



JEFFCO PUBLIC SCHOOLS

2021/2022 ADOPTED BUDGET







Jefferson County School District, No. R-1

1829 Denver West Drive, Bldg. 27

Golden, Colorado 80401

www.jeffcopublicschools.org

**2021/2022
Adopted Budget**

Presented to the Board of Education

June 10, 2021

Susan Harmon..... President
Brad Rupert..... First Vice President
Richard Rush..... Second Vice President
Stephanie Schooley.....Secretary
Susan Miller..... Treasurer

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Prepared by the Office of Budget Management and Development
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June 10, 2021

Members of the Board of Education
Jefferson County Public School District, No. R-1
Golden, CO 80401

Transmittal of the 2021/2022 Budget

We are pleased to present the 2021/2022 Adopted Budget for Jeffco Public Schools. This budget is presented in compliance with applicable Colorado state statutes and Colorado Department of Education (CDE) regulations. It incorporates final information related to state funding and the most current direction given by the Board of Education.

Coronavirus 2019 (COVID-19)

Experts continue to monitor impacts to the health and economic conditions due to the coronavirus disease 2019 (COVID-19) pandemic. Many unknowns and moving parts make it hard to predict the short and long-term impacts to the economy. Due to an influx of one-time federal stimulus dollars, expanding distribution of the vaccine, and the announcement of a third round of federal government stimulus, the March forecast was promising and upgraded the U.S. economic outlook for 2021 and 2022. No one can predict the long-lasting impacts to employment levels and consumer spending. Though most experts agree the worst appears to be behind us, indicators show that a long road to recovery is still ahead.

Jeffco Public Schools is no exception; the pandemic induced impacts to the community and Jeffco families is one that will go down in history. While safety remained the number one priority for students and staff, district leadership balanced continued pressures to deliver the best learning experience under such difficult conditions. As a district and a community, Jeffco families and staff experienced shifts between full remote learning and a hybrid learning model for many of our students. Following extensive delivery of the vaccine to staff during March and April, the district was able to move to 100 percent in person learning for all grades while continuing to follow safety protocols from Jefferson County Public Health (JCPH).

Unfortunately, budget pressures continued to look bleak. District leadership began conversations for the 2021/2022 school year while the team prepared the Board, community and staff for significant ongoing budget reductions. With the input and support of the community, the Board was able to identify a plan to reduce \$54 million for the 2021/2022 school year.

District leadership continued to follow economic changes, and in March good news was announced. Senate Bill HB 20-1418 passed, thus, holding districts harmless for the significant loss of enrollment for 2020/2021. This enabled the district to keep the per pupil revenue that the district had already received. Two additional and unexpected stimulus packages, ESSER II and the American Rescue Plan (ARP) ESSER III, were passed. Jeffco Public Schools was granted an increase in one-time funding of \$98.6 million with specific spending guidelines and a two-year timeline to spend. Although these dollars are one-time funding, the funds dramatically changed the trajectory of the budget discussions as the Board approached finalizing the adopted budget.

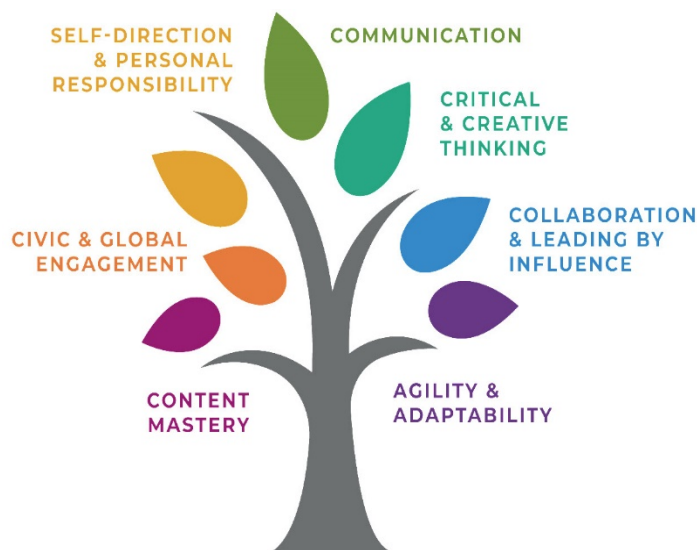
Our Mission: To provide a quality education that prepares all children for a success future.

In addition, the state Joint Budget Committee recommended that K-12 funding be restored to 2019/2020 funding levels through a buy down of the budget stabilization factor due to the positive short-term outlook of the March Forecast. State budget pressures were also lifted due to substantial one-time stimulus funding; however, the long-term impacts of this recession to the state's budget, the risk of TABOR refunds and other unknown pressures at the state remain a concern for the funding of K-12 in the coming years. Strategizing the district's planned use of one-time funds and maintaining reserves will be vital in order to navigate potential shortfalls and long-term impacts of the pandemic.

For more information on how these funds are applied to the 2021/2022 budget, see the General Fund section on page 37.

The Process & Timeline

The process to produce the 2021/2022 budget began early in the fall of 2020 with economic updates to the Board of Education including funding estimates and plans for community engagement. This year came with many uncertainties due to the coronavirus. Because of the dramatic shifts in enrollment and the uncertainty of the state funding, district leadership prepared the Board and the community for massive reductions in funding. The district closely monitored the major swings in potential funding due to the impacts to the economy because of the worldwide pandemic.



Community outreach is always a focus of budget development in Jeffco. For the 2021/2022 process, several key mechanisms were used to solicit input and feedback from stakeholders across the county. Due to the COVID-19 pandemic, modifications were made to engage the community through four virtual community budget forums with Board members, the interim superintendent, the interim chief financial officer, and the finance director and members of staff to give community members an opportunity for a dialogue regarding the difficult budget decisions. In addition, a citizen-based Community Budget Workgroup was convened in the fall of 2020 to provide input on budget reductions and reserve spending. Stakeholders were also able to participate in an online survey and written public comment. These stakeholders included students, parents, staff, citizens and business leaders. In addition, each individual school accountability committee reported out on school-level budget priorities to the District Accountability Committee who then presented a summary to the Board in March. Further information on the budget development process can be found on page 21.

Jeffco Generations

The Jeffco Public Schools Board of Education has a long tradition of high-quality education. This tradition provides the foundation with which to carry out strategic work from preschool through high school in order to ensure a fully prepared high school graduate.

The district's Jeffco Generations: A Learning-Centered Vision focuses on three core directions, Learning, Conditions for Learning, and Readiness for Learning. This vision is the basis for Jeffco's strategic plan. The plan includes strategies and tactics that set priorities for the district

in order to provide all students the educational experiences necessary to make progress toward the Jeffco Generations vision. The Board's Ends policies are an essential component of the Board's governance structure and direct the work of the superintendent and district. For details on Jeffco Generations, see page 15.

The strategic plan can be found on the district's website under "About Jeffco" at www.jeffcopublicschools.org. See more about how the strategic plan guides outcomes under Instructional Strategies, Indicators and Outcomes on page 18.

Student Based Budgeting

The 2021/2022 budget is in year seven of the student based budgeting (SBB) model; the district implemented the SBB model in 2015/2016. This model empowers schools and communities to look at their specific needs and prioritize the budget to make the most impact in achieving the goals of the Jeffco Generations vision. District staff continually monitors and refines the SBB process to ensure equity across all schools and all students. Year-over-year funding was increased in total for schools; however, individual schools could be experiencing a decline in enrollment that resulted in a decrease in funding. For details on SBB factors and individual school budgets, see pages 25 to 27.

Budgeting for Outcomes

The 2020/2021 budget is in year four of Budgeting for Outcomes (BFO). The BFO process was launched districtwide for the 2017/2018 budget following the success of a pilot program in 2016/2017. While schools are using SBB to better align resources with outcomes, it is also important for departments to have a similar process. With BFO, departments identify the different activities they perform, how the activities link to the strategic plan, and measureable goals for each activity. Funding requests for increases or new activities must specify how the new initiative will improve or be more efficient, how it supports the strategic plan, and suggestions for how to fund the new proposal. For more about BFO, see page 27.

Negotiations with Employee Associations

The Board of Education continues to stress the value of the human capital of all employees in the organization and the partnerships with the employee associations. At the time of budget adoption, negotiations with the Jefferson County Education Association (JCEA) and the Jeffco Education Support Professional Association (JESPA), independently of one another, were still under way with the intention of reaching agreement on contract language and compensation and benefits. Thus, the 2021/2022 Adopted Budget reflects a \$59 million compensation placeholder approved by the Board of Education. Should agreements be reached on contract language, compensation or benefits that impact the budget above the placeholder, a supplemental or revised budget will be addressed by the district.

School Finance Act

In November, the governor released the 2021/2022 budget request for the state of Colorado. Quarterly forecasts are also released by the Colorado Office of State Budget and Planning and Legislative Council that give indicators on the economy and outlooks for school finance funding.

The governor's early estimate for K-12 education was for a 2.5 percent increase for inflation, a decrease for growth in student population statewide, and an increase to overall funding by decreasing the state's budget stabilization factor by \$601 million, which was later revised.

The Joint Budget Committee (JBC) finalized the School Finance Act Bill in June 2021. The bill funds inflation at 2 percent and a buy down of the budget stabilization factor statewide of \$572 million, which restores funding levels back to 2019/2020, prior to COVID-19. A buy down in the budget stabilization factor results in an increase in funding for school districts. Additionally, legislatures passed HB-21-1325 establishing a bi-partisan, two-year study that will consider factors including cost of living and size factor, improving methods of determining at-risk funding and how to make the School Finance Act more student centered. The Total Program Mill Levy, HB 21-1164, has passed; this requires Colorado Department of Education (CDE) to direct certain districts to increase Total Program Mill Levies by 1 mill per year, until reaching 27 mills. Further conversations at the state will be discussed on how the additional revenue generated will be distributed through the School Finance Act in future years.

Jeffco Funding

Revenue projections and assumptions are based on information from the state of Colorado School Finance Act, anticipated enrollment changes, and other forecasted fluctuations. As mentioned above, the Joint Budget Committee (JBC) finalized the School Finance Act Bill in June 2021. The bill funds inflation at 2 percent and a buy down of the budget stabilization factor statewide of \$572 million, which restores funding levels back to 2019/2020, prior to COVID-19. A buy down in the budget stabilization factor results in an increase in funding for school districts. Jeffco's portion is \$56.9 million, a \$718 increase per pupil. This total funding includes \$4.3 million for charter schools, preschools and innovation schools. The net increase for Jeffco's General Fund from the state funding will be \$52.6 million for 2021/2022. The mill levy override that passed in 2018 is subject to increase by inflation and assumed in the revenue. Additionally, the HB 21-1164 Mill Levy Tax Credit bill that passed resulted in an estimated increase for Jeffco of \$8 million. To address the two-year study of the School Finance Act, as mentioned above, that could modify the school finance formula to make it more student-centered, revenues recognized through the Mill Levy Tax credit will be considered as a funding source for these potential changes to the school finance formula. Therefore, at this time, the \$8 million is only a one-time increase for Jeffco as the Joint Budget Committee continues to work through proposed changes during this two-year study. The district will receive an additional \$1 million from the state allocated for Special Education (SPED). At this time no increase or decrease is expected for specific ownership tax; however, district staff will continue to monitor. With the significant loss of enrollment directly related to COVID-19, the district does expect to see an increase, but fluctuations down/up can have a significant impact on the district's revenue. District leadership will continue to closely monitor the enrollment. For more information see page 39.

The state of school funding continued to be a moving target due to the uncertainty of future economic impacts of the recession caused by COVID-19. Initially, reductions were planned to balance the budget deficit from the 2020/2021 revised budget. However, with an unexpected increase in revenue for the district, the Board of Education no longer had to make those reductions and was able to use the previously identified reductions to strategize funding priorities to align with the strategic plan. The Board approved district leaders to move forward with a K-5 Literacy proposal that will be implemented in and assessed over 22 schools in the 2021/2022 school year. The Board voted to use district reserves to fund the program. Additionally, a \$59 million compensation placeholder has been allocated in the Adopted Budget, pending the outcome of negotiations with the bargaining groups. For more information see page 42.

District leadership continues to strategize on plans to use the additional stimulus money available to the district. Proposed plans will be discussed with the Board of Education and community in August and early September.

Reserves

One of the key tools used for weathering economic change is to assure the district maintains adequate reserves. Fortunately, after weathering the 2008 Great Recession, long-term planning and frugality provided Jeffco with adequate reserves to sustain many core functions through the 2008 Great Recession. These reserve funds were used over several years in conjunction with expenditure reduction to balance the district's budget. The long-term plan had always been to rebuild reserve levels once state funding levels improved. Over the last four years, the district has continued to steadily rebuild reserves. The district received an upgrade from Aa2 to Aa1 credit rating from Moody's and an AA, previous AA-, from Standard & Poor's. These ratings are important to the district for both short term obligations such as tax anticipation and long-term borrowing like capital construction bonds or certificates of participation.

With the uncertainty of the sustainability of K-12 funding in Colorado, discussion on reserves continues to be critical to the financial health of the district. Maintaining adequate reserves is critical to provide flexibility in the future to mitigate declines in funding. The Financial Oversight Committee (FOC) recommends that maintaining healthy General Fund reserves balances is crucial, however does support a spend down with intentionality over the next few years to align with the strategic vision of the Board of Education.

The district remains financially sound and strategic with regard to financial planning and management. The district target for unassigned reserves is based on the Government Finance Officers Association's recommended best practice of 8 to 15 percent. Estimates for 2020/2021 would yield an unassigned reserve of 14.1 percent. A planned spend down of unassigned reserves for 2021/2022 to align Board priorities has been reflected in the Adopted Budget. For more information see pages 41-42.

Summary

District leadership continues to monitor the impacts related to COVID-19 and to refine the details of returning to school as more information and guidance becomes available. For the 2021/2022 school year, Jeffco plans to have a full in person experience for all students, while offering an online option through our Jeffco Remote Learning Program (JRLP).

The district continues to focus on supporting our students and moving toward the identified goals in Jeffco Generations. It is critical that the budget aligns financial resources to move in tandem with the efforts of the strategic plan. Budgetary investment decisions included in the Adopted Budget were made with the strategic plan in mind. We are very grateful for the many individuals who provided ideas, opinions, passions and beliefs to this process and the time and effort put forth that resulted in this budget.

Respectfully submitted,



Nicole Stewart
Interim Chief Financial Officer



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Government Finance Officers Association

**AWARD FOR BEST PRACTICES
IN SCHOOL BUDGETING**

Presented to:

**Jefferson County School District, No. R-1
Colorado**

For Fiscal Year Ending
June 30, 2020

Christopher P. Morill

EXECUTIVE DIRECTOR/CEO

The Award for Best Practices in School Budgeting is presented by the Government Finance Officers Association (GFOA) annually to school districts demonstrating a budget process aligned with GFOAs' best practice recommendations. Budget processes are evaluated based on a number of criteria that focus on alignment of resources towards student achievement focusing on collaboration, communication, and rigorous development, evaluation, and prioritization of strategies to achieve a district's goals and objectives. In addition, the award includes criteria for conveying the results of this budget process through the budget presentation and also utilizing continuous improvement approaches to monitor outcomes.



Introduction

Jeffco Public Schools (Jeffco), situated on the western edge of the Denver Metropolitan area, is the second largest K-12 school district in the state of Colorado serving over 80,000 students annually and the 37th largest district in the nation¹. The district is located approximately 10 miles west of downtown Denver and extends into the surrounding foothills. It encompasses over 773 square miles and includes the cities of Arvada, Edgewater, Golden, Lakewood, Wheat Ridge, and parts of Broomfield, Littleton and Westminster. It also includes the towns of Bow Mar and Morrison and the unincorporated areas of Evergreen and Conifer. The estimated 2019 population of Jefferson County is just over 582,000.

Jeffco operates a wide variety of facilities including 157 schools plus 2 outdoor education laboratories, bus terminals, stadiums, district offices, and operational and training facilities. The district is also the largest employer in Jefferson County with over 14,000 full and part-time employees including substitute workers, athletic game workers, and temporary employees. Of that total, over 5,000 are licensed staff. Additional detailed staffing information can be found later in this document.



COVID-19 Pandemic: One Year Later

For nearly a year, experts have monitored impacts to the health and economic conditions of the coronavirus disease 2019 (COVID-19) pandemic. Many unknowns and moving parts made it hard to predict the short and long-term impacts to the economy. Due to an influx of one-time federal stimulus dollars, expanding distribution of the vaccine, and the announcement of a third round of federal government stimulus, the March forecast was promising and upgraded the U.S. economic outlook for 2021 and 2022. Most experts agree the worst appears to be behind us, but no one can predict the long-lasting impacts to employment levels and consumer spending; indicators show that a long road to recovery is still ahead.

Jeffco Public Schools was no exception; the pandemic induced impact to the community and Jeffco families is one that will go down in history. While safety remained the number one priority for students and staff, district leadership balanced continued pressures to deliver the best learning experience under such difficult conditions. Jeffco families and staff experienced shifts between full remote learning and a hybrid learning model for many of our students. Following extensive delivery of the vaccine to staff during March and April, the district was able to move to 100 percent in person learning for all grades while continuing to follow safety protocols from Jefferson County Public Health (JCPH).

Early indications for the district were that extensive reductions would be needed for 2021/2022, and with an unexpected drop in enrollment, district leadership also prepared to cover a net decrease of \$7 million due to the significant loss in students as a result of COVID-19. As more information became available, staff determined that one-time relief funds from the Elementary and Secondary School Emergency Relief (ESSER) fund could be used to postpone some of the planned reductions for the district, and, in addition, would enable the district to maintain staff, purchase necessary personal protective equipment (PPE), and provide for technology to ensure all students had the tools needed for success.

Unfortunately, budget pressures continued to look bleak. District leadership began conversations for the 2021/2022 school year while the team prepared the Board, community and staff for significant ongoing budget reductions. With the input and support of the community, the Board was able to identify a plan to reduce \$54 million for the 2021/2022 school year.

District leadership continued to follow economic changes, and in March good news was announced. Senate Bill HB 20-1418 passed, thus, holding districts harmless for the significant loss of enrollment for 2020/2021. This enabled the district to keep the per pupil revenue that the district had already received. Two additional and unexpected federal stimulus packages, ESSER II and the American Rescue Plan (ARP) ESSER III, were passed and Jeffco Public Schools was granted an increase of



\$98.6 million in one-time funding that came with specific spending guidelines and a two-year timeline to spend. Although these dollars are one-time funding, the funds dramatically changed the trajectory of the budget discussions as the Board approached finalizing the adopted budget. In addition, the state Joint Budget Committee recommended that K-12 funding be restored to 2019/2020 funding levels through a buy down of the budget stabilization factor due to the positive short term outlook of the March Forecast. State budget pressures were also lifted due to substantial one-time stimulus funding; however, the long-term impacts of this recession to the state’s budget, the risk of TABOR refunds and other unknown pressures at the state remain a concern for the funding of K-12 in the coming years. Strategizing the district’s planned use of one-time funds and maintaining reserves will be vital in order to navigate potential shortfalls and long-term impacts of the pandemic.

For more information around current economic conditions, state and local funding, and the details around the district’s actions as it relates to COVID-19, see the sections to follow.

This budget document provides a comprehensive summary of Jeffco Public Schools including:

- Economic Outlook
- Organizational Overview
- District Vision, Strategic Plan, Values and Goals
- Instructional Strategies, Indicators and Outcomes
- Budget Development Process
- Fund Types and Descriptions and Basis of Budgeting and Accounting
- Financial Summaries and Budgeting for Outcomes Budget Request Forms
- Current Budgetary Assumptions
- Long-Term Budget Outlook
- Short and Long-Term Financial Planning
- Staffing and Enrollment Summaries
- Performance Data
- Statistical Data

¹ American School and University 2017 AS & U 100

Economic Outlook

National Economy

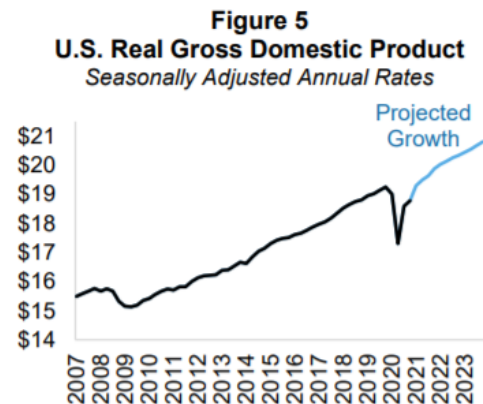
U.S. and Colorado economies have recovered at a much faster pace than expected since the COVID-19 outbreak appeared in the U.S. in January 2020. Fiscal stimulus dollars and the resilience of businesses and consumer activity produced some growth at the end of December. With the progression of vaccine distribution and two additional stimulus packages announced, the March forecast upgraded the U.S. and economic outlook for 2021 and 2022.

Federal stimulus continues to be central to the recovery of the national economy, and without the relief funds, 2020 would have been far worse. In March 2020, congress provided assistance to households, businesses and unemployment benefits under the Coronavirus Aid, Relief, and Economic Security (CARES) Act, and an additional \$900 billion in December 2020. In addition, interest rates were cut to zero to boost consumption, and the Federal Reserve offered support by establishing emergency lending facilities for businesses and state and local governments. President Biden signed the American Relief Rescue Plan Act of 2021 on March 12, 2021, adding \$1.9 trillion in federal spending for recession relief and recovery. This included extending unemployment benefits, direct payments to individuals under guidelines laid out in the bill, creation or expansion of certain targeted federal tax programs, \$350 billion in assistance to state, local, territorial and tribal governments, \$130 billion in assistance to K-12 schools to assist with school reopenings, and over \$100 billion in COVID-19 related spending with a larger portion going to Federal Emergency Management Agency (FEMA) to conduct vaccine distribution. Most experts agree this is the single largest contributor to the economy’s recovery, accounting for 9 percent of the U.S. gross domestic product (GDP).

Although it is assumed the worst of the pandemic-induced recession is behind us, economic activity continues to lag in some areas. The unknown and potential long-lasting damage to employment levels and consumer spending continues to be of concern to the long-term recovery of the nation. The recession has been felt differently by different populations. Higher income populations were able to more easily adapt to remote work and the impacts were lessened. For those employees and businesses in industries that had to close or partially close, the impacts have been severe. The large governmental support to the economy contributed to the quick turnaround. However, this large injection of funds has put pressure on the global demand for energy and other commodities. In addition, the long-term impacts to the economy as these funds wear off remain a high concern in late 2021 and early 2022.

As health restrictions related to COVID-19 tightened, leisure and hospitality experienced the largest loss of labor market. Labor markets are not expected to show substantial growth until into 2021. U.S. unemployment is expected to decline from 8.1 percent in 2020 to 5.8 percent in 2021 and 5.2 percent in 2022.

U.S. real GDP had an unprecedented decline of 31.4 percent in the second quarter of 2020; however, this rebounded quickly at 33.4 percent in third quarter. It is expected to continue to grow 6.3 percent in 2021, higher than pre-COVID-19 levels, and raising 3.1 percent in 2022 prior to leveling out in years to come. The quick expansion and growth is largely due to



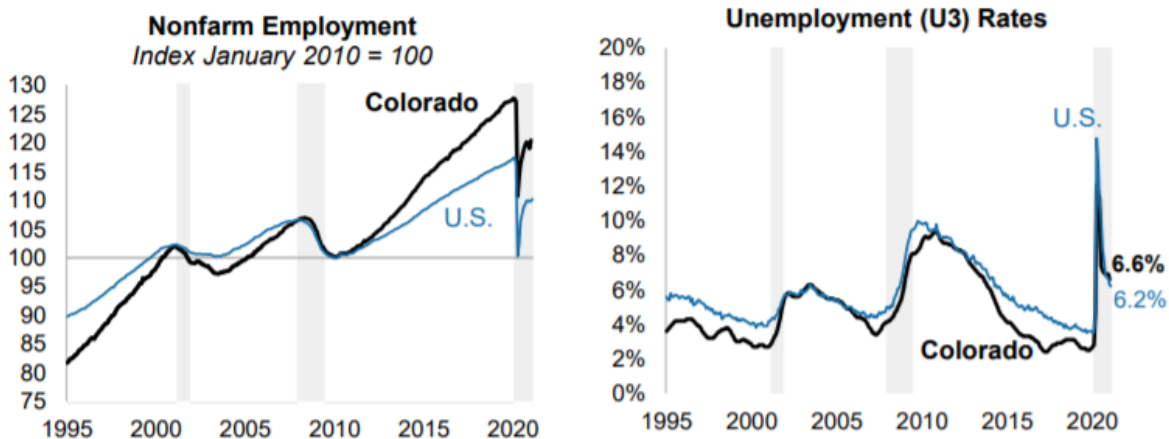
Source: U.S. Bureau of Economic Analysis and Legislative Council Staff March 2021 forecast.

federal and monetary stimulus and the ongoing distribution of the vaccine. The GDP recovery is “K-shaped” across industries which indicates that many continue to experience pre-pandemic growth while others have been severely impacted by the recession. Two thirds of economic activity is measured by consumer spending and accounted for the majority of decline. Although spending on services will be strained for some time, consumer spending on goods continues to trend high while a large portion of consumers continue to stay home.

Colorado Economy

Economic recovery at the state level is showing significant growth. Statistics show a moderate to strong increase in household earnings during 2020; however, the unique nature of this recession appears to have done lasting damage in areas like employment and consumer spending where unemployment and underemployment rates remain high and a long road to recovery lies ahead. Colorado is down 160,300 jobs, 5.7 percent from the pre-pandemic levels in February 2020. The unemployment rate remains more than twice of what it was December 2019 which is below the maximum unemployment rate of 8.9 percent reached following the Great Recession. With a high tourist-oriented community, Colorado’s leisure and hospitality sector remains impacted by COVID-19. Colorado’s recovery, similar to the national recovery, is in large due to multiple injections of federal stimulus dollars that helped to boost consumer spending. While the economy has experienced a healthy bounce back, uncertainty and challenges could influence the direction of continued recovery.

Figure 6
Selected U.S. and Colorado Labor Market Indicators



Source: U.S. Bureau of Labor Statistics. Data are seasonally adjusted. U.S. data are through February 2021. Colorado data are through January 2021.

Colorado School Finance Act and State Legislation

School funding in Colorado is determined annually per legislation and referred to as the School Finance Act. The Act prescribes total program funding using a per-pupil funding formula and accounts for the majority of Colorado school funding each year. To accommodate revenue challenges, the state incorporated what has been titled the Budget Stabilization Factor into the school finance funding formula. This formulaic factor was introduced by the state to help balance its budget by proportionately reducing the prescribed funding levels for each school district. The factor was implemented in 2010/2011 to reduce the level of K-12 funding so those funds could be used for other state funding needs while remaining within legal limits of the School Finance Act funding formula. The statewide funding deficit gap as evidenced by the budget stabilization factor grew for four years during the Great Recession, peaking at 16 percent (\$1B) in 2012/2013. From 2013/2014 through 2019/2020, the state had made progress in reducing the stabilization factor.



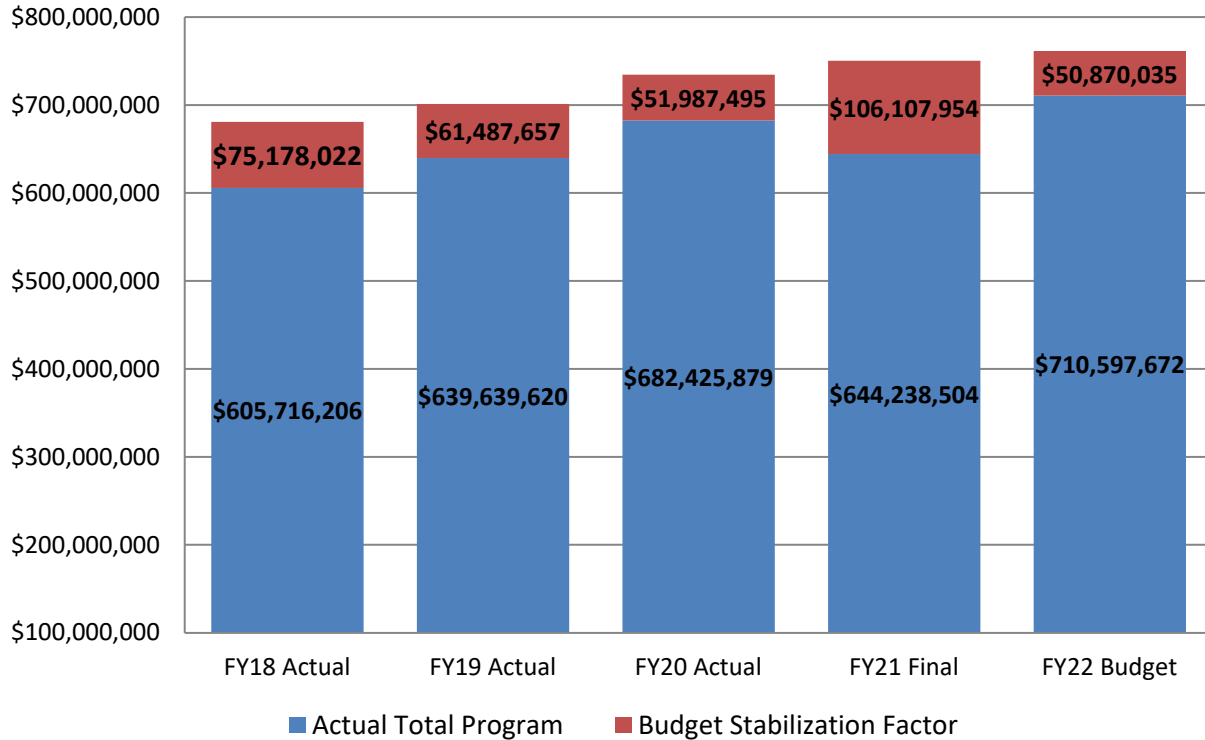
The March 2021 forecast from the state was more promising than previous forecasts showed. The increase in one-time revenue from the federal stimulus provided additional revenues to the state. In addition, income tax collection far exceeded previous forecasts due to limited data collected as a result of changes related to COVID-19. The impacts of Proposition 116 and Proposition EE have been adjusted for and impacts can be seen in the state’s forecast. The accelerated economy recovery provided an unexpected surplus from prior forecasts due to carry over from 2020/2021, boosting the beginning fund target for 2021/2022 in the state’s projections. Although the state forecast is promising, risks remain. Policy change and the impact on income tax remain unknowns, and additional revenue will be constrained by the Referendum C Cap, possibly triggering TABOR refunds in the near future.

The Joint Budget Committee (JBC) finalized the School Finance Act Bill in June 2021. The bill funds inflation at 2.0 percent and a buy down of the budget stabilization factor statewide of \$572 million, which restores funding levels back to 2019/2020, prior COVID-19. A buy down in the budget stabilization factor results in an increase in funding for school districts. In addition, the School Finance Act introduced a two year study that will consider factors in the school finance formula (cost of living and size), improved methods of determine at-risk, and how to make the School Finance Act more student-centered. Concerns remain on the sustainability of this funding and the future impacts to ongoing funding commitments for K-12. Additionally, recommendations to shift the cost of living factor to the at risk factor within the school finance formula would be a negative impact to Jeffco’s funding. District leadership will monitor closely the two year study and potential impacts to Jeffco.



The following chart demonstrates the difference between fully funded levels and actual funding levels for the district after the application of the budget stabilization factor for each of the past five years. This chart reflects the funding for 2021/2022.

JEFFCO State of Colorado — Total Program K-12 Education Funding



Local

The shift in demographics of Jefferson County is a contributing factor to the district’s budget challenges. The population of the county is impacted by multiple components. Economic influences, low birth rates, aging populations of neighborhoods and availability of affordable housing all effect the student growth in the district. While Jeffco still remains a “declining enrollment” district, the significant shift in student enrollment as a result of COVID-19 remains an uncertain factor for Jeffco. Consulting with state demographers and internal experts, the district is assuming a 33 percent increase of the lost enrollment directly related to the pandemic. More information on Jeffco’s student population and the demographics of the county can be found in the *Informational Section* of this document.

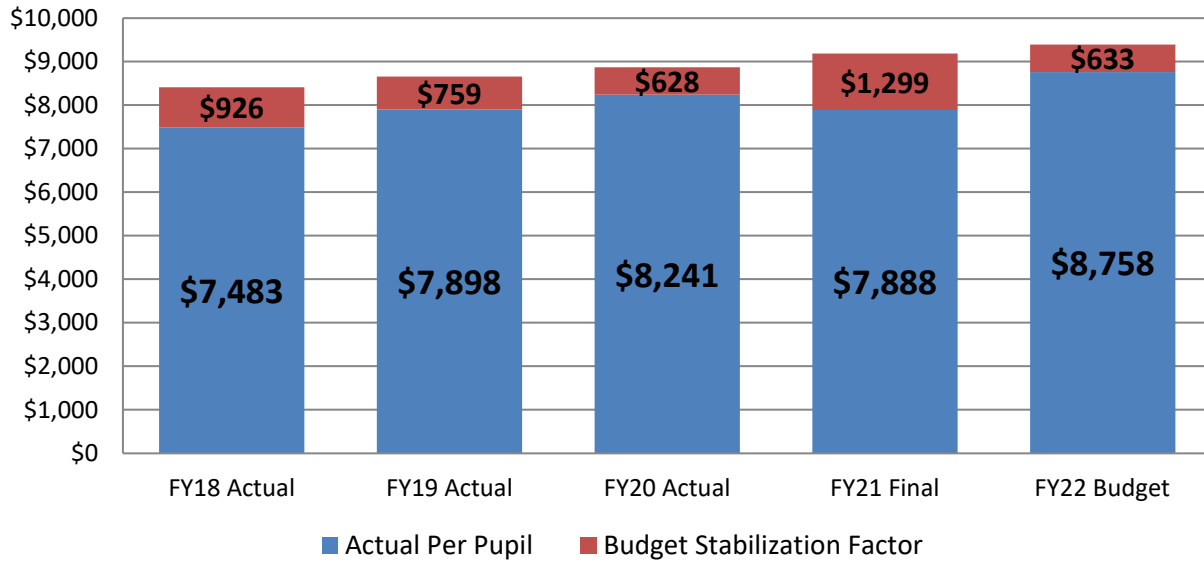


Jeffco’s restoration of funding through the application of the budget stabilization factor is approximately \$51 million for 2021/2022. This annual loss has occurred at varying levels each

year since 2009/2010, which means that over that period of time Jeffco experienced a cumulative shortfall of \$891 million in funding.

The chart below illustrates the history of funding on a per pupil basis for Jeffco. The red bar is the unfunded amount which equates to the budget stabilization factor. Per pupil funding for 2021/2022 after the budget stabilization factor and rescission is currently \$8,758.

Total Per Pupil — Jeffco Public Schools





Organizational Overview

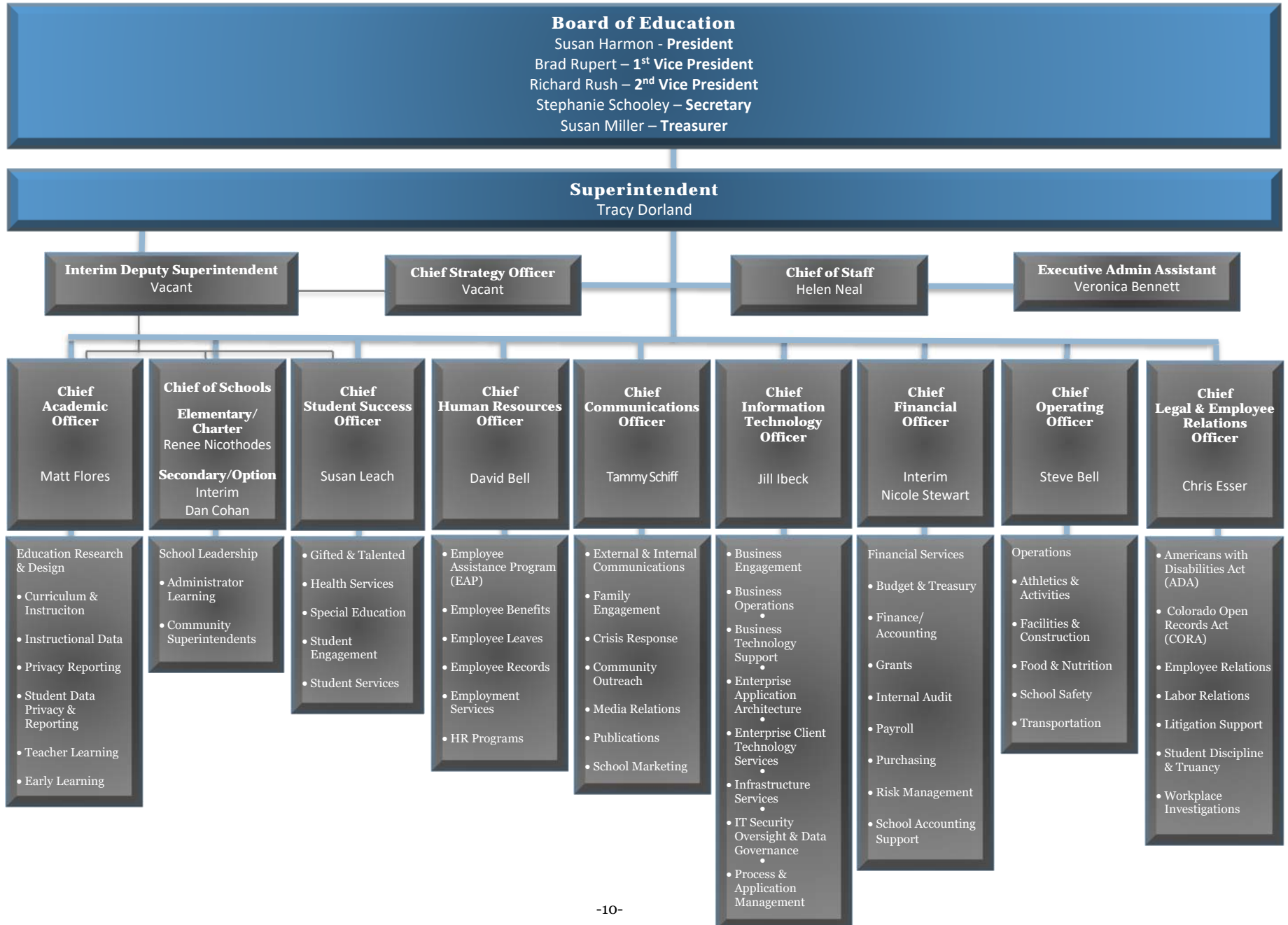
Jeffco Public Schools is a local government organization that serves the students and communities of Jefferson and Broomfield Counties, Colorado. The district operates within guidelines and compliance set forth by overseeing state agencies such as the Colorado Board of Education and the Colorado Department of Education.

At the district level, the executive structure comes in the form of a five member Jefferson County Board of Education. The district's Board of Education sets Board policy and executive limitations, authorizes the allocation of district resources, approves contracts with our employee associations, and is available for community comment and inquiries. They are the decision-making body of the Jeffco Public Schools district. The Board members, one from each of five regions of the county, are elected at-large to staggered, four-year terms.

Operational management is handled by the superintendent who is appointed by the Board of Education to serve as the chief executive officer. The superintendent and other key executives make up Jeffco's Cabinet. Cabinet is responsible for the day-to-day operations of the schools and departments including personnel appointments, financial and operational decisions and direction within the pre-approved scope of the Board of Education.



The following organizational chart includes the General Fund divisions as well as all other funds within the district.



**Susan Harmon
President**



Susan moved to Jefferson County in 1997 to start her family with her husband, Larry. They have two children, one attending and one graduate of their neighborhood school. Susan has been practicing law for 24 years. She earned her undergraduate degree from the University of Colorado at Boulder and her law degree from the Santa Clara University School of Law.

**Brad Rupert
1st Vice President**



Brad has dedicated nearly twenty years to community service in northern Jefferson County. Brad's two children graduated from Ralston Valley High School. He earned his undergraduate degree from Colorado State University and earned an MBA and law degree from the University of Colorado at Boulder.

Richard Rush
2nd Vice President



Rick returns to the Jeffco School Board for a second time. His two daughters attended schools in the Chatfield articulation area from kindergarten through high school. As a health actuary, Rick is a Fellow in the Society of Actuaries. He earned an undergraduate degree from the University of Nebraska.

Stephanie Schooley
Secretary



Stephanie Schooley lives in Lakewood with her husband and two daughters, both current Jeffco Public Schools students. She earned a BA in History from Reed College and an MA in Conflict Resolution from the University of Denver.

**Susan Miller
Treasurer**

Susan was active in Jeffco prior to her election. She served on district committees and volunteered at her four children's schools. She was Parent Teacher Student Association (PTSA) president at Wheat Ridge High School for several years, served on and chaired school accountability committees, and recently served as a community member on Montessori Peaks Academy board of directors. For six years, Susan was president of Jefferson Association for Gifted Children, a non-partisan group advocating for gifted and twice exceptional children at the district, state and national level.

Susan works for a consulting firm that advises school district clients across the country on enrollment, facilities, financing and project management. She received her BA from Northwestern University.

**Tracy Dorland
Superintendent**

Tracy Dorland has served as a public educator for 21 years. She started her career as an elementary classroom teacher and has also served as a reading interventionist, instructional coach, and principal. Her service in schools has been in communities impacted by socio-economic challenges, highlighting her commitment to equity and her belief in the power of public education to make a difference in the lives of students and families.

In Denver Public Schools, Tracy served as a principal supervisor, Executive Director of Educator Effectiveness, and Deputy Superintendent. Most recently, Tracy served in Adams 12 Five Star Schools, first as the Chief Academic Officer and then as Deputy Superintendent. Tracy's experiences also include service on the Colorado State Council for Educator Effectiveness and previous membership with the Aspen Institute's Urban Literacy Leaders Network.

Tracy holds a Master's degree in Educational Leadership and Policy Studies from the University of Colorado, Denver, and a BA in Psychology from the University of Colorado, Boulder. Tracy and her husband, Ben, live in Golden with their two children who attend middle school in Jeffco.

Below is additional information about Jeffco Public Schools:

General Information	
Level of Education Offered	Preschool – 12 th Grade
Year of Consolidation	1950
Form of Government	Elected Board of Education
Management	Appointed Superintendent
Accreditation	State of Colorado
Moody’s	Aa1
Standard & Poor’s (S&P)	AA

Jeffco Public Schools sets the highest standards and expectations in regard to the teaching staff. Jeffco considers having highly qualified teachers to be one of the single most important factors in successfully educating the students. Below is a chart that illustrates the level of education of teachers at Jeffco Public Schools.

Level of Education for Teachers	
Bachelor’s Degree	28%
Master’s Degree or more	72%

The following table shows the types of schools offered by the district and the current number of each type of instructional center. These numbers are subject to change each year based on need and space availability.

Type/Level	# of Schools
Elementary	89
K-8	5
Middle	17
High	17
Option	11
Innovation	1
Charter	17
Outdoor Laboratory Schools	2
Preschool Centers	53
School Age Enrichment (SAE)	27

District Vision, Strategic Plan, Values and Goals

The Jeffco Public Schools Board of Education has a long tradition of quality education. This tradition provides the foundation with which to carry out strategic work from preschool through high school in order to ensure a fully prepared high school graduate.

Jeffco Generations is a manifestation of transforming the student “task”, what we ask the student to do, practice and experience in the process of learning. Generations is an effort to change the student learning experience in ways that make the teaching and learning experience more hands-on and skills-focused.

Generations aims to give students the opportunity to apply learned skills and transfer them to real-world situations, problems and scenarios where they get the chance to practice skills such as communication, self-direction, civic engagement, problem-solving and creativity.



The Jeffco Deeper Learning Model is a balanced approach to deeper learning; a strengthening of the focus on transforming the student learning experience in the presence of Jeffco Generations Skills. The teaching and learning process must also ensure each student reaches outcomes aligned with Colorado Academic Standards. These standards are expectations defined by the state of what students need to know and be able to do at the end of each grade.

In Jeffco, we believe students need it all – both an experience-based education where they learn and practice important skills for their future and a strong base of factual content knowledge. Toward that end we introduced an expanded level of instruction supports and resources for our schools that we call the Jeffco Deeper Learning Model.

The model includes four parts:

- Plan – the design of authentic tasks and experiences and the alignment of those with state content standards
- Teach – the delivery of those tasks as learning experiences for all students
- Assess – formative measures of how students are doing toward mastering both skills and content
- Reflect – intentional time and space for teachers and students to consider their strength and growth areas

The strategic plan can be found on the district’s website under “About Jeffco” at www.jeffcopublicschools.org. See more about how the strategic plan guides outcomes under *Instructional Strategies, Indicators and Outcomes* later in this section.

Jeffco Values

Another element of Jeffco Public Schools is the presence of clearly defined organization values that serve as guiding principles for the work that every teacher and staff member does each day. These organization values run deep in the culture of Jeffco, and the district continues to honor and build on them.

- **Integrity** – In Jeffco’s context, this means keeping the focus on students in the face of difficult conditions or circumstances.
- **Valuing People** – All the people connected to Jeffco Public Schools matter to us, above all else. When times get tough, we pull together.
- **Teamwork** – Jeffco has an extraordinary level of human talent, both in our schools and in the community. We have a history of positive collaboration and supporting one another.
- **Exemplary Performance** – Jeffco has a tradition of quality and working to do right by kids and the community.
- **Entrepreneurial Spirit** – Like our kids and the rest of the world, Jeffco must have the courage to adapt, innovate, take calculated risks and evolve.

Jeffco Goals – Board of Education Ends

The Board’s Ends policies are defined by the Board and present goals for the district. The Board’s Ends policies, in line with the Jeffco Generations vision and strategic plan, steer the financial decision making and academic planning for the 2021/2022 school year.

Every student will be taught by a highly skilled, caring staff in a high performing school led by strong leadership in order for every student to be prepared with life and academic skills necessary for a successful future. This commitment will be met in an engaging climate and culture that promotes a connection to career, college and life aspirations made possible through effective learning systems and shared leadership.

Therefore,

Ends 1 – Engaging Climate and Culture

Every school and the district will have an engaging climate and culture that:

- Ensures a safe, caring and engaging environment for students, staff and families.
- Values the diversity of all students, staff and families.
- Supports the social, emotional and physical wellness for students and staff.
- Encourages family and community engagement to support, enhance and maximize learning.
- Provides opportunities to develop civic and global engagement within and outside of the school setting.

With the expectation that:

- Every student will develop life skills and a continuous learning mindset to succeed in post-secondary aspirations (Self-Direction and Personal Responsibility competency).
- Every student will be a responsible and engaged member of the community (Civic and Global Engagement competency).

Ends 2 – Career, College and Life Aspiration Connections

Every school and the district will ensure that every student has the opportunity to work towards being connected to career, college and/or life aspirations through systems and practices that:

- Provide effective teaching and measurement of rigorous student learning expectations.
- Provide access to and opportunity for multiple learning pathways aligned to student needs and interests.
- Ensure the development of academic confidence through self-direction and personal responsibility skills.
- Use relevant measures to track progress and communicate meaningful results to students and families.
- Address opportunity and achievement gaps through an integrated system of support that ensures equity in meeting all students' needs.

With the expectation that:

- Every student will demonstrate a year or more of growth on their way to mastery of Colorado Academic Standards (Content Mastery competency).
- Every student will be able to apply and transfer learning across disciplines and real world contexts (Critical Thinking and Creativity competency).
- Every student will have the opportunity and expectation to demonstrate leadership attributes.
- Every student will communicate effectively in a variety of formats and situations (Communication competency).

Ends 3 – Learning Systems and Leadership

Every school and the district will have effective learning systems and shared leadership that:

- Provide high quality core instructional practices, interventions and enrichments.
- Ensure that there is an effective teacher in every classroom and an effective principal in every school.
- Provide high quality professional development and professional growth support structures.
- Develop high quality leaders through leadership development for teachers, staff, administrators, students and families.
- Utilize continuous improvement processes that incorporate problem-solving approaches to reduce or eliminate root causes of student performance challenges.
- Ensure the success of diverse learners through evidence-based resource allocation that matches resources to need.

With the expectation that:

- Every student will be taught by a highly skilled teacher and caring staff.
- Every student will be taught in a high performing school led by strong leadership.
- Every student will receive the skills, support and educational opportunities needed to achieve his or her full potential.

Instructional Strategies, Indicators and Outcomes

Jeffco’s system indicators represent the outcomes we believe Jeffco students and educators will achieve with a sustained commitment to the strategic plan. System indicators were developed by bench-marking against the highest-performing school districts, and are designed to analyze the current levels of student learning. Academic indicators, such as those shown on CMAS and SAT tests, show the one year change in benchmarks scores and define Jeffco’s goal for the indicator.

Priorities and Action Steps

Major Improvement Strategies –

These strategies respond to priority performance challenges. After setting targets, Jeffco planning teams develop a plan of action. This step includes identifying major improvement strategies, interim measures and implementation benchmarks. Planning teams also identify the specific action steps required to carry out each major improvement strategy and respond to and eliminate or correct the root causes of each of the district or school’s prioritized performance challenges.



Jeffco’s Major Improvement Strategies are embedded in the district’s strategic plan. The Unified Improvement Plan (UIP) strategies mainly highlight the Learning section of the strategic plan; however, Conditions and Readiness for Learning also are important areas that the district continues to support. For students to fully access academic learning, we need to have conditions in place to foster learning, as well as be ready for the learning. Changing the student learning experience includes changing the tasks students complete in the classroom every day, as well as supporting students with socio-emotional learning supports, and providing equity in learning, etc. (as outlined in the full district strategic plan).

Learning Improvement Strategies

- Early Academic Transformative Tasks for all Students
- Middle Level Transformative Tasks for All Students
- College & Career Readiness Transformative Tasks for All Students
- Gifted Student Identification Major Improvement Strategy
 - Develop resources and provide professional learning for stakeholders designed to expand mindsets regarding the nature of giftedness in all populations.
 - Enhance instructional programming with academic and social-emotional strategies to support gifted potential in underrepresented populations.
 - Implement alternative assessment measures and protocols to identify high potential students in targeted populations.

Other Improvement Strategies:

- Provide structures and processes that support the development of Talent Pools in Jeffco.

Primary Jeffco Strategies – Jeffco Public Schools focuses efforts on strategies which have a direct impact on changing the student learning experience. Jeffco’s primary strategies are defined under the headings of Learning, Conditions for Learning, and Readiness for Learning. These strategies reflect the coherent set of activities we believe will positively impact student outcomes and learning experiences.



- **LEARNING** – Create a profoundly authentic student experience.
 Profoundly changing and customizing the student experience is at the center of all of Jeffco’s school reform efforts.
 - Tactic 1: Transforming Student Task
 - Tactic 2: Responsive Teaching
 - Tactic 3: Customized Pathways
 - Tactic 4: Technology to Transform Learning
 - Tactic 5: Embracing the Full-Range of Human Experience

- **CONDITIONS FOR LEARNING** – Build repeatable procedures where quality learning can be scaled, replicated and provided equitably to every student.
 Learning does not happen in isolation, we must also consider how we can improve the Conditions for Learning in our schools and community. That work happens under the direction of, and in concert with skilled and professional educators and an environment of high expectations. This means building the capacity of the teaching profession to engage in this complex and meaningful work while ensuring all of our students are given a chance to work with a high-expectation curriculum.
 - Tactic 1: A Professional Model of Teaching
 - Tactic 2: High Expectations
 - Tactic 3: Commitment to Equity
 - Tactic 4: Educator Learning

- **READINESS FOR LEARNING** – Create systems to ensure every student comes to school ready to learn with barriers to learning removed.
 Students come to our schools with all kinds of backgrounds, advantages, and Readiness for Learning. That’s why it’s critically important that we work with our communities and parents to make sure all students have the supports they need in place to engage in the learning process. Students who are in pain, hungry, scared, abused, and neglected are not learning. As a community, we must resolve that we will allow no child in our community to have these barriers stand between them and their future.
 - Tactic 1: Social–Emotional Supports
 - Tactic 2: Expanding Early Childhood
 - Tactic 3: Meaningful Family & Community Engagement

Accountability Systems

Accreditation

The district is fully accredited by the Colorado Department of Education (CDE). CDE has defined three performance indicator areas key to achieving this outcome: (1) academic achievement; (2) academic longitudinal growth; and (3) postsecondary and workforce readiness (high school only).

CDE's District Performance Framework and School Performance Framework reports provide information about the levels of attainment in each of the three key performance indicators. For school districts, the overall evaluation leads to their accreditation. For schools, the overall evaluation leads to the type of plan schools will implement. The District Performance Framework assigns to each district one of five accreditation categories:

1. **Accredited with Distinction:** The district meets or exceeds statewide attainment on the performance indicators and is required to adopt and implement a Performance Plan.
2. **Accredited:** The district meets statewide attainment on the performance indicators and is required to adopt and implement a Performance Plan.
3. **Accredited with Improvement Plan:** The district is required to adopt and implement an Improvement Plan.
4. **Accredited with Priority Improvement Plan:** The district is required to adopt and implement a Priority Improvement Plan.
5. **Accredited with Turnaround Plan:** The district is required to adopt and implement a Turnaround Plan.

The district has received the accreditation category of Accredited for the 2019/2020 school year. In conformance with Colorado law, the district has adopted various performance goals in the district's Unified Improvement Plan.

Early Childhood Needs Assessment

An analysis of the Jeffco Kindergarten Entry Assessment (KEA) data, as well as the framework for planning, implementing and evaluating PreK-3rd Grade approaches have been incorporated into Jeffco Public School's Early Childhood Education (ECE) needs assessment for implementation of researched-based early learning strategies. Priorities associated with this framework include: limited approaches to kindergarten transition from a Jeffco preschool or community partner preschool into Jeffco kindergarten classrooms, limited P-3 systemic instructional practices across all schools, and limitations in aligned community support partnerships for families with children from birth to school age. Jeffco Public School's strategic plan outlines expanded efforts to address each of these identified needs.



Budget Development Process

The district monitors key financial indicators, forecasts and issues that have a major impact on district finances to ensure the long-term financial health of the district, while continuing to take steps to improve student outcomes. Jeffco has always taken a long-term approach to financial planning which has included enrollment projections, the projected change in state revenue, and increasing costs. Attention to the financial outlook combined with solid recommendations from the financial team and sound decision-making from district leadership, helps the district plan for and position itself to maintain the long-term financial health of the district.

One of the key tools used for weathering economic change is to assure that the district maintains adequate reserves. Fortunately, long-term planning and prior frugality provided Jeffco with adequate reserves to sustain many core functions through the 2008 Great Recession. These reserve funds were used over several years in conjunction with expenditure reductions to balance the district's budget. The long-term plan had always been to rebuild reserve levels once state funding levels improved. Over the last four years, the district continued to do just that and steadily rebuilt reserves which has proven to be critical as the district works through the economic downturn and challenges of the COVID-19 crisis.

While use of reserves can help with budget shortfalls, maintaining adequate reserves is critical to providing flexibility to mitigate future declines in funding. The Financial Oversight Committee (FOC) recommends that maintaining healthy General Fund reserves balances is crucial, but due to the financial uncertainty as a result of the COVID-19 pandemic, the FOC recommends that financial risks be weighed when considering the use of one-time funds to cover long-term expenditures since the district is likely facing a budget deficit for the next several years. More information on reserves can be found in the *Financial Section* of this document.

Budget Objectives

Budgetary objectives are established each year to guide the budget development process and determine how to best invest new funds or redirect existing funds to align with district goals.

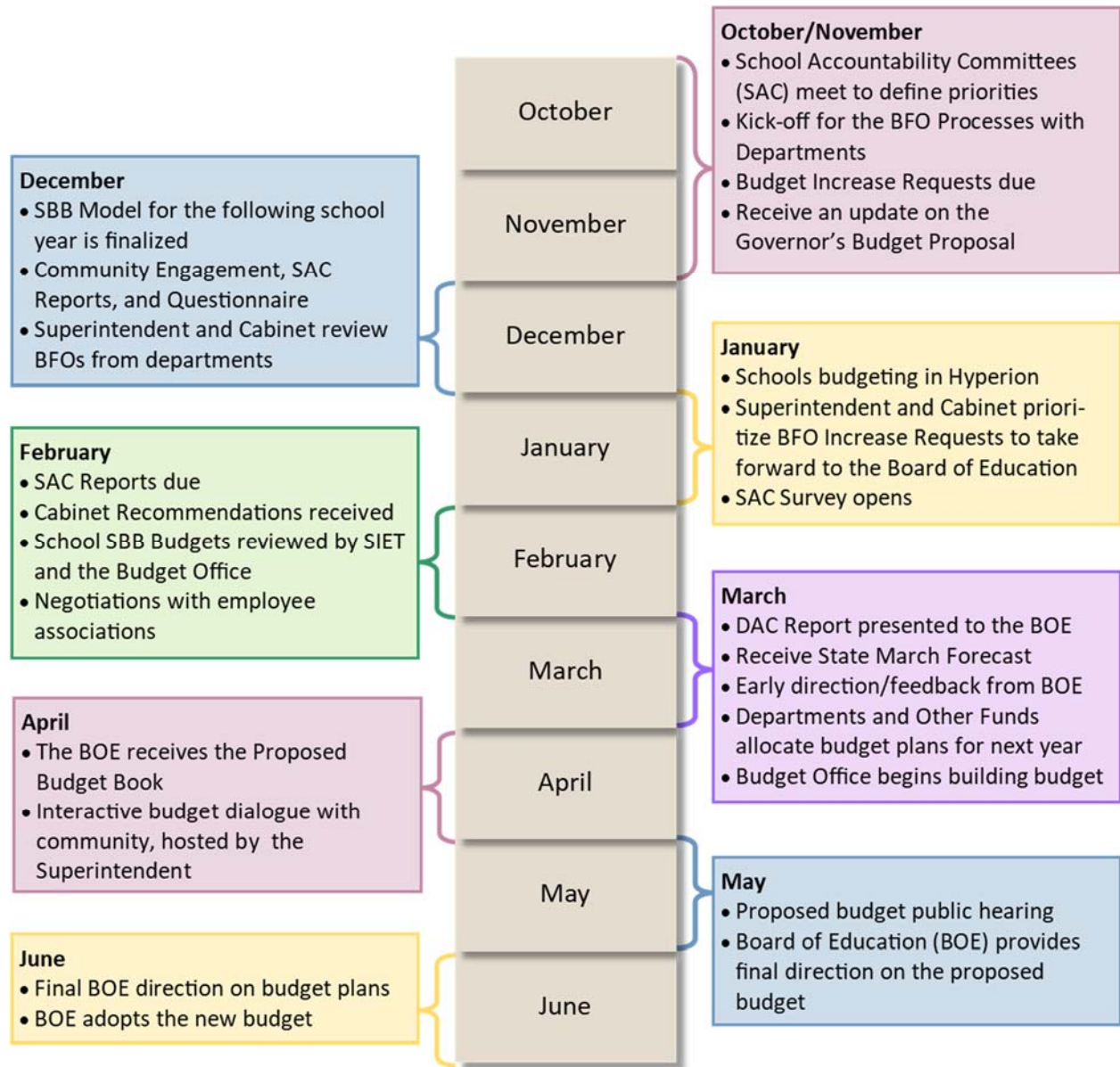
The budget will:

- ✓ Effectively allocate monetary resources to support Jeffco's strategic plan through the SBB and BFO processes.
- ✓ Clearly communicate the financial state of the district to the public.
- ✓ Comply with all state, federal, and local statutes and regulations as well as internal organizational controls.
- ✓ Identify all budgetary changes from year to year.
- ✓ Set appropriations to ensure positive reserve balances in all funds.

The process will continue to:

- ✓ Meet specified deadlines while producing a comprehensive and accurate budget.
- ✓ Provide opportunities for community and staff input to support Board budget direction.
- ✓ Identify budget assumptions used for the development process.
- ✓ Use forecasting to anticipate future needs and resources.
- ✓ Review all program and department budgets.

Budget Development Timeline for the 2021/2022 School Year



The following list outlines the major steps of the 2021/2022 budget development process.

1. Determine Available Funding

Preliminary estimates were based on the Legislative Council to set a starting point for budget planning. Given the initial indication of a decline in funding for K-12 education, the district intentionally built an unbalanced budget using one-time supports given by the state. The Board of Education had difficult decisions to make and did so with a minimal impact to students and employees. The announcement of one-time federal stimulus funds and an improved economic forecast for the state changed the trajectory of the district’s budget planning. With an estimated revenue increase, the district was able to forego some reductions and plan for a few expenditures that aligned with the strategic plan. However, the Board may have difficult decisions in the future, and reductions may need to be considered to balance the district’s budget after one-time funds have been expensed. Future funding remains a concern once one-time funding for K-12 expires.

2. School Based Budgeting and School Accountability Committees

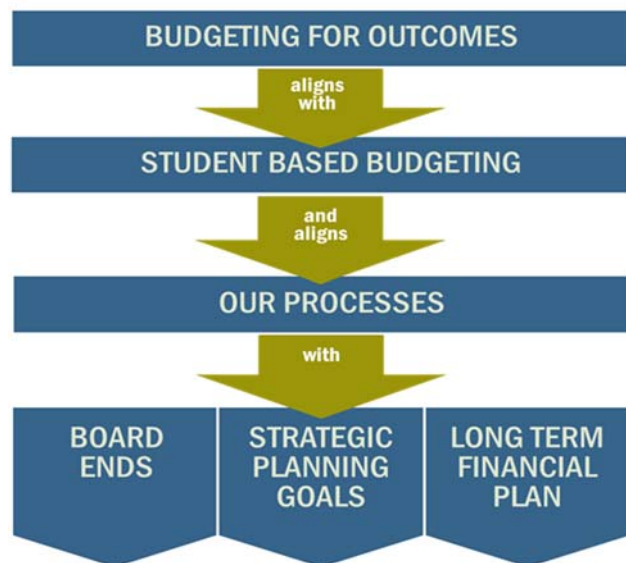
Schools are budgeted through a student based dollar allocation model called Student Based Budgeting (SBB). Through this model, schools are empowered to make decisions about the use of resources for the benefit of their students. Each school meets with its School Accountability Committee (SAC) to identify school values and priorities in order to make budgeting decisions specific to their community. SACs provide school priorities to the Board through the District Accountability Committee (DAC).

Jeffco has begun to pilot a project that will evaluate school spending by programmatic elements at select schools. The evaluation will specify the purpose of each school program, the source of funding and the associated costs. Major cost categories include compensation (administrative, teacher, support staff and central support), equipment and materials. Total costs will be broken down by program and per pupil, and the impact of the program on student achievement will be weighed.

3. Budgeting for Outcomes

With the successful implementation of SBB for schools, it was important to integrate a departmental process that worked in unison with SBB and aligned with Jeffco Generations. The Budgeting for Outcomes (BFO) process, implemented in 2015 for development of the 2016/2017 budget, is used with all departments within the General Fund and most other funds. BFO uses a detailed planning process to identify district-wide goals and to explain the relevance of the request to district strategies. Root cause analysis and measureable goals are required, along with a description of how the activity will improve current functionality/performance.

The aim is to fund programs that will directly contribute to the success of those identified goals. Recognizing that Jeffco’s strategic plan can change, BFO allows for budgeting that is based on current goals for the upcoming budget year and consideration for other departments’ future



needs. BFO budget request forms are provided in each fund section in the district's Budget. The forms include a summary of the budget renewal request, activity descriptions, performance measures, improvement and efficiencies, an explanation of support of strategic objectives, any budget changes, and additional resource and background information.

4. Cabinet Meetings – Division and Department Priorities

Using the Budgeting for Outcomes (BFO) details, the superintendent and Cabinet meet to review division and department budgets. Requests for new funding from the various divisions, which are targeted to reach Jeffco's strategic goals, are also brought forward and reviewed. The BFO information identifies the requests as being mandated or innovative and how they align with the strategic plan. Prioritized recommendations are then given to the Board of Education.

5. Community Engagement and Outreach

Community outreach is always a focus of budget development in Jeffco and a priority for the Board of Education. For the 2021/2022 process, there were several key mechanisms to solicit input and feedback from stakeholders across the county. Due to the COVID-19 pandemic, modifications were made to engage the community through interactive live stream events, an online survey and written public comment. These stakeholders include students, parents, staff, citizens and business leaders.

- a. The first means of outreach was the School Accountability Committee (SAC) budget feedback survey. Each SAC reviewed and submitted priorities based on their community and student needs that were reviewed and reported on by the DAC to the Board of Education.
- b. Community and stakeholder input on budget priorities was received through an online survey.
- c. A citizen-based Community Budget Workgroup was convened in the fall of 2020 to provide input on budget reductions and reserves spending. The workgroup provided an initial report in December and met again in the spring. Their recommendations were reported to the Board through the DAC.
- d. The district also held four virtual community budget forums with Jeffco Board members, the interim superintendent, the interim chief financial officer and the finance director and members of staff to give community members an opportunity for a dialogue regarding the difficult budget reduction decisions that the Board would need to make for the 2021/2022 school year. Attendees received information on the current state funding situation and goals for the current budget year. They were invited to engage in discussion regarding values and the challenges of making trade-off decisions.

6. Board of Education

Staff presented budget updates at Board of Education meetings throughout the year starting in September. The Board provided direction to staff to prepare the proposed budget for 2021/2022. Their decisions were made based on the current and projected financial state of the district, input from stakeholders and the community engagement process, consideration of newly established achievement goals, recommendations from Cabinet, and prioritization of district needs.

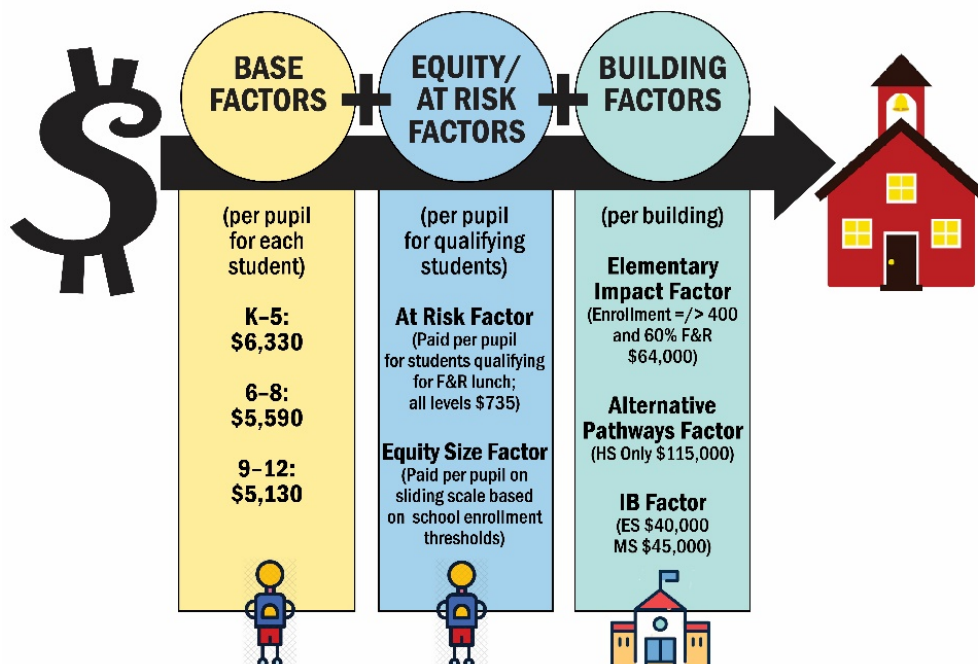
Budgeting for Schools through Student Based Budgeting (SBB)

Schools budget using Student Based Budgeting (SBB), a student-based dollar allocation model. The SBB process empowers schools to make decisions about the use of resources for the benefit of their students to support flexible, transparent, predictable, consistent and equitable distribution of funding based on the October count.

- The basic framework for SBB starts with a Base Factor which is given on a per pupil basis for all students. Amounts for the Base Factor are defined by the district and vary by grade.
- The district also assigns two additional per pupil factors, the At-Risk Factor and the Equity Size Factor, that provide dollars to schools in support of at risk students and schools with lower enrollment.
- In addition to the per pupil factors, three Building Factors are established and applied that provide funding to schools for specialized instructional programming and to help serve highly impacted schools. The building factors are the Elementary Impact Factor, the Alternative Pathways Factor and the International Baccalaureate Factor (IB).

In partnership with leadership, the budget department continues to lead a more robust review process of SBB dollars. Helping leaders to identify the specific cost and return on investment (ROI) for programs such as Advance Placement and International Baccalaureate, Science/Technology/Engineering/Mathematics (STEM), Expeditionary Learning, arts programs, and also extending to Career and Technical Education programs that provide life skills, internships, industry certifications and more. This deep analysis will provide a more transparent process. In addition, the goal is to provide options and successes to other schools as they continue to improve their programming.

STUDENT BASED BUDGETING Allocates \$\$ to Schools



These factors are outlined in the table that follows, along with the general purpose and a more detailed explanation.

Factor	Type	Amount	Purpose
Base (subject to Oct adjustment)	Per Pupil	K-5: \$6,330 6-8: \$5,590 9-12: \$5,130	School Operations: Staffing Materials/Supplies
At-Risk (subject to Oct adjustment)	Per Pupil (qualify F&R lunch)	All Levels: \$735	Serve the needs of at-risk students including intensive academic support
Elem Equity Size (subject to Oct adjustment)	Per Pupil (based on enrollment)	<200 : \$700 200-224 : \$600 225-249: \$500 250-274: \$400 275-299: \$300 300-324: \$200 325-349: \$150 350-374: \$100 375-425: \$0 426-450: \$(125) 451-475: \$(175) 476-500: \$(225) 501-525: \$(250) >525: \$(300)	School Operations: Staffing Materials/Supplies
Middle Equity Size (subject to Oct adjustment)	Per Pupil (based on enrollment)	<575: \$550 575-599: \$500 600-624: \$400 625-649: \$300 650-674: \$200 675-699: \$100 700-749: \$75 750-825: \$0 826-850: \$(100) 851-875: \$(200) 876-900: \$(300) 901-925: \$(400) >925: \$(450)	School Operations: Staffing Materials/Supplies
Senior Equity Size (subject to Oct adjustment)	Per Pupil (based on enrollment)	<800 : \$575 800-899: \$475 900-999: \$375 1,000-1,099: \$275 1,100-1,199: \$150 1,200-1,299: \$50 1,300-1,500: \$0 1,501-1,800: \$(25) 1,801-1,900: \$(75) 1,901-2,000: \$(150) >2,000: \$(175)	School Operations: Staffing Materials/Supplies
Elementary Impact (not subject to Oct adjustment)	Per Building (ES only)	Elementary: \$64,000 (Enrollment =>400 and 60% or greater F&R)	Serve the unique needs of larger impacted school populations
Alternative Pathways (not subject to Oct adjustment)	Per Building (HS only)	Senior: \$115,000	Serve the needs of students in alternative pathways programs
IB (not subject to Oct adjustment)	Per Building	Elementary: \$40,000 Middle: \$45,000	Additional Pathways/ Programming

Multi-Grade Configurations

- The Base Factor is funded based on the number of students per grade level in a school. Some schools may have a combination of several per pupil factors due to multi-grade configurations.
- The Size Factor is determined based on the level of the school. Schools will be funded for size factors as follows:
 - K-8 schools are funded as elementary schools
 - 6-8 schools are funded as middle schools
 - 7-12 schools are funded as high schools

Additions to the SBB Budget

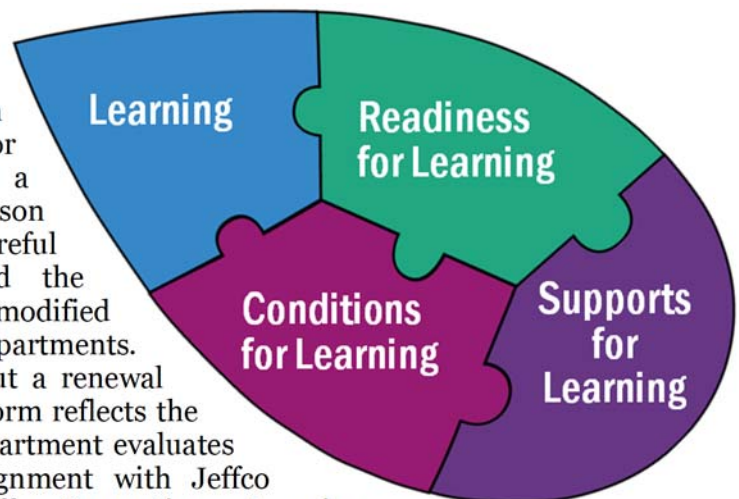
- Middle and high schools that have approved Career and Technical Education (CTE) programs may receive additional funding from a reimbursement for a portion of the approved CTE teacher salary.
- School budgets also may include dollars carried forward from the previous school year (both positive and negative).
- During difficult budget decisions, the Board decided to reallocate the \$1 million from the Innovation Fund and the \$2.2 million from the School Performance Improvement Fund.

Certain costs and staff will continue to be budgeted and provided by central departments including Educational Research and Design (ERD), special education, food service, custodial and technology support.

District option schools are budgeted using a modified SBB model and the budgets are determined by their educational program. These schools include Brady Exploration, Jeffco Open, Longview, McLain, Virtual Academy, Warren Tech, Warren Tech North and Warren Tech South.

Budgeting For Outcomes

The budget department continues to align our development processes with the district’s strategic plan and long-term financial plan. With the use of SBB for schools, it was important to integrate a departmental process that worked in unison with SBB. After research and careful consideration, the district implemented the Budgeting for Outcomes (BFO) model—a modified priority based budgeting approach for departments. BFO requires that each department fill out a renewal request form. The adopted budget on the form reflects the prior year budget for 2020/2021. Each department evaluates its programs and services to assure alignment with Jeffco Generations and the strategies within Jeffco Generations: Learning,



Conditions for Learning, Readiness for Learning, and Supports for Learning. Departments then complete the renewal form to request budget funding for existing activities currently supported by district goals for consideration. Department BFO forms can be found in the *Financial Section*, including an explicit planning process to identify district-wide goals as well as a plan on how to fund programs that directly contribute to the success of those identified goals and how those goals will be evaluated.

Recognizing that Jeffco’s community requires change from year to year, BFO allows for budgeting based on current goals for the upcoming budget year and consideration for other departments’ future needs. BFO continues to present an opportunity to focus on the district’s already established goals; and, therefore, was embraced and adopted quickly by the participating departments. The district’s goal of producing amazing students ready to contribute to society and lead enriched enlightened lives has always been clear, and in the end BFO further bridges the gap to assist with accomplishing this goal.



Fund Descriptions, Fund Types, and Basis of Budgeting and Accounting

Jeffco budgets revenue and expenditures and appropriates all funds within the district, except the Charter Fund. There are two different methodologies used for budgeting and accounting.

- **Modified accrual** – Revenues are recognized as soon as they are both measureable and available. Expenditures are recorded when the related liability is incurred, with the exception of general obligations and capital lease debt service, which is recognized when due, and certain accrued sick and personal pay, which are accounted for as expenditures when expected to be liquidated with expendable available financial resources. Encumbrances lapse at year-end.
- **Full accrual** – Recognition occurs when revenues are earned and expenses are incurred. Encumbrances lapse at year-end.

The district has the following fund structure:

Fund Types	Same Methodology is Used for Budgeting and Accounting	
	Basis of Budgeting	Basis of Accounting
Governmental Funds: <ul style="list-style-type: none"> • General Fund • Debt Service Fund • Capital Projects Funds: <ul style="list-style-type: none"> Capital Reserve Fund Building Fund • Special Revenue Funds: <ul style="list-style-type: none"> Grants Fund Campus Activity Fund Food Services Fund Transportation Fund 	Modified Accrual	Modified Accrual
Proprietary Funds – Business-type activities: <ul style="list-style-type: none"> • Enterprise Funds: <ul style="list-style-type: none"> Child Care Fund Property Management Fund 	Full Accrual	Full Accrual
Internal Service Funds: <ul style="list-style-type: none"> • Technology Fund • Central Services Fund • Employee Benefits Fund • Insurance Reserve Fund 	Full Accrual	Full Accrual
Component Units: <ul style="list-style-type: none"> • Charter Fund 	Modified Accrual	Modified Accrual

All district financial publications including the budget and the Annual Financial Report show the status of the district’s finances on a Generally Accepted Accounting Principles (GAAP) basis using either modified or full accrual methods. In addition to these district publications, all financial submissions to the Colorado Department of Education (CDE) are reported on a GAAP basis.

Guiding Financial Policies and Limitations

Jeffco Public Schools uses Government Finance Officers Association (GFOA) recommended budgeting practices to ensure equity of education to all students and long-term fiscal sustainability. Following is a summary many of the adopted policies and limitations related to financial management that are utilized to develop the budget. See *Appendix A* for the full policies, and all district policies are available on the district's website.

Balanced Budget – Policy DB

State statutes and district policy require the school district budget to be balanced with a positive cash balance. A balanced budget may not have expenditures plus interfund transfers and use of reserves in excess of available revenues and beginning fund balances. Total available resources must equal or exceed total expenditures and transfers producing a positive net income.

Adoption and Amendment – Policy DB

State statutes and district policy require that budgets are adopted in June prior to the beginning of the subsequent fiscal year. State statutes allow districts to amend the adopted budget prior to January 31 of the following year and provide supplemental adjustments after that date. All interfund borrowing as well as transfers must be approved by the Board of Education, and the Board of Education has the final decision on all budgetary issues.

Reserve Requirements – Policy DAB

Board policy requires that operating reserves for the General Fund must equal 4 percent of General Fund expenditures for the current fiscal year adopted budget. TABOR legislation requires an additional 3 percent of revenue be held in a reserve balance.

Investments – Policy DFA/DFAA

All available district funds will be invested to earn the maximum return while ensuring the safety and liquidity of all district funds. Adequate funds must remain available at all times to promptly meet the district's general obligations.

Indebtedness – Policy DC

The district's total indebtedness may not exceed 20 percent of the latest assessed valuation of the taxable property within the district. Long-term debt may be issued by the Board in order to provide financing for educational programs and capital improvements, or to refinance existing debt. Short term debt may be issued with maturity not extending past the end of the current fiscal year.

Capital

Capital reserves and expenditures are governed by state statute. Expenditures are limited to acquisition of land, construction improvements on new or existing structures, and the acquisition of equipment, furnishings, etc. Expenditures must be adopted by the Board of Education and any changes to the scope of a project will be reviewed by the Capital Asset Advisory Committee.

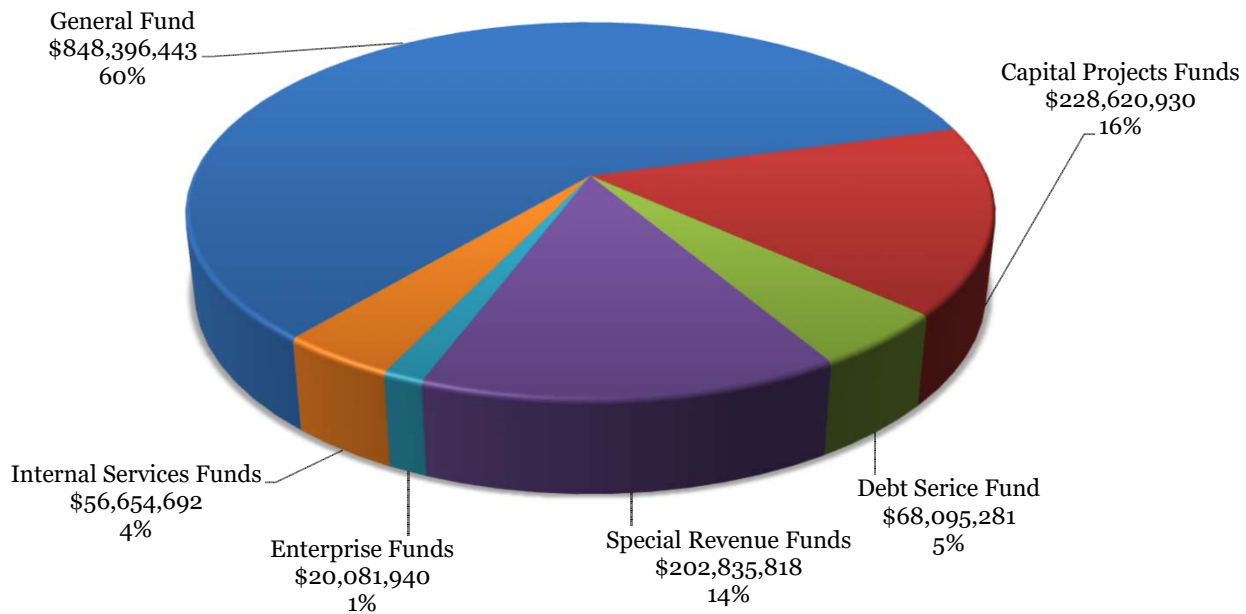
Executive Limitations

Board Policies EL-5, Financial Planning/Budgeting, and EL-6, Financial Administration, define the parameters the superintendent must not deviate from as they relate to budgeting and financial planning and administration for the district.

Description of Funds

General Fund	This fund is used for the routine operations funded by property taxes, state share and other general revenues. It is the most significant fund in relation to the district’s overall operations. The General Fund is used to manage all resources that are not legally, or by sound financial management, required to be managed in another fund.
Capital Project Funds 2018 Bond 2020 Bond	The Capital Project Funds are authorized by Colorado School Law and are used to fund ongoing capital needs such as site acquisition, building construction, and equipment purchases. This fund includes both issuances of the 2018 voter approved Bond.
Debt Service Fund	This fund manages the accumulation of resources for the payment of general long-term debt; principal, interest and related costs.
Special Revenue Funds	Special Revenue Funds account for revenues that are legally restricted to expenditures for particular purposes.
Enterprise Funds	Enterprise Funds are used to manage operations financed in a manner similar to private business, i.e., where the costs of providing goods or services on a continuing basis are recovered primarily by user charges and fees.
Internal Services Funds	These funds are used to manage the cost of goods or services provided by the Internal Service Fund departments to other departments and schools on a cost-reimbursement basis.
District Charter Schools	District charter schools appropriate their own budgets. The district budget does not include detail for these schools. Reference the statistical section for more information regarding charter schools.

2021/2022 Total Appropriation by Fund Type





JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2021/2022
Two-Year Comparison of Funds

	2020/2021* Budget	2021/2022** Budget	Amount Change	% Change	Reason for Change
General Fund	\$805,765,720	\$848,396,443	\$42,630,723	5.29%	Expenditures are increasing due to compensation increase and literacy pilot.
Capital Project Funds					
Capital Reserve Fund	5,305,584	6,840,222	1,534,638	28.92%	Expenditures are increasing due to additional school projects.
Bond Fund	223,930,531	221,780,708	(2,149,823)	-0.96%	Expenditures are decreasing as Bond projects are completed ahead of schedule.
Debt Service Fund	73,730,025	68,095,281	(5,634,744)	-7.64%	Expenditures are decreasing due to better rates following refinance of the Bond issuances.
Special Revenue Funds					
Campus Activity Fund	26,753,112	27,392,092	638,980	2.39%	Expenditures are increasing as schools return to in-person learning.
Food Service Fund	26,372,706	27,651,165	1,278,459	4.85%	Expenditures are increasing due to compensation increases and additional one-time increased spending on equipment and food processing.
Grant Fund	93,410,050	118,978,088	25,568,038	27.37%	Expenditures are increasing due to additional grant awards.
Transportation Fund	29,102,893	28,814,473	(288,420)	-0.99%	Expenditures are declining in the vehicles budget category.
Enterprise Funds					
Child Care Fund	21,192,898	17,622,263	(3,570,635)	-16.85%	Expenditures are decreasing due to a decrease in enrollment.
Property Management Fund	2,980,646	2,459,677	(520,969)	-17.48%	Expenditures are decreasing due to anticipated lower building use due to the pandemic.
Internal Service Funds					
Employee Benefits Fund	7,308,677	7,427,496	118,819	1.63%	Expenditures are slightly increasing due to a rise in claims.
Central Services Fund	3,482,274	3,475,259	(7,015)	-0.20%	Expenditures are decreasing due to reduced supply purchases needed for the lower print/copy volume.
Technology Fund	34,257,275	33,886,894	(370,381)	-1.08%	Expenditures are decreasing following completion of large wi-fi infrastructure purchase along with declining depreciation and administrative costs.
Insurance Reserve Fund	10,440,183	11,865,043	1,424,860	13.65%	Expenditures are increasing to reflect the continued climb of insurance premium costs, particularly in property and liability coverages.
Total All Funds	\$1,364,032,574	\$1,424,685,104	\$60,652,530	4.45%	

*Includes budgetary increases for 2020/21 related to the supplemental appropriations per Board of Education approval.

**Governmental accounting results in the double-counting of certain revenues and expenditures (appropriations) due to billing of costs and services between funds.

JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2021/2022
Consolidated Summary of Fund Balances Sources and Uses

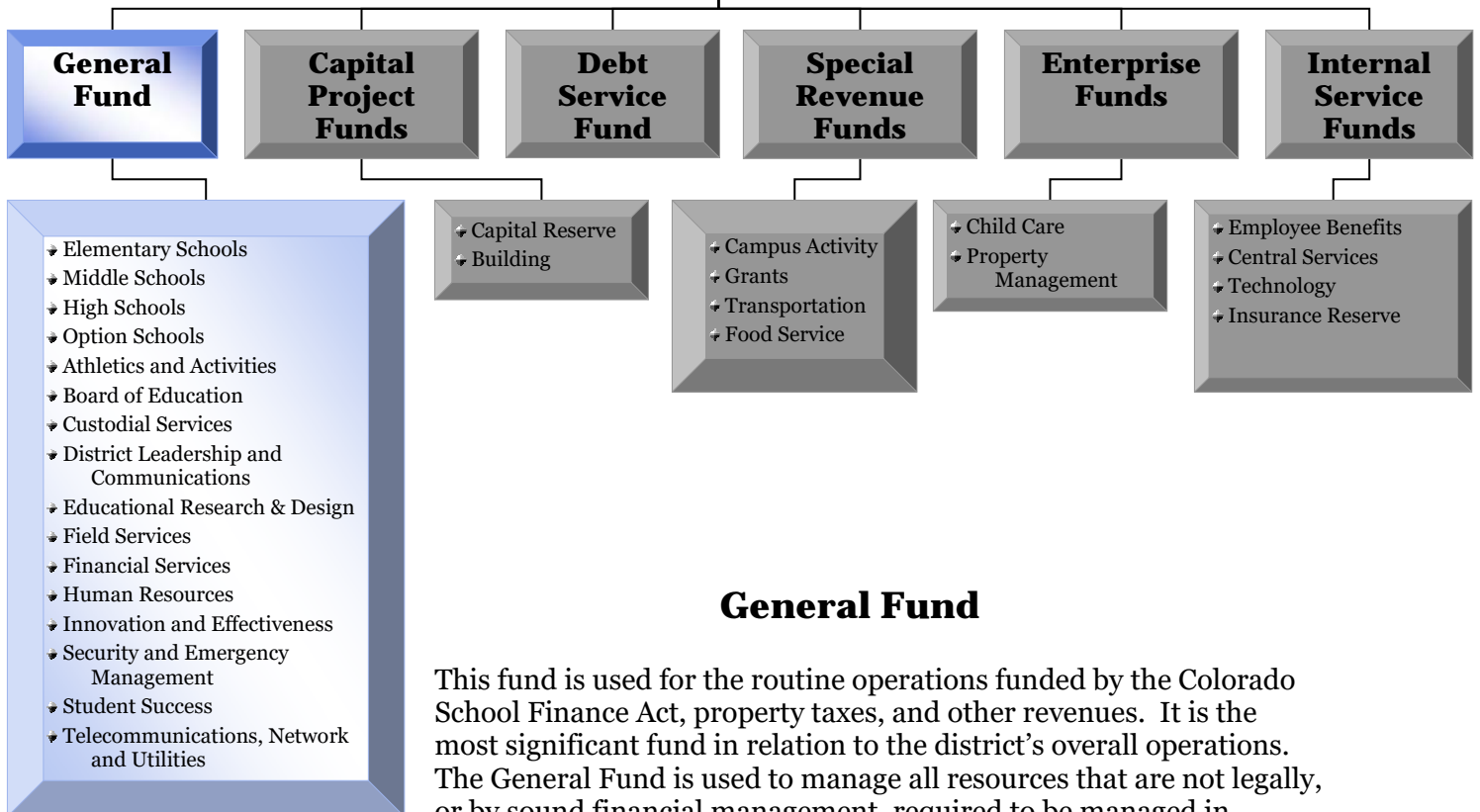
	Beginning Fund Balance 2021/2022	Revenue & Other Sources	Transfers In	Total Revenue & Sources of Funds	Total Available
General Fund*	\$185,009,354	\$835,429,396	\$200,000	\$835,629,396	\$1,020,638,750
Capital Project Funds					
Capital Reserve Fund	63,804,087	2,133,029	23,884,494	26,017,523	89,821,610
Bond Fund	309,091,125	400,000	-	400,000	309,491,125
Debt Service Fund	67,486,577	68,095,281	-	68,095,281	135,581,858
Special Revenue Funds					
Campus Activity Fund	13,176,640	26,547,790	900,000	27,447,790	40,624,430
Food Service Fund	5,899,279	25,696,937	-	25,696,937	31,596,216
Grant Fund	11,918,339	118,978,088	-	118,978,088	130,896,427
Transportation Fund	695,774	8,683,485	20,130,988	28,814,473	29,510,247
Enterprise Funds					
Child Care Fund	3,336,795	13,737,465	3,200,000	16,937,465	20,274,260
Property Management Fund	5,444,149	2,614,400	-	2,614,400	8,058,549
Internal Service Funds					
Employee Benefits Fund	11,292,469	6,789,780	-	6,789,780	18,082,249
Central Services Fund	1,062,775	3,400,000	-	3,400,000	4,462,775
Technology Fund	8,784,546	22,426,650	8,421,776	30,848,426	39,632,972
Insurance Reserve Fund	2,418,933	750,000	9,446,885	10,196,885	12,615,818
Total All Funds	\$689,420,842	\$1,135,682,301	\$66,184,143	\$1,201,866,444	\$1,891,287,286

JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2021/2022
Consolidated Summary of Fund Balances Sources and Uses

Total Expenditures, Other Uses & Transfers Out	Estimated Ending Fund Balance 2021/2022	Change in Ending Fund Balance	Change in Ending Fund Balance of Greater Than 10 Percent
\$848,396,443	\$172,042,307	-7.01%	Decrease in fund balance due to reduced revenue from the state.
6,840,222	82,981,388	30.06%	Increase in ending fund balance is due to fewer projects in FY21 with more construction shifting to the Building Fund.
221,780,708	87,710,417	-71.62%	Decrease in ending fund balance due to ongoing Bond project completion.
68,095,281	67,486,577	-	No Change.
27,392,092	13,232,338	0.42%	Percent of change is not significant.
27,651,165	3,945,051	-33.13%	Decrease in ending fund balance due to continued higher expenditures with lower participation rates.
118,978,088	11,918,339	-	No change.
28,814,473	695,774	-	No change.
17,622,263	2,651,997	-20.52%	Decrease in ending fund balance due to salary increases.
2,459,677	5,598,872	2.84%	Percent of change is not significant.
7,427,496	10,654,753	-5.65%	Percent of change is not significant.
3,475,259	987,516	-7.08%	Percent of change is not significant.
33,886,894	5,746,078	-34.59%	Ending fund balance is decreasing as they continue to use fund balance to cover revenue shortfall, even while reducing expenditure budgets.
11,865,043	750,775	-68.96%	Ending fund balance is decreasing due to the continued rise in premiums and claims costs.
\$1,424,685,104	\$466,402,182	-32.35%	



Funds



General Fund

This fund is used for the routine operations funded by the Colorado School Finance Act, property taxes, and other revenues. It is the most significant fund in relation to the district's overall operations. The General Fund is used to manage all resources that are not legally, or by sound financial management, required to be managed in another fund.



General Fund

The General Fund is the main operational fund for the district and accounts for the primary operations of the district. The main revenue sources for the General Fund include funding per the formula as prescribed in the 1994 School Finance Act from state and local (property) tax funds. State budgetary constraints due to competing demands persist. The challenge of structural issues from TABOR and Gallagher continue to put pressure on the state to address needs and cause uncertainty on future impacts. The state's use of the budget stabilization factor prevails, dramatically reducing K-12 funding statewide, and the economic challenges that lie ahead only bring more awareness to the possibility of funding reductions due to the uncertainty of the budget stabilization factor for the upcoming budget year.



Budgetary Assumptions

The following section presents the major budgetary assumptions for the 2021/2022 budget. Below is a summary of assumptions for both revenue and expenditure.

Revenue

As discussed in the *Introduction Section*, due to the impacts of the COVID-19 pandemic, the district initially prepared for budget cuts due to large state reductions for 2020. The district also prepared to cover an unexpected drop in enrollment due to the significant loss in students as a result of COVID-19. With continued uncertainty about funding and budget pressures, district leadership began conversations and prepared the Board, community and staff for the possibility of significant budget reductions. With community input, the Board identified a plan for \$54 million in reductions for the 2021/2022 school year.

Fortunately, those cuts were later avoided once it was determined that one time funds from Coronavirus Relief Funds (CRF) and Elementary and Secondary Schools Emergency Relief Funds (ESSER) could be used to postpone some of the planned reductions. Good news came with the announcement of two additional and unexpected federal stimulus packages, ESSER II and the American Rescue Plan (ARP) ESSER III, which provided Jeffco with \$98.6 million in one-time money to be spent over a two-year timeline for specific purposes. These funds, along with the proposal by the Joint Budget Committee to restore K-2 funding to 2019/2020 funding levels with a buy-down of the budget stabilization factor, dramatically changed the trajectory of the budget discussions. While state budget pressures were also lifted due to substantial one-time stimulus funding, the long-term impacts of the COVID-19 induced recession, the risk of TABOR refunds and other unknown pressures at the state remain a concern for K-12 funding in the coming years.

