



District Accountability Committee  
Meeting Agenda: October 20, 2026, 5:30-7:30PM  
Jeffco Public Schools Ed. Center, Boardroom

|                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                           |          |                                                                                                |
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| Connection<br>(Optional)                                                                                                                                                                | <b>Dinner:</b> Olive Garden Soup & Salad<br>(5:00-5:30 PM)<br><br>The room will be open, and dinner will be available. Come help us set up and connect.                                                                                                                                                                                                                                                                   |          |                                                                                                |
| Information/<br>Action<br><br><b>**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.**</b> | <b>Welcome and Approval of Agenda and Minutes</b> (5:30-5:35PM)<br><br>Welcome members and guests and determine the quorum.<br>Members will approve the agenda and prior meeting minutes.<br><br><b>Materials:</b> Agenda; Prior Meeting Minutes                                                                                                                                                                          | 5 min    | Crystal Marine,<br>DAC Chair                                                                   |
| information                                                                                                                                                                             | <b>Recap of 10/7/26 Board Presentations</b> (5:3-5:45PM)<br><br>Recap of the 2 presentations made to the board during the 10/7/26 Study Session.<br><br><b>Materials:</b> <a href="#">DAC 26/27 Intro</a><br><a href="#">Final 26/27 DUIP</a><br><a href="#">Live Stream link</a>                                                                                                                                         | 10 min   | Crystal Marine,<br>DAC Chair<br>Katie Zaback,<br>DAC Vice Chair<br>Hannah Hoong,<br>DUIP Chair |
| Information/Action<br><br><b>Requested Action:</b> DAC will vote on its recommendation for each charter renewal.                                                                        | <b>Charter Renewal Recommendations</b> (5:45-6:25pm)<br><br>The Charter Subcommittee will present its recommendations regarding the two charter renewal applications currently before DAC.<br><br>DAC members will have an opportunity to ask questions and discuss each recommendation prior to taking action.<br><br><b>Materials:</b> <a href="#">Charter Renewal Materials</a> ; Charter Subcommittee Recommendations | [40 min] | Ashley Reynolds,<br>Charter Subcommittee Chair                                                 |

| BREAK (10 MIN)                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          |                                    |
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| <p><i>Information/<br/>Discussion</i></p> <p>Feedback from this discussion will help inform the final survey distributed to School Accountability Committees.</p> | <p><b>SAC Survey Review &amp; Discussion</b><br/>(6:35-7:05pm)</p> <p>DAC members will participate in a facilitated discussion to review and provide feedback on the annual SAC survey.</p> <p><b>Discussion Format:</b></p> <ul style="list-style-type: none"> <li>• <b>5 minutes:</b> Overview of survey purpose, process and discussion questions</li> <li>• <b>20 minutes:</b> Small-group review and discussion</li> <li>• <b>10 minutes:</b> Group share-out and identification of common themes</li> </ul> <p><b>Materials:</b> <a href="#">Draft SAC Survey</a>;</p> | [30 min] | Angela Cryan,<br>FSCP Chair        |
| <p><i>Discussion</i></p>                                                                                                                                          | <p><b>AAR &amp; SAC Kickoff Sharing &amp; Debrief</b><br/>(7:05-7:25pm)</p> <p>Articulation Area Representatives will share highlights and observations from SAC kickoff meetings and other recent SAC engagement.</p> <p>Discussion may include:</p> <ul style="list-style-type: none"> <li>• Common questions or themes emerging from SACs</li> <li>• Areas where SACs are requesting additional information or support</li> <li>• Resources or communication that would be helpful moving forward</li> </ul>                                                              | [20 min] | Corie Detwiler,<br>AAR Coordinator |

|                        |                                                                                                                                                                                                                                                                                                          |       |                                 |
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| Information/<br>Action | <p><b>Closure Discussion &amp; Adjournment</b> (7:25-7:30pm)</p> <p>Submit questions using the DAC question form / QR code.</p> <p>Remember: DAC resources are available through the DAC website.</p> <p><b>Materials:</b> <a href="#">Exit Ticket</a></p> <p><a href="#">September Member Pulse</a></p> | 5 min | Katie Zaback,<br>DAC Vice Chair |
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# **2026 - 2027 School Year Intro to DAC**

October 7, 2026



# DAC

District Accountability Committees are defined by state law, they work with District Leaders and advise the board on:

- **Unified Improvement Plan (UIP)** : In October the district and every school reports this to the state to show how they intend to improve student outcomes.
- **Budget:** SACs provide building-level feedback and the DAC provides district-level feedback on the budget that is approved by the board in June.
- **Family, School and Community Partnerships (FSCP):** The DAC collaborates throughout the district to help support schools in engaging all stakeholder groups.
- **Additional Advisement Areas:** Charter Applications and Principal Evaluations (by Statute), School Closures and others (by request from BOE).

*The District Accountability Committee (DAC) brings together parents, staff and community members to work with the Board of Education and district leaders to strengthen our district.*



# The Unique Role of DACs

## ✓ **DACs DO:**

- Provide input on budget priorities
- Review district improvement goals
- Elevate community voice and needs on many topics
- Cooperatively determine additional areas of study
- Support school SACs

## ✗ **DACs DO NOT:**

- Approve line-item budgets
- Make academic decisions
- Manage district finances
- Direct board decisions
- Tell SACs what they must do



# DAC Leadership Team



Crystal Marine, Chair



Katie Zaback, Vice Chair



Elizabeth Armstrong, Secretary



Angela Cryan  
FSCP Chair



Hannah Hoong  
DUIP Chair



Ashley Reynolds  
Charter Chair



Corrie Detweiler  
AAR Coordinator



# DAC Representation & Current Gaps

## Current Committee Composition

- **22** Area Articulation Reps  
(12 Articulation Areas)
- **6** At Large Parent Reps
- **3** Community Reps (incl. business rep)
- **1** PTA Rep
- **1** Charter Admin Rep
- **1** JCEA & **1** JESPA Rep

## Articulation Area Gaps

### Areas Missing Representation:

Alameda, Arvada, Bear Creek, Golden, Lakewood, Standley Lake

### Areas With Openings:

Arvada West, Jefferson, Option Schools, Charter Schools

## Pending Openings

Still waiting on **3 Admin** and  
**2 Additional JCEA/Staff Reps.**

## Representation Matters

*Help us bring every Jeffco community to the table.*



# DAC Skills and Experiences

*As self identified*

## DAC Collective Expertise Areas



Education and K–12 leadership



Public policy and government



Finance and budgeting



Leadership and organizational management



Research, data analysis, and program evaluation



Communications, marketing, and stakeholder engagement



Nonprofit leadership and board governance



Community organizing and public engagement



Legal and regulatory compliance



Healthcare, mental health, and human services



Human resources and organizational development



Equity, diversity, and multilingual community engagement





# DAC Mission, Vision and Values

## Mission

The Jeffco District Accountability Committee serves as a trusted and influential advisory body that elevates the voices of students, families, staff, and the community.

## Vision

Through brave engagement, transparent practices, and efficient collaboration, we provide meaningful input that supports informed decision-making and action that benefits all Jeffco students.





# Group Norms

## 1. Students at the Center

Consider how our work affects all students and schools, especially those whose experiences may be overlooked.

## 2. Transparency & Clarity

Be clear about DAC's role, the information considered, the process followed, and the reasons behind recommendations.

## 3. Respectful Communication

Listen to understand, ask questions, make room for different voices, and disagree without diminishing others.

## 4. Collaboration

Draw on our collective knowledge, define problems clearly, and work together toward practical solutions.

## 5. Accountability & Impact

Follow through on commitments, uphold meaningful standards, and ask how DAC's work influences decisions and outcomes.

## 6. Preparation & Responsibility

Review materials, learn about the issues, and arrive ready to participate meaningfully.

## 7. Purposeful Use of Time

Use focused agendas, limit distractions, and balance efficiency with meaningful discussion.

