



District Accountability Committee
Meeting Agenda: August 25, 2026, 5:30-7:30PM
Jeffco Public Schools Ed. Center, Room 4E
[Access Meeting Materials](#)

Type/Purpose	Agenda Item	Time	Presenter
Connection (Optional)	Dinner Provided by the District (5:00-5:30 PM) The room will be open, and dinner will be available. Come help us set up and connect.	30 min	
Information/ Action	Welcome and Approval of Agenda and Minutes (5:30-5:35PM) Crystal Marine will welcome members and guests and determine the quorum. Members will approve the agenda. **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.** Materials: Agenda	5 min	Crystal Marine, DAC Chair
Information/ Discussion	DAC Group Norms Review (5:35-5:40PM) Review of Norms document created from July training exercise. Materials: Group Norms & Operating Commitments	5 min	Crystal Marine, DAC Chair
Training	AAR General Training (5:40-5:50PM) General training for DAC members on AAR roles, expectations and responsibilities Materials: AAR Guidelines , Schools Contact List	10 min	Katie Zaback, DAC Vice Chair
Information/ Discussion	SAC Kickoff Presentation (5:50-6:20PM) Preview of the district's SAC Kickoff presentation and key information being shared with School Accountability Committees. Materials: SAC Kickoff Presentation /Logistics Expectations /Official list of SAC Kick-offs	30 min	Drew Coleman, Chief of Schools
	BREAK - 5 MIN		

<i>Information</i>	Future Funding Presentation Preview and Expectations (6:25-6:45PM) Preview of Future Funding presentation principals will present at SAC Kickoffs. Materials: Future Funding SlideShow VIDEO 2026 Mill Levy Override and Special Mill: What Jeffco Voters Need to Know MLO Webpage	20 min	Chris Brecht, Executive Director of Strategic Initiatives
<i>Information</i>	DAC Presentation for SAC Kickoff (6:45-7:00) Demonstration of DAC's presentation to be delivered at SAC Kickoff Materials: DAC SAC Kickoff Presentation	15 min	Angela Cryan, FSCP Chair
<i>Discussion/ Practice</i>	DAC Presentation Practice (7:00-7:15) Members will break out into pairs to review and go through DAC Presentation Materials: DAC SAC Kickoff Presentation	15 min	
<i>Action</i>	Election of Subcommittee Chairs (7:15-7:25PM) DAC will consider and vote on open subcommittee chair positions in accordance with DAC procedures. Materials: Election Information	10 min	Katie Zaback, DAC Vice Chair
<i>Action</i>	Exit Ticket & Closing (7:25-7:30PM) Members will complete the meeting exit ticket, identify outstanding questions or needs, and review next steps before adjournment. Materials: Exit Ticket	5 min	Crystal Marine, DAC Chair Katie Zaback, DAC Vice Chair



Group Norms & Operating Commitments 2026-2027

Purpose

The District Accountability Committee (DAC) established these norms collaboratively to define how we will work together, engage with differing perspectives, and fulfill our responsibility to the students, families, staff, schools, Board of Education, and broader Jeffco community.

These norms are both **behavioral commitments and operating expectations**. They are intended to guide DAC meetings, subcommittee work, deliberations, recommendations, and interactions throughout the year.

1. STUDENTS AT THE CENTER

We will keep students at the heart of our work and decisions.

We commit to:

- Ask how recommendations, discussions, and decisions affect students.
- Consider impacts across **all students and all schools**.
- Center student achievement and improvement in our recommendations.
- Consider students whose experiences or perspectives may not be represented in the room.
- Intentionally include students receiving special education services and other populations whose needs may otherwise be overlooked.
- Use disaggregated data when appropriate to better understand different student experiences and outcomes.
- Consider student agency and student voice.
- Remember that today's students are Jeffco's future and that improving Jeffco schools is the reason for our work.

Our guiding question:

How will this improve the experience or outcomes of Jeffco students—and which students may experience the impact differently?

2. TRANSPARENCY & CLARITY

We will be candid about what we know, what we don't know, what is being asked of DAC, and why decisions are being made.

We commit to:

- Operate through transparent processes.
- Focus on facts and clearly explain the **why** behind decisions and recommendations.
- Be honest about difficult, uncomfortable, or pressing issues rather than avoiding or minimizing them.
- Clearly communicate DAC's role and expected level of input before discussions begin.
- Clarify whether DAC is being asked to **learn, provide input, recommend, approve, or take action**.
- Make pathways for proposing ideas and engaging DAC or its subcommittees understandable and accessible.
- Seek greater understanding of how DAC input and recommendations ultimately influence district and Board decisions.

Transparency does not require that everyone agree. It requires that everyone understands the process, the information considered, and how conclusions were reached.

3. RESPECTFUL COMMUNICATION

We will create an environment where people can speak openly, ask questions, disagree, and know their contributions are valued.

We commit to:

- Assume positive intent while remaining curious.
- Listen actively to understand rather than simply preparing to respond.
- Ask questions before moving into disagreement.
- Speak openly and honestly while maintaining respect.
- Make space for every voice and invite multiple perspectives.

- Practice **“step up, step back”**—contributing when needed and creating room for others when we have spoken frequently.
- Keep comments concise when possible so others have time to participate.
- Be comfortable with thoughtful silence.
- Build on the ideas of others rather than focusing only on disagreement.
- Address issues directly rather than through side conversations or rumor.
- Recognize that disagreement is healthy and that we can agree to disagree.
- Speak to people in a way that communicates that they—and their perspectives—matter.
- Remain aware of voices and perspectives that are not represented in the room.

Curiosity comes before conclusion.

4. COLLABORATION

We will approach DAC as a collaborative body where our collective knowledge is stronger than any individual perspective.

We commit to:

- Build relationships across schools, communities, roles, and perspectives.
- Elevate the ideas and expertise of others.
- Share knowledge and experiences across articulation areas and schools.
- Consider viewpoints from across Jeffco, including charter school communities.
- Challenge the status quo when existing practices deserve reconsideration.
- Remain open to creative solutions and new approaches.
- Clearly define the problem before jumping to solutions.
- Create enough space in agendas for meaningful discussion and collaboration.
- Work toward solutions rather than simply identifying problems.
- Seek collaboration that results in meaningful participation—not participation for its own sake.

Members should leave DAC knowing that **their contributions mattered**, even when the final outcome differs from their individual position.

5. ACCOUNTABILITY & IMPACT

We will hold ourselves, one another, and the systems we advise to meaningful standards.

We commit to:

- Establish clear goals and work toward accomplishing what we set out to do.
- Hold ourselves and one another accountable to these group norms.
- Hold the district and its leadership to realistic, meaningful, and appropriately high standards.
- Ask how DAC recommendations and input influenced decisions.
- Seek mechanisms to demonstrate and communicate DAC's impact.
- Follow through on commitments.
- Approach accountability as a tool for improvement rather than blame.
- Continually ask how we can make tomorrow better than today.

