



Jeffco Public Schools SAC Survey Report

Introduction

The Jeffco District Accountability Committee (DAC) conducted a survey to engage the School Accountability Committees (SACs) between Jan 24, 2022, and Feb 25, 2022. The survey collected input about budget priorities, SAC operations, and family-school-community engagement. The engagement and data received will provide a guide for DAC in making recommendations to the Jeffco Board of Education on district budget priorities and the Unified Improvement Planning process and ways of best supporting SACs.

Participation

This engagement had 327 local participants.



At a Glance

- 2943 unique visitors
- 327 unique local participants
- 234 completed $\geq 50\%$ of the engagement
- 520 comments

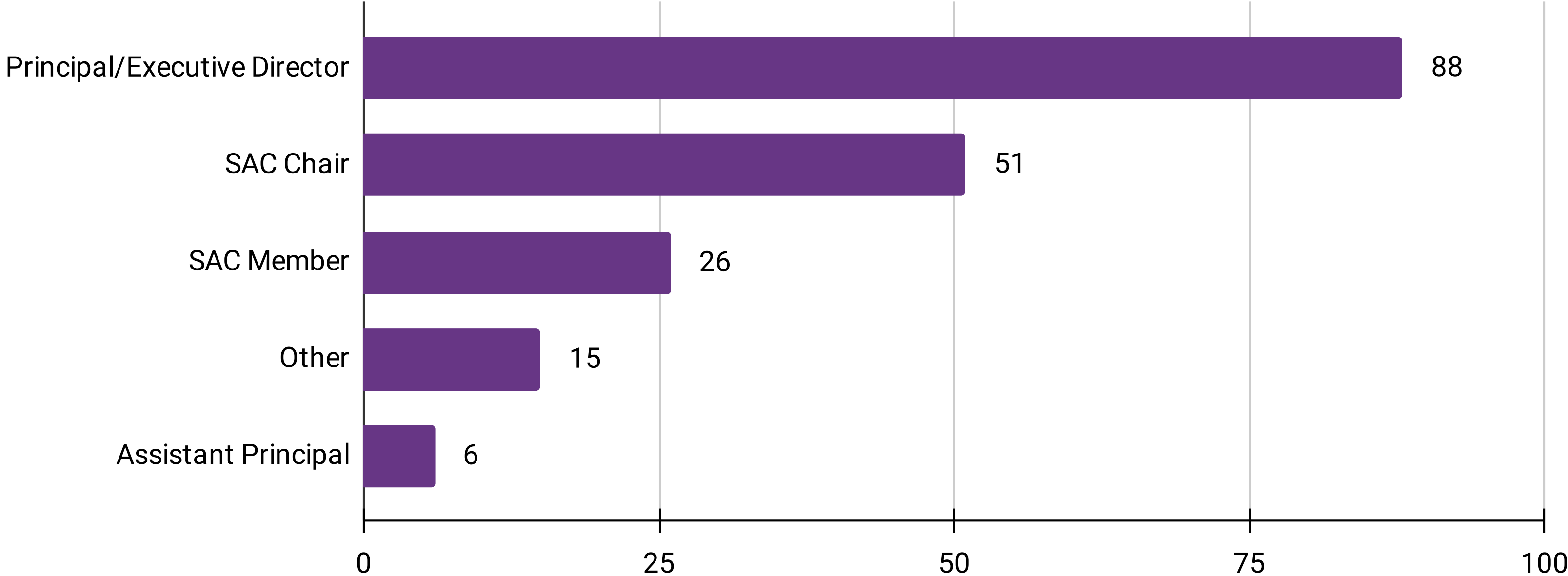
Authentication

*All participants were authenticated based on their IP address, device ID, and voting patterns, to ensure respondents were local and singular in their votes. 9 staff and project admin users were removed..

