



MONITORING REPORT

March 4, 2026

Policy: **3.2 & 3.4**

Policy Category: **Ends**

Period Monitored: **January 2025 - January 2026**

This is the monitoring report on the Board of Education's Ends Policy 3.2 & 3.4.

This report is presented in accordance with the Board's monitoring schedule.

I certify that the information is true and complete.

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TABLE OF CONTENTS

[BOARD END POLICY AND INTERPRETATION](#)

[CONTEXT AND BACKGROUND](#)

[District Policy](#)

[Budgeting and Financial Resources](#)

[Curricula and Resources](#)

[Districtwide Training](#)

[Jeffco Staff Demographic Data](#)

[Civil Rights Complaints](#)

[Ensuring Access And Belonging For Diverse Students & Families](#)

[COMPLIANCE STATEMENT](#)

[APPENDIX](#)

BOARD END POLICIES AND INTERPRETATION

Jeffco Public Schools is deeply committed to fostering equity and inclusion across all facets of our organization. This commitment is demonstrated in our policies, budget allocations, and curriculum and resource decisions, which are intentionally designed to honor and reflect the diverse identities, strengths, experiences, and needs of our students, families, and staff.

Recognizing the interconnectedness between the establishment of these distinct practices and the importance of communicating, training, and implementing them, we are monitoring these two End policies together.

3.2 - Policy, budget, and curriculum decisions will be reflective of students' abilities, socioeconomics, ethnicities, races, religions, sexual orientations and gender identities.

3.4 - Every student's, family's, and employee's abilities, ethnicities, races, religions, sexual orientations, and gender identities will be respected in all Jeffco Public Schools spaces.

We interpret this to mean:

Board Ends 3.2 ensures an inclusive and equitable learning environment, district policy, school/department budgets and curriculum and resource decisions must be reflective of our students' diverse needs across a wide range of abilities and demographics.

Board Ends 3.4 requires the district to establish, communicate, and enforce policies and practices that promote respect and non-discrimination across all district spaces. This includes maintaining clear reporting and response processes, providing professional learning, and taking appropriate action when violations occur to uphold safe and respectful environments for students, families, and employees.

We fulfill this promise through:

- Aligning Title I and student-based at-risk allocations to diverse student needs
- Implementing curriculum and resources that make learning accessible and engaging for all students
- Providing non-discrimination training districtwide

- Tracking internal and external civil rights complaints to spot issues and improve systems
- Ensuring access and belonging for diverse students and families

CONTEXT & BACKGROUND

In Jeffco, we are fortunate to serve a diverse community of students, families, and staff. We hold a deep commitment to ensuring that every person experiences our schools and workplaces as places of safety, belonging, and opportunity. Our commitment to equity is not a standalone initiative; it is a reflection of our values as a district and our responsibility to create conditions where every learner can thrive, regardless of background, identity, or circumstance. This commitment shapes how we design policies, allocate resources, and build the adult capacity needed to uphold dignity, respect, and equitable treatment across all schools and departments.

This work unfolds within a broader national landscape that shapes the daily realities of public education. Across the country, conversations about equity, identity, and schooling have become more prominent within larger cultural debates, with public education often serving as a place where differing perspectives about equity and opportunity surface. These conditions create ongoing complexity for school districts as they work to sustain thoughtful, student-centered approaches.

While operating within the broader context of our society, our district remains grounded in its values of equity and belonging and focused on its local responsibility: ensuring that every student experiences school as a safe, welcoming place that supports learning, growth, and opportunity.

This monitoring report provides an overview of the implementation of Board Ends 3.2 and 3.4 from January 2025 through January 2026. The report describes how district policies, budgets, curricula, training, and programming are designed and implemented to reflect and respect the diverse identities, abilities, and experiences of students, families, and staff.

Board Ends 3.2 and 3.4 guide our district's ongoing efforts to foster equitable and respectful learning and working environments across all schools and departments. These Ends emphasize both intentional decision-making and consistent practice to ensure that all individuals are treated with dignity and have equitable access to opportunities and resources.

The following demographic data provides important context for understanding the scope of this work and the diverse student population Jeffco Public Schools serves*:

- **Gender:** Males 51%, Females 49%
- **Free or Reduced Lunch Eligible:** 28.5%
- **Race/Ethnicity:** White 63.4%, Students of Color 36.6%
- **Gifted/Talented:** 12.7%
- **Individualized Education Plans:** 13.9%
- **Multilingual Learners:** 7.9%

This context underscores the district's commitment to ensuring that every student is known by name, strength, and need; experiences a sense of belonging; and has access to the supports and opportunities necessary for academic success.

*Descriptive demographics are provided on the [CDE District Dashboard](#)

Key Definitions are provided in the [Appendix](#).

DISTRICT POLICY

The district made no policy updates related to Ends 3.2 or 3.4 since this report was last shared in January 2025. The district's comprehensive civil rights policy overhaul, completed in the summer of 2024, was detailed on pages 3–5 of [last year's monitoring report](#).

BUDGETING AND FINANCIAL RESOURCES

Board End 3.2 calls for policy and budget decisions that reflect the diverse abilities, socioeconomic backgrounds, and identities of Jeffco students. The district's budgeting approach is designed to meet this expectation by directing additional resources to students who face greater barriers to academic success.

Consistent with state statute and federal grant requirements, the district prepares and publicly presents regular financial reports and budgets each year. This monitoring report complements, but does not replace, those required financial documents.

The district prioritizes financial resources to support at-risk students and students with diverse needs in several ways. Research shows that meeting the needs of students who are at-risk typically requires spending approximately **20% more per student**.

Supplemental At-Risk Funding

- All schools receive supplemental funds for each at-risk student as part of their school budget allocation.

- In 2025–26, this adds \$1,241 per at-risk student, totaling approximately \$22 million districtwide.
- Title I schools receive additional funds on top of the at-risk supplement, recognizing that schools with higher concentrations of poverty have additional needs.
 - Four tiers of funding provide \$695, \$887, \$1,267, or \$1,297 per at-risk student in Title I schools, totaling approximately \$9 million.

Schools budget these resources through a streamlined process. Analysis shows that schools receiving higher amounts of at-risk funding generally have smaller class sizes, lower student-to-staff ratios, and more personnel to differentiate instruction and support diverse learners.

At-Risk Funding Levels

The student-based budgeting (SBB) at-risk allocation for all schools will remain at \$1,241 per student. When combined with Title I per-pupil funding, Title I schools receive a weighted average of \$2,381 per at-risk student, ensuring resources get closer to matching the level of need.

Free and Reduced Lunch (FRL) Membership

The district's FRL membership has declined by 2.4-percentage points, with 28% of students now qualifying. This shift informs ongoing planning and ensures resource allocation continues to reflect the socioeconomic realities of Jeffco families.

CURRICULA AND RESOURCES

The [October 2025 Monitoring Report 1.3](#) provided an extensive review of curricula and resources to the Jeffco Board of Education. Specific to this monitoring report, over the past year, the English Language Arts (ELA) and Social Studies central teams have made significant strides in diversifying literature and primary sources available to students.

Elementary School (K–5) Social Studies

- **K–2 "Our Bookshelf" Sets:** These collections now predominantly feature books by authors of color, Indigenous authors, and women. Lists are accessible via the unit overview pages for each K–2 unit.
- **4th Grade Social Studies:** Integrated primary sources centered on key figures in Colorado history, with a specific focus on Indigenous peoples.
- **5th Grade Social Studies:** Currently mirroring the 4th-grade model by incorporating diverse primary sources and Indigenous perspectives into the curriculum.

Middle School (6–8) ELA/Social Studies

- **MS and MS Novel Group:** Implemented new resources across almost all middle schools to ensure a more diverse selection of anchor texts. Narrowed down a recommended title list that prioritizes Indigenous and female authors. The final list is scheduled for release in February 2026.
- **8th Grade Civics:** Implemented the iCivics curriculum, which is rooted in diverse perspectives and multi-faceted viewpoints.
- **Curated Digital Library:** Maintained the Actively Learn district library, featuring a curated list of diverse sources and texts for grades 4–12.

High School (9–12) ELA/Social Studies

- **HS Novel Group:** Narrowed down a recommended title list that prioritizes Indigenous and female authors. The final list is scheduled for release in February 2026.
- **US History:** Expanded the Civil Rights unit to include Malcolm X and other historically underrepresented figures.
- **Human Geography:** Incorporated global Indigenous perspectives into units regarding water rights and usage.
- **Primary Source Enhancement:** Collaborated with teacher leaders to add diverse recommendations to high school primary source sets.

Secondary Partnership & Professional Development

- **Indigenous Book Study Group:** Secondary teachers participated in a specialized study group to read anchor texts and develop new lessons based on their learning and Indigenous scholarship (2024-2025).
- **Teacher Leadership:** Leveraged feedback from key teacher leaders to identify and recommend diverse texts and primary sources for implementation across the secondary level.

DISTRICTWIDE TRAINING

Districtwide training is a cornerstone of advancing equity across Jeffco. These trainings are designed to equip staff with the knowledge, skills, and resources needed to promote equity in the classroom and the workplace. These professional learning opportunities empower educators and leaders to foster learning and work environments where all students and staff feel valued, supported, and able to thrive.

Beginning in 2024-25, all district staff completed annual mandatory training on student rights to be free from unlawful discrimination. This online model emphasizes protections for students against discriminatory practices at school as outlined in Title IX and Senate Bill 23-296. It references the district's nondiscrimination policies (AC, GBA, JB & JBB) and the student discrimination complaint process (JB-R1).

In addition to the districtwide training, we have also continued to roll out the "Understanding Implicit Bias" training to Jeffco employees. To date, 461 employees have completed the required training, representing staff from three schools and seven central departments. Monthly sessions continue to be offered at the central office, and the Department of Professional Learning is collaborating with the EAC Professional Learning Workgroup to design a structure for districtwide implementation. This plan will support the rollout of the training to every employee beginning in August 2026. This work reflects the district's commitment to Article 22, ensuring that all staff receive high-quality professional learning that strengthens equitable, inclusive, and respectful environments for students and colleagues.

