Education
Grade Level: 10, 11, 12
Primary Credit: Elective
Duration: Semester – Blended Option Available
Credits per duration: .5 Credits
Grading: CBG

Course Description:
As developmentally appropriate, this course (or series of courses) is designed for students to identify the parts and functions of the parts of personal computers. This course will enhance the development of hand-eye coordination by mouse usage and basic keyboarding skills such as text production and use of the function keys. Students will be introduced to such varied topics as use of an internet browser, how to establish and maintain an email account, text messaging, and social media. Students will also learn how to navigate basic word processing programs, use established databases and search engines to find information on the internet as well as copy, save and print documents from various sources. Whenever possible, the appropriate use and safety of social media, internet ethics and exploration should be embedded into the curriculum.

Course Outline:
Unit 1 – Personal computer
Unit 2 – Keyboarding
Unit 3 – Internet browsers
Unit 4 – Reliability of facts on the Web
Unit 5 – Maintain and use email account daily
Unit 6 – Social Media/ Ethics/ Harassment
Unit 7 – Word processing programs

Unit 8 – Copy, save print
Unit 9 – Safety

Standards:
ESSK.01.02 Demonstrate language arts knowledge and skills required to pursue the full-range of post-secondary and career opportunities
ESSK.01.03 Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities
ESSK.04.01 Use Personal Information Management (PIM) applications to increase workplace efficiency
ESSK.04.02 Employ technological tools to expedite workflow.
ESSK.04.03 Operate electronic mail applications to communicate within a workplace
ESSK.04.04 Operate Internet applications to perform workplace tasks.
ESSK.04.05 Operate writing and publishing applications to prepare business communications.
ESSK.04.10 Employ computer operations applications to manage work tasks

ACE Computer literacy II: Software Applications

General Course Information:
Course Code:
Course Title: ACE Computer Literacy: Software Applications
Department: Career and Technical Education
Grade Level: 10, 11, 12
Primary Credit: Elective
Duration: Semester – Blended Option Available
Credits per duration: .5 Credits
Grading: CBG

Course Description:
As developmentally appropriate, this course (or series of courses) is designed for students to expand their knowledge of Microsoft Windows and Office Suite applications. Students will receive hands-on experience in MS Windows, Word, Excel, PowerPoint and other programs. Topics covered include working with files, creating and formatting documents, form letters and mailing labels, advanced table techniques and managing long documents. This course will also cover computer history, hardware, software and operating concepts. Students will analyze and critique web applications associated with securing employment, such as job applications and employment search sites. Whenever possible, the appropriate use and safety of social media, internet ethics and exploration should be embedded into the curriculum.

Course Outline:
Unit 1 – Software Applications
Unit 2 – Career Research
Unit 3 – MS Windows
Unit 4 – PowerPoint Presentation
Unit 5 – Excel – Personal budget

Unit 6 – Workplace documents and folders
Unit 7 – Web Applications
Unit 8 – Critique Applications and Authenticity of information
Unit 9 – Safety

Standards:
ESSK.01.02 Demonstrate language arts knowledge and skills required to pursue the full-range of post-secondary and career opportunities
ESSK.04.01 Use Personal Information Management (PIM) applications to increase workplace efficiency
ESSK.04.08 Employ database applications to manage data.
ESSK.04.09 Employ collaborative/groupware applications to facilitate group work.
ESSK.04.10 Employ computer operations applications to manage work task
ESSK.04.11 Use computer-based equipment (containing embedded computers or processors) to control devices
ESSK.09.07 Identify and explore career opportunities in one or more career pathways to build an understanding of the opportunities available in the cluster.
ESSK.09.10 Examine licensing, certification and credentialing requirements at the national, state and local levels to maintain compliance with industry requirements.
ESSK.10.02
Employ planning and time management skills and tools to enhance results and complete work tasks.

ACE Computer literacy III: Operating Systems

General Course Information:
Course Code:
Course Title: ACE Computer Literacy: Operating Systems
Department: Career and Technical Education
Grade Level: 10, 11, 12
Primary Credit: Elective
Duration: Semester – Blended Option Available
Credits per duration: .5 Credits
Grading: CBG

Course Description:
As developmentally appropriate, this course (or series of courses) is designed to help students apply their knowledge of personal computer operating systems. MS Windows and other operating systems will be studied. Topics and practice will include installing, configuring, troubleshooting, maintaining and repairing operating systems within the application being taught. This course may also include an introduction to programming, coding and robotics concepts as aligned to student's post-secondary pathway. Whenever possible, the appropriate use and safety of social media, internet ethics and exploration should be embedded into the curriculum.

Course Outline:
Unit 1 – Operating Systems
Unit 2 – operation
Unit 3 – installation
Unit 4 – Configuring
Unit 5 – Troubleshooting
Unit 6 – Repair
Unit 7 – intro to programming
Unit 8 – coding/ robotics
Unit 9 – Safety

Standards:
ESSK.01.02 Demonstrate language arts knowledge and skills required to pursue the full-range of post-secondary and career opportunities
ESSK.01.03 Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities
ESSK.02.04 Evaluate and use information resources to accomplish specific occupational tasks.
ESSK.02.05 Use correct grammar, punctuation, and terminology to write and edit documents.
ESSK.03.01 Employ critical thinking skills independently and in teams to solve problems and make decisions (e.g., analyze, synthesize and evaluate)
ESSK.04.07 Employ spreadsheet applications to organize and manipulate data
ESSK.04.08 Employ database applications to manage data.
ESSK.04.09 Employ collaborative/groupware applications to facilitate group work.
ESSK.04.10 Employ computer operations applications to manage work tasks
ESSK.04.11 Use computer-based equipment (containing embedded computers or processors) to control devices
ESSK.07.03 Employ teamwork skills to achieve collective goals and use team members' talents effectively.
ESSK.07.06 Employ mentoring skills to inspire and teach others.
ESSK.09.09 Continue professional development to keep current on relevant trends and information within the industry.
ESSK.09.10 Examine licensing, certification and credentialing requirements at the national, state and local levels to maintain compliance with industry requirements.

ACE CTE Pathway Lab

General Course Information:
Course Code:
Course Title: ACE CTE Pathway Lab
Department: Career and Technical Education
Grade Level: 10, 11, 12
Primary Credit: Elective
Duration: Semester – Blended Option Available
Credits per duration: .5 Credits
Grading: CBG

Course Description:
As developmentally appropriate, this course is meant to serve as a support class to ACE CTE students who are co-enrolled in a specific CTE cluster sequence. ACE Teacher serves as the learning success coordinator - filling in the gaps of learning that a student may need to succeed in a CTE Sequence of courses. Ideally, this support would allow the student to complete a specific CTE cluster pathway. ACE Teacher does not supply the technical skill content. Students will demonstrate levels of self-awareness, career exploration, academic planning based upon postsecondary aspirations and realistic options as well as employability skills.

*This course is NOT to be delivered as a credit recovery, study hall or access/study skills course. This course MUST be linked directly to a CTE program.

Course Outline:
Unit 1 – Executive functioning strategies
Unit 2 – Reading for content
Unit 3 – Assistive Technology
Unit 4 – Note taking/ What is important
Unit 5 – Career research
Unit 6 – Technical math- as applicable in the specific CTE course
Unit 7 – Technical English- as applicable in the specific CTE course
Unit 8 – Technical science - as applicable in the specific CTE course

Standards: *
ESSK.01.02 Demonstrate language arts knowledge and skills required to pursue the full-range of post-secondary and career opportunities
ESSK.01.03 Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities
ESSK.01.04 Demonstrate science knowledge and skills required to pursue the full range of postsecondary and career education opportunities.
ESSK.02.01 Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.

*Other standards would be connected to specific CTE course taken.

ACE Capstone/ Portfolio Based/ culminating course

General Course Information:
Course Code:
Course Title: ACE Capstone/ Portfolio Based/ culminating course
Department: Career and Technical Education
Grade Level: 10, 11, 12
Primary Credit: Elective
Duration: Semester – Blended Option Available
Credits per duration: .5 Credits

Grading: CBG

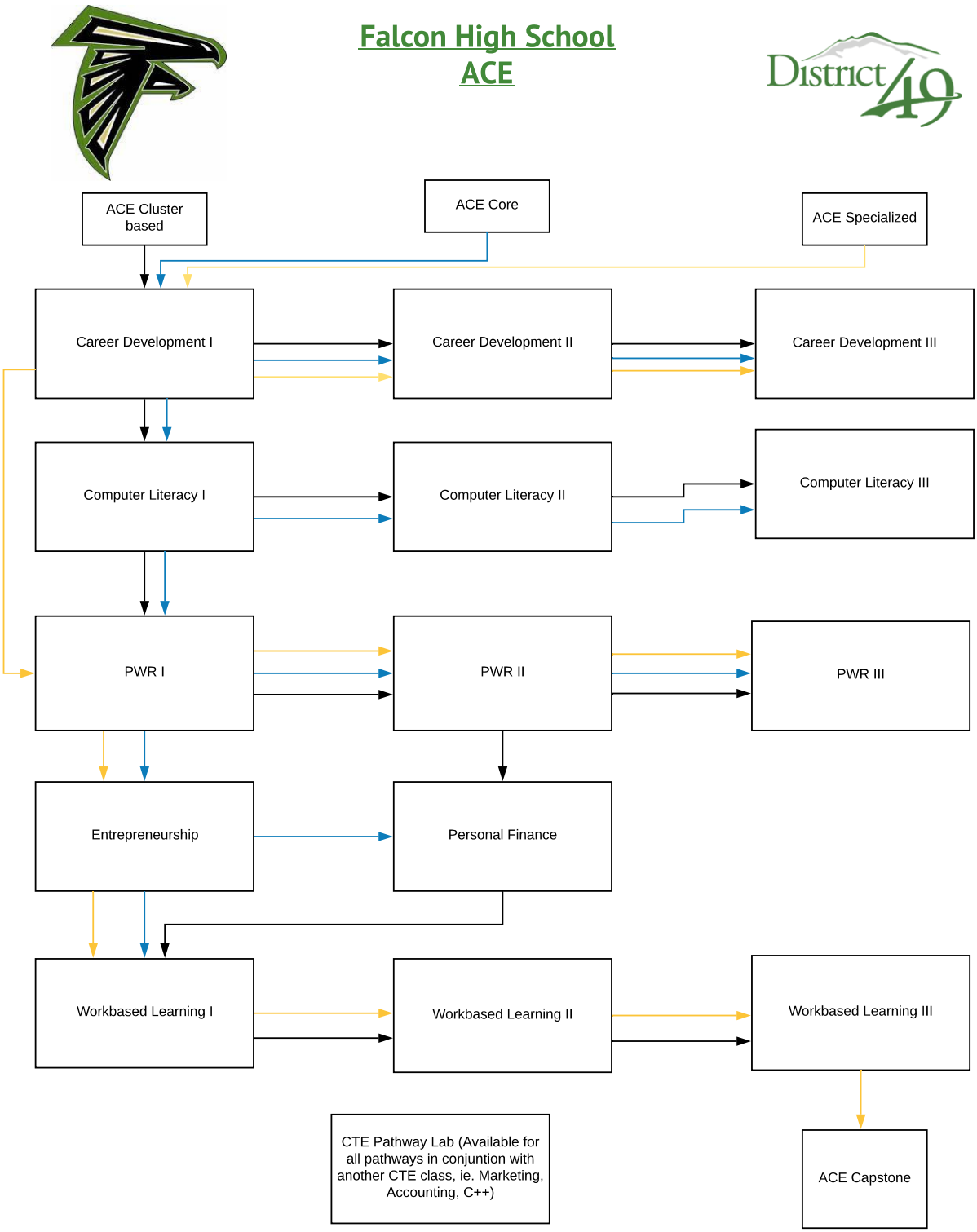
Course Description:
Students critique and formulate skills to complete a multifaceted learning portfolio that serves as a culminating academic and intellectual experience for students in pathway programs. Instruction and experiences may include: topic selection, portfolio creation, community connections; employability skills such as: oral communication, public speaking, research skills, computer literacy, teamwork; the academic planning skills such as: self-sufficiency and goal setting, and; postsecondary workforce readiness skills that will help prepare them for college, modern careers, and adult life. Students will demonstrate levels of knowledge and skill for the environmental expectations of postsecondary options and intentional academic planning based on self-awareness and career exploration.
This course is designed to meet or exceed the current Colorado Graduation Guideline menu option for Capstone.

Course Outline:
Unit 1 – portfolio
Unit 2 – Topic development
Unit 3 – portfolio creation
Unit 4 – Community connections
Unit 5 – employability products and skills
Unit 6 – Goal setting
Unit 7 – Transitions topics
Unit 8 – individualized Career Path - steps
Unit 9 – Academic post-secondary plan

Standards:
ESSK.01.01 Complete required training, education, and certification to prepare for employment in a particular career field.
ESSK.01.02 Demonstrate language arts knowledge and skills required to pursue the full-range of post-secondary and career opportunities
ESSK.01.03 Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities
ESSK.02.03Locate, organize and reference written information from various sources to communicate with coworkers and clients/participants.
ESSK.02.06 Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences
ESSK.03.03 Identify, write and monitor workplace performance goals to guide progress in assigned areas of responsibility and accountability
ESSK.03.04 Conduct technical research to gather information necessary for decision making.
ESSK.04.06 Operate presentation applications to prepare presentations.
ESSK.07.01 Employ leadership skills to accomplish organizational goals and objectives
ESSK.09.02 Develop a personal career plan to meet career goals and objectives.
ESSK.09.03 Demonstrate skills related to seeking and applying for employment to find and obtain a desired job.

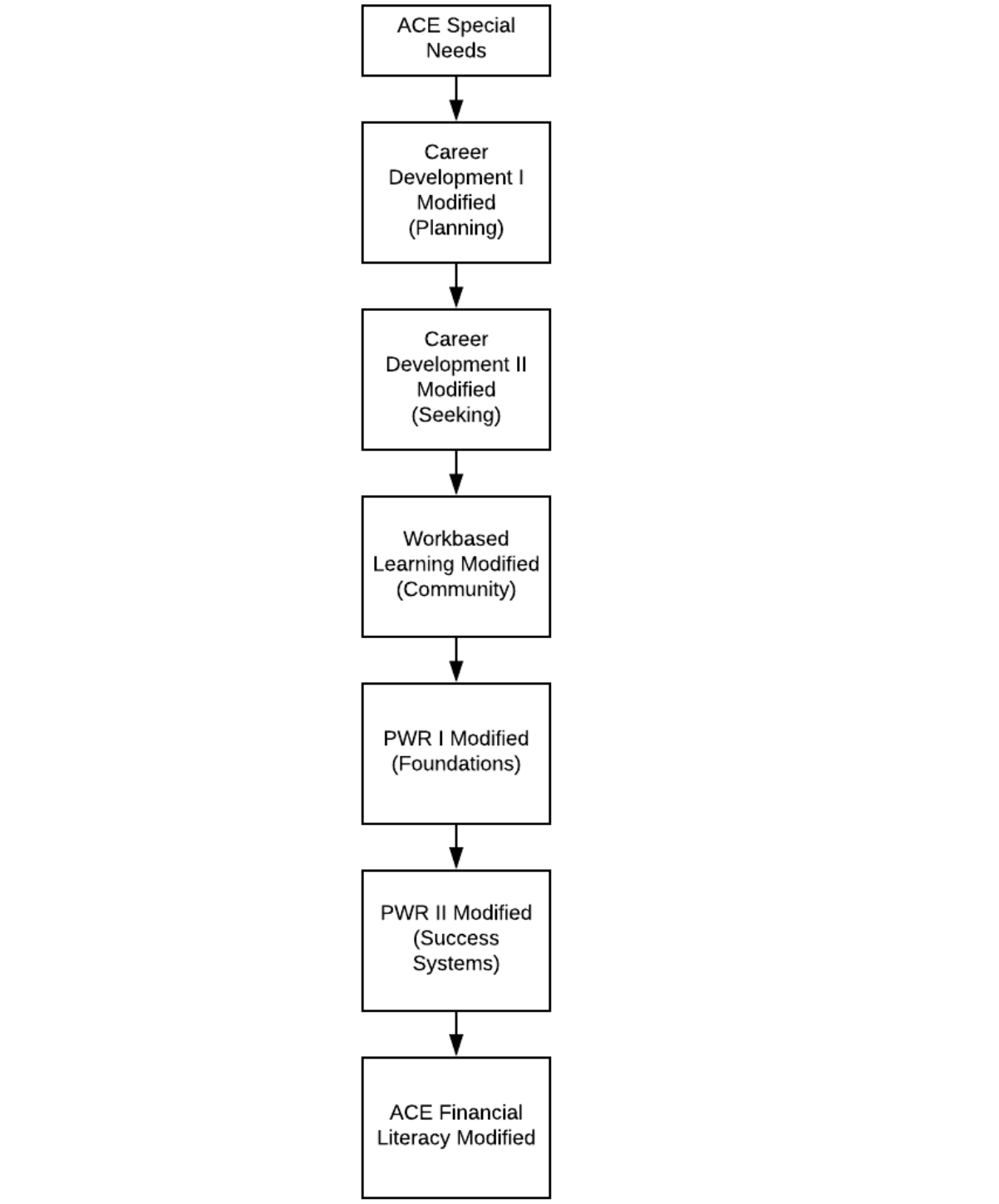
ESSK.09.04 Maintain a career portfolio to document knowledge, skills and experience in a career field.
ESSK.09.05 Demonstrate skills in evaluating and comparing employment opportunities in order to accept employment positions that match career goals.
ESSK.09.06 Identify and exhibit traits for retaining employment to maintain employment once secured.
ESSK.09.09 Continue professional development to keep current on relevant trends and information within the industry.
ESSK.09.10 Examine licensing, certification and credentialing requirements at the national, state and local levels to maintain compliance with industry requirements.
ESSK.11.02 Identify federal, state, and local resources available to community members.
ESSK.11.03 Understand an individual's rights in society.

Falcon High School
ACE



Falcon High School
ACE





BOARD OF EDUCATION ITEM 4
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF:	October 24, 2018
PREPARED BY:	Shannon Hathaway, Risk & Benefits Manager
TITLE OF AGENDA ITEM:	Changes to District's Employee Health Plan
ACTION/INFORMATION/DISCUSSION:	Work Session Discussion

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY: In July 2008, District 49 started to self-fund the health insurance benefit program and this continues to be an appropriate strategy for a business this size.

Every year, we as well as most other companies that offer these type of programs must review their plans to see if adjustments are needed to allow the programs to continue. For self-funded programs such as ours, the adjustments are at our discretion, but needed to maintain the vitality of the plan in the future.

Our fund balance has shown a steady decline over the last couple of years, even with plan design changes. Based on this information, premium changes are needed – as well as the previously discussed network changes. We are hopeful that the 2019 network plan design changes and new rates will help stop the decline in our fund balance and help it grow back to where it needs to be to protect the district from risk in a high claims year.

RATIONALE: Plan design changes and premium adjustments are needed to help grow and maintain a healthy fund balance. We strive for a fund balance that represents one-third of the average annual claims expense. This balance, along with purchasing stop loss insurance and an aggregate stop loss policy helps to guarantee that we will be able to cover all health claims that develop over the year.

RELEVANT DATA AND EXPECTED OUTCOMES: At this point, we are recommending an increase to program revenue. These proposed adjustments are attached. Network design changes are also anticipated to save the plan and the members in 2019, even offering some plan enhancements. These changes are needed to secure a strong fund balance.

The previously $0 cost HSA will now have a small premium. While this is an unfortunate increase, it continues to give the district a qualifying 'affordable' plan option so we can comply with the Affordable Care Act and also makes for a low cost health insurance option for staff. The district will continue funding $100/$125 per month to health savings accounts for members that select that plan.

INNOVATION AND INTELLIGENT RISK: With growing insurance claims costs nationwide, innovation and program changes are at the forefront of our thoughts. We have worked to offer a strong healthcare program amongst high claims and insurance cost trend. We negotiated a large admin fee discount during our carrier bid and worked on a new network structure to help offset rate increases and even offer plan enhancements for staff.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Cultur	**Inner Ring—**How we treat each other	*Working to provide plans that offer choice in design and cost to employees to separate us from other districts.*

	Outer Ring—How we treat our work	
Strategy	**Rock #1**—Establish enduring trust throughout our community	*Clarity and transparency in financial management and decisions.*
	Rock #2—Research, design and implement programs for intentional community participation	
	Rock #3— Grow a robust portfolio of distinct and exceptional schools	
	Rock #4— Build firm foundations of knowledge, skills and experience so all learners can thrive	
	Rock #5— Customize our educational systems to launch each student toward success	

BUDGET IMPACT: **2018/19 –** amended budget exact impact to follow in those presentations. This is likely to require a noticeable increase to the district budget.

AMOUNT BUDGETED: $9,921,773

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: To be aware of the intended premium increase needed from both the district and the employees to offset increasing claims and to keep the self-funded program viable in the future, and provide any feedback, thoughts, observations, etc., regarding this proposal.

APPROVED BY: Brett Ridgway, Chief Business Officer **DATE:** October 17, 2018

El Paso County School District No. 49

Self-funded Health Benefit Plan

HEALTH INSURANCE RATES **2018** **Current**

Monthly Rates

PPO	EE $	EMPR $	EE + EMPR	Enrollment		Monthly		Annual				Dist. Cost
EE only	$ 100	$ 480	$ 580	429	$	248,820	$	2,985,840				480
EE + spouse	$ 460	$ 595	$ 1,055	56	$	59,080	$	708,960				595
EE + children	$ 375	$ 590	$ 965	118	$	113,870	$	1,366,440				590
Family	$ 650	$ 700	$ 1,350	113	$	152,550	$	1,830,600				700
	32.4%	67.6%		716	66%		$	6,891,840	H.S.A.	D49 add'l		
H.S.A.	EE $	EMPR $	EE + EMPR	Enrollment		Monthly		Annual	EMPR addl $	Cost		
EE only	$ -	$ 380	$ 380	252	$	95,760	$	1,149,120	$ 100	$ 302,400		480
EE + spouse	$ 300	$ 470	$ 770	23	$	17,710	$	212,520	$ 125	$ 34,500		595
EE + children	$ 225	$ 465	$ 690	47	$	32,430	$	389,160	$ 125	$ 70,500		590
Family	$ 500	$ 575	$ 1,075	51	$	54,825	$	657,900	$ 125	$ 76,500		700
	21.4%	78.6%		373	34%		$	2,408,700				
mix%	29.6%	70.4%		1089			$	9,300,540		$ 483,900	annual	

2019 ***PROPOSED***

Monthly Rates

PPO		EE $	EMPR $	EE + EMPR	Enrollment		Monthly		Annual				Dist. Cost
EE only	+ 10	$ 110	$ 600	$ 710	429	$	304,590	$	3,655,080				600
EE + spouse	+ 40	$ 500	$ 625	$ 1,125	56	$	63,000	$	756,000				625
EE + children	+ 25	$ 400	$ 700	$ 1,100	118	$	129,800	$	1,557,600				700
Family	$ -	$ 650	$ 850	$ 1,500	113	$	169,500	$	2,034,000				850
		29.4%	70.6%		716	66%		$	8,002,680	11,176.93			
H.S.A.		EE $	EMPR $	EE + EMPR	Enrollment		Monthly		Annual	EMPR addl $	EMPR $ Total		
EE only	+ 20	$ 20	$ 500	$ 520	252	$	131,040	$	1,572,480	$ 100	$ 302,400		600
EE + spouse	+ 50	$ 350	$ 500	$ 850	23	$	19,550	$	234,600	$ 125	$ 34,500		625
EE + children	+ 25	$ 250	$ 575	$ 825	47	$	38,775	$	465,300	$ 125	$ 70,500		700
Family	$ -	$ 500	$ 725	$ 1,225	51	$	62,475	$	749,700	$ 125	$ 76,500		850
		20.0%	80.0%		373	34%		$	3,022,080	8,102.09			
mix%		26.8%	73.2%		1089			$	11,024,760		$ 483,900	annual	
Increase %		7.34%	23.22%					**$**	**1,724,220**	Chg vs. PY	**$** -	**H.S.A. accts**	

El Paso County School District No. 49
Self-funded Health Benefit Plan
Historical Rate Trend

Prog Perf	CAGR
rates chg.	6.8%
partic chg	3.5%
total prog	10.4%

	share of total	rates for 2014	change	rates for 2015	change	rates for 2016	change	rates for 2017	change	rates for 2018	$ change from 2018	% change from 2018	rates for 2019	share of total	chg. Share of total from 2013	5 yr chg.	5 yr chg. %	
Employee Share																		
PPO																		CAGR
EE only	16%	$ 70	$ -	$ 70	$ 10	$ 80	$ 5	$ 85	$ 15	$ 100	$ 10	10%	$ 110	15%	0%	$ 40	57%	9.5%
EE + spouse	44%	$ 400	$ -	$ 400	$ 15	$ 415	$ 20	$ 435	$ 25	$ 460	$ 40	9%	$ 500	44%	0%	$ 100	25%	4.6%
EE + children	39%	$ 325	$ -	$ 325	$ 15	$ 340	$ 20	$ 360	$ 15	$ 375	$ 25	7%	$ 400	36%	-3%	$ 75	23%	4.2%
Family	49%	$ 585	$ -	$ 585	$ 15	$ 600	$ 30	$ 630	$ 20	$ 650	$ -	0%	$ 650	43%	-6%	$ 65	11%	2.1%
H.S.A.																		
EE only	0%	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 20	∞	$ 20	3%	3%	$ 20	8%	0.0%
EE + spouse	36%	$ 275	$ -	$ 275	$ 10	$ 285	$ 15	$ 300	$ -	$ 300	$ 50	17%	$ 350	36%	0%	$ 75	27%	4.9%
EE + children	29%	$ 200	$ -	$ 200	$ 10	$ 210	$ 10	$ 220	$ 5	$ 225	$ 25	11%	$ 250	26%	-3%	$ 50	25%	4.6%
Family	43%	$ 460	$ -	$ 460	$ 10	$ 470	$ 25	$ 495	$ 5	$ 500	$ -	0%	$ 500	37%	-6%	$ 40	9%	1.7%
teacher median salary		*41,640*		*43,310*		*44,450*		*47,190*		*47,704*			*48,198*				sal CAGR	3.0%
avg avail choices % sal		*8.34%*		*8.02%*		*8.10%*		*8.03%*		*8.21%*			*8.65%*				avg. choice CAGR	3.7%
																	gain / (erosion)	-0.8%
Employer Share																		
PPO																		CAGR
EE only	84%	$ 375	$ 25	$ 400	$ 20	$ 420	$ 30	$ 450	$ 30	$ 480	$ 120	25%	$ 600	85%	0%	$ 225	60%	9.9%
EE + spouse	56%	$ 500	$ 25	$ 525	$ 15	$ 540	$ 25	$ 565	$ 30	$ 595	$ 30	5%	$ 625	56%	0%	$ 125	25%	4.6%
EE + children	61%	$ 500	$ 25	$ 525	$ 10	$ 535	$ 25	$ 560	$ 30	$ 590	$ 110	19%	$ 700	64%	3%	$ 200	40%	7.0%
Family	51%	$ 600	$ 25	$ 625	$ 20	$ 645	$ 25	$ 670	$ 30	$ 700	$ 150	21%	$ 850	57%	6%	$ 250	42%	7.2%
H.S.A.		(+ HSA match from District)																
EE only	100%	$ 370	$ 25	$ 395	$ 25	$ 420	$ 30	$ 450	$ 30	$ 480	$ 120	25%	$ 600	97%	-3%	$ 230	62%	10.2%
EE + spouse	64%	$ 485	$ 25	$ 510	$ 30	$ 540	$ 25	$ 565	$ 30	$ 595	$ 30	5%	$ 625	64%	0%	$ 140	29%	5.2%
EE + children	71%	$ 490	$ 25	$ 515	$ 20	$ 535	$ 25	$ 560	$ 30	$ 590	$ 110	19%	$ 700	74%	3%	$ 210	43%	7.4%
Family	57%	$ 610	$ 25	$ 635	$ 10	$ 645	$ 25	$ 670	$ 30	$ 700	$ 150	21%	$ 850	63%	6%	$ 240	39%	6.9%
Total Program																		
PPO																		CAGR
EE only		$ 445	$ 25	$ 470	$ 30	$ 500	$ 35	$ 535	$ 110	$ 580	$ 130	22%	$ 710			$ 265	60%	9.8%
EE + spouse		$ 900	$ 25	$ 925	$ 30	$ 955	$ 45	$ 1,000	$ 130	$ 1,055	$ 70	7%	$ 1,125			$ 225	25%	4.6%
EE + children		$ 825	$ 25	$ 850	$ 25	$ 875	$ 45	$ 920	$ 115	$ 965	$ 135	14%	$ 1,100			$ 275	33%	5.9%
Family		$ 1,185	$ 25	$ 1,210	$ 35	$ 1,245	$ 55	$ 1,300	$ 140	$ 1,350	$ 150	11%	$ 1,500			$ 315	27%	4.8%
H.S.A.																		
EE only		$ 370	$ 25	$ 395	$ 25	$ 420	$ 30	$ 450	$ 85	$ 480	$ 140	29%	$ 620			$ 250	68%	10.9%
EE + spouse		$ 760	$ 25	$ 785	$ 40	$ 825	$ 40	$ 865	$ 110	$ 895	$ 80	9%	$ 975			$ 215	28%	5.1%
EE + children		$ 690	$ 25	$ 715	$ 30	$ 745	$ 35	$ 780	$ 100	$ 815	$ 135	17%	$ 950			$ 260	38%	6.6%
Family		$ 1,070	$ 25	$ 1,095	$ 20	$ 1,115	$ 50	$ 1,165	$ 105	$ 1,200	$ 150	13%	$ 1,350			$ 280	26%	4.8%

BOARD OF EDUCATION ITEM 5
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF:	October 24, 2018
PREPARED BY:	Paul Andersen, Director of Human Resources
TITLE OF AGENDA ITEM:	Policy Adoption: Complying with New State Requirement for Parental Notification of Alleged Criminal Conduct by Staff Members
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND OR RATIONALE

Due to the passage of HB 18-1269, school districts and BOCES are required to notify students' parents when an employee or former employee is charged with certain criminal offenses. The definition of the term "parent" includes the "biological or adoptive parent or the legal guardian or legal custodian" of a student enrolled in the district or BOCES. C.R.S. 22-1-130(2)(c). For purposes of HB 18-1269, "former employee" means the person was employed by the district/BOCES within the twelve months preceding the criminal charges.

Under the new law, whenever the district receives a report from the Colorado Bureau of Investigation regarding a school employee indicating that the employee has been arrested for an offense described in this policy, the district has a duty to monitor the criminal proceedings to determine whether the employee is charged with an offense described in this policy and whether a preliminary hearing has been held if the charge is eligible for a preliminary hearing.

Notification must only be given for those employees or former employees whose work requires or required the employee to be in contact with students or whose work area gives or gave the employee access to students. Thus, for example, if the employee works as a mechanic in the bus barn and has no contact with or other "access" to students, parent notification is not required.

RELEVANT DATA AND EXPECTED OUTCOMES:

Colorado school boards are required by law to adopt a policy on this subject. To this end, the administration has prepared policy KDBA to meet this requirement. Policy KDBA as presented has been reviewed by district legal counsel. In addition, revisions to policy GBEB and GBEB-R have been drafted for the board's consideration.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	**Inner Ring—**How we treat each other **Outer Ring—**How we treat our work	As a result of the new law, the district is required to make public information about employees that might otherwise not be publicized. Therefore, it will be critically important that the district make a thoughtful, accurate assessment about the disclosure and the audience. In this work, we must be intentional to handle each case with appropriate respect and care while carrying out our responsibilities under the law. Through adoption and implementation of these policy changes, we purpose to fulfill the requirements of Colorado statute.

Strategy	**Rock #1**—Establish enduring trust throughout our community **Rock #2**—Research, design and implement programs for intentional community participation **Rock #3**— Grow a robust portfolio of distinct and exceptional schools **Rock #4**— Build firm foundations of knowledge, skills and experience so all learners can thrive **Rock #5**— Customize our educational systems to launch each student toward success	Properly designed and consistently applied, policy KDBA will foster trust with our school communities.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Recommend moving these policies forward for action at the November 8, 2018 meeting.

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: October 12, 2018

Title	**Safe Schools**
Designation	**ADD**
Office/Custodian	**Operations/Director of Safety and Security**

The Board of Education recognizes that effective learning and teaching take place in a safe, secure, and welcoming environment and that safe schools contribute to improved attendance, increased student achievement, and community support. Safe schools are a priority to the district and the district is committed to providing a safe environment in school, on school vehicles and at school-sponsored activities. To that end, the Board directs the Chief Education Officer, following regular review of relevant data and consultation with the District Accountability Committee, School Accountability Committees, parents, teachers, administrators, students, and when appropriate, school psychologist and members of the community including victims advocacy organizations and local law enforcement, to develop and maintain a safe schools plan that includes:

1. Procedures that address the supervision and security of school buildings and grounds.
2. Procedures that address the safety and supervision of students during school hours and school-sponsored activities.
3. Procedures that address persons visiting school buildings and attending school-sponsored activities.
4. Training programs for staff and students in crisis prevention and management.
5. Training programs for staff and students in emergency response procedures that include practice drills.
6. Training programs for staff and students in how to recognize and respond to behavior or other information that may indicate impending violence or other safety problems.
7. Training and support for students that aim to relieve the fear, embarrassment and peer pressure associated with reporting behavior that may indicate impending violence or other safety problems.
8. Procedures for safe, confidential reporting of security and safety concerns at each school building.
9. Procedures for regular assessments by school security/safety professionals and law enforcement officers to evaluate the security needs of each school building and to provide recommendations for improvements if necessary.
10. Procedures for regular assessments by school climate professionals to determine whether students feel safe and to provide recommendations for improvements in school climate at each district building.
11. Procedures to provide for regular communications between district officials, law enforcement officers, fire department officials, city and county officials, and local medical personnel to discuss crisis prevention and management strategies including involvement by these parties in the development and revision of crisis prevention and management plans.
12. Training programs for staff and students in safety precautions and procedures related to fire prevention; natural disaster response; accident prevention; public health; traffic, bicycle, and pedestrian safety; environmental hazards; civil defense; classroom and occupational safety; and special hazards associated with athletics and other extracurricular activities.
13. Procedures for the reporting of criminal activity to law enforcement.
14. A child sexual abuse and assault prevention plan, including comprehensive, age appropriate curricula regarding child sexual abuse and assault awareness and prevention and professional development for school personnel and parents in preventing, identifying, and responding to child sexual abuse and assault.
15. ~~14.~~ 15. Procedures for notifying parents of an employee's criminal charges when such notification is required by state law.

Each building principal shall be responsible for the supervision and implementation of the safe school program at his or her school. The principal shall submit annually in the manner and by the date specified by the State

Board of Education, a written report to the Board of Education concerning the learning environment in the school during the school year. The report shall contain, at a minimum, the information required by law.

The Annual safety reports from every school in the district shall be compiled and submitted to the state department of education in a format specified by the State Board of Education. The report shall be made available to the public.

- Adopted: August 10, 2000
- Revised: October 6, 2005
- Revised: April 28, 2010
- Revised: May 12, 2011
- Revised: July 21, 2011
- Revised: July 27, 2012
- Revised: April 10, 2014
- Revised April 14, 2016
- Revised: July 13, 2017
- Revised: September 14, 2017
- Revised: November 8, 2018

LEGAL REFS:

- C.R.S. 9-1-101 through 9-1-106 (*construction requirements, fire escapes, etc.*)
- C.R.S. 22-3-101 through 22-3-104 (*eye protection devices*)
- C.R.S. 22-1-130(6) *(safe school plan must include parent notification of employee criminal charges)*
- C.R.S. 22-32-109.1 (1)(b.5) (*definition of "community partners" that board may wish to consult with in developing and implementing its safe school plan*)
- C.R.S. 22-32-109.1 (2) (*safe schools plan*)
- C.R.S. 22-32-109.1 (2)(b) (*detailing information required in annual principal reports on the learning environment)*
- *C.R.S. 22-32-109.1 (2.5) (districts are "encouraged" to adopt a child sexual abuse and assault prevention plan as part of the safe school plan)*
- C.R.S. 22-32-109.1 (2.5) (*districts are "encouraged" to adopt a child sexual abuse and assault prevention plan as part of a safe school plan)*
- C.R.S. 22-32-110 (1)(k) *(board authority to adopt policies related to employee safety and official conduct)*
- C.R.S. 22-32-124 (2), (3) *(building inspections)*
- C.R.S. 24-10-106.5 *(duty of care)*

CROSS REFS:

- ECA/ECAB, Security/Access to Buildings
- KDE, Crisis Management
- KDBA, Notice to Parents of Alleged Criminal Conduct by School Employee
- KI, Visitors to School

BOARD-APPROVED POLICY OF SCHOOL DISTRICT 49

Title	**Staff Conduct and Responsibilities**
Designation	**GBEB**
Office/Custodian	**Business/Director of Human Resources**

All staff members shall have a responsibility to make themselves familiar with and abide by federal and state laws as these effect their work, and the policies and regulations of the district. As representatives of the district and role models for students, all staff shall demonstrate and uphold high professional, ethical and moral standards. Interactions between staff members must be based on mutual respect and any disputes will be resolved in a professional manner.

Essential to the success of ongoing school operations and the instructional program are the following specific responsibilities which shall be required of all personnel:

1. Faithfulness and promptness in attendance at work.
2. Support and enforcement of policies of the Board and regulations of the school administration in regard to students.
3. Diligence in submitting required reports promptly at the times specified.
4. Care and protection of school property.
5. Concern and attention toward the safety and welfare of students.

Rules of conduct
Staff members shall conduct themselves in a manner that is consistent with the educational mission of the district and shall maintain professional boundaries with students at all times in accordance with this policy's accompanying regulation.

Each staff member shall observe rules of conduct established in law, which specify that a school employee shall not:

1. Disclose or use confidential information acquired in the course of employment to substantially further personal financial interest.
2. Accept any gift of substantial value or substantial economic benefit tantamount to a gift of substantial value which would tend to improperly influence a reasonable person in the position, or which the staff member knows or should know is primarily for the purpose of a reward for action taken in which the staff member exercised discretionary authority.
3. Engage in a financial transaction for private business purposes with a person whom the staff member supervises.
4. Perform any action in which the staff member has a discretionary authority, which directly and substantially confers an economic benefit on a business or other undertaking in which the staff member has a substantial financial interest or is engaged as counsel, consultant, representative, or agent.

It is permissible for an employee, in his/her capacity as an employee, to receive:

1. An occasional non-pecuniary gift which is insignificant in value.
2. A non-pecuniary award publicly presented by a nonprofit organization in recognition of public service.
3. Payment or reimbursement for actual and necessary expenditures for travel, and subsistence (within the limitations of Board policy) for attendance at a convention, school function, or other meeting at which his/her attendance has been approved by an immediate supervisor.

4. Reimbursement for or acceptance of an opportunity to participate in a social function or meeting which is not extraordinary when viewed in light of the position.
5. Items of perishable or nonpermanent value including but not limited to meals, lodging, travel expenses or tickets to sporting, recreational, educational or cultural events.
6. Payment for speeches, debates, or other public events reported as honorariums.

It shall not be considered a breach of conduct for a staff member to:

7. Use school facilities and equipment to communicate or correspond with constituents, family members, or business associates on an occasional basis, except that long distance personal calls must be placed using a personal credit card or phone card.
8. Accept or receive a benefit as an indirect consequence of transacting district business.

Felony/misdemeanor convictions
If, subsequent to beginning employment with the district, the district has good cause to believe that any staff member has been convicted of, or pled nolo contendere to, or received a deferred or suspended sentence for any felony or misdemeanor other than a misdemeanor traffic offense or infraction, the district shall make inquiries to the Department of Education for purposes of screening the employee.

In addition, the district shall require the employee to submit a complete set of fingerprints taken by a qualified district employee or a qualified law enforcement agency. Fingerprints must be submitted within 20 school days after receipt of written notification. The fingerprints shall be forwarded to the Colorado Bureau of Investigation (CBI) for the purpose of conducting a state and national fingerprint-based criminal history record check utilizing the records of the Colorado Bureau of Investigation and the Federal Bureau of Investigation.

Disciplinary action, which could include dismissal from employment, may be taken against personnel if the results of fingerprint processing provide relevant information. Non-licensed employees shall be terminated if the results of the fingerprint-based criminal history record check disclose a conviction for certain felonies, as provided in law.

Employees shall not be charged fees for processing fingerprints under the above- mentioned circumstances.

Child abuse
All District employees who have reasonable cause to know or suspect that any child is subjected to abuse or to conditions that might result in abuse or neglect must immediately upon receiving such information report such fact in accordance with policy JLF and state law.

The Chief Education Officer or designee is authorized to conduct an internal investigation or to take any other necessary steps if information is received from a county department of social services or a law enforcement agency that a suspected child abuse perpetuator is a school district employee. Such information shall remain confidential except that the Chief Education Officer shall, as required by law, notify the Colorado Department of Education of the child abuse investigation.

Unlawful behavior involving children
The district may make an inquiry with the Department of Education concerning whether any current employee of the district has been convicted of, pled nolo contendere to, or received a deferred or suspended sentence or deferred prosecution for a felony or misdemeanor crime involving unlawful sexual behavior or unlawful behavior involving children. Disciplinary action, including termination, may be taken if the inquiry discloses information relevant to the employee's fitness for employment.

Notification concerning arrests
District employees shall notify the district when they are arrested for specific criminal offenses, in accordance with the policy's accompanying regulation.

The district shall notify students' parents/guardians when district employees are charged with specific criminal offenses, as required by state law and in accordance with applicable Board policy.

Personnel addressing health care treatment for behavior issues
School personnel are prohibited under state law from recommending or requiring the use of psychotropic drugs for students. They are also prohibited from testing or requiring testing for a student's behavior without giving notice to the parent/guardian describing the recommended testing and how any test results will be used and obtaining prior written permission from the student or from the student's parent/guardian. See policy JLDAC. School personnel are encouraged to discuss concerns about a student's behavior with the parent/guardian and such discussions may include a suggestion that the parent/guardian speak with an appropriate health care professional regarding any behavior concerns school personnel may have.

Possession of deadly weapons
The Board's policy regarding public possession of deadly weapons on school property or in school buildings shall apply to district employees. However, the restrictions shall not apply to employees who are required to carry or use deadly weapons in order to perform their necessary duties and functions.

Disciplinary action
Violations of this policy may result in disciplinary action up to and including recommendation for dismissal, in accordance with Board policies regarding discipline, suspension and dismissal.

Violations involving sexual or other abuse will also be referred to the Department of Human Services and/or law enforcement in accordance with the Board policy JLF – Reporting Child Abuse/Child Protection.

The district will report violations to the Colorado Department of Education as required by statute and in accordance with Board policy.

- Adopted: April 4, 1994
- Reviewed: May 11, 2000
- Revised: January 11, 2001
- Revised: March 8, 2002 (*Minor grammatical correction; Board action not required.*)
- Revised: November 11, 2010
- Revised: August 11, 2011
- Revised: July 27, 2012
- Revised: July 10, 2014
- Revised: June 28, 2017
- Revised: April 12, 2018
- Revised: November 8, 2018

LEGAL REFS:
- C.R.S. 18-12-105.5 (*unlawful carrying/possession of weapons on school grounds)*
- C.R.S. 18-12-214(3)(b) *(school security officers may carry concealed handgun pursuant to valid permit)*

- C.R.S. 19-3-308(5.7) (*child abuse reporting)*
- C.R.S. 22-1-130 (*parent notification of employee criminal charges*)
- C.R.S. 22-32-109(1)(ee) *(duty to adopt policy prohibiting personnel from recommending certain drugs for students or ordering behavior tests without parent permission)*
- C.R.S. 22-32-109.1(8) *(policy requiring inquiries upon good cause to department of education for purpose of ongoing screening of employees)*
- C.R.S. 22-32-109.7 *(duty to make inquiries prior to hiring)*
- C.R.S. 22-32-109.8(6) *(requirement to terminate non-licensed employees for certain felony offenses)*
- C.R.S. 22-32-109.9 *(licensed personnel-submittal of fingerprints)*
- C.R.S. 22-32-110(1)(k) *(power to adopt conduct rules)*
- C.R.S. 24-18-104 (*government employee rules of conduct*)
- C.R.S. 24-18-109 (*Local government employee rules of conduct)*
- C.R.S. 24-18-110 (*voluntary disclosure)*

CROSS REFS:

- JLC, Student Health Services and Records
- JLDAC, Screening/Testing of Students
- JLF, Reporting Child Abuse/Child Protection
- KDBA, Parent Notification of Employee Criminal Charges
- KFA, Public Conduct on School Property

Title	**Staff Conduct and Responsibilities – Professional Boundaries**
Designation	**GBEB-R-1**
Office/Custodian	**Business/Director of Human Resources**

In a professional staff/student relationship, staff members maintain boundaries with students that are consistent with their professional code of conduct and obligations. All district employees are expected to observe and maintain proper professional boundaries, in accordance with this regulation and accompanying policy.

Prohibited conduct
The following list provides examples of staff conduct that, in the absence of evidence of a legitimate educational purpose or other reason deemed valid by the district, may be regarded as evidence that a staff member has violated professional boundaries with a student:

- Any type of inappropriate physical contact with a student or any other conduct that might be considered harassment under Board policy
- Furnishing alcohol, drugs or tobacco to a student or being present when any student is consuming these substances
- Repeating sexual or inappropriate romantic rumors
- Accepting massages, or offering or giving massages other than in the course of injury care administered by the appropriate athletic trainer, coach or health care provider
- Initiating or extending contact with a student beyond the school day or outside of class times for the staff member's personal purposes
- Sending or accompanying a student on personal errands
- Going to a student's home when the student's parent/guardian or an appropriate chaperone is not present
- Giving a student a ride in a vehicle without prior notification to and approval from both the student's parent/guardian and the building principal, except in an emergency under appropriate circumstances
- Singling out a particular student or students for personal attention and friendship beyond the professional staff-student relationship
- For non-guidance/counseling staff, encouraging students to confide their personal or family problems and/or relationships. If a student initiates such discussions, staff members are expected to refer the student to appropriate guidance/counseling staff. In either case, staff involvement should be limited to a direct connection to the student's school performance.
- Addressing students, or permitting students to address staff members with personalized terms of endearment, pet names, or otherwise in an overly familiar manner
- Maintaining private contact with a student outside of school by phone, email, Instant Messenger or Internet chat rooms, social networking Web sites, or letters (beyond homework or other legitimate school business) without including the parent/guardian
- Giving gifts or money to a student
- Giving or exchanging inappropriate personal gifts, cards or letters with an individual student
- Socializing or spending time with students (including but not limited to activities such as going out for beverages, meals or movies, shopping, traveling, and recreational activities) outside of school-sponsored events, except as participants in organized community activities
- Unnecessarily invading a student's privacy (e.g., initiating a hug with a student or "following" a student into the bathroom)
- Being alone with an individual student out of the view of others
- Inviting or allowing individual students to visit the staff member's home

- Interacting with students over social media for non-educational purposes when that interaction:
  - Is hidden and/or secretive
  - Is loosely connected or has no connection to school
  - Is not disclosed or is actively concealed from the employee's supervisor
  - Is not disclosed or is actively concealed from the student's parent(s)
- Any other action or activity similar in nature to those listed above

Prohibited communications
Prohibited communications in any format (email, text messaging, written communications, in person, etc.) by a staff member with a student includes, but is not limited to the following:

- Any communications without a legitimate educational purpose
- Flirting, propositions or sexual remarks
- Sexual slurs, leering, sexual or derogatory comments
- Inappropriate comments about a student's body
- Sexual jokes, notes, stories, drawings, gestures or pictures
- Displaying or transmitting sexual pictures, objects or depictions
- Disclosing personal, sexual, romantic, marital or employment issues or other private matters
- Other communications or activities similar in nature to those listed above

Reporting violations
Staff members are required to promptly notify the principal, zone leader, human resources or a chief officer if they become aware of a situation that may constitute a violation of this regulation. Depending on the specific circumstances of the allegations or suspicions, staff members may have a mandatory duty under state law to report the violation(s) as child abuse, in accordance with applicable Board policy.

Students and their parents/guardians should notify the principal, zone leader or chief education officer if they believe a teacher or other staff member may be engaging in conduct that violates this regulation.

In determining whether a violation of professional boundaries has occurred, the district shall consider the totality of the circumstances, including the nature and extent of the conduct involved, the job description and duties of the employee, the employee's intent or purpose in engaging in the conduct, and whether the conduct caused harm to the student or adversely affected the education of students.

Persons reporting in good faith regarding alleged violations or suspected violations of this regulation shall not be subjected to retaliation in any form.

- Adopted: July 10, 2014
- Assigned to: CEO July 10, 2014
- Revised: June 28, 2017
- Reviewed: August 10, 2017
- Revised: April 12, 2018

Title	**Staff Conduct and Responsibilities – Employee Reporting of Criminal Arrest**
Designation	**GBEB-R-2**
Office/Custodian	**Business Office/Director of Human Resources**

Notice upon arrest for specific criminal offenses

An employee's criminal misconduct may constitute a violation of Board policy. Such criminal misconduct may also necessitate disciplinary action against the employee and require the district to notify students' parents/guardians of the employee's criminal charges in accordance with state law.

In an effort to keep the district apprised in a timely manner of potentially concerning behavior by its employees, an employee who is arrested for any of the following criminal offenses shall provide written notice to the chief education officer or designee. Such notice shall be provided prior to reporting to duty in the district and no later than five days after the employee's arrest.

The required notice applies to the following criminal offenses:

1. Felony child abuse, as specified in C.R.S. 18-6-401;
2. A crime of violence, as defined in C.R.S. 18-1.3-406(2), except second degree assault, unless the victim is a child;
3. A felony involving unlawful sexual behavior, as defined in C.R.S. 16-22-102(9);
4. Felony domestic violence, as defined in C.R.S. 18-6-800.3;
5. Felony indecent exposure, as described in C.R.S. 18-7-302; or
6. A level 1 or level 2 felony drug offense, as described in C.R.S. 18-18-401 et seq.

Disciplinary action and parental notification

Upon receiving notification of an employee's arrest for one or more of the above-listed criminal offenses, the district may conduct further investigation as it deems necessary and/or refer the matter to the Colorado Department of Education. Disciplinary action, including dismissal, may be taken against the employee as deemed appropriate by the district, in accordance with applicable law and Board policy.

The district may also notify students' parents/guardians when an employee is charged with any of the above-listed criminal offenses, in accordance with state law and applicable Board policy.

- Adopted: November 8, 2018

Title	**Notice to Parents of Alleged Criminal Conduct by School Employee**
Designation	**KDBA**
Office/Custodian	**Business/Director of Human Resources**

Duty to Monitor:

Whenever the district receives a report from the Colorado Bureau of Investigation regarding a school employee indicating that the employee has been arrested for an offense described in this policy, the district has a duty to monitor the criminal proceedings to determine whether the employee is charged with an offense described in this policy and whether a preliminary hearing has been held if the charge is eligible for a preliminary hearing.

"Employee," as used in this policy, means an employee of the district whose employment requires or required the employee to be in contact with students or whose work area gives or gave the employee access to students. "Employee" includes a former employee if the employee was employed by the district at any time within twelve months before an offense is charged. "Employee" additionally includes employees of private entities contracted by the district to operate an online school.

Eligible Offenses:

- Felony child abuse
- A crime of violence, not including assault in the second degree unless the victim is a child
- A felony offense involving unlawful sexual behavior
- A felony, where it is alleged that the underlying factual basis of which includes an act of domestic violence
- Felony indecent exposure
- A level 1 or 2 felony drug offense

Duty to Notify:

Unless a delay in parent notification is requested by the appropriate law enforcement agency, the district has a duty to provide notice to parents pursuant to this policy in one of the following time periods:

1. Within two school days after the preliminary hearing is held or is waived or deemed waived by the employee, or
2. Within two school days after the date on which the employee is charged, if the charged offense is not eligible for a preliminary hearing

The district must provide notice to the parents of a student:

1. Enrolled in the public school in which the employee is employed or was employed at the time of the alleged offense; or
2. With whom district has reason to believe the employee may have had contact as part of his or her employment with the district.

The district shall provide notice to parents in the same manner by which the district notifies parents of important school business, which may include e-mail notification or other electronic communication sent directly to parents or by first-class mail. Within two school days after confirming the disposition of the charge, the district shall provide notice to parents of the disposition of the charge using the same notification method used in the original notice to parents.

The district is responsible to comply with the monitoring and notification duties as described in this policy regardless of whether school is currently in session.

The district shall notify parents pursuant to this policy regardless of whether the actions giving rise to the charge occurred while the employee was on duty.

Notification Requirements:

The district's notification to parents of a charge brought against an employee must include the following:

1. The name of the employee
2. The employee's position
3. Whether the employee continues to be employed by the local education provider;
4. The length of employment with the local education provider
5. The alleged offense as set forth in the charging document, including the violation of statute or code
6. A statement that, under state and federal law, a person is presumed innocent until proven guilty

The district may provide additional information to parents regarding the underlying facts or circumstances relating to the charge but shall not disclose the identity of the alleged victim.

The Notification Requirements above shall be incorporated the district's Safe School Plan.

- Adopted: November 8, 2018

LEGAL REFS:
- C.R.S. 22-1-130 (parent notification of employee criminal charges)
- C.R.S. 18-6-401 (felony child abuse)
- C.R.S. 18-1.3-406 (Crime of violence, not including assault in the second degree unless the victim is a child)
- C.R.S. 16-22-102(9) (felony offense involving unlawful sexual behavior)
- C.R.S. 18-6-800.3 (a felony, where it is alleged that the underlying factual basis of which includes an act of domestic violence)
- C.R.S. 18-7-302 (felony indecent exposure)
- C.R.S. 22-32-109.1 (Safe School Plan)
- C.R.S. 22-2-119(4)(b) (district notification of employee arrests)

CROSS REFS:
- ADD, Safe Schools
- GBEB, Staff Conduct

BOARD OF EDUCATION ITEM 6
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF:	October 24, 2018
PREPARED BY:	Dr. Nancy Lemmond, Executive Director of Individualized Education and Mr. Paul Andersen, Director of Human Resources
TITLE OF AGENDA ITEM:	ECEAA Job Description
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND OR RATIONALE

The position of Early Childhood Education Administrative Assistant was initially a secretarial role. The position has been filled by the same person for 15 years and has morphed into more of an administrative assistant role. This job description provides a clear set of expectations and outcomes for the position.

RELEVANT DATA AND EXPECTED OUTCOMES:

In the job description, the person reports to the Dean of Early Childhood Education. This position is currently a TOSA but is being retitled to best reflect the amount of work and responsibility expected of the position. The creation of the job description was a collaborative effort with the Dean of Early Childhood, the employee, the Director of Special Education and the Executive Director of Individualized Education.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	**Inner Ring—**How we treat each other **Outer Ring—**How we treat our work	It is best practice to provide an accurate job description so current position holders and prospective applicants are fully informed of the duties and responsibilities of the position for which they are responsible or applying.
Strategy	**Rock #1**—Establish enduring trust throughout our community **Rock #2**—Research, design and implement programs for intentional community participation **Rock #3**— Grow a robust portfolio of distinct and exceptional schools **Rock #4**— Build firm foundations of knowledge, skills and experience so all learners can thrive **Rock #5**— Customize our educational systems to launch each student toward success	Accurate job descriptions indicate to our stakeholders that we are committed to finding not only the best qualified candidate but also a candidate who fully understands the responsibilities of the positions.

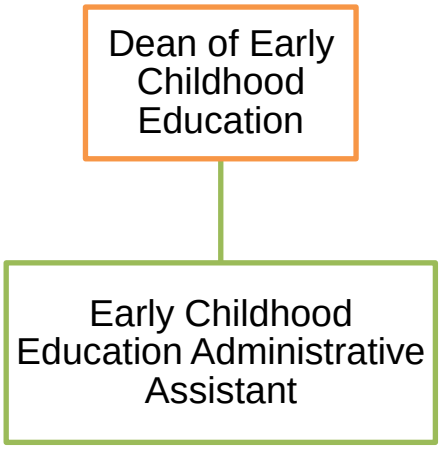
RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move forward to the November 8, 2018 regular session of the BOE meeting for approval.

APPROVED BY: Peter Hilts, Chief Education Officer **DATE:** October 18, 2018

EARLY CHILDHOOD EDUCATION ADMINISTRATIVE ASSISTANT

Job Title:	Early Childhood Education Administrative Assistant
Initial:	November 8, 2018
Revised:	
Work Year:	School Year Calendar
Office:	Education
Department:	Individualized Education
Reports To:	Dean of Early Childhood Education
FLSA Status:	Non-Exempt
Pay Range:	Educational Support Personnel Range 10

Related Organization Chart



POSITION SUMMARY: The Early Childhood Education Administrative Assistant provides administrative support to supervisor and department staff to ensure effective and efficient operation of the department.

ESSENTIAL DUTIES & RESPONSIBILITIES

The following statements of essential functions and responsibilities are intended to describe the general nature and level of work being performed by individuals assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position. Actual duties and responsibilities may vary depending on building assignment and other factors.

- Establishes and maintains effective communication and working relationships and acts as a main point of contact for all Early Childhood Education visitors.
- Establishes and maintains effective communication with staff, parents, Colorado Partnership for Child Development (CPCD or Head Start), local and state government agencies, and community stakeholders.
- Serves as a resource and point of contact for preschool teachers.
- Collaborates with coordinator of Child Find to place children who qualify for special education services through the Child Find process.
- Assists Dean of Early Childhood Education and coordinator of Child Find in processing preschool applications.
- Maintains and updates Preschool Parent Handbook, Preschool Staff Handbook and forms.
- Maintains and monitors class rosters and placement of students (special education, Colorado Preschool Program (CPP), tuition, etc.) into preschool openings.
- Maintains preschool student registration and withdrawals.
- Maintains effective record keeping system and provides coordination and assistance with state and federal reporting.

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Prepares and provides fee statements for tuition paying families and performs weekly processing (collecting and recording) of tuition and fees.
- Maintains a system of recording expenditures and summarizes various departmental budgets and financial transactions.
- Performs monthly account reconciliation.
- Serves as a liaison between Dean of Early Childhood Education and the district's Finance Department.
- Performs general office operations including answering phones, receiving and disseminating mail, and operating and maintaining office equipment.
- Creates, files, manages, and prioritizes correspondence, reports, meeting minutes, and other documentations.
- Schedules appointments for interviewing families for the Colorado Preschool Program (CPP) openings.
- Makes reminder calls for Child Find appointments and Child Find Scheduling.
- Answers basic questions about enrollment, costs, and wait list placement.
- Performs other related duties as assigned.

Supervision & Technical Responsibilities:

- This position does not supervise other employees.

Budget Responsibility:

- This position does not have any direct budget responsibility.

QUALIFICATIONS

The requirements listed below are representative of the education, experience, knowledge, skills, and/or abilities required for this position:

Education & Training:

- High school diploma or equivalent.

Experience:

- Two years of experience in administrative assistant or office work.
- Experience working with Early Childhood preferred.

Knowledge Skills & Abilities:

- Excellent oral and written communication and interpersonal relation skills.
- Customer service and public relations skills.
- Critical thinking and problem solving skills.
- Organizational skills.
- Ability to manage multiple priorities and tasks with frequent interruptions.
- Ability to communicate effectively with various stakeholders.
- Ability to understand and follow complex oral and written instructions.
- Ability to perform responsibilities without the necessity of close supervision.
- Basic math and accounting skills.
- Ability to maintain confidentiality in all aspects of the job.
- Ability to diffuse and manage volatile and stressful situations.
- Must be proficient in the use of personal computers and common software applications including Microsoft Word, Excel, Outlook, and Power Point.

Certificates, Licenses, & Registrations:

- Criminal background check required for hire.

OTHER WORK FACTORS

The physical demands, work environment factors and mental functions described herein are representative of those that must be met by an employee to successfully perform the essential functions of this job.

Physical Demands: While performing the duties of this job, the employee is regularly required to sit; use hands to finger, handle, or feel; reach with hands and arms; talk and hear. The employee is occasionally required to stand; walk; climb or balance; stoop, kneel, crouch, or crawl. The employee must frequently lift and/or move up to 10 pounds and occasionally lift and/or move up to 25 pounds.

Work Environment: While performing the duties of this job, the employee will work primarily in a usual office or school environment.

Mental Functions: While performing the duties of this job, the employee is regularly required to communicate, compare, analyze, coordinate, instruct, evaluate, and use interpersonal skills. Occasionally required to compile, copy, compute and negotiate.

BOARD OF EDUCATION ITEM 7
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF:	October 24, 2018
PREPARED BY:	Dr. Nancy Lemmond, Executive Director of Individualized Education
TITLE OF AGENDA ITEM:	Individualized Education Performance Report
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND OR RATIONALE

Individualized Education houses programs for individualized instruction, support, and services – Community Care including the Care and Support Team, English Language Development, Gifted Education, and Special Education. The presentation is an overview of performance.

RELEVANT DATA AND EXPECTED OUTCOMES:

Informing the Board of Education and district stakeholders of Individualized Education's performance holds Individualized Education accountable to both internal and external stakeholders along with staff within the department. Overview is for informational purposes only.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	**Inner Ring—**How we treat each other **Outer Ring—**How we treat our work	Provide transparency of Individualized Education's performance and activities
Strategy	**Rock #1**—Establish enduring trust throughout our community **Rock #2**—Research, design and implement programs for intentional community participation **Rock #3**— Grow a robust portfolio of distinct and exceptional schools **Rock #4**— Build firm foundations of knowledge, skills and experience so all learners can thrive **Rock #5**— Customize our educational systems to launch each student toward success	Provide transparency of Individualized Education's performance and activities and provide performance overview of individualized education programs assisting in launching students toward success.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Not Applicable

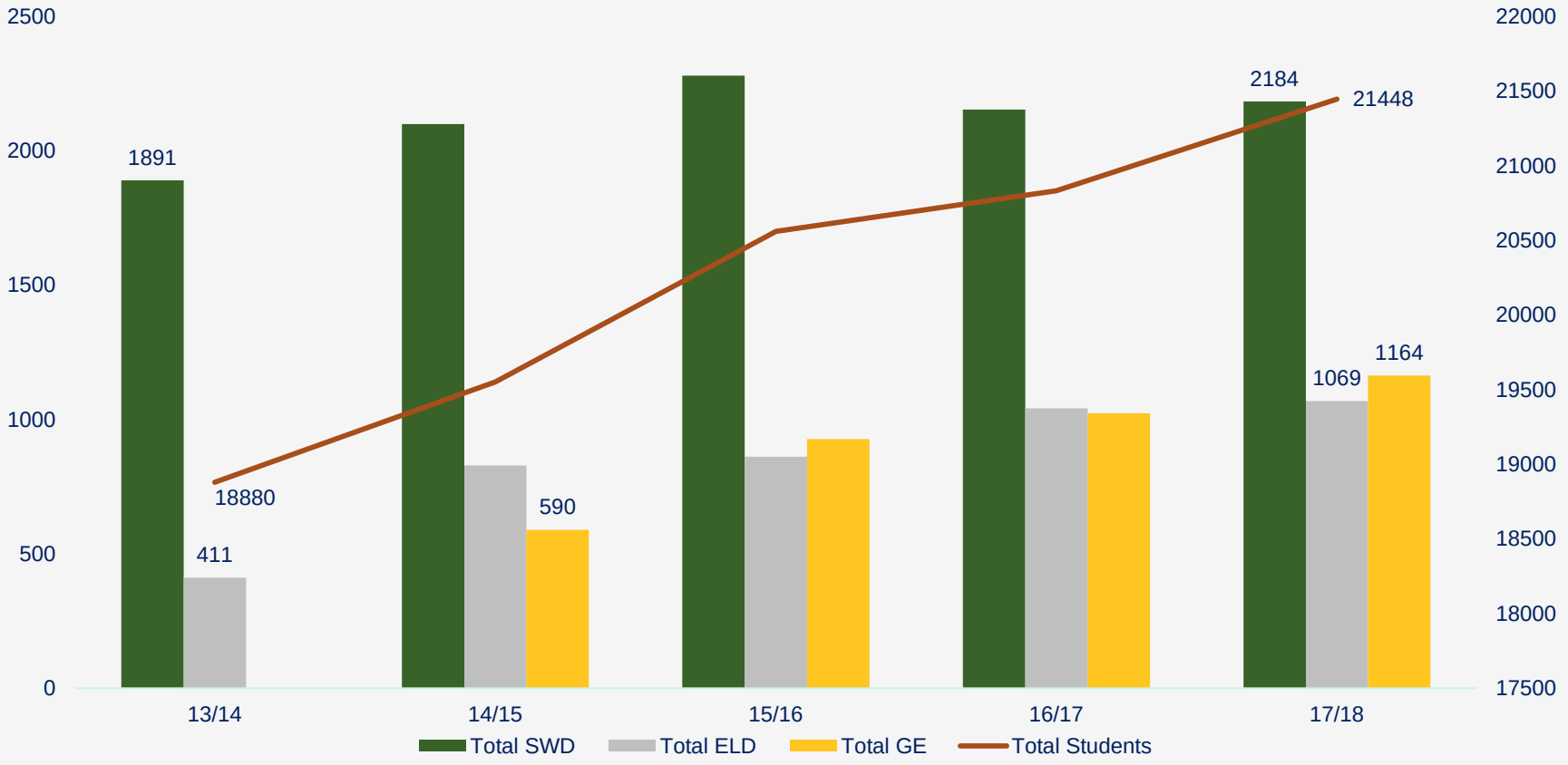
APPROVED BY: Peter Hilts, Chief Education Officer

DATE: October 10, 2018

Individualized Education Performance Report

Dr. Nancy Lemmond
Executive Director

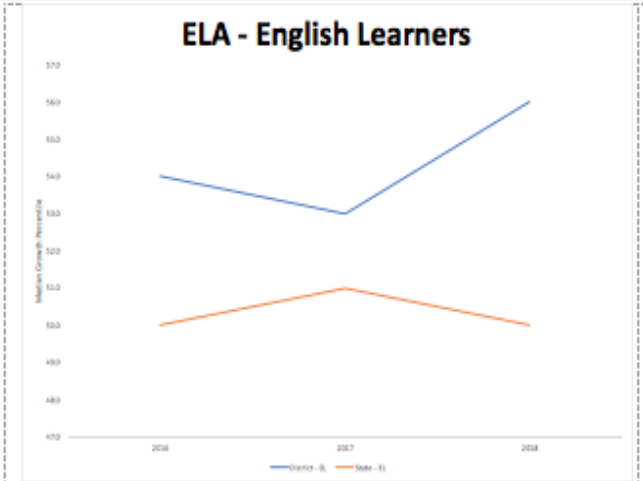
Enrollment Trend
Special Populations Subgroups

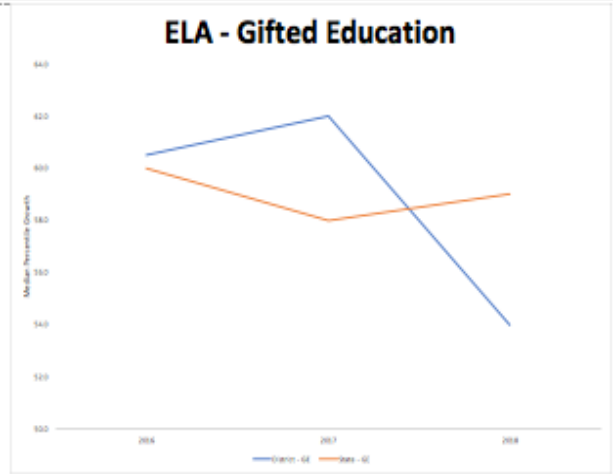


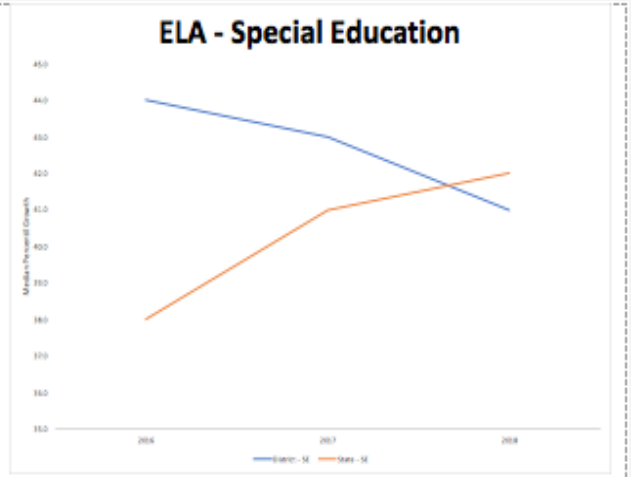
Special Populations Subgroups CMAS Performance

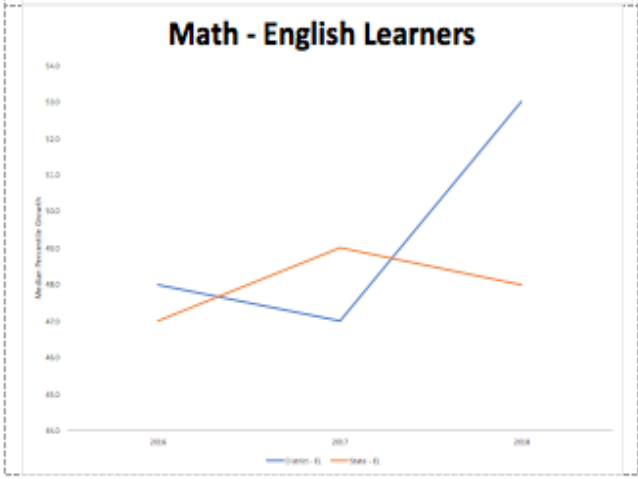
	English Language Arts						Math					
	District			State			District			State		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
English Learners	54.0	53.0	56.0	50.0	51.0	50.0	48.0	47.0	53.0	47.0	49.0	48.0
- **Non-English Learners**	51.0	51.0	48.0	50.0	50.0	50.0	47.0	46.0	49.0	51.0	50.0	50.0
Gifted (all or nothing)	60.5	62.0	54.0	60.0	58.0	59.0	55.0	52.0	57.0	60.0	58.0	59.0
- **Non-Gifted**	51.0	50.0	48.0	49.0	49.0	49.0	47.0	46.0	48.0	49.0	49.0	49.0
Students with an IEP	44.0	43.0	41.0	38.0	41.0	42.0	41.0	46.0	40.0	40.0	43.0	43.0
- **Non-IEP**	52.0	52.0	50.0	51.0	51.0	51.0	47.0	47.0	50.0	51.0	51.0	51.0

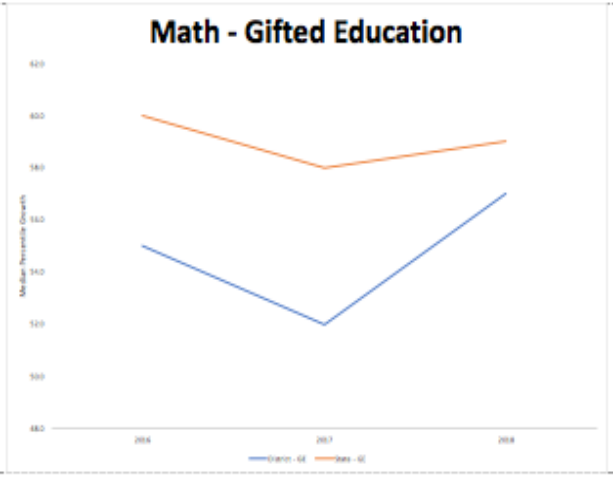
Special Populations Subgroups CMAS Performance

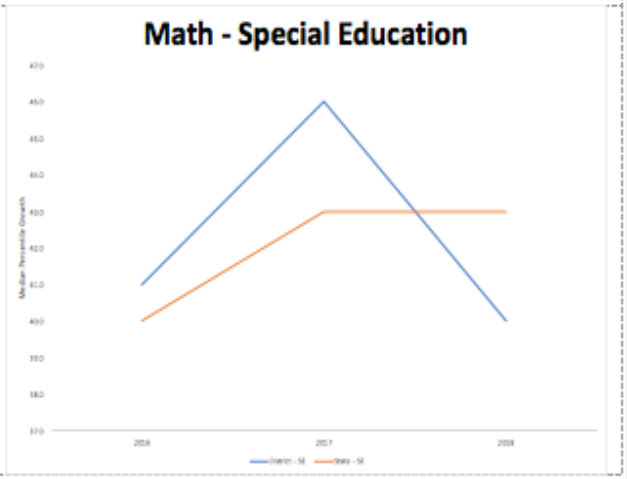












Individualized Education

- Community Care
  - Healing Our Youth
  - Community Engagement Advocates
  - Youth Mental Health First Aid
- English Language Development
  - New Coordinator – Mr. Grant Geis
- Gifted Education
  - CDE Review in November
  - NAGC Award to Peak Directors for TIPP
- PEAK
  - Expansion through separation
- Special Education
  - Focus on improvement to our service delivery models
  - Training modules for staff
  - Handbook for administrators

Bright Spots & Opportunities for Improvement

Bright Spots

- Pockets of success for all sub-groups
- Trainings for staff increasing within all departments
- Primary Literacy initiative increased focus on EL and special education students
- Quality staff in all IE departments

OFIs

- Learn from the pockets
- Build a library – continue to increase training with selected focus towards specific groups and/or specific topics
- Social Emotional Learning
- Behavior and curriculum review based upon programming and student needs
- Recruit and retain

Individualized Education

Questions?

BOARD OF EDUCATION ITEM 8
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF:	October 24, 2018
PREPARED BY:	Amber Whetstine, Executive Director of Learning Services
TITLE OF AGENDA ITEM:	Unified Improvement Planning Update
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:
The Unified Improvement Plan (UIP) is a required process for schools and districts to address the areas of academic achievement, academic growth and post-secondary readiness as indicated in the District and School Performance Frameworks. All districts and schools must create and submit UIPs to the Colorado Department of Education (CDE) by April 15th annually. For schools identified as having Priority Improvement or Turn Around Plans, these plans must be review by the Board by January 15th.

RATIONALE:
Boards of Education must approve district and school-level UIPs each year as part of the accreditation process. Our cultural and strategic priorities and initiatives guide the improvement work of the schools in each zone. UIPs include major improvement strategies and action steps aligned with identified areas of improvement. The UIP process also fulfills state-level compliance requirements related to the READ Act, Gifted and Talented programming and Title I, II, III and IV funding allocation reporting.

RELEVANT DATA AND EXPECTED OUTCOMES:
Each year, Boards of Education are required to approve the district and each school's UIP prior to CDE's public posting.

INNOVATION AND INTELLIGENT RISK:
Approving the UIP for District 49 and each school, supports the Colorado school accreditation process. The District Accountability Advisory Committee provides input into the development and recommends approval of the district UIP to the Board, and each school's School Accountability Advisory Committee reviews and recommends each school's plan to the Board.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	**Inner Ring—**How we treat each other	UIPs include strategies for supporting a culture of care with students and families.
	Outer Ring—How we treat our work	UIPs include purposeful and innovative actions to improve student achievement.
Strategy	**Rock #1**—Establish enduring trust throughout our community	The UIP process provides a template to prioritize resources aligned with improvement efforts.
	Rock #2—Research, design and implement programs for intentional community participation	The DAAC and SAACs serve to provide community input into improvement process planning.
	Rock #3— Grow a robust portfolio of distinct and exceptional schools	Leaders have autonomy to develop improvement strategies aligned with district strategic priorities and zone / school needs.
	Rock #4— Build firm foundations of knowledge, skills and experience so all learners can thrive	UIPs include strategies to build firm foundations in literacy and math.

Rock #5— Customize our educational systems to launch each student toward success	UIPs include strategies to meet individual student needs and develop individualized Pathways to support student success beyond high school.

BUDGET IMPACT: N/A

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: N/A

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: October 12, 2018

School Improvement Action Planning Update
Board of Education Work Session
October 24, 2018

Presented by:

Amber Whetstine, Executive Director of Learning Services

Culture and Strategy of Continuous Improvement

Innovation Phase

Learn
investigation

- Examine status quo
- Data review / analysis
- Research best practices
- Conduct site visits
- Select an approach
- Pursue professional learning

Work
preparation

- Identify pilot opportunities
- Develop action plans
- Design measurement strategies
- Commit resources
- Train leaders
- Evangelize the vision

Lead
evaluation

- Initiate implementation
- Commence monitoring
- Measure fidelity
- Evaluate outcomes
- End or extend the innovation or commit to transformation



Transformation Phase

Learn
reflection

- Review performance data
- Capture customer voices
- Generate progress reports
- Affirm bright spots
- Recognize effective strategies
- Validate efficient practices

Work
integration

- Plan to expand the innovation
- Replicate successful processes
- Refine process tools
- Script and model best practices
- Train additional leaders
- Implement innovation at scale

Lead
consolidation

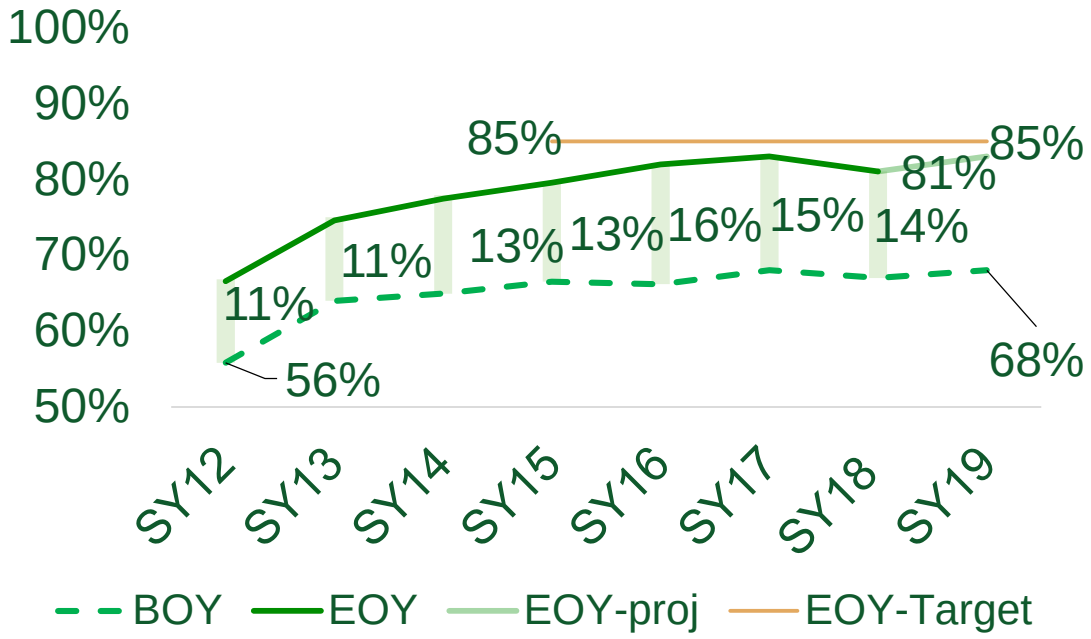
- Verify and validate results
- Celebrate innovation
- Embed transformation
- Report progress to community
- Present results externally
- Project future improvements
- Launch new cycle

Performance Targets 17-18

- Increase the percentage of students scoring at benchmark on DIBELS Next from BOY to EOY by 18% points from 67% to 85% (by May 2018).
- Increase achievement percentile rank in ELA and math at the elementary and middle school levels by 5 points (by September 2018).
- Increase median growth percentiles in ELA and math at the elementary and high school levels to at least the 50th percentile (by September 2018).
- Increase college readiness average scale scores on SAT for general education campus high schools to at least 509.2 in evidenced-based reading and writing and 491.7 in math to meet or exceed state accountability expectations (by September 2018).

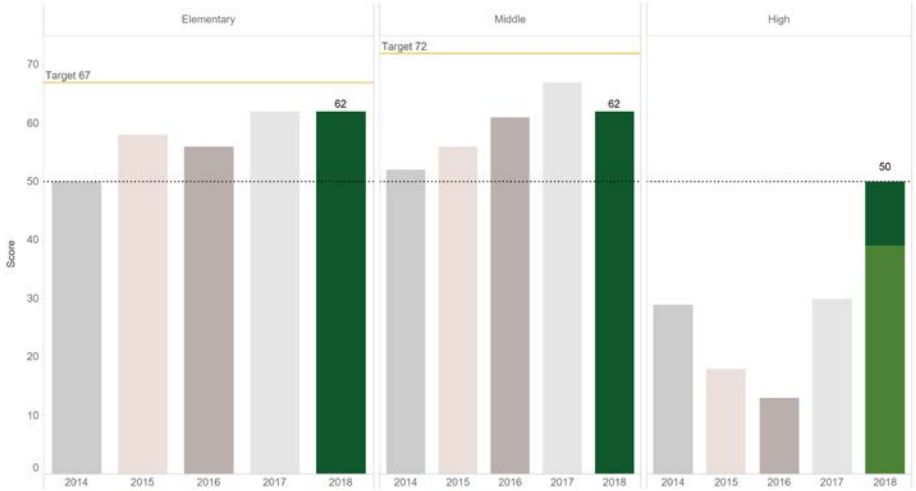
Literacy Results

Increase the percentage of students scoring at benchmark on DIBELS Next by 18 percentage points from beginning of year to end of year

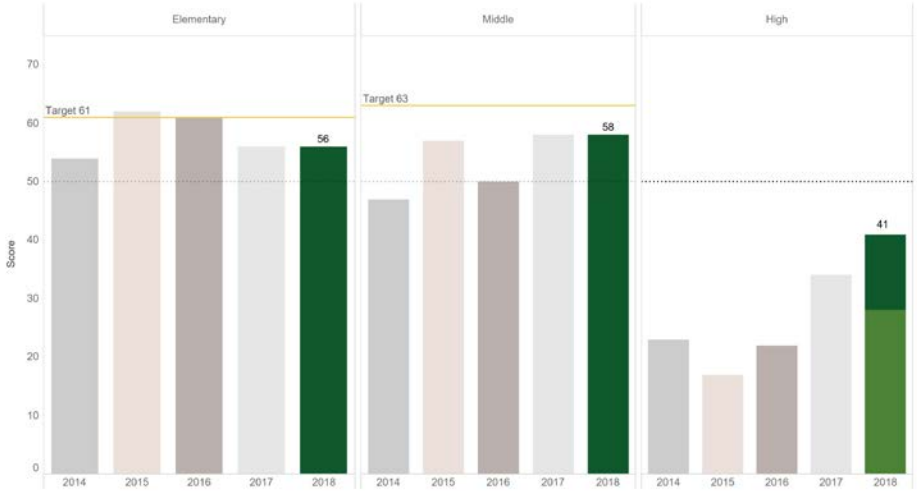


Percentile Rank Results

ELA

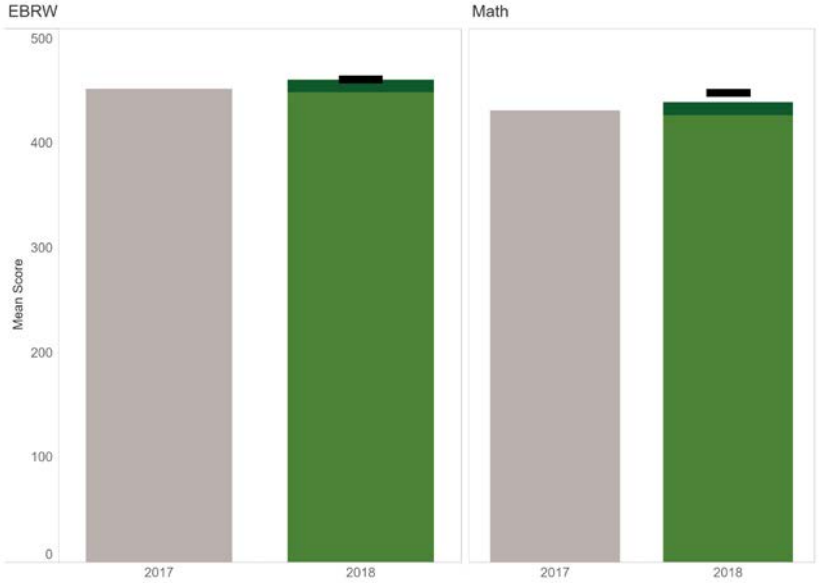


Math

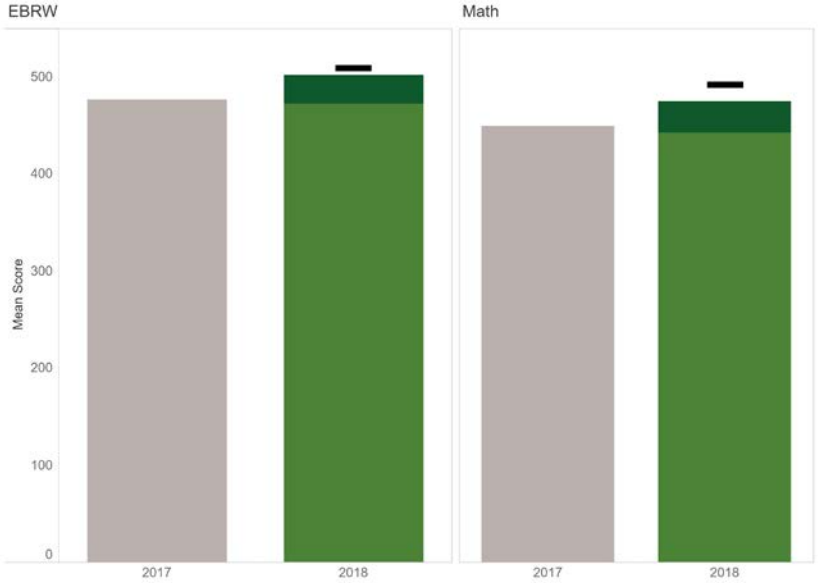


College Readiness Results

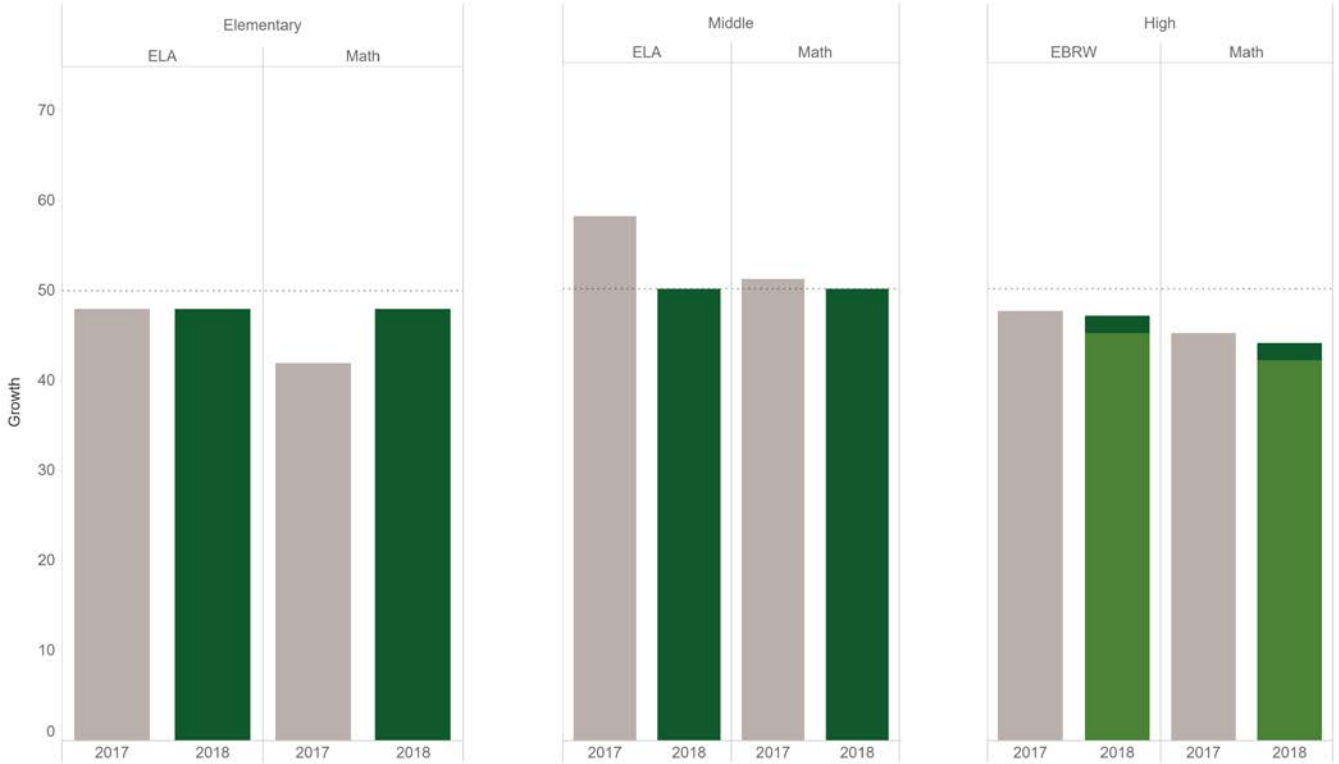
PSAT



SAT



Growth Results



Major Improvement Strategy
Firm Foundations



- Commit to an intentional focus on building **firm foundations** through Primary Literacy Proficiency in grades K-3 with a goal of ensuring all students are proficient in reading by the end of 3rd grade.

- Initiate a focus on Primary Mathematics Proficiency to ensure students have **firm foundations** in math before entering middle school and high school.

Major Improvement Strategy
Every Student



- Ensure **every student** is career or college ready by implementing individualized pathways at the secondary-level.

- Effectively plan for and deliver core instruction and provide necessary supports and intervention to address achievement and growth gaps to meet the individual needs of **every student**.

Major Improvement Strategy
High Quality Teachers and Leaders



- Raise student achievement by improving teacher and principal quality as a result of increasing the effectiveness of teachers and principals through **recruitment** and **retention** actions and high-quality, job-embedded, **professional development**.

Cascade

Vision, mission, and values with strategic action planning at the school, zone, and department levels are not consistently aligned with Board of Education level cultural and strategic priorities.

~RMPEx feedback December 2016

District 49 demonstrates an effective, integrated approach to developing the strategic plan and deploying it throughout the organization. The approach begins at the annual planning retreat, and **aligns the key work processes to the vision, mission and values, as well as the strategic objectives**. Action plans are aligned to strategy through Cascade, driving a focus on action.

~RMPEx feedback December 2017

Next Steps

- Zone Performance Reports
- Priority Improvement Plans
- School and District Accountability Advisory Committees
- Board Approval and Submission to CDE

Discussion / Questions

COLORADO
Department of Education

Mandatory
FORM # SPS-135
EDAC APPROVED
Approved 6/11/2018 for 2018-2019

Colorado's Unified Improvement Plan for Districts

FALCON 49 DISTRICT UIP 2018-19 | **District:** DISTRICT 49 | **Org ID:** 1110 | **Framework:** Pending | **Draft UIP**

Table of Contents

Executive Summary

Improvement Plan Information

Narrative on Data Analysis and Root Cause Identification

Action Plans

Addenda

Executive Summary

If we...

FIRM FOUNDATIONS

Description:

Commit to an intentional focus on building firm foundations through Primary Literacy Proficiency in grades K-3 with a goal of ensuring all students are proficient in reading by the end of 3rd grade. Initiate a focus on Primary Mathematics Proficiency to ensure students have a firm foundation in math before entering middle school and high school.



EVERY STUDENT

Description:

Ensure all students are career / college ready by implementing individualized pathways for students. Effectively plan for, and deliver instruction and provide intervention to address achievement and growth gaps to meet the individual needs of every student.



HIGHLY-QUALITY TEACHERS AND LEADERS

Description:

Raise student achievement by improving teacher and principal quality as a result of increasing the effectiveness of teachers and principals through research-based recruitment and retention actions and high-quality, job- embedded, professional development, as determined by the comprehensive needs assessment



Then we will address...

FIRM FOUNDATIONS

Description:

Leaders and teachers have not consistently ensured that instruction is aligned to grade-level Colorado Academic Standards (CAS) with an appropriate level of rigor, depth of knowledge, application and intervention support needed to ensure students master appropriate concepts and skills in reading and math.



EVERY STUDENT

Description:

Leaders and teachers need the knowledge, training, resources and assessments to effectively plan for, and deliver instruction and provide intervention to address achievement and growth gaps to meet the individual needs of every student.



PROFESSIONAL DEVELOPMENT

Description:

Teachers and leaders need on-going professional development to enhance instructional delivery to meet the needs of every student.



DATA-DRIVEN DECISION MAKING

Description:

Leaders and teachers need continuous support and training on how to use data to increase student achievement and growth.

Then we will change current trends for students

MATH PROFICIENCY

Description:

The district is underperforming in math achievement and growth.

READING PROFICIENCY

Description:

Although we are making progress in primary literacy achievement, at end of year 2018, 19% of students district-wide were scoring below benchmark on the DIBELS Next Assessment. This is a slightly higher than the previous end-of-year result of 17% below benchmark. At the third grade level, 84% of students were on benchmark at end-of year (16% below benchmark).

COLLEGE READINESS

Description:

Comprehensive High Schools are underperforming on college readiness exams. D49 schools rank below state averages for SAT achievement and growth.

Access the District Performance Framework here:http://www.cde.state.co.us/schoolview/performance

Improvement Plan Information

Additional Information about the district

District 49 is located in the North Eastern region of El Paso County encompassing portions of Colorado Springs, Falcon and Peyton Colorado. District schools include 20 district operated schools and 7 authorized charter schools, which combined serve approximately 22,000 students. District 49 is proud to offer a portfolio of exceptional schools and programs which include the International Baccalaureate Program, STEM, Core Knowledge and virtual, blended, alternative education and early college options. District 49 continues to work toward leading the way in offering innovative educational programs to meet the needs of every student. District 49 adopted GOAL Academy a large state-wide charter school serving a predominantly high-risk population of students, in July 2013. Our achievement and growth scores were impacted at the high school level with the addition of approximately 4,000 GOAL Academy students. However, our accreditation rating as indicated by our District Performance Framework continues to remain stable. Our strategic plan includes a vision for our District to be the "Best Choice," while our mission to Learn, Work and Lead is carried out through five strategic priorities:
1) Ensure District 49 is a trustworthy recipient of taxpayer investment 2) Research, design and implement programs for intentional community participation 3) Grow a robust portfolio of distinct and exceptional schools 4) Build a firm foundation of academic knowledge and skills that ensure a successful progression through school and beyond 5) Customize our educational systems to launch each student toward success. Our cultural priorities include 1) creating systems that promote a Community of Care 2) Systematically Equipping and Encouraging our staff
In fall 2015, District leaders submitted a PEAK award application to Rocky Mountain Performance Excellence (RMPEx) and received a "Foothills Award" for district processes which support our vision and mission, "Best Choice to Learn, Work and Lead." RMPEx also provided a feedback report which will drove further planning and improvement efforts in our quest toward excellence. D49 submitted its second annual application in September 2016 which resulted in recognition as a "Timberline Award" recipient. Our third annual self-study was submitted to RMPEX in August 2017 and a site visit was conducted in November 2017 resulting in D49's recognition as "Peak" award winner, the prestigious award within the RMPEx organization.

Improvement Plan Information

The school/district is submitting this improvement plan to satisfy requirements for (check all that apply):

- [x] State Accreditation
- [x] Title IA
- [x] Title IIA
- [x] Title III
- [x] Gifted Education

School Contact Information

Name: Amber Whetstine
Title: Executive Director of Learning Services
Mailing Street: 10850 East Woodmen Road
Mailing City / State/ Zip Code: Falcon CO 80831
Phone:(719) 494-8951
Email: awhetstine@d49.org

Narrative on Data Analysis and Root Cause Identification

Description of district Setting and Process for Data Analysis

District Overview

District 49 is located in the North Eastern region of El Paso County encompassing portions of Colorado Springs, Falcon and Peyton Colorado. District schools include 20 district operated schools and 7 authorized charter schools, which combined serve approximately 22,000 students. District 49 is proud to offer a portfolio of exceptional schools and programs which include the International Baccalaureate Program, STEM, Core Knowledge and virtual, blended, alternative education and early college options. District 49 continues to work toward leading the way in offering innovative educational programs to meet the needs of every student. District 49 adopted GOAL Academy a large state-wide charter school serving a predominantly high-risk population of students, in July 2013. Our achievement and growth scores were impacted at the high school level with the addition of approximately 4,000 GOAL Academy students. However, our accreditation rating as indicated by our District Performance Framework continues to remain stable. Our strategic plan includes a vision for our District to be the "Best Choice," while our mission to Learn, Work and Lead is carried out through five strategic priorities:

1) Ensure District 49 is a trustworthy recipient of taxpayer investment 2) Research, design and implement programs for intentional community participation 3) Grow a robust portfolio of distinct and exceptional schools 4) Build a firm foundation of academic knowledge and skills that ensure a successful progression through school and beyond 5) Customize our educational systems to launch each student toward success. Our cultural priorities include 1) creating systems that promote a Community of Care 2) Systematically Equipping and Encouraging our staff

In fall 2015, District leaders submitted a PEAK award application to Rocky Mountain Performance Excellence (RMPEx) and received a "Foothills Award" for district processes which support our vision and mission, "Best Choice to Learn, Work and Lead." RMPEx also provided a feedback report which will drove further planning and improvement efforts in our quest toward excellence. D49 submitted its second annual application in September 2016 which resulted in recognition as a "Timberline Award" recipient. Our third annual self-study was submitted to RMPEX in August 2017 and a site visit was conducted in November 2017 resulting in D49's recognition as "Peak" award winner, the prestigious award within the RMPEx organization.

Process and Stakeholder Involvement

The District 49 improvement planning committee consists of members representing various schools, departments and stakeholders. Student achievement data including the District Performance Frameworks and school-level performance data are shared with the District Accountability Advisory Committee (DAAC) and a sub-committee of the DAAC meets regularly to review the UIP and discuss improvement strategies. Other stakeholders who provide input into the development of the UIP strategies and actions include: The Chief Education Officer, Executive Director of Learning Services, Executive Director of Individualized Education, Zone Superintendents, Coordinator of Academic Performance, Coordinator of Literacy Performance , Data Analysts, Director of Special Education, Coordinator of English Language Development, and Coordinator of Gifted and Talented Education, Director of Concurrent Enrollment, and Director of Career and Technical Education and Coordinator of Title Programs. These leaders represent the Education Office, and all district schools and charter schools. Upon completion of the District UIP, the Executive Director of Learning Services presents the UIP to the Board of Education prior to final submission to the Colorado Department of Education and public stakeholders.

Prior Year Targets

Consider the previous year's progress toward the district targets. Identify the overall magnitude of the district performance challenges.

PERFORMANCE INDICATOR: ACADEMIC ACHIEVEMENT (STATUS)	
Prior Year Target:	Increase the percentage of students scoring at benchmark on DIBELS Next by 18 percentage points from 67% at beginning of year to 85% at end of year. Reduce the number of students well below benchmark by 18% points from 33% at the beginning of the year to 15% at the end of year.
Performance:	Goal Partially Met: Overall, students increased from 67% at benchmark at BOY to 81% at benchmark at EOY in 2017-2018. Kindergarten (51% to 89%) 1st Grade (69%-79%) 2nd Grade (75% to 79%) 3rd Grade (75% to 84%) A reduction in students scoring well-below benchmark was observed: (K- 27% to 3%) (1st-16% to 11%) (2nd-16% to 12%) (3rd-17% to 10%)
Prior Year Target:	Increase percentile rank in math by 5 points from 56 to 61 at the elementary level and 58 to 63 at the middle school level.
Performance:	Goal Not Met: Percentile results for math indicate a rank at the 56th percentile at the elementary level and the 58th percentile at the middle school level.
Prior Year Target:	Increase percentile rank in ELA at the elementary level from 62 to 67 and from 67 to 72 in middle school.
Performance:	Goal Not Met: At the elementary and middle school levels, this goal was not met for ELA. Results showed both elementary and middle school percentile ranks for ELA at the 62nd percentile.

PERFORMANCE INDICATOR: ACADEMIC GROWTH	
Prior Year Target:	Increase growth in reading at the elementary level and EBRW at the high school level to at least a median growth percentile of 50.
Performance:	Goal Not Met: Results indicate a MGP of 48 in ELA at the elementary level and 47 for EBRW at the high school level. Middle school results indicate a MGP of 50 in ELA.

Prior Year Target:	Increase growth in math at the elementary and high school levels to at least a median growth percentile of 50.
Performance:	Goal Not Met: Results indicate the a MGP of 48 in math at the elementary level and 44 at the high school level in math. Middle school results indicate a MGP of 50.

PERFORMANCE INDICATOR: POSTSECONDARY & WORKFORCE READINESS

Prior Year Target:	Increase college readiness scores on SAT for General Education Campus High Schools to at least 509.2 on EBRW and 491.7 on math to meet and exceed state expectations for accountability.
Performance:	Goal Not Met: Results indicate a mean scale score of 502.6 in EBRW and 474.9 in math as measured by the 11th grade SAT.

Trend Analysis



Trend Direction: Increasing then stable
Notable Trend: Yes
Performance Indicator Target: Academic Achievement (Status)

At the elementary level, we are making progress in assuring all students have knowledge and skills in literacy. Our percentile rank in English Language Arts increased by 4 points since 2015 from 58 to 62, in 2017 and maintained the 62nd percentile rank in 2018.



Trend Direction: Decreasing then stable
Notable Trend: Yes
Performance Indicator Target: Academic Achievement (Status)

Over the past four years, our percentile rank in elementary math decreased from 62 in 2015 to 56 in 2017 and remained at the 56th percentile rank in 2018.



Trend Direction: Increasing then decreasing
Notable Trend: Yes
Performance Indicator Target: Academic Achievement (Status)

Middle school achievement improved English Language Arts with a percentile rank increase observed from 56 in 2015 to 67 in 2017. A notable decrease was observed in 2018 with a percentile rank of 62.



Trend Direction: Stable
Notable Trend: Yes
Performance Indicator Target: Academic Achievement (Status)

Middle school math achievement indicates stable achievement with a percentile rank of 56 in 2015 to 61 in 2016, a decrease in 2017 back to 56 and then back up to 58 in 2018.



Trend Direction: Stable
Notable Trend: Yes
Performance Indicator Target: Academic Growth

Academic growth in ELA at the elementary level is stable, slightly below state expectations at a 48 median growth percentile for the past three years.



Trend Direction: Decreasing then increasing
Notable Trend: Yes
Performance Indicator Target: Academic Growth

The median growth percentiles in math declined from 2015 to 2016 at the elementary level from 56 to 42, with a recovery to the 56th percentile rank in 2018. This may be attributed to a renewed focus on math foundations.



Trend Direction: Increasing then stable
Notable Trend: Yes
Performance Indicator Target: Academic Growth

The median growth percentile has remained relatively stable in middle school math from 47 in 2016 to 51 in 2017 to 50 in 2018.

Root Causes



Priority Performance Challenge: Math Proficiency
The district is underperforming in math achievement and growth.

Root Cause: Firm Foundations

Leaders and teachers have not consistently ensured that instruction is aligned to grade-level Colorado Academic Standards (CAS) with an appropriate level of rigor, depth of knowledge, application and intervention support needed to ensure students master appropriate concepts and skills in reading and math.

Root Cause: Every Student

Leaders and teachers need the knowledge, training, resources and assessments to effectively plan for, and deliver instruction and provide intervention to address achievement and growth gaps to meet the individual needs of every student.

Root Cause: Professional Development

Teachers and leaders need on-going professional development to enhance instructional delivery to meet the needs of every student.

Root Cause: Data-Driven Decision Making

Leaders and teachers need continuous support and training on how to use data to increase student achievement and growth.

Priority Performance Challenge: Reading Proficiency

Although we are making progress in primary literacy achievement, at end of year 2018, 19% of students district-wide were scoring below benchmark on the DIBELS Next Assessment. This is a slightly higher than the previous end-of-year result of 17% below benchmark. At the third grade level, 84% of students were on benchmark at end-of year (16% below benchmark).

Root Cause: Firm Foundations

Leaders and teachers have not consistently ensured that instruction is aligned to grade-level Colorado Academic Standards (CAS) with an appropriate level of rigor, depth of knowledge, application and intervention support needed to ensure students master appropriate concepts and skills in reading and math.

Root Cause: Every Student

Leaders and teachers need the knowledge, training, resources and assessments to effectively plan for, and deliver instruction and provide intervention to address achievement and growth gaps to meet the individual needs of every student.

Root Cause: Professional Development

Teachers and leaders need on-going professional development to enhance instructional delivery to meet the needs of every student.

Root Cause: Data-Driven Decision Making

Leaders and teachers need continuous support and training on how to use data to increase student achievement and growth.

Priority Performance Challenge: College Readiness

Comprehensive High Schools are underperforming on college readiness exams. D49 schools rank below state averages for SAT achievement and growth.

Root Cause: Firm Foundations

Leaders and teachers have not consistently ensured that instruction is aligned to grade-level Colorado Academic Standards (CAS) with an appropriate level of rigor, depth of knowledge, application and intervention support needed to ensure students master appropriate concepts and skills in reading and math.

Root Cause: Every Student

Leaders and teachers need the knowledge, training, resources and assessments to effectively plan for, and deliver instruction and provide intervention to address achievement and growth gaps to meet the individual needs of every student.

Root Cause: Professional Development

Teachers and leaders need on-going professional development to enhance instructional delivery to meet the needs of every student.

Root Cause: Data-Driven Decision Making

Leaders and teachers need continuous support and training on how to use data to increase student achievement and growth.

Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:

Reading Proficiency

Ensuring students have the foundational literacy skills mastered in early grades supports their academic success in all content areas as they progress through the grade-levels. Research indicates that students who do not read by third grade have significantly more difficulties throughout their school career and life.

Math Proficiency

Identifying "pathways" to mathematical success supports building firm foundations in numeracy and problem solving leading to higher levels of mathematical rigor.

College Readiness

High School scores on college readiness exams have historically been below the state average. The PSAT and SAT are indicators of student readiness for college. In support of our strategic priority to Launch Every Student Toward Success, it is essential that our students perform well on college readiness exams.

Provide a rationale for how these Root Causes were selected and verified:

Root Cause Identification and Verification: After careful analysis by the District Unified Improvement Planning Committee of a variety of data sources (DPF, SPF, CMAS, SAT, PSAT, Graduation Rates, College Remediation and Drop-out Rates, and local data sources (DIBELS Next and DIBELS Math) we identified and verified the following root causes:

1) Leaders and teachers have not yet consistently ensured that instruction is aligned to grade-level Colorado Academic Standards (CAS) with an appropriate level of rigor, depth of knowledge and application.
2) Leaders and teachers continue to need training, resources and assessments to effectively differentiate instruction and provide intervention to address achievement and growth gaps.
3) Leaders and teachers need continued support in understanding how to use data to increase student achievement and growth.
4) Continued professional development needs to be delivered, reviewed and implemented by instructional leaders on a consistent basis.

During the 18-19 school-year, these root causes were again examined and verified by the District Performance Framework, with input from the principals, Zone Superintendents, the Math Foundations Team and reviewed by the District Accountability Advisory Committee (DAAC), UIP sub-committee and Board of Education.

Action Plans

Planning Form

Firm Foundations

What would success look like: Commit to an intentional focus on building firm foundations through Primary Literacy Proficiency in grades K-3 with a goal of ensuring all students are proficient in reading by the end of 3rd grade. Initiate a focus on Primary Mathematics Proficiency to ensure students have a firm foundation in math before entering middle school and high school.

Associated Root Causes:

Firm Foundations:

Leaders and teachers have not consistently ensured that instruction is aligned to grade-level Colorado Academic Standards (CAS) with an appropriate level of rigor, depth of knowledge, application and intervention support needed to ensure students master appropriate concepts and skills in reading and math.

Every Student:
Leaders and teachers need the knowledge, training, resources and assessments to effectively plan for, and deliver instruction and provide intervention to address achievement and growth gaps to meet the individual needs of every student.

Professional Development:
Teachers and leaders need on-going professional development to enhance instructional delivery to meet the needs of every student.

Data-Driven Decision Making:
Leaders and teachers need continuous support and training on how to use data to increase student achievement and growth.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Effective Math Teachers Initative	Provide tuition assistance to supplement cost for teachers to become highly competent in math teaching strategies. Participating elementary teachers will attend university classes to increase knowledge and skills in teaching mathematics. Priority will be at principal recommendation. Recipients will sign a contract with the district to provide professional development in math and serve as a math leader at their school, by mentoring peers.	06/01/2018 07/31/2019	Title II A	Coordinator of Academic Performance	In Progress

	Purchase textbooks for teachers participating in the University of Colorado math certificate program (up to 100.00 per book) Title II A.			
DIBELS Institute	Send teachers and leaders to DIBELS Super Institute to learn strategies for assessing student skills in early literacy and math. July 2018 and 2019	07/01/2018 07/31/2019	Title IIA	Coordinator of Literacy Performance
Extend Math Leadership Team Initiative	Continue implementation of a Math Leadership Team to build skills with teacher leaders in the area of math instruction and leadership. Teacher leaders will attend training and mentoring sessions throughout the school year in an effort to build capacity with math leadership.	08/01/2018 05/31/2019	Title II A	Coordinator of Academic Performance
Math Mindset Training	Bring in trainer to provide district leaders, principals, and instructional coaches with training on math mindset.	09/01/2018 09/30/2018	Title IIA	Coordinator of Academic Performance
Google Math Apps Conference	Host "Teaching Math with Google Apps" Conference for district teachers and leaders. This conference provides strategies for educators in grades 4-12 on improving math instruction with Google. Keynote Alice Keeler.	09/08/2018 09/08/2018	Title II A	Education Technology Specialist (Classroom Instruction)
myOn	Provide teachers and leaders with myOn training to leverage the use of our digital library and its tools with students.	12/22/2018 02/15/2019	Title II A	Coordinator of Literacy Performance
Leadership	Institute a Leadership Summit to engage teachers and leaders in best-practices in literacy and math instruction.	02/01/2019 03/22/2019	Title II A	Coordinator of Literacy Performance

Summit				
Plain Talk Conference	Send Coordinator of Literacy Performance to Plain Talk Conference along with school principals and instructional coaches to support increased student achievement in literacy.	02/01/2019 02/22/2019	Title II A	Coordinator of Literacy Performance
National Council for Supervisors of Math Conference	Send leaders to National Council for Supervisors of Math Annual Conference in San Diego. Send five leaders on the district Math Foundations initiative steering committee in spring 2019 to bring back best-practices for supervising math instruction.	03/01/2019 03/30/2019	Title II A	Coordinator of Academic Performance

Every Student

What would success look like: Ensure all students are career / college ready by implementing individualized pathways for students. Effectively plan for, and deliver instruction and provide intervention to address achievement and growth gaps to meet the individual needs of every student.

Associated Root Causes:

Every Student:
Leaders and teachers need the knowledge, training, resources and assessments to effectively plan for, and deliver instruction and provide intervention to address achievement and growth gaps to meet the individual needs of every student.

Professional Development:
Teachers and leaders need on-going professional development to enhance instructional delivery to meet the needs of every student.

Data-Driven Decision Making:
Leaders and teachers need continuous support and training on how to use data to increase student achievement and growth.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Community Liaisons	Hire a Teacher on Special Assignment to support Title I schools with planning for best-practices in family engagement. The Family Community Liaison TOSA will provide professional development to school-based family liaisons on developing and sustaining positive relationships, academic supports at home and McKinney Vento. Provide Family Community Liaisons in each Title I school to provide outreach to families, academic supports and plan engagement events. Provide on-going professional development to Family Community Liaisons (i.e. conferences and job-embedded) to support family engagement in Title I schools.	07/01/2018 06/28/2019	Title I A	Coordinator of Title Programs	
Purchase College Text Books	Purchase college-level text books for low income students participating in college-level coursework.	08/01/2018 05/31/2019	Title IV	Director of Concurrent Enrollment	
Provide Substitutes	Provide substitutes for English Language Development Teachers to attend Professional Learning Communities once per quarter to share best practices in formative assessment and developing instruction to meet the needs of English Learners and to conduct peer observations to observe best practices.	08/01/2018 05/24/2019	Title III	Coordinator of English Language Development	
Provide	Provide language interpreters for families of English learners for parent conferences, parent events, and meetings. Provide translated documents in native language.	08/01/2018 06/28/2019	Title IA and Title III	Coordinator of English Language Development	

Interpreters				
 Purchase Supplemental Instructional Resources	Purchase supplemental instructional resources to meet the needs of English learners pre-K through 12th grade.	08/01/2018 05/24/2019	Title III	Coordinator of English Language Development
 Support for Migrant Students	Purchase iPads for students to assist with language development needs.	08/01/2018 01/25/2019	Title III	Coordinator of English Language Development
 Social Worker	Hire a .5 FTE social worker to support safe and healthy schools district-wide with a focus on community partnerships, violence prevention, drop-out and truancy prevention, reducing exclusionary discipline and supporting school-based mental health initiatives.	08/01/2018 05/31/2019	Title IV	Executive Director of Individualized Education
 Test Fee Reimbursement	Reimburse low-income families for student accelerated and advanced placement exam fees (ie. IB and AP).	09/01/2018 06/28/2019	Title IV	Coordinator of Title Programs
 English Learner Family Supports	Provide English Language Development classes to parents of English language learners. These classes will be open to the entire district and community at the Creekside Success Center 1.5 hours twice per week. Hold quarterly family engagement meetings with families of English learners to share information about family engagement and educational strategies.	09/03/2018 05/24/2019	Title III	Coordinator of English Language Development

Training for English Language Development Teachers	Provide training for English Language Development Teachers and Para Professionals on strategies for teaching English Learners (i.e. Professional Learning Communities, and Language Rich Classrooms, WIDA Conference, CCIRA Conference, Teaching Learning Coaching Conference).	10/08/2018 03/22/2019	Title III	Coordinator of English Language Development
Get A Life	Launch "Get A Life Expo," for students in grades 6-10, and their parents to explore career options after high school and post-secondary study pathways.	10/11/2018 10/11/2018	Local	Director of Career and Technical Education Work Place Learning Manager
You Science	Purchase subscription for You Science middle school career and college interest surveys for all middle school students.	10/15/2018 12/01/2018	Title IV	Coordinator of Title Programs Director of Concurrent Enrollment
CTEA Rocky Mountain States Conference	Send district leaders and teachers to the 33rd Annual CTEA Rocky Mountain States Conference November 1-2 to support district intiatives in instructional technology integration, innovation, design and enginnering.	11/01/2018 11/03/2018	Title IV	Director of Career and Technical Education
Pathways Vision Planning	Hire consultant to facilitate Pathways Planning process at Falcon High School to identify a vision and mission for the school aligned with the zone and district priorities.	11/01/2018 02/15/2019	Title II A	Falcon High School Principal
	Present high school pathway options to district eighth graders to aide in planning for high school enrollment based on career and	11/16/2018 05/17/2019	Local	Zone Leaders, High School and Middle School

Pathways 2023	college pathway areas of interest.			Principals
Capstone Review	Institute a District Capstone Review Committee to review and vet school-implemented capstones to meet Colorado Graduation Requirements.	11/16/2018 06/28/2019	Local	Executive Director of Learning Services Coordinator of Academic Performance
Career Technical Vision Conference	Send four teachers and two administrators to the ACTE Career Technical Vision Conference in fall 2018, to receive training on technology and asset management, including hands-on workshops to strengthen academic, career and technical skills through the integration of CTE courses.	11/28/2018 12/01/2018	Title II A	Director of Career and Technical Education
Student Wellness	Send the District Health and Wellness Coordinator to the Society for Public Health Educator Conference to gain insights and knowledge to share with across the district with teachers and leaders regarding school health and nutrition education to improve student learning outcomes.	03/01/2019 03/30/2019	Title II A	Coordinator of Health and Wellness

Highly-Quality Teachers and Leaders

What would success look like: Raise student achievement by improving teacher and principal quality as a result of increasing the effectiveness of teachers and principals through research-based recruitment and retention actions and high-quality, job- embedded, professional development, as determined by the comprehensive needs assessment

Associated Root Causes:

Professional Development:
Teachers and leaders need on-going professional development to enhance instructional delivery to meet the needs of every student.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Provide release time for teachers	Provide substitutes for teachers to attend professional development (i.e. mentor training, instructional observations, instructional coaching, data-driven instruction, instructional technology, training in the areas of math and literacy instruction).	08/01/2017 05/17/2019	Title II A	Coordinator of Professional Learning	In Progress
Education Technology Training	Send teachers and leaders to conferences to learn best-practices for implementing education technology to improve student learning. Send district technology specialists to InnEdCO Conference (Innovation Education Colorado) to learn best practices in supporting teachers and leaders with integrating instructional technology. Send district technology specialists to the G-Suite Technical Retreat to learn best-practices in use of G-Suite for education. Send teachers and leaders to the Google Summit in July 2019. Participate in online-certificate training programs to support increased knowledge in Google and Schoology organizational management. Purchase technology supplies to support professional development in educational technology.	07/01/2018 06/28/2019	Title IV	Education Technology Specialists	
Professional Organizations	Pay fees for participation in professional development organizations (ie. CASE, AASA, ASCD, Learning Forward).	07/01/2018 06/28/2019	Title II A	Executive Director of Learning Services	
	Purchase books, supplies and technology to support professional	07/01/2018		Coordinator of	

Professional Development Supplies	learning activities.	06/07/2019	Title II A	Professional Learning	
Schoology Next and ISTE	Attend Education Technology Conferences to support teachers with the implementation of technology to improve student learning. Send Technology Coaches and Teacher Leaders to Schoology NEXT July 2018 and 2019 to support the use of our Learning Management System with teachers, leaders, parents and students. Send Technology Coaches and Teachers to the International Technology Standards Conference (ISTE) Summer 2018. Support teachers, support staff and leaders with registration costs for Google Summits.	07/17/2018 07/15/2019	Title II A	Education Technology Specialists	In Progress
Interpreters	Hire American Sign Language Interpreters for professional development events.	07/20/2018 06/28/2019	Title II A	Coordinator of Professional Learning	
CASE	Send leaders to Colorado Association of School Executives Conferences in July 2018 and February 2019.	07/23/2018 02/15/2019	Title II A	Executive Director of Learning Services	
Technology Coaches	Pay stipends to teachers to provide support, training and coaching on the use of instructional technology (i.e. Schoology Ambassadors and D49 #EdVenturers).	07/23/2018 05/24/2019	Title II A	Education Technology Specialists	
Model Classroom	Pay teachers to support with the filming and production of a model classroom virtual library showcasing best-teaching practices across the district.	08/01/2018 06/28/2019	Title II A	Coordinator of Professional Learning	
	Provide all district instructional coaches / lead mentors with				

Teacher Induction Program	monthly professional development focused on supporting new teachers. Coaches and mentors will receive training on coaching best practices, providing effective feedback, mentoring new teachers to ensure successful planning, relationships, instruction and classroom management.	08/13/2018 05/10/2019	Title II A	Coordinator of Professional Learning
Alternative Licensure	Pay fees for courses within alternative licensure and certification programs to certify hard-to fill positions.	09/01/2018 05/17/2019	Title II A	Executive Director of Individualized Education
National Board Certification	Pay course and exam fees for teachers pursuing National Board Certification.	09/01/2018 06/28/2019	Title II A	Coordinator of Professional Learning
Google Apps for Littles	Host Google Apps for Littles conference for district teachers and leaders. This conference provides strategies for pre-school through 3rd-grade teachers on using Google to improve instruction and engage learners at an early age.	09/08/2018 09/10/2018	Title II A	Education Technology Specialist (Classroom Instruction)
Recruiting	Send human resources team to events to recruit hard to fill positions (ie. math, science and special education). Purchase supplies for Human Resources staff for recruiting events.	10/01/2018 05/24/2019	Title II A	Director of Human Resources
Leadership Blue Print	Send new district and building leaders to Leadership Blueprint Training in an effort to retain high-quality instructional leaders.	11/01/2018 11/30/2018	Title II A	Coordinator of Professional Learning

Learning Forward	Send Professional learning team to Learning Forward Annual Conference to learn best-practices for creating and delivering effective professional development to teachers and leaders.	11/30/2018 12/08/2018	Title II A	Coordinator of Professional Learning
Modern Teacher	Send Coordinator of Professional Learning to to Modern Teacher National Conference to support Falcon Zone schools with implementation of digital convergence, personalized learning, and instructional design.	12/01/2018 02/16/2019	Title II A	Coordinator of Professional Learning

School Target Setting

Priority Performance Challenge : Math Proficiency

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL PERFORMANCE TARGETS

2018-2019: Increase percentile rank in math at the elementary and middle school levels by 5 points annually.