Revenue projections and assumptions are based on information from the state of Colorado School Finance Act, anticipated enrollment changes, and other forecasted fluctuations. The Joint Budget

Committee (JBC) finalized the School Finance Act Bill in June 2021. The bill funds inflation at 2 percent and a buy down of the budget stabilization factor statewide of \$572 million, which restores funding levels back to 2019/2020, prior to COVID-19. A buy down in the budget stabilization factor results in an increase in funding for school districts. Jeffco's portion is \$56.9 million, a \$718 increase per pupil. This total funding includes \$4.3 million for charter schools, preschools and innovation schools. The net increase for Jeffco's General Fund from the state funding will be \$52.6 million for 2021/2022. The mill levy override that passed in 2018 is subject to increase by inflation and assumed in the revenue. Additionally, the Mill Levy Tax Credit passed, resulting in an estimated increase for Jeffco of \$8 million. The School Finance Act introduced a two year study that will consider factors in the school finance formula (Cost of Living and Size), improved methods of determining at-risk, and how to make the School Finance Act more student-centered. As proposed today, revenues recognized through the Mill Levy Tax credit will be considered as a funding source for potential changes to the school finance formula. Therefore, at this time, the \$8 million is only a one-time increase for Jeffco as the Joint Budget Committee continues to work through proposed changes during this two-year study. The district will receive an additional \$1 million from the state allocated for Special Education (SPED). At this time no increase or decrease is expected for specific ownership tax; however, district staff will continue to monitor. The table below reflects these revenue changes.



2021/2022 Increases/(Decrease) to Revenue

Revenue	On-Going	One-Time
School Finance Act less Pass-through to Charter Schools	\$ 52,600,000	\$ -
Increase of revenue from 1,025 (FTE) student increase	4,100,000	-
Inflation 5A	900,000	
Mill Levy Credit		8,000,000
Special Education (SPED) Funding	1,000,000	
2021/2022 Revenue	\$ 58,600,000	\$ 8,000,000

In recent years, Jeffco has seen a drop of enrollment from lower birth rates and shifts in enrollment from district-managed schools to charter schools. Because the district acts as a pass through for state funding to charter schools, when enrollment shifts, the pass through amount to charter schools increases and the amount of state funding that remains in the General Fund for district-managed schools decreases. In 2020/2021, Jeffco experienced a substantial decrease in enrollment as a result of COVID-19. Based on district leadership and state demographers, the Board of Education is assuming that 33 percent of enrollment will return, resulting in an increase to district-managed schools of \$4.1 million for 2021/2022. Enrollment numbers by level for district-managed and option schools can be found in the *Informational Section* of this document. Fluctuations in enrollment could potentially have a negative impact on the district in the future; the district will continue to monitor.

Expenditures

The impacts and uncertainties of COVID-19 left Jeffco starting the budget process off with discussions around substantial budget reductions. Preparing the Board of Education and our community for difficult decisions, the budget process involved several processes to engage stakeholder input and feedback on difficult decisions around budget reductions. As part of the normal budget process, the Board of Education received information from the District Accountability Committee (DAC) that summarized results of a survey completed by all school accountability committees as well as input from the community on top spending priorities for schools that was compiled from results of a community online survey, input at public meetings, virtual Board budget forums, and other communications to district leadership and the Board. In addition, the Community Budget Workgroup, a superintendent appointed committee and the Financial Oversight Committee weighed in on the process, specifically the use of reserve spend down to mitigate the amount of reductions for the 2021/2022 school year.

The chart below summarizes feedback, from all stakeholders.

COMMUNITY ENGAGEMENT – Summary of Final Recommendations

#1 Priority – Keep reductions as far away from students as possible.

<p>District Accountability Committee (DAC) / DAC Budget Subcommittee / School Accountability Committees (SAC)</p> <p>Most support for reductions to:</p> <ul style="list-style-type: none"> ▪ Professional Development ▪ Interventionists 	<p>Community Budget Workgroup Endorsed by DAC - 81% Support</p> <p>Reserves spend down of \$34M or 5% in combination with reductions per prioritized list:</p> <ul style="list-style-type: none"> ▪ Central Reductions ▪ Furlough Days ▪ Student Based Budgeting ▪ Compensation Reductions 	<p>Community Budget Forums feedback supporting use of reserves and reductions (not prioritized) to :</p> <ul style="list-style-type: none"> ▪ Professional Development ▪ Deferred maintenance ▪ Athletics ▪ Security ▪ Technology ▪ Assessments <p>Do not support</p> <ul style="list-style-type: none"> ▪ Cuts at Classroom ▪ Mental health cuts
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Online Community Budget Survey Results

- 3,894 respondents - 55% non-staff and 45% staff
- Support spending down reserves over reductions
- Instructional Recommendation - Decrease professional development
- Operational Recommendation - Increase walking distance; shorten to 4-day school week

The state of school funding continued to be a moving target due to the uncertainty of future economic impacts of the recession caused by COVID-19. Initially, reductions were planned to balance the budget deficit from the 2020/2021 revised budget. However, with an unexpected increase in revenue for the district, the Board of Education no longer had to make those reductions and was able to use the previously identified reductions to strategize funding priorities to align with the strategic plan.

The chart that follows includes a list of reductions for the 2021/2022 adopted budget.

2021/2022 Expenditures

Expenditures	FTE	One-Time	On-going
Field Services	(17.0)		\$ (610,457)
Athletics & Activities	-		\$ (264,490)
Education Research & Design	(22.6)		\$ (2,166,915)
Employee Relations	-		\$ (83,550)
Financial Services	(1.0)		\$ (213,646)
Human Resources	-		\$ (185,000)
Innovation Funds	-		\$ (1,000,000)
School Improvement Funds	-		\$ (2,200,000)
School Leadership	(3.0)		\$ (1,175,458)
Security and Emergency Management	(7.0)		\$ (331,446)
Middle School Pilot			\$ 520,000
2020/2021 Ongoing Savings	-		\$ (4,000,000)
Subtotal Reduced Expenditures	(50.6)	-	\$ (11,710,962)
Transfers Out of General Fund			
Insurance Reserve Transfer	-		\$ 1,500,000
Technology Fund Transfer - iBoss, Airwatch, Microsoft, supplies, consulting, legal fees, Verizon, support staff	(2.0)		\$ (580,000)
Transportation Fund Transfer	-		\$ (120,000)
Subtotal Transfers Out	(2.0)	\$ -	\$ 800,000
Total 2021/2022 Expenditure	(52.6)	\$ -	\$ (10,910,962)

In May, the Board approved district leaders to move forward with a K-5 Literacy proposal that will be implemented and assessed over 22 schools in the 2021/2022 school year. The Board voted to use district reserves to fund the program. At the time of the adopted budget, negotiations with bargaining groups—Jefferson County Education Association (JCEA) and Jeffco Education Support Professional Association (JESPA)—are were still underway. Due to restrictions of COVID-19, these meetings were mostly held remotely. Prior to budget adoption, the district’s proposal to the bargaining groups included 2 steps, 1 percent cost of living adjustment (COLA), 1 percent one-time stipend, and 2 additional student contact days in the 2021/2022 school year, approximately \$46 million. At the time of budget adoption, the Board of Education voted to adopt a \$59 million compensation placeholder.

2021/2022 Expenditure Changes

Compensation	On-going	One-time
Compensation Placeholder	52,700,000	6,300,000
	\$ 52,700,000	\$ 6,300,000
Other Employer Costs / Adjustments		
Unbalanced budget from 2020/2021 (CRF/ESSER I)	\$ 42,200,000	
Central reductions (see detail chart above)	\$ (13,300,000)	
Literacy Resources	\$ -	\$ 2,000,000
Special Education (SPED)	\$ 1,000,000	
Retirement & Turnover	\$ (6,000,000)	
Subtotal Other Employer Costs/Adjustments	\$ 23,900,000	\$ 2,000,000
Net Proposed Increases	\$ 76,600,000	\$ 8,300,000

5A Mill Levy

In November of 2018, voters approved 5A, a \$33 million mill levy override (MLO). Approximately \$3 million of that flows to charter schools based on the Mill Levy Sharing Plan that was authorized by the Board of Education. The district began spending the district-managed funds in 2018/2019 with a supplemental appropriation approved by the Board. The distribution of funds is broken into five categories as directed by the Board: Compensation (\$15 million), Career Tech-Ed/STEM (\$3 million), Classroom Technology (\$3 million), Safety and Mental Health Support (\$6 million), and Early Childhood Education (\$3 million). While the Capital Asset Advisory Committee (CAAC) continues to monitor project spending for the bond projects, the Financial Oversight Committee (FOC) continues to review the planned expenditures and spend down of the 5A reserve funds on a quarterly basis. The chart below shows the estimated underspend going into the 2021/2022 year.



Mill Levy (5A)	FY22 Estimated Carryforward
Compensation	-
Career Tech-Ed/STEM	3,416,990
Classroom/Technology	-
Safety and Mental Health Support	726,629
Early Education Programs	-
Carry Forward	\$ 4,143,619

General Fund Reserves

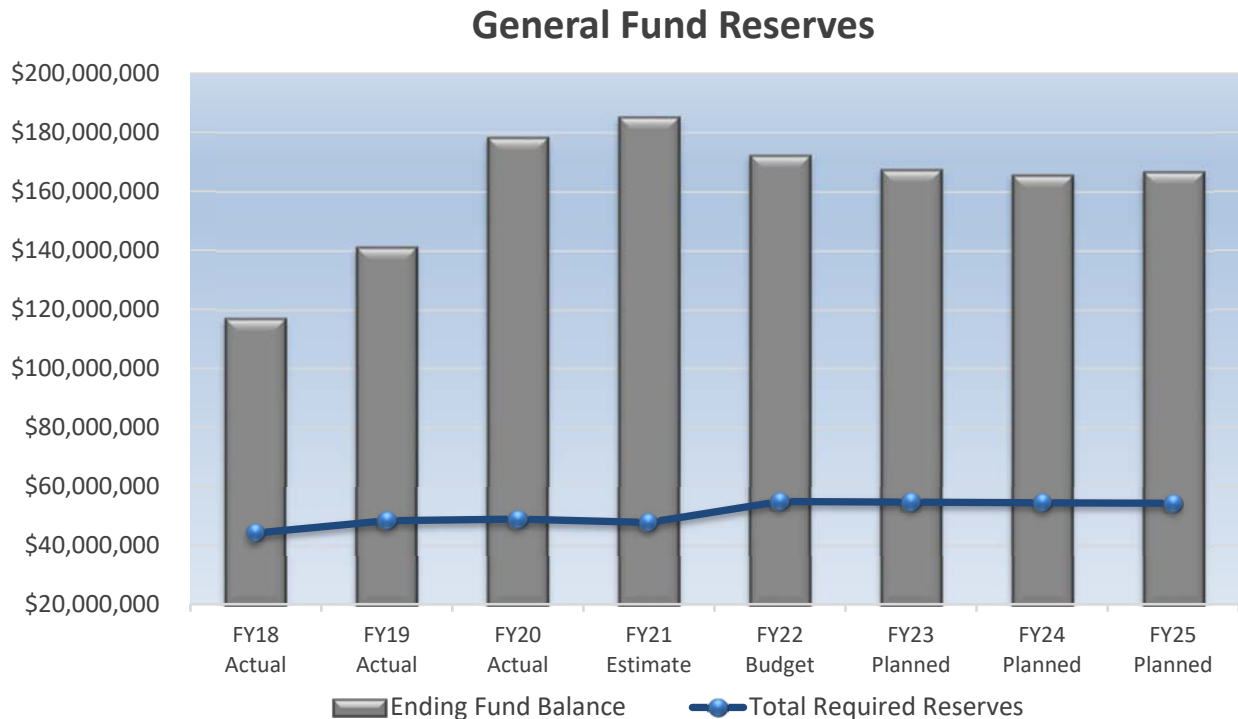
Per Colorado law, a minimum reserve balance of 3 percent is required under TABOR. In addition, Jeffco’s Board of Education has set a Board policy requiring a 4 percent reserve amount on top of the TABOR requirement. At the time of budget adoption, the General Fund was estimated to end 2020/2021 with approximately \$185 million in total reserves. This includes required reserves for TABOR and the Board policy, restricted reserves such as the school carry forward balance, the multi-year commitment reserve, 5A mill levy reserves and undesignated reserves that are un-programmed.

Unassigned reserves provide a benchmark for fiscal health used by the Colorado Department of Education, Colorado State Auditor, Government Finance Officers Association (GFOA) and credit rating agencies. According to GFOA, the range for appropriate reserves is 8 to 17 percent of total expenditures. In total, the 2020/2021 estimated unassigned reserves for Jeffco are \$110 million or 14.1 percent of expenditures. This falls within GFOA’s recommended range. The unassigned reserves include the Board of Education reserve of 4 percent.

Rating agencies also focus on unassigned reserves. The district received an upgrade from Aa2 to Aa1 credit rating from Moody’s and an AA, previous AA-, from Standard & Poor’s. These ratings are important to the district for both short term obligations such as tax anticipation and long term borrowing like capital construction bonds or certificates of participation.

Jeffco has a highly responsible and prudent financial track record. As mentioned previously, reserves play a critical role in weathering unforeseen events or changes in state funding. After reaching an extremely low level of reserves in 2011/2012, reserves have been strategically increased to provide security in uncertain times. The intent behind restoring reserve levels was that they will serve in the same capacity in the future as they did during the recession, that is, to provide the flexibility and the means to withstand fluctuations in funding without immediate impact to classrooms, programs or staffing. This prudent management is recognized by the ratings agencies.

The following graph shows reserve balances in the General Fund over time compared to the required reserve balance as directed by TABOR and the Board of Education. This represents the current level of directed spending included in the budget. Any additional on-going spending will result in the cumulative decrease in fund balance through future years.

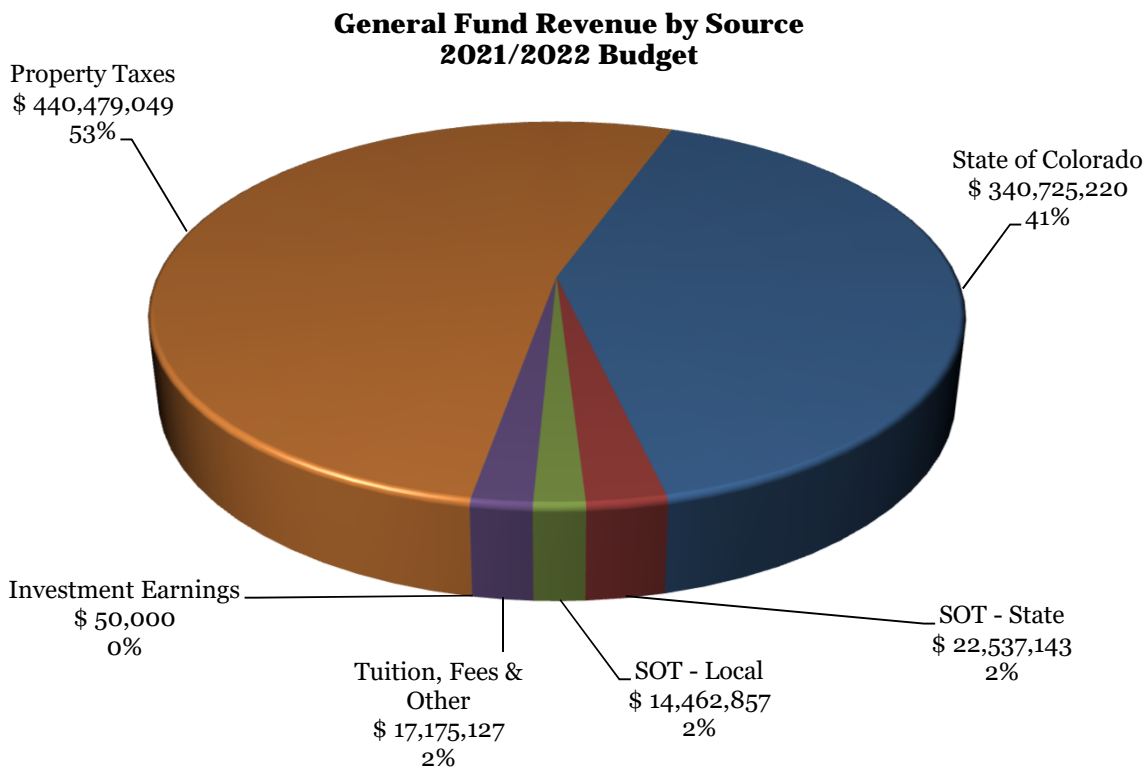


General Fund Revenue Sources and Classifications

The total General Fund revenue budget for 2021/2022 is \$835M. General Fund revenue is received from multiple sources. Local sources are obtained from property tax and Specific Ownership tax (SOT). Property tax includes base property tax that is authorized by the state and mill levy override property tax revenue. Due to economic uncertainty of Colorado, SOT and interest rates have decreased slightly. However, due to an increase in one time funding from federal stimulus funds, revenue from the State of Colorado was restored to 2019/2020 funding levels.

	2017/2018 Actual	2018/2019 Actual	2019/2020 Actual	2020/2021 Estimate	2021/2022 Budget
State of Colorado	292,703,917	323,039,521	331,612,324	297,146,699	340,725,220
SOT - State	21,449,487	22,063,458	22,314,875	23,936,978	22,537,143
SOT - Local	17,094,065	17,583,366	17,185,349	14,200,223	14,462,857
Tuition, Fees & Other	24,799,641	25,746,124	19,919,874	15,618,483	17,175,127
Investment Earnings	1,092,929	2,334,875	2,375,890	50,000	50,000
Property Taxes	346,309,554	377,756,863	408,716,365	407,711,776	440,479,049
Total Revenue	703,449,593	768,524,207	802,124,677	758,664,159	835,429,396

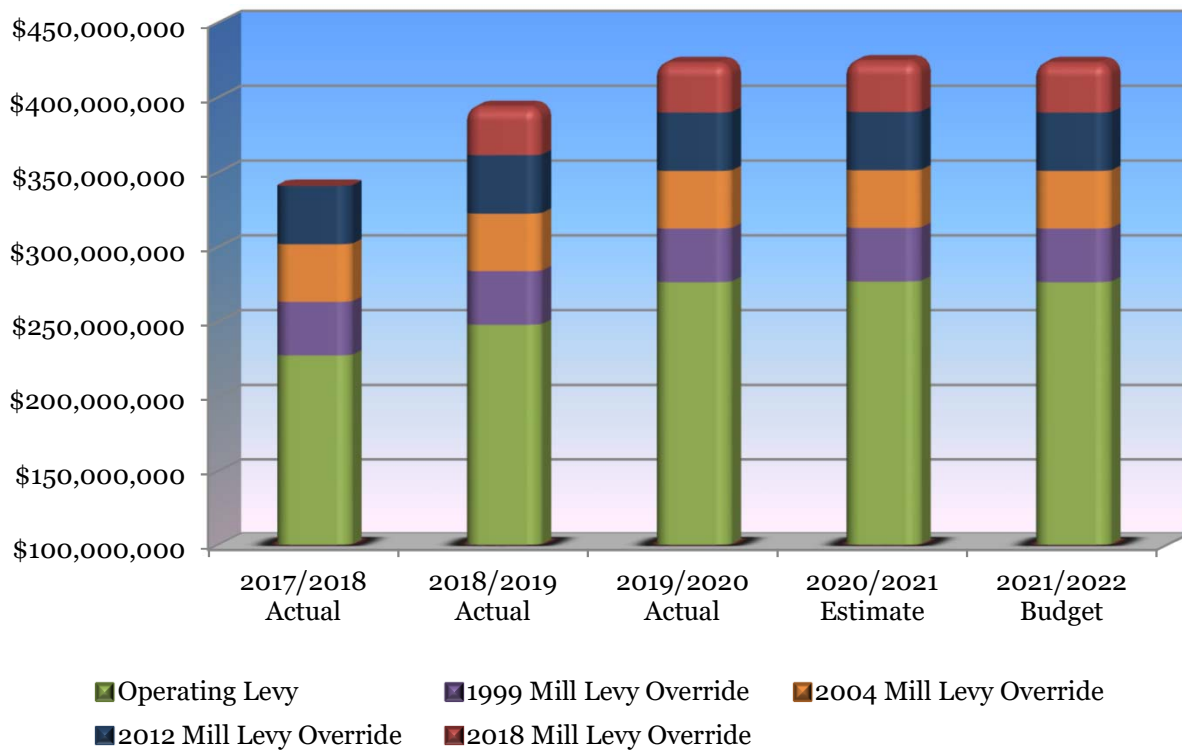
SOT = Specific Ownership Tax



Property Tax

School districts are required by state statute to impose a property tax levy to finance the local share of total program revenue. The county assessor’s office determines the assessed valuation of all property located within a district’s boundaries (e.g. residential, commercial, agricultural, oil and gas). Assessed valuation is a percentage of the actual market value. The residential assessment percentage for 2021 is 7.15 percent. No anticipated change is expected at this time. Property taxes are calculated by multiplying the assessed valuation times the millage rate. A mill is one tenth of one cent, and the millage rate varies from year to year depending on numerous factors.

General Fund Revenue from Property Tax

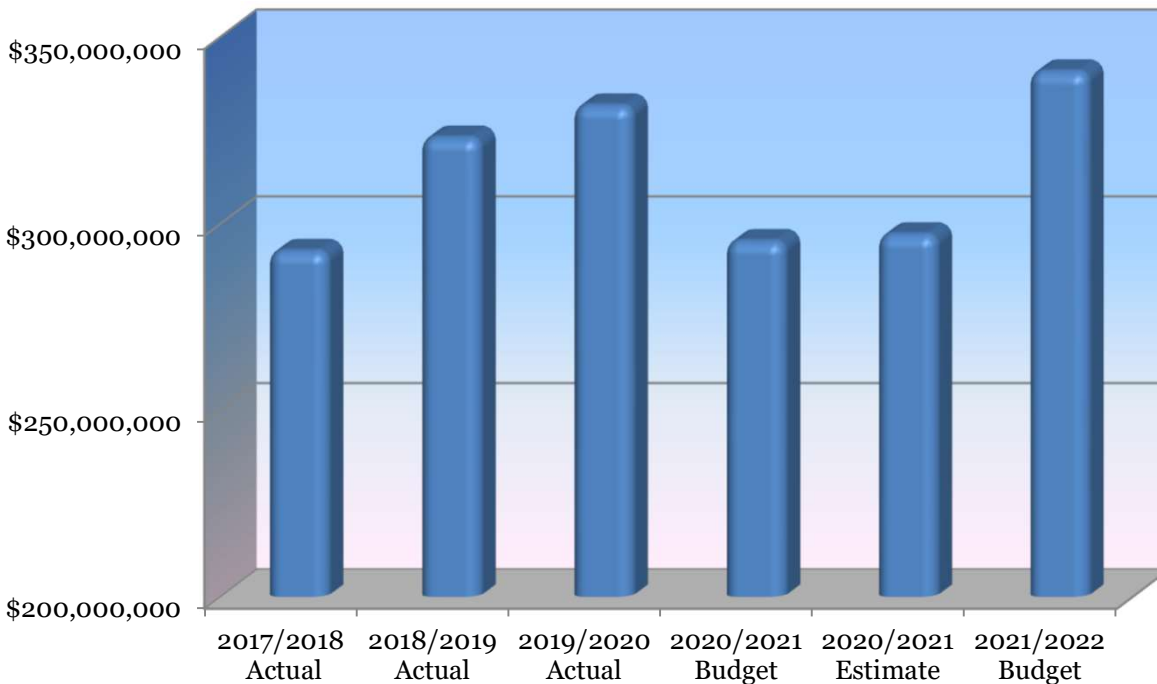


State of Colorado

Funding from the state per the Colorado School Finance Act is based on an annual October pupil count. Students in grades K-12 may be counted as either full-time or part-time depending upon the number of scheduled hours of coursework. Overall funding is based on the number of pupils enrolled in the current school year; however, since districts encounter fluctuating enrollment from year to year, funding may be based on an average of five of the most current years of October pupil counts if this results in a higher funded pupil count.

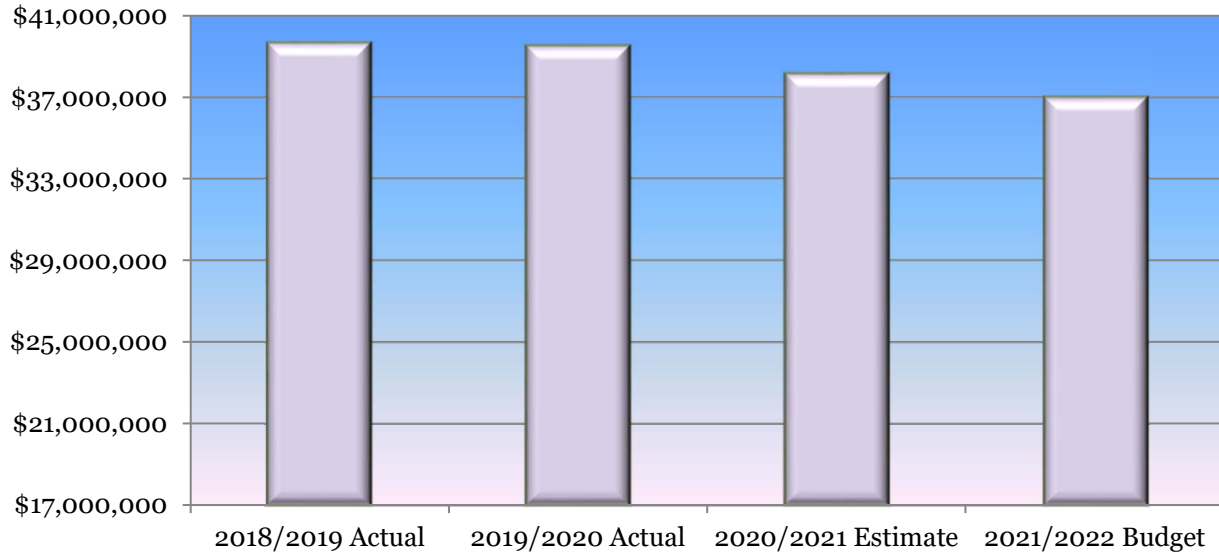
Charter school students are included in the official count; however, funds for these students flow directly from the state through the district to the individual charter school as an allocation of revenue. Charter schools are required by statute to appropriate their own budgets, and revenue received from the state is reported in the individual charter school budget. Participants in the Colorado Preschool Program (CPP) are included in the official count as well, but funds for these students flow directly to the Child Care Fund. Since the charter school funding and CPP funding do not reside in the General Fund, they are removed from the state of Colorado revenue line shown in the General Fund. The amount presented below is the remaining amount of state funding retained by district in the General Fund. Complete information on funding from the state of Colorado is discussed in the *Economic Outlook* section of this document.

General Fund Revenue from the State of Colorado



Specific Ownership Tax

Specific Ownership Tax (SOT), or vehicle registration tax, is collected by counties and shared with school districts. SOT revenue has been increasing for several years with increased car sales. Due to unforeseen impacts to the economy during the pandemic, the assumption by the county of a decrease in revenue did not transpire and instead remained the same as 2019/2020. All taxing entities within the county share SOT based upon property taxes levied and collected.



Tuition, Fees, and Other Revenue

The district collects various fees from students including fees for sports, activities and classroom and elective course fees. The district also collects fees for building rentals from outside entities, gate receipts for sporting events, and indirect cost fees. In anticipation of a full return to in person, the district expects this revenue source to return to 2020/2021 levels.



General Fund Expenditures Uses and Classifications

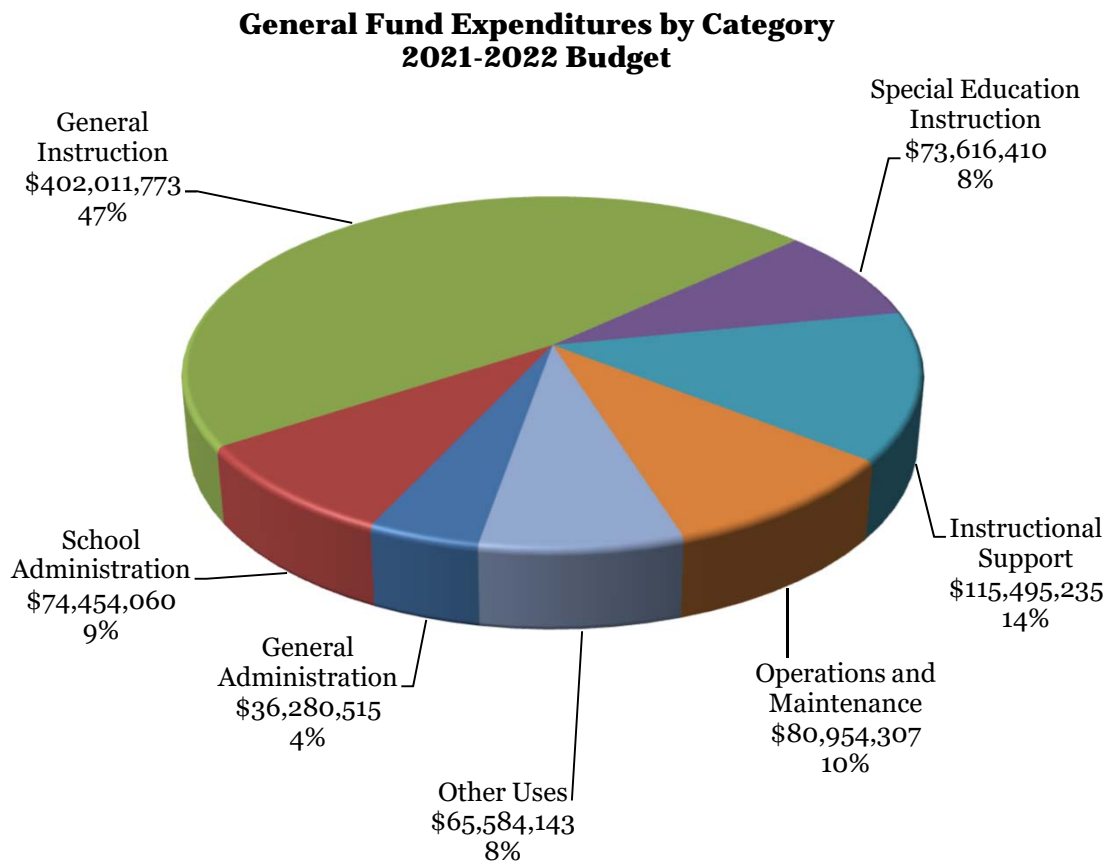
Expenditures in the General Fund are classified among six categories to allow for consistent and consolidated reporting of similar costs. The following table names and defines each expenditure category currently used in the General Fund. This list provides some of the items that are included in each category. It is not an all inclusive list.

General Fund Expenditure Descriptions

	Staffing	Other Expenditures
General Administration	Superintendent, Achievement Directors, Communications, Financial Services, Human Resources	Legal and Audit Fees, Election Expenses, Banking Fees, Technology Services
School Administration	Principals, Assistant Principals, Deans, Business Managers, School Secretaries	Office Materials, Office Supplies
General Instruction	Teachers, Teacher Librarians, Paraprofessionals, Substitute Teachers	Instructional Supplies, Equipment, Textbooks, Copier Usage, Athletic Supplies, Student Transportation
Special Education Instruction	Special Education Teachers, Speech Therapists, Para-Educators	Special Education Preschool, Hearing, Vision, Center Programs, Day Treatment Programs
Instructional Support	Counselors, Psychologists, Occupational, Instructional Coaches, and Physical Therapists, Clinic Aides	Grants Management, Online Education, Instructional Technology, Curriculum Development and Training
Operations and Maintenance	Custodians, Trades Technicians, Campus Supervisors	Energy Management, Custodial Supplies, Facilities Maintenance, Network & Data Administration

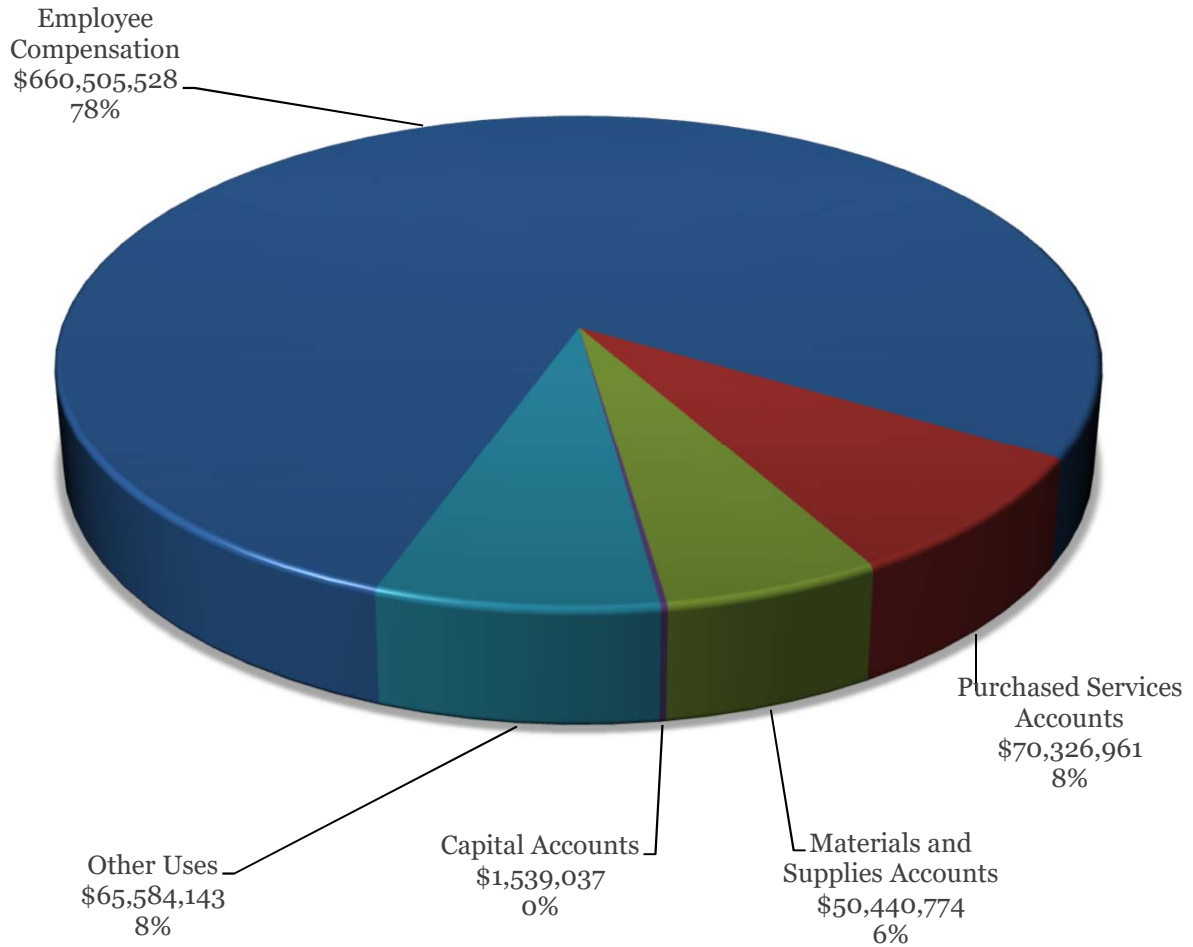
The district is dedicated to supporting schools and minimizing administrative costs by making sure that the majority of funding flows to and is expended at the schools. The following charts illustrate different breakdowns of General Fund expenditures. The first chart shows the breakdown of all General Fund dollars and how they are used. As shown in the chart, approximately 61 percent of all General Fund dollars, or 61 cents of every dollar spent, goes toward General Instruction and Instructional Support, while only 4 percent goes to General Administration.

	2020/2021 Budget	% of Budget	2021/2022 Budget	% of Budget
General Administration	\$34,933,376	4%	\$36,280,515	4%
School Administration	\$68,986,729	9%	\$74,454,060	9%
General Instruction	\$395,051,373	49%	\$402,011,773	47%
Special Education Instruction	\$67,218,921	8%	\$73,616,410	8%
Instructional Support	\$118,273,322	15%	\$115,495,235	14%
Operations and Maintenance	\$78,597,143	10%	\$80,954,307	10%
Reductions	(\$22,000,000)	-3%	\$0	0%
Subtotal Expenditures	\$741,060,864	92%	\$782,812,300	92%
Other Uses	\$64,704,406	8%	\$65,584,143	8%
Total Expenditures and Other Uses	\$805,765,270	100%	\$848,396,443	100%



The next chart shows a different breakout by type of expenditure. The chart illustrates that the vast majority of the General Fund dollars expended go to employee compensation. This should be expected considering our mission is the education of students with well-qualified teachers.

**General Fund Expenditures by Classification
2021/2022 Budget**



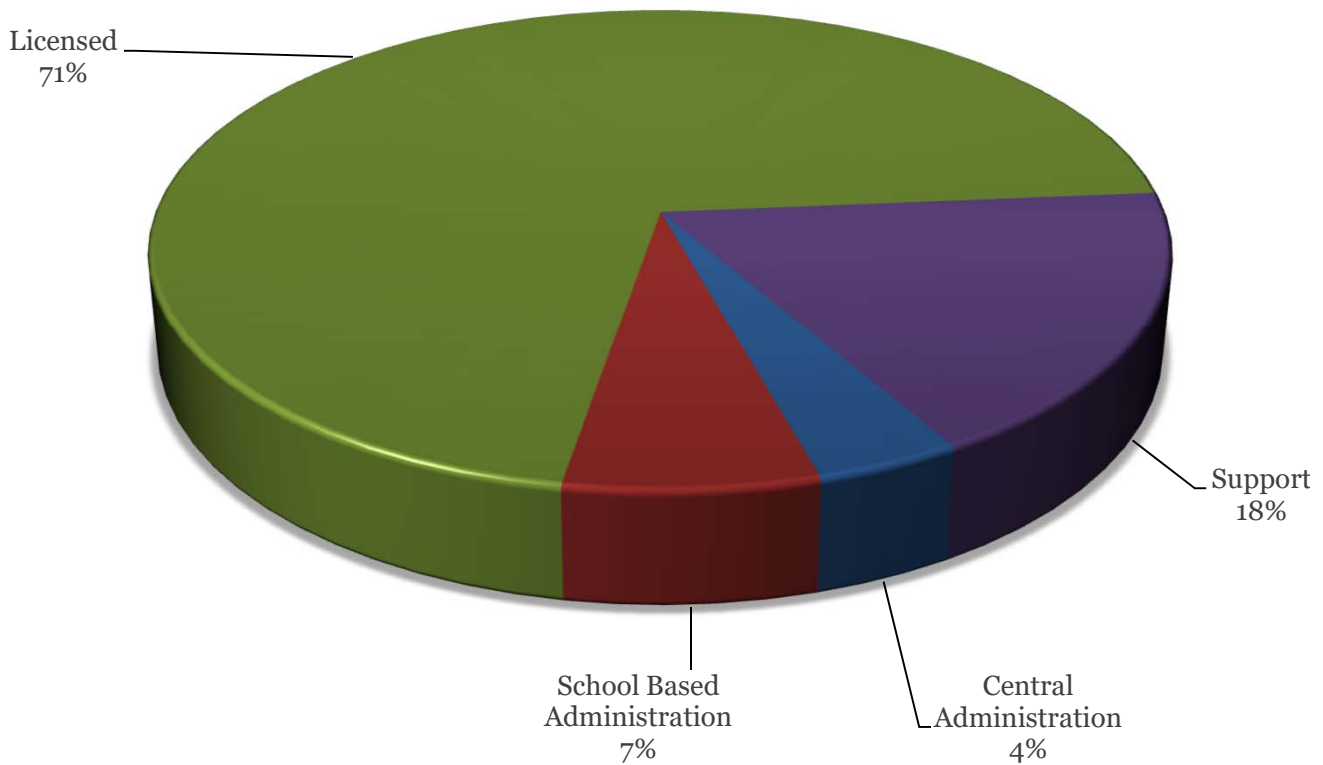
General Fund Compensation

Compensation constitutes the majority of the General Fund budget. The following chart is the breakdown of compensation dollars expended from the General Fund. The largest portion of the compensation dollars goes to licensed employees; the majority of whom are district classroom teachers.

There are 548 General Fund administrators employed by Jeffco. The majority of the which, 346, are school-based consisting of principals and assistant principals throughout the schools and district facilities.

The remaining 202 are central administrators who oversee business operations including purchasing and payroll; instructional leadership who manage assessments and state reporting; human resources who hire, track and report on all 14,000 employees; facilities management who handle building maintenance and infrastructure; and communications. As the graph shows, central administrators make up only 4 percent of General Fund compensation dollars.

**General Fund Compensation by Classification
2021/2022 Budget**



General Fund Summary and Detail

JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2021/2022
General Fund Summary

	2017/2018 Actual	2018/2019 Actual*	2019/2020 Actual	2020/2021 Budget
Beginning Fund Balance	117,845,466	117,975,220	141,067,208	178,022,915
Revenue:				
Local Property Tax	346,309,554	377,756,863	408,716,365	414,863,862
Specific Ownership Tax State	21,449,487	22,063,458	22,314,875	21,936,978
Specific Ownership Tax Local	17,094,065	17,583,366	17,185,349	14,200,223
State of Colorado	292,703,917	323,039,521	331,612,324	295,350,247
Interest Account	1,092,929	2,334,875	2,375,890	50,000
Tuition, Fees, and Other	24,799,641	25,746,124	19,919,874	17,175,127
Total Revenue	703,449,593	768,524,207	802,124,677	763,576,437
Expenditures:				
General Administration	30,172,761	32,322,631	30,072,202	34,933,376
School Administration	55,921,761	62,462,930	62,951,212	68,986,729
General Instruction	330,753,426	353,571,733	357,597,544	395,051,373
Special Ed Instruction	59,229,521	64,855,751	66,727,271	67,218,921
Instructional Support	89,227,462	96,690,986	101,717,095	118,273,322
Operations and Maintenance	71,578,809	79,041,896	77,371,326	78,597,143
Costs to eligible grants	-	-	-	(22,000,000)
Total Expenditures	636,883,740	688,945,927	698,871,649	741,060,864
Other Uses:				
Transfer to Child Care	-	349,320	4,161,820	3,200,000
Transfer to Capital Reserve Fund	36,114,971	23,223,773	23,634,494	23,880,614
Transfer to Insurance Reserve Fund	5,165,929	5,191,312	6,882,947	7,902,608
Transfer to Technology Fund	9,001,776	9,401,776	9,001,776	9,001,776
Transfer to Property Management Fund	(700,000)	(400,000)	(200,000)	(400,000)
Transfer to Campus Activity Fund	737,275	699,242	4,496,441	700,000
Transfer to Transportation Fund	17,077,192	18,020,869	18,319,843	20,419,408
Transfer to Food Service Fund	-	-	-	-
Issuance of COP's	-	-	-	-
Payment to Escrow Agent for Refunded COP's	-	-	-	-
Total Other Uses	67,397,143	56,486,292	66,297,321	64,704,406
Total Expenditures & Other Uses	704,280,883	745,432,219	765,168,970	805,765,270
Revenue Over(Under) Expenditures	(831,290)	23,091,988	36,955,707	(42,188,833)
Reserves:				
Nonspendable				
Restricted/Committed/Assigned				
TABOR Reserve	18,633,897	20,727,895	20,855,636	22,231,826
School Carryforward Reserve	24,000,000	19,564,000	22,785,073	18,464,000
Multi-Year Commitment Reserve	283,080	301,868	301,868	301,868
Mill Levy Reserves	-	11,582,763	9,901,163	9,382,763
Assigned to subsequent year expenditures	-	-	21,535,420	-
Unassigned				
Board of Education Policy Reserve	25,475,350	27,557,837	27,954,866	29,642,435
Undesignated Reserve	48,621,849	61,332,845	96,224,309	57,392,396
Total Unassigned Fund Balance	74,097,199	88,890,682	124,179,175	87,034,831
Ending Fund Balance	117,014,176	141,067,208	178,022,915	135,834,082

JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2021/2022
General Fund Summary

2020/2021 Estimate	2021/2022 Budget	2022/2023 Planned	2023/2024 Planned	2024/2025 Planned	2025/2026 Planned
178,022,915	185,009,354	172,042,307	167,186,139	165,329,970	166,473,802
407,711,776	440,479,049	440,479,049	440,479,049	440,479,049	440,479,049
23,936,978	22,537,143	22,537,143	22,537,143	22,537,143	22,537,143
14,200,223	14,462,857	14,462,857	14,462,857	14,462,857	14,462,857
297,146,699	340,725,220	345,836,098	345,836,098	345,836,098	345,836,098
50,000	50,000	50,000	50,000	50,000	50,000
15,618,483	17,175,127	17,175,127	17,175,127	17,175,127	17,175,127
758,664,159	835,429,396	840,540,274	840,540,274	840,540,274	840,540,274
35,308,044	36,280,515	36,138,218	35,995,920	35,853,623	35,711,325
68,754,739	74,454,060	74,159,879	73,865,699	73,571,518	73,277,338
375,469,071	402,011,773	400,495,901	398,980,029	397,464,158	395,948,286
62,383,179	73,616,410	73,336,388	73,056,366	72,776,344	72,496,322
103,597,115	115,495,235	115,047,760	114,600,286	114,152,811	113,705,336
79,881,962	80,954,307	80,634,153	80,313,999	79,993,845	79,673,692
(44,000,000)		-	-	-	-
681,394,109	782,812,300	779,812,300	776,812,300	773,812,300	770,812,300
3,200,000	3,200,000	3,200,000	3,200,000	3,200,000	3,200,000
23,880,614	23,884,494	23,884,494	23,884,494	23,884,494	23,884,494
7,902,608	9,446,885	9,446,885	9,446,885	9,446,885	9,446,885
9,001,776	8,421,776	8,421,776	8,421,776	8,421,776	8,421,776
(200,000)	(200,000)	(200,000)	(200,000)	(200,000)	(200,000)
800,000	700,000	700,000	700,000	700,000	700,000
19,698,613	20,130,988	20,130,988	20,130,988	20,130,988	20,130,988
6,000,000	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
70,283,611	65,584,143	65,584,143	65,584,143	65,584,143	65,584,143
751,677,720	848,396,443	845,396,443	842,396,443	839,396,443	836,396,443
6,986,439	(12,967,047)	(4,856,168)	(1,856,168)	1,143,832	4,143,832
20,441,823	23,484,369	23,394,369	23,304,369	23,214,369	23,124,369
23,364,000	18,000,000	18,000,000	18,000,000	18,000,000	18,000,000
-	300,000	300,000	300,000	300,000	300,000
6,902,069	4,143,619	-	-	-	-
24,000,000	24,000,000	-	-	-	-
27,255,764	31,312,492	31,192,492	31,072,492	30,952,492	30,832,492
83,045,697	70,801,827	94,299,278	92,653,109	94,006,941	98,360,772
110,301,462	102,114,319	125,491,770	123,725,601	124,959,433	129,193,264
185,009,354	172,042,307	167,186,139	165,329,970	166,473,802	170,617,633





**Jefferson County School District, No. R-1
2021/2022
Budget Allocations - Elementary Level**

Elementary	2020/2021 Official Enrollment	2021/2022 Budget	Elementary	2020/2021 Official Enrollment	2021/2022 Budget
Adams Elem	296	\$2,241,904	Molholm Elem	257	\$2,097,586
Arvada K-8	615	4,448,802	Mortensen Elem	319	2,322,336
Bear Creek K-8	998	6,456,778	Mount Carbon Elem	346	2,572,182
Belmar Elem	226	1,815,321	Mount Evans Outdoor Ed		965,389
Bergen Meadow Elem	213	1,595,388	Normandy Elem	307	2,188,997
Bergen Valley Elem	240	1,771,240	Parmalee Elem	274	2,001,814
Blue Heron Elem	348	2,489,630	Parr Elem	198	1,702,459
Bradford K8 South	437	2,725,118	Patterson International Elem	314	2,387,768
Bradford K8 North	307	2,225,749	Peck Elem	193	1,588,788
Campbell Elem	176	1,392,946	Peiffer Elem	222	1,709,641
Coal Creek Canyon K-8	119	1,318,601	Pennington Elem	173	1,688,126
Colorow Elem	185	1,546,946	Powderhorn Elem	493	3,309,032
Columbine Hills Elem	264	1,998,832	Prospect Valley Elem	416	2,926,794
Coronado Elem	424	2,936,565	Ralston Elem	268	1,943,140
Deane Elem	371	2,740,217	Red Rocks Elem	275	1,994,962
Dennison Elem	623	4,001,494	Rooney Ranch Elem	481	3,185,686
Devinny Elem	463	3,099,922	Ryan Elem	344	2,458,590
Dutch Creek Elem	242	1,837,091	Secrest Elem	201	1,601,735
Edgewater Elem	288	2,244,607	Semper Elem	280	2,128,488
Eiber Elem	306	2,378,553	Shaffer Elem	452	3,037,853
Elementary Contingency		13,126,560	Shelton Elem	401	2,836,261
Elk Creek Elem	312	2,311,105	Sheridan Green Elem	263	1,977,104
Emory Elem	421	3,142,924	Sierra Elem	461	3,095,874
Fairmount Elem	586	3,826,613	Slater Elem	222	1,760,438
Fitzmorris Elem	152	1,224,657	South Lakewood Elem	379	2,718,133
Foothills Elem	228	1,937,637	Rose Stein Elem	218	1,883,648
Foster Elem	375	2,917,240	Stevens Elem	280	2,140,622
Fremont Elem	195	1,536,634	Stober Elem	248	1,873,322
Glennon Heights Elem	169	1,345,863	Stony Creek Elem	308	2,394,207
Governors Ranch Elem	305	2,313,035	Stott Elem	232	1,752,458
Green Gables Elem	221	1,714,787	Swanson Elem	231	1,828,164
Green Mtn Elem	219	1,726,301	Three Creeks K-8	913	5,900,424
Hackberry Hill Elem	385	2,708,403	Thomson Elem	228	1,785,362
Hutchinson Elem	231	1,738,291	Ute Meadows Elem	351	2,498,510
Kendallvue Elem	311	2,260,306	Van Arsdale Elem	350	2,662,503
Kendrick Lakes Elem	340	2,441,729	Vanderhoof Elem	360	2,614,748
Kullerstrand Elem	200	1,599,819	Vivian Elem	110	1,137,525
Kyffin Elem	429	2,927,637	Warder Elem	319	2,394,763
Lasley Elem	355	2,613,816	Weber Elem	272	2,086,173
Lawrence Elem	245	1,926,443	Welchester Elem	249	1,971,139
Leawood Elem	261	1,953,896	West Jefferson Elem	208	1,584,303
Little Elem	273	2,112,114	West Woods Elem	531	3,451,822
Lukas Elem	272	2,019,250	Westgate Elem	365	2,714,254
Lumberg Elem	314	2,350,466	Westridge Elem	390	2,797,489
Maple Grove Elem	334	2,340,081	Wilmore Davis Elem	230	1,804,214
Marshdale Elem	293	2,157,814	Wilmot Elem	283	2,049,038
Meiklejohn Elem	492	3,273,517	Windy Peak Outdoor Ed		967,200
Mitchell Elem	547	3,571,073	Witt Elem	243	1,842,129
				30,181	\$234,716,908

*Notes:

*The contingency budget is related to projected changes in enrollment. The contingency budget will be allocated to individual schools after the October pupil count is finalized.

*Excludes Capital Transfer expenses budgeted at the school level.

*Dennison Elementary is an option school, but has been moved to the elementary school reports for SBB purposes.

*Enrollment numbers modified to reflect grade level configuration changes.



JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2021/2022
Elementary Level Detail

	2019/2020 Budget FTE	2020/2021 Budget FTE	2021/2022 Budget FTE	2019/2020 Actual \$	2020/2021 Budget \$	2021/2022 Budget \$
Dept ID: Elementary						
Payroll						
Substitute Teacher FT	-	4.00	1.00	-	99,592	26,438
Principal.	94.00	94.00	93.00	9,776,060	10,638,548	11,189,259
Assistant Principal	38.00	38.80	36.50	2,952,977	3,649,064	3,554,342
Dean	10.00	7.00	10.00	746,957	587,512	787,649
Teacher	1,694.32	1,703.53	1,655.19	104,276,056	114,977,356	113,227,227
Substitute Teacher	-	-	-	2,088,383	1,713,923	46,655
Counselor	9.00	11.50	12.80	530,145	837,535	966,063
Teacher Librarian	67.75	65.90	65.60	4,726,368	5,326,468	5,375,659
Coordinator - Licensed	1.00	1.00	1.00	69,340	74,874	79,506
Resource Teachers	2.00	2.00	2.00	123,111	132,123	141,344
Instructional Coach.	88.27	88.42	82.62	6,160,561	6,805,332	6,643,476
Nurse	2.40	2.40	2.40	133,603	143,247	143,615
Psychologist	3.30	3.65	3.95	196,668	279,417	306,787
Social Worker	6.55	9.15	9.25	470,677	637,115	676,822
Specialist - Classified	0.75	0.75	0.75	-	19,667	20,947
Technician - Classified	-	1.00	-	27,453	43,775	-
School Secretary	182.60	177.98	171.73	7,183,679	7,454,516	7,464,904
Substitute Secretary	-	-	-	28,396	-	-
School Business Manager	4.00	5.00	7.00	219,435	276,040	426,188
Paraprofessional	266.85	262.00	272.00	9,588,484	7,340,839	8,248,174
Special Interpreter/Tutor	7.17	6.00	3.00	226,283	162,570	77,072
Para-Educator	-	-	-	1,930	-	-
Clinic Aides	72.95	93.76	94.86	1,970,084	2,075,802	2,237,314
Custodian	4.00	4.00	4.00	180,967	187,764	199,978
Food Service Manager	2.92	2.74	3.09	69,118	78,477	86,089
Food Service Hourly Worker	2.66	2.47	2.66	55,730	70,637	74,033
Food Serv. Sub. Worker	-	-	-	1,439	1,500	500
Classified - Hourly	8.18	9.17	9.24	441,678	320,799	289,015
Certificated - Hourly	-	-	-	7,618	-	-
Additional Pay - Certificated	-	-	-	272,720	136,700	133,500
Additional Pay-Classified	-	-	-	10,046	300	300
Additional Pay-Administrative	-	-	-	125,651	-	-
Overtime - Classified	-	-	-	67,149	25,050	25,227
Payroll Total	2,568.67	2,596.22	2,546.14	152,728,766	164,096,542	162,448,083
Employee Benefits	-	-	-	45,120,315	50,049,559	45,062,035
Empl Benefits-Non Alloc	-	-	-	4,164,048	-	-
Benefits Total	-	-	-	49,284,363	50,049,559	45,062,035
Mileage And Travel	-	-	-	30,505	34,680	21,095
Employee Training & Conf	-	-	-	289,284	144,551	124,895
Awards And Banquets	-	-	-	6,020	5,592	8,100
Employee Background Verificatn	-	-	-	50	-	-
Meals/Refreshments	-	-	-	78,965	57,800	59,600
Student Transportation.	-	-	-	3,886	2,225	22,225
Student Admission/Entry Fees	-	-	-	10,052	19,825	26,886
Printing	-	-	-	47,324	37,932	39,052
Consultants	-	-	-	25,000	-	-
Contracted Services	-	-	-	442,020	244,440	351,251



JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2021/2022
Elementary Level Detail

	2019/2020 Budget FTE	2020/2021 Budget FTE	2021/2022 Budget FTE	2019/2020 Actual \$	2020/2021 Budget \$	2021/2022 Budget \$
Fleet Maintenance.	-	-	-	7,977	6,600	8,800
Equipment Rental	-	-	-	1,321	-	-
Contract Maint/Eq Repair	-	-	-	54,937	17,450	40,690
Software Purch	-	-	-	559,906	15,600	43,800
Marketing - Advertising	-	-	-	7,748	2,500	3,500
Equipment/Copier Repair	-	-	-	1,176	1,500	1,200
Telephone/Pagers/Modems	-	-	-	20,538	10,255	12,060
Postage	-	-	-	20,828	13,426	14,554
Permits/Licenses/Fees	-	-	-	53,098	35,864	39,221
Risk Management Charges	-	-	-	6,000	7,500	7,500
Community Relations	-	-	-	984	-	-
Purchased Services Total	-	-	-	1,667,619	657,740	824,429
Materials and Supplies						
Contingency	-	-	-	-	19,448,917	22,421,209
Office Material/Supplies	-	-	-	281,532	96,150	104,540
Office Equipment - Under \$5K	-	-	-	147,731	23,650	19,850
Curriculum Dev/Staff Training	-	-	-	93,523	104,346	143,644
Clinic Supplies/Materials	-	-	-	21,605	20,563	22,815
Custodial Supplies	-	-	-	5,964	6,900	6,900
Instructional Material/Supply	-	-	-	1,928,516	1,553,514	1,652,531
Instructional Equip-Under \$5K	-	-	-	3,780,815	654,182	775,359
Repair Parts-Instr Equip	-	-	-	156	550	-
Textbooks	-	-	-	128,808	45,750	45,750
Copier Usage	-	-	-	902,971	895,937	868,201
Testing Materials	-	-	-	1,370	5,950	5,300
Graduation Materials	-	-	-	536	-	-
Maint Materials/Supplies	-	-	-	50,704	60,575	63,525
Uniforms	-	-	-	-	-	5,000
Vehicle Parts & Supplies	-	-	-	173	200	200
Vehicle Fuel Expense	-	-	-	3,377	6,000	6,000
Library Materials	-	-	-	77,824	75,325	78,644
Audio Visual Materials	-	-	-	15,519	2,000	2,000
Miscellaneous Expense	-	-	-	244	-	-
Small Equip & Utensils	-	-	-	5,688	5,000	5,000
Materials and Supplies Total	-	-	-	7,447,056	23,005,509	26,226,468
Transfers						
Transfers Out	-	-	-	210,523	137,360	155,893
Capital Total	-	-	-	210,523	137,360	155,893
Total	2,568.67	2,596.22	2,546.14	\$211,338,327	\$237,946,710	\$234,716,908



Jefferson County School District, No. R-1
2021/2022
Budget Allocations - Middle Level

Middle	2020/2021 Official Enrollment	2021/2022 Budget
Bell Middle	857	\$5,316,452
Carmody Middle	706	4,615,051
Creighton Middle	816	5,294,061
Deer Creek Middle	665	4,254,255
Drake Middle	927	5,366,333
Dunstan Middle	898	5,349,703
Evergreen Middle	638	4,125,279
Everitt Middle	544	3,924,232
Falcon Bluffs Middle	657	4,260,454
Ken Caryl Middle	849	5,226,693
Mandalay Middle	538	3,794,705
Moore Middle	560	3,906,082
North Arvada Middle	565	4,026,938
Oberon Middle	696	4,425,639
Summit Ridge Middle	1,010	5,822,053
The Manning School	673	4,258,379
Wayne Carle Middle	583	3,960,459
West Jefferson Middle	553	3,699,726
	12,735	\$81,626,494

*Notes:

*The contingency budget is related to projected changes in enrollment. The contingency budget will be allocated to individual schools after the October pupil count is finalized.

*Excludes Capital Transfer expenses budgeted at the school level.

*Manning is an option school, but has been moved to middle school reports for SBB reporting purposes.

*Enrollment numbers modified to reflect grade level configuration changes.



JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2021/2022
Middle Level Detail

	2019/2020 Budget FTE	2020/2021 Budget FTE	2021/2022 Budget FTE	2019/2020 Actual \$	2020/2021 Budget \$	2021/2022 Budget \$
Dept ID: Middle						
Payroll						
School Business Manager	-	2.00	5.00	33,259	110,416	304,420
Principal.	18.00	18.00	18.00	1,936,118	2,124,684	2,254,986
Assistant Principal	34.00	33.00	35.00	2,947,916	3,227,711	3,626,797
Dean	7.00	9.00	7.00	413,218	660,951	551,355
Coordinator - Administrative	1.00	2.00	1.00	116,712	124,836	85,237
Substitute Teacher FT	-	2.00	-	-	49,796	-
Teacher	635.09	620.13	607.16	38,666,951	42,795,840	43,959,598
Substitute Teacher	-	-	-	606,739	598,904	14,000
Counselor	60.40	62.40	59.40	3,981,934	4,751,100	4,483,131
Teacher Librarian	16.80	16.80	16.80	1,269,748	1,353,777	1,376,693
Instructional Coach.	15.60	12.00	10.20	1,069,300	923,592	820,182
Psychologist	-	0.50	0.50	-	38,276	38,834
Social Worker	-	1.00	-	-	69,631	-
School Secretary	50.50	48.00	44.00	2,046,237	2,007,264	1,892,103
Substitute Secretary	-	-	-	1,463	1,500	1,500
Paraprofessional	35.70	32.00	33.00	1,179,554	870,857	972,053
Special Interpreter/Tutor	-	-	1.00	32,476	-	31,813
Clinic Aides	14.13	17.00	18.00	374,205	409,895	442,481
Classified - Hourly	0.23	1.00	1.00	119,270	40,665	37,298
Additional Pay - Certificated	-	-	-	224,193	110,127	141,900
Additional Pay-Classified	-	-	-	499	-	-
Additional Pay-Administrative	-	-	-	31,974	-	-
Overtime - Classified	-	-	-	14,326	1,000	6,000
Payroll Total	888.45	876.83	857.06	55,066,092	60,270,822	61,040,381
Employee Benefits	-	-	-	16,510,237	18,412,625	16,975,550
Empl Benefits-Non Alloc	-	-	-	1,523,678	-	-
Benefits Total	-	-	-	18,033,915	18,412,625	16,975,550
Mileage And Travel	-	-	-	6,482	6,530	4,500
Employee Training & Conf	-	-	-	82,520	90,500	80,750
Awards And Banquets	-	-	-	5,055	2,400	2,700
Meals/Refreshments	-	-	-	12,963	3,850	4,350
Student Transportation.	-	-	-	13,108	6,950	6,200
Student Admission/Entry Fees	-	-	-	7,589	1,665	1,665
Printing	-	-	-	15,246	11,100	9,650
Contracted Services	-	-	-	309,225	95,602	107,160
Equipment Rental	-	-	-	1,065	1,000	1,000
Contract Maint/Eq Repair	-	-	-	21,878	15,500	5,000
Software Purch	-	-	-	194,477	25,200	37,960
Marketing - Advertising	-	-	-	225	100	200
Telephone/Pagers/Modems	-	-	-	8,125	4,400	3,100
Postage	-	-	-	7,831	7,323	7,350
Permits/Licenses/Fees	-	-	-	9,205	3,600	11,045
Community Relations	-	-	-	986	2,500	2,500
Purchased Services Total	-	-	-	695,980	278,220	285,130
Materials and Supplies						
Contingency	-	-	-	-	714,369	1,712,671



JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2021/2022
Middle Level Detail

	2019/2020 Budget FTE	2020/2021 Budget FTE	2021/2022 Budget FTE	2019/2020 Actual \$	2020/2021 Budget \$	2021/2022 Budget \$
Furniture & Fixtures	-	-	-	22,880	-	-
Office Material/Supplies	-	-	-	87,439	71,216	75,016
Office Equipment - Under \$5K	-	-	-	72,663	14,900	11,400
Curriculum Dev/Staff Training	-	-	-	16,650	13,700	14,700
Clinic Supplies/Materials	-	-	-	5,464	5,550	5,815
Instructional Material/Supply	-	-	-	541,394	634,687	805,929
Instructional Equip-Under \$5K	-	-	-	689,294	265,476	305,744
Textbooks	-	-	-	1,632	5,000	1,000
Copier Usage	-	-	-	208,039	197,675	191,525
Graduation Materials	-	-	-	629	-	-
Maint Materials/Supplies	-	-	-	20,358	300	600
Library Materials	-	-	-	40,579	43,200	49,200
Audio Visual Materials	-	-	-	410	-	-
Miscellaneous Expense	-	-	-	357	-	-
Materials and Supplies Total	-	-	-	1,707,788	1,966,073	3,173,600
Capital Accounts						
Vehicles - Utility Fleet	-	-	-	749	-	-
Instructional/Curric Equipmnt	-	-	-	52,085	-	-
Building Improvements.	-	-	-	-	2,000	1,000
Materials and Supplies Total	-	-	-	52,834	2,000	1,000
Transfers						
Transfers Out	-	-	-	264,805	139,300	150,833
Capital Total	-	-	-	264,805	139,300	150,833
Total	888.45	876.83	857.06	\$75,821,414	\$81,069,040	\$81,626,494



Jefferson County School District, No. R-1
2021/2022
Budget Allocations - Senior Level

<u>Senior</u>	<u>2020/2021 Official Enrollment</u>	<u>2021/2022 Budget</u>
Alameda International Senior	1,158	\$7,647,425
Arvada Senior	782	5,465,251
Arvada West Senior	1,821	10,518,903
Bear Creek Senior	1,534	9,190,248
Chatfield Senior	1,833	10,384,611
Columbine Senior	1,728	10,073,671
Conifer Senior	835	5,298,194
Connections Learning Center		1,783,387
D Evelyn Jr/Sr	1,132	7,034,888
Dakota Ridge Senior	1,420	8,372,266
Evergreen Senior	1,024	6,207,739
Golden Senior	1,377	8,010,304
Green Mountain Senior	1,138	6,994,669
Jefferson Senior	659	4,814,275
Lakewood Senior	2,076	12,026,743
Mt View Detention		564,833
Pomona Senior	1,251	7,610,627
Ralston Valley Senior	1,890	10,596,131
Senior Contingency		2,194,001
Standley Lake Senior	1,294	7,724,282
Wheat Ridge Senior	1,139	7,111,509
	<u>24,091</u>	<u>\$149,623,957</u>

*Notes:

*The contingency budget is related to projected changes in enrollment. The contingency budget will be allocated to individual schools after the October pupil count is finalized.

*Excludes Capital Transfer expenses budgeted at the school level.

*D Evelyn Jr/Sr, Mt View and Connection Learning Center are option schools, but have been moved to senior reports for SBB reporting purposes.



JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2021/2022
Senior Level Detail

	2019/2020 Budget FTE	2020/2021 Budget FTE	2021/2022 Budget FTE	2019/2020 Actual \$	2020/2021 Budget \$	2021/2022 Budget \$
Dept ID: Senior						
Payroll						
School Business Manager	1.00	2.00	2.00	48,348	110,416	121,768
Principal.	19.00	19.00	19.00	2,371,497	2,714,656	2,881,375
Director	1.00	-	-	105,093	3,163	-
Assistant Principal	77.00	80.60	76.60	6,934,703	7,890,156	7,952,799
Dean	10.50	9.50	9.50	802,511	697,671	748,266
Coordinator - Administrative	-	1.00	1.00	182,764	62,418	85,237
Substitute Teacher FT	-	1.00	-	-	24,898	-
Teacher	1,147.15	1,144.56	1,142.05	74,997,610	80,158,410	83,947,739
Substitute Teacher	-	-	-	1,412,692	1,103,136	33,500
Counselor	86.00	87.50	86.50	6,126,373	6,786,741	6,650,539
Teacher Librarian	17.10	17.10	17.10	1,298,337	1,377,952	1,401,276
Resource Teachers	-	-	1.00	-	-	75,996
Instructional Coach.	12.60	9.91	12.70	899,633	798,153	1,021,207
Psychologist	-	0.20	0.50	-	15,311	38,834
Social Worker	6.25	5.55	4.25	361,445	410,484	310,972
Certificated - Hourly	0.83	-	1.00	45,621	27,137	24,190
Specialist - Classified	2.00	1.00	1.00	42,826	45,610	47,202
Technician - Classified	2.00	4.75	5.35	140,584	199,404	254,936
School Secretary	84.38	83.88	85.13	3,318,662	3,515,489	3,670,635
Substitute Secretary	-	-	-	40,661	-	-
Paraprofessional	48.95	51.65	51.73	1,711,118	1,463,249	1,611,386
Special Interpreter/Tutor	0.91	2.00	4.00	253,504	46,350	133,505
Clinic Aides	15.41	17.64	18.72	400,584	443,335	500,058
Campus Supervisor.	-	-	1.00	1,602,202	-	37,058
Classified - Hourly	6.67	6.00	7.00	441,999	182,058	210,569
Additional Pay - Certificated	-	-	-	477,248	347,935	381,430
Additional Pay-Classified	-	-	-	7,756	10,075	12,875
Additional Pay-Administrative	-	-	-	85,318	-	8,500
Overtime - Classified	-	-	-	35,431	19,500	19,598
Payroll Total	1,538.75	1,544.84	1,547.13	104,144,520	108,453,707	112,181,450
Employee Benefits	-	-	-	30,600,614	33,078,394	31,337,537
Empl Benefits-Non Alloc	-	-	-	2,823,512	-	-
Benefits Total	-	-	-	33,424,126	33,078,394	31,337,537
Mileage And Travel	-	-	-	58,342	30,650	32,550
Employee Training & Conf	-	-	-	177,897	151,708	171,143
Awards And Banquets	-	-	-	6,605	8,950	11,950
Employee Background Verificatn	-	-	-	71	-	-
Meals/Refreshments	-	-	-	29,440	11,250	13,450
Student Transportation.	-	-	-	60,304	17,700	15,718
Student Admission/Entry Fees	-	-	-	52,529	32,475	37,975
Printing	-	-	-	45,519	17,400	15,100
Contracted Services	-	-	-	397,396	169,565	211,165
Equipment Rental	-	-	-	6,315	1,360	1,360
Contract Maint/Eq Repair	-	-	-	26,529	2,500	3,000
Software Purch	-	-	-	368,616	-	-
Marketing - Advertising	-	-	-	1,189	500	500
Telephone/Pagers/Modems	-	-	-	13,017	7,425	7,506



JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2021/2022
Senior Level Detail

	2019/2020 Budget FTE	2020/2021 Budget FTE	2021/2022 Budget FTE	2019/2020 Actual \$	2020/2021 Budget \$	2021/2022 Budget \$
Postage	-	-	-	10,866	16,710	18,950
Permits/Licenses/Fees	-	-	-	68,521	51,277	33,738
Risk Management Charges	-	-	-	1,900	200	200
Community Relations	-	-	-	15,553	6,150	7,150
Purchased Services Total	-	-	-	1,340,609	525,820	581,455
Materials and Supplies						
Contingency	-	-	-	-	711,725	2,672,545
Furniture & Fixtures	-	-	-	9,163	-	-
Office Material/Supplies	-	-	-	201,011	155,555	210,119
Office Equipment - Under \$5K	-	-	-	69,387	21,000	29,000
Curriculum Dev/Staff Training	-	-	-	17,916	21,050	26,850
Clinic Supplies/Materials	-	-	-	4,462	5,830	9,075
Instructional Material/Supply	-	-	-	1,194,784	1,006,270	1,302,577
Instructional Equip-Under \$5K	-	-	-	3,232,771	483,411	547,512
Repair Parts-Instr Equip	-	-	-	4,685	300	-
Textbooks	-	-	-	115,647	91,500	94,000
Copier Usage	-	-	-	443,775	433,803	413,812
Testing Materials	-	-	-	5,701	1,000	1,000
Graduation Materials	-	-	-	1,198	12,200	7,000
Athletic Supplies	-	-	-	1,064	2,500	2,500
Maint Materials/Supplies	-	-	-	15,323	6,250	7,750
Small Hand Tools	-	-	-	4,935	-	-
Vehicle Parts & Supplies	-	-	-	191	-	-
Library Materials	-	-	-	99,253	99,642	100,751
Audio Visual Materials	-	-	-	16,897	-	-
Miscellaneous Expense	-	-	-	13,106	10,000	10,000
Materials and Supplies Total	-	-	-	5,451,269	3,062,036	5,434,491
Capital Accounts						
Office Equipment	-	-	-	-	1,500	1,500
Instructional/Curric Equipmnt	-	-	-	178,228	20,000	-
Building Improvements.	-	-	-	43,703	12,500	27,524
Materials and Supplies Total	-	-	-	221,931	34,000	29,024
Transfers						
Transfers Out	-	-	-	76,235	81,518	60,000
Capital Total	-	-	-	76,235	81,518	60,000
Total	1,538.75	1,544.84	1,547.13	\$144,658,690	\$145,235,475	\$149,623,957



Jefferson County School District, No. R-1
2021/2022
Budget Allocations - Option Level

Option	2020/2021 Official Enrollment	2021/2022 Budget
Brady Exploration	238	\$3,072,779
Jeffco Open School	531	4,453,038
Jeffco Virtual Academy	356	3,325,394
Longview High School	27	801,920
McLain Community School	330	5,079,867
Warren Tech	18	5,711,052
Warren Tech North.	3	1,799,636
Warren Tech South	-	2,131,523
	1,503	\$26,375,209

*Includes Warren Tech South



JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2021/2022
Option Level Detail

	2019/2020 Budget FTE	2020/2021 Budget FTE	2021/2022 Budget FTE	2019/2020 Actual \$	2020/2021 Budget \$	2021/2022 Budget \$
Dept ID: Option						
Payroll						
School Business Manager	1.00	2.00	2.00	109,064	110,416	121,768
Principal.	5.00	5.00	5.00	617,373	633,450	665,330
Assistant Principal	10.15	12.50	13.50	1,141,023	1,206,277	1,374,379
Technical Specialist	1.00	2.00	2.00	124,065	137,196	146,120
Dean	0.50	0.50	-	-	57,438	-
Coordinator - Administrative	-	1.00	2.00	54,744	62,418	170,474
Teacher	139.60	142.50	139.10	9,172,792	9,663,578	10,116,138
Substitute Teacher	-	-	-	94,521	112,500	45,000
Counselor	18.40	18.90	19.50	1,250,396	1,425,799	1,471,735
Teacher Librarian	4.00	4.00	3.00	272,888	322,328	245,838
Resource Teachers	-	0.50	-	49,940	62,812	-
Instructional Coach.	9.80	10.80	9.80	773,395	836,492	788,019
Nurse	-	1.00	1.00	64,131	67,875	70,647
Psychologist	0.50	0.50	0.50	28,007	38,276	38,834
Certificated - Hourly	3.62	4.00	5.00	64,263	106,060	111,056
Specialist - Classified	1.00	2.50	2.00	87,608	145,488	124,180
Technician - Classified	13.00	14.00	15.00	631,338	656,625	712,501
School Secretary	22.38	20.48	20.38	788,894	858,627	876,389
Substitute Secretary	-	-	-	2,220	2,000	2,000
Paraprofessional	9.67	9.00	11.00	362,336	276,990	328,306
Clinic Aides	2.97	4.00	4.00	82,463	88,871	97,550
Campus Supervisor.	-	-	-	89,831	-	-
Classified - Hourly	0.58	1.00	1.00	15,102	16,480	18,079
Additional Pay - Certificated	-	-	-	291,872	114,531	268,584
Additional Pay-Classified	-	-	-	487	1,000	1,000
Overtime - Classified	-	-	-	17,469	5,000	5,000
Payroll Total	243.17	256.18	255.78	16,186,222	17,008,527	17,798,927
Employee Benefits	-	-	-	4,814,223	5,187,604	4,931,421
Empl Benefits-Non Alloc	-	-	-	444,289	-	-
Benefits Total	-	-	-	5,258,512	5,187,604	4,931,421
Mileage And Travel	-	-	-	15,129	8,400	7,400
Employee Training & Conf	-	-	-	57,076	40,001	53,000
Awards And Banquets	-	-	-	526	200	200
Employee Background Verificatn	-	-	-	270	-	-
Meals/Refreshments	-	-	-	11,557	15,500	15,500
Student Transportation.	-	-	-	74,158	49,200	54,200
Student Admission/Entry Fees	-	-	-	4,414	2,100	2,100
Printing	-	-	-	9,121	15,000	13,000
Contracted Services	-	-	-	179,053	61,000	129,881
Fleet Maintenance.	-	-	-	-	27,500	27,500
Equipment Rental	-	-	-	935	-	-
Contract Maint/Eq Repair	-	-	-	10,616	2,000	2,500
Const Maint/Repair - Building	-	-	-	-	5,000	5,000
Software Purch	-	-	-	79,627	4,431	9,000
Marketing - Advertising	-	-	-	10,508	60,000	35,000
Telephone/Pagers/Modems	-	-	-	1,847	3,200	2,900
Postage	-	-	-	5,083	12,900	8,200



JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2021/2022
Option Level Detail

	2019/2020 Budget FTE	2020/2021 Budget FTE	2021/2022 Budget FTE	2019/2020 Actual \$	2020/2021 Budget \$	2021/2022 Budget \$
Permits/Licenses/Fees	-	-	-	14,570	30,100	6,100
Risk Management Charges	-	-	-	32,750	7,000	7,000
Community Relations	-	-	-	1,873	-	-
Contract Repairs-Vehicles	-	-	-	41,659	-	-
Purchased Services Total	-	-	-	550,772	343,532	378,481
Materials and Supplies						
Contingency	-	-	-	-	379,869	6,903
Office Material/Supplies	-	-	-	72,533	74,500	59,500
Office Equipment - Under \$5K	-	-	-	35,706	184,396	10,881
Curriculum Dev/Staff Training	-	-	-	8,486	1,500	4,500
Clinic Supplies/Materials	-	-	-	1,833	1,150	850
Instructional Material/Supply	-	-	-	417,190	1,246,602	712,241
Instructional Equip-Under \$5K	-	-	-	487,711	955,595	171,322
Repair Parts-Instr Equip	-	-	-	708	-	-
Textbooks	-	-	-	3,729	-	-
Copier Usage	-	-	-	36,652	50,937	46,397
Testing Materials	-	-	-	5,171	1,500	13,500
Graduation Materials	-	-	-	6,857	5,000	5,500
Maint Materials/Supplies	-	-	-	6,006	5,150	4,650
Vehicle Parts & Supplies	-	-	-	40	4,000	4,000
Library Materials	-	-	-	12,701	27,750	20,000
Audio Visual Materials	-	-	-	20,230	-	-
Miscellaneous Expense	-	-	-	4	-	-
Materials and Supplies Total	-	-	-	1,115,557	2,937,949	1,060,244
Capital						
Instructional/Curric Equipmnt	-	-	-	41,029	1,150,670	51,113
Building Improvements.	-	-	-	157,097	-	-
Capital Total	-	-	-	198,126	1,150,670	51,113
Transfers Out						
	-	-	-	16,473	18,000	23,500
Transfers Out Total	-	-	-	16,473	18,000	23,500
Total	243.17	256.18	255.78	\$23,325,662	\$26,646,282	\$24,243,686

*Warren Tech South detail not included in this report.



Jefferson County School District, No. R-1
2021/2022
Budget Allocations - Innovation Level

<u>Innovation</u>	<u>2020/2021 Official Enrollment</u>	<u>2021/2022 Budget</u>
Free Horizons Montessori	348.5	\$3,619,656
	348.5	\$3,619,656



Jefferson County School District, No. R-1
2021/2022
Budget Allocations by Division

<u>Division Name</u>	<u>2021/2022 Budget</u>
Athletics and Activities	\$10,002,330
Board of Education	553,099
Custodial Services	30,515,508
District Leadership and Communications	4,569,590
Districtwide	5,200,753
Educational Research & Design	32,029,073
Field Services	19,466,691
Financial Services	25,580,370
Human Resources	5,620,116
School Leadership	3,015,287
Security and Emergency Management	8,665,894
Student Success	113,779,605
Telecom, Network & Utilities	27,851,760
	<u><u>\$286,850,076</u></u>



Athletics and Activities

Divisions within the General Fund participated in Budgeting for Outcomes, a process where departments evaluated their programs and services to assure alignment with district goals. Detailed information that follows includes:

- Department Renewal Summary
- Activity Description
- Performance Measures
- Improvement & Efficiencies
- Support of Strategic Objectives
- Budget Changes from Prior Year

	2019/2020 Budget FTE	2020/2021 Budget FTE	2021/2022 Budget FTE	2019/2020 Actual	2020/2021 Budget	2021/2022 Budget
General Instruction						
Payroll	8.28	8.14	8.42	\$6,572,875	\$6,373,520	\$6,419,303
Non-Payroll	-	-	-	3,025,919	3,490,515	3,226,025
Instructional Support						
Payroll	4.50	3.00	3.00	371,458	334,162	345,902
Non-Payroll	-	-	-	4,436	11,100	11,100
Total	12.78	11.14	11.42	\$9,974,688	\$10,209,297	\$10,002,330



JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1

2021/2022

General Fund Department Detail

Athletics and Activities

	2019/2020 Budget FTE	2020/2021 Budget FTE	2021/2022 Budget FTE	2019/2020 Actual	2020/2021 Budget	2021/2022 Budget
Payroll						
Executive Director	1.00	1.00	1.00	\$123,006	\$124,344	\$132,432
Manager	1.00	1.00	1.00	89,761	91,720	97,688
Technical Specialist	1.00	1.00	1.00	54,413	56,045	59,691
Substitute Teacher	-	-	-	27,520	12,000	12,000
Coach	-	-	-	4,414,412	4,227,131	4,227,131
Technician - Classified	1.50	-	-	45,817	9,594	-
Secretary	1.00	1.00	1.00	48,339	47,126	50,191
Para-Educator	-	-	-	100	-	-
Trades Technician	5.00	5.00	5.00	310,155	313,831	334,245
Athletic Game Workers	-	-	-	160,869	140,000	140,000
Classified - Hourly	2.28	2.14	2.42	47,914	61,241	67,181
Additional Pay - Certificated	-	-	-	5,396	-	-
Overtime - Classified	-	-	-	62,839	54,400	54,400
Payroll Total	12.78	11.14	11.42	5,390,541	5,137,432	5,174,959
Benefits						
Employee Benefits	-	-	-	1,422,518	1,570,250	1,590,246
Empl Benefits-Non Alloc	-	-	-	131,274	-	-
Benefits Total	-	-	-	1,553,792	1,570,250	1,590,246
Purchased Services						
Mileage And Travel	-	-	-	27,669	3,100	3,100
Employee Training & Conf	-	-	-	8,038	3,800	3,800
Awards And Banquets	-	-	-	29,376	18,000	18,000
Meals/Refreshments	-	-	-	3,575	200	200
Athletic Game Costs	-	-	-	141,546	139,000	139,000
Student Transportation.	-	-	-	425,423	666,000	666,000
Excess Athletic Transportation	-	-	-	16,175	30,000	30,000
Student Admission/Entry Fees	-	-	-	87,478	-	-
Athletic Trainers	-	-	-	799,453	945,080	945,080
Game Officials	-	-	-	339,098	530,000	530,000
Athletics - Security	-	-	-	49,376	32,000	32,000
Printing	-	-	-	1,829	1,000	1,000
Contract Labor	-	-	-	2,565	-	-
Contracted Services	-	-	-	144,306	86,315	86,315
Fleet Maintenance.	-	-	-	14,699	19,000	19,000
Building Rental	-	-	-	1,448	7,000	7,000
Equipment Rental	-	-	-	8,821	-	-
Contract Maint/Eq Repair	-	-	-	65,531	60,000	60,000
Marketing - Advertising	-	-	-	100	-	-
Telephone/Pagers/Modems	-	-	-	2,516	3,200	3,200
Postage	-	-	-	298	300	300
Permits/Licenses/Fees	-	-	-	4,650	-	-
Fees For Dist Membership	-	-	-	68,578	78,000	78,000
Community Relations	-	-	-	3,380	-	-
Purchased Services Total	-	-	-	2,245,928	2,621,995	2,621,995
Materials and Supplies						
Office Material/Supplies	-	-	-	13,827	3,000	3,000
Office Equipment - Under \$5K	-	-	-	335	-	-
Curriculum Dev/Staff Training	-	-	-	100	-	-
Instructional Material/Supply	-	-	-	1,381	-	-
Instructional Equip-Under \$5K	-	-	-	2,480	-	-
Copier Usage	-	-	-	2,945	400	400
Graduation Materials	-	-	-	196	-	-
Athletic Supplies	-	-	-	550,451	797,120	532,630
Maint Materials/Supplies	-	-	-	151,239	79,100	79,100
Vehicle Parts & Supplies	-	-	-	268	-	-
Materials and Supplies Total	-	-	-	723,222	879,620	615,130



JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2021/2022
General Fund Department Detail

Athletics and Activities

	2019/2020 Budget FTE	2020/2021 Budget FTE	2021/2022 Budget FTE	2019/2020 Actual	2020/2021 Budget	2021/2022 Budget
Capital						
Office Equipment	-	-	-	538	-	-
Instructional/Curric Equipmnt	-	-	-	11,643	-	-
Athletic Equipment	-	-	-	31,429	-	-
Building Improvements.	-	-	-	17,595	-	-
Capital Total	-	-	-	61,205	-	-
Athletics and Activities Total	12.78	11.14	11.42	\$9,974,688	\$10,209,297	\$10,002,330

BUDGETING FOR OUTCOMES

2021/2022 Renewal Request Form



DIVISION	Athletics and Activities				
DEPT ID-Name	82430- Central Athletics	FTE	11.28	Adopted Budget	\$10,140,603

RENEWAL REQUEST SUMMARY- (SUMMARIZE THE OBJECTIVE OF THE FUNDING REQUEST)

The Central office of Athletics & Activities manages high school sports and activities for nearly 21,500 student participants in 18 high schools, over 1,200 coaches, 18 Athletic Directors, 18 Activity Directors, and a staff of nine full-time and employees. There are approximately 12,300 athletic participants in 26 sports and nearly 9,000 student participants in 9 activities. Students may participate in more than one sport and/or activity. In terms of numbers of high school participants, and number of programs offered, Jeffco is the largest in the state.

With the effects of Covid-19 hitting all of our departments, it is easy to understand how numbers, both monetarily and through participation, may change during the '20-'21 school year. Provided the fall of '21 returns us all to more of a normal routine, the belief is all these numbers will move back in a positive direction.

With that said, pressure on budgets for normal increases in Additional Performance Pay, the Trainer Contract through Panorama, Official's costs, Stadium upkeep, Playoff costs, Transportation sources, and overall Equipment & Supply needs still continues.

ACTIVITY DESCRIPTION- (DESCRIBE THE ACTIVITIES THAT WILL BE FUNDED)

- School based (gymnasium) sports: Gymnastics, Girls and Boys Volleyball, Girls and Boys Basketball, and Girls and Boys Wrestling
- Field sports: Football, Girls and Boys Soccer, Field Hockey, Softball, Girls and Boys Lacrosse, Baseball
- Outside facility sports: Girls and Boys Golf*, Girls and Boys Cross Country, Girls and Boys Skiing*, Ice Hockey*, Girls and Boys Track & Field, Girls and Boys Tennis, Girls and Boys Swimming*
- Sanctioned activities and numerous clubs: Stipend positions; Spirit (Cheer and Dance), Student Leadership, Instrumental Music, Choir, Theatre, Forensics, Newspaper, and Yearbook. Numerous clubs within the schools.
- Additional Performance Pay (Stipends) for Coaches and Sponsors.
- Athletics trainers: 18 (one per school) certified trainers plus one facilitating trainer provide coverage for varsity events. Contract through Panorama Orthopedic & Spine Center.
- Event Safety & Security: Local police and sheriff's departments provide coverage at most stadium events and specified school base contests, supported, at times, by District Security.
- Equipment safety and reconditioning: Recertification of football helmets and shoulder pads is done annually to meet national specs for safety of equipment.
- Stadium operations: Six full-time stadium managers who provide turf management of our fields, maintenance and upkeep of the facilities and equipment, and become event managers for contests in the evenings.
- Administration: Central Athletics is responsible for scheduling oversight of nearly 5,500 contests annually, the assigning of officials to cover approximately 3,500 of these contests, hiring and paying of game workers, oversight of the five stadium complexes, liaison with the Colorado High School Activities Association (CHSAA) for our league, student support through writing and publication of articles in athletics and activities of games and achievements, and oversight of the budget.
- Transportation: District transportation covers many requests for trips to event locations, which could take place anywhere in the state (the eastern slope being the exception). Due to shortages of drivers in our transportation department schools are forced to outsource some of their transportation needs. Other modes of transportation have included charter buses and rental vans.

- *These sports utilize venues outside the school district.

PERFORMANCE MEASURES- (REPORT ON RESULTS/SUCCESS OF EXISTING PERFORMANCE MEASURES)

- Due to Covid-19, we have experienced a significant decrease in participation this year. We anticipate a 15%-20% reduction for '20-'21
- Revenues will be down significantly this year. Participation revenues will be down nearly 20%, and with Jeffco Public Health limiting the number of spectators at contests, at times not allowing any, and as a measure to provide safe access to the few who could attend (mostly parents), the District agreed to not charge for attendance through the '20-'21 seasons.
- GPA's, improved attendance, and fewer discipline problems continue to support the viability of athletics and activities in our high schools. National studies have shown this to be the case and our data supports this, as well.

IMPROVEMENT & EFFICIENCIES- (HOW WILL PRIOR RESULTS BE IMPROVED UPON AND MEASURED?)

- A more normal '21-'22 should help participation and revenues to rebound. However, it's believed that this could take 2-3 years to completely recover, provided no major disruptions.
- Continued monitoring of eligibility of our student-athletes and activity participants will result in positive outcomes for our students.

SUPPORT OF STRATEGIC OBJECTIVES- (HOW WILL THE FUNDS SUPPORT JEFFCO GENERATIONS?)

- Education-based athletics and activities are referred to by many as some of our best classrooms in the district. The fundamentals of cooperation and competitiveness within our capitalistic society are taught every day to hundreds of our students on our fields and courts. Often referred to as a microcosm of life, athletics and activities teach lifelong skills, e.g., working through adversity, handling failure and success, working with others, time management, and leadership, to name a few. Encompassed within the Readiness and Conditions for Learning of Jeffco Generations, the socialization of high school athletics and activities are helping our students to meet the mission of our district, preparing students for post-high school by achieving college and career readiness.
- Coming off a year of major disruptions to the lives of our students, encouragement to participate in school activities will be important to steer students to more social environments like are present in sports and activities. These create a positive environment in terms of teaching teamwork and how to work through adversity.
- Student learning expectations are monitored through an eligibility system required by the Colorado High School Activities Association (CHSAA). The process of collaboration is encouraged daily. Leaders are developed and recognized daily. As students mature, leaders will emerge.

BUDGET CHANGES FROM PRIOR YEAR- (DESCRIBE BUDGET CHANGES/REORGANIZATION)

- A major change for this year was the outsourcing of assignment of officials for over 3,500 contests. With the retirement of our in-house assigner, and the lack of potential candidates to fill the position, the decision was made to bid the assigning out to highly experienced companies that were more than capable to handle our capacity. To date, this has been a very successful move.
- For this year, additional dollars were added to the budget to cover the anticipated cost of a re-bid on our athletic trainer's contract. Due to Covid-19, the bid was put on hold, the current contract was renewed for one more year with Panorama, and the new RFP will be resent this spring.

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

- The Central Athletics and Activities website is linked to both the Employee Connections and public sites <http://www.jeffcopublicschools.org/athletics/index.html>. This site provides information to parents and guardians in terms of forms, fees, schedules, etc. In addition, individual schools have their own websites that provide more school specific information which may be accessed through the public site.
- A Communications Specialist within the Athletic Department provides up-to-date content on our student-athletes through publishing of stories in the local weekly newspapers, twitter accounts, and the chsaanow.com website, which has become the voice of high school athletics and activities.

- Mandated increases in official's fees, and membership dues & fees will continue to hit the budget each year. Challenges faced with transportation will continue to affect the budget. In addition, our current contracts for trainers expires this year and will be re-bid. Expenses for security at stadium contests by our local law enforcement agencies increased by 28% for this year and will be ongoing. Three additional sanctioned sports added by Chsaa will have a budget impact moving towards future years.



Board of Education

Divisions within the General Fund participated in Budgeting for Outcomes, a process where departments evaluated their programs and services to assure alignment with district goals. Detailed information that follows includes:

- Department Renewal Summary
- Activity Description
- Performance Measures
- Improvement & Efficiencies
- Support of Strategic Objectives
- Budget Changes from Prior Year

	2019/2020 Budget FTE	2020/2021 Budget FTE	2021/2022 Budget FTE	2019/2020 Actual	2020/2021 Budget	2021/2022 Budget
General Administration						
Payroll	-	-	-	\$31,059	\$25,000	\$25,000
Non-Payroll	-	-	-	302,128	534,099	528,099
Total	-	-	-	\$333,187	\$559,099	\$553,099



JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2021/2022
General Fund Department Detail

Board of Education

	2019/2020 Budget FTE	2020/2021 Budget FTE	2021/2022 Budget FTE	2019/2020 Actual	2020/2021 Budget	2021/2022 Budget
Dept ID: Board of Education						
Payroll						
Executive Director	-	-	-	\$21,530	-	-
Secretary	-	-	-	2,638	-	-
Additional Pay-Administrative	-	-	-	-	17,500	17,500
Payroll Total	-	-	-	24,168	17,500	17,500
Benefits						
Employee Benefits	-	-	-	6,309	7,500	7,500
Empl Benefits-Non Alloc	-	-	-	582	-	-
Benefits Total	-	-	-	6,891	7,500	7,500
Purchased Services						
Employee Training & Conf	-	-	-	5,642	16,000	10,000
Meals/Refreshments	-	-	-	2,154	3,000	3,000
Audit Fees	-	-	-	154,075	136,299	136,299
Legal Fees	-	-	-	415	132,000	132,000
Election Expenses	-	-	-	136,557	150,000	150,000
Printing	-	-	-	80	-	-
Consultants	-	-	-	-	5,500	5,500
Telephone/Pagers/Modems	-	-	-	-	1,000	1,000
Postage	-	-	-	-	1,000	1,000
Fees For Dist Membership	-	-	-	-	70,500	70,500
Community Relations	-	-	-	2,065	7,000	7,000
Purchased Services Total	-	-	-	300,988	522,299	516,299
Materials and Supplies						
Contingency	-	-	-	-	10,000	10,000
Office Material/Supplies	-	-	-	987	1,800	1,800
Copier Usage	-	-	-	153	-	-
Materials and Supplies Total	-	-	-	1,140	11,800	11,800
Capital						
Total	-	-	-	\$333,187	\$559,099	\$553,099

BUDGETING FOR OUTCOMES

2021/2022 Renewal Request Form



DIVISION	Board of Education				
DEPT ID-Name	91000 – Board of Education	FTE	0.00	Adopted Budget	\$534,099

RENEWAL REQUEST SUMMARY- (SUMMARIZE THE OBJECTIVE OF THE FUNDING REQUEST)

The Jeffco Public Schools Board of Education is the policy-making body of the school district. Its powers and duties are set by state law. The Board is responsible for educational planning and evaluation, staffing and appraisal, school facilities, financial resources and communication. The Board acts as a court of appeal for staff members, students and the public on issues involving board policy or implementation of that policy. In addition, they direct and evaluate the superintendent in accomplishment of district goals (Ends policies).

