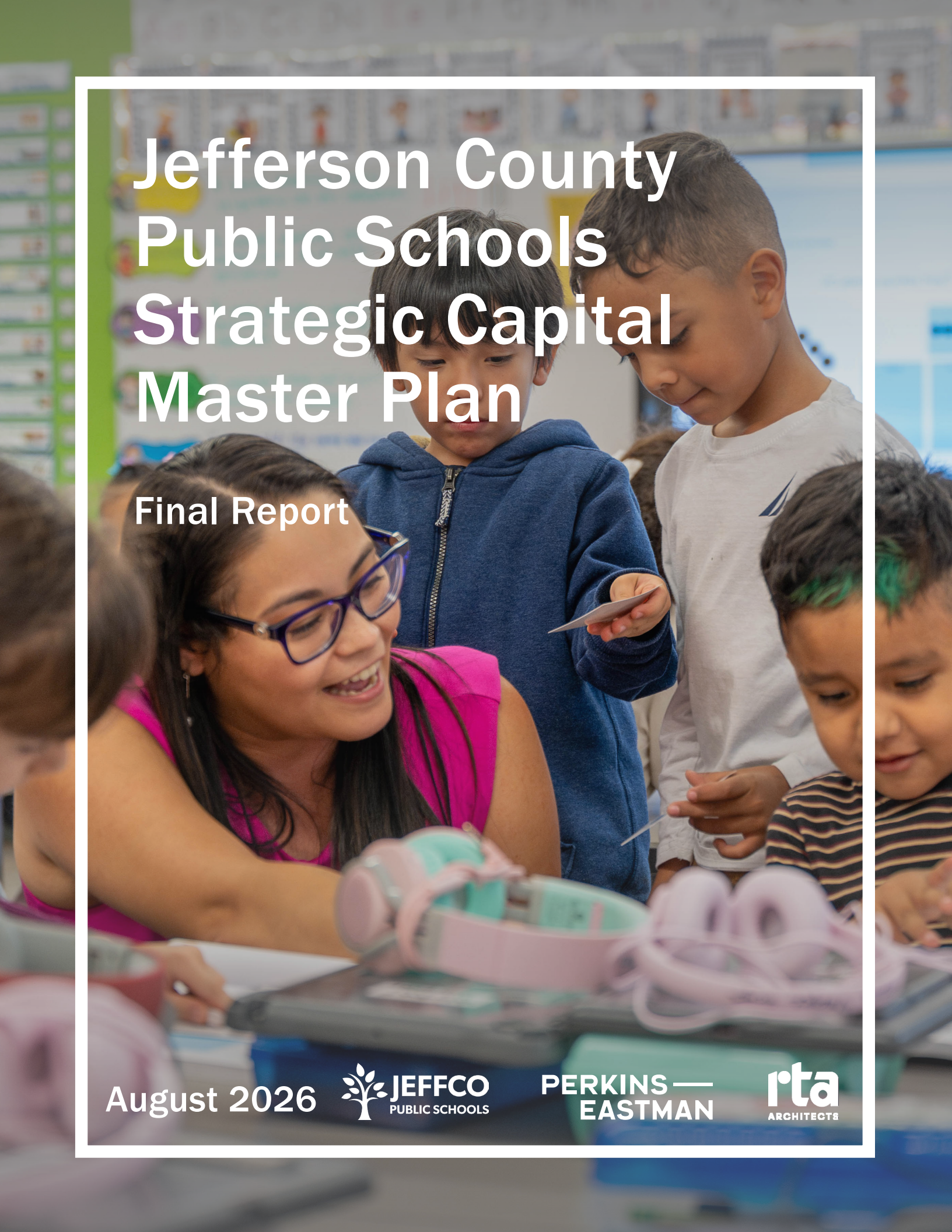
Jefferson County Public Schools Strategic Capital Master Plan

Final Report



August 2026

JEFFCO PUBLIC SCHOOLS

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1.0
Executive Summary

1.1 Purpose of the Strategic Capital Master Plan

Jefferson County Public Schools (Jeffco) has developed this Strategic Capital Master Plan to guide facility investments and portfolio decisions over the coming decade. The Plan provides a comprehensive and adaptable framework for aligning capital investments with the district's changing enrollment patterns, evolving educational priorities, fiscal realities, and community values. Rather than serving as a static report, this Plan establishes a structured decision-making approach that allows the district to adapt to changing conditions while maintaining a clear set of strategic priorities.

The development of this Plan was informed by extensive analysis and engagement across the district. Facility condition assessments, Educational Adequacy evaluations, enrollment and utilization analyses, and operational system reviews provided the technical foundation for understanding the current state of Jeffco's portfolio. These analyses were complemented by engagement with district leadership, operational departments, school principals, advisory committees, and community members. Together, these perspectives ensured that the plan reflects both the measurable realities of the district's facilities and the lived experiences of those who learn and work within them.

The result is a strategic framework that aligns capital investments with the district's long-term goals while ensuring that facilities remain safe, functional, and capable of supporting high-quality educational experiences for all students.

1.2 Key Findings and Districtwide Themes

Declining Enrollment and Shifting Student Distribution

Jeffco is experiencing sustained enrollment decline and changing demographic patterns that are reshaping the district's facility needs. Enrollment in district-operated schools has declined significantly over the past decade and is projected to continue declining modestly in the coming years. These trends are not evenly distributed across the district. Some articulation areas continue to experience stable or growing enrollment, while others have seen substantial declines (see Section 4.1).

In addition, current school choice policies allow many students to attend schools outside of their assignment boundaries. While choice provides families with flexibility, it also contributes to enrollment imbalances that result in some schools operating well below capacity while others experience higher demand. These patterns underscore the importance of aligning facility investments with long-term enrollment planning and portfolio management strategy.

Significant Excess Capacity Across the School Portfolio

Analysis of building utilization shows that Jeffco has substantial excess capacity across its traditional school portfolio. Thousands of available seats exist across elementary, middle, and high school facilities, particularly in several central articulation areas. Maintaining underutilized facilities increases operational costs and limits the district's ability to concentrate resources where they will have the greatest impact on student outcomes.

Recent school consolidations have addressed these imbalances from one approach, though future actions will require careful consideration of many factors (including but not limited to, enrollment trends, facility information, utilization, and student demographic data) which will ultimately be guided by Board direction. Ensuring that schools operate at sustainable enrollment levels is critical to maintaining strong academic programming, stable staffing, and efficient use of district resources.

Aging Facilities and Growing Infrastructure Needs

Jeffco's facilities are aging, with more than half of the portfolio by square foot constructed prior to 1980. While past bond investments have addressed important infrastructure needs, Facility Condition Assessments reveal that many buildings still require substantial reinvestment. A majority of schools fall into the "Fair" condition category, and several are classified as "Poor," indicating that systems and infrastructure require significant upgrades or replacement.

Mechanical systems, particularly HVAC systems, represent the largest area of capital need across the district. Roofing, electrical systems, and interior infrastructure also require ongoing attention. Without strategic investment, these aging systems will continue to drive up operational maintenance costs and increase the risk of disruptive failures.

Facilities do not Always Support Modern Educational Delivery

In addition to physical condition challenges, many facilities were designed for educational models that differ significantly from those used today. Educational adequacy assessments indicate that while many schools provide functional learning environments, they lack the flexibility and specialized spaces needed to support contemporary teaching practices.

Opportunities exist to improve collaborative learning environments, specialized instructional spaces, extended learning areas, and facilities that support emerging programs such as career and technical education. Addressing these gaps will allow the district to align its facilities more closely with modern instructional practices and evolving student needs.

Secondary Programming Depends on Sustainable Enrollment

Strong middle and high school programming depends on enrollment levels that support diverse course offerings, extracurricular opportunities, and specialized pathways. Schools with lower enrollment often find it more challenging to maintain robust programming, which can further accelerate enrollment decline as families seek broader opportunities elsewhere.

Strategic facility planning must therefore be coordinated with enrollment planning and program placement decisions. Investments in secondary facilities should strengthen program delivery and support enrollment stability while expanding access to high-quality learning opportunities.

The Importance of Aligning Capital Investment with Portfolio Decisions

Recent school consolidations and the findings of the district's 2024 Boundary and Articulation Area Study highlight the need to align facility investments with long-term portfolio strategy. Capital investments should focus on schools that will serve as long-term anchors within the district.

Before advancing major modernization or replacement projects, the district should evaluate enrollment trends, utilization levels, geographic access, and community impacts to confirm that facilities remain strategically important within the long-term portfolio. This alignment ensures that capital resources will be invested in facilities that will serve students and communities for decades to come.

Non-Traditional Facilities Play an Important Role in the District Portfolio

In addition to traditional schools, Jeffco operates several non-traditional facilities that support districtwide programs and operations. Outdoor Education Laboratories, stadiums and athletic complexes, and administrative facilities provide essential services that extend learning opportunities and support the district's operational infrastructure.

These facilities require ongoing evaluation and targeted reinvestment to ensure they remain functional and aligned with district needs. Maintenance of these assets supports experiential learning opportunities, student engagement, and efficient delivery of district services.

1.3 Total District Capital Need

Jeffco's facilities represent a significant and growing capital responsibility. Maintaining safe, functional, and modern learning environments across a portfolio of this scale requires sustained investment, and the findings of this report demonstrate that the need is substantial.

The total estimated cost to fully replace all district facilities is approximately $6.3 billion. Presented as a long-range, order-of-magnitude planning estimate, this figure does not represent a funding proposal or near-term capital program. These figures reflect demolition and new construction costs only and exclude owner's soft costs and contingency, escalation, and all other owner-associated project costs. Looking beyond replacement value, 66 of Jeffco's 122 district-operated school buildings are at or beyond the 50-year lifecycle threshold without a qualifying comprehensive modernization on record, representing approximately $3.1 billion in accumulated capital need that will require attention in the years ahead.

Separately, the district currently faces approximately $525 million in identified facility deficiencies, the composition of which has shifted in meaningful ways. Total deficiency costs have climbed steadily since 2020-21, and the share of high-priority needs has grown significantly; combined Priority 1 and Priority 2 deficiencies have increased by approximately 96% since 2018-19, reflecting a portfolio where a growing proportion of needs are time-sensitive and tied to maintaining safe and reliable school operations.



1.4 Strategic Planning and Recommendations Summary

Based on these findings, this Plan recommends organizing capital investments around three core strategic investment categories.

Modernized and Safe Student Experiences focuses on improving the environments where students learn every day through projects such as elementary school replacements, safety and security upgrades, furniture modernization, technology upgrades, and playground improvements.

Enhancing Student Programming focuses on investments that strengthen academic programs and expand opportunities for students. These projects include improvements to middle and high school learning environments, career and technical education facilities, high school reimagined initiatives, outdoor education labs, and performing arts and athletic facilities.

Ensuring Continuity of Operations focuses on maintaining the core building systems that allow schools to function safely and reliably. Investments in HVAC, roofing, plumbing, electrical systems, and life safety infrastructure protect instructional continuity and stabilize long-term capital planning.

Together, these categories provide a balanced framework for addressing immediate infrastructure needs while also modernizing learning environments and strengthening educational programs.



1.5 Next Steps

This Strategic Capital Master Plan establishes a long-term framework for facility decision-making rather than a one-time list of projects. Implementation will benefit from coordinated efforts across near-term investment planning, long-term capital strategy, and ongoing portfolio evaluation.

In the near term, the district should identify funding mechanisms that allow Jeffco to begin addressing the highest priority projects identified in this Plan. This includes critical infrastructure needs, safety and security improvements, and other operational investments that ensure every school remains safe, warm, dry, and functional for students and staff. Early funding should focus on launching the first investment cycle while establishing a clear pathway to implement the projects identified across all three investment tranches outlined in this Plan.

Looking beyond the initial funding cycle, Jeffco must also plan for sustained capital investment over time. The needs identified in this Plan extend beyond a single funding effort and reflect a long-term commitment to maintaining and modernizing the district's facilities. As projects are completed and conditions evolve, additional facility needs will inevitably emerge. Continued investment will therefore be required not only to address the projects identified in this plan, but also to respond to new operational requirements, evolving educational programs, and changing enrollment patterns.

For this reason, this Plan should function as a living planning framework rather than a static report. The district should regularly update facility condition data, enrollment projections, program needs, and other key datasets to inform future decisions. Maintaining and refining the planning tools developed through this process will allow Jeffco to continuously evaluate its facility portfolio, adjust priorities, and guide future investment strategies.

Continued enrollment planning will be particularly important. The district should build upon the work completed through the Boundary and Articulation Area Study by regularly reviewing enrollment trends, monitoring school utilization, and evaluating boundary and program alignment over time. Aligning facility investments with ongoing enrollment planning will help ensure sustainable school operations, efficient resource allocation, and consistent student access to strong and thriving learning environments.

Through sustained investment, ongoing analysis, and continued community engagement, Jeffco can ensure that its facilities remain safe, modern, and adaptable. This Strategic Capital Master Plan provides the roadmap for that work—establishing the priorities, tools, and framework needed to guide thoughtful facility investment and portfolio decision-making for years to come.



2.0
District Context and Change Over Time

2.1 District Overview

Jefferson County Public Schools (Jeffco), the second-largest school district in Colorado, serves approximately 74,000 students across 146 schools—both district- and charter-operated—spanning approximately 800 square miles. The district's school portfolio includes elementary schools, middle schools, high schools, multi-level schools (e.g., K–8 and junior/senior high schools), option and alternative education schools, charter schools, online schools, a career and technical education school, and outdoor laboratory schools. This range of learning environments enables Jeffco to meet the diverse needs of its students and communities. More than 14,000 dedicated staff members work toward the district's mission to provide a world-class education that prepares all students for bright and successful futures as local and global citizens.

Like many large public school systems nationwide, Jeffco faces shifting enrollment patterns, aging facilities, and evolving educational needs. Overall student enrollment is expected to decline in the years ahead, though some areas of the district will continue to grow. These complex dynamics present both challenges and strategic opportunities for Jeffco to thoughtfully align its school facilities with long-term educational goals, community priorities, and fiscal sustainability.

The sections that follow examine these dynamics in greater depth. Section 2.2 traces how the district has evolved since the 2016 Facilities Master Plan, including shifts in enrollment, facility needs, and strategic priorities. Section 2.3 draws on the consolidation decisions of recent years to understand how families responded to change, how student outcomes were affected, and what those experiences reveal about planning more thoughtfully going forward. Section 2.4 summarizes the findings of the 2024 boundary study, which provides a data-informed foundation for understanding how enrollment patterns, school assignment, and facility decisions intersect. Together, these analyses provide the evidence base for a proactive approach to facilities planning that prioritizes sustainable school environments, equitable access, and strategic capital investment over time.

2.2 How the District has Changed Since the 2016 Facilities Plan

Since Jeffco's last District-Wide Facilities Master Plan in 2016, the district has experienced significant shifts in enrollment, facility needs, and strategic priorities.

In 2016, Jeffco served more than 86,000 students across 169 campuses. The 2016 plan largely emphasized expanding capacity to accommodate enrollment growth and address overutilization. Today, rather than planning for systemwide growth, the district is navigating overall enrollment decline, a shift that has prompted recent school consolidations.

In the ten years since the 2016 plan, bond-funded investments have addressed critical infrastructure in many schools; however, aging systems and deferred maintenance remain ongoing challenges today. Moreover, the district's facility replacement value in 2016 was approximately $2.7 billion, with annual maintenance and operations funding of $51 million and annual capital investment of $21 million. Rising construction costs and inflation have significantly changed the financial landscape for capital planning, with a current total facility replacement value estimated at approximately $6.1 billion (see Section 4.3). The district must now prioritize investments more strategically to maximize impact within available resources. The district's current focus is on right-sizing facilities, aligning building with programmatic needs, and ensuring long-term financial sustainability.

Regional Opportunities for Thriving Schools (ROFTS) represented a comprehensive plan to ensure thriving schools and extraordinary student experiences. Rather than focusing solely on enrollment size, the framework defined the staffing, structural, and programmatic conditions necessary to sustain strong learning environments. At that time, a 'thriving school' included elements such as:

- **At least one class per grade level**
- **Consistent planning time for school teachers**
- **Full-time support from an instructional coach and Digital Teacher Librarian (DTL)**
- **Full-time Social Emotional Learning (SEL) and Mental Health staff**
- **Operational budgets to support materials and resources**
- **Full-time Art, Music and PE (AMP) teachers in each building**
- **Family engagement supports and staffing**
- **Full-time positions that are easier to fill**
- **Equitable access to:**
  - **Wrap-around services based on individual student needs**
  - **Intervention and enrichment**
  - **A variety of peer interactions and classrooms for students to experience**

2.3 Impacts of Recent School Consolidations

Between 2021 and 2024, Jeffco consolidated 20 schools as part of prior Board-approved actions to respond to enrollment and fiscal conditions. This section examines what those consolidations reveal about family behavior, student outcomes, and equity considerations—insights that will inform more thoughtful facility and program planning going forward. To better understand the impacts of these consolidations and inform future facility planning, the project team analyzed school-level and student-level data using the Regional Opportunities for Thriving Schools (ROFTS) framework.

