

District Accountability Committee

Agenda

May 19, 2026, 5:30-8:30 pm

Jeffco Public Schools Ed. Center, Room 4E (take elevators to the 4th floor and exit left)

1829 Denver West Drive, Bldg. 27, Golden, CO 80401

Information/ Action	Welcome and Approval of Agenda and Minutes (5:30-5:40) Therese Rednor will welcome members and guests and determine quorum. **A quorum of at least half of the current membership and at least one DAC officer must be present to conduct DAC business that requires a vote.** Members will approve the May agenda and April meeting minutes. Materials: May agenda and April meeting minutes	10 min	Therese Rednor, DAC Chair
Information	REVIEW: Superintendent's Recommendation on Charter School Application (5:40-5:50) Materials:	10 min	Evie Hudak, Charter School Subcommittee Chair
Information	DUIP (5:50 - 6:20) Materials:	30 min	Dr. Carol Eaton, Executive Director, Instructional Data
Information	DAC Share Out (6:20-7:00) Materials	40 min	Therese Rednor; Crystal Marine, Budget Subcommittee Chair
	BREAK (7:00-7:10)	10 min	
Information/	SAC Kick Off (7:10 - 7:25) Materials:	15 min	Evie Hudak

Information/ Vote	DAC Elections (7:25 - 7:55) <i>Applications received from interested DAC members to serve as DAC officer positions.</i> Materials: application material (emailed with agenda) Election Results	30 min	Trace Faust, District Facilitator
Information	Celebrations & Looking Forward (7:55-8:15) Materials:	20 min	Therese Rednor; Elizabeth Armstrong, DAC Vice Chair
Information/ Action	Open Discussion & Adjournment (8:15-8:20) Board member comments (if present) Submit your questions here (or scan this QR Code)  Remember, you always have a resource through the DAC website	5 min	Therese Rednor

DAC Meeting

April 21, 2026

ATTENDANCE

Attendees: <i>Strikethrough = absent</i>				
Amanda Bryan	Corie Detwiler	Evie Hudak	Kate Otto	~~Michele DeAndrea-Austin~~
Amanda Gomez	~~Corky-Guy/resigned~~	~~Greg Aigner~~	Katie Koivisto	Shannon Ream
Angela Cryan	Crystal Marine	Hannah Hoong	~~Katie-Rogers/resigned~~	Therese Rednor
Annie Contractor	Dawn Fritz	Heather Fassino	Katie Zaback	
~~Ashley Kingsley~~	~~Diego Rodriguez~~	Heather Frizzell	Kayleb Layman	
Ashley Reynolds	Elizabeth Armstrong	~~Jennifer-Canzoneri/resigned~~	Kim Bierbrauer	Diego, Laura, Chrisa, Kara, Aubrey, Greg, Matt, Autumn and Michele are EXCUSED absences
~~Aubrey Allmond~~	Emily Lubkert	Jennifer Wilson	~~Laura Grims~~	Megan Anderson has missed three meetings
Aubrey Rice	~~Erie-Koch/resigned~~	Jessica Bridges	Mandi Perkins	Jennifer Canzoneri has missed three meetings
~~Autumn-Ungar/resigned~~	~~Erie-Rowe/resigned~~	~~Julia-Morgan/resigned~~	~~Mark-Kirkemier/resigned~~	Corky Guy has missed three meetings
Carsten Engebretsen	~~Erica-Tucker/resigned~~	~~Kara-Zucker/resigned~~	~~Matthew-Noll/resigned~~	Christa Medine has missed three meetings
~~Christa-Medine/resigned~~	~~Erin-Norton/resigned~~	~~Karena-Hamm/resigned~~	~~Megan-Anderson/resigned~~	Katie Rogers has missed five meetings

1. **Welcome and Approval of Minutes** (5:30-5:40) Agenda stands as submitted and Minutes are approved.
2. **Charter School application Review** (5:40-6:40), Julie Tolleson, Jeffco Chief Legal Counsel
 - a. Question to consider: Is opening Mesa K-8 in the best interests of the pupils and the district. All input needs to be grounded in “best interest” and factually rooted in the application and conceptually aligned to the rubric.
 - i. Community Impact
 - ii. Budget and finance
 - iii. Parent and Community Involvement
 - iv. Serving Special Populations
 - v. Waivers
 - b. In the event of a State Board Appeal, “If the State Board finds that the local board’s decision was contrary to the best interests of the pupils, school district, or community, the State Board shall remand such decision to the local board of education with written instructions for reconsideration thereof..”
 - c. Six committee members. Julie came to the subcommittee and gave context which was helpful. 5/6 said yes to the new school, 1/6 said no to the new school

