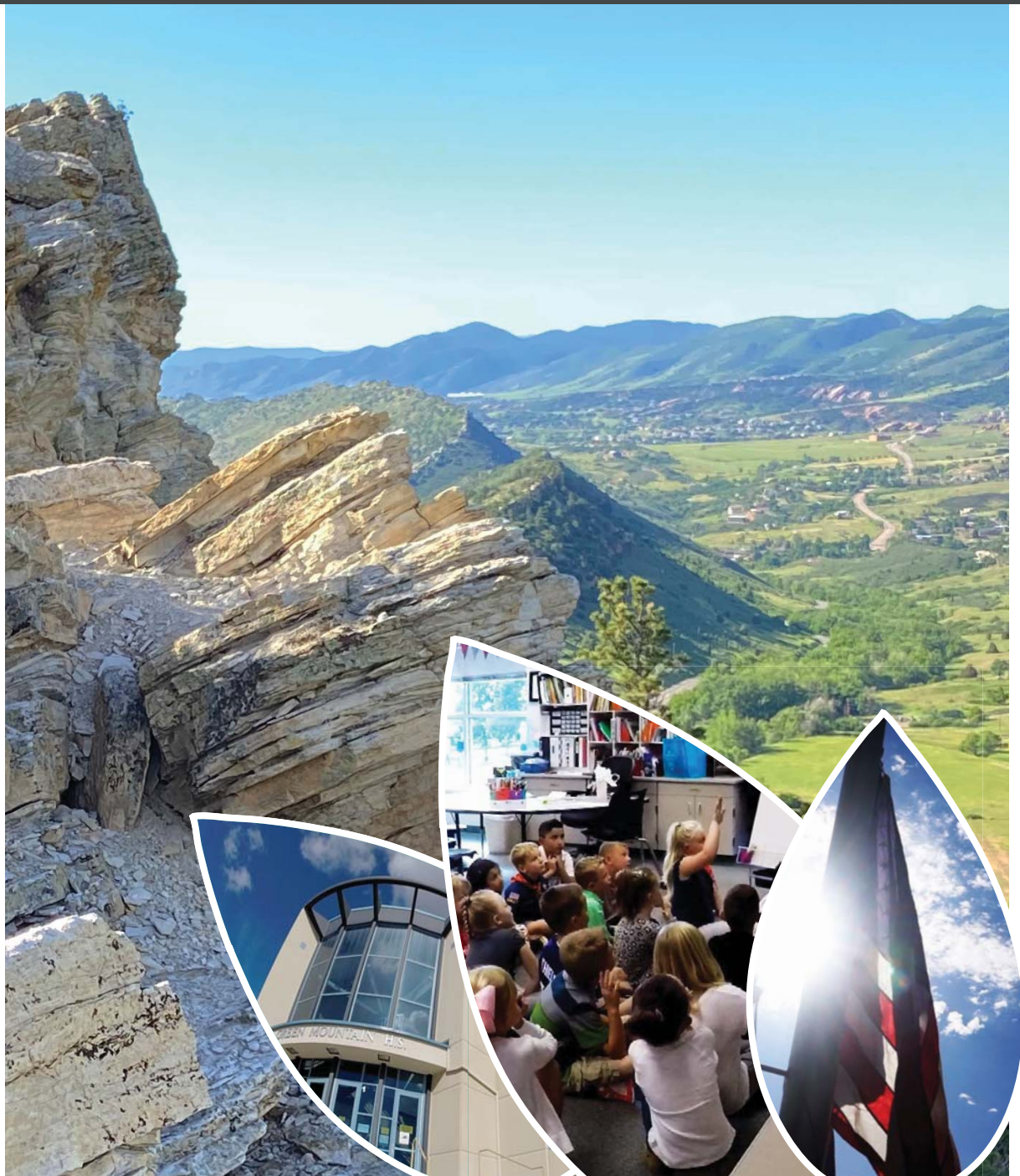


2020/2021 ADOPTED BUDGET







Jefferson County School District, No. R-1

1829 Denver West Drive, Bldg. 27

Golden, Colorado 80401

www.jeffcopublicschools.org

2020/2021 Adopted Budget

Presented to the Board of Education

June 17, 2020

Susan Harmon..... President
Brad Rupert..... First Vice President
Ron Mitchell..... Second Vice President
Stephanie Schooley.....Secretary
Susan Miller..... Treasurer

Dr. Jason Glass.....Superintendent

Prepared by the Office of Budget Management and Development
Kathleen Askelson, Chief Financial Officer



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June 17, 2020

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

Transmittal of the 2020/2021 Budget

We are pleased to present the 2020/2021 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)

In early December 2019, the world became aware of a concern in Wuhan, China, about a rapidly spreading virus. What was initially thought to be an event specific to China quickly accelerated and became a global outbreak of a disease known as coronavirus 2019, or COVID-19. By mid-January, cases were being reported in other countries with the first confirmed case in the United States on January 20. Measures necessary to contain the virus worldwide triggered an economic downturn. The National Bureau of Economic Research announced that the nation officially entered a recession in February, one of the most severe recessions on record.

Following the announcement of the first confirmed COVID-19 case in Colorado on March 5, 2020, rapid changes to normal business of the economy began to occur. On March 16, 2020, Jeffco Public Schools along with several other large metro area school districts closed schools. Jeffco immediately announced a remote learning model that would allow students to continue their education while keeping families and staff safe and out of the public during uncertain times. The district made a decision not to implement any staff layoffs for the current fiscal year and chose to continue employment for the benefit of our employees, their families and the local economy during this unprecedented worldwide pandemic. District staff was able to work both remotely and on site to continue the essential business of educating, mentoring and feeding our students, taking care of our employees, and supporting our community, all of which provided a level of stability in a time of massive change and uncertainty.

The impacts of COVID-19 has had dramatic shifts in funding and varying implications to schools. In response to the economic struggles, the federal government established the Coronavirus Aid, Relief, and Economic Security Act (CARES Act), a \$150B Coronavirus Relief Fund to support states with expenses due to the public health emergency with respect to COVID-19. On May 18, Governor Polis signed Executive Order 20-070, which directed the transfer of \$510M from the state of Colorado's CARES Act Coronavirus Relief Fund to Colorado Department of Education (CDE) to be awarded to school districts, the Charter School Institute, the Colorado School for the Deaf and the Blind, and facility schools on a per pupil basis. Jeffco's portion of these funds is \$36M. In addition to CARES funding, Colorado was allocated \$120M in Elementary and Secondary School Emergency Relief (ESSER) fund dollars that were allocated to state education agencies based on 2019/2020 Title 1 shares. Jeffco's portion of this is \$6M.

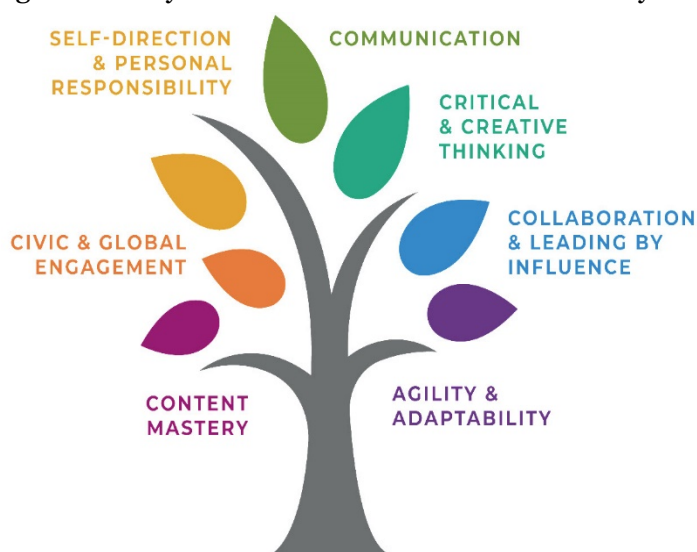
Our Mission: To provide a quality education that prepares all children for a success future.

The guidelines and restricted use of these one-time funds continue to be evaluated. For more information on how these funds are applied to the 2020/2021 budget, see the General Fund section on page 37.

The Process & Timeline

The process to produce the 2020/2021 budget began early in the fall of 2019 with economic updates to the Board of Education including funding estimates and plans for community engagement. Because changes in enrollment, assessed values, inflation and potential new bills can effect funding, the budget team closely monitored factors and legislation at the state to interpret the impact to the district. In addition, the district closely monitored the major swings in potential funding due to the worldwide pandemic. Scenarios were presented to a district superintendent-appointed Community Budget Advisory Committee. This committee analyzed the potential scenarios and provided valuable input in the development of the budget.

Community outreach is always a focus of budget development in Jeffco. For the 2020/2021 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 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 February. 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, and 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 2020/2021 budget is in year six 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 this printing, negotiations are still underway with the Jefferson County Education Association (JCEA) and the Jeffco Education Support Professional Association (JESPA), independently of one another. These negotiations are ongoing with the intention of reaching agreement on contract language and compensation and benefits. The 2020/2021 Adopted Budget does not currently include any allocation to compensation increases. Should agreements be reached on contract language, compensation, or benefits that impacts the budget, a supplemental or revised budget will be addressed by the district.

School Finance Act

In November, the governor released the 2020/2021 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 1.9 percent increase for inflation, an increase for growth in student population statewide, and an increase to overall funding by decreasing the state's budget stabilization factor by \$52M, which was later revised.

However, the severe economic impact of COVID-19 dramatically changed the timing and the outlook of school funding. The School Finance Act bill was finally passed by the Colorado House and Senate on June 11 and 12, 2020, with funding in effect for July 1, 2020. The bill funds inflation at 1.9 percent; however, due to the loss of revenue caused by COVID-19 and in order for the state to balance its budget for the first time since 2012/2013, an increase to the budget stabilization factor of \$601M statewide was enacted. This set the budget stabilization factor to the highest level it has been since inception. For the 2020/2021 year, the amount withheld to schools due to the budget stabilization factor is approximately \$1.2B statewide. With the likelihood of state budget pressures and without the continuation of the emergency federal funds for 2020/2021, the district anticipates a large budget shortfall that will require substantial

budget reductions. District leadership will continue to monitor and be diligent in using limited resources for the best benefit of our students while maintaining the long-term financial health of the district.

Jeffco Funding

The Adopted Budget revenue projections and assumptions are based on information from the state of Colorado School Finance Act, anticipated enrollment changes, and other forecasted fluctuations. The severe economic impact of COVID-19 dramatically changed the outlook of school funding. The Joint Budget Committee (JBC) finalized the School Finance Act bill in June 2020. The bill funds inflation at 1.9 percent and, for Jeffco, increases the budget stabilization factor by \$55M. As calculated by the Colorado Department of Education (CDE), Jeffco will receive a decrease in state funding of \$(34M), which is a decrease of \$(662) per pupil. This total funding includes \$(3.4M) loss for charter schools, preschool, and innovation schools. In addition, the Board of Education has taken a conservative approach with an estimated decrease in specific ownership (vehicle) tax (SOT), and a decrease in interest revenue. The decrease in SOT and interest is in anticipation of the downturn of the economy. The mill levy override that passed in 2018 is subject to increase by inflation and assumed in the revenue.

The Board of Education had difficult decisions to make and did so with as minimal of an impact as possible to students and employees. The 2020/2021 Adopted Budget assumes that half of the CARES funding will be identified in 2019/2020 year, generating a one-time savings to help offset the revenue loss experienced in 2020/2021. The remaining funds will be identified in the 2020/2021 year. In addition items were identified to make up for the loss of revenue and to avoid any reductions of workforce or programs. For more information see page 39.

Reserves

One of the key tools used for weathering economic change is to assure 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 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. These reserves will be critical as the district works through the impacts of the COVID-19 crisis and economic downturn.

With the current economic downturn at the state level, K-12 funding in Colorado is expected to continue to decrease. 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, due to the financial uncertainty as a result of COVID-19 pandemic, FOC further recommends that financial risk 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.

Given the 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 minimal impact to students and employees. However, the Board will have difficult decisions in the future because massive reductions will need to be considered to balance the district's budget when these one-time funds have been expensed.

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 2019/2020 would yield an unassigned reserve of 14.7 percent. Unassigned reserves for 2020/2021 are planned to be at 12.0 percent. A testament to the financial management of the district's reserves, the district maintains an Aa2 credit rating from Moody's and an AA1 from Standard & Poor's.

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. Jeffco issued a Restart Plan for 2020/2021 school year that at the time of this document includes a remote-only learning model for two weeks and then in-person for elementary ages and a hybrid of remote and in-person for middle and high school age students. The pandemic presents an unprecedented challenge for educators nationwide with regard to how school will look for 2020/2021, what funding may become available and whether a resurgence of COVID-19 will result in further education interruptions and economic damage.

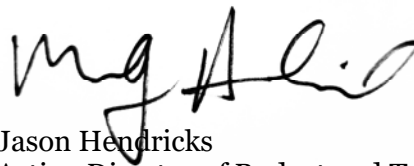
Jeffco's budget team continues to monitor the one-time relief funds and the cost implications generated during this pandemic. With the likelihood of state budget pressures and without the continuation of the emergency Federal funds for 2020/2021, the district anticipates a large budget shortfall that will require substantial budget reductions. The district anticipates starting the budget planning process for reductions and community engagement in early fall.

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 proposed 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



Jason Hendricks
Acting Director of Budget and Treasury



Introduction

Jeffco Public Schools (Jeffco) exists in the heart of the Denver Metropolitan area. It is the second largest K-12 school district in the state of Colorado serving over 83,000 students annually and is 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 2018 population of Jefferson County is 576,000.

Jeffco operates a wide variety of facilities including 154 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.



Consequences of COVID-19 Pandemic

In early December, the United States was made aware of a virus rapidly spreading throughout the world. By the spring of 2020, the country experienced a deep economic recession due to the impacts of the coronavirus COVID-19 pandemic. A “stay at home order” was issued by Governor Polis that also directed business closures resulting in mass layoffs. As the largest employer in Jefferson County, the district was aware that actions taken by Jeffco Public Schools could have a long-range impact on our students, employees and community. Knowing this, the district made a decision to not implement any staff layoffs for the 2019/2020 school year. The district immediately moved to a remote learning model that allowed students to continue their education from home. Emergency federal funds through the Coronavirus Aid, Relief and Economic Security (CARES) Act signed into law on March 27, 2020, were made available to states and school districts to cover COVID-19 related expenditures. These funds helped the district avoid budget reductions for 2019/2020; however, whether those funds will be available for 2020/2021 is yet to be determined.

District leadership continues to monitor the impacts related to COVID-19. Jeffco issued a Restart Plan for the 2020/2021 school year that at the time of this document includes a remote-only learning model for two weeks and then in-person for elementary ages and a hybrid of remote and in-person for middle and high school age students. The pandemic presents an unprecedented challenge for educators nationwide with regard to how school will look in the fall, what funding may become available and whether a resurgence of COVID-19 will result in further education interruptions and economic damage. District leadership will continue to refine the details of returning to school for fall of 2020 as more information and guidance becomes available. Jeffco’s budget team continues to monitor the one time relief funds and the cost implications generated during this pandemic. With the likelihood of state budget pressures and without the continuation of the emergency Federal funds for 2020/2021, the district anticipates a large budget shortfall that will require substantial budget reductions. The district anticipates starting the budget planning process for reductions and community engagement in early fall.

For more information around current economic conditions, state and local funding, and the details around the districts 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
- Current Budgetary Assumptions
- Long Term Budget Outlook
- Short and Long Term Financial Planning
- Staffing and Enrollment Summaries
- Performance Data
- Statistical Data

¹American School and University 2017 AS & U 100

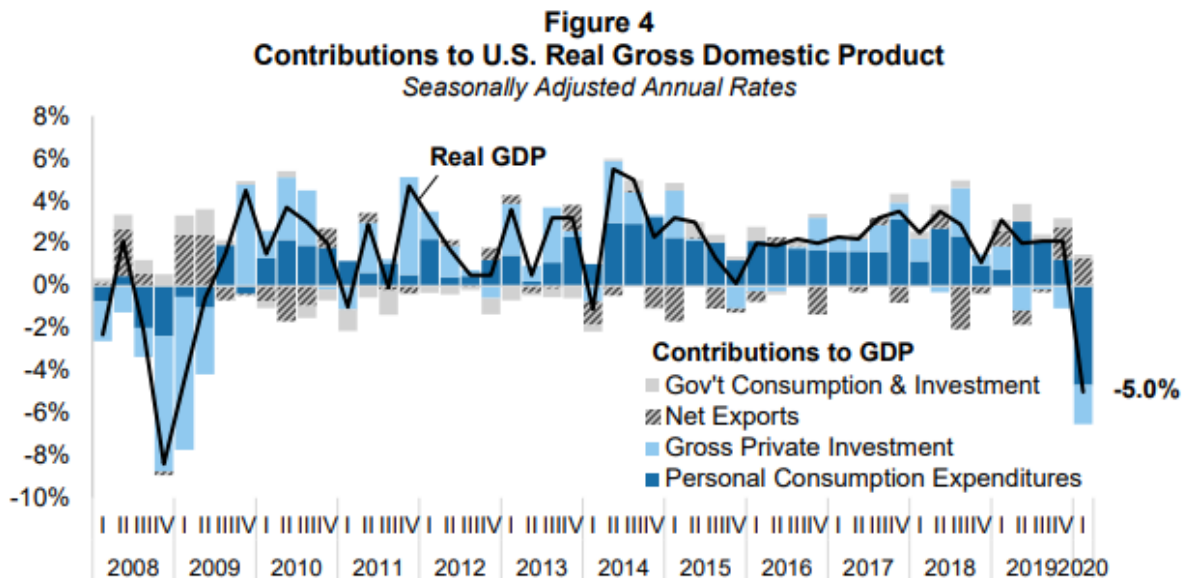
Economic Outlook

National Economy

In early December 2019, the world became aware of a concern in Wuhan, China, about a rapidly spreading virus. What initially was thought to be an event specific to China quickly accelerated and became a global outbreak of a disease known as coronavirus 2019, or COVID-19. By mid-January, cases were being reported in other countries with the first confirmed case in the United States on January 20. Measures necessary to contain the virus worldwide, triggered an economic downturn. The National Bureau of Economic Research announced that the nation officially entered a recession in February, one of the most severe recessions on record.

Nationwide, more than 22.1 million jobs were lost between February and April. With the help of unprecedented federal monetary policy, large-scale fiscal aid helped to offset some of the impacts of business closures allowing the nation to add back 2.5 million jobs in May. The boost of onetime economic impact payments, paycheck protection program incentives, and enhanced unemployment insurance benefits contributed to a bump in household incomes and supplemented consumer activity; however, it is expected that as federal aid ends, economic activity will slow.

The impacts of COVID-19, business closures and stay at home orders that swept across the nation, ended the longest U.S. economic expansion on record. The national real gross domestic product (GDP) declined at an annualized rate of 5.7 percent in the first quarter of 2020 and 32.9 percent in the second quarter. Economists continue to update projections to account for the economic impacts of the pandemic. Without knowing when the pandemic will be over and what additional economic disruption could occur due to new waves of COVID-19, uncertainty exists as to how soon the economy will recover and what economic activity will look like.



Source: U.S. Bureau of Economic Analysis. "Real" GDP is inflation-adjusted. Contributions to percent change and percent change in GDP reflect annualized quarter-over-quarter growth rates.

Colorado Economy

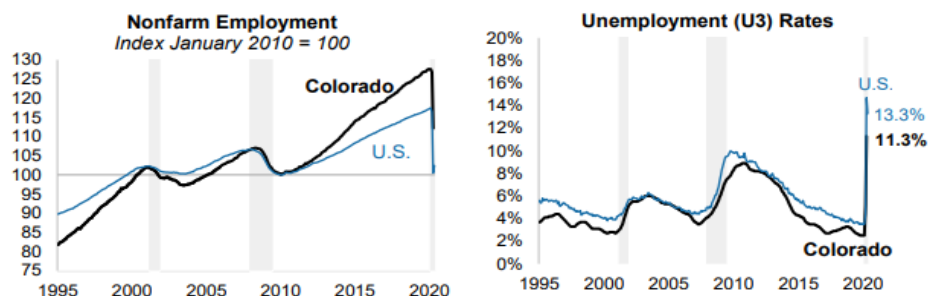
Following the announcement of the first confirmed COVID-19 case in Colorado on March 5, 2020, rapid changes to the normal business of the economy began to occur. On March 16, 2020, Jeffco Public Schools along with several other large metro area school districts closed schools. Jeffco immediately announced a remote learning model that would allow students to continue their education while keeping families and staff safe and out of the public during uncertain times.

The district made a decision to not implement any staff layoffs for the current fiscal year and chose to continue employment for the benefit of our employees, their families and the local economy during this unprecedented worldwide pandemic. District staff is able to work both remotely and on site to continue the essential business of educating, mentoring and feeding our students, taking care of our employees, and supporting our community, all of which provide a level of stability in a time of massive change and uncertainty.

On March 25, 2020, Governor Polis announced a statewide stay at home order in response to COVID-19. Included within the stay at home order was the closure of numerous business such as restaurants, theaters, ski areas, hotels and meeting venues, resulting in mass layoffs. Colorado was successful in slowing the number of COVID cases through the stay at home order, and on April 26 Governor Polis announced a statewide safer at home. This phased approach allowed for a more sustainable way of living while continuing to slow the spread of the virus.

For the first three quarters of 2019/2020, the Colorado economy was stable with continued projected growth, but the economy took a severe shift due to the impacts of COVID-19. With an expected shortfall projected in the state budget, and the unknowns of how quickly the economy of Colorado would turn around, the district prepared for severe uncertainty in the upcoming years. Per the June 30, 2020, economic outlook, Colorado employment is expected to decline by 4.5 percent in 2020 before a recovery in 2021 of 3.3 percent growth. Unemployment rate is expected to increase sharply from 2.8 percent in 2019 to 7.4 percent in 2020, before falling to 6.3 percent in 2021. Between March 15 and May 30 433,552 people filed initial unemployment claims, steadily declining since the peak in April. Colorado's unemployment rate went from 2.5 percent, one of the lowest in the nation, to 11.3 percent in April, the 15th highest national rate. Many industries are expected to rebound from the employment loss caused by COVID-19 at a much slower rate than the decline. However, with the risks of permanent job loss in tourism and hospitality, as well as increasing layoffs in the oil and gas industry, Colorado's economic outlook remains bleak.

Figure 5
Selected U.S. and Colorado Labor Market Indicators



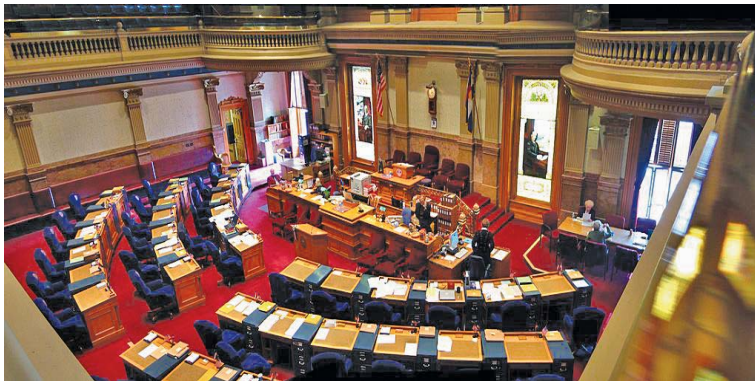
Source: U.S. Bureau of Labor Statistics. Data are seasonally adjusted and are through May 2020 for the U.S. and April 2020 for Colorado. Gray bars indicate recession.

Colorado School Finance Act and State Legislation

School funding in Colorado is determined by 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 state revenue challenges, the state incorporated what has been titled the budget stabilization factor into the school finance funding formula. The budget stabilization factor is a formulaic factor introduced by the state to help balance its budget that proportionately reduces otherwise prescribed funding levels for each school district. This budget stabilization factor is the mechanism the state implemented in 2010/2011 to reduce the level of K-12 funding to be used for other state funding needs while remaining within legal limits of the 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 governor's budget proposal in November 2020 recommended funding inflation at 1.9 percent and buying down the budget stabilization factor by \$52M. The legislature convened in January and planned to end after 120 days on May 6, 2020. However, the severe economic impact of COVID-19 dramatically changed the timing and the outlook of school funding. The School Finance Act bill was finally passed by the Colorado House and Senate on June 11 and 12, 2020, with funding in effect for July 1. The bill funds inflation at 1.9 percent but due to the loss of revenue

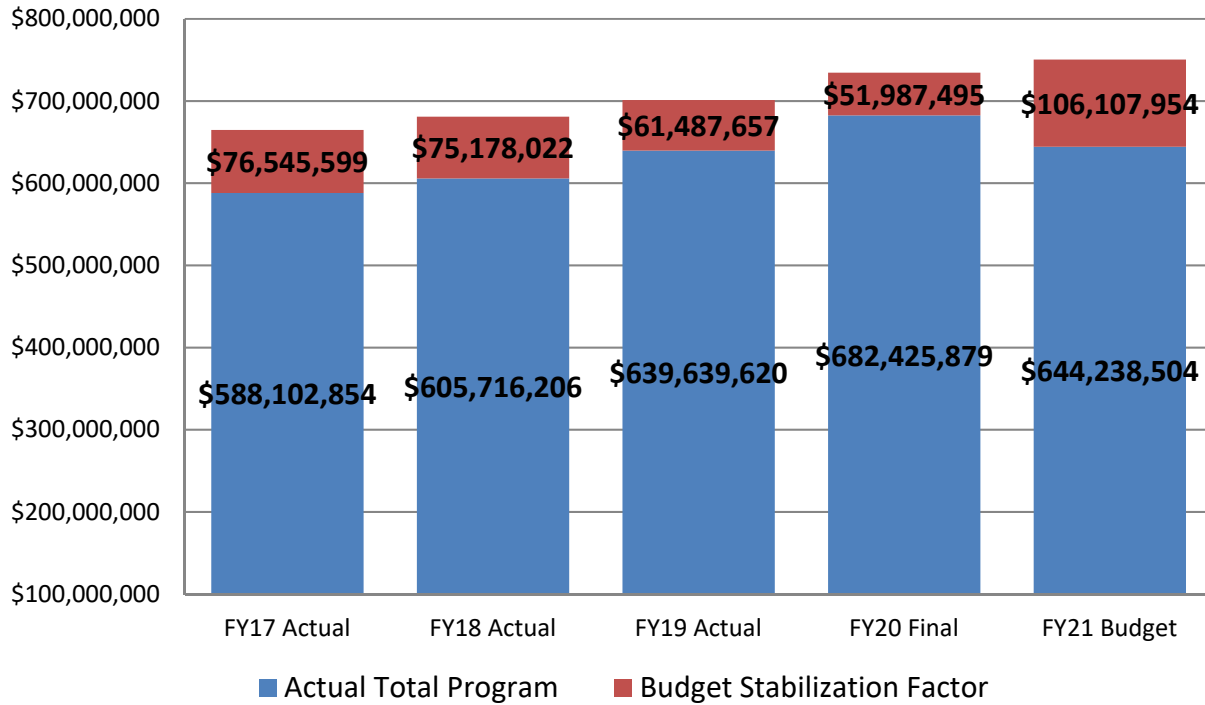


caused by COVID-19 and in order for the state to balance its budget, for the first time since 2012/2013 an increase to the budget stabilization factor of \$601M statewide was enacted. This set the budget stabilization factor to the highest level it has been since inception. For the 2020/2021 year, the amount withheld to schools due to the budget stabilization factor is approximately \$1.2B statewide.

The bill also notes the amounts of federal aid school districts have received during the pandemic. More information regarding the detail and impacts to Jeffco's budget can be found in the *Financial Section* of this document.

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 2020/2021.

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



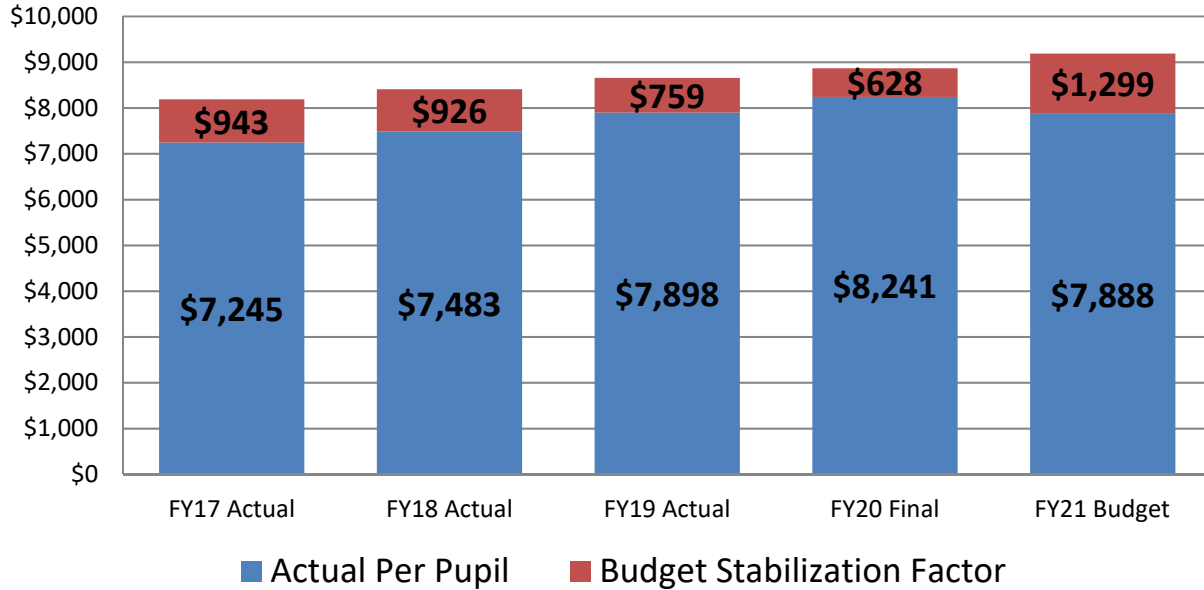
Local

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 some areas of the district remain flat or have declining enrollment, other areas continue to experience significant growth. In 2020/2021, enrollment at district-managed neighborhood schools is projected to decrease 350 students. Some marginal savings can be achieved with fewer students, but many of the overhead and fixed costs for the district are still necessary. In contrast, the rapid growth areas are a dilemma for the district to provide additional seat space with the limited growth in state funding. The impact from COVID-19 to student enrollment is unknown at this time and will be actively monitored. More information on Jeffco’s student population and the demographics of the county can be found in the *Informational Section* of this document.



While the prior year’s increases in state funding have had a positive impact, Jeffco’s loss of funding through the application of the budget stabilization factor is approximately \$106M for 2020/2021. 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 \$861M 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 2020/2021 after the budget stabilization factor and rescission is currently \$7,888.

Total Per Pupil — Jeffco Public Schools



The effects of the COVID-19 crisis is expected to have a large impact to state revenues that could last for multiple budget years. The recovery to the economy will continue to be impacted by virus resurgences and potential closures. These risks will likely continue until a vaccine for the virus is developed.



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.

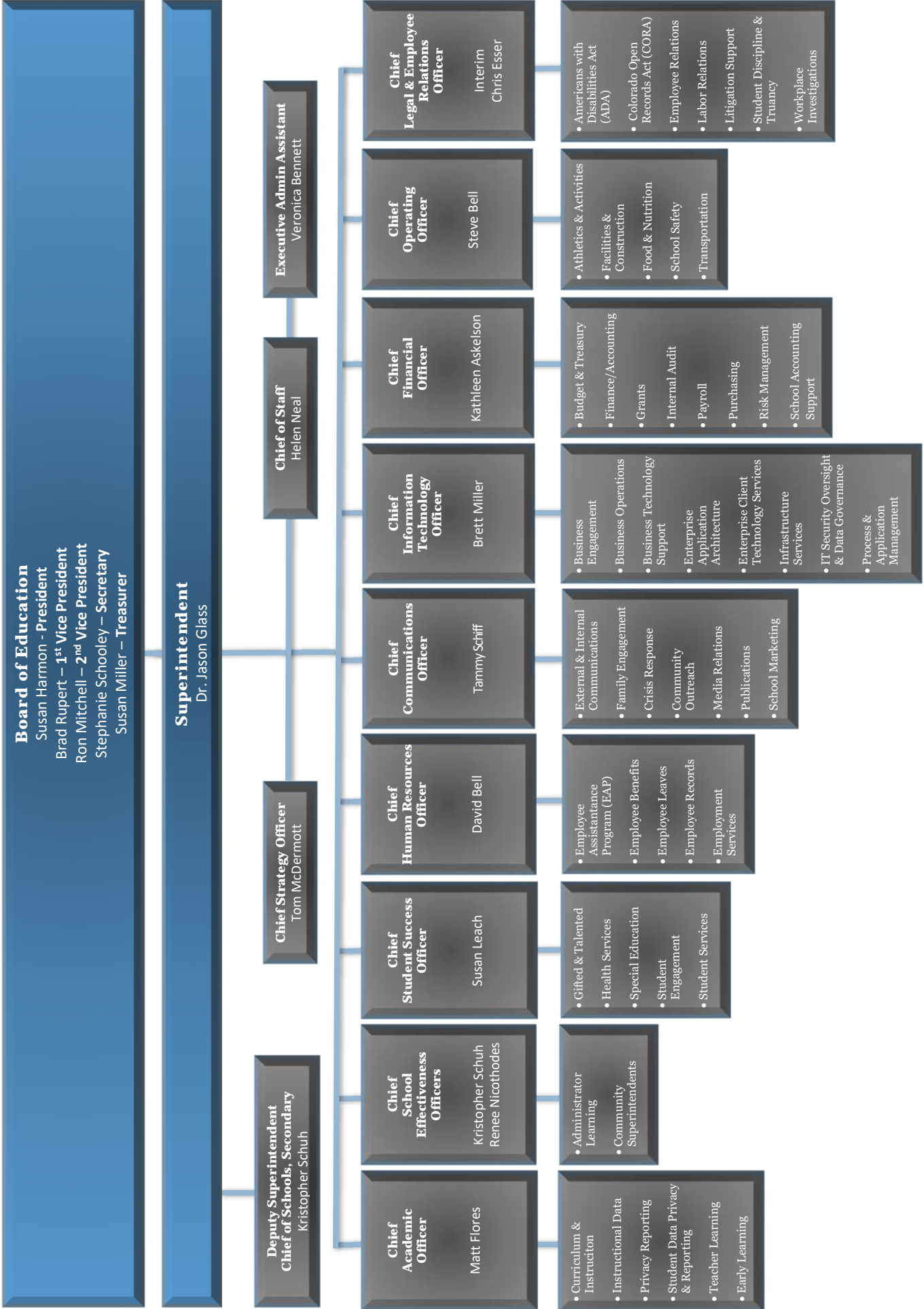
At the district level, the executive structure comes in the form of a five member Board of Education. The district's Board of Education sets Board policy and executive limitations, authorizes the allocation of district resources, approves contracts with our employee associations, and is available for 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, who attend their neighborhood public school, Green Mountain High School. Susan has been practicing law for 23 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. Brad earned his undergraduate degree from Colorado State University and earned an MBA and law degree from the University of Colorado at Boulder.

Ron Mitchell
2nd Vice President



Ron is a native of Jeffco and graduate of Arvada High School. He spent forty years working for Jeffco Public Schools, serving as a teacher, principal of two high schools and retired as a central office administrator. Ron holds a Master's degree in School Administration from the University of Northern Colorado. His wife is also a retired Jeffco teacher. Ron has two children and eight grandchildren. His son and daughter-in-law are both Columbine High School graduates. Their family now lives in Colorado Springs. His daughter and her family live in North Carolina. Ron and his wife enjoy traveling, sailing, and time with family and friends.

Stephanie Schooley
Secretary



Stephanie Schooley lives in Lakewood with her husband and two daughters, both current Jeffco Public Schools students. Stephanie serves as the executive director of Campus Compact of the Mountain West, a nonprofit focused on higher education engagement with communities in the region. Stephanie 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.

**Dr. Jason Glass
Superintendent**



Dr. Jason E. Glass is the Superintendent and chief learner for Jeffco Public Schools. Previously, Dr. Glass served as the Superintendent of Eagle County Schools, establishing a vision based on international benchmarking and an accompanying comprehensive strategic plan. Dr. Glass served as Iowa's Director of Education after being appointed by Governor Branstad, serving as the state's Chief State School Officer and leading a successful education reform effort that culminated in landmark legislation signed into law in 2013. Prior to that he was the Senior Director of Human Capital Strategy with Battelle for Kids, the Director of Human Resources and Director of Research & Assessment with Eagle County Schools, Vice President of Quality Ratings with Qualistar Early Learning, several posts with the Colorado Department of Education, and university instructor and high school teacher in Kentucky. In December 2016, he was appointed to the National Board for Education Sciences Board of Directors by President Barack Obama. Dr. Glass holds a BA in Political Science and two Master's degrees from the University of Kentucky (Education, Political Science) and a Doctorate in Education from Seton Hall University. Dr. Glass relocated to Jeffco in the summer of 2017, along with his wife, Sarah, and their two children, Norah and Chase. Norah and Chase are both Jeffco Public Schools students.

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	Aa2
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	42%
Master’s Degree or more	58%

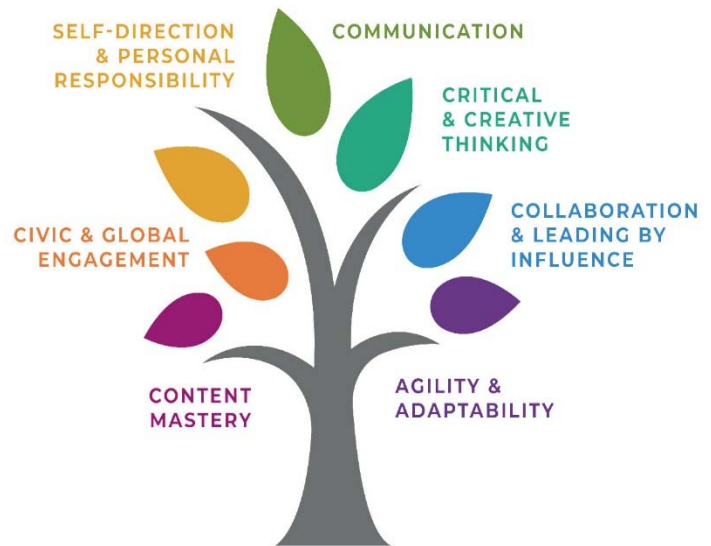
The following table shows the types of schools offered by the district and the current number of each type of instructional center. These numbers are subject to change each year based on need and space availability.

Type/Level	# of Schools
Elementary	90
K-8	4
Middle	17
High	18
Option	9
Innovation	1
Charter	17
Outdoor Laboratory Schools	2
Preschool Centers	50
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 learning-centered vision that serves as the basis for Jeffco's strategic plan and focuses on three core directions: Learning, Conditions for Learning and Readiness for Learning. 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.



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 2020/2021 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).

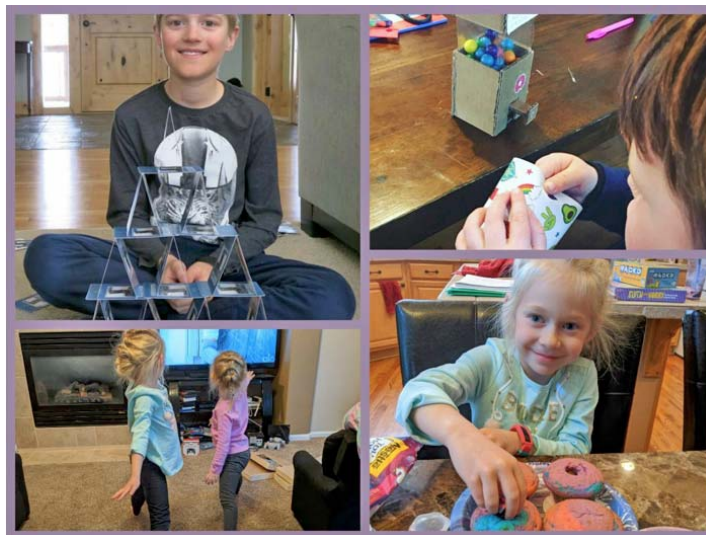
Ends 3 – Learning Systems and Leadership

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.

- Learning – Tactic 1: Transforming Student Task
- Learning – Tactic 2: Responsive Teaching
- Learning – Tactic 3: Customized Pathways
- Learning – Tactic 4: Technology to Transform Learning
- Learning – Tactic 5: Embracing the Full-Range of Human Experience (Art, Music, Design, Language, Fitness)

• **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.



- Conditions for Learning – Tactic 1: A Professional Model of Teaching
- Conditions for Learning – Tactic 2: High Expectations
- Conditions for Learning – Tactic 3: Commitment to Equity
- Conditions for Learning – 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.

- Readiness for Learning – Tactic 1: Schools as Community Hubs
- Readiness for Learning – Tactic 2: Social–Emotional Supports
- Readiness for Learning – Tactic 3: Expand Early Childhood Quantity and Quality
- Readiness for Learning – Tactic 4: 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 2018/2019 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 has continued to steadily rebuild reserves. These reserves will be critical as the district works through the COVID-19 crisis and economic downturn.

With the current economic downturn at the state level, K-12 funding in Colorado is expected to decrease. Maintaining adequate reserves is critical to providing 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, due to the financial uncertainty as a result of the COVID-19 pandemic, 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.

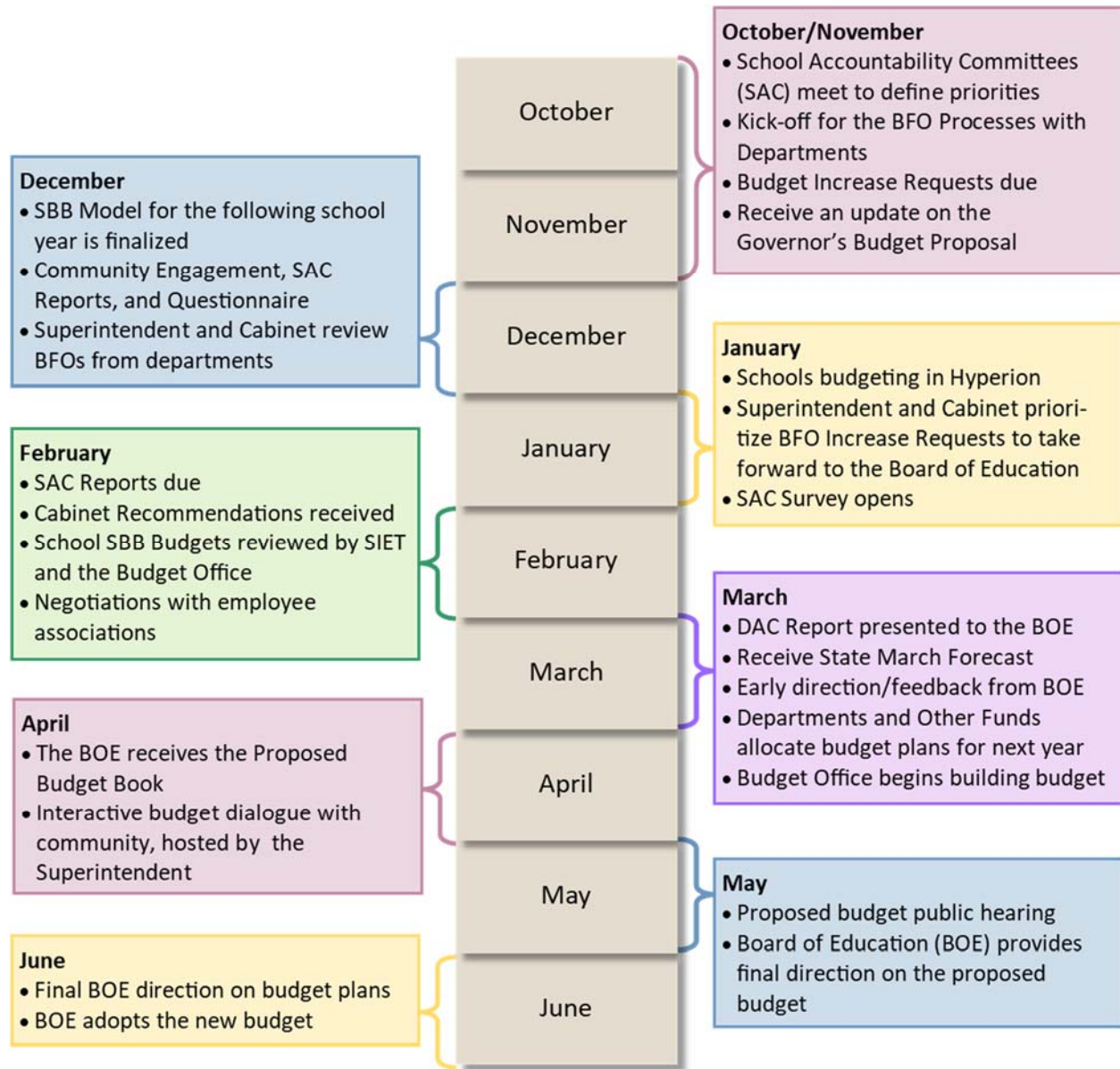
The budget will:

- ✓ 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 2020/2021 School Year



***Due to anticipated reductions in state funding, budget reduction work with community will begin in the Fall of 2020.**

The following list outlines the major steps of the 2020/2021 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 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. However, the Board will have difficult decisions in the future because massive reductions will need to be considered to balance the district's budget when these one time funds have been expensed.

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. Schools meet with their School Accountability Committees (SAC) to identify school values and priorities in order to make budgeting decisions specific to their community. SAC provided school priorities to the District Accountability Committee (DAC).

Jeffco has begun to pilot a project that will evaluate school spending by programmatic element 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), and 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 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 based on current goals for the upcoming budget year and consideration for other departments' future needs. BFO forms are provided in each fund section in the Proposed Budget.

4. Cabinet Meetings – Division and Department Priorities

Using the Budgeting for Outcomes (BFO) details, the superintendent and Cabinet met 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 were then given to the Board of Education.

5. Community Engagement and Outreach

Community outreach is always a focus of budget development in Jeffco. For the 2020/2021 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 budget feedback survey. Each School Accountability Committee (SAC) reviewed and submitted priorities based on their community and student needs that were reviewed and reported on by the DAC.
- b. Through a 5A Funding Priorities Survey, the community provided feedback on what they value and would like to prioritize.
- c. Community and stakeholder input was received through virtual budget talks and Facebook live events. The presentations covered current state funding and goals for the current budget year with an opportunity for the community to share their thoughts around school finance.
- d. Due to the COVID-19 pandemic, citizens were able to participate in regular Board of Education meetings by submitting feedback on the budget to the Board via written comment.

6. Board of Education

The Board provided direction to staff to prepare the adopted budget for 2020/2021. Their decisions were made based on the current and projected financial state of the district, input from stakeholders, consideration of newly established achievement goals, recommendations from Cabinet, and prioritization of district needs.



Budgeting for Schools through Student Based Budgeting (SBB)

Schools are budgeted through a student-based dollar allocation model called Student Based Budgeting (SBB). Schools are empowered to make decisions about the use of resources for the benefit of their students. SBB supports a 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.

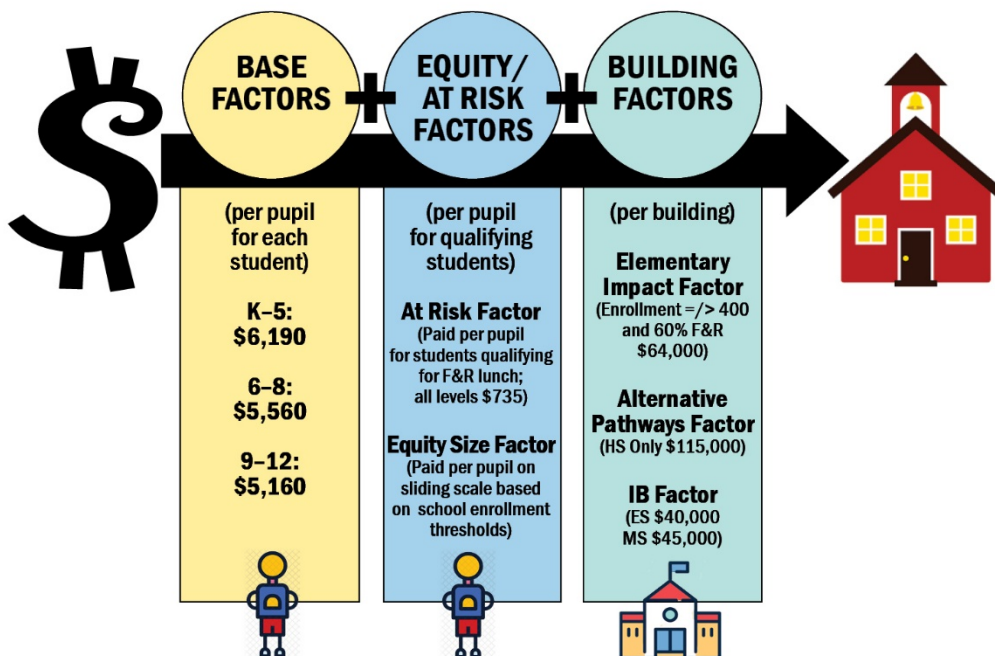
The district also assigns two additional per pupil factors, the At-Risk Factor and the Equity Size Factor, that provide dollars to schools in support of at risk students and schools with lower enrollment.

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).

The elementary and middle school factors were adjusted for 2018/2019 and for 2019/2020 due to the K-5, 6-8 grade reconfiguration that moved 6th grade from elementary to middle schools.

In partnership with leadership, the budget department continues to lead a more robust review process of SBB dollars. Helping leaders to identify specific cost and Return on Investment (ROI) on 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: \$6,190 6-8: \$5,560 9-12: \$5,160	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

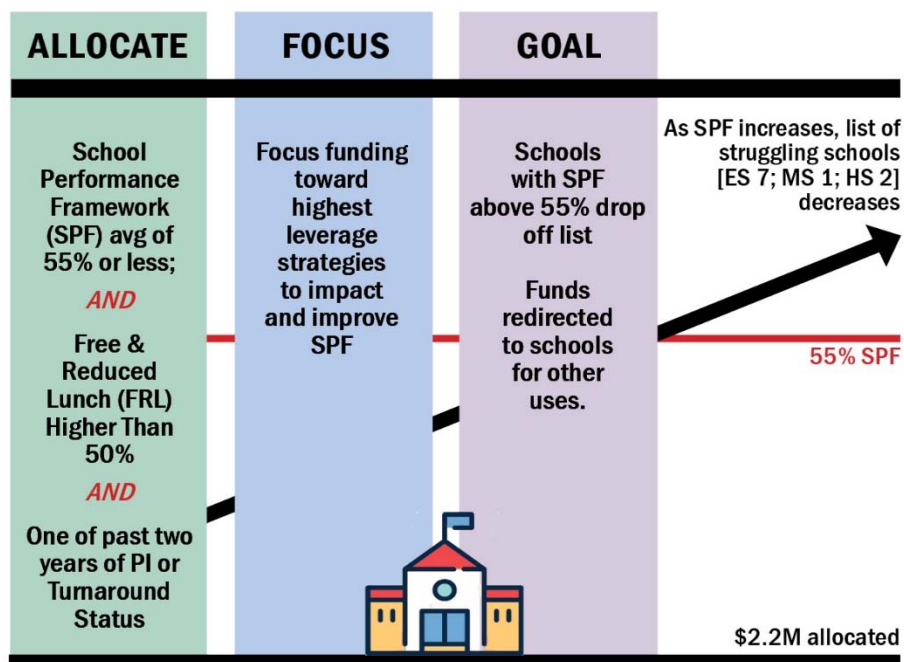
- The Base Factor is funded based on the number of students per grade level in a school. Some schools may have a combination of several per pupil factors due to multi-grade configurations.
- The Size Factor is determined based on the level of the school. Schools will be funded for size factors as follows: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

- Elementary schools are no longer permitted to charge kindergarten tuition. Free full day kindergarten was passed by the State of Colorado for the 2019/2020 school year.
- 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).
- The BOE approved an additional \$1.0M Innovation Fund. Schools and Departments must apply for the funds based on the status of the innovation idea; small, medium, or large. The community then votes and funds are awarded, anywhere from 1 to 3 years of support is given through these funds.
- The BOE approved an additional \$2.2M School Performance Improvement Fund; an equity funding for schools struggling. Funds were allocated based on a combination of factors below, that can be applied consistently for academic achievement, growth, and impacted populations.

SCHOOL IMPROVEMENT FUND

Equity Funding for Struggling Schools



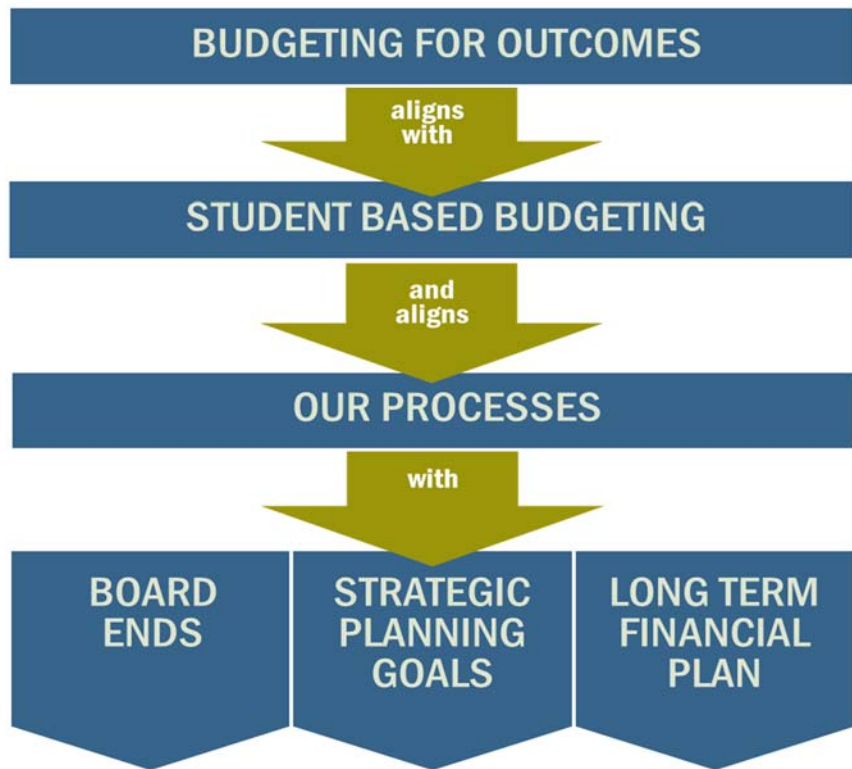
Certain costs and staff will continue to be budgeted and provided by central departments including Educational Research and Design (ERD), special education, food service, custodial and technology support.

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 and Warren Tech North.

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 Student Based Budgeting (SBB) for schools, it was important to integrate a departmental process that worked in unison with SBB. After research and careful consideration, the district chose 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 2019/2020. Each department evaluates its programs and services to assure alignment with Jeffco Generations and the three strategies within Jeffco Generation: Learning, Conditions for Learning, and Readiness for Learning. The departments then complete the renewal form to request budget funding for existing activities currently supported by district goals. 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.

