Collective Action for the Future:

Right-*Serving* Plan Update

District 60 Board of Education Meeting
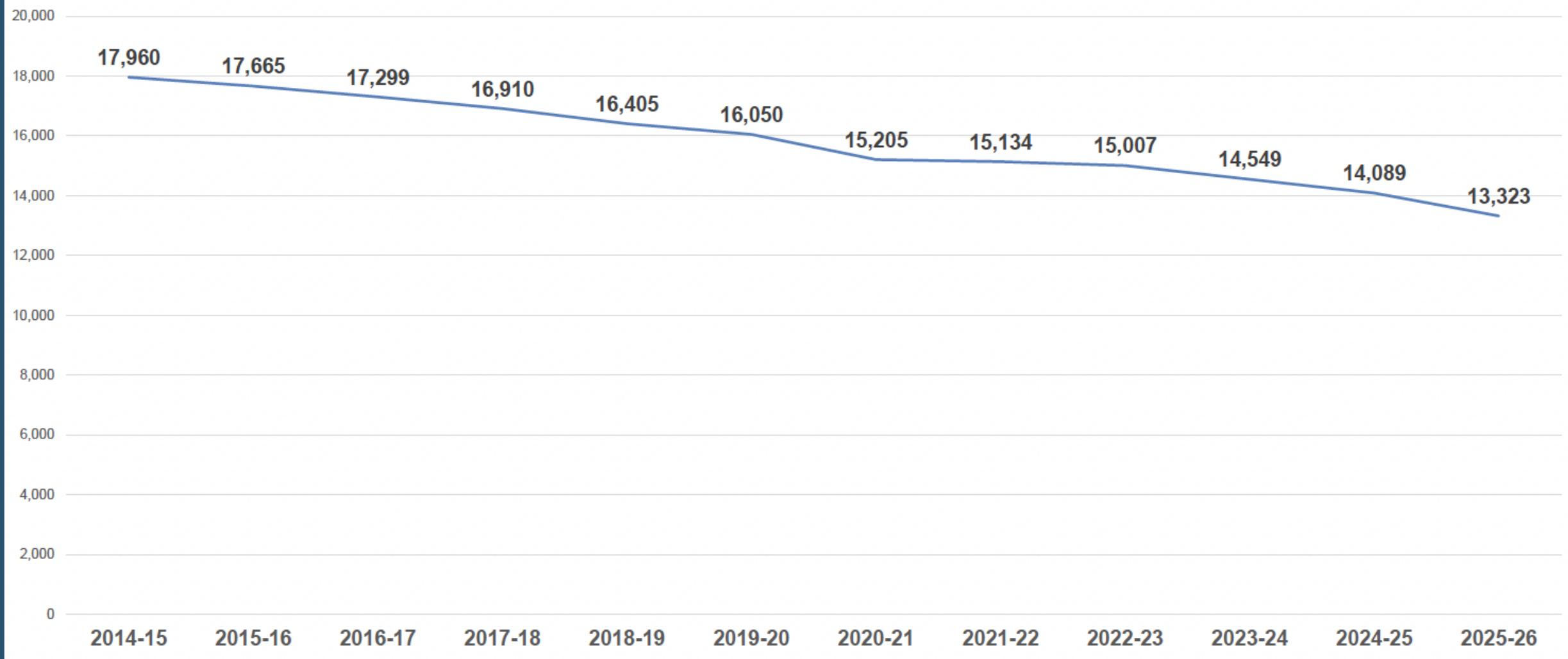
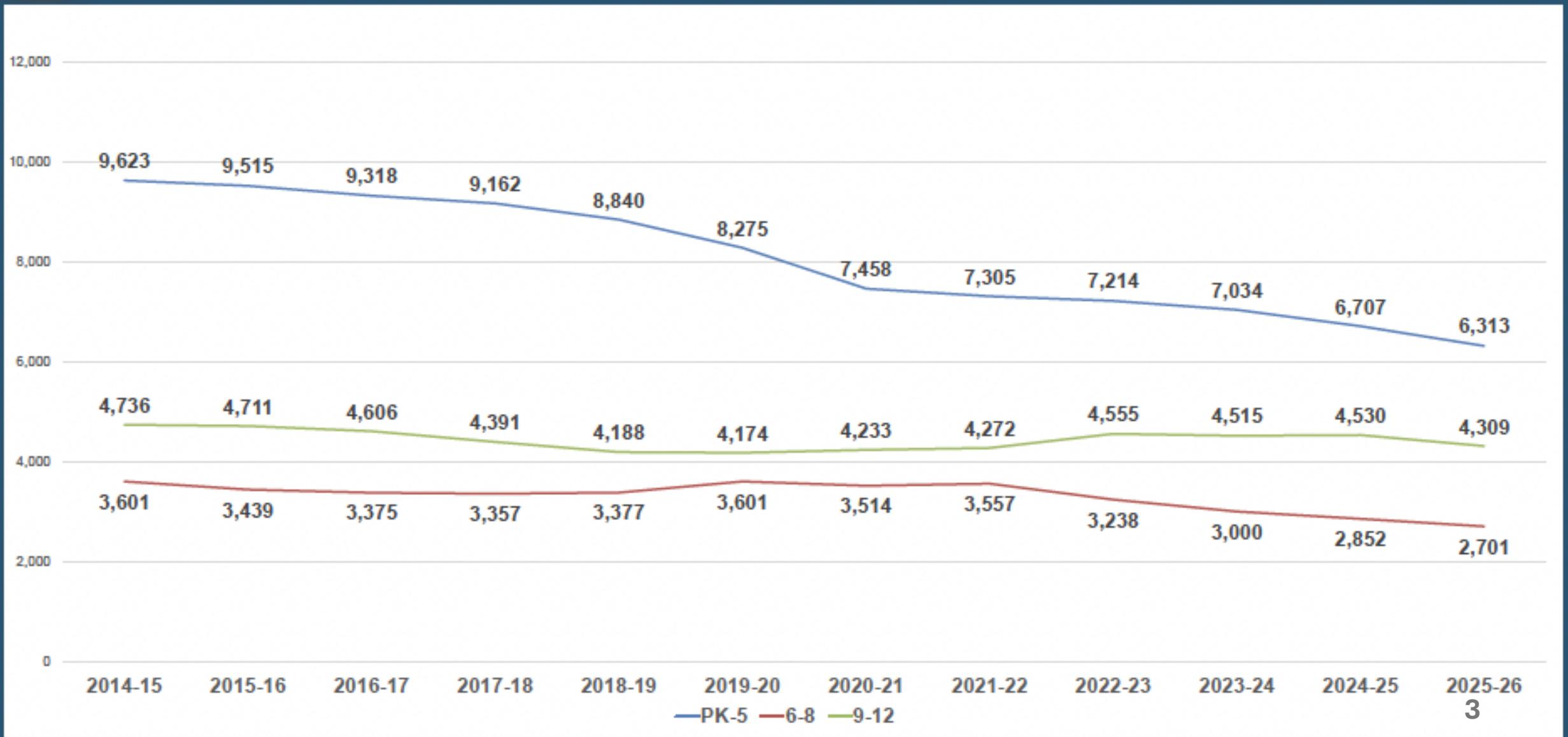January 13, 2026