### OUR SHARED COMMITMENT

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



# Executive Committee Goals

**Build trust and participation across all stakeholder groups by**

1

**Creating clearer structures and processes**

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2

**Developing consistent documentation** to preserve institutional knowledge

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3

**Creating stronger BOE / DAC communication**

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4

**Creating strong DAC / SAC communication**

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5

**Defining clearer roles** and empower members to take ownership

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6

**Establish active committee workgroups**



# Ensuring Transparency and Trust

## Internal Operations

- Shorter Meetings with Connection Time
- Shared Google Drive
- Pre-work expected
- Slack Community
- Process for Creating Best-Practices
- Meeting Exit Ticket and Follow-Up
- Updated SAC Kickoff format

## External Communications

- New/Updated DAC Website
- Newsletter/Update
- Public Notices, Agendas and Minutes for both DAC and Committee Meetings

## District/Board Connections

- Monthly Executive Committee Meeting with District Staff
- Fireside Chats with Key District Leaders
- Two-Way Communication with Liaison
- Ongoing Board Presentations



# Year at A Glance

| JULY                                                                                                                                                                                                                                                                                                              | AUGUST                                                                                                                                                                                                                                                                                                                                                                                  | SEPTEMBER                                                                                                                                                                                                                                    | OCTOBER                                                                                                                                                                                                                                                                                                                                                         | NOVEMBER                                                                                                                                                                                                                                                                                                    | DECEMBER                                                                                                                                        |
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|  DAC retreat and member training                                                                                                                                                                                                 |  Start of the school year<br>SAC Kickoffs by articulation area<br> Recruit for mid-year appointments<br> Elect chairs for open roles |  DUIP presentation for approval<br>Continue SAC Kickoffs<br> Fireside Chat |  SAC Survey presentation and approval<br>Launch the SAC Survey<br>2 charter renewal votes                                                                                                                                                                                     |  AAR check-in<br> Fireside Chat<br> Chili Cook-Off |  Budget guidance sent to principals<br><b>NO DAC MEETING</b> |
| JANUARY                                                                                                                                                                                                                                                                                                           | FEBRUARY                                                                                                                                                                                                                                                                                                                                                                                | MARCH                                                                                                                                                                                                                                        | APRIL                                                                                                                                                                                                                                                                                                                                                           | MAY                                                                                                                                                                                                                                                                                                         | JUNE                                                                                                                                            |
|  Budget Subcommittee presentation<br>Review SAC Survey results<br>Recruit for 2027-28 membership<br>Mid-year applicants begin<br> Fireside Chat |  Budget recommendations to the BOE<br>SAC Survey results to the BOE<br> Soup Bar Potluck                                                                                                                              |  Agenda focus to be determined<br> Fireside Chat                           |  Review DUIP for next school year<br> End-of-year presentation to DAC<br> Finger Food & Appetizer Potluck |  End-of-year presentation to the BOE<br> Fireside Chat                                                                                |  Transition and planning for 2027-28                         |



# Committees/Workgroup Goals

## DUIP

- Create meaningful feedback loop around district improvement
- Increase member ability to evaluate DUIP and performance data

## Budget

- Updated comprehensive SAC Survey
- MLO Oversight Structure
- SAC Toolkit for budget work

## Family, School, Community Partnerships

- Strengthen connection between SACs, families and district decision making
- Connect family engagement to improvement priorities

## Charter

- Updated, comprehensive processes for renewals & new applications
- Relationship building to increase participation & representation



# Discussion

Our goal is not simply to have a productive DAC year.  
It is to leave behind a stronger, clearer and more  
sustainable DAC for the years that follow.

How can we help better support you?

## 2026-27 Jeffco Schools District Unified Improvement Plan

|                                                                                                                                                                                                                                                                                                                                                                    | Culture of Instructional Excellence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Culture of Safety & Belonging                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <b>Student Performance Priorities</b>                                                                                                                                                                                                                                                                                                                              | <p>Not all student groups are experiencing greater than 50th percentile academic growth on ELA and Math district/state assessments to close opportunity gaps.</p> <p>CDE's District Performance Framework has identified Jeffco's middle level ELA academic growth as "approaching" state expectations.</p> <p>Approximately 15-20% of all secondary students do not successfully complete core content courses (ELA, Math, Science, Social Studies) as expected per grade level course scheduling.</p> <p>Disproportionate graduation and dropout rates persist for several student groups, including special education, multilingual learners, and Hispanic students.</p> | <p>Despite significant gains in favorability ratings on the district's annual student perception survey, only 46% of elementary respondents and 31% of secondary respondents report favorable school engagement. School belonging perceptions range from 50% favorable for secondary to 61% favorable for elementary.</p> <p>Families report high favorability for the frequency of school communication at 91%; however, the usefulness of that communication has lower favorability (75%).</p> <p>Attendance rates did not increase last year. Chronic absenteeism decreased but still remains relatively high.</p> <p>Disproportionate discipline referrals persist for students of color, males, and students receiving special education services</p> |
| <p><b>Targets</b><br/>(<a href="#">details below</a>)</p> <p><i>For all targets, include disaggregated student groups based on identified needs.</i></p> <ul style="list-style-type: none"> <li>Achievement targets typically increase by 5 percentage points over two years</li> <li>Academic growth targets increase to 55th median growth percentile</li> </ul> | <ul style="list-style-type: none"> <li>Increase students reading on grade level by the end of 3rd grade</li> <li>Increase mathematics proficiency at 5th and 8th grades</li> <li>Academic growth targets for PSAT and SAT</li> <li>Increase 9th grade students on track to graduate by the end of freshman year with a minimum of 6 credits and graduation rates/demonstrations</li> </ul>                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Increased favorable responses for student perception of belonging and engagement at their school (district survey)</li> <li>Increased favorable responses for the family perception of communication on the district survey</li> <li>Increased district attendance rate</li> <li>Increased graduation rates and decreased dropout rates by student groups</li> <li>Decrease out of school suspension rates for students with Individualized Education Programs</li> </ul>                                                                                                                                                                                                                                           |
| <b>Root Causes</b>                                                                                                                                                                                                                                                                                                                                                 | <p>Varying levels of implementation and use of core curriculum resources to meet the learning needs and monitor the</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Inconsistent "growth mindset" approach to strengthen belonging and engagement for all students and families</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

## 2026-27 Jeffco Schools District Unified Improvement Plan

|  |                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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|  | <p>progress of all student groups (e.g., special education, gifted/talented, multilingual learner, etc.)</p> <p>Inconsistent assessment and data culture to monitor student learning and progress</p> <p>Inconsistent approach to collaborative teaming for instructional improvement</p> | <p>Varying levels of school implementation of the district-wide discipline expectations</p> <p>Inconsistent awareness and implementation of evidence-based practices to address student mental and behavioral health needs</p> <p>Inconsistent assessment and data culture to monitor student social, emotional, and behavioral needs</p> <p>Variability in the implementation of evidenced-based Multi-tiered System of Supports (MTSS) practices</p> |
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| Major Improvement Strategies (MIS)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p><b>MIS 1:</b> Monitor &amp; strengthen the instructional core for all students and student groups by:</p> <ul style="list-style-type: none"> <li>→ 1.1: Deepening support and training for district-approved learning materials (e.g., HMH Into Reading, Illustrative Mathematics).</li> <li>→ 1.2: Apply CAS for strong academic challenge.</li> <li>→ 1.3: Improve "in-the-moment" checking on student learning.</li> <li>→ 1.4: Regular school team review of academic results.</li> <li>→ 1.5: Frequent classroom visits for feedback.</li> <li>→ 1.6: Strengthen academic partnerships with families to support academic</li> </ul> | <p><b>MIS 2:</b> Expand a culture of safety &amp; belonging by:</p> <ul style="list-style-type: none"> <li>→ 2.1: Training for Multi-Tiered System of Supports (MTSS).</li> <li>→ 2.2: Apply CAS for social-emotional wellness and skills.</li> <li>→ 2.3: "In-the-moment" checking for student social, emotional, and behavioral needs.</li> <li>→ 2.4: Regular school team review of climate and social-emotional learning (SEL) data.</li> <li>→ 2.5: Frequent classroom visits for SEL feedback.</li> <li>→ 2.6: Strengthen academic partnerships with families to support sense of</li> </ul> |

## 2026-27 Jeffco Schools District Unified Improvement Plan

engagement

belonging



### Goals/DUIP Targets for 2026-2027:

#### READ Act Goals

The percent of students scoring "well below" and "below" benchmark for **DIBELS 8** will decrease by:

- Kindergarten: 35 percentage points from Beginning of Year to End of Year for the 2026-27 school year.
- Grade 1: 20 percentage points from Beginning of Year to End of Year for the 2026-27 school year.
- Grade 2: 10 percentage points from Beginning of Year to End of Year for the 2026-27 school year.
- Grade 3: 10 percentage points from Beginning of Year to End of Year for the 2026-27 school year.