Accountability applies to the institution and to us.

6. PREPARATION & RESPONSIBILITY

Meaningful participation requires preparation.

DAC members commit to:

- Read materials provided before meetings.
- Arrive prepared to engage with the topics on the agenda.
- Ask questions when information or context is unclear.
- Become educated on issues before forming or offering conclusions.
- Participate in appropriate training for DAC and subcommittee responsibilities.
- Bring necessary materials or technology to participate fully.
- Share relevant knowledge and experiences that may help the committee better understand an issue.

DAC leadership and district partners commit to providing members with the information, training, context, and reasonable preparation time necessary to participate meaningfully.

7. PURPOSEFUL USE OF TIME

We will respect the time members dedicate to this work.

We commit to:

- Start and end meetings on time.
- Use agendas with clear purpose and realistic expectations.
- Avoid overloading agendas.
- Build adequate time into agendas when meaningful discussion is expected.

- Limit off-topic conversations and side discussions that reduce engagement.
- Move topics offline or to another meeting when they require more time than is reasonably available.
- Respond to communications promptly and respectfully.
- Balance efficiency with the need to hear diverse perspectives.

Efficiency should never come at the expense of meaningful participation—but meaningful participation also requires discipline with our shared time.

Our Shared Commitment

As members of the Jeffco District Accountability Committee, we recognize that our different experiences, perspectives, and areas of expertise are an asset to this work.

We will be:

Student-centered.

Transparent.

Curious.

Prepared.

Respectful.

Collaborative.

Accountable.

Solutions-focused.

We will challenge ideas without diminishing people. We will ask questions before making assumptions. We will make room for perspectives different from our own. We will confront difficult issues rather than avoid them. And we will continually return to the reason DAC exists:

To provide meaningful community voice and accountability in service of all Jeffco students.

A Simple Test for Our Work

Before concluding significant discussions or making recommendations, we should be able to answer:

STUDENTS — How does this serve students, and have we considered impacts across different students and schools?

VOICE — Whose perspectives have we heard, and whose might be missing?

FACTS — Do we understand the information and evidence behind our position?

TRANSPARENCY — Is the process clear, and can we explain why we reached this conclusion?

IMPACT — What action, recommendation, or improvement should result from this work?

ACCOUNTABILITY — How will we know whether it made a difference?



ARTICULATION AREA REPRESENTATIVE GUIDELINES

GOALS

The goals of the Articulation Area Representative are to:

- facilitate communication and increase engagement practices between the District Accountability Committee (DAC) and the School Accountability Committees (SACs)
- facilitate articulation area-wide communication between Community Superintendents*, Principals, and SAC Chairs.
- be an available resource and provide support to Articulation Area SACs on:
 - school budget priorities,
 - Unified Improvement Plan (UIP) creation/revision, and
 - family engagement best practices

GENERAL INFORMATION

These guidelines provide suggestions for you to use, but feel free to approach this in a way that best suits you and your articulation area.

- Personalize your approach. All principals and SAC's approach their work differently based on the needs of their school and its families.. Take time to learn about each school and SAC in order to customize your approach to best suit the situation.
- Communication should flow two-way between you and your Articulation Area: You provide information on the work of the DAC to SAC Chairs and Principals, and also encourage SAC Chairs and Principals to provide you with information about their schools. You will want to understand the challenges they face and their best practices, among other topics.
- Cultivating a relationship with the Community Superintendents* and other members of the Articulation Area leadership team is important and advantageous. The contact information for your schools' Community



Superintendents* will be provided to you each year, and most will attend the Fall and Spring Joint SAC/DAC Meetings.

- The DAC facilitates localized or regional SAC Kick-offs every fall, hosted by articulation areas rather than as a single district-wide event, to train SAC Chairs and Principals and to conduct initial Articulation Area planning. Then we ask each AAR to host three additional Area Articulation Meetings, at least one in the Fall and one in the Spring. The Agenda and format for these meetings are up to the Articulation Area Representatives, and principals are invited, but not required, to attend. Area Articulation Representatives are encouraged to partner with at-large DAC members who live in or are connected with schools in their Articulation Area.

POSSIBLE STRATEGIES

- Create an Articulation Area email group (Articulation Area Group) comprised of the Community Superintendents*, principals, principal secretaries, SAC Chairs, and anyone else the SAC Chair or Principal identifies. Email your Articulation Area Group a recap of the DAC monthly meetings. The DAC Secretary will provide an overview, but you are welcome to customize.
- Build relationships with each SAC in your Articulation Area to understand their perceptions of the challenges facing the Articulation Area and what is being done to best address them (ideally, what is being done should substantially align with each school's UIP).
- Use and disseminate the information from DAC with your SAC chairs and principals.
 - [Jefferson County Public Schools' DAC website.](#)
 - DAC website
- Organize the SAC Kick-off and three Articulation Area Meetings for your Community Superintendents*, Principals, and SAC Chairs and members.
 - Schedule these meetings at SAC Kick-off.
 - Focus on building a common understanding of the good work and challenges in the Articulation Area
 - Create opportunities for sharing resources, lessons learned, and best practices.
 - Build relationships by having schools share out the work of the SAC.
 - Provide updates and insights for what we are working on at DAC.
- Provide updates about what you are learning from your SACs to the DAC



- In addition, Articulation Area Representatives are encouraged to join and participate in one of the DAC sub-committees:
 - Budget
 - UIP
 - Family Engagement
 - Charter School

OTHER ACTIONS TO CONSIDER

- Attend individual SAC meetings in your Articulation Area.
- Meet with or reach out to other DAC Articulation Area Representatives to facilitate sharing of information across articulation areas and report articulation area developments to the full DAC.
- Understand Articulation Area demographics, achievement results, and UIP contents. This information can be found [Jeffco School Insights](#), [FCB Dashboard](#), CDE's [UIP Database](#).
- Share SAC meeting dates and times across Articulation Area schools.

AAR SELECTION PROCESS

In 2026-27, AARs were selected after DAC candidates had already submitted their applications and those applications had been approved by the board. The Chair and Vice Chair reviewed the full membership and selected AARs using the following criteria:

- Prior AARs were reassigned to that articulation area in most cases
- Members whose kids are enrolled in an articulation area who have been on DAC before were assigned next.
- Members whose kids are enrolled in an articulation area who are new to DAC were assigned next.
- In a few rare cases, people not enrolled in an articulation area were assigned to cover that area as an AAR until there is direct representation for that area.
- AAR terms and re-appointments align with the 2026 DAC Bylaws, consisting of 2-year terms for up to 3 consecutive terms.



Per our bylaws, staff, non-Parent Members, and appointed positions cannot serve as AARs, but they are encouraged to help if they live in or have kids attending school in a region. If individuals have questions or would like to support AARs, they are encouraged to contact the DAC Chair for assistance.