To deepen awareness of systemic barriers affecting students and families, the Family and Community Partnerships division facilitates a [Cost of Poverty Experience \(COPE\)](#) simulation for school and central-based employees and community members. COPE provides an interactive learning experience that builds empathy and understanding of the structural challenges faced by families experiencing poverty. This professional learning increases awareness of how socioeconomic factors shape student and family experiences and informs more responsive and trauma-informed decision-making.

Together, these training efforts reinforce the district’s commitment to nondiscrimination, equity in practice, and safe, affirming environments for students, families, and employees.

JEFFCO STAFF DEMOGRAPHIC DATA

The district is committed to a workforce reflective of the diversity of our students in Jeffco.

Figure 1 below shows the percentage of all Jeffco staff by ethnicity compared to the Jefferson County demographics from the U.S. Census Bureau in Figure 2 below. The proportion of white staff members in Jeffco Schools exceeds the overall county percentage by 7 percentage points. The proportion of Hispanic staff members in Jeffco Schools is 5.1 percentage points lower than the overall population in the county.

Figure 1. Jeffco Staff by Ethnicity

Current Staff Ethnicity October 2025

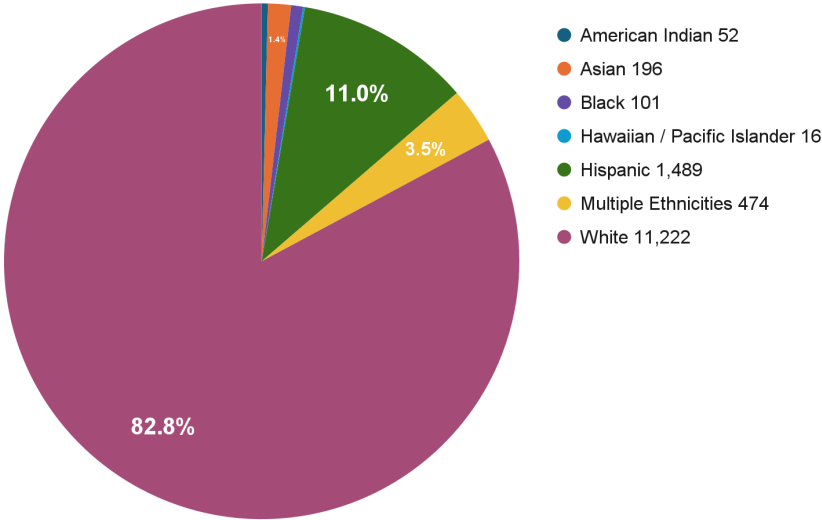


Figure 2. Jefferson County Population by Ethnicity

Jefferson County, 2023: U.S. Census Bureau

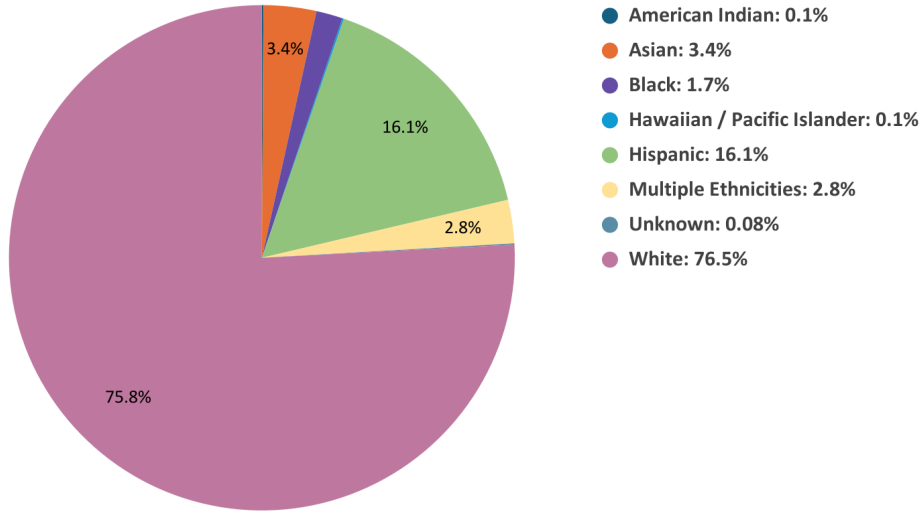
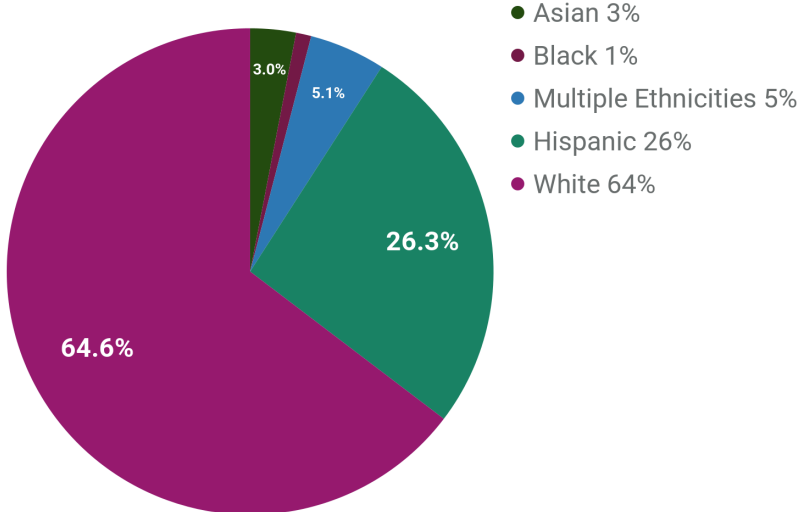


Figure 3 below shows the percentage of all Jeffco students by ethnicity. Compared with the current staff ethnicity represented in Figure 1, the proportion of white staff members in Jeffco Schools exceeds the overall student population by 18.2 percentage points. The proportion of Hispanic staff members in Jeffco Schools is 15.3 percentage points lower than the proportion of Hispanic students in the county.

Figure 3. Jeffco Student Population by Ethnicity

Current Jeffco Students 2025



Figures 4 & 5 below show the percentage of all Jeffco hires by ethnicity over comparable periods in 2024 and 2025. Although disproportionalities to the overall student population persist, we are beginning to experience an increase in diverse hires from 21.5% in 2024 to 25.5% in 2025.

Figure 4. Jeffco Staff Hires by Ethnicity from March 2024 to October 2024

Jeffco Hires Mar - Oct 2024

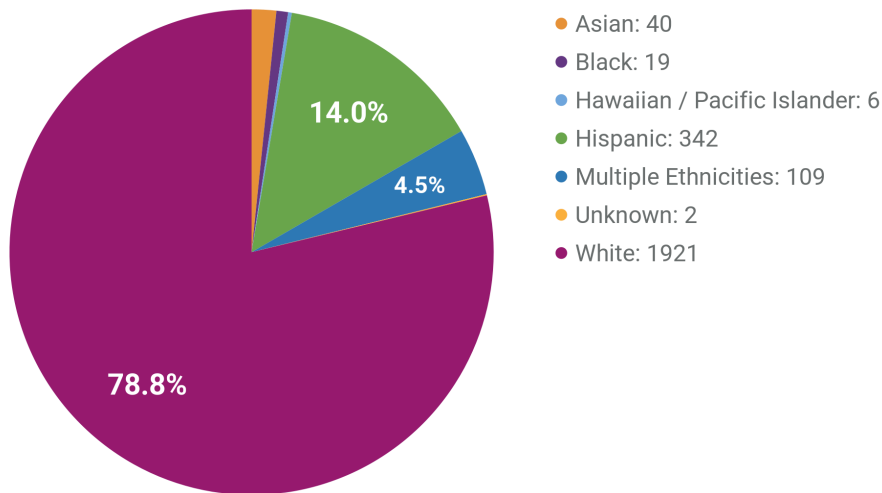
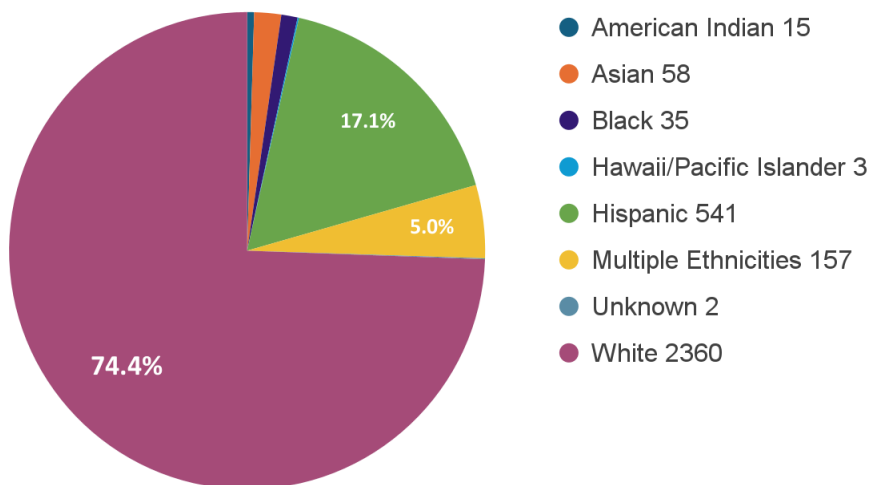


Figure 5. Jeffco Staff Hires by Ethnicity from January 2025 to October 2025

Jeffco Hires January - October 2025



Jeffco leadership remains committed to diversifying our workforce to align more closely with the demographics of our students and the Jeffco community. In addition to training all leaders and selection committee members across all schools and

departments in inclusive hiring practices, Jeffco's Talent Acquisition Team partners with Employee Resource Groups (ERG), focuses on targeted sourcing through LinkedIn and Indeed, and attends local hiring events that promote opportunities for candidates with diverse backgrounds.