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.



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 D* 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.

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

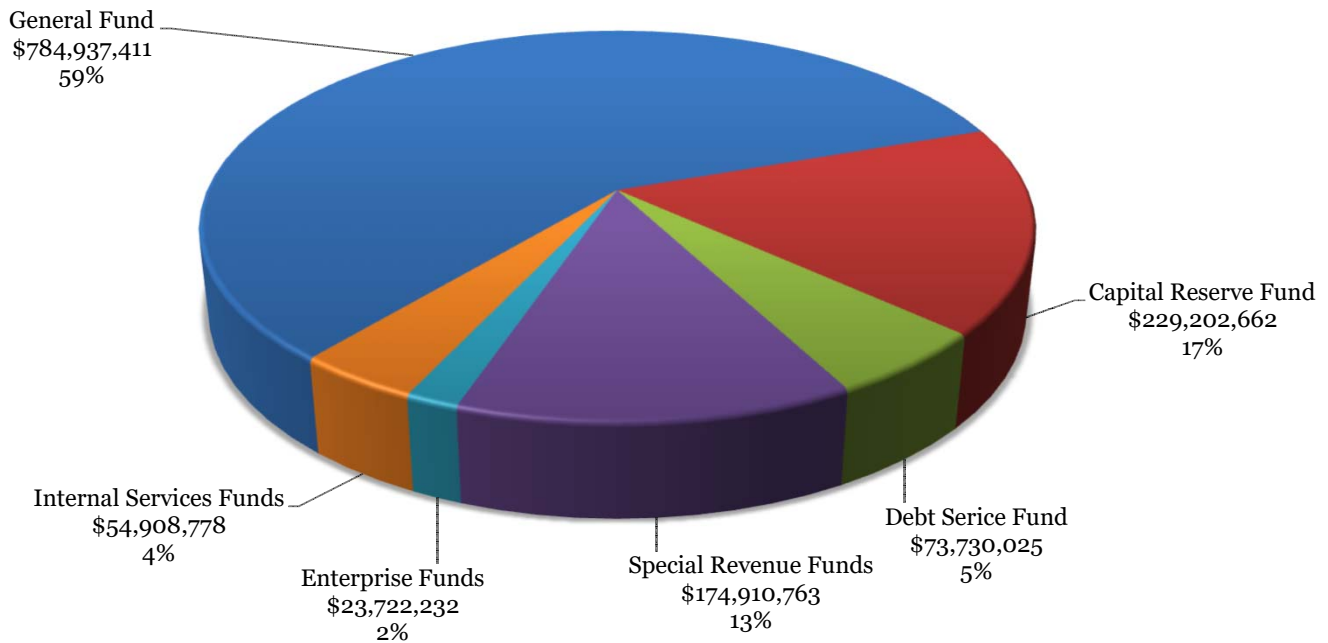
All district financial publications including the budget and the Comprehensive Annual Financial Report (CAFR) show the status of the district’s finances on a Generally Accepted Accounting Principles (GAAP) basis using either modified or full accrual methods. In addition to these district publications,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

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	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. Within this fund, are 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 budget. The district budget does not include detail for these schools. For more information, reference the statistical section with more information regarding charter schools.

The following pie graph represents the total district appropriation.

2020/2021 Total Appropriation by Fund





JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2020/2021
Two-Year Comparison of Funds

	2019/2020* Budget	2020/2021** Budget	Amount Change	% Change	Reason for Change
General Fund	\$812,268,655	\$784,937,411	(\$27,331,244)	-3.36%	Expenditures are decreasing from decrease in funding due to the current economic crisis.
Capital Project Funds					
Capital Reserve Fund	16,476,994	5,272,131	(11,204,863)	-68.00%	Expenditures are decreasing due to work shifting to bond program.
Bond Fund 18	146,592,601	223,930,531	77,337,930	52.76%	Expenditures are increasing due to work related 2018 Bond (5B).
Debt Service Fund	74,517,963	73,730,025	(787,938)	-1.06%	Expenditures are normalizing following adjustments from new Bond debt in prior year.
Special Revenue Funds					
Campus Activity Fund	27,428,382	26,721,871	(706,511)	-2.58%	Expenditures are decreasing due to timing of activities.
Food Service Fund	25,566,131	26,283,749	717,618	2.81%	Expenditures are increasing due to raising minimum wage and other compensation increases.
Grant Fund	93,726,351	93,410,050	(316,301)	-0.34%	Expenditures are decreasing due to a reduction in grant awards
Transportation Fund	27,572,284	28,495,093	922,809	3.35%	Expenditures are increasing due to salary increases.
Enterprise Funds					
Child Care Fund	20,814,249	20,777,297	(36,952)	-0.18%	No significant change.
Property Management Fund	2,962,764	2,944,935	(17,829)	-0.60%	Expenditures are decreasing due to anticipated lower depreciation.
Internal Service Funds					
Employee Benefits Fund	7,952,162	7,303,793	(648,369)	-8.15%	Expenditures are lower due to refined estimates of premiums, claims, and administration costs.
Central Services Fund	3,707,807	3,447,008	(260,799)	-7.03%	Expenditures are lower after FY20 completion of small equipment and management tool deployment.
Technology Fund	32,158,329	33,737,455	1,579,126	4.91%	Expenditures are increasing due to routine maintenance costs adjustments and the timing of projects (equipment deployment).
Insurance Reserve Fund	11,529,587	10,420,522	(1,109,065)	-9.62%	Expenditures are decreasing to normal levels following closure of large claims from 2017 storm event.
Total All Funds	\$1,303,274,259	\$1,341,411,871	\$38,137,612	2.93%	

*Includes budgetary increases for 2019/20 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
2020/2021
Consolidated Summary of Fund Balances Sources and Uses

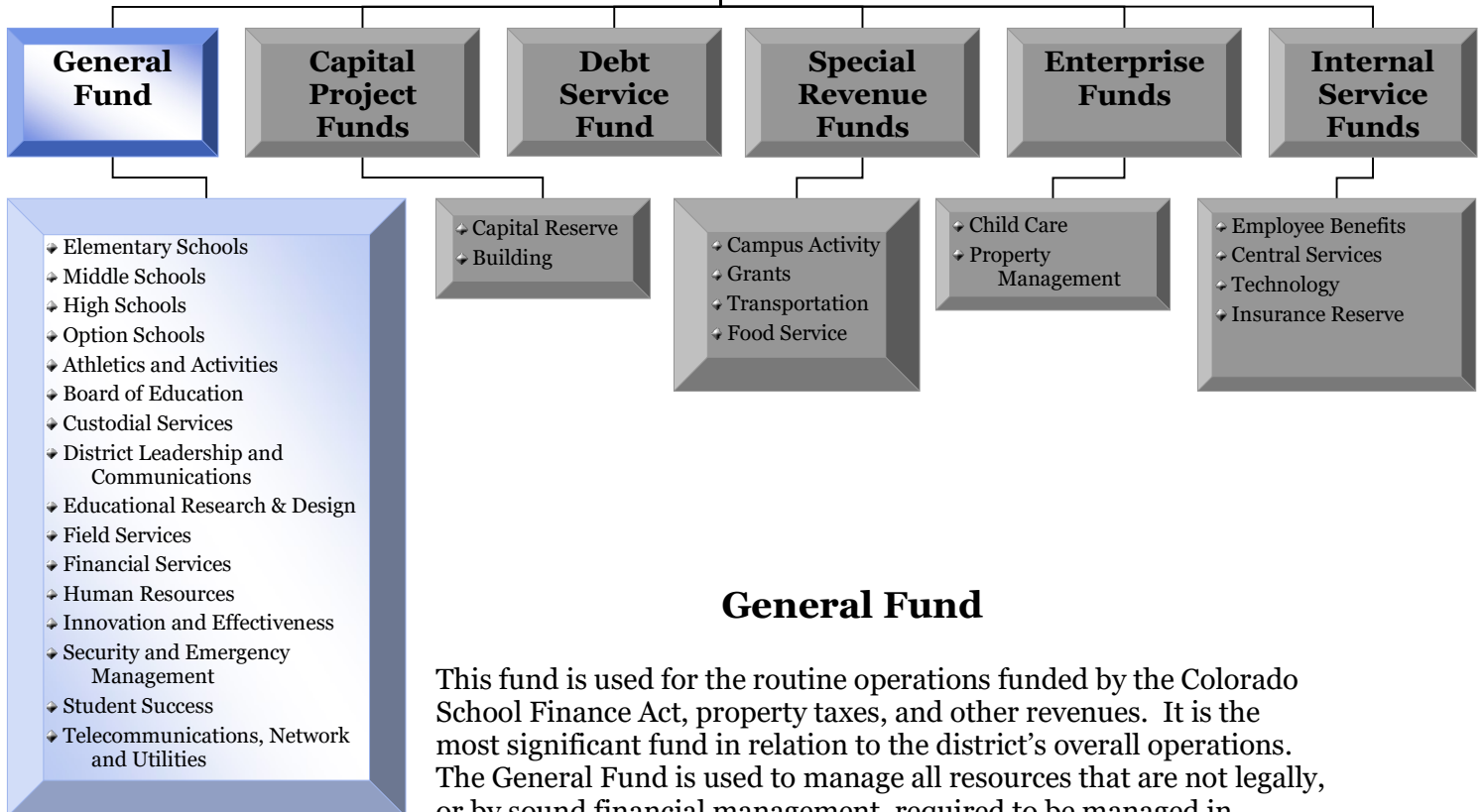
	Beginning Fund Balance 2020/2021	Revenue & Other Sources	Transfers In	Total Revenue & Sources of Funds	Total Available
General Fund*	\$165,122,616	\$763,576,437	\$400,000	\$763,976,437	\$929,099,053
Capital Project Funds					
Capital Reserve Fund	43,308,097	2,233,029	23,884,494	26,117,523	69,425,620
Bond Fund 18	257,546,281	3,510,000	-	3,510,000	261,056,281
Debt Service Fund	73,553,224	73,730,025	-	73,730,025	147,283,249
Special Revenue Funds					
Campus Activity Fund	10,473,696	26,595,742	1,100,000	27,695,742	38,169,438
Food Service Fund	5,537,910	25,644,994	-	25,644,994	31,182,904
Grant Fund	8,811,028	93,410,050	-	93,410,050	102,221,078
Transportation Fund	728,670	8,683,485	19,811,608	28,495,093	29,223,763
Enterprise Funds					
Child Care Fund	3,758,634	17,192,422	3,200,000	20,392,422	24,151,056
Property Management Fund	5,385,573	2,761,700	-	2,761,700	8,147,273
Internal Service Funds					
Employee Benefits Fund	10,526,946	6,807,000	-	6,807,000	17,333,946
Central Services Fund	1,782,839	3,500,000	-	3,500,000	5,282,839
Technology Fund	9,110,856	20,624,128	9,001,776	29,625,904	38,736,760
Insurance Reserve Fund	2,738,845	750,000	7,882,947	8,632,947	11,371,792
Total All Funds	<u>\$598,385,215</u>	<u>\$1,049,019,012</u>	<u>\$65,280,825</u>	<u>\$1,114,299,837</u>	<u>\$1,712,685,052</u>

JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2020/2021
Consolidated Summary of Fund Balances Sources and Uses

Total Expenditures, Other Uses & Transfers Out	Estimated Ending Fund Balance 2020/2021	Change in Ending Fund Balance	Change in Ending Fund Balance of Greater Than 10 Percent
\$785,337,411	\$143,761,642	-12.94%	Decrease in fund balance due to reduced revenue from the state.
5,272,131	64,153,489	48.13%	Increase in ending fund balance is due to fewer projects in FY21 with more construction shifting to the Building Fund.
223,930,531	37,125,750	-85.58%	Decrease in ending fund balance due to ongoing Bond project completion
73,730,025	73,553,224	-	No significant change.
26,721,871	11,447,567	9.30%	Increase in ending fund balance due to increased revenue once schools reopen from COVID-19 closures.
26,283,749	4,899,155	-11.53%	Decrease in ending fund balance due to continued higher expenditures with lower participation rates.
93,410,050	8,811,028	-	No change.
28,495,093	728,670	-	No change.
20,777,297	3,373,759	-10.24%	Decrease due to an intentional spend down of 5A funds to support additional preschools. In addition, to two new sites for school age enrichment.
2,944,935	5,202,338	-3.40%	Decrease in ending fund balance due to increase in salaries, utilities and supply costs.
7,303,793	10,030,153	-4.72%	No significant change.
3,447,008	1,835,831	2.97%	No significant change.
33,737,455	4,999,305	-45.13%	Ending fund balance is decreasing due to higher costs in the supplies category associated with increased district infrastructure equipment.
10,420,522	951,270	-65.27%	Ending fund balance is decreasing due to increased claims and premium costs without increasing revenue.
\$1,341,811,871	\$370,873,181	-38.02%	



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 2020/2021 budget. Below is a summary of assumptions for both revenue and expenditure.

Revenue

Revenue projections and assumptions are based on information from the state of Colorado School Finance Act, anticipated enrollment changes, and other forecasted fluctuations. The severe economic impact of COVID-19 dramatically changed the outlook of school funding. The Joint Budget Committee (JBC) finalized the School Finance Act bill in June 2020. The bill funds inflation at 1.9 percent and increases the budget stabilization factor by \$55M for Jeffco. As calculated by the Colorado Department of Education (CDE), Jeffco will receive a decrease in state funding of \$(34M), which is a decrease of \$(662) per pupil. This total funding includes \$(3.4M) loss for charter schools, preschool, and innovation schools. The net decrease for the General Fund from state funding will be \$(30.6M) for 2020/2021. In addition, the Board of Education has taken a conservative approach with an estimated decrease in specific ownership (vehicle) tax (SOT), and a decrease in interest revenue. The decrease in SOT and interest is in anticipation of the downturn of the economy. The mill levy override that passed in 2018 is subject to increase by inflation and assumed in the revenue. The table below reflects these revenue changes.

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. The drop of enrollment and shift of student population to charter schools is expected to continue in 2020/2021 with an estimated decrease of 350 students for district-managed schools, equaling a loss of \$3M in revenue for the General Fund. Enrollment numbers by level for district-managed and option schools can be found in the *Informational Section* of this document.

2020/2021 Increases/(Decrease) to Revenue	
Revenue	On-Going
School Finance Act less Pass-through to Charter Schools	\$ (30,600,000)
Loss of Student Enrollment (350)	(3,000,000)
Inflation 5A	600,000
Interest Revenue	(1,700,000)
Specific Ownership Tax (local)	(3,000,000)
Other Revenue	\$ (37,700,000)

Expenditures

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 priorities in spending for schools that was compiled from results of an online survey, input at public meetings and other communications to district leadership and the Board. Similar to prior year, compensation, District Unified Improvement Plan (DUIP) support, and additional staff support through Student Based Budgeting (SBB) for schools, continue to be top priorities. Early in the budget cycle, the Board also heard from the district Cabinet team who provided a list of potential reductions in anticipation of minimal revenue increases for the district in order to provide flexibility to the Board to assist with decision-making.

The impacts of Coronavirus Disease 2019 (COVID-19), mentioned in the *Economic Section* of this document, has had dramatic shifts in funding and varying implications to schools. In response to the economic struggles, the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) established a \$150B Coronavirus Relief Fund to support states with expenses due to the public health emergency with respect to COVID-19. On May 18, Gov. Polis signed Executive Order 20-070, which directed the transfer of \$510M from the State of Colorado’s CARES Act Coronavirus Relief Fund to the Colorado Department of Education (CDE) to be awarded to school districts, the Charter School Institute, the Colorado School for the Deaf and the Blind, and facility schools on a per pupil basis. Jeffco’s portion of these funds is \$36M. At the time of this document, the guidelines of how the funds can be applied is still unclear. District leadership will continue to work with the external auditors as well as CDE on the restrictions.

In addition to CARES funding, Colorado was allocated \$120M in Elementary and Secondary School Emergency Relief (ESSER) fund dollars that were allocated to state education agencies based on 2019/2020 Title 1 shares. Jeffco’s portion of this is \$6M. The restrictions around these funds are more fluid and will be used to offset expenditures incurred in the 2019/2020 year.

The Board of Education had difficult decisions to make and did so with as minimal impact to students and employees. This adopted budget assumes that half of the CARES funding will be identified in the 2019/2020 year, generating a one-time savings to help offset the revenue loss experienced in 2020/2021. The remaining of the funds will be identified in the 2020/2021 year. In the below chart you will see additional items were identified to make up for the loss of revenue, and avoiding any reductions of force or programs. A placeholder of \$5.5M for personal protective equipment (PPE) and start of school, is reflected in the adopted budget. This placeholder is to cover the cost of reopening schools with masks, cleaning supplies, and any additional costs that

may be incurred to meet the healthy guidelines from the state. District leadership continues to refine what the start of school will look like for the fall of 2020. District staff will continue to monitor the cost impacts as the Restart Plan is refined. The increase in one time money generated from the CARES and ESSER funds, although helpful, is only a temporary solution to the district’s budget. The Board of Education will have difficult decisions in the future, as massive reductions will need to be considered to balance the district’s budget when these funds have been expensed.

At the time of the adopted budget book, negotiations with bargaining groups are still underway. Due to the governor’s Safer-at-Home Order related to COVID-19, these meetings are still being held remotely.

2020/2021 Expenditure Changes	
Compensation	On-going
PERA Changes (mandated)	2,600,000
	\$ 2,600,000
Other Employer Costs / Adjustments	
Retirement & Turnover Savings	\$ (5,000,000)
Ongoing Savings Identified in 2019/2020	\$ (3,000,000)
Decrease in Utility Budget	\$ (1,000,000)
Increase Insurance Reserve transfer from Premium Increases	\$ 1,000,000
Additional At Risk Students for SBB	\$ 5,500,000
One time Additional Costs for PPE and Start of School	\$ 5,500,000
One time Costs to Eligible Grants	\$ (22,000,000)
Subtotal Other Employer Costs/Adjustments	\$ (19,000,000)
Net Proposed Increases	\$ (16,400,000)

5A Mill Levy

In November of 2018, voters approved 5A, a \$33M mill levy override (MLO). Approximately \$3M of that will flow 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 (\$15M), Career Tech-Ed/STEM (\$3M), Classroom Technology (\$3M), Safety and Mental Health Support (\$6M), and Early Childhood Education (\$3M). The Financial Oversight Committee (FOC) and the district continue to review the planned expenditures and spend down of the 5A reserve funds on a quarterly basis. The below chart shows the estimated underspend going into the 2020/2021 year.



Mill Levy (5A)	FY21 Estimated Carryforward
Compensation	-
Career Tech-Ed/STEM	4,632,484
Classroom/Technology	300,000
Safety and Mental Health Support	4,708,469
Early Education Programs	1,261,116
Carry Forward	\$ 10,902,069

General Fund Reserves

The district presents financial information on the Generally Accepted Accounting Principles (GAAP) basis to provide clarity of financial statements and for consistency in presentation of all district funds. The GAAP basis is the only basis by which the district is mandated to report financial information to its governing bodies including the Colorado Department of Education, the Government Financial Officers Association (GFOA), and the national credit rating agencies. The GAAP basis reflects salary accruals. Salary accruals are costs for salaries earned but not yet paid and are included as an expense on all financial reports to governing agencies and in the Comprehensive Annual Financial Report (CAFR), the district’s audited financial statements.

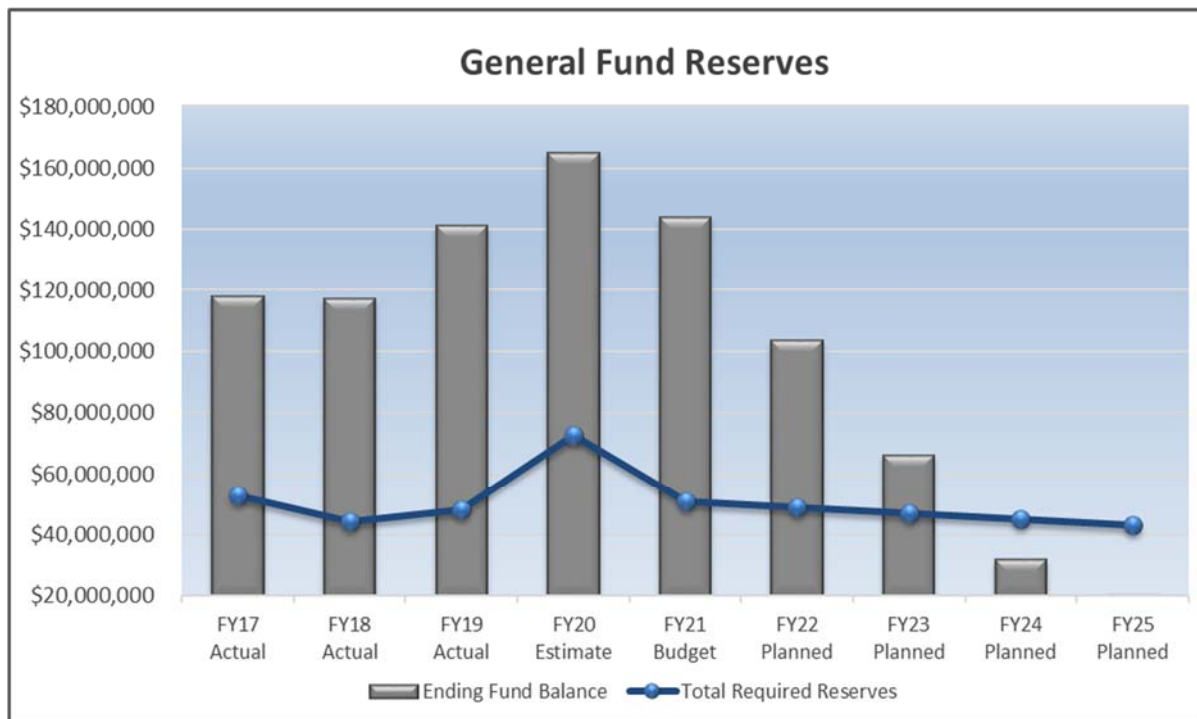
Per Colorado law, a minimum reserve balance of 3 percent is required under the TABOR. In addition, Jeffco’s Board of Education has set a Board policy requiring a 4 percent reserve amount on top of the TABOR requirement. Currently, the General Fund is estimated to end 2019/2020 with approximately \$165M 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, and the anticipated underspend generated by the CARES and ESSER funding received in fourth quarter.

Unassigned reserves provide a benchmark for fiscal health used by the Colorado Department of Education, Colorado State Auditor, Government Finance Officers Association (GFOA) and rating agencies. According to GFOA, the range for appropriate reserves is 8 to 17 percent of total expenditures. In total, the 2019/2020 estimated unassigned reserves for Jeffco are \$112M or 14.7 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 maintains an Aa2 credit rating from Moody’s and an 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.

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.



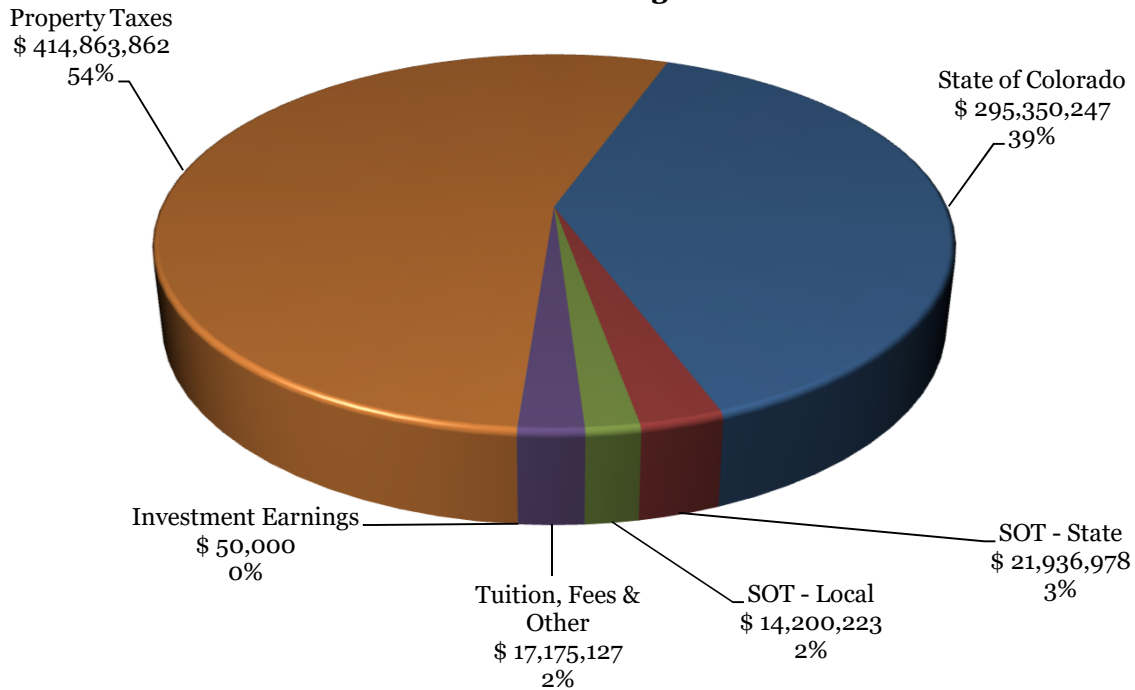
General Fund Revenue Sources and Classifications

The total General Fund revenue budget for 2020/2021 is \$763M. 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, state revenue decreased due to the economic conditions caused by the pandemic. SOT and interest rates have been decreased.

	2016/2017 Actual	2017/2018 Actual	2018/2019 Actual	2019/2020 Estimate	2020/2021 Budget
State of Colorado	312,043,678	292,703,917	323,039,521	329,243,150	295,350,247
SOT - State	17,902,552	21,449,487	22,063,458	21,299,777	21,936,978
SOT - Local	15,398,326	17,094,065	17,583,366	17,200,223	14,200,223
Tuition, Fees & Other	22,224,924	24,799,641	25,746,124	15,775,127	17,175,127
Investment Earnings	505,382	1,092,929	2,334,875	1,250,000	50,000
Property Taxes	318,067,852	346,309,554	377,756,863	406,839,862	414,863,862
Total Revenue	686,142,714	703,449,593	768,524,207	791,608,139	\$ 763,576,437

SOT: Specific Ownership Tax

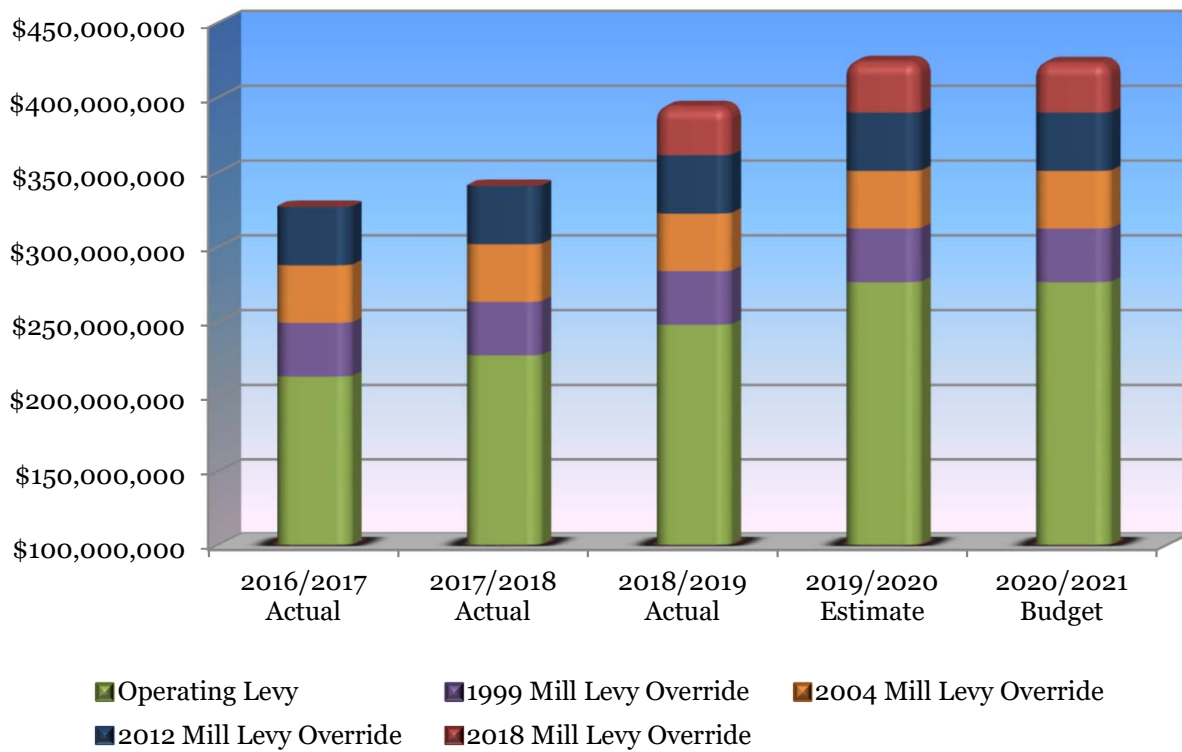
**General Fund Revenue by Source
2020/2021 Budget**



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 2020 is 7.15 percent, but this is expected to decrease due to the pandemic impacts. 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

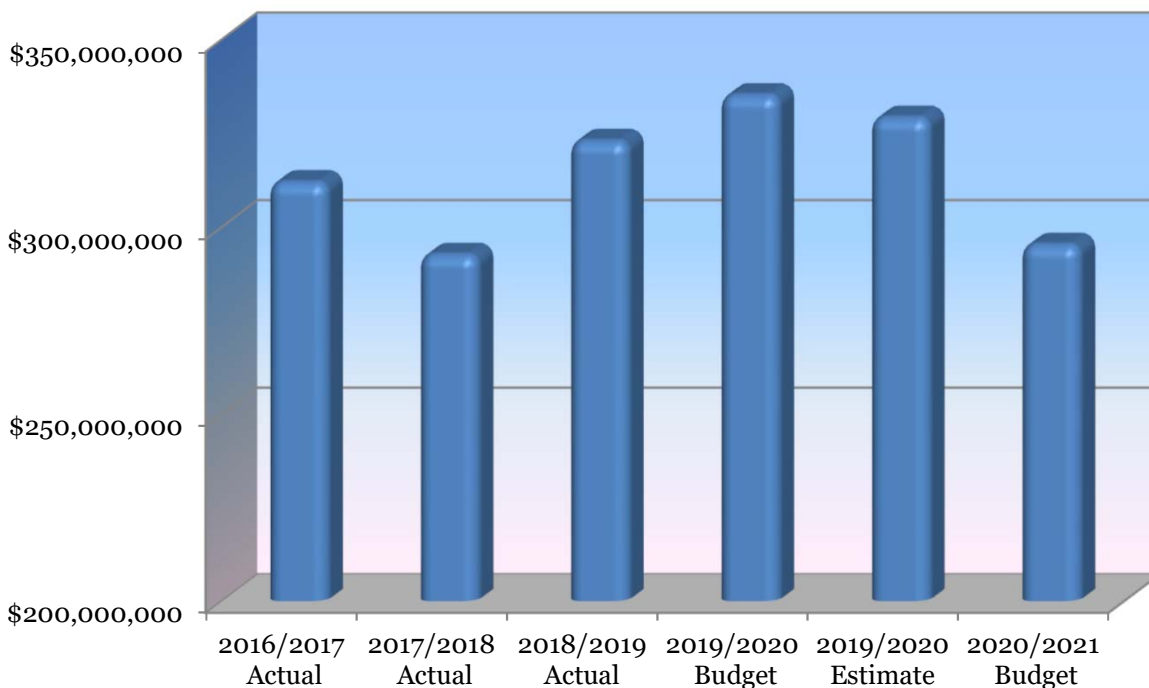


State of Colorado

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.

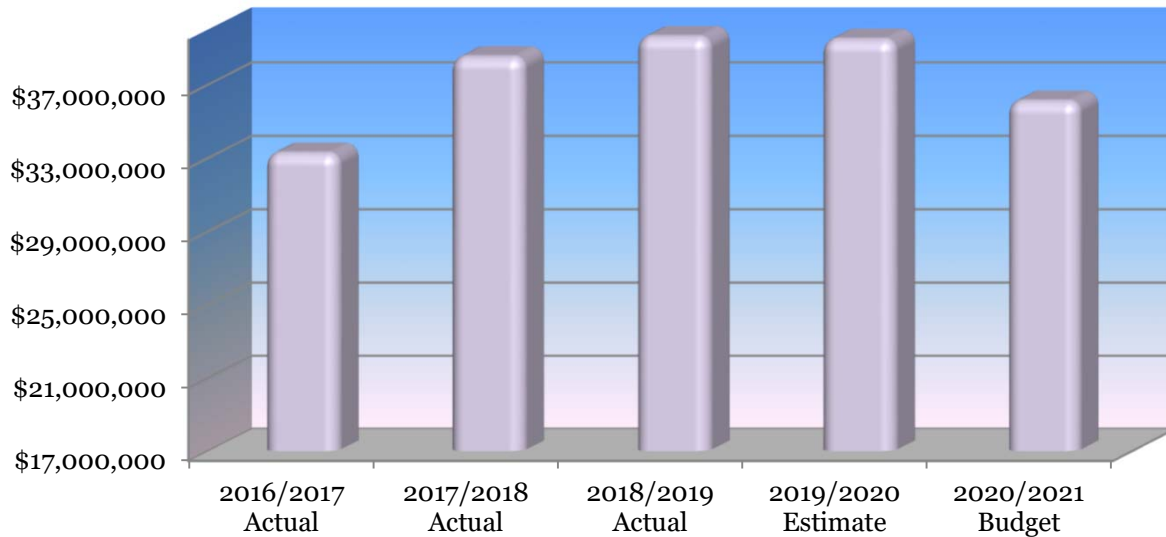
Charter school students are included in the official count; however, funds for these students flow directly from the state through the district to the individual charter school as an allocation of revenue. Charter schools are required by statute to appropriate their own budgets, and revenue received 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 the 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



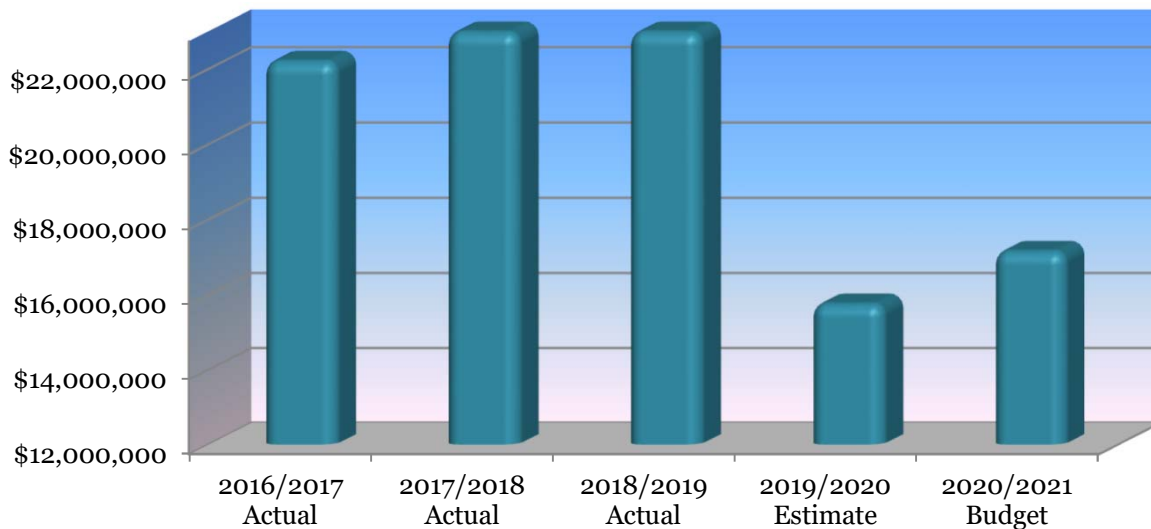
Specific Ownership Tax

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 increase in car sales, and continued in 2019/2020. Due to unforeseen impacts to the economy during the pandemic, an assumption of a decrease is expected in the 2020/2021 school year. 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. The decrease from 2018/2019 to 2019/2020 is due to the funding of full day kindergarten and the district no longer charging a fee. This revenue source is expected to remain flat in 2020/2021 relative to budget; however, there is an anticipated drop in the 2019/2020 estimate due to refunds given during the pandemic.



General Fund Expenditures Uses and Classifications

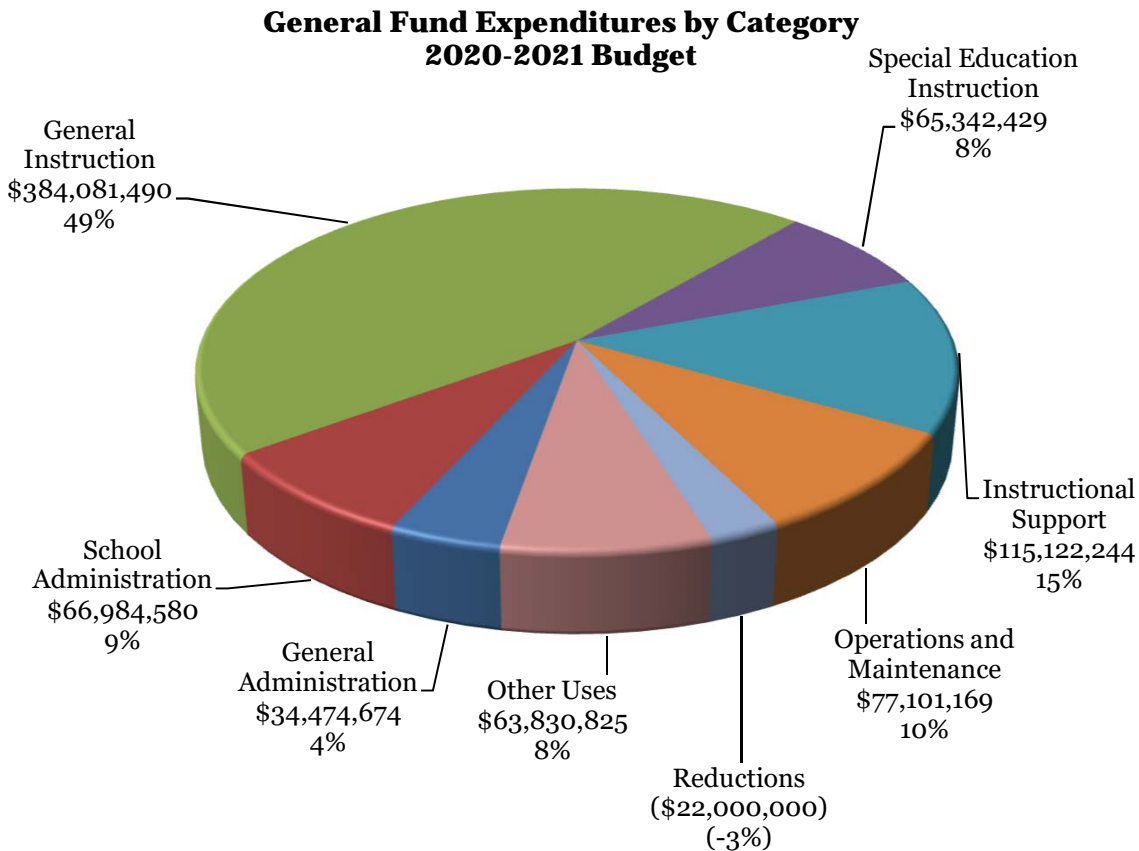
Expenditures in the General Fund are classified among six categories to allow for consistent and consolidated reporting of similar costs. The following table names and defines each expenditure category currently used in the General Fund. This list provides some of the items that are included in each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

General Fund Expenditure Descriptions

	Staffing	Other Expenditures
General Administration	Superintendent, Achievement Directors, Communication Services, 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

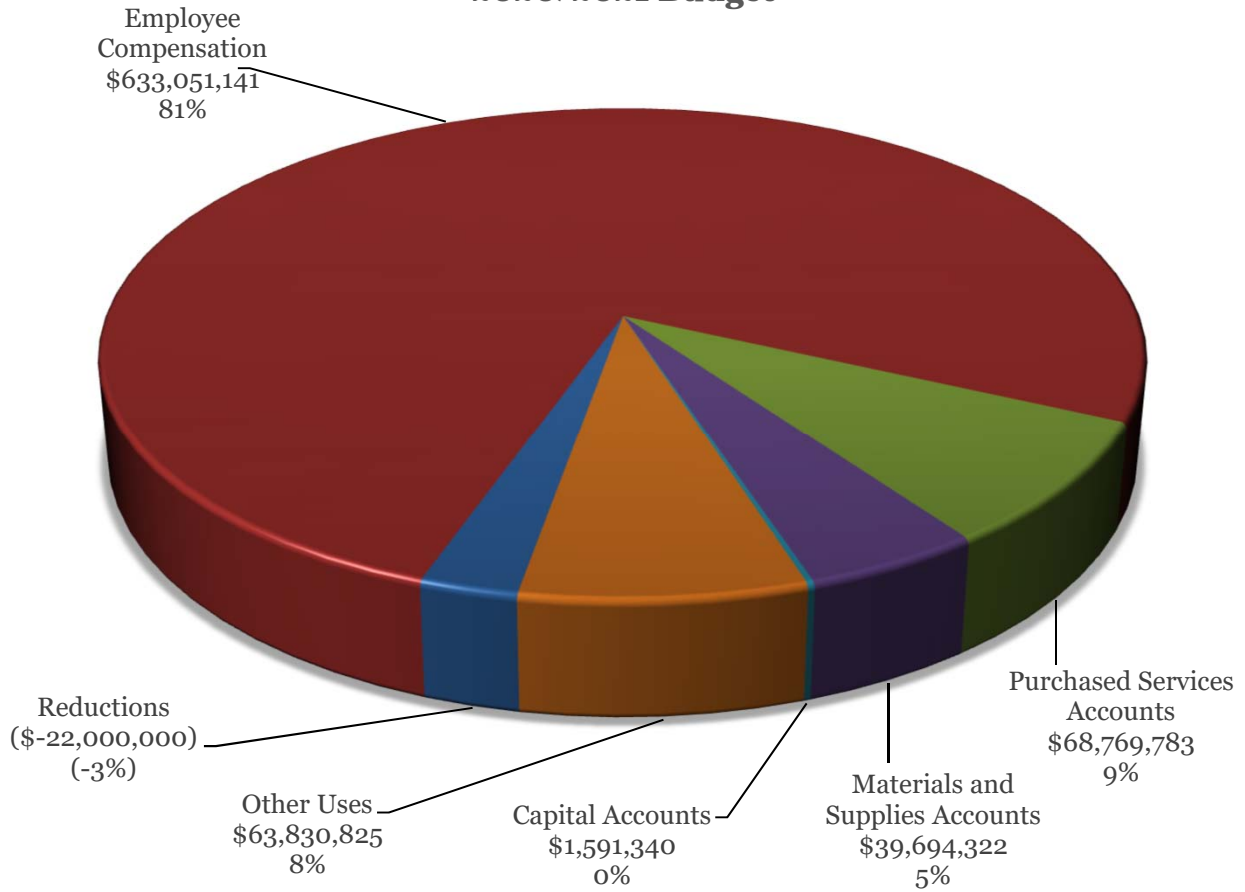
The district is dedicated to supporting schools and minimizing administrative costs by making sure that the majority of funding flows to and is expended at the schools. The following charts illustrate different breakdowns of General Fund expenditures. The first chart shows the breakdown of all General Fund dollars and how they are used. As shown in the chart, approximately 72 percent of all General Fund dollars, or 72 cents of every dollar spent, goes toward instruction and instructional support, while only 4 percent goes to General Administration.

	2019/2020 Budget	% of Budget	2020/2021 Budget	% of Budget
General Administration	\$34,132,432	4%	\$34,474,674	4%
School Administration	\$69,033,711	8%	\$66,984,580	9%
General Instruction	\$383,262,251	47%	\$384,081,490	49%
Special Education Instruction	\$65,301,151	8%	\$65,342,429	8%
Instructional Support	\$113,282,220	14%	\$115,122,244	15%
Operations and Maintenance	\$79,077,240	10%	\$77,101,169	10%
Reductions	-	-	(\$22,000,000)	-3%
Subtotal Expenditures	\$744,089,005	91%	\$721,106,586	92%
Other Uses	\$68,179,650	8%	\$63,830,825	8%
Total Expenditures and Other Uses	\$812,268,655	99%	\$784,937,411	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
2020/2021 Budget**



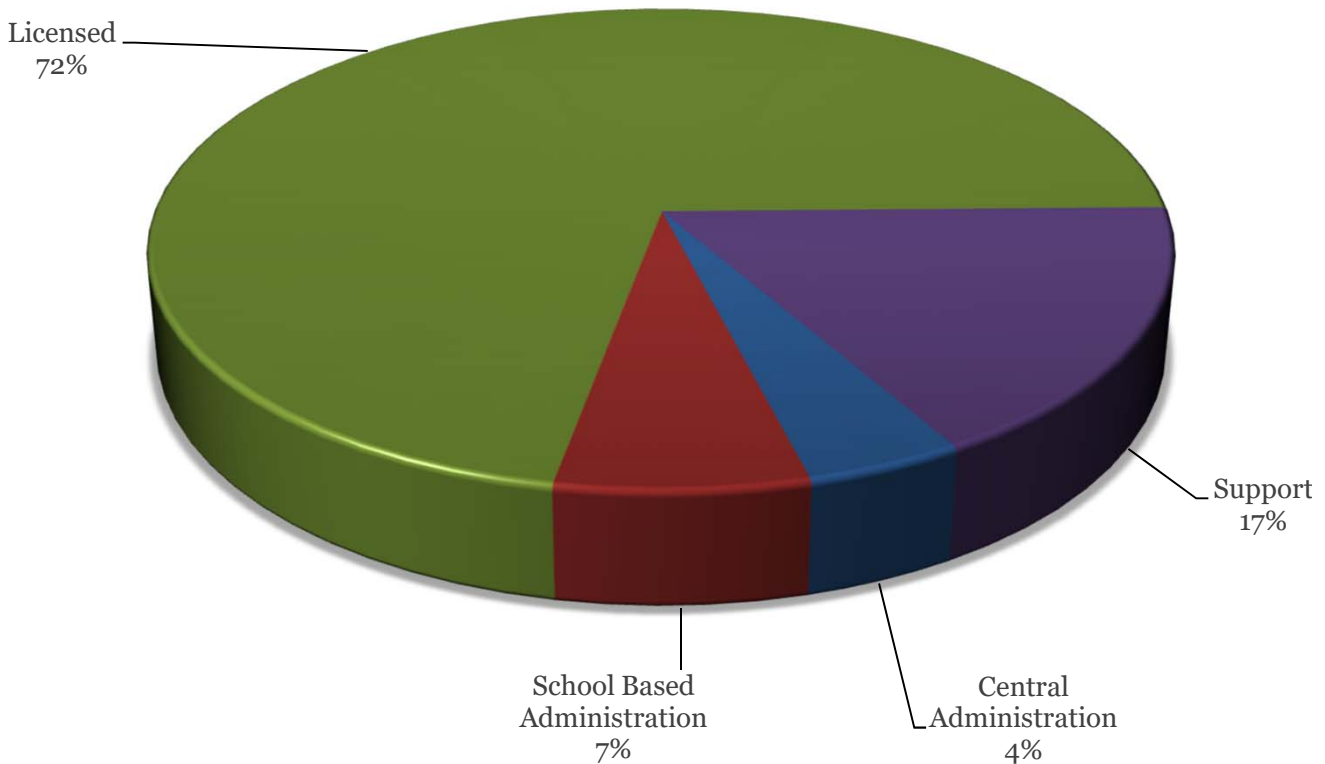
General Fund Compensation

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 524 General Fund administrators employed by Jeffco. The majority of the administrators, 345, are school-based consisting of principals and assistant principals at roughly 205 schools or facilities.