WORDS OF ENCOURAGEMENT

Keep in mind that being an Articulation Area Representative is a role you will grow into. In your first year, take the time to learn how the DAC works and get to know your Articulation Area. As you continue in your role, you will discover what works for you and your area. You may develop your own strategies that are not included on this list. Remember, the other DAC members are available to guide you and answer your questions.

**We are still hoping to get clarity from the District about the role they would like the Community Superintendents to play; this role has evolved over time as leadership and personnel have evolved.*



Welcome to the School Accountability Kick Off

**2026 - 2027
School Year**





SAC Relationship to DAC & the District

Board of Education

Michelle Applegate (District 3) – Board President | Erin Kenworthy (District 4) – First Vice President
Peter Gibbins (District 2) – Second Vice President | Tina Moeinian (District 5) – Treasurer
Dr. Denine Echevarria (District 1) – Secretary

Superintendent

Robert Stein

District Staff Liaison to DAC

Tara Pena

DAC

(District Accountability Committee)

DAC Articulation Area Representatives

SACs

SACs

SACs

SACs



Quick Education Acronym Primer

- **DAC** - District Accountability Committee
- **SAC** - School Accountability Committee
- **PIE** - Parent Involvement Committee
- **AA** – Articulation Area
- **AAR** - Articulation Area Representative
- **UIP** - Unified Improvement Plan
- **DUIP** - District Unified Improvement Plan
- **SPF** – School Performance Framework
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What Does a School Accountability Committee Do?

School Accountability Committees work with school leaders on:

- **DUIP:** Review school goals and academic progress, and identify ways to better serve students.
- **Budget:** Weigh in on the annual school budget, and make sure it's informed by a variety of perspectives.
- **Family, Community School Partnerships:** Discuss school climate and family engagement and strengthen communication.

Every school has opportunities to grow. The School Accountability Committee (SAC) brings together parents, staff, and community members to work with the principal to improve student outcomes, allocate funds, and strengthen the school community.



The Unique Role of SACs

✓ SACs DO:

- Provide input on priorities
- Review school improvement goals
- Discuss community needs
- Ask questions about alignment and impact
- Support transparency

✗ SACs DO NOT:

- Approve line-item budgets
- Hire/fire staff
- Direct principal decisions or formally evaluate principals
- Manage district finances



Aligning to the 6 National Standards for Family School Partnerships

Welcome All Families

Communicate Effectively

Support Student Success

Speak Up for Every Child

Share Power

Collaborate With Community





What Effective SACs Look Like

1. Representative & Inclusive

- Reflects school demographics
- Intentional outreach (language, access, relationships)

2. Structured & Purposeful

- Agendas tied to **real decisions**
- Data is shared and discussed—not just presented

3. Co-Created

- Families help shape agendas
- Community concerns are elevated

4. Accessible

- Flexible meeting times
- Hybrid options
- Childcare/translation when possible

5. Transparent

- “You said / We did” communication
- Public notes and updates

6. Integrated

★ **Most Important**

SAC input shows up in:

- Budget • UIP
- School priorities
- Family engagement



SAC Role Regarding Family Engagement

The Roles of the Family

You are your child's first and most important teacher!



SUPPORT

Encourage a love of learning



MONITOR

Establish healthy, age-appropriate routines and regular check-ins with teachers



MODEL

Show your child skills, experiences & cultural traditions



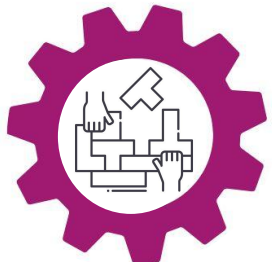
ADVOCATE

Speak up for your child's needs and reach out to teachers with your questions



ENCOURAGE

Cheer your child on daily to cultivate 'can-do' spirit and a positive self-image!



CO-CREATE

Play an active role in decision-making with school & community partners



**Learn More
and Try it
Out!**



Jeffco Listens Family Survey



What it is

An annual district survey asking families about school communication, trust, belonging, safety, and family-school partnerships.



Why SAC cares

Survey results can shape school priorities, improvement planning, and district decisions.



SAC's role

Help ensure responses reflect **all caregivers**, not just the most connected or easiest-to-reach families.



Why it matters

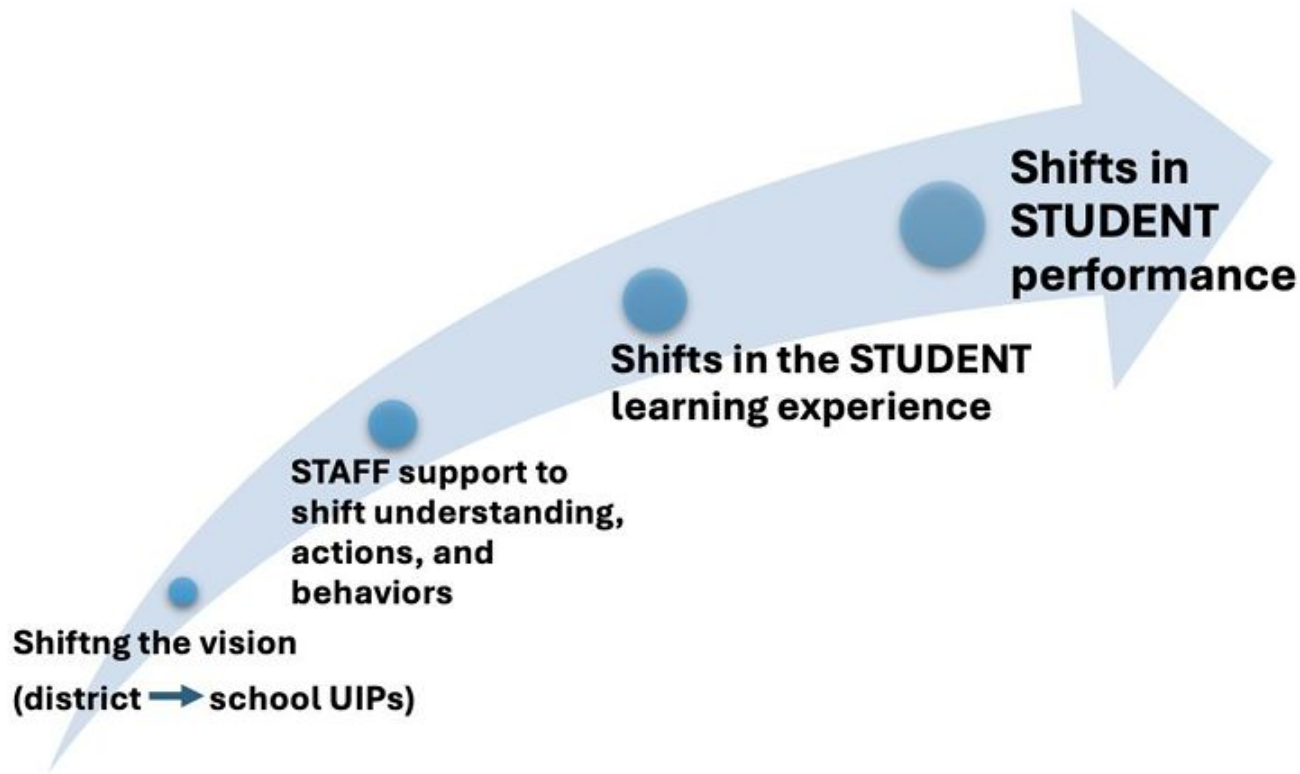
Representative feedback leads to better decisions, stronger trust, and more equitable support for students.