CIVIL RIGHTS COMPLAINTS

As reported in last year's 3.2 and 3.4 monitoring report, policy review and refinement continued following the 2024-25 overhaul of AC, GBA, JB, JB-R1, JB-R2, JB-R3, and JBB, among others. Likewise, the comprehensive anti-discrimination complaint process implementation remains on track.

Students, staff, and the general public may all report concerns through the webform that uses the "Speakfully" platform. The Speakfully platform allows for the following complaints: employment discrimination (policy GBA), student discrimination (policy JB, JBB), financial impropriety/fraud violation (policy DIF), and adult sexual misconduct.

Between November and May of the 2024-25 school year a total of 37 employee complaints were filed through Speakfully. Between August and January of the 2025-26 school year, 77 employee reports have been filed. The increase in complaints filed is likely due to broader awareness of the Speakfully tool following additional communications to staff.

Upon receipt of an employee complaint, the Director of EEO reviews the information to determine the appropriate response, which may include an intake conversation with the reporting party to gather additional detail. Information received from the intake is then used to identify next steps which may include assignment to a workplace investigator, referral to the HR Partner, or closure of the concern due to lack of sufficient evidence to substantiate the claim.

ENSURING ACCESS AND BELONGING FOR DIVERSE STUDENTS & FAMILIES

Jeffco Public Schools is proud to serve a richly diverse community. Our students, families, and employees bring a wide range of abilities, cultures, languages, races, ethnicities, religions, sexual orientations, and gender identities. Board End 3.4 calls us to ensure that every one of these identities is respected, protected, and affirmed in all Jeffco spaces.

This section covers the following topics:

- [Multilingual Student and Family Support](#)
- [Supporting Newcomer Students and Families](#)
- [Academic Belonging & Access](#)

- [Affirming Learning Environments: Student Leadership and Affinity Groups](#)
- [Jeffco Listens: Insights on Identity, Belonging, and Safety Across Student and Family Groups](#)

Multilingual Student and Family Support

Jeffco Public Schools is proud to serve a diverse community including thousands of families who speak a language other than English at home. To support these families and ensure they are fully engaged in their child's educational journey, Jeffco offers a range of services and tools designed to make communication clear, accessible, and inclusive. These efforts include real-time interpretation, translated documents, multilingual messaging tools, and community outreach tailored to language and cultural needs.

By removing language barriers and strengthening connections between home and school, we create a welcoming environment where all families—regardless of their language—can understand, engage, and partner in their child's learning.

Who are Our Multilingual Families?

As of February 13, 2026:

- More than 5,000 parent/guardian contacts have indicated a preferred language other than English (LOTE)

Top Preferred Languages

- Spanish: 4,387
- Vietnamese: 321
- Varieties of Chinese: 106
- Russian: 101
- Arabic: 46
- Dari + Farsi: 35
- Nepali: 34
- French: 21
- Ukrainian: 19

This linguistic diversity spans 140 schools, including:

- 94 schools with 10+ LOTE family contacts
- 17 schools with 99 or more LOTE contacts
- 9 schools with over 200 LOTE contacts, including:
 - Alameda International Jr./Sr.: 564

- Jefferson Jr./Sr.: 420
- Lasley Elementary: 390
- Foster Dual Language PK–8: 353
- Lumberg: 351
- Lakewood High School: 282
- Arvada High School: 257
- Edgewater Elementary: 245
- Bear Creek High School: 202

These data reinforce the importance of providing responsive, accessible tools that help every family stay informed and engaged.

How We're Supporting Multilingual Families

To meet the needs of our multilingual community, Jeffco has implemented several systems and tools that promote two-way communication and support across a variety of settings. Below are key highlights of the services currently in place:

Translation & Interpretation Services

Jeffco's Translation and Interpretation Services ensure that critical school and district information is available in families' native languages. This includes documents like enrollment forms, health notices, academic progress reports, and school communications. When families can access information in a language they understand, they are better equipped to participate in conferences, events, and school activities supporting strengthened trust and belonging and improved student outcomes.

The Translation and Interpretation team currently includes the following staffing:

- 1 Coordinator
- 5 Spanish interpreters
- 1 Russian/Ukrainian interpreter/translator
- 2 Spanish translators
- 2 Technicians
- 6+ contracted language agencies

Requests for in-person and virtual interpreters, as well as written translations, are submitted via the JeffcoHelp ticketing system. The following data are from the JeffcoHelp Translations & Interpretations Dashboard.

Table 1. Jeffco Interpretation and Translation Requests

JeffcoHelp request type	Language	Total requests July 1, 2025 - February 12, 2026
Interpretation	Total	1,172
	Spanish	1,266
	Vietnamese	119
	Russian	48
Translation	Total	1,621
	Spanish	832
	Vietnamese	196
	Russian	140
Interpretation Requests by Top Categories	Special Education/504	402
	Parent-Teacher Conferences	295
	Family Meetings	213
Translation Requests by Top Categories	Special Education/504	228
	School Flyers or Forms	226
	District Wide Communications	191
	School Newsletters	127

We continue to see strong use of the over-the-phone interpretation (OPI) tool through the vendor LanguageLine On-Demand. OPI provides Jeffco staff with immediate access to interpretation services and the ability to communicate with multilingual families, in 140 languages, without the need for scheduling appointments or waiting for an interpreter to arrive in person. This quick and convenient access for schools ensures that families can receive assistance whenever

they need it, whether during school meetings, parent-teacher conferences, enrollment processes, or emergencies.

LanguageLine On-Demand

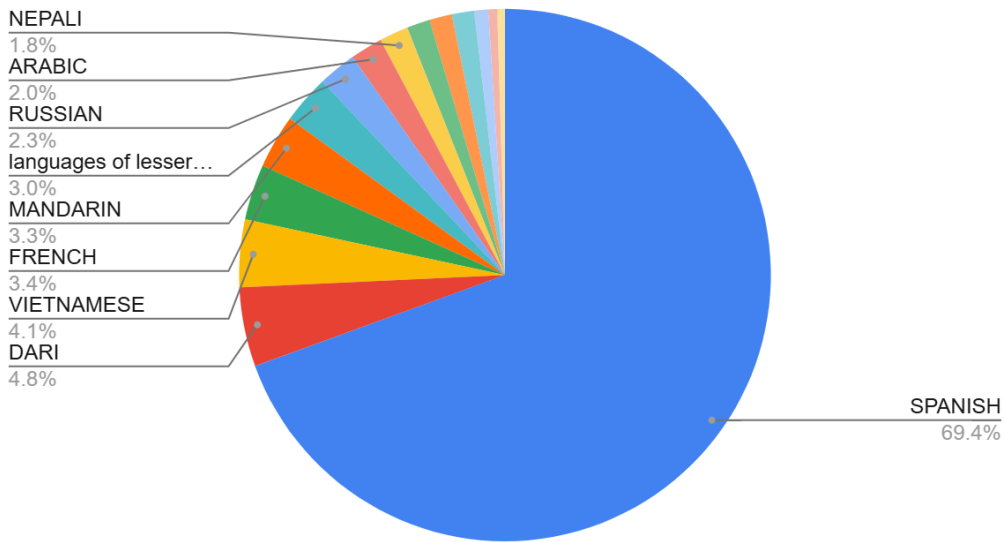
LanguageLine On-Demand usage from July 1, 2025, through February 13, 2026:

- Total calls: 4,551
- Total minutes: 46,440
- Average connection time: 9.5 seconds
- Average call duration: 10.3 minutes
- Unique languages used: 44

Figure 6 below shows the LanguageLine On-Demand usage by language.

Figure 6. LanguageLine On Demand Usage by Language

Minutes of interpreted calls by language (incl Spanish)



TalkingPoints for Title I Schools

To support everyday communication with multilingual families, all Title I-funded schools in Jeffco have access to [TalkingPoints](#)—a two-way text messaging platform that automatically translates messages into each family’s preferred language. This tool allows school staff to share timely, accessible updates and helps remove language barriers that can limit family engagement.

TalkingPoints directly supports federal expectations set by the U.S. Department of Justice and Department of Education, which require schools to communicate with

limited English proficient families in a language they can understand. To meet this need and go beyond compliance, full access to TalkingPoints was provided to all Title I-funded schools for the 2024–25 school year. Building on its proven success, we continued access to this tool for all Title I funded schools during the 2025-26 school year.

The platform also complements our existing translation and interpretation services by giving staff a fast and user-friendly way to send brief, real-time updates—ensuring more consistent and inclusive communication across grade levels and school communities.

This year, the district set a goal to launch TalkingPoints in at least 80% of Title I-funded schools to expand two-way communication and increase outreach to families in their home languages. This goal was met and exceeded:

- 100% Title I schools used TalkingPoints to send messages
- 88% (16 of 18) elementary and K–8 schools sent over 1,000 messages
- 100% (3 of 3) middle schools sent over 1,000 messages
- 66% (2 of 3) junior/senior and high schools sent over 1,000 messages
- Over 147,000 messages received from families in two-way communication

These results continue to show strong adoption and reflect growing momentum in using TalkingPoints to engage families in meaningful, language-accessible ways.

Supporting Newcomer Students and Families

Jeffco is committed to ensuring that newcomer and immigrant students and families feel welcome, supported, and connected to the resources they need to feel safe and successful in our schools and community.

During the 2023–2024 school year, Jeffco Public Schools experienced a significant increase in newcomer students—those newly arrived in the United States or new to the U.S. education system. In response to this growth, and as part of the district’s broader commitment to equity and belonging, the Board of Education adopted an official resolution and invested in targeted resources and programming to strengthen support for these students and families.