Beginning of Year to End of Year **MAP Reading** growth will meet or exceed the 55th percentile for grades 1, 2, and 3 including demographics for specialized populations: Students eligible for free/reduced lunch (FRL), multilingual learners, Gifted/Talented, and students with Individualized Educational Programs (IEPs)

#### Literacy Goals

The percent of students who met/exceeded on **CMAS ELA Grade 3** will increase from 50.9% to 53% in 2026-27 and from 53% to 56% in 2027-28.

The **CMAS ELA Grade 4** Median Growth Percentile will meet or exceed the 55th percentile for academic growth, including demographics for specialized populations: Students eligible for free/reduced lunch (FRL), multilingual learners, Gifted/Talented, and students with Individualized Educational Programs (IEPs)

#### Mathematics Goals

The percent of students who met/exceeded on **CMAS Math Grade 5** will increase from 47% to 49% in 2026-27 and from 49% to 52% in 2027-28

The percent of students who met/exceeded on **CMAS Math Grade 8** will increase from 41% to 44% in 2026-27 and from 44% to 46% in 2027-28.

## 2026-27 Jeffco Schools District Unified Improvement Plan

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|                                                      | <p>The <b>CMAS Math Grade 5</b> Median Growth Percentile will meet or exceed the 55th percentile for academic growth, including demographics for specialized populations :Students eligible for free/reduced lunch (FRL), multilingual learners, Gifted/Talented, and students with Individualized Educational Programs (IEPs)</p> <p>The <b>CMAS Math Grade 8</b> Median Growth Percentile will meet or exceed the 55th percentile for academic growth, including demographics for specialized populations: Students eligible for free/reduced lunch (FRL), multilingual learners, Gifted/Talented, and students with Individualized Educational Programs (IEPs)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Postsecondary Workforce Readiness (PWR) Goals</b> | <p><b>Freshman On Track</b><br/>Increase the percent of freshman earning 6 credit hours by the end of their 9th grade year from 85% to 87%</p> <p><b>Graduation Rates</b><br/>The 4-year graduation rate for the 2025-2026 cohort will increase from 86.7% to 87.7% (one-year target) and for the 2026-2027 cohort 88.7% (two-year target)</p> <p>The 7-year graduation rate from the 2022-2023 cohort will increase from 88.5% to 89.5% (one-year target) and for the 2023-2024 cohort to 90.5% (two-year target)</p> <p>For all graduation targets, student groups [students eligible for free/reduced lunch (FRL), multilingual learners, Gifted/Talented, and students with Individualized Educational Programs (IEPs)] will also show an increase by 1-percentage point for each cohort in comparison to their previous rates.</p> <p><b>PSAT and SAT</b><br/>The P/SAT grades 9-11 Math and P/SAT grades 10-11 Reading/Writing Growth Percentiles will meet or exceed the 55th percentile for academic growth, including demographics for specialized populations: Students eligible for free/reduced lunch (FRL), multilingual learners, Gifted/Talented, and students with Individualized Educational Programs (IEPs)</p> <p><b>Concurrent Enrollment</b><br/>The number of unduplicated students participating in concurrent enrollment classes annually will increase from 6,791 in 2025-26 to 7,131 in 2026-27.</p> |
| <b>Attendance Goals</b>                              | <p>The annual district <b>attendance rate</b> will increase from 91.6% in 2025-26 to 92.6% in 2026-27 and 93.6% in 2027-28.</p> <p>The annual district <b>chronic absenteeism rate</b> will decrease from 26.2% in 2025-26 to 25.2% in 2026-27 and 24.6% in 2027-28.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Engagement Goals</b>                              | <p>For the annual Jeffco Listens student survey, the following areas will increase from the prior year:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

## 2026-27 Jeffco Schools District Unified Improvement Plan

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|                        | <p>The percent of <b>favorability for School Engagement</b> will increase:</p> <ul style="list-style-type: none"><li>• Elementary from 46% in 2025-26 to 48% in 2026-27 (grades 3-5)</li><li>• Secondary from 31% in 2025-26 to 36% in 2026-27 (grades 6-12)</li></ul> <p>The percent of <b>favorability for School Belonging</b> will increase:</p> <ul style="list-style-type: none"><li>• Elementary from 61% in 2025-26 to 63% in 2026-27 (grades 3-5)</li><li>• Secondary from 50% in 2025-26 to 53% in 2026-27 (grades 6-12)</li></ul> <p>For the annual Jeffco Listens family survey, the following areas will increase from the prior year:</p> <p>The percent of <b>favorability for School-Family Communication</b> will:</p> <ul style="list-style-type: none"><li>• Increase or maintain the "How often do you receive information from your child's school?" currently at 91%.</li><li>• Increase the "Overall, how useful is the information you receive from your child's school?" from 75% to 77%.</li></ul> |
| <b>Discipline Goal</b> | <p>Decrease the risk ratio of disproportional out of school suspensions (OSS) for students with disabilities by .38, as measured by the special education student group risk ratio decreasing from 3.12 in 2025-26 to 2.74 in 2026-27.</p> <p>(What this means: Students served by individualized education programs are 3.12 times more likely to be suspended compared to students without individualized education programs).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

DAC Regular Meeting  
Tuesday, October 20, 2026

Recap of 10/7/26 Board Presentations

[Live Stream link](#)

Jeffco Public Schools  
District Accountability Committee

**2026 Charter Renewal Applications Input Form**

**TO:** Board Members, Jeffco Public Schools

**CC:** Dr. Rob Stein, Interim Superintendent

**Date:** October 20, 2026

**Background**

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

| Collegiate Academy                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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|                                                            | Strengths                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Questions/Areas of Opportunity                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| SECTION I.<br>Academic performance and educational program | <ul style="list-style-type: none"><li>- 100% graduation/completion rate; 0% dropout rate</li><li>- Low student-teacher ratio</li><li>- Strong attendance</li><li>- Certificate program to prepare students for college and workforce; post secondary readiness</li><li>- 1:10 student-teacher ratio</li><li>- Serves highly diverse population, including high FRL, 504/IEP-eligible students</li><li>- Emphasis on outdoor and real world learning</li></ul> | <ul style="list-style-type: none"><li>- Questions about the school’s decision to stay with a math curriculum that may not be responsive to the needs of their specific community, at least according to declining math scores</li><li>- Declining SPF performance rating over the past four years (SPF, SchoolInsights) but still rated high enough to be earn “Performance rating” - not addressed in application</li><li>- High number of suspensions, with four referred to law enforcement</li></ul> |
| SECTION II.<br>Organizational health                       | <ul style="list-style-type: none"><li>- No leadership turnover</li><li>- Investment in new board member training</li><li>- Two seats for high schools students to serve in advisory positions on the board</li></ul>                                                                                                                                                                                                                                          | <ul style="list-style-type: none"><li>- High teacher turnover</li><li>- Significant vacancies on the board</li><li>- Declining enrollment</li><li>- Budget is reliant on growing the part-time</li></ul>                                                                                                                                                                                                                                                                                                 |