SAC Role Regarding The District Unified Improvement Plan (DUIP)



Unified Improvement Plans Outcomes





SAC Unified Improvement Planning Resources

Lead Adaptively

Think Systemically

Elevate Voice

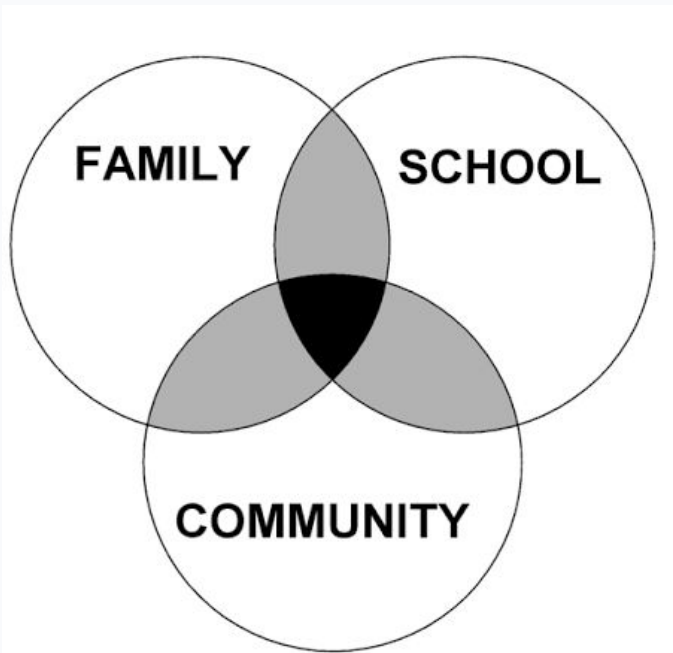
Reflect And Refine

Strengthen Belonging

Data Informs Action

Consistency Matters

Progress Over Perfection



RESOURCE PORTAL

[Jeffco's UIP Page for SAC's](#)

Access updates, templates, and guides tailored for School Accountability Committees.

STRATEGIC OUTLINE

[Jeffco's Major Improvement Strategies \(2026-2027\)](#)

Review the district-level roadmap and benchmark milestones for the upcoming academic year.



SAC's Role Regarding the DUIP and UIP

- Become familiar with the District Unified Improvement Plan(DUIP) and major improvement strategies from the strategic plan
- Become familiar with school's UIP
- Provide input on the school's UIP

Make sure the two UIPs align but that your school's UIP Addresses the individual needs of your school.



SACs Role Regarding the DUIP and UIP

- Meet at least quarterly to review and discuss the implementation of the school improvement plan and student performance related to the school's improvement activities
- Provide input regarding the components of the UIP
 - Highlight urgent challenges
 - Suggest improvement strategies

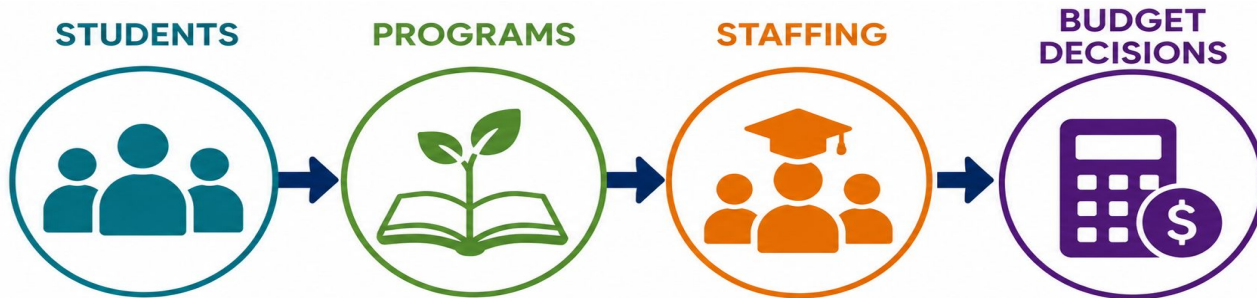


SAC Role Regarding The Budget



Budgets Reflect Priorities

- Every staffing and program decision connects to the budget
- SACs provide community voice and accountability
- Strong SAC engagement improves transparency and trust
- Schools need community-informed priorities





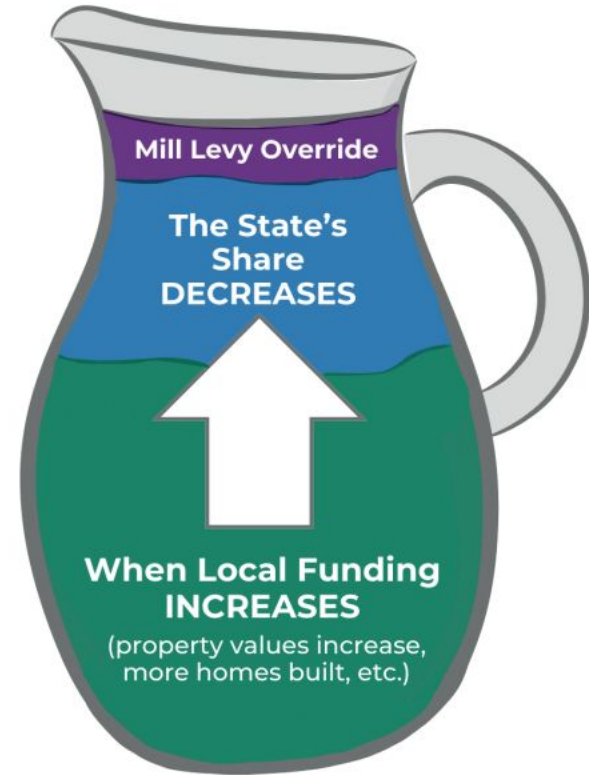
How Schools Receive Funding

Colorado's School Finance Act defines a base funding level districts should received based on:

- An inflationary increase required by our constitution.
- Number of students
- Student characteristics: districts receive more funding for students with additional needs.
- District characteristics

Local funding is applied and then the state makes up the rest.

