District Accountability Committee Meeting Agenda

October 21, 2025, 5:30-8:00 pm
Jeffco Public Schools Ed. Center, Room 4E
1829 Denver West Drive, Bldg. 27, Golden, CO 80401
(take elevators to the 4th floor)

Information/ Action	**Welcome and Approval of Agenda and Minutes** (5:30-5:35) Therese will welcome members and guests and determine a quorum. ***A quorum of at least half of the current membership and at least one DAC officer must be present to conduct DAC business requiring a vote. *** Members will approve the agenda for the evening and the September meeting minutes. **Materials:** Agenda and September minutes	5 min	**Therese Rednor**, DAC Chair
Information/ Action	**Charter School Renewals Review/Recommendations** (5:35-6:05) **Materials**: Charter School Renewal Applications, Presentation	30 min	**Evie Hudak**, Acting Chair, DAC Charter School Subcommittee
Information	**DUIP Update/Recap (6:05-6:15)** **Materials**:	10 min	**Hannah Hoong**, DAC DUIP Subcommittee Chair
Information/ Action	**SAC Survey Discussion** (6:15-6:30) **Materials:** SAC survey presentation	15 min	**Therese Rednor**
	BREAK (6:30-6:40)	10 min	
Discussion	**SAC Share Out** (6:40-7:10)	30 min	**Carsten Engbretsen**, AAR Chair

Information	**Budget Engagement Information (**7:10-7:25) **Materials**: Budget Info Sheet	15 min	**Trace Faust,** District Facilitator **Crystal Marine,** DAC Budget Subcommittee Chair
Information	**Safety & Security Update** (7:25-7:45) SRO Update Questions/Feedback	20 min	**Tara Peña,** DAC District Liaison **Trace Faust**
Information	**Open Announcements & Adjournment** (7:45-8:00) Board member comments (if present) Board Candidates (link to candidate webpage) Submit your questions by scanning the QR Code below. Remember, you always have a resource through the DAC website.	15 min	**Therese Rednor**

Jeffco Public Schools
District Accountability Committee
DRAFT Meeting Minutes – September, 2025

Attendees: ~~Strikethrough~~ means did not attend.

At Large Member - VACANT	~~Corky Guy~~	~~Erin Norton~~	~~Jessica Gregg~~	**Laura Grims**	Columbine AAR - VACANT
~~Amanda Bryan~~	Standley Lake AAR - VACANT	At Large Member - VACANT	**Julia Morgan**	Bear Creek AAR - VACANT	**Therese Rednor**
Amanda Gomez	**Crystal Marine**	**Evie Hudak**	Conifer AAR - VACANT	~~Leslie Dennis~~	Charter School AAR - VACANT
Annie Contractor	**David Alex**	**Giselle Arroyo**	**Karena Hamm**	~~Lucia Severtson~~	
~~Aubrey Allmond~~	**Dawn Fritz**	**Greg Aigner**	**Kate Otto**	**Matthew Noll**	
~~Austin Long~~	JCEA HS Rep - VACANT	**Hannah Hoong**	**Katie Koivisto**	**Michele DeAndrea-Austin**	
~~Brisneida Barrueta~~	~~Diego Rodriguez~~	~~Jaclyn Uttley~~	Option Schools AAR - VACANT	**Michelle Kuenzler**	
Caitlin Fitzpatrick	**Elizabeth Armstong**	**Jeanine Baird**	**Kaylie Weese**	**Monica Keegan**	
~~Carsten Engebretsen~~	**Emily Lubkert**	**Jeff Baucum**	**Kim Bierbrauer**	~~Rob Applegate~~	
~~Cheryl Secorski~~	**Eric Koch**	Ralston Valley AAR - VACANT	~~Kristina Stuber~~	**Sara Kuntzler**	

Materials for September 2025:

- Agenda for the September 16 meeting
- DAC 2025-2026 Monthly Meeting Agenda
- DAC End of Year Report 2024-25
- DAC DUIP Presentation
- 2025-26 DUIP Infographic
- 2024-25 DUIP Target Outcomes
- Jeffco Policy KB_Family School Community Partnership

Guests:

- 3 guests in attendance

Minutes By Agenda Topic:

1. **Topic: Welcome and Approval of Agenda (5:30-5:40)**

   Materials: Agenda for the September 16 meeting

   Notes:

   Outputs/Outcomes:

2. **Topic: Year-end review and Look Ahead (5:35-5:55)**

   Materials:

- DAC 2025-2026 Monthly Meeting Agenda
- DAC End of Year Report 2024-25

Notes:

- Themes for the year:
  - "Radical Transparency"
  - Meeting our legal obligations