2019-2020: Increase percentile rank in math at the elementary and middle school levels by 5 points annually.

INTERIM MEASURES FOR 2018-2019: DIBELS Math Benchmark Assessments, Math Inventory Assessment, PSAT 8 / ACT Aspire, School-based Curriculum Measures

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

ANNUAL PERFORMANCE TARGETS

2018-2019: Increase Median Growth Percentile in math at the elementary and middle school levels to 55.

2019-2020: Increase Median Growth Percentile in math at the elementary and middle school levels to 55.

INTERIM MEASURES FOR 2018-2019: DIBELS Math Benchmark Assessments, Math Inventory Assessment, PSAT 8 / ACT Aspire, School-based Curriculum Measures

Priority Performance Challenge : Reading Proficiency

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: R

ANNUAL PERFORMANCE TARGETS	**2018-2019:** Increase the percentage of students scoring at benchmark on DIBELS Next from beginning of the year to end of year. Increase the percentage of students scoring at benchmark by 17 percentage points from 68% at the beginning of the year to 85% by end of the year (May 2019).
	2019-2020: Increase the percentage of students scoring at benchmark on DIBELS Next from beginning of the year to end of year.

INTERIM MEASURES FOR 2018-2019: DIBELS Next Benchmark Assessments and Progress Monitoring Assessments

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: R

ANNUAL PERFORMANCE TARGETS	**2018-2019:** Increase percentile rank in ELA at the elementary and middle school levels by 5 points annually.
	2019-2020: Increase percentile rank in ELA at the elementary and middle school levels by 5 points annually.

INTERIM MEASURES FOR 2018-2019: DIBELS Next Benchmark Assessments, Reading Inventory Assessment, PSAT 8 / ACT Aspire, School-based Curriculum Measures

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: R

ANNUAL PERFORMANCE TARGETS	**2018-2019:** Increase Median Growth Percentile in reading at the elementary and middle school levels to 55.
	2019-2020: Increase Median Growth Percentile in reading at the elementary and middle school levels to 60.

INTERIM MEASURES FOR 2018-2019: DIBELS Next Benchmark Assessments, Reading Inventory Assessment, PSAT 8 / ACT Aspire, School-based Curriculum Measures



Priority Performance Challenge : College Readiness



PERFORMANCE INDICATOR: Postsecondary & Workforce Readiness

MEASURES / METRICS: SAT

ANNUAL PERFORMANCE TARGETS	**2018-2019:** Increase college readiness scores on SAT for Comprehensive High Schools to meet and exceed state expectations for accountability. Increase mean scale score for comprehensive high schools to at least 509.2 in EBRW and to at least 491.7 in math.
	2019-2020: Increase college readiness scores on SAT for Comprehensive High Schools to meet and exceed state expectations for accountability. Increase mean scale scores in reading and math by 10 points annually.

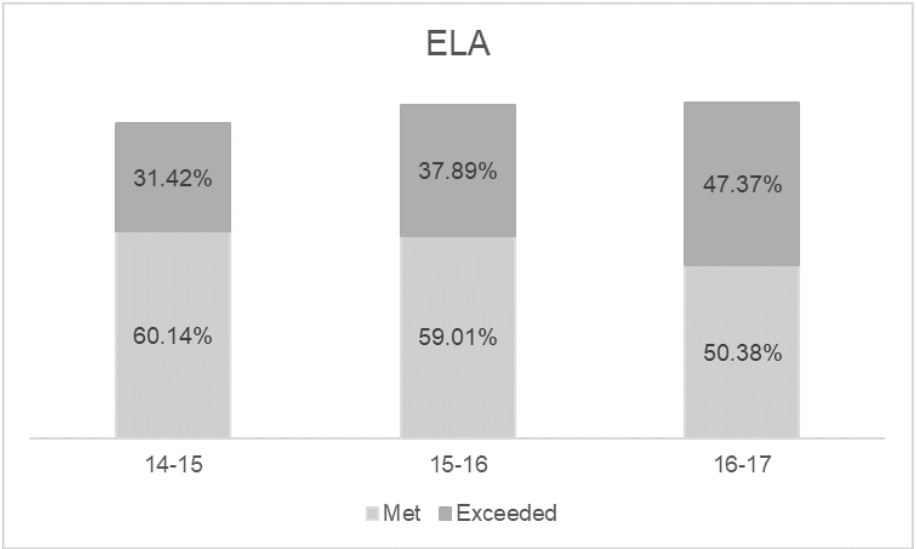
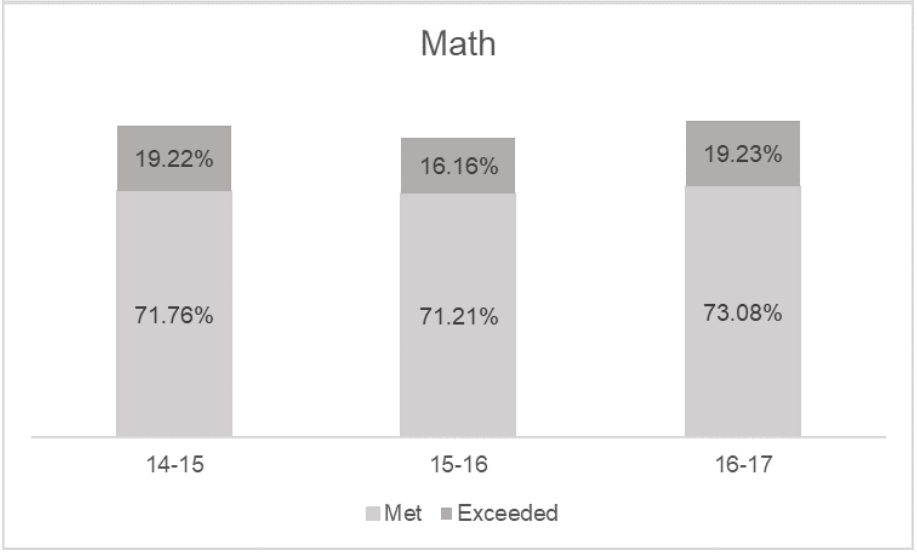
INTERIM MEASURES FOR 2018-2019: PSAT 8 / ACT Aspire, School-based Curriculum Measures

Addenda

DISTRICT 49

For Administrative Units with Gifted Education Programs

Administrative Units (AU) must complete this form to document Gifted Education program plan requirements for student performance. AUs responsible for multiple districts may collaborate with districts, this is especially true for AUs with member district that have small n-counts. Numbers can be aggregated to the AU level and common targets can be recorded, as appropriate, in district documents. As a part of the improvement planning process, districts are strongly encouraged to weave appropriate requirements into earlier sections of the UIP. This form provides a way to ensure all components of the program are met through assurances and by (1) describing the requirements in this addendum or by (2) listing the page numbers of where the gifted education elements are located in the UIP.

Description of Gifted Education Program Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
Record reflection on progress towards previous year's targets.	Section III: Data Narrative	  Last year's target was met as there was an increase in the percentage of students scoring "Exceeds"

		for both ELA and Math. In part, this may reflect a greater level of specificity in identification. The lower percentages in Math as compared to ELA as in line with district trends.
Disaggregate gifted student performance by sub-groups (e.g., grade ranges, minority, and FRED) to reveal strengths and/or gaps (disparities) in achievement and/or growth on state and/or district assessments.	Section III: Data Narrative	In the interests of student privacy, student groups of less than 16 cannot be reported on. We review this data locally, but have not identified any notable gaps that require addressing.
Provide a data analysis that includes trend statements, prioritized performance challenges and root causes that investigates the needs of selected student groups.	Section III: Data Narrative	The observed increases in students scoring "Exceeds", may be in part due to a greater level of specificity in identification. The lower percentages in Math as compared to ELA are in line with district trends. We believe that increased PD around identification and differentiation have led to better determination of giftedness and better instruction for these students.
Set targets for gifted students' performance that meet or exceed state expectations that facilitate gifted students' achievement and growth (e.g., move-up, keep-up) in their area(s) of strength.	Section IV: Target Setting Form	Achievement: Increase percentage of of students scoring "Exceeds" in their area(s) of gifted identification.
Describe gifted student performance targets in terms of either the district targets (convergence) or as a specific gifted student target/s (divergence) based upon performance challenges of gifted students.	Section IV: Target Setting Form	Targets sent for gifted students will represent a divergence from district targets/expectations in the area(s) of gifted identification. There is an expectation that a higher percentage of gifted students will score in the "Exceeds" level for their identified area(s) as compared to the general district population.
Describe the interim measures to monitor progress of individual student performance for the selected student sub-group or grade level range.	Section IV: Target Setting Form	Interim measures are determined at the school-level and will vary across the district. Some tools in use include ACT Aspire, DIBELS, DIBELS Math, SMI, STAR, SRI and other local assessments.

Identify major (differentiated) strategies to be implemented that support and address the identified performance challenges and will enable the AU to meet the performance targets.	Section IV: Action Plan	1. Create full GE program support D49's mission of being the best choice to learn, work, and lead, by addressing identification and family/community outreach. 2. Develop new and improved processes to support staff, communicate to stakeholders and increase academic achievement for gifted learners. 3. Implement a model of continuous improvement to monitor program effectiveness. 4. Improve leadership density by identifying staff members showing a high level of proficiency in key areas.
Describe steps and timeline for major improvement strategies and professional development that will have positive and long term impact to improve gifted student performance.	Section IV: Action Plan	1. Identification and outreach • 08/15/18-Staff Survey administered • 01/01/19-Staff survey administered • 03/01/19-Parent survey administered 2. Process creation/improvement • SY17-18 Review and Implement Identification procedures Ongoing 3. Implement Continuous Improvement • Beginning of each quarter-Monitor identifications (area of giftedness, ethnicity and overall) quarterly and publish results Ongoing • Each Semester-Audit of 20 randomly selected ALPs Ongoing 4. Leadership Density • 05/01/18-Identify gifted leadership team for future growth Ongoing • 09/01/18-Cohort of teachers seeking endorsement in Gifted will begin in cooperation with University of Northern Colorado 5. Specific Content Improvement • 06/18-Elementary training of gifted curriculum • SYs 17-18 and 18/19- Standards-based enrichment camps
Describe who has primary responsibility for		

implementing action steps for improvement of gifted student performance.	Section IV: Action Plan	Development and District-Level Implementation-Coordinator of Gifted Education, School-Level Implementation-Gifted Facilitators
Indicate how student achievement is reported to parents and students, especially when gifted students are above grade level instruction in one or more contents at a grade level.	Section IV: Action Plan	Data will be reported to parents via report cards, conferences and additional progress reports when appropriate (to be determined at the school-level).

BOARD OF EDUCATION ITEM 9
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF:	October 24, 2018
PREPARED BY:	Amy Matisek, Internal Communications Manager Paul Andersen, Director of Human Resources
TITLE OF AGENDA ITEM:	VoW Annual Survey Initial Rollout
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND OR RATIONALE

District 49 recently completed our VoW (Voice of the Workforce) Annual Survey. The district once again partnered with Korn Ferry Hay Group, a leading management consulting firm to administer the employee survey. One goal of the survey process was to obtain employee feedback that will enable us to increase the effectiveness of our organization. Results will help us continue our journey to make District 49 the best place to learn, work and lead.

RELEVANT DATA AND EXPECTED OUTCOMES:

The district witnessed excellent staff participation. A total of 85% of all employees completed the survey. This is a noticeable increase from last year's participation rate of 79%. The additional employee feedback will give us a better understanding of what the district is doing well and where we can improve.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

After reviewing the results, several key focus areas will be determined (strengths and opportunities).

Culture	**Inner Ring—**How we treat each other **Outer Ring—**How we treat our work	The results of the survey link to our cultural climate. Employees are the district's #1 resource. Learning about how they feel will help us reach district goals.
Strategy	**Rock #1**—Establish enduring trust throughout our community **Rock #2**—Research, design and implement programs for intentional community participation **Rock #3**— Grow a robust portfolio of distinct and exceptional schools **Rock #4**— Build firm foundations of knowledge, skills and experience so all learners can thrive **Rock #5**— Customize our educational systems to launch each student toward success	To build trust throughout the organization, the district is planning to communicate the results of the survey to all employees. First, district leaders will roll out the results to principals with a presentation of key, organization-wide points. Custom presentations will be provided to principals to share with their own teams that will include district-level data and school-specific information. Also, key results will be provided through the Peakview displays. Finally, leaders will be asked to develop action plans for their specific school/department. They will work with their teams to discuss, prioritize and keep momentum for improvement going.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: October 12, 2018

Voice of the Workforce
Annual Survey Results

District Rollout
Fall 2018

Agenda



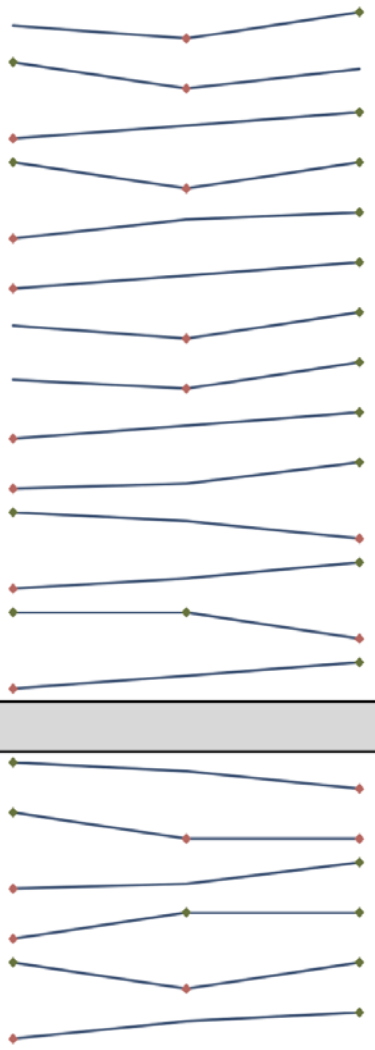
1. Why Is The VoW Essential To Our Vision?
2. What Do We *Learn* From VoW Results?
   - Strengths & OFI's: District And Local
3. How Will We *Work* To Address Our Results?
   - Action Plans For Culture And Strategy
4. How Will VoW Help *Lead* Us To The Peak?

1a. Why Is The VoW Essential To Our Vision?

- The VoW directs workforce insights to the board and senior leadership team.
- VoW insights set expectations for how D49 can be the best choice.
- Workforce insights have led to improvements in programs, communications and workplace conditions.

Trends by Dimension

	2016	2017	2018	1Y Δ	2Y Δ
Employee Engagement	68	67	69	2	1
Employee Enablement	70	66	69	3	-1
Authority and Empowerment	61	63	65	2	4
Clear and Promising Direction	71	69	71	2	0
Collaboration	63	68	70	2	7
Confidence in Leaders	55	56	57	1	2
Development Opportunities	67	66	68	2	1
Pay and Benefits	45	44	47	3	2
Performance Management	47	51	55	4	8
Quality and Customer Focus	66	68	76	8	10
Resources	72	71	69	-2	-3
Respect and Recognition	68	70	73	3	5
Training	59	59	58	-1	-1
Work, Structure, and Process	64	65	66	1	2
Custom Dimensions Below					
Effective Performance Review	76	75	73	-2	-3
Responsible Financial Decisions	52	47	47	0	-5
Everyone Treated Fairly	72	73	77	4	5
D49 is a Great Place to Learn	76	78	78	0	2
D49 is a Great Place to Work	75	74	75	1	0
D49 is a Great Place to Lead	63	65	66	1	3



1b. 2017 VoW Stoplight Report and Issue Status



2017 Strengths

- Encouraging Innovative Approaches to Work
- Capitalizing on Workforce Skills
- Cooperation & Teamwork
- Granting Respect & Authority
- Employee Benefits

2017 OFI's

- Pay and Performance
- Decisions Made at Lowest Level Appropriate
- Employee Training and Support
- Leadership Performance

2a. What Do We Learn From VoW Results?

- This is our third VoW Annual Survey.
- D49 participation grew from 79% to 85%.
- 1,518 respondents wrote more than 4,800 comments (an increase from 3,000 comments in 2017).
- Thank You to our D49 Team Members!

2b. What Do We Learn From VoW Results?

Strengths from the 2018 VoW Results

1. Employees feel respected.
2. Teamwork and cooperation in schools/depts.
3. Staff feel their job matches skills and offers opportunities.
4. Staff feel they have authority to get job done.
5. D49 is a good place to learn and work.

2c. What Do We Learn From VoW Results?

OFI's from the 2018 VoW Results

1. Compensation and link to performance.
2. Barriers to getting work done.
3. Training for new employees.
4. Decisions made at the lowest level possible.
5. Trust in senior leadership.

3. How Will We Work To Address Our D49 Results?

Action Planning for Peak Performance

- Senior leaders will propose action plans for improvements responsive to the VoW.
- The BOE will adopt and direct resources to approved plans.
- School and department teams will incorporate VoW insights into local plans.

4. How Will VoW Help Lead Us To The Peak?

VoW Results and Performance Plans

- We will analyze comments and report key themes and concerns.
- Amplify and monitor through upcoming VoW Monthly Surveys.

4. How Will VoW Help Lead Us To The Peak?

VoW Results and Performance Plans

- Report to workforce through internal newsletter and new peakview screens.
- Track progress at year-end and ask teams for examples of success.
- Include information in 2018 Self-Assessment.

BOARD OF EDUCATION ITEM 10
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF:	October 24, 2018
PREPARED BY:	Brett Ridgway, Chief Business Officer Ron Sprinz, Director of Finance
TITLE OF AGENDA ITEM:	Amended Budget/Enrollment Update
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND OR RATIONALE

Under current statute, Colorado school districts' program formula funding is largely based on the 'October Count' of full time equivalent students (sFTE). Like many districts, we try and monitor how enrollment is trending as compared to the adopted budget.

RELEVANT DATA AND EXPECTED OUTCOMES:

sFTE is the largest variable in determining program formula funding and since program formula funding accounts for 94% of our total general fund revenue budget, and since we are continuing to move toward a full student-based funding model, it is very appropriate to monitor sFTE early in the school year to determine what issues may come from fluctuations to the adopted budget in terms of sFTE by school. The actual October Count result will be the driving factor in compiling the amended budget, to be approved by the Board of Education prior to January 31, 2017. Estimates of how the October Count will unfold, and how that will affect each school and zone in turn, in terms of financial impacts, will be used in strategic decisioning throughout the course of the fall semester.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	**Inner Ring—**How we treat each other **Outer Ring—**How we treat our work	
Strategy	**Rock #1**—Establish enduring trust throughout our community **Rock #2**—Research, design and implement programs for intentional community participation **Rock #3**— Grow a robust portfolio of distinct and exceptional schools **Rock #4**— Build firm foundations of knowledge, skills and experience so all learners can thrive **Rock #5**— Customize our educational systems to launch each student toward success	*Presenting such information in an open and transparent manner validates the importance placed on community trust.* *Informed decision making and organizational agility are key strategies we continue to pursue.*

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only.

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: October 16, 2018

Amended Budget Overview - Oct

Budgeted sFTE	4,005.80	3,644.60	4,447.30	908.50		13,006.20
Projected Oct Count	3,984.50	3,653.92	4,461.86	894.50		12,994.78
Diff	(21.30)	9.32	14.56	(14.00)		(11.42)
Adopted Normalization Per Pupil	6,245.30	6,625.05	6,212.47	6,780.16	2,163.81	

	Falcon Zone	Sand Creek Zone	POWER Zone	iConnect Zone	Int Services Int Vendor	Total	
18/19 Adopted Budget	$ 25,017,442.25	$ 24,145,657.23	$ 27,628,717.83	$ 6,159,775.36	$ 28,142,945.62	$ 111,094,538.29	
October Count Volume Adj	$ (133,024.89)	$ 61,745.47	$ 90,453.56	$ (94,922.24)	$ (24,710.71)	$ (100,458.81)	
17/18 Carry Over						$ -	
Oth Revenue ADJ						$ -	
PPR Rate Variance							
DAGR ADJ			*(Projected Negative ADJ)*				
Amended Budget Target	$ 24,884,417.36	$ 24,207,402.70	$ 27,719,171.39	$ 6,064,853.12	$ 28,118,234.91	$ 110,994,079.48	
Difference vs. Adopted	$ (133,024.89)	$ 61,745.47	$ 90,453.56	$ (94,922.24)	$ (24,710.71)	$ (100,458.81)	
YTD Budget Variance - Oct						$ -	
Annualized Opportunity / (Risk)	$ -	$ -	$ -	$ -		$ -	
Net Potential Opportunity /(Task)	$ (133,024.89)	$ 61,745.47	$ 90,453.56	$ (94,922.24)	$ (24,710.71)	$ (100,458.81)	
Identified Amended Expense ADJ	$ -	$ -	$ -	$ -	$ -	$ -	
-Repositioning YR3 absorbtion						$ -	Full Year
-Health Care Benefit Changes						$ -	1/2 Year
Oth Exp ADJ						$ -	
Remaining Opportunity/ (Task)	$ (133,024.89)	$ 61,745.47	$ 90,453.56	$ (94,922.24)	$ (24,710.71)	$ (100,458.81)	

BOARD OF EDUCATION ITEM 11
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF:	October 24, 2018
PREPARED BY:	Brett Ridgway, Chief Business Officer Jodi Poulin, Accounting Group Manager
TITLE OF AGENDA ITEM:	Monthly Financial Update
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND OR RATIONALE

Report to the Board of Education the performance of actual revenues and expenditures versus budgeted revenues and expenditures in all funds with comparison to prior year. Reference the first attached spreadsheet: the first column is the list of each fund the District has. The 2016-2017 columns start with the approved budget for the entire year compared to revenues and expenditures through May. Percentages over 100% on a revenue line are good in that we received more revenue than was anticipated. If any of the expenditure lines were higher than the percentage of year concluded, that fund could be an area of possible concern depending upon why it was high. The 2016-2017 year-end fund balance columns are required by statute. This is showing you the budgeted and anticipated end-of-year fund balance. The 2015-2016 columns are the prior year's total budget and the actual through May 2016. These amounts are provided for comparison to the current year amounts.

RELEVANT DATA AND EXPECTED OUTCOMES:

This report is to keep the BOE informed of spending. It is required quarterly by law, however, it is being provided monthly in D49 in keeping with the Board's goal of financial transparency and fiscal responsibility. It is expected that the monitoring of expenditures will result in keeping spending in line with the Board's goals and direction as budgeted.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	**Inner Ring—**How we treat each other **Outer Ring—**How we treat our work	
Strategy	**Rock #1**—Establish enduring trust throughout our community **Rock #2**—Research, design and implement programs for intentional community participation **Rock #3**— Grow a robust portfolio of distinct and exceptional schools **Rock #4**— Build firm foundations of knowledge, skills and experience so all learners can thrive **Rock #5**— Customize our educational systems to launch each student toward success	*Clarity and transparency in financial management strategy and decisions.*

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: No specific action necessary beyond recognizing the receipt of these reports and this information.

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: October 10, 2018

El Paso County School District 49

Monthly Financial Report

September 30, 2018

(Unaudited)

Brett Ridgway, Chief Business Officer

Jodi L. Poulin, Accounting Group Manager

Date: October 22, 2018

To the Citizens and Members of the Board of Education of El Paso County School District 49:

State law requires that the Board of Education shall review the financial condition of the school district at least quarterly (C.R.S 22-45-102(1)(b)). In an effort to be more transparent, the District provides a financial report to the public monthly. The following is the unaudited Monthly Financial Report for the period ending June 30, 2018.

The report includes details reports for revenues and expenditures for all funds of the District. There are also detailed expenditure reports for each zone and school. Other analysis has also been included to help in the understanding of expenditures.

Interim financial statements are unaudited and will occasionally contain immaterial coding or reclassification errors that do not materially affect the results of each fund. These items will be corrected in subsequent reports.

Sincerely,



Brett Ridgway, Chief Financial Officer

Profile of the District

The District was organized in 1888 and spans approximately 133 square miles of eastern Colorado Springs and an unincorporated area of El Paso Country know as Falcon. The District is the third largest district in El Paso County and the 14th largest in Colorado. The District has a population of 80,008 based on the latest survey from the Department of Local Affairs (2014).

The District operates ten elementary schools, three middle schools, three high schools, seven charter schools (various levels), two online programs, one alternative school program, one home school program and three student support facilities. These schools service over 22,500 students. They provide a full range of programs and services authorized by Colorado statute. This includes: pre-kindergarten, elementary, and secondary curriculum at the general, college preparatory and vocational levels. The District also provides the chance for high school students to take college classes and receive college credit during the high school years.

The District has seven (7) charter schools plus the Colorado Digital BOCES (dba EDUCATION reINVISIONED). The charter schools are: Banning Lewis Ranch Academy, GOAL Academy, Imagine Classical Academy, Pikes Peak School of Expeditionary Learning, Rocky Mountain Classical Academy, Power Technical Early College, and Liberty Tree Academy. Each charter school has been approved by the Board and authorized by the State of Colorado to provide alternatives for students and parents. These schools have separate governing boards and are funded by the State of Colorado and local property tax funds, with revenues passing through the district. The District also provides some support services to the charter schools.

The District is governed by a five member Board of Education (the Board). Board members are elected to four year terms by registered voters of the District. The District is divided into five representative areas and board members must live in the area they represent and are limited to two terms. Biennial school district elections are held in November of odd-numbered years. The Board elects its officers following each election. The Board is a policy making body whose primary functions are to establish policies for the District, provide for the general operation and personnel of the District and oversee the property, facilities and financial affairs of the District. Members of the Board serve without receiving compensation.

The Board employs a Chief Education Officer, a Chief Business Officer and a Chief Operations Officer to run day to day operations of the District. This structure deviates from the traditional Superintendent model. Each chief focuses on their area of expertise to make this District the best place to learn, work and lead.

The District is divided into four zones. Three zones cover a geographic area and one covers alternative schools and charter schools. Each of the geographic zones contains three elementary schools, one middle, and one high school. The sections below are to give the reader a more detailed view of the school district at the zone and school level. For each school chart the student count is the actual number of students not the full time equivalent (FTE) that the Colorado Department of Education (CDE) uses in funding the District. Capacity is calculated based on the number of classrooms multiplied by 25 students. This capacity number is not the same as the building capacity issued by the fire department. Many of the spaces (gym, library, and cafeteria) increase the capacity for the fire marshal but are not used to house classrooms.

Falcon Zone

The Falcon zone covers the eastern part of the district and covers about 116 square miles. Each zone is led by a zone leader and is similar to an assistant superintendent at other school districts.

Falcon Zone has a strong tradition that dates back to 1900. That tradition carries on today with five highly successful schools. Falcon Zone offers the following programs: Academy of Health Sciences, Academy of Finance, Academy of Information and Technology, Air Force JROTC, FBLA, Distributive Education Clubs of America, Link Crew, National Honor Society, Student-to-Student program and many others. The zone offers more than 20 advanced placement and CU Succeed classes. Its schools have performed well on CSAP and ACT. Falcon Zone prides itself on offering students a sound, fundamental and comprehensive education.

Sand Creek Zone

The Sand Creek zone, located in the southwest corner of the district, covers about 7 square miles. Each zone is led by a zone leader and is similar to an assistant superintendent at other school districts.

Three of the schools, Evans International Elementary School, Horizon Middle School and Sand Creek High School, encompass the only K-12 International Baccalaureate feeder system in eastern Colorado Springs. As an internationally accredited, rigorous and engaging educational program, the International Baccalaureate is a large part of the zone's identity. All of its schools, including Springs Ranch Elementary School and Remington Elementary School, offer a first class education for students with diverse interests and needs, and each extends sound, research-based educational services to each student. As a result, educators value and expect beneficial engagement among all students. They offer gifted and talented services, performing and visual arts, full-day kindergarten at no cost to families, and a wealth of extra-curricular activities for students at all levels.

Power Zone

The Power zone covers the northwest part of the district and covers about 8 square miles. Each zone is led by a zone leader and is similar to an assistant superintendent at other school districts.

Odyssey Elementary School, Skyview Middle School and Vista Ridge High School are designated by District 49 as a "STEM schools." STEM stands for science, technology, engineering, and math.

The STEM designation's purpose is to get students interested in STEM-related careers, but not at the expense of other content areas. The root of a STEM education is inquiry based learning, which is teaching students how to think and problem solve.

Schools are implementing this type of learning through project-based units, which requires the integration of other content areas. Students begin to see the relationships between various subject areas and use major skills learned in each area in multiple classrooms. Our goal is to help our students become well rounded thinkers and problem solvers in this digital age.

iConnect Zone

The fourth zone in the District is the iConnect Zone. This zone does not cover a specific geographical area within the district. Instead, the zone focuses on non-traditional learning including blending learning, home school and charter schools. This zone is also led by a zone leader. Costs associated with helping manage the charter schools is paid for by the charter schools in the form of administration fees charged on a monthly basis based on the charter schools student numbers. Springs Studio for Academic Excellence and Falcon Home School capacity is different from other schools as not all students are at the facility at the same time.

The iConnect Zone has reinvented educational environments that inspire individuals' peak potential. In iConnect, faculty interconnect effective educational systems, which inspire individuals to their learning potential, investigate and implement best educational practices that lead students to success, invest in students by challenging and developing citizens that compete in a global society, invent settings and systems that empower individuals' learning, leadership and life. The zone strives to inspire individuals with meaningful challenges and surround them with nurturing support to achieve ambitious goals.

Business Office Team

Statement of Purpose & Intent

The District 49 Business Office creates a firm foundation for our district as good stewards of stakeholder trust and taxpayer investments in this community. We accomplish this through exceptional customer service, efficient and effective processes, with comprehensive strategic planning. Working as a team, we commit to communicating effectively and treating each other respectfully in all our interactions.



Executive Summary

Following our cultural compass and in an effort to be more transparent, we are providing more details of revenue and expenditures than is required by Colorado law. This is also more than most school districts present to the public. The following discussion of the revenue and expenditures is offered to give the Board of Education and our Community a better view of the district's financial situation on a monthly basis.

Notes on the Governmental (General) Fund:

The **Per Pupil Revenue (PPR)** from the state is currently $7,868.33 for in-school students and $7,454.82 for online students. This results in a blended PPR of $7,773.74.

District 49's portion of the **Budget Stabilization Factor** is $17,074,990.44 for 2018/19. The negative factor is the amount that our school funding is reduced in order to balance the budget at the state level. The district has no input for this reduction in funding.

The student full time equivalent (FTE) number that is used is based on actuals at the October count, which should be finalized in December 2018.

Notes on Other Funds:

2016 3B projects are well underway. The majority of activity are held in fund 49. This fund will hold the expenses for the refresh and refurbish (priority 2), the high school additions and remodels (priority 3), and the two new elementary schools (priority 4).

The **Capital Reserve Fund** is currently under budget with the passing of 3B quite a bit of pressure was taken off this fund for meeting the capital needs of the district. As buildings age, water heaters are breaking down and needing replacement, as an example. We also expense capital leases for three building from Capital and also the purchase of new school buses.

The **Transportation Fund** is will be supplemented by the general fund as planned.

Conclusion

In total, the district is in good financial condition. We are closely watching the state budget to determine the impact to our budget in future planning cycles.

Fund 10 - General Fund

For the period ending Sept 30, 2018, total net revenue is $16,082,485 or 13.96% of total budget. The majority of revenue related to property taxes are collected within the March to June time frame and is expected to be on track at year end. State and Federal revenue is on track with the budget and slightly higher than this point last year. Local revenue is slightly lower than expected at this point in the fiscal year. Transfers between the General Fund and other supported funds (Fund 15, 18, 19) happen in equal disbursement throughout the 12 months of the fiscal year.

Total expenditures are $27,821,074 or 24.90% of total budget, and are in line with expectations, with the exception of Purchased Professional & Technical services. This is due to paying for services for the entire year up front and therefore should be in line with budget as the year moves along. Other Uses of Funds are slightly higher due to lease payments and capital construction pass through payments to charter schools.

High level expenditure reports for each zone are included with the monthly package. The Falcon Zone has expenditures to date are $5,552,284 or 22.11% of budget. The Sand Creek zone has expenditures of $5,730,113 or 23.63% of budget to date. The Power Zone has $6,673,664 or 24.09% expenditures fiscal year to date. iConnect Zone has expenditures of $2,043,693 or 32.92% of budget to date.

With the transition of accounting software from Alio to Business Plus, we have experienced a learning curve to our daily work along with creating usable reports from the system. We have produced two monthly payrolls with very little issues. With the few issues that we did experience we were able to correct with two days of the payout. This is an incredible feat, considering we have close to 2,000 staff each payroll.

With the implementation of Business Plus, we now offer Electronic Fund Transfer (EFT) for vendors to increase the efficiency in the office and also payments to our vendors and staff reimbursements. We have cut over 1,258 paper checks that total $14,759,254 and 414 EFT's for a total of $8,802,253 as of September 30, 2018.

District 49
Expenditure Report at 9/30/2018 25.00%
General Fund

		Actuals	Budget	Actual to Budget Variance
Expenses				
Salaries	0100-0199	$ 17,058,607	$ 69,971,939	24.38%
Employee Benefits	0200-0299	5,392,191	22,157,991	24.34%
Purchased Prof & Tech Services	0300-0399	1,776,728	4,480,156	39.66%
Purchased Property Services	0400-0499	388,119	2,005,649	19.35%
Other Purchased Services	0500-0599	777,021	6,094,298	12.75%
Supplies	0600-0699	1,652,879	7,248,909	22.80%
Property	0700-0799	183,397	737,720	24.86%
Miscellaneous	0800-0899	43,953	(1,477,395)	-2.98%
Other Uses of Funds	0900-0999	548,178	489,826	111.91%
Total Expenses		**$ 27,821,074**	**$ 111,709,094**	**24.90%**

District 49
Expenditure Report at 9/30/2018 25.00%
Falcon Zone - 132,134,137,141,220,310,311,530

		Actuals	Budget	Actual to Budget Variance
Expenses				
Salaries	0100-0199	$ 3,960,460	18,334,130.29	21.60%
Employee Benefits	0200-0299	1,257,489	5,399,952	23.29%
Purchased Prof & Tech Services	0300-0399	982.00	135,616	0.72%
Purchased Property Services	0400-0499	106,835	629,450	16.97%
Other Purchased Services	0500-0599	14,753	512,647	2.88%
Supplies	0600-0699	188,264	1,283,930	14.66%
Property	0700-0799	8,103	72,110	11.24%
Miscellaneous	0800-0899	13,510	(1,266,927)	-1.07%
Other Uses of Funds	0900-0999	1,889	7,493	25.21%
Total Expenses		**$ 5,552,284**	**$ 25,108,400**	**22.11%**

District 49

Expenditure Report at 9/30/2018 25.00%

Sand Creek Zone - 131,135,138,225,315,316,531

		Actuals	Budget	Actual to Budget Variance
Expenses				
Salaries	0100-0199	$ 3,978,740	16,617,464.13	23.94%
Employee Benefits	0200-0299	1,262,993	5,327,528	23.71%
Purchased Prof & Tech Services	0300-0399	62,063.90	316,855	19.59%
Purchased Property Services	0400-0499	88,770	437,957	20.27%
Other Purchased Services	0500-0599	13,657	208,760	6.54%
Supplies	0600-0699	261,520	1,231,582	21.23%
Property	0700-0799	9,229	94,475	9.77%
Miscellaneous	0800-0899	53,141	6,468	821.57%
Other Uses of Funds	0900-0999	-	6,023	0.00%
Total Expenses		**$ 5,730,113**	**$ 24,247,112**	**23.63%**

District 49

Expenditure Report at 9/30/2018 25.00%

Power Zone - 136,139,140,143,230,320,321,532

		Actuals	Budget	Actual to Budget Variance
Expenses				
Salaries	0100-0199	$ 4,596,756	19,008,791.12	24.18%
Employee Benefits	0200-0299	1,462,724	6,064,952	24.12%
Purchased Prof & Tech Services	0300-0399	17,819.17	234,360	7.60%
Purchased Property Services	0400-0499	120,749	413,270	29.22%
Other Purchased Services	0500-0599	11,332	216,756	5.23%
Supplies	0600-0699	374,806	1,193,713	31.40%
Property	0700-0799	33,096	107,439	30.80%
Miscellaneous	0800-0899	47,798	465,969	10.26%
Other Uses of Funds	0900-0999	8,582	-	#DIV/0!
Total Expenses		**$ 6,673,664**	**$ 27,705,250**	**24.09%**

District 49
Expenditure Report at 9/30/2018 25.00%
iConnect Zone - 330,331,340,464,525,522,540

		Actuals	Budget	Actual to Budget Variance
Expenses				
Salaries	0100-0199	$ 1,112,783	3,760,594.32	29.59%
Employee Benefits	0200-0299	341,115	1,164,241	29.30%
Purchased Prof & Tech Services	0300-0399	36,135.06	241,767	14.95%
Purchased Property Services	0400-0499	41,559	263,563	15.77%
Other Purchased Services	0500-0599	44,857	400,051	11.21%
Supplies	0600-0699	310,083	747,015	41.51%
Property	0700-0799	94,741	146,573	64.64%
Miscellaneous	0800-0899	4,161	(576,820)	-0.72%
Other Uses of Funds	0900-0999	58,259	60,160	96.84%
Total Expenses		**$ 2,043,693**	**$ 6,207,144**	**32.92%**

District 49
Expenditure Report at 9/30/2018 25.00%
Internal Vendor Group -700's

		Actuals	Budget	Actual to Budget Variance
Expenses				
Salaries	0100-0199	$ 739,132	2,856,843.06	25.87%
Employee Benefits	0200-0299	243,438	981,136	24.81%
Purchased Prof & Tech Services	0300-0399	805,791.45	1,813,708	44.43%
Purchased Property Services	0400-0499	8,377	130,033	6.44%
Other Purchased Services	0500-0599	39,273	724,268	5.42%
Supplies	0600-0699	283,314	1,372,368	20.64%
Property	0700-0799	7,038	60,836	11.57%
Miscellaneous	0800-0899	(110,791)	246,426	-44.96%
Other Uses of Funds	0900-0999	479,448	416,150	115.21%
Total Expenses		**$ 2,495,019**	**$ 8,601,769**	**29.01%**

District 49
Expenditure Report at 9/30/2018 25.00%
Internal Service Group - 600's, 800's

		Actuals	Budget	Actual to Budget Variance
Expenses				
Salaries	0100-0199	$ 2,334,320	7,953,445.37	29.35%
Employee Benefits	0200-0299	720,314	2,810,151	25.63%
Purchased Prof & Tech Services	0300-0399	847,108.85	1,661,600	50.98%
Purchased Property Services	0400-0499	21,763	131,167	16.59%
Other Purchased Services	0500-0599	324,497	1,644,067	19.74%
Supplies	0600-0699	213,076	1,171,590	18.19%
Property	0700-0799	26,037	233,337	11.16%
Miscellaneous	0800-0899	35,997	(429,378)	-8.38%
Other Uses of Funds	0900-0999	-	-	0.00%
Total Expenses		**$ 4,523,113**	**$ 15,175,979**	**29.80%**

District 49
Expenditure Report at 9/30/2018 25.00%
Miscellaneous - 100,461,500,501,503,505,521

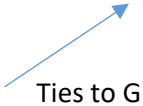
		Actuals	Budget	Actual to Budget Variance
Expenses				
Salaries	0100-0199	$ 168,154	687,041.09	24.48%
Employee Benefits	0200-0299	54,951	176,014	31.22%
Purchased Prof & Tech Services	0300-0399	-	3,000	0.00%
Purchased Property Services	0400-0499	-	-	0.00%
Other Purchased Services	0500-0599	313,733	2,248,258	13.95%
Supplies	0600-0699	319	199,062	0.16%
Property	0700-0799	4,769	22,500	21.20%
Miscellaneous	0800-0899	-	-	0.00%
Other Uses of Funds	0900-0999	-	-	0.00%
Total Expenses		**$ 541,926**	**$ 3,335,876**	**16.25%**

District 49

Expenditure Report as of 9/30/18 25.00%

Fund 26

		Actuals	Budget	Actual to Budget Variance
Expenses				
Salaries	0100-0199	500	12,100	4.13%
Employee Benefits	0200-0299	110	2,208	4.99%
Purchased Prof & Tech Services	0300-0399	21,999	33,164	66.34%
Purchased Property Services	0400-0499	-	-	0.00%
Other Purchased Services	0500-0599	20,230	38,286	52.84%
Supplies	0600-0699	36,336	210,545	17.26%
Property	0700-0799	6,572	579,606	1.13%
Miscellaneous	0800-0899	1,878	14,295	13.13%
Other Uses of Funds	0900-0999	-	-	0.00%
Total Expenses		**$ 87,625**	**$ 890,204**	**9.84%**



Ties to GL8001 in Business Plus

Expenditure Detail Report

FISCAL YEAR: 2019 **REPORT DATE: 09/30/2018**

Key.Object	Object Description	Budget	YTD Actual 07/01/2018 - 09/30/2018	Encumbrance	Balance	% Percent Remaining
26-645-11-1690-0734000-1017-00000000	Technology Equipment	4,533.46	6,571.59	0.00	-2,038.13	-44.95
26-139-11-0830-0610000-1050-00000000	General Supplies	2,499.98	0.00	0.00	2,499.98	100.00
26-650-25-2514-0629000-1053-00000000	Energy Other	1,512.45	0.00	0.00	1,512.45	100.00
26-650-22-2210-0610000-1099-00000000	General Supplies	0.00	-500.00	0.00	500.00	0.00
26-645-28-2823-0610000-1120-00000000	General Supplies	7,970.65	0.00	0.00	7,970.65	100.00
26-645-28-2823-0870000-1120-00000000	Scholarship Awards	1,500.00	0.00	0.00	1,500.00	100.00
26-132-12-1700-0610000-1126-00000000	General Supplies	1,211.01	0.00	0.00	1,211.01	100.00
26-600-21-2139-0313000-1133-00000000	Purchased Banking Svs Fees	0.00	21.45	0.00	-21.45	0.00
26-600-21-2139-0320000-1133-00000000	Purchased Prof Ed Services	20,902.00	10,332.00	0.00	10,570.00	50.56
26-600-21-2139-0610000-1133-00000000	General Supplies	22,956.89	164.69	0.00	22,792.20	99.28
26-600-21-2139-0611000-1133-00000000	Other Supplies	8,346.60	3,557.66	0.00	4,788.94	57.37
26-633-21-2139-0320000-1201-00000000	Purchased Prof Ed Services	3,166.00	3,166.00	0.00	0.00	0.00
26-633-21-2139-0581000-1201-00000000	Travel Regisration In State	2,185.86	1,871.10	0.00	314.76	14.39
26-633-21-2139-0690000-1201-00000000	Other Supplies	9,128.91	8,260.32	0.00	868.59	9.51
26-310-11-1630-0610000-1202-00000000	General Supplies	445.97	0.00	0.00	445.97	100.00
26-310-11-0100-0610000-1204-00000000	General Supplies	4,454.93	0.00	0.00	4,454.93	100.00
26-315-14-1975-0691000-1208-00000000	Other Supplies Fundraising	3,323.58	51.42	0.00	3,272.16	98.45
26-315-14-1975-0891000-1208-00000000	Misc Expenditures	800.00	0.00	0.00	800.00	100.00
26-320-11-0900-0610000-1210-00000000	General Supplies	329.47	0.00	0.00	329.47	100.00
26-137-11-0010-0610000-1211-00000000	General Supplies	651.12	0.00	0.00	651.12	100.00
26-330-13-1010-0154201-1213-00000000	Salaries EX Teacher, Reg	4,112.00	0.00	0.00	4,112.00	100.00
26-330-13-1010-0221201-1213-00000000	Medicare Teacher REG	60.00	0.00	0.00	60.00	100.00
26-330-13-1010-0230201-1213-00000000	PERA Teacher Reg	828.00	0.00	0.00	828.00	100.00
26-330-13-1010-0610000-1213-00000000	General Supplies	6,378.00	3,107.00	0.00	3,271.00	51.28
26-137-11-0010-0610000-1215-00000000	General Supplies	499.75	0.00	0.00	499.75	100.00
26-633-21-2129-0610000-1217-00000000	General Supplies	1,000.00	0.00	0.00	1,000.00	100.00
26-636-22-2230-0154237-1218-00000000	Salaries EX Social Work	5,988.00	0.00	0.00	5,988.00	100.00
26-636-22-2230-0221237-1218-00000000	Medicare Social Worker	87.00	0.00	0.00	87.00	100.00
26-636-22-2230-0230237-1218-00000000	PERA Social Worker	1,233.00	0.00	0.00	1,233.00	100.00
26-636-22-2230-0582000-1218-00000000	Travel Registration Out of Sta	10,500.00	6,698.73	0.00	3,801.27	36.20
26-636-22-2230-0610000-1218-00000000	General Supplies	3,047.00	338.08	0.00	2,708.92	88.90
26-636-22-2230-0640000-1218-00000000	Books and Peridicals	3,600.00	3,411.00	0.00	189.00	5.25
26-638-21-2120-0154335-1219-00000000	Salaries EX NonInstr Pg Cns	2,000.00	500.00	0.00	1,500.00	75.00

Expenditure Detail Report

FISCAL YEAR: 2019 **REPORT DATE: 09/30/2018**

Key.Object	Object Description	Budget	YTD Actual 07/01/2018 - 09/30/2018	Encumbrance	Balance	% Percent Remaining
26-638-21-2120-0211335-1219-00000000	Life Ins NonInstr Program	0.00	0.82	0.00	-0.82	0.00
26-638-21-2120-0213335-1219-00000000	LTD Ins NonInstr Program	0.00	0.96	0.00	-0.96	0.00
26-638-21-2120-0221335-1219-00000000	Medicare NonInstr Program	0.00	7.18	0.00	-7.18	0.00
26-638-21-2120-0230335-1219-00000000	PERA NonInstruct Program	0.00	99.82	0.00	-99.82	0.00
26-638-21-2120-0252335-1219-00000000	Dental NonInstr Pg Cns	0.00	1.20	0.00	-1.20	0.00
26-638-21-2120-0253335-1219-00000000	Vision NonInstr Pg Cns	0.00	0.13	0.00	-0.13	0.00
26-638-21-2120-0320000-1219-00000000	Purchased Prof Ed Services	1,000.00	250.00	0.00	750.00	75.00
26-638-21-2120-0526300-1219-00000000	Workers Comp Other Prof	0.00	1.54	0.00	-1.54	0.00
26-310-11-1332-0610000-1221-00000000	General Supplies	4,680.00	0.00	0.00	4,680.00	100.00
26-310-11-1100-0610000-1222-00000000	General Supplies	3,300.00	3,290.00	0.00	10.00	0.30
26-220-11-0020-0610000-1223-00000000	General Supplies	1,000.00	0.00	0.00	1,000.00	100.00
26-600-41-4100-0720000-2998-00000000	Buildings	575,072.41	0.00	0.00	575,072.41	100.00
26-800-25-2518-0313000-2999-00000000	Purchased Banking Svs Fees	0.00	134.20	0.00	-134.20	0.00
26-800-25-2518-0690000-2999-00000000	Other Supplies	107,021.57	0.00	0.00	107,021.57	100.00
26-310-14-0891-0391000-9001-00000000	Other Purchased Prof Services	8,095.80	8,095.80	0.00	0.00	0.00
26-310-14-0891-0690000-9001-00000000	Other Supplies	1,325.00	8,836.27	0.00	-7,511.27	-566.88
26-310-14-0891-0691000-9001-00000000	Other Supplies Fundraising	2,543.99	2,400.00	0.00	143.99	5.66
26-310-14-0891-0699000-9001-00000000	Other Supplies Contra	8,012.00	0.00	0.00	8,012.00	100.00
26-310-14-0891-0851000-9001-00000000	Field trips	0.00	131.13	0.00	-131.13	0.00
26-315-14-0891-0582000-9001-00000000	Travel Registration Out of Sta	25,600.00	10,758.82	0.00	14,841.18	57.97
26-315-14-0891-0691000-9001-00000000	Other Supplies Fundraising	-1,825.54	0.00	0.00	-1,825.54	100.00
26-315-14-0891-0699000-9001-00000000	Other Supplies Contra	0.00	2,205.77	0.00	-2,205.77	0.00
26-315-14-0891-0851000-9001-00000000	Field trips	0.00	1,746.39	0.00	-1,746.39	0.00
26-315-14-0891-0892000-9001-00000000	Miscellaneous Exps - CLC	11,994.70	0.00	0.00	11,994.70	100.00
26-320-14-0891-0580000-9001-00000000	Travel Registration	0.00	900.00	0.00	-900.00	0.00
26-320-14-0891-0690000-9001-00000000	Other Supplies	0.00	165.55	0.00	-165.55	0.00
26-320-14-0891-0691000-9001-00000000	Other Supplies Fundraising	6,518.86	1,048.63	0.00	5,470.23	83.91
26-320-14-0891-0699000-9001-00000000	Other Supplies Contra	613.18	0.00	0.00	613.18	100.00
REPORT TOTAL:		**890,203.60**	**87,625.25**	**0.00**	**802,578.35**	**90.15**

BOARD OF EDUCATION ITEM 12
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: October 24, 2018
PREPARED BY: D. Garza, Executive Assistant to the BOE
TITLE OF AGENDA ITEM: Policy and Procedure Review
ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND OR RATIONALE
Ongoing review of Board policies to ensure compliance with current laws and regulations and to ensure policies align with practices that best serve the district.

RELEVANT DATA AND EXPECTED OUTCOMES:
Board policies are routinely reviewed to ensure that they are current and reflect applicable federal and/or state regulations as well as the needs and processes of the districts.

No.	Designation	Title	Reviewed by	Recommendations
12.a	CBI	Evaluation of Chief Officers	D Garza P Andersen	Minor corrections
12.b	JICH	Drug & Alcohol Involvement by Students	D Watson	Revisions align our policies with CASB guidance
12.c	KFA	Public Conduct on District Property	D Watson	Revisions align our policies with CASB guidance

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	**Inner Ring—**How we treat each other **Outer Ring—**How we treat our work	
Strategy	**Rock #1**—Establish enduring trust throughout our community **Rock #2**—Research, design and implement programs for intentional community participation **Rock #3**— Grow a robust portfolio of distinct and exceptional schools **Rock #4**— Build firm foundations of knowledge, skills and experience so all learners can thrive **Rock #7**— Customize our educational systems to launch each student toward success	Updating policy to reflect current laws, regulations and best practices provides a solid foundation to lead the district.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After board review, move 3 policies for action at the next regular board meeting.

APPROVED BY: Peter Hilts, Chief Education Officer; Brett Ridgway, Chief Business Officer; Pedro Almeida, Chief Operations Officer

DATE: October 10, 2018

Title	**Evaluation of Chief Officers**
Designation	**CBI**
Office/Custodian	**Board of Education/Executive Assistant to BOE and Director of Human Resources**

The Board shall institute and maintain a comprehensive program for the evaluation of the chief officers on a regular basis that is agreed upon by the Board and the chief officers. Through evaluation of the chief officers, the Board shall strive to accomplish the following:

1. Clarify the role of the chief officer in the school system as seen by the Board by defining objectives that will contribute to achievement of district-wide goals.
2. Clarify for all Board members the role of the chief officers in view of the job description and the immediate priority among responsibilities as agreed upon by the Board and the chief officers.
3. Develop positive communication and harmonious working relationships between the Board and chief officers.
4. Provide administrative leadership of excellence for the school system including implementation of education programs for the achievement of the educational objectives of the school district, including the district's academic standards.
5. Measure the chief officers' professional growth and development and level of performance.

Those portions of the chief officers' written evaluation relating to the performance in fulfilling adopted district objectives, fiscal management of the district, district planning responsibilities and supervision and evaluation of district personnel shall be available for inspection by the public during regular office hours.

Nothing in this policy shall be construed to imply in any manner the establishment of any personal rights not explicitly established by law or contract. Further, nothing in this policy or the accompanying regulation shall be construed to be a prerequisite to or a condition of suspension, dismissal or termination. All employment decisions remain within the sole and continuing discretion of the Board.

Chief Officer Performance Review Process

	Activity	Responsibility	Deliverable(s)	Timeframe
Quantitative Performance Targets	Identify key performance domains from the Chief job description and the CDE administrator domains.	The Chiefs will propose. The Board will revise and approve.	An overview chart that identifies, prioritizes, and describes multiple performance domains.	The Chiefs -will propose a set of performance domains at the April BOE work session. The Board will affirm the domains at the May regular meeting.
	Identify performance targets in each domain.	The Chiefs will propose measurable performance targets in each domain. The Board will endorse at least one measurable target in each domain.	A table of performance targets identifying standards of performance and acceptable evidence for each target.	The Chiefs will propose targets, standards and evidence at the April work session. The Board will vote to affirm the targets, standards, and evidence at the May regular meeting.
	Confirm acceptable evidence for each performance target.	The Chiefs will propose and the Board will affirm acceptable evidence for each performance target.		
	Assess the Chief's performance on a "target to actual" basis for each target.	The Chiefs will provide a self-assessment. The board will generate a board assessment.	Each party will provide a written assessment of each performance target. The Chiefs will provide a portfolio (body of evidence) for each target.	The Board will present their assessments and receive the Chief Officer's assessment at the August, September or October BOE work session according to the review cycle.
Qualitative Multi-rater Feedback	Identify a set of evaluative questions (or statements) in each of the performance domains.	The Chiefs, in consultation with the Director of Human Resouces, will develop question sets.	The Director of Human Resources will coordinate online surveys based on the question sets. The surveys will elicit numeric and narrative responses.	The survey will be available by July 1 (COO), August 1 (CEO), or September~~October~~ 1 (CBO).
	Identify a set of participants for the multi-rater survey.	The Chiefs will propose a set of raters. The Director of Human Resources will affirm or modify the rater set.	The Chief Officer or Director of Human Resources will invite raters to complete the survey.	Invitations will be sent by July 15 (COO), August 15 (CEO) or September 15 (CBO).
	Administer the survey.	The Director of Human Resources will coordinate the adminstration of the survey.	The Chiefs will receive and review their survey report. The Chiefs will provide a summary to the Board.	The Chief Officers will submit their respective summaries to the Board in August, September, or October according to the review cycle.
Consolidated Review	Finalize the performance review.	The Board will create a final review document incorporating the performance targets and survey results.	The Board will present the final evaluation to the Chief Officer.	The Board will present the final evaluation at the regular meeting according to the Chief Officer review cycle.

Chief Officer Targets, Standards and Evidence

For transparent accountability and evaluation purposes, the Board of Education, through policy CBI, directs that the chief officers propose performance goals—with targets, standards, and evidence aligned to seven domains aligned with the performance excellence criteria of the Baldrige Performance Excellence Program. The following table is the framework for chief officer goal-setting:

Baldrige Criteria	maps to	D49 Administrator Evaluation Domains
Leadership	⇔	**Vision & Culture**
Strategy	⇔	**Mission & Strategy**
Customers	⇔	**Customer Engagement & Service**
Measurement, Analysis ~~and~~& Knowledge Management	⇔	**Learning & Improvement**
Workforce	⇔	**Workforce Service & Development**
Operations	⇔	**Efficient & Effective Management**
Results	⇔	**Results**

These goals will be embedded in our cascading planning system as well as office-specific action plans.

- Adopted: September 11, 2014
- Revised: April 12, 2018
- Revised: August 22, 2018
- Revised: November 8, 2018

LEGAL REFS:
- 22-9-101, Licensed Personnel Evaluations

CROSS REFS:

- BDFA, District Personnel Performance Evaluation Council
- CBA/CBC, Qualifications/Powers and Responsibilities of Chief Officers
- GCOE, Evaluation of Evaluators
-

Title	**Drug and Alcohol Involvement by Students**
Designation	**JICH**
Office/Custodian	**Operations/Director of Safety and Security**

School District 49 shall promote a healthy environment for students by providing education, social-emotional support, and decision-making strategies with regard to alcohol, drugs, and other controlled substances and their abuse. In order to accomplish this goal, a cooperative effort must be made among the schools, parent(s)/guardian(s), community, and its agencies.

It shall be a violation of Board of Education policy and considered to be behavior which is detrimental to the welfare or safety of themselves, other students, or school personnel for any student to possess, use, sell, distribute, or procure or to be under the influence of alcohol, drugs, or other controlled substances. The unlawful possession or use of alcohol or controlled substances creates an environment that hinders learning and is harmful to all students. Students violating this policy shall be subject to disciplinary action.

For purposes of this policy, controlled substances include but are not limited to narcotic drugs, hallucinogenic or mind-altering drugs or substances, amphetamines, barbiturates, stimulants, depressants, marijuana (except cannabinoid derivatives approved for compassionate therapeutic use), anabolic steroids, any another controlled substances as defined in law, or any prescription or nonprescription drug, medicine, vitamin, or other chemical substances not taken in accordance with the Board policy and regulations on administering medicines to students or the Board's policy on administration of medical marijuana to qualified students.

This policy also includes substances that are represented by or to the student to be any such controlled substance or what the student believes to be any such substance.

This policy shall apply to any student who is on school property, in attendance at school, in a school vehicle, or taking part in any-school sponsored or sanctioned activity or whose conduct at any time or place interferes with the operations of the district or the potential safety or welfare of students or employees.

Students violating this policy shall be subject to disciplinary sanctions which may include suspension and/or expulsion from school and referral for prosecution.

Situations in which a student seeks counseling or information from a professional staff member for the purpose of overcoming substance abuse shall be handled on an individual basis depending upon the nature and particulars of the case. When appropriate, parents shall be involved and every effort made to direct the substance abuser to sources of help.

The Board, in recognition that drug and alcohol abuse is a community problem, shall cooperate actively with law enforcement, social services or other agencies and organizations, parents, and any other recognized community resources committed to reducing the incidents of illegal use of drugs and alcohol by school-aged youths.

Whenever possible in dealing with student problems associated with drug and alcohol abuse, school personnel shall provide parents/guardians and students with information concerning education and rehabilitation programs that are available.

Information provided to students and/or parents about community substance abuse treatment programs or other resources shall be accompanied by a disclaimer to clarify that the school district assumes no financial responsibility for the expense of drug or alcohol assessment or treatment provided by other agencies or groups unless otherwise required.

Performance Enhancing and other Drug Use by Student-Athletes

No student-athlete shall use or distribute alcohol or drugs while eligible to participate in athletics. This policy shall be in effect when a student athlete begins participation and shall remain in force for the duration of an athlete's competitive time in the District. The penalties for violation of this policy shall be established and shall be in addition to any penalties imposed for violation of District-wide Board policies regarding use of drugs or alcohol.

Disciplinary sanctions and interventions for violations of this policy shall be in accordance with Board policy concerning student suspensions, expulsions and other restorative practices. Upon enrollment in elementary, middle, and high school, students and their families will be made aware of the student rights and responsibilities document located on the district's website (www.D49.org) and the Board code of conduct policy contained therein. The Chief Education Officer/Zone Leaders shall ensure reasonable measures are taken to verify each student is familiar with the code. In addition, any significant change to the code shall be posted on the district's website and included in publicly accessible Board policy update communications.

- Adopted: January 23, 1986
- Revised: May 19, 1994
- Revised: August 10, 2000
- Revised: July 26, 2005
- Reviewed: March 24, 2010
- Revised: July 8, 2010
- Revised: July 27, 2012
- Revised: September 12, 2013
- Revised: July 14, 2016
- Revised: November 8, 2018

LEGAL REFS:

- 20 U.S.C. §7101 et seq. (Safe & Drug-Free Schools and Communities Act of 1994)
- 21 U.S.C. 812 (definition of "controlled substance")
- C.R.S. 18-18-407 (2) (crime to sell, distribute or possess controlled substance on or near school grounds or school vehicles)
- C.R.S. 22-1-110 (instruction related to alcohol and drugs)
- C.R.S. 22-1-119.3 (3)©, (d) (no student possession or self-administration of medical marijuana, but school districts must permit the student's primary caregiver to administer medical marijuana to the student on schools grounds, on a school bus or at a school-sponsored event)
- C.R.S. 22-32-109.1 (2)(a)(I)(G) (policy required as part of safe schools plan)

- C.R.S. 22-33-106 (1)(d) (suspension or expulsion discretionary for the sale of a drug or controlled substance)
- C.R.S. 25-1.5-106 (12)(b) (possession or use of medical marijuana in or on school grounds or in a school bus is prohibited)
- C.R.S. 25-14-103.5 (boards of education must adopt policies prohibiting use of retail marijuana on school property)

CROSS REFS:
- IHAMA, Teaching about Drugs, Alcohol and Tobacco
- JIH, Student Interrogations, Searches, and Arrests
- JK-2, Discipline of Students with Disabilities
- JKD/JKE, Suspension/Expulsion of Students
- JLCD, Administering Medicines to Students
- JLCDB, Compassionate Administration of Therapeutic Cannabinoid Products

Title	**Public Conduct on District Property**
Designation	**KFA**
Office/Custodian	**Operations/Director of Safety and Security**

Persons using or upon school district property, including all district buildings, parking lots, and any district vehicle used to transport students, shall not engage in the conduct described below.

1. Any conduct that obstructs, disrupts, or interferes with teaching, research, service, administrative, or disciplinary functions, or any activity sponsored or approved by the Board.

2. Physical abuse or threat of harm to any person or District owned or controlled property at District sponsored or supervised functions.

3. Threat of damage or damage to property of the District regardless of the location, or property of a member of the community or a visitor to the school when such property is located on District controlled premises.

4. Forceful or unauthorized entry to or occupation of District facilities, including both buildings and grounds.

5. Use, possession, distribution or sale of drugs and other controlled substances, alcohol and other illegal contraband on district property, at district or school-sponsored functions or in any district vehicle transporting students. For purposes of this policy, "controlled substances" means drugs identified and regulated under federal law, including but not limited to marijuana, cocaine, opiates, phencyclidine (PCP) and amphetamines (including methamphetamine).

   If, however, the administration of medical marijuana is in accordance with the Board's policy on administration of medical marijuana to qualified students, such possession shall not be considered a violation of this policy.

6. Distribution, manufacture or sale of controlled substances or the possession of controlled substances with intent to distribute them within 1,000 feet of the perimeter of school grounds.

7. Profanity or verbally abusive language.

8. Unlawful use of any tobacco product, to include e-cigarettes.

9. Entry onto district grounds or into a district building by a person suspected or known to be under the influence of alcohol or a controlled substance.

10. Unlawful possession of a deadly weapon, as defined in state law, on school property or in school buildings.

11. Violation of any federal, state or municipal law or Board policy.

Any member of the general public considered by the Chief Education Officer/Zone Leader or designee to be in violation of this policy shall be instructed to leave the property of the District.

- Adopted: August 16, 1984
- Revised to conform with practice: date of manual revision
- Revised: August 4, 1994

- Revised: September 7, 2000
- Revised: September 10, 2009
- Revised: October 27, 2011
- Revised: September 8, 2016
- Revised: March 9, 2017
- Reviewed: November 8, 2018

LEGAL REFS:
- 21 U.S.C. 860 (crime to distribute or manufacture controlled substances within 1,000 feet of a school)
- C.R.S. 18-1-901 (3)(e) (definition of deadly weapon)
- C.R.S. 18-9-106 (disorderly conduct)
- C.R.S. 18-9-108 (disrupting lawful assembly)
- C.R.S. 18-9-109 (interference with staff, faculty or students of educational institutions)
- C.R.S. 18-9-110 (public buildings - trespass, interference)
- C.R.S. 18-9-117 (unlawful conduct on public property)
- C.R.S. 18-12-105.5 (unlawful carrying/possession of weapons on school grounds)
- C.R.S. 18-12-214 (3)(a) (person with valid concealed handgun permit may have a handgun on school property as long as hand gun remains in his or her vehicle and if, while the person is not in vehicle, the gun is kept in a compartment and the vehicle is locked)
- C.R.S. 18-18-407 (2) (crime to sell, distribute or possess with intent to distribute any controlled substance on or near school grounds or school vehicles)
- C.R.S. 22-1-119.3(3)(c),(d) (no student possession or self-administration of medical marijuana, but school districts must permit the student's primary caregiver to administer medical marijuana to the student on school grounds, on a school bus or at a school-sponsored event)
- C.R.S. 25-1.5-106 (12)(b) (possession or use of medical marijuana in or on school grounds or in a school bus is prohibited)
- C.R.S. 25-14-103.5 (boards of education must adopt policies prohibiting tobacco and retail marijuana use on school property)
- C.R.S. 25-14-301 (Teen Tobacco Use Prevention Act)

CROSS REFS:
- ADC, Tobacco-Free Schools
- GBEB, Staff Conduct & Responsibilities
- GBEC, Alcohol and Drug-Free Workplace
- JICH, Drug and Alcohol Involvement by Students
- JICI, Weapons in School
- JLCDB, Compassionate Administration of Therapeutic Cannabinoid Products
- KI, Visitors to Schools

BOARD OF EDUCATION ITEM 13
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF:	October 24, 2018
PREPARED BY:	Brett Ridgway, Chief Business Officer
TITLE OF AGENDA ITEM:	Policy Revisions, DAA Continuing Financial Stability
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY: District 49 has, for many years and in many ways, been commended by outside groups for its fiscal stewardship and overall financial management. We certainly take pride in that and keep it as a point of emphasis as we firmly believe that this is a value that community places a high emphasis on. Financial stewardship is a clear foundational element of the first big rock of our strategic priorities for "Establish and Maintain an Enduring Trust with our Community'. Good fiscal stewardship does not mean overly conservative, and certainly not overly aggressive, in our financial management. For D49, it means appropriate – what is the best answer and pursue that with strong intentionality and precision.

A key measure of fiscal stewardship relates to the General Fund, fund balance. That measure basically represents the net cash position of the general fund at a point in time. Our normal point of measurement for that is the year-end results at June 30, which is reflected in the annual audit report. For many years, there has been a Board of Education policy in place to set expectations for General Fund fund balance – now listed at policy DAA – Continuing Financial Stability (formerly listed as policy DAC). The policy has been unrevised since a small technical change in January 2012 that followed a minor adjustment in May 2011 that tweaked the last large-scale change that was adopted in September 2009.

As D49's sophistication in financial management has increased over the years since the last major adjustment to DAA, we are now ready to propose a different definition in policy DAA, to achieve the same ends, that recognizes what is now routinely known and precisely measured in the financial operations of the district.

RATIONALE: Current policy DAA relies on a fairly simple measure of fund balance related to District Adjusted Gross Revenue (DABR) – aiming for a measure of fund balance that is between 10%-11% of DAGR. This is not a bad measure but, in the end, it is still fairly subjective. Why is 10%-11% the right number? There is no definition of why that would be the right number. We now, therefore propose a measurement method that demonstrates why a number is the correct number based on one over-arching goal.

The primary goal of fund balance and the need to have fund balance is to manage the cash flow of the operation. Since the District revenue stream is not received in equal increments every month, but the expense stream is fairly close to equal increments every month, the mismatch of those to patterns creates the need for fund balance (i.e. cash) to start the year, in order to accommodate the timing differences between cash is needed for spending and when it is received to spend.

RELEVANT DATA AND EXPECTED OUTCOMES: The big issue in play for revenue timing is Local Share. This comprises real and personal property tax payments made by district constituents based on the value of their real and personal property as determined by the El Paso County Assessor's Office. Property value is set in August each year and tax rates are set in December each year and assessed to property owners of record on December 31 each year. The resulting tax 'bill' is due from the taxpayer to the county in the early months of the subsequent calendar year and is typically received by the county and then remitted to the school district during the March-June timeframe. Because local share is a material portion of district revenue, and it is received in periodic lump sums in the spring instead of equally throughout the year, it creates the timing mismatch of revenues and expenses that needs to be managed with net cash position, aka fund balance.

As a public sector service entity, school districts (like D49) are funded through a statutory formula for the purpose of fulfilling the service intentions for a specific period of time – in this case for a school year, for students that are in attendance during that year. Accordingly, it is inappropriate to have too much of a disconnect between funding received for the purpose of educating children in a particular school year and the funds spent for that purpose; meaning that there should not be a material result of 'net income' in any particular year that does not have a long-term strategic purpose and/or legal requirement driving the net income result. This is why spending levels must be appropriate to the revenue received and, by extension, the resulting change in fund balance (aka net income) must also be appropriate to the revenue received. We are intending to determine the mathematical definition of 'appropriate' by understanding what cash flow is necessary and establishing a guideline that can be followed to ensure propriety is consistently defined, measured and thereby pursued through the financial management process.

INNOVATION AND INTELLIGENT RISK: As a district receiving one of the lowest program formula funding rates in the state, and operating with lower supplemental funding (mill levy override) due to the negative impacts of the Gallagher amendment, District 49 cannot be overly-conservative in financial management by being overly-safe in educational program delivery and design to the detriment of our students just to be cautious for the sake of caution.

Risk can be felt and seen in both directions: Financial risk if money is managed to aggressively, Educational Program Quality risk if money is managed to conservatively. We will strive for precision in a consistent and intentional pursuit of the optimal balance between the two competing forces.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	**Inner Ring—**How we treat each other	
	Outer Ring—How we treat our work	
Strategy	**Rock #1**—Establish enduring <u>trust</u> throughout our community	*Pursuing the best approach for continuing financial stability with transparency and a balance of vision and mission.*
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5— Customize our educational systems to <u>launch each student toward success</u>	

<u>BUDGET IMPACT:</u> Future budgets can be managed to provide the correct fund balance change according to the new definition of fund balance propriety.

<u>AMOUNT BUDGETED:</u> The 2018/19 adopted budget is a balanced budget (revenue = expense), providing no growth or contraction in fund balance. The amended budget depends on the desired target for 6/30/2019 end-of-year fund balance and what will be needed to bridge that target from the 07/01/2018 beginning-of-year starting level.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Deliberation and consideration of the proposal submitted resulting in guidance to translate the proposal into new policy language, or, leave the policy as is.

APPROVED BY: Brett Ridgway, Chief Business Officer **DATE:** October 17, 2018

DAA Continuing Financial Stability

Title	**Continuing Financial Stability**
Designation	**DAA**
Office/Custodian	**Business/Finance Group Manager and Accounting Group Manager**

The Board of Education believes it has the duty to adequately fund current operations without jeopardizing the long-term financial condition of the District. The best measure of continuing financial stability is the dollar amount of the fund balance as presented in the audited financial statements. An analysis of fund balance is enhanced by its relationship to revenue.

The Board, therefore, directs the Chief Business Officer or designee to annually report the status of the General Fund's fund balance. The report will present the ratio of the prior year's fund balance to District Adjusted Gross Revenue (DAGR – total revenue less Charter School Allocated Revenue), as derived from in the audited financial statements. The ratio will also be given for each of the two (2) years preceding the prior year, as well as the projected ratio at the end of the current year. The information, thus presented, will allow any significant trends to be identified. The following format will be utilized:

General Fund fund balance	2nd preceding year	1st preceding year	prior year	current year
÷				
General Fund revenue	2nd preceding year	1st preceding year	prior year	current year
=				
Resulting Ratio	2nd preceding year	1st preceding year	prior year	current year

In order to maintain financial stability, the Board believes the ratio should be at or above 10%, including the Tabor reserve. Such a "cushion" will allow the District time to react to decreased enrollment, decreased state funding, or a general downturn in the economy. If the ratio dips below 10%, the Chief Business Officer's annual report will state the reasons why and identify specific recommendations to ensure that it returns to 10% by the end of the current year.

General fund balance amounts above 11% at the close of the prior audited fiscal year are to be moved to the capital reserve fund to be spent according to State

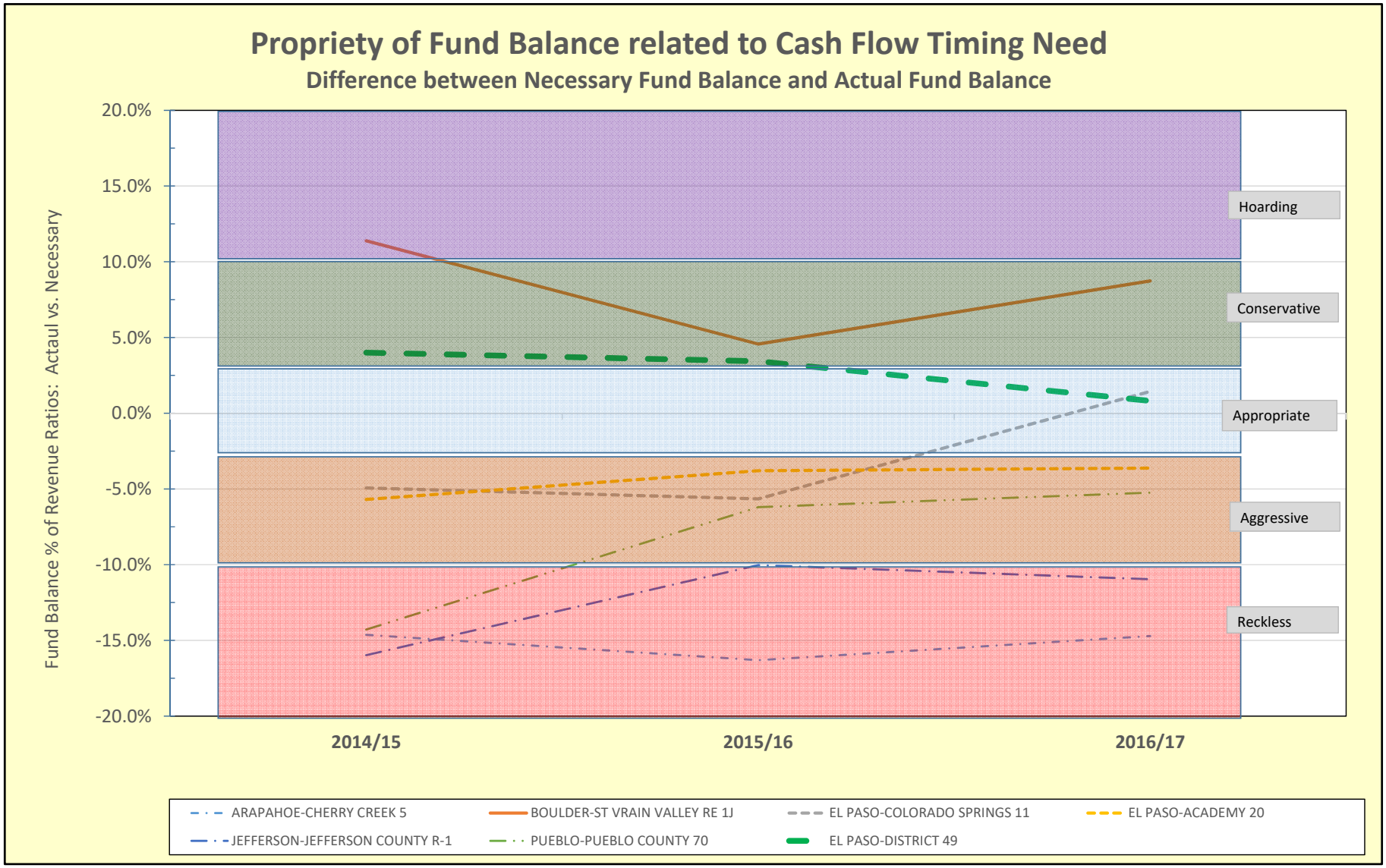
Need Website Help?

Laws and board policies FBC-R governing capital spending. Of the amount moved into the fund, each school will be allocated $1,500 plus $2.50 per FTE to be expended on capital projects identified by building administration. Priority shall be given to building fund allocations, in the event that there are not enough funds to cover the building fund allocations, the funds should be allocated proportionally based on student count at the individual school sites. The recommended capital spending plan for this additional revenue will be brought to the Board with the amended budget in January of each year. In the event the Colorado Department of Education is predicting decreased state funding or other District priorities are identified in a fiscal year, the Chief Business Officer will seek Board approval to re-appropriate the excess funds based on priorities in order to ensure financial stability for the District.

All projects will be identified and approved by the Board prior to entering into repairs, improvements, and/or other contractual obligations.

With Board approval, amounts may be rolled over from one fiscal year to the next.

- Adopted: November 4, 1999
- Revised: September 10, 2009
- Revised: May 12, 2011
- Revised: January 26, 2012


Propriety of Fund Balance related to Cash Flow Timing Need
Difference between Necessary Fund Balance and Actual Fund Balance
Fund Balance % of Revenue Ratios: Actaul vs. Necessary
20.0%
15.0%
10.0%
5.0%
0.0%
-5.0%
-10.0%
-15.0%
-20.0%
2014/15
2015/16
2016/17
Hoarding
Conservative
Appropriate
Aggressive
Reckless
ARAPAHOE-CHERRY CREEK 5
BOULDER-ST VRAIN VALLEY RE 1J
EL PASO-COLORADO SPRINGS 11
EL PASO-ACADEMY 20
JEFFERSON-JEFFERSON COUNTY R-1
PUEBLO-PUEBLO COUNTY 70
EL PASO-DISTRICT 49

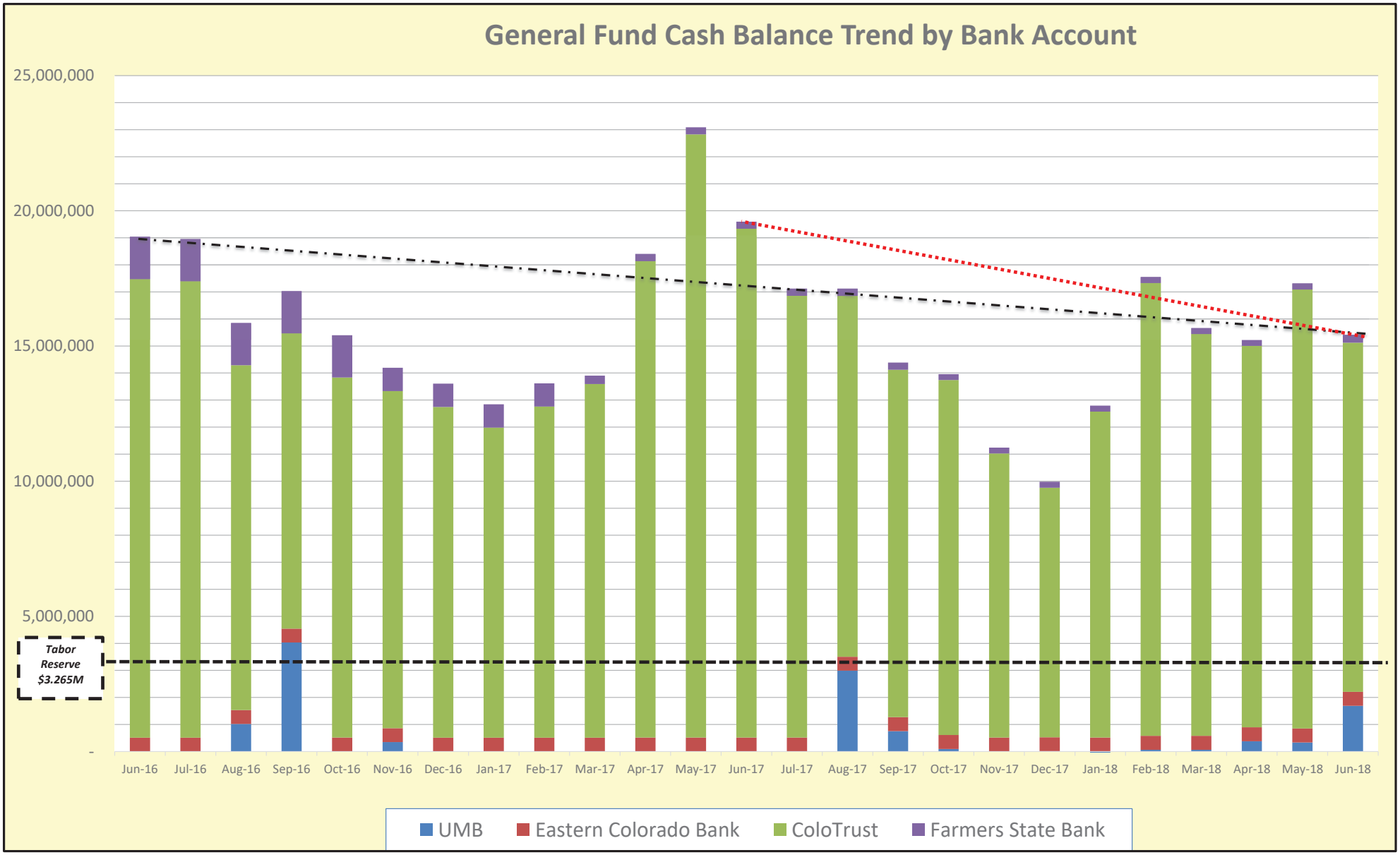
El Paso County Colorado School District 49
Appropriate Fund Balance Measure

From: CDE Funding Worksheet - Year Final

	code	FC10		GT7.1	GT7.2	GT7.3	GT7.4						Needed	Diff to
2016/17		sFTE	Gen Fund Rev	Tot Prog.	Prop Tax	SO tax	State Share	SS %	Loc %	7 mos. State Shr	7 mos. GF Rev	Diff	Fund Bal	GFFB%
ARAPAHOE-CHERRY CREEK 5	130	51,888.70	525,418,330.00	383,280,422.86	118,305,955.76	9,615,074.54	255,359,392.56	66.6%	33.4%	148,959,645.66	306,494,025.83	(157,534,380.17)	-30.0%	-14.7%
BOULDER-ST VRAIN VALLEY RE 1	470	29,821.60	280,133,668.00	216,419,247.33	74,653,111.27	3,756,271.62	138,009,864.44	63.8%	36.2%	80,505,754.26	163,411,306.33	(82,905,552.08)	-29.6%	8.7%
EL PASO-COLORADO SPRINGS 1:	1010	26,958.10	205,663,919.00	219,550,796.13	57,597,386.26	6,678,199.68	155,275,210.19	70.7%	29.3%	90,577,205.94	119,970,619.42	(29,393,413.47)	-14.3%	1.4%
EL PASO-ACADEMY 20	1040	24,124.20	216,693,016.00	169,859,974.82	39,172,065.37	4,295,596.21	126,392,313.24	74.4%	25.6%	73,728,849.39	126,404,259.33	(52,675,409.95)	-24.3%	-3.6%
JEFFERSON-JEFFERSON COUNTY	1420	81,179.60	686,142,714.00	588,102,853.90	215,483,417.17	17,382,147.00	355,237,289.73	60.4%	39.6%	207,221,752.34	400,249,916.50	(193,028,164.16)	-28.1%	-11.0%
PUEBLO-PUEBLO COUNTY 70	2700	9,246.40	67,063,756.00	65,168,682.34	18,131,517.04	1,484,692.06	45,552,473.24	69.9%	30.1%	26,572,276.06	39,120,524.33	(12,548,248.28)	-18.7%	-5.2%
EL PASO-DISTRICT 49	1110	12,546.64	$97,079,871.95	$93,949,332.28	$11,737,058.59	$1,245,443.38	$80,966,830.32	86.2%	13.8%	47,230,651.02	56,629,925.30	(9,399,274.29)	-9.7%	0.8%
		21,743.70												

	code												Needed	Diff to
2015/16		sFTE	Gen Fund Rev	Tot Prog.	Prop Tax	SO tax	State Share	SS %	Loc %	7 mos. State Shr	7 mos. GF Rev	Diff	Fund Bal	GFFB%
ARAPAHOE-CHERRY CREEK 5	130	51,852.60	495,366,382.00	374,718,918.44	117,198,062.09	9,317,810.19	248,203,046.16	66.2%	33.8%	144,785,110.26	288,963,722.83	(144,178,612.57)	-29.1%	-16.3%
BOULDER-ST VRAIN VALLEY RE 1	470	30,861.60	268,003,877.00	209,822,787.83	72,693,957.35	3,887,949.57	133,240,880.91	63.5%	36.5%	77,723,847.20	156,335,594.92	(78,611,747.72)	-29.3%	4.6%
EL PASO-COLORADO SPRINGS 1:	1010	26,745.30	203,454,680.00	196,698,483.28	57,140,392.26	6,351,693.24	133,206,397.78	67.7%	32.3%	77,703,732.04	118,681,896.67	(40,978,164.63)	-20.1%	-5.7%
EL PASO-ACADEMY 20	1040	24,540.40	208,444,445.00	164,331,085.29	38,616,602.71	3,962,462.23	121,752,020.35	74.1%	25.9%	71,022,011.87	121,592,592.92	(50,570,581.05)	-24.3%	-3.8%
JEFFERSON-JEFFERSON COUNTY	1420	81,135.80	684,516,164.00	580,179,622.87	213,400,875.94	15,351,269.23	351,427,477.70	60.6%	39.4%	204,999,361.99	399,301,095.67	(194,301,733.68)	-28.4%	-10.0%
PUEBLO-PUEBLO COUNTY 70	2700	9,371.60	64,543,802.00	63,550,113.83	17,870,325.65	1,400,835.98	44,278,952.20	69.7%	30.3%	25,829,388.78	37,650,551.17	(11,821,162.38)	-18.3%	-6.2%
EL PASO-DISTRICT 49	1110	12,404.68	$93,515,686.84	$91,786,276.55	$11,074,373.29	$1,120,051.10	$79,591,852.16	86.7%	13.3%	46,428,580.42	54,550,817.32	(8,122,236.90)	-8.7%	3.4%
		9,371.60												

													Needed	Diff to
2014/15		sFTE	Gen Fund Rev	Tot Prog.	Prop Tax	SO tax	State Share	SS %	Loc %	7 mos. State Shr	7 mos. GF Rev	Diff	Fund Bal	GFFB%
ARAPAHOE-CHERRY CREEK 5	130	51,432.70	475,430,880.00	359,120,042.93	113,685,359.90	8,713,196.33	236,721,486.70	65.9%	34.1%	138,087,533.91	277,334,680.00	(139,247,146.09)	-29.3%	-14.6%
BOULDER-ST VRAIN VALLEY RE 1	470	28,740.50	224,901,845.06	197,200,253.67	59,712,081.47	3,882,506.57	133,605,665.63	67.8%	32.2%	77,936,638.29	131,192,742.95	(53,256,104.67)	-23.7%	11.4%
EL PASO-COLORADO SPRINGS 1:	1010	27,032.40	196,394,045.00	191,106,248.46	55,836,067.93	5,876,995.59	129,393,184.94	67.7%	32.3%	75,479,357.88	114,563,192.92	(39,083,835.04)	-19.9%	-4.9%
EL PASO-ACADEMY 20	1040	23,286.60	199,177,625.00	155,292,433.49	35,981,712.93	3,683,387.91	115,627,332.65	74.5%	25.5%	67,449,277.38	116,186,947.92	(48,737,670.54)	-24.5%	-5.7%
JEFFERSON-JEFFERSON COUNTY	1420	81,130.30	659,309,323.00	555,739,148.91	185,382,959.82	14,583,302.14	355,772,886.95	64.0%	36.0%	207,534,184.06	384,597,105.08	(177,062,921.03)	-26.9%	-16.0%
PUEBLO-PUEBLO COUNTY 70	2700	8,919.90	61,811,568.00	59,468,325.53	17,328,829.18	1,351,219.16	40,788,277.19	68.6%	31.4%	23,793,161.69	36,056,748.00	(12,263,586.31)	-19.8%	-14.3%
EL PASO-DISTRICT 49	1110	12,466.76	$89,385,684.39	$87,199,624.29	$10,862,351.84	$852,727.98	$75,484,544.46	86.6%	13.4%	44,032,650.94	52,141,649.23	(8,108,998.29)	-9.1%	4.0%
		7,755.74		51,874,441.77	6,469,977.72	507,913.12	44,896,550.92							


General Fund Cash Balance Trend by Bank Account
25,000,000
20,000,000
15,000,000
10,000,000
5,000,000
-
Tabor Reserve $3.265M
Jun-16
Jul-16
Aug-16
Sep-16
Oct-16
Nov-16
Dec-16
Jan-17
Feb-17
Mar-17
Apr-17
May-17
Jun-17
Jul-17
Aug-17
Sep-17
Oct-17
Nov-17
Dec-17
Jan-18
Feb-18
Mar-18
Apr-18
May-18
Jun-18
UMB
Eastern Colorado Bank
ColoTrust
Farmers State Bank

EL PASO COUNTY COLORADO SCHOOL DISTRICT 49

General Fund - Fund Balance Propriety Measures

June 30, 2018

		General Fund 10 17-18 cAct		General Fund 10 16-17 cAct		General Fund 10 15-16 cAct		General Fund 10 14-15 cAct		General Fund 10 13-14 cAct	
General Fund - Fund Balance		9,302,936	9.11%	10,198,630	10.5%	10,944,723	11.7%	11,611,083	12.9%	9,554,946	
General Fund - Total Net Revenue	+	102,168,659	+	97,088,445		93,515,687		89,781,437		82,816,021	
Program Formula Funding Components											
10-000-00-0000-1110-000-0000 LOCAL PROPERTY TAX REVENUE		20,623,963		19,291,363		18,506,027		17,110,021		16,314,049	
10-000-00-0000-1120-000-0000 SPECIFIC OWNERSHIP TAX REVENUE		3,070,381		2,351,292		2,011,056		1,816,426		1,694,022	
Total Local Share		23,694,344	15.8%	21,642,655	15.5%	20,517,083	15.0%	18,926,447	15.1%	18,008,072	
10-000-00-0000-3110-000-0000 STATE EQUALIZATION REVENUE		141,180,295		132,082,147		132,133,108		117,064,329		98,071,384	
10-940-00-0000-5711-000-0000 CDBOCES-ALLOCATION		(15,229,494)		(13,928,185)		(15,448,129)		(10,594,296)		-	
Net D49 State Equalization		125,950,801	84.2%	118,153,962	84.5%	116,684,979	85.0%	106,470,033	84.9%	98,071,384	
District 49 Total Program Formula Funding	+	149,645,145		139,796,617		137,202,062		125,396,481		116,079,455	
10-930-00-0000-5711-000-0000 GOAL-ALLOCATION		27,680,476		26,566,842		28,888,410		21,787,854		19,748,587	
10-910-00-0000-5711-000-0000 PPSEL-ALLOCATION		2,882,487		2,771,528		2,799,138		2,569,997		2,299,461	
10-945-00-0000-5711-000-0000 PTEC-ALLOCATION		1,748,780		1,132,160		-		-		-	
10-950-00-0000-5711-000-0000 BLRA-ALLOCATION		8,778,289		5,439,180		5,099,543		4,778,279		4,530,444	
10-951-00-0000-5711-000-0000 RMCA-ALLOCATION		9,771,215		9,397,353		8,797,009		7,307,958		5,498,412	
10-952-00-0000-5711-000-0000 ICAIR-ALLOCATION		5,108,925		5,287,753		5,145,335		4,725,172		5,001,459	
10-953-00-0000-5711-000-0000 LTA-ALLOCATION		184,254		207,465		187,148		-		-	
Total Program Formula Funding Distributions	-	56,154,425	37.5%	50,802,281	36.3%	50,916,584	37.1%	41,169,259	32.8%	37,078,363	
Operated Portfolio Program Formula Funding	- = +	93,490,720	62.5%	88,994,336	63.7%	86,285,478	62.9%	84,227,222	67.2%	79,001,093	
General Fund Net 'Other' Revenue	=	8,677,939		8,094,109		7,230,208		5,554,215		3,814,929	
Add back:											
10-000-00-0000-5221-000-0000 GF TRANSFER TO CAP RESERVE FUND		2,777,000	+	3,500,000		3,500,000		4,000,000		2,000,000	
10-000-00-0000-5819-000-0000 GF TRANSFER TO CPP FUND		471,822	+	459,424		446,014		412,399		391,843	
10-000-00-0000-5218-000-0000 GF ALLOCATION TO INS REV FUND		800,000	+	750,000		750,000		625,000		600,000	
Operated Portfolio Non-Program Formula Funding Gross Revenue	+	12,726,760		12,803,534		11,926,223		10,591,614		6,806,772	
District-Adjusted Gross Revenue (DAGR)	=	**106,217,480**	=	**101,797,870**		**98,211,701**		**94,818,835**		**85,807,864**	
2010 Theory Required Fund Balance (10%-11% of DAGR, calc'd at 10.5%)		11,152,835		10,688,776		10,312,229		9,955,978		9,009,826	
var to actual fund balance		(1,849,900)		(490,146)		632,494		1,655,106		545,121	
2018 Theory - Build of Required EoY Fund Balance											
(1) Seven Months (straight-line) of General Fund Total Net Revenue		59,598,384		56,634,926		54,550,817		52,372,505		48,309,346	
(2) Operated Portfolio share of seven months of State Equalization		(45,901,154)		(43,876,380)		(42,806,411)		(41,716,831)		(38,934,700)	
(3) Operated Portfolio seven month equivalent of non-PFF General Fund Revenue		(7,423,943)		(7,468,728)		(6,956,963)		(6,178,441)		(3,970,617)	
(4) Operated Portfolio cash flow for Charter/Partner Schools portion of Local Share		5,186,601	*3,217,844*	4,587,899	*2,786,997*	4,441,514	*2,781,435*	3,624,713	*2,239,715*	3,355,438	
(5) Operated Portfolio cash flow credit for Charter/Partner Schools Purchased Svcs.		(1,968,757)		(1,800,902)		(1,660,079)		(1,384,998)		(1,226,934)	
		9,491,131		8,076,816		7,568,877		6,716,947		7,532,533	
		9.29%		8.3%		8.1%		7.5%		9.1%	
Variance to Actual Fund Balance		(188,195)	-0.18%	2,121,814	2.2%	3,375,846	3.6%	4,894,137	5.5%	2,022,414	

BOARD OF EDUCATION ITEM 14
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF:	October 24, 2018
PREPARED BY:	Michael Pickering, POWER Zone Leader
TITLE OF AGENDA ITEM:	Power Zone Elementary Calendar Change Request
ACTION/INFORMATION/DISCUSSION:	Consent Agenda-Action

BACKGROUND OR RATIONALE

AS MANY AS 120 POWER ZONE ELEMENTARY TEACHERS WILL BENEFIT FROM EUREKA MATH TRAINING BY LEARNING HOW TO MOST EFFECTIVELY UTILIZE THE CURRICULUM TO MEET THE NEEDS OF ALL LEARNERS. RECENT LOCAL AND STATE ASSESSMENT RESULTS IN BOTH ACHIEVEMENT AND GROWTH ARE INDICATING INCREASED INSTRUCTIONAL NEEDS AROUND MATHEMATICS AT THE ELEMENTARY LEVEL. IN PART DUE TO THIS RECENT DATA THE SENSE OF URGENCY FOR THE ZONE HAS INCREASED IN THIS AREA. IN ORDER TO ENSURE THE POWER ZONE IS THE BEST PLACE FOR BOTH TEACHERS AND STUDENTS TO LEARN THE DECISION HAS BEEN MADE TO UTILIZE EUREKA MATH K-5 ACROSS ALL ELEMENTARY SCHOOLS IN THE ZONE. THIS MEANS A LARGE NUMBER OF TEACHERS NOW NEED THIS TRAINING. DUE TO THIS LARGE NUMBER OF EDUCATORS THAT WILL BENEFIT FROM THE TRAINING AND THE DIFFICULTY IN CONSISTENTLY OBTAINING SUBSTITUTES, WE ARE FORMALLY REQUESTING FRIDAY, NOVEMBER 16TH BE CHANGED FROM A STUDENT CONTACT DAY TO A NON-STUDENT CONTACT DAY FOR OUR ELEMENTARY SCHOOLS: ALLIES, STETSON, ODYSSEY, AND RIDGEVIEW. THIS DATE IS THE FRIDAY PRIOR TO THANKSGIVING BREAK FOR STUDENTS. THIS TRAINING ALIGNS WELL TO OUR DISTRICT MATH INITIATIVE AND SUPPORTS PRIMARY PROFICIENCY FOR ALL STUDENTS.

RELEVANT DATA AND EXPECTED OUTCOMES:

THIS TRAINING WILL PROVIDE AN OPPORTUNITY TO SUPPORT OUR ELEMENTARY TEACHERS IN PROVIDING MORE QUALITY MATH INSTRUCTION WITH EUREKA RESOURCES WHICH WILL ASSIST WITH OUR MATH FOCUS AND ASSESSMENT DATA. OUR OVER 1,800 ELEMENTARY STUDENTS ARE THE DIRECT BENEFICIARIES OF THIS TRAINING. EXPECTED QUANTITATIVE OUTCOMES ARE INCREASED ACHIEVEMENT AND GROWTH RESULTS ON LOCAL AND STATE MATH ASSESSMENTS. EXPECTED QUALITATIVE OUTCOMES INCLUDE STUDENTS LEAVING ELEMENTARY SCHOOL MORE PREPARED AND SELF-CONFIDENT TO SUCCESSFULLY TAKE ON OUR MIDDLE SCHOOL MATH STANDARDS.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	**Inner Ring—**How we treat each other **Outer Ring—**How we treat our work	**Outer Ring**: This training will increase our elementary teachers knowledge base and provide additional resources increasing their instructional effectiveness. This training aligns with our district math initiatives and our primary proficiency for all students.

Strategy	**Rock #1**—Establish enduring trust throughout our community **Rock #2**—Research, design and implement programs for intentional community participation **Rock #3**— Grow a robust portfolio of distinct and exceptional schools **Rock #4**— Build firm foundations of knowledge, skills and experience so all learners can thrive **Rock #5**— Customize our educational systems to launch each student toward success	**Rock 4**: This training will increase instructional effectiveness for primary math creating firm foundations for all students.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:
Approval of non-student contact day for POWER Zone elementary students on Friday, November 16, 2018 in order to offer math training to all elementary classroom teachers.

APPROVED BY: Peter Hilts, Chief Education Officer **DATE:** 10-18-19

BOARD OF EDUCATION ITEM 15
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: October 24, 2018
PREPARED BY: Chief Officers
TITLE OF AGENDA ITEM: Monthly Chief Officer Reports
ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND OR RATIONALE
The chief officers will provide an update to the board on district activity in their respective areas.

RELEVANT DATA AND EXPECTED OUTCOMES:
To provide timely information to the board.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	**Inner Ring—**How we treat each other **Outer Ring—**How we treat our work	
Strategy	**Rock #1**—Establish enduring trust throughout our community **Rock #2**—Research, design and implement programs for intentional community participation **Rock #3**— Grow a robust portfolio of distinct and exceptional schools **Rock #4**— Build firm foundations of knowledge, skills and experience so all learners can thrive **Rock #5**— Customize our educational systems to launch each student toward success	

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only.

APPROVED BY: Brett Ridgway, Chief Business Officer; Peter Hilts, Chief Education Officer

DATE: October 10, 2018

CHIEF OPERATIONS OFFICER REPORT

OPERATIONS DEPARTMENTS PERFORMANCE REPORT – WS 10/24/18

COO SUMMARY

Eight leaders from the Operations Office are attending the Baldrige conference on Oct 23-24, in order to increase our collective ability to utilize Baldrige principles in planning and daily operations. This includes three leaders who will attend the "Baldrige 101" workshop on Oct 23.

As we look to the months ahead, the Operations Office will continue to focus on long range planning efforts in addition to conducting daily support operations. These efforts include an Operations strategic planning session on Oct 29; looking ahead to the transitions that will occur in leading MLO 3B efforts as we wind down the bulk of MLO 3B efforts next summer (but still have lingering tasks which will occur over many months following the summer of 2019); continued focus on Strategic Facilities Planning to develop and revise a Five Year Facilities Plan; continued focus on the Enhanced Security Community Advisory Team (ESCAT) discussions on potential security initiatives; and the development of the Technology Master Plan for District 49

In October, the MLO 3B team focused on approximately 19 P2 projects across the district during Fall Break, as well as continuing to place the final touches on P3 projects and focusing on the new school construction on Vista del Pico. The P2 projects included HVAC improvements, painting, LED upgrades, flooring, and a variety of other initiatives. Multiple shipping delays occurred in the delivery of long-awaited PHS kitchen appliances for the Culinary Arts program, but we have received five primary appliances with installation scheduled for Oct 19. Two additional supporting appliances remain to be delivered.

Capital projects are a point of focus in Facilities over the month of October, with parking lot painting, asphalt repairs, and other improvements taking place across the district in addition to preparation for the snow season.

Regards

Pedro Almeida
Chief Operations Officer

DEPARTMENT SUMMARIES

INFORMATION TECHNOLOGY

1. Working with several vendors to get estimates for a complete network assessment
2. Working with CCS to establish KPI's for ticket reporting
3. Monitoring the ongoing work at FHS to insure problems are resolved.
4. Beginning discovery phase of the Technology Master Plan

SECURITY & SAFETY

1. Most significant issue of the past month: former FMS student who was expelled last year for creating a list of students to harm was arrested and found to be in possession of illegal mushrooms and he made threats to harms staff and students at the middle school. EPSO is working closely with FMS staff and the Safety and Security Department to address any potential threats.
2. Bob Konz will be released from training on 10/26/18, serving the Falcon Zone.
3. Final revisions are in progress for site evaluation document (CPTED format).
4. ESCAT meetings continue.
5. On 10/19/18 the Safety and Security Team will attend an after action review of the Arapahoe HS shooting help at the El Paso County Sheriff's Office.
6. Dave Glenn and Bob Konz attended the two-day Colorado Safe Schools Resource Center annual training summit.
7. Collaborative partnership between Dustin Horras and Safety and Security to address disruptive parents at football games.
8. 28 Safe2Tell reports (12 of the reports are for suicidal teens)
9. Omnigo has proven to be a helpful tool for documenting daily activities but has not yet been used to document reports.
10. Special needs male student arrested at SCHS for arson, 3rd degree assault, and criminal mischief.
11. Special needs female arrested at SMS for assault on a police officer and disorderly conduct.
12. Trace amount of cocaine found on a female student at VRHS.
13. Cocaine found in the bathroom at PHS (unknown suspect).
14. Greenhaven Neighborhood complaints vs.VRHS have ceased.
15. VRHS neighbor Dr. Crowe's concerns have been addressed.
16. No gang graffiti incidents for the past month.
17. David Pratt will be leading a panel discussion on restorative practices and police/community partnerships at the Restorative Practices Conference at Great Wolf Lodge.

TRANSPORTATION

1. Department is on pace to be fully staffed by the end of October
2. Fall bus evacuations will take place the week of October 22

ATTENDANCE STATISTICS YTD 2017-2018

Month	Employees	# School Days	% of Leave	Sick	Sick Bereavement	Sick FMLA	Personal	Dock	Dock FMLA	LWOP	LWP	Jury Duty	Total/Mth
August	97	22	4.7%	47.5	3	23	7.5	10.5	9				100.5
September	97	19	9.3%	60	7	55	10.5	14.5	22	1	0.5	0	170.5
October		12											0
November		17											0
December		15											0
January		17											0
February		18											0
March		10											0
April		22											0
May		17											0
	AVG												
Totals YTD	97	169	7.0%	107.5	10	78	18	25	31	1	0.5	0	271

KEY STATISTICS

Number of Working Day for 18-19	169		
Number of Dock Days	25	0.2%	
Number of Sick Days	107.5	0.7%	
Number of Dock FMLA Days	31	0.2%	
Number of Bereavement Days	10	0.1%	
Number of LWOP Days	1	0.0%	
Number of Sick FMLA Days	78	0.5%	
Number of LWP Days	0.5	0.0%	
Number of Personal Days	18	0.1%	
Number of Jury Days	0	0.0%	

NUTRITION SERVICES

1. Colorado School Nutrition Conference on Industry
2. Casbo conference- presented 2xs (one with Brett)

MAINTENANCE & GROUNDS

1. A few of the Capital Projects this Fall Break:
    a. Mohawk water heater replacement
    b. WHES MOD/POD bathroom flooring
    c. SES & MRES operable partitions installed - FCBC funded
    d. Asphalt being repaired at SCHS and Evans
    e. Parking lot painting district wide approx. %75 complete
    f. Cement repair projects district wide will be starting soon
    g. Snowplow training completed on 10/11/18

Chief Education Officer

- Sue Holmes shares about the launch of the Empower[FZ] teacher cohorts. Three Falcon zone teachers were selected by the Air Force Academy's Extra Yard for Teachers Campaign. P.2

- Mr. Franko's report on the iConnect Zone highlights recognizing the two teacher of the year candidates from the iConnect zone. Springs Studio for Academic Excellence middle school students are participating in a "Kindness Campaign". P.3

- Dr. Pickering's Power zone report gives an update on the Vista Del Pico elementary naming and boundary discussions. Lexia reading and enrollment data is also included. P.4

- Mr. Dorsey's report on the Sand Creek zone highlights the STEM Math night at Remington Elementary and the 300 families that attended. P.5

- Executive Director of Learning Services, Amber Whetstine and several of her team will be attending the Baldridge Conference in Denver October 24th. Her team will also be coordinating the Annual Performance Review (APR) visit, scheduled for November 5-7. The LS department is diverse, so peruse their report for more detail about data services, ed tech, professional learning, wellness, and other title programs administration. P. 6-8

- Dr. Nancy Lemmond, our Executive Director of Individualized Education details the Goals and measures that organize the work of Special Education, Gifted Education, English Language Development, school health and Community of Care programs. P. 9-11

- The report of the communications team talks about how to request support by submitting a comm plan. The Voice Of the Workforce (VoW) Annual survey closed with 85% participation rate, which is slightly underneath the stated goal, but still a very positive turnout. P. 12

- Mary Perez's report about CE describes how our offerings reflect the cultural compass and our district vision and mission. Ms. Perez details how our CE staff are serving in state and national leadership roles to advance equitable opportunities. P. 13-14

- The CTE office highlights things that are going on in the engineering program at Horizon Middle School, Early childhood education at Vista Ridge High School, Art program at Skyview Middle School, and Construction program at Patriot High School. P. 15-16

- Dr. Fletcher's review details recognition and leadership from cultural services in the domains of restorative practices, military children and community outreach. P. 17

Falcon Zone

Empower^{FZ} (Firm Foundations, Every Student, Learning)

Just prior to Fall Break, all schools in the Falcon Zone launched their first cohort of EmpowerFZ teachers! Teachers were selected through an application/survey process that assessed their readiness and desire for participation in the first or subsequent cohorts. We intentionally want teachers to be in the cohort that best supports them professionally and personally.

Several of our schools have begun using the Modern Teacher Professional Learning Platform in order for all faculty to begin getting a foundation for our work with EmpowerFZ. The Modern Teacher professional learning is delivered in focused "tiles" which allow for follow-up reflection and/or application. We have heard of comments such as, "That was pretty quick!" "This was really good," and "I was kind of nervous about the professional learning, but I was pleasantly surprised." The professional learning is of high quality, and allows for great reflection and collegial conversations as well as application in the classroom. This all faculty use of the Modern Teacher Professional Learning Platform will support all of our cohorts.

Extra Yards for Teachers (Every Student, Leading)

The Air Force Academy's Extra Yard for Teachers Campaign honors area teachers for going above and beyond in their classrooms. Over 900 nominations were received and whittled down to 10 area winners. Four of the winners are in D49 with three in the Falcon Zone! These winners received a special visit from AFA mascot (a falcon, of course!) as well as $1,000 to spend on their classrooms.

Congratulations to Falcon Zone's Extra Yards for Teachers winners:

Carrie Clay, Falcon Middle School
Jon Cody, Meridian Ranch Elementary School
Anna Tapia, Woodmen Hills Elementary School

Voices of the Workforce Annual Survey Participation (Trust)

The Falcon Zone experienced high participation with the VoW Annual Survey. This is an indication of high employee engagement and trust that employee feedback is listened to and strongly considered for change.

Our participation percentages are as follows:

Falcon Zone as whole - 93%.
Falcon High School - 83%
Falcon Middle School - 99%
Falcon Elementary School of Technology - 93%
Bennett Ranch Elementary School - 100%
Meridian Ranch Elementary School - 95%
Woodmen Hills Elementary School - 93%
Falcon Zone Admin & Staff - 100%

iConnect Zone

Current and Ongoing Activity

Pikes Peak Early College students hosted a game night on October 3rd, from 2:30-6pm. This self-led time allowed the school to promote October count. 20 students attended, enjoying snacks and fun.

GOAL Academy students participated in a successful Chamber Event Trunk or Treat on Thursday, October 4. It was open to all Pueblo families with proceeds going to the Boys and Girls Club and after school programs.

The Patriot High School Student Council combined with Our Sources of Strength to raise money for homeless teens. The groups held a "Pie in the Face Fundraiser, raising $43. The lucky "winners" were Mr. Bonavita, Mr. Lustig and Mrs. Roy.

Springs Studio for Academic Excellence middle school students will be participating in a "Kindness Campaign". Since creating a safe, happy and productive environment is important to student's academic learning and emotional well-being, what better way to support this than teaching and encouraging kindness. The fun and productive challenge will be to perform random and frequent acts with staff leading by example.

17 District 49 teachers were recognized on August 9, as Teachers of the Year based on recommendations from students and parents. The iConnect Zone is pleased to celebrate our two winners: Jennifer Aubain - Springs Studio for Academic Excellence and Adrianne Ryland - Pikes Peak Early College!

Upcoming Activity

Power Technical Early College offers students industry employee presentations throughout the year to explore opportunities in the workforce. Discussions center around salary/benefits, requirements/training and job expectations. The next presentation day will be October 22nd.

Imagine Classical Academy Families will be celebrating National Walk to School Day on October 10. Participants will meet at Ken Jordan Park at 715am. The PTO will provide signs and noisemakers.

The iConnect Zone Instructional Excellence Team will continue to offer cohorts of teachers and leaders from charter and operated schools alike. The cohorts are offered through Aha! and focus on : Techniques on increasing student engagement through reading, writing, speaking and listening for all students. The continued work of developing rigorous and relevant tasks and assessments to engage students in deeper learning. The use of micro-teaching protocols to give teachers opportunities to practice with immediate feedback.

POWER Zone

Current and Ongoing Activity

PZ2020 (Authentic Learning and Assessment by Fall 2020)
Each POWER Zone school with have two staff members serve on the POWER Zone's Authentic Learning Leadership Team. This team will work collaboratively to develop a 3-5 year strategic authentic learning implementation plan both as a zone and differentiated per school. Other success criteria for the group include developing authentic learning lessons in multiple content areas that can be delivered as model lessons, identifying authentic learning champions within each school, and supporting the development of one model authentic learning classroom per school.

Vista Del Pico Elementary School
Boundary and Naming
At the October 24th work session Melissa Andrews and Kristy Rigdon will present two Vista Del Pico (VdP) related items to the BOE. The first will be boundary change item and second will be a school naming item. Ms. Andrews will present the boundary change item and has worked diligently alongside the principal of Vista Del Pico Elementary, Mrs. Rigdon, and our district's director of communications, Mr. Dave Nancarrow, to create multiple opportunities for our communities to engage around the boundary change options. Electronic surveys were sent via email, hard copy information was sent via mailers, and multiple community meetings were held all in order to garner as much community feedback as possible. Mrs. Rigdon has worked alongside a very dedicated planning committee to develop a preliminary mission, vision, and values and the team has generated names based off these core beliefs. The community had opportunity to give feedback on the names as well. The zone is excited to present both items in order to get the BOE's valuable feedback in these important areas.

Lexia Core Reading Support Data & Enrollment Numbers

	Lexia Core 5 Reading % Usage Minutes Met	Lexia Core 5 Reading Average # New Skills Attained	Funded 2018 Enrollment	Projected 2018 Enrollment
ALLIES	96%	4	150	115
OES	82%	5	460	445
RVES	94%	6	725	739
SES	89%	4	509	541
SMS			1018	1083
VRHS (SAT)			1580	1589
PZone			4,442	4,512

Sand Creek Zone

Current and Ongoing Activity

The SCZ is in the second year of implementing our zone plan. Two years ago, we consulted with staff, students, parents, and community members in developing a strategic plan to drive our work for the next few years. Every year we adapt the actions to support our goals based on data. We should also note that our buildings are in the process of beginning to roll out our identity elements to staff. The identity elements were developed by a representative group of Sand Creek Zone staff, and can be found in the zone plan. The elements are designed to define the excellence with which we go about our work on a daily basis.

STEM/Math Night was a huge success at Remington. Nearly 300 families signed in at the event. Students enjoyed hands-on learning experiences with their students. The Challenger Center brought their planetarium. The Wildlife Center shared their injured animals with us and explained the ways they are rehabilitating the animals. Our math instructional coach and our Technology/GT teacher presented to parents valuable resources and strategies to help their students with math at home. Each family took home a bag of math games to play at home.

The evening of October 25th is Literacy Night. While students are playing Book Bingo and other literacy games in the cafeteria and gym, parents will attend presentations by teachers on how to support literacy at home. Presentations include: phonemic awareness strategies, phonics instruction, fluency practice and reading comprehension.

Remington staff just completed the book, Explicit Instruction by Anita Archer. Staff presented ideas for implementation to each other during PLCs. Several staff members visited with the author at the CDE READ Conference in Pueblo. RES is currently working on providing explicit instruction in math interventions that mirrors their literacy intervention program.

They have developed a science curriculum team to develop a more concrete science program that aligns with state standards. They have also begun explicit writing instruction in small groups as they address the need to develop learners proficient in writing.

Springs Ranch held their 6th annual Walk A Thon in August originally as a healthy alternative fundraiser and turned into supporting a greater need in the community. This year, the Walk-A-Thon raised over $1,500 to help the Cheyenne Mountain Zoo do some of their repairs after the damaging hail storm they suffered earlier this summer. This is one of the most well-attended school events by our students, parents, and community. They had a great time walking, dancing, and building community within the school, while raising money for a great causes. Healthy snacks were provided to participants by the Healthy School Committee at SRES. Brian Hepperle, 3rd grade teacher, and Jeff Ingram, psychical education teacher, host the event and call it one of their favorite days of the year.

Learning Services

Current and Ongoing Activity

Academic Standards: CDE has completed a revision of the Colorado Academic Standards, which are now released. Learning Services leaders are planning to provide training to leaders and teachers before the end of the semester. State-wide, schools and districts are beginning to adopt the new standards which are expected to be fully adopted by school-year 2020-21.

Data and Research: Katherine Hochevar, Senior Data Analyst, has begun work on the "State of the Workforce'" Annual report. Additionally, Katherine continues to support the ongoing data analysis work across the education department and is supporting with the development of the District's Unified Improvement Plan.

Education Technology: The district transition to the new web filter Securly was completed in September. Melissa Riggs, Education Technology Specialist is working with Nikki Lester, Director of Career and Technical Education to build a Digital Citizenship training course for staff. This course is part of a partnership with the Science Technology Engineering and Mathematics (STEM) School in Highlands Ranch. Melissa continues work on Student Data Privacy and district compliance with state and federal law. Currently 14 district staff have successfully completed the Schoology Student Data Privacy course and 173 apps/websites have been vetted through this process.

Educator Effectiveness: Amber Whetstine, Executive Director of Learning Services, and Dr. Kathy Pickering conducted Evaluator Certification Training on September 7 and October 4. This training is required for educators who do not hold a Colorado Principal License and will be evaluating licensed teachers or special service providers.

Math Foundations: Author and director of Mount Holyoke College's mathematics leadership programs, Mike Flynn was in District 49 in September. Over 100 leaders and teachers attended Mr. Flynn's session learning about mathematical mindset and instructional strategies for engaging students through compelling questions.

The Math Leadership Team (MLT) met for the second time this year in September. Teachers from district elementary and middle schools identified standards associated with grade-level specific formative tasks and shared student results. The MLT teachers serve as representatives to the primary proficiency initiative at their school and a resource to their staff. MLT members have initiated book studies, founded numeracy committees, shared strategies in team meetings, staff meetings and other communications as well as are continuing to collaborate with principals to increase achievement in math.

Performance Excellence: Several Learning Services team members will attend the Baldrige Regional Fall conference in Denver, October 24. The Learning Services team is supporting the coordination of our Annual Performance Review (APR) visit, scheduled for November 5-7. This visit, formally facilitated through Rocky Mountain Performance Excellence, will consist of a team of independent consultants this year as we prepare to consider participation in the national Baldrige award program.

Primary Literacy: Fall READ Camp launched October 8, Evans, Falcon and Odyssey Elementary Schools with a total enrollment of 57 students in grades 1-3.

Stacey Franklin-Selby coordinated training for a total of 33 new staff on the initial Core Knowledge Language Arts (CKLA) curriculum used in many D49 elementary schools, September 20 and September 21. Stacey is also reviewing READ Fund allocation spending plans submitted by principals, which were due October 5. All submitted plans have been reviewed, and READ Funds are in the process of being allocated to schools. Training on the district's digital library system, myON is planned for building leaders and new staff in early November.

Professional Learning: Lead mentors and building administrators attended a Supporting Beginning Teachers Workshop, with Dr. Tina Boogren on September 17. Dr. Boogren's work outlines four types of support (physical, emotional, instructional, and institutional) and provides essential strategies for mentors and school leaders to develop an effective mentoring program schoolwide. 70 mentors and building leaders were in attendance and had an opportunity to immediately apply new learning by collaboratively developing action plans during the last portion of the workshop. Two follow-up webinars are scheduled with Dr. Boogren in November and March to dig deeper into this mentoring framework.

Dr. Kathy Pickering, Coordinator of Professional Learning, provided training and support regarding the revised Colorado State Model Teacher Evaluation Rubrics to leaders at the Sand Creek Zone Leadership meeting, September 12.

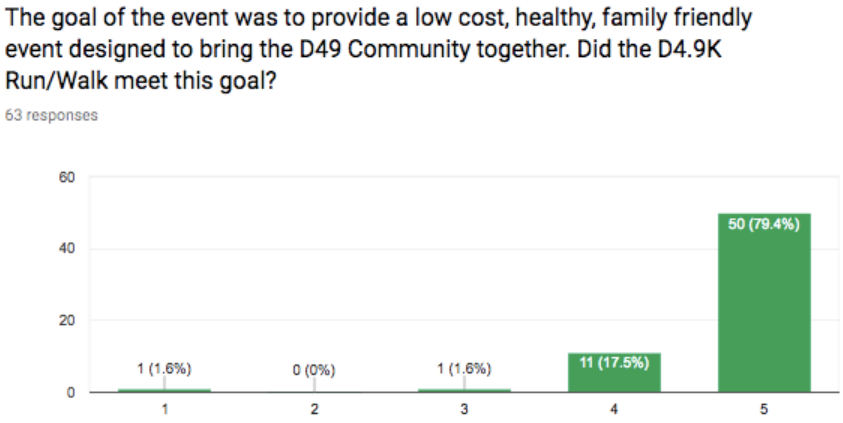
The first session of the Principal Induction Leadership Academy was held on September 19. 15 administrators are participating in induction this year. This first session was focused on strategic leadership and included a presentation on culture and strategy by Peter Hilts, Chief Education Officer.

