

## **SCHOOL PAIRING RECOMMENDATIONS ANALYSIS MATRIX**

This document reflects the detailed analysis for school pairing recommendations. This document will be located at DCSD's [Growth and Decline webpage](#) along with a great deal of other information.

<b><i>Criteria Analysis per Policy FCB &amp; FCB-R</i></b>			
<b>Criteria<sup>†</sup></b>	<b>Saddle Ranch Elementary School (SRE) <i>into</i> Eldorado Elementary School (EE)</b>	<b>Heritage Elementary School (HE) <i>into</i> Summit View Elementary School (SV)</b>	<b>Acres Green Elementary School (AGE) <i>into</i> Fox Creek Elementary School (FCE)</b>
<b>Preservation of student, staff, and community cohorts as much as possible</b>	<p>These two schools are able to be paired with approximately 95% preservation of student cohorts.*</p> <p>Boundary Adjustments:</p> <ul style="list-style-type: none"> <li>Homes north of Kendrick Castillo Way moved from EE to Northridge Elementary (NRE) (currently 9 students). Current EE families in this area can stay at EE or enroll in NRE.</li> <li>When Elementary 51 opens, more significant boundary adjustments will be made.</li> </ul> <p><i>*assumes no open enrollment shift</i></p>	<p>These two schools are able to be paired with approximately 70% preservation of student cohorts.*</p> <p>Boundary Adjustments:</p> <ul style="list-style-type: none"> <li>Homes south of E Wildcat Pkwy (currently 102 students) will be assigned to Copper Mesa Elementary (CME). Current HE families in this area can move to SVE with their cohorts or enroll in CME.</li> </ul> <p>These recommendations will ensure future stability for SVE, HE, and CME.</p> <p><i>*assumes no open enrollment shift</i></p>	<p>These two schools are able to be paired with approximately 95% preservation of student cohorts.*</p> <p>Boundary Adjustments:</p> <ul style="list-style-type: none"> <li>Millstone community (currently 14 students) moves from FCE to Wildcat Mountain (WME). Current FCE families can stay at FCE or move to WME.</li> <li>Carriage Club community (currently 9 students) would move from AGE to Eagle Ridge (ERE). Current AGE families in these areas can move to FCE or enroll in ERE.</li> <li>When Elementary 50 opens, more significant boundary adjustments will be made.</li> </ul> <p><i>*assumes no open enrollment shift</i></p>

## **Criteria Analysis per Policy FCB & FCB-R**

<b>Management of traffic and safety</b>	<p>Increased traffic is expected around EE with the increased enrollment, however, total enrollment will still be within existing capacity.</p> <p>No traffic mitigation measures are recommended. Douglas County recognizes there will be increased delays around the school during 15-minute peak periods at pick-up and drop-off times.</p>	<p>Increased traffic is expected around SVE with increased enrollment, however, total enrollment will still be within existing capacity.</p> <p>The following traffic mitigation measures are recommended:</p> <ul style="list-style-type: none"> <li>• Coordinate with Douglas County to relocate the school zone indicators (signs and flashers) to a location prior to the first access drive into SVE for both directions of traffic.</li> <li>• Coordinate with the Douglas County Sheriff's office to increase speed enforcement along Summit View Pkwy.</li> </ul>	<p>Increased traffic is expected around FCE with the increased enrollment, however, total enrollment will still be within existing capacity.</p> <p>The following traffic mitigation measures are recommended in the future:</p> <ul style="list-style-type: none"> <li>• Coordinate with Douglas County to determine if improvements can be made to Collegiate Drive, including adding pavement markings and signage at the parking lot access to create a shared westbound through lane and a westbound right-turn lane will reduce vehicle delays.</li> </ul>
<b>Ease of access to building (e.g., traversing major roadways, crosswalks, district transportation)</b>	<p><a href="#">Google Maps</a></p> <p>Schools are in close proximity by car (2.5 miles, 6-7 minutes) and by walkable open space (1 mile, 20 minutes) with no major (4 lanes) roadways to traverse.</p> <p>One additional bus route will be needed for SRE students to go to EE, for those students living, in general, south and east of SRE.</p> <p>EE's parking lot has 92 parking spots.</p>	<p><a href="#">Google Maps</a></p> <p>Schools are in very close proximity (0.8 mile by car, 20 minute walk) with no major (4 lanes) roadways to traverse.</p> <p>One additional bus route will be needed for HE students to go to SVE. With the boundary change, there may be a reduction of one bus as students south of Wildcat can be addressed on existing routes.</p> <p>SVE's parking lot has 120 parking spots. SVE has a larger lot (by 2 acres), bus loop, and 4 parking lots to accommodate increased traffic flow.</p>	<p><a href="#">Google Maps</a></p> <p>Schools and communities are in reasonably close proximity – 2.4 miles by car. Either Quebec or Yosemite would have to be used for driving.</p> <p>Three additional bus routes will be needed for AGE students to go to FCE, for those students (120) currently living within the 1 mile walk zone for AGE.</p> <p>FCE's parking lot has 86 parking spots.</p>