Outputs/Outcomes: None

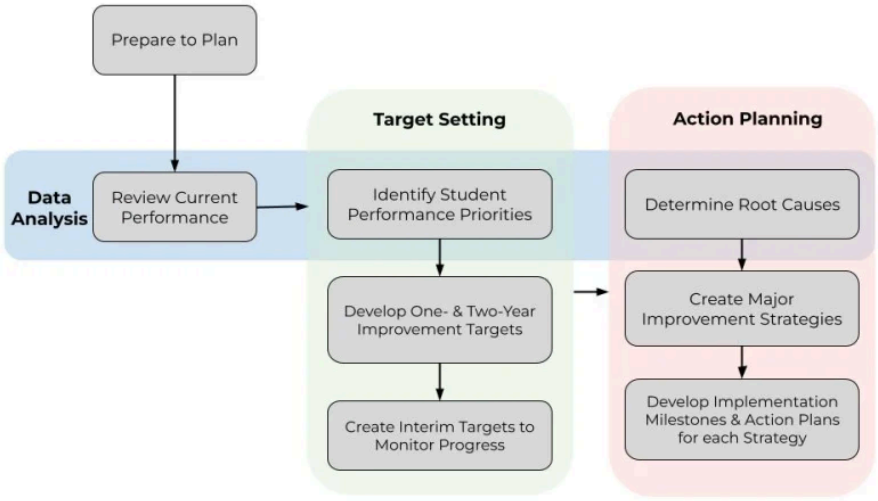
3. **Topic: DUIP Review (5:55-6:30)**

Materials:

- DAC DUIP Presentation
- 2025-26 DUIP Infographic
- 2024-25 DUIP Target Outcomes

Notes:

- Review
  - State requirement
  - Process:



  - Timing is strange: CDE deadline for district approval - Oct 15. Before this:
    - Collect useful data (late school year) - data available to district in July
    - Create the plan (May)
    - Board approval (early Fall)
    - SAC has to look at it
  - Expectation: schools align to District UIP
    - Instructional Excellence
    - Culture of Safety and Belonging
    - Major improvement strategies - not an expectation for every item to be in every school's plan - instead, treat it like a menu of options

    - 2 year cycle: set goals, but make adjustments for second year. In year 3, total revamp
        - Want to see real investment in the work of improvement
        - Feedback: this 2-year structure isn't resonating with principals and SACs - instead, the feeling is, "Update! Update! Update!" we never get to year 2. Pressure to reset every year.
- 24-25 Outcomes
    - CMAS growth data - mostly at or above 50th %tile, but 5th grade, @48 in Math, and 6th, 7th, 8th grade below 50th %tile in English Language Arts
    - 55th %tile is for every student group in every subject
    - Additionally, 5% achievement growth over 2 years
    - DAC subcommittee discussed: why hasn't the plan changed that much?
        - *A: because we look at the data all year.*
        - Then, why even look at the data?
        - *A: Because, the data affirms what we were seeing in the local data*
- Discussion/Next Steps
    - Q: Consistently, some subgroups are not growing - ELLs, FRL eligible…how are we thinking about that and pushing for growth across these groups?
        - A: *make sure not to compare ELLs against un-like students.*
        - *A: Hearing from leadership cabinet: shore up core instruction for all students so there will be fewer students who need instruction outside the core. Took a few years to get the core in place. Now, we can work on tier 2, tier 3 interventions.*
    - Q: To what extent can we compare CMAS results to national tests? Does this help us understand something?
        - *A: national data comes from a sample, not a census. So, it doesn't give us any info locally because it doesn't give us enough data. In Jeffco, it's only a teeny portion of our population. It's valuable at the state level, but not really at the district level*
    - Q: What surprised you on the data?
        - *A: Math results were happy returns on investment. Disappointing: middle school lag.*
    - Q: How does this look for option and charter schools?
        - *A: Option schools follow our plan, but also have very specific missions, so their UIP will be tailored to their missions. Charters are not bound by the DUIP. We support them, but they go their own direction.*
        - Q: Do you get data from charters?
            - *A: Yes, some. DIBELS*
            - *A: charters have access to student and other surveys, if they want to use it.*
    - Q: What data do you use to show growth from earlier grades to grade 4? Concern: comparing this year's 5th graders with last year's 5th graders, so it's not a legitimate measure
        - *A: academic growth is normed, - some of the data is a cohort match, so yes, it IS apples to apples*