Jeffco Public Schools  
District Accountability Committee

| Collegiate Academy |                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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|                    | <ul style="list-style-type: none"> <li>- Evidence that that the Collegiate board is aware of gaps/areas of opportunity</li> <li>- Evidence that board members are staying for their full three-year terms</li> <li>- Stable leadership; school promotes from within</li> <li>- School is developing more professional learning opportunities for staff such as mentor teachers</li> <li>- Requested policy waivers</li> </ul> | <p>enrichment/homeschool program</p> <ul style="list-style-type: none"> <li>- Some wonderings from the board about what some of the responses look like in practice</li> <li>- Middle and high school students do not highly rate the school in terms of sense of belonging</li> <li>- Questions regarding the expense of a recruitment firm while enrollment continues to decline; also hired an enrollment specialist</li> <li>- Review of Board roster shows that there are several vacancies on the board, including treasurer, a role that is required per the Charter's bylaws               <ul style="list-style-type: none"> <li>- Additionally, the narrative does not mention the role of the treasurer in the financial oversight section</li> </ul> </li> <li>- Are there opportunities for the school to collaborate with the League of Charter Schools or other outside agencies to help with recruitment?</li> <li>- Question from the committee about recruiting; What could the school do to increase teacher retention, particularly given the school's question on whether or not low teacher retention in middle school was affecting student achievement in those grades?</li> <li>- How does the school tailor its instructional coaching program to better support its high at-risk student population?</li> <li>- Agree with identified need to add year-over-year comparisons</li> <li>- Operational monitoring: What</li> </ul> |

Jeffco Public Schools  
District Accountability Committee

| Collegiate Academy                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>survey results do the board include in its regular oversight?</p> <ul style="list-style-type: none"> <li>- What other opportunities are there to expand access to sports?</li> <li>- Enrollment decline</li> <li>- Application mentions that efforts (marketing agency, enrollment coordinator hire, enrollment committee) to reduce enrollment decline have begun to take effect, however enrollment continues to decline</li> <li>- Still some concern about long-term enrollment in the school</li> </ul> |
| SECTION III.<br>Financial<br>performance | <ul style="list-style-type: none"> <li>- School has kept over \$2m in reserves over the past five years even with declining enrollment</li> <li>- School has made intentional staffing cuts to help the budget</li> <li>- Consistent payment towards their principal; strong fiscal management</li> <li>- School is operating in a deficit budget this year (FY27) and will need to dip into reserves</li> <li>- School accurately noted a need for improvement in projecting their enrollment over the next five years</li> <li>- School has identified increasing homeschool population as one strategy for improving finances</li> <li>- School has recently finished capital projects and don't have any forecasted in budget</li> <li>-</li> </ul> | <ul style="list-style-type: none"> <li>- While the application projects an increase in full-time and homeschool programming over the next five years, enrollment at the school has dropped significantly in the past four years</li> </ul>                                                                                                                                                                                                                                                                      |

**Recommendation**

Jeffco Public Schools  
District Accountability Committee

|                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| Based on the above review, what does the District Accountability Committee recommend?                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"><li>● Renewal</li><li>● Non-renewal</li></ul> |
| <p>If recommendation is non-renewal, please select at least one area of concern and provide additional information in the notes section:</p> <ul style="list-style-type: none"><li>● Material violation of the charter contract</li><li>● Failure to meet or make adequate progress toward achievement</li><li>● Failure to meet generally accepted standards of fiscal management</li><li>● Violation of law</li></ul> |                                                                                 |
| <p>Additional Notes</p> <ul style="list-style-type: none"><li>●</li></ul>                                                                                                                                                                                                                                                                                                                                               |                                                                                 |

Jeffco Public Schools  
District Accountability Committee

| Rocky Mountain Academy of Evergreen (RMAE)                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                            | Strengths                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Areas of Opportunity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| SECTION I.<br>Academic performance and educational program | <ul style="list-style-type: none"> <li>- School reports zero suspension; application details strategies the school uses to address behaviors instead of suspension (e.g., reflection sheets)</li> <li>- 1:14 student-teacher ratio</li> <li>- Vertical curriculum integration helps better prepare students for high school</li> <li>- Push students who already have mastery for additional growth</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>- School names a focus on increasing growth data</li> <li>- Decline in third grade math</li> <li>- Desire from the review committee for more specificity regarding academic outcomes</li> <li>- Low second grade growth in ELA; questions of how the school will get kids to be on grade level by third grade</li> </ul>                                                                                                                                                                                                                                                                                                                                         |
| SECTION II.<br>Organizational health                       | <p>-working to improve sense of safety at school (potential new social- emotional curriculum)</p> <p>-strong training for board members</p> <p>-mindful transition with new principal</p> <p>-teacher retention and mindful in tracking reasons why people left</p> <p>-partnership with DU interns to help recruit teachers</p> <p>- robust professional development, well developed evaluation methods for principal and teachers</p> <p>- using community events for recruitment</p> <p>-stable enrollment across grades</p> <ul style="list-style-type: none"> <li>- School partners with Tim Matlick, long-time Colorado charter leader</li> <li>- School has a well-structured succession plan</li> <li>- School has a full board with a strong training system for board members</li> <li>- Shared leadership responsibilities</li> <li>- High teacher retention rate (higher than district average)</li> <li>- Evidence of collective responsibility</li> <li>- Strong evaluation systems</li> <li>- Well-rounded evaluations that occur throughout the year               <ul style="list-style-type: none"> <li>- 50% is based on educational growth</li> </ul> </li> <li>- Evidence that board is monitoring</li> </ul> | <p>--new principal is licensure is still pending approval, potential to have to fill vacancy quickly if not approved.</p> <p>- enrollment growth may be limited by schools location/geography</p> <p>- may be over projecting student enrollment</p> <ul style="list-style-type: none"> <li>- School is waiting for new principal's licensure to be approved but there is a plan in place</li> <li>- School did not accurately project enrollment for this year; budgeted for 350 but projected to have 334 students</li> <li>- Questions if the enrollment projections are realistic given the community and lack of provided transportation (5-year projection is to grow to 375 students)</li> </ul> |

Jeffco Public Schools  
District Accountability Committee

| Rocky Mountain Academy of Evergreen (RMAE) |                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            | <p>appropriately</p> <ul style="list-style-type: none"> <li>- Predicted modest enrollment growth</li> <li>- School offers school shadow days and service projects to help with recruitment</li> <li>- School has robust policies in place</li> </ul> |                                                                                                                                                                                                                                                                                                  |
| SECTION III.<br>Financial performance      | -fairly stable enrollment                                                                                                                                                                                                                            | <p>-heavily state formula dependent (76% PPF)</p> <ul style="list-style-type: none"> <li>- may not meet anticipated growth to grow budget</li> <li>- Do not serve significant populations of IEP, or FRL; can be more impacted but state finance formula</li> <li>-less grant funding</li> </ul> |

| Recommendation                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| Based on the above review, what does the District Accountability Committee recommend?                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>● Renewal</li> <li>● Non-renewal</li> </ul> |
| <p>If recommendation is non-renewal, please select at least one area of concern and provide additional information in the notes section:</p> <ul style="list-style-type: none"> <li>● Material violation of the charter contract</li> <li>● Failure to meet or make adequate progress toward achievement</li> <li>● Failure to meet generally accepted standards of fiscal management</li> <li>● Violation of law</li> </ul> |                                                                                    |
| <p>Additional notes</p> <ul style="list-style-type: none"> <li>●</li> </ul>                                                                                                                                                                                                                                                                                                                                                  |                                                                                    |

Jeffco Public Schools  
District Accountability Committee

**Appendix**

Colorado Revised Statutes

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

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

- (a) Committed a material violation of any of the conditions, standards, or procedures set forth in the charter contract;
- (b) Failed to meet or make adequate progress toward achievement of the goals, objectives, content standards, pupil performance standards, targets for the measures used to determine the levels of attainment of the performance indicators, applicable federal requirements, or other terms identified in the charter contract;
- (c) Failed to meet generally accepted standards of fiscal management; or
- (d) Violated any provision of law from which the charter school was not specifically exempted.

# SAC Survey 2026 - Budget Focused

December 1, 2026 deadline

## Survey introduction

### Purpose of the Survey

The purpose of this survey is to gather feedback from School Accountability Committees (SACs) across Jeffco to inform the District Accountability Committee (DAC), Board of Education, and district staff as they develop recommendations to support the education and growth of Jeffco students.

Charter and Option schools should answer questions to the best of their ability.

### Survey Focus and Instructions

This year's survey prioritizes budget-related questions and should take approximately 30 minutes to complete. The survey should be completed collaboratively by the SAC Chair and at least one additional SAC member.