ACTIVITY DESCRIPTION- (DESCRIBE THE ACTIVITIES THAT WILL BE FUNDED)

- Community Relations
- School Relations
- Support for Parents, Guardians and Families
- Board of Education Meetings and Forums
- Graduation Requirements
- Board of Education Correspondence/Calendar
- Policy Decision-making
- Budget Decision-making
- Elections
- Board Leadership Development

PERFORMANCE MEASURES- (REPORT ON RESULTS/SUCCESS OF EXISTING PERFORMANCE MEASURES)

- Allocation of funds by the Board of Education ensure operating and bond funds have been spent as approved by voters for compensation, career/technical education, student safety, technology, early education and school buildings.
- With the experience of COVID19 hindering in-person gatherings, engagement with the community was limited to virtual engagements which expanded the reach of board members in new ways.
- Early focus on the hiring process for a new superintendent in November resulted in the April 2021 start of Tracy Dorland as the 21st superintendent of Jeffco Public Schools.

IMPROVEMENT & EFFICIENCIES- (HOW WILL PRIOR RESULTS BE IMPROVED UPON AND MEASURED?)

- Funds generated through approval of ballot questions 5A (mill levy override) and 5B (capital construction) will be monitored by the Board’s independent citizen advisory committees to ensure funds are used as promised to voters in the ballot language.
- With availability of vaccines for COVID19 and establishing ‘herd immunity’ within the community, the Board of Education will return to regular annual engagement with the mayors, city councils and commissioners of Jefferson County, Arvada, Edgewater, Golden, Lakewood, Wheat Ridge, Westminster as well as Jeffco’s legislative delegation to improve partnerships and advocacy for students and staff within the Jeffco Public Schools community

SUPPORT OF STRATEGIC OBJECTIVES- (HOW WILL THE FUNDS SUPPORT JEFFCO GENERATIONS?)

STRATEGY ONE: EMPOWER TO EDUCATE, INSPIRE AND LEARN
 Family and Community Engagement:

- The Board of Education will encourage family, community groups and businesses to foster positive relationships with our schools and students.

STRATEGY TWO: CONNECT TO COLLEGE, CAREER AND LIFE ASPIRATIONS
 High Quality Standards-based Teaching for Engaged Learning

- The Board of Education will work to ensure high quality educators are hired and retained.

STRATEGY THREE: LEADERSHIP DEVELOPMENT FOR ALL STAKEHOLDERS

Leadership Development and Collaboration:

- The Board of Education will support educator and stakeholder leadership by providing an atmosphere of mutual respect, engagement and accountability at Board of Education meetings and forums.

BUDGET CHANGES FROM PRIOR YEAR- (DESCRIBE BUDGET CHANGES/REORGANIZATION)

- Contributing to central reductions, the Board of Education will forego participation in national school board conference activities.

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

- Board of Education page on Jeffco Public Schools website <http://www.jeffcopublicschools.org/about/board>



Custodial Services

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Detailed information that follows includes:

- Department Renewal Summary
- Activity Description
- Performance Measures
- Improvement & Efficiencies
- Support of Strategic Objectives
- Budget Changes from Prior Year

	2019/2020 Budget FTE	2020/2021 Budget FTE	2021/2022 Budget FTE	2019/2020 Actual	2020/2021 Budget	2021/2022 Budget
Operations and Maintenance						
Payroll	485.94	485.91	480.96	\$28,005,364	\$27,860,627	\$29,635,463
Non-Payroll	-	-	-	1,680,762	880,045	880,045
Total	485.94	485.91	480.96	\$29,686,126	\$28,740,672	\$30,515,508



JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2021/2022
General Fund Department Detail

Custodial

	2019/2020 Budget FTE	2020/2021 Budget FTE	2021/2022 Budget FTE	2019/2020 Actual	2020/2021 Budget	2021/2022 Budget
Payroll						
Director	1.00	1.00	1.00	\$108,829	\$111,384	\$118,630
Supervisor	2.00	2.00	2.00	166,052	169,957	181,014
Substitute Teacher	-	-	-	-150	-	-
Technician - Classified	1.00	1.00	1.00	49,499	50,324	53,598
Group Leader	1.00	1.00	1.00	78,348	80,365	85,593
Secretary	2.00	2.00	2.00	91,768	98,832	105,262
Para-Educator	-	-	-	187	-	-
Trades Technician	9.00	9.00	9.00	598,319	607,946	642,363
Custodian	469.50	469.50	464.50	18,782,292	19,728,379	20,871,004
Substitute Custodian	-	-	-	146,421	253,100	253,100
Food Service Hourly Worker	-	-	-	371	-	-
Classified - Hourly	0.44	0.41	0.46	-	11,752	12,892
Additional Pay-Classified	-	-	-	78,568	70,000	70,000
Overtime - Classified	-	-	-	457,395	167,100	167,100
Payroll Total	485.94	485.91	480.96	20,557,899	21,349,139	22,560,556
Benefits						
Employee Benefits	-	-	-	6,818,230	6,511,488	7,074,907
Benefits Total	-	-	-	6,818,230	6,511,488	7,074,907
Purchased Services						
Mileage And Travel	-	-	-	4,386	9,200	9,200
Employee Training & Conf	-	-	-	995	3,500	3,500
Awards And Banquets	-	-	-	180	800	800
Recruiting Costs	-	-	-	1,097	475	475
Contracted Services	-	-	-	117,855	-	-
Contract Maint/Eq Repair	-	-	-	34	3,000	3,000
Telephone/Pagers/Modems	-	-	-	14,600	14,000	14,000
Postage	-	-	-	38	25	25
Purchased Services Total	-	-	-	139,185	31,000	31,000
Materials and Supplies						
Office Material/Supplies	-	-	-	6,564	8,000	8,000
Custodial Supplies	-	-	-	761,471	644,045	644,045
Copier Usage	-	-	-	1,986	3,000	3,000
Maint Materials/Supplies	-	-	-	148,829	150,000	150,000
Small Hand Tools	-	-	-	256,466	2,000	2,000
Uniforms	-	-	-	34,491	38,500	38,500
Physical Invty Gain/Loss	-	-	-	5,506	-	-
Materials and Supplies Total	-	-	-	1,215,313	845,545	845,545
Capital						
Plant/Shop Equipment	-	-	-	326,264	3,500	3,500
Capital Total	-	-	-	326,264	3,500	3,500
Custodial Total	485.94	485.91	480.96	\$29,056,891	\$28,740,672	\$30,515,508

BUDGETING FOR OUTCOMES

2021/2022 Renewal Request Form



DIVISION	Custodial Services				
DEPT ID-Name	93602 – Custodial Services	FTE	485.92	Adopted Budget	\$28,729,672

RENEWAL REQUEST SUMMARY- (SUMMARIZE THE OBJECTIVE OF THE FUNDING REQUEST)

Custodial Services consists of full-time, part-time, and substitute employees. Covering more than 150 facilities, these individuals are responsible for providing a safe, healthy, and clean environment for all of Jeffco's students, staff, and visitors.

Custodial Services is also a key component in the numerous site-based conservation and recycling programs established within the district including the recycling of everything from paper to printer cartridges.

The Small Engines department is also part of Custodial Services. Small Engines repairs and maintains all electrical and gasoline powered, air cooled equipment, for all departments, district wide.

ACTIVITY DESCRIPTION- (DESCRIBE THE ACTIVITIES THAT WILL BE FUNDED)

- Building Security
- Facility Cleaning, Including Grounds
- Ornamental Landscaping
- Minor Building Maintenance
- Regulatory Compliance
- Monitoring and Supporting of School Activities
- Sidewalk Snow Removal
- Outdoor Equipment Preventative Maintenance
- Outdoor Equipment Repair
- Back-up Generator Refueling
- Administration

PERFORMANCE MEASURES- (REPORT ON RESULTS/SUCCESS OF EXISTING PERFORMANCE MEASURES)

Building Cleaning Assessments are completed at every site a minimum of once per year. Follow-up assessments are completed at all sites that fail to achieve a passing score during the initial assessment.

Of the cleaning assessments completed for the 2015-2016 school year, 86% of all buildings passed the initial assessment. 14% of all buildings scored below the passing score of 86% and 8% of all buildings scored below the follow-up score of 80%, which is failing. Therefore, all of these buildings required follow-up work and assessment(s) to correct deficiencies.

Our goal for 2016-2017 was to increase the number of buildings passing the initial assessment from 86% to 88%. That goal of 88% was met precisely, with only 17 buildings that failed to pass the initial assessment and required follow-up work to correct deficiencies.

Our goal moving forward from 2016-2017 was to maintain the 88% or more of all buildings passing the initial assessment. In 2017-2018, the 88% goal was met and slightly exceeded with 89% of all buildings passing the initial assessment. Only 16 buildings failed to pass the initial assessment and required follow-up work to correct deficiencies.

In 2018-2019, the 88% goal was again exceeded with 90% of all buildings passing the initial assessment. Only 14 buildings failed to pass the initial assessment and required follow-up work to correct deficiencies.

In 2019-2020, the 88% goal was once again exceeded with 90% of all buildings passing the initial assessment. Only 15 buildings failed to pass the initial assessment and required follow-up work to correct deficiencies.

Our goal moving forward is to maintain the 88% or more of all buildings passing the initial assessment.
(Please see the attached Building Assessment)

IMPROVEMENT & EFFICIENCIES- (HOW WILL PRIOR RESULTS BE IMPROVED UPON AND MEASURED?)

Our goal moving forward is to maintain the 88% or more of all buildings passing the initial assessment.

(Please see the attached Building Assessment)

SUPPORT OF STRATEGIC OBJECTIVES- (HOW WILL THE FUNDS SUPPORT JEFFCO GENERATIONS?)

Conditions for Learning:

- Support of quality instruction by providing clean, safe educational environments.

Readiness for Learning:

- Provide a clean, safe and welcoming environment for students, staff and visitors to promote the social, emotional and physical wellness for the whole child and enhance parent and community engagement.

The above will directly support the Board of Education's Ends Policy 1 by providing an environment that will accommodate and support an Engaging Climate and Culture and will also support Ends policies 2 and 3.

BUDGET CHANGES FROM PRIOR YEAR- (DESCRIBE BUDGET CHANGES/REORGANIZATION)

The budget was adjusted for the district wide employee salary adjustments.

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

Internal Facilities website:

<https://sites.google.com/a/jeffcoschools.us/facilities/home>

<https://sites.google.com/a/jeffcoschools.us/facilities/custodial>



District Leadership and Communications

Divisions within the General Fund participated in Budgeting for Outcomes, a process where departments evaluated their programs and services to assure alignment with district goals. Detailed information that follows includes:

- Department Renewal Summary
- Activity Description
- Performance Measures
- Improvement & Efficiencies
- Support of Strategic Objectives
- Budget Changes from Prior Year

	2019/2020 Budget FTE	2020/2021 Budget FTE	2021/2022 Budget FTE	2019/2020 Actual	2020/2021 Budget	2021/2022 Budget
General Administration						
Payroll	23.10	23.10	23.11	\$3,194,629	\$3,271,253	\$3,449,587
Non-Payroll	-	-	-	577,490	638,010	595,510
Instructional Support						
Payroll	-	-	-	-	653	199
Non-Payroll	-	-	-	-	64,334	64,334
Operations and Maintenance						
Payroll	2.00	2.00	2.00	326,482	354,801	379,660
Non-Payroll	-	-	-	82,418	80,300	80,300
Total	25.10	25.10	25.11	\$4,181,019	\$4,409,351	\$4,569,590



JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2021/2022
General Fund Department Detail

District Leadership and Communications

	2019/2020 Budget FTE	2020/2021 Budget FTE	2021/2022 Budget FTE	2019/2020 Actual	2020/2021 Budget	2021/2022 Budget
Dept ID: District Leadership and Communications						
Payroll						
Superintendent	1.00	1.00	1.00	\$299,646	\$289,850	\$260,000
Chief Officer	4.00	4.00	4.00	621,316	618,707	636,375
Executive Director	1.00	2.00	2.00	130,931	206,658	272,605
Director	2.00	2.00	2.00	169,934	223,456	252,310
Manager	4.00	4.00	4.00	460,683	413,754	437,158
Technical Specialist	5.00	6.00	6.00	381,107	480,444	528,923
Coordinator - Administrative	2.00	1.00	1.00	82,153	86,520	92,148
Administrative Assistant	4.00	3.00	3.00	277,900	229,782	235,559
Substitute Secretary	-	-	-	614	1,900	579
Investigator	2.00	2.00	2.00	184,342	188,433	200,692
Classified - Hourly	0.10	0.10	0.11	1,444	2,781	3,051
Additional Pay-Administrative	-	-	-	56,915	36,800	6,800
Payroll Total	25.10	25.10	25.11	2,666,985	2,779,085	2,926,200
Benefits						
Employee Benefits	-	-	-	781,962	847,622	903,246
Empl Benefits-Non Alloc	-	-	-	72,164	-	-
Benefits Total	-	-	-	854,126	847,622	903,246
Purchased Services						
Mileage And Travel	-	-	-	9,328	14,374	14,374
Employee Training & Conf	-	-	-	55,627	59,970	36,870
Required Physical Exams	-	-	-	246	1,000	1,000
Meals/Refreshments	-	-	-	8,122	26,500	26,500
Legal Fees	-	-	-	229,021	298,970	268,970
Printing	-	-	-	15,785	12,674	12,674
ADA/Legal Settlement	-	-	-	10,359	8,900	8,900
Consultants	-	-	-	-	10,800	10,800
Contracted Services	-	-	-	90,171	150,415	145,415
Contract Maint/Eq Repair	-	-	-	230	500	500
Software Purch	-	-	-	35,276	24,200	22,200
Marketing - Advertising	-	-	-	6,777	20,083	20,083
Telephone/Pagers/Modems	-	-	-	3,179	4,500	4,500
Postage	-	-	-	226	850	850
Permits/Licenses/Fees	-	-	-	56	1,000	1,000
Fees For Dist Membership	-	-	-	14,808	17,800	17,800
Community Relations	-	-	-	73,974	43,800	43,800
Purchased Services Total	-	-	-	553,185	696,336	636,236
Materials and Supplies						
Contingency	-	-	-	-	26,237	46,837
Office Material/Supplies	-	-	-	35,558	45,060	45,060
Office Equipment - Under \$5K	-	-	-	32,564	3,091	3,091
Instructional Equip-Under \$5K	-	-	-	2,937	-	-
Copier Usage	-	-	-	1,253	8,520	5,520
Photographic Supplies	-	-	-	8,513	3,400	3,400
Audio Visual Materials	-	-	-	48	-	-
Materials and Supplies Total	-	-	-	80,873	86,308	103,908
Capital						
Building Improvements.	-	-	-	25,850	-	-
Capital Total	-	-	-	25,850	-	-
Total	25.10	25.10	25.11	\$4,181,019	\$4,409,351	\$4,569,590

BUDGETING FOR OUTCOMES

2021/2022 Renewal Request Form



DIVISION	District Leadership and Communications				
DEPT ID-Name	91010 – Superintendent Office	FTE	4.10	Adopted Budget	\$939,367

RENEWAL REQUEST SUMMARY- (SUMMARIZE THE OBJECTIVE OF THE FUNDING REQUEST)

The Superintendent’s Office consists of four full-time employees (Superintendent, Chief Strategy Officer, Chief of Staff, Executive Assistant), and one part time board recording secretary. These individuals provide oversight, leadership and support for the education of more than 80,000 students in 155 schools and programs. In addition, the Superintendent’s Office provides business support to the five elected officials on the Board of Education and constituents of Jeffco Public Schools.

ACTIVITY DESCRIPTION- (DESCRIBE THE ACTIVITIES THAT WILL BE FUNDED)

- Community Outreach and Learning Opportunities
- School Relations
- Board of Education Support and Meeting Agenda Responsibilities
- Support for Schools and District Departments
- Support for Students, Parents, Guardians and Families
- Strategic Plan
- Communications Liaison
- Graduation Requirements
- Legislative Relations
- Leadership Meetings and Guidance
- Superintendent Correspondence/Calendar
- Website Maintenance
- Elections
- Administrative Duties per District Guidelines (i.e., p-cards, payroll, budget submission)

PERFORMANCE MEASURES- (REPORT ON RESULTS/SUCCESS OF EXISTING PERFORMANCE MEASURES)

- All current and new projects will be completed according to deadlines.
- All work will be completed within the approved budget
- The Strategic Plan will be organized so that the Board and community understand district performance.
- Board of Education meetings will be organized and communicated so community members are informed and able to participate.
- Managing the health and safety of over 80,000 students and 14,000 employees during the COVID19 pandemic resulted in constant monitoring of multiple levels of public health guidelines (federal, state, metro, county) and continual revision of plans to enable student learning in three learning models: hybrid, remote, in-person.
- The 2020/21 measurable goal was adjusted due to the COVID19 pandemic for several targets drastically impacted (i.e., Transportation, Food Services). The Board received reports on student learning and conditions for learning tactics of the Strategic Plan in order to monitor the work of the district.

IMPROVEMENT & EFFICIENCIES- (HOW WILL PRIOR RESULTS BE IMPROVED UPON AND MEASURED?)

- Having an appropriately staffed executive supports, as well as supports for the Board of Education, are mission critical endeavors. Not having them would be catastrophic.
- The Chief Strategy Officer has been instrumental in developing a host of measurable outcomes across the organization, and in keeping the Board of Education and Jeffco Public Schools focused on its strategic objectives. If these supports were to be removed, the likelihood of our district achieving our strategic goals is greatly diminished.

SUPPORT OF STRATEGIC OBJECTIVES- (HOW WILL THE FUNDS SUPPORT JEFFCO GENERATIONS?)

The Superintendent brings a relentless focus to short and long term activities, funds and efforts to bring about change to the student experience in Jeffco Public Schools through the network of support being developed through tactic teams of the strategic plan. The first three strategies of the strategic plan have been presented to and monitored by the Board of Education as the fourth year of implementation continues.

STRATEGY ONE: TRANSFORMING STUDENT TASK

- Superintendent, Chief Strategy Officer and Chief of Staff work with district leadership to positively impact changes in student learning.

STRATEGY TWO: CONDITIONS FOR LEARNING

- Superintendent Office staff will support educator leadership by holding monthly leadership meetings, school and classroom visits, and through daily support to schools and district departments.

STRATEGY THREE: READINESS FOR LEARNING

- Superintendent Office staff will support parent/family, community and business groups to help foster positive relationships with our schools and students.

BUDGET CHANGES FROM PRIOR YEAR- (DESCRIBE BUDGET CHANGES/REORGANIZATION)

- Elimination of Innovation Fund for students and employees.
- Elimination of annual purchase of matrix software for Innovation Fund.

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

- Board of Education page on Jeffco website <http://www.jeffcopublicschools.org/board/index.html>
- Superintendent's page on Jeffco website <http://www.jeffcopublicschools.org/superintendent/index.html>
- Board of Education meeting minutes/video streaming <http://www.jeffcopublicschools.org/board/minutes.html>
- Jeffco Generations vision <http://www.jeffcopublicschools.org/about/generations>
- Strategic Plan http://www.jeffcopublicschools.org/about/strategic_plan

BUDGETING FOR OUTCOMES

2021/2022 Renewal Request Form



DIVISION	District Leadership and Communications				
DEPT ID-Name	91300 – Communications Office	FTE	8	Adopted Budget	\$1,124,155

RENEWAL REQUEST SUMMARY- (SUMMARIZE THE OBJECTIVE OF THE FUNDING REQUEST)

The Communication Services Department handles all internal and external communications, community relations and outreach, public relations, emergency communications, and family engagement for Jeffco Public Schools. The department is dedicated to focusing its activities to deliver on the promise of the Jeffco vision, and to efficiently use resources to inform, engage, and inspire our students, parents, staff, and community in support of the success of the Jeffco strategic plan. District branding, crisis communications, media response, public relations, marketing, multimedia (social media, video, web), family engagement and community outreach are the core functions handled by a staff of eight. We coordinate with and directly support the work of all internal departments and all 155 schools in order to properly frame and convey critical information and messages to the public, and partner with community groups to share information relevant to our students, staff and community. Increasing in importance are the areas of school marketing and family engagement. With the advent of school choice and open enrollment, schools are experiencing increased pressure to compete with and among each other to retain/grow enrollment numbers and expand programs that are attractive to families. Communication Services is deeply involved in analyzing the competitive landscape among schools both within Jeffco and nearby neighboring districts, identifying marketing opportunities to reposition, reimagine program offerings, and build awareness for school enrollment. The department develops marketing/communications materials to enable schools to message their programs to the community. The department also manages all communications and events related to the Capital Improvement/2018 Bond program which includes building a website to communicate progress, board presentation materials, community events celebrating progress, media relations, etc.

ACTIVITY DESCRIPTION- (DESCRIBE THE ACTIVITIES THAT WILL BE FUNDED)

- Publications and Collateral Material: Strategic Plan, District Overview, Bond Updates, school marketing, and community reports on district activities, advertising, general-purpose communications materials, etc.
- Brand management: Promote the Jeffco vision, district logo, and values/skills/goals to students, families, employees, and the community.
- Community relations & outreach: Support advocacy and public awareness on education issues, partner with community organizations to build relationships in support of Jeffco and its students.
- Community/staff event coordination: Plan and support community meetings on behalf of the superintendent and other district departments; plan and execute “Value Awards - an annual employee recognition event”.
- Crisis/emergency communications: Conduct all district-level emergency communications assist schools with communications regarding school and community emergency incidents; train support schools on use of SchoolMessenger alert system; manage media inquiries during incidents.
- Employee (internal) MyJeffco website design, creation, updating, and management
- Family Engagement (Family, School, and Community Partnership): Initiate, plan, coordinate and deliver impactful family engagement at the school level as well as throughout their surrounding communities. Work with Title 1 Team, DAC, Student Engagement and school leadership to implement family programming, training, and resources to support effective family engagement.
- High school athletics and activities reporting: Promote stories about athletics and activities – video production
- District website: Evaluate, maintain and update district website; content creation and management; manage process to upgrade website functionality as needed, quantify success through analytics. Designed and built **RestartJeffco, JeffcoMakes, Family Resources, Mental Health**, and other websites in 20/21.
- Marketing for schools and programs: Assist schools with materials and methods for marketing their school to the community. Includes EnrollJeffco, relaunch Vivian Elementary 20/21, rebranding Warren Tech 20/21, and other specific school activities.
- Media & Public Relations: Publicize and promote Jeffco's news, events, activities, awards. Publish weekly **Media Tips** newsletter. Manage and respond to local, national, and international media inquiries.
- Newsletters: Leadership Memo, Monday Minute (staff newsletter), Chalk Talk (community newsletter), On the Issues (urgent community news from the Superintendent). In spring, 2020 launched **#TeamJeffco Briefing** and **Community Update** in response to COVID-19 crisis communications needs.
- Photography & Video Production: Produce high quality video and digital video essays to tell the Jeffco story. Video and photography support the work of many departments including employee training videos, program announcements, and programmatic supports. Photography is used in our publications, website, social media or other platforms.

- Social media content & management: Manage district and employee Twitter, Facebook, Instagram and YouTube accounts. Develop and curate content through school campaigns, district initiatives, and education news.
- Story development for internal use and external submission: Build upon story ideas shared with us, develop new ideas, and produce stories through interviews, research and attendance at events. Create cadence of blogging, newsletters, media stories, etc.

PERFORMANCE MEASURES- (REPORT ON RESULTS/SUCCESS OF EXISTING PERFORMANCE MEASURES)

- Rebranding and Identity Package Redesign: Jeffco District Overview and other collateral were updated and redesigned to more effectively communicate district priorities and strategy to the community.
- Monthly Analytics Report provided to Board of Education – digital activity, media coverage, video production, impressions, and other analytics.
- Media & Public Relations: Increased media mentions, positive coverage of student achievement and school success, and published feature stories about Jeffco. Coordinated media activities and response for COVID-19 pandemic issues as they effected schools from March 2020 onward.
- 2018 Bond/Mill Election: Monthly updates to CAAC, bi-annual community update, JeffcoBuilds website, DAG/OAC representative and reporting.
- Family Engagement: Strategic plan tactic lead for Family Engagement drives this work forward for Jeffco by working with schools directly to build family engagement skills and increased parent programs. 20/21 - Produced and delivered professional learning focused on Family Engagement for principals and educators.
- Public and Internal Websites: Designed and built RestartJeffco website in response to COVID-19 and multiple websites related to priorities to support schools, students, staff and community needs. Increased number of visitors, page views, time spent viewing for public
- Social media: Increased content generation from DO and schools, followers, likes, and online engagement across multiple platforms. Build follower base and engagement across 3 employee social media channels and 3 external social media channels.
- Received seven national awards recognizing achievement in communications programs and recognizing specific projects.

IMPROVEMENT & EFFICIENCIES- (HOW WILL PRIOR RESULTS BE IMPROVED UPON AND MEASURED?)

- Focus for SY21/22 will be on recovery activities following the pandemic including enrollment restoration, student achievement and growth, staff retention, community engagement, and bond program progress. Milestones are identified in the communications and family engagement tactics within the strategic plan. Improvements to media outreach and engagement with schools, defining and implementing district expectations and measurements for family engagement, upgrading content and delivery modes for internal communications, social media to support learning, and building the infrastructure to deliver more effective school marketing are some of these milestones.

SUPPORT OF STRATEGIC OBJECTIVES- (HOW WILL THE FUNDS SUPPORT JEFFCO GENERATIONS?)

- Learning -- Communication is key to sharing information that will help students and families learn about the resources available to support learning, school choice, curriculum, educational pathways, and more. The Communication Services department directly supports learning by hosting 3-5 student interns and classrooms to visit the Ed Center each school year and regularly participates at school functions or engages with students directly around topics related to communications, leadership, and career pathways.
- Conditions for Learning-- Communications develops and supports conditions for learning by developing and launching communications tools to help share a professional model of teaching and transforming student task with families and the community. We also communicate our high expectations of students to our community, and highlight equity issues in support of conditions for learning.
- Readiness for Learning-- An increased focus on family engagement to support student achievement is one department support of readiness for learning. Informing families of programs, enrollment opportunities, and social supports help students get ready to learn. Family, School, and Community partnerships is a major effort of the entire department and the specific focus of the Outreach position.

BUDGET CHANGES FROM PRIOR YEAR- (DESCRIBE BUDGET CHANGES/REORGANIZATION)

- None

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

[District Overview](#)

www.jeffcopublicschools.org

[JPS-TV](#)

[Facebook](#)

[Twitter](#)

[Communications Services Community Portal](#)

BUDGETING FOR OUTCOMES

2021/2022 Renewal Request Form



DIVISION	District Leadership and Communications				
DEPT ID-Name	97020-Employee Relations	FTE	11.0	Adopted Budget	\$1,850,258

RENEWAL REQUEST SUMMARY- (SUMMARIZE THE OBJECTIVE OF THE FUNDING REQUEST)

Legal Services & Employee Relations 2020/2021 Final Budget: \$1,724,970 - FTE 11.00

ACTIVITY DESCRIPTION- (DESCRIBE THE ACTIVITIES THAT WILL BE FUNDED)

- District policy BDG recognizes a district the size and complexity of Jefferson County Public Schools has a need for competent general counsel to aid the superintendent and the Board regarding all legal matters and to advise them with regard to applicable federal and state laws and regulations, all pending or threatened litigation, and to give legal opinions regarding questions raised by the Board and the superintendent.
- Board policy EL-3 directs the superintendent to develop systems for the treatment of staff.
- Board policy EL-10 and EL-12 direct the superintendent to develop systems to ensure school environments are safe, respectful, are free from unnecessary disruption and discrimination, and any related grievances or complaints are effectively handled. In addition, the Board by policy directs the superintendent to establish policies and procedures to ensure compliance with applicable federal and state laws.

The Legal Services and Employee Relations Department staff fulfill the above cited directives from the Board. This includes, but is not limited to: responding to legal inquiries from internal and external stakeholders; conducting legal research, instituting preventative practices to ensure legal compliance; reviewing and revising district policies and regulations; investigating complaints and concerns as required by law and district policy; delivering professional development opportunities on areas of expertise; representing the district in various forums; and coordinating the work of special counsel.

Specific topics areas of engagement are: collective bargaining, employment law, contract development and compliance, student discipline and due process, management coaching, Title IX, family law, education law, Colorado Open Records Act fulfillment, workplace investigations, defense of the district in grievances, mediation, truancy prosecution, subpoena fulfillment, among other general counsel topics.

PERFORMANCE MEASURES- (REPORT ON RESULTS/SUCCESS OF EXISTING PERFORMANCE MEASURES)

- In August 2020, the Department of Education published new Title IX regulations. These significant changes spurred department staff to secure new certifications, produce new training efforts, and otherwise develop a compliant system for the processing of complaints. Overtime, we believe these efforts will promote a more inclusive and respectful culture leading to fewer complaints and lower litigation costs.
- While measuring the absence of something is imprecise at best, it is important to recognize that the COVID-19 pandemic caused significant changes in the way the district conducted business in part due to the novel health environment but also because of the immense amount of pandemic related law. In response, department staff worked diligently to counsel district partners on such topics as the CARES Act, Families First Coronavirus Response Act, Americans with Disabilities Act, as well as a torrent of state and local executive orders. In hindsight, we believe this work contributed to the success of the district during a turbulent period. To date, grievances, state and federal complaints, and other indicators of pandemic related non-compliance are significantly low. We greatly appreciate the flexibility of our community during this time and are thankful for the strong collegial relationships we relied on from the Jefferson County Attorney's Office, the Colorado Attorney General's Office, the Colorado Department of Education, and neighboring school districts.
- To support the shift to remote work, the department made efficient transitions to providing services virtually. Because of the tireless efforts of our IT department, Legal Services and Employee Relations staff engaged tools and produced content in order to provide the same level of service to our stakeholders during the pandemic.

IMPROVEMENT & EFFICIENCIES- (HOW WILL PRIOR RESULTS BE IMPROVED UPON AND MEASURED?)

- The department is collaborating with Risk Management among other departments to institute a new delivery and tracking system for training modules including Title IX and other topics. The ultimate roll out of this system will be

our initial measure of progress and will generate more data points to measure success such as completion rates, timeliness of completion, quantity of content areas provided, etc.

- The department is proud of our very competent staff. Due to the work shifts caused by the pandemic, we believe there is an opportunity to provide more virtual resources that will enable our staff to leverage their skills and abilities on tasks that in previous years were completed by outside counsel or contractors. We will know if this is a successful endeavor by monitoring the uptake of our developed resources and by tracking contracted expenditures.

SUPPORT OF STRATEGIC OBJECTIVES- (HOW WILL THE FUNDS SUPPORT JEFFCO GENERATIONS?)

- Many of the state and federal statutes that affect our school district are intended to ensure students from all walks of life are able to access educational programming equitably and free from discrimination. Consequently, we believe our compliance efforts support the conditions for learning and readiness for learning objectives.
- A significant area of the general counsel provided by our office relates to our collective bargaining agreements and areas of employment law. This work contributes to a professional work environment and supports the development of quality educators.
- While department staff facilitate the provision of due process for disciplined students, which is an important end in itself, a significant effort is made to train on and support restorative practices within the district. Restorative practices aim to reduce exclusionary discipline and promote social-emotional supports for students by building community and addressing harm in an inclusive, engaged way.

BUDGET CHANGES FROM PRIOR YEAR- (DESCRIBE BUDGET CHANGES/REORGANIZATION)

- Immediately preceding the pandemic in March 2020, the district's general counsel left Jeffco Public Schools to pursue other employment opportunities. From March – July, Christopher Esser served as interim general counsel and then was approved by the Board to fulfill the role in an ongoing manner.
- Katelin Eastman was recruited from a Chicago based education law firm to Jeffco Public Schools to serve as the deputy general counsel starting in October 2020.
- Craig Blake was recruited from Utah's Disability Law Center to join Jeffco Public Schools as a staff attorney in November 2020.

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)





Districtwide

The Districtwide budget includes expenditures related to overall district operations that do not directly align to a district division.

Expenditures in this section include:

Administration and legal fees associated with the supplemental retirement plan. Employee payouts for unused sick and personal leave balances upon ending employment with the district (generally speaking, payouts are less than 15 percent of accumulated leave balances).

Principal and interest payments for Supplemental Retirement Certificates of Participation (COPs).

District bank fees and other banking expenses such as supplies, deposit slips, and charge-backs.

Repayment to the Colorado Department of Education for the one-day count audit adjustments. Audit repayment for federal grant programs.

Fee waiver reimbursements that are issued by schools to help offset lost fee revenue for students who have their fees waived.

Fees that are statutorily charged to the district by the County Treasurer for the administration, collection, and distribution of property tax are also covered by this budget.

	2019/2020 Budget FTE	2020/2021 Budget FTE	2021/2022 Budget FTE	2019/2020 Actual	2020/2021 Budget	2021/2022 Budget
General Administration						
Payroll	-	-	-	\$913,423	\$1,170,000	\$1,170,000
Non-Payroll	-	-	-	4,074,716	4,050,753	4,030,753
Total	-	-	-	\$4,988,139	\$5,220,753	\$5,200,753



JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2021/2022
General Fund Department Detail

Districtwide

	2019/2020 Budget FTE	2020/2021 Budget FTE	2021/2022 Budget FTE	2019/2020 Actual	2020/2021 Budget	2021/2022 Budget
Dept ID: Districtwide						
Payroll						
Unused Sick Leave	-	-	-	\$909,264	\$1,120,000	\$1,120,000
Payroll Total	-	-	-	909,264	1,120,000	1,120,000
Benefits						
Employee Benefits	-	-	-	3,810	50,000	50,000
Empl Benefits-Non Alloc	-	-	-	353	-	-
Benefits Total	-	-	-	4,163	50,000	50,000
Purchased Services						
Legal Fees	-	-	-	-	40,000	40,000
Printing	-	-	-	-	2,500	2,500
Contracted Services	-	-	-	-	82,300	82,300
Bank Fees & Other Expense	-	-	-	3,000	85,000	65,000
County Treasurer's Fees	-	-	-	1,058,672	640,000	640,000
Lease Purch-Other-Principal	-	-	-	2,435,000	1,815,000	1,815,000
Lease Purch-Other-Interest	-	-	-	578,043	1,385,953	1,385,953
Purchased Services Total	-	-	-	4,074,715	4,050,753	4,030,753
Materials and Supplies						
Copier Usage	-	-	-	(1)	-	-
Materials and Supplies Total	-	-	-	(1)	-	-
Capital						
Total	-	-	-	\$4,988,141	\$5,220,753	\$5,200,753



Educational Research & Design

Divisions within the General Fund participated in Budgeting for Outcomes, a process where departments evaluated their programs and services to assure alignment with district goals.

Detailed information that follows includes:

- Department Renewal Summary
- Activity Description
- Performance Measures
- Improvement & Efficiencies
- Support of Strategic Objectives
- Budget Changes from Prior Year

	2019/2020 Budget FTE	2020/2021 Budget FTE	2021/2022 Budget FTE	2019/2020 Actual	2020/2021 Budget	2021/2022 Budget
General Administration						
Non-Payroll	-	-	-	24,660	-	-
General Instruction						
Payroll	139.07	141.48	128.14	\$10,719,065	\$11,463,436	\$11,118,386
Non-Payroll	-	-	-	25,424	-	1,700,000
Instructional Support						
Payroll	151.98	142.02	140.49	13,504,748	14,866,040	15,566,726
Non-Payroll	-	-	-	2,359,535	4,329,586	3,580,469
School Administration						
Payroll	-	-	-	1,064	-	-
Non-Payroll	-	-	-	55	-	-
Special Ed Instruction						
Non-Payroll	-	-	-	-	63,492	63,492
Total	291.05	283.50	268.63	\$26,634,551	\$30,722,554	\$32,029,073



JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2021/2022
General Fund Department Detail

Educational Research & Design

	2019/2020 Budget FTE	2020/2021 Budget FTE	2021/2022 Budget FTE	2019/2020 Actual	2020/2021 Budget	2021/2022 Budget
Dept ID: Educational Research & Design						
Payroll						
Chief Officer	1.00	1.00	1.00	\$137,042	\$151,987	\$161,873
Executive Director	4.00	4.00	4.00	487,655	542,800	578,109
Director	9.00	9.00	9.00	851,395	1,044,733	1,112,046
Assistant Director	5.00	5.00	5.00	434,360	499,378	531,864
Assistant Principal	-	0.40	0.40	38,143	39,287	41,844
Manager	1.00	1.00	1.00	80,399	86,839	92,488
Technical Specialist	15.50	16.50	16.50	1,256,397	1,459,308	1,552,839
Teacher	82.40	82.40	77.40	5,473,857	5,842,413	5,872,149
Substitute Teacher	-	-	-	307,587	89,300	84,100
Counselor	3.00	3.00	2.00	211,838	212,367	137,842
Teacher Librarian	2.50	3.50	3.50	139,252	266,063	292,889
Coordinator - Licensed	8.00	8.00	8.00	621,488	615,293	653,350
Coordinator - Administrative	8.00	8.00	7.00	607,776	673,012	669,094
Resource Specialist	1.00	-	-	51,252	2,409	-
Resource Teachers	73.91	70.25	69.35	4,120,430	5,355,171	5,429,065
Instructional Coach.	8.00	8.00	7.00	624,239	620,925	564,030
Administrator	2.00	2.00	2.00	154,368	159,975	170,382
Specialist - Classified	5.00	5.00	5.00	234,446	304,235	328,861
Technician - Classified	14.84	15.16	14.00	726,209	715,589	724,948
Administrative Assistant	1.00	1.00	1.00	62,113	63,356	75,705
Substitute Secretary	-	-	-	25,790	-	-
Secretary	3.00	3.00	3.00	145,712	149,611	159,344
Clerk	1.00	1.00	1.00	43,745	45,360	48,311
Paraprofessional	0.23	0.21	0.24	27,192	6,129	6,724
Special Interpreter/Tutor	36.05	30.81	25.29	899,733	882,449	703,312
Classified - Hourly	5.62	5.27	5.95	199,022	150,927	165,567
Additional Pay - Certificated	-	-	-	215,406	73,042	65,624
Additional Pay-Classified	-	-	-	587	12,100	12,100
Additional Pay-Administrative	-	-	-	229,588	94,324	85,451
Overtime - Classified	-	-	-	15,889	16,575	16,575
Payroll Total	291.05	283.50	268.63	18,422,910	20,174,957	20,336,486
Benefits						
Employee Benefits	-	-	-	5,311,764	6,154,519	6,348,626
Empl Benefits-Non Alloc	-	-	-	490,203	-	-
Benefits Total	-	-	-	5,801,967	6,154,519	6,348,626
Purchased Services						
Mileage And Travel	-	-	-	52,168	72,388	65,338
Employee Training & Conf	-	-	-	89,297	305,768	277,052
Awards And Banquets	-	-	-	1,208	-	-
Recruiting Costs	-	-	-	16,200	500	500
Meals/Refreshments	-	-	-	5,458	8,722	3,500
Student Transportation.	-	-	-	5,022	10,000	5,000
Legal Fees	-	-	-	2,900	-	-
Printing	-	-	-	9,387	20,525	19,275
Consultants	-	-	-	92,150	11,500	1,500
Contract Labor	-	-	-	93	68,492	68,492
Contracted Services	-	-	-	600,844	337,202	210,152
Building Rental	-	-	-	6,542	2,500	2,500
Equipment Rental	-	-	-	-	450	250
Contract Maint/Eq Repair	-	-	-	1,320	10,000	7,300
Technology Services	-	-	-	-	1,100	1,100
Software Purch	-	-	-	867,800	966,087	887,087
Marketing - Advertising	-	-	-	6,845	6,600	6,600

ERD - Educational Research and Design



JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2021/2022
General Fund Department Detail

Educational Research & Design

	2019/2020 Budget FTE	2020/2021 Budget FTE	2021/2022 Budget FTE	2019/2020 Actual	2020/2021 Budget	2021/2022 Budget
Telephone/Pagers/Modems	-	-	-	12,877	11,070	10,050
Postage	-	-	-	2,847	7,900	6,800
Permits/Licenses/Fees	-	-	-	69	-	-
Fees For Dist Membership	-	-	-	10,304	31,821	20,253
Purchased Services Total	-	-	-	1,783,331	1,872,625	1,592,749
Materials and Supplies						
Furniture & Fixtures	-	-	-	2,027	-	-
Office Material/Supplies	-	-	-	53,124	61,622	50,756
Office Equipment - Under \$5K	-	-	-	128,829	73,839	70,239
Curriculum Dev/Staff Training	-	-	-	193,580	499,564	119,716
Data Processing Supplies	-	-	-	-	3,600	1,600
Instructional Material/Supply	-	-	-	163,672	442,219	2,081,022
Instructional Equip-Under \$5K	-	-	-	71,654	40,709	40,709
Copier Usage	-	-	-	11,656	33,700	29,400
Testing Materials	-	-	-	901	6,200	770
Materials and Supplies Total	-	-	-	625,443	1,161,453	2,394,212
Capital						
Office Equipment	-	-	-	900	5,000	3,000
Instructional/Curric Equipmnt	-	-	-	-	1,354,000	1,354,000
Capital Total	-	-	-	900	1,359,000	1,357,000
Total	291.05	283.50	268.63	\$26,634,551	\$30,722,554	\$32,029,073

BUDGETING FOR OUTCOMES

2021/2022 Renewal Request Form



DIVISION		Educational Research and Design (ERD)			
DEPT ID-Name	84002 - Choice Pathways	FTE	17.0	Adopted Budget	\$2,175,190.00

RENEWAL REQUEST SUMMARY- (SUMMARIZE THE OBJECTIVE OF THE FUNDING REQUEST)

The Choice Programming department consists of a staff responsible for a variety of content areas, pathways, and choices for students in our district. This department is specifically responsible for World Languages and Culture, Foreign Exchange programs, Visual Arts, Theatre, Physical Education, Health Education, Instrumental and Vocal Music, Graduation Requirements, Career and College Pathways, Concurrent Enrollment programs, STEM programs, Career and Technical Education programs, and Work Based Learning for all levels. The Choice Pathway budget (84002) includes positions, activities, and school supports for Career and Technical Education, Work Based Learning, STEM pathways, Health Pathways, Graduation Requirements, and college coursework (Concurrent Enrollment and AP).

Positions:

- 1-Director
- 1 -CTE Coordinator
- 1 - Postsecondary Workforce Development Coordinator
- 1 - Work Based Learning Coordinator
- 1 - STEM Specialist
- 1 - ELA pathway designer (competency integration with industry certifications, internships, apprenticeships and supporting the development of graduation menu of options, support of ACT and SAT in Jeffco high schools, development of Capstones, support of PBL across schools)
- 1 - Math pathway designer (competency integration with industry certifications, internships, apprenticeships and supporting the development of graduation menu of options, support of ACT and SAT in Jeffco high schools, development of Capstones, support of PBL across schools, and supporting the development of Geometry in Construction and AMPED programming)
- 3 - Work Based Learning Specialists
- 1-CTE Compliance specialist
- 1-Middle School CTE and WBL specialist to grow opportunities for students in middle schools
- 1 Choice Programming CTE Classified Technician
- 3.6 FTE CTE building support transferred to schools annually to support compliance and high-quality programming
- .4 AMPED and GIC Coordinator responsible for supporting implementation of these programs and coordinating with industry partners such as Habitat for Humanity

Career and Technical Education (CTE) provides the strong workforce training needed to fill the jobs vital to respond to needs in the Colorado workforce. CTE programs produce strong educational returns, strengthening student engagement in school, achievement in academics and technical skills, transitions from high school to postsecondary education and from education to careers. Career and Technical programs are governed by both the Colorado Department of Education and the Colorado Community College System. The focus on this work is to ensure high-quality programs that meet state and national standards to ensure student success. The CTE team is responsible for ensuring ongoing funding received from both federal and state levels to support these efforts in Jeffco schools.

In assessing the current landscape of career opportunities in Colorado, additional support in the areas of **STEM and Health** were required to ensure K-12 pathways in these high demand fields.

Work Based Learning is an essential part of preparing students for career and college in their future. In addition, it is a primary goal of the state of Colorado. The Colorado Workforce states “Work-based learning is a continuum of activities that occur, in part or in whole, in the workplace, providing the learner with hands-on, real world experience. It combines skill development with training opportunities and is a key strategy in Colorado for developing talent and preparing Coloradans for the workforce and evolving labor market.”

College coursework offered to high school students provides them with the experience and skill to move into college programs in their future. In addition, the **Concurrent Enrollment** program in Jeffco is responsible for saving students and family’s money on college and can even help launch them into a rewarding career directly out of high school. Jeffco’s Concurrent Enrollment program has grown substantially through the dedicated FTE and funding supporting this work in Jeffco schools.

The Colorado State Board of Education adopted the Colorado **Graduation Guidelines** which included the Colorado menu of college and career-ready demonstrations in 2013. This menu of demonstrations included various assessments and other demonstrations that would align to students' personal pathways after graduation. Jeffco's graduation requirements include 23 credits in specific content and elective programs coupled with meeting one graduation menu of options in Math and one in English. The Choice Programming team members support the implementation of these options to include industry certification, Accuplacer, concurrent enrollment credits, ASVAB, ACT WorkKeys, Capstones, and the state performance-based assessment. In addition, the team supports training and resources for both the ACT and SAT national assessments.

The work of the Choice Programming team aligns to the successful implementation of the **Customized Pathways** tactic within Jeffco's strategic plan. It ensures a focus on student pathways through Jeffco schools to a viable and successful path once they graduate. This work includes ensuring equitable access for each Jeffco student to include broadening students of color and non-traditional students' participation in pathways such as STEM and Health.

ACTIVITY DESCRIPTION- (DESCRIBE THE ACTIVITIES THAT WILL BE FUNDED)

The Choice Programming Department supports Career and Technical Education (CTE), STEM (Science, Technology, Engineering, and Mathematics), Graduation Requirements, and Postsecondary Readiness for students within Jeffco. Our department works closely with teachers and administrators at all of our neighborhood and option schools on professional development and ways to integrate our content areas with those taught in core content classrooms.

Choice Programming also is responsible for coordinating opportunities for our high school students to earn college credit through advanced placement (AP) and International Baccalaureate (IB) classes, Concurrent Enrollment opportunities, and providing opportunities for our students to earn industry recognized credentials at our schools.

High-level Work:

- Pathway developments in key industry areas
- Geometry in Construction and Algebra 1 in Manufacturing Processes Entrepreneurship & Design (AMPED) math and CTE coursework
- New Graduation Menu of Options requirements to include District wide Capstone for Graduation
- Support of instructional leadership development for pathways
- STEM Endorsed Diploma
- STEM pathway development, professional learning, and educator supports
- Health pathway development, professional learning, and educator supports
- Innovative Schools support in the areas of Early College like pathways or Pathways in Technology (P-Tech)
- Developing Jeffco Career Links as a system of work-based Learning within and outside of schools to include building strong industry partnerships and advisories
- Support the implementation of Jeffco Deeper Learning Model within elective and choice classrooms
- Manage Career and Technical Act Reporting, CTE audits, Perkins V grant writing and distribution, Title IV pathways, implementation of Career Success Incentive Program, Program auditing
- District Unified Improvement Plan Development in partnership with Chief Academic Office (CAO), Instructional Data Services Assessment and Research and the District Accountability Committee (DAC)
- Support Jeffco Deeper Learning Model resources and professional learning for each domain; Plan, Teach, Assess, and Reflect
- Increase concurrent enrollment opportunities across all of Jeffco schools through building partnerships with higher education and supporting families in participating in programs
- Increase equitable access and participation in programs across all of Jeffco

CTE High Quality Programming:

To support the Career and Technical Education within Jeffco, the Choice Programming department works to maintain compliance with state and national requirements while also furthering CTE goals in order to receive an allocated amount of the Carl Perkins Grant and reimbursement from the Colorado Career and Technical Act. Under the Perkins Act, federal funds are available to help provide vocational-technical education programs and services to youth and adults. The Colorado Career and Technical Act (CTA) is a reimbursement act, which provides reimbursement funding for CTE expenditures within Jeffco. All funds are used in accordance with federal and state guidelines and include purchasing occupationally relevant equipment, vocational curriculum materials, materials for learning labs, curriculum development or modification, staff development, efforts for academic-vocational integration, supplemental services for special populations, and expansion of tech prep programs. Without these funds, the department would not be able to continue the supplemental support offered to tech programs at many Jeffco schools. To maintain these funds, the CTE team (Choice Programming Directors, CTE Coordinator, CTE Compliance specialist, Middle School CTE, and CTE technician) works to comply with these guidelines through extensive reporting and program evaluation throughout Jeffco.

In addition, the choice programming team supports the development of high quality CTE instruction and programming. Each of the over 200 programs require a program approval connected to industry needs and articulation to college programs. These program approvals include student participation in Career and Technical Student Organizations, maintaining industry

led advisory teams, strategic planning, and implementing high-quality curriculum focused on academic, technical, and essential skill attainment. The CTE coordinator and CTE middle School specialist supports the over 300 teachers in middle and high schools who offer these unique programs for Jeffco students. This support includes both compliance and instructional supports so that teachers can focus on strong instructional practices within their programs.

In addition to the work of the team to ensure high quality programming and compliance measures, the Choice Pathways budget includes 5A funding to support the implementation of programs at multiple levels. For example, \$200,000 is set aside to support middle school programming purchases of equipment needed to run CTE programs as well as resources to ensure industry exploration. Our Industry and community partners regularly request more investment happen at middle school so that students have a better understanding of the variety of career opportunities at a younger age.

Work Based Learning:

To support increasing student access to customized pathways, we are collaborating with high schools and industry partners to grow work-based learning to include job shadows, internships, and apprenticeships. This work crosses several departments and school staff to maintain rigorous and high expectations for students to match their work-based experience with school-based requirements. In addition, the Work Based Learning team has developed the branding for *Jeffco Career Links*, which connects schools and industry in authentic learning for students. This team brings industry connections to the classroom through Problem Based Learning, industry speakers, mock interviews, and industry counseling support. In addition, this team ensures high-quality external student opportunities through worksite tours, job shadows, internships and apprenticeships. Jeffco is continuing to collaborate with Career Wise Colorado to create and maintain strong apprenticeships for students in four main pathways: Finance, Marketing, Advanced Manufacturing, and Information Technology. Each of the specialists are assigned to between 6 and 8 high schools and supports middle and elementary schools as needed. In addition to staffing, the budget for Jeffco Career Links includes funding to support student transportation to industry events, the development of a database of industry partners who support these crucial opportunities, and tools for schools to ensure deeper learning through building authentic connections to experiential learning.

Pathway Development:

The pathway designers work closely with our CTE Coordinator and Concurrent Enrollment Coordinator to create valuable industry aligned pathways in all of our high schools. This team works to ensure the pathways align to high school graduation credit and include authentic experiences for students. The team is instrumental in connecting standards to student learning in CTE and other elective courses and intentionally connects learning to the Jeffco Deeper Learning Model. The work of mapping English and Math core content learning to these experiences helps develop strong career and college pathways for students. An example of this work is the support of Geometry in Construction and AMPED math in CTE programs through curriculum mapping, implementation support, and instructional support within learning labs. The team has developed new pathways in teaching, aviation, and additional STEM areas such as cybersecurity. The funds support the professional learning for teachers to attain industry certifications and develop strong curriculum.

Graduation Guidelines Menu of Options:

The ELA and Math Pathway designers also support the implementation of the Graduation Guidelines Menu of Options throughout Jeffco. They work closely with teachers to ensure alignment of resources and instruction to ensure attainment of the graduation guidelines. This past year they have developed the guidelines and rubric for the district approved capstone in ELA and in Math. This work also includes continuing to provide ongoing professional learning and school-based support during the 2021-2022 school year. In addition, they will work closely with the CTE coordinator and the CTE teachers to continue the implementation of industry specific capstones. These designers also work closely with Concurrent Enrollment teachers to help enroll students in college opportunities. This work is essential in supporting the Jeffco Strategic Plan for developing student customized pathways that lead to deeper learning.

STEM in Jeffco:

As part of the need to improve systemic STEM programming throughout Jeffco, the STEM specialist position was developed. This person has developed the STEM pathway descriptions and will implement this pathway through the multi-year support of a K-12 STEM pathway in Arvada, Bear Creek, and Green Mountain. In addition, the work with Title IV funding for STEM pathways is supported by this specialist. This year the STEM Endorsed Diploma expanded to all interested schools. The work of the diploma includes implementing a STEM capstone. The STEM pathway designer also works closely with the Gill Foundation grant to implement a K-12 STEM pathway in the Arvada area. This includes supporting professional learning and other needs of elementary, middle, and high schools in this area. Lastly, we have started a partnership with the Bioscience Institute to provide teacher externships in STEM fields to support the increase of engaging STEM related work in schools.

College Pathways:

Over 70% of the jobs in Colorado will need some level of postsecondary training either through industry recognized credentials, college certificates, or a degree from 2- or 4-year institutions. Jeffco has invested in increasing Concurrent Enrollment opportunities for students to prepare them for postsecondary learning and in some cases to actually help students earn their degree before they leave high school. Through the work of the Postsecondary Workforce Readiness Coordinator, we have grown Concurrent Enrollment to the highest number of unique participants in the metro area. In addition, we continue to expand partnerships with other metro institutes of higher education such as Colorado School of Mines. This work includes developing and sustaining partnerships with institutions of higher education, connecting CTE programs to college pathways, supporting students and families in obtaining college coursework, and increasing equitable access to college work for all students while in high school.

PERFORMANCE MEASURES

The Choice Programming Team is responsible for all CTE compliance and funding activities. This includes completing Perkins yearly grant writing and performance review as well as the yearly Career and Technical Act reporting. Both of these activities result in bringing in approximately \$3,600,000 for school CTE program funding. In addition, the compliance work ensures all programs are meeting high quality standards so that we can maintain funding.

In addition, this team is responsible for increasing concurrent enrollment, AP, and IB course completion in Jeffco High Schools. The team works closely with community colleges to increase programming and works closely with schools to register students for credit. The team is working to develop possible school choices that include P-Tech and other opportunities. Our current concurrent enrollment student participation rate is 8% and we anticipate this percentage will increase to 15% through strategic support of programs and students from 2016-17 school year to the 2021-2022 school year. Our data show that in the 2018-2019 school year we moved above 10%. Based on this projection and barring issues with the 2020-2021 school year, we believe we will be on track to meet this goal. It is important to note that we receive data that is 2 years behind so information regarding the 2021-2022 school year will not be available until the early fall of 2023.

The STEM specialist for this department works diligently to ensure equitable access to STEM programming across all of our elementary and secondary schools. This work has included developing the STEM Endorsed Diploma with schools, creating STEM pathways in multiple feeder systems, working with grant organizations to implement STEM labs, and verifying CTE STEM programming throughout the district. The ongoing goal is to ensure the implementation of the STEM diploma endorsement in every high school and a STEM identified program in every elementary and middle school. The STEM Coordinator will be writing curriculum for K-12 STEM programs that include high quality lessons.

Graduation requirements and competency work is done through the work of our two pathway designers (one ELA and one Math). This small team is working with multiple organizations and schools to create capstone experiences for meeting the new graduation requirements menu of options. In addition, this team is ensuring support for the District UIP and the pathway goals. Please see the District Unified Improvement Plan for the specific goals.

Lastly, the work of this team *directly* connects to the Career and College Readiness Indicator as part of the Jeffco Strategic Plan. Having met the goal is to ensure at least 50% participation of 9th -12th grade students in career and college pathways (i.e. CTE courses, AP, IB, and Concurrent Enrollment), the team is moving on to ensure 60% of seniors in Jeffco have participated in a Career Pathway that includes college coursework.

IMPROVEMENT & EFFICIENCIES- (HOW WILL PRIOR RESULTS BE IMPROVED UPON AND MEASURED?)

Building capacity in school leaders, instructional coaches, and other departments to better implement the strategic plan at the school level.

- Working with each school to develop capacity to create opportunities for work based learning programs at each grade level
- Increase the communication for all CTE, Concurrent Enrollment, and work based learning programs for district wide consumption and for multiple stakeholders
- Develop strategic plan and Perkins 5 plan alignments to ensure success of pathway program development
- Increase capstone and industry certification attainment for high schools

Our CTE and WBL Coordinators are responsible for supporting over 200 programs throughout Jeffco, which includes ensuring advisory meetings for each industry, providing valuable curriculum, and increasing industry certifications. The ongoing goal as part of the Customized Pathways tactic is to increase the industry certifications to 1500 by 2022. In 2019-2020 Jeffco turned in over 1400 industry certifications and is on track to meet the 1500 goal.

Work based learning continues to be a priority of the strategic plan and for the career exploration opportunities within Jeffco. In addition, increased work-based learning opportunities such as internships and apprenticeships is a state requirement for CTE programs. The Jeffco Career Links team supported individual school needs to increase these opportunities for schools. In addition, the team is developing ongoing programming such as Career Explore and Career Wise Apprenticeships throughout Jeffco. During the 2019-2020 school year, the Jeffco Career Links supported students in 605 internships and apprenticeships. The goal will be to increase this number to 1,000 by the 2021-2022 school year. In addition, this team will ensure that all CTE programs have a robust workplace experience connection as well as strong industry advisories.

Note: some timelines are delayed based on response in supporting schools with remote and hybrid learning

SUPPORT OF STRATEGIC OBJECTIVES- (HOW WILL THE FUNDS SUPPORT JEFFCO GENERATIONS?)

All the funds within this budget support the Customized Pathways Tactic, which ensures students have access to experiential learning and high quality CTE programming.

Current Milestones:

- High-quality career pathways in all high schools and increased career connected learning in all schools
- Increased student participation in CTE programs
- Expanded Work-based Learning opportunities at all grade levels
- Increased postsecondary readiness through increased participation, college credit attainment, and industry certification attainment
- Increase student completion of high-quality capstones as part of graduation requirements and STEM endorsed diplomas

BUDGET CHANGES FROM PRIOR YEAR- (DESCRIBE BUDGET CHANGES/REORGANIZATION)

One-time allocation will not be Carry Forward in FY22; any remaining underspend will be transferred to Warren Tech South.

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

[Customized Pathways](#)

[Graduation Requirements](#)

[Choice Programs](#)

[Career & Technical Programs](#)

[Concurrent Enrollment](#)

[STEM Program](#)

BUDGET RESOURCES FOR NEXT BUDGET CYCLE- (SUMMARIZE BELOW, REQUEST VIA BFO REQUEST FORM)

N/A

BUDGETING FOR OUTCOMES

2021/2022 Renewal Request Form



DIVISION	Educational Research and Design				
DEPT ID-Name	84021 – Student Data Privacy	FTE	5.00	Final Budget	\$381,655
DEPT ID-Name	91180 – Instructional Data Reporting	FTE	7.00	Final Budget	\$803,570

RENEWAL REQUEST SUMMARY- (SUMMARIZE THE OBJECTIVE OF THE FUNDING REQUEST)

The Student Data Privacy and Reporting department provides school and district staff support for student data privacy, instructional data reporting, and student records in accordance with federal and state laws, as well as district policy.

ACTIVITY DESCRIPTION- (DESCRIBE THE ACTIVITIES THAT WILL BE FUNDED)

Reporting Student Data:

- CDE data reporting which includes student October Count, graduation rates, dropout rates, mobility rates, safety and discipline reports, attendance rates, school directory information, and state student identifiers
- Federal data reporting which includes the Office of Civil Rights data
- Accreditation reporting which includes Alternative Education Campus accreditation indicators
- Data quality
- October Count internal audit and Colorado Department of Education (CDE) auditing management
- Data collection, reporting, and audit support and training for school staff

Student Records Center:

- Student academic and special education records
- Family Education Privacy and Rights Act (FERPA) requests
- Transcripts/records requests
- Records support and training for school staff
- Student data privacy guidance, support, and training for district and school staff

The Student Data Privacy budget currently funds 5 FTE

- 1 FTE Manager
- 4 FTE Technicians

The Instructional Data Reporting budget currently funds 7 FTE

- 1 FTE Executive Director
- 1 FTE Director
- 1 FTE Manager
- 4 FTE Technicians

PERFORMANCE MEASURES- (REPORT ON RESULTS/SUCCESS OF EXISTING PERFORMANCE MEASURES)

In addition to supporting Jeffco's Strategic Plan and District Unified Improvement plan measures, Student Data Privacy and Reporting Department performance measures include:

- Instructional Data Reporting supported 100% of schools in federal and state data reporting
- Student Records Center supported 100% of schools in student records management
- Instructional Data Reporting met 100% of federal and state reporting deadlines

IMPROVEMENT & EFFICIENCIES- (HOW WILL PRIOR RESULTS BE IMPROVED UPON AND MEASURED?)

EXPLANATION: Student Data Privacy and Reporting is responsible for the collection, reporting, and audit management of the CDE October Count submission.

MEASURABLE GOALS: -.02% of disallowed student full time equivalent (FTE) resulting from the annual Colorado Department of Education (CDE) enrollment audit

SUPPORT OF STRATEGIC OBJECTIVES- (HOW WILL THE FUNDS SUPPORT JEFFCO GENERATIONS?)

Jeffco Generations Vision:

Readiness for Learning: Customized Pathways -

- Support *Customized Pathways* indicators and reporting
- Support documentation of student pathways in transcript and other student records
- Provide data and supporting resources for customized pathways

Technology: Data Management, Integration, and Exchange-

- Support *Data Management, Integration, and Exchange* indicators and reporting
- Support data governance and data architecture in meeting system compliance requirements
- Readiness for Learning: Schools as Community Hubs -
- Support *Schools as Community Hubs* indicators and reporting
- Support school-level autonomy and school flexibility in meeting system data sharing requirements

BUDGET CHANGES FROM PRIOR YEAR- (DESCRIBE BUDGET CHANGES/REORGANIZATION)

\$320,000 was transferred to the Technology department to cover the operation and licensing costs associated with Enroll Jeffco.

Enroll Jeffco is in year 2 of implementation to provide a more equitable enrollment process for all Jeffco students:

- The school selection, application, and enrollment processes will be more efficient and consistent across the District
- Families can more easily navigate the enrollment process, including choice enrollment, thus reducing frustration and confusion.

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

Student Data Privacy and Reporting website:

<https://teamjeffco.jeffcopublicschools.org/cms/One.aspx?portalId=2918833&pageId=8183206>

BUDGETING FOR OUTCOMES

2021/2022 Renewal Request Form



DIVISION		Educational Research & Design (ERD)			
DEPT ID-Name	84022 – Assessment Research & Evaluation	FTE	11.0	Adopted Budget	1,420,298.00
DEPT ID-Name	84023 – Instructional Assessment	FTE	5.5	Adopted Budget	1,335,727.00
DEPT ID-Name	84024 – IDS Development	FTE	8.0	Adopted Budget	1,016,932.00

RENEWAL REQUEST SUMMARY- (SUMMARIZE THE OBJECTIVE OF THE FUNDING REQUEST)

Instructional Data Services (IDS) consists of three departments funded through general fund: Instructional Assessment, Research and Assessment Design, and IDS Development. Title I is the fourth department in Instructional Data Services, but is not included in this form due to its federal grant funding.

The mission/vision of IDS is to advance skillful teaching by providing leadership and support in the ongoing collection, reporting, analysis, and interpretation of multiple forms of data so that curricular and instructional decisions are effective and evidence base.

A core value of the department is to support skillful teaching that fully aligns and integrates assessment, curriculum, and instruction which is essential to increasing student learning and closing achievement gaps.

Instructional Data Services is committed to implement Jeffco Public School's Strategic Plan, with a focus on supporting teachers with resources, learning opportunities, and models to change student tasks incorporating high standards and Jeffco Generations skills so that students will apply and use content knowledge and essential skills through relevant, engaging, and real world learning experiences.

In order to continue the level of support this department provides, a renewal of our current adopted budget requested. The Instructional Data Services department General Fund budget currently funds a staff of 24.5 FTE

84022 – Assessment Research and Evaluation

- 1.0 Executive Director leads four departments and 24.5 General Fund FTE
- 1.0 Director
- 1.0 Assistant Director
- 5.0 Technical Specialists
- 1.0 Administrator
- 2.0 Classified Specialists

84023 – Instructional Assessment

- 1.0 Director
- 1.0 Assistant Director
- 1.5 Technical Specialist
- 2.0 Coordinator

84024 – IDS Development

- 1.0 Director
- 6.0 Technical Specialists
- 1.0 Classified Specialist

ACTIVITY DESCRIPTION- (DESCRIBE THE ACTIVITIES THAT WILL BE FUNDED)

The Instructional Data Services Department consists of a staff responsible for a variety of areas, including:

District-Wide Assessment:

- Data decision making tools/resources for balanced assessment practices, including formative and performance- based assessments.
- Standardized test administration including CMAS, CoALT, Colorado SAT, and READ Act assessments.
- Screening, benchmark and progress monitoring assessments.
- Professional learning for teachers, principals, and other educators.
- Performance Based Assessment, Continuous Improvement.
- Jeffco Deeper Learning Model resources and professional learning: Plan, Teach, Assess, and Reflect.

Research and Evaluation:

- Analytics and Visualizations.
- Continuous improvement processes.
- Strategic plan implementation research and progress monitoring.
- Accountability including CDE request to reconsider process and School Performance Frameworks.
- Assessment design & development.
- District survey research.
- External research review.
- Jeffco Deeper Learning Model resources and professional learning: Plan, Teach, Assess, and Reflect.

Reporting Student Data:

- Student assessment data online reporting
- Data collection for assessments and student instructional plans (Advanced Learning Plans, READ Plans, English Language Learning Plans)
- State reporting (e.g., Student Biographical Data Check, READ Act reporting, Kindergarten Readiness reporting, etc.)
- Jeffco Graduation Requirements reporting for class of 2021 and beyond.
- Jeffco Deeper Learning Model resources and professional learning: Plan, Teach, Assess, and Reflect

PERFORMANCE MEASURES- (REPORT ON RESULTS/SUCCESS OF EXISTING PERFORMANCE MEASURES)

In addition to supporting Jeffco's Strategic Plan and District Unified Improvement plan measures, results from the IDS 2019-20 performance measures include:

1. The Research & Assessment Design department met the goal of providing holistic, multidimensional, and longitudinal data analyses to district and school-based leaders through the following deliverables:
 - School Selfie - an online product designed for public transparency that reflects holistic school data
 - Jeffco Analytics – online analytics infused displays to help school leaders ascertain meaningful differences in data and important action points based on cross cutting patterns across data points
 - Tactic support for strategic plan - supported Pathways tactic with analysis of existing and potential pathways for secondary students, supported equity with the inclusivity survey and logic model to evaluate professional learning outcomes, supported early childhood with data for expansion plans and evaluation of principal learning, supported Transform the Task tactic by conducting case studies of deeper learning.
 - System indicators progress monitoring – updated district-wide system indicators as data are available.
 - Pulsing in spring on remote learning experience - designed, administered, analyzed and reported feedback from district stakeholders including students, families and staff
2. The district's Student Online Assessment Reporting System (Jeffco SOARS) was available to users 99.4% of the time during the 2019-20 school year (exceeding the 95% target).
3. The Instructional Assessment team will develop and deploy a set of resources for CMAS constructed response items in English language arts and mathematics in grades 3 through 8 in October, November, January, and February. The team will support use of these resources through online training/tools as well as face-to-face professional development.
 - Four sets of constructed response items were created and made available for Jeffco schools in October, November, January, and February. These item sets were aligned with Jeffco Units of Study as well as deeper learning competencies/academic standards. Multiple face-to-face professional learning opportunities were implemented to support educators as they unpacked the items and planned for instruction. Due to the COVID-19 pandemic, transition to remote learning, and cancellation of the Spring 2020 CMAS administration, the effects of these supports on student performance were unable to be measured.

IMPROVEMENT & EFFICIENCIES- (HOW WILL PRIOR RESULTS BE IMPROVED UPON AND MEASURED?)

EXPLANATION:

1. Continue to allocate focused departmental resources to measure Jeffco Public School's Strategic Plan implementation and monitor how well Jeffco Public School's Restart Plan meets student, family and parent needs. Alternative accountability reporting (School Selfie) is another critical area of development due to the state pause of the School Performance Frameworks from the COVID-19 pandemic.
2. The district's School Online Assessment Reporting System (Jeffco SOARS) will support educators to inform student needs for instruction and intervention which is critical given the likely learning losses due to COVID-19 pandemic impacts.
3. Per the district Unified Improvement Plan, the Instructional Assessment team will support educators and students to understand state test expectations aligned to standards and Jeffco curriculum resources, as well as continue to support district assessments that provide the only district-wide data available due to the state testing pause from the COVID-19 pandemic.

MEASURABLE GOALS:

Due to the dramatic changes in learning environments (remote and hybrid), the Instructional Data Services department will need to revise district-wide stakeholder survey and district assessment implementation work to address these modified conditions, including:

- Adjustments will be made to all questions in the Make Your Voice Heard (MYVH) student and the Family School Partnership (FSP) surveys, as well as potentially partnering with the Colorado Department of Education to adjust the Teaching and Learning Conditions Colorado (TLCC) educator survey due to varying learning contexts for students, varying teaching conditions for educators and redefined family engagement experiences.
- Administration of districts assessments such as MAP and Acadience will include district supports to implement in remote and hybrid learning environments so that all eligible students have the opportunity to participate.
- The district's Student Online Assessment Reporting System (Jeffco SOARS) was available to users 95% of the time during the 2020-21 school year.

SUPPORT OF STRATEGIC OBJECTIVES- (HOW WILL THE FUNDS SUPPORT JEFFCO GENERATIONS?)

- Data and assessment literacy professional learnings support educators in Jeffco Public School's the strategic plan indicators of High Expectations, Responsive Teaching, Student Directed Learning, and Transform the Task (e.g., higher level thinking).
- The work of the Instructional Data Services department will inform continuous improvement processes to help our district stakeholders understand what is working and what needs to be adjusted to meet our teaching and learning goals, including Jeffco Generations.

BUDGET CHANGES FROM PRIOR YEAR- (DESCRIBE BUDGET CHANGES/REORGANIZATION)

N/A

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

Instructional Data Services website:
https://teamjeffco.jeffcopublicschools.org/about/people/department_contacts/chief_academic_officer/instructional_data_services

BUDGET RESOURCES FOR NEXT BUDGET CYCLE- (SUMMARIZE BELOW, REQUEST VIA BFO REQUEST FORM)

N/A

BUDGETING FOR OUTCOMES

2021/2022 Renewal Request Form



DIVISION	Educational Research and Design (ERD)				
DEPT ID-Name	84027- Teacher Learning	FTE	5.0	Adopted Budget	\$ 691,536.00

RENEWAL REQUEST SUMMARY- (SUMMARIZE THE OBJECTIVE OF THE FUNDING REQUEST)

Teacher Learning is responsible for building capacity across the organization to support the continuous development of educators. The department accomplishes this by providing district wide professional learning (aligned to the National Professional Learning Standards), training facilitators of professional learning, and supporting/mentoring new educators. Teacher Learning for the 2020-21 school year includes Professional Learning Communities (PLCs), Teacher Induction, National Board Certification cohorts, Ed-U and Learning Labs. To accomplish our work, we rely on budgeted funds from both General Fund and Federal Grant dollars.

In order to continue the level of support this department provides, a renewal of our current adopted budget is requested. The Teacher Learning Department General Fund budget currently funds a staff of 5 FTE.

- 1.0 FTE Executive Director supervises 1 department and 4 FTE in General Fund and 5 FTE in Federal Funds
- 3.0 Resource Teachers
- 1.0 Secretary

ACTIVITY DESCRIPTION- (DESCRIBE THE ACTIVITIES THAT WILL BE FUNDED)

Learning Labs

- In Learning Labs, teachers, school leaders, and instructional coaches observe each other in their workplace and label practice with research. The Learning Labs follow a six-step protocol supported by research on engaging students and educators. Educators are empowered to improve practice by self-selecting Learning Lab cohorts and learning targets. These learning targets are based on student and teacher data. Learning Lab cohorts engage in strategic long-term planning each semester to align their work to the Jeffco strategic plan and the Jeffco Deeper Learning Model (JDLM). All educators in cohorts take risks to change practice to improve student outcomes and receive follow up coaching between lab sessions. Learning Labs are being adjusted to meet the needs of students and teachers in remote and hybrid settings. We include Learning Labs for principals and instructional coaches in our strategy because when they engage in this high-quality professional learning experience, they want a symmetrical experience for their teachers.

This BFO provides funds for:

Learning Labs

- One Learning Lab Coach/Teacher on Special Assignment (TOSA).
- Subs, additional pay for educators to engage in Learning Labs at their own job site.
- Training and coaching for the Teacher Learning and Instructional Coaching team to increase their skill and impact in supporting Learning Lab facilitators in Teacher, Leader, and Instructional Coach Labs. Training is provided by both a national expert in Learning Labs and the Executive Director of Teacher Learning.
- Ongoing training and coaching for Learning Lab facilitators in schools and follow up coaching to refine facilitation practice.
- 15 virtual Learning Labs through Ed-U and a Learning Lab Google Classroom. Teachers across Jeffco are requesting visible models of teacher practice in remote and hybrid settings.

New Teacher Induction

- 2 new educator coaches/TOSAs.
- Planning/implementing new educator kick-off.
- Ongoing training on unit and lesson planning aligned to the JDLM and classroom management.
- Recruiting/training of 28 mentors for monthly Communities of Practice for our new Jeffco teachers.
- Providing 1:1 coaching support for new teachers.
- Tracking course completion. Issuing certificates of induction completion.
- Collaborating with University partners to create teacher pipelines.
- Creating Learning Labs for student teachers, cooperating teachers, university professors, and paraprofessionals to grow the educator pipeline.

Professional Learning Communities (PLCs)

- Planning and facilitation of Sister Schools for PLC Schools.
- Providing PLC Foundations Training and follow up.

- Visiting schools to help monitor implementation of Jeffco PLC continuum practices, answer questions and act as a resource.
- Building capacity in leaders to lead the process of School Improvement Reviews.
- Building the skill and efficacy of facilitators of PLCs through group and individual coaching cycles.
- Collaborating with Learning Lab team to align support in schools.

The Teacher Learning budget currently funds 5 FTE:

- 1 FTE Executive Director supervises 1 department and 9 staff and Professional learning communities for 4,472 licensed teachers
- 1 FTE Administrative support
- 3 FTE Teacher on Special Assignment (TOSA)

PERFORMANCE MEASURES- (REPORT ON RESULTS/SUCCESS OF EXISTING PERFORMANCE MEASURES)

In addition to supporting the Jeffco Generations vision, the Teacher Learning department will support schools and the district in performance measures that include:

Learning Labs

Measure the impact of Learning Labs

- By the time Jeffco Public Schools shifted to remote learning last spring, we had trained 85 facilitators to show evidence of the six-step protocol in facilitation of teacher Learning Labs. This practice impacted approximately 25,000 students. This year, we will re-engage those 85 facilitators and support them to engage teachers in deeper learning through **remote Learning Labs**, which takes additional training. Our goal is to add another 30 facilitators—18 of them will be Instructional Coaches. These additional facilitators will impact approximately 9,000 more students. This practice will also increase the skill and impact of our Instructional Coaching team.
- In August 2019, we had 300 teachers in Learning Labs. By March (when school closed), we increased the number to 580 teachers in Learning Labs. Our goal by May 2021 is 1,000 or more educators experience Learning Labs that follow the six-step protocol.
- Qualitative data shows impact on both facilitator and teacher practice (**New Teacher Induction**)

Measure the impact of new teacher induction:

- 3 percentage point increase in new teacher satisfaction on their support as measured by TLCC from 2019 to 2020.
- Provided weekly coaching for 20 new middle school teachers. Middle school teachers were chosen to align with the district UIP. This impacted nearly 2,500 students.
- Increase the number of new teachers attending sessions in unit and lesson planning support from 20 % in the 19-20 school year to 50% in the 20-21 school year.
- Created a new scope and sequence for New Educator Induction aligned to new CDE guidelines.

Professional Learning Communities

Measuring the effectiveness of PLC implementation in buildings through:

- **Collaboration among educators through PLC Foundations and Sister Schools Cohorts.** All PLC Sister School and PLC Foundation School cohorts move at least one performance level on the Jeffco PLC continuum by May 2021. In the 19-20 school year, 97% of schools in these cohorts grew at least one performance level on the Jeffco PLC Continuum.
- **Coaching PLC Facilitators at their job site:** To increase the impact of district PLCs as measured by the Jeffco PLC continuum, we implement one-on-one coaching cycles with PLC facilitators in our cohorts. The goal of these coaching cycles is increased impact on classroom practice and to show growth on the PLC continuum especially in Questions 3 and 4. In 18-19, we 5 PLC leaders at their job site. Last school year we completed 20 PLC coaching cycles.

IMPROVEMENT & EFFICIENCIES- (HOW WILL PRIOR RESULTS BE IMPROVED UPON AND MEASURED?)

- Create a parallel professional learning tactic between Administrator and Teacher Learning departments to increase coherence, common language, and system alignment.
- Create Educator Pathway systems for leaders and teachers that build capacity and promote ongoing growth and leadership.

(Note some timelines are extended based on response in supporting schools with remote and hybrid learning).

SUPPORT OF STRATEGIC OBJECTIVES- (HOW WILL THE FUNDS SUPPORT JEFFCO GENERATIONS?)

- Learning Labs, PLCs and New Teacher Induction intentionally connect to all three of the strategic objectives:
 - Transforming Student Task
 - Responsive Teaching
 - Professional Model of Teaching

BUDGET CHANGES FROM PRIOR YEAR- (DESCRIBE BUDGET CHANGES/REORGANIZATION)

- N/A

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

Teacher Learning is working closely with Administrator Learning and Curriculum & Instruction to maximize support for schools. This collaboration includes budget, vision and ongoing collaboration through Classroom Support Teams.

BUDGET RESOURCES FOR NEXT BUDGET CYCLE- (SUMMARIZE BELOW, REQUEST VIA BFO REQUEST FORM)

N/A

BUDGETING FOR OUTCOMES

2021/2022 Renewal Request Form



DIVISION	Educational Research and Design (ERD)				
DEPT ID-Name	84035 – Curriculum and Instruction	FTE	54.25	Adopted Budget	\$ 5,926,541.00

RENEWAL REQUEST SUMMARY- (SUMMARIZE THE OBJECTIVE OF THE FUNDING REQUEST)

The Curriculum and Instruction department provides direct instructional support and services to all schools for teachers, instructional coaches, digital teacher librarians, literacy interventionists, and school leaders. Specific areas of support services include curriculum, instruction and professional learning in order to help all schools implement the Jeffco Deeper Learning Model aligned to the Strategic Plan, mission and vision and to meet state and federal laws required of Pre-K-12 Public Education.

In order to continue the level of support this department provides, a renewal of our current adopted budget is requested. The Curriculum and Instruction General fund budget currently funds a staff of 54.25 FTE.

1.0 FTE Executive Director supervises 5 departments, 295 staff, and supports 5,687 licensed educators.

2.0 FTE Directors lead Math, Science, Literacy, Literacy Interventionists, Social Studies and PK- 3 curriculum development and support with 39.25 FTE.

1.0 Assistant Director supervises the central electives team and curriculum development and supports district wide

9.0 FTE Coordinators manage World Language, Visual Arts, Physical Education, Theatre, Literacy, Social Studies, Instructional Coaching and Deeper Learning curriculum development and coordination district-wide

19.25 FTE Teacher On Special Assignment (TOSA's) curriculum development and proficiency scales for all content areas district-wide

20 FTE TOSA Elementary Literacy Interventionists assigned directly to schools spend 100% of time supporting kindergarten through third grade with reading interventions.

1.0 FTE Classified Technician

1.0 FTE Secretary

Curriculum and Instruction is responsible for the following work:

Jeffco Deeper Learning Model resources, tools and professional learning for PLAN, TEACH, ASSESS & REFLECT.

Strategic Plan Tactics

- Deeper Learning
- Embracing the Full Human Experience
- Technology to Transform
- High Expectations
- Customized Pathways

Content Specific Curriculum & Instruction Educator Supports

- Jeffco Curriculum Aligned to 2020 Colorado Academic Standards & International Society for Technology in Education Standards (ISTE)
 - Computer Science
 - Comprehensive Health
 - Dance
 - Drama and Theatre Arts
 - Mathematics
 - Music
 - Writing
 - Pre-School to Third Grade (P-3)
 - Physical Education
 - Oral Expression
 - Reading
 - Science
 - Social Studies
 - Visual Arts
 - World Languages

Curriculum & Instruction Educator Supports

- Instructional Coaching
- Project/Problem Based Learning
- Literacy Intervention
- Jeffco Summer of Early Learning (JSEL)
- READ Act
- Learning Lab facilitation

Choice Pathways [see separate Budgeting for Outcomes Renewal Request (BFOR) for Choice Pathways #84002]

- Customized Pathways Tactic
- Career & Technical Education (CTE)
- Postsecondary Workforce Readiness
- Career Links & Work Based Learning
- STEM
- Graduation

Requirements

- Concurrent Enrollment

English as Second Language/Dual Language (ESL) (see separate BFOR Renewal Request for English Second Language # 89112)

- Embracing the Full Human Experience Tactic
- English as a Second Language Instruction & Support
- Dual Language instruction and support
- Translations & Interpreting Services

Educational Technology (see separate BFOR Renewal Request for Educational Technology # 84062)

- Technology to Transform Tactic
- Blended Learning
- Digital Teacher Librarians
- TechforEd Digital Tools
- Library Automation
- Bridge to Curriculum (teacher resource system)
- Computer Science

ACTIVITY DESCRIPTION- (DESCRIBE THE ACTIVITIES THAT WILL BE FUNDED)

The Curriculum & Instruction department has focused and aligned our work to the Jeffco Schools Strategic Plan with the high Expectations and Deeper Learning Tactics as the primary focus. Deeper learning means all students experience high expectations to transfer their thinking, and experience student-directed learning and authentic learning through the application the Jeffco Generations Skills.

Curriculum & Instruction staff is responsible for tactics aligned to the Strategic Plan in addition to the following work;

- Jeffco Deeper Learning Model with resources, curriculum, supports and professional learning by grade level preschool through twelfth grade, aligned to the new 2020 Colorado Academic Standards and Jeffco Generation Skills.
- High Expectations Tactic focused on Proficiency Scales aligned to the new 2020 Colorado Academic Standards and Jeffco Generation Skills to update grading practices and reporting on student progress.
- Embracing the Full Human Experience tactic supporting student learning in world languages, instrumental and vocal music, visual arts, health and physical education.
- Support for Elementary Visual Art, Music & Physical Education with the provision of lessons for remote learning and coordination of the teacher pairing process.
- Professional learning supports for instructional leadership development for school leaders.
- Professional learning and resources to support Project/Problem Based Learning (PBL).
- The instructional coach coordinators maintain a district instructional coaching program and support the school level implementation through monthly professional learning, communities of practice, side-by-side learning, and hiring of instructional coaches for all schools.
- District Unified Improvement Plan development and monitoring in partnership with Chief Academic Officer, Instructional Data Services and the District Accountability Committee.
- Jeffco Summer of Early Learning Summer School Program (JSEL) for READ Act serving several hundred K-3 elementary students.
- Public Curriculum Project that includes language translations, to provide parents more specifics on Jeffco Curriculum for all content areas preK-12.
- Facilitating Teacher Advisory groups for all content areas to support curriculum revisions, updates and resources.
- Supporting teacher professional learning through learning labs, mentor labs & planning labs. Additionally, we focus on content and pedagogy based in best instructional practice for the specific grade levels.
- Side-by-side support of teachers and schools in making sense of student data from the state, district and school level to make instructional decisions.
- Problem solving of specific student scheduling support, including course options, placements and interventions.
- State and national partnerships continuously learning current research based educational pedagogy, content and practices.
- Coordination of all county, district wide, and monthly Board of Education performances for band, orchestra, choir, and marching band festivals and concerts.
- In partnership with Jeffco Schools Foundation, coordination of equity, elementary, middle school and high school art shows.
- District level resource, textbook and material reviews.

PERFORMANCE MEASURES- (REPORT ON RESULTS/SUCCESS OF EXISTING PERFORMANCE MEASURES)

Curriculum and Instruction is responsible for supporting teachers and instructional coaches with research-based, up to date Jeffco Curriculum and best practices in instructional strategies.

Measurable Goals for 2020-21

Update, revise and enhance the Jeffco Curriculum.

- For the 2020 Colorado Academic Standards we will update, revise or enhance the remaining Units of Study in for all grade levels, PK-12, in Reading, Writing and Communication, Math, Science, Social Studies, Core Knowledge, Dual Language, Visual Art, Music, Physical Education, Spanish Language Arts, English as a Second Language, World

Languages for German, Spanish, French and Japanese units, ISTE, Comprehensive Health, Drama & Theater Arts, and STEM.

- Align over 1081 skill specific proficiency scales for both teachers and students to units of study in the Jeffco Curriculum for each grade level.
- Collaborate with K-12 Science Teacher Cohorts to align 101 new science standards with units of study and proficiency scales
- Translations of all curriculum units of study, teacher proficiency scales, and student proficiency scales.
- Revise proficiency scales based on feedback from educators through the feedback link on each Jeffco teacher proficiency scale.

Update, revise and enhance the Jeffco Curriculum resource, assessment and professional learning libraries.

- Upload teacher proficiency scales to the assessment and resource libraries in Bridge to Curriculum.
- Upload professional learning slides and resources from Educator University (Ed-U) and other professional learning offerings.
- As of October 2020, we increased the number of teacher-created and shared assessments and resources in the Bridge to Curriculum Assessment Library from 1911 to 2753 and the resource library from 5978 to 6675. We accomplished this work in partnership with Educational Technology.
- As of October 2020, the Professional Learning Library houses 737 professional learning resources, presentations and videos. Curriculum and Instruction continues to provide Project Based Learning supports and professional learning for classroom teachers, instructional coaches, digital teachers' librarians and principals.

Building capacity through professional learning for teachers and instructional coaches.

- Monthly professional learning and communities of practice for instructional coaches.
- Project Based Learning (PBL) professional learning through the PBL Works for teachers.
- Monthly Ed-U (Educator's University) professional learning course offerings.
- Learning Labs in elementary, middle and high schools support best practices in literacy & math instruction and instructional coaching.
- Specific instructional strategies for our most struggling learners for principals, instructional coaches, and teachers for the Jeffco Summer of Early Learning (JSEL) summer school program.

Support the creation of internal student internships.

- Created student internships for teaching pathways for the JSEL summer school program, with two in each of the JSEL elementary schools.

IMPROVEMENT & EFFICIENCIES- (HOW WILL PRIOR RESULTS BE IMPROVED UPON AND MEASURED?)

Update, revise and enhance the Jeffco Curriculum.

- In the 2021-22 school year, we are finalizing the alignment between the Jeffco Curriculum units of study to the revised 2020 Colorado Academic Standards in each grade level. Updates include unit revisions and enhancements to 1,200+ Units of Study and 236 Years at a Glance (scope & sequence) for PK-12 Reading, Writing and Communication, Math, Science, Social Studies, Core Knowledge, Dual Language, Visual Art, Music, P.E., Spanish Language Arts, ESL, World Languages for German, Spanish, French and Japanese units, Spanish for Heritage Speakers, ISTE, Comprehensive Health, Drama & Theater Arts, and STEM.
- Implement 1081 skill specific proficiency scales for both teachers and also for students and families to align to units of study in the Jeffco Curriculum. Gather feedback from teachers in adjustments that need to be made for the 2021-22 school year.
- Continue to develop theatre pathways, curriculum and instructional supports for Stagecraft & Acting.

Building capacity through professional learning for teachers and instructional coaches.

- Building capacity in school leaders, instructional coaches, and other departments to implement the strategic plan at the school level.
- Provide Project Based Learning examples, planning supports and resources.

Support the creation of internal student internships.

- Continue the student internships for teaching pathways for the JSEL summer school program, with two in each of the JSEL schools.
- Continued to collaborate with Choice Pathways to increase student internships.

In the Spring of 2020, the world-wide pandemic changed the educational landscape and Curriculum and Instruction has adapted our support aligned to remote and hybrid learning as well as in-person. We have provided office hour's support and weekly professional learning. Professional learning is based on just in time need of educators across Jeffco Public Schools. Curriculum and Instruction provided Restart Jeffco support documents for grading, work-based learning, Dual Language,

Visual Art, Music, P.E., ESL, World Languages, PBL, Instructional Coaching, Learning Management Systems, Career and Technical Education and STEM. In addition, some of our work was accelerated due to COVID-19. Due to the revision of the new standards, we have had to ensure all units of study were developed with the new CAS aligned with proficiency scales and student/ family friendly scales. C&I has created synchronous and asynchronous learning for teachers and in understanding how to plan, teach, assess and goal set using the proficiency scales. We have continued to partner with Marzano Research to provide ongoing sustainable support for teachers and leaders. This includes a series of webinars that will be available to Jeffco staff for two years.

SUPPORT OF STRATEGIC OBJECTIVES- (HOW WILL THE FUNDS SUPPORT JEFFCO GENERATIONS?)

The Curriculum and Instruction budget is aligned to support the Jeffco Generations Vision.

Jeffco Deeper Learning Model:

- Alignment of current tools and resources in each of the domains, Plan, Teach, Assess & Reflect in the Jeffco Deeper Learning Model with best practices in remote, hybrid and in-person learning.
- Building capacity of instructional coaches, teachers on special assignment and digital librarians with ongoing professional learning.
- The teachers on special assignment (TOSA's) are working directly with teachers to align proficiency scales in the Jeffco Curriculum Units of Study, setting high expectations to content mastery.
- Providing professional learning to support Deeper Learning in all content areas.

Embracing the Full Human Experience:

- Awarding the Jeffco Seal of Biliteracy.
- Collaborating with the Chief Academic Officer on the Strategic Plan for the Arts.

Customized Pathways:

- Awarding the STEM Endorsed Diploma.
- Ensuring Career Pathways in all high schools.
- Building Career Exploration in all middle schools.
- Ensuring work-based learning for students across Jeffco.
- Increasing college credit and industry certification attainment.
- Increasing STEM programming across all schools.

High Expectations:

- Continuing collaboration with Marzano Research on a consult bases to implement the Jeffco Curriculum with the revised 2020 Colorado Academic Standards and 864 skill specific proficiency scales. This work will enhance and revise the Jeffco Curriculum 1,200+ Units of Study and 236 Years at a Glance (scope & sequence) for PK-12 Reading, Writing and Communication, Math, Science, Social Studies, Core Knowledge, Dual Language, Visual Art, Music, P.E., Spanish Language Arts, ESL, World Languages for German, Spanish, French and Japanese units, ISTE, Comprehensive Health, Drama & Theater Arts, and STEM.

Note: some timelines are delayed based on response in supporting schools with remote and hybrid learning

BUDGET CHANGES FROM PRIOR YEAR- (DESCRIBE BUDGET CHANGES/REORGANIZATION)

Department 85086 budget allocation was transferred to Department 84035 to combine staff and resources to better align with the work priorities being done in Curriculum & Instruction in FY20.

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

[Public Curriculum By Grade Website](#)

[Understanding the Jeffco Curriculum](#)

[Jeffco Deeper Learning Model](#)

[Jeffco Generation Skills](#)

[Grading & Report Cards](#)

[Strategic Plan: Learning Strategy](#)

[Strategic Plan: Transforming Student Task/Deeper Learning](#)

[Strategic Plan: Embracing the Full Range of Human Experience](#)

[Strategic Plan: High Expectations Tactic](#)

BUDGET RESOURCES FOR NEXT BUDGET CYCLE- (SUMMARIZE BELOW, REQUEST VIA BFO REQUEST FORM)

BUDGETING FOR OUTCOMES

2021/2022 Renewal Request Form



DIVISION	Educational Research and Design (ERD)				
DEPT ID-Name	86095 Preschool Early Learning	FTE		Adopted Budget	\$ 10,707,519
DEPT ID-Name	86096 School Age Enrichment	FTE		Adopted Budget	\$ 4,418,011

RENEWAL REQUEST SUMMARY- (SUMMARIZE THE OBJECTIVE OF THE FUNDING REQUEST)

Preschool programs are provided at 55 sites across the district serving 3500 three and four-year-olds and their families in their initial school experience. Approximately 1/3 of those students receive special education services. It takes about 300 staff members to accomplish this effort with increased demand for quality opportunities as well as compliance to ongoing revisions to licensing regulations. This budget funds operational and implementation costs.

Birth to preschool has a two pronged focus this year including the ongoing implementation of Home Instruction for Parents of Preschool Youngsters, an evidence-based, home visitation program that helps parents prepare their 2, 3, 4, and 5-year-old children for success in school and beyond. The second initiative is a county-wide effort toward a birth to eight road map – Jeffco Cultivating Bright Futures aligned with Launch Together Jeffco, Hope Adelante, Early Milestones Colorado and an Early Childhood Education (ECE) foundations collaborative.

Our P3 team is committed to school and student readiness. Our efforts are focused on developmentally aligned instructional practices that provide a foundation for students to thrive in the transformed learning environment and beyond. Curriculum and assessment alignment is also essential work toward that end. Our team partners with central and school leaders as well as directly with classroom teachers ensuring positive student outcomes and systems across the district.

School Age Enrichment (SAE) provides quality before and after school services in 27 elementary schools throughout the district. SAE strives to provide a true enrichment program, providing active and play-based learning experiences to support the success of all students.