        - *A: have supplemental tests to give growth indicators for each grade level*
        - *A: trying to maintain high performance, no matter who walks in the door (looking at 3rd grade each year, different cohorts, for example) in addition to consistency for each cohort, not seeing a drop off*
    - Q: Why do we only set CMAS goals, and don't have MAP goals?
        - *A: Map data is reported.*
        - *A: The goal of the DUIP - which is A PLAN - subcommittee isn't to see CMAS improve - it's to identify actions for ADULTS to take that will lead to student outcomes. So, the action plans are focused on adults.*
    - Q: Where is the safety and belonging data, which substantiates 50% of the goals?
        - *A: it's new to us, we're working on it*
- Next steps:
    - DUIP subcommittee meeting on Sept 24
    - Board presentation in early Oct
    - Submit to state mid-Oct

Outputs/Outcomes:

Vote regarding recommending this policy change to the Board of Education:

- 25 yes
- 4 no
- 1 abstention

4. **Tactical Command Update about the Evergreen Shooting**

Materials:

Notes:

- Gratitude to DAC for leadership as representatives on DAC
- Tactical approaches:
    - Incident command
        - Law enforcement
        - First responders
        - Emergency management
            - Good understanding of what's happening at the school site and the reunification site
        - Notes/Learnings:
            - Staff had to leave vehicles behind
                - Set up an account for staff to access Uber to get to appointments, get to resources, get cell phones through Verizon
                - Chromebook distribution
                - Comms was via text or email - needed immediate access to tech to receive updates
            - Opened up support site in both mountain community and Columbine community
                - Community circles held with students and staff to gather input about what return to learning looks like
                    - Two different convos: return to building, return to learning
    - Table top sessions to plan for the unthinkable
        - Operations
        - Logistics
            - Water
            - Snacks
        - Planning
            - What does recovery look like?
                - Working with national experts to move the community forward.
                - Thankfully, a lot of support offered from a national level

- Judicial services - supports any student with judicial involvement
- Tara provided Spanish interpretation, no one else could
- Financial planning - community partners, families, folks across the country wanting to make donations
    - I.e., 500 blankets
    - Who's the fiduciary partner/fiscal agent?
        - Colorado Healing Fund - receiving dollars, serving as passthrough
        - Evergreen Legacy Fund Foundation + Evergreen PTA
- Communications:
    - From moment of lockdown activation up until a communication
    - Accurate, clear, consistent info - no speculation
        - Feedback received: sounds like media was reporting info before school district

■ Example: reunification of students with families

Outputs/Outcomes:

Comments: worker from mountain school:

- Concerns about schools not being locked down - this is a flaw in the district plan
    - *Response: anyone in a school can call a school lockdown. As you can imagine, all the resources were being deployed to one site, so it's the right decision to leave it up to leaders of adjacent schools to make this call.*
    - *There will always be lessons learned, also - appreciate feedback.*
- Frequent question received: why wasn't there an SRO in sight?
    - *Response: The assigned one was there that morning, had left the site for patrols, and returned within 2 minutes. Assigned officer was doing rounds - checking on other schools that do not have SROs*
- PTA - PTSO - felt a gap in communication from this org
    - *Invited to community circle on 9/16*

5. **FSCP Review Policy KB & Updates (6:30-6:45)**

Materials:

- Jeffco Policy KB_Family School Community Partnership
- Proposed updates: Policy KB - FSCP - proposed update 2025.pdf

Notes:

- Reason for change:
    - Supposed to update every year, but last update was 1999
    - Last year, national standards substantially changed the 6 standards

Discussion:

- Point 4: concern about the revised language diminishing families as being their own best advocates
    - *Response: we are making a shift from language that says something about what families will or will not do, to what the schools will or will not do. Shifting the language about what we can control*

Outputs/Outcomes:

6. **Topic: Budget discussion (6:55-7:40)**

Materials:

- Budget Reduction Blueprint: https://www.jeffcopublicschools.org/about/initiatives/budget-reduction-blueprint

- Google form: what more information do you need in order to meaningfully engage in the budget reduction conversation? - https://docs.google.com/forms/d/e/1FAIpQLSdfLqB7dNcgbyILChjl30wTbyBNdufzUXb1HWUImA1PrxThQg/viewform

Notes:

- With no changes made, will face a structural deficit by next school year (26-27)
- Crystal represents the DAC on the Budget Alliance
- To make the budget work next year, need to make $45M in budget cuts and find $15 M in new revenue
- Key Components: of community engagement
    - Workgroups
    - Engagement Opp 1:
        - Budget Survey - District created, was going to come through the budget labs
        - Budget Survey Preview
        - Role for DAC/SAC: attend, publicize, bring insights back
        - SAC budget survey:consistent priorities over past several years:
            - Compensation
            - Mental Health
            - Materials
            - PROPOSAL: SAC survey will focus on DUIP and FSCP this year, will go back to collecting Budget input next year, be on an every 2 year cycle
    - Budget Labs - was the key piece for how to gather public input, now this is changing.
    - Pivot: DAC will be the primary group to do this