Board of Education Resolution: Environment of Safety and Belonging

In February 2025, the Jeffco Board of Education adopted a [resolution](#) reaffirming the district's commitment to fostering a culture of safety, belonging, and inclusion for all students. The resolution emphasizes that:

- Every child in the United States has the right to attend public school, and districts must enroll students regardless of race, color, national origin, citizenship, immigration status, or the status of their parents or guardians.
- Jeffco is dedicated to providing a high-quality education for all students, including ensuring a safe and stable learning environment, reliable transportation, protection of instructional time, and encouragement of regular school attendance.
- The district is committed to creating safe, welcoming, and respectful school environments where all students experience belonging, inclusivity, and encouragement.
- Jeffco affirms and respects the abilities, ethnicities, races, religions, sexual orientations, and gender identities of all students, families, and employees.
- Board Policy JB ensures that all students are treated with respect and protected from bullying, discrimination, harm, or harassment, regardless of background or identity.

To ensure visibility and accessibility, this resolution is posted prominently on every Jeffco school campus in the district's top languages.

Together, these commitments form the foundational framework guiding how Jeffco supports newcomer and immigrant students and families across all schools and departments, ensuring that every student experiences safety, stability, and belonging from the moment they enter our community.

To operationalize this commitment, Jeffco invested in structures designed to provide consistent, culturally responsive support for newcomer families. This investment led to the official launch of the **Family Ambassador Team** in the 2024–2025 school year (Year 1), establishing a vital wraparound support system for newcomer families.

As Year 2 (2025–2026) of implementation is underway, the Family Ambassadors are fully operational, building upon the foundational success of their launch year. The team continues its dedicated work to help families new to the country and the U.S. school system feel equipped, empowered, and deeply engaged in their child's educational journey. In this second year, the focus has shifted toward refining effectiveness, scaling proven strategies, and maximizing impact across the district.

The established tiered model of support—which includes initial outreach, one-on-one navigation, and intensive case management—remains the core strategy. Through this sustained commitment, Jeffco is demonstrating the long-term impact of deepening connections, building enduring trust, and ensuring systemic access for families who are new to the country and the U.S. education system.

Fostering Belonging for Every Newcomer Family

At the heart of Jeffco's commitment to equity is a simple but profound promise: every student and family—regardless of ethnicity, race, religion, or country of origin—is respected, known by name, and celebrated for their unique strengths. We recognize that true equity is only achieved when our families feel safe enough to voice a concern, ask a question, and see themselves as active partners in their child's success.

The Family Ambassadors do more than provide navigation; they build enduring trust by deeply knowing our school communities. This work is anchored in recognizing individual needs and strengths through initiatives like:

- **The "Your Family, Your Neighborhood" program at Lasley Elementary**, which strengthens bonds between neighbors and schools while improving family well-being.
- **A Tailored Approach: "Girls Groups" at Everitt Middle School**, providing parents and daughters with tools for emotional management and practical strategies for school success.
- **Empowerment through "Educational Advocacy,"** shifting parents from mere spectators to active partners who have the agency to navigate the U.S. school system.

By guiding families through complex processes and addressing foundational needs—such as food, healthcare, and internet access—we ensure a family's first interaction with Jeffco is rooted in a sense of belonging. Even as our newcomer enrollment disperses across more than 100 schools, our mission remains steadfast: to serve as a trusted conduit that transforms "navigation" into lifelong advocacy.

Within each family is a story of strength and resilience. In Jeffco, we don't just see numbers; we see the vibrant stories and immense cultural wealth behind them. We are committed to ensuring that every newcomer family feels equipped, empowered, and—above all—that they fundamentally belong here as an essential part of our collective strength.

Navigating Truth and Hope

The current national climate has introduced significant external pressures for many of our newcomer communities. Families across Jeffco are navigating heightened anxiety related to immigration enforcement, shifting federal rhetoric, and uncertainty about how national decisions may affect their daily lives. This fear often shows up in our classrooms—sometimes leading families to keep children home out of perceived safety concerns, even when direct support is available. In recent years, we have also seen a steady decline in newcomer student enrollment, a trend that mirrors national patterns and reflects the broader climate of uncertainty facing immigrant families. These realities shape how newcomer students engage with school systems and underscore the importance of clear communication, trusted relationships, and consistent support.

These broader conditions are also reflected in year over year student mobility patterns. Thus far for the 2025–2026 school year, **323 newcomer students have exited Jeffco Public Schools**. Of these, 310 moved out of the district and 13 were recorded as having dropped out in Infinite Campus. These trends underscore the broader conditions shaping newcomer students' experiences and the importance of school-based support in maintaining stability and connection. As these dynamics continue to evolve, school leaders are essential in guiding families through uncertainty with clarity, consistency, and care.

School Leader Guidance: Responding if Government Officials Arrive on Campus

To protect the safety, dignity, and rights of our students and families, Jeffco has provided clear, districtwide guidance for school leaders on how to respond if government officials — including immigration enforcement agents — arrive at a school. This guidance includes the following information:

- Ensures every student and family is protected and supported regardless of immigration status or national origin.
- Provides clear steps for school leaders to follow if a government official arrives for an immigration-related matter.
- Requires verification of identity and purpose, with the official remaining outside the school or in the school vestibule.
- Directs principals to immediately contact Jeffco Legal Services before taking any action.
- Maintains student privacy, safety, and calm school operations while legal review occurs.

[This guidance](#) ensures that every school leader is prepared, confident, and aligned in protecting students' rights and maintaining safe, welcoming school environments.

Immigration FAQ for Schools and Families

Jeffco maintains an accessible, multilingual [Immigration FAQ](#) on our website designed to provide schools with timely resources and help families understand their rights, district policies, and available supports. The FAQ provides:

- Clear explanations of student and family rights in schools
- Information about school safety and privacy protections
- Relevant information, including Emergency Preparedness Plans
- Resources for legal support and community services
- Answers to common questions families ask during times of uncertainty

This resource helps reduce fear, dispel misinformation, and strengthen trust between families and schools.

Ongoing Monitoring of Federal Executive Orders

Jeffco continues to closely monitor federal executive orders and policy changes that may impact newcomer communities and other equity initiatives. This monitoring is a critical part of Jeffco’s commitment to ensuring that national uncertainty does not compromise the safety or educational access of our students.

Impact: By the Numbers

The Family Ambassador Team’s effectiveness in building connections, trust, and access is tracked through key metrics that reflect the scope and intensity of support provided across the district. The data below illustrate the team’s successful implementation in Year 1 and provides a clear structure for reporting progress in Year 2.

Table 2. Family Ambassador Team Trend Data

Metric	Year 1 (2024–2025) Baseline Data	Year 2 (2025–2026) as of February 13, 2026
Total Students Served	1,459	1,113
Total Schools Served	100	102

Newly Referred Families from Newcomer notification referrals	904	278
Initial Outreach Contact (Tier I)	1,459 Students / 904 Families	404 Students/ 278 Families
Students Impacted by Family Navigation Support (Tier II)	368	276
Students Impacted by Family Intensive Case Management (Tier III)	12	30
Student Average Daily Attendance	84%	85%

Academic Belonging & Access

High-quality instructional materials, paired with a sustained four-year focus on cultivating a culture of instructional excellence, remain central to Jeffco’s academic strategy. Year-over-year growth in achievement data reflects this deliberate commitment to strengthening the instructional core in every classroom. Ensuring that every learner in every school — regardless of background, race, or ability — has access to high-quality instructional materials and receives instruction aligned to state standards is equity in action. No matter which school a student attends, they are entitled to a rigorous, grade-level learning experience that affirms their potential and strengthens their academic identity.

While the February 2026 [Monitoring Report 1.1](#) highlights important work ahead — particularly in closing achievement gaps for students of color and multilingual learners — research consistently affirms that access to high-quality instruction is a foundational step in advancing educational equity. Strengthening academic belonging and ensuring consistent access to rigorous instruction across all schools directly supports Jeffco’s commitment to honoring every student’s background and potential.

Belonging Calendar: Inclusive Scheduling

Jeffco maintains a districtwide [Belonging Calendar](#) identifying religious observances, cultural awareness dates, and diversity celebrations throughout the academic year.

This tool supports inclusive scheduling and celebrates the cultural assets of our community aligned to Board End 3.4.

Each observance in the calendar includes educational background information and optional guidance for school-based and classroom activities. Guidance is updated regularly, and schools are invited to provide ongoing feedback.

By proactively recognizing religious and cultural observances, the district reduces scheduling conflicts and ensures students and staff see their identities acknowledged in instructional and schoolwide spaces. This structured approach advances academic belonging and affirms that diverse identities are recognized and respected across Jeffco schools.

Career-Aligned Pathways and College Credit Opportunities Strengthen Belonging and Close Gaps

Jeffco's commitment to academic belonging also includes ensuring that students can see a meaningful future for themselves in the work they do each day. Our Post-Secondary Workforce Readiness Tuition Reimbursement program began in the school year 2021-2022. This program covers some of the costs associated with a teacher becoming certified to teach concurrent enrollment classes. Below is a description of this program's impact on a few of our high schools that serve a higher proportion of historically underserved students.

- In 2021-2022, we invested \$3,000 in a math teacher at Pomona High School. Since offering concurrent enrollment classes in 2022-23, they have served 381 students across College Algebra, College Trigonometry, and Statistics, saving students a total of **\$215,539.55** in tuition.
- In 2023-2024, we invested \$1521.38 in a social studies teacher at Pomona Jr./Sr. When the previous concurrent enrollment-qualified social studies teacher retired at the end of 2024-25, this teacher provided Pomona students an uninterrupted opportunity to enroll in US History to Reconstruction, US History Since Civil War, and Writing About History that school year, and served 108 students, saving them **\$37,032.90** in tuition.
- In the fall of 2025, we invested \$3,000 in an English teacher at Jefferson Jr./Sr. High School. This teacher offered English Composition I for the first time this spring, serving 20 students and saving them a total of **\$10,146.00** in tuition.

