

JEFFCO PUBLIC SCHOOLS  
DISTRICT ACCOUNTABILITY COMMITTEE  
MEETING MINUTES – SEPTEMBER 16, 2025

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

|                            |                        |                               |                           |                                    |
|----------------------------|------------------------|-------------------------------|---------------------------|------------------------------------|
| Amanda Bryan               | Corky Guy              | Greg Aigner                   | <del>Kate Otto</del>      | <del>Megan Anderson</del>          |
| Amanda Gomez               | Crystal Marine         | Hannah Hoong                  | Katie Koivisto            | <del>Michele DeAndrea-Austin</del> |
| Angela Cryan               | Dawn Fritz             | Heather Fassino               | Katie Rogers              | <del>Shannon Ream</del>            |
| Annie Contractor           | Diego Rodriguez        | Jeanine Baird                 | Katie Zaback              | Therese Rednor                     |
| <del>Ashley Kingsley</del> | Elizabeth Armstrong    | <del>Jennifer Canzoneri</del> | <del>Kayleb Layman</del>  |                                    |
| Aubrey Allmond             | Emily Lubkert          | Jennifer Wilson               | Kim Bierbrauer            |                                    |
| Aubrey Rice                | Eric Koch              | Jessica Bridges               | Laura Grims               |                                    |
| Autumn Ungar               | Erica Tucker           | <del>Julia Morgan</del>       | Mandi Perkins             |                                    |
| Carsten Engebretsen        | <del>Erin Norton</del> | Kara Zucker                   | <del>Mark Kirkemier</del> |                                    |
| Christa Medine             | Evie Hudak             | <del>Karena Hamm</del>        | Matthew Noll              |                                    |

**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

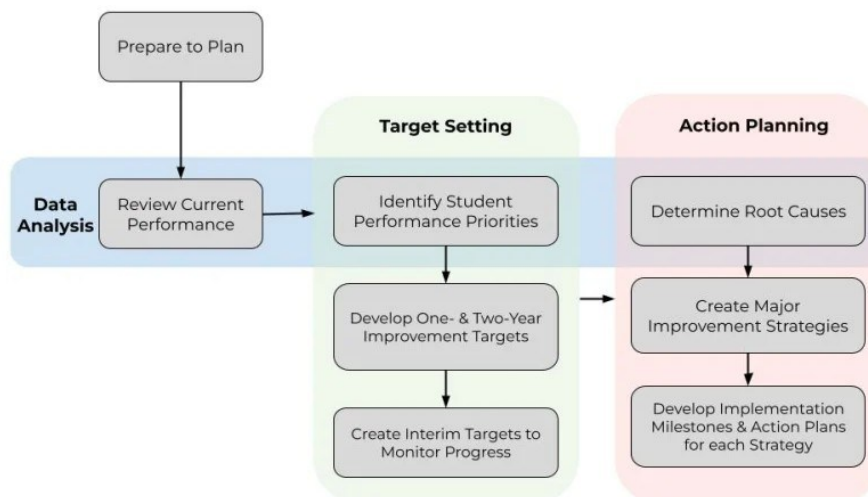
**3. Topic: DUIP Review (5:55-6:30)**

**Materials:**

- [DAC DUIP Presentation](#)
- [2025-26 DUIP Infographic](#)
- [2024-25 DUIP Target Outcomes](#)

**Notes:**

- Review
  - State requirement
  - Process:



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- 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/1FAIpQLSdfLqB7dNcgbyILChjI30wTbyBNdufzUXb1HWUImA1PrxThQg/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 advice 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:**