Comments: Katie: In the application, it sites a smaller amount of students, 8,300 instead of 15,000. It's probably because they are planning on pulling people from Denver. Katie: That area of Denver has 12% declining enrollment. All of these numbers come from community members. There are verifiable sources. Evie: Just looked at LOIs. We didn't talk about that; we just looked at LOIs. Dawn: Why weren't the on-the-ground members considered in community impact. Katie: point of the DAC is to access community impact and how can you do that when you're not in the committee. We sent tons of letters to the committee and they weren't reviewed. Trace: It wasn't a roadblock, we said take it into account. Evie: We talked to Julie and Taio talk about this. It seemed like we were supposed to confine ourselves to the application and the in-person interview. Trace: It's on the DAC to do the work and it's up to your interpretation to how you do the work. Annie: We got guidance to limit the body of evidence to limit the scope of evidence. Trace: It might be helpful for us to facilitate the process. We are supposed to be advises and we feel like we're being. Talk to the board. I won't defend a process. You could go down the rabbit hole is a myriad of different Amanda: I had always assumed that the rubric is created by the state. Evie: It's a historical rubric that the charter committee has used for many many (3) years. We wanted a way to objectively review. Amanda: I want to back-up Annie because I remember sitting in meetings last year and that we could only use this rubric to look at what charters are doing. We were given very limited scope. Julie: Last year, there were renewals and there are just three things that are considered in a renewal. Annie: We had a conversion. Evie: We were told we had to stick within the rubric. Trace: You want to make sure the rubric is relevant. I want to come back to, I'm fine with this conversation and I want to think about the role. I would like to see you get more organized with how you communicate to the board. Annie: In terms of encouraging us to get organized, every recommendation has to go through board approval. Trace: Individuals, get yourselves organized. Erin is a board member here...an interesting point is you are going above and beyond what the statute is asking for. Do we want to make a recommendation for strengths and weaknesses? Hannah: Now knowing that it's a DAC/district created rubric, if the rubric recommendation and the score is just 1.8 and 2 is acceptable, we are allowing acceptable to be what we want to bring to the district. I want us to rise above acceptable standards. If it's been rated that low, it's a serious concern to me that we're saying that it's okay. Carsten: We have letters from principals in the area, from the community, members of DAC representing the community and these are powerful statements. A big question that I have is that we are closing schools and how does it appear that we are opening a school and starting an MLO. Trace: We'll come back to this. We'll get back to this. Fiscally, how would this affect them? Trace: I'm going to move us on. Crystal: I feel like this recommendation doesn't provide enough depth. I would ask that we hear from the sub-committee members. The contingencies to eliminate one teacher position. I need more information. What kind of grants? Who's writing the grants? Trace: Let me remind you all, if you feel like you don't have enough context, you vote with your voice. I'm curious about the contingency plan, at what point do they eliminate a teacher position, when does that happen? Being reliant on grant funding, what is the security of

that? Evie: It wasn't fleshed out. The implication was if they don't have enough enrollment to meet their needs, then they'd cut a teacher position. It seemed to be assumed that it would be before the school opens. If enrollments does bring in enough Per Pupil Enrollment. Does the rest of the subcommittee agree with that? Taio: One lead teacher for every 4-6 teachers and the lead teacher would be cut. The assumption would be that it's before school started. Heather: 1:13 ratio, do we know what the student/teacher ratio was in the schools that closed in the same community? Or of the current schools that are still operating in the area? Shannon: Is there a threshold when Jeffco decides to close schools when it's in that area? Trace: It's building utilization. Therese: If it was under 50% utilization it was closed. Angela: It's a 17:1. Kate: Eliminating a teacher position is not a sustainable model. Sara: Red flag from our discussion was the dual staff, how does that affect teacher retention? Kim: Who is financially backing the school? Taio: Fellow with the Legacy Foundation out of Colorado Springs, federal charter school funds and have received a grant from Lydia Hoffman with the Colorado Schools Fund. Received \$1000 PP from Colorado Schools Fund. Kayleb: Curious, approval is what? Trace: Request was from the BOE. Kim: Ratio of 1:11, is that one SPED kid per class? Taio: They are estimating 15% of the population. Shannon: Did they say anything about the first bullet, what does "conservative approach" mean? Trace: This was from a current charter school (Eric's) perspective. Trace: Katie K. A couple thoughts: everything outlined in here is a legal requirement or bare minimum expectation. They have to have a SAC. Don't get bonus points. Sounds like a plan to make a plan. I feel like this is indicative of a lack of community needs assessment. This is not a realistic expectation of the community that they are saying they want to serve. Angela: Three Questions: 1. My school limited lunch and breakfast because it's against Jeffco protocol. Now I can't do that. Tara: We make sure we have secure parameters. We don't let adults come in to some schools and we don't have open campuses. 2. Expeditionary model, they said it would be multilingual, is that true? 3. I'm concerned that we just closed Molholm and we just got our students stable and half went to Lumberg and half went to Jefferson and now were opening a new school to pull some students out of our schools. Sara: Can we get an explanation of what waivers means? Julie: They can seek waivers on certain items, like teacher evaluations, etc. Evie: They had three waivers that I don't remember, but they didn't seem unreasonable. Serving Special Populations/Waivers: Person who is serving special populations is the lead teacher, but that's the first person to get cut, so how does that play out? Taio: I'm not sure. Julie: The district would have to lean in a corrective action is they abandoned service providers. Katie Z: Highlight that one reason is that they say they need charters is to provide flexibility. Stevens is right down the street and they do that. We have zero waivers. Point of charter school act is to bring innovation which is why we offer waivers. Question is: do they need those waivers in order to execute those models. Kate: What are lead teachers? Taio: Lead teacher will be instruction coach, provide support, and interventions Elizabeth: Does Stevens have an expeditionary model? Katie Z: Yes. This is not the model you implement overnight Trace: Yes, I'm a former EL principal. Elizabeth: Follow up statement is that they applied for the standard waivers is like applying for standard tax deductions. Why wouldn't you? Sara: Is Mesa K-8, are they certified EL? Taio: It's their plan, but it's not inexpensive, so they would cut it from their