Please submit your responses by **December 1, 2026**.

Responses will be analyzed in aggregate to identify trends and inform a report to the Board of Education in early 2027. Survey results will also be shared with SACs across the district within the same week.

Thank you for your time and for your continued commitment to providing a positive educational experience for all Jeffco students.

## Section 1. General Information

### Q1. SAC Chair Contact Information

Response type: Contact information fields

- SAC Chair name — Required
- SAC Chair email address — Required

### Q2. Other SAC Members Completing This Survey

Response type: Short answer — Required; at least one additional member of SAC

### **Q3. School Information**

Response type: Dropdown — select one (school name, then will force questions by type of school)

- Elementary
- Middle
- High
- Charter
- Option
- Other

Survey logic: Use the school selection to display only the applicable questions. Confirm whether school level and school type should be separate fields, since a charter school may also be an elementary, middle, or high school.

### **Q4. DAC Articulation Area Representative (AAR) Contact**

**Has your SAC had contact with its DAC Articulation Area Representative (AAR) this school year?**

Response type: Select one

- A. Yes
- B. No
- C. Not sure

Conditional follow-up if Yes:

**Q4a. How has your SAC communicated with the AAR this school year?**

Response type: Select all that apply

- A. In-person meeting
- B. Virtual meeting
- C. Email
- D. Phone call
- E. Attendance at a SAC or DAC meeting
- F. Other (please specify)

## **Section 2. Ongoing SAC and School Improvement Questions**



These questions will be included in each annual SAC survey.

**Q5. What specific support could the district or DAC provide to help your SAC be successful?**

Response type: Open-ended

**Q6. What are one or two strategies that have had a positive impact on your SAC and could benefit other schools?**

Response type: Open-ended

**Q7. What are one or two challenges or barriers your school has encountered that you would like to learn about from other schools?**

Response type: Open-ended

Note: Incorporate updated questions from FSCP (Family-School-Community Partnerships) before finalizing this question.

**Q8. How effective is communication between the DAC and your SAC?**

Response type: Select one

- A. Very ineffective
- B. Ineffective
- C. Neither effective nor ineffective
- D. Effective
- E. Very effective
- F. Not sure

**Q9. How much do you agree with the following statement: Our SAC had the knowledge and tools to provide input into the development of the school's UIP (Unified Improvement Plan) during the past year.**

Response type: Select One

- A. Strongly disagree
- B. Disagree
- C. Agree
- D. Strongly agree
- E. I don't know
- F. Our SAC has not yet reviewed the school UIP
- G. Our SAC has seen the school UIP but did not provide input

**Q10. [This new resource](#) has been created and provided by DAC and the District to support SAC committees with the UIP feedback process. What information do you find most useful? What could be improved or added?**

Response type: Open-ended

## **Section 3. Current-Year Budget Priorities**

**Q11. Please rank your school's top budget priorities, with 1 being the highest priority.**

Response type: Ranking — rank all applicable options or select a top five. (will be a question that allows numbers to be assigned)

- Classroom staffing (teachers, paraprofessionals)
- Academic support (reading/math interventionists, DTLs)
- Student mental health and behavioral support
- AMP programming (art, music, PE)
- Safety and security
- Technology and instructional materials
- Facilities and maintenance
- Family and community engagement
- Extracurricular activities
- Other (please specify)

**Q12. Which of the budget priorities listed above do you feel are currently underfunded?**

Response type: Select up to five

Use the same list of budget priorities from Q9, including "Other (please specify)."

**Q13. If additional funding became available, where would it have the greatest impact at your school?**

Response type: Open-ended

**Q14. What are the biggest challenges your school is currently facing because of budget constraints?**

Response type: Open-ended

## **Section 4. PTA/PTO and Supplemental Funding**

**Q15. Does your school receive financial support from a PTA/PTO or another supplemental funding source, such as boosters, grants, or donations?**

Response type: Select one

- A. Yes
- B. No
- C. Not sure

Conditional logic: If Yes, display Q14–Q16. Consider whether grants and donations should be included here even when they are not administered by a PTA/PTO.

**Q16. Approximately how much supplemental funding does your school receive annually from PTA/PTOs, boosters, grants, donations, or similar sources?**

Response type: Select one

- A. Less than \$5,000
- B. \$5,000 –9,999
- C. \$10,000 –19,999
- D. \$20,000 –29,999
- E. \$30,000-49,000
- F. \$50,000-100,000
- G. \$100,000 or more
- H. Not sure

**Q17. What are the primary uses of supplemental funding at your school?**

Response type: Select all that apply

- A. Staffing support (paraprofessionals, aides, interventionists)
- B. Classroom supplies and materials
- C. Technology
- D. Enrichment programs (art, music, PE support)
- E. Field trips
- F. Events, community building, and family engagement
- G. Teacher support and appreciation
- H. Facilities improvements
- I. Extracurricular activities
- J. Other (please specify)
- K. Not sure

**Q18. To what extent does supplemental funding fill gaps left by per pupil revenue funding?**

Response type: Select one

- A. Not at all
- B. Slightly

- C. Moderately
- D. Significantly
- E. Almost completely
- F. Not sure

**Q19. Please share an example of how supplemental funding has affected your school's ability to meet student needs.**

Response type: Open-ended

Optional display logic: Show this question only if the school receives supplemental funding.

## **Section 5. Family Engagement Investment**

**Q20. Approximately how much does your school spend annually on family engagement?**

Response type: Select one

- A. Less than \$2,500
- B. 2,500 –4,999
- C. 5,000 –9,999
- D. 10,000 –24,999
- E. \$25,000 or more
- F. Not sure

**Q21. What are the primary funding sources for family engagement activities at your school?**

Response type: Select all that apply

- A. School budget
- B. PTA/PTO
- C. Grants
- D. Donations or fundraising
- E. District support
- F. Other (please specify)
- G. Not sure

**Q22. What types of family engagement activities does your school offer?**

Response type: Select all that apply

- A. Academic events (literacy or math nights)
- B. Cultural or community events
- C. Parent education or workshops

- D. Volunteer opportunities
- E. Social or community-building events
- F. Other (please specify)
- G. No family engagement activities currently offered

**Q23. To what extent can all families at your school access family engagement opportunities?**

Response type: Select one

- A. All families can access opportunities equally
- B. Most families can access opportunities
- C. Some barriers limit access
- D. Significant barriers limit access
- E. Not sure

Conditional logic: If C or D, display Q21a.

**Q23a. What are the primary barriers to family participation?**

Response type: Select up to three

- A. Transportation
- B. Scheduling or work commitments
- C. Childcare
- D. Language or translation needs
- E. Accessibility or disability-related barriers
- F. Cost
- G. Limited awareness or communication
- H. Cultural or other participation barriers
- I. Other (please specify)

## **Section 6. Budget Process and Community Engagement**

For consistency, use the same five-point scale for Q22–Q25 where appropriate.

**Q24. How would you rate the district's overall budget process last year?**

Response type: Select one

- A. Very poor
- B. Poor
- C. Neither poor nor good
- D. Good
- E. Excellent

- F. Not sure

**Q25. How effective was the district's communication about budget reductions and their impacts?**

Response type: Select one

- A. Very ineffective
- B. Ineffective
- C. Neither effective nor ineffective
- D. Effective
- E. Very effective
- F. Not sure

**Q26. How would you rate the opportunities for SAC and community input during the district-level budget process?**

Response type: Select one

- A. Very insufficient
- B. Insufficient
- C. Adequate
- D. Strong
- E. Very strong
- F. Not sure

**Q27. How prepared did your SAC feel to provide meaningful input on district-level budget decisions?**

Response type: Select one

- A. Not at all prepared
- B. Slightly prepared
- C. Moderately prepared
- D. Well prepared
- E. Very well prepared
- F. Not sure

**Q28. What resources or support would have improved your SAC's ability to participate in the budget process?**

Response type: Open-ended

**Q29. How would you rate your school administration's engagement with the SAC during school level budget discussions?**

Response type: Select one

- A. Very poor
- B. Poor
- C. Neither poor nor good
- D. Good
- E. Excellent
- F. Not sure

**Q30. To what extent do you feel SAC and community input influenced decisions at your school?**

Response type: Select one

- A. Not at all
- B. Slightly
- C. Moderately
- D. Significantly
- E. To a very great extent
- F. Not sure

**Q31. What specific support could the district or DAC provide to help your SAC navigate the budget process or strengthen its partnership with the district and/or your principal?**

Response type: Open-ended

## **Section 7. Final Insights**

**Q32. Is there anything else you would like the DAC Budget Subcommittee to know about your school's budget needs or priorities?**

Response type: Open-ended

Thank you for taking the time to complete the SAC survey. When the results/insights are shared with the Board of Education the results will also be provided to SAC chairs and school principals.