Discussion:

- Where does the $60M number come from?
    - Response: the $60M is the strategy to get to a good place, the actual bare bones amount is $39M
- District's receptiveness regarding Input on budget is different now. What made sense before the shooting doesn't now.
- Comment: past recommendations are irrelevant now. How are we supposed to get this input from schools and bring it to the board?
- If you wanted to change the SAC survey fundamentally, FSCP was recommending it stay the same and go out by Halloween to get more input. Changes to the survey would be very time crunched.
- Proposal:
    - Work alongside the district with the budget survey INSTEAD of the SAC survey. The budget survey will collect granular input
- Prompts:
    - What is DAC's role regarding the budget survey
    - What opportunities and channels should the district lean into and consider for community feedback?
- As we go into discussion, is the timeline staying how it was presented in the August board meeting, or has it been changed? With that timeline in mind, what information is actually helpful, so we can target feedback that the district can actually use?
    - *Response: Division leaders like Tara are already thinking about how to find cost savings*
        - *Example: contracted services for language translation and interpretation - some staff capacity is reducing the need for contracted services (not a firm decision, just an example of thinking about preliminary opportunities to cost savings)*
        - *Affirmation: this is not performative engagement.*
        - *Right now, just socializing thinking as a cabinet - no decisions made*
        - *Chiefs (of divisions) have been given goals for reductions*
    - *Tension about useful feedback*
        - *Could make an ask of the superintendent for a way we can make an ask. We need to ask for the opportunities that we see*
            - *Should DAC have its own survey data collection?*

- Alliance: 40 members - who is actually represented? - DAC isn't actually very representative of schools. A piece of advise would be how to engage the missing folks
    - *Response: that's a good question, bring it (to whom?)*
        - *Anytime you see representation, there are tiers of representation*
            - *Think about school superintendents, administrators*
            - *DAC has a role to push for more parent representation*
        - *But, it's hard to get people to show up.*
        - *Community partners*
        - *SAC parents*
        - *SAC staff*
        - *Principals*
        - *Department leaders (SPED, ECE, tech, Facilities)*
        - *Board committee reps - fin oversight, TDPAC, DAC (1 more)*
        - *Union reps*
        - *Prior to current events, an engagement structure for principals to lead their SACs to make recommendations that are specific to the site of the school, to guide prioritization for the school*
            - *Comm superintendents leaning in to supplement if not strong SACs*
- PTA members: 4000 confirmed - it is available as an avenue to send a blast
- Recap: if we are trying to get input, how can that advice best get to the right place? Through the subcommittee?
    - *Principals are being engaged in a very formal way - so send it through them*
    - *Also, leverage the DAC - since you have the board's ear as an advisory committee to them*
        - *The Board liaison*

Outputs/Outcomes:

7. **Topic: FSCP Subcommittee - SAC Kickoff Debrief (7:40- 8:05)**

Materials:

Notes:

- Survey to come for feedback on the SAC kickoff

Outputs/Outcomes:

8. **Topic: DAC Drive (8:05-8:15)**

Materials:

Notes:

- Instructions for access in the next week

Outputs/Outcomes:

Jeffco Public Schools
District Accountability Committee

2025 Charter Renewal Applications Input Form

TO: Board Members, Jeffco Public Schools
CC: Superintendent Tracy Dorland
Date:

Background

- As stated in Jeffco Board Policy Governance Process-07, one purpose of the District Accountability Committee (DAC) is to "provide input on charter renewal applications consistent with C.R.S. 22-30.5-110(3)(a)-(d) directly to the Board of Education and Superintendent."
- The following document summarizes the DAC's input on each charter renewal application submitted for Board consideration based on statutory requirements and the charter renewal application.
- The DAC is asked to keep the scope of their review to the contents of each charter school's submitted application, including the application narrative, Financial Performance Framework, and School Performance Framework.