budget if they needed to. Katie Z: There is no plan to go beyond base level. Peak which is not credentialed, gets more than Stevens. Trace: When someone says they are an EL school, there is more nuance than that. Kayleb: I'm looking at the application. Given what Katie just said, when do they get to K-8. There is a K-5 expeditionary already. Can we recommend that the subcommittee evaluate? Trace: Their vote for you all to recommend it is just for you. Yes, good point, there are nuances. They aren't EL yet and they aren't K-8 yet. Heather: In the same community as Peak, and it's also an EL model and it's also down the street from this school. From my own experience, I'm concerned about the message that this sends to the community that just had several schools close in the area (Wheat Ridge/Lakewood). Angela: special populations and bilingual aspect, we have Edgewater which is fully bilingual and then Jefferson and then moving. We already have bilingual programming covered and Lumberg also has the bilingual component covered. All of our teachers are required to be bilingual and those teachers get a stipend for that. At Edgewater, there are less than 10 who are not bilingual. I don't feel like Mesa did their research go it right; we've got it covered in our articulation area. Trace: Evie three minutes. Evie: Application is sound, but you've brought up a lot of nuances. They barely have the minimum 95 to open, and they are hoping enough students of LOIs will actually attend. I have read applications of many charter schools. This application is very lean and in a district of declining enrollment, I don't see how they can make a go of it. It didn't come from community interest. It was brought by an individual that did a paper on her "dream school." Trace: If you've said it, you don't need to say it again. Crystal: The demand signals for charters are strong. Most if not all charters have waitlists. Our responsibility is to ask why. I want to honor community feedback. Concerns like this should lead to stronger analysis. There is no scenario in which enrollment is guaranteed. LOIs are a widely accepted planning tool. Enrollment decline is real. That is a signal. Are we expanding opportunities. Therese: Wanted to clarify, letters were being sent to me. They were sent to Erin, and of course the DAC subcommittee can consider this, and all of them had concerns about the charter schools. This was shared with Evie. By no means was information being withheld, it was clarified by Erin and then shared with Evie. Dawn: Never seen the level of community engagement and several people who wrote letters have been on the DAC and/or live in the community being affected. They shouldn't be discounted. Trace: I wasn't saying discount, just as part of the process it was handed over. It's a question of process. Katie K. I'm not opposed to charter school and they help fill gaps. I am opposed to this charter school where we're duplicating programming. There was zero community input and there has been zero humility in terms of being willing to listen to the community. We don't represent Alameda and Jefferson and Lakewood here in DAC. Families need choices, but this will take away choices. Many have skipped two full levels and they are fully funded and have specialized programming. If they lose students, they'll have to make difficult choices. Representation matters and we don't have it. Sara: I want to go back to what Hannah said, this isn't an application that blows you out of the water. Let's give families lots of quality options. Trace: Yes, is yes, we recommend. No, is no we don't recommend. Abstain is just give them context. If it is a no vote, do we use Evie's letter or do we use our context here. Elizabeth: If this is something you feel passionate about,

please join the charter subcommittee. You're seeing a recommendation even a low recommendation. Trace: Yes, gratitude for the subcommittee; this is a complex process.

Yes votes: 4 votes

No votes: 20 votes

Abstain: 1 vote

Trace: Your recommendation is to not recommend the charter.

Round one combined:

3. **Break** (7:30-7:40)
4. **Personnel Performance Evaluations** (7:40-8:00), Amanda Pierorazio, Chief of Human Resources
 - a. Performance Evaluation Committee (Formerly 1338 Committee).
 - b. Board committee is at least: serve two year terms and include: jeffco educator, jeffco admin, jeffco principal, parent of a jeffco student, JCEA member, community member without a Jeffco student
 - c. Serve as an advisory group to BOE and provides input on educator evaluations, assess fairness, effectiveness, credibility, and professional quality, provide feedback on evaluation practices
 - d. Don't make final decisions, evaluation individual educators, implement district policy, operate as a grievance or compliance body
 - e. 2025-2026: Highlights: examined alignment of practices to fairness, effectiveness, credibility, and professional quality, learned about CDE Highly Effective Modified Evaluation Process, initiated discussion Differentiated Evaluation Model for Highly Effective educators
 - f. 2024-2025 Highlights: continued rubric revision work across multiple roles, collaborated with revision teams (DTL, TOSA, instructional coach, school counselor), reviewed drafts and provided stakeholder feedback, supported submission to CDE
 - g. 2023-2024 Highlights: provided input and feedback on teacher rubric revisions, reviewed draft updates and engaged in discussion, offered targeted recommendations to revision teams, supported alignment with district eval goals.
 - h. Accomplishments: strengthened inclusivity and transparency in evaluation processes, ensured consistent stakeholder voice in rubric revisions, supported development and submission of revised rubrics, advanced alignment with district commitment to excellence

*this committee can be part of DAC as a subcommittee. Elizabeth: Thank you for your time. Our challenge is to give principals recommendations on how to use student assessments as part of teacher evaluation. Amanda: That is a different portion of a teacher's "effectiveness rating." The percentage changes every year. Current percentage is less than 50% based on "student growth." We don't use CMAS now because we don't get results until the following year. We use MAPS and DIBELS now. And they use student assessment data. We push that out to schools and let that be part of their decision making. Elizabeth: Jeffco chooses to use MAPS and DIBELS why? Is that part of the employee handbook. Amanda: It's on the Educator

Effectiveness website. We can send you resources. Hannah: two questions: 1. When we say educator, is that just classroom teacher? Amanda: Not necessarily. Educator includes DTL, speech path, etc. (part of JCEA bargaining unit). Hannah: One of the priorities for the district is belonging. Is there anything in the rubric about belonging? Amanda: I can share the rubric with you, but there is a section on classroom community. Q: How often do you meet? Amanda: Quarterly. Virtually.