Thank you for supporting Jeffco Schools!

# DAC Member Pulse

Monthly Executive Committee Briefing

September 2026

---

A standing monthly snapshot of member experience, emerging themes, and follow-up.

9 exit ticket responses





# August Snapshot

First-read view for Executive Committee discussion.

9

Responses

8 of 8

Felt Heard

## CORE READ

The changes in format appear to be moving in the right direction. Members specifically called out the boardroom, fireside chat, guest speakers, and balance of information and interaction.

## EXECUTIVE COMMITTEE QUESTIONS

### Meeting design

What should we preserve from September's meeting design?

### Role Clarity

Can we explain DAC, AAR, committee, and chair responsibilities?

### SAC Loop

Where should members share what they are hearing from SACs?

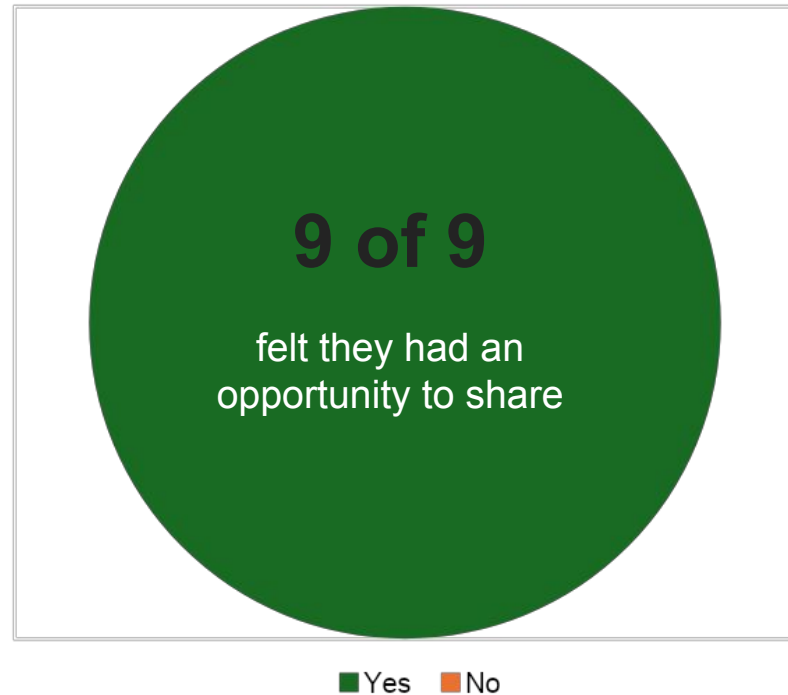
### Follow-up

Who owns MLO oversight and charter-process questions?



# Participation Improved Month Over Month

All respondents said they had an opportunity to share their perspective or question.



*“Boardroom is so much better. Great format tonight.”*

*“Tonight’s format was a nice balance of info, interaction, and less formal discussion.”*

## WHAT THIS SUGGESTS

### Format changes landed

Members noticed the boardroom setup, fireside chat, guest speakers, and interaction.

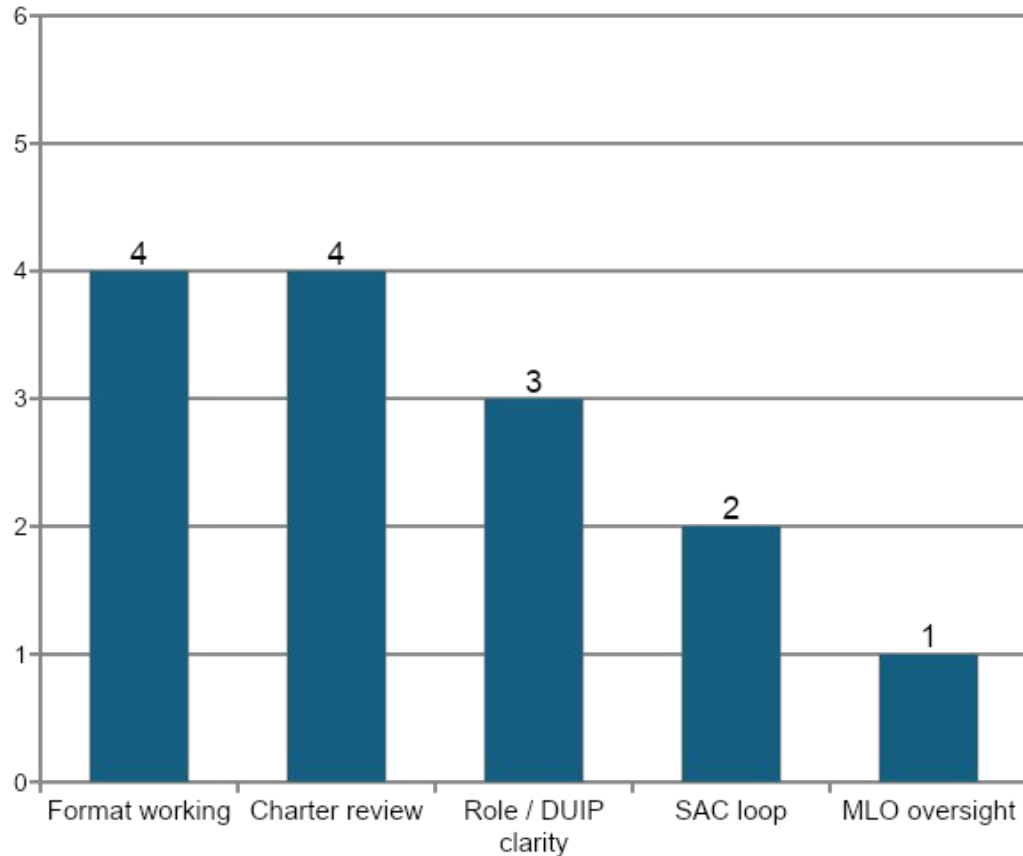
### Participation is not the issue

The next challenge is clarifying how member input shapes DAC work.



# What Members Are Asking Leadership to Notice

Themes are manually coded from open-ended responses; they are directional, not statistical.



## STRONGEST SIGNAL

**The meeting experience improved. The next set of questions is about how DAC members use their role and how feedback moves into action.**

*"Fireside Chat was great, and so was the opportunity to learn more about each subcommittee."*

*"Maybe call out what materials that are shared are okay to share with SAC chairs."*