The remaining 179 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
2020/2021 Budget**



JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2020/2021
General Fund Summary

	2016/2017 Actual	2017/2018 Actual	2018/2019 Actual	2019/2020 Budget
Beginning Fund Balance	125,682,198	117,845,466	117,975,220	141,067,208
Revenue:				
Local Property Tax	318,067,852	346,309,554	377,756,863	406,839,862
Specific Ownership Tax State	17,902,552	21,449,487	22,063,458	24,346,000
Specific Ownership Tax Local	15,398,326	17,094,065	17,583,366	15,154,000
State of Colorado	312,043,678	292,703,917	323,039,521	337,343,150
Interest Account	505,382	1,092,929	2,334,875	1,750,000
Tuition, Fees, and Other	22,224,924	24,799,641	25,746,124	17,175,127
Total Revenue	686,142,714	703,449,593	768,524,207	802,608,139
Expenditures:				
General Administration	28,946,082	30,172,761	32,322,631	34,132,432
School Administration	53,442,262	55,921,761	62,462,930	69,033,711
General Instruction	335,152,096	330,753,426	353,571,733	383,262,251
Special Ed Instruction	58,360,693	59,229,521	64,855,751	65,301,151
Instructional Support	76,192,320	89,227,462	96,690,986	113,282,220
Operations and Maintenance	70,853,358	71,578,809	79,041,896	79,077,240
Costs to eligible grants	-	-	-	-
Total Expenditures	622,946,811	636,883,740	688,945,927	744,089,005
Other Uses:				
Transfer to Child Care	-	-	349,320	4,161,820
Transfer to Capital Reserve Fund	36,809,971	36,114,971	23,223,773	23,634,494
Transfer to Insurance Reserve Fund	4,882,752	5,165,929	5,191,312	6,882,947
Transfer to Technology Fund	10,655,000	9,001,776	9,401,776	9,001,776
Transfer to Property Management Fund	-	(700,000)	(400,000)	(400,000)
Transfer to Campus Activity Fund	622,597	737,275	699,242	800,000
Transfer to Transportation Fund	18,062,315	17,077,192	18,020,869	19,098,613
Transfer to Food Service Fund	-	-	-	5,000,000
Issuance of COP's	-	-	-	-
Payment to Escrow Agent for Refunded COP's	-	-	-	-
Total Other Uses	71,032,635	67,397,143	56,486,292	68,179,650
Total Expenditures & Other Uses	693,979,446	704,280,883	745,432,219	812,268,655
Revenue Over(Under) Expenditures	(7,836,732)	(831,290)	23,091,988	(9,660,516)
Reserves:				
Nonspendable				
Restricted/Committed/Assigned				
TABOR Reserve	17,457,866	18,633,897	20,727,895	22,322,670
School Carryforward Reserve	22,500,000	24,000,000	19,564,000	19,000,000
Multi-Year Commitment Reserve	283,080	283,080	301,868	293,427
Mill Levy Reserves	-	-	11,582,763	7,918,764
Unassigned	-	-	-	-
Board of Education Policy Reserve	35,527,706	25,475,350	27,557,837	29,763,560
Undesignated Reserve	42,076,814	48,621,849	61,332,845	57,355,271
Total Unassigned Fund Balance	77,604,520	74,097,199	100,473,445	81,871,831
Ending Fund Balance	117,845,466	117,014,176	141,067,208	131,406,692

**JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2020/2021
General Fund Summary**

2019/2020 Estimate	2020/2021 Budget	2021/2022 Planned	2022/2023 Planned	2023/2024 Planned	2024/2025 Planned
141,067,208	165,022,616	143,661,642	103,300,668	65,939,694	31,578,720
406,839,862	414,863,862	414,863,862	414,863,862	414,863,862	414,863,862
21,299,777	21,936,978	21,936,978	21,936,978	21,936,978	21,936,978
17,200,223	14,200,223	14,200,223	14,200,223	14,200,223	14,200,223
329,243,150	295,350,247	295,350,247	295,350,247	295,350,247	295,350,247
1,250,000	50,000	50,000	50,000	50,000	50,000
15,775,127	17,175,127	17,175,127	17,175,127	17,175,127	17,175,127
791,608,139	763,576,437	763,576,437	763,576,437	763,576,437	763,576,437
34,308,044	34,474,674	34,335,496	34,196,318	34,057,140	33,917,962
69,033,711	66,984,580	66,714,156	66,443,732	66,173,308	65,902,885
366,669,071	384,081,490	382,530,912	380,980,335	379,429,757	377,879,179
67,383,179	65,342,429	65,078,635	64,814,840	64,551,046	64,287,252
103,597,115	115,122,244	114,657,483	114,192,723	113,727,962	113,263,201
77,881,962	77,101,169	76,789,903	76,478,638	76,167,372	75,856,107
(20,000,000)	(22,000,000)	-	-	-	-
698,873,081	721,106,586	740,106,585	737,106,586	734,106,585	731,106,586
4,161,820	3,200,000	3,200,000	3,200,000	3,200,000	3,200,000
23,634,494	23,634,494	23,634,494	23,634,494	23,634,494	23,634,494
6,882,947	7,882,947	7,882,947	7,882,947	7,882,947	7,882,947
9,001,776	9,001,776	9,001,776	9,001,776	9,001,776	9,001,776
(400,000)	(400,000)	(400,000)	(400,000)	(400,000)	(400,000)
800,000	700,000	700,000	700,000	700,000	700,000
19,698,613	19,811,608	19,811,608	19,811,608	19,811,608	19,811,608
5,000,000	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
68,779,650	63,830,825	63,830,825	63,830,825	63,830,825	63,830,825
767,652,731	784,937,411	803,937,410	800,937,411	797,937,410	794,937,411
23,955,408	(21,360,974)	(40,360,973)	(37,360,974)	(34,360,973)	(31,360,974)
20,966,192	21,633,198	22,203,198	22,113,198	22,023,198	21,933,198
20,364,000	18,464,000	17,100,000	15,200,000	13,300,000	11,400,000
301,868	301,868	301,868	301,868	301,868	301,868
10,902,069	9,382,763	9,382,763	9,382,763	9,382,763	9,382,763
-	-	-	-	-	-
27,954,923	28,844,263	29,604,263	29,484,263	29,364,263	29,244,263
64,533,563	65,035,550	24,708,576	(10,542,398)	(42,793,372)	(72,044,346)
112,488,487	93,879,813	54,312,840	18,941,865	(13,429,108)	(42,800,083)
165,022,616	143,661,642	103,300,669	65,939,694	31,578,721	217,746



General Fund Detail





**Jefferson County School District, No. R-1
2020/2021
Budget Allocations - Elementary Level**

Elementary	2019/2020 Official Enrollment	2020/2021 Budget	Elementary	2019/2020 Official Enrollment	2020/2021 Budget
Adams Elem	323	\$2,202,372	Molholm Elem	286	\$2,027,815
Allendale Elem	139	1,101,121	Mortensen Elem	338	2,225,240
Arvada K-8	649	4,329,005	Mount Carbon Elem	375	2,450,565
Bear Creek K-8	1,007	6,170,855	Mount Evans Outdoor Ed		889,531
Belmar Elem	230	1,638,660	Normandy Elem	363	2,320,020
Bergen Meadow Elem	249	1,676,835	Parmalee Elem	313	2,016,240
Bergen Valley Elem	280	1,826,755	Parr Elem	233	1,690,335
Blue Heron Elem	359	2,320,585	Patterson International Elem	345	2,329,990
Bradford K8 South	502	2,971,550	Peck Elem	241	1,716,660
Bradford K8 North	352	2,103,835	Peiffer Elem	236	1,643,520
Campbell Elem	225	1,590,825	Pennington Elem	171	1,495,257
Coal Creek Canyon K-8	149	1,367,491	Powderhorn Elem	541	3,269,545
Colorow Elem	193	1,482,447	Prospect Valley Elem	453	2,802,870
Columbine Hills Elem	260	1,794,985	Ralston Elem	275	1,812,315
Coronado Elem	457	2,810,595	Red Rocks Elem	288	1,880,880
Deane Elem	412	2,836,880	Rooney Ranch Elem	525	3,151,575
Dennison Elem	629	3,684,860	Ryan Elem	378	2,422,445
Devinny Elem	475	2,904,900	Secrest Elem	236	1,705,260
Dutch Creek Elem	255	1,751,010	Semper Elem	289	2,019,245
Edgewater Elem	332	2,272,670	Shaffer Elem	486	2,935,005
Eiber Elem	311	2,187,210	Shelton Elem	445	2,845,190
Elementary Contingency		16,352,607	Sheridan Green Elem	277	1,888,835
Elk Creek Elem	351	2,254,635	Sierra Elem	476	2,900,530
Emory Elem	440	2,977,460	Slater Elem	245	1,781,640
Fairmount Elem	621	3,681,945	South Lakewood Elem	397	2,598,550
Fitzmorris Elem	168	1,239,105	Rose Stein Elem	233	1,720,990
Foothills Elem	260	1,847,905	Stevens Elem	291	2,044,410
Foster Elem	406	2,817,168	Stober Elem	250	1,729,060
Fremont Elem	197	1,420,540	Stony Creek Elem	345	2,278,440
Glennon Heights Elem	195	1,468,722	Stott Elem	247	1,701,675
Governors Ranch Elem	356	2,284,075	Swanson Elem	259	1,930,280
Green Gables Elem	208	1,513,237	Three Creeks K-8	912	5,926,117
Green Mtn Elem	228	1,617,195	Thomson Elem	272	1,934,335
Hackberry Hill Elem	409	2,624,320	Ute Meadows Elem	383	2,394,290
Hutchinson Elem	222	1,572,505	Van Arsdale Elem	389	2,455,685
Kendallvue Elem	299	2,069,357	Vanderhoof Elem	410	2,627,570
Kendrick Lakes Elem	364	2,378,495	Vivian Elem	110	1,081,656
Kullerstrand Elem	202	1,478,155	Warder Elem	319	2,111,910
Kyffin Elem	433	2,663,410	Weber Elem	324	2,157,825
Lasley Elem	412	2,811,890	Welchester Elem	281	1,975,100
Lawrence Elem	261	1,855,230	West Jefferson Elem	232	1,591,770
Leawood Elem	323	2,142,615	West Woods Elem	584	3,455,195
Little Elem	303	2,136,402	Westgate Elem	437	2,979,227
Lukas Elem	323	2,146,290	Westridge Elem	435	2,695,605
Lumberg Elem	365	2,537,047	Wilmore Davis Elem	231	1,661,520
Maple Grove Elem	337	2,155,690	Wilmot Elem	307	1,994,805
Marshdale Elem	314	2,026,305	Windy Peak Outdoor Ed		888,857
Meiklejohn Elem	520	3,171,740	Witt Elem	250	1,732,735
Mitchell Elem	570	3,385,230			
				32,588	\$233,542,836

*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
2020/2021
Elementary Level Detail

	2018/2019 Budget FTE	2019/2020 Budget FTE	2020/2021 Budget FTE	2018/2019 Actual \$	2019/2020 Budget \$	2020/2021 Budget \$
Dept ID: Elementary						
Payroll						
Substitute Teacher FT	-	-	4.00	-	-	96,400
Principal.	94.00	94.00	94.00	9,731,670	10,350,693	10,328,687
Assistant Principal	33.10	38.00	39.80	2,784,196	3,419,113	3,542,780
Dean	8.40	10.00	8.00	853,572	721,970	570,400
Teacher	1,738.62	1,694.32	1,702.43	106,185,100	111,759,986	111,293,542
Substitute Teacher	-	-	-	1,848,769	1,783,356	1,713,923
Counselor	6.75	9.00	11.00	435,767	661,697	810,700
Teacher Librarian	72.05	67.75	66.10	5,007,241	5,224,256	5,155,800
Coordinator - Licensed	1.00	1.00	1.00	73,568	71,594	72,476
Resource Teachers	2.00	2.00	2.00	149,420	135,194	127,890
Instructional Coach.	90.55	88.27	88.42	6,137,982	6,633,759	6,587,290
Nurse	2.00	2.40	2.40	112,979	147,579	138,658
Psychologist	6.30	3.30	3.65	479,761	245,136	270,465
Social Worker	13.86	6.55	9.15	863,008	450,222	616,710
Specialist - Classified	1.75	0.75	0.75	15,936	19,342	19,094
Coach	-	-	-	80	-	-
Technician - Classified	-	-	1.00	-	-	42,500
School Secretary	189.05	182.60	177.98	7,063,035	7,391,393	7,237,392
Substitute Secretary	-	-	-	29,438	-	-
School Business Manager	-	4.00	5.00	-	248,152	268,000
Paraprofessional	288.44	266.85	262.00	8,398,109	8,028,991	7,145,191
Special Interpreter/Tutor	5.88	7.17	6.00	239,860	202,299	157,835
Para-Educator	-	-	-	6,774	-	-
Clinic Aides	70.41	72.95	93.76	1,777,470	2,052,247	2,015,341
Sub Para-Educator	-	-	-	270	-	-
Custodian	4.00	4.00	4.00	158,329	179,939	182,295
Food Service Manager	2.71	2.92	2.74	64,749	76,191	76,191
Food Service Hourly Worker	2.85	2.66	2.47	34,911	69,457	68,580
Food Serv. Sub. Worker	-	-	-	4,068	-	1,500
Classified - Hourly	8.42	8.18	9.17	302,504	306,952	311,455
Certificated - Hourly	-	-	-	890	-	-
One-Time Add'l Salary Pymts	-	-	-	2,398,941	-	-
Additional Pay - Certificated	-	-	-	331,816	150,645	136,700
Additional Pay-Classified	-	-	-	4,208	-	300
Additional Pay-Administrative	-	-	-	101,003	-	-
Overtime - Classified	-	-	-	70,606	19,000	20,550
Payroll Total	2,642.14	2,568.67	2,596.82	155,665,950	160,349,163	159,008,645
Employee Benefits	-	-	-	45,769,850	48,171,359	48,497,419
Empl Benefits-Non Alloc	-	-	-	4,245,610	-	-
Benefits Total	-	-	-	50,015,460	48,171,359	48,497,419
Mileage And Travel	-	-	-	31,730	36,654	34,680
Employee Training & Conf	-	-	-	284,378	200,287	144,551
Awards And Banquets	-	-	-	8,489	5,590	5,592
Meals/Refreshments	-	-	-	37,681	63,953	57,800
Student Transportation.	-	-	-	13,791	4,700	2,225
Student Admission/Entry Fees	-	-	-	16,735	22,825	19,825
Printing	-	-	-	47,970	41,209	37,932



JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2020/2021
Elementary Level Detail

	2018/2019 Budget FTE	2019/2020 Budget FTE	2020/2021 Budget FTE	2018/2019 Actual \$	2019/2020 Budget \$	2020/2021 Budget \$
Consultants	-	-	-	25,000	-	-
Contracted Services	-	-	-	483,254	229,650	244,440
Fleet Maintenance.	-	-	-	5,110	6,600	6,600
Equipment Rental	-	-	-	498	-	-
Contract Maint/Eq Repair	-	-	-	26,494	17,750	17,450
Software Purch	-	-	-	110,892	9,650	15,600
Marketing - Advertising	-	-	-	6,383	4,700	2,500
Equipment/Copier Repair	-	-	-	1,301	1,500	1,500
Telephone/Pagers/Modems	-	-	-	16,600	11,110	10,255
Postage	-	-	-	13,475	15,919	13,426
Permits/Licenses/Fees	-	-	-	35,043	48,576	35,864
Risk Management Charges	-	-	-	6,000	7,500	7,500
Community Relations	-	-	-	715	-	-
Purchased Services Total	-	-	-	1,171,539	728,173	657,740
Materials and Supplies						
Contingency	-	-	-	-	17,826,128	21,685,080
Office Material/Supplies	-	-	-	229,039	105,935	96,150
Office Equipment - Under \$5K	-	-	-	59,067	36,250	23,650
Curriculum Dev/Staff Training	-	-	-	165,480	38,880	104,346
Clinic Supplies/Materials	-	-	-	22,246	22,053	20,563
Custodial Supplies	-	-	-	10,171	6,900	6,900
Instructional Material/Supply	-	-	-	1,661,140	1,779,974	1,553,514
Instructional Equip-Under \$5K	-	-	-	1,851,689	851,271	654,182
Repair Parts-Instr Equip	-	-	-	1,552	550	550
Textbooks	-	-	-	59,120	50,850	45,750
Copier Usage	-	-	-	1,119,292	962,231	895,937
Testing Materials	-	-	-	2,819	6,935	5,950
Maint Materials/Supplies	-	-	-	35,001	61,450	60,575
Vehicle Parts & Supplies	-	-	-	478	200	200
Vehicle Fuel Expense	-	-	-	2,965	6,000	6,000
Library Materials	-	-	-	89,390	105,285	75,325
Audio Visual Materials	-	-	-	5,203	2,500	2,000
Miscellaneous Expense	-	-	-	1,909	-	-
Small Equip & Utensils	-	-	-	8,535	6,000	5,000
Materials and Supplies Total	-	-	-	5,325,096	21,869,392	25,241,672
Transfers						
Transfers Out	-	-	-	193,140	220,955	137,360
Capital Total	-	-	-	193,140	220,955	137,360
Total	2,642.14	2,568.67	2,596.82	\$212,371,185	\$231,339,042	\$233,542,836



Jefferson County School District, No. R-1
2020/2021
Budget Allocations - Middle Level

Middle	2019/2020 Official Enrollment	2020/2021 Budget
Bell Middle	927	\$5,072,725
Carmody Middle	783	4,702,608
Creighton Middle	873	5,112,816
Deer Creek Middle	751	4,365,599
Drake Middle	919	4,953,174
Dunstan Middle	941	5,074,405
Evergreen Middle	688	3,999,949
Everitt Middle	599	3,968,220
Falcon Bluffs Middle	661	3,967,035
Ken Caryl Middle	877	4,893,756
Mandalay Middle	574	3,763,205
Middle School Contingency		30,000
Moore Middle	581	3,733,275
North Arvada Middle	601	3,937,290
Oberon Middle	742	4,370,110
Summit Ridge Middle	1,019	5,470,865
The Manning School	675	3,920,460
Wayne Carle Middle	584	3,695,775
West Jefferson Middle	572	3,583,915
	13,367	\$78,615,182

***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
2020/2021
Middle Level Detail

	2018/2019 Budget FTE	2019/2020 Budget FTE	2020/2021 Budget FTE	2018/2019 Actual \$	2019/2020 Budget \$	2020/2021 Budget \$
Dept ID: Middle						
Payroll						
School Business Manager	-	-	2.00	-	-	107,200
Principal.	18.00	18.00	18.00	1,960,816	2,120,526	2,062,800
Assistant Principal	35.75	34.00	33.00	2,787,451	3,229,429	3,133,700
Dean	3.00	7.00	9.00	398,334	505,379	641,700
Coordinator - Administrative	1.00	1.00	2.00	62,359	61,065	121,200
Substitute Teacher FT	-	-	2.00	-	-	48,200
Teacher	613.68	635.09	620.13	36,847,971	41,996,013	41,424,684
Substitute Teacher	-	-	-	656,014	689,600	598,904
Counselor	59.80	60.40	62.40	3,940,308	4,440,711	4,598,880
Teacher Librarian	16.40	16.80	16.80	1,237,982	1,295,465	1,310,400
Instructional Coach.	16.10	15.60	12.00	1,242,528	1,172,387	894,000
Psychologist	1.00	-	0.50	-	-	37,050
Social Worker	-	-	1.00	-	-	67,400
School Secretary	48.50	50.50	48.00	1,817,726	2,040,169	1,948,800
Substitute Secretary	-	-	-	14,477	1,500	1,500
Paraprofessional	34.44	35.70	32.00	1,081,277	1,010,464	845,491
Special Interpreter/Tutor	-	-	-	20,064	-	-
Para-Educator	-	-	-	736	-	-
Clinic Aides	13.62	14.13	17.00	339,427	397,674	397,958
Classified - Hourly	0.23	0.23	1.00	30,328	12,962	39,481
One-Time Add'l Salary Pymts	-	-	-	756,468	-	-
Additional Pay - Certificated	-	-	-	222,635	118,700	110,127
Additional Pay-Classified	-	-	-	1,532	-	-
Additional Pay-Administrative	-	-	-	25,803	-	-
Overtime - Classified	-	-	-	14,423	1,000	1,000
Payroll Total	861.52	888.45	876.83	53,458,659	59,093,044	58,390,475
Employee Benefits	-	-	-	15,915,010	17,797,584	17,839,114
Empl Benefits-Non Alloc	-	-	-	1,476,284	-	-
Benefits Total	-	-	-	17,391,294	17,797,584	17,839,114
Mileage And Travel	-	-	-	6,859	10,930	6,530
Employee Training & Conf	-	-	-	146,085	61,459	90,500
Awards And Banquets	-	-	-	3,257	3,600	2,400
Meals/Refreshments	-	-	-	22,841	5,250	3,850
Student Transportation.	-	-	-	17,344	8,450	6,950
Student Admission/Entry Fees	-	-	-	4,913	9,660	1,665
Audit Fees	-	-	-	16	-	-
Printing	-	-	-	19,233	11,350	11,100
Contracted Services	-	-	-	196,605	101,700	95,602
Equipment Rental	-	-	-	1,383	1,000	1,000
Contract Maint/Eq Repair	-	-	-	15,524	4,800	15,500
Software Purch	-	-	-	29,905	1,000	25,200
Marketing - Advertising	-	-	-	557	6,000	100
Telephone/Pagers/Modems	-	-	-	9,551	8,600	4,400
Postage	-	-	-	8,436	7,750	7,323
Permits/Licenses/Fees	-	-	-	8,647	4,050	3,600
Community Relations	-	-	-	69	2,500	2,500
Purchased Services Total	-	-	-	491,225	248,099	278,220



JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2020/2021
Middle Level Detail

	2018/2019 Budget FTE	2019/2020 Budget FTE	2020/2021 Budget FTE	2018/2019 Actual \$	2019/2020 Budget \$	2020/2021 Budget \$
Materials and Supplies						
Contingency	-	-	-	-	1,982,988	714,369
Office Material/Supplies	-	-	-	106,672	80,338	71,216
Office Equipment - Under \$5K	-	-	-	51,402	20,400	14,900
Curriculum Dev/Staff Training	-	-	-	15,987	22,600	13,700
Clinic Supplies/Materials	-	-	-	4,854	5,834	5,550
Instructional Material/Supply	-	-	-	521,485	660,518	634,687
Instructional Equip-Under \$5K	-	-	-	1,050,768	306,690	265,476
Repair Parts-Instr Equip	-	-	-	2,402	400	-
Textbooks	-	-	-	8,993	10,000	5,000
Copier Usage	-	-	-	263,344	208,128	197,675
Testing Materials	-	-	-	284	-	-
Maint Materials/Supplies	-	-	-	8,019	300	300
Library Materials	-	-	-	49,110	41,400	43,200
Audio Visual Materials	-	-	-	4,219	-	-
Miscellaneous Expense	-	-	-	4,859	-	-
Materials and Supplies Total	-	-	-	2,092,398	3,339,596	1,966,073
Capital Accounts						
Building Improvements.	-	-	-	213,728	20,000	2,000
Materials and Supplies Total	-	-	-	213,728	20,000	2,000
Transfers						
Transfers Out	-	-	-	263,270	152,507	139,300
Capital Total	-	-	-	263,270	152,507	139,300
Total	861.52	888.45	876.83	\$73,910,574	\$80,650,830	\$78,615,182



**Jefferson County School District, No. R-1
2020/2021
Budget Allocations - Senior Level**

Senior	2019/2020 Official Enrollment	2020/2021 Budget
Alameda International Senior	1,110	6,995,597
Arvada Senior	765	5,028,649
Arvada West Senior	1,794	9,805,818
Bear Creek Senior	1,507	8,478,423
Chatfield Senior	1,841	9,812,552
Columbine Senior	1,741	9,500,617
Conifer Senior	872	5,194,916
Connections Learning Center		1,489,860
D Evelyn Jr/Sr	1,034	6,409,652
Dakota Ridge Senior	1,445	7,996,010
Evergreen Senior	1,095	6,207,518
Golden Senior	1,368	7,469,002
Green Mountain Senior	1,118	6,515,815
Jefferson Senior	670	4,591,211
Lakewood Senior	2,025	11,038,685
Mt View Detention		667,114
Pomona Senior	1,310	7,451,091
Ralston Valley Senior	1,843	9,752,112
Senior Contingency		\$2,000,001
Standley Lake Senior	1,314	7,324,578
Wheat Ridge Senior	1,175	6,860,763
	24,027	\$140,589,984

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



JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2020/2021
Senior Level Detail

	2018/2019 Budget FTE	2019/2020 Budget FTE	2020/2021 Budget FTE	2018/2019 Actual \$	2019/2020 Budget \$	2020/2021 Budget \$
Dept ID: Senior						
Payroll						
School Business Manager	-	1.00	2.00	-	62,038	107,200
Principal.	19.00	19.00	19.00	2,276,115	2,607,155	2,635,589
Director	1.00	1.00	1.00	99,517	105,317	105,448
Assistant Principal	80.00	77.00	79.60	7,145,738	7,472,285	7,557,969
Dean	9.90	10.50	9.50	791,871	758,554	677,350
Coordinator - Administrative	-	-	1.00	233,523	-	60,600
Substitute Teacher FT	-	-	1.00	-	-	24,100
Teacher	1,174.68	1,147.15	1,140.16	74,855,095	77,137,380	77,333,766
Substitute Teacher	-	-	-	1,001,825	1,169,055	1,103,136
Counselor	89.00	86.00	87.50	6,067,838	6,454,464	6,569,299
Teacher Librarian	18.10	17.10	17.10	1,290,103	1,318,598	1,333,800
Resource Teachers	-	-	-	40	-	-
Instructional Coach.	12.20	12.60	9.91	826,141	946,929	772,580
Nurse	-	-	-	(7,041)	-	-
Psychologist	1.00	-	0.20	8,848	-	14,820
Social Worker	4.75	6.25	5.55	353,497	450,751	397,332
Certificated - Hourly	-	0.83	-	34,356	23,693	26,267
Specialist - Classified	2.00	2.00	2.00	58,512	82,071	86,056
Technician - Classified	1.00	2.00	4.75	72,684	110,198	211,731
School Secretary	84.88	84.38	83.88	3,112,517	3,418,052	3,413,096
Substitute Secretary	-	-	-	10,011	-	-
Paraprofessional	46.91	48.95	51.65	1,643,296	1,380,527	1,420,630
Special Interpreter/Tutor	0.76	0.91	2.00	256,479	25,559	45,000
Para-Educator	-	-	-	579	-	-
Clinic Aides	14.67	15.41	17.64	367,478	442,236	430,422
Campus Supervisor.	-	-	-	1,624,648	-	-
Classified - Hourly	6.91	6.67	7.00	452,884	187,916	176,755
One-Time Add'l Salary Pymts	-	-	-	1,468,205	-	-
Additional Pay - Certificated	-	-	-	491,590	371,873	347,935
Additional Pay-Classified	-	-	-	9,589	10,100	10,075
Additional Pay-Administrative	-	-	-	60,898	-	-
Overtime - Classified	-	-	-	41,136	17,450	19,500
Payroll Total	1,566.76	1,538.75	1,542.44	104,647,972	104,552,201	104,880,456
Employee Benefits	-	-	-	30,890,881	31,473,010	31,986,386
Empl Benefits-Non Alloc	-	-	-	2,865,442	-	-
Benefits Total	-	-	-	33,756,323	31,473,010	31,986,386
Mileage And Travel	-	-	-	127,571	36,899	30,650
Employee Training & Conf	-	-	-	246,325	180,935	151,708
Awards And Banquets	-	-	-	15,871	8,950	8,950
Required Physical Exams	-	-	-	406	-	-
Meals/Refreshments	-	-	-	36,522	16,334	11,250
Student Transportation.	-	-	-	72,183	19,100	17,700
Student Admission/Entry Fees	-	-	-	95,145	35,825	32,475
Audit Fees	-	-	-	90	-	-
Printing	-	-	-	41,628	19,806	17,400
Contracted Services	-	-	-	368,494	190,499	169,565
Equipment Rental	-	-	-	5,848	1,360	1,360



JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2020/2021
Senior Level Detail

	2018/2019 Budget FTE	2019/2020 Budget FTE	2020/2021 Budget FTE	2018/2019 Actual \$	2019/2020 Budget \$	2020/2021 Budget \$
Contract Maint/Eq Repair	-	-	-	9,711	46,500	2,500
Software Purch	-	-	-	24,820	-	-
Marketing - Advertising	-	-	-	2,811	1,900	500
Telephone/Pagers/Modems	-	-	-	10,252	8,550	7,425
Postage	-	-	-	30,258	23,975	16,710
Permits/Licenses/Fees	-	-	-	49,443	64,259	51,277
Risk Management Charges	-	-	-	1,150	200	200
Community Relations	-	-	-	6,030	6,150	6,150
Purchased Services Total	-	-	-	1,144,558	661,242	525,820
Materials and Supplies						
Contingency	-	-	-	-	731,250	731,493
Office Material/Supplies	-	-	-	301,124	181,905	155,555
Office Equipment - Under \$5K	-	-	-	50,914	23,000	21,000
Curriculum Dev/Staff Training	-	-	-	8,120	30,200	21,050
Clinic Supplies/Materials	-	-	-	5,313	6,130	5,830
Instructional Material/Supply	-	-	-	1,138,702	976,867	1,006,270
Instructional Equip-Under \$5K	-	-	-	1,350,202	611,115	483,411
Repair Parts-Instr Equip	-	-	-	198	300	300
Textbooks	-	-	-	110,848	54,250	91,500
Copier Usage	-	-	-	578,735	450,269	433,803
Testing Materials	-	-	-	13,112	5,200	1,000
Graduation Materials	-	-	-	8,232	14,200	12,200
Athletic Supplies	-	-	-	2,361	2,500	2,500
Maint Materials/Supplies	-	-	-	52,972	7,450	6,250
Vehicle Parts & Supplies	-	-	-	155	-	-
Library Materials	-	-	-	118,092	122,530	99,642
Audio Visual Materials	-	-	-	20,665	-	-
Miscellaneous Expense	-	-	-	19,835	10,000	10,000
Materials and Supplies Total	-	-	-	3,779,580	3,227,166	3,081,804
Capital Accounts						
Office Equipment	-	-	-	40,361	1,500	1,500
Vehicles - Utility Fleet	-	-	-	18,288	-	-
Instructional/Curric Equipmnt	-	-	-	6,700	-	20,000
Athletic Equipment	-	-	-	13,690	-	-
Building Improvements.	-	-	-	221,279	18,000	12,500
Materials and Supplies Total	-	-	-	300,318	19,500	34,000
Transfers						
Transfers Out	-	-	-	166,380	97,303	81,518
Capital Total	-	-	-	166,380	97,303	81,518
Total	1,566.76	1,538.75	1,542.44	\$143,795,131	\$140,030,422	\$140,589,984



Jefferson County School District, No. R-1
2020/2021
Budget Allocations - Option Level

Option	2019/2020 Official Enrollment	2020/2021 Budget
Brady Exploration	363	2,734,701
Jeffco Open School	536	4,215,603
Jeffco Virtual Academy	303	\$2,991,484
Longview High School	47	649,504
McLain Community School	376	4,893,674
Warren Tech	28	5,554,503
Warren Tech North.	4	1,823,294
	1,657	\$22,862,763



JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2020/2021
Option Level Detail

	2018/2019 Budget FTE	2019/2020 Budget FTE	2020/2021 Budget FTE	2018/2019 Actual \$	2019/2020 Budget \$	2020/2021 Budget \$
Dept ID: Option						
Payroll						
School Business Manager	-	1.00	2.00	-	62,038	107,200
Principal.	5.00	5.00	5.00	604,706	625,244	615,000
Assistant Principal	10.65	10.15	11.50	852,074	966,690	1,066,304
Technical Specialist	1.00	1.00	2.00	71,100	66,685	133,200
Dean	1.00	0.50	0.50	131,022	36,099	55,765
Coordinator - Administrative	-	-	1.00	52,914	-	60,600
Teacher	143.90	139.60	139.30	9,175,472	9,733,367	9,276,440
Substitute Teacher	-	-	-	87,998	105,500	112,500
Counselor	17.00	18.40	17.40	1,267,273	1,352,801	1,281,854
Teacher Librarian	4.00	4.00	4.00	271,346	308,444	312,000
Resource Teachers	0.50	-	0.50	28,963	-	60,800
Instructional Coach.	9.80	9.80	10.60	777,210	736,501	730,100
Nurse	-	-	1.00	70,886	-	65,700
Psychologist	0.50	0.50	0.50	32,357	37,142	37,050
Certificated - Hourly	3.64	3.62	4.00	105,564	102,662	102,662
Specialist - Classified	1.00	1.00	2.50	36,728	48,609	141,250
Technician - Classified	15.00	13.00	15.00	599,245	574,342	637,500
School Secretary	24.13	22.38	20.48	810,745	904,139	831,431
Substitute Secretary	-	-	-	22,695	1,356	2,000
Paraprofessional	9.88	9.67	9.00	311,163	253,563	268,923
Clinic Aides	2.79	2.97	4.00	74,122	83,563	86,283
Campus Supervisor.	-	-	-	101,235	-	-
Classified - Hourly	4.49	0.58	1.00	12,013	16,203	16,000
One-Time Add'l Salary Pymts	-	-	-	219,462	-	-
Additional Pay - Certificated	-	-	-	246,202	107,300	114,531
Additional Pay-Classified	-	-	-	781	1,000	1,000
Additional Pay-Administrative	-	-	-	27,452	-	-
Overtime - Classified	-	-	-	12,634	4,500	5,000
Payroll Total	254.28	243.17	251.28	16,003,362	16,127,748	16,121,093
Employee Benefits	-	-	-	4,747,332	4,850,834	4,904,255
Empl Benefits-Non Alloc	-	-	-	440,362	-	-
Benefits Total	-	-	-	5,187,694	4,850,834	4,904,255
Mileage And Travel	-	-	-	21,639	12,850	7,400
Employee Training & Conf	-	-	-	75,830	43,000	35,001
Awards And Banquets	-	-	-	753	400	200
Employee Background Verificatn	-	-	-	36	-	-
Meals/Refreshments	-	-	-	27,246	14,000	15,500
Student Transportation.	-	-	-	56,937	34,500	49,200
Student Admission/Entry Fees	-	-	-	5,639	1,600	2,100
Printing	-	-	-	12,294	12,050	10,000
Contracted Services	-	-	-	210,826	64,500	61,000
Fleet Maintenance.	-	-	-	13,499	27,500	27,500
Contract Maint/Eq Repair	-	-	-	3,803	8,000	2,000
Const Maint/Repair - Building	-	-	-	372	5,000	5,000
Software Purch	-	-	-	1,000	-	4,431
Marketing - Advertising	-	-	-	2,979	16,000	40,000
Telephone/Pagers/Modems	-	-	-	5,103	3,300	2,900



JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2020/2021
Option Level Detail

	2018/2019 Budget FTE	2019/2020 Budget FTE	2020/2021 Budget FTE	2018/2019 Actual \$	2019/2020 Budget \$	2020/2021 Budget \$
Postage	-	-	-	6,869	4,000	7,900
Permits/Licenses/Fees	-	-	-	15,034	24,200	30,100
Risk Management Charges	-	-	-	31,600	7,000	7,000
Community Relations	-	-	-	4,832	-	-
Purchased Services Total	-	-	-	496,291	277,900	307,232
Materials and Supplies						
Contingency	-	-	-	-	154,574	42,163
Office Material/Supplies	-	-	-	130,025	65,700	69,500
Office Equipment - Under \$5K	-	-	-	72,749	12,000	179,396
Curriculum Dev/Staff Training	-	-	-	5,351	1,500	1,500
Clinic Supplies/Materials	-	-	-	1,459	1,150	1,150
Instructional Material/Supply	-	-	-	475,302	450,942	846,602
Instructional Equip-Under \$5K	-	-	-	417,259	204,742	205,595
Repair Parts-Instr Equip	-	-	-	1,914	-	-
Copier Usage	-	-	-	51,413	50,100	50,937
Testing Materials	-	-	-	1,212	1,000	1,500
Graduation Materials	-	-	-	2,204	9,274	5,000
Maint Materials/Supplies	-	-	-	5,233	4,194	5,150
Small Hand Tools	-	-	-	467	-	-
Vehicle Parts & Supplies	-	-	-	75	2,000	4,000
Library Materials	-	-	-	22,262	33,500	27,750
Audio Visual Materials	-	-	-	1,558	-	-
Miscellaneous Expense	-	-	-	101	-	-
Materials and Supplies Total	-	-	-	1,188,584	990,676	1,440,243
Capital						
Instructional/Curric Equipmnt	-	-	-	95,935	169,987	89,940
Building Improvements.	-	-	-	164,253	-	-
Capital Total	-	-	-	260,188	169,987	89,940
Transfers Out						
	-	-	-	41,875	18,000	18,000
Transfers Out Total	-	-	-	41,875	18,000	18,000
Total	254.28	243.17	251.28	\$23,136,119	\$22,417,145	\$22,862,763



Jefferson County School District, No. R-1
2020/2021
Budget Allocations - Innovation Level

<u>Innovation</u>	<u>2019/2020 Official Enrollment</u>	<u>2020/2021 Budget</u>
Free Horizons Montessori	371	4,017,782
	371	\$4,017,782



Jefferson County School District, No. R-1
2020/2021
Budget Allocations by Division

<u>Division Name</u>	<u>2020/2021 Budget</u>
Athletics and Activities	\$10,180,294
Board of Education	556,937
Custodial Services	27,936,829
District Leadership and Communications	4,306,267
Districtwide	5,220,753
Educational Research & Design	30,133,585
Field Services	18,729,064
Financial Services	23,347,178
Human Resources	5,423,745
Innovation and Effectiveness	3,131,624
Security and Emergency Management	8,238,106
Student Success	102,817,203
Telecom, Network & Utilities	27,831,224
	<u>\$267,852,809</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

	2018/2019 Budget FTE	2019/2020 Budget FTE	2020/2021 Budget FTE	2018/2019 Actual	2019/2020 Budget	2020/2021 Budget
General Instruction						
Payroll	8.11	8.28	8.14	6,548,896	6,355,753	6,355,777
Non-Payroll	-	-	-	3,297,574	3,416,700	3,416,700
Instructional Support						
Payroll	4.00	4.50	4.50	335,522	357,050	396,717
Non-Payroll	-	-	-	10,448	11,100	11,100
Total	12.11	12.78	12.64	\$10,192,440	\$10,140,603	\$10,180,294



JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2020/2021
General Fund Department Detail

Athletics and Activities

	2018/2019 Budget FTE	2019/2020 Budget FTE	2020/2021 Budget FTE	2018/2019 Actual	2019/2020 Budget	2020/2021 Budget
Payroll						
Executive Director	1.00	1.00	1.00	\$115,051	\$120,733	\$120,722
Manager	1.00	1.00	1.00	83,246	88,939	89,049
Technical Specialist	0.50	1.00	1.00	25,477	27,172	54,413
Substitute Teacher	-	-	-	38,775	12,000	12,000
Coach	-	-	-	4,363,312	4,227,131	4,227,131
Technician - Classified	1.50	1.50	1.50	61,071	62,237	66,710
Secretary	1.00	1.00	1.00	45,703	47,060	45,753
Trades Technician	5.00	5.00	5.00	277,249	304,782	304,690
Athletic Game Workers	-	-	-	189,614	140,000	140,000
Campus Supervisor.	-	-	-	323	-	-
Classified - Hourly	2.11	2.28	2.14	71,351	59,457	59,457
One-Time Add'l Salary Pymts	-	-	-	7,801	-	-
Additional Pay - Certificated	-	-	-	10,699	-	-
Additional Pay-Classified	-	-	-	12	-	-
Overtime - Classified	-	-	-	73,057	54,400	54,400
Payroll Total	12.11	12.78	12.64	5,362,741	5,143,911	5,174,325
Benefits						
Employee Benefits	-	-	-	1,392,497	1,568,892	1,578,169
Empl Benefits-Non Alloc	-	-	-	129,180	-	-
Benefits Total	-	-	-	1,521,677	1,568,892	1,578,169
Purchased Services						
Mileage And Travel	-	-	-	44,008	3,100	3,100
Employee Training & Conf	-	-	-	22,921	3,800	3,800
Awards And Banquets	-	-	-	58,025	18,000	18,000
Meals/Refreshments	-	-	-	6,835	200	200
Athletic Game Costs	-	-	-	127,667	139,000	139,000
Student Transportation.	-	-	-	563,848	666,000	666,000
Excess Athletic Transportation	-	-	-	25,090	30,000	30,000
Student Admission/Entry Fees	-	-	-	130,539	-	-
Athletic Trainers	-	-	-	857,735	886,200	945,080
Game Officials	-	-	-	435,134	518,000	530,000
Athletics - Security	-	-	-	50,609	32,000	32,000
Printing	-	-	-	1,671	1,000	1,000
Contract Labor	-	-	-	2,486	-	-
Contracted Services	-	-	-	147,841	12,500	12,500
Fleet Maintenance.	-	-	-	11,951	19,000	19,000
Building Rental	-	-	-	2,953	7,000	7,000
Equipment Rental	-	-	-	7,758	-	-
Contract Maint/Eq Repair	-	-	-	66,337	60,000	60,000
Marketing - Advertising	-	-	-	373	-	-
Telephone/Pagers/Modems	-	-	-	2,094	3,200	3,200
Postage	-	-	-	381	300	300
Permits/Licenses/Fees	-	-	-	2,358	-	-
Fees For Dist Membership	-	-	-	83,582	78,000	78,000
Community Relations	-	-	-	1,500	-	-
Purchased Services Total	-	-	-	2,653,696	2,477,300	2,548,180
Materials and Supplies						
Office Material/Supplies	-	-	-	7,446	3,000	3,000
Office Equipment - Under \$5K	-	-	-	1,331	-	-
Curriculum Dev/Staff Training	-	-	-	504	-	-
Instructional Material/Supply	-	-	-	1,983	-	-
Instructional Equip-Under \$5K	-	-	-	4,500	-	-
Copier Usage	-	-	-	5,063	400	400
Athletic Supplies	-	-	-	527,482	868,000	797,120
Maint Materials/Supplies	-	-	-	97,735	79,100	79,100
Miscellaneous Expense	-	-	-	1,008	-	-
Materials and Supplies Total	-	-	-	647,052	950,500	879,620



JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1

2020/2021

General Fund Department Detail

Athletics and Activities

	2018/2019 Budget FTE	2019/2020 Budget FTE	2020/2021 Budget FTE	2018/2019 Actual	2019/2020 Budget	2020/2021 Budget
Capital						
Building Improvements.	-	-	-	7,274	-	-
Capital Total	-	-	-	7,274	-	-
Athletics and Activities Total	12.11	12.78	12.64	\$10,192,440	\$10,140,603	\$10,180,294

BUDGETING FOR OUTCOMES

2020/2021 Renewal Request Form



DIVISION	Athletics and Activities				
DEPT ID-Name	82430 – Central Athletics	FTE	12.78	Final 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 nine activities (students may participate in more than one sport and/or activity). In terms of numbers of participants, and number of programs offered, Jeffco is the largest in the state.

All sports, and the majority of activities, fall under the sanctioning body of the Colorado High School Activities Association (CHSAA) and are susceptible to increased fees and membership dues each year.

Annual increases in Additional Performance Pay, Trainers contract, Officials costs, Transportation sources, Stadium schedules and upkeep, and overall Equipment & Supply needs continue to put pressure on the department’s budget.

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

- School based (gymnasium) sports: Gymnastics, Volleyball, Girls and Boys Basketball, and 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 most 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 the majority of requested trips to event locations, which could take place anywhere in the state (the eastern slope being the exception). Other modes of transportation have included charter buses and rental vans.

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

- Goal of increased student participation was not achieved in '18-'19.

- Revenue goal of approximately \$2.4 million annually. Though '18-'19 revenues (\$2.7 million) exceeded the goal by 15%, overall revenue from the previous year declined by 4%. Free & Reduced factor continues to hit participation fee revenues. Total participants was down 2.5% in '18-'19.
- Paralleling national trends, students who participate in athletics and activities have higher gpa's, better attendance, and fewer discipline issues, '18-'19 results affirm this.

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

- Increase student participation by 1% annually. New sports and activities coming in 2020 should increase participation numbers.
- Revenue goal of approximately \$2.4 million annually. Target should be achievable for '19-'20.
- Paralleling national trends, students who participate in athletics and activities have higher gpa's, better attendance, and fewer discipline issues (18-'19 results affirm this).

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, i.e., 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,
- 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)

- Annual, and mandated, increases in Additional Performance Pay, Trainer Contract, Officials Fees, and Membership Dues & Fees, were all met.

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.





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

	2018/2019 Budget FTE	2019/2020 Budget FTE	2020/2021 Budget FTE	2018/2019 Actual	2019/2020 Budget	2020/2021 Budget
General Administration						
Payroll	-	-	-	\$14,553	\$25,000	\$22,838
Non-Payroll	-	-	-	476,406	534,099	534,099
Total	-	-	-	\$490,959	\$559,099	\$556,937



JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1

2020/2021

General Fund Department Detail

Board of Education

	2018/2019 Budget FTE	2019/2020 Budget FTE	2020/2021 Budget FTE	2018/2019 Actual	2019/2020 Budget	2020/2021 Budget
Dept ID: Board of Education						
Payroll						
Executive Director	-	-	-	\$11,272	-	-
Additional Pay-Administrative	-	-	-	-	17,500	17,500
Payroll Total	-	-	-	11,272	17,500	17,500
Benefits						
Employee Benefits	-	-	-	3,281	7,500	5,338
Benefits Total	-	-	-	3,281	7,500	5,338
Purchased Services						
Employee Training & Conf	-	-	-	24,109	16,000	16,000
Meals/Refreshments	-	-	-	4,108	3,000	3,000
Student Transportation.	-	-	-	49	-	-
Audit Fees	-	-	-	129,540	136,299	136,299
Legal Fees	-	-	-	10,936	132,000	132,000
Election Expenses	-	-	-	255,322	150,000	150,000
Consultants	-	-	-	-	5,500	5,500
Telephone/Pagers/Modems	-	-	-	-	1,000	1,000
Postage	-	-	-	-	1,000	1,000
Fees For Dist Membership	-	-	-	49,412	70,500	70,500
Community Relations	-	-	-	2,505	7,000	7,000
Purchased Services Total	-	-	-	475,981	522,299	522,299
Materials and Supplies						
Contingency	-	-	-	-	10,000	10,000
Office Material/Supplies	-	-	-	425	1,800	1,800
Materials and Supplies Total	-	-	-	425	11,800	11,800
Capital						
Total	-	-	-	\$490,959	\$559,099	\$556,937

BUDGETING FOR OUTCOMES

2020/2021 Renewal Request Form



DIVISION	Board of Education				
DEPT ID-Name	91000 – Board of Education	FTE	0.00	Final 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)

- Successful negotiation of the extension of the superintendent's contract (2025) ensures continuity in leadership to address community/staff issues (i.e., early start time, school lunches, teacher planning) and the change to student task outlined in Jeffco Generations.
- Passage of two funding measures on the November 2018 ballot (\$33 million in operating funds; \$567 million in bond funds) indicate voter approval of the direction taken by and leadership of the members of the Board of Education.
- 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.

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.
- The Board of Education returned 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 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)

- None

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

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



Custodial 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

	2018/2019 Budget FTE	2019/2020 Budget FTE	2020/2021 Budget FTE	2018/2019 Actual	2019/2020 Budget	2020/2021 Budget
Operations and Maintenance						
Payroll	484.41	485.94	485.91	\$26,175,862	\$27,809,667	\$27,067,784
Non-Payroll	-	-	-	2,441,138	869,045	869,045
Total	484.41	485.94	485.91	\$28,617,000	\$28,678,712	\$27,936,829



JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2020/2021
General Fund Department Detail

Custodial

	2018/2019 Budget FTE	2019/2020 Budget FTE	2020/2021 Budget FTE	2018/2019 Actual	2019/2020 Budget	2020/2021 Budget
Payroll						
Director	1.00	1.00	1.00	\$99,353	\$108,005	\$108,140
Supervisor	2.00	2.00	2.00	155,787	164,803	165,007
Technician - Classified	1.00	1.00	1.00	44,991	48,526	48,858
Group Leader	1.00	1.00	1.00	71,263	77,563	78,024
Secretary	2.00	2.00	2.00	83,822	95,125	95,953
Trades Technician	9.00	9.00	9.00	552,801	598,431	590,239
Custodian	468.00	469.50	469.50	17,072,698	19,716,026	19,153,766
Substitute Custodian	-	-	-	173,540	253,100	253,100
Classified - Hourly	0.41	0.44	0.41	-	11,410	11,410
One-Time Add'l Salary Pymts	-	-	-	368,493	-	-
Additional Pay-Classified	-	-	-	63,319	70,000	70,000
Overtime - Classified	-	-	-	477,935	167,100	167,100
Payroll Total	484.41	485.94	485.91	19,164,002	21,310,089	20,741,597
Benefits						
Employee Benefits	-	-	-	6,416,648	6,499,578	6,326,187
Benefits Total	-	-	-	6,416,648	6,499,578	6,326,187
Purchased Services						
Mileage And Travel	-	-	-	7,542	9,200	9,200
Employee Training & Conf	-	-	-	2,612	3,500	3,500
Awards And Banquets	-	-	-	522	800	800
Recruiting Costs	-	-	-	1,940	475	475
Contracted Services	-	-	-	446,088	-	-
Contract Maint/Eq Repair	-	-	-	37	3,000	3,000
Telephone/Pagers/Modems	-	-	-	10,568	14,000	14,000
Postage	-	-	-	25	25	25
Purchased Services Total	-	-	-	469,334	31,000	31,000
Materials and Supplies						
Office Material/Supplies	-	-	-	8,962	8,000	8,000
Custodial Supplies	-	-	-	653,105	633,045	633,045
Copier Usage	-	-	-	2,748	3,000	3,000
Maint Materials/Supplies	-	-	-	149,048	150,000	150,000
Small Hand Tools	-	-	-	528,275	2,000	2,000
Uniforms	-	-	-	49,976	38,500	38,500
Physical Invty Gain/Loss	-	-	-	7,023	-	-
Materials and Supplies Total	-	-	-	1,399,137	834,545	834,545
Capital						
Plant/Shop Equipment	-	-	-	572,667	3,500	3,500
Capital Total	-	-	-	572,667	3,500	3,500
Custodial Total	484.41	485.94	485.91	\$28,021,788	\$28,678,712	\$27,936,829

BUDGETING FOR OUTCOMES

2020/2021 Renewal Request Form



DIVISION	Custodial Services				
DEPT ID-Name	93602 – Custodial Services	FTE	485.94	Final Budget	\$28,678,712

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.

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

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 increase.

There was 1.5 FTE added for cleaning of the building additions at Creighton, Ken Caryl, and Summit Ridge Middle Schools.

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

	2018/2019 Budget FTE	2019/2020 Budget FTE	2020/2021 Budget FTE	2018/2019 Actual	2019/2020 Budget	2020/2021 Budget
General Administration						
Payroll	20.85	23.10	23.10	\$2,892,761	\$3,122,651	\$3,141,297
Non-Payroll	-	-	-	688,176	648,857	674,957
Instructional Support						
Payroll	1.00	-	-	-	653	653
Non-Payroll	-	-	-	-	64,334	64,334
Operations and Maintenance						
Payroll	2.00	2.00	2.00	309,014	339,356	344,726
Non-Payroll	-	-	-	68,107	80,300	80,300
School Administration						
Non-Payroll	-	-	-	27	-	-
Total	23.85	25.10	25.10	\$3,958,085	\$4,256,151	\$4,306,267



JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1

2020/2021

General Fund Department Detail

District Leadership and Communications

	2018/2019 Budget FTE	2019/2020 Budget FTE	2020/2021 Budget FTE	2018/2019 Actual	2019/2020 Budget	2020/2021 Budget
Dept ID: District Leadership and Communications						
Payroll						
Superintendent	1.00	1.00	1.00	\$287,236	\$281,408	\$281,408
Chief Officer	4.00	4.00	4.00	579,102	600,744	600,687
Executive Director	-	1.00	1.00	113,100	80,640	118,500
Director	2.00	2.00	2.00	177,030	222,359	216,948
Manager	4.00	4.00	5.00	354,577	378,085	468,940
Technical Specialist	6.00	5.00	5.00	398,887	403,203	400,651
Coordinator - Administrative	-	2.00	1.00	34,846	154,511	84,000
Technician - Classified	1.00	-	-	14,522	-	-
Administrative Assistant	3.85	4.00	4.00	242,721	274,197	276,303
Substitute Secretary	-	-	-	3,247	1,900	1,900
Para-Educator	-	-	-	5,000	-	-
Investigator	2.00	2.00	2.00	170,465	196,831	182,945
Classified - Hourly	-	0.10	0.10	1,430	2,700	2,700
One-Time Add'l Salary Pymts	-	-	-	24,480	-	-
Additional Pay-Administrative	-	-	-	18,851	56,800	36,800
Payroll Total	23.85	25.10	25.10	2,425,494	2,653,378	2,671,782
Benefits						
Employee Benefits	-	-	-	710,386	809,282	814,894
Empl Benefits-Non Alloc	-	-	-	65,895	-	-
Benefits Total	-	-	-	776,281	809,282	814,894
Purchased Services						
Mileage And Travel	-	-	-	13,202	14,374	14,374
Employee Training & Conf	-	-	-	83,248	73,970	73,970
Required Physical Exams	-	-	-	1,571	1,000	1,000
Meals/Refreshments	-	-	-	19,321	26,500	26,500
Legal Fees	-	-	-	276,993	319,000	319,000
Printing	-	-	-	6,404	12,674	12,674
ADA/Legal Settlement	-	-	-	(50)	8,900	8,900
Consultants	-	-	-	580	10,800	10,800
Contracted Services	-	-	-	131,402	150,415	150,415
Contract Maint/Eq Repair	-	-	-	275	500	500
Software Purch	-	-	-	32,541	24,200	24,200
Marketing - Advertising	-	-	-	18,642	25,000	25,000
Telephone/Pagers/Modems	-	-	-	3,151	4,500	4,500
Postage	-	-	-	524	850	850
Permits/Licenses/Fees	-	-	-	1,065	1,000	1,000
Fees For Dist Membership	-	-	-	19,597	17,800	17,800
Community Relations	-	-	-	41,123	33,800	33,800
Purchased Services Total	-	-	-	649,589	725,283	725,283
Materials and Supplies						
Contingency	-	-	-	-	137	26,237
Office Material/Supplies	-	-	-	68,560	53,060	53,060
Office Equipment - Under \$5K	-	-	-	21,883	3,091	3,091
Curriculum Dev/Staff Training	-	-	-	168	-	-
Copier Usage	-	-	-	4,075	8,520	8,520
Maint Materials/Supplies	-	-	-	200	-	-
Photographic Supplies	-	-	-	491	3,400	3,400
Audio Visual Materials	-	-	-	11,344	-	-
Materials and Supplies Total	-	-	-	106,721	68,208	94,308
Capital						
Total	23.85	25.10	25.10	\$3,958,085	\$4,256,151	\$4,306,267

BUDGETING FOR OUTCOMES

2020/2021 Renewal Request Form



DIVISION	District Leadership and Communications				
DEPT ID-Name	91010 – Superintendent Office	FTE	4.10	Final 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 85,000 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.

The Superintendent’s Office will no longer fund a part-time contract employee due to increases in costs for the Innovation Fund program and community relations associated with providing the same level of service in the 2020-2021 school year as in 2019-2018.

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
- Innovation Fund for employees and students
- 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.
- The 2019/20 measurable goal was met: With support of the Chief Strategy Officer, the Innovation Fund was recognized by the Colorado Association of School Boards for engaging students to improve their education; and, the Board received reports on each of the 26 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 third year of implementation continues.

STRATEGY ONE: TRANSFORMING STUDENT TASK

- Superintendent and Chief Strategy Officer work with district leadership (i.e., Innovation Fund) 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 contract employee.
- Annual purchase of matrix software for Innovation Fund.
- Provision of refreshments for volunteers serving on the District Accountability Committee.

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

2020/2021 Renewal Request Form



DIVISION	District Leadership and Communications				
DEPT ID-Name	91300 – Communications Office	FTE	8.00	Final Budget	\$1,049,608

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. Communications Services is deeply involved in analyzing the competitive landscape among schools both within Jeffco and nearby neighboring districts, identifying marketing opportunities and tasks to reposition, reimagine program offerings, and build awareness for school enrollment, and develop marketing/communications materials to enable schools to message their programs to the community.

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

- Publications and Collateral Material: Strategic Plan, Jeffco Generations documentation, 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: Assist schools and departments with communications regarding school and community emergency incidents; train schools on messaging and use of SchoolMessenger alert system; manage media inquiries during incidents.
- Employee (internal) website design, creation, updating, and management
- Family Engagement (Family, School, 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 (.5 FTE for this function moved to Athletics Dept. 19/20)
- Jeffco Public Schools website management: Evaluate, maintain and update district website; content creation and management; manage process to upgrade website functionality as needed, quantify success through analytics.
- Marketing for schools and programs: Assist schools with materials and methods for marketing their school to the community. This includes all marketing and communications to support EnrollJeffco activities.
- Media & Public Relations: Publicize and promote Jeffco's news, events, activities, awards, etc.
- Newsletters: *Leadership Memo*, *Monday Minute* (staff newsletter), *Chalk Talk* (community newsletter), *On the Issues* (urgent community news from the Superintendent).
- 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 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.
- Jeffco Public Schools mobile app: Update and manage mobile app for parents.

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 coverage for Columbine 20th Anniversary. Includes coverage generated specifically for athletics and activities.
- **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. In coordination with Title 1, DAC, and Student Engagement office, increased capacity and success measures of Family, School, Community, Partnership strategies.
- **Public and Internal Websites:** Increased number of visitors, page views, time spent viewing for public website. Lead technical upgrade and relaunch of internal website.
- **Mobile App:** Marketing to increase user base and utility.
- **Social media:** Increased content generation from DO and schools, followers, likes, and online engagement across multiple platforms. Introduced and built follower base for 3 employee social media channels and external Instagram in 19/20.

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

- Focus for SY20/21 will be on delivery of milestones 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. [Updates](#) to the Board of Education provided monthly and the annual [stocktake](#) is delivered in June for the year with anticipated targets for the next.

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 department communicates and shares the ways in which we are changing student task and what responsive teaching looks like. New for 19/20 was the Jeffco Deeper Learning Model where Communication Services built the internal website to house materials for teachers related to the model delivery and an external website to engage families in the work being done related to JDLM and content mastery. We share the goals of a professional model of teaching to our stakeholders. Showing how technology – specifically the 1:1 device initiative **TechforEd** was developed in 19/20 and is used to market the benefits of the use of technology in the classroom.

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)

Supported by a recommendation of the District Advisory Committee (DAC) BFO approved for Family Engagement directed funding to support professional learning and programs related to family engagement and community relations (\$30K).

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

[Communication Services Overview](#)

www.jeffcopublicschools.org

https://www.youtube.com/channel/UCIqK0e_ON-Xh16X-05Cyn-

[w/videos http://chsaanow.com/jeffco/](http://chsaanow.com/jeffco/)

<https://www.facebook.com/JeffcoPublicSchoolsColorado/>

<https://twitter.com/JeffcoSchoolsCo>

http://www.jeffcopublicschools.org/community_portal/media/communication_services/

BUDGETING FOR OUTCOMES

2020/2021 Renewal Request Form



DIVISION	District Leadership and Communications				
DEPT ID-Name	97020-Employee Relations	FTE	11.00	Final Budget	\$1,808,520

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

Legal Services & Employee Relations 2019/2020 Final Budget: \$1,808,520 - FTE 11.00

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

- The Legal Services and Employee Relations Department handles legal questions and issues that arise within the district for both internal and external stakeholders. The lion share of legal work completed by our team involves preventative practices to avoid potential litigation and other adversarial interactions with staff, students, and community members. Our department also handles all Colorado Open Records Act requests, provides training on topics that may impact the work of our staff, advises and supports the Board of Education, reviews contracts, updates district policies, investigates complaints, participates in student threat assessment and expulsion hearings, handles litigation and delegates to and oversees work of outside counsel. Our current year budget aligns with our district needs and allows us to contribute to the Jeffco Generations in a meaningful way.
- The team has identified two strategies to contribute to student success and support learning. First, we have initiated several programs designed to keep our teachers and students in the classroom. Second, we have developed programs to help administrators with performance management tools designed to promote educator feedback, accountability and documentation of performance and help educators channel their talents toward our organizational goals.

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

- Provide Advice and Counsel/General Counsel
Engage in Collective Bargaining
Conduct Workplace and Title IX investigations
Ensure Legal Compliance
Manage Litigation, Mediation, and Outside Counsel
Conduct Training to all Staff Levels

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

- Last year, the Legal Office hired a Title IX Coordinator as part of the 5A dollars. This person has received her national Title IX certification, has built a new tracking system for all Title IX cases in the district and has presented Title IX training to every high school administrative team and charter school administrative team in the district. She has conducted student based training at several schools and is currently scheduling training for all middle school administrators.
- Improvement and results will be measured by the number of completed school-based trainings, the number of correctly completed Title IX investigations, and the number of Title IX matters entered into the database correctly by school-based teams.

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

- Conditions for Learning and Readiness for Learning - our programs support the professional model of teaching, high expectations, a commitment to equity, and meaningful parent and community engagement.

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

- We hired a Title IX Coordinator July 8, 2019
- We filled a staff attorney position to replace Kristen Myers and she started April 29, 2019.

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.