5. AAR Update (7:20-7:55) Carsten

- a. SAC trainings: we need your help with this. I'm going to put Evie on the spot with what we are thinking about for next year for the SAC Kickoff
- b. Evie: SAC kick-offs will be done by BOE areas and charter schools would have their own. FCSP Committee is going to provide turn-keys and make it a group effort. Here are the leads and the options schools will go with their district:
 - i. District 1: Evie
 - ii. District 2: Angela Cryan
 - iii. District 3: Therese
 - iv. District 4: Carsten
 - v. District 5: Greg
 - vi. Charter: Evie
- c. Accomplish soon: get a date and a place. Once that's done, the leads will get names of SAC chairs and begin communication. Goal is to have that done by
- d. Community SUPS and principals are not ALL aware yet. Tara and her team will work on messaging. We don't want every principal to get it ten times ten ways. We need clarity on what they are asking principals to do. Community SUPS are the ones that hold principals accountable for getting this done. And they also want clarification on how the curriculum will be differentiated? They said if it's the
- e. same content, they'd rather just do the whole SAC kick-off. They believe there is value in a SAC chair and a principal sitting together and going through that all together. Tara: We need the collaboration. Logistically, they are trying to envision what it is going to look like. They are saying that it won't be an intimate conversation.
- f. AAR Share-Out: Silence.

6. BOE Recommendations to the DAC (7:55-8:15):

- a. More engagement for high school parents outside of DAC.
- b. More engagement from community members
- c. Helping charter schools know that they are part of the district
- d. Tell them what we want them to know.
- e. April 28th is the "Strengthening Equity Through Community" by Equity Accountability Committee, 5:30-7:30 at Creighton
- f. Sharing best practices with all SACs. How can DAC make that effective? It's a big call out.

7. DAC Membership Reminders (8:15-8:25)

- a. Intent to Return-if you were appointed in an odd year, email Greece with Intent to Return. Trace is managing that.

- b. 2nd term process-You are at the end of your term. You should have filled out the application to reapply.
- c. Recruitment updates: application is still open and tell your friends! Therese will send out the link again.

Annie: I've been aggressively asking people, one is a substitute teacher, so we might need to reconsider that eligibility component. Another was a parent of a child with a disability, so I think we should also reconsider the in-person component.

Shannon: We tend to take at large members, can we have record of where people are tied to so that they can dive into their articulation areas.

8. Subcommittee Elections:

- a. Chair-Be prepared for a couple of hours extra for coordinating beyond exec meetings and DAC meetings. Be passionate about creating space for people to share. Get opportunity to learn deeply about the inner workings of the district.
- b. Vice Chair-Be the "I chose to." Therese and I have been working on aligning agendas so we can align and bring DACs together
- c. Charter-Reviews new and renewal charter applications.
- d. FSCP-Take the leadership role in planning the trainings that enable the AARs to interact with the SACs. We interpret the SAC surveys on how we can improve and give input into DAC retreat.
- e. DUIP-I put action when I want to see change and that's the power behind this subcommittee. There is power in our data. Now we can help empower our SACs and we are working on a toolkit right now to better train and provide information.
- f. Secretary-Don't have to coordinate extra meetings, and help form agendas on the exec committee
- g. AAR Coordinator-Subdivision of FSCP. Communicating what everyone does and being an advisor.
- h. Budget-we changed some of the questions on the survey and become more robust with the budget recommendations

Comments: Katie: In the application, it says they have 15,000 students in the region but that is not substantiated. Instead the figures in the application add up to 8,300. Data from the [November 13 Enrollment Projections](#) suggest enrollment is close to 10,000, including students from High Schools and Middle Schools. It's important to note that they will not open for middle school until 2032.

Taio: It's probably because they are planning on pulling people from Denver.

Katie: That area of Denver also has 11% declining enrollment with neighborhood areas (West Colfax and Villa Park) projected to be the most affected.

All of these numbers come from community members. There are verifiable sources. Evie: Just looked at LOIs. We didn't talk about that; we just looked at LOIs. Dawn: Why weren't the on-the-ground members considered in community impact. Katie: the statutory intent of including DAC is to assess community impact and how can you do that when you're not in the committee. We sent tons of letters to the committee and they weren't reviewed. Trace: It wasn't a roadblock, we said take it into account. Evie: We talked to Julie and Taio talk about this. It seemed like we were supposed to confine ourselves to the application and the in-person interview. Trace: It's on the DAC to do the work and it's up to your interpretation to how you do the work. Annie: When I served on this committee last year, we got guidance to limit the body of evidence to limit the scope of evidence. Trace: It might be helpful for us to facilitate the process. We are supposed to be advises and we feel like we're being. Talk to the board. I won't defend a process. You could go down the rabbit hole is a myriad of different Amanda: I had always assumed that the rubric is created by the state. Evie: It's a historical rubric that the charter committee has used for many many (3) years. We wanted a way to objectively review. Amanda: I want to back-up Annie because I remember sitting in meetings last year and that we could only use this rubric to look at what charters are doing. We were given very limited scope. Julie: Last year, there were renewals and there are just three things that are considered in a renewal. Annie: We had a conversion. Evie: We were told we had to stick within the rubric. Trace: You want to make sure the rubric is relevant. I want to come back to, I'm fine with this conversation and I want to think about the role. I would like to see you get more organized with how you communicate to the board. Annie: In terms of encouraging us to get organized, every recommendation has to go through board approval. Trace: Individuals, get yourselves organized. Erin is a board member here...an interesting point is you are going above and beyond what the statute is asking for. Do we want to make a recommendation for strengths and weaknesses?