Since the 2021-2022 school year through Fall 2025, we have invested a total of **\$56,196** in our teachers. This has allowed for 16 teachers from 9 of our high schools to become

*HLC-qualified to offer concurrent enrollment to **1,312 students**, saving them a total of **\$1,339,497.00** in tuition in both GT (guaranteed transfer) and CTE courses.

**HLC qualified refers to faculty members at higher education institutions accredited by the Higher Learning Commission (HLC) who meet specific academic, professional, and experiential standards to teach, ensuring they possess the necessary content expertise. HLC requires instructors to have at least a master's degree in the discipline they teach, or a master's in any field combined with specialized, documented experience or credentials.*

Data from the past two years show that students in special populations — including students experiencing poverty, students of color, multilingual learners, and students with disabilities — who complete a **CTE concentrator pathway** are graduating at rates equal to their white classmates. This represents a significant and encouraging shift in closing long-standing graduation gaps. When students engage in coursework aligned to their interests, strengths, and future aspirations, they experience higher levels of relevance, confidence, and connection — all core components of academic belonging.

As Jeffco continues to move forward with the **High School Reimagined** initiative, expanding access to career-aligned pathways and earning college credit while still in high school is a priority. Ensuring that every learner has access to rigorous, relevant coursework is essential to advancing educational equity. By strengthening pathway opportunities and removing barriers to participation, Jeffco is building a system where academic belonging is not an aspiration but an expectation.

As reported in the February 2026 Board Monitoring 1.1 report, Table 3 below shows the increase in graduation rates for CTE concentrators by student group.

Table 3. Graduation Rate for CTE Concentrators

2023-2024 Graduation Rate for CTE Concentrators by Subgroup				
	CTE Concentrators with on-time Graduation	All CTE Concentrating Seniors	Graduation rate for CTE Concentrators	Overall Jeffco Grad Rates
Jeffco Overall	1,215	1,263	96.2%	84.6%
American Indian or Alaskan Native	41	41	100.0%	74.4%
Asian	90	93	96.8%	95.9%
Black	34	37	91.9%	65.4%
Hispanic	244	257	94.9%	73.5%
White	1,126	1,172	96.1%	89.0%

Native Hawaiian or other Pacific Islander	*	*	93.8%	45.5%
Two or more races	65	69	94.2%	84.2%
Individuals with Disabilities	272	281	96.8%	70.9%
Economically Disadvantaged	347	370	93.8%	72.6%
Limited English	33	36	91.7%	68.7%
Homeless	24	28	85.7%	57.1%

Strengthening 9th Grade Success Through the Center for High School Success

Academic belonging also requires a strong and supported transition into high school — a milestone that research identifies as one of the strongest predictors of on-time graduation. Wheat Ridge High School and Lakewood High School are partnering with the Center for High School Success to deepen their 9th Grade On-Track systems. Through this pilot, both schools are implementing a 9th-grade “kid talk” protocol, actively monitoring credits and coursework, and strengthening systems that ensure students are known by name, strength, and need. This focus on early intervention and real-time progress monitoring has produced positive early results.

Both schools exceeded their Semester One 2025–26 “On Track to Graduate” goals. In its first year of implementation, **Lakewood High School increased its on-track rate to 84%, up from 75% in the 2024–25 school year. Wheat Ridge High School increased its on-track rate to 83%, up from 79%** in the 2024–25 school year, continuing a multi-year upward trend. This work directly supports Jeffco Thrives, where 9th Grade On-Track is a strategic priority, and demonstrates how identity-affirming, data-informed systems can improve outcomes—particularly for underserved students who are disproportionately represented among those who fall off track—by providing earlier visibility and timely, targeted supports that strengthen pathways to graduation.

Together, these efforts — strengthening the instructional core, expanding career-aligned pathways, and improving 9th grade transitions — demonstrate that when students have access to rigorous, relevant, culturally responsive learning experiences, achievement gaps narrow, engagement increases, and graduation outcomes rise. These results are among the clearest indicators that Jeffco’s commitment to Board End 3.4 is translating into meaningful, measurable impact for students.

Affirming Learning Environments: Student Leadership and Affinity Groups

Across Jeffco, inclusive student leadership and cultural and identity-based programming foster welcoming learning environments where students' diverse identities are valued and respected. These efforts strengthen belonging and contribute to safe, supportive school communities.

The following provides representative examples of student leadership and cultural initiatives that advance affirming learning environments across the Jeffco.

Latinos in Action (LIA): Bear Creek, Jefferson Jr./Sr., and Wheat Ridge High Schools

Latinos in Action (LIA) is an evidence-based leadership development course that positions students' cultural and linguistic identities as strengths. Grounded in academic excellence, service, and civic leadership, LIA empowers Latino and Latina students to leverage their bilingualism, cultural knowledge, and lived experiences as assets for success. LIA is offered as an elective at each participating high school.

A core component of the program is academic mentoring and tutoring. At Jefferson Jr./Sr., students provide weekly bilingual tutoring to Kindergarten and 3rd-grade students at Lumberg Elementary, supporting foundational literacy, numeracy, and reading comprehension. High school mentors document student progress through structured mentoring logs, reinforcing accountability and measurable growth. This cross-age mentoring model strengthens academic outcomes for both elementary and high school students while building leadership capacity.

LIA students also engage in cultural programming and civic advocacy, including a 2025 visit to the Colorado State Capitol to advocate for healthier school lunches and hosting community cultural celebrations such as Día de los Muertos, La Posada, and partnership efforts such as the Edgewater Police Department Christmas Crusade gift drive. Participation is embedded within the curriculum, requiring students to dedicate time to service and community contribution as a core component of leadership development.

Postsecondary outcomes reflect strong academic readiness: **92% of graduating LIA seniors enrolled in college and/or trade school last year.**

Through culturally grounded leadership development and sustained community engagement, LIA strengthens belonging, academic achievement, and civic participation.

Native American Education Programming (NAEP)

The Native American Education Program (NAEP) supports Native American/Alaska Native, Indigenous, and Native Hawaiian students as they navigate both the broader school community and their cultural identities. The program promotes educational success and belonging through culturally responsive practices, mentoring, case management, dropout prevention, cultural programming, and family engagement.

The following participation data illustrates the scope and reach of NAEP programming during the 2025–2026 school year as of February 13, 2026:

Community & Cultural Engagement

- 99 students participated in 20 cultural and skill-building events.
- Family workshops featured community content experts to strengthen cultural connection and identity.

School-Based Affinity Spaces

- Programming was established in 13 schools, with 69 club meetings and 106 unique student participants.
- Everitt Middle School led engagement with 17 students.
- Elementary and middle school clubs expanded to monthly programming at select sites.
 - Students describe these spaces as places where they “do not have to explain” themselves and feel free from stereotypes.

College & Leadership Development

- 20 students participated in two college tours, many visiting a college campus for the first time.
- Indigenous Student Council participation increased, expanding from monthly to twice-monthly meetings.

These efforts expand culturally affirming spaces, strengthen belonging, and increase leadership opportunities for Indigenous students across Jeffco schools.

LGBTQ+ Student Programs and Support

In Jeffco, we are committed to fostering an inclusive and affirming environment that celebrates the diversity of our student body. We recognize and honor the unique identities and experiences of our LGBTQ+ students, families, and staff.

Gender Sexuality Alliances (GSAs) are district-recognized student groups which aim to create a safe and supportive environment for all, regardless of their sexual orientation or gender identity. GSAs are offered at most middle schools and high

schools in Jeffco and are often a student-led or student-organized group that brings together LGBTQ+ and straight students to support one another. GSAs often engage in advocacy efforts to promote understanding, tolerance, and inclusivity within the school community. Currently, 49 Jeffco schools have established GSAs.

On May 10, 2025, Youth Celebrate Diversity partnered with Jeffco to host the 3rd annual Pride Prom for Jeffco high school students. The Pride Prom was a prom event specifically organized for LGBTQ+ students and their allies. This event, designed to be inclusive and affirming, welcomed dozens of students and provided a safe and supportive space for people of all sexual orientations and gender identities to celebrate and express themselves.

Representative Student Voice in District Decision-Making

The [Jeffco Student Leadership Board \(JSLB\)](#) is a districtwide student advisory board composed of representatives from every comprehensive high school in Jeffco. The purpose of JSLB is to elevate authentic student voice and provide meaningful input on district priorities, policies, and school experiences.

Intentional efforts have been made to ensure that the board reflects the diversity of Jeffco's student population. Representation includes students from varied racial, cultural, linguistic, socioeconomic, and academic backgrounds as well as students with diverse lived experiences. This structure ensures that student perspectives shared at the district level are not limited to a single viewpoint, but instead reflect the broader experiences of Jeffco's student body.

This model has positioned students as active contributors to district strategy and governance conversations. Students have helped ensure that High School Reimagined efforts reflect authentic student needs and perspectives and have served on the district's Cell Phone Policy committee.

Through this representative model, JSLB strengthens inclusive decision-making and ensures that district leaders hear directly from students across schools and communities.

JEFFCO LISTENS: Insights on Identity, Belonging, and Safety Across Student and Family Groups

The 2024–25 Jeffco Listens surveys provide important insight into how students and families across identity groups experience belonging, safety, and connection in Jeffco schools. These patterns help illuminate where experiences are consistent and where disparities persist.

As reported in the June 2025 [2.2 and 2.6 monitoring report](#), Jeffco has increased the diverse family participation for the Jeffco Listens survey over the past three years. Table 4 below provides participation trends for families of color and families with special services.