## **Criteria Analysis per Policy FCB & FCB-R**

<b>Walkability for students and families</b>	Some SRE students would be able to walk through the open space to EE.	Some students who walk to HE will still be able to walk to SVE. Many students assigned to CME will now be able to walk.	Some students who currently take the bus may start walking to FCE.
<b>Maximization of school program offerings (e.g., Art, STEM, BASE)</b>	<p>Pairing allows the sustainability of full-time Specials teachers. Pairing could also allow for additional Specials programming (e.g. STEM, instrumental music, etc.) with community input. Pairing allows for sustainable student support (e.g. academic intervention, mental health support, etc.).</p> <p>Before and After School Programming (BASE) will continue to be available at the newly paired school.</p>	<p>SVE is currently an Expeditionary Learning (EL<sup>®</sup>) school; the newly paired community can evaluate specialized programming moving forward.</p> <p>Pairing allows the sustainability of full-time Specials teachers. Pairing could also allow for additional Specials programming (e.g. STEM, instrumental music, etc.) with community input. Pairing allows for sustainable student support (e.g. academic intervention, mental health support, etc.).</p> <p>Before and After School Programming (BASE) will continue to be available at the newly paired school.</p>	<p>FCE is currently an EL<sup>®</sup> school and AGE is a Leader in Me<sup>®</sup> school; the newly paired community can evaluate specialized programming moving forward.</p> <p>Pairing allows the sustainability of full-time Specials teachers. Pairing could also allow for additional Specials programming (e.g. STEM, instrumental music, etc.) with community input. Pairing allows for sustainable student support (e.g. academic intervention, mental health support, etc.).</p> <p>Before and After School Programming (BASE) will continue to be available at the newly paired school.</p>
<b>Proximity of potentially consolidated schools</b>	Schools and communities are in close proximity (2.5 miles by car, 20 minute walk) with no major roadways to traverse.	Schools and communities are in very close proximity (0.8 mile by car, 20 minute walk) with no major roadways to traverse.	Schools and communities are in close proximity – 2.4 miles by car. Either Quebec or Yosemite would have to be used for driving.

## **Criteria Analysis per Policy FCB & FCB-R**

<b>Current and potential building and site capacity, limitations, and possibilities</b>	<p>EE's building and lot size is similar to SRE, however the SRE field is owned by HRMD. EE has room for expansion, to include potentially removing mobiles and adding space as needed (e.g. intervention, Specials, preschool, center-based programming, etc.) Any major construction projects for school will be completed by school year 27-28 at latest with temporary spacing accommodations made for students and staff until completion of construction.</p> <p>Capital maintenance projects specified in the 2024 bond plan will proceed as they otherwise would for both buildings.</p>	<p>SVE's building is 5,000+ sq ft larger and the lot is 2 acres larger. There is room for expansion, to include potentially removing mobiles and adding space as needed (e.g. intervention, Specials, preschool, center-based programming, etc.) Any major construction projects for school will be completed by school year 27-28 at latest with temporary spacing accommodations made for students and staff until completion of construction.</p> <p>Capital maintenance projects specified in the 2024 bond plan will proceed as they otherwise would for both buildings.</p>	<p>FCE's building is 3,700+ sq ft larger and the lot is 3 acres larger. There is room for expansion, to include potentially removing mobiles and adding space as needed (e.g. intervention, Specials, preschool, center-based programming, etc.) Any major construction projects for school will be completed by school year 27-28 at latest with temporary spacing accommodations made for students and staff until completion of construction.</p> <p>Capital maintenance projects specified in the 2024 bond plan will proceed as they otherwise would for both buildings.</p>
<b>Building condition and quality (e.g., accessibility, security, repairability, recreational opportunities)</b>	<p>Both buildings opened in 2001 and are in good condition.</p> <p>SRE building would continue to be maintained, including ensuring the playground and fields are available for community use.</p>	<p>SVE opened in 1992 and HE opened in 2001. Both buildings are in good condition.</p> <p>HE building would continue to be maintained, including ensuring the playground and fields are available for community use.</p>	<p>FCE opened in 1995 and AGE opened in 1975. FCE is in much better condition than AGE.</p> <p>AGE building would continue to be maintained, including ensuring the playground and fields are available for community use.</p>