Hannah: Now knowing that it's a DAC/district created rubric, if the rubric recommendation and the score is just 1.8 and 2 is acceptable, we are allowing acceptable to be what we want to bring to the district. I want us to rise above acceptable standards. If it's been rated that low, it's a serious concern to me that we're saying that it's okay. Carsten: We have letters from principals in the area, from the community, members of DAC representing the community and these are powerful statements. A big question that I have is that we are closing schools and how does it appear that we are opening a school and starting an MLO. Trace: We'll come back to this. We'll get back to this. Fiscally, how would this affect them? Trace: I'm going to move us on. Crystal: I feel like this recommendation doesn't provide enough depth. I would ask that we hear from the sub-committee members. The contingencies to eliminate one teacher position.

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Therese: If it was under 50% utilization it was closed. Angela: It's a 17:1. Kate: Eliminating a teacher position is not a sustainable model. Sara: Red flag from our discussion was the dual staff, how does that affect teacher retention? Kim: Who is financially backing the school? Taio: Fellow with the Legacy Foundation out of Colorado Springs, federal charter school funds and have received a grant from Lydia Hoffman with the Colorado Schools Fund. Received \$1000 PP from Colorado Schools Fund. Kayleb: Curious, approval is what, there are parts of the rubric I don't see reflected? Trace: Not all the sections of the application were reviewed by the committee they only reviewed what was request from the BOE. Kim: Ratio of 1:11, is that one SPED kid per class? Taio: They are estimating 15% of the population. Shannon: Did they say anything about the first bullet, what does "conservative approach" mean?

Trace: This was from a current charter school (Eric's) perspective. Trace: Katie K. A couple thoughts: everything outlined in here is a legal requirement or bare minimum expectation. They have to have a SAC. Don't get bonus points. Sounds like a plan to make a plan. I feel like this is indicative of a lack of community needs assessment. This is not a realistic expectation of the community that they are saying they want to serve.

Angela: Three Questions: 1. My school limited lunch and breakfast because it's against Jeffco protocol. Now I can't do that. Tara: We make sure we have secure parameters. We don't let adults come in to some schools and we don't have open campuses. 2.

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Sara: Can we get an explanation of what waivers means? Julie: They can seek waivers on certain items, like teacher evaluations, etc. Evie: They had three waivers that I don't remember, but they didn't seem unreasonable.

Serving Special Populations/Waivers: Person who is serving special populations is the lead teacher, but that's the first person to get cut, so how does that play out? Taio: I'm not sure. Julie: The district would have to lean in a corrective action is they abandoned service providers. Katie Z: I want to acknowledge that these are pretty standard waivers that most Charters get. But I am concerned that on page 7 of the application it says "MESA will seek waivers in accordance with alignment to our core values, goals, and educational programming model. The instructional model at MESA requires flexibility in order to implement Expeditionary Learning with fidelity." .

Stevens is right down the street and they successfully implement an Expeditionary Model that is credentialed, meaning they have been assessed on implementing with fidelity and we have done that without waivers. The point of the charter school act is to bring innovation which is why we offer waivers. This duplicates existing programming that is being done successfully already in the area. Kate: What are lead teachers: Taio: Lead teacher will be instruction coach, provide support, and interventions Elizabeth: Does Stevens have an expeditionary model? Katie Z: Yes. We've spent almost a decade implementing it and three years getting credentialed, this is not the model you implement overnight Trace: Yes, I'm a former EL principal.

Elizabeth: Follow up statement is that they applied for the standard waivers is like applying for standard tax deductions. Why wouldn't you? Katie: Agreed. I think my concern is more in alignment with statute of whether this is innovation or brings a new model to the area.

Sara: Is Mesa K-8, are they certified EL? Taio: It's their plan, but it's not inexpensive, so they would cut it from their

budget if they needed to. Katie Z: Based on my read of the budget, it does not look like they have budgeted beyond base level curriculum. Peak which is not credentialed, is also implementing EL, they don't pay as much as Stevens, but I believe they do have some curriculum costs Trace: When someone says they are an EL school, there is more nuance than that. Kayleb: I'm looking at the application, it says they will be Jeffco's first K8 Expeditionary School. Given what Katie just said that is not true, when do they get to K-8. There is a K-5 expeditionary already. Can we recommend that the subcommittee evaluate? Trace: Their vote for you all to recommend it is just for you. Yes, good point, there are nuances. They aren't EL yet and they aren't K-8 yet. Heather: In the same community as Peak, and it's also an EL model and it's also down the street from this school. From my own experience, I'm concerned about the message that this sends to the community that just had several schools close in the area (Wheat Ridge/Lakewood). Angela: special populations and bilingual aspect, we have Edgewater which is fully bilingual and then Jefferson and then moving. We already have bilingual programming covered and Lumberg also has the bilingual component covered. All of our teachers are required to be bilingual and those teachers get a stipend for that. At Edgewater, there are less than 10 who are not bilingual. I don't feel like Mesa did their research go it right; we've got it covered in our articulation area. Trace: Evie three minutes. Evie: Application is sound, but you've brought up a lot of nuances. They barely have the minimum 95 to open, and they are hoping enough students of LOIs will actually attend. I have read applications of many charter schools.