Current Portfolio: Thriving School Readiness

A review of current elementary schools against thriving school criteria reveals systemwide challenges:

- 42% (28 of 66) do not have at least two teachers per grade level
- 67% (44 of 66) do not have a full-time Social and Emotional Learning (SEL) specialist (39 have no dedicated SEL role)
- 20% (13 of 66) do not have a full-time Digital Teacher Librarian
- 12% (8 of 66) do not have full-time instructional coach support
- 38% (25 of 66) have at least one key role staffed part-time (e.g., assistant principal, counselor, interventionist, art teacher, music teacher, physical education teacher, or classroom teacher)

These findings highlight the importance of regularly revisiting the criteria used to define thriving schools. As the educational landscape evolves, the benchmarks that guide investment and staffing decisions should reflect current district and community priorities and programmatic goals, not just historical frameworks. Although the definition will continue to evolve, smaller schools with limited staffing allocations will likely continue to warrant particular attention, as sustaining small-enrollment schools often results in fragmented staffing and limited access to student supports. When thoughtfully planned and paired with strategic investments, consolidation may offer meaningful improvements in programmatic depth, staffing stability, and equitable access to services.

School Selection Patterns Following Consolidation

Analyses of recent school closures provide insight into how families respond when schools are consolidated. Geographic proximity was the strongest predictor of post-consolidation enrollment patterns. The schools which enrolled the greatest number of displaced students were generally within three miles of the closing school. While all assigned receiving schools were within this radius, 12% of families chose schools farther away, indicating some program or preference-based selection.

School performance tier, as defined by the Colorado Department of Education, was not a strong predictor of capture rates. As most elementary schools are concentrated in the highest tier, there was limited variation in performance across the portfolio to draw meaningful conclusions.

Student Outcomes and Equity Considerations

Post-closure enrollment patterns show that, across all racial groups, students were more likely to enroll in higher-rated schools after consolidation (61% post-closure compared to 37% pre-closure) — even though, as noted above, performance tier alone was not a strong predictor of which school a displaced student chose. However, analysis indicates that disparities in school enrollment patterns persisted across student groups, with Black and Hispanic students more frequently enrolling in schools with lower performance ratings both before and after consolidation.

These findings underscore the importance of intentional planning to ensure equitable access to higher performing schools.

Future facility planning should continue to integrate student-centered planning criteria, grounded in students' evolving needs, so that right-sizing efforts translate into stronger educational outcomes, staffing stability, and equitable access to resources.

2.4 Summary of 2023 Boundary Study

In February 2023, Jeffco commissioned FLO Analytics (FLO) to conduct a comprehensive study of the district's school and articulation area boundaries, enrollment patterns, and school assignment protocols. In response to shifting demographics, declining enrollments, and high rates of school choice, the study aimed to provide the district with a menu of short-term and long-term actions to guide more sustainable enrollment between its schools. In partnership with the Board of Education, families, educators, school leadership, and community members, FLO published its final Boundaries and Articulation Area Analysis report in June 2024.

Process

The key values of the study were to:

- **Make only the most critical moves,** focusing on minimizing adverse student impacts
- **Minimize disruption** through boundary exemptions so students can remain at their current schools
- **Understand patterns** to align boundary adjustments with existing choice behaviors
- **Support strategic choice management,** limiting choice enrollments at schools nearing capacity
- **Consider all options** and analyze student and community impact before acting
- **Think ahead** by coupling recommendations with a long-term Strategic Capital Plan
- **School leaders are key** to successful engagement
- **Maximize our resources** to support student outcomes while maintaining fiscal responsibility

Boundary scenarios were conducted for each of the district's seventeen articulation areas. Each scenario considered a balance of four enrollment strategies: redrawing boundary lines, reconfiguring grade bands, creating option schools, and consolidating schools.

The project team conducted focus groups with families in Spring 2024 to inform recommendations. Recommendations were presented by articulation area and proposed on two timelines, short-term and long-term. Short-term recommendations, which tended to be smaller-scale, responded to more time-sensitive needs to balance enrollment within the next two academic years. Long-term recommendations involved boundary adjustments with more significant facility and community impacts, necessitating greater engagement and potential fund identification, before implementation. While some recommendations evaluated school closure and consolidation scenarios, the district clarified that they did not intend to advance any school closures through at least June 2027.

Analyses and recommendations referenced student information from the 2023-24 school year and enrollment projections through the 2027-28 school year. Enrollments did not include pre-kindergarten (Pre-K) students. Boundary modeling did not account for facility age or condition, recent renovations, or program-specific capacities.

Districtwide Findings

While the district enrolled over 90% of students who live in Jefferson County, student-age population and actual student enrollments were both projected to continue to decline in most areas of the district. This results in underenrolled schools; multiple schools were already under 60% utilization or were soon projected to be. High levels of school choice exacerbated low enrollment at these already underutilized schools and overenrollment of schools that were already at or over capacity.

As of 2024, the District had limited formalized strategies and policies to manage school choice outcomes and align student enrollment monitoring with facility planning systems. It also did not centrally track enrollment across all specialty programs, one driver of school choice, making it challenging to create long-term plans for quality program offerings with equitable geographic access for all students.

Districtwide Recommendations

Across all articulation areas, the study recommended that the district establish a clear methodology for determining school capacity and utilization parameters; track special program enrollment; differentiate assignment-area and choice student enrollment projections; and develop an annual reporting system to correlate and communicate enrollment trends with facility investment decisions.

Table 2.1 - Articulation Areas with No Boundary Adjustment Recommendations

Articulation Area	Phase I or II Closures	Has Option Areas	Enrollment Declines to 2027[a]	Enrollment Increases to 2027[a]	Projected Utilization Over 100% (2027)	Choice-Out of School Attendance Area (2022)[b]
Conifer	No	No	No	No	No	Low (9-14%)
Evergreen	Yes	Yes	No	No	No	Middle (7-24%)
Pomona	Yes	No	No	No	No	High (11-42%)
Wheat Ridge	Yes	No	No	No	Peak at Pennington ES, Prospect Valley ES	High (5-42%)

[a] Moderate enrollment declines or increases are less than 15% of change from 2023 to 2027. Less than a 1% enrollment decline or increase is considered no change.
[b] Low choice-out in an articulation area means that schools have a choice-out rate of 20% or less. Middle choice-out is 21–30%, and high is greater than 30%.

Table 2.2 - Articulation Areas with Short-Term Recommendations

Articulation Area	Phase I or II Closures	Has Option Areas	Enrollment Declines to 2027[a]	Enrollment Increases to 2027[a]	Projected Utilization Over 100% (2027)	Choice-Out of School Attendance Area (2022)[b]
Arvada West	Yes	No	Moderate	No	Arvada West HS	Middle (9-25%)
Bear Creek	Yes	Yes	Moderate	No	Red Rocks ES	Middle (10-24%)
Dakota Ridge	Yes	Yes	Moderate	No	No	Low (7-14%)
Golden	No	Yes	Moderate	No	No	High (10-34%)
Jefferson	Yes	No	High	No	No	Low (12-20%)
Ralston Valley	Yes	No	No	Moderate	Three Creeks K–8	Middle (7-25%)

Articulation Areas: No Recommendations

Four articulation areas received no short-term recommendations: Conifer, Evergreen, Pomona, and Wheat Ridge. Further boundary adjustments were not recommended due to recent school closures, a lack of option areas (areas where students are zoned for two schools), and relatively minimal enrollment declines.

Articulation Areas: Short-Term Recommendations

Seven articulation areas received short-term recommendations: Arvada West, Bear Creek, Dakota Ridge, Golden, Jefferson, Ralston Valley, and Standley Lake. These recommendations were driven by option areas, overutilization, and projected enrollment decreases.

- **Ralston Valley and Standley Lake areas:** future students moving into the Trailstone development, then under construction, should attend Mieklejohn ES, Wayne Carle MS, and Ralston Valley HS
- **Bear Creek and Dakota Ridge areas:** students in the current option area between Blue Heron ES and Westgate ES should be assigned to Blue Heron ES
- **Arvada West and Golden areas:** the current option area between Fairmount ES and Mitchell ES should be eliminated, and students should be reassigned to balance enrollment the two elementary schools as well as the middle and high schools they feed into
- **Jefferson area:** choice-out policies should be revisited due to steeply declining enrollment

Table 2.3 - Articulation Areas with Long-Term Elementary Boundary Considerations

Articulation Area	Phase I or II Closures	Has Option Areas	Enrollment Declines to 2027[a]	Enrollment Increases to 2027[a]	Projected Utilization Over 100% (2027)	Choice-Out of School Attendance Area (2022)[b]
Alameda	Yes	No	High	No	No	Low (11-20%)
Arvada	Yes	No	Moderate	No	Lawrence ES	High (12-31%)
Columbine	No	No	Moderate	No	No	Low (7-17%)
Lakewood	Yes	No	Moderate	No	No	Middle (14-26%)
Standley Lake	Yes	No	Moderate	No	No	High (17-42%)

Articulation Areas: Long-Term Recommendations

Seven articulation areas received long-term recommendations: Alameda, Arvada, Chatfield, Columbine, Green Mountain, Lakewood, and Standley Lake. These recommendations were driven by enrollment declines, a relative surplus of facilities, and construction of new housing developments.

- **Alameda area:** has four elementary schools, but could consolidate to three
- **Arvada area:** has four elementary schools, but could consolidate to three
- **Chatfield area:** has three middle school facilities, but could consolidate to two
- **Columbine area:** has five elementary schools, but could consolidate to four
- **Green Mountain area:** large housing developments spur a short-term growth in enrollment which will stabilize in 2028. Ongoing capacity assessments to accommodate this growth are recommended.

- **Lakewood area:** has four elementary schools, but could consolidate to three
- **Standley Lake area:** has four elementary schools, but could consolidate to three

Outcomes and Applications

In September 2024, the Board studied and supported the district's recommendation for short-term boundary changes. This timing was designed to align with the 2025-2026 choice enrollment process, which launched in December 2024.

However, the study acknowledged that boundary adjustments alone cannot permanently address declining enrollment, and that past boundary adjustments only rebalanced enrollments about half of the time. As 40% of families choose schools outside of their assignment areas, revisiting choice policies and incentivizing in-area attendance through investment in facility improvements and program offerings may naturally rebalance enrollment according to assignment area boundaries.

2.5 Implications for Long-Term Facilities Planning

The district context, recent consolidation outcomes, and findings from the 2023 boundary study collectively reinforce the need for a more integrated, proactive, and strategic approach to facilities planning. Together, these analyses highlight that enrollment trends, facility conditions, and policy decisions are deeply interconnected and must be addressed through a coordinated, long-term framework.

First, continued enrollment decline, combined with uneven geographic patterns and high rates of school choice, requires the district to move beyond static planning approaches. Facility decisions must be closely aligned with enrollment projections and boundary strategies both districtwide and by articulation area. Integrating the findings and recommendations from the boundary study into this Strategic Capital Master Plan will be critical to balance school utilization, minimize underenrollment, and reduce inefficiencies across the system. This strategy includes:

- Strengthening capacity methodologies to paint a holistic picture of school utilization
- Tracking enrollment in specialized programs
- Differentiating between assignment-area and choice-based enrollment projections
- Developing an ongoing reporting framework to align enrollment trends with facility investment decisions

Second, the analysis of recent school consolidations underscores the importance of aligning facilities with programmatic quality and student experience, not solely enrollment levels. The Regional Opportunities for Thriving Schools (ROFTS) framework demonstrates that smaller, under-enrolled schools often face structural challenges in providing consistent access to staffing, services, and programming. While consolidation can be a difficult decision, it may improve access to staffing and program resources when paired with targeted investments in some contexts. Future planning efforts should continue to incorporate ROFTS criteria to ensure that right-sizing decisions lead to measurable improvements in staffing stability, program quality, and equitable access to resources.

At the same time, school consolidation cannot address all systemwide challenges. Patterns following recent closures suggest that additional, complementary strategies may be needed to advance equitable access to higher-performing schools. Coordinating facility planning with program placement, boundary adjustments, and transportation considerations will help ensure that all students can access high-quality learning environments.

Third, the boundary study findings reinforce the importance of aligning facility planning with enrollment policy. High rates of school choice and the absence of a formal, systemwide strategy to manage choice outcomes contribute to both underutilization and overcrowding across the district. Aligning facility investments with choice-management strategies, such as program distribution and enrollment caps, can help support a more balanced and sustainable system over time.

Finally, these findings highlight the importance of maintaining flexibility in long-term planning. Enrollment patterns, housing development, program demand, and financial conditions will continue to evolve. The district's approach to facilities planning should remain adaptive, supported by dynamic tools, regularly updated data, and clear decision-making frameworks that allow strategies to be refined over time.

Taken together, these implications point to a central conclusion: effective long-term facilities planning requires an integrated approach that aligns enrollment, programs, policy, and capital investment decisions. By coordinating these elements within a unified strategic framework, Jeffco can better position its school portfolio to support thriving schools, equitable access, and sustainable operations in the years ahead.





3.0
Planning Approach and Engagement

3.1 Planning Process Overview

This Strategic Capital Master Plan was developed through a planning process designed to align facility investments with Jeffco's long-term educational, operational, and financial priorities. This process integrated school-level and student-level data analysis with extensive stakeholder engagement to create recommendations that are both analytically grounded and responsive to the needs of students, staff, and the broader community.

The planning approach brought together multiple sources of information—including facility condition data, Educational Adequacy assessments, enrollment projections, and community values—to develop a holistic understanding of the district's current conditions and future challenges. These inputs were paired with dynamic planning tools and ongoing stakeholder input to evaluate options, test assumptions, and refine strategies over time.

This work is grounded in guiding principles and goals that establish a foundation for decision-making throughout the plan.

Guiding Principles

This Plan is anchored by three guiding principles that reflect the district's core values and priorities:

- **Prioritize students:** Every investment helps create safe, modern learning environments that improve student experiences and well-being.
- **Maximize impact:** Critical investments create the most meaningful benefits for students, schools, and communities, even if it means not reaching all schools at once.
- **Build for the future:** Decisions and strategies position the district for long-term success while remaining adaptable to changing demographics, educational needs, and fiscal realities.

Goals

In addition to these principles, the planning process was designed to achieve three key goals:

- **Comprehensive District Data:** Establish a shared, districtwide understanding of facility conditions, learning environments, student trends, and recent district initiative work to align capital planning with instructional and operational priorities.
- **Dynamic Planning Tools:** Develop interactive tools that help district staff explore priorities, test scenarios, and support data-informed planning decisions at all levels, from districtwide strategy to school-specific needs.
- **Future-Focused Roadmap:** Create a flexible, forward-looking framework that guides capital planning through both abundance and constraint and helps Jeffco serve students and communities now and into the future.

3.2 Stakeholder and Community Engagement

A core component of the planning process was meaningful engagement with stakeholders across the district. Facility Condition Assessments, operational system evaluations, and portfolio data such as enrollment trends, utilization levels, and program distribution provided the technical foundation for understanding the district's facility needs. This analysis was complemented by direct engagement with district leadership, operational departments, and program teams to better understand how facilities support day-to-day operations and long-term educational priorities.

Equally important to this process was engagement with school leaders and the broader Jeffco community. School principals provided valuable insights into how their buildings function on a daily basis, highlighting both operational challenges and opportunities to improve the student experience. Community engagement efforts further informed the planning process by identifying priorities that families and community members believe are most important for the district's schools.

Throughout the development of this Plan, the planning team regularly met with key district stakeholders who helped identify district challenges and needs, surface shared priorities, and guide the direction of the project. These groups included:

- Departmental leadership teams
- District leadership steering committee
- Capital Asset Advisory Committee (CAAC)
- Financial Advisory Committee (FAC)

Together, these perspectives shaped the plan to reflect both rigorous analysis and the lived experiences of students, staff, and the community. This integrated approach strengthens the validity of this Plan and supports transparent, informed decision-making as the district moves toward implementation.



4.0
Existing Conditions Summary

The Existing Conditions Summary establishes a clear baseline of Jeffco's facilities today, consolidating available data and assessments to document facility condition, utilization, and Educational Adequacy. This analysis focuses on 122 active district-operated traditional school sites, excluding charter schools, online schools, cottage schools, outdoor education laboratory (OEL) schools, stadiums, and administrative and support sites. By capturing current realities and identifying areas of need, this report establishes the foundation for strategic capital planning and ensures that future decisions about Jeffco's schools are data-informed, equitable, and strategically aligned with district goals and community needs.