## **Criteria Analysis per Policy FCB & FCB-R**

<b>Current and future enrollment projections</b>	<p>Each school's student enrollment is projected to be under 300 students in 2030 (SRE at 294 and EE at 291).*</p> <p>The combined projection in 2030 with minor boundary adjustments is approximately 452 students.*</p> <p><i>*with 6th grade in middle school; not accounting for open enrollment.</i></p>	<p>Each school's student enrollment is projected to be near 300 students in 2030 (HE at 317 and SVE at 278).*</p> <p>The combined projection in 2030 with boundary adjustments is approximately 430 students.*</p> <p><i>*with 6th grade in middle school; not accounting for open enrollment.</i></p>	<p>Each school's student enrollment is projected to be under 300 students in 2030 (AGE at 261 and FCE at 285).*</p> <p>The combined projection in 2030 with boundary adjustments is approximately 493 students.*</p> <p><i>*with 6th grade in middle school; not accounting for open enrollment.</i></p>
<b>Preservation of feeder integrity and continuity, where possible</b>	<p>Maintains the integrity of the Thunderridge High School feeder except for the very small area (currently 9 students) moving to NRE which is in the Mountain Vista High School feeder.</p>	<p>Maintains the integrity of the Mountain Vista High School feeder.</p>	<p>Maintains the integrity of the Highlands Ranch High School feeder except for the Millstone community (currently 14 students) which is recommended to move to the Rock Canyon High School feeder (Wildcat Elementary).</p>
<b>Financial and logistical realities and sustainability</b>	<p>Both schools face similar declining enrollment with continuing and <a href="#">deepening fiscal challenges</a> in the next 5 years and beyond.</p> <p>DCSD projects net cost savings over time due to economies of scale and, relatedly, elimination of the "small school factor" which diverts funding from all DCSD schools to sustain smaller schools.</p> <p><b>Projected ongoing cost savings over five years: \$10.2 - \$13.6 (an average of \$2.4 million per year).</b></p>	<p>Both schools face similar declining enrollment with continuing and <a href="#">deepening fiscal challenges</a> in the next 5 years and beyond.</p> <p>DCSD projects net cost savings over time due to economies of scale and, relatedly, elimination of the "small school factor" which diverts funding from all DCSD schools to sustain smaller schools.</p> <p><b>Projected ongoing cost savings over five years: \$10.6 - \$13.4 million (an average of \$2.2 million per year).</b></p>	<p>Both schools face similar declining enrollment with continuing and <a href="#">deepening fiscal challenges</a> in the next 5 years and beyond.</p> <p>DCSD projects net cost savings over time due to economies of scale and, relatedly, elimination of the "small school factor" which diverts funding from all DCSD schools to sustain smaller schools.</p> <p><b>Projected ongoing cost savings over five years: \$9.6 - \$15.6 million (an average of \$2.4 million per year).</b></p>