Table 4: Survey Participation of Families of Color and/or Eligible for Specialized Services

	Winter 2023	Winter 2024	Winter 2025
Families* of Color	24% (2,461)	26% (2,991)	32% (3,699)
Families* of Children with IEP, ML, or FRL services (contains duplicate counts)	31% (3,585)	34% (4,181)	38% (4,425)

*The denominator of the percentages includes only the families who answered these background questions on the survey (self report); IEP = Individualized Education Program, ML = Multilingual Learner, FRL = Free/Reduced Lunch eligible

Student Experience: Key Patterns

Elementary Students

- White students and students of color report similar favorability across most topics (Teacher-Student Relationships, Academics, School Engagement).
- Largest gap: School Safety — students of color report favorability 8-percentage points lower than white peers.

Secondary Students

- Gaps widen across all topics, with white students reporting higher favorability overall.
 - Academics: 7-point gap
 - Teacher-Student Relationships: 6-point gap
 - Other topics: 2–7-point gaps

- These patterns show that as students progress through school, experiences of belonging, academic confidence, and relational trust diverge more sharply across racial groups.

Students with IEPs

- **Elementary:**
 - Lower favorability for School Rigorous Expectations and School Safety (both **10-point** gaps).
 - Higher favorability for Academics (+3 points).
- **Secondary:**
 - Lower favorability for Academics (-12), Rigorous Expectations (-9), and School Safety (-6).
 - Most other topics 3–5 points lower; School Engagement shows no difference.

Multilingual Learners (MLs)

- **Elementary:**
 - Lower favorability for School Safety (-12) and Rigorous Expectations (-8).
 - No differences for Academics or School Climate.
 - Higher School Engagement (+4).
- **Secondary:**
 - Lower favorability for Academics (-11) and Rigorous Expectations (-6).
 - Higher School Engagement (+5).

Family Experience: Key Patterns

Families of Color

- Slightly lower favorability across most topics compared to white families.
- No difference in School Climate.

Families of Students with IEPs

- School Safety slightly higher (+1).
- School Climate slightly lower (-2).
- School Fit lower (-4).

Multilingual Learner Families

- Higher favorability across most topics (+1 to +4).
- Slightly lower School Safety (-2).

Families Eligible for Free/Reduced Lunch

- Slightly higher favorability for the Jeffco Strategic Plan topic (+1).
- Slightly lower School Safety and School Climate (-2 each).
- Slightly lower School Fit (-1).

Interpreting the Data Through an Equity Lens

Across student and family groups, the data reveal the pattern that identity shapes experience.

- Elementary experiences are more aligned across groups, but disparities deepen in secondary school.
- Students of color, students with IEPs, and multilingual learners report lower favorability in areas tied to safety, academic confidence, and expectations.
- Family perceptions mirror these patterns, particularly around safety, climate, and school fit.

These insights point to clear priorities aligned to End 3.4:

- Strengthening stakeholder relationships
- Ensuring consistent, affirming experiences across all schools and grade levels
- Building environments where every student and family feels seen, supported, and connected

[In the appendix](#), Figures A-1 through A-13 provide graphs for the Jeffco Listens Student and Family Surveys.

COMPLIANCE STATEMENT

On Track: Aligned operational compliance for resource allocation and required staff training

- **At-Risk and Title I Allocations:** The district continues to direct additional funding to students experiencing poverty and schools with higher concentrations of need through Student-Based Budgeting and Title I allocations. Jeffco maintained an at-risk allocation of \$1,241 per at-risk student, with Title I schools receiving a weighted average of \$2,381 per at-risk student. These investments support staffing and structures that expand access and opportunity for students facing greater barriers.
- **Mandatory Non-Discrimination Training:** Beginning in 2024–25, Jeffco implemented annual mandatory non-discrimination training for all staff,

aligned to Title IX, SB 23-296, and district nondiscrimination policies and complaint procedures. This training strengthens clarity of expectations, awareness of protected rights, and accountability for professional conduct.

- **Accessible Reporting Systems:** The increased use of the Speakfully reporting platform demonstrates the district's commitment to equal employment opportunity and fair treatment of all employees. Increased district communication of this system has resulted in greater visibility and follow-up for stakeholder complaints.

On Track: Improved Outcomes for Special Populations Through Pathways and Academic Belonging

Jeffco is making measurable progress in improving outcomes for historically underserved students through expanded career pathways, strengthened 9th grade on-track systems, and access to rigorous, relevant instruction.

- **Diversifying texts that are reflective of our students:** ELA and Social Studies teams expanded access to diverse texts and primary sources across grade spans, including K-2 "Our Bookshelf" collections, enhanced Indigenous perspectives and primary sources in elementary social studies, adoption of iCivics in grade 8, and continued work to finalize recommended secondary novel lists that prioritize Indigenous and female authors.
- **Rigorous, grade-level instruction:** Ensuring that every student has access to grade-level, standards-aligned instruction remains central to this work. High-quality instructional materials and a sustained focus on strengthening the instructional core are creating more consistent learning experiences across schools. While achievement gaps persist, expanding access to rigorous instruction is a foundational strategy for closing those gaps and reinforcing academic identity, confidence, and long-term success for all students.
- **Career-Aligned Pathways and Graduation Outcomes:** CTE concentrators graduated at a 96.2% rate in 2023-24, with economically disadvantaged students (93.8%), students with disabilities (96.8%), and Hispanic students (94.9%) graduating at rates comparable to their peers — demonstrating progress in narrowing long-standing graduation gaps through access to rigorous, career-aligned coursework.
- **Strengthening 9th Grade On-Track Systems:** Additionally, partnerships with the Center for High School Success strengthened 9th grade transition systems at Lakewood and Wheat Ridge High Schools, increasing on-track rates to 84% and 83%, respectively. These efforts advance academic belonging by ensuring students are known, supported, and positioned for graduation success.

On Track: Inclusive Student Leadership and Affinity Groups

Jeffco continues to expand affirming learning environments through structured student leadership and cultural based programming and opportunities.

- **Latinos in Action** demonstrates strong academic and postsecondary outcomes with 92% of graduating seniors enrolling in college or trade school, while contributing measurable community impact through bilingual tutoring and civic engagement.
- **The Native American Education Program** has expanded school-based affinity spaces, community partnerships, and leadership opportunities that strengthen belonging and cultural visibility.
- **LGBTQ+ supports**, including 49 active GSAs and districtwide events such as Pride Prom, provide safe and affirming spaces across secondary schools.
- The **Jeffco Student Leadership Board** ensures representative student voice from every high school, reflecting the diverse lived experiences of our student body.

Together, these efforts reflect sustained progress in creating school environments where diverse identities are respected, student voice is elevated, and belonging is strengthened across Jeffco schools.

On Track: Ensuring Access and Belonging for Diverse Students and Families

Jeffco continues to demonstrate sustained progress in ensuring access and belonging for diverse students and families.

- **Multilingual supports** are fully operational districtwide, with expanded translation and interpretation services, strong adoption of LanguageLine and TalkingPoints, and measurable two-way communication with families in over 40 languages. Title I schools achieved 100% implementation of TalkingPoints, exceeding district goals and increasing meaningful engagement with multilingual families.
- **Newcomer supports** have matured from initial launch to scaled implementation through the Family Ambassador Team's tiered model of outreach, navigation, and case management. The team expanded service to over 100 schools, strengthened attendance outcomes, and increased intensive support for families with complex needs.
- Clear **districtwide guidance**, multilingual resources, and Board-adopted commitments reinforce safe and welcoming environments for all students regardless of background or immigration status.

Collectively, these systems reflect consistent implementation of structures designed to reduce language barriers, protect student rights, strengthen family partnership, and ensure that diverse identities are respected and supported across Jeffco schools.

Challenge: Training Compliance

Mandatory training completion continues to be challenging for some employees, primarily due to constraints on time and accessibility to workplace technology. Human Resources is assessing completion rates and coordinating with supervisors to guarantee employees receive the necessary time, access, and support to fulfill this important requirement. Furthermore, Human Resources and Risk Management teams are collaborating to develop a more efficient system of tracking compliance and communicating with employees.

Challenge: Academic Achievement Gaps

In monitoring report 1.1 presented to the board on February 4, 2026, [mid-year DIBELS and MAP data](#) show the academic gaps for several historically underserved student groups, including Hispanic students, economically disadvantaged students, limited English proficient students and students with an Individualized Education Plan.

While access to high-quality instruction and pathway opportunities is strengthening, closing outcome gaps remains a central challenge requiring sustained focus.

Challenge: Differences in Student and Family Experiences of Safety, Expectations, and Belonging

Jeffco Listens survey results show that while elementary experiences are more aligned across identity groups, disparities widen in secondary grades. Students of color, students with IEPs, and multilingual learners report lower favorability in areas related to safety and rigorous expectations, signaling the need for greater consistency in affirming learning environments across schools.

These findings underscore how background and identity shapes students' experiences in school. Cultural, linguistic, and learning differences are strengths within our community, and variations in perception illuminate where relationships, instructional practices, and support systems must be strengthened to ensure consistently affirming experiences for every student.

Moving forward, the district will continue to strengthen relationships with all stakeholders, promoting consistent and affirming experiences across grade levels,

and building environments where every individual feels seen, supported, and connected.

Challenge: Navigating a Complex State and National Climate

Broader political and societal conditions continue to impact the experiences of students, families, and staff—particularly newcomer communities. The district must remain adaptive, ensuring clear guidance, consistent communication, and strong relationships so that fear and uncertainty do not impact our academic progress nor undermine safety and belonging.

APPENDIX

Key Definitions

Student-Based Budgeting (SBB):

A student-based budget allocation to a school is a method of distributing budgetary resources, aligned to the number of students served and the specific attributes and/or needs of the students. This approach recognizes that it takes more staff and materials to serve more students and generally fewer staff and materials to serve fewer students. Formulas are adjusted and calibrated to ensure that small schools have what they need in comparison to larger schools that have greater efficiencies of scale.

At-Risk Supplemental Allocation:

Jeffco's student-based budgeting (SBB) formula has always included a supplemental amount of funding that goes to schools along with every free and reduced lunch (FRL) eligible student. This supplemental funding reaches every FRL student in the district.