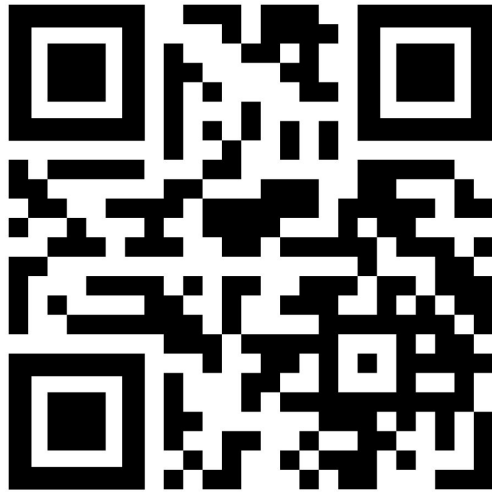
Districts who want additional funding above base can pass a Mill Levy Override (PURPLE)





More Budget Information

[Detailed Presentation](#)





Support for SAC Chairs



How SACs Connect to DAC

01

Build a relationship with your AAR

3 touchpoints throughout the year

02

Complete the SAC Survey

Help us understand what's happening at your school

03

Stay connected through the DAC Newsletter

Monthly updates sent directly to SAC Chairs

DAC can only elevate the voices we hear.

Your participation helps ensure that recommendations to the Board reflect the experiences of schools across Jeffco.

Jeffco DAC Online





Helpful Resources

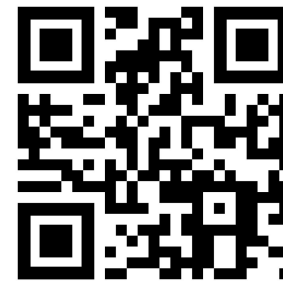
Jeffco SAC Manual



SAC Recruitment Flyer



SAC Info Flyer





SAC Training Feedback Form

Everyone Please Complete

Your feedback helps us improve future training sessions and better support our SACs.

**We Want Your
Feedback**

Feedback Form





Want to Join DAC?

[Learn More](#)



SAC Kickoff Logistics - In Progress

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

Current Status:

- District Leaders have let principals know that they need to host a SAC Kickoff with principals and SAC chairs. Articulations are allowed to include others, but they do not have to.
- Agreed-upon agenda:
 - SAC Training Turnkey - to be given by AAR or DAC member
 - MLO Turnkey - to be given by a principal
 - Other business the articulation area would like to cover

Remaining Questions/Needs in partnership with districts:

- Contact Information: Articulation Area
- Timing: An hour isn't enough time for the content we've agreed to, but many seem to be scheduled for an hour. AAR's are encouraged to work with their principals on timing to ensure they get done what they need to get done.
- Invites: AAR's should work with their principal on timing.
- Articulation Area Plans/Content: Still missing articulation areas on the list, or presentations that don't seem to include the DAC kickoff components. If this is the case in your area, work with the principals to schedule a separate SAC Kickoff.
- Different Models: Some articulation areas are hosting separate MLO presentations. If this is the case in your area, please coordinate a separate hour-long meeting with principals to do the SAC training and kick-off meeting.
- Mill Levy Campaign Involvement: Each articulation area can approach this as works best for them. A member of the campaign will be available at Teller's after the DAC meeting.

DAC will provide:

- Turnkey Deck
- Support for AAR's who request it - fill out the exit ticket
- SAC/DAC Information Sheets - Greece will share electronically
- Name Tags (can we get a pack for each region?)
- Sign-in Sheets - TBD
- Follow-up Feedback Form - TBD
- Anything else that comes out of our meeting on August 25th



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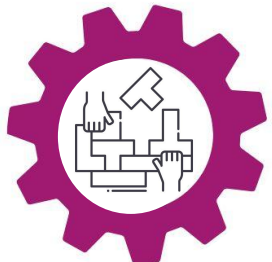
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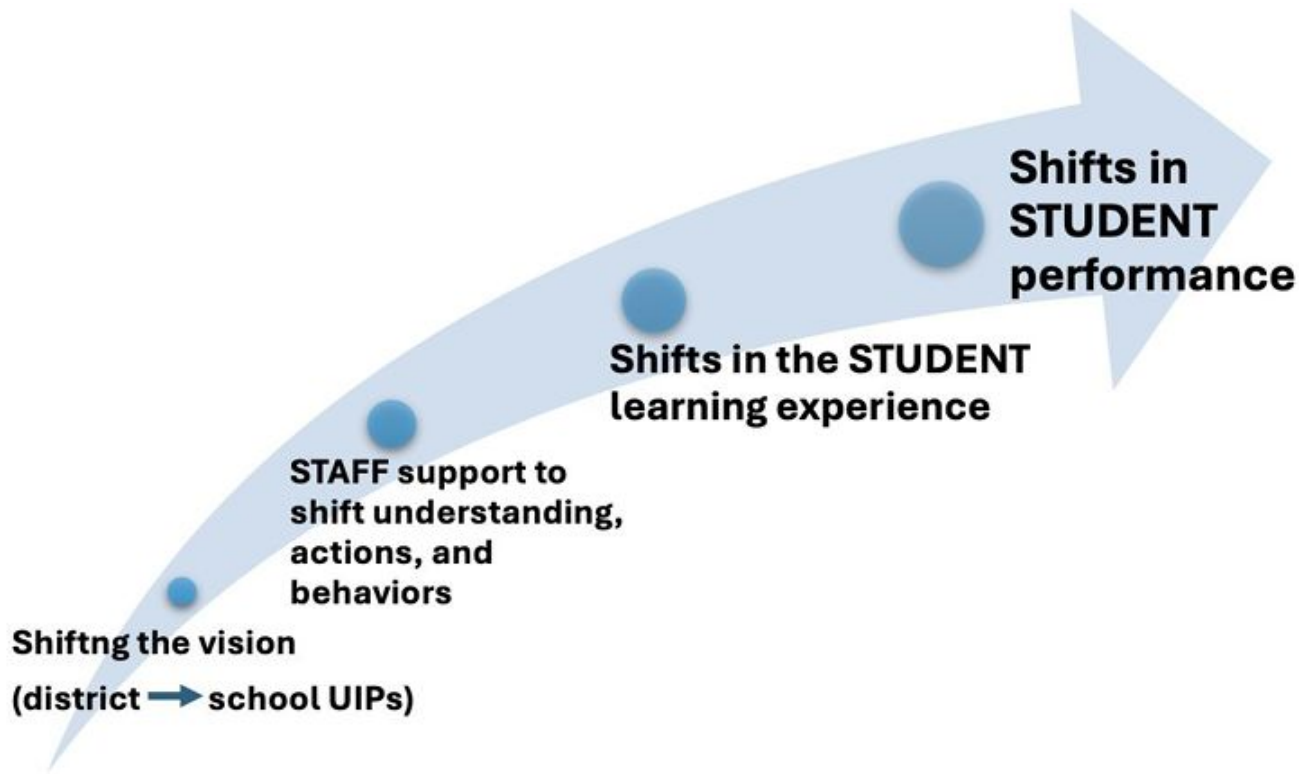
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SAC Role Regarding The District Unified Improvement Plan (DUIP)