ACTIVITY DESCRIPTION- (DESCRIBE THE ACTIVITIES THAT WILL BE FUNDED)

Preschool – Implementation of the Colorado Preschool Program, enrollment of students by site, registration, tuition collection, instruction, assessment, staff/program evaluation, expansion planning, hiring, background reporting, induction, staff planning, professional learning, accreditation, budgeting, accounting, continuous improvement.

Birth to preschool – Visioning and implementation of community work, implementation - including recruitment of families, enrollment, data tracking, expansion planning, grant funding attainment and accountability, hiring, professional learning, program and staff evaluation.

P3 – Kindergarten readiness compliance, assessment approval and implementation, professional learning, best practices data collection and use, curriculum alignment, induction.

SAE – Management of 24 school-based sites providing before and after school care for students. Centrally, administrators oversee enrollment, tuition and human resources.

PERFORMANCE MEASURES- (REPORT ON RESULTS/SUCCESS OF EXISTING PERFORMANCE MEASURES)

- By 2022 students will increase one progression from the level they are most heavily distributed in each domain (cognitive, math, emotional and social development, health and physical development, language development & literacy) on the Jeffco Kindergarten Early Assessment for readiness compared to 2017/18 baseline data.
- Beginning in the 2018/19 School year, Jeffco Schools will increase the number of seats offered in Jeffco preschools by 10% each year for the next four years.

IMPROVEMENT & EFFICIENCIES- (HOW WILL PRIOR RESULTS BE IMPROVED UPON AND MEASURED?)

- [KEA](#)
- K-3 whole child assessment, roll out (planning)
- [P3 National Institute framework](#)
- [P3 High Yield practices walk through document](#)
- TS GOLD PK – BOY, MOY, EOY
- 3rd grade CMAS, K-3, MAP

SUPPORT OF STRATEGIC OBJECTIVES- (HOW WILL THE FUNDS SUPPORT JEFFCO GENERATIONS?)

Our school district will not fully achieve its goals unless we work to simultaneously expand the quantity and quality of early childhood education in Jeffco. Quality early childhood education is much more than just childcare. It is an academically and developmentally-focused experience that provides students with early literacy and numeracy skills, as well as other academic experiences, so they come to school ready to learn.

A system of early childhood education already exists in Jeffco, but (like most places in the United States), it is a patchwork of different government organizations, nonprofits, private providers, churches, family/friends, and neighbor care.

All of these options are important in our community and we must support them all toward working together as a system to expand access, capacity, and quality across the board.

Theory of Action

IF Jeffco Public Schools Early Learning Team increases the quality and quantity of academically and developmentally-focused opportunities for Pre-K students (within Jeffco Public Schools as well as with community partners), THEN those students will enter kindergarten academically and developmentally ready and will sustain that academic proficiency.

BUDGET CHANGES FROM PRIOR YEAR- (DESCRIBE BUDGET CHANGES/REORGANIZATION)

N/A

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

- [Early Learning website](#)
- [Early learning strategic plan](#)

BUDGET RESOURCES FOR NEXT BUDGET CYCLE- (SUMMARIZE BELOW, REQUEST VIA BFO REQUEST FORM)

BUDGETING FOR OUTCOMES

2021/2022 Renewal Request Form



DIVISION	Educational Research and Design (ERD)				
DEPT ID-Name	89112 – ESL Dual Language	FTE	152.69	Adopted Budget	\$12,414,193.00

RENEWAL REQUEST SUMMARY- (SUMMARIZE THE OBJECTIVE OF THE FUNDING REQUEST)

The English as a Second Language (ESL) – Dual Language Department includes: ESL programming, Dual Language Education, Translation & Interpretation Services, and Adult ESL and Literacy Programs. The purpose of the Department is to provide: 1) explicit language instruction to identified PK-12 English Language Learners (ELLs), 2) exceptional Dual Language Education for over 1700 PK-12 students, 3) accurate and timely oral interpretation and written translation for the families of over 6500 multilingual learners, and 4) explicit language instruction and workforce readiness for over 300 adult multilingual learners. In order to continue the level of support this department provides, a renewal of our current adopted budget is requested. There are an extensive amount of technical terms and acronyms, a glossary of terms is located at the end of the document.

The ESL General Fund budget currently funds a staff of 152.69 FTE.

- 1.0 Director
- 2.0 Assistant Directors
- 1.0 Technical Specialist
- 82.40 Teacher
- 1.0 Coordinator, licensed
- 1.0 Coordinator, admin
- 15.0 Resource Teachers
- 8.0 Instructional Coach
- 4.0 Technicians Classified
- 1.0 Secretary
- 30.81 Special Interpreter/Tutor
- 5.27 Classified hourly
- 0.21 Paraprofessional

K-12 ESL Programming: We provide instructional support for over 6500 English Language Learners (ELLs; English language proficiency levels 1-5, Fluent English proficient {FEP}, Former English language learner {FELL}, Primary or home language other than English {PHLOTE}) and their families. This includes over 600 ELLs with Individual Education Plans (IEPs). Support for all ELLs is with a staff of 8 secondary ESL Instructional Coaches, 82.40 ESL teachers and 30.81 FTE ESL tutors who work 100% of their time in 163 schools. The ESL teachers and tutors provide direct instructional support to ELLs, engage with families, advocate for equitable opportunities, arrange interpreters and translations, participate in the Multi-Tiered System of Supports (MTSS) for ELLs process, support ELLs with IEPs and provide and attend professional learning. Elementary ESL staff use the ELD Integration curriculum support documents for explicit English language support. There are 30 secondary ESL courses offered, including the Enriched courses offered through the Newcomer Academy. The curriculum was written by ESL Staff and aligned with CAS and WIDA Can-Do descriptors. The ESL staff also support classroom teachers and other educators to ensure ELLs in kindergarten through twelfth grade acquire English language proficiency and demonstrate grade-level content knowledge and skills. In addition, the ESL teachers and tutors support ELLs in transforming student tasks to change student achievement. Monthly professional learning is developed and led by ESL RTs for the three groups (elementary & secondary teachers plus Tutors). Due to schools' adapted learning environments to remote and in-person/hybrid, 4 ESL teachers and 2 ESL RT were reassigned to classroom teacher positions; 25 adjustments to assignments to cover all opening and learning environments.

Dual Language Education: Jeffco Public Schools currently has over 1700 students enrolled in Preschool-12 Dual Language Education. There are 5 Native Language preschool programs, four K-6 one-way program models, one Kindergarten-6 two-way program model and one Kindergarten-8 two-way model (6 elementary schools). The One-Way Dual Language program option is designed for dominant Spanish-speaking students. English and Spanish instruction is delivered in all subject areas. Students will develop high levels of academic proficiency in both languages. The language of instruction is in English and Spanish. The Two-Way Dual Language program option is designed for both English and Spanish speaking students. Instruction is delivered in English and Spanish in all subject areas. Students will develop high levels of academic proficiency in both languages. Each Dual-Language elementary school has a Dual Language Instructional Coach funded from 89112 (6 FTE). Dual Language curriculum was trans-adapted from the English curriculum. There are 75 Dual Language staff (classroom teachers, Interventionists, Special Education staff, Instructional Coaches). The Dual Language Instructional

Coaches spend 100% of their time in their schools, coaching teachers and providing instructional support to students. Their focus is on transforming the task to change the student performance in English and Spanish. Monthly professional learning is developed and led by the Dual Language Instructional Coaches and the Dual Language Resource Teachers. [REDACTED] of the 6 Dual Language Instructional Coaches and 4 Dual Language Resource Teachers were reassigned to DL classrooms; 3 ESL teachers reassigned to Dual Language English classrooms; 3+ Dual Language remote teachers hired.

Secondary Dual Language programming is offered at 3 schools. Spanish Language Arts and Spanish for Heritage Speakers World Language courses are offered at multiple secondary schools. The curriculum for both classes was written by Dual and World Language secondary teachers. Professional learning for the secondary Dual Language teachers is offered throughout the school year.

Central ESL/Dual Language: The 14 ESL/Dual Language Resource Teachers (full and part time) provide instructional support, coaching, and resources for the 138 ESL teachers and tutors, and 75 Dual Language staff. ESL/Dual Language Resource Teachers are assigned between 10 to 20 schools depending on ESL student needs and over the course of the school year average about 65-70 % of their work in schools. On a monthly basis, the ESL/Dual Resource Teachers create, develop and facilitate the professional learning for all ESL and Dual Language staff. The ESL/Dual Language Resource Teachers design and update the curriculum and resources for secondary ESL and elementary Dual Language in all content areas. ESL/Dual Language Resource Teachers and classroom teachers, along with the World Language Coordinator, developed the secondary Spanish Language Arts and Spanish for Heritage Speakers courses offered at 9 middle and high schools. The ESL/Dual Language Resource Teachers also provide the professional learning for the World Language teachers of the courses. ESL/Dual Language Resource Teachers participate on District Strategic Plan Tactic Teams and other district level project teams. The Data team (Systems Analyst and Data Technician) handle the data reporting. They create reports and databases for staff. They also handle all the True Peer reports, mail all the letters to families and collaborate with Instructional Data Services plus Student Data reporting. Due to schools' adapted learning environments to remote and in-person/hybrid, 5 of the 14 have been reassigned. one .5 is dedicated to writing the secondary curriculum)

Translation and Interpretation Services: Due to the fact that there are over 10,000 Jeffco students from multilingual homes (130+ language represented in Jeffco), over 7100 oral interpretation and written translation requests were completed in 2019-20. Currently there are over 600 ELLs with an IEP and over fifty with a 504 Plan. Jeffco Public Schools and the Office for Civil Rights have an agreement to offer families with a preferred language other than English a translation of the IEP or 504 Plans. The average IEP is 35 pages and the 504 is five pages. An implementation plan will be developed between Special Education and the ESL/Dual Language Department to ensure equitable practices are in place. Written requests will increase - an additional Spanish translator may be added to meet the IEP and 504 Spanish translation requests. Currently, there are three Spanish Translators who translate most of the Spanish translation requests from all the schools and departments. The Translators also take all the calls to the central office from Spanish-speaking families. The Translators are in the central office 98% of the time. Our Russian/Ukrainian Liaison handles both the oral interpretation and written translation for all Russian requests. To meet the oral interpretation needs, there are seven Home/School Liaisons who provide oral interpretation for all types of meetings at their assigned schools: IEP, discipline, parent/teacher conferences, all Special Education parent meetings, Gifted/Talented, Outdoor Lab, Title I, budget, etc. (Special Education funds 2/7 Home/School Liaison). Liaisons are in schools 75-80% of their time. In addition, they also assist ESL staff with family engagement activities to transform the learning experience for families to increase engagement. The ESL/Dual Language Department does fund one Home/School Liaison to be located at Arvada K-8 for 2 school years in order to ensure a connection with the Spanish-speaking community. The Translation and Interpretation Services technicians handle the requests for all other languages other than Spanish and Russian (unless needed). This role ensures all requests are filled and completed satisfactorily. This work will increase transparent communication with families. We have contracts with 7 different translation agencies. The technician works with the agencies to schedule interpreters and to translate documents into over 57 different languages. The Translation and Interpretation Services Coordinator supervises the liaisons, translators and technician.

Adult ESL and Literacy Program. This 28-year-old program provides ESL and basic literacy and math support for over 300 adults in Jeffco. The Adult ESL & Literacy Programming was awarded funding from CDE through the AEFLA (Adult Education and Family Literacy Act) grant. This is federal funding which flows through to Colorado Department of Education then to local programs. Most of the Program's budget is funded through the AEFLA grant, however, the Program was also awarded funding through Human Services and the TANF (Temporary Assistance for Needy Families) grant for services provided to our adult refugee families. In total, there are 20 staff members that offer remote classes day and/or night. Traditionally the classes are in person and located at the Family Literacy Building, Alameda International 7-12, and Thomson Elementary schools. For the 2020-21 school year, all classes are offered remotely. Adult participants pay a fee which offsets the costs for student instructional materials. The ESL/Dual Language department also supports this staff and provides a portion of funding for their professional learning, office supplies and staff salaries for classes beyond the AEFLA and TANF.

ACTIVITY DESCRIPTION- (DESCRIBE THE ACTIVITIES THAT WILL BE FUNDED)

The ESL/Dual Language department will continue to provide instruction, translation and interpretation support for ELLs and their families while also supporting the ESL and Dual Language Education instructional staff, classroom teachers, administrators and other educators working together to ensure ELLs acquire English language proficiency and demonstrate grade-level content knowledge and skills in English and Spanish. The department will continue to do the following:

- Provide all ELLs with the appropriate ESL instructional support through highly qualified K-12 licensed and classified staff for all schools (general and grant funded)
- Provide Dual Language Education program students the appropriate instructional support in English and Spanish (general fund)
- Provide all K-12 ESL staff with monthly professional learning opportunities, including Communities of Practice and Learning Labs (general and grant funded)
- Provide all elementary Dual Language Education program staff with monthly professional learning opportunities (general fund)
- Provide curriculum development, updates and revisions plus resources for all K-6 Dual Language curriculum, plus the secondary ESL and Spanish Language Arts and Spanish for Heritage Speakers curriculum (general fund)
- Provide curriculum development, updates and revisions plus resources for all secondary ESL curriculum (general fund)
- Provide staff and schools with appropriate data and assessment information (general fund)
- Provide support for the Adult ESL and Literacy program for salaries and professional learning (grant funded)
- Fulfill all oral interpretation and written translation requests (general and grant funded)
- Provide professional learning opportunities for Translation Services staff (general fund)
- Provide refinement to the MTSS for ELLs resources and professional learning opportunities for all staff (general fund)
- Collaborate and assist with the process, professional learning and instructional support for ELLs with IEPs (general fund)
- Provide the Newcomer Academy staff, resources and PD (general fund)
- Provide resources, professional learning and instructional support for all ESL staff with newcomer ELLs (general fund & grant funded)
- Collaborate with Regis University to offer an ESL Qualification Program (grant funded)
- Attend virtual conferences to continue our own learning (general fund)

PERFORMANCE MEASURES- (REPORT ON RESULTS/SUCCESS OF EXISTING PERFORMANCE MEASURES)

In addition to supporting Jeffco's Strategic Plan and District Unified Improvement Plan measures, ESL/Dual Language Department performance measures include:

All ELLs in Jeffco will receive English Language Development, as required by state and federal law.

Licensed teachers who have ELLs in their classes will participate in professional learning opportunities to enhance differentiated strategies necessary for language and academic success of ELLs.

School staff will follow the MTSS for ELLs process when appropriate.

Oral interpretation and written translations requests will be completed.

MEASURABLE GOALS:

Fifty-seven percent of a matched cohort of ELLs in the Entering, Emerging and Developing proficiency levels showed an increase in one or more proficiency levels in the Overall domain on 2020 ACCESS for ELLs test.

14% of the 2019-20 K- 12 ELLs met the state determined linguistic and academic criteria to be re-designated from the LEP designation to the FEP designation.

The graduation rate for ELLs increased (67.8% to 68.9%).

The dropout rate for ELLs decreased (4.1% to 3.2%).

Came to an agreement with the Office for Civil Rights without further monitoring.

CDE fully funded Jeffco's Adult ESL & Literacy Program.

EXPLANATION:

Systemic and consistent professional learning offered to all ESL and DL Instructional Staff.

Guaranteed and viable secondary ESL courses offered.

K-6 ELD curriculum integration documents developed and implemented.

Revisions began 2018-19 and were completed for the 6th-12th grade Enriched English Language Arts courses.

Revisions began on the secondary ESL courses.

Supported the expansion of Dual Language Education programs preschool through secondary, World Language at the elementary level (curriculum, resources, instructional support, coaching, professional development).

Enhanced and created instructional resources for ESL staff, classroom/content area teachers and Dual Language teachers.

Collaborated with many key stakeholders and assisted with the implementation of the Jeffco Seal of Biliteracy.

Implemented the MTSS for ELLs process.

Collaborated with the Special Education staff in developing appropriate protocols, guidelines and resources for ELLs with IEPs and 504s.

Improved upon the recruiting efforts for ESL, Dual Language and bilingual staff.

Increased staffing and training for Translation and Interpretation Services staff. Expanded the number of contracts with outside translation agencies.

Implementation of the Seal of Biliteracy (over 800 recipients each year).

IMPROVEMENT & EFFICIENCIES- (HOW WILL PRIOR RESULTS BE IMPROVED UPON AND MEASURED?)

Based on the needed support for ELLs to succeed in Jeffco, the ESL/Dual Language department will:

continue the secondary ESL course and curriculum revisions and implementation
expand the Translation and Interpretation Services Department to meet the OCR agreement
offer professional learning to all Jeffco staff focused on meeting the needs of ELLs
continue to expand secondary DL programming
Begin an online Newcomer Academy for NEP level high school students in low incidence schools – core content area classes offered will meet graduation requirements

EXPLANATION:

Implement the 6th-12th grade Enriched English Language Arts courses completed in the 2019-2020 school year.
Revise the ESL Reading Strategies, ESL English 1-3 and Literacy Acceleration courses and field test completed course.
Increase staff and develop guidelines and processes to meet the new IEP & 504 translation expectations from the OCR agreement.
Enhance and create instructional resources for ESL staff, classroom/content area teachers and Dual Language teachers.
Continued support of the expansion of Dual Language Education programs preschool through secondary, World Language at the elementary level (curriculum, resources, instructional support, coaching, professional development).
Continue to refine protocols and offer additional assessments for the implementation of the Jeffco Seal of Biliteracy.
Improve upon the recruiting efforts for ESL, Dual Language and bilingual staff.

SUPPORT OF STRATEGIC OBJECTIVES

Jeffco Generations Vision:

Learning:

Professional learning opportunities focused on transforming student task, responsive teaching, pathways, embracing the human experience. ESL Resource Teachers are working side by side with ESL teachers on creating and sharing transformed student tasks.

Conditions for Learning:

Recruiting highly qualified ESL and Dual Language staff. Ensure staff understand the linguistic and academic needs of ELLs so that all ELLs graduate with options and less ELLs dropout of school.
Collaborating with High Expectations on proficiency scales for K-12 content areas.
Spanish language translations of the 630 units of study shared via the public curriculum on Jeffco Public Schools.
Spanish language translations for the public curriculum shared family support “how to” documents.
DL proficiency scales development.
Oral interpretation and written translation for clear and accurate communication with families, students and the Jeffco community.

Readiness for Learning:

Support schools in developing community hubs for ALL families and students.
Collaborate with mental health professionals and counselors in understanding and meeting the social-emotional supports for ELLs. Continue to collaborate with Early Learning for Native Language Preschool opportunities.
Continue to collaborate with school-based Liaisons plus ESL and Dual Language staff in providing quality family engagement opportunities.

BUDGET CHANGES FROM PRIOR YEAR- (DESCRIBE BUDGET CHANGES/REORGANIZATION)

- Reduce RT FTE from 15.0 to 14.0
- +1.0 from RT FTE to ESL/DL Instructional Coaches = 9.0
- Reduce 4.0 Technicians to 3.0
- Add .5 Admin consultant
- Reduce paraprofessionals to 0.0

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

ESL/ DL website: <https://sites.google.com/a/jeffcoschools.us/esl-dual-language-programs/?pli=1>

Glossary of Terms

AEFLA: Adult Education and Family Literacy Act

CAS: Colorado Academic Standards

ELD: English Language Development

ELLs: English Language Learners

ESL: English as a Second Language

FELL: Former English language learner

FEP: Fluent English proficient

IEP: Individualized Education Plan

MTSS: Multi-tiered System of Supports

OCR: Office for Civil Rights

PHLOTE: Primary or home language other than English

RT: Resource Teacher

TANF: Temporary Assistance for Needy Families

Transadaptation = A process of taking content created in one language and culture and preparing it for use in a second language and culture. The content in the source language has to be both translated and adapted to fit the need and or cultural and linguistic requirements of the target language. (victoryprd.com)

BUDGETING FOR OUTCOMES

2021/2022 Renewal Request Form



DEPARTMENT	Educational Research and Design (ERD)				
DEPT ID-Name	91020 – Chief Academic Office	FTE	3.0	Adopted Budget	\$ 441,047.00

RENEWAL REQUEST SUMMARY- (SUMMARIZE THE OBJECTIVE OF THE FUNDING REQUEST)

Jeffco Public Schools offers curriculum and academic programs designed to give students the skills they need. Our mission is to provide a quality education that prepares all children for a successful future.

The focus of the Chief Academic Office is to enhance student experiences. We strive to provide each child the individualized attention and opportunities needed to have a bright future. The Chief Academic Officer oversees and supervises all academic programs from preschool to postsecondary opportunities, educational research and assessments, as well as compliance and policy regulations in;

- Stem
- Internships
- Health Education
- World Languages
- Science
- Education Technology
- English Second Language (ESL)
- Instructional Coaching
- Literacy
- Music
- Theatre
- Visual Arts
- Social Studies
- Math
- Libraries
- Dual Language(DL)
- Home visitation
- READ Act Implementation
- Work Based Learning
- Apprenticeships
- Physical Education
- Literacy Intervention
- Social Studies
- Blended Online Learning
- Translation Services
- Before & After School Programs
- Title I

Our work is focused on ensuring that students have extraordinary opportunities to reach their highest potential in a variety of different comprehensive school settings. **Jeffco Deeper Learning Model resources and professional learning for each domain:**

- **PLAN**
- **TEACH**
- **ASSESS**
- **REFLECT**

In order to continue the level of support this department provides, a renewal of our current adopted budget requested. The Chief Academic budget currently staffs 3 FTE.

- 1 FTE Chief Officer leads 13 departments and the Early Learning Division
- 1 FTE Administrative Assistant
- 1 FTE Budget Analyst

ACTIVITY DESCRIPTION- (DESCRIBE THE ACTIVITIES THAT WILL BE FUNDED)

The Chief Academic Office supports equity, opportunity, and success for all students to achieve our Jeffco vision through a dedicated focus on relevant educator learning and development, dynamic curriculum and instruction, balanced assessment, reliable data and research, multiple student pathways, and innovative continuous improvement.

PERFORMANCE MEASURES- (REPORT ON RESULTS/SUCCESS OF EXISTING PERFORMANCE MEASURES)

Measurable Goals for 2020-21

Oversee the process of updating, revising the Jeffco Curriculum.

For the 2020 Colorado Academic Standards we will update, revise or enhance the remaining Units of Study in for all grade levels, PK-12, in Reading, Writing and Communication, Math, Science, Social Studies, Core Knowledge, Dual Language, Visual Art, Music, Physical Education, Spanish Language Arts, English as a Second Language, World Languages for German, Spanish, French and Japanese units, ISTE, Comprehensive Health, Drama & Theater Arts, and STEM.

Align over 1081 skill specific proficiency scales for both teachers and students to units of study in the Jeffco Curriculum for each grade level.

Collaborate with K-12 Science Teacher Cohorts to align 101 new science standards with units of study and proficiency scales

Translations of all curriculum units of study, teacher proficiency scales, and student proficiency scales.

Revise proficiency scales based on feedback from educators through the feedback link on each Jeffco teacher proficiency scale.

As of October 2020, we increased the number of teacher-created and shared assessments and resources in the Bridge to Curriculum Assessment Library from 1911 to 2753 and the resource library from 5978 to 6675. We accomplished this work in partnership with Educational Technology.

As of October 2020, the Professional Learning Library houses 737 professional learning resources, presentations and videos. Curriculum and Instruction continues to provide Project Based Learning supports and professional learning for classroom teachers, instructional coaches, digital teachers' librarians and principals.

Support the creation of internal student internships.

Created student internships for teaching pathways for the JSEL summer school program, with two in each of the JSEL elementary schools.

IMPROVEMENT & EFFICIENCIES- (HOW WILL PRIOR RESULTS BE IMPROVED UPON AND MEASURED?)

In collaboration with other departments, the Chief Academic office will coordinate the district initiatives and efforts under the direction of the Superintendent. One area of focus this year will be the district unified improvement process.

Update, revise and enhance the Jeffco Curriculum.

- In the 2021-22 school year, we are finalizing the alignment between the Jeffco Curriculum units of study to the revised 2020 Colorado Academic Standards in each grade level. Updates include unit revisions and enhancements to 1,200+ Units of Study and 236 Years at a Glance (scope & sequence) for PK-12 Reading, Writing and Communication, Math, Science, Social Studies, Core Knowledge, Dual Language, Visual Art, Music, P.E., Spanish Language Arts, ESL, World Languages for German, Spanish, French and Japanese units, Spanish for Heritage Speakers, ISTE, Comprehensive Health, Drama & Theater Arts, and STEM.
- Implement 1081 skill specific proficiency scales for both teachers and also for students and families to align to units of study in the Jeffco Curriculum. Gather feedback from teachers in adjustments that need to be made for the 2021-22 school year.
- Continue to develop theatre pathways, curriculum and instructional supports for Stagecraft & Acting.

In the Spring of 2020, the world-wide pandemic changed the educational landscape and Curriculum and Instruction has adapted our support aligned to remote and hybrid learning as well as in-person. We have provided office hours support and weekly professional learning. Professional learning is based on just in time need of educators across Jeffco Public Schools. Curriculum and Instruction provided Restart Jeffco support documents for grading, work-based learning, Dual Language, Visual Art, Music, P.E., ESL, World Languages, PBL, Instructional Coaching, Learning Management Systems, Career and Technical Education and STEM. In addition, some of our work was accelerated due to COVID-19. The revision of the new standards we have had to ensure all units of study were developed with the new CAS aligned with proficiency scales and student/ family friendly scales. C&I has created synchronous and asynchronous learning for teachers and in understanding how to plan, teach, assess and goal set using the proficiency scales. We have continued to partner with Marzano Research to provide ongoing sustainable support for teacher and leaders. This includes a series of webinars that will be available to Jeffco staff for two years.

- Create a parallel professional learning tactic between Administrator and Teacher Learning departments to increase coherence, common language, and system alignment.
- Create Educator Pathway systems for leaders and teachers that build capacity and promote ongoing growth and leadership.

(Note some timelines are extended based on response in supporting schools with remote and hybrid learning).

SUPPORT OF STRATEGIC OBJECTIVES- (HOW WILL THE FUNDS SUPPORT JEFFCO GENERATIONS?)

Learning: Develop and/or enhance the systems and practices for customized learning pathways (differentiation and choice programming) that support every student on their way to a successful completion of a Jeffco education, and track consistency and use of these systems and practices across the district. We also support transforming the student task by providing resources, training, and partnerships to ensure student learning is authentic and tied to Colorado Academic Standards (CAS). Partnering with other departments and our classroom colleagues, we work to ensure that our teaching practices are responsive to individual student needs. Using technology tools to support teaching and learning is a focus for Educational Research and Design (ER&D). Additionally, we work to ensure that students can access a full range of the human experience including the arts, languages, and specialized programs to enhance their lives.

- Conditions for Learning: Supporting a professional model of teaching comes with training for teachers in the best practices to meet student needs. In ERD, we provide the training that supports this important work. High expectations are linked to our curriculum and instructional resources. Differentiating our resources to support equity across our district is a function of ERD.
- Readiness for Learning: Ensuring readiness in ERD is tied to effectively supporting teaching and learning. We do this through our robust offerings within preschool and meaningful engagement with our schools and community.
- Educational Research Design has also organized support around “spotlight work” to transform the task in Jeffco Public Schools. Specific trainings and other resources to support problem/project-based learning, learning labs, high expectations, updates to teaching resources, and customized pathways will be shared and monitored throughout the 2021-2022 school year.

BUDGET CHANGES FROM PRIOR YEAR- (DESCRIBE BUDGET CHANGES/REORGANIZATION)

N/A

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

Education Research and Design:

<https://sites.google.com/a/jeffcoschools.us/educational-research-and-design/>

BUDGET RESOURCES FOR NEXT BUDGET CYCLE- (SUMMARIZE BELOW, REQUEST VIA BFO REQUEST FORM)

N/A



Field Services

Divisions within the General Fund participated in Budgeting for Outcomes, a process where departments evaluated their programs and services to assure alignment with district goals.

Detailed information that follows includes:

- Department Renewal Summary
- Activity Description
- Performance Measures
- Improvement & Efficiencies
- Support of Strategic Objectives
- Budget Changes from Prior Year

	2019/2020 Budget FTE	2020/2021 Budget FTE	2021/2022 Budget FTE	2019/2020 Actual	2020/2021 Budget	2021/2022 Budget
Payroll	-	-	-	2,116	-	-
Operations and Maintenance						
Payroll	175.23	174.85	163.60	\$13,706,130	\$14,968,168	\$15,259,351
Non-Payroll	-	-	-	5,648,001	4,207,340	4,207,340
School Administration						
Non-Payroll	-	-	-	30	-	-
Total	175.23	174.85	163.60	\$19,356,277	\$19,175,508	\$19,466,691



JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2021/2022
General Fund Department Detail

Field Services

	2019/2020 Budget FTE	2020/2021 Budget FTE	2021/2022 Budget FTE	2019/2020 Actual	2020/2021 Budget	2021/2022 Budget
Dept ID: Field Services						
Payroll						
Executive Director	0.50	0.50	0.50	\$67,494	\$69,371	\$73,884
Director	3.50	3.50	3.50	379,096	391,547	417,019
Manager	6.00	6.00	6.00	443,504	547,913	583,557
Technical Specialist	3.00	3.00	3.00	231,498	254,348	270,895
Teacher	-	-	-	35	-	-
Specialist - Classified	1.00	1.00	1.00	72,060	75,004	79,884
Technician - Classified	5.00	5.00	5.00	221,192	278,778	296,915
Administrative Assistant	1.00	1.00	1.00	70,024	71,223	75,856
Group Leader	13.00	13.00	13.00	1,119,783	1,076,889	1,132,916
Substitute Secretary	-	-	-	23,248	28,200	28,200
Secretary	2.00	2.00	2.00	97,812	107,626	114,628
Trades Technician	134.00	134.00	122.00	7,189,643	8,705,379	8,641,705
Classified - Hourly	6.23	5.85	6.60	42,720	167,483	183,729
Additional Pay-Classified	-	-	-	26,080	51,700	51,700
Overtime - Classified	-	-	-	206,777	155,900	155,900
Payroll Exception	-	-	-	-	(511,500)	(511,500)
Payroll Total	175.23	174.85	163.60	10,190,966	11,469,861	11,595,288
Benefits						
Employee Benefits	-	-	-	3,220,107	3,498,307	3,664,063
Empl Benefits-Non Alloc	-	-	-	297,173	-	-
Benefits Total	-	-	-	3,517,280	3,498,307	3,664,063
Purchased Services						
Mileage And Travel	-	-	-	1,291	3,200	3,200
Employee Training & Conf	-	-	-	53,924	47,600	47,600
Awards And Banquets	-	-	-	-	800	800
Recruiting Costs	-	-	-	596	3,000	3,000
Required Physical Exams	-	-	-	2,380	2,500	2,500
Printing	-	-	-	4,664	6,900	6,900
Consultants	-	-	-	66,341	38,600	38,600
Contracted Services	-	-	-	414,677	341,100	341,100
Fleet Maintenance.	-	-	-	12,173	1,000	1,000
Refuse & Dump Fees	-	-	-	37,603	19,000	19,000
Equipment Rental	-	-	-	26,389	39,900	39,900
Contract Maint/Eq Repair	-	-	-	34,116	7,200	7,200
Const Maint/Repair - Building	-	-	-	1,430,239	1,095,290	1,095,290
Software Purch	-	-	-	56,877	71,900	71,900
Marketing - Advertising	-	-	-	-	300	300
Telephone/Pagers/Modems	-	-	-	49,613	52,850	52,850
Natural Gas	-	-	-	-	-	-
Propane	-	-	-	515	-	-
Electricity	-	-	-	-	-	-
Water & Sanitation	-	-	-	-	-	-
Storm Water	-	-	-	-	400	400
Postage	-	-	-	593	1,600	1,600
Permits/Licenses/Fees	-	-	-	23,060	32,500	32,500
Fees For Dist Membership	-	-	-	2,493	200	200
Purchased Services Total	-	-	-	2,217,544	1,765,840	1,765,840
Materials and Supplies						
Office Material/Supplies	-	-	-	13,406	28,600	28,600
Office Equipment - Under \$5K	-	-	-	51,591	52,100	52,100
Copier Usage	-	-	-	3,174	8,800	8,800
Athletic Supplies	-	-	-	48,206	139,700	139,700

Field Services



JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2021/2022
General Fund Department Detail

Field Services

	2019/2020 Budget FTE	2020/2021 Budget FTE	2021/2022 Budget FTE	2019/2020 Actual	2020/2021 Budget	2021/2022 Budget
Maint Materials/Supplies	-	-	-	3,089,937	1,965,900	1,965,900
Small Hand Tools	-	-	-	58,217	60,800	60,800
Uniforms	-	-	-	19,397	26,600	26,600
Shop Supplies	-	-	-	-	12,000	12,000
Materials - Playgrounds	-	-	-	44,262	45,000	45,000
Physical Invty Gain/Loss	-	-	-	7,726	8,000	8,000
Materials and Supplies Total	-	-	-	3,335,916	2,347,500	2,347,500
Capital						
Plant/Shop Equipment	-	-	-	81,426	50,000	50,000
Building Improvements.	-	-	-	13,145	44,000	44,000
Capital Total	-	-	-	94,571	94,000	94,000
Total	175.23	174.85	163.60	\$19,356,277	\$19,175,508	\$19,466,691

BUDGETING FOR OUTCOMES

2021/2022 Renewal Request Form



DIVISION	Field Services				
DEPT ID-Name	93501 – Building Maintenance	FTE	96.87	Adopted Budget	\$10,962,089
RENEWAL REQUEST SUMMARY- (SUMMARIZE THE OBJECTIVE OF THE FUNDING REQUEST)					
<p>The department is responsible for providing building repairs and preventative maintenance for all Jeffco Facilities and related building mechanical equipment. This includes conducting Federal, State and City required inspections of systems contained in all Jeffco buildings per regulations and/or best practices.</p> <p>These services/repairs are delivered by the in-house staff and approved vendors when required.</p> <p>The Facilities Services team also provides input to the planning and implementation of Capital Reserve and/or Bond initiatives in conjunction with the Capital Project team.</p>					
ACTIVITY DESCRIPTION- (DESCRIBE THE ACTIVITIES THAT WILL BE FUNDED)					
<ul style="list-style-type: none"> • Building maintenance and repair work orders response • Preventative maintenance to all buildings, structural, and mechanical systems • Maintenance and repairs to life safety and security systems within buildings • Federal, State, and City equipment inspections per regulations • Natural event clean-up and repair response • Construction projects plan review and final inspections 					
PERFORMANCE MEASURES- (REPORT ON RESULTS/SUCCESS OF EXISTING PERFORMANCE MEASURES)					
<ul style="list-style-type: none"> • Maintenance Repair (MR) Work orders will be completed within 30 business days (target goal is 90%). 					
IMPROVEMENT & EFFICIENCIES- (HOW WILL PRIOR RESULTS BE IMPROVED UPON AND MEASURED?)					
<ul style="list-style-type: none"> • Relocation of North and North Central maintenance groups from the North Arvada Middle School Site (NAMS) to 6800 Joyce Street. The 6800 building and site will accommodate the teams, their warehouse and white fleet needs. Cost of relocation will be covered as part of the capital improvement plan for 6800 Joyce and Building Maintenance. The modular buildings on the NAMS site will be removed and site reclaimed • Continue the changes implemented in 2019/20 in the workflow for the department related to technician adding Notes to the Work Order when completed along with changing the Status code of the Work Order task. • Continue to Implement truck stock inventory & satellite warehouses at the area shops. MEASURABLE GOALS to reduce trips to parts houses will be set during the implementation. • Transition from current paper Preventative Maintenance logs and reports to the new on-line inspection reports within the PeopleSoft Maintenance Management Work Order module the department uses. 					
SUPPORT OF STRATEGIC OBJECTIVES- (HOW WILL THE FUNDS SUPPORT JEFFCO GENERATIONS?)					
<ul style="list-style-type: none"> • STRATEGY ONE -- EMPOWER TO EDUCATE, INSPIRE TO LEARN: Facilities that are “warm, safe and dry”, support the educational process and contribute to the educational goals of Jeffco Public Schools 					
BUDGET CHANGES FROM PRIOR YEAR- (DESCRIBE BUDGET CHANGES/REORGANIZATION)					
<ul style="list-style-type: none"> • None. 					
ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)					
Building Maintenance -- https://teamjeffco.jeffcopublicschools.org/cms/One.aspx?portalId=2918833&pageId=7826181 Facilities -- https://teamjeffco.jeffcopublicschools.org/cms/One.aspx?portalId=2918833&pageId=4426003					



Financial Services

Divisions within the General Fund participated in Budgeting for Outcomes, a process where departments evaluated their programs and services to assure alignment with district goals.

Detailed information that follows includes:

- Department Renewal Summary
- Activity Description
- Performance Measures
- Improvement & Efficiencies
- Support of Strategic Objectives
- Budget Changes from Prior Year

	2019/2020 Budget FTE	2020/2021 Budget FTE	2021/2022 Budget FTE	2019/2020 Actual	2020/2021 Budget	2021/2022 Budget
General Administration						
Payroll	52.00	52.00	51.00	\$5,254,453	\$5,397,714	\$5,691,860
Non-Payroll	-	-	-	10,864,638	11,451,001	12,559,287
Instructional Support						
Non-Payroll	-	-	-	6,395,877	6,654,987	7,329,223
Total	52.00	52.00	51.00	\$22,514,968	\$23,503,702	\$25,580,370



**JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2021/2022
General Fund Department Detail**

Financial Services

	2019/2020 Budget FTE	2020/2021 Budget FTE	2021/2022 Budget FTE	2019/2020 Actual	2020/2021 Budget	2021/2022 Budget
Dept ID: Financial Services						
Payroll						
Chief Officer	1.00	1.00	1.00	\$156,406	\$157,988	\$151,386
Director	4.00	4.00	4.00	466,828	488,108	513,957
Manager	7.00	7.00	7.00	672,168	594,164	729,324
Technical Specialist	10.00	10.00	10.00	801,861	914,767	894,869
Accountant I	1.00	1.00	1.00	62,280	63,146	67,254
Coordinator - Administrative	1.00	1.00	1.00	92,647	95,420	97,063
Administrator	2.00	2.00	2.00	201,293	204,981	223,749
Specialist - Classified	8.00	8.00	8.00	542,133	533,536	565,859
Buyer	2.00	2.00	2.00	140,655	142,689	151,972
Technician - Classified	12.00	12.00	11.00	637,905	693,413	673,662
Administrative Assistant	1.00	1.00	1.00	76,822	78,468	83,573
Substitute Secretary	-	-	-	4,507	4,500	4,500
Secretary	1.00	1.00	1.00	27,169	31,403	33,446
Buyer Assistant	2.00	2.00	2.00	117,635	119,995	127,801
Additional Pay-Administrative	-	-	-	-	6,800	6,800
Overtime - Classified	-	-	-	6,741	6,800	6,800
Payroll Total	52.00	52.00	51.00	4,007,050	4,136,178	4,332,015
Benefits						
Employee Benefits	-	-	-	1,142,010	1,261,536	1,359,845
Empl Benefits-Non Alloc	-	-	-	105,393	-	-
Benefits Total	-	-	-	1,247,403	1,261,536	1,359,845
Purchased Services						
Mileage And Travel	-	-	-	8,054	10,700	10,700
Employee Training & Conf	-	-	-	17,737	46,340	46,340
Meals/Refreshments	-	-	-	-	1,300	1,300
Printing	-	-	-	5,214	7,700	7,700
Consultants	-	-	-	-	38,000	18,000
Contracted Services	-	-	-	46,059	91,475	91,475
Bank Fees & Other Expense	-	-	-	13	100	100
Contract Maint/Eq Repair	-	-	-	409	1,800	1,800
Technology Services	-	-	-	17,091,331	17,791,628	19,594,150
Marketing - Advertising	-	-	-	373	-	-
Equipment/Copier Repair	-	-	-	-	1,000	1,000
Telephone/Pagers/Modems	-	-	-	1,035	2,500	2,500
Postage	-	-	-	13,515	24,065	24,065
Permits/Licenses/Fees	-	-	-	1,429	3,048	3,048
Fees For Dist Membership	-	-	-	33,436	33,200	33,200
Purchased Services Total	-	-	-	17,218,605	18,052,856	19,835,378
Materials and Supplies						
Office Material/Supplies	-	-	-	12,159	39,700	39,700
Office Equipment - Under \$5K	-	-	-	26,166	7,232	7,232
Copier Usage	-	-	-	3,585	6,200	6,200
Materials and Supplies Total	-	-	-	41,910	53,132	53,132
Capital						
Total	52.00	52.00	51.00	\$22,514,968	\$23,503,702	\$25,580,370

BUDGETING FOR OUTCOMES

2021/2022 Renewal Request Form



DIVISION	Financial Services				
DEPT ID-Name	92100 – Budget Management	FTE	7.00	Final Budget	\$916,261

RENEWAL REQUEST SUMMARY- (SUMMARIZE THE OBJECTIVE OF THE FUNDING REQUEST)

Leaders in process development and implementation of the districtwide budget. The budget development process is centered on a myriad of stakeholders input, community engagement, and the Board of Education. Effectively allocating monetary resources to align with the districts Strategic plan and enhance student achievement. The budget department uses two main processes, Budgeting for Outcomes and Student Based Budgeting.

Providing support to district leaders in strategic planning, rate of spending, and forecasting for months/year to come are key to the success of the district. Modeling out key budget impacts including but not limited to; retirement and turnover savings, cost of steps/levels/lanes, COLA for all bargaining groups, Cash flow analysis, Mill Levy analysis, and overall State budget and the impacts to the district. The budget department is instrumental in the overall monetary health of the district.

ACTIVITY DESCRIPTION- (DESCRIBE THE ACTIVITIES THAT WILL BE FUNDED)

- Monitor and tracks State budget and economic forecasts.
- Calculate Mill Levy Certifications for the district, both general fund and Debt service.
- Debt Service Management
- Evaluate and maintain district Treasury duties including; Manage and maintain relationship with bank contacts, cash flow management, monitoring and initiation all Wire and ACH payments, active directory and access control to all district bank accounts.
- Strategic lead for Budgeting for Outcomes, partner with district leaders and presenting outcomes to Board of Education.
- Evaluate, make recommendations, and initiate Student Based Budgeting base factors, process guide, and support to Principals.
- Leader in budget development process and preparation of the district’s annual budget. Including Proposed and Adopted Budget publications.
- Manage both monthly and daily vital interdepartmental processes.
- Lead developer for maintaining and improving the budgeting system Hyperion.
- Provide support for innovation and development across all departments and schools.
- Partner with Superintendent and CFO on Community Engagement.
- District financial lead to the District Accountability Committee (DAC).
- Active financial lead for JESPA Negotiations Support.

PERFORMANCE MEASURES- (REPORT ON RESULTS/SUCCESS OF EXISTING PERFORMANCE MEASURES)

- Completed FY21 Adopted Budget and complied with State Statute requirements.
- Achieved recognition with GFOA Better School Spending for 2020/2021.
- Developed and launched a rubric for Budgeting for Outcomes, linked directly to the strategic plan, and better aligning school budgeting with GFOA Better School Spending practices.

IMPROVEMENT & EFFICIENCIES- (HOW WILL PRIOR RESULTS BE IMPROVED UPON AND MEASURED?)

- Enhance system administration for Hyperion, to better align innovation in schools.
- Continue to work toward SMART Goal for Funding for Equity Tactic work; Evaluation of Student Based Budgeting, and identifying the gaps and efficiencies to better fund our highly impacted schools.
- Develop and enforce strategic spend down of school carry forward in partnership with School Leadership.
- Pilot program review and cost analysis, including return on investment (ROI) for 10 schools to better align school budgets with Better School Spending Practices. Due to the pandemic, this pilot will be achievable for the 2021/2022 school year.

SUPPORT OF STRATEGIC OBJECTIVES- (HOW WILL THE FUNDS SUPPORT JEFFCO GENERATIONS?)

LEARNING: Support school and department leadership with Student Based Budget (SBB) and Budgeting for Outcomes (BFO) Processes

CONDITIONS FOR LEARNING: Budget Management is committed to providing continue support for school and department budgets to assure tax dollars are spent in accordance to policies and procedures.

BUDGET CHANGES FROM PRIOR YEAR- (DESCRIBE BUDGET CHANGES/REORGANIZATION)

Budget reduction, \$167,804. This reduction will limit the availability to consult on our budgeting system, Hyperion. This will require more expertise and training for the current staff to be able to take on this responsibility, as well as turning to our IT department for additional support.

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

<https://jeffcopublicschools.org/about/finance>

BUDGETING FOR OUTCOMES

2021/2022 Renewal Request Form



DIVISION	Financial Services				
DEPT ID-Name	93200 – Financial Services	FTE	2.00	Final Budget	\$375,850

RENEWAL REQUEST SUMMARY- (SUMMARIZE THE OBJECTIVE OF THE FUNDING REQUEST)

Financial Services consists of the office of the Chief Financial Officer (CFO) and Executive Assistant. The CFO oversees accounting and the school accounting support team, accounts payable, budget and treasury, building use, finance, grants acquisition and management, internal audit, payroll, purchasing and risk management.

Financial Services is responsible for leading, advising and consulting with district leadership and staff, other governmental entities, citizens and other organizations on financial issues. It is the designee for implementing Board and superintendent direction in support of the district’s mission and vision for all district financial-related activity. The department is responsible for ensuring adequate internal controls that facilitate compliance with district policies and procedures as well as federal, state and local regulations, reporting and filings. Financial Services supports all departments and schools in regard to their financial needs.

ACTIVITY DESCRIPTION- (DESCRIBE THE ACTIVITIES THAT WILL BE FUNDED)

- Oversees and accounts for the receipt and disbursement of all district funds.
- Makes recommendations for new district policies and procedures and policy and procedure updates based on best practices and federal, state and local regulations.
- Ensures compliance with district financial policies and procedures to assure the financial stability of the district.
- Oversees the budget process and preparation of the district’s annual budget along with analysis and reports for district management, including the Board of Education and Cabinet and ensures the appropriate budgeting of resources to schools and central departments.
- Oversees and evaluates the district financial plans, policies and reporting, including preparation of the Annual Financial Report, quarterly financial reporting and annual independent audit.
- Prepares schedules and complex analysis to support negotiations and other committees and groups.
- Monitors expenditures and reporting to ensure effective use of all available funds.
- Provides financial transparency in compliance with state statutes.
- Ensures school and departmental audits are conducted to confirm compliance with financial policies and procedures.
- Responds to public record requests and community correspondence.
- Monitors, tracks and analyzes state budget and economic forecasts and legislative activity
- Serves as liaison for two Board advisory committees – Audit Committee and Financial Oversight Committee.
- Partners with other district staff and community on innovations and proposals for financial analysis and impacts.
- Communicates to stakeholders on district financial status and forecast of state impacts.
- Provides support for charter school financial questions and issues.

PERFORMANCE MEASURES- (REPORT ON RESULTS/SUCCESS OF EXISTING PERFORMANCE MEASURES)

- Complete all financial reporting in compliance with state statutes.
- Receive recognition for excellence in financial reporting and budgeting including the Certificate of Achievement for Excellence in Financial Reporting and the Distinguished Budget Presentation Award by the Government Finance Officers Association.
- Achieve a clean annual audit.
- Maintain required reserves balances per district policy and state statute.
- Responsibly manage district cash flow and debt in a manner that maintains or improves ratings reports from major rating agencies.

IMPROVEMENT & EFFICIENCIES- (HOW WILL PRIOR RESULTS BE IMPROVED UPON AND MEASURED?)

- Collaborate with various departments to continually refine the financial cost model for innovations and other program additions or improvements.
- Work with the budget team, district leadership and the Financial Oversight Committee to further develop the departmental Budgeting for Outcomes model and reporting to ensure effective and efficient use of limited district resources to align with the Board and district vision and mission.

- Work in partnership with School Leadership, the District Advisory Committee (DAC) and the budget subcommittee of the DAC to support school advisory committees with identifying and communicating budget requests to the Board of Education as part of the budget development process.
- Continue to refine reporting and analysis for mill levy override and bond ballot issues to ensure accountability and to comply with ballot language.
- Oversee management of cash flow to assure affirmation of or improvement of ratings by Standard and Poors and Moody's to continue to position the district for favorable market positioning for future debt issuance.
- Continually monitor property tax collections from the county to ensure the district receives timely and accurate payment of revenues to avoid cash flow issues that could create a crisis for the district if payments are inaccurate, missed or late.

SUPPORT OF STRATEGIC OBJECTIVES- (HOW WILL THE FUNDS SUPPORT JEFFCO GENERATIONS?)

- Continue to refine the student based budgeting (SBB) model and factors to ensure an emphasis on equity.
- Support tactic leaders with financial monitoring of their budgets to help ensure they are successful in their efforts to improve outcomes and experiences for Jeffco students.

BUDGET CHANGES FROM PRIOR YEAR- (DESCRIBE BUDGET CHANGES/REORGANIZATION)

- No planned organizational changes for 2021/2022.

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

<http://www.jeffcopublicschools.org/finance>

BUDGETING FOR OUTCOMES

2021/2022 Renewal Request Form



DIVISION	Financial Services				
DEPT ID-Name	93210 – Payroll	FTE	9	Adopted Budget	\$879,014

RENEWAL REQUEST SUMMARY- (SUMMARIZE THE OBJECTIVE OF THE FUNDING REQUEST)

The Jefferson Public Schools Payroll Department is responsible for processing pay adjustments, leaves, terminations, garnishments, and other employee actions affecting pay. Other responsibilities of the team include generating year-end tax forms, reconciling withholding accounts, establishing payroll policies and procedures, and maintaining employee payroll records and reports required by the Jefferson County School District, State and Federal governmental agencies. In addition the department provides one-on-one assistance to employees regarding payroll issues and questions. Our mission is accurate and timely processing of monthly payroll for over 14,000 employees.

ACTIVITY DESCRIPTION- (DESCRIBE THE ACTIVITIES THAT WILL BE FUNDED)

- PERA Reporting and Research
- Employee Leaves Pay Management
- Employee Withholding/Deduction Processing
- Federal, State, PERA Compliance, Payments and Reporting
- Union Contract Compliance
- Year End Tax Form Reporting – W-2's, 1095C's

PERFORMANCE MEASURES- (REPORT ON RESULTS/SUCCESS OF EXISTING PERFORMANCE MEASURES)

- Maintain or exceed 99% of payments issued to employees via direct deposit

IMPROVEMENT & EFFICIENCIES- (HOW WILL PRIOR RESULTS BE IMPROVED UPON AND MEASURED?)

- Maintaining compliance with frequently changing Federal, State, & PERA regulations as well as District agreements

SUPPORT OF STRATEGIC OBJECTIVES- (HOW WILL THE FUNDS SUPPORT JEFFCO GENERATIONS?)

Strategy One: Empower to Educate, Inspire to Learn

- Accurate and timely pay to employees to support quality instruction. Confidence of community in our sound fiscal policies demonstrated by timely and accurate payments of taxes, retirement savings, and employees.

BUDGET CHANGES FROM PRIOR YEAR- (DESCRIBE BUDGET CHANGES/REORGANIZATION)

-

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

https://teamjeffco.jeffcopublicschools.org/pay_benefits_career/my_pay/payroll

BUDGETING FOR OUTCOMES

2021/2022 Renewal Request Form



DIVISION	Financial Services				
DEPT ID-Name	93220 – Accounts Payable	FTE	6	Adopted Budget	\$449,961

RENEWAL REQUEST SUMMARY- (SUMMARIZE THE OBJECTIVE OF THE FUNDING REQUEST)

The mission of the accounts payable department is to centrally process all payments, except payroll, for Jefferson County Schools and to provide customer support to all schools and departments. Although pieces of the process are decentralized, for instance schools and departments input vouchers to the PeopleSoft system to produce checks, all checks are issued, reviewed and released from the accounts payable department. In addition to reviewing checks generated by school and department input, the accounts payable staff inputs vouchers to the PeopleSoft system for all payments against district purchase orders, payments to independent contractors, food service payments, utility payments and employee travel reimbursements.

ACTIVITY DESCRIPTION- (DESCRIBE THE ACTIVITIES THAT WILL BE FUNDED)

- Invoice Review/Processing and Payment Processing, Armored Car Pickups Oversight, IRS - 1099 Auditing, Payments and Reporting, Mileage Review and Payment, Outstanding Check Cleanup, PERA Retirees Reporting, Receipt and Processing of Revenue, Travel Request/Reimbursement Processing and Review, Vendor Set-up and Approval

PERFORMANCE MEASURES- (REPORT ON RESULTS/SUCCESS OF EXISTING PERFORMANCE MEASURES)

- The use of the PeopleSoft import voucher function has reduced data entry time and increased efficiency in processing the volume of payments to one vendor. We are expanding that functionality to additional vendors and maximizing our time spent preparing payment of multiple invoices to one vendor, i.e. Pizza Hut, Domino's, Action Beverage, Pepsi, Tropicana and MeadowGold.

IMPROVEMENT & EFFICIENCIES- (HOW WILL PRIOR RESULTS BE IMPROVED UPON AND MEASURED?)

- Continue to utilize system efficiencies as new functionality is tested and developed, i.e., 1099 online payment requests, electronic travel system, electronic notification of vendor approvals, ACH payment adoption, reloadable cards for student transportation, adoption of new employee mileage process etc. Continue to utilize voucher load process to stream line data entry input. Continue towards timely resolution of stale dated checks.

SUPPORT OF STRATEGIC OBJECTIVES- (HOW WILL THE FUNDS SUPPORT JEFFCO GENERATIONS?)

- Conditions for Learning: The Accounts Payable department empowers the district to educate by ensuring that the materials and supplies needed to facilitate the education of students are promptly paid for. Maintaining good vendor relationships creates resources that are available to meet the needs of our daily Jeffco operations. Good internal controls and prompt vendor payments ensure that Jeffco gets the most use of the available financial resources. Continuing to maximize our time by utilizing functionality in PeopleSoft is increasing our efficiency and ability to support the mission of education.

BUDGET CHANGES FROM PRIOR YEAR- (DESCRIBE BUDGET CHANGES/REORGANIZATION)

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ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

BUDGETING FOR OUTCOMES

2021/2022 Renewal Request Form



DIVISION	Financial Services				
DEPT ID-Name	93230 – Grants Accounting	FTE	5	Adopted Budget	\$512,294

RENEWAL REQUEST SUMMARY- (SUMMARIZE THE OBJECTIVE OF THE FUNDING REQUEST)

The Grants Accounting department FTE consists of the Grants Accounting Manager, Grants Coordinator, and (3) Grant Technicians. Grants accounting is responsible for district wide support of the grant fund accounting, financial reporting, and support in writing/applying for grants. Our department maintains and supports school and department staff in the set up and financial management of grants to the district. We interpret and implement procedures to assure that we comply with Federal and State grant regulations. We are responsible for submitting budget, revisions, reporting actual expenditures, and requesting reimbursements for expenditures. We provide documents to auditors and answer questions regarding internal controls and compliance with laws and grant regulations

ACTIVITY DESCRIPTION- (DESCRIBE THE ACTIVITIES THAT WILL BE FUNDED)

- Grant financial reporting.
- Grant Writing and application submission.
- Submission of funding draws (request for funds and funders).
- Grant budget development and distribution.
- School and department financial support in grant funding.

PERFORMANCE MEASURES- (REPORT ON RESULTS/SUCCESS OF EXISTING PERFORMANCE MEASURES)

- Achieved no financial audit findings in the annual Single Audit for Federal Grant

IMPROVEMENT & EFFICIENCIES- (HOW WILL PRIOR RESULTS BE IMPROVED UPON AND MEASURED?)

- Continuous review and improvement on workflow efficiencies and internal controls

SUPPORT OF STRATEGIC OBJECTIVES- (HOW WILL THE FUNDS SUPPORT JEFFCO GENERATIONS?)

- Conditions for Learning: High Expectations
 Within the Jeffco Generations, the direction of High Expectations is laid out before our students and educators. Grants accounting upholds this same expectation and empowers the entire district to focus on the educational tasks, by handling the mandated financial reporting. The grants department strives to be subject matter experts regarding these special revenue sources, allowing district personnel to feel confident in these resources.
- Conditions for Learning: Loose/Tight Leadership
 In recent years, grantors are more and more in support of innovation. Grants Accounting process engages the leaders of schools and departments by asking to be in partnership with them throughout the life of the grant, from planning, through implementation, and finally with report out. We strive to ensure that all leaders are financially developed and educated on the intricacies of applying for and being awarded any special revenue from private, state and local, and even federal funding sources all while not choking off innovation

BUDGET CHANGES FROM PRIOR YEAR- (DESCRIBE BUDGET CHANGES/REORGANIZATION)

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ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

https://teamjeffco.jeffcopublicschools.org/staff_resources/grants

BUDGETING FOR OUTCOMES

2021/2022 Renewal Request Form



DIVISION	Financial Services				
DEPT ID-Name	93250 – Accounting	FTE	10	Adopted Budget	\$1,106,852

RENEWAL REQUEST SUMMARY- (SUMMARIZE THE OBJECTIVE OF THE FUNDING REQUEST)

The Accounting department FTE consists of the Director of Finance, Controller, Internal Auditor, Senior Accountant, Food Services Accounting Tech, Financial Services Accountant and (4) School Accounting Support Team (SAST) members. Accounting is responsible for district wide fund accounting and financial reporting. Our department maintains accounting entries and corrections, quarterly board reports and the Annual Financial Report. General Accounting reconciles all of the district's balance sheet accounts including all cash accounts, bank statements, and capital asset management. Our department reviews revenues and expenses for each individual fund monthly. Charter School accounting is performed by the Accounting department as well as provide support to the business managers and financial secretaries on an individual basis and bi-annual group trainings. Capital asset accounting management is also performed by our department. In addition, our department oversees the accounting for Food Services and Property Management (Building Use). Other activities performed by this department include internal and external billings, district committee support, mileage requests, payroll corrections, and open records requests. Starting in 2017, the department was reorganized to include an additional 6 FTE for School Accounting Support Team (SAST) and Internal Audit.

ACTIVITY DESCRIPTION- (DESCRIBE THE ACTIVITIES THAT WILL BE FUNDED)

- Financial Reporting
- Asset Management
- General Accounting for all funds; maintaining the general ledger
- Charter School Accounting
- Balance Sheet Reconciliation
- Bank Statement Reconciliation
- Indirect Cost Allocations
- District Support and Review of Funds
- Billing – Internal and External
- Internal Audits
- Department and School Accounting Support
- Payroll Corrections
- Mileage
- Permanent member of FPP for CDE
- District Staff member of Financial Oversight committee, Audit Committee and Capital Asset Advisory Committee

PERFORMANCE MEASURES- (REPORT ON RESULTS/SUCCESS OF EXISTING PERFORMANCE MEASURES)

- Achieve the GFOA Certificate of Achievement for Excellence in Financial Reporting
- Achieve no Financial audit findings in the annual Single Audit for Federal Grants

- Provide an internal audit for as close to 1/3 of the schools as possible to ensure strong internal control framework on financial practices
- Provide ongoing and new training on financial practices to our existing and new financial secretaries at all schools.

IMPROVEMENT & EFFICIENCIES- (HOW WILL PRIOR RESULTS BE IMPROVED UPON AND MEASURED?)

- Continuous review and improvement on workflow efficiencies and internal controls

SUPPORT OF STRATEGIC OBJECTIVES- (HOW WILL THE FUNDS SUPPORT JEFFCO GENERATIONS?)

Conditions for Learning:

Accounting empowers the entire district to focus on the educational tasks at hand by handling the day to day transactions within the district, ensuring that the supply chain continues to flow and that departments and schools are charged in a correct, timely manner. Accounting also handles mandated reporting which enables district stakeholders to focus on other tasks.

BUDGET CHANGES FROM PRIOR YEAR- (DESCRIBE BUDGET CHANGES/REORGANIZATION)

Increase from BFO last year to cover discretionary expenses (mileage) for employee's that travel to schools, two job code reclassifications and annual compensation increases.

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

<https://sites.google.com/a/jeffcoschools.us/financial-services/accounting>

BUDGETING FOR OUTCOMES

2021/2022 Renewal Request Form



DEPARTMENT	Financial Services				
DEPT ID-Name	94710-Purchasing	FTE	13	Adopted Budget	\$1,439,270

RENEWAL REQUEST SUMMARY- (SUMMARIZE THE OBJECTIVE OF THE FUNDING REQUEST)

The purchasing department provides professional purchasing services that ensure products and services needed to operate schools and departments meet the District’s standards and are purchased at the best value. This is done through competitive procurement processes and developing and administering contracts for products and services needed by the District. Purchases of \$3,500.00 or greater are placed through the purchasing department. The purchasing department developed and administers the District’s purchasing card program for small dollar purchasing transactions. The purchasing department works with the business community to develop strong vendor relations.

ACTIVITY DESCRIPTION- (DESCRIBE THE ACTIVITIES THAT WILL BE FUNDED)

- Districtwide purchasing RFP/bid process preparation and facilitation
- Contract administration
- Procurement monitoring and compliance
- Product review and research
- Spend analysis
- Sponsorship program administration
- Vendor relations and performance measurement
- Public information requests
- Delivery logistics coordination
- Disposal of surplus; maintenance warehouse support
- PeopleSoft system support for end-users (training and troubleshooting)
- Purchasing card program administration, program training, and assurance review

PERFORMANCE MEASURES- (REPORT ON RESULTS/SUCCESS OF EXISTING PERFORMANCE MEASURES)

- The purchasing department is committed to facilitating fair and ethical purchasing processes. Our goal is to annually (July 1, 2021 through June 30, 2022) have zero upheld vendor protests of competitive solicitations.
- For 2019/2020 budget there were no upheld protests and this goal was met.
- To ensure the quality of the p-card program and compliance with policy and procedures, annual purchasing card quality assurance reviews (QAR) will be completed on p-card holders at 50% of elementary schools, 50% of middle schools, 50% of cardholders at 100% of senior highs and 50% of cardholders at 100% of departments. Cardholders at charter schools will be reviewed based upon this same schedule. Cardholders reviewed will be based upon volume, type of transactions and previous history.
- During 2019/2020 the following percentage of quality assurance reviews were completed:
 - Departments: 20%
 - Elementary schools: 48%
 - Middle Schools: 39%
 - High Schools: 50%
 - Option Schools: 53%
 - Charter Schools: 35%
 We did not meet our goals for QAR due to the pandemic and school closures and building closures in the spring. We have reviewed the areas that require reviews and have plans to have these completed and caught up by December 2021 for the 20/21 year Quality Assurance Reviews. This timeline for catch up is aggressive and will require that p-card staff positions remain fully staffed and schools and departments are accessible to obtain the records for review.

IMPROVEMENT & EFFICIENCIES- (HOW WILL PRIOR RESULTS BE IMPROVED UPON AND MEASURED?)

The following improvements and efficiencies were put in place during 2019/2020 and continue to be refined during 2020/2021 to improve compliance with policy and procedures. The Purchasing department has a goal of being strategic and not reactive and is working proactively with departments and schools to become a strategic partner.

P-Card Program:

- Moving P-card forms to online to effectively track changes to individual p-card limits and changes. This eliminates manual filing and makes form retrieval quicker. We are actively evaluating with IT moving p-card forms to Psoft to make the forms more easily accessible and take advantage of Psoft workflow functionality.
- Quality Assurance Review (QAR) increased focus on education and training.
- Made P-card transaction posting process more automated through IT processes
- Targeted communication to p-card reconcilers.
- New P-card on-line training that is clearer and addresses education on known issues up front.
- Provide principals average monthly spend reports for review of overall p-card liabilities and determine appropriate overall p-card liability limits.
- Monthly p-card transaction review to allow education of p-card holders in a timely manner if there are concerns.
- Increased focus on training of department and school secretaries and school and department leadership.

Strategic Initiatives

- Developing furniture standards and RFP contract awards to ensure furniture quality and durability.
- Developed commonly used furniture standards that can be ordered through an expedited process to meet school and department needs more timely.
- Formation of Facilities, Purchasing and CTE team to ensure CTE products can be ordered timely to meet needs of CTE program as well as industry, and local standards.
- Participate in planning meetings with departments to strategically support new initiatives such as 1:1 devices, more efficient furniture process and CTE needs.
- Participate in IT Strategic Planning meeting for resource planning on projects.
- Cross functional meetings between IT, Purchasing and Curriculum and Instruction for software vetting of digital tools and agreements to ensure data privacy concerns are met.
- In conjunction with IT, developed process to update item ID files with new contract pricing, vendor and manufacturer through file upload. This process is currently in testing for move to production.
- Acceptance of electronic bids/proposals through a third-party hosting platform, currently evaluating the same platform to allow all district bids/proposals to be accepted electronically. Reduces staff time for review and administration, and document retention costs.

SUPPORT OF STRATEGIC OBJECTIVES- (HOW WILL THE FUNDS SUPPORT JEFFCO GENERATIONS?)

The Purchasing Department supports all 8 Strategic Objectives by contracting for goods and services needed for Learning, Conditions for Learning, Readiness for Learning, Technology, Operations, Finance, Legal, and Communications. In particular, we support Finance Strategic Objective by utilizing purchasing best practices that are transparent and support educational outcomes and stakeholder trust.

BUDGET CHANGES FROM PRIOR YEAR- (DESCRIBE BUDGET CHANGES/REORGANIZATION)

Reclassification of Contract Administrator based on position's duties and market evaluation.

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

<https://teamjeffco.jeffcopublicschools.org/cms/One.aspx?portalId=2918833&pageId=4426048>

BUDGET RESOURCES FOR NEXT BUDGET CYCLE- (SUMMARIZE BELOW, REQUEST VIA BFO REQUEST FORM)

Purchasing is requesting a budget increase for the next budget cycle for:
\$122,749 ongoing increase, inclusive of benefits, for Contract Management Specialist to coordinate the Memorandum of Understanding process.



Human Resources

Divisions within the General Fund participated in Budgeting for Outcomes, a process where departments evaluated their programs and services to assure alignment with district goals.

Detailed information that follows includes:

- Department Renewal Summary
- Activity Description
- Performance Measures
- Improvement & Efficiencies
- Support of Strategic Objectives
- Budget Changes from Prior Year

	2019/2020 Budget FTE	2020/2021 Budget FTE	2021/2022 Budget FTE	2019/2020 Actual	2020/2021 Budget	2021/2022 Budget
General Administration						
Payroll	42.57	43.55	43.58	\$4,265,182	\$4,504,159	\$4,755,946
Non-Payroll	-	-	-	731,725	1,049,170	864,170
General Instruction						
Payroll	-	-	-	18,209	-	-
Total	42.57	43.55	43.58	\$5,015,116	\$5,553,329	\$5,620,116



**JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2021/2022
General Fund Department Detail**

Human Resources

	2019/2020 Budget FTE	2020/2021 Budget FTE	2021/2022 Budget FTE	2019/2020 Actual	2020/2021 Budget	2021/2022 Budget
Dept ID: Human Resources						
Payroll						
Chief Officer	1.00	1.00	1.00	\$140,473	\$143,302	\$152,623
Director	3.00	3.00	3.00	249,263	367,378	386,144
Manager	10.00	11.00	11.00	906,723	1,068,407	1,134,545
Technical Specialist	2.00	2.00	2.00	176,037	179,465	191,139
Teacher	-	-	-	164,737	-	-
Substitute Teacher	-	-	-	46,144	27,900	27,900
Counselor	2.00	2.00	2.00	156,552	161,734	171,738
Speech Therapist	-	-	-	5,558	-	-
Specialist - Classified	-	1.00	1.00	28,648	65,387	69,641
Coach	-	-	-	1,336	-	-
Technician - Classified	23.25	22.25	22.25	1,228,248	1,320,510	1,357,851
Administrative Assistant	1.00	1.00	1.00	77,329	78,496	76,242
School Secretary	-	-	-	13,377	-	-
Substitute Secretary	-	-	-	8,756	4,000	4,000
Custodian	-	-	-	1,263	-	-
Classified - Hourly	0.32	0.30	0.33	-	8,484	9,307
Additional Pay - Certificated	-	-	-	3,214	5,000	5,000
Additional Pay-Classified	-	-	-	3,187	-	-
Additional Pay-Administrative	-	-	-	35,358	9,700	9,700
Overtime - Classified	-	-	-	10,773	11,700	11,700
Payroll Total	42.57	43.55	43.58	3,256,976	3,451,463	3,607,530
Benefits						
Employee Benefits	-	-	-	939,694	1,052,696	1,148,416
Empl Benefits-Non Alloc	-	-	-	86,721	-	-
Benefits Total	-	-	-	1,026,415	1,052,696	1,148,416
Purchased Services						
Mileage And Travel	-	-	-	4,932	4,500	4,500
Employee Training & Conf	-	-	-	22,077	77,400	77,400
Awards And Banquets	-	-	-	189	12,000	12,000
Recruiting Costs	-	-	-	155,579	187,500	42,500
Required Physical Exams	-	-	-	17,769	23,000	23,000
Employee Background Verificatn	-	-	-	67,683	55,000	55,000
Drug And Alcohol Testing	-	-	-	8,352	17,000	17,000
Legal Fees	-	-	-	26,399	14,125	14,125
Printing	-	-	-	7,469	15,800	15,800
Consultants	-	-	-	3,713	-	-
Contracted Services	-	-	-	88,959	128,500	118,500
Contract Maint/Eq Repair	-	-	-	1,536	20,000	8,000
Software Purch	-	-	-	5,346	600	600
Marketing - Advertising	-	-	-	8,075	16,600	6,600
Telephone/Pagers/Modems	-	-	-	1,483	1,100	1,100
Postage	-	-	-	4,107	17,800	9,800
Permits/Licenses/Fees	-	-	-	200	-	-
Unemployment Comp Insur	-	-	-	253,255	415,545	415,545
Fees For Dist Membership	-	-	-	11,090	6,400	6,400
Purchased Services Total	-	-	-	688,213	1,012,870	827,870
Materials and Supplies						
Office Material/Supplies	-	-	-	8,705	17,100	17,100
Office Equipment - Under \$5K	-	-	-	30,713	10,800	10,800
Copier Usage	-	-	-	4,094	8,400	8,400
Materials and Supplies Total	-	-	-	43,512	36,300	36,300
Capital						
Total	42.57	43.55	43.58	\$5,015,116	\$5,553,329	\$5,620,116

This budget provides classroom coverage to certain educators providing input to opera participation.



BUDGETING FOR OUTCOMES

2021/2022 Renewal Request Form

DIVISION	Human Resources				
DEPT ID-Name	97000 – Personnel Management	FTE	8.69	Adopted Budget	\$979,598

RENEWAL REQUEST SUMMARY- (SUMMARIZE THE OBJECTIVE OF THE FUNDING REQUEST)

The Human Resources Department manages all process and procedures associated with human capital management for Jeffco Public Schools. We serve applicants, employees, and managers throughout their Jeffco careers. Employees in this Personnel Management department focus on HR management, HR strategy, HR programs and HR/district reception.

ACTIVITY DESCRIPTION- (DESCRIBE THE ACTIVITIES THAT WILL BE FUNDED)

- Provides strategic leadership to human capital management issues.
- Serves on Superintendent’s Cabinet providing HR expertise across departments and strategic projects in support of students and schools.
- Manage HR Programs – performance evaluation and workforce management
- Manages teacher professional development requests
- Provides District-level direction around compensation for all employee groups.
- Partners with other District leaders around associations’ relationships; leader in district negotiations with associations; partner with non-union associations with problem-solving.
- Coordinate district HR systems, evaluations, recruiting efforts.
- Provides District-wide reception services.

PERFORMANCE MEASURES- (REPORT ON RESULTS/SUCCESS OF EXISTING PERFORMANCE MEASURES)

- 100% Completion of all performance evaluations
- Completion of workforce management functions such as teacher assignment (specific to AMP, Special Ed pairings, librarian pairings)
- Full coverage of District reception activities during business hours.
- 100% of professional development funds requests processed in timely manner, with accuracy and clarity to awardee.

IMPROVEMENT & EFFICIENCIES- (HOW WILL PRIOR RESULTS BE IMPROVED UPON AND MEASURED?)

- Improved external and internal web presence (scope and contents)
- Improved communication avenues to staff, through automated messaging, etc.
- Continuous improvement in HR systems and processes, for candidates, onboarding of new employees, and data processing with accuracy.

SUPPORT OF STRATEGIC OBJECTIVES- (HOW WILL THE FUNDS SUPPORT JEFFCO GENERATIONS?)

- Human Resources plays a key role in developing strategies to recruit and retain outstanding staff in every position. This requires a focus on data, business outcomes, compensation, benefits, and overall District policies and procedures that contribute to maintaining a strong, engaged, and committed workforce. Delivery of results to students is dependent upon effective staff in every District position.

BUDGET CHANGES FROM PRIOR YEAR- (DESCRIBE BUDGET CHANGES/REORGANIZATION)

- None

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

https://www.jeffcopublicschools.org/employment/human_resources

BUDGETING FOR OUTCOMES

2021/2022 Renewal Request Form



DIVISION	Human Resources				
DEPT ID-Name	97003 Employee Assistance Program	FTE	3.8	Adopted Budget	\$392,707

RENEWAL REQUEST SUMMARY- (SUMMARIZE THE OBJECTIVE OF THE FUNDING REQUEST)

The Employee Assistance Program provides organizational development services to improve the function and productivity of Jeffco Public Schools and its employees. We also provide confidential, assessment and brief solution-focused counseling for employees and their family members (age 15 and older) experiencing work related or personal problems. Our current year budget request aligns with demonstrated needs based on the increased services the EAP team is delivering and allows us to continue to contribute to Jeffco's strategic goals.

ACTIVITY DESCRIPTION- (DESCRIBE THE ACTIVITIES THAT WILL BE FUNDED)

- Partner with professional learning and teacher induction to onboard new teachers and principals to promote employee wellness and mental health.
- Collaborate with Community Superintendents, Principals and Managers to improve culture and climate impacting school performance through organizational development interventions.
- Assist Supervisors and Managers with specific workplace issues through management consultation.
- Provide short-term, solution-focused counseling to all Jeffco employees.
- Respond to crisis at schools or departments to assist our employees in mental health recovery.
- Provide training to school and district level staff on a variety of communication and conflict related topics to improve employee and team performance. We have increased our mindfulness training to schools and collaborated with Healthy Schools to create eight mindfulness lessons embedded in the Bridge to Curriculum.
- Provide conflict mediation services for employees and work with teams who are experiencing conflict.
- Serve district-wide to improve staff mental health, wellness and workplace effectiveness.
- EAP staff spends an average of 35 percent of their time on organizational development work throughout the school district and 65 percent on counseling services for employees.
- EAP counselors train staff on QPR and Sources of Strength that support district-wide suicide prevention strategies.

PERFORMANCE MEASURES- (REPORT ON RESULTS/SUCCESS OF EXISTING PERFORMANCE MEASURES)

- Research on EAPs shows employee-clients reduced symptoms of depression and anxiety to a greater degree than matched comparison employees who did not receive services. Employee-clients reduced absenteeism and increased presenteeism to a greater degree than matched comparison employees who did not receive services. Counseling cases have grown from 378 in 2001-2002 to 1,030 in 2019-2020 and an average of 2.61 sessions per case.

IMPROVEMENT & EFFICIENCIES- (HOW WILL PRIOR RESULTS BE IMPROVED UPON AND MEASURED?)

Explanation: EAP continues to adapt to the changing needs of the school district and its staff. Efficiencies include:

- Serving school leadership through consultation services and employees through counseling services in order to enable staff to have effective, quality mental health support. In March 2020, EAP adapted its service model to successfully serve employees during the pandemic by offering appointments: Virtually, by phone, in-person outdoors and also walking appointments.
- EAP moved to a more centrally located office, Applewood Cottage C, in Lakewood in September 2020 to better serve Jeffco employees.
- EAP is continuing to develop leaders through the Emotional Intelligence Coaching Program using the emotional and social competency inventory.

SUPPORT OF STRATEGIC OBJECTIVES- (HOW WILL THE FUNDS SUPPORT JEFFCO GENERATIONS?)

- Socially and emotionally balanced staffs, and healthy, productive work places, are better prepared to address social and emotional needs of students (Readiness for Learning). The EAP services provided directly impact both staff and organizational health thereby contributing to student success.

BUDGET CHANGES FROM PRIOR YEAR- (DESCRIBE BUDGET CHANGES/REORGANIZATION)

- None

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

EAP website: https://teamjeffco.jeffcopublicschools.org/pay_benefits_career/my_benefits/employee_assistance_program
<https://nieapa.com/Resources/Presentations/2015Conference/OMNI%20-%20EARF%20funded%20Research%20-%20EAP%20Workplace%20Outcomes%20May2015.pdf>

In 2019, EAP manager, Kathleen Remington, received the JCAA leadership award for outstanding central based leader. In previous years, Jeffco's EAP program and its manager received awards for outstanding performance. In December 2020, Caitlin Kozicki, EAP counselor, received the Colorado Employee Assistance Professionals Daetwiler Award. Deb Martin, EAP counselor, also received this award in 2017. The award is presented to the most exceptional employee assistance professional in the state as chosen by past award recipients and continues to reflect on the high caliber of staff and services provided by Jeffco's EAP team.

BUDGET RESOURCES FOR NEXT BUDGET CYCLE- (SUMMARIZE BELOW, REQUEST VIA BFO REQUEST FORM)

Human Resources: Employee Assistance Department 97003
Adopted Budget: \$ 300,209
FTE: 3.8 FTE

BUDGETING FOR OUTCOMES

2021/2022 Renewal Request Form



DIVISION	Human Resources – Employee Records and Systems				
DEPT ID-Name	97004 – Employee Records	FTE	16	Adopted Budget	\$1,640,187

RENEWAL REQUEST SUMMARY- (SUMMARIZE THE OBJECTIVE OF THE FUNDING REQUEST)

Employee Records provides various district-wide services to ensure our hiring, compensating, transferring, and documenting of positions and staff is accurate and timely. Services include: administration and maintenance of PeopleSoft ERP/HCM module data; position management control; leaves administration; unemployment reporting; applicant processing; department budget accounting; employee demographics; employee job information; employee certifications, licenses, and education; educator contract administration, departmental structures; online onboarding; and data analytics and other reports. Employee Records also maintains and updates compensation schedules, calendars, departments, job codes, positions, etc., to allow other systems and processes to utilize this data for various purposes. The department also coordinates pre-employment physicals and quarterly random drug testing.

Employee Records collects and maintains all information for Jeffco employees to support an employee’s career lifecycle with the District. The accurate processing, storage and stewardship of employment data drives strategic and operational work at all levels of the organization.

Employee Records staff manages the Guest Teacher program.

ACTIVITY DESCRIPTION- (DESCRIBE THE ACTIVITIES THAT WILL BE FUNDED)

- Maintain PeopleSoft foundational data components for salary schedules, days worked calendars, position management, evaluations/observations
- Maintain personnel records (personnel files, electronic personnel file archives, PeopleSoft system personnel files/forms)
- Maintain collection and communication methods and systems such as online onboarding, web-based communications of job and salary information, job descriptions, various demographic statistic reports and salary ranges, communication center,
- Support schools and departments through position management, evaluation management, employee roles and HRIS employee-position data, which impacts budgets, pay, payroll, accounting, employment services, and various other department data and use
- Use PeopleSoft data for integrations and District-wide provisioning
- Strategic business partner on compensation items for all Jeffco employee groups
- Provide strategic reporting for human resources and the district
- Classification of District jobs and reorganization of positions and departments to ensure accurate reporting, internal equity and processing
- Reporting for CORAs, general demographics, negotiations support, evaluations, District-leadership teams, and CDE Reporting, and tactic support.
- Manage approximately 1,200 Guest teachers.
- Manage leave programs of all types for the district.

PERFORMANCE MEASURES- (REPORT ON RESULTS/SUCCESS OF EXISTING PERFORMANCE MEASURES)

- Complete hire/transfer process at “early/on-time” status for District-wide provisioning.

- Ensure the hire/transfer employee record processing and salary determination occur in a timely manner and is communicated to employee: measurements under review, as onboarding and compensation determination program in ERP moved from custom-developed to delivered tool.
- Proactively communicate with licensed employees about upcoming license expiration to minimize time out of the classroom; communicate 100% of the time: goal continues to be met, with a series of exceptions due to appropriate extenuating circumstances or partner data issues
- Target guest teacher count should be one (1) guest teacher for every 3.75 teachers, or 1440. The Guest Teacher office will continue to increase numbers in order to meet this target. The HR-managed Guest Teacher program has a fill rate of approximately 84% of all absences. An ideal target of 95% will be in place for the future budget year.

IMPROVEMENT & EFFICIENCIES- (HOW WILL PRIOR RESULTS BE IMPROVED UPON AND MEASURED?)

- Complete a more targeted Online Onboarding process by implementing the upgraded module that will expand the custom templates distributed determined by Job Family from 6 to 14. Targeted templates and clear communication will expedite data/information/required form collection for new employees/transferring employees. Includes efficient department and school dashboards for expedited processing.
- Strategic reporting will be displayed to business partners in FY22. Providing additional monthly HR statistical reports such turnover by years of service, exit interview data, new hire experience data, and guest teacher experience data, and tactic group support data analytics.
- Expanded use of Communication Center to automatically remind employees of unfinished tasks in online onboarding such as reminders to complete forms, license expirations or missing education documents, teacher induction information, and other specific tasks.
- Enhancement of the Position Management Control, new job creation, job description revision, salary grade review process.
- Active recruitment of guest teacher is critical to success of program, and the Employee Records department will partner with the recruiting team and universities to maintain high volume of available guest teachers.
- Currently collecting Exit Surveys – Data will be shared with HR Programs to address actionable next steps.

SUPPORT OF STRATEGIC OBJECTIVES- (HOW WILL THE FUNDS SUPPORT JEFFCO GENERATIONS?)

- The Employee Records team provides critical, timely background work to hire and retain Jeffco staff deployed in direct delivery of instruction to students by ensuring accurate hiring, pay, and licensure documentation; accurate reporting to CDE; and strategic position and compensation changes aligned with new positions or work in Jeffco.
- Support the Condition for Learning Jeffco Generations tactic by providing data analytics to display the progress of the HR tactic goals.

BUDGET CHANGES FROM PRIOR YEAR- (DESCRIBE BUDGET CHANGES/REORGANIZATION)

- Added 4.0 FTE from Employment Services.

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

https://www.jeffcopublicschools.org/employment/human_resources

BUDGETING FOR OUTCOMES

2021/2022 Renewal Request Form



DIVISION	Human Resources				
DEPT ID-Name	97005 HR Employee Benefits	FTE	4.11	Adopted Budget	\$503,213

RENEWAL REQUEST SUMMARY- (SUMMARIZE THE OBJECTIVE OF THE FUNDING REQUEST)

The benefits department provides benefits administration services and management in support of over 11,000 full and part-time, District and Charter school employees.

ACTIVITY DESCRIPTION- (DESCRIBE THE ACTIVITIES THAT WILL BE FUNDED)

- Manages and administers benefit programs and outside vendors for nearly 11,000 benefits-eligible employees including medical, dental, vision, flexible spending, health savings accounts, life, disability, and 403(b) benefits.
- Directs competitive bid process for all contracts supporting benefit offerings.
- Chairs two District advisory committees to ensure employees are included in benefit planning and decision making.
- Implements mandated programs such as the Affordable Care Act; reviews regulatory changes and administers ongoing compliance activities.
- Provides customer service to support employee benefit needs, answer questions and resolve problems.
- Reconciles eligibility and premiums to ensure proper fiscal responsibility; pays benefit vendors.
- Provides benefits education and communications.
- Manages administration of sick and personal leave payouts.
- Manages annual benefits enrollment process to include working with vendors and broker, updating websites and system for changes, and employee communications.

PERFORMANCE MEASURES- (REPORT ON RESULTS/SUCCESS OF EXISTING PERFORMANCE MEASURES)

- Doubled medical plan options in July 2020 and implemented additional medical carrier.
- Completed active open enrollment with new fluid enrollment platform.
- Implemented fluid new hire enrollment.
- Improved benefits communications and education tools.
- Improved emails/message center so all transfers/re-hires receive enrollment emails/reminders from PS message center.
- Offered BenefitHub an employee deals and discount website.

IMPROVEMENT & EFFICIENCIES- (HOW WILL PRIOR RESULTS BE IMPROVED UPON AND MEASURED?)

- Improve user experience for fluid new hire enrollment/open enrollment.
- Implement fluid life events in PSHRMS to allow employees to make IRS allowable benefit changes through ESS/Access Jeffco instead of using paper forms.
- Explore potential self-funding the Aetna medical plan so it remains a competitive option alongside Kaiser Permanente plans.

SUPPORT OF STRATEGIC OBJECTIVES- (HOW WILL THE FUNDS SUPPORT JEFFCO GENERATIONS?)

-

BUDGET CHANGES FROM PRIOR YEAR- (DESCRIBE BUDGET CHANGES/REORGANIZATION)

- 2.5% increase to Lockton fees from \$89,303.13 to \$91,535.70; \$5,384 of which is in the ISO20 budget line for inflation increase on existing contract.

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

https://teamjeffco.jeffcopublicschools.org/pay_benefits_career/my_benefits

BUDGETING FOR OUTCOMES

2021/2022 Renewal Request Form



DIVISION	Human Resources – Employment Services (Talent Acquisition)				
DEPT ID-Name	97006 – Employment Services	FTE	11.0	Adopted Budget	\$931,164

RENEWAL REQUEST SUMMARY- (SUMMARIZE THE OBJECTIVE OF THE FUNDING REQUEST)

The Talent Acquisition/Employment Services team provides support to schools and departments regarding the full staffing process and specifically full cycle talent acquisition (District Exposure, Talent Identification/Discovery, Talent Vetting and Talent Delivery). Primary focus is the support of attraction/recruitment/selection of top quality educators for every position in Jeffco Public Schools. This is completed using intentional approaches and outreach efforts along with various indirect techniques through postings, advertising and messaging in social media outlets and the Handshake system.

We partner with school and departmental administrators to provide guidance and creative solutions related to staffing, best practices and union contract interpretation in relation to staffing; provide expertise related to compliance on state and federal laws and guidelines; and support all functions related to the hiring/onboarding process including selection guidance for hiring managers, applicant assistance, and system expertise.

ACTIVITY DESCRIPTION- (DESCRIBE THE ACTIVITIES THAT WILL BE FUNDED)

- Conducts targeted outreach and direct recruiting with teacher preparation programs for approximately 80 universities across the country as a part of a Strategic Talent Acquisition Plan. Provide aspiring educators with career preparation workshops and support.
- Partners with principals and hiring managers on staffing and employment processes and issues
- Manages the hiring process for all employees
- Ensures employees receive critical onboarding/new employee orientation information, and partners with other district teams to provide a teacher induction day
- Provides incoming teachers guidance on salaries in accordance with employee contracts
- Manages spring transfer season for teachers, principal hiring season/activity in winter/spring
- Oversees student teacher and resident teacher programs, communication, and support events
- Hosts and attends job fairs and other recruitment activities, including coordination of all HR-related social media attraction techniques
- Builds relationships with local universities related to quality candidate hiring, student teacher placements, and cultivating long-term candidate pools
- Ensures licensure and qualification requirements are met at time of hire

PERFORMANCE MEASURES- (REPORT ON RESULTS/SUCCESS OF EXISTING PERFORMANCE MEASURES)

- District Exposure: monthly measures created to determine number of marketing/promotional events through university contacts, creation of campaigning segments in Handshake, social media engagement
- Talent Discovery/Identification: monthly measures of candidate engagement with university career fairs, workshops, various events and Jeffco hosted workshops and events
- Talent Vetting: monthly measures of candidate screening through introductory inquiry and screening interviews
- Talent Delivery: monthly measure of number of candidates pipelined and directly recommended to Principals
- Candidate per posting measures: candidate measures in new/improved recruit system are based on strategic plan measurements, and are above projected quality measurement
- Student teacher placements: measurement pending as program coordination is in development
- Conversion rate of student teacher, resident teacher: measurements in development

IMPROVEMENT & EFFICIENCIES- (HOW WILL PRIOR RESULTS BE IMPROVED UPON AND MEASURED?)

- The Talent Acquisition Team/Employment Services has been redefined to focus efforts in the area of developing the Full Cycle Talent Acquisition within the Strategic Talent Acquisition Plan as a means for deepening the educator candidate pool
- Entering third hiring season with new ERP-based recruitment portal (PeopleSoft); new measurements being developed and used to refine best candidate to school pools
- The Talent Acquisition Team has engaged university programs directly to engage potential candidates early in education preparation career.
- The Talent Acquisition Team has and will continue expansion of connection points with candidates using social media, providing information and hiring events to interested candidates and other engaged potential new employees (student teachers, resident educators, paraprofessionals). Also, the Team is improving quality of student teacher/resident teacher supports with career preparation workshops and in the hiring process, and creating pre-boarding communications for post-offer/post-hire through start date for employees.

SUPPORT OF STRATEGIC OBJECTIVES- (HOW WILL THE FUNDS SUPPORT JEFFCO GENERATIONS?)

- Talent Acquisition Team supports the Jeffco Generations Conditions for Learning facet specifically by providing direct support of recruiting and retaining quality educators and employees, through the use of quality business process and systems. Employment Services provides direct monitoring and tracking of various activities conducted by managers, including hiring, transfer, licensing, displacement, placement, and substitute coordination.

BUDGET CHANGES FROM PRIOR YEAR- (DESCRIBE BUDGET CHANGES/REORGANIZATION)

- 4.0 FTE of classified technical support moved to technical team in 97004 Employee Records

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

https://www.jeffcopublicschools.org/employment/human_resources

<https://www.jeffcopublicschools.org/employment/jobs>

This budget provides classroom coverage to certain educators providing input to opera participation.



BUDGETING FOR OUTCOMES

2021/2022 Renewal Request Form

DIVISION	Human Resources				
DEPT ID-Name	97012 Association Substitutes	FTE		Adopted Budget	\$30,537

RENEWAL REQUEST SUMMARY- (SUMMARIZE THE OBJECTIVE OF THE FUNDING REQUEST)

This budget provides classroom coverage to certain educators providing input to operation of the district through committee participation.

ACTIVITY DESCRIPTION- (DESCRIBE THE ACTIVITIES THAT WILL BE FUNDED)

- Funds substitute days in order for teachers to participate in district committee work per JCEA Master Agreement.
- Provide funding to compensate teachers who support strategic initiative work related to the district strategic plan, and other key initiatives.

PERFORMANCE MEASURES- (REPORT ON RESULTS/SUCCESS OF EXISTING PERFORMANCE MEASURES)

- Usage monitored monthly to determine appropriateness, and if modifications are needed.

IMPROVEMENT & EFFICIENCIES- (HOW WILL PRIOR RESULTS BE IMPROVED UPON AND MEASURED?)

- None identified at this time.

SUPPORT OF STRATEGIC OBJECTIVES- (HOW WILL THE FUNDS SUPPORT JEFFCO GENERATIONS?)

- Teacher voice is important to key district initiatives, and providing classroom coverage is a method to gain this voice and input.

BUDGET CHANGES FROM PRIOR YEAR- (DESCRIBE BUDGET CHANGES/REORGANIZATION)

- None

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

- None

This budget provides classroom coverage to certain educators providing input to opera participation.



BUDGETING FOR OUTCOMES

2021/2022 Renewal Request Form

DIVISION	Human Resources				
DEPT ID-Name	97015 – Central Employee Services	FTE	0	Adopted Budget	\$516,418

RENEWAL REQUEST SUMMARY- (SUMMARIZE THE OBJECTIVE OF THE FUNDING REQUEST)

Central Employee Services is used for the district’s centralized human resources costs. This department handles the costs of physical exams, background checks, drug and alcohol testing and unemployment. Charges in these areas fluctuate based on factors that are sometimes unpredictable, such as changes in the hiring market and the economy (and related employment impacts), and changes in rules and regulations for pre-employment practices.

In addition, some charges in this account are related to employee salary during performance management issues, compensation related to paid leave components or staff administrative placements.

However, with program management, human resources will focus on smaller costs and stay within budget for these services.

ACTIVITY DESCRIPTION- (DESCRIBE THE ACTIVITIES THAT WILL BE FUNDED)

- Physical Exams
- Employee Background and Verifications
- Drug and Alcohol Testing
- Unemployment Insurance
- Jury Duty Costs
- Performance management activities

PERFORMANCE MEASURES- (REPORT ON RESULTS/SUCCESS OF EXISTING PERFORMANCE MEASURES)

- 100% of unemployment cases handled timely, accurately, and in compliance with state law.
- 80% win ratio for contested unemployment cases.

IMPROVEMENT & EFFICIENCIES- (HOW WILL PRIOR RESULTS BE IMPROVED UPON AND MEASURED?)

- Expanded staff supports of unemployment processing supports continued timely response, which is a key variable in win rate and cost containment.
- Reorganization of the drug and alcohol testing tasks to new supervision will allow for improvement in processes, documentation tracking, etc.

SUPPORT OF STRATEGIC OBJECTIVES- (HOW WILL THE FUNDS SUPPORT JEFFCO GENERATIONS?)

- Quality work in support of these mandated activities ensures we are making sound hiring and retention decisions.