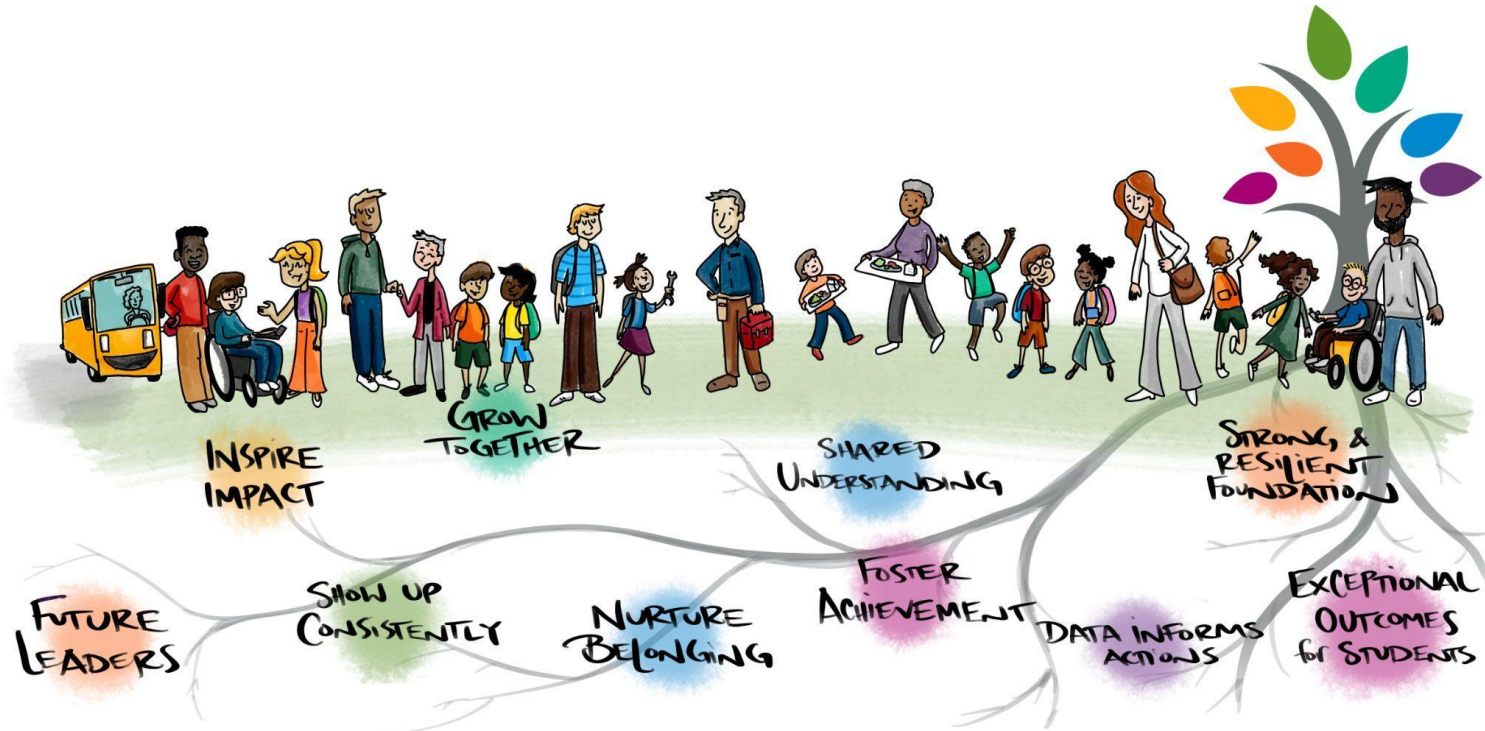
This application is very lean and in a district of declining enrollment, I don't see how they can make a go of it. It didn't come from community interest. It was brought by an individual that did a paper on her "dream school." Trace: If you've said it, you don't need to say it again. Crystal: The demand signals for charters are strong. Most if not all charters have waitlists. Our responsibility is to ask why. I want to honor community feedback. Concerns like this should lead to stronger analysis. There is no scenario in which enrollment is guaranteed. LOIs are a widely accepted planning tool. Enrollment decline is real. That is a signal. Are we expanding opportunities. Therese: Wanted to clarify, letters were being sent to me. They were sent to Erin, and of course the DAC subcommittee can consider this, and all of them had concerns about the charter schools. This was shared with Evie. By no means was information being withheld, it was clarified by Erin and then shared with Evie. Dawn: Never seen the level of community