A review of our induction programs (teacher/SSP and principal) was completed last spring with input from a variety of stakeholders including lead mentors, administrators, and teachers. The completed induction rubric was submitted to the Colorado Department of Education in early September. We were recently notified that the state has approved our induction programs for the next 5 years.

Title Programs: On October 6, Kim Brown, Title I Family Engagement TOSA, along with family engagement school liaisons, Bobby Odom, Gabby Lynn, school librarian Katherine Nunn, and principal Dr. Michael Roth attended the kick-off to celebrate Family Engagement in the state of Colorado. Districts across the state displayed promising practices. District 49 was showcased as an example of promising practices supporting family engagement in our Title I schools. Kim provided training and support to new family liaisons during September to provide professional learning, and sharing around best-practices in family engagement. Both Evans and Falcon Elementary Schools were recognized in the Colorado Department of Education (CDE) Family School and Community Partnerships Publication.

October 27-31 Paul Coleman and Lorretta Grimaldo will attend the National Association for the Education of Homeless Children and Youth conference in Anaheim, California. They will also attend the Brustein & Manasevit, PLLC Fall Forum November 28-30 in New Orleans to receive updates on new regulations related to ESSA.

Wellness:
The D4.9K Walk/Run and 49 Yard Kid Dash, held September 29, was a success with 554 registered participants.



Strongly Disagree Strongly Agree

504 D49 staff are participating in the Walktober challenge versus Academy School District 20. District 49 was awarded a two-year *Creating Healthy Schools* grant for Evans Elementary School and Horizon Middle School for $68,371 from The Colorado Health Foundation to support nutrition and physical activity for staff and students.

Upcoming Activity:

Education Technology: Daniel DeJesus, Education Technology Specialist, is working with Securly to host "Student Safety in the Digital Age: Best Practices for Parents" on November 13 at Falcon Middle School and November 14 at Horizon Middle School. Both sessions will run 6-7:30 pm.

Melissa is working with Tierney Brothers to host Google EDU on Tour for Colorado Springs school leaders and education technology leads. The 9am-2 pm conference on December 13 will include topics such as: The role of technology in education, Preparing students to be future ready and Investing in technology to help improve learning outcomes.

Leadership Development: Beginning October 31, Amber Whetstine, and Sue Holmes, Falcon Zone Leader will launch "Supervision and Evaluation of Instruction", a masters-level course as part of D49's principal licensure cohort program in collaboration with the University of Colorado, Colorado Springs.

Primary Literacy: Stacey Franklin-Selby and Wendi Sidney, Administrative Assistant for Learning Services will attend the National Summer Learning Association conference November 12-14 in Kansas City, Missouri to gather new insights to support District 49's fall, spring and summer learning programs.

Professional Learning: The professional learning (PL) team is working on updating the Aha! Network brand and re-designing the website. The PL team is partnering with the communications team to design a new logo and are in the process of updating each page within the Aha! Network website.

Individualized Education

Special Education

Current and Ongoing Activity

- Intervention spreadsheet of what programs/tools/curriculum is being utilized in the Tier 3 Intensive intervention by our Special Education Staff
- Development and Delivery of PD on areas of concern
- Student led IEP's for our HS

Upcoming Activity

- We have demoed a behavior intervention plan to determine if this would be a good tool for our schools
- During the Fall break we are developing guidelines and training for "the Golden thread" from evaluation to development of the IEP.
- Student led IEP's are being considered. The coordinators are monitoring their development. At this time VRHS is doing student led IEP's.

Gifted Education (GE)

Current and Ongoing Activity

Goal #1: Provide relevant training to all Gifted Education Facilitators differentiating training to meet individual readiness levels

- 7 school gifted education facilitators joined 60 other educators from the Pikes Peak Region for an Advanced Literacy Workshop. Strategies focused on various ways to meet needs of advanced readers in traditional classroom.
- 15+ gifted education facilitators are registered for the Colorado Association of Gifted and Talented (CAGT) Conference. Participants will focus on break outs sessions meeting individual readiness level and goal of identifying underrepresented populations.

Upcoming Activity

Goal #1: Continue efforts to identify underrepresented populations as gifted

- The Naglieri (NNAT) is being purchased to support identification of English Language Learners.
- Efforts to identify in the talent areas are occurring.
- Universal screening at the 3rd and 6th grade levels is completing at end of October.

English Language Development (ELD)

Current and Ongoing Activity

- No update. The new ELD Coordinator starts on October 15th.

Community Care

Current and Ongoing Activity

- Provide 8 Counselor Meetings/Trainings throughout the school year
  - Held a beginning of the year meeting on July 31st.
  - Held a training on Community Supports on September 14th.
- Community Engagement Advocates will run monthly truancy and suspension reports for district operated schools and provide ongoing data on their interventions.

  - Each has met the administration and staff at their assigned schools and are working with Power School to get access to incident reporting and attendance- Powerschool is not up and running in these areas as of yet.
- BCBA's will collect data on the number of referrals made and the scope of those referrals by providing a report at the end of each semester.
  - BCBA's have created a process/procedure and google form to track the referrals and trained the school psychologists on how to document in the form at the psych meeting on August 6th.
- Care & Support Team will provide end of quarter reports for suicide assessments, threat assessments and abuse reporting.
  - We have reviewed the current spreadsheet and revised it to accommodate better reporting options.
  - We are working with Powerschool to embed the forms within the system to create ad hoc reports.
  - The suicide assessment has been truncated to reduce time and effort
  - The threat assessment is being reviewed to see if a reduction in the paperwork can be done. Kim is meeting with The Colorado School Safety Resource Center group on August 14th to discuss options and review other district's forms and process.
  - We are reviewing other district's forms for both suicide and threat assessments and working to improve our process.
  - Care and Support Team have been doing table top exercises with individual campus teams to ensure their understanding of the process

Upcoming Activity

- A calendar of trainings for the rest of the school year for Counselors has been created and disseminated to the counselors. This will appear in the C3 for Oct.
- The CEA's and I have met with a few community partners to discuss supports: Spring Creek, DHS, Truancy court, Cindy Dude's office and GAIL's
- BCBA's are working with their campuses on the referral process and following up on referrals
- Care & Support Team are attending conferences and trainings to ensure we are up to date with our assessments.

School Health

Current and Ongoing Activity

- Support our three new school nurses through mentor/induction process and seek opportunities for them to obtain professional development in our field of practice.
- Look for opportunities for district health room paraprofessionals to attend PD day training focused in their job description with the support of nursing services and Individualized Education Department.
- Immunization Compliance, December 1 state data report. Due to transition from IC to Power School, state data report may not be able to be accurately captured. Lead Nurse Patsy Prettyman has been communicating with state immunization. State recommendations is to focus on Kindergarten immunization compliance by December 1. State Immunization representative will touch base with lead nurse Patsy Prettyman by November 1 to check on status regarding how we

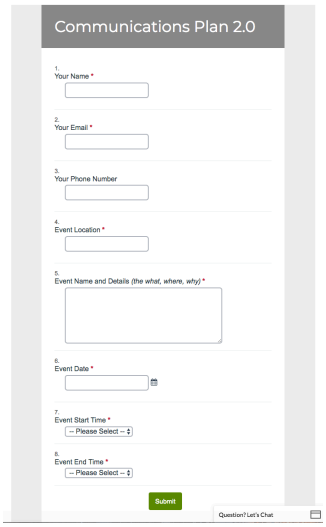
are doing on PowerSchool access and inputting of information in order to be able to run an accurate report; this is a working progress and we do have a plan in place at this time.

Upcoming Activity

- Boo To The Flu events at SCHS, FHS, VRHS (end of October/early November).
- Vision and Hearing Screening district wide through the month of November 2018.
- Continue conversations with Zone leaders about standardise and concussion management in specifics to return to play protocol under Jake Snakenburg law which affects athletes ages 11-18. Dr. Rocky Khosla Board Certified Sports Medicine, Board Certified Brain Injury Medicine, Assistant Clinical Professor at University of Colorado School of Medicine & Pueblo Sports and Family Medicine and concussion consultants. Here is Dr. Khosla's presentation to our district on September 12, 2018. https://youtu.be/tUaa7ZIeOmU
- Continue to work on Immunization compliance

Communications

D49.org



Communications Plan 2.0: One of the most effective ways to share important information and request support from the D49 Department of Communications is to submit a "comm plan." The electronic form that can be easily found at d49.org requires the user upload basic details about the topic for which they want coverage. Analysis by the comm team led to a refresh of the form, to achieve a dual goal: Make the form more efficient and user-friendly(fewer than 10 basic questions) while accomplishing the same objective of notifying and assigning coverage to a member of the comm team. The director will work with the digital communications manager to monitor customer response to determine if the intended improvements are resonating with our users.

Marketing

New School Developments: Exciting progress continues at the site of D49's newest elementary school in the Banning Lewis Ranch neighborhood. The effort to inform families and staff around the district has resulted in significant collaboration between school leadership, and the D49 offices of Operations, Finance and Education. Some key examples of this collaboration included a "topping out" event on September 14, in which the topmost steel beam bearing the signatures of future students and district staff was set in place in the upper floor during a ceremony that was streamed live on the district's Facebook page. In addition, school leadership hosted two community meetings to listen to feedback on boundary considerations which was supported by data gathered by a Voice of the Community survey on boundary proposals. As the gathering of input on the future name of the school continues, useful information about the progress up to this point is being regularly refreshed on the "Two New Schools" section of the Building Our Future Community page at d49.org.



Internal Communications

VOW Annual Survey: The Voice Of the Workforce (VoW) Annual survey closed with 85% participation rate, which is slightly underneath the stated goal, but still a very positive turnout. Internal Communications manager Amy Matisek worked directly with some D49 departments to ensure those who wanted to add their voice to the VoW conversation, could, with some additional instruction. The results are under review and will provide valuable feedback for shaping the next steps with clear vision of workforce priorities.

Election Communications

Info Sharing on Measure 4C: D49 has an item on the November ballot (Measure 4C). The communications team in partnership with the Financial Office worked together to provide clear and complete information about both the benefits and risks to the proposed measure, which aims to allow D49 to grow with our expanding community by adjusting the D49 MLO structure into a lower, fixed rate and removing a fixed dollar amount collected with the present MLO arrangement.

Concurrent Enrollment (CE)

Trust

- **Postsecondary Enrollment –** reconciled Fall 2018 college course enrollment at PPCC, UCCS, Pueblo CC, Red Rocks CC, Front Range CC, Arapahoe CC, and Emily Griffith Technical College
- **October Count** – set up postsecondary enrollment codes and funding codes in Power School for all CE, Career Start, and ASCENT students for CDE compliance.

Portfolio of Schools

- ***New* PPCC-Credentialed D49 College Instructors –** completed HLC graduate course requirements, funded by D49, and will begin teaching Spring 2019:
  - **VRHS Amy Rogers** – MAT121 College Algebra, MAT135 Statistics, MAT107/112 Career/Financial Math, MAT120 Liberal Arts Math
  - **FHS Seth Baun** – HIS121 US History
  - **Paul Finch (All D49 HSs)** – PHI112 Ethics
- **Spring College Courses offered on D49 HS Campuses –** *taught by D49 and PPCC instructors*

FHS	PPEC	SCHS	VRHS
HIS121 History to Reconst	**PHI112 Ethics**	**LIT115 Intro to Literature**	**LIT115 Intro to Literature**
ENG121 English Comp I	**HIS112 The World 1500-pres**	**LIT115 Intro to Literature**	**PSY101 Gen Psychology I**
PHI112 Ethics	**HIS236 US History since 1945**	**COM115 Public Speaking**	**ENG121 English Comp I**
	PSY101 Gen Psychology I	**POS111 Am Govt**	**MAT121 College Algebra**
	ENG122 English Comp II		**PHI112 Ethics**

- **PPEC –** Developed Transfer Guidelines to be used by D49 high school students & counselors.
- **UCCS Pre-Collegiate Program** planning 2019-20 sophomore cohort, to begin Summer 2019.

Cultural Compass

- College advising support provided to HS counselors, advisors, parents, and students.
- Rebuilt Postsecondary Courses in PowerSchool

Best Choice to Learn, Work, and Lead

- **New CE Instructors** – supported & mentored new CE instructors during start of semester
- **Remedial Courses** – Discussed with PPCC leadership, the opportunity to stand up English remedial
- **Get-a-Life Career Expo** – served on planning team
- **NACEP** (National Alliance of Concurrent Enrollment Partnerships)
  - Paul Finch invited to participate on Big Ideas discussion panel at national conference "*Creating a Collegiate Culture in HS Settings*"
  - Secondary School Scholarships for national conference – managed and selected recipients

  - Sec School Partners Committee Survey on Equity – Coordinated survey to secondary membership nationwide about equity and access priorities in concurrent enrollment.
- **CCCS CE Taskforce** – team developed list of pinch points for CE practitioners
- **CDHE Matriculation** – brainstormed with IHE admin strengths, opportunities for improvement, and best practices that impact matriculation

CTE

Current and Ongoing Activity

Mark Acuff – Engineering @ HMS

After 1 quarter of offering PLTW Gateway Energy and the Environment here at Horizon Middle School, it can safely be said that students enjoyed building the wind turbines and collecting data. They would literally come in each day during the project, and race each other to their work benches.
They had to research, design, sketch and evaluate blade designs. Then they had to transfer that sketch to a piece of cardboard, for practice using the craft knives. After, they cut out their templates on balsa and basswood, then glued a shaft onto the blade. They gained more experience collecting, tabulating and interpreting data, along with how to use a digital multimeter for the first time.

Sahvanna Mease – Early Childhood Education/FACS @ VRHS

VRHS has 3 LifeSmarts teams preparing to compete at State. 6 Students attending Future Teacher Expo at CU Denver Oct 5th.

Jasmine Stader – Art @ SMS

My seventh graders are leaning about digital art. They are using photoshop mix to blend multiple photos with the intent to describe themselves. They are leaning about layers, opacity, blend modes, and more.

Bob Gemignani – Workplace learning

- Final planning for Get a Life Career Expo
- New WPL partnerships initiated with Teach for America, Automotive Institute of Science & Technology, & Microchip, to name a few
- Conducted career & college readiness sessions for approximately 500 students at Falcon High School
- Assisting with launch of community-based Sudo-Cyber CTSO

CTE Office – CTE Office

Nikki was invited and selected to participate in the Advanced CTE course put on by the National Advanced CTE Institute. Out of 150 applications across the country she was One of 20 students who were selected to participated in the class.
CTE and Workplace Learning was asked to participate and were published in a national case study from the National Center for College and Career Transition.
CTE and Workplace Learning were also interviewed and publish in the Colorado Business Journal.

James Baumann – Construction @ PHS

Here at Patriot High School the future is looking bright. The final plans for the new building are approved and construction will begin soon. Due to the high water table, they had to do some pretty fancy engineering for the concrete slab. We're excited to finally have some room to build things!
The trimesters this year allow us to get enough hours in to have the Woods I students who are interested to move to Construction I in November and we'll have enough time to cover everything we need to.
The two 8 foot long Adirondack benches we made last spring for Falcon Elementary were a big hit, we've got orders for a 4 foot long 2-person one and a 6 foot long 3 person one, as well as an order for 2 single chairs with a matching table. We are also bidding to build a storage shed for the Culinary

department at Patriot to put the grill, tanks, and miscellaneous supplies in to be placed outside the West entrance. It will be utilizing a metal roof and siding painted that will match the rest of the school. Hopefully we can get the shed done before Winter break.

Culture and Services

Current and Ongoing Activity

Cultural Framework

The 1st Annual Rocky Mountain Restorative Practices Conference (RMRPC) is set to debut November 8-9, 2018 (preconference Nov. 7), there are now over 180 registrants and the room night requirement at Great Wolf Lodge has been achieved. The 2015-16 BOE resolution to establish restorative practices the methodology to mitigate conduct and discipline issues is being evaluated for professional development attainment in the 2018-19 school year. The BRIGHT grant, which was awarded subsequent to the BOE resolution, has 2.5 years of funds remaining to support the district's RP professional development. The desired outcome is to attain optimal training for all district levels and segments before depleting DODEA grant funding. In pursuit of the stated goal, central office administrators will demonstrate leadership by completing RP training November 6; Dr. Ryan Fenderson from IIRP is the instructor for a half-day executive course that is supported by a flipped classroom format using Schoology.

Department of Justice

The district provided guidance on cultural sustainability measures, which empowered zones to take the lead on mitigating harassment, intimidation, and discrimination issues with support from central office.

Community Outreach

During the December 13th Fantastic 49, the military community will be celebrated for both the outstanding partnership that resulted in jointly winning the Pete Taylor Award and the support that led to another $1 million DODEA grant award. The Wounded Warrior Project is sponsoring D49's "Purple Ball" January 26, 2019, which is a formal ball for D49's Student-to-Student (S2S) groups and invited S2S groups from around Colorado Springs. The Purple Ball will be held at Sand Creek High School.

Upcoming Activity

1) Ongoing PowerSchool Implementation 2) RMRPC Conference Execution 3) Purple Ball Planning

Central Registration (CR) and Student Information (SI)

Central Registration is the entry point of the district; therefore, processes are being reviewed daily to add efficiency and customer focus. The SIS is vital tool in the process of fostering integration in the district.

Current and Ongoing Activity

Registration Metrics

The Central Registration Supervisor (CSR) is executing the first Education Office led October count in recent memory. The CSR is coordinating error correction with the district's owned and operated schools in conjunction with the SI staff. The CSR will be leading a hiring process to replace a recently vacated registrar's position once October count is complete.

Upcoming Activity

SIS System Migration

The SIS team continues to execute the transitional tasks required to establish PowerSchool (PS) as the district's SIS of record. Implementation challenges are being mitigated as they are encountered.

10850 East Woodmen Road • Falcon, CO 80831
Tel: 719-495-1100 • Fax: 719-494-8922 • www.d49.org

September 2018

This month's Business Office Report includes dashboard information from various departments within the office as well as some overall economic data that I pay attention to for an understanding of the financial climate we are operating in. The conversion of the ERP system (Electronic Records Processing) from Widenhammer-Alio to PowerSchool-BusinessPlus has been the overwhelming focus for the Human Resources and Financing & Accounting departments. Business+ went live for Accounts Payable and General Ledger processing on July 1. The first payroll for the system processed on August 15, and second significant payroll processed on September 15. The crescendo of effort hit its peak over these milestones and now, as we transition away from 'conversion' into 'early implementation' we will be getting closer to a 'normal busy' in the coming months. I hope this allows for some decompression for our staff to recover from this extremely heavy lift.

The increased work occurs, of course, because the normal business of the district continues on despite the time that the conversion demands. Human Resources still had and has many vacancies to fill to get the new school year off right. The annual audit fieldwork still occurred in September as it does every year – not changing at all just because we have been converting systems. The good news is that our payroll processing in the new system has quickly corrected into the standard 'four 9's' level of accuracy; as in 99.99% accurate for the October 15 regular payroll. This has been because of hard work by members of our team that strove to quickly re-establish the same level of performance provided for many years to properly compensate our employees accurately and on time.

I owe may thanks and superlative praise for the Business Office Team that has taken on so much workload and strategic thought during this time. I appreciate the Board's recognition of this effort by the team as well as the understanding of staff across the district for their ability and willingness to work with and adjust with us during the many transitions that are occurring.

Sincerely,

Brett Ridgway
Chief Business Officer
Providing stewardship, customer service and
Communication through and with our business team

Brett Ridgway, Chief Business Officer – Assistant Treasurer
bridgway@d49.org 719.495.1130

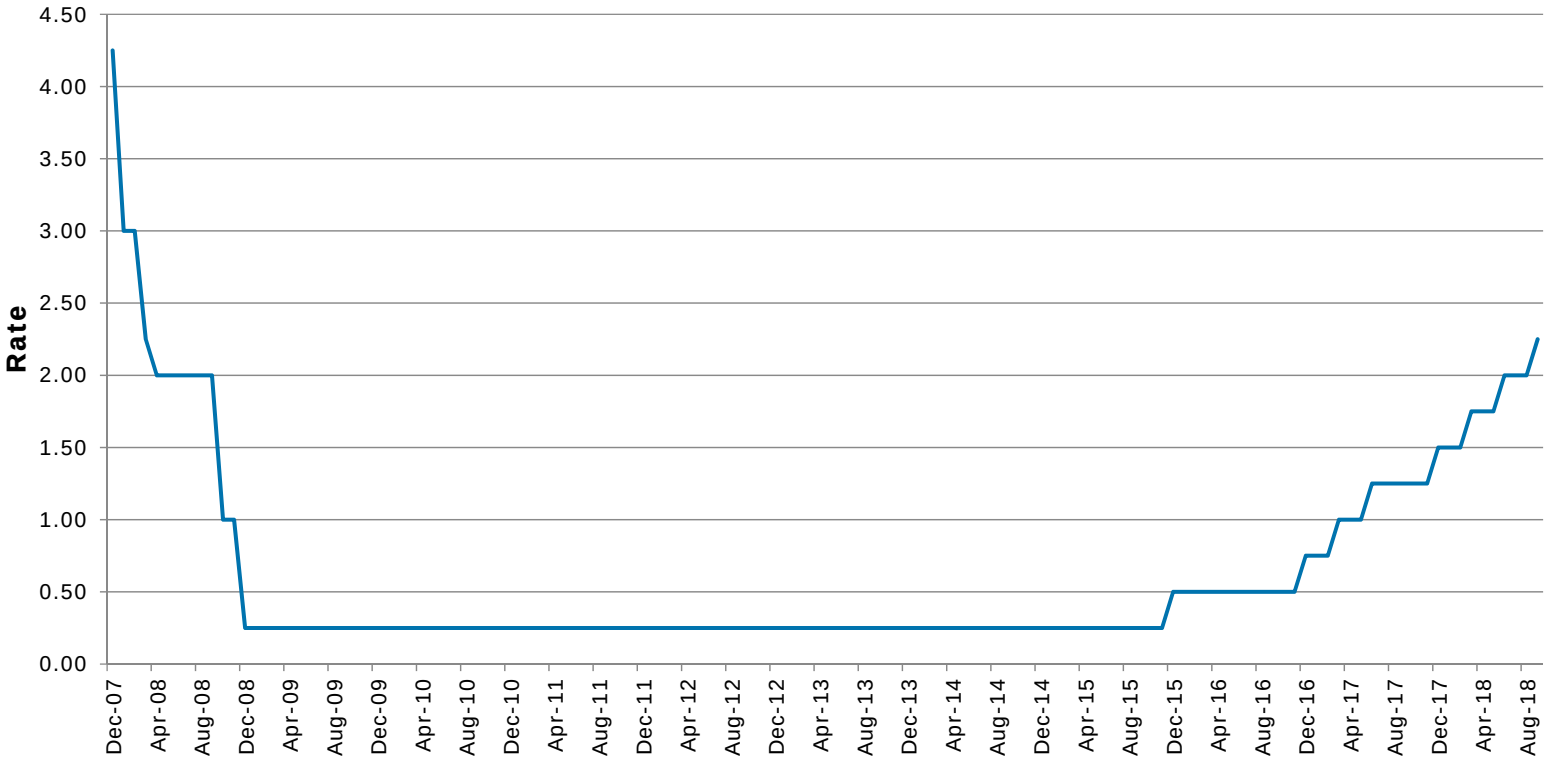


COLOTRUST Economic Update

October 5, 2018

Economic Overview

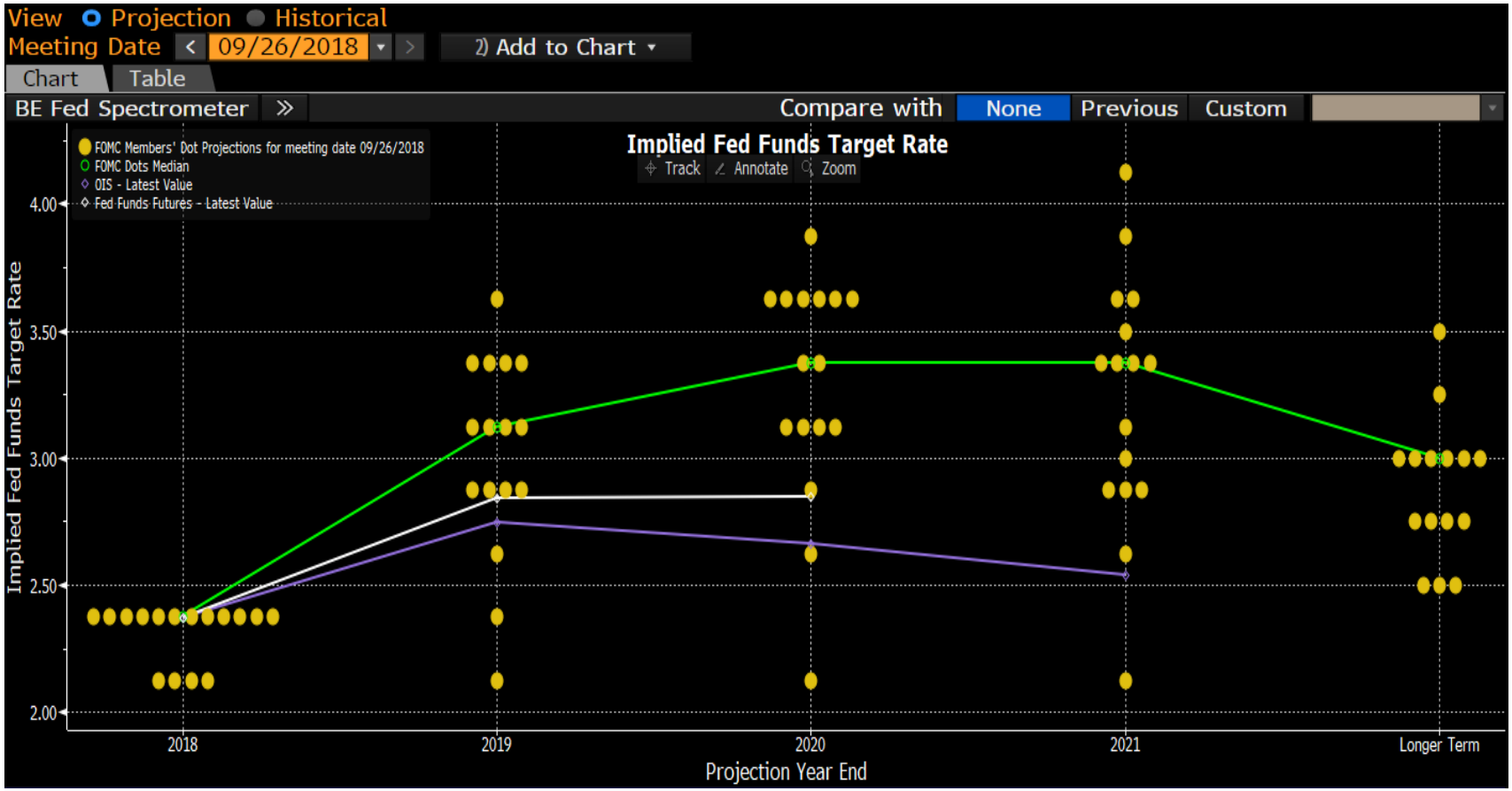
Fed Funds Target Rate



- The Federal Reserve increased its target rate to a range of 2.00% to 2.25% on September 26, 2018.
- The Federal Reserve began reducing its $4.5 trillion balance sheet in October 2017 by not reinvesting all of the maturing securities from its portfolio on a monthly basis.
- The Federal Reserve will allow a total of $50 billion ($30B Treasuries, $20B Mortgage-Backed Securities) to roll off its balance sheet each until the FOMC completes the normalization process.

Source: Bloomberg

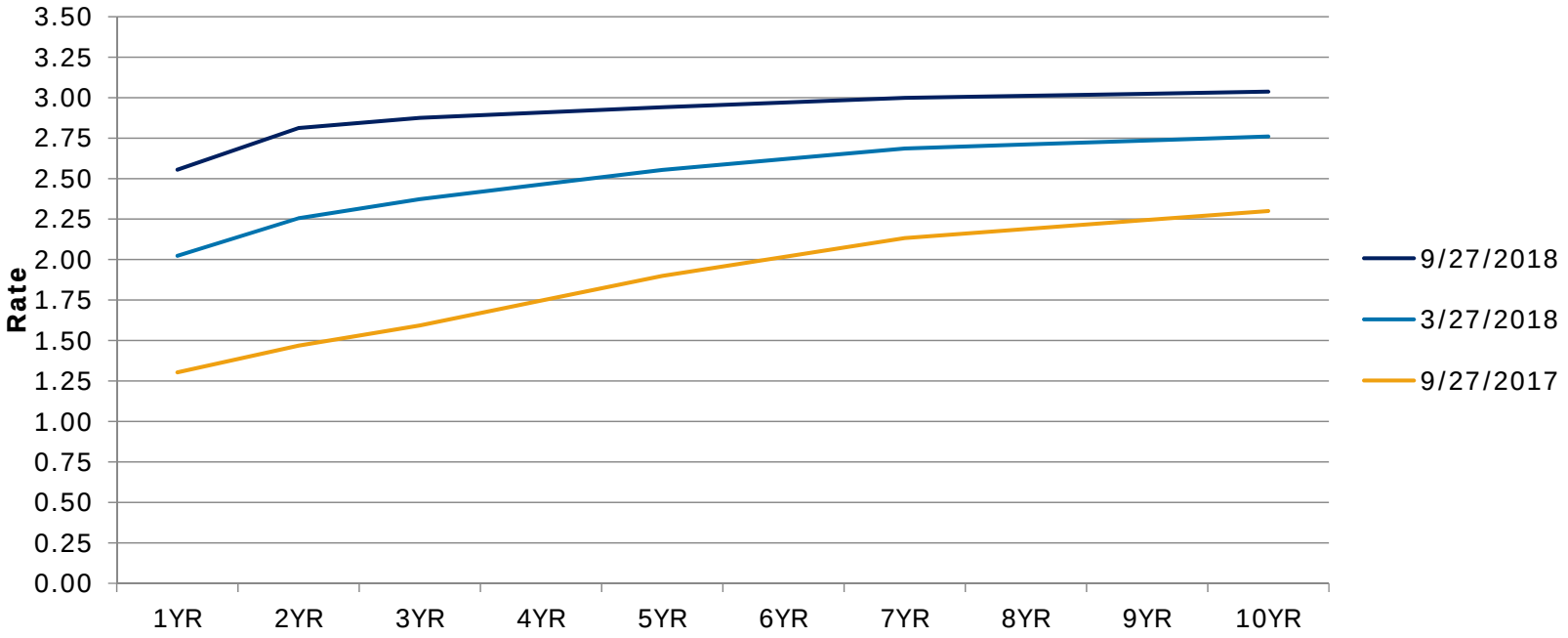
FOMC Dot Plot – September 2018



Source: Bloomberg

Economic Overview

Comparative Historical Yield Curves

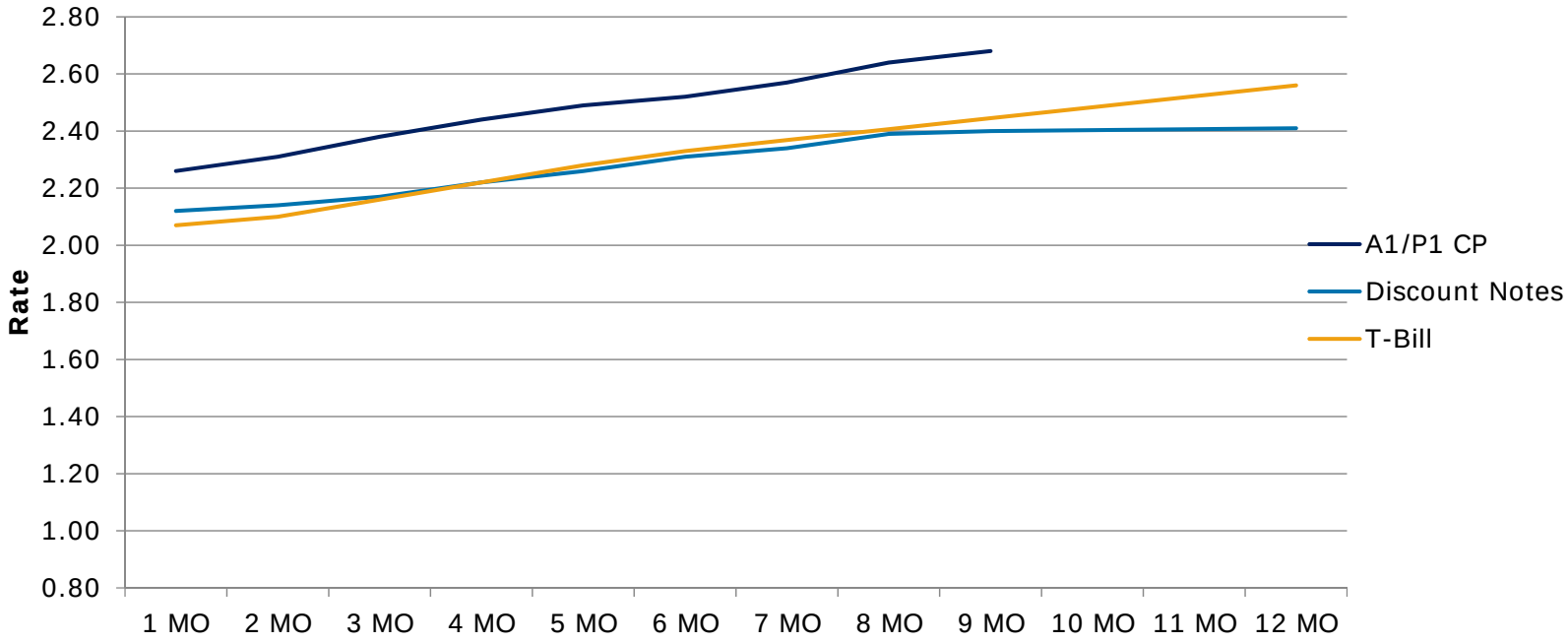


- Interest rates have increased all along the yield curve as the Fed continues to raise the Fed funds target rate.
- The yield curve continues to flatten as the U.S. Treasury is expected to issue more debt in the two-year and three-year area versus maturities from 5 to 30 years.

Source: Bloomberg

Economic Overview

Money Market Yield Curves

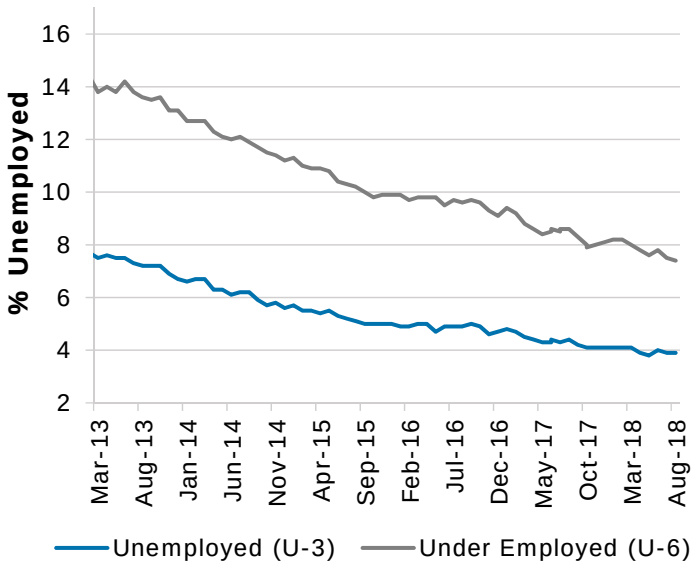


- The yield spread between short-term Treasuries and discount notes remain at very tight levels, with T-Bills often out yielding discount notes.
- Adding credit in the form of commercial paper enhances the yield of the portfolio.
- Money market yields continue to rise as the FOMC increased the target rate again at its September 26, 2018 meeting.

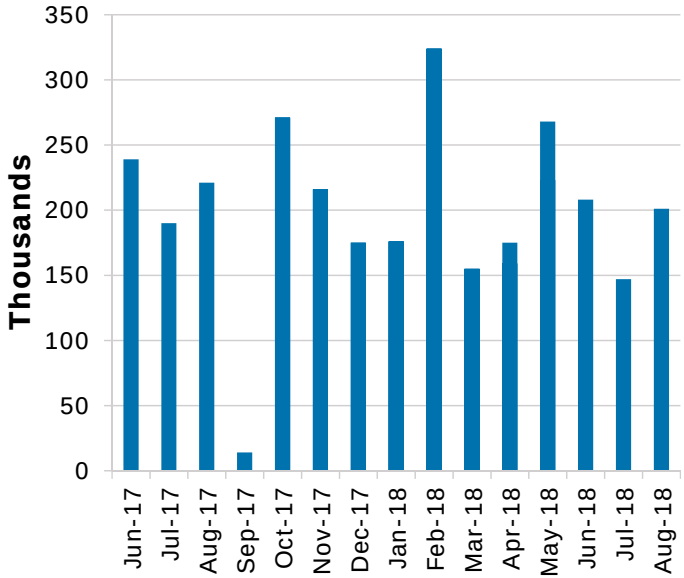
Source: Bloomberg

Unemployment and Hourly Earnings

U.S Unemployment Rate



Non-Farm Payrolls

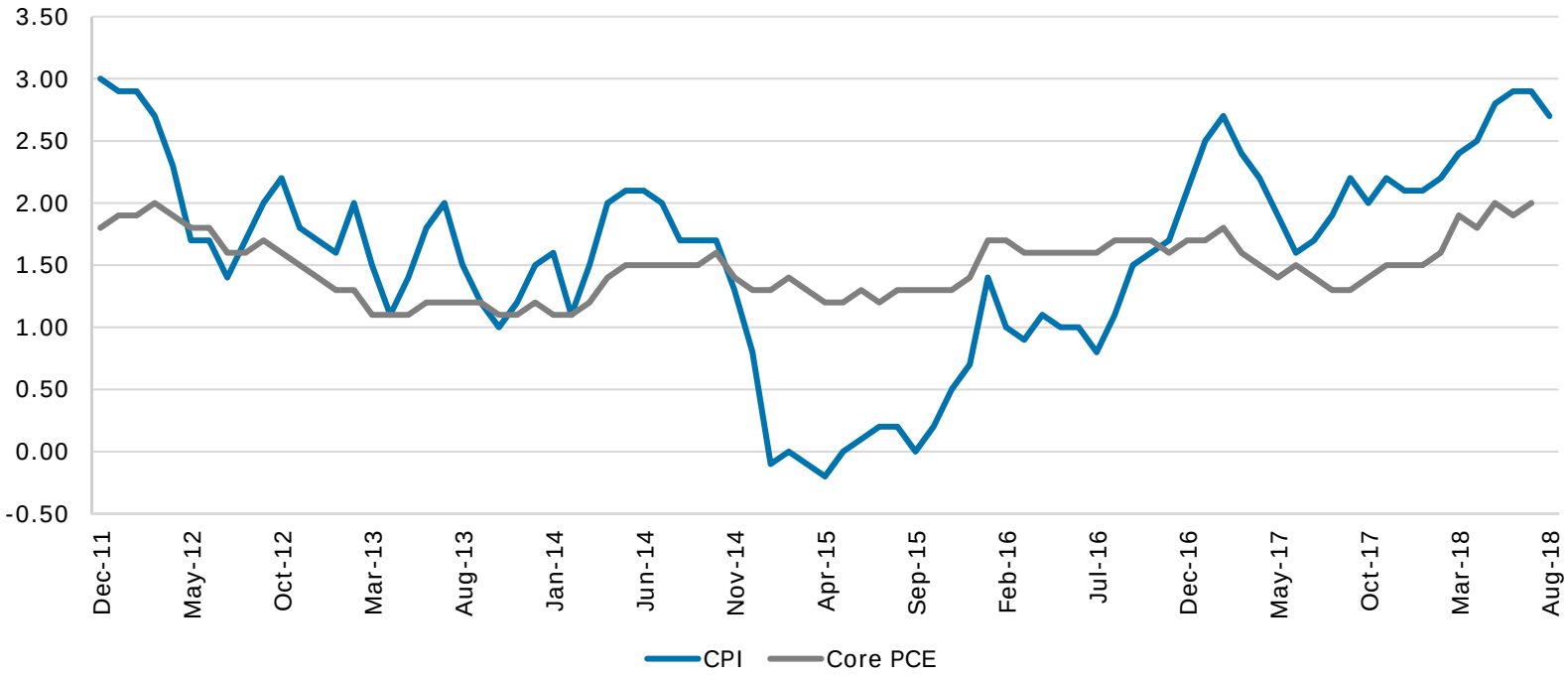


- The August unemployment rate remained at 3.9% as it was in July. The May unemployment rate of 3.8% was the lowest since December 1969.
- August payrolls increased to 201,000 compared to 157,000 in July and above the median forecast of 190,000.
- Average hourly earnings increased at an annualized rate of 2.9% on a year-over-year basis in August.

Source: Bloomberg

Economic Overview

Inflation

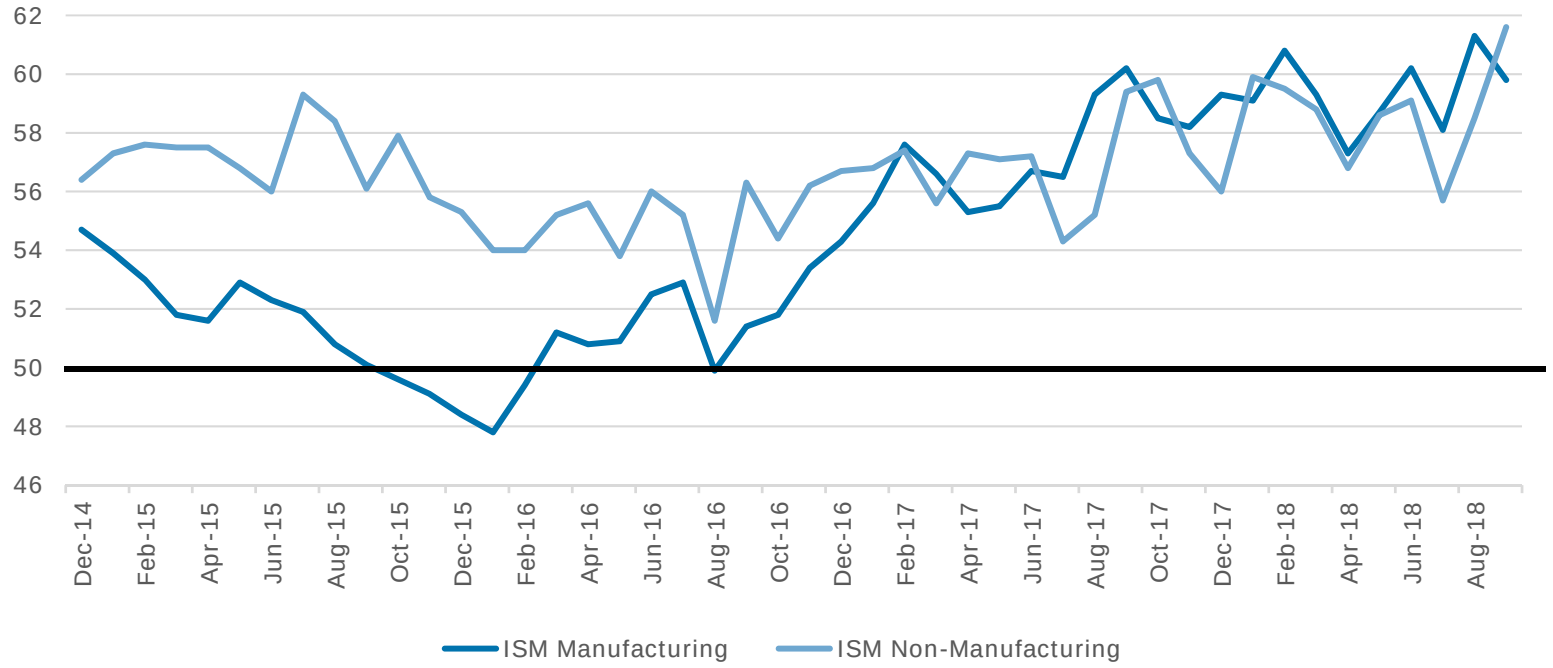


- August CPI rose 2.7% on a year-over-year basis. Core CPI (less food and energy) increased at a 2.2% year-over-year pace.
- The Fed's preferred measure of inflation, core PCE, was reported at 2.0% (1.9586 unrounded) in August, near the Fed's target of 2.0%.
- Expectations are for inflation to trend higher in 2018 and 2019.

Source: Bloomberg

Economic Overview

Institute for Supply Management

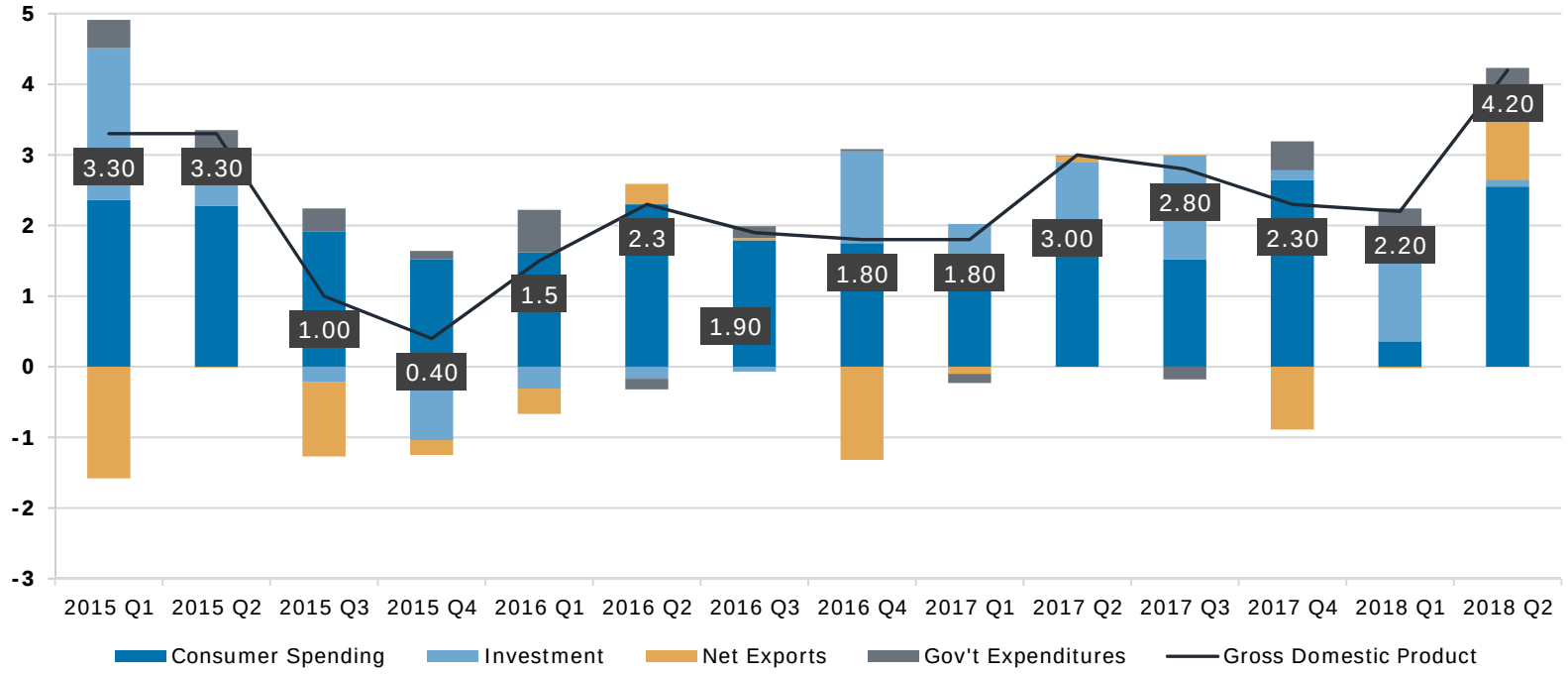


- ISM Manufacturing for September fell slightly to 59.8 from 61.3 in August and 60.0 forecast.
- ISM Non-manufacturing (Service) was reported at 61.6 in September versus 58.5 in August and 58.0 expected.
- Both indexes remain well above 50 signaling continued expansion of the U. S. economy.

Source: Bloomberg

Economic Overview

Contributions to Percent Change in Real Gross Domestic Product



- The U.S. economy expanded at a 4.2% annualized pace during the 2nd quarter of 2018 after climbing 2.2% in the previous quarter.
- Consumer spending, the biggest part of the economy, rose 3.8%. Business and Government spending also increased in the 2nd quarter of 2018.
- The Atlanta Fed's GDPNow tracking estimate for 3rd growth is currently at 3.8%.

Source: US Bureau of Economic Analysis

Additional Disclosure

This presentation is for informational purposes only. All information is assumed to be correct but the accuracy has not been confirmed and therefore is not guaranteed to be correct. Information is obtained from third party sources that may or may not be verified. The information presented should not be used in making any investment decisions and is not a recommendation to buy, sell, implement or change any securities or investment strategy, function or process. Any financial and/or investment decision should be made only after considerable research, consideration and involvement with an experienced professional engaged for the specific purpose. All comments and discussion presented are purely based on opinion and assumptions, not fact, and these assumptions may or may not be correct based on foreseen and unforeseen events. All calculations and results presented and are for discussion purposes only and should not be used for making calculations and/or decisions. The data in this presentation is unaudited.

This presentation material is for the sole purpose of the COLOTRUST Board of Trustees.

Many factors affect performance including changes in market conditions and interest rates and in response to other economic, political, or financial developments. Investment involves risk, including the possible loss of principal. No assurance can be given that the performance objectives of a given strategy will be achieved. **Past performance is not an indicator of future performance or results. Any financial and/or investment decision may incur losses.**

The investment advisor providing these services is Public Trust Advisors, LLC, an investment adviser registered with the U.S. Securities and Exchange Commission (SEC) under the Investment Advisers Act of 1940, as amended. Registration with the SEC does not imply a certain level of skill or training. Additionally, this registration provides no guarantee of return or protection against loss.

Risk & Benefits

Shannon Hathaway

Update for September / October

Focus has been on 2019 Open Enrollment planning:

Upcoming changes and how do we get there…

- Negotiating vision carrier changes – from EyeMed to Anthem
  (due to rate changes and to make it easier for staff – combined health / vision id cards)

- Network tiers added to our Anthem plan for deeper discounts for staff and employer
  (employee makes the network choice for themselves) – BOE work session 08/18

- Multiple open enrollment meetings scheduled for all staff to provide additional communications

- Preparing open enrollment materials – including, plan summaries, benefit at a glance book and a video description from Anthem to roll out changes

- Changing to an all online enrollment – full benefit platform (no more hand written enrollment forms) combined with American Fidelity

  - This is a major, yet exciting change. It will be user friendly and available to all staff, all year – including new hire season.
  - Will help the 1 person benefits office to save time and be more efficient & available for staff
  - Can help with annual confusion of why the AF voluntary enrollments are timed differently than the D49 health, dental & vision enrollments
  - Very time consuming set up, but a positive step forward

2019 Open Enrollment – 11/5 to 11/16

******Upcoming – work comp focus and liability insurance review / audit***

District 49

10850 East Woodmen Road • Falcon, CO 80831
Tel: 719-495-1100 • Fax: 719-494-8922 • www.d49.org

Providing stewardship, customer service and communication with and through our business team

October 16, 2018

Daniel Sexton
Senior Planner
Land Use Review Division
City of Colorado Springs
30 South Nevada Avenue Suite 105
Colorado Springs, CO 80903

Re: Woodmen Heights MP Amendment - School Site – CPC MPA 06-00206-A11MJ18

Mr. Sexton,

The above referenced Master Plan amendment is for 22 acres, located northwest of Marksheffel and Woodmen Road

In the original Master Plan for Forest Meadows, a 22 acre site was set aside for School District 49. Due to two master planned land dedications, fees have not been collected in the area on any developments within the scope of the original masterplan, only for areas where additional densities have been incorporated.

This area, now Woodmen Heights, still contains the original 22 acre site for District 49, and after extensive conversations with the City of Colorado Springs Planning staff and Aspen View, we understand the 22 acre master planned site remains allocated for District 49.

Our Long Range Planning Committee has spent a lot of time evaluating the need for this site and it has been deemed a necessary location for a future district facility. Ridgeview Elementary School, Skyview Middle School and Vista Ridge High School currently serve this area and are all over their current capacities. The District's needs for space for support services also continues to grow. With these factors in mind, it is not feasible to give up a land dedication, and especially in an area where there is such extensive growth.

To an end, School District 49 is opposed to the proposed Master Plan Amendment and feel it would be detrimental to the future of School District 49 serving the community.

Should you have questions or desire further information, please contact me at your convenience at (719) 494-8997 or mandrews@d49.org.

FALCON SCHOOL DISTRICT 49

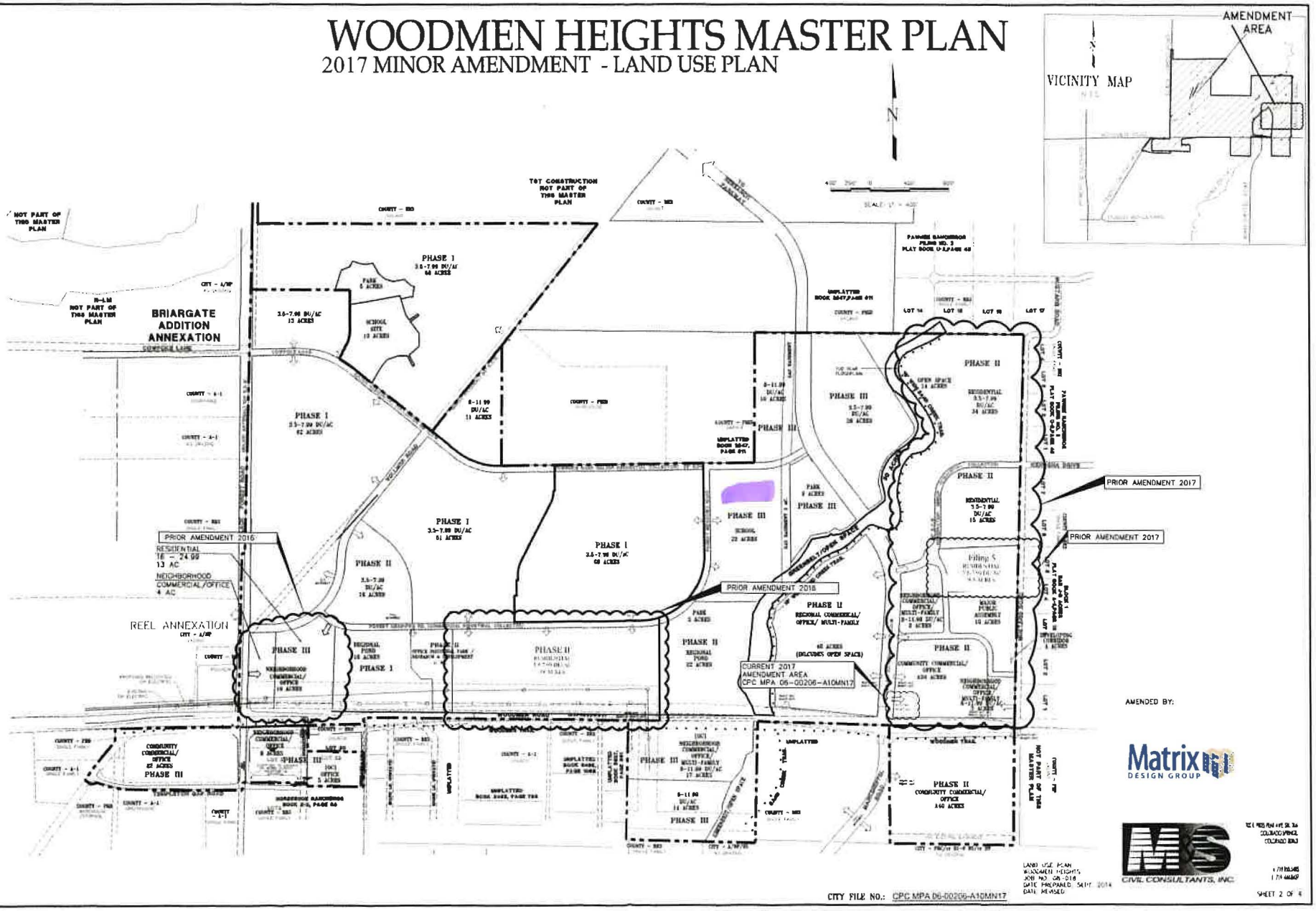
Melissa Andrews

Brett Ridgway, Chief Business Officer – Assistant Treasurer
Paul Andersen, Director of Human Resources ~ Ron Sprinz, Finance Group Mgr ~ Jodi Poulin, Accounting Group Mgr
Melissa Andrews, Community & Facility Planning Mgr ~ Jim Rohr, Purchasing Mgr ~ Shannon Hathaway, Risk & Benefits Mgr

ORIGINAL

WOODMEN HEIGHTS MASTER PLAN

2017 MINOR AMENDMENT - LAND USE PLAN



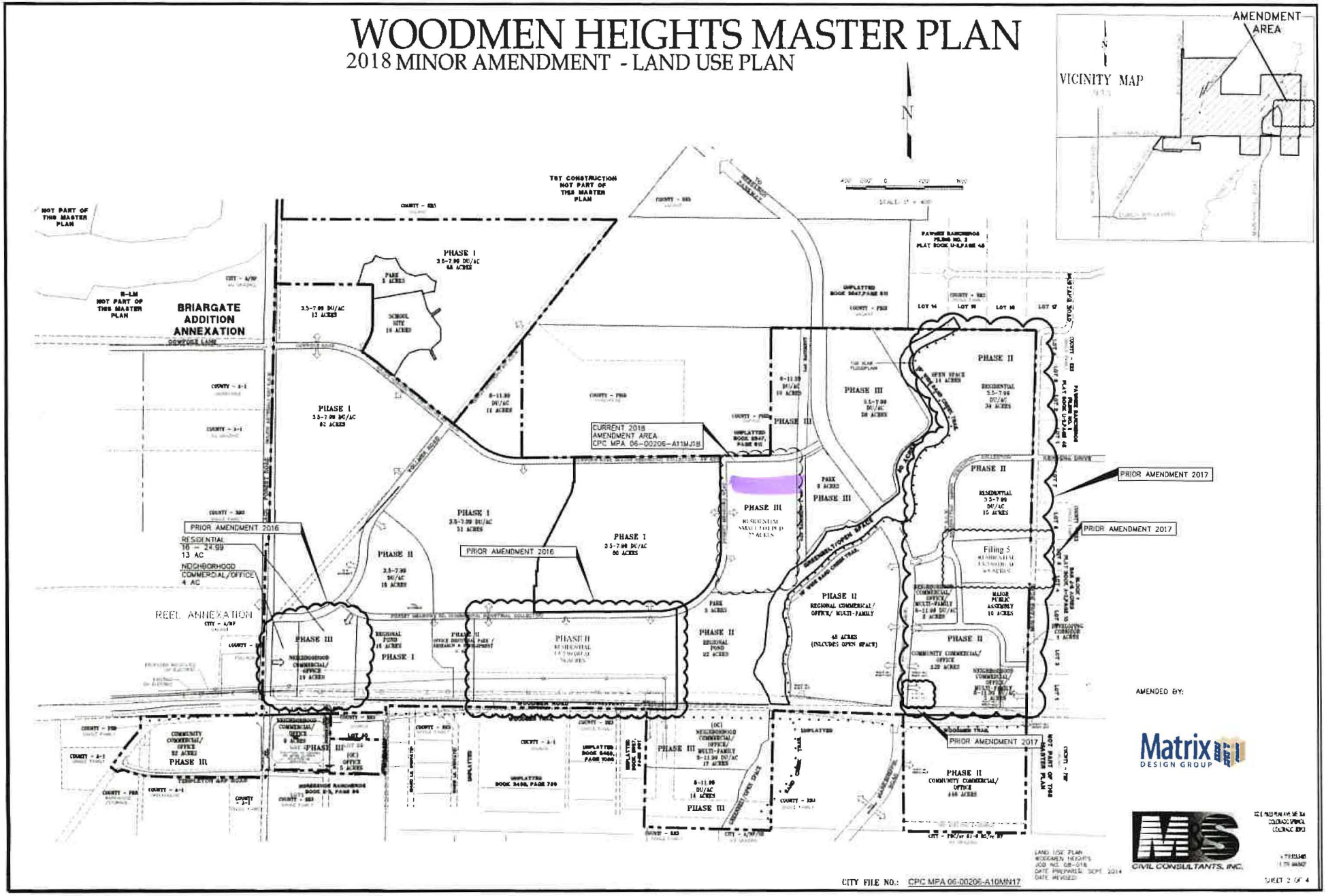
CITY FILE NO.: CPC MPA 06-00206-A10MN17

SHEET 2 OF 4

NEW

WOODMEN HEIGHTS MASTER PLAN

2018 MINOR AMENDMENT - LAND USE PLAN



BOARD OF EDUCATION ITEM 16
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF:	October 24, 2018
PREPARED BY:	Brett Ridgway, Chief Business Officer
TITLE OF AGENDA ITEM:	Chief Business Officer Performance Review
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY: The Board of Education performs a formal annual performance review process for each of its chief officers, each year. The Chief Business Officer's review period is November-October, with the formal review completed in November for the twelve months ending October 31. This year's review covers the period of November 2017 - October 2018.

RATIONALE/DISCUSSION: When evaluating a senior executive, it is helpful to use a review model where reviewers may examine leadership behavior in the context of daily and long-term activity and accomplishments. The purpose of performance review is to improve/maintain outcomes by analyzing performance over the review period. The seven sections submitted in the attached narrative organize leadership performance, accomplishments and actions into performance domains established by District 49 for evaluating its chief officers. Additional information is provided in the 360 performance review survey results and in the list of Business performance data attached to the narrative.

RELEVANT DATA AND EXPECTED OUTCOMES: Quality feedback to the Chief Officer is a critical ingredient that will help us fulfill the vision of being The Best Choice to Learn, Work, and Lead. Comprehensive performance review is a systematic way to provide that feedback about how well the Chief Officer is meeting the board's expectations and to help guide performance in the coming year(s), assuming it is the desire of the board to retain the officer in the future.

INNOVATION AND INTELLIGENT RISK: The very existence of the Chief Officer model, rather than settling for the traditional Superintendent model, speaks to innovation in District 49 that starts at the very top of the organization. The Board of Education, with this model, subjects itself to three times the workload of what other district boards *should* be doing with their superintendent, but by actually performing the reviews each year (when many districts don't) the increased workload for the BoE is actually more than 3x of typical school district boards. Incorporating 360° feedback, the D49 BoE embraces additional innovations by systematically receiving and listening to the observations of people that are working with, and being led by, the chief officers.

The other innovation in play in this process is the fact that the D49 BoE does not provide, and the D49 Chief Officer Team does not ask for, multi-year contracts. Both the BoE and Chief Officer Team believe that such arrangements are counter-productive to a continuous pursuit of performance excellence and also believe that the lack of multi-year contracts is an important covenant with our community that there is no safety provided district executives beyond what most of them experience in their own lives and careers. Very simply, the promise of a job tomorrow is dependent on one's performance today. The D49 community expect that and expresses that through the BoE and the Chief Officer Team heartily embraces that belief as part of employment here.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	**Inner Ring—**How we treat each other	*The chief officers should lead the way for the entire district in exemplifying our cultural values. The information provided in this performance review process should help validate the Chief Business Officer's effectiveness in this priority pursuit.*
	Outer Ring—How we treat our work	

Strategy	**Rock #1**—Establish enduring trust throughout our community	*The Chief Business Officer is charged with ensuring that the entire Business Office is carrying out the District 49 strategy in all areas of the strategic priorities represented in the 5 'Big Rocks'; with emphasis on establishing trust, community participation, growing a portfolio of distinct and exceptional schools, and facilitating the necessary environment to build firm foundations for all manner of district operations, and launch each student to success.*
	Rock #2—Research, design and implement programs for intentional community participation	
	Rock #3— Grow a robust portfolio of distinct and exceptional schools	
	Rock #4— Build firm foundations of knowledge, skills and experience so all learners can thrive	
	Rock #5— Customize our educational systems to launch each student toward success	

BUDGET IMPACT: Chief Officer salary and benefit costs

AMOUNT BUDGETED: Confidentially available to BoE; also available through appropriate CORA process

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move the Chief Business Officer's performance review process to an Executive Session discussion at the November regular board meeting.

APPROVED BY: Brett Ridgway, Chief Business Officer **DATE:** October 18, 2018



Chief Business Officer

Annual Performance Review
for the 12 months ended October 31, 2018

Presentation of Evidence

October 24, 2018



Chief Business Officer

Annual Performance Review
for the 12 months ended October 31, 2018

Presentation of Evidence

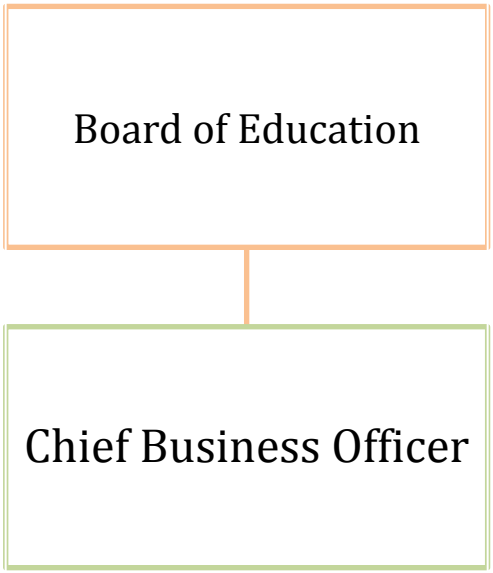
October 24, 2018

Section I – Job Description

CHIEF BUSINESS OFFICER

Job Title:	Chief Business Officer
Budget Code:	
Initial:	July 1, 2008
Revised:	May 26, 2010
Work Year:	261 days
Office:	Business
Department:	Business
Reports To:	Board of Education
FLSA Status:	Exempt
Pay Range:	Administrative Salary Schedule

Related Organization Chart



SUMMARY:
Responsible for advising the superintendent and school board on the financial and budget matters of the district. The chief financial officer prepares and administers the district budget, guides the development of long-term capital financing methods, directs and supervises all business/finance functions including accounting, payroll, budgeting, accounts payable, purchasing, and grants while adhering to district policies and procedures.

ESSENTIAL DUTIES AND RESPONSIBILITIES:
The following statements of duties and responsibilities are intended to describe the general nature and level of work being performed by individuals assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position. Actual duties, responsibilities, frequency, and percentages may vary depending upon building assignments and other factors.

- Direct the receipt, management of investments and expenditures of the district's funds to insure proper and maximum returns on these funds. Forecasts short- and long-range cash requirements and obligations as a basis for sound financial funding mechanisms.

- Provide leadership for the development, maintenance, enhancements and continual improvement to the district's comprehensive financial data systems.
- Serve on the superintendent's cabinet and leadership team.
- Direct the grants management programs to ensure maximum and effective participation in all available local, state, and federal grants.
- Assure protection of the assets of the district by enforcing and promoting internal controls, internal auditing, and ensuring proper insurance coverage.
- Act as the district's representative on statewide school finance committees. Provide advice to the district's lobbyist on all school finance legislation.
- Direct the preparation of the Comprehensive Annual Financial Report and other reports as required by the board of education and state and federal agencies to assure compliance with the law. Direct the external audit processes.
- Direct the preparation and implementation of the district budget to ensure compliance with state laws and alignment with district goals.
- Direct the administrative activities required for all financial aspects of budget override and school-bond-issue elections.
- Initiate school board policy development on business and budget related matters of the district.
- Provide financial advice on the district's negotiations with employee groups to allow negotiation settlements to be within budget. Serve on the district's negotiation team.
- Act as the district's representative in the purchase or sale of property.
- Perform other duties as assigned

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION AND TRAINING:
Master's degree in business, accounting, finance, public or education administration.

EXPERIENCE:
Over five, up to and including seven years of experience in public sector financial management including increasing supervisory responsibility and administration of governmental accounting system, ability to work well with others in a diverse educational community, demonstrated knowledge of computer application skills (i.e. Microsoft Word, Excel, PowerPoint), and excellent written and verbal communication skills.
.

SKILLS, KNOWLEDGE, EQUIPMENT & OTHER:
Operating knowledge and experience with office equipment, personal computers, computer software. Operating knowledge of and experience with personal computers and hardware. English language skills required.

CERTIFICATES, LICENSES, & REGISTRATIONS:
None

SUPERVISION/TECHNICAL RESPONSIBILITY:
Directly supervises the Director of Finance and Administrative Assistant to the CFO, indirectly supervises up to 10 employees through direct reports. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing, hiring and training employees; promoting and transferring employees; planning, assigning and directing work; appraising performance; rewarding, disciplining and terminating employees; and addressing complaints and resolving issues.

BUDGET AND/OR RESOURCE RESPONSIBILITY: This position has sole responsibility for developing, administering, monitoring and coordinating the district budget and initiating requisitions. Also responsible for participating and recommending all budgets district wide for board approval. Responsible for developing, coordinating, monitoring, and administering budgets in the areas of finance, accounting, accounts payable, payroll, budget, purchasing, warehouse, grants management, nutrition services, audit, banking, and debt service.

The physical demands, work environment factors, and mental functions described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

PHYSICAL DEMANDS:
While performing the duties of this job, the employee is regularly required to stand; walk; sit; use hands to finger, handle, or feel. The employee frequently is required to talk or hear. The employee is occasionally required to reach with hands and arms; climb or balance; and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 50 pounds. There are no special vision abilities required by this job.

WORK ENVIRONMENT:
The noise level in the work environment is usually moderate.



Chief Business Officer

Annual Performance Review
for the 12 months ended October 31, 2018

Presentation of Evidence

October 24, 2018

Section II –Performance Metrics document approved by BOE

Chief Officer Targets, Standards and Evidence

For transparent accountability and evaluation purposes, the Board of Education, through policy CBI, directs that the chief officers propose performance goals—with targets, standards, and evidence aligned to seven domains aligned with the performance excellence criteria of the Baldrige Performance Excellence Program. The following table is the framework for chief officer goal-setting:

Baldrige Criteria	maps to	D49 Administrator Evaluation Domains
Leadership	□	**Vision & Culture**
Strategy	□	**Mission & Strategy**
Customers	□	**Customer Engagement & Service**
Measurement, Analysis and Knowledge Management	□	**Learning & Improvement**
Workforce	□	**Workforce Service & Development**
Operations	□	**Efficient & Effective Management**
Results	□	**Results**

These goals will be embedded in our cascading planning system as well as office-specific action plans.

Chief Business Officer Targets, Standards and Evidence

Baldrige Criteria (Evaluation Domains) Former Metrics	**Target**	**Standards**	**Evidence**
Vision & Culture (Leadership) Former 01 - BUSINESS LEADERSHIP	*The CBO shall direct a comprehensive and coordinated program that leads to systematic and measurable achievement of Business and Financial Goals.*	• *Recognition and promotion for Business Office team members.* • *Encourage sustainability and momentum in Business Office Departments & major processes that is independent from personnel involved.*	• *Routine data analyses to identify areas of strong practices and programs as well as opportunities for improvement.* • *Intentional abandonment and/or reengineering of failing practices and programs (i.e. process improvement).*
Mission & Strategy (Strategy) Former 02 - STRATEGIC LEADERSHIP	*The CBO shall promote and embed the district's strategic priorities and initiatives into all decisions and actions.*	• *Concrete examples (narratives) of activities where the CBO emphasized the strategic plan and caused other stakeholders to support and prioritize strategic initiatives.* • *Presentation of cause & effect underlying issues to state-level legislation or initiatives.*	• *Documents, decisions, or other artifacts from strategic planning sessions or implementation activities.* • *Specific proposals, projects, routines, or other activity that leads to a measurable improvement in any of the five strategic priorities.*
Customer Engagement & Service (Customers) Former 04-CULTURAL LEADERSHIP	*The CBO shall identify and implement cultural practices that foster an invitational and welcoming atmosphere in Business Office departments, and at district events and programs.*	• *Identifying & encouraging practices that invite and welcome individuals of many backgrounds, abilities, and perspectives; while identifying & limiting barriers and deficits to those individuals so that our culture fosters learning, working, or leading to a person's best potential.*	• *Supports for the District's Cultural Compass and individual points on the compass.*

Chief Business Officer Targets, Standards and Evidence

Baldrige Criteria (Evaluation Domains) Former Metrics	**Target**	**Standards**	**Evidence**
Learning & Improvement (Measurment, Analysis & Knowledge Management) Former 06-LEADERSHIP THROUGH PERSONNEL MANAGEMENT	*The CBO shall lead by developing and unifying a strong team of learners, workers, and leaders through high expectations, supportive supervision, and fair evaluation.*	• *Activities to identify and unify leadership teams around the Strategy and Culture of Continuous Improvement (SCCI).* • *Supportive communications that affirm excellent performance and support for our strategic plan and cultural compass.* •	• *Communications that note performance relative to District Vision, Mission as well as Business Office Statement of Purpose & Intent (SOPI).* • *Initiatives to optimize the workforce through clarified job descriptions, reporting relationships, and recruiting new talent to the district.*
Workforce Service & Development (Workforce) Former 03-LEADERSHIP DEVELOPMENT	*The CBO shall establish and improve a culture of leadership development that leads to increased clarity, accountability, and performance of all District leaders.*	• *Direct participation in professional development sessions to improve district leaders' capacity to effectively embrace best business practices.* • *Identification of leadership strengths and leadership deficits for Business Office leaders to improve leadership practices in their areas of responsibility.*	• *Industry-wide and/or state-wide input to issues and/or presentations related to such.*
Efficient & Effective Management (Operations) Former 05-LEADERSHIP THROUGH COMMUNICATION	*The CBO shall lead the district's business strategy by communicating clearly, regularly, and effectively to a variety of audiences through an assortment of methods and media.*	• *Written messages, personal presentations, and multimedia content.* • *Use of Communications Department and related resources to widen/deepen the understanding of business issues.*	• *Direct messages to district staff, parents, and other stakeholders.* • *Specific feedback from recipients, including surveys, comments, and responses.*

Chief Business Officer Targets, Standards and Evidence

Baldrige Criteria (Evaluation Domains) Former Metrics	Target	Standards	Evidence
Results Former - 07- MEASURABLE PERFORMANCE TARGETS AND STANDARDS	*A list of results for specifically measured, items - Measurements that provide the bulk of, if not all of, the Quantitative Performance Targets portion of the performance review.*	*1. Demonstrate a consistent, or improved, employee engagement of the District's Vision, Mission & Culture; and the Business Office's SOPI through:*	*a. Completion of all seven direct reports' evaluations in a timely manner,* *b. Business Office Team (BOT) Meetings - number scheduled & number held vs. number of opportunities* *c. Business Office Leader (BOL) Meetings - number scheduled & number held vs. number of opportunities*
		2. Overall district financial performance	*d. General Fund spend managed to a window of 98% - 100.5% of appropriation,* *General Fund - Fund Balance within policy or budget expectations* *e. All other funds within budget, strategic, financial, and managerial priorities* *f. Comparisons of financial performance with other districts, including direct neighbors, to evidence comparable or superior financial performance.*
		3. Audit result & reflection on Business Office processes	*g. Overall audit opinion as reflected on Business Office performance* *h. No more than 1-2 Business Office comments per year, no similar comments in consecutive years without a multi-year plan for mitigation/correction.*
		4. Outward facing visibility and participation through:	*i. Presentations of Information - Board Meetings, Departments, IL Meetings, Schools, Constituents, Legislature, etc. – Avg. 3-4 presents/participations per month* *j. Group Participations - e.g. FCBC, PPASBO, Colotrust Board, etc. – 2-5 groups,* *k. General Provision of Information* *l. Financial Transparency Items - [all required ~ 50 items per year]* *m. Presentation Versatility - develop "audience-friendly" materials (graphs, etc.) to enhance transparency to a wider audience. Also, look for alternative distribution points for such materials and use those to reach that wider audience.* *n. Issue identification and process distillation / improvement. Increased/improved preambles to significant publications, to include FAQ's, Business mantras, etc..*



Chief Business Officer

Annual Performance Review
for the 12 months ended October 31, 2018

Presentation of Evidence

October 24, 2018

Section III – 360° Review Summary and Report

El Paso County Colorado School District 49
Chief Business Officer 360° survey question set
for the 2018 annual performance review

Response Scale

0 *Not enough information to rate (not averaged into scores)*
1 *Never demonstrates this attribute*
2 *Seldom demonstrates this attribute*
3 *Sometimes demonstrates this attribute*
4 *Usually demonstrates this attribute*
5 *Always demonstrates this attribute*

0 Personal Leadership
1 Models high ethical and professional standards
2 Portrays a positive leadership presence for the district
3 Demonstrates a high level of initiative and motivation to achieve goals
4 Exercises sound judgement and makes tough decisions
5 Models and encourages a high level of Accountability

1 Vision & Culture Leadership
1 Models and Encourages behaviors and style consistent with District 49's 'Cultural Compass'.
2 Consistently demonstrates respect for others and their ideas
3 Values individuals with different ideas and backgrounds
4 Recognizes and respects the contributions and needs of each team member

2 Strategic Leadership
1 Gathers information from multiple sources to inform strategy
2 Effectively plans and manages projects and project teams
3 Creates a view of the future that is understandable & attainable
4 Engages with larger Education Business & Political Community to Express & Receive Information and Perspectives

3 Customer Engagement & Service
1 Is intentional about communicating with stakeholders about significant changes
2 Effectively consults and involves staff and other relevant people in changing processes
3 Builds collaborative relationships within and promotes cooperative activity across functional boundaries
4 Seeks out and genuinely listens to other people's perspectives and opinions
5 Is easy to approach with concerns and constructive criticism

4 Learning & Improvement
1 Builds collaborative relationships within and promotes cooperative activity across functional boundaries
2 Maintains a clear focus on stakeholder needs and expectations
3 Deploys resources to meet changing demands and circumstances and ensure priorities are met
4 Stimulates commitment to a collaborative effort

5 Workforce Service & Development
1 Effectively monitors performance and uses observations to inform ongoing improvement
2 Shares performance feedback that is timely and direct
3 Gives clear and constructive feedback
4 Creates a safe culture to take responsible risk and learn from mistakes
5 Ensures fairness and equity in hiring, promotion and advancement

6 Efficient & Effective Management
1 Consistently administers policies concerning the district's students, parents and staff
2 Coaches employees and helps them improve overall work performance
3 Encourages continuous growth and learning in others
4 Models and Encourages a style that balances efficiency and effectiveness

7 Results
1 The Business Office produces excellent results for Financial Management
2 The Business Office produces excellent results for Human Resource Management
3 The Business Office produces excellent results for Risk Management, Purchasing, and Facility & Community Planning
4 District 49 results are not impeded by Business Office results / processes
5 Business Office results support District 49 strategic priorities

8 Open Ended/Free Response
1 What are the two or three most helpful things this leader has done to contribute to your successful work?
2 What do you wish this leader would do more of, less of, or differently?
3 List specific ways this leader made a difference over the past year.
4 List specific ways / items this leader should focus on in the coming year.

10850 East Woodmen Road • Falcon, CO 80831
Tel: 719-495-1100 • Fax: 719-494-8922 • www.d49.org

Date: October 18, 2018

To: District 49 Board of Education

From: Brett Ridgway
Chief Business Officer

Re: Summary & Observations from CBO 360° Performance Survey

As many of you know from our time together, I value 360° feedback very highly – especially in the kind of leadership role that I have had these last eight years in the district. Your interaction and observation of me is from a periodic interaction and some anecdotal input. When that limited information is coupled with anonymous feedback from 24 individuals throughout our organization (30 were invited to participate), you, as my ultimate reviewers have a more complete set of observations to form your opinion with.

The survey, again, had 24 participants (consistent with 24 last year and the year before) that self-categorized themselves as either peers (District Senior Leaders - fellow chief officers, zone leaders, etc.), Business Office direct reports, Other District Leaders, and Other Colleagues – which was a new add to include persons outside of the district's employ, like attorneys, bankers, auditors, lobbyist, etc.. I like the expanded distribution of the participant pool so that you are not only seeing subordinates, but also persons outside of my direct sphere of influence. This year, again, only nine members of the Business Office staff were in the invited pool of 30 – a statistically significant number, but minority nonetheless. For 2018, we also made an effort to have both consistency (the same persons participating from last year) and new inputs that had not provided input before. Overall 15/30 of the invited participants were new invitees. That gives us 39 total invitations over the last two years that validate what I am most passionate about: Strong, Intelligent, Servant Leadership, exercised with Consistency, Integrity, and Dedication to the organization, its mission and its goals.

This year's survey questions were reorganized to a pattern that is consistent with our performance excellence framework that was the basis of the new definition of Targets, Standards, and Evidence that the board adopted in item 7.09 at the May 10, 2018 regular action meeting, and item 7.07 at the July 12, 2018 regular action meeting. The seven performance domains that map to the seven Baldrige criteria are supplemented with a precursor set of questions related to Personal Leadership and followed with the normal set of open ended / free response questions. Accordingly, the analysis of the 360 feedback will now have direct correlation to the board-approved Targets, Standards, and Evidence goals.

Personally, I think the statistical and graphical representations of the survey data are very useful and I am very appreciative of the report format the vendor has provided. The overall score I gave myself is a bit higher this year than last, but comparable to previous years. My self-scored overall score of 4.17 is the lowest of the groups identified, which I would hope for to not show myself as overly confident or arrogant when compared to how others view me.

10850 East Woodmen Road • Falcon, CO 80831
Tel: 719-495-1100 • Fax: 719-494-8922 • www.d49.org

In general, I am very happy with the results of the survey. The main reasons are:

1. The scoring radar chart on page 3 shows balance and consistency to indicate that I have strengths in all areas; but there are is one clearly identified strength, two with fairly tight results and the others showing a little more 'spread' in the results while still ranking as strengths overall. To have 'Personal Leadership' shown as the clear strength is very gratifying and, by itself, provides all I could hope for, and more, in terms of knowing that people view me as a person of ethics, integrity, sound judgement, and accountability that are the focus areas of that section's question set.
2. The overall score on the top of page 4 shows statistical consistency between my view of myself and how the survey group rated me – all within the range of 4.17-4.68. That high level of 4.68 is the highest mark I have achieved in the years doing this, and I am incredibly humbled by that mark
3. In the scoring overview on page 4, the highest mean rating score item shown on page 4 was for Personal Leadership as perceived by the Senior Leaders group (4.86), followed closely by Strategic Leadership as perceived by the Other Colleagues group (4.82), and the Personal Leadership score from the Other District Leaders group (4.80). Strengths in those two areas would be what I would personally hope for and actually expect from an Executive level leader in any organization.
4. In the scoring overview on page 4, the lowest mean rating score from the survey group, was the score for Customer Engagement & Service (3.89) as observed by the Senior Leaders group, followed by Learning & Improvement (4.25) as observed by the same group. Those scores rank higher or equal to the score I gave myself in those areas. The fact that that group grades me the same or higher than I grade myself is a positive to indicate that these are no real 'blind spots', just consistently recognized areas of relative non-strengths in contrast to real strengths.
5. In the scoring overview on page 4, the item that shows the greatest disparity of a score below the average for that category was the 0.49 point difference between the Senior Leaders score for Customer Engagement & Service (3.89) to the average grade for me in that category (4.38). I see this as a valid disparity that deserves focus for the coming year. The second largest gap of 0.33 is seen in Learning & Improvement, where Senior Leaders (4.25) scored me lower than the full category average of 4.58. The Positive & Negative gaps report between myself and Senior Leaders on page 7, under negative gaps, shows three specific questions in those two areas that drive the overall statistical gap for Leadership through Communications.
6. In the scoring overview on page 4, the item that shows the greatest disparity of a score above the average for that category is the 0.25 point difference between the Other District Leaders score for Customer Engagement & Service (4.63) to the average grade for me in that category (4.38). Interesting that this is the same category seen in #5, above, when talking about gaps below average. With the disparities so small, I don't consider this a problem, but it will be something to refer back to next year to see if worsening trend begins to develop.

10850 East Woodmen Road • Falcon, CO 80831
Tel: 719-495-1100 • Fax: 719-494-8922 • www.d49.org

7. In the gap identification pages 5-7, the only other individual question that showed a gap greater than 1.0 were all positive gaps – meaning that I rated myself lower than others rated me. Two questions each in the Other Colleagues and Other District Leaders had gaps greater than 1.0. Nine other group/question comps showed gaps of 1.0 On one hand, this speaks to appropriate humility in knowing myself; on the other hand, my self-scores seem inappropriately low creating a statistical anomaly that deserves less discussion and not more. As for negative gaps (i.e. 'blind spots'), the largest are two -1.00 observations in the question 'Models & encourages a style that balances efficiency & effectiveness'. That is pretty interesting and, statistically speaking, are driven by my self-score of 5.0 on that question. If the opportunity presents, I will explore this in follow up conversations when any of the respondents are willing to provide more insight.
8. Some key positive phrases that I appreciate from the Qualitative Responses on pages 18 - 21 are highlighted by the simple phrase submitted saying "Brett is a strategic genius". Wow, that is very complimentary. There are other positive comments that are meaningful, of course, including ones that talk about the strength of the Business Office Staff, working with innovation and transparency, and being approachable and available for meetings and presentations.
9. Some key phrases that indicate areas for improvement from the Qualitative Responses on pages 18 - 21 (particularly page 19) include improving morale in the Business Office, though that was mentioned only once, and being out in the buildings more.

As previously mentioned, I will again issue the invitation to the survey group for anyone who participated to come visit with me about their feedback so I can gain clarity, specific examples, and additional insights about any particular strengths or OFI's. People have responded to this in the past, including to discuss OFI's. So, I hope people will respond this year as well.

From this feedback, items I would like to focus on over the next year include:

1. Be out in the buildings more, meeting folks, answering questions, presenting material to them, etc.. The comments suggest that, I feel a need for that, and the Voice of the Workforce survey results also would suggest that in the scoring applied to trust in senior management.
2. I would like have some focus on and with Human Resources in the coming year. Many people see me as the finance guy with either a simple/innocent predisposition to that portion of the business office or a more concerning bias that I would like to level out. In addition, it was mentioned, and I have observed, that there are big opportunities for process improvement there that I believe I could help them identify and redesign processes to drive significant improvement there.
3. I really want to spread the Cultural Compass Survey process, to inform annual evaluations of staff, to a much larger group of people across all offices. This has been a valuable tool for me and the members of the BOLT and others should have the benefit of that opportunity.

Thank for your time reading this information and considering it in my overall performance review.

Brett Ridgway, Chief Business Officer – Assistant Treasurer
bridgway@d49.org 719.495.1130

Multi-Rater Feedback Report
Brett Ridgway
October 17, 2018

Employers Council®

Employment Law • HR • Training • Surveys

About Your Report

Presented on the following pages are the results of the multi-rater feedback process completed by you and your raters. The use of multiple raters increases the reliability and validity of the conclusions of this report. This report can help you to:

- Encourage candid and honest communication between you and your colleagues
- Help you identify your professional strengths and developmental opportunities
- Give you the opportunity to improve your skills by being more aware of others' perceptions and observations of your performance
- Guide your conversations with your colleagues to ensure you remain informed of their observations and suggestions

Your Respondents

The following respondents were invited to participate in your multi-rater feedback process.

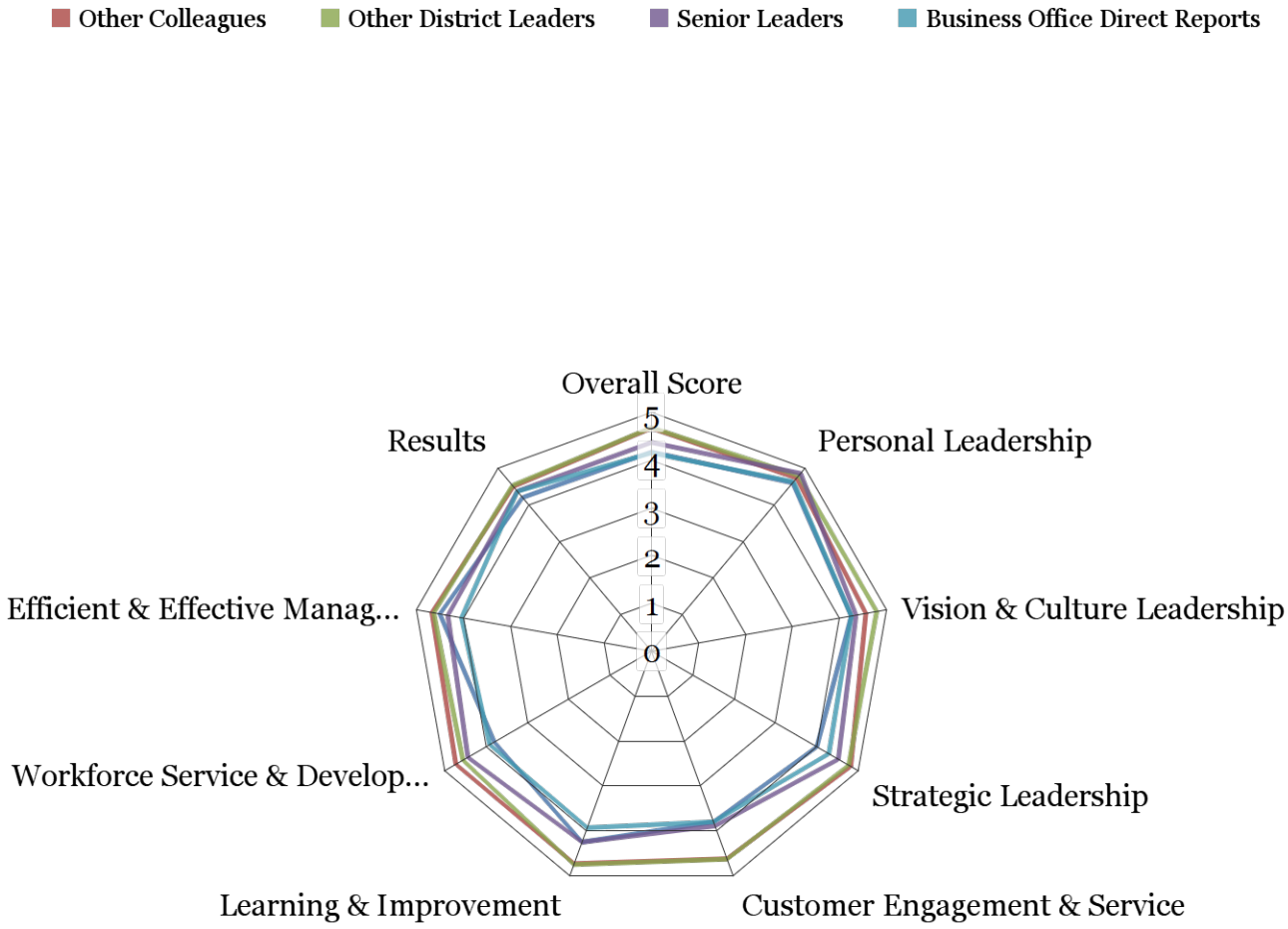
Total Respondents	25
Self	1
Other Colleagues	3
Other District Leaders	7
Senior Leaders	7
Business Office Direct Reports	7

Rating Scale

This assessment used the following rating scale when raters provided their feedback.

Never demonstrates this attribute	1
Seldom demonstrates this attribute	2
Sometimes demonstrates this attribute	3
Usually demonstrates this attribute	4
Always demonstrates this attribute	5

Scoring Radar



Scoring Overview



Positive & Negative Gaps (Other Colleagues & Self)

Positive Gaps					
Rank	**Scoring Category**	**Item**	**Other Colleagues**	**Self**	**Gap**
1	Workforce Service & Development	Shares performance feedback that is timely and direct.	5.00	3.00	2.00
2	Customer Engagement & Service	Effectively consults and involves staff and other relevant people in changing processes.	4.50	3.00	1.50
3	Personal Leadership	Demonstrates a high level of initiative and motivation to achieve goals.	5.00	4.00	1.00
4	Learning & Improvement	Deploys resources to meet changing demands and circumstances and ensure priorities are met.	5.00	4.00	1.00
5	Strategic Leadership	Gathers information from multiple sources to inform strategy.	5.00	4.00	1.00
6	Workforce Service & Development	Effectively monitors performance and uses observations to inform ongoing improvement.	5.00	4.00	1.00
7	Strategic Leadership	Engages with larger education business & political community to express & receive information and perspectives.	5.00	4.00	1.00
8	Customer Engagement & Service	Seeks out and genuinely listens to other people's perspectives and opinions.	4.67	4.00	0.67
9	Personal Leadership	Portrays a positive leadership presence for the district.	4.67	4.00	0.67
10	Vision & Culture Leadership	Consistently demonstrates respect for others and their ideas.	4.67	4.00	0.67

Negative Gaps					
Rank	**Scoring Category**	**Item**	**Other Colleagues**	**Self**	**Gap**
1	Vision & Culture Leadership	Models and Encourages behaviors and style consistent with District 49's 'Cultural Compass'.	4.00	5.00	-1.00
2	Personal Leadership	Models high ethical and professional standards.	4.67	5.00	-0.33
3	Personal Leadership	Exercises sound judgement and makes tough decisions.	4.67	5.00	-0.33
4	Personal Leadership	Models and encourages a high level of accountability.	4.67	5.00	-0.33
5	Results	The Business Office produces excellent results for Financial Management.	4.67	5.00	-0.33
6	Efficient & Effective Management	Models and Encourages a style that balances efficiency and effectiveness.	4.67	5.00	-0.33

Positive & Negative Gaps (Other District Leaders & Self)

Positive Gaps

Rank	Scoring Category	Item	Other District Leaders	Self	Gap
1	Workforce Service & Development	Shares performance feedback that is timely and direct.	4.67	3.00	1.67
2	Customer Engagement & Service	Effectively consults and involves staff and other relevant people in changing processes.	4.43	3.00	1.43
3	Strategic Leadership	Engages with larger education business & political community to express & receive information and perspectives.	5.00	4.00	1.00
4	Personal Leadership	Demonstrates a high level of initiative and motivation to achieve goals.	4.86	4.00	0.86
5	Vision & Culture Leadership	Consistently demonstrates respect for others and their ideas.	4.86	4.00	0.86
6	Vision & Culture Leadership	Recognizes and respects the contributions and needs of each team member.	4.86	4.00	0.86
7	Learning & Improvement	Deploys resources to meet changing demands and circumstances and ensure priorities are met.	4.86	4.00	0.86
8	Customer Engagement & Service	Builds collaborative relationships within and promotes cooperative activity across functional boundaries.	4.86	4.00	0.86
9	Customer Engagement & Service	Is intentional about communicating with stakeholders about significant changes.	4.86	4.00	0.86
10	Workforce Service & Development	Ensures fairness and equity in hiring, promotion and advancement.	4.80	4.00	0.80

Negative Gaps

Rank	Scoring Category	Item	Other District Leaders	Self	Gap
1	Efficient & Effective Management	Models and Encourages a style that balances efficiency and effectiveness.	4.71	5.00	-0.29
2	Personal Leadership	Models high ethical and professional standards.	4.86	5.00	-0.14
3	Results	The Business Office produces excellent results for Financial Management.	4.86	5.00	-0.14
4	Personal Leadership	Exercises sound judgement and makes tough decisions.	4.86	5.00	-0.14
5	Personal Leadership	Models and encourages a high level of accountability.	4.86	5.00	-0.14
6	Learning & Improvement	Maintains a clear focus on stakeholder needs and expectations.	4.86	5.00	-0.14
7	Vision & Culture Leadership	Models and Encourages behaviors and style consistent with District 49's 'Cultural Compass'.	4.86	5.00	-0.14

Positive & Negative Gaps (Senior Leaders & Self)

Positive Gaps					
Rank	Scoring Category	Item	Senior Leaders	Self	Gap
1	Workforce Service & Development	Shares performance feedback that is timely and direct.	4.00	3.00	1.00
2	Personal Leadership	Demonstrates a high level of initiative and motivation to achieve goals.	5.00	4.00	1.00
3	Workforce Service & Development	Ensures fairness and equity in hiring, promotion and advancement.	5.00	4.00	1.00
4	Personal Leadership	Portrays a positive leadership presence for the district.	4.86	4.00	0.86
5	Customer Engagement & Service	Effectively consults and involves staff and other relevant people in changing processes.	3.86	3.00	0.86
6	Strategic Leadership	Engages with larger education business & political community to express & receive information and perspectives.	4.86	4.00	0.86
7	Efficient & Effective Management	Coaches employees and helps them improve overall work performance.	4.67	4.00	0.67
8	Workforce Service & Development	Effectively monitors performance and uses observations to inform ongoing improvement.	4.60	4.00	0.60
9	Workforce Service & Development	Gives clear and constructive feedback.	4.50	4.00	0.50
10	Learning & Improvement	Deploys resources to meet changing demands and circumstances and ensure priorities are met.	4.43	4.00	0.43

Negative Gaps					
Rank	Scoring Category	Item	Senior Leaders	Self	Gap
1	Efficient & Effective Management	Models and Encourages a style that balances efficiency and effectiveness.	4.00	5.00	-1.00
2	Learning & Improvement	Maintains a clear focus on stakeholder needs and expectations.	4.29	5.00	-0.71
3	Vision & Culture Leadership	Models and Encourages behaviors and style consistent with District 49's 'Cultural Compass'.	4.43	5.00	-0.57
4	Personal Leadership	Exercises sound judgement and makes tough decisions.	4.71	5.00	-0.29
5	Results	The Business Office produces excellent results for Financial Management.	4.71	5.00	-0.29
6	Efficient & Effective Management	Consistently administers policies concerning the district's students, parents and staff.	4.71	5.00	-0.29
7	Personal Leadership	Models high ethical and professional standards.	4.86	5.00	-0.14
8	Personal Leadership	Models and encourages a high level of accountability.	4.86	5.00	-0.14
9	Customer Engagement & Service	Builds collaborative relationships within and promotes cooperative activity across functional boundaries.	3.86	4.00	-0.14
10	Customer Engagement & Service	Is intentional about communicating with stakeholders about significant changes.	3.86	4.00	-0.14

Positive & Negative Gaps (Business Office Direct Reports & Self)

Positive Gaps					
Rank	Scoring Category	Item	Business Office Direct Reports	Self	Gap
1	Strategic Leadership	Engages with larger education business & political community to express & receive information and perspectives.	5.00	4.00	1.00
2	Workforce Service & Development	Shares performance feedback that is timely and direct.	3.86	3.00	0.86
3	Personal Leadership	Portrays a positive leadership presence for the district.	4.71	4.00	0.71
4	Results	Business Office results support District 49 strategic priorities.	4.57	4.00	0.57
5	Results	The Business Office produces excellent results for Risk Management, Purchasing, and Facility & Community Planning.	4.57	4.00	0.57
6	Personal Leadership	Demonstrates a high level of initiative and motivation to achieve goals.	4.57	4.00	0.57
7	Vision & Culture Leadership	Consistently demonstrates respect for others and their ideas.	4.43	4.00	0.43
8	Customer Engagement & Service	Effectively consults and involves staff and other relevant people in changing processes.	3.43	3.00	0.43
9	Vision & Culture Leadership	Values individuals with different ideas and backgrounds.	4.29	4.00	0.29
10	Results	District 49 results are not impeded by Business Office results / processes.	4.29	4.00	0.29

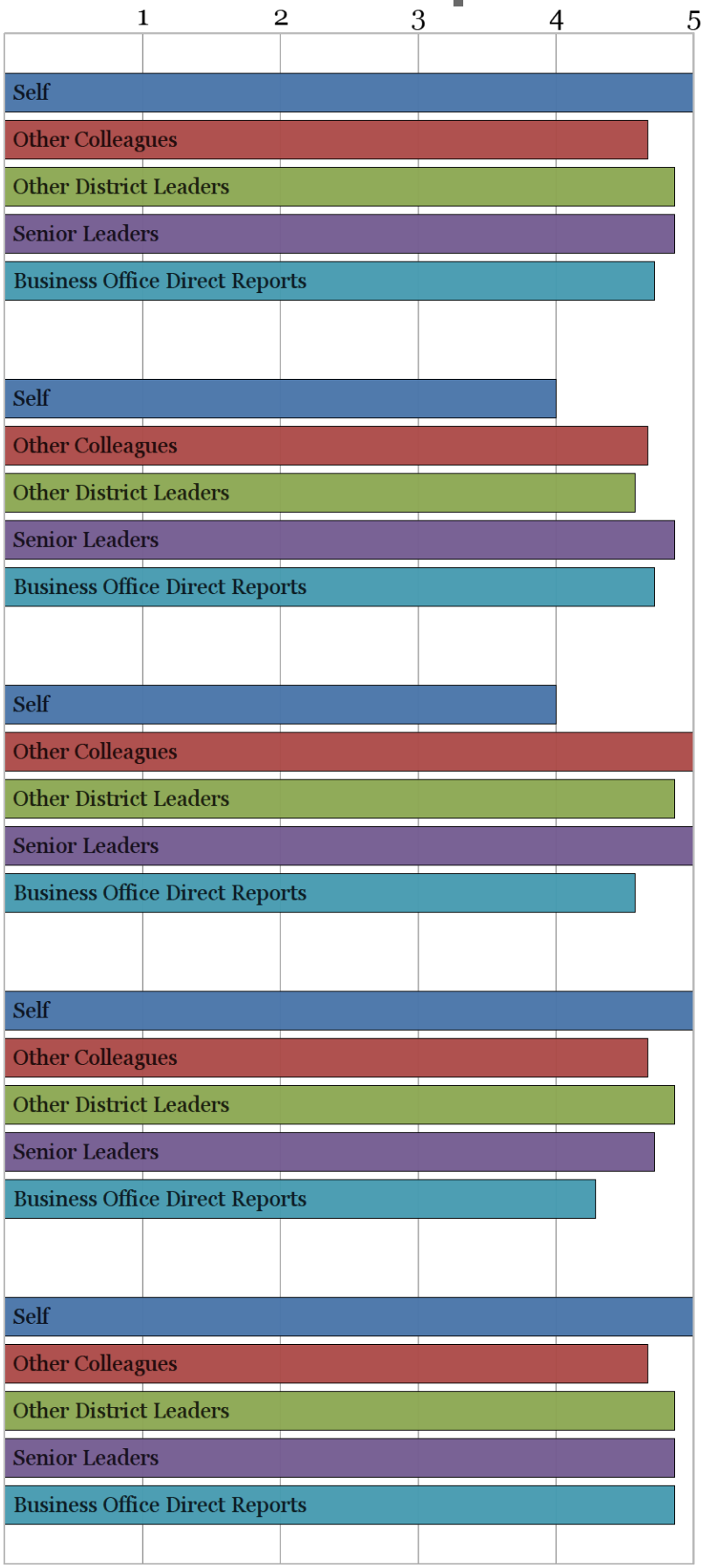
Negative Gaps					
Rank	Scoring Category	Item	Business Office Direct Reports	Self	Gap
1	Efficient & Effective Management	Models and Encourages a style that balances efficiency and effectiveness.	4.00	5.00	-1.00
2	Personal Leadership	Exercises sound judgement and makes tough decisions.	4.29	5.00	-0.71
3	Results	The Business Office produces excellent results for Financial Management.	4.43	5.00	-0.57
4	Learning & Improvement	Maintains a clear focus on stakeholder needs and expectations.	4.43	5.00	-0.57
5	Vision & Culture Leadership	Models and Encourages behaviors and style consistent with District 49's 'Cultural Compass'.	4.57	5.00	-0.43
6	Efficient & Effective Management	Coaches employees and helps them improve overall work performance.	3.57	4.00	-0.43
7	Efficient & Effective Management	Consistently administers policies concerning the district’s students, parents and staff.	4.71	5.00	-0.29
8	Learning & Improvement	Deploys resources to meet changing demands and circumstances and ensure priorities are met.	3.71	4.00	-0.29
9	Personal Leadership	Models high ethical and professional standards.	4.71	5.00	-0.29
10	Vision & Culture Leadership	Recognizes and respects the contributions and needs of each team member.	3.71	4.00	-0.29

High & Low Scores (Does not include self-ratings)

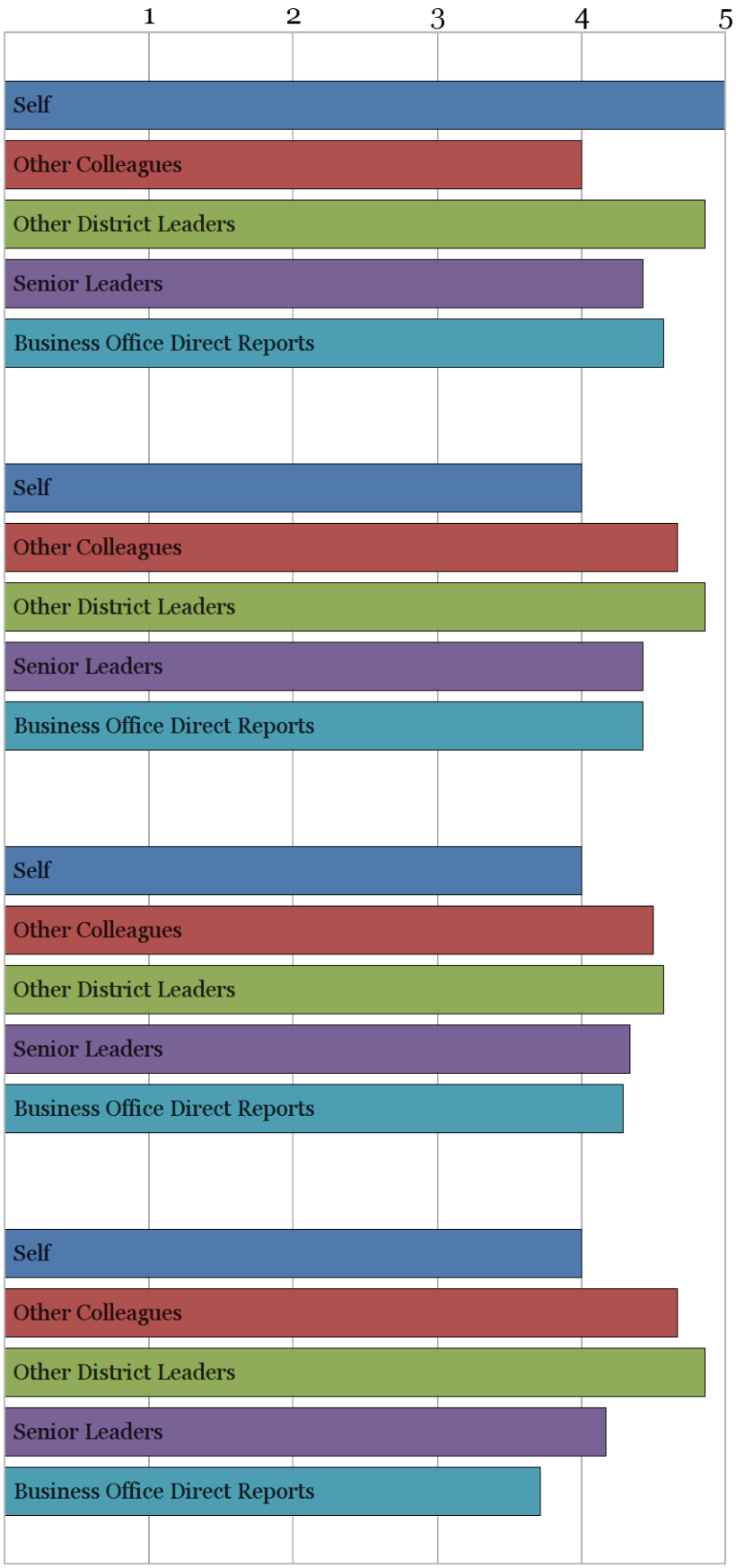
Ten Highest Rated Behaviors			
Rank	**Scoring Category**	**Item**	**Average**
1	Strategic Leadership	Engages with larger education business & political community to express & receive information and perspectives.	4.96
2	Personal Leadership	Demonstrates a high level of initiative and motivation to achieve goals.	4.83
3	Personal Leadership	Models and encourages a high level of accountability.	4.83
4	Efficient & Effective Management	Consistently administers policies concerning the district's students, parents and staff.	4.81
5	Personal Leadership	Models high ethical and professional standards.	4.79
6	Personal Leadership	Portrays a positive leadership presence for the district.	4.71
7	Results	The Business Office produces excellent results for Financial Management.	4.67
8	Personal Leadership	Exercises sound judgement and makes tough decisions.	4.62
9	Vision & Culture Leadership	Models and Encourages behaviors and style consistent with District 49's 'Cultural Compass'.	4.59
10	Vision & Culture Leadership	Consistently demonstrates respect for others and their ideas.	4.58

Ten Lowest Rated Behaviors			
Rank	**Scoring Category**	**Item**	**Average**
1	Customer Engagement & Service	Effectively consults and involves staff and other relevant people in changing processes.	3.96
2	Efficient & Effective Management	Coaches employees and helps them improve overall work performance.	4.10
3	Workforce Service & Development	Gives clear and constructive feedback.	4.12
4	Customer Engagement & Service	Is easy to approach with concerns and constructive criticism.	4.13
5	Results	The Business Office produces excellent results for Human Resource Management.	4.19
6	Workforce Service & Development	Creates a safe culture to take responsible risk and learn from mistakes.	4.20
7	Customer Engagement & Service	Seeks out and genuinely listens to other people's perspectives and opinions.	4.21
8	Learning & Improvement	Stimulates commitment to a collaborative effort	4.21
9	Workforce Service & Development	Shares performance feedback that is timely and direct.	4.21
10	Learning & Improvement	Builds collaborative relationships within and promotes cooperative activity across functional boundaries.	4.22

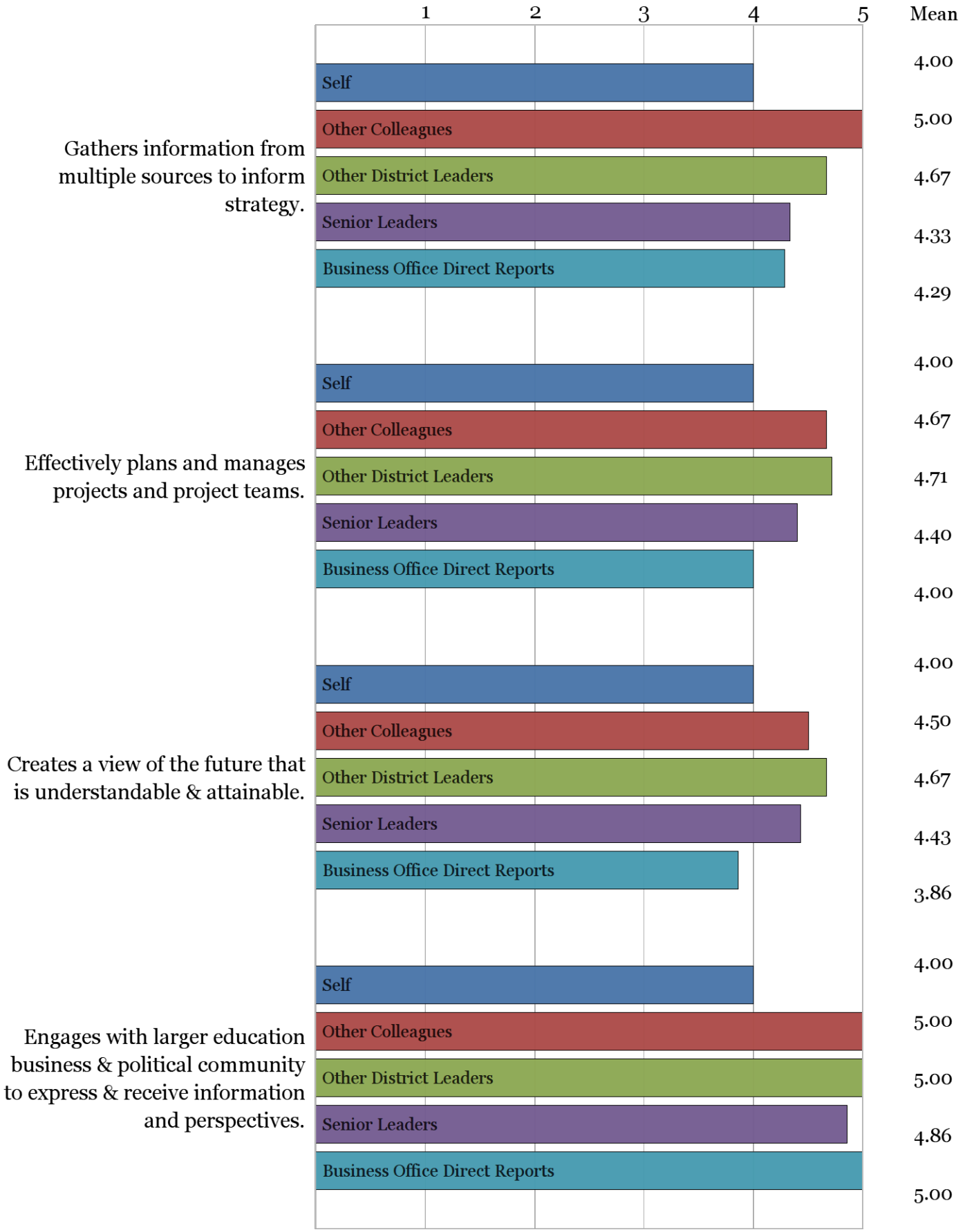
Personal Leadership



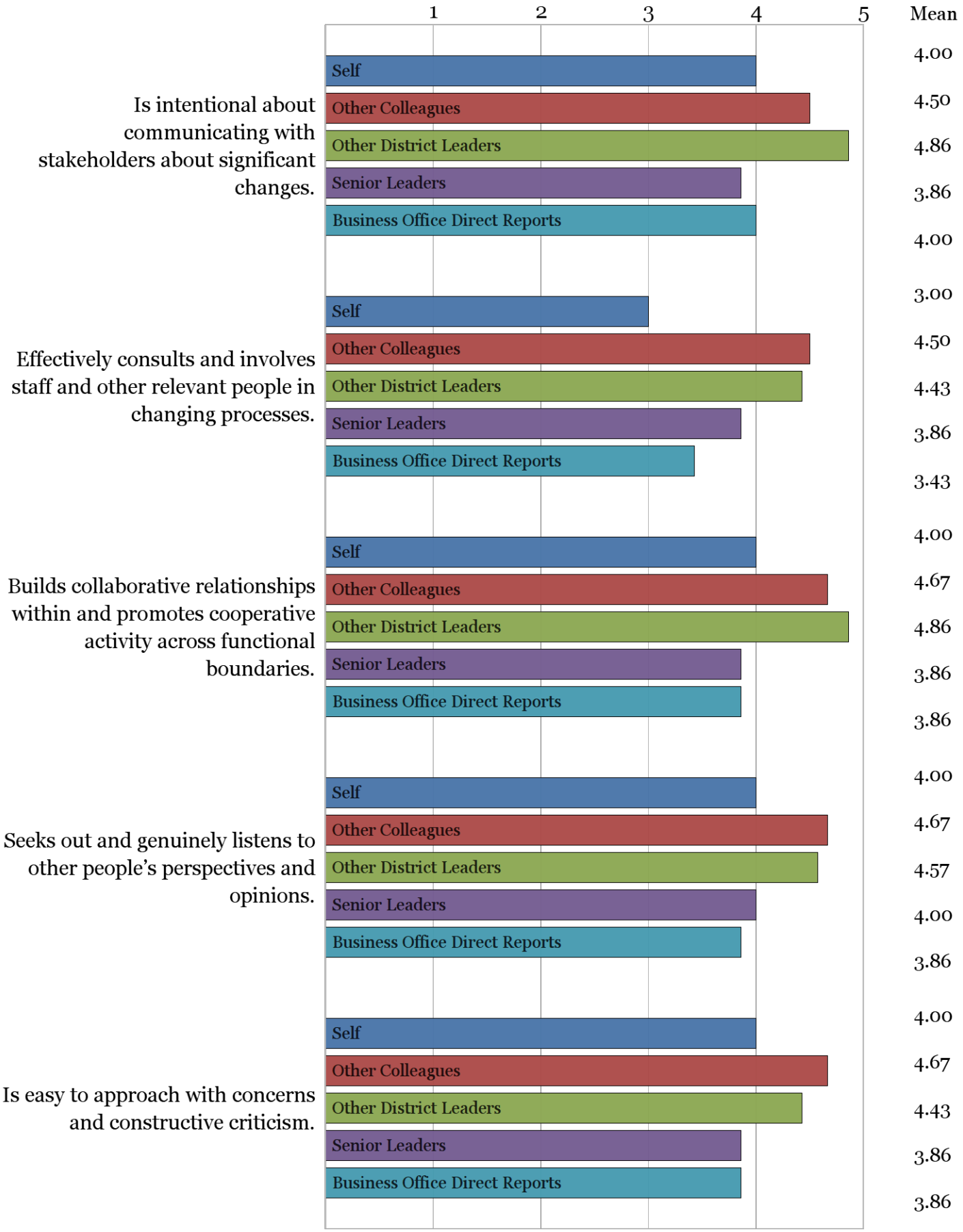
Vision & Culture Leadership



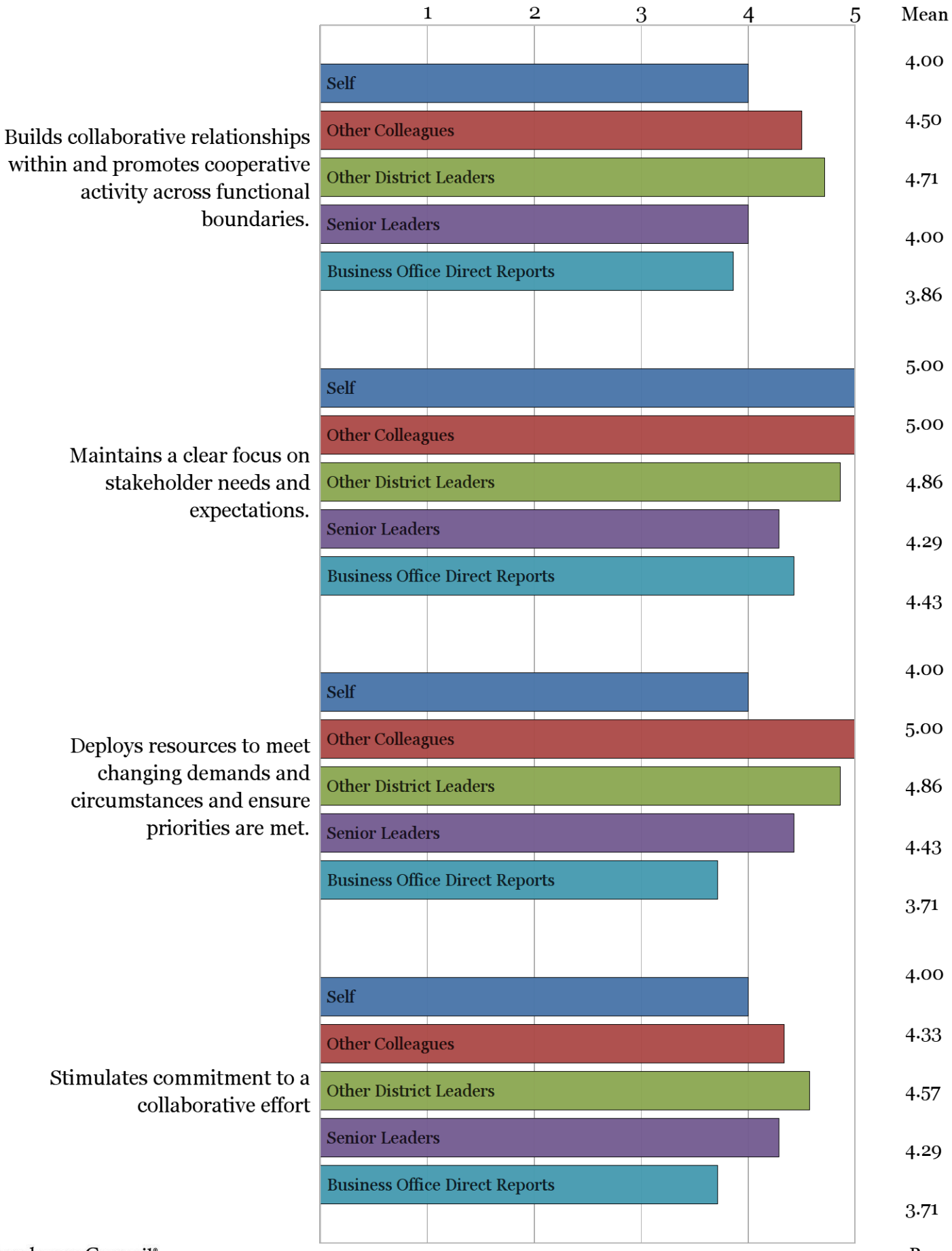
Strategic Leadership



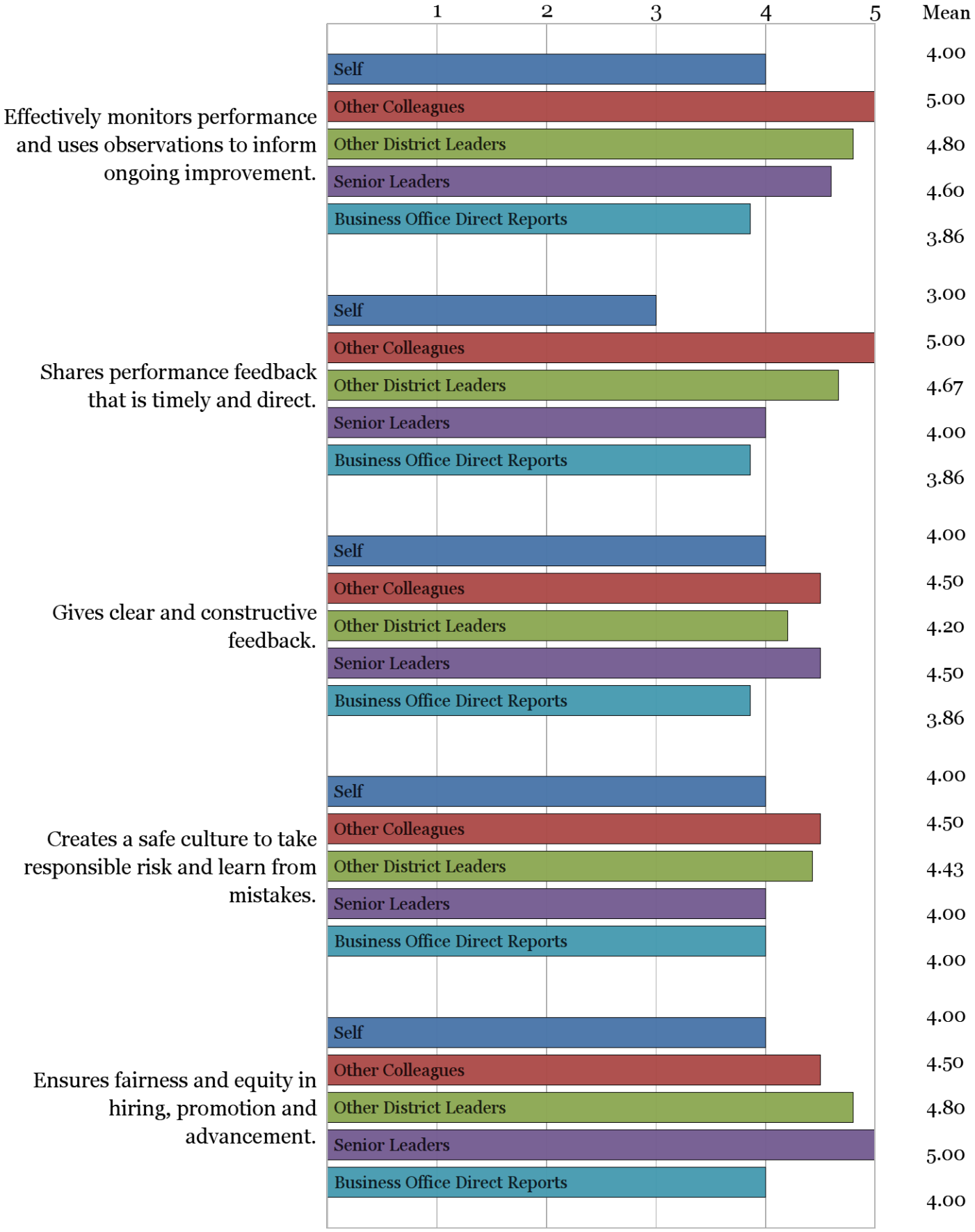
Customer Engagement & Service



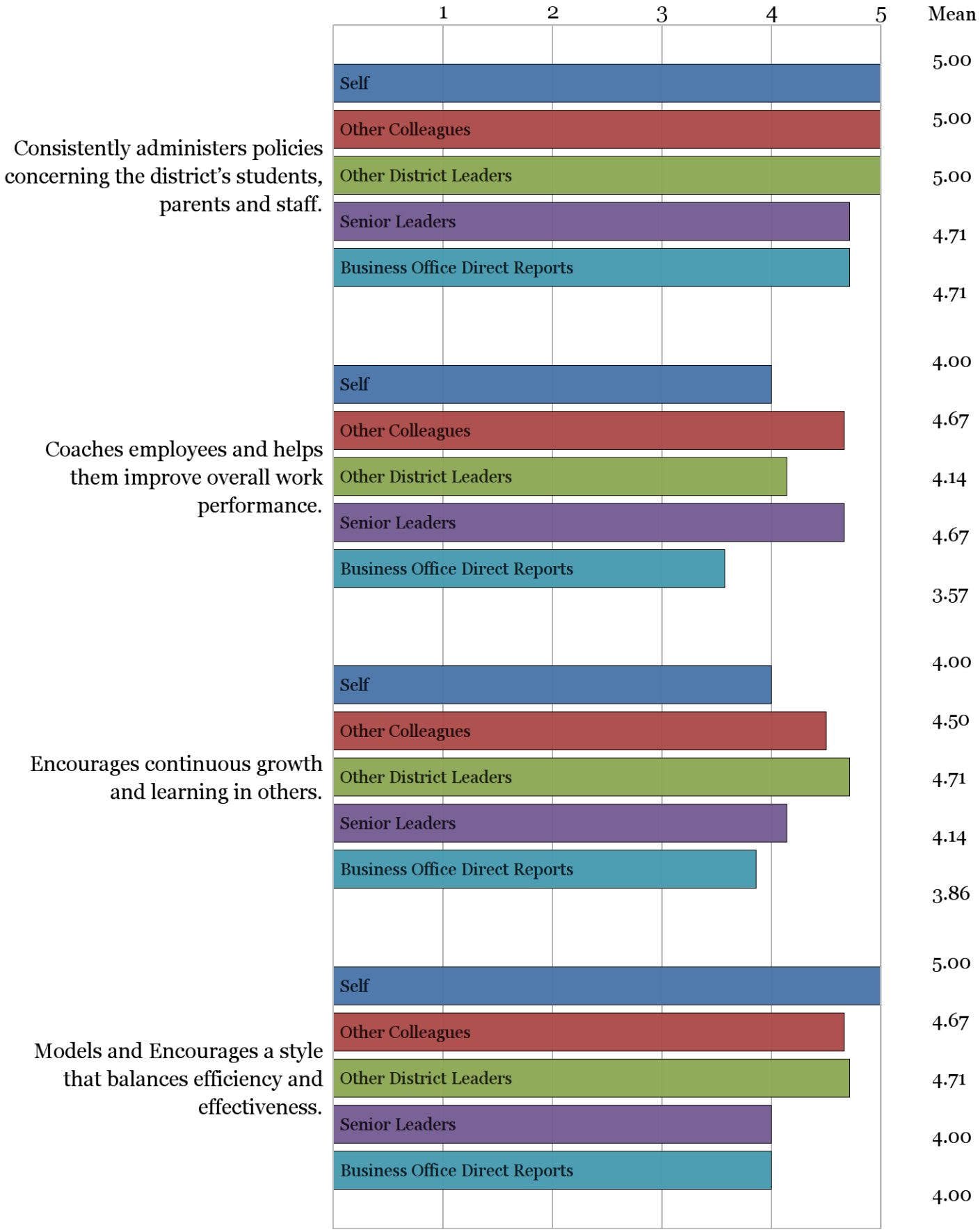
Learning & Improvement



Workforce Service & Development



Efficient & Effective Management



Results


1
2
3
4
5
Mean
The Business Office produces excellent results for Financial Management.
Self
Other Colleagues
Other District Leaders
Senior Leaders
Business Office Direct Reports
5.00
4.67
4.86
4.71
4.43
The Business Office produces excellent results for Human Resource Management.
Self
Other Colleagues
Other District Leaders
Senior Leaders
Business Office Direct Reports
4.00
4.00
4.17
4.43
4.00
The Business Office produces excellent results for Risk Management, Purchasing, and Facility & Community Planning.
Self
Other Colleagues
Other District Leaders
Senior Leaders
Business Office Direct Reports
4.00
4.50
4.57
4.29
4.57
District 49 results are not impeded by Business Office results / processes.
Self
Other Colleagues
Other District Leaders
Senior Leaders
Business Office Direct Reports
4.00
4.50
4.29
4.00
4.29
Business Office results support District 49 strategic priorities.
Self
Other Colleagues
Other District Leaders
Senior Leaders
Business Office Direct Reports
4.00
4.50
4.71
4.43
4.57



Chief Business Officer

Annual Performance Review
for the 12 months ended October 31, 2018

Presentation of Evidence

October 24, 2018

Section IV – Memorialization of Selected Evidence Material

Brett Ridgway <bridgway@d49.org>

Re: Details on Proposed Funding Model

1 message

Brett Ridgway <bridgway@d49.org> Thu, Jan 25, 2018 at 4:23 PM
To: Walt Cooper <cooper@cmsd12.org>
Cc: Peter Hilts <philts@d49.org>

Sounds good. Thanks.