BUDGET CHANGES FROM PRIOR YEAR- (DESCRIBE BUDGET CHANGES/REORGANIZATION)

- None

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

- None



School Leadership

Divisions within the General Fund participated in Budgeting for Outcomes, a process where departments evaluated their programs and services to assure alignment with district goals. Detailed information that follows includes:

- Department Renewal Summary
- Activity Description
- Performance Measures
- Improvement & Efficiencies
- Support of Strategic Objectives
- Budget Changes from Prior Year

	2019/2020 Budget FTE	2020/2021 Budget FTE	2021/2022 Budget FTE	2019/2020 Actual	2020/2021 Budget	2021/2022 Budget
General Administration						
Payroll	18.00	17.00	14.00	\$2,757,495	\$2,745,479	\$2,511,403
Non-Payroll	-	-	-	45,931	98,900	98,900
General Instruction						
Payroll	-	-	-	193	-	-
Instructional Support						
Payroll	2.00	2.00	2.00	366,662	377,835	404,984
Non-Payroll	-	-	-	6,896	-	-
Total	20.00	19.00	16.00	\$3,177,177	\$3,222,214	\$3,015,287



JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2021/2022
General Fund Department Detail

School Leadership

	2019/2020 Budget FTE	2020/2021 Budget FTE	2021/2022 Budget FTE	2019/2020 Actual	2020/2021 Budget	2021/2022 Budget
Dept ID: School Leadership						
Payroll						
Chief Officer	2.00	2.00	2.00	\$316,443	\$294,475	\$320,524
Executive Director	2.00	2.00	1.00	285,090	289,529	154,181
Director	11.00	11.00	11.00	1,509,334	1,511,511	1,579,051
Substitute Teacher	-	-	-	478	-	-
Coordinator - Administrative	1.00	1.00	-	29,569	83,445	-
Resource Teachers	1.00	-	-	75,335	-	-
Administrative Assistant	3.00	3.00	2.00	195,615	204,385	145,168
Substitute Secretary	-	-	-	-	2,000	2,000
Additional Pay-Administrative	-	-	-	4,193	8,000	8,000
Payroll Total	20.00	19.00	16.00	2,416,057	2,393,345	2,208,924
Benefits						
Employee Benefits	-	-	-	648,449	729,969	707,463
Empl Benefits-Non Alloc	-	-	-	59,844	-	-
Benefits Total	-	-	-	708,293	729,969	707,463
Purchased Services						
Mileage And Travel	-	-	-	21,487	30,000	30,000
Employee Training & Conf	-	-	-	11,489	18,800	18,800
Meals/Refreshments	-	-	-	516	-	-
Printing	-	-	-	1,569	500	500
Software Purch	-	-	-	4	-	-
Telephone/Pagers/Modems	-	-	-	155	900	900
Postage	-	-	-	42	800	800
Purchased Services Total	-	-	-	35,262	51,000	51,000
Materials and Supplies						
Contingency	-	-	-	-	28,200	28,200
Office Material/Supplies	-	-	-	2,790	7,000	7,000
Office Equipment - Under \$5K	-	-	-	13,370	7,000	7,000
Curriculum Dev/Staff Training	-	-	-	213	-	-
Copier Usage	-	-	-	1,192	5,700	5,700
Materials and Supplies Total	-	-	-	17,565	47,900	47,900
Capital						
Total	20.00	19.00	16.00	\$3,177,177	\$3,222,214	\$3,015,287

BUDGETING FOR OUTCOMES

2021/2022 Renewal Request Form



DIVISION	School Leadership				
DEPT ID-Name	91021-School Leadership	FTE	18	Adopted Budget	\$3,222.214

RENEWAL REQUEST SUMMARY- (SUMMARIZE THE OBJECTIVE OF THE FUNDING REQUEST)

Currently, the School Leadership Team includes 2 Executive Administrative Assistants, , 13 Community Superintendents, 1 Executive Directors of Administrator Learning, 1 Chief of Schools for Secondary and 1 Chief of Schools for Elementary.

Community Superintendents oversee schools and leaders with a primary focus on growing leaders to improve schools. Community Superintendents effectively focus principals’ learning by gathering and examining a wide variety of evidence from the school, district, and community. In addition to student achievement and growth data, such evidence might include teacher, student and parent perception surveys, school climate surveys, evaluations from colleagues, and the principals’ personal reflections. By analyzing the evidence, the Community Superintendent makes stronger inferences about principals’ current level of knowledge and skills, provide differentiated feedback to principals about their work and target areas for professional learning both for individual principals and the principal learning community.

Supervision of schools includes oversight on:

- Strategic planning, data analysis, goal setting and school improvement progress monitoring
- Individual student academic, social, emotional, behavioral and mental health needs
- Security and emergency management; crisis response
- Employee hiring, performance management, evaluations, and dismissals
- Professional development, school culture and climate, shared leadership and communication structures
- Community and family partnerships
- Board of Education and Superintendent directed investigations and correspondence
- School budgets.
- Aligned to Jeffco Generations, Community Superintendents elevate the focus on learning and support leaders in creating the conditions necessary to improve the learning environment.

The essential supervision and oversight of schools has a direct impact on student achievement and family partnerships within our schools communities. Community Superintendents are responsible for discovering and using the appropriate “levers” in supporting their schools. They facilitate partnerships with a wide variety of central leaders and departments, all in alignment with district strategic objectives. Such work requires them to liaise between the central office and individual schools. By holding both central office and school-based perspectives, Community Superintendents also inform policies and procedures to ensure they are efficient and effective.

For the 2021-2022 school year, this important work will continue with an elevated focus on student learning outcomes. We will also continue to “tier” our schools within Community Superintendent assignments so that we can provide time and attention to those schools that need the most support.

Our current team structure allows for differentiated support for our schools based on need. Our most intensive need schools, which in some cases have an SPF rating of Priority Improvement or Turnaround, require more support in the form of focused strategic planning, leadership and accountability, and instructional improvements. We can better provide differentiated

support for not only our Priority Improvement and Turnaround status schools but also our highest Free & Reduced Lunch (FRL) and most intensive need schools through a reduced number of schools for some Community Superintendents. This model aligns with parallel successful national practices and is supported by research.

ACTIVITY DESCRIPTION- (DESCRIBE THE ACTIVITIES THAT WILL BE FUNDED)

- Hire, supervise and coach principals
- Provide oversight and management of schools, including: strategic planning and school improvement, shared leadership and communication structures, security and emergency management, crisis response, school culture and climate, community and family relationships, budget and performance management of staff.
- Formatively assess principals' implementation of new practices through on-site observation and other sources of evidence.
- Facilitate professional learning in partnership with central department staff and monthly meetings for principals
- Identify and share effective practices across schools
- Build relationships with principals based on knowledge of adult learning theory, common goals, trust, support and mutual accountability
- Provide purposeful, timely, goal-aligned and actionable feedback to principals
- Examine school-level goals and strategies to promote equity for students and ensure alignment with district vision, policy and strategies
- Connect principals to central office resources and personnel to support the principals' work.
- Ensure that teachers and staff are treated equitably and have access to a positive and collaborative work environment.

PERFORMANCE MEASURES- (REPORT ON RESULTS/SUCCESS OF EXISTING PERFORMANCE MEASURES)

Community Superintendents are accountable to multiple measures including:*

- Principal success rate and subsequent retention rate
- School climate and culture as measured by annual principal surveys, periodic focus groups, TLCC, FSCP and MYVH survey.
- School performance data including CMAS , PSAT/SAT, MAP, and Acadience
- Anecdotal data from school visits, classroom walkthroughs, parent and other stakeholder input

Due to the increased support for PITA schools last year, the Department of School Leadership and school-based staff moved 4 out of 6 Priority Improvement or Turnaround schools out of PITA status and into Improvement or Performance ratings.

Other Notable Impacts: • Ability to provide on-site, one-on-one differentiated support for 157 principals within the recommended Center for Educational Leadership (CEL) ratio of 8-12 principals per supervisor ○ first year principals to experienced ○ Elementary, K-8, middle, high school, alternative, option and charter schools • Ability to deliver on Superintendent's expectation that the Jeffco Deeper Learning Model (JDLM) is implemented and progress monitored by schools • Ability to partner with the Department of Financial Services and Budget Analysts to support principals with fiscal responsibility of Student Based Budgeting (SBB) • Ability to partner with the Department of School Safety and Department of Student Success to provide school support during a period of marked Increase in the number of Safe2Tell reports, Suicide Risk Assessments (SRA), Building Level Threat Assessments, District Level Threat Assessments and Threat Mitigation Meetings.

IMPROVEMENT & EFFICIENCIES- (HOW WILL PRIOR RESULTS BE IMPROVED UPON AND MEASURED?)

We introduced a new Community Superintendent evaluation tool in SY 2020-2021. This tool has been used for goal setting, progress monitoring and reflection around current roles & responsibilities this year.

SUPPORT OF STRATEGIC OBJECTIVES- (HOW WILL THE FUNDS SUPPORT JEFFCO GENERATIONS?)

THEORY OF ACTION FOR SCHOOL LEADERSHIP TEAM:

If Community Superintendents build the capacity of principals to be instructional leaders, then principals become change agents empowered to coach and develop teachers, then teachers deliver high-quality instruction, then students achieve in academic areas and acquire 21st century skills.

The work of Community Superintendents connects with and supports all three Jeffco Generations Strategies: Learning, Conditions for Learning and Readiness for Learning. Community Superintendents served as integral partners in leading principal learning around the Jeffco Deeper Learning Model in SY 2019-20. Effective implementation of the JDLM is one of the primary charges of the Department of School Leadership and Community Superintendents' work in schools critical to its success.

Through leadership professional learning, strategic planning, sharing of best practices, scaling across schools, side-by-side coaching, monitoring and evaluating, Community Superintendents will be directly involved in the Learning Strategy. As we seek best practices for changing the experience for students, for providing deeper learning experiences for students in classrooms across the district, Community Superintendents are key leaders in evaluating and shifting practices. The creation of new and additional pathways, the ability to customize learning, seeking innovative strategies, the monitoring of program effectiveness all rely on central and Community Superintendent partnership, oversight and support. Significant changes to instructional practice are necessary to truly change the learning experience for all students. Principals will need key leaders to support them in creating engaging environments for learning, assist with performance management and skill building, identify and leverage resources, and keep the focus on learning, without distraction.

BUDGET CHANGES FROM PRIOR YEAR- (DESCRIBE BUDGET CHANGES/REORGANIZATION)

- 3 FTE reduction

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)





Security and Emergency Management

Divisions within the General Fund participated in Budgeting for Outcomes, a process where departments evaluated their programs and services to assure alignment with district goals.

Detailed information that follows includes:

- Department Renewal Summary
- Activity Description
- Performance Measures
- Improvement & Efficiencies
- Support of Strategic Objectives
- Budget Changes from Prior Year

	2019/2020 Budget FTE	2020/2021 Budget FTE	2021/2022 Budget FTE	2019/2020 Actual	2020/2021 Budget	2021/2022 Budget
General Instruction						
Non-Payroll	-	-	-	120	-	-
Instructional Support						
Non-Payroll	-	-	-	-	73,500	73,500
Operations and Maintenance						
Payroll	137.00	137.00	130.00	\$5,718,628	\$8,202,663	\$8,395,604
Non-Payroll	-	-	-	618,715	196,790	196,790
Total	137.00	137.00	130.00	\$6,337,463	\$8,472,953	\$8,665,894



JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1

2021/2022

General Fund Department Detail

Security and Emergency Management

	2019/2020 Budget FTE	2020/2021 Budget FTE	2021/2022 Budget FTE	2019/2020 Actual	2020/2021 Budget	2021/2022 Budget
Dept ID: Security and Emergency Management						
Payroll						
Executive Director	1.00	1.00	1.00	\$146,812	\$149,352	\$159,067
Director	1.00	1.00	1.00	138,655	138,881	147,915
Manager	5.00	5.00	5.00	425,817	422,358	449,836
Coordinator - Classified	4.00	4.00	4.00	252,931	264,386	275,145
Coordinator - Administrative	3.00	3.00	3.00	252,511	256,505	273,192
Technician - Classified	1.00	1.00	1.00	93,968	59,912	63,810
Secretary	1.00	1.00	1.00	68,636	70,039	74,596
Campus Supervisor.	86.00	86.00	80.00	769,041	2,793,934	2,767,206
Security Officer	23.00	23.00	22.00	1,221,290	1,368,223	1,372,463
Alarm Monitor	12.00	12.00	12.00	679,080	654,975	692,874
Classified - Hourly	-	-	-	274	-	-
Additional Pay-Classified	-	-	-	2,000	32,000	32,000
Additional Pay-Administrative	-	-	-	50,215	15,000	15,000
Overtime - Classified	-	-	-	219,771	60,000	60,000
Payroll Total	137.00	137.00	130.00	4,321,001	6,285,565	6,383,104
Benefits						
Employee Benefits	-	-	-	1,279,542	1,917,098	2,012,500
Empl Benefits-Non Alloc	-	-	-	118,085	-	-
Benefits Total	-	-	-	1,397,627	1,917,098	2,012,500
Purchased Services						
Mileage And Travel	-	-	-	9,360	9,000	9,000
Employee Training & Conf	-	-	-	11,585	20,457	20,457
Employee Background Verificatn	-	-	-	2,310	1,500	1,500
Meals/Refreshments	-	-	-	3,914	3,200	3,200
Printing	-	-	-	3,605	3,800	3,800
Consultants	-	-	-	3,600	10,000	10,000
Contracted Services	-	-	-	111,618	123,000	123,000
Fleet Maintenance.	-	-	-	3,094	1,500	1,500
Contract Maint/Eq Repair	-	-	-	13,935	1,200	1,200
Software Purch	-	-	-	20,971	14,000	14,000
Telephone/Pagers/Modems	-	-	-	48,617	30,000	30,000
Postage	-	-	-	243	350	350
Permits/Licenses/Fees	-	-	-	547	700	700
Purchased Services Total	-	-	-	233,399	218,707	218,707
Materials and Supplies						
Office Material/Supplies	-	-	-	19,241	11,500	11,500
Office Equipment - Under \$5K	-	-	-	39,820	10,000	10,000
Instructional Material/Supply	-	-	-	1,629	-	-
Copier Usage	-	-	-	1,109	1,500	1,500
Maint Materials/Supplies	-	-	-	10,769	15,000	15,000
Uniforms	-	-	-	116,157	6,583	6,583
Vehicle Parts & Supplies	-	-	-	50,724	6,000	6,000
Materials and Supplies Total	-	-	-	239,449	50,583	50,583
Capital						
Capital Accounts	-	-	-	145,987	1,000	1,000
Capital Total	-	-	-	145,987	1,000	1,000
Total	137.00	137.00	130.00	\$6,337,463	\$8,472,953	\$8,665,894

BUDGETING FOR OUTCOMES

2021/2022 Renewal Request Form



DIVISION	Department of School Safety				
DEPT ID-Name	94640- Security and Emergency Management	FTE	137.00	Adopted Budget	8,488,472

RENEWAL REQUEST SUMMARY- (SUMMARIZE THE OBJECTIVE OF THE FUNDING REQUEST)

This request ensures Jeffco Public Schools continues to maintain and support a safe school environment with programs, processes and protocols that begin with mitigation and prevention, preparedness, response and recovery to ensure every student has the opportunity to learn in an environment free of threats.

ACTIVITY DESCRIPTION- (DESCRIBE THE ACTIVITIES THAT WILL BE FUNDED)

- Campus Supervisor Program- provide school safety at the high school and some middle schools. The campus supervisors are responsible for visitor management, door checks to ensure schools are secure, responding to fights and other threats. Campus supervisors support the school based incident command system and work closely with the patrol group when critical incidents occur. The campus supervisors are trained in verbal de-escalation, CPR and first aid act as primary resource for student management during passing periods, lunch, prior to and after school events.
- Emergency Dispatch Center- monitors all life safety systems in the district as well as two way radio communications, telephones and acts as a central emergency communications center during critical events. The emergency dispatch center answers more than 40,000 calls a year and coordinates response by the patrol team and District Safety, Security and Emergency Management personnel. The Districts proprietary fire and lockdown alarm systems require a 24/7/365 operations in order to comply with state and national fire code standards.
- Emergency Management and Training- The Dept of School Safety facilitates all required state life safety training in schools to include Lockdown drills, individual school emergency operations plans, FEMA Incident Command Training, annual administrator emergency management/crisis response training, The Dept of Safety leads the reunification training as well as the reunification process following critical events. As part of this work, our emergency management function requires that we coordinate with local and county officials to provide emergency shelters at schools during wildfire, flood and blizzard events.
- Patrol Group- is responsible for responding to all school threats district wide, out of control students, parental disputes and behaviors, burglaries, protests, walkouts, homeless persons sleeping on playgrounds/school property, traffic issues, after school athletic event security, fire alarms, imminent freeze alarms, missing students, coverage for SRO's that are not in schools as well as Columbine security threats, Ed Center threats, response to out of control students on buses and employee escorts following terminations. The patrol team is a 24/7/365 team that responds to events and issues impacting the District operations and life safety concerns. The patrol team also responds to safe2tell reports that must be investigated and subsequent resolution provided to the State. Following threats to schools that require law enforcement involvement, the internal patrol team is responsible for being on site providing enhanced safety to ensure all students and staff feel safe in school.
- Threat Management Team- is responsible for working directly with schools when a student engages in reactive, proactive or psychological threats that impact a school, the life safety of others or the climate and culture of a school. This work also includes working with the judicial system, the Juvenile Assessment Center, our 7 law enforcement agencies, child protection services and Jefferson Center Mental Health supports. The threat management team oversees all threat assessments in the District, facilitates safety plans to protect schools from the student engaging in threatening behavior and monitors the student behavior following threats.

PERFORMANCE MEASURES- (REPORT ON RESULTS/SUCCESS OF EXISTING PERFORMANCE MEASURES)

- 2020 has been a unique year with COVID restrictions. The Department of School Safety has been an essential group from planning, preparedness and response to the COVID threat as well as monitoring all school sites for criminal activity, managing graduations supporting food service pick up sites, and ensuring sites are protected from unauthorized use.

IMPROVEMENT & EFFICIENCIES- (HOW WILL PRIOR RESULTS BE IMPROVED UPON AND MEASURED?)

- 2021/2022 is expected to move back to traditional learning, which will cause the department to pivot to more traditional school safety, security and emergency management concerns as well as the management of threats happening on school properties.

SUPPORT OF STRATEGIC OBJECTIVES- (HOW WILL THE FUNDS SUPPORT JEFFCO GENERATIONS?)

- Safe school environments provide students with better learning opportunities. A student that feels safe in school has better opportunity for more positive learning experience.

BUDGET CHANGES FROM PRIOR YEAR- (DESCRIBE BUDGET CHANGES/REORGANIZATION)

- No budget increase from the previous year is requested. See attached budget reduction sheet

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

<https://teamjeffco.jeffcopublicschools.org/cms/One.aspx?portalId=2918833&pageId=4426053>



Student Success

Divisions within the General Fund participated in Budgeting for Outcomes, a process where departments evaluated their programs and services to assure alignment with district goals.

Detailed information that follows includes:

- Department Renewal Summary
- Activity Description
- Performance Measures
- Improvement & Efficiencies
- Support of Strategic Objectives
- Budget Changes from Prior Year

	2019/2020 Budget FTE	2020/2021 Budget FTE	2021/2022 Budget FTE	2019/2020 Actual	2020/2021 Budget	2021/2022 Budget
General Administration						
Non-Payroll	-	-	-	30	-	-
General Instruction						
Payroll	-	-	-	\$185,681	-	-
Non-Payroll	-	-	-	\$189,408	\$138,800	\$138,800
Instructional Support						
Payroll	369.05	371.99	377.26	33,194,277	34,515,710	36,926,715
Non-Payroll	-	-	-	2,710,749	2,466,615	2,489,335
Operations and Maintenance						
Payroll	1.00	1.00	1.00	43,656	47,084	47,656
Non-Payroll	-	-	-	67	-	-
School Administration						
Payroll	9.75	8.75	8.75	889,092	875,919	937,525
Non-Payroll	-	-	-	44,896	13,200	13,200
Special Ed Instruction						
Payroll	925.76	961.25	1,034.88	55,215,380	60,033,969	65,470,913
Non-Payroll	-	-	-	8,609,004	6,823,822	7,755,461
Total	1,305.56	1,342.99	1,421.89	\$101,082,240	\$104,915,119	\$113,779,605



**JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2021/2022
General Fund Department Detail**

Student Success

	2019/2020 Budget FTE	2020/2021 Budget FTE	2021/2022 Budget FTE	2019/2020 Actual	2020/2021 Budget	2021/2022 Budget
Dept ID: Student Success						
Payroll						
Chief Officer	1.00	1.00	1.00	\$154,067	\$139,050	\$148,095
Executive Director	1.00	2.00	2.00	136,854	273,093	278,877
Director	5.50	5.50	5.50	681,409	629,919	713,947
Principal.	2.00	2.00	2.00	202,868	253,984	278,308
Assistant Director	12.00	12.00	12.25	1,064,686	1,114,218	1,242,413
Assistant Principal	3.00	3.00	3.00	232,486	254,853	262,326
Manager	1.00	1.00	1.00	94,712	88,544	94,305
Technical Specialist	1.00	-	-	-	-	-
Teacher	361.65	361.65	367.90	21,310,261	23,118,324	25,049,127
Substitute Teacher	-	-	-	251,373	85,300	85,800
Counselor	59.50	64.00	64.50	4,255,315	4,791,844	5,121,900
Coordinator - Licensed	7.00	5.00	5.00	374,354	455,629	444,192
Coordinator - Classified	-	-	-	28	-	-
Coordinator - Administrative	3.00	4.00	4.00	250,969	350,574	357,694
Resource Teachers	9.50	9.50	10.50	766,038	762,765	849,793
Instructional Coach.	-	-	-	53,518	-	-
Administrator	7.00	7.00	7.00	457,294	525,279	570,976
Physical Therapist	12.10	12.10	12.10	814,019	883,146	929,706
Occupational Therapist	29.30	29.30	29.30	2,179,148	2,219,471	2,352,361
Nurse	46.00	47.08	47.08	3,002,075	3,238,909	3,268,081
Psychologist	50.22	46.34	46.34	3,266,698	3,492,467	3,550,478
Social Worker	79.45	79.45	82.45	5,109,332	5,303,237	5,848,660
Audiologist	5.00	5.00	5.00	391,090	399,902	424,638
Speech Therapist	124.90	128.90	128.90	8,429,691	9,307,096	9,632,389
Specialist - Classified	6.50	7.17	7.17	291,202	328,906	352,414
Technician - Classified	13.00	13.50	14.00	584,305	618,196	670,756
Administrative Assistant	1.00	1.00	1.00	77,071	78,223	83,312
School Secretary	3.75	3.75	3.75	158,915	162,365	172,929
Substitute Secretary	-	-	-	15,972	500	500
Secretary	8.00	7.00	7.00	327,935	363,762	380,022
Paraprofessional	136.30	124.07	144.73	19,579	3,556,901	4,024,845
Special Interpreter/Tutor	43.66	40.26	46.62	757,476	1,153,276	1,296,569
Para-Educator	230.26	279.17	311.75	9,630,845	7,902,513	8,669,058
Clinic Aides	1.67	2.44	1.64	21,732	41,505	45,531
Sub Para-Educator	-	-	-	22,370	1,400	1,400
Custodian	-	-	-	81	-	-
Campus Supervisor.	1.00	1.00	1.00	35,916	36,079	35,688
Classified - Hourly	32.03	30.02	36.36	664,237	859,870	1,011,125
Certificated - Hourly	7.27	7.79	10.05	206,958	254,748	279,459
Additional Pay - Certificated	-	-	-	346,469	76,394	86,394
Additional Pay-Classified	-	-	-	16,165	24,900	24,900
Additional Pay-Administrative	-	-	-	66,072	-	-
Overtime - Classified	-	-	-	55,808	12,000	14,500
Payroll Total	1,305.56	1,342.99	1,421.89	66,777,393	73,159,142	78,653,468
Benefits						
Employee Benefits	-	-	-	20,828,881	22,313,540	24,729,341
Empl Benefits-Non Alloc	-	-	-	1,921,812	-	-
Benefits Total	-	-	-	22,750,693	22,313,540	24,729,341



JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2021/2022
General Fund Department Detail

Student Success

	2019/2020 Budget FTE	2020/2021 Budget FTE	2021/2022 Budget FTE	2019/2020 Actual	2020/2021 Budget	2021/2022 Budget
Purchased Services						
Mileage And Travel	-	-	-	206,263	138,487	138,787
Employee Training & Conf	-	-	-	150,300	58,989	63,489
Awards And Banquets	-	-	-	643	1,300	1,300
Employee Background Verificatn	-	-	-	895	200	200
Meals/Refreshments	-	-	-	13,317	1,200	1,200
Student Transportation.	-	-	-	7,751	43,400	11,400
Student Admission/Entry Fees	-	-	-	1,038	-	-
Legal Fees	-	-	-	533,471	122,236	118,236
Printing	-	-	-	14,118	5,300	5,300
ADA/Legal Settlement	-	-	-	325,843	-	-
Consultants	-	-	-	-	1,000	1,000
SWAP Match	-	-	-	345,874	290,400	290,400
Contracted Services	-	-	-	1,894,720	1,256,170	1,500,170
Fleet Maintenance.	-	-	-	805	-	-
Building Rental	-	-	-	1,554	-	17,300
Equipment Rental	-	-	-	399	-	-
Contract Maint/Eq Repair	-	-	-	3,676	1,500	1,500
Software Purch	-	-	-	77,473	60,654	79,074
Marketing - Advertising	-	-	-	200	1,400	1,400
Telephone/Pagers/Modems	-	-	-	45,596	19,700	20,700
Natural Gas	-	-	-	-	-	-
Electricity	-	-	-	-	-	-
Water & Sanitation	-	-	-	-	-	-
Postage	-	-	-	3,000	6,100	6,100
Permits/Licenses/Fees	-	-	-	1,744	500	500
Community Relations	-	-	-	-	500	500
Tuition Reimb-Other Facilities	-	-	-	695,120	676,300	676,300
POODS Tuition/Excess Spec Ed	-	-	-	5,431,145	4,531,083	4,721,083
Tuition to SPED Preschool	-	-	-	900,000	900,000	900,000
Purchased Services Total	-	-	-	10,654,945	8,116,419	8,555,939
Materials and Supplies						
Contingency	-	-	-	-	4,300	274,689
Office Material/Supplies	-	-	-	158,196	186,827	187,777
Office Equipment - Under \$5K	-	-	-	81,778	38,609	61,809
Curriculum Dev/Staff Training	-	-	-	4,454	40,500	40,500
Clinic Supplies/Materials	-	-	-	21,660	4,300	4,300
Custodial Supplies	-	-	-	-	-	-
Instructional Material/Supply	-	-	-	138,830	934,063	943,063
Instructional Equip-Under \$5K	-	-	-	215,510	84,139	94,739
Textbooks	-	-	-	592	2,000	2,000
Copier Usage	-	-	-	25,768	28,880	29,180
Testing Materials	-	-	-	166,708	-	180,000
Graduation Materials	-	-	-	465	-	400
Athletic Supplies	-	-	-	5,259	-	-
Maint Materials/Supplies	-	-	-	20,190	-	20,000
Miscellaneous Expense	-	-	-	3,499	-	-
Materials and Supplies Total	-	-	-	842,909	1,323,618	1,838,457



JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2021/2022
General Fund Department Detail

Student Success

	2019/2020 Budget FTE	2020/2021 Budget FTE	2021/2022 Budget FTE	2019/2020 Actual	2020/2021 Budget	2021/2022 Budget
Capital						
Office Equipment	-	-	-	-	2,400	2,400
Building Improvements.	-	-	-	56,300	-	-
Capital Total	-	-	-	56,300	2,400	2,400
Total	1,305.56	1,342.99	1,421.89	\$101,082,240	\$104,915,119	\$113,779,605

BUDGETING FOR OUTCOMES

2021/2022 Renewal Request Form



DIVISION	Student Success				
DEPT ID-Name	54000 – Miller Special	FTE	80.23	Adopted Budget	\$5,001,512

RENEWAL REQUEST SUMMARY- (SUMMARIZE THE OBJECTIVE OF THE FUNDING REQUEST)

Fletcher Miller School is part of the Jefferson County Public Schools Special Education Program. Fletcher Miller offers an alternative to out-of-district-placement and homebound services for some students, and is designed to meet the intensive physical, medical, communication and academic needs of students with identified multiple disabilities (including an intellectual disability). All students served at Fletcher Miller School have a documented intellectual impairment AND a combination of other complex deficits including the areas of communication, motor access, health/medical, mobility, sensory-motor, and self-regulation. Our highly trained licensed and classified staff are committed to student learning through the provision of highly engaging activities focusing on developing basic functional communication skills, emergent literacy skills, basic academic readiness skills and the therapeutic supports to access education. Academic programming aligns with the Extended Evidence Outcomes (EEOs) on the Colorado State Standards and focuses on functional communication, access to comprehensive literacy, and early learning skills. The main goal is to meet the individual need of each student and prepare them for a Lesser Restrictive Environment on the continuum of district special education services.

Mission:
All students with unique needs deserve access to a high-quality education that promotes independence and autonomy for a lifetime of learning.

- Vision:**
- Community of highly trained professionals committed to student learning and the development of specialized authentic educational programming
 - Individualized, interactive, and interdisciplinary approaches to whole child instruction: physical, medical, academic, motor, social/emotional, and communication development
 - Opportunities to build strong relationships and collaboration with all stakeholders

ACTIVITY DESCRIPTION- (DESCRIBE THE ACTIVITIES THAT WILL BE FUNDED)

Fletcher Miller School is on the school district’s continuum of special education services and delivers instruction to meet the needs of students on Individual Education Programs (IEP’s). Activities and services provided at Fletcher Miller School include:

Early Childhood Special Education Services - A continuum of preschool programming is provided to meet the needs of children ages 3 and 4. Children identified with special needs can receive special education and related services at over 50 district preschool sites in an integrated service delivery model. For children who need more intensive services in a smaller classroom setting, there are a number of classrooms available across the district. Children who require multiple supports, including medical needs and intensive therapeutic services, may receive services in preschool classrooms at Fletcher Miller School. Fletcher Miller Preschool offers a continuum of special education services including an integrated preschool classroom and a separate classroom.

Significant Supports Needs (SSN) - These programs offer special education and related services for students with severe developmental delays in multiple areas, such as cognitive, speech/language, and motor delays. Instruction focuses on the individual educational needs of the student guided by Expanded Benchmarks and Access skills as a foundation to the students’ IEP goals and objectives. These programs are geographically located within neighborhood schools throughout the district. Fletcher Miller may take on students with multiple disabilities that are more severe in nature and whose needs cannot be met in a neighborhood school SSN program. Additionally, students may have complex medical, physical, sensory, and communication needs.

Lighthouse Program - The Lighthouse Program, located at Fletcher Miller School, is designed for secondary and transition age students with severe developmental delays and significant behaviors that impact their access to special education programming in a neighborhood school. The Lighthouse Program offers an alternative to out-of-district-placement for secondary and transition age students with a cognitive impairment, behavioral needs and a combination of sensory, communication and self-regulation needs.

Transition Services – Transition Services, located at Fletcher Miller School, is designed for individuals aged 18-21 who have complex physical, medical, and communication needs in addition to an intellectual impairment.

Homebound Services – Homebound Services, through Fletcher Miller School, is designed for students whose significant medical needs inhibit regular attendance at Fletcher Miller School. Students receive special education and related services for severe developmental delays in multiple areas, such as cognitive, speech/language, and motor delays. Instruction focuses on the individual educational needs of the student guided by the students' IEP goals and objectives. The main goal is to meet the individual need of the student and prepare them for a transition to a Lesser Restrictive Environment on the continuum of district special education services, typically a return to Fletcher Miller School.

PERFORMANCE MEASURES- (REPORT ON RESULTS/SUCCESS OF EXISTING PERFORMANCE MEASURES)

Fletcher Miller School supports the Jeffco Generations vision by focusing on *Learning, Conditions for Learning, and Readiness for Learning*. Through the development of its Unified Improvement Plan (UIP), Fletcher Miller is working to create systemic practices to increase student literacy skills, functional communication, self-regulation and growth on IEP targets. Our school focus has been on providing high quality, authentic learning opportunities for students to practice their literacy, communication, and foundational academic skills.

A Focus on Learning—At the heart of Fletcher Miller's work is giving students the foundational skills necessary to be successful in the academic setting. Areas of foundational focus include: functional communication, student engagement, self-regulation, access to the school environment and classroom curriculum, health stability, foundational literacy skills, student independence and academic growth. Students deserve and require the equipment and materials necessary to be actively engaged in the school environment. Due to the complexity of students' physical, intellectual, sensory and communication needs, a multidisciplinary approach to instruction is needed. Additionally, specialized training, instructional materials and equipment is needed to meet the individual learning needs of students.

Conditions for Learning—With the complexity of student strengths and needs at Fletcher Miller School, educational professionals require specialized professional development, structures to support systemic practices and systems for building a collaborative culture. First and foremost, students need a safe and welcoming environment that provides stability and routine. Highly trained staff, specialized equipment, meaningful materials, and relevant professional development are necessary to create this type of environment.

Secondly, staff members deserve the resources necessary to meet the complex and diverse needs of students. Strategies utilized to address these needs include:

- Strategic and discipline-specific professional development.
- Structures to support para educator training and learning.
- Dedicated time and structures for teachers to work with one another to identify student needs and align instructional practices (data talks and PLC meetings).
- Equipment and materials necessary for students to thrive in the school setting.
- Collaborative structures and multidisciplinary teaming are critical for problem solving to meet student needs.

Readiness for Learning—Many foundational elements influence a student's readiness to learn. Students require special activities, materials and equipment to achieve self-regulation. Additionally, students require specific equipment for classroom positioning, building access, and to support their health and safety throughout the building.

This year, Fletcher Miller has identified two major improvement strategies that align directly with **Readiness for Learning** and **Conditions for Learning**. These support the overall **Focus on Learning** goal of student achievement as measured by completion of IEP goals and objectives.

- Individual educators will implement consistent planning practices to develop meaningful, relevant, and engaging authentic learning opportunities for students. Instruction will provide engaging opportunities for students to practice target skills. A variety of artifacts will be collected to demonstrate student growth.
- Instruction throughout the day will include implementation of the Cycle for Emergent Literacy. Each cycle implementation creates opportunities for students respond and communicate about the topic or experience and to "publish" what they have discussed.

Evidence

On the most recent School Performance Framework (SPF), Fletcher Miller School received an overall rating of Performance on its Alternative Education Campus SPF. The SPF includes student performance on IEP goals and objectives.

1. Academic Achievement as measured by the number of IEP goals met by students received a rating of Approaching.
2. Academic Growth as measured by the number of IEP objectives met by students received a rating of Exceeds.
3. Student Engagement received a rating of Meets.
4. Postsecondary & Workforce Readiness received a rating of Exceeds.

IMPROVEMENT & EFFICIENCIES- (HOW WILL PRIOR RESULTS BE IMPROVED UPON AND MEASURED?)

Professional development activities to meet the specific needs of staff serving students at Fletcher Miller School have been targeted in the budget. Needs addressed include:

- IEP development training
- Mandatory Reporting Training through the state
- Ongoing training in relevant and meaningful literacy instruction for students with significant support needs who have complex physical and communication needs.
- Discipline specific professional development opportunities for staff members. Areas addressed: literacy instruction, speech-language, physical therapy, occupational therapy, nursing, executive functioning, and adaptive physical education.
- Leadership coaching to address school climate and culture needs.
- Crisis Prevention Intervention (CPI) training, certification, and materials fees. This allows for an in-house trainer to provide initial and ongoing training for staff members serving students in the Lighthouse Program.
- Consultation services related to Pragmatically Organized Dynamic Display (PODD) framework for functional communication. Focus of training is to support new staff and directly impacts student communication and literacy skills development.
- Parent training opportunities regarding instructional access, functional communication and emergent literacy are also targeted training.
- Periodic team building activities throughout the year to support the culture and climate of the school. Targeted programs that may be used include a training such as Emergenetics.
- Compassion Fatigue, mindfulness, and self-care training and tools for staff. Given the emotional and physical requirements of our positions, these trainings provide staff with strategies to build their self-care tools and resiliency plans.

Substitute teachers are provided for teachers to participate in a variety of professional development opportunities including:

- 1 substitute every Monday afternoon to provide teacher release time for student focused Multidisciplinary Team meetings.
- 2-3 substitutes provided for licensed staff to attend district Professional Learning Community three times a year.
- Substitute coverage provided for teachers to visit SSN programs throughout the district in preparation for transitioning students to neighborhood schools.
- Provide substitutes so classroom teachers can attend professional development.
- Substitute coverage to provide additional classroom support due to unfilled para educator positions.

Specialized Materials are required to meet student learning and physical needs. Needs addressed include:

- \$3500-\$4000 budgeted for vinyl gloves used to meet student personal needs. Expense of gloves exceeds budget line item.
- Purchase of printed materials and training booklets for Crisis Prevention Intervention (CPI) training.
- Printing for student communication materials including PODD books. This includes purchase of waterproof, durable paper to decrease the need for repairing and reprinting material.
- Batteries and Velcro purchased to support student communication systems.
- Purchase of school specific PPE such as eye coverings, disposable and reusable gowns, mask adjusters and back backs for supplies and vinyl gloves
- Materials created so that students have individual access to their own manipulatives and supplies.

Additional Pay was provided for staff working outside of their contracted calendar for the following purposes:

- Prior to the start of school, money was budgeted to allow for nursing staff to work up to 40 additional hours in order to prepare for students, complete necessary documentation, and work with outside agencies. This aligns with compensation provided to district nurses.
- Para-educators are paid when they opt to attend training and school events that occur outside of their scheduled workday. Examples include Literacy Training, all school staff meetings, and additional training.
- A para-educator was compensated to care for plants in the greenhouse over the summer.
- Para-educator participation on the school's Classified Advisory Committee. This committee meets 2 times monthly, requiring committee members to work 1 additional hour a month.
- Compensation for para educators working extra hours to complete documentation and completion of tasks requiring more time.
- New para educators will be compensated for attending new para educator meetings. Training will occur 2-4 times per month and require compensation of an extra .5 hours per meeting.

Membership Fees for certification and licensing fees include:

- \$150 CPI certification fee
- Computer software and website licenses
- Instructional Resource Licenses (Readutopia, UNIQUE, Boardmaker online resource)

- Education Week subscription
- Fingerprinting and certification fees for newly hired or assigned preschool staff. This allows Fletcher Miller to meet the state licensure requirements.
- CPR certification for preschool staff and related services staff
- SMORES newsletter subscription

Materials and equipment purchases are made to support the specific and complex needs of students. These purchases support both the academic access in the classroom and physical access/safety within the building. Purchases include:

- Special equipment purchases made to meet student specific therapeutic and classroom access needs.
- Adaptive seating equipment to alleviate chronic pain of students so they can access educational activities. Many students require repositioning due to their physical and medical needs. The adaptive seating and equipment provides a way for students to continue accessing academics and their communication systems when out of their wheelchairs.
- iPads and iPads stands to support data collection and progress monitoring.
- Specialized materials to support students with visual impairments during literacy instruction.
- PODD in SNAP/CORE First for classroom computers. This allows instructional staff to model communication and language using an AAC system.

Technology purchases include desktop computers, laptop computers and chrome books. This allows for staff to access digital educational materials and allows them to complete professional documentation including IEPs, Medicaid, and Random Moment in Time Studies (RMTS).

Staffing includes special education teachers, physical therapists, occupational therapists, registered nurses, speech language pathologists, mental health provider, para educators, office support staff and school administration.

- Three para educators have unique roles at Fletcher Miller School. Two para educators are used to complete delegated feeding and medical tasks throughout the day for school age students (kindergarten – 12th grade). This has resulted in an increased amount of instructional time for students, as they are able to continue participating in classroom instruction while these medical and delegated tasks are being carried out. Another para educator assists classroom staff with student personal hygiene needs. Many students require two person transfers and support while meeting personal hygiene needs.
- 6.5 hour/day and 7.0 hour/day para educators support classroom instruction. Classrooms are staffed with one special education teacher and 2 para educators in order to keep the classroom ratio as close to two students per one adult as possible.
- Occupational, Physical and Speech Therapists deliver services enabling students to meet IEP goals and objectives.
- Due to remote learning structures and enrollment, unneeded para educator positions were not filled until students returned to an in-person model. A 2:1 student to staff ratio was maintained in all classrooms.

Activities for community involvement and developing partnerships with other schools include:

- Developing partnerships with neighboring schools, community resources and district programs.
- Each month, secondary aged students participate in the school district's monthly adapted athletics activities when available.

Purchases for **building improvements** made to maintain safety and access.

- Adaptive bathroom equipment to support safety and dignity of students. Additionally, this equipment allows for increased independence of students.
- Classroom emergency supplies to meet staff and student needs in case of an evacuation, or prolonged shelter in place.
- Additional personal needs equipment (changing tables, containers, etc.) to accommodate the cohorting model for classrooms.

Intentional partnerships within the school district maintained to support student access to Least Restrictive Environment.

- Support of district Child Find team to conduct assessments.
- Participation in district wide special education planning groups.
- Implementation of contract services for student from neighboring district.

Impact of budgetary decisions will be measured through observable instructional practices and student outcomes.

1. Professional development targets will be incorporated into daily instruction. This includes CPI, literacy strategies and functional communication.
2. Classrooms and students will have access to the materials, equipment, and activities needed to support engagement, authentic learning opportunities, functional communication, self-regulation, positioning for safety and access, and independence.
3. Staffing structures will decrease interruptions to classroom instruction, allow para educators to be used instructionally, and will decrease the time students are away from the classroom in order to meet medical needs.
4. Increased partnerships with other special education SSN classrooms and staff. This may include transition activities for students and collaboration activities with staff members.

5. Outreach and training will be provided throughout the district regarding functional communication and literacy instruction for emergent learners.
6. Creation of seven professional development modules focusing on literacy instruction for students with significant needs and complex communication needs. Modules took 4-8 hours to create involving a team of 5 licensed staff members. Trainings are used throughout the district to support emergent literacy professional development.

SUPPORT OF STRATEGIC OBJECTIVES- (HOW WILL THE FUNDS SUPPORT JEFFCO GENERATIONS?)

Strategy One: Learning

Fletcher Miller creates opportunities for **student learning** and **programming** to ensure students build foundational skills necessary to be fully engaged in their education. To do this, each student will have:

- A functional communication system that allows them to communicate wants/needs, to share ideas, to build relationships with others, and to demonstrate their learning.
- Identified strategies that support self-regulation, so they are ready to learn.
- Appropriate positioning and equipment so they can access classroom activities and materials.
- The health supports necessary for students to access classroom activities and remain in an educational environment.
- Meaningful educational experiences that are highly engaging, student relevant, authentic, and relate to life beyond school.
- Highly trained staff who are empathetic while holding high expectations for students.

Strategy Two: Conditions for Learning

Fletcher Miller will create **Conditions for Learning** so that all students have access to highly trained educators who maintain high expectations, collaborate with one another, and ensure educational equity. To accomplish this, Fletcher Miller staff:

- Creates systemic school practices that focus on student learning. Essential learning targets will be aligned both across classrooms and departments. Essential learning targets will also be aligned preschool through transition services.
- Maintains Professional Learning Community (PLC) structures and practices to create a collaborative culture focused on student learning and results.
- Department teams meet weekly to work on aligning practices and identifying essential learning for students.
- Targeted professional development occurs so that staff is highly trained and can meet the varying learning needs of students.
- Para educator Advisory Committee meets regularly to address issues related specifically to their role in the building.
- Regular professional development is provided for all staff including both classified and licensed instructional staff. Topics include instruction for students, self-care, functional communication, and staff collaboration.

Strategy Three: Readiness for Learning

Fletcher Miller embraces **Readiness for Learning** strategies so that students have the instruction, equipment, and materials necessary to meet their learning potential. To address this, Fletcher Miller has created Multidisciplinary Teaming (MDT) structures that are systemic and lead to consistent practices for IEP development, program implementation, and progress monitoring; while providing staff with the necessary data to make decisions about a student's educational LRE (least restrictive environment). To do this, the following will occur:

- Structures allow Multidisciplinary Teams (teams consisting of para educators, special education teachers, therapists, and nurses) to meet regularly in order to prioritize learning needs for students, create relevant programming, and identify necessary equipment and materials for program implementation.
- Multidisciplinary Teams (MDTs) will collaborate to develop student IEP goals and objectives.
- MDTs create engaging learning environments that are focused on student learning.
- MDTs identify benchmarks to measure student progress, monitor those benchmarks and adjust instruction as necessary.
- MDTs provide equipment and materials designed to support student engagement and access to curriculum.
- Strategies developed during MDT meetings are implemented during individualized instructional times throughout the day.

BUDGET CHANGES FROM PRIOR YEAR- (DESCRIBE BUDGET CHANGES/REORGANIZATION)

The following practices were implemented to streamline the budget:

- 3 classified FTE were shifted to 1 licensed FTE to fund a school psychologist position. This position meets the special education eligibility assessment needs and SEL instructional needs of the building. By funding this position at the building level, district resources such as a special education behavioral analyst and school psychology intern were repurposed for other district needs.
- Increased P-card usage resulted in fewer vouchers and petty cash reimbursements.
- Implementation of compensation practices for additional pay and compensatory time for para educators and other classified staff working beyond their weekly scheduled hours. Hours are pre-approved by the school principal and the district's *Additional Pay* procedures are followed.

- Timelines for purchases established so that materials and equipment were in place earlier in the school year for students.
- Purchase of school specific PPE and equipment to meet the personal needs of students. This allowed us to manage student cohorting in a 5 day a week in-person learning model.

Realignment in budget allocation occurred to support more targeted professional development opportunities. These include the following activities:

- All staff professional development on literacy and writing instruction.
- Speech Language Therapists, Occupational Therapists and Special Education Teachers attend training on PODD.
- Consultation services for PODD development in early childhood and primary grades.
- Consultation services related to writing and literacy development.
- CPI training and recertification by an in-house CPI trainer.
- Substitute teachers provided for teachers to attend professional development, participate in MDT meetings, and Professional Learning Communities (PLC) district training.
- Clear protocols were established to delineate which departments purchased which type of equipment and materials.
 - Speech language department purchases assistive technology equipment and materials for creating communication systems (binding, lamination, Velcro).
 - Occupational therapy department purchases materials and equipment to meet student sensory regulation needs.
 - Physical therapy department purchases assistive equipment to support student positioning and access in the classroom.
 - Nursing department purchases clinic supplies and vinyl gloves for meeting student personal needs.
 - Classroom instructional material purchases aligned with state standards and district curriculum.
- Funds were earmarked for building culture and climate.

Money was allocated to increase Para-educator involvement and training:

- Continuation of the Para Educator Advisory Committee which meets twice a month. Para-educators are paid Additional Pay for the extra time.
- Para educators paid for extra hours to support training and additional hours worked.

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

- <http://fletchermiller.jeffcopublicschools.org/>
- <https://www.crisisprevention.com/>
- <http://www.lburkhart.com/podd.htm> (PODD resource)
- www.swaaac.com/
- <https://www.attainmentcompany.com/>
- <https://www.rifton.com>
- [Center for Literacy and Disability Students, University of North Carolina](#)
- [Closing the Gap](#)
- [Assistiveware \(Erin Sheldon resource\)](#)

BUDGETING FOR OUTCOMES

2021/2022 Renewal Request Form



DIVISION	Student Success				
DEPT ID-Name	84006 – Student Success Office	FTE	3.00	Adopted Budget	\$382,424

RENEWAL REQUEST SUMMARY- (SUMMARIZE THE OBJECTIVE OF THE FUNDING REQUEST)

The Division of Student Success provides a wide variety of services to students, teachers and parents that help to prepare all Jeffco students for a successful future, including those with special learning needs.

The Chief Student Success Officer is responsible for coordinating the efforts of Special Education, Health Services, Homebound Services, Gifted and Talented, Student Engagement, Student Services, and Healthy Schools.

ACTIVITY DESCRIPTION- (DESCRIBE THE ACTIVITIES THAT WILL BE FUNDED)

The Student Success Department administers and is responsible for supporting all Jefferson County Schools in providing academic, health, and social emotional supports for students. This department coordinates district initiatives and efforts under the direction of the Superintendent. In collaboration with the School Leadership Team and Education Research and Design (ERD) the Chief of Student Success administers the direction of the special education, gifted & talented, and other related service programs across the district. The Chief Student Success Officer also serves as on the Incident Management Team. Finally, the Student Success Division is responsible for the work of two of the District’s four priority tactics: Responsive Teaching/MTSS and Commitment to Equity.

PERFORMANCE MEASURES- (REPORT ON RESULTS/SUCCESS OF EXISTING PERFORMANCE MEASURES)

In addition to supporting Jeffco’s Strategic Plan and District Unified Improvement Plan measures, Student Success Division performance measures include:

- Individual Career and Academic Plan completion rates through Student Services
- Suicide Risk Assessment and Threat Management reports through Student Services
- State reporting metrics as required by CDE for Special Education
- Individual grant reporting requirements within Student Engagement
- Acuity tracking within Health Services
- Dropout/re-engagement rates through Student Engagement
- Participation rates in Healthy Schools programming

IMPROVEMENT & EFFICIENCIES- (HOW WILL PRIOR RESULTS BE IMPROVED UPON AND MEASURED?)

- Employ the services of a full-time budget analyst to oversee Division budget in excess of \$100M.
- Realigned substance use services leveraging cross-departmental resources.
- Continue to acquire additional outside resources in the form of Grants, including but not limited to, School Health Professionals Grant, Fostering Opportunities, Restorative Practices and School Based Health Clinics.
- Hired special education attorney to address increasing legal costs and upward trend in legal complaints, settlements, and associate costs

SUPPORT OF STRATEGIC OBJECTIVES- (HOW WILL THE FUNDS SUPPORT JEFFCO GENERATIONS?)

The work of the Student Success Division is directly aligned to key elements of the Jeffco Generations Vision.

The Chief Student Success Officer serves as the strategy lead for Readiness for Learning, Responsive Teaching/MTSS, and Commitment to Equity. Various employees within the Division serve on tactic teams defined by the Strategic Plan. 6 Division employees serve as tactic leads for the following teams:

- Commitment to Equity
- Schools as Community Hubs
- Responsive Teaching/MTSS
- Social Emotional Learning

BUDGET CHANGES FROM PRIOR YEAR- (DESCRIBE BUDGET CHANGES/REORGANIZATION)

Numerous changes have been implemented to reconcile a years’ long practice of significantly overspending the Student Success Division budget. Several administrative positions in Special Education were unfilled and delimited including a

director and three assistant director positions. The leaders of this team have been strategic in planning and sharing resources to streamline services and avoid duplicative efforts.

We added a Special Education Attorney to our staff to address increasing legal costs and upward trend in legal complaints, settlements, and associate costs.

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

BUDGETING FOR OUTCOMES

2021/2022 Renewal Request Form



DIVISION	Student Success				
DEPT ID-Name	84008 – Gifted and Talented	FTE	18.0	Adopted Budget	\$1,893,237

RENEWAL REQUEST SUMMARY- (SUMMARIZE THE OBJECTIVE OF THE FUNDING REQUEST)

The Division of Student Success provides a wide variety of services to students, teachers and parents that help to prepare all Jeffco students for a successful future, including those with special learning needs.

Gifted and Talented Education: The Gifted and Talented (GT) department facilitates the identification, programming and progress monitoring of the academic and social /emotional needs of gifted learners. Once identified, students are served either at their local school on an Advanced Learning Plan (ALP) or through a Gifted and Talented Center Program. Teachers in Center Programs must hold, or be working toward, a gifted and talented endorsement or a master's degree in gifted education.

The Central GT Department has 16 GT Resource Teachers (RTs), each of whom serves approximately 10-11 district schools, and each are housed at one of our 17 GT Center Schools (9 Elementary, 6 Middle and 2 High Schools). We also have 7 GT Social-emotional Learning Counselors (SELCs), each of whom serves 2 of our GT Centers, and 3 SELCs who are combined with elementary SELS (funding split with Student Services) who are exclusively housed at 3 of our GT Center Schools. Additionally, we have a GT Director, a Director's Secretary, and a Program Technician as support staff.

ACTIVITY DESCRIPTION- (DESCRIBE THE ACTIVITIES THAT WILL BE FUNDED)

- Identification of Gifted Learners as per CDE guidelines: through a variety of processes, including:
 - Universal Screening of all 2nd grade students using the Cognitive Abilities Test (CogAT-7)
 - Testing for GT Center Placement
 - Identification at other grade levels using a Body of Evidence (including cognitive, behavioral & achievement)
 - Increasing identification categories to include Creativity, Leadership, Arts and Psychomotor, as stated in CDE guidelines
- Programming for identified gifted learners, including:
 - Refining an Advanced Learning Plan (ALP) as per CDE guidelines, in Jeffco School Online Assessment Reporting System (SOARS)
 - Accelerated curriculum at 17 GT Center Schools
 - Working with all school staff (via our Resource Teachers and SELCs) to provide intervention strategies for student success
 - Providing social-emotional support for GT Learners directly via 10 GT SELCs (described above) and through professional learning resources and GT Resource Teacher support at all schools district-wide
- Professional Development via a variety of means, including:
 - Center Teacher and Building Liaison PD
 - Site-based and Central PD for all staff, including administrators
 - Online coursework, which may be used toward CDE GT Endorsement
 - Various Parent Seminars, Information Nights Book Study and Family Support Groups

PERFORMANCE MEASURES- (REPORT ON RESULTS/SUCCESS OF EXISTING PERFORMANCE MEASURES)

In addition to supporting Jeffco's Strategic Plan and District Unified Improvement Plan measures, Gifted and Talented Department performance measures include:

- Implementation of all new CDE Academic Identification areas (Math, Reading, Writing, Science, Social Studies, General Intellectual Ability) as indicated above, and the following Talent Areas: Creativity, Leadership, Psychomotor, Music and Visual Art. Over the next 2 years, we will begin implementing the remaining talent areas (Performing Arts & Dance).
- Improvement of our ALP process (as indicated above) with greater compliance to CDE guidelines.
- Expansion of a Talent Pool for better identifying and serving underrepresented populations. [This is explicitly outlined in our District UIP GT Addendum.]
- Establishment of consistent programming expectations for Center and Neighborhood schools for meeting the needs of and achieving meaningful growth for GT learners.

IMPROVEMENT & EFFICIENCIES- (HOW WILL PRIOR RESULTS BE IMPROVED UPON AND MEASURED?)

EXPLANATION:

- This year we have expanded capacity of our online universal screener for all 2nd grade students district-wide to be administered in remote as well as in-person settings. This has enabled us to have nearly full compliance with the universal screener this year, one of the few larger districts in Colorado to do so.
- With the new SOARS platform, we have completed the transition of moving all of our identification assessments, including alternate cognitive assessments and other measures, into SOARS. This will make for increased efficiencies in the identification process and will foster team review procedures and portability requirements, both in compliance with CDE guidelines.
- We have continued improvements to our Advanced Learning Plans, after seeking feedback via surveys and focus groups with all relevant stakeholders (administrators, teachers, parents and students) and creating trials at various schools to make for a more meaningful and manageable ALP. We partnered with Assessment, Student Services and IT to create an ALP that will facilitate improved planning, delivery and monitoring of services for gifted learners throughout the district, and have piloted a 'student portal' in SOARS whereby students can directly input interest data and set ALP goals.
- We have transitioned all of our Professional Learning opportunities online, as well as all of our Parent/Family Learning, Book Studies and Support Groups, in both synchronous and asynchronous formats, allowing for broader access.
- We have partnered with our Communications Department to revamp our public website to make it more visually appealing and user-friendly.

MEASURABLE GOALS:

- We are in the process of complying with all CDE Identification guidelines, as was noted in our Colorado Gifted Education Review (CGER) report from CDE. This will include compliance with Body of Evidence requirements, implementing a normed behavioral scale (SIGS), gradual addition of Talent area identification (Creativity, Music, Visual Art, Drama, Dance, Psychomotor) and reclassifying identified students as per the new CDE GT strength area categories. Our goal is to fully comply with these guidelines by December 2021.
- We hope to expand our participation in our secondary Advanced Learning Plans now that we have revised our format, as noted above. We are aiming for full compliance by Fall of 2022.
- Our CGER report (noted above) feedback indicated that we need to improve the identification and services of our underrepresented populations of Free-Reduced Lunch, English Language Learners, Minority and Special Needs students. We will continue to expand our Talent Pool model pilot to all Title I schools next year, to develop protocols and service models, and continue partnering with our Title, ELL and Special Education departments on this effort.

SUPPORT OF STRATEGIC OBJECTIVES- (HOW WILL THE FUNDS SUPPORT JEFFCO GENERATIONS?)

Jeffco Generations Vision Alignment:

- **Student Learning:** We will clarify GT best practices and expectations at our GT Center Schools to ensure quality instruction, particularly focusing on the Generational Skills of Content Mastery, Critical Thinking & Creativity, and Self-Direction & Personal Responsibility. We will also use a range of balanced measures to better identify and monitor the academic progress and social emotional development of GT learners and revise our Advanced Learning Plans to better inform educators about students' abilities and interests, leading to more responsive teaching. In addition, we will broaden our areas of identification to encompass the full range of human experience by identifying in 'Talent areas' of Creativity, Leadership, Visual & Performing Arts (Drama, Dance, Music) and Psychomotor. All of these efforts will support Customized Pathways for gifted learners. Our GT SELCs foster awareness of generational skills like self-direction & personal responsibility, taking a proactive role in teaching a variety of skills in their classroom lessons, so that all students can learn these competencies. Additionally, SELCs work in small group and individual sessions, so that students have access to extra support in these critical areas. We are partnering with Curriculum and Instruction on proficiency scales, unit, and assessment design to facilitate comprehensive implementation of the Jeffco Deeper Learning Model.
- **Conditions for Learning:** We will continue to provide quality professional development for our staff and adjust to meet the new CDE GT Endorsement guidelines to build our capacity to better serve gifted learners. We will also strengthen our system for identifying and serving gifted students in our 'underrepresented populations' of Free-Reduced Lunch, English Language Learners and Minority sub-groups by developing a Talent Pool model, which should lead to greater equity of educational opportunities.
- **Readiness for Learning:** We will meaningfully include Affective (Social-emotional) goals to our ALPs, as noted above, and foster parent, student and teacher collaboration of both Academic and Affective goals and strategies to build holistic student resilience and achievement. Our GT SELCs not only support the social-emotional development and learning of our GT Center Schools, but also help develop professional learning opportunities for the affective needs of our gifted students district-wide. The increased SELC FTEs primarily support Readiness for Learning via social-emotional learning, which we also support through various professional & family learning opportunities like our GT Mental Health Day, parent/family seminars and support groups.

BUDGET CHANGES FROM PRIOR YEAR- (DESCRIBE BUDGET CHANGES/REORGANIZATION)

- Our state GT grant allocation from CDE last year increased slightly from \$800,031 to \$804,070 (\$4,039). However, the available funds in this grant decreased even further due to the licensed staff salary increases outlined below, as well as the additional pay for online GT Professional Learning classes outlined below. The available funds for this CDE grant are expected to decrease significantly this year. The CDE funding formula is based on total # of students in the district, which is expected to decrease, and the amount per student is also expected to decrease due to shrinking state GT funds.
- The GT Universal Screener/Qualified Personnel (USQP) grant increased by \$8,637 (from \$99,724 to \$108,361), though this grant continues to remain underfunded by the state -- over the past 4 years we have gone from receiving 56% or our requested amount down to 46% due to lack of sufficient state funding for the grant. This grant covers required universal 2nd grade GT screening and 0.5 GT Director salary. Increased costs of CogAT exams and increased director salary had to be covered from general fund. As noted above, this grant is only partially funded, and the amount available is expected to decrease next year, if it continues at all.
- Licensed staff salary increases for those 7.5 GT Resource Teachers funded by the state GT allocation impacted available funds by almost \$40,000: salaries increased by \$30K and benefits by \$10K.
- The GT endorsement requirements were made much more stringent in November 2016. We have required GT Center Teachers to either have or be willing to obtain the endorsement. There are very few teachers in the hiring pool who already have the GT endorsement, and we will have to ask teachers to obtain the endorsement within two years of hire for a GT Center teaching position. In order to reimburse teachers for the costs of this, we are estimating \$1320 per teacher over the course of 2 years to take our Jeffco GT online graduate level classes. We anticipate 5 - 7 new teachers to hire at our Centers each year due to normal attrition (see the "Center Teacher CDE GT Endorsement" BFO request for further details.)
- Last year we incurred \$29,075 for additional pay for online GT Professional Learning classes. These classes are needed so our GT Center teachers can obtain a required GT Endorsement through CDE. The teacher fees collected for these courses (\$50 for Jeffco teachers) are deposited directly into Jeffco's General Fund, and not accessible by the GT Department to offset this expense of additional instructor pay, yet the expense of the instructor pay is coming directly out of the GT budget.
- As a result of the above budget changes, with considerably less discretionary funds over the past 2 years, we were once again unable to provide allocations to GT Center Schools as we did in past years (\$32,220 in 2016-17 and \$24,760 in \$2017-18). These funds went for student activities, GT instructional resources and Center school staff professional development. We also had fewer professional development offerings for our GT Department staff and for district educators, and fewer guest speaker opportunities for our parent community.

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

Jeffco GT Website (Public): http://www.jeffcopublicschools.org/programs/gifted_talented

Jeffco GT Website (Internal): https://teamjeffco.jeffcopublicschools.org/academic_support/student_supports/gifted_talented

CDE Guidelines:

- Identification: <http://www.cde.state.co.us/gt/giftedidentification>
- ALPs: <http://www.cde.state.co.us/gt/alpguidance>
- CGER: <http://www.cde.state.co.us/gt/cger>
- GT Endorsement: <http://www.cde.state.co.us/gt/endorsements>
- GT Grants: <http://www.cde.state.co.us/gt/grantsprojects>

BUDGET RESOURCES FOR NEXT BUDGET CYCLE- (SUMMARIZE BELOW, REQUEST VIA BFO REQUEST FORM)

- Expanding GT 'Talent Pool' to better identify & serve underrepresented populations (ELL, Minority, FRL), especially at Title schools
- Offsetting shortfall in GT Grant funds from CDE, as well as salary increases not covered in grant funds
- Lack of revenue for compensating instructors of required GT online courses. These courses could be revenue neutral if fees collected went to our budget to pay instructors.
- GT Endorsement reimbursements for GT Center teachers (required per CDE guidelines)

BUDGETING FOR OUTCOMES

2021/2022 Renewal Request Form



DIVISION		Student Success			
DEPT ID-Name	85000 – Central Support	FTE	137.60	Adopted Budget	\$6,357,792
DEPT ID-Name	85011 – SPED Area 1	FTE	299.05	Adopted Budget	\$21,897,521
DEPT ID-Name	85012 – SPED Area 2	FTE	210.44	Adopted Budget	\$14,939,981
DEPT ID-Name	85013 – SPED Area 3	FTE	272.32	Adopted Budget	\$18,983,433
DEPT ID-Name	85014 – SPED Area 4	FTE	95.32	Adopted Budget	\$7,425,797
DEPT ID-Name	85087 – School to Work Alliance Program	FTE	0.00	Adopted Budget	\$290,400
DEPT ID-Name	85090 – Itinerant Services	FTE	0.00	Adopted Budget	\$20,005
DEPT ID-Name	85091 – Placed Out of District	FTE	0.00	Adopted Budget	\$4,621,083

RENEWAL REQUEST SUMMARY- (SUMMARIZE THE OBJECTIVE OF THE FUNDING REQUEST)

The Special Education Department is responsible for ensuring that all children with a disability in Jeffco Public Schools have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs in compliance with the Individuals with Disabilities Education Act (IDEA) and Exceptional Children’s Educational Act (ECEA).

The Special Education Department is dedicated to improving results for students with disabilities preschool through 21 by providing leadership and support to our students, parents, staff, and community. In addition to supporting Jeffco Public School’s Strategic Plan and District Unified Improvement Plan (UIP), our goal is to provide the special education and related services students with disabilities in Jeffco Public Schools need in the least restrictive environment to prepare them for further education, employment, and independent living. We believe this is accomplished when students with disabilities are included meaningfully, held to high expectations, and given the appropriate supports needed to carry out high-quality Individualized Education Programs (IEPs).

ACTIVITY DESCRIPTION- (DESCRIBE THE ACTIVITIES THAT WILL BE FUNDED)

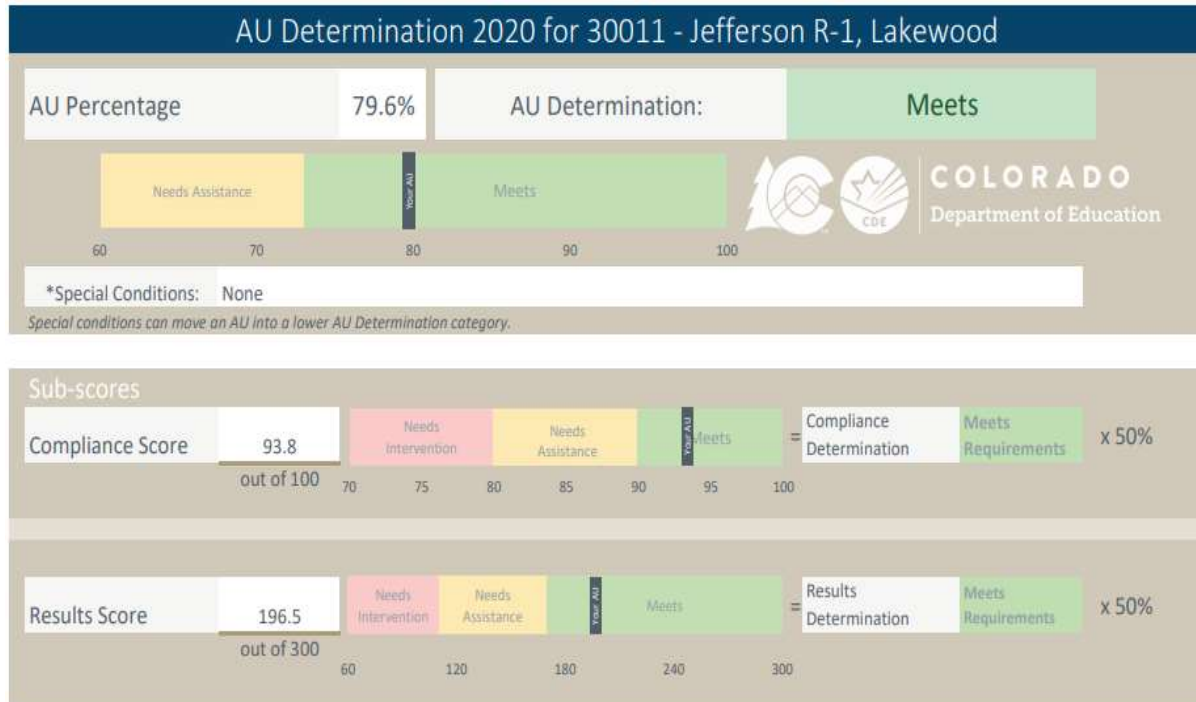
- **Resources to fully implement the IDEA/ECEA and successfully improve academic and functional outcomes for students with disabilities in Jeffco Public Schools**
 - Human Capital/FTE including District and building support and salaries
 - Assessment Library
 - Materials and Supplies
- **Carryout general supervision and monitoring of the implementation of the IDEA/ECEA in Jeffco Public Schools**
 - Data Analysis
 - Program Planning & Evaluation
 - Fiscal Oversight, Management, & Monitoring
 - Federal & State Reporting
 - Effective implementation of Policies & Procedures
 - Targeted Technical Assistance & Professional Learning
 - Timely resolution of all disputes including State Complaints, Mediations, and Due Process Actions
 - Successful completion of any corrective actions and/or improvement activities for noncompliance
- **Assistance for the education of all children with disabilities in Jeffco Public Schools**

- Maintain Child Find & Central Evaluation Teams to assist with the location, identification, and evaluation of students suspected of having a disability and in need of special education and related services to receive a FAPE.
- Adhere to important timelines for completing referrals/initial evaluations, determination of eligibility, IEP development, IEP implementation, progress reporting, annual reviews, reevaluations, transfers, IEP amendments, and manifestation determination reviews (MDR).
- Provide Special Education and Related Services necessary to carry out high-quality IEPs preschool through age 21.
 - Includes: Special Education, Adapted Physical Education, Audiology Services, Interpreting Services, Occupational Therapy, Orientation and Mobility Services, Physical Therapy, School Psychological Services, School Social Work Services, School Transportation, Transition Services, & Vision/Hearing Services
- Ensure that a continuum of alternative placements is available to meet the needs of children with disabilities in Jeffco Public Schools including regular classes, special classes, special schools, homebound instruction, instruction in hospitals/institutions, and interim alternative educational settings
 - Includes: SSN/ASD/AN (formally SED) Center-based Programs, DHH/DHH+ Programs, Fletcher Miller School & Sobesky Academy, Reconnect, & Placements Out of District (POOD)
- Provide Supplementary Aids and Services to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate
 - Includes: Assistive Technology Devices & Services provided by an Assistive Technology Team, Instructional Support provided by a Coach Team, Behavioral Support provided by a Behavioral Analyst Team, & Classified Support Staff (e.g., paraprofessionals, paraeducators, independence support paras (ISPs), educational interpreters, note takers, interveners, etc.)
- Provide Transition Services (18-21) to students with disabilities who need ongoing services to successfully transition from school to post-school activities (e.g., postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, community participation, etc.)
 - Includes: Jeffco Transition Services (JTS) Program, School to Work Alliance Program (SWAP), & Project Search
- Provide Extended School Year (ESY) Services to eligible students with disabilities
- **Support Community Outreach, Communication, and Engagement as a means of improving services and results for children with disabilities in Jeffco Public Schools**
 - Special Education Advisory Committee (SEAC)
 - Community Forums
 - Up-to-date External Website
 - Special Education Community Support Line
- **Support District & School Teams and Leaders as a means of improving services and results for children with disabilities in Jeffco Public Schools**
 - Collaborate with all stakeholders to build respect, trust, and effective communication
 - Support IEP development and IEP meetings
 - Build reciprocal relationships and bridge gaps between parent and school perspectives
 - Address procedural and practice-based challenges related to IDEA/ECEA
 - Provide technical assistance and professional learning to IEP teams on instruction and procedural requirements
 - Support MDRs
 - Consult on compliance issues
 - Collaborate with schools concerning significant changes of placement
 - Work with school teams, parents, and advocates to prevent or reduce conflict escalating to the level of a formal dispute
 - Partner with District and School Administrators to build their expertise in high leverage practices in special education instruction and compliance
 - Serve on a variety of District teams and committees focused on improving student achievement and carrying out Jeffco Public School's mission to prepare all students for a successful future

PERFORMANCE MEASURES- (REPORT ON RESULTS/SUCCESS OF EXISTING PERFORMANCE MEASURES)

2020 Overall Compliance and Performance Results Summary

All together, Jeffco Public Schools meets requirements for the implementation of the IDEA.



Performance Results Summary

Achievement Points Earned (15%): 28.5 out of 45

Academic Growth Points Earned (50%): 100 out of 150

Postsecondary and Workforce Readiness Points Earned (35%): 68 out of 105

Compliance Results Summary

Compliance Points Earned: 93.75 out of 100

Indicator 8 – Family – School Survey Results

Overall Rating: 4.4 out of 5

IMPROVEMENT & EFFICIENCIES- (HOW WILL PRIOR RESULTS BE IMPROVED UPON AND MEASURED?)

The Special Education Department will:

- Implement the IDEA/ECEA with 100% compliance as a means of improving services and results for children with disabilities in Jeffco Public Schools by using a standard record review framework to inform professional learning and enhance current practices as measured by the State accountability system.
- Increase the current academic and achievement performance outcomes of students with disabilities in Jeffco Public Schools as measured by the State accountability system by building the individual and collective capacity of our staff in using effective instructional practices to improve student learning.
- Increase the current academic and achievement performance outcomes of students with disabilities in Jeffco Public Schools as measured by the State accountability system by promoting monitoring systems that use real-time data to inform instruction and intervention at the teacher, team, and school site levels.
- Increase the current academic and achievement performance outcomes of students with disabilities in Jeffco Public Schools as measured by the State accountability system by enhancing our current continuum of services available at the secondary level.
- Enhance community outreach, communication, and engagement as a means of improving services and results for children with disabilities in Jeffco Public Schools as measured by Indicator 8 by developing strategies collaboratively with parents and educators through existing structures for providing/sharing information and including parents in educational decision-making regarding their child.

- Examine data to identify any existing discrepancies in the identification, placement, discipline, and performance of students of color with disabilities.
- Track the issues identified to determine whether patterns or trends exist, evaluate the resolutions' effectiveness, and determine whether resolution was maintained in future situations when there are instances of state complaints, mediations, or dispute resolutions as measured by the State accountability system and record reviews.
- Continue to ensure all special education staff meet the general requirements for all licenses and authorizations.

SUPPORT OF STRATEGIC OBJECTIVES- (HOW WILL THE FUNDS SUPPORT JEFFCO GENERATIONS?)

Jeffco Generations

Learning – “Keeping the Main Thing The Main Thing: Learning”

The special education department is committed to responsive teaching and transforming student task by providing structures and professional learning opportunities for special education providers, coaches and partners.

Special education staff are skilled at customizing pathways for students with various needs to achieve successful outcomes. SWAP and special education teams are working with students at two high schools with the Career Explore program so that students can engage in hands on learning and work experiences. SWAP continues to provide work-based learning experiences for in-school youth so that students have real-world experiences before leaving our system. Also, special education is working on customized pathways to meet graduation guidelines competencies expectations. JTS offers students real-world work experiences and community-based experiences so that youth are prepared for adult life after high school.

Through the use of technology provided by the ATAT team, our students are supported to enhance their learning and expand their capabilities of responding and interacting with others to meet an ever-changing world's needs.

Conditions for Learning

The special education department is committed to equity. We are developing system-wide program improvements to make sure that all students with disabilities are held accountable to high expectations and included in core instruction to benefit from highly qualified professionals' expertise. In partnership with our Strategic Planning Committees, Special Education has used the quality indicators from the CDE and identified “non-negotiable” priorities for each of our center-based programs. By building capacity among the service providers, they are empowered at the school level to provide tiered services and instructional strategies that address student learning needs.

Through our model of Assistant Directors of Special Education matched to a network of schools, we offer training and focused discussions with building teams and administrators to empower them to make site-level decisions within the system's shared vision for all students.

Readiness for Learning

Students come to the district with different levels of readiness for learning. This is especially true for students with disabilities. In *Jeffco Generations* it states that, “...*Students have different abilities and needs, and we have decades of education research which confirms that the biggest indicators of student success are related to out-of-school factors and the student's environments.*” In special education, we are committed to providing social emotional supports for students who experience mental health and social emotional challenges. Our school teams understand and value parents as our partners. Engagement at school and peer relationships are salient. We provide support services with behavior analysts, mental health providers, special education instructional coaches, interim services, and specialized programming to address needs across the continuum to include center-based programs and out of school placements.

We are dedicated to enhancing and developing meaningful parent and community engagement through our Special Education Advisory Committee (SEAC), and our Center Alignment Planning Committees both of which include parents/guardians, staff, students, administrators, and community members from across the district. These committees provide Jeffco Public Schools with input and recommendations on an advisory basis regarding the needs of students with disabilities.

Finally, the Special Education department is working to expand the quantity and quality of early childhood education for children with disabilities. Our early childhood education environment is academically and developmentally focused on experiences that provide students with early literacy, numeracy skills, social-emotional skills, and other academic experiences, so they come to school ready to learn.

BUDGET CHANGES FROM PRIOR YEAR- (DESCRIBE BUDGET CHANGES/REORGANIZATION)

- Reduced central administration by three FTE including one Director and two Assistant Directors of Special Education

- Reduced one central classified support personnel
- Reduced one certified personnel
- Reduced two center-based programs

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

- [Jeffco Public Schools Special Education Website](#)
- [2020 AU Determination Profile](#)

BUDGETING FOR OUTCOMES

2021/2022 Renewal Request Form



DIVISION	Student Success				
DEPT ID-Name	85015 – SPED Preschool	FTE	42.18	Adopted Budget	\$4,021,943

RENEWAL REQUEST SUMMARY- (SUMMARIZE THE OBJECTIVE OF THE FUNDING REQUEST)

The Division of Student Success provides a wide variety of services to students, teachers and parents that help to prepare all Jeffco students for a successful future, including those with special learning needs.

Special Education: If a student is determined eligible for Special Education services, then an Individual Educational Program (IEP) is developed which addresses the student's educational needs. The Individuals with Disabilities Education Act (IDEA) requires that disabled students be educated with nondisabled peers to the maximum extent possible in the least restrictive environment. This budget renewal request is related to those Special Education services for Preschool students.

ACTIVITY DESCRIPTION- (DESCRIBE THE ACTIVITIES THAT WILL BE FUNDED)

- Standards-Aligned IEPs**
- Provide IEP file reviews across all schools to meet CDE annual reporting requirements.
 - Provide professional learning for special education teachers and staff on writing high quality and compliant standards aligned IEPs for all students with disabilities.
 - Submit data to CDE.
- Integrated / Inclusive Programming**
- 55 Integrated Full-Service Preschool Sites.
 - Option for In Person Learning or Remote Learning. Full Inclusion model for either option.
 - ECSE as Lead Teacher of Inclusive Programming – Mortenson, VanArsdale, Parr, Hutchinson, Stevens, Vivian
 - Early Childhood Special Education teacher (ECSE) as a Lead Teacher with an Early Childhood Teacher (ECT) or Para Educator as support
 - Utilize the CDE Quality Indicators and P-3 documents to provide explicit social skills and adaptive skills programming, rigorous standards-based instruction, and functional communication instruction to create opportunities for meaningful inclusion and increase independence (3 non-negotiables).
 - Provide high quality professional learning, coaching and materials to ensure the delivery of evidence-based interventions to support all students.
 - Conduct regular observations for review, consultation, and evaluation of instruction.
 - Provide a continuum of supportive services for students PreK-21 years of age.
 - Provide high quality professional learning for certified staff and para-educators.
 - Approximately 700 preschool aged children identified for special education services.
 - Work with all 5 Child Find teams.
 - Provide Special Education Services at Jeffco Head Start (Arvada & Wheat Ridge Campuses) and Lakewood Head Start (Daniels, Lasley, Patterson HS & CC, and 11th Campuses).
 - Offer a continuum of services.
- Mental Health (SPED PK)**
- Provide mental health assessments and services to students with disabilities, 0-21.
 - Support crisis assessments and services for all students.
 - Collaborate with inside and outside providers/agencies to meet the mental health needs of all students.
 - 4 FTE for PK only Mental Health (1 FTE from the Medicaid grant 2020-21 school year) to support 12 preschool sites and Head Starts and to collaborate with elementary MH and SEL supports
 - PK-5 Mental Health Model in 43 of the 55 sites elementary schools – Elementary MH and SEL supports preschool.
- Early Childhood Instructional Coaches (2 Early Childhood Sped (ECSE) TOSAs) (Support PK-3)**
- Assist staff with the development of instructional, emotional-behavioral, and social skills practices with students that receive special education services in a variety of school settings.
 - Assist staff in developing, implementing, and maintaining IDEA and district standards and policies.
- Behavior Analysts (PK-12)**
- Observe classroom environment, and students staff interactions and collaborate with school team about data collection systems, analyzing data, progress monitoring development.
 - Assist school teams with program development, reinforcement systems, and identification of student needs during transitions and fade planning.

- Provide school teams with training on behavior protocols and teaching replacement behaviors.

Deaf and Hard of Hearing (DHH) - Vivian Preschool

- Provide assessments, consultation and direct services to students who are deaf or hard of hearing.
- Provide audiological assessments for all students and liaison with community agencies.
- Provide notetaker and interpreter services for students who are DHH in classrooms.
- Provide interpreter services for parents at IEP meetings as well as student and school events.

Extended School Year (ESY)

- Provide professional learning opportunities for all special education staff in how to assess, collect data and document the need for ESY services.
- Provide administrative oversight to conduct a 5-week ESY program, including building space and maintenance, hiring of staff, training of teachers, personnel adjustments, discipline, safety/threat/suicide assessment/planning, lesson planning, safety planning, supplies and equipment.
- Hire, monitor and support special education teachers, para-educators, interpreters, notetakers, SLPs, OT's, PT's, mental health providers, teachers of the blind and visually impaired, teachers of the deaf and hard of hearing, nurses, and/or any other professional who is indicated in the IEP.

Assistive Technology Team

- The Assistive Technology Team provides consultation services to students with disabilities who may need assistive technology to receive reasonable benefit from their education.
- The team may provide technology such as equipment, or product systems (software) that is used to increase, maintain, or improve functional capabilities of students with disabilities which may interfere with communication, learning, social relationships, mobility, access to curriculum, and active participation in the educational environment. Examples could include specialized pencil grips, paper, audiobooks, and speech generating apps.

Homebound or Placed Out of District (POOD)

- Support educational services for students with disabilities who are unable to attend a District school for a variety of reasons, including health, social/emotional/behavioral and safety concerns within a separate facility school.

Collaborate with District schools, community agencies, as well as parents and students to assist with connections to comprehensive educational services.

PERFORMANCE MEASURES- (REPORT ON RESULTS/SUCCESS OF EXISTING PERFORMANCE MEASURES)

Integrated Preschool Programming

- Goal - CDE Indicator 7 Data – Increase to 1.0 or 1.5 for A/B/C Growth & C Achievement Points. Data related to this goal will not be available until the conclusion of the 20/21 school year.
- CDE Indicator 7 Data – Increase A/B Achievement Points from 0 / .5 to 1.0. Data related to this goal will not be available until the conclusion of the 20/21 school year.
- Utilized My Teaching Strategies (TS Gold) and progress monitoring data.

Mental Health (SPED)

- Reduce suspensions for students with disabilities.
- Increase percentage of transitional behavior planning (FBAs/BIPs) for students identified with a Social Emotional Disability transitioning to a SED Center program for kindergarten.

Standards-Aligned IEPs

- Increase percentage of compliant IEPs that are standards-aligned.

Extended School Year (ESY)

- 90% of ESY students are identified and placed for ESY by April.
- 90% of ESY staff are hired and placed by June 1.

Assistive Technology Team

- Decrease the response time from initial referral for ATAT support to assessment service.

PROGRAMMING DATA

State Performance Plan Results Indicators (Colorado Department of Education / CDE)

Indicator 7: Preschool skills include the percent of preschool children who showed substantial growth and those who reached age expectations by the time they exited the program in positive socio-emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors.

2020 Determination (2018-19 school year)

Preschool Achievement and Growth (Indicator 7)**		N	% Succeeded	AU's Percentile	Rubric	Points Eligible	Points Earned
					0 .5 1.0 1.5		
A. Positive social-emotional skills	Growth	330	75.6%	46	73.9%.....82%.....91.5%	1.50	0.50
	Achievement		57.9%	22	59.6%.....67.5%.....82.8%	1.50	0.00
B. Acquisition & Use of Knowledge and Skills	Growth	330	79.9%	48	72.1%.....80.4%.....91.5%	1.50	0.50
	Achievement		63.6%	31	55.9%.....69.3%.....81.8%	1.50	0.50
C. Use of appropriate behaviors to meet their needs	Growth	330	78.6%	65	66.7%.....76.2%.....86.6%	1.50	1.00
	Achievement		60.9%	41	61.8%.....71.4%.....86%	1.50	0.00

Note:

2019 Determination (2017-18 school year)

Preschool Achievement and Growth (Indicator 7)**		N	% Succeeded	AU's Percentile	Rubric	Points Eligible	Points Earned
					0 .75 1.5 2.25		
A. Positive social-emotional skills	Growth	317	73.5%	37	73.9%.....82%.....91.5%	2.25	0.00
	Achievement		56.8%	25	59.6%.....67.5%.....82.8%	2.25	0.00
B. Acquisition & Use of Knowledge and Skills	Growth	317	77.0%	38	72.1%.....80.4%.....91.5%	2.25	0.75
	Achievement		62.5%	35	55.9%.....69.3%.....81.8%	2.25	0.75
C. Use of appropriate behaviors to meet their needs	Growth	317	68.6%	60	Not Available for Current	0.00	0.00
	Achievement		52.1%	25	Determination Year	0.00	0.00

Note:

2018 Determination (2016-17 school year)

Preschool Achievement and Growth (Indicator 7)**		N	% Succeeded	AU's Percentile	Rubric	Points Eligible	Points Earned
					0 .5 1 1.5		
A. Positive social-emotional skills	Growth	308	84.4%	73	73.9%.....82%.....91.5%	1.5	1.0
	Achievement		63.0%	31	59.6%.....67.5%.....82.8%	1.5	0.5
B. Acquisition & Use of Knowledge and Skills	Growth	308	81.9%	49	72.1%.....80.4%.....91.5%	1.5	1.0
	Achievement		66.6%	46	55.9%.....69.3%.....81.8%	1.5	0.5
C. Use of appropriate behaviors to meet their needs	Growth	308	84.1%	67	66.7%.....76.2%.....86.6%	1.5	1.0
	Achievement		82.8%	29	61.8%.....71.4%.....86%	1.5	1.0

Note:

2107 Determination (2015-16 school year)

Preschool Achievement and Growth (Ind7)*		N	% Succeeded	AU's Percentile	Rubric	Points Eligible	Points Earned
					0 .5 1 1.5		
A. Positive social-emotional skills	Growth	207	73.9%	16	73.9%.....82%.....91.5%	1.5	0.5
	Achievement		60.4%	18	59.6%.....67.5%.....82.8%	1.5	0.5
B. Acquisition & Use of Knowledge and Skills	Growth	207	71.1%	12	72.1%.....80.4%.....91.5%	1.5	0
	Achievement		60.4%	26	55.9%.....69.3%.....81.8%	1.5	0.5
C. Use of appropriate behaviors to meet their needs	Growth	207	65.4%	14	66.7%.....76.2%.....86.6%	1.5	0
	Achievement		61.4%	14	61.8%.....71.4%.....86%	1.5	0

Indicator 12: Early Childhood Transition (Compliance Indicators)

2018	2019	2020
2/2	2/2	2/2

Results- driven Accountability Matrix (Results Indicators)

Indicator	2018	2019	2020
Academic Achievement & Growth Indicators: 3	Achievement – 29/45 Growth – 105/150	Achievement – 23.5/45 Growth – 100/150	Achievement – 28.5/45 Growth – 100/150

Assessment & 7 Preschool Outcomes			
6 Preschool Settings	Regular Early Childhood Program – 84.7% (Does Not Meet) Other Placements – 8.15% (Does Not Meet)	Regular Early Childhood Program – 88.% (Meets) Other Placements – 4.2% (Meets)	Not Yet Available – but should Meet

OCTOBER COUNT / DECEMBER COUNT DATA

	2016-17	2017-18	2018-19	2019-20	2020-21
OCTOBER	549	597	619	648	526 (Unconfirmed)
DECEMBER	633	674	760	730	Not Yet Available

MENTAL HEALTH DATA

2019-20

- # of Preschool Suspensions – 2 (same student)
- # of FBAs/BIPs (SED) - 6 out of 6 / 100%

2018-19

- # of Preschool Suspensions - 1
- # of FBAs/BIPs (SED) - 4 out of 4 / 100%

2017-18

- # of Preschool Suspensions - 2
- # of FBAs/BIPs (SED) - 4 out of 4 / 100%

2016-17

- # of Preschool Suspensions - 2
- # of FBAs/BIPs (SED) – 4 out of 5 / 80%

STANDARDS ALIGNED IEPs DATA

- 2019-20 CDE Record Review – 4 IEPs selected by CDE / 100% compliance on standards aligned
- 2018-19 CDE Record Review – 9 IEPs selected by CDE / 100% compliance on standards aligned
- 2017-18 CDE Record Review – 10 IEPs selected by CDE / 100% compliance on standards aligned
- 2016-17 CDE Record Review – 4 IEPs selected by CDE & reviewed/ 100% compliance on standards aligned

ESY DATA

- Preschool students identified and placed by April – 100%
- Early Learning staff hired and placed by June 1 – 100%

IMPROVEMENT & EFFICIENCIES- (HOW WILL PRIOR RESULTS BE IMPROVED UPON AND MEASURED?)

The Special Education Department has provided 1 Special Education Assistant Director to directly partner with The Early Learning Office, Community Superintendents, Principals, Preschool Directors and Early Childhood Special Educators (ECSE) to align the work of special education with general education. In addition to the 1 PK Only Sped AD, there are 8 Special Education Assistant Directors who directly provide PK-5 support to schools. These collaborative partnerships are strengthened with regular contact and communication. After aligning the goals from Jeffco Generations, the West Ed report, and the strategic planning work of the special education department, we have identified three prioritized improvement targets to include: 1) Create aligned center programs; 2) Increase inclusive options for all students; and 3) Enhance culture, partnerships and communication.

Inclusion

- Partner with elementary schools with preschools to increase inclusive practices for all students.
- Provide professional learning to ECSE, SERS, licensed and classified staff to support inclusive practices.
- All preschool classrooms will be a mix of students with disabilities and typical students.

Early Learning

- Theory of Action: If Jeffco Public Schools Early Learning Team increases the quality and quantity of academically and developmentally focused opportunities for Pre-K students (within Jeffco Public Schools as well as with community partners) then those students will enter kindergarten academically and developmentally ready and will sustain that academic proficiency.
- Utilize a P-3 Logic Model to identify how to support the expansion of the quality and access to Early Childhood Education for all students

Induction & Professional Learning

- Provide on-going professional learning to new staff and veteran staff through the SPED Professional Learning Calendar of courses offered.

- Provide professional learning opportunities monthly to PK SPED and Child Find to increase collaboration and understanding.
- Provide professional learning and mentoring monthly to all new ECSEs by the Instructional Coaches and veteran ECSEs who are hand selected for their expertise.

Placed Out of District (POOD)

- Develop a streamlined process for students being placed in out of district programming/homebound and are transitioning back to Jeffco schools.
- Increase the number of students returning from out of district/homebound placement through close collaboration with facility schools.

Mental Health (SPED)

- A mental health advisory team will provide focus group information to develop improved approaches to meet mental health needs in Jeffco.
- Professional learning will be provided in best practice assessments and services.
- Collaborate with Mental Health support staff to deliver comprehensive mental health services that improve social emotional learning and outcomes.

Behavior Analysts

- Priority focus on concerns that have been brought forward through the request for services process.

Deaf and Hard of Hearing (DHH)

- Continue to partner with center based DHH program at Vivian Preschool.
- Provide professional learning opportunities for interpreters, audiologists, DHH teachers and Sped partners on best practices for serving students who are DHH.

Standards-Aligned IEPs

- Provide professional learning to preschool special education staff on how to write a standards-aligned and compliant IEP that connects specific student needs with rigorous goals and appropriate services (the “Golden Thread”).

Extended School Year (ESY)

- Develop handbook for high quality ESY planning and implementation.
- Ensure that all Sped Partners and Learning Specialists understand ESY eligibility procedures and documentation and that eligible students are identified early to allow for essential planning of services.
- Share the administrative role for ESY planning with all Sped Partners.

Assistive Technology Team

- Reduce response time by adding .5 FTE support staff to reduce technical, purchasing and deployment activities previously completed by ATAT consultants.

My Teaching Strategies

- Administer My Teaching Strategies Assessment to all students – completed by general ed teachers and supported by ECSEs.
- Utilize My Teaching Strategies and other formative data for ongoing progress monitoring.

Special Education Newsletter

- To increase transparency and communication of special education services, professional learning opportunities, and practices, the Special Education department disperses a district-wide newsletter bi-monthly to the District special education staff and building administrators.

MEASURABLE GOALS: Improve academic, social emotional and post-secondary outcomes for all students with disabilities.

SUPPORT OF STRATEGIC OBJECTIVES- (HOW WILL THE FUNDS SUPPORT JEFFCO GENERATIONS?)

Learning

Actions for Transforming Student Task

- Expand District Curriculum to enhance integration/emphasis on Jeffco Generations skills.
- Develop and implement learning progressions from PreK to 12th for Jeffco Generations skills.
- Implement prioritized learning targets for competencies that benefit all students to master.
- Provide success criteria for student ownership of learning (goal setting, body of evidence, self-monitoring, self-reflection).

Actions for Responsive Teaching

- Retain and hire high quality educators who are effective in teaching mastery of content and competencies, with diverse backgrounds and experiences.
- Provide learning opportunities that engage students in rigorous, flexible, original complex thinking.
- Provide growth-producing feedback and learning supports that ensure students grow in and achieve the Jeffco Generations skills

- Utilize high quality standards-based teaching and learning strategies/tools that result in evidence-based impact on student learning.

Actions for **Responsive Teaching**

- Utilize data to track student growth and achievement and plan instruction.
- Provide all stakeholders with useful data on student growth, achievement and post-secondary and workforce readiness.
- Provide performance assessments and alternative measures to assess student learning of the Jeffco Generations skills.

Actions for **Customized Pathways**

- Provide multiple, customized pathways of learning to ensure that all students have equity in access to, opportunity for and expectation of the Jeffco Generations skills.
- Provide pathways of learning in order to meet all students' needs and aspirations.
- Provide learning opportunities to all students that ensure authentic, relevant real-world engagement.

Readiness for Learning

Actions for **Social-Emotional and Physical Wellness Supports**

- Prioritize and develop resources and support for social, emotional and physical wellness to promote whole child development.
- Utilize resources/support to implement strategies/tools that support whole child development for the purpose of empowering students through active engagement, leadership and academic excellence.
- Collaborate with families and community to provide opportunities to build student resilience through social, emotional and academic challenges.

Actions for **Meaningful Parent & Community Engagement**

- Establish feedback mechanisms for families and other stakeholders for two-way communication about performance on student learning outcomes and whole child development.
- Use feedback mechanisms to optimize two-way communication about student progress and recommendations for next steps in learning.
- Develop partnerships with community groups and businesses to enhance student learning experiences.
- Develop opportunities for students to be actively engaged in the community/world to participate and/or learn firsthand.
- Develop community/business participation in classrooms for authentic, relevant real-world engagement for students.

Actions for **Expanding Early Childhood Education**

- Continue to partner with the Early Learning Department.
- Examine ways to expand preschool programming and funding sources so that preschool is recognized as a grade and available at every elementary school.
- Continue to examine program models in other districts.

Conditions for Learning

Actions for **a Professional Model of Teaching**

- Provide high quality professional learning aligned to students' needs in achieving Jeffco Generations skills.
- Use evaluation processes to establish priorities for professional growth that impacts student learning.
- Provide high quality professional learning that advances student use of technology as a tool for blended learning and effective communication.
- Provide evidence-based impact of professional learning on practice that increases student learning.