## **Considerations Analysis per Policy FCB & FCB-R**

Careful consideration of the needs of impacted staff	<a href="#">See staffing plan</a>																																																		
Resulting class sizes	<p>In alignment with current practices, class sizes may change based on site based budget decisions.</p> <p>EE projections in 2026-2027 after pairing with SRE:</p> <table><tr><td>PK</td><td>K</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>Total</td></tr><tr><td>57</td><td>92</td><td>83</td><td>79</td><td>69</td><td>71</td><td>81</td><td>523</td></tr></table>	PK	K	1	2	3	4	5	Total	57	92	83	79	69	71	81	523	<p>In alignment with current practices, class sizes may change based on site based budget decisions</p> <p>SVE projections in 2026-2027 after pairing with HE:</p> <table><tr><td>PK</td><td>K</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>Total</td></tr><tr><td>38</td><td>66</td><td>63</td><td>66</td><td>66</td><td>79</td><td>67</td><td>445</td></tr></table>	PK	K	1	2	3	4	5	Total	38	66	63	66	66	79	67	445	<p>In alignment with current practices, class sizes may change based on site based budget decisions</p> <p>FCE projections in 2026-2027 after pairing with AGE:</p> <table><tr><td>PK</td><td>K</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>Total</td></tr><tr><td>61</td><td>73</td><td>74</td><td>65</td><td>81</td><td>73</td><td>91</td><td>518</td></tr></table>	PK	K	1	2	3	4	5	Total	61	73	74	65	81	73	91	518
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	<p>In general, average class sizes in DCSD are approximately: Kindy - 18-22 Grades 1-3 - 21-24 Grades 4-6 24-27</p>	<p>In general, average class sizes in DCSD are approximately: Kindy - 18-22 Grades 1-3 - 21-24 Grades 4-6 24-27</p>	<p>In general, average class sizes in DCSD are approximately: Kindy - 18-22 Grades 1-3 - 21-24 Grades 4-6 24-27</p>																																																
Accommodation of programming related to Special Education, Advanced Academics/ Gifted	<p>EE will merge programming for students with Significant Support Needs and will maintain Affective Needs (K-3) programming in order to continue to meet the needs of these students from both schools.</p>	<p>SVE will merge programming for students with Significant Support Needs programming in order to continue to meet the needs of these students from both schools.</p>	<p>FCE is an award-winning Significant Support Needs model program site. FCE will merge programming for students with Significant Support Needs programming in order to continue to meet the needs of these students from both schools.</p>																																																

<b>Education, English Language Development and Preschool</b>	<p>EE will increase Special Education services to support students with disabilities.</p> <p>EE will increase English Language Development programming support to ensure Multilingual Learners from both schools will be supported.</p> <p>EE will increase Gifted and Talented programming support to ensure identified Gifted learners from both schools will be supported.</p> <p>EE will increase preschool programming from one to two classrooms.</p>	<p>SVE will increase Special Education services to support students with disabilities.</p> <p>SVE will increase English Language Development programming support to ensure Multilingual Learners from both schools will be supported.</p> <p>SVE will increase Gifted and Talented programming support to ensure identified Gifted learners from both schools will be supported.</p> <p>SVE will increase preschool programming from one to two classrooms.</p>	<p>FCE will increase Special Education services to support students with disabilities.</p> <p>FCE will increase English Language Development programming support to ensure Multilingual Learners from both schools will be supported.</p> <p>FCE will increase Gifted and Talented programming support to ensure identified Gifted learners from both schools will be supported.</p> <p>FCE will increase preschool programming from one to two classrooms.</p>
<b>Accessibility to local resources (police, fire, parks, etc.)</b>	<p>Fire station 3 minutes away; Police station 4 minutes away; Foothills Park 3 minute drive away.</p>	<p>Fire station 8 minutes away; Police station 9 minutes away; Dad Clark Park 3 minute drive away.</p>	<p>Fire station 7 minutes away; Police station 9 minutes away; Timberline Park 3 minute drive away.</p>
<b>The timing and process for: Enhancements to buildings and temporary accommodations for students, if needed</b>	<p>EE's footprint has room for expansion, to include potentially removing mobiles and adding space as needed (e.g. intervention, Specials, preschool, center-based programming, etc.) Any major construction projects for school will be completed by school year 27-28 at latest with temporary spacing accommodations made for students and staff until completion of construction.</p> <p>Capital maintenance projects specified in the 2024 bond plan will proceed as they otherwise would for both buildings.</p>	<p>SVE's building is 5,000 sq ft larger and the lot is 2 acres larger. There is room for expansion, to include potentially removing mobiles and adding space as needed (e.g. intervention, Specials, preschool, center-based programming, etc.) Any major construction projects for school will be completed by school year 27-28 at latest with temporary spacing accommodations made for students and staff until completion of construction.</p> <p>Capital maintenance projects specified in the 2024 bond plan will proceed as they otherwise would for both buildings.</p>	<p>FCE's footprint has room for expansion, to include potentially removing mobiles and adding space as needed (e.g. intervention, Specials, preschool, center-based programming, etc.) Any major construction projects for school will be completed by school year 27-28 at latest with temporary spacing accommodations made for students and staff until completion of construction.</p> <p>Capital maintenance projects specified in the 2024 bond plan will proceed as they otherwise would for both buildings.</p>