General Information

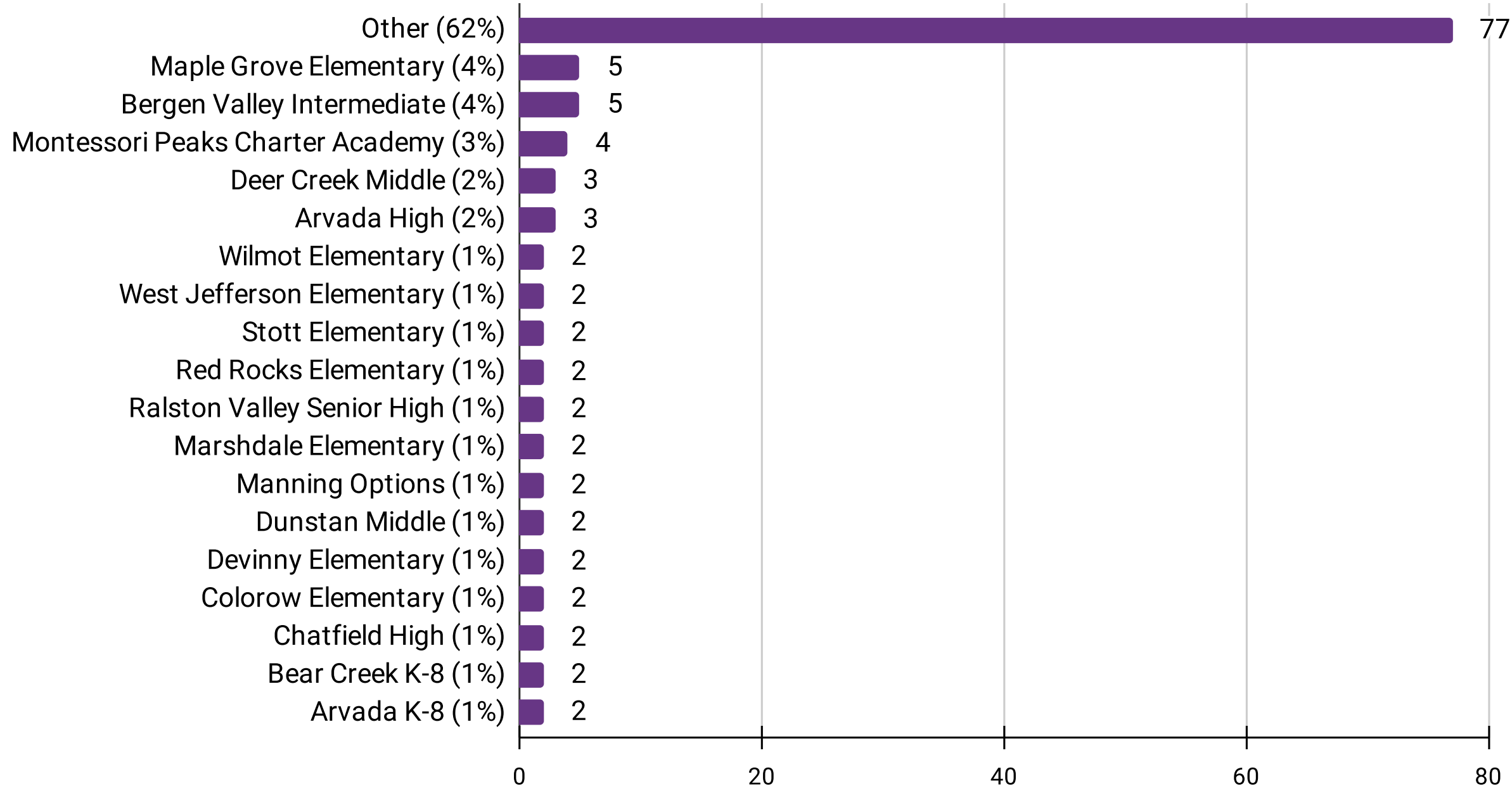
General Information

2. Title of the individual(s) submitting this questionnaire (n=126)



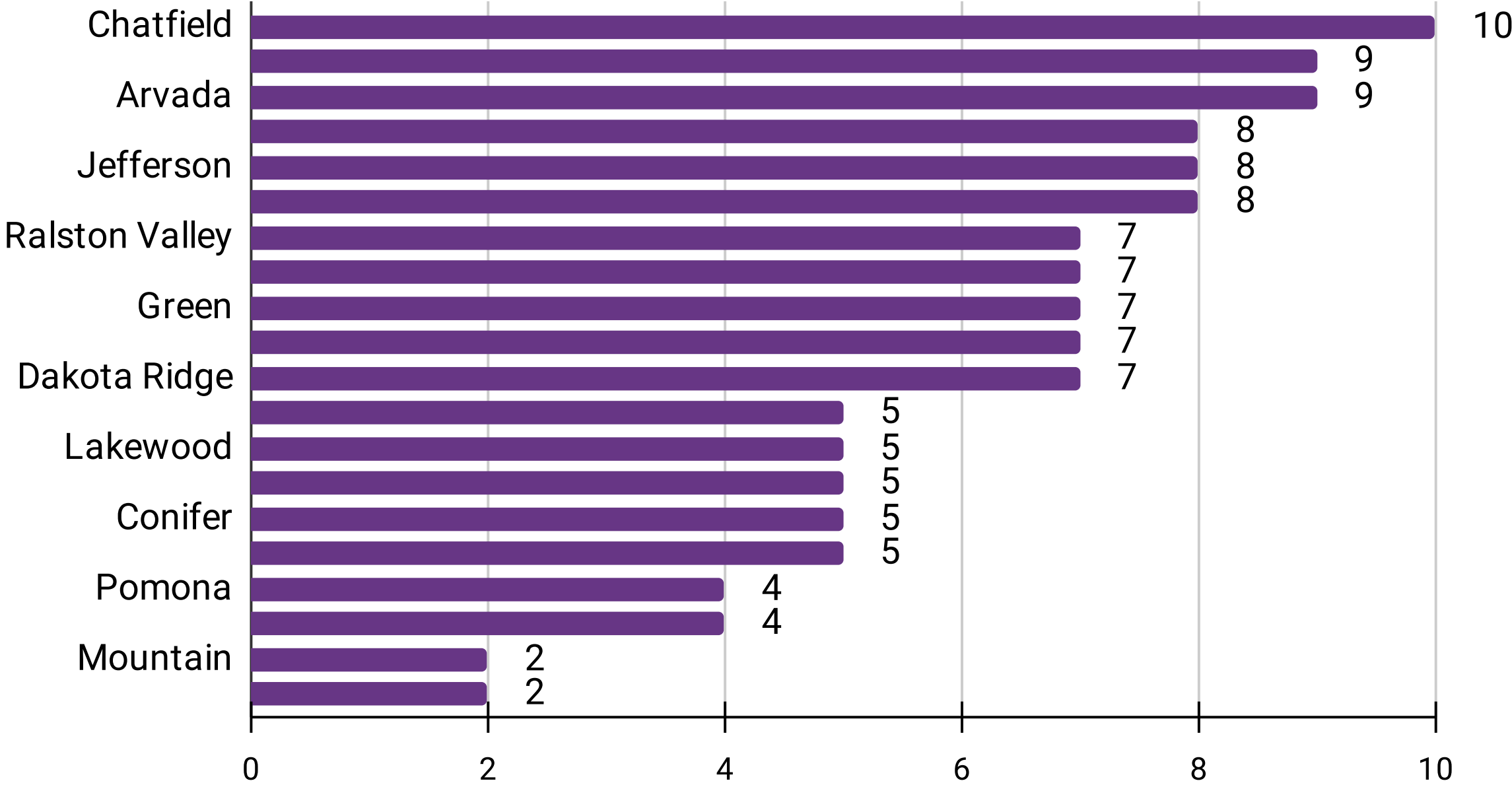
General Information

3. School's name (n=123)



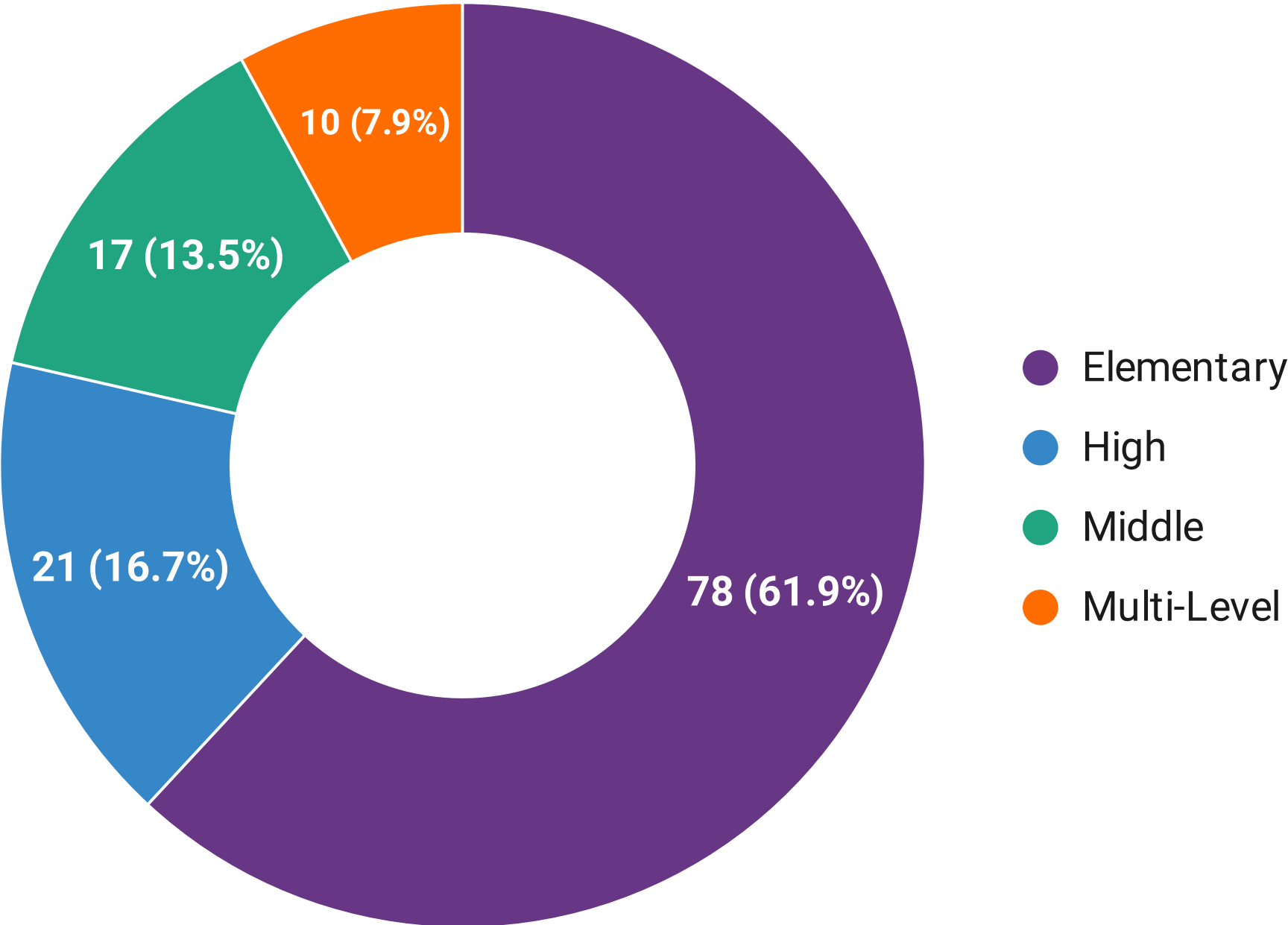
General Information

4. Articulation area's name (n=124)



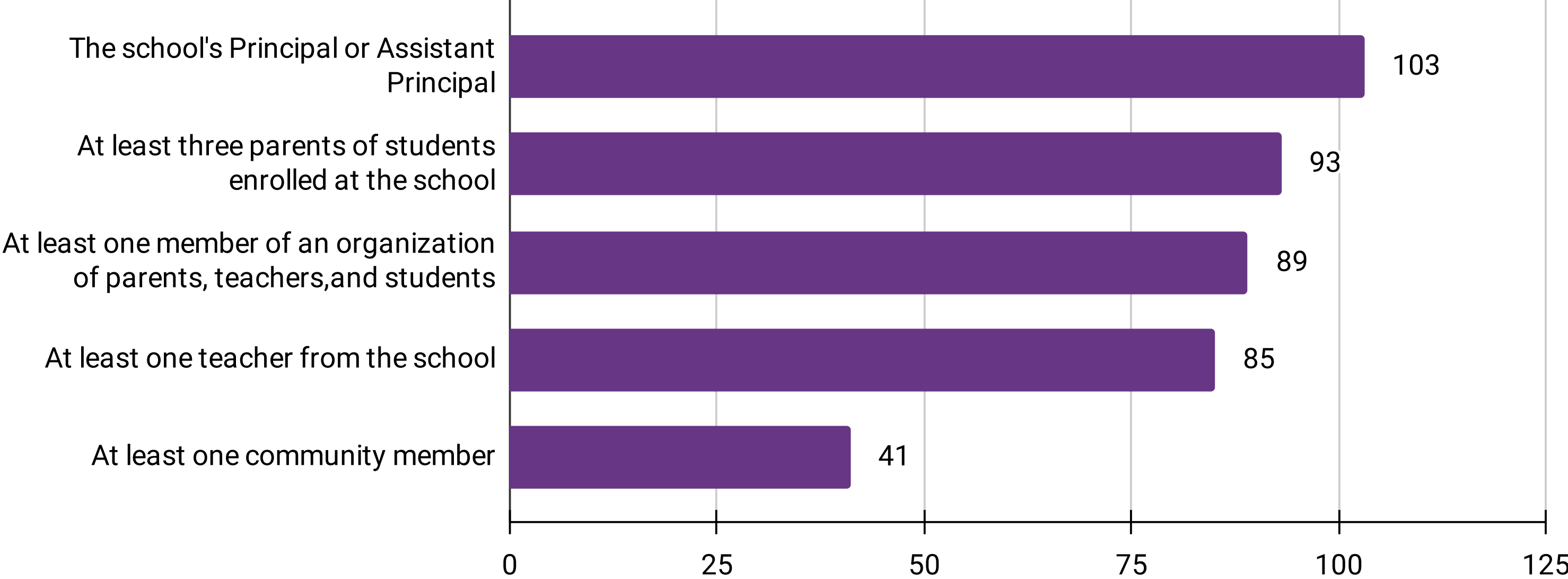
General Information

5. Level (n=126)



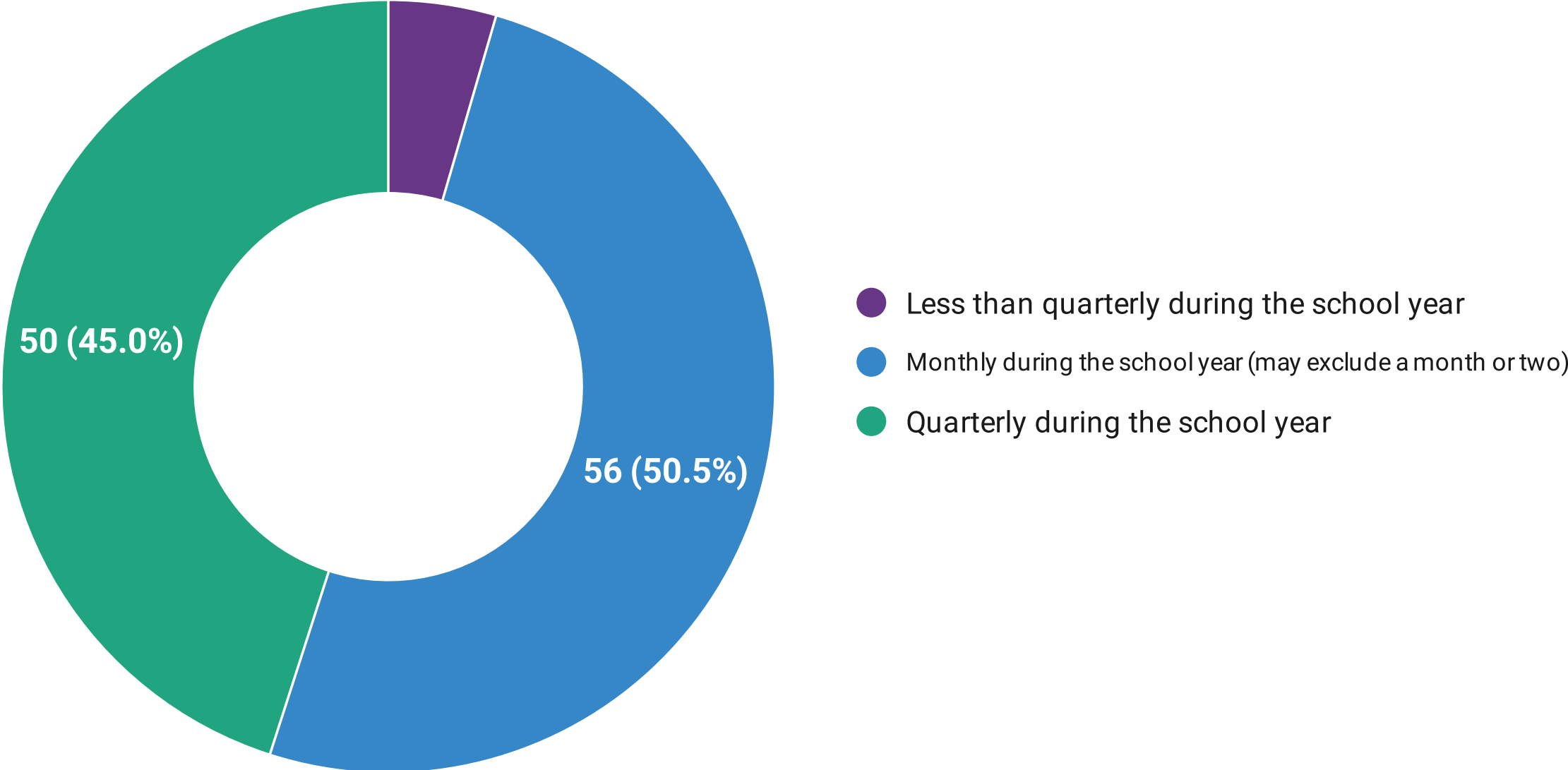
SAC Composition and Duties

7. School Accountability Committee Assurances - Membership. The school's current SAC includes (check all that apply)



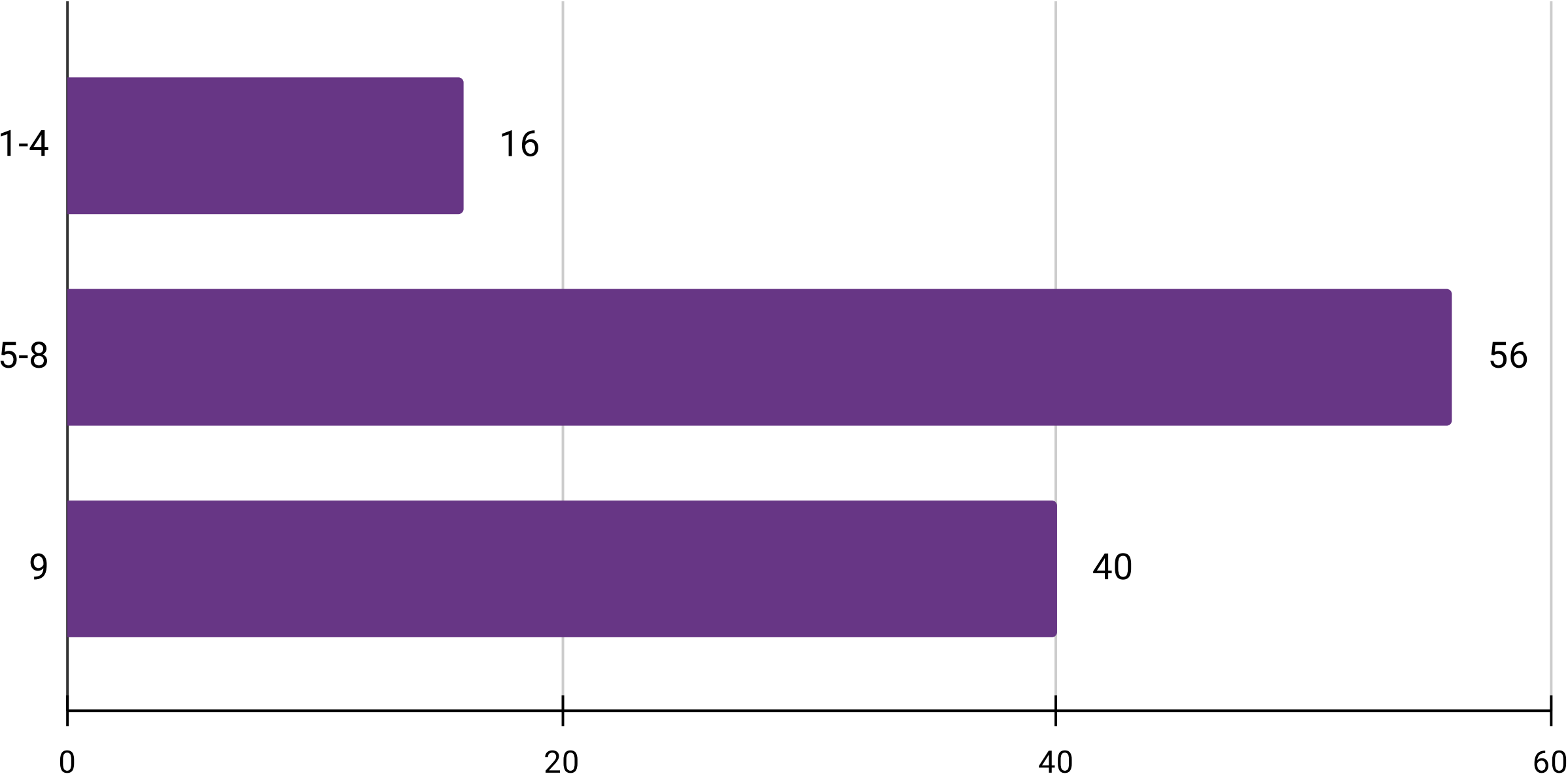
SAC Composition and Duties

8. School Accountability Committee Assurances - Meetings SAC meets (check the most accurate answer) (n=111)