Actions for **a Commitment to Equity**

- Provide clear meaningful expectations for students, educators, leaders, schools and district staff for the Jeffco Generations skills.
- Improve the use of current continuous improvement strategies and tools in order to identify and expand proven practices that increase student achievement and post-secondary and workforce readiness for all students.
- Implement evidence-based impact models that identify successful practices for all students that can be shared throughout the district.

BUDGET CHANGES FROM PRIOR YEAR- (DESCRIBE BUDGET CHANGES/REORGANIZATION)

- All Social Workers and Paraprofessionals are funded through Central SPED departments. SPED PK had a total of 1.0 FTE of Social Workers and 3.67 FTE of Paraprofessionals funded under their budget that was not being utilized. Those FTE and the subsequent dollars were moved to the Central SPED department to fund salaries in those departments.

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

External:

http://www.jeffcopublicschools.org/programs/special_education

Internal:

https://teamjeffco.jeffcopublicschools.org/academic_support/student_supports/special_education

External:

<http://www.jeffcopublicschools.org/programs/preschool>

Internal:

https://teamjeffco.jeffcopublicschools.org/academic_support/early_learning

BUDGETING FOR OUTCOMES

2021/2022 Renewal Request Form



DIVISION	Student Success				
DEPT ID-Name	85072 – Health Services	FTE	52.22	Adopted Budget	\$4,543,692

RENEWAL REQUEST SUMMARY- (SUMMARIZE THE OBJECTIVE OF THE FUNDING REQUEST)

The Division of Student Success provides a wide variety of services to students, teachers, and parents that help to prepare all Jeffco students for a successful future, including those with special learning needs.

The Jeffco **Department of Health Services** collaborates with public health officials, Colorado Department of Public Health and Environment (CDPHE), Jeffco Public Health (JCPH), Colorado Department of Education (CDE), and medical consultation from Metro Community Provider Network (MCPN) in order to meet the student health needs of our district. Health Services interrelates the components of mental health, physical health, and safety; as well as health education district wide including all district educational programs: Pre-K-12, option programs, transition programs, placed out of district (POOD), and charter schools.

The Department of Health Services recognizes that students who are not healthy cannot fully access the educational environment. Health Services must support students and families in navigating health related barriers to student learning.

District Registered Nurses (RN's), are the primary health consultants for all schools, concentrating on those students who have the most significant health concerns. School-based Health Aides and paraprofessionals are unlicensed assistive personnel (UAPs) who are site-based and are trained and delegated under the care and supervision of the district RNs. The UAPs provide direct student care in school health rooms and center programs.

Healthy Schools is an area of the Department of Health Services, which serves all students district wide. Healthy Schools supports the culture, policy, and environment that promotes healthy lifestyle choices and attitudes. This enhances student well-being, academic achievement, and establishes Jeffco as a leader in wellness promotion.

ACTIVITY DESCRIPTION- (DESCRIBE THE ACTIVITIES THAT WILL BE FUNDED)

School Nursing Practice is based upon the 21st Century Framework developed by the National Association of School Nursing (NASN). Similar to the Jeffco Generations framework where student learning is at the center, NASN also creates the practice of school nurses framework around the core center of healthy, safe, and ready to learn students. While students, family, and communities are the heart of the 21st century framework, the Jeffco Nurses practice in 4 overlapping areas including care coordination, leadership, quality improvement, and community public health. All four of these principles are guided by an outer circle of standards of practice.

Care Coordination:

- Case Management – includes communication between student, family, and healthcare provider to understand the health concern and assist the student with resources and accommodations to make school attendance possible. Key role in reducing chronic absenteeism of students.
- Orientation/Training new district RN staff and training and delegating new health aides and paras for designated nursing tasks.
- Developing, training, and delegating individualized student health plans (ISHPs) to all Unlicensed Assistive Personnel (UAPs). ISHPs are now more accessible to all caretakers of students.
- Site-based district RNs providing direct student support for drug prevention and intervention services. Working in groups and 1:1 helping addicted students identify needed supports from screening tools and working with school administrators to possible student alternatives to suspension.
- Student self-empowerment to self-manage disease process.

Leadership:

- Student advocacy.
- Healthcare reform.
- Technology, i.e. new diabetes insulin pumps and continuous glucose monitors.
- Professionalism and system-level leadership including high school site-based nurse leaders in their buildings.
- Training and certifying thousands of Jeffco staff in CPR/First Aid/Stop the Bleed.
- Training thousands of staff in recognizing symptoms of anaphylaxis and stock epinephrine.

Quality Improvement:

- Standardization in training using the Schoology learning management system.

- Data collection on medications in the school health room including controlled substances and self-carry medications.
- Collecting end of the year data regarding illnesses and health room visits and delegated tasks.
- Meaningful health academic outcomes.
- Applying research for best evidence-based practice.
- 2 Diabetes Resource Nurses to provide additional RN support for students with Type 1 Diabetes – the most complicated illness in the school setting.
- 1 Concussion/TBI Resource Nurse to catch and monitor the gaps of student support when concussion symptoms are lingering, and a more thorough approach is needed – potential for BrainSTEPS program.

Community/Public Health:

- Creating a pathway to access care outside of school.
- Disease prevention and reporting.
- Health equity.
- Outreach to resources to aide students and their families.
- Screenings/referrals/follow-ups – hearing and vision screenings for 45,000 students.
- Health education for students and families.

In addition to the four principles, district RNs also adhere to the following Standards of Practice:

- Clinical electronic and hands-on skill competencies for all district RNs and health aides.
- Code of Ethics.
- Critical thinking when planning health care of students during school and school sponsored events – before/after school programs along with extended overnight field trips.
- Following Colorado Nurse Practice Act (NPA).
- Evidenced based practice and standards of care.

This past year, with the development of COVID-19, this has also driven an additional layer of knowledge, support, time, and documentation for the district RNs. Their work has shifted somewhat to support schools in urgent triaging of staff and students with COVID-like symptoms, as well as assisting the mitigation of spread for positive COVID-19 cases. Strong efforts focus on identifying COVID symptoms, containing the spread and contact tracing, and quarantining/isolating students and staff. District RNs are the direct link between schools and the central level COVID Resource Team.

Healthy Schools:

This area of the Department of Health Services provides many wellness opportunities to our students throughout the district. The work of the Healthy Schools team encourages schools to become a “Healthy School.” The work this team promotes includes first and foremost the authoring of the district Wellness Policy and the heading the District Health Advisory Committee. Other promotions include: organizing and directing the Healthy Kids Colorado Survey, active black tops, bullying prevention, school gardens, health education, life skills training, mindfulness, snack protocols, safe teen driving, student health advisory committee, physical education, healthy tips for test taking, water wellness, and School Without Hate.

School Health Services Program (Medicaid):

Jeffco is able to support students with health needs through supplemental funding received through the reimbursement funding of the School Health Services program (Medicaid). The funding through Medicaid supports schools by: providing hearing/vision screeners, additional Registered Nurses for district coverage, Professional Development offerings for all related health services providers.

Other Partners: Contracted services including mental health and dental are offered through JCMH (Jefferson County Mental Health), Stride Community Health Center, and Carin’ Clinic.

PERFORMANCE MEASURES- (REPORT ON RESULTS/SUCCESS OF EXISTING PERFORMANCE MEASURES)

The Department of Health Services along with HIP and Healthy Schools supported the Jeffco Generations skills framework of student learning as evidenced by the following:

- Complex student health conditions becoming manageable in the educational setting resulting in lower chronic absenteeism.
- As part of the multi-disciplinary school team, district RNs offered professionally qualified evidence based knowledge, which assisted guidance in school teams on the complexity of care for students with significant health concerns, both during the school day, and planning for extended school day school sponsored events.
- Increased or decreased cross-departmental statistics such as increased participation rates in Healthy Kids Colorado Survey, lower dropout rates in Student Engagement, lower suicide risk assessments and threat management reports in Student Services by increasing access to district RNs within the school environment.
- Increase in students’ self-direction and responsibility – district RNs encouraged students’ curiosity and entrepreneurial spirit by persevering through challenging health conditions. They continued to support students’ growth in advocating for their own health condition. Encouraged and guided students to effectively communicate their health needs to others. Encouraged students to evaluate their current health status and creatively think to problem solve their health barriers. Encouraged agility and adaptability for students with significant health conditions to adapt to dynamic situations and environments so their ability to learn continues to thrive in spite of their own health obstacles.

- District RNs are continually supporting their schools who participated in the 2019 Healthy Kids Colorado Survey results. They are part of their school's health team developing healthy goals and measuring the outcomes.

Last year, the Department of Health Services eliminated centralized Homebound Instruction support. With the growth of remote learning and academic platforms readily available in schools from COVID-19, each school individually is supporting students with homebound instruction, if needed. Funding for the Homebound Instruction Program has been used to support students with disabilities and their needs for homebound instruction support. The Department of Health Services transferred the Homebound Coordinator position to a Health Services Coordinator position to help support the district RNs with COVID job duties this school year, including additional contact with JCPH and State Outbreak reporting of COVID cases.

With the passing of 5A mill levy in 2018, part of the mental health funding funded an additional 2 new district RNs this past school year to continue the high school site-based model district wide. Currently, RNs are supporting all high schools in the district with substance use prevention strategies, and 1:1 intervention strategies with students at risk of addiction. In addition, these district RNs are educating students on reproductive health education and drug intervention services, along with facilitating the Health Kids Colorado Survey.

IMPROVEMENT & EFFICIENCIES- (HOW WILL PRIOR RESULTS BE IMPROVED UPON AND MEASURED?)

The Department of Health Services has improved efficiencies in the following ways:

- Developing more meaningful nurse/family partnerships in effort to keep healthy students at school and ready to learn. District RNs are valued adults within the educational setting who provide social, emotional, and physical support so students can focus their attention and energy on learning.
- Increase training and education to schools regarding Type 1 Diabetes support in the school. The complexity of the diabetes technology increases every year and accuracy of training and delegating is utmost important for health and safety of these students.
- Increase access to anaphylactic training including stock epinephrine to keep students, staff, and families at school safe.
- Increase access to staff CPR/first aid/Stop the Bleed training to keep students, staff, and families at school safe.
- Increase student accessibility to the school nurse, which may prevent illness, and increased access to outside health care including dental care and mental health support.
- Training and delegating more early childhood education staff as the quantity of Early Childhood Education (ECE) programs continue to grow. Increasing the quality of ECE also means increasing the quality of health care provided in these programs, which begins with quality nursing practice.
- Increased quality and quantity of training of UAPs using a standardized, efficient training method of Schoology.
- Expanding the district RN role to meaningful parent and community engagement; ensuring that relationships are strong and valued within the community to help support schools.
- Increase students' access to health care providers including a behavioral health specialist by promoting with our Stride partners the addition of one school-based health centers (SBHCs) at Golden High School.

Beginning in school year 2017-18, one school nurse per high school in three Jeffco high schools began with the additional funding of the School Health Professionals Grant. This grant was funded for three years in 2017 from the CDE using marijuana tax dollars. This developed a pathway in Jeffco history giving the opportunity for Jeffco to develop three site-based school nurse positions. These positions entail all nursing practices that are noted above as well as provide substance use prevention and intervention services to students. The expansion of the district RN role has created opportunity for school nurses to participate in site-based multi-disciplinary teams to better serve all students.

This past year, with the development of COVID-19, this has also driven an additional layer of knowledge, support, time, and documentation for the district RNs. Their work has shifted somewhat to support schools in urgent triaging of staff and students with COVID-like symptoms; as well as assisting the mitigation of spread for positive COVID-19 cases. Strong efforts focus on identifying COVID symptoms, containing the spread and contact tracing, and quarantining/isolating students and staff. District RNs are the direct link between schools and the central level COVID Resource Team.

SUPPORT OF STRATEGIC OBJECTIVES- (HOW WILL THE FUNDS SUPPORT JEFFCO GENERATIONS?)

Strategy Three: Readiness for Learning:

The Department of Health Services and HIP support Readiness for Learning for all students by the following:

Schools as Community Hubs: District RNs are at the heart of all Community Hubs. They value and believe the remarkable network of support for students and families across Jefferson County. Their relationship building with community partners can strengthen the networking partnerships to develop newer, more meaningful ways to deliver and access health care to all students. District RNs value healthcare and believe in striving for all students to have health equity. The direction and guidance of the district RNs as part of the Community Hub encourage students to access the health resources they need to succeed.

Social-Emotional Supports: District RNs are valued, trusted staff member who engage with not only students' physical illness, but also their social and emotional wellness. They can structure their teaching and guidance to students on how to stay healthy so their focus and energy can be spent in school, learning. As a trusted school staff member, the district RN can

assist students to not feel socially isolated and encourage more connections that are meaningful. They can assist students on engaging emotional challenges and fears and guide them on how to overcome emotional obstacles. Nurses are educated in mental health and can be a valuable mental health staff member within the school setting.

Expanding Early Childhood Education: District RNs are valued members in ensuring the health and safety of all Jeffco preschool students. Expansion of ECE programs developing throughout Jeffco, proposes the quantity of early childhood health conditions and opportunities for more standardized training and delegating to UAPs. District RNs will play a crucial role in ensuring health planning is of higher quality so that early childhood students with significant health conditions are able to attend school and learn better to focus on early literacy and numeracy skills. This will pave the way for student health self-direction and responsibility for grades K-12 and transition years, if applicable.

Meaningful Parent and Community Engagement: District RNs are active liaisons between school and community engagement. Parents and communities come together to support learning and relationships develop that are strong and meaningful. Nurses can encourage and engage parents to be part of the community. Parents are needed as part of the decision-making process to bring our community into our schools as partners. The district RNs value relationship building and bring a sense of nurturing in the picture, which encourages a strong bond between students and families with their school. That nurturing allows comfort with community members and families to unite and grow in strength together.

BUDGET CHANGES FROM PRIOR YEAR- (DESCRIBE BUDGET CHANGES/REORGANIZATION)

- Addition of 2 district RNs from 5A funding
- Transfer Homebound Services Coordinator position to Health Services Coordinator position.

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

https://www.jeffcopublicschools.org/services/health_services

BUDGETING FOR OUTCOMES

2021/2022 Renewal Request Form



DIVISION	Student Success				
DEPT ID-Name	85076 – Student Engagement Office	FTE	14.17	Adopted Budget	\$2,099,471

RENEWAL REQUEST SUMMARY- (SUMMARIZE THE OBJECTIVE OF THE FUNDING REQUEST)

The Student Engagement Office facilitates support to students, families, and schools through 14 General fund Positions, 18 Grant funded positions, and 3 blended contract positions. The General Fund allocation has typically generated additional revenue for the District in the form of grants and PPR for students who would no longer be enrolled without specific programming from the Student Engagement Office.

The Student Engagement Office's major strands of work include but are not limited to the following:

- **Dropout Prevention and Re-engagement**
- **Equity, Diversity, and Inclusion**
- **Indian Education**
- **Drug Intervention Services**
- **Fostering Opportunities**
- **Restorative Practices Implementation**
- **Community Agency Collaboration**

ACTIVITY DESCRIPTION- (DESCRIBE THE ACTIVITIES THAT WILL BE FUNDED)

Student Engagement

- Support for educators and leaders, system, and program innovation, and fostering collaborative school and community partnerships to improve student outcomes
- Coordinate CDE Expelled and At-Risk Student Services Grant, CDE Student Re-engagement Grant, Office of Behavioral Health Opioid Prevention Grant, Title VI Grant, State of Colorado Pay for Success Funding
- Coordinate District's Youth Mental Health First Aid trainings

Dropout Prevention and Re-engagement (supplemented by Title IV dollars)

- Education and life planning assistance for students who have dropped out of school or are at high risk of dropping out
- Developing systems of support, including consultation and capacity building to prevent dropout outcomes
- Engaging with District, government, and community partners to ensure that schools, students, and families have the appropriate resources to ensure educational and career success
- Program Innovation
 - NEXT - HSE+ Programming with Zero Dropouts, Red Rocks Community College, and Arapahoe Community College
 - Gateway to College with Front Range Community College
 - Bridge, BOAT, My Path, TAG, SRG Arvada High School, and McLain GED+
 - Partnership with Colorado Youth for a Change - AmeriCorps Attendance Support Advocates
 - Truancy Diversion Program
- Support for students and families exhibiting chronic non-attendance or truancy
- Urgent response to student, family needs to support access to learning (technology, learning platform supports, school supplies, etc.) including home visits to support attendance/engagement needs during COVID
- Bridging communication gaps between students/families and schools

Equity, Diversity, and Inclusion

- Working to create equitable school experiences and outcomes for students and families
- Providing professional learning and technical support to licensed, classified and administrative staff to address inequities:
 - Foundations of Equity
 - Culturally Responsive Teaching
 - Implicit Bias
 - LGBTQ+ 101
 - Gender Inclusion
 - District-wide equity and diversity conferences
- Coordinating student, employee, and community groups to ensure systemic equity:
 - Jeffco Student Voice for high school students

- Employee of Color Advisory and LGBTQ+ Staff Work Group
- Supporting the District's Strategic Plan - Commitment to Equity

Indian Education (supplemented by Title VI grant specific to Native American and Alaskan Native students)

- Providing academic, social, and cultural support for youth and families who identify as Indigenous
- Developing curriculum and increasing culturally responsive actions of educators, administrators, and support staff through education and advocacy
- Coordinate Office of Behavioral Health grant focused on the prevention of opioid use and addiction amongst Indigenous students and families (sunsets spring 2021)

Drug Intervention Services (supplemented by Medicaid dollars)

- Coordinating district wide substance use and abuse prevention and intervention programming
- Providing support to students and families experiencing issues with substance use through facilitating access to psychoeducational classes, treatment, and/or student and family resources
- Professional learning for Nurse and related staff in substance use prevention and intervention strategies
- Support a cohort of 20 DIS School Nurses, through coaching, implementation support, building capacity in their school and community
- Align programming with Health Services, Discipline Office, Student Engagement Office and Jeffco High Schools

Fostering Opportunities (grant funding sunsets June 2022)

- Implementation of innovative student engagement program for middle and high school students who have experienced out of home care to increase educational outcomes and earn a high school credential through wraparound support and case management.
 - [Fostering Opportunities Program Manual](#)
- Developing a responsive and effective system of support through partnerships with the department of human services, and other child serving agencies
- Identify and address barriers to education through policy and practice changes that align with local, state and federal legislation.
- Coordination of Best Interest Determination process for education stability and transportation access for students in out of home care
- Child protection policy and practice support
 - Management of [child abuse response website](#), [electronic reporting form](#), [mandatory reporting manual](#)

Restorative Practices (grant funding sunsets June 2022)

- Delivering a robust training curriculum for schools, central departments, students & families that speaks to the broad spectrum of restorative practices
- Ongoing creation of tools and resources related to practical utilization of restorative practices, translated into multiple languages, to be used across all grade-levels, staff roles, and even at home (Example: [Implementation Toolkit](#))
- Providing technical assistance for all schools focused on implementation best practices, including:
 - Facilitating conferences to mediate conflict between students, student and staff, and staff
 - Analyzing school systems with a restorative lens
 - Developing systems for data collection and analysis
 - Thought partnership for challenging discipline incidents
 - Supporting a cohort of fifteen schools through in-depth coaching and implementation support to serve as future model sites for restorative culture in Jeffco
- Align programming with, Discipline Office, Student Engagement Office, and all schools pk-12

Community Agency Collaboration

- Lead and participate on several multi-stakeholder committees focused on improving the services and supports for Jeffco Youth:
 - Jefferson County Juvenile Services Planning Committee
 - Jeffco Connections (Formerly Child Youth Leadership Committee) - Education, Juvenile Justice, Child Welfare Subcommittees
 - Jefferson County Communities that Care and Drug Free Communities Board
 - Subcommittees: Trustable adult, Health and SEL, Policy, Executive,
 - Jefferson County Community Services Advisory Board
 - Porchlight Board
 - RJ Colorado
 - Colorado Coalition of Restorative Justice Practitioners
 - 1st Judicial District Minority Over Representation Committee
 - State of Colorado Child Welfare/Education Data Integration Group
 - State of Colorado Juvenile Justice Delinquency Prevention Council
 - Jefferson County Families First Prevention Services Act Workgroup
 - Jefferson County Community Resource Navigation Network
 - Jefferson County Human Services Caseworker Quarterly Training

- Jeffco Safe Schools Coalition
- Denver American Indian Commission
- Denver Indian Family Resource Center Seven Stars Collaborative
- Direct services in partnership with the following child serving agencies:
 - Jeffco Probation (Juvenile)
 - Lakewood Probation (Juvenile)
 - Jefferson County Department of Human Services
 - Jefferson Center for Mental Health
 - Jefferson County Juvenile Assessment Center and Colorado Youth Detention Continuum

PERFORMANCE MEASURES- (REPORTS ON RESULTS/SUCCESS OF EXISTING MEASURES)

In addition to supporting Jeffco's Generations, Strategic Plan, and District Unified Improvement Plan measures, The Student Engagement Office performance measures include:

Equity, Diversity, and Inclusion

- Amplifying marginalized student, employee, and community voices to enhance equity and belonging for all stakeholders
- Decreasing the opportunity and achievement gap in student outcomes
- Increasing the use of culturally responsive practices of staff
- Improving the access to and quality of the curriculum and resources that is more culturally responsive
- Improving current practices by critically examining district policy for opportunities to improve equity

Dropout Prevention and Re-engagement

- Improving the District Dropout Rates (disaggregated by race/ethnicity/IPST)
- Improving the District Attendance Rates (disaggregated by race/ethnicity/IPST)

Indian Education

- Improve academic outcomes for Native American and Alaskan Native Students
- increase protective factors for Native American, Native Hawaiian, and Indigenous youth through cultural activities and learning

Drug Intervention Services

- Decrease negative behaviors/outcomes related to substance use
- Improve academic outcomes for youth participating in these services

Improving Education Outcomes for Students Experiencing Out of Home Care (Fostering Opportunities)

- Increase graduation & high school completion rates of youth who have experienced out of home care
- Improve attendance, behavior, academics, mental, and physical well-being for students participating in programming
- Improve student's self-advocacy and confidence in accessing their social capital network
- Increase school stability (remaining in school of origin) through BID process
- Improve current practices and policies to identify areas of educational and child welfare systems improvement

Restorative Practices

- Increase implementation of high-quality restorative practices
- Decrease suspension and expulsion rates
- Improve attendance and academic achievement
- Improve family engagement

IMPROVEMENT & EFFICIENCIES- (HOW WILL PRIOR RESULTS BE IMPROVED UPON AND MEASURED?)

- Most of these outcomes are measured annually through the District and Colorado Department of Education. [Graduation and Dropout data](#) is typically available in January the following school year. Current data indicates progress being made in these areas.
- Program improvements were made this school year in order to enhance pathways for disengaged students in collaboration with Front Range, Red Rocks, and Arapahoe Community Colleges.
- Each of the grant funded programs has specific measurable outcomes. Jeffco continues to meet all requirements and expectations.

SUPPORT OF STRATEGIC OBJECTIVES- (HOW WILL THE FUNDS SUPPORT JEFFCO GENERATIONS?)

- Funding in this Office is directly connected to Jeffco Generations Strategic Plan. Additionally, the Office is leading the Commitment to Equity Tactic.
- The support provided in each of the core areas of the Student Engagement Office (Diversity and Inclusion, Community Agency Collaboration, Indian Education, and Dropout Prevention and Re-engagement) are integral to actualizing and reflect the priorities of Jeffco Generations.

BUDGET CHANGES FROM PRIOR YEAR- (DESCRIBE BUDGET CHANGES/REORGANIZATION)

- The Student Engagement Office reorganized the Dropout Prevention and Re-engagement programming for the 2020-2021 school year to incorporate and enhance the case management service for non-attending youth that was formerly a responsibility of the District's Truancy Office. The administration of these supports and direct services are provided in this current school year through Student Engagement Advocates who also have the responsibility to outreach, re-engage, and support students who drop out of school.
- The Student Engagement Office reorganized the Indian Education Coordinator role for the 2020-2021 school year to increase the scope of work from being centered on direct services programs to include an expanded and focused role in curricular support.
- School Safety Net funding was incorporated this school year to support student enrollment in the NEXT/GED+ program and Gateway to College program. Additionally, funding was actualized to support Brady BOAT and the coordinator at Jeffco Virtual Academy's Targeted Actions to Graduation program. This programming generated \$711,000 returned to the District's General Fund.
- Several grant funded programs recognized in this BFO and core to serving students at-risk of adverse educational outcomes will sunset after the 2021-2022 school year and will require General Fund Dollars to be sustained.
 - Restorative Practices: \$230,000
 - Fostering Opportunities: \$405,000

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

- [Student Engagement Office](#)
 - [Equity, Diversity, and Inclusion](#)
 - [Commitment to Equity](#)
 - [Dropout Prevention and Re-engagement](#)
 - Drug Intervention Services (under construction)
 - [Fostering Opportunities](#)
 - [Indian Education](#)
 - [Restorative Practices](#)

BUDGETING FOR OUTCOMES

2021/2022 Renewal Request Form



DIVISION	Student Success				
DEPT ID-Name	85080 – Child Find	FTE	18.90	Adopted Budget	\$2,001,533

RENEWAL REQUEST SUMMARY- (SUMMARIZE THE OBJECTIVE OF THE FUNDING REQUEST)

The Division of Student Success provides a wide variety of services to students, teachers and parents that help to prepare all Jeffco students for a successful future, including those with special learning needs.

Special Education: If a student is determined to be eligible for Special Education services, then an Individual Education Program (IEP) is developed which addresses the student’s educational needs. The Individuals with Disabilities Education Act (IDEA) requires that students with disabilities be educated alongside their non-disabled peers to the maximum extent possible (least restrictive environment).

ACTIVITY DESCRIPTION- (DESCRIBE THE ACTIVITIES THAT WILL BE FUNDED)

Administrative Units (AUs) have an obligation to identify students who may have a disability and are eligible for special education and related services. In Colorado, AUs are responsible to identify children with disabilities from the date of diagnosis or birth, and work collaboratively with Community Center Boards (CCBs) to develop Early Intervention programming.

The Jeffco Child Find team 0-21 consists of 16 licensed and 1 classified staff who evaluate approximately 1,700 children per year. Across the state, referral rates have increased significantly in the last two years.

Children 0 – 2yrs, 10 months: teams have 45 days from the date of consent to complete an evaluation, determine eligibility and develop a plan for services for a child. For children transitioning from early childhood services into a Jeffco Preschool, IEPs must be developed and implemented by the time the child turns 3. Children ages 3-5 years undergo a screening measure to determine whether further evaluation is warranted. Approximately 75% of children screened are referred for further assessment.

The Private and Homeschool Partnership Team evaluates students that are parentally placed in private schools within Jeffco boundaries. The district consults with private schools to determine how to use the federal dollars that are set aside to serve parentally placed private school students. The team also evaluates students that are homeschooled when a parent suspects a disability. If the child is determined to have a disability, the team informs the parents of the services that will be provided by the district, should the parents choose to enroll the child in a public-school setting.

PERFORMANCE MEASURES- (REPORT ON RESULTS/SUCCESS OF EXISTING PERFORMANCE MEASURES)

EARLY INTERVENTION/CHILDHOOD

The Early Intervention/Childhood Child Find team continues to complete evaluations for children birth to 5 years old. The 4 full time teams and one half time team completed a total of 1,050 evaluations along with 600 eligibility/IEP meetings. The total appointments were 1600 during the 2019/20 school year. The teams collaborate with the Developmental Disability Resource Center (DDRC) and complete evaluations to determine if the child is eligible for Early Intervention service. The team participated in a pilot program to complete evaluations for children birth to 3 in the family’s home. The team completed about 100 evaluations for the pilot project. With a continued increase in Part C evaluations, the teams met the 45-day evaluation window while meeting all of the special education deadlines for Part B services. Feedback from families engaged in the evaluation process has been positive overall.

SCHOOL AGE

The Private Homeschool Partnership Team has seen an expansion in their role over time. This team of highly specialized evaluators is routinely called upon to complete complex assessments for legal cases. This sometimes requires travel when Jeffco students are placed in residential treatment facilities in other states. During the 2018-2019 school year, this team accepted approximately 60 evaluation referrals for private school and homeschool students. In addition, they completed twelve evaluations for legal cases. The legal cases can be quite time-consuming, requiring multiple testing sessions, multiple meetings with attorneys, and testimony in court. This can negatively impact the team’s ability to address their caseload in a timely manner.

IMPROVEMENT & EFFICIENCIES- (HOW WILL PRIOR RESULTS BE IMPROVED UPON AND MEASURED?)

EARLY INTERVENTION/CHILDHOOD:

- Evaluations will be completed by the Early Intervention/Childhood Child Find team within required timelines.
- Parent feedback on their experience and the Child Find process will be collected for screening and evaluations.

SCHOOL AGE:

- All evaluations will be completed by the Private Homeschool Partnership Team within the required timelines.
- The team will remain available for consultation and evaluation on complex legal cases.

The team will continue to foster and enhance collaborative partnerships with private schools.

SUPPORT OF STRATEGIC OBJECTIVES- (HOW WILL THE FUNDS SUPPORT JEFFCO GENERATIONS?)

Learning

Actions for Transforming Student Task

- Expand District Curriculum to enhance integration/emphasis on Jeffco Generations skills.
- Develop and implement learning progressions from PreK to 12th for Jeffco Generations skills.
- Implement prioritized learning targets for competencies that benefit all students to master.
- Provide success criteria for student ownership of learning (goal setting, body of evidence, self-monitoring, self-reflection).

Actions for Responsive Teaching

- Retain and hire high quality educators who are effective in teaching mastery of content and competencies, with diverse backgrounds and experiences.
- Provide learning opportunities that engage students in rigorous, flexible, original complex thinking.
- Provide growth-producing feedback and learning supports that ensure students grow in and achieve the Jeffco Generations skills
- Utilize high quality standards-based teaching and learning strategies/tools that result in evidence-based impact on student learning.

Actions for Responsive Teaching

- Utilize data to track student growth and achievement and plan instruction.
- Provide all stakeholders with useful data on student growth, achievement and post-secondary and workforce readiness.
- Provide performance assessments and alternative measures to assess student learning of the Jeffco Generations skills.

Actions for Customized Pathways

- Provide multiple, customized pathways of learning to ensure that all students have equity in access to, opportunity for and expectation of the Jeffco Generations skills.
- Provide pathways of learning in order to meet all students' needs and aspirations.
- Provide learning opportunities to all students that ensure authentic, relevant real-world engagement.

Readiness for Learning

Actions for Social-Emotional and Physical Wellness Supports

- Prioritize and develop resources and support for social, emotional, and physical wellness to promote whole child development.
- Utilize resources/support to implement strategies/tools that support whole child development for the purpose of empowering students through active engagement, leadership, and academic excellence.
- Collaborate with families and community to provide opportunities to build student resilience through social, emotional, and academic challenges.

Actions for Meaningful Parent & Community Engagement

- Establish feedback mechanisms for families and other stakeholders for two-way communication about performance on student learning outcomes and whole child development.
- Use feedback mechanisms to optimize two-way communication about student progress and recommendations for next steps in learning.
- Develop partnerships with community groups and businesses to enhance student learning experiences.
- Develop opportunities for students to be actively engaged in the community/world to participate and/or learn firsthand.
- Develop community/business participation in classrooms for authentic, relevant real-world engagement for students.

Actions for Expanding Early Childhood Education

- Continue to partner with the Early Learning Department.
- Examine ways to expand preschool programming and funding sources so that preschool is recognized as a grade and available at every elementary school.
- Continue to examine program models in other districts.
- Pilot an integrated program model where an ECSE is the lead teacher.

Conditions for Learning

Actions for a Professional Model of Teaching

- Provide high quality professional learning aligned to students' needs in achieving Jeffco Generations skills.
- Use evaluation processes to establish priorities for professional growth that impacts student learning.
- Provide high quality professional learning that advances student use of technology as a tool for blended learning and effective communication.
- Provide evidence-based impact of professional learning on practice that increases student learning.

Actions for Loose / Tight Leadership

- Provide leadership opportunities in the Jeffco Generations work that supports educator leadership, shared leadership and school/district leadership.
- Utilize shared leadership opportunities with families and community to advance student learning of the Jeffco Generations skills.
- Provide learning opportunities for all students to develop leadership skills through implementation of the Jeffco Generations skills.

Actions for a Commitment to Equity

- Provide clear meaningful expectations for students, educators, leaders, schools, and district staff for the Jeffco Generations skills.
- Improve the use of current continuous improvement strategies and tools to identify and expand proven practices that increase student achievement and post-secondary and workforce readiness for all students.
- Implement evidence-based impact models that identify successful practices for all students that can be shared throughout the district.

BUDGET CHANGES FROM PRIOR YEAR- (DESCRIBE BUDGET CHANGES/REORGANIZATION)

No changes

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

http://www.jeffcopublicschools.org/programs/special_education

http://www.jeffcopublicschools.org/programs/special_education/child_find

BUDGETING FOR OUTCOMES

2020/2021 Renewal Request Form



DIVISION	Student Success				
DEPT ID-Name	85100 – Sobesky Academy K-12	FTE	44.13	Adopted Budget	\$3,005,385

RENEWAL REQUEST SUMMARY- (SUMMARIZE THE OBJECTIVE OF THE FUNDING REQUEST)

Mission: At Sobesky Academy, we provide an individualized educational and therapeutic environment which supports social-emotional awareness, inspires personal growth, and builds on students’ strengths to empower them for success.

Sobesky Academy is part of the Jefferson County Public Schools Special Education program. Students considered for Sobesky Academy are on Individualized Education Plans and are identified by neighborhood school teams as needing a separate school. Sobesky Academy offers an alternative to out-of-district placement, and is designed to meet the intensive emotional, behavioral, and related academic needs of students with identified emotional disabilities and/or mental health diagnoses. Our trained and experienced professional staff and para-educators are invested in promoting growth in these areas through the provision of a highly structured, predictable, consistent, and supportive therapeutic and educational environment. The program emphasizes development of appropriate emotional and behavioral responses to academic, social and life experiences through social skills training, scheduled and crisis counseling, group counseling, a behavioral management system, collaborative problem solving and use of restorative practices. The academic program supports Jeffco programming by utilizing grade-levels standards for all students, and interventions, as needed, as well as by creating authentic and relevant learning tasks for students. The main goal is to meet the individual needs of each student. The challenge is to do so in a manner that promotes emotional growth and well-being and assists in developing the behaviors and skills necessary for students to be more successful in their reintegration to a lesser restrictive academic environment.

ACTIVITY DESCRIPTION- (DESCRIBE THE ACTIVITIES THAT WILL BE FUNDED)

Sobesky Academy is on the district’s continuum of special education services and delivers instruction to meet the needs of students on Individual Education Programs (IEPs). Some examples of such activities at Sobesky include:

Programming – Sobesky Academy is a K-12 Special Education program. A student's enrollment at Sobesky Academy is meant to be a short-term effort to develop a set of skills that will allow the student to be successful in their return to a less restrictive academic environment. While it is understood that students and their families may be struggling with a number of significant issues, services provided at Sobesky will focus mainly on skill development around barriers to academic achievement and growth. Many students and their families will require ongoing support from within, as well as outside the school system. To assist in a transition back to a neighborhood school or other alternative education campus, a gradual reintegration may start with a few classes or partial day to improve the chances of success. Regular communication and an identified point of contact for the student and the family in the receiving school are also important. Student-centered transitions, which take into consideration the needs of both the student and the receiving school, yield the most successful type of transition.

PERFORMANCE MEASURES- (REPORT ON RESULTS/SUCCESS OF EXISTING PERFORMANCE MEASURES)

Sobesky Academy supports the Jeffco Strategic Plan by focusing on performance measures that include:

- Every school and the district will have an engaging climate and culture that:
- Ensures a safe, caring, and engaging environment for students, staff, and families.
 - Values the diversity of all students, staff, and families.
 - Supports the social, emotional, and physical wellness for students and staff.
 - Encourages family and community engagement to support, enhance and maximize learning.
 - Provides opportunities to develop Civic and Global Engagement within and outside of the school setting.

- With the expectation that:
- Every student develops life skills and a continuous learning mindset to succeed in post-secondary aspirations (Self-Direction & Personal Responsibility competency).
 - Every student be provided the opportunity to demonstrate how to be a responsible and engaged member of the community (Civic & Global Engagement competency).

Evidence:

1. Title 1 Family Engagement and Evening Events to include a Back to School event and Celebration of Learning evening. Temporarily paused due to COVID restrictions.

2. Ongoing Offsite Activities for Post-Secondary Awareness and Onsite Community support of PBLs. Temporarily paused due to COVID restrictions.
3. Improved Parent Participation in Make Your Voice Heard. Improved Positive Parent and Student Report through Make Your Voice Heard and Family/School Assessments. Ongoing data collection.
4. All staff participation in Collaborative Problem Solving, Restorative Practices, and Crisis Prevention Intervention Training.

Every school and the district will ensure that every student has the opportunity to work towards being connected to career, college and/or life aspirations through systems and practices that:

- Provide effective teaching and measurement of rigorous student learning expectations.
- Provide access to and opportunity for multiple learning pathways aligned to student needs and interests.
- Use relevant measures to track progress and communicate meaningful results to students and families.
- Address opportunity and achievement gaps through an integrated system of support that ensures equity in meeting all students' needs.

With the expectation that:

- Every student will demonstrate a year or more of growth on their way to mastery of Colorado Academic Standards (Content Mastery competency).
- Every student will be able to apply and transfer learning across disciplines and real-world contexts (Critical Thinking & Creativity competency).

Evidence:

Transition time for students returning to a least restrictive environment was 23 months—transition time improved to 15-17 months during the 17-18 school year. The average transition for 18-19 school year was 11 months. Student enrollment has increased from averaging 80 students to 115 students.

Sobesky Academy supports the Jeffco Generations vision by focusing on **Learning, Conditions for Learning, and Readiness for Learning**. Sobesky Academy has created systemic practices to increase student self-regulation and growth on IEP targets.

A Focus on Learning- At the heart of Sobesky is the belief that through rigorous and engaging learning opportunities, students are able to practice and improve upon social, emotional, and self-regulation skills while improving academic outcomes, student independence, and school readiness skills. Students deserve highly trained school staff to be actively engaged in the school environment. Sobesky embraces changing and customizing the student experience through PBLs, elective offerings, responsive teaching, customized pathways, and intentional use of technology for learning.

Conditions for Learning- With the complexity of student needs at Sobesky, educational professionals are required to engage in professional learning opportunities and support systemic school-wide practices. Additionally, paraeducators receive training and learning and there is a dedicated weekly time for treatment teams (teacher, therapist, paraeducator) to collaborate to identify student need and align instructional and therapeutic practices. Sobesky has worked to create systemic school practices that focus on a collaborative school culture, on student learning and skill building, and on positive results for students.

Readiness for Learning- To remove barriers to student learning, Sobesky collaborates closely with district departments and community resources to ensure that students and families have the supports they need to engage in the learning process. Our collaboration with our district departments, such as Special Education, Food & Nutrition Services, Family and Student Engagement, Student Services, Department of School Safety, and Gifted and Talented, to name a few, are essential partnerships in supporting students and families at Sobesky and in removing barriers to learning.

IMPROVEMENT & EFFICIENCIES- (HOW WILL PRIOR RESULTS BE IMPROVED UPON AND MEASURED?)

Prioritized targets included: Postsecondary Workforce Readiness and Drop-out Prevention. Within these target areas, the following improvements and efficiencies have been implemented:

With help from a Counselor Corp Grant, Sobesky Academy has exponentially increased its support of post-secondary college and career skill building through alliances with local community business organizations, local business, SWAP, and our neighboring schools. Through these alliances, our students can now access job shadows, job internships, eco-club opportunities and more.

It became evident that students with significant emotional disabilities who were “under credit and over-age”—i.e. juniors and seniors in jeopardy of not graduating or dropping out—were not able to access credit recovery/acceleration in their neighborhood schools or even in our alternative and option schools. For that reason, Sobesky Academy, with support from a student re-engagement grant, started a credit recovery program. For many of the students who access this program, they remain with their neighborhood school as primary enrollment and Sobesky becomes secondary enrollment. For disenfranchised students, Sobesky Academy has become the primary school and takes responsibility for mental health,

special education and other service obligations as addressed in each student's IEP. Sobesky is currently engaging in partnership with Jeffco Virtual Academy in these efforts as My Path has recently come under their care.

Additionally, in an effort to provide equitable conditions for learning and authentic learning opportunities for students, the following improvements and efficiencies will be implemented:

With the help of Middle School Pathways 5A funds, Sobesky Academy will develop high quality CTE and STEM programming through the purchase of sustainable materials, equipment, training, and resources, which will change and customize the student learning experience. CTE and STEM programming benefits the transformation of student task for middle schoolers and provides students returning to their neighborhood middle schools comparable customized pathways, authentic tasks, and skill building in collaboration, communication, creativity, self-direction and personal responsibility. For middle schoolers who matriculate into the high school grades at Sobesky, they will continue to benefit from CTE programming.

With the professional learning opportunities offered by Jeffco, teachers, mental health providers and paraprofessionals will receive discipline related and specific professional development. In elementary and middle school, teachers will also receive relevant and meaningful literacy professional development. IEP Case Managers will receive ongoing learning in writing a standards-aligned IEP that connects specific student needs with rigorous goals and appropriate services.

SUPPORT OF STRATEGIC OBJECTIVES- (HOW WILL THE FUNDS SUPPORT JEFFCO GENERATIONS?)

Student Learning

- Expand curriculum to implement and enhance integration of Jeffco Generations.
- Develop and implement learning progressions from Pre-K to 21 for Jeffco Generations competencies.
- Implement prioritized learning targets and authentic tasks that make learning relevant and transferable.
- Provide success criteria for student ownership of learning (goal setting, body of evidence, self-monitoring, self-assessment, self-reflection).
- Utilize data to monitor student growth and achievement and plan instruction.
- Use of technology to transform learning.
- Utilize research-based strategies that support self-regulation, so students are ready to learn.
- Emphasize critical thinking and self-regulation to help students build skills to return to a less restrictive environment.
- Provide consistent and systemic practices while meeting students where they are and holding high expectations for students.

Conditions for Learning

- Hire and retain high quality educators with knowledge of both their content area and expertise in supporting students with emotional disabilities.
- Providing timely and relevant professional development aligned to students' needs in achieving Jeffco Generations skills and social emotional skill building.
- Embracing shared leadership as a building and as a model for our students with a focus on collaboration, continuous improvement and the development and implement of action plans to address changing needs.
- Use evaluation processes to establish priorities for professional growth that impacts student learning.
- Continue a commitment to equity.

Readiness for Learning

- Prioritize and develop resources and support for social, emotional, and physical wellness to promote whole child development.
- Utilize resources to implement strategies/tools that support whole child development for the purpose of empowering students through active engagement, leadership, and academic excellence.
- Collaborate with families and community to provide opportunities to build student resilience through social, emotional, and academic challenges.
- Establish feedback mechanisms for families and other stakeholders for two-way communication about performance on student learning outcomes and whole child development. Use feedback mechanisms to optimize two-way communication about student progress and recommendations for next steps in learning.
- Develop partnerships with community groups and businesses to enhance student learning experiences.
- Develop opportunities for students to be actively engaged in the community to participate and/or learn firsthand.
- Develop community/business participation in classrooms for authentic, relevant real-world engagement for students.

BUDGET CHANGES FROM PRIOR YEAR- (DESCRIBE BUDGET CHANGES/REORGANIZATION)

Add BCBA support to enhance ability to inform best practices in behavior management
Add .5 Instructional Coach to positively impact teacher learning.
Add .5 DTLA Support digital learning

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

Sobesky Academy website: <https://sobesky.jeffcopublicschools.org/>

BUDGET RESOURCES FOR NEXT BUDGET CYCLE- (SUMMARIZE BELOW, REQUEST VIA BFO REQUEST FORM)

BUDGETING FOR OUTCOMES

2021/2022 Renewal Request Form



DIVISION	Student Success				
DEPT ID-Name	86000 – Student Services	FTE	61.44	Adopted Budget	\$8,309,915

RENEWAL REQUEST SUMMARY- (SUMMARIZE THE OBJECTIVE OF THE FUNDING REQUEST)

The Department of Student Service’s focus is on supporting staff to provide optimal Conditions for Learning so students are able to access academics by showing Readiness for Learning. By setting students up successfully and offering the resources needed, students will display growth and achievement within Jeffco’s Deeper Learning Model. **Integral to all of this support is helping adults to focus on connection and relationships.** We can achieve this goal by making sure every adult who interacts with our students has the tools they need to respond to our students’ ever changing and increasingly complicated social and emotional needs.

The Student Services Department works towards this mission by leading efforts regarding:

- School Counselors Leadership
- Social Emotional Learning
- Section 504 implementation and compliance
- Individual Career and Academic Plans (ICAP)
- Suicide Prevention
- Crisis Response with prevention, intervention and postvention initiatives
- Mental Health Grant implementation and management
- CPI

In addition to the work already being done through Student Services, we need to continue to think about how we balance response while also trying to increase early intervention supports, especially as it relates to children impacted by increased incidents of trauma.

As we respond to and come out of this pandemic, our priority work needs to be on **connections and relationships** through use of universal screening, universal training around trauma based classroom and building level supports, and district and building level development a comprehensive MTSS that focuses on strength based tiered supports that can be continuously evaluated and improved.

ACTIVITY DESCRIPTION- (DESCRIBE THE ACTIVITIES THAT WILL BE FUNDED)

- School Counselor Leadership
 - Support counselors by leading professional development and implementing comprehensive counseling models to affect students positively.
 - Provide support to counselors to help students develop in academic, career and social emotional pursuits.
 - Help administrators evaluate and drive performance of their counselors to support students.
- School Counselor Corps Grant (SCCG)
 - Provide support for students around the 8th and 9th grade transitions from middle school to high school.
 - Increase graduation rates.
 - Decrease dropout rates.
 - Increase Post-Secondary Workforce Readiness (PWR).
- School Health Professionals Grant (SHPG)
 - Management of the SHPG grant which includes: one on one and group consultation, trainings, community collaborations with Department of Health and RMC Health.
 - Professional learning, management and support of 11 Prevention Specialists placed in HS that show a high need of student support around anxiety/depression/social isolation
- Individual Career and Academic Plans (ICAP)
 - Engage students in a multi-year process that intentionally guides students and families in the exploration of career, academic and postsecondary opportunities to develop the awareness, knowledge, attitudes and skills to create their own pathway to be career and college ready.
 - Develop methodologies and support structures to assist with Graduation Guidelines set to go into effect in the year 2020.
 - Intentionally collaborate with choice programming, curriculum and instruction, student data privacy, student engagement, IT and building stakeholders to develop and maintain a cohesive system of transcript evaluation and documentation.
- Section 504 Implementation and compliance

- Consultation and training for all schools related to 504.
- Compliance monitoring and correction through Enrich and Certify (and new system as determined by CDE- for upcoming school year)
- OCR violation mediation and remedies.
- Manual development
- Social Emotional Learning Specialists
 - Continue to hire, train and support a combination (sometimes in collaboration with other departments within Student Success) of over 100 Social Emotional Learning Specialists (SELS), SELS Coaches, SELS/SERS, and GT SELS/SELC positions. Per 5A.
 - Establish outcome based practices around Social Emotional Learning aligned to the Strategic Plan.
 - Assist school personnel in understanding and embracing the awareness and importance that social emotional learning has on student success in academics as well as life.
- MTSS
 - Take tactic co-lead to develop district level implementation plan for MTSS
 - Develop an MTSS specialist position that helps schools develop comprehensive school wide academic and behavioral supports for students through systems analysis.
- Suicide Prevention
 - Monitor, implement and advise on best practices to help mental health staff and administration keep students who are at risk of harming themselves or others safe.
 - Form community relationships to enhance supports to students and staff developing safe school environments.
 - Promote and develop prevention efforts around suicide in schools, including but not limited to QPR and Sources of Strength.
 - Continue QPR training of every Jeffco employee
- Crisis Response
 - Maintain a working list of mental health providers that are able to be immediate responders to buildings in the aftermath of a crisis event.
 - Provide mental health workers with the tools they need to respond in crisis situations (GO boxes, PREPaRE Training)
 - Work with community partners to build capacity and relationships to enhance support in the event of a Crisis (JCMH, CCRT).
 - Provide and support use of a Crisis Response Toolkit that includes systemic protocols around best practice in supporting schools with a hope of returning to baseline as quickly as possible after a crisis experience.
- CPI
 - Implement school district approved nonviolent crisis intervention (CPI) and verbal de-escalation training for all departments that interact with students including school safety, transportation, food services, classified staff support personnel, administrative staff support, health aides, center program staff, and administrators. Staff can access training as a building, as a department, or as individuals.

PERFORMANCE MEASURES- (REPORT ON RESULTS/SUCCESS OF EXISTING PERFORMANCE MEASURES)

In addition to supporting Jeffco's Deeper Learning Model, Jeffco's Generations vision and Jeffco's District Unified Improvement Plan measures, the Student Services Department performance measures include:

School Counselors

- Increased academic, career and social emotional outcomes in students.
- Assisted in improving the District Graduation Rates.
- Increased post-secondary workforce readiness among students.
- Monitored the development of comprehensive counseling programs within the district that utilize measured approaches to foundational practices based on American School Counselor Association standards.
- Developed ICAP plans for all 7-12 students.

Social Emotional Learning Specialists

- 2016- 45 schools served. 2017- 54 schools served. 2018- 60 schools served. 2019 and 2020 - 117 schools served
- Increased student and staff competencies in social awareness, responsible decision making, self-management and relationship skills.
- Increased Social Emotional Learning Specialist FTE by 6 serving 12 elementary schools.
- Assessed buildings on an individual basis to determine processes/programs utilized to develop school climate and culture, Tier One interventions, and direct and indirect social emotional learning instruction. Direct correlation to alignment of MTSS Tactic Team to Student Services.

Crisis Response

- Evaluated and improved support during the crisis response process through empowering local schools.
- Development and utilization of After a Death Toolkit to include protocols, templates, guidelines for memorialization and anniversaries
- Student Services provides 24/7 on call immediate response to crisis events ranging from community member death, staff death, student death, student reunification after evacuation. Student Services responded to 44 separate events

during the 2018/2019 school year and has already responded to 21 events this year—putting us on track to double or triple the number of responses.

- Expanded the number of schools using Sources of Strength from 8 schools in 2016/2017 to 18 schools for the 2018/2019 school year, to over 25 schools for the 2019/2020 and 2021 school years.
- Managed support for 2,289 risk assessments in 2017/2018, 2395 risk assessments in 2018/2019, and over 1800 presently for the 2019/2020 and 2021 school year.
- Supporting schools in developing and maintaining connections with community partners needed to support the over 24% of students who rated high on their suicide risk assessments. Student Services also partnered with schools as they developed thoughtful support plans for those high-risk students as they returned to their school environment.

School Counselor Corps Grant (SCCG)

- In 2017/2018, 7 schools were being supported. That increased to 9 schools for the 2018/2019 school year, and we are planning for 12 schools in the 2019/2020 and 2021 school year.
- Incorporated counselors at pilot elementary schools
- Assisted in improving the District Dropout Rates. Four-year graduation rate increased from 83.5% in 2016/2017 to 85.3% in 2017/2018. Dropout rate reduced from 1.7% to 1.6% year over year.

CPI (Crisis Prevention Institute)

- In 2016-2017 and 2017-2018, the number of staff trained in Refresher CPI was 178.
- That number was at 310 when we moved to remote. We anticipate the upward trend to continue into 21-22 school year.
- Most important—as this speaks to using physical restraint as a last resort-- In 2016-2017 and 2017-2018, a minimum number of verbal de-escalation trainings were offered and no data was collected. In 2019-2020, 488 staff were trained through March (when we went remote). We anticipate a continued upward trend to this number as we move into the 21-22 school year.
- CPI successes: the team has saved Jeffco \$3,400 in materials costs through bulk ordering and repurposing out of date blue cards.; they have developed the Verbal De-Escalation course and can customize it as needed for whole school groups; they have worked extensively with HR to ensure accurate CPI training records; and they have researched and contacted over 250 people with training reminders and set up regular reminder system going forward.

IMPROVEMENT & EFFICIENCIES- (HOW WILL PRIOR RESULTS BE IMPROVED UPON AND MEASURED?)

- **EXPLANATION:** The Student Services Department analyzes District and school level data to include graduation rates, dropout rates, grade reports, Make Your Voice Heard Data, Individual Career and Academic Plan (ICAP) results, postsecondary workforce readiness (PWR) and student outcome reports to progress monitor effectiveness and make changes in programs.
- **MEASURABLE GOALS:**
 - Provide a baseline for data collected to demonstrate the effectiveness of social emotional learning efforts in Jeffco. Align structures to Readiness for Learning Strategy and Social Emotional Tactic Team initiatives.
 - Provide support and transition district work around Section 504 to create baselines of data and supporting practices to better implement and follow the process.
 - Transition all 504 accommodation plans to Enrich allowing for District-wide data collection, as well as annual review reminders.
 - Provide feedback opportunities to building staff after crisis response events
- **ADDED DATA POINTS:**
 - Coordinate with Teacher and Administrator learning to send out an evaluation to ask folks if they used their professional learning 6 months after attendance.

SUPPORT OF STRATEGIC OBJECTIVES- (HOW WILL THE FUNDS SUPPORT JEFFCO GENERATIONS?)

- **Learning:** Support students through career and academic planning (ICAP) efforts to help students develop pathways that are aligned to their interests regarding post-secondary workforce readiness. The Student Services team members are utilized in this strategy through consultation, tactic partnership, and training to providers.
- **Conditions for Learning:** Student Services will continue its commitment to equity by using data to lift up and explore any educational gaps within Jeffco. Student Services will continue to develop, remove barriers, and advocate for students through our work with Section 504. Through continuous improvement cycles, Student Services will evaluate and reevaluate data along with our own evidence based practices to ensure continual growth.
- **Readiness for Learning:** Student Services will continue its work with social emotional learning while serving the needs of students, parents and staff in regards to social emotional strategies, climate and culture, prevention and direct/indirect instruction. By serving and engaging our communities as a whole we can increase readiness for learning by providing social emotional supports and developing meaningful family engagement.

BUDGET CHANGES FROM PRIOR YEAR- (DESCRIBE BUDGET CHANGES/REORGANIZATION)

- For the 2021-2022 school year, Student Services anticipates the following:
 - Adaptation of a general fund budget.
 - The loss of 5 positions and funding due to the end of cycle in the School Counselor Corps Grant.
 - The addition of 4 positions and funding due to the additional cycle in the School Counselor Corps Grant.
- The continuation of 9 positions and funding through 5A resources
- The continuation of 13 positions (11.5 prevention specialists, 1 counselor coach and .5 grant manager) through SHPG

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

Please find link to website [here](#).



Telecommunications, Network and Utilities

Divisions within the General Fund participated in Budgeting for Outcomes, a process where departments evaluated their programs and services to assure alignment with district goals.

Detailed information that follows includes:

- Department Renewal Summary
- Activity Description
- Performance Measures
- Improvement & Efficiencies
- Support of Strategic Objectives
- Budget Changes from Prior Year

	2019/2020 Budget FTE	2020/2021 Budget FTE	2021/2022 Budget FTE	2019/2020 Actual	2020/2021 Budget	2021/2022 Budget
General Instruction						
Non-Payroll	-	-	-	369,724	6,200,000	6,200,000
Operations and Maintenance						
Payroll	1.50	1.50	1.50	\$133,605	\$203,346	\$217,960
Non-Payroll	-	-	-	19,520,803	21,433,800	21,433,800
Total	1.50	1.50	1.50	\$20,024,132	\$27,837,146	\$27,851,760

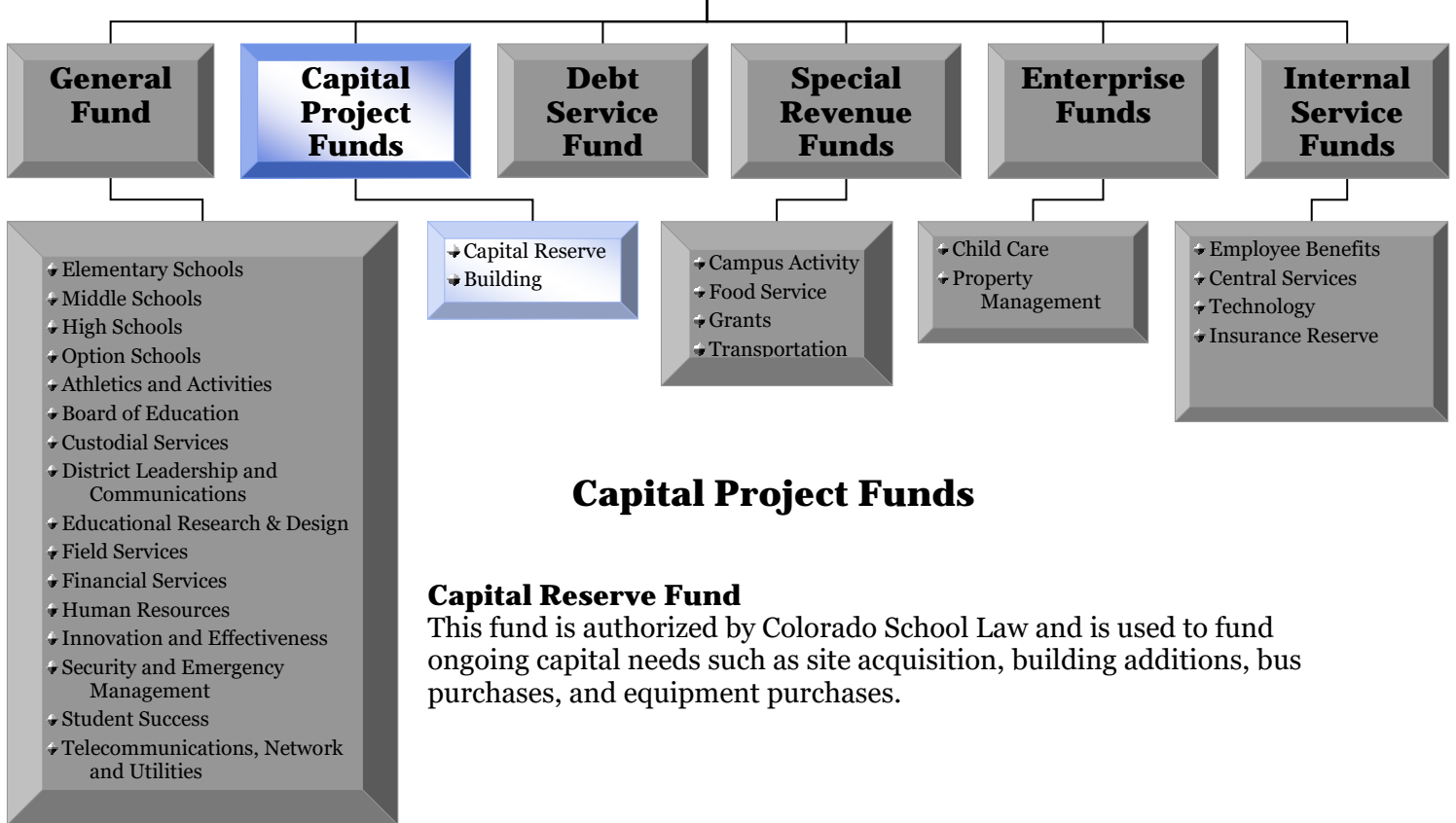


JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2021/2022
General Fund Department Detail

Telecom, Network & Utilities

	2019/2020 Budget FTE	2020/2021 Budget FTE	2021/2022 Budget FTE	2019/2020 Actual	2020/2021 Budget	2021/2022 Budget
Payroll						
Manager	1.50	1.50	1.50	\$101,679	\$155,821	\$165,959
Payroll Total	1.50	1.50	1.50	101,679	155,821	165,959
Benefits						
Employee Benefits	-	-	-	29,229	47,525	52,001
Empl Benefits-Non Alloc	-	-	-	2,697	-	-
Benefits Total	-	-	-	31,926	47,525	52,001
Purchased Services						
Mileage And Travel	-	-	-	1,043	-	-
Employee Training & Conf	-	-	-	995	-	-
Legal Fees	-	-	-	103	-	-
Contracted Services	-	-	-	3,775	-	-
Refuse & Dump Fees	-	-	-	431,087	500,000	500,000
Technology Services	-	-	-	2,282,500	2,282,500	2,282,500
Const Maint/Repair - Building	-	-	-	16,438	-	-
Software Purch	-	-	-	220,699	6,200,000	6,200,000
Natural Gas	-	-	-	1,834,111	2,190,000	2,190,000
Propane	-	-	-	71,537	110,000	110,000
Electricity	-	-	-	9,273,703	9,750,000	9,750,000
Voice Communication Line	-	-	-	1,795,569	2,957,200	2,957,200
Water & Sanitation	-	-	-	3,391,356	3,154,000	3,154,000
Storm Water	-	-	-	418,536	430,000	430,000
Purchased Services Total	-	-	-	19,741,452	27,573,700	27,573,700
Materials and Supplies						
Office Material/Supplies	-	-	-	28	-	-
Instructional Equip-Under \$5K	-	-	-	149,025	-	-
Copier Usage	-	-	-	22	-	-
Maint Materials/Supplies	-	-	-	-	60,100	60,100
Materials and Supplies Total	-	-	-	149,075	60,100	60,100
Total	1.50	1.50	1.50	\$20,024,132	\$27,837,146	\$27,851,760

Funds



Capital Project Funds

Capital Reserve Fund

This fund is authorized by Colorado School Law and is used to fund ongoing capital needs such as site acquisition, building additions, bus purchases, and equipment purchases.

District-wide Facilities Master Plan

A capital improvement plan is developed annually to address improvements and capital needs of district facilities. The foundation of the current plan is the Facility Assessment. This full district assessment includes educational, administrative and support sites and is a detailed deficiency review. The plan is kept up to date with each building being reassessed every third year. The purpose of the assessment was to develop an objective method to prioritize capital needs. In 2020, the facility portfolio replacement value is estimated to be \$3.1 billion, and the deficiencies are \$477.6 million.

Over the last five years, the focus of all improvements has been on addressing the highest priority needs as identified through the assessment process. Since 2013, inflation adjusted deficiencies have increased from \$468.5 million to \$588.2 million in FY 2018. The impact of the 2018 Capital Improvement Program was apparent in the reduction of deficiencies between 2019-20 and 2020-21. The value of the deficiencies declined from \$549.9 million to \$477.6 million; this reduction was reflected in the Facility Condition Index (FCI) which decreased from 18.1 percent to 15.4 percent. At the end of FY 2021, deficiencies are projected to decline to approximately \$470 million or an FCI below 15 percent.

Facilities Management Overall Goal

The district strives to provide a physical environment that supports the educational needs of students and staff through facilities that are well maintained, energy and operationally efficient, and adequate in size and functionality, as well as to provide a district-wide Facility Master Plan that addresses current and future facility needs.

Targeted Objectives

- **Facilities Master Plan**

- Prepare an update to the district-wide Facility Master Plan that will include recommendations to district properties including additional square footage, new buildings, renovations, boundary changes, and acquisitions and disposal of real assets. The updated Facilities Master Plan was completed in July 2016.
- In April 2018, staff presented to the Board of Education a capital improvement program to be considered for a bond election in November 2018. The program incorporated many of the proposals from the 2016 Facility Master Plan and unsuccessful 2016 bond election.
- In November 2018, Jefferson County voters approved a \$567 million general obligation bond as part of a \$700 million capital improvement program.
- See the *2018 Capital Improvement Program (CIP)* section for an update on the status of projects.

- **Assessment**

- Maintain and update the facility assessment data. Each facility will continue to be assessed at a minimum of once every three years covering one third of the district's portfolio annually.
- Determine educational adequacy of all instructional spaces districtwide.
- Provide data necessary to maintain all facilities in a safe and secure manner.
- Identify cost and prioritize and correct building condition and educational adequacy deficiencies districtwide.

- Reduce the overall portfolio FCI.
- Reduce operational and energy expenses through the use of targeted capital expenditures, operational efficiencies and conservation of utility resources.
- Prepare an annual report to the Board of Education and the public that summarizes the physical condition, portfolio replacement value and costs associated with addressing deficiencies to the district’s real property.
- **Enrollment Tracking & Annual Report**
 - Monitor growth, decline and development that impacts utilization of existing facilities and could determine closures or locations that require capital investment.
 - Prepare an annual report to the Board of Education and the public that projects growth or decline in enrollment across the district.

Facility Condition Index

The district utilizes the FCI, a widely used evaluation method that provides a relative scale of the overall condition of a given facility or group of facilities within a real property portfolio. The index is derived by dividing the total repair cost, including educational adequacy and site-related repairs, into the total replacement cost for the set of facilities.

$$FCI = \frac{\text{Total Maintenance, Repair, and Replacement Deficiencies}}{\text{Total Current Replacement Value}}$$

Based on industry standards, previous district experience and consultation with district staff, the following scale was implemented:

Less than 5%	Excellent
6% to 10%	Good
11% to 20%	Average
21% to 30%	Below Average
31% to 50%	Poor
51% to 65%	Very Poor
Greater than 65%	Replacement Candidate

The facilities condition assessment evaluates each building’s overall condition, including its site, roof, structural integrity, the exterior building envelope, the interior, and the mechanical, electrical and plumbing systems.

A campus-level FCI encompasses the real estate and the combination of all structures belonging to that campus. Currently, district-wide deficiencies total approximately \$477.6 million, and the overall estimated portfolio replacement value is \$3.1 billion. The result is a district-wide FCI of 15.4 percent that show district-wide facilities in the average category. The improvement in FCI since 2010’s 24.6 percent is attributed to the funding from the approved 2012 Bond that addressed the highest need deficiencies, the annual capital investment made in subsequent years, and the result of the two and a half years of the 2018 Capital Improvement Program. At the completion of the Program it is estimated that the district’s FCI will be reduced by 50 percent from the pre-CIP index of 20.4 percent.

2018 Capital Improvement Program (CIP)

In November 2018, the voters of Jefferson County approved a \$567 million bond measure for facility improvements. Together with the annual capital transfer, premium and interest the total of available funds will be over \$700 million and will be spent on projects over a six year period. This investment in the schools will focus on school safety, student learning environment and building efficiency and deferred maintenance.

Proceeds from the bond sale are restricted to capital asset improvements and cannot be used toward compensation or any other operating expenses. As has been prior practice, the funds will be monitored by the citizen led Capital Asset Advisory Committee.

Below are details on how the funds are being directed with updates through end of third quarter.

Funding Breakdown 2018 Capital Improvement Program

\$	567,000,000	First & Second Bond Issuances
\$	50,165,349	Premium on First Bond Issuance
\$	68,309,148	Premium on Second Bond Issuance
\$	11,829,099	Bond Interest through February 2021, Net of Bank Fees
\$	51,353,182	FY 2019, 2020 & 2021 Capital Transfers (COP Principal & Interest Removed)
\$	(2,948,716)	Issuance Costs (Both Issuances)
\$	745,708,062	Funds to Date
	To be determined	Future Bond Interest Earnings
\$	83,601,924	4 Years Capital Transfer
	To be determined	Interest on Capital Transfer
\$	829,309,986	Preliminary Total

New Schools

Elementary/K-8 School in West Lakewood and in Leyden Rock (timing and construction are dependent on development and population growth)
Warren Tech South (Scheduled for completion August 2021)

Replacements - Building new facility to replace current building on the same property

Marshdale Elementary (under construction)
Kendrick Lakes Elementary (complete, occupied April 2021)
Prospect Valley Elementary (bids in August 2021)

Additions and Other

Alameda International Jr./Sr. High Addition / Renovation (under construction)
Arvada High (complete)
Foster Elementary Addition / Renovation (under construction)
Columbine High Aux Gym, Exterior Entry/Renovation (under construction)

- Conifer High Aux Gym (under construction)
- Powderhorn Elementary Addition/Renovation (in design)
- Evergreen High Renovation (in design)
- Evergreen Middle Renovation (in design)
- Parmalee Elementary Addition / Renovation (under construction)
- Wilmot Elementary Addition / Renovation (complete)
- Bell Middle Addition / Renovation (under construction)
- Green Mountain High Aux Gym Addition / Renovation (scheduled for completion May 2021)
- Jefferson Jr./Sr. High Addition / Renovation (under construction)
- Lumberg Elementary Addition / Renovation (under construction)
- Jeffco Open School (in design)
- The Manning School Addition (under construction)
- Pomona High Addition/Renovation (under construction)
- Ralston Valley High Addition/Renovation (in design)
- Three Creeks K-8 Addition (complete)
- Standley Lake High Addition/Renovation (in design)
- Wayne Carle Middle Addition (under construction)
- Artificial Turf & All-Weather Tracks Alameda, Jefferson and D'Evelyn High (under construction)
- All-Weather Track at Wheat Ridge High (under construction)
- LED Replacement Phase II 11 Sites (in progress)
- 7 Playgrounds, 5 Paving Projects (in progress)
- Furniture, Fixtures & Equipment (FF&E) 14 Sites (in progress)
- 29 Efficiency & Future Ready (summer 2021)

Status of the district's Capital Improvement Program is updated quarterly in the flipbook posted on the Jeffco Builds webpage on the district's website at www.jeffcopublicschools.org/jeffcobuilds. The flipbook lists projects by articulation area and shows the progress, current and future facility conditions index (FCI) as well as estimated costs and timelines. As noted in the booklet projects are subject to change based on project scope.



Student Enrollment Trends and Forecast

Enrollment Projections

Capital planning watches enrollment closely in order to accurately plan and budget in the most efficient manner. Enrollment is a key factor in long term planning and assessment of space for the district. The charts that follow illustrate the historic, current and projected enrollment by grade. Over the past five years, district enrollment continues to follow a flat to slightly declining trend. Projecting the next five years this flat to declining trend is expected to continue.

Historical Enrollment

Grade	2016-17	2017-18	2018-19	2019-20	2020-21
Pre-K	2,925	2,968	2,903	2,796	2,083
K	5,934	5,961	5,903	6,036	5,254
1	6,060	6,088	5,888	5,878	5,725
2	6,334	6,095	6,034	5,893	5,598
3	6,549	6,370	6,039	6,044	5,630
4	6,568	6,541	6,317	6,000	5,767
5	6,355	6,588	6,409	6,328	5,745
6	6,424	6,392	6,449	6,474	6,087
7	6,405	6,362	6,277	6,412	6,185
8	6,538	6,364	6,301	6,206	6,236
9	6,517	6,739	6,524	6,546	6,395
10	6,510	6,455	6,579	6,497	6,397
11	6,559	6,426	6,240	6,433	6,294
12	6,683	6,782	6,658	6,519	6,702
Total	86,361	86,131	84,631	84,062	80,098

Source: Jeffco Public Schools – Instructional Data Reporting

Projected Enrollment

Grade	2021-22	2022-23	2023-24	2024-25	2025-26
Pre-K	2,534	2,509	2,529	2,642	2,565
K	6,197	6,061	5,894	5,914	5,994
1	5,376	6,231	6,101	5,914	5,934
2	5,714	5,351	6,205	6,073	5,879
3	5,643	5,742	5,386	6,227	6,087
4	5,638	5,629	5,736	5,373	6,208
5	5,776	5,630	5,626	5,733	5,363
6	5,976	6,077	5,907	5,864	6,073
7	6,088	5,974	6,112	5,930	5,864
8	6,215	6,141	5,997	6,148	5,967
9	6,570	6,309	6,249	6,196	6,288
10	6,450	6,560	6,310	6,267	6,163
11	6,266	6,379	6,459	6,215	6,199
12	6,597	6,597	6,599	6,610	6,430
Total	81,039	81,190	81,110	81,106	81,014

Source: Jeffco Public Schools – Planning & Property

Conclusion

The district owns and maintains approximately 12.3 million square feet of building improvements over 3,100 acres of land. To successfully manage such a large portfolio, careful planning and prioritization is necessary and accomplished through a yearly assessment of properties as well as rapid response to unexpected issues that may arise. The district strives to provide a physical environment that supports the educational needs of students and staff through facilities that are well maintained, energy and operationally efficient, and adequate in size and functionality.

The 2018 Capital Improvement Program provides an opportunity to address many of the issues mentioned above as well as parity between schools, compliance with educational specifications, replacement buildings, and deferred maintenance. It is important to monitor and update the Facility Master Plan, track FCI, analyze and project enrollment trends, work with educators to determine student needs and special programs and, finally, assess capacity and building utilization to determine the best allocation of limited financial resources.

Because of Jeffco Public Schools' portfolio of aging buildings, it is critical that the district continues to place planning and capital funding high on the priority list. A continued commitment to improving district facilities will ensure students and staff are in an environment conducive to learning and in support of the district's Jeffco Generations Vision.

JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2021/2022
Capital Reserve

Schedule of Revenues, Expenses and Changes in Retained Earnings

	2017/2018 Actuals	2018/2019 Actuals*	2019/2020 Actuals	2020/2021 Budget
Beginning Fund Balance	\$ 44,932,521	\$ 42,712,521	\$ 33,513,908	\$ 44,500,275
Revenue:				
Interest Earnings	612,341	1,098,319	840,023	600,000
Other Revenue	1,964,919	1,822,954	3,972,479	1,633,029
Total Revenue	<u>2,577,260</u>	<u>2,921,273</u>	<u>4,812,502</u>	<u>2,233,029</u>
Expenditures:				
Facility Improvements	18,798,029	24,462,689	5,132,337	680,774
District Utilization	1,076,410	1,868,616	477,122	463,217
New Construction	19,565,096	11,359,731	1,914,368	-
Vehicles	635,606	126,006	1,332,809	956,743
Acquisition-Free Horizon Site			5,585,000	-
Payment to COP agent	1,718,768	3,361,617	3,268,993	3,204,850
Total Expenditures	<u>41,793,909</u>	<u>41,178,659</u>	<u>17,710,629</u>	<u>5,305,584</u>
Income (Loss) from Operations	(39,216,649)	(38,257,386)	(12,898,127)	(3,072,555)
Non-Operating Revenues (Expenses):				
Proceeds from Free Horizon debt issuance	-	5,585,000	-	-
Proceeds from sale of 2001 Hoyt St	-	-	-	-
Loan payoff from Free Horizon	-	-	-	-
Operating Transfer In	36,364,971	23,473,773	23,884,494	24,130,614
Operating Transfer Out	-	-	-	-
Total Non-Operating Revenue (Expenses)	<u>36,364,971</u>	<u>29,058,773</u>	<u>23,884,494</u>	<u>24,130,614</u>
Net Income (Loss)	(2,851,678)	(9,198,613)	10,986,367	21,058,059
Ending Fund Balance	<u>\$ 42,080,843</u>	<u>\$ 33,513,908</u>	<u>\$ 44,500,275</u>	<u>\$ 65,558,334</u>

*Fund Balance restated to include Free Horizon Montessori

JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2021/2022
Capital Reserve

Schedule of Revenues, Expenses and Changes in Retained Earnings

2020/2021 Estimate	2021/2022 Budget	2022/2023 Planned	2023/2024 Planned	2024/2025 Planned
\$ 44,500,275	\$ 63,804,087	\$ 82,981,388	\$ 95,290,408	\$ 29,468,441
600,000	500,000	600,000	600,000	600,000
1,633,029	1,633,029	1,633,029	1,633,029	1,633,029
2,233,029	2,133,029	2,233,029	2,233,029	2,233,029
2,888,415	2,707,931	1,577,656	44,448,347	12,443,534
258,360	-	23,766	275,380	-
-	-	8,309,081	43,321,138	27,391,512
708,206	926,341	690,000	690,000	690,000
-	-	-	-	-
3,204,850	3,205,950	3,208,000	3,204,625	3,206,750
7,059,831	6,840,222	13,808,503	91,939,490	43,731,796
(4,826,802)	(4,707,193)	(11,575,474)	(89,706,461)	(41,498,767)
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
24,130,614	23,884,494	23,884,494	23,884,494	23,884,494
-	-	-	-	-
24,130,614	23,884,494	23,884,494	23,884,494	23,884,494
19,303,812	19,177,301	12,309,020	(65,821,967)	(17,614,273)
\$ 63,804,087	82,981,388	95,290,408	29,468,441	11,854,168

JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2021/2022
Building 2018
Schedule of Revenues, Expenses and Changes in Retained Earnings

	2017/2018 Actuals	2018/2019 Actuals	2019/2020 Actuals	2020/2021 Budget
Beginning Fund Balance	\$ -	\$ -	\$ 336,442,901	\$ 232,623,849
Revenue:				
Bond Proceeds	-	326,490,000	-	-
Interest Earnings	-	4,688,738	7,011,152	3,510,000
Bond Premium	-	50,165,349	-	-
Total Revenue	-	381,344,087	7,011,152	3,510,000
Expenditures:				
Facility Improvements	-	14,957,926	59,474,860	78,426,211
Charter Schools	-	9,941,814	9,003,756	17,355,911
District Utilization	-	19,780,293	458,678	360,982
New Construction	-	221,153	41,892,910	127,787,427
Total Expenditures	-	44,901,186	110,830,204	223,930,531
Net Income (Loss)	-	336,442,901	(103,819,052)	(220,420,531)
Ending Fund Balance	\$ -	\$ 336,442,901	\$ 232,623,849	\$ 12,203,318

JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2021/2022
Building 2018
Schedule of Revenues, Expenses and Changes in Retained Earnings

2020/2021 Estimate	2021/2022 Budget	2022/2023 Planned	2023/2024 Planned	2024/2025 Planned
\$ 232,623,849	\$ 36,810,262	\$ -	\$ -	\$ -
	-	-	-	-
330,000	100,000	-	-	-
	-	-	-	-
330,000	100,000	-	-	-
58,606,353	7,731,289	-	-	-
22,019,955	1,807,827	-	-	-
189,247	-	-	-	-
115,328,032	27,371,146	-	-	-
196,143,587	36,910,262	-	-	-
(195,813,587)	(36,810,262)	-	-	-
36,810,262	-	\$ -	\$ -	\$ -

JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2021/2022
Building 2020
Schedule of Revenues, Expenses and Changes in Retained Earnings

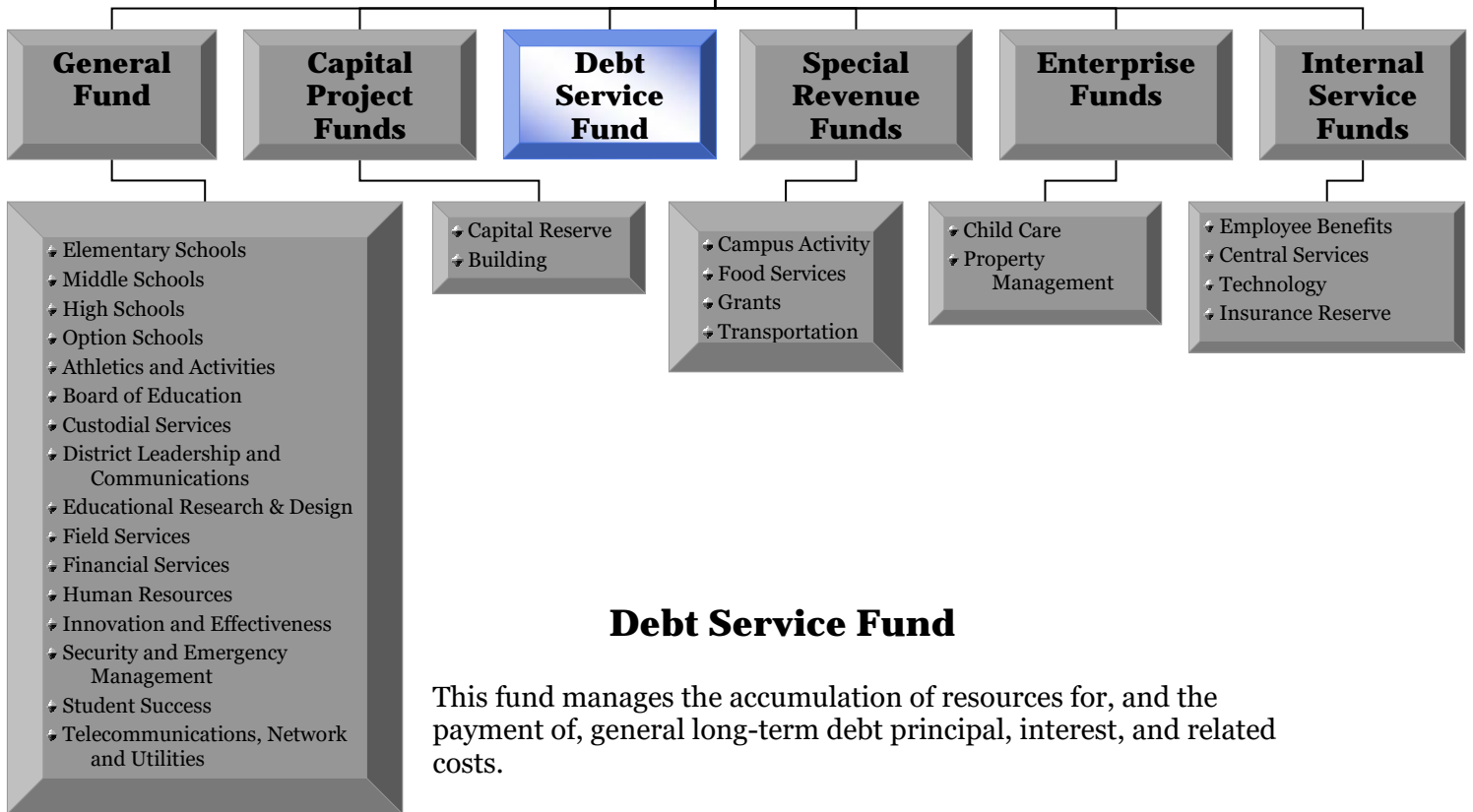
	2017/2018	2018/2019	2019/2020	2020/2021
	Actuals	Actuals	Actuals	Budget
Beginning Fund Balance	\$ -	\$ -	\$ -	\$ -
Revenue:				
Bond Proceeds	-	-	-	-
Interest Earnings	-	-	-	-
Bond Premium	-	-	-	-
Total Revenue	-	-	-	-
Expenditures:				
Facility Improvements	-	-	-	-
Charter Schools	-	-	-	-
District Utilization	-	-	-	-
New Construction	-	-	-	-
Total Expenditures	-	-	-	-
Net Income (Loss)	-	-	-	-
Ending Fund Balance	\$ -	-	-	-

JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2021/2022
Building 2020
Schedule of Revenues, Expenses and Changes in Retained Earnings

2020/2021 Estimate	2021/2022 Budget	2022/2023 Planned	2023/2024 Planned	2024/2025 Planned
\$ -	\$ 272,280,863	\$ 87,710,417	\$ -	\$ -
240,510,000	-	-	-	-
100,000	300,000	200,000	-	-
68,309,148	-	-	-	-
308,919,148	300,000	200,000	-	-
33,223,530	143,915,155	79,498,321	-	-
217,406	6,268,105	5,185,493	-	-
130,005	446,229	-	-	-
3,067,344	34,240,957	3,226,603	-	-
36,638,285	184,870,446	87,910,417	-	-
272,280,863	(184,570,446)	(87,710,417)	-	-
272,280,863	87,710,417	\$ -	\$ -	\$ -



Funds



JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2021/2022
Debt Service
General Obligation Bonds and Amortization Schedules

	2017/2018 Actual	2018/2019 Actual	2019/2020 Actual	2020/2021 Budget
Beginning Fund Balance	\$ 61,883,147	\$ 61,264,032	\$ 79,487,368	\$ 76,551,507
Revenue:				
Property Tax	42,473,525	68,803,668	70,801,178	73,530,025
Interest	312,009	1,068,907	772,674	200,000
Total Revenue	42,785,534	69,872,575	71,573,852	73,730,025
Expenditures:				
Principal Retirements	26,085,000	27,480,000	43,820,000	45,245,000
Interest and Fiscal Charges	17,776,552	24,169,239	30,689,713	28,485,025
Total Expenditures	43,861,552	51,649,239	74,509,713	73,730,025
Income (Loss) from Operations	(1,076,018)	18,223,336	(2,935,861)	-
Non-Operating Revenues (Expenses)				
Operating Transfer In	-	-	-	-
Operating Transfer Out	-	-	-	-
General Obligation Bond Proceeds	70,395,000	-	-	-
Payment to Refunded Bond Escrow Agent	(81,052,400)	-	-	-
Premium from Refunding Bonds	11,114,303	-	-	-
Total Non-Operating Revenues (Expenses)	456,903	-	-	-
Net Income (Loss)	(619,115)	18,223,336	(2,935,861)	-
Ending Fund Balance	\$ 61,264,032	\$ 79,487,368	\$ 76,551,507	\$ 76,551,507

JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2021/2022
Debt Service
General Obligation Bonds and Amortization Schedules

2020/2021 Estimate	2021/2022 Budget	2022/2023 Planned	2023/2024 Planned	2024/2025 Planned
\$ 76,551,507	\$ 67,486,577	\$ 67,486,577	\$ 67,486,577	\$ 67,486,577
68,719,900	67,895,281	67,810,858	67,666,130	67,634,172
33,170	200,000	200,000	200,000	200,000
68,753,070	68,095,281	68,010,858	67,866,130	67,834,172
45,245,000	32,485,000	33,995,000	35,530,000	37,220,000
36,133,000	35,610,281	34,015,858	32,336,130	30,614,172
81,378,000	68,095,281	68,010,858	67,866,130	67,834,172
(12,624,930)	-	-	-	-
-	-	-	-	-
-	-	-	-	-
38,930,000	-	-	-	-
(35,370,000)	-	-	-	-
-	-	-	-	-
3,560,000	-	-	-	-
(9,064,930)	-	-	-	-
\$ 67,486,577	\$ 67,486,577	\$ 67,486,577	\$ 67,486,577	\$ 67,486,577

JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2021/2022
Debt Service
General Obligation Bonds and Amortization Schedules

General Obligation Bonds Payable

Description, Interest Rates and Maturity Dates	Principal Balance June 30th 2021
2010 Series Refunding Bonds due in semi-annual installments with annual payments of \$844,400 to \$35,335,375 through December 15, 2024. Interest rate: 2.00% to 5.25%	\$129,410,000
2012 Series Refunding Bonds due in semi-annual installments with annual payments of \$854,250 to \$35,024,250 through December 15, 2026. Interest rate: 3.50% to 5.00%	\$34,170,000
2012 Series Refunding Bonds due in semi-annual installments with annual payments of \$30,375 to \$1,245,375 through December 15, 2022. Interest rate: 2.00% to 5.00%	\$2,385,000
2017 Series Refunding Bonds due in semi-annual installments with annual payments of \$162,400 to \$10,822,400 through December 15, 2032. Interest rate: 2.00% to 3.90%	\$70,395,000
2018 Series Refunding Bonds due in semi-annual installments with annual payments of \$930,375 to \$38,645,375 through December 15, 2038. Interest rate: 2.75% to 5.00%	\$296,490,000
2020A Series Refunding Bonds due in semi-annual installments with annual payments of \$5,000 to \$22,005,000 through December 15, 2040. Interest rate: 2.75% to 5.00%	\$240,510,000
2020B Series Refunding Bonds due in semi-annual installments with annual payments of \$720,000 to \$33,505,000 through December 15, 2025. Interest rate: 2.75% to 5.00%	\$38,930,000
Total General Obligation Bonds	\$812,290,000

Total Outstanding General Obligation Bonds			
Fiscal Year	Principal	Interest	Total Payments
2021-22	32,485,000	35,600,281	68,085,281
2022-23	33,995,000	34,005,858	68,000,858
2023-24	35,530,000	32,326,130	67,856,130
2024-25	37,220,000	30,604,172	67,824,172
2025-26	38,975,000	29,474,118	68,449,118
2026-27	39,900,000	28,221,825	68,121,825
2027-28	35,250,000	26,343,200	61,593,200
2028-29	37,005,000	24,595,275	61,600,275
2029-30	38,735,000	22,816,700	61,551,700
2030-31	40,560,000	20,890,800	61,450,800
2031-32	42,585,000	18,889,475	61,474,475
2032-33	44,560,000	16,972,650	61,532,650
2033-34	46,420,000	14,991,250	61,411,250
2034-35	48,525,000	12,813,175	61,338,175
2035-36	50,775,000	10,543,350	61,318,350
2036-37	53,065,000	8,189,625	61,254,625
2037-38	55,480,000	5,690,350	61,170,350
2038-39	58,060,000	3,063,875	61,123,875
2039-40	21,160,000	1,303,400	22,463,400
2040-41	22,005,000	880,200	22,885,200
2041-42	-	-	-
Totals	\$812,290,000	\$378,215,709	\$1,190,505,709

JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2021/2022
Debt Service
General Obligation Bonds and Amortization Schedules

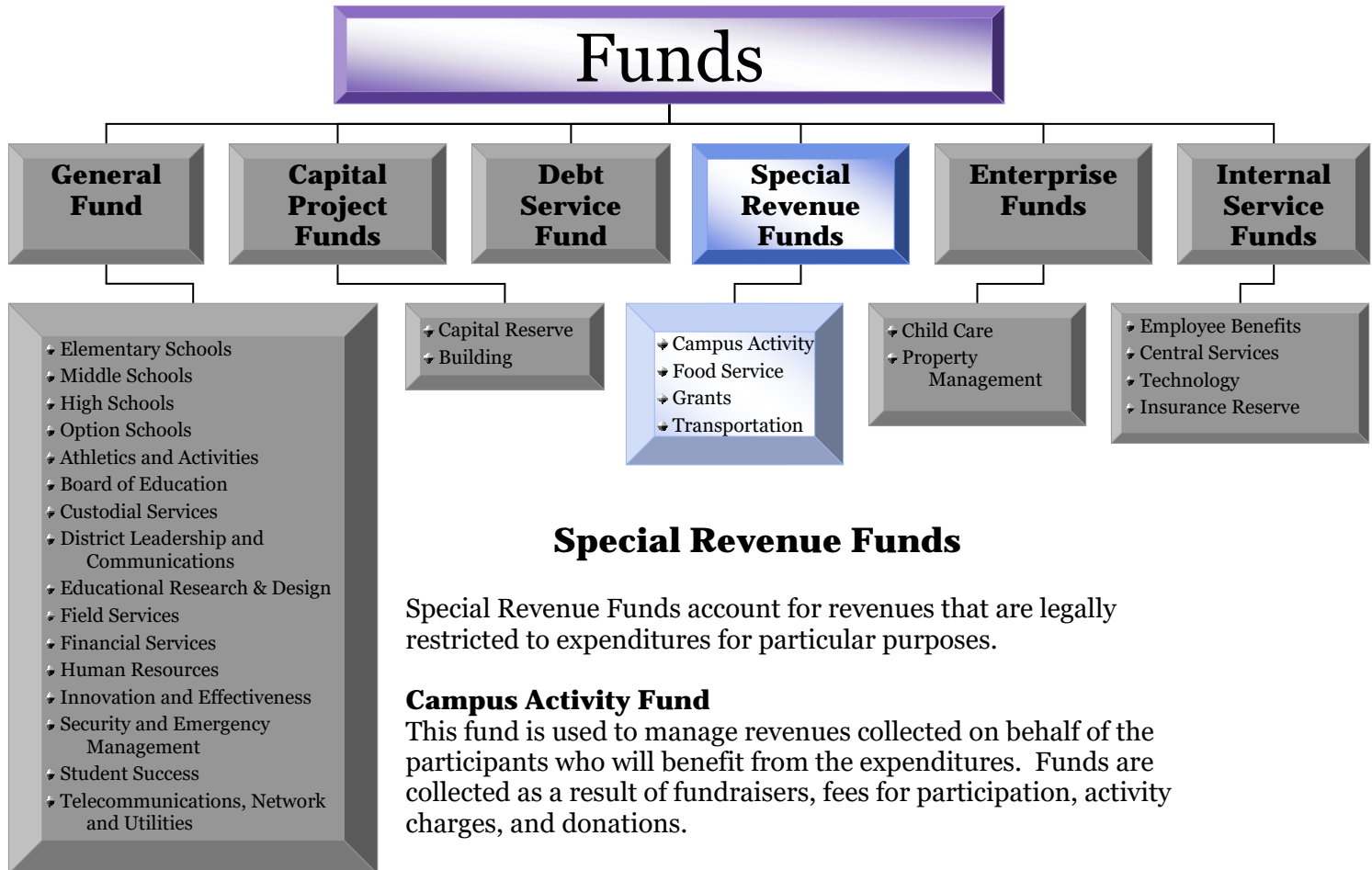
Computation of Legal Debt Margin	
Assessed Value	\$10,700,143,345
Debt Limitation: 20% of Assessed Value	\$2,140,028,669
Total Bonded Debt:	\$812,290,000
LESS the Value of Assets	-
in Bond Redemption	\$67,486,577
Total Amount of Debt Applicable to Debt Limit	\$744,803,423
Legal Debt Margin	\$1,395,225,246

Bond Ratings	
Moody's	Aa1
Standard & Poor's	AA

Principal and Interest by Issue

Fiscal Year	\$233,400,000 Series 2010 General Obligation Refunding Bonds		\$69,540,000 Series 2012 General Obligation Refunding Bonds		\$99,000,000 Series 2012 after 2017 Refunding General Obligation Bonds		\$70,395,000 Series 2017 Refunding General Obligation Bonds		\$326,490,000 Series 2018 General Obligation Bonds		\$240,510,000 Series 2020A General Obligation Bonds		\$38,930,000 Series 2020B Refunding General Obligation Bonds	
	Principal	Interest	Principal	Interest	Principal	Interest	Principal	Interest	Principal	Interest	Principal	Interest	Principal	Interest
2021-22	30,575,000	5,692,875	-	1,708,500	1,170,000	81,900	-	3,092,700	5,000	14,610,725	-	10,144,050	735,000	269,531
2022-23	32,055,000	4,152,125	-	1,708,500	1,215,000	30,375	-	3,092,700	5,000	14,610,575	-	10,144,050	720,000	267,533
2023-24	33,660,000	2,519,775	-	1,708,500	-	-	1,140,000	3,078,450	5,000	14,610,425	-	10,144,050	725,000	264,930
2024-25	33,120,000	844,400	-	1,708,500	-	-	850,000	3,042,950	5,000	14,610,275	-	10,144,050	3,245,000	253,997
2025-26	-	-	-	1,708,500	-	-	5,460,000	2,889,200	5,000	14,610,125	5,000	10,144,000	33,505,000	122,293
2026-27	-	-	34,170,000	854,250	-	-	5,720,000	2,613,700	5,000	14,609,975	5,000	10,143,900	-	-
2027-28	-	-	-	-	-	-	8,510,000	2,257,950	14,000,000	14,259,900	12,740,000	9,825,350	-	-
2028-29	-	-	-	-	-	-	8,940,000	1,866,400	14,685,000	13,554,025	13,380,000	9,174,850	-	-
2029-30	-	-	-	-	-	-	9,295,000	1,501,700	15,400,000	12,813,150	14,040,000	8,501,850	-	-
2030-31	-	-	-	-	-	-	9,665,000	1,074,175	16,170,000	12,023,900	14,725,000	7,792,725	-	-
2031-32	-	-	-	-	-	-	10,155,000	578,675	16,970,000	11,195,400	15,460,000	7,115,400	-	-
2032-33	-	-	-	-	-	-	10,660,000	162,400	17,820,000	10,325,650	16,080,000	6,484,600	-	-
2033-34	-	-	-	-	-	-	-	-	29,700,000	9,162,650	16,720,000	5,828,600	-	-
2034-35	-	-	-	-	-	-	-	-	31,135,000	7,666,775	17,390,000	5,146,400	-	-
2035-36	-	-	-	-	-	-	-	-	32,690,000	6,106,450	18,085,000	4,436,900	-	-
2036-37	-	-	-	-	-	-	-	-	34,255,000	4,490,625	18,810,000	3,699,000	-	-
2037-38	-	-	-	-	-	-	-	-	35,920,000	2,758,750	19,560,000	2,931,600	-	-
2038-39	-	-	-	-	-	-	-	-	37,715,000	930,375	20,345,000	2,133,500	-	-
2039-40	-	-	-	-	-	-	-	-	-	-	21,160,000	1,303,400	-	-
2040-41	-	-	-	-	-	-	-	-	-	-	22,005,000	880,200	-	-
2041-42	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Totals	129,410,000	13,209,175	34,170,000	9,396,750	2,385,000	112,275	70,395,000	25,251,000	296,490,000	192,949,750	240,510,000	136,118,475	38,930,000	1,178,284





Special Revenue Funds

Special Revenue Funds account for revenues that are legally restricted to expenditures for particular purposes.