Unified Improvement Plans Outcomes





SAC Unified Improvement Planning Resources

Lead Adaptively

Think Systemically

Elevate Voice

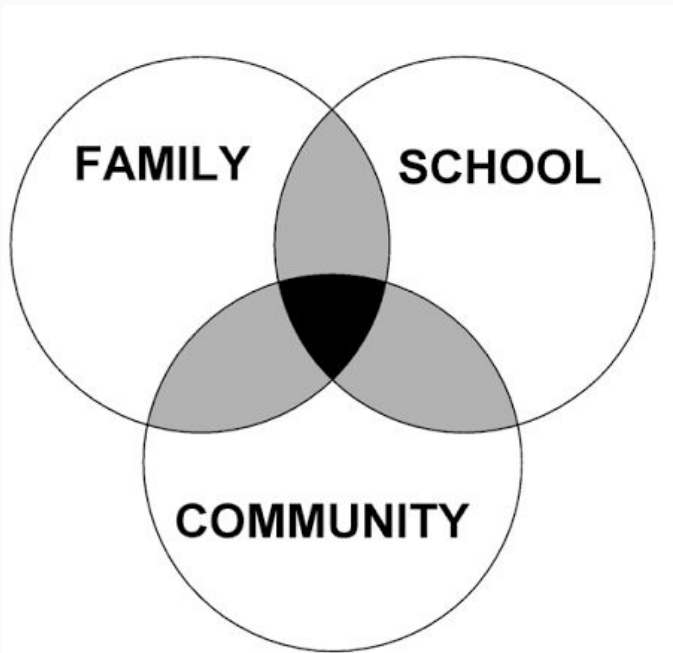
Reflect And Refine

Strengthen Belonging

Data Informs Action

Consistency Matters

Progress Over Perfection



RESOURCE PORTAL

[Jeffco's UIP Page for SAC's](#)

Access updates, templates, and guides tailored for School Accountability Committees.

STRATEGIC OUTLINE

[Jeffco's Major Improvement Strategies \(2026-2027\)](#)

Review the district-level roadmap and benchmark milestones for the upcoming academic year.



SAC's Role Regarding the DUIP and UIP

- Become familiar with the District Unified Improvement Plan(DUIP) and major improvement strategies from the strategic plan
- Become familiar with school's UIP
- Provide input on the school's UIP

Make sure the two UIPs align but that your school's UIP Addresses the individual needs of your school.



SACs Role Regarding the DUIP and UIP

- Meet at least quarterly to review and discuss the implementation of the school improvement plan and student performance related to the school's improvement activities
- Provide input regarding the components of the UIP
 - Highlight urgent challenges
 - Suggest improvement strategies

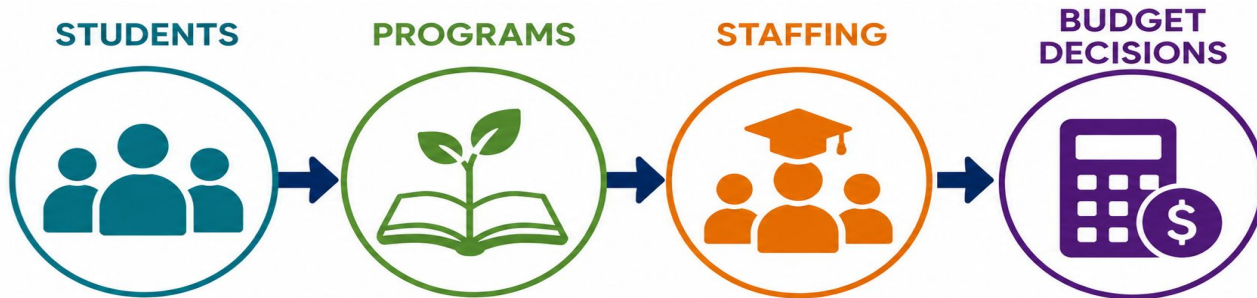


SAC Role Regarding The Budget



Budgets Reflect Priorities

- Every staffing and program decision connects to the budget
- SACs provide community voice and accountability
- Strong SAC engagement improves transparency and trust
- Schools need community-informed priorities





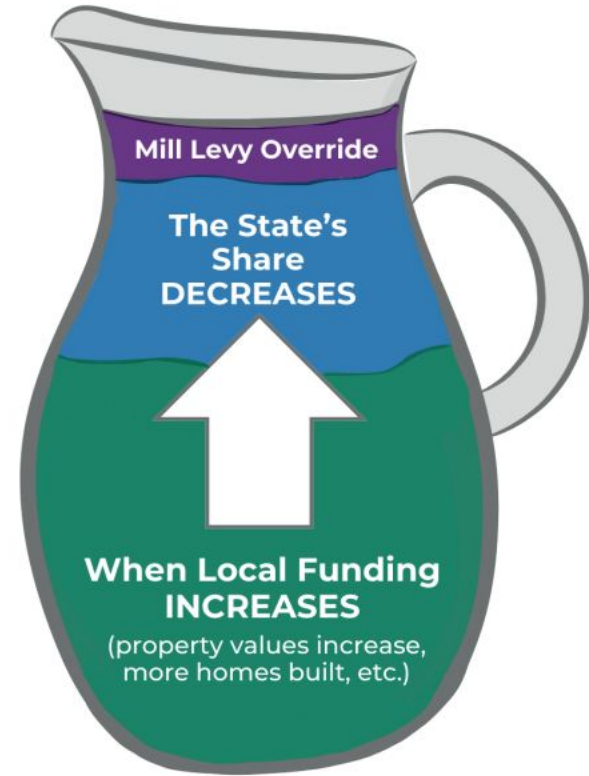
How Schools Receive Funding

Colorado's School Finance Act defines a base funding level districts should received based on:

- An inflationary increase required by our constitution.
- Number of students
- Student characteristics: districts receive more funding for students with additional needs.
- District characteristics

Local funding is applied and then the state makes up the rest.

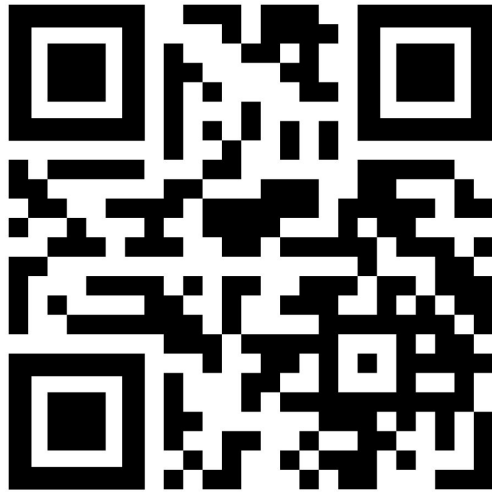
Districts who want additional funding above base can pass a Mill Levy Override (PURPLE)





More Budget Information

[Detailed Presentation](#)





Support for SAC Chairs



How SACs Connect to DAC

01

Build a relationship with your AAR

3 touchpoints throughout the year

02

Complete the SAC Survey

Help us understand what's happening at your school

03

Stay connected through the DAC Newsletter

Monthly updates sent directly to SAC Chairs

DAC can only elevate the voices we hear.