	2018/2019 Budget FTE	2019/2020 Budget FTE	2020/2021 Budget FTE	2018/2019 Actual	2019/2020 Budget	2020/2021 Budget
General Administration						
Payroll	-	-	-	\$1,187,433	\$1,170,000	\$1,170,000
Non-Payroll	-	-	-	3,997,776	4,050,753	4,050,753
Total	-	-	-	\$5,185,209	\$5,220,753	\$5,220,753



JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1

2020/2021

General Fund Department Detail

Districtwide

	2018/2019 Budget FTE	2019/2020 Budget FTE	2020/2021 Budget FTE	2018/2019 Actual	2019/2020 Budget	2020/2021 Budget
Dept ID: Districtwide						
Payroll						
Unused Sick Leave	-	-	-	\$1,135,573	\$1,120,000	\$1,120,000
One-Time Add'l Salary Pymts	-	-	-	40,000	-	-
Payroll Total	-	-	-	1,175,573	1,120,000	1,120,000
Benefits						
Employee Benefits	-	-	-	10,855	50,000	50,000
Empl Benefits-Non Alloc	-	-	-	1,009	-	-
Benefits Total	-	-	-	11,864	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	-	-	-	9,875	85,000	85,000
County Treasurer's Fees	-	-	-	979,845	640,000	640,000
Lease Purch-Other-Principal	-	-	-	2,385,000	1,815,000	1,815,000
Lease Purch-Other-Interest	-	-	-	623,003	1,385,953	1,385,953
Purchased Services Total	-	-	-	3,997,723	4,050,753	4,050,753
Materials and Supplies						
Copier Usage	-	-	-	51	-	-
Materials and Supplies Total	-	-	-	51	-	-
Capital						
Total	-	-	-	\$5,185,211	\$5,220,753	\$5,220,753



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

	2018/2019 Budget FTE	2019/2020 Budget FTE	2020/2021 Budget FTE	2018/2019 Actual	2019/2020 Budget	2020/2021 Budget
General Administration						
Payroll	-	-	-	\$61,492	-	-
Non-Payroll	-	-	-	528,860	-	-
General Instruction						
Payroll	130.03	139.07	141.48	\$9,860,751	\$10,233,937	\$11,101,357
Non-Payroll	-	-	-	68,705	-	-
Instructional Support						
Payroll	139.93	151.98	144.30	12,891,689	15,563,957	14,663,529
Non-Payroll	-	-	-	3,002,112	4,305,207	4,305,207
School Administration						
Payroll	-	-	-	808	-	-
Non-Payroll	-	-	-	8	-	-
Special Ed Instruction						
Non-Payroll	-	-	-	-	63,492	63,492
Total	269.96	291.05	285.78	\$26,414,425	\$30,166,593	\$30,133,585



JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1

2020/2021

General Fund Department Detail

Educational Research & Design

	2018/2019 Budget FTE	2019/2020 Budget FTE	2020/2021 Budget FTE	2018/2019 Actual	2019/2020 Budget	2020/2021 Budget
Dept ID: Educational Research & Design						
Payroll						
Chief Officer	1.00	1.00	1.00	\$140,471	\$147,574	\$147,560
Executive Director	4.00	4.00	4.00	502,353	527,040	526,990
Director	9.00	9.00	9.00	857,968	1,014,051	1,014,304
Assistant Director	5.00	5.00	5.00	463,517	493,332	484,833
Assistant Principal	-	-	0.40	-	-	38,143
Manager	1.00	1.00	1.00	80,284	84,205	84,310
Technical Specialist	15.50	15.50	15.50	1,221,538	1,363,972	1,338,846
Teacher	83.40	82.40	82.40	5,191,061	5,612,754	5,655,225
Substitute Teacher	-	-	-	178,520	89,266	89,300
Counselor	3.00	3.00	3.00	190,311	217,235	205,563
Teacher Librarian	1.50	2.50	3.50	110,145	180,635	257,538
Coordinator - Licensed	8.00	8.00	8.00	522,328	625,540	595,579
Coordinator - Administrative	6.00	8.00	8.00	574,972	651,806	653,409
Resource Specialist	1.00	1.00	1.00	41,855	80,195	80,295
Resource Teachers	60.91	73.91	73.85	3,677,734	5,452,089	5,395,459
Instructional Coach.	8.00	8.00	8.00	585,601	600,088	601,031
Administrator	2.00	2.00	2.00	145,318	155,124	155,316
Specialist - Classified	5.00	5.00	5.00	239,505	298,035	295,373
Technician - Classified	17.00	14.84	13.84	674,211	729,402	676,611
Administrative Assistant	1.00	1.00	1.00	56,442	61,435	61,511
School Secretary	-	-	-	2,898	-	-
Substitute Secretary	-	-	-	20,539	-	-
Secretary	3.00	3.00	3.00	132,695	142,746	145,253
Clerk	1.00	1.00	1.00	41,694	45,296	44,039
Paraprofessional	-	0.23	0.21	16,800	5,950	5,950
Special Interpreter/Tutor	27.46	36.05	30.81	728,184	856,747	856,747
Classified - Hourly	6.19	5.62	5.27	124,222	146,531	146,531
Certificated - Hourly	-	-	-	12,430	-	-
One-Time Add'l Salary Pymts	-	-	-	237,996	-	-
Additional Pay - Certificated	-	-	-	230,593	64,493	64,493
Additional Pay-Classified	-	-	-	2,226	12,100	12,100
Additional Pay-Administrative	-	-	-	256,489	94,324	94,324
Overtime - Classified	-	-	-	38,610	16,575	16,575
Payroll Total	269.96	291.05	285.78	17,299,510	19,768,540	19,743,208
Benefits						
Employee Benefits	-	-	-	5,047,064	6,029,354	6,021,678
Empl Benefits-Non Alloc	-	-	-	468,166	-	-
Benefits Total	-	-	-	5,515,230	6,029,354	6,021,678
Purchased Services						
Mileage And Travel	-	-	-	61,640	76,438	76,438
Employee Training & Conf	-	-	-	323,996	209,768	209,768
Awards And Banquets	-	-	-	1,747	-	-
Recruiting Costs	-	-	-	-	500	500
Required Physical Exams	-	-	-	109	-	-
Meals/Refreshments	-	-	-	3,447	10,922	10,922
Student Transportation.	-	-	-	1,300	55,700	55,700
Legal Fees	-	-	-	60	-	-
Printing	-	-	-	14,788	20,525	20,525
Consultants	-	-	-	31,118	11,500	11,500
Contract Labor	-	-	-	-	68,492	68,492
Contracted Services	-	-	-	1,409,900	337,202	337,202
Bank Fees & Other Expense	-	-	-	88	-	-
Building Rental	-	-	-	19,093	2,500	2,500

ERD - Educational Research and Design



JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1

2020/2021

General Fund Department Detail

Educational Research & Design

	2018/2019 Budget FTE	2019/2020 Budget FTE	2020/2021 Budget FTE	2018/2019 Actual	2019/2020 Budget	2020/2021 Budget
Equipment Rental	-	-	-	-	450	450
Contract Maint/Eq Repair	-	-	-	1,038	10,000	10,000
Technology Services	-	-	-	-	1,100	1,100
Software Purch	-	-	-	620,091	1,006,087	1,006,087
Marketing - Advertising	-	-	-	5,150	6,600	6,600
Telephone/Pagers/Modems	-	-	-	7,610	11,070	11,070
Postage	-	-	-	1,939	7,900	7,900
Permits/Licenses/Fees	-	-	-	13,605	-	-
Fees For Dist Membership	-	-	-	745	31,821	31,821
Purchased Services Total	-	-	-	2,517,464	1,868,575	1,868,575
Materials and Supplies						
Office Material/Supplies	-	-	-	108,500	61,622	61,622
Office Equipment - Under \$5K	-	-	-	118,006	73,839	73,839
Curriculum Dev/Staff Training	-	-	-	141,316	499,564	499,564
Data Processing Supplies	-	-	-	749	3,600	3,600
Instructional Material/Supply	-	-	-	129,565	457,449	457,449
Instructional Equip-Under \$5K	-	-	-	226,306	9,150	9,150
Copier Usage	-	-	-	23,350	33,700	33,700
Testing Materials	-	-	-	13,346	6,200	6,200
Materials and Supplies Total	-	-	-	761,138	1,145,124	1,145,124
Capital						
Office Equipment	-	-	-	17,493	5,000	5,000
Instructional/Curric Equipmnt	-	-	-	229,790	1,350,000	1,350,000
Building Improvements.	-	-	-	73,800	-	-
Capital Total	-	-	-	321,083	1,355,000	1,355,000
Total	269.96	291.05	285.78	\$26,414,425	\$30,166,593	\$30,133,585

BUDGETING FOR OUTCOMES

2020/2021 Renewal Request Form



DIVISION	Educational Research and Design				
DEPT ID-Name	84002 – Career and Technical Education (Choice)	FTE	17.00	Final Budget	\$3,800,675

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. 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. In addition, we are working to increase student access to Customized Pathways with the apprenticeship partnership with Career Wise Colorado, and internship opportunities with various high school programs.

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 is also 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.

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, AVID District Director)
- 1 - Math pathway designer (competency integration with industry certifications, internships, apprenticeships and supporting the development of graduation menu of options)
- 3 - Work Based Learning Specialists
- 1-CTE Compliance specialist
- 1-Middle School CTE specialist
- 1 Choice Programming CTE Technician
- .4 AMPED and GIC specialist

High-level Work:

- Pathway developments in key industry areas.
- Geometry in Construction and Algebra1 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 guidelines.
- STEM professional learning and educator supports.
- Innovative Schools support in the areas of Early College or Pathways in Technology (P-Tech).
- Developing Jeffco Career Links as a system of work based Learning within and outside of schools.
- Support the implementation of Jeffco Deeper Learning Model within elective and choice classrooms.
- Support the implementation of AVID programming in schools.
- Manage Career and Technical Act Reporting, CTE audits, Perkins 5 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 Please Jeffco deeper learning model resources and professional learning for each domain; Plan, Teach, Assess, and Reflect.

CTE Compliance and Program Work:

To support the Career and Technical Education within Jeffco, the Choice department works to maintain compliance and 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 Choice Programming department 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 requires a program approval connected to industry needs and articulation to college programs.

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 is developing 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.

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 is working to develop 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. They are providing ongoing professional learning and school based support during the implementation phase of 2019-2020. In addition, they will work closely with the CTE coordinator and the CTE teachers to begin the implementation of industry specific capstones. These designers also work closely with Concurrent Enrollment teachers to help enroll students in college opportunities.

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 is being piloted with the goal to roll this out district wide by 2020. 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. In addition, the STEM pathway designer 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.

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 \$4,000,000 for school CTE program 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 2020-2021 school year. Further analysis of FY19 course enrollment data will determine if the goal was met.

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 2021 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. In addition, this work resulted in 25 STEM specific lessons and Project/Problem Base Learning (PBL) in the Bridge to Curriculum by 2020.

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. The goal is to ensure at least 50% participation of students 9-12 in career and college pathways (i.e. CTE courses, AP, IB, and Concurrent Enrollment)

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 for each to create opportunity 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 2021. We are close to this goal in 2019 with over 1400 certifications.

Work based learning continues to be a priority of the strategic plan and for the career exploration opportunities within Jeffco. The Jeffco Career Links team supported individual school needs concerning to increasing these opportunities for schools. In addition, the team is developing ongoing programming such as Career Explore and Career Wise Apprenticeships throughout Jeffco. Currently, we have 5 schools participating in the Career Explore program and 33 students with Career Wise Apprenticeships. The team was also responsible for continuing the Jeffco Classrooms to Careers summit this past August. The ongoing priority is to ensure every school has a robust work based learning plan for students. The actual number of job shadows, internships, and apprenticeships will be established as a goal once the baseline data is determined.

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:

- Audit pathways and post-secondary opportunities across the district
- Develop a common understanding of a Career Pathway through programs of study
- Develop Jeffco Career Links-
 - Systemic toolkit for engaging in the various levels of work-based learning
 - Increase work-based learning opportunities through building business and school partnerships, developing internal Jeffco internships, and expanding Career Wise apprenticeships
 - District, Business, Workforce Advisory Team
 - Classrooms to Careers Summit
- Provide Accuplacer support classes for students to successfully qualify for concurrent enrollment
- Expand high-quality career pathways in connection to transforming the task for high needs areas (Industry Capstones and Industry Certifications)

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

- We added a CTE Compliance position and a Middle School CTE/STEM support position through 5A funding

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

[Customized Pathways](#)

[Graduation Requirements](#)

[Choice Programs](#)

[Career & Technical Programs](#)

[Concurrent Enrollment](#)

[STEM Program](#)

BUDGETING FOR OUTCOMES

2020/2021 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

2020/2021 Renewal Request Form



DIVISION	Educational Research and Design				
DEPT ID-Name	84022 – Assessment and Research	FTE	11.00	Final Budget	\$1,439,288
DEPT ID-Name	84023 – Research and Evaluation	FTE	5.50	Final Budget	\$1,320,674
DEPT ID-Name	84024 – IDS Development	FTE	8.00	Final Budget	\$1,024,491

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.

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 2018-19 performance measures include:

1. Jeffco Public School's Strategic Plan implementation
 - o System indicators for the Jeffco Generations Strategic Plan were developed, updated and published on the following public website: <https://public.tableau.com/profile/jeffcorad#!/vizhome/SystemIndicators-GoalsforJeffcoSchoolsColorado-2018/LandingPage>
 - o Progress monitoring studies of Jeffco's Strategic Plan implementation of transformed tasks (deeper learning) were completed and shared to adjust district and school supports to increase effectiveness; this research earned a distinguished paper award for innovation and rigorous research methodology by the Northern Rocky Mountain Educational Research Association.
2. The district's Student Online Assessment Reporting System (Jeffco SOARS) was available to users 99% of the time during the 2018-19 school year (exceeding the 95% target).
3. The Instructional Assessment team continued to implement foundational data/assessment literacy professional learnings through multiple sessions to highlight effective and efficient practices in collecting, understanding, analyzing, interpreting, and acting upon student performance information with online resources available to educators.

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, including updating system indicator visualizations and providing reporting to central and school-based leaders with professional learning opportunities to monitor and adjust strategic plan implementation.
2. The district's School Online Assessment Reporting System (Jeffco SOARS) will support educators to inform student needs for instruction and intervention.
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.

MEASURABLE GOALS:

1. Research and Assessment Design (RAD) will provide analyses with holistic, multidimensional, and longitudinal data to district and school-based leaders, including results from CMAS and SAT, as well as the Family-School Partnership parent surveys and Make Your Voice Heard student surveys.
2. For 2020-21, the IDS Development team will ensure that the district's Student Online Assessment Reporting System (Jeffco SOARS) will be available to users 95% of the time during the school year.
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.

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 Authentic Task (e.g., higher level thinking).
- Three tactic leads will receive continuous improvement assistance from RAD. The Chief Strategy Officer will receive monthly meetings to support understanding of measurement and continuous improvement. District and school leaders will be provided analyses and support regarding implementation of the strategic plan. The district system indicators also will be updated online.

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

The Instructional Data Services Department did not make significant changes to budget allocations last year and will continue to utilize the 2019-20 budget re-allocations to support this strategic work in 2020-21.

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

BUDGETING FOR OUTCOMES

2020/2021 Renewal Request Form



DIVISION	Educational Research and Design				
DEPT ID-Name	84027- Teacher Learning	FTE	5.00	Final Budget	\$694,331

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 through providing and leading evaluation training/support/policy, district wide quality professional learning, training facilitators of educator learning and supporting/mentoring new teachers. Teacher Learning for the 2020-21 school year includes; Professional Learning Communities (PLCs), Teacher Induction and Learning Labs. To accomplish our work, we work with budgeted funds from both General Fund and Federal Grant dollars.

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

Learning Labs

- Educators are empowered to form cohorts to improve practice by self-selecting learning targets that guide their cohort learning. These learning targets are based on student and teacher data
- Teachers, leaders, and coaches observe each other in their workplace and label practice with research. This BFO funds sub and additional pay for these observation and planning days
- Cohorts experience at least one day of strategic long-term planning each semester to meet the expectations of the strategic plan
- Educators in labs experience professional learning connected to their cohort learning targets
- All educators in cohorts take risks to change practice to improve student outcomes
- All educators in cohorts get follow up coaching between lab sessions
- Lab facilitators experience ongoing training to provide professional learning that meets the learning forward standards

New Teacher Induction

- Planning/implementing kick-off, ongoing training
- Recruiting/training of 'mentor' teachers
- Creating Communities of Practice for New Teachers
- Co-planning/leading, new teacher retreat
- Facilitating new teacher planning sessions
- Providing 1:1 coaching support for new teachers
- Tracking course completion. Issuing certificates of induction completion
- Collaborating with University partners to create teacher pipelines

Professional Learning Communities

- Facilitation of Sister Schools for PLC Schools
- Providing PLC Foundations Training and follow up
- Visiting schools to help monitor implementation, answer questions and act as resource
- Building capacity in leaders to lead the process of School Improvement Reviews
- Building the skill and efficacy of facilitators of PLCs.
- Collaborating with Learning Lab team to align support in schools

The Teacher Learning budget currently funds 5 FTE:

- 1 FTE Executive Director
- 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

- Learning labs will train and support 100 facilitators to show evidence of 6 step protocol

- 1,000 or more educators have experienced learning labs that follow the 6-step protocol, which has been proven to grow teachers and grow students
- Host six mentor labs with national experts Cris Tovani, Denise Goldin-Dubois, and Mark Overmeyer by May 2021
- Collect qualitative teacher Teacher/Leader reflection on what deeper learning looks and sounds like in the classroom.

New Teacher Induction

Measure the impact of new teacher induction

- Increase to weekly instructional coaching sessions for new teachers (increase from 6% teachers report to 50%)
- Renew new teacher communities of practice to build capacity and efficacy in new teachers; improve COPs by focusing on training facilitators, building new teacher communities, providing feedback to facilitators
- Create and publish vision for a comprehensive pathways program.
- Support 75% of our new teachers in ongoing planning support.
- Create a new scope and sequence for induction

Professional Learning Communities

Measuring the effectiveness of PLC implementation in buildings through:

- All schools move at least one performance level on the Jeffco PLC continuum by May 2019
- Focus group of selected schools: show increased impact on classroom practice and show growth on PLC continuum in Measure 3 and 4
- Improve facilitation skills of school based teams by engaging in 18 impact cycles.
- Increase the percentage of schools rating themselves as full implementation from 46.3% to 56.3% and sustaining from 20.9% to 30.9% on the Common Assessment Creation and Analysis area of the continuum.

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 and common language.
- Create Educator Pathway systems for leaders and teachers that builds capacity and promotes ongoing growth and leadership.

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)

- It was determined in FY19 to better support professional development for principals, teachers and administrators, two additional FTE was needed.
- In FY20 discretionary non- staff monies were utilized to purchase an additional one FTE, and 2 FTE was received from the BFO New Request process.

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

BUDGETING FOR OUTCOMES

2020/2021 Renewal Request Form



DIVISION	Educational Research and Design				
DEPT ID-Name	84035 – Curriculum and Instruction	FTE	53.75	Final Budget	\$5,968,273

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 PreK-12 Public Education.

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

- Transforming Student Task
- Student Directed Learning
- Technology to Transform
- High Expectations
- Embracing the Full Human Experience
- 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
- Literacy Intervention
- READ Act - Learning Lab facilitation
- Project/Problem Based Learning (PBL)
- Jeffco Summer of Early Learning (JSEL)

Choice Pathways (see separate Budgeting for Outcomes Renewal Request (BFO) for Choice Pathways #84002)

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

English as Second Language/Dual Language (ESL) (see separate BFO 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 BFO Renewal Request for Educational Technology # 84062)

- Technology to Transform Tactic
- Blended Learning
- Library Automation
- Bridge to Curriculum (teacher resource system)

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 Transforming Student Task Tactic as the primary focus. Transforming Student Task means all students experience high expectations to transfer their thinking, and experience student directed learning and experience authentic learning through the application the Jeffco Generations Skills.

The Curriculum and Instruction budget currently funds a staff of 52.75 FTE.

- 4.0 FTE Director
- 6.0 FTE Coordinator
- 3.0 FTE Instructional Coach
- 17.75 FTE TOSA's

20 FTE TOSA Literacy Interventionists assigned to schools
2.0 FTE Admin Support

This staff spend majority of their time in schools directly working side-by-side with teachers and instructional coaches in our schools. We also support elementary schools with literacy interventionists (20 FTE) who staff spend 100% of their time in schools supporting kindergarten through third grade students with reading interventions.

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

- Jeffco Deeper Learning Model resources, tools & professional learning for teachers.
- Transforming Student Learning Experience 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.
- Student Directed Learning Tactic focused on personalized learning to support students to access a variety of opportunities that are connected to individual interests, passions, and goals.
- Embracing the Full Human Experience tactic supporting arts education.
- 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 develop 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, Assessment and Research and the District Accountability Committee.
- Jeffco Summer Early Learning Summer School Program (JSEL) for READ Act in seven elementary schools serving 800+ students.
- Public Curriculum Project that includes language translations, to provide parents more specifics on Jeffco Curriculum for all content areas preK-12.
- Implementation of core reading resource, Lucy Calkins Teaching Reading through Units of Study in 39 schools.
- 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.
- 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, 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 2019-2020

Update, revise and enhance the Jeffco Curriculum.

- For the 2020 Colorado Academic Standards we updated, revised or enhanced 1200+ Units of Study and 236 Years at a Glance (scope & sequence) for all grade levels, PK-12 and 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.
- Align CMAS constructed response practice items & proficiency scales to Jeffco Curriculum units of study for Literacy & Math in grades 3-8.
- Align over 864 skill specific proficiency scales to units of study in the Jeffco Curriculum for each grade level.
- Working with K-12 science teachers across Jeffco Schools in Science Cohorts to align 101 new science standards in the 2020

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

- As of September 2019 we increased the number of teacher created and shared assessments and resources in the Bridge to Curriculum Assessment Library from 1172 to 1911 and the resource library from 5463 to 5978. We accomplished this work in partnership with Educational Technology.

- In July 2019, we launched the Professional Learning Library enhancement. This library houses professional learning resources, presentations and videos. In addition, teachers can use the professional learning library to look up offerings each month.

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.
- Content specific professional learning course offerings.
- Learning Labs in elementary, middle and high schools supporting best practices in literacy & math instruction.
- Specific instructional strategies for our most struggling learners for principals, instructional coaches, and teachers for the Jeffco Summer 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 2019-20 school year, we are aligning the current Jeffco Curriculum to the revised 2020 Colorado Academic Standards in each grade level. This will mean updates, 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, ISTE, Comprehensive Health, Drama & Theater Arts, and STEM.
- Began working with over 200 teachers to craft and over 864 skill specific proficiency scales to align to units of study in the Jeffco Curriculum.
- Developed 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.
- Continue to provide Project Based Learning through the PBL Works for an additional 100 classroom teachers, instructional coaches, digital teacher librarians and principals.
- Enhancing the Bridge to Curriculum with professional learning library of resources and opportunities.

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.
- Continue to collaborate with Choice Pathways to increase student internships.

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

- Creation of tools and resources for each of the domains, Plan, Teach, Assess & Reflect.
- Alignment of current tools and resources to the Jeffco Deeper Learning Model.
- Building capacity of instructional coaches, teachers on special assignment and digital librarians with Jeffco Deeper Learning Model professional learning.
-

Deeper Learning/Transform the Task Tactic:

- The teachers on special assignment (TOSA's) are working directly with teachers to align proficiency scales the Jeffco Curriculum Units of Study, setting high expectations to content mastery.
- Building capacity of math teachers through professional learning with Graham Fletcher to provide professional learning for 200 elementary math teachers.
- Building capacity of 100 teachers, instructional coaches, digital teacher librarians and principals in project-based learning through a partnership with the Buck Institute for Education to provide professional learning.
- Providing professional learning to support Deeper Learning in all content areas.

Embracing the Full Human Experience:

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

High Expectations & Student Directed Learning:

- Collaborating with Marzano Research to align 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.

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

- Purchase 1 FTE to support Social Studies with funds from non-staff discretionary budget

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](#)

[Strategic Plan: Student Directed Learning](#)

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

[Strategic Plan: High Expectations Tactic](#)

BUDGETING FOR OUTCOMES

2020/2021 Renewal Request Form



DIVISION		Educational Research and Design			
DEPT ID-Name	84040 – Library Data/Automation	FTE	5.50	Final Budget	\$435,508
DEPT ID-Name	84062 – Educational Technology	FTE	11.00	Final Budget	\$1,330,219

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

The Educational Technology Department includes Educational Technology, Library Services, Computer Science, Bridge to Curriculum, Blended & Online Learning, Course Codes/Scheduler Support and The Training Center at 581 Conference Center. In order to continue the level of support this department provides, a renewal of our current adopted budget requested. Ed Tech's work is to lead and support schools in achieving the strategic plan's tactic, Technology to Transform Learning and the new TechforEd Initiative. Our theory of action focuses on providing students with integrated technology instruction aligned to the Jeffco Generation skills so that students experience expanded, flexible learning opportunities that prepare them to thrive in a connected digital world.

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

The Educational Technology Department provides many school and district supports and resources:

- Educational Technology supports instructional technology for students, teachers, administrators, and central staff as we transition to a 1:1 learning environment and utilize technology to transform the student learning experience. This team leads and coordinates (in partnership with schools and central departments) technology visioning, planning, purchasing, classroom integration, student data privacy, and digital citizenship in support of Jeffco's student technology standards. We also support the purchase, implementation, and teacher support for Jeffco's new digital tools purchased with 5A monies.
- Library Services supports our digital teacher librarians as identified leaders of media literacy, technology integration, and collection development. In addition, they support and maintain the cataloging system and manage approximately \$9 million in district resources including library, classroom, learning and technology.
- The Library Services budget also funds 1.5 FTE at Conifer High School through our Inter-Governmental Agreement for a shared Jefferson County Public Library located at the school.
- Computer Science is an important emerging field and this team leads the work of developing the vision, resources, and support for a K-12 computer science pathway including robotics, maker spaces, coding, and computer science.
- Bridge to Curriculum is a dynamic, interactive online tool that supports instructional planning and provides educators access to Jeffco's curriculum, resources, assessments and professional learning supports. Ed Tech partners with stakeholders across the system as they lead the continued development of this tool to support teachers in transforming the student learning experience.
- Blended and Online Learning is another emerging instructional pedagogy and the Ed Tech team leads and supports teachers as they implement the various models of this type of learning and develop online content for teachers and students. They also collaborate with stakeholders across the system as they lead the continued development of Schoology as our primary Learning Management System and Edgenuity as our credit recovery tool.
- The Training Center at 581 Conference Place is managed by the Ed Tech team and provides central and school-based colleagues with a variety of training opportunities including Presence (school and department websites), Infinite Campus, G-Suite (Google For Education), and Microsoft Office 2016.
- The Digital Tools website is a culmination of work with IT and Purchasing to support teachers in choosing digital resources that align with Colorado's Student Data Privacy Laws.
- In partnership with our Chief Strategy Officer, we provide resources and support for the Jeffco Innovation Acceleration Fund (JIAF).
- Collaborate with our School Leadership and ERD teams to design and implement Jeffco's Deeper Learning Model with accompanying resources and professional learning for each of the four domains: Plan, Teach, Assess, and Reflect.
- Jeffco deeper learning model resources and professional learning for each domain; Plan, Teach, Assess, and Reflect.
- Lead and support five learning labs across the district to deepen technology integration and student engagement.

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

During the 2019-2020 school year, based on our new strategic plan, we have reprioritized the work of the Ed Tech team to align to identified goals and milestones. Specifically:

- Developed a rigorous process to identify and purchase eight, new, system-wide digital tools to support Jeffco Generation skills for our teachers and students.
- Revised and developed professional learning supports in multiple modalities based on teacher input for digital tools mentioned above.
- Collaborated with the 1:1 Device Tactic to implement personalized 1:1 learning devices in 5th and 9th grade across the district successfully.
- In partnership with Curriculum and Instruction, developed and piloted technology proficiencies scales.
- Planned, coordinated, and released the Bridge to Curriculum upgrade based on teacher requests. This is the first substantial upgrade in the last eight years. A highlight of these enhancements was the inclusion of the professional learning module supporting “one-stop shopping” for teachers as the plan for instruction in their classrooms.
- Strengthened the partnership with Jeffco Public Libraries by implementing Axis 360 enabling students to have increased access to e-book resources through the public library.
- In partnership with IT, implemented the Digital Tools website to both comply with the new student data privacy law and to support teachers in selecting digital resources to support classroom instruction.

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

The following milestones have been identified as part of the Technology to Transform Learning tactic:

- By May 2020, students and educators will have access to a minimum of 50 unit plans that include deeper learning, transformed student tasks, and technology to transform learning.
- By May 2020, there will be at least five learning labs with an emphasis on how technology transforms learning.
- By May 2020, we will have successfully deployed personalized 1:1 learning devices in 5th and 9th grades and supported teachers in implementing the new digital tools for student learning.
- By May 2020, we will have developed three systemic computer science units of study specific to physical computing for elementary intermediate and middle school grades
- By May 2020, we will have a computer science unit of study for each elementary grade (K-6)
- By May 2020 we will have partnered with our community to host an additional 10 Digital Wellness/Digital Boot camps
- In partnership with other tactics (i.e. 1:1 Devices, Transform Student Task, High Expectations, Family Engagement, Customized Pathways, and Student Directed Learning) develop and support all schools in becoming 1:1 learning environment. Students in 5th and 9th grades will receive personalized 1:1 learning devices in the 2019-2020 school year. This includes implementation plans, professional learning for teachers, and transformed tasks for students, and community events.
- By November of 2020, there will be 100 new concurrent enrollment courses in Campus. By November of 2021, Jeffco CTE courses will be aligned to the new state courses. Supports pathway work and student choice.

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

Jeffco Generations support:

- Learning: Technology to Transform Learning, Transforming Student Task, Responsive Teaching, Student-Directed Learning, and Customized Pathways
- Conditions for Learning: A Professional Model of Teaching, High Expectations, Family Engagement and Commitment to Equity
- Readiness for Learning: Schools as Community Hubs and Family & Community Engagement
- Technology: 1:1 Devices

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

Transfer a .5 FTE from 84035 Curriculum and Instruction, transfer .16 from 84062 Educational Technology and purchase .34 FTE from non-salary discretionary allocation to fund 1 FTE to support 1:1 device initiative.

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

In addition to ongoing evidence of progress through our digital communications (i.e. Twitter, Ed Tech Blog, and Schoology groups, you'll find additional information here:

- [Ed Tech Website](#)
- [Digital Tools Website](#)
- [Library Services Website](#)
- [Computer Science Website](#)
- [Bridge to Curriculum Website](#)
- [Blended Learning Website](#)
- [Training Center at 581 Conference Center](#)
- [Schedulers' Website](#)

BUDGETING FOR OUTCOMES

2020/2021 Renewal Request Form



DIVISION	Educational Research and Design				
DEPT ID-Name	85086 – Early Learning (HIPPY Program)	FTE	1.00	Final Budget	\$112,669

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

Birth to preschool has a two-pronged focus this year including the ongoing implementation of Home Instruction for Parents of Preschool Youngsters (HIPPY), 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.

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

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.

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 (KEA) for readiness compared to 2017/18 baseline data as well as 2018-19 data. (While utilizing the Jeffco KEA, teachers observe students throughout the first 60 days of school and progress through the complete formative assessment process. This student snapshot is captured, then the critical components applied to the process to a new cycle of learning. Since the KEA is aligned to expectations for students ranging in age from 3 to 6 years old, most students entering Jeffco kindergarten classrooms are placed on the learning continua for each domain of learning and development.)

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

HIPPY is strictly monitored by student outcomes of families who have participated and reported to the National organization.

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

Readiness for Learning:
 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)

Shifted .02 FTE to discretionary expense budget.

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

[Hippy](#)

BUDGETING FOR OUTCOMES

2020/2021 Renewal Request Form



DIVISION	Educational Research and Design				
DEPT ID-Name	89112 – ESL Dual Language	FTE	158.30	Final Budget	\$ 12,414,193

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

The English as a Second Language (ESL) – Dual Language Department provides ESL programming, Dual Language education, Translation Services, Adult ESL and Adult Basic Education Programs for Jeffco Public Schools families. There are over 130 different languages represented in Jeffco Public Schools. There are 200 staff to support all 7500 PK-12 and adult English learners.

K-12 ESL Programming: We provide instructional support for over 7500 English Language Learners (ELLs; Levels 1-5, FEP, FELL, PHLOTE) and their families. This includes over 600 ELLs with Individual Education Plans (IEP). We support ELL students with a staff of 89 ESL teachers and 40 ESL tutors who work 100% of their time in 148 schools. The ESL teachers and tutors provide direct instructional support to ELLs, engage with families, advocate for equitable opportunities, arrange interpreters and translations, attend to the Multi-Tiered System of Supports (MTSS) for ELL process, and provide and attend professional learning. The ESL staff also support classroom teachers and other educators to ensure ELLs in Kinder through 12th 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.

Dual Language Education: Jeffco Public Schools currently has 1200 students enrolled in an elementary Dual Language Education Program. These one-way and two-way program models are located in six schools. The One-Way Dual Language program option is designed for dominant 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. 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). There is a total of 75 Dual Language staff (classroom teachers, Interventionists, SPED 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 achievement data in English and Spanish.

Central ESL/Dual Language: The 14 ESL/Dual Language Resource Teachers provide instructional support, coaching, and resources for the 129 ESL teachers and tutors, and 75 Dual Language staff. 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 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 K-6 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 Resource Teachers also provide the professional learning for the World Language teachers of the courses. Resource Teachers participate on 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 of the True Peer reports, mail all the letters to families and collaborate with Assessment plus Student Data reporting.

Translation and Interpretation Services: This group responds to all the oral interpretation and written translation requests for all schools and departments in Jeffco Public Schools. There were over 8500 requests in 2018-19 for interpreters and translations for more than 130 different languages. The 7 liaisons provide oral interpretation for all types of meetings at their assigned schools: IEP, discipline, parent/teacher conferences, all Special Education parent meetings, GT, Outdoor Lab, Title I, budget, etc. Liaisons are in schools 75-80% of their time. One of the six Liaisons is located at Arvada K-8 for this year in order to ensure a connection with the Spanish-speaking community. In addition, they also assist ESL staff with family engagement activities and try to transform the learning experience for families to increase engagement. There are 3 Spanish translators who handle all 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 95% of the time. One of the liaisons handles the oral interpretation and written translation for all Russian requests. The Translation and Interpretation Services technicians handle the requests for all other languages other than Spanish and Russian (unless needed). This role also ensures all requests are filled and completed satisfactorily. This work will increase transparent communication with families. We have contracts with 5 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 Adult Basic Education Program. This program provides ESL and basic literacy and math support for over 300 adults in Jeffco. There are 18 staff members that offer classes at four locations day and/or night: Family Literacy Building, Alameda International 7-12, Stevens Elementary and Thomson Elementary schools. This staff are with students and/or children 95% of the time. There are fees collected from the adult participants which offsets the costs to provide childcare. The ESL/Dual Language

department supports this staff and provides a portion of their professional learning.

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

The ESL/Dual Language department will continue to provide 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 Adult Basic Education 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 Newcomer resources for all ESL staff with newcomer ELLs (general fund)
- Collaborate with Regis University to offer an ESL Qualification Program (grant funded)
- Attend 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 received English Language Development, as required by state and federal law. Licensed teachers who have ELLs in their classes participated in professional learning opportunities to enhance differentiated strategies necessary for language and academic success of ELLs. Staff will follow the MTSS for ELLs process when appropriate.

MEASURABLE GOALS:

- 54% of a matched cohort of ELLs in Entering, Emerging and developing proficiency levels showed an increase of one or more proficiency level in the Overall domain on 2020 ACCESS for ELLs test as compared to the 2019 ACCESS for ELLs.
- There is an annual increase of .07% of K- 12 ELLs meeting 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.
- The dropout rate for ELLs decreased.

EXPLANATION:

- Revisions began on the 6th-12th grade sheltered English Language Arts courses starting in the 2018-19 school year.
- Revisions began on the ESL Reading Strategies, ESL English 1-3 and Literacy Acceleration courses starting in the 2018-19 school year.
- Developing elementary ESL scope and sequence starting in the 2018-19 school year.
- Supporting 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 assist with the implementation of the Jeffco Seal of Biliteracy.
- Collaborated with the Gifted and Talented staff in developing instructional support and resources for ELLs with ALPs.
- Improved upon the recruiting efforts for ESL, Dual Language and bilingual staff.

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

Based on the necessary support that is needed for ELLs to succeed in Jeffco, the ESL/Dual Language department will improve upon professional learning opportunities for all classroom and content area teachers plus leadership. In order for staff to appropriately support all ELLs, the ESL/Dual Language department will also need to do the following:

EXPLANATION:

- Revise the 6th-12th grade sheltered English Language Arts courses completed in the 2019-2020 school year.
- Revise the ESL Reading Strategies, ESL English 1-3 and Literacy Acceleration courses completed in the 2019-2020 school year.
- Develop elementary ESL scope and sequence completed in the 2019-2020 school year.
- Support expansion of Dual Language Education programs preschool through secondary, World Language at the elementary level (curriculum, resources, instructional support, coaching, professional development)
- Enhance and create instructional resources for ESL staff, classroom/content area teachers and Dual Language teachers.
- Collaborate with many key stakeholders and assist with the implementation of the Jeffco Seal of Bi-literacy.
- Collaborate with the Gifted and Talented staff in developing instructional support and resources for ELLs with ALPs.
- Improve upon the recruiting efforts for ESL, Dual Language and bilingual staff.

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

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 drop-out of school.

Partnering 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.

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 partner with Early Learning for Native Language Preschool opportunities. Continue to partner 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)

Received 1 FTE and additional dollars to support the increased translation need for the 2019-20 school year.

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

ESL/ DL website: <https://teamjeffco.jeffcopublicschools.org/cms/One.aspx?portalId=2918833&pageId=7323222>

BUDGETING FOR OUTCOMES

2020/2021 Renewal Request Form



DIVISION	Educational Research and Design				
DEPT ID-Name	91020 – Chief Academic Office	FTE	3.00	Final Budget	\$441,047

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**

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. The Chief Academic budget currently staffs 3 FTE.

- 1 FTE Chief Officer
- 1 FTE Administrative support
- 1 FTE Budget Analyst

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 2018-19 performance measures include:

- Jeffco Public School's Strategic Plan implementation
 - System indicators for the Jeffco Generations Strategic Plan were developed, updated and published on the following public website: <https://public.tableau.com/profile/jeffcorad#!/vizhome/SystemIndicators-GoalsforJeffcoSchoolsColorado-2018/LandingPage>
 - Progress monitoring studies of Jeffco's Strategic Plan implementation of transformed tasks (deeper learning) were completed and shared to adjust district and school supports to increase effectiveness; this research earned a distinguished paper award for innovation and rigorous research methodology by the Northern Rocky Mountain Educational Research Association.
- The district's Student Online Assessment Reporting System (Jeffco SOARS) was available to users 99% of the

time during the 2018-19 school year (exceeding the 95% target).

The Instructional Assessment team continued to implement foundational data/assessment literacy professional learnings through multiple sessions to highlight effective and efficient practices in collecting, understanding, analyzing, interpreting, and acting upon student performance information with online resources available to educators.

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 2020-21 school year, we are continuing aligning the current Jeffco Curriculum to the revised 2020 Colorado Academic Standards in each grade level. This will mean updates, 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, ISTE, Comprehensive Health, Drama & Theater Arts, and STEM.
- Began working with over 200 teachers to craft and over 864 skill specific proficiency scales to align to units of study in the Jeffco Curriculum.
- Developed theatre pathways, curriculum and instructional supports for Stagecraft & Acting.

Measuring the effectiveness of PLC implementation in buildings through:

- All schools move at least one performance level on the Jeffco PLC continuum. (PLC Continuum) By May 2020.
- Focus group of selected schools: show increased impact on classroom practice and show growth on PLC continuum in Measure 3 and 4.

Learning Labs

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

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). Collaborating 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 2019-20 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/>



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

	2018/2019 Budget FTE	2019/2020 Budget FTE	2020/2021 Budget FTE	2018/2019 Actual	2019/2020 Budget	2020/2021 Budget
Payroll	-	-	-	\$2,116	-	-
Operations and Maintenance						
Payroll	174.77	175.23	174.85	\$12,965,194	\$14,566,469	\$14,521,724
Non-Payroll	-	-	-	8,375,068	4,207,340	4,207,340
Total	174.77	175.23	174.85	\$21,342,378	\$18,773,809	\$18,729,064



JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2020/2021
General Fund Department Detail

Field Services

	2018/2019 Budget FTE	2019/2020 Budget FTE	2020/2021 Budget FTE	2018/2019 Actual	2019/2020 Budget	2020/2021 Budget
Dept ID: Field Services						
Payroll						
Executive Director	0.50	0.50	0.50	\$63,900	\$67,357	\$67,350
Director	3.50	3.50	3.50	349,977	379,672	380,143
Manager	5.00	6.00	6.00	415,237	531,297	531,955
Technical Specialist	3.00	3.00	3.00	224,426	238,493	246,940
Specialist - Classified	1.00	1.00	1.00	87,861	74,899	72,819
Technician - Classified	5.00	5.00	5.00	204,858	289,527	270,658
Administrative Assistant	1.00	1.00	1.00	64,419	69,063	69,149
Group Leader	14.00	13.00	13.00	957,570	1,067,171	1,045,523
Substitute Secretary	-	-	-	25,722	28,200	28,200
Secretary	2.00	2.00	2.00	89,687	96,088	104,492
Trades Technician	134.00	134.00	134.00	7,336,488	8,461,574	8,451,825
Classified - Hourly	5.77	6.23	5.85	70,687	162,604	162,604
One-Time Add'l Salary Pymts	-	-	-	136,158	-	-
Additional Pay-Classified	-	-	-	46,264	51,700	51,700
Overtime - Classified	-	-	-	232,062	155,900	155,900
Payroll Exception	-	-	-	(758,817)	(511,500)	(511,500)
Payroll Total	174.77	175.23	174.85	9,546,499	11,162,045	11,127,758
Benefits						
Employee Benefits	-	-	-	3,130,431	3,404,424	3,393,966
Empl Benefits-Non Alloc	-	-	-	290,380	-	-
Benefits Total	-	-	-	3,420,811	3,404,424	3,393,966
Purchased Services						
Mileage And Travel	-	-	-	898	3,200	3,200
Employee Training & Conf	-	-	-	57,097	47,600	47,600
Awards And Banquets	-	-	-	-	800	800
Recruiting Costs	-	-	-	329	3,000	3,000
Required Physical Exams	-	-	-	3,394	2,500	2,500
Printing	-	-	-	4,978	6,900	6,900
Consultants	-	-	-	45,248	38,600	38,600
Contracted Services	-	-	-	488,093	341,100	341,100
Fleet Maintenance.	-	-	-	64,853	1,000	1,000
Refuse & Dump Fees	-	-	-	41,500	19,000	19,000
Equipment Rental	-	-	-	31,209	39,900	39,900
Contract Maint/Eq Repair	-	-	-	25,120	7,200	7,200
Const Maint/Repair - Building	-	-	-	607,059	1,095,290	1,095,290
Software Purch	-	-	-	46,186	71,900	71,900
Computer Hardware	-	-	-	158	-	-
Marketing - Advertising	-	-	-	-	300	300
Telephone/Pagers/Modems	-	-	-	65,422	52,850	52,850
Natural Gas	-	-	-	-	-	-
Propane	-	-	-	627	-	-
Electricity	-	-	-	-	-	-
Water & Sanitation	-	-	-	-	-	-
Storm Water	-	-	-	-	400	400
Postage	-	-	-	518	1,600	1,600
Permits/Licenses/Fees	-	-	-	28,628	32,500	32,500
Risk Management Charges	-	-	-	222	-	-
Fees For Dist Membership	-	-	-	4,042	200	200
Contract Repairs-Parts	-	-	-	130	-	-
Purchased Services Total	-	-	-	1,515,711	1,765,840	1,765,840
Materials and Supplies						
Office Material/Supplies	-	-	-	20,345	28,600	28,600

Field Services



JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1

2020/2021

General Fund Department Detail

Field Services

	2018/2019 Budget FTE	2019/2020 Budget FTE	2020/2021 Budget FTE	2018/2019 Actual	2019/2020 Budget	2020/2021 Budget
Office Equipment - Under \$5K	-	-	-	40,378	52,100	52,100
Copier Usage	-	-	-	9,276	8,800	8,800
Athletic Supplies	-	-	-	96,665	139,700	139,700
Maint Materials/Supplies	-	-	-	3,270,569	1,965,900	1,965,900
Small Hand Tools	-	-	-	110,929	60,800	60,800
Uniforms	-	-	-	28,620	26,600	26,600
Vehicle Fuel Expense	-	-	-	20	-	-
Shop Supplies	-	-	-	663	12,000	12,000
Materials - Playgrounds	-	-	-	99,740	45,000	45,000
Physical Invty Gain/Loss	-	-	-	1,384	8,000	8,000
Materials and Supplies Total	-	-	-	3,678,589	2,347,500	2,347,500
Capital						
Plant/Shop Equipment	-	-	-	-	50,000	50,000
Building Improvements.	-	-	-	3,180,768	44,000	44,000
Capital Total	-	-	-	3,180,768	94,000	94,000
Total	174.77	175.23	174.85	\$21,342,378	\$18,773,809	\$18,729,064

BUDGETING FOR OUTCOMES

2020/2021 Renewal Request Form



DIVISION	Field Services				
DEPT ID-Name	93501 – Facilities Services	FTE	96.15	Final Budget	\$10,809,046

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

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.

These services/repairs are delivered by the in-house staff and approved vendors when required.

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.

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

- 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)

- Maintenance Repair (MR) Work orders will be completed within 30 business days (target goal is 90%).
- In 2018/19 we achieved 87.32% down slightly from 2017/18 due to changes in certain types of repair tasks such as weather related events.

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

- 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 implement in 2018/19 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.
- Implement truck stock inventory & satellite warehouses at the area shops during 4th quarter of 2019/20. 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?)

- 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)

- Reallocation of budget within existing budget lines and amounts.
- See Budget Request information below.

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

	2018/2019 Budget FTE	2019/2020 Budget FTE	2020/2021 Budget FTE	2018/2019 Actual	2019/2020 Budget	2020/2021 Budget
General Administration						
Payroll	52.00	52.00	52.00	\$4,873,446	\$5,305,357	\$5,241,190
Non-Payroll	-	-	-	9,662,875	11,011,814	11,451,001
Instructional Support						
Non-Payroll	-	-	-	6,293,550	6,395,877	6,654,987
Total	52.00	52.00	52.00	\$20,829,871	\$22,713,048	\$23,347,178



JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2020/2021
General Fund Department Detail

Financial Services

	2018/2019 Budget FTE	2019/2020 Budget FTE	2020/2021 Budget FTE	2018/2019 Actual	2019/2020 Budget	2020/2021 Budget
Dept ID: Financial Services						
Payroll						
Chief Officer	1.00	1.00	1.00	\$145,605	\$153,400	\$153,386
Director	4.00	4.00	4.00	443,414	473,305	473,892
Supervisor	1.00	-	-	40,803	-	-
Manager	4.00	7.00	7.00	436,891	640,579	660,952
Technical Specialist	11.00	10.00	10.00	743,888	830,141	804,030
Accountant I	1.00	1.00	1.00	56,094	60,821	61,307
Coordinator - Administrative	2.00	1.00	1.00	159,319	88,369	92,641
Administrator	2.00	2.00	2.00	145,643	198,765	199,011
Specialist - Classified	8.00	8.00	8.00	503,196	553,019	517,997
Buyer	2.00	2.00	2.00	127,581	133,000	138,533
Technician - Classified	12.00	12.00	12.00	628,753	699,165	673,217
Administrative Assistant	1.00	1.00	1.00	71,028	76,088	76,183
Substitute Secretary	-	-	-	10,811	4,500	4,500
Secretary	1.00	1.00	1.00	29,347	29,241	30,488
Buyer Assistant	2.00	2.00	2.00	100,024	111,414	116,500
Classified - Hourly	-	-	-	6,413	-	-
One-Time Add'l Salary Pymts	-	-	-	57,529	-	-
Additional Pay-Administrative	-	-	-	-	6,800	6,800
Overtime - Classified	-	-	-	7,814	6,800	6,800
Payroll Total	52.00	52.00	52.00	3,714,153	4,065,407	4,016,237
Benefits						
Employee Benefits	-	-	-	1,060,886	1,239,950	1,224,953
Empl Benefits-Non Alloc	-	-	-	98,407	-	-
Benefits Total	-	-	-	1,159,293	1,239,950	1,224,953
Purchased Services						
Mileage And Travel	-	-	-	9,473	12,200	10,700
Employee Training & Conf	-	-	-	31,736	53,840	46,340
Meals/Refreshments	-	-	-	-	1,300	1,300
Printing	-	-	-	9,203	8,700	7,700
Consultants	-	-	-	-	28,000	38,000
Contracted Services	-	-	-	91,743	91,475	91,475
Bank Fees & Other Expense	-	-	-	2,482	300	100
Contract Maint/Eq Repair	-	-	-	-	1,800	1,800
Technology Services	-	-	-	15,733,790	17,091,331	17,791,628
Marketing - Advertising	-	-	-	693	-	-
Equipment/Copier Repair	-	-	-	-	1,000	1,000
Telephone/Pagers/Modems	-	-	-	1,284	2,500	2,500
Postage	-	-	-	12,100	24,065	24,065
Permits/Licenses/Fees	-	-	-	1,521	2,880	3,048
Fees For Dist Membership	-	-	-	32,999	33,200	33,200
Purchased Services Total	-	-	-	15,927,024	17,352,591	18,052,856
Materials and Supplies						
Office Material/Supplies	-	-	-	11,776	43,700	39,700
Office Equipment - Under \$5K	-	-	-	9,543	5,000	7,232
Copier Usage	-	-	-	7,421	6,400	6,200
Audio Visual Materials	-	-	-	661	-	-
Materials and Supplies Total	-	-	-	29,401	55,100	53,132
Capital						
Total	52.00	52.00	52.00	\$20,829,871	\$22,713,048	\$23,347,178

BUDGETING FOR OUTCOMES

2020/2021 Renewal Request Form



DIVISION	Financial Services				
DEPT ID-Name	92100 – Budget Management	FTE	7.00	Final Budget	\$913,054

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 FY20 Adopted Budget and complied with State Statute requirements.
- Achieved recognition with GFOA Better School Spending for 2019/2020.
- 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; By 2024 Jeffco will allocate at least an additional 20% (on top of Non-FRL)per student funding for students who qualify for FRL.
- 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.

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)

None

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

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

BUDGETING FOR OUTCOMES

2020/2021 Renewal Request Form



DIVISION	Financial Services				
DEPT ID-Name	93200 – Financial Services	FTE	2.00	Final Budget	\$366,756

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 Comprehensive Annual Financial Report (CAFR), 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 2020/2021.

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

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

BUDGETING FOR OUTCOMES

2020/2021 Renewal Request Form



DIVISION	Financial Services				
DEPT ID-Name	93210 – Payroll	FTE	9.00	Final 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)

- Reclassification of Payroll Coordinator to Payroll Manager

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

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

BUDGETING FOR OUTCOMES

2020/2021 Renewal Request Form



DIVISION	Financial Services				
DEPT ID-Name	93220 – Accounts Payable	FTE	6.00	Final 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)

Reclassification of two positions in Accounts Payable.

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

BUDGETING FOR OUTCOMES

2020/2021 Renewal Request Form



DIVISION	Financial Services				
DEPT ID-Name	93230 – Grants Accounting	FTE	5.00	Final Budget	\$527,372

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 (requests for funds for 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)

Only budget increases were due to salary increases for staff.

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

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

BUDGETING FOR OUTCOMES

2020/2021 Renewal Request Form



DIVISION	Financial Services				
DEPT ID-Name	93250 – Accounting	FTE	10.00	Final Budget	\$1,102,795

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

The Accounting department FTE consists of the Director of Finance, Controller, Internal Auditor, Financial Analyst/Auditor, 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 Comprehensive Annual Financial Report (CAFR). 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

2020/2021 Renewal Request Form



DIVISION	Financial Services				
DEPT ID-Name	94710 – Purchasing	FTE	13.00	Final Budget	\$1,382,765

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

The purchasing department provides professional purchasing services that ensure that the products and services needed to operate schools and departments meet the standards of the district and are purchased at the best value. We do this 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
- Purchasing card program training
- Purchasing card quality 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, 2020 through June 30, 2021) have zero upheld vendor protests of competitive solicitations.
- For 2018/2019 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 2018/2019 the following percentage of quality assurance reviews were completed:
 - Departments: 15%
 - Elementary schools: 51%
 - Middle Schools: 55%
 - High Schools: 67%
 - Option Schools: 62%
 - Charter Schools: 41%
 We met our goal for elementary and middle school QAR, but not department and high school reviews. This was due to the p-card specialist and purchasing analyst positions being vacant for a period of time and then training of two new staff members in these positions.

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

The following improvements and efficiencies were put in place during 2019/2020 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.

- 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.
- 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.
- Developing furniture standards and RFP to ensure furniture quality and durability.
- Formation of Facilities and Purchasing furniture project team to ensure installation of furniture takes into account facility needs such as electrical and data and to make the installation and disposal of surplus furniture more efficient.
- Developed MOU process to track MOUs that schools and departments are entering into.
- Participate in planning meetings with departments to strategically support new initiatives such as 1:1 devices and new furniture process.

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 the 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 Purchasing Agents, Buyers and Buyer Technicians based on positions duties and market evaluation.