On Jan 25, 2018 4:19 PM, "Walt Cooper" <cooper@cmsd12.org> wrote:

> Thank you, Brett...I appreciate this. And, I appreciate the due diligence you've done with the model...you make some very good points.
>
> I'll press Justin for the password....not sure why he hasn't responded (to you or to me...as I haven't heard from him in a couple of weeks) but I think I will see him in Denver tomorrow....
> On first glance there is a host of things I don't understand in your data....some of that I'm sure will become more clear when I have time to study it, but I'm sure I'm going to need some remedial explanation, so I'll call you sometime next week if that's ok?
>
> Walt
>
> _____
>
> Dr. Walter C. Cooper
> Superintendent of Schools
> Cheyenne Mountain School District 12
> 1775 LaClede Street | Colorado Springs, CO | 80905
> voice 719.475.6100
>
> On Thu, Jan 25, 2018 at 3:29 PM, Brett Ridgway <bridgway@d49.org> wrote:
>
> > Dr. Cooper:
> >
> > I wanted you to have this directly from me so that there is no chance of alteration before it inevitably circles back to you through whatever paths this email will travel.
> >
> > I still would really appreciate a password or fully-displayed version of the model.
> >
> > Sincerely,
> >
> > Brett Ridgway
> > Chief Business Officer
> >
> > *Providing stewardship, customer service and communication through and with our business team*
> >
> > ---------- Forwarded message ----------
> > From: **Brett Ridgway** <bridgway@d49.org>
> > Date: Thu, Jan 25, 2018 at 3:27 PM
> > Subject: Details on Proposed Funding Model

To: Angie Skala <skallaa@wsd3.org>, Brett Ridgway <bridgway@d49.org>, Brian Gustafson <bgustafson@wpsdk12.org>, Cindy Hinojos <chinojos@hanoverhornets.org>, David Horner <david.horner@pueblocityschools.us>, "Elaine Hayden (EHayden@ccvschools.com)" <EHayden@ccvschools.com>, Glenn <gustage@d11.org>, Jana Schleusner <jana.schleusner@dcsdk12.org>, Jodi Poulin <jpoulin@d49.org>, "Ken Wieck (wieckkl@d11.org)" <wieckkl@d11.org>, "Laura Hronik (LAURA.HRONIK@d11.org)" <LAURA.HRONIK@d11.org>, Melissa Kirchner <melissakirchner@peyton.k12.co.us>, "Miller, Tim" <tmiller@mssd14.org>, "Morin, Natalie" <morin@cmsd12.org>, Ron McCulley <ronmcculley@gmail.com>, Ron Sprinz <rsprinz@d49.org>, Shelley Becker <sbecker@hsd2.org>, Sherry Ferriman <sherryferriman@esd22.org>, Terry Kimber <kimbert@wsd3.org>, "TJ Vinci (tvinci@district70.org)" <tvinci@district70.org>, "Vergunst, Joanne" <jvergunst@ffc8.org>, "Wangeman, Cheryl" <CWangeman@lewispalmer.org>

Dear Colleagues:

As I mentioned at the last PPASBO meeting, I have been analyzing data that I have extracted from the 'Superintendent's Model' for modernized school funding, and that I would share that information with you. The information attached was presented to the D49 Board of Education last night, and to follow up on my commitment to you, I wanted you all to have it right away after they saw it.

I do have to say that I 'extracted' this data because I do not have the password to unlock the model, to un-hide the hidden calculation sheets, to allow me (or anyone, really) to see the formulas utilized therein that drive the results. Therefore, my work has been limited to discovering greater details of the results of the model, as opposed to reviewing and understanding the formulas that drive those results. The attached report is lengthy because it includes information for every district in the state as well as some size-related aggregations in the first 14 pages. The best starting place is probably be page 3, which compares the full results of the APA model to the December version of CDE's report for 2017/18 funding. The individual results for the El Paso County schools start on page 49.

My general observation:
> There are good things proposed in this model,
> There are benefits proposed that are unclear as to their validity & propriety, and
> There are things proposed that appear intended to harm a specific set of students.

Specific Observations:

> A more complete funding of special education costs by increasing funding there by $338mm is a good thing.

> A significant reduction in the cost-of-living component is a good thing (I have always felt uncomfortable about the current model's generosity to large districts on this line).

> The increases in At-risk/Poverty and GT funding seem good but we need to see formulas to better understand it; as well as having some understanding of proponents' intended/potential services for these students to be able to validate the propriety of the funding against the cost of those services.

> The nearly 1,300% increase in ELL funding is a 'wow' amount that seems so good that it really begs the question of how much of an increase is too much for the optics if nothing else. Again, I'm unsure of the propriety until I see the formula and understand the proponents' intended/potential services that would be provided to ELL students.

I don't know if students will count in multiple categories and get multiple funding benefits. I assume they would, but I'm not sure. It has been said that the at-risk concentration factor built into the current model has been eliminated, and I would like to verify that.

So the 'desired result' does create significant benefits for some of us that fit the profile that the APA model specifically supports.

> Across the state there are eight districts that will not get to fully recover their negative factor. The largest of that bunch is Douglas County. Their negative factor recapture will be short $1.7mm if the new formula is applied.

> On page three, you will also see a $28mm reduction in base funding of online students. What is also in the overall numbers, beneath the surface, is an apparent intention that online students be excluded from funding for services such as poverty, ELL, and GT. I estimate the targeted savings from online education between the reduced base funding and the exclusion from priority services around $35-$40mm. As the largest provider of online services

in Colorado, District 49 is obviously harmed the most by this tactic - somewhere in the neighborhood of $16mm of reduced funding from the current formula.

In the grand scheme of the model's proposed $1.5B increase to K12 funding, the ~$40mm deducted from online students is hardly material, at only 2.5% of the total, so it must be an intentional, philosophical, strategy to reduce funding for online education.

Closing Thoughts:

The number one goal from the business/finance officer perspective in any endeavor like this, should be to encourage informed decision making by those that would be required to make a formal consideration of such an idea. With a complex issue like the funding formula, it takes a lot of data and a lot of information to truly make an informed decision, and people need to have access to such information and be encouraged to pursue to an appropriate level learning on the topic. We should aim to be sure that there is enough information available for someone, anyone, to make a truly informed decision. A close second goal should be to treat all students equitably and honorably, not looking for overly preferential or overtly punitive treatments of any student or district demographic. When those two goals are not satisfied, it likely inhibits the chance of success in obtaining funding from a voting public that widely spans the political spectrum in today's Colorado.

Sincerely,

Brett Ridgway
Chief Business Officer
District 49
BUSINESS OFFICE

Providing stewardship, customer service and communication through and with our business team



Reports & Analysis of *'Superintendent's Model'*

State of Colorado

K12 Ed Funding Formula Comparative Analysis

January 15, 2018

Following is an independent analysis of a new proposed funding formula that was presented to the interim finance committee on January 9, 2018.

For several months now, a group of superintendents have been working with both the Colorado School Finance Project (Tracie Rainey) and with Augenbick, Palaich and Associates (APA) Consulting Services (Justin Silverstein, Co-CEO). The working group of superintendents was led by Dr. Walt Cooper from Cheyenne Moutain School District. The Colorado Association of School Executives was privy to the work as well.

It is expected that this model will be translated into bill language to be presented at the Colorado State Legislature during the regular session in the spring of 2018. Similar to a previous effort from 2013 (SB 13-213), the new funding model being proposed intends to increase funding for Colorado K12 public education with very specific priorities.

Most significantly, the model would intend to eliminate the Budget Stabilization Factor, valued at $828mm in the December 2017 version of the 2017/18 funding projection.

Beyond eliminating the BSF, the new formula would increase overall funding by $690mm using a 10-item formula that can be grouped into three themes: (1) Base & Base Equivalent Funding; (2) Community Considerations; and (3) Specific Priority Preferred Funding.

Program & Categorical Subsets	% of formula	% chg from curr. form.	$ chg from curr. form.
(1) Base & Base Equivalents	73.5%	-1.8%	373,458,646
(2) Community Considerations	9.1%	-9.5%	(656,084,130)
(3) Specific Priority Preferred	17.4%	11.3%	972,722,663

Results of various iterations of the model have been distributed in excel. However, the excel packages distributed were limitied to specific perspectives of data with the only context being a before and after view for the school district queried. To provide a more complete analysis that gives additional information with additional context, the details of the model are needed. Requests have been made for that level of transparency and clarity, but to this date, no additional clarity has been provided.

State of Colorado

K12 Ed Funding Formula

For the purposes of evaluating overall results for this analysis (and perhaps future ones), we establish the following categories to distribute school districts into according to size.

		% & # of districts		APA model sFTE	% sFTE
Top 20+ Large Districts	*7,500 and more sFTE*	*13.5%*	*24*	*696,277*	*80.9%*
Other Large Districts	*3,000 - 7,500 sFTE*	*8.4%*	*15*	*74,599*	*8.7%*
Medium Districts	*3,000 - 1,000 sFTE*	*17.4%*	*31*	*52,803*	*6.1%*
Community Districts	*1000 - 150 sFTE*	*47.2%*	*84*	*34,663*	*4.0%*
Rural Districts	*150 and less sFTE*	*13.5%*	*24*	*2,165*	*0.3%*
			178	*860,507*	

Overall Results

As previously mentioned, the largest change between the current situation and the APA model is the elminiation of the Budget Stabilization Factor (formerly known as the Negative Factor).

After the negative factor is removed, there are eight districts that are reduced in funding as a result of the proposed formula. That change is not driven from Base & Base Equivalents, other than Online Funding. The results below

Districts reduced in funding from the proposed formula:

Dist#	Dist Name	sFTE	Net P&C Reduction	% red.	Online	% of red.	Community Considerations	% of red.	Specific Priority Preferred Funding	
270	CAMPO RE-6	49.4	(10,982.27)	-1.3%	-	0.0%	(67,566.67)	615.2%	48,214.98	-439.0%
290	LAS ANIMAS RE-1	1,139.8	(4,155,292.36)	-27.2%	(5,494,374.50)	132.2%	652,904.13	-15.7%	235,797.01	-5.7%
900	DOUGLAS COUNTY RE 1	66,245.4	(1,708,047.92)	-0.3%	(1,426,442.50)	83.5%	(75,706,297.50)	4432.3%	45,511,386.84	-2664.5%
1750	BRANSON REORGANIZE	467.1	(208,509.36)	-5.7%	(439,735.50)	210.9%	101,756.89	-48.8%	122,484.52	-58.7%
1760	KIM REORGANIZED 88	49.8	(1,714.14)	-0.2%	-	0.0%	(42,286.57)	2466.9%	31,548.46	-1840.5%
2640	ASPEN 1	1,670.7	(1,955,983.20)	-10.5%	-	0.0%	(3,644,525.39)	186.3%	1,037,590.69	-53.0%
2830	TELLURIDE R-1	897.8	(256.03)	0.0%	-	0.0%	(1,240,199.03)	484400.0%	873,852.24	-341311.4%
3148	PAWNEE RE-12	74.9	(80,534.48)	-5.6%	-	0.0%	(119,344.86)	148.2%	26,786.60	-33.3%

If and when we are granted access to the details of the APA model, we can do further analysis to determine any nuances in formulas or factors in the APA model that cause the reductions displayed above.

What is clear, both by data analysis, and by admission of the working group, is that students that choose an online education provider are handled somewhat punatively for having made that choice. Online student funding is reduced and those students are not eligible for Poverty, ELL, or Gifted Categorical Funds

State of Colorado

K12 Ed Funding Formula Comparative Analysis

All 178 Districts Program & Categorical Funding Components: 'Apples-to-Apples' Alignment

	APA Consulting Model	% of total		CDE - All18Dec Web Report	% of total	Variance	% of total	% chg in category
Base	5,639,048,380.00	68.2%						
Full Day K	217,347,270.00	2.6%	72.2%	5,563,459,668.73	73.4%	401,609,616.27	-1.3%	7.2%
PreK	108,673,635.00	1.3%						
Online/Ascent	113,131,894.75	1.4%		141,282,865.00	1.9%	(28,150,970.25)	-0.5%	-19.9%
Base & Base equivalents	6,078,201,179.75	73.5%		5,704,742,533.73	75.3%	373,458,646.02	-1.8%	6.5%
Size Adjustment	359,918,844.62	4.4%		315,891,286.22	4.2%	44,027,558.40	0.2%	13.9%
Cost of Living with Limit	388,267,289.07	4.7%		1,088,378,977.24	14.4%	(700,111,688.17)	-9.7%	-64.3%
Community Considerations	748,186,133.69	9.1%		1,404,270,263.46	18.5%	(656,084,129.77)	-9.5%	-46.7%
Special Needs Education	439,687,395.84	5.3%		101,682,159.00	1.3%	338,005,236.84	4.0%	332.4%
Poverty (At-risk)	714,338,567.28	8.6%		341,317,303.77	4.5%	373,021,263.51	4.1%	109.3%
ELL	225,518,283.79	2.7%		16,405,719.02	0.2%	209,112,564.77	2.5%	1274.6%
Gifted	60,813,404.81	0.7%		8,229,806.46	0.1%	52,583,598.35	0.6%	638.9%
Specific Priority Funds	1,440,357,651.73	17.4%		467,634,988.25	6.2%	972,722,663.48	11.3%	208.0%
Total P&C Funding	8,266,744,965.16			7,576,647,785.44		690,097,179.73		9.1%
						45.4%		
Budget Stabilization Factor				(828,280,474.42)		828,280,474.42		
						54.6%		
Annual Cash Outlay	8,266,744,965.16			6,748,367,311.02		1,518,377,654.15		22.5%
sFTE	860,507.24			865,018.80		(4,511.56)		
$ / SFTE	9,606.83			7,801.41		1,805.42		
						126,694.27	*average assessed value / sFTE*	
$ / sFTE measures								
Base & Base equivalents	7,063.51	73.5%		6,594.93	84.5%	468.57	-11.0%	
Community Considerations	869.47	9.1%		1,623.40	20.8%	(753.93)	-11.8%	
Specific Priority Funds	1,673.85	17.4%		540.61	6.9%	1,133.24	10.5%	
Budget Stabilization Factor	-	0.0%		(957.53)	-12.3%	957.53	12.3%	
Annual Cash Outlay	9,606.83			7,801.41		1,805.42		

State of Colorado

K12 Ed Funding Formula

All 178 Districts

Categorize Results by comparison tiers

Variance between APA Consulting Model & All18 December Web

		Top 20 + Large (24 Districts)	% of total	Other Large (15 Districts)	% of total	Medium (31 Districts)	% of total	Community (84 Districts)	% of total	Rural (24 Districts)	% of total	
		7,500 and more	sFTE	7,500 - 3,000	sFTE	3,000 - 1,000	sFTE	1,000 - 150	sFTE	150 and less	sFTE	
Base Full Day K PreK	Comb. Base	323,224,154.49	80.5%	35,931,618.45	8.9%	27,057,250.65	6.7%	14,228,114.35	3.5%	1,168,478.33	0.3%	
Online/Ascent		(18,093,289.75)	-64.3%	(4,049,007.00)	-14.4%	(5,603,745.75)	-19.9%	(397,033.75)	-1.4%	(7,894.00)	0.0%	-
Base & Base equivalents		305,130,864.74	81.7%	31,882,611.45	8.5%	21,453,504.90	5.7%	13,831,080.60	3.7%	1,160,584.33	0.3%	-
Size Adjustment		(79,478,367.46)	-180.5%	30,966,850.28	70.3%	34,866,018.03	79.2%	56,906,636.39	129.3%	766,421.16	1.7%	-
Cost of Living with Limit		(581,309,585.07)	-83.0%	(61,295,860.80)	-8.8%	(37,335,071.66)	-5.3%	(19,464,797.74)	-2.8%	(706,372.90)	-0.1%	-
Community Considerations		(660,787,952.53)	-100.7%	(30,329,010.52)	-4.6%	(2,469,053.63)	-0.4%	37,441,838.65	5.7%	60,048.26	0.0%	-
Special Needs Education		259,183,704.95	76.7%	30,880,443.83	9.1%	24,721,438.11	7.3%	21,567,167.72	6.4%	1,652,482.24	0.5%	-
Poverty (At-risk)		299,873,145.65	80.4%	31,954,213.06	8.6%	25,120,053.05	6.7%	15,320,711.30	4.1%	753,140.45	0.2%	-
ELL		172,428,227.91	82.5%	22,272,543.55	10.7%	8,903,590.36	4.3%	5,203,896.19	2.5%	304,306.76	0.1%	-
Gifted		46,799,354.37	89.0%	3,652,915.50	6.9%	1,511,742.52	2.9%	596,368.58	1.1%	23,217.38	0.0%	-
Specific Priority Funds		778,284,432.87	80.0%	88,760,115.95	9.1%	60,256,824.03	6.2%	42,688,143.80	4.4%	2,733,146.83	0.3%	-
Total P&C Funding		422,627,345.08	61.2%	90,313,716.87	13.1%	79,241,275.30	11.5%	93,961,063.05	13.6%	3,953,779.42	0.6%	
		39.0%		55.8%		60.5%		69.7%		49.9%		
Budget Stabilization Factor		660,081,066.45	79.7%	71,621,002.51	8.6%	51,743,483.55	6.2%	40,865,345.39	4.9%	3,969,576.52	0.5%	-
		61.0%		44.2%		39.5%		30.3%		50.1%		
Annual Cash Outlay		1,082,708,411.53	71.3%	161,934,719.39	10.7%	130,984,758.86	8.6%	134,826,408.44	8.9%	7,923,355.94	0.5%	
sFTE		696,276.70	80.9%	74,599.48	8.7%	52,803.10	6.1%	34,663.16	4.0%	2,164.80	0.3%	
$ / SFTE		1,555.00		2,170.72		2,480.63		3,889.62		3,660.09		
		105,840.98	*1.0* x	*160,475.44*	*1.5* x	*273,823.51*	*2.6* x	*231,970.60*	*2.2* x	*395,316.86*	*3.7* x	
$ / sFTE measures												
Base & Base equivalents		438.23	28.2%	427.38	19.7%	406.29	16.4%	399.01	10.3%	536.12	14.6%	
Community Considerations		(949.03)	-61.0%	(406.56)	-18.7%	(46.76)	-1.9%	1,080.16	27.8%	27.74	0.8%	
Specific Priority Funds		1,117.78	71.9%	1,189.82	54.8%	1,141.16	46.0%	1,231.51	31.7%	1,262.54	34.5%	
Budget Stabilization Factor		948.02	61.0%	960.07	44.2%	979.93	39.5%	1,178.93	30.3%	1,833.69	50.1%	
Annual Cash Outlay		1,555.00		2,170.72		2,480.63		3,889.62		3,660.09		

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Top 20+ Large Districts Program & Categorical Funding Components: 'Apples-to-Apples' Alignment

20+

	APA Consulting Model	% of total		CDE - All18Dec Web Report	% of total		Variance	% of total
Base	4,558,028,370.00	70.5%					-	
Full Day K	176,870,715.00	2.7%	74.6%	4,500,110,288.01	74.5%		323,224,154.49	0.1%
PreK	88,435,357.50	1.4%					-	
Online/Ascent	85,199,700.25	1.3%		103,292,990.00	1.7%		(18,093,289.75)	-0.4%
Base & Base equivalents	4,908,534,142.75	75.9%		4,603,403,278.01	76.2%		305,130,864.74	-0.3%
Size Adjustment	80,683,989.54	1.2%		160,162,357.01	2.7%		(79,478,367.46)	-1.4%
Cost of Living with Limit	321,222,491.33	5.0%		902,532,076.39	14.9%		(581,309,585.07)	-10.0%
Community Considerations	401,906,480.87	6.2%		1,062,694,433.40	17.6%		(660,787,952.53)	-11.4%
Special Needs Education	345,821,158.95	5.3%		86,637,454.00	1.4%		259,183,704.95	3.9%
Poverty (At-risk)	569,763,097.56	8.8%		269,889,951.91	4.5%		299,873,145.65	4.3%
ELL	186,069,216.53	2.9%		13,640,988.62	0.2%		172,428,227.91	2.7%
Gifted	52,782,735.00	0.8%		5,983,380.64	0.1%		46,799,354.37	0.7%
Specific Priority Funds	1,154,436,208.04	17.9%		376,151,775.17	6.2%		778,284,432.87	11.6%
Total P&C Funding	6,464,876,831.65			6,042,249,486.58			422,627,345.08	
							39.0%	
Budget Stabilization Factor				(660,081,066.45)			660,081,066.45	
							61.0%	
Annual Cash Outlay	6,464,876,831.65			5,382,168,420.13			1,082,708,411.53	
sFTE	696,276.70			698,569.20			(2,292.50)	
$ / SFTE	9,284.92			7,704.56			1,580.36	
memo: A.V./sFTE						*105,840.98*	*average assessed value / sFTE*	
$ / sFTE measures								
Base & Base equivalents	7,049.69	75.9%		6,589.76	85.5%		459.93	-9.6%
Community Considerations	577.22	6.2%		1,521.24	19.7%		(944.02)	-13.5%
Specific Priority Funds	1,658.01	17.9%		538.46	7.0%		1,119.55	10.9%
Budget Stabilization Factor	-	0.0%		(944.90)	-12.3%		944.90	12.3%
Annual Cash Outlay	9,284.92			7,704.56			1,580.36	

State of Colorado

K12 Ed Funding Formula

Top 20+ Large Districts Variances of Selected Districts in the Category *Top 20 + Large Districts* *7,500 and more sFTE* *(24 Districts Total)*

20+

		880 20+ DENVER COUNTY 1		130 20+ CHERRY CREEK 5		900 20+ DOUGLAS COUNTY RE 1		10 20+ MAPLETON 1		1110 20+ FALCON 49	
Base											
Full Day K	Comb. Base	43,218,350.72	47.6%	17,327,946.98	357.8%	29,913,305.24	1751.3%	2,344,354.84	22.4%	8,075,460.10	194.0%
PreK											
Online/Ascent		(125,377.00)	-0.1%	(71,023.00)	-1.5%	(1,426,442.50)	-83.5%	(3,085,763.50)	-29.5%	(11,362,864.25)	-273.0%
Base & Base equivalents		43,092,973.72	47.5%	17,256,923.98	356.3%	28,486,862.74	1667.8%	(741,408.66)	-7.1%	(3,287,404.15)	-79.0%
Size Adjustment		(20,595,251.43)	-22.7%	(12,677,194.63)	-261.8%	(14,797,814.90)	-866.4%	1,637,418.10	15.7%	(437,345.35)	-10.5%
Cost of Living with Limit		(76,150,490.76)	-83.9%	(54,155,520.83)	-1118.2%	(60,908,482.59)	-3566.0%	(4,689,266.80)	-44.9%	(12,407,045.17)	-298.0%
Community Considerations		(96,745,742.19)	-106.6%	(66,832,715.46)	-1380.0%	(75,706,297.50)	-4432.3%	(3,051,848.70)	-29.2%	(12,844,390.53)	-308.5%
Special Needs Education		30,282,080.51	33.4%	22,349,434.60	461.5%	26,828,840.88	1570.7%	4,405,557.86	42.2%	9,642,518.08	231.6%
Poverty (At-risk)		56,089,784.05	61.8%	18,952,744.05	391.3%	9,180,345.47	537.5%	5,266,496.98	50.4%	8,649,793.94	207.8%
ELL		49,910,367.16	55.0%	9,424,466.82	194.6%	6,101,105.42	357.2%	4,421,796.16	42.3%	1,992,412.42	47.9%
Gifted		8,161,948.73	9.0%	3,692,263.73	76.2%	3,401,095.07	199.1%	148,161.41	1.4%	9,920.99	0.2%
Specific Priority Funds		144,444,180.45	159.1%	54,418,909.19	1123.6%	45,511,386.84	2664.5%	14,242,012.42	136.3%	20,294,645.42	487.5%
Total P&C Funding		90,791,411.97		4,843,117.71		(1,708,047.92)		10,448,755.05		4,162,850.75	
		51.3%		8.8%		-2.9%		56.5%		16.9%	
Budget Stabilization Factor		86,298,765.93		50,286,175.99		59,636,154.88		8,059,776.14		20,512,336.14	
		48.7%		91.2%		102.9%		43.5%		83.1%	
Annual Cash Outlay		177,090,177.90		55,129,293.70		57,928,106.97		18,508,531.19		24,675,186.88	
sFTE		86,790.20		53,078.90		66,245.40		8,475.20		22,761.60	
$ / SFTE		2,040.44		1,038.63		874.45		2,183.85		1,084.07	
memo: A.V./sFTE		*190,996.80*	*5.2* x	*114,307.57*	*3.1* x	*96,308.72*	*2.6* x	*78,784.02*	*2.1* x	*36,929.51*	*1.0* x
$ / sFTE measures											
Base & Base equivalents		496.52	24.3%	325.12	31.3%	430.02	49.2%	(87.48)	-4.0%	(144.43)	-13.3%
Community Considerations		(1,114.71)	-54.6%	(1,259.12)	-121.2%	(1,142.82)	-130.7%	(360.09)	-16.5%	(564.30)	-52.1%
Specific Priority Funds		1,664.29	81.6%	1,025.25	98.7%	687.01	78.6%	1,680.43	76.9%	891.62	82.2%
Budget Stabilization Factor		994.34	48.7%	947.39	91.2%	900.23	102.9%	950.98	43.5%	901.18	83.1%
Annual Cash Outlay		2,040.44		1,038.63		874.45		2,183.85		1,084.07	

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Other Large Districts Program & Categorical Funding Components: 'Apples-to-Apples' Alignment

LD

	APA Consulting Model	% of total		CDE - All18Dec Web Report	% of total		Variance	% of total
Base	488,416,565.00	65.7%					-	
Full Day K	18,572,120.00	2.5%	69.5%	480,343,126.55	73.6%		35,931,618.45	-4.1%
PreK	9,286,060.00	1.2%					-	
Online/Ascent	17,734,486.00	2.4%		21,783,493.00	3.3%		(4,049,007.00)	-0.9%
Base & Base equivalents	534,009,231.00	71.8%		502,126,619.55	76.9%		31,882,611.45	-5.1%
Size Adjustment	49,037,614.29	6.6%		18,070,764.01	2.8%		30,966,850.28	3.8%
Cost of Living with Limit	34,583,732.41	4.7%		95,879,593.22	14.7%		(61,295,860.80)	-10.0%
Community Considerations	83,621,346.70	11.2%		113,950,357.23	17.4%		(30,329,010.52)	-6.2%
Special Needs Education	37,558,207.41	5.1%		6,677,763.58	1.0%		30,880,443.83	4.0%
Poverty (At-risk)	59,951,743.15	8.1%		27,997,530.09	4.3%		31,954,213.06	3.8%
ELL	23,890,964.13	3.2%		1,618,420.58	0.2%		22,272,543.55	3.0%
Gifted	4,333,621.33	0.6%		680,705.82	0.1%		3,652,915.50	0.5%
Specific Priority Funds	125,734,536.02	16.9%		36,974,420.07	5.7%		88,760,115.95	11.3%
Total P&C Funding	743,365,113.72			653,051,396.85			90,313,716.87	
							55.8%	
Budget Stabilization Factor				(71,621,002.51)			71,621,002.51	
							44.2%	
Annual Cash Outlay	743,365,113.72			581,430,394.33			161,934,719.39	
sFTE	74,599.48			75,601.20			(1,001.72)	
$ / SFTE	9,964.75			7,690.76			2,273.99	
memo: A.V./sFTE						*160,475.44*	*average assessed value / sFTE*	
$ / sFTE measures								
Base & Base equivalents	7,158.35	71.8%		6,641.78	86.4%		516.57	-14.5%
Community Considerations	1,120.94	11.2%		1,507.26	19.6%		(386.32)	-8.3%
Specific Priority Funds	1,685.46	16.9%		489.07	6.4%		1,196.39	10.6%
Budget Stabilization Factor	-	0.0%		(947.35)	-12.3%		947.35	12.3%
Annual Cash Outlay	9,964.75			7,690.76			2,273.99	

State of Colorado

K12 Ed Funding Formula

Other Large Districts Variances of Selected Districts in the Category *Other Large Districts 7,500 - 3,000 sFTE (15 Districts Total)*

LD

		30 LD ADAMS COUNTY 14		1080 LD LEWIS-PALMER 38		1020 LD CHEYENNE MOUNTAIN 12		2405 LD FORT MORGAN RE-3		190 LD BYERS 32J	
Base											
Full Day K	Comb. Base	3,749,659.56	30.9%	2,815,048.37	81.9%	2,657,880.03	57.5%	1,081,468.48	21.0%	1,035,654.68	42.9%
PreK											
Online/Ascent		11,058.50	0.1%	-	0.0%	-	0.0%	-	0.0%	(2,070,620.50)	-85.8%
Base & Base equivalents		3,760,718.06	31.0%	2,815,048.37	81.9%	2,657,880.03	57.5%	1,081,468.48	21.0%	(1,034,965.82)	-42.9%
Size Adjustment		2,851,711.42	23.5%	2,331,799.86	67.8%	2,201,432.63	47.6%	1,638,415.16	31.8%	310,773.98	12.9%
Cost of Living with Limit		(5,937,898.78)	-48.9%	(5,604,121.58)	-163.0%	(3,926,087.00)	-84.9%	(2,118,209.05)	-41.1%	(158,526.50)	-6.6%
Community Considerations		(3,086,187.36)	-25.4%	(3,272,321.72)	-95.2%	(1,724,654.37)	-37.3%	(479,793.89)	-9.3%	152,247.48	6.3%
Special Needs Education		2,557,400.45	21.1%	2,183,928.29	63.5%	2,070,075.07	44.8%	1,194,350.94	23.2%	838,517.31	34.7%
Poverty (At-risk)		3,340,892.64	27.5%	736,099.42	21.4%	859,105.86	18.6%	1,880,598.57	36.5%	1,250,672.54	51.8%
ELL		5,335,234.42	44.0%	371,738.41	10.8%	281,433.10	6.1%	1,501,337.32	29.2%	1,203,345.84	49.8%
Gifted		230,117.57	1.9%	604,240.06	17.6%	481,214.53	10.4%	(28,468.50)	-0.6%	4,281.10	0.2%
Specific Priority Funds		11,463,645.07	94.4%	3,896,006.19	113.3%	3,691,828.56	79.8%	4,547,818.34	88.3%	3,296,816.79	136.6%
Total P&C Funding		12,138,175.77	60.1%	3,438,732.84	37.5%	4,625,054.23	50.7%	5,149,492.93	63.2%	2,414,098.45	48.9%
Budget Stabilization Factor		8,059,749.59	39.9%	5,732,569.73	62.5%	4,499,645.56	49.3%	3,000,568.30	36.8%	2,522,785.30	51.1%
Annual Cash Outlay		20,197,925.36		9,171,302.57		9,124,699.79		8,150,061.23		4,936,883.75	
sFTE		6,837.68		6,516.40		5,204.90		3,042.60		3,025.60	
$ / SFTE		2,953.91		1,407.42		1,753.10		2,678.65		1,631.70	
memo: A.V./sFTE		*106,132.41*	*4.9* x	*76,446.94*	*3.5* x	*73,815.32*	*3.4* x	*81,809.50*	*3.8* x	*21,662.13*	*1.0* x
$ / sFTE measures											
Base & Base equivalents		550.00	18.6%	431.99	30.7%	510.65	29.1%	355.44	13.3%	(342.07)	-21.0%
Community Considerations		(451.35)	-15.3%	(502.17)	-35.7%	(331.35)	-18.9%	(157.69)	-5.9%	50.32	3.1%
Specific Priority Funds		1,676.54	56.8%	597.88	42.5%	709.30	40.5%	1,494.71	55.8%	1,089.64	66.8%
Budget Stabilization Factor		1,178.73	39.9%	879.71	62.5%	864.50	49.3%	986.19	36.8%	833.81	51.1%
Annual Cash Outlay		2,953.91		1,407.42		1,753.10		2,678.65		1,631.70	

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Medium Districts Program & Categorical Funding Components: 'Apples-to-Apples' Alignment

MD

	APA Consulting Model	% of total		CDE - All18Dec Web Report	% of total		Variance	% of total
Base	349,463,485.00	63.3%					-	
Full Day K	12,933,585.00	2.3%	66.8%	341,806,611.85	72.3%		27,057,250.65	-5.5%
PreK	6,466,792.50	1.2%					-	
Online/Ascent	4,899,221.25	0.9%		10,502,967.00	2.2%		(5,603,745.75)	-1.3%
Base & Base equivalents	373,763,083.75	67.7%		352,309,578.85	74.6%		21,453,504.90	-6.8%
Size Adjustment	65,905,452.78	11.9%		31,039,434.75	6.6%		34,866,018.03	5.4%
Cost of Living with Limit	20,901,417.37	3.8%		58,236,489.04	12.3%		(37,335,071.66)	-8.5%
Community Considerations	86,806,870.15	15.7%		89,275,923.78	18.9%		(2,469,053.63)	-3.2%
Special Needs Education	30,402,027.20	5.5%		5,680,589.09	1.2%		24,721,438.11	4.3%
Poverty (At-risk)	48,854,184.05	8.9%		23,734,131.00	5.0%		25,120,053.05	3.8%
ELL	9,645,817.96	1.7%		742,227.60	0.2%		8,903,590.36	1.6%
Gifted	2,332,488.82	0.4%		820,746.30	0.2%		1,511,742.52	0.2%
Specific Priority Funds	91,234,518.02	16.5%		30,977,693.99	6.6%		60,256,824.03	10.0%
Total P&C Funding	551,804,471.92			472,563,196.62			79,241,275.30	
							60.5%	
Budget Stabilization Factor				(51,743,483.55)			51,743,483.55	
							39.5%	
Annual Cash Outlay	551,804,471.92			420,819,713.07			130,984,758.86	
sFTE	52,803.10			53,383.60			(580.50)	
$ / SFTE	10,450.23			7,882.94			2,567.29	
memo: A.V./sFTE						*273,823.51*	*average assessed value / sFTE*	
$ / sFTE measures								
Base & Base equivalents	7,078.43	67.7%		6,599.58	83.7%		478.85	-16.0%
Community Considerations	1,643.97	15.7%		1,672.35	21.2%		(28.37)	-5.5%
Specific Priority Funds	1,727.83	16.5%		580.28	7.4%		1,147.54	9.2%
Budget Stabilization Factor	-	0.0%		(969.28)	-12.3%		969.28	12.3%
Annual Cash Outlay	10,450.23			7,882.94			2,567.29	

State of Colorado

K12 Ed Funding Formula

Medium Districts Variances of Selected Districts in the Category *Medium Districts* *3,000 - 1,000 sFTE* *(31 Districts Total)*

MD

		2035 MD MONTEZUMA-CORTEZ RE-1		920 MD ELIZABETH C-1		2640 MD ASPEN 1		290 MD LAS ANIMAS RE-1		50 MD BENNETT 29J	
Base											
Full Day K	Comb. Base	1,989,958.93	33.0%	1,542,801.36	65.1%	650,951.50	33.3%	450,381.00	10.8%	267,655.12	13.2%
PreK											
Online/Ascent		12,646.50	0.2%	(3,153.00)	-0.1%	-	0.0%	(5,494,374.50)	-132.2%	-	0.0%
Base & Base equivalents		2,002,605.43	33.2%	1,539,648.36	65.0%	650,951.50	33.3%	(5,043,993.50)	-121.4%	267,655.12	13.2%
Size Adjustment		1,539,146.56	25.5%	1,252,398.30	52.8%	442,470.31	22.6%	747,351.29	18.0%	1,123,483.72	55.6%
Cost of Living with Limit		(1,363,555.66)	-22.6%	(2,043,402.05)	-86.2%	(4,086,995.71)	-208.9%	(94,447.16)	-2.3%	(808,618.94)	-40.0%
Community Considerations		175,590.90	2.9%	(791,003.75)	-33.4%	(3,644,525.39)	-186.3%	652,904.13	15.7%	314,864.78	15.6%
Special Needs Education		1,502,385.81	24.9%	1,000,483.30	42.2%	672,570.06	34.4%	467,144.11	11.2%	862,141.60	42.7%
Poverty (At-risk)		2,039,451.19	33.8%	506,971.02	21.4%	80,505.41	4.1%	(256,747.01)	-6.2%	377,324.81	18.7%
ELL		265,956.61	4.4%	52,935.84	2.2%	202,326.66	10.3%	9,855.47	0.2%	169,799.99	8.4%
Gifted		43,726.14	0.7%	60,928.04	2.6%	82,188.56	4.2%	15,544.43	0.4%	28,831.09	1.4%
Specific Priority Funds		3,851,519.75	63.9%	1,621,318.21	68.4%	1,037,590.69	53.0%	235,797.01	5.7%	1,438,097.49	71.2%
Total P&C Funding		6,029,716.09		2,369,962.82		(1,955,983.20)		(4,155,292.36)		2,020,617.39	
		70.6%		51.8%		-1972.4%		168.6%		66.0%	
Budget Stabilization Factor		2,507,583.10		2,207,413.43		2,055,148.99		1,690,726.82		1,040,767.64	
		29.4%		48.2%		2072.4%		-68.6%		34.0%	
Annual Cash Outlay		8,537,299.19		4,577,376.25		99,165.79		(2,464,565.54)		3,061,385.03	
sFTE		2,799.50		2,477.20		1,670.70		1,139.80		1,038.50	
$ / SFTE		3,049.58		1,847.80		59.36		(2,162.28)		2,947.89	
memo: A.V./sFTE		*167,970.34*	*3.1* x	*84,443.45*	*1.6* x	*1,738,541.05*	*32.4* x	*53,689.48*	*1.0* x	*146,303.36*	*2.7* x
$ / sFTE measures											
Base & Base equivalents		715.34	23.5%	621.53	33.6%	389.63	656.4%	(4,425.33)	204.7%	257.73	8.7%
Community Considerations		62.72	2.1%	(319.31)	-17.3%	(2,181.44)	-3675.2%	572.82	-26.5%	303.19	10.3%
Specific Priority Funds		1,375.79	45.1%	654.50	35.4%	621.05	1046.3%	206.88	-9.6%	1,384.78	47.0%
Budget Stabilization Factor		895.73	29.4%	891.09	48.2%	1,230.11	2072.4%	1,483.35	-68.6%	1,002.18	34.0%
Annual Cash Outlay		3,049.58		1,847.80		59.36		(2,162.28)		2,947.89	

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Community Districts Program & Categorical Funding Components: 'Apples-to-Apples' Alignment

CD

	APA Consulting Model	% of total		CDE - All18Dec Web Report	% of total		Variance	% of total
Base	228,478,705.00	48.9%					-	
Full Day K	8,409,590.00	1.8%	51.6%	226,864,975.65	60.8%		14,228,114.35	-9.2%
PreK	4,204,795.00	0.9%					-	
Online/Ascent	5,298,487.25	1.1%		5,695,521.00	1.5%		(397,033.75)	-0.4%
Base & Base equivalents	246,391,577.25	52.8%		232,560,496.65	62.4%		13,831,080.60	-9.6%
Size Adjustment	144,974,416.47	31.1%		88,067,780.08	23.6%		56,906,636.39	7.4%
Cost of Living with Limit	11,095,654.58	2.4%		30,560,452.32	8.2%		(19,464,797.74)	-5.8%
Community Considerations	156,070,071.05	33.4%		118,628,232.40	31.8%		37,441,838.65	1.6%
Special Needs Education	24,110,815.05	5.2%		2,543,647.33	0.7%		21,567,167.72	4.5%
Poverty (At-risk)	33,382,607.66	7.2%		18,061,896.36	4.8%		15,320,711.30	2.3%
ELL	5,589,614.24	1.2%		385,718.05	0.1%		5,203,896.19	1.1%
Gifted	1,274,655.17	0.3%		678,286.59	0.2%		596,368.58	0.1%
Specific Priority Funds	64,357,692.13	13.8%		21,669,548.33	5.8%		42,688,143.80	8.0%
Total P&C Funding	466,819,340.44			372,858,277.39			93,961,063.05	
							69.7%	
Budget Stabilization Factor				(40,865,345.39)			40,865,345.39	
							30.3%	
Annual Cash Outlay	466,819,340.44			331,992,932.00			134,826,408.44	
sFTE	34,663.16			35,282.80			(619.64)	
$ / SFTE	13,467.31			9,409.48			4,057.82	
memo: A.V./sFTE						*231,970.60*	*average assessed value / sFTE*	
$ / sFTE measures								
Base & Base equivalents	7,108.17	52.8%		6,591.33	70.0%		516.84	-17.3%
Community Considerations	4,502.48	33.4%		3,362.21	35.7%		1,140.27	-2.3%
Specific Priority Funds	1,856.66	13.8%		614.17	6.5%		1,242.49	7.3%
Budget Stabilization Factor	-	0.0%		(1,158.22)	-12.3%		1,158.22	12.3%
Annual Cash Outlay	13,467.31			9,409.48			4,057.82	

State of Colorado

K12 Ed Funding Formula

Community Districts Variances of Selected Districts in the Category *Community Districts 1,000 - 150 sFTE sFTE (84 Districts Total)*

CD

		1050 CD ELLICOTT 22		3200 CD YUMA 1		2610 CD PARK COUNTY RE-2		1860 CD BUFFALO RE-4J		1410 CD NORTH PARK R-1	
Base											
Full Day K	Comb. Base	503,187.69	18.7%	326,360.40	15.1%	(125,568.54)	-19.3%	163,310.97	15.1%	84,950.70	13.2%
PreK											
Online/Ascent		12,635.00	0.5%	-	0.0%	138,985.00	21.3%	-	0.0%	-	0.0%
Base & Base equivalents		515,822.69	19.1%	326,360.40	15.1%	13,416.46	2.1%	163,310.97	15.1%	84,950.70	13.2%
Size Adjustment		1,148,994.63	42.6%	855,166.06	39.4%	599,732.53	92.0%	758,180.95	70.0%	307,072.27	47.6%
Cost of Living with Limit		(634,406.62)	-23.5%	(494,401.54)	-22.8%	(526,185.36)	-80.7%	(151,704.74)	-14.0%	(83,195.26)	-12.9%
Community Considerations		514,588.01	19.1%	360,764.53	16.6%	73,547.17	11.3%	606,476.21	56.0%	223,877.01	34.7%
Special Needs Education		703,315.97	26.1%	478,436.52	22.1%	200,290.44	30.7%	215,072.33	19.9%	232,478.42	36.0%
Poverty (At-risk)		712,469.04	26.4%	412,522.30	19.0%	322,342.76	49.4%	94,137.08	8.7%	69,019.13	10.7%
ELL		265,672.72	9.9%	563,018.28	26.0%	18,650.99	2.9%	2,159.10	0.2%	25,801.31	4.0%
Gifted		(16,497.14)	-0.6%	27,036.32	1.2%	23,929.87	3.7%	1,406.00	0.1%	8,872.02	1.4%
Specific Priority Funds		1,664,960.60	61.8%	1,481,013.42	68.3%	565,214.07	86.7%	312,774.51	28.9%	336,170.89	52.1%
Total P&C Funding		2,695,371.30		2,168,138.34		652,177.69		1,082,561.68		644,998.59	
		73.1%		72.5%		47.9%		73.6%		69.2%	
Budget Stabilization Factor		994,137.89		821,721.34		709,308.68		387,788.99		287,647.96	
		26.9%		27.5%		52.1%		26.4%		30.8%	
Annual Cash Outlay		3,689,509.18		2,989,859.68		1,361,486.38		1,470,350.67		932,646.55	
sFTE		962.50		763.40		612.20		311.30		167.20	
$ / SFTE		3,833.26		3,916.50		2,223.92		4,723.26		5,578.03	
memo: A.V./sFTE		*32,339.77*	*1.0* x	*141,753.81*	*4.4* x	*486,956.93*	*15.1* x	*74,031.64*	*2.3* x	*333,121.00*	*10.3* x
$ / sFTE measures											
Base & Base equivalents		535.92	14.0%	427.51	10.9%	21.92	1.0%	524.61	11.1%	508.08	9.1%
Community Considerations		534.64	13.9%	472.58	12.1%	120.14	5.4%	1,948.20	41.2%	1,338.98	24.0%
Specific Priority Funds		1,729.83	45.1%	1,940.02	49.5%	923.25	41.5%	1,004.74	21.3%	2,010.59	36.0%
Budget Stabilization Factor		1,032.87	26.9%	1,076.40	27.5%	1,158.62	52.1%	1,245.71	26.4%	1,720.38	30.8%
Annual Cash Outlay		3,833.26		3,916.50		2,223.92		4,723.26		5,578.03	

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Rural Districts Program & Categorical Funding Components: 'Apples-to-Apples' Alignment

RD

	APA Consulting Model	% of total		CDE - All18Dec Web Report	% of total	Variance	% of total
Base	14,661,255.00	36.8%				-	
Full Day K	561,260.00	1.4%	38.9%	14,334,666.67	39.9%	1,168,478.33	-1.0%
PreK	280,630.00	0.7%				-	
Online/Ascent	-	0.0%		7,894.00	0.0%	(7,894.00)	0.0%
Base & Base equivalents	15,503,145.00	38.9%		14,342,560.67	39.9%	1,160,584.33	-1.0%
Size Adjustment	19,317,371.54	48.4%		18,550,950.37	51.6%	766,421.16	-3.2%
Cost of Living with Limit	463,993.38	1.2%		1,170,366.27	3.3%	(706,372.90)	-2.1%
Community Considerations	19,781,364.91	49.6%		19,721,316.65	54.9%	60,048.26	-5.3%
Special Needs Education	1,795,187.24	4.5%		142,705.00	0.4%	1,652,482.24	4.1%
Poverty (At-risk)	2,386,934.86	6.0%		1,633,794.41	4.5%	753,140.45	1.4%
ELL	322,670.93	0.8%		18,364.17	0.1%	304,306.76	0.8%
Gifted	89,904.49	0.2%		66,687.11	0.2%	23,217.38	0.0%
Specific Priority Funds	4,594,697.52	11.5%		1,861,550.69	5.2%	2,733,146.83	6.3%
Total P&C Funding	39,879,207.43			35,925,428.01		3,953,779.42	
						49.9%	
Budget Stabilization Factor				(3,969,576.52)		3,969,576.52	
						50.1%	
Annual Cash Outlay	39,879,207.43			31,955,851.49		7,923,355.94	
sFTE	2,164.80			2,182.00		(17.20)	
$ / SFTE	18,421.66			14,645.21		3,776.45	
memo: A.V./sFTE						*395,316.86 average assessed value / sFTE*	
$ / sFTE measures							
Base & Base equivalents	7,161.47	38.9%		6,573.13	44.9%	588.34	-6.0%
Community Considerations	9,137.73	49.6%		9,038.18	61.7%	99.55	-12.1%
Specific Priority Funds	2,122.46	11.5%		853.14	5.8%	1,269.32	5.7%
Budget Stabilization Factor	-	0.0%		(1,819.24)	-12.4%	1,819.24	12.4%
Annual Cash Outlay	18,421.66			14,645.21		3,776.45	

State of Colorado

K12 Ed Funding Formula

Rural Districts Variances of Selected Districts in the Category *Rural Districts* *150 and less sFTE* *(24 Districts Total)*

RD

		1870 RD PLATEAU RE-5		2535 RD MANZANOLA 3J		2010 RD CREEDE SCHOOL DISTRICT		960 RD AGATE 300		270 RD CAMPO RE-6	
Base											
Full Day K	Comb. Base	48,807.76	10.0%	50,733.66	20.0%	52,646.37	76.9%	27,135.00	50.6%	8,369.42	76.2%
PreK											
Online/Ascent		-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%
Base & Base equivalents		48,807.76	10.0%	50,733.66	20.0%	52,646.37	76.9%	27,135.00	50.6%	8,369.42	76.2%
Size Adjustment		247,627.32	50.9%	104,775.82	41.3%	(36,195.27)	-52.9%	(78,422.06)	-146.3%	(56,986.15)	-518.9%
Cost of Living with Limit		(65,445.31)	-13.4%	(57,331.91)	-22.6%	(39,401.19)	-57.6%	(25,741.49)	-48.0%	(10,580.52)	-96.3%
Community Considerations		182,182.01	37.4%	47,443.90	18.7%	(75,596.46)	-110.4%	(104,163.55)	-194.3%	(67,566.67)	-615.2%
Special Needs Education		211,728.82	43.5%	54,340.29	21.4%	30,213.07	44.1%	64,800.57	120.9%	34,611.58	315.2%
Poverty (At-risk)		36,464.14	7.5%	35,485.71	14.0%	58,358.15	85.3%	20,611.76	38.5%	14,585.76	132.8%
ELL		1,952.59	0.4%	53,394.33	21.0%	-	0.0%	46,177.60	86.2%	-	0.0%
Gifted		5,573.50	1.1%	12,567.47	4.9%	2,831.00	4.1%	(962.65)	-1.8%	(982.35)	-8.9%
Specific Priority Funds		255,719.04	52.5%	155,787.81	61.3%	91,402.22	133.5%	130,627.29	243.7%	48,214.98	439.0%
Total P&C Funding		486,708.81		253,965.38		68,452.13		53,598.74		(10,982.27)	
		64.9%		51.5%		30.6%		34.5%		-13.0%	
Budget Stabilization Factor		263,172.10		239,495.51		154,912.32		101,542.78		95,315.69	
		35.1%		48.5%		69.4%		65.5%		113.0%	
Annual Cash Outlay		749,880.91		493,460.89		223,364.45		155,141.52		84,333.42	
sFTE		146.60		133.00		81.30		51.80		49.40	
$ / SFTE		5,115.15		3,710.23		2,747.41		2,995.01		1,707.15	
memo: A.V./sFTE		*421,255.05*	*5.6* x	*75,870.41*	*1.0* x	*502,110.76*	*6.6* x	*319,606.49*	*4.2* x	*278,920.83*	*3.7* x
$ / sFTE measures											
Base & Base equivalents		332.93	6.5%	381.46	10.3%	647.56	23.6%	523.84	17.5%	169.42	9.9%
Community Considerations		1,242.71	24.3%	356.72	9.6%	(929.85)	-33.8%	(2,010.88)	-67.1%	(1,367.75)	-80.1%
Specific Priority Funds		1,744.33	34.1%	1,171.34	31.6%	1,124.26	40.9%	2,521.76	84.2%	976.01	57.2%
Budget Stabilization Factor		1,795.17	35.1%	1,800.72	48.5%	1,905.44	69.4%	1,960.29	65.5%	1,929.47	113.0%
Annual Cash Outlay		5,115.15		3,710.23		2,747.41		2,995.01		1,707.15	

District – by – District Reports

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Change Results
With State Total Change and
District Size-Category Change

	Total State	APA Model Result		1 10 20+ MAPLETON 1 Variance to All18Dec	% Change
Base	5,639,048,380.00	40,080,215.00	0.7%		
Full Day K	217,347,270.00	1,679,125.00	0.8%	2,344,354.84	5.8%
PreK	108,673,635.00	839,562.50	0.8%		
Online/Ascent	113,131,894.75	15,180,952.50	13.4%	(3,085,763.50)	-16.9%
Base & Base equivalents	6,078,201,179.75	57,779,855.00	1.0%	(741,408.66)	-1.3%
Size Adjustment	359,918,844.62	3,070,146.68	0.9%	1,637,418.10	114.3%
Cost of Living with Limit	388,267,289.07	3,296,204.93	0.8%	(4,689,266.80)	-58.7%
Community Considerations	748,186,133.69	6,366,351.61	0.9%	(3,051,848.70)	-32.4%
Special Needs Education	439,687,395.84	5,121,854.86	1.2%	4,405,557.86	615.0%
Poverty (At-risk)	714,338,567.28	9,807,117.91	1.4%	5,266,496.98	116.0%
ELL	225,518,283.79	4,732,797.19	2.1%	4,421,796.16	1421.8%
Gifted	60,813,404.81	199,893.54	0.3%	148,161.41	286.4%
Specific Priority Funds	1,440,357,651.73	19,861,663.50	1.4%	14,242,012.42	253.4%
Total P&C Funding	8,266,744,965.16	84,007,870.11	1.0%	10,448,755.05	14.2%
				56.5%	
Budget Stabilization Factor	-	-		8,059,776.14	
				43.5%	
Annual Cash Outlay	8,266,744,965.16	84,007,870.11	1.0%	18,508,531.19	28.3%
sFTE	860,507.24	8,475.20	1.0%	8,475.20	
$ / SFTE	9,606.83	9,912.20		2,183.85	28.3%
memo: A.V./sFTE	*126,694.27*	*78,784.02*	*62%* x		
$ / sFTE measures					
Base & Base equivalents	7,063.51	6,817.52		(87.48)	-1.3%
Community Considerations	869.47	751.17		(360.09)	-32.4%
Specific Priority Funds	1,673.85	2,343.50		1,680.43	253.4%
Budget Stabilization Factor	-	-		950.98	
Annual Cash Outlay	9,606.83	9,912.20		2,183.85	28.3%

State of Colorado

K12 Ed Funding Formula

Individual District Change Results
With State Total Change and
District Size-Category Change

	Total State	APA Model Result		2 20 20+ ADAMS 12 FIVE STAR SCHOOLS Variance to All18Dec	% Change	APA Model Result		3 30 LD ADAMS COUNTY 14 Variance to All18Dec	% Change
Base	5,639,048,380.00	279,227,515.00	5.0%			53,598,335.00	1.0%		
Full Day K	217,347,270.00	10,211,075.00	4.7%	20,209,251.00	7.4%	1,943,130.00	0.9%	3,749,659.56	7.1%
PreK	108,673,635.00	5,105,537.50	4.7%			971,565.00	0.9%		
Online/Ascent	113,131,894.75	12,635.00	0.0%	(54,464.00)	-81.2%	18,952.50	0.0%	11,058.50	140.1%
Base & Base equivalents	6,078,201,179.75	294,556,762.50	4.8%	20,154,787.00	7.3%	56,531,982.50	0.9%	3,760,718.06	7.1%
Size Adjustment	359,918,844.62	2,882,808.36	0.8%	(6,909,274.80)	-70.6%	4,711,027.06	1.3%	2,851,711.42	153.4%
Cost of Living with Limit	388,267,289.07	19,301,530.90	5.0%	(36,063,362.20)	-65.1%	3,901,950.90	1.0%	(5,937,898.78)	-60.3%
Community Considerations	748,186,133.69	22,184,339.26	3.0%	(42,972,637.00)	-66.0%	8,612,977.96	1.2%	(3,086,187.36)	-26.4%
Special Needs Education	439,687,395.84	18,262,001.23	4.2%	13,489,631.23	282.7%	3,549,169.45	0.8%	2,557,400.45	257.9%
Poverty (At-risk)	714,338,567.28	29,376,429.35	4.1%	15,513,836.59	111.9%	11,350,309.03	1.6%	3,340,892.64	41.7%
ELL	225,518,283.79	13,084,390.80	5.8%	12,143,912.16	1291.2%	5,754,462.28	2.6%	5,335,234.42	1272.6%
Gifted	60,813,404.81	3,239,760.18	5.3%	2,857,066.72	746.6%	292,922.86	0.5%	230,117.57	366.4%
Specific Priority Funds	1,440,357,651.73	63,962,581.56	4.4%	44,004,446.71	220.5%	20,946,863.62	1.5%	11,463,645.07	120.9%
Total P&C Funding	8,266,744,965.16	380,703,683.32	4.6%	21,186,596.71	5.9%	86,091,824.08	1.0%	12,138,175.77	16.4%
				35.0%				60.1%	
Budget Stabilization Factor	-	-		39,300,430.40		-		8,059,749.59	
				65.0%				39.9%	
Annual Cash Outlay	8,266,744,965.16	380,703,683.32	4.6%	60,487,027.10	18.9%	86,091,824.08	1.0%	20,197,925.36	30.7%
sFTE	860,507.24	37,722.70	4.4%	37,722.70		6,837.68	0.8%	6,837.68	
$ / SFTE	9,606.83	10,092.16		1,603.46	18.9%	12,590.79		2,953.91	30.7%
memo: A.V./sFTE	*126,694.27*	*65,911.91*	*52%* x			*106,132.41*	*84%* x		
$ / sFTE measures									
Base & Base equivalents	7,063.51	7,808.48		534.29	7.3%	8,267.71		550.00	7.1%
Community Considerations	869.47	588.09		(1,139.17)	-66.0%	1,259.63		(451.35)	-26.4%
Specific Priority Funds	1,673.85	1,695.60		1,166.52	220.5%	3,063.44		1,676.54	120.9%
Budget Stabilization Factor	-	-		1,041.82		-		1,178.73	
Annual Cash Outlay	9,606.83	10,092.16		1,603.46	18.9%	12,590.79		2,953.91	30.7%

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Change Results
With State Total Change and
District Size-Category Change

4 40 20+
SCHOOL DISTRICT 27J

	Total State	APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	115,403,435.00	2.0%		
Full Day K	217,347,270.00	4,817,925.00	2.2%	6,082,432.32	5.2%
PreK	108,673,635.00	2,408,962.50	2.2%		
Online/Ascent	113,131,894.75	12,635.00	0.0%	(3,153.00)	-20.0%
Base & Base equivalents	6,078,201,179.75	122,642,957.50	2.0%	6,079,279.32	5.2%
Size Adjustment	359,918,844.62	4,459,010.24	1.2%	338,397.42	8.2%
Cost of Living with Limit	388,267,289.07	7,492,416.56	1.9%	(14,700,865.79)	-66.2%
Community Considerations	748,186,133.69	11,951,426.80	1.6%	(14,362,468.37)	-54.6%
Special Needs Education	439,687,395.84	8,654,084.10	2.0%	7,382,572.10	580.6%
Poverty (At-risk)	714,338,567.28	12,091,509.63	1.7%	6,991,787.07	137.1%
ELL	225,518,283.79	3,941,277.61	1.7%	3,617,669.10	1117.9%
Gifted	60,813,404.81	636,296.31	1.0%	510,924.78	407.5%
Specific Priority Funds	1,440,357,651.73	25,323,167.66	1.8%	18,502,953.05	271.3%
Total P&C Funding	8,266,744,965.16	159,917,551.96	1.9%	10,219,764.01	6.8%
				38.3%	
Budget Stabilization Factor	-	-		16,455,056.32	
				61.7%	
Annual Cash Outlay	8,266,744,965.16	159,917,551.96	1.9%	26,674,820.32	20.0%
sFTE	860,507.24	16,850.80	2.0%	16,850.80	
$ / SFTE	9,606.83	9,490.21		1,583.00	20.0%
memo: A.V./sFTE	*126,694.27*	*69,712.91*	*55%* x		
$ / sFTE measures					
Base & Base equivalents	7,063.51	7,278.17		360.77	5.2%
Community Considerations	869.47	709.25		(852.33)	-54.6%
Specific Priority Funds	1,673.85	1,502.79		1,098.05	271.3%
Budget Stabilization Factor	-	-		976.51	
Annual Cash Outlay	9,606.83	9,490.21		1,583.00	20.0%

State of Colorado

K12 Ed Funding Formula

Individual District Change Results
With State Total Change and
District Size-Category Change

	Total State	5 50 MD BENNETT 29J APA Model Result		Variance to All18Dec	% Change	6 60 CD STRASBURG 31J APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	6,796,965.00	0.1%			6,257,650.00	0.1%		
Full Day K	217,347,270.00	218,120.00	0.1%	267,655.12	3.9%	196,175.00	0.1%	292,109.71	4.7%
PreK	108,673,635.00	109,060.00	0.1%			98,087.50	0.1%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!	12,635.00	0.0%	(18,941.00)	-60.0%
Base & Base equivalents	6,078,201,179.75	7,124,145.00	0.1%	267,655.12	3.9%	6,564,547.50	0.1%	273,168.71	4.3%
Size Adjustment	359,918,844.62	2,098,001.47	0.6%	1,123,483.72	115.3%	2,098,461.20	0.6%	1,104,128.71	111.0%
Cost of Living with Limit	388,267,289.07	428,892.47	0.1%	(808,618.94)	-65.3%	369,620.30	0.1%	(681,845.19)	-64.8%
Community Considerations	748,186,133.69	2,526,893.94	0.3%	314,864.78	14.2%	2,468,081.50	0.3%	422,283.52	20.6%
Special Needs Education	439,687,395.84	921,391.60	0.2%	862,141.60	1455.1%	877,452.22	0.2%	813,867.22	1280.0%
Poverty (At-risk)	714,338,567.28	668,237.78	0.1%	377,324.81	129.7%	495,939.21	0.1%	323,323.60	187.3%
ELL	225,518,283.79	178,835.44	0.1%	169,799.99	1879.3%	105,587.06	0.0%	98,834.93	1463.8%
Gifted	60,813,404.81	47,293.29	0.1%	28,831.09	156.2%	31,878.99	0.1%	15,737.45	97.5%
Specific Priority Funds	1,440,357,651.73	1,815,758.11	0.1%	1,438,097.49	380.8%	1,510,857.48	0.1%	1,251,763.20	483.1%
Total P&C Funding	8,266,744,965.16	11,466,797.04	0.1%	2,020,617.39	21.4%	10,543,486.48	0.1%	1,947,215.43	22.7%
				66.0%				67.3%	
Budget Stabilization Factor	-	-		1,040,767.64		-		946,287.82	
				34.0%				32.7%	
Annual Cash Outlay	8,266,744,965.16	11,466,797.04	0.1%	3,061,385.03	36.4%	10,543,486.48	0.1%	2,893,503.25	37.8%
sFTE	860,507.24	1,038.50	0.1%	1,038.50		911.90	0.1%	911.90	
$ / SFTE	9,606.83	11,041.69		2,947.89	36.4%	11,562.11		3,173.05	37.8%
memo: A.V./sFTE	*126,694.27*	*146,303.36*	*115%* x			*108,505.08*	*86%* x		
$ / sFTE measures									
Base & Base equivalents	7,063.51	6,860.03		257.73	3.9%	7,198.76		299.56	4.3%
Community Considerations	869.47	2,433.22		303.19	14.2%	2,706.53		463.08	20.6%
Specific Priority Funds	1,673.85	1,748.44		1,384.78	380.8%	1,656.82		1,372.70	483.1%
Budget Stabilization Factor	-	-		1,002.18		-		1,037.71	
Annual Cash Outlay	9,606.83	11,041.69		2,947.89	36.4%	11,562.11		3,173.05	37.8%

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Change Results
With State Total Change and
District Size-Category Change

7 70 20+
WESTMINSTER 50

	Total State	APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	69,916,770.00	1.2%		
Full Day K	217,347,270.00	3,028,410.00	1.4%	6,179,921.28	9.1%
PreK	108,673,635.00	1,514,205.00	1.4%		
Online/Ascent	113,131,894.75	12,635.00	0.0%	(3,153.00)	-20.0%
Base & Base equivalents	6,078,201,179.75	74,472,020.00	1.2%	6,176,768.28	9.0%
Size Adjustment	359,918,844.62	5,058,018.78	1.4%	2,653,294.55	110.3%
Cost of Living with Limit	388,267,289.07	5,097,103.26	1.3%	(7,590,578.79)	-59.8%
Community Considerations	748,186,133.69	10,155,122.04	1.4%	(4,937,284.24)	-32.7%
Special Needs Education	439,687,395.84	4,859,679.13	1.1%	3,373,882.13	227.1%
Poverty (At-risk)	714,338,567.28	14,474,674.87	2.0%	3,683,269.09	34.1%
ELL	225,518,283.79	6,549,506.81	2.9%	6,067,608.62	1259.1%
Gifted	60,813,404.81	309,755.88	0.5%	221,419.20	250.7%
Specific Priority Funds	1,440,357,651.73	26,193,616.69	1.8%	13,346,179.04	103.9%
Total P&C Funding	8,266,744,965.16	110,820,758.72	1.3%	14,585,663.08	15.2%
				58.2%	
Budget Stabilization Factor	-	-		10,472,699.81	
				41.8%	
Annual Cash Outlay	8,266,744,965.16	110,820,758.72	1.3%	25,058,362.88	29.2%
sFTE	860,507.24	9,080.50	1.1%	9,080.50	
$ / SFTE	9,606.83	12,204.26		2,759.58	29.2%
memo: A.V./sFTE	*126,694.27*	*75,957.85*	*60%* x		
$ / sFTE measures					
Base & Base equivalents	7,063.51	8,201.31		680.22	9.0%
Community Considerations	869.47	1,118.34		(543.72)	-32.7%
Specific Priority Funds	1,673.85	2,884.60		1,469.76	103.9%
Budget Stabilization Factor	-	-		1,153.32	
Annual Cash Outlay	9,606.83	12,204.26		2,759.58	29.2%

State of Colorado

K12 Ed Funding Formula

Individual District Change Results
With State Total Change and
District Size-Category Change

	Total State	APA Model Result		Variance to All18Dec	% Change	APA Model Result		Variance to All18Dec	% Change
		8 100 MD ALAMOSA RE-11J				9 110 CD SANGRE DE CRISTO RE-22J			
Base	5,639,048,380.00	15,906,800.00	0.3%			1,986,355.00	0.0%		
Full Day K	217,347,270.00	615,125.00	0.3%	1,294,982.99	8.3%	72,485.00	0.0%	146,466.01	7.5%
PreK	108,673,635.00	307,562.50	0.3%			36,242.50	0.0%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	16,829,487.50	0.3%	1,294,982.99	8.3%	2,095,082.50	0.0%	146,466.01	7.5%
Size Adjustment	359,918,844.62	2,237,068.65	0.6%	1,338,719.27	149.0%	1,884,085.66	0.5%	801,800.27	74.1%
Cost of Living with Limit	388,267,289.07	655,566.16	0.2%	(1,079,311.01)	-62.2%	62,296.51	0.0%	(112,047.75)	-64.3%
Community Considerations	748,186,133.69	2,892,634.80	0.4%	259,408.25	9.9%	1,946,382.17	0.3%	689,752.52	54.9%
Special Needs Education	439,687,395.84	1,326,190.00	0.3%	1,189,385.00	869.4%	104,961.19	0.0%	92,437.19	738.1%
Poverty (At-risk)	714,338,567.28	2,964,922.19	0.4%	1,956,222.91	193.9%	352,244.41	0.0%	179,587.91	104.0%
ELL	225,518,283.79	609,259.90	0.3%	570,438.58	1469.4%	42,450.62	0.0%	35,246.12	489.2%
Gifted	60,813,404.81	36,960.21	0.1%	2,937.37	8.6%	2,298.08	0.0%	(2,486.63)	-52.0%
Specific Priority Funds	1,440,357,651.73	4,937,332.30	0.3%	3,718,983.86	305.2%	501,954.30	0.0%	304,784.59	154.6%
Total P&C Funding	8,266,744,965.16	24,659,454.60	0.3%	5,273,375.10	27.2%	4,543,418.97	0.1%	1,141,003.12	33.5%
				71.2%				75.2%	
Budget Stabilization Factor	-	-		2,132,416.59		-		375,622.34	
				28.8%				24.8%	
Annual Cash Outlay	8,266,744,965.16	24,659,454.60	0.3%	7,405,791.69	42.9%	4,543,418.97	0.1%	1,516,625.46	50.1%
sFTE	860,507.24	2,373.20	0.3%	2,373.20		296.00	0.0%	296.00	
$ / SFTE	9,606.83	10,390.80		3,120.59	42.9%	15,349.39		5,123.73	50.1%
memo: A.V./sFTE	*126,694.27*	*55,406.57*	*44%* x			*135,781.93*	*107%* x		
$ / sFTE measures									
Base & Base equivalents	7,063.51	7,091.47		545.67	8.3%	7,077.98		494.82	7.5%
Community Considerations	869.47	1,218.88		109.31	9.9%	6,575.62		2,330.24	54.9%
Specific Priority Funds	1,673.85	2,080.45		1,567.08	305.2%	1,695.79		1,029.68	154.6%
Budget Stabilization Factor	-	-		898.54		-		1,268.99	
Annual Cash Outlay	9,606.83	10,390.80		3,120.59	42.9%	15,349.39		5,123.73	50.1%

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Change Results
With State Total Change and
District Size-Category Change

10 120 MD
ENGLEWOOD 1

	Total State	APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	17,724,910.00	0.3%		
Full Day K	217,347,270.00	770,735.00	0.4%	1,512,309.82	8.7%
PreK	108,673,635.00	385,367.50	0.4%		
Online/Ascent	113,131,894.75	6,317.50	0.0%	(9,470.50)	-60.0%
Base & Base equivalents	6,078,201,179.75	18,887,330.00	0.3%	1,502,839.32	8.6%
Size Adjustment	359,918,844.62	2,431,252.54	0.7%	1,416,457.38	139.6%
Cost of Living with Limit	388,267,289.07	1,390,369.74	0.4%	(2,121,486.24)	-60.4%
Community Considerations	748,186,133.69	3,821,622.27	0.5%	(705,028.85)	-15.6%
Special Needs Education	439,687,395.84	1,810,841.48	0.4%	1,158,226.48	177.5%
Poverty (At-risk)	714,338,567.28	3,502,289.41	0.5%	1,773,014.51	102.5%
ELL	225,518,283.79	607,961.68	0.3%	560,146.58	1171.5%
Gifted	60,813,404.81	157,684.58	0.3%	114,551.13	265.6%
Specific Priority Funds	1,440,357,651.73	6,078,777.14	0.4%	3,605,938.69	145.8%
Total P&C Funding	8,266,744,965.16	28,787,729.41	0.3%	4,403,749.16	18.1%
				62.6%	
Budget Stabilization Factor	-	-		2,628,811.30	
				37.4%	
Annual Cash Outlay	8,266,744,965.16	28,787,729.41	0.3%	7,032,560.46	32.3%
sFTE	860,507.24	2,637.00	0.3%	2,637.00	
$ / SFTE	9,606.83	10,916.85		2,666.88	32.3%
memo: A.V./sFTE	*126,694.27*	*208,705.32*	*165%* x		
$ / sFTE measures					
Base & Base equivalents	7,063.51	7,162.43		569.90	8.6%
Community Considerations	869.47	1,449.23		(267.36)	-15.6%
Specific Priority Funds	1,673.85	2,305.19		1,367.44	145.8%
Budget Stabilization Factor	-	-		996.89	
Annual Cash Outlay	9,606.83	10,916.85		2,666.88	32.3%

State of Colorado

K12 Ed Funding Formula

Individual District Change Results
With State Total Change and
District Size-Category Change

	Total State	11 123 MD SHERIDAN 2 APA Model Result		Variance to All18Dec	% Change	12 130 20+ CHERRY CREEK 5 APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	11,783,135.00	0.2%			344,753,290.00	6.1%		
Full Day K	217,347,270.00	345,135.00	0.2%	3,276,831.33	36.3%	11,737,250.00	5.4%	17,327,946.98	5.0%
PreK	108,673,635.00	172,567.50	0.2%			5,868,625.00	5.4%		
Online/Ascent	113,131,894.75	6,317.50	0.0%	6,317.50	#DIV/0!	63,175.00	0.1%	(71,023.00)	-52.9%
Base & Base equivalents	6,078,201,179.75	12,307,155.00	0.2%	3,283,148.83	36.4%	362,422,340.00	6.0%	17,256,923.98	5.0%
Size Adjustment	359,918,844.62	2,801,509.09	0.8%	1,689,968.65	152.0%	-	0.0%	(12,677,194.63)	-100.0%
Cost of Living with Limit	388,267,289.07	928,927.19	0.2%	(765,875.06)	-45.2%	27,654,831.28	7.1%	(54,155,520.83)	-66.2%
Community Considerations	748,186,133.69	3,730,436.28	0.5%	924,093.59	32.9%	27,654,831.28	3.7%	(66,832,715.46)	-70.7%
Special Needs Education	439,687,395.84	1,052,794.17	0.2%	738,666.17	235.1%	29,498,921.60	6.7%	22,349,434.60	312.6%
Poverty (At-risk)	714,338,567.28	2,461,830.75	0.3%	710,814.56	40.6%	31,514,115.98	4.4%	18,952,744.05	150.9%
ELL	225,518,283.79	957,777.95	0.4%	876,626.20	1080.2%	10,265,074.45	4.6%	9,424,466.82	1121.1%
Gifted	60,813,404.81	63,896.01	0.1%	34,477.39	117.2%	4,166,564.17	6.9%	3,692,263.73	778.5%
Specific Priority Funds	1,440,357,651.73	4,536,298.88	0.3%	2,360,584.31	108.5%	75,444,676.20	5.2%	54,418,909.19	258.8%
Total P&C Funding	8,266,744,965.16	20,573,890.16	0.2%	6,567,826.73	46.9%	465,521,847.48	5.6%	4,843,117.71	1.1%
				81.3%				8.8%	
Budget Stabilization Factor	-	-		1,510,246.05		-		50,286,175.99	
				18.7%				91.2%	
Annual Cash Outlay	8,266,744,965.16	20,573,890.16	0.2%	8,078,072.78	64.6%	465,521,847.48	5.6%	55,129,293.70	13.4%
sFTE	860,507.24	1,369.00	0.2%	1,369.00		53,078.90	6.2%	53,078.90	
$ / SFTE	9,606.83	15,028.41		5,900.71	64.6%	8,770.37		1,038.63	13.4%
memo: A.V./sFTE	*126,694.27*	*147,139.55*	*116%* x			*114,307.57*	*90%* x		
$ / sFTE measures									
Base & Base equivalents	7,063.51	8,989.89		2,398.21	36.4%	6,827.99		325.12	5.0%
Community Considerations	869.47	2,724.94		675.01	32.9%	521.01		(1,259.12)	-70.7%
Specific Priority Funds	1,673.85	3,313.59		1,724.31	108.5%	1,421.37		1,025.25	258.8%
Budget Stabilization Factor	-	-		1,103.17		-		947.39	
Annual Cash Outlay	9,606.83	15,028.41		5,900.71	64.6%	8,770.37		1,038.63	13.4%

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Change Results
With State Total Change and
District Size-Category Change

13 140 20+
LITTLETON 6

	Total State	APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	97,769,630.00	1.7%		
Full Day K	217,347,270.00	3,364,900.00	1.5%	6,525,422.29	6.8%
PreK	108,673,635.00	1,682,450.00	1.5%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	102,816,980.00	1.7%	6,525,422.29	6.8%
Size Adjustment	359,918,844.62	3,995,825.28	1.1%	543,487.40	15.7%
Cost of Living with Limit	388,267,289.07	6,544,263.37	1.7%	(13,404,511.76)	-67.2%
Community Considerations	748,186,133.69	10,540,088.65	1.4%	(12,861,024.36)	-55.0%
Special Needs Education	439,687,395.84	6,708,992.34	1.5%	4,319,976.34	180.8%
Poverty (At-risk)	714,338,567.28	5,617,888.88	0.8%	3,450,384.92	159.2%
ELL	225,518,283.79	1,208,086.06	0.5%	1,098,112.21	998.5%
Gifted	60,813,404.81	1,694,884.09	2.8%	1,548,800.58	1060.2%
Specific Priority Funds	1,440,357,651.73	15,229,851.37	1.1%	10,417,274.06	216.5%
Total P&C Funding	8,266,744,965.16	128,586,920.02	1.6%	4,081,671.98	3.3%
				23.1%	
Budget Stabilization Factor	-	-		13,550,835.79	
				76.9%	
Annual Cash Outlay	8,266,744,965.16	128,586,920.02	1.6%	17,632,507.77	15.9%
sFTE	860,507.24	14,992.50	1.7%	14,992.50	
$ / SFTE	9,606.83	8,576.75		1,176.09	15.9%
memo: A.V./sFTE	*126,694.27*	*113,224.02*	*89%* x		
$ / sFTE measures					
Base & Base equivalents	7,063.51	6,857.89		435.25	6.8%
Community Considerations	869.47	703.02		(857.83)	-55.0%
Specific Priority Funds	1,673.85	1,015.83		694.83	216.5%
Budget Stabilization Factor	-	-		903.84	
Annual Cash Outlay	9,606.83	8,576.75		1,176.09	15.9%

State of Colorado

K12 Ed Funding Formula

Individual District Change Results
With State Total Change and
District Size-Category Change

	Total State	APA Model Result		14 170 CD DEER TRAIL 26J Variance to All18Dec	% Change	APA Model Result		15 180 20+ ADAMS-ARAPAHOE 28J Variance to All18Dec	% Change
Base	5,639,048,380.00	1,429,750.00	0.0%			263,546,815.00	4.7%		
Full Day K	217,347,270.00	36,575.00	0.0%	301,714.16	25.5%	10,999,100.00	5.1%	18,639,287.95	7.1%
PreK	108,673,635.00	18,287.50	0.0%			5,499,550.00	5.1%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!	916,037.50	0.8%	(125,970.50)	-12.1%
Base & Base equivalents	6,078,201,179.75	1,484,612.50	0.0%	301,714.16	25.5%	280,961,502.50	4.6%	18,513,317.45	7.1%
Size Adjustment	359,918,844.62	1,636,418.70	0.5%	383,718.51	30.6%	2,207,349.16	0.6%	(7,221,678.11)	-76.6%
Cost of Living with Limit	388,267,289.07	96,550.18	0.0%	(105,975.27)	-52.3%	22,302,751.56	5.7%	(33,766,737.03)	-60.2%
Community Considerations	748,186,133.69	1,732,968.88	0.2%	277,743.25	19.1%	24,510,100.71	3.3%	(40,988,415.15)	-62.6%
Special Needs Education	439,687,395.84	309,079.31	0.1%	300,408.31	3464.5%	20,998,226.10	4.8%	16,194,313.10	337.1%
Poverty (At-risk)	714,338,567.28	230,913.24	0.0%	69,735.11	43.3%	51,081,273.76	7.2%	20,975,145.87	69.7%
ELL	225,518,283.79	80,218.00	0.0%	78,349.48	4193.1%	28,426,138.75	12.6%	26,433,461.99	1326.5%
Gifted	60,813,404.81	1,289.22	0.0%	(1,306.49)	-50.3%	1,543,788.60	2.5%	1,215,935.02	370.9%
Specific Priority Funds	1,440,357,651.73	621,499.77	0.0%	447,186.41	256.5%	102,049,427.22	7.1%	64,818,855.99	174.1%
Total P&C Funding	8,266,744,965.16	3,839,081.15	0.0%	1,026,643.82	36.5%	407,521,030.43	4.9%	42,343,758.29	11.6%
				76.7%				51.5%	
Budget Stabilization Factor	-	-		311,282.03		-		39,815,428.62	
				23.3%				48.5%	
Annual Cash Outlay	8,266,744,965.16	3,839,081.15	0.0%	1,337,925.85	53.5%	407,521,030.43	4.9%	82,159,186.91	25.3%
sFTE	860,507.24	216.60	0.0%	216.60		39,197.50	4.6%	39,197.50	
$ / SFTE	9,606.83	17,724.29		6,176.94	53.5%	10,396.61		2,096.03	25.3%
memo: A.V./sFTE	*126,694.27*	*162,805.22*	*129%* x			*65,260.84*	*52%* x		
$ / sFTE measures									
Base & Base equivalents	7,063.51	6,854.17		1,392.96	25.5%	7,167.84		472.31	7.1%
Community Considerations	869.47	8,000.78		1,282.29	19.1%	625.30		(1,045.69)	-62.6%
Specific Priority Funds	1,673.85	2,869.34		2,064.57	256.5%	2,603.47		1,653.65	174.1%
Budget Stabilization Factor	-	-		1,437.13		-		1,015.76	
Annual Cash Outlay	9,606.83	17,724.29		6,176.94	53.5%	10,396.61		2,096.03	25.3%

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Change Results
With State Total Change and
District Size-Category Change

16 190 LD
BYERS 32J

	Total State	APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	3,261,160.00	0.1%		
Full Day K	217,347,270.00	637,735.00	0.3%	1,035,654.68	32.5%
PreK	108,673,635.00	318,867.50	0.3%		
Online/Ascent	113,131,894.75	15,544,840.50	13.7%	(2,070,620.50)	-11.8%
Base & Base equivalents	6,078,201,179.75	19,762,603.00	0.3%	(1,034,965.82)	-5.0%
Size Adjustment	359,918,844.62	489,779.19	0.1%	310,773.98	173.6%
Cost of Living with Limit	388,267,289.07	427,896.52	0.1%	(158,526.50)	-27.0%
Community Considerations	748,186,133.69	917,675.70	0.1%	152,247.48	19.9%
Special Needs Education	439,687,395.84	867,901.31	0.2%	838,517.31	2853.7%
Poverty (At-risk)	714,338,567.28	2,374,619.86	0.3%	1,250,672.54	111.3%
ELL	225,518,283.79	1,205,217.83	0.5%	1,203,345.84	64281.5%
Gifted	60,813,404.81	12,583.93	0.0%	4,281.10	51.6%
Specific Priority Funds	1,440,357,651.73	4,460,322.94	0.3%	3,296,816.79	283.4%
Total P&C Funding	8,266,744,965.16	25,140,601.64	0.3%	2,414,098.45	10.6%
				48.9%	
Budget Stabilization Factor	-	-		2,522,785.30	
				51.1%	
Annual Cash Outlay	8,266,744,965.16	25,140,601.64	0.3%	4,936,883.75	24.4%
sFTE	860,507.24	3,025.60	0.4%	3,025.60	
$ / SFTE	9,606.83	8,309.29		1,631.70	24.4%
memo: A.V./sFTE	*126,694.27*	*21,662.13*	*17%* x		
$ / sFTE measures					
Base & Base equivalents	7,063.51	6,531.80		(342.07)	-5.0%
Community Considerations	869.47	303.30		50.32	19.9%
Specific Priority Funds	1,673.85	1,474.19		1,089.64	283.4%
Budget Stabilization Factor	-	-		833.81	
Annual Cash Outlay	9,606.83	8,309.29		1,631.70	24.4%

State of Colorado

K12 Ed Funding Formula

Individual District Change Results
With State Total Change and
District Size-Category Change

	Total State	17 220 MD ARCHULETA COUNTY 50 JT APA Model Result		Variance to All18Dec	% Change	18 230 RD WALSH RE-1 APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	10,480,400.00	0.2%			929,670.00	0.0%		
Full Day K	217,347,270.00	405,650.00	0.2%	486,649.48	4.6%	46,550.00	0.0%	64,049.39	6.8%
PreK	108,673,635.00	202,825.00	0.2%			23,275.00	0.0%		
Online/Ascent	113,131,894.75	15,793.75	0.0%	15,793.75	#DIV/0!	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	11,104,668.75	0.2%	502,443.23	4.7%	999,495.00	0.0%	64,049.39	6.8%
Size Adjustment	359,918,844.62	2,014,028.11	0.6%	913,799.57	83.1%	1,238,823.18	0.3%	195,775.12	18.8%
Cost of Living with Limit	388,267,289.07	571,697.02	0.1%	(1,105,413.91)	-65.9%	22,123.73	0.0%	(38,941.66)	-63.8%
Community Considerations	748,186,133.69	2,585,725.13	0.3%	(191,614.34)	-6.9%	1,260,946.91	0.2%	156,833.46	14.2%
Special Needs Education	439,687,395.84	727,055.98	0.2%	649,500.98	837.5%	96,738.69	0.0%	90,476.69	1444.9%
Poverty (At-risk)	714,338,567.28	1,453,471.09	0.2%	776,221.73	114.6%	150,390.75	0.0%	44,984.97	42.7%
ELL	225,518,283.79	255,211.39	0.1%	237,693.56	1356.9%	7,303.05	0.0%	5,669.40	347.0%
Gifted	60,813,404.81	51,196.15	0.1%	31,120.55	155.0%	3,755.86	0.0%	870.19	30.2%
Specific Priority Funds	1,440,357,651.73	2,486,934.61	0.2%	1,694,536.82	213.8%	258,188.34	0.0%	142,001.24	122.2%
Total P&C Funding	8,266,744,965.16	16,177,328.49	0.2%	2,005,365.71	14.2%	2,518,630.25	0.0%	362,884.09	16.8%
				56.2%				60.3%	
Budget Stabilization Factor	-	-		1,563,115.95		-		238,519.81	
				43.8%				39.7%	
Annual Cash Outlay	8,266,744,965.16	16,177,328.49	0.2%	3,568,481.66	28.3%	2,518,630.25	0.0%	601,403.91	31.4%
sFTE	860,507.24	1,592.20	0.2%	1,592.20		138.00	0.0%	138.00	
$ / SFTE	9,606.83	10,160.36		2,241.23	28.3%	18,250.94		4,358.00	31.4%
memo: A.V./sFTE	*126,694.27*	*178,863.71*	*141%* x			*200,874.47*	*159%* x		
$ / sFTE measures									
Base & Base equivalents	7,063.51	6,974.42		315.57	4.7%	7,242.72		464.13	6.8%
Community Considerations	869.47	1,624.00		(120.35)	-6.9%	9,137.30		1,136.47	14.2%
Specific Priority Funds	1,673.85	1,561.95		1,064.27	213.8%	1,870.93		1,028.99	122.2%
Budget Stabilization Factor	-	-		981.73		-		1,728.40	
Annual Cash Outlay	9,606.83	10,160.36		2,241.23	28.3%	18,250.94		4,358.00	31.4%

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Change Results
With State Total Change and
District Size-Category Change

19 240 RD
PRITCHETT RE-3

	Total State	APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	332,500.00	0.0%		
Full Day K	217,347,270.00	13,300.00	0.0%	23,497.76	7.1%
PreK	108,673,635.00	6,650.00	0.0%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	352,450.00	0.0%	23,497.76	7.1%
Size Adjustment	359,918,844.62	438,820.20	0.1%	(44,693.00)	-9.2%
Cost of Living with Limit	388,267,289.07	7,421.77	0.0%	(10,031.79)	-57.5%
Community Considerations	748,186,133.69	446,241.97	0.1%	(54,724.79)	-10.9%
Special Needs Education	439,687,395.84	64,545.55	0.0%	59,246.55	1118.1%
Poverty (At-risk)	714,338,567.28	63,109.39	0.0%	10,924.08	20.9%
ELL	225,518,283.79	-	0.0%	-	#DIV/0!
Gifted	60,813,404.81	-	0.0%	(1,309.80)	-100.0%
Specific Priority Funds	1,440,357,651.73	127,654.93	0.0%	68,860.82	117.1%
Total P&C Funding	8,266,744,965.16	926,346.90	0.0%	37,633.80	4.2%
				27.7%	
Budget Stabilization Factor	-	-		98,089.88	
				72.3%	
Annual Cash Outlay	8,266,744,965.16	926,346.90	0.0%	135,723.68	17.2%
sFTE	860,507.24	51.20	0.0%	51.20	
$ / SFTE	9,606.83	18,092.71		2,650.85	17.2%
memo: A.V./sFTE	*126,694.27*	*329,068.16*	*260%* x		
$ / sFTE measures					
Base & Base equivalents	7,063.51	6,883.79		458.94	7.1%
Community Considerations	869.47	8,715.66		(1,068.84)	-10.9%
Specific Priority Funds	1,673.85	2,493.26		1,344.94	117.1%
Budget Stabilization Factor	-	-		1,915.82	
Annual Cash Outlay	9,606.83	18,092.71		2,650.85	17.2%

State of Colorado

K12 Ed Funding Formula

Individual District Change Results
With State Total Change and
District Size-Category Change

	Total State	20 250 CD SPRINGFIELD RE-4 APA Model Result		Variance to All18Dec	% Change	21 260 RD VILAS RE-5 APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	1,847,370.00	0.0%			332,500.00	0.0%		
Full Day K	217,347,270.00	79,800.00	0.0%	(717.72)	0.0%	23,275.00	0.0%	40,102.50	12.3%
PreK	108,673,635.00	39,900.00	0.0%			11,637.50	0.0%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	1,967,070.00	0.0%	(717.72)	0.0%	367,412.50	0.0%	40,102.50	12.3%
Size Adjustment	359,918,844.62	1,891,825.70	0.5%	833,734.17	78.8%	451,478.48	0.1%	(32,034.73)	-6.6%
Cost of Living with Limit	388,267,289.07	45,047.20	0.0%	(84,888.19)	-65.3%	7,184.82	0.0%	(11,910.97)	-62.4%
Community Considerations	748,186,133.69	1,936,872.90	0.3%	748,845.98	63.0%	458,663.29	0.1%	(43,945.70)	-8.7%
Special Needs Education	439,687,395.84	242,184.38	0.1%	222,916.38	1156.9%	50,321.95	0.0%	32,498.95	182.3%
Poverty (At-risk)	714,338,567.28	343,166.77	0.0%	141,345.81	70.0%	41,581.88	0.0%	(20,363.27)	-32.9%
ELL	225,518,283.79	7,450.89	0.0%	7,216.02	3072.4%	-	0.0%	(117.43)	-100.0%
Gifted	60,813,404.81	957.97	0.0%	(4,485.90)	-82.4%	5,460.60	0.0%	(4,444.79)	-44.9%
Specific Priority Funds	1,440,357,651.73	593,760.01	0.0%	366,992.31	161.8%	97,364.43	0.0%	7,573.45	8.4%
Total P&C Funding	8,266,744,965.16	4,497,702.91	0.1%	1,115,120.57	33.0%	923,440.22	0.0%	3,730.25	0.4%
				74.9%				3.6%	
Budget Stabilization Factor	-	-		373,368.65		-		99,175.18	
				25.1%				96.4%	
Annual Cash Outlay	8,266,744,965.16	4,497,702.91	0.1%	1,488,489.22	49.5%	923,440.22	0.0%	102,905.43	12.5%
sFTE	860,507.24	269.70	0.0%	269.70		51.40	0.0%	51.40	
$ / SFTE	9,606.83	16,676.69		5,519.06	49.5%	17,965.76		2,002.05	12.5%
memo: A.V./sFTE	*126,694.27*	*102,381.65*	*81%* x			*130,953.23*	*103%* x		
$ / sFTE measures									
Base & Base equivalents	7,063.51	7,293.55		(2.66)	0.0%	7,148.10		780.20	12.3%
Community Considerations	869.47	7,181.58		2,776.59	63.0%	8,923.41		(854.97)	-8.7%
Specific Priority Funds	1,673.85	2,201.56		1,360.74	161.8%	1,894.25		147.34	8.4%
Budget Stabilization Factor	-	-		1,384.39		-		1,929.48	
Annual Cash Outlay	9,606.83	16,676.69		5,519.06	49.5%	17,965.76		2,002.05	12.5%

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Change Results
With State Total Change and
District Size-Category Change

22 270 RD
CAMPO RE-6

	Total State	APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	332,500.00	0.0%		
Full Day K	217,347,270.00	3,325.00	0.0%	8,369.42	2.5%
PreK	108,673,635.00	1,662.50	0.0%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	337,487.50	0.0%	8,369.42	2.5%
Size Adjustment	359,918,844.62	426,161.93	0.1%	(56,986.15)	-11.8%
Cost of Living with Limit	388,267,289.07	6,445.60	0.0%	(10,580.52)	-62.1%
Community Considerations	748,186,133.69	432,607.53	0.1%	(67,566.67)	-13.5%
Special Needs Education	439,687,395.84	37,020.58	0.0%	34,611.58	1436.8%
Poverty (At-risk)	714,338,567.28	42,449.98	0.0%	14,585.76	52.3%
ELL	225,518,283.79	-	0.0%	-	#DIV/0!
Gifted	60,813,404.81	-	0.0%	(982.35)	-100.0%
Specific Priority Funds	1,440,357,651.73	79,470.56	0.0%	48,214.98	154.3%
Total P&C Funding	8,266,744,965.16	849,565.58	0.0%	(10,982.27)	-1.3%
				-13.0%	
Budget Stabilization Factor	-	-		95,315.69	
				113.0%	
Annual Cash Outlay	8,266,744,965.16	849,565.58	0.0%	84,333.42	11.0%
sFTE	860,507.24	49.40	0.0%	49.40	
$ / SFTE	9,606.83	17,197.68		1,707.15	11.0%
memo: A.V./sFTE	*126,694.27*	*278,920.83*	*220%* x		
$ / sFTE measures					
Base & Base equivalents	7,063.51	6,831.73		169.42	2.5%
Community Considerations	869.47	8,757.24		(1,367.75)	-13.5%
Specific Priority Funds	1,673.85	1,608.72		976.01	154.3%
Budget Stabilization Factor	-	-		1,929.47	
Annual Cash Outlay	9,606.83	17,197.68		1,707.15	11.0%

State of Colorado

K12 Ed Funding Formula

Individual District Change Results
With State Total Change and
District Size-Category Change

	Total State	23 290 MD LAS ANIMAS RE-1 APA Model Result		Variance to All18Dec	% Change	24 310 CD MC CLAVE RE-2 APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	3,430,735.00	0.1%			1,663,165.00	0.0%		
Full Day K	217,347,270.00	169,575.00	0.1%	450,381.00	13.9%	59,850.00	0.0%	150,218.74	9.4%
PreK	108,673,635.00	84,787.50	0.1%			29,925.00	0.0%		
Online/Ascent	113,131,894.75	3,923,167.50	3.5%	(5,494,374.50)	-58.3%	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	7,608,265.00	0.1%	(5,043,993.50)	-39.9%	1,752,940.00	0.0%	150,218.74	9.4%
Size Adjustment	359,918,844.62	1,001,606.24	0.3%	747,351.29	293.9%	1,785,577.67	0.5%	676,975.70	61.1%
Cost of Living with Limit	388,267,289.07	97,254.22	0.0%	(94,447.16)	-49.3%	24,489.33	0.0%	(42,873.73)	-63.6%
Community Considerations	748,186,133.69	1,098,860.46	0.1%	652,904.13	146.4%	1,810,067.01	0.2%	634,101.97	53.9%
Special Needs Education	439,687,395.84	511,943.11	0.1%	467,144.11	1042.8%	97,840.35	0.0%	89,169.35	1028.4%
Poverty (At-risk)	714,338,567.28	1,849,433.58	0.3%	(256,747.01)	-12.2%	199,336.44	0.0%	56,607.84	39.7%
ELL	225,518,283.79	10,090.34	0.0%	9,855.47	4196.2%	59,333.28	0.0%	56,059.03	1712.1%
Gifted	60,813,404.81	24,983.06	0.0%	15,544.43	164.7%	27,357.61	0.0%	22,097.93	420.1%
Specific Priority Funds	1,440,357,651.73	2,396,450.09	0.2%	235,797.01	10.9%	383,867.68	0.0%	223,934.15	140.0%
Total P&C Funding	8,266,744,965.16	11,103,575.56	0.1%	(4,155,292.36)	-27.2%	3,946,874.69	0.0%	1,008,254.85	34.3%
				168.6%				75.6%	
Budget Stabilization Factor	-	-		1,690,726.82		-		324,860.96	
				-68.6%				24.4%	
Annual Cash Outlay	8,266,744,965.16	11,103,575.56	0.1%	(2,464,565.54)	-18.2%	3,946,874.69	0.0%	1,333,115.82	51.0%
sFTE	860,507.24	1,139.80	0.1%	1,139.80		248.10	0.0%	248.10	
$ / SFTE	9,606.83	9,741.69		(2,162.28)	-18.2%	15,908.40		5,373.30	51.0%
memo: A.V./sFTE	*126,694.27*	*53,689.48*	*42% x*			*90,966.02*	*72% x*		
$ / sFTE measures									
Base & Base equivalents	7,063.51	6,675.09		(4,425.33)	-39.9%	7,065.46		605.48	9.4%
Community Considerations	869.47	964.08		572.82	146.4%	7,295.72		2,555.83	53.9%
Specific Priority Funds	1,673.85	2,102.52		206.88	10.9%	1,547.23		902.60	140.0%
Budget Stabilization Factor	-	-		1,483.35		-		1,309.40	
Annual Cash Outlay	9,606.83	9,741.69		(2,162.28)	-18.2%	15,908.40		5,373.30	51.0%

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Change Results
With State Total Change and
District Size-Category Change

25 470 20+
ST VRAIN VALLEY RE 1J

	Total State	APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	205,229,640.00	3.6%		
Full Day K	217,347,270.00	7,839,685.00	3.6%	20,391,725.24	10.4%
PreK	108,673,635.00	3,919,842.50	3.6%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	216,989,167.50	3.6%	20,391,725.24	10.4%
Size Adjustment	359,918,844.62	3,807,548.84	1.1%	(3,273,192.62)	-46.2%
Cost of Living with Limit	388,267,289.07	14,957,596.76	3.9%	(26,853,764.28)	-64.2%
Community Considerations	748,186,133.69	18,765,145.59	2.5%	(30,126,956.90)	-61.6%
Special Needs Education	439,687,395.84	16,308,642.45	3.7%	13,773,807.45	543.4%
Poverty (At-risk)	714,338,567.28	19,693,956.68	2.8%	12,266,075.72	165.1%
ELL	225,518,283.79	8,381,897.95	3.7%	7,794,460.18	1326.9%
Gifted	60,813,404.81	2,101,156.27	3.5%	1,864,641.94	788.4%
Specific Priority Funds	1,440,357,651.73	46,485,653.34	3.2%	35,698,985.28	331.0%
Total P&C Funding	8,266,744,965.16	282,239,966.44	3.4%	25,963,753.63	10.1%
				48.0%	
Budget Stabilization Factor	-	-		28,124,385.28	
				52.0%	
Annual Cash Outlay	8,266,744,965.16	282,239,966.44	3.4%	54,088,138.91	23.7%
sFTE	860,507.24	31,635.40	3.7%	31,635.40	
$ / SFTE	9,606.83	8,921.65		1,709.73	23.7%
memo: A.V./sFTE	*126,694.27*	*102,099.70*	*81%* x		
$ / sFTE measures					
Base & Base equivalents	7,063.51	6,859.06		644.59	10.4%
Community Considerations	869.47	593.17		(952.32)	-61.6%
Specific Priority Funds	1,673.85	1,469.42		1,128.45	331.0%
Budget Stabilization Factor	-	-		889.02	
Annual Cash Outlay	9,606.83	8,921.65		1,709.73	23.7%

State of Colorado

K12 Ed Funding Formula

Individual District Change Results
With State Total Change and
District Size-Category Change

	Total State	26 480 20+ BOULDER VALLEY RE 2 APA Model Result		Variance to All18Dec	% Change	27 490 CD BUENA VISTA R-31 APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	198,305,660.00	3.5%			6,003,620.00	0.1%		
Full Day K	217,347,270.00	6,650,000.00	3.1%	13,606,491.30	7.0%	186,865.00	0.1%	(29,892.40)	-0.5%
PreK	108,673,635.00	3,325,000.00	3.1%			93,432.50	0.1%		
Online/Ascent	113,131,894.75	568,575.00	0.5%	(90,574.00)	-13.7%	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	208,849,235.00	3.4%	13,515,917.30	6.9%	6,283,917.50	0.1%	(29,892.40)	-0.5%
Size Adjustment	359,918,844.62	3,965,892.02	1.1%	(3,202,250.01)	-44.7%	2,013,207.63	0.6%	1,039,058.61	106.7%
Cost of Living with Limit	388,267,289.07	15,716,559.66	4.0%	(30,960,855.12)	-66.3%	298,428.93	0.1%	(635,893.71)	-68.1%
Community Considerations	748,186,133.69	19,682,451.68	2.6%	(34,163,105.13)	-63.4%	2,311,636.56	0.3%	403,164.91	21.1%
Special Needs Education	439,687,395.84	15,474,322.49	3.5%	11,103,559.49	254.0%	622,922.43	0.1%	572,343.43	1131.6%
Poverty (At-risk)	714,338,567.28	12,716,311.08	1.8%	7,736,306.21	155.3%	613,195.03	0.1%	361,028.01	143.2%
ELL	225,518,283.79	5,530,263.83	2.5%	5,147,409.14	1344.5%	21,369.99	0.0%	21,135.12	8998.8%
Gifted	60,813,404.81	3,697,304.15	6.1%	3,427,063.53	1268.2%	24,068.48	0.0%	15,156.39	170.1%
Specific Priority Funds	1,440,357,651.73	37,418,201.54	2.6%	27,414,338.36	274.0%	1,281,555.93	0.1%	969,662.95	310.9%
Total P&C Funding	8,266,744,965.16	265,949,888.22	3.2%	6,767,150.53	2.6%	9,877,109.99	0.1%	1,342,935.46	15.7%
				19.3%				58.8%	
Budget Stabilization Factor	-	-		28,262,434.77		-		942,357.59	
				80.7%				41.2%	
Annual Cash Outlay	8,266,744,965.16	265,949,888.22	3.2%	35,029,585.31	15.2%	9,877,109.99	0.1%	2,285,293.05	30.1%
sFTE	860,507.24	30,498.40	3.5%	30,498.40		911.60	0.1%	911.60	
$ / SFTE	9,606.83	8,720.13		1,148.57	15.2%	10,834.92		2,506.90	30.1%
memo: A.V./sFTE	*126,694.27*	*218,277.30*	*172%* x			*211,606.53*	*167%* x		
$ / sFTE measures									
Base & Base equivalents	7,063.51	6,847.88		443.17	6.9%	6,893.28		(32.79)	-0.5%
Community Considerations	869.47	645.36		(1,120.16)	-63.4%	2,535.80		442.26	21.1%
Specific Priority Funds	1,673.85	1,226.89		898.88	274.0%	1,405.83		1,063.69	310.9%
Budget Stabilization Factor	-	-		926.69		-		1,033.74	
Annual Cash Outlay	9,606.83	8,720.13		1,148.57	15.2%	10,834.92		2,506.90	30.1%

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Change Results
With State Total Change and
District Size-Category Change

28 500 MD
SALIDA R-32

	Total State	APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	8,495,375.00	0.2%		
Full Day K	217,347,270.00	323,190.00	0.1%	599,714.76	7.2%
PreK	108,673,635.00	161,595.00	0.1%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	8,980,160.00	0.1%	599,714.76	7.2%
Size Adjustment	359,918,844.62	2,338,330.70	0.6%	1,314,092.46	128.3%
Cost of Living with Limit	388,267,289.07	372,120.87	0.1%	(739,910.58)	-66.5%
Community Considerations	748,186,133.69	2,710,451.57	0.4%	574,181.88	26.9%
Special Needs Education	439,687,395.84	630,839.96	0.1%	567,254.96	892.1%
Poverty (At-risk)	714,338,567.28	801,725.57	0.1%	432,547.97	117.2%
ELL	225,518,283.79	43,978.09	0.0%	41,398.02	1604.5%
Gifted	60,813,404.81	40,878.67	0.1%	31,029.47	315.0%
Specific Priority Funds	1,440,357,651.73	1,517,422.29	0.1%	1,072,230.42	240.8%
Total P&C Funding	8,266,744,965.16	13,208,033.85	0.2%	2,246,127.07	20.5%
				65.0%	
Budget Stabilization Factor	-	-		1,210,509.85	
				35.0%	
Annual Cash Outlay	8,266,744,965.16	13,208,033.85	0.2%	3,456,636.92	35.4%
sFTE	860,507.24	1,203.10	0.1%	1,203.10	
$ / SFTE	9,606.83	10,978.33		2,873.11	35.4%
memo: A.V./sFTE	*126,694.27*	*191,007.21*	*151%* x		
$ / sFTE measures					
Base & Base equivalents	7,063.51	7,464.18		498.47	7.2%
Community Considerations	869.47	2,252.89		477.25	26.9%
Specific Priority Funds	1,673.85	1,261.26		891.22	240.8%
Budget Stabilization Factor	-	-		1,006.16	
Annual Cash Outlay	9,606.83	10,978.33		2,873.11	35.4%

State of Colorado

K12 Ed Funding Formula

Individual District Change Results
With State Total Change and
District Size-Category Change

	Total State	APA Model Result		29 510 RD KIT CARSON R-1 Variance to All18Dec	% Change	APA Model Result		30 520 CD CHEYENNE COUNTY RE-5 Variance to All18Dec	% Change
Base	5,639,048,380.00	748,125.00	0.0%			1,151,780.00	0.0%		
Full Day K	217,347,270.00	33,250.00	0.0%	65,620.18	9.0%	69,160.00	0.0%	143,233.85	12.9%
PreK	108,673,635.00	16,625.00	0.0%			34,580.00	0.0%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	798,000.00	0.0%	65,620.18	9.0%	1,255,520.00	0.0%	143,233.85	12.9%
Size Adjustment	359,918,844.62	991,564.88	0.3%	98,788.86	11.1%	1,482,111.28	0.4%	331,354.98	28.8%
Cost of Living with Limit	388,267,289.07	13,322.87	0.0%	(20,234.17)	-60.3%	42,146.43	0.0%	(59,701.52)	-58.6%
Community Considerations	748,186,133.69	1,004,887.75	0.1%	78,554.69	8.5%	1,524,257.70	0.2%	271,653.46	21.7%
Special Needs Education	439,687,395.84	37,458.74	0.0%	34,086.74	1010.9%	209,053.02	0.0%	192,193.02	1139.9%
Poverty (At-risk)	714,338,567.28	108,641.05	0.0%	33,640.97	44.9%	149,511.88	0.0%	34,889.52	30.4%
ELL	225,518,283.79	3,956.75	0.0%	3,956.75	#DIV/0!	14,066.98	0.0%	12,077.55	607.1%
Gifted	60,813,404.81	13,226.85	0.0%	11,456.27	647.0%	2,066.98	0.0%	(872.53)	-29.7%
Specific Priority Funds	1,440,357,651.73	163,283.39	0.0%	83,140.73	103.7%	374,698.86	0.0%	238,287.56	174.7%
Total P&C Funding	8,266,744,965.16	1,966,171.14	0.0%	227,315.60	13.1%	3,154,476.56	0.0%	653,174.87	26.1%
				54.1%				70.3%	
Budget Stabilization Factor	-	-		192,788.66		-		275,721.50	
				45.9%				29.7%	
Annual Cash Outlay	8,266,744,965.16	1,966,171.14	0.0%	420,104.26	27.2%	3,154,476.56	0.0%	928,896.37	41.7%
sFTE	860,507.24	112.10	0.0%	112.10		177.90	0.0%	177.90	
$ / SFTE	9,606.83	17,539.44		3,747.58	27.2%	17,731.74		5,221.45	41.7%
memo: A.V./sFTE	*126,694.27*	*359,000.16*	*283%* x			*429,661.38*	*339%* x		
$ / sFTE measures									
Base & Base equivalents	7,063.51	7,118.64		585.37	9.0%	7,057.45		805.14	12.9%
Community Considerations	869.47	8,964.21		700.76	8.5%	8,568.06		1,527.00	21.7%
Specific Priority Funds	1,673.85	1,456.59		741.67	103.7%	2,106.23		1,339.45	174.7%
Budget Stabilization Factor	-	-		1,719.79		-		1,549.87	
Annual Cash Outlay	9,606.83	17,539.44		3,747.58	27.2%	17,731.74		5,221.45	41.7%

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Change Results
With State Total Change and
District Size-Category Change

31 540 CD
CLEAR CREEK RE-1

	Total State	APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	5,369,875.00	0.1%		
Full Day K	217,347,270.00	221,445.00	0.1%	390,997.30	7.4%
PreK	108,673,635.00	110,722.50	0.1%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	5,702,042.50	0.1%	390,997.30	7.4%
Size Adjustment	359,918,844.62	1,972,449.96	0.5%	933,703.45	89.9%
Cost of Living with Limit	388,267,289.07	315,635.27	0.1%	(545,313.02)	-63.3%
Community Considerations	748,186,133.69	2,288,085.23	0.3%	388,390.43	20.4%
Special Needs Education	439,687,395.84	432,714.24	0.1%	340,180.24	367.6%
Poverty (At-risk)	714,338,567.28	413,211.82	0.1%	221,502.42	115.5%
ELL	225,518,283.79	5,885.72	0.0%	5,070.62	622.1%
Gifted	60,813,404.81	62,052.84	0.1%	36,012.84	138.3%
Specific Priority Funds	1,440,357,651.73	913,864.61	0.1%	602,766.12	193.8%
Total P&C Funding	8,266,744,965.16	8,903,992.34	0.1%	1,382,153.85	18.4%
				62.7%	
Budget Stabilization Factor	-	-		823,151.42	
				37.3%	
Annual Cash Outlay	8,266,744,965.16	8,903,992.34	0.1%	2,205,305.27	32.9%
sFTE	860,507.24	777.80	0.1%	777.80	
$ / SFTE	9,606.83	11,447.66		2,835.31	32.9%
memo: A.V./sFTE	*126,694.27*	*596,122.62*	*471%* x		
$ / sFTE measures					
Base & Base equivalents	7,063.51	7,330.99		502.70	7.4%
Community Considerations	869.47	2,941.74		499.34	20.4%
Specific Priority Funds	1,673.85	1,174.94		774.96	193.8%
Budget Stabilization Factor	-	-		1,058.31	
Annual Cash Outlay	9,606.83	11,447.66		2,835.31	32.9%