Campus Activity Fund

This fund is used to manage revenues collected on behalf of the participants who will benefit from the expenditures. Funds are collected as a result of fundraisers, fees for participation, activity charges, and donations.

Food Service

This fund manages all financial activities associated with the school breakfast and lunch program which strives to provide healthy, nutritionally balanced, cost effective meals to students.

Grants Fund

This fund is used to manage federal, state, and private sector grant programs. Most grant expenditures must be pre-approved through a grant plan, however, some grants are awards that do not require plans.

Transportation Fund

This fund is used to manage all transportation related activity including revenue collected via student transportation fees and school field trips, and expenses for transportation services and fleet maintenance.

JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2021/2022
Campus Activity
Schedule of Revenues, Expenses and Changes in Retained Earnings

	2017/2018 Actuals	2018/2019 Actuals*	2019/2020 Actuals	2020/2021 Budget
Beginning Fund Balance	11,650,485	11,450,333	12,120,711	12,400,232
Revenue:				
Interest	4,750	16,241	4,937	
Student Activities	6,318,958	6,142,096	4,033,821	1,544,195
Fundraising	3,073,948	2,897,874	1,862,119	2,897,874
Fees and Dues	8,185,636	8,596,091	7,030,093	8,596,091
Donations	4,062,892	4,325,226	3,739,513	4,325,226
Other	4,858,404	4,634,455	4,596,439	4,634,455
Total Revenue	26,504,588	26,611,983	21,266,922	21,997,841
Expenditures:				
Athletics and Activities	27,892,014	27,040,847	21,983,842	26,753,112
Total Expenditures	27,892,014	27,040,847	21,983,842	26,753,112
Net Income (Loss) from Operations	(1,387,426)	(428,864)	(716,920)	(4,755,271)
Non-Operating Revenues (Expenses)				-
Operating Transfer In	1,137,274	1,099,242	996,441	1,100,000
Operating Transfer Out	-	-	-	
Total Non-Operating Revenues (Exp)	1,137,274	1,099,242	996,441	1,100,000
Net Income (Loss)	(250,152)	670,378	279,521	(3,655,271)
Ending Fund Balance	11,400,333	12,120,711	12,400,232	8,744,961

*Fund balances restated to include Free Horizon Montessori School

JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2021/2022
Campus Activity
Schedule of Revenues, Expenses and Changes in Retained Earnings

2020/2021 Estimate	2021/2022 Budget	2022/2023 Planned	2023/2024 Planned	2024/2025 Planned
12,400,232	13,176,640	13,232,338	13,314,884	13,397,430
170	-	-	-	-
1,686,998	6,230,527	6,230,527	6,230,527	6,230,527
944,522	2,985,910	2,985,910	2,985,910	2,985,910
4,607,623	8,390,864	8,390,864	8,390,864	8,390,864
3,359,104	4,194,059	4,194,059	4,194,059	4,194,059
1,287,784	4,746,430	4,746,430	4,746,430	4,746,430
11,886,201	26,547,790	26,547,790	26,547,790	26,547,790
12,209,793	27,392,092	27,365,243	27,365,243	27,365,243
12,209,793	27,392,092	27,365,243	27,365,243	27,365,243
(323,592)	(844,303)	(817,454)	(817,454)	(817,454)
1,100,000	900,000	900,000	900,000	900,000
-	-	-	-	-
1,100,000	900,000	900,000	900,000	900,000
776,408	55,699	82,546	82,546	82,546
13,176,640	13,232,338	13,314,884	13,397,430	13,479,976

JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2021/2022
Food Service
Schedule of Revenues, Expenses and Changes in Retained Earnings

	2017/2018 Actuals	2018/2019 Actuals	2019/2020 Actuals	2020/2021 Budget
Beginning Fund Balance	\$ 6,537,675	\$ 5,622,787	\$ 5,037,715	\$ 5,074,170
Revenue:				
Food Sales	11,758,326	11,207,787	9,455,231	13,017,391
Service Contracts	262,994	276,513	206,215	65,000
Total Revenue	12,021,320	11,484,300	9,661,446	13,082,391
Expenditures:				
Purchased Food	9,316,485	7,624,265	7,108,378	8,960,494
USDA Commodities	1,504,206	1,532,851	1,498,917	1,426,630
Salaries and Benefits	11,535,077	12,275,048	13,096,521	13,349,349
Administrative Services	2,093,840	1,701,261	1,859,097	2,078,233
Utilities	-	-	-	-
Supplies	1,153,748	951,165	1,091,456	398,000
Repairs and Maintenance	32,686	12,247	13,708	60,000
Depreciation/Capital	7,244	33,980	50,198	100,000
Total Expenditures	25,643,286	24,130,817	24,718,275	26,372,706
Income (Loss) from Operations	(13,621,966)	(12,646,517)	(15,056,829)	(13,290,315)
Non-Operating Revenues (Expenses):				
USDA Commodities	1,713,270	1,515,257	1,558,016	1,426,630
Federal/State Reimbursement	10,927,996	10,416,408	9,548,276	11,135,973
Interest Revenues	65,810	129,779	86,992	-
Interest Expense	-	-	-	-
Gain (Loss) on Sale of Fixed Assets	-	-	-	-
Operating Transfer In	-	-	3,900,000	-
Total Non-operating Revenue (Expenses)	12,707,076	12,061,444	15,093,284	12,562,603
Net Income (Loss)	(914,890)	(585,073)	36,455	(727,712)
Capital Contributions	-	-	-	-
Increase (Decrease) in Retained Earnings	(914,890)	(585,073)	36,455	(727,712)
Ending Fund Balance	\$ 5,622,787	\$ 5,037,715	\$ 5,074,170	\$ 4,346,458

JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2021/2022
Food Service
Schedule of Revenues, Expenses and Changes in Retained Earnings

2020/2021 Estimate	2021/2022 Budget	2022/2023 Planned	2023/2024 Planned	2024/2025 Planned
\$ 5,074,170	\$ 5,899,279	\$ 3,945,051	\$ 2,407,162	\$ 1,061,809
235,011	4,532,458	4,600,445	4,669,452	4,739,494
29,861	40,000	40,400	40,400	40,400
<u>264,872</u>	<u>4,572,458</u>	<u>4,640,845</u>	<u>4,709,852</u>	<u>4,779,894</u>
3,883,500	8,658,467	8,701,759	8,745,268	8,788,994
1,002,656	1,615,480	1,615,480	1,615,480	1,615,480
11,382,530	14,211,718	13,960,859	13,960,859	13,960,859
1,359,255	1,827,500	1,845,775	1,864,233	1,882,875
-	-	-	-	-
120,964	1,118,000	1,129,180	1,140,472	1,151,877
8,964	20,000	20,000	20,000	20,000
30,474	200,000	200,000	200,000	200,000
<u>17,788,343</u>	<u>27,651,165</u>	<u>27,473,053</u>	<u>27,546,312</u>	<u>27,620,085</u>
(17,523,471)	(23,078,707)	(22,832,208)	(22,836,460)	(22,840,191)
1,002,656	1,615,480	1,615,480	1,615,480	1,615,480
11,345,924	19,483,999	19,678,839	19,875,627	20,074,383
-	25,000	-	-	-
-	-	-	-	-
-	-	-	-	-
6,000,000	-	-	-	-
<u>18,348,580</u>	<u>21,124,479</u>	<u>21,294,319</u>	<u>21,491,107</u>	<u>21,689,863</u>
825,109	(1,954,228)	(1,537,889)	(1,345,353)	(1,150,328)
-	-	-	-	-
825,109	(1,954,228)	(1,537,889)	(1,345,353)	(1,150,328)
<u>\$ 5,899,279</u>	<u>\$ 3,945,051</u>	<u>\$ 2,407,162</u>	<u>\$ 1,061,809</u>	<u>\$ (88,519)</u>

JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2021/2022
Grants
Schedule of Revenues, Expenses and Changes in Retained Earnings

	2017/2018 Actuals	2018/2019 Actuals	2019/2020 Actuals	2020/2021 Budget
Beginning Fund Balance	\$ 8,181,876	\$ 8,776,867	\$ 8,811,028	\$ 11,918,339
Revenue:				
Federal	31,878,612	33,350,754	56,367,682	83,484,565
State	6,354,605	8,170,775	9,616,126	8,381,290
Other	915,660	1,647,722	957,144	1,544,195
Total Revenue	39,148,877	43,169,251	66,940,952	93,410,050
Expenditures:				
General Administration	2,052,548	2,971,986	3,372,999	9,061,935
School Administration	50,546	363,657	336,003	3,188,596
General Instruction	9,953,369	10,161,365	9,183,716	18,173,299
Special Ed Instruction	13,402,688	13,798,025	13,761,866	29,462,343
Instructional Support	12,804,913	15,380,510	36,004,114	32,547,259
Operations and Maintenance	94,111	346,078	850,698	478,510
Transportation	195,711	113,469	324,245	498,108
Total Expenditures	38,553,886	43,135,090	63,833,641	93,410,050
Net Income (Loss) from Operations	594,991	34,161	3,107,311	-
Non-Operating Revenues (Expenses):				
Operating Transfer In	-	-	-	-
Operating Transfer Out	-	-	-	-
Total Non-Operating Revenues (Exp)	-	-	-	-
Net Income (Loss)	594,991	34,161	3,107,311	-
Ending Fund Balance	\$ 8,776,867	\$ 8,811,028	\$ 11,918,339	\$ 11,918,339

JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2021/2022
Grants
Schedule of Revenues, Expenses and Changes in Retained Earnings

2020/2021 Estimate	2021/2022 Budget	2022/2023 Planned	2023/2024 Planned	2024/2025 Planned
\$ 11,918,339	\$ 11,918,339	\$ 11,918,339	\$ 11,918,339	\$ 11,918,339
90,572,995	105,572,995	39,929,914	39,929,914	39,929,914
10,055,025	10,055,025	3,803,020	3,803,020	3,803,020
3,350,068	3,350,068	1,267,066	1,267,066	1,267,066
103,978,088	118,978,088	45,000,000	45,000,000	45,000,000
6,769,469	7,746,040	2,929,714	2,929,714	2,929,714
1,882,983	2,154,624	814,924	814,924	814,924
39,661,178	45,382,745	17,164,703	17,164,703	17,164,703
19,358,080	22,150,699	8,377,857	8,377,857	8,377,857
29,085,568	33,281,486	12,587,754	12,587,754	12,587,754
7,216,060	8,257,060	3,122,993	3,122,993	3,122,993
4,750	5,434	2,055	2,055	2,055
103,978,088	118,978,088	45,000,000	45,000,000	45,000,000
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
\$ 11,918,339	\$ 11,918,339	\$ 11,918,339	\$ 11,918,339	\$ 11,918,339

JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2021/2022
Transportation
Schedule of Revenues, Expenses and Changes in Retained Earnings

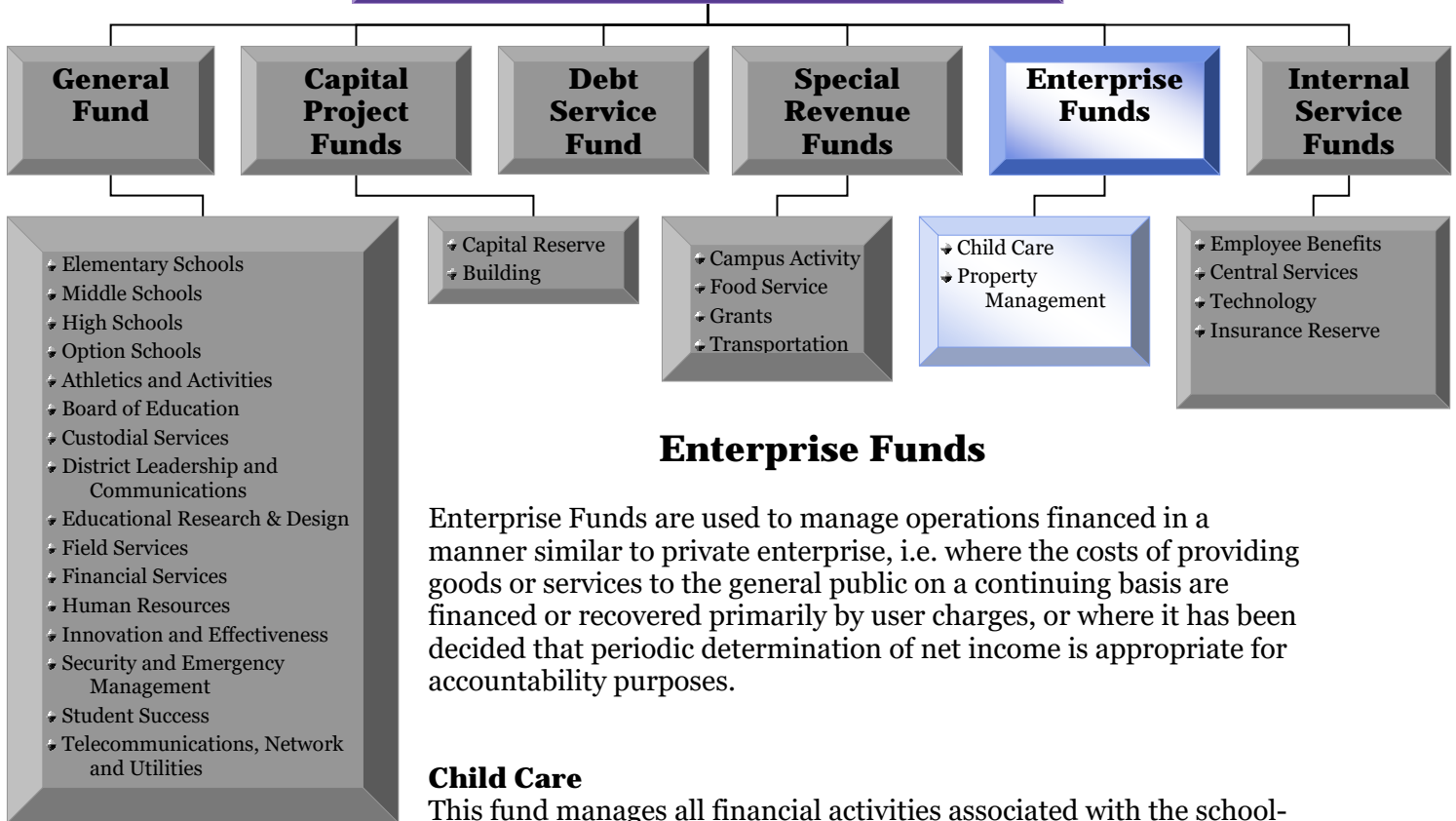
	2017/2018 Actuals	2018/2019 Actuals	2019/2020 Actuals	2020/2021 Budget
Beginning Fund Balance	\$ 567,598	\$ 636,261	\$ 658,514	\$ 656,429
Revenue:				
Tuition, Fees and Dues	3,664,894	3,670,521	3,530,342	3,628,232
Other Revenue	5,156,098	5,149,505	5,330,093	5,055,253
Total Revenues	8,820,992	8,820,026	8,860,435	8,683,485
Expenditures:				
Salaries and Benefits	18,982,871	19,962,152	19,717,242	22,267,204
Purchased Services	1,043,915	1,680,386	1,611,622	801,211
Materials and Supplies	2,941,674	3,100,852	2,704,793	3,679,478
Capital and Equipment	176,934	105,731	10,645	255,000
Vehicles	2,684,128	1,969,521	3,138,062	2,100,000
Total Expenditures	25,829,522	26,818,642	27,182,363	29,102,893
Income (Loss) from Operations	(17,008,530)	(17,998,616)	(18,321,928)	(20,419,408)
Non-Operating Revenues (Expenses):				
Operating Transfer In	17,077,193	18,020,869	18,319,843	20,419,408
Operating Transfer Out	-	-	-	-
Total Non-Operating Revenue (Expenses)	17,077,193	18,020,869	18,319,843	20,419,408
Net Income (Loss)	68,663	22,253	(2,085)	-
Ending Fund Balance	\$ 636,261	\$ 658,514	\$ 656,429	\$ 656,429

JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2021/2022
Transportation
Schedule of Revenues, Expenses and Changes in Retained Earnings

2020/2021 Estimate	2021/2022 Budget	2022/2023 Planned	2023/2024 Planned	2024/2025 Planned
\$ 656,429	\$ 695,774	\$ 695,774	\$ 695,774	\$ 695,774
417,447	3,628,232	3,628,232	3,628,232	3,628,232
5,069,184	5,055,253	5,055,253	5,055,253	5,055,253
5,486,631	8,683,485	8,683,485	8,683,485	8,683,485
19,662,289	22,098,784	21,721,590	21,721,590	21,721,590
1,200,000	801,211	801,211	801,211	801,211
3,600,000	3,679,478	3,679,478	3,679,478	3,679,478
39,523	255,000	255,000	255,000	255,000
1,364,883	1,980,000	1,980,000	1,980,000	1,980,000
25,866,695	28,814,473	28,437,279	28,437,279	28,437,279
(20,380,063)	(20,130,988)	(19,753,794)	(19,753,794)	(19,753,794)
20,419,408	20,130,988	19,753,794	19,753,794	19,753,794
-	-	-	-	-
20,419,408	20,130,988	19,753,794	19,753,794	19,753,794
39,345	-	-	-	-
\$ 695,774	\$ 695,774	\$ 695,774	\$ 695,774	\$ 695,774



Funds



Enterprise Funds

Enterprise Funds are used to manage operations financed in a manner similar to private enterprise, i.e. where the costs of providing goods or services to the general public on a continuing basis are financed or recovered primarily by user charges, or where it has been decided that periodic determination of net income is appropriate for accountability purposes.

Child Care

This fund manages all financial activities associated with the school-age enrichment before and after school program and preschool.

Property Management

This fund manages all financial activities associated with community use of district buildings, fields, and other facilities.

JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2021/2022
Child Care
Schedule of Revenues, Expenses and Changes in Retained Earnings

	2017/2018 Actuals	2018/2019 Actuals	2019/2020 Actuals	2020/2021 Budget
Beginning Fund Balance	\$ 5,121,257	\$ 5,244,795	\$ 5,257,588	\$ 4,284,938
Revenue:				
Service Contracts	1,144,057	1,174,610	1,037,687	1,130,561
Tuition	7,166,250	7,840,321	6,103,185	9,700,071
Other State Revenue*	6,066,190	6,245,151	6,031,148	6,361,790
Total Revenue	14,376,497	15,260,082	13,172,020	17,192,422
Expenses:				
Salaries and Benefits	10,825,046	12,292,581	15,117,357	17,446,987
Administrative Services	2,072,596	1,960,836	2,114,363	2,302,941
Utilities	22,622	1,908	793	1,000
Supplies	558,812	611,231	491,498	486,697
Repairs and Maintenance	6,097	3,935	10,779	-
Rent	825,971	881,499	708,955	936,673
Depreciation	18,645	18,645	17,737	18,600
Other	92	10	-	-
Total Expenses	14,329,881	15,770,645	18,461,481	21,192,898
Income (Loss) from Operations	46,616	(510,564)	(5,289,461)	(4,000,476)
Non-Operating Revenues (Expenses):				
Capital Contributions	-	-	-	-
Interest Revenues	76,922	174,036	154,991	-
Interest Expense	-	-	-	-
Gain (Loss) on Sale of Fixed Assets	-	-	-	-
Operating Transfer In	-	349,320	4,161,820	3,200,000
Operating Transfer Out	-	-	-	-
Total Non-operating Revenue (Expenses)	76,922	523,356	4,316,811	3,200,000
Net Income (Loss)	123,538	12,793	(972,650)	(800,476)
Ending Fund Balance	\$ 5,244,795	\$ 5,257,588	\$ 4,284,938	\$ 3,373,759

JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2021/2022
Child Care
Schedule of Revenues, Expenses and Changes in Retained Earnings

2020/2021 Estimate	2021/2022 Budget	2022/2023 Planned	2023/2024 Planned	2024/2025 Planned
\$ 4,284,938	\$ 3,336,795	\$ 2,651,997	\$ 2,210,896	\$ 1,769,795
910,994	1,053,297	1,053,297	1,053,297	1,053,297
3,670,005	6,576,479	6,576,479	6,576,479	6,576,479
4,467,555	6,107,689	6,107,689	6,107,689	6,107,689
9,048,554	13,737,465	13,737,465	13,737,465	13,737,465
11,300,783	14,568,949	14,325,252	14,325,252	14,325,252
1,177,740	1,660,374	1,660,374	1,660,374	1,660,374
-	2,600	2,600	2,600	2,600
103,755	571,340	571,340	571,340	571,340
-	-	-	-	-
593,684	798,000	798,000	798,000	798,000
20,735	21,000	21,000	21,000	21,000
-	-	-	-	-
13,196,697	17,622,263	17,378,566	17,378,566	17,378,566
(4,148,143)	(3,884,798)	(3,641,101)	(3,641,101)	(3,641,101)
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
3,200,000	3,200,000	3,200,000	3,200,000	3,200,000
-	-	-	-	-
3,200,000	3,200,000	3,200,000	3,200,000	3,200,000
(948,143)	(684,798)	(441,101)	(441,101)	(441,101)
\$ 3,336,795	\$ 2,651,997	\$ 2,210,896	\$ 1,769,795	\$ 1,328,694

JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2021/2022
Property Management
Schedule of Revenues, Expenses and Changes in Retained Earnings

	2017/2018 Actuals	2018/2019 Actuals	2019/2020 Actuals	2020/2021 Budget
Beginning Fund Balance	\$ 5,968,531	\$ 5,754,729	\$ 5,885,128	\$ 5,852,104
Revenue:				
Service Contracts	2,887,289	2,902,390	2,053,448	2,761,700
Total Revenue	2,887,289	2,902,390	2,053,448	2,761,700
Expenses:				
Salaries and Benefits	1,082,757	1,129,621	858,067	1,174,396
Administrative Services	140,411	113,034	87,877	164,079
Utilities	200,929	182,452	129,320	215,000
Supplies	199,316	212,060	98,479	197,000
Repair and Maintenance	-	-	-	-
Other	25,301	40,303	22,561	35,000
Depreciation Expense	156,877	159,999	145,310	145,171
Total Expenses	1,805,591	1,837,469	1,341,614	1,930,646
Income (Loss) from Operations	1,081,698	1,064,921	711,834	831,054
Non-Operating Revenues (Expenses):				
Interest Revenues	54,500	121,667	105,142	-
Interest Expense	-	-	-	-
Gain (Loss) on Sale of Fixed Assets	-	(6,189)	-	-
Operating Transfer In	-	-	-	-
Operating Transfer Out*	(1,350,000)	(1,050,000)	(850,000)	(1,050,000)
Total Non-Operating Revenue (Expenses)	(1,295,500)	(934,522)	(744,858)	(1,050,000)
Net Income (Loss)	(213,802)	130,399	(33,024)	(218,946)
Ending Fund Balance	\$ 5,754,729	\$ 5,885,128	\$ 5,852,104	\$ 5,633,158

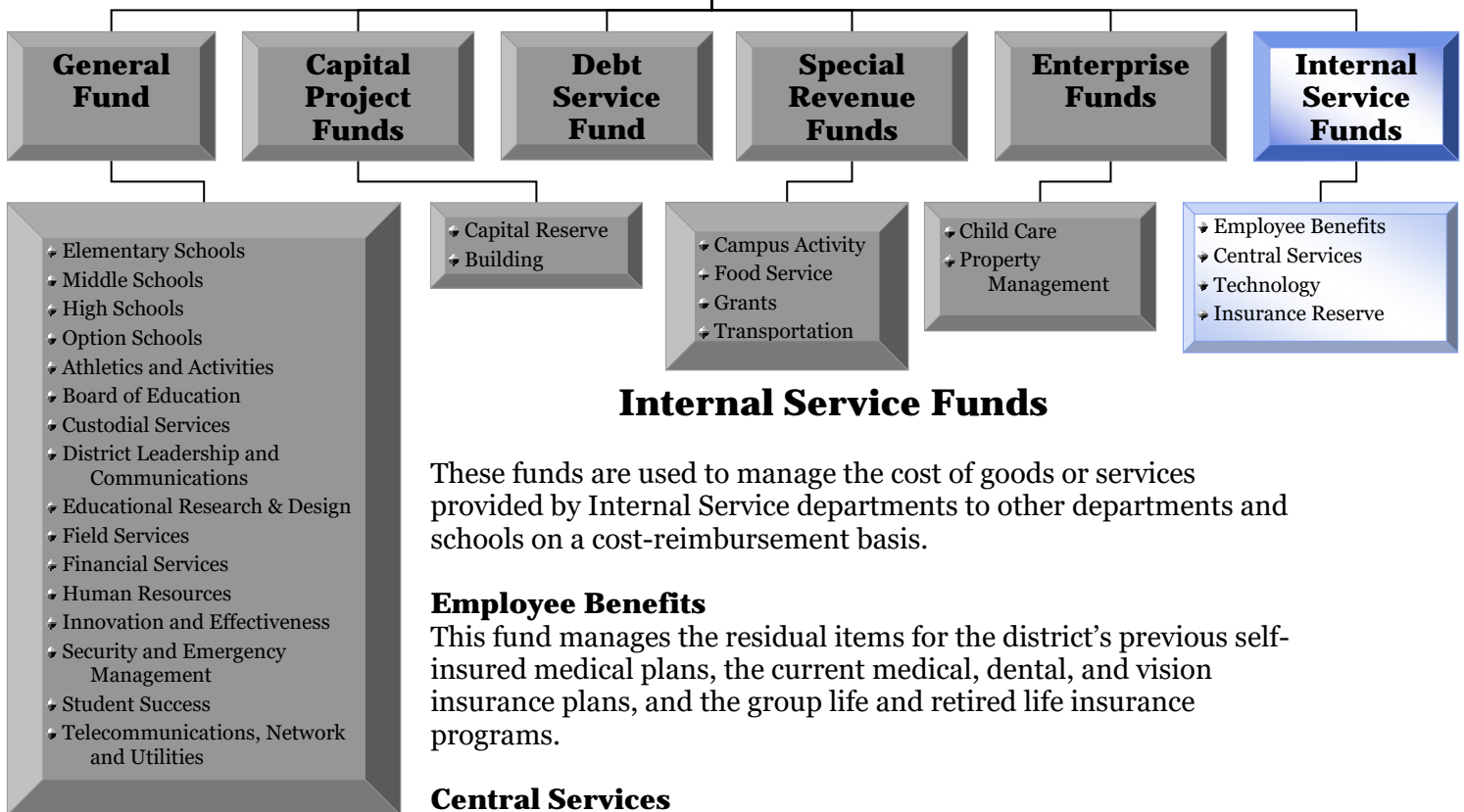
*Amount represents transfer to the Campus Activity Fund to reimburse schools for community use of their building and a Capital Reserve Fund transfer for maintenance of building use.

JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2021/2022
Property Management
Schedule of Revenues, Expenses and Changes in Retained Earnings

2020/2021 Estimate	2021/2022 Budget	2022/2023 Planned	2023/2024 Planned	2024/2025 Planned
\$ 5,852,104	\$ 5,444,149	\$ 5,598,872	\$ 5,757,638	\$ 5,916,404
724,053	2,614,400	2,614,400	2,614,400	2,614,400
724,053	2,614,400	2,614,400	2,614,400	2,614,400
276,595	1,053,427	1,049,384	1,049,384	1,049,384
51,161	164,079	164,079	164,079	164,079
-	215,000	215,000	215,000	215,000
11,005	197,000	197,000	197,000	197,000
-	-	-	-	-
16,422	35,000	35,000	35,000	35,000
126,823	145,171	145,171	145,171	145,171
482,008	1,809,677	1,805,634	1,788,402	1,788,402
242,045	804,723	808,766	808,766	808,766
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
(650,000)	(650,000)	(650,000)	(650,000)	(650,000)
(650,000)	(650,000)	(650,000)	(650,000)	(650,000)
(407,955)	154,723	158,766	158,766	158,766
\$ 5,444,149	\$ 5,598,872	\$ 5,757,638	\$ 5,916,404	\$ 6,075,170



Funds



Internal Service Funds

These funds are used to manage the cost of goods or services provided by Internal Service departments to other departments and schools on a cost-reimbursement basis.

Employee Benefits

This fund manages the residual items for the district’s previous self-insured medical plans, the current medical, dental, and vision insurance plans, and the group life and retired life insurance programs.

Central Services

This fund provides copier and printing services as well as audio-visual installation, maintenance, and repair for schools and departments. This internal service fund receives no direct General Fund operating transfers. Revenue is received based on billings to schools and departments for services rendered.

Technology

This fund manages the many technology systems, infrastructure, support, and maintenance to provide technology services and solutions that support the district’s educational and business goals.

Insurance Reserve

This fund is authorized by state law to allow the district to maintain an insurance reserve for self-insured purposes and to fund liability, workers’ compensation, and property insurance premiums.

JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2021/2022
Employee Benefits
Schedule of Revenues, Expenses and Changes in Retained Earnings

	2017/2018 Actuals	2018/2019 Actuals	2019/2020 Actuals	2020/2021 Budget
Beginning Fund Balance	\$ 12,740,989	\$ 11,661,476	\$ 11,224,088	\$ 11,529,710
Revenue				
Insurance Premiums	5,550,861	5,677,616	6,433,681	6,807,000
Total Revenues	<u>5,550,861</u>	<u>5,677,616</u>	<u>6,433,681</u>	<u>6,807,000</u>
Expenses				
Salaries and Benefits	72,550	81,458	75,650	179,387
Claim Losses	6,157,169	5,799,686	5,799,366	6,452,540
Premiums Paid	43,827	38,948	38,246	40,000
Administration	525,970	573,008	343,306	636,750
Total Expenses	<u>6,799,516</u>	<u>6,493,100</u>	<u>6,256,568</u>	<u>7,308,677</u>
Income (Loss) from Operations	(1,248,655)	(815,484)	(16,014)	(1,692,162)
Non-Operating Revenues (Expenses)				
Interest Revenue	169,142	378,096	321,636	-
Interest Expense	-	-	-	-
Operating Transfer In	-	-	-	-
Operating Transfer Out	-	-	-	-
Total Non-operating Revenue (Expenses)	<u>169,142</u>	<u>378,096</u>	<u>321,636</u>	<u>-</u>
Net Income (Loss)	(1,079,513)	(437,388)	305,622	(1,692,162)
Ending Fund Balance	<u>\$ 11,661,476</u>	<u>\$ 11,224,088</u>	<u>\$ 11,529,710</u>	<u>\$ 9,837,548</u>

JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2021/2022
Employee Benefits
Schedule of Revenues, Expenses and Changes in Retained Earnings

2020/2021 Estimate	2021/2022 Budget	2022/2023 Planned	2022/2023 Planned	2024/2025 Planned
\$ 11,529,710	\$ 11,292,469	\$ 10,654,753	\$ 10,020,279	\$ 9,932,805
7,193,333	6,789,780	6,789,780	7,336,780	7,336,780
7,193,333	6,789,780	6,789,780	7,336,780	7,336,780
141,711	161,183	157,941	157,941	157,941
6,584,294	6,589,813	6,589,813	6,589,813	6,589,813
36,388	40,000	40,000	40,000	40,000
668,182	636,500	636,500	636,500	636,500
7,430,574	7,427,496	7,424,254	7,424,254	7,424,254
(237,241)	(637,716)	(634,474)	(87,474)	(87,474)
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
(237,241)	(637,716)	(634,474)	(87,474)	(87,474)
\$ 11,292,469	\$ 10,654,753	\$ 10,020,279	\$ 9,932,805	\$ 9,845,331

JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2021/2022
Central Services
Schedule of Revenues, Expenses and Changes in Retained Earnings

	2017/2018	2018/2019	2019/2020	2020/2021
	Actuals	Actuals	Actuals	Budget
Beginning Fund Balance	\$ 2,357,903	\$ 2,595,985	\$ 2,500,825	\$ 1,782,864
Revenue				
Fees, Charges and Other Revenue	3,489,324	3,325,411	2,679,890	3,500,000
Total Revenues	<u>3,489,324</u>	<u>3,325,411</u>	<u>2,679,890</u>	<u>3,500,000</u>
Expenditures				
Salaries and Benefits	932,256	1,035,448	1,126,698	1,167,633
Utilities	6,766	1,532	1,688	2,000
Supplies	1,290,092	1,459,796	1,302,861	1,365,500
Repairs and Maintenance	381,987	423,086	342,168	219,000
Depreciation	292,686	257,967	352,924	371,718
Other	19	10	-	100
Administration	362,847	279,296	286,969	351,323
Total Expenditures	<u>3,266,653</u>	<u>3,457,135</u>	<u>3,413,308</u>	<u>3,477,274</u>
Income (Loss) from Operations	222,671	(131,724)	(733,418)	22,726
Non-Operating Revenues (Expenses)				
Interest Revenue	17,335	36,565	16,820	-
Interest Expense	-	-	-	-
Gain (Loss) on Sale of Fixed Assets	(1,926)	-	(1,363)	(5,000)
Operating Transfer In	-	-	-	-
Operating Transfer Out	-	-	-	-
Total Non-operating Revenue (Expenses)	<u>15,409</u>	<u>36,565</u>	<u>15,457</u>	<u>(5,000)</u>
Net Income (Loss)	238,080	(95,159)	(717,961)	17,726
Ending Fund Balance	<u>\$ 2,595,985</u>	<u>\$ 2,500,825</u>	<u>\$ 1,782,864</u>	<u>\$ 1,800,590</u>

JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2021/2022
Central Services
Schedule of Revenues, Expenses and Changes in Retained Earnings

2020/2021 Estimate	2021/2022 Budget	2022/2023 Planned	2023/2024 Planned	2024/2025 Planned
\$ 1,782,864	\$ 1,062,775	\$ 992,516	\$ 944,203	\$ 895,890
1,623,567	3,400,000	3,400,000	3,400,000	3,400,000
1,623,567	3,400,000	3,400,000	3,400,000	3,400,000
1,044,989	1,160,952	1,140,051	1,140,051	1,140,051
897	2,000	2,000	2,000	2,000
482,682	1,365,500	1,365,500	1,365,500	1,365,500
255,690	219,000	219,000	219,000	219,000
324,596	371,718	371,718	371,718	371,718
18	100	100	100	100
233,814	350,989	349,944	349,944	349,944
2,342,686	3,470,259	3,448,313	3,448,313	3,448,313
(719,119)	(70,259)	(48,313)	(48,313)	(48,313)
2,287	5,000	5,000	5,000	5,000
-	-	-	-	-
(3,257)	(5,000)	(5,000)	(5,000)	(5,000)
-	-	-	-	-
-	-	-	-	-
(970)	-	-	-	-
(720,089)	(70,259)	(48,313)	(48,313)	(48,313)
\$ 1,062,775	\$ 992,516	\$ 944,203	\$ 895,890	\$ 847,577

JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2021/2022
Information Technology
Schedule of Revenues, Expenses and Changes in Retained Earnings

	2017/2018	2018/2019	2019/2020	2020/2021
	Actuals	Actuals	Actuals	Budget
Beginning Fund Balance	\$ 14,541,488	\$ 11,554,775	\$ 11,847,828	\$ 11,333,888
Revenue				
Billing for Service	175,798	199,450	288,436	250,000
Infrastructure Support	13,823,390	15,733,790	17,091,331	18,311,448
Telecom	2,282,500	2,282,500	2,282,500	2,282,500
Other	239,803	326,529	561,307	300,000
Total Revenues	<u>16,521,491</u>	<u>18,542,269</u>	<u>20,223,574</u>	<u>21,143,948</u>
Expenses				
Salaries and Benefits	13,846,802	15,683,895	17,235,296	18,522,544
Utilities	68,663	24,703	1,525,635	43,800
Supplies	1,142,570	775,007	1,471,777	3,064,870
Repairs and Maintenance	5,311,976	5,597,991	5,169,179	7,962,897
Depreciation	4,894,926	2,144,602	1,318,838	1,055,109
Other	26,491	29,572	71,407	-
Administration services	3,090,154	3,592,466	3,114,438	3,608,055
Total Expenses	<u>28,381,582</u>	<u>27,848,236</u>	<u>29,906,570</u>	<u>34,257,275</u>
Income (Loss) from Operations	(11,860,091)	(9,305,967)	(9,682,996)	(13,113,327)
Non-Operating Revenues (Expenses)				
Interest Revenue	76,784	197,556	167,280	-
Interest Expense	-	-	-	-
Gain (Loss) on Sale of Fixed Assets	(205,182)	(312)	-	-
Operating Transfer In	9,001,776	9,401,776	9,001,776	9,001,776
Operating Transfer Out	-	-	-	-
Total Non-Operating Revenue (Expenses)	<u>8,873,378</u>	<u>9,599,020</u>	<u>9,169,056</u>	<u>9,001,776</u>
Net Income (loss)	(2,986,713)	293,053	(513,940)	(4,111,551)
Ending Fund Balance	<u>\$ 11,554,775</u>	<u>\$ 11,847,828</u>	<u>\$ 11,333,888</u>	<u>\$ 7,222,337</u>

JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2021/2022
Information Technology
Schedule of Revenues, Expenses and Changes in Retained Earnings

2020/2021 Estimate	2021/2022 Budget	2022/2023 Planned	2023/2024 Planned	2024/2025 Planned
\$ 11,333,888	\$ 8,784,546	\$ 5,746,078	\$ 2,907,610	\$ 2,069,142
230,566	250,000	250,000	250,000	250,000
18,311,448	19,594,150	19,222,500	19,222,500	19,222,500
2,282,500	2,282,500	2,282,500	2,282,500	2,282,500
714,063	300,000	300,000	300,000	300,000
<u>21,538,577</u>	<u>22,426,650</u>	<u>22,055,000</u>	<u>22,055,000</u>	<u>22,055,000</u>
17,473,487	19,709,229	19,355,275	19,355,275	19,355,275
213,473	62,000	62,000	62,000	62,000
3,096,116	3,017,670	3,017,670	1,217,670	1,217,670
6,816,534	6,789,120	6,589,120	6,389,120	6,189,120
2,142,437	1,355,109	1,355,109	1,355,109	1,355,109
-	-	-	-	-
3,347,648	2,953,766	2,936,070	2,936,070	2,936,070
<u>33,089,695</u>	<u>33,886,894</u>	<u>33,315,244</u>	<u>31,315,244</u>	<u>31,115,244</u>
(11,551,118)	(11,460,244)	(11,260,244)	(9,260,244)	(9,060,244)
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
9,001,776	8,421,776	8,421,776	8,421,776	8,421,776
-	-	-	-	-
<u>9,001,776</u>	<u>8,421,776</u>	<u>8,421,776</u>	<u>8,421,776</u>	<u>8,421,776</u>
(2,549,342)	(3,038,468)	(2,838,468)	(838,468)	(638,468)
\$ 8,784,546	\$ 5,746,078	\$ 2,907,610	\$ 2,069,142	\$ 1,430,674

JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2021/2022
Insurance Reserve
Schedule of Revenues, Expenses and Changes in Retained Earnings

	2017/2018 Actuals	2018/2019 Actuals	2019/2020 Actuals	2020/2021 Budget
Beginning Fund Balance	\$ 7,608,352	\$ 6,379,812	\$ 6,392,334	\$ 4,172,945
Revenue				
Fees and Other Revenue	6,527,510	7,251,152	1,114,802	750,000
Services	-	-	-	-
Total Revenues	6,527,510	7,251,152	1,114,802	750,000
Expenditures				
Salaries and Benefits	575,233	627,922	725,108	676,583
Depreciation	-	-	-	-
Premiums	1,984,367	2,495,970	3,403,007	3,387,000
Claim Losses	9,930,696	8,966,512	5,764,211	5,520,000
Administration	583,719	596,186	545,739	856,600
Total Expenditures	13,074,015	12,686,590	10,438,065	10,440,183
Income (Loss) from Operations	(6,546,505)	(5,435,438)	(9,323,263)	(9,690,183)
Non-Operating Revenues (Expenses)				
Interest Revenue	152,036	256,648	220,927	-
Interest Expense	-	-	-	-
Gain (Loss) on Sale of Fixed Assets	-	-	-	-
Operating Transfer In	5,165,929	5,191,312	6,882,947	7,902,608
Operating Transfer Out	-	-	-	-
Total Non-Operating Revenue (Expenses)	5,317,965	5,447,960	7,103,874	7,902,608
Net Income (Loss)	(1,228,540)	12,522	(2,219,389)	(1,787,575)
Ending Fund Balance	\$ 6,379,812	\$ 6,392,334	\$ 4,172,945	\$ 2,385,370

JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2021/2022
Insurance Reserve
Schedule of Revenues, Expenses and Changes in Retained Earnings

2020/2021 Estimate	2021/2022 Budget	2022/2023 Planned	2023/2024 Planned	2024/2025 Planned
\$ 4,172,945	\$ 2,418,933	\$ 750,775	\$ (917,383)	\$ (2,585,541)
745,939	750,000	750,000	750,000	750,000
-	-	-	-	-
745,939	750,000	750,000	750,000	750,000
671,591	724,643	711,460	711,460	711,460
-	-	-	-	-
4,108,513	4,989,000	4,989,000	4,989,000	4,989,000
4,880,003	5,160,000	5,160,000	5,160,000	5,160,000
742,452	991,400	991,400	991,400	991,400
10,402,559	11,865,043	11,851,860	11,851,860	11,851,860
(9,656,620)	(11,115,043)	(11,101,860)	(11,101,860)	(11,101,860)
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
7,902,608	9,446,885	9,433,702	9,433,702	9,433,702
-	-	-	-	-
7,902,608	9,446,885	9,433,702	9,433,702	9,433,702
(1,754,012)	(1,668,158)	(1,668,158)	(1,668,158)	(1,668,158)
\$ 2,418,933	\$ 750,775	\$ (917,383)	\$ (2,585,541)	\$ (4,253,699)

BUDGETING FOR OUTCOMES

2021/2022 Renewal Request Form



DIVISION	Internal Services (IS020)				
DEPT ID-Name	Employee Benefits	FTE	1	Adopted Budget	\$7,952,162

RENEWAL REQUEST SUMMARY- (SUMMARIZE THE OBJECTIVE OF THE FUNDING REQUEST)

Benefits provided through this fund are essential to the good health of our employees and help the district maintain a school-district competitive benefits program. Benefits run through this fund include self-insured dental and vision benefits, and grandfathered retiree life insurance.

ACTIVITY DESCRIPTION- (DESCRIBE THE ACTIVITIES THAT WILL BE FUNDED)

- The District self-funds it's dental and vision benefits. These benefits are funded from employee and employer contributions. Claims adjudication and discounted provider relationships are managed through third party administrators. Claims are paid from the fund when presented from our third party administrators.
- The District uses a minimum-premium policy arrangement with a third party insurance administrator to pay limited-value life insurance policies for a grandfathered group of retirees. Claims are paid from this fund when death benefits are payable.
- The District provides retiree life insurance benefits to grandfathered, disabled former employees.
- The District provides health care and dependent care flexible spending accounts as optional benefits for employees. Claims adjudication is managed through a third party administrator. Claims are paid from the fund when presented from our third party administrators. Administrative expenses are paid by the employer and then offset by any remaining balances that are unused after the end of the grace period.
- The second medical opinion program is funded from existing wellness benefit funding sources, as this has been a welcomed and valued program for the employees who are using it.
- Benefits will benchmark competitively against peers from a benefit design standpoint.

PERFORMANCE MEASURES- (REPORT ON RESULTS/SUCCESS OF EXISTING PERFORMANCE MEASURES)

- Implemented BenefitHub, an employee discount/voluntary benefit vendor.
- Through the RFP process, reduced 2nd. MD fees.
- Through the RFP process, additional income through Aetna implementation credits.

IMPROVEMENT & EFFICIENCIES- (HOW WILL PRIOR RESULTS BE IMPROVED UPON AND MEASURED?)

- Explore potential self-funding the Aetna medical plan so it remains a competitive option alongside Kaiser Permanente plans.
- Explore partnerships with The Colorado Purchasing Alliance to reduce medical claims spend if the Aetna plan moves to self-funding.

SUPPORT OF STRATEGIC OBJECTIVES- (HOW WILL THE FUNDS SUPPORT JEFFCO GENERATIONS?)

-

BUDGET CHANGES FROM PRIOR YEAR- (DESCRIBE BUDGET CHANGES/REORGANIZATION)

- Increase in AsiFlex administrative fees for AsiFlex to issue cobra notices for HCFSA participants. To \$2.55 or \$2.80 per enrolled employee per month from \$2.50 or \$2.75 per enrolled employee per month. Currently 707 enrolled employees.
- Reduction in CBGH dues to an estimated \$10,000.
- 2.5% increase to Lockton communication fees from \$5,253 to \$5,384 for inflation increase on existing contract.

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

BUDGETING FOR OUTCOMES

2021/2022 Renewal Request Form



DIVISION	Business Operations				
DEPT ID-Name	Central Services (IS050)	FTE	14.5	Adopted Budget	\$3,698,621

RENEWAL REQUEST SUMMARY- (SUMMARIZE THE OBJECTIVE OF THE FUNDING REQUEST)

Central Services is an Internal Service fund and does not receive any General Fund Transfers. Instead, they receive revenue from schools, departments, and non-profit groups for the services they provide. Additional allocations will be requested if revenue exceeds projections.

ACTIVITY DESCRIPTION

- Copier Program – Provides copy machines, toner, paper and service to all schools and departments
- Printing Program – Provides printing/coping services to schools, departments and related non-profit organizations
- Mailroom/Archive Services – Provides mail room service including inter-department/school Pony mail management. All services are free with the exception of actual postal fees
- Imaging Program – Provides financial support for all imaging related software and equipment. The imaging services includes storage/archive for departments

PERFORMANCE MEASURES- (REPORT ON RESULTS/SUCCESS OF EXISTING PERFORMANCE MEASURES)

- Maintain a positive fund cash balance by controlling purchases of materials, services and equipment based on revenue cash flow
- Continue to have a positive Net Asset position at year end

IMPROVEMENT & EFFICIENCIES- (HOW WILL PRIOR RESULTS BE IMPROVED UPON AND MEASURED?)

- Continue implementation of on-line printing request system for end users
- Complete implementation of PaperCut Print Management software across the district by May 2020
- Continue to modify equipment selected for the Copier Program in order to have the latest technology in schools
- Explore and research other software applications options for the Imaging software in order maintain district security levels and satisfy district department needed requirements

SUPPORT OF STRATEGIC OBJECTIVES- (HOW WILL THE FUNDS SUPPORT JEFFCO GENERATIONS?)

STRATEGY ONE -- EMPOWER TO EDUCATE, INSPIRE TO LEARN:

- Central Services provides the district with printed material at a reduced cost. Central Services also handles most of the printers in the district ensuring that educators across the district have the materials needed for student success

BUDGET CHANGES FROM PRIOR YEAR- (DESCRIBE BUDGET CHANGES/REORGANIZATION)

- None – Budget is based on projected revenue collect for services provided.

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

Copier Shop -- <https://teamjeffco.jeffcopublicschools.org/cms/One.aspx?portalId=2918833&pageId=10327165>
 Print Shop -- <https://teamjeffco.jeffcopublicschools.org/cms/One.aspx?portalId=2918833&pageId=8592978>

BUDGETING FOR OUTCOMES

2021/2022 Renewal Request Form



DIVISION	Information Technology Internal Service Fund (IS080)				
DEPT ID-Name	92218 – IT Infrastructure Services	FTE	24.63	Adopted Budget	\$7,851,177
DEPT ID-Name	92231 – IT Process & Application Management	FTE	12.00	Adopted Budget	\$2,118,761
DEPT ID-Name	92260 – Business Technology Support	FTE	21.00	Adopted Budget	\$5,190,014
DEPT ID-Name	92264 – Enterprise Application Architecture	FTE	21.00	Adopted Budget	\$4,372,516
DEPT ID-Name	92270 – Enterprise Client Technology Services	FTE	59.00	Adopted Budget	\$5,481,304
DEPT ID-Name	92271 – Information Security	FTE	8.00	Adopted Budget	\$2,012,960
DEPT ID-Name	92281 – Project Management	FTE	4.50	Adopted Budget	\$968,253
DEPT ID-Name	92290 – Chief Technology Office	FTE	5.50	Adopted Budget	\$2,978,731

RENEWAL REQUEST SUMMARY- (SUMMARIZE THE OBJECTIVE OF THE FUNDING REQUEST)

Information Technology (IT) provides technology services and support, which includes developing and maintaining highly effective, reliable, secure, and innovative systems and processes, which support the entire Jeffco community (instructional, administrative, students, and parents).

ACTIVITY DESCRIPTION- (DESCRIBE THE ACTIVITIES THAT WILL BE FUNDED)

- Infrastructure Support:
- Enables innovative uses of technology by providing services delivered through a computing infrastructure that is current, comprehensive, secure, responsive, reliable, and available.
 - Services include network infrastructure, servers and storage, and data centers.
 - Monitor and track monthly network utilization.
 - Proactively increase network capacity with no impact on instruction.
 - Conduct annual audit of network infrastructure and supporting systems.
- IT Process and Application Management:
- Provides Tier 3 support for critical district educational systems including installation, troubleshooting, and vendor management.
 - Ensures the availability of systems through Disaster Recovery/Business Continuity planning, testing and execution.
 - Reduce the risk of outages and impacts to the district with strong Change Management processes.
 - Build Knowledge Management and Business Analytics capability, improve self-help capabilities and IT performance.
 - Integrate and streamline IT processes to continue scaling support more efficiently as schools deploy more technology and more diverse technology infrastructure, devices, and applications.
 - Continue to build customer self-service capabilities & integrate with traditional avenues of support.
 - More tightly integrate incident management, change management, and knowledge management for efficiency and business risk reduction.
- Business Technology Support:
- Provides a full spectrum of services aimed at developing, maintaining, and supporting enterprise-class business systems including integration of data between applications and reporting.
 - Enable the Districts core business processes i.e., human capital management, payroll, procurement, accounts payable, asset management, financial management, transportation, facilities maintenance and compliance reporting. As well as education application such as Infinite Campus, Naviance, and School Messenger.
 - Business Technology Support is committed to providing secure, reliable, and integrated technology solution in alignment with District’s strategic plan, while delivering excellence in customer service.

Enterprise Application Arch:

- Develop, maintain, and support enterprise student and instructional applications for the District and its users.
- Provides staff, students and parents with appropriate systems access based on their current job/roles within the District.
- Streamlines business processes by automating data exchanges for consumption to subscribing applications in near-real time.
- Develops enterprise data repositories and tools for analysis and reporting to District customers.

IT Support - Technology Support Center and Enterprise Client Tech Services:

- Responsible for providing remote IT assistance for all users across the District.
- Services include help desk assistance across all system technologies.
- Responsible for Tier 1 and 2 technology support for all District systems and devices.
- Collaborate with Principals, school technology teams, user community, and department heads to recommend and integrate technology in their areas.
- Develop streamlined systems and process to enable the effective management of the Districts endpoint devices.

Information Security:

- Create policies and processes to assist in secure implementation and continued maintenance of IT systems.
- Monitor the network from threats posed by malicious entities and internal misuse.
- Respond to incidents and abnormalities on internally hosted systems and Jeffco cloud partners.
- Provide legal and operational regulations support.

Project Management:

- This department was created as a stand-alone division due to demand on Information Technology resources.
- The goal of this department is to manage workflow and demand on IT resources to ensure that projects follow procedure, and that the most sensitive and important projects are pushed to the forefront.

PERFORMANCE MEASURES- (REPORT ON RESULTS/SUCCESS OF EXISTING PERFORMANCE MEASURES)

Current Performance Measures

- Implement a methodology across all EAA/IDEAS support teams to reduce cycle lead and lead times by five days
- Complete 100% of CRM ticket backlog for the BTS provider group
- Reduce the backlog of tier three application requests by 50%
- Deploy and support year three devices for the Tech For Ed 1:1 program
- The Information Security team will provide definitive responses to at least 96% of all incidents. These incidents typically include student misuse of technology, staff misuse of technology, external threats, legal requests, and malware

Previous Performance Measures

- Deploy and support district TechForEd devices across all schools. [Complete]
- Improve computer repair process to lower cost and reduce time to repair devices. [50% complete. Costs were lowered but repair time remained steady]
- Reduce the backlog of tier 3 application requests by 75%. [Not complete. Resources redirected due to COVID]
- Documentation with Collibra of all state reporting assets containing student PII, their associated data terms with definitions, and which data stewards own which elements by Spring 2020. [50%, work sidetracked due to COVID demands]
- Create/upgrade Certify scorecards in the systems of record (SOR) that fully correlate to the State Reporting components outlined within Collibra to ensure that we continue to align our data quality scorecards to this mission critical compliance reporting and any further analytical usage by Spring 2020. [Complete]

IMPROVEMENT & EFFICIENCIES- (HOW WILL PRIOR RESULTS BE IMPROVED UPON AND MEASURED?)

Business Technology Support

- Maintain the PeopleSoft enterprise system by applying patches, fixes, updates, and new functionality continuously throughout the fiscal year
- Design and implement functionality to manage a sick leave bank in PeopleSoft to comply with JCEA negotiated agreement by August 2021
- Design and implement functionality in PeopleSoft to manage certification for K-3 teachers to comply with READ Act funding requirements by September 2021

- Update or replace the current budgeting tool Hyperion by November 2021
- Update PeopleSoft Work Center user interfaces by October 2021
- Improve Online Fee Payment to be mobile responsive by December 2021

Enterprise Application Arch

- Successfully develop an operational data store leveraging the Ed-Fi data standards and API to promote interoperability as a multi-year project

Infrastructure Support

- Prepare and provide an updated status on the dark fiber in Arvada by the second semester of the educational term.
- 50% of DD complete on all best schools
 - Outside Plant OSP designs
 - Using existing CenturyLink path
 - “Y” Connector
- 75% of DD complete on most BEST schools
 - Inside plant ISP design

IT Process and Application Management:

- Implementation and enactment of a new enterprise management system for the Jeffco school district and define cross-departmental customer service processes.
- Substantially complete the initial business continuity plan for the district while continuing to grow analytics capabilities to allow IT visibility into areas for improvement.
- Continue to grow customer self-service capabilities to scale IT support as the district adds more devices.

IT Support - Technology Support Center and Enterprise Client Tech Services:

- Implement a new Enterprise Service Management product to allow for enhanced IT support.
- Increase First Call Resolution (FCR) at the Technology Service Center. Improving our FCR allows Level 1 staff to solve issues quickly and improve the support experience for staff.

Information Security:

- The software vetting process for software privacy has reviewed over 1400 titles, building trust with parents, and providing a secure environment for educator innovation.
- The information security team has responds to over 550 incidents per year, which keeps our families safe, and maintains the reputation of the district.
- Secure network design and implementation has increased flexibility for schools while providing greater protection for sensitive central resources.

SUPPORT OF STRATEGIC OBJECTIVES- (HOW WILL THE FUNDS SUPPORT JEFFCO GENERATIONS?)

Learning:

- Information Technology continues the work of the District’s strategic plan to prepare educators and students with the infrastructure and resources to support one to one device in the classroom. Technology has become an integral part of educating students, helping to shape student tasks, giving students equal access to digital tools, and personalizing the learning experience.
- Remote Learning has become essential to the success of educating students. Equitable access to technology and the tools for learning virtually will continue to be provided as an extension of the educational experience for our students
- Customized pathways, engage with the industry to increase work-based learning opportunities through building business and school partnerships, developing internal Jeffco internships, and expanding CareerWise apprenticeships.

Readiness for Learning:

- Information Technology uses multiple data points across the District to provide all stakeholders with critical data on student growth, achievement, and post-secondary workforce readiness. Our goal is to support multiple pathways of learning in order to meet all the student’s needs and create an equitable experience no matter the student path.

BUDGET CHANGES FROM PRIOR YEAR- (DESCRIBE BUDGET CHANGES/REORGANIZATION)

- 92281, the project management department was created from the budget of the Chief Technology Office

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

BUDGETING FOR OUTCOMES

2021/2022 Renewal Request Form



DIVISION	Insurance Reserve Internal Service Fund (IS030)				
DEPT ID-Name	94600 – Risk Management	FTE	6.00	Adopted Budget	\$11,129,587

RENEWAL REQUEST SUMMARY- (SUMMARIZE THE OBJECTIVE OF THE FUNDING REQUEST)

Risk Management’s objective is to maintain compliance with District Policy EI, Risk Management Program. The Risk Management Unit manages the “Total Cost of Risk” for the School District. Cost of Risk is managed via use of insurance products, management of underwriting assumptions, management of the self-funded aspects of the program, claims and loss prevention efforts. Self-funding involves the retention level/deductible level of the claims portion of the program, wherein; claims are paid directly out of Insurance Reserve Fund accounts. These claims coincide with various insurance policies which attach to specific types of risk. When a claim retention level or deductible level is met, then those insurance policies carry the financial exposure from that point. Some uninsured losses are also paid out of the Insurance Reserve Fund and Reputational Risks are sometimes handled through the Fund. Annual insurance premiums also paid for through the Fund are expected to not exceed \$5,400,000 for this period and have been significantly increasing given a very hard Market for the last three years. Bothe the property and now school/public entity liability markets have commanded continued higher premiums and are compounded by the global financial crisis of COVID 19. Claims for all lines of coverage including Workers Compensation, property, school entity liability including professional liability, may rise to \$6,200,000. Wind/hail property losses, rising school entity liability losses involving social inflation factors have been driving costs upwards. Because of COVID and diminished operations, workers’ compensation claims costs have dropped slightly and are not expected to increase until full operations are resumed. Both self-funded claims costs and premiums will be impacted for the foreseeable future because of insurance market conditions. From an operations standpoint we have department staff including three in claims management, clerical, loss control, the director, legal expenditures, claims software fees and consultants are in the \$1,100,000 range. The department also manages and reviews loss experience, working with state regulatory authorities to manage self-insurance permits. Loss experience data and insurance reserve funding is managed using accepted industry methodology, including an annual actuarial study. As a result, loss reserve funding and insurance premium budgeting has recently and consistently been adjusted upward by account to maintain appropriate exposure funding levels.

ACTIVITY DESCRIPTION- (DESCRIBE THE ACTIVITIES THAT WILL BE FUNDED)

- Administer a Risk Management Program by procuring property, casualty and workers’ compensation insurance programs to the extent such insurance is commercially available and affordable.
- Manage District liability/casualty insurance programs designed to protect district employees, officials, volunteers and students against liabilities and related costs subject to the Colorado Governmental Immunity Act.
- Provide Colorado statutory workers’ compensation benefits through a self-administered claims program which includes an excess workers’ compensation insurance policy to protect the district and employees from catastrophic financial loss. Workers’ Compensation claims are the most numerous loses requiring staff attention.
- Provide District property, employee dishonesty/crime insurance, boiler and machinery insurance. Property insurance programs are designed to protect district tangible property, content and monetary assets against insurable perils and causes of loss.
- Manage financial implications of reputational risk exposures.
- Manage, fund and consult on safety and loss prevention program elements.
- Develop and implement loss sensitive program tools and systems district wide.

PERFORMANCE MEASURES- (REPORT ON RESULTS/SUCCESS OF EXISTING PERFORMANCE MEASURES)

- In FY 2021 so far, we were able to reduce the number of open lost time Worker’s Compensation claims to 66 from 93 as of 3/31 compared to the prior fiscal year.
- 100 or less open lost time Worker’s Compensation claims as measured by the end of the fiscal year has been the goal and diminished operations has helped in that effort, however we have been persistent in trying to settle and close old WC claims during the window provided by COVID.

IMPROVEMENT & EFFICIENCIES- (HOW WILL PRIOR RESULTS BE IMPROVED UPON AND MEASURED?)

- Lost time worker’s compensation claims tend to be the most costly which indicates a higher severity of injury and the longer a lost time claim is held open, generally the more costly it becomes. As a result we would like to limit the count of open lost time claims as measured at the end of the fiscal year to 100. Similarly, the average time overall new worker’s compensation claims are held open as measured by the end of the fiscal year is also a good measure of efficiency in terms of claims handling efficiency. Also, because of diminished operations over the past year, our lost workday count and WC incident’s rate has dropped significantly and reported on recent quarterly reports. Regardless

of the reason, these counts are very good indicators for continued focus and to couple those stats with future training objectives for employee groups.

- Last FY we were successful focusing on experiencing fewer slip trip and fall claims which tend to be one of our most frequent and costly occurrences. The very early and severe snow storms in the fall of 2019 have resulted in both WC and significant liability claims which we are now paying on.
- Focus on specific WC claim areas such as Special Ed support staff injuries which have trended more severe and disruptive to operations. This is a continued focus point working with Special Ed.
- Other significant loss exposures have manifested as well over 2020 and Risk Management is collaborating with other departments to deploy a training module which will help in these preventive efforts.

SUPPORT OF STRATEGIC OBJECTIVES- (HOW WILL THE FUNDS SUPPORT JEFFCO GENERATIONS?)

Strategy One: Empower to Educate, Inspire to Learn

- The Risk Management Department handles day to day claims and related business operations with the intent to minimize or limit the adverse cost of unforeseen financial and human factor losses which tend to disrupt district operations. Risk management has excellent abilities to help the district handle, manage, fund and recover from unforeseen losses. By navigating through difficult and complex situations quickly, then helping return to normalcy while at the same time minimizing the impact on the organization, the impact on education is also minimized. By doing so for the District, Risk Management provides a critical buffer for the District and those who directly empower students to learn as much as they can while in at Jeffco and throughout their lives. Time in school is short and that time should be interrupted as little as possible to have the most positive impact on all of our students and staff. The COVID crisis has made that very clear.

BUDGET CHANGES FROM PRIOR YEAR- (DESCRIBE BUDGET CHANGES/REORGANIZATION)

Cost increase drivers currently are:

- Rising medical costs for worker's compensation and corresponding lost time indemnity costs. In addition, increases in injuries pertaining to specific job classes and areas of employment. When the district resumes full operations, we hope to prevent some losses and injuries through additional training, however we do know that not all claims and losses can be prevented
- The increased likelihood property insurance premium increases due to large catastrophic storms locally, nationally and globally. The May 8, 2017 districtwide hailstorm continues to affect property insurance premiums and a reduction in coverage due to a significant change in the self-insured retention. This also puts the district in a weak position to improve terms of property coverage for wind/hail losses years after the storm. The Self-Insurance fund balance has been significantly spent down and now must be incrementally rebuilt.
- Colorado passed legislation that increased the Colorado CGIA liability cap from 150K/600K to 380K/980K. This increases the likelihood of more costly liability losses than have previously been experienced under the lower cap. Higher liability claim demands against the district have now been experienced and become common due to the legislation three years ago.
- An additional funding will likely be requested to cover additional property, liability and worker compensation insurance premiums in the 25% range and similarly in loss funding as the market stabilizes.

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

- Please refer to the Risk Management 2021 Third Quarterly Report, which illustrates a current pause in Work Comp claims and related costs.
- Also, please refer to the current insurance premium 21-21 JCSD Renewal Options and Coverage Highlights document.

Jefferson County General Information

Jefferson County, Colorado, covers over 773 square miles and is located just to the west of the Denver metropolitan area along the foothills of the Rocky Mountains. Jefferson County is diverse, offering both urban areas that skirt the Denver metropolitan area and rural areas. There are 29 open space parks and properties that cover more than 54,000 acres. Jefferson County also boasts 230 trail miles and over 72 percent of the county is mountainous terrain. Jefferson County offers both easy access and close proximity to the world renowned ski resorts of the Colorado Rockies.

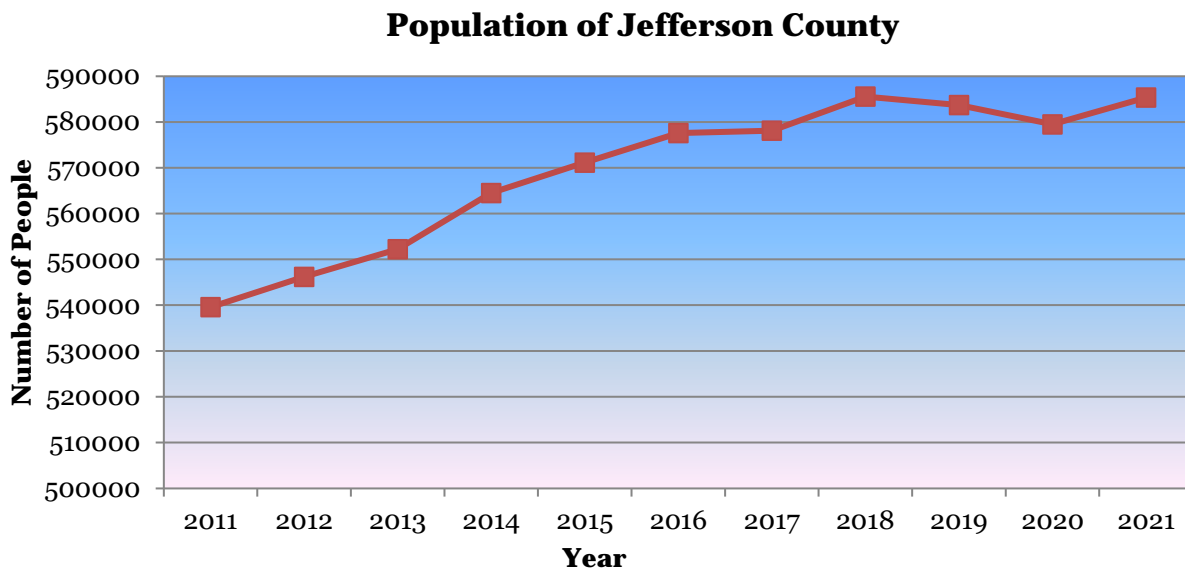


Jefferson County, Colorado

Jefferson County sits at the foot of the Rockies; however, despite popular belief, the climate is extremely temperate with over 261 days of sunshine each year. Combined with the moderate averages of 38 percent humidity, 16.4 inches of precipitation, and 65.3 inches of snowfall, Jefferson County has a semi-arid climate that makes outdoor activities possible even in the winter months. All of these factors promote the active outdoor lifestyle that has come to be synonymous with Colorado living.

Population Demographics

There are many cities and areas that make up Jefferson County, which is the fourth most populated county in Colorado. The larger areas include: Arvada, Bow Mar, Edgewater, Golden, Lakeside, Lakewood, Littleton, Morrison, Mountain View, Superior, Westminster, and Wheat Ridge. The remaining parts of Jefferson County are considered to be unincorporated. The following graph illustrates the change in population for Jefferson County.

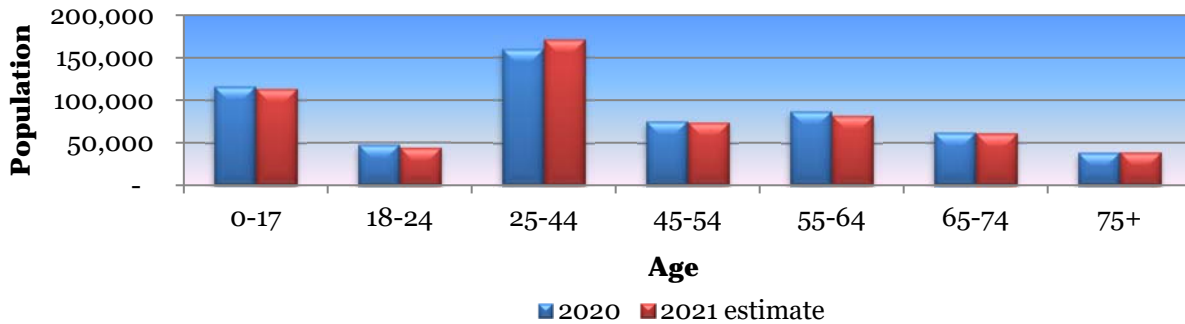


Source: Jefferson County, Colorado State Demographers

Age Demographics

Jefferson County’s population is aging. The graph below demonstrates a decreasing percentage of population in the 24-year-old and under demographic. The 25 to 44-year-old group, or the childbearing demographic has increased, as the 45 and over percentage has declined.

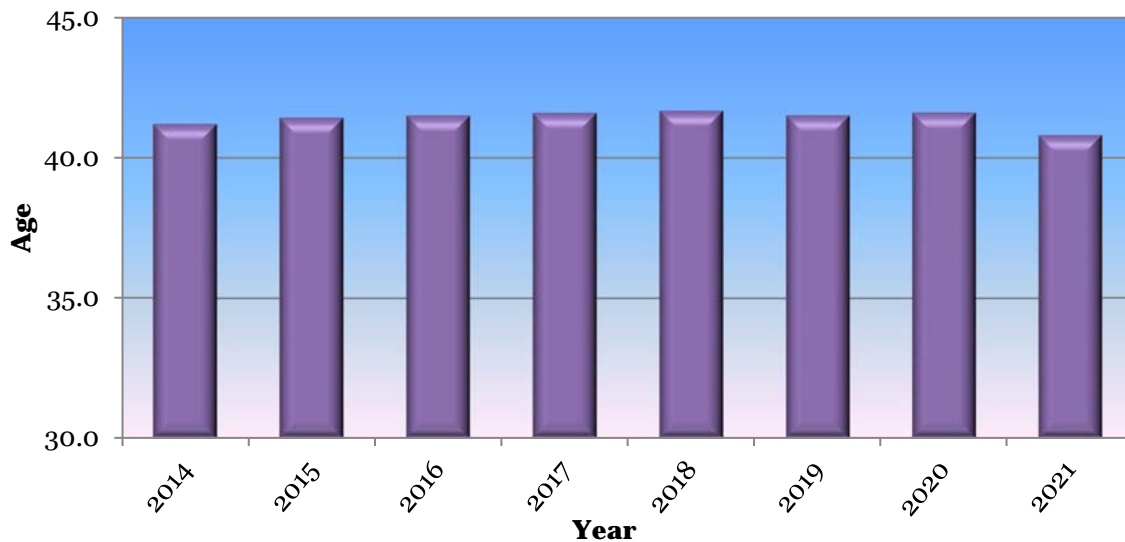
Age Demographics in Jefferson County



Source: Jefferson County, Colorado State Demographer

The median age of the citizens of Jefferson County can be found in the following table. As the graph shows, the median age continues to hold steady near 40 years of age.

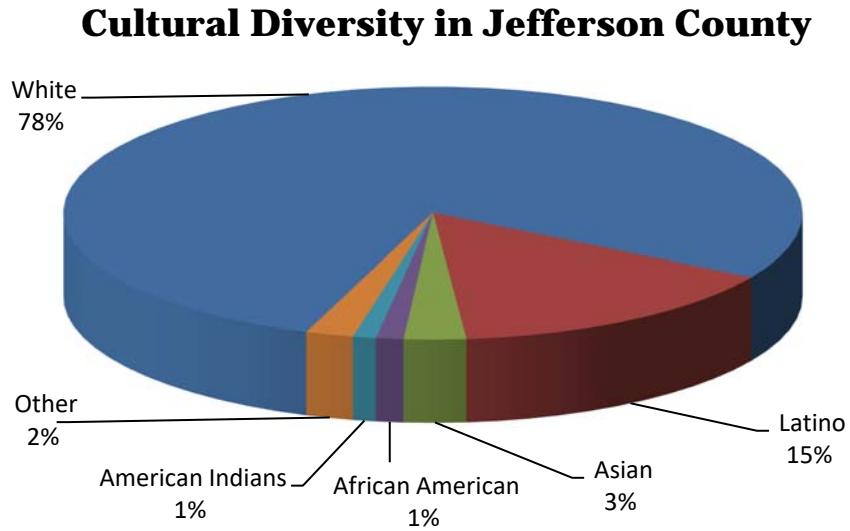
Median Age of Jefferson County Residents



Source: Jefferson County, Colorado State Demographer

Cultural Diversity

The following pie chart shows the distribution of ethnicity among the population of Jefferson County.



Source: U.S. Census Bureau

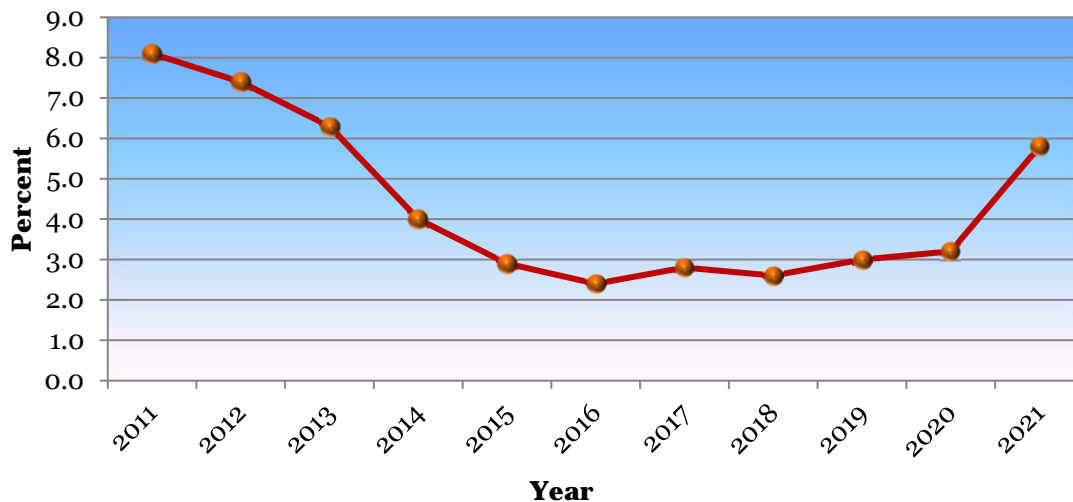
Employment Information

Jefferson County has a highly technical and diverse workforce of over 337,000 people. Jeffco Public Schools has consistently been the largest employer in the county. Below is a table of the top employers and the number of people that they employ followed by a graph of the historical unemployment rate in Jefferson County.

Company	Industry	# of Employees
Jefferson County School District	Public Education	14,000*
Lockheed Martin	Aerospace & Defense	7,080
Terumo BCT	Medical Technology	2,330
Lutheran Medical Center/SCL Health	Medical Services	2,300
National Renewable Energy Lab.	Research Laboratory	2,265
Molson Coors Beverage Company	Beverages	2,010
Ball Corporation	Aerospace Mfg./Bottle Facility	1,830
St. Anthony Hospital	Medical Services	1,780
Firstbank Holding Co.	Financial Services	1,750
Coorstek	Ceramic Component Manufacturing	1,300
Angi Homeservices Inc.	Home Improvement & Repair	1,130
Encore Electric Inc.	Electrical Services	870

Source: Jefferson County Economic Development Corporation
 *Does include temporary or substitute workers.

Unemployment Rate for Jefferson County



Source: Jefferson County Economic Development Corporation

Property Tax and Mill Levy

The county assessor’s office determines the assessed valuation of all property. Assessed valuation is a percentage of the actual market value. The current residential assessment percentage for Jefferson County is 7.15. The table below lists both the market value and the final assessed value of residential property in Jefferson County.

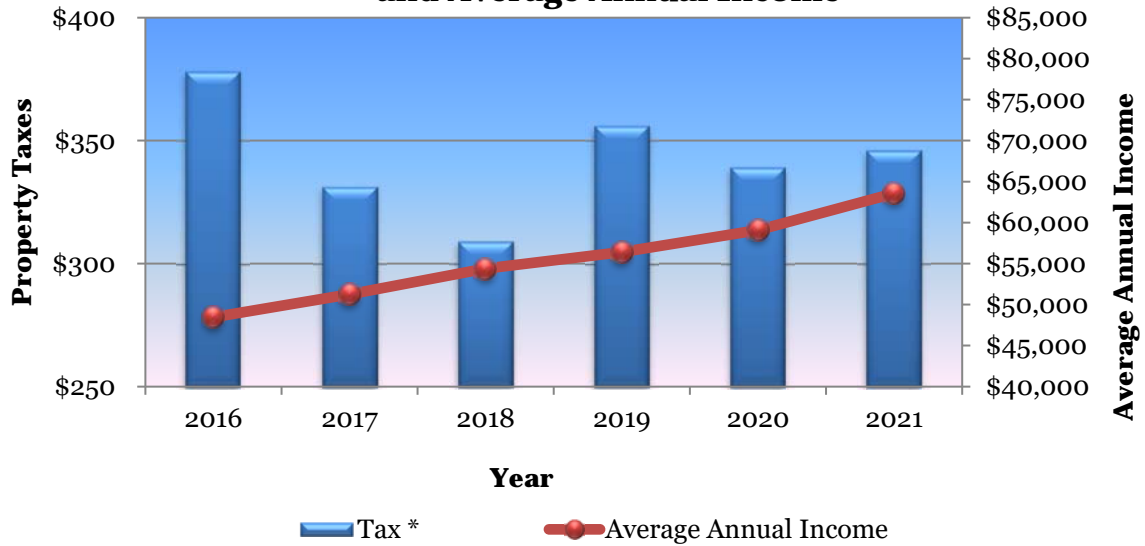
Jefferson County Residential Property Values		
Year	Market Value	Assessed Value
2016	\$73,501,702,694	\$8,178,084,329
2017	\$75,452,772,272	\$8,273,616,072
2018	\$92,622,321,149	\$9,532,785,033
2019	\$93,592,739,392	\$9,574,801,177
2020	\$107,606,622,075	\$10,899,265,508
2021	\$106,932,599,008	\$10,918,662,910

Once the assessed valuation is determined, property taxes can be calculated by multiplying the assessed valuation times the millage rate. A mill is one tenth of one cent, and the millage rate varies from year to year depending on numerous factors. The following graphs and tables are a historical look at the mills used to calculate property tax and the average tax amount assessed to homeowners on a \$100,000 home value. The table also includes the average annual income for those homeowners. The last chart shows a historical view on the different types of mill levies that property owners are responsible for.

School District Tax Burden on the Average Homeowner and Average Annual Income			
Assessment Year	Mills	Tax *	Average Annual Income
2016	47.487	\$ 378	\$48,469
2017	45.941	\$ 331	\$51,255
2018	42.878	\$ 309	\$54,392
2019	49.416	\$ 356	\$56,414
2020	47.075	\$ 339	\$59,085
2021	48.105	\$ 346	\$63,579

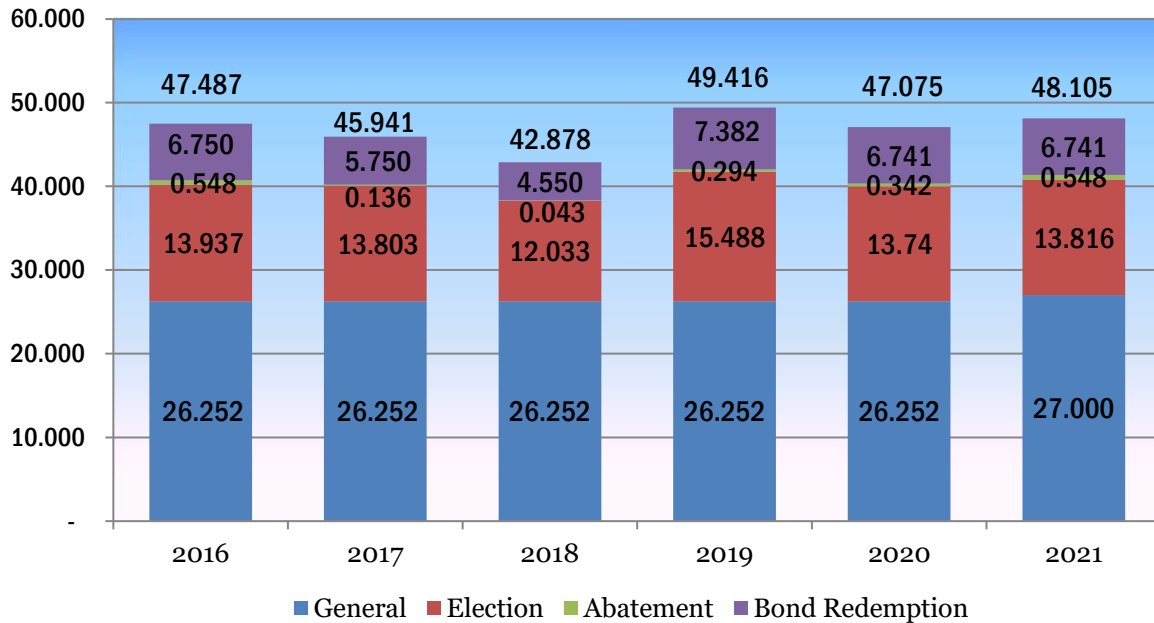
* Tax is annual taxes paid per \$100,000 of assessed home value.

School District Tax Burden on the Average Homeowner and Average Annual Income



* Tax is annual taxes paid per \$100,000 of assessed home value.

Mills Levied

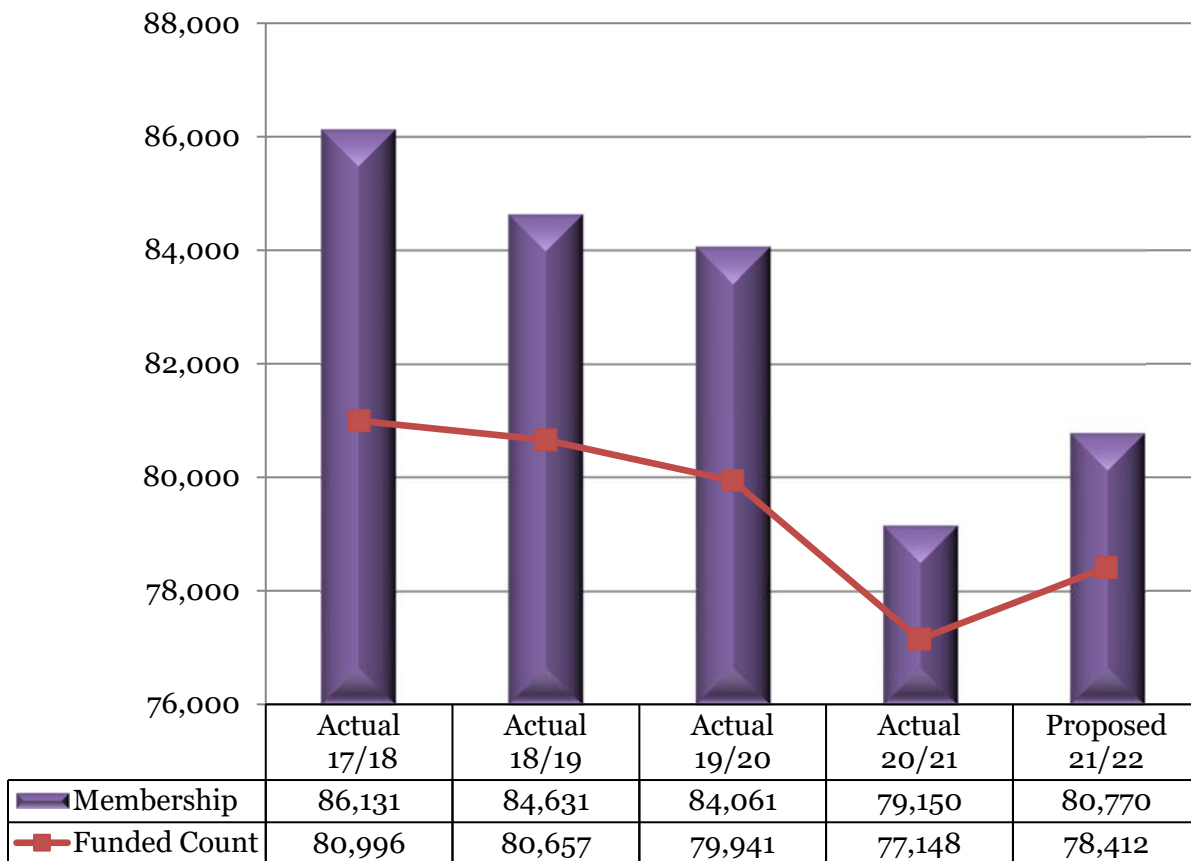


* Chart above shows Mills Levied for Jeffco Public Schools only.

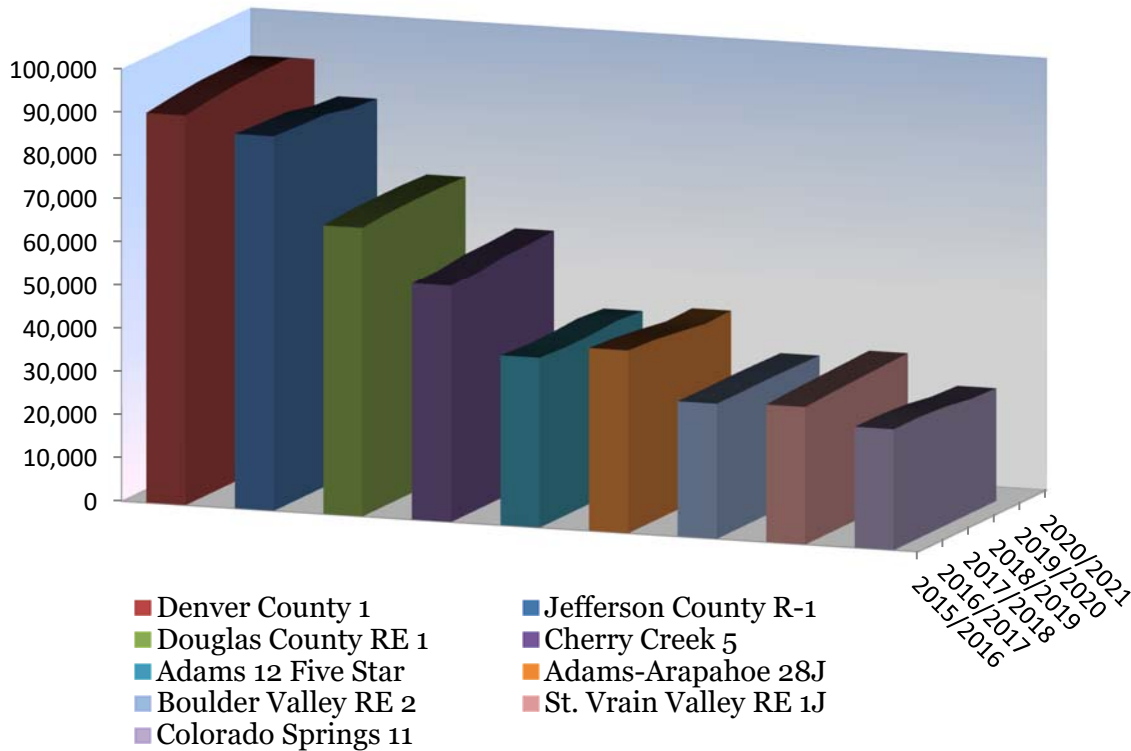
Enrollment

Student enrollment at Jeffco has been steadily decreasing over the last few years. However, the impacts to enrollment due to COVID-19 were significant. In 2020/2021 Jeffco lost approximately 3,726 students districtwide. Current projections indicate the trend will continue as we move into 2020/2021. Based on statewide assumptions and district demographers, the district is planning to regain 33 percent of the COVID-19 related loss of enrollment that the district experienced in 2021/2022. The graph below illustrates the total student membership which is the total number of students actively enrolled and attending Jeffco in preschool through 12th grade. The funded student count is the final number of students that Jeffco receives funding for through the School Finance Act.

Student numbers progress through several layers of adjustments between membership and funded count. For example, full time equivalent (FTE) is adjusted to remove students who are ineligible for funding and for students who may be only attending part-time. Membership is defined as any eligible student within the boundaries of your district regardless of whether they are attending or not. The result is the single-year FTE student count. This number may then be averaged with the previous five-year FTE counts to arrive at the current year funded student count. This minimizes the one-year impact for districts that have declining enrollment as the loss of students is smoothed over five years.



Enrollment for Colorado's Top Ten Largest School Districts



Enrollment of Top Ten Largest Front Range School Districts (Pre-K-12)

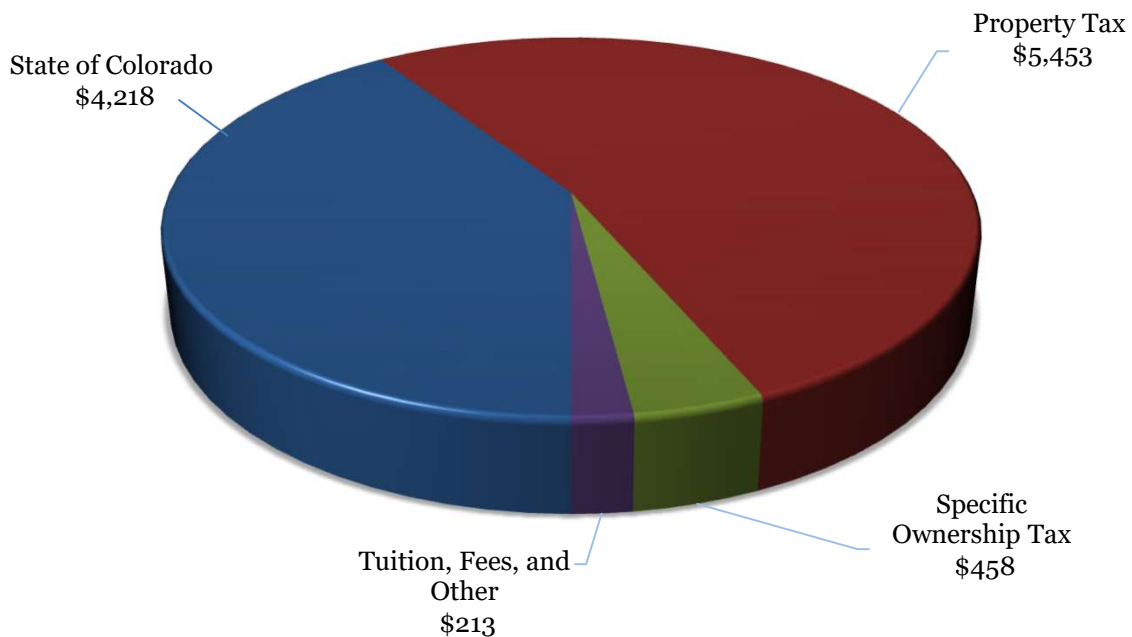
District	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
Denver County 1	90,234	91,132	91,794	91,998	92,112	89,061
Jefferson County R-1	86,708	86,347	86,112	84,623	84,048	80,088
Douglas County RE 1	66,896	67,470	67,597	67,591	67,305	62,979
Cherry Creek 5	54,695	54,815	55,657	55,791	56,172	54,167
Adams-Arapahoe 28J	42,249	41,797	40,920	39,892	40,088	37,907
Adams 12 Five Star	39,287	38,818	38,870	39,282	38,707	36,654
St. Vrain Valley RE 1J	31,776	32,171	32,421	32,639	32,855	31,312
Poudre R-1	29,527	29,682	30,019	30,463	30,754	29,418
Boulder Valley RE 2	31,247	31,189	31,282	31,169	31,000	29,240
Colorado Springs 11	27,937	27,911	27,427	26,395	26,040	23,885

The following pages contain data regarding individual school enrollment numbers, grade configurations, staffing, and other statistical details and information.

General Fund Per Pupil Revenues and Expenditures

There are many ways to present per pupil revenues and per pupil expenditures. Most school districts present per pupil information for the General Fund because the General Fund reflects district-wide operating activities. Taking bottom-line appropriations (expenditures) for all funds is misleading as the total appropriation includes a double-counting of expenditures (internal billings between funds). Total bottom-line appropriations for all funds also include enterprise funds which are mostly fee/revenue-based. These funds are spent for student specific purposes (i.e. school lunch, child care, etc.). Total student equivalents is the pupil count used for this presentation. The following charts provide a summary of revenues (sources) and expenditures per pupil broken down by major categories.