District-Wide Pupil Count Trends

Total Enrollment

Enrollment Trends by Grade Level

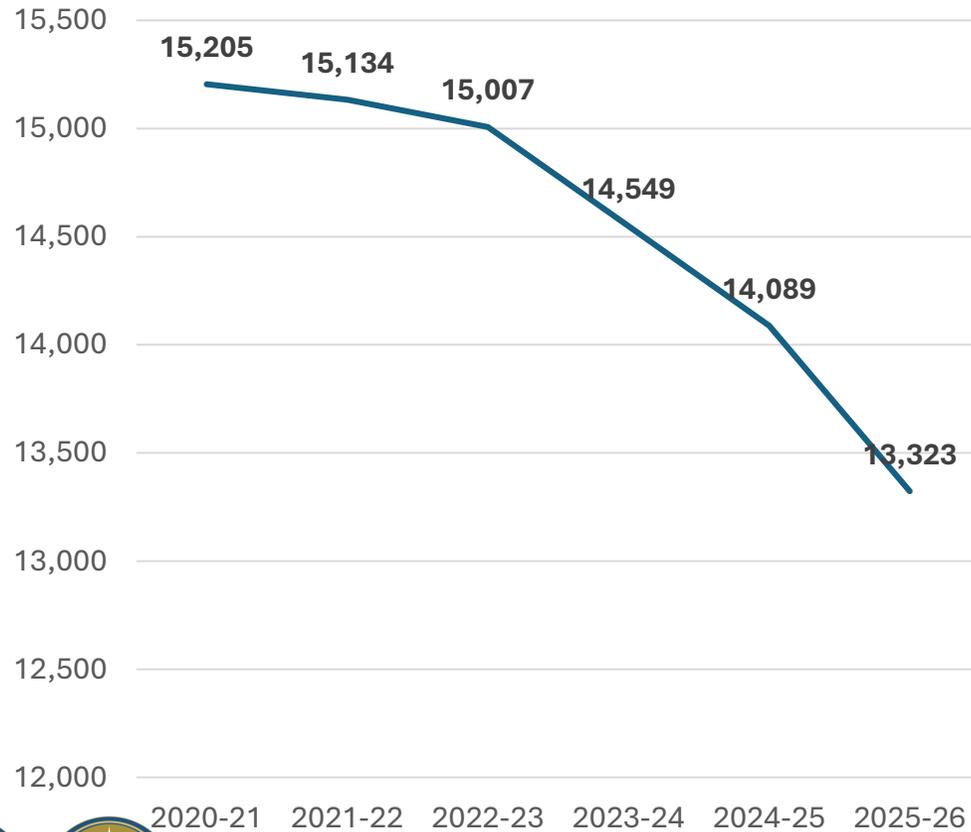|	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
PK-5	9,623	9,515	9,318	9,162	8,840	8,275	7,458	7,305	7,214	7,034	6,707	6,313
9-12	4,736	4,711	4,606	4,391	4,188	4,174	4,233	4,272	4,555	4,515	4,530	4,309
6-8	3,601	3,439	3,375	3,357	3,377	3,601	3,514	3,557	3,238	3,000	2,852	2,701

—PK-5 —6-8 —9-12

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D60 Enrollment and Staffing Trends
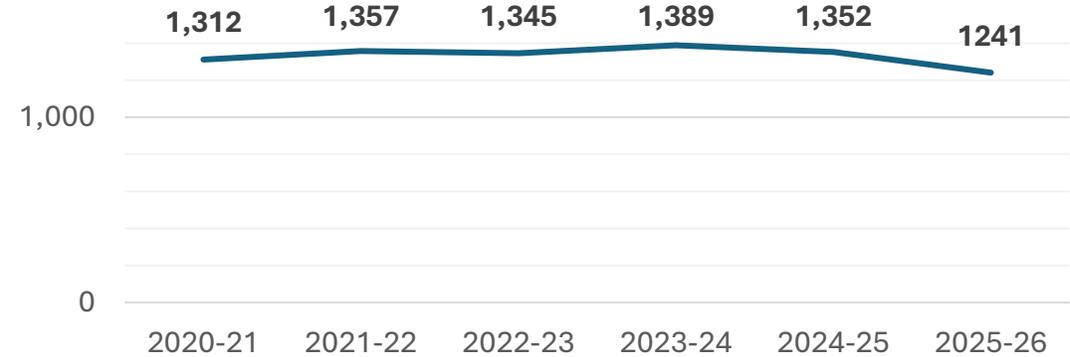
Over time, staffing has not adjusted with enrollment:

Decrease of **12.4%** or 1,882 students
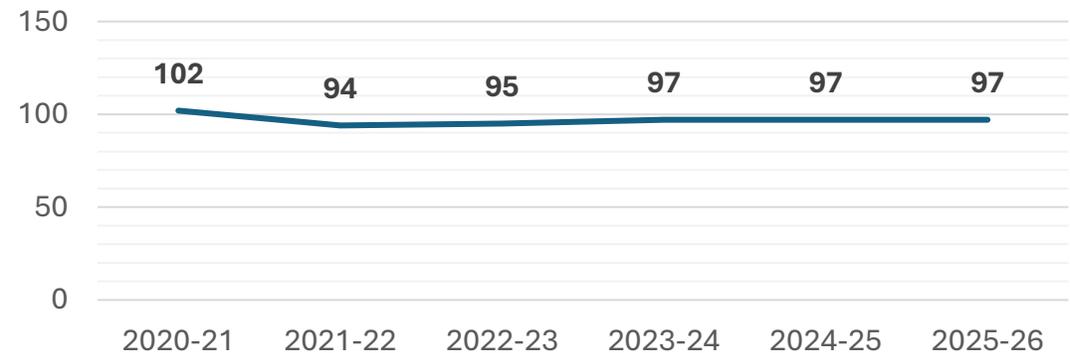**Decrease** of **5.4%** or 71 instructional staff
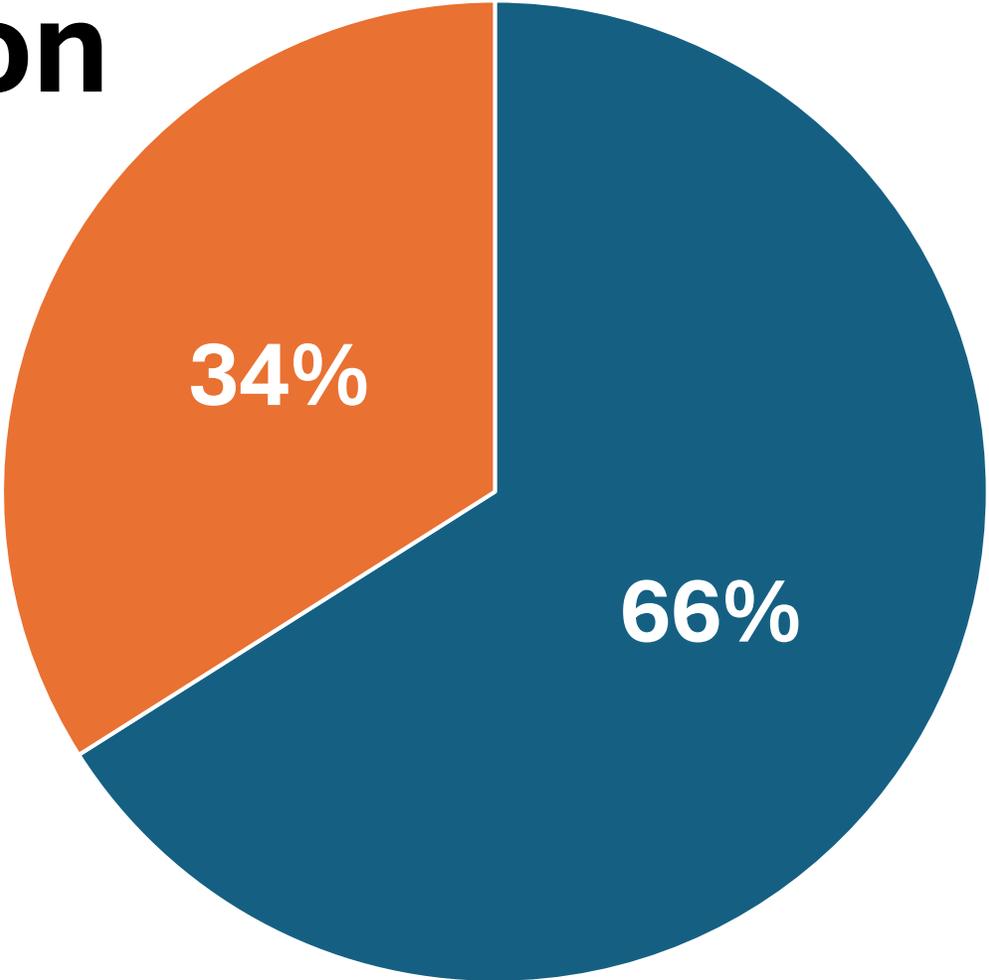**Decrease** of **4.9%** or 5 administrators