Figure 4.1 - 2025–26 Total District Enrollment

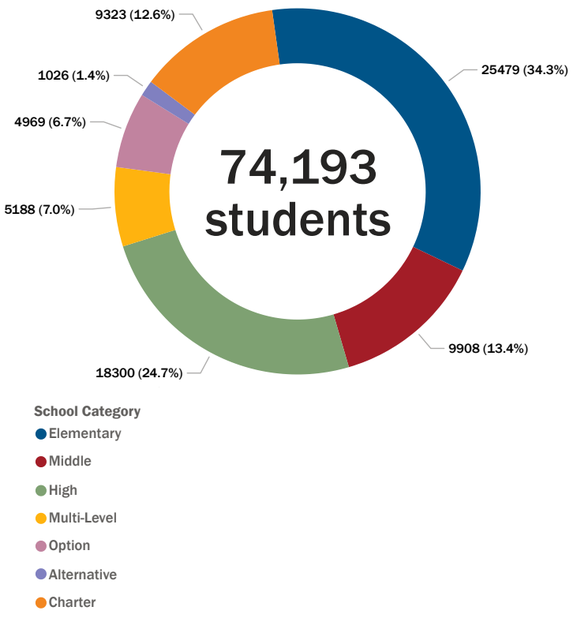


Figure 4.2 - Total District School Sites

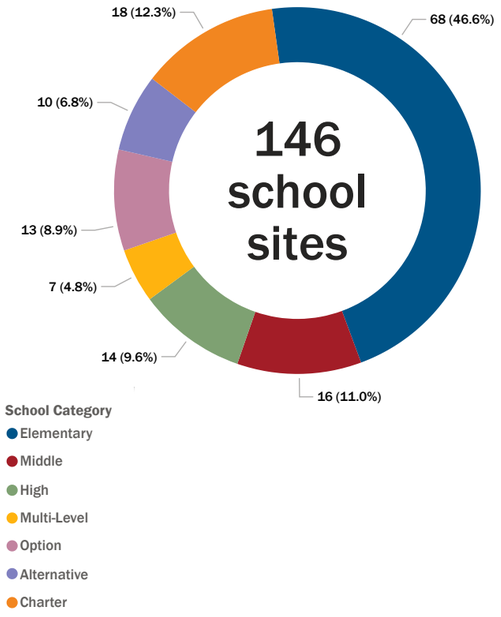


Figure 4.3 - 2025–26 Total District Enrollment Excluding Charter Schools

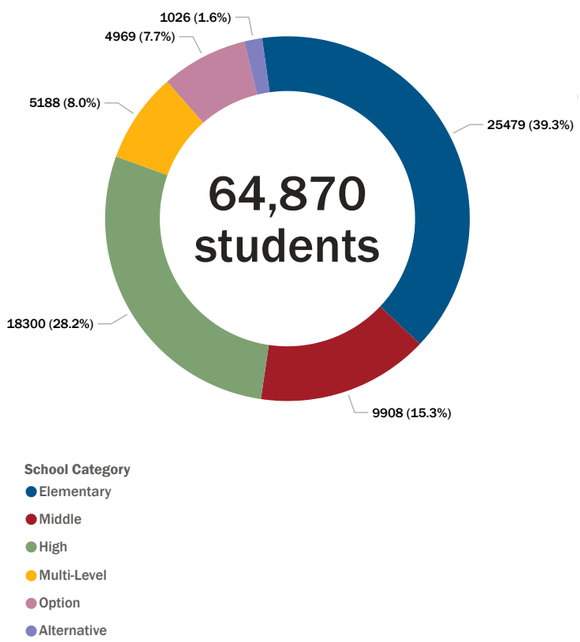
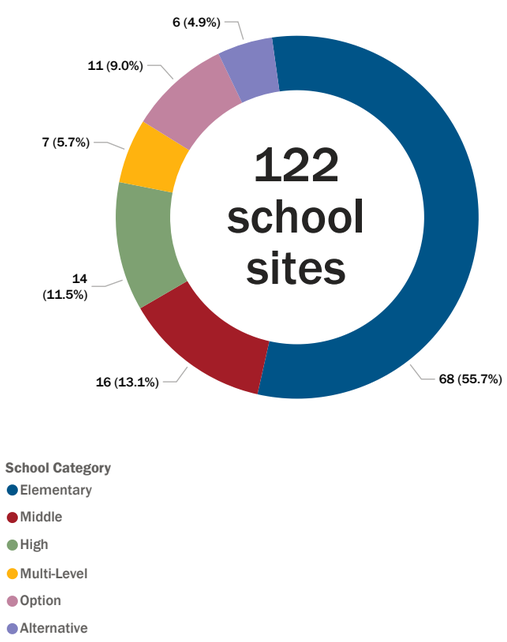


Figure 4.4 - Total Active District-Operated Traditional School Sites



4.1 District Data

Enrollment and Student Demographics

Like many districts, Jeffco has experienced a significant and sustained decline in overall student enrollment over the past decade. After peaking at just above 87,000 students around the 2014-15 school year—including both district-run and charter school students—enrollment has steadily declined to approximately 75,000 students today, of whom roughly 9,000 attend charter schools. Projections show a further decline to approximately 73,000 total students by 2028.

A key factor in this decline is the stark contrast between charter and district-run enrollment trends: charter enrollment has held steady at around 9,000 students for nearly a decade, while enrollment in district-run schools has dropped substantially declining about 16% over ten years. Virtually the full weight of Jeffco's enrollment loss has fallen on its district-run schools, creating major implications for facility planning, staffing, and long-term capital investment.



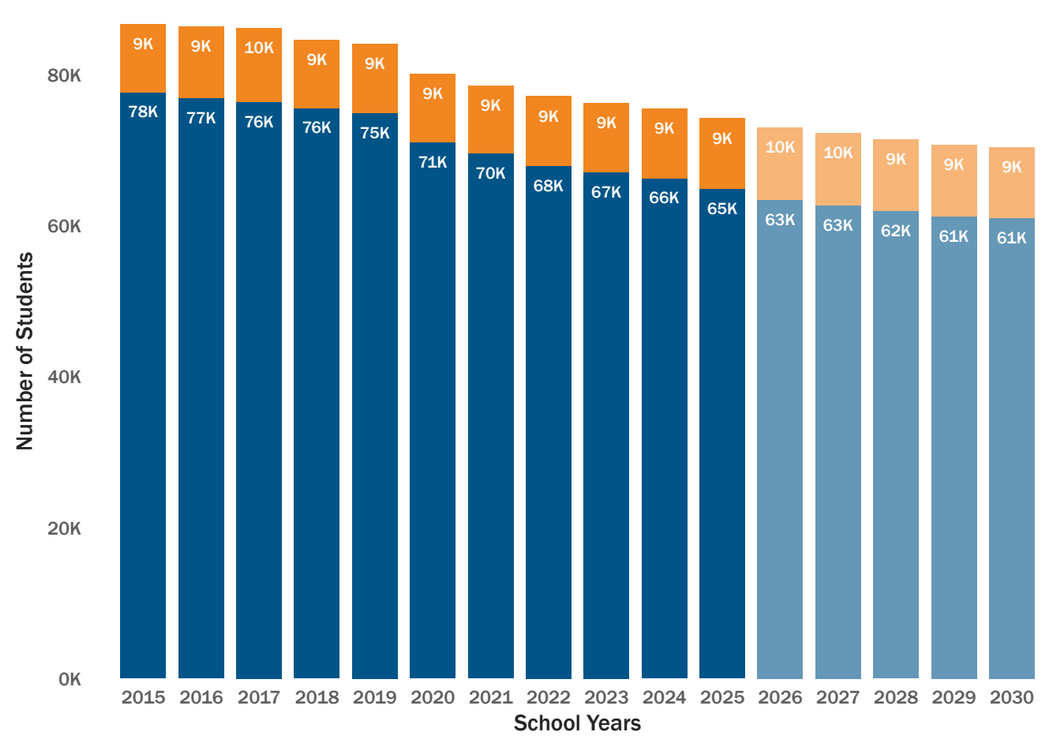


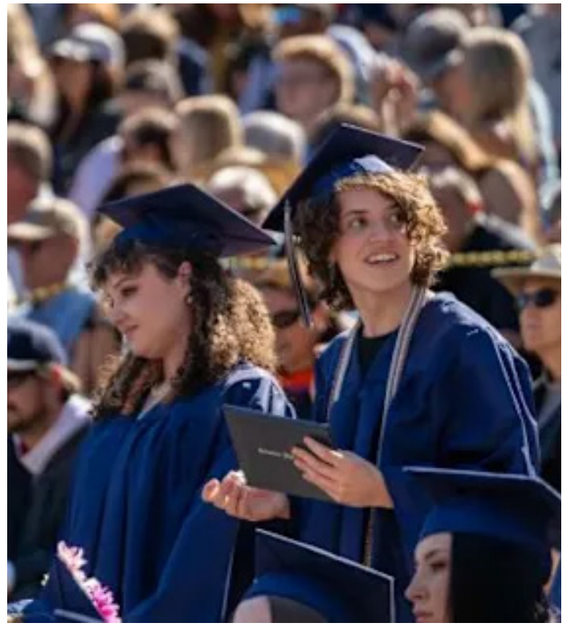
Figure 4.5 - Number of Students Over the Years

Enrollment by Grade Level

When viewed by grade level, the largest share of students remains in elementary grades (K–5), though this group has seen the steepest decline, dropping from nearly 36,000 students in 2015 to just above 30,000 projected by 2030.

- **Enrollment in middle school grade levels (6–8)** has also decreased significantly, from just over 24,000 students in 2015 to less than 22,000 projected by 2030.
- **Enrollment in high school grade levels (9–12)** has decreased more gradually, from nearly 18,500 students in 2015 to less than 15,500 projected by 2030.
- **Enrollment in pre-kindergarten grade levels (PK4–PK5)** has remained relatively stable, showing smaller fluctuations year to year.

These trends indicate that while temporary stabilization may occur in some grades, the overall downward trajectory continues, especially at the elementary level. This decline in the earlier years is typically the first indicator of long-term enrollment shifts as students progress through middle school and high school grades in the future.



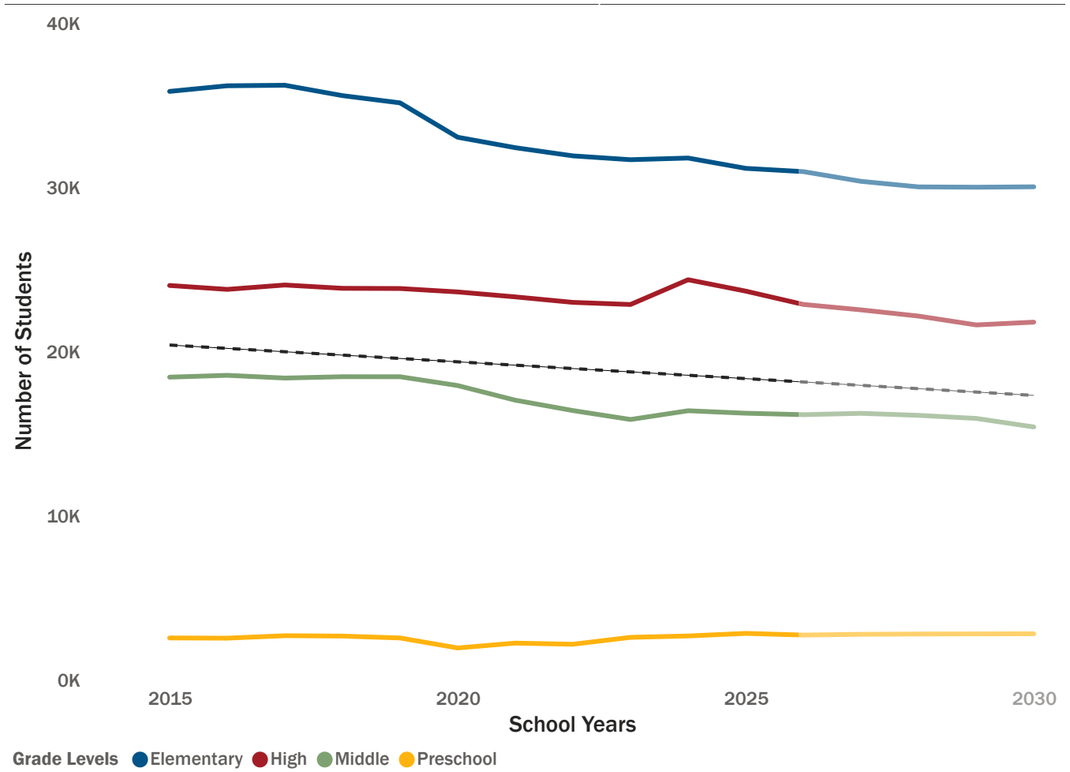


Figure 4.6 - Student Population Over the Years

Enrollment Shifts Over Time

Enrollment shifts over time can reveal important patterns for facility planning. Looking across a ten-year span helps determine if decreases or increases are concentrated and whether correlations exist across criteria such as school location, grade level, or program type. Understanding both the direction and concentration of these shifts is essential for anticipating future facility needs and evaluating potential investment strategies.

The map illustrates enrollment change between 2015 and 2025 at the school level.

Red circles represent decreases and green circles represent increases, while circle size reflects the magnitude of change. Overall, enrollment decline is the dominant districtwide trend, with the largest losses concentrated around the Dakota Ridge, Ken Caryl, and Columbine areas. In contrast, enrollment increases are modest overall but show some clustering in the central area near Northeast Jefferson, Wheat Ridge and parts of Arvada. Further analysis of recent school closures and consolidations will help validate and contextualize these trends.

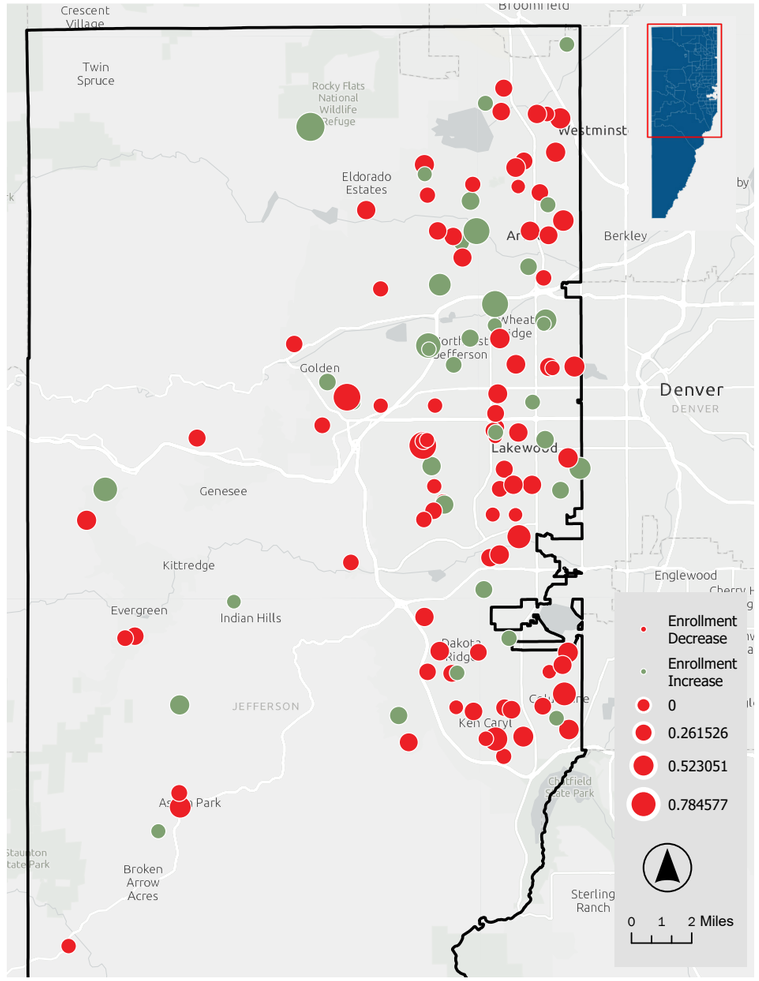


Figure 4.7 - Enrollment Change by School Site, 2015 to 2025

Racial and Ethnic Composition

Although overall enrollment is declining, the racial and ethnic composition of the district remains relatively stable with notable trends:

- **White students** represent the largest racial group but have seen the steepest decline in enrollment, falling from over 47,000 students in 2014 to below 41,000 in 2024.
- **Hispanic students** are the second largest group, remaining relatively steady at 15,300–17,800 students, and showing signs of potential future growth.
- **Other racial groups** (Black, Asian, American Indian, Native Hawaiian, etc.) remain much smaller in absolute terms and show minimal change over time.

This steady diversification underscores the importance of thoughtful facility planning, ensuring that investments and access to modernized learning environments are equitably distributed across the district.

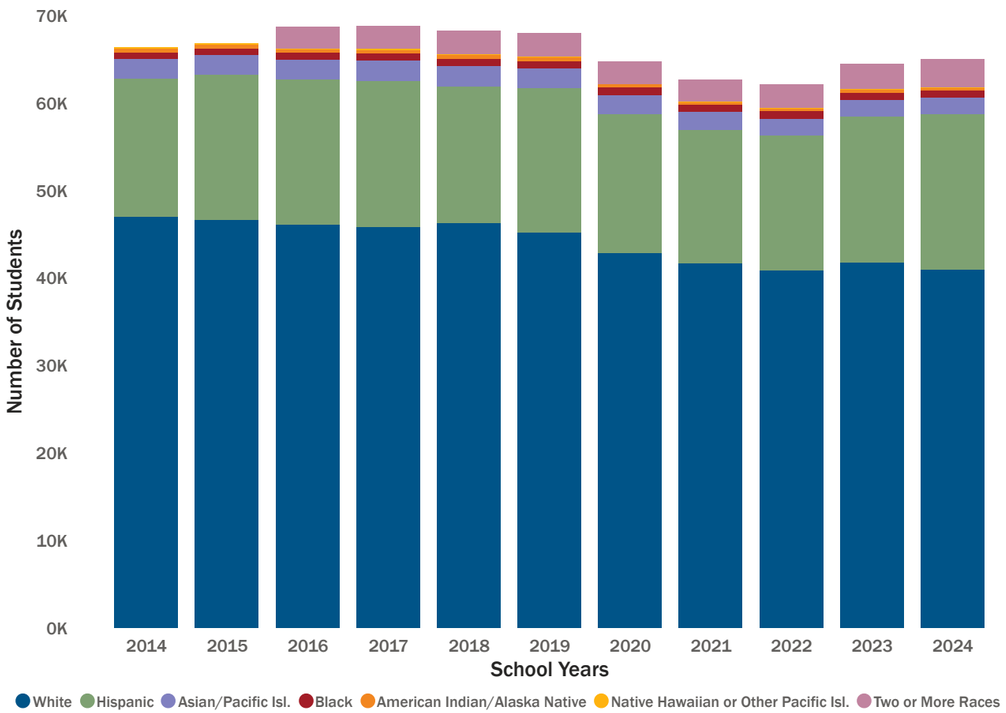


Figure 4.8 - Student Demographics Over the Years

Note: This chart reflects only students with race/ethnicity data reported across Jeffco's 122 active traditional sites. Totals may differ from overall enrollment figures. Data on two or more races was not available for 2014-15 or 2015-16.