Title I Supplemental Funding:

Jeffco has traditionally allocated a portion of its Title I funding through a formula to a set of schools with higher concentrations of poverty. These supplemental funds are available as a pass through federal grant and are on top of the district's at-risk supplemental funding.

Additional Jeffco Listens Student and Family Survey Graphs

Figure A-1. 2024-25 Jeffco Listens Elementary Survey Results for White Students

Grades 3–5

7,864 responses | [Show breakdown](#)

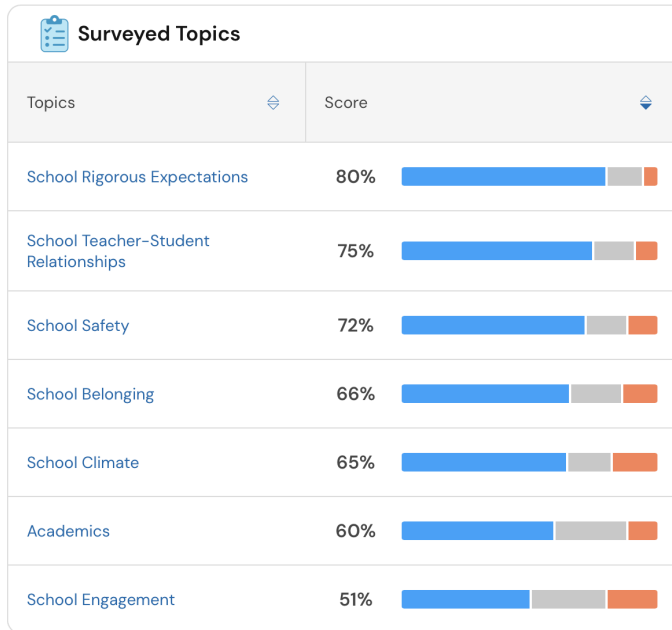


Figure A-2. 2024-25 Jeffco Listens Elementary Survey Results for Students of Color

Grades 3–5

4,138 responses | [Show breakdown](#)

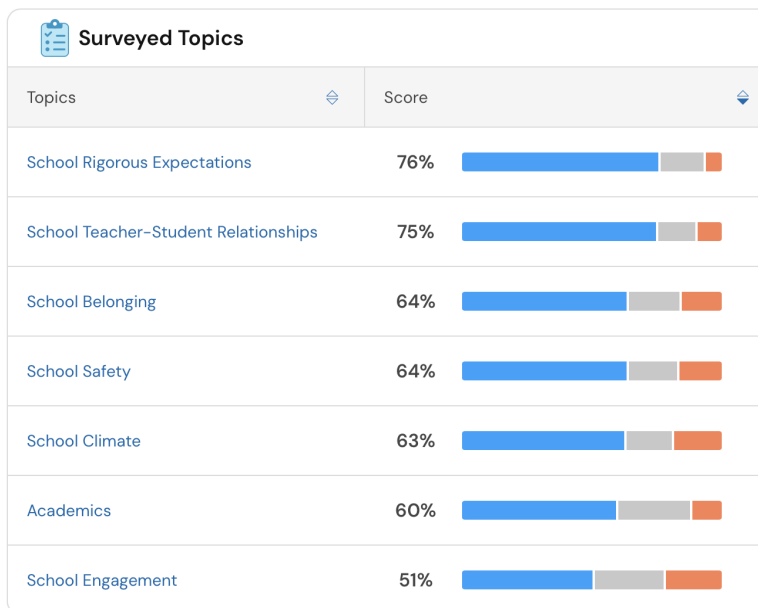


Figure A-3. 2024-25 Jeffco Listens Secondary Survey Results for White Students

Students 6–12

16,227 responses | [Show breakdown](#)

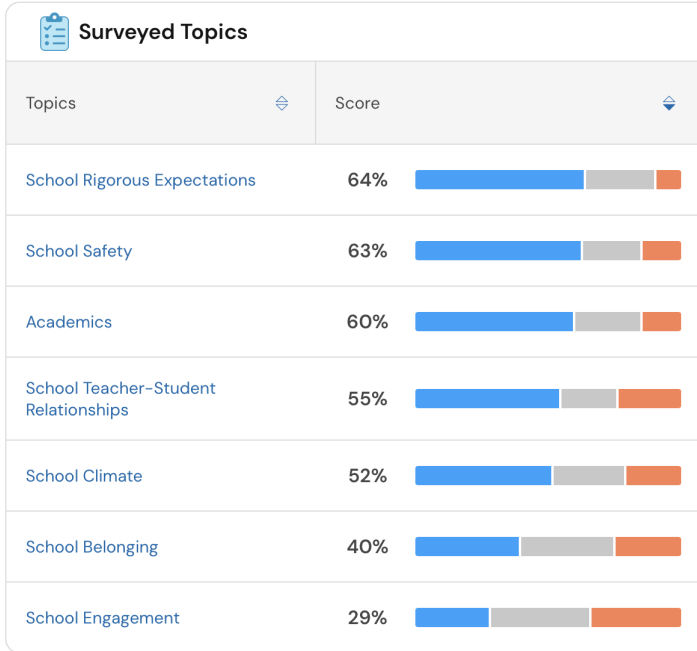


Figure A-4. 2024-25 Jeffco Listens Secondary Survey Results for Students of Color

Students 6–12

8,604 responses | [Show breakdown](#)

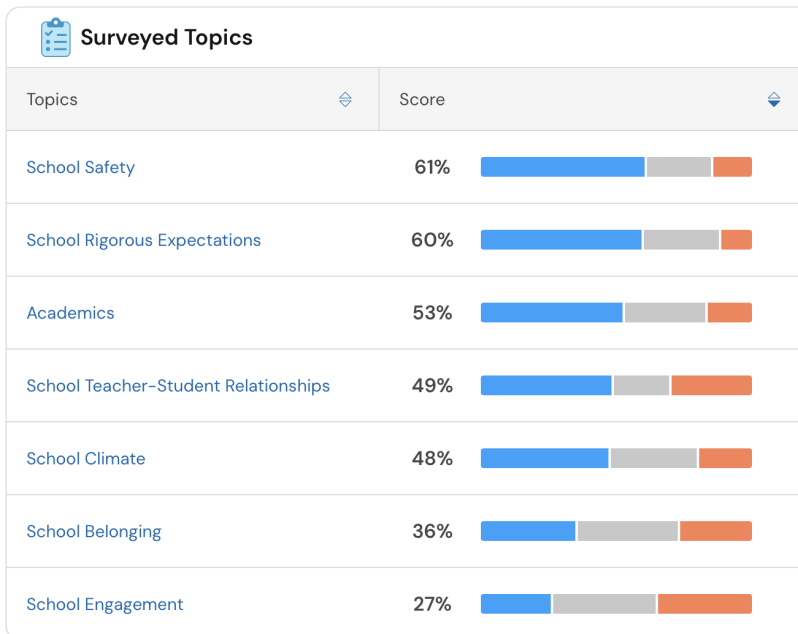


Figure A-5. 2024-25 Jeffco Listens Elementary Survey Results for Students with an IEP

Grades 3–5

1,800 responses | [Show breakdown](#)

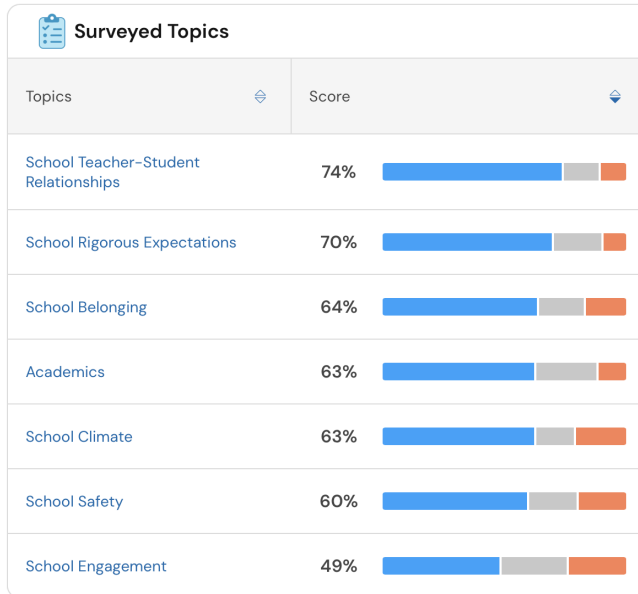


Figure A-6. 2024-25 Jeffco Listens Secondary Survey Results for Students with an IEP

Students 6–12

2,498 responses | [Show breakdown](#)

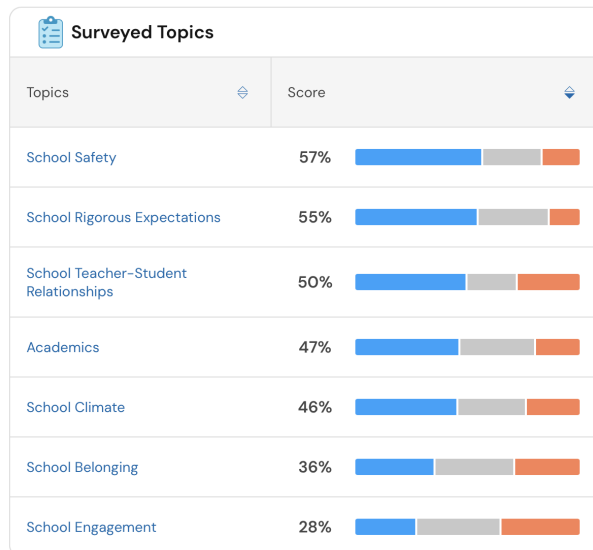


Figure A-7. 2024-25 Jeffco Listens Elementary Survey Results for Multilingual Learner Students

Grades 3–5

992 responses | [Show breakdown](#)