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D60 Facility Utilization

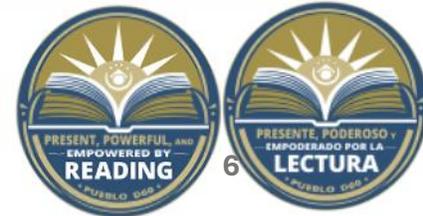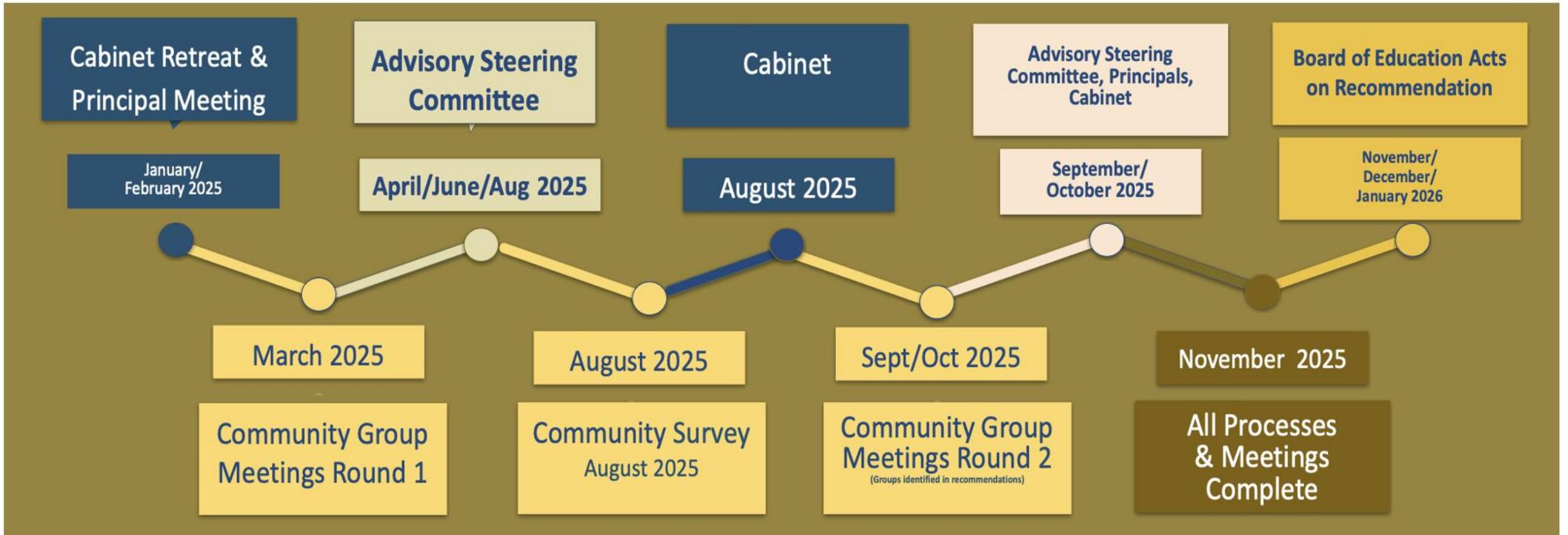In D60's 29 schools, the average use of capacity (space in relation to enrolled students) is 66%.