Addenbrooke Classical Academy Charter Network		
	Strengths	**Areas of Opportunity**
SECTION I. Academic performance and educational program	• 100% graduation rate. • Concurrent enrollment with Red Rocks Community College. • Curriculum extras like music and Latin. • Good articulation from "grammar school" to high school. • Board has clarity about curriculum.	• Improving rates of gifted students to above 50% at Exceeds level. • Improving achievement of minority students. • Decreasing teacher turnover, especially in Math. • Improving Math achievement and transition from Saxon Math.
SECTION II. Organizational health	• Professional, diverse, and engaged board with clear goals. • Stable, mission-aligned leadership team with internal pipelines. • Strong parent and community engagement. • Good induction program and pathway to licensure. • Data-driven decision-making and continuous improvement.	• Increasing number of licensed teachers. • Continuing to formalize succession planning at all leadership levels. • Expanding outreach and communication to the broader community. • Further codifying HR procedures for future stability.
SECTION III. Financial	• About 1000 students and enrollment continues to grow.	• Further codifying finance procedures for future stability.

Addenbrooke Classical Academy Charter Network		
performance	• Healthy cash balance, reserves, and bond-restricted funds. • Budget committee meets monthly and is able to stay up-to-date. • Budgeting procedures include long-term projections.	

Recommendation	
Based on the above review, what does the District Accountability Committee recommend?	Renewal

Jeffco Public Schools
District Accountability Committee

Compass Montessori - Wheat Ridge		
	Strengths	**Areas of Opportunity**
SECTION I. Academic performance and educational program	• Strong, long-term leadership team with succession plan. • Small student-teacher ratios. • Good alignment with Montessori pedagogy. • Hired math interventionist to help bridge the gap between Montessori program and district requirements.	• Reducing high rates of opt-outs on CMAS, especially among gifted students. • Improving alignment of Montessori program with standardized testing requirements, especially in Math. • Improving achievement of students with disabilities.
SECTION II. Organizational health	• Clear governance and leadership structure; consistent board with succession plan. • Effective teacher training. • Strong stakeholder engagement and positive climate. • Transparent policies for enrollment, equity, conflict resolution, and continuous improvement. • Data-driven decision-making.	• Addressing salary competitiveness and space constraints. • Maintaining focus on diversity, equity, and inclusion practices. • Sustaining and deepening professional learning and coaching systems. • Preparing to draw in new talent as teaching staff ages.
SECTION III. Financial performance	• Stable financially – no debt, no bonds, no loans. • Healthy reserve for a school with only 288 students. • Fiscally conservative practices.	• Reducing heavy dependence on PPR for revenue. • Lowering student fees and "tuition." • Increasing capital reserves for any capital improvements that become necessary.

Recommendation	
Based on the above review, what does the District Accountability Committee recommend?	Renewal

Jeffco Public Schools
District Accountability Committee

New America School - Lakewood		
	Strengths	**Areas of Opportunity**
SECTION I. Academic performance and educational program	• Good academic growth. • Few discipline problems; use of restorative and trauma-informed practices. • Hiring a behavioral interventionist to support students' needs. • Relationship with community programs for college preparation. • Use of ICAPs. • Good language support for students.	• Improving attendance rate. • Reducing truancy rate. • Making postsecondary readiness program more coherent. • Improving implementation of standards, supports, and interventions. • Tracking real-time data more effectively.
SECTION II. Organizational health	• Strong culture of support for their specific population. • Mission-driven governance and leadership; new principal who is experienced with this population. • Comprehensive evaluation and professional development. • Strong degree of collaboration and staff recognition.	• Strengthening enrollment strategies. • Deepening board training. • Relying more on using data for decision-making. • Strengthening community engagement. • Focusing on staff retention and professional growth.
SECTION III. Financial performance	• No debt, loans, or bonds. • Making space available for community use. • Awareness of their lean budget, with new financial policy. • Providing sign-on bonuses to attract teachers.	• Reducing dependence on grant funding. • Balancing the budget in the future if enrollment continues to decline. • Increasing enrollment by at least 1-3 students per year for fiscal survival. • Considering whether it is fiscally viable to continue giving bonuses.

Recommendation	
Based on the above review, what does the District Accountability Committee recommend?	Renewal

If recommendation is non-renewal, please select at least one area of concern and provide additional information in the notes section: Material violation of the charter contract Failure to meet or make adequate progress toward achievement Failure to meet generally accepted standards of fiscal management Violation of law
Additional notes •

Appendix

Colorado Revised Statutes
Title 22. Education § 22-30.5-110. Charter schools--term--renewal of charter--grounds for nonrenewal or revocation

(3) A charter may be revoked or not renewed by the chartering local board of education if it determines that the charter school did any of the following:

(a) Committed a material violation of any of the conditions, standards, or procedures set forth in the charter contract;

(b) Failed to meet or make adequate progress toward achievement of the goals, objectives, content standards, pupil performance standards, targets for the measures used to determine the levels of attainment of the performance indicators, applicable federal requirements, or other terms identified in the charter contract;

(c) Failed to meet generally accepted standards of fiscal management; or

(d) Violated any provision of law from which the charter school was not specifically exempted.