Figures 4.9 – 4.14 visualize the relative concentration of each racial group within articulation areas—not compared to other groups, but rather how prevalent each group is across the district geography compared to itself. Darker shades represent areas where that racial or ethnic group is more concentrated relative to other areas, while lighter shades show lower concentrations.

Key observations include:

- **Hispanic students** are most concentrated in the central articulation areas, particularly around the more urban core.
- **Black students** also show a similar concentration pattern, with the highest relative representation located near central and northeastern articulation areas.
- **Asian students** show a stronger concentration in a few areas near the urban edge, especially in the northeast, but are more limited in geographic spread.
- **White students** are more evenly distributed across the district, with notable higher relative concentrations in the western articulation areas, more rural or suburban zones.
- **American Indian/Alaska Native and Native Hawaiian/ Pacific Islander students** show lower overall presence but are relatively more concentrated in small clusters, mostly near the center and northeast.

Drivers of Decline: Birthrates and Geographic Trends

The decline in enrollment is closely tied to a consistent drop in birthrates, which have fallen from around 6,600 births per year in 2010 to around 5,400 projected by 2028. This aligns with national and statewide fertility trends and presents a structural challenge that is unlikely to reverse soon.

Spatially, the membership and birthrate growth maps by articulation area show widespread decline across the county, with only a few localized areas—mostly in the northwest and northeast—showing positive trends. Much of the central and southern regions are experiencing steep membership and birthrate declines, signaling that school consolidations or boundary adjustments may be necessary in those areas.

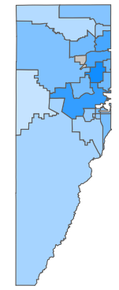


Figure 4.9 - American Indian/ Alaska Native Students

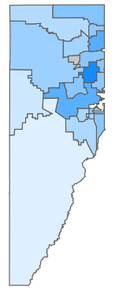


Figure 4.10 - Black or African American Students

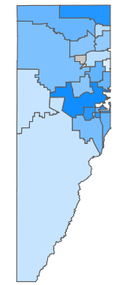


Figure 4.11 - Asian or Asian/Pacific Islander Students

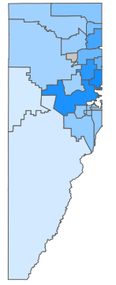


Figure 4.12 - Hispanic Students

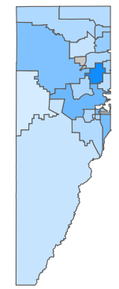


Figure 4.13 - Native Hawaiian or Other Pacific Islander Students

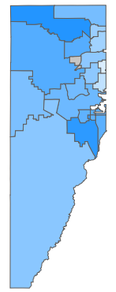
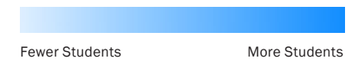


Figure 4.14 - White Students



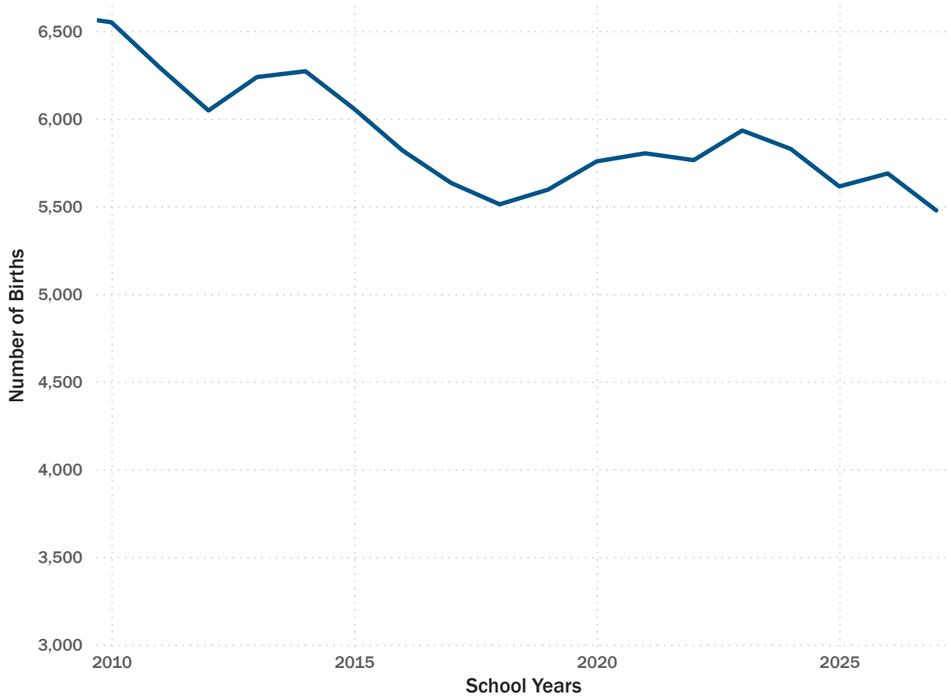


Figure 4.15 - Birthrates by School Years in Jeffco Boundary

In short, Jeffco faces a complex and evolving enrollment landscape marked by long-term decline, demographic shifts, and regional variation.

These enrollment dynamics are not only a reflection of changing community patterns but also serve as critical inputs for facility optimization, staffing strategy, and long-range financial planning. A thoughtful and data-informed approach will be essential for the district to sustain high-quality educational opportunities while adapting to a smaller, differently distributed student population.

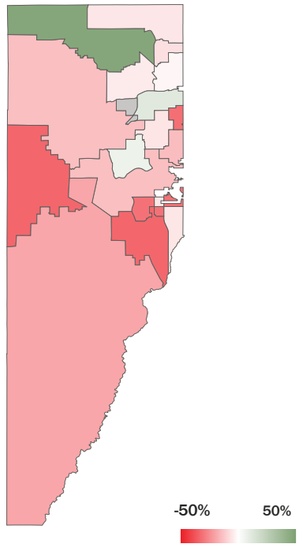


Figure 4.16 - Change in Number of Births by Articulation Area (2014-2028)

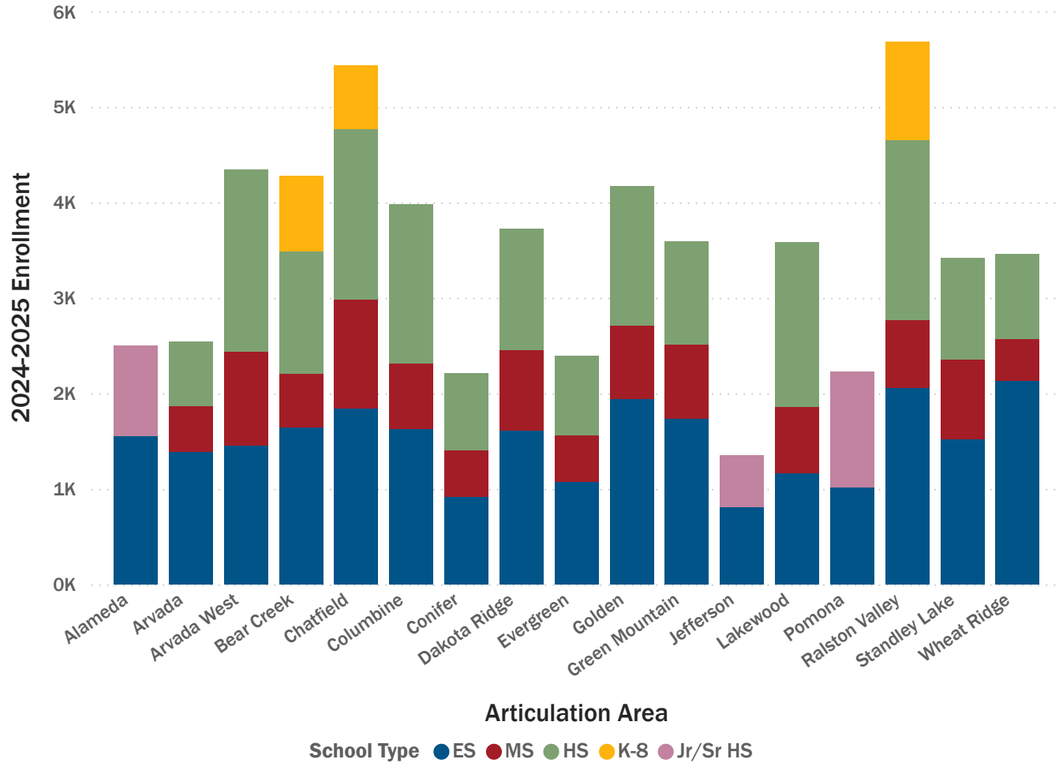


Figure 4.17 – 2025–2026 Enrollment by Articulation Area and School Type

2025–2026 Enrollment by Articulation Area and School Type

District enrollment varies significantly by articulation area. Chatfield and Ralston Valley have the greatest enrollment, each serving more than 5,000 students across elementary, middle, and high school levels. Bear Creek, Columbine, and Green Mountain also have high enrollments, with around 4,000 students each. In contrast, areas such as Alameda, Arvada, Lakewood, and Pomona serve much smaller student populations, closer to 2,000 students or fewer.

Elementary schools (blue) account for the largest share of enrollment across nearly every articulation area, followed by high schools (green) and middle schools (red). A few areas—such as Chatfield and Ralston Valley—also have notable K–8 student populations (yellow), while Alameda, Jefferson, and Pomona include students who attend junior/senior high schools (purple), which are less common in the district.

Overall, the chart highlights both the scale and structure of enrollment across articulation areas, showing where student populations are concentrated and how grade-level configurations vary geographically. This view is critical for understanding facility needs, feeder patterns, and potential planning implications.

11 of the 17 articulation areas offer the traditional grade structures with elementary, middle, and high schools.

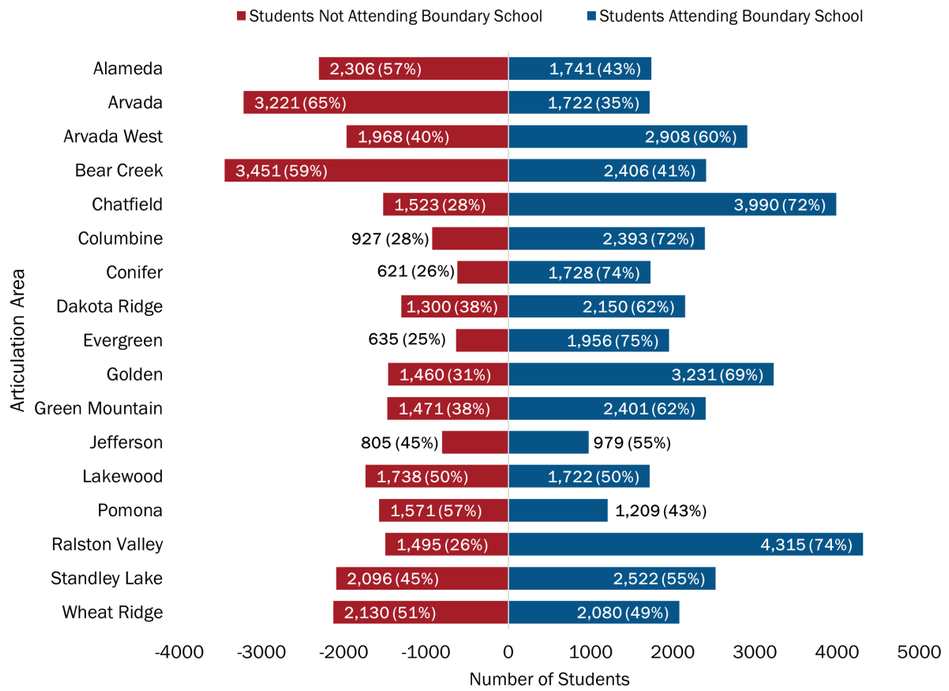


Figure 4.18 – Attendance Boundary Capture

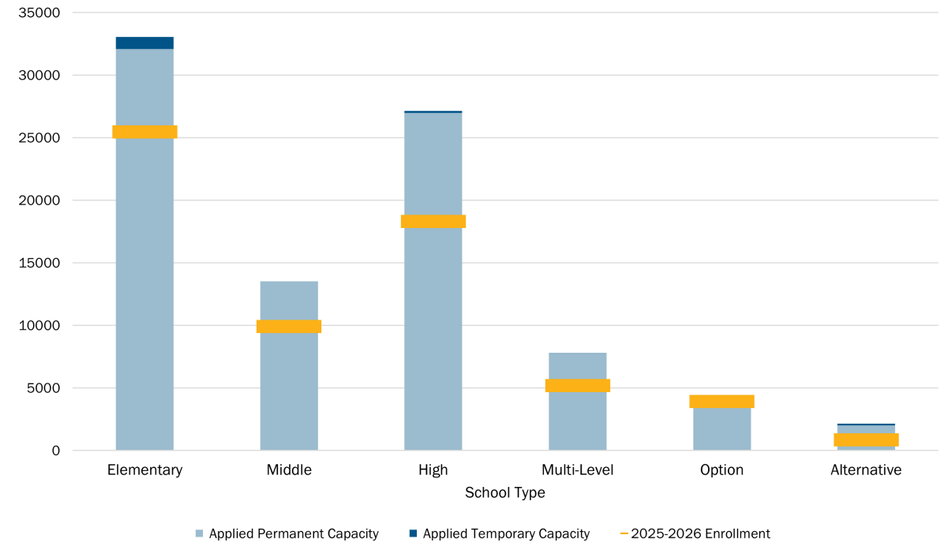


Figure 4.19 - Utilization by School Type

Note: Excludes standalone career and technical education (CTE) and preschool campuses.

Figure 4.18 illustrates attendance boundary capture rates, showing how many students attend their designated neighborhood school within each high school articulation area versus how many opt out to attend another school. The red bars represent students who live in the boundary but choose to leave, while the blue bars show those who remain in their boundary schools. Capture rates vary widely across the district, with some articulation areas retaining a large majority of their students, while others see significant outflow.

Areas such as Chatfield, Columbine, Conifer, Evergreen, Golden, and Ralston Valley retain a strong majority of their students, with capture rates around 70%. In contrast, the Arvada, Bear Creek, Alameda, Pomona, Wheat Ridge, and Lakewood articulation areas experience notable outflow, in some cases losing half or more of their students to other options.

These differences highlight both the attractiveness of certain neighborhood schools and the challenges others face in maintaining enrollment. The implications here are twofold. First, student enrollment is directly tied to funding, staffing, and long-term sustainability of schools. When a significant portion of students opt out of their boundary schools, it creates pressure on both the "sending" and "receiving" schools: the former may face underutilization and resource constraints, while the latter may face overcrowding. Second, capture rates reflect family perceptions of school quality, programming, and fit. High outflow can be a signal that parents are seeking specialized programs, different school cultures, or better academic and extracurricular opportunities elsewhere.

Capacity and Utilization

Understanding how many students a school can effectively serve is fundamental to facility planning. As part of this Plan, Jeffco evaluated opportunities to enhance its approach to calculating capacity to more holistically reflect how school buildings are programmed to best support modern teaching and learning.

Historically, the district has used an **applied capacity** methodology, which assumes that all classrooms function similarly and can be loaded uniformly based on standard student-to-room ratios. While this method provides consistency and allows for comparisons over time, it does not fully account for the diverse ways spaces are programmed across a school building.

Jeffco schools include a wide range of programmatic spaces—such as pre-kindergarten (Pre-K) classrooms, special education classrooms, and specials classrooms (e.g., art or music)—that operate with different staffing models and student loads. As a result, applied capacity can overstate or understate a building's true ability to serve students.

To address this, the district developed a complementary **educational capacity** methodology. This approach assigns programming standards to each school based on its instructional makeup—designating a standard set of non-loaded spaces (e.g., art and music classrooms) and applying differentiated loading factors to specialized program spaces (e.g., Pre-K and special education classrooms). The result is a capacity figure tailored to each building's programmatic reality rather than a uniform assumption applied across the portfolio. Importantly, this new methodology does not replace the applied capacity model. Instead, the two approaches are intended to work together:

- **Applied capacity** provides a consistent, high-level benchmark for systemwide analysis and historical comparison.
- **Educational capacity** provides a more precise, program-informed understanding of how many students a school can realistically accommodate.

Together, these methods improve both the accuracy and transparency of capacity and utilization metrics, supporting more informed decision-making about facility investments, program alignment, and long-term portfolio planning.

Utilization analysis provides insight into how the 2024-25 school year enrollment compares to available applied permanent and applied temporary facility capacity across school types and articulation areas. This data directly builds upon earlier enrollment analyses and is critical for understanding how effectively the district's building space is being used and where there may be inefficiencies, crowding, or excess capacity.

Utilization by School Type

Figure 4.19 shows that elementary and high schools account for the largest share of both enrollment and capacity across the district. Elementary schools have the largest total capacity, with some capacity coming from temporary structures (such as portables—modular classroom buildings situated on school grounds), signaling that some elementary campuses stretch beyond their permanent footprints.

Districtwide enrollment in elementary schools approaches 26,000, falling well below their combined capacity, indicating that there are more than 7,000 open seats across the Jeffco elementary portfolio.