SAC Composition and Duties

9. The average number of attendees at our regular SAC meetings is (n=112)



SAC Composition and Duties

10. The attendees at our regular SAC meetings usually include (n=103)

Average number of parents or guardians of enrolled students: 6

Average number of staff members (other than principal): 3

Other answers:

"The principal and Brady staff usually infused in our monthly Building Leadership meetings"

"Principal, SAC chair, school secretary, parent(s)"

"Principal, FEL, 3-4 parents"

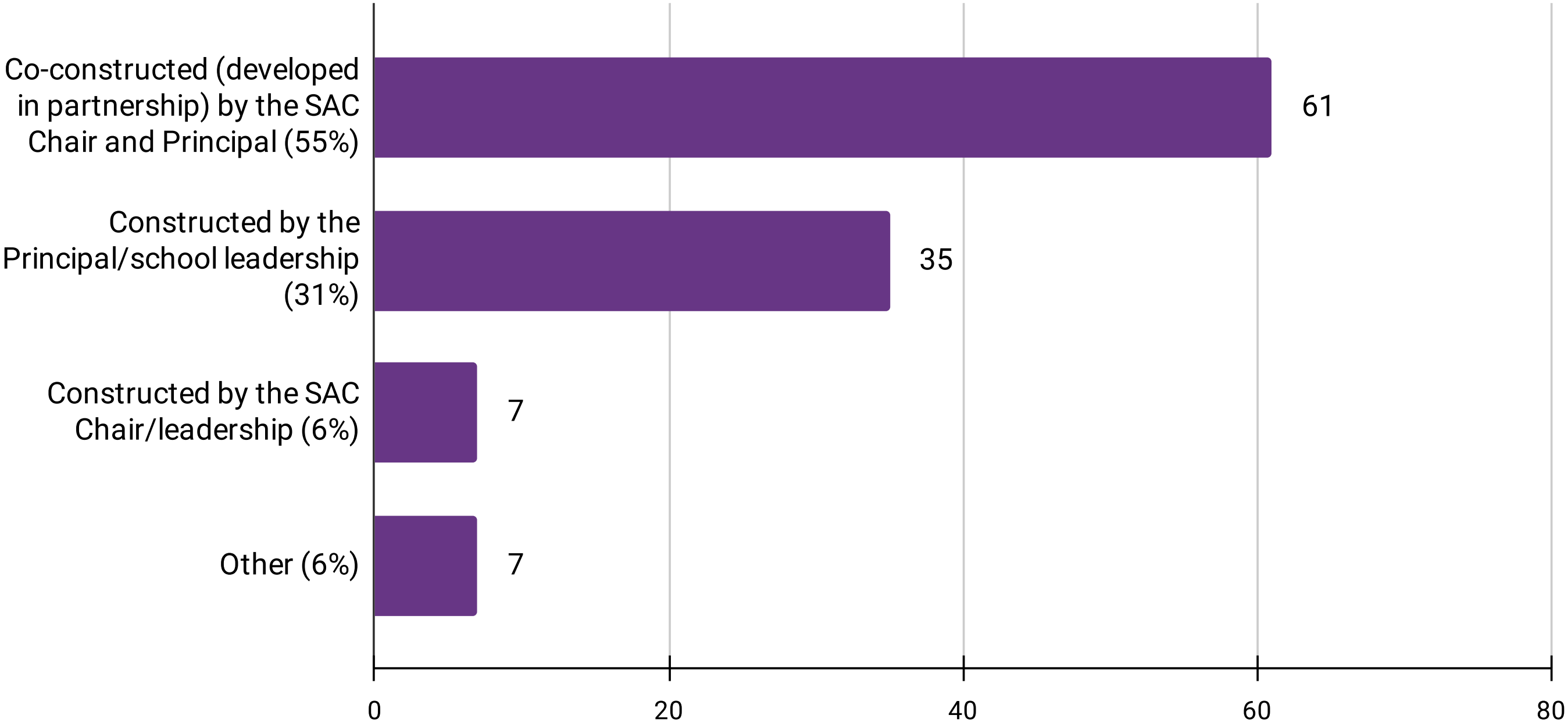
"one parent, one teacher, principal"

"Members of the PTSA via zoom call"

"Approximately 6 parents/guardians of enrolled students"