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

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





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

	2018/2019 Budget FTE	2019/2020 Budget FTE	2020/2021 Budget FTE	2018/2019 Actual	2019/2020 Budget	2020/2021 Budget
General Administration						
Payroll	41.29	42.57	43.55	\$4,609,749	\$4,268,709	\$4,374,575
Non-Payroll	-	-	-	548,653	1,167,925	1,049,170
School Administration						
Non-Payroll	-	-	-	275	-	-
Total	41.29	42.57	43.55	\$5,158,677	\$5,436,634	\$5,423,745



JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1

2020/2021

General Fund Department Detail

Human Resources

	2018/2019 Budget FTE	2019/2020 Budget FTE	2020/2021 Budget FTE	2018/2019 Actual	2019/2020 Budget	2020/2021 Budget
Dept ID: Human Resources						
Payroll						
Chief Officer	1.00	1.00	1.00	\$145,690	\$139,141	\$139,128
Director	3.00	3.00	3.00	290,248	349,566	356,678
Principal	-	-	-	87,315	-	-
Assistant Principal	-	-	-	124,697	-	-
Manager	10.00	10.00	11.00	868,308	951,909	1,037,289
Technical Specialist	2.00	2.00	2.00	163,035	174,022	174,238
Teacher	-	-	-	253,342	-	-
Substitute Teacher	-	-	-	45,080	27,900	27,900
Counselor	1.00	2.00	2.00	76,367	163,220	156,552
Resource Teachers	-	-	-	503	-	-
Specialist - Classified	-	-	1.00	-	-	63,483
Technician - Classified	22.50	23.25	22.25	1,194,809	1,350,531	1,282,049
Administrative Assistant	1.00	1.00	1.00	72,111	76,115	76,210
Substitute Secretary	-	-	-	3,409	4,000	4,000
Secretary	0.50	-	-	21,619	-	-
Para-Educator	-	-	-	6,743	-	-
Custodian	-	-	-	6,118	-	-
Classified - Hourly	0.29	0.32	0.30	558	8,237	8,237
Unused Sick Leave	-	-	-	2,884	-	-
One-Time Add'l Salary Pymts	-	-	-	49,781	-	-
Additional Pay - Certificated	-	-	-	3,143	5,000	5,000
Additional Pay-Classified	-	-	-	2,083	-	-
Additional Pay-Administrative	-	-	-	52,825	9,700	9,700
Overtime - Classified	-	-	-	4,617	11,700	11,700
Payroll Total	41.29	42.57	43.55	3,475,285	3,271,041	3,352,164
Benefits						
Employee Benefits	-	-	-	1,038,163	997,668	1,022,411
Empl Benefits-Non Alloc	-	-	-	96,301	-	-
Benefits Total	-	-	-	1,134,464	997,668	1,022,411
Purchased Services						
Mileage And Travel	-	-	-	4,997	4,500	4,500
Employee Training & Conf	-	-	-	39,114	77,400	77,400
Awards And Banquets	-	-	-	5,929	12,000	12,000
Recruiting Costs	-	-	-	26,391	187,500	187,500
Required Physical Exams	-	-	-	36,343	23,000	23,000
Employee Background Verificatn	-	-	-	6,465	55,000	55,000
Drug And Alcohol Testing	-	-	-	14,073	17,000	17,000
Meals/Refreshments	-	-	-	13	-	-
Legal Fees	-	-	-	11,616	14,125	14,125
Printing	-	-	-	7,364	15,800	15,800
Consultants	-	-	-	81,925	-	-
Contracted Services	-	-	-	90,932	128,500	128,500
Contract Maint/Eq Repair	-	-	-	-	20,000	20,000
Software Purch	-	-	-	1,136	600	600
Marketing - Advertising	-	-	-	11,028	16,600	16,600
Telephone/Pagers/Modems	-	-	-	762	1,100	1,100
Postage	-	-	-	4,371	17,800	17,800
Unemployment Comp Insur	-	-	-	143,977	534,300	415,545
Fees For Dist Membership	-	-	-	7,780	6,400	6,400
Purchased Services Total	-	-	-	494,216	1,131,625	1,012,870
Materials and Supplies						
Office Material/Supplies	-	-	-	7,441	17,100	17,100
Office Equipment - Under \$5K	-	-	-	39,533	10,800	10,800
Copier Usage	-	-	-	7,738	8,400	8,400
Materials and Supplies Total	-	-	-	54,712	36,300	36,300



JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1

2020/2021

General Fund Department Detail

Human Resources

	2018/2019 Budget FTE	2019/2020 Budget FTE	2020/2021 Budget FTE	2018/2019 Actual	2019/2020 Budget	2020/2021 Budget
Capital						
Total	41.29	42.57	43.55	\$5,158,677	\$5,436,634	\$5,423,745

BUDGETING FOR OUTCOMES

2020/2021 Renewal Request Form



DIVISION	Human Resources				
DEPT ID-Name	97000 – Personnel Management	FTE	3.70	Final Budget	\$488,911

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, 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.
- Manages unemployment program.
- 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% of unemployment cases handled timely, accurately, and in compliance with state law.
- 80% win ratio for contested unemployment cases.
- 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)

- In FY 2020, leave management

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

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

BUDGETING FOR OUTCOMES

2020/2021 Renewal Request Form



DIVISION	Human Resources				
DEPT ID-Name	97003 – Employee Assist-Wellness	FTE	3.75	Final Budget	\$390,492

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 40 percent of their time on organizational development work throughout the school district and 60 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 838 in 2018-2019.

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:

- Upgraded software to ensure current version and maintain confidential, HIPAA compliant recordkeeping
- Serving all charter school leadership through consultation and employees through counseling services in order to enable staff to have effective, quality mental health support. In addition, we are conducting crisis response and recovery for charter schools.
- Implemented the Emotional Intelligence Coaching Program fully, a new leadership tool, to improve leader’s skills and abilities, with excellent outcomes.
- Expanding counselor knowledge base of financial wellness to better support our employees through training and counseling.

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)

- Addition of one FTE EAP counselor from 5A funds. Additional hours for EAP technician increased from 20 hours to 32 hours.

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 leadership. In previous years, Jeffco's EAP program and its manager received awards for outstanding performance. In December 2017, Deborah Martin, EAP counselor, received the Colorado Employee Assistance Professionals Daetwiler Award. This 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.

BUDGETING FOR OUTCOMES

2020/2021 Renewal Request Form



DIVISION	Human Resources				
DEPT ID-Name	97004 – Employee Records/Systems	FTE	18.00	Final Budget	\$1,740,194

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; department budget accounting; employee demographics; employee job information; employee certifications, licenses, and education; evaluation administration, 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.

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 Substitute Teacher program.
Leaves Management moved to Employee Records in 2019, with 2 staff persons.

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 sub teachers. A more robust recruiting and marketing effort will be implemented this year to ensure a deeper qualified pool of substitute teachers and a better teacher to sub pool ratio.
- 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, currently approaching 93%, target at 97%: hiring processing timeliness is high, as employees are onboarding in advance of employment date when school and department hiring steps are completed.
- 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 substitute teacher count should be one (1) substitute teacher for every 3.75 teachers, or 1440. This staffing target is met. The HR-managed substitute educator program has a fill rate of approximately in 95% of all absences in 2018-19. This target will remain in place for future budget year.
- Proactively communicate with Community Superintendents and Department Managers about evaluation completion to ensure each employee receives an evaluation.

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 FY21. Providing additional monthly HR statistical reports such turnover by years of service, exit interview data, new hire experience data, and substitute teacher experience data, and tactic group support data analytics.
- Increase and improved evaluation reporting will be created to support school-based work from Community Superintendents.
- Expanded use of Communication Center to automatically communicate with employees on routine items, such as reminders to complete forms, license expirations or missing education documents, teacher induction information, timed messages to new hires to maintain the touch throughout their first months pointing them to relevant information about the District.
- Enhancement of the Position Management Control, new job creation, job description revision, salary grade review process.
- Active recruitment of substitute 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 substitutes.

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 two FTE from Personnel Management for leave management.

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

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

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

BUDGETING FOR OUTCOMES

2020/2021 Renewal Request Form



DIVISION	Human Resources				
DEPT ID-Name	97005 – Employee Benefits	FTE	5.12	Final Budget	\$676,568

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 with a minimal number of department staff.

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 resources to on-board new employees and orient them to their benefits
- Creates/manages communicating benefits information to employees via website, newsletter, e-mails and letters
- 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 communicates to employees
- Supports benefits for an ever- increasing number of charter schools

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

- Monthly premium payments are reconciled and submitted for payment within the required timeframes
- RFP efforts to evaluate medical plan vendor and funding options is currently in its final phases.
- Continue to work with other governmental agencies to explore whether effective collaborative purchasing opportunities can be realized.

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

- Explore offering a choice of medical plan vendor to employees (RFP evaluation is currently in process with the Benefits Advisory Committee). Implementation of new vendor/plan offerings will occur in April of 2020 for implementation July 1, 2020.
- New dental and vision contract/pricing/benefits were successfully implemented for July 1, 2020.
- PSHRMS message center for new hire benefit communication has been completed, with some refinements to related queries used to send required legal notices. Work is underway to improve MSC action codes in the system with the intent to expand the PS message center notification to employees who become newly eligible due to transfer, return from leave or rehire events.
- Excel training has been created and conducted with staff members with a goal of enhanced process efficiency.
- PS Fluid will be tested and potentially implemented with phase one being the annual benefits enrollment period.

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

Strategy One: Empower to Educate, Inspire to Learn

- Our goal is to provide eligible employees access to meaningful benefits that help to maintain their health. Healthy employees can better focus on their day-to-day tasks, ensuring that the goals of the Jeffco strategic vision are fulfilled. The benefits and staff wellness department plans programs and activities to support the recruitment and retention of qualified employees who deliver services to our students. Staff wellness services are designed to help facilitate a healthy, whole person, who is better able to be productive at work.

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

- None

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

https://teamjeffco.jeffcopublicschools.org/pay_benefits_career/my_benefits

BUDGETING FOR OUTCOMES

2020/2021 Renewal Request Form



DIVISION	Human Resources				
DEPT ID-Name	97006 – Employment Services	FTE	12.00	Final Budget	\$1,474,759

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

The Employment Services team provides support to schools and departments regarding the full staffing process. Primary focus is the support of attraction/recruitment/selection of top quality educators for every position in Jeffco Public Schools. This is completed using various posting/advertising/connection techniques.

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. The department coordinate pre-employment physicals, quarterly random drug testing, fingerprint service for candidate/employees and provide first-contact in person service to applicants and employees at the HR Welcome Center

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

- Partners with principals and hiring managers on staffing and employment processes, 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)

- Candidate per posting measures: candidate measures in new/improved recruit system are based on strategic plan measurements, and are above projected quality measurement
- Candidate engagement – job event: increased presence at local job events, through aggressive attendance and district hosting of 8 events.
- Candidate engagement – university career fair: managers attend career fair and other educator support events
- Candidate engagement, posting, social media: increase usage, in development, of social and web recruitments
- 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?)

- Employment Services has provided direct and efficient service to applicants and employees through the HR Welcome Center, focused on a one-call resolution model.
- Entering second hiring season with new ERP-based recruitment portal (PeopleSoft); new measurements being developed and used to refine best candidate to school pools
- Employment Services has engaged university programs directly to engage potential candidates early in education preparation career.
- Employment Services is in third year of efficient background check and fingerprint process in house, improving turnaround time of hiring and reducing future negative outcomes of post-hire background checks. Program success is high, with quick turnaround of applicants offered positions.

- Employment Services 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, Employment Services is improving quality of student teacher/resident teacher supports 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?)

- Employment Services 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)

- Staff is currently at 12.8 FTE; 1 Director, 5 managers, 1 lead technician, 5.8 technicians
- 1 manager is grant funded, through 2019-20 school year (FY20)
- New dollars were allocated (\$135,000) to support the PEBC Boettcher Resident teacher program, with 9 school-based year-round resident placements.

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

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

<https://www.jeffcopublicschools.org/employment/jobs>

BUDGETING FOR OUTCOMES

2020/2021 Renewal Request Form



DIVISION	Human Resources				
DEPT ID-Name	97012 – Association Substitutes	FTE	0.00	Final 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 Article 13-5.
- 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 in real time.

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

- None

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

None

BUDGETING FOR OUTCOMES

2020/2021 Renewal Request Form



DIVISION	Human Resources				
DEPT ID-Name	97015 – Central Employee Services	FTE	0.00	Final Budget	\$635,173

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 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. We are requesting an overall budget of \$633,800.

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?)

- Onsite pre-employment fingerprinting has expedited hiring.
- Portable fingerprinting machine allowed for remote fingerprint, as needed, to address audit issues, etc.
- Additional staff supports of unemployment processing supports continued timely response, which is a key variable in win rate and cost containment.

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)

- No budget changes from FY2019 to FY 2020.

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

None





Innovation and Effectiveness

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

	2018/2019 Budget FTE	2019/2020 Budget FTE	2020/2021 Budget FTE	2018/2019 Actual	2019/2020 Budget	2020/2021 Budget
General Administration						
Payroll	16.30	18.00	17.00	\$2,809,386	\$2,846,851	\$2,665,894
Non-Payroll	-	-	-	284,304	98,900	98,900
General Instruction						
Non-Payroll	-	-	-	-	-	-
Instructional Support						
Payroll	3.35	2.00	2.00	364,411	366,865	366,830
Non-Payroll	-	-	-	22,985	-	-
School Administration						
Non-Payroll	-	-	-	73	-	-
Total	19.65	20.00	19.00	\$3,481,159	\$3,312,616	\$3,131,624



JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1

2020/2021

General Fund Department Detail

Innovation and Effectiveness

	2018/2019 Budget FTE	2019/2020 Budget FTE	2020/2021 Budget FTE	2018/2019 Actual	2019/2020 Budget	2020/2021 Budget
Dept ID: Innovation and Effectiveness						
Payroll						
Chief Officer	2.00	2.00	2.00	\$282,888	\$295,148	\$285,898
Executive Director	2.00	2.00	2.00	300,880	281,122	281,096
Director	11.00	11.00	11.00	1,432,598	1,518,073	1,467,486
Principal.	-	-	-	3,896	-	-
Teacher	1.00	-	-	-	-	-
Substitute Teacher	-	-	-	5,660	-	-
Coordinator - Administrative	-	1.00	1.00	-	81,015	81,015
Resource Teachers	-	1.00	-	73,675	79,073	-
Administrator	0.30	-	-	117,199	-	-
Administrative Assistant	3.00	3.00	3.00	183,393	198,186	198,432
Substitute Secretary	-	-	-	-	2,000	2,000
Secretary	-	-	-	1,164	-	-
Paraprofessional	0.19	-	-	-	-	-
Classified - Hourly	0.16	-	-	-	-	-
One-Time Add'l Salary Pymts	-	-	-	5,779	-	-
Additional Pay - Certificated	-	-	-	416	-	-
Additional Pay-Administrative	-	-	-	52,000	8,000	8,000
Payroll Total	19.65	20.00	19.00	2,459,548	2,462,617	2,323,927
Benefits						
Employee Benefits	-	-	-	653,620	751,099	708,797
Empl Benefits-Non Alloc	-	-	-	60,629	-	-
Benefits Total	-	-	-	714,249	751,099	708,797
Purchased Services						
Mileage And Travel	-	-	-	33,740	30,000	30,000
Employee Training & Conf	-	-	-	25,249	18,800	18,800
Meals/Refreshments	-	-	-	2,157	-	-
Printing	-	-	-	632	500	500
Consultants	-	-	-	10,260	-	-
Contracted Services	-	-	-	193,280	-	-
Telephone/Pagers/Modems	-	-	-	409	900	900
Postage	-	-	-	9	800	800
Fees For Dist Membership	-	-	-	500	-	-
Purchased Services Total	-	-	-	266,236	51,000	51,000
Materials and Supplies						
Contingency	-	-	-	-	28,200	28,200
Office Material/Supplies	-	-	-	5,515	7,000	7,000
Office Equipment - Under \$5K	-	-	-	15,587	7,000	7,000
Curriculum Dev/Staff Training	-	-	-	14,000	-	-
Instructional Material/Supply	-	-	-	164	-	-
Instructional Equip-Under \$5K	-	-	-	2,217	-	-
Copier Usage	-	-	-	3,643	5,700	5,700
Materials and Supplies Total	-	-	-	41,126	47,900	47,900
Capital						
Total	19.65	20.00	19.00	\$3,481,159	\$3,312,616	\$3,131,624

BUDGETING FOR OUTCOMES

2020/2021 Renewal Request Form



DIVISION	School Leadership				
DEPT ID-Name	91021 – School Leadership	FTE	20.00	Final Budget	\$3,312,616

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

Currently, the School Leadership Team includes 3 Executive Administrative Assistants, 1 At-Risk Transition Coordinator, 13 Community Superintendents, 2 Executive Directors, 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 make 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, goal setting and school improvement, data analysis, individual student academic, social, emotional, behavior and mental health needs, enrollment, security and emergency management, crisis response, employee hiring, inquiries, performance management, evaluations, and dismissals, professional development, school culture and climate, shared leadership and communication structures, community and family relationships, Board of Education and Superintendent directed investigations and correspondence, capital improvement projects and facilities and budget. It also includes engaging leaders in work around school effectiveness and innovation. 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 2020-2021 school year, this important work will continue with an elevated focus on deeper learning and the Jeffco Generations Vision to include 21st century skills. 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, school facilities, 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)

1. 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, TELL (now TLCC) survey, and FSCP survey and MYVH survey.
 - School performance data including CMAS , PSAT/SAT, MAP, and Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
 - Anecdotal data from school visits, classroom walkthroughs, parent and other stakeholder input
2. 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.
3. Other Notable Impacts of Additional Funding:
 - 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.

- Ability to be on site and partner with the Department of School Safety and the Department of Communication Services during crisis situations that result in the use of School Response Protocols (SRP) being put in place; Evacuation, Lock Out, Lock Down, Hold and Reunification.
- Ability to partner with the Department of Information Technology on the implementation of the district 1:1 Student Device initiative.
- Ability to partner with the Department of Human Resources and HR Managers to hire school-based personnel within budget and align with school goals and community needs.
- Ability to partner with Department of Employee Relations to conduct and close investigations based on staff, student, parent and community allegations and write Letters of Direction and Reprimand to improve professional performance.
- Ability to partner with and support the Department of Communication Services, the Office of the Superintendent and the Board of Education in investigating and responding to staff, student, parent and community concerns and complaints.

**The current model for Community Superintendents has been in place for one year and therefore valid data points from these sources are not available in SY 2019-20.*

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

For the 2020-2021 school year:

1. Some schools will be reassigned to better meet the needs of leaders, program model and school communities. Additionally, Community Superintendents will tier their schools to better differentiate the support based on needs. To continue to build skill sets in growing leaders and improving schools, we will engage with research that has come from the Wallace Foundation’s [Principal Supervisor Initiative](#) and [Principal Pipeline Initiative](#).

In 2014, the Wallace Foundation launched the [Principal Supervisor Initiative](#), which seeks to help districts improve the effectiveness of the administrators who oversee principals so they can better work with principals to raise the quality of instruction in schools—and to generate lessons for the field as a whole. Six districts— Broward County (FL); Cleveland (OH); Baltimore (MD); Des Moines (IA); Long Beach (CA); and Minneapolis (MN)—have been working to:

- Revise their principal supervisors’ job descriptions to focus on instruction, rather than compliance with rules and regulations;
- Provide better training and support to supervisors;
- Ensure that each supervisor oversees a manageable number of principals;
- Build systems to ensure a steady stream of new supervisors as current supervisors leave

Measurable Goals: The Department of School Leadership will use these same [Principal Supervisor Initiative](#) implementation criteria to measure success.

2. In 2011, the [Principal Pipeline Initiative](#) began working with six districts to develop a large corps of “instructional leaders” – principals who are well trained to improve teaching and learning in their schools. The six Pipeline districts are: Charlotte-Mecklenburg (NC), Denver, Gwinnett County (GA), Hillsborough County (FL), New York City, and Prince George’s County (MD). With this funding, these districts have offered additional support to principals, such as extra coaches under the guidance of the principal supervisor. Hillsborough County, for example, doubled the support each principal receives through both a coach and a principal supervisor.

Jeffco was invited by the Wallace Foundation to join the Principal Pipeline Learning Community (PPLC). A ten person Jeffco PPLC Core Team has been created from multiple central departments and school principals to lead this initiative. The goal is to partner with Mikel Royal, a Wallace Foundation PPLC Consultant, to build upon the current Jeffco Principal Pathways structures that have been in place for two and a half years and enhance the program to meet the seven domains of a Principal Pipeline:

- Domain #1: Leader standards
- Domain #2: High-quality pre-service principal preparation
- Domain #3: Selective hiring and placement of principals
- Domain #4: On-the-job evaluation and support
- Domain #5: Principal Supervisors
- Domain #6: Leader Tracking Systems
- Domain #7: Systems and Sustainability

The Department of School Leadership has also hired Principal Coaches on a short-term basis to support newly hired and interim principals.

Measurable Goals: The Department of School Leadership will use these same Principal Pipeline Initiative implementation criteria to measure success.

3. The School Leadership Executive Administrative Assistants have been empowered to manage more problem-solving situations prior to involving Community Superintendents. They have leveraged partnerships with the other Jeffco central departments to improve communication and increase the speed of services between central departments and schools:
 - a. Department of Human Resources - Principal Hiring Process
 - b. Research and Assessment Division - DAC Budget Survey & Principal Survey
 - c. Chief of Staff - Board of Education Meeting Agenda Items
 - d. Department of Communication Services - Leadership Memo items
 - e. Department of School Safety - School Response Protocol (SRP) communication

Measurable Goals: The Department of School Leadership will use these same criteria to measure success.

4. Through the hiring of an At-Risk Transition Coordinator (Judicial Services), students, families, and schools K-12 have a single point of contact during this transition. The job is to eliminate institutional barriers and biases that parents and students currently navigate, be the vortex of communication between family and schools, establish transition timelines, foster relationships, communicate academic needs, establish and/or enhance a career and academic plan, and ensure safety by monitoring the student before and after enrollment. To date this year, there have been approximately 150 students who have been transitioned from schools because of expulsion, threat assessments, court proceedings and administrative transfers. One of the greatest gaps in at-risk services takes place between the decision to transfer/place a student and enrollment. This continuing request was supported by Community Superintendents, the Student Review Team, the District Level Threat Assessment Team, and the Alternative/Option Principal Group.

Measurable Goals: Increased graduation rate, increased completion rate, improved parent/community partnership survey results

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 have 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.

Evaluating and ensuring high expectations across all classrooms, including within our most intensive need schools, is part of the work of Community Superintendents. This aligns with the **Conditions for Learning** Strategy. Community Superintendents provide essential leadership to schools in their quest to provide high quality instruction from highly qualified professional teachers and staff. Community Superintendents will continue to advocate for equity across schools by partnering with central departments, community and state organizations to provide resources, remove barriers, and embrace innovative hiring practices and instructional practices to give highest poverty students the best possible educational experience.

The **Readiness for Learning** strategy supports by Community Superintendents are provided primarily in the area of family and community partnerships and early childhood learning. Community Superintendents support schools with these partnerships and often are the liaison between community groups and district/central staff. Community Superintendents ensure schools have a variety of opportunities for families including important shared leadership structures such as the School Accountability Committee and volunteer options.

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

- N/A

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

[School Leadership Website](#)

[How Leadership Supports Student Learning](#)





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

	2018/2019 Budget FTE	2019/2020 Budget FTE	2020/2021 Budget FTE	2018/2019 Actual	2019/2020 Budget	2020/2021 Budget
Instructional Support						
Non-Payroll	-	-	-	-	65,623	73,500
Operations and Maintenance						
Payroll	115.00	137.00	137.00	\$4,414,477	\$8,082,835	\$7,967,816
Non-Payroll	-	-	-	1,048,941	311,747	196,790
Total	115.00	137.00	137.00	\$5,463,418	\$8,460,205	\$8,238,106



JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1

2020/2021

General Fund Department Detail

Security and Emergency Management

	2018/2019 Budget FTE	2019/2020 Budget FTE	2020/2021 Budget FTE	2018/2019 Actual	2019/2020 Budget	2020/2021 Budget
Dept ID: Security and Emergency Management						
Payroll						
Executive Director	1.00	1.00	1.00	\$137,151	\$145,016	\$145,002
Director	-	1.00	1.00	130,016	134,669	134,836
Manager	4.00	5.00	5.00	419,763	447,848	410,056
Coordinator - Classified	3.00	4.00	4.00	165,655	230,288	256,685
Coordinator - Administrative	4.00	3.00	3.00	229,730	248,726	249,034
Technician - Classified	1.00	1.00	1.00	44,157	58,837	58,167
Secretary	1.00	1.00	1.00	62,923	67,590	67,999
Campus Supervisor.	72.00	86.00	86.00	478,854	2,962,465	2,712,557
Security Officer	18.00	23.00	23.00	840,304	1,232,156	1,328,372
Alarm Monitor	11.00	12.00	12.00	498,237	559,148	635,898
Classified - Hourly	-	-	-	3,724	-	-
One-Time Add'l Salary Pymts	-	-	-	49,563	-	-
Additional Pay-Classified	-	-	-	2,000	32,000	32,000
Additional Pay-Administrative	-	-	-	68,499	15,000	15,000
Overtime - Classified	-	-	-	215,497	60,000	60,000
Payroll Total	115.00	137.00	137.00	3,346,073	6,193,743	6,105,606
Benefits						
Employee Benefits	-	-	-	977,711	1,889,092	1,862,210
Empl Benefits-Non Alloc	-	-	-	90,693	-	-
Benefits Total	-	-	-	1,068,404	1,889,092	1,862,210
Purchased Services						
Mileage And Travel	-	-	-	12,147	4,000	9,000
Employee Training & Conf	-	-	-	19,538	49,000	20,457
Employee Background Verificatn	-	-	-	971	300	1,500
Meals/Refreshments	-	-	-	3,769	1,500	3,200
Printing	-	-	-	2,769	3,800	3,800
Consultants	-	-	-	8,505	2,907	10,000
Contracted Services	-	-	-	199,414	125,000	123,000
Fleet Maintenance.	-	-	-	-	3,600	1,500
Contract Maint/Eq Repair	-	-	-	1,808	3,000	1,200
Software Purch	-	-	-	-	10,000	14,000
Telephone/Pagers/Modems	-	-	-	39,193	15,000	30,000
Postage	-	-	-	320	100	350
Permits/Licenses/Fees	-	-	-	876	500	700
Purchased Services Total	-	-	-	289,310	218,707	218,707
Materials and Supplies						
Contingency	-	-	-	-	107,826	-
Office Material/Supplies	-	-	-	25,097	11,500	11,500
Office Equipment - Under \$5K	-	-	-	643,033	5,000	10,000
Instructional Material/Supply	-	-	-	25,228	-	-
Copier Usage	-	-	-	1,808	3,000	1,500
Maint Materials/Supplies	-	-	-	16,276	9,244	15,000
Uniforms	-	-	-	38,914	16,093	6,583
Vehicle Parts & Supplies	-	-	-	9,275	5,000	6,000
Materials and Supplies Total	-	-	-	759,631	157,663	50,583
Capital						
Capital Accounts	-	-	-	-	1,000	1,000
Capital Total	-	-	-	-	1,000	1,000
Total	115.00	137.00	137.00	\$5,463,418	\$8,460,205	\$8,238,106

BUDGETING FOR OUTCOMES

2020/2021 Renewal Request Form



DIVISION	Department of School Safety				
DEPT ID-Name	94640 – Security and Emergency Management	FTE	137.00	Final Budget	\$8,460,205

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

The Department of School Safety has continued to experience an unprecedented increase in calls for service. An increase in threats, patrol request, dispatch services and campus security concerns is noted in the increase in students engaging in self harm and threatening behavior that impacts schools every day.

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

- 24/7/365 Patrol Group
- 24/7/365 Dispatch Group
- Emergency Management and Crisis Response
- 300 Emergency Drills conducted annually
- Office of Threat Assessment
- Campus Supervisor Management Program
- Safe2Tell Training
- School Board Security
- Fire and Hazmat response
- Child Abduction Response Team
- Trespass investigations
- Community presentations
- Missing/Lost students
- County Incident Management Team
- Emergency Planning for 156 schools
- Dignitary Visit Coordination and Security
- Suspicious Activity
- Threat Management and Response
- Hate Crime/Bullying Investigation/Response
- Lockdown/active shooter training
- Response to Lockdown, Lockout, Shelter and emergency Evacuations

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

- Our performance measure has demonstrated a significant decrease responding to a school crisis or emergent issue. Response to schools from the threat management team have resulted in faster resolution of threat and responses to schools from our patrol team have significantly improved with the added patrol officers.

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

- Our ability to respond to a school requesting assistance is markedly improved and over the next year, our new Radio Dispatch System will increase communication between dispatch to officer and from officer to school, providing opportunities for even greater efficiencies.
- MEASURABLE GOALS: Reduction in response time and reduced impact of class time with expansion of ERCM drill team

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

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

- This is a budget renewal request for the same funding as last year.

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)



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

	2018/2019 Budget FTE	2019/2020 Budget FTE	2020/2021 Budget FTE	2018/2019 Actual	2019/2020 Budget	2020/2021 Budget
General Administration						
Payroll	-	-	-	\$1	-	-
General Instruction						
Payroll	-	-	-	\$170,664	-	-
Non-Payroll	-	-	-	\$175,081	\$136,800	\$136,800
Instructional Support						
Payroll	310.85	369.05	365.55	27,070,814	32,906,317	32,795,913
Non-Payroll	-	-	-	2,265,440	4,001,443	4,001,443
Operations and Maintenance						
Payroll	-	1.00	1.00	40,980	45,344	45,712
School Administration						
Payroll	7.75	9.75	8.75	835,244	879,639	850,406
Non-Payroll	-	-	-	24,975	13,200	13,200
Special Ed Instruction						
Payroll	707.45	925.76	959.37	52,812,462	56,154,991	58,129,946
Non-Payroll	-	-	-	9,385,049	6,843,783	6,843,783
Total	1,026.05	1,305.56	1,334.67	\$92,780,710	\$100,981,517	\$102,817,203



JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1

2020/2021

General Fund Department Detail

Student Success

	2018/2019 Budget FTE	2019/2020 Budget FTE	2020/2021 Budget FTE	2018/2019 Actual	2019/2020 Budget	2020/2021 Budget
Dept ID: Student Success						
Payroll						
Chief Officer	1.00	1.00	1.00	\$150,486	\$153,400	\$135,000
Executive Director	-	1.00	1.00	-	138,749	132,888
Director	3.50	5.50	5.50	595,558	577,098	611,571
Principal.	2.00	2.00	2.00	219,897	234,122	246,586
Assistant Director	9.00	12.00	12.00	1,017,903	1,150,336	1,081,765
Assistant Principal	2.00	3.00	3.00	258,292	276,003	247,430
Manager	2.00	1.00	1.00	159,885	86,631	85,965
Technical Specialist	1.00	1.00	1.00	-	80,928	80,928
Teacher	351.15	361.65	360.65	20,137,345	22,312,743	22,307,869
Substitute Teacher	-	-	-	261,861	85,336	85,300
Counselor	18.50	59.50	59.50	1,231,319	4,242,810	4,331,230
Coordinator - Licensed	5.00	7.00	7.00	371,557	563,049	564,782
Coordinator - Administrative	3.00	3.00	3.00	231,882	248,129	252,072
Resource Teachers	8.50	9.50	9.50	803,591	715,071	738,327
Instructional Coach.	-	-	-	80,867	-	-
Administrator	4.00	7.00	6.00	299,857	456,534	457,151
Physical Therapist	11.50	12.10	12.10	803,478	884,564	854,851
Occupational Therapist	29.50	29.30	29.30	2,048,156	2,235,014	2,148,360
Nurse	37.00	46.00	46.00	2,337,142	3,129,083	3,068,265
Psychologist	55.50	50.22	47.34	3,047,763	3,874,746	3,450,327
Social Worker	79.45	79.45	79.45	4,985,175	5,392,805	5,133,323
Audiologist	4.50	5.00	5.00	335,005	389,771	387,089
Speech Therapist	120.90	124.90	128.90	8,230,155	9,113,698	9,008,901
Specialist - Classified	4.63	6.50	7.17	206,886	283,269	319,326
Technician - Classified	14.20	13.00	13.00	591,522	592,171	585,341
Administrative Assistant	1.00	1.00	1.00	70,104	75,851	75,945
School Secretary	3.75	3.75	3.75	151,604	163,928	157,636
Substitute Secretary	-	-	-	3,167	500	500
Secretary	8.00	8.00	8.00	342,160	384,733	395,746
Paraprofessional	126.17	136.30	127.74	25,705	3,552,262	3,552,262
Special Interpreter/Tutor	39.78	43.66	40.26	774,393	1,119,686	1,119,686
Para-Educator	43.82	230.26	274.12	8,461,336	5,987,081	7,530,803
Clinic Aides	0.62	1.67	2.44	16,378	40,296	40,296
Sub Para-Educator	-	-	-	10,060	1,400	1,400
Custodian	-	-	-	-	-	-
Campus Supervisor.	-	1.00	1.00	32,166	34,746	35,028
Classified - Hourly	27.58	32.03	30.02	456,632	834,826	834,826
Certificated - Hourly	7.50	7.27	5.93	266,072	189,599	189,599
One-Time Add'l Salary Pymts	-	-	-	1,046,172	-	-
Additional Pay - Certificated	-	-	-	266,779	76,394	76,394
Additional Pay-Classified	-	-	-	9,214	24,900	24,900
Additional Pay-Administrative	-	-	-	43,063	-	-
Overtime - Classified	-	-	-	33,235	12,000	12,000
Payroll Total	1,026.05	1,305.56	1,334.67	60,413,822	69,714,262	70,361,668
Benefits						
Employee Benefits	-	-	-	18,774,793	20,272,029	21,460,309
Empl Benefits-Non Alloc	-	-	-	1,741,550	-	-
Benefits Total	-	-	-	20,516,343	20,272,029	21,460,309



JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2020/2021
General Fund Department Detail

Student Success

	2018/2019 Budget FTE	2019/2020 Budget FTE	2020/2021 Budget FTE	2018/2019 Actual	2019/2020 Budget	2020/2021 Budget
Purchased Services						
Mileage And Travel	-	-	-	269,186	138,487	138,487
Employee Training & Conf	-	-	-	91,281	344,514	344,514
Awards And Banquets	-	-	-	326	1,300	1,300
Employee Background Verificatn	-	-	-	514	200	200
Meals/Refreshments	-	-	-	4,216	1,200	1,200
Student Transportation.	-	-	-	6,162	43,400	43,400
Student Admission/Entry Fees	-	-	-	2,270	-	-
Legal Fees	-	-	-	380,092	300,000	300,000
Printing	-	-	-	8,105	5,300	5,300
ADA/Legal Settlement	-	-	-	68,118	-	-
Consultants	-	-	-	-	1,000	1,000
SWAP Match	-	-	-	345,874	290,400	290,400
Contracted Services	-	-	-	2,515,011	1,256,170	1,256,170
Fleet Maintenance.	-	-	-	198	-	-
Building Rental	-	-	-	699	-	-
Contract Maint/Eq Repair	-	-	-	4,314	1,500	1,500
Software Purch	-	-	-	77,301	60,654	60,654
Marketing - Advertising	-	-	-	394	1,400	1,400
Telephone/Pagers/Modems	-	-	-	22,139	19,700	19,700
Natural Gas	-	-	-	-	-	-
Data Communication Lines	-	-	-	2,586	-	-
Electricity	-	-	-	-	-	-
Voice Communication Line	-	-	-	-	-	-
Water & Sanitation	-	-	-	-	-	-
Storm Water	-	-	-	-	-	-
Postage	-	-	-	3,704	6,100	6,100
Permits/Licenses/Fees	-	-	-	2,004	500	500
Community Relations	-	-	-	139	500	500
Tuition Reimb-Other Facilities	-	-	-	153,408	676,300	676,300
POODS Tuition/Excess Spec Ed	-	-	-	5,501,030	4,531,083	4,531,083
Tuition to SPED Preschool	-	-	-	900,000	900,000	900,000
Purchased Services Total	-	-	-	10,359,071	8,579,708	8,579,708
Materials and Supplies						
Contingency	-	-	-	-	4,300	4,300
Office Material/Supplies	-	-	-	233,500	186,827	186,827
Office Equipment - Under \$5K	-	-	-	55,564	35,609	35,609
Curriculum Dev/Staff Training	-	-	-	512,903	40,500	40,500
Clinic Supplies/Materials	-	-	-	3,997	4,300	4,300
Custodial Supplies	-	-	-	33	-	-
Instructional Material/Supply	-	-	-	337,785	2,022,102	2,022,102
Instructional Equip-Under \$5K	-	-	-	197,130	79,100	79,100
Repair Parts-Instr Equip	-	-	-	4,245	-	-
Textbooks	-	-	-	-	2,000	2,000
Copier Usage	-	-	-	45,728	28,880	28,880
Testing Materials	-	-	-	50,462	-	-
Maint Materials/Supplies	-	-	-	20,005	-	-
Audio Visual Materials	-	-	-	8,600	-	-
Materials and Supplies Total	-	-	-	1,469,952	2,403,618	2,403,618



JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1

2020/2021

General Fund Department Detail

Student Success

	2018/2019 Budget FTE	2019/2020 Budget FTE	2020/2021 Budget FTE	2018/2019 Actual	2019/2020 Budget	2020/2021 Budget
Capital						
Office Equipment	-	-	-	-	2,400	2,400
Instructional/Curric Equipmnt	-	-	-	6,131	9,500	9,500
Building Improvements.	-	-	-	15,391	-	-
Capital Total	-	-	-	21,522	11,900	11,900
Total	1,026.05	1,305.56	1,334.67	\$92,780,710	\$100,981,517	\$102,817,203

BUDGETING FOR OUTCOMES

2020/2021 Renewal Request Form



DIVISION	Student Success				
DEPT ID-Name	54000 – Miller Special	FTE	80.62	Final Budget	\$4,841,416

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 44 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.

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, 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.

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

- Creation of systemic school practices that focus on student learning, building a collaborative culture, and results for students. This includes use of Professional Learning Communities (PLC) structures and framework to discuss what students should know and be able to do.
- Creating Multidisciplinary Teaming (MDT) practices that are systemic and lead to consistent practices for developing student IEPs, implementing programming, monitoring progress, and making decisions about a student’s educational LRE (least restrictive environment).

Evidence

For the 2018-2019 school year, Fletcher Miller School received an overall rating of Performance on its AEC (Alternative Education Campus) School Performance Framework. 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:

- 2 Days of Comprehensive Writing Instruction training focused on students with significant physical, motor, and communication needs. This included 1:1 time with presenters to problem solve individual student needs and develop plans moving forward.
- Ongoing training in the area of 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. Additionally, a Community of Practice principal group for professional learning.
- 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. Trainer works directly with the speech language and occupational therapy teams to identify access points and communication systems for students. Training directly impacts student communication and literacy skills development.
- Periodic team building activities throughout the year to support the culture and climate of the school.
- 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 water proof, durable paper to decrease the need for repairing and reprinting material.
- Batteries and Velcro purchased to support student communication systems.

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 three 8-hour days 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 work day. Examples include Literacy Training, all school staff meetings, and Back to School Night.
- 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
- Ed Week subscription
- Fingerprinting and certification fees for newly hired or assigned preschool staff. This allows Fletcher Miller to meet the state licensure requirements.
- 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 in order 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.

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.

Activities for community involvement and developing partnerships with other schools include:

- Classrooms take community based fieldtrips to practice skills learned in the classroom and to have hands-on experiences within the community.
- 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.

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.

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.

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 in order 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.
- Creation of a Classified Advisory Committee that meets regularly to address issues specific to building Para-educators.
- 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.

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

The following practices were implemented to streamline the budget:

- The Paper Cut system will be implemented in December to support responsible use of paper.
- Budget line items earmarked for augmentative communication, batteries, feeding materials were combined with other department budgets, specifically streamlined with the speech therapy and occupational therapy budget.
- 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.

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:

- Formation of a Classified 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.

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

<http://fletchermiller.jeffcopublicschools.org/>

<https://www.crisisprevention.com/>

<http://www.lburkhart.com/podd.htm> (PODD resource)

touchittechnologies.com

www.swaaac.com/

<https://www.attainmentcompany.com/>

<https://www.rifton.com>

BUDGETING FOR OUTCOMES

2020/2021 Renewal Request Form



DIVISION	Student Success				
DEPT ID-Name	84006 – Chief Student Success Office	FTE	3.00	Final Budget	\$415,354

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 Office 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.

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.

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. 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:

- Equity in Learning
- Schools as Community Hubs - 2
- Responsive Teaching - 2
- Social Emotional Learning

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

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

BUDGETING FOR OUTCOMES

2020/2021 Renewal Request Form



DIVISION	Student Success				
DEPT ID-Name	84008 – Gifted and Talented	FTE	18.00	Final Budget	\$1,810,177

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:
 - Developing an Advanced Learning Plan (ALP) as per CDE guidelines, in Jeffco School Online Assessment Reporting System (SOARS) for Elementary and Naviance for Secondary
 - Accelerated curriculum at 17 GT Center Schools (increased from 16 last year)
 - Working with all school staff (via our Resource Teachers and Counselors) 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 and Information Nights

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 and Visual Art. Over the next 3 years, we will begin implementing the remaining talent areas (Music, 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:

- The expansion of our online universal screener to all district elementary schools (with the exception of 2 charter schools who wished to remain with paper/pencil testing) has resulted in significant savings in labor and fee costs involved with the previous paper/pencil version. This has also led to increased efficiency and faster results processing.
- With the new SOARS platform, we have nearly 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 are finalizing 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 are partnering 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.

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 released in March 2017. 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 2020.
- We are in the process of bringing our ALPs into compliance in several areas this year (as noted above), including the addition of Affective Goals, increased collaboration among stakeholders and implementation of standards-aligned measurable goals in all strength areas. Our goal is to be in full compliance with all CDE ALP guidelines by December 2020.
- 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 expanded our Talent Pool model pilot from 7 to 16 schools this year to develop protocols and service models, and have been partnering with our Title, ELL and Special Education departments on this effort. Details of this work will be in our District Unified Improvement Plan.

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. The increased SELC FTEs 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 in order 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 decreased from \$808,656 to \$800,031 (\$8625 decrease). Additionally, 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 GT Universal Screener/Qualified Personnel (USQP) grant increased by \$7800 (from \$91,898 to \$99,724), 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 46.5% 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.

- 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.)
- Our General Fund increased by \$194,659 to hire 2 additional GT Social-Emotional Learning Counselors (SELs), increasing this total from 6 to 8 FTEs for this purpose, and to fund the board-approved step/level salary increases for the 16.0 FTEs that were budgeted for this fund. The total budgeted FTEs for this fund are now 18.0.
- 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>

BUDGETING FOR OUTCOMES

2020/2021 Renewal Request Form



DIVISION		Student Success			
DEPT ID-Name	85000 – SPED Central Support	FTE	142.19	Final Budget	\$6,191,528
DEPT ID-Name	85011 – SPED Area 1	FTE	298.35	Final Budget	\$21,370,884
DEPT ID-Name	85012 – SPED Area 2	FTE	219.21	Final Budget	\$15,150,016
DEPT ID-Name	85013 – SPED Area 3	FTE	213.72	Final Budget	\$16,605,832
DEPT ID-Name	85014 – SPED Area 4	FTE	96.88	Final Budget	\$7,321,307
DEPT ID-Name	85087 – School to Work Alliance Program	FTE	0.00	Final Budget	\$290,400
DEPT ID-Name	85091 – Out of District Placement	FTE	0.00	Final Budget	\$4,621,083

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 appropriate in the least restrictive environment.

The goal of the special education department is to Improve achievement and postsecondary workforce readiness for all students with disabilities in Jeffco.

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

- Continuous Improvement Process (CIP)**
- Engage in monitoring activities as part of the general supervision requirements as defined by IDEA and ECEA.
 - Submit data to the CDE Data Management System.
 - Conduct root cause analysis to understand the problem (if any) represented in the data.
 - Use results to be proactive in the development of professional learning.
 - Provide technical assistance and support to special education and related service providers.
- Autism Spectrum Disorder (ASD) Centers**
- Provide explicit social skills instruction, visual schedules and functional communication instruction in order 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 students with ASD.
 - Conduct regular observations for review, consultation, and evaluation of programs.
 - Provide high quality professional learning for Para educators who serve students with ASD.
 - Provide a continuum of supportive services for students with ASD prek-21 years of age.
- Serious Emotional Disability (SED) center-based programs**
- Provide evidence-based interventions for students with SED.
 - Conduct regular observations for review and consultation with teams and yearly walk-throughs for implementation/evaluation.
 - Provide high quality professional learning opportunities for all staff in SED centers and for general educators.
 - Provide a continuum of supportive services for students with SED prek-21.

Behavior Analysts

- Provide direct assessment and services to students with disabilities.
- Provide consultation, training, data monitoring and accountability to staff related to behavior interventions.
- Develop and deliver professional learning opportunities for staff on high quality functional behavior assessment and behavior intervention planning.

Assistive Technology Team

- Provide assessment and consultation services to teams in support of students with disabilities who may need assistive technology to receive reasonable benefit from their education.
- Provide technology such as equipment, or product systems (software) that is used to increase, maintain, or improve functional capabilities of a student 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, technology and paper, audio books, and speech generating apps.

Mental Health (SPED – School Psychologists and School Social Workers)

- Provide mental health assessments (including FBA/BIPs) 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.
- Hire and supervise school psychology interns to support recruitment and retention strategies, and to provide low cost services to students and supports to current mental health providers, and their schools.

Deaf and Hard of Hearing (DHH)

- 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 IEPs, student and school events.

Extended School Year (ESY)

- Provide ESY services to eligible students with disabilities, aged 3 to 21, as mandated by the IDEA/ECEA and as determined by students' IEP teams.
- Provide technical assistance and support to special education and related services providers.
- Carry out staffing and supervision functions (e.g. determine human resources needed, recruit candidates, interview candidates, hire candidates, equip new hires – training, assignments, etc., conduct staff performance reviews, etc.) necessary to fulfill ESY services.
- Provide administrative oversight and management of ESY program for eligible students (e.g. secure facilities, arrange student transportation, etc.) necessary to fulfill ESY services.

ReConnect

- Provide interim alternative educational services for students with disabilities who are unable to attend school for a variety of reasons, including health, behavioral and safety concerns.
- Collaborate with home schools, community agencies, parents and students to support connections to comprehensive educational services.

Special Education Instructional Coaches

- Provide consultation and support for special educators in the district in designing and implementing research-based interventions for students with disabilities.
- Develop and deliver professional learning opportunities for staff on high quality assessment, interventions and data collection.
- Collaborate with other district instructional coaches to align special education and general education best practices for instructional supports and strategies.

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, parents and students to assist with connections to comprehensive educational services.

Child Find

- The teams focus on comprehensive multidisciplinary assessment while meeting the District's child find obligation under IDEA, Colorado regulations and agency memos of understanding (MOU's).

Significant Support Needs (SSN) Centers

- Enhance the development, implementation, and evaluation of programming and services for students with the most significant needs.
- Increase student achievement through the development of best practices in literacy and communication for students with the most significant needs.
- Enhance opportunities for meaningful parent participation.
- Provide technical assistance and support to special education and related service providers.

School to Work Alliance Program - SWAP

- Provide vocational assessments and services to young people with disabilities aged 15-24.
- Provide outreach for clients through collaboration with special education teams at all high schools in Jeffco.
- Create and maintain employer collaboration to provide supervised, unpaid and paid opportunities for young people with disabilities.
- Provide pre-employment services such as resume writing, interviewing skills, internet skills, etc. for students prior to job placement.

Alternate State Assessment Support

- Provide training on administration of alternate state assessments including DLM and CoALT-Science and Social Studies.
- Provide support for interpretation of results and use for instructional improvements in teaching practices.

Jeffco Transition Services (JTS)

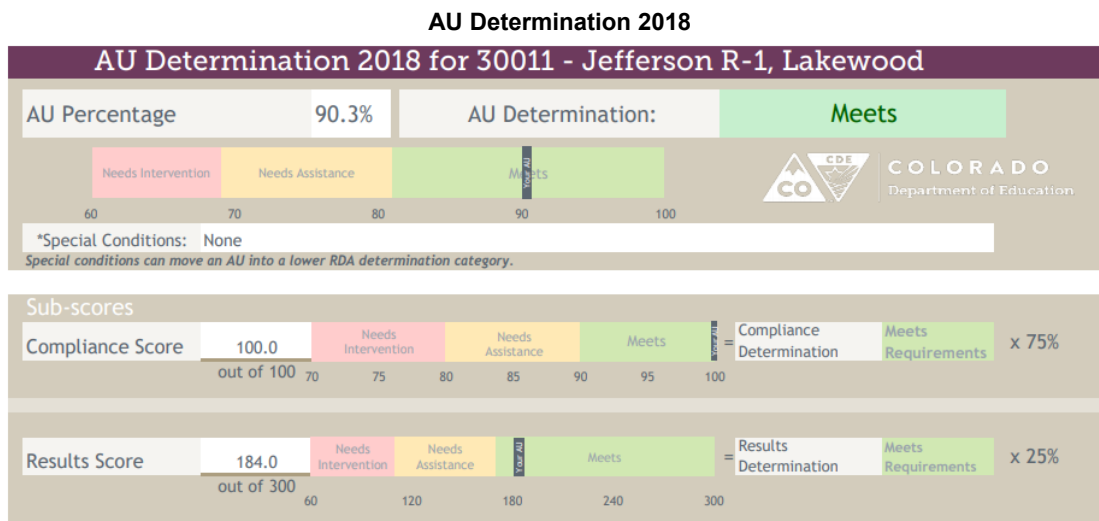
- Provide a continuum of services for students 18-21 to be able to access post-secondary education, employment and independent living options after completing requirements for graduation.
- Provide individualized services in work readiness skills, community engagement, independent living, travel training, personal care, and any other identified needs to prepare for adult life after high school.
- Provide professional learning for implementation of the state quality indicators for Transition Services, instructional practices and disability related programming.

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

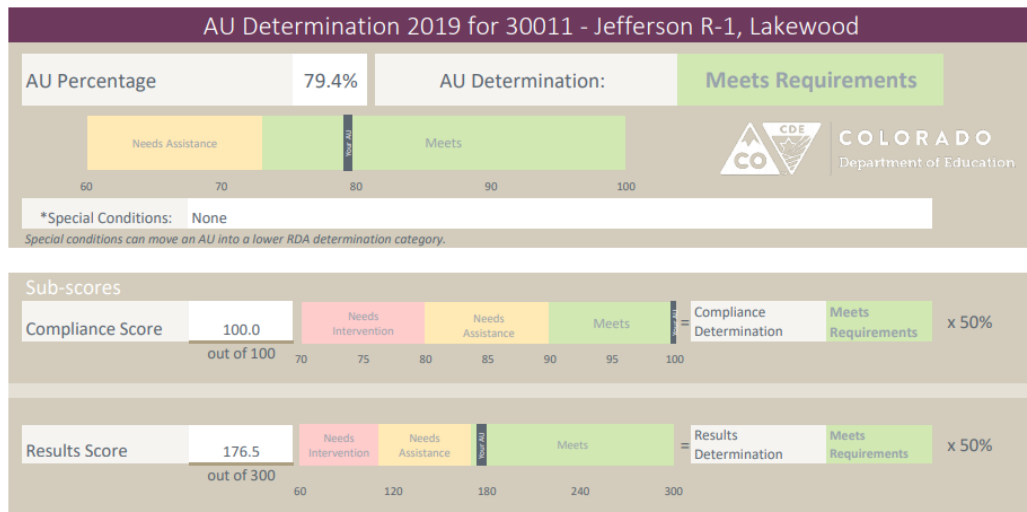
In addition to supporting Jeffco Generations and District Unified Improvement plan measures, the school based special education departments will support schools and the district with performance measures that include:

Continuous Improvement Process

- CDE Administrative Unit Determination Profile Results



AU Determination 2019



Autism Spectrum Disorder (ASD)

- Improve alignment of ASD indicators with SSN indicators for Intensive Needs walk-throughs

Serious Emotional Disability (SED) center-based programs

- Reduce suspensions for students served in SED center-based programs.
- Increase academic achievement of students served in SED center-based programs.

Behavior Analysts

- Increase the number of students served by 10%.

Assistive Technology Team

- Increase the number of students served by 15%.

Mental Health (SPED)

- Reduce suspensions for students with disabilities.
- Increase percentage of FBAs/BIPs for students with SED to 80%.

Deaf and Hard of Hearing (DHH)

- Increase the academic achievement of students who are DHH.

Extended School Year (ESY)

- Provided 100% of eligible students with disabilities ESY services in accordance with their IEP and at no cost to parents.

ReConnect

- Increase percentage of students who transition into full-time educational services.
- Maximize student opportunity for access to curriculum through consistent programming.

Special Education Instructional Coaches

- Support for teachers around instruction for students with disabilities.
- Assist school staff to support Individual SPED students.
 - in general education and special education
 - Problem solve opportunities to increase achievement for students with disabilities.

Placed Out of District (POOD)

- Increase the efficiency and clarity of process for students being placed in out of district programming and transitioning back to Jeffco schools.
- Increase the number of students returning from out of district placement by 10% through close collaboration with facility schools.

Child Find

- Increase the number of evaluations completed in an accurate and timely manner for JEFFCO's earliest learners and their families.

School to Work Alliance Program - SWAP

- Target for employment closures is met at 100%.

Alternate State Assessment Support

- Increase appropriate implementation of state assessments to ensure better outcomes.

Jeffco Transition Services (JTS)

- Increase the number of students exiting JTS with adult agency linkages in place.
- Increase the number of students exiting with paid employment.

Significant Support Needs (SSN) Centers

- 10 Schools with SSN Centers were evaluated using the CDE SSN Quality Indicators Rubric and received ongoing technical assistance and support from the CDE SSN Task Force and AU.
- Parents have not traditionally taken part in district professional learning.
- CDE Administrative Unit Determination Profile Results

AU Determination 2018

Alternate (Part of Indicator 3c)	N	%	AU's Percentile	Rubric	Points Eligible	Points Earned
ELA Prof Rate (Alt)	339	30.1%	48	AU ≥ 48.8% = 6 48.8% > AU ≥ 31.6% = 4 31.6% > AU ≥ 17.9% = 2 AU < 17.9% = 0	6	2
Math Prof Rate (Alt)	339	16.8%	68	AU ≥ 26.7% = 6 26.7% > AU ≥ 14.1% = 4 14.1% > AU ≥ 6.9% = 2 AU < 6.9% = 0	6	4

AU Determination 2019

Alternate (Part of Indicator 3c)	N	%	AU's Percentile	Rubric	Points Eligible	Points Earned
ELA Prof Rate (Alt)	286	31.1%	52	AU ≥ 48.8% = 6 48.8% > AU ≥ 31.6% = 4 31.6% > AU ≥ 17.9% = 2 AU < 17.9% = 0	6	2
Math Prof Rate (Alt)	285	9.8%	35	AU ≥ 26.7% = 6 26.7% > AU ≥ 14.1% = 4 14.1% > AU ≥ 6.9% = 2 AU < 6.9% = 0	6	2

GOALS:

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 student 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).
- Every student will be able to apply and transfer learning across disciplines and real world contexts (Critical Thinking & Creativity).
- Every student will have the opportunity and expectation to demonstrate leadership attributes (Civic & Global Engagement).
- Every student will communicate effectively in a variety of formats and situations (Communication).

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

Continuous Improvement Process

- Maintain AU Determination of “Meets Requirements”
- Maintain Compliance Score of 100.
- Increase Results Score.
- Utilize the General Supervision and Monitoring Team provided by the CDE Exceptional Student Services Unit for technical assistance and support (e.g. webinars, face-to-face training, virtual meetings, scheduled visits, etc.).
- Conduct root cause analysis to understand the problem (if any) represented in the data.
- Use results to be proactive in the development of professional learning.
- Provide targeted professional learning to special education and related service providers.

Autism Spectrum Disorder (ASD)

- Provide professional learning for ASD staff to learn about best practices with their peers to improve their practice.
- Meet with ASD Teacher Cohorts designed to support center based teachers with collegial conversations and job-alike opportunities.
- Meet with ASD Principal Cohorts designed to support principals of center based programs with collegial conversations around Autism issues.
- Collaborate with building staff to deliver comprehensive ASD programming to improve outcomes for students.

Serious Emotional Disability (SED) center-based programs

- Develop collaborative approach to transitioning 5th grade students served in SED programs to middle school with typical peers.
- Coordinate and align service delivery with other center-based programs through the Aligning Centers group, to include parents, staff, administrators and community stakeholders.

Behavior Analysts

- Increase collaboration of behavior analysts with all school across the district, including preschool consultation

Assistive Technology Team

- Consult with teams on the best technology to meet the needs of students in accessing the curriculum.
- Provide individualized equipment and accommodation tools for students to access learning, and include training for staff members while training students on use of personalized devices and programs.