In contrast, high school enrollment nears 20,000 and relies less on temporary space, suggesting a more stable permanent facility footprint. However, the gap between enrollment and capacity shows that high schools are also under capacity overall with approximately 8,400 open seats, which may present opportunities for realignment or consolidation if enrollment declines persist. Middle schools and K–8 schools fall somewhere in between, while districtwide option schools show a higher utilization, suggesting these flexible or specialized campuses are serving an important and growing function.

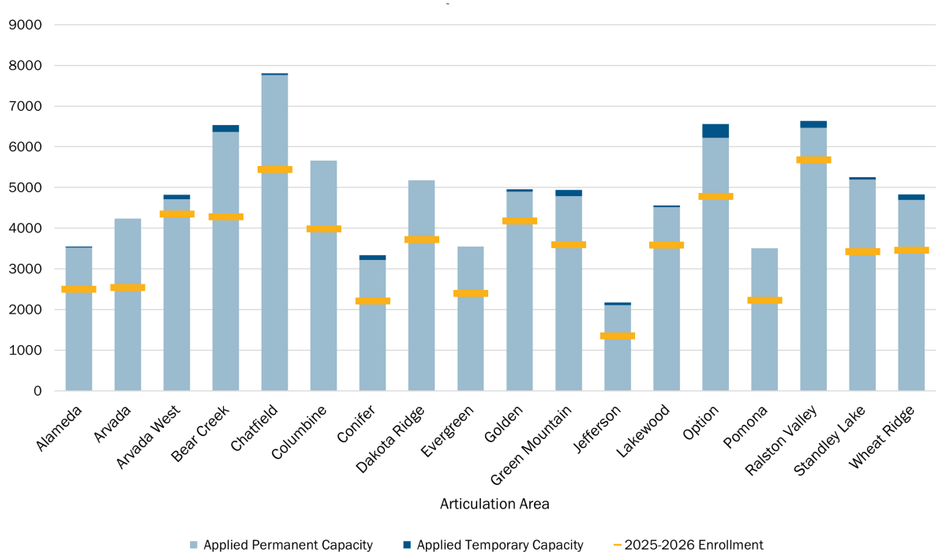


Figure 4.20 – Utilization by Articulation Area

Note: Excludes standalone career and technical education (CTE) and preschool campuses. "Option" area includes alternative education campuses (AECs).

Utilization by Articulation Area

Figure 4.20 reveals considerable variation in utilization by articulation area. For example, Arvada West, Golden, Lakewood, and Ralston Valley have relatively high enrollment compared to capacity, suggesting schools in these areas may be operating close to or above optimal utilization. In contrast, the Alameda, Arvada, and Pomona areas show significantly lower enrollment relative to total capacity, including substantial unused permanent space. This underutilization raises important questions about how best to align facilities, programs, and enrollment patterns over time.

Overall, Jeffco has excess capacity at all grade levels and in most articulation areas. It is important to note that as this evaluation continues, capacity will likely be updated to include educational capacity, which produces a more building-specific capacity figure by accounting for how spaces are programmed across the portfolio.

School Utilization Patterns Across the District

Figure 4.21 displays active schools within the district by utilization rate, categorized as Very Low (<50%), Low (50 to 75%), Good (75 to 100%), and Very High (>100%).

Utilization varies considerably across the district. Clusters of Very Low utilization schools appear throughout the Eastern portions of the district, particularly around Arvada, Wheat Ridge, and Lakewood, suggesting pockets of significant excess capacity in these areas. Notably, a cluster of Very High utilization schools appears in and around Wheat Ridge, indicating localized capacity pressure within an area that contains underutilized schools nearby. Schools in the Good range are distributed more broadly across the district.

From a planning standpoint, the juxtaposition of overcrowded and underutilized schools in close geographic proximity, particularly in the Wheat Ridge articulation area, may present opportunities for redistricting or consolidation. More broadly, this distribution underscores the need to address localized underutilization while monitoring capacity pressures in select communities. This balance will be important for long-range facility planning, future consolidation considerations, and prioritizing the efficient use of district resources.

Connecting Enrollment Trends to Utilization Patterns

These utilization visuals reinforces that the district is experiencing enrollment shifts that are not evenly distributed across school types or geographies. Some schools and articulation areas are under pressure from high enrollment levels and reliance on temporary structures, while others have excess capacity that may not align with future demand.

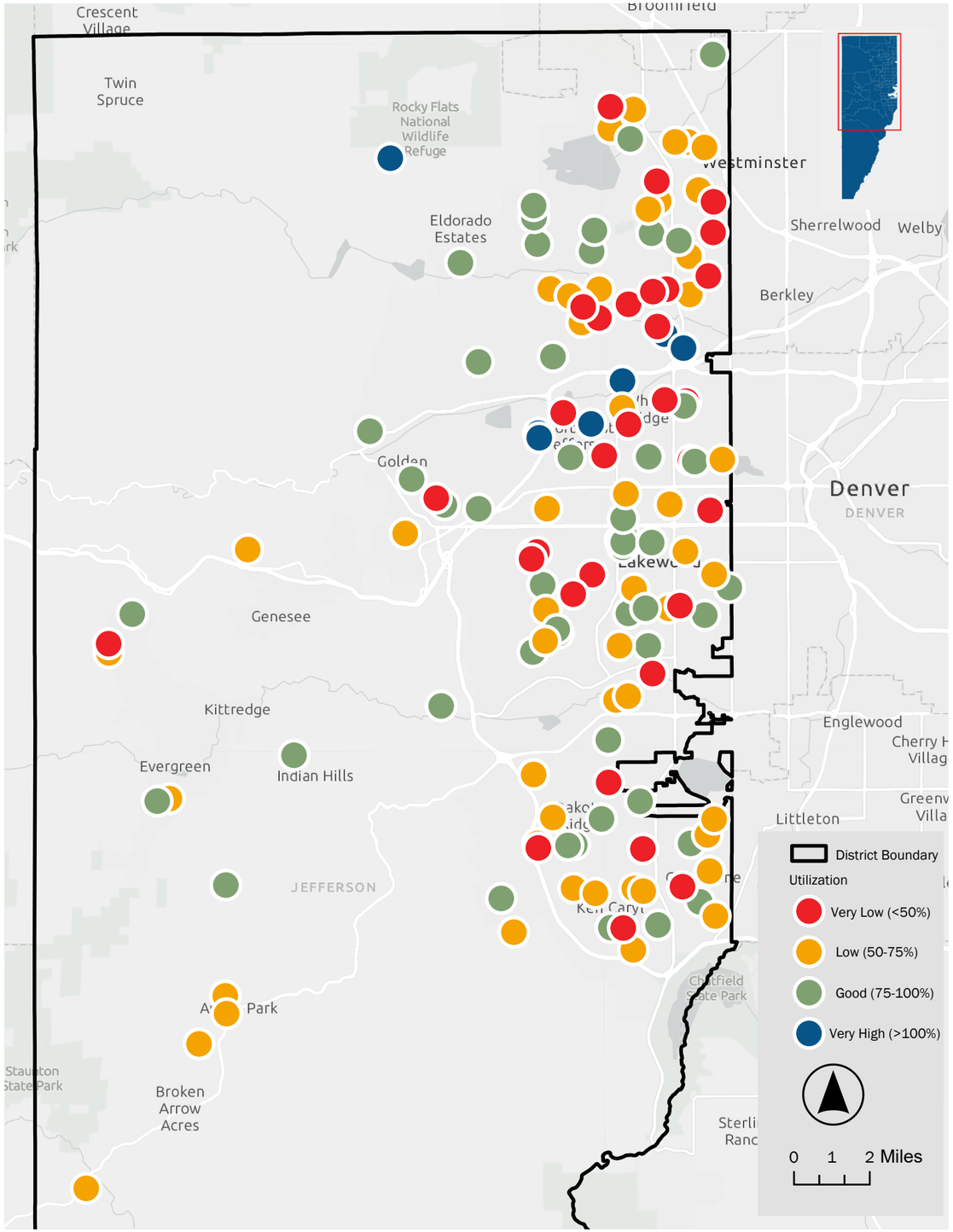


Figure 4.21 – 2025–26 Utilization

Strategic facilities planning must consider these discrepancies when determining investment priorities.

In areas of sustained underutilization, district leaders may consider a range of strategies, which could include consolidation, reprogramming, or co-location of services, depending on community input and Board direction. In high-demand areas, addressing overcrowding and reducing dependence on temporary classrooms should be a priority.

Ultimately, utilization is not just a facilities metric but also a reflection of how well the district's facilities align with its instructional mission and evolving enrollment landscape. The goal is to support equitable access to quality facilities, while maximizing the efficiency and effectiveness of capital investments.

4.2 Facility Conditions

Building Age

Much of Jeffco's building portfolio dates back to the mid-twentieth century, with more than half of total square footage constructed before 1980. The 10-year period of the 1960s alone accounts for over 2.3 million square feet, more than the total square footage constructed across the district in the past 25 years. Figure 4.22 illustrates the distribution of building age by square footage across the district, and Figure 4.23 maps each school by decade of original construction.

Although capital investments such as building additions, critical system upgrades, and partial modernization may have extended the life of many schools, facility age often continues to shape long-term needs for school districts. Building renovations and additions can improve functionality, but they cannot fully address the limitations of buildings designed for an earlier era of education.

Older facilities pose both operational and academic challenges. Aging systems and infrastructure drive ongoing maintenance costs and inefficiencies in energy use, space utilization, and building performance. At the same time, many of these schools were not designed for 21st century learning, lacking flexible classrooms, collaborative spaces, and modern technology integration, factors that limit the district's ability to deliver innovative programming and equitable learning opportunities.

Taken together, the age of Jeffco's schools highlights the dual pressures of maintaining older infrastructure while also adapting facilities to meet contemporary educational expectations. This context will be an important consideration in future decision-making about investment, modernization, and replacement.

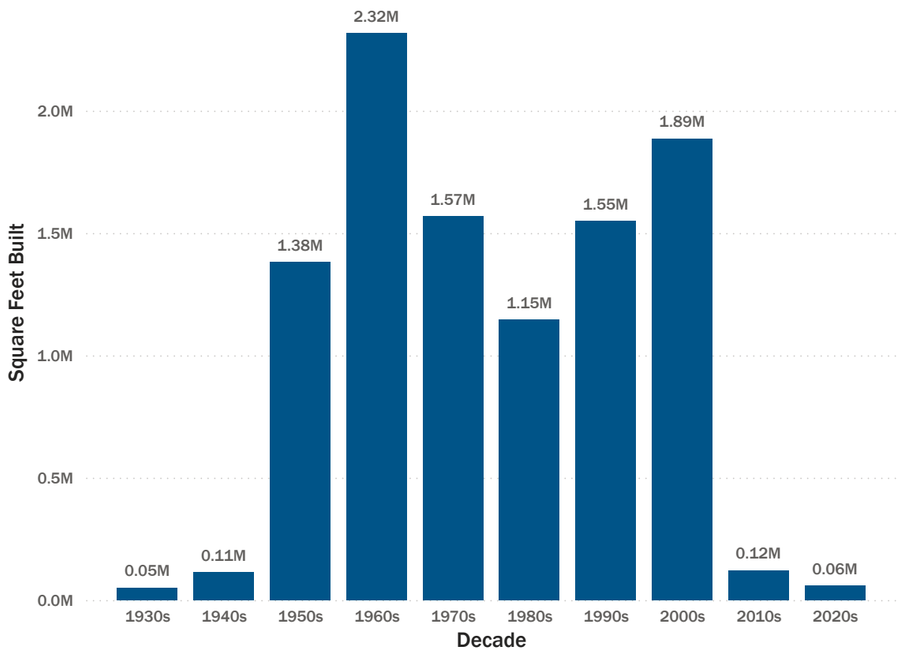


Figure 4.22 - Square Feet Built by Decade

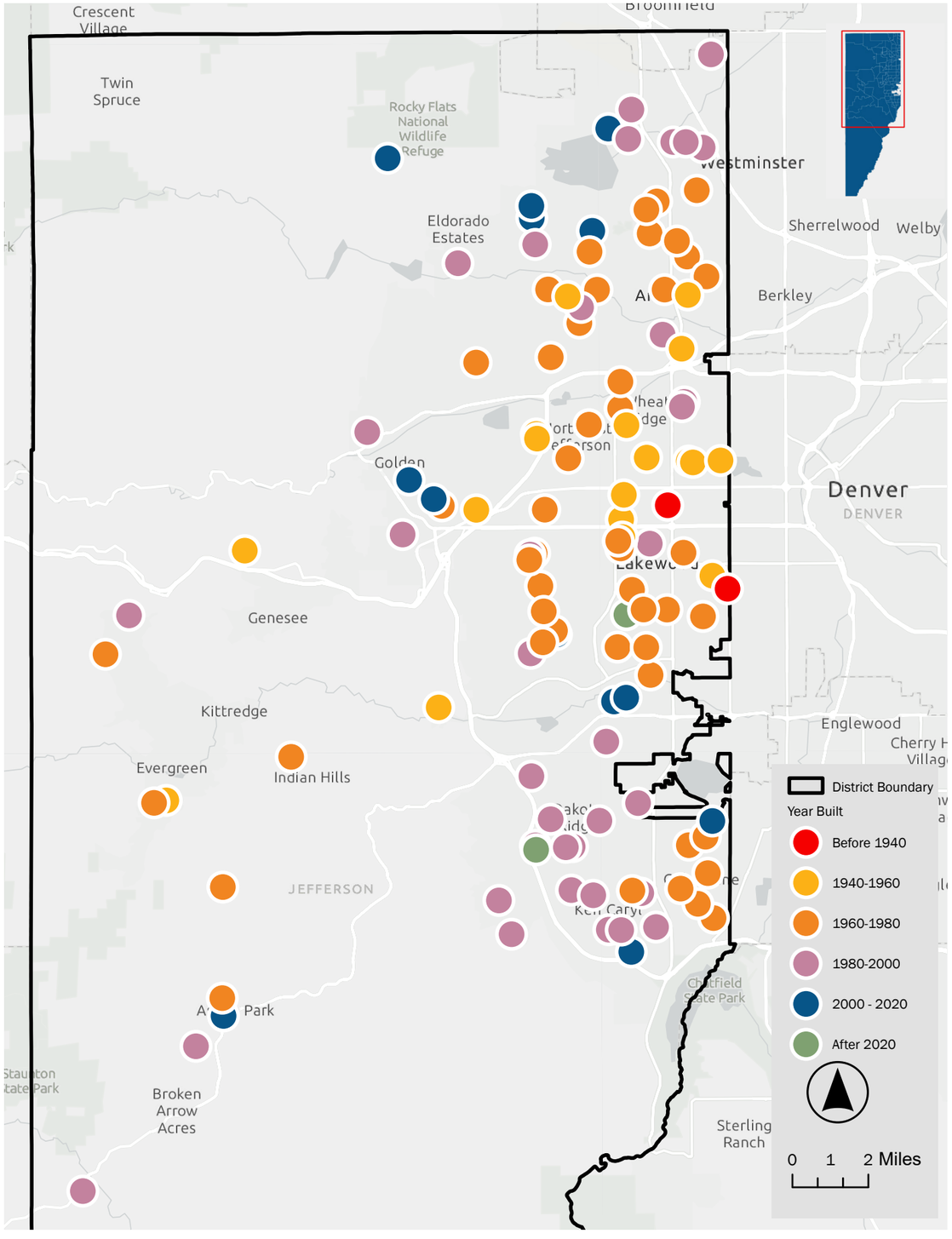


Figure 4.23 - Building Age

Facility Condition Assessments

The Jeffco Facilities Team conducts Facility Condition Assessments (FCAs) across all active campuses in the district's portfolio every three years. These assessments evaluated critical systems and assets including roofing, HVAC, plumbing, electrical, structure, and interior components—to determine their current condition, remaining useful life, and estimated cost to repair or replace. The dollar value of identified deficiencies from these assessments becomes the foundation for calculating each building's Facility Condition Index (FCI).

The FCI is an industry-standard metric that expresses a facility's repair needs as a percentage of its total replacement cost:

$$\text{FCI} = \frac{\text{Total Repair Cost}}{\text{Total Replacement Cost}}$$

For example, an FCI of 0.05 (5%) means the cost of identified repairs equals 5% of what it would cost to replace the building entirely. Lower scores indicate better facility condition. The following thresholds are used for interpretation:

- **Below 0.05** → Good condition
- **0.05–0.15** → Fair condition
- **Above 0.15** → Poor condition

FCI is a vital tool for capital planning because it provides a standardized benchmark to compare buildings and prioritize investments. When paired with other indicators such as enrollment trends and Educational Adequacy (see Section 3.3), it helps the district prioritize where investment is most urgently needed and where consolidation or replacement may be more prudent than reinvestment.

Figure 4.24 shows the distribution of FCI ratings across the portfolio. The majority of schools (76) fall in the Fair range, indicating a need for ongoing maintenance and investment to prevent further decline. A smaller number of schools (31), fall in the Poor range, reflecting more immediate capital needs that will likely require significant renovation or targeted reinvestment. Only 15 schools fall in the Good range, demonstrating that relatively few buildings are in good repair. Overall, this data underscores that while most facilities remain functional, a substantial portion of the portfolio is aging and will require deliberate, prioritized investment strategies to maintain safe, modern, and effective learning environments across the district.