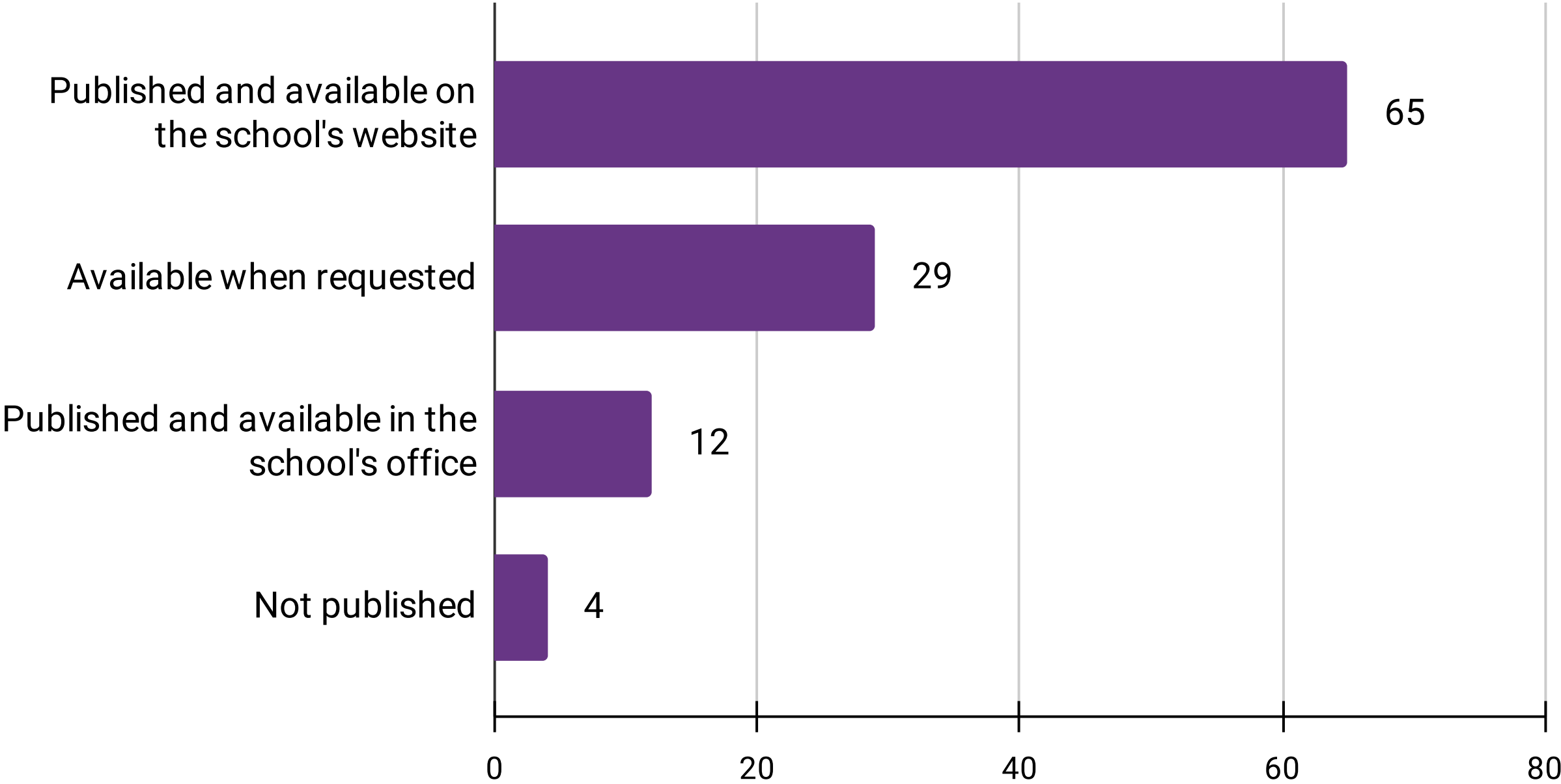
SAC Composition and Duties

11. The agendas for SAC meetings are typically (n=110)



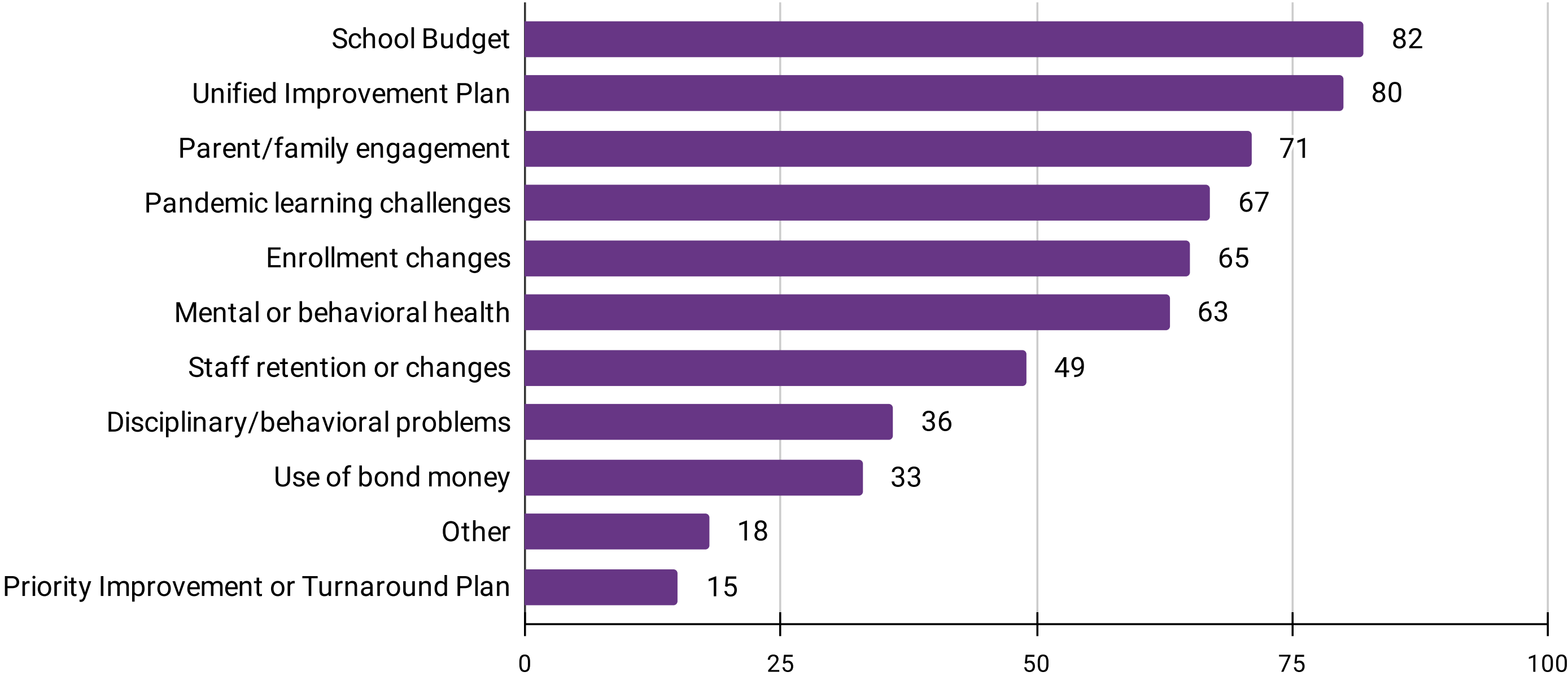
SAC Composition and Duties

12. Minutes and agendas for SAC meetings are typically (n=110)



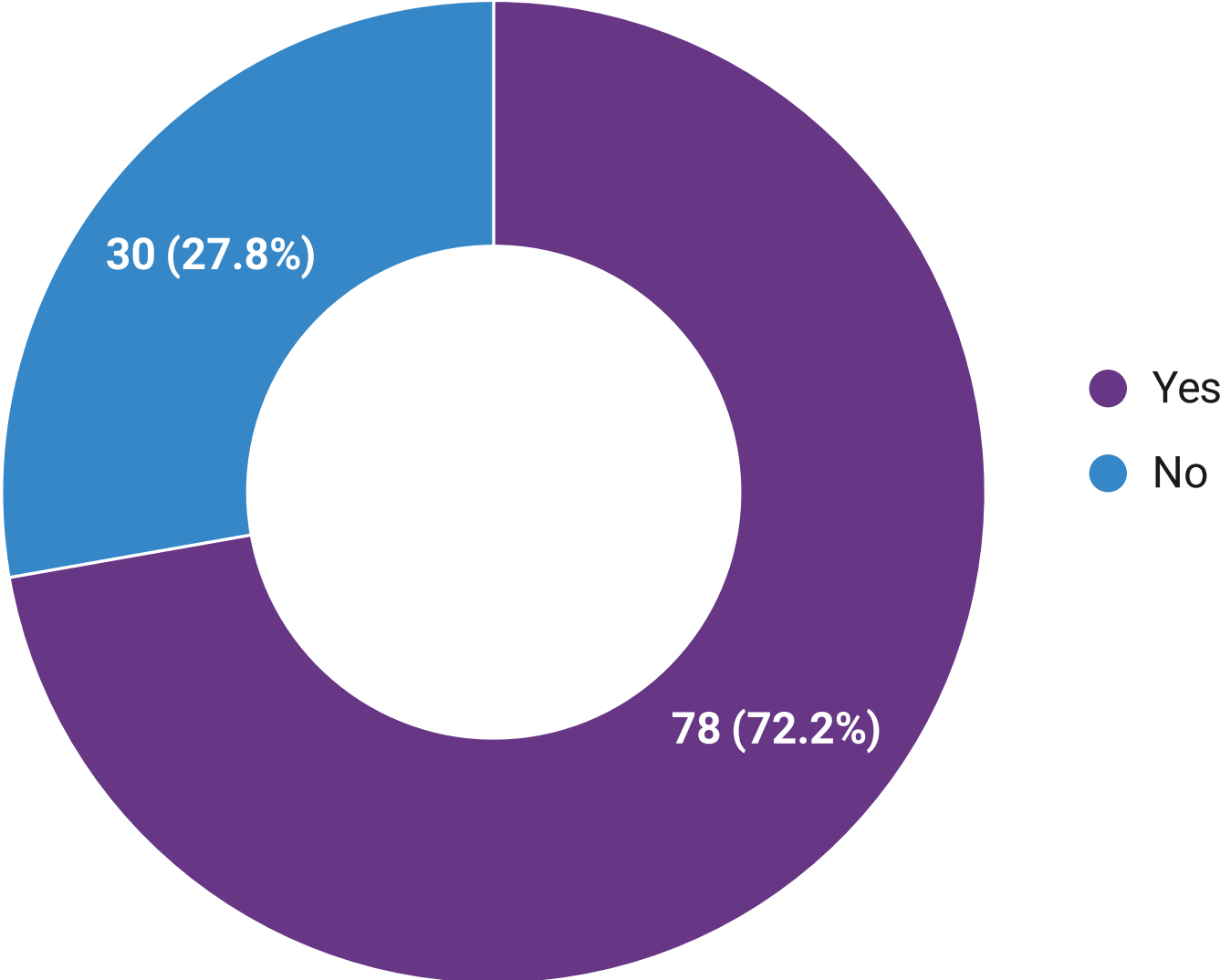
Parent/Family Engagement

13. Which of the following items has your SAC addressed this year (check all that apply):



Parent/Family Engagement

14. Does your SAC assist school personnel in increasing the level of parent/family engagement in the school? (n=108)

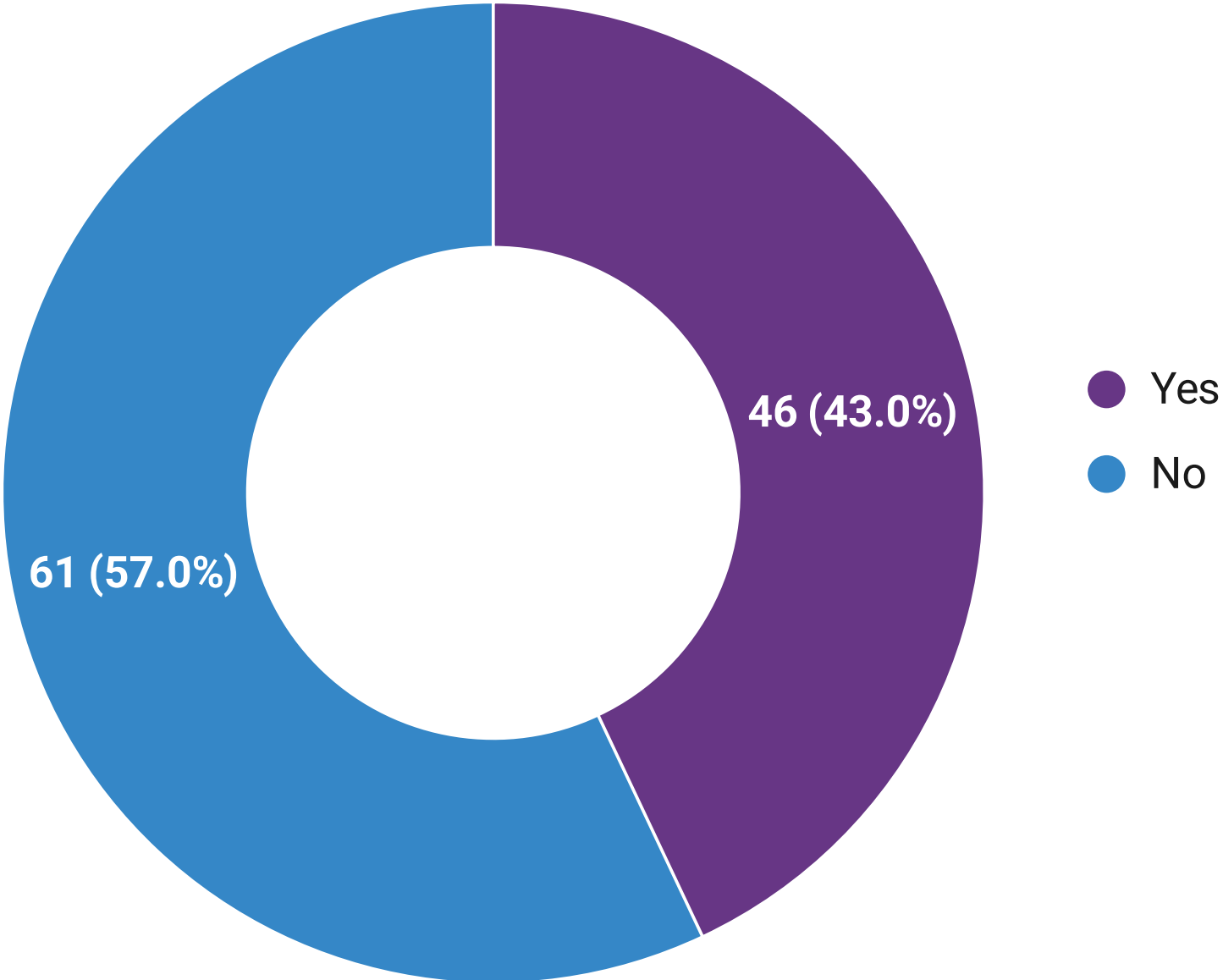


If yes to above: Did these efforts include a plan to increase the diversity of parents on the SAC? (n=48)