engagement and several people who wrote letters have been on the DAC and/or live in the community being affected. They shouldn't be discounted. Trace: I wasn't saying discount, just as part of the process it was handed over. It's a question of process. Kate: I just want to say that there needs to be something done about this process and I'm willing to help, but we need to do something to address it. Katie I'm not opposed to charter schools they help fill gaps in our education system. I am opposed to this charter school where we're duplicating programming. There was zero community input and there has been zero humility in terms of being willing to listen to the community. In fact, they spoke to an organizer who has been working with the community for decades, who, in his letter, shares that he provided several important reasons why this school would be detrimental to the community. We don't represent Alameda and Jefferson and Lakewood here in DAC so we have to listen to these outside voices if we are going to assess community impact. Families need choices, but this will take away choices in schools that are starting to thrive in our region. We have Expeditionary, IB, Dual Language. All but two schools are finally in the green on the School Performance Framework and one jumped two full levels. This is because they are finally fully funded and have specialized programming. If they lose students, they'll have to make difficult choices. Also, representation matters and we don't have it. Sara: I want to go back to what Hannah said, this isn't an application that blows you out of the water. Let's give families lots of quality options. Trace: Yes, is yes, we recommend. No, is no we don't recommend. Abstain is just give them context. If it is a no vote, do we use Evie's letter or do we use our context here. Elizabeth: If this is something you feel passionate about, please join the charter subcommittee. You're seeing a recommendation even a low recommendation. Trace: Yes, gratitude for the subcommittee; this is a complex process. Yes votes: 4 votes
No votes: 20 votes Abstain: 1 vote
Trace: Your recommendation is to not recommend the charter. Round one combined:

DAC District Unified Improvement Plan (DUIP)

End of Year Update

May 19, 2026

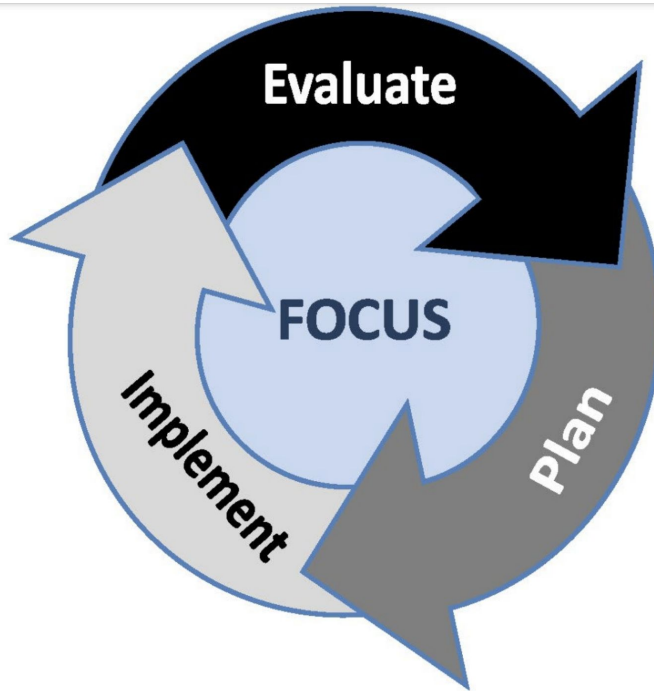


Agenda

- DUIP Multi-Year Improvement Cycle
- District Context
 - Jeffco Thrives Strategic Plan
 - Instructional Excellence Arc of Learning 3.0
 - Proactive Behavior and Safety Team (PBST)
 - Academic Partnerships with Families
- Revisions to DUIP Major Improvement Strategies
- DAC feedback
- Timeline & Next Steps

CDE's Unified Improvement Plan Cycle

- Focus attention on the right things
- Evaluate how the plan is working by reviewing student outcomes
- Plan for major improvement strategy revisions based on data
- Implement major improvement strategies



DUIP and Strategic Plan Alignment

- DUIP major improvement strategies aligned to [Jeffco Thrives](#)

Strategic Plan Goal	DUIP Major Improvement Strategy (MIS)
Goal 1: Instructional Excellence	#1 Monitor and strengthen the instructional core for all students and student groups
Goal 2: Culture of Safety and Belonging	#2 Expand a culture of safety and belonging

- Expectation: School UIPs align to district major improvement strategies

Major Improvement Strategies in the areas of

A Culture of
Instructional Excellence

A Culture of
Safety and Belonging

Give schools useful support and training...

to **deepen and sustain** educator expertise with, and implementation of, high-quality, district-approved instructional materials and assessments.

to continue deepening educator expertise by clearly defining **district-wide expectations** to leverage student names, strengths, and needs within an evidence-based, layered continuum of supports.

Apply the depth/complexity of Colorado Academic Standards...

by aligning instruction to the Colorado Academic Standards grade-level expectations; ensuring appropriate **access and challenge** for all students that cultivates a coherent learning experience every day.

to implement SEL instruction aligned to Collaborative for Academic, Social, and Emotional Learning (CASEL) Social-Emotional Wellness and Essential Skills for **equitable support, access, and challenge**.

Share ways to improve "in-the-moment" checking by...

enhancing formative assessment/academic monitoring strategies with a focus on providing feedback that drives **student agency** and mastery of learning.

enhancing formative practices of behavioral monitoring strategies to understand "in-the-moment" student social, emotional, and behavioral needs, and adjust interaction strategies and supports to meet student learning needs and drive **student agency**.

Plan for central office/school teams to meet regularly...

so collaborative teams have weekly dedicated time and consistent processes for data-guided instructional planning that attends to academic, social-emotional learning, and other student needs.

so collaborative teams have dedicated time and consistent processes to use for behavior, mental health, safety, belonging and attendance data to implement layered supports for equitable access, challenge, and coherent learning.