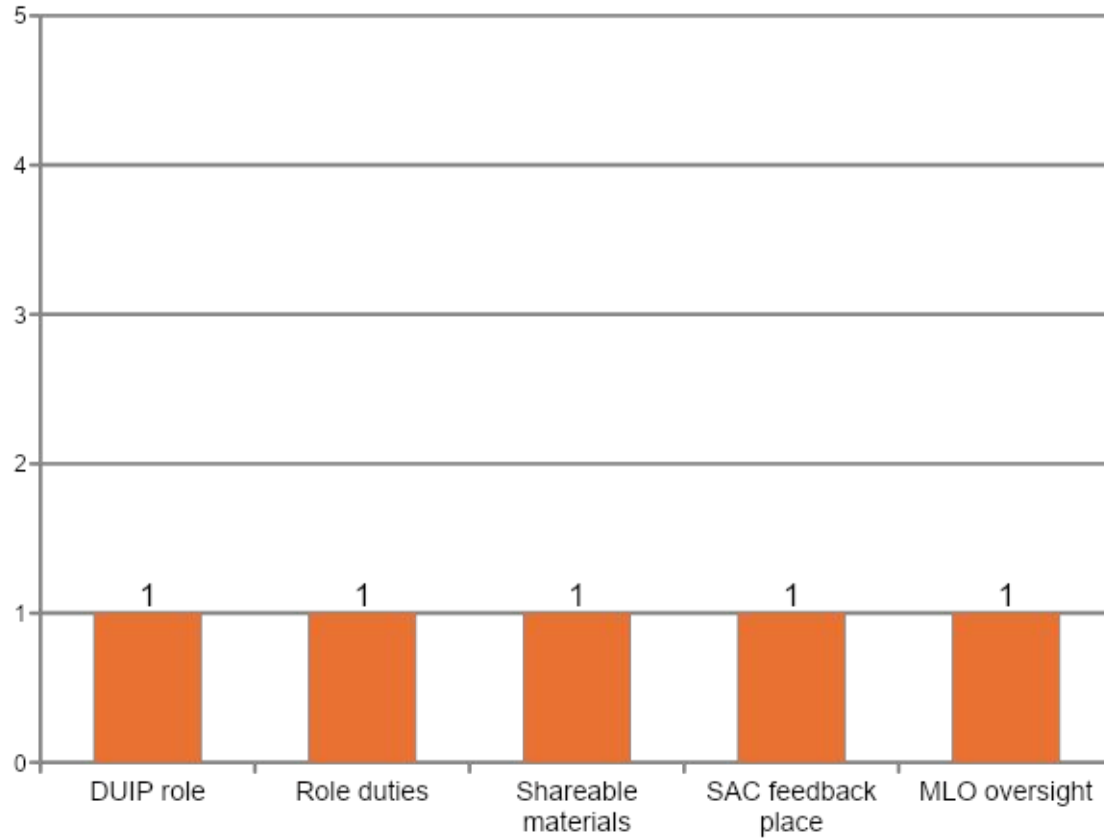
## How to read this

September moved from meeting logistics toward governance, role clarity, and accountability questions.



# Where Members Want More Clarity

Several questions point to the need to explain the “ask” of DAC more explicitly.



## FOR FUTURE AGENDA ITEMS

**Before asking for input, name what decision, recommendation, or process the feedback will inform.**

### DAC role

What is the full DAC being asked to contribute?

### Prior work

What did the subcommittee already do?

### Use of input

How will comments be used after the meeting?

### Shareability

Which materials should AARs share with SAC chairs?

Recommended product: short role guide + agenda-item framing template



# Charter Review Feedback for Committee Follow-Up

Responses emphasized objectivity, transparency, use of evidence, and clarity about the problem being solved.

1

## Use available data

Evaluate claims about the charter review process with the data already available.

2

## Keep it objective

Avoid over-weighting opinions or hard feelings from a single year.

3

## Make it transparent

Clarify the process, expectations, rubric, and decision points.

4

## Look at the whole picture

Consider how a charter benefits the district, not just isolated factors.

5

## Diagnose first

Is the issue the process, leadership, or community information needs?

### FRAMING QUESTION

**Before redesigning the process, be clear about what problem DAC is trying to solve.**



# Executive Committee Follow-Up

Next steps by the executive committee in response to survey comments (don't be afraid to tell us how we do)

## Keep doing

- **More conversational meeting format**

Continue the mix of focused information, discussion, guest speakers, and less formal conversation.

- **Boardroom setup**

Members specifically noticed and appreciated the change.

- **Fireside chats and direct access to district leaders**

This continues to be something respondents value.

- **Subcommittee orientation**

Members appreciated learning more about the committees.

## Continue improving

- **Clarify the “ask” of DAC**

For agenda items such as the DUIP, tell members exactly what input is needed, what has already happened, and how their feedback will be used.

- **Strengthen the SAC/DAC communication loop**

Create a regular opportunity to elevate SAC feedback and clarify what materials AARs should share.

- **Document roles and responsibilities**

Build on the committee overview with clear descriptions of DAC, AAR, committee, and chair roles.

- **Follow up on emerging substantive questions**

Provide more information about MLO accountability/oversight and pass the charter-process feedback to the Charter Committee.

# DAC Member Pulse

Monthly Executive Committee Briefing

August 2026

---

A standing monthly snapshot of member experience, emerging themes, and follow-up.

9 exit ticket responses





# August Snapshot

First-read view for Executive Committee discussion.

**9**

**Responses**

**7 of 8**

**Felt Heard**

**9**

**Committee  
Commitments**

## CORE READ

**Members value access to district leaders. They are asking for tighter presentations, clearer committee roles, and more time for DAC members to deliberate and contribute.**

## EXECUTIVE COMMITTEE QUESTIONS

### Meeting design

What information should be sent as pre-read versus discussed live?

### Committee launch

What expectations need to be clear before chairs are recruited?

### Follow-up

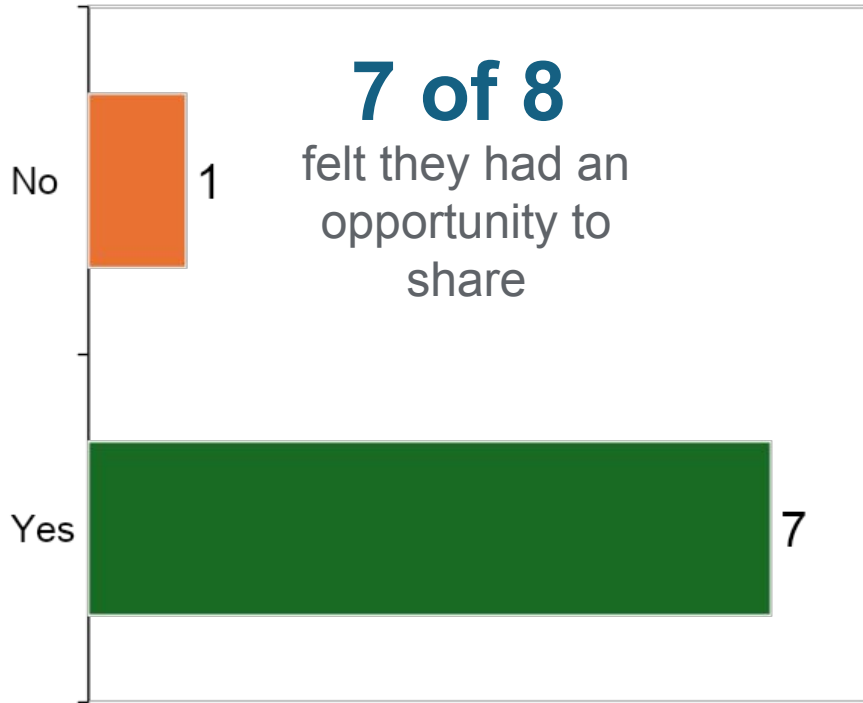
Which questions belong with Budget, district staff, or full DAC?

### Facilitation

What would make participation feel more equitable?

# Participation Was Strong Overall

Comments point to facilitation and meeting design as the opportunity.



*“Would be better if the Chair was calling on people to speak rather than some people jumping in multiple times before someone had a single chance.”*

*“Please make the meetings more interactive or shorter if it’s just info transmission.”*

## WHAT THIS SUGGESTS

### Equitable participation

Chair recognizes speakers and intentionally invites voices that have not yet been heard.