Your participation helps ensure that recommendations to the Board reflect the experiences of schools across Jeffco.

Jeffco DAC Online





Helpful Resources

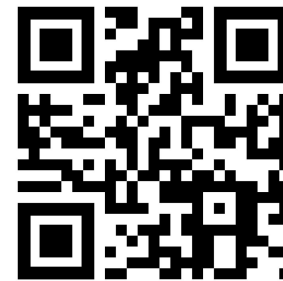
Jeffco SAC Manual



SAC Recruitment Flyer



SAC Info Flyer





SAC Training Feedback Form

Everyone Please Complete

Your feedback helps us improve future training sessions and better support our SACs.

**We Want Your
Feedback**

Feedback Form





Want to Join DAC?

[Learn More](#)



JEFFCO PUBLIC

Funding Context & Ballot Measure Information

SCHOOLS

PURPOSE

- 1) Provide the current state of Jeffco Public Schools
- 2) Provide factual information about why the Jeffco Board of Education placed this on the ballot at this time, and the implications to voters



JEFFCO PUBLIC SCHOOLS: EDUCATING STUDENTS, EMPLOYING STAFF, SERVING COMMUNITIES

- Colorado's second-largest school district
- 75,000 students
- 145 schools (including charters)
- Largest employer in the county (14,000 employees)
- 72 elementary schools
- 18 middle schools
- 17 high schools
- 19 option & alternative education campuses
- 18 charter schools
- 2 online schools
- 2 outdoor laboratory schools
- 2 stand-alone preschools and more than 130 preschool classrooms
- 1 career and technical education school

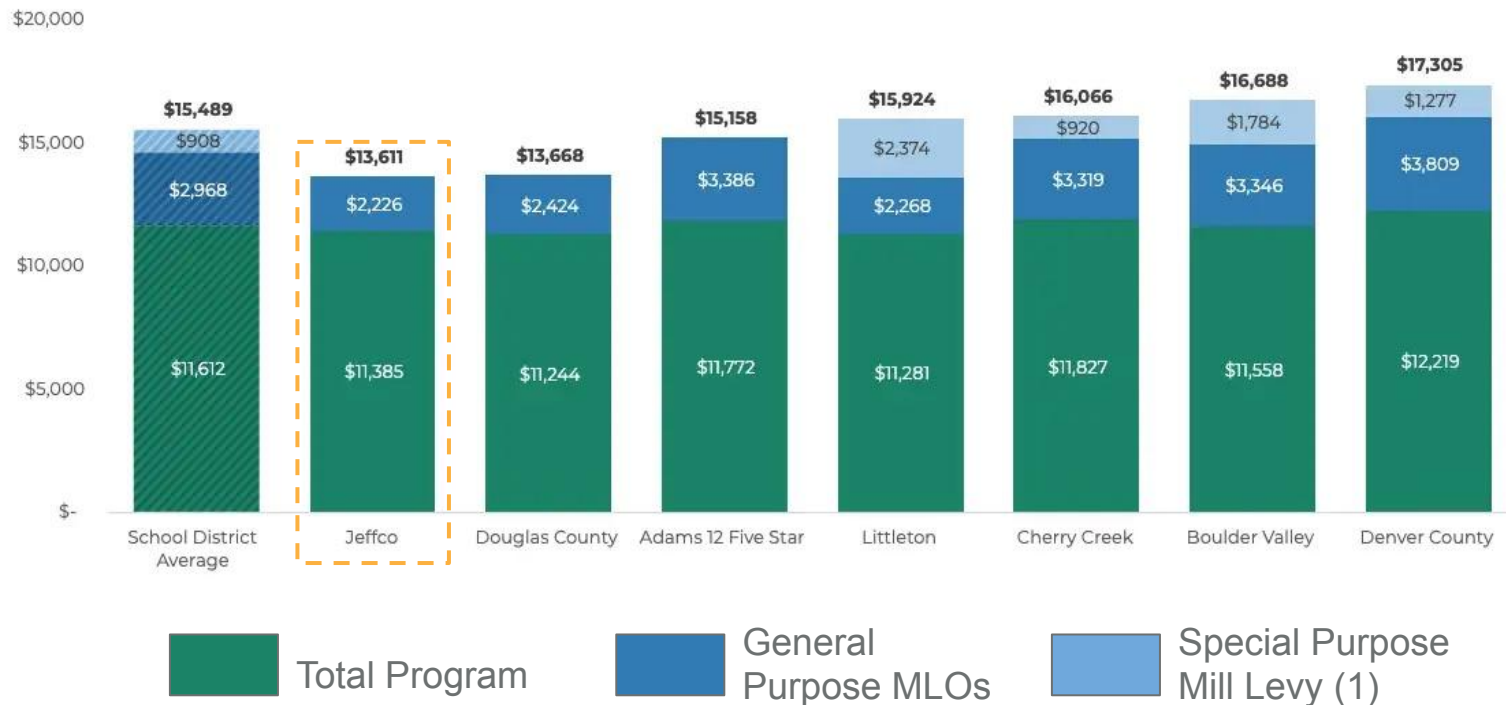


2026 JEFFCO ASSESSMENT DATA

- CMAS scores show 1-8 point increases in Math and English Language Arts compared to 2025 on most tests.
- In elementary, middle, and high schools, and in both ELA and math, Jeffco outperformed the state in five out of six areas
- Fourth, Fifth, and Sixth Grade Math Gains: Jeffco students' math scores in these grades improved by between four and eight points from last year.
- High School Growth: Ninth grade math reached the 57th percentile for the second year in a row; 11th grade reading/writing reached the 55th percentile.
- Four student groups and the district outperformed the State in every category except one.
- 94% graduation rate at Jeffco's 17 neighborhood high schools.