Mental Health (SPED – School Psychologists and School Social Workers)

- Attend the CSSP (Colorado) and NASP (National) School Psychology conferences to learn best practices and to recruit interested staff to come work in Jeffco.
- Provide intensive 20-hour assessment course to new school social workers without experience in IEP assessments and interpretation.
- Extend mental health services in 15 more elementary schools to support the preschool students at those sites.
- Provide professional learning opportunities for all mental health providers in trauma-informed care, executive functioning assessment and intervention, and MTSS.

Deaf and Hard of Hearing (DHH)

- Continue with a .2 DHH Coordinator to inform the administrative team on best practices in recruitment and hiring, professional learning, assessments and services for students who are Deaf and/or Hard of Hearing.
- Collaborate with CDE and outside agencies in a special project for student-led IEPs for transition-aged (15+) students who are DHH.
- Conduct program evaluation.

Extended School Year (ESY)

- Continue to provide 100% of eligible students with disabilities ESY services in accordance with their IEP and at no cost to parents.

ReConnect

- Increase hours of services for students placed in this interim alternative educational setting.
- Concentrate services in two sites with a full array of available support services.
- Develop high quality curriculum for students to receive standards based instruction.
- Review best practices and implement these practices to better support student needs.

Special Education Instructional Coaches

- Focused support for staff with students who receive special education instruction in 80% or more general education setting.
- Implemented practices and trainings around inclusion and Least Restrictive Environment for Inclusive Practices School Cohorts.

Placed Out of District (POOD)

- Maintain and adjusted a streamlined process for students being placed in out of district programming and transitioning back to Jeffco schools.
- Increase the number of students returning from out of district placement through close collaboration with facility schools.

Child Find

- Focus on timely evaluations under our Child Find obligation.
- As the complexity of student needs increase, it is important that the Child Find team be sufficiently staffed and skilled.

Significant Support Needs (SSN) Centers

- Increase ELA and Math Proficiency Rates on Alternate Assessment.
- Complete learning walks of all SSN programs using Quality Indicators tool
- Percentage of parents attending professional learning

School to Work Alliance Program - SWAP

- Target for employment closures is met at 100%.

Alternate State Assessment Support

- Increase appropriate implementation of state assessments to ensure better outcomes.

Jeffco Transition Services (JTS)

- Broaden community-based services districtwide to include more community based instruction and employment internships.
- Focus on implementation of State quality indicators implementation at each of the 9 sites.

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 a broad variety of 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. In addition, 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 the needs of an ever-changing world.

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 the expertise of highly qualified professionals. In partnership with our Strategic Planning Committees, Special Education has used the quality indicators from 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, as well as other academic experiences, so they come to school ready to learn.

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

- To meet the changing needs of students with disabilities across a large and diverse district, we closed/opened and relocated some programs that resulted some increased expenditure to open new programs:
 - Closure of SSN programs at Leawood, Peifer, Kyffin and Thomson Elementary Schools, and Bear Creek and Stanley Lake High Schools.
 - Closure of ASD programs at Peak at Pennington
 - Opening of ASD programs at Lasley and Witt Elementary Schools
 - Opening of Intensive Needs programs at Deane Elementary School
 - Opening of SSN classrooms at Creighton Middle and Lakewood High School
- We received 2.5 million in Tier B (high cost students) funding from CDE.
- We created an SLP work-load model which avoided the need to hire more SLPs by re-distributing the work.
- We converted one Director of Special Education position to an Executive Director of Special Education.
- We moved 3 Assistant Directors of Special Education from the IDEA grant to the General Fund due to salary increases unable to be absorbed by IDEA.
- We swapped out Para Educators from the IDEA grant and added teachers in order to improve our Medicaid reimbursement rates.

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

SPED Homepage: https://teamjeffco.jeffcopublicschools.org/academic_support/student_supports/special_education

BUDGETING FOR OUTCOMES

2020/2021 Renewal Request Form



DIVISION	Student Success				
DEPT ID-Name	85015 – SPED Preschool	FTE	42.54	Final Budget	\$3,956,079

RENEWAL REQUEST SUMMARY

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

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.

Separate Class - Center Based Programming (ASD / SSN combined) - Irwin

Autism Spectrum Disorder (ASD) / Significant Support Needs (SSN)

- Utilize the Quality Indicators document and provide explicit social skills and adaptive skills programming, rigorous standards-based instruction, and functional communication instruction in order 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 students with ASD and SSN.
- Conduct regular observations for review, consultation, and evaluation of programs.
- Provide a continuum of supportive services for students PreK-21 years of age.
- Provide high quality professional learning for certified staff and para-educators.

Integrated / Inclusive Programming

- 55 Integrated Full Service Preschool Sites.
- ECSE as Lead Teacher of Inclusive Programming – Mortenson, Fitzmorris, Parr, Irwin, Stevens, Vivian
- Early Childhood Special Education teacher (ECSE) as a Lead Teacher with an Early Childhood Teacher (ECT) or Para Educator as support
- Full Inclusion model
- Approximately 700 preschool aged children identified for special education services.
- Work with all 4 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.
- 3 FTE for PK Mental Health + 1 FTE from the Medicaid grant (2019-20 school year).
- Aug. 2019 - Pilot PK-5 Mental Health Model in 15 elementary schools (Cohort 1) – Elementary MH and SEL supports preschool.
- Jan. 2020 – Add an additional 15-17 elementary schools to the PK-5 MH Model (Cohort 2)

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

Integrated, Pilot, & Separate Class Programming

- Goal - CDE Indicator 7 Data – Maintain Points Earned at 1.0 or Increased to 1.5 for A/B/C Growth & C Achievement Points. Data related to this goal will not be available until the conclusion of the 19/20 school year.
- CDE Indicator 7 Data – Increase A/B Achievement Points from .5 to 1.0. Data related to this goal will not be available until the conclusion of the 19/20 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.

2018-19 My Teaching Strategies (TS Gold) Data:

Results for the 2018-19 Indicator 7 can be found [here](#).

2017-18 My Teaching Strategies (TS Gold) Data:

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		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		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

2016-17 My Teaching Strategies (TS Gold) Data

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		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		65.4%	14	66.7%.....76.2%.....86.6%	1.5	0
	Achievement		61.4%	14	61.8%.....71.4%.....86%	1.5	0

MENTAL HEALTH DATA

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

- 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

The Special Education Department has provided 2 Special Education Assistant Directors to partner with Community Superintendents, Preschool Directors and Early Childhood Special Educators to align the work of special education with general education. 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 UDL

- Participate in the Inclusion Cohort to 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.

Early Learning Tactic Team

- 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 for SPED PK to identify how to support the expansion of the quality and access to Early Childhood Education

Induction & Professional Learning

- Provide on-going professional learning to new staff and veteran staff through SPED in the 21st Century and the SPED Professional Learning Calendar of courses offered.
- Provide professional learning opportunities monthly to PK SPED and Child Find to increase collaboration and understanding.

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.
- 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

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 **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

ADDITIONAL INFORMATION

http://www.jeffcopublicschools.org/programs/special_education

<http://www.jeffcopublicschools.org/programs/preschool>

https://docs.google.com/document/d/1xmflwUAwmEDduu_Mh5rVHk6zQrP7FP4hImI3Q8hRbVc/edit

BUDGETING FOR OUTCOMES

2020/2021 Renewal Request Form



DIVISION	Student Success				
DEPT ID-Name	85072 – Homebound and Health Services	FTE	53.39	Final Budget	\$4,573,341

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.

When a student's healthcare provider determines he/she is too ill to attend school, the student may qualify for the **Homebound Instruction Program (HIP)**. This program provides central support to school sites and to students who require in-home instruction to access a Free Appropriate Public Education (FAPE). Programming aligns to mandated IDEA and 504 compliance.

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 care takers 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.

Homebound Instruction:

Case management - school teams including nurses, parents, students, healthcare providers. Homebound Teachers - hiring, training, assignments and oversight.

The Homebound Instruction Program (HIP) is designed to serve students who are unable to attend school for an extended time because of a physical and/or emotional health concern.

This unique program is available to students who are enrolled in a Jefferson County Public School, but is not a component of the Special Education Home Instruction Program (RECONNECT), Home Based, or Home School Programs. As a districtwide support, HIP is not a stand-alone program and relies upon the direction and support of the home school to provide instructional materials, assignments, and all tests. While HIP cannot replace the classroom experience, unique accommodations are developed to provide educational support for each student. Parents, home school, and HIP all work consistently toward positive collaboration for the benefit and success of the student.

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.

Last year, with the passing of 5A mill levy, part of the mental health funding funded an additional \$686,875 for 9 new district RNs to continue the high school site-based model district wide. Currently, we 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 with the HIP and Healthy Schools have 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 educational and related services to access to students who are too ill to attend school through the HIP.
- 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.

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 meaningful connections. 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 9 district RNs from 5A funding.

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

<https://teamjeffco.jeffcopublicschools.org/cms/one.aspx?portalId=2918833&pageId=4426026>

BUDGETING FOR OUTCOMES

2020/2021 Renewal Request Form



DIVISION	Student Success				
DEPT ID-Name	85076 – Student Engagement	FTE	13.50	Final Budget	\$1,962,375

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, 17 Grant funded positions, and 3 blended contract positions.

The Student Engagement Office’s major strands of work include but are not limited to the following:

- **Dropout Prevention and Re-engagement**
 - Truancy prevention ----- attendance/engagement support
- **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

- 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 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, My Path, TAG
 - Partnership with Colorado Youth for a Change - AmeriCorps Attendance Support Advocates
- Support for students and families exhibiting chronic non-attendance or truancy

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:
 - Equity = Engagement, Excellence, and Efficacy
 - Culturally Responsive Teaching
 - Implicit Bias
 - LGBTQ+ 101
 - Gender Inclusion
- 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

- Providing academic, social, and cultural support for youth and families who identify as Indigenous
 - The additional Title VI funding is specific to supporting Native American and Alaskan Native students/families
- Developing curriculum and increasing culturally responsive actions of educators, administrators, and support staff through education and advocacy
- Facilitate Office of Behavioral Health Grant funded project focused on the prevention of opioid use and addiction amongst Indigenous students and families

Drug Intervention Services

- 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
- Supporting Jeffco Nurses in substance use prevention and intervention strategies

Fostering Opportunities (grant funding sunsets June 2022)

- Developing a responsive and effective system of support in the school district, department of human services, and other child serving agencies to improve education and social outcomes for youth experiencing out of home care.
- Providing wraparound support for a caseload of students who have experienced out of home care
- Operates within the State of Colorado Pay for Success Funding program

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
- Providing technical assistance focused on implementation best practices
- Supporting a cohort of ten schools through in-depth coaching and implementation support to serve as future model sites for restorative culture in Jeffco
- Coordinate CDE Expelled and At-Risk Student Services Grant

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
 - Jefferson County Community Services Advisory Board
 - Porchlight Board
 - RJ Colorado
 - 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
 - The Road Community Advisory Board
 - Tri-County Youth Committee
 - Jeffco Safe Schools Coalition
 - Jeffco Civic Design Team
 - 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
- Support the District's Strategic Plan - Schools as Community Hubs

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

- 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

- Increase understanding of and opportunities to participate in cultural education and experiences
- Improve academic outcomes for Native American and Alaskan Native Students

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

- Increase graduation rates of youth who have experienced out of home care
- Improve attendance, behavior, academics, mental, and physical well-being for students participating in programming

Restorative Practices

- Decrease suspension and expulsion rates
- Improve attendance
- Improve engagement

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

- The majority 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.

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

- Funding in this Office is directly connected to Jeffco Generations Strategic Plan. The Office is leading the Commitment to Equity Tactic which is collaborating with all tactics but is prioritizing support for Funding for Equity, Customized Pathways, Transforming Task, Responsive Teaching, Professional Model of Teaching, and Expanded Early Childhood Learning. The Office is also leading the Schools as Community Hubs 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 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 to increase the scope of work from being centered on direct services programs to include an expanded and focused role in curricular support. An Equity, Diversity and Inclusion Specialist will support this work with a focus/expertise in Indigenous Education Models and programming.

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 the coordinator at Jeffco Virtual Academy's Targeted Actions to Graduation program.

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](#)
- [Fostering Opportunities](#)
- [Indian Education](#)
- Community Engagement
 - [Schools as Community Hubs](#)
- [Restorative Practices](#)

BUDGETING FOR OUTCOMES

2020/2021 Renewal Request Form



DIVISION	Student Success				
DEPT ID-Name	85080 – SPED Child Find	FTE	18.90	Final Budget	\$1,963,539

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 education 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 910 evaluations along with 624 eligibility/IEP meetings for a total of 1,534 completed appointments during the 2018/19 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 the majority of the time 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 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)

Changed 1 FTE from OT to 0.5 Speech Language pathologist and 0.5 Early Childhood Special Education Teacher in order to create an additional early intervention team. This facilitated an increase in the number of evaluations conducted (28 appointment slots/month), which decreased parent wait time and increased our ability to implement services in a timelier manner.

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	45.04	Final Budget	\$2,946,748

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 in order 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 Generations and Jeffco’s Bridge to Curriculum 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 in order 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 develop 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.
2. Ongoing Offsite Activities for Post-Secondary Awareness and Onsite Community support of PBLs.
3. Improved Parent Participation in Make Your Voice Heard. Improved Positive Parent and Student Report through Make Your Voice Heard and Family/School Assessments.
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 Para educators receive training and learning and there is a dedicated weekly time for treatment teams (teacher, therapist, Para educator) 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- In order 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.

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 help of Jeffco's Deeper Learning Model, licensed staff will engage in forty-five minutes of weekly collaborative planning time whereby they will enhance deeper learning with content mastery for students by utilizing intentional planning practices, resources, and reflection on intended outcomes, instruction and assessment.

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 in order 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)

Addition of 1 FTE Learning Specialist and 2 FTE Para Educators in order to expand middle school programming to increase a continuum of services for students in grades 6-8.

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

Sobesky Academy website: <https://sobesky.jeffcopublicschools.org/>

BUDGETING FOR OUTCOMES

2020/2021 Renewal Request Form



DIVISION	Student Success				
DEPT ID-Name	86000 – Student Services (SDF)	FTE	60.22	Final Budget	\$6,961,438

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. 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.

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.
- Social Emotional Learning Specialists
- Hire, train and support a combination 9(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.
- 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.
- Develop school wide behavioral supports for students through systems analysis.
- Section 504 Implementation and compliance
- Consultation and training for all schools related to 504.
- Compliance monitoring and correction through Enrich and Certify.
- OCR violation mediation and remedies.
- Manual development.
- 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.
- 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.
- 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.
- 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)
- Implement social emotional learning at the elementary schools, focusing on climate/culture, tier 1 interventions/prevention and direct/indirect social emotional learning instruction.
- Provide support and interventions at the middle school level for students who need help with substance use.
- Have a school nurse at the high school level to provide health education/prevention, medical, substance abuse, and social emotional support.
- Management of the SHPG grant which includes: one on one and group consultation, trainings, community collaborations with Department of Health and RMC Health.
- 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. Jeffco's four year graduation rate increased from 2016/2017 to 2017/2018 from 83.5% to 85.3%.
- 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.

Social Emotional Learning Specialists

- 2016- 45 schools served. 2017- 54 schools served. 2018- 60 schools served. 2019- 117 schools served
- Increased student and staff competencies in social awareness, self-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.
- Individual Career and Academic Plans (ICAP)
- Developed ICAP plans for all 7-12 students.
- Suicide Prevention
- 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 school year.
- Managed support for 2,289 risk assessments in 2017/2018, 2395 risk assessments in 2018/2019, and over 800 presently for the 2019/2020 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.

Crisis Response

- Evaluated and improved support during the crisis response process through empowering local schools.

- 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.

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 school year.
- 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.

School Health Professionals Grant (SHPG)

- Provided social emotional learning skills to all elementary students in the Jefferson/Wheat Ridge articulation area schools. This included hiring 6 new Social Emotional Learning Specialists.
- Created a system to provide support for students who have issues with drug use and abuse. Three Registered Nurses served as case managers.
- Provided a school nurse to the high schools to help provide support that is more comprehensive for secondary students at Lakewood, Jefferson and Wheat Ridge High Schools.

CPI (Crisis Prevention Institute)

- In 2016-2017 and 2017-2018, the average number of staff trained in Initial CPI was 227. In 2019-2020, we have trained 233 students as of November 4.
- In 2016-2017 and 2017-2018, the average number of staff trained in Refresher CPI was 178. In 2019-2020 we have trained 241 staff as of November 4
- In 2016-2017 and 2017-2018, a minimum number of verbal de-escalation trainings were offered and no data was collected. In 2019-2020, we have trained 170 staff members as of Nov 4.

Summary of all CPI Courses taught, totaling 474 people:

- 17% Staff from schools with ASD Programs
- 16% Staff from schools with no programs
- 13% Staff from Safety and Security, all schools
- 11% Staff from Alternative Education Settings (including Sobesky)
- 10% Staff from Preschools
- 10% Staff from schools with SSN programs
- 7% Staff from schools with SED programs
- 6% Staff from charter schools
- 4% Staff from Central Administration (many are SELs)
- 4% Staff from central bases SPED
- 2% Staff from schools with DHH programs

182 people have been trained this year directly as a function of having multiple trainers. We have saved Jeffco \$3,400 in materials costs through bulk ordering and repurposing out of date blue cards. Developed Verbal De-Escalation course and modify as needed for whole school groups. Extensive work with HR to ensure accurate CPI training records. Researched and contacted over 250 people with training reminders and set up regular reminder system going forward. We are currently opening up class availability to Option School staff.

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

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 2020-2021 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

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

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

	2018/2019 Budget FTE	2019/2020 Budget FTE	2020/2021 Budget FTE	2018/2019 Actual	2019/2020 Budget	2020/2021 Budget
General Administration						
Non-Payroll	-	-	-	8	-	-
General Instruction						
Non-Payroll	-	-	-	1,316	6,200,000	6,200,000
Operations and Maintenance						
Payroll	1.50	1.50	1.50	\$128,334	\$200,026	\$197,424
Non-Payroll	-	-	-	21,542,116	22,433,800	21,433,800
Total	1.50	1.50	1.50	\$21,671,774	\$28,833,826	\$27,831,224



JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1

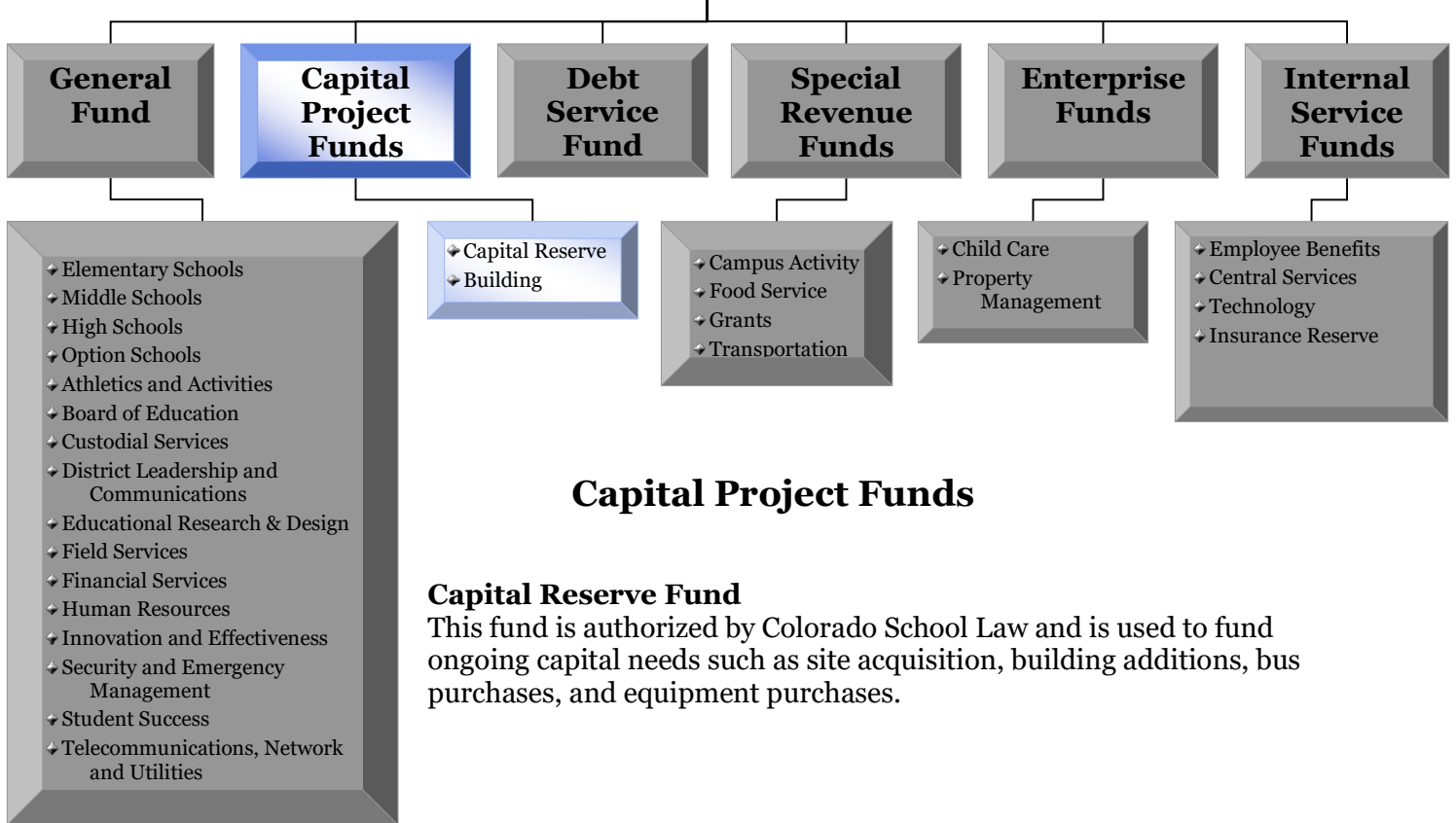
2020/2021

General Fund Department Detail

Telecom, Network & Utilities

	2018/2019 Budget FTE	2019/2020 Budget FTE	2020/2021 Budget FTE	2018/2019 Actual	2019/2020 Budget	2020/2021 Budget
Payroll						
Manager	1.50	1.50	1.50	\$96,492	\$153,277	\$151,283
One-Time Add'l Salary Pymts	-	-	-	1,683	-	-
Payroll Total	1.50	1.50	1.50	98,175	153,277	151,283
Benefits						
Employee Benefits	-	-	-	27,599	46,749	46,141
Empl Benefits-Non Alloc	-	-	-	2,560	-	-
Benefits Total	-	-	-	30,159	46,749	46,141
Purchased Services						
Mileage And Travel	-	-	-	1,019	-	-
Employee Training & Conf	-	-	-	699	-	-
Legal Fees	-	-	-	2,194	-	-
Contracted Services	-	-	-	3,803	-	-
Refuse & Dump Fees	-	-	-	441,491	500,000	500,000
Technology Services	-	-	-	2,282,500	2,282,500	2,282,500
Const Maint/Repair - Building	-	-	-	63,400	-	-
Software Purch	-	-	-	-	6,200,000	6,200,000
Natural Gas	-	-	-	2,337,039	2,440,000	2,190,000
Propane	-	-	-	76,255	110,000	110,000
Electricity	-	-	-	10,022,449	10,350,000	9,750,000
Voice Communication Line	-	-	-	2,687,481	2,957,200	2,957,200
Water & Sanitation	-	-	-	3,222,257	3,304,000	3,154,000
Storm Water	-	-	-	400,970	430,000	430,000
Permits/Licenses/Fees	-	-	-	175	-	-
Purchased Services Total	-	-	-	21,541,732	28,573,700	27,573,700
Materials and Supplies						
Office Material/Supplies	-	-	-	47	-	-
Instructional Equip-Under \$5K	-	-	-	1,316	-	-
Maint Materials/Supplies	-	-	-	345	60,100	60,100
Materials and Supplies Total	-	-	-	1,708	60,100	60,100
Total	1.50	1.50	1.50	\$21,671,774	\$28,833,826	\$27,831,224

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 \$3.05B, and the deficiencies are \$549.2M.

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 \$468.5M to \$588.2M in FY 2018. The impact of the 2018 Capital Improvement Program was apparent in the reduction of deficiencies between 2018 and 2019. The value of the deficiencies declined from \$588.2M to \$580.3M; this reduction was reflected in the Facility Condition Index (FCI) which decreased from 20.4 percent to 19.7 percent. At the end of FY 2020, deficiencies are projected to decline to approximately \$549.2M or an FCI of 18 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 \$567M general obligation bond as part of a \$700M capital improvement program.
- In 2019, additions to Creighton, Ken Caryl and Summit Ridge Middle Schools, which were funded by reserves, opened in the fall of 2019. These additions completed the work at middle schools necessary to support the K-5, 6-8 grade reconfigurations.

- **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 \$549M, and the overall estimated portfolio replacement value is \$3.05B. The result is a district-wide FCI of 18 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 first year 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.

2018 Capital Improvement Program

In November 2018, the voters of Jefferson County approved a \$567M bond measure for facility improvements. Together with the annual capital transfer, premium and interest the total of available funds will be over \$700M 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 and subject to an external audit.

Below are details on how the funds are being directed.

FUNDING	
2018 Bond (Question 5B)	\$567 Million
Annual Capital Transfer (6 years)	\$138 Million
Available Funds	\$705 Million
PROPOSED INVESTMENT	
Efficiency & Future Ready	\$250 Million
Parity	\$125 Million
Programmatic Needs	\$50 Million
Growth Areas	\$56 Million
Replacements	\$56 Million
Safety, Security & Technology	\$26 Million
Charters	\$56 Million
Contingency	\$86 Million
TOTAL	\$705 Million

NEW SCHOOLS		
	Proposed Project	Estimated Cost
Elementary/K-8 School in West Lakewood	<ul style="list-style-type: none"> Site determined for potential future construction. New elementary/K-8 school. Timing and construction are dependent on development and population growth. 	\$29,400,000
Warren Tech South	<ul style="list-style-type: none"> Site determined for potential future construction. Additional career/technical education campus. 	\$10,500,000
Elementary/ K-8 School at Leyden Rock	<ul style="list-style-type: none"> Site determined for potential future construction. New elementary/K-8 school. Timing and construction are dependent on development and population growth. 	\$29,400,000

REPLACEMENTS

	Proposed Project	Estimated Cost
Marshdale Elementary	<ul style="list-style-type: none"> Build new facility to replace current building on the same property. 	\$21,000,000
Kendrick Lakes Elementary	<ul style="list-style-type: none"> Build new facility to replace current building on the same property. 	\$23,400,000
Prospect Valley Elementary	<ul style="list-style-type: none"> Build new facility to replace current building on the same property. 	\$20,400,000

ADDITIONS

Alameda International Jr./Sr. High	Alameda Articulation Area
Arvada High	Arvada Articulation Area
Foster Elementary	Arvada Articulation Area
Columbine High	Columbine Articulation Area
Conifer High	Conifer Articulation Area
Powderhorn Elementary	Dakota Ridge Articulation Area
Evergreen Middle	Evergreen Articulation Area
Parmalee Elementary	Evergreen Articulation Area
Wilmot Elementary	Evergreen Articulation Area
Bell Middle	Golden Articulation Area
Green Mountain High	Green Mountain Articulation Area
Edgewater Elementary	Jefferson Articulation Area
Jefferson Jr./Sr. High	Jefferson Articulation Area
Lumberg Elementary	Jefferson Articulation Area
Molholm Elementary	Jefferson Articulation Area
Jeffco Open School	Option School
The Manning School	Option School
Pomona High	Pomona Articulation Area
Oberon Middle	Ralston Valley Articulation Area
Ralston Valley High	Ralston Valley Articulation Area
Three Creeks K-8	Ralston Valley Articulation Area
Standley Lake High	Standley Lake Articulation Area
Wayne Carle Middle	Standley Lake Articulation Area

See Appendix C for school improvement projects by articulation area as published in the *2018 Bond Ballot Initiative Proposed School Improvements* booklet. The list of projects shows the current building conditions FCI and future building conditions FCI as well as an estimated cost of proposed improvements and estimated project timeline. As noted in the booklet, projects are subject to change based on project scope.

2019-2020 Work in Progress

Major Projects under Construction

Arvada High School Addition / Renovation Complete August 2020
Three Creeks K-8 Eight Classroom Addition / Complete May 2020
Wilmot Elementary School Addition / Renovation Complete August 2020
Kendrick Lakes Elementary School Replacement / Complete January 2021
Columbine High School Addition / Renovation Complete August 2021
Six High School Artificial Turf Fields & All-Weather Tracks / Complete August 2020

Summer 2020 Construction

Adams Elementary School	Ken Carly Middle School FACS
Alameda High School – Complete 2021	Lukas Elementary School
Arvada K8	Ralston Elementary School
Belmar School of Integrated Arts	Semper Elementary School
Columbine Hills Elementary School	Trailblazer Stadium
Conifer High School	Vivian Elementary School
Coronado Elementary School	Welchester Elementary School
Dutch Creek Elementary School	Witt Elementary School
Eiber Elementary School	Mechanical Projects – Four Sites
Foothills Elementary School	Paving Projects – Five Sites
Fremont Elementary School	Flooring Projects – Eight Sites
Green Gables Elementary School	Playgrounds – Eight Sites
Green Mountain High School – Complete 2021	Roofing - Eight Sites
Hackberry Hill Elementary School	LED Lighting – 18 Sites
Hutchinson Elementary School	

Projects to be Bid Late Summer Early Fall 2020: Value~\$30M

Additions

Bell MS Addition
Foster ES Addition
Wayne Carle MS Addition
Manning K8 Addition
Parmalee ES Addition

New Building

Career & Technical Education – South Campus

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	2015-16	2016-17	2017-18	2018-19	2019-20
Pre-K	2,948	2,925	2,968	2,903	2,796
K	5,958	5,934	5,961	5,903	6,036
1	6,358	6,060	6,088	5,888	5,878
2	6,476	6,334	6,095	6,034	5,893
3	6,544	6,549	6,370	6,039	6,044
4	6,358	6,568	6,541	6,317	6,000
5	6,373	6,355	6,588	6,409	6,328
6	6,429	6,424	6,392	6,449	6,474
7	6,579	6,405	6,362	6,277	6,412
8	6,291	6,538	6,364	6,301	6,206
9	6,581	6,517	6,739	6,524	6,546
10	6,665	6,510	6,455	6,579	6,497
11	6,496	6,559	6,426	6,240	6,433
12	6,665	6,683	6,782	6,658	6,519
Total	86,721	86,361	86,131	84,631	84,062

Source: Jeffco Public Schools – Instructional Data Reporting

Projected Enrollment					
Grade	2020-21	2021-22	2022-23	2023-24	2024-25
Pre-K	2,899	2,945	2,869	2,904	2,925
K	5,949	6,001	6,076	6,027	6,082
1	6,084	5,986	6,052	6,101	6,069
2	5,868	6,084	5,971	6,034	6,082
3	5,930	5,909	6,101	5,997	6,059
4	6,037	5,922	5,901	6,103	5,985
5	6,035	6,047	5,939	5,927	6,117
6	6,385	6,166	6,134	6,131	6,050
7	6,375	6,287	6,150	6,108	6,132
8	6,393	6,373	6,296	6,167	6,117
9	6,209	6,420	6,412	6,300	6,125
10	6,552	6,193	6,422	6,428	6,295
11	6,426	6,501	6,137	6,363	6,385
12	6,558	6,588	6,696	6,335	6,563
Total	83,701	83,422	83,156	82,925	82,986

Source: Jeffco Public Schools – Planning & Property

Conclusion

The district owns and maintains approximately 12.7 million square feet of building improvements on 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 equity between schools, compliance with educational specifications, replacement buildings, and deferred maintenance. It is important to monitor and update the Facility Master Plan and 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 continue 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
2020/2021
Capital Reserve
Schedule of Revenues, Expenses and Changes in Retained Earnings

	2016/2017 Actuals	2017/2018 Actuals	2018/2019 Actuals*	2019/2020 Budget
Beginning Fund Balance	\$ 66,956,693	\$ 44,932,521	\$ 42,712,521	\$ 33,513,908
Revenue:				
Interest Earnings	321,614	612,341	1,098,319	32,000
Other Revenue	1,791,644	1,964,919	1,822,954	1,964,919
Total Revenue	2,113,258	2,577,260	2,921,273	1,996,919
Expenditures:				
Facility Improvements	16,147,036	18,798,029	24,462,689	11,167,251
District Utilization	3,454,494	1,076,410	1,868,616	45,634
New Construction	38,787,993	19,565,096	11,359,731	1,371,934
Vehicles	728,691	635,606	126,006	684,850
Payment to COP agent	2,079,187	1,718,768	3,361,617	3,207,325
Total Expenditures	61,197,401	41,793,909	41,178,659	16,476,994
Income (Loss) from Operations	(59,084,143)	(39,216,649)	(38,257,386)	(14,480,075)
Non-Operating Revenues (Expenses):				
Proceeds from Free Horizon debt issuance	-	-	5,585,000	-
Proceeds from sale of 2001 Hoyt St	-	-	-	2,200,000
Loan payoff from Free Horizon	-	-	-	(5,585,000)
Operating Transfer In	37,059,971	36,364,971	23,473,773	23,884,494
Operating Transfer Out	-	-	-	-
Total Non-Operating Revenue (Expenses)	37,059,971	36,364,971	29,058,773	20,499,494
Net Income (Loss)	(22,024,172)	(2,851,678)	(9,198,613)	6,019,419
Ending Fund Balance	\$ 44,932,521	\$ 42,080,843	\$ 33,513,908	\$ 39,533,327

*Fund Balance restated to include Free Horizon Montessori

JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2020/2021
Capital Reserve
Schedule of Revenues, Expenses and Changes in Retained Earnings

2019/2020 Estimate	2020/2021 Budget	2021/2022 Planned	2022/2023 Planned	2023/2024 Planned
\$ 33,513,908	\$ 43,308,097	\$ 64,153,489	\$ 86,063,336	\$ 106,419,912
87,907	600,000	600,000	600,000	600,000
1,828,029	1,633,029	1,633,029	1,633,029	1,633,029
1,915,936	2,233,029	2,233,029	2,233,029	2,233,029
5,165,427	647,321	311,726	1,862,947	1,871,530
271,796	463,217	-	-	-
2,508,595	-	-	-	-
1,018,651	956,743	690,000	690,000	690,000
3,649,603	3,204,850	3,205,950	3,208,000	3,204,625
12,614,072	5,272,131	4,207,676	5,760,947	5,766,155
(10,698,136)	(3,039,102)	(1,974,647)	(3,527,918)	(3,533,126)
-	-	-	-	-
2,192,831	-	-	-	-
(5,585,000)	-	-	-	-
23,884,494	23,884,494	23,884,494	23,884,494	23,884,494
-	-	-	-	-
20,492,325	23,884,494	23,884,494	23,884,494	23,884,494
9,794,189	20,845,392	21,909,847	20,356,576	20,351,368
\$ 43,308,097	\$ 64,153,489	\$ 86,063,336	\$ 106,419,912	\$ 126,771,280

JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2020/2021
Building
Schedule of Revenues, Expenses and Changes in Retained Earnings

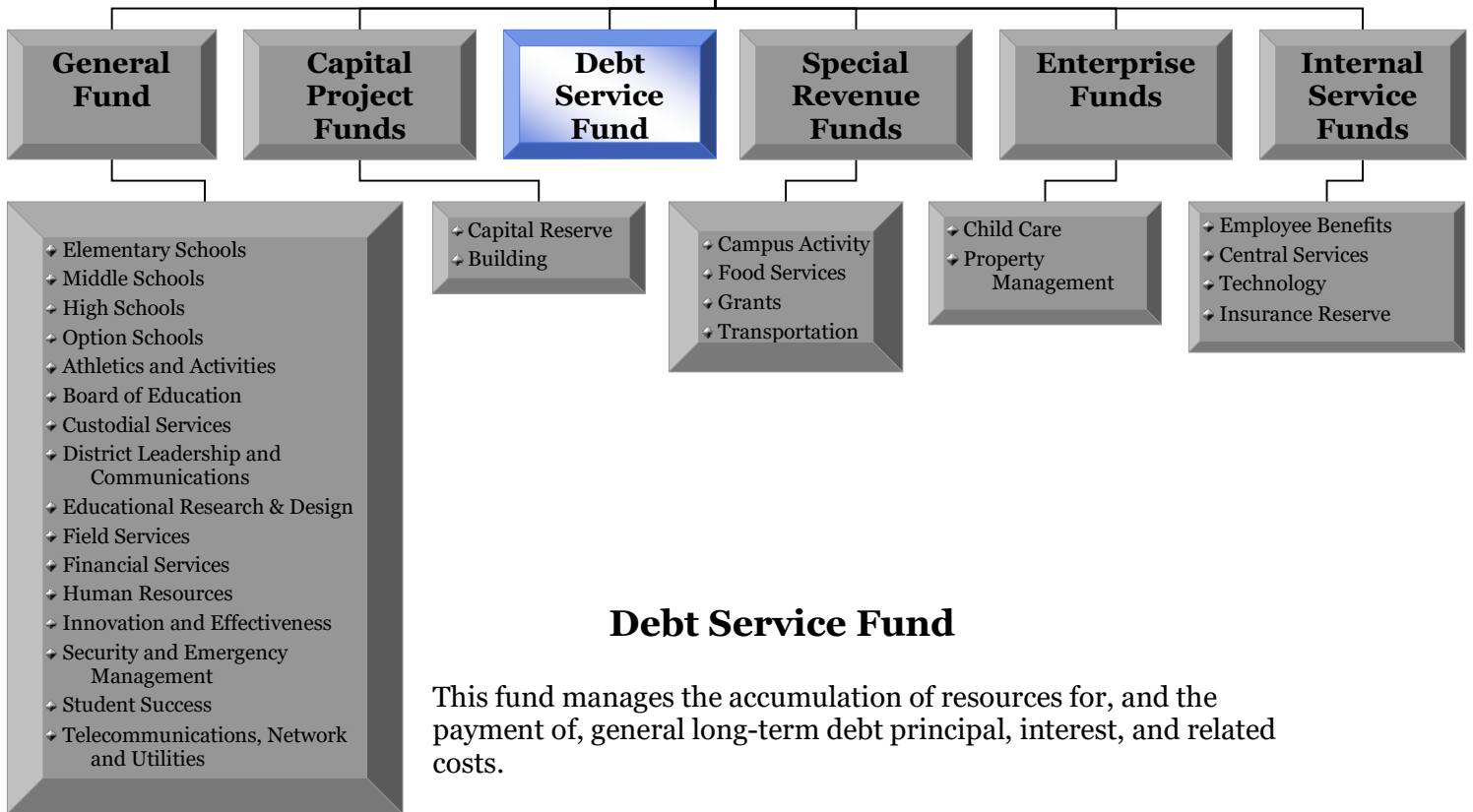
	2016/2017	2017/2018	2018/2019	2019/2020
	Actuals	Actuals	Actuals	Budget
Beginning Fund Balance	\$ -	\$ -	\$ -	\$ 336,442,901
Revenue:				
Bond Proceeds	-	-	326,490,000	-
Interest Earnings	-	-	4,688,738	6,800,000
Bond Premium	-	-	50,165,349	-
Total Revenue	-	-	381,344,087	6,800,000
Expenditures:				
Facility Improvements	-	-	14,957,926	95,863,787
Charter Schools	-	-	9,941,814	-
District Utilization	-	-	19,780,293	173,208
New Construction	-	-	221,153	50,555,606
Total Expenditures	-	-	44,901,186	146,592,601
Net Income (Loss)	-	-	336,442,901	(139,792,601)
Ending Fund Balance	\$ -	\$ -	\$ 336,442,901	\$ 196,650,300

JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2020/2021
Building
Schedule of Revenues, Expenses and Changes in Retained Earnings

2019/2020 Estimate	2020/2021 Budget	2021/2022 Planned	2022/2023 Planned	2023/2024 Planned
\$ 336,442,901	\$ 257,546,281	\$ 37,125,750	\$ -	\$ -
-	-	-	-	-
7,397,809	3,510,000	360,000	-	-
-	-	-	-	-
7,397,809	3,510,000	360,000	-	-
47,296,312	78,426,211	11,000,000	-	-
5,703,677	17,355,911	2,362,094	-	-
241,071	360,982	-	-	-
33,053,369	127,787,427	24,123,656	-	-
86,294,429	223,930,531	37,485,750	-	-
(78,896,620)	(220,420,531)	(37,125,750)	-	-
\$ 257,546,281	\$ 37,125,750	\$ -	\$ -	\$ -



Funds



Debt Service Fund

This fund manages the accumulation of resources for, and the payment of, general long-term debt principal, interest, and related costs.

JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2020/2021
Debt Service
General Obligation Bonds and Amortization Schedules

	2016/2017 Actuals	2017/2018 Actual	2018/2019 Actual	2019/2020 Budget
Beginning Fund Balance	\$ 63,854,676	\$ 61,883,147	\$ 61,264,032	\$ 79,487,368
Revenue:				
Property Tax	47,135,806	42,473,525	68,803,668	69,317,963
Interest	75,075	312,009	1,068,907	200,000
Total Revenue	<u>47,210,881</u>	<u>42,785,534</u>	<u>69,872,575</u>	<u>69,517,963</u>
Expenditures:				
Principal Retirements	31,115,000	26,085,000	27,480,000	43,820,000
Interest and Fiscal Charges	18,067,410	17,776,552	24,169,239	30,697,963
Total Expenditures	<u>49,182,410</u>	<u>43,861,552</u>	<u>51,649,239</u>	<u>74,517,963</u>
Income (Loss) from Operations	(1,971,529)	(1,076,018)	18,223,336	(5,000,000)
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)	<u>-</u>	<u>456,903</u>	<u>-</u>	<u>-</u>
Net Income (Loss)	(1,971,529)	(619,115)	18,223,336	(5,000,000)
Ending Fund Balance	<u>\$ 61,883,147</u>	<u>\$ 61,264,032</u>	<u>\$ 79,487,368</u>	<u>\$ 74,487,368</u>

JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2020/2021
Debt Service
General Obligation Bonds and Amortization Schedules

2019/2020 Estimate	2020/2021 Budget	2021/2022 Planned	2022/2023 Planned	2023/2024 Planned
\$ 74,487,368	\$ 73,553,224	\$ 73,553,224	\$ 73,553,224	\$ 73,553,224
72,205,550	73,530,025	58,148,900	58,081,475	57,934,350
1,378,269	200,000	200,000	200,000	200,000
73,583,819	73,730,025	58,348,900	58,281,475	58,134,350
43,820,000	45,245,000	31,750,000	33,275,000	34,805,000
30,697,963	28,485,025	26,598,900	25,006,475	23,329,350
74,517,963	73,730,025	58,348,900	58,281,475	58,134,350
(934,144)	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
(934,144)	-	-	-	-
\$ 73,553,224	\$ 73,553,224	\$ 73,553,224	\$ 73,553,224	\$ 73,553,224

JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2020/2021
Debt Service
General Obligation Bonds and Amortization Schedules

General Obligation Bonds Payable

Description, Interest Rates and Maturity Dates	Principal Balance June 30th 2020
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%	\$158,535,000
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%	\$69,540,000
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%	\$3,505,000
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%	\$311,490,000
Total General Obligation Bonds	\$613,465,000

Total Outstanding General Obligation Bonds			
Fiscal Year	Principal	Interest	Total Payments
2020-21	45,245,000	28,475,025	73,720,025
2021-22	31,750,000	26,588,900	58,338,900
2022-23	33,275,000	24,996,475	58,271,475
2023-24	34,805,000	23,319,350	58,124,350
2024-25	36,495,000	21,564,225	58,059,225
2025-26	38,315,000	19,864,825	58,179,825
2026-27	39,895,000	18,077,925	57,972,925
2027-28	22,510,000	16,517,850	39,027,850
2028-29	23,625,000	15,420,425	39,045,425
2029-30	24,695,000	14,314,850	39,009,850
2030-31	25,835,000	13,098,075	38,933,075
2031-32	27,125,000	11,774,075	38,899,075
2032-33	28,480,000	10,488,050	38,968,050
2033-34	29,700,000	9,162,650	38,862,650
2034-35	31,135,000	7,666,775	38,801,775
2035-36	32,690,000	6,106,450	38,796,450
2036-37	34,255,000	4,490,625	38,745,625
2037-38	35,920,000	2,758,750	38,678,750
2038-39	37,715,000	930,375	38,645,375
2039-40	-	-	-
2040-41	-	-	-
Totals	\$613,465,000	\$275,615,675	\$889,080,675

JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2020/2021
Debt Service
General Obligation Bonds and Amortization Schedules

Computation of Legal Debt Margin	
Assessed Value	\$10,712,131,032
Debt Limitation: 20% of Assessed Value	\$2,142,426,206
Total Bonded Debt:	\$613,465,000
LESS the Value of Assets in Bond Redemption Fund	\$73,553,224
Total Amount of Debt Applicable to Debt Limit	\$539,911,776
Legal Debt Margin	\$1,602,514,430

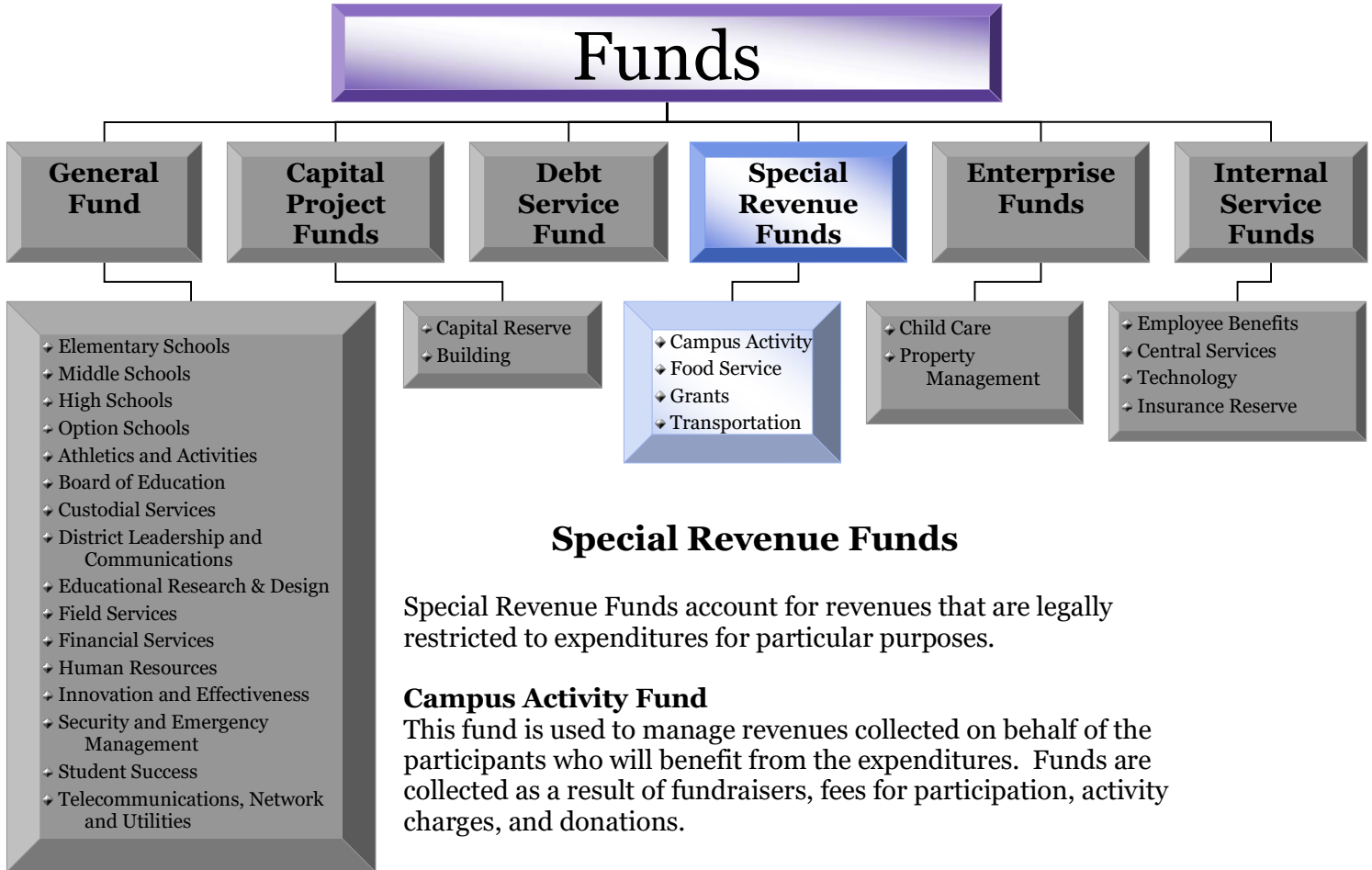
Bond Ratings	
Moody's	Aa2
Standard & Poor's	AA-

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		\$70,385,000 Series 2017 Refunding General Obligation Bonds		\$326,490,000 Series 2018 General Obligation Bonds	
	Principal	Interest	Principal	Interest	Principal	Interest	Principal	Interest	Principal	Interest
2020-21	29,125,000	7,160,375	-	3,110,700	1,120,000	125,450	-	3,092,700	15,000,000	14,985,800
2021-22	30,575,000	5,692,875	-	3,110,700	1,170,000	81,900	-	3,092,700	5,000	14,610,725
2022-23	32,055,000	4,152,125	-	3,110,700	1,215,000	30,375	-	3,092,700	5,000	14,610,575
2023-24	33,660,000	2,519,775	-	3,110,700	-	-	1,140,000	3,078,450	5,000	14,610,425
2024-25	33,120,000	844,400	2,520,000	3,066,600	-	-	850,000	3,042,950	5,000	14,610,275
2025-26	-	-	32,850,000	2,365,500	-	-	5,460,000	2,889,200	5,000	14,610,125
2026-27	-	-	34,170,000	854,250	-	-	5,720,000	2,613,700	5,000	14,609,975
2027-28	-	-	-	-	-	-	8,510,000	2,257,950	14,000,000	14,259,900
2028-29	-	-	-	-	-	-	8,940,000	1,866,400	14,685,000	13,554,025
2029-30	-	-	-	-	-	-	9,295,000	1,501,700	15,400,000	12,813,150
2030-31	-	-	-	-	-	-	9,665,000	1,074,175	16,170,000	12,023,900
2031-32	-	-	-	-	-	-	10,155,000	578,675	16,970,000	11,195,400
2032-33	-	-	-	-	-	-	10,660,000	162,400	17,820,000	10,325,650
2033-34	-	-	-	-	-	-	-	-	29,700,000	9,162,650
2034-35	-	-	-	-	-	-	-	-	31,135,000	7,666,775
2035-36	-	-	-	-	-	-	-	-	32,690,000	6,106,450
2036-37	-	-	-	-	-	-	-	-	34,255,000	4,490,625
2037-38	-	-	-	-	-	-	-	-	35,920,000	2,758,750
2038-39	-	-	-	-	-	-	-	-	37,715,000	930,375
2039-40	-	-	-	-	-	-	-	-	-	-
2040-41	-	-	-	-	-	-	-	-	-	-
Totals	158,535,000	20,369,550	69,540,000	18,729,150	3,505,000	237,725	70,395,000	28,343,700	311,490,000	207,935,550



Funds



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
2020/2021
Campus Activity
Schedule of Revenues, Expenses and Changes in Retained Earnings

	2016/2017	2017/2018	2018/2019	2019/2020
	Actuals	Actuals	Actuals*	Budget
Beginning Fund Balance	\$ 11,428,322	\$ 11,650,485	\$ 11,450,333	\$ 12,120,711
Revenue:				
Interest	4,591	4,750	16,241	4,893
Student Activities	6,183,233	6,318,958	6,142,096	5,937,533
Fundraising	3,527,277	3,073,948	2,897,874	2,817,854
Fees and Dues	7,255,169	8,185,636	8,596,091	8,747,572
Donations	4,193,596	4,062,892	4,325,226	4,134,558
Other	4,110,210	4,858,404	4,634,455	4,664,184
Total Revenue	25,274,076	26,504,588	26,611,983	26,306,594
Expenditures:				
Athletics and Activities	26,074,510	27,892,014	27,040,847	27,428,382
Total Expenditures	26,074,510	27,892,014	27,040,847	27,428,382
Net Income (Loss) from Operations	(800,434)	(1,387,426)	(428,864)	(1,121,788)
Non-Operating Revenues (Expenses)				
Operating Transfer In	1,022,597	1,137,274	1,099,242	1,200,000
Operating Transfer Out		-	-	-
Total Non-Operating Revenues (Exp)	1,022,597	1,137,274	1,099,242	1,200,000
Net Income (Loss)	222,163	(250,152)	670,378	78,212
Ending Fund Balance	\$ 11,650,485	\$ 11,400,333	\$ 12,120,711	\$ 12,198,923

*Fund balances estated to include Free Horizon Montessori School

JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2020/2021
Campus Activity
Schedule of Revenues, Expenses and Changes in Retained Earnings

2019/2020 Estimate	2020/2021 Budget	2021/2022 Planned	2022/2023 Planned	2023/2024 Planned
\$ 12,120,711	\$ 10,473,696	\$ 11,447,567	\$ 12,421,438	\$ 12,904,963
-	-	-	-	-
4,181,227	6,142,096	6,142,096	6,142,096	6,142,096
1,930,042	2,897,874	2,897,874	2,897,874	2,897,874
7,027,414	8,596,091	8,596,091	8,596,091	8,596,091
3,547,331	4,325,226	4,325,226	4,325,226	4,325,226
1,964,737	4,634,455	4,634,455	4,634,455	4,634,455
18,650,751	26,595,742	26,595,742	26,595,742	26,595,742
21,497,766	26,721,871	26,721,871	27,212,217	26,721,871
21,497,766	26,721,871	26,721,871	27,212,217	26,721,871
(2,847,015)	(126,129)	(126,129)	(616,475)	(126,129)
1,200,000	1,100,000	1,100,000	1,100,000	1,100,000
-	-	-	-	-
1,200,000	1,100,000	1,100,000	1,100,000	1,100,000
(1,647,015)	973,871	973,871	483,525	973,871
\$ 10,473,696	\$ 11,447,567	\$ 12,421,438	\$ 12,904,963	\$ 13,878,834

JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2020/2021
Food Service
Schedule of Revenues, Expenses and Changes in Retained Earnings