State of Colorado

K12 Ed Funding Formula

Individual District Change Results
With State Total Change and
District Size-Category Change

	Total State	32 550 CD NORTH CONEJOS RE-1J APA Model Result		Variance to All18Dec	% Change	33 560 CD SANFORD 6J APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	6,502,370.00	0.1%			2,523,010.00	0.0%		
Full Day K	217,347,270.00	216,125.00	0.1%	53,858.98	0.8%	99,750.00	0.0%	259,208.15	10.7%
PreK	108,673,635.00	108,062.50	0.1%			49,875.00	0.0%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	6,826,557.50	0.1%	53,858.98	0.8%	2,672,635.00	0.0%	259,208.15	10.7%
Size Adjustment	359,918,844.62	2,164,564.72	0.6%	1,268,336.21	141.5%	1,885,895.58	0.5%	864,777.30	84.7%
Cost of Living with Limit	388,267,289.07	205,881.45	0.1%	(422,150.88)	-67.2%	69,649.68	0.0%	(122,481.71)	-63.7%
Community Considerations	748,186,133.69	2,370,446.17	0.3%	846,185.33	55.5%	1,955,545.26	0.3%	742,295.59	61.2%
Special Needs Education	439,687,395.84	384,303.51	0.1%	341,913.51	806.6%	36,689.52	0.0%	22,238.52	153.9%
Poverty (At-risk)	714,338,567.28	1,054,263.09	0.1%	514,525.27	95.3%	430,641.06	0.1%	258,857.35	150.7%
ELL	225,518,283.79	2,036.81	0.0%	2,036.81	#DIV/0!	8,492.71	0.0%	8,375.28	7131.9%
Gifted	60,813,404.81	38,824.70	0.1%	21,564.40	124.9%	-	0.0%	(5,218.23)	-100.0%
Specific Priority Funds	1,440,357,651.73	1,479,428.10	0.1%	880,039.99	146.8%	475,823.29	0.0%	284,252.92	148.4%
Total P&C Funding	8,266,744,965.16	10,676,431.77	0.1%	1,780,084.30	20.0%	5,104,003.55	0.1%	1,285,756.65	33.7%
				64.4%				75.3%	
Budget Stabilization Factor	-	-		982,639.59		-		422,388.29	
				35.6%				24.7%	
Annual Cash Outlay	8,266,744,965.16	10,676,431.77	0.1%	2,762,723.89	34.9%	5,104,003.55	0.1%	1,708,144.94	50.3%
sFTE	860,507.24	926.30	0.1%	926.30		373.50	0.0%	373.50	
$ / SFTE	9,606.83	11,525.89		2,982.54	34.9%	13,665.34		4,573.35	50.3%
memo: A.V./sFTE	*126,694.27*	*33,545.09*	*26%* x			*21,434.03*	*17%* x		
$ / sFTE measures									
Base & Base equivalents	7,063.51	7,369.70		58.14	0.8%	7,155.65		694.00	10.7%
Community Considerations	869.47	2,559.05		913.51	55.5%	5,235.73		1,987.40	61.2%
Specific Priority Funds	1,673.85	1,597.14		950.06	146.8%	1,273.96		761.05	148.4%
Budget Stabilization Factor	-	-		1,060.82		-		1,130.89	
Annual Cash Outlay	9,606.83	11,525.89		2,982.54	34.9%	13,665.34		4,573.35	50.3%

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Change Results
With State Total Change and
District Size-Category Change

34 580 CD
SOUTH CONEJOS RE-10

	Total State	APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	1,396,500.00	0.0%		
Full Day K	217,347,270.00	56,525.00	0.0%	135,723.56	10.1%
PreK	108,673,635.00	28,262.50	0.0%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	1,481,287.50	0.0%	135,723.56	10.1%
Size Adjustment	359,918,844.62	1,673,419.83	0.5%	483,528.49	40.6%
Cost of Living with Limit	388,267,289.07	46,943.69	0.0%	(59,996.46)	-56.1%
Community Considerations	748,186,133.69	1,720,363.52	0.2%	423,532.02	32.7%
Special Needs Education	439,687,395.84	83,793.41	0.0%	68,378.41	443.6%
Poverty (At-risk)	714,338,567.28	315,039.99	0.0%	151,583.20	92.7%
ELL	225,518,283.79	55,376.93	0.0%	51,629.47	1377.7%
Gifted	60,813,404.81	-	0.0%	(4,286.97)	-100.0%
Specific Priority Funds	1,440,357,651.73	454,210.33	0.0%	267,304.11	143.0%
Total P&C Funding	8,266,744,965.16	3,655,861.35	0.0%	826,559.69	29.2%
				72.6%	
Budget Stabilization Factor	-	-		312,010.41	
				27.4%	
Annual Cash Outlay	8,266,744,965.16	3,655,861.35	0.0%	1,138,570.10	45.2%
sFTE	860,507.24	202.50	0.0%	202.50	
$ / SFTE	9,606.83	18,053.64		5,622.57	45.2%
memo: A.V./sFTE	*126,694.27*	*139,646.68*	*110%* x		
$ / sFTE measures					
Base & Base equivalents	7,063.51	7,315.00		670.24	10.1%
Community Considerations	869.47	8,495.62		2,091.52	32.7%
Specific Priority Funds	1,673.85	2,243.01		1,320.02	143.0%
Budget Stabilization Factor	-	-		1,540.79	
Annual Cash Outlay	9,606.83	18,053.64		5,622.57	45.2%

State of Colorado

K12 Ed Funding Formula

Individual District Change Results
With State Total Change and
District Size-Category Change

	Total State	APA Model Result		35 640 CD CENTENNIAL R-1 Variance to All18Dec	% Change	APA Model Result		36 740 CD SIERRA GRANDE R-30 Variance to All18Dec	% Change
Base	5,639,048,380.00	1,460,340.00	0.0%			1,822,765.00	0.0%		
Full Day K	217,347,270.00	44,555.00	0.0%	102,474.91	7.2%	57,190.00	0.0%	70,609.45	3.8%
PreK	108,673,635.00	22,277.50	0.0%			28,595.00	0.0%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	1,527,172.50	0.0%	102,474.91	7.2%	1,908,550.00	0.0%	70,609.45	3.8%
Size Adjustment	359,918,844.62	1,749,515.68	0.5%	579,629.99	49.5%	1,907,308.35	0.5%	838,142.29	78.4%
Cost of Living with Limit	388,267,289.07	38,627.02	0.0%	(62,148.98)	-61.7%	55,608.40	0.0%	(90,061.55)	-61.8%
Community Considerations	748,186,133.69	1,788,142.70	0.2%	517,481.01	40.7%	1,962,916.74	0.3%	748,080.75	61.6%
Special Needs Education	439,687,395.84	138,510.55	0.0%	128,876.55	1337.7%	109,364.73	0.0%	94,913.73	656.8%
Poverty (At-risk)	714,338,567.28	302,968.59	0.0%	72,597.27	31.5%	453,990.94	0.1%	173,353.55	61.8%
ELL	225,518,283.79	14,511.69	0.0%	11,610.57	400.2%	71,370.56	0.0%	62,770.74	729.9%
Gifted	60,813,404.81	2,132.33	0.0%	(1,319.73)	-38.2%	1,112.27	0.0%	(2,741.19)	-71.1%
Specific Priority Funds	1,440,357,651.73	458,123.16	0.0%	211,764.66	86.0%	635,838.50	0.0%	328,296.83	106.7%
Total P&C Funding	8,266,744,965.16	3,773,438.36	0.0%	831,720.57	28.3%	4,507,305.25	0.1%	1,146,987.03	34.1%
				71.9%				75.6%	
Budget Stabilization Factor	-	-		325,340.87		-		370,675.20	
				28.1%				24.4%	
Annual Cash Outlay	8,266,744,965.16	3,773,438.36	0.0%	1,157,061.44	44.2%	4,507,305.25	0.1%	1,517,662.24	50.8%
sFTE	860,507.24	198.20	0.0%	198.20		256.70	0.0%	256.70	
$ / SFTE	9,606.83	19,038.54		5,837.85	44.2%	17,558.65		5,912.20	50.8%
memo: A.V./sFTE	*126,694.27*	*320,261.57*	*253%* x			*249,001.06*	*197%* x		
$ / sFTE measures									
Base & Base equivalents	7,063.51	7,705.21		517.03	7.2%	7,434.94		275.07	3.8%
Community Considerations	869.47	9,021.91		2,610.90	40.7%	7,646.73		2,914.22	61.6%
Specific Priority Funds	1,673.85	2,311.42		1,068.44	86.0%	2,476.97		1,278.91	106.7%
Budget Stabilization Factor	-	-		1,641.48		-		1,444.00	
Annual Cash Outlay	9,606.83	19,038.54		5,837.85	44.2%	17,558.65		5,912.20	50.8%

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Change Results
With State Total Change and
District Size-Category Change

37 770 CD
CROWLEY COUNTY RE-1-J

	Total State	APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	2,993,830.00	0.1%		
Full Day K	217,347,270.00	146,300.00	0.1%	268,066.47	9.1%
PreK	108,673,635.00	73,150.00	0.1%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	3,213,280.00	0.1%	268,066.47	9.1%
Size Adjustment	359,918,844.62	1,705,750.02	0.5%	888,647.77	108.8%
Cost of Living with Limit	388,267,289.07	103,126.30	0.0%	(163,540.08)	-61.3%
Community Considerations	748,186,133.69	1,808,876.31	0.2%	725,107.69	66.9%
Special Needs Education	439,687,395.84	324,413.97	0.1%	291,657.97	890.4%
Poverty (At-risk)	714,338,567.28	633,540.93	0.1%	387,553.42	157.6%
ELL	225,518,283.79	4,484.57	0.0%	4,132.26	1172.9%
Gifted	60,813,404.81	29,982.52	0.0%	21,824.87	267.5%
Specific Priority Funds	1,440,357,651.73	992,421.99	0.1%	705,168.53	245.5%
Total P&C Funding	8,266,744,965.16	6,014,578.30	0.1%	1,698,342.70	39.3%
				78.1%	
Budget Stabilization Factor	-	-		475,376.08	
				21.9%	
Annual Cash Outlay	8,266,744,965.16	6,014,578.30	0.1%	2,173,718.78	56.6%
sFTE	860,507.24	443.00	0.1%	443.00	
$ / SFTE	9,606.83	13,576.93		4,906.81	56.6%
memo: A.V./sFTE	*126,694.27*	*101,083.84*	*80%* x		
$ / sFTE measures					
Base & Base equivalents	7,063.51	7,253.45		605.12	9.1%
Community Considerations	869.47	4,083.24		1,636.81	66.9%
Specific Priority Funds	1,673.85	2,240.23		1,591.80	245.5%
Budget Stabilization Factor	-	-		1,073.08	
Annual Cash Outlay	9,606.83	13,576.93		4,906.81	56.6%

State of Colorado

K12 Ed Funding Formula

Individual District Change Results
With State Total Change and
District Size-Category Change

	Total State	APA Model Result		38 860 CD CUSTER COUNTY SCHOOL DISTRICT C-1 Variance to All18Dec	% Change	APA Model Result		39 870 LD DELTA COUNTY 50(J) Variance to All18Dec	% Change
Base	5,639,048,380.00	2,346,785.00	0.0%			31,173,205.00	0.6%		
Full Day K	217,347,270.00	84,455.00	0.0%	108,980.06	4.6%	1,130,500.00	0.5%	2,051,079.96	6.7%
PreK	108,673,635.00	42,227.50	0.0%			565,250.00	0.5%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!	18,952.50	0.0%	18,952.50	#DIV/0!
Base & Base equivalents	6,078,201,179.75	2,473,467.50	0.0%	108,980.06	4.6%	32,887,907.50	0.5%	2,070,032.46	6.7%
Size Adjustment	359,918,844.62	2,010,197.86	0.6%	944,928.93	88.7%	3,283,025.54	0.9%	2,163,322.16	193.2%
Cost of Living with Limit	388,267,289.07	97,071.27	0.0%	(183,757.72)	-65.4%	1,887,183.95	0.5%	(3,298,265.03)	-63.6%
Community Considerations	748,186,133.69	2,107,269.13	0.3%	761,171.21	56.5%	5,170,209.49	0.7%	(1,134,942.86)	-18.0%
Special Needs Education	439,687,395.84	248,355.87	0.1%	219,453.87	759.3%	3,092,443.20	0.7%	2,257,843.20	270.5%
Poverty (At-risk)	714,338,567.28	318,312.18	0.0%	136,851.00	75.4%	5,188,206.67	0.7%	2,949,517.78	131.8%
ELL	225,518,283.79	-	0.0%	-	#DIV/0!	488,605.74	0.2%	432,263.73	767.2%
Gifted	60,813,404.81	20,422.81	0.0%	12,382.66	154.0%	258,934.44	0.4%	208,808.78	416.6%
Specific Priority Funds	1,440,357,651.73	587,090.86	0.0%	368,687.53	168.8%	9,028,190.04	0.6%	5,848,433.48	183.9%
Total P&C Funding	8,266,744,965.16	5,167,827.49	0.1%	1,238,838.80	31.5%	47,086,307.03	0.6%	6,783,523.08	16.8%
				74.1%				60.8%	
Budget Stabilization Factor	-	-		432,795.08		-		4,377,017.80	
				25.9%				39.2%	
Annual Cash Outlay	8,266,744,965.16	5,167,827.49	0.1%	1,671,633.87	47.8%	47,086,307.03	0.6%	11,160,540.88	31.1%
sFTE	860,507.24	330.90	0.0%	330.90		4,624.70	0.5%	4,624.70	
$ / SFTE	9,606.83	15,617.49		5,051.78	47.8%	10,181.48		2,413.25	31.1%
memo: A.V./sFTE	*126,694.27*	*291,283.29*	*230%* x			*74,940.74*	*59%* x		
$ / sFTE measures									
Base & Base equivalents	7,063.51	7,474.97		329.34	4.6%	7,111.36		447.60	6.7%
Community Considerations	869.47	6,368.30		2,300.31	56.5%	1,117.96		(245.41)	-18.0%
Specific Priority Funds	1,673.85	1,774.22		1,114.20	168.8%	1,952.17		1,264.61	183.9%
Budget Stabilization Factor	-	-		1,307.93		-		946.44	
Annual Cash Outlay	9,606.83	15,617.49		5,051.78	47.8%	10,181.48		2,413.25	31.1%

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Change Results
With State Total Change and
District Size-Category Change

40 880 20+
DENVER COUNTY 1

	Total State	APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	576,042,950.00	10.2%		
Full Day K	217,347,270.00	23,740,500.00	10.9%	43,218,350.72	7.6%
PreK	108,673,635.00	11,870,250.00	10.9%		
Online/Ascent	113,131,894.75	2,112,572.00	1.9%	(125,377.00)	-5.6%
Base & Base equivalents	6,078,201,179.75	613,766,272.00	10.1%	43,092,973.72	7.6%
Size Adjustment	359,918,844.62	-	0.0%	(20,595,251.43)	-100.0%
Cost of Living with Limit	388,267,289.07	48,856,969.08	12.6%	(76,150,490.76)	-60.9%
Community Considerations	748,186,133.69	48,856,969.08	6.5%	(96,745,742.19)	-66.4%
Special Needs Education	439,687,395.84	42,877,412.51	9.8%	30,282,080.51	240.4%
Poverty (At-risk)	714,338,567.28	115,882,708.96	16.2%	56,089,784.05	93.8%
ELL	225,518,283.79	53,973,382.48	23.9%	49,910,367.16	1228.4%
Gifted	60,813,404.81	8,834,820.24	14.5%	8,161,948.73	1213.0%
Specific Priority Funds	1,440,357,651.73	221,568,324.18	15.4%	144,444,180.45	187.3%
Total P&C Funding	8,266,744,965.16	884,191,565.26	10.7%	90,791,411.97	11.4%
				51.3%	
Budget Stabilization Factor	-	-		86,298,765.93	
				48.7%	
Annual Cash Outlay	8,266,744,965.16	884,191,565.26	10.7%	177,090,177.90	25.0%
sFTE	860,507.24	86,790.20	10.1%	86,790.20	
$ / SFTE	9,606.83	10,187.69		2,040.44	25.0%
memo: A.V./sFTE	*126,694.27*	*190,996.80*	*151%* x		
$ / sFTE measures					
Base & Base equivalents	7,063.51	7,071.84		496.52	7.6%
Community Considerations	869.47	562.93		(1,114.71)	-66.4%
Specific Priority Funds	1,673.85	2,552.92		1,664.29	187.3%
Budget Stabilization Factor	-	-		994.34	
Annual Cash Outlay	9,606.83	10,187.69		2,040.44	25.0%

State of Colorado

K12 Ed Funding Formula

Individual District Change Results
With State Total Change and
District Size-Category Change

	Total State	APA Model Result		41 890 CD DOLORES COUNTY RE NO.2 Variance to All18Dec	% Change	APA Model Result		42 900 20+ DOUGLAS COUNTY RE 1 Variance to All18Dec	% Change
Base	5,639,048,380.00	1,679,790.00	0.0%			415,551,185.00	7.4%		
Full Day K	217,347,270.00	69,825.00	0.0%	148,369.77	9.1%	14,989,100.00	6.9%	29,913,305.24	7.3%
PreK	108,673,635.00	34,912.50	0.0%			7,494,550.00	6.9%		
Online/Ascent	113,131,894.75	-	0.0%	(296,025.00)	-100.0%	15,620,650.50	13.8%	(1,426,442.50)	-8.4%
Base & Base equivalents	6,078,201,179.75	1,784,527.50	0.0%	(147,655.23)	-7.6%	453,655,485.50	7.5%	28,486,862.74	6.7%
Size Adjustment	359,918,844.62	1,785,692.06	0.5%	809,961.17	83.0%	-	0.0%	(14,797,814.90)	-100.0%
Cost of Living with Limit	388,267,289.07	82,883.70	0.0%	(114,005.53)	-57.9%	29,212,913.61	7.5%	(60,908,482.59)	-67.6%
Community Considerations	748,186,133.69	1,868,575.76	0.2%	695,955.64	59.4%	29,212,913.61	3.9%	(75,706,297.50)	-72.2%
Special Needs Education	439,687,395.84	203,873.31	0.0%	189,422.31	1310.8%	32,045,169.88	7.3%	26,828,840.88	514.3%
Poverty (At-risk)	714,338,567.28	285,355.40	0.0%	149,303.44	109.7%	15,389,487.35	2.2%	9,180,345.47	147.9%
ELL	225,518,283.79	-	0.0%	-	#DIV/0!	6,533,441.32	2.9%	6,101,105.42	1411.2%
Gifted	60,813,404.81	12,827.63	0.0%	8,577.32	201.8%	3,948,901.04	6.5%	3,401,095.07	620.9%
Specific Priority Funds	1,440,357,651.73	502,056.33	0.0%	347,303.06	224.4%	57,916,999.60	4.0%	45,511,386.84	366.9%
Total P&C Funding	8,266,744,965.16	4,155,159.60	0.1%	895,603.47	27.5%	540,785,398.70	6.5%	(1,708,047.92)	-0.3%
				71.3%				-2.9%	
Budget Stabilization Factor	-	-		360,382.64		-		59,636,154.88	
				28.7%				102.9%	
Annual Cash Outlay	8,266,744,965.16	4,155,159.60	0.1%	1,255,986.11	43.3%	540,785,398.70	6.5%	57,928,106.97	12.0%
sFTE	860,507.24	254.30	0.0%	254.30		66,245.40	7.7%	66,245.40	
$ / SFTE	9,606.83	16,339.60		4,938.99	43.3%	8,163.37		874.45	12.0%
memo: A.V./sFTE	*126,694.27*	*545,974.22*	*431%* x			*96,308.72*	*76%* x		
$ / sFTE measures									
Base & Base equivalents	7,063.51	7,017.41		(580.63)	-7.6%	6,848.11		430.02	6.7%
Community Considerations	869.47	7,347.92		2,736.75	59.4%	440.98		(1,142.82)	-72.2%
Specific Priority Funds	1,673.85	1,974.27		1,365.72	224.4%	874.28		687.01	366.9%
Budget Stabilization Factor	-	-		1,417.16		-		900.23	
Annual Cash Outlay	9,606.83	16,339.60		4,938.99	43.3%	8,163.37		874.45	12.0%

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Change Results
With State Total Change and
District Size-Category Change

43 910 LD
EAGLE COUNTY RE 50

	Total State	APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	46,437,615.00	0.8%		
Full Day K	217,347,270.00	1,681,785.00	0.8%	3,827,516.60	8.5%
PreK	108,673,635.00	840,892.50	0.8%		
Online/Ascent	113,131,894.75	88,445.00	0.1%	88,445.00	#DIV/0!
Base & Base equivalents	6,078,201,179.75	49,048,737.50	0.8%	3,915,961.60	8.7%
Size Adjustment	359,918,844.62	4,091,592.58	1.1%	2,373,063.93	138.1%
Cost of Living with Limit	388,267,289.07	4,713,344.68	1.2%	(8,016,797.06)	-63.0%
Community Considerations	748,186,133.69	8,804,937.26	1.2%	(5,643,733.13)	-39.1%
Special Needs Education	439,687,395.84	3,570,932.92	0.8%	3,334,895.92	1412.9%
Poverty (At-risk)	714,338,567.28	5,651,023.11	0.8%	3,657,133.83	183.4%
ELL	225,518,283.79	4,015,203.96	1.8%	3,703,791.18	1189.4%
Gifted	60,813,404.81	512,575.20	0.8%	456,912.89	820.9%
Specific Priority Funds	1,440,357,651.73	13,749,735.19	1.0%	11,152,733.82	429.4%
Total P&C Funding	8,266,744,965.16	71,603,409.95	0.9%	9,424,962.29	15.2%
				57.9%	
Budget Stabilization Factor	-	-		6,847,169.42	
				42.1%	
Annual Cash Outlay	8,266,744,965.16	71,603,409.95	0.9%	16,272,131.70	29.4%
sFTE	860,507.24	6,807.70	0.8%	6,807.70	
$ / SFTE	9,606.83	10,518.00		2,390.25	29.4%
memo: A.V./sFTE	*126,694.27*	*426,096.88*	*336%* x		
$ / sFTE measures					
Base & Base equivalents	7,063.51	7,204.89		575.23	8.7%
Community Considerations	869.47	1,293.38		(829.02)	-39.1%
Specific Priority Funds	1,673.85	2,019.73		1,638.25	429.4%
Budget Stabilization Factor	-	-		1,005.80	
Annual Cash Outlay	9,606.83	10,518.00		2,390.25	29.4%

State of Colorado

K12 Ed Funding Formula

Individual District Change Results
With State Total Change and
District Size-Category Change

	Total State	44 920 MD ELIZABETH C-1 APA Model Result		Variance to All18Dec	% Change	45 930 CD KIOWA C-2 APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	16,081,695.00	0.3%			1,773,555.00	0.0%		
Full Day K	217,347,270.00	573,230.00	0.3%	1,542,801.36	10.0%	83,125.00	0.0%	149,062.77	8.5%
PreK	108,673,635.00	286,615.00	0.3%			41,562.50	0.0%		
Online/Ascent	113,131,894.75	12,635.00	0.0%	(3,153.00)	-20.0%	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	16,954,175.00	0.3%	1,539,648.36	10.0%	1,898,242.50	0.0%	149,062.77	8.5%
Size Adjustment	359,918,844.62	2,229,095.16	0.6%	1,252,398.30	128.2%	1,862,547.11	0.5%	662,334.08	55.2%
Cost of Living with Limit	388,267,289.07	1,091,006.63	0.3%	(2,043,402.05)	-65.2%	108,102.76	0.0%	(167,709.97)	-60.8%
Community Considerations	748,186,133.69	3,320,101.79	0.4%	(791,003.75)	-19.2%	1,970,649.87	0.3%	494,624.10	33.5%
Special Needs Education	439,687,395.84	1,369,291.30	0.3%	1,000,483.30	271.3%	217,349.94	0.0%	200,971.94	1227.1%
Poverty (At-risk)	714,338,567.28	832,201.93	0.1%	506,971.02	155.9%	194,342.89	0.0%	83,449.68	75.3%
ELL	225,518,283.79	58,206.47	0.0%	52,935.84	1004.4%	14,627.96	0.0%	13,571.06	1284.0%
Gifted	60,813,404.81	107,255.45	0.2%	60,928.04	131.5%	6,448.24	0.0%	431.70	7.2%
Specific Priority Funds	1,440,357,651.73	2,366,955.15	0.2%	1,621,318.21	217.4%	432,769.03	0.0%	298,424.37	222.1%
Total P&C Funding	8,266,744,965.16	22,641,231.94	0.3%	2,369,962.82	11.7%	4,301,661.40	0.1%	942,111.24	28.0%
				51.8%				71.7%	
Budget Stabilization Factor	-	-		2,207,413.43		-		370,973.75	
				48.2%				28.3%	
Annual Cash Outlay	8,266,744,965.16	22,641,231.94	0.3%	4,577,376.25	25.3%	4,301,661.40	0.1%	1,313,084.99	43.9%
sFTE	860,507.24	2,477.20	0.3%	2,477.20		261.20	0.0%	261.20	
$ / SFTE	9,606.83	9,139.85		1,847.80	25.3%	16,468.84		5,027.12	43.9%
memo: A.V./sFTE	*126,694.27*	*84,443.45*	*67%* x			*146,323.82*	*115%* x		
$ / sFTE measures									
Base & Base equivalents	7,063.51	6,844.09		621.53	10.0%	7,267.39		570.68	8.5%
Community Considerations	869.47	1,340.26		(319.31)	-19.2%	7,544.60		1,893.66	33.5%
Specific Priority Funds	1,673.85	955.50		654.50	217.4%	1,656.85		1,142.51	222.1%
Budget Stabilization Factor	-	-		891.09		-		1,420.27	
Annual Cash Outlay	9,606.83	9,139.85		1,847.80	25.3%	16,468.84		5,027.12	43.9%

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Change Results
With State Total Change and
District Size-Category Change

46 940 CD
BIG SANDY 100J

	Total State	APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	1,877,960.00	0.0%		
Full Day K	217,347,270.00	61,845.00	0.0%	(6,879.52)	-0.3%
PreK	108,673,635.00	30,922.50	0.0%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	1,970,727.50	0.0%	(6,879.52)	-0.3%
Size Adjustment	359,918,844.62	1,856,141.21	0.5%	702,542.49	60.9%
Cost of Living with Limit	388,267,289.07	102,923.68	0.0%	(217,932.58)	-67.9%
Community Considerations	748,186,133.69	1,959,064.89	0.3%	484,609.91	32.9%
Special Needs Education	439,687,395.84	170,020.02	0.0%	150,752.02	782.4%
Poverty (At-risk)	714,338,567.28	216,617.84	0.0%	59,612.44	38.0%
ELL	225,518,283.79	2,055.20	0.0%	2,055.20	#DIV/0!
Gifted	60,813,404.81	24,310.05	0.0%	18,604.28	326.1%
Specific Priority Funds	1,440,357,651.73	413,003.11	0.0%	231,023.93	127.0%
Total P&C Funding	8,266,744,965.16	4,342,795.49	0.1%	708,754.32	19.5%
				63.8%	
Budget Stabilization Factor	-	-		401,327.83	
				36.2%	
Annual Cash Outlay	8,266,744,965.16	4,342,795.49	0.1%	1,110,082.15	34.3%
sFTE	860,507.24	279.50	0.0%	279.50	
$ / SFTE	9,606.83	15,537.73		3,971.67	34.3%
memo: A.V./sFTE	*126,694.27*	*62,768.15*	*50%* x		
$ / sFTE measures					
Base & Base equivalents	7,063.51	7,050.90		(24.61)	-0.3%
Community Considerations	869.47	7,009.18		1,733.85	32.9%
Specific Priority Funds	1,673.85	1,477.65		826.56	127.0%
Budget Stabilization Factor	-	-		1,435.88	
Annual Cash Outlay	9,606.83	15,537.73		3,971.67	34.3%

State of Colorado

K12 Ed Funding Formula

Individual District Change Results
With State Total Change and
District Size-Category Change

	Total State	47 950 CD ELBERT 200 APA Model Result		Variance to All18Dec	% Change	48 960 RD AGATE 300 APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	1,340,640.00	0.0%			332,500.00	0.0%		
Full Day K	217,347,270.00	23,275.00	0.0%	(11,587.28)	-0.8%	14,630.00	0.0%	27,135.00	8.3%
PreK	108,673,635.00	11,637.50	0.0%			7,315.00	0.0%		
Online/Ascent	113,131,894.75	31,587.50	0.0%	31,587.50	#DIV/0!	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	1,407,140.00	0.0%	20,000.22	1.4%	354,445.00	0.0%	27,135.00	8.3%
Size Adjustment	359,918,844.62	1,558,859.37	0.4%	288,087.25	22.7%	440,507.97	0.1%	(78,422.06)	-15.1%
Cost of Living with Limit	388,267,289.07	73,156.71	0.0%	(154,818.04)	-67.9%	18,728.16	0.0%	(25,741.49)	-57.9%
Community Considerations	748,186,133.69	1,632,016.09	0.2%	133,269.21	8.9%	459,236.13	0.1%	(104,163.55)	-18.5%
Special Needs Education	439,687,395.84	167,202.91	0.0%	148,897.91	813.4%	72,989.57	0.0%	64,800.57	791.3%
Poverty (At-risk)	714,338,567.28	119,527.11	0.0%	53,174.87	80.1%	43,057.64	0.0%	20,611.76	91.8%
ELL	225,518,283.79	-	0.0%	(352.30)	-100.0%	46,177.60	0.0%	46,177.60	#DIV/0!
Gifted	60,813,404.81	11,377.51	0.0%	6,023.18	112.5%	-	0.0%	(962.65)	-100.0%
Specific Priority Funds	1,440,357,651.73	298,107.54	0.0%	207,743.66	229.9%	162,224.81	0.0%	130,627.29	413.4%
Total P&C Funding	8,266,744,965.16	3,337,263.62	0.0%	361,013.09	12.1%	975,905.94	0.0%	53,598.74	5.8%
				52.4%				34.5%	
Budget Stabilization Factor	-	-		328,288.59		-		101,542.78	
				47.6%				65.5%	
Annual Cash Outlay	8,266,744,965.16	3,337,263.62	0.0%	689,301.68	26.0%	975,905.94	0.0%	155,141.52	18.9%
sFTE	860,507.24	205.96	0.0%	205.96		51.80	0.0%	51.80	
$ / SFTE	9,606.83	16,203.69		3,346.82	26.0%	18,839.88		2,995.01	18.9%
memo: A.V./sFTE	*126,694.27*	*103,140.12*	*81%* x			*319,606.49*	*252%* x		
$ / sFTE measures									
Base & Base equivalents	7,063.51	6,832.20		97.11	1.4%	6,842.57		523.84	8.3%
Community Considerations	869.47	7,924.06		647.07	8.9%	8,865.56		(2,010.88)	-18.5%
Specific Priority Funds	1,673.85	1,447.43		1,008.67	229.9%	3,131.75		2,521.76	413.4%
Budget Stabilization Factor	-	-		1,593.97		-		1,960.29	
Annual Cash Outlay	9,606.83	16,203.69		3,346.82	26.0%	18,839.88		2,995.01	18.9%

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Change Results
With State Total Change and
District Size-Category Change

49 970 CD
CALHAN RJ-1

	Total State	APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	3,406,130.00	0.1%		
Full Day K	217,347,270.00	156,275.00	0.1%	531,117.33	17.1%
PreK	108,673,635.00	78,137.50	0.1%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	3,640,542.50	0.1%	531,117.33	17.1%
Size Adjustment	359,918,844.62	2,065,838.66	0.6%	1,213,666.89	142.4%
Cost of Living with Limit	388,267,289.07	196,858.27	0.1%	(313,817.51)	-61.5%
Community Considerations	748,186,133.69	2,262,696.93	0.3%	899,849.38	66.0%
Special Needs Education	439,687,395.84	375,754.47	0.1%	340,589.47	968.5%
Poverty (At-risk)	714,338,567.28	408,009.10	0.1%	197,654.44	94.0%
ELL	225,518,283.79	4,265.33	0.0%	4,265.33	#DIV/0!
Gifted	60,813,404.81	20,839.17	0.0%	8,414.64	67.7%
Specific Priority Funds	1,440,357,651.73	808,868.07	0.1%	550,923.87	213.6%
Total P&C Funding	8,266,744,965.16	6,712,107.50	0.1%	1,981,890.58	41.9%
				79.2%	
Budget Stabilization Factor	-	-		520,707.56	
				20.8%	
Annual Cash Outlay	8,266,744,965.16	6,712,107.50	0.1%	2,502,598.14	59.5%
sFTE	860,507.24	428.50	0.0%	428.50	
$ / SFTE	9,606.83	15,664.19		5,840.37	59.5%
memo: A.V./sFTE	*126,694.27*	*91,711.68*	*72%* x		
$ / sFTE measures					
Base & Base equivalents	7,063.51	8,496.02		1,239.48	17.1%
Community Considerations	869.47	5,280.51		2,100.00	66.0%
Specific Priority Funds	1,673.85	1,887.67		1,285.70	213.6%
Budget Stabilization Factor	-	-		1,215.19	
Annual Cash Outlay	9,606.83	15,664.19		5,840.37	59.5%

State of Colorado

K12 Ed Funding Formula

Individual District Change Results
With State Total Change and
District Size-Category Change

	Total State	50 980 20+ HARRISON 2 APA Model Result		Variance to All18Dec	% Change	51 990 20+ WIDEFIELD 3 APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	77,061,530.00	1.4%			60,562,215.00	1.1%		
Full Day K	217,347,270.00	4,272,625.00	2.0%	8,496,437.35	11.3%	2,380,035.00	1.1%	4,429,170.65	7.4%
PreK	108,673,635.00	2,136,312.50	2.0%			1,190,017.50	1.1%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!	31,587.50	0.0%	31,587.50	#DIV/0!
Base & Base equivalents	6,078,201,179.75	83,470,467.50	1.4%	8,496,437.35	11.3%	64,163,855.00	1.1%	4,460,758.15	7.5%
Size Adjustment	359,918,844.62	4,066,707.75	1.1%	1,432,754.52	54.4%	4,258,672.64	1.2%	2,225,153.27	109.4%
Cost of Living with Limit	388,267,289.07	5,413,513.84	1.4%	(8,297,749.82)	-60.5%	3,271,993.06	0.8%	(5,965,345.59)	-64.6%
Community Considerations	748,186,133.69	9,480,221.59	1.3%	(6,864,995.30)	-42.0%	7,530,665.70	1.0%	(3,740,192.32)	-33.2%
Special Needs Education	439,687,395.84	5,370,987.94	1.2%	3,597,401.94	202.8%	5,576,675.45	1.3%	4,022,454.45	258.8%
Poverty (At-risk)	714,338,567.28	17,628,213.47	2.5%	8,530,680.68	93.8%	8,550,343.82	1.2%	5,497,174.25	180.0%
ELL	225,518,283.79	4,335,438.85	1.9%	4,042,199.90	1378.5%	355,418.39	0.2%	320,231.18	910.1%
Gifted	60,813,404.81	185,201.73	0.3%	85,265.96	85.3%	79,848.44	0.1%	1,294.01	1.6%
Specific Priority Funds	1,440,357,651.73	27,519,841.99	1.9%	16,255,548.49	144.3%	14,562,286.09	1.0%	9,841,153.89	208.4%
Total P&C Funding	8,266,744,965.16	120,470,531.09	1.5%	17,886,990.54	17.4%	86,256,806.79	1.0%	10,561,719.71	14.0%
				61.6%				56.2%	
Budget Stabilization Factor	-	-		11,166,333.03		-		8,231,806.74	
				38.4%				43.8%	
Annual Cash Outlay	8,266,744,965.16	120,470,531.09	1.5%	29,053,323.57	31.8%	86,256,806.79	1.0%	18,793,526.45	27.9%
sFTE	860,507.24	11,883.90	1.4%	11,883.90		9,325.20	1.1%	9,325.20	
$ / SFTE	9,606.83	10,137.29		2,444.76	31.8%	9,249.86		2,015.35	27.9%
memo: A.V./sFTE	*126,694.27*	*54,557.81*	*43%* x			*39,106.37*	*31%* x		
$ / sFTE measures									
Base & Base equivalents	7,063.51	7,023.83		714.95	11.3%	6,880.69		478.36	7.5%
Community Considerations	869.47	797.74		(577.67)	-42.0%	807.56		(401.08)	-33.2%
Specific Priority Funds	1,673.85	2,315.72		1,367.86	144.3%	1,561.61		1,055.33	208.4%
Budget Stabilization Factor	-	-		939.62		-		882.75	
Annual Cash Outlay	9,606.83	10,137.29		2,444.76	31.8%	9,249.86		2,015.35	27.9%

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Change Results
With State Total Change and
District Size-Category Change

52 1000 20+
FOUNTAIN 8

	Total State	APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	51,871,995.00	0.9%		
Full Day K	217,347,270.00	2,691,920.00	1.2%	4,634,244.34	9.0%
PreK	108,673,635.00	1,345,960.00	1.2%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	55,909,875.00	0.9%	4,634,244.34	9.0%
Size Adjustment	359,918,844.62	4,187,780.48	1.2%	2,415,657.63	136.3%
Cost of Living with Limit	388,267,289.07	3,118,189.71	0.8%	(5,315,411.75)	-63.0%
Community Considerations	748,186,133.69	7,305,970.19	1.0%	(2,899,754.12)	-28.4%
Special Needs Education	439,687,395.84	6,251,619.97	1.4%	5,237,539.97	516.5%
Poverty (At-risk)	714,338,567.28	7,673,972.41	1.1%	5,123,443.75	200.9%
ELL	225,518,283.79	746,904.16	0.3%	693,186.74	1290.4%
Gifted	60,813,404.81	322,404.67	0.5%	259,637.63	413.7%
Specific Priority Funds	1,440,357,651.73	14,994,901.22	1.0%	11,313,808.10	307.3%
Total P&C Funding	8,266,744,965.16	78,210,746.41	0.9%	13,048,298.32	20.0%
				64.7%	
Budget Stabilization Factor	-	-		7,120,337.24	
				35.3%	
Annual Cash Outlay	8,266,744,965.16	78,210,746.41	0.9%	20,168,635.56	34.7%
sFTE	860,507.24	8,006.80	0.9%	8,006.80	
$ / SFTE	9,606.83	9,768.04		2,518.94	34.7%
memo: A.V./sFTE	*126,694.27*	*18,582.94*	*15%* x		
$ / sFTE measures					
Base & Base equivalents	7,063.51	6,982.80		578.79	9.0%
Community Considerations	869.47	912.47		(362.16)	-28.4%
Specific Priority Funds	1,673.85	1,872.77		1,413.02	307.3%
Budget Stabilization Factor	-	-		889.29	
Annual Cash Outlay	9,606.83	9,768.04		2,518.94	34.7%

State of Colorado

K12 Ed Funding Formula

Individual District Change Results
With State Total Change and
District Size-Category Change

	Total State	APA Model Result		53 1010 20+ COLORADO SPRINGS 11 Variance to All18Dec	% Change	APA Model Result		54 1020 LD CHEYENNE MOUNTAIN 12 Variance to All18Dec	% Change
Base	5,639,048,380.00	196,308,000.00	3.5%			33,603,780.00	0.6%		
Full Day K	217,347,270.00	8,774,675.00	4.0%	13,147,526.56	6.7%	1,248,205.00	0.6%	2,657,880.03	8.1%
PreK	108,673,635.00	4,387,337.50	4.0%			624,102.50	0.6%		
Online/Ascent	113,131,894.75	1,705,725.00	1.5%	(216,464.00)	-11.3%	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	211,175,737.50	3.5%	12,931,062.56	6.5%	35,476,087.50	0.6%	2,657,880.03	8.1%
Size Adjustment	359,918,844.62	4,903,526.76	1.4%	(1,985,542.57)	-28.8%	3,348,927.24	0.9%	2,201,432.63	191.8%
Cost of Living with Limit	388,267,289.07	12,736,362.61	3.3%	(22,896,347.87)	-64.3%	1,946,882.67	0.5%	(3,926,087.00)	-66.9%
Community Considerations	748,186,133.69	17,639,889.37	2.4%	(24,881,890.44)	-58.5%	5,295,809.91	0.7%	(1,724,654.37)	-24.6%
Special Needs Education	439,687,395.84	11,529,875.98	2.6%	7,593,221.98	192.9%	2,349,140.07	0.5%	2,070,075.07	741.8%
Poverty (At-risk)	714,338,567.28	31,568,583.01	4.4%	16,182,974.83	105.2%	1,484,919.29	0.2%	859,105.86	137.3%
ELL	225,518,283.79	3,867,103.71	1.7%	3,494,935.65	939.1%	300,049.50	0.1%	281,433.10	1511.7%
Gifted	60,813,404.81	1,868,101.03	3.1%	1,594,427.54	582.6%	524,990.82	0.9%	481,214.53	1099.3%
Specific Priority Funds	1,440,357,651.73	48,833,663.73	3.4%	28,865,560.01	144.6%	4,659,099.67	0.3%	3,691,828.56	381.7%
Total P&C Funding	8,266,744,965.16	277,649,290.60	3.4%	16,914,732.13	6.5%	45,430,997.08	0.5%	4,625,054.23	11.3%
				37.3%				50.7%	
Budget Stabilization Factor	-	-		28,484,076.53		-		4,499,645.56	
				62.7%				49.3%	
Annual Cash Outlay	8,266,744,965.16	277,649,290.60	3.4%	45,398,808.66	19.5%	45,430,997.08	0.5%	9,124,699.79	25.1%
sFTE	860,507.24	26,993.00	3.1%	26,993.00		5,204.90	0.6%	5,204.90	
$ / SFTE	9,606.83	10,285.97		1,681.87	19.5%	8,728.51		1,753.10	25.1%
memo: A.V./sFTE	*126,694.27*	*97,943.25*	*77%* x			*73,815.32*	*58%* x		
$ / sFTE measures									
Base & Base equivalents	7,063.51	7,823.35		479.05	6.5%	6,815.90		510.65	8.1%
Community Considerations	869.47	653.50		(921.79)	-58.5%	1,017.47		(331.35)	-24.6%
Specific Priority Funds	1,673.85	1,809.12		1,069.37	144.6%	895.14		709.30	381.7%
Budget Stabilization Factor	-	-		1,055.24		-		864.50	
Annual Cash Outlay	9,606.83	10,285.97		1,681.87	19.5%	8,728.51		1,753.10	25.1%

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Change Results
With State Total Change and
District Size-Category Change

55 1030 MD
MANITOU SPRINGS 14

	Total State	APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	9,545,410.00	0.2%		
Full Day K	217,347,270.00	232,750.00	0.1%	618,747.78	6.7%
PreK	108,673,635.00	116,375.00	0.1%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	9,894,535.00	0.2%	618,747.78	6.7%
Size Adjustment	359,918,844.62	2,098,882.04	0.6%	1,003,848.07	91.7%
Cost of Living with Limit	388,267,289.07	529,815.51	0.1%	(1,025,593.81)	-65.9%
Community Considerations	748,186,133.69	2,628,697.55	0.4%	(21,745.74)	-0.8%
Special Needs Education	439,687,395.84	527,290.28	0.1%	471,412.28	843.6%
Poverty (At-risk)	714,338,567.28	716,631.43	0.1%	376,938.72	111.0%
ELL	225,518,283.79	25,454.12	0.0%	23,827.41	1464.8%
Gifted	60,813,404.81	66,827.24	0.1%	47,649.93	248.5%
Specific Priority Funds	1,440,357,651.73	1,336,203.07	0.1%	919,828.34	220.9%
Total P&C Funding	8,266,744,965.16	13,859,435.62	0.2%	1,516,830.38	12.3%
				52.7%	
Budget Stabilization Factor	-	-		1,363,969.09	
				47.3%	
Annual Cash Outlay	8,266,744,965.16	13,859,435.62	0.2%	2,880,799.47	26.2%
sFTE	860,507.24	1,448.30	0.2%	1,448.30	
$ / SFTE	9,606.83	9,569.45		1,989.09	26.2%
memo: A.V./sFTE	*126,694.27*	*82,985.05*	*66%* x		
$ / sFTE measures					
Base & Base equivalents	7,063.51	6,831.83		427.22	6.7%
Community Considerations	869.47	1,815.02		(15.01)	-0.8%
Specific Priority Funds	1,673.85	922.60		635.11	220.9%
Budget Stabilization Factor	-	-		941.77	
Annual Cash Outlay	9,606.83	9,569.45		1,989.09	26.2%

State of Colorado

K12 Ed Funding Formula

Individual District Change Results
With State Total Change and
District Size-Category Change

	Total State	APA Model Result		56 1040 20+ ACADEMY 20 Variance to All18Dec	% Change	APA Model Result		57 1050 CD ELLICOTT 22 Variance to All18Dec	% Change
Base	5,639,048,380.00	158,518,710.00	2.8%			6,493,725.00	0.1%		
Full Day K	217,347,270.00	5,293,400.00	2.4%	11,046,684.90	7.1%	268,660.00	0.1%	503,187.69	7.9%
PreK	108,673,635.00	2,646,700.00	2.4%			134,330.00	0.1%		
Online/Ascent	113,131,894.75	4,441,202.50	3.9%	(1,151,696.50)	-20.6%	12,635.00	0.0%	12,635.00	#DIV/0!
Base & Base equivalents	6,078,201,179.75	170,900,012.50	2.8%	9,894,988.40	6.1%	6,909,350.00	0.1%	515,822.69	8.1%
Size Adjustment	359,918,844.62	4,304,982.25	1.2%	(1,176,257.80)	-21.5%	2,128,325.43	0.6%	1,148,994.63	117.3%
Cost of Living with Limit	388,267,289.07	9,620,756.89	2.5%	(20,297,789.22)	-67.8%	396,863.69	0.1%	(634,406.62)	-61.5%
Community Considerations	748,186,133.69	13,925,739.14	1.9%	(21,474,047.03)	-60.7%	2,525,189.12	0.3%	514,588.01	25.6%
Special Needs Education	439,687,395.84	9,724,376.62	2.2%	7,746,536.62	391.7%	766,900.97	0.2%	703,315.97	1106.1%
Poverty (At-risk)	714,338,567.28	6,810,836.60	1.0%	4,360,426.48	177.9%	1,248,439.85	0.2%	712,469.04	132.9%
ELL	225,518,283.79	1,034,048.38	0.5%	959,314.43	1283.6%	279,377.73	0.1%	265,672.72	1938.5%
Gifted	60,813,404.81	2,036,809.95	3.3%	1,830,579.47	887.6%	-	0.0%	(16,497.14)	-100.0%
Specific Priority Funds	1,440,357,651.73	19,606,071.55	1.4%	14,896,857.00	316.3%	2,294,718.56	0.2%	1,664,960.60	264.4%
Total P&C Funding	8,266,744,965.16	204,431,823.19	2.5%	3,317,798.37	1.6%	11,729,257.68	0.1%	2,695,371.30	29.8%
				13.0%				73.1%	
Budget Stabilization Factor	-	-		22,112,674.99		-		994,137.89	
				87.0%				26.9%	
Annual Cash Outlay	8,266,744,965.16	204,431,823.19	2.5%	25,430,473.36	14.2%	11,729,257.68	0.1%	3,689,509.18	45.9%
sFTE	860,507.24	25,168.50	2.9%	25,168.50		962.50	0.1%	962.50	
$ / SFTE	9,606.83	8,122.53		1,010.41	14.2%	12,186.24		3,833.26	45.9%
memo: A.V./sFTE	*126,694.27*	*61,392.73*	*48%* x			*32,339.77*	*26%* x		
$ / sFTE measures									
Base & Base equivalents	7,063.51	6,790.23		393.15	6.1%	7,178.55		535.92	8.1%
Community Considerations	869.47	553.30		(853.21)	-60.7%	2,623.57		534.64	25.6%
Specific Priority Funds	1,673.85	778.99		591.88	316.3%	2,384.12		1,729.83	264.4%
Budget Stabilization Factor	-	-		878.59		-		1,032.87	
Annual Cash Outlay	9,606.83	8,122.53		1,010.41	14.2%	12,186.24		3,833.26	45.9%

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Change Results
With State Total Change and
District Size-Category Change

58 1060 CD
PEYTON 23 JT

	Total State	APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	4,184,845.00	0.1%		
Full Day K	217,347,270.00	88,445.00	0.0%	271,772.51	6.7%
PreK	108,673,635.00	44,222.50	0.0%		
Online/Ascent	113,131,894.75	88,445.00	0.1%	(112,852.00)	-56.1%
Base & Base equivalents	6,078,201,179.75	4,405,957.50	0.1%	158,920.51	3.7%
Size Adjustment	359,918,844.62	1,628,379.89	0.5%	684,364.22	72.5%
Cost of Living with Limit	388,267,289.07	228,245.03	0.1%	(401,674.55)	-63.8%
Community Considerations	748,186,133.69	1,856,624.92	0.2%	282,689.68	18.0%
Special Needs Education	439,687,395.84	409,562.20	0.1%	376,806.20	1150.3%
Poverty (At-risk)	714,338,567.28	275,649.11	0.0%	138,283.36	100.7%
ELL	225,518,283.79	26,099.99	0.0%	24,815.16	1931.4%
Gifted	60,813,404.81	38,416.86	0.1%	25,434.15	195.9%
Specific Priority Funds	1,440,357,651.73	749,728.16	0.1%	565,338.87	306.6%
Total P&C Funding	8,266,744,965.16	7,012,310.58	0.1%	1,006,949.06	16.8%
				60.3%	
Budget Stabilization Factor	-	-		662,566.42	
				39.7%	
Annual Cash Outlay	8,266,744,965.16	7,012,310.58	0.1%	1,669,515.48	31.2%
sFTE	860,507.24	640.50	0.1%	640.50	
$ / SFTE	9,606.83	10,948.18		2,606.58	31.2%
memo: A.V./sFTE	*126,694.27*	*65,998.74*	*52%* x		
$ / sFTE measures					
Base & Base equivalents	7,063.51	6,878.93		248.12	3.7%
Community Considerations	869.47	2,898.71		441.36	18.0%
Specific Priority Funds	1,673.85	1,170.54		882.65	306.6%
Budget Stabilization Factor	-	-		1,034.45	
Annual Cash Outlay	9,606.83	10,948.18		2,606.58	31.2%

State of Colorado

K12 Ed Funding Formula

Individual District Change Results
With State Total Change and
District Size-Category Change

	Total State	APA Model Result		59 1070 CD HANOVER 28 Variance to All18Dec	% Change	APA Model Result		60 1080 LD LEWIS-PALMER 38 Variance to All18Dec	% Change
Base	5,639,048,380.00	1,667,155.00	0.0%			42,504,805.00	0.8%		
Full Day K	217,347,270.00	68,495.00	0.0%	99,307.26	5.9%	1,169,070.00	0.5%	2,815,048.37	6.8%
PreK	108,673,635.00	34,247.50	0.0%			584,535.00	0.5%		
Online/Ascent	113,131,894.75	-	0.0%	(15,788.00)	-100.0%	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	1,769,897.50	0.0%	83,519.26	5.0%	44,258,410.00	0.7%	2,815,048.37	6.8%
Size Adjustment	359,918,844.62	1,781,974.50	0.5%	605,804.84	51.5%	3,801,374.08	1.1%	2,331,799.86	158.7%
Cost of Living with Limit	388,267,289.07	92,489.43	0.0%	(145,047.62)	-61.1%	2,628,231.07	0.7%	(5,604,121.58)	-68.1%
Community Considerations	748,186,133.69	1,874,463.93	0.3%	460,757.22	32.6%	6,429,605.15	0.9%	(3,272,321.72)	-33.7%
Special Needs Education	439,687,395.84	241,688.14	0.1%	222,901.14	1186.5%	2,821,538.29	0.6%	2,183,928.29	342.5%
Poverty (At-risk)	714,338,567.28	363,398.17	0.1%	152,235.02	72.1%	1,142,756.49	0.2%	736,099.42	181.0%
ELL	225,518,283.79	66,645.81	0.0%	61,181.98	1119.8%	407,161.09	0.2%	371,738.41	1049.4%
Gifted	60,813,404.81	2,142.19	0.0%	(3,005.42)	-58.4%	675,075.79	1.1%	604,240.06	853.0%
Specific Priority Funds	1,440,357,651.73	673,874.30	0.0%	433,312.72	180.1%	5,046,531.67	0.4%	3,896,006.19	338.6%
Total P&C Funding	8,266,744,965.16	4,318,235.73	0.1%	977,589.19	29.3%	55,734,546.81	0.7%	3,438,732.84	6.6%
				72.6%				37.5%	
Budget Stabilization Factor	-	-		368,210.36		-		5,732,569.73	
				27.4%				62.5%	
Annual Cash Outlay	8,266,744,965.16	4,318,235.73	0.1%	1,345,799.56	45.3%	55,734,546.81	0.7%	9,171,302.57	19.7%
sFTE	860,507.24	251.90	0.0%	251.90		6,516.40	0.8%	6,516.40	
$ / SFTE	9,606.83	17,142.66		5,342.59	45.3%	8,552.97		1,407.42	19.7%
memo: A.V./sFTE	*126,694.27*	*138,949.03*	*110%* x			*76,446.94*	*60%* x		
$ / sFTE measures									
Base & Base equivalents	7,063.51	7,026.19		331.56	5.0%	6,791.85		431.99	6.8%
Community Considerations	869.47	7,441.30		1,829.13	32.6%	986.68		(502.17)	-33.7%
Specific Priority Funds	1,673.85	2,675.17		1,720.18	180.1%	774.44		597.88	338.6%
Budget Stabilization Factor	-	-		1,461.73		-		879.71	
Annual Cash Outlay	9,606.83	17,142.66		5,342.59	45.3%	8,552.97		1,407.42	19.7%

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Change Results
With State Total Change and
District Size-Category Change

61 1110 20+
FALCON 49

	Total State	APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	105,034,090.00	1.9%		
Full Day K	217,347,270.00	4,868,465.00	2.2%	8,075,460.10	7.7%
PreK	108,673,635.00	2,434,232.50	2.2%		
Online/Ascent	113,131,894.75	40,536,238.75	35.8%	(11,362,864.25)	-21.9%
Base & Base equivalents	6,078,201,179.75	152,873,026.25	2.5%	(3,287,404.15)	-2.1%
Size Adjustment	359,918,844.62	3,232,234.14	0.9%	(437,345.35)	-11.9%
Cost of Living with Limit	388,267,289.07	6,886,492.61	1.8%	(12,407,045.17)	-64.3%
Community Considerations	748,186,133.69	10,118,726.75	1.4%	(12,844,390.53)	-55.9%
Special Needs Education	439,687,395.84	11,073,930.08	2.5%	9,642,518.08	673.6%
Poverty (At-risk)	714,338,567.28	13,989,913.60	2.0%	8,649,793.94	162.0%
ELL	225,518,283.79	2,124,806.29	0.9%	1,992,412.42	1504.9%
Gifted	60,813,404.81	138,170.77	0.2%	9,920.99	7.7%
Specific Priority Funds	1,440,357,651.73	27,326,820.73	1.9%	20,294,645.42	288.6%
Total P&C Funding	8,266,744,965.16	190,318,573.74	2.3%	4,162,850.75	2.2%
				16.9%	
Budget Stabilization Factor	-	-		20,512,336.14	
				83.1%	
Annual Cash Outlay	8,266,744,965.16	190,318,573.74	2.3%	24,675,186.88	14.9%
sFTE	860,507.24	22,761.60	2.6%	22,761.60	
$ / SFTE	9,606.83	8,361.39		1,084.07	14.9%
memo: A.V./sFTE	*126,694.27*	*36,929.51*	*29%* x		
$ / sFTE measures					
Base & Base equivalents	7,063.51	6,716.27		(144.43)	-2.1%
Community Considerations	869.47	444.55		(564.30)	-55.9%
Specific Priority Funds	1,673.85	1,200.57		891.62	288.6%
Budget Stabilization Factor	-	-		901.18	
Annual Cash Outlay	9,606.83	8,361.39		1,084.07	14.9%

State of Colorado

K12 Ed Funding Formula

Individual District Change Results
With State Total Change and
District Size-Category Change

	Total State	APA Model Result		62 1120 CD EDISON 54 JT Variance to All18Dec	% Change	APA Model Result		63 1130 CD MIAMI/YODER 60 JT Variance to All18Dec	% Change
Base	5,639,048,380.00	1,200,325.00	0.0%			1,794,170.00	0.0%		
Full Day K	217,347,270.00	16,625.00	0.0%	10,287.78	0.8%	43,225.00	0.0%	10,360.62	0.6%
PreK	108,673,635.00	8,312.50	0.0%			21,612.50	0.0%		
Online/Ascent	113,131,894.75	63,175.00	0.1%	(7,871.00)	-11.1%	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	1,288,437.50	0.0%	2,416.78	0.2%	1,859,007.50	0.0%	10,360.62	0.6%
Size Adjustment	359,918,844.62	1,439,712.70	0.4%	269,109.70	23.0%	1,813,931.47	0.5%	693,663.31	61.9%
Cost of Living with Limit	388,267,289.07	52,228.04	0.0%	(106,905.70)	-67.2%	86,607.69	0.0%	(158,704.60)	-64.7%
Community Considerations	748,186,133.69	1,491,940.74	0.2%	162,204.00	12.2%	1,900,539.16	0.3%	534,958.70	39.2%
Special Needs Education	439,687,395.84	103,605.32	0.0%	89,635.32	641.6%	275,319.92	0.1%	247,862.92	902.7%
Poverty (At-risk)	714,338,567.28	164,070.41	0.0%	(8,684.79)	-5.0%	290,547.81	0.0%	128,698.26	79.5%
ELL	225,518,283.79	-	0.0%	(234.87)	-100.0%	14,174.48	0.0%	13,473.35	1921.7%
Gifted	60,813,404.81	2,916.33	0.0%	(990.89)	-25.4%	4,165.56	0.0%	(2,305.12)	-35.6%
Specific Priority Funds	1,440,357,651.73	270,592.06	0.0%	79,724.78	41.8%	584,207.76	0.0%	387,729.40	197.3%
Total P&C Funding	8,266,744,965.16	3,050,970.30	0.0%	244,345.56	8.7%	4,343,754.42	0.1%	933,048.72	27.4%
				44.1%				71.3%	
Budget Stabilization Factor	-	-		310,082.25		-		375,419.32	
				55.9%				28.7%	
Annual Cash Outlay	8,266,744,965.16	3,050,970.30	0.0%	554,427.81	22.2%	4,343,754.42	0.1%	1,308,468.04	43.1%
sFTE	860,507.24	190.10	0.0%	190.10		267.50	0.0%	267.50	
$ / SFTE	9,606.83	16,049.29		2,916.51	22.2%	16,238.33		4,891.47	43.1%
memo: A.V./sFTE	*126,694.27*	*27,166.38*	*21%* x			*81,059.56*	*64%* x		
$ / sFTE measures									
Base & Base equivalents	7,063.51	6,777.68		12.71	0.2%	6,949.56		38.73	0.6%
Community Considerations	869.47	7,848.19		853.26	12.2%	7,104.82		1,999.85	39.2%
Specific Priority Funds	1,673.85	1,423.42		419.38	41.8%	2,183.95		1,449.46	197.3%
Budget Stabilization Factor	-	-		1,631.15		-		1,403.44	
Annual Cash Outlay	9,606.83	16,049.29		2,916.51	22.2%	16,238.33		4,891.47	43.1%

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Change Results
With State Total Change and
District Size-Category Change

64 1140 LD
CANON CITY RE-1

	Total State	APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	24,507,910.00	0.4%		
Full Day K	217,347,270.00	909,720.00	0.4%	1,724,547.43	7.1%
PreK	108,673,635.00	454,860.00	0.4%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	25,872,490.00	0.4%	1,724,547.43	7.1%
Size Adjustment	359,918,844.62	2,959,883.01	0.8%	1,979,081.79	201.8%
Cost of Living with Limit	388,267,289.07	1,163,886.41	0.3%	(2,000,620.38)	-63.2%
Community Considerations	748,186,133.69	4,123,769.42	0.6%	(21,538.58)	-0.5%
Special Needs Education	439,687,395.84	2,666,124.40	0.6%	1,852,227.40	227.6%
Poverty (At-risk)	714,338,567.28	3,645,432.43	0.5%	1,911,235.32	110.2%
ELL	225,518,283.79	85,628.38	0.0%	81,528.62	1988.6%
Gifted	60,813,404.81	318,699.32	0.5%	282,266.90	774.8%
Specific Priority Funds	1,440,357,651.73	6,715,884.53	0.5%	4,127,258.24	159.4%
Total P&C Funding	8,266,744,965.16	36,712,143.95	0.4%	5,830,267.08	18.9%
				63.6%	
Budget Stabilization Factor	-	-		3,339,048.33	
				36.4%	
Annual Cash Outlay	8,266,744,965.16	36,712,143.95	0.4%	9,169,315.41	33.3%
sFTE	860,507.24	3,636.80	0.4%	3,636.80	
$ / SFTE	9,606.83	10,094.63		2,521.26	33.3%
memo: A.V./sFTE	*126,694.27*	*64,977.04*	*51%* x		
$ / sFTE measures					
Base & Base equivalents	7,063.51	7,114.08		474.19	7.1%
Community Considerations	869.47	1,133.90		(5.92)	-0.5%
Specific Priority Funds	1,673.85	1,846.65		1,134.86	159.4%
Budget Stabilization Factor	-	-		918.13	
Annual Cash Outlay	9,606.83	10,094.63		2,521.26	33.3%

State of Colorado

K12 Ed Funding Formula

Individual District Change Results
With State Total Change and
District Size-Category Change

	Total State	APA Model Result		65 1150 MD FREMONT RE-2 Variance to All18Dec	% Change	APA Model Result		66 1160 CD COTOPAXI RE-3 Variance to All18Dec	% Change
Base	5,639,048,380.00	8,979,495.00	0.2%			1,310,050.00	0.0%		
Full Day K	217,347,270.00	369,075.00	0.2%	645,790.64	7.3%	51,205.00	0.0%	78,272.12	6.0%
PreK	108,673,635.00	184,537.50	0.2%			25,602.50	0.0%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	9,533,107.50	0.2%	645,790.64	7.3%	1,386,857.50	0.0%	78,272.12	6.0%
Size Adjustment	359,918,844.62	2,264,878.05	0.6%	1,236,908.63	120.3%	1,604,919.65	0.4%	406,104.69	33.9%
Cost of Living with Limit	388,267,289.07	377,916.99	0.1%	(638,132.50)	-62.8%	46,934.71	0.0%	(85,363.27)	-64.5%
Community Considerations	748,186,133.69	2,642,795.04	0.4%	598,776.12	29.3%	1,651,854.36	0.2%	320,741.42	24.1%
Special Needs Education	439,687,395.84	1,181,301.75	0.3%	1,034,380.75	704.0%	162,916.56	0.0%	141,239.56	651.6%
Poverty (At-risk)	714,338,567.28	1,474,592.36	0.2%	806,760.64	120.8%	191,554.58	0.0%	50,365.71	35.7%
ELL	225,518,283.79	33,468.72	0.0%	30,080.50	887.8%	-	0.0%	-	#DIV/0!
Gifted	60,813,404.81	1,022.62	0.0%	(26,354.18)	-96.3%	2,202.48	0.0%	(1,356.00)	-38.1%
Specific Priority Funds	1,440,357,651.73	2,690,385.44	0.2%	1,844,867.71	218.2%	356,673.62	0.0%	190,249.27	114.3%
Total P&C Funding	8,266,744,965.16	14,866,287.98	0.2%	3,089,434.47	26.2%	3,395,385.48	0.0%	589,262.81	21.0%
				70.5%				65.6%	
Budget Stabilization Factor	-	-		1,289,825.94		-		309,234.30	
				29.5%				34.4%	
Annual Cash Outlay	8,266,744,965.16	14,866,287.98	0.2%	4,379,260.40	41.8%	3,395,385.48	0.0%	898,497.11	36.0%
sFTE	860,507.24	1,314.20	0.2%	1,314.20		191.70	0.0%	191.70	
$ / SFTE	9,606.83	11,312.04		3,332.26	41.8%	17,711.97		4,687.00	36.0%
memo: A.V./sFTE	*126,694.27*	*107,554.74*	*85%* x			*309,942.26*	*245%* x		
$ / sFTE measures									
Base & Base equivalents	7,063.51	7,253.92		491.39	7.3%	7,234.52		408.31	6.0%
Community Considerations	869.47	2,010.95		455.62	29.3%	8,616.87		1,673.14	24.1%
Specific Priority Funds	1,673.85	2,047.17		1,403.80	218.2%	1,860.58		992.43	114.3%
Budget Stabilization Factor	-	-		981.45		-		1,613.12	
Annual Cash Outlay	9,606.83	11,312.04		3,332.26	41.8%	17,711.97		4,687.00	36.0%

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Change Results
With State Total Change and
District Size-Category Change

67 1180 LD
ROARING FORK RE-1

	Total State	APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	40,060,930.00	0.7%		
Full Day K	217,347,270.00	1,463,000.00	0.7%	2,610,988.18	6.6%
PreK	108,673,635.00	731,500.00	0.7%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	42,255,430.00	0.7%	2,610,988.18	6.6%
Size Adjustment	359,918,844.62	3,889,546.52	1.1%	2,392,284.25	159.8%
Cost of Living with Limit	388,267,289.07	3,848,185.10	1.0%	(6,920,244.33)	-64.3%
Community Considerations	748,186,133.69	7,737,731.63	1.0%	(4,527,960.09)	-36.9%
Special Needs Education	439,687,395.84	2,408,120.26	0.5%	2,225,071.26	1215.6%
Poverty (At-risk)	714,338,567.28	4,612,897.68	0.6%	2,649,225.30	134.9%
ELL	225,518,283.79	3,479,479.82	1.5%	3,265,882.13	1529.0%
Gifted	60,813,404.81	325,665.60	0.5%	275,989.31	555.6%
Specific Priority Funds	1,440,357,651.73	10,826,163.35	0.8%	8,416,167.99	349.2%
Total P&C Funding	8,266,744,965.16	60,819,324.98	0.7%	6,499,196.08	12.0%
				52.0%	
Budget Stabilization Factor	-	-		5,990,760.30	
				48.0%	
Annual Cash Outlay	8,266,744,965.16	60,819,324.98	0.7%	12,489,956.39	25.8%
sFTE	860,507.24	5,555.40	0.6%	5,555.40	
$ / SFTE	9,606.83	10,947.79		2,248.26	25.8%
memo: A.V./sFTE	*126,694.27*	*192,551.82*	*152%* x		
$ / sFTE measures					
Base & Base equivalents	7,063.51	7,606.19		469.99	6.6%
Community Considerations	869.47	1,392.83		(815.06)	-36.9%
Specific Priority Funds	1,673.85	1,948.76		1,514.95	349.2%
Budget Stabilization Factor	-	-		1,078.37	
Annual Cash Outlay	9,606.83	10,947.79		2,248.26	25.8%

State of Colorado

K12 Ed Funding Formula

Individual District Change Results
With State Total Change and
District Size-Category Change

	Total State	68 1195 LD GARFIELD RE-2 APA Model Result		Variance to All18Dec	% Change	69 1220 MD GARFIELD 16 APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	31,999,135.00	0.6%			7,417,410.00	0.1%		
Full Day K	217,347,270.00	1,163,750.00	0.5%	2,823,571.21	9.1%	256,025.00	0.1%	578,370.42	8.0%
PreK	108,673,635.00	581,875.00	0.5%			128,012.50	0.1%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	33,744,760.00	0.6%	2,823,571.21	9.1%	7,801,447.50	0.1%	578,370.42	8.0%
Size Adjustment	359,918,844.62	3,237,360.83	0.9%	2,108,841.80	186.9%	2,200,510.95	0.6%	1,199,878.30	119.9%
Cost of Living with Limit	388,267,289.07	2,076,439.60	0.5%	(3,406,211.26)	-62.1%	479,303.98	0.1%	(820,895.40)	-63.1%
Community Considerations	748,186,133.69	5,313,800.44	0.7%	(1,297,369.45)	-19.6%	2,679,814.93	0.4%	378,982.89	16.5%
Special Needs Education	439,687,395.84	2,429,178.50	0.6%	2,266,361.50	1392.0%	513,505.54	0.1%	460,517.54	869.1%
Poverty (At-risk)	714,338,567.28	4,961,208.55	0.7%	3,305,565.95	199.7%	1,232,986.99	0.2%	617,651.31	100.4%
ELL	225,518,283.79	2,111,630.84	0.9%	2,000,768.99	1804.7%	407,054.12	0.2%	381,657.82	1502.8%
Gifted	60,813,404.81	276,658.03	0.5%	231,638.59	514.5%	35,694.54	0.1%	23,034.02	181.9%
Specific Priority Funds	1,440,357,651.73	9,778,675.92	0.7%	7,804,335.03	395.3%	2,189,241.20	0.2%	1,482,860.69	209.9%
Total P&C Funding	8,266,744,965.16	48,837,236.36	0.6%	9,330,536.78	23.6%	12,670,503.63	0.2%	2,440,214.01	23.9%
				68.2%				68.4%	
Budget Stabilization Factor	-	-		4,357,700.71		-		1,127,482.72	
				31.8%				31.6%	
Annual Cash Outlay	8,266,744,965.16	48,837,236.36	0.6%	13,688,237.50	38.9%	12,670,503.63	0.2%	3,567,696.73	39.2%
sFTE	860,507.24	4,891.90	0.6%	4,891.90		1,098.20	0.1%	1,098.20	
$ / SFTE	9,606.83	9,983.29		2,798.14	38.9%	11,537.52		3,248.68	39.2%
memo: A.V./sFTE	*126,694.27*	*146,230.18*	*115%* x			*553,731.12*	*437%* x		
$ / sFTE measures									
Base & Base equivalents	7,063.51	6,898.09		577.19	9.1%	7,103.85		526.65	8.0%
Community Considerations	869.47	1,086.24		(265.21)	-19.6%	2,440.19		345.09	16.5%
Specific Priority Funds	1,673.85	1,998.95		1,595.36	395.3%	1,993.48		1,350.26	209.9%
Budget Stabilization Factor	-	-		890.80		-		1,026.66	
Annual Cash Outlay	9,606.83	9,983.29		2,798.14	38.9%	11,537.52		3,248.68	39.2%

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Change Results
With State Total Change and
District Size-Category Change

70 1330 CD
GILPIN COUNTY RE-1

	Total State	APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	2,653,350.00	0.0%		
Full Day K	217,347,270.00	83,125.00	0.0%	(102,290.50)	-3.6%
PreK	108,673,635.00	41,562.50	0.0%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	2,778,037.50	0.0%	(102,290.50)	-3.6%
Size Adjustment	359,918,844.62	1,784,181.70	0.5%	854,507.99	91.9%
Cost of Living with Limit	388,267,289.07	172,611.64	0.0%	(385,202.76)	-69.1%
Community Considerations	748,186,133.69	1,956,793.34	0.3%	469,305.24	31.6%
Special Needs Education	439,687,395.84	326,091.16	0.1%	302,487.16	1281.5%
Poverty (At-risk)	714,338,567.28	218,530.85	0.0%	70,938.37	48.1%
ELL	225,518,283.79	4,146.70	0.0%	4,029.26	3431.1%
Gifted	60,813,404.81	28,789.91	0.0%	22,873.09	386.6%
Specific Priority Funds	1,440,357,651.73	577,558.61	0.0%	400,327.88	225.9%
Total P&C Funding	8,266,744,965.16	5,312,389.46	0.1%	767,342.62	16.9%
				60.4%	
Budget Stabilization Factor	-	-		502,112.86	
				39.6%	
Annual Cash Outlay	8,266,744,965.16	5,312,389.46	0.1%	1,269,455.47	31.4%
sFTE	860,507.24	400.00	0.0%	400.00	
$ / SFTE	9,606.83	13,280.97		3,173.64	31.4%
memo: A.V./sFTE	*126,694.27*	*791,348.43*	*625%* x		
$ / sFTE measures					
Base & Base equivalents	7,063.51	6,945.09		(255.73)	-3.6%
Community Considerations	869.47	4,891.98		1,173.26	31.6%
Specific Priority Funds	1,673.85	1,443.90		1,000.82	225.9%
Budget Stabilization Factor	-	-		1,255.28	
Annual Cash Outlay	9,606.83	13,280.97		3,173.64	31.4%

State of Colorado

K12 Ed Funding Formula

Individual District Change Results
With State Total Change and
District Size-Category Change

	Total State	APA Model Result		71 1340 CD WEST GRAND 1-JT Variance to All18Dec	% Change	APA Model Result		72 1350 MD EAST GRAND 2 Variance to All18Dec	% Change
Base	5,639,048,380.00	2,871,470.00	0.1%			7,889,560.00	0.1%		
Full Day K	217,347,270.00	89,775.00	0.0%	173,430.55	6.1%	303,240.00	0.1%	113,228.12	1.4%
PreK	108,673,635.00	44,887.50	0.0%			151,620.00	0.1%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	3,006,132.50	0.0%	173,430.55	6.1%	8,344,420.00	0.1%	113,228.12	1.4%
Size Adjustment	359,918,844.62	1,706,713.56	0.5%	735,414.05	75.7%	2,369,193.90	0.7%	1,326,920.44	127.3%
Cost of Living with Limit	388,267,289.07	197,890.10	0.1%	(314,103.23)	-61.3%	421,589.09	0.1%	(900,596.31)	-68.1%
Community Considerations	748,186,133.69	1,904,603.66	0.3%	421,310.82	28.4%	2,790,783.00	0.4%	426,324.13	18.0%
Special Needs Education	439,687,395.84	286,615.47	0.1%	212,681.17	287.7%	596,058.88	0.1%	528,619.88	783.8%
Poverty (At-risk)	714,338,567.28	424,130.96	0.1%	254,999.62	150.8%	697,433.15	0.1%	433,409.82	164.2%
ELL	225,518,283.79	98,520.93	0.0%	92,790.98	1619.4%	163,944.68	0.1%	147,718.62	910.4%
Gifted	60,813,404.81	11,783.23	0.0%	5,014.23	74.1%	84,272.54	0.1%	62,390.60	285.1%
Specific Priority Funds	1,440,357,651.73	821,050.60	0.1%	565,486.02	221.3%	1,541,709.25	0.1%	1,172,138.92	317.2%
Total P&C Funding	8,266,744,965.16	5,731,786.76	0.1%	1,160,227.38	25.4%	12,676,912.25	0.2%	1,711,691.16	15.6%
				69.9%				58.6%	
Budget Stabilization Factor	-	-		498,745.45		-		1,207,594.36	
				30.1%				41.4%	
Annual Cash Outlay	8,266,744,965.16	5,731,786.76	0.1%	1,658,972.83	40.7%	12,676,912.25	0.2%	2,919,285.53	29.9%
sFTE	860,507.24	429.90	0.0%	429.90		1,086.50	0.1%	1,086.50	
$ / SFTE	9,606.83	13,332.84		3,858.97	40.7%	11,667.66		2,686.87	29.9%
memo: A.V./sFTE	*126,694.27*	*284,074.55*	*224%* x			*502,762.84*	*397%* x		
$ / sFTE measures									
Base & Base equivalents	7,063.51	6,992.63		403.42	6.1%	7,680.09		104.21	1.4%
Community Considerations	869.47	4,430.34		980.02	28.4%	2,568.60		392.38	18.0%
Specific Priority Funds	1,673.85	1,909.86		1,315.39	221.3%	1,418.97		1,078.82	317.2%
Budget Stabilization Factor	-	-		1,160.14		-		1,111.45	
Annual Cash Outlay	9,606.83	13,332.84		3,858.97	40.7%	11,667.66		2,686.87	29.9%

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Change Results
With State Total Change and
District Size-Category Change

73 1360 MD
GUNNISON WATERSHED RE1J

	Total State	APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	13,165,670.00	0.2%		
Full Day K	217,347,270.00	465,500.00	0.2%	1,038,604.96	8.1%
PreK	108,673,635.00	232,750.00	0.2%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	13,863,920.00	0.2%	1,038,604.96	8.1%
Size Adjustment	359,918,844.62	1,920,359.23	0.5%	834,195.04	76.8%
Cost of Living with Limit	388,267,289.07	814,067.53	0.2%	(1,594,336.82)	-66.2%
Community Considerations	748,186,133.69	2,734,426.76	0.4%	(760,141.79)	-21.8%
Special Needs Education	439,687,395.84	819,076.42	0.2%	641,029.68	360.0%
Poverty (At-risk)	714,338,567.28	1,080,098.98	0.2%	696,958.23	181.9%
ELL	225,518,283.79	291,290.86	0.1%	268,004.89	1150.9%
Gifted	60,813,404.81	192,101.30	0.3%	160,651.71	510.8%
Specific Priority Funds	1,440,357,651.73	2,382,567.56	0.2%	1,766,644.51	286.8%
Total P&C Funding	8,266,744,965.16	18,980,914.31	0.2%	2,045,107.68	12.1%
				52.4%	
Budget Stabilization Factor	-	-		1,857,374.16	
				47.6%	
Annual Cash Outlay	8,266,744,965.16	18,980,914.31	0.2%	3,902,481.84	25.9%
sFTE	860,507.24	2,008.10	0.2%	2,008.10	
$ / SFTE	9,606.83	9,452.18		1,943.37	25.9%
memo: A.V./sFTE	*126,694.27*	*268,647.59*	*212%* x		
$ / sFTE measures					
Base & Base equivalents	7,063.51	6,904.00		517.21	8.1%
Community Considerations	869.47	1,361.70		(378.54)	-21.8%
Specific Priority Funds	1,673.85	1,186.48		879.76	286.8%
Budget Stabilization Factor	-	-		924.94	
Annual Cash Outlay	9,606.83	9,452.18		1,943.37	25.9%

State of Colorado

K12 Ed Funding Formula

Individual District Change Results
With State Total Change and
District Size-Category Change

	Total State	74 1380 RD HINSDALE COUNTY RE 1 APA Model Result		Variance to All18Dec	% Change	75 1390 CD HUERFANO RE-1 APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	724,850.00	0.0%			3,464,650.00	0.1%		
Full Day K	217,347,270.00	23,940.00	0.0%	143,988.07	23.3%	169,575.00	0.1%	272,901.02	7.9%
PreK	108,673,635.00	11,970.00	0.0%			84,787.50	0.1%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	760,760.00	0.0%	143,988.07	23.3%	3,719,012.50	0.1%	272,901.02	7.9%
Size Adjustment	359,918,844.62	950,214.51	0.3%	70,886.71	8.1%	1,480,837.66	0.4%	765,387.13	107.0%
Cost of Living with Limit	388,267,289.07	43,314.70	0.0%	(51,573.94)	-54.4%	90,794.51	0.0%	(147,052.51)	-61.8%
Community Considerations	748,186,133.69	993,529.21	0.1%	19,312.77	2.0%	1,571,632.17	0.2%	618,334.62	64.9%
Special Needs Education	439,687,395.84	83,165.38	0.0%	82,683.38	17154.2%	427,947.31	0.1%	394,709.31	1187.5%
Poverty (At-risk)	714,338,567.28	83,373.75	0.0%	54,509.17	188.8%	762,474.75	0.1%	135,528.06	21.6%
ELL	225,518,283.79	2,189.11	0.0%	1,957.71	846.0%	12,096.37	0.0%	11,274.34	1371.5%
Gifted	60,813,404.81	4,503.31	0.0%	2,891.90	179.5%	15,517.85	0.0%	4,640.99	42.7%
Specific Priority Funds	1,440,357,651.73	173,231.54	0.0%	142,042.16	455.4%	1,218,036.28	0.1%	546,152.70	81.3%
Total P&C Funding	8,266,744,965.16	1,927,520.75	0.0%	305,343.00	18.8%	6,508,680.96	0.1%	1,437,388.34	28.3%
				62.9%				72.0%	
Budget Stabilization Factor	-	-		180,127.44		-		558,930.11	
				37.1%				28.0%	
Annual Cash Outlay	8,266,744,965.16	1,927,520.75	0.0%	485,470.44	33.7%	6,508,680.96	0.1%	1,996,318.45	44.2%
sFTE	860,507.24	108.00	0.0%	108.00		512.30	0.1%	512.30	
$ / SFTE	9,606.83	17,847.41		4,495.10	33.7%	12,704.82		3,896.78	44.2%
memo: A.V./sFTE	*126,694.27*	*546,134.72*	*431%* x			*173,608.05*	*137%* x		
$ / sFTE measures									
Base & Base equivalents	7,063.51	7,044.07		1,333.22	23.3%	7,259.44		532.70	7.9%
Community Considerations	869.47	9,199.34		178.82	2.0%	3,067.80		1,206.98	64.9%
Specific Priority Funds	1,673.85	1,604.00		1,315.21	455.4%	2,377.58		1,066.08	81.3%
Budget Stabilization Factor	-	-		1,667.85		-		1,091.02	
Annual Cash Outlay	9,606.83	17,847.41		4,495.10	33.7%	12,704.82		3,896.78	44.2%

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Change Results
With State Total Change and
District Size-Category Change

76 1400 CD
LA VETA RE-2

	Total State	APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	1,417,115.00	0.0%		
Full Day K	217,347,270.00	64,505.00	0.0%	111,151.71	7.9%
PreK	108,673,635.00	32,252.50	0.0%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	1,513,872.50	0.0%	111,151.71	7.9%
Size Adjustment	359,918,844.62	1,653,117.52	0.5%	503,615.20	43.8%
Cost of Living with Limit	388,267,289.07	27,571.35	0.0%	(46,837.55)	-62.9%
Community Considerations	748,186,133.69	1,680,688.86	0.2%	456,777.65	37.3%
Special Needs Education	439,687,395.84	184,658.83	0.0%	177,432.83	2455.5%
Poverty (At-risk)	714,338,567.28	252,158.93	0.0%	97,356.87	62.9%
ELL	225,518,283.79	-	0.0%	(117.43)	-100.0%
Gifted	60,813,404.81	1,126.27	0.0%	(3,002.91)	-72.7%
Specific Priority Funds	1,440,357,651.73	437,944.03	0.0%	271,669.35	163.4%
Total P&C Funding	8,266,744,965.16	3,632,505.39	0.0%	839,598.72	30.1%
				73.1%	
Budget Stabilization Factor	-	-		309,295.11	
				26.9%	
Annual Cash Outlay	8,266,744,965.16	3,632,505.39	0.0%	1,148,893.83	46.3%
sFTE	860,507.24	216.70	0.0%	216.70	
$ / SFTE	9,606.83	16,762.83		5,301.77	46.3%
memo: A.V./sFTE	*126,694.27*	*150,810.39*	*119%* x		
$ / sFTE measures					
Base & Base equivalents	7,063.51	6,986.03		512.93	7.9%
Community Considerations	869.47	7,755.83		2,107.88	37.3%
Specific Priority Funds	1,673.85	2,020.97		1,253.67	163.4%
Budget Stabilization Factor	-	-		1,427.30	
Annual Cash Outlay	9,606.83	16,762.83		5,301.77	46.3%

State of Colorado

K12 Ed Funding Formula

Individual District Change Results
With State Total Change and
District Size-Category Change

	Total State	77 1410 CD NORTH PARK R-1 APA Model Result		Variance to All18Dec	% Change	78 1420 20+ JEFFERSON COUNTY R-1 APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	1,165,080.00	0.0%			537,395,145.00	9.5%		
Full Day K	217,347,270.00	48,545.00	0.0%	84,950.70	7.4%	20,056,400.00	9.2%	38,598,502.86	7.3%
PreK	108,673,635.00	24,272.50	0.0%			10,028,200.00	9.2%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!	2,050,028.75	1.8%	5,482.75	0.3%
Base & Base equivalents	6,078,201,179.75	1,237,897.50	0.0%	84,950.70	7.4%	569,529,773.75	9.4%	38,603,985.61	7.3%
Size Adjustment	359,918,844.62	1,506,084.35	0.4%	307,072.27	25.6%	-	0.0%	(18,992,885.67)	-100.0%
Cost of Living with Limit	388,267,289.07	59,246.96	0.0%	(83,195.26)	-58.4%	38,007,434.59	9.8%	(72,602,423.42)	-65.6%
Community Considerations	748,186,133.69	1,565,331.32	0.2%	223,877.01	16.7%	38,007,434.59	5.1%	(91,595,309.09)	-70.7%
Special Needs Education	439,687,395.84	256,563.42	0.1%	232,478.42	965.2%	36,337,428.59	8.3%	24,251,768.59	200.7%
Poverty (At-risk)	714,338,567.28	161,383.24	0.0%	69,019.13	74.7%	52,524,173.88	7.4%	32,158,476.89	157.9%
ELL	225,518,283.79	29,075.57	0.0%	25,801.31	788.0%	12,130,068.96	5.4%	11,323,311.53	1403.6%
Gifted	60,813,404.81	11,962.52	0.0%	8,872.02	287.1%	10,585,477.25	17.4%	9,790,294.15	1231.2%
Specific Priority Funds	1,440,357,651.73	458,984.74	0.0%	336,170.89	273.7%	111,577,148.67	7.7%	77,523,851.16	227.7%
Total P&C Funding	8,266,744,965.16	3,262,213.56	0.0%	644,998.59	24.6%	719,114,357.00	8.7%	24,532,527.68	3.5%
				69.2%				24.5%	
Budget Stabilization Factor	-	-		287,647.96		-		75,715,350.87	
				30.8%				75.5%	
Annual Cash Outlay	8,266,744,965.16	3,262,213.56	0.0%	932,646.55	40.0%	719,114,357.00	8.7%	100,247,878.55	16.2%
sFTE	860,507.24	167.20	0.0%	167.20		82,862.20	9.6%	82,862.20	
$ / SFTE	9,606.83	19,510.85		5,578.03	40.0%	8,678.44		1,209.81	16.2%
memo: A.V./sFTE	*126,694.27*	*333,121.00*	*263%* x			*113,626.46*	*90%* x		
$ / sFTE measures									
Base & Base equivalents	7,063.51	7,403.69		508.08	7.4%	6,873.22		465.88	7.3%
Community Considerations	869.47	9,362.03		1,338.98	16.7%	458.68		(1,105.39)	-70.7%
Specific Priority Funds	1,673.85	2,745.12		2,010.59	273.7%	1,346.54		935.58	227.7%
Budget Stabilization Factor	-	-		1,720.38		-		913.75	
Annual Cash Outlay	9,606.83	19,510.85		5,578.03	40.0%	8,678.44		1,209.81	16.2%

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Change Results
With State Total Change and
District Size-Category Change

79 1430 CD
EADS RE-1

	Total State	APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	1,183,035.00	0.0%		
Full Day K	217,347,270.00	49,875.00	0.0%	150,430.84	13.6%
PreK	108,673,635.00	24,937.50	0.0%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	1,257,847.50	0.0%	150,430.84	13.6%
Size Adjustment	359,918,844.62	1,491,032.04	0.4%	388,899.46	35.3%
Cost of Living with Limit	388,267,289.07	20,519.36	0.0%	(33,915.73)	-62.3%
Community Considerations	748,186,133.69	1,511,551.40	0.2%	354,983.72	30.7%
Special Needs Education	439,687,395.84	114,953.74	0.0%	103,874.74	937.6%
Poverty (At-risk)	714,338,567.28	123,876.82	0.0%	17,393.15	16.3%
ELL	225,518,283.79	-	0.0%	(580.22)	-100.0%
Gifted	60,813,404.81	12,882.71	0.0%	8,953.30	227.9%
Specific Priority Funds	1,440,357,651.73	251,713.27	0.0%	129,640.97	106.2%
Total P&C Funding	8,266,744,965.16	3,021,112.17	0.0%	635,055.52	26.6%
				70.7%	
Budget Stabilization Factor	-	-		263,595.74	
				29.3%	
Annual Cash Outlay	8,266,744,965.16	3,021,112.17	0.0%	898,651.26	42.3%
sFTE	860,507.24	179.70	0.0%	179.70	
$ / SFTE	9,606.83	16,811.98		5,000.84	42.3%
memo: A.V./sFTE	*126,694.27*	*120,466.11*	*95%* x		
$ / sFTE measures					
Base & Base equivalents	7,063.51	6,999.71		837.12	13.6%
Community Considerations	869.47	8,411.53		1,975.42	30.7%
Specific Priority Funds	1,673.85	1,400.74		721.43	106.2%
Budget Stabilization Factor	-	-		1,466.87	
Annual Cash Outlay	9,606.83	16,811.98		5,000.84	42.3%

State of Colorado

K12 Ed Funding Formula

Individual District Change Results
With State Total Change and
District Size-Category Change

	Total State	APA Model Result		80 1440 RD PLAINVIEW RE-2 Variance to All18Dec	% Change	APA Model Result		81 1450 CD ARRIBA-FLAGLER C-20 Variance to All18Dec	% Change
Base	5,639,048,380.00	413,630.00	0.0%			1,160,425.00	0.0%		
Full Day K	217,347,270.00	16,625.00	0.0%	46,258.10	11.8%	49,875.00	0.0%	138,932.82	12.7%
PreK	108,673,635.00	8,312.50	0.0%			24,937.50	0.0%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	438,567.50	0.0%	46,258.10	11.8%	1,235,237.50	0.0%	138,932.82	12.7%
Size Adjustment	359,918,844.62	545,993.60	0.2%	(2,406.66)	-0.4%	1,473,177.16	0.4%	365,179.04	33.0%
Cost of Living with Limit	388,267,289.07	5,617.85	0.0%	(5,278.59)	-48.4%	27,178.24	0.0%	(35,874.75)	-56.9%
Community Considerations	748,186,133.69	551,611.44	0.1%	(7,685.25)	-1.4%	1,500,355.40	0.2%	329,304.29	28.1%
Special Needs Education	439,687,395.84	84,413.10	0.0%	83,931.10	17413.1%	224,924.24	0.1%	214,326.24	2022.3%
Poverty (At-risk)	714,338,567.28	76,952.85	0.0%	36,073.77	88.2%	202,469.49	0.0%	105,529.85	108.9%
ELL	225,518,283.79	-	0.0%	-	#DIV/0!	5,963.34	0.0%	5,963.34	#DIV/0!
Gifted	60,813,404.81	2,291.40	0.0%	838.34	57.7%	3,066.86	0.0%	316.44	11.5%
Specific Priority Funds	1,440,357,651.73	163,657.35	0.0%	120,843.20	282.3%	436,423.93	0.0%	326,135.87	295.7%
Total P&C Funding	8,266,744,965.16	1,153,836.29	0.0%	159,416.06	16.0%	3,172,016.83	0.0%	794,372.98	33.4%
				59.1%				75.1%	
Budget Stabilization Factor	-	-		110,364.22		-		262,909.35	
				40.9%				24.9%	
Annual Cash Outlay	8,266,744,965.16	1,153,836.29	0.0%	269,780.28	30.5%	3,172,016.83	0.0%	1,057,282.33	50.0%
sFTE	860,507.24	62.80	0.0%	62.80		176.60	0.0%	176.60	
$ / SFTE	9,606.83	18,373.19		4,295.86	30.5%	17,961.59		5,986.88	50.0%
memo: A.V./sFTE	*126,694.27*	*254,800.96*	*201%* x			*176,861.36*	*140%* x		
$ / sFTE measures									
Base & Base equivalents	7,063.51	6,983.56		736.59	11.8%	6,994.55		786.71	12.7%
Community Considerations	869.47	8,783.62		(122.38)	-1.4%	8,495.78		1,864.69	28.1%
Specific Priority Funds	1,673.85	2,606.01		1,924.25	282.3%	2,471.26		1,846.75	295.7%
Budget Stabilization Factor	-	-		1,757.39		-		1,488.73	
Annual Cash Outlay	9,606.83	18,373.19		4,295.86	30.5%	17,961.59		5,986.88	50.0%

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Change Results
With State Total Change and
District Size-Category Change

82 1460 RD
HI-PLAINS R-23

	Total State	APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	661,675.00	0.0%		
Full Day K	217,347,270.00	29,925.00	0.0%	48,321.81	7.3%
PreK	108,673,635.00	14,962.50	0.0%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	706,562.50	0.0%	48,321.81	7.3%
Size Adjustment	359,918,844.62	877,640.40	0.2%	61,979.33	7.6%
Cost of Living with Limit	388,267,289.07	6,675.93	0.0%	(11,307.12)	-62.9%
Community Considerations	748,186,133.69	884,316.33	0.1%	50,672.21	6.1%
Special Needs Education	439,687,395.84	55,049.93	0.0%	48,305.93	716.3%
Poverty (At-risk)	714,338,567.28	94,303.71	0.0%	29,576.12	45.7%
ELL	225,518,283.79	5,807.56	0.0%	4,992.47	612.5%
Gifted	60,813,404.81	1,991.16	0.0%	48.68	2.5%
Specific Priority Funds	1,440,357,651.73	157,152.37	0.0%	82,923.20	111.7%
Total P&C Funding	8,266,744,965.16	1,748,031.20	0.0%	181,917.23	11.6%
				51.2%	
Budget Stabilization Factor	-	-		173,095.10	
				48.8%	
Annual Cash Outlay	8,266,744,965.16	1,748,031.20	0.0%	355,012.33	25.5%
sFTE	860,507.24	91.00	0.0%	91.00	
$ / SFTE	9,606.83	19,209.13		3,901.23	25.5%
memo: A.V./sFTE	*126,694.27*	*327,419.52*	*258%* x		
$ / sFTE measures					
Base & Base equivalents	7,063.51	7,764.42		531.01	7.3%
Community Considerations	869.47	9,717.76		556.84	6.1%
Specific Priority Funds	1,673.85	1,726.95		911.24	111.7%
Budget Stabilization Factor	-	-		1,902.14	
Annual Cash Outlay	9,606.83	19,209.13		3,901.23	25.5%

State of Colorado

K12 Ed Funding Formula

Individual District Change Results
With State Total Change and
District Size-Category Change

	Total State	APA Model Result		83 1480 CD STRATTON R-4 Variance to All18Dec	% Change	APA Model Result		84 1490 RD BETHUNE R-5 Variance to All18Dec	% Change
Base	5,639,048,380.00	1,234,905.00	0.0%			746,130.00	0.0%		
Full Day K	217,347,270.00	73,150.00	0.0%	19,024.50	1.4%	13,300.00	0.0%	37,835.19	5.2%
PreK	108,673,635.00	36,575.00	0.0%			6,650.00	0.0%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	1,344,630.00	0.0%	19,024.50	1.4%	766,080.00	0.0%	37,835.19	5.2%
Size Adjustment	359,918,844.62	1,560,064.88	0.4%	404,021.57	34.9%	963,716.67	0.3%	65,128.14	7.2%
Cost of Living with Limit	388,267,289.07	29,359.10	0.0%	(51,072.01)	-63.5%	17,333.84	0.0%	(24,816.19)	-58.9%
Community Considerations	748,186,133.69	1,589,423.98	0.2%	352,949.56	28.5%	981,050.51	0.1%	40,311.95	4.3%
Special Needs Education	439,687,395.84	210,453.40	0.0%	199,374.40	1799.6%	89,270.45	0.0%	84,935.45	1959.3%
Poverty (At-risk)	714,338,567.28	190,021.91	0.0%	79,947.37	72.6%	167,611.19	0.0%	58,450.66	53.5%
ELL	225,518,283.79	47,888.59	0.0%	46,134.02	2629.4%	58,729.17	0.0%	54,864.28	1419.6%
Gifted	60,813,404.81	12,806.78	0.0%	9,746.93	318.5%	2,237.30	0.0%	157.30	7.6%
Specific Priority Funds	1,440,357,651.73	461,170.67	0.0%	335,202.72	266.1%	317,848.11	0.0%	198,407.68	166.1%
Total P&C Funding	8,266,744,965.16	3,395,224.64	0.0%	707,176.78	26.3%	2,064,978.63	0.0%	276,554.83	15.5%
				70.4%				58.3%	
Budget Stabilization Factor	-	-		297,143.23		-		197,729.37	
				29.6%				41.7%	
Annual Cash Outlay	8,266,744,965.16	3,395,224.64	0.0%	1,004,320.01	42.0%	2,064,978.63	0.0%	474,284.20	29.8%
sFTE	860,507.24	186.30	0.0%	186.30		104.80	0.0%	104.80	
$ / SFTE	9,606.83	18,224.50		5,390.88	42.0%	19,703.99		4,525.61	29.8%
memo: A.V./sFTE	*126,694.27*	*127,443.92*	*101%* x			*187,050.74*	*148%* x		
$ / sFTE measures									
Base & Base equivalents	7,063.51	7,217.55		102.12	1.4%	7,309.92		361.02	5.2%
Community Considerations	869.47	8,531.53		1,894.52	28.5%	9,361.17		384.66	4.3%
Specific Priority Funds	1,673.85	2,475.42		1,799.26	266.1%	3,032.90		1,893.20	166.1%
Budget Stabilization Factor	-	-		1,594.97		-		1,886.73	
Annual Cash Outlay	9,606.83	18,224.50		5,390.88	42.0%	19,703.99		4,525.61	29.8%

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Change Results
With State Total Change and
District Size-Category Change

85 1500 CD
BURLINGTON RE-6J

	Total State	APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	4,799,970.00	0.1%		
Full Day K	217,347,270.00	186,200.00	0.1%	372,552.20	7.9%
PreK	108,673,635.00	93,100.00	0.1%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	5,079,270.00	0.1%	372,552.20	7.9%
Size Adjustment	359,918,844.62	1,809,331.51	0.5%	883,950.97	95.5%
Cost of Living with Limit	388,267,289.07	116,777.86	0.0%	(181,266.57)	-60.8%
Community Considerations	748,186,133.69	1,926,109.37	0.3%	702,684.40	57.4%
Special Needs Education	439,687,395.84	628,446.76	0.1%	590,391.76	1551.4%
Poverty (At-risk)	714,338,567.28	842,585.86	0.1%	392,969.19	87.4%
ELL	225,518,283.79	382,326.64	0.2%	360,187.23	1626.9%
Gifted	60,813,404.81	22,046.38	0.0%	9,858.57	80.9%
Specific Priority Funds	1,440,357,651.73	1,875,405.63	0.1%	1,353,406.75	259.3%
Total P&C Funding	8,266,744,965.16	8,880,785.00	0.1%	2,428,643.35	37.6%
				77.4%	
Budget Stabilization Factor	-	-		709,428.43	
				22.6%	
Annual Cash Outlay	8,266,744,965.16	8,880,785.00	0.1%	3,138,071.78	54.6%
sFTE	860,507.24	728.80	0.1%	728.80	
$ / SFTE	9,606.83	12,185.49		4,305.81	54.6%
memo: A.V./sFTE	*126,694.27*	*142,357.88*	*112%* x		
$ / sFTE measures					
Base & Base equivalents	7,063.51	6,969.36		511.19	7.9%
Community Considerations	869.47	2,642.85		964.17	57.4%
Specific Priority Funds	1,673.85	2,573.28		1,857.03	259.3%
Budget Stabilization Factor	-	-		973.42	
Annual Cash Outlay	9,606.83	12,185.49		4,305.81	54.6%

State of Colorado

K12 Ed Funding Formula

Individual District Change Results
With State Total Change and
District Size-Category Change

	Total State	APA Model Result		86 1510 CD LAKE COUNTY R-1 Variance to All18Dec	% Change	APA Model Result		87 1520 LD DURANGO 9-R Variance to All18Dec	% Change
Base	5,639,048,380.00	6,421,240.00	0.1%			33,603,780.00	0.6%		
Full Day K	217,347,270.00	311,885.00	0.1%	531,066.37	8.4%	1,324,015.00	0.6%	2,985,760.27	9.2%
PreK	108,673,635.00	155,942.50	0.1%			662,007.50	0.6%		
Online/Ascent	113,131,894.75	18,952.50	0.0%	(20,517.50)	-52.0%	2,063,295.50	1.8%	(2,088,948.50)	-50.3%
Base & Base equivalents	6,078,201,179.75	6,908,020.00	0.1%	510,548.87	8.0%	37,653,098.00	0.6%	896,811.77	2.4%
Size Adjustment	359,918,844.62	2,165,238.34	0.6%	1,193,335.83	122.8%	3,375,072.83	0.9%	2,189,762.34	184.7%
Cost of Living with Limit	388,267,289.07	389,538.84	0.1%	(582,041.56)	-59.9%	2,502,241.77	0.6%	(4,803,160.04)	-65.7%
Community Considerations	748,186,133.69	2,554,777.18	0.3%	611,294.26	31.5%	5,877,314.60	0.8%	(2,613,397.70)	-30.8%
Special Needs Education	439,687,395.84	639,623.73	0.1%	547,135.73	591.6%	2,365,916.84	0.5%	2,133,733.84	919.0%
Poverty (At-risk)	714,338,567.28	1,102,233.56	0.2%	687,835.35	166.0%	3,265,627.25	0.5%	1,909,267.49	140.8%
ELL	225,518,283.79	695,385.21	0.3%	639,273.99	1139.3%	439,533.81	0.2%	414,389.74	1648.1%
Gifted	60,813,404.81	42,470.68	0.1%	31,665.25	293.0%	64,821.53	0.1%	2,475.27	4.0%
Specific Priority Funds	1,440,357,651.73	2,479,713.19	0.2%	1,905,910.33	332.2%	6,135,899.43	0.4%	4,459,866.33	266.1%
Total P&C Funding	8,266,744,965.16	11,942,510.37	0.1%	3,027,753.46	34.0%	49,666,312.02	0.6%	2,743,280.41	5.8%
				75.7%				34.6%	
Budget Stabilization Factor	-	-		973,594.05		-		5,182,287.46	
				24.3%				65.4%	
Annual Cash Outlay	8,266,744,965.16	11,942,510.37	0.1%	4,001,347.50	50.4%	49,666,312.02	0.6%	7,925,567.87	19.0%
sFTE	860,507.24	929.20	0.1%	929.20		4,958.00	0.6%	4,958.00	
$ / SFTE	9,606.83	12,852.46		4,306.23	50.4%	10,017.41		1,598.54	19.0%
memo: A.V./sFTE	*126,694.27*	*211,210.19*	*167%* x			*266,630.08*	*210%* x		
$ / sFTE measures									
Base & Base equivalents	7,063.51	7,434.37		549.45	8.0%	7,594.41		180.88	2.4%
Community Considerations	869.47	2,749.44		657.87	31.5%	1,185.42		(527.11)	-30.8%
Specific Priority Funds	1,673.85	2,668.65		2,051.13	332.2%	1,237.58		899.53	266.1%
Budget Stabilization Factor	-	-		1,047.78		-		1,045.24	
Annual Cash Outlay	9,606.83	12,852.46		4,306.23	50.4%	10,017.41		1,598.54	19.0%

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Change Results
With State Total Change and
District Size-Category Change

88 1530 MD
BAYFIELD 10 JT-R

	Total State	APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	8,855,140.00	0.2%		
Full Day K	217,347,270.00	349,125.00	0.2%	745,960.40	8.6%
PreK	108,673,635.00	174,562.50	0.2%		
Online/Ascent	113,131,894.75	56,857.50	0.1%	17,387.50	44.1%
Base & Base equivalents	6,078,201,179.75	9,435,685.00	0.2%	763,347.90	8.8%
Size Adjustment	359,918,844.62	2,115,232.14	0.6%	1,022,181.98	93.5%
Cost of Living with Limit	388,267,289.07	587,820.68	0.2%	(1,139,977.23)	-66.0%
Community Considerations	748,186,133.69	2,703,052.82	0.4%	(117,795.25)	-4.2%
Special Needs Education	439,687,395.84	769,143.95	0.2%	719,527.95	1450.2%
Poverty (At-risk)	714,338,567.28	704,620.10	0.1%	387,560.56	122.2%
ELL	225,518,283.79	69,080.40	0.0%	66,503.81	2581.1%
Gifted	60,813,404.81	105,693.45	0.2%	87,987.43	496.9%
Specific Priority Funds	1,440,357,651.73	1,648,537.90	0.1%	1,261,579.75	326.0%
Total P&C Funding	8,266,744,965.16	13,787,275.72	0.2%	1,907,132.40	16.1%
				59.2%	
Budget Stabilization Factor	-	-		1,313,297.70	
				40.8%	
Annual Cash Outlay	8,266,744,965.16	13,787,275.72	0.2%	3,220,430.09	30.5%
sFTE	860,507.24	1,374.70	0.2%	1,374.70	
$ / SFTE	9,606.83	10,029.30		2,342.64	30.5%
memo: A.V./sFTE	*126,694.27*	*157,810.51*	*125%* x		
$ / sFTE measures					
Base & Base equivalents	7,063.51	6,863.81		555.28	8.8%
Community Considerations	869.47	1,966.29		(85.69)	-4.2%
Specific Priority Funds	1,673.85	1,199.20		917.71	326.0%
Budget Stabilization Factor	-	-		955.33	
Annual Cash Outlay	9,606.83	10,029.30		2,342.64	30.5%

State of Colorado

K12 Ed Funding Formula

Individual District Change Results
With State Total Change and
District Size-Category Change

	Total State	APA Model Result		89 1540 CD IGNACIO 11 JT Variance to All18Dec	% Change	APA Model Result		90 1550 20+ POUDRE R-1 Variance to All18Dec	% Change
Base	5,639,048,380.00	5,623,240.00	0.1%			197,596,770.00	3.5%		
Full Day K	217,347,270.00	202,825.00	0.1%	546,017.09	10.1%	7,710,675.00	3.5%	12,528,973.43	6.4%
PreK	108,673,635.00	101,412.50	0.1%			3,855,337.50	3.5%		
Online/Ascent	113,131,894.75	-	0.0%	(31,576.00)	-100.0%	1,391,745.25	1.2%	(514,655.75)	-27.0%
Base & Base equivalents	6,078,201,179.75	5,927,477.50	0.1%	514,441.09	9.5%	210,554,527.75	3.5%	12,014,317.68	6.1%
Size Adjustment	359,918,844.62	1,968,394.32	0.5%	928,320.13	89.3%	4,309,403.27	1.2%	(2,413,330.09)	-35.9%
Cost of Living with Limit	388,267,289.07	387,356.86	0.1%	(596,385.83)	-60.6%	10,890,937.24	2.8%	(21,417,987.86)	-66.3%
Community Considerations	748,186,133.69	2,355,751.18	0.3%	331,934.30	16.4%	15,200,340.51	2.0%	(23,831,317.95)	-61.1%
Special Needs Education	439,687,395.84	692,203.61	0.2%	643,069.61	1308.8%	11,267,915.51	2.6%	7,924,182.51	237.0%
Poverty (At-risk)	714,338,567.28	974,218.17	0.1%	376,759.50	63.1%	17,368,529.55	2.4%	10,516,254.73	153.5%
ELL	225,518,283.79	126,270.12	0.1%	122,985.45	3744.2%	3,644,713.43	1.6%	3,352,125.36	1145.7%
Gifted	60,813,404.81	51,718.86	0.1%	41,016.26	383.2%	3,240,122.69	5.3%	2,998,100.47	1238.8%
Specific Priority Funds	1,440,357,651.73	1,844,410.76	0.1%	1,183,830.82	179.2%	35,521,281.18	2.5%	24,790,663.07	231.0%
Total P&C Funding	8,266,744,965.16	10,127,639.44	0.1%	2,030,206.21	25.1%	261,276,149.44	3.2%	12,973,662.79	5.2%
				69.4%				32.3%	
Budget Stabilization Factor	-	-		893,414.46		-		27,179,933.38	
				30.6%				67.7%	
Annual Cash Outlay	8,266,744,965.16	10,127,639.44	0.1%	2,923,620.67	40.6%	261,276,149.44	3.2%	40,153,596.17	18.2%
sFTE	860,507.24	850.20	0.1%	850.20		29,235.90	3.4%	29,235.90	
$ / SFTE	9,606.83	11,912.07		3,438.74	40.6%	8,936.83		1,373.43	18.2%
memo: A.V./sFTE	*126,694.27*	*287,773.24*	*227%* x			*111,557.58*	*88%* x		
$ / sFTE measures									
Base & Base equivalents	7,063.51	6,971.86		605.08	9.5%	7,201.92		410.94	6.1%
Community Considerations	869.47	2,770.82		390.42	16.4%	519.92		(815.14)	-61.1%
Specific Priority Funds	1,673.85	2,169.38		1,392.41	179.2%	1,214.99		847.95	231.0%
Budget Stabilization Factor	-	-		1,050.83		-		929.68	
Annual Cash Outlay	9,606.83	11,912.07		3,438.74	40.6%	8,936.83		1,373.43	18.2%

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Change Results
With State Total Change and
District Size-Category Change

91 1560 20+
THOMPSON R2-J

	Total State	APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	102,070,185.00	1.8%		
Full Day K	217,347,270.00	3,757,250.00	1.7%	7,487,410.45	7.5%
PreK	108,673,635.00	1,878,625.00	1.7%		
Online/Ascent	113,131,894.75	101,080.00	0.1%	(21,277.00)	-17.4%
Base & Base equivalents	6,078,201,179.75	107,807,140.00	1.8%	7,466,133.45	7.4%
Size Adjustment	359,918,844.62	4,085,997.27	1.1%	642,696.32	18.7%
Cost of Living with Limit	388,267,289.07	5,759,963.68	1.5%	(10,580,899.00)	-64.8%
Community Considerations	748,186,133.69	9,845,960.95	1.3%	(9,938,202.68)	-50.2%
Special Needs Education	439,687,395.84	8,992,635.77	2.0%	6,681,383.77	289.1%
Poverty (At-risk)	714,338,567.28	12,535,535.52	1.8%	8,064,588.53	180.4%
ELL	225,518,283.79	1,076,657.74	0.5%	1,008,070.78	1469.8%
Gifted	60,813,404.81	1,464,042.02	2.4%	1,320,731.59	921.6%
Specific Priority Funds	1,440,357,651.73	24,068,871.05	1.7%	17,074,774.67	244.1%
Total P&C Funding	8,266,744,965.16	141,721,972.00	1.7%	14,602,705.44	11.5%
				51.3%	
Budget Stabilization Factor	-	-		13,855,072.24	
				48.7%	
Annual Cash Outlay	8,266,744,965.16	141,721,972.00	1.7%	28,457,777.68	25.1%
sFTE	860,507.24	15,688.00	1.8%	15,688.00	
$ / SFTE	9,606.83	9,033.78		1,813.98	25.1%
memo: A.V./sFTE	*126,694.27*	*115,394.29*	*91%* x		
$ / sFTE measures					
Base & Base equivalents	7,063.51	6,871.95		475.91	7.4%
Community Considerations	869.47	627.61		(633.49)	-50.2%
Specific Priority Funds	1,673.85	1,534.22		1,088.40	244.1%
Budget Stabilization Factor	-	-		883.16	
Annual Cash Outlay	9,606.83	9,033.78		1,813.98	25.1%

State of Colorado

K12 Ed Funding Formula

Individual District Change Results
With State Total Change and
District Size-Category Change

	Total State	APA Model Result		92 1570 MD ESTES PARK R-3 Variance to All18Dec	% Change	APA Model Result		93 1580 MD TRINIDAD 1 Variance to All18Dec	% Change
Base	5,639,048,380.00	7,170,695.00	0.1%			7,110,845.00	0.1%		
Full Day K	217,347,270.00	292,600.00	0.1%	592,723.22	8.4%	219,450.00	0.1%	569,396.15	8.3%
PreK	108,673,635.00	146,300.00	0.1%			109,725.00	0.1%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	7,609,595.00	0.1%	592,723.22	8.4%	7,440,020.00	0.1%	569,396.15	8.3%
Size Adjustment	359,918,844.62	2,131,666.32	0.6%	1,137,942.29	114.5%	2,188,459.57	0.6%	1,251,113.79	133.5%
Cost of Living with Limit	388,267,289.07	475,436.16	0.1%	(851,302.73)	-64.2%	363,608.01	0.1%	(538,121.23)	-59.7%
Community Considerations	748,186,133.69	2,607,102.48	0.3%	286,639.56	12.4%	2,552,067.58	0.3%	712,992.56	38.8%
Special Needs Education	439,687,395.84	508,821.37	0.1%	343,664.37	208.1%	855,773.59	0.2%	760,395.59	797.2%
Poverty (At-risk)	714,338,567.28	881,111.56	0.1%	502,287.03	132.6%	1,558,494.00	0.2%	629,065.75	67.7%
ELL	225,518,283.79	342,297.94	0.2%	318,677.03	1349.1%	68,063.26	0.0%	61,283.36	903.9%
Gifted	60,813,404.81	96,333.46	0.2%	70,449.92	272.2%	35,595.25	0.1%	9,745.91	37.7%
Specific Priority Funds	1,440,357,651.73	1,828,564.32	0.1%	1,235,078.35	208.1%	2,517,926.10	0.2%	1,460,490.61	138.1%
Total P&C Funding	8,266,744,965.16	12,045,261.80	0.1%	2,114,441.13	21.3%	12,510,013.68	0.2%	2,742,879.32	28.1%
				66.2%				71.9%	
Budget Stabilization Factor	-	-		1,080,435.66		-		1,071,869.70	
				33.8%				28.1%	
Annual Cash Outlay	8,266,744,965.16	12,045,261.80	0.1%	3,194,876.79	36.1%	12,510,013.68	0.2%	3,814,749.02	43.9%
sFTE	860,507.24	1,103.80	0.1%	1,103.80		1,041.00	0.1%	1,041.00	
$ / SFTE	9,606.83	10,912.54		2,894.43	36.1%	12,017.30		3,664.50	43.9%
memo: A.V./sFTE	*126,694.27*	*350,169.98*	*276%* x			*110,711.24*	*87%* x		
$ / sFTE measures									
Base & Base equivalents	7,063.51	6,894.00		536.98	8.4%	7,146.99		546.97	8.3%
Community Considerations	869.47	2,361.93		259.68	12.4%	2,451.55		684.91	38.8%
Specific Priority Funds	1,673.85	1,656.61		1,118.93	208.1%	2,418.76		1,402.97	138.1%
Budget Stabilization Factor	-	-		978.83		-		1,029.65	
Annual Cash Outlay	9,606.83	10,912.54		2,894.43	36.1%	12,017.30		3,664.50	43.9%

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Change Results
With State Total Change and
District Size-Category Change

94 1590 CD
PRIMERO REORGANIZED 2

	Total State	APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	1,218,280.00	0.0%		
Full Day K	217,347,270.00	48,545.00	0.0%	99,676.51	8.4%
PreK	108,673,635.00	24,272.50	0.0%		
Online/Ascent	113,131,894.75	37,905.00	0.0%	37,905.00	#DIV/0!
Base & Base equivalents	6,078,201,179.75	1,329,002.50	0.0%	137,581.51	11.5%
Size Adjustment	359,918,844.62	1,499,680.10	0.4%	331,217.44	28.3%
Cost of Living with Limit	388,267,289.07	41,384.96	0.0%	(63,757.15)	-60.6%
Community Considerations	748,186,133.69	1,541,065.06	0.2%	267,460.29	21.0%
Special Needs Education	439,687,395.84	143,557.07	0.0%	132,959.07	1254.6%
Poverty (At-risk)	714,338,567.28	235,614.87	0.0%	88,935.65	60.6%
ELL	225,518,283.79	12,871.78	0.0%	12,408.99	2681.3%
Gifted	60,813,404.81	23,169.20	0.0%	19,812.15	590.2%
Specific Priority Funds	1,440,357,651.73	415,212.93	0.0%	254,115.86	157.7%
Total P&C Funding	8,266,744,965.16	3,285,280.49	0.0%	659,157.66	25.1%
				69.4%	
Budget Stabilization Factor	-	-		290,421.26	
				30.6%	
Annual Cash Outlay	8,266,744,965.16	3,285,280.49	0.0%	949,578.92	40.7%
sFTE	860,507.24	189.80	0.0%	189.80	
$ / SFTE	9,606.83	17,309.17		5,003.05	40.7%
memo: A.V./sFTE	*126,694.27*	*602,302.42*	*475%* x		
$ / sFTE measures					
Base & Base equivalents	7,063.51	7,002.12		724.88	11.5%
Community Considerations	869.47	8,119.42		1,409.17	21.0%
Specific Priority Funds	1,673.85	2,187.63		1,338.86	157.7%
Budget Stabilization Factor	-	-		1,530.14	
Annual Cash Outlay	9,606.83	17,309.17		5,003.05	40.7%

State of Colorado

K12 Ed Funding Formula

Individual District Change Results
With State Total Change and
District Size-Category Change

	Total State	95 1600 CD HOEHNE REORGANIZED 3 APA Model Result		Variance to All18Dec	% Change	96 1620 RD AGUILAR REORGANIZED 6 APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	2,325,505.00	0.0%			758,100.00	0.0%		
Full Day K	217,347,270.00	26,600.00	0.0%	52,632.54	2.3%	36,575.00	0.0%	78,286.95	10.7%
PreK	108,673,635.00	13,300.00	0.0%			18,287.50	0.0%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	2,365,405.00	0.0%	52,632.54	2.3%	812,962.50	0.0%	78,286.95	10.7%
Size Adjustment	359,918,844.62	1,879,308.37	0.5%	821,363.92	77.6%	1,008,442.58	0.3%	105,086.08	11.6%
Cost of Living with Limit	388,267,289.07	76,464.88	0.0%	(154,509.86)	-66.9%	16,949.27	0.0%	(25,924.24)	-60.5%
Community Considerations	748,186,133.69	1,955,773.25	0.3%	666,854.06	51.7%	1,025,391.84	0.1%	79,161.84	8.4%
Special Needs Education	439,687,395.84	219,020.52	0.0%	199,752.52	1036.7%	89,860.92	0.0%	78,299.92	677.3%
Poverty (At-risk)	714,338,567.28	267,612.98	0.0%	149,683.83	126.9%	168,933.28	0.0%	53,876.64	46.8%
ELL	225,518,283.79	8,886.58	0.0%	7,840.09	749.2%	6,087.16	0.0%	5,734.86	1627.8%
Gifted	60,813,404.81	7,997.92	0.0%	2,576.27	47.5%	-	0.0%	(2,014.23)	-100.0%
Specific Priority Funds	1,440,357,651.73	503,518.00	0.0%	359,852.72	250.5%	264,881.36	0.0%	135,897.19	105.4%
Total P&C Funding	8,266,744,965.16	4,824,696.26	0.1%	1,079,339.32	28.8%	2,103,235.70	0.0%	293,345.97	16.2%
				72.3%				59.5%	
Budget Stabilization Factor	-	-		413,621.36		-		199,710.77	
				27.7%				40.5%	
Annual Cash Outlay	8,266,744,965.16	4,824,696.26	0.1%	1,492,960.67	44.8%	2,103,235.70	0.0%	493,056.74	30.6%
sFTE	860,507.24	341.90	0.0%	341.90		113.60	0.0%	113.60	
$ / SFTE	9,606.83	14,111.43		4,366.66	44.8%	18,514.40		4,340.29	30.6%
memo: A.V./sFTE	*126,694.27*	*135,891.11*	*107%* x			*299,155.99*	*236%* x		
$ / sFTE measures									
Base & Base equivalents	7,063.51	6,918.41		153.94	2.3%	7,156.36		689.15	10.7%
Community Considerations	869.47	5,720.31		1,950.44	51.7%	9,026.34		696.85	8.4%
Specific Priority Funds	1,673.85	1,472.71		1,052.51	250.5%	2,331.70		1,196.28	105.4%
Budget Stabilization Factor	-	-		1,209.77		-		1,758.02	
Annual Cash Outlay	9,606.83	14,111.43		4,366.66	44.8%	18,514.40		4,340.29	30.6%