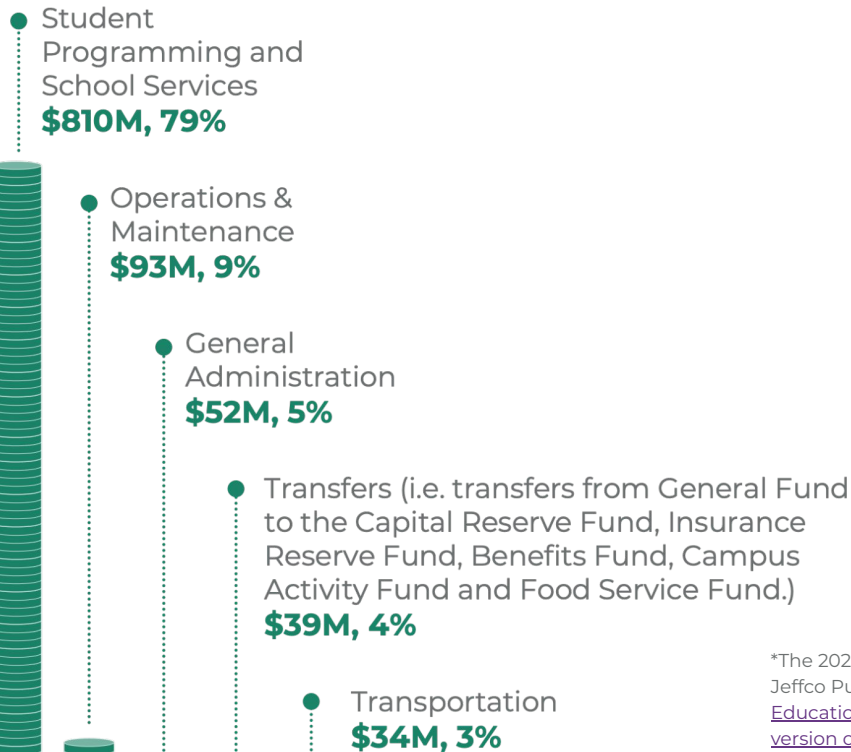
DISTRICT FUNDING COMPARISON

Denver Metro Area



CURRENT FINANCIAL CONTEXT

Combined General Fund Expenditures (excluding charter schools) 2023-24 School Year*



*The 2023-24 school year is the most current data set. Graph by Jeffco Public Schools. Data Source: [Colorado Department of Education – Financial Transparency](#). [View the alternative text version of this graph.](#)

RECENT BUDGET ADJUSTMENTS



\$40M

Recurring, annual budget reductions beginning in the 2026-27 school year.



~\$17.5M

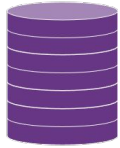
Actual to-date sales value of sold schools.



\$20M

Annual savings from 21 closed schools since 2021.

BALLOT MEASURES



\$73M General Purpose Mill Levy Override (MLO)

for the purpose of:

- Teacher and staff compensation and benefits
- Expanding CTE programming



\$60M Special Purpose Mill Levy for the purpose of:

- Critical upgrades and maintenance of schools such as plumbing improvements, parking lot repairs, and replacing faulty, dangerous and leaking roofs;
- Providing and repairing cooling, heating, and ventilation systems for a better learning environment;
- Replacing and updating aging infrastructure and technology;
- Safety and security investments such as secure access and monitoring.

WHAT'S THE COST TO TAXPAYERS?

The proposed funding package would bring Jeffco closer to the state average in per student funding and cost
\$3.50 a month per \$100K of actual home value.



Example

= value of \$650K

= \$22.75/month

Note: A proportional share of a MLO and special purpose mill would be allocated to Jeffco's charter schools.



CITIZEN OVERSIGHT: TRANSPARENCY AND ACCOUNTABILITY

The ballot language includes clear requirements for citizen oversight and public reporting.

THE SPENDING OF SUCH TAXES SHALL BE REVIEWED BY A BOARD-APPOINTED CITIZENS' COMMITTEE FOR ACCOUNTABILITY, SUMMARIZED IN ANNUAL PUBLIC REPORTS, AND POSTED PUBLICLY ON A WEBSITE FOR FULL TRANSPARENCY.

ARGUMENTS FOR THE MILL LEVIES PASSING

- Our students thrive when they're learning from highly-effective teachers, but Jeffco Public Schools ranks closer to the bottom (9 out of 10) in midpoint teacher salaries compared to nearby districts, putting Jeffco at a competitive disadvantage in attracting and keeping top-tier staff.
- Approximately 1,500 students are on the waitlist for Warren Tech for the 2026-27 school year. Additional funding would expand career and technical education opportunities for more students to take advantage of.
- Additional funding would allow Jeffco Public Schools to address urgent repairs, maintain facilities and technology, and strengthen safety and security—protecting instructional time while creating safer, warmer, and more efficient learning environments.
- Due to the lack of adequate funding, Jeffco Public Schools had to cut \$40 million from 2026-2027 budget.

ARGUMENTS AGAINST THE MILL LEVIES PASSING

- These initiatives would raise taxes. In Jeffco Public Schools the mill levy proposal is estimated to cost a homeowner about \$3.50/month per \$100,000 of home value.
- Some voters may be concerned about how the additional money will be spent and whether there will be enough accountability.
- Some voters may believe the district should live within its current budget rather than ask taxpayers for more money.
- Some voters believe the State should find a way to provide more funding for schools rather than asking the taxpayers for more.

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DAC Elections August 24, 2026

Overview

As a reminder, we have four committee chair positions open. We received an application for the Charter Committee from Ashley Reynolds, whose kids attend Lincoln Academy Charter. Three chair positions did not receive applications. Consistent with Robert's Rules of Order, nominations will be accepted from the floor for all positions if we have more than one applicant. Nominations do not require a second. After nominations are closed, the committee will vote using the election method prescribed by the DAC bylaws.

Application for DAC Charter Committee Chair: Ashley Reynolds

I am a current board member at Lincoln Academy Charter School and acting SAC Chair. I was a mid-year appointment to DAC last year and am looking forward serving again this year. I joined DAC to gain a better understanding and insight on how things work at the district level, to give Charter schools a representation and be involved in educational decisions.

Having completed my first year of a three term as a board member, I have gained significant knowledge of how a Charter School operates and how they contribute to a community. Eric and I had the opportunity to work together on the committee for the Mesa K-8 application. His insight as a Principal and serving a minority community brought real awareness to the supports needed. I look forward hearing your decision.

Current Leadership Reference

For context, the following members currently serve in established leadership roles for the 2026-2027 term:

- Chair: Crystal Marine
- Vice Chair: Katie Zaback
- Family, School, and Community Partnership (FSCP) Chair: Angela Cryan
- District Unified Improvement Plan (DUIP) Chair: Hannah Hoong

2026-2027 Leadership Election Ballot

Instructions

Please use this ballot to cast your votes for the open leadership positions on the District Accountability Committee (DAC). For each role, enter the names of all candidates running, then make your selection. You may only vote YES for one candidate in each role. Once you have finished, fold this paper and put it in the box.

Charter Committee Chair

Candidate Name: **Ashley Reynolds**

- ☐ Yes
- ☐ No
- ☐ Abstain

Candidate Name: _____

- ☐ Yes
- ☐ No
- ☐ Abstain

Budget Committee Chair

Candidate Name: _____

- ☐ Yes
- ☐ No
- ☐ Abstain

Candidate Name: _____

- ☐ Yes
- ☐ No
- ☐ Abstain

Secretary

Candidate Name: _____

- ☐ Yes
- ☐ No
- ☐ Abstain

Candidate Name: _____

- ☐ Yes
- ☐ No
- ☐ Abstain

AAR Coordinator

Candidate Name: _____

- ☐ Yes
- ☐ No
- ☐ Abstain

Candidate Name: _____

- ☐ Yes
- ☐ No
- ☐ Abstain