<b>The timing and process for: Appropriate and timely transition conversations and activities for students and families, including individual student support where appropriate</b>	<p>Leaders and Pairing Liaison will work with communities and staff through the school year 2025-26 to organize activities for staff and families of paired schools.</p>		
<b>The timing and process for: Future alternative use of the closing school building and related plans for upkeep and desirability for the neighborhood</b>	<p>SRE will be used for school district programming.</p> <p>Staff will engage with staff and families of programming currently in leased space to determine what programming will occupy SRE going forward.</p> <p>Programming decisions will be made no later than the spring of 2026.</p>	<p>HE will be used for school district programming.</p> <p>Staff will engage with staff and families of programming currently in leased space to determine what programming will occupy HE going forward.</p> <p>Programming decisions will be made no later than the spring of 2026.</p>	<p>AGE will be used for school district programming.</p> <p>Staff will engage with staff and families of programming currently in leased space to determine what programming will occupy AGE going forward.</p> <p>Programming decisions will be made no later than the spring of 2026.</p>
<b>The timing and process for: Merging of consolidated school cultures academically, socially, and emotionally</b>	<p>By June 1, 2025 the designated principal of the newly paired building (effective school year 2026-2027) will be identified.</p> <p>During the 2025-2026 school year:</p> <ul style="list-style-type: none"> <li>– Principal identifies core team</li> <li>– Principal + core team have surveyed staffs from both buildings</li> <li>– Starting Fall 2025: Conversations with families re structure of new school, school name, colors, mascot.</li> </ul> <p>Otherwise, as above, leaders and Pairing Liaison will work with communities and staff through the school year 2025-26 regarding activities for staff and families of paired schools.</p>		



<p>The timing and process for: Open enrollment (per Board Policy JCA/JFB)</p>	<p>Normal Open Enrollment rules apply. See Policy <a href="#">JCA/JFB</a>.</p>		
<p>The timing and process for: Periodic and reasonable assessment of school consolidation results</p>	<p><b>Anecdotal</b> – What are families and staff telling us? – Are we reasonably responsive when issues arise post-announcement &amp; vote?</p> <p><b>Survey</b> During school year 27-28 re academic benefit (sustained, additional programming, test scores), integration of school cultures, transition feelings.</p>		
<p>The timing and process for: Potential grade-level location adjustments in one or more feeders (e.g., sixth grade to middle school)</p>	<p>Starting school year 26-27, all 6th graders in the Thunderridge High School feeder will join Ranch View Middle School.</p> <p>Mobiles will be required initially to accommodate the additional students.</p>	<p>Starting school year 26-27, all 6th graders in the Mountain Vista High School feeder will join Mountain Ridge Middle School (MRMS). MRMS has the capacity for the additional students.</p>	<p>Starting school year 26-27, all 6th graders in the Highlands Ranch High School feeder will join Cresthill Middle School (CMS). CMS has the capacity for the additional students.</p>
<p>Other material considerations that may arise</p>	<p>Pairing EE into SRE would result in a school desert. A large portion of SRE fields are not owned by DCSD.</p> <p>Pairing SRE and SME would require crossing a major thoroughfare without a stoplight and adding a significant amount of bus routes.</p> <p>CCE and TBE are needed to absorb growth to the west now and in the future (once Elementary 51 is at</p>	<p>SVE is a bigger building (+5,000 sq. ft.) with a larger lot size and allows for better traffic management.</p>	<p>The relative superiority of size, age, and condition of FCE makes it a great receiving school.</p> <p>ERE has to continue to absorb all growth of Ridgeway.</p>

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<sup>†</sup>Based on Policy ([ECB](#)) and associated regulation ([ECB-R](#))

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