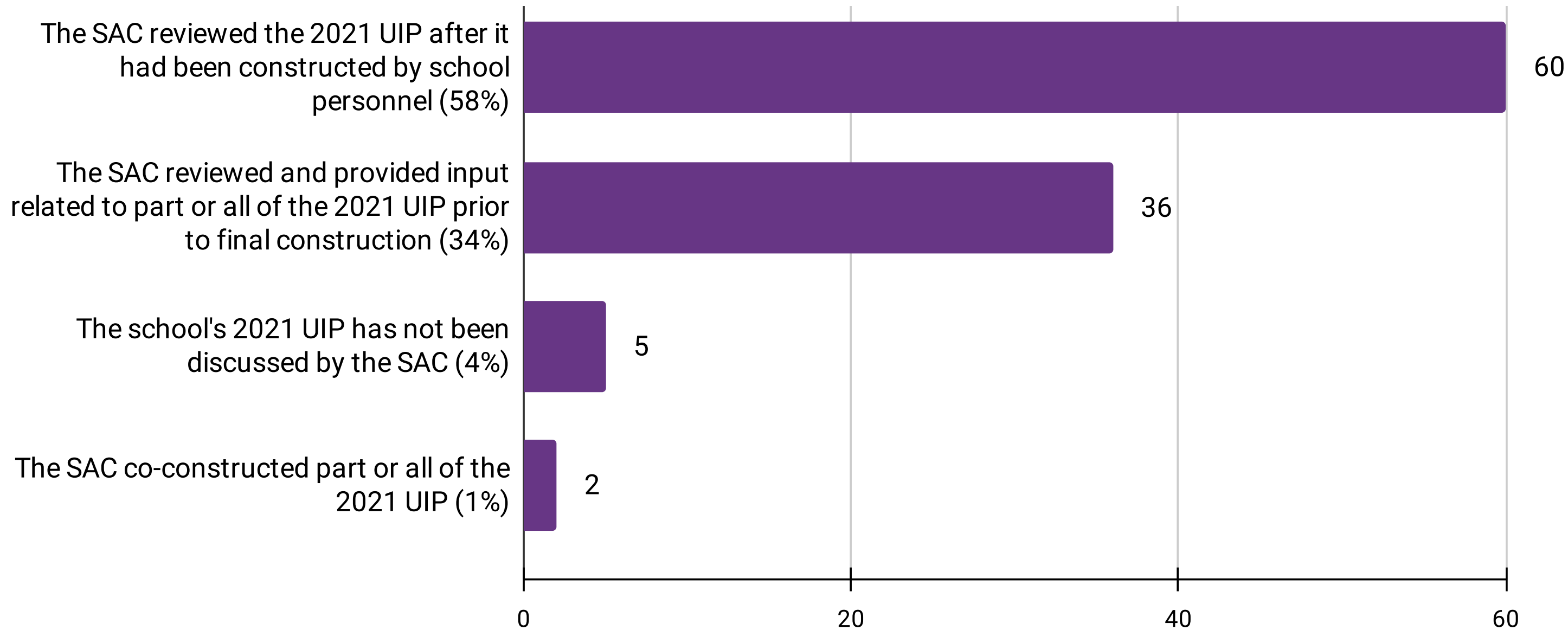
Parent/Family Engagement

15. Has your SAC reviewed the district's "KB" policy on Family-School-Community Partnerships? (n=107)



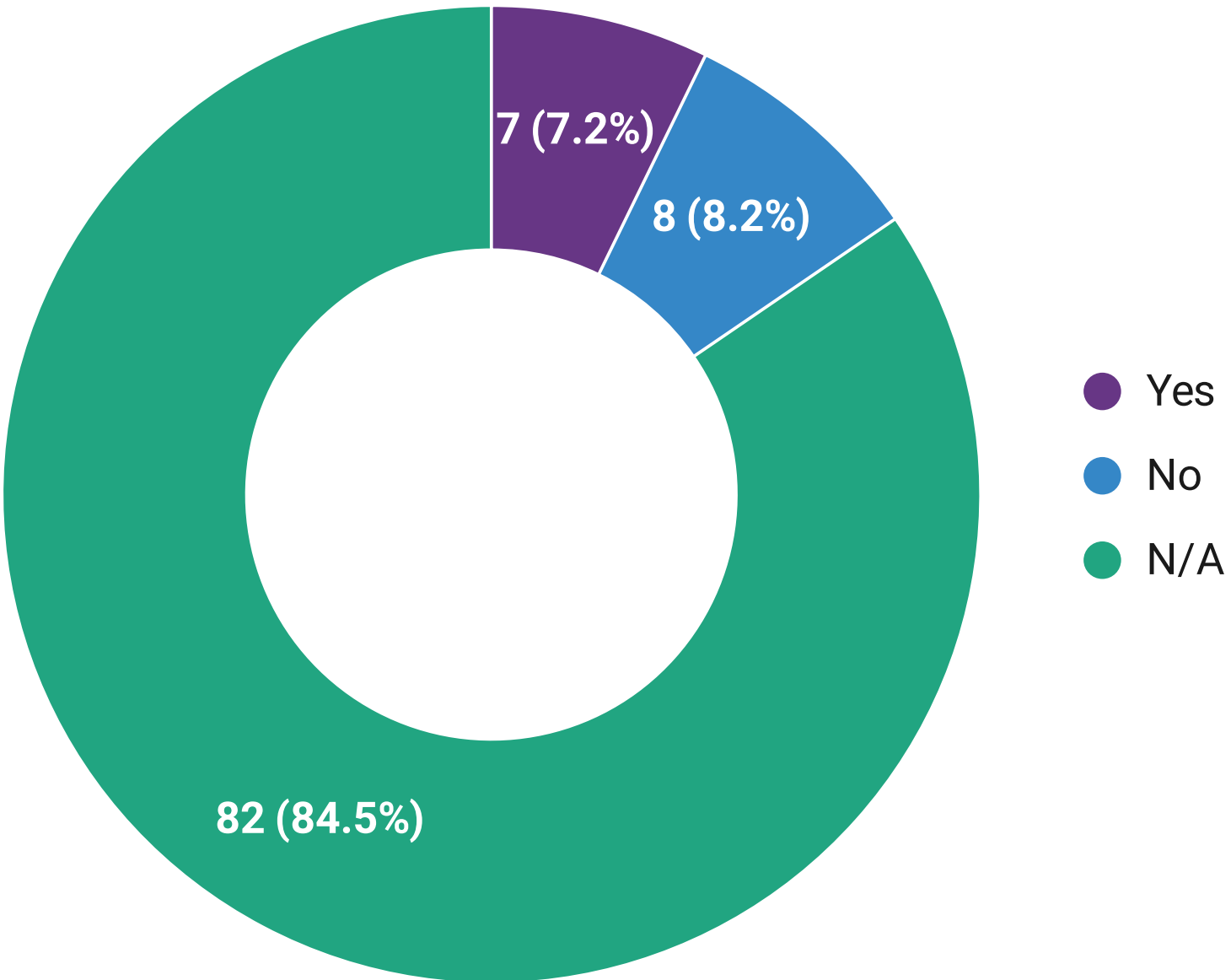
Unified Improvement Plan (UIP)

16. Please select the item below which best describes the degree to which the SAC provided input into the development of/revisions to the school's UIP during fall 2021? (n=103)



Unified Improvement Plan (UIP)

17. If your school is on Priority Improvement or Turnaround, did your SAC hold a meeting where families were invited to provide input on the improvement plan (n=97)



Unified Improvement Plan (UIP)

18. Please identify any challenges or barriers related to your SAC providing meaningful input into the development of or revisions to the school UIP (n=78)

"-Size of our community incorporates a huge spectrum of ideas/perspectives.
-The UIP is not written in community friendly language. It is geared to educators."

"As a new SAC we are working to find new ways to increase our community involvement. The timing with new leadership also created some issues in getting feedback and family involvement."

"As an educator and very involved parent for 15 years now, I don't think it is really quite feasible to imagine that the SAC would co-construct the UIP. There is so much technical background that is needed to understand the process and meaningfully engage in a process that takes a ton of time, that I'm wondering if that really should be the goal vs. having the administration bring questions/parts of the UIP to SAC for meaningful input and feedback."

"Consistent parent SAC membership/involvement over multiple years would be helpful. Getting parents up to speed on SAC as new members can be challenging."

"COVID and district technology issues with Enroll Jeffco"

Unified Improvement Plan (UIP)

18. Please identify any challenges or barriers related to your SAC providing meaningful input into the development of or revisions to the school UIP (n=78)

"COVID related difficulties with our meetings (hybrid, in-person and remote)"

"COVID was a barrier"

"Create a better process for engaging our SAC. Time is also an issue."

"Difficult to find parents interested in being the SAC, and UIP timelines don't align with SAC meeting schedule."

"Due to COVID during the 2020-2021 school year, this year's UIP utilized outdated data to drive the plan."

"During the pandemic it is difficult to receive feed back. We are attempting to hold meeting via Zoom"

"Fairly new SAC committee this year & COVID restrictions made previous year's meetings difficult to hold."

Unified Improvement Plan (UIP)

18. Please identify any challenges or barriers related to your SAC providing meaningful input into the development of or revisions to the school UIP (n=78)

"Did not feel like there were any barriers"

"Finding membership is our biggest challenge. We typically have one or two parents and one student."

"I construct the UIP be the time teachers return and our SAC does not meet until after the school year begins."

"It continues to be difficult to get families to participate in SAC. Our last budget meeting had one person (SAC chair) attend. We have started adding SAC information to our PTA agenda (4 parents) in order to get more family input."

"It's hard to share the UIP when sometimes it isn't in the language of"

"lack of consistent student data due to pandemic"

"lack of understanding"

Unified Improvement Plan (UIP)

18. Please identify any challenges or barriers related to your SAC providing meaningful input into the development of or revisions to the school UIP (n=78)

"Lack of knowledge/interest and understanding of instructional practices and analyzing data to guide instructional decisions"

"Long document in a system, timeline, time to get everyone together. Template for SAC to offer feedback and school to consider?"

"Meetings are quarterly."

"More time for input on the UIP. Next steps, longer meeting to discuss UIP, more time to review UIP, send UIP to SAC members before meeting to help support the UIP."

"No barriers as we trust our school staff to build the UIP."

"No challenges. Our SAC works really well together."

"Not challenges/barriers, the SAC trusts that we are writing a UIP that is meaningful and will lead to increased student achievement."

Unified Improvement Plan (UIP)

18. Please identify any challenges or barriers related to your SAC providing meaningful input into the development of or revisions to the school UIP (n=78)

"Not a full representation of the school community"

"One challenge is trying to engage parents whose native language is not English. We have been having Cafe con la Directora monthly with our Spanish speaking families. At those meetings, we address the same topics as we do at our PTA and SAC meetings."

"Our "Surprise SAC" meetings at Family Dinner are short and our family engagement tends to be low. Asking families to read the UIP and give feedback is usually met with, "You are the educator. What do you think?""

"Our attendance has dropped off at our meetings caused by the pandemic conditions."

"Our group is small"

"Semper has had difficulty recruiting SAC and PTA representatives since the pandemic. We have begun sending the information regarding the UIP and budget to our community via messenger."

Unified Improvement Plan (UIP)

18. Please identify any challenges or barriers related to your SAC providing meaningful input into the development of or revisions to the school UIP (n=78)

"Teacher needs and training is unknown to SAC, Confidentiality"

"The amount of time to go deep to understand of data and the process."

"The biggest challenge is the jargon in the UIP and the amount of data presented that is important for them to understand the rationale for action plans in the UIP."

"The deadlines for the UIP were so early this year that having multiple meetings with SAC prior to this was difficult. Planning will have to be in the Spring."

"The pandemic had a major impact on providing meaningful input for development and revisions to the UIP. Since the learning models were hybrid and then in person with many types of social and academic challenges we primarily listened to the UIP information given by the principal."

"The SAC can provide feedback on the "what"/what to focus on in the UIP. The admin team and teachers have to co-construct the "how" to address areas of focus."

Unified Improvement Plan (UIP)

18. Please identify any challenges or barriers related to your SAC providing meaningful input into the development of or revisions to the school UIP (n=78)

"The SAC has not had much of a say in the development of the UIP."

"The SAC members express not wanting to take on additional responsibilities so we were unable to appoint a chair."

"The school UIP is very formulaic based upon SAT and graduation post secondary categories."

"The timeline for having to submit the UIP did not allow us time to have the meaningful discussions we would have liked."

"The timeline of UIP draft and submission does not allow for in depth participation of the SAC when we meet quarterly"

"The timeline was pushed up this year and the school needed to submit the UIP before the first meeting of SAC"

"Time"

Unified Improvement Plan (UIP)

18. Please identify any challenges or barriers related to your SAC providing meaningful input into the development of or revisions to the school UIP (n=78)

"The timing of the due date of the UIP prevented input from the SAC. The SAC did review it after it was completed"

"The UIP is a lot. Hard to come in on year one to know what can be changed. Lack of knowledge and time. Too many acronyms in education to understand."

"The UIP is based on academic data and goal setting. Time to look at that data and explain what it all means can be a barrier."

"The UIP is designed up through October, but the process in SAC meeting is not necessarily discussed again. Although we do align, but the monitoring and adjusting is not as systemic. Part of this is because there are a lot of pieces and becomes a complex task that has too many indicators."

"Timeline was tight; enough time to review the UIP but not enough time to have continuous ideas shared. Also, lack of expertise from parents- we (parents) appreciate the expertise from school leadership."

Unified Improvement Plan (UIP)

18. Please identify any challenges or barriers related to your SAC providing meaningful input into the development of or revisions to the school UIP (n=78)

"There are complexities to the writing of the UIP and the school improvement strategies that the community may or may not know. Time can also be a barrier."

"There were no barriers, SAC provided meaningful feedback on instructional goals."

"This year the district recommended that all schools develop their UIP around MTSS. There was little opportunity for deviation. Lack of family engagement in SAC."

"Time and understanding of all the components of the UIP."

"Time to meet/explain and work through the data and tedious process of the UIP. It takes WAY TOO LONG to do the entire UIP process!"

"Time, background knowledge on the school and process."

"Timeline of UIP development does not coincide well with quarterly meetings"

"Timing and developing family capacity."

Unified Improvement Plan (UIP)

18. Please identify any challenges or barriers related to your SAC providing meaningful input into the development of or revisions to the school UIP (n=78)

"timeline of when the UIP is due to when SAC starts to meet and also a basic understand of UIP in parent language not education language"

"Timelines/deadlines for state of UIP and discreet information required for volunteers often require staff to frontload UIP conversations"

"Timing is always difficult. By the time I have a regular SAC committee, we have already analyzed school performance data and have developed the UIP. Additionally, the development of the UIP this year was directed by Jeffco to have goals around MTSS. There wasn't much flexibility for change."

"Timing of meetings and when things are due"

"Timing of the year to complete the UIP"

"Timing of when the UIP is due and MAC meetings. The system could be easier to use. Priorities for the year based on COVID."

Unified Improvement Plan (UIP)

19. Please share any local practices other SACs could benefit from to assist with providing meaningful input into the development of or revisions to the school UIP (n=40)

"- what is required and what we have options with
-How we use data to inform decisions"

"Narrow down the data ahead of the meeting. Share school leadership perspectives and initial thinking and then collect input on the work."

"Always provide translation and interpretation at meetings."

"Community Connections meetings in our articulation area. Gives us a chance to hear from other SACs."

"DAC can present what all goes into creating a UIP to parents."

"Elevating the conversation on how to address the needs of high achievers - extension and enrichment"

"Engage students with the UIP as well through Principal's Council."

Unified Improvement Plan (UIP)

19. Please share any local practices other SACs could benefit from to assist with providing meaningful input into the development of or revisions to the school UIP (n=40)

"Goals around Family Engagement..."