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Change Results
With State Total Change and
District Size-Category Change

97 1750 CD
BRANSON REORGANIZED 82

	Total State	APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	445,550.00	0.0%		
Full Day K	217,347,270.00	43,225.00	0.0%	6,984.72	1.4%
PreK	108,673,635.00	21,612.50	0.0%		
Online/Ascent	113,131,894.75	2,492,885.50	2.2%	(439,735.50)	-15.0%
Base & Base equivalents	6,078,201,179.75	3,003,273.00	0.0%	(432,750.78)	-12.6%
Size Adjustment	359,918,844.62	235,706.86	0.1%	105,195.06	80.6%
Cost of Living with Limit	388,267,289.07	2,374.02	0.0%	(3,438.17)	-59.2%
Community Considerations	748,186,133.69	238,080.88	0.0%	101,756.89	74.6%
Special Needs Education	439,687,395.84	70,601.58	0.0%	45,071.58	176.5%
Poverty (At-risk)	714,338,567.28	161,278.45	0.0%	86,208.30	114.8%
ELL	225,518,283.79	-	0.0%	(234.87)	-100.0%
Gifted	60,813,404.81	-	0.0%	(8,560.49)	-100.0%
Specific Priority Funds	1,440,357,651.73	231,880.04	0.0%	122,484.52	112.0%
Total P&C Funding	8,266,744,965.16	3,473,233.92	0.0%	(208,509.36)	-5.7%
				-105.8%	
Budget Stabilization Factor	-	-		405,592.40	
				205.8%	
Annual Cash Outlay	8,266,744,965.16	3,473,233.92	0.0%	197,083.04	6.0%
sFTE	860,507.24	467.10	0.1%	467.10	
$ / SFTE	9,606.83	7,435.74		421.93	6.0%
memo: A.V./sFTE	*126,694.27*	*32,662.94*	*26%* x		
$ / sFTE measures					
Base & Base equivalents	7,063.51	6,429.61		(926.46)	-12.6%
Community Considerations	869.47	509.70		217.85	74.6%
Specific Priority Funds	1,673.85	496.42		262.22	112.0%
Budget Stabilization Factor	-	-		868.32	
Annual Cash Outlay	9,606.83	7,435.74		421.93	6.0%

State of Colorado

K12 Ed Funding Formula

Individual District Change Results
With State Total Change and
District Size-Category Change

	Total State	APA Model Result		98 1760 RD KIM REORGANIZED 88 Variance to All18Dec	% Change	APA Model Result		99 1780 CD GENOA-HUGO C113 Variance to All18Dec	% Change
Base	5,639,048,380.00	332,500.00	0.0%			1,129,835.00	0.0%		
Full Day K	217,347,270.00	9,975.00	0.0%	9,023.96	2.7%	56,525.00	0.0%	127,953.30	11.8%
PreK	108,673,635.00	4,987.50	0.0%			28,262.50	0.0%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	347,462.50	0.0%	9,023.96	2.7%	1,214,622.50	0.0%	127,953.30	11.8%
Size Adjustment	359,918,844.62	434,600.78	0.1%	(40,135.96)	-8.5%	1,450,348.83	0.4%	313,496.74	27.6%
Cost of Living with Limit	388,267,289.07	1,095.56	0.0%	(2,150.61)	-66.3%	36,922.04	0.0%	(61,246.78)	-62.4%
Community Considerations	748,186,133.69	435,696.33	0.1%	(42,286.57)	-8.8%	1,487,270.87	0.2%	252,249.96	20.4%
Special Needs Education	439,687,395.84	-	0.0%	(3,372.00)	-100.0%	215,740.21	0.0%	197,726.21	1097.6%
Poverty (At-risk)	714,338,567.28	57,160.81	0.0%	29,683.57	108.0%	102,479.70	0.0%	23,598.18	29.9%
ELL	225,518,283.79	-	0.0%	-	#DIV/0!	-	0.0%	-	#DIV/0!
Gifted	60,813,404.81	6,423.90	0.0%	5,236.89	441.2%	6,375.47	0.0%	(10,122.53)	-61.4%
Specific Priority Funds	1,440,357,651.73	63,584.71	0.0%	31,548.46	98.5%	324,595.38	0.0%	211,201.86	186.3%
Total P&C Funding	8,266,744,965.16	846,743.55	0.0%	(1,714.14)	-0.2%	3,026,488.75	0.0%	591,405.12	24.3%
				-1.9%				68.9%	
Budget Stabilization Factor	-	-		93,841.42		-		266,943.26	
				101.9%				31.1%	
Annual Cash Outlay	8,266,744,965.16	846,743.55	0.0%	92,127.28	12.2%	3,026,488.75	0.0%	858,348.37	39.6%
sFTE	860,507.24	49.80	0.0%	49.80		174.50	0.0%	174.50	
$ / SFTE	9,606.83	17,002.88		1,849.95	12.2%	17,343.78		4,918.90	39.6%
memo: A.V./sFTE	*126,694.27*	*343,117.07*	*271%* x			*382,615.43*	*302%* x		
$ / sFTE measures									
Base & Base equivalents	7,063.51	6,977.16		181.20	2.7%	6,960.59		733.26	11.8%
Community Considerations	869.47	8,748.92		(849.13)	-8.8%	8,523.04		1,445.56	20.4%
Specific Priority Funds	1,673.85	1,276.80		633.50	98.5%	1,860.15		1,210.33	186.3%
Budget Stabilization Factor	-	-		1,884.37		-		1,529.76	
Annual Cash Outlay	9,606.83	17,002.88		1,849.95	12.2%	17,343.78		4,918.90	39.6%

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Change Results
With State Total Change and
District Size-Category Change

100 1790 CD
LIMON RE-4J

	Total State	APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	3,215,940.00	0.1%		
Full Day K	217,347,270.00	117,705.00	0.1%	214,388.77	6.7%
PreK	108,673,635.00	58,852.50	0.1%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	3,392,497.50	0.1%	214,388.77	6.7%
Size Adjustment	359,918,844.62	1,476,871.41	0.4%	650,617.93	78.7%
Cost of Living with Limit	388,267,289.07	135,544.12	0.0%	(230,978.10)	-63.0%
Community Considerations	748,186,133.69	1,612,415.53	0.2%	419,639.83	35.2%
Special Needs Education	439,687,395.84	489,195.16	0.1%	444,396.16	992.0%
Poverty (At-risk)	714,338,567.28	426,174.02	0.1%	204,327.49	92.1%
ELL	225,518,283.79	56,474.67	0.0%	53,317.85	1689.0%
Gifted	60,813,404.81	19,750.00	0.0%	11,756.59	147.1%
Specific Priority Funds	1,440,357,651.73	991,593.85	0.1%	713,798.09	257.0%
Total P&C Funding	8,266,744,965.16	5,996,506.88	0.1%	1,347,826.69	29.0%
				72.5%	
Budget Stabilization Factor	-	-		510,711.09	
				27.5%	
Annual Cash Outlay	8,266,744,965.16	5,996,506.88	0.1%	1,858,537.79	44.9%
sFTE	860,507.24	482.60	0.1%	482.60	
$ / SFTE	9,606.83	12,425.42		3,851.09	44.9%
memo: A.V./sFTE	*126,694.27*	*149,999.34*	*118%* x		
$ / sFTE measures					
Base & Base equivalents	7,063.51	7,029.63		444.24	6.7%
Community Considerations	869.47	3,341.10		869.54	35.2%
Specific Priority Funds	1,673.85	2,054.69		1,479.07	257.0%
Budget Stabilization Factor	-	-		1,058.25	
Annual Cash Outlay	9,606.83	12,425.42		3,851.09	44.9%

State of Colorado

K12 Ed Funding Formula

Individual District Change Results
With State Total Change and
District Size-Category Change

	Total State	APA Model Result		101 1810 RD KARVAL RE-23 Variance to All18Dec	% Change	APA Model Result		102 1828 MD VALLEY RE-1 Variance to All18Dec	% Change
Base	5,639,048,380.00	332,500.00	0.0%			14,158,515.00	0.3%		
Full Day K	217,347,270.00	14,630.00	0.0%	24,507.63	7.4%	581,875.00	0.3%	1,091,778.21	7.8%
PreK	108,673,635.00	7,315.00	0.0%			290,937.50	0.3%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	354,445.00	0.0%	24,507.63	7.4%	15,031,327.50	0.2%	1,091,778.21	7.8%
Size Adjustment	359,918,844.62	440,507.97	0.1%	(45,926.21)	-9.4%	2,049,061.61	0.6%	1,062,362.02	107.7%
Cost of Living with Limit	388,267,289.07	8,293.01	0.0%	(10,268.10)	-55.3%	709,819.49	0.2%	(1,188,505.85)	-62.6%
Community Considerations	748,186,133.69	448,800.98	0.1%	(56,194.30)	-11.1%	2,758,881.10	0.4%	(126,143.82)	-4.4%
Special Needs Education	439,687,395.84	60,846.20	0.0%	54,584.20	871.7%	1,843,283.25	0.4%	1,315,678.25	249.4%
Poverty (At-risk)	714,338,567.28	59,687.00	0.0%	17,005.24	39.8%	2,117,630.29	0.3%	1,271,245.01	150.2%
ELL	225,518,283.79	-	0.0%	-	#DIV/0!	208,981.77	0.1%	190,801.00	1049.5%
Gifted	60,813,404.81	3,713.25	0.0%	(635.86)	-14.6%	97,373.95	0.2%	62,489.04	179.1%
Specific Priority Funds	1,440,357,651.73	124,246.45	0.0%	70,953.59	133.1%	4,267,269.27	0.3%	2,840,213.31	199.0%
Total P&C Funding	8,266,744,965.16	927,492.43	0.0%	39,266.91	4.4%	22,057,477.87	0.3%	3,805,847.69	20.9%
				28.7%				65.9%	
Budget Stabilization Factor	-	-		97,590.61		-		1,965,008.43	
				71.3%				34.1%	
Annual Cash Outlay	8,266,744,965.16	927,492.43	0.0%	136,857.52	17.3%	22,057,477.87	0.3%	5,770,856.12	35.4%
sFTE	860,507.24	50.80	0.0%	50.80		2,133.00	0.2%	2,133.00	
$ / SFTE	9,606.83	18,257.73		2,694.05	17.3%	10,341.06		2,705.51	35.4%
memo: A.V./sFTE	*126,694.27*	*129,088.17*	*102%* x			*94,237.21*	*74%* x		
$ / sFTE measures									
Base & Base equivalents	7,063.51	6,977.26		482.43	7.4%	7,047.04		511.85	7.8%
Community Considerations	869.47	8,834.66		(1,106.19)	-11.1%	1,293.43		(59.14)	-4.4%
Specific Priority Funds	1,673.85	2,445.80		1,396.72	133.1%	2,000.60		1,331.56	199.0%
Budget Stabilization Factor	-	-		1,921.07		-		921.24	
Annual Cash Outlay	9,606.83	18,257.73		2,694.05	17.3%	10,341.06		2,705.51	35.4%

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Change Results
With State Total Change and
District Size-Category Change

103 1850 CD
FRENCHMAN RE-3

	Total State	APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	1,228,255.00	0.0%		
Full Day K	217,347,270.00	46,550.00	0.0%	89,543.24	7.4%
PreK	108,673,635.00	23,275.00	0.0%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	1,298,080.00	0.0%	89,543.24	7.4%
Size Adjustment	359,918,844.62	1,526,222.04	0.4%	347,638.77	29.5%
Cost of Living with Limit	388,267,289.07	42,914.24	0.0%	(67,907.86)	-61.3%
Community Considerations	748,186,133.69	1,569,136.28	0.2%	279,730.91	21.7%
Special Needs Education	439,687,395.84	180,694.15	0.0%	167,206.15	1239.7%
Poverty (At-risk)	714,338,567.28	149,611.08	0.0%	74,672.82	99.6%
ELL	225,518,283.79	2,035.13	0.0%	1,917.70	1633.0%
Gifted	60,813,404.81	12,559.66	0.0%	9,157.83	269.2%
Specific Priority Funds	1,440,357,651.73	344,900.01	0.0%	252,954.49	275.1%
Total P&C Funding	8,266,744,965.16	3,212,116.29	0.0%	622,228.64	24.0%
				68.5%	
Budget Stabilization Factor	-	-		286,103.97	
				31.5%	
Annual Cash Outlay	8,266,744,965.16	3,212,116.29	0.0%	908,332.61	39.4%
sFTE	860,507.24	184.50	0.0%	184.50	
$ / SFTE	9,606.83	17,409.84		4,923.21	39.4%
memo: A.V./sFTE	*126,694.27*	*210,846.99*	*166%* x		
$ / sFTE measures					
Base & Base equivalents	7,063.51	7,035.66		485.33	7.4%
Community Considerations	869.47	8,504.80		1,516.16	21.7%
Specific Priority Funds	1,673.85	1,869.38		1,371.03	275.1%
Budget Stabilization Factor	-	-		1,550.70	
Annual Cash Outlay	9,606.83	17,409.84		4,923.21	39.4%

State of Colorado

K12 Ed Funding Formula

Individual District Change Results
With State Total Change and
District Size-Category Change

	Total State	104 1860 CD BUFFALO RE-4J APA Model Result		Variance to All18Dec	% Change	105 1870 RD PLATEAU RE-5 APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	2,056,845.00	0.0%			1,065,330.00	0.0%		
Full Day K	217,347,270.00	79,800.00	0.0%	163,310.97	8.1%	28,595.00	0.0%	48,807.76	4.6%
PreK	108,673,635.00	39,900.00	0.0%			14,297.50	0.0%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	2,176,545.00	0.0%	163,310.97	8.1%	1,108,222.50	0.0%	48,807.76	4.6%
Size Adjustment	359,918,844.62	1,872,577.04	0.5%	758,180.95	68.0%	1,388,190.83	0.4%	247,627.32	21.7%
Cost of Living with Limit	388,267,289.07	86,366.47	0.0%	(151,704.74)	-63.7%	40,526.19	0.0%	(65,445.31)	-61.8%
Community Considerations	748,186,133.69	1,958,943.51	0.3%	606,476.21	44.8%	1,428,717.02	0.2%	182,182.01	14.6%
Special Needs Education	439,687,395.84	232,895.33	0.1%	215,072.33	1206.7%	218,472.82	0.0%	211,728.82	3139.5%
Poverty (At-risk)	714,338,567.28	215,750.80	0.0%	94,137.08	77.4%	97,172.67	0.0%	36,464.14	60.1%
ELL	225,518,283.79	2,276.54	0.0%	2,159.10	1838.6%	2,070.02	0.0%	1,952.59	1662.7%
Gifted	60,813,404.81	7,024.75	0.0%	1,406.00	25.0%	8,516.66	0.0%	5,573.50	189.4%
Specific Priority Funds	1,440,357,651.73	457,947.41	0.0%	312,774.51	215.4%	326,232.16	0.0%	255,719.04	362.7%
Total P&C Funding	8,266,744,965.16	4,593,435.92	0.1%	1,082,561.68	30.8%	2,863,171.68	0.0%	486,708.81	20.5%
				73.6%				64.9%	
Budget Stabilization Factor	-	-		387,788.99		-		263,172.10	
				26.4%				35.1%	
Annual Cash Outlay	8,266,744,965.16	4,593,435.92	0.1%	1,470,350.67	47.1%	2,863,171.68	0.0%	749,880.91	35.5%
sFTE	860,507.24	311.30	0.0%	311.30		146.60	0.0%	146.60	
$ / SFTE	9,606.83	14,755.66		4,723.26	47.1%	19,530.50		5,115.15	35.5%
memo: A.V./sFTE	*126,694.27*	*74,031.64*	*58%* x			*421,255.05*	*332%* x		
$ / sFTE measures									
Base & Base equivalents	7,063.51	6,991.79		524.61	8.1%	7,559.50		332.93	4.6%
Community Considerations	869.47	6,292.78		1,948.20	44.8%	9,745.68		1,242.71	14.6%
Specific Priority Funds	1,673.85	1,471.08		1,004.74	215.4%	2,225.32		1,744.33	362.7%
Budget Stabilization Factor	-	-		1,245.71		-		1,795.17	
Annual Cash Outlay	9,606.83	14,755.66		4,723.26	47.1%	19,530.50		5,115.15	35.5%

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Change Results
With State Total Change and
District Size-Category Change

106 1980 CD
DE BEQUE 49JT

	Total State	APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	1,203,650.00	0.0%		
Full Day K	217,347,270.00	43,225.00	0.0%	200,686.61	18.8%
PreK	108,673,635.00	21,612.50	0.0%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	1,268,487.50	0.0%	200,686.61	18.8%
Size Adjustment	359,918,844.62	1,505,402.06	0.4%	366,955.69	32.2%
Cost of Living with Limit	388,267,289.07	41,934.09	0.0%	(58,501.42)	-58.2%
Community Considerations	748,186,133.69	1,547,336.15	0.2%	308,454.27	24.9%
Special Needs Education	439,687,395.84	104,279.95	0.0%	82,113.32	370.4%
Poverty (At-risk)	714,338,567.28	156,695.70	0.0%	85,786.56	121.0%
ELL	225,518,283.79	4,263.00	0.0%	4,028.13	1715.1%
Gifted	60,813,404.81	8,769.60	0.0%	7,402.19	541.3%
Specific Priority Funds	1,440,357,651.73	274,008.25	0.0%	179,330.20	189.4%
Total P&C Funding	8,266,744,965.16	3,089,831.91	0.0%	688,471.08	28.7%
				72.3%	
Budget Stabilization Factor	-	-		264,387.92	
				27.7%	
Annual Cash Outlay	8,266,744,965.16	3,089,831.91	0.0%	952,859.00	44.6%
sFTE	860,507.24	180.50	0.0%	180.50	
$ / SFTE	9,606.83	17,118.18		5,279.00	44.6%
memo: A.V./sFTE	*126,694.27*	*1,376,944.27*	*1087%* x		
$ / sFTE measures					
Base & Base equivalents	7,063.51	7,027.63		1,111.84	18.8%
Community Considerations	869.47	8,572.50		1,708.89	24.9%
Specific Priority Funds	1,673.85	1,518.05		993.52	189.4%
Budget Stabilization Factor	-	-		1,464.75	
Annual Cash Outlay	9,606.83	17,118.18		5,279.00	44.6%

State of Colorado

K12 Ed Funding Formula

Individual District Change Results
With State Total Change and
District Size-Category Change

	Total State	APA Model Result		107 1990 CD PLATEAU VALLEY 50 Variance to All18Dec	% Change	APA Model Result		108 2000 20+ MESA COUNTY VALLEY 51 Variance to All18Dec	% Change
Base	5,639,048,380.00	2,877,455.00	0.1%			146,651,785.00	2.6%		
Full Day K	217,347,270.00	75,810.00	0.0%	89,894.16	3.1%	5,426,400.00	2.5%	6,654,667.46	4.5%
PreK	108,673,635.00	37,905.00	0.0%			2,713,200.00	2.5%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!	69,492.50	0.1%	(52,864.50)	-43.2%
Base & Base equivalents	6,078,201,179.75	2,991,170.00	0.0%	89,894.16	3.1%	154,860,877.50	2.5%	6,601,802.96	4.5%
Size Adjustment	359,918,844.62	1,780,582.53	0.5%	919,850.22	106.9%	4,725,069.21	1.3%	(89,729.07)	-1.9%
Cost of Living with Limit	388,267,289.07	109,583.31	0.0%	(237,187.34)	-68.4%	6,641,133.28	1.7%	(12,012,013.78)	-64.4%
Community Considerations	748,186,133.69	1,890,165.84	0.3%	682,662.88	56.5%	11,366,202.49	1.5%	(12,101,742.85)	-51.6%
Special Needs Education	439,687,395.84	210,254.83	0.0%	198,693.83	1718.7%	12,951,607.02	2.9%	9,674,343.02	295.2%
Poverty (At-risk)	714,338,567.28	240,586.96	0.0%	57,360.64	31.3%	21,755,220.72	3.0%	14,085,335.99	183.6%
ELL	225,518,283.79	13,038.26	0.0%	11,397.66	694.7%	1,476,743.86	0.7%	1,302,609.77	748.0%
Gifted	60,813,404.81	-	0.0%	(4,666.42)	-100.0%	695,750.23	1.1%	490,074.07	238.3%
Specific Priority Funds	1,440,357,651.73	463,880.05	0.0%	262,785.71	130.7%	36,879,321.84	2.6%	25,552,362.85	225.6%
Total P&C Funding	8,266,744,965.16	5,345,215.89	0.1%	1,035,342.75	24.0%	203,106,401.83	2.5%	20,052,422.97	11.0%
				68.4%				50.1%	
Budget Stabilization Factor	-	-		477,270.42		-		19,948,912.77	
				31.6%				49.9%	
Annual Cash Outlay	8,266,744,965.16	5,345,215.89	0.1%	1,512,613.17	39.5%	203,106,401.83	2.5%	40,001,335.74	24.5%
sFTE	860,507.24	419.40	0.0%	419.40		21,483.70	2.5%	21,483.70	
$ / SFTE	9,606.83	12,744.91		3,606.61	39.5%	9,453.98		1,861.94	24.5%
memo: A.V./sFTE	*126,694.27*	*278,806.49*	*220%* x			*77,958.20*	*62%* x		
$ / sFTE measures									
Base & Base equivalents	7,063.51	7,132.02		214.34	3.1%	7,208.30		307.29	4.5%
Community Considerations	869.47	4,506.83		1,627.71	56.5%	529.06		(563.30)	-51.6%
Specific Priority Funds	1,673.85	1,106.06		626.58	130.7%	1,716.62		1,189.38	225.6%
Budget Stabilization Factor	-	-		1,137.98		-		928.56	
Annual Cash Outlay	9,606.83	12,744.91		3,606.61	39.5%	9,453.98		1,861.94	24.5%

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Change Results
With State Total Change and
District Size-Category Change

109 2010 RD
CREEDE SCHOOL DISTRICT

	Total State	APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	543,970.00	0.0%		
Full Day K	217,347,270.00	25,270.00	0.0%	52,646.37	9.9%
PreK	108,673,635.00	12,635.00	0.0%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	581,875.00	0.0%	52,646.37	9.9%
Size Adjustment	359,918,844.62	722,365.56	0.2%	(36,195.27)	-4.8%
Cost of Living with Limit	388,267,289.07	23,671.91	0.0%	(39,401.19)	-62.5%
Community Considerations	748,186,133.69	746,037.47	0.1%	(75,596.46)	-9.2%
Special Needs Education	439,687,395.84	35,030.07	0.0%	30,213.07	627.2%
Poverty (At-risk)	714,338,567.28	100,593.56	0.0%	58,358.15	138.2%
ELL	225,518,283.79	-	0.0%	-	#DIV/0!
Gifted	60,813,404.81	4,581.11	0.0%	2,831.00	161.8%
Specific Priority Funds	1,440,357,651.73	140,204.75	0.0%	91,402.22	187.3%
Total P&C Funding	8,266,744,965.16	1,468,117.22	0.0%	68,452.13	4.9%
				30.6%	
Budget Stabilization Factor	-	-		154,912.32	
				69.4%	
Annual Cash Outlay	8,266,744,965.16	1,468,117.22	0.0%	223,364.45	17.9%
sFTE	860,507.24	81.30	0.0%	81.30	
$ / SFTE	9,606.83	18,058.02		2,747.41	17.9%
memo: A.V./sFTE	*126,694.27*	*502,110.76*	*396%* x		
$ / sFTE measures					
Base & Base equivalents	7,063.51	7,157.13		647.56	9.9%
Community Considerations	869.47	9,176.35		(929.85)	-9.2%
Specific Priority Funds	1,673.85	1,724.54		1,124.26	187.3%
Budget Stabilization Factor	-	-		1,905.44	
Annual Cash Outlay	9,606.83	18,058.02		2,747.41	17.9%

State of Colorado

K12 Ed Funding Formula

Individual District Change Results
With State Total Change and
District Size-Category Change

	Total State	APA Model Result		110 2020 MD MOFFAT COUNTY RE:NO 1 Variance to All18Dec	% Change	APA Model Result		111 2035 MD MONTEZUMA-CORTEZ RE-1 Variance to All18Dec	% Change
Base	5,639,048,380.00	13,748,210.00	0.2%			18,506,950.00	0.3%		
Full Day K	217,347,270.00	465,500.00	0.2%	694,779.95	5.1%	788,025.00	0.4%	1,989,958.93	11.2%
PreK	108,673,635.00	232,750.00	0.2%			394,012.50	0.4%		
Online/Ascent	113,131,894.75	6,317.50	0.0%	6,317.50	#DIV/0!	44,222.50	0.0%	12,646.50	40.1%
Base & Base equivalents	6,078,201,179.75	14,452,777.50	0.2%	701,097.45	5.1%	19,733,210.00	0.3%	2,002,605.43	11.3%
Size Adjustment	359,918,844.62	2,004,985.93	0.6%	1,017,409.34	103.0%	2,489,244.72	0.7%	1,539,146.56	162.0%
Cost of Living with Limit	388,267,289.07	555,465.02	0.1%	(1,017,811.71)	-64.7%	855,616.27	0.2%	(1,363,555.66)	-61.4%
Community Considerations	748,186,133.69	2,560,450.95	0.3%	(402.37)	0.0%	3,344,860.99	0.4%	175,590.90	5.5%
Special Needs Education	439,687,395.84	1,287,075.97	0.3%	908,588.97	240.1%	1,719,635.81	0.4%	1,502,385.81	691.5%
Poverty (At-risk)	714,338,567.28	1,762,640.10	0.2%	1,143,724.78	184.8%	3,689,810.33	0.5%	2,039,451.19	123.6%
ELL	225,518,283.79	381,679.26	0.2%	355,643.72	1366.0%	287,646.50	0.1%	265,956.61	1226.2%
Gifted	60,813,404.81	88,319.61	0.1%	47,173.86	114.7%	91,923.05	0.2%	43,726.14	90.7%
Specific Priority Funds	1,440,357,651.73	3,519,714.95	0.2%	2,455,131.33	230.6%	5,789,015.70	0.4%	3,851,519.75	198.8%
Total P&C Funding	8,266,744,965.16	20,532,943.40	0.2%	3,155,826.41	18.2%	28,867,086.69	0.3%	6,029,716.09	26.4%
				62.6%				70.6%	
Budget Stabilization Factor	-	-		1,882,774.92		-		2,507,583.10	
				37.4%				29.4%	
Annual Cash Outlay	8,266,744,965.16	20,532,943.40	0.2%	5,038,601.34	32.5%	28,867,086.69	0.3%	8,537,299.19	42.0%
sFTE	860,507.24	1,996.20	0.2%	1,996.20		2,799.50	0.3%	2,799.50	
$ / SFTE	9,606.83	10,286.02		2,524.10	32.5%	10,311.52		3,049.58	42.0%
memo: A.V./sFTE	*126,694.27*	*193,705.80*	*153%* x			*167,970.34*	*133%* x		
$ / sFTE measures									
Base & Base equivalents	7,063.51	7,240.15		351.22	5.1%	7,048.83		715.34	11.3%
Community Considerations	869.47	1,282.66		(0.20)	0.0%	1,194.81		62.72	5.5%
Specific Priority Funds	1,673.85	1,763.21		1,229.90	230.6%	2,067.87		1,375.79	198.8%
Budget Stabilization Factor	-	-		943.18		-		895.73	
Annual Cash Outlay	9,606.83	10,286.02		2,524.10	32.5%	10,311.52		3,049.58	42.0%

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Change Results
With State Total Change and
District Size-Category Change

112 2055 CD
DOLORES RE-4A

	Total State	APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	4,590,495.00	0.1%		
Full Day K	217,347,270.00	159,600.00	0.1%	284,604.80	6.3%
PreK	108,673,635.00	79,800.00	0.1%		
Online/Ascent	113,131,894.75	50,540.00	0.0%	22,911.00	82.9%
Base & Base equivalents	6,078,201,179.75	4,880,435.00	0.1%	307,515.80	6.7%
Size Adjustment	359,918,844.62	1,763,852.78	0.5%	792,073.65	81.5%
Cost of Living with Limit	388,267,289.07	200,098.92	0.1%	(377,326.35)	-65.3%
Community Considerations	748,186,133.69	1,963,951.70	0.3%	414,747.30	26.8%
Special Needs Education	439,687,395.84	376,855.44	0.1%	333,983.44	779.0%
Poverty (At-risk)	714,338,567.28	513,314.91	0.1%	270,661.46	111.5%
ELL	225,518,283.79	30,708.58	0.0%	29,067.98	1771.8%
Gifted	60,813,404.81	24,309.91	0.0%	13,403.45	122.9%
Specific Priority Funds	1,440,357,651.73	945,188.83	0.1%	647,116.32	217.1%
Total P&C Funding	8,266,744,965.16	7,789,575.53	0.1%	1,369,379.43	21.3%
				65.9%	
Budget Stabilization Factor	-	-		707,762.39	
				34.1%	
Annual Cash Outlay	8,266,744,965.16	7,789,575.53	0.1%	2,077,141.82	36.4%
sFTE	860,507.24	687.70	0.1%	687.70	
$ / SFTE	9,606.83	11,327.00		3,020.42	36.4%
memo: A.V./sFTE	*126,694.27*	*83,814.31*	*66%* x		
$ / sFTE measures					
Base & Base equivalents	7,063.51	7,096.75		447.17	6.7%
Community Considerations	869.47	2,855.83		603.09	26.8%
Specific Priority Funds	1,673.85	1,374.42		940.99	217.1%
Budget Stabilization Factor	-	-		1,029.17	
Annual Cash Outlay	9,606.83	11,327.00		3,020.42	36.4%

State of Colorado

K12 Ed Funding Formula

Individual District Change Results
With State Total Change and
District Size-Category Change

	Total State	APA Model Result		113 2070 CD MANCOS RE-6 Variance to All18Dec	% Change	APA Model Result		114 2180 LD MONTROSE COUNTY RE-1J Variance to All18Dec	% Change
Base	5,639,048,380.00	3,179,365.00	0.1%			39,901,995.00	0.7%		
Full Day K	217,347,270.00	83,790.00	0.0%	274,143.72	9.0%	1,413,790.00	0.7%	3,589,355.31	9.3%
PreK	108,673,635.00	41,895.00	0.0%			706,895.00	0.7%		
Online/Ascent	113,131,894.75	9,476.25	0.0%	9,476.25	#DIV/0!	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	3,314,526.25	0.1%	283,619.97	9.4%	42,022,680.00	0.7%	3,589,355.31	9.3%
Size Adjustment	359,918,844.62	1,490,217.63	0.4%	697,497.86	88.0%	3,724,618.02	1.0%	2,358,095.37	172.6%
Cost of Living with Limit	388,267,289.07	141,362.19	0.0%	(219,380.47)	-60.8%	2,811,985.94	0.7%	(4,765,552.83)	-62.9%
Community Considerations	748,186,133.69	1,631,579.82	0.2%	478,117.39	41.5%	6,536,603.96	0.9%	(2,407,457.45)	-26.9%
Special Needs Education	439,687,395.84	407,456.94	0.1%	387,706.94	1963.1%	3,546,363.47	0.8%	2,661,411.47	300.7%
Poverty (At-risk)	714,338,567.28	546,752.59	0.1%	298,627.44	120.4%	5,845,576.21	0.8%	3,275,968.61	127.5%
ELL	225,518,283.79	86,335.85	0.0%	81,790.66	1799.5%	1,716,899.50	0.8%	1,581,214.63	1165.4%
Gifted	60,813,404.81	37,741.10	0.1%	31,838.78	539.4%	423,948.86	0.7%	364,318.26	611.0%
Specific Priority Funds	1,440,357,651.73	1,078,286.48	0.1%	799,963.82	287.4%	11,532,788.04	0.8%	7,882,912.97	216.0%
Total P&C Funding	8,266,744,965.16	6,024,392.55	0.1%	1,561,701.17	35.0%	60,092,072.00	0.7%	9,064,810.83	17.8%
				76.0%				62.0%	
Budget Stabilization Factor	-	-		492,892.75		-		5,554,099.29	
				24.0%				38.0%	
Annual Cash Outlay	8,266,744,965.16	6,024,392.55	0.1%	2,054,593.92	51.8%	60,092,072.00	0.7%	14,618,910.12	32.1%
sFTE	860,507.24	477.20	0.1%	477.20		6,065.40	0.7%	6,065.40	
$ / SFTE	9,606.83	12,624.46		4,305.52	51.8%	9,907.36		2,410.21	32.1%
memo: A.V./sFTE	*126,694.27*	*95,227.18*	*75%* x			*81,495.44*	*64%* x		
$ / sFTE measures									
Base & Base equivalents	7,063.51	6,945.78		594.34	9.4%	6,928.26		591.78	9.3%
Community Considerations	869.47	3,419.07		1,001.92	41.5%	1,077.69		(396.92)	-26.9%
Specific Priority Funds	1,673.85	2,259.61		1,676.37	287.4%	1,901.41		1,299.65	216.0%
Budget Stabilization Factor	-	-		1,032.89		-		915.70	
Annual Cash Outlay	9,606.83	12,624.46		4,305.52	51.8%	9,907.36		2,410.21	32.1%

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Change Results
With State Total Change and
District Size-Category Change

115 2190 CD
WEST END RE-2

	Total State	APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	1,804,145.00	0.0%		
Full Day K	217,347,270.00	66,500.00	0.0%	70,304.38	3.8%
PreK	108,673,635.00	33,250.00	0.0%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	1,903,895.00	0.0%	70,304.38	3.8%
Size Adjustment	359,918,844.62	1,841,070.10	0.5%	311,308.77	20.4%
Cost of Living with Limit	388,267,289.07	106,358.04	0.0%	(195,098.56)	-64.7%
Community Considerations	748,186,133.69	1,947,428.14	0.3%	116,210.21	6.3%
Special Needs Education	439,687,395.84	196,542.43	0.0%	176,310.43	871.4%
Poverty (At-risk)	714,338,567.28	324,623.51	0.0%	98,847.23	43.8%
ELL	225,518,283.79	4,027.59	0.0%	3,440.42	585.9%
Gifted	60,813,404.81	4,142.66	0.0%	(3,612.92)	-46.6%
Specific Priority Funds	1,440,357,651.73	529,336.18	0.0%	274,985.15	108.1%
Total P&C Funding	8,266,744,965.16	4,380,659.32	0.1%	461,499.74	11.8%
				51.6%	
Budget Stabilization Factor	-	-		432,632.53	
				48.4%	
Annual Cash Outlay	8,266,744,965.16	4,380,659.32	0.1%	894,132.28	25.6%
sFTE	860,507.24	268.70	0.0%	268.70	
$ / SFTE	9,606.83	16,303.16		3,327.62	25.6%
memo: A.V./sFTE	*126,694.27*	*136,860.53*	*108%* x		
$ / sFTE measures					
Base & Base equivalents	7,063.51	7,085.58		261.65	3.8%
Community Considerations	869.47	7,247.59		432.49	6.3%
Specific Priority Funds	1,673.85	1,969.99		1,023.39	108.1%
Budget Stabilization Factor	-	-		1,610.10	
Annual Cash Outlay	9,606.83	16,303.16		3,327.62	25.6%

State of Colorado

K12 Ed Funding Formula

Individual District Change Results
With State Total Change and
District Size-Category Change

	Total State	116 2395 MD BRUSH RE-2(J) APA Model Result		Variance to All18Dec	% Change	117 2405 LD FORT MORGAN RE-3 APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	10,048,150.00	0.2%			20,243,930.00	0.4%		
Full Day K	217,347,270.00	372,400.00	0.2%	960,146.55	10.0%	806,645.00	0.4%	1,081,468.48	5.3%
PreK	108,673,635.00	186,200.00	0.2%			403,322.50	0.4%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	10,606,750.00	0.2%	960,146.55	10.0%	21,453,897.50	0.4%	1,081,468.48	5.3%
Size Adjustment	359,918,844.62	2,061,393.20	0.6%	971,463.31	89.1%	2,638,900.08	0.7%	1,638,415.16	163.8%
Cost of Living with Limit	388,267,289.07	587,870.00	0.2%	(932,840.96)	-61.3%	1,273,849.27	0.3%	(2,118,209.05)	-62.4%
Community Considerations	748,186,133.69	2,649,263.20	0.4%	38,622.36	1.5%	3,912,749.36	0.5%	(479,793.89)	-10.9%
Special Needs Education	439,687,395.84	875,660.97	0.2%	798,105.97	1029.1%	1,607,002.94	0.4%	1,194,350.94	289.4%
Poverty (At-risk)	714,338,567.28	1,821,615.15	0.3%	1,050,029.99	136.1%	4,099,185.34	0.6%	1,880,598.57	84.8%
ELL	225,518,283.79	404,026.93	0.2%	376,983.09	1394.0%	1,630,677.30	0.7%	1,501,337.32	1160.8%
Gifted	60,813,404.81	77,310.22	0.1%	56,334.55	268.6%	906.94	0.0%	(28,468.50)	-96.9%
Specific Priority Funds	1,440,357,651.73	3,178,613.27	0.2%	2,281,453.60	254.3%	7,337,772.53	0.5%	4,547,818.34	163.0%
Total P&C Funding	8,266,744,965.16	16,434,626.47	0.2%	3,280,222.50	24.9%	32,704,419.38	0.4%	5,149,492.93	18.7%
				69.4%				63.2%	
Budget Stabilization Factor	-	-		1,448,804.16		-		3,000,568.30	
				30.6%				36.8%	
Annual Cash Outlay	8,266,744,965.16	16,434,626.47	0.2%	4,729,026.67	40.4%	32,704,419.38	0.4%	8,150,061.23	33.2%
sFTE	860,507.24	1,530.00	0.2%	1,530.00		3,042.60	0.4%	3,042.60	
$ / SFTE	9,606.83	10,741.59		3,090.87	40.4%	10,748.84		2,678.65	33.2%
memo: A.V./sFTE	*126,694.27*	*159,734.01*	*126%* x			*81,809.50*	*65%* x		
$ / sFTE measures									
Base & Base equivalents	7,063.51	6,932.52		627.55	10.0%	7,051.17		355.44	5.3%
Community Considerations	869.47	1,731.54		25.24	1.5%	1,285.99		(157.69)	-10.9%
Specific Priority Funds	1,673.85	2,077.53		1,491.15	254.3%	2,411.68		1,494.71	163.0%
Budget Stabilization Factor	-	-		946.93		-		986.19	
Annual Cash Outlay	9,606.83	10,741.59		3,090.87	40.4%	10,748.84		2,678.65	33.2%

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Change Results
With State Total Change and
District Size-Category Change

118 2505 CD
WELDON VALLEY RE-20(J)

	Total State	APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	1,414,455.00	0.0%		
Full Day K	217,347,270.00	45,220.00	0.0%	76,354.81	5.4%
PreK	108,673,635.00	22,610.00	0.0%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	1,482,285.00	0.0%	76,354.81	5.4%
Size Adjustment	359,918,844.62	1,678,115.36	0.5%	434,118.31	34.9%
Cost of Living with Limit	388,267,289.07	68,367.18	0.0%	(122,823.00)	-64.2%
Community Considerations	748,186,133.69	1,746,482.54	0.2%	311,295.32	21.7%
Special Needs Education	439,687,395.84	168,409.25	0.0%	159,257.25	1740.1%
Poverty (At-risk)	714,338,567.28	174,362.57	0.0%	86,739.32	99.0%
ELL	225,518,283.79	-	0.0%	(462.79)	-100.0%
Gifted	60,813,404.81	7,158.58	0.0%	4,311.99	151.5%
Specific Priority Funds	1,440,357,651.73	349,930.39	0.0%	249,845.76	249.6%
Total P&C Funding	8,266,744,965.16	3,578,697.94	0.0%	637,495.89	21.7%
				66.2%	
Budget Stabilization Factor	-	-		325,675.59	
				33.8%	
Annual Cash Outlay	8,266,744,965.16	3,578,697.94	0.0%	963,171.48	36.8%
sFTE	860,507.24	203.30	0.0%	203.30	
$ / SFTE	9,606.83	17,603.04		4,737.69	36.8%
memo: A.V./sFTE	*126,694.27*	*78,353.17*	*62%* x		
$ / sFTE measures					
Base & Base equivalents	7,063.51	7,291.12		375.58	5.4%
Community Considerations	869.47	8,590.67		1,531.21	21.7%
Specific Priority Funds	1,673.85	1,721.25		1,228.95	249.6%
Budget Stabilization Factor	-	-		1,601.95	
Annual Cash Outlay	9,606.83	17,603.04		4,737.69	36.8%

State of Colorado

K12 Ed Funding Formula

Individual District Change Results
With State Total Change and
District Size-Category Change

	Total State	119 2515 CD WIGGINS RE-50(J) APA Model Result		Variance to All18Dec	% Change	120 2520 MD EAST OTERO R-1 APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	3,856,335.00	0.1%			9,107,840.00	0.2%		
Full Day K	217,347,270.00	124,355.00	0.1%	284,039.46	7.6%	365,750.00	0.2%	299,981.34	3.2%
PreK	108,673,635.00	62,177.50	0.1%			182,875.00	0.2%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	4,042,867.50	0.1%	284,039.46	7.6%	9,656,465.00	0.2%	299,981.34	3.2%
Size Adjustment	359,918,844.62	1,573,367.72	0.4%	652,895.37	70.9%	2,185,746.68	0.6%	1,137,774.66	108.6%
Cost of Living with Limit	388,267,289.07	187,932.19	0.0%	(338,492.81)	-64.3%	423,507.99	0.1%	(720,730.08)	-63.0%
Community Considerations	748,186,133.69	1,761,299.91	0.2%	314,402.56	21.7%	2,609,254.67	0.3%	417,044.58	19.0%
Special Needs Education	439,687,395.84	297,342.46	0.1%	272,775.46	1110.3%	1,200,339.57	0.3%	1,090,991.57	997.7%
Poverty (At-risk)	714,338,567.28	543,047.67	0.1%	372,243.31	217.9%	2,049,126.74	0.3%	728,744.13	55.2%
ELL	225,518,283.79	123,522.01	0.1%	109,862.13	804.3%	70,038.51	0.0%	66,639.88	1960.8%
Gifted	60,813,404.81	29,734.23	0.0%	22,545.86	313.6%	48,458.71	0.1%	24,481.41	102.1%
Specific Priority Funds	1,440,357,651.73	993,646.38	0.1%	777,426.76	359.6%	3,367,963.54	0.2%	1,910,856.99	131.1%
Total P&C Funding	8,266,744,965.16	6,797,813.79	0.1%	1,375,868.79	25.4%	15,633,683.21	0.2%	2,627,882.90	20.2%
				69.7%				64.7%	
Budget Stabilization Factor	-	-		597,869.42		-		1,431,039.64	
				30.3%				35.3%	
Annual Cash Outlay	8,266,744,965.16	6,797,813.79	0.1%	1,973,738.21	40.9%	15,633,683.21	0.2%	4,058,922.54	35.1%
sFTE	860,507.24	571.60	0.1%	571.60		1,370.30	0.2%	1,370.30	
$ / SFTE	9,606.83	11,892.61		3,453.01	40.9%	11,408.95		2,962.07	35.1%
memo: A.V./sFTE	*126,694.27*	*284,875.14*	*225%* x			*50,115.55*	*40%* x		
$ / sFTE measures									
Base & Base equivalents	7,063.51	7,072.90		496.92	7.6%	7,046.97		218.92	3.2%
Community Considerations	869.47	3,081.35		550.04	21.7%	1,904.15		304.35	19.0%
Specific Priority Funds	1,673.85	1,738.36		1,360.09	359.6%	2,457.83		1,394.48	131.1%
Budget Stabilization Factor	-	-		1,045.96		-		1,044.33	
Annual Cash Outlay	9,606.83	11,892.61		3,453.01	40.9%	11,408.95		2,962.07	35.1%

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Change Results
With State Total Change and
District Size-Category Change

121 2530 CD
ROCKY FORD R-2

	Total State	APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	5,306,035.00	0.1%		
Full Day K	217,347,270.00	126,350.00	0.1%	258,329.97	4.9%
PreK	108,673,635.00	63,175.00	0.1%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	5,495,560.00	0.1%	258,329.97	4.9%
Size Adjustment	359,918,844.62	1,907,473.35	0.5%	929,355.10	95.0%
Cost of Living with Limit	388,267,289.07	217,101.68	0.1%	(357,422.59)	-62.2%
Community Considerations	748,186,133.69	2,124,575.02	0.3%	571,932.51	36.8%
Special Needs Education	439,687,395.84	568,884.79	0.1%	520,232.79	1069.3%
Poverty (At-risk)	714,338,567.28	1,229,478.60	0.2%	429,979.00	53.8%
ELL	225,518,283.79	95,282.92	0.0%	85,349.66	859.2%
Gifted	60,813,404.81	15,833.47	0.0%	1,578.13	11.1%
Specific Priority Funds	1,440,357,651.73	1,909,479.78	0.1%	1,037,139.58	118.9%
Total P&C Funding	8,266,744,965.16	9,529,614.80	0.1%	1,867,402.06	24.4%
				68.9%	
Budget Stabilization Factor	-	-		843,937.21	
				31.1%	
Annual Cash Outlay	8,266,744,965.16	9,529,614.80	0.1%	2,711,339.27	39.8%
sFTE	860,507.24	785.80	0.1%	785.80	
$ / SFTE	9,606.83	12,127.28		3,450.42	39.8%
memo: A.V./sFTE	*126,694.27*	*46,090.69*	*36%* x		
$ / sFTE measures					
Base & Base equivalents	7,063.51	6,993.59		328.75	4.9%
Community Considerations	869.47	2,703.71		727.83	36.8%
Specific Priority Funds	1,673.85	2,429.98		1,319.85	118.9%
Budget Stabilization Factor	-	-		1,073.98	
Annual Cash Outlay	9,606.83	12,127.28		3,450.42	39.8%

State of Colorado

K12 Ed Funding Formula

Individual District Change Results
With State Total Change and
District Size-Category Change

	Total State	122 2535 RD MANZANOLA 3J APA Model Result		Variance to All18Dec	% Change	123 2540 CD FOWLER R-4J APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	869,820.00	0.0%			2,641,380.00	0.0%		
Full Day K	217,347,270.00	35,245.00	0.0%	50,733.66	5.8%	111,720.00	0.1%	220,301.81	8.5%
PreK	108,673,635.00	17,622.50	0.0%			55,860.00	0.1%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	922,687.50	0.0%	50,733.66	5.8%	2,808,960.00	0.0%	220,301.81	8.5%
Size Adjustment	359,918,844.62	1,148,527.49	0.3%	104,775.82	10.0%	1,804,078.90	0.5%	816,991.57	82.8%
Cost of Living with Limit	388,267,289.07	34,562.87	0.0%	(57,331.91)	-62.4%	95,061.24	0.0%	(156,002.46)	-62.1%
Community Considerations	748,186,133.69	1,183,090.35	0.2%	47,443.90	4.2%	1,899,140.14	0.3%	660,989.12	53.4%
Special Needs Education	439,687,395.84	57,712.29	0.0%	54,340.29	1611.5%	256,904.21	0.1%	242,453.21	1677.8%
Poverty (At-risk)	714,338,567.28	181,624.54	0.0%	35,485.71	24.3%	425,452.99	0.1%	208,898.32	96.5%
ELL	225,518,283.79	57,601.11	0.0%	53,394.33	1269.2%	13,467.76	0.0%	12,887.54	2221.1%
Gifted	60,813,404.81	15,404.18	0.0%	12,567.47	443.0%	26,550.73	0.0%	19,702.33	287.7%
Specific Priority Funds	1,440,357,651.73	312,342.13	0.0%	155,787.81	99.5%	722,375.70	0.1%	483,941.41	203.0%
Total P&C Funding	8,266,744,965.16	2,418,119.99	0.0%	253,965.38	11.7%	5,430,475.84	0.1%	1,365,232.34	33.6%
				51.5%				75.2%	
Budget Stabilization Factor	-	-		239,495.51		-		449,621.54	
				48.5%				24.8%	
Annual Cash Outlay	8,266,744,965.16	2,418,119.99	0.0%	493,460.89	25.6%	5,430,475.84	0.1%	1,814,853.88	50.2%
sFTE	860,507.24	133.00	0.0%	133.00		398.70	0.0%	398.70	
$ / SFTE	9,606.83	18,181.35		3,710.23	25.6%	13,620.46		4,551.93	50.2%
memo: A.V./sFTE	*126,694.27*	*75,870.41*	*60%* x			*60,903.03*	*48%* x		
$ / sFTE measures									
Base & Base equivalents	7,063.51	6,937.50		381.46	5.8%	7,045.30		552.55	8.5%
Community Considerations	869.47	8,895.42		356.72	4.2%	4,763.33		1,657.86	53.4%
Specific Priority Funds	1,673.85	2,348.44		1,171.34	99.5%	1,811.83		1,213.80	203.0%
Budget Stabilization Factor	-	-		1,800.72		-		1,127.72	
Annual Cash Outlay	9,606.83	18,181.35		3,710.23	25.6%	13,620.46		4,551.93	50.2%

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Change Results
With State Total Change and
District Size-Category Change

124 2560 CD
CHERAW 31

	Total State	APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	1,355,935.00	0.0%		
Full Day K	217,347,270.00	66,500.00	0.0%	149,944.61	11.5%
PreK	108,673,635.00	33,250.00	0.0%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	1,455,685.00	0.0%	149,944.61	11.5%
Size Adjustment	359,918,844.62	1,622,713.85	0.5%	428,153.90	35.8%
Cost of Living with Limit	388,267,289.07	48,354.46	0.0%	(74,633.70)	-60.7%
Community Considerations	748,186,133.69	1,671,068.31	0.2%	353,520.21	26.8%
Special Needs Education	439,687,395.84	147,645.20	0.0%	137,529.20	1359.5%
Poverty (At-risk)	714,338,567.28	247,929.73	0.0%	133,919.61	117.5%
ELL	225,518,283.79	-	0.0%	-	#DIV/0!
Gifted	60,813,404.81	-	0.0%	(3,417.74)	-100.0%
Specific Priority Funds	1,440,357,651.73	395,574.93	0.0%	268,031.07	210.1%
Total P&C Funding	8,266,744,965.16	3,522,328.25	0.0%	771,495.89	28.0%
				71.7%	
Budget Stabilization Factor	-	-		304,387.26	
				28.3%	
Annual Cash Outlay	8,266,744,965.16	3,522,328.25	0.0%	1,075,883.14	44.0%
sFTE	860,507.24	206.80	0.0%	206.80	
$ / SFTE	9,606.83	17,032.54		5,202.53	44.0%
memo: A.V./sFTE	*126,694.27*	*34,664.07*	*27%* x		
$ / sFTE measures					
Base & Base equivalents	7,063.51	7,039.10		725.07	11.5%
Community Considerations	869.47	8,080.60		1,709.48	26.8%
Specific Priority Funds	1,673.85	1,912.84		1,296.09	210.1%
Budget Stabilization Factor	-	-		1,471.89	
Annual Cash Outlay	9,606.83	17,032.54		5,202.53	44.0%

State of Colorado

K12 Ed Funding Formula

Individual District Change Results
With State Total Change and
District Size-Category Change

	Total State	125 2570 CD SWINK 33 APA Model Result		Variance to All18Dec	% Change	126 2580 CD OURAY R-1 APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	2,382,695.00	0.0%			1,154,440.00	0.0%		
Full Day K	217,347,270.00	99,750.00	0.0%	164,240.80	6.9%	33,250.00	0.0%	64,710.66	5.7%
PreK	108,673,635.00	49,875.00	0.0%			16,625.00	0.0%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	2,532,320.00	0.0%	164,240.80	6.9%	1,204,315.00	0.0%	64,710.66	5.7%
Size Adjustment	359,918,844.62	1,852,822.47	0.5%	798,127.44	75.7%	1,464,291.12	0.4%	151,268.77	11.5%
Cost of Living with Limit	388,267,289.07	88,165.84	0.0%	(166,069.81)	-65.3%	96,234.54	0.0%	(159,953.99)	-62.4%
Community Considerations	748,186,133.69	1,940,988.32	0.3%	632,057.63	48.3%	1,560,525.66	0.2%	(8,685.22)	-0.6%
Special Needs Education	439,687,395.84	223,112.13	0.1%	208,661.13	1443.9%	106,359.14	0.0%	93,835.14	749.2%
Poverty (At-risk)	714,338,567.28	307,472.73	0.0%	164,054.09	114.4%	111,853.28	0.0%	30,683.87	37.8%
ELL	225,518,283.79	-	0.0%	(1,043.02)	-100.0%	18,331.83	0.0%	16,815.61	1109.0%
Gifted	60,813,404.81	-	0.0%	(6,622.98)	-100.0%	20,950.67	0.0%	15,019.93	253.3%
Specific Priority Funds	1,440,357,651.73	530,584.85	0.0%	365,049.22	220.5%	257,494.92	0.0%	156,354.55	154.6%
Total P&C Funding	8,266,744,965.16	5,003,893.17	0.1%	1,161,347.65	30.2%	3,022,335.58	0.0%	212,379.99	7.6%
				73.2%				40.6%	
Budget Stabilization Factor	-	-		424,831.16		-		310,245.93	
				26.8%				59.4%	
Annual Cash Outlay	8,266,744,965.16	5,003,893.17	0.1%	1,586,178.81	46.4%	3,022,335.58	0.0%	522,625.92	20.9%
sFTE	860,507.24	362.70	0.0%	362.70		170.40	0.0%	170.40	
$ / SFTE	9,606.83	13,796.23		4,373.25	46.4%	17,736.71		3,067.05	20.9%
memo: A.V./sFTE	*126,694.27*	*49,539.66*	*39%* x			*336,593.02*	*266%* x		
$ / sFTE measures									
Base & Base equivalents	7,063.51	6,981.86		452.83	6.9%	7,067.58		379.76	5.7%
Community Considerations	869.47	5,351.50		1,742.65	48.3%	9,158.01		(50.97)	-0.6%
Specific Priority Funds	1,673.85	1,462.88		1,006.48	220.5%	1,511.12		917.57	154.6%
Budget Stabilization Factor	-	-		1,171.30		-		1,820.69	
Annual Cash Outlay	9,606.83	13,796.23		4,373.25	46.4%	17,736.71		3,067.05	20.9%

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Change Results
With State Total Change and
District Size-Category Change

127 2590 CD
RIDGWAY R-2

	Total State	APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	2,131,325.00	0.0%		
Full Day K	217,347,270.00	53,200.00	0.0%	78,902.56	3.7%
PreK	108,673,635.00	26,600.00	0.0%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	2,211,125.00	0.0%	78,902.56	3.7%
Size Adjustment	359,918,844.62	1,952,135.23	0.5%	737,546.59	60.7%
Cost of Living with Limit	388,267,289.07	159,946.40	0.0%	(328,868.36)	-67.3%
Community Considerations	748,186,133.69	2,112,081.63	0.3%	408,678.22	24.0%
Special Needs Education	439,687,395.84	157,547.68	0.0%	142,132.68	922.0%
Poverty (At-risk)	714,338,567.28	173,854.20	0.0%	67,495.25	63.5%
ELL	225,518,283.79	16,529.43	0.0%	14,895.78	911.8%
Gifted	60,813,404.81	27,627.76	0.0%	18,934.42	217.8%
Specific Priority Funds	1,440,357,651.73	375,559.07	0.0%	243,458.12	184.3%
Total P&C Funding	8,266,744,965.16	4,698,765.70	0.1%	731,038.90	18.4%
				62.5%	
Budget Stabilization Factor	-	-		438,348.20	
				37.5%	
Annual Cash Outlay	8,266,744,965.16	4,698,765.70	0.1%	1,169,387.10	33.1%
sFTE	860,507.24	304.50	0.0%	304.50	
$ / SFTE	9,606.83	15,431.09		3,840.35	33.1%
memo: A.V./sFTE	*126,694.27*	*309,992.64*	*245%* x		
$ / sFTE measures					
Base & Base equivalents	7,063.51	7,261.49		259.12	3.7%
Community Considerations	869.47	6,936.23		1,342.13	24.0%
Specific Priority Funds	1,673.85	1,233.36		799.53	184.3%
Budget Stabilization Factor	-	-		1,439.57	
Annual Cash Outlay	9,606.83	15,431.09		3,840.35	33.1%

State of Colorado

K12 Ed Funding Formula

Individual District Change Results
With State Total Change and
District Size-Category Change

	Total State	128 2600 CD PLATTE CANYON 1 APA Model Result		Variance to All18Dec	% Change	129 2610 CD PARK COUNTY RE-2 APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	6,228,390.00	0.1%			3,991,995.00	0.1%		
Full Day K	217,347,270.00	300,580.00	0.1%	535,030.53	8.7%	153,615.00	0.1%	(125,568.54)	-2.9%
PreK	108,673,635.00	150,290.00	0.1%			76,807.50	0.1%		
Online/Ascent	113,131,894.75	12,635.00	0.0%	12,635.00	#DIV/0!	138,985.00	0.1%	138,985.00	#DIV/0!
Base & Base equivalents	6,078,201,179.75	6,691,895.00	0.1%	547,665.53	8.9%	4,361,402.50	0.1%	13,416.46	0.3%
Size Adjustment	359,918,844.62	2,109,314.34	0.6%	1,075,494.04	104.0%	1,603,895.05	0.4%	599,732.53	59.7%
Cost of Living with Limit	388,267,289.07	419,965.26	0.1%	(675,443.22)	-61.7%	243,884.27	0.1%	(526,185.36)	-68.3%
Community Considerations	748,186,133.69	2,529,279.60	0.3%	400,050.82	18.8%	1,847,779.32	0.2%	73,547.17	4.1%
Special Needs Education	439,687,395.84	704,321.59	0.2%	629,175.59	837.3%	319,581.31	0.1%	200,290.44	167.9%
Poverty (At-risk)	714,338,567.28	530,011.86	0.1%	319,023.90	151.2%	578,807.11	0.1%	322,342.76	125.7%
ELL	225,518,283.79	13,618.77	0.0%	13,501.34	11497.0%	19,473.03	0.0%	18,650.99	2268.9%
Gifted	60,813,404.81	71,204.80	0.1%	49,048.97	221.4%	29,445.87	0.0%	23,929.87	433.8%
Specific Priority Funds	1,440,357,651.73	1,319,157.02	0.1%	1,010,749.80	327.7%	947,307.32	0.1%	565,214.07	147.9%
Total P&C Funding	8,266,744,965.16	10,540,331.62	0.1%	1,958,466.15	22.8%	7,156,489.15	0.1%	652,177.69	10.0%
				67.5%				47.9%	
Budget Stabilization Factor	-	-		943,469.33		-		709,308.68	
				32.5%				52.1%	
Annual Cash Outlay	8,266,744,965.16	10,540,331.62	0.1%	2,901,935.48	38.0%	7,156,489.15	0.1%	1,361,486.38	23.5%
sFTE	860,507.24	922.00	0.1%	922.00		612.20	0.1%	612.20	
$ / SFTE	9,606.83	11,432.03		3,147.44	38.0%	11,689.79		2,223.92	23.5%
memo: A.V./sFTE	*126,694.27*	*147,954.11*	*117%* x			*486,956.93*	*384%* x		
$ / sFTE measures									
Base & Base equivalents	7,063.51	7,258.02		594.00	8.9%	7,124.15		21.92	0.3%
Community Considerations	869.47	2,743.25		433.89	18.8%	3,018.26		120.14	4.1%
Specific Priority Funds	1,673.85	1,430.76		1,096.26	327.7%	1,547.38		923.25	147.9%
Budget Stabilization Factor	-	-		1,023.29		-		1,158.62	
Annual Cash Outlay	9,606.83	11,432.03		3,147.44	38.0%	11,689.79		2,223.92	23.5%

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Change Results
With State Total Change and
District Size-Category Change

130 2620 CD
HOLYOKE RE-1J

	Total State	APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	3,936,800.00	0.1%		
Full Day K	217,347,270.00	166,250.00	0.1%	337,441.84	8.8%
PreK	108,673,635.00	83,125.00	0.1%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	4,186,175.00	0.1%	337,441.84	8.8%
Size Adjustment	359,918,844.62	1,597,317.37	0.4%	703,980.19	78.8%
Cost of Living with Limit	388,267,289.07	136,598.63	0.0%	(226,536.06)	-62.4%
Community Considerations	748,186,133.69	1,733,916.00	0.2%	477,444.13	38.0%
Special Needs Education	439,687,395.84	374,626.38	0.1%	329,827.38	736.2%
Poverty (At-risk)	714,338,567.28	504,370.28	0.1%	276,588.79	121.4%
ELL	225,518,283.79	329,681.76	0.1%	313,500.22	1937.4%
Gifted	60,813,404.81	-	0.0%	(10,836.16)	-100.0%
Specific Priority Funds	1,440,357,651.73	1,208,678.42	0.1%	909,080.23	303.4%
Total P&C Funding	8,266,744,965.16	7,128,769.42	0.1%	1,723,966.21	31.9%
				74.4%	
Budget Stabilization Factor	-	-		593,027.42	
				25.6%	
Annual Cash Outlay	8,266,744,965.16	7,128,769.42	0.1%	2,316,993.62	48.2%
sFTE	860,507.24	600.50	0.1%	600.50	
$ / SFTE	9,606.83	11,871.39		3,858.44	48.2%
memo: A.V./sFTE	*126,694.27*	*126,280.83*	*100%* x		
$ / sFTE measures					
Base & Base equivalents	7,063.51	6,971.15		561.93	8.8%
Community Considerations	869.47	2,887.45		795.08	38.0%
Specific Priority Funds	1,673.85	2,012.79		1,513.87	303.4%
Budget Stabilization Factor	-	-		987.56	
Annual Cash Outlay	9,606.83	11,871.39		3,858.44	48.2%

State of Colorado

K12 Ed Funding Formula

Individual District Change Results
With State Total Change and
District Size-Category Change

	Total State	APA Model Result		131 2630 CD HAXTUN RE-2J Variance to All18Dec	% Change	APA Model Result		132 2640 MD ASPEN 1 Variance to All18Dec	% Change
Base	5,639,048,380.00	1,951,775.00	0.0%			11,036,340.00	0.2%		
Full Day K	217,347,270.00	68,495.00	0.0%	18,649.30	0.9%	355,110.00	0.2%	650,951.50	6.0%
PreK	108,673,635.00	34,247.50	0.0%			177,555.00	0.2%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	2,054,517.50	0.0%	18,649.30	0.9%	11,569,005.00	0.2%	650,951.50	6.0%
Size Adjustment	359,918,844.62	1,903,983.26	0.5%	853,678.64	81.3%	1,923,332.42	0.5%	442,470.31	29.9%
Cost of Living with Limit	388,267,289.07	41,026.39	0.0%	(80,231.34)	-66.2%	1,919,089.13	0.5%	(4,086,995.71)	-68.0%
Community Considerations	748,186,133.69	1,945,009.65	0.3%	773,447.30	66.0%	3,842,421.55	0.5%	(3,644,525.39)	-48.7%
Special Needs Education	439,687,395.84	349,746.38	0.1%	336,258.38	2493.0%	826,986.30	0.2%	672,570.06	435.6%
Poverty (At-risk)	714,338,567.28	186,031.26	0.0%	100,142.25	116.6%	157,081.93	0.0%	80,505.41	105.1%
ELL	225,518,283.79	11,668.63	0.0%	9,810.52	528.0%	229,922.34	0.1%	202,326.66	733.2%
Gifted	60,813,404.81	7,001.18	0.0%	2,051.33	41.4%	97,727.35	0.2%	82,188.56	528.9%
Specific Priority Funds	1,440,357,651.73	554,447.45	0.0%	448,262.48	422.2%	1,311,717.92	0.1%	1,037,590.69	378.5%
Total P&C Funding	8,266,744,965.16	4,553,974.60	0.1%	1,240,359.08	37.4%	16,723,144.46	0.2%	(1,955,983.20)	-10.5%
				77.2%				-1972.4%	
Budget Stabilization Factor	-	-		366,216.71		-		2,055,148.99	
				22.8%				2072.4%	
Annual Cash Outlay	8,266,744,965.16	4,553,974.60	0.1%	1,606,575.80	54.5%	16,723,144.46	0.2%	99,165.79	0.6%
sFTE	860,507.24	285.20	0.0%	285.20		1,670.70	0.2%	1,670.70	
$ / SFTE	9,606.83	15,967.65		5,633.15	54.5%	10,009.66		59.36	0.6%
memo: A.V./sFTE	*126,694.27*	*110,918.24*	*88%* x			*1,738,541.05*	*1372%* x		
$ / sFTE measures									
Base & Base equivalents	7,063.51	7,203.78		65.39	0.9%	6,924.65		389.63	6.0%
Community Considerations	869.47	6,819.81		2,711.95	66.0%	2,299.89		(2,181.44)	-48.7%
Specific Priority Funds	1,673.85	1,944.07		1,571.75	422.2%	785.13		621.05	378.5%
Budget Stabilization Factor	-	-		1,284.07		-		1,230.11	
Annual Cash Outlay	9,606.83	15,967.65		5,633.15	54.5%	10,009.66		59.36	0.6%

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Change Results
With State Total Change and
District Size-Category Change

133 2650 CD
GRANADA RE-1

	Total State	APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	1,274,805.00	0.0%		
Full Day K	217,347,270.00	59,850.00	0.0%	123,570.78	10.0%
PreK	108,673,635.00	29,925.00	0.0%		
Online/Ascent	113,131,894.75	18,952.50	0.0%	(12,623.50)	-40.0%
Base & Base equivalents	6,078,201,179.75	1,383,532.50	0.0%	110,947.28	8.7%
Size Adjustment	359,918,844.62	1,546,878.49	0.4%	422,410.04	37.6%
Cost of Living with Limit	388,267,289.07	27,584.82	0.0%	(44,423.77)	-61.7%
Community Considerations	748,186,133.69	1,574,463.31	0.2%	377,986.26	31.6%
Special Needs Education	439,687,395.84	55,967.64	0.0%	44,888.64	405.2%
Poverty (At-risk)	714,338,567.28	260,740.80	0.0%	102,754.63	65.0%
ELL	225,518,283.79	61,330.16	0.0%	58,757.04	2283.5%
Gifted	60,813,404.81	11,565.12	0.0%	6,694.28	137.4%
Specific Priority Funds	1,440,357,651.73	389,603.72	0.0%	213,094.59	120.7%
Total P&C Funding	8,266,744,965.16	3,347,599.53	0.0%	702,028.14	26.5%
				70.6%	
Budget Stabilization Factor	-	-		292,127.45	
				29.4%	
Annual Cash Outlay	8,266,744,965.16	3,347,599.53	0.0%	994,155.59	42.2%
sFTE	860,507.24	199.60	0.0%	199.60	
$ / SFTE	9,606.83	16,771.54		4,980.74	42.2%
memo: A.V./sFTE	*126,694.27*	*77,773.55*	*61%* x		
$ / sFTE measures					
Base & Base equivalents	7,063.51	6,931.53		555.85	8.7%
Community Considerations	869.47	7,888.09		1,893.72	31.6%
Specific Priority Funds	1,673.85	1,951.92		1,067.61	120.7%
Budget Stabilization Factor	-	-		1,463.56	
Annual Cash Outlay	9,606.83	16,771.54		4,980.74	42.2%

State of Colorado

K12 Ed Funding Formula

Individual District Change Results
With State Total Change and
District Size-Category Change

	Total State	134 2660 MD LAMAR RE-2 APA Model Result		Variance to All18Dec	% Change	135 2670 CD HOLLY RE-3 APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	9,881,235.00	0.2%			1,898,575.00	0.0%		
Full Day K	217,347,270.00	421,610.00	0.2%	789,466.76	8.1%	65,170.00	0.0%	112,333.64	6.0%
PreK	108,673,635.00	210,805.00	0.2%			32,585.00	0.0%		
Online/Ascent	113,131,894.75	44,222.50	0.0%	44,222.50	#DIV/0!	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	10,557,872.50	0.2%	833,689.26	8.6%	1,996,330.00	0.0%	112,333.64	6.0%
Size Adjustment	359,918,844.62	2,123,210.30	0.6%	1,075,817.17	102.7%	1,861,158.96	0.5%	836,475.38	81.6%
Cost of Living with Limit	388,267,289.07	411,109.07	0.1%	(673,718.24)	-62.1%	24,332.61	0.0%	(40,109.11)	-62.2%
Community Considerations	748,186,133.69	2,534,319.37	0.3%	402,098.93	18.9%	1,885,491.57	0.3%	796,366.27	73.1%
Special Needs Education	439,687,395.84	923,953.11	0.2%	808,343.11	699.2%	170,659.53	0.0%	152,836.53	857.5%
Poverty (At-risk)	714,338,567.28	1,911,381.10	0.3%	963,364.51	101.6%	380,483.29	0.1%	185,856.42	95.5%
ELL	225,518,283.79	225,576.05	0.1%	210,251.27	1372.0%	125,981.98	0.1%	115,257.94	1074.8%
Gifted	60,813,404.81	75,529.90	0.1%	43,398.77	135.1%	11,683.58	0.0%	6,178.30	112.2%
Specific Priority Funds	1,440,357,651.73	3,136,440.16	0.2%	2,025,357.66	182.3%	688,808.37	0.0%	460,129.19	201.2%
Total P&C Funding	8,266,744,965.16	16,228,632.04	0.2%	3,261,145.85	25.1%	4,570,629.94	0.1%	1,368,829.10	42.8%
				69.6%				79.5%	
Budget Stabilization Factor	-	-		1,423,849.89		-		352,253.23	
				30.4%				20.5%	
Annual Cash Outlay	8,266,744,965.16	16,228,632.04	0.2%	4,684,995.74	40.6%	4,570,629.94	0.1%	1,721,082.33	60.4%
sFTE	860,507.24	1,489.90	0.2%	1,489.90		283.10	0.0%	283.10	
$ / SFTE	9,606.83	10,892.43		3,144.50	40.6%	16,144.93		6,079.41	60.4%
memo: A.V./sFTE	*126,694.27*	*55,042.15*	*43%* x			*82,832.08*	*65%* x		
$ / sFTE measures									
Base & Base equivalents	7,063.51	7,086.30		559.56	8.6%	7,051.68		396.80	6.0%
Community Considerations	869.47	1,701.00		269.88	18.9%	6,660.16		2,813.02	73.1%
Specific Priority Funds	1,673.85	2,105.13		1,359.39	182.3%	2,433.09		1,625.32	201.2%
Budget Stabilization Factor	-	-		955.67		-		1,244.27	
Annual Cash Outlay	9,606.83	10,892.43		3,144.50	40.6%	16,144.93		6,079.41	60.4%

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Change Results
With State Total Change and
District Size-Category Change

136 2680 CD
WILEY RE-13 JT

	Total State	APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	1,664,495.00	0.0%		
Full Day K	217,347,270.00	56,525.00	0.0%	189,240.83	12.1%
PreK	108,673,635.00	28,262.50	0.0%		
Online/Ascent	113,131,894.75	12,635.00	0.0%	12,635.00	#DIV/0!
Base & Base equivalents	6,078,201,179.75	1,761,917.50	0.0%	201,875.83	12.9%
Size Adjustment	359,918,844.62	1,760,431.36	0.5%	624,374.18	55.0%
Cost of Living with Limit	388,267,289.07	32,553.01	0.0%	(53,626.42)	-62.2%
Community Considerations	748,186,133.69	1,792,984.37	0.2%	570,747.76	46.7%
Special Needs Education	439,687,395.84	107,443.42	0.0%	97,809.42	1015.3%
Poverty (At-risk)	714,338,567.28	222,289.70	0.0%	109,312.34	96.8%
ELL	225,518,283.79	19,141.95	0.0%	18,202.48	1937.5%
Gifted	60,813,404.81	7,656.78	0.0%	2,888.27	60.6%
Specific Priority Funds	1,440,357,651.73	356,531.85	0.0%	228,212.51	177.8%
Total P&C Funding	8,266,744,965.16	3,911,433.72	0.0%	1,000,836.11	34.4%
				75.7%	
Budget Stabilization Factor	-	-		321,952.06	
				24.3%	
Annual Cash Outlay	8,266,744,965.16	3,911,433.72	0.0%	1,322,788.16	51.1%
sFTE	860,507.24	253.40	0.0%	253.40	
$ / SFTE	9,606.83	15,435.81		5,220.16	51.1%
memo: A.V./sFTE	*126,694.27*	*52,450.79*	*41%* x		
$ / sFTE measures					
Base & Base equivalents	7,063.51	6,953.11		796.67	12.9%
Community Considerations	869.47	7,075.71		2,252.36	46.7%
Specific Priority Funds	1,673.85	1,406.99		900.60	177.8%
Budget Stabilization Factor	-	-		1,270.53	
Annual Cash Outlay	9,606.83	15,435.81		5,220.16	51.1%

State of Colorado

K12 Ed Funding Formula

Individual District Change Results
With State Total Change and
District Size-Category Change

	Total State		APA Model Result		137 2690 20+ PUEBLO CITY 60 Variance to All18Dec	% Change	APA Model Result		138 2700 20+ PUEBLO COUNTY 70 Variance to All18Dec	% Change
Base	5,639,048,380.00		111,877,605.00	2.0%			62,261,290.00	1.1%		
Full Day K	217,347,270.00		4,289,250.00	2.0%	8,177,043.85	7.4%	2,327,500.00	1.1%	3,335,185.20	5.3%
PreK	108,673,635.00		2,144,625.00	2.0%			1,163,750.00	1.1%		
Online/Ascent	113,131,894.75		12,635.00	0.0%	(11,047.00)	-46.6%	56,857.50	0.1%	(77,340.50)	-57.6%
Base & Base equivalents	6,078,201,179.75		118,324,115.00	1.9%	8,165,996.85	7.4%	65,809,397.50	1.1%	3,257,844.70	5.2%
Size Adjustment	359,918,844.62		4,372,520.42	1.2%	608,545.64	16.2%	4,260,276.59	1.2%	2,163,932.55	103.2%
Cost of Living with Limit	388,267,289.07		6,451,491.85	1.7%	(10,147,229.64)	-61.1%	3,121,368.70	0.8%	(5,837,987.95)	-65.2%
Community Considerations	748,186,133.69		10,824,012.27	1.4%	(9,538,684.00)	-46.8%	7,381,645.28	1.0%	(3,674,055.40)	-33.2%
Special Needs Education	439,687,395.84		9,601,414.93	2.2%	6,834,216.93	247.0%	6,032,003.06	1.4%	4,919,940.06	442.4%
Poverty (At-risk)	714,338,567.28		24,939,037.90	3.5%	7,122,695.35	40.0%	7,938,273.24	1.1%	4,393,077.12	123.9%
ELL	225,518,283.79		1,805,585.69	0.8%	1,652,558.83	1079.9%	656,168.05	0.3%	615,108.55	1498.1%
Gifted	60,813,404.81		507,013.12	0.8%	340,848.75	205.1%	388,018.78	0.6%	305,266.50	368.9%
Specific Priority Funds	1,440,357,651.73		36,853,051.64	2.6%	15,950,319.87	76.3%	15,014,463.13	1.0%	10,233,392.23	214.0%
Total P&C Funding	8,266,744,965.16		166,001,178.91	2.0%	14,577,632.72	9.6%	88,205,505.92	1.1%	9,817,181.54	12.5%
					46.9%				53.4%	
Budget Stabilization Factor	-		-		16,495,072.82		-		8,579,342.49	
					53.1%				46.6%	
Annual Cash Outlay	8,266,744,965.16		166,001,178.91	2.0%	31,072,705.54	23.0%	88,205,505.92	1.1%	18,396,524.03	26.4%
sFTE	860,507.24		16,431.00	1.9%	16,431.00		9,571.10	1.1%	9,571.10	
$ / SFTE	9,606.83		10,102.93		1,891.10	23.0%	9,215.82		1,922.09	26.4%
memo: A.V./sFTE	*126,694.27*		*61,584.69*	*49%* x			*72,418.00*	*57%* x		
$ / sFTE measures										
Base & Base equivalents	7,063.51		7,201.27		496.99	7.4%	6,875.84		340.38	5.2%
Community Considerations	869.47		658.76		(580.53)	-46.8%	771.24		(383.87)	-33.2%
Specific Priority Funds	1,673.85		2,242.90		970.75	76.3%	1,568.73		1,069.20	214.0%
Budget Stabilization Factor	-		-		1,003.90		-		896.38	
Annual Cash Outlay	9,606.83		10,102.93		1,891.10	23.0%	9,215.82		1,922.09	26.4%

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Change Results
With State Total Change and
District Size-Category Change

139 2710 CD
MEEKER RE1

	Total State	APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	4,465,475.00	0.1%		
Full Day K	217,347,270.00	180,880.00	0.1%	212,061.56	4.7%
PreK	108,673,635.00	90,440.00	0.1%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	4,736,795.00	0.1%	212,061.56	4.7%
Size Adjustment	359,918,844.62	1,742,940.69	0.5%	790,303.53	83.0%
Cost of Living with Limit	388,267,289.07	161,430.40	0.0%	(309,311.55)	-65.7%
Community Considerations	748,186,133.69	1,904,371.09	0.3%	480,991.98	33.8%
Special Needs Education	439,687,395.84	484,906.38	0.1%	364,928.38	304.2%
Poverty (At-risk)	714,338,567.28	456,628.34	0.1%	233,264.32	104.4%
ELL	225,518,283.79	107,178.99	0.0%	100,737.50	1563.9%
Gifted	60,813,404.81	38,324.01	0.1%	31,958.88	502.1%
Specific Priority Funds	1,440,357,651.73	1,087,037.71	0.1%	730,889.07	205.2%
Total P&C Funding	8,266,744,965.16	7,728,203.80	0.1%	1,423,942.61	22.6%
				67.5%	
Budget Stabilization Factor	-	-		686,267.40	
				32.5%	
Annual Cash Outlay	8,266,744,965.16	7,728,203.80	0.1%	2,110,210.01	37.6%
sFTE	860,507.24	669.30	0.1%	669.30	
$ / SFTE	9,606.83	11,546.70		3,152.86	37.6%
memo: A.V./sFTE	*126,694.27*	*874,660.15*	*690%* x		
$ / sFTE measures					
Base & Base equivalents	7,063.51	7,077.24		316.84	4.7%
Community Considerations	869.47	2,845.32		718.65	33.8%
Specific Priority Funds	1,673.85	1,624.14		1,092.02	205.2%
Budget Stabilization Factor	-	-		1,025.35	
Annual Cash Outlay	9,606.83	11,546.70		3,152.86	37.6%

State of Colorado

K12 Ed Funding Formula

Individual District Change Results
With State Total Change and
District Size-Category Change

	Total State	140 2720 CD RANGELY RE-4 APA Model Result		Variance to All18Dec	% Change	141 2730 CD DEL NORTE C-7 APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	3,277,120.00	0.1%			2,969,890.00	0.1%		
Full Day K	217,347,270.00	131,005.00	0.1%	274,002.23	8.6%	86,450.00	0.0%	218,744.53	7.6%
PreK	108,673,635.00	65,502.50	0.1%			43,225.00	0.0%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!	22,111.25	0.0%	18,164.25	460.2%
Base & Base equivalents	6,078,201,179.75	3,473,627.50	0.1%	274,002.23	8.6%	3,121,676.25	0.1%	236,908.78	8.2%
Size Adjustment	359,918,844.62	1,429,674.36	0.4%	622,690.77	77.2%	1,706,629.69	0.5%	847,559.76	98.7%
Cost of Living with Limit	388,267,289.07	95,600.77	0.0%	(175,671.10)	-64.8%	102,524.46	0.0%	(172,679.81)	-62.7%
Community Considerations	748,186,133.69	1,525,275.13	0.2%	447,019.67	41.5%	1,809,154.15	0.2%	674,879.95	59.5%
Special Needs Education	439,687,395.84	327,666.46	0.1%	292,020.46	819.2%	235,406.77	0.1%	189,162.77	409.1%
Poverty (At-risk)	714,338,567.28	299,659.79	0.0%	147,939.26	97.5%	468,822.58	0.1%	228,356.51	95.0%
ELL	225,518,283.79	8,201.83	0.0%	7,383.27	902.0%	33,642.95	0.0%	27,574.60	454.4%
Gifted	60,813,404.81	13,708.78	0.0%	2,137.80	18.5%	9,227.78	0.0%	156.09	1.7%
Specific Priority Funds	1,440,357,651.73	649,236.86	0.0%	449,480.79	225.0%	747,100.08	0.1%	445,249.97	147.5%
Total P&C Funding	8,266,744,965.16	5,648,139.49	0.1%	1,170,502.69	26.1%	5,677,930.48	0.1%	1,357,038.70	31.4%
				70.4%				74.1%	
Budget Stabilization Factor	-	-		492,571.09		-		473,656.71	
				29.6%				25.9%	
Annual Cash Outlay	8,266,744,965.16	5,648,139.49	0.1%	1,663,073.78	41.7%	5,677,930.48	0.1%	1,830,695.41	47.6%
sFTE	860,507.24	491.90	0.1%	491.90		437.00	0.1%	437.00	
$ / SFTE	9,606.83	11,482.29		3,380.92	41.7%	12,992.98		4,189.23	47.6%
memo: A.V./sFTE	*126,694.27*	*483,025.23*	*381%* x			*201,306.35*	*159%* x		
$ / sFTE measures									
Base & Base equivalents	7,063.51	7,061.65		557.03	8.6%	7,143.42		542.13	8.2%
Community Considerations	869.47	3,100.78		908.76	41.5%	4,139.94		1,544.35	59.5%
Specific Priority Funds	1,673.85	1,319.86		913.76	225.0%	1,709.61		1,018.88	147.5%
Budget Stabilization Factor	-	-		1,001.36		-		1,083.88	
Annual Cash Outlay	9,606.83	11,482.29		3,380.92	41.7%	12,992.98		4,189.23	47.6%

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Change Results
With State Total Change and
District Size-Category Change

142 2740 MD
MONTE VISTA C-8

	Total State	APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	6,682,585.00	0.1%		
Full Day K	217,347,270.00	276,640.00	0.1%	580,791.21	8.9%
PreK	108,673,635.00	138,320.00	0.1%		
Online/Ascent	113,131,894.75	758,100.00	0.7%	(208,915.00)	-21.6%
Base & Base equivalents	6,078,201,179.75	7,855,645.00	0.1%	371,876.21	5.0%
Size Adjustment	359,918,844.62	1,942,806.84	0.5%	1,106,520.53	132.3%
Cost of Living with Limit	388,267,289.07	260,834.87	0.1%	(382,396.94)	-59.4%
Community Considerations	748,186,133.69	2,203,641.71	0.3%	724,123.59	48.9%
Special Needs Education	439,687,395.84	675,960.64	0.2%	614,783.64	1004.9%
Poverty (At-risk)	714,338,567.28	1,514,364.19	0.2%	792,543.19	109.8%
ELL	225,518,283.79	206,312.59	0.1%	184,605.34	850.4%
Gifted	60,813,404.81	7,167.63	0.0%	(10,799.13)	-60.1%
Specific Priority Funds	1,440,357,651.73	2,403,805.05	0.2%	1,581,133.04	192.2%
Total P&C Funding	8,266,744,965.16	12,463,091.76	0.2%	2,677,132.84	27.4%
				71.3%	
Budget Stabilization Factor	-	-		1,076,982.76	
				28.7%	
Annual Cash Outlay	8,266,744,965.16	12,463,091.76	0.2%	3,754,115.60	43.1%
sFTE	860,507.24	1,135.10	0.1%	1,135.10	
$ / SFTE	9,606.83	10,979.73		3,307.30	43.1%
memo: A.V./sFTE	*126,694.27*	*49,837.33*	*39%* x		
$ / sFTE measures					
Base & Base equivalents	7,063.51	6,920.66		327.62	5.0%
Community Considerations	869.47	1,941.36		637.94	48.9%
Specific Priority Funds	1,673.85	2,117.70		1,392.95	192.2%
Budget Stabilization Factor	-	-		948.80	
Annual Cash Outlay	9,606.83	10,979.73		3,307.30	43.1%

State of Colorado

K12 Ed Funding Formula

Individual District Change Results
With State Total Change and
District Size-Category Change

	Total State	143 2750 CD SARGENT RE-33J APA Model Result		Variance to All18Dec	% Change	144 2760 CD HAYDEN RE-1 APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	2,696,575.00	0.0%			2,475,795.00	0.0%		
Full Day K	217,347,270.00	94,430.00	0.0%	156,741.11	5.8%	85,785.00	0.0%	(25,790.66)	-1.0%
PreK	108,673,635.00	47,215.00	0.0%			42,892.50	0.0%		
Online/Ascent	113,131,894.75	18,952.50	0.0%	18,952.50	#DIV/0!	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	2,857,172.50	0.0%	175,693.61	6.6%	2,604,472.50	0.0%	(25,790.66)	-1.0%
Size Adjustment	359,918,844.62	2,030,149.13	0.6%	1,081,084.31	113.9%	1,837,344.49	0.5%	778,229.72	73.5%
Cost of Living with Limit	388,267,289.07	81,935.69	0.0%	(146,934.45)	-64.2%	177,918.89	0.0%	(358,080.34)	-66.8%
Community Considerations	748,186,133.69	2,112,084.82	0.3%	934,149.85	79.3%	2,015,263.38	0.3%	420,149.37	26.3%
Special Needs Education	439,687,395.84	164,945.33	0.0%	153,866.33	1388.8%	314,103.58	0.1%	264,005.58	527.0%
Poverty (At-risk)	714,338,567.28	263,499.18	0.0%	133,599.73	102.8%	316,906.57	0.0%	190,334.55	150.4%
ELL	225,518,283.79	26,444.36	0.0%	22,703.84	607.0%	40,429.12	0.0%	37,631.55	1345.1%
Gifted	60,813,404.81	12,466.63	0.0%	4,984.49	66.6%	12,475.27	0.0%	5,797.32	86.8%
Specific Priority Funds	1,440,357,651.73	467,355.49	0.0%	315,154.39	207.1%	683,914.54	0.0%	497,768.99	267.4%
Total P&C Funding	8,266,744,965.16	5,436,612.81	0.1%	1,424,997.85	35.5%	5,303,650.42	0.1%	892,127.70	20.2%
				76.3%				64.8%	
Budget Stabilization Factor	-	-		443,611.13		-		483,936.19	
				23.7%				35.2%	
Annual Cash Outlay	8,266,744,965.16	5,436,612.81	0.1%	1,868,608.98	52.4%	5,303,650.42	0.1%	1,376,063.89	35.0%
sFTE	860,507.24	370.20	0.0%	370.20		374.20	0.0%	374.20	
$ / SFTE	9,606.83	14,685.61		5,047.57	52.4%	14,173.30		3,677.35	35.0%
memo: A.V./sFTE	*126,694.27*	*110,818.61*	*87%* x			*307,060.74*	*242%* x		
$ / sFTE measures									
Base & Base equivalents	7,063.51	7,717.92		474.59	6.6%	6,960.11		(68.92)	-1.0%
Community Considerations	869.47	5,705.25		2,523.37	79.3%	5,385.52		1,122.79	26.3%
Specific Priority Funds	1,673.85	1,262.44		851.31	207.1%	1,827.67		1,330.22	267.4%
Budget Stabilization Factor	-	-		1,198.30		-		1,293.26	
Annual Cash Outlay	9,606.83	14,685.61		5,047.57	52.4%	14,173.30		3,677.35	35.0%

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Change Results
With State Total Change and
District Size-Category Change

145 2770 MD
STEAMBOAT SPRINGS RE-2

	Total State	APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	17,413,025.00	0.3%		
Full Day K	217,347,270.00	455,525.00	0.2%	338,435.76	1.9%
PreK	108,673,635.00	227,762.50	0.2%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	18,096,312.50	0.3%	338,435.76	1.9%
Size Adjustment	359,918,844.62	2,370,084.47	0.7%	1,327,349.93	127.3%
Cost of Living with Limit	388,267,289.07	1,318,536.03	0.3%	(2,829,775.00)	-68.2%
Community Considerations	748,186,133.69	3,688,620.51	0.5%	(1,502,425.07)	-28.9%
Special Needs Education	439,687,395.84	1,668,191.68	0.4%	1,284,871.57	335.2%
Poverty (At-risk)	714,338,567.28	839,268.61	0.1%	482,636.93	135.3%
ELL	225,518,283.79	392,561.12	0.2%	368,104.29	1505.1%
Gifted	60,813,404.81	235,767.63	0.4%	202,502.11	608.7%
Specific Priority Funds	1,440,357,651.73	3,135,789.04	0.2%	2,338,114.90	293.1%
Total P&C Funding	8,266,744,965.16	24,920,722.05	0.3%	1,174,125.59	4.9%
				31.2%	
Budget Stabilization Factor	-	-		2,591,574.61	
				68.8%	
Annual Cash Outlay	8,266,744,965.16	24,920,722.05	0.3%	3,765,700.20	17.8%
sFTE	860,507.24	2,557.50	0.3%	2,557.50	
$ / SFTE	9,606.83	9,744.17		1,472.41	17.8%
memo: A.V./sFTE	*126,694.27*	*324,123.19*	*256%* x		
$ / sFTE measures					
Base & Base equivalents	7,063.51	7,075.78		132.33	1.9%
Community Considerations	869.47	1,442.28		(587.46)	-28.9%
Specific Priority Funds	1,673.85	1,226.11		914.22	293.1%
Budget Stabilization Factor	-	-		1,013.32	
Annual Cash Outlay	9,606.83	9,744.17		1,472.41	17.8%

State of Colorado

K12 Ed Funding Formula

Individual District Change Results
With State Total Change and
District Size-Category Change

	Total State	146 2780 CD SOUTH ROUTT RE 3 APA Model Result		Variance to All18Dec	% Change	147 2790 RD MOUNTAIN VALLEY RE 1 APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	2,276,960.00	0.0%			834,575.00	0.0%		
Full Day K	217,347,270.00	73,150.00	0.0%	126,586.19	5.6%	23,275.00	0.0%	58,532.08	7.2%
PreK	108,673,635.00	36,575.00	0.0%			11,637.50	0.0%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	2,386,685.00	0.0%	126,586.19	5.6%	869,487.50	0.0%	58,532.08	7.2%
Size Adjustment	359,918,844.62	1,963,352.40	0.5%	792,803.35	67.7%	1,088,611.65	0.3%	125,219.78	13.0%
Cost of Living with Limit	388,267,289.07	159,645.33	0.0%	(270,554.76)	-62.9%	20,795.97	0.0%	(28,650.39)	-57.9%
Community Considerations	748,186,133.69	2,122,997.73	0.3%	522,248.59	32.6%	1,109,407.62	0.1%	96,569.40	9.5%
Special Needs Education	439,687,395.84	285,993.35	0.1%	201,076.82	236.8%	124,942.46	0.0%	118,198.46	1752.6%
Poverty (At-risk)	714,338,567.28	258,767.89	0.0%	76,103.14	41.7%	201,722.46	0.0%	56,823.98	39.2%
ELL	225,518,283.79	18,781.54	0.0%	15,973.55	568.9%	2,089.46	0.0%	1,502.29	255.9%
Gifted	60,813,404.81	15,025.23	0.0%	8,844.24	143.1%	2,149.16	0.0%	206.37	10.6%
Specific Priority Funds	1,440,357,651.73	578,568.01	0.0%	301,997.75	109.2%	330,903.54	0.0%	176,731.10	114.6%
Total P&C Funding	8,266,744,965.16	5,088,250.74	0.1%	950,832.53	23.0%	2,309,798.66	0.0%	331,832.58	16.8%
				67.9%				60.3%	
Budget Stabilization Factor	-	-		449,638.09		-		218,918.31	
				32.1%				39.7%	
Annual Cash Outlay	8,266,744,965.16	5,088,250.74	0.1%	1,400,470.63	38.0%	2,309,798.66	0.0%	550,750.89	31.3%
sFTE	860,507.24	327.50	0.0%	327.50		122.00	0.0%	122.00	
$ / SFTE	9,606.83	15,536.64		4,276.25	38.0%	18,932.78		4,514.35	31.3%
memo: A.V./sFTE	*126,694.27*	*262,111.82*	*207%* x			*159,627.80*	*126%* x		
$ / sFTE measures									
Base & Base equivalents	7,063.51	7,287.59		386.52	5.6%	7,126.95		479.77	7.2%
Community Considerations	869.47	6,482.44		1,594.65	32.6%	9,093.51		791.55	9.5%
Specific Priority Funds	1,673.85	1,766.62		922.13	109.2%	2,712.32		1,448.62	114.6%
Budget Stabilization Factor	-	-		1,372.94		-		1,794.41	
Annual Cash Outlay	9,606.83	15,536.64		4,276.25	38.0%	18,932.78		4,514.35	31.3%

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Change Results
With State Total Change and
District Size-Category Change

148 2800 CD
MOFFAT 2

	Total State	APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	1,740,970.00	0.0%		
Full Day K	217,347,270.00	39,900.00	0.0%	361,310.62	25.1%
PreK	108,673,635.00	19,950.00	0.0%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	1,800,820.00	0.0%	361,310.62	25.1%
Size Adjustment	359,918,844.62	1,799,569.14	0.5%	306,074.65	20.5%
Cost of Living with Limit	388,267,289.07	53,278.65	0.0%	(66,834.44)	-55.6%
Community Considerations	748,186,133.69	1,852,847.79	0.2%	239,240.21	14.8%
Special Needs Education	439,687,395.84	147,541.92	0.0%	138,389.92	1512.1%
Poverty (At-risk)	714,338,567.28	416,610.69	0.1%	166,696.61	66.7%
ELL	225,518,283.79	8,764.60	0.0%	8,647.17	7363.5%
Gifted	60,813,404.81	6,010.01	0.0%	2,846.96	90.0%
Specific Priority Funds	1,440,357,651.73	578,927.22	0.0%	316,580.66	120.7%
Total P&C Funding	8,266,744,965.16	4,232,595.01	0.1%	917,131.49	27.7%
				71.4%	
Budget Stabilization Factor	-	-		367,296.63	
				28.6%	
Annual Cash Outlay	8,266,744,965.16	4,232,595.01	0.1%	1,284,428.12	43.6%
sFTE	860,507.24	258.30	0.0%	258.30	
$ / SFTE	9,606.83	16,386.35		4,972.62	43.6%
memo: A.V./sFTE	*126,694.27*	*76,325.92*	*60%* x		
$ / sFTE measures					
Base & Base equivalents	7,063.51	6,971.82		1,398.80	25.1%
Community Considerations	869.47	7,173.24		926.21	14.8%
Specific Priority Funds	1,673.85	2,241.30		1,225.63	120.7%
Budget Stabilization Factor	-	-		1,421.98	
Annual Cash Outlay	9,606.83	16,386.35		4,972.62	43.6%

State of Colorado

K12 Ed Funding Formula

Individual District Change Results
With State Total Change and
District Size-Category Change

	Total State	149 2810 CD CENTER 26 JT APA Model Result		Variance to All18Dec	% Change	150 2820 RD SILVERTON 1 APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	4,238,045.00	0.1%			500,745.00	0.0%		
Full Day K	217,347,270.00	162,925.00	0.1%	254,435.47	6.0%	15,960.00	0.0%	85,380.87	19.4%
PreK	108,673,635.00	81,462.50	0.1%			7,980.00	0.0%		
Online/Ascent	113,131,894.75	69,492.50	0.1%	30,022.50	76.1%	-	0.0%	(7,894.00)	-100.0%
Base & Base equivalents	6,078,201,179.75	4,551,925.00	0.1%	284,457.97	6.7%	524,685.00	0.0%	77,486.87	17.3%
Size Adjustment	359,918,844.62	1,696,221.86	0.5%	882,415.05	108.4%	655,698.65	0.2%	(4,498.66)	-0.7%
Cost of Living with Limit	388,267,289.07	129,442.91	0.0%	(181,337.04)	-58.3%	26,316.31	0.0%	(30,619.27)	-53.8%
Community Considerations	748,186,133.69	1,825,664.77	0.2%	701,078.01	62.3%	682,014.96	0.1%	(35,117.92)	-4.9%
Special Needs Education	439,687,395.84	256,624.62	0.1%	224,831.62	707.2%	26,080.07	0.0%	22,226.07	576.7%
Poverty (At-risk)	714,338,567.28	1,145,078.52	0.2%	84,852.68	8.0%	87,696.21	0.0%	26,878.77	44.2%
ELL	225,518,283.79	506,169.18	0.2%	472,684.46	1411.6%	51,568.67	0.0%	49,814.11	2839.1%
Gifted	60,813,404.81	-	0.0%	(8,846.90)	-100.0%	5,304.21	0.0%	4,461.69	529.6%
Specific Priority Funds	1,440,357,651.73	1,907,872.32	0.1%	773,521.85	68.2%	170,649.16	0.0%	103,380.64	153.7%
Total P&C Funding	8,266,744,965.16	8,285,462.09	0.1%	1,759,057.84	27.0%	1,377,349.12	0.0%	145,749.59	11.8%
				71.0%				51.7%	
Budget Stabilization Factor	-	-		717,492.67		-		136,236.35	
				29.0%				48.3%	
Annual Cash Outlay	8,266,744,965.16	8,285,462.09	0.1%	2,476,550.50	42.6%	1,377,349.12	0.0%	281,985.94	25.7%
sFTE	860,507.24	619.30	0.1%	619.30		73.30	0.0%	73.30	
$ / SFTE	9,606.83	13,378.75		3,998.95	42.6%	18,790.57		3,847.01	25.7%
memo: A.V./sFTE	*126,694.27*	*52,267.80*	*41%* x			*615,175.95*	*486%* x		
$ / sFTE measures									
Base & Base equivalents	7,063.51	7,350.11		459.32	6.7%	7,158.05		1,057.12	17.3%
Community Considerations	869.47	2,947.95		1,132.05	62.3%	9,304.43		(479.10)	-4.9%
Specific Priority Funds	1,673.85	3,080.69		1,249.03	68.2%	2,328.09		1,410.38	153.7%
Budget Stabilization Factor	-	-		1,158.55		-		1,858.61	
Annual Cash Outlay	9,606.83	13,378.75		3,998.95	42.6%	18,790.57		3,847.01	25.7%

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Change Results
With State Total Change and
District Size-Category Change

151 2830 CD
TELLURIDE R-1

	Total State	APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	5,939,780.00	0.1%		
Full Day K	217,347,270.00	212,800.00	0.1%	366,090.76	6.2%
PreK	108,673,635.00	106,400.00	0.1%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	6,258,980.00	0.1%	366,090.76	6.2%
Size Adjustment	359,918,844.62	2,018,353.87	0.6%	715,192.76	54.9%
Cost of Living with Limit	388,267,289.07	980,723.77	0.3%	(1,955,391.79)	-66.6%
Community Considerations	748,186,133.69	2,999,077.64	0.4%	(1,240,199.03)	-29.3%
Special Needs Education	439,687,395.84	448,257.19	0.1%	422,727.19	1655.8%
Poverty (At-risk)	714,338,567.28	414,481.07	0.1%	213,908.76	106.6%
ELL	225,518,283.79	234,333.10	0.1%	222,051.17	1808.0%
Gifted	60,813,404.81	32,754.57	0.1%	15,165.12	86.2%
Specific Priority Funds	1,440,357,651.73	1,129,825.93	0.1%	873,852.24	341.4%
Total P&C Funding	8,266,744,965.16	10,387,883.57	0.1%	(256.03)	0.0%
				0.0%	
Budget Stabilization Factor	-	-		1,148,999.16	
				100.0%	
Annual Cash Outlay	8,266,744,965.16	10,387,883.57	0.1%	1,148,743.13	12.4%
sFTE	860,507.24	897.80	0.1%	897.80	
$ / SFTE	9,606.83	11,570.38		1,279.51	12.4%
memo: A.V./sFTE	*126,694.27*	*873,611.04*	*690%* x		
$ / sFTE measures					
Base & Base equivalents	7,063.51	6,971.46		407.76	6.2%
Community Considerations	869.47	3,340.47		(1,381.38)	-29.3%
Specific Priority Funds	1,673.85	1,258.44		973.33	341.4%
Budget Stabilization Factor	-	-		1,279.79	
Annual Cash Outlay	9,606.83	11,570.38		1,279.51	12.4%

State of Colorado

K12 Ed Funding Formula

Individual District Change Results
With State Total Change and
District Size-Category Change

	Total State	152 2840 CD NORWOOD R-2J APA Model Result		Variance to All18Dec	% Change	153 2862 CD JULESBURG RE-1 APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	1,636,565.00	0.0%			1,657,845.00	0.0%		
Full Day K	217,347,270.00	65,170.00	0.0%	106,484.25	6.5%	83,125.00	0.0%	154,500.24	9.5%
PreK	108,673,635.00	32,585.00	0.0%			41,562.50	0.0%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!	2,186,486.75	1.9%	212,986.75	10.8%
Base & Base equivalents	6,078,201,179.75	1,734,320.00	0.0%	106,484.25	6.5%	3,969,019.25	0.1%	367,486.99	10.2%
Size Adjustment	359,918,844.62	1,840,154.12	0.5%	577,984.93	45.8%	678,682.34	0.2%	477,572.44	237.5%
Cost of Living with Limit	388,267,289.07	109,644.40	0.0%	(163,949.78)	-59.9%	72,487.33	0.0%	(77,404.69)	-51.6%
Community Considerations	748,186,133.69	1,949,798.53	0.3%	414,035.15	27.0%	751,169.66	0.1%	400,167.76	114.0%
Special Needs Education	439,687,395.84	190,114.99	0.0%	172,291.99	966.7%	450,644.14	0.1%	429,931.14	2075.7%
Poverty (At-risk)	714,338,567.28	226,345.06	0.0%	110,717.19	95.8%	623,419.09	0.1%	230,497.04	58.7%
ELL	225,518,283.79	21,119.91	0.0%	19,133.95	963.5%	30,134.69	0.0%	27,202.32	927.7%
Gifted	60,813,404.81	16,292.50	0.0%	9,322.62	133.8%	6,553.97	0.0%	(8,295.58)	-55.9%
Specific Priority Funds	1,440,357,651.73	453,872.47	0.0%	311,465.76	218.7%	1,110,751.89	0.1%	679,334.93	157.5%
Total P&C Funding	8,266,744,965.16	4,137,991.00	0.1%	831,985.15	25.2%	5,830,940.80	0.1%	1,446,989.68	33.0%
				69.5%				75.0%	
Budget Stabilization Factor	-	-		364,649.62		-		483,214.17	
				30.5%				25.0%	
Annual Cash Outlay	8,266,744,965.16	4,137,991.00	0.1%	1,196,634.77	40.7%	5,830,940.80	0.1%	1,930,203.85	49.5%
sFTE	860,507.24	230.30	0.0%	230.30		597.90	0.1%	597.90	
$ / SFTE	9,606.83	17,967.83		5,195.98	40.7%	9,752.37		3,228.31	49.5%
memo: A.V./sFTE	*126,694.27*	*189,412.36*	*150%* x			*56,088.94*	*44%* x		
$ / sFTE measures									
Base & Base equivalents	7,063.51	7,530.70		462.37	6.5%	6,638.27		614.63	10.2%
Community Considerations	869.47	8,466.34		1,797.81	27.0%	1,256.35		669.29	114.0%
Specific Priority Funds	1,673.85	1,970.79		1,352.43	218.7%	1,857.76		1,136.20	157.5%
Budget Stabilization Factor	-	-		1,583.37		-		808.19	
Annual Cash Outlay	9,606.83	17,967.83		5,195.98	40.7%	9,752.37		3,228.31	49.5%

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Change Results
With State Total Change and
District Size-Category Change

154 2865 RD
REVERE SCHOOL DISTRICT

	Total State	APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	861,840.00	0.0%		
Full Day K	217,347,270.00	36,575.00	0.0%	77,369.82	9.2%
PreK	108,673,635.00	18,287.50	0.0%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	916,702.50	0.0%	77,369.82	9.2%
Size Adjustment	359,918,844.62	1,140,088.64	0.3%	141,949.31	14.2%
Cost of Living with Limit	388,267,289.07	27,380.51	0.0%	(37,808.17)	-58.0%
Community Considerations	748,186,133.69	1,167,469.14	0.2%	104,141.14	9.8%
Special Needs Education	439,687,395.84	176,572.64	0.0%	164,048.64	1309.9%
Poverty (At-risk)	714,338,567.28	155,911.76	0.0%	74,560.72	91.7%
ELL	225,518,283.79	-	0.0%	-	#DIV/0!
Gifted	60,813,404.81	3,621.18	0.0%	1,557.15	75.4%
Specific Priority Funds	1,440,357,651.73	336,105.58	0.0%	240,166.51	250.3%
Total P&C Funding	8,266,744,965.16	2,420,277.22	0.0%	421,677.47	21.1%
				65.7%	
Budget Stabilization Factor	-	-		220,621.85	
				34.3%	
Annual Cash Outlay	8,266,744,965.16	2,420,277.22	0.0%	642,299.32	36.1%
sFTE	860,507.24	125.50	0.0%	125.50	
$ / SFTE	9,606.83	19,285.08		5,117.92	36.1%
memo: A.V./sFTE	*126,694.27*	*213,615.12*	*169%* x		
$ / sFTE measures					
Base & Base equivalents	7,063.51	7,304.40		616.49	9.2%
Community Considerations	869.47	9,302.54		829.81	9.8%
Specific Priority Funds	1,673.85	2,678.13		1,913.68	250.3%
Budget Stabilization Factor	-	-		1,757.94	
Annual Cash Outlay	9,606.83	19,285.08		5,117.92	36.1%

State of Colorado

K12 Ed Funding Formula

Individual District Change Results
With State Total Change and
District Size-Category Change

	Total State	155 3000 LD SUMMIT RE-1 APA Model Result		Variance to All18Dec	% Change	156 3010 CD CRIPPLE CREEK-VICTOR RE-1 APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	22,995,700.00	0.4%			2,279,620.00	0.0%		
Full Day K	217,347,270.00	914,375.00	0.4%	2,150,768.94	9.7%	49,875.00	0.0%	85,519.58	3.8%
PreK	108,673,635.00	457,187.50	0.4%			24,937.50	0.0%		
Online/Ascent	113,131,894.75	-	0.0%	(7,894.00)	-100.0%	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	24,367,262.50	0.4%	2,142,874.94	9.6%	2,354,432.50	0.0%	85,519.58	3.8%
Size Adjustment	359,918,844.62	2,827,605.47	0.8%	1,745,257.34	161.2%	1,933,737.09	0.5%	851,049.26	78.6%
Cost of Living with Limit	388,267,289.07	2,232,817.17	0.6%	(3,884,409.91)	-63.5%	96,367.23	0.0%	(169,101.48)	-63.7%
Community Considerations	748,186,133.69	5,060,422.64	0.7%	(2,139,152.57)	-29.7%	2,030,104.33	0.3%	681,947.79	50.6%
Special Needs Education	439,687,395.84	1,868,198.72	0.4%	1,440,867.14	337.2%	256,672.96	0.1%	214,348.96	506.4%
Poverty (At-risk)	714,338,567.28	2,316,371.12	0.3%	1,511,325.31	187.7%	466,936.92	0.1%	231,503.89	98.3%
ELL	225,518,283.79	1,633,896.55	0.7%	1,522,478.17	1366.5%	4,009.03	0.0%	2,838.16	242.4%
Gifted	60,813,404.81	277,600.72	0.5%	249,583.10	890.8%	8,247.14	0.0%	(10,805.86)	-56.7%
Specific Priority Funds	1,440,357,651.73	6,096,067.11	0.4%	4,724,253.72	344.4%	735,866.04	0.1%	437,885.15	147.0%
Total P&C Funding	8,266,744,965.16	35,523,752.24	0.4%	4,727,976.09	15.4%	5,120,402.87	0.1%	1,205,352.51	30.8%
				58.4%				83.8%	
Budget Stabilization Factor	-	-		3,361,461.88		-		233,121.01	
				41.6%				16.2%	
Annual Cash Outlay	8,266,744,965.16	35,523,752.24	0.4%	8,089,437.96	29.5%	5,120,402.87	0.1%	1,438,473.52	39.1%
sFTE	860,507.24	3,516.00	0.4%	3,516.00		329.60	0.0%	329.60	
$ / SFTE	9,606.83	10,103.46		2,300.75	29.5%	15,535.20		4,364.30	39.1%
memo: A.V./sFTE	*126,694.27*	*528,787.16*	*417%* x			*857,325.27*	*677%* x		
$ / sFTE measures									
Base & Base equivalents	7,063.51	6,930.39		609.46	9.6%	7,143.30		259.46	3.8%
Community Considerations	869.47	1,439.26		(608.41)	-29.7%	6,159.30		2,069.02	50.6%
Specific Priority Funds	1,673.85	1,733.81		1,343.64	344.4%	2,232.60		1,328.54	147.0%
Budget Stabilization Factor	-	-		956.05		-		707.28	
Annual Cash Outlay	9,606.83	10,103.46		2,300.75	29.5%	15,535.20		4,364.30	39.1%

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Change Results
With State Total Change and
District Size-Category Change

157 3020 MD
WOODLAND PARK RE-2

	Total State	APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	15,613,535.00	0.3%		
Full Day K	217,347,270.00	615,125.00	0.3%	1,155,275.67	7.5%
PreK	108,673,635.00	307,562.50	0.3%		
Online/Ascent	113,131,894.75	25,270.00	0.0%	17,376.00	220.1%
Base & Base equivalents	6,078,201,179.75	16,561,492.50	0.3%	1,172,651.67	7.6%
Size Adjustment	359,918,844.62	2,197,198.28	0.6%	1,256,117.43	133.5%
Cost of Living with Limit	388,267,289.07	854,503.44	0.2%	(1,689,899.14)	-66.4%
Community Considerations	748,186,133.69	3,051,701.72	0.4%	(433,781.70)	-12.4%
Special Needs Education	439,687,395.84	1,041,847.41	0.2%	876,621.41	530.6%
Poverty (At-risk)	714,338,567.28	1,454,613.10	0.2%	921,221.69	172.7%
ELL	225,518,283.79	104,674.39	0.0%	99,763.01	2031.3%
Gifted	60,813,404.81	60,565.55	0.1%	21,069.42	53.3%
Specific Priority Funds	1,440,357,651.73	2,661,700.45	0.2%	1,918,675.53	258.2%
Total P&C Funding	8,266,744,965.16	22,274,894.66	0.3%	2,657,545.50	13.5%
				55.2%	
Budget Stabilization Factor	-	-		2,158,135.49	
				44.8%	
Annual Cash Outlay	8,266,744,965.16	22,274,894.66	0.3%	4,815,680.99	27.6%
sFTE	860,507.24	2,374.00	0.3%	2,374.00	
$ / SFTE	9,606.83	9,382.85		2,028.51	27.6%
memo: A.V./sFTE	*126,694.27*	*107,712.29*	*85%* x		
$ / sFTE measures					
Base & Base equivalents	7,063.51	6,976.20		493.96	7.6%
Community Considerations	869.47	1,285.47		(182.72)	-12.4%
Specific Priority Funds	1,673.85	1,121.19		808.20	258.2%
Budget Stabilization Factor	-	-		909.07	
Annual Cash Outlay	9,606.83	9,382.85		2,028.51	27.6%

State of Colorado

K12 Ed Funding Formula

Individual District Change Results
With State Total Change and
District Size-Category Change

	Total State	158 3030 CD AKRON R-1 APA Model Result		Variance to All18Dec	% Change	159 3040 RD ARICKAREE R-2 APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	2,407,300.00	0.0%			678,300.00	0.0%		
Full Day K	217,347,270.00	123,025.00	0.1%	266,661.75	11.5%	9,975.00	0.0%	29,014.34	4.4%
PreK	108,673,635.00	61,512.50	0.1%			4,987.50	0.0%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	2,591,837.50	0.0%	266,661.75	11.5%	693,262.50	0.0%	29,014.34	4.4%
Size Adjustment	359,918,844.62	1,822,618.40	0.5%	749,220.27	69.8%	873,420.98	0.2%	6,977.63	0.8%
Cost of Living with Limit	388,267,289.07	103,857.68	0.0%	(168,106.97)	-61.8%	22,309.94	0.0%	(32,422.36)	-59.2%
Community Considerations	748,186,133.69	1,926,476.08	0.3%	581,113.30	43.2%	895,730.91	0.1%	(25,444.73)	-2.8%
Special Needs Education	439,687,395.84	288,971.82	0.1%	260,069.82	899.8%	78,701.33	0.0%	71,475.33	989.1%
Poverty (At-risk)	714,338,567.28	365,400.88	0.1%	159,255.00	77.3%	92,287.19	0.0%	8,591.93	10.3%
ELL	225,518,283.79	41,473.22	0.0%	40,651.18	4945.2%	52,097.61	0.0%	49,396.63	1828.8%
Gifted	60,813,404.81	14,593.58	0.0%	7,197.48	97.3%	3,494.75	0.0%	1,689.78	93.6%
Specific Priority Funds	1,440,357,651.73	710,439.49	0.0%	467,173.47	192.0%	226,580.88	0.0%	131,153.68	137.4%
Total P&C Funding	8,266,744,965.16	5,228,753.07	0.1%	1,314,948.52	33.6%	1,815,574.29	0.0%	134,723.29	8.0%
				75.3%				42.1%	
Budget Stabilization Factor	-	-		431,086.81		-		185,605.83	
				24.7%				57.9%	
Annual Cash Outlay	8,266,744,965.16	5,228,753.07	0.1%	1,746,035.33	50.1%	1,815,574.29	0.0%	320,329.12	21.4%
sFTE	860,507.24	373.00	0.0%	373.00		95.90	0.0%	95.90	
$ / SFTE	9,606.83	14,018.10		4,681.06	50.1%	18,931.95		3,340.24	21.4%
memo: A.V./sFTE	*126,694.27*	*102,377.45*	*81%* x			*354,757.83*	*280%* x		
$ / sFTE measures									
Base & Base equivalents	7,063.51	6,948.63		714.91	11.5%	7,229.01		302.55	4.4%
Community Considerations	869.47	5,164.82		1,557.94	43.2%	9,340.26		(265.33)	-2.8%
Specific Priority Funds	1,673.85	1,904.66		1,252.48	192.0%	2,362.68		1,367.61	137.4%
Budget Stabilization Factor	-	-		1,155.73		-		1,935.41	
Annual Cash Outlay	9,606.83	14,018.10		4,681.06	50.1%	18,931.95		3,340.24	21.4%

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Change Results
With State Total Change and
District Size-Category Change

160 3050 CD
OTIS R-3

	Total State	APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	1,568,735.00	0.0%		
Full Day K	217,347,270.00	59,850.00	0.0%	144,818.38	9.6%
PreK	108,673,635.00	29,925.00	0.0%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	1,658,510.00	0.0%	144,818.38	9.6%
Size Adjustment	359,918,844.62	1,743,758.53	0.5%	547,143.07	45.7%
Cost of Living with Limit	388,267,289.07	61,347.44	0.0%	(100,423.64)	-62.1%
Community Considerations	748,186,133.69	1,805,105.97	0.2%	446,719.43	32.9%
Special Needs Education	439,687,395.84	253,012.22	0.1%	246,750.22	3940.4%
Poverty (At-risk)	714,338,567.28	228,592.24	0.0%	84,739.88	58.9%
ELL	225,518,283.79	4,337.61	0.0%	4,337.61	#DIV/0!
Gifted	60,813,404.81	6,692.32	0.0%	3,290.49	96.7%
Specific Priority Funds	1,440,357,651.73	492,634.39	0.0%	339,118.20	220.9%
Total P&C Funding	8,266,744,965.16	3,956,250.36	0.0%	930,656.01	30.8%
				73.5%	
Budget Stabilization Factor	-	-		335,371.09	
				26.5%	
Annual Cash Outlay	8,266,744,965.16	3,956,250.36	0.0%	1,266,027.10	47.1%
sFTE	860,507.24	234.50	0.0%	234.50	
$ / SFTE	9,606.83	16,871.00		5,398.84	47.1%
memo: A.V./sFTE	*126,694.27*	*74,880.96*	*59%* x		
$ / sFTE measures					
Base & Base equivalents	7,063.51	7,072.54		617.56	9.6%
Community Considerations	869.47	7,697.68		1,904.99	32.9%
Specific Priority Funds	1,673.85	2,100.79		1,446.13	220.9%
Budget Stabilization Factor	-	-		1,430.15	
Annual Cash Outlay	9,606.83	16,871.00		5,398.84	47.1%

State of Colorado

K12 Ed Funding Formula

Individual District Change Results
With State Total Change and
District Size-Category Change

	Total State	161 3060 RD LONE STAR 101 APA Model Result		Variance to All18Dec	% Change	162 3070 RD WOODLIN R-104 APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	739,480.00	0.0%			622,440.00	0.0%		
Full Day K	217,347,270.00	37,240.00	0.0%	28,779.98	3.8%	26,600.00	0.0%	43,820.58	7.1%
PreK	108,673,635.00	18,620.00	0.0%			13,300.00	0.0%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	795,340.00	0.0%	28,779.98	3.8%	662,340.00	0.0%	43,820.58	7.1%
Size Adjustment	359,918,844.62	985,657.68	0.3%	8,464.42	0.9%	823,631.76	0.2%	940.43	0.1%
Cost of Living with Limit	388,267,289.07	32,009.23	0.0%	(56,068.90)	-63.7%	18,278.08	0.0%	(32,492.55)	-64.0%
Community Considerations	748,186,133.69	1,017,666.91	0.1%	(47,604.48)	-4.5%	841,909.84	0.1%	(31,552.13)	-3.6%
Special Needs Education	439,687,395.84	119,049.86	0.0%	116,640.86	4841.9%	59,227.09	0.0%	53,447.09	924.7%
Poverty (At-risk)	714,338,567.28	109,922.77	0.0%	55,484.06	101.9%	92,968.18	0.0%	(8,796.66)	-8.6%
ELL	225,518,283.79	17,729.48	0.0%	16,676.05	1583.0%	1,874.36	0.0%	1,639.49	698.1%
Gifted	60,813,404.81	2,279.50	0.0%	368.37	19.3%	-	0.0%	(1,478.35)	-100.0%
Specific Priority Funds	1,440,357,651.73	248,981.61	0.0%	189,169.33	316.3%	154,069.62	0.0%	44,811.56	41.0%
Total P&C Funding	8,266,744,965.16	2,061,988.52	0.0%	170,344.83	9.0%	1,658,319.46	0.0%	57,080.01	3.6%
				44.8%				24.4%	
Budget Stabilization Factor	-	-		209,753.00		-		177,224.38	
				55.2%				75.6%	
Annual Cash Outlay	8,266,744,965.16	2,061,988.52	0.0%	380,097.83	22.6%	1,658,319.46	0.0%	234,304.39	16.5%
sFTE	860,507.24	115.10	0.0%	115.10		95.00	0.0%	95.00	
$ / SFTE	9,606.83	17,914.76		3,302.33	22.6%	17,455.99		2,466.36	16.5%
memo: A.V./sFTE	*126,694.27*	*97,872.28*	*77%* x			*412,292.09*	*325%* x		
$ / sFTE measures									
Base & Base equivalents	7,063.51	6,909.99		250.04	3.8%	6,972.00		461.27	7.1%
Community Considerations	869.47	8,841.59		(413.59)	-4.5%	8,862.21		(332.13)	-3.6%
Specific Priority Funds	1,673.85	2,163.18		1,643.52	316.3%	1,621.79		471.70	41.0%
Budget Stabilization Factor	-	-		1,822.35		-		1,865.52	
Annual Cash Outlay	9,606.83	17,914.76		3,302.33	22.6%	17,455.99		2,466.36	16.5%