- ■ Used Space
- ■ Unused capacity

34%

66%

$$\text{Facility Utilization Rate} = \frac{\text{Enrollment}}{\text{Capacity}} \times 100\%$$

Timeline

Cabinet Retreat & Principal Meeting

January/February 2025

Advisory Steering Committee

April/June/Aug 2025

Cabinet

August 2025

Advisory Steering Committee, Principals, Cabinet

September/October 2025

Board of Education Acts on Recommendation

November/December/January 2026

March 2025

Community Group Meetings Round 1

August 2025

Community Survey
August 2025

Sept/Oct 2025

Community Group Meetings Round 2
(Groups identified in recommendations)

November 2025

All Processes & Meetings Complete

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One Voice, Collective Action: Becoming A Destination District
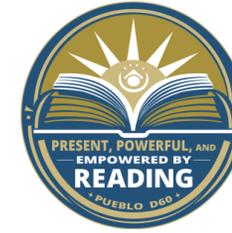
- Create **anchor community schools** with community resource centers

- Provide high-quality, **full-day preschool**

- Increase student access to **STREAM** instructional programming

- Expand **high-quality online learning options** for secondary students

- Provide an **additional rigorous middle school** in the growing northwest section of our city

- Ensure high-quality **Exceptional Student Services programming**

- **Realign school boundaries** to reflect and strengthen neighborhood communities

East Quadrant

- **Merge Bradford & Park View** on the **Park View campus** allowing ALL students to participate in powerful STREAM programming

- Create a **full-day preschool center** on the **Bradford campus**

- Create a **neighborhood community school resource hub** on the **Bradford campus**

Merging Bradford & Park View:
Projected Enrollment for 2026-27

Bradford: 168

Park View: 256
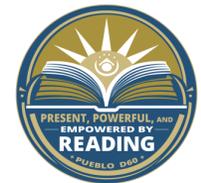
TOTAL ENROLLMENT:424

Capacity: 453

Utilization: 93%

NOTE: Our projections are historically accurate!

Central Quadrant

- **Merge Bessemer & Columbian** on the **Columbian campus**

- Develop a **STREAM programming focus** on the **Columbian campus**

- Create a **neighborhood community school resource hub** on the **Bessemer campus**

- **Maintain ESS offices**, including Child Find, on the **Bessemer campus**

- Expand the **Heritage campus** to include a **preschool center**

Merging Bessemer & Columbian: Projected Enrollment for 2026-27

Bessemer: 185

Columbian: 274

TOTAL ENROLLMENT: 459

Capacity: 491

Utilization: 93%

South Quadrant

- **Merge Beulah Heights & Highland Park** on the **Highland Park campus**

- Expand STEM programming at **Highland Park** to become **STREAM programming**

- Use the **Beulah Heights campus** as a **professional development hub** for staff training

Merging Beulah Heights & Highland Park:
Projected Enrollment for 2026-27

Beulah Heights: 197

Highland Park: 213

TOTAL ENROLLMENT: 410

Capacity: 584

Utilization: 70%

North Quadrant

- Transform the **Hyde Park campus** into a **middle school with a precollegiate focus** (grades 6-8)

- **Move D60 Online** to the **Hyde Park campus** for a full middle school experience

- Create a **neighborhood community school & resource hub** on the **Hyde Park campus**

- **Realign** the neighborhood middle school boundaries

Co-Locating D60 Online & A Precollegiate Middle School: Projected Enrollment

D60 Online: 95 students

Precollegiate MS: 50-75 6th graders

TOTAL ENROLLMENT: 170

Capacity: Estimated 350

Utilization (1st year): 29% (note that D60 students are in a blended program - not physically in the building every day)

Utilization (in the 3rd year): 73%

(allowing for D60 Online continued growth and community resource hub)

Taking Care of Our Students: Transportation

- Support students merging onto new campuses

- Prevent students from having to cross major highways to attend the new campus

- Continue to offer transportation in accordance with Board policy

The Board's Choice: Now or Later?