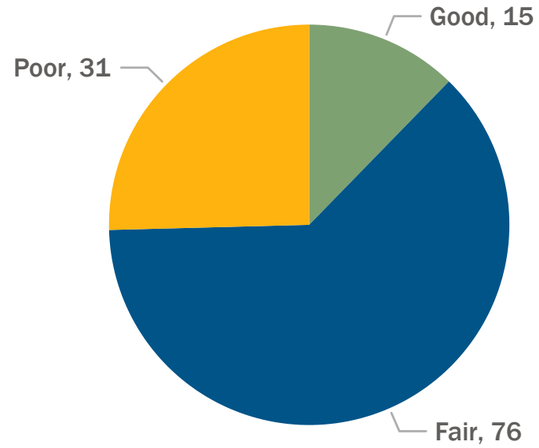
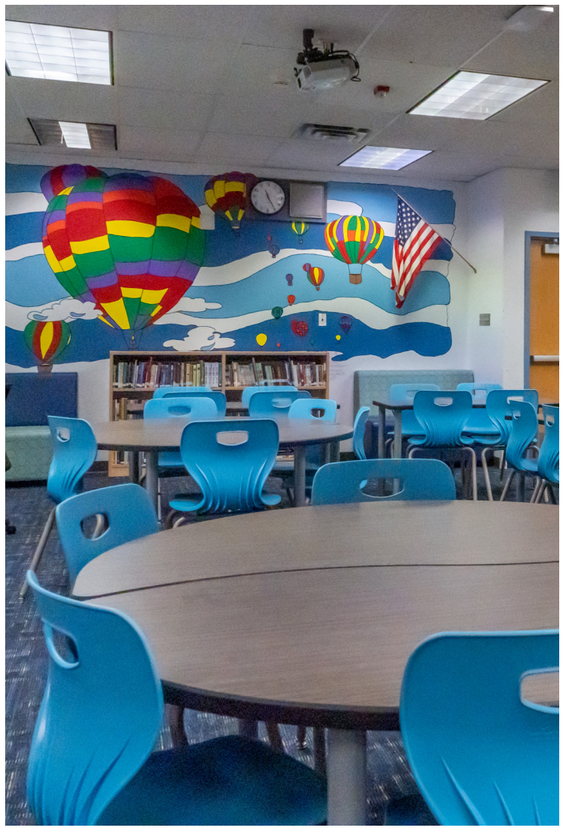


Figure 4.24 - 2024–25 FCI Categories



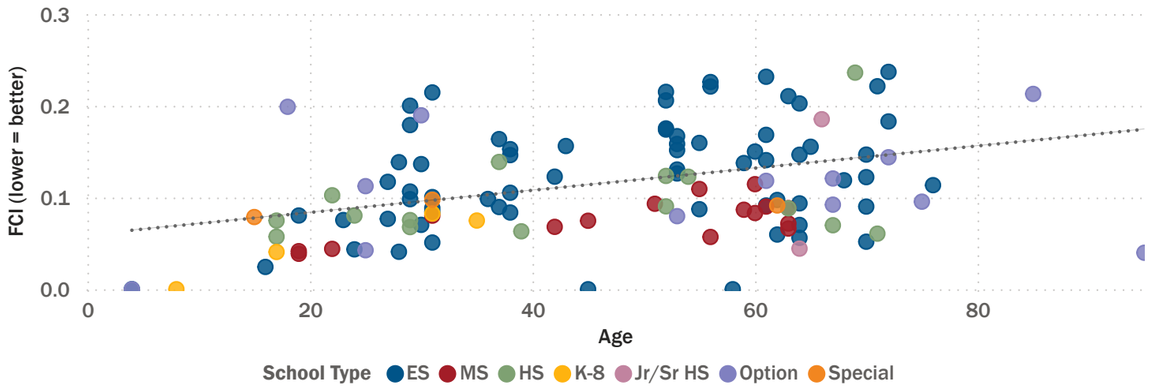


Figure 4.25 - 2024–25 FCI by Building Age

Figure 4.25 presents the relationship between the age of school buildings and their Facility Condition Index (FCI), color-coded by school type: elementary school (ES), middle school (MS), high school (HS), K-8 school, junior/senior high school (Jr/Sr HS), option school, and special school. Each dot represents a school, with the X-axis showing the building's age in years and the Y-axis showing its FCI score, where lower values indicate better condition.

While there is considerable scatter, a general upward trend is visible between building age and FCI score. As buildings age, they tend to have higher FCI values, indicating more accumulated deficiencies.

For instance, most facilities older than 50 years have FCI values above 0.10, with several surpassing 0.20. Conversely, newer buildings (under 20 years) generally cluster around lower FCI values, reflecting better overall condition.

Importantly, elementary schools span a wide range of building ages. Many of these school buildings are over 50 years old and often lie above the trend line. Middle and high schools (red and green) also reflect this pattern but show slightly more clustering, possibly due to more recent investments or consistent maintenance schedules.

Facility Condition by Articulation Area

Figure 4.26 presents the distribution of schools' FCI score by articulation area. Each bar shows the count of schools within that area, broken down by their FCI category: Good (green), Fair (blue), and Poor (yellow). This chart provides a clear view of the relative facility condition across the district's sub-geographies.

Several articulation areas stand out due to their concentration of schools in poorer condition. Chatfield has the largest number of schools overall, with a significant portion falling in the Fair category. The Alameda, Arvada West, Bear Creek, Columbine, Pomona, and Wheat Ride articulation areas each have multiple schools rated Poor, signaling areas of elevated capital need. Conversely, areas like Conifer, Dakota Ridge, Evergreen, and Golden have no schools in the Poor category.

From a planning perspective, this distribution highlights geographic disparities in facility condition. It indicates where investments may need to be prioritized—particularly in Alameda, Arvada West, Bear Creek, Columbine, Pomona and Wheat Ridge—while also recognizing areas with a stronger baseline of facilities.

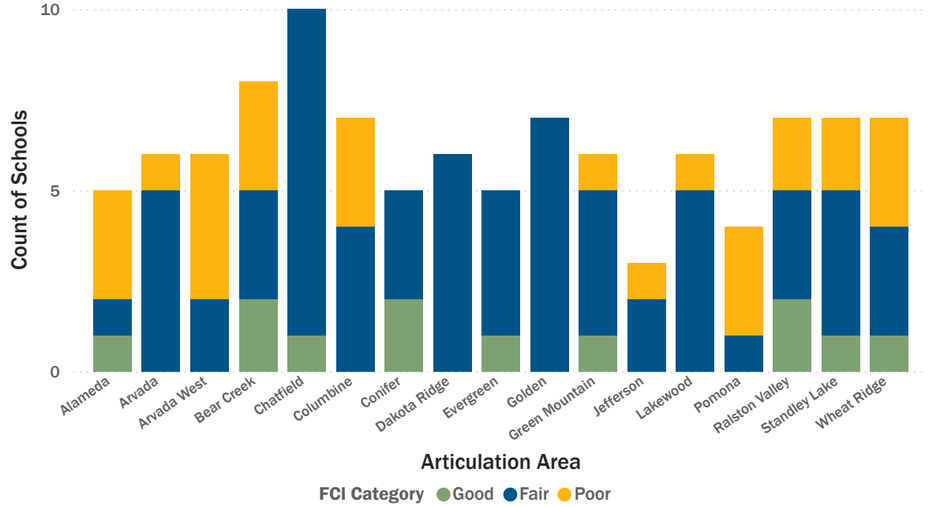


Figure 4.26 - 2024–25 FCI by Articulation Area

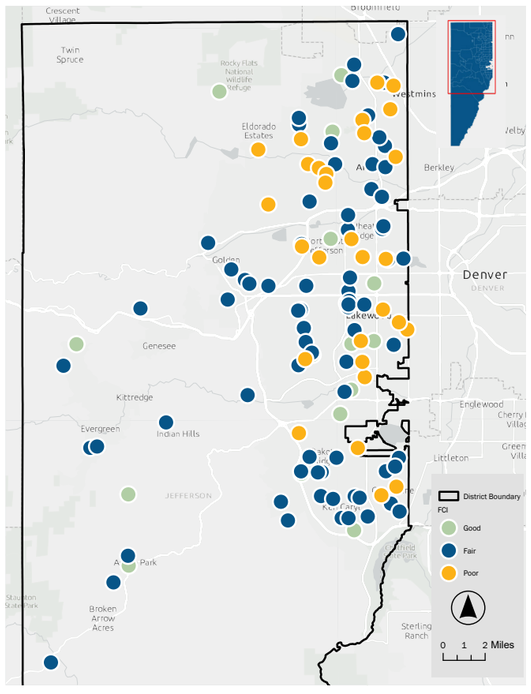


Figure 4.27 - 2024–25 FCI Scores

This view supports district wide discussions about balancing capital spending, addressing inequities, and sequencing modernization or replacement projects strategically. The map illustrates the location and condition of active schools across the district, categorized by Facility Condition Index (FCI). Each point represents a school, color-coded by condition: Good (green), Fair (blue), Poor (yellow).

Geographically, schools in the mountain and foothill areas (e.g., Evergreen and Conifer) tend to be rated Fair or Good. In contrast, schools located in more urban and central parts of the district show higher concentrations of Poor ratings. The southern portion of the district shows a mix of Good and Poor schools, reflecting varied facility conditions within a compact geography.

From a planning perspective, this spatial distribution highlights both strengths and inequities in school facility conditions. Areas closer to Denver and the urban core appear to face greater facility challenges, while foothill and southern areas retain stronger facility ratings. This view can help inform capital planning by pointing to clusters of need that may benefit from targeted investment or modernization strategies.

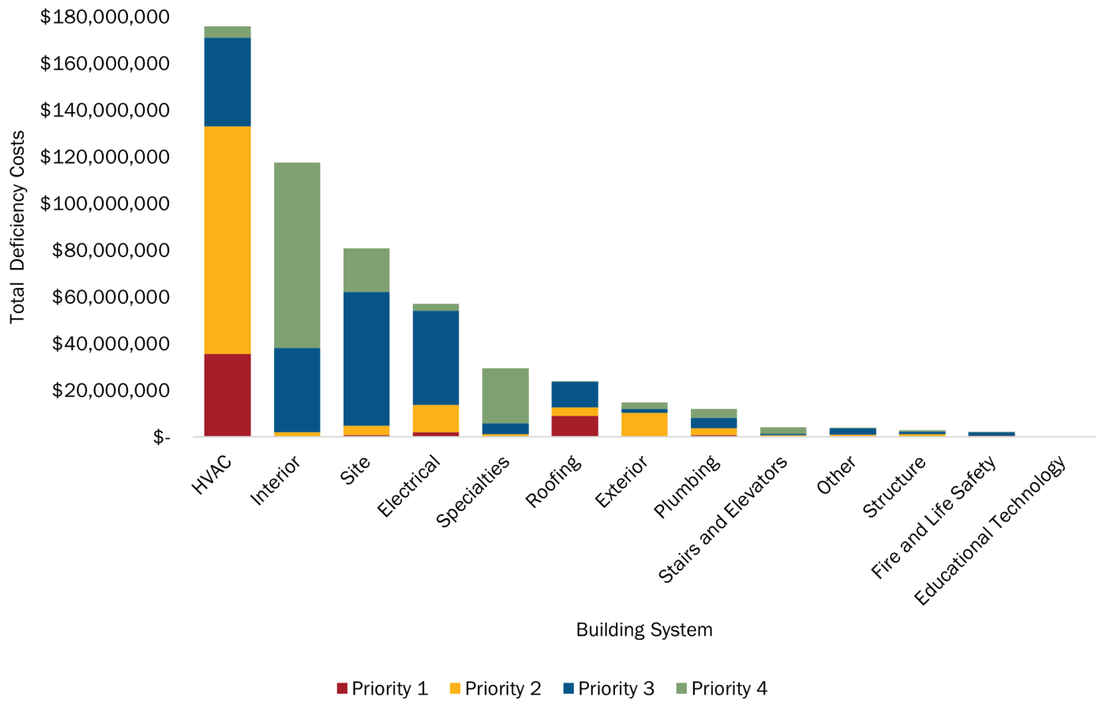


Figure 4.28 - 2024–25 Deficiency Cost by Building System

Building System Analysis

Figure 4.28 provides a comprehensive look at the total cost of building deficiencies by system, organized by priority tier as determined by the Jeffco Facilities Team. The priority tiers reflect the level of urgency and impact each deficiency has on school operations, safety, and the learning environment, ranging from Priority 1 (most critical) to Priority 4 (least urgent or long-term). HVAC systems stand out as the most financially demanding category, with nearly $170 million in total needs, of which a substantial portion falls under Priority 2 and Priority 3. This distribution suggests widespread HVAC issues that may not yet be emergency-level failures but already impact comfort, efficiency, and long-term building health significantly.

Interiors and site-related systems such as parking lots, drainage, or playgrounds follow HVAC as major cost drivers. Interior deficiencies are heavily weighted toward lower priority tiers (Priority 3 and 4), suggesting they may reflect aging finishes or non-urgent upgrades.

In contrast, electrical and roofing systems contain a higher share of Priority 1 and 2 items, implying more immediate risk to operational continuity or safety, raising particular concern given the essential nature of these systems. Smaller but still notable categories include plumbing, fire and life safety, and structure, each which may carry significant consequences even if their dollar values are smaller.

Overall, this breakdown underscores both the scale and complexity of deferred maintenance needs across Jeffco's schools. The dominance of Priority 2 and 3 costs highlights the importance of proactive planning to prevent those needs from escalating into critical failures. It also reinforces the value of a tiered prioritization system, enabling the district to allocate resources strategically, balancing urgent fixes with longer-term renewal of core systems. As facility conditions continue to decline with age, the district will need to weigh these costs alongside Educational Adequacy and enrollment dynamics to build a sustainable path forward.

Comparing Facility Conditions to Work Orders

Figure 4.29 highlights the relationship between a school's Facility Condition Index (FCI) and the money spent on work orders by school per square foot between 2015 and 2025, offering a powerful lens into the lived experience of facility conditions. While FCI scores provide a snapshot of need at a specific point in time—based on routine inspections and documented deficiencies—work order costs reflect the day-to-day realities that staff and students face, including failing systems, emergency repairs, and frequent maintenance interruptions.

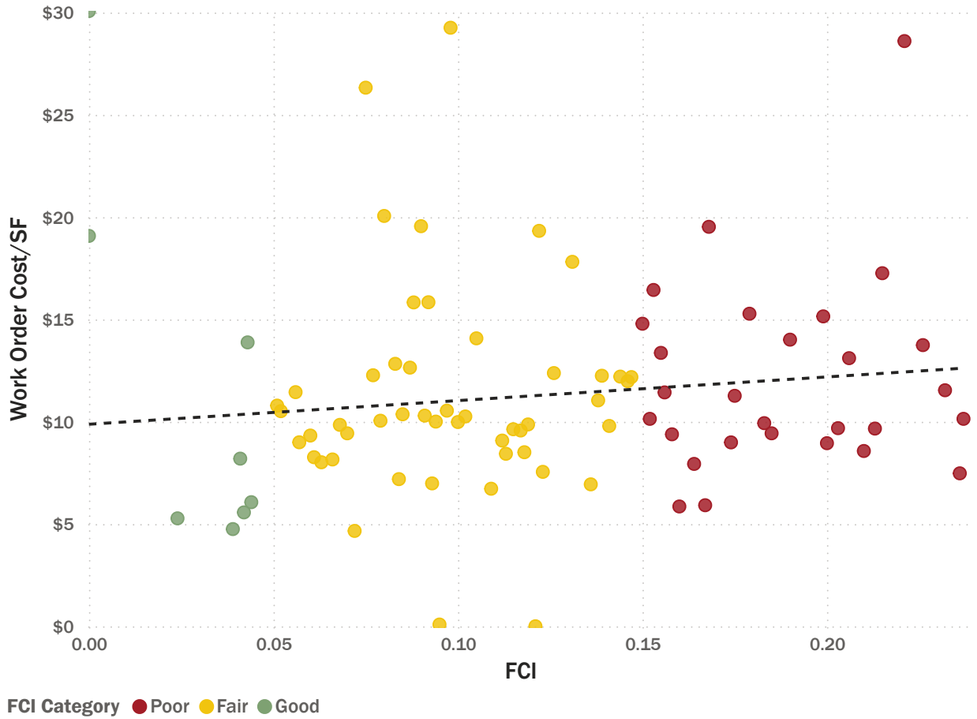


Figure 4.29 - Work Order Cost by 2024–25 FCI

In Figure 4.29, each dot represents a school, with its FCI score shown along the X-axis and the cost per square foot of work orders shown on the Y-axis. While there is some variability, the general trendline slopes upward, indicating that buildings with higher (i.e., worse) FCI scores tend to also experience higher operational costs. This makes intuitive sense: buildings in poorer condition are more likely to experience a cycle of breakdowns, mounting maintenance demands, and backlogs, making repeated intervention inevitable.

Work order data complements Facility Condition Assessment (FCA) data by showing where reactive maintenance drains resources. These aren't hypothetical needs; these are real costs, often tied to the same systems that the FCA identifies as aging or underperforming. For example, a roof leak that requires multiple patch jobs throughout the year may only appear once in an FCA report but shows up repeatedly in work order logs.

It is worth noting that there are several outliers above and below the trend line that should be explored further. For instance, there may be some schools that have had an abnormal number of work orders compared to the other schools, or schools that may be under-reporting issues in the work order management system.

Taken together, this analysis reinforces the importance of capital investment not just for long-term asset management, but also for alleviating ongoing operational burdens.

Facilities that require a high volume of reactive maintenance often disrupt teaching and learning, stretch custodial and maintenance teams, and strain budgets, especially when those dollars are spent on keeping outdated and failure-prone systems running instead of replacing them with more reliable, efficient alternatives. This data not only guides strategic investment decisions but can also help tell the story of how facilities impact daily operations across the district.