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Change Results
With State Total Change and
District Size-Category Change

163 3080 MD
WELD COUNTY RE-1

	Total State	APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	12,496,015.00	0.2%		
Full Day K	217,347,270.00	432,250.00	0.2%	943,178.55	7.7%
PreK	108,673,635.00	216,125.00	0.2%		
Online/Ascent	113,131,894.75	-	0.0%	(7,894.00)	-100.0%
Base & Base equivalents	6,078,201,179.75	13,144,390.00	0.2%	935,284.55	7.7%
Size Adjustment	359,918,844.62	1,843,699.87	0.5%	773,361.08	72.3%
Cost of Living with Limit	388,267,289.07	666,682.72	0.2%	(1,141,775.93)	-63.1%
Community Considerations	748,186,133.69	2,510,382.59	0.3%	(368,414.85)	-12.8%
Special Needs Education	439,687,395.84	943,191.93	0.2%	804,459.93	579.9%
Poverty (At-risk)	714,338,567.28	2,000,470.55	0.3%	1,262,830.54	171.2%
ELL	225,518,283.79	659,565.77	0.3%	607,478.53	1166.3%
Gifted	60,813,404.81	40,028.82	0.1%	14,596.36	57.4%
Specific Priority Funds	1,440,357,651.73	3,643,257.06	0.3%	2,689,365.37	281.9%
Total P&C Funding	8,266,744,965.16	19,298,029.65	0.2%	3,256,235.07	20.3%
				64.9%	
Budget Stabilization Factor	-	-		1,759,798.34	
				35.1%	
Annual Cash Outlay	8,266,744,965.16	19,298,029.65	0.2%	5,016,033.41	35.1%
sFTE	860,507.24	1,892.70	0.2%	1,892.70	
$ / SFTE	9,606.83	10,196.03		2,650.20	35.1%
memo: A.V./sFTE	*126,694.27*	*561,654.71*	*443%* x		
$ / sFTE measures					
Base & Base equivalents	7,063.51	6,944.78		494.15	7.7%
Community Considerations	869.47	1,326.35		(194.65)	-12.8%
Specific Priority Funds	1,673.85	1,924.90		1,420.91	281.9%
Budget Stabilization Factor	-	-		929.78	
Annual Cash Outlay	9,606.83	10,196.03		2,650.20	35.1%

State of Colorado

K12 Ed Funding Formula

Individual District Change Results
With State Total Change and
District Size-Category Change

	Total State	164 3085 MD EATON RE-2 APA Model Result		Variance to All18Dec	% Change	165 3090 MD WELD COUNTY SCHOOL DISTRICT RE-3J APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	12,511,310.00	0.2%			14,890,015.00	0.3%		
Full Day K	217,347,270.00	532,000.00	0.2%	857,128.36	6.9%	545,300.00	0.3%	761,681.16	5.1%
PreK	108,673,635.00	266,000.00	0.2%			272,650.00	0.3%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	13,309,310.00	0.2%	857,128.36	6.9%	15,707,965.00	0.3%	761,681.16	5.1%
Size Adjustment	359,918,844.62	1,857,497.78	0.5%	799,425.15	75.6%	2,114,638.16	0.6%	1,183,535.79	127.1%
Cost of Living with Limit	388,267,289.07	592,218.57	0.2%	(1,177,006.08)	-66.5%	811,806.52	0.2%	(1,548,645.14)	-65.6%
Community Considerations	748,186,133.69	2,449,716.34	0.3%	(377,580.93)	-13.4%	2,926,444.67	0.4%	(365,109.36)	-11.1%
Special Needs Education	439,687,395.84	770,138.51	0.2%	699,327.51	987.6%	927,708.44	0.2%	826,068.44	812.7%
Poverty (At-risk)	714,338,567.28	1,232,582.71	0.2%	746,871.67	153.8%	1,928,091.06	0.3%	1,287,785.75	201.1%
ELL	225,518,283.79	221,237.77	0.1%	201,882.66	1043.0%	712,881.67	0.3%	658,231.73	1204.5%
Gifted	60,813,404.81	114,433.33	0.2%	90,050.38	369.3%	926.46	0.0%	(18,877.33)	-95.3%
Specific Priority Funds	1,440,357,651.73	2,338,392.31	0.2%	1,738,132.21	289.6%	3,569,607.63	0.2%	2,753,208.59	337.2%
Total P&C Funding	8,266,744,965.16	18,097,418.65	0.2%	2,217,679.64	14.0%	22,204,017.31	0.3%	3,149,780.40	16.5%
				55.9%				60.0%	
Budget Stabilization Factor	-	-		1,753,087.10		-		2,099,247.10	
				44.1%				40.0%	
Annual Cash Outlay	8,266,744,965.16	18,097,418.65	0.2%	3,970,766.74	28.1%	22,204,017.31	0.3%	5,249,027.50	31.0%
sFTE	860,507.24	1,905.80	0.2%	1,905.80		2,266.50	0.3%	2,266.50	
$ / SFTE	9,606.83	9,495.97		2,083.52	28.1%	9,796.61		2,315.92	31.0%
memo: A.V./sFTE	*126,694.27*	*204,380.17*	*161%* x			*454,730.99*	*359%* x		
$ / sFTE measures									
Base & Base equivalents	7,063.51	6,983.58		449.75	6.9%	6,930.49		336.06	5.1%
Community Considerations	869.47	1,285.40		(198.12)	-13.4%	1,291.17		(161.09)	-11.1%
Specific Priority Funds	1,673.85	1,226.99		912.02	289.6%	1,574.94		1,214.74	337.2%
Budget Stabilization Factor	-	-		919.87		-		926.21	
Annual Cash Outlay	9,606.83	9,495.97		2,083.52	28.1%	9,796.61		2,315.92	31.0%

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Change Results
With State Total Change and
District Size-Category Change

166 3100 LD
WINDSOR RE-4

	Total State	APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	40,783,785.00	0.7%		
Full Day K	217,347,270.00	1,725,675.00	0.8%	2,451,158.29	6.0%
PreK	108,673,635.00	862,837.50	0.8%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	43,372,297.50	0.7%	2,451,158.29	6.0%
Size Adjustment	359,918,844.62	3,755,285.70	1.0%	2,418,697.34	181.0%
Cost of Living with Limit	388,267,289.07	1,978,934.01	0.5%	(3,975,303.41)	-66.8%
Community Considerations	748,186,133.69	5,734,219.70	0.8%	(1,556,606.07)	-21.4%
Special Needs Education	439,687,395.84	2,653,576.25	0.6%	2,243,744.25	547.5%
Poverty (At-risk)	714,338,567.28	2,062,886.40	0.3%	1,471,862.95	249.0%
ELL	225,518,283.79	193,949.44	0.1%	183,449.85	1747.2%
Gifted	60,813,404.81	245,780.76	0.4%	209,176.21	571.4%
Specific Priority Funds	1,440,357,651.73	5,156,192.86	0.4%	4,108,233.27	392.0%
Total P&C Funding	8,266,744,965.16	54,262,710.06	0.7%	5,002,785.48	10.2%
				48.0%	
Budget Stabilization Factor	-	-		5,426,886.05	
				52.0%	
Annual Cash Outlay	8,266,744,965.16	54,262,710.06	0.7%	10,429,671.54	23.8%
sFTE	860,507.24	6,327.90	0.7%	6,327.90	
$ / SFTE	9,606.83	8,575.15		1,648.20	23.8%
memo: A.V./sFTE	*126,694.27*	*110,568.55*	*87%* x		
$ / sFTE measures					
Base & Base equivalents	7,063.51	6,854.14		387.36	6.0%
Community Considerations	869.47	906.18		(245.99)	-21.4%
Specific Priority Funds	1,673.85	814.83		649.23	392.0%
Budget Stabilization Factor	-	-		857.61	
Annual Cash Outlay	9,606.83	8,575.15		1,648.20	23.8%

State of Colorado

K12 Ed Funding Formula

Individual District Change Results
With State Total Change and
District Size-Category Change

	Total State	APA Model Result		167 3110 LD JOHNSTOWN-MILLIKEN RE-5J Variance to All18Dec	% Change	APA Model Result		168 3120 20+ GREELEY 6 Variance to All18Dec	% Change
Base	5,639,048,380.00	23,740,500.00	0.4%			144,991,945.00	2.6%		
Full Day K	217,347,270.00	1,040,725.00	0.5%	377,161.14	1.5%	5,965,050.00	2.7%	12,174,358.18	8.6%
PreK	108,673,635.00	520,362.50	0.5%			2,982,525.00	2.7%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!	303,240.00	0.3%	263,770.00	668.3%
Base & Base equivalents	6,078,201,179.75	25,301,587.50	0.4%	377,161.14	1.5%	154,242,760.00	2.5%	12,438,128.18	8.8%
Size Adjustment	359,918,844.62	2,903,616.13	0.8%	1,904,310.90	190.6%	4,530,219.42	1.3%	(367,957.81)	-7.5%
Cost of Living with Limit	388,267,289.07	1,189,903.35	0.3%	(2,480,453.65)	-67.6%	8,869,712.33	2.3%	(14,286,918.03)	-61.7%
Community Considerations	748,186,133.69	4,093,519.49	0.5%	(576,142.75)	-12.3%	13,399,931.75	1.8%	(14,654,875.84)	-52.2%
Special Needs Education	439,687,395.84	1,762,600.80	0.4%	1,620,015.80	1136.2%	10,301,381.33	2.3%	7,554,541.33	275.0%
Poverty (At-risk)	714,338,567.28	1,950,723.71	0.3%	1,245,741.48	176.7%	28,834,989.39	4.0%	15,082,047.09	109.7%
ELL	225,518,283.79	428,568.09	0.2%	393,687.44	1128.7%	10,189,301.77	4.5%	9,511,793.80	1403.9%
Gifted	60,813,404.81	122,456.54	0.2%	80,361.44	190.9%	898,649.85	1.5%	723,592.53	413.3%
Specific Priority Funds	1,440,357,651.73	4,264,349.13	0.3%	3,339,806.16	361.2%	50,224,322.34	3.5%	32,871,974.75	189.4%
Total P&C Funding	8,266,744,965.16	33,659,456.12	0.4%	3,140,824.55	10.3%	217,867,014.08	2.6%	30,655,227.09	16.4%
				48.2%				60.0%	
Budget Stabilization Factor	-	-		3,369,252.79		-		20,417,673.28	
				51.8%				40.0%	
Annual Cash Outlay	8,266,744,965.16	33,659,456.12	0.4%	6,510,077.33	24.0%	217,867,014.08	2.6%	51,072,900.38	30.6%
sFTE	860,507.24	3,588.50	0.4%	3,588.50		22,298.30	2.6%	22,298.30	
$ / SFTE	9,606.83	9,379.81		1,814.15	24.0%	9,770.57		2,290.44	30.6%
memo: A.V./sFTE	*126,694.27*	*112,877.64*	*89%* x			*65,077.50*	*51%* x		
$ / sFTE measures									
Base & Base equivalents	7,063.51	7,050.74		105.10	1.5%	6,917.24		557.81	8.8%
Community Considerations	869.47	1,140.73		(160.55)	-12.3%	600.94		(657.22)	-52.2%
Specific Priority Funds	1,673.85	1,188.34		930.70	361.2%	2,252.38		1,474.19	189.4%
Budget Stabilization Factor	-	-		938.90		-		915.66	
Annual Cash Outlay	9,606.83	9,379.81		1,814.15	24.0%	9,770.57		2,290.44	30.6%

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Change Results
With State Total Change and
District Size-Category Change

169 3130 MD
PLATTE VALLEY RE-7

	Total State	APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	7,581,000.00	0.1%		
Full Day K	217,347,270.00	256,025.00	0.1%	605,899.03	8.2%
PreK	108,673,635.00	128,012.50	0.1%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	7,965,037.50	0.1%	605,899.03	8.2%
Size Adjustment	359,918,844.62	2,168,191.34	0.6%	1,188,344.29	121.3%
Cost of Living with Limit	388,267,289.07	375,652.15	0.1%	(683,139.36)	-64.5%
Community Considerations	748,186,133.69	2,543,843.48	0.3%	505,204.92	24.8%
Special Needs Education	439,687,395.84	528,286.58	0.1%	402,279.58	319.3%
Poverty (At-risk)	714,338,567.28	858,203.19	0.1%	540,732.91	170.3%
ELL	225,518,283.79	240,637.62	0.1%	227,685.81	1757.9%
Gifted	60,813,404.81	61,448.93	0.1%	32,090.93	109.3%
Specific Priority Funds	1,440,357,651.73	1,688,576.32	0.1%	1,202,789.23	247.6%
Total P&C Funding	8,266,744,965.16	12,197,457.30	0.1%	2,313,893.18	23.4%
				68.2%	
Budget Stabilization Factor	-	-		1,080,334.25	
				31.8%	
Annual Cash Outlay	8,266,744,965.16	12,197,457.30	0.1%	3,394,227.44	38.6%
sFTE	860,507.24	1,147.30	0.1%	1,147.30	
$ / SFTE	9,606.83	10,631.45		2,958.45	38.6%
memo: A.V./sFTE	*126,694.27*	*1,008,558.36*	*796%* x		
$ / sFTE measures					
Base & Base equivalents	7,063.51	6,942.42		528.11	8.2%
Community Considerations	869.47	2,217.24		440.34	24.8%
Specific Priority Funds	1,673.85	1,471.78		1,048.37	247.6%
Budget Stabilization Factor	-	-		941.63	
Annual Cash Outlay	9,606.83	10,631.45		2,958.45	38.6%

State of Colorado

K12 Ed Funding Formula

Individual District Change Results
With State Total Change and
District Size-Category Change

	Total State	170 3140 MD WELD COUNTY S/D RE-8 APA Model Result		Variance to All18Dec	% Change	171 3145 CD AULT-HIGHLAND RE-9 APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	14,954,520.00	0.3%			5,733,630.00	0.1%		
Full Day K	217,347,270.00	561,925.00	0.3%	1,003,650.12	6.8%	202,825.00	0.1%	127,958.14	2.2%
PreK	108,673,635.00	280,962.50	0.3%			101,412.50	0.1%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	15,797,407.50	0.3%	1,003,650.12	6.8%	6,037,867.50	0.1%	127,958.14	2.2%
Size Adjustment	359,918,844.62	2,134,287.01	0.6%	1,175,661.28	122.6%	1,978,026.81	0.5%	988,345.34	99.9%
Cost of Living with Limit	388,267,289.07	973,313.90	0.3%	(1,630,854.88)	-62.6%	277,560.23	0.1%	(540,480.56)	-66.1%
Community Considerations	748,186,133.69	3,107,600.91	0.4%	(455,193.60)	-12.8%	2,255,587.03	0.3%	447,864.78	24.8%
Special Needs Education	439,687,395.84	1,048,447.67	0.2%	524,011.67	99.9%	466,792.52	0.1%	395,499.52	554.8%
Poverty (At-risk)	714,338,567.28	2,637,224.12	0.4%	1,081,362.78	69.5%	816,291.89	0.1%	509,980.22	166.5%
ELL	225,518,283.79	1,178,100.30	0.5%	1,070,589.08	995.8%	225,365.12	0.1%	212,136.78	1603.7%
Gifted	60,813,404.81	87,819.85	0.1%	66,342.64	308.9%	-	0.0%	(12,105.22)	-100.0%
Specific Priority Funds	1,440,357,651.73	4,951,591.93	0.3%	2,742,306.17	124.1%	1,508,449.53	0.1%	1,105,511.30	274.4%
Total P&C Funding	8,266,744,965.16	23,856,600.35	0.3%	3,290,762.68	16.0%	9,801,904.06	0.1%	1,681,334.22	20.7%
				59.8%				65.3%	
Budget Stabilization Factor	-	-		2,214,257.80		-		892,261.46	
				40.2%				34.7%	
Annual Cash Outlay	8,266,744,965.16	23,856,600.35	0.3%	5,505,020.48	30.0%	9,801,904.06	0.1%	2,573,595.68	35.6%
sFTE	860,507.24	2,229.80	0.3%	2,229.80		872.80	0.1%	872.80	
$ / SFTE	9,606.83	10,698.99		2,468.84	30.0%	11,230.41		2,948.67	35.6%
memo: A.V./sFTE	*126,694.27*	*370,148.66*	*292%* x			*214,354.17*	*169%* x		
$ / sFTE measures									
Base & Base equivalents	7,063.51	7,084.67		450.11	6.8%	6,917.81		146.61	2.2%
Community Considerations	869.47	1,393.67		(204.14)	-12.8%	2,584.31		513.14	24.8%
Specific Priority Funds	1,673.85	2,220.64		1,229.84	124.1%	1,728.29		1,266.63	274.4%
Budget Stabilization Factor	-	-		993.03		-		1,022.30	
Annual Cash Outlay	9,606.83	10,698.99		2,468.84	30.0%	11,230.41		2,948.67	35.6%

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Change Results
With State Total Change and
District Size-Category Change

172 3146 CD
BRIGGSDALE RE-10

	Total State	APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	1,127,840.00	0.0%		
Full Day K	217,347,270.00	29,925.00	0.0%	84,527.05	7.8%
PreK	108,673,635.00	14,962.50	0.0%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	1,172,727.50	0.0%	84,527.05	7.8%
Size Adjustment	359,918,844.62	1,428,855.67	0.4%	264,250.30	22.7%
Cost of Living with Limit	388,267,289.07	43,858.60	0.0%	(81,703.73)	-65.1%
Community Considerations	748,186,133.69	1,472,714.27	0.2%	182,546.57	14.1%
Special Needs Education	439,687,395.84	117,780.93	0.0%	100,964.93	600.4%
Poverty (At-risk)	714,338,567.28	107,377.95	0.0%	10,409.30	10.7%
ELL	225,518,283.79	6,380.69	0.0%	6,145.83	2616.7%
Gifted	60,813,404.81	2,187.67	0.0%	(14,112.33)	-86.6%
Specific Priority Funds	1,440,357,651.73	233,727.24	0.0%	103,407.73	79.3%
Total P&C Funding	8,266,744,965.16	2,879,169.02	0.0%	370,481.35	14.8%
				57.4%	
Budget Stabilization Factor	-	-		275,257.13	
				42.6%	
Annual Cash Outlay	8,266,744,965.16	2,879,169.02	0.0%	645,738.49	28.9%
sFTE	860,507.24	169.90	0.0%	169.90	
$ / SFTE	9,606.83	16,946.26		3,800.70	28.9%
memo: A.V./sFTE	*126,694.27*	*627,447.32*	*495%* x		
$ / sFTE measures					
Base & Base equivalents	7,063.51	6,902.46		497.51	7.8%
Community Considerations	869.47	8,668.12		1,074.44	14.1%
Specific Priority Funds	1,673.85	1,375.68		608.64	79.3%
Budget Stabilization Factor	-	-		1,620.11	
Annual Cash Outlay	9,606.83	16,946.26		3,800.70	28.9%

State of Colorado

K12 Ed Funding Formula

Individual District Change Results
With State Total Change and
District Size-Category Change

	Total State	APA Model Result		173 3147 CD PRAIRIE RE-11 Variance to All18Dec	% Change	APA Model Result		174 3148 RD PAWNEE RE-12 Variance to All18Dec	% Change
Base	5,639,048,380.00	1,349,285.00	0.0%			514,710.00	0.0%		
Full Day K	217,347,270.00	43,225.00	0.0%	116,934.68	9.0%	16,625.00	0.0%	12,023.78	2.3%
PreK	108,673,635.00	21,612.50	0.0%			8,312.50	0.0%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	1,414,122.50	0.0%	116,934.68	9.0%	539,647.50	0.0%	12,023.78	2.3%
Size Adjustment	359,918,844.62	1,593,504.89	0.4%	379,556.12	31.3%	674,264.12	0.2%	(78,882.79)	-10.5%
Cost of Living with Limit	388,267,289.07	51,235.59	0.0%	(95,722.17)	-65.1%	19,988.62	0.0%	(40,462.07)	-66.9%
Community Considerations	748,186,133.69	1,644,740.49	0.2%	283,833.95	20.9%	694,252.73	0.1%	(119,344.86)	-14.7%
Special Needs Education	439,687,395.84	109,756.64	0.0%	90,616.64	473.4%	48,528.61	0.0%	38,775.61	397.6%
Poverty (At-risk)	714,338,567.28	119,041.65	0.0%	69,484.87	140.2%	63,965.40	0.0%	3,260.99	5.4%
ELL	225,518,283.79	-	0.0%	(352.30)	-100.0%	-	0.0%	-	#DIV/0!
Gifted	60,813,404.81	14,263.05	0.0%	(2,517.95)	-15.0%	-	0.0%	(15,250.00)	-100.0%
Specific Priority Funds	1,440,357,651.73	243,061.35	0.0%	157,231.26	183.2%	112,494.01	0.0%	26,786.60	31.3%
Total P&C Funding	8,266,744,965.16	3,301,924.33	0.0%	557,999.90	20.3%	1,346,394.25	0.0%	(80,534.48)	-5.6%
				65.0%				-106.9%	
Budget Stabilization Factor	-	-		301,090.46		-		155,893.96	
				35.0%				206.9%	
Annual Cash Outlay	8,266,744,965.16	3,301,924.33	0.0%	859,090.36	35.2%	1,346,394.25	0.0%	75,359.48	5.9%
sFTE	860,507.24	205.40	0.0%	205.40		74.90	0.0%	74.90	
$ / SFTE	9,606.83	16,075.58		4,182.52	35.2%	17,975.89		1,006.13	5.9%
memo: A.V./sFTE	*126,694.27*	*1,217,603.55*	*961%* x			*3,264,841.79*	*2577%* x		
$ / sFTE measures									
Base & Base equivalents	7,063.51	6,884.72		569.30	9.0%	7,204.91		160.53	2.3%
Community Considerations	869.47	8,007.50		1,381.86	20.9%	9,269.06		(1,593.39)	-14.7%
Specific Priority Funds	1,673.85	1,183.36		765.49	183.2%	1,501.92		357.63	31.3%
Budget Stabilization Factor	-	-		1,465.87		-		2,081.36	
Annual Cash Outlay	9,606.83	16,075.58		4,182.52	35.2%	17,975.89		1,006.13	5.9%

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Change Results
With State Total Change and
District Size-Category Change

175 3200 CD
YUMA 1

	Total State	APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	5,085,920.00	0.1%		
Full Day K	217,347,270.00	189,525.00	0.1%	326,360.40	6.5%
PreK	108,673,635.00	94,762.50	0.1%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	5,370,207.50	0.1%	326,360.40	6.5%
Size Adjustment	359,918,844.62	1,876,686.80	0.5%	855,166.06	83.7%
Cost of Living with Limit	388,267,289.07	322,455.55	0.1%	(494,401.54)	-60.5%
Community Considerations	748,186,133.69	2,199,142.36	0.3%	360,764.53	19.6%
Special Needs Education	439,687,395.84	528,534.52	0.1%	478,436.52	955.0%
Poverty (At-risk)	714,338,567.28	919,886.26	0.1%	412,522.30	81.3%
ELL	225,518,283.79	607,403.50	0.3%	563,018.28	1268.5%
Gifted	60,813,404.81	42,096.09	0.1%	27,036.32	179.5%
Specific Priority Funds	1,440,357,651.73	2,097,920.37	0.1%	1,481,013.42	240.1%
Total P&C Funding	8,266,744,965.16	9,667,270.23	0.1%	2,168,138.34	28.9%
				72.5%	
Budget Stabilization Factor	-	-		821,721.34	
				27.5%	
Annual Cash Outlay	8,266,744,965.16	9,667,270.23	0.1%	2,989,859.68	44.8%
sFTE	860,507.24	763.40	0.1%	763.40	
$ / SFTE	9,606.83	12,663.44		3,916.50	44.8%
memo: A.V./sFTE	*126,694.27*	*141,753.81*	*112%* x		
$ / sFTE measures					
Base & Base equivalents	7,063.51	7,034.59		427.51	6.5%
Community Considerations	869.47	2,880.72		472.58	19.6%
Specific Priority Funds	1,673.85	2,748.13		1,940.02	240.1%
Budget Stabilization Factor	-	-		1,076.40	
Annual Cash Outlay	9,606.83	12,663.44		3,916.50	44.8%

State of Colorado

K12 Ed Funding Formula

Individual District Change Results
With State Total Change and
District Size-Category Change

	Total State	176 3210 CD WRAY RD-2 APA Model Result		Variance to All18Dec	% Change	177 3220 CD IDALIA RJ-3 APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	4,233,390.00	0.1%			1,375,220.00	0.0%		
Full Day K	217,347,270.00	176,225.00	0.1%	113,737.36	2.6%	53,200.00	0.0%	120,294.36	9.0%
PreK	108,673,635.00	88,112.50	0.1%			26,600.00	0.0%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	4,497,727.50	0.1%	113,737.36	2.6%	1,455,020.00	0.0%	120,294.36	9.0%
Size Adjustment	359,918,844.62	1,683,855.58	0.5%	725,390.93	75.7%	1,625,199.14	0.5%	407,802.44	33.5%
Cost of Living with Limit	388,267,289.07	189,315.65	0.0%	(339,378.22)	-64.2%	59,347.68	0.0%	(95,461.37)	-61.7%
Community Considerations	748,186,133.69	1,873,171.23	0.3%	386,012.71	26.0%	1,684,546.82	0.2%	312,341.07	22.8%
Special Needs Education	439,687,395.84	488,309.09	0.1%	431,468.09	759.1%	130,820.79	0.0%	125,521.79	2368.8%
Poverty (At-risk)	714,338,567.28	709,913.72	0.1%	399,399.91	128.6%	224,393.36	0.0%	96,086.41	74.9%
ELL	225,518,283.79	210,491.73	0.1%	193,536.76	1141.5%	84,449.12	0.0%	80,007.47	1801.3%
Gifted	60,813,404.81	12,746.33	0.0%	419.48	3.4%	8,474.34	0.0%	6,153.67	265.2%
Specific Priority Funds	1,440,357,651.73	1,421,460.87	0.1%	1,024,824.25	258.4%	448,137.61	0.0%	307,769.34	219.3%
Total P&C Funding	8,266,744,965.16	7,792,359.60	0.1%	1,524,574.32	24.3%	3,587,704.42	0.0%	740,404.77	26.0%
				68.9%				70.1%	
Budget Stabilization Factor	-	-		687,400.07		-		315,278.14	
				31.1%				29.9%	
Annual Cash Outlay	8,266,744,965.16	7,792,359.60	0.1%	2,211,974.39	39.6%	3,587,704.42	0.0%	1,055,682.91	41.7%
sFTE	860,507.24	636.60	0.1%	636.60		208.00	0.0%	208.00	
$ / SFTE	9,606.83	12,240.59		3,474.67	39.6%	17,248.58		5,075.40	41.7%
memo: A.V./sFTE	*126,694.27*	*146,501.01*	*116%* x			*83,988.25*	*66%* x		
$ / sFTE measures									
Base & Base equivalents	7,063.51	7,065.23		178.66	2.6%	6,995.29		578.34	9.0%
Community Considerations	869.47	2,942.46		606.37	26.0%	8,098.78		1,501.64	22.8%
Specific Priority Funds	1,673.85	2,232.89		1,609.84	258.4%	2,154.51		1,479.66	219.3%
Budget Stabilization Factor	-	-		1,079.80		-		1,515.76	
Annual Cash Outlay	9,606.83	12,240.59		3,474.67	39.6%	17,248.58		5,075.40	41.7%

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Change Results
With State Total Change and
District Size-Category Change

178 3230 RD
LIBERTY J-4

	Total State	APA Model Result		Variance to All18Dec	% Change
Base	5,639,048,380.00	452,865.00	0.0%		
Full Day K	217,347,270.00	26,600.00	0.0%	64,373.13	15.0%
PreK	108,673,635.00	13,300.00	0.0%		
Online/Ascent	113,131,894.75	-	0.0%	-	#DIV/0!
Base & Base equivalents	6,078,201,179.75	492,765.00	0.0%	64,373.13	15.0%
Size Adjustment	359,918,844.62	608,441.09	0.2%	(46,996.30)	-7.2%
Cost of Living with Limit	388,267,289.07	23,646.66	0.0%	(36,911.40)	-61.0%
Community Considerations	748,186,133.69	632,087.74	0.1%	(83,907.70)	-11.7%
Special Needs Education	439,687,395.84	29,188.94	0.0%	26,298.94	910.0%
Poverty (At-risk)	714,338,567.28	45,816.84	0.0%	22,469.22	96.2%
ELL	225,518,283.79	7,389.81	0.0%	6,695.63	964.5%
Gifted	60,813,404.81	950.12	0.0%	(459.47)	-32.6%
Specific Priority Funds	1,440,357,651.73	83,345.71	0.0%	55,004.31	194.1%
Total P&C Funding	8,266,744,965.16	1,208,198.45	0.0%	35,469.74	3.0%
				21.5%	
Budget Stabilization Factor	-	-		129,851.98	
				78.5%	
Annual Cash Outlay	8,266,744,965.16	1,208,198.45	0.0%	165,321.72	15.9%
sFTE	860,507.24	67.50	0.0%	67.50	
$ / SFTE	9,606.83	17,899.24		2,449.21	15.9%
memo: A.V./sFTE	*126,694.27*	*279,374.09*	*221%* x		
$ / sFTE measures					
Base & Base equivalents	7,063.51	7,300.22		953.68	15.0%
Community Considerations	869.47	9,364.26		(1,243.08)	-11.7%
Specific Priority Funds	1,673.85	1,234.75		814.88	194.1%
Budget Stabilization Factor	-	-		1,923.73	
Annual Cash Outlay	9,606.83	17,899.24		2,449.21	15.9%

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Results

FALCON 49

1110

20+

	APA Consulting Model			CDE - All18Dec Web Report	% of total		Variance	% of total	% chg in category
Base	105,034,090.00	55.2%			0.0%				
Full Day K	4,868,465.00	2.6%	59.0%	104,261,327.40	56.0%	56.0%	8,075,460.10	3.0%	7.7%
PreK	2,434,232.50	1.3%			0.0%				
Online/Ascent	40,536,238.75	21.3%		51,899,103.00	27.9%		(11,362,864.25)	-6.6%	-21.9%
Base & Base equivalents	152,873,026.25	80.3%		156,160,430.40	83.9%		(3,287,404.15)	-3.6%	-2.1%
Size Adjustment	3,232,234.14	1.7%		3,669,579.50	2.0%		(437,345.35)	-0.3%	-11.9%
Cost of Living with Limit	6,886,492.61	3.6%		19,293,537.78	10.4%		(12,407,045.17)	-6.7%	-64.3%
Community Considerations	10,118,726.75	5.3%		22,963,117.28	12.3%		(12,844,390.53)	-7.0%	-55.9%
Special Needs Education	11,073,930.08	5.8%		1,431,412.00	0.8%		9,642,518.08	5.0%	673.6%
Poverty (At-risk)	13,989,913.60	7.4%		5,340,119.66	2.9%		8,649,793.94	4.5%	162.0%
ELL	2,124,806.29	1.1%		132,393.86	0.1%		1,992,412.42	1.0%	1504.9%
Gifted	138,170.77	0.1%		128,249.79	0.1%		9,920.99	0.0%	7.7%
Specific Priority Funds	27,326,820.73	14.4%		7,032,175.31	3.8%		20,294,645.42	10.6%	288.6%
Total P&C Funding	190,318,573.74			186,155,722.99			4,162,850.75		2.2%
							16.9%		
Budget Stabilization Factor				(20,512,336.14)			20,512,336.14		
							83.1%		
Annual Cash Outlay	190,318,573.74			165,643,386.85			24,675,186.88		14.9%
sFTE	22,761.60			22,501.50			260.10		
$ / SFTE	8,361.39			7,361.44			999.95		
memo: A.V./sFTE			*36,929.51*	*average assessed value / sFTE*			*their AV/sFTE advantage / (disadvantage) relati*		
$ / sFTE measures							*to comparators is:*	*-65%*	*-40%*
Base & Base equivalents	6,716.27	80.3%		6,940.00	94.3%		(223.73)	-13.3%	-3.2%
Community Considerations	444.55	5.3%		1,020.51	13.9%		(575.96)	-52.1%	-56.4%
Specific Priority Funds	1,200.57	14.4%		312.52	4.2%		888.05	82.2%	284.2%
Budget Stabilization Factor	-	0.0%		(911.60)	-12.4%		911.60	83.1%	
Annual Cash Outlay	8,361.39			7,361.44			999.95		13.6%

State of Colorado

K12 Ed Funding Formula

Individual District Results **Comparators :**

FALCON 49	Top 20 + Large		1040 20+ ACADEMY 20				1010 20+ COLORADO SPRINGS 11			
1110	(7,500 and more sFTE)									
20+	Variance to All18Dec		APA Consulting Model		Variance to All18Dec		APA Consulting Model		Variance to All18Dec	
Base			158,518,710.00	77.5%			196,308,000.00	70.7%		
Full Day K	323,224,154.49	80.5%	5,293,400.00	2.6% 81.4%	11,046,684.90	7.1%	8,774,675.00	3.2%	13,147,526.56	6.7%
PreK			2,646,700.00	1.3%			4,387,337.50	1.6%		
Online/Ascent	(18,093,289.75)	-64.3%	4,441,202.50	2.2%	(1,151,696.50)	-20.6%	1,705,725.00	0.6%	(216,464.00)	-11.3%
Base & Base equivalents	305,130,864.74	81.7%	170,900,012.50	83.6%	9,894,988.40	6.1%	211,175,737.50	76.1%	12,931,062.56	6.5%
Size Adjustment	(79,478,367.46)	-180.5%	4,304,982.25	2.1%	(1,176,257.80)	-21.5%	4,903,526.76	1.8%	(1,985,542.57)	-28.8%
Cost of Living with Limit	(581,309,585.07)	-83.0%	9,620,756.89	4.7%	(20,297,789.22)	-67.8%	12,736,362.61	4.6%	(22,896,347.87)	-64.3%
Community Considerations	(660,787,952.53)	-100.7%	13,925,739.14	6.8%	(21,474,047.03)	-60.7%	17,639,889.37	6.4%	(24,881,890.44)	-58.5%
Special Needs Education	259,183,704.95	76.7%	9,724,376.62	4.8%	7,746,536.62	391.7%	11,529,875.98	4.2%	7,593,221.98	192.9%
Poverty (At-risk)	299,873,145.65	80.4%	6,810,836.60	3.3%	4,360,426.48	177.9%	31,568,583.01	11.4%	16,182,974.83	105.2%
ELL	172,428,227.91	82.5%	1,034,048.38	0.5%	959,314.43	1283.6%	3,867,103.71	1.4%	3,494,935.65	939.1%
Gifted	46,799,354.37	89.0%	2,036,809.95	1.0%	1,830,579.47	887.6%	1,868,101.03	0.7%	1,594,427.54	582.6%
Specific Priority Funds	778,284,432.87	80.0%	19,606,071.55	9.6%	14,896,857.00	316.3%	48,833,663.73	17.6%	28,865,560.01	144.6%
Total P&C Funding	422,627,345.08	61.2%	204,431,823.19		3,317,798.37	1.6%	277,649,290.60		16,914,732.13	6.5%
					13.0%				37.3%	
Budget Stabilization Factor	660,081,066.45	79.7%			22,112,674.99				28,484,076.53	
					87.0%				62.7%	
Annual Cash Outlay	1,082,708,411.53	71.3%	204,431,823.19		25,430,473.36	14.2%	277,649,290.60		45,398,808.66	19.5%
sFTE	696,276.70	80.9%	25,168.50		25,168.50		26,993.00		26,993.00	
$ / SFTE	1,555.00		8,122.53		1,010.41		10,285.97		1,681.87	
memo: A.V./sFTE ive	*105,840.98*	*2.9* x			*61,392.73*	*1.7* x			*97,943.25*	*2.7* x
$ / sFTE measures -62%										
Base & Base equivalents	438.23	81.7%	6,790.23	83.6%	393.15	6.1%	7,823.35	76.1%	479.05	6.5%
Community Considerations	(949.03)	-100.7%	553.30	6.8%	(853.21)	-60.7%	653.50	6.4%	(921.79)	-58.5%
Specific Priority Funds	1,117.78	80.0%	778.99	9.6%	591.88	316.3%	1,809.12	17.6%	1,069.37	144.6%
Budget Stabilization Factor	948.02	79.7%	-	0.0%	878.59	0.0%	-	0.0%	1,055.24	0.0%
Annual Cash Outlay	1,555.00		8,122.53		1,010.41		10,285.97		1,681.87	

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Results

CHEYENNE MOUNTAIN 12

1020	APA Consulting Model			CDE - All18Dec Web Report	% of total		Variance	% of total	% chg in category
LD									
Base	33,603,780.00	74.0%			0.0%				
Full Day K	1,248,205.00	2.7%	78.1%	32,818,207.47	80.4%	80.4%	2,657,880.03	-2.3%	8.1%
PreK	624,102.50	1.4%			0.0%				
Online/Ascent	-	0.0%		-	0.0%		-	0.0%	0.0%
Base & Base equivalents	35,476,087.50	78.1%		32,818,207.47	80.4%		2,657,880.03	-2.3%	8.1%
Size Adjustment	3,348,927.24	7.4%		1,147,494.61	2.8%		2,201,432.63	4.6%	191.8%
Cost of Living with Limit	1,946,882.67	4.3%		5,872,969.67	14.4%		(3,926,087.00)	-10.1%	-66.9%
Community Considerations	5,295,809.91	11.7%		7,020,464.28	17.2%		(1,724,654.37)	-5.5%	-24.6%
Special Needs Education	2,349,140.07	5.2%		279,065.00	0.7%		2,070,075.07	4.5%	741.8%
Poverty (At-risk)	1,484,919.29	3.3%		625,813.43	1.5%		859,105.86	1.7%	137.3%
ELL	300,049.50	0.7%		18,616.40	0.0%		281,433.10	0.6%	1511.7%
Gifted	524,990.82	1.2%		43,776.28	0.1%		481,214.53	1.0%	1099.3%
Specific Priority Funds	4,659,099.67	10.3%		967,271.11	2.4%		3,691,828.56	7.9%	381.7%
Total P&C Funding	45,430,997.08			40,805,942.86			4,625,054.23		11.3%
							50.7%		
Budget Stabilization Factor				(4,499,645.56)			4,499,645.56		
							49.3%		
Annual Cash Outlay	45,430,997.08			36,306,297.30			9,124,699.79		25.1%
sFTE	5,204.90			4,945.90			259.00		
$ / SFTE	8,728.51			7,340.69			1,387.82		
memo: A.V./sFTE			*73,815.32*	*average assessed value / sFTE*			*their AV/sFTE advantage / (disadvantage) relati*		
$ / sFTE measures							*to comparators is:*	*-54%*	*-3%*
Base & Base equivalents	6,815.90	78.1%		6,635.44	90.4%		180.46	29.1%	2.7%
Community Considerations	1,017.47	11.7%		1,419.45	19.3%		(401.99)	-18.9%	-28.3%
Specific Priority Funds	895.14	10.3%		195.57	2.7%		699.57	40.5%	357.7%
Budget Stabilization Factor	-	0.0%		(909.77)	-12.4%		909.77	49.3%	
Annual Cash Outlay	8,728.51			7,340.69			1,387.82		18.9%

State of Colorado

K12 Ed Funding Formula

Individual District Results **Comparators :**

CHEYENNE MOUNTAIN 12	Other Large		1080 LD LEWIS-PALMER 38				980 20+ HARRISON 2			
1020	(7,500 - 3,000 sFTE)									
LD	Variance to All18Dec		APA Consulting Model		Variance to All18Dec		APA Consulting Model		Variance to All18Dec	
Base			42,504,805.00	76.3%			77,061,530.00	64.0%		
Full Day K	35,931,618.45	80.5%	1,169,070.00	2.1% 79.4%	2,815,048.37	6.8%	4,272,625.00	3.5%	8,496,437.35	11.3%
PreK			584,535.00	1.0%			2,136,312.50	1.8%		
Online/Ascent	(4,049,007.00)	-64.3%	-	0.0%	-	0.0%	-	0.0%	-	0.0%
Base & Base equivalents	31,882,611.45	81.7%	44,258,410.00	79.4%	2,815,048.37	6.8%	83,470,467.50	69.3%	8,496,437.35	11.3%
Size Adjustment	30,966,850.28	-180.5%	3,801,374.08	6.8%	2,331,799.86	158.7%	4,066,707.75	3.4%	1,432,754.52	54.4%
Cost of Living with Limit	(61,295,860.80)	-83.0%	2,628,231.07	4.7%	(5,604,121.58)	-68.1%	5,413,513.84	4.5%	(8,297,749.82)	-60.5%
Community Considerations	(30,329,010.52)	-100.7%	6,429,605.15	11.5%	(3,272,321.72)	-33.7%	9,480,221.59	7.9%	(6,864,995.30)	-42.0%
Special Needs Education	30,880,443.83	76.7%	2,821,538.29	5.1%	2,183,928.29	342.5%	5,370,987.94	4.5%	3,597,401.94	202.8%
Poverty (At-risk)	31,954,213.06	80.4%	1,142,756.49	2.1%	736,099.42	181.0%	17,628,213.47	14.6%	8,530,680.68	93.8%
ELL	22,272,543.55	82.5%	407,161.09	0.7%	371,738.41	1049.4%	4,335,438.85	3.6%	4,042,199.90	1378.5%
Gifted	3,652,915.50	89.0%	675,075.79	1.2%	604,240.06	853.0%	185,201.73	0.2%	85,265.96	85.3%
Specific Priority Funds	88,760,115.95	80.0%	5,046,531.67	9.1%	3,896,006.19	338.6%	27,519,841.99	22.8%	16,255,548.49	144.3%
Total P&C Funding	90,313,716.87	61.2%	55,734,546.81		3,438,732.84	6.6%	120,470,531.09		17,886,990.54	17.4%
	55.8%				37.5%				61.6%	
Budget Stabilization Factor	71,621,002.51	79.7%			5,732,569.73				11,166,333.03	
	44.2%				62.5%				38.4%	
Annual Cash Outlay	161,934,719.39	71.3%	55,734,546.81		9,171,302.57	19.7%	120,470,531.09		29,053,323.57	31.8%
sFTE	74,599.48	80.9%	6,516.40		6,516.40		11,883.90		11,883.90	
$ / SFTE	2,170.72		8,552.97		1,407.42		10,137.29		2,444.76	
memo: A.V./sFTE *ive*	*160,475.44*	*2.2* x			*76,446.94*	*1.0* x			*54,557.81*	*0.7* x
$ / sFTE measures *35%*										
Base & Base equivalents	427.38		6,791.85	79.4%	431.99	6.8%	7,023.83	69.3%	714.95	11.3%
Community Considerations	(406.56)		986.68	11.5%	(502.17)	-33.7%	797.74	7.9%	(577.67)	-42.0%
Specific Priority Funds	1,189.82		774.44	9.1%	597.88	338.6%	2,315.72	22.8%	1,367.86	144.3%
Budget Stabilization Factor	960.07		-	0.0%	879.71	0.0%	-	0.0%	939.62	0.0%
Annual Cash Outlay	2,170.72		8,552.97		1,407.42		10,137.29		2,444.76	

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Results

DENVER COUNTY 1

880

	APA Consulting Model			CDE - All18Dec Web Report	% of total		Variance	% of total	% chg in category
20+									
Base	576,042,950.00	65.1%			0.0%				
Full Day K	23,740,500.00	2.7%	69.2%	568,435,349.28	71.6%	71.6%	43,218,350.72	-2.5%	7.6%
PreK	11,870,250.00	1.3%			0.0%				
Online/Ascent	2,112,572.00	0.2%		2,237,949.00	0.3%		(125,377.00)	0.0%	-5.6%
Base & Base equivalents	613,766,272.00	69.4%		570,673,298.28	71.9%		43,092,973.72	-2.5%	7.6%
Size Adjustment	-	0.0%		20,595,251.43	2.6%		(20,595,251.43)	-2.6%	-100.0%
Cost of Living with Limit	48,856,969.08	5.5%		125,007,459.84	15.8%		(76,150,490.76)	-10.2%	-60.9%
Community Considerations	48,856,969.08	5.5%		145,602,711.27	18.4%		(96,745,742.19)	-12.8%	-66.4%
Special Needs Education	42,877,412.51	4.8%		12,595,332.00	1.6%		30,282,080.51	3.3%	240.4%
Poverty (At-risk)	115,882,708.96	13.1%		59,792,924.91	7.5%		56,089,784.05	5.6%	93.8%
ELL	53,973,382.48	6.1%		4,063,015.32	0.5%		49,910,367.16	5.6%	1228.4%
Gifted	8,834,820.24	1.0%		672,871.51	0.1%		8,161,948.73	0.9%	1213.0%
Specific Priority Funds	221,568,324.18	25.1%		77,124,143.74	9.7%		144,444,180.45	15.3%	187.3%
Total P&C Funding	884,191,565.26			793,400,153.28			90,791,411.97		11.4%
							51.3%		
Budget Stabilization Factor				(86,298,765.93)			86,298,765.93		
							48.7%		
Annual Cash Outlay	884,191,565.26			707,101,387.36			177,090,177.90		25.0%
sFTE	86,790.20			87,117.90			(327.70)		
$ / SFTE	10,187.69			8,116.60			2,071.09		
memo: A.V./sFTE			*190,996.80*	*average assessed value / sFTE*			*their AV/sFTE advantage / (disadvantage) relati*		
$ / sFTE measures							*to comparators is:*	*80%*	*98%*
Base & Base equivalents	7,071.84	69.4%		6,550.59	80.7%		521.25	24.3%	8.0%
Community Considerations	562.93	5.5%		1,671.33	20.6%		(1,108.40)	-54.6%	-66.3%
Specific Priority Funds	2,552.92	25.1%		885.28	10.9%		1,667.63	81.6%	188.4%
Budget Stabilization Factor	-	0.0%		(990.60)	-12.2%		990.60	48.7%	
Annual Cash Outlay	10,187.69			8,116.60			2,071.09		25.5%

State of Colorado

K12 Ed Funding Formula

Individual District Results **Comparators :**

DENVER COUNTY 1		Top 20 + Large		900	20+			1420	20+			
880		(7,500 and more sFTE)		DOUGLAS COUNTY RE 1				JEFFERSON COUNTY R-1				
20+		Variance to All18Dec		APA Consulting Model			Variance to All18Dec		APA Consulting Model		Variance to All18Dec	
Base				415,551,185.00	76.8%				537,395,145.00	74.7%		
Full Day K		323,224,154.49	80.5%	14,989,100.00	2.8%	81.0%	29,913,305.24	7.3%	20,056,400.00	2.8%	38,598,502.86	7.3%
PreK				7,494,550.00	1.4%				10,028,200.00	1.4%		
Online/Ascent		(18,093,289.75)	-64.3%	15,620,650.50	2.9%		(1,426,442.50)	-8.4%	2,050,028.75	0.3%	5,482.75	0.3%
Base & Base equivalents		305,130,864.74	81.7%	453,655,485.50	83.9%		28,486,862.74	6.7%	569,529,773.75	79.2%	38,603,985.61	7.3%
Size Adjustment		(79,478,367.46)	-180.5%	-	0.0%		(14,797,814.90)	-100.0%	-	0.0%	(18,992,885.67)	-100.0%
Cost of Living with Limit		(581,309,585.07)	-83.0%	29,212,913.61	5.4%		(60,908,482.59)	-67.6%	38,007,434.59	5.3%	(72,602,423.42)	-65.6%
Community Considerations		(660,787,952.53)	-100.7%	29,212,913.61	5.4%		(75,706,297.50)	-72.2%	38,007,434.59	5.3%	(91,595,309.09)	-70.7%
Special Needs Education		259,183,704.95	76.7%	32,045,169.88	5.9%		26,828,840.88	514.3%	36,337,428.59	5.1%	24,251,768.59	200.7%
Poverty (At-risk)		299,873,145.65	80.4%	15,389,487.35	2.8%		9,180,345.47	147.9%	52,524,173.88	7.3%	32,158,476.89	157.9%
ELL		172,428,227.91	82.5%	6,533,441.32	1.2%		6,101,105.42	1411.2%	12,130,068.96	1.7%	11,323,311.53	1403.6%
Gifted		46,799,354.37	89.0%	3,948,901.04	0.7%		3,401,095.07	620.9%	10,585,477.25	1.5%	9,790,294.15	1231.2%
Specific Priority Funds		778,284,432.87	80.0%	57,916,999.60	10.7%		45,511,386.84	366.9%	111,577,148.67	15.5%	77,523,851.16	227.7%
Total P&C Funding		422,627,345.08	61.2%	540,785,398.70			(1,708,047.92)	-0.3%	719,114,357.00		24,532,527.68	3.5%
		39.0%					-2.9%				24.5%	
Budget Stabilization Factor		660,081,066.45	79.7%				59,636,154.88				75,715,350.87	
		61.0%					102.9%				75.5%	
Annual Cash Outlay		1,082,708,411.53	71.3%	540,785,398.70			57,928,106.97	12.0%	719,114,357.00		100,247,878.55	16.2%
sFTE		696,276.70	80.9%	66,245.40			66,245.40		82,862.20		82,862.20	
$ / SFTE		1,555.00		8,163.37			874.45		8,678.44		1,209.81	
memo: A.V./sFTE	*ive*	*105,840.98*	*0.6* x				*96,308.72*	*0.5* x			*113,626.46*	*0.6* x
$ / sFTE measures	*68%*											
Base & Base equivalents		438.23		6,848.11	83.9%		430.02	6.7%	6,873.22	79.2%	465.88	7.3%
Community Considerations		(949.03)		440.98	5.4%		(1,142.82)	-72.2%	458.68	5.3%	(1,105.39)	-70.7%
Specific Priority Funds		1,117.78		874.28	10.7%		687.01	366.9%	1,346.54	15.5%	935.58	227.7%
Budget Stabilization Factor		948.02		-	0.0%		900.23	0.0%	-	0.0%	913.75	0.0%
Annual Cash Outlay		1,555.00		8,163.37			874.45		8,678.44		1,209.81	

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Results

CHERRY CREEK 5

130	APA Consulting Model			CDE - All18Dec Web Report	% of total		Variance	% of total	% chg in category
20+									
Base	344,753,290.00	74.1%			0.0%				
Full Day K	11,737,250.00	2.5%	77.8%	345,031,218.02	74.9%	74.9%	17,327,946.98	2.9%	5.0%
PreK	5,868,625.00	1.3%			0.0%				
Online/Ascent	63,175.00	0.0%		134,198.00	0.0%		(71,023.00)	0.0%	-52.9%
Base & Base equivalents	362,422,340.00	77.9%		345,165,416.02	74.9%		17,256,923.98	2.9%	5.0%
Size Adjustment	-	0.0%		12,677,194.63	2.8%		(12,677,194.63)	-2.8%	-100.0%
Cost of Living with Limit	27,654,831.28	5.9%		81,810,352.10	17.8%		(54,155,520.83)	-11.8%	-66.2%
Community Considerations	27,654,831.28	5.9%		94,487,546.74	20.5%		(66,832,715.46)	-14.6%	-70.7%
Special Needs Education	29,498,921.60	6.3%		7,149,487.00	1.6%		22,349,434.60	4.8%	312.6%
Poverty (At-risk)	31,514,115.98	6.8%		12,561,371.93	2.7%		18,952,744.05	4.0%	150.9%
ELL	10,265,074.45	2.2%		840,607.63	0.2%		9,424,466.82	2.0%	1121.1%
Gifted	4,166,564.17	0.9%		474,300.45	0.1%		3,692,263.73	0.8%	778.5%
Specific Priority Funds	75,444,676.20	16.2%		21,025,767.01	4.6%		54,418,909.19	11.6%	258.8%
Total P&C Funding	465,521,847.48			460,678,729.76			4,843,117.71		1.1%
							8.8%		
Budget Stabilization Factor				(50,286,175.99)			50,286,175.99		
							91.2%		
Annual Cash Outlay	465,521,847.48			410,392,553.77			55,129,293.70		13.4%
sFTE	53,078.90			52,724.10			354.80		
$ / SFTE	8,770.37			7,783.78			986.60		
memo: A.V./sFTE			*114,307.57*	*average assessed value / sFTE*			*their AV/sFTE advantage / (disadvantage) relati*		
$ / sFTE measures							*to comparators is:*	*8%*	*1%*
Base & Base equivalents	6,827.99	77.9%		6,546.63	84.1%		281.36	31.3%	4.3%
Community Considerations	521.01	5.9%		1,792.11	23.0%		(1,271.10)	######	-70.9%
Specific Priority Funds	1,421.37	16.2%		398.79	5.1%		1,022.58	98.7%	256.4%
Budget Stabilization Factor	-	0.0%		(953.76)	-12.3%		953.76	91.2%	
Annual Cash Outlay	8,770.37			7,783.78			986.60		12.7%

State of Colorado

K12 Ed Funding Formula

Individual District Results **Comparators :**

CHERRY CREEK 5		Top 20 + Large		140	20+		LITTLETON 6			180	20+		ADAMS-ARAPAHOE 28J	
130		(7,500 and more sFTE)												
20+		Variance to All18Dec		APA Consulting Model			Variance to All18Dec			APA Consulting Model			Variance to All18Dec	
Base				97,769,630.00	76.0%					263,546,815.00	64.7%			
Full Day K		323,224,154.49	80.5%	3,364,900.00	2.6%	80.0%	6,525,422.29	6.8%		10,999,100.00	2.7%		18,639,287.95	7.1%
PreK				1,682,450.00	1.3%					5,499,550.00	1.3%			
Online/Ascent		(18,093,289.75)	-64.3%	-	0.0%		-	0.0%		916,037.50	0.2%		(125,970.50)	-12.1%
Base & Base equivalents		305,130,864.74	81.7%	102,816,980.00	80.0%		6,525,422.29	6.8%		280,961,502.50	68.9%		18,513,317.45	7.1%
Size Adjustment		(79,478,367.46)	-180.5%	3,995,825.28	3.1%		543,487.40	15.7%		2,207,349.16	0.5%		(7,221,678.11)	-76.6%
Cost of Living with Limit		(581,309,585.07)	-83.0%	6,544,263.37	5.1%		(13,404,511.76)	-67.2%		22,302,751.56	5.5%		(33,766,737.03)	-60.2%
Community Considerations		(660,787,952.53)	-100.7%	10,540,088.65	8.2%		(12,861,024.36)	-55.0%		24,510,100.71	6.0%		(40,988,415.15)	-62.6%
Special Needs Education		259,183,704.95	76.7%	6,708,992.34	5.2%		4,319,976.34	180.8%		20,998,226.10	5.2%		16,194,313.10	337.1%
Poverty (At-risk)		299,873,145.65	80.4%	5,617,888.88	4.4%		3,450,384.92	159.2%		51,081,273.76	12.5%		20,975,145.87	69.7%
ELL		172,428,227.91	82.5%	1,208,086.06	0.9%		1,098,112.21	998.5%		28,426,138.75	7.0%		26,433,461.99	1326.5%
Gifted		46,799,354.37	89.0%	1,694,884.09	1.3%		1,548,800.58	1060.2%		1,543,788.60	0.4%		1,215,935.02	370.9%
Specific Priority Funds		778,284,432.87	80.0%	15,229,851.37	11.8%		10,417,274.06	216.5%		102,049,427.22	25.0%		64,818,855.99	174.1%
Total P&C Funding		422,627,345.08	61.2%	128,586,920.02			4,081,671.98	3.3%		407,521,030.43			42,343,758.29	11.6%
		39.0%					23.1%						51.5%	
Budget Stabilization Factor		660,081,066.45	79.7%				13,550,835.79						39,815,428.62	
		61.0%					76.9%						48.5%	
Annual Cash Outlay		1,082,708,411.53	71.3%	128,586,920.02			17,632,507.77	15.9%		407,521,030.43			82,159,186.91	25.3%
sFTE		696,276.70	80.9%	14,992.50			14,992.50			39,197.50			39,197.50	
$ / SFTE		1,555.00		8,576.75			1,176.09			10,396.61			2,096.03	
memo: A.V./sFTE	*ive*	*105,840.98*	*0.9* x				*113,224.02*	*1.0* x					*65,260.84*	*0.6* x
$ / sFTE measures	*75%*													
Base & Base equivalents		438.23		6,857.89	80.0%		435.25	6.8%		7,167.84	68.9%		472.31	7.1%
Community Considerations		(949.03)		703.02	8.2%		(857.83)	-55.0%		625.30	6.0%		(1,045.69)	-62.6%
Specific Priority Funds		1,117.78		1,015.83	11.8%		694.83	216.5%		2,603.47	25.0%		1,653.65	174.1%
Budget Stabilization Factor		948.02		-	0.0%		903.84	0.0%		-	0.0%		1,015.76	0.0%
Annual Cash Outlay		1,555.00		8,576.75			1,176.09			10,396.61			2,096.03	

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Results

MAPLETON 1

10	APA Consulting Model			CDE - All18Dec Web Report	% of total		Variance	% of total	% chg in category
20+									
Base	40,080,215.00	47.7%			0.0%				
Full Day K	1,679,125.00	2.0%	50.7%	40,254,547.66	54.7%	54.7%	2,344,354.84	-4.0%	5.8%
PreK	839,562.50	1.0%			0.0%				
Online/Ascent	15,180,952.50	18.1%		18,266,716.00	24.8%		(3,085,763.50)	-6.8%	-16.9%
Base & Base equivalents	57,779,855.00	68.8%		58,521,263.66	79.6%		(741,408.66)	-10.8%	-1.3%
Size Adjustment	3,070,146.68	3.7%		1,432,728.58	1.9%		1,637,418.10	1.7%	114.3%
Cost of Living with Limit	3,296,204.93	3.9%		7,985,471.74	10.9%		(4,689,266.80)	-6.9%	-58.7%
Community Considerations	6,366,351.61	7.6%		9,418,200.32	12.8%		(3,051,848.70)	-5.2%	-32.4%
Special Needs Education	5,121,854.86	6.1%		716,297.00	1.0%		4,405,557.86	5.1%	615.0%
Poverty (At-risk)	9,807,117.91	11.7%		4,540,620.93	6.2%		5,266,496.98	5.5%	116.0%
ELL	4,732,797.19	5.6%		311,001.03	0.4%		4,421,796.16	5.2%	1421.8%
Gifted	199,893.54	0.2%		51,732.13	0.1%		148,161.41	0.2%	286.4%
Specific Priority Funds	19,861,663.50	23.6%		5,619,651.09	7.6%		14,242,012.42	16.0%	253.4%
Total P&C Funding	84,007,870.11			73,559,115.06			10,448,755.05		14.2%
							56.5%		
Budget Stabilization Factor				(8,059,776.14)			8,059,776.14		
							43.5%		
Annual Cash Outlay	84,007,870.11			65,499,338.92			18,508,531.19		28.3%
sFTE	8,475.20			8,463.30			11.90		
$ / SFTE	9,912.20			7,739.22			2,172.98		
memo: A.V./sFTE			*78,784.02*	*average assessed value / sFTE*			*their AV/sFTE advantage / (disadvantage) relati*		
$ / sFTE measures							*to comparators is:*	*-26%*	*20%*
Base & Base equivalents	6,817.52	68.8%		6,914.71	89.3%		(97.19)	-4.0%	-1.4%
Community Considerations	751.17	7.6%		1,112.83	14.4%		(361.65)	-16.5%	-32.5%
Specific Priority Funds	2,343.50	23.6%		664.00	8.6%		1,679.50	76.9%	252.9%
Budget Stabilization Factor	-	0.0%		(952.32)	-12.3%		952.32	43.5%	
Annual Cash Outlay	9,912.20			7,739.22			2,172.98		28.1%

State of Colorado

K12 Ed Funding Formula

Individual District Results **Comparators :**

MAPLETON 1	Top 20 + Large		20 20+ ADAMS 12 FIVE STAR SCHOOLS				40 20+ SCHOOL DISTRICT 27J			
10	(7,500 and more sFTE)									
20+	Variance to All18Dec		APA Consulting Model		Variance to All18Dec		APA Consulting Model		Variance to All18Dec	
Base			279,227,515.00	73.3%			115,403,435.00	72.2%		
Full Day K	323,224,154.49	80.5%	10,211,075.00	2.7% 77.4%	20,209,251.00	7.4%	4,817,925.00	3.0%	6,082,432.32	5.2%
PreK			5,105,537.50	1.3%			2,408,962.50	1.5%		
Online/Ascent	(18,093,289.75)	-64.3%	12,635.00	0.0%	(54,464.00)	-81.2%	12,635.00	0.0%	(3,153.00)	-20.0%
Base & Base equivalents	305,130,864.74	81.7%	294,556,762.50	77.4%	20,154,787.00	7.3%	122,642,957.50	76.7%	6,079,279.32	5.2%
Size Adjustment	(79,478,367.46)	-180.5%	2,882,808.36	0.8%	(6,909,274.80)	-70.6%	4,459,010.24	2.8%	338,397.42	8.2%
Cost of Living with Limit	(581,309,585.07)	-83.0%	19,301,530.90	5.1%	(36,063,362.20)	-65.1%	7,492,416.56	4.7%	(14,700,865.79)	-66.2%
Community Considerations	(660,787,952.53)	-100.7%	22,184,339.26	5.8%	(42,972,637.00)	-66.0%	11,951,426.80	7.5%	(14,362,468.37)	-54.6%
Special Needs Education	259,183,704.95	76.7%	18,262,001.23	4.8%	13,489,631.23	282.7%	8,654,084.10	5.4%	7,382,572.10	580.6%
Poverty (At-risk)	299,873,145.65	80.4%	29,376,429.35	7.7%	15,513,836.59	111.9%	12,091,509.63	7.6%	6,991,787.07	137.1%
ELL	172,428,227.91	82.5%	13,084,390.80	3.4%	12,143,912.16	1291.2%	3,941,277.61	2.5%	3,617,669.10	1117.9%
Gifted	46,799,354.37	89.0%	3,239,760.18	0.9%	2,857,066.72	746.6%	636,296.31	0.4%	510,924.78	407.5%
Specific Priority Funds	778,284,432.87	80.0%	63,962,581.56	16.8%	44,004,446.71	220.5%	25,323,167.66	15.8%	18,502,953.05	271.3%
Total P&C Funding	422,627,345.08	61.2%	380,703,683.32		21,186,596.71	5.9%	159,917,551.96		10,219,764.01	6.8%
	39.0%				35.0%				38.3%	
Budget Stabilization Factor	660,081,066.45	79.7%			39,300,430.40				16,455,056.32	
	61.0%				65.0%				61.7%	
Annual Cash Outlay	1,082,708,411.53	71.3%	380,703,683.32		60,487,027.10	18.9%	159,917,551.96		26,674,820.32	20.0%
sFTE	696,276.70	80.9%	37,722.70		37,722.70		16,850.80		16,850.80	
$ / SFTE	1,555.00		10,092.16		1,603.46		9,490.21		1,583.00	
memo: A.V./sFTE ive	*105,840.98*	*1.3* x			*65,911.91*	*0.8* x			*69,712.91*	*0.9* x
$ / sFTE measures 13%										
Base & Base equivalents	438.23		7,808.48	77.4%	534.29	7.3%	7,278.17	76.7%	360.77	5.2%
Community Considerations	(949.03)		588.09	5.8%	(1,139.17)	-66.0%	709.25	7.5%	(852.33)	-54.6%
Specific Priority Funds	1,117.78		1,695.60	16.8%	1,166.52	220.5%	1,502.79	15.8%	1,098.05	271.3%
Budget Stabilization Factor	948.02		-	0.0%	1,041.82	0.0%	-	0.0%	976.51	0.0%
Annual Cash Outlay	1,555.00		10,092.16		1,603.46		9,490.21		1,583.00	

State of Colorado

K12 Ed Funding Formula Comparative Analysis

Individual District Results

BUFFALO RE-4J

1860	APA Consulting Model			CDE - All18Dec Web Report	% of total		Variance	% of total	% chg in category
CD									
Base	2,056,845.00	44.8%			0.0%				
Full Day K	79,800.00	1.7%	47.4%	2,013,234.03	57.3%	57.3%	163,310.97	-10.0%	8.1%
PreK	39,900.00	0.9%			0.0%				
Online/Ascent	-	0.0%		-	0.0%		-	0.0%	0.0%
Base & Base equivalents	2,176,545.00	47.4%		2,013,234.03	57.3%		163,310.97	-10.0%	8.1%
Size Adjustment	1,872,577.04	40.8%		1,114,396.10	31.7%		758,180.95	9.0%	68.0%
Cost of Living with Limit	86,366.47	1.9%		238,071.21	6.8%		(151,704.74)	-4.9%	-63.7%
Community Considerations	1,958,943.51	42.6%		1,352,467.31	38.5%		606,476.21	4.1%	44.8%
Special Needs Education	232,895.33	5.1%		17,823.00	0.5%		215,072.33	4.6%	1206.7%
Poverty (At-risk)	215,750.80	4.7%		121,613.72	3.5%		94,137.08	1.2%	77.4%
ELL	2,276.54	0.0%		117.43	0.0%		2,159.10	0.0%	1838.6%
Gifted	7,024.75	0.2%		5,618.75	0.2%		1,406.00	0.0%	25.0%
Specific Priority Funds	457,947.41	10.0%		145,172.90	4.1%		312,774.51	5.8%	215.4%
Total P&C Funding	4,593,435.92			3,510,874.24			1,082,561.68		30.8%
							73.6%		
Budget Stabilization Factor				(387,788.99)			387,788.99		
							26.4%		
Annual Cash Outlay	4,593,435.92			3,123,085.25			1,470,350.67		47.1%
sFTE	311.30			306.20			5.10		
$ / SFTE	14,755.66			10,199.49			4,556.16		
memo: A.V./sFTE			*74,031.64*	*average assessed value / sFTE*			*their AV/sFTE advantage / (disadvantage) relati*		
$ / sFTE measures							*to comparators is:*	*-68%*	*-65%*
Base & Base equivalents	6,991.79	47.4%		6,574.90	64.5%		416.89	11.1%	6.3%
Community Considerations	6,292.78	42.6%		4,416.94	43.3%		1,875.84	41.2%	42.5%
Specific Priority Funds	1,471.08	10.0%		474.11	4.6%		996.97	21.3%	210.3%
Budget Stabilization Factor	-	0.0%		(1,266.46)	-12.4%		1,266.46	26.4%	
Annual Cash Outlay	14,755.66			10,199.49			4,556.16		44.7%

State of Colorado

K12 Ed Funding Formula

Individual District Results **Comparators :**

BUFFALO RE-4J		Community			1850 CD FRENCHMAN RE-3				1870 RD PLATEAU RE-5			
1860		(1,000 - 150 sFTE sFTE)										
CD		Variance to All18Dec			APA Consulting Model		Variance to All18Dec		APA Consulting Model		Variance to All18Dec	
Base					1,228,255.00	38.2%			1,065,330.00	37.2%		
Full Day K		14,228,114.35	80.5%		46,550.00	1.4%	89,543.24	7.4%	28,595.00	1.0%	48,807.76	4.6%
PreK				40.4%	23,275.00	0.7%			14,297.50	0.5%		
Online/Ascent		(397,033.75)	-64.3%		-	0.0%	-	0.0%	-	0.0%	-	0.0%
Base & Base equivalents		13,831,080.60	81.7%		1,298,080.00	40.4%	89,543.24	7.4%	1,108,222.50	38.7%	48,807.76	4.6%
Size Adjustment		56,906,636.39	-180.5%		1,526,222.04	47.5%	347,638.77	29.5%	1,388,190.83	48.5%	247,627.32	21.7%
Cost of Living with Limit		(19,464,797.74)	-83.0%		42,914.24	1.3%	(67,907.86)	-61.3%	40,526.19	1.4%	(65,445.31)	-61.8%
Community Considerations		37,441,838.65	-100.7%		1,569,136.28	48.9%	279,730.91	21.7%	1,428,717.02	49.9%	182,182.01	14.6%
Special Needs Education		21,567,167.72	76.7%		180,694.15	5.6%	167,206.15	1239.7%	218,472.82	7.6%	211,728.82	3139.5%
Poverty (At-risk)		15,320,711.30	80.4%		149,611.08	4.7%	74,672.82	99.6%	97,172.67	3.4%	36,464.14	60.1%
ELL		5,203,896.19	82.5%		2,035.13	0.1%	1,917.70	1633.0%	2,070.02	0.1%	1,952.59	1662.7%
Gifted		596,368.58	89.0%		12,559.66	0.4%	9,157.83	269.2%	8,516.66	0.3%	5,573.50	189.4%
Specific Priority Funds		42,688,143.80	80.0%		344,900.01	10.7%	252,954.49	275.1%	326,232.16	11.4%	255,719.04	362.7%
Total P&C Funding		93,961,063.05	61.2%		3,212,116.29		622,228.64	24.0%	2,863,171.68		486,708.81	20.5%
		69.7%					68.5%				64.9%	
Budget Stabilization Factor		40,865,345.39	79.7%				286,103.97				263,172.10	
		30.3%					31.5%				35.1%	
Annual Cash Outlay		134,826,408.44	71.3%		3,212,116.29		908,332.61	39.4%	2,863,171.68		749,880.91	35.5%
sFTE		34,663.16	80.9%		184.50		184.50		146.60		146.60	
$ / SFTE		3,889.62			17,409.84		4,923.21		19,530.50		5,115.15	
memo: A.V./sFTE	ive	*231,970.60*	*3.1* x				*210,846.99*	*2.8* x			*421,255.05*	*5.7* x
$ / sFTE measures	-82%											
Base & Base equivalents		399.01			7,035.66	40.4%	485.33	7.4%	7,559.50	38.7%	332.93	4.6%
Community Considerations		1,080.16			8,504.80	48.9%	1,516.16	21.7%	9,745.68	49.9%	1,242.71	14.6%
Specific Priority Funds		1,231.51			1,869.38	10.7%	1,371.03	275.1%	2,225.32	11.4%	1,744.33	362.7%
Budget Stabilization Factor		1,178.93			-	0.0%	1,550.70	0.0%	-	0.0%	1,795.17	0.0%
Annual Cash Outlay		3,889.62			17,409.84		4,923.21		19,530.50		5,115.15	


D49

Brett Ridgway <bridgway@d49.org>

Invitation: Principal Induction @ Wed Feb 7, 2018 4pm - 7pm (bridgway@d49.org)

1 message

Amber Whetstine <awhetstine@d49.org> Mon, Jul 31, 2017 at 11:00 AM
Reply-To: Amber Whetstine <awhetstine@d49.org>
To: bridgway@d49.org, dwatson@d49.org, dpratt@d49.org, pcoleman@d49.org, Annette Romero <aromero@d49.org>

Principal Induction

more details »

Greetings, I am hoping you would be willing to share your expertise with Principal Inductees again this year. We can touch base about presentation focus as the date gets closer. Thanks! Amber

Principal Quality Standard V Managerial Leadership
Every Student Succeeds Act
Paul Coleman, Coordinator of Title Programs Compliance
School Finance 101
Brett Ridgway, Chief Business Officer
Keeping Our Schools Safe
Dave Watson, Director of School Safety

When Wed Feb 7, 2018 4pm – 7pm Mountain Time

Calendar bridgway@d49.org

Who
- Amber Whetstine - organizer
- Annette Romero - creator
- dwatson@d49.org
- dpratt@d49.org
- pcoleman@d49.org
- bridgway@d49.org

Going? **Yes** - **Maybe** - **No** more options »

Invitation from Google Calendar

You are receiving this email at the account bridgway@d49.org because you are subscribed for invitations on calendar bridgway@d49.org.

To stop receiving these emails, please log in to https://www.google.com/calendar/ and change your notification settings for this calendar.

Forwarding this invitation could allow any recipient to modify your RSVP response. Learn More.

invite.ics
3K

Brett Ridgway <bridgway@d49.org>

PPLAIII Tuesday, Feb. 6 at Banning Lewis

1 message

Jennifer M. Johnson <profjennymarie@gmail.com> Mon, Feb 5, 2018 at 7:12 AM
To: Brett Ridgway <bridgway@d49.org>, Pedro Almeida <PALMEIDA@d49.org>, "Jennifer M. Johnson" <profjennymarie@gmail.com>
Cc: Barbara Austin-Seeley <bseeley@d49.org>, Peter Hilts <philts@d49.org>

FYI:
Brett, and Pedro, we'll be meeting tomorrow at BLPA in the media center See notes below. Please feel free to join us for the meal that is served beginning at 430 - 4:45. We'll get started at 5:30 with a welcome by BLPA Admin., and then you're on. Thanks so much! Jen

==========
Hi All,

I talked with Chuck Shaw at Banning Lewis. He reserved the media center in the new Preparatory Academy building from 4:30-8:00 pm on Tuesday, February 6th for the PPLA group.

Jennifer, just look for Chuck when you arrive at the building on Tuesday afternoon. I've included the address of the new BLPA building below.

The Business of Education

Brett Ridgway
Chief Business Officer

¿ Questions ?

¿ What's the deal with… ?

Business Office topic options 1:

1. Colorado School Funding – how does it work? Why is D49 always so low?
2. D49 Budgeting – how do we ensure equity between schools?
3. D49 Salary Schedules – what was achieved with the last changes? What's the strategy?
4. Benefits – HSA plan vs. PPO – what's the difference, why should I consider switching?
5. School Fees & Fundraising – why do it? what's OK & why; what's not OK & why?

¿ What's the deal with…?

Business Office topic options 2:

1. PERA - There's difficult news out there about Colorado PERA – what has happened and why? How will it be fixed?
2. The state budget – it seems to have challenges despite an otherwise good economy, why is that?
3. Student-based Financial Management – what is it & why is that a good and worthy pursuit for D49
4. Residential Construction - How does that benefit D49? How does it not benefit D49 in ways we might otherwise expect?
5. The Superintendent's proposed funding model & the interim committee on school finance?

D49 Business

- The numbers:
  - How many students do we have?
    - 23,694 - but its Complicated:
      - 2,246 in affiliated entities; 3,811 in MDOL charter; 4,261 in geographic charters *[Total 10,318 in chartered portfolio]*; 13,376 in the operated portfolio
    - 23,694 HC = 22,486.68 sFTE
  - How many employees do we have?
    - For the Operated Portfolio, we just issued 2,567 W2's. Includes ~ 1,600 'regular' positions

D49 Business Office

- 33 employees total:
  - Chief Business Officer & Assistant
    +
  - HR (WAG) -12; Finance/Accounting-12 Purchasing-2; Community Planning; Risk & Benefits; Business Office Generalist; Business Office Systems; Tech Quality Assurance (WAG);

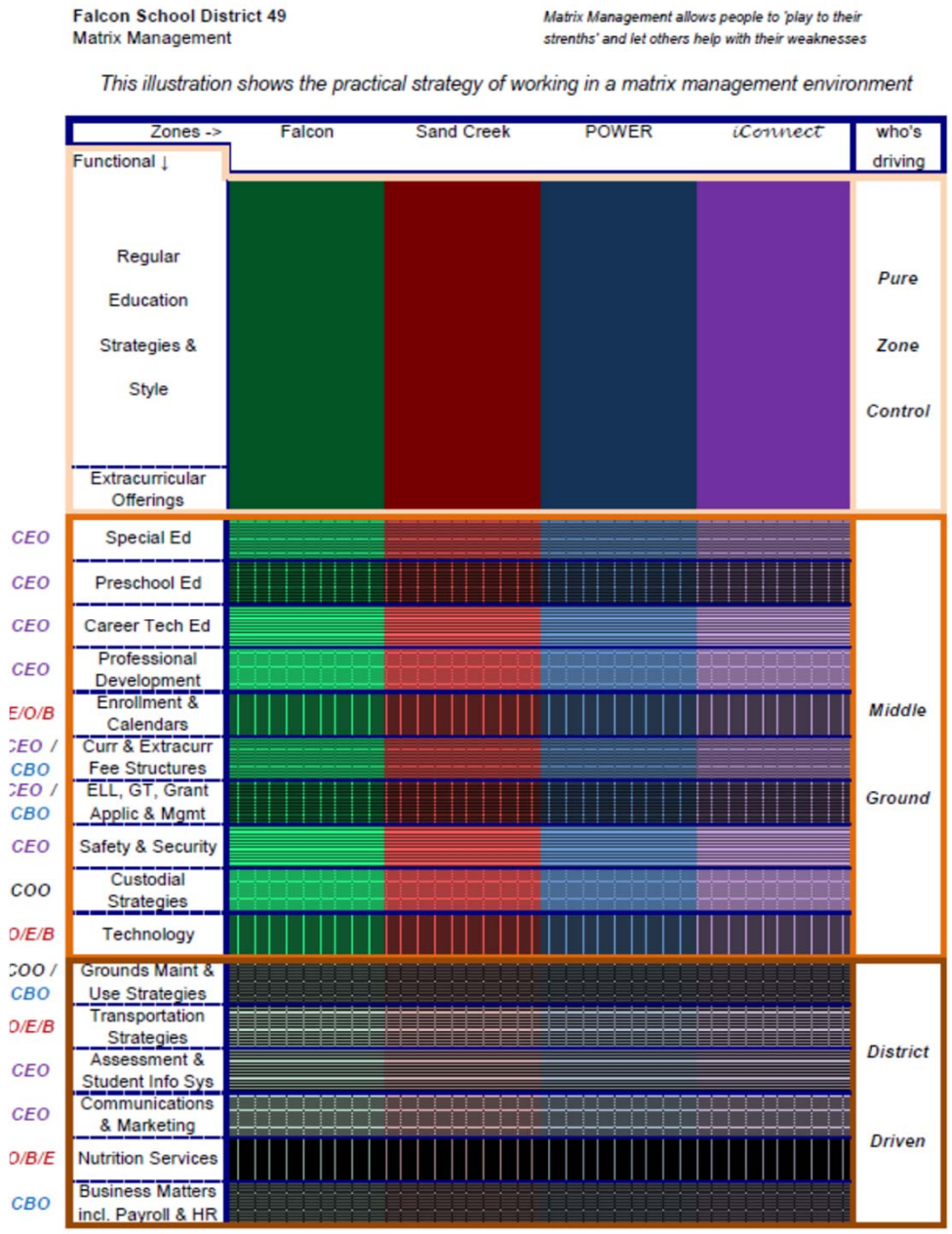
- Annual Public Deliverables:
  - Audit Report (CAFR); Adopted Budget & Amended Budget; State of the Workforce; Coming Next: Vendor Relationship Report

D49 Business Office
Key Philosophies & Style:

- SOPI (Statement of Purpose & Intent):
  - The D49 Business Office creates a firm foundation for our district as good stewards of stakeholder trust & taxpayer investments in this community. We accomplish this through exceptional customer service, efficient and effective processes, with comprehensive strategic planning. Working as a team, we commit to communicating effectively and treating each other respectfully in all of our interactions.

    Providing stewardship, customer service and communication through and with our business team

- 'Informed Decision Making'
- Efficiency vs. Effectiveness



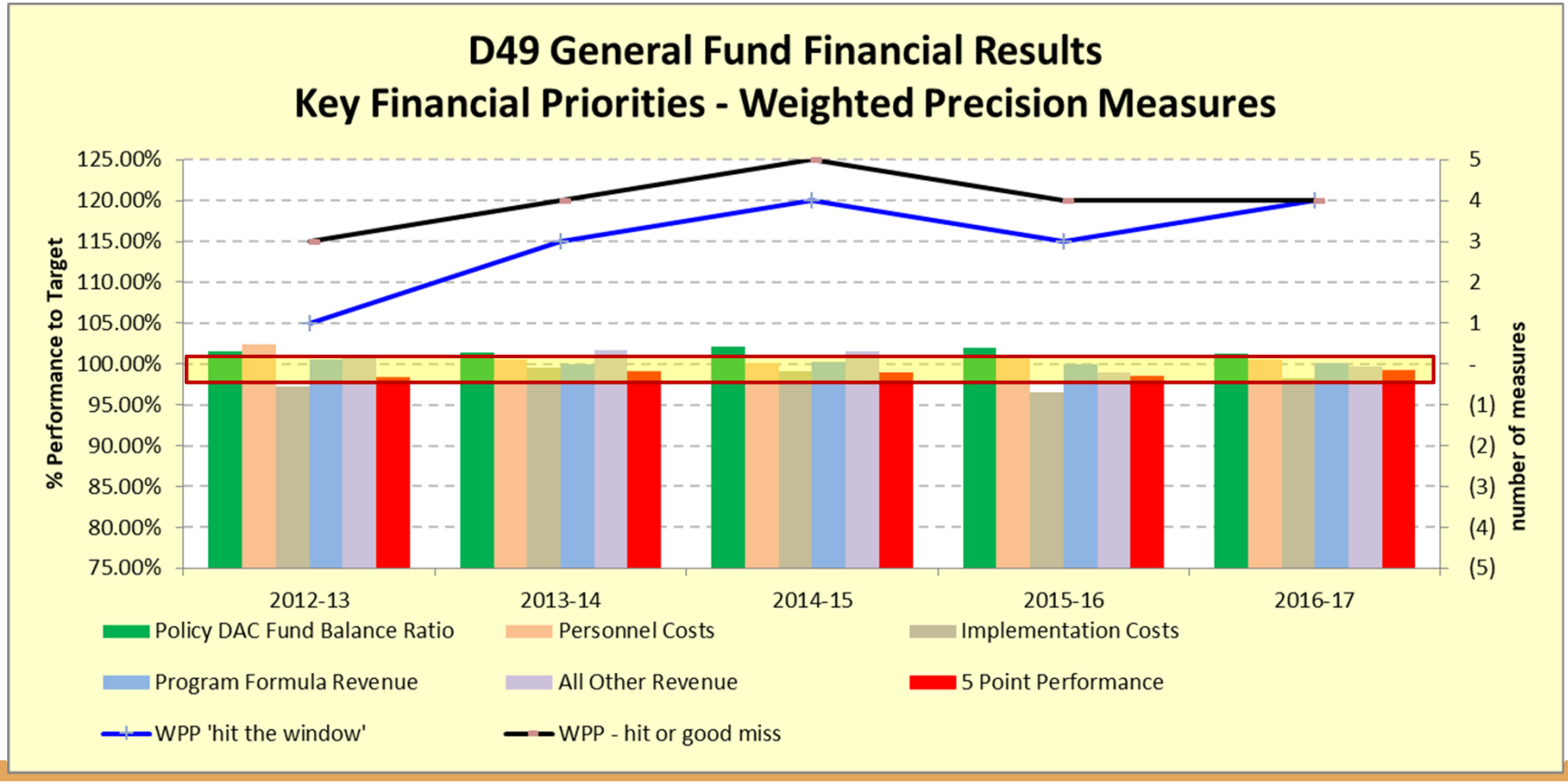
- D49 Matrix Management

  aka Distributed Leadership

  Distinguishes Authority from Responsibility

D49 Business Office
Key Philosophies & Style

- Window of Precise Performance:



D49 Business Office
Phrases & Terms of Interest

- New Money; One-time Money, Run-rate Money; Personnel Costs vs. Implementation Costs, The General Fund vs. General Funds
- Per-Pupil Revenue, Program Formula Funding, Student-Based Financial Management, Budget Normalization, Maintenance of Effort
- MLO 14-3A, MLO 16-3B – priority 2, priority 3, priority 4; ‘Attract & Retain’
- Assessed Value, Mill Rates, Local Share
- Salary vs. Cost, PERA rates, ‘Years-to-Funded’ status, 110’s and 140’s, Contract vs. Assignment

¿ Questions ?

Brett Ridgway <bridgway@d49.org>

Chief Officers Learn by Rounding

1 message

Peter Hilts <philts@d49.org> Wed, Mar 14, 2018 at 9:56 AM
To: Peter Hilts <philts@d49.org>

Hello D49 Family,

During the first quarter of the year, D49's three chief officers launched a rounding initiative to connect with staff members throughout our schools. This report summarizes our learning in our first cycle of rounding.

By the numbers:

- 19 Schools visited
- ≈ 45 hours invested
- 178 Direct conversations
- ≈ 220 Staff members participated

Major themes

- Our workforce values building leadership teams
- Most respondents appreciate the practice of presenting and discussing VoW results
- Problems with substitute shortages are the most disruptive factor in many schools
- Many teachers and administrators value high quality support staff including all types of professional paraeducators
- Uncertainty about security training and protocols is a source of anxiety for staff and students

Why are we rounding?

One of the prominent themes from our annual Voice of the Workforce (VoW) survey was that district and central office leaders are disconnected from the work in our schools and departments. We take that guidance as an opportunity for improvement (OFI) because of comments like:

- "The leadership is disconnected from the teaching community in general."
- "I think Leaders make decisions about line work with students without considering the impact that it will have on staff and students."
- "Many of the district leadership leaders have not even been out to buildings."
- "I would encourage upper leadership to spend some real time in the schools they represent. Come in unannounced, and don't let building administrators lead you around. Pop into classrooms, talk to the kids, talk to the employees, and see what is really happening. Some of the decisions that have been made lately seem so disconnected from what is actually going on in the schools."

What is rounding anyway?

Rounding is a practice borrowed from the medical industry where physicians, nurses, and other providers begin a shift by walking around the unit to check in with all the patients. The practice of rapid, systematic conversations helps make sure the needs of everyone on the floor are known and addressed.

The adaptation for education is helping us increase the service level of district leaders. By instituting a practice of systematic learning from the people in direct service roles, we can do a better job of planning and preparing to deliver excellent support. Our three purposes are to learn, to connect, and to recognize excellence.

Rounding is simply a series of structured conversations with a random sample of colleagues who directly serve our students and fulfill our mission. In each conversation we ask five simple questions. By listening to your responses, we can identify patterns or specific issues to work on, or specific individuals to recognize and thank for outstanding performance. Rounding is always voluntary, never evaluative, and has been consistently enlightening. We round with those who happen to be available and willing when we visit, which has provided a useful cross-section of experience, roles, and perspectives.

The purpose of senior leader rounding is to fulfill the first part of our mission—to learn. It's also one of our cultural values to respect each other, so learning from colleagues is a good way for us to respect the work you do. Rounding is also one of the ways we are responding to feedback from our VoW annual process that senior leaders are disconnected from school and department work settings.

We've been learning about rounding through our partnership with the Studer Education Group, a consultancy that supports our performance excellence work. Rounding is a practice of rapid, systematic learning through short conversations with colleagues. It started in hospital departments, but high-performing schools have adapted rounding for education. There's more information about rounding at Studer and Capstone in case you'd like to learn a little more.

What's next?

Now that we have completed one full cycle of rounding at every school, the chief officers will proceed with rounding in other departments and settings. At the same time, we have found rounding so valuable, that we are extending the practice to other service leaders around the district. So, you may anticipate leaders from other parts of the organization coming to your school or workplace to round with your staff.

We sincerely hope your spring break is a welcome and refreshing season full of good times with your family and loved ones. We look forward to seeing you on the other side so we can finish the year with pride!

Respectfully, for the chief officers,



District 49 | Peter Hilts
Chief Education Officer
Office: 719.495.1119

The Best Choice
to Learn, Work, and Lead

Brett Ridgway <bridgway@d49.org>

CASBO Presentation

1 message

Flinn, Andrew <aflinn@adams14.org> Thu, Apr 12, 2018 at 4:26 PM
To: "palmeida@d49.org" <palmeida@d49.org>, "bridgway@d49.org" <bridgway@d49.org>, "philts@d49.org" <philts@d49.org>

Good Afternoon,

I attended your presentation last week and just wanted to say thank you. I was very impressed! My only comment/question is, when is the TED Talk!? Seriously, it was a great presentation that I think would be well received by a larger audience. You talked about framing your decision making around trying to build trust. I think your presentation 'on the TED stage' could go a long way towards building/restoring public trust in public education.

Keep up the good work.

All the best,

Andy Flinn

Grant Accountant

Adams County School District 14

303.853.3218

aflinn@adams14.org

Please consider the environment before printing this email.

Improving Process Results through Cross-Functional Teams

Pedro Almeida	Peter Hilts	Brett Ridgway
Chief Operations Officer	Chief Education Officer	Chief Business Officer

The Best Choice to Learn, Work and Lead

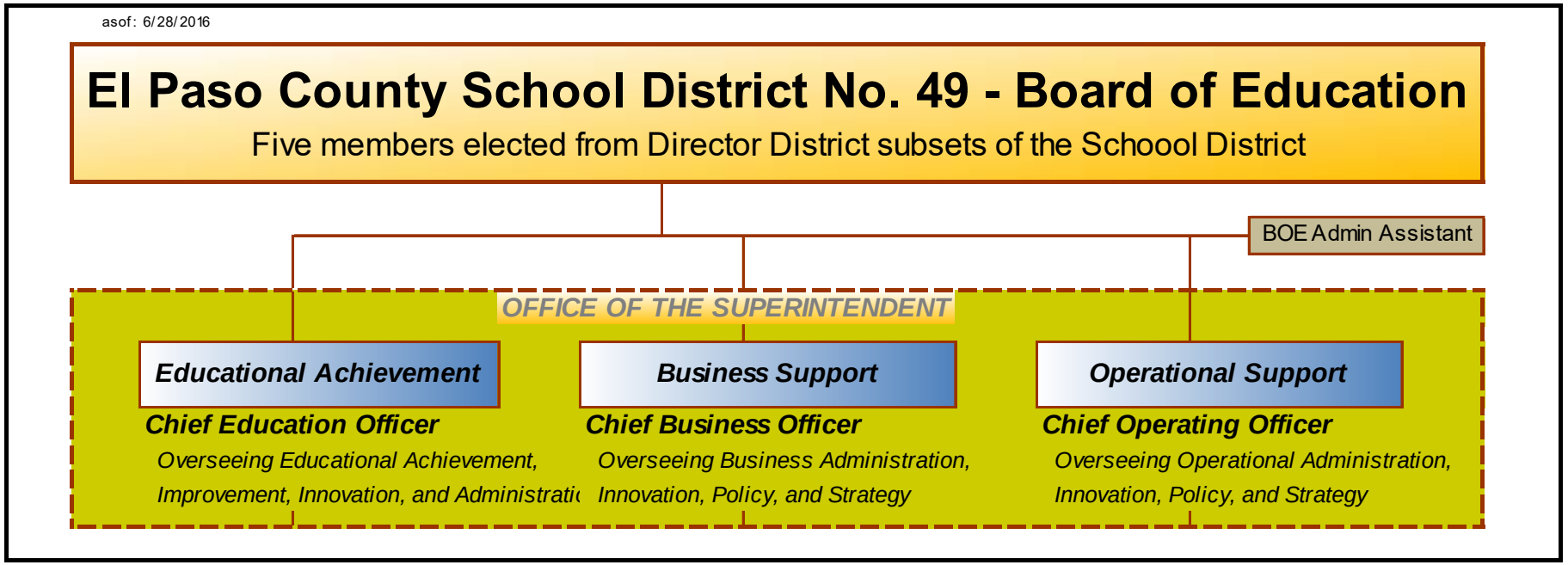
A New Approach

APEX
Aligned Partner-Experts
Leadership System

Expert Leaders	Strategic Alignment	Distributed Decisions

The Best Choice to Learn, Work and Lead

D49 Org Chart



Evolve & Innovate

- Learn From Private Sector
  - Org Charts & Team Management
  - Partnerships (Law, Medical)
  - Mission - Effectiveness - Efficiency
  - Organizational Agility
- Learn From Government system of Checks and Balances
- Institute and Pursue Process Discipline

A New Approach

Why Expertise Leadership?

- "Forget about working on your weaknesses. Play to your strengths."

  -Forbes 7/7/13

- "All I ever wanted was an unfair advantage."

  -Mark Adams (ESPN analyst, Former Coach)
  At 2009 CASBO conference! @enthusiadams

A New Approach

- Expertise Leadership

  Find, Employ, Empower Experts
  - Education
  - Business
  - Operations

  Encourage / Require Collaboration
  - Informed Decisions Mantra

  Encourage / Require Process focus

Expertise Leadership
Design

- Emphasizes Organization, Goals, Idealistic Pursuit of Mission
- True Strategic Leadership
- Appropriate Deference
- Facilitates Innovation & Better Decision Making

Expertise Leadership
From Theory to Practice

- Organizational Restructuring Forms
  'Office of the Superintendent' (Spring 2011)

Chief Education Officer
Educational Programs
Individualized Education
Educational Assessment
Development

Chief Business Officer
Financial Resources
Human Resources
Manage Risk & Opportunity

Chief Operations Officer
Facilities Maintenance
Grounds Management
Safety & Security
Transportation Services
Nutrition Services

Expertise Leadership
From Theory to Practice

- **Org Chart**
  - Four Layers from Chief Officers
  - Organizational Agility
- **The Matrix**
  - Authority vs. Responsibility
  - Informed Decisions
- **Stylistic Innovation**
  - Facilitated & Encouraged – Not Required

Strategic Alignment

- Education – Business – Operations
- School – Zone – District Office
  - Identify appropriate level resources from each office to align informed individuals.

The Organization Chart should never be a barrier, bottleneck, or impediment to progress on a project or timing of a decision.

Distributed Decision Making

- Basic Tenet
  The Direct Service Provider is in the best position to determine needs
- Local Staff - Local Decision - Local Accountability
- District Administration is Resource for Consulting Expertise
  Reduction of “seat of authority”

Distributed Decision Making

- Facilitates
  - Structure/Processes ‘Encourage’ Collaboration & Teamwork.
  - Collaborators Play to Strengths– Defer on Weaknesses.

- Influences
  - Organizational culture, exercised through specific processes, which appropriately directs the influence and inputs of ‘the players’.

  - Administration – Resource for Consulting Expertise

Distributed Decision Making
aka - Distributed Leadership

'The Matrix' – Illustration that Distinguishes Authority from Responsibility

Authority ↔

Responsibility ↕

Function or Decision	Innovation Zones	Who's Driving?
General Education		Zone & School Autonomy
SPED Assessments Communications		Purposeful Collaboration
Safety/Security Calendars Business		Centralized Productivity
	FZ PZ SCZ iCZ	

APEx Teams with Expertise Leadership

- Other D49 examples:
  - Sand Creek High School – No Principal!
  - Patriot High School – Prominent Teacher Leadership
  - Co-Directors of Facilities
  - Facility Change Team & Process
  - Strategic & Operational Facilities Planning
  - ‘Future of our Community’ 2016 Election
  - Snow Day calls & ‘The Blizzard of 2016’

Distributed Leadership

Beneficiaries

- Students
- Parents
- Teachers
- Superintendents & Administration
- School Boards
- School District
- Constituents



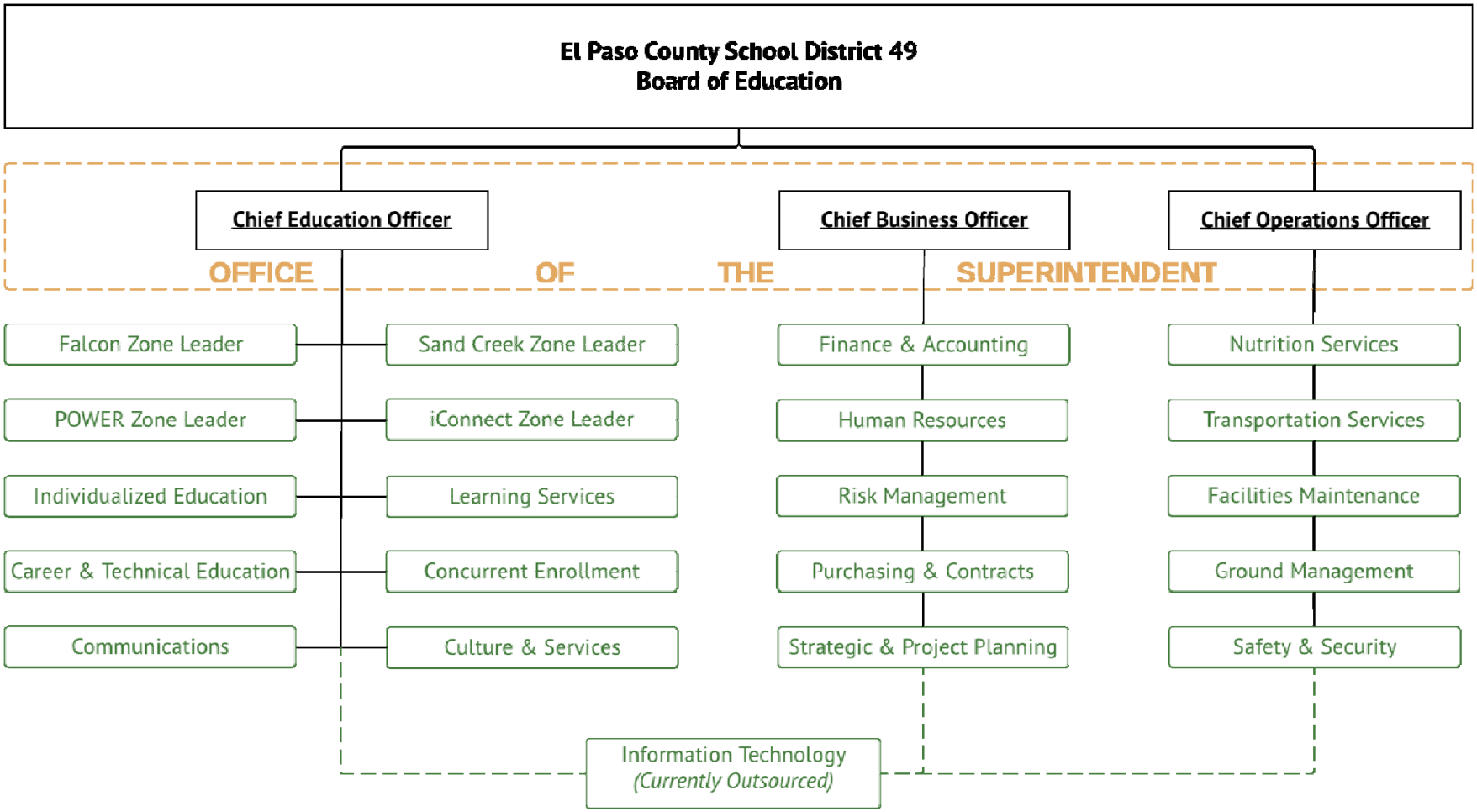
Expert Partners
+ Strategic Alignment
+ Distributed Decision-Making
= APEx Leadership Success

The Best Choice to Learn, Work and Lead

Improving Process Results through Cross-Functional Teams

Other Questions?

D49 Org Chart – Today



Brett Ridgway <bridgway@d49.org>

Re: Thanks

1 message

Brett Ridgway <bridgway@d49.org> Mon, Aug 6, 2018 at 8:20 AM
To: LCS School Finance Interim Committee <SchoolFinance.ga@state.co.us>

My presentation is attached.

Sincerely,

Brett Ridgway
Chief Business Officer

Providing stewardship, customer service and communication through and with our business team

On Fri, Aug 3, 2018 at 8:21 AM, LCS School Finance Interim Committee <SchoolFinance.ga@state.co.us> wrote:

> Hi Brett-
>
> Thanks for coming up and addressing the committee this week. I know you may have sent this already, but could you please respond to this email address with a PDF of your slide presentation?
>
> Thanks again,
>
> Josh
>
> Interim School Finance Staff Contacts:
> Josh Abram, Fiscal Analyst
> (303) 866-3561
> Marc Carey, Economist
> (303) 866-4102
> Anna Gerstle, Fiscal Analyst
> (303) 866-4375
> Damion Pechota, Research Analyst
> (303) 866-4789
>
> Legislative Interim Committee on School Finance Website:
> http://leg.colorado.gov/committees/legislative-interim-committee-school-finance/2017-regular-session

InterimCommitteeStuff-20180731.pdf
1806K

Colorado K12 Funding

Observations and Ideas from the Field

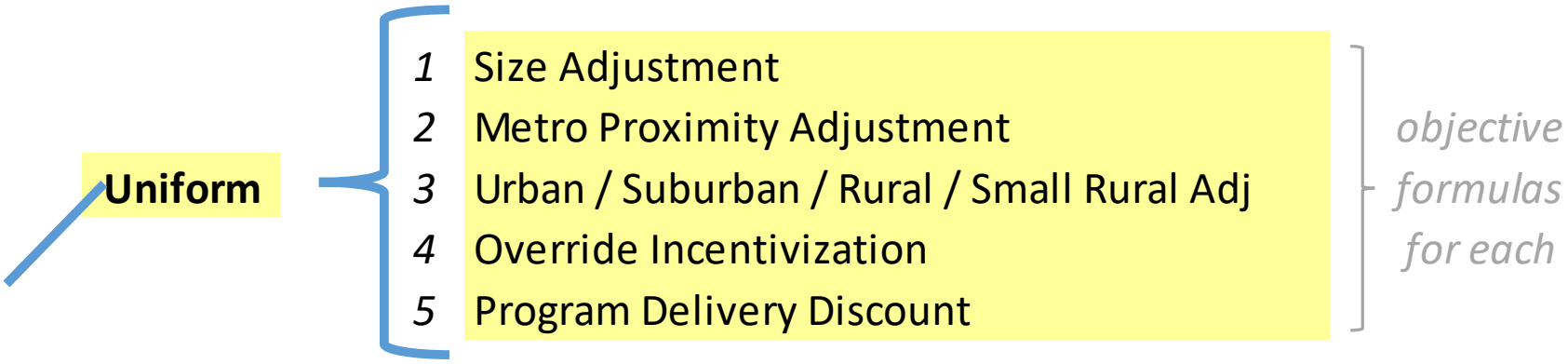
Brett Ridgway
Chief Business Officer
School District 49

Colorado K12 Funding
Observations & Ideas from the Field

- Observations
  - We have gridlock & frustration because we too often recalculate the same ideas with new words.
  - More money for K12 education could be good, but it needs new ideas to match, and to engage voters.
  - Colorado needs more local funds in K12 education.
  - Equity is too narrowly defined as only applying to students. It is deeper than that. Why? There is inequity between districts; we do not have 'District Equity'.

    If we facilitate districts being relatively equal (District Equity), then efforts for student equity can be fruitful.

Creating District Equity



Create District Equity:
- Size & Geography & Community

- Size – the basic scaling challenge of smaller districts to compete with larger ones.

- Where – value a district's challenges / advantages as a result of their proximity to a metropolitan area.

- Who/What – value the challenges and advantages created by a district's community characteristics
  - Urban - Suburban - Rural - Small Rural

Create District Equity
- Size & Geography

- Size is not enough:
  - Comparably sized districts, with comparable size funding, but disparate geographical location:

sFTE	Size Adjustment	Distance to Metro Area
1,182.40	1,064,811.33	100
1,210.00	1,142,555.93	0
1,327.80	1,132,371.64	251
1,356.10	1,072,520.07	42
1,426.30	1,083,841.93	124

sFTE = Student Full Time Equivalent
aka Funded Student Count

- There's more happening here than just size.

Create District Equity
- Size, Geography, Characteristics

- Size Adjustment
  - When (with how many students) is ‘scale’ achieved?
  - Appropriate adaptation to current reality and trends.

- Urban / Suburban / Rural / Small Rural Adjustment
  - Cost of Living is different in different areas.
  - There is a value (or lack thereof) in location.

- Metro Proximity Adjustment
  - Closer metro proximity allows access to benefits of a metro area.

Create District Equity
- Local Contributions

- The Problem:
  - Patterns of Economic Development, combined with Gallagher Amendment, have created disparities that are largely beyond the influence of 'local control'
    - Appropriate Measure = Assessed Value / student (A.V. / sFTE)

    Why is that the measure?

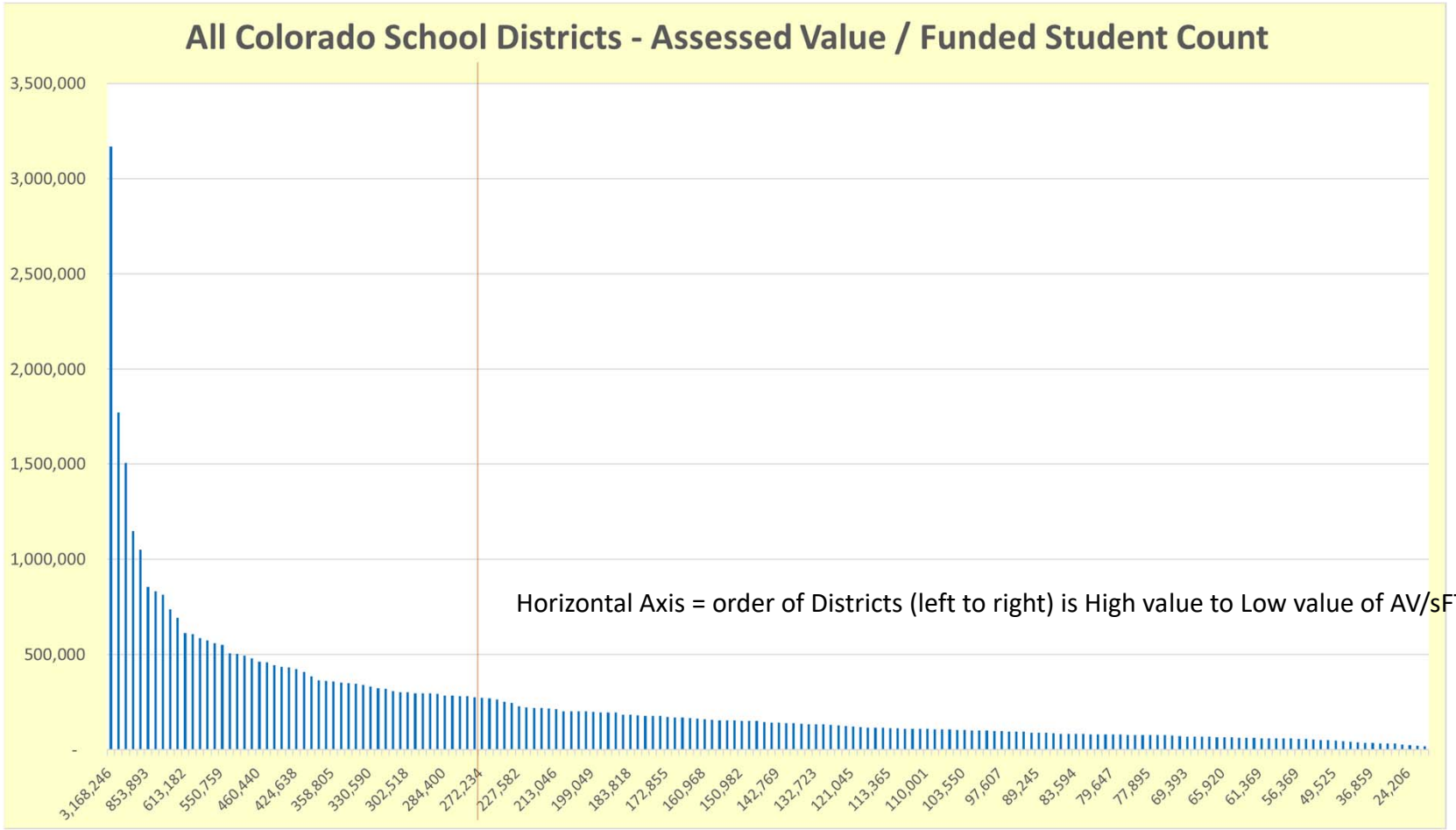
    - Both variables are fluid, so the ratio always reflects current reality – even if something changes with Gallagher.
    - Neither variable is directly impacted by local school boards.
    - High or Low A.V. in this context is only relevant to the student count it needs to support.