Visit schools/classrooms often to give feedback...

that incorporates regular, focused observation/feedback cycles aligned to **deepening** planning, instruction, and differentiation.

that incorporates **regular observation/feedback** aligned to district-wide metrics inclusive of social-emotional behavioral skills to strengthen supports and interventions.

Strengthen Academic Partnerships ...

with **families** through two-way communication about students' progress for engaged learning at school and home.

with **families** through two-way communication about students' safety and progress toward belonging at school.



2026-27 Draft DUIP Major Improvement Strategies

2026-27 Arc of Learning



**Jeffco's
Instructional
Excellence
Arc of
Learning
SY26-27**

Strong Start
June-August

Academic Monitoring of...

100% active engagement

**Internalization / Planning
For Access and Challenge**
September

student work

Student Discourse
October

academic vocabulary and
durable skills

Student Ownership
December

student proficiency

Strong Finish
April-May

independent practice or
performance tasks

Student Agency



District PBST Purpose Statement



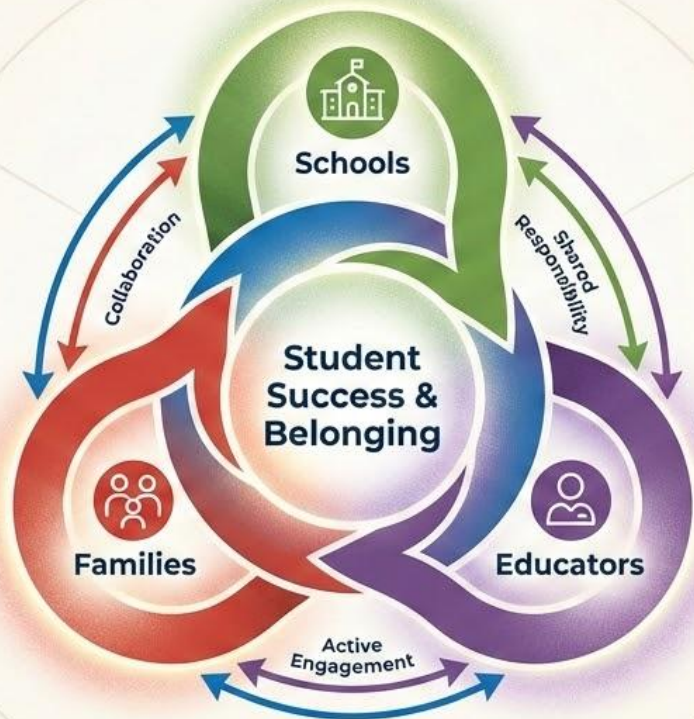
The purpose of the district-level Proactive Behavior and Safety Team (PBST) is to ensure that every student experiences a strong culture of safety, belonging, and well-being across all Jeffco schools.

To achieve this, PBST collaboratively strengthens districtwide processes for

- Behavior
- Mental Health
- Safety
- Belonging
- Attendance

Jeffco Academic Partnerships Framework

Strengthening academic outcomes and belonging through meaningful partnerships



Why Academic Partnerships?

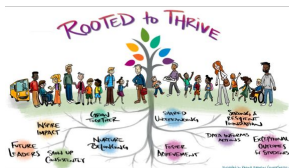
- Students thrive when families and educators work together
- Belonging and connection drive academic success
- Families bring deep knowledge of their child
- Educators bring expertise in instruction and relationships
- Schools create the culture and systems that make partnership possible



DAC DUIP Feedback

At your tables, discuss and record:

- What resonates with you?
- What questions do you have?



Timeline and Next Steps

- May: DUIP Major Improvement Strategies shared with DAC
- July/Aug: Share alignment with school UIPs
- Sept: DAC DUIP Subcommittee and DAC approve revised DUIP
- Oct: Board approval
- 10/15: Submit to Colorado Department of Education

SAC Kickoff Outline 2026- 2027 school year

Goal – provide flexibility for timing while keeping high-value content and supporting SAC Chairs, building community in the local level.

Community superintendents:

- Work with principals in assigned articulation areas (AAs) and AARs before the end of the current school year to ensure that the AAs have a set date, place, and time for their AA's SAC Kickoff – to be held prior to Sept. 15, 2026.
- Confirm that principals are aware and the date is on their school calendar.

AAR requirements (current-year AARs):

- Communicate with community superintendent for the AA about the date, place, and time for the AA's SAC Kickoff.
- Communicate process with current AA SAC Chairs.
- Invite and advertise to SAC Chairs and be cheerleader for the new process.
- Help set and provide ideas for agenda topics not covered in turnkey presentations.
- Confirm that current and incoming SAC Chairs know where and when.

DAC FSCP subcommittee:

- Provide turnkey presentations (FSCP will help create and distribute).
- Help set and provide ideas for agenda topics not covered in turnkey presentations.
- Prepare training for AARs on new process and confirm that next year's AARs know the requirements for SAC Kickoff – at **AAR Kickoff July 28 5:30 p.m.**

Notes:

- Option schools to be invited to attend the SAC Kickoff in the AA the school resides in.
- Charter schools will host their own similar kickoff but with specifics to their requirements – AARs for Charters will plan the date and time (for a virtual SAC Kickoff).
- School board members will be invited and encouraged to attend each meeting for their area.