Proposed Jeffco School Accountability Committee SAC Survey 2025 – 2026

The School Accountability Committee (SAC) is a state-mandated committee that allows school community members to be involved in educational improvement at a school. It is through the cooperative efforts of parents, teachers, staff, administrators, students, and community members that foundations for school improvement are built.

Jeffco requires each school to have an active SAC. The SAC serves in an advisory capacity to the school Principal on a variety of topics including, but not limited to:

School and District Budget

Unified Improvement Plan (UIP)

Family Engagement

School and District Policy

The purpose of this survey is to gather feedback from every SAC in Jeffco to advise the District Accountability Committee (DAC), Board of Education, and Jeffco district staff with informed recommendations to support the education and growth of Jeffco students. For our Charter and Option schools, please answer questions to the best of your ability.

The survey should take approximately 30 minutes to complete and should be completed by the SAC Chair and at least one other member of the SAC. The survey closes on December 5, 2025,

Responses will be used in aggregate to create trend data that will be reported to the Board of Education early in 2026. We appreciate all that you do to ensure a positive experience for all Jeffco students.

Survey General Information

Name and Contact information of SAC Chair

Names of other SAC Member(s) completing this survey

School Name (drop down)

Articulation Area (drop down)

Level (Elementary, Middle, High, Multi-Level) (drop down)

1. Has your SAC had contact with the articulation area representative (AAR) from the District Accountability Committee (DAC) this year? If so, in what way?
2. Did someone from your SAC attend the SAC Kickoff at Arvada High School on Aug. 26, 2025? If so, who?
3. How many active members on average attend your SAC meetings?
    a. 1-5
    b. 6-10
    c. 11-15
    d. 20+
4. How often does your SAC meet?
    a. Monthly
    b. Bi-monthly
    c. Quarterly
    d. Once a semester
    e. Other
5. Does your SAC have parent members who represent the diversity of your school community in terms of the demographic and programming factors required by state law (i.e. if the school as 10% or more students of non-Caucasian races, eligible for free/reduced lunch or Medicaid, identified as gifted, identified as having disabilities, or English language leaners?)
    a. Mostly*
    b. Somewhat*
    c. Rarely*
    d. Not at all
    e. Not Sure

    *If so, which ones?

6. How are your SAC meetings advertised? (select all that apply)
    a. Newsletter
    b. Email
    c. Social Media
    d. Other
7. SAC Duties – which of these legally required duties has your SAC addressed or is your SAC planning to address this year?
    a. Advising the Principal on the UIP (Unified Improvement Plan)
    b. Advising the Principal on the prioritization of the school's budget
    c. Improving Parent/Family Engagement in the school
    d. (If applicable) Creating the priority improvement or turnaround plan
8. What other topcis or issues has your SAC addressed or plans to address?
    a. Social-Emotional Learning
    b. Mental or Behavioral Health
    c. Disciplinary/Behavioral Problems
    d. Other (Please list)

Family Engagement

One of the main duties of the SAC is to consult with the school's Principal on the ways to increase family engagement in the school

9. Which of the following has your SAC discussed, prioritized, or addressed this year regarding family engagement (check all that apply)
    a. Building a community of belonging
    b. Ensuring accessible, consistent, two-way communication between school and families that takes into account language barriers and communication preferences.
    c. Getting to know students and families and their strengths.
    d. Creating meaningful and flexible volunteer opportunities for parents within the school community.
    e. Connecting families to resources that address their needs.
    f. Ensuring that family engagement initiatives are accessible and respectful of all families.
    g. Providing resources and strategies that empower parents to support their child's learning at home.
    h. Gathering feedback from families about their experiences with the school.
    i. Using feedback to inform decision making and improve family engagement practices.

    j. Collaborative decision making with families.
    k. Other
10. How much do you agree with the following statement: Our SAC has the knowledge and tools needed to assist school personnel in increasing the level of family engagement in the school.
    a. Strongly disagree
    b. Disagree
    c. Agree
    d. Strongly agree
    e. I don't know
    f. Other
11. What are your school's strengths regarding family engagements? Check all that apply
    a. Creating a welcoming and inclusive atmosphere that encourages parents and community members to be actively involved in school.
    b. Providing resources for families to support family engagement and effective strategies for involvement.
    c. Establishing mechanisms for two-way communication, including opportunities for families to provide feedback on school priorities and initiatives.
    d. Organizing events like open houses, educational/family nights, and back-to-school nights to foster connections.
    e. Providing opportunities for parents to volunteer and participate in school committees
    f. Use of multiple communication channels to keep families informed, such as newsletters, websites, social media, and mobile apps
    g. Celebrating and showcasing the divers talents, backgrounds, and achievements of students and families within the school community.
    h. Other
12. What additional support does your SAC need to increase family engagement at your school?
13. Share any strategies you have used to engage families successfully.
14. Identify any challenges or barriers your SAC has experienced related to family engagement.
15. Has your SAC reviewed the district's KB Policy on Family-School-Community Partnerships? (Please provide the link to the KB Policy from Board Docs here)