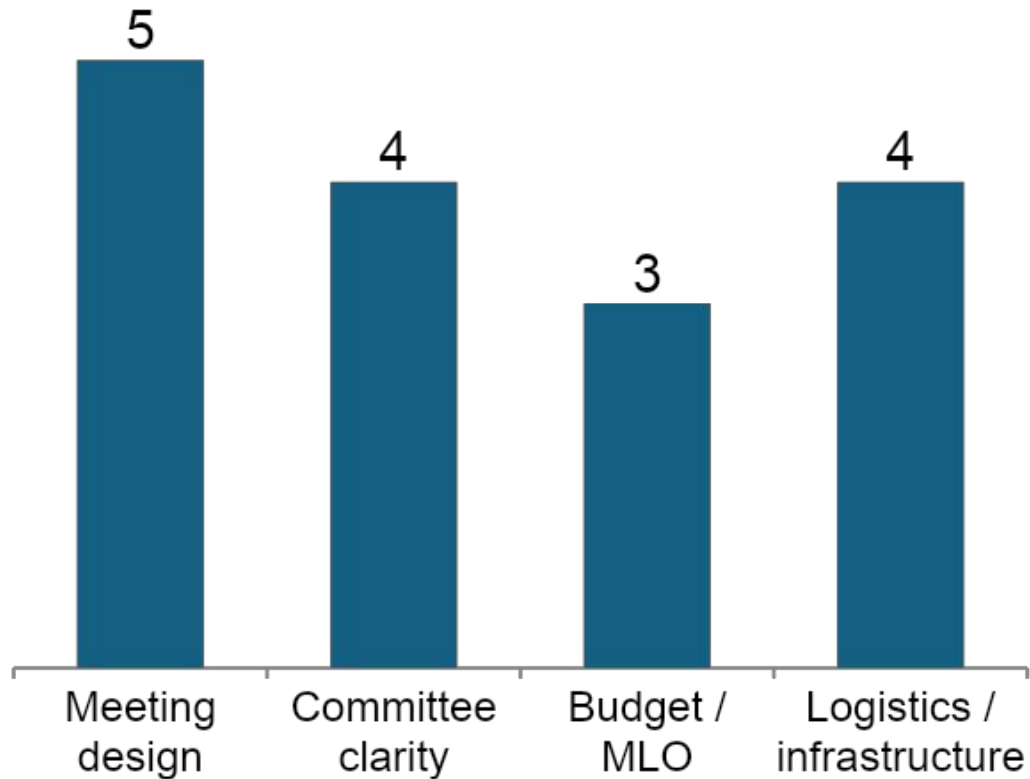
### Meeting environment

Room setup and agenda structure should support discussion instead of passive listening. People really did not like sitting in the middle of the room.



# What Members Are Asking Leadership to Adjust

Themes are manually coded from open-ended responses; they are directional, not statistical.



## STRONGEST SIGNAL

**Keep district access, but make presentations shorter and reserve more time for member discussion.**

*“Loved having Jeffco representatives come and speak. Would love for folks to not talk to every bullet in a presentation — be a little more concise.”*

*“Having more information on the subcommittees could help inform which we decide to join.”*

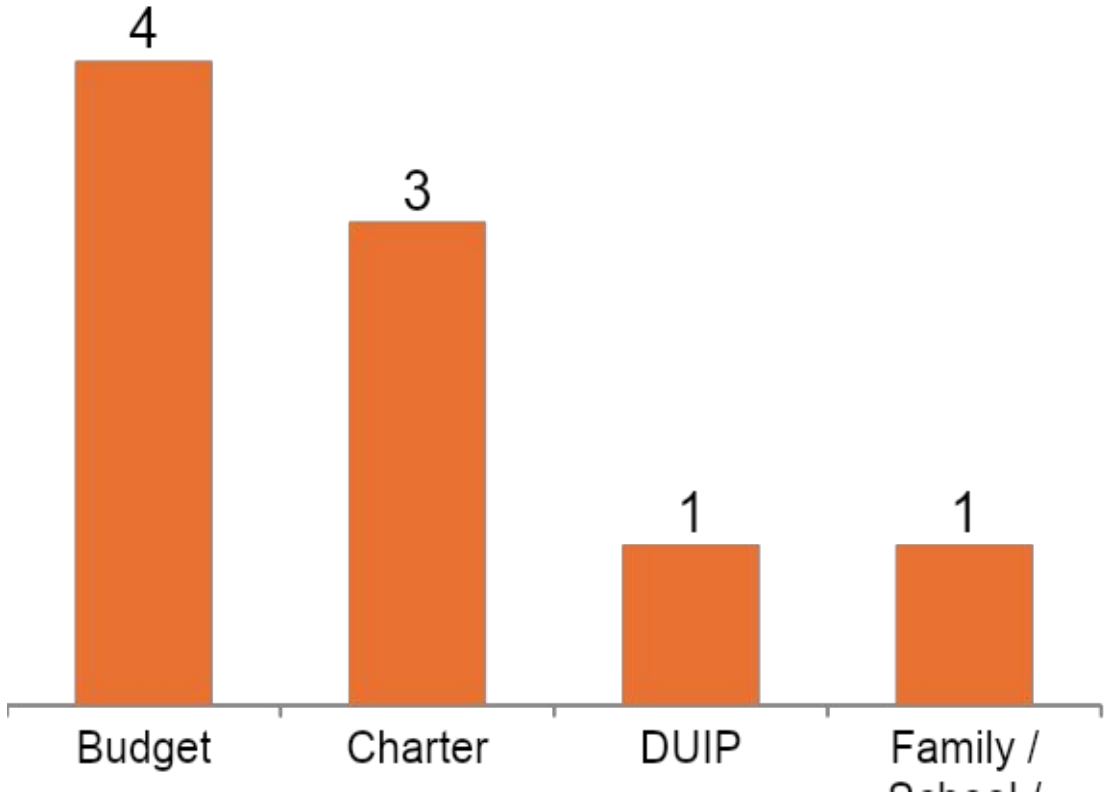
### How to read this

The value is in spotting repeat signals and converting them into agenda choices—not treating the counts as survey statistics.



# Committee Sign Ups

Early sign-ups show where members may be ready to engage.



## BEFORE THE NEXT MEETING

Committee recruitment is happening before members fully understand the scope, chair role, and time commitment.

### Purpose

What each committee is responsible for this year.

### Chair role

Expected time, responsibilities, and selection process.

### Budget scope

How added Board responsibilities would be handled.

### Guardrails

Any capacity or conflict-of-interest considerations.



# Recommended Follow-Up

Small, visible adjustments can show members that the exit ticket is being used.

- 1 Meeting design** Presenters identify the 3–4 things DAC needs to understand, then move to discussion. Trust people to read and prepare.
- 2 Facilitation** Chair recognizes speakers, asks members to introduce themselves, and invites new voices.
- 3 Committee launch** Publish a simple overview with purpose, chair expectations, cadence, and work this year.
- 4 Budget / MLO** Route MLO and funding-lever questions to Budget and district staff for a clear response.
- 5 Infrastructure** Create a better way to identify SAC chairs across articulation areas.

## KEEP DOING

7:30 end time • one reminder email • Google Drive access • clear food communication



# Executive Committee Follow-Up

Next steps by the executive committee in response to survey comments (don't be afraid to tell us how we do)

## Meetings:

- The district has agreed to give us space in the boardroom which we hope will make the seating chart better.
- We'd like to keep trying out the boardroom style while being flexible to adapt to different agendas, keep giving us feedback so we can pivot as needed.

## Facilitation:

- We are really committed to creating space for more member voice and we're working on it! We're learning Robert's Rules and are open to other facilitation recommendations.
- At our next meeting, we hope there will be a number of opportunities for more questions, discussion, and DAC work.

## Committee Launch:

- Thanks for those who signed up for committees/work groups!
- We heard lots of requests for more clarity. In response, this month we'll have an open house style opportunity to get to know each committee and its leader and to provide feedback. We hope this helps clarity to the process and supports you in getting involved.
- This year all committee chairs have agreed to post committee agendas and notes ahead of time and share meeting dates and zoom information. If you have any problems accessing them, use the SLACK Channel or email chairs directly.

## Budget/Mill Levy:

- We got some questions about the plan for Budget Committee Chair: For now Crystal (who chaired this committee for two years) will coordinate the group with support from Autumn Ungar, please join if you want to get more involved in shaping MLO oversight. This committee is likely to help shape that process.
- We got a question about how the MLO impacts charter schools. Charter schools will get a proportional share the mill levy funds that will be distributed via the funding formula. Option schools are funded using the same formula as district schools.
- We got a question about funding options if the MLO does not pass, we encourage members to ask this of Superintendent Stein at the upcoming fireside chat. It may also be a good question to pose to our board liaison.

## Infrastructure:

- Our AAR Coordinator is working with the district on contact lists
- We are working on rolling out a best-practice process in October to support more transparency and help reduce real or perceived conflicts of interest