"Having a Zoom Option. Having a quick check in on every other meeting on questions, updates, progress, etc."

"I don't know"

"I utilized our school's instructional leaders."

"If the DAC had a basic overview about the UIP (similar to SBB), it could help explain the document to families and provide a unified message across Jeffco."

"Invite PIE members to review data at an earlier date; meet with school leadership."

"Principal's transparency and explicit connections between and among stakeholder groups so that all parties see the connections between the work we do, roles we play, and voices we share."

Unified Improvement Plan (UIP)

19. Please share any local practices other SACs could benefit from to assist with providing meaningful input into the development of or revisions to the school UIP (n=40)

"Mix between virtual and in-person meetings help make sure everyone can join regardless of current COVID situation. Continuing with a blend could help with busy schedules.
Having a staff, especially, principal, really prioritize listening, collaboration, and community feedback... it makes the community WANT to join and provide input"

"More background knowledge of the UIP."

"More time for input on the UIP. Next steps, longer meeting to discuss UIP, more time to review UIP, send UIP to SAC members before meeting to help support the UIP. Legend for the acronyms that are used in the UIP. Identifying what the SAC has input on and what the school leadership has input on."

"N/A. People come because they care"

"none"

"Not at this time."

Unified Improvement Plan (UIP)

19. Please share any local practices other SACs could benefit from to assist with providing meaningful input into the development of or revisions to the school UIP (n=40)

"Process for including more input to the UIP development."

"Providing more time"

"See question above"

"super organized principal"

"The MPA SAC gets a data package before meetings and input from members is engaged in writing before the meetings to help with revising the UIP."

"This year we combined our SAC and PTO (PIEO) to encourage more participation on SAC. We weren't sure how it would go, but it has been a good move for us."

"Transparency with other schools/district UIP as a model
Virtual meetings has allowed for more participation from members and is more efficient for our SAC"

Unified Improvement Plan (UIP)

19. Please share any local practices other SACs could benefit from to assist with providing meaningful input into the development of or revisions to the school UIP (n=40)

"Unsure."

"We don't think we do anything unique or different than most other schools"

"We offer both online and in-person meetings, which has boosted our participation in SAC."

"We really try to simplify with one pagers as much as possible."

"We review data and the SAC members provide noticings and such."

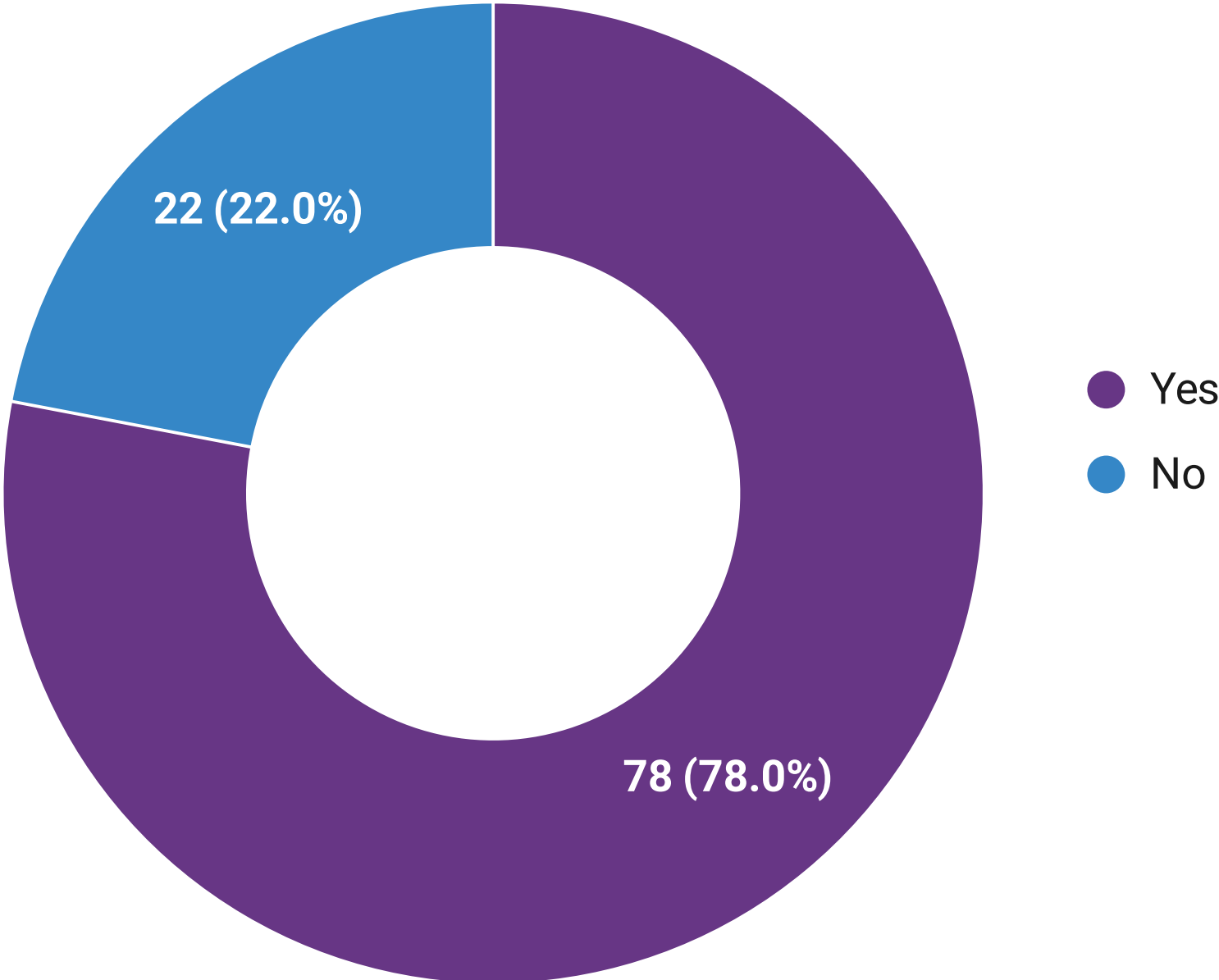
"We review student assessment results and read the entire UIP prior to submission."

"We've discussed working closer with the Finance committee to help prioritize funds."

"Yes!"

Unified Improvement Plan (UIP)

20. Did your SAC consider your school's UIP as part of the process in determining your school's budget/spending priorities? (n=100)



Unified Improvement Plan (UIP)

21. Please share any specific funding deficiencies or challenges that your SAC identified as deterrents to meeting your UIP goals (n=81)

"A drop in students attending school creates challenges in funding - still think goals can be met"

"An area that we cannot contribute to is teacher salary, para salary, bus driver salary, etc."

"As a small school, our budget is very small. We end up having to have split-grade classrooms. This affects growth on standardized tests."

"Based on our number of students who are on READ plans, along with our FRL percentage, we are not able to fully fund all the positions that would support our students with reading instruction, such as additional intervention support. With our school having preschool, ASD center, and a large number of students who are identified as FRL, we would benefit from having funds to cover an assistant principal or dean to support with behavior."

"Due to declining enrollment, school funding has been limited restricting the ability to hire more paraprofessionals or tutors to provide interventions for students are performing below grade level. The limited resources also prevents the school from purchasing resources to improve student performance."

Unified Improvement Plan (UIP)

21. Please share any specific funding deficiencies or challenges that your SAC identified as deterrents to meeting your UIP goals (n=81)

"Budgeting for next year with the loss of our JRLP students has been challenging (since we aren't sure whether or not they will return in the fall). Being unsure about whether or not we would qualify for Title 1 each year has been challenging as well."

"Changes to enrollment resulted in decreased funding and decreased resources for curriculum, technology, and interventions"

"Colorado does not fund schools like other states. With decreasing enrollment, schools are getting less funding to support student learning."

"COVID impacts on student learning which influences consistent attendance in classes, turning in classwork, and utilizing student interventions and scaffolding structures."

"Decrease in enrollment which means decrease in budget. We are unable to keep the reading interventionist position for the 2022-23 school year. Unable to fund the purchase of a evidence based literacy resource."

Unified Improvement Plan (UIP)

21. Please share any specific funding deficiencies or challenges that your SAC identified as deterrents to meeting your UIP goals (n=81)

"Decrease in student enrollment led to less funding for next school year."

"decreasing Title 1 funds"

"ELA resources for '22-'23 school year"

"Ensuring small class sizes with a large para budget aren't able to be done with the base factor we are working with."

"For 2022-23, we don't believe we have enough money for an additional reading interventionist. With the number of students we have on READ plans, it is difficult to get students the "double dose" they need."

"Funding short falls hit DTL position based on school size. Funding of training for programs such Orton-Gillingham, or consistency with paras to do reading. Overall funding of subs also can be a challenge though this year not as much due to funding structure but overall attracting subs. AMP shuffle has an impact on school culture overall."

Unified Improvement Plan (UIP)

21. Please share any specific funding deficiencies or challenges that your SAC identified as deterrents to meeting your UIP goals (n=81)

"Grants for mental health support, declining enrollment and the effects it has on SBB. SAC believes that some positions shouldn't be based on enrollment, (AMP and Mental Health/Counselors)."

"Having to reduce 2 teachers. We are not allowed to prespend. Staffing and resource shortages. Mobility."

"Highly engaging leveled reading programs at the secondary level."

"increase per pupil funding from the district"

"Intermediate phonics program to assist in filling academic gaps."

"Lack of a systemic literacy core resource"

"Our school is lacking funding for full time social emotional support, we need more CORE instruction, and we did not have an instructional coach the previous year."

Unified Improvement Plan (UIP)

21. Please share any specific funding deficiencies or challenges that your SAC identified as deterrents to meeting your UIP goals (n=81)

"Lack of available funding for electives such as music and world language."

"Lack of funding for licensed staff to have small class sizes and reading interventionist"

"Lack of Mental Health funding."

"Lack of staff to provide small class sizes for students."

"Loss of funding due to enrollment. We were unable to maintain our Assistant Principal Position, which then adapted our instructional coach position to .5 IC/.5 Dean. This has resulted in decreased supports for teachers and students. We were unable to buy up AMP, which resulted in decreased teacher planning time dedicated to DDI/PLC. Para support has decreased over the years as well. Our special education staff has decreased by .5 learning specialist, which decreased the ability to meet the individualized needs of students."

"Loss of Title funding and reduction in SBB"

Unified Improvement Plan (UIP)

21. Please share any specific funding deficiencies or challenges that your SAC identified as deterrents to meeting your UIP goals (n=81)

"Low enrollment/staffing makes it hard for"

"Mental health providers not readily available."

"money to continue full time mental health providers"

"Our budget has strong support from both PTA and SAC."

"Pandemic specific - children and teacher fatigue, children gap, staffing/sub shortages, etc."

"Site based budgeting and providing adequate curriculum, especially for secondary students in the READ Act."

"Size equity factor is limiting the ability to retain staffing and meet the needs of choice students. Summit is twice the size of surrounding MS and can not accommodate all choice students."

"Small class sizes helps with increased opportunities for tier 1 and 2 interventions."

Unified Improvement Plan (UIP)

21. Please share any specific funding deficiencies or challenges that your SAC identified as deterrents to meeting your UIP goals (n=81)

"small school"

"Staffing - equity factor inhibits our ability to staff."

"summer programming and timeline again of budget and UIP being in different seasons"

"The increase in the equity adjustment in the SBB caused us to have to choose between having a coach to support teachers or an interventionist to work directly with students. We had an additional - .9% this year due to the shift in the equity factor."

"The need for intervention and extension personnel is critical to Mitchell being able to meet student needs and respond at various tiers of MTSS (identified as a UIP goal)."

"There were not specific challenges beyond finding funds for typical, proven methods that drive student achievement, such as lower class size."

"Waiting for a literacy resource"

Unified Improvement Plan (UIP)

21. Please share any specific funding deficiencies or challenges that your SAC identified as deterrents to meeting your UIP goals (n=81)

"We are a small school, which therefore limits our spending on specific items and FTE to support students, ie. reading and math interventionists as well as funding to support a DTL, which impacts all students. Every year we are forced to make difficult decisions that impact what we are able to provide for our students."

"We are having our in-depth discussion about budget next week at our Feb. SAC meeting, so feedback to complete this survey was purely done by a quick poll via email asking individuals to give feedback on what they saw as the priorities for the given budget categories."