Create District Equity:
- Local Contributions

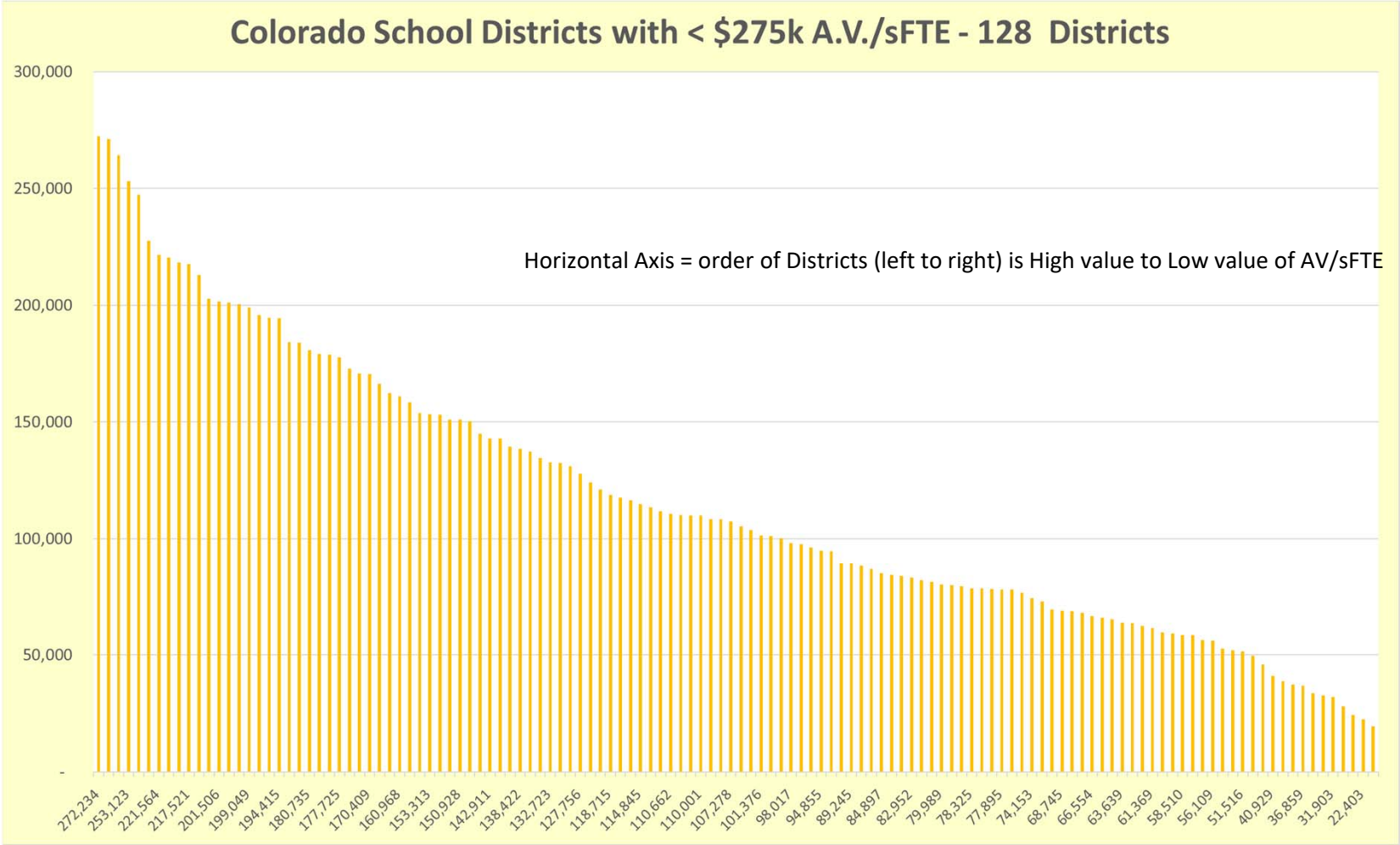
- Current Statute, minimum cap, for overrides is 20% of Program Formula Funding (PFF)
  - 20% PFF Opportunity for Colorado = $2.083 B
  - Current conversion for Colorado .810 B
  - Theoretical opportunity for Colorado 1.273 B

- How do we access more of that opportunity?
  - Local Voters?
    Yes, but……

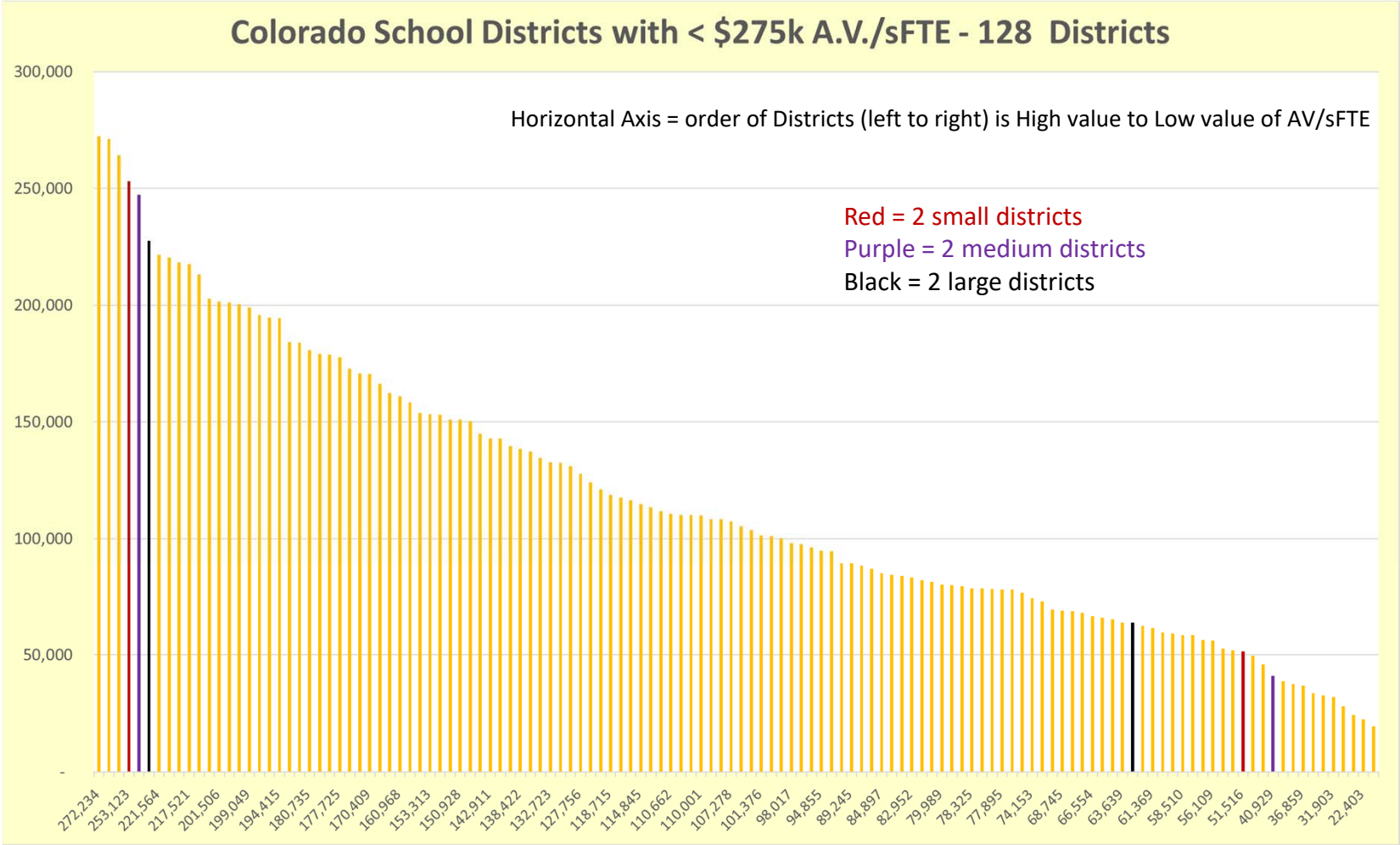
Create District Equity:
- Local Contributions



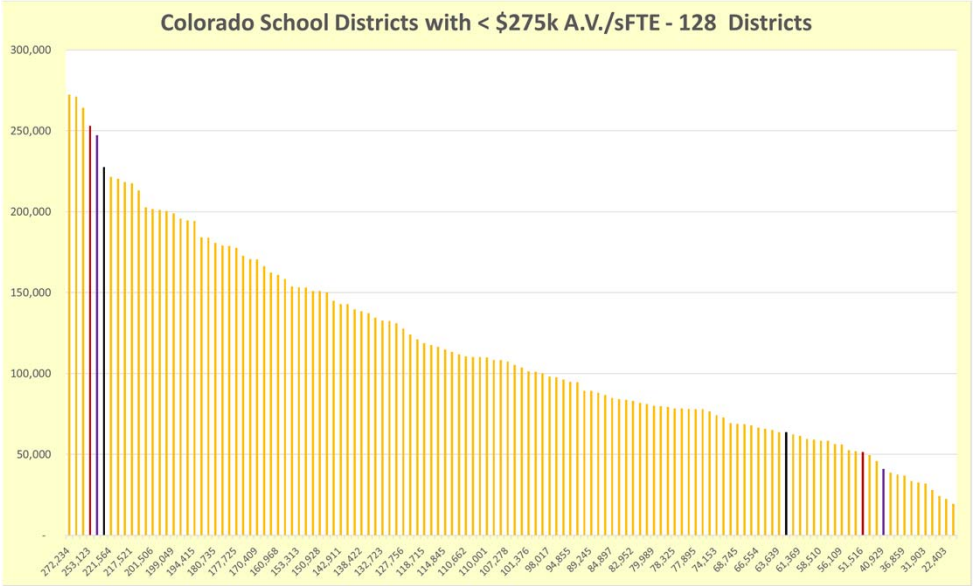
Create District Equity:
- Local Contributions



Create District Equity:
- Local Contributions



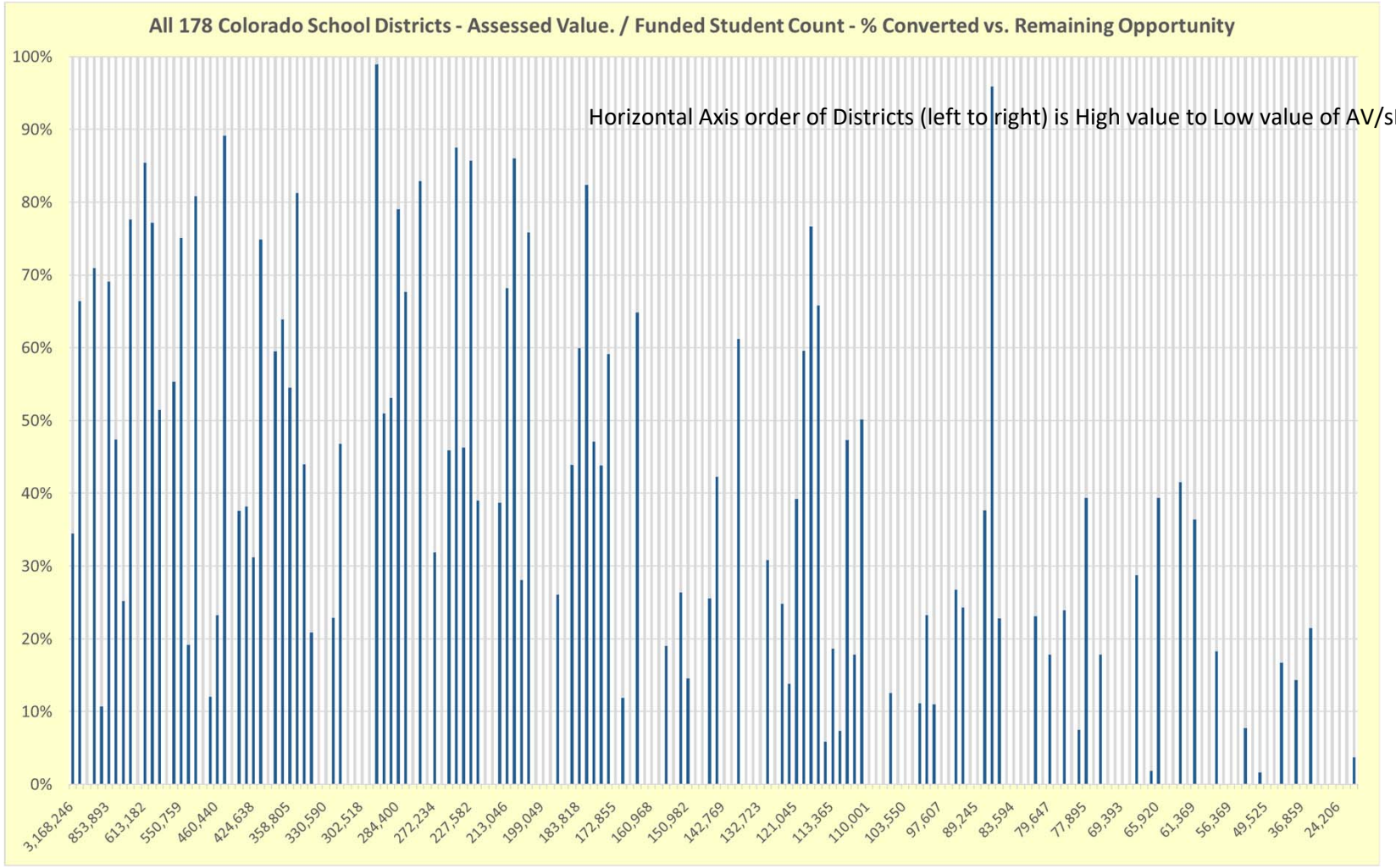
Create District Equity:
- Local Contributions - Theory



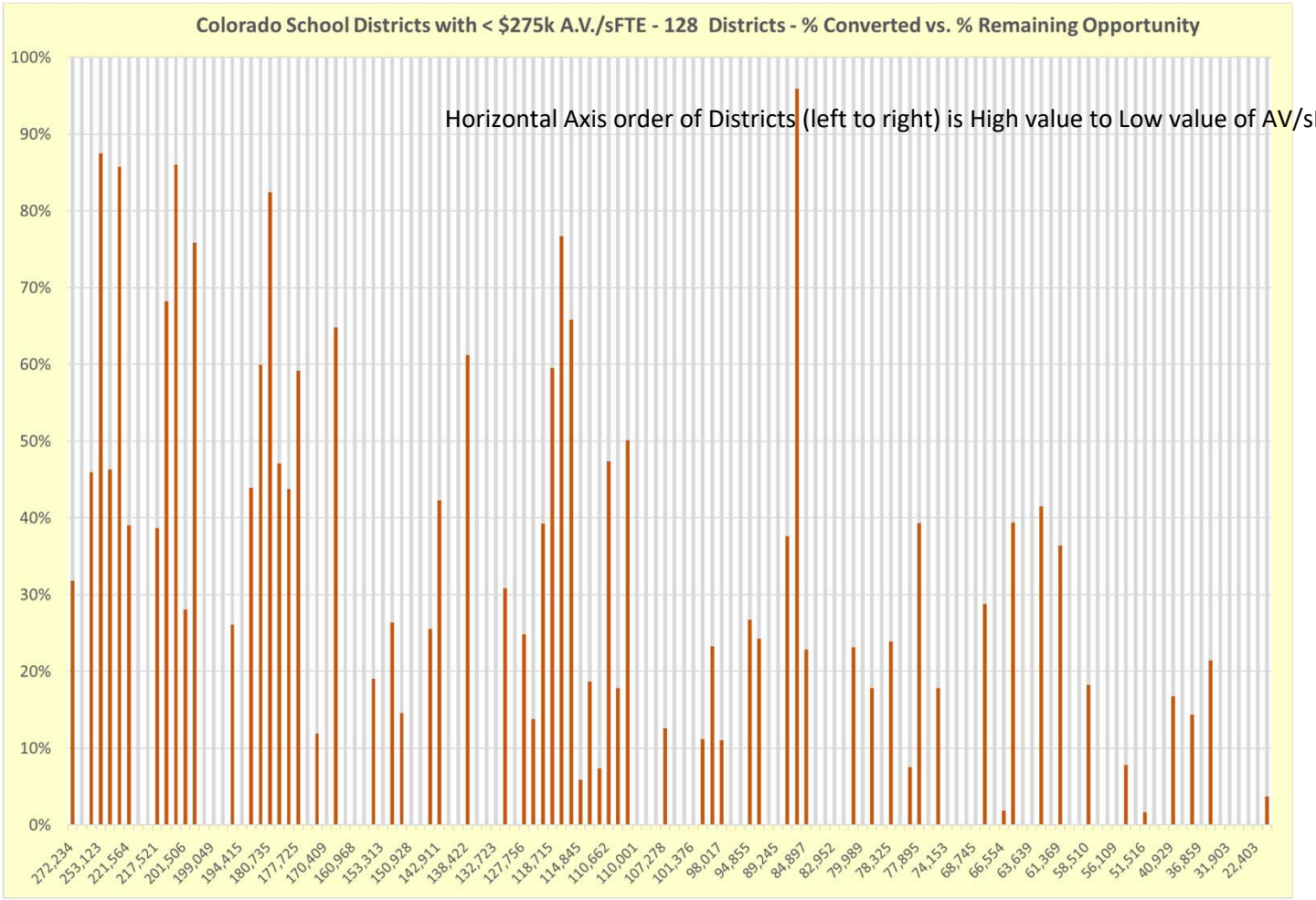
Red = 2 small districts
Purple = 2 medium districts
Black = 2 large districts

	Large Dist (30,000 ish sFTE)	Med Dist (7,500 ish sFTE)	Small Dist (300 ish sFTE)
	Mills for + 20% prog	Mills for + 20% prog	Mills for + 20% prog
Upper End AV/sFTE	10.480	8.854	9.649
Lower End AV/sFTE	41.157	63.015	53.131
Multiple Necessary to Compete	3.9	7.1	5.5

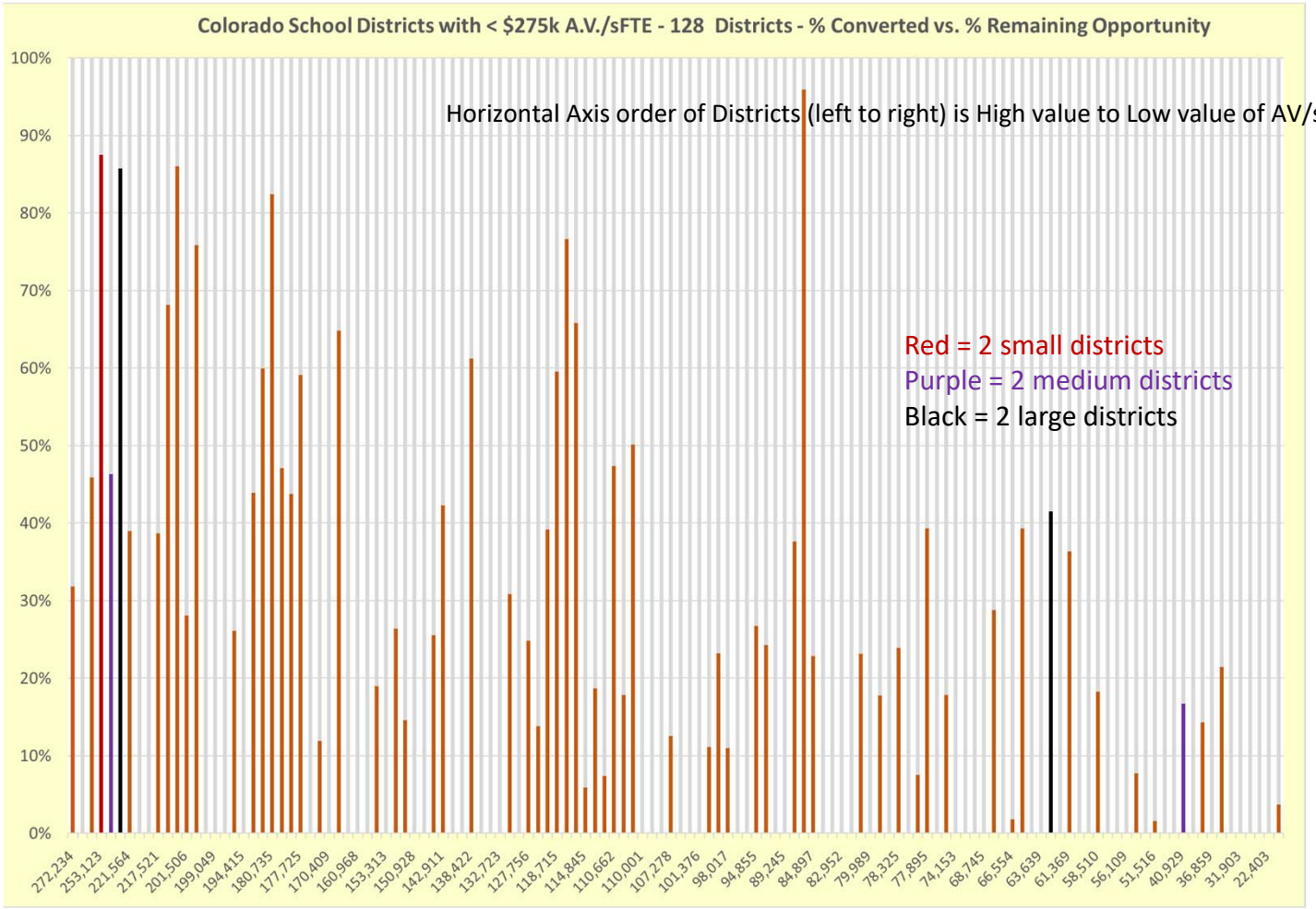
Create District Equity:
- Local Contributions - Actual



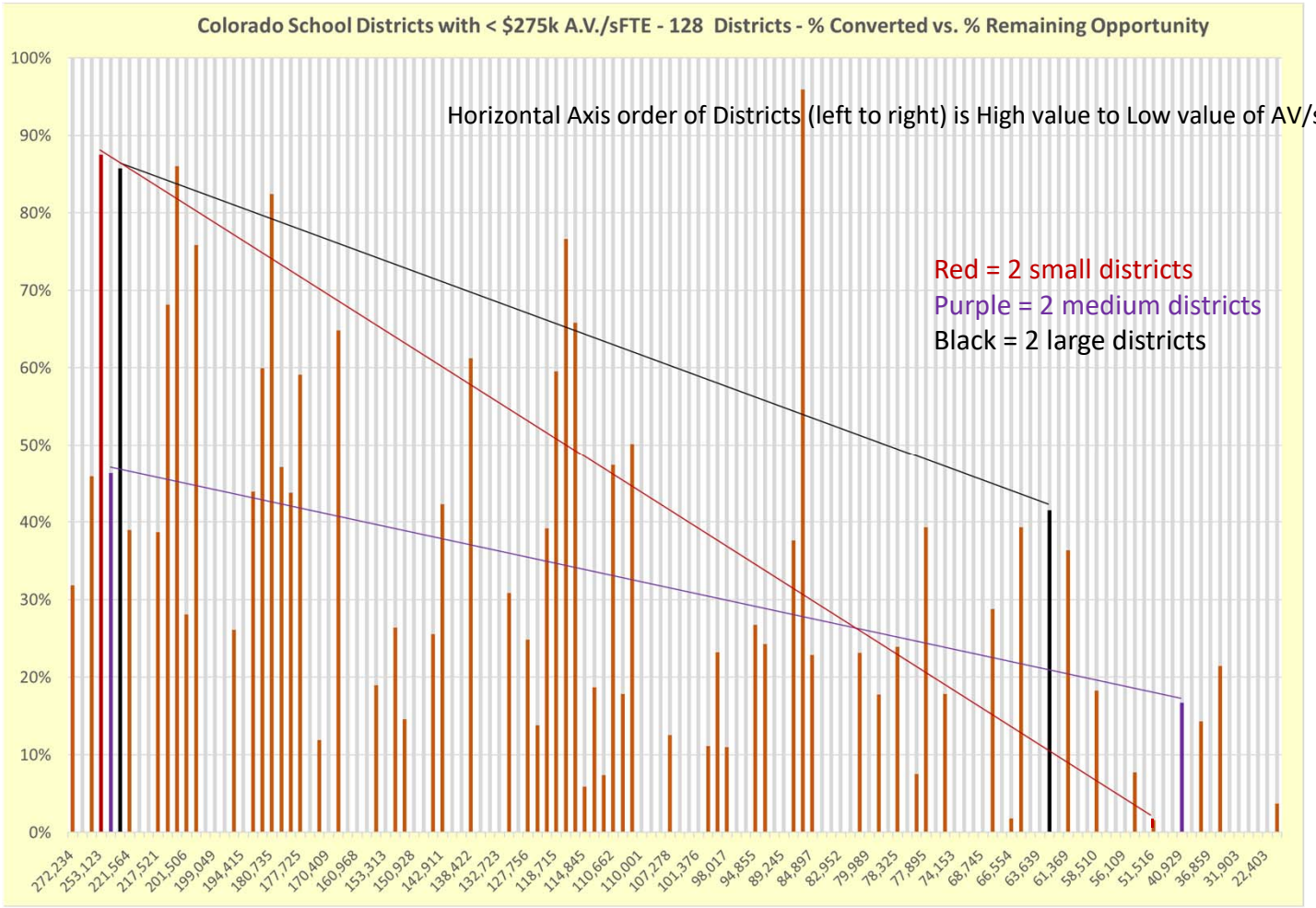
Create District Equity:
- Local Contributions - Actual



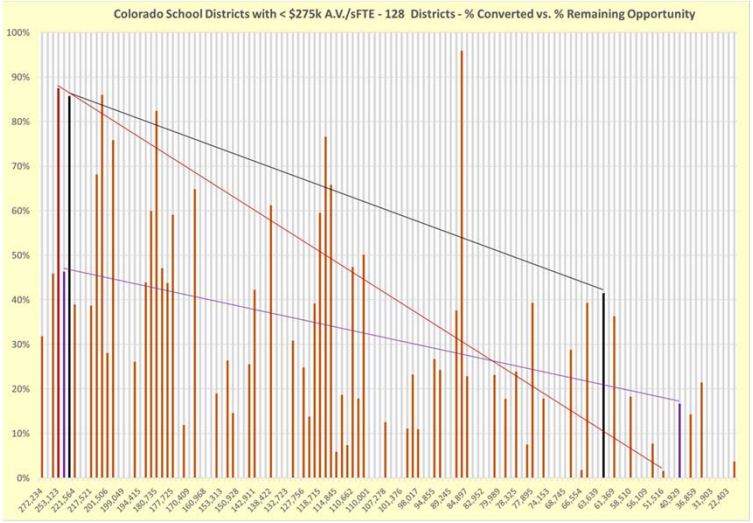
Create District Equity:
- Local Contributions - Actual



Create District Equity:
- Local Contributions - Actual



Create District Equity:
- Local Contributions - Actual



Red = 2 small districts
Purple = 2 medium districts
Black = 2 large districts

	Large Dist (30,000 ish sFTE)			Med Dist (7,500 ish sFTE)			Small Dist (300 ish sFTE)		
	MLO $	$ / sFTE	Mills	MLO $	$ / sFTE	Mills	MLO $	$ / sFTE	Mills
Upper End AV/sFTE	61,626,677	2,044	8.983	5,600,000	1,013	4.099	914,457	2,168	7.622
Lower End AV/sFTE	26,750,862	1,087	17.087	3,950,000	432	10.545	205,000	450	13.369
Relative Value	43%	53%	190%	71%	43%	257%	22%	21%	175%
Lower End Needed to Compete			32.132			24.762			42.079
Resultiong Multiple			3.58			6.04			5.52

Create District Equity:
- Improve Local Contributions

- Overrides – create an incentivized matching program to make local overrides more attractive and more likely to succeed with local voters.
  - Local voters can better determine their support if they have more equitable opportunity.
  - If they decide ‘no’, then there is no match.
  - If they decide ‘yes’, then matching funds come alongside to validate and equalize the local effort.

Create District Equity:
- Override Incentive Program

- How can it work?
  1. Answer the basic question: How much more/less should it cost one community to provide $X per student of override support than another community? [*Community Multiplier*]
     1x? 2x? 3x? More? Some Fraction in between?
  2. What is the anchor point?
     - The anchor point # of mills to achieve 20% PFF. Where does that fit in the rankings of school districts?
       - Likely somewhere beyond the clear anomalies (>$500k AV/sFTE)
       - Perhaps even beyond that (best of the twenty largest districts?)
  3. What is the incentive pattern?
     - Suggest something beyond simple linear, but still simple enough.
     - Determine a sweet spot that is somewhere after the local basic commitment, but short of the full opportunity.

Create District Equity:
- Override Incentive Program

- Product of Community Multiplier & Anchor Point determines the beginning of incentive eligibility.

Incentive Eligibility Point - from Anchor Point and Multiplier Assumptions

Anchor Pt. #mills →		9.0	9.5	10.0	10.5	11.0	11.5
Community Multiplier		# of mills to 20% PFF Override					
1.0	x	9.000	9.500	10.000	10.500	11.000	11.500
1.2	x	10.800	11.400	12.000	12.600	13.200	13.800
1.4	x	12.600	13.300	14.000	14.700	15.400	16.100
1.6	x	14.400	15.200	16.000	16.800	17.600	18.400
1.8	x	16.200	17.100	18.000	18.900	19.800	20.700
2.0	x	18.000	19.000	20.000	21.000	22.000	23.000
2.2	x	19.800	20.900	22.000	23.100	24.200	25.300
2.4	x	21.600	22.800	24.000	25.200	26.400	27.600
2.6	x	23.400	24.700	26.000	27.300	28.600	29.900
2.8	x	25.200	26.600	28.000	29.400	30.800	32.200
3.0	x	27.000	28.500	30.000	31.500	33.000	34.500

Create District Equity:
- Override Incentive Program

- Product of Community Multiplier & Anchor Point determines the beginning of incentive eligibility.

Incentive Eligibility Point - from Anchor Point and Multiplier Assumptions

Anchor Pt. #mills →		9.0	9.5	10.0	10.5	11.0	11.5
Community Multiplier		# of mills to 20% PFF Override					
1.0	x	9.000	9.500	10.000	10.500	11.000	11.500
1.2	x	10.800	11.400	12.000	12.600	13.200	13.800
1.4	x	12.600	13.300	14.000	14.700	15.400	16.100
1.6	x	14.400	15.200	16.000	16.800	17.600	18.400
1.8	x	16.200	17.100	18.000	18.900	19.800	20.700
2.0	x	18.000	19.000	20.000	21.000	22.000	23.000
2.2	x	19.800	20.900	22.000	23.100	24.200	25.300
2.4	x	21.600	22.800	24.000	25.200	26.400	27.600
2.6	x	23.400	24.700	26.000	27.300	28.600	29.900
2.8	x	25.200	26.600	28.000	29.400	30.800	32.200
3.0	x	27.000	28.500	30.000	31.500	33.000	34.500

% of Districts Eligible for Incentivization

Anchor Pt. #mills →		9.0	9.5	10.0	10.5	11.0	11.5
Community Multiplier		# of mills to 20% PFF Override					
1.0	x	82%	81%	80%	78%	77%	75%
1.2	x	77%	76%	74%	70%	67%	64%
1.4	x	70%	67%	63%	62%	61%	59%
1.6	x	63%	61%	59%	57%	57%	56%
1.8	x	59%	57%	56%	54%	49%	47%
2.0	x	56%	54%	49%	46%	44%	43%
2.2	x	49%	46%	44%	43%	40%	40%
2.4	x	46%	43%	40%	40%	38%	35%
2.6	x	43%	40%	38%	37%	34%	30%
2.8	x	40%	37%	35%	31%	29%	28%
3.0	x	37%	34%	30%	29%	26%	22%

Create District Equity:
- Override Incentive Program

- Example:
  - If we say it should be no more than twice as expensive for one community vs. another community,

  and

  - The lowest # mills to hit the override cap for a top twenty district is 10.48 ; round it to 10.500 for the Anchor Point

  then

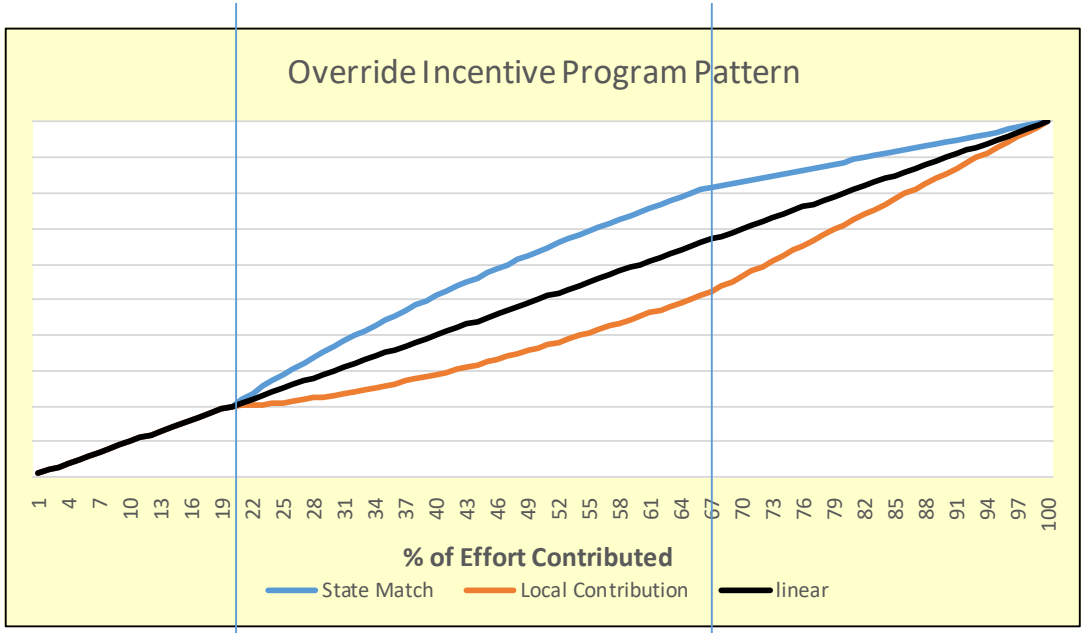
  - The product of the two = 21.000

    Therefore, any district (of which there are 81) whose mill requirement would be > 21.000 mills to hit 20% PFF would be eligible for assistance (incentivization) to get there.

  - The # mills > 21.000 would be supplied according to the incentive curve when local voters contribute their share.

Create District Equity:
- Override Incentive Program

- What is the incentive pattern? How does that step across effort? Where's the sweet spot?



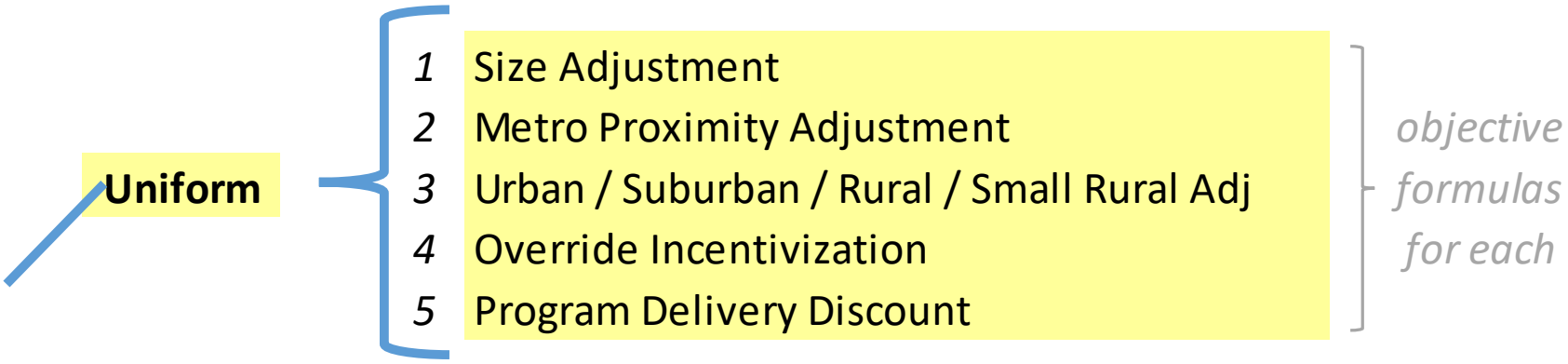
1st 20% 1-1 | Middle escalates to the sweet spot | Last 1/3 winds down

- As the local voters do their share, the state matches

Creating District Equity
- Program Delivery Discounts

- Online education delivery
- Homeschool education delivery
  - Remember that these populations are 100% choice enrollment – no boundaries for default school.
  - While it can be validly argued that both online and homeschool education delivery has a lower cost profile, it should not be assumed to be a less impactful delivery to the students and families that choose it.
  - A moderate discount is appropriate to represent the lower cost profile in the base program delivery.
  - Student equity programs should be fully applied to prevent discrimination against students and families.

Creating District Equity



10850 East Woodmen Rd
Falcon, CO 80831

Topic: Exceptional Children's Education Act (ECEA) spending that is subsidized from school districts' general funds.

I went to the website of all 178 school districts in Colorado to download the 'School Site Financial' information required by HB 14-1292. At the time of this exercise, the only data files available were for the fiscal year 2015/16, and it is that data that is used in this whitepaper analysis. Of the 178 districts, I was able to get a usable file for 144 (81%) of the districts. Those 144 districts, however, covered 91% of the funded student count (sFTE) for 2015/16. When analyzing the 144 districts that I did obtain good data for, six of those districts did not indicate any general fund spend for program 3130, which is how all ECEA spends are supposed to be recorded. While those districts may not have had local spends for ECEA, it is also possible, and perhaps more likely, that there was incorrect coding in their files that masked the ECEA spends. Those six districts represented only 0.3% of statewide sFTE. Therefore, the final usable data set of 138 districts that covered over 90% of statewide sFTE is still considered to be a valid representation of the full Colorado spend on K12 education and, specifically, ECEA spending which is analyzed herein.

The analysis found ECEA spends of $653.8mm that was funded at $138.9mm, leaving the remaining $514.8mm to be covered by districts' general funds – whose primary revenue source is program formula funding distributed according to the School Finance Act of 1994. The $514.8mm, again, was found in 138 school districts with 773,695 sFTE, for a rate of $665.41 per student – every student, of program formula revenue that was needed to fully cover the spends necessitated by the ECEA program student service requirements. If we extrapolate that per-student rate to the entire student count for Colorado in 2015/16 (849,524), we have a projected total of $565.3mm.

The results of the ten largest districts in Colorado are presented below:

2015/16 Results	Unfunded ECEA spend	
	total $	per total sFTE
DENVER-DENVER COUNTY 1	(48,476,596.67)	(557.48)
JEFFERSON-JEFFERSON COUNTY R-1	(60,817,006.59)	(749.57)
DOUGLAS-DOUGLAS COUNTY RE 1	(44,889,561.00)	(696.38)
ARAPAHOE-CHERRY CREEK 5	(54,564,457.81)	(1,052.30)
ARAPAHOE-ADAMS-ARAPAHOE 28J	(27,777,485.21)	(711.64)
ADAMS-ADAMS 12 FIVE STAR SCHOOLS	(19,823,051.50)	(538.23)
BOULDER-ST VRAIN VALLEY RE 1J	(18,011,329.59)	(583.62)
BOULDER-BOULDER VALLEY RE 2	(27,692,040.76)	(925.83)
LARIMER-POUDRE R-1	(18,140,994.63)	(637.73)
EL PASO-COLORADO SPRINGS 11	(16,999,248.17)	(635.60)
	(337,191,771.93)	(708.04)

Brett Ridgway - Chief Business Officer – Assistant Treasurer
bridgway@d49.org 719.495.1130

10850 East Woodmen Rd
Falcon, CO 80831

Since the ten largest districts have a combined per-pupil spend rate of $708.04, which is higher than the full analysis average of $665.41, we can conclude that the larger districts are generally more effected by unfunded ECEA spends than small districts, However, small districts have less student count to spread the costs over, so it takes only a very small number, perhaps just one, severe needs ECEA cases to significantly impact their own rate. Accordingly, the seven highest per-pupil subsidies of ECEA spends happen to districts outside of the ten largest, including five districts with student counts less than 1,000 students.

Many small school districts combine forces in their available BOCES entities to cover special education administration needs as well as some service requirements. The BOCES entity is often designated as the 'Administrative Unit' for those school districts, but those BOCES entities serving their district members in this capacity only spend revenues allocated to them for that purpose and do not have resources beyond that allocation to support the ECEA program needs. Since those spends at the BOCES level are, or should be, break-even, their impact is not included here and are not needed since the focus here is the program revenue subsidies needed at a school district level to cover the legal requirements of ECEA.

If ECEA were to be fully funded, it would 'return' resources to each district's general fund for use in school operations and in support of all students – not just those requiring ECEA services. Because this issue is ubiquitous in Colorado School districts, I do not see this as a political issue at all, and hope that any move to address the situation would not result in any emotional arguments against a solution. If new money becomes available for K12 education, this is another easy target for funds, just like reducing the budget stabilization factor.

Brett Ridgway - Chief Business Officer – Assistant Treasurer
bridgway@d49.org 719.495.1130

10850 East Woodmen Rd
Falcon, CO 80831

Topic: Cost of Living & Size Factor Adjustments in the current funding formula.

I analyzed CDE's District Funding Calculation Worksheet for 2018/19 posted on the CDE website with a save date of July 11, 2018 – last saved by Tim Kahle. The funding formula is complicated, and the spreadsheet is equally complicated, as it must be, to accurately produce the results necessary to distribute funds across the state.

The spreadsheet does not, however, report results in the overall categories that we so often speak about as follows:

2018/19 Budget

Category	Total Value	Per Pupil Value
Base Funding	$5,744,760,107.06	$6,594.52
Declining sFTE Average Funding	32,398,541.74	37.19
Cost of Living Factor	1,137,068,045.71	1,305.26
Net Size Factor	328,723,265.92	377.35
Formula At-risk Funding	354,781,237.88	407.26
On-Line Formula Funding	150,033,884.00	172.23
Gross up to Minimum Formula Funding	13,957,639.10	16.02
Other	(494,902.77)	(0.57)
TOTAL PROGRAM FUNDING	7,761,227,818.64	8,909.27
BUDGET STABILIZATION FACTOR	(672,396,894.00)	(771.86)
TOTAL PROGRAM	$7,088,830,924.64	$8,137.41
funded pupil count:	*871,141.1*	

Some of the numbers above are 'backed into' by working with the spreadsheet formulas to derive the result in this view. It is startling to see the total size of the Cost of Living Factor ($1,137.1mm) in comparison to what would normally be believed to be larger adjustments for the Size Factor ($328.7mm) and Formula At-Risk Funding ($354.8mm).

Cost of Living Adjustment

However, in looking at the results by district, we see that every district gets something related to COLA. The highest, on a per pupil basis, is $3,753.36; the lowest is $13.48 and the full state average is $1,331.71. To better understand what happens, then, I chose to extract the average COLA/sFTE from each district. This strategy effectively moves COLA back to Base Funding and creates a 'net-zero' series of results by district that shows where money is moving from, and where it's moving to – a true COLA between participants. I have labeled this as the 'net redistribution' view. In that perspective, there is $93.8mm changing hands between the school districts in Colorado related to COLA.

Brett Ridgway - Chief Business Officer – Assistant Treasurer
bridgway@d49.org 719.495.1130

10850 East Woodmen Rd
Falcon, CO 80831

This factor does have a definite skew toward large districts, both in the gross view and the net redistribution view.

2018/19 COLA Budget in Program Formula

Ten Largest Districts	Gross Dollar View		Net Redistribution View		
	Total Dollars	per Pupil	Recipients	Contributors	per Pupil
DENVER COUNTY 1	$ 131,595,581	$ 1,495.74	$ 14,431,368		164.03
JEFFERSON COUNTY R-1	114,695,563	1,416.26	6,847,570		84.55
DOUGLAS COUNTY RE 1	94,201,298	1,456.61	8,077,870		124.91
CHERRY CREEK 5	85,023,189	1,610.44	14,715,605		278.73
ADAMS-ARAPAHOE 28J	57,935,417	1,493.95	6,291,968		162.25
ADAMS 12 FIVE STAR SCHOOLS	57,208,349	1,552.63	8,140,051		220.92
ST VRAIN VALLEY RE 1J	43,523,875	1,439.55	3,260,525		107.84
BOULDER VALLEY RE 2	48,798,630	1,618.82	8,655,001		287.12
POUDRE R-1	34,174,124	1,185.26		(4,222,513)	(146.45)
COLORADO SPRINGS 11	37,565,549	1,420.43	2,346,472		88.72
Total	704,721,576	1,475.19	72,766,429	(4,222,513)	143.48
State Total	$ 1,137,068,046	$ 1,331.71	$ 93,781,904	$ (93,781,904)	0.00
	62%		78%	5%	

Nine of the ten largest districts in the state are recipients of COLA while only one is a contributor to COLA. These ten districts account for 62% of the gross view COLA, but 78% of the net redistribution view receipts, while contributing only 5%, leaving a net receipt for the group of 73%.

Size Factor Adjustment

When I perform a similar exercise for the size factor adjustment, the net monies changing hands is $108.5mm. The ten largest districts, as should expected, are all contributors toward the redistribution of the $108.5mm.

2018/19 Size Factor Budget in Program Formula

Ten Largest Districts	Gross Dollar View		Net Redistribution View		
	Total Dollars	per Pupil	Recipients	Contributors	per Pupil
DENVER COUNTY 1	$ 21,535,579	$ 244.78		$ (12,336,275)	$ (140.22)
JEFFERSON COUNTY R-1	19,649,363	242.63		(11,529,198)	(142.36)
DOUGLAS COUNTY RE 1	15,467,729	239.17		(9,430,318)	(145.82)
CHERRY CREEK 5	13,134,557	248.78		(7,191,174)	(136.21)
ADAMS-ARAPAHOE 28J	9,719,648	250.64		(5,210,332)	(134.36)
ADAMS 12 FIVE STAR SCHOOLS	10,127,046	274.85		(4,058,464)	(110.15)
ST VRAIN VALLEY RE 1J	7,370,755	243.79		(4,269,269)	(141.21)
BOULDER VALLEY RE 2	7,492,556	248.55		(4,112,857)	(136.44)
POUDRE R-1	7,077,217	245.46		(4,023,146)	(139.53)
COLORADO SPRINGS 11	7,182,948	271.60		(2,998,791)	(113.39)
Total	118,757,399	248.59	0	(65,159,825)	(136.40)
State Total	$ 328,723,266	$ 384.99	$ 108,543,935	$ (108,543,935)	$ (127.12)
	36%		0%	60%	

Brett Ridgway - Chief Business Officer – Assistant Treasurer
bridgway@d49.org 719.495.1130

10850 East Woodmen Rd
Falcon, CO 80831

What is the combination of these two factors, then?

2018/19 COLA & Size Factor Budgets in Program Formula

Ten Largest Districts	Gross Dollar View		Combined Net Redistribution View			
	Total Dollars	per Pupil	COLA	Size	Combined	per Pupil
DENVER COUNTY 1	$ 153,131,160	$ 1,740.51	$ 14,431,368	$ (12,336,275)	$ 2,095,093	$ 23.81
JEFFERSON COUNTY R-1	134,344,926	1,658.89	6,847,570	(11,529,198)	(4,681,628)	(57.81)
DOUGLAS COUNTY RE 1	109,669,027	1,695.79	8,077,870	(9,430,318)	(1,352,449)	(20.91)
CHERRY CREEK 5	98,157,745	1,859.22	14,715,605	(7,191,174)	7,524,431	142.52
ADAMS-ARAPAHOE 28J	67,655,065	1,744.59	6,291,968	(5,210,332)	1,081,636	27.89
ADAMS 12 FIVE STAR SCHOOLS	67,335,395	1,827.47	8,140,051	(4,058,464)	4,081,587	110.77
ST VRAIN VALLEY RE 1J	50,894,630	1,683.34	3,260,525	(4,269,269)	(1,008,745)	(33.36)
BOULDER VALLEY RE 2	56,291,187	1,867.38	8,655,001	(4,112,857)	4,542,143	150.68
POUDRE R-1	41,251,341	1,430.72	(4,222,513)	(4,023,146)	(8,245,659)	(285.98)
COLORADO SPRINGS 11	44,748,498	1,692.03	2,346,472	(2,998,791)	(652,319)	(24.67)
Total	823,478,975	1,723.78	72,766,429	(65,159,825)	7,606,604	15.92
			Net Funds to Distric	Net Funds from Districts		
State Total	$ 1,465,791,312	$ 1,716.70	$ 202,325,839	$ (202,325,839)		$0.00
	56%		36%	32%		

This provides side-by-side comparison to measure against the philosophical preference or expectation. **Should COLA have a larger impact than size factor?** What we see is that COLA is more impactful than size factor. The ten largest districts are beneficiaries of the combined issues rather than contributors. It is not unreasonable that the normal philosophical expectation would predict that COLA would be a more subtle adjustment when compared to size factor. We do not have that result in Colorado right now and that can and should be a topic for conversation in the 'modernization' of the funding formula.

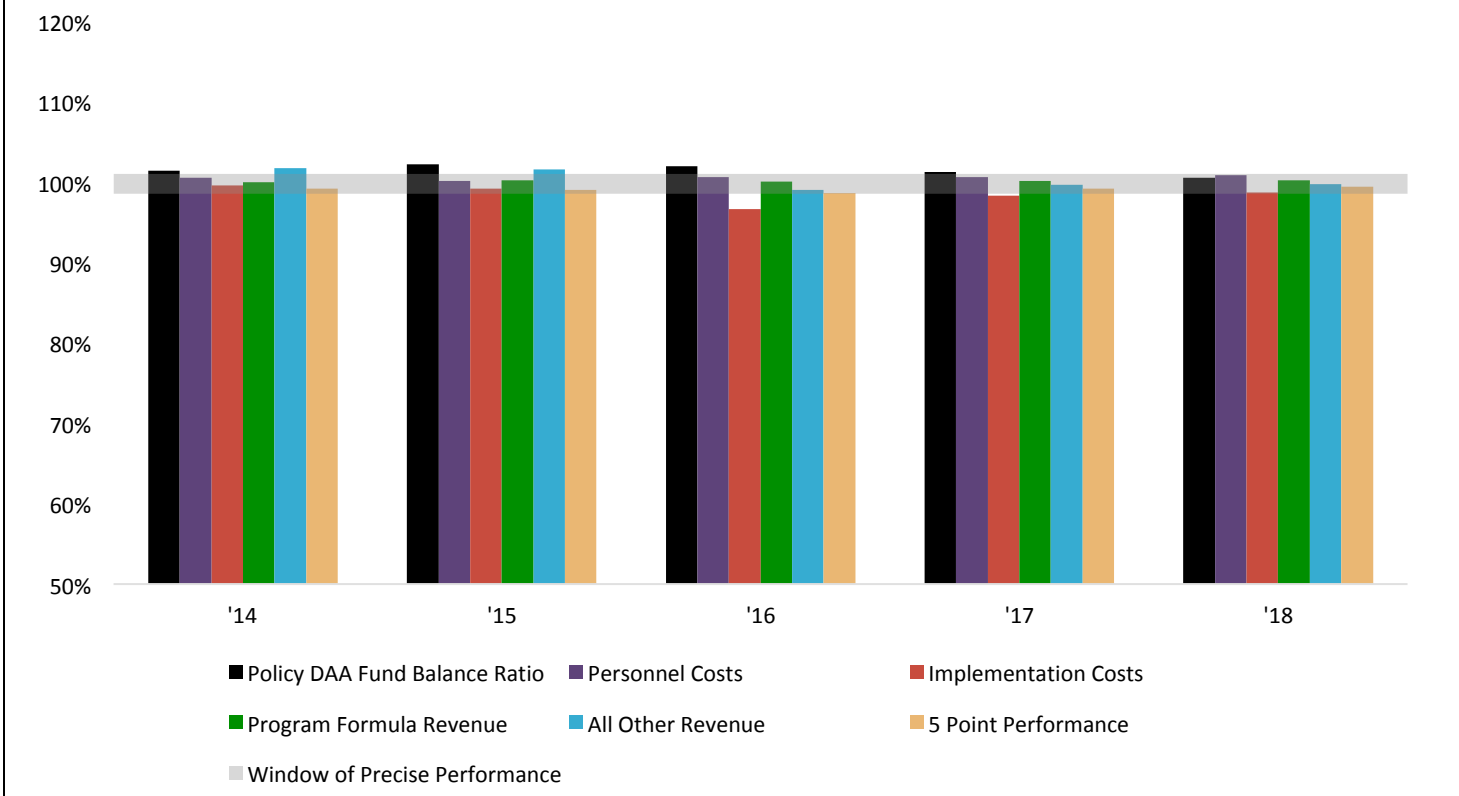
Brett Ridgway - Chief Business Officer – Assistant Treasurer
bridgway@d49.org 719.495.1130

driven process for allocating funds to support all operations and instructional efforts. Our district has been recognized numerous times, and by multiple agencies, for our success in moving to an innovative student driven funding model.

7.5A(1) Budgetary and Financial Performance

The D49 Business Office's Finance & Accounting Groups, intend to have precision in key financial priorities. We achieve Precision through accuracy in forecasting financial performance in priority areas: Fund Balance, Personnel Costs, Implementation Costs, Program Formula Revenue and All Other Revenue. We meld the results of those five points of precision performance into the '5 point performance' final grade for the year. Our self-imposed window of precise performance is a tight window 2.5% wide of 98.5% - 101%. Numbers outside of the range may not be 'bad' - just imprecise. For measures that fall outside of the window, there is often a clear preference for which direction outside is acceptable (i.e. a 'good miss'). For example, fund balance below the window would indicate poor forecasting and execution of financial plans, while fund balance above the window could indicate appropriate conservatism, or cumulative overperformance. Personnel cost results above the window would similarly indicate poor forecasting and/or execution of financial plans while small increments below the window could indicate appropriate conservatism. Program Formula Revenue variances outside of the window in either direction, however, would indicate poor forecasting.

Figure 7.5-1
Window of Precise Performance



The FY17 and FY18 results represent the best achievement of what has been an improving trend over the last five years. The 5 point performance melded rate is 99.20%, which is just 0.05% off of the precision window midpoint of 99.25%. The secondary measure is also informative - observing how many points hit within the window each year, and then also, how many points hit or miss in the acceptable direction. In 2016/17, four of the five measures landed within the Window of Precise Performance. The lone outlier missed by only 0.09%. That small miss is in the 'wrong direction' but the immateriality of the miss makes it a 'technical miss' rather than a true indication of process deficiency. The relationship between the two lines is also important to note. The closer those lines are, the more precise our performance is and the less we rely on luck and/or offsetting variances.

D49 recognizes that as a public entity funded annually to operate public schools, there is a need to manage annual funding in a way that is both wise and appropriate from a cash flow perspective, and appropriately resources the educational program each year so that funding received to educate students in a particular year is spent on those students in that year. This creates both an upper boundary for fund balance to ensure we spend what we should, and a lower boundary, to ensure we are good fiscal agents of public funds. District 49 has formalized this intention with a much more rigorous fund balance policy (Policy DAA) than is normally suggested by CASB. This policy recognizes the upper and lower boundaries and requires explanation and follow up when fund balance does not fall within that range. Policy DAA is regularly referenced in budget presentations and discussions as an anchor point and key indicator of overall success in financial management. The Fund balance policy is a strict measurement of the general fund #10, which is a component of total general funds for the district. Beyond just having an appropriate fund balance is the development of a budget to meet that fund balance target and the execution of an annual financial plan to meet the budget target. This graph shows both the propriety of the target and the ability to meet that target. Again, District 49 strives for a narrow window correct or

appropriate results, with acceptable deviations (either conservative or aggressive) on either side that precede inappropriate deviations that show either inappropriate fund balance accumulation (aka 'hoarding') or inadequate fund balance accumulation that is a level of risk that is cavalier and could become reckless.

Figure 7.5-2
Policy DAA Fund Balance Ratio

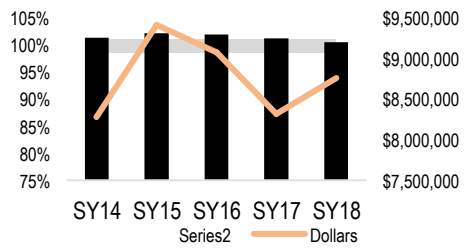


Figure 7.5-3
Personnel Costs

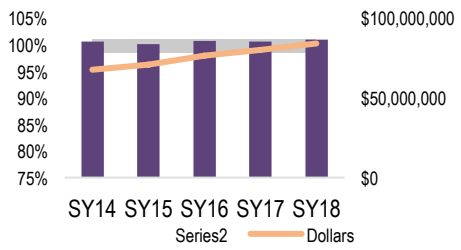


Figure 7.5-4
Program Formula Revenue

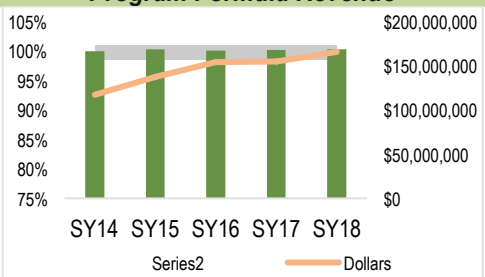


Figure 7.5-8
5 Point Performance

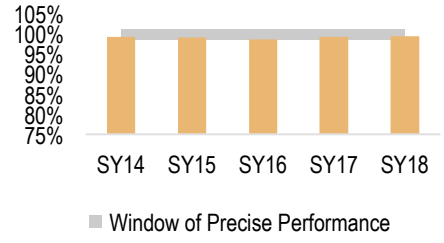


Figure 7.5-9
Hits and misses

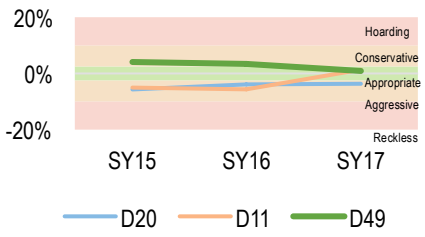
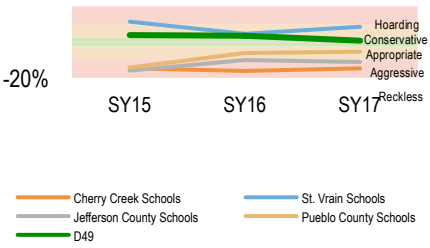


Figure 7.5-10
Comparison Fund Balance



While not a measure of financial performance per se, spend per pupil, determined by state and local regulation is definitely a crucial metric in terms of planning and district comparison. Our local community has historically been hesitant to pass additional taxes to support education. Thus, our spend per pupil is lower than that of our competitors. This encourages a high degree of fiscal responsibility as we provide a wider range of educational opportunities with a lower level of funding. The overall of trend of D49 is stable, and D49 continues to have a lower spend per pupil funding as compared to our competitors and of the ComDex.

To ensure we are being responsible stewards of taxpayer money, operating at maximum efficiency and keeping resources close to students, target ratios were developed for administrative staffing. In '16, the senior leadership worked to identify ideal ranges for both the ratio of administrative staff to students and the percent of administrative salaries as a percentage of DAGR. The BOE approved these targets. This allows us to "build to the band" and project staffing needs. We met the target in the year following adoption. In the current year, we are currently operating outside of the optimum range, suggesting that while we are operating at a high degree of efficiency, we might be actually too lean, straining the capacity of administrative support for our schools and programs

7.5A(2) MARKET PERFORMANCE

Because Colorado is a choice enrollment state, parents may elect to send their students to a district other than that of their residence. This creates a degree of competition amongst school districts. However, attracting students must be done intentionally and thoughtfully to ensure that districts have the capacity to serve first its resident students first. Moreover, because large scale construction projects are generally paid for through bond and mill-levies, additional taxes paid by district residents, accepting out-of district students to the point of needing additional facilities represents a violation of tax-payer and community trust. To this end, D49 monitors several metrics related to choice enrollment such as overall market share of students in El Paso County, overall net gain/loss due to choice enrollment as well as segmentation measures of enrollment from residential enrollments, bordering districts, non-bordering districts and residents not enrolled.

Figure 7.5-11
Per Pupil Spend

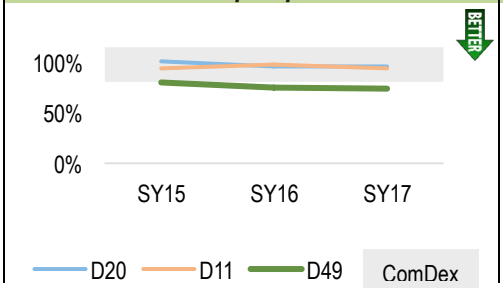


Figure 7.5-12
Students Per Admin

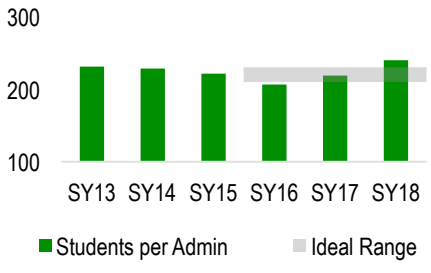


Figure 7.5-13
Admin Salary as % of DAGR

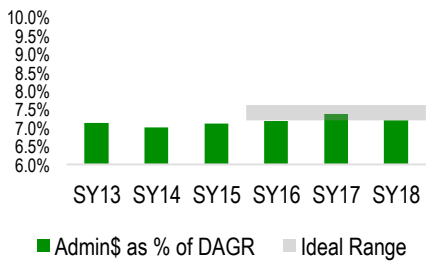


Figure 7.5-14 indicates market share for D49 and our competitor districts. The overall trend is beneficial, while that of D11 is adverse and D20 is stable. Our market gains are attributable to both our desirable portfolio of schools and the newer age of our

community. In contrast, D11 has an aging community that is beginning to atrophy. D20 has plateaued in terms of community age and development. These factors lead us to predict this upward trend of market share ownership to continue for D49.

Figure 7.5-14
Market Share

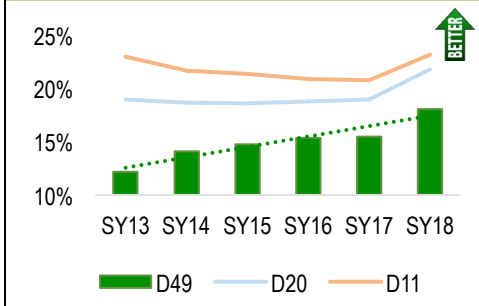


Figure 7.5-15
Net Choice Enrollment

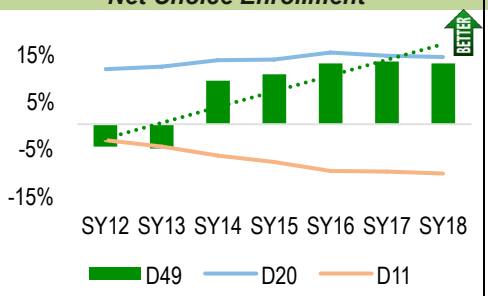


Figure 7.5-16
Enrollment Segmentation SY 18

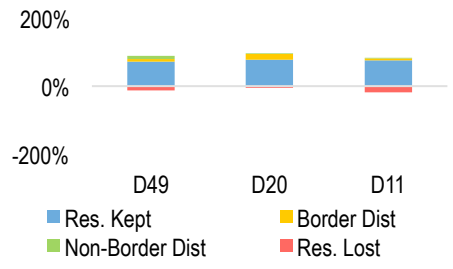


Figure 7.5-14
Resident Enrollment Trend

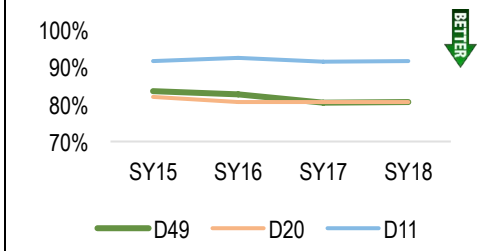


Figure 7.5-15
Border District Enrollment

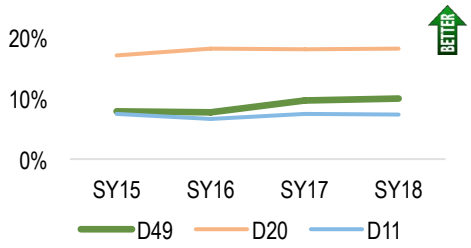
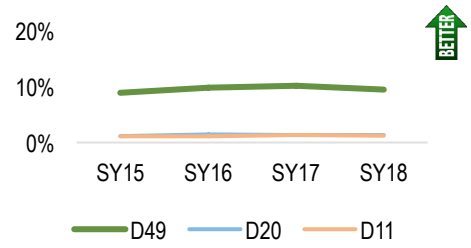


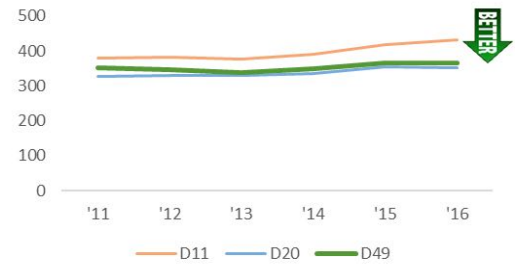
Figure 7.5-16
Non-Border Local Enrollment



The absolute numbers of students choicing in and out of the district can be seen as a measure of student/parent satisfaction, but understanding this same data in terms of percentage of student population provides actionable information for budgetary and planning purposes. As previously noted, the large spike in the net percentage of choice students in D49 in '14 can be attributed to the acquisition of GOAL Academy. However, this trend continues to be upward and beneficial. Our net percentage of choice enrollments is above that of the ComDex and that of D11. Though D20 has a greater net percentage of choice students, theirs is not ideal, as it skews toward traditional enrollment (rather than online) to an extent that they have needed to ask constituents to build beyond their necessary resident student capacity.

However, leveraging D49's exceptional partnerships and PDES, we have found a way to serve larger numbers of non-resident students without overburdening our local community using online offerings. One of our partners, GOAL academy is the largest AEC in the state serving over 3,000 students. Additionally, we have a coordinated blended school, SSAE. This provisioning of online educational opportunities allow us to educate students without concerns about physical capacity and building needs. The additional programs needed to support these students is generated solely with annual per pupil funding. When we look at this percentage of students choicing in to online programs, D49 leads competitor and comparison districts by far. The overall trend is beneficial and upward, though there was a decline in the percentage of students choicing in online as compared to the year prior.

Figure 7.5-17
Act Efficiency



To compare our educational results against the market, we examine the relationship between student funding and ACT scores. For each high school in our competition districts and D49's three coordinated high school, an efficiency value is calculated by taking per pupil Revenue plus MLO money received for each student at the high school and dividing by the average ACT score. The value for each high school is then averaged to get a single value for the district. In examining trends, D49 has consistently been more efficient than D11 and is comparable to D20, (Fig. 7.5-17), analysis AOS.

Brett Ridgway <bridgway@d49.org>

Re: IES Study on Weighted Student Funding Formulas

1 message

Brett Ridgway <bridgway@d49.org> Tue, Dec 12, 2017 at 9:14 AM
To: Katie Hagan <Katie.Hagan@georgetown.edu>

9.00 on Wednesday, December 20, yes.

Please call me at 719-495-1130.

Look forward to the conversation.

Sincerely,

Brett Ridgway
Chief Business Officer
District 49
BUSINESS OFFICE
Providing stewardship, customer service and communication through and with our business team

On Tue, Dec 12, 2017 at 8:54 AM, Katie Hagan <Katie.Hagan@georgetown.edu> wrote:

> Hi Brett,
>
> Thanks so much for getting back to me. How about we plan to talk at 9am MT on Wednesday, Dec. 20? What's the best number to reach you?
>
> Thanks,
> Katie
>
> On Tue, Dec 12, 2017 at 8:55 AM, Brett Ridgway <bridgway@d49.org> wrote:
>
> > yes, i would certainly like to dialogue with you about our process.
> >
> > I have some time today, until 2.00 MST, thursday between 10.00 and 12.00; next week Tuesday or Wednesday mornings.
> >
> > I look forward to the conversation.
> >
> > Sincerely,
> >
> > Brett Ridgway
> > Chief Business Officer
> > District 49
> > BUSINESS OFFICE
> > *Providing stewardship, customer service and communication through and with our business team*
> >
> > On Thu, Dec 7, 2017 at 11:15 AM, Katie Hagan <Katie.Hagan@georgetown.edu> wrote:
> >
> > > Hi Brett,
> > >
> > > I received your contact information from Aaron Smith at the Reason Foundation. I work for the Edunomics Lab, and we recently received an IES grant to study weighted student formulas at the school district level. The first

stage of the research is a landscape analysis of all existing SBA/WSF formulas across the country. We'd like to include Falcon 49 in that analysis, but have a couple of questions that we've been unable to answer using existing public documents. Do you have a few minutes in the coming weeks for a brief phone call to discuss the remaining questions that we have?

Thank you,
Katie

--
Katie Hagan
Edunomics Lab
757-589-0490
Katie.Hagan@georgetown.edu
edunomicslab.org

--
Katie Hagan
Edunomics Lab
757-589-0490
Katie.Hagan@georgetown.edu
edunomicslab.org

EL PASO COUNTY SCHOOL DISTRICT 49

School / Student-Based Funding Calculation : Base -w/ Permanent Normalizations

February 28, 2017

			17-18 pBud	Chg. B/(W) %	Chg. B/(W) $		16-17 oBud	Chg. B/(W) %	Chg. B/(W) $		15-16 cAct		
Total Program Formula Revenue			**7,226.17**	1.5%	104.91		**7,121.26**	2.2%	153.84		**6,967.42**		
All Other General Fund Revenue			667.85	12.1%	71.83		596.02	4.3%	24.70		571.32		######
Change in Fund Balance [draw down / (build)]			-		(199.52)		199.52		139.82		59.70		
Total Funds Available			7,894.02	-0.3%	(22.78)		7,916.80	4.2%	318.36		7,598.44		
Indirect Cost Allocation		-	% PPR				% PPR				% PPR		
Internal Vendor Groups:	Facilities & Maintenance	(171.75)	2.4%		(0.85)	(170.90)	2.4%		10.88	(181.78)	2.6%		######
	Transportation	(174.95)	2.4%		0.07	(175.02)	2.5%		(5.40)	(169.62)	2.4%		(0.00)
	Information Technology	(268.51)	3.7%		(38.95)	(229.56)	3.2%		(7.44)	(222.12)	3.2%		######
Internal Service Groups:	Special Services	(640.91)	8.9%		(23.01)	(617.90)	8.7%		7.68	(625.58)	9.0%		
	Education Services	(342.50)	4.7%		(13.64)	(328.86)	4.6%		(17.52)	(311.34)	4.5%		
	Central Services	(310.95)	4.3%	% PPR	29.92	(340.87)	4.8%	% PPR	(46.05)	(294.82)	4.2%	% PPR	
			(1,909.58)	26.4%			(1,863.11)	26.2%			(1,805.27)	25.9%	
Direct Spend Available to Schools (DSAS)			**5,984.44**	82.8%	(69.25)		**6,053.69**	85.0%	260.51		**5,793.18**	83.1%	
					-66.0%				169.3%				

Normalization Adjustments

Permanent and Strategic Normalizations		sal portion		annualized issues		sal portion		annualized issues		sal portion		annualized issues	
Falcon Zone	- ***Programatic & Organizational***		395.58	1,554,494	*CTE, ROTC*		236.25	904,800	*VocEd*		189.67	714,000	*VocEd*
Sand Creek Zone			417.60	1,503,217	*IB, ROTC*		285.24	1,039,650	*IB*		238.26	851,400	*IB*
POWER Zone			314.78	1,376,799	*STEM*		134.95	578,100	*STEM*		81.64	345,200	*STEM*
iConnect Zone			581.91	544,155	*PLC & Oth*		1,379.91	1,308,400	*PLC &*		1,395.74	1,170,800	*PLC &*
		-		4,978,664		-		3,830,950		-		3,081,400	
Falcon Zone	- ***Utility Constraints***		15.36		(3.02)		12.34		9.51		21.85		
Sand Creek Zone		off of	21.68		(11.24)	off of	10.44		2.40	off of	12.84		
POWER Zone		176.31	(22.17)		(9.85)	181.46	(12.32)		11.12	168.06	(23.44)		
iConnect Zone		105.00%	(44.28)		(9.93)		(34.35)		0.22		(34.57)		
Falcon Zone	- ***Employee Benefits***		(46.41)		(17.59)		(28.82)		7.41		(36.23)		
Sand Creek Zone		off of	89.40		(22.88)	off of	66.52		(11.83)	off of	54.69		
POWER Zone		1,201.95	1.13		9.07	1,094.28	10.20		(9.65)	1,195.66	0.55		
iConnect Zone		102.00%	(154.37)		31.01		(185.38)		(112.19)		(73.19)		
Falcon Zone	- ***Distributed Special Svcs***		(29.02)		1.33		(30.35)		(2.76)		(27.59)		
Sand Creek Zone		off of	27.38		0.46	off of	27.84		(5.42)	off of	22.42		
POWER Zone		146.17	23.46		(6.64)	134.62	16.82		6.21	143.99	23.03		
iConnect Zone		102.50%	(93.19)		(32.77)		(60.42)		27.36		(87.78)		

FALCON SCHOOL DISTRICT 49

School / Student-Based Funding Calculation : Run Rate -w/ Temporary Normalizations

February 28, 2017

			17-18 pBud	Chg		16-17 oBud	Chg		15-16 cAct	
			4,978,664.28			3,830,918.51			3,081,400.00	
Subtotal - Run Rate Target			81,808,535.63			80,754,612.51			74,943,914.26	
Falcon Zone		335.51	**6,319.95**	(76.85)	189.42	**6,243.11**	(302.22)	147.70	**5,940.88**	
Sand Creek Zone		556.05	**6,540.50**	(96.77)	390.04	**6,443.73**	(322.33)	328.21	**6,121.39**	
POWER Zone		317.20	**6,301.64**	(98.30)	149.65	**6,203.34**	(328.37)	81.78	**5,874.96**	
***iConnect* Zone**		290.06	**6,274.50**	878.94	1,099.76	**7,153.45**	(160.07)	1,200.20	**6,993.38**	
Normalizations (cont.)	**Fluid / Temporary Normalizations**									
- ***Salary subsidies***										
Falcon Zone			(66.49)	19.35		(85.84)	55.82		(141.66)	
Sand Creek Zone		off of	91.09	31.21	off of	122.30	64.97	off of	187.27	
POWER Zone		1,932.50	(15.23)	(5.37)	2,061.00	(9.86)	22.29	3,943.68	(32.15)	
iConnect Zone		70.00%		78.87		(78.87)	(78.87)			
- ***AEC School***		per seat		*annualized issues*			*annualized issues*			*annualized issues*
Falcon Zone		5,230	(62.55)	245,800 *47*		-	-		-	-
Sand Creek Zone		5,230	(72.64)	261,500 *50*		-	-		-	-
POWER Zone		5,232	(70.57)	308,662 *59*		-	-		-	-
iConnect Zone		(10,900)	872.57	(1,809,379) *166*		-	-		-	-
	34% 33%	33%								
- ***At-Risk Adjustments***	FRL Attendance	SRD #		*annualized issues*			*annualized issues*			*annualized issues*
Falcon Zone	20% 95.7%	200	343.76	1,350,829		40.46	154,973		-	-
Sand Creek Zone	39% 95.0%	257	502.98	1,810,595		63.36	230,927		-	-
POWER Zone	28% 96.2%	212	360.71	1,577,671		47.88	205,134		-	-
iConnect Zone	13% 96.4%	12	195.88	183,168		162.88	154,435		-	-
$4,922,262.2	100.0%	$4,922.26		4,922,262						
- ***Net Normalization Coverage***										
Falcon Zone			(771.20)	(411.05)		(360.15)	(82.36)		(277.79)	
Sand Creek Zone		(771.20)	(771.20)	(411.05)	(360.15)	(360.15)	(98.35)	(248.41)	(261.80)	
POWER Zone			(771.20)	(411.05)		(360.15)	(138.96)		(221.19)	
iConnect Zone			(771.20)	(411.05)		(360.15)	(163.50)		(196.65)	
	1.0%	12,838.27	-			12,706.91	(21.46)		12,404.68	0.00
Total - Resource Availabl		SFTE	76,829,871.35	5,984.44 107%		SFTE	76,923,672.54	6,053.69	SFTE	71,862,514.26 5,793.18
Falcon Zone	2.6%	3,929.61	**5,763.46**	(220.98) 74.12		3,829.92	**5,837.58**	(216.11) (316.15)	3,764.34	**5,521.43** (271.75)
Sand Creek Zone	-1.2%	3,599.70	**6,290.72**	306.28 (21.49)		3,644.87	**6,269.23**	215.54 (222.37)	3,573.36	**6,046.86** 253.68
POWER Zone	2.1%	4,373.84	**5,805.34**	(179.10) 75.87		4,283.94	**5,881.21**	(172.48) (259.59)	4,228.14	**5,621.62** (171.56)
***iConnect* Zone**	-1.4%	935.12	**6,571.75**	587.31 305.55		948.18	**6,877.30**	823.61 (80.57)	838.84	**6,796.73** 1,003.55

EL PASO COUNTY SCHOOL DISTRICT 49

School / Student-Based Funding Calculation : Gross & Normalized Result - Four Category Distribution

February 28, 2017

		17-18 pBud				16-17 oBud				15-16 cAct		
		Gross	Normalized	Norm % of Total	Norm PP Change	Gross	Normalized	Norm % of Total	Norm PP Change	Gross	Normalized	Norm % of Total
Falcon Zone	(1) Regular Personnel Costs	5,028.31	5,024.07	86.1%	(285.77)	4,683.92	4,738.30	85.7%	140.34	4,817.15	4,878.64	86.8%
Sand Creek Zone		5,474.37	5,120.33	87.7%	(244.61)	5,308.74	4,875.72	88.2%	(21.94)	5,262.15	4,853.78	86.1%
POWER Zone		5,175.24	5,019.71	86.0%	(368.44)	4,773.54	4,651.27	84.1%	224.77	5,011.46	4,876.04	85.9%
iConnect Zone		4,989.96	5,091.36	87.2%	(523.28)	4,235.13	4,568.08	82.6%	609.70	5,160.80	5,177.78	90.8%
Falcon Zone	(2) Educational Program Implementation Costs	256.92	359.60	6.2%	(36.90)	237.75	322.70	5.8%	(22.12)	241.85	300.58	5.3%
Sand Creek Zone		357.46	279.04	4.8%	(106.84)	251.04	172.20	3.1%	177.71	339.76	349.91	6.2%
POWER Zone		262.48	437.43	7.5%	34.45	260.81	471.88	8.5%	(50.63)	254.49	421.25	7.4%
iConnect Zone		1,261.12	431.65	7.4%	220.21	1,638.48	651.86	11.8%	(475.68)	1,323.51	176.18	3.1%
Falcon Zone	(3) Building Operational Costs	298.40	274.78	4.7%	14.77	309.73	289.55	5.2%	(21.24)	290.15	268.31	4.8%
Sand Creek Zone		311.85	291.86	5.0%	26.39	308.89	318.25	5.8%	(27.48)	303.61	290.77	5.2%
POWER Zone		250.55	264.06	4.5%	10.13	279.28	274.19	5.0%	(8.44)	242.30	265.75	4.7%
iConnect Zone		320.67	315.26	5.4%	(7.80)	310.79	307.46	5.6%	39.53	312.43	346.99	6.1%
Falcon Zone	(4) Extracurricular Personnel Costs	150.63	150.63	2.6%	(0.26)	150.37	150.37	2.7%	(6.07)	144.30	144.30	2.6%
Sand Creek Zone		123.96	123.96	2.1%	20.86	144.82	144.82	2.6%	(25.67)	119.15	119.15	2.1%
POWER Zone		99.42	99.42	1.7%	15.38	114.80	114.80	2.1%	(18.52)	96.28	96.28	1.7%
iConnect Zone		-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%
Falcon Zone	- Extracurricular Implementation Costs	29.20	29.20	0.5%	(2.72)	26.48	26.48	0.5%	1.50	27.98	27.98	0.5%
Sand Creek Zone		23.08	23.08	0.4%	(6.68)	16.40	16.40	0.3%	5.79	22.19	22.19	0.4%
POWER Zone		17.65	17.65	0.3%	(2.39)	15.26	15.26	0.3%	1.83	17.09	17.09	0.3%
iConnect Zone		-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%
		76,829,871.35	74,953,321.68			71,875,695.73	70,236,137.89			71,862,514.26	70,076,387.27	
Falcon Zone	- Subtotal	5,763.46	5,838.27	-	(310.87)	5,408.25	5,527.40	(11)	92.40	5,521.43	5,619.80	110.620
Sand Creek Zone	5,984.44 DSAS	6,290.72	5,838.27	-	(310.88)	6,029.89	5,527.39	26	108.40	6,046.86	5,635.79	47.865
POWER Zone	(146.17) DistSpSv	5,805.34	5,838.27	-	(310.87)	5,443.69	5,527.40	(12)	149.00	5,621.62	5,676.40	(135.065)
iConnect Zone	5,838.27 NormTarget	6,571.75	5,838.27	-	(310.87)	6,184.40	5,527.40	(3)	173.55	6,796.73	5,700.95	(43.418)
Normalized = DSAS - Dist Spec Svc			*5,838.27*	*Avg. Norm PPEx*			*5,527.40*	*Avg. Norm PPEx*			*5,649.19*	*Avg. Norm PPEx*
		-	1,876,549.67			5,047,966.09	6,687,534.65			-	1,786,126.99	
Falcon Zone	- Cumulative Normalizations	-	(74.81)	-1.3%	(384.99)	429.33	310.18	5.3%	408.55	-	(98.37)	-1.8%
Sand Creek Zone		-	452.45	7.2%	289.39	239.34	741.84	11.8%	(330.78)	-	411.07	6.8%
POWER Zone		-	(32.93)	-0.6%	(386.74)	437.52	353.81	6.0%	408.60	-	(54.79)	-1.0%
iConnect Zone		-	733.48	11.2%	616.43	692.90	1,349.90	19.6%	(254.12)	-	1,095.78	16.1%
		76,829,871.35	76,829,871.35			76,923,661.83	76,923,672.54			71,862,514.26	71,862,514.26	

Falcon Zone Proposed Budget Summary

		16/17 Amended Budget After Rebalancing	17/18 Proposed Budget	Diff
	Total D49 Fund 10 Budget Dollars:	$ 99,135,341.91	$ 101,449,998.03	$ 2,314,656.12
Central:	Internal Services:	$ 14,996,246.78	$ 16,629,330.52	$ 1,633,083.74
	Internal Vendors:	$ 7,359,361.86	$ 7,906,371.32	$ 547,009.45
Zones:	**Falcon Zone:**	$ 22,618,482.28	**$ 22,656,161.26**	$ 37,678.98
	Sand Creek Zone:	$ 23,231,685.28	$ 22,690,978.18	$ (540,707.10)
	Power Zone:	$ 25,229,985.86	$ 25,438,999.88	$ 209,014.02
	iConnect Zone:	$ 5,699,579.85	$ 6,128,156.88	$ 428,577.03

		Falcon Elem	Meridian Ranch	Woodmen Hills	Falcon Middle	Falcon High	Falcon -CTE	Falcon Zone	Total Falcon Zone
	Budgeted sFTE	296.00	690.00	775.00	1,000.00	1,170.00			3,931.00
	Actual sFTE								0.00
	Diff	(296.00)	(690.00)	(775.00)	(1,000.00)	(1,170.00)			(3,931.00)
	School Name -->	Falcon Elem	Meridian Ranch	Woodmen Hills	Falcon Middle	Falcon High	Falcon -CTE	Falcon Zone	Total Falcon Zone
	School Location Code -->	132	134	137	220	310	311	530	
Proposed Budget:	Personnel Budget	$ 1,820,363.17	$ 3,122,981.66	$ 3,989,014.11	$ 4,554,299.43	$ 5,129,336.46	$ 646,054.29	$ 414,632.96	$ 19,676,682.08
	per pupil	$ 6,149.88	$ 4,526.06	$ 5,147.11	$ 4,554.30	$ 4,384.05	$ 552.18	$ 105.48	$ 5,005.52
	Facility	$ 98,100.00	$ 140,100.00	$ 151,200.00	$ 296,000.00	$ 520,500.00	$ -	$ 28,049.89	$ 1,233,949.89
	per pupil	$ 331.42	$ 203.04	$ 195.10	$ 296.00	$ 444.87	$ -	$ 7.14	$ 313.90
	Extra Curricular	$ 500.00	$ 500.00	$ 500.00	$ 121,703.00	$ 345,666.28	$ -	$ -	$ 468,869.28
	per pupil	$ 1.69	$ 0.72	$ 0.65	$ 121.70	$ 295.44	$ -	$ -	$ 119.27
	Location Spend	$ 69,540.00	$ 121,150.00	$ 123,995.00	$ 171,050.00	$ 216,375.00	$ 329,150.00	$ 245,400.00	$ 1,276,660.00
	per pupil	$ 234.93	$ 175.58	$ 159.99	$ 171.05	$ 184.94	$ 281.32	$ 62.43	$ 324.77
	Total Budget	$ 1,988,503.17	$ 3,384,731.66	$ 4,264,709.11	$ 5,143,052.43	$ 6,211,877.74	$ 975,204.29	$ 688,082.85	$ 22,656,161.25
	per pupil	$ 6,717.92	$ 4,905.41	$ 5,502.85	$ 5,143.05	$ 5,309.30	$ 833.51	$ 175.04	$ 5,763.46
	% of Zone PPR	116.6%	85.1%	95.5%	89.2%	92.1%	14.5%	3.0%	100.0%
Personnel Detail	Salaries	$ 1,321,895.57	$ 2,283,610.42	$ 2,927,109.00	$ 3,362,372.52	$ 3,760,563.64	$ 473,565.21	$ 242,130.09	$ 14,371,246.45
	per pupil	$ 4,465.86	$ 3,309.58	$ 3,776.91	$ 3,362.37	$ 3,214.16	$ 404.76	$ 61.60	$ 3,655.88
	Benefits	$ 444,867.60	$ 751,971.24	$ 958,605.11	$ 1,099,226.91	$ 1,226,772.82	$ 151,689.08	$ 77,557.42	$ 4,710,690.18
	per pupil	$ 1,502.93	$ 1,089.81	$ 1,236.91	$ 1,099.23	$ 1,048.52	$ 129.65	$ 19.73	$ 1,198.34
	Oth Payroll	$ 53,600.00	$ 87,400.00	$ 103,300.00	$ 92,700.00	$ 142,000.00	$ 20,800.00	$ 94,945.45	$ 594,745.45
	per pupil	$ 181.08	$ 126.67	$ 133.29	$ 92.70	$ 121.37	$ 17.78	$ 24.15	$ 151.30
	Total Personnel	$ 1,820,363.17	$ 3,122,981.66	$ 3,989,014.11	$ 4,554,299.43	$ 5,129,336.46	$ 646,054.29	$ 414,632.96	$ 19,676,682.08
	per pupil	$ 6,149.88	$ 4,526.06	$ 5,147.11	$ 4,554.30	$ 4,384.05	$ 552.18	$ 105.48	$ 5,005.52
Facility Detail	Utilities	$ 65,500.00	$ 98,700.00	$ 110,800.00	$ 224,700.00	$ 355,700.00	$ -	$ -	$ 855,400.00
	per pupil	$ 221.28	$ 143.04	$ 142.97	$ 224.70	$ 304.02			$ 217.60
	Custodial	$ 5,000.00	$ 9,500.00	$ 9,000.00	$ 12,000.00	$ 23,700.00	$ -	$ 28,049.89	$ 87,249.89
	per pupil	$ 16.89	$ 13.77	$ 11.61	$ 12.00	$ 20.26		$ 7.14	$ 22.20
	Maintenance	$ 21,500.00	$ 23,300.00	$ 23,200.00	$ 37,700.00	$ 110,000.00	$ -	$ -	$ 215,700.00
	per pupil	$ 72.64	$ 33.77	$ 29.94	$ 37.70	$ 94.02			$ 54.87
	Grounds	$ 6,100.00	$ 8,600.00	$ 8,200.00	$ 21,600.00	$ 31,100.00	$ -	$ -	$ 75,600.00
	per pupil	$ 20.61	$ 12.46	$ 10.58	$ 21.60	$ 26.58			$ 19.23
	Total Facility	$ 98,100.00	$ 140,100.00	$ 151,200.00	$ 296,000.00	$ 520,500.00	$ -	$ 28,049.89	$ 1,233,949.89
	per pupil	$ 331.42	$ 203.04	$ 195.10	$ 296.00	$ 444.87		$ 7.14	$ 313.90

Falcon Zone Leader: Sue Holmes

Falcon Elementary School of Technology: Michael Roth
Website: http://d49.org/falconelementary
Address: 12050 Falcon Highway, Peyton CO, 80831
Phone: 719.495.5272

Meridian Ranch Elementary School: Sheehan Freeman-Todd
Website: http://d49.org/meridianranch
Address: 10480 Rainbow Bridge Drive, Peyton CO, 80831
Phone: 719.494.2909

Woodmen Hills Elementary School: Dr. Kathy Pickering
Website: http://d49.org/woodmenhills
Address: 8308 Del Rio Road, Peyton CO, 80831
Phone: 719.495.5500

Falcon Middle School: Brian Smith
Website: http://d49.org/falconmiddle
Address: 9755 Towner Avenue, Peyton CO, 80831
Phone: 719.495.5232

Falcon High School: Cheryl DeGeorge
Website: http://d49.org/falconhigh
Address: 10255 Lambert Road, Peyton CO, 80831
Phone: 719.495.5522

EL PASO COUNTY SCHOOL DISTRICT 49

MONTHLY EXPENSE SUMMARY -GENERAL FUND: MULTI PROGRAM

DIRECT SPENDS BY SCHOOL LOCATION

October 31, 2017

			Reg. Instruct	SPED Instruct	All Oth Instruct	Extracurr	Support Services for Students	Support Services for Staff	School Admin	Oth Direct Spend	Total Direct Spend	Indirect Spend	Total	% Direct budget spent
			-	-	-	-	-	-	-	-	-			
Falcon Area Zone - Fully Loaded				1,202,062	711,539	545,697	779,001	156,731	182,122	3,342,109	15,284,218	4,841,408	20,125,626	
	Salaries	1	3,075,887	457,311	130,336	129,409	285,920	87,937	51,792	763,318	4,981,909	1,149,349	6,131,258	32.5%
	Benefits	2	951,755	160,916	40,101	41,927	92,806	25,666	18,321	233,559	1,565,052	343,124	1,908,175	33.2%
	17-18 cAct Personnel Costs		4,027,643	618,227	170,437	171,336	378,726	113,603	70,112	996,877	6,546,961	1,492,472	8,039,433	32.7%
FHS		per pupil	1,024.58	157.27	43.36	43.59	96.34	28.90	17.84	253.59	1,665.47	379.67	2,045.14	
FMS	Purch Svc-Prof	3	225	4,455	2,058	936	-	4,909	37,165	(206)	49,542	467,395	516,937	26.2%
FES	Purch Svc-Prop	4	4,489	-	265	-	-	-	-	233,952	238,707	32,223	270,930	47.1%
MRES	Purch Svc-Other	5	3,953	-	3,010	1,692	107	1,537	-	46,204	56,503	462,216	518,719	13.0%
WHES	Supplies	6	83,024	9,077	34,334	28,485	596	-	-	209,555	365,072	254,888	619,960	30.8%
	Equipment	7	18,374	-	-	57,864	-	-	-	4,958	81,196	17,761	98,957	53.4%
	Other	8	298	32	8,811	1,218	-	-	-	23,605	33,963	96,659	130,623	23.9%
FHS	Other	9	-	-	-	-	-	-	-	-	-	-	-	0.0%
FMS	Implementation Costs		110,363	13,564	48,479	90,195	703	6,446	37,165	518,067	824,982	1,331,143	2,156,125	31.6%
FES		per pupil	28.08	3.45	12.33	22.94	0.18	1.64	9.45	131.79	209.87	338.63	548.49	
MRES	pupil count	Total	4,138,006	631,791	218,916	261,531	379,429	120,049	107,277	1,514,944	7,371,943	2,823,615	10,195,558	32.5%
WHES	3,931.00 Student FTE /	per pupil	1,052.66	160.72	55.69	66.53	96.52	30.54	27.29	385.38	1,875.34	718.29	2,593.63	
	Salaries	1	9,182,821	1,389,581	706,191	444,782	878,494	158,148	165,043	2,406,901	15,331,961	3,796,888	19,128,849	
	Benefits	2	2,919,736	432,351	108,113	138,102	272,586	66,882	48,956	726,759	4,713,485	1,159,157	5,872,642	
	17-18 oBud Personnel Costs		12,102,557	1,821,931	814,304	582,885	1,151,080	225,030	213,999	3,133,660	20,045,446	4,956,045	25,001,492	
		per pupil	3,078.75	463.48	207.15	148.28	292.82	57.24	54.44	797.17	5,099.32	1,260.76	6,360.08	
	Purch Svc-Prof	3	2,800	-	12,000	22,850	-	40,950	20,100	90,150	188,850	1,197,216	1,386,066	
	Purch Svc-Prop	4	37,981	-	7,200	-	-	-	-	461,375	506,556	78,006	584,562	
	Purch Svc-Other	5	16,621	2,522	10,150	97,366	1,000	10,000	-	298,175	435,834	1,398,553	1,834,387	
	Supplies	6	279,925	6,200	66,950	76,886	5,800	800	-	748,800	1,185,362	630,907	1,816,269	
	Equipment	7	40,549	-	7,200	12,934	250	-	55,200	36,000	152,133	92,953	245,085	
	Other	8	22,530	3,200	12,650	14,308	300	-	100	88,893	141,981	(688,656)	(546,676)	
	Other	9	-	-	-	-	-	-	-	-	-	-	-	
	Implementation Costs		400,407	11,922	116,150	224,343	7,350	51,750	75,400	1,723,393	2,610,715	2,708,978	5,319,692	
		per pupil	101.86	3.03	29.55	57.07	1.87	13.16	19.18	438.41	664.14	689.13	1,353.27	
	pupil count	Total	12,502,964	1,833,853	930,454	807,228	1,158,430	276,780	289,399	4,857,053	22,656,161	7,665,023	30,321,184	
	3,931.00 Student FTE / spend per		3,180.61	466.51	236.70	205.35	294.69	70.41	73.62	1,235.58	5,763.46	1,949.89	7,713.35	
				6.0%	4,089.16				1,674.30		68.7%	budget in zone ctrl	direct spend bud=	75%

EL PASO COUNTY SCHOOL DISTRICT 49

MONTHLY EXPENSE SUMMARY -GENERAL FUND: MULTI PROGRAM

DIRECT SPENDS BY SCHOOL LOCATION

October 31, 2017

			Reg. Instruct	SPED Instruct	Oth Instruct	Extracurr	Preschool or Post-Secondary	Support Services for Students	Staff	Security	School Admin	Other Direct Spend	Total	% budget spent
			-	-	-	-	-	-	-	-	-	-	-	
30	**Falcon Innovation Zone**			1,202,062	296,305	545,697	415,233	779,001	156,731	1,730,466	182,122	1,611,640	15,284,218	
	Salaries	1	3,075,887	457,311	119,763	129,409	10,573	285,920	87,937	567,859	51,792	195,458	4,981,909	32%
	Benefits	2	951,755	160,916	37,367	41,927	2,734	92,806	25,666	158,133	18,321	75,426	1,565,052	33%
	17-18 cAct Personnel Costs		4,027,643	618,227	157,130	171,336	13,308	378,726	113,603	725,993	70,112	270,884	6,546,961	33%
FHS	per pupil		1,024.58	157.27	39.97	43.59	3.39	96.34	28.90	184.68	17.84	68.91	1,665.47	
	Purch Svc-Prof	3	225	4,455	-	936	2,058	-	4,909	203	37,165	(409)	49,542	26%
	Purch Svc-Prop	4	4,489	-	-	-	265	-	-	8,408	-	225,544	238,707	47%
	Purch Svc-Other	5	3,953	-	-	1,692	3,010	107	1,537	4,524	-	41,680	56,503	13%
	Supplies	6	83,024	9,077	-	28,485	34,334	596	-	11,065	-	198,490	365,072	31%
	Equipment	7	18,374	-	-	57,864	-	-	-	4,494	-	464	81,196	53%
	Other	8	298	32	-	1,218	8,811	-	-	7,251	-	16,353	33,963	24%
	Other	9	-	-	-	-	-	-	-	-	-	-	-	0%
FMS	Implementation Costs		110,363	13,564	-	90,195	48,479	703	6,446	35,946	37,165	482,122	824,982	32%
FES	per pupil		28.08	3.45	-	22.94	12.33	0.18	1.64	9.14	9.45	122.65	209.87	
MRES	pupil count	Total	4,138,006	631,791	157,130	261,531	61,786	379,429	120,049	761,938	107,277	753,006	7,371,943	33%
WHES	3,931.00 Student FTE /	per pupil	1,052.66	160.72	39.97	66.53	15.72	96.52	30.54	193.83	27.29	191.56	1,875.34	
	Salaries	1	9,182,821	1,389,581	341,322	444,782	364,869	878,494	158,148	1,746,946	165,043	659,955	15,331,961	
	Benefits	2	2,919,736	432,351	108,113	138,102	-	272,586	66,882	533,336	48,956	193,423	4,713,485	
	17-18 oBud Personnel Costs		12,102,557	1,821,931	449,435	582,885	364,869	1,151,080	225,030	2,280,282	213,999	853,378	20,045,446	
	per pupil		3,078.75	463.48	114.33	148.28	92.82	292.82	57.24	580.08	54.44	217.09	5,099.32	
	Purch Svc-Prof	3	2,800	-	-	22,850	12,000	-	40,950	40,300	20,100	49,850	188,850	
	Purch Svc-Prop	4	37,981	-	-	-	7,200	-	-	43,375	-	418,000	506,556	
	Purch Svc-Other	5	16,621	2,522	-	97,366	10,150	1,000	10,000	41,940	-	256,235	435,834	
	Supplies	6	279,925	6,200	-	76,886	66,950	5,800	800	39,450	-	709,350	1,185,362	
	Equipment	7	40,549	-	4,000	12,934	3,200	250	-	32,200	55,200	3,800	152,133	
	Other	8	22,530	3,200	-	14,308	12,650	300	-	14,860	100	74,033	141,981	
	Other	9	-	-	-	-	-	-	-	-	-	-	-	
	Implementation Costs		400,407	11,922	4,000	224,343	112,150	7,350	51,750	212,125	75,400	1,511,268	2,610,715	
	per pupil		101.86	3.03	1.02	57.07	28.53	1.87	13.16	53.96	19.18	384.45	664.14	
	pupil count	Total	12,502,964	1,833,853	453,435	807,228	477,019	1,158,430	276,780	2,492,407	289,399	2,364,646	22,656,161	
	3,931.00 Student FTE / spend per		3,180.61	466.51	115.35	205.35	121.35	294.69	70.41	634.04	73.62	601.54	5,763.46	
					4,089.16						1,674.30			

EL PASO COUNTY SCHOOL DISTRICT 49

MONTHLY EXPENSE SUMMARY -GENERAL FUND ZONES & GROUPS

EXPENSE SUMMARY GRID

number pattern: 17-18 cAct
17-18 oBud

30 Falcon Zone Location	Personnel Costs	Implementation Costs	Total
132-Falcon ES	572,064	52,419	624,483
	1,820,863	167,640	1,988,503
134-Meridian Rch ES	1,062,010	87,726	1,149,736
	3,123,482	261,250	3,384,732
137-Woodmen Hill ES	1,362,273	112,862	1,475,135
	3,989,514	275,195	4,264,709
220-Falcon MS	1,568,010	222,309	1,790,319
	4,653,072	503,050	5,156,122
310-Falcon HS	1,862,936	340,656	2,203,592
	6,043,882	1,130,130	7,174,012
530-Falcon Zone	119,669	9,010	128,678
	414,633	273,450	688,083
Total	6,546,961	824,982	7,371,943
	20,045,446	2,610,715	22,656,161 33%
0.0%	88%	10%	1,875 PPEx

31 Sand Creek Zone Location	Personnel Costs	Implementation Costs	Total
131-Evans ES	1,026,029	101,533	1,127,562
	2,898,555	235,630	3,134,185
135-Remington ES	1,018,068	107,347	1,125,415
	2,988,476	223,138	3,211,615
138-Springs Ranch ES	1,022,009	91,285	1,113,293
	3,466,102	227,459	3,693,560
225-Horizon MS	1,384,292	163,375	1,547,667
	4,287,269	391,944	4,679,213
315-Sand Creek HS	1,958,360	294,370	2,252,730
	6,251,739	896,145	7,147,884
531-Sand Creek Zone	177,696	164,303	341,999
	515,718	308,803	824,521
Total	6,586,454	922,213	7,508,666
	20,407,859	2,283,119	22,690,978 33%
0.0%	90%	9%	2,082 PPEx

32 POWER Zone Location	Personnel Costs	Implementation Costs	Total
136-Ridgeview ES	1,225,207	96,352	1,321,559
	3,869,790	274,060	4,143,850
139-Stetson ES	1,048,658	90,166	1,138,824
	3,187,821	221,066	3,408,887
140-Odyssey ES	1,151,261	67,470	1,218,731
	3,383,174	214,165	3,597,339
230-Skyview ES	1,792,211	157,530	1,949,740
	5,416,849	495,319	5,912,167
320-Vista Ridge HS	2,202,131	259,915	2,462,046
	6,552,539	959,551	7,512,091
532-POWER Zone	207,666	137,711	345,377
	646,304	218,363	864,667
Total	7,627,135	809,143	8,436,278
	23,056,476	2,382,524	25,439,000 33%
0.0%	91%	9%	1,993 PPEx

35 iConnect Zone Location	Personnel Costs	Implementation Costs	Total
510/511 - PLC	404,471	83,561	488,033
	1,084,015	343,546	1,427,561
464-SSAE	493,556	150,651	644,207
	1,858,748	648,441	2,507,188
340-PPEC	175,123	54,000	229,123
	547,542	468,123	1,015,664
525-FHP	170,782	42,103	212,885
	690,343	90,916	781,259
595-other	184,894	57,782	242,676
	330,997	(138,907)	192,090
522-iConnect Zone	325	1,617	1,942
	-	2,800	2,800
Total	1,429,152	389,713	1,818,866
	4,511,644	1,414,918	5,926,562 31%
0.0%	76%	24%	2,370 PPEx

Internal Svcs & Vendors Location	Personnel Costs	Implementation Costs	Total
36-Spec Services	1,919,045	1,538,821	3,457,866
	6,328,670	3,943,480	10,272,150 34%
39-Learn Services	790,585	589,122	1,379,707
	2,604,617	1,233,051	3,837,668 36%
38- Central Svcs	996,038	475,386	1,471,423
	3,018,382	(27,951)	2,990,432 49%
33-Info Tech.	22,627	1,505,185	1,527,812
	26,278	3,155,154	3,181,432 48%
34-Transportation	438,650	64,577	503,227
29%	1,952,002	296,368	2,248,370 22%
37-Facil & Maint	649,705	122,900	772,606
	2,064,676	142,569	2,207,245 35%
Total	4,816,649	4,295,992	9,112,641
	15,994,625	8,742,672	24,737,297
0.0%	65%	35%	

Total District Location	Personnel Costs	Implementation Costs	Total
Geo. School bud %	*91%*	*9%*	
Total Geo. ES	9,487,580	807,159	10,294,739
	28,727,777	2,099,603	30,827,380 33%
Total Geo. MS	4,744,513	543,214	5,287,727
	14,357,190	1,390,313	15,747,503 34%
Total Geo. HS	6,023,426	894,942	6,918,368
	18,848,160	2,985,826	21,833,986 32%
Total Zone Levels	505,355	312,641	817,996
	1,576,655	803,416	2,380,071 34%
iConnect Multi	1,428,827	388,096	1,816,924
	4,511,644	1,412,118	5,923,762 31%
Internal Svc & Vendor	4,816,649	4,295,992	9,112,641
	15,994,625	8,742,672	24,737,297 37%
Total	27,006,351	7,242,044	34,248,394
	84,016,050	17,433,948	101,449,998 33.76%
0.0%	82.82%	17.18%	

EL PASO COUNTY SCHOOL DISTRICT 49

MONTHLY EXPENSE SUMMARY -GENERAL FUND: MULTI PROGRAM

DIRECT SPENDS BY SCHOOL LOCATION

October 31, 2017

			Reg. Instruct	SPED Instruct	Oth Instruct	Extracurr	Preschool or Post-Secondary	Support Services for Students	Staff	Security	School Admin	Other Direct Spend	Total	% budget spent
			-	-	-	-	-	-	-	-	-	-	-	
310	Falcon High Consol.		2,325,734	275,592	19,261	492,551	298,072	255,627	209,499	334,855	109,175	650,054	4,970,420	
	Salaries	1	801,552	95,969	7,046	115,228	5,973	100,889	54,949	127,926	24,138	83,275	1,416,945	30%
	Benefits	2	251,707	31,352	1,578	36,463	1,775	31,664	16,744	35,169	8,408	31,131	445,991	32%
80,827	17-18 cAct Personnel Costs		1,053,259	127,321	8,624	151,691	7,748	132,553	71,694	163,094	32,546	114,406	1,862,936	31%
311	& Falcon High Voc Ed	per pupil	900.22	108.82	7.37	129.65	6.62	113.29	61.28	139.40	27.82	97.78	1,592.25	
	Purch Svc-Prof	3	-	4,455	-	936	2,058	-	4,909	-	34,952	(1,770)	45,540	40%
	Purch Svc-Prop	4	1,204	-	-	-	265	-	-	2,001	-	61,152	64,621	30%
	Purch Svc-Other	5	1,086	-	-	1,692	3,010	107	-	564	-	15,731	22,191	11%
	Supplies	6	23,849	3,128	-	22,986	30,343	316	-	-	-	82,143	162,766	35%
	Equipment	7	7,096	-	-	29,634	-	-	-	555	-	414	37,699	45%
	Other	8	-	32	-	1,176	4,170	-	-	1,750	-	711	7,840	18%
	Other	9	-	-	-	-	-	-	-	-	-	-	-	0%
28,348	Implementation Costs		33,234	7,615	-	56,425	39,846	423	4,909	4,871	34,952	158,381	340,656	30%
		per pupil	28.41	6.51	-	48.23	34.06	0.36	4.20	4.16	29.87	135.37	291.16	
109,175	pupil count	Total	1,086,493	134,936	8,624	208,115	47,595	132,976	76,603	167,965	67,498	272,787	2,203,592	31%
1,170.00	Student FTE /	per pupil	928.63	115.33	7.37	177.88	40.68	113.65	65.47	143.56	57.69	233.15	1,883.41	
			A	B	C	D	E	F	G	H	I	J		
	Salaries	1	2,503,673	305,048	21,120	377,923	256,216	291,414	187,883	365,691	87,688	266,188	4,662,845	
	Benefits	2	797,804	96,558	6,765	116,782	-	91,838	59,669	108,679	25,685	77,256	1,381,037	
	17-18 oBud Personnel Costs		3,301,477	401,606	27,885	494,705	256,216	383,253	247,552	474,370	113,373	343,444	6,043,882	
		per pupil	2,821.78	343.25	23.83	422.82	218.99	327.57	211.58	405.44	96.90	293.54	5,165.71	
	Purch Svc-Prof	3	-	-	-	22,850	11,700	-	38,550	-	8,100	33,050	114,250	
	Purch Svc-Prop	4	12,350	-	-	-	7,200	-	-	13,250	-	186,200	219,000	
	Purch Svc-Other	5	7,700	2,522	-	95,636	9,600	1,000	-	13,400	-	77,025	206,883	
	Supplies	6	73,700	3,200	-	64,079	50,200	3,800	-	1,000	-	266,500	462,479	
	Equipment	7	10,500	-	-	10,334	3,200	250	-	800	55,200	3,300	83,584	
	Other	8	6,500	3,200	-	13,063	7,550	300	-	-	-	13,321	43,934	
	Other	9	-	-	-	-	-	-	-	-	-	-	-	
	Implementation Costs		110,750	8,922	-	205,961	89,450	5,350	38,550	28,450	63,300	579,396	1,130,130	
		per pupil	94.66	7.63	-	176.04	76.45	4.57	32.95	24.32	54.10	495.21	965.92	
	pupil count	Total	3,412,227	410,528	27,885	700,667	345,666	388,603	286,102	502,820	176,673	922,841	7,174,012	
1,170.00	Student FTE / spend per		2,916.43	350.88	23.83	598.86	295.44	332.14	244.53	429.76	151.00	788.75	6,131.63	
					4,185.45						1,946.19			

EL PASO COUNTY SCHOOL DISTRICT 49

MONTHLY EXPENSE SUMMARY -GENERAL FUND: MULTI PROGRAM

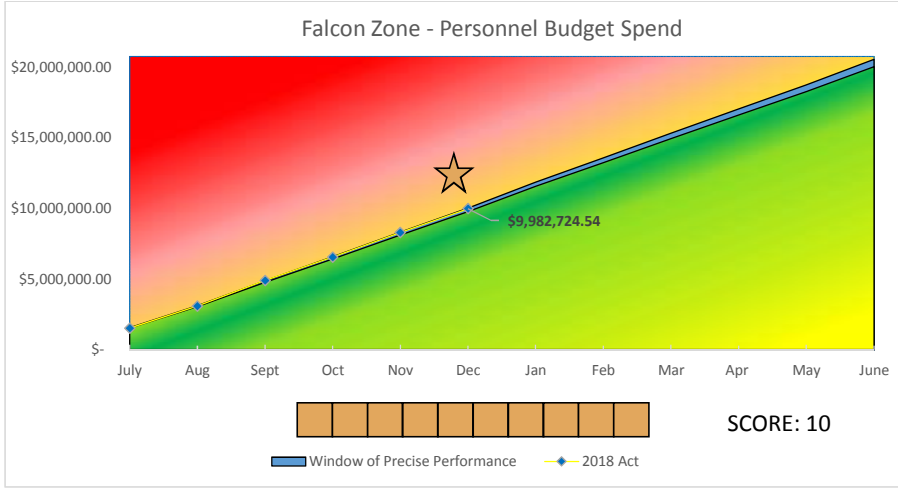
PERSONNEL COSTS BY SCHOOL LOCATION - TOTAL & PER PUPIL

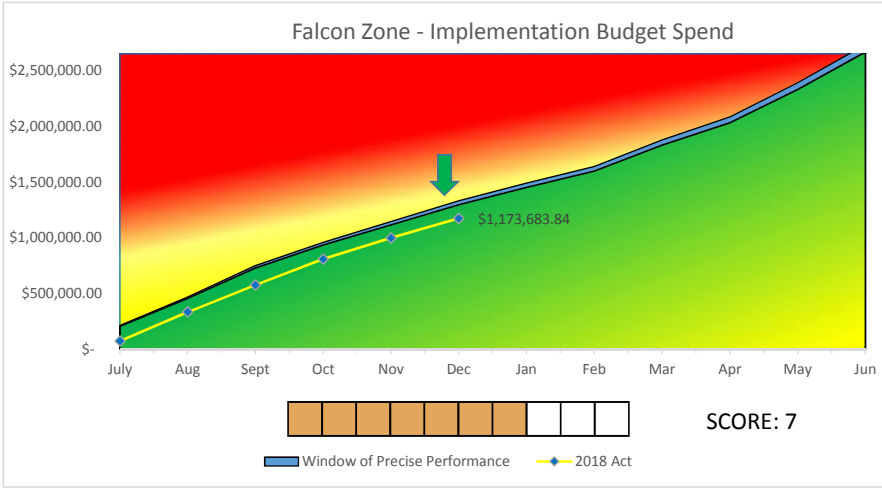
October 31, 2017

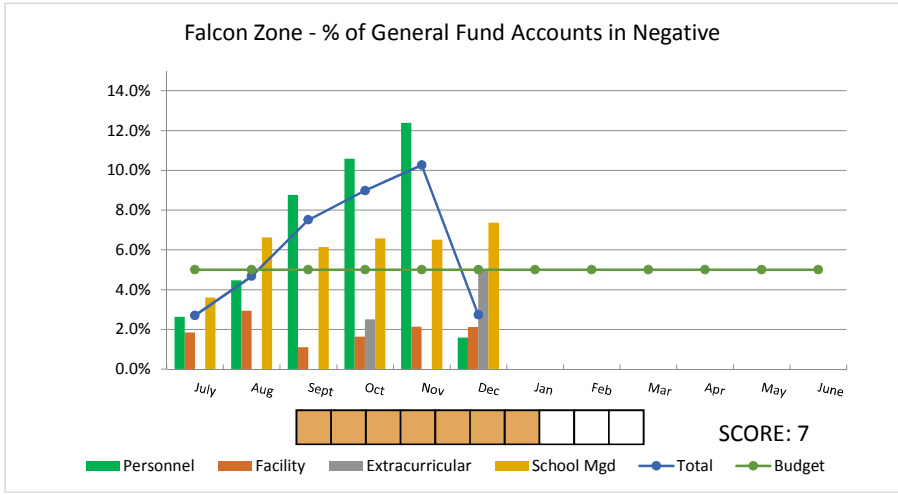
17-18 oBud

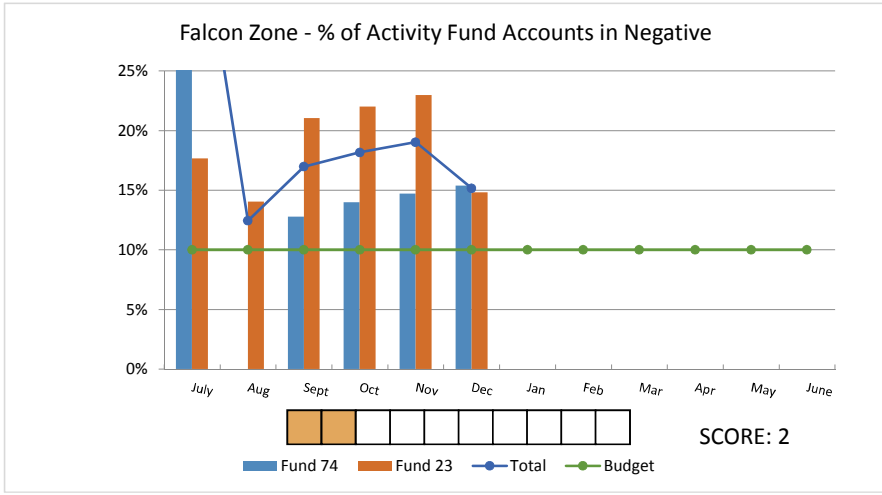
			SFTE	zone	Reg. Instruct	SPED Instruct	Oth Instruct	Extracurr	Preschool or Post-Secondary	Support Services for Students	Staff	Security	School Admin	Other Direct Spend	Total
132	Falcon Elementar	Personnel Costs	296.00	30	1,047,488	321,505	-	-	500	104,607	4,500	261,937	-	80,327	1,820,863
134	Meridian Ranch E	Personnel Costs	690.00	30	2,172,380	270,834	96,435	23,028	3,100	146,664	5,300	331,768	4,496	69,477	3,123,482
137	Woodmen Hills E	Personnel Costs	775.00	30	2,654,643	447,283	133,700	65,151	6,500	183,525	4,100	350,483	3,043	141,087	3,989,514
220	Falcon Middle Co	Personnel Costs	1,000.00	30	2,816,568	376,477	120,997	-	98,553	318,581	32,832	578,033	93,088	217,944	4,653,072
310	Falcon High Cons	Personnel Costs	1,170.00	30	3,301,477	401,606	27,885	494,705	256,216	383,253	247,552	474,370	113,373	343,444	6,043,882
530	Falcon Zone Leve	Personnel Costs	3,931.00	30	110,000	4,226	70,419	-	-	14,451	(69,255)	283,691	-	1,100	414,633
131	Evans Elementar	Personnel Costs	608.00	31	1,965,046	204,279	67,610	-	2,500	133,458	78,207	330,812	1,832	114,812	2,898,555
135	Remington Eleme	Personnel Costs	501.00	31	2,015,848	294,517	64,783	2,834	6,000	115,442	72,373	263,607	8,958	144,113	2,988,476
138	Springs Ranch El	Personnel Costs	517.00	31	2,057,070	689,986	82,264	33,991	1,400	120,766	73,244	261,418	9,553	136,411	3,466,102
225	Horizon Middle C	Personnel Costs	750.00	31	2,582,861	543,241	56,271	-	68,300	266,620	157,193	366,365	68,566	177,852	4,287,269
315	Sand Creek High	Personnel Costs	1,230.00	31	3,679,528	832,955	76,537	49,126	245,100	375,753	110,665	534,507	90,348	257,220	6,251,739
531	Sand Creek Zone	Personnel Costs	3,606.00	31	66,800	-	-	-	1,300	9,000	93,933	271,747	-	72,938	515,718
136	Ridgeview Eleme	Personnel Costs	735.00	32	2,416,416	548,084	119,219	38,468	1,500	151,858	99,390	347,963	6,867	140,024	3,869,790
139	Stetson Elementa	Personnel Costs	462.00	32	1,919,713	556,772	84,763	44,355	500	107,056	106,490	244,781	8,005	115,385	3,187,821
140	Odyssey Element	Personnel Costs	465.00	32	2,227,367	410,706	86,292	12,955	1,800	111,093	17,842	348,911	8,712	157,495	3,383,174
230	Skyview Middle C	Personnel Costs	1,065.00	32	3,388,355	702,314	129,837	-	66,800	315,789	20,702	485,698	68,564	238,790	5,416,849
320	Vista Ridge High	Personnel Costs	1,505.00	32	3,752,951	547,708	81,037	208,180	232,233	442,577	100,584	549,200	183,370	454,699	6,552,539
532	POWER Zone Le	Personnel Costs	4,232.00	32	13,950	-	-	-	-	-	84,568	474,455	-	73,331	646,304
464	Springs Studio for	Personnel Costs	485.00	35	262,312	162,449	642,711	-	-	231,501	59,839	293,201	-	206,734	1,858,748
522	iConnect Zone Le	Personnel Costs	767.50	35	(146)	-	-	-	-	-	-	331,143	-	-	330,997
525	Falcon Homesch	Personnel Costs	117.50	35	-	-	577,823	-	-	13,857	-	86,652	-	12,010	690,343
330	Patriot High Scho	Personnel Costs	-	35	634,526	19,729	73,521	53,977	-	109,993	22,123	11,569	27,867	130,710	1,084,015
540	Other Programs:	Personnel Costs	12,686.50	35	-	-	-	-	-	-	-	-	-	-	-
340	Pikes Peak Early	Personnel Costs	165.00	35	194,415	-	50,336	-	-	106,280	-	196,510	-	-	547,542
132	Falcon Elementar	PersCost / sFTE	296.00	30	3,538.81	1,086.16	-	-	1.69	353.40	15.20	884.92	-	271.37	6,151.56
134	Meridian Ranch E	PersCost / sFTE	690.00	30	3,148.38	392.51	139.76	33.37	4.49	212.56	7.68	480.82	6.52	100.69	4,526.79
137	Woodmen Hills E	PersCost / sFTE	775.00	30	3,425.35	577.14	172.52	84.07	8.39	236.81	5.29	452.24	3.93	182.05	5,147.76
220	Falcon Middle Co	PersCost / sFTE	1,000.00	30	2,816.57	376.48	121.00	-	98.55	318.58	32.83	578.03	93.09	217.94	4,653.07
310	Falcon High Cons	PersCost / sFTE	1,170.00	30	2,821.78	343.25	23.83	422.82	218.99	327.57	211.58	405.44	96.90	293.54	5,165.71
530	Falcon Zone Leve	PersCost / sFTE	3,931.00	30	27.98	1.08	17.91	-	-	3.68	(17.62)	72.17	-	0.28	105.48
131	Evans Elementar	PersCost / sFTE	608.00	31	3,231.98	335.98	111.20	-	4.11	219.50	128.63	544.10	3.01	188.84	4,767.36
135	Remington Eleme	PersCost / sFTE	501.00	31	4,023.65	587.86	129.31	5.66	11.98	230.42	144.46	526.16	17.88	287.65	5,965.02
138	Springs Ranch El	PersCost / sFTE	517.00	31	3,978.86	1,334.60	159.12	65.75	2.71	233.59	141.67	505.64	18.48	263.85	6,704.26
225	Horizon Middle C	PersCost / sFTE	750.00	31	3,443.81	724.32	75.03	-	91.07	355.49	209.59	488.49	91.42	237.14	5,716.36
315	Sand Creek High	PersCost / sFTE	1,230.00	31	2,991.49	677.20	62.23	39.94	199.27	305.49	89.97	434.56	73.45	209.12	5,082.71
531	Sand Creek Zone	PersCost / sFTE	3,606.00	31	18.52	-	-	-	0.36	2.50	26.05	75.36	-	20.23	143.02
136	Ridgeview Eleme	PersCost / sFTE	735.00	32	3,287.64	745.69	162.20	52.34	2.04	206.61	135.22	473.42	9.34	190.51	5,265.02
139	Stetson Elementa	PersCost / sFTE	462.00	32	4,155.22	1,205.13	183.47	96.01	1.08	231.72	230.50	529.83	17.33	249.75	6,900.04
140	Odyssey Element	PersCost / sFTE	465.00	32	4,790.04	883.24	185.57	27.86	3.87	238.91	38.37	750.35	18.74	338.70	7,275.64
230	Skyview Middle C	PersCost / sFTE	1,065.00	32	3,181.55	659.45	121.91	-	62.72	296.52	19.44	456.05	64.38	224.22	5,086.24
320	Vista Ridge High	PersCost / sFTE	1,505.00	32	2,493.66	363.93	53.85	138.33	154.31	294.07	66.83	364.92	121.84	302.13	4,353.85
532	POWER Zone Le	PersCost / sFTE	4,232.00	32	3.30	-	-	-	-	-	19.98	112.11	-	17.33	152.72
464	Springs Studio for	PersCost / sFTE	485.00	35	540.85	334.95	1,325.18	-	-	477.32	123.38	604.54	-	426.26	3,832.47
522	iConnect Zone Le	PersCost / sFTE	767.50	35	(0.19)	-	-	-	-	-	-	431.46	-	-	431.27
525	Falcon Homesch	PersCost / sFTE	117.50	35	-	-	4,917.65	-	-	117.93	-	737.47	-	102.21	5,875.26
330	Patriot High Scho	PersCost / sFTE	-	35	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
540	Other Programs:	PersCost / sFTE	12,686.50	35	-	-	-	-	-	-	-	-	-	-	-
340	Pikes Peak Early	PersCost / sFTE	165.00	35	1,178.27	-	305.07	-	-	644.12	-	1,190.97	-	-	3,318.43

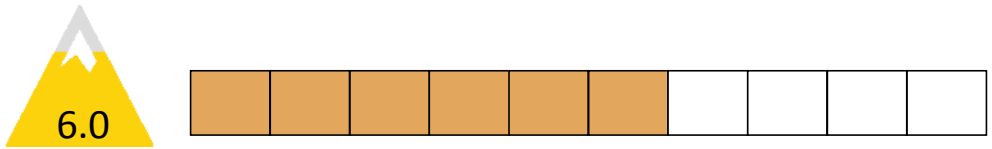
Falcon Zone Finance Scorecard





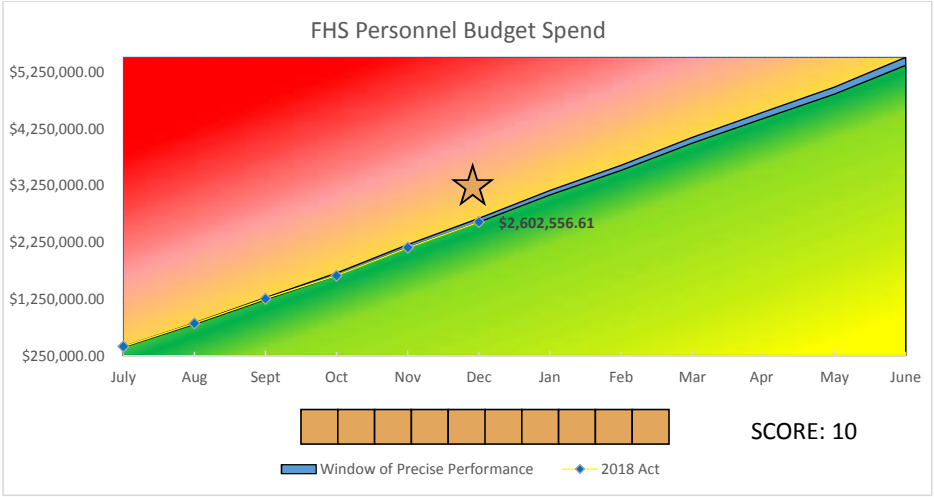


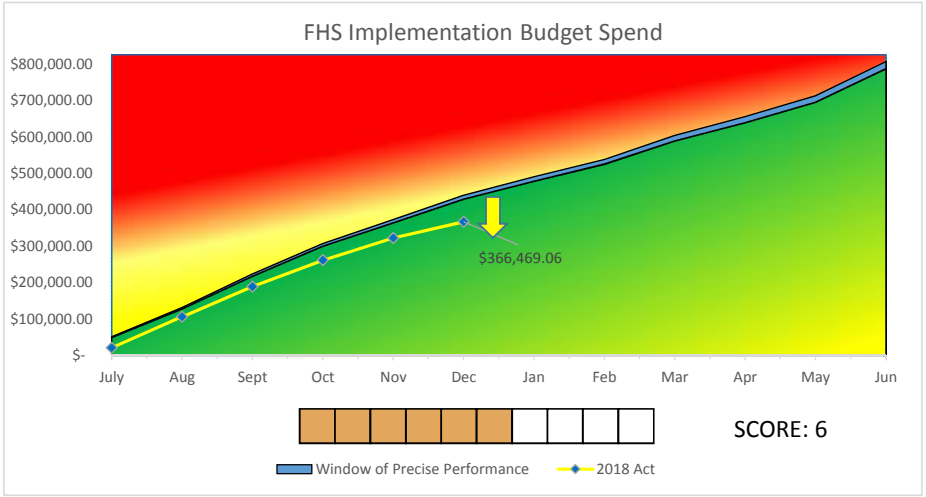


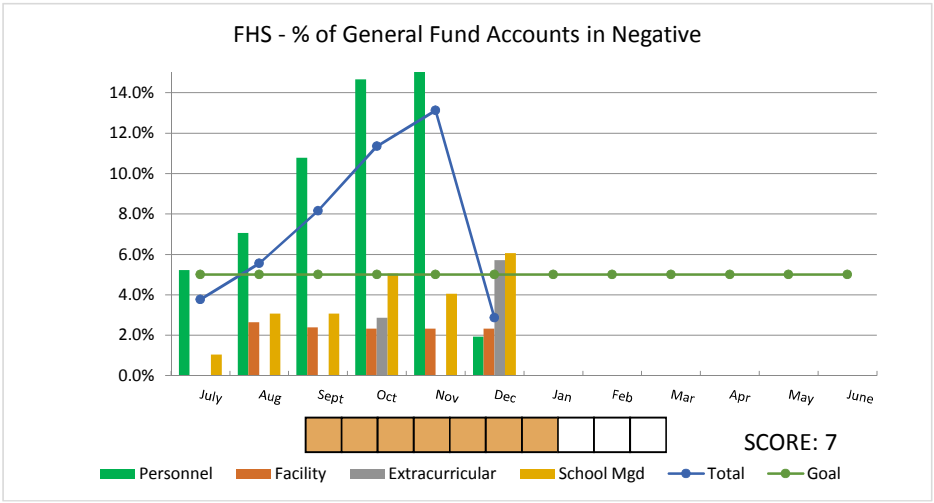


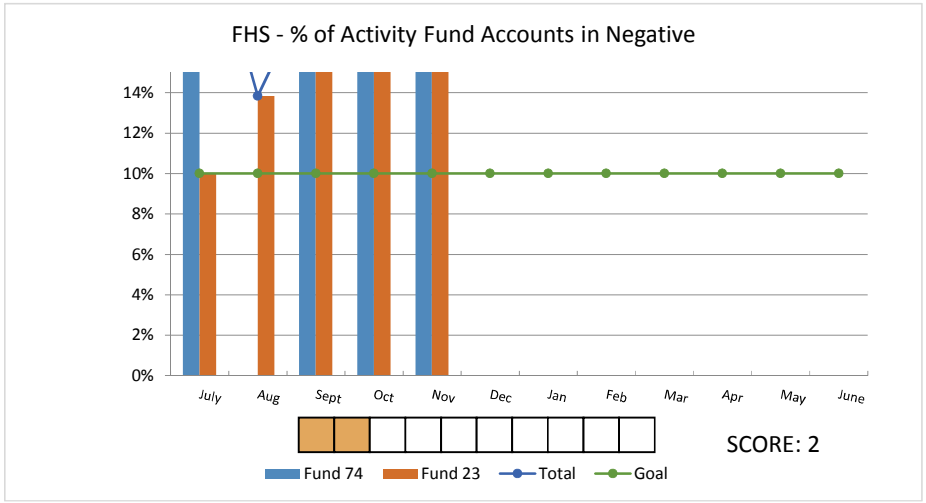
The Best Choice to Learn, Work and Lead

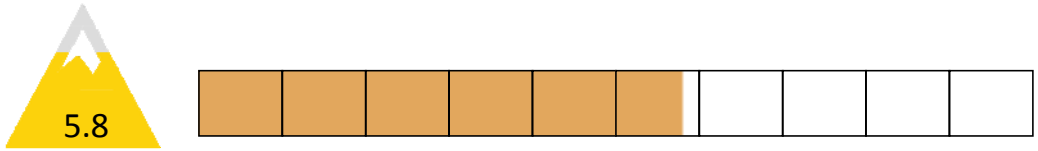
Falcon High School
Finance Scorecard











The Best Choice to Learn, Work and Lead