	2016/2017	2017/2018	2018/2019	2019/2020
	Actuals	Actuals*	Actuals	Budget
Beginning Fund Balance	\$ 8,288,300	\$ 6,537,675	\$ 5,622,785	\$ 5,037,712
Revenue:				
Food Sales	10,770,177	11,758,326	11,207,787	12,431,057
Service Contracts	208,505	262,994	276,513	56,000
Total Revenue	10,978,682	12,021,320	11,484,300	12,487,057
Expenditures:				
Purchased Food	9,246,158	9,316,485	7,624,265	7,761,563
USDA Commodities	1,840,358	1,504,206	1,532,851	1,531,416
Salaries and Benefits	11,032,123	11,535,077	12,275,048	12,953,919
Administrative Services	1,125,046	2,093,840	1,701,261	2,095,233
Utilities	350,305	-	-	-
Supplies	1,003,888	1,153,748	951,165	1,079,000
Repairs and Maintenance	24,701	32,686	12,247	70,000
Depreciation/Capital	324,286	7,244	33,980	75,000
Total Expenditures	24,946,865	25,643,286	24,130,817	25,566,131
Income (Loss) from Operations	(13,968,183)	(13,621,966)	(12,646,517)	(13,079,074)
Non-Operating Revenues (Expenses):				
USDA Commodities	1,797,499	1,713,270	1,515,257	1,531,416
Federal/State Reimbursement	12,080,141	10,927,996	10,416,408	10,776,001
Interest Revenues	20,673	65,810	129,779	10,000
Interest Expense	-	-	-	-
Gain (Loss) on Sale of Fixed Assets	(6,938)	-	-	-
Operating Transfer In	-	-	-	5,000,000
Total Non-operating Revenue (Expenses)	13,891,375	12,707,076	12,061,444	17,317,417
Net Income (Loss)	(76,808)	(914,890)	(585,073)	4,238,343
Capital Contributions	10,000			
Increase (Decrease) in Retained Earnings	(66,808)	(914,890)	(585,073)	4,238,343
Ending Fund Balance	\$ 8,221,492	\$ 5,622,785	\$ 5,037,712	\$ 9,276,055

JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2020/2021
Food Service
Schedule of Revenues, Expenses and Changes in Retained Earnings

2019/2020 Estimate	2020/2021 Budget	2021/2022 Planned	2022/2023 Planned	2023/2024 Planned
\$ 5,037,712	\$ 5,537,910	\$ 4,899,155	\$ 4,498,107	\$ 4,337,686
9,582,506	13,017,391	13,212,652	13,410,842	13,612,005
73,707	65,000	65,650	65,650	65,650
9,656,213	13,082,391	13,278,302	13,476,492	13,677,655
6,247,435	8,960,494	9,005,296	9,050,322	9,095,574
1,546,327	1,426,630	1,426,630	1,426,630	1,426,630
13,141,168	13,260,392	13,260,392	13,260,392	13,260,392
1,807,360	2,078,233	2,099,015	2,120,005	2,141,205
-	-	-	-	-
1,843,283	398,000	401,980	406,000	410,060
58,983	60,000	60,000	60,000	60,000
41,238	100,000	100,000	100,000	100,000
24,685,794	26,283,749	26,353,313	26,423,349	26,493,861
(15,029,581)	(13,201,358)	(13,075,011)	(12,946,857)	(12,816,206)
1,546,327	1,426,630	1,426,630	1,426,630	1,426,630
8,933,452	11,135,973	11,247,333	11,359,806	11,473,404
50,000	-	-	-	-
-	-	-	-	-
-	-	-	-	-
5,000,000	-	-	-	-
15,529,779	12,562,603	12,673,963	12,786,436	12,900,034
500,198	(638,755)	(401,048)	(160,421)	83,828
500,198	(638,755)	(401,048)	(160,421)	83,828
\$ 5,537,910	\$ 4,899,155	\$ 4,498,107	\$ 4,337,686	\$ 4,421,514

JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2020/2021
Grants
Schedule of Revenues, Expenses and Changes in Retained Earnings

	2016/2017 Actuals	2017/2018 Actuals	2018/2019 Actuals	2019/2020 Budget
Beginning Fund Balance	\$ 9,083,798	\$ 8,181,876	\$ 8,776,867	\$ 8,811,028
Revenue:				
Federal	32,452,347	31,878,612	33,350,754	83,800,865
State	5,266,061	6,354,605	8,170,775	8,381,291
Other	1,259,098	915,660	1,647,722	1,544,195
Total Revenue	38,977,506	39,148,877	43,169,251	93,726,351
Expenditures:				
General Administration	2,669,632	2,052,548	2,971,986	9,092,620
School Administration	84,100	50,546	363,657	3,199,393
General Instruction	10,501,290	9,953,369	10,161,365	18,234,836
Special Ed Instruction	13,057,633	13,402,688	13,798,025	29,562,107
Instructional Support	13,072,756	12,804,913	15,380,510	32,657,470
Operations and Maintenance	272,780	94,111	346,078	480,130
Transportation	221,237	195,711	113,469	499,795
Total Expenditures	39,879,428	38,553,886	43,135,090	93,726,351
Net Income (Loss) from Operations	(901,922)	594,991	34,161	-
Non-Operating Revenues (Expenses):				
Operating Transfer In	-	-	-	-
Operating Transfer Out	-	-	-	-
Total Non-Operating Revenues (Exp)	-	-	-	-
Net Income (Loss)	(901,922)	594,991	34,161	-
Ending Fund Balance	\$ 8,181,876	\$ 8,776,867	\$ 8,811,028	\$ 8,811,028

JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2020/2021
Grants
Schedule of Revenues, Expenses and Changes in Retained Earnings

2019/2020 Estimate	2020/2021 Budget	2021/2022 Planned	2022/2023 Planned	2023/2024 Planned
\$ 8,811,028	\$ 8,811,028	\$ 8,811,028	\$ 8,811,028	\$ 8,811,028
83,800,865	83,484,565	36,308,700	36,308,700	36,308,700
8,381,291	8,381,291	7,447,343	7,447,343	7,447,343
1,544,195	1,544,195	1,243,957	1,243,957	1,243,957
93,726,351	93,410,050	45,000,000	45,000,000	45,000,000
9,092,620	9,061,935	4,365,558	4,365,558	4,365,558
3,199,393	3,188,596	1,536,096	1,536,096	1,536,096
18,234,836	18,173,299	8,754,930	8,754,930	8,754,930
29,562,107	29,462,343	14,193,392	14,193,392	14,193,392
32,657,470	32,547,259	15,679,541	15,679,541	15,679,541
480,130	478,510	230,521	230,521	230,521
499,795	498,108	239,962	239,962	239,962
93,726,351	93,410,050	45,000,000	45,000,000	45,000,000
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
\$ 8,811,028	\$ 8,811,028	\$ 8,811,028	\$ 8,811,028	\$ 8,811,028

JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2020/2021
Transportation
Schedule of Revenues, Expenses and Changes in Retained Earnings

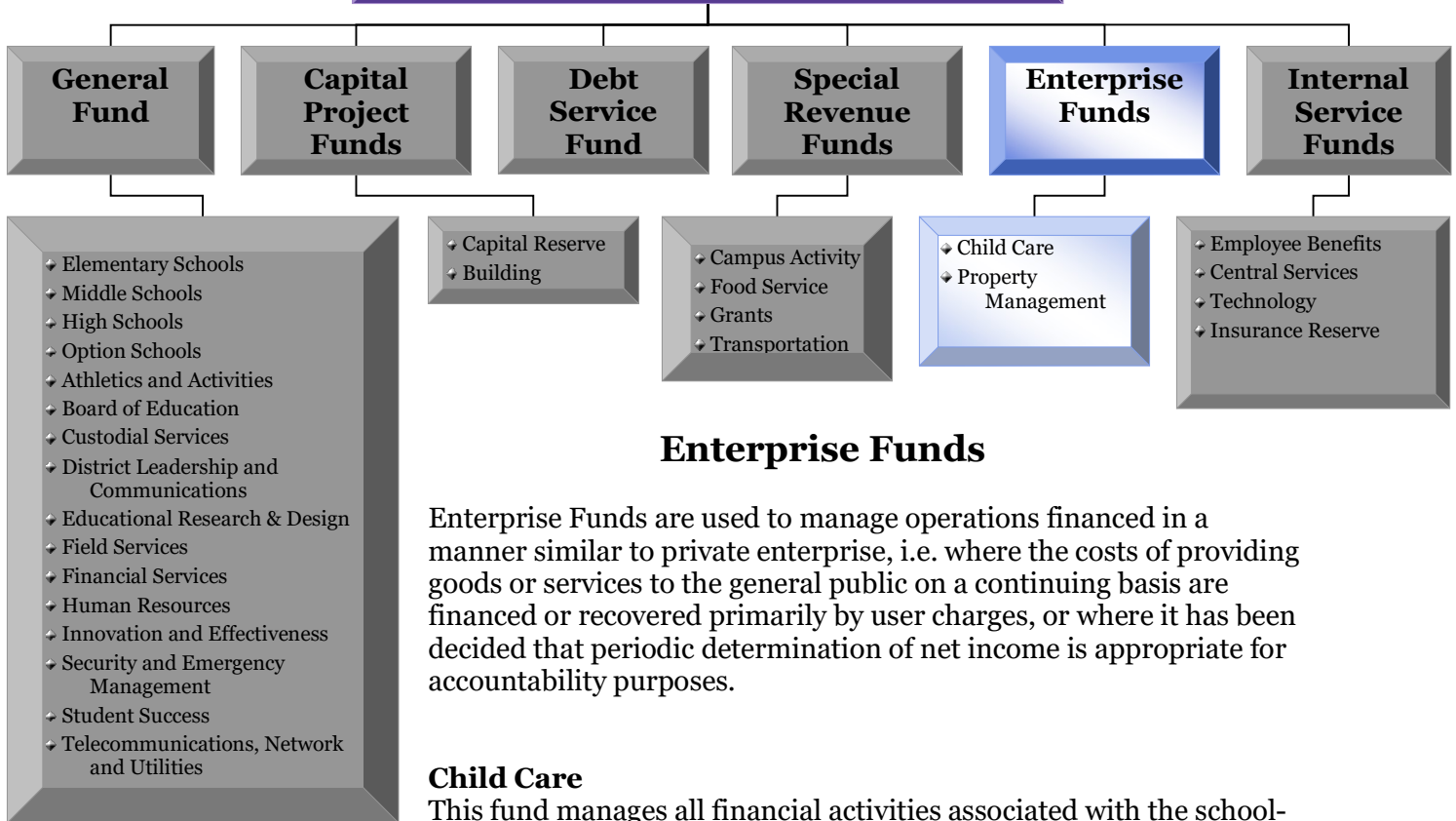
	2016/2017		2017/2018		2018/2019		2019/2020
	Actuals		Actuals		Actuals		Budget
Beginning Fund Balance	\$ 558,012	\$	567,598	\$	636,261	\$	658,514
Revenue:							
Tuition, Fees and Dues	3,724,642	\$	3,664,894		3,670,521		3,419,185
Other Revenue	4,887,237	\$	5,156,098		5,149,505		5,054,487
Total Revenues	8,611,879	\$	8,820,992		8,820,026		8,473,672
Expenditures:							
Salaries and Benefits	19,049,282	\$	18,982,871		19,962,152		20,949,283
Purchased Services	689,170	\$	1,043,915		1,680,386		871,211
Materials and Supplies	2,722,445	\$	2,941,674		3,100,852		3,396,790
Capital and Equipment	552,266	\$	176,934		105,731		255,000
Vehicles	3,651,445	\$	2,684,128		1,969,521		2,100,000
Total Expenditures	26,664,608	\$	25,829,522		26,818,642		27,572,284
Income (Loss) from Operations	(18,052,729)	\$	(17,008,530)		(17,998,616)		(19,098,612)
Non-Operating Revenues (Expenses):							
Operating Transfer In	18,062,315	\$	17,077,193		18,020,869		19,098,613
Operating Transfer Out	-	\$	-		-		-
Total Non-Operating Revenue (Expenses)	18,062,315	\$	17,077,193		18,020,869		19,098,613
Net Income (Loss)	9,586	\$	68,663		22,253		-
Ending Fund Balance	\$ 567,598	\$	636,261	\$	658,514	\$	658,514

JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2020/2021
Transportation
Schedule of Revenues, Expenses and Changes in Retained Earnings

2019/2020 Estimate	2020/2021 Budget	2021/2022 Planned	2022/2023 Planned	2023/2024 Planned
\$ 658,514	\$ 728,670	\$ 728,670	\$ 728,670	\$ 728,670
2,898,595	3,628,232	3,628,232	3,628,232	3,628,232
5,055,253	5,055,253	5,055,253	5,055,253	5,055,253
7,953,848	8,683,485	8,683,485	8,683,485	8,683,485
20,172,616	21,659,404	21,659,404	21,659,404	21,659,404
1,515,826	801,211	801,211	801,211	801,211
3,088,132	3,679,478	3,679,478	3,679,478	3,679,478
105,731	255,000	255,000	255,000	255,000
2,100,000	2,100,000	2,100,000	2,100,000	2,100,000
26,982,305	28,495,093	28,495,093	28,495,093	28,495,093
(19,028,457)	(19,811,608)	(19,811,608)	(19,811,608)	(19,811,608)
19,098,613	19,811,608	19,811,608	19,811,608	19,811,608
-	-	-	-	-
19,098,613	19,811,608	19,811,608	19,811,608	19,811,608
70,156	-	-	-	-
\$ 728,670	\$ 728,670	\$ 728,670	\$ 728,670	\$ 728,670



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
2020/2021
Child Care
Schedule of Revenues, Expenses and Changes in Retained Earnings

	2016/2017 Actuals	2017/2018 Actuals	2018/2019 Actuals	2019/2020 Budget
Beginning Fund Balance	\$ 5,267,957	\$ 5,121,257	\$ 5,244,795	\$ 5,257,588
Revenue:				
Service Contracts	1,096,351	1,144,057	1,174,610	1,133,866
Tuition	6,287,620	7,166,250	7,840,321	8,711,876
Other State Revenue*	5,952,792	6,066,190	6,245,151	6,661,790
Total Revenue	13,336,763	14,376,497	15,260,082	16,507,532
Expenses:				
Salaries and Benefits	10,109,566	10,825,046	12,292,581	16,060,263
Administrative Services	2,028,532	2,072,596	1,960,836	2,306,195
Utilities	20,022	22,622	1,908	2,820
Supplies	536,001	558,812	611,231	1,505,151
Repairs and Maintenance	4,717	6,097	3,935	10,000
Rent	760,545	825,971	881,499	911,170
Depreciation	20,247	18,645	18,645	18,650
Other	1,297	92	10	-
Total Expenses	13,480,927	14,329,881	15,770,645	20,814,249
Income (Loss) from Operations	(144,164)	46,616	(510,564)	(4,306,717)
Non-Operating Revenues (Expenses):				
Capital Contributions	-	-	-	-
Interest Revenues	25,939	76,922	174,036	-
Interest Expense	-	-	-	-
Gain (Loss) on Sale of Fixed Assets	(28,475)	-	-	-
Operating Transfer In	-	-	349,320	4,161,820
Operating Transfer Out	-	-	-	-
Total Non-operating Revenue (Expenses)	(2,536)	76,922	523,356	4,161,820
Net Income (Loss)	(146,700)	123,538	12,793	(144,897)
Ending Fund Balance	\$ 5,121,257	\$ 5,244,795	\$ 5,257,588	\$ 5,112,691

JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2020/2021
Child Care
Schedule of Revenues, Expenses and Changes in Retained Earnings

2019/2020 Estimate	2020/2021 Budget	2021/2022 Planned	2022/2023 Planned	2023/2024 Planned
\$ 5,257,588	\$ 3,758,634	\$ 3,373,759	\$ 2,988,884	\$ 2,604,009
1,037,338	1,130,561	1,130,561	1,130,561	1,130,561
6,175,959	9,700,071	9,700,071	9,700,071	9,700,071
6,032,127	6,361,790	6,361,790	6,361,790	6,361,790
13,245,424	17,192,422	17,192,422	17,192,422	17,192,422
15,522,495	17,031,386	17,031,386	17,031,386	17,031,386
2,131,479	2,302,941	2,302,941	2,302,941	2,302,941
793	1,000	1,000	1,000	1,000
523,769	486,697	486,697	486,697	486,697
-	-	-	-	-
708,955	936,673	936,673	936,673	936,673
18,707	18,600	18,600	18,600	18,600
-	-	-	-	-
18,906,198	20,777,297	20,777,297	20,777,297	20,777,297
(5,660,774)	(3,584,875)	(3,584,875)	(3,584,875)	(3,584,875)
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
4,161,820	3,200,000	3,200,000	3,200,000	3,200,000
-	-	-	-	-
4,161,820	3,200,000	3,200,000	3,200,000	3,200,000
(1,498,954)	(384,875)	(384,875)	(384,875)	(384,875)
\$ 3,758,634	\$ 3,373,759	\$ 2,988,884	\$ 2,604,009	\$ 2,219,134

JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2020/2021
Property Management
Schedule of Revenues, Expenses and Changes in Retained Earnings

	2016/2017 Actuals	2017/2018 Actuals	2018/2019 Actuals	2019/2020 Budget
Beginning Fund Balance	\$ 5,906,078	\$ 5,968,531	\$ 5,754,729	\$ 5,885,128
Revenue:				
Service Contracts	2,415,137	2,887,289	2,902,390	2,862,476
Total Revenue	2,415,137	2,887,289	2,902,390	2,862,476
Expenses:				
Salaries and Benefits	1,077,332	1,082,757	1,129,621	1,138,685
Administrative Services	112,670	140,411	113,034	164,079
Utilities	192,325	200,929	182,452	215,000
Supplies	203,500	199,316	212,060	197,000
Repair and Maintenance	-	-	-	-
Other	17,934	25,301	40,303	35,000
Depreciation Expense	118,966	156,877	159,999	163,000
Total Expenses	1,722,727	1,805,591	1,837,469	1,912,764
Income (Loss) from Operations	692,410	1,081,698	1,064,921	949,712
Non-Operating Revenues (Expenses):				
Interest Revenues	20,043	54,500	121,667	-
Interest Expense	-	-	-	-
Gain (Loss) on Sale of Fixed Assets	-	-	(6,189)	-
Operating Transfer In	-	-	-	-
Operating Transfer Out*	(650,000)	(1,350,000)	(1,050,000)	(1,050,000)
Total Non-Operating Revenue (Expenses)	(629,957)	(1,295,500)	(934,522)	(1,050,000)
Net Income (Loss)	62,453	(213,802)	130,399	(100,288)
Ending Fund Balance	\$ 5,968,531	\$ 5,754,729	\$ 5,885,128	\$ 5,784,840

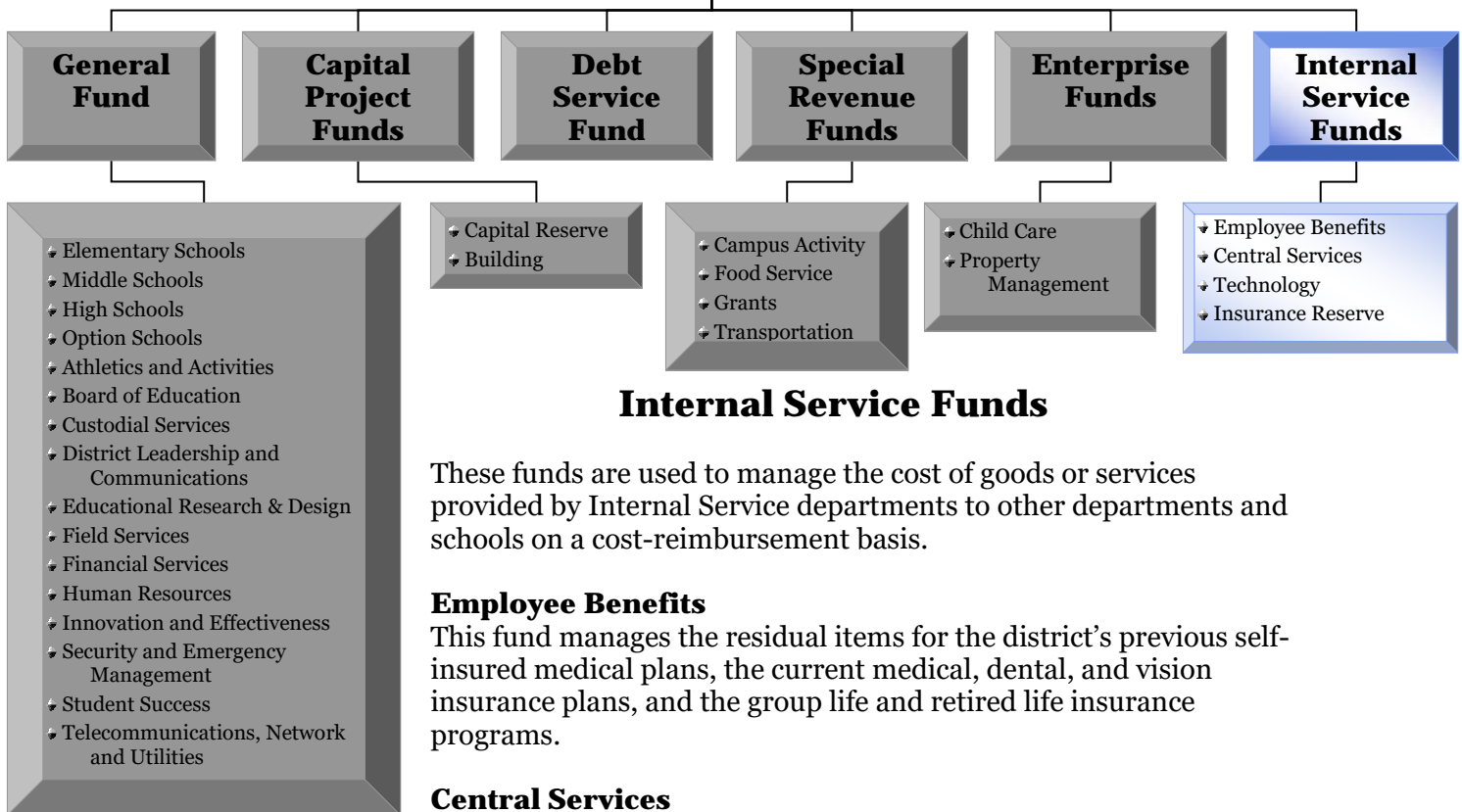
*Amount represents transfer to the Campus Activity Fund to reimburse schools for community use of their building and a Capital Reserve Fund transfer for maintenance of building use.

JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2020/2021
Property Management
Schedule of Revenues, Expenses and Changes in Retained Earnings

2019/2020 Estimate	2020/2021 Budget	2021/2022 Planned	2022/2023 Planned	2023/2024 Planned
\$ 5,885,128	\$ 5,385,573	\$ 5,202,338	\$ 5,019,103	\$ 4,835,868
1,979,854	2,761,700	2,761,700	2,761,700	2,761,700
1,979,854	2,761,700	2,761,700	2,761,700	2,761,700
861,334	1,138,685	1,138,685	1,138,685	1,138,685
97,277	164,079	164,079	164,079	164,079
129,320	215,000	215,000	215,000	215,000
160,426	197,000	197,000	197,000	197,000
-	-	-	-	-
35,792	35,000	35,000	35,000	35,000
145,260	145,171	145,171	145,171	145,171
1,429,409	1,894,935	1,894,935	1,894,935	1,894,935
550,445	866,765	866,765	866,765	866,765
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
(1,050,000)	(1,050,000)	(1,050,000)	(1,050,000)	(1,050,000)
(1,050,000)	(1,050,000)	(1,050,000)	(1,050,000)	(1,050,000)
(499,555)	(183,235)	(183,235)	(183,235)	(183,235)
\$ 5,385,573	\$ 5,202,338	\$ 5,019,103	\$ 4,835,868	\$ 4,652,633



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
2020/2021
Employee Benefits
Schedule of Revenues, Expenses and Changes in Retained Earnings

	2016/2017	2017/2018	2018/2019	2019/2020
	Actuals	Actuals	Actuals	Budget
Beginning Fund Balance	\$ 13,324,095	\$ 12,740,989	\$ 11,661,476	\$ 11,224,088
Revenue				
Insurance Premiums	5,735,761	5,550,861	5,677,616	6,260,000
Total Revenues	<u>5,735,761</u>	<u>5,550,861</u>	<u>5,677,616</u>	<u>6,260,000</u>
Expenses				
Salaries and Benefits	166,918	72,550	81,458	96,282
Claim Losses	5,851,892	6,157,169	5,799,686	7,081,630
Premiums Paid	46,798	43,827	38,948	40,000
Administration	431,695	525,970	573,008	734,250
Total Expenses	<u>6,497,303</u>	<u>6,799,516</u>	<u>6,493,100</u>	<u>7,952,162</u>
Income (Loss) from Operations	(761,542)	(1,248,655)	(815,484)	(1,692,162)
Non-Operating Revenues (Expenses)				
Interest Revenue	178,436	169,142	378,096	-
Interest Expense	-	-	-	-
Operating Transfer In	-	-	-	-
Operating Transfer Out	-	-	-	-
Total Non-operating Revenue (Expenses)	<u>178,436</u>	<u>169,142</u>	<u>378,096</u>	<u>-</u>
Net Income (Loss)	(583,106)	(1,079,513)	(437,388)	(1,692,162)
Ending Fund Balance	<u>\$ 12,740,989</u>	<u>\$ 11,661,476</u>	<u>\$ 11,224,088</u>	<u>\$ 9,531,926</u>

JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2020/2021
Employee Benefits
Schedule of Revenues, Expenses and Changes in Retained Earnings

2019/2020 Estimate	2020/2021 Budget	2021/2022 Planned	2022/2023 Planned	2023/2024 Planned
\$ 11,224,088	\$ 10,526,946	\$ 10,030,153	\$ 10,080,360	\$ 10,677,567
6,421,894	6,807,000	7,354,000	7,901,000	7,901,000
6,421,894	6,807,000	7,354,000	7,901,000	7,901,000
76,716	174,503	174,503	174,503	174,503
6,469,511	6,452,540	6,452,540	6,452,540	6,452,540
38,344	40,000	40,000	40,000	40,000
634,465	636,750	636,750	636,750	636,750
7,219,036	7,303,793	7,303,793	7,303,793	7,303,793
(797,142)	(496,793)	50,207	597,207	597,207
100,000	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
100,000	-	-	-	-
(697,142)	(496,793)	50,207	597,207	597,207
\$ 10,526,946	\$ 10,030,153	\$ 10,080,360	\$ 10,677,567	\$ 11,274,774

JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2020/2021
Central Services
Schedule of Revenues, Expenses and Changes in Retained Earnings

	2016/2017	2017/2018	2018/2019	2019/2020
	Actuals	Actuals	Actuals	Budget
Beginning Fund Balance	\$ 2,043,808	\$ 2,357,903	\$ 2,595,983	\$ 2,500,824
Revenue				
Fees, Charges, and Other Revenue	3,523,271	3,489,324	3,325,411	3,590,000
Total Revenues	<u>3,523,271</u>	<u>3,489,324</u>	<u>3,325,411</u>	<u>3,590,000</u>
Expenditures				
Salaries and Benefits	962,634	932,256	1,035,448	1,134,318
Utilities	1,340	6,766	1,532	2,000
Supplies	1,215,643	1,290,092	1,459,796	1,465,500
Repairs and Maintenance	375,526	381,987	423,086	369,000
Depreciation	290,459	292,686	257,967	371,718
Other	23	19	10	100
Administration	352,465	362,847	279,296	360,171
Total Expenditures	<u>3,198,090</u>	<u>3,266,653</u>	<u>3,457,135</u>	<u>3,702,807</u>
Income (Loss) from Operations	325,181	222,671	(131,724)	(112,807)
Non-Operating Revenues (Expenses)				
Interest Revenue	5,624	17,335	36,565	-
Interest Expense	-	-	-	-
Gain (Loss) on Sale of Fixed Assets	(16,710)	(1,926)	-	(5,000)
Operating Transfer In	-	-	-	-
Operating Transfer Out	-	-	-	-
Total Non-operating Revenue (Expenses)	<u>(11,086)</u>	<u>15,409</u>	<u>36,565</u>	<u>(5,000)</u>
Net Income (Loss)	314,095	238,080	(95,159)	(117,807)
Ending Fund Balance	<u>\$ 2,357,903</u>	<u>\$ 2,595,983</u>	<u>\$ 2,500,824</u>	<u>\$ 2,383,017</u>

JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2020/2021
Central Services
Schedule of Revenues, Expenses and Changes in Retained Earnings

2019/2020 Estimate	2020/2021 Budget	2021/2022 Planned	2022/2023 Planned	2023/2024 Planned
\$ 2,500,824	\$ 1,782,839	\$ 1,835,831	\$ 1,888,823	\$ 1,941,815
2,665,988	3,500,000	3,500,000	3,500,000	3,500,000
2,665,988	3,500,000	3,500,000	3,500,000	3,500,000
1,132,579	1,134,046	1,134,046	1,134,046	1,134,046
1,818	2,000	2,000	2,000	2,000
1,282,104	1,365,500	1,365,500	1,365,500	1,365,500
335,776	219,000	219,000	219,000	219,000
352,921	371,718	371,718	371,718	371,718
-	100	100	100	100
292,412	349,644	349,644	349,644	349,644
3,397,610	3,442,008	3,442,008	3,442,008	3,442,008
(731,622)	57,992	57,992	57,992	57,992
15,000	-	-	-	-
-	-	-	-	-
(1,363)	(5,000)	(5,000)	(5,000)	(5,000)
-	-	-	-	-
-	-	-	-	-
13,637	(5,000)	(5,000)	(5,000)	(5,000)
(717,985)	52,992	52,992	52,992	52,992
\$ 1,782,839	\$ 1,835,831	\$ 1,888,823	\$ 1,941,815	\$ 1,994,807

JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2020/2021
Information Technology
Schedule of Revenues, Expenses and Changes in Retained Earnings

	2016/2017	2017/2018	2018/2019	2019/2020
	Actuals	Actuals	Actuals	Budget
Beginning Fund Balance	\$ 14,856,753	\$ 14,541,488	\$ 11,554,775	\$ 11,847,828
Revenue				
Billing for Service	212,507	175,798	199,450	175,000
Infrastructure Support	12,477,407	13,823,390	15,733,790	17,091,331
Telecom	2,282,500	2,282,500	2,282,500	2,282,500
Other	2,583,754	239,803	326,529	1,030,000
Total Revenues	17,556,168	16,521,491	18,542,269	20,578,831
Expenses				
Salaries and Benefits	13,287,272	13,846,802	15,683,895	17,302,427
Utilities	54,935	68,663	24,703	793,800
Supplies	1,766,277	1,142,570	775,007	1,228,650
Repairs and Maintenance	4,983,527	5,311,976	5,597,991	7,994,897
Depreciation	5,617,942	4,894,926	2,144,602	1,186,252
Other	8,265	26,491	29,572	-
Administration services	2,808,997	3,090,154	3,592,466	3,652,303
Total Expenses	28,527,215	28,381,582	27,848,236	32,158,329
Income (Loss) from Operations	(10,971,047)	(11,860,091)	(9,305,967)	(11,579,498)
Non-Operating Revenues (Expenses)				
Interest Revenue	17,775	76,784	197,556	-
Interest Expense	-	-	-	-
Gain (Loss) on Sale of Fixed Assets	(16,993)	(205,182)	(312)	-
Operating Transfer In	10,655,000	9,001,776	9,401,776	9,001,776
Operating Transfer Out	-	-	-	-
Total Non-Operating Revenue (Expenses)	10,655,782	8,873,378	9,599,020	9,001,776
Net Income (loss)	(315,265)	(2,986,713)	293,053	(2,577,722)
Ending Fund Balance	\$ 14,541,488	\$ 11,554,775	\$ 11,847,828	\$ 9,270,106

JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2020/2021
Information Technology
Schedule of Revenues, Expenses and Changes in Retained Earnings

2019/2020 Estimate	2020/2021 Budget	2021/2022 Planned	2022/2023 Planned	2023/2024 Planned
\$ 11,847,828	\$ 9,110,856	\$ 4,999,305	\$ 2,387,754	\$ 1,576,203
304,840	250,000	250,000	250,000	250,000
17,091,331	17,791,628	17,791,628	17,791,628	17,791,628
2,282,500	2,282,500	2,282,500	2,282,500	2,282,500
669,518	300,000	300,000	300,000	300,000
20,348,189	20,624,128	20,624,128	20,624,128	20,624,128
17,265,612	18,002,724	18,002,724	18,002,724	18,002,724
1,470,196	43,800	43,800	43,800	43,800
1,802,686	3,064,870	3,064,870	1,264,870	1,264,870
6,420,081	7,962,897	6,462,897	6,462,897	6,462,897
1,320,524	1,055,109	1,055,109	1,055,109	1,055,109
43,907	-	-	-	-
3,763,931	3,608,055	3,608,055	3,608,055	3,608,055
32,086,937	33,737,455	32,237,455	30,437,455	30,437,455
(11,738,748)	(13,113,327)	(11,613,327)	(9,813,327)	(9,813,327)
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
9,001,776	9,001,776	9,001,776	9,001,776	9,001,776
-	-	-	-	-
9,001,776	9,001,776	9,001,776	9,001,776	9,001,776
(2,736,972)	(4,111,551)	(2,611,551)	(811,551)	(811,551)
\$ 9,110,856	\$ 4,999,305	\$ 2,387,754	\$ 1,576,203	\$ 764,652

JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2020/2021
Insurance Reserve
Schedule of Revenues, Expenses and Changes in Retained Earnings

	2016/2017	2017/2018	2018/2019	2019/2020
	Actuals	Actuals	Actuals	Budget
Beginning Fund Balance	\$ 8,488,189	\$ 7,608,352	\$ 6,379,812	\$ 6,392,334
Revenue				
Fees and Other Revenue	1,483,706	6,527,510	7,251,152	703,000
Services	13,750	-	-	-
Total Revenues	<u>1,497,456</u>	<u>6,527,510</u>	<u>7,251,152</u>	<u>703,000</u>
Expenditures				
Salaries and Benefits	561,440	575,233	627,922	665,987
Depreciation	-	-	-	-
Premiums	1,867,541	1,984,367	2,495,970	3,387,000
Claim Losses	4,334,326	9,930,696	8,966,512	6,620,000
Administration	546,861	583,719	596,186	856,600
Total Expenditures	<u>7,310,168</u>	<u>13,074,015</u>	<u>12,686,590</u>	<u>11,529,587</u>
Income (Loss) from Operations	(5,812,712)	(6,546,505)	(5,435,438)	(10,826,587)
Non-Operating Revenues (Expenses)				
Interest Revenue	50,123	152,036	256,648	-
Interest Expense	-	-	-	-
Gain (Loss) on Sale of Fixed Assets	-	-	-	-
Operating Transfer In	4,882,752	5,165,929	5,191,312	6,882,947
Operating Transfer Out	-	-	-	-
Total Non-Operating Revenue (Expenses)	<u>4,932,875</u>	<u>5,317,965</u>	<u>5,447,960</u>	<u>6,882,947</u>
Net Income (Loss)	(879,837)	(1,228,540)	12,522	(3,943,640)
Ending Fund Balance	<u>\$ 7,608,352</u>	<u>\$ 6,379,812</u>	<u>\$ 6,392,334</u>	<u>\$ 2,448,694</u>

JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2020/2021
Insurance Reserve
Schedule of Revenues, Expenses and Changes in Retained Earnings

2019/2020 Estimate	2020/2021 Budget	2021/2022 Planned	2022/2023 Planned	2023/2024 Planned
\$ 6,392,334	\$ 2,738,845	\$ 951,270	\$ (836,305)	\$ (2,623,880)
993,151	750,000	750,000	750,000	750,000
-	-	-	-	-
993,151	750,000	750,000	750,000	750,000
702,126	656,922	656,922	656,922	656,922
-	-	-	-	-
3,381,589	3,387,000	3,387,000	3,387,000	3,387,000
6,744,832	5,520,000	5,520,000	5,520,000	5,520,000
701,040	856,600	856,600	856,600	856,600
11,529,587	10,420,522	10,420,522	10,420,522	10,420,522
(10,536,436)	(9,670,522)	(9,670,522)	(9,670,522)	(9,670,522)
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
6,882,947	7,882,947	7,882,947	7,882,947	7,882,947
-	-	-	-	-
6,882,947	7,882,947	7,882,947	7,882,947	7,882,947
(3,653,489)	(1,787,575)	(1,787,575)	(1,787,575)	(1,787,575)
\$ 2,738,845	\$ 951,270	\$ (836,305)	\$ (2,623,880)	\$ (4,411,455)

BUDGETING FOR OUTCOMES

2020/2021 Renewal Request Form



DIVISION	Employee Benefits Internal Service Fund (IS020)				
DEPT ID-Name	IS020 – Employee Benefits	FTE	1.00	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 its 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 was established as a 2 year pilot program. It was originally implemented 1 4-1-2018 and last year's BAFO request to extend the program through 6-30-2019 was approved. As part of the medical RFP efforts, which are still underway, requests for new bids for this service were conducted. It is requested to continue funding this program 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.
- Potential for several RFP's as a result of converting medical plan benefits from fully-insured to self-funded.

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

- New dental benefits were successfully implemented with additional communications budget paid through vendor as part of RFP negotiations. (Completion of prior year efforts)
- New vision benefits were successfully implemented with additional communications budget paid through vendor as part of RFP negotiations. Admin rates will be held at current rate for 7 years!
- As a result of current RFP efforts, the cost of the 2nd medical opinion program will be lower than this year's expenditures.
- 1x cost for Lockton RFP efforts to market stop-loss and episodes of care vendors – estimated at \$30,000

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

- Current RFQ in process to evaluate potential employee discount/voluntary benefit vendors, estimated fees, implementation costs of \$20,000.

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

Strategy One: Empower to Educate, Inspire to Learn

- Our goal is to provide eligible employees access to meaningful benefits that help to maintain their health. Healthy employees can better focus on their day-to-day tasks, ensuring that the goals of the Jeffco strategic vision are

fulfilled. The benefits and staff wellness department plans programs and activities to support the recruitment and retention of qualified employees who deliver services to our students. Staff wellness services are designed to help facilitate a healthy, whole person, who is better able to be productive at work.

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

- \$168,000 (reduced from prior request of up to \$250K) for 2nd medical opinion provider. Funding source from remaining Kaiser wellness dollars.
- Reduced amount allocated to CBGH membership fees. The bill for 1/2020 is \$15,000. Recommend budgeting for \$16,000 for 1/2021. Originally budgeted at 20K.
- Lockton contract – annual renewal increase of 2.5 % = 2,178 additional, for a total of \$89,303. RFP efforts estimated at \$30K.
- Discounted /voluntary benefit vendor fees – estimated at \$20,000

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

https://teamjeffco.jeffcopublicschools.org/pay_benefits_career/my_benefits

BUDGETING FOR OUTCOMES

2020/2021 Renewal Request Form



DIVISION	Central Services Internal Service Fund (IS050)				
DEPT ID-Name	92320 – Copier Services	FTE	12.50	Adopted Budget	\$ 3,707,807

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. Current budget is adequate as set for total expenses. Additional allocations will be requested if revenue exceeds projections.

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

- 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
- Update a current version of the Oracle Web Center Imaging software in order maintain district security levels

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)

- N/A

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

2020/2021 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 Arch	FTE	21.00	Adopted Budget	\$ 4,372,516
DEPT ID-Name	92270 – Enterprise Client Tech 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	92290 – Chief Technology Office	FTE	9.00	Adopted Budget	\$ 4,381,597

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.

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

Previous Performance Measures

- Provide concrete resolutions to over 90 percent of information security incidents throughout the 19/20 school year. **Completed: 6/30/19**
- Ensure that the average response time for software vetting requests is 2 weeks or less. **Completed: 5/23/19**
- To ensure the quality of data in the IT Asset Management Program is current and complies with established policy/procedures, data quality assurance reviews phased in during the 2018/2019 school year and will randomly check schools and Departments for compliance. Our goal is to bi-annually update or review IT Asset Management processes, policies, guides, and user centric materials. 2018/2019 will be an update/review year.
 - Performance Indicators
 - Reduce devices found on the network which are not recognized as known assets to 8% or less. **Completed 6/01/19**
 - Reduce devices found on the network with a bad (blank, duplicate or blacklisted) serial number to 8% or less. **Completed 6/01/19**
 - Reduce in service assets with no recorded location, business unit, etc. to 8% or less. **Completed 6/01/19**
- Negotiating new enterprise licensing agreements with Microsoft and getting a detailed cost breakdown of what we gain from moving to a new licensing structure. **Completed 06/01/2019**

Current Performance Measures

- Deploy and support district TechForEd devices across all schools.
- Improve computer repair process to lower cost and reduce time to repair devices.
- Reduce the backlog of tier 3 application requests by 75%.
- 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.
- 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.
- Implementation of self-service business intelligence tool to support district tactic leads.

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

Infrastructure Support:

- Give continuous status updates on the Server Refresh project.
- Prepare and provide an updated status on the dark fiber in Arvada by the second semester of the educational term.
- Negotiating new enterprise licensing agreements with Cisco and getting a detailed cost breakdown of what we gain from moving to a new licensing structure.

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.

Business Technology and Support:

- Implement the Mobile Open Enrollment program for the district by May of 2020.
- Using PeopleSoft Update Manager (PUM's), apply patches, fixes, and new functionality to PeopleSoft applications continuously throughout the fiscal year.
- Complete the Travel and Expense system including Mileage and Rollout by May of 2020.

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.

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 1200 titles, building trust with parents and providing a secure environment for educator innovation.
- The information security team has responds to over 260 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.

Project Management:

- Project Process Improvement: providing an organization wide project management capability based on a common language, a practical set of skills, and a robust methodology, with appropriate support tools for maximizing productivity and effectiveness in completing projects successfully according to scope, on time, and within budget.
- Business engagement: Strategic and technical partnership with the business to develop a technology roadmap to enhance learning. Evaluate Project Requests to ensure they are viable and providing maximum value to the organization. Work with stakeholders to develop and document the business requirements and the existing business process as well as the desired future process as part of Project Scope.

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

Learning:

- Information Technology, in conjunction with Dr. Glass's strategic vision is preparing the District with the infrastructure and resources to support one to one devices in the classroom. Technology has become an integral part of educating students, helping to shape student task giving students equal access to digital tools and personalizing the learning experience.
- 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 of the student's need and create an equitable experience no matter the student path.

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

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

BUDGETING FOR OUTCOMES

2020/2021 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 minimized via procurement of insurance products, which dovetail, with the self-funded aspects of the program. Self-funding involves the retention level/deductible level 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 have been in the \$2,400,000 range and are subject to change given changes in market conditions and in response to district overall claims experience. Generally claims for lines of coverage including Workers Compensation, property, school entity liability including professional liability, have run in the \$3,700,000 range, however wind and hail property losses and rising worker’s compensation costs have been driving costs upwards. A very significant fluctuation has occurred in the property market which has caused an increase in deductibles and policy premiums over the 18/19 fiscal periods. Both self-funded claims costs and premiums will be impacted for the foreseeable future because of high energy convective storms which have become common. Further, work place injuries under Workers Compensation have increased in costs due to rising medical costs and our aging work force increasing injury severity. 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 is then adjusted upward or downward 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 losses 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 FY18, we were able to reduce the number of open lost time Worker’s Compensation claims to 101, which is only one more than our target.
- 100 or less open lost time Worker’s Compensation claims as measured by the end of the fiscal year.

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.
- Focus on experiencing fewer slip trip and fall claims which tend to be one of our most frequent occurrences, but which are reducible through education.

- Focus on specific WC claim areas such as Special Ed support staff injuries which have trended more severe and disruptive to operations.

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.

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

Cost increase drivers are 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.
- The increased likelihood property insurance premium increases due to large catastrophic storms locally, nationally and globally. The May 8, 2017 districtwide hailstorm has resulted in additional premiums and a reduction in coverage due to a significant change in the self-insured retention which the district will now need to fund given a similar loss. 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 350K/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 of in the area of \$600,000 will now be requested to address these expected costs and exposures.

ADDITIONAL INFORMATION- (LINKS TO DEPT WEBSITE, ETC)

- Please refer to the Risk Management 2018 fourth quarterly report, which illustrates the rising costs in Work Comp claims.
- Also, please refer to property insurance wind and hail insurance coverage costs and deductible narrative. (tbd)

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

- Due to the continuing increases in premiums and claims costs, the Insurance Reserve Fund must request an additional \$1,000,000 in annual funding to remain solvent.



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.

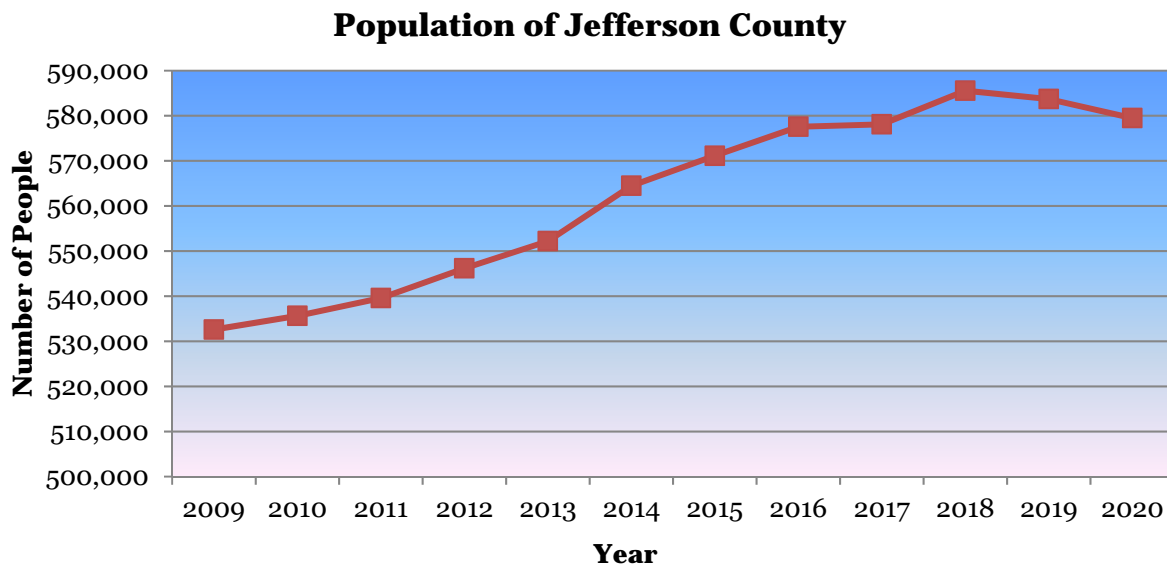


Jefferson County, Colorado

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.

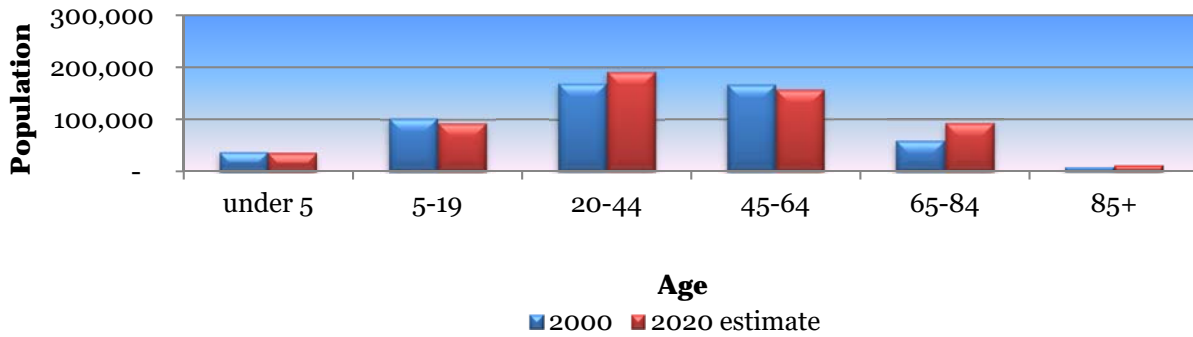


Source: Jefferson County, Colorado State Demographers

Age Demographics

Jefferson County’s population is aging. The graph below demonstrates a decreasing percentage of population in the 19-year-old and under demographic. The 20 to 44-year-old group, or the child bearing demographic has increased, as has the 65 and over percentage.

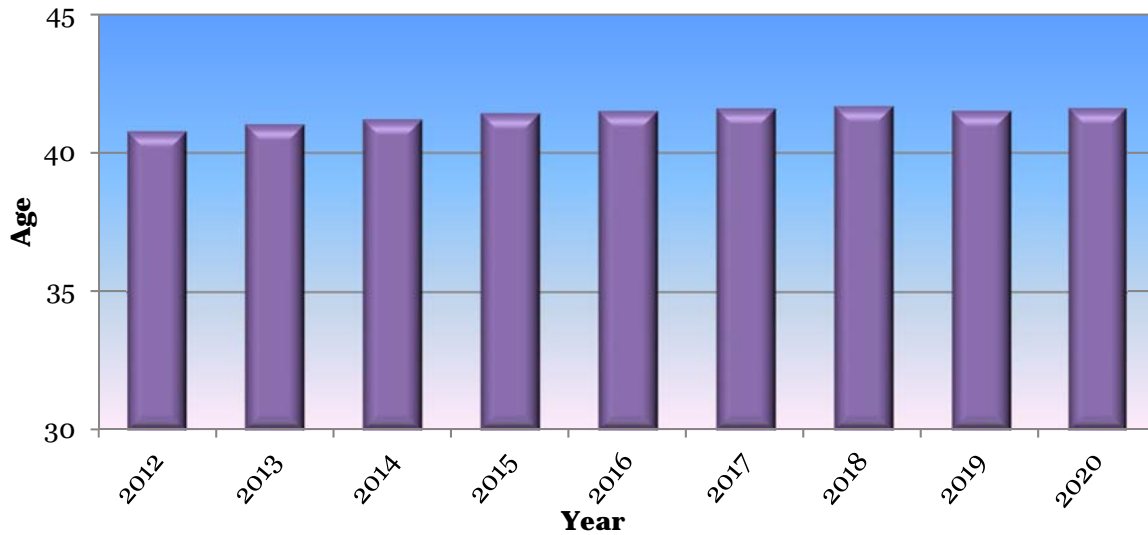
Age Demographics in Jefferson County



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 at over 40 years of age.

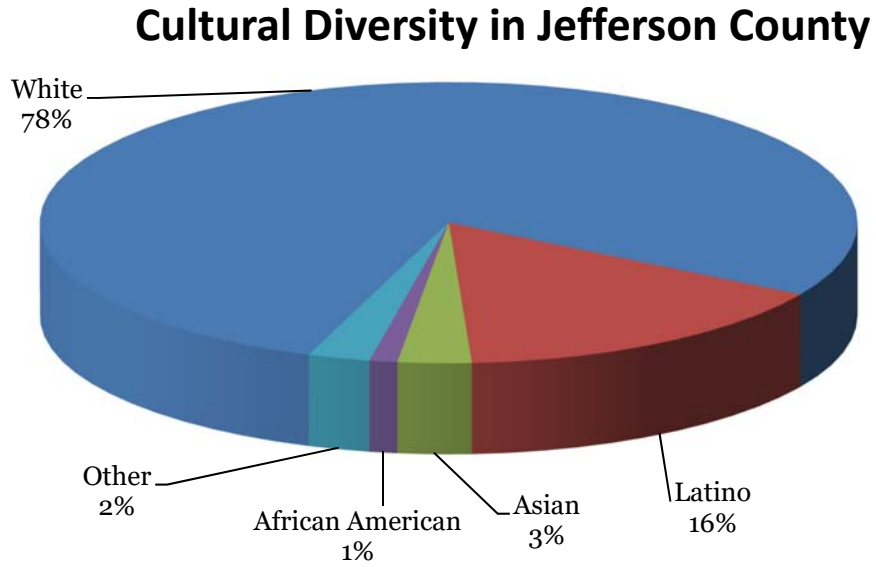
Median Age of Jefferson County Residents



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

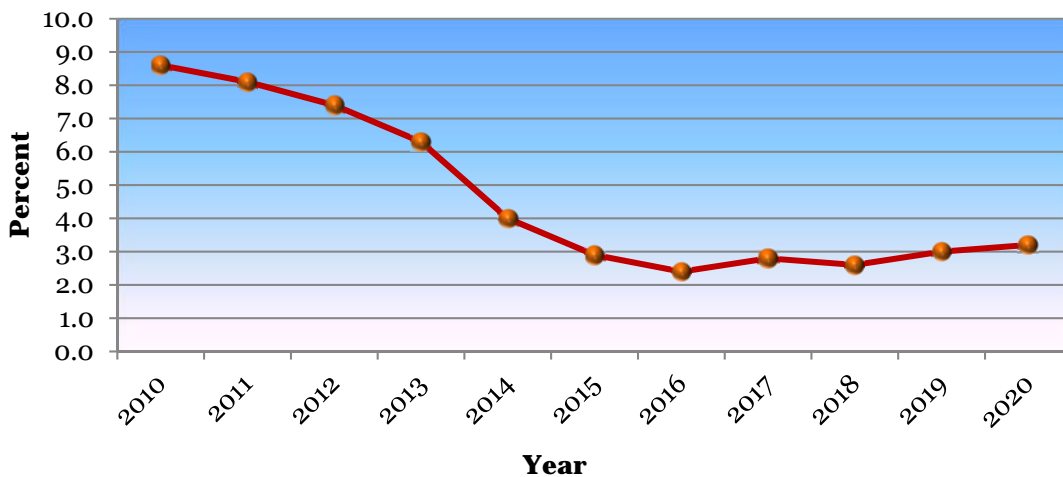
Employment Information

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	6,200
National Renewal Energy Laboratory	Research Laboratory	2,700
St. Athony Hospital	Medical Services	2,400
Terumo BCT	Medical Technology	2,400
Lutheran Medical Center/SCL Health	Medical Services	2,300
MillerCoors	Beverages	2,000
First Bank Holding Co. of Colorado	Financial Services	1,820
Ball Corporation	Aerospace Mfg./Bottle Facility	1,730
CoorsTek	Ceramic Component Manufacturing	1,300
Home Advisor	Home Improvement & Repair	1,150
Kaiser Permanente	Healthcare	750

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. However, it is expected to decrease due to the impact of the pandemic. The table below lists both the market value and the final assessed value of residential property in Jefferson County.