Unified Improvement Plan (UIP)

Another priority focus of the SAC is to consult with the school's Principal on the school's Unified Improvement Plan to ensure positive experiences and academic outcomes for all students. For your reference, the following document was provided by district leadership to all schools to support in the writing of their school's UIP: Unified Improvement Plan District Strategies

- Which of the following items did your SAC address this year in your school's UIP? (check all that apply)
    - Increasing overall student achievement in reading
    - Increasing overall student achievement in math
    - Closing achievement gaps among different student subgroups i.e. socioeconomic status, students with disabilities, race/ethnicity, gifted students, etc.
    - Improving attendance rates and reducing chronic absenteeism
    - Increasing student engagement in learning activities and extracurricular programs
    - Student mental health
    - Student social-emotional development
    - Student discipline or behavior
    - Programming and resources to improve graduation rates
    - Family and community engagement
    - Staff retention
    - Educator professional development
    - College and career readiness
    - Teacher collaboration via data teams, PLCs, and/or collaborative lesson design
    - Using student data to inform instructional decision making and monitor student progress
    - Creating a culture of safety and belonging
    - Other

- How much do you agree with the following statement: Our SAC had the knowledge and tools to provide input into the development of the school's UIP during fall 2024.
    - Strongly disagree
    - Disagree
    - Agree
    - Strongly agree

    - I don’t know
    - Other

- What additional information would support your SAC in reviewing and providing feedback into the school’s UIP?

- Identify any successes or bright spots related to your SAC’s UIP development:

- Identify any challenges or barriers related to your SAC’s UIP development:

- If your school is on Priority Improvement or Turnaround, did your SAC hold a meeting where families were invited to provide input on the improvement plan?

    - Yes
    - No
    - I don’t know
    - N/A - school is not on Priority Improvement or Turnaround

Get Involved in the Jeffco Budget Process

Virtual Budget Lab

- Visit jeffcopublicschools.org/budgetlab
- See where funds come from and how they're spent
- Adjust priorities and submit feedback directly
- Available anytime — from your phone or computer
- Tip: The Virtual Budget Lab is a great first step to understanding how Jeffco allocates its $1B budget. Spend a few minutes exploring and see how small changes can have big impacts.

In Person Budget Labs

- Join district staff and community members for hands-on discussions about budget priorities and tradeoffs.
  - Arvada High School Lab: Oct 27 , 5-7 PM
  - Carmody Middle School Lab: Oct 29, 5-7 PM
- Interactive, collaborative, and family-friendly! These events are designed to make the budget process transparent and accessible.

SAC Engagement

- The most meaningful engagement often starts close to home.
- Attend your School Accountability Committee (SAC) meetings
- Ask questions about your school's budget and improvement plan
- Partner with your principal to identify needs and celebrate successes

TAKE THE DISTRICT PRIORITIES SURVEY!

JEFFCO PUBLIC SCHOOLS

When families engage in this process, it strengthens communication, builds trust, and helps ensure resources are directed where they're needed most.

Student Safety, Our Shared Responsibility

Safety & Security Update
DAC

October 21, 2025

JEFFCO PUBLIC SCHOOLS

Purpose Today

Update the DAC on the district's work to further enhance student safety.