Heating, Ventilation and Air Conditioning (HVAC) systems represent the highest area of need, with almost $170M in known deficiencies.



Facility Condition Survey

In addition to reviewing work orders, the project team also issued a Facility Condition Survey to school leaders and facility managers at each campus. The goal of the survey was to better understand their perceptions of their campuses, including building systems and asset conditions. Respondents answered categorical questions and geolocated specific issue areas across their campus.

Overall, most categories received fair scores, ranging from 3 to 3.9 on a 1 to 5 scale, with higher scores reflecting better conditions. *Access to Adequate Space* received the highest average rating, suggesting that stakeholders generally feel there is adequate or appropriate space available. *Exterior, Safety and Security, and Interiors* follow closely behind, which may indicate these aspects are reasonably well maintained or performing acceptably.

On the lower end of the scale, *HVAC* (heating, ventilation, and air conditioning) and *Water Intrusion* received the weakest ratings, highlighting them as potential areas of concern for occupants. These lower ratings may reflect issues with temperature control, air quality, or leaks and moisture penetration that are directly impacting daily experience.

The overall average rating of the categories across the district is 3.7, suggesting a lukewarm perception of facility conditions as a whole. While not alarmingly negative, the ratings indicate room for improvement, especially in systems that are most acutely felt day-to-day like HVAC and *Water Intrusion*. These lived experiences, while not as quantifiable as FCI scores, are essential in shaping how students, teachers, and staff experience their environment and should be a critical input into investment and planning decisions.

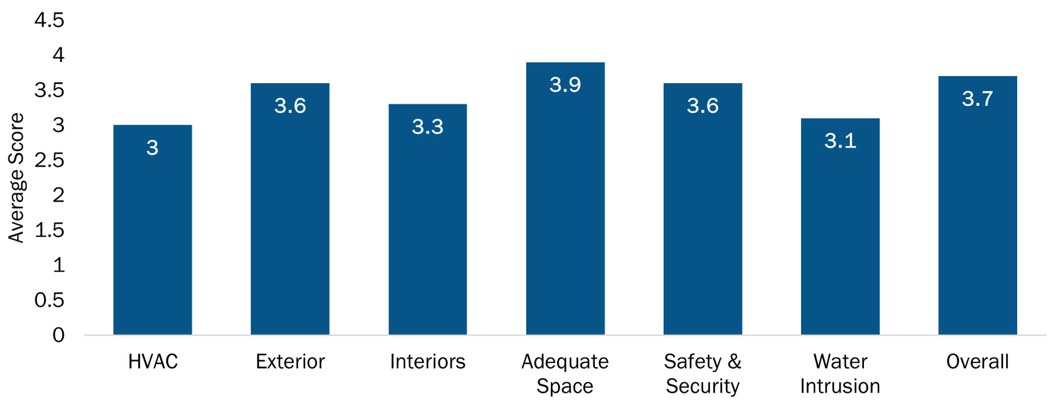


Figure 4.30 - Average Rating by Category

Educational Adequacy

As part of this Plan, the project team conducted a comprehensive Educational Adequacy (EA) assessment across all active district school sites. Educational Adequacy refers to how well a school's physical environment supports modern instructional practices, safety and security, collaborative learning, specialized programs, and overall student experience. This goes beyond traditional facility condition measures by evaluating the *fitness for purpose* of the educational spaces.

Using a robust, rubric-driven process developed in alignment with national best practices, the team conducted site walks and direct observations across each campus. The evaluation tool spanned multiple categories— including classrooms, specialized program spaces, safety and security, community use, and extended learning—capturing both quantitative scores and qualitative insights. The goal was to understand how each school performs as a learning environment today, not just whether the building systems are functional.

Overall Educational Adequacy scores are calculated as a weighted average of eight categories, each reflecting key aspects of how well a facility supports modern teaching, learning, and the student experience:

- **Classroom (Full weight):** assesses general, specialized, and special education classrooms on a variety of factors ranging from size and shape of the room, the furniture and fixtures provided, the presentation and display opportunities, windows and views offered, connectivity to adjacent spaces, and the color, finishes, or infrastructure that may contribute to "learning ambiance."
- **Safety and Security (Full weight):** broadly assesses sight lines, transparency, program locations, and other factors that represent both "hard" and "soft" approaches to school safety.
- **Presence (Half weight):** assesses the first impression or "civic presence" of the building and its site.
- **Assembly (Half weight):** assesses the quality of the large-format spaces—including gyms, cafeterias, and auditoriums—evaluating layout and size, furniture and fixtures, and the finishes, colors, and infrastructure that support both educational functionality and overall ambiance.
- **Organization (Half weight):** assesses the overall academic organization of the school.
- **Environmental Quality (Half weight):** a visual, subjective assessment of factors including cleanliness, odor, and views.
- **Extended Learning (Quarter weight):** assesses extended learning spaces—more informal spaces that supplement the use of more formal classroom or lab spaces—on similar factors to the instructional spaces.

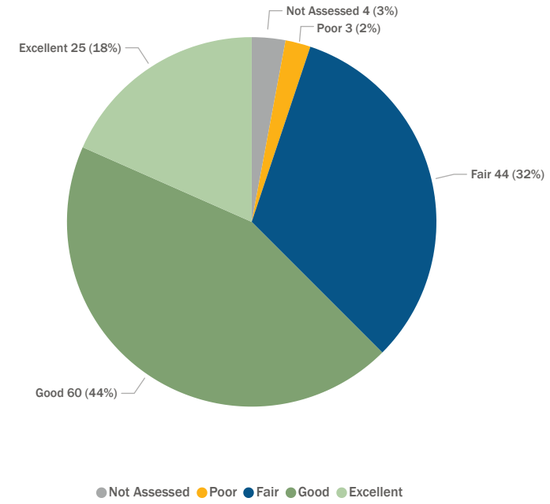


Figure 4.31 - Overall Educational Adequacy Score Across Schools

- **Community (Quarter weight):** assesses how well the building's design fosters connection and a sense of belonging for students and staff.

Based on input gathered during community engagement sessions, including Budget Labs conducted in October 2025, environmental quality was identified as a district priority. Although this EA measure is limited and not paired with technical indoor environmental quality measurements, its weighting was increased from a quarter to a half weight to better reflect its importance to the Jeffco community.



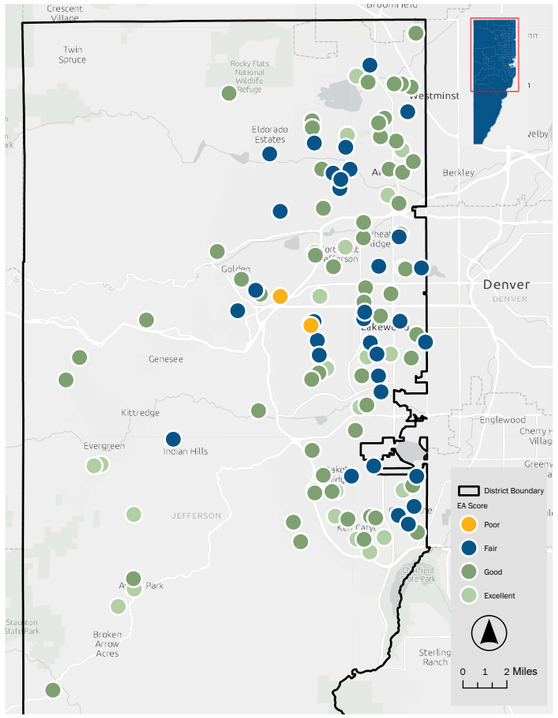


Figure 4.32 - Educational Adequacy (EA) Scores

Overall Educational Adequacy Distribution

The analysis of Educational Adequacy (EA) across schools reveals that one-fifth (20%) of schools are rated Excellent, demonstrating strong alignment with modern learning environment standards. Another 48% fall into the Good category, suggesting that most of the district's schools (68%) are functioning at a high level by EA standards. At the same time, 28% of schools are rated Fair and 2% are rated Poor, highlighting important opportunities for improvement. This distribution indicates a solid foundation of high-performing schools, while also underscoring the need for targeted investments to elevate the overall student experience in a large group of schools.

Figure 4.32 displays the distribution of Educational Adequacy scores across Jeffco schools, with color coding that highlights relative performance. Schools rated as Poor are shown in yellow, Fair in blue, Good in green, and Excellent in light green. The geographic spread shows a wide mix of conditions, with Good and Excellent schools spread across the county, alongside clusters of Fair and Poor schools along the central and eastern part of the district.

This pattern suggests that while many schools are providing adequate learning environments, there are disparities across the county. Areas with higher numbers of Fair or Poor rated schools may indicate regions in need of targeted investment or modernization, while the distribution of Good and Excellent schools shows where conditions are stronger and potentially more stable. From a planning perspective, this map provides an important layer of context when paired with enrollment, FCI, capture, and utilization data.

Educational Adequacy by Grade Band and Articulation Area

Figures 4.33 and 4.34 display average EA scores by grade band and by articulation area:

- **Grade Band Analysis:** When averaging EA scores across schools by grade band, the two junior/senior high schools stand out with the highest average adequacy score (0.76), followed by high schools (0.73), middle schools (0.72), and K–8 schools (0.71). Elementary schools, special/alternative schools, and option schools fall below 0.70, suggesting more challenges in educational space design or programmatic alignment for these schools.

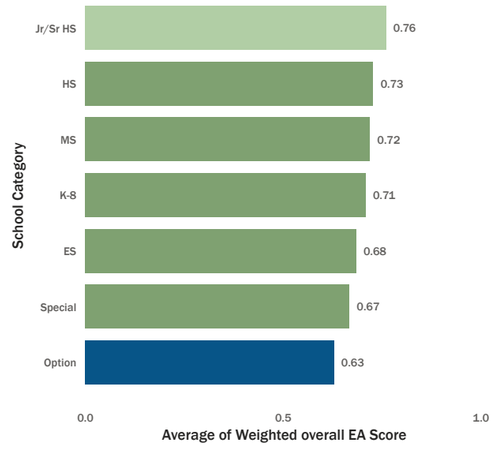


Figure 4.33 - Overall Educational Adequacy Score by Grade Band

Articulation Area Analysis

When averaging the EA scores of elementary, middle, and high schools within each articulation area, Conifer (0.78) remains the highest-performing articulation area, with the average EA score of its schools falling within the Excellent range. Chatfield (0.73), Evergreen (0.72), and Arvada (0.72) follow closely, while most articulation areas cluster in the 0.68–0.71 range, including Green Mountain, Standley Lake, and Ralston Valley. On the lower end, Columbine (0.66), Pomona (0.66), Lakewood (0.66), and option schools (0.63) score the lowest.

Overall, while there is variation across individual schools, 16 articulation areas (89%) have an average EA score falling within the Good range, indicating that most of their schools provide learning environments that generally meet student and program needs. Option schools average a Fair score, highlighting an opportunity for more equitable investment.

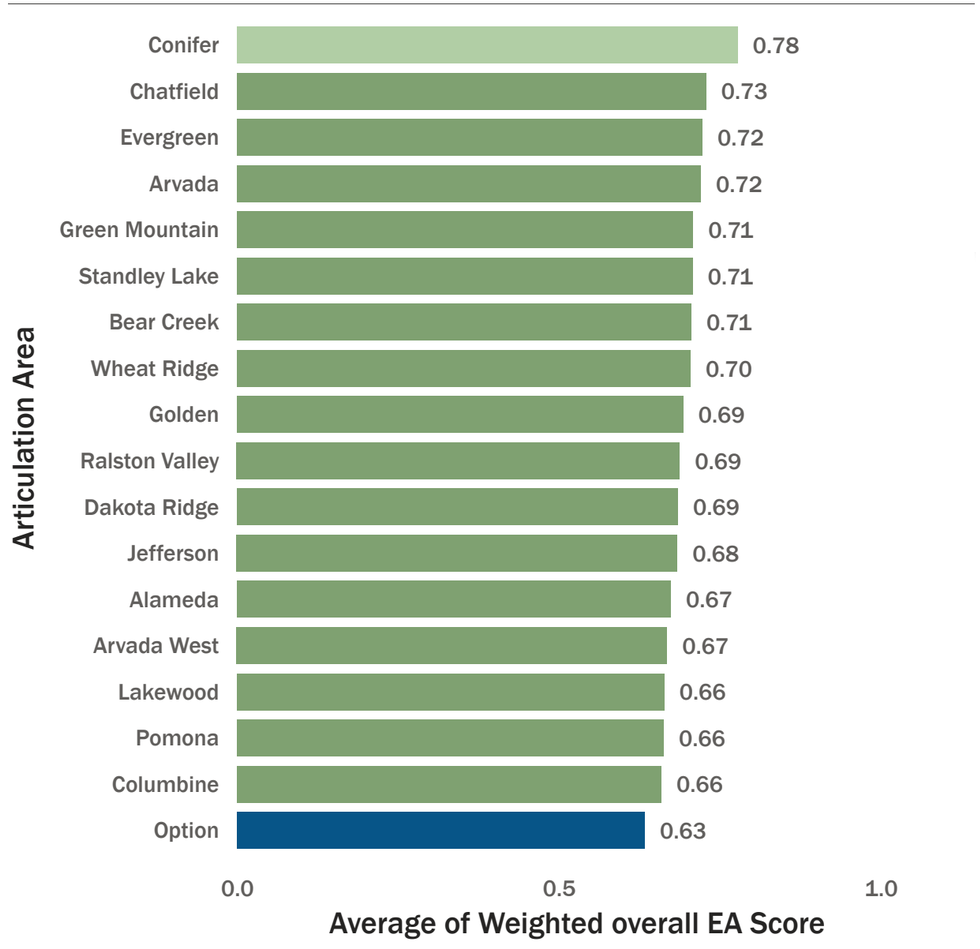


Figure 4.34 – Overall Educational Adequacy Score by Articulation Area

Distribution of Educational Adequacy Scores by Category

A box-and-whisker plot (Figure 4.35) visualizes the distribution of EA scores across all evaluation categories. This chart highlights the variation and central tendencies in how well different educational components are supported:

- The strongest categories appear to be Safety and Security, Presence, and Environmental Quality, with many schools scoring above 0.7 and relatively tight interquartile ranges.
- The Classroom category follows closely behind with the smallest spread of scores, indicating that classrooms across the district are in relatively comparable conditions.
- The Assembly category shows the widest spread, with scores dipping significantly lower for some schools, suggesting that the quality of gymnasiums, cafeterias, and auditoriums is quite variable across the district.
- Extended Learning is the weakest category, with most schools scoring below 0.5, suggesting that out-of-classroom programming and space flexibility is limited in many schools.
- Organization of the Building and Community Use also display wider variability, potentially pointing to disparities in public access or site layout efficiency.
- This visualization provides a more nuanced view of which specific components may be limiting overall adequacy scores.

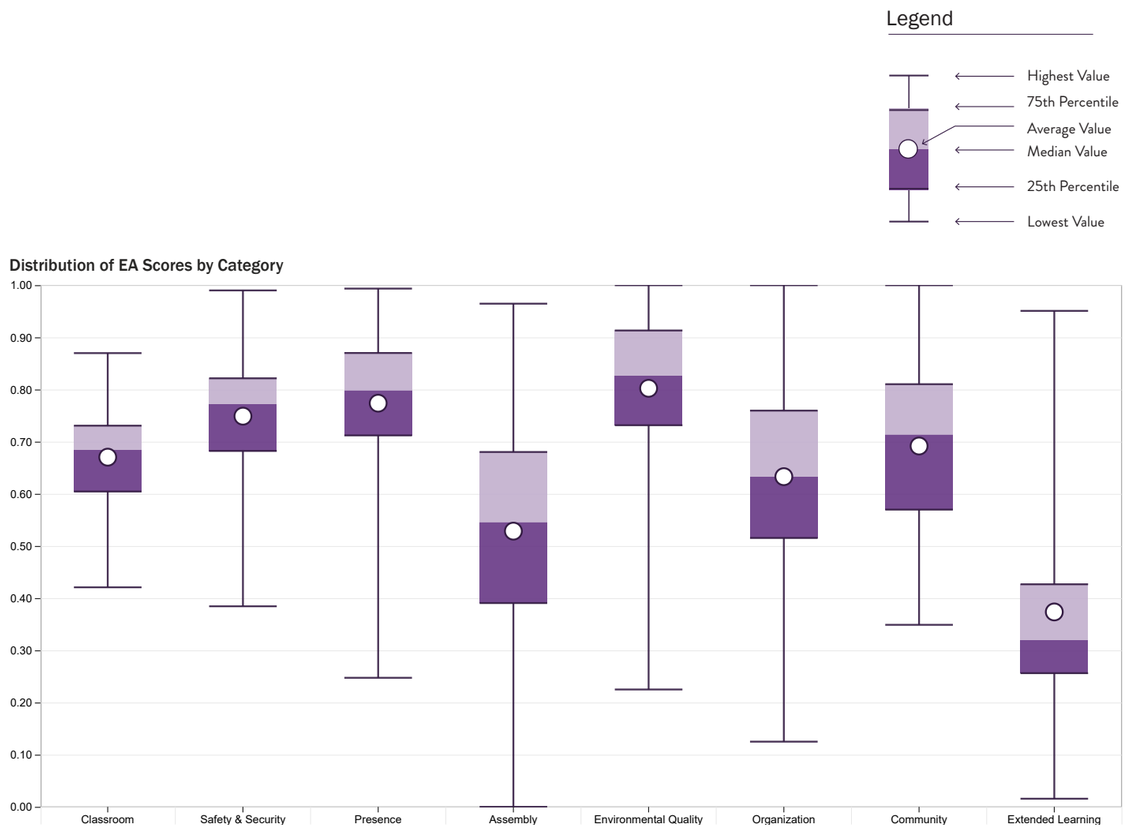


Figure 4.35 - Distribution of EA Scores by Category

Educational Adequacy by Building Age

In Figure 4.36, the scatter plot comparing EA scores against building age —defined here as year of original construction— shows a slight negative trend, indicating that older buildings tend to have marginally lower adequacy scores. However, the correlation is weak, and there are plenty of exceptions; many older schools still perform well in Educational Adequacy, while some newer buildings fall below expectations.