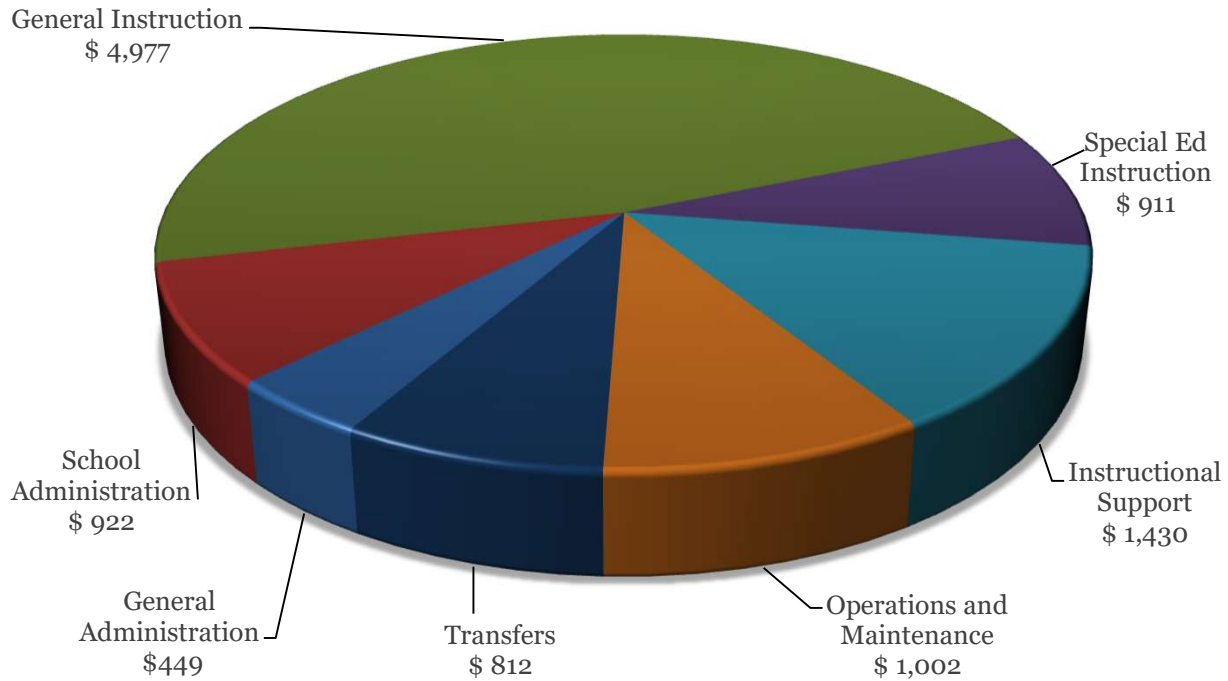
2021/2022 Operating Revenue Per Pupil



Operating Revenue	2020/2021 Per Pupil	2021/2022 Per Pupil *
State of Colorado	\$ 4,112	\$ 4,218
Property Tax	\$ 5,642	5,453
Specific Ownership Tax	\$ 528	458
Tuition, Fees, and Other	\$ 217	213
Revenue Over/(Under) Budgeted	\$ 97	(161)
Total Operating Revenue	\$ 10,596	\$ 10,181

*Per Pupil based on 2021/2022 budgeted enrollment count

2021/2022 Operating Expenditures Per Pupil



Operating Expenditures	2020/2021 Per Pupil	2021/2022 Per Pupil *
General Administration	\$ 489	\$ 449
School Administration	951	922
General Instruction	5,195	4,977
Special Ed Instruction	863	911
Instructional Support	1,433	1,430
Operations and Maintenance	1,105	1,002
Transfers	972	812
Total Operating Expenditures	\$ 11,008	\$ 10,503

*Per Pupil based on 2021/2022 budgeted enrollment count

Jeffco Statistics

Graduation Rates			
	2018	2019	2020
Colorado	81%	81%	82%
Jeffco	85%	85%	85%

Dropout Rates			
	2018	2019	2020
Colorado	2%	2%	2%
Jeffco	2%	1%	2%

Free and Reduced Lunch Rates			
	2018	2019	2020
Colorado	41%	42%	42%
Jeffco	31%	31%	31%



Student Fees

Student Instructional Fees – Campus Activity Fund

Colorado State Law (CRS 22-32-117) allows the Board of Education to authorize the collection of fees. The revenue collected from fees is used to cover the cost of the items retained by the student. The district supplies students with textbooks and instructional materials free of charge which are necessary for successful completion of approved courses of study. By statute, certain fees are waived for indigent students who qualify for free or reduced lunch.

Non-indigent students are required to pay for fees such as:

- Instructional supplies that will be retained by the student
- Participation in local and out of state instructional field trips
- Advanced Placement and International Baccalaureate registration, testing, and materials
- With the addition of 5A funds, district-wide use fees for technology have been revised to fit within the parameters of launching district-wide 1:1 devices. Grades 1-4, 6-8 and 10-12 will pay a District Technology Fee of \$25. Grades 5th and 9th will pay a 1:1 device fee of \$50.
- Art supplies, musical instrument rental and PE uniform

In addition to the above, ALL students will be required to pay for the following:

- Participation in field trips during non-student contact days
- Participation in before/after school enrichment programs and clubs
- Participation in summer school and credit recovery classes
- Yearbook and other personal items purchased by student

Level	2017/2018	2018/2019	2019/2020
Elementary:			
Amount Collected	\$ 2,138,576	\$ 1,918,563	\$ 1,751,916
Number of Fees Paid	\$ 220,851	\$ 198,587	\$ 198,103
Number of Fees Waived**	\$ 55,229	\$ 54,024	\$ 37,687
Percent of Fees Waived	20%	21%	16%
Middle:			
Amount Collected	\$ 1,402,698	\$ 1,341,409	\$ 1,343,728
Number of Fees Paid	\$ 78,988	\$ 79,250	\$ 96,517
Number of Fees Waived**	\$ 14,273	\$ 17,422	\$ 17,298
Percent of Fees Waived	15%	18%	15%
High:			
Amount Collected	\$ 5,149,441	\$ 4,397,519	\$ 3,240,974
Number of Fees Paid	\$ 151,512	\$ 137,126	\$ 132,711
Number of Fees Waived**	\$ 28,659	\$ 29,454	\$ 21,349
Percent of Fees Waived	16%	18%	14%
Total All Levels			
Amount Collected	\$ 8,690,714	\$ 7,657,491	\$ 6,336,618
Number of Fees Paid	\$ 451,351	\$ 414,963	\$ 427,331
Number of Fees Waived**	\$ 98,161	\$ 100,900	\$ 76,334
Percent of Fees Waived	22%	19%	19%

*Numbers above include Option Schools

**Fees Waived are not for all qualifying Free/Reduced lunch students. This amount represents the fees waived for qualifying students who have opted to disclose their free and reduced status with their school in addition to the Food Service Department.

Student Participation/Use Fees

The district collects fees for athletics participation and the annual trip to the Outdoor Education Laboratories, in addition to fees for bus transportation, activity tickets, and use fees for parking. These fees are recognized as General Fund revenue with the exception of the transportation fees, which are recognized as revenue in the Transportation Fund.

Fee Description	2017/2018	2018/2019	2019/2020
Athletic Participation Fees (\$150/sport)	\$ 1,722,805	\$ 1,571,447	\$ 999,262
Outdoor Lab Fees*	1,524,297	1,457,071	1,053,910
High School Parking Fees (\$125/year)	628,628	618,395	635,985
Transportation Fees**	1,555,948	1,509,218	1,384,094
Misc. Athletic Fees (Activity Tickets, etc.)	441,583	451,767	436,950



Elementary Schools Statistics

Number of Schools 94

Grade Distribution

K – 2	1
K – 4	1
K – 5	76
K – 6	9
K – 8	5
3 – 5	1
5 – 8	1

Number of Students

Largest school	998
Smallest school	110
Average	321

School Year

Dates: August 17, 2021 – May 25, 2022

Middle Schools Statistics

Number of Schools 17

Grade Distribution
6 – 8 17

Number of Students

Largest school 1,010
Smallest school 538
Average 710

School Year

Dates: August 17, 2021 – May 25, 2022

Senior High Schools Statistics

Number of Schools 17

Grade Distribution

7 – 12	2
9 – 12	15

Number of Students

Largest school	2,076
Smallest school	659
Average	1,351

School Year

Dates: August 17, 2021 – May 25, 2022

Option Schools Statistics

Number of Schools 11

Grade Distribution

K – 12	1
6 – 8	2
6 – 12	2
9 – 12	1
10 – 12	1
11 – 12	4

Number of Students

Largest school	1,132
Smallest school	3*
Average	302

School Year

Dates: August 17, 2021 – May 25, 2022

*These are full-time students at Warren Tech Occupational School North Campus. Actual number of students served is much higher. The majority of students do not attend Warren Tech full-time and are counted for enrollment purposes at their primary or home school location.

**Option school count now includes Warren Tech South, which will be opening 21-22.

Innovation Schools Statistics

Number of Schools 1

Grade Distribution
K – 8 1

Number of Students

Largest school 348.5

School Year

Dates: August 17, 2021 – May 25, 2022

Charter Schools* Statistics

Number of Schools 17*

Grade Distribution

K – 6	2
K – 8	6
K – 10	1
K – 12	6
9 – 12	2

Number of Students

Largest school	1,922
Smallest school	63
Average	515

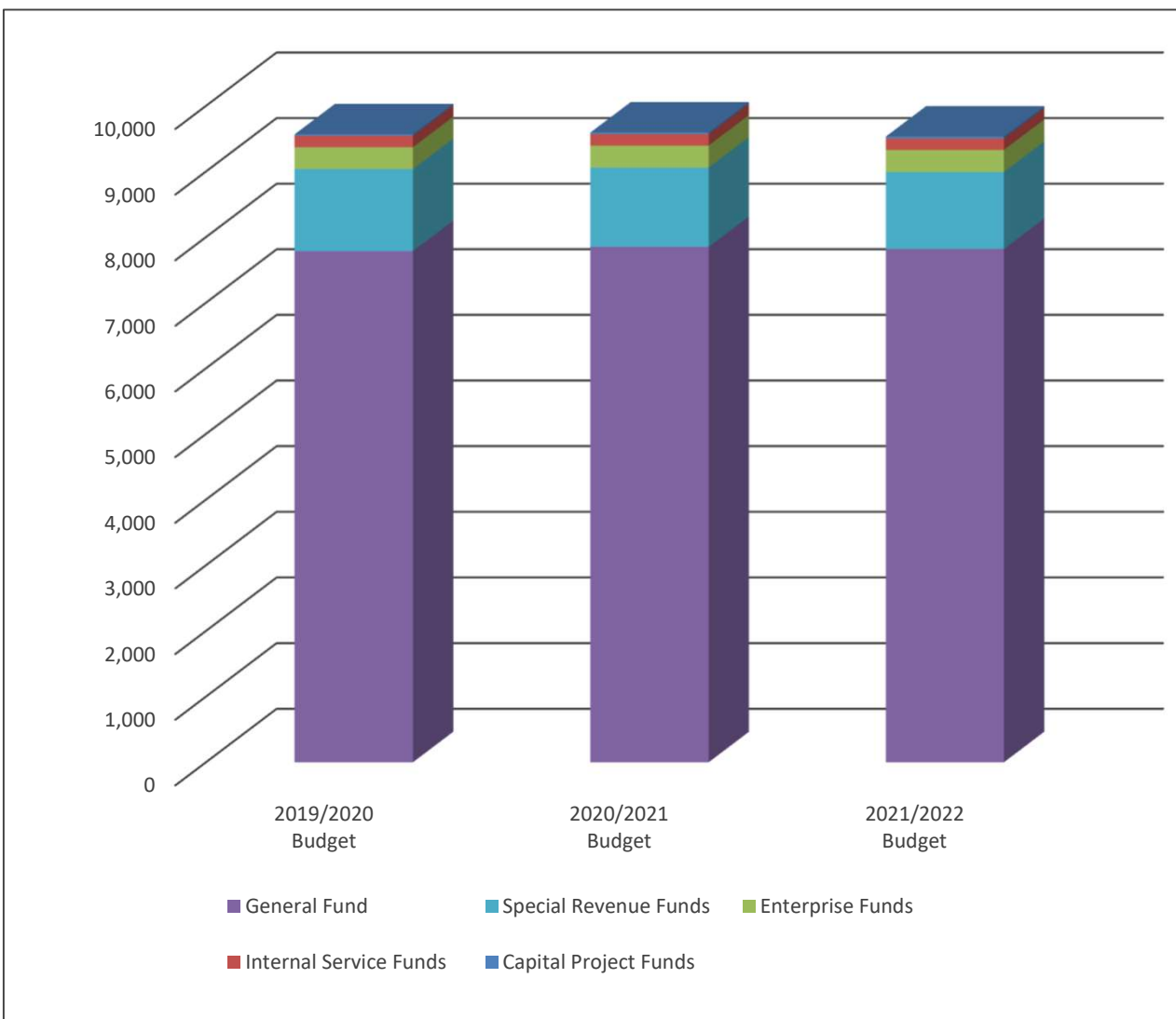
School Year

Dates: August 17, 2021 – May 25, 2022

*Detailed information on charter schools can be located on the Jeffco Public Schools District website – www.jeffcopublicschools.org/schools

Full Time Equivalent (FTE)

	2019/2020 Budget	2020/2021 Budget	2021/2022 Budget
Capital Project Funds	22.50	22.50	28.55
Internal Service Funds	174.15	176.13	175.30
Enterprise Funds	333.50	334.82	337.50
Special Revenue Funds	1,249.68	1,210.05	1,172.57
General Fund	7,787.77	7,850.61	7,819.80
Total	9,567.60	9,594.11	9,533.72





JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2019/2020 - 2021/2022
Staffing by Category

	2019/2020 Budget	2020/2021 Budget	2021/2022 Budget
General Fund:			
Elementary Schools			
Administration	146.00	144.80	147.50
Licensed	1,874.59	1,891.55	1,835.81
Support	548.08	559.87	562.83
Total Elementary Schools	<u>2,568.67</u>	<u>2,596.22</u>	<u>2,546.14</u>
Middle Schools			
Administration	60.00	64.00	66.00
Licensed	727.89	714.83	694.06
Support	100.56	98.00	97.00
Total Middle Schools	<u>888.45</u>	<u>876.83</u>	<u>857.06</u>
High Schools			
Administration	108.50	112.10	108.10
Licensed	1,269.93	1,265.82	1,265.10
Support	160.32	166.92	173.93
Total High Schools	<u>1,538.75</u>	<u>1,544.84</u>	<u>1,547.13</u>
Option Schools			
Administration	17.65	23.00	24.50
Licensed	175.92	182.20	177.90
Support	49.60	50.98	53.38
Total Option Schools	<u>243.17</u>	<u>256.18</u>	<u>255.78</u>
Athletics & Activities			
Administration	3.00	3.00	3.00
Licensed	-	-	-
Support	9.78	8.14	8.42
Total Athletics and Activities	<u>12.78</u>	<u>11.14</u>	<u>11.42</u>
Custodial			
Administration	3.00	3.00	3.00
Licensed	-	-	-
Support	482.94	482.91	477.96
Total Custodial	<u>485.94</u>	<u>485.91</u>	<u>480.96</u>
District Leadership and Communications			
Administration	25.00	25.00	25.00
Licensed	-	-	-
Support	0.10	0.10	0.11
Total District Leadership and Communications	<u>25.10</u>	<u>25.10</u>	<u>25.11</u>
Educational Research & Design*			
Administration	47.50	47.90	46.90
Licensed	177.81	175.15	167.25
Support	65.74	60.45	54.48
Total Educational Research & Design	<u>291.05</u>	<u>283.50</u>	<u>268.63</u>



JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2019/2020 - 2021/2022
Staffing by Category

	2019/2020 Budget	2020/2021 Budget	2021/2022 Budget
Field Services			
Administration	14.00	14.00	14.00
Licensed	-	-	-
Support	161.23	160.85	149.60
Total Field Services	175.23	174.85	163.60
Financial Services			
Administration	26.00	26.00	26.00
Licensed	-	-	-
Support	26.00	26.00	25.00
Total Financial Services	52.00	52.00	51.00
Human Resources			
Administration	17.00	18.00	18.00
Licensed	2.00	2.00	2.00
Support	23.57	23.55	23.58
Total Human Resources	42.57	43.55	43.58
School Leadership			
Administration	19.00	19.00	16.00
Licensed	1.00	-	-
Support	-	-	-
Total School Leadership	20.00	19.00	16.00
Student Success			
Administration	37.50	38.50	38.75
Licensed	791.89	796.11	809.12
Support	476.17	508.38	574.02
Total Student Success	1,305.56	1,342.99	1,421.89
Security and Emergency Management			
Administration	10.00	10.00	10.00
Licensed	-	-	-
Support	127.00	127.00	120.00
Total Security and Emergency Management	137.00	137.00	130.00
Telecom, Network & Utilities			
Administration	1.50	1.50	1.50
Licensed	-	-	-
Support	-	-	-
Total Telecom, Network & Utilities	1.50	1.50	1.50
Total FTEs General Fund			
Administration	535.65	549.80	548.25
Licensed	5,021.03	5,027.66	4,951.24
Support	2,231.09	2,273.15	2,320.31
Total FTEs General Fund	7,787.77	7,850.61	7,819.80
Other Funds:			
Capital Reserve Fund			
Administration	19.50	19.50	23.55
Licensed	-	-	-
Support	3.00	3.00	5.00
Total Capital Reserve Fund	22.50	22.50	28.55
Grant Fund			
Administration	38.00	43.45	34.25
Licensed	300.00	297.37	314.10
Support	185.00	136.63	148.77
Total Grant Fund	523.00	477.45	497.12



JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2019/2020 - 2021/2022
Staffing by Category

	2019/2020 Budget	2020/2021 Budget	2021/2022 Budget
Campus Activity Fund			
Administration	-	-	-
Licensed	-	3.15	1.25
Support	25.00	27.77	20.37
Total Campus Activity Fund	25.00	30.92	21.62
Transportation Fund			
Administration	6.00	6.00	6.00
Licensed	-	-	-
Support	364.18	364.18	316.33
Total Transportation Fund	370.18	370.18	322.33
Food Service Fund			
Administration	15.00	15.00	15.00
Licensed	-	-	-
Support	316.50	316.50	316.50
Total Food Service Fund	331.50	331.50	331.50
Child Care Fund			
Administration	6.00	6.00	6.00
Licensed	36.00	57.38	60.00
Support	289.00	267.94	268.00
Total Child Care Fund	331.00	331.32	334.00
Property Management Fund			
Administration	0.50	0.50	0.50
Licensed	-	-	-
Support	2.00	3.00	3.00
Total Property Management Fund	2.50	3.50	3.50
Employee Benefits Fund			
Administration	-	-	-
Licensed	-	-	-
Support	1.00	2.00	2.00
Total Employee Benefits Fund	1.00	2.00	2.00
Insurance Reserve Fund			
Administration	3.00	3.00	3.00
Licensed	-	-	-
Support	3.00	3.00	3.00
Total Insurance Reserve Fund	6.00	6.00	6.00
Technology Fund			
Administration	106.35	115.50	111.50
Licensed	-	-	-
Support	48.30	39.13	43.30
Total Technology Fund	154.65	154.63	154.80
Central Services Fund			
Administration	2.50	2.50	2.50
Licensed	-	-	-
Support	10.00	11.00	10.00
Total Central Services Fund	12.50	13.50	12.50
Total FTEs Other Funds			
Administration	196.85	211.45	202.30
Licensed	336.00	357.90	375.35
Support	1,246.98	1,174.15	1,136.27
Total FTEs Other Funds	1,779.83	1,743.50	1,713.92



JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2019/2020 - 2021/2022
Staffing by Category

	2019/2020 Budget	2020/2021 Budget	2021/2022 Budget
Total FTEs ALL Funds			
Administration	732.50	761.25	750.55
Licensed	5,357.03	5,385.56	5,326.59
Support	3,478.07	3,447.30	3,456.58
Total FTEs ALL Funds	9,567.60	9,594.11	9,533.72

Notes:
 Jefferson County Public School District employs approximately 14,000 people. Of the 14,000, 10,000 employees are converted from head-count to Full Time Equivalents (FTE). That conversion equates to more than 9,000 FTE. The other approximately 4,000 employees cannot be converted to an FTE because they hold positions, such as substitute bus driver, substitute teacher, substitute custodian, substitute secretary, athletic coach, and/or game worker, which all have varying rates and no set schedules.



JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2021/2022
General Fund Staffing by Account

	Elementary Level	Middle Level	Senior Level	Option Level	Athletics and Activities	Custodial Services	District Leadership and Communications	Human Resources	Educational Research & Design
Substitute Teacher FT	1.00								
Superintendent							1.00		
Chief Officer							4.00	1.00	1.00
Executive Director					1.00		2.00		4.00
Director						1.00	2.00	3.00	9.00
Principal.	94.00	18.00	19.00	5.00					
Assistant Director									5.00
Supervisor						2.00			
Assistant Principal	36.50	35.00	76.60	13.50					0.40
Manager					1.00		4.00	11.00	1.00
Technical Specialist				2.00	1.00		6.00	2.00	16.50
Accountant I									
Dean	10.00	7.00	9.50						
Teacher	1,655.19	607.16	1,142.05	139.10					77.40
Counselor	12.80	59.40	86.50	19.50				2.00	2.00
Teacher Librarian	65.60	16.80	17.10	3.00					3.50
Coordinator - Licensed	1.00								8.00
Coordinator - Classified									
Coordinator - Administrative		1.00	1.00	2.00			1.00		7.00
Resource Teachers	2.00		1.00						69.35
Instructional Coach.	82.62	10.20	12.70	9.80					7.00
Administrator									2.00
Physical Therapist									
Occupational Therapist									
Nurse	2.40			1.00					
Psychologist	3.95	0.50	0.50	0.50					
Social Worker	9.25		4.25						
Audiologist									
Speech Therapist									
Specialist - Classified	0.75		1.00	2.00				1.00	5.00
Buyer									
Technician - Classified			5.35	15.00		1.00		22.25	14.00
Administrative Assistant							3.00	1.00	1.00
Group Leader						1.00			
School Secretary	173.23	44.00	85.13	20.38					
Substitute Secretary									
Secretary					1.00	2.00			3.00
School Business Manager	7.00	5.00	2.00	2.00					
Clerk									1.00
Buyer Assistant									
Paraprofessional	272.00	33.00	51.73	11.00					0.24
Special Interpreter/Tutor	3.00	1.00	4.00						25.29
Para-Educator									
Clinic Aides	94.86	18.00	18.72	4.00					
Trades Technician					5.00	9.00			
Custodian	4.00					464.50			
Investigator							2.00		
Campus Supervisor.			1.00						
Security Officer									
Alarm Monitor									
Food Service Manager	3.09								
Food Service Hourly Worker	2.66								
Classified - Hourly	9.24	1.00	7.00	1.00	2.42	0.46	0.11	0.33	5.95
Certificated - Hourly			1.00	5.00					
Additional Pay-Administrative									
Total FTEs	2,546.14	857.06	1,547.13	255.78	11.42	480.96	25.11	43.58	268.63



JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2021/2022
General Fund Staffing by Account

	Field Services	Financial Services	School Leadership	Student Success	Security and Emergency Management	Telecom, Network & Utilities	Total FTEs
Substitute Teacher FT							1.00
Superintendent							1.00
Chief Officer		1.00	2.00	1.00			10.00
Executive Director	0.50		1.00	2.00	1.00		11.50
Director	3.50	4.00	11.00	5.50	1.00		40.00
Principal				2.00			138.00
Assistant Director				12.25			17.25
Supervisor							2.00
Assistant Principal				3.00			165.00
Manager	6.00	7.00		1.00	5.00	1.50	37.50
Technical Specialist	3.00	10.00					40.50
Accountant I		1.00					1.00
Dean							26.50
Teacher				367.90			3,988.80
Counselor				64.50			246.70
Teacher Librarian							106.00
Coordinator - Licensed				5.00			14.00
Coordinator - Classified					4.00		4.00
Coordinator - Administrative		1.00		4.00	3.00		20.00
Resource Teachers				10.50			82.85
Instructional Coach							122.32
Administrator		2.00		7.00			11.00
Physical Therapist				12.10			12.10
Occupational Therapist				29.30			29.30
Nurse				47.08			50.48
Psychologist				46.34			51.79
Social Worker				82.45			95.95
Audiologist				5.00			5.00
Speech Therapist				128.90			128.90
Specialist - Classified	1.00	8.00		7.17			25.92
Buyer		2.00					2.00
Technician - Classified	5.00	11.00		14.00	1.00		88.60
Administrative Assistant	1.00	1.00	2.00	1.00			10.00
Group Leader	13.00						14.00
School Secretary				3.75			326.49
Substitute Secretary							
Secretary	2.00	1.00		7.00	1.00		17.00
School Business Manager							16.00
Clerk							1.00
Buyer Assistant		2.00					2.00
Paraprofessional				144.73			512.70
Special Interpreter/Tutor				46.62			79.91
Para-Educator				311.75			311.75
Clinic Aides				1.64			137.22
Trades Technician	122.00						136.00
Custodian							468.50
Investigator							2.00
Campus Supervisor				1.00	80.00		82.00
Security Officer					22.00		22.00
Alarm Monitor					12.00		12.00
Food Service Manager							3.09
Food Service Hourly Worker							2.66
Classified - Hourly	6.60			36.36			70.47
Certificated - Hourly				10.05			16.05
Additional Pay-Administrative							
Total FTEs	163.60	51.00	16.00	1,421.89	130.00	1.50	7,819.80

Glossary - Acronyms

ACCESS for ELLs: Assessing Comprehension and Communication in English State-to-State for English Language Learners

AFR: Annual Financial Report

ACT: American College Test

ALP: Advanced Learning Plan

AMP: Art Music P.E.

ARP ESSER: American Rescue Plan Elementary and Secondary School Emergency Relief Fund

BFO: Budgeting for Outcomes

CARES: Coronavirus Aid, Relief, and Economic Security Act

CDE: Colorado Department of Education

CDHS: Colorado Department of Human Services

CMAS: Colorado Measure of Academic Success

COLA: Cost Of Living Adjustment

COP: Certificates of Participation

COVID-19: Coronavirus Disease of 2019

CPI: Consumer Price Index

CPP: Colorado Preschool Program

C.R.S.: Colorado Revised Statute

CRF: Coronavirus Relief Fund

CRRSAA: Coronavirus Response and Relief Supplemental Appropriations Act

CSAP: Colorado Student Assessment Program

CTE: Career and Technical Education

DAC: District Accountability Committee

DUIP: District Unified Improvement Plan

ECE: Early Childhood Education

ELA: English Language Arts

ELL: English Language Learners

ELPA: English Language Proficiency Act

ERD: Educational Research and Design

ESL: English as a Second Language

ESSER: Elementary and Secondary School Emergency Relief Fund

FCI: Facility Condition Index

FFE: Furniture, Fixtures and Equipment

FMP: Facility Master Plan

FOC: Financial Oversight Committee

FOMC: Federal Open Market Committee

FY: Fiscal Year

FTE: Full Time Equivalent

GASB: Governmental Accounting Standards Board
GAAP: Generally Accepted Accounting Principles
GDP: Gross Domestic Product
GFOA: Government Finance Officers Association
IB: International Baccalaureate
IDEA: Individuals with Disability Education Act
IEP: Individualized Education Program
IT: Information Technology
JCAA: Jefferson County Administrators' Association
JCEA: Jefferson County Education Association
JESPA: Jeffco Education Support Professionals Association
JIAF: Jeffco Innovation Acceleration Fund
KEA: Kindergarten Entry Assessment
MLO: Mill Levy Override
OCR: Office of Civil Rights
PERA: Public Employees Retirement Association
POOD: Placed Out of District
PPR: Per-Pupil Revenue
SAC: School-level Accountability Committee
SAE: School Age Enrichment
SAED: Supplemental Amortization Equalization Disbursement
SAST: School Accounting Support Team
SBB: Student Based Budgeting
SELS: Social Emotional Learning Specialist
SIET: School Innovation & Effectiveness Team
SPED: Special Education
SOT: Specific Ownership Tax
SPAC: Strategic Planning Advisory Council
TABOR: Taxpayer's Bill of Rights
TAN: Tax Anticipation Notes
TCJA: Federal Tax Cuts and Jobs Act
UIP: Unified Improvement Plan

For a more detailed description or definition of the listed acronyms, please refer to the complete glossary on the following pages.

Glossary

ACCESS for ELLs: This is a large-scale English language proficiency assessment administered to Kindergarten through 12th grade students who have been identified as English language learners.

Account: Financial reporting unit for budget, management, or accounting purposes.

Accounts payable: The amounts owed to others for goods and services rendered. Money the district owes to its suppliers.

Accounts receivable: Amounts due from others for goods furnished and services rendered. Money owed to the district from customers.

Accrual basis of accounting: Method of accounting that recognizes the financial effect of transactions, events, and interfund activities when they occur, regardless of the timing of related cash flows.

Advanced Learning Plan (ALP): A written record of gifted and talented programming utilized with each gifted child and considered in educational planning and decision making.

Allocation: Component of an appropriation earmarking expenditures for a specific purpose and/or level of organization.

Amortization Equalization Disbursement (AED): An additional amount, as established by legislation, contributed by Colorado PERA employers that has gradual increases. Amounts are slated to adjust based on the year-end funded status of each division, with decreases mandated when the division's year-end funded status reaches 103 percent and increases mandated when the division's funded status reaches 103 percent and subsequently falls below 90 percent.

Annual Financial Report (AFR): A complete set of financial statements presented in conformity with generally accepted accounting principles for the prior year.

Appropriation: A legal authorization granted by the governing body to incur expenditures and obligations for a specific purpose.

Assessed value: The taxable value of property as determined by a tax assessor or government agency. Property taxes are paid on the basis of a property's assessed valuation, which is only a fraction of a property's market value.

Asset: Resources owned or held which have monetary value.

At-risk factor: A factor used to compute the additional amount of funding a district receives for its at-risk pupils. Each district starts with an at-risk factor of 11.5 percent. Districts with more than the statewide average proportion of at-risk pupils receive an at-risk factor of 11.5 percent plus three-tenths of one percentage point – 0.36 percentage points for a district with a pupil count greater than 50,000 – for every percentage point that the district's proportion exceeds the statewide average, up to 30 percent.

At-risk funding: Colorado's Public School Finance Act provides additional funding for schools that serve students who are at risk of failing or dropping out of school. The additional funding is based on the district's per pupil funding and the number of at-risk students in addition to the proportion of at-risk students in the district. The proportion of at-risk students in each district is measured against the statewide average proportion.

At-risk pupils: Students who are eligible for the federal free lunch program due to the family income or those students who have limited English skills and meet other criteria.

Balanced budget: State statutes require the school district budget to be balanced. A balanced budget may not have expenditures, interfund transfers, or reserves, in excess of available revenues and beginning fund balances. Total available resources must equal or exceed total expenditures and transfers.

Bandwidth: The amount of information that one can send through a connection, measures in bits-per-second (Bps). A standard page of English text contains about 16,000 bits.

Bond: A long-term promise to pay. It is a promise to repay a specified amount of money (the face amount of the bond) on a particular date (the maturity date). Bonds are used to finance capital projects.

Bond election: A ballot question to the electorate allowing a school district to borrow money for capital improvements: building renovations, upgrades, and the construction of new facilities.

Budget: A monetary plan for how to spend money or resources on employees, programs, and other required purposes.

Budget Stabilization Factor: A formulaic factor contained in the school finance funding formula that proportionately reduces otherwise state prescribed funding levels for each school district.

Budget year: A budget year is an accounting period of 12 months. For Jeffco Public Schools, the fiscal year runs from July 1 to June 30. The district develops a budget for each fiscal year.

Budgeting for Outcomes (BFO): A modified priority based budgeting approach that focuses budgeting on changes within the district's strategic plan, as well as, focusing on programs that directly contribute to the success of this plan. This approach enables the district to continually evaluate the success of achieving defined goals, meeting Board's ends policies and promotes efficiencies to guide future needs of the district.

Building Fund—Capital Projects: This fund is used to manage the proceeds of the bonds that were issued in December 2012 as a result of the passage of the ballot initiative for a bond program.

Campus Activity Fund: This Special Revenue Fund is used to manage revenues collected on behalf of the participants who will benefit from the expenditures, e.g., school fundraising events.

Capital assets: Assets of long-term nature intended to be owned or used for more than one fiscal year, e.g. land, buildings, machinery and furniture.

Capital Reserve Fund: This fund is used to fund ongoing capital needs such as site acquisition, building additions and equipment purchases.

Career and Technical Education (CTE): Programs dedicated to preparing students for successful careers through real-world application of core academic skills by partnering classrooms with businesses, industries and communities.

Carry forward: Appropriated funds not spent in a given year and available for re-appropriation in future years.

Categorical funding/programs: Categorical funding is state funding for special programs -- special education, vocational-technical education, English Language Proficiency Act, gifted and talented, and transportation. These funds must be spent on the programs for which they are earmarked.

Central Services Fund: This Internal Service Fund accounts for costs of operations to various users. Costs of operations include all direct costs plus depreciation, space rental, utilities, interest, and maintenance costs. Programs included: Copier, Printing, and Equipment Repair.

Certificates of Participation (COP): An instrument evidencing a pro rata share in a specific pledged revenue stream, usually lease payments by the issuer that are subject to annual appropriation. The certificate generally entitles the holder to receive a share, or participation, in the lease payments from a particular project. The lease payments are passed through the leaser to the certificate holders.

Child Care Fund: This Enterprise Fund accounts for all financial activities associated with the district's school-age childcare, and preschool.

Colorado Measure of Academic Success (CMAS): Colorado's standards-based assessment designed to measure the Colorado Academic Standards in the content areas of science and social studies.

Common Core State Standards: A state-led effort that established a single set of clear educational standards for kindergarten through 12th grade in English language arts and mathematics that states can voluntarily choose to adopt. The standards are designed to ensure that students graduating from high school are prepared to enter credit bearing entry level courses in two and four year college programs or enter the workforce.

Compensation: Salary and benefits paid to employees for their services or invested on behalf of employees for their future benefit.

Consumer Price Index (CPI): Measures changes in the price of consumer goods and services and is a measure of the pace of U.S. inflation.

Coronavirus: Infectious bronchitis virus with mild symptoms to severe illness and death

Debt Service Fund: This fund manages the accumulation of resources for, and the payment of, general long-term debt principal, interest, and related costs.

Debt service requirement: The amount of money required to pay both the interest and principal on outstanding debt over a period of time.

Depreciation: The purchase cost of an asset amortized over the useful life of the asset.

District Accountability Committee (DAC): DAC is a district level accountability and advisory committee with parent representatives from all articulation areas including charter and option parents, teachers, administrators and at least one member from the business community. DAC members act in an advisory capacity on such topics as the district's budget and unified improvement plan as provided by law.

Education Technology Access Plan (ETAP): ETAP is a comprehensive plan designed to provide Jeffco students and staff with equal access to technology equipment, support and training. ETAP key goals are to provide a systematic plan for the timely refresh of equipment, establish standards for instructional software, allow for R&D on technology innovations, provide for technology support, set expectations and accountability on the use and availability of technology, offer training opportunities for staff on technology tools, and create a formal planning process for the technology needs of all Jeffco schools and departments. ETAP is the living action plan that supports Technology Plan Objective #5, "Ensure technology equity for students and staff".

English Language Learners (ELL): This is a mandated program to provide services to students for whom English is not their primary language.

English Language Proficiency Act Program (ELPA): This is a state funded program that provides financial and technical assistance to school districts implementing programs to serve the needs of students whose dominant language is not English.

Employee Benefits Fund: This fund manages the residual items for the previous self-insured medical plans and the current medical, dental and vision insurance plans; group life and retired life insurance programs; Public Employee Retirement Association contributions and other employee benefits programs.

Enterprise Fund: Enterprise Funds are used to account for operations that are financed in a manner similar to private enterprise, where the intent is that the costs of providing goods or services to the general public on a continuing basis be financed or recovered primarily by user charges.

Educational Research and Design (ERD): This is the collection of divisions in the General Fund that deal with instruction. The divisions that collectively make up ERD are Chief Academic Office, Instructional Data Services, Educational Technology Services, Learning and Educational Achievement, and Student Success. ERD replaced the old acronym of DOI which stood for Division of Instruction.

Equalization: The State Finance Act is written to “equalize” funding. Each school district receives approximately the same amount of funding per pupil, with variances based on special conditions like the number of at-risk students.

Elementary and Secondary School Emergency Relief Funds (ESSER): Funds allotted to the Education Stabilization Fund through the CARES Act for the Elementary and Secondary School Emergency Relief Fund. Grants will be awarded to state education agencies for the purpose of providing local education agencies, including charter schools, with emergency relief funds to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools across the nation.

Expenditure: The payment made for the purpose of acquiring an asset, service or settling a loss.

Expense: Charges incurred for operations, maintenance, interest or other charges.

Facility Condition Assessment: Evaluates each building’s overall condition, including its site, roof, structural integrity, the exterior building envelope, the interior, and the mechanical, electrical, and plumbing systems.

Facility Condition Index (FCI): Facility Condition Index provides a relative scale of the overall condition of a given facility or group of facilities within a facility portfolio. The total maintenance, repair, and replacement deficiencies divided by the total current replacement value.

Facility Master Plan (FMP): The Facility Master Plan provides current and accurate data which is the foundation of facilities planning.

Fiscal Year (FY): An accounting period of 12 months. For Jeffco Public Schools, the fiscal year runs from July 1 to June 30.

Fixed costs: Costs that are not calculated on variables such as student enrollment.

Food Service Fund: This Special Revenue manages all financial activities associated with the school breakfast and lunch program.

FTE: Full Time Equivalent. Used in reference to employees as well as students. **Employees:** Number of positions calculated on one FTE = a 40-hour work week. For example, two part-time positions working 20 hours for twelve months also equals one FTE. **Students:** Total full-time student enrolled.

Full-Day Kindergarten: A program offered to improve student achievement. The majority of programs are tuition based.

Fund: Fiscal and accounting tool with a set of accounts to record revenue and expenditures.

Fund balance: The fund balance is unallocated money that is remaining at the conclusion of the fiscal year.

Funded count: Calculation of the student FTE count based upon the higher of actual FTE count or the averages of two, three or four years.

Government Finance Officers Association of the United States and Canada (GFOA): GFOA is an association that identifies and develops the highest quality government finance policies and best practices that sets the standards for public-sector finance professionals.

Governmental Accounting Standards Board (GASB): The independent, non-political organization dedicated to establishing rules that require state and local governments to report clear, consistent and transparent financial information to their constituents. Their mission is to establish standards for financial reporting that provide decision-useful information to assist individuals in assessing a government's financial condition and performance, and to demonstrate accountability and stewardship over public resources.

Governmental funds: Funds that are used to manage expendable financial resources and related current liabilities, except those managed in proprietary funds. Governmental funds include the General Fund, Special Revenue Funds, Capital Project Funds, and Debt Service Fund.

General Administration: Activities associated with establishing and administering policy for operating the school district.

General Fund: General fund is the operating budget of the district that covers day-to-day expenses such as salaries, utilities and instructional supplies and materials.

General Instruction: Activities dealing directly with the interactions between instructional staff and students and associated instructional services, materials, supplies, and equipment.

Generally Accepted Accounting Principles (GAAP): These are conventions, rules, and procedures that serve as the norm for the fair presentation of financial statements.

Grants Fund: This Special Revenue Fund is used to manage federal, state, and private sector grant programs.

Health Care Reform (HCR): Health care reform was passed through two federal statutes enacted in 2010: the Patient Protection and Affordable Care Act (PPACA) signed March 23, 2010, and the Health Care and Education Reconciliation Act of 2010 which amended the PPACA and became law on March 30, 2010.

Instruction/Intervention Assessment Project (I²a): Jeffco instituted the I²(a) Initiative to monitor all of our district academic initiatives. It is the umbrella that pulls all research-based practices together at the school and classroom level to help educators.

Individuals with Disability Education Act (IDEA): This is a law ensuring services to children with disabilities through a Federal grant.

Indirect cost: A cost incurred for a common or joint purpose benefiting more than one cost objective and not readily assignable to the cost objectives specifically benefited.

Individualized Education Program (IEP): The legal document that defines a child's special education program.

Inflation: An increase in the level of consumer prices or a persistent decline in the purchasing power of money, caused by an increase in available currency and credit beyond the proportion of available goods and services.

Information Technology (IT): Computer based systems used to acquire, store, and process information such as hardware, central processing units, personal computers, ancillary equipment such as printers, scanners, video monitors, keyboards, etc. Information Technology also includes the software and program applications that allow the equipment and systems to operate.

Innovation and Effectiveness: Innovation and Effectiveness is an expansion of the instructional support structure for principals located at schools. The goal is to provide more individualized support for school-based leadership and instructional staff to improve student achievement.

Instructional Support: Activities which facilitate and enhance instruction including managing the improvement of instructional services, developing curriculum, and contributing to the professional development of members of the instructional staff.

Insurance Reserve Fund: This Internal Service Fund is authorized by state law to allow maintenance of an insurance reserve for liability, worker's compensation, and property insurance premiums.

Internal Service Funds: These funds are used to manage the financing of goods or services provided by one department to other departments and schools on a cost-reimbursement basis.

International Baccalaureate: An international educational foundation headquarter that offers four educational programs for children aged 3-19.

Intervention Services: Special services offered to special education and gifted/talented students.

Legal Debt Margin: Excess of the amount of debt legally authorized over the amount of debt outstanding.

Liabilities: Money owed for salaries, interest, accounts payable, and other debts.

Local share: The local share of total program funding includes revenue from property taxes and specific ownership taxes.

Major governmental funds: The General Fund, Debt Service Fund, Capital Reserve Fund and Grants Fund are considered major funds for reporting on the annual audited financial statements.

Mandated programs: Programs that are imposed by law or another authority. Examples of mandated programs include special education, ESL, and services to expelled students.

Mill: One mill of tax is one-tenth of one percent (or \$1 per each \$1,000 of property valuation.) Each mill of tax is applied to the assessed value of a home.

Mill levy: A property tax rate based on dollars per thousand of assessed valuation.

Mill levy override (MLO): An election seeking taxpayer approval to increase property taxes for general operating expenses, textbooks, instructional supplies, etc.

Multiple Pathways: Funding various programs at the high school level including International Baccalaureate, Title V reading teachers, Gifted and Talented resources, etc.

Non-major governmental funds: Campus Activity, Food Service and Transportation Funds are considered non-major governmental funds for reporting the annual audited financial statements.

Official Enrollment: Count of students enrolled as collected in the October count.

On-line students: Students enrolled in an on-line education program either full-time or part-time in combination with traditional classroom instruction.

One-time funds: Funding for current year only.

Ongoing funds: Funding that will continue for multiple years.

Operating budget: Plans for current expenditures and the proposed means of financing them.

Operating expenditures: Expenditures charged in a fixed period of time to reflect day-to-day operations.

Operations and Maintenance: Activities associated with keeping buildings, grounds, and equipment open, comfortable and safe for use. This category includes the management of operations and maintenance of the district buildings.

Public Employees Retirement Association (PERA): Provides retirement and other benefits to government agencies and public entities. Employee and employer contributions rates are legislated and required by law.

Per pupil funding: Identified by the State, funding to school districts is based on a per pupil formula that calculates the total program. The amount received is the District's Total Program Funding divided by the funded per pupil count of the District.

POOD: Students placed at facilities out of the district to receive legally required services that are not available in a Jeffco facility.

Per Pupil Revenue (PPR): This is the amount of funding the state provides per student.

Property Management Fund: This fund manages all financial activities associated with community use of facilities.

Property tax: A local tax calculated by applying a mill levy to assessed value. Revenue from the property tax represents the primary source of local funding for K-12 public education.

READ Act: Focuses on early literacy development for all students and especially students at risk for not achieving third grade reading proficiency.

Refunding: Issuance of new debt whose proceeds are used to repay previously issued debt. The proceeds may be used immediately for this purpose (a current refunding), or they may be placed with an escrow agent and invested until they are used to pay principal and interest on the old debt at a future time (an advance refund).

Rescission: Money taken back by the state of Colorado which had previously been allocated.

Revenues: Money received as income such as local property taxes, specific ownership taxes, grant awards, interest income, tuition, and fees.

School Administration: Activities associated with the overall administrative responsibility for a particular school. These activities included services performed by the principal, assistant principal and clerical staff.

School-level Accountability Committee (SAC): SAC as defined by Colorado statutes, CDE guidelines, and Jeffco district policy, serves in an advisory role to the school principal to make recommendations on school priorities for spending school funds prior to adoption of the budget to ensure that funds and spending align with the schools improvement plans and core values of the school to benefit all students.

School Accounting Support Team (SAST): This team serves as a liaison between Financial Services and secretaries at schools/departments.

School Age Enrichment (SAE): The district-managed School Age Enrichment Program provides quality before and after school services in some elementary schools throughout the district for children ages 5-12. SAE strives to provide a true enrichment program with active and play-based learning experiences through a variety of recreational and enrichment opportunities that support students' physical, cognitive, emotional and social development.

Finance Act: The Public School Finance Act is the formula that determines how school districts in Colorado are funded. The state legislature decides each year how much to fund districts in Colorado.

School Innovation & Effectiveness Team (SIET): This team is dedicated to providing agile, proactive management and supervision of schools to ensure the success and safety of Jeffco students. The school achievement directors, reporting to the chief school effectiveness officer, lead continuous school improvement by monitoring and evaluating school effectiveness, student achievement and implementation of curriculum.

Social Emotional Learning Specialist (SELS): School mental health support for students.

Special Education (SPED): Activities dealing directly with the interactions between instructional and support staff and students who have exceptional needs. SPED also refers to associated instructional services, materials, supplies, and equipment. Expenditures in this category provide for special needs children who are limited as a result of physical, social, cultural, mental, or emotional conditions.

Specific Ownership Tax (SOT): The annual tax that residents pay to license vehicles. A portion of that tax funds schools.

Special Revenue Fund: These funds account for revenues that are legally restricted to expenditures for particular purposes such as Campus Activity Fund and Grants Fund.

Stakeholder: A person with some level of involvement or interest in Jeffco who may provide input and feedback on components of the budget process.

State share: Funding provided by the state under the Public School Finance Act. State aid is the difference between a total program and local school finance revenue sources.

Strategic Planning Advisory Council (SPAC): The district's advisory group composed of Board of Education members, district leadership, representatives from the employee associations, parent representatives, as well as citizen and parent leaders from a variety of stakeholder groups.

Student Based Budgeting (SBB): Budgeting model at most district managed schools. Dollars are distributed based on official count of students in the building. This method allows site-based decisions for staffing and spending to best meet the needs of the specific students being served in each school.

Supplemental Amortization Equalization Disbursement (SAED): An amount contributed by Colorado PERA employers with gradual increases, and, to the extent permitted by law, funded by monies otherwise available for employee wage increases. These additional employer contributions, based on the total payroll of Colorado PERA members and employees who can elect either Colorado PERA or another plan (regardless of the plan elected), are designed to reduce Colorado PERA's unfunded liability and amortization period. This amount is not credited to the member account.

Supplemental Appropriation: A supplemental appropriation resolution can be adopted by the governing board if modifications to the adopted budget are required. An example would be when estimated expenditures exceed budgeted expenditures due to additional revenue that was received by the district after the adoption of the budget.

TABOR reserves: The Amendment passed by Colorado voters that requires school districts set aside 3 percent of the annual revenue increase.

Tax Anticipation Notes (TAN): Since the majority of tax revenues are not disbursed to school districts until the spring of each fiscal year, it may be necessary to issue TANs as one option to cover cash flow shortfalls until property tax revenue arrives.

Technology Fund: This Internal Service Fund is used to allocate the costs for various technology-related activities to schools and departments.

Title I: Improving the Academic Achievement of the Disadvantaged - the program provides resources based upon the poverty rates of students enrolled in schools and districts and is designed to help ensure that all children meet challenging state academic standards.

Total program: The total amount of money each school district receives under the School Finance Act. This includes both state share and local share.

Transportation Fund: This Special Revenue Fund is used to account for activities associated with the transportation of students to and from their residence and schools, and school activities. This fund includes management of transportation services.

Unified Improvement Plan (UIP): A strategic plan that identifies and tracks a school's performance. School staff identifies areas that need improvement with root causes and plans. The school budget should be aligned with the major improvement strategies.

Variable costs: Costs that vary based on a particular factor such as enrollment.



Appendix A



Policy DB

PREPARATION AND ADOPTION OF ANNUAL OPERATING BUDGET

Adopted: June 26, 1997

Revised: April 29, 2013

Reviewed: May 18, 2015

The annual budget is the financial plan for the operation of the school system. The annual operating budget will be based on a fiscal year which shall be from July 1 to June 30. It provides the framework for both expenditures and revenues for the fiscal year and translates into financial terms the educational programs and priorities of the district.

The Board of Education shall each year cause to be prepared a proposed budget for the ensuing year. The proposed budget shall be submitted to the Board of Education at least 30 days prior to the beginning of the next fiscal year.

Within ten days after submission of the proposed budget, the Board of Education shall cause a notice to be published stating that the proposed budget is on file and available for inspection in the principal administrative offices of the district during normal business hours. The notice shall also state the place, date, and time that the proposed budget will be considered for adoption. Such notice shall also indicate that any person who pays school taxes in the district has the right to register his or her views concerning the proposed budget. Such notice will be published at least once prior to the date specified for consideration of the budget in a newspaper having general circulation in the school district.

The Board shall officially adopt the budget and an accompanying appropriation resolution prior to the beginning of the fiscal year. The Board shall ensure that the district uses the full accrual basis of accounting when budgeting and accounting for all funds included in the district budget. Within 60 days of the final adoption, the district must post the adopted budget online in a downloadable format for free public access.

After adoption of the budget, the budget may be reviewed and changed with respect to both revenues and expenditures at any time prior to January 31 of the fiscal year for which adopted. After January 31, the budget shall not be changed except as otherwise authorized by state law including declaration of a fiscal emergency.

If money for a specific purpose other than ad valorem taxes becomes available to meet a contingency after January 31, the Board may adopt a supplemental budget for expenditures not to exceed that amount.

The adopted budget and appropriation resolution shall be placed on file at the principal administration office of the district and a certified copy shall be filed with the Colorado Department of Education and remain throughout the fiscal year and be open for inspection during reasonable business hours.

Public school budgeting is regulated and controlled by statutes and by requirements of the state Board of Education which shall prescribe the form of district budgets in order to ensure uniformity throughout the state. The school district's budget must be balanced. A balanced budget may not have expenditures, interfund transfers or reserves in excess of available revenues and beginning fund balances.

The budget shall be presented in a summary format which is understandable by any lay person reviewing such budget, and which will allow for comparisons of revenue and expenditures among school districts by pupil.

The budget shall summarize revenues by source, expenditures by function, fund, and object, and include a uniform summary sheet of each fund that details the beginning fund balance and the anticipated ending fund balance for the budget year; the anticipated transfers and allocation that will occur to and from the fund during the budget year.

The budget shall not provide for expenditures, interfund transfers, or reserves in excess of available revenues and beginning fund balances.

The budget shall ensure that the school district holds unrestricted general fund or cash fund emergency reserves in the amount required under the state constitutions. If at any time the Board of Education expends moneys from the district emergency reserve in a single fiscal year, the Board shall restore the reserve within thirty-six months of the first draw of moneys.

If the district is authorized to raise and expend additional local property tax revenues at an election, the Board may adopt a supplemental budget and appropriation resolution to cover the remainder of the fiscal year following the election based on the additional dollar amount authorized.

Budget preparation shall include active citizen involvement.

Insofar as possible, the budget adopted by the Board shall be sufficient to implement all programs and policies that have had Board approval.

CROSS REFERENCE:

AE, Accountability/Commitment to Accomplishment

NOTE: The "Financial Policies and Procedures Handbook" adopted by the State Board of Education must be used by all school districts in the development of the budget. [C.R.S. 22-44-204 (3)]

Legal C.R.S. 22-44-101 through 22-44-119
 C.R.S. 29-1-103 (3) (budget to reflect lease-purchase payment obligations)
 C.R.S. 22-44-301 et. seq. (Public School Financial Transparency Act)

Policy DAB

FISCAL MANAGEMENT - FUND BALANCE

Adopted: February 25, 1999

Revised: July 7, 2020

Maintaining a sufficient amount of fund balance/net position in all funds is essential for the financial health of the district. Borrowing cash from the general fund should be carefully monitored to ensure no undue burden is placed on cash flows. The Board of Education assigns to the superintendent or designee the responsibility of accumulating and maintaining appropriate fund reserves and cash borrowing policies.

In 2012, C.R.S. 22-44-102 (7.3) was revised to define an ongoing deficit as being a negative amount on a modified accrual basis of accounting (GAAP basis) in the unassigned fund balance for governmental funds or unrestricted net position for proprietary funds. C.R.S. 22-44-105 (1.5)(a)&(c) further require that districts ensure that there are no ongoing deficits resulting from recording expenditures beyond current revenues and beginning fund balance. Districts must acknowledge compliance with these statutes on the accreditation report signed by district officials.

In order for the General Fund to be compliant with the above noted statute, reserves will need to be built up to cover the annual salary accrual expenditure made on a GAAP basis (all other funds are currently reported on a GAAP basis). Beginning in fiscal year 2012/2013, if the General Fund has a positive net change in fund balance, the amount will be used to build reserves. This process will continue each successive year until there is an amount that is adequate to cover salary accruals, that meets the required TABOR and Board reserves, and that is aligned with national credit rating standards in order to maintain the district's AA, or better, bond rating.

Criteria

1. **Maintain a Positive Cash Balance.** As per Colorado revised statute 22-44-113, interfund borrowing requires prior approval from the Board of Education. Approved borrowings will also define the terms of repayment.
2. **An Asset Sufficiency Ratio of One (1) Percent or Greater.** This is a state measure used for all districts to evaluate fiscal health. (Fund total assets/fund total liabilities = asset sufficiency ratio). Governmental funds are excluded from this calculation as they use a modified accrual basis of accounting.
3. **Three (3) Percent TABOR Reserves.** Debt service is not required to establish a TABOR reserve. Grants, food and nutrition services, and transportation reserves are established in the General Fund.
4. **Operating Reserves.** The general fund will maintain a four (4) percent fund balance based on the current fiscal year adopted expenditure budget. Debt service, capital reserve, capital projects, grants, transportation and campus activity funds are reserved or designated for special purposes in total. The proprietary funds will maintain a five (5) percent net asset reserve based on the prior year expenses.
5. **Positive Net Income.** The annual budget will include a positive net income that increases fund balance/net assets. A spend down of fund balance/net assets must be approved by the Board as required by Colorado revised statute 22-44-105. The spend down proposal does not preclude the criteria listed above.
6. **Positive Unassigned or Unrestricted Fund Balance.** The General Fund and proprietary funds will have a positive unassigned or unrestricted fund balance.

The year-end required fund balance/net position could be used for only the following:

1. An unexpected loss of revenue, or
2. An extraordinary expenditure.

If any part of required fund balance/net position is used in any fiscal year to cover an unexpected loss of revenue or extraordinary expenditure, the plan is submitted for the following fiscal year(s) and should include the reinstatement of the balance.

The following table outlines the requirements for each fund:

Fund	Maintain a Positive Cash Balance	Asset Sufficiency of 1 or Greater	3% TABOR	Fund Balance/Net Position	Positive Net Income
General Fund	X	n/a	X	4%	X
Capital Funds:					
• Debt Service	X	n/a	n/a	n/a	n/a
• Capital Reserve	X	n/a	X	n/a	n/a
• Capital Projects	X	n/a	n/a	n/a	n/a
Special Revenue Funds:					
• Grants	X	n/a	X	n/a	n/a
• Food & Nutrition Services	X	n/a	X	n/a	n/a
• Campus Activity	X	n/a	X	n/a	n/a
• Transportation	X	n/a	X	n/a	n/a
Enterprise Funds:					
• Child Care	X	X	X	5%	X
• Property Management	X	X	X	5%	X
Internal Service Funds:					
• Central Services	X	X	X	5%	X
• Employee Benefits	X	X	X	5%	X
• Insurance Reserve	X	X	X	5%	X
• Technology	X	X	X	5%	X

CROSS REFERENCES:

DB, Preparation and Adoption of Annual Operating Budget

- Legal C.R.S. 22-44-102(7.3)
 C.R.S. 22-44-103(1)
 C.R.S. 22-44-105(1.5)(a)&(c)
 C.R.S. 22-32-109(1)(b)

Policy DC

TAXING AND BORROWING (AND DEBT MANAGEMENT)

Adopted: June 26, 1997

Revised: June 1, 2015

The purpose of this Debt Management Policy is to provide guidelines for debt issuance for the district while supporting the district goals and objectives as defined in Policy DC Taxing and Borrowing:

1. To provide the capability of financing the district's educational programs
2. To provide capital improvements which satisfy the district's physical plant needs
3. To provide the capability of financing district equipment needs
4. To refinance existing debt when it is in the best interest of the district

This policy will define the governing authority, scope, debt limits, structures, issuance and management practices. This policy is designed to improve on the quality of decisions for determining the amount and type of debt, issuance process and ongoing management of outstanding debt.

Governing Authority

Upon the approval of the electorate, the district is authorized by the Colorado Constitution to incur general obligation debt within the established limitations as set by the General Assembly. The district is also authorized under Colorado law to enter into short-term loans and issue tax anticipation notes for working capital purposes, provided that such loans are payable in the same fiscal year in which they are issued.

Scope

The provisions of this Debt Management Policy (the Policy) shall apply to all funds of the district. It applies to short and long-term obligations. Long term obligations include general obligation bonds, certificates of participation and capital leases. Short term obligations include tax anticipation notes, bond anticipation notes, lines of credit, and state interest free loans. This policy does not cover pension obligations. The chief financial officer and staff, under guidance of the superintendent, is the designated person responsible for implementing this policy.

Legal Debt Limit

The district follows Colorado Revised Statute (C.R.S.) 22-42-104 that limits bonded indebtedness to not be greater than twenty percent of the latest valuation for assessment of the taxable property, as certified by the county assessor to the board of county commissioners. Legally defeased debt is not considered outstanding for this calculation. The district will not issue debt beyond the bond referenda approved by the voters.

Public Policy

1. Purpose

The laws of the State of Colorado authorize the district to engage in debt issuance and confer upon it the power and authority to use debt for the purposes of financing the costs of acquiring, constructing, reconstructing, rehabilitating, replacing, improving, extending and equipping real and personal property; to refund existing debt; and/or to provide for cash flow needs. When considering any debt, the potential impact of debt service and additional operating costs on the operating budget and taxpayers of the district, both short (payable within the same fiscal year issued) and long-term shall be evaluated.

2. Types of Debt and Structure

- a. **Short-Term:** The district may issue fixed-rate and/or variable rate short-term debt with maturities that do not extend past the end of the current fiscal year. Short-term options may include tax anticipation notes, revenue anticipation notes, bond anticipation notes, or other

- such debt instruments as line of credit when necessary or prudent to allow the district to meet its cash flow requirements. The district will also evaluate the State loan program operated by the State Treasurer as an option for short-term debt. The district may issue bond anticipation notes to provide interim financing for bond projects that ultimately will be taken out by permanent general obligation bonds.
- b. **Long-Term:** The district may issue fixed-rate and/or variable rate long-term debt to finance educational programs, essential capital improvements, certain equipment where it is appropriate to spread the cost of the projects over more than one budget year, and existing debt when it is in the best interest of the district. In so doing, the district recognizes that future taxpayers who will benefit from the investment will pay a share of its cost. Projects that are not appropriate for spreading costs over future years will not be financed with long-term debt.
- i. General Obligation Bonds. Upon receiving voter approval to do so, the district may issue general obligation bonds for the lawful purposes approved by the voters. Such bonds normally will have fixed rates of interest, level debt service and a final maturity of 20-30 years. The average life of debt issued to finance assets shall be no greater than the projected average life of the assets being financed. The use of other interest rate modes, different amortization of debt and longer or shorter maturities will be permitted if the market conditions and nature of the financing justify doing so.
 - ii. Certificates of Participation. The district also may enter into real or personal property sale or lease/lease-back or sale/lease-back arrangements to support the sale of certificates of participation (“COPs”) to fund the acquisition of real or personal property. Such COP financings shall not require prior voter approval and shall be used when necessary or appropriate after taking into account the district’s ability to issue general obligation bonds for the purposes for which the COPs are being considered. COPs normally will have fixed rates of interest, level debt service and a final maturity that matches the useful life of the asset being financed. The use of other interest rate modes, different amortization of debt and longer or shorter maturities will be permitted if market conditions and nature of the financing justify doing so.
 - iii. Capitalized Interest. Unless required for structuring purposes, the district will avoid the use of capitalized interest in order to avoid unnecessarily increasing the bond size and interest expense. Certain types of financings such as COPs may require that interest on the debt be paid from capitalized interest until the district has use and possession of the financed project.
 - iv. Call Provisions. The chief financial officer, based upon an analysis of the economics of callable versus non-callable features, shall determine the provisions for each issue. As a general rule, the district should seek to include a ten-year par call provision in its long-term borrowings.
 - v. Credit Enhancements. The district may enter into credit enhancement agreements such as municipal bond insurance, surety bonds, letters of credit and lines of credit with commercial banks, municipal bond insurance companies, or other financial entities when their use is judged to lower borrowing costs, eliminate restrictive covenants, or have a net economic benefit to the financing. The credit rating of any counterparty must be at least in the “A” category by Moody’s or Standard & Poor’s at the time of the transaction. The district shall use a competitive process to select providers of such products to the extent applicable. In order to assure that the district purchases bond insurance cost-effectively, the chief financial officer will review a bond insurance break-even analysis by maturity before selecting which maturities to insure.

vi. Premiums and Discounts. In the structure of a debt offering, original issue premiums and discounts will be used as deemed to be in the district's financial interest considering current investor demand, future cash flows and expected interest rate savings.

- c. **Equipment Financing:** Lease obligations are a routine and appropriate means of financing capital equipment. However, lease obligations also have a significant impact on budget flexibility. Therefore, efforts will be made to fund capital equipment with pay-as-you go financing where feasible, and only the highest priority equipment purchases will be funded with lease obligations.

3. Relationship and Integration to Capital Improvement Program

The capital improvement program is supported partially through annual allocations of funding from the general fund and debt financing. Facilities are assessed annually and a database of deficiencies is updated to reflect current and pending needs for the district. Based on these needs a five year projection is made for projects classified as "warm, safe and dry" to be funded partially from the annual allocation. Larger projects for major renovations and additions are funded via the debt financing.

Financial Restrictions

Debt shall comply with all applicable laws, regulations and covenants and shall not be issued so as to jeopardize the status of outstanding debt. Long-term debt shall not be incurred to fund operations. Capital improvements may be financed utilizing the issuance of general obligation bonds, subject to voter approval or through certificates of participation. The district will analyze the affordability of proposed debt financing to ensure feasibility, taking into account financial resources, alternative funding sources and its capital and operational needs to develop the most appropriate, cost-effective way to meet those needs. The analysis will evaluate the additional debt burden to the district by comparing to peer districts as well as using metrics related to population, property values, wealth indicators and other such credit factors. The analysis will also consider any impacts to the districts credit ratings.

Debt Issuance Practices

1. Responsibilities of Staff Members

The chief financial officer, under the guidance of the superintendent, will:

- a. Direct the district's financial planning.
- b. Maintain accurate records relating to all district debt transactions.
- c. Attend to the details of issuance of debt including the selection of bond counsel, paying agent, escrow agent, preparation and printing of the official statement, and other matters coincident with the issuance of debt.
- d. Provide a periodic update of the condition of the bond markets using recognized indices and measures.
- e. Maintain contact with the nationally recognized rating agencies and coordinate the preparation of presentations to those agencies.
- f. Serve as the district's liaison to the Jefferson County School Finance Corporation and coordinate its activities.
- g. Serve as the district's financial advisor unless the Board exercises the option of selecting a firm to provide financial advisory services.

2. Responsibilities of the Financial Advisor

The financial advisory responsibilities of staff members or of a firm selected by district administration to provide financial advisory and consultant services will include:

- a. Providing advice with respect to the structure, timing, terms, and other similar matters concerning debt issues contemplated by the district.
- b. Being available to attend Board meetings and/or workshops to discuss the district's financial condition and the future plans for financing district activities.
- c. Reviewing existing and proposed legislation which affects the district and assisting in lobbying efforts by the legislature.

3. Responsibilities of the Investment Banker

With respect to specific issues, the responsibilities of the firm selected by district administration to provide investment banking services will include:

- a. Structuring, marketing, and selling debt issues for the district.
- b. Assisting the district in the selection of bond counsel, paying agent and escrow agent and assisting in the preparation of the official statement.
- c. Attending to all matters incidental to the closing of a securities transaction, including bond printing, (Committee on Uniform Securities Identification procedures) CUSIP numbers assignment, printing and distribution of the final official statement, money transfers, acquisition of escrow securities, and final payment for the securities.

Professional Services

Investment bankers/underwriters and financial advisors will be selected through a Request for Proposal (RFP) or Request for Qualifications (RFQ) process, whichever is most appropriate for the given circumstances. In isolated instances, such selection may be accomplished on a sole source basis if it is clear that an RFP/RFQ process would not be feasible or in the district's interests. The type of financial advisory or investment banking services and the method of selecting the firm or firms to provide such services shall be determined by the chief financial officer and staff. All investment banking firms or financial advisors employed by the district shall comply with the provisions and rules of the Municipal Securities Regulatory Board when performing services for the district. Professional services selection should be reviewed after five years with renewals at the district's option.

Members of the financing team for each transaction will be identified and presented to the Board as part of the financing transaction. All financing team members shall be required to provide full and complete disclosure, under penalty of perjury, relative to any and all agreement with other financing team members and outside parties. The extent of the disclosure may vary depending on the nature of the transaction. However, in general terms, no agreements will be permitted which would compromise a firm's ability to provide independent advice which is solely in the best interest of the district, or which could reasonably be perceived as a conflict of interest.

Sale of Securities

Due to the fact the district is an infrequent issuer and the fact it requires the services of an investment banking/underwriter team on an ongoing basis, the district's preferred method of sale is by negotiation with its investment banker/underwriting team. However, each transaction will be reviewed by the chief financial officer and chief operating officer and evaluated if competitive sale or private placement would be advantageous. The sale recommendation will be reviewed with the Financial Oversight Committee. Benchmarking comparisons for bond pricing will be completed prior to the sale of securities.

Refunding and Restructuring

The district shall consider refunding or restructuring outstanding debt when financially advantageous or beneficial for debt repayment and structuring flexibility. The chief financial officer shall review a net present value analysis of any proposed refunding in order to make a determination regarding the cost-effectiveness of the proposed refunding. The target net present value savings as a percentage of the refunded aggregate principal amount shall be no less than 3% per maturity unless, at the discretion of the chief financial officer, a lower percentage is more applicable, for situations including, but not limited to, maturities with only a few years until maturity or COPs being defeased or redeemed from proceeds of general obligation bonds or other structuring considerations. In accordance with Board of Education and state statute, the chief financial officer shall be empowered to restructure escrow funds for the district's refunded bonds and COPs

when savings can be achieved. The chief financial officer shall review a savings analysis of any proposed restructuring in order to make a determination regarding its cost-effectiveness. Any savings from such restructuring shall be applied in accordance with legal and tax considerations and legal analysis at the time such savings are available.

Credit Ratings

The district shall endeavor to maintain effective relations with the rating agencies and credit enhancers. The chief financial officer, along with the district's investment banking/underwriting team, shall meet with, make presentations to, or otherwise communicate with the rating agencies and credit enhancers on a consistent and appropriate basis in order to keep the agencies informed concerning the district's capital plans, debt issuance program, and other appropriate financial information.

Debt Management Practices

Authority of Staff Members

1. The chief financial officer and staff, under the guidance of the superintendent, are designated as the person responsible for implementing this policy and its procedures.
2. The chief financial officer and staff shall serve as the district's liaisons with the investment banking community and will keep the Board, the superintendent and any financial advisors retained by the district informed about investment banking activities, changes in laws which affect the issuance or debt, and any topics which bear on the district's financial activities and needs.
3. When developing the district's financial plan, the chief financial officer and staff shall analyze the need for financial advisory or investment banking assistance in defining the district's financial goals and objectives, establishing its financial plan and preparing for the issuance of debt or the refinancing of existing debt.
4. The need for and the type of financial advisory or investment banking services and the method of selecting the firm or firms to provide such services shall be determined by the chief financial officer and staff.
5. All investment banking firms or financial advisors employed by the district shall comply with the provisions and rules of the Municipal Securities Regulatory Board when performing services for the district.
6. The chief financial officer and chief operating officer shall determine whether to use a competitive bid or negotiated sale method for each transaction. All financing completed by the district shall be conducted in compliance with Colorado and federal statutes and regulations.

Investment of Proceeds

Proceeds from the issuance of debt will be invested in compliance with the district's investment policy and Colorado State Statutes. Investments will be designed to keep the proceeds safe while maximizing yield and ensuring funds are liquid as needed.

Disclosure

The district shall prepare or cause to be prepared appropriate disclosures as required by Securities and Exchange Commission Rule 15c2-12, the federal government and the State of Colorado to ensure compliance with applicable laws regulations and agreements to provide ongoing disclosure. The district shall make available its annual Comprehensive Annual Financial Report and Adopted Budget on the official district website and/or on a publicly available website so that interested persons have a convenient way to locate major financial reports and documents pertaining to the district's finances and debt. Such reports shall be made available on a timely basis consistent with any ongoing disclosure obligations and any regulations or laws pertaining to the issuance.

Arbitrage Rebate Monitoring and Filing

The district shall maintain or cause to be maintained an appropriate system of accounting to calculate bond investment arbitrage earnings in accordance with the Tax Reform Act of 1986, as amended or supplemented and applicable United States Treasury regulations related thereto. The district will follow arbitrage guidelines to ensure accurate and timely compliance.

Recordkeeping and Reporting

The chief financial officer or designee shall maintain complete records of decisions made in connection with each financing, including the selection of members of the financing team, the structuring of the financing, selection of credit enhancement products and providers and selection of investment products. Each transaction file shall include the official transcript for the financing, the final number runs and a post-pricing summary of the debt issue. The chief financial officer shall provide a summary of each financing to the Financial Oversight Committee and Board of Education. The district's Comprehensive Annual Financial Report will serve as the repository for statements on indebtedness. The report will be posted on the district's website as well as on the district's dissemination agent's website.

Investment Community Relations

The district shall endeavor to maintain a positive relationship with the investment community. The chief financial officer shall, as necessary, prepare reports and other forms of communication regarding the district's debt, as well as its future financing plans. This includes information presented to the media and other public sources of information. To the extent applicable, such communications shall be posted on the district's website. Any information provided to investors will be made publicly available and accessible.

Special Situations

Changes in the capital markets, district programs and other unforeseen circumstances may produce situations that are not covered by the Policy. These situations may require modifications or exceptions to achieve policy goals. Management flexibility is appropriate and necessary in such situations, provided specific authorization is received from the Board.

Derivatives

The district may undertake hedging strategies in connection with debt issuance. Prior to the use of any hedging strategy, the chief financial officer will develop an appropriate policy regarding interest rate swaps, interest rate caps and collars, rate locks and other derivatives for approval by the Board. Such policy, if approved, will be integrated into this policy.

Policy Revisions

This debt policy shall be reviewed annually by the chief financial officer and may be amended by the Board of Education as conditions warrant.

Legal C.R.S. 22-40-107
 C.R.S. 22-54-110
 C.R.S. 29-15-101 et seq. (Tax Anticipation Note Act)

Policy DFA/DFAA

REVENUES FROM INVESTMENTS/USE OF SURPLUS FUNDS

Adopted: June 26, 1997

Revised: April 29, 2013

Reviewed: May 18, 2015

Delegation of Authority

Authority for the day-to-day investment decisions is delegated by the treasurer of the Board of Education to the chief financial officer. The chief financial officer shall designate those individuals who have the authority to make investment transactions. This authority shall be given only to those individuals who have the knowledge and understanding of investments and the investment process. No person may engage in an investment transaction except as provided under the terms of this policy and the procedures established by the chief financial officer.

In accordance with district policy D1EE, the members of the Financial Oversight Committee will monitor the investment practices used by district staff. Quarterly reports will be provided to the Financial Oversight Committee for review. The review process and any recommendations will be included in the committee's reports to the Board of Education.

Investment Objectives

All district funds allocated to a specific use, but temporarily not needed, shall be invested by the chief financial officer in accordance with Colorado statutes and in a manner designed to accomplish the following objectives:

1. To ensure the safety of all district funds.
2. To ensure that adequate funds are available at all times to promptly pay all of the district's financial obligations.
3. To earn the maximum return possible on the funds available for investment while complying with state law and district policy.
4. To manage the district's cash resources, all funds needed for general obligations will be pooled into one account for investment purposes.

Investment Management

The chief financial officer shall be responsible for the supervision and management of the day-to-day operations of the district's investment portfolio including the preparation of monthly cash flow forecasts as well as the daily placement of actual purchase and sell orders with dealers or to place certificates of deposit with local institutions.

Investments shall be diversified to eliminate the risk of loss resulting from over concentration of assets in a specific maturity, specific issuer or a specific class of securities.

Prudence

Investments will be made with judgment and care, under circumstances then prevailing, which persons of prudence, discretion, and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the primary objective of safety as well as the secondary objective of the attainment of market rates of return. The district will not enter into investment transactions which will expose itself to an undue credit risk of an issuer or broker/dealer.

The standard of prudence to be used by investment officials will be the "prudent person" standard. It will be applied in the context of managing an overall portfolio. Individuals acting in accordance with written procedures and exercising due diligence will be relieved of personal responsibility for an individual

security's credit risk or market price changes, provided that deviations from expectations are reported in a timely fashion, and appropriate action is taken to control adverse developments.

Regular quarterly reports shall be provided to the superintendent, the Financial Oversight Committee and the Board of Education in a format that allows evaluation of the success of its investments in light of stated objectives.

Please refer to the district's adopted investment policy on the financial services department webpage, www.jeffcopublicschools.org, for further details.

CROSS REFERENCES:

DFA/DFAA-E, Investment Policy

DIEE, Financial Oversight Committee)

Legal	C.R.S. 11-10.5-101 et seq.
	C.R.S. 11-47-101 et seq.
	C.R.S. 24-75-601 et seq.
	C.R.S. 24-75-701 et seq.

Policy Executive Limitations (EL-5)

FINANCIAL PLANNING / BUDGETING

Adopted:	June 15, 2000
Revised:	March 3, 2016
Reviewed:	February 7, 2019
Monitoring Method:	Internal
Monitoring Frequency:	Annual – February

Financial planning for any fiscal year shall not deviate materially from the Board's Ends policies, risk fiscal jeopardy or fail to be derived from a multi-year plan.

Accordingly, the superintendent may not present to the Board a recommended budget which:

1. Is not in a summary format understandable by a lay person.
2. Fails to itemize district expenditures by fund and by student (per capita).
3. Fails to ensure per pupil funding and mill levy override funding is distributed proportionately by number of pupils attending each neighborhood, option, charter or other public school.
4. Fails to adequately describe expenditures.
5. Fails to show the amount budgeted and the amount estimated to be expended for the current fiscal year and the amount budgeted for the ensuing fiscal year.
6. Fails to consider the recommendations made by each school-level accountability committee, via the District Accountability Committee, relative to priorities for expenditures of district funds.
7. Fails to disclose budget planning assumptions, including material changes in line item presentations.
8. Plans for the expenditure in any fiscal year of more funds than are conservatively projected to be received in that period unless otherwise approved by the Board in a multi-year plan.
9. Reduces, without approval of the Board, the current cash reserves at any time to less than the minimum amount required by law for emergency reserves.
10. Fails to provide adequate and reasonable budget support for Board development and other governance priorities, including the costs of fiscal audit, Board and committee meetings, Board memberships and district legal fees (see GP-15, Cost of Governance policy in Governance Process).
11. Fails to take into consideration fiscal soundness in future years or ignores the building of organizational capabilities sufficient to achieve ends in future years.
12. Fails to reflect anticipated changes in employee compensation.
13. Fails to provide projections, communication and understanding of reserve balances on a generally accepted accounting principle (GAAP).
14. Fails to maintain a four percent unallocated general fund balance.
15. Fails to provide opportunity for Board of Education understanding, direction and decision regarding any spend down of general fund balance on a generally accepted accounting principle (GAAP) basis.
16. Fails to have all school accountability committees provide input in building level school-based budgeting decision making.

Legal	C.R.S. 22-7-205 and 207 (school level accountability committee recommendations) C.R.S. 22-44-101 through 116 (School District Budget Law of 1964) C.R.S. 29-1-103 (3) (budget to reflect lease-purchase payment obligations) Colo. Const. Art. X, Section 20 (Taxpayer's Bill of Rights, or TABOR)
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Policy Executive Limitations (EL-6)

FINANCIAL ADMINISTRATION

Adopted:	June 15, 2000
Revised:	March 3, 2016
Reviewed:	August 21, 2020
Monitoring Method:	Internal and External
Monitoring Frequency:	Quarterly; November, February, June and September

With respect to the actual, ongoing financial condition and activities of the district, the superintendent shall not cause nor allow fiscal jeopardy or any fiscal condition that is inconsistent with achieving the priorities established in Board's Ends policies. Accordingly, the superintendent may not:

1. Expend more funds than have been received in the fiscal year to date unless authorized by the Board through use of reserves or unless revenues are made available through other legally permissible means.
2. Expend funds in excess of the amount appropriated or in excess of the reasonably projected available resources, whichever is less for a particular fund.
3. Transfer unencumbered moneys from one fund to another unless authorized by the Board in advance.
4. Fail to settle payroll and pay obligations in a timely manner.
5. Allow reports or filings required by any state or federal agency to be overdue or inaccurately filed.
6. Fail to arrange for the annual audit of all district funds and accounts following the close of the fiscal year in accordance with state law.
7. Fail to bill timely and aggressively pursue receivables after a reasonable grace period.
8. Fail to keep complete and accurate financial records by funds and accounts in accordance with law and generally recognized principles of governmental accounting.
9. Fail to publish and post a financial condition statement.
10. Acquire, encumber or dispose of real property without authorization from the Board.
11. Fail to make timely and appropriate corrections in accordance with internal or external audit findings.
12. Fail to notify the Board when bonds have been upgraded or downgraded.
13. Fail to identify funds, programs, departments or schools that are projected to end the fiscal year with an operating loss or deficit, even though a correction plan has been initiated.
14. Fail to provide immediate verbal notification, identification and scope of any potential financial problem.
15. Fail to provide a corrective action plan within 30 days of first reporting any potential loss.
16. Fail to identify and explain variations or deviations in cash flow, revenues or other important financial indicators.
17. Fail to direct key financial, auditing and monitoring staff to report potential financial problems immediately.
18. Fail to conduct quarterly financial reviews with the Board, superintendent, chief operating officer, chief financial officer and budget management.
19. Fail to establish appropriate safeguards to ensure financial issues are identified and reported to the Board of Education in a timely manner.
20. Fail to establish guidelines on the role of school accountability committees advising principals on the use of all school funds, including revenue enhancing funds such as those generated by vending machines.

21. Fail to notify Board of Education when an employee violates guidelines or policies regarding the use of district funds.
22. Fail to review and correct or clarify rules when an employee violates guidelines or policies regarding the use of district funds.
23. Fail to provide appropriate training for key financial, auditing and monitoring staff.
24. Fail to comply with Colorado State Legislature requirements to increase transparency of funding, for each Jeffco student and keep the community and Board apprised of the student based budgeting progress.

Legal C.R.S. 22-32-109 (1) (i), (j), (k), (l) (Board duties concerning proper record keeping and annual audit)
 C.R.S. 22-42-101 et seq. (bonded indebtedness)
 C.R.S. 29-1-601 et seq. (local government audit law)



Appendix B



Jefferson County School District No. R-1
Authorizing the Use of a Portion of Beginning Fund Balances
For the Fiscal Year Beginning July 1, 2020 and Ending June 30, 2021
RESOLUTION

WHEREAS, C.R.S. 22-44-105 states that a budget, duly adopted pursuant to this article, shall not provide for expenditures, interfund transfers, or reserves, in excess of available revenues and beginning fund balance.

WHEREAS, the Board of Education may authorize the use of a portion of the beginning fund balance in the budget, stating the amount to be used, the purpose for which the expenditure is needed, and the district's plan to ensure that the use of the beginning fund balance will not lead to an ongoing deficit.

WHEREAS, the Board of Education has determined the beginning fund balances in the General Fund are sufficient to allow for the one-time expenditures and the action will not lead to an ongoing deficit.

NOW, THEREFORE, BE IT RESOLVED:

IN ACCORDANCE with C.R.S. 22-44-105, the Board of Education authorizes the use of a portion of the FY 2020/2021 Beginning Fund Balance for the following funds: Child Care in the amount of \$948,143 related to decrease in participation for before/after school programs and a decline in enrollment for preschool triggered by COVID-19; Property Management Fund in the amount of \$407,955 due to decrease in revenues from building use restrictions related to COVID-19; Central Service Fund in the amount of \$420,089 related to decline in revenues due to COVID-19 related closure of schools.

BE IT FURTHER RESOLVED, the use of this portion of these beginning fund balances for the purpose/s set forth above will not lead to ongoing deficits in the funds.

Adopted this 6th day of May, 2021.

(SEAL)

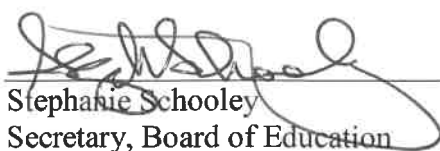
By: _____



Susan Harmon

President, Board of Education

Attest: _____



Stephanie Schooley
Secretary, Board of Education

Signed after printing document.

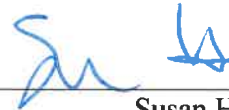
**Jefferson County School District No. R-1
Supplemental Appropriation
For the Fiscal Year Beginning July 1, 2020 and Ending June 30, 2021
RESOLUTION**

BE IT RESOLVED by the Board of Education of Jefferson County Public Schools that the amounts included on the attached document are appropriated and revise the organizational budget adopted for the fiscal year beginning July 1, 2020, and ending June 30, 2021.

Adopted this 6th day of May, 2021.

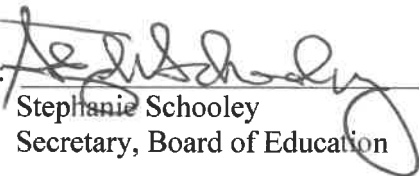
(SEAL)

By: _____



Susan Harmon
President, Board of Education

Attest:



Stephanie Schooley
Secretary, Board of Education

Signed after printing document.

Jefferson County School District No. R-1
2020/2021 Fiscal Year Supplemental Budget Appropriation Resolution

REVENUE

Sources of Revenue	2020/2021 Adopted/Revised Budget	Increase (Decrease)	2020/2021 Revised Budget
BUILDING FUND 2020			
Second Bond Issuance, 2020	\$ -	\$ 308,919,148	\$ 308,919,148
BUILDING FUND 2020	\$ -	\$ 308,919,148	\$ 308,919,148
EMPLOYEE BENEFITS			
Increase in Gurantee Penalty performance from Kaiser	\$ 6,807,000	\$ 400,000	\$ 7,207,000
EMPLOYEE BENEFITS	\$ 6,807,000	\$ 400,000	\$ 7,207,000
GRANT FUND			
Additional Grant Fund Revenue for ESSER II and ESSER III(ARP)	\$ 93,410,050	\$ 10,600,000	\$ 104,010,050
GRANT FUND SUPPLEMENTAL	\$ 93,410,050	\$ 10,600,000	\$ 104,010,050
INFORMATION TECHNOLOGY FUND			
Additional E-Rate revenue	\$ 21,143,948	\$ 500,000	\$ 21,643,948
INFORMATION TECHNOLOGY FUND SUPPLEMENTAL	\$ 21,143,948	\$ 500,000	\$ 21,643,948

Jefferson County School District No. R-1
2020/2021 Fiscal Year Supplemental Budget Appropriation Resolution

EXPENDITURE APPROPRIATION

Description of Expenditure	2020/2021 Adopted/Revised Budget	Increase (Decrease)	2020/2021 Revised Budget
CAPITAL RESERVE FUND			
Increase in costs on school projects, primarily Alameda International	\$ 5,305,584	\$ 1,800,000	\$ 7,105,584
CAPITAL RESERVE SUPPLEMENTAL	\$ 5,305,584	\$ 1,800,000	\$ 7,105,584
DEBT SERVICE			
Refinance of 2012 General Obligation bonds	\$ 73,730,025	\$ 43,300,000	\$ 117,030,025
DEBT SERVICE	\$ 73,730,025	\$ 43,300,000	\$ 117,030,025
BUILDING FUND 2020			
Second Bond Issuance, 2020	\$ -	\$ 36,638,285	\$ 36,638,285
BUILDING FUND 2020	\$ -	\$ 36,638,285	\$ 36,638,285
EMPLOYEE BENEFITS			
Increased costs related to district managed medical plan evaluation	\$ 7,308,677	\$ 400,000	\$ 7,708,677
EMPLOYEE BENEFITS	\$ 7,308,677	\$ 400,000	\$ 7,708,677
GRANT FUND			
Additional Grant Fund Revenue for ESSER II and ESSER III(ARP)	\$ 93,410,050	\$ 10,600,000	\$ 104,010,050
GRANT FUND SUPPLEMENTAL	\$ 93,410,050	\$ 10,600,000	\$ 104,010,050
INSURANCE RESERVE FUND			
Increase in settlment costs	\$ 10,440,183	\$ 800,000	\$ 11,240,183
INSURANCE RESERVE FUND SUPPLEMENTAL	\$ 10,440,183	\$ 800,000	\$ 11,240,183

**Jefferson County School District No. R-1
Supplemental Appropriation
For the Fiscal Year Beginning July 1, 2020 and Ending June 30, 2021
RESOLUTION**

BE IT RESOLVED by the Board of Education of Jefferson County Public Schools that the amounts included on the attached document are appropriated and revise the organizational budget adopted for the fiscal year beginning July 1, 2020, and ending June 30, 2021.

Adopted this 10th day of June, 2021.

(SEAL)



By: _____

A handwritten signature in blue ink, appearing to read "Susan Harmon", is written over a horizontal line.

Susan Harmon
President, Board of Education

Attest: _____

A handwritten signature in black ink, appearing to read "Stephanie Schooley", is written over a horizontal line.

Stephanie Schooley
Secretary, Board of Education

Signed after printing document.

Jefferson County School District No. R-1
 2020/2021 Fiscal Year Supplemental Budget Appropriation Resolution

REVENUE

Sources of Revenue	2020/2021 Adopted/Revised Budget	Increase (Decrease)	2020/2021 Revised Budget
FOOD SERVICE FUND			
Transfer from General Fund to cover loss of revenue up to a max of \$6M	\$ -	\$ 6,000,000	\$ 6,000,000
FOOD SERVICE FUND SUPPLEMENTAL	\$ -	\$ 6,000,000	\$ 6,000,000

Jefferson County School District No. R-1
 2019/2020 Fiscal Year Supplemental Budget Appropriation Resolution

EXPENDITURE APPROPRIATION

Description of Expenditure	2020/2021 Adopted/Revised Budget	Increase (Decrease)	2020/2021 Revised Budget
GENERAL FUND OTHER USES			
Transfer for Food Service Fund	\$ 64,704,406	\$ 6,000,000	\$ 70,704,406
GENERAL FUND OTHER USES SUPPLEMENTAL	\$ 64,704,406	\$ 6,000,000	\$ 70,704,406

**Jefferson County School District No. R-1
Budget Adoption and Appropriations
For the Fiscal Year Beginning July 1, 2021 and Ending June 30, 2022
RESOLUTION**

WHEREAS, the Jefferson County Public School District annual budget for the fiscal year beginning July 1, 2021, and ending June 30, 2022, has been established and a public hearing has been held after duly published public notices; and

WHEREAS, the Board of Education is required by law to adopt a resolution adopting the budget for the fiscal year and authorizing total appropriation amounts to be expended during the said fiscal year.

WHEREAS, the budget provides for revenues and available resources equal to or greater than the total proposed expenditures and transfers as set forth in said budget;

BE IT RESOLVED, by the Board of Education of the Jefferson County School District No. R-1, County of Jefferson, State of Colorado, that the fiscal year 2021/2022 Budget for all funds as presented at this meeting and as amended to this date, be approved and adopted as the budget for the district for the ensuing fiscal period beginning July 1, 2021, and ending June 30, 2022 with total appropriated amounts listed below for both expenditures and interfund transfers:

General Fund	
Expenditures	\$782,812,300
Interfund Transfers	\$ 65,584,143
School Carry Forward Reserve	\$ 18,000,000
Capital Reserve Fund	\$ 6,840,222
Building Fund	\$221,780,708
Debt Service Fund	\$ 68,095,281
Special Revenue Funds	
Campus Activity Fund	\$ 27,392,092
Food Service Fund	\$ 27,651,165
Grant Fund	\$ 118,978,088
Transportation Fund	\$ 28,814,473
Enterprise Funds	
Child Care Fund	\$ 17,622,263
Property Management Fund	\$ 2,459,677
Interfund Transfer	\$ 650,000
Internal Service Funds	
Employee Benefits Fund	\$ 7,427,496
Central Services Fund	\$ 3,475,259
Technology Fund	\$ 33,886,894
Insurance Reserve Fund	\$ 11,865,043

BE IT FURTHER RESOLVED, that amounts which were budgeted and appropriated for the 2020/2021 fiscal year budget; which are authorized to be expended, reserved, encumbered or in the case of the Grant Fund and Bond Fund committed for various purposes and projects by Board action prior to June 30, 2021; and which are incomplete at that time be, and hereby are, ratified and re-appropriated for the 2021/2022 fiscal year for such purposes and projects.

BE IT FURTHER RESOLVED, that the adoption of this Budget Resolution shall be deemed to include the irrevocable pledging of present cash reserves for future fiscal years' payments of any multiple-fiscal year financial obligations authorized or approved by the Board of Education subsequent to November 3, 1992.

BE IT FURTHER RESOLVED, that the adoption of this Budget Resolution approves and authorizes the collection of all district fees displayed in the adopted budget. Further, all fees collected shall not be expended for any other purpose. The district shall maintain a complete list of fees, how the fee was derived and the purpose of each fee in compliance with C.R.S. 22-32-117.

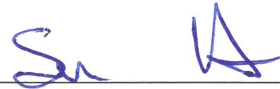
BE IT FURTHER RESOLVED, that the adoption of this Budget Resolution shall be deemed to include the renewal for the 2021/2022 fiscal year of all leases, lease purchase agreements, lease agreements with an option to purchase, and installment purchase agreements in accordance with their terms which have been authorized or approved by the Board of Education subsequent to November 3, 1992.

BE IT FURTHER RESOLVED, that the designation "Adopted Budget," the name of the Jefferson County School District No. R-1, the date of adoption and the signature of the President of the Board of Education be entered upon the Adopted Budget and that the Adopted Budget, together with the Budget Resolution, be posted on the School District's public website and placed on file at the principal administrative office of the School District, where both shall remain throughout the 2021/2022 fiscal year and be open for inspection during reasonable business hours.

Adopted this 10th day of June, 2021.

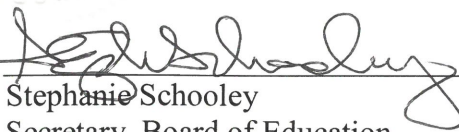
(SEAL)

By: _____



Susan Harmon
President, Board of Education

Attest: _____



Stephanie Schooley
Secretary, Board of Education

Signed after printing document.

Jefferson County School District No. R-1
Authorizing the Use of a Portion of Beginning Fund Balances
For the Fiscal Year Beginning July 1, 2021 and Ending June 30, 2022
RESOLUTION

WHEREAS, C.R.S. 22-44-105 states that a budget, duly adopted pursuant to this article, shall not provide for expenditures, interfund transfers, or reserves, in excess of available revenues and beginning fund balance.

WHEREAS, the Board of Education may authorize the use of a portion of the beginning fund balance in the budget, stating the amount to be used, the purpose for which the expenditure is needed, and the district's plan to ensure that the use of the beginning fund balance will not lead to an ongoing deficit.

WHEREAS, the Board of Education has determined the beginning fund balances in the General Fund, Building Fund, Food Service Fund, Child Care Fund, Employee Benefits Fund, Central Services Fund, Information Technology Fund, and Insurance Reserve Fund are sufficient to allow for the one-time expenditures and the action will not lead to an ongoing deficit.

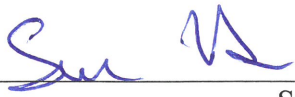
NOW, THEREFORE, BE IT RESOLVED:

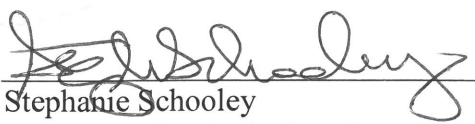
IN ACCORDANCE with C.R.S. 22-44-105, the Board of Education authorizes the use of a portion of the FY 2021/2022 Beginning Fund Balance for the following funds: General Fund in the amount of \$12,967,047 to use for compensation increases and elementary literacy; Building Fund in the amount of \$221,380,708 related to the acceleration of projects related to the bond; Food Service in the amount of \$1,954,228 due to compensation increases and equipment expenses; Child Care Fund in the amount of \$684,798 due to increased expenditures within the preschool programs; Employee Benefits Fund in the amount of \$637,716 related to higher claim costs; Central Services Fund in the amount of \$70,259 due to compensation increases; Information Technology Fund in the amount of \$3,038,468 related to the timing and implementation of projects; and Insurance Reserve Fund in the amount of \$1,668,158 related to timing and cost of claims.

BE IT FURTHER RESOLVED, the use of this portion of these beginning fund balances for the purpose/s set forth above will not lead to ongoing deficits in the funds.

Adopted this 10th day of June, 2021.

(SEAL)

By: 
Susan Harmon
President, Board of Education

Attest: 
Stephanie Schooley
Secretary, Board of Education

Signed after printing document.