"We are very disappointed that due to enrollment declines we will have to reduce classroom teacher positions."

"We determined we need more mental health support for our students and families. We also need more help engaging unengaged families as well as postsecondary workforce readiness."

"we didn't have any this year"

Unified Improvement Plan (UIP)

21. Please share any specific funding deficiencies or challenges that your SAC identified as deterrents to meeting your UIP goals (n=81)

"We don't have a full-time instructional coach to support teachers and their instructional expertise. We are unable to hire a full-time Interventionist to address student needs in both reading and math. We don't have the funds to pay for a core reading resource."

"We feel that our school deserves more funding to help support our larger at-risk population. We need greater support with literacy and math instruction and we don't have funding to support the structures our students need."

"We have talked a lot about our student population and needs i.e. 23% of students are on ALPs and 10% of students on IEPs. We have a significant need for instructional differentiation and could greatly benefit from an instructional coach. However being a large middle school hinders our ability to afford a coach with the current SBB funding formula. We have run an analysis of the middle schools that are smaller who can also afford the 7-period day and more elective classes for students. The larger middle schools cannot afford this. We would love to be able to have a 7-period day for our students and community who value having more explore options in middle school. Reexamining our SBB formulas for equity at all levels is imperative for a similar learning experience for all students across Jeffco's middle schools."

Unified Improvement Plan (UIP)

21. Please share any specific funding deficiencies or challenges that your SAC identified as deterrents to meeting your UIP goals (n=81)

"We hired a full-time interventionist to improve student achievement for students on READ plans."

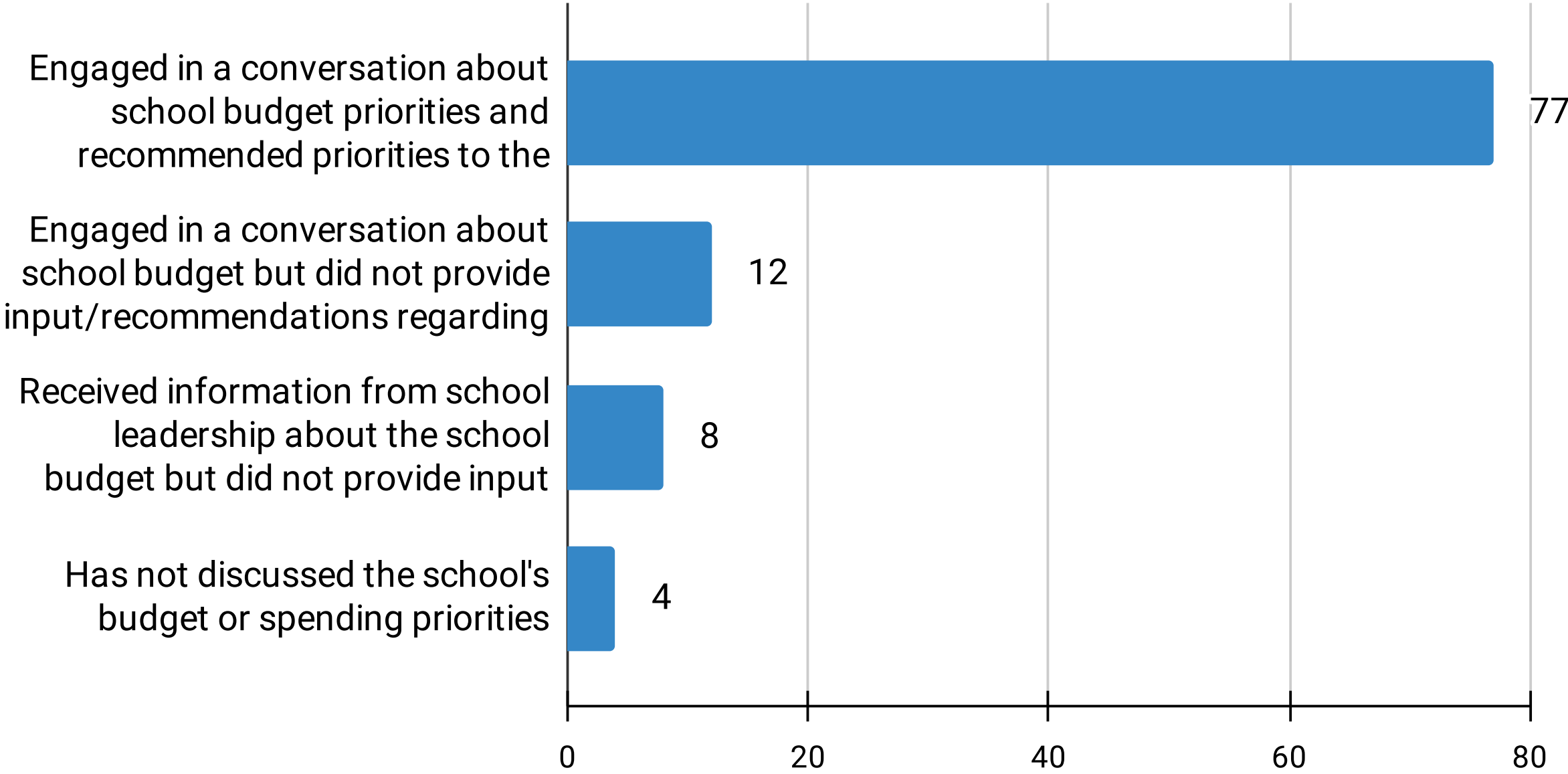
"Whether or not we are participants in the literacy pilot program next school year."

"Without funding, it becomes difficult to realize all of the goals in the UIP. We have to cut back and make sure top priorities are addressed."

Budget Considerations

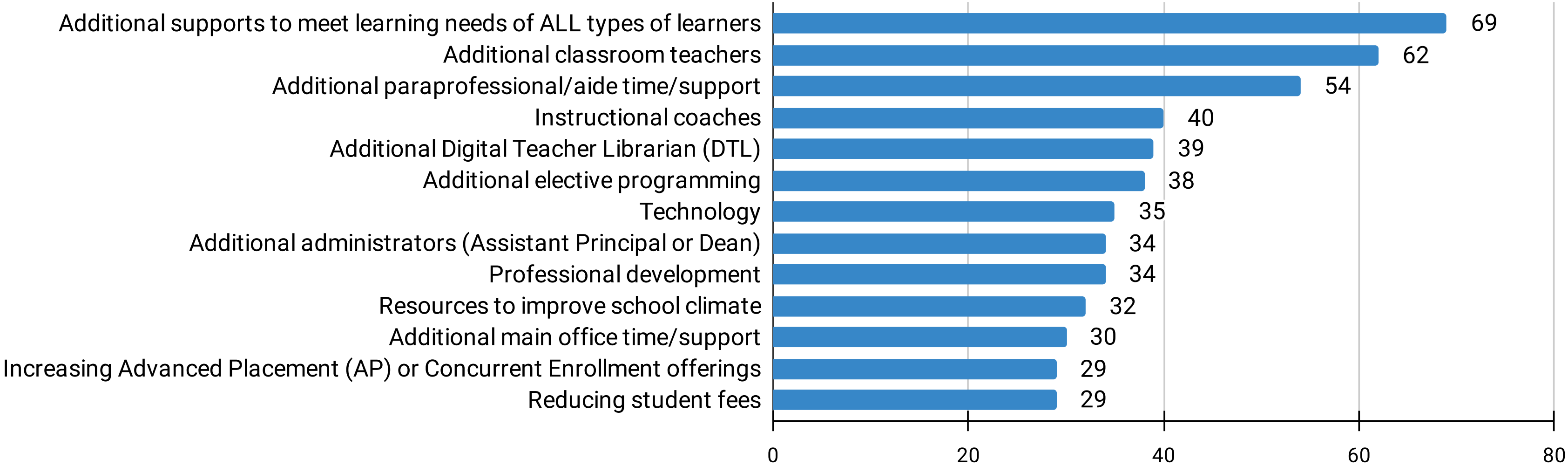
Budget Prioritization Process

22. As part of the Budget Prioritization Process, our SAC (n=101)



School Level Spending Priorities

23. From the list below, select the top 3 spending priorities identified by SAC (Only 3 will count towards the collective results)



School Level Spending Priorities

24. Please list and briefly describe any additional priorities that you intend to support through school-level funds: (n=21)

"Focuses on increased student achievement - including Social Emotional - Mental Health Support; Provides for multiple pathways – comprehensive academic, athletic, activity, elective, rigorous college, technical, and concurrent post-secondary education enrollment
Allows structured educational opportunities for staff learning, development and conversation (hiring, training, and maintaining exemplary staff); Offers flexibility (students opting to take multiple course electives and advanced programming within 8 block schedule)."

"If there are any funds left, we would like to support tech applications and library supports to free up part-time Instructional Coach role."

"Would like to buy up my SEL to provide consistent support for students based on our SSIS data. Parents have asked for more support for our GT students."

"Our priority was to maintain our DTL, para support, and, if possible, our interventionist. We are not able to add additional support and we are currently not funded for all the positions we prioritized."

School Level Spending Priorities

24. Please list and briefly describe any additional priorities that you intend to support through school-level funds: (n=21)

"we prioritize: Class size; stable work force in paras, office, DTL, AMP and appropriate funding for training"

"We prioritize lower class sizes and lower adult to student ratio, increased mental health supports for kids, and extended planning for teachers in facilitated PLCs."

"We prioritize mental health by buying up our school psychologist, and are addressing the COVID related lagging literacy skills by adding a Reading Interventionist. With budget uncertainties, still, we don't know if we can sustain these expenditures next year, though we see the impact they have."

"Reading interventionist"

"any additional resources that teachers need to reach their students. i know how teachers use their own money to purchase these resources (e.g. books, incentives, manipulatives, etc.), and i'd like the school to help, when possible."

School Level Spending Priorities

24. Please list and briefly describe any additional priorities that you intend to support through school-level funds: (n=21)

"1. increase pay for classified employees. 2. Inhouse mental health providers"

"With ESSER Funds, we would like to add a reading interventionist to support students who are behind in all aspects of reading."

"Depends on literacy pilot; something that will have a long-term impact on the school;"

"As a small school we struggle with funding, and now with the carry forward cap it will be more of a struggle."

"Additional staff members (DTL, interventionist, trained para's) to support student learning and mental health."

"Increase our AMP to full time to support the whole child, DTL support the technology in the classroom and engage students in the digital age, mental health, hiring an extra teacher to help support small class sizes"

School Level Spending Priorities

24. Please list and briefly describe any additional priorities that you intend to support through school-level funds: (n=21)

"Full time allocations of all support personnel - full AMP team, Full time DTL, Full time mental health provider"

"SAC is designing a school garden and has created a committee that fundraised money to support the project."

"Teacher retention goals to hire and retain teachers. For example, in MA, teachers receive 5K to be used towards any professional development or needs including higher education, training..."

"We had to cut the budget so there weren't any additional things to add. Decided to cut AMP to 2.5 and DTL to 0.8 along with other spending to keep class size low in a grade."