Key Components of Safety and Security Budget

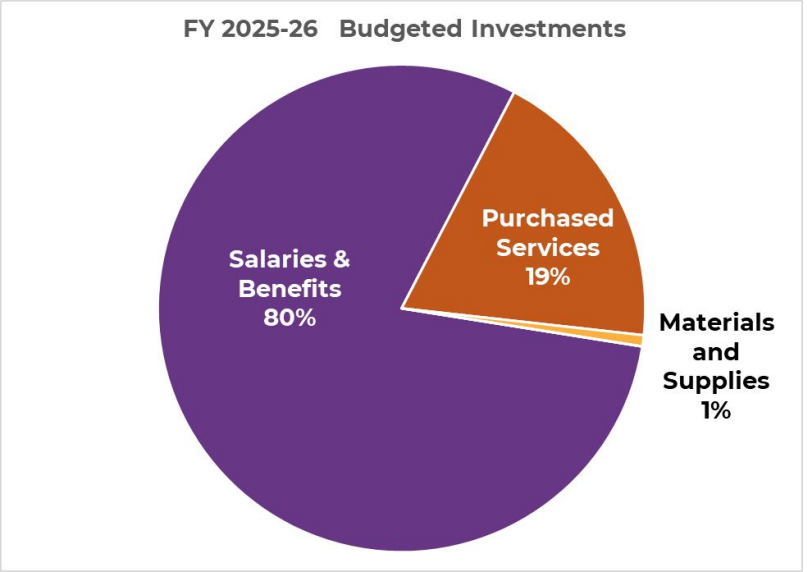
Covers staffing for security operations, including supervisors, officers, dispatchers, and SROs, along with training and support services. Includes essential supplies, equipment, and capital needs such as vehicles.

Personnel
- Operational Leadership & Staff
- School Campus Supervisors
- Security Officers
- Emergency Services Dispatchers

Purchased Services
- School Resource Officers (SRO)
- Training

Materials and Supplies
- Equipment for Campus Supervisors and Patrol
- Supplies for Security Office

Capital Outlay
- Vehicle purchases and upfitting



Increasing Investment in Safety and Security

The Safety & Security spend (excluding capital)has increased between **9.9% and 16.7% each year** for an **increase of 68% over the five years** shown below; Primary components of the increase are adding a **district share in SRO costs,** increasing **compensation,** and **adding FTE**

Account Type (in millions)	FY22 Expenses	FY23 Expenses	FY24 Expenses	FY25 Expenses	FY26 Budget
Salaries & Benefits	$ 7.1	$ 8.0	$ 9.3	$ 10.1	$ 10.6
Purchased Services	$ 0.6	$ 0.2	$ 0.3	$ 0.6	$ 2.5
Materials and Supplies	$ 0.1	$ 0.2	$ 0.1	$ 0.2	$ 0.1
Capital Outlay	$ 0.0	$ 0.1	$ 0.2	$ 0.7	$ -
Total	**$ 7.9**	**$ 8.6**	**$ 9.9**	**$ 11.6**	**$ 13.2**

% Increase (annual)		**9.9%**	**15.2%**	**16.7%**	**13.5%**

Budgeted Staffing

The budget for staffing has increased by **12%** from FY22 to FY26, including a sustained investment in campus supervisors for more middle schools in the district

	2022 Budget	2023 Budget	2024 Budget	2025 Budget	2026 Budget
Salaried FTE	**126.00**	**131.50**	**137.50**	**137.50**	**141.50**
Executive Director	1.00	1.00	1.00	1.00	1.00
Director	-	-	-	-	1.00
Manager	4.00	4.00	4.00	4.00	5.00
Coordinator - Campus Supervisors	3.00	3.00	3.00	3.00	3.00
Judicial Specialists	1.00	1.00	1.00	1.00	-
Lead Dispatcher	1.00	1.00	1.00	1.00	2.00
Secretary	1.00	1.00	1.00	1.00	1.00
Campus Supervisor	81.00	84.50	84.50	92.50	92.50
Campus Supervisor - ESSER		*2.00*	*8.00*		
Security Officer	22.00	22.00	22.00	22.00	25.00
Dispatchers	12.00	12.00	12.00	12.00	11.00

* Several schools direct fund additional positions
* FY22 to FY26 less 5.0 FTE Judicial personnel that were transferred to a different team

School-Based Safety & Security Staffing 25/26

- 35 SROs from 7 agencies
  - Arvada, Broomfield, Westminster, Wheat Ridge, Lakewood, Golden, and Jefferson County Sheriff

- 92.5 Campus Supervisors

Emerging Ideas for Safety Investments

BUDGET REDUCTION blueprint
JEFFCO PUBLIC SCHOOLS

Emerging Ideas for Increased Safety and Security Investments:

- 100% SRO funding and increased # of SROs to support ALL secondary schools
- Increased Campus Supervisor Coverage
- Increase to R1 armed patrol
- Central capital reserve refresh for safety and security infrastructure (e.g. security cameras)
- Other investments that may emerge as we consider and pilot additional safety measures - examples below:
  - Visitor/volunteer screening tools
  - Weapon detection systems
  - K9 weapon detection services
  - Badge systems for identification and building access

Timing of a Mill Levy Override

Next Steps:

- Future board of education and advisory group meeting agendas will include:
  - Budget reductions
  - Future mill levy override for increased revenue
- District leadership is exploring the idea of **accelerating the timeline** for a mill levy override with state leaders