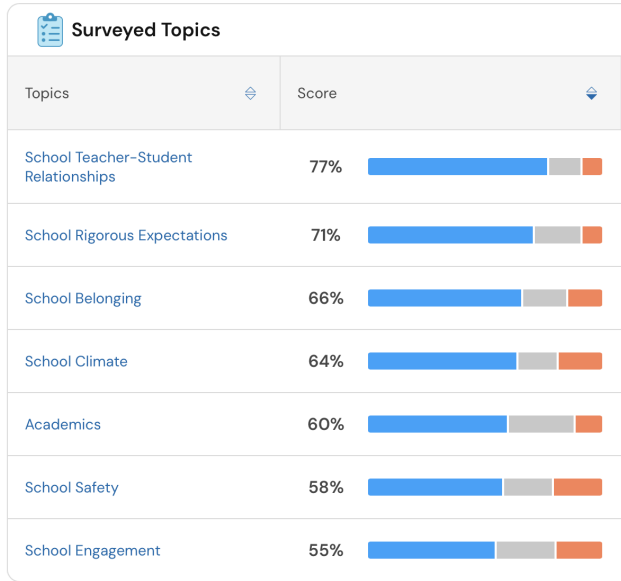


Figure A-8. 2024-25 Jeffco Listens Secondary Survey Results for Multilingual Learner Students

Students 6–12

1,175 responses | [Show breakdown](#)

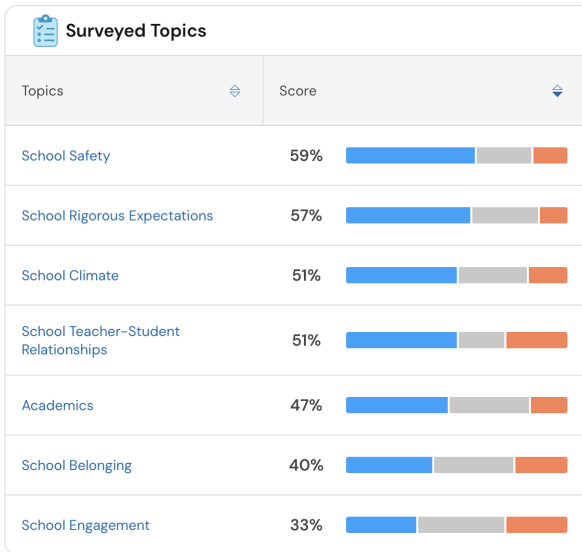


Figure A-9. 2024-25 Jeffco Listens Family Survey Results for Respondents Identifying as White

Family Survey

7,830 responses | [Show breakdown](#)

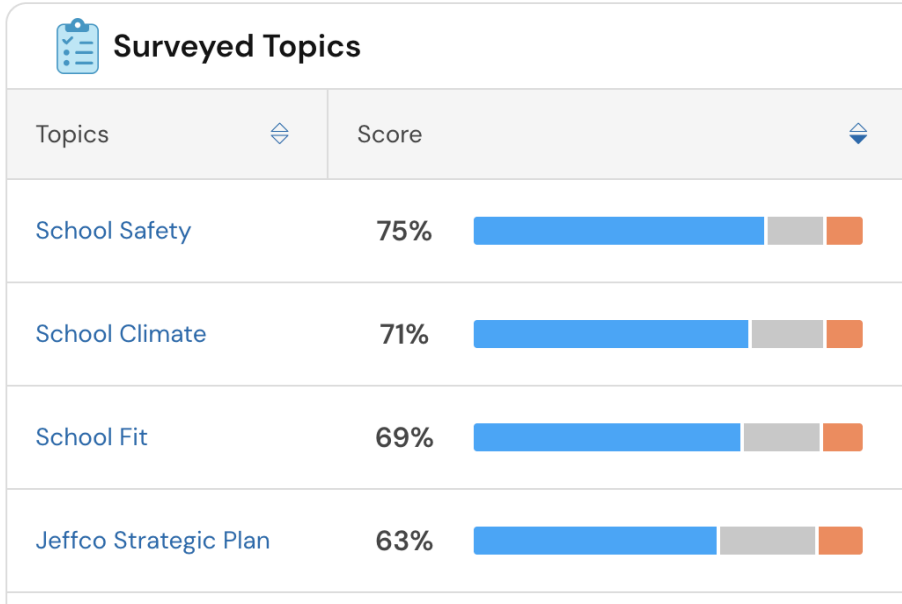


Figure A-10. 2024-25 Jeffco Listens Family Survey Results for Respondents Identifying as a Person of Color

Family Survey

3,406 responses | [Show breakdown](#)

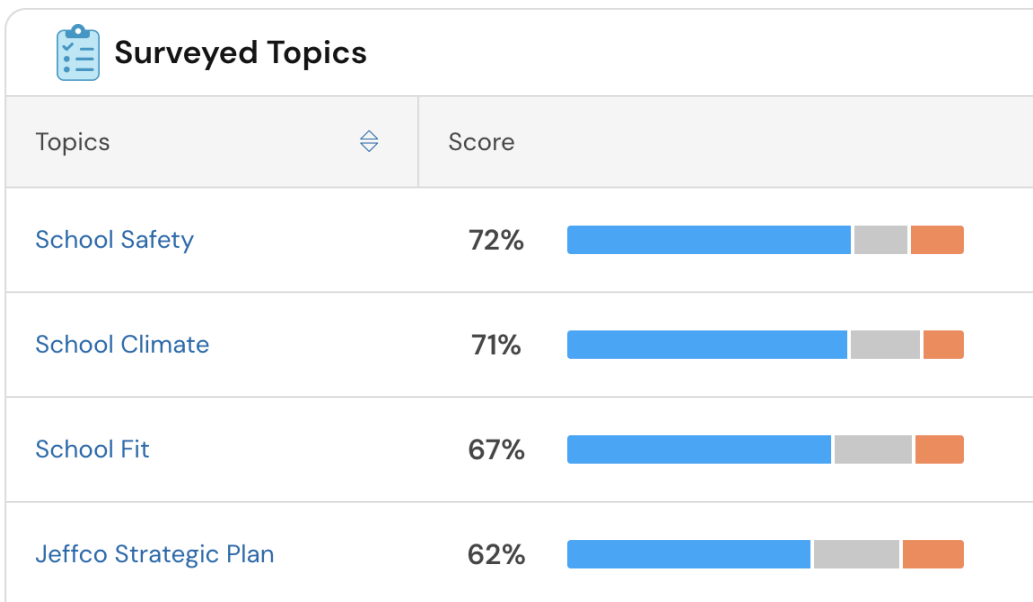


Figure A-11. 2024-25 Jeffco Listens Survey Results for Families with a Students with IEPs

Family Survey

963 responses | [Show breakdown](#)

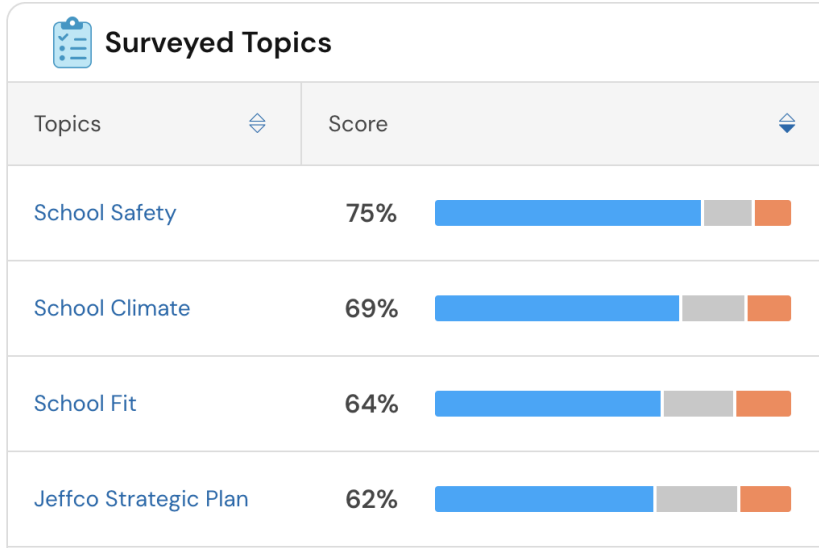


Figure A-12. 2024-25 Jeffco Listens Survey Results for Families with Multilingual Learners

Family Survey

345 responses | [Show breakdown](#)

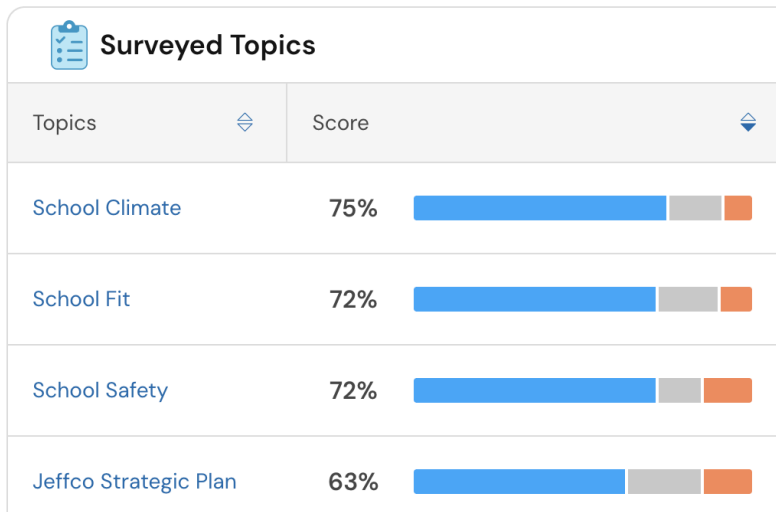


Figure A-13. 2024-25 Jeffco Listens Survey Results for Families with Students Eligible for Free/Reduced Lunch

Family Survey

2,163 responses | [Show breakdown](#)