"GMHS had 4 equally important categories-- increasing supports for diverse learner needs was our 4th"

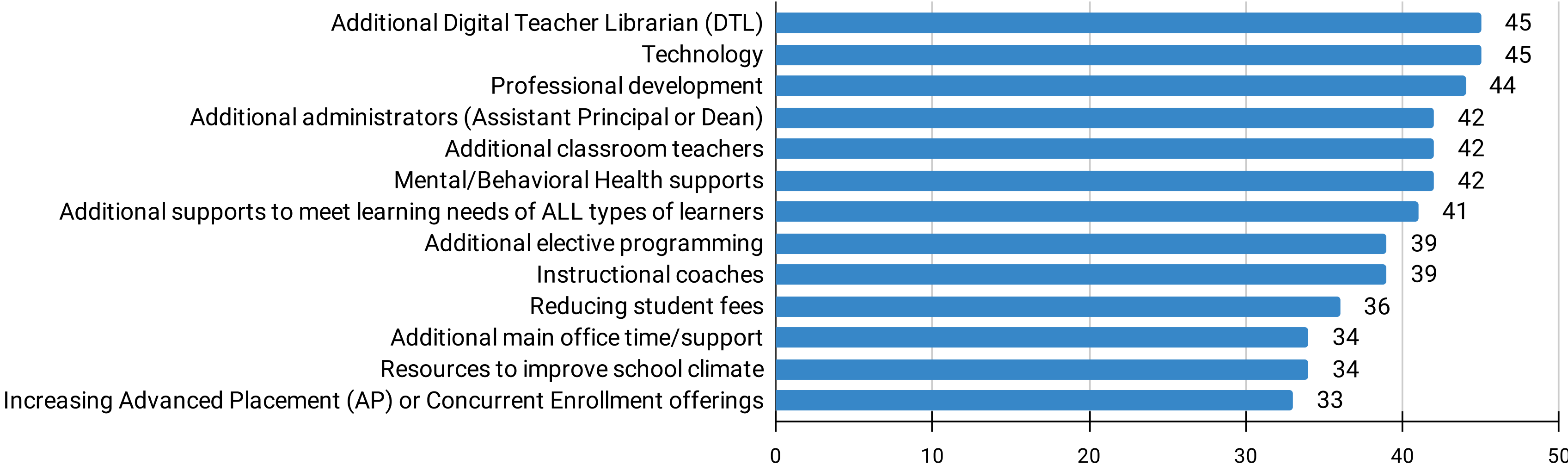
School Level Spending Priorities

24. Please list and briefly describe any additional priorities that you intend to support through school-level funds: (n=21)

"Technology upgrades, camera repair and upgrades, Ortin-Gillingham training for intervention teachers, additional books for Language Arts Dept., etc. We are spending down our carry forward/savings that we wanted to use to attain a 7-period day. However we are not allowed to carry forward more than 4%."

Priority Trade-Offs

25. When resources are limited, top funding priorities often result in trade-offs. Which of the items below (select up to 3) would potentially receive reduced funding due to the priorities you listed in Questions 23 and 24?



Priority Trade-Offs

26. Please list and briefly describe any additional items for which your committee recommended reduced funding in order to support other school priorities: (n=)

"The committee would like as many straight grade levels (no multiage) but also sees the need for an interventionist."

"Family Engagement Liaison, which is currently funded with grants and fundraising by PTSA"

"This is tough because we've gotten used to trading off so much more, like our PTA buys most of our technology"

"In order to prioritize having two teachers at each grade level and lower class sizes, we had to apply for a DTL variance and decrease our paraprofessional support. We are hoping to add back in the paraprofessional support if we increase our enrollment over this year's low."

"We prioritized maintaining an AP, coach and DTL (who also supports our STEM lab). This reduced our technology budget, left zero dollars for professional development, and put a reading interventionist on hold (we're hoping to be able to pay for this if our enrollment stays steady)."

Priority Trade-Offs

26. Please list and briefly describe any additional items for which your committee recommended reduced funding in order to support other school priorities: (n=)

"No additional items"

"no additional at this time."

"This depends on the literacy pilot. If needed, we would bring back the literacy interventionist or buy up mental health depending on SAC input."

"No additional items at this time. We are running bare bones already."

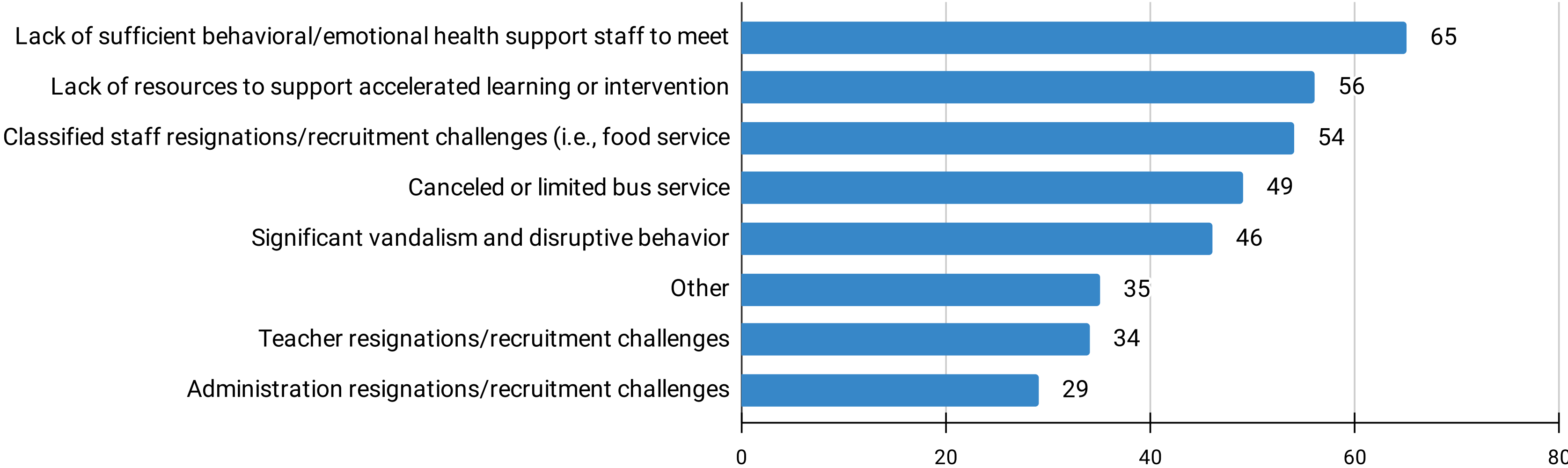
"One full-time mental health provider dedicated to students every day is essential to provide consistent and adequate services to students both in general education and those with an IEP."

"Hiring interventionist, and classroom teachers."

"Classroom teachers must have a structure to provide protected plan time"

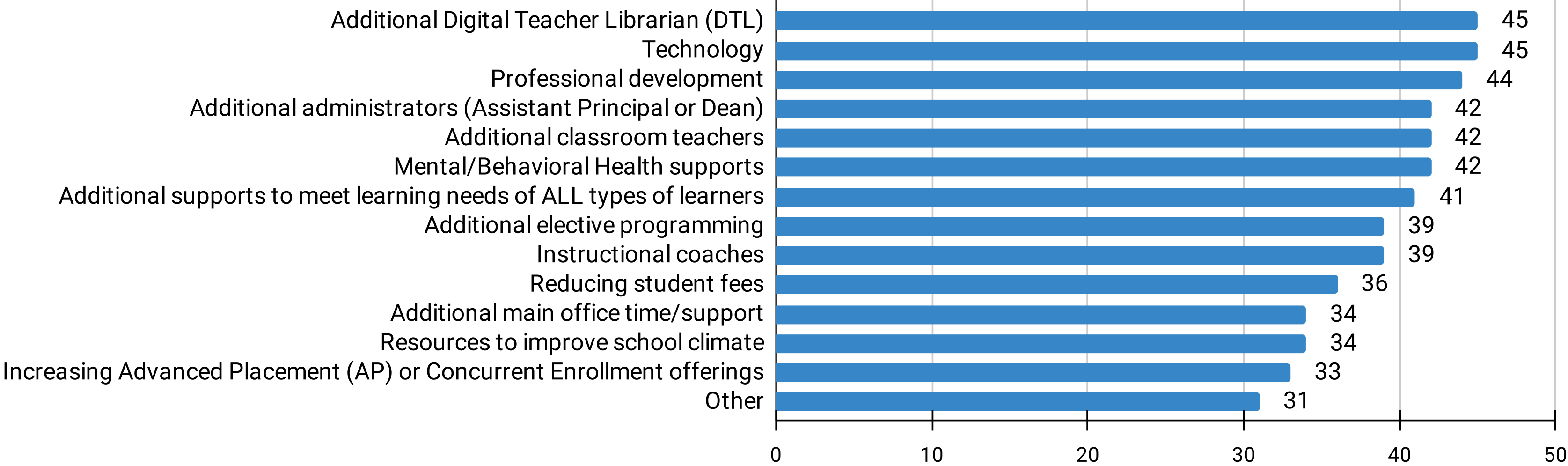
Priority Trade-Offs

27. In the past two years, the impacts of the Coronavirus pandemic created new or exacerbated already existing challenges in public education. Choose 3 of the following that have most impacted your school's ability to serve the needs of students.



Priority Trade-Offs

28. Please review the following list and choose 3 that you believe should be among our District's top priorities for the next school year.



Final Thoughts

29. The District Accountability Committee seeks to support and represent the voices of our school-based accountability committees and would like to know if you think there is an important question that is missing from this SAC Survey. If yes, please explain. (n=28)

"What impact would the district have on per-pupil funding versus what is allocated from the state?"

"Busing was a significant impact for our school"

"Allow for more comments from schools on questions where the choices don't quite fit."

"Important missing questions:

--Where do the resources and supports from the District/State not sync with the expectations for implementation at the school level?

--What can the District do to support schools generally to take some responsibilities off our "plates" in the current environment?

--In addition, how can we receive adequate funding to support the goals of the school and the needs of our students? For example, we have a need for resources that help us to address standards, but we don't have adequate funding (in an extraordinary time) to have the resources to do the job."

Final Thoughts

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"While this doesn't speak to a question that is missing, our SAC feels strongly that the District Accountability Committee needs to advocate for the reexamination of current school articulation area boundaries. As enrollment declines district wide, it is more important than ever to ensure that articulation area boundaries are equitably drawn and reflect current population distribution. The ability of individual schools (particularly smaller ones) to offer equitable/comparable programs, access to high quality materials, and access to instructional coaches and professional learning communities, is highly dependent on enrollment. This issue is particularly salient in more rural areas such as the Evergreen and Conifer articulation areas."

"What most hinders student success at our school? What do students most need in response to their COVID experiences? How do we address the learning loss from the last 2 years? How do we address the mental health needs of our students from COVID? How can we address the workloads of our staff members? How might roles be redefined?"

"How might we address absenteeism district-wide?"

Final Thoughts

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"How might the DAC seek input to how Jeffco Public Schools addresses funding for smaller schools- keeping in mind there is limited budget to be competitive against larger schools and/or support student needs equitably."

"How can we look at more equitable funding for schools who serve a diverse population with unique needs? Our Title I elementary also has two ASD center programs. Nearly 30% of our students are on IEPs. This calls for additional mental health support, interventionists, as well as admin support. Having a funded AP in buildings with center programs would be ideal. Our teacher/staff workload is also increased - more IEP meetings, more READ plans, etc. Keeping data up to date, progress monitoring and differentiating for these students requires significantly additional time for data entry and planning."

"Full transparency of budget breakdowns and building expenditures. Listening to the community."

Final Thoughts

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"Workload for all roles. Also, how to engage community members with their local schools."

"This is a good survey. A question around bringing in voices that aren't already at the table and need to be... I know you have one question about diversity, but it's taking it the next step. What if you have a diverse accountability committee but people don't feel comfortable sharing authentic feedback? I'd like our AC to be more diverse, although our community isn't very diverse, so it's extra hard."

"What are the basic needs for every school to thrive regardless of school size? Should we, as a district move from SBB to central based budgeting?"

"How are the needs of the articulation areas that are impacted being addressed? Does equal always need to be equitable?"

"Has your school had changes in enrollment and how has that affected your school?
How much extra money is the school getting from PTA fundraising?"

Final Thoughts

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"Is this survey the only way the DAC is receiving information from the SAC? What ways can there be more communication?"

"Has your school had changes in enrollment and how has that affected your school? How much extra money is the school getting from PTA fundraising? From your SAC's perspective, is the district equitable? Explain your response."

"We would like a follow up on how some of these things are being addressed at the district level. Transparency with the survey results"

"Instructional resources for math and literacy, aligned to state standards, to support students' academic achievement."

"Do you feel there is adequate communication between the DAC and the SAC."

Final Thoughts

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"As a SAC, do you feel support from the DAC to help with decision making at your school? Is there enough transparency in the budget process at the district level to help understand why schools are making budget decisions?"

"Effective and thorough training for new SAC chairs."

"We struggle with this survey each year. In many cases, the questions are written in a way that makes it confusing to understand how to respond. We know what we want, but we are always a little unsure if we've actually answered the questions correctly. This is compounded by reading the comments, wherein half of them understood the question one way and the other half understood the question the other way. This makes us wonder how accurate the results of the survey are and whether it is accurately capturing each school's wants and needs. We'd suggest partnering with additional experts in survey design to improve the clarity of the survey for future years to make the data more valid and reliable."

Final Thoughts

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"Thorough comprehensive training for all staff in mental health, behavior supports as well as interventions at all levels."

"How are we addressing decreased enrollment across the district?
We talk of equity, yet equitable does not mean all schools get the 'same'."

Thank You

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