Holistic, community input-driven plan

- Strategic
- Addresses impending financial exigency
- Implements research-based instructional practices
- Provides wraparound supports
- Prioritizes retaining high-quality staff

Reactive, emergency plan

- Improvised with lack of coherence & alignment with long-term district goals
- Lack of time for community-driven planning and input
- Focused upon immediate fiscal need
- Significant potential for more profound disruption

Decision Framework
Pueblo School District 60

Values	Primary Criteria	Contextual Factors
Thriving Schools that Serve Students and Families • Stability & continuity • Kids first • Community engagement **Opportunities for ALL** • Enrichment opportunities • Unique innovative programs • Career readiness **Safety - Equity and Access** • Transportation in alignment with Board Policy • Disability access • Embrace community culture • Safety **Resources** • Student support services • Consistency across schools • Use of taxpayer money **Stand By Our Staff** • High-quality staff • Class size (student to teacher ratio) • Staff support	*Sustainable enrollment* *Community utilization* *Facility condition* (*the primary criteria were established by building principals) ### Board Policy FCB-R Criteria 1. Educational Program 2. Enrollment-Percent (utilization) 3. Building Capacity (how many) 4. Enrollment Trend 5. Transportation 6. Academic Success 7. Facility Condition	**Programming** • Unique programs (STEM, IB, AVID, EL, Community Schools, etc) • Consistency in programming • Enrichment **Enrollment** • Trend data • Grade configuration **Facilities** • Disability access • Facility condition **Long-Term Considerations** • Class size (student to teacher ratio) • Transparency and communication • Sustainability **Boundaries/Neighborhoods** • Proximity of non-academic assets • Walking distance to school • Feeder school programs • Every neighborhood needs a school

Economy of Scale or Smaller than Recommended Schools?

Economy of Scale allows for:

- **Robust instructional support and intervention**

- **Creation of instructional and community resource hubs**

- **Equity of opportunity**
  - **Core instructional programming (STREAM)**
  - **Enrichment opportunities**
  - **Social-emotional supports**

- **Support for staff**
  - **Collaboration**
  - **Coaching**
  - **Professional development**

- **Realizing cost savings years into the future**

Gradual Changes in Staffing or a Reduction in Force?

This plan allows for changes over the next two to three years, allowing for:

- Allowing for the majority of staff to remain in D60

- Flexibility and overstaffing to better support students during the transition, with reductions due to usual attrition

- Reduced disruption and trauma for our hard-working staff and community

- Prioritized pay and benefits for our hard-working staff

Merge or Close Schools?

By merging schools instead of disbursing students, the plan allows for:

- Students to move with their peers together

- Future opportunities for renaming and rebranding , driven by the **_entire_** new school community

- Maintaining some familiarity during the transition

- Staff to support students and families as they move together
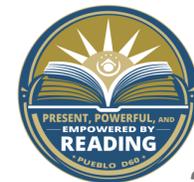
Systemic Community Schools or Case-by-Case Supports?

The rightserving plan allows the district to ensure equity of access to supports for all of our students by:

- Providing district-level support and coordination with community partners

- Ensuring equity of access for all students and families using the community schools hubs

- Removing barriers to support by providing a "one stop shop," based on community needs

- Shared decision-making for culturally responsive social-emotional supports for students

- Removing the extra burden of coordinating supports from classroom teachers and other staff

Closure of Facilities or Maintaining Facilities for Support Purposes?

Economy of scale for providing instruction and programming will

- Prioritize providing equitable, proactive, culturally responsive supports (Return on Investment-ROI)

- Allow staff to have dedicated space for professional development and collaboration (ROI)

- Prevent high costs for demolition

- Prevent blight and/or vandalism while awaiting potential sale, given the lack of buyers for properties

- Prevent paying for the facility's general maintenance and security for ZERO Return on Investment
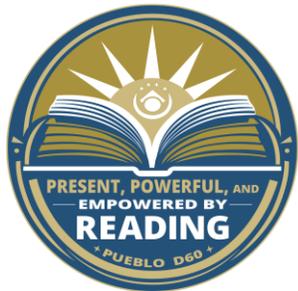

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General Fund (Fund 10) Costs or Capital Projects Costs?

This plan does require investment from Capital Projects to address:

- Providing a rigorous neighborhood middle school option on the western side of the district where development is occurring (Capital Projects-Fund 43)

- Facilities upgrades to the proposed preschool centers with funds already in reserves and earmarked for use only in upgrading preschool facilities (Reserves in Fund 10)

Without any action, the district will be in a fiscally exigent situation by no later than 2027-2028.

Questions?