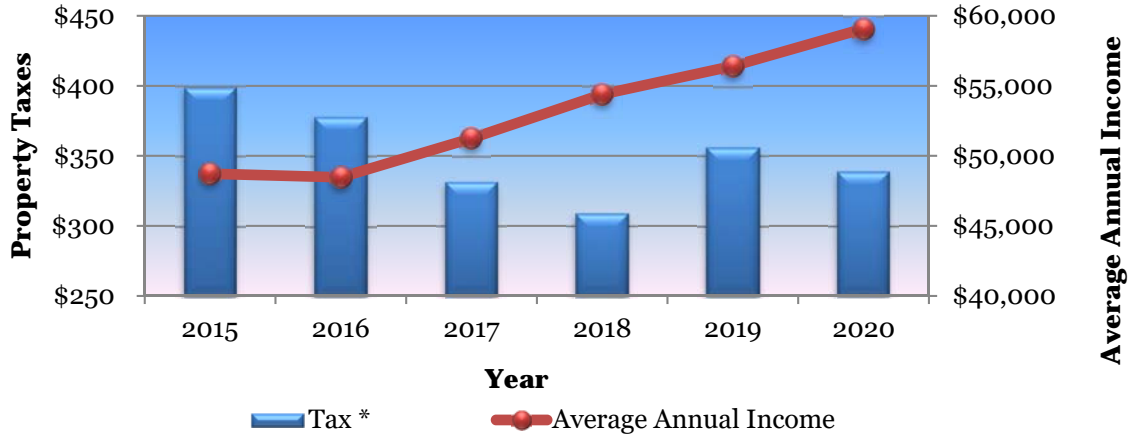
Jefferson County Residential Property Values		
Year	Market Value	Assessed Value
2015	\$61,468,510,000	\$7,061,669,961
2016	\$73,501,702,694	\$8,178,084,329
2017	\$75,452,772,272	\$8,273,616,072
2018	\$92,622,321,149	\$9,532,785,033
2019	\$93,592,739,392	\$9,574,801,177
2020	\$107,606,622,075	\$10,899,265,508

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
2015	50.165	\$ 399	\$48,724
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

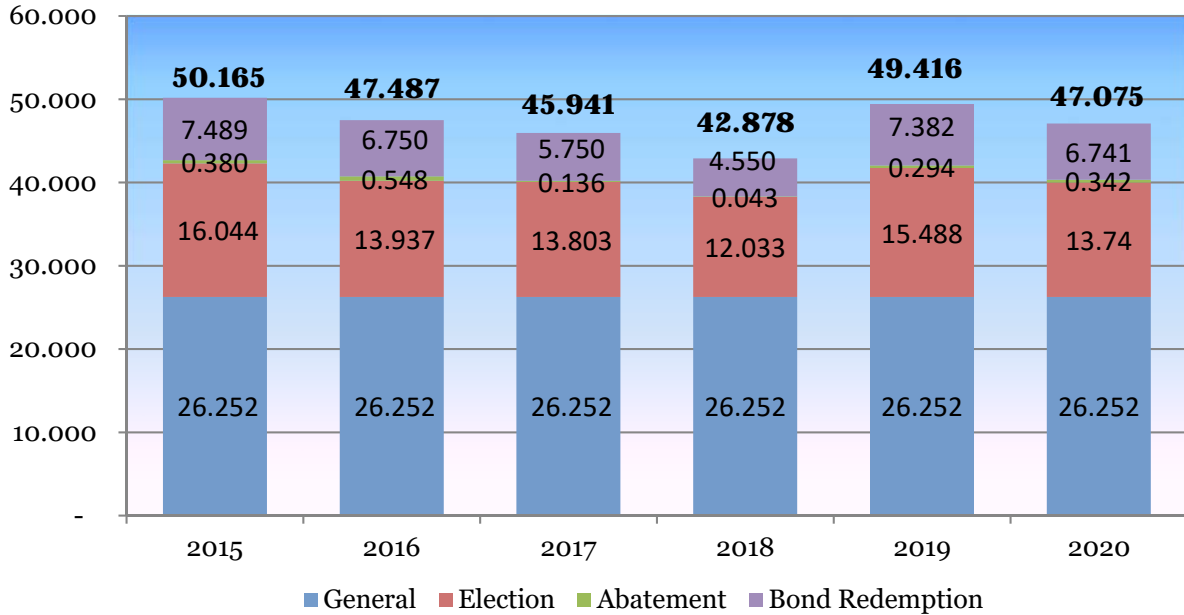
* Tax is annual taxes paid per \$100,000 of assessed home value.

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

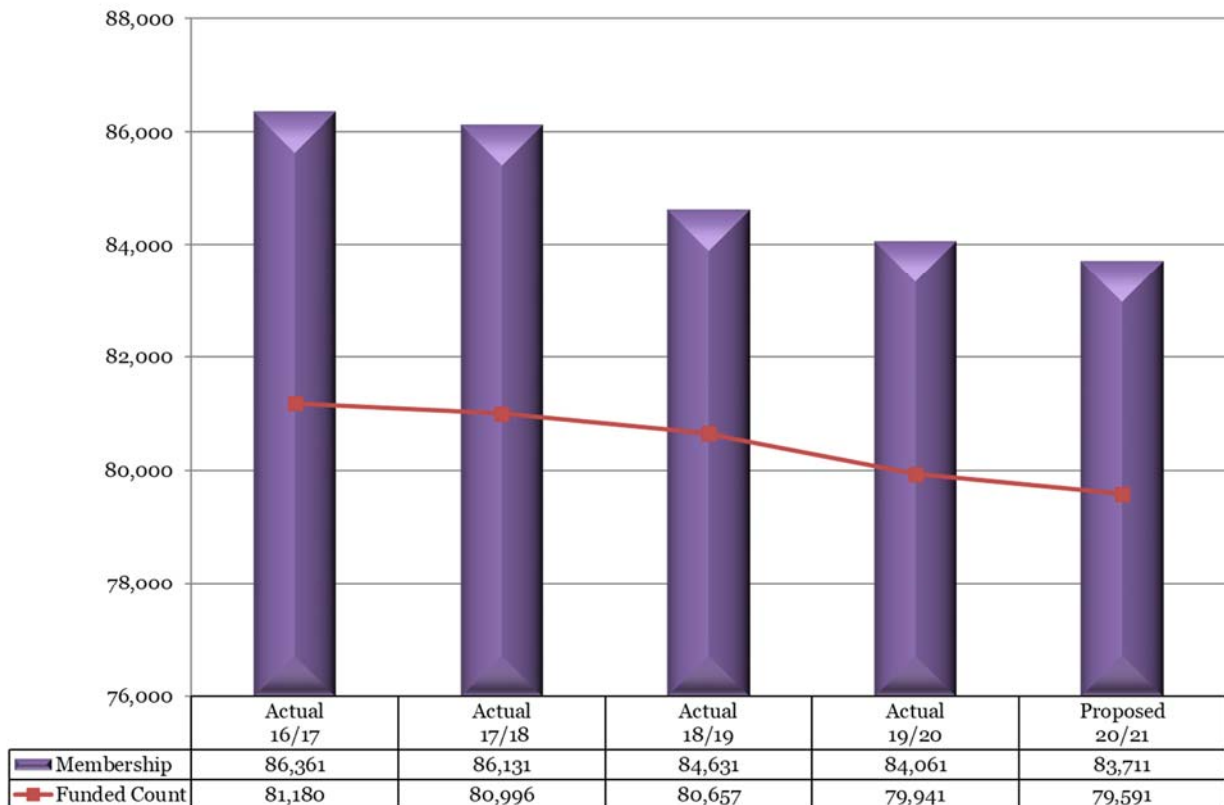


* Chart above shows Mills Levied for Jeffco Public Schools only.

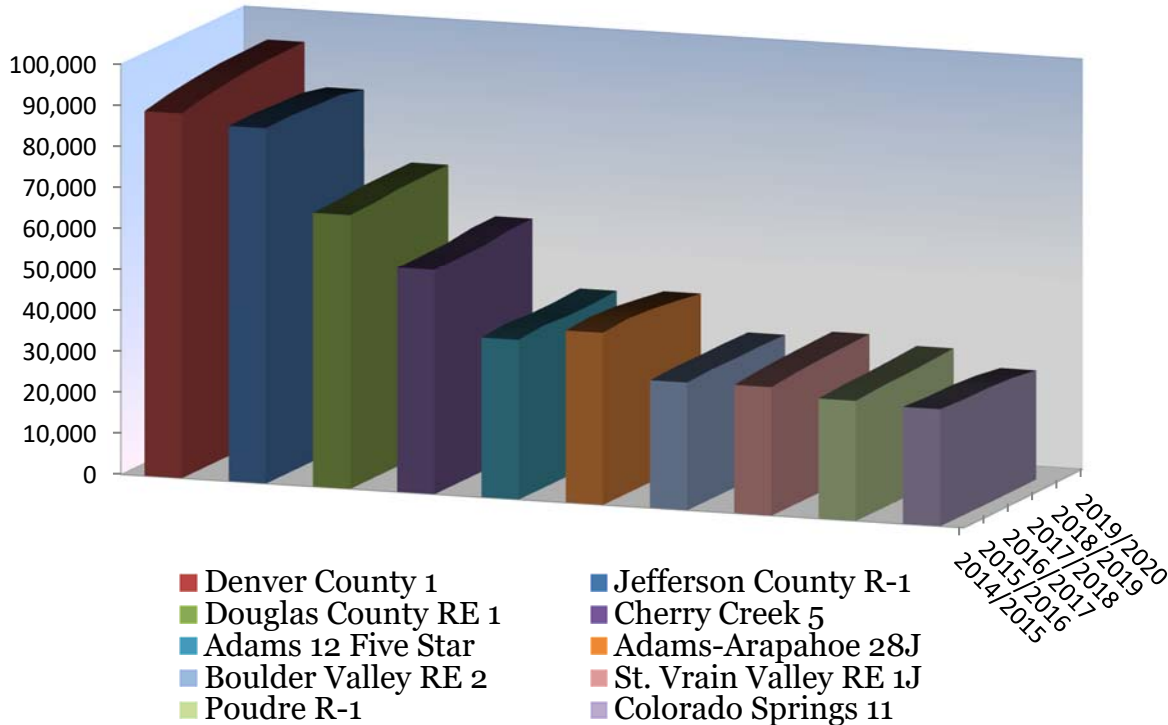
Enrollment

Student enrollment at Jeffco has continued to show a slight decrease. Current projections indicate the trend will continue as we move into 2020/2021. Currently, growth is primarily expected at district charter schools, with a decrease projected in neighborhood schools. 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)

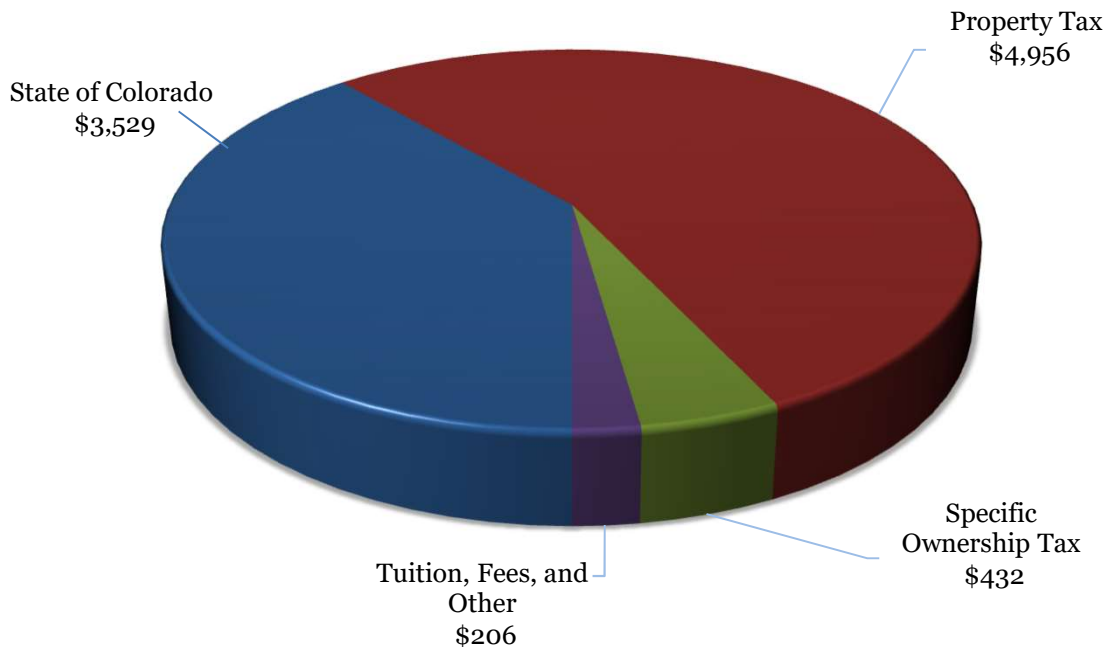
District	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
Denver County 1	88,839	90,234	91,132	91,794	91,998	92,112
Jefferson County R-1	86,537	86,708	86,347	86,112	84,623	84,061
Douglas County RE 1	66,702	66,896	67,470	67,597	67,591	67,305
Cherry Creek 5	54,499	54,695	54,815	55,657	55,791	56,172
Adams-Arapahoe 28J	41,706	42,249	41,797	40,920	39,892	40,088
Adams 12 Five Star	38,701	39,287	38,818	38,870	39,282	38,707
St. Vrain Valley RE 1J	31,076	31,776	32,171	32,421	32,639	32,855
Boulder Valley RE 2	30,908	31,247	31,189	31,282	31,169	31,000
Poudre R-1	29,045	29,527	29,682	30,019	30,463	30,754
Colorado Springs 11	28,332	27,937	27,911	27,427	26,395	26,040

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.

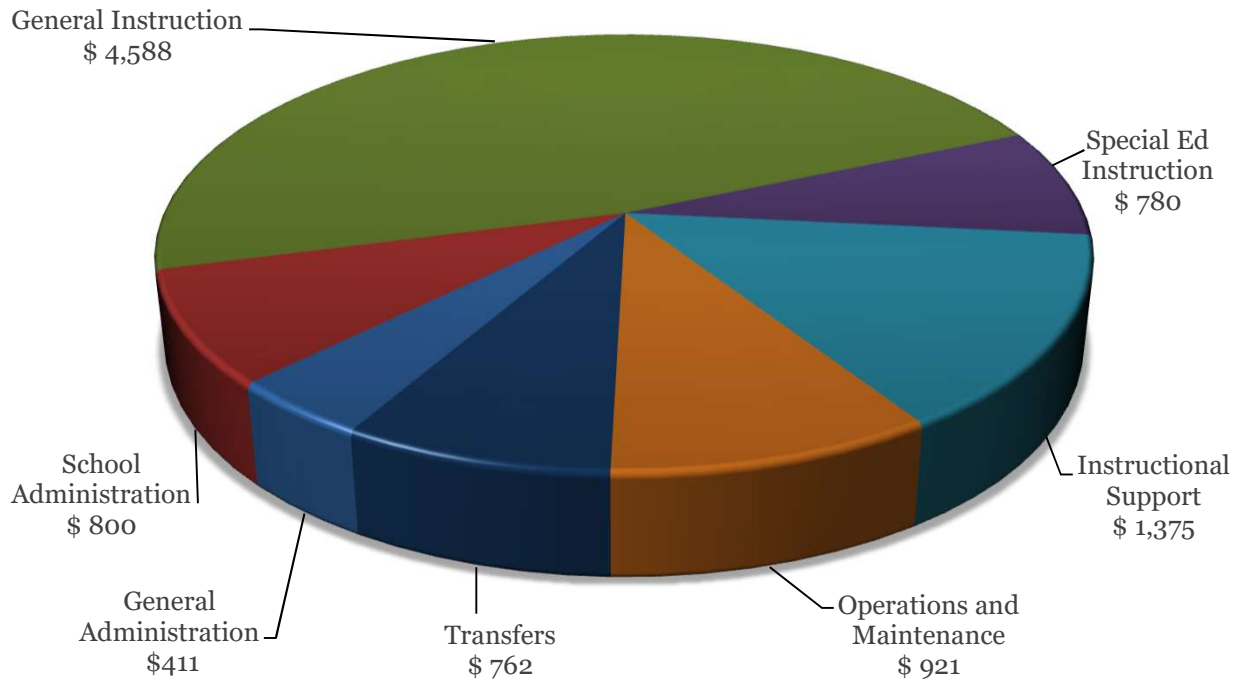
2020/2021 Operating Revenue Per Pupil



Operating Revenue	2019/2020 Per Pupil	2020/2021 Per Pupil *
State of Colorado	\$ 3,917	\$ 3,529
Property Tax	\$ 4,840	4,956
Specific Ownership Tax	\$ 459	432
Tuition, Fees, and Other	\$ 188	206
Revenue Over/(Under) Budgeted	\$ 287	(255)
Total Operating Revenue	\$ 9,691	\$ 8,868

*Per Pupil based on 2020/2021 Budgeted Enrollment

2020/2021 Operating Expenditures Per Pupil



Operating Expenditures	2019/2020 Per Pupil	2020/2021 Per Pupil *
General Administration	\$ 408	\$ 411
School Administration	821	800
General Instruction	4,361	4,588
Special Ed Instruction	801	780
Instructional Support	1,232	1,375
Operations and Maintenance	926	921
Transfers	817	762
Total Operating Expenditures	\$ 9,366	\$ 9,637

*Per Pupil based on 2020/2021 Budgeted Enrollment

Jeffco Statistics

Graduation Rates			
	2017	2018	2019
Colorado	79%	81%	81%
Jeffco	84%	85%	85%

Dropout Rates			
	2017	2018	2019
Colorado	2%	2%	2%
Jeffco	2%	2%	1%

Free and Reduced Lunch Rates			
	2017	2018	2019
Colorado	42%	41%	42%
Jeffco	33%	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	2016/2017	2017/2018	2018/2019
Elementary:			
Amount Collected	\$ 1,986,275	\$ 2,138,576	\$ 1,918,563
Number of Fees Paid	\$ 223,353	\$ 220,851	\$ 198,587
Number of Fees Waived**	\$ 59,773	\$ 55,229	\$ 54,024
Percent of Fees Waived	21%	20%	21%
Middle:			
Amount Collected	\$ 1,073,866	\$ 1,402,698	\$ 1,341,409
Number of Fees Paid	\$ 72,637	\$ 78,988	\$ 79,250
Number of Fees Waived**	\$ 14,873	\$ 14,273	\$ 17,422
Percent of Fees Waived	17%	15%	18%
High:			
Amount Collected	\$ 3,855,624	\$ 5,149,441	\$ 4,397,519
Number of Fees Paid	\$ 141,492	\$ 151,512	\$ 137,126
Number of Fees Waived**	\$ 30,637	\$ 28,659	\$ 29,454
Percent of Fees Waived	21%	16%	18%
Total All Levels			
Amount Collected	\$ 6,915,765	\$ 8,690,714	\$ 7,657,491
Number of Fees Paid	\$ 437,482	\$ 451,351	\$ 414,963
Number of Fees Waived**	\$ 105,283	\$ 98,161	\$ 100,900
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	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
Athletic Participation Fees (\$150/sport)	\$ 1,438,812	\$ 1,445,307	\$ 1,478,990	\$ 1,722,805	\$1,571,447
Outdoor Lab Fees *	1,550,090	1,544,870	1,489,660	1,524,297	1,457,071
High School Parking Fees (\$125/year)	633,359	633,238	634,262	628,628	618,395
Transportation Fees **	1,472,438	1,539,426	1,519,443	1,555,948	1,509,218
Misc. Athletic Fees (Activity tickets, etc.)	453,993	408,327	422,661	441,583	451,767

**Outdoor lab fee structure changed in 2010/2011 from one flat fee to a four tier structure ranging from \$100-\$350*

***Full time rider \$150/year, part time rider (one direction rider) \$80/year*



Elementary Schools Statistics

Number of Schools 94

Grade Distribution

K – 2	1
K – 4	1
K – 5	76
K – 6	9
K – 7	1
K – 8	4
3 – 5	1
5 – 8	1

Number of Students

Largest school	1,007
Smallest school	132
Average	362

School Year

Dates: August 24, 2020 – May 27, 2021

Middle Schools Statistics

Number of Schools 17

Grade Distribution
6 – 8 17

Number of Students

Largest school 1,019
Smallest school 572
Average 747

School Year

Dates: August 24, 2020 – May 27, 2021

Senior High Schools Statistics

Number of Schools 18

Grade Distribution

7 – 12	3
9 – 12	15

Number of Students

Largest school	2,025
Smallest school	670
Average	1,335

School Year

Dates: August 24, 2020 – May 27, 2021

Option Schools Statistics

Number of Schools 9

Grade Distribution

K – 12	1
6 – 8	2
6 – 12	1
9 – 12	1
10 – 12	2
11 – 12	2

Number of Students

Largest school	675
Smallest school	4*
Average	266

School Year

Dates: August 24, 2020 – May 27, 2021

*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.

Innovation Schools Statistics

Number of Schools 1

Grade Distribution
K – 8

1

Number of Students

Largest school

371

School Year

Dates: August 24, 2020 – May 27, 2021

Charter Schools* Statistics

Number of Schools 17*

Grade Distribution

K – 6	2
K – 8	6
K – 9	1
K – 12	7
9 – 12	1

Number of Students

Largest school	1,161
Smallest school	61
Average	517

School Year

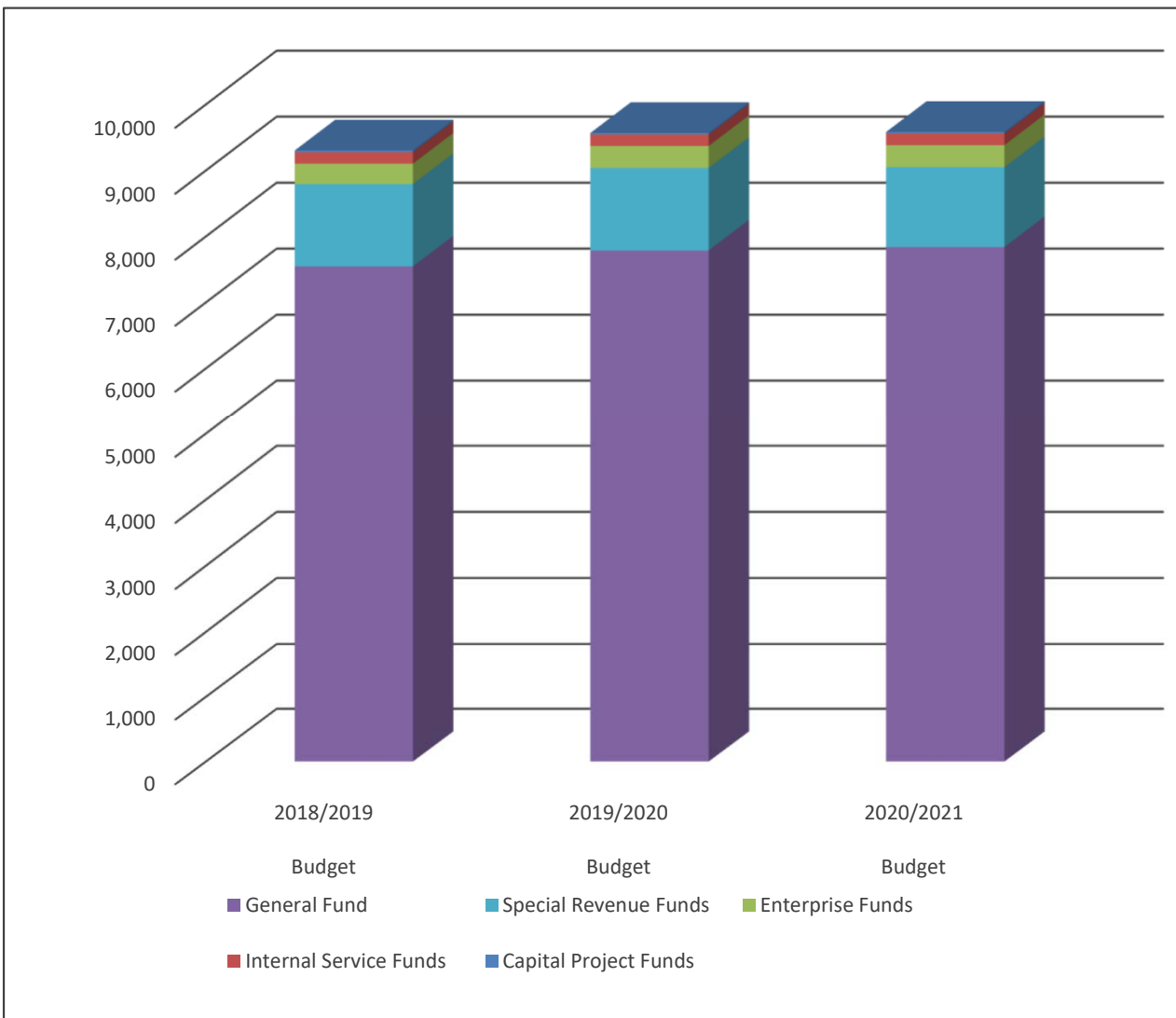
Dates: August 24, 2020 – May 27, 2021

*Detailed information on charter schools can be located on the Jeffco Public Schools District website – www.jeffcopublicschools.org/schools



Full Time Equivalents (FTE)

	2018/2019 Budget	2019/2020 Budget	2020/2021 Budget
Capital Project Funds	22.50	22.50	22.50
Internal Service Funds	175.81	174.15	176.13
Enterprise Funds	308.25	333.50	334.82
Special Revenue Funds	1,249.68	1,249.68	1,210.05
General Fund	7,545.29	7,787.77	7,839.37
Total	9,301.53	9,567.60	9,582.87





JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2018/2019 - 2020/2021
Staffing by Category

	2018/2019 Budget	2019/2020 Budget	2020/2021 Budget
General Fund:			
Elementary Schools			
Administration	135.50	146.00	146.80
Licensed	1,933.13	1,874.59	1,890.15
Support	<u>573.51</u>	<u>548.08</u>	<u>559.87</u>
Total Elementary Schools	2,642.14	2,568.67	2,596.82
Middle Schools			
Administration	57.75	60.00	64.00
Licensed	706.98	727.89	714.83
Support	<u>96.79</u>	<u>100.56</u>	<u>98.00</u>
Total Middle Schools	861.52	888.45	876.83
High Schools			
Administration	109.90	108.50	112.10
Licensed	1,299.73	1,269.93	1,261.42
Support	<u>157.13</u>	<u>160.32</u>	<u>168.92</u>
Total High Schools	1,566.76	1,538.75	1,542.44
Option Schools			
Administration	17.65	17.65	22.00
Licensed	179.34	175.92	177.30
Support	<u>57.29</u>	<u>49.60</u>	<u>51.98</u>
Total Option Schools	254.28	243.17	251.28
Athletics & Activities			
Administration	2.50	3.00	3.00
Licensed	-	-	-
Support	<u>9.61</u>	<u>9.78</u>	<u>9.64</u>
Total Athletics and Activities	12.11	12.78	12.64
Custodial			
Administration	3.00	3.00	3.00
Licensed	-	-	-
Support	<u>481.41</u>	<u>482.94</u>	<u>482.91</u>
Total Custodial	484.41	485.94	485.91
District Leadership and Communications			
Administration	22.85	25.00	25.00
Licensed	-	-	-
Support	<u>1.00</u>	<u>0.10</u>	<u>0.10</u>
Total District Leadership and Communications	23.85	25.10	25.10
Educational Research & Design*			
Administration	45.50	47.50	47.90
Licensed	164.81	177.81	178.75
Support	<u>59.65</u>	<u>65.74</u>	<u>59.13</u>
Total Educational Research & Design	269.96	291.05	285.78



JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2018/2019 - 2020/2021
Staffing by Category

	2018/2019 Budget	2019/2020 Budget	2020/2021 Budget
Field Services			
Administration	13.00	14.00	14.00
Licensed	-	-	-
Support	161.77	161.23	160.85
Total Field Services	174.77	175.23	174.85
Financial Services			
Administration	26.00	26.00	26.00
Licensed	-	-	-
Support	26.00	26.00	26.00
Total Financial Services	52.00	52.00	52.00
Human Resources			
Administration	17.00	17.00	18.00
Licensed	1.00	2.00	2.00
Support	23.29	23.57	23.55
Total Human Resources	41.29	42.57	43.55
Innovation and Effectiveness			
Administration	18.30	19.00	19.00
Licensed	1.00	1.00	-
Support	0.35	-	-
Total Innovation and Effectiveness	19.65	20.00	19.00
Student Success			
Administration	28.50	37.50	36.50
Licensed	729.00	791.89	790.67
Support	268.55	476.17	507.50
Total Student Success	1,026.05	1,305.56	1,334.67
Security and Emergency Management			
Administration	9.00	10.00	10.00
Licensed	-	-	-
Support	106.00	127.00	127.00
Total Security and Emergency Management	115.00	137.00	137.00
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	507.95	535.65	548.80
Licensed	5,014.99	5,021.03	5,015.12
Support	2,022.35	2,231.09	2,275.45
Total FTEs General Fund	7,545.29	7,787.77	7,839.37
Other Funds:			
Capital Reserve Fund			
Administration	19.50	19.50	19.50
Licensed	-	-	-
Support	3.00	3.00	3.00
Total Capital Reserve Fund	22.50	22.50	22.50
Grant Fund			
Administration	38.00	38.00	43.45
Licensed	300.00	300.00	297.37
Support	185.00	185.00	136.63
Total Grant Fund	523.00	523.00	477.45



JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2018/2019 - 2020/2021
Staffing by Category

	2018/2019 Budget	2019/2020 Budget	2020/2021 Budget
Campus Activity Fund			
Administration	-	-	-
Licensed	-	-	3.15
Support	25.00	25.00	27.77
Total Campus Activity Fund	25.00	25.00	30.92
Transportation Fund			
Administration	6.00	6.00	6.00
Licensed	-	-	-
Support	364.18	364.18	364.18
Total Transportation Fund	370.18	370.18	370.18
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	10.75	36.00	57.38
Support	289.00	289.00	267.94
Total Child Care Fund	305.75	331.00	331.32
Property Management Fund			
Administration	0.50	0.50	0.50
Licensed	-	-	-
Support	2.00	2.00	3.00
Total Property Management Fund	2.50	2.50	3.50
Employee Benefits Fund			
Administration	-	-	-
Licensed	-	-	-
Support	1.00	1.00	2.00
Total Employee Benefits Fund	1.00	1.00	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	106.35	115.50
Licensed	-	-	-
Support	49.96	48.30	39.13
Total Technology Fund	156.31	154.65	154.63
Central Services Fund			
Administration	2.50	2.50	2.50
Licensed	-	-	-
Support	10.00	10.00	11.00
Total Central Services Fund	12.50	12.50	13.50
Total FTEs Other Funds			
Administration	196.85	196.85	211.45
Licensed	310.75	336.00	357.90
Support	1,248.64	1,246.98	1,174.15
Total FTEs Other Funds	1,756.24	1,779.83	1,743.50



JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2018/2019 - 2020/2021
Staffing by Category

	2018/2019 Budget	2019/2020 Budget	2020/2021 Budget
Total FTEs ALL Funds			
Administration	704.80	732.50	760.25
Licensed	5,325.74	5,357.03	5,373.02
Support	3,270.99	3,478.07	3,449.60
Total FTEs ALL Funds	9,301.53	9,567.60	9,582.87

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
2020/2021
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	4.00	2.00	1.00						
Superintendent							1.00		
Chief Officer							4.00	1.00	1.00
Executive Director					1.00		1.00		4.00
Director			1.00			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	39.80	33.00	79.60	11.50					0.40
Manager					1.00		5.00	11.00	1.00
Technical Specialist				2.00	1.00		5.00	2.00	15.50
Accountant I									
Dean	8.00	9.00	9.50	0.50					
Teacher	1,702.43	620.13	1,140.16	139.30					82.40
Counselor	11.00	62.40	87.50	17.40				2.00	3.00
Teacher Librarian	66.10	16.80	17.10	4.00					3.50
Coordinator - Licensed	1.00								8.00
Coordinator - Classified									
Coordinator - Administrative		2.00	1.00	1.00			1.00		8.00
Resource Specialist									1.00
Resource Teachers	2.00			0.50					73.85
Instructional Coach.	88.42	12.00	9.91	10.60					8.00
Administrator									2.00
Physical Therapist									
Occupational Therapist									
Nurse	2.40			1.00					
Psychologist	3.65	0.50	0.20	0.50					
Social Worker	9.15	1.00	5.55						
Audiologist									
Speech Therapist									
Specialist - Classified	0.75		2.00	2.50				1.00	5.00
Buyer									
Technician - Classified	1.00		4.75	15.00	1.50	1.00		22.25	13.84
Administrative Assistant							4.00	1.00	1.00
Group Leader						1.00			
School Secretary	177.98	48.00	83.88	20.48					
Secretary					1.00	2.00			3.00
School Business Manager	5.00	2.00	2.00	2.00					
Clerk									1.00
Buyer Assistant									
Paraprofessional	262.00	32.00	51.65	9.00					0.21
Special Interpreter/Tutor	6.00		2.00						30.81
Para-Educator									
Clinic Aides	93.76	17.00	17.64	4.00					
Trades Technician					5.00	9.00			
Custodian	4.00					469.50			
Investigator							2.00		
Campus Supervisor.									
Security Officer									
Alarm Monitor									
Food Service Manager	2.74								
Food Service Hourly Worker	2.47								
Classified - Hourly	9.17	1.00	7.00	1.00	2.14	0.41	0.10	0.30	5.27
Certificated - Hourly				4.00					
Total FTEs	2,596.82	876.83	1,542.44	251.28	12.64	485.91	25.10	43.55	285.78



**JEFFERSON COUNTY SCHOOL DISTRICT, NO. R-1
2020/2021
General Fund Staffing by Account**

	Field Services	Financial Services	Innovation and Effectiveness	Student Success	Security and Emergency Management	Telecom, Network & Utilities	Total FTEs
Substitute Teacher FT							7.00
Superintendent							1.00
Chief Officer		1.00	2.00	1.00			10.00
Executive Director	0.50		2.00	1.00	1.00		10.50
Director	3.50	4.00	11.00	5.50	1.00		41.00
Principal.				2.00			138.00
Assistant Director				12.00			17.00
Supervisor							2.00
Assistant Principal				3.00			167.30
Manager	6.00	7.00		1.00	5.00	1.50	38.50
Technical Specialist	3.00	10.00		1.00			39.50
Accountant I		1.00					1.00
Dean							27.00
Teacher				360.65			4,045.07
Counselor				59.50			242.80
Teacher Librarian							107.50
Coordinator - Licensed				7.00			16.00
Coordinator - Classified					4.00		4.00
Coordinator - Administrative		1.00	1.00	3.00	3.00		21.00
Resource Specialist							1.00
Resource Teachers				9.50			85.85
Instructional Coach.							128.93
Administrator		2.00		6.00			10.00
Physical Therapist				12.10			12.10
Occupational Therapist				29.30			29.30
Nurse				46.00			49.40
Psychologist				47.34			52.19
Social Worker				79.45			95.15
Audiologist				5.00			5.00
Speech Therapist				128.90			128.90
Specialist - Classified	1.00	8.00		7.17			27.42
Buyer		2.00					2.00
Technician - Classified	5.00	12.00		13.00	1.00		90.34
Administrative Assistant	1.00	1.00	3.00	1.00			12.00
Group Leader	13.00						14.00
School Secretary				3.75			334.09
Secretary	2.00	1.00		8.00	1.00		18.00
School Business Manager							11.00
Clerk							1.00
Buyer Assistant		2.00					2.00
Paraprofessional				127.74			482.60
Special Interpreter/Tutor				40.26			79.07
Para-Educator				274.12			274.12
Clinic Aides				2.44			134.84
Trades Technician	134.00						148.00
Custodian							473.50
Investigator							2.00
Campus Supervisor.				1.00	86.00		87.00
Security Officer					23.00		23.00
Alarm Monitor					12.00		12.00
Food Service Manager							2.74
Food Service Hourly Worker							2.47
Classified - Hourly	5.85			30.02			62.26
Certificated - Hourly				5.93			9.93
Total FTEs	174.85	52.00	19.00	1,334.67	137.00	1.50	7,839.37



Glossary - Acronyms

ACCESS for ELLs: Assessing Comprehension and Communication in English State-to-State for English Language Learners

ACT: American College Test

ALP: Advanced Learning Plan

BFO: Budgeting for Outcomes

CAFR: Comprehensive Annual Financial Report

CDE: Colorado Department of Education

CMAS: Colorado Measure of Academic Success

COLA: Cost Of Living Adjustment

COP: Certificates of Participation

COVID-19: Coronavirus Disease 2019

CPI: Consumer Price Index

CPP: Colorado Preschool Program

C.R.S.: Colorado Revised Statute

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

FCI: Facility Condition Index

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
SAED: Supplemental Amortization Equalization Disbursement
SAST: School Accounting Support Team
SBB: Student Based Budgeting
SELS: Social Emotional Learning Specialist
SIET: School Innovation & Effectiveness Team
SOT: Specific Ownership Tax
SPAC: Strategic Planning Advisory Council
SPED: Special Education
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.

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.

Comprehensive Annual Financial Report (CAFR): A complete set of financial statements presented in conformity with generally accepted accounting principles for the prior year.

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.

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 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

Jefferson County School District No. R-1
Authorizing the Use of a Portion of Beginning Fund Balances
For the Fiscal Year Beginning July 1, 2019 and Ending June 30, 2020
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 2019/2020 Beginning Fund Balance for the following funds: Campus Activity Fund in the amount of \$1,647,015 related to the uncollected fees and/or refunds due to COVID-19; Child Care in the amount of \$1,498,955 related to refunds in preschool and before/after school programs triggered due to COVID-19; Central Service Fund in the amount of \$717,985 related to decline in revenues due to the closure of schools; Information Technology Fund in the amount of \$2,736,972 related to acceleration of purchase of WAPs; Insurance Reserve Fund in the amount of \$3,653,489 related to increase in claims and workmen's compensation; Property Management Fund in the amount of \$499,556 related to loss of revenue due to COVID-19.

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 17th day of June, 2020.

(SEAL)

Attest:


Stephanie Schooley
Secretary, Board of Education

By: _____



Susan Harmon
President, Board of Education

Signed after printing document.

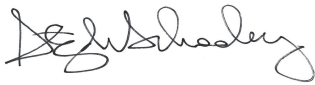
**Jefferson County School District No. R-1
Supplemental Appropriation
For the Fiscal Year Beginning July 1, 2019 and Ending June 30, 2020
RESOLUTION**

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, 2019, and ending June 30, 2020.

Adopted this 17th day of June, 2020.

(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
2019/2020 Fiscal Year Supplemental Budget Appropriation Resolution

REVENUE

Sources of Revenue	2019/2020 Adopted/Revised Budget	Increase (Decrease)	2019/2020 Revised Budget
CAPITAL RESERVE FUND			
Sale of 2001 Hoyt St. Building	\$ 1,996,919	\$ 2,200,000	\$ 4,196,919
CAPITAL RESERVE SUPPLEMENTAL	\$ 1,996,919	\$ 2,200,000	\$ 4,196,919
CAMPUS ACTIVITY FUND			
Increase Operating Transfer for at risk student support	\$ 1,100,000	\$ 100,000	\$ 1,200,000
CAMPUS ACTIVITY FUND SUPPLEMENTAL	\$ 1,100,000	\$ 500,000	\$ 1,200,000
FOOD SERVICE FUND			
Transfer from General Fund to cover loss of revenue up to a max of \$5M	\$ -	\$ 5,000,000	\$ 5,000,000
FOOD SERVICE FUND SUPPLEMENTAL	\$ -	\$ 5,000,000	\$ 5,000,000
GENERAL FUND			
Increase in SPED student count	\$ 800,508,139	\$ 2,100,000	\$ 802,608,139
GENERAL FUND SUPPLEMENTAL	\$ 800,508,139	\$ 2,100,000	\$ 802,608,139
GRANT FUND			
Additional Grant Fund Revenue for CARES, ESSER, and other Grants	\$ 44,856,127	\$ 48,870,224	\$ 93,726,351
GRANT FUND SUPPLEMENTAL	\$ 44,856,127	\$ 48,870,224	\$ 93,726,351
INFORMATION TECHNOLOGY FUND			
Additional E-Rate revenue	\$ 19,828,831	\$ 750,000	\$ 20,578,831
INFORMATION TECHNOLOGY FUND SUPPLEMENTAL	\$ 19,828,831	\$ 750,000	\$ 20,578,831

Jefferson County School District No. R-1
2019/2020 Fiscal Year Supplemental Budget Appropriation Resolution

EXPENDITURE APPROPRIATION

Description of Expenditure	2019/2020 Adopted/Revised Budget	Increase (Decrease)	2019/2020 Revised Budget
CAPITAL RESERVE FUND			
Payoff 581 Conference Place	\$ 16,476,994	\$ 5,585,000	\$ 22,061,994
CAPITAL RESERVE SUPPLEMENTAL	\$ 16,476,994	\$ 5,585,000	\$ 22,061,994
FOOD SERVICES FUND			
Additional expenses due to COVID-19	\$ 25,566,131	\$ 500,000	\$ 26,066,131
FOOD SERVICES SUPPLEMENTAL	\$ 25,566,131	\$ 500,000	\$ 26,066,131
GENERAL FUND			
Increase in SPED student count	\$ 741,989,005	\$ 2,100,000	\$ 744,089,005
GENERAL FUND SUPPLEMENTAL	\$ 741,989,005	\$ 2,100,000	\$ 744,089,005
GENERAL FUND OTHER USES			
Transfer for Food Service Fund and Campus Activity Fund	\$ 63,079,650	\$ 5,100,000	\$ 68,179,650
GENERAL FUND OTHER USES SUPPLEMENTAL	\$ 63,079,650	\$ 5,100,000	\$ 68,179,650
GRANT FUND			
Additional Grant Fund Revenue for CARES, ESSER, and other Grants	\$ 44,856,127	\$ 48,870,224	\$ 93,726,351
GRANT FUND SUPPLEMENTAL	\$ 44,856,127	\$ 48,870,224	\$ 93,726,351
INFORMATION TECHNOLOGY FUND			
WAP's replacement project	\$ 31,408,329	\$ 750,000	\$ 32,158,329
INFORMATION TECHNOLOGY FUND SUPPLEMENTAL	\$ 31,408,329	\$ 750,000	\$ 32,158,329
INSURANCE RESERVE FUND			
Increase in claims and workmans comp	\$ 11,129,587	\$ 400,000	\$ 11,529,587
INSURANCE RESERVE FUND SUPPLEMENTAL	\$ 11,129,587	\$ 400,000	\$ 11,529,587

Jefferson County School District No. R-1
Budget Adoption and Appropriations
For the Fiscal Year Beginning July 1, 2020 and Ending June 30, 2021
RESOLUTION

WHEREAS, the Jefferson County Public School District annual budget for the fiscal year beginning July 1, 2020, and ending June 30, 2021, 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 2020/2021 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, 2020, and ending June 30, 2021 with total appropriated amounts listed below for both expenditures and interfund transfers:

General Fund	
Expenditures	\$721,106,586
Interfund Transfers	\$ 63,830,825
School Carry Forward Reserve	\$ 18,464,000
Capital Reserve Fund	\$ 5,272,131
Building Fund	\$223,930,531
Debt Service Fund	\$ 73,730,025
Special Revenue Funds	
Campus Activity Fund	\$ 26,721,871
Food Service Fund	\$ 26,283,749
Grant Fund	\$ 93,410,050
Transportation Fund	\$ 28,495,093
Enterprise Funds	
Child Care Fund	\$ 20,777,297
Property Management Fund	\$ 1,894,935
Interfund Transfer	\$ 1,050,000
Internal Service Funds	
Employee Benefits Fund	\$ 7,303,793
Central Services Fund	\$ 3,447,008
Technology Fund	\$ 33,737,455
Insurance Reserve Fund	\$ 10,420,522

BE IT FURTHER RESOLVED, that amounts which were budgeted and appropriated for the 2019/2020 fiscal year budget; which are authorized to be expended, reserved, encumbered or in the case of the Grant Fund, Capital Reserve Fund and Building Fund committed for various purposes and projects by Board action prior to June 30, 2020; and which are incomplete at that time be, and hereby are, ratified and re-appropriated for the 2020/2021 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.

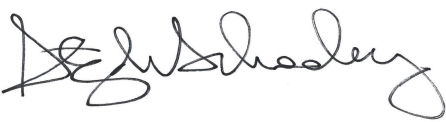
BE IT FURTHER RESOLVED, that the adoption of this Budget Resolution shall be deemed to include the renewal for the 2020/2021 fiscal year of all leases, lease purchase agreements, lease agreements with an option to purchase, and installment purchase agreements in accordance with their terms which have 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 2020/2021 fiscal year and be open for inspection during reasonable business hours.

Adopted this 17th day of June, 2020.

(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, 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 Building Fund, General Fund, Food Service Fund, Child Care Fund, Property Management Fund, Employee Benefits 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 2020/2021 Beginning Fund Balance for the following funds: Building Fund in the amount of \$220,420,531 related to the acceleration of projects related to the bond; General Fund in the amount of \$21,360,974 to use for reduction in state funding; Food Service in the amount of \$638,755 due to the increases in minimum wage; Child Care Fund in the amount of \$384,875 due to increased expenditures within the preschool programs; Property Management Fund in the amount of \$183,235 due to the transfers to the General Fund and Campus Activity Fund as a reimbursement to schools; Employee Benefits Fund in the amount of \$496,793 related to lower premiums for employees; Information Technology Fund in the amount of \$4,111,551 related to the timing and implementation of projects; and Insurance Reserve Fund in the amount of \$1,787,575 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 17th day of June, 2020.



(SEAL)

By: _____

Susan Harmon
President, Board of Education

Attest: _____

Stephanie Schooley
Secretary, Board of Education

Signed after printing document.



Appendix B

JEFFCO BUILDS PROJECT STATUS

AS OF MARCH 25, 2020

PROJECTS STARTED Q1 - 2019

Consultant Selection	Contractor Selection	Design Advisory Group	Schematic Design	Design Development	Construction Documents	Pricing	Construction	Percent Complete
Addition / Remodel, Replacement								
Arvada HS - Addition/Remodel	✓	✓	✓	✓	✓	✓	●	25%
Columbine HS Addition/Remodel	✓	✓	✓	✓	●	●		
Green Mountain HS Addition/Remodel	✓	✓	✓	✓	●	●		
Kendrick Lakes ES Replacement	✓	✓	✓	✓	✓	✓	●	5%
Three Creeks K-8 Addition	✓	✓	✓	✓	✓	✓	●	50%
Wilmot ES Addition	✓	✓	✓	✓	✓	✓	●	20%
Track & Artificial Turf Fields								
Arvada HS	✓	✓	✓	✓	✓	✓	✓	100%
Chatfield HS	✓	✓	✓	✓	✓	✓	✓	100%
Conifer HS	✓	✓	✓	✓	✓	✓	●	98%
Dakota Ridge HS	✓	✓	✓	✓	✓	✓	✓	100%
Evergreen HS	✓	✓	✓	✓	✓	✓	✓	100%
Lakewood HS	✓	✓	✓	✓	✓	✓	✓	100%
Ralston Valley HS	✓	✓	✓	✓	✓	✓	✓	100%
West Jefferson MS	✓	✓	✓	✓	✓	✓	✓	100%
Paving Projects								
Deviny ES	✓	✓	✓	✓	✓	✓	✓	100%
Evergreen MS	✓	✓	✓	✓	✓	✓	✓	100%
Hackberry Hill ES	✓	✓	✓	✓	✓	✓	✓	100%
Maple Grove ES	✓	✓	✓	✓	✓	✓	✓	100%
Parmalee ES	✓	✓	✓	✓	✓	✓	✓	100%
Peck ES	✓	✓	✓	✓	✓	✓	✓	100%

PROJECTS STARTED Q1 - 2019

	Consultant Selection	Contractor Selection	Design Advisory Group	Schematic Design	Design Development	Construction Documents	Pricing	Construction	Percent Complete
Playground Projects									
Belmar ES	✓	✓	✓	✓	✓	✓	✓	✓	100%
Columbine Hills ES	✓	✓	✓	✓	✓	✓	✓	✓	100%
Eiber ES	✓	✓	✓	✓	✓	✓	✓	✓	100%
Free Horizon Montessori	✓	✓	✓	✓	✓	✓	✓	✓	100%
Patterson ES	✓	✓	✓	✓	✓	✓	✓	✓	100%
Ralston ES	✓	✓	✓	✓	✓	✓	✓	✓	100%
Welchester ES	✓	✓	✓	✓	✓	✓	✓	✓	100%
Wilmore-Davis ES	✓	✓	✓	✓	✓	✓	✓	✓	100%
Roofing									
Lakewood HS	✓	✓	✓	✓	✓	✓	✓	✓	100%
Ralston Valley HS	✓	✓	✓	✓	✓	✓	✓	✓	100%
Eiber ES	✓	✓	✓	✓	✓	✓	✓	✓	100%
Green Gables ES	✓	✓	✓	✓	✓	✓	✓	✓	100%
Wilmot ES	✓	✓	✓	✓	✓	✓	✓	✓	100%
Security									
IT Cameras - Districtwide	✓	✓	✓	✓	✓	●	●	●	50%
Security Locks - Districtwide	✓	✓	✓	✓	✓	✓	✓	✓	95%
Site Lighting - 6 sites	✓	✓	✓	✓	✓	✓	✓	✓	100%
Fire Alarm Upgrades	✓	✓	✓	✓	✓	✓	✓	✓	100%
Security Glazing Replacement	✓	✓	✓	✓	✓	●	●	●	15%
Flooring Replacement									
8 ES Sites	✓	✓	✓	✓	✓	✓	✓	✓	100%
Fixtures, Furnishings & Equipment (FF&E)									
Arvada K8	✓	✓	✓	✓	✓	✓	✓	✓	100%
West Jefferson MS	✓	✓	✓	✓	✓	✓	✓	✓	100%

PROJECTS STARTED Q3 - 2019

	Consultant Selection	Contractor Selection	Design Advisory Group	Schematic Design	Design Development	Construction Documents	Pricing	Construction	Percent Complete
Addition / Remodel, Replacement									
Conifer HS Addition/Remodel	✓	✓	✓	✓	●				
Jefferson Jr/Sr HS Addition/Remodel	✓	✓	✓	●					
Bell MS Addition	✓		✓	✓	●				
Lumberg ES Addition/Remodel	✓	✓	✓	●					
Manning MS Addition	✓		✓	✓	●				
South Warren Tech Facility	✓		✓	✓	●				
Trailblazer Stadium	✓		✓	✓	✓	●			
Wayne Carle MS Addition	✓		✓	✓	●				
Track & Artificial Turf Fields									
Arvada West HS Track	✓	✓	✓	✓	✓	●			
Columbine HS	✓	✓	✓	✓	✓	●			
Golden HS Track	✓	✓	✓	✓	✓	●			
Green Mountain HS	✓	✓	✓	✓	✓	●			
Pomona HS	✓	✓	✓	✓	✓	●			
Standley Lake HS	✓	✓	✓	✓	✓	●			
Paving Projects									
Columbine Hills ES	✓		✓	✓	✓	●			
Everitt MS	✓		✓	✓	✓	●			
Lawrence ES	✓		✓	✓	✓	●			
Mitchell ES	✓		✓	✓	✓	●			
Ryan ES	✓		✓	✓	✓	●			
Shelton ES	✓		✓	✓	✓	●			
Mechanical Projects									
Patterson ES	✓		✓	✓	✓	●			
Ryan ES	✓		✓	✓	✓	●			
Stott ES	✓		✓	✓	✓	●			
Westridge ES	✓		✓	✓	✓	●			

PROJECTS STARTED Q3 - 2019

	Consultant Selection	Contractor Selection	Design Advisory Group	Schematic Design	Design Development	Construction Documents	Pricing	Construction	Percent Complete
Playground Projects									
Allendale ES	✓		✓	✓	✓	●			
Dutch Creek ES	✓		✓	✓	✓	●			
Fletcher Miller Special	✓		✓	✓	✓	●			
Kendallvue ES	✓		✓	✓	✓	●			
Sheridan Green ES	✓		✓	✓	✓	●			
Stony Creek ES	✓		✓	✓	✓	●			
Stott ES	✓		✓	✓	✓	●			
Vanderhoof ES	✓		✓	✓	✓	●			
Westridge ES	✓		✓	✓	✓	●			
Roofing									
Carmody MS	✓		✓	✓	✓	●			
Evergreen HS	✓		✓	✓	✓	●			
Kullerstrand ES	✓		✓	✓	✓	●			
Little ES	✓		✓	✓	✓	●			
Swanson ES	✓		✓	✓	✓	●			
Thompson ES	✓		✓	✓	✓	●			
Security									
IT Cameras - Districtwide	✓		✓	✓	✓	✓	✓	●	
Security Locks - Districtwide	✓		✓	✓	✓	✓	✓		
Security Glazing Replacement	✓		✓	✓	✓	✓	✓	●	
Flooring Replacement									
8 Sites	✓		✓	✓	✓	●			

PROJECTS STARTED Q3 - 2019

	Consultant Selection	Contractor Selection	Design Advisory Group	Schematic Design	Design Development	Construction Documents	Pricing	Construction	Percent Complete
	Efficiency & Future Ready								
Adams ES	✓		✓	✓	✓	●			
Arvada K-8	✓		✓	✓	✓	●			
Belmar ES	✓		✓	✓	✓	●			
Brady Option	✓		✓	✓	✓	●			
Columbine Hills ES	✓		✓	✓	✓	●			
Coronado ES	✓		✓	✓	✓	●			
Dutch Creek ES	✓		✓	✓	✓	●			
Eiber ES	✓		✓	✓	✓	●			
Foothills ES	✓		✓	✓	✓	●			
Fremont ES	✓		✓	✓	✓	●			
Green Gables ES	✓		✓	✓	✓	●			
Hackberry Hill ES	✓		✓	✓	✓	●			
Hutchinson ES	✓		✓	✓	✓	●			
Kullerstrand ES	✓		✓	✓	✓	●			
Lukas ES	✓		✓	✓	✓	●			
Ralston ES	✓		✓	✓	✓	●			
Semper ES	✓		✓	✓	✓	●			
Stober ES	✓		✓	✓	✓	●			
Vivian ES	✓		✓	✓	✓	●			
Welchster ES	✓		✓	✓	✓	●			
Witt ES	✓		✓	✓	✓	●			

PROJECTS STARTED Q3 - 2019

	Consultant Selection	Contractor Selection	Design Advisory Group	Schematic Design	Design Development	Construction Documents	Pricing	Construction	Percent Complete
	Fixtures, Furnishings & Equipment (FF&E)								
Adams ES	✓		✓	✓	✓				
Belmar ES	✓		✓	✓	✓				
Eiber ES	✓		✓	✓	✓				
Foothills ES	✓		✓	✓	✓				
Fremont ES	✓		✓	✓	✓				
Green Gables ES	✓		✓	✓	✓				
Hutchinson ES	✓		✓	✓	✓				
Lukas ES	✓		✓	✓	✓				
Stober ES	✓		✓	✓	✓				
Welcheater ES	✓		✓	✓	✓				
Witt ES	✓		✓	✓	✓				
Kendrick Lakes ES	✓		✓	✓	✓				
Three Creeks K-8	✓		✓	✓	✓				
Wilmot ES	✓		✓	✓	✓				

CHARTER SCHOOL PROJECTS

	Consultant Selection	Contractor Selection	Design Advisory Group	Schematic Design	Design Development	Construction Documents	Pricing	Construction	Percent Complete
Jefferson Academy HS								✓	100%
Jefferson Academy ES/MS			Funds to Jefferson Academy HS Project						
Lincoln Academy		✓	✓		●				
Excel Academy		✓	✓		✓				
Addenbrooke		✓	✓						
Collegiate Academy		✓							
Doral									
Great Work Montessori									
Compass Montessori Golden	✓								60%
Compass Montessori Wheat Ridge	✓								60%
Montessori Peaks		✓	●						
Rocky Mountain Academy of Evergreen	✓								100%
Rocky Mountain Deaf School		✓		✓	●				
Woodrow Wilson Academy	✓								100%
Mountain Phoenix		✓	✓	✓	✓	✓	✓	●	
Two Roads	✓								100%
New America	✓								100%

Appendix C

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
• Building	X	n/a	n/a	n/a	n/a
Special Revenue Funds:					
• Grants	X	n/a	X	n/a	n/a
• Campus Activity	X	n/a	X	n/a	n/a
• Food Service	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:	September 6, 2018
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)