This weak correlation underscores that age is not the sole determinant of educational quality. Program delivery, space usage, and targeted renovations can all play a role in supporting strong outcomes, even in aging facilities. This data reinforces the importance of assessing EA separately from physical condition or age alone.



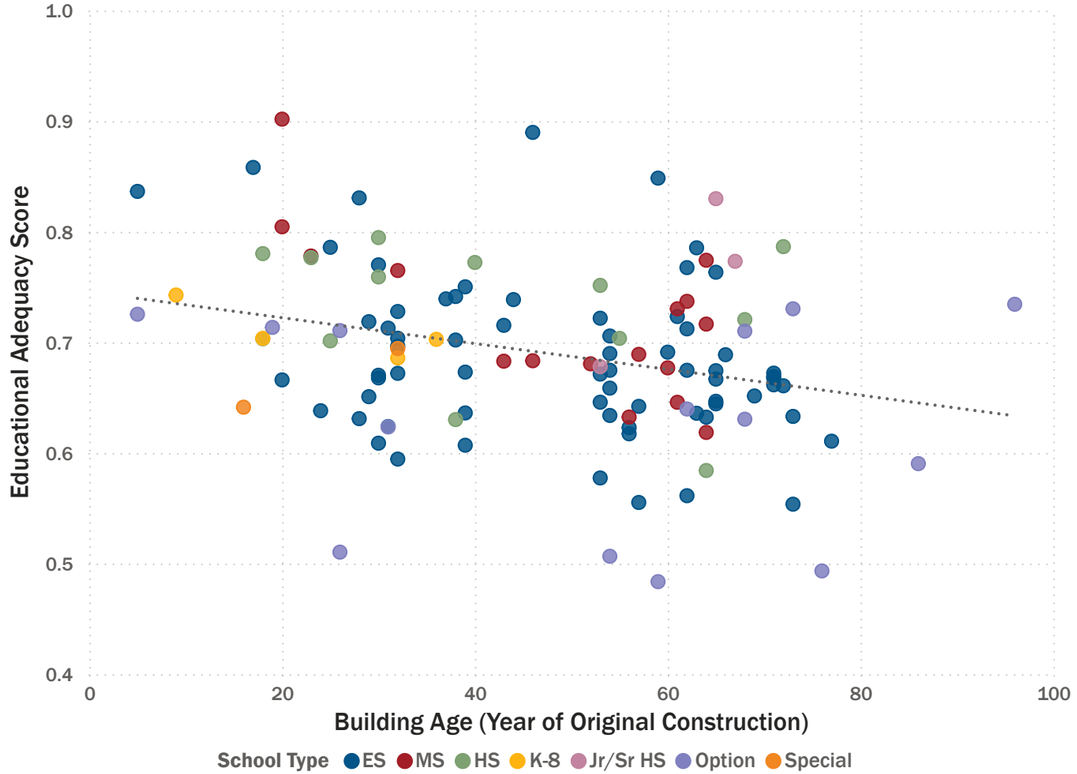


Figure 4.36 - EA Scores by Building Age

Crosswalk Between Facility Condition and Educational Adequacy

In Figure 4.37, the scatterplot comparing Educational Adequacy scores (EA, Y-axis) and Facility Condition Index (FCI, X-axis) helps illuminate how these two dimensions interact:

- **Schools toward the upper left** of the chart are high-performing in both condition and adequacy—these are likely the most stable schools in the portfolio.
- **Schools in the lower middle** are in relatively good physical shape but have lower EA scores, suggesting that even well-maintained facilities may not fully meet the needs of modern teaching and learning.
- **Schools clustered toward the lower right** identify campuses that are underperforming in both condition and adequacy, signaling potential priorities for investment, consolidation, or transformation.
- **Schools near the upper right** show that even buildings in Poor condition can still support high-quality programming. These schools could benefit from targeted renovations to preserve and enhance their effectiveness.

This plot offers a powerful tool for prioritization: schools that are underperforming in both condition and adequacy may be the highest-need campuses for more significant investment or strategic change.

Together, these analyses provide a multi-dimensional view of how school facilities support instruction and student success across the district. While most EA scores fall within nationally expected ranges, there are clear opportunities to address disparities, particularly in underperforming areas and categories. The combination of facility condition and Educational Adequacy analysis creates a more holistic foundation for decision-making, allowing the district to prioritize improvements based on both infrastructure needs and educational impact.

Composite Building Score

To provide a more comprehensive understanding of facility conditions across the district, this plan introduces a Composite Building Score. This metric reflects a holistic view of each school's physical condition by integrating multiple data sources into a single, standardized score as a decimal between zero and one.

Figure 4.37 - EA Scores by 2024–25 FCI Scores

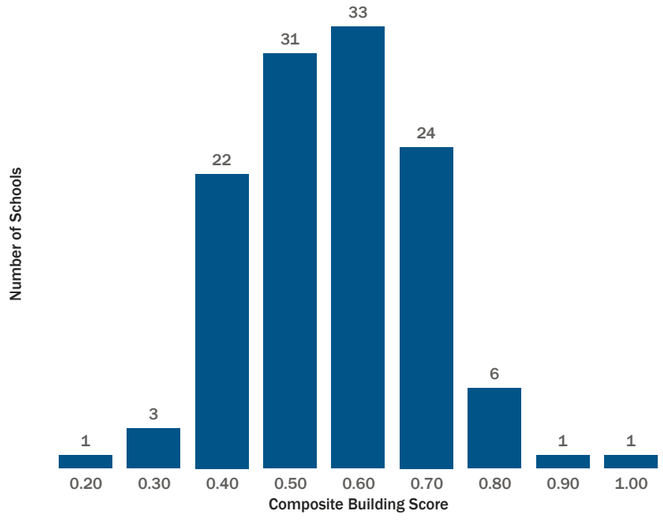


Figure 4.38 - Distribution of Composite Building Scores across Jeffco's 122 traditional schools.

Rather than relying on a single indicator, the Composite Building Score combines five complementary metrics that together capture both the current state of facilities and indicators of long-term performance and investment:

- **Facility Condition Index (FCI):** an industry-standard measure comparing the total cost of needed repairs to the total replacement cost
- **Work Order Data:** the average cost of maintenance and repair work orders per square foot over a two-year period (calendar years 2023–2024), serving as an indicator of ongoing operational demands
- **Energy Use Intensity (EUI):** a measure of a building's energy consumption per square foot, used to assess operational efficiency and relative building performance
- **Effective Building Age:** the number of years since the facility was originally constructed or most recently underwent a significant renovation or full replacement, reflecting the building's most recent major capital reinvestment
- **Facility Condition Survey Score:** assessments completed by principals and facility managers, capturing lived experience and day-to-day building performance

Each of these metrics contributes a distinct perspective on facility condition, from technical assessments and operational efficiency to user experience and maintenance burden. Together, they provide a more balanced and nuanced understanding than any single measure alone.

To calculate the Composite Building Score, these six inputs are normalized and combined into a weighted average using the following distribution:

- **FCI** – 30%
- **Work Order Data** – 20%
- **EUI** – 15%
- **Effective Building Age** – 25%
- **Facility Condition Survey Score** – 10%

This weighting emphasizes core indicators of facility condition and maintenance demand (FCI and work order data), while also incorporating measures of efficiency, recency of investment, and user-reported experience.

The Composite Building Score is intended to support districtwide comparisons, identify patterns, and inform prioritization within the broader capital planning framework. It is not intended to replace detailed facility assessments but instead provides a consistent, data-informed lens for evaluating relative facility condition across the portfolio.

Across the district, 21% of schools have a score below 0.50, 52% fall between 0.50 and 0.70, and 26% have a score above 0.70, with higher scores indicating better building quality. The distribution of scores shows a clear relationship with building age, as newer facilities generally achieve higher scores while older buildings tend to score lower. In addition, the Composite Building Score is closely aligned with Educational Adequacy (EA), with lower EA scores corresponding to lower composite scores. Together, these patterns indicate that the Composite Building Score is a reliable and comprehensive indicator of overall facility condition.

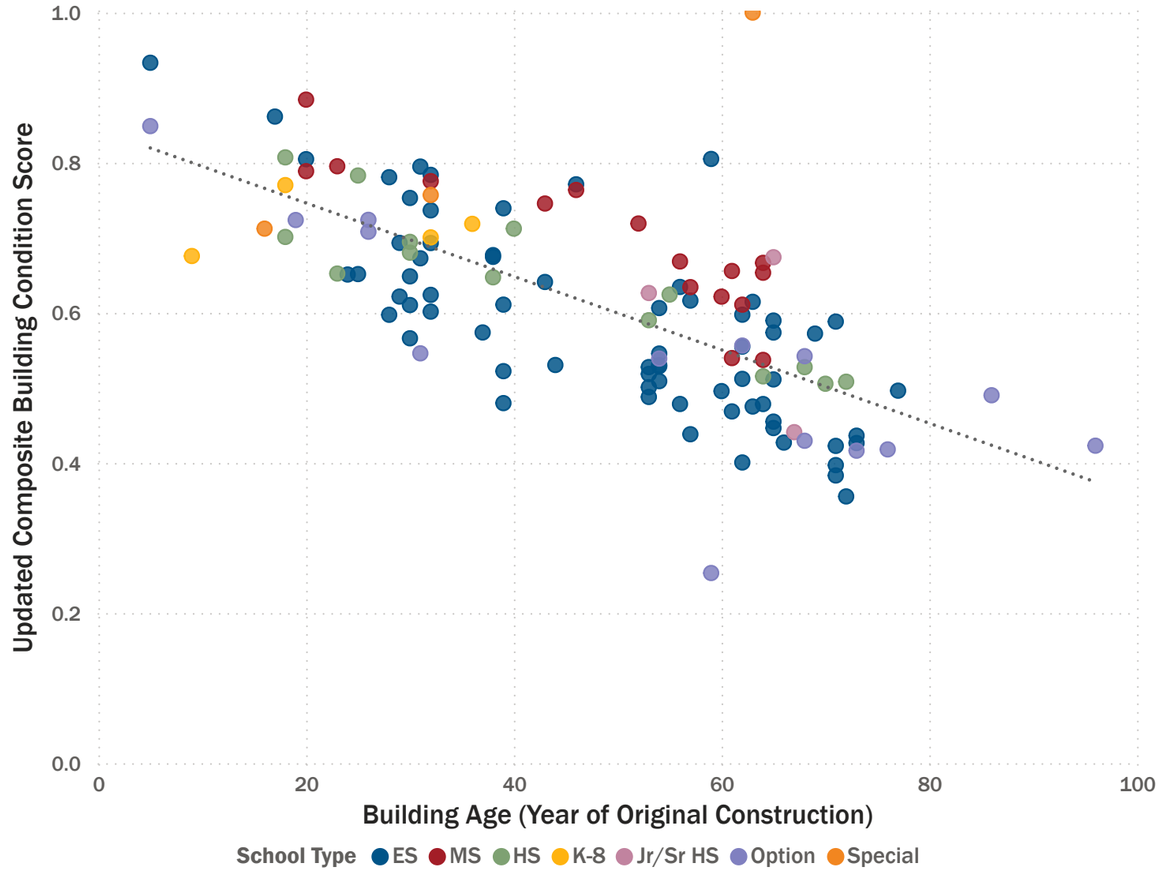


Figure 4.39 - Composite Building Score and Building Age

4.3 Capital Needs Across the District

This section summarizes the scale of capital needs across Jeffco's facility portfolio based upon available systemwide data.

Total Facility Replacement Value

The total cost estimate to fully replace all district facilities ranges from approximately $6 billion to $6.6 billion, with a midpoint cost estimate of $6.3 billion.

These cost estimates were developed by multiplying the square footage of each building by unit costs for new construction, with differentiated assumptions for elementary, middle, K–8, and high school facilities. Low-end and high-end unit cost assumptions were applied to establish this range, along with an average value for planning purposes. It is important to note that these figures reflect demolition and new construction costs only, and exclude owner's soft costs and contingency, escalation, and all other owner-associated project costs—factors that would significantly increase the total cost of any actual facility replacement project.

This replacement value underscores the scale of Jeffco's facility portfolio and reinforces the importance of project prioritization, phasing, and long-term investment strategies.

In addition to quantifying total replacement value, it is also useful to understand which buildings have aged to the point where major reinvestment has become necessary. Using a 50-year lifecycle threshold—measured from original construction or a qualifying comprehensive modernization— 66 of Jeffco's 122 district-operated school buildings have aged beyond their 50-year lifespan. The estimated cost to replace these facilities is approximately $3.1 billion, nearly half of the district's total replacement value. This cost represents a significant and growing concentration of accumulated capital needs that will require both near-term attention and sustained investment in the years ahead.

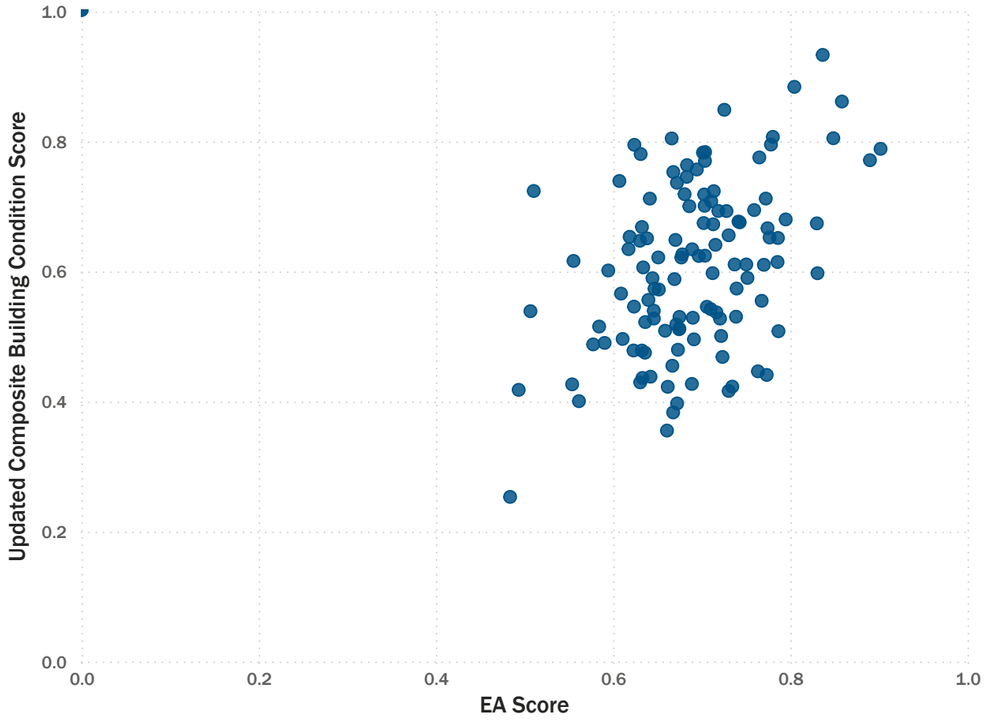


Figure 4.40 - Composite Building Score by EA Scores

Systemwide Facility Deficiencies

Beyond total replacement value, the district also faces approximately $525 million in identified facility deficiencies across all priority levels, categorized as follows:

- **Priority 1 (Critical):** $50.7 million
- **Priority 2 (High):** $135.1 million
- **Priority 3 (Moderate):** $199.3 million
- **Priority 4 (Lower Priority):** $139.9 million

Priority 1 and 2 deficiencies represent the most urgent needs, while Priorities 3 and 4 include important, but less time-sensitive, improvements which can be addressed through capital investment over time.

While the current total deficiency figure represents a reduction from $580 million in 2018-19, this initial decline followed the $567 million Jeffco Builds bond program, approved by voters in 2018. As shown in Figures 4.41 and 4.42, total deficiency costs have risen consistently since 2020-21, increasing by approximately $47 million over that period and signaling that facility needs are growing faster than they are being addressed. This trend is particularly notable given that the district has since reduced the number of active campuses in its portfolio.

More significantly, the overall criticality of identified needs has increased over time. When combined, Priority 1 and Priority 2 deficiency values have grown by approximately 96% since 2018-19, while Priority 3 and 4 deficiency values have declined by approximately 30% over this same period. This shift reflects a growing proportion of facility needs that are time-sensitive in nature and necessary to maintain safe and reliable school operations, while the share of lower-priority deficiencies related to program enhancements and minor improvements has declined.

These trends suggest that without a sustained and strategic capital investment program, Jeffco's facility deficiencies will continue to grow. Capital spending in any given year has historically addressed only a portion of total identified deficiencies, and at current levels of investment, deficiency growth can be expected to continue to outpace the district's capital spending. This gap carries a compounding cost of its own: deferred maintenance rarely stays contained to a single system. When building systems are not addressed at the right point in their lifecycle, failure in one system commonly triggers degradation in others. For example, a deferred roof replacement may become a water intrusion problem, which in turn becomes a structural and interior finish problem. Systems that could be repaired today may become replacement projects tomorrow, often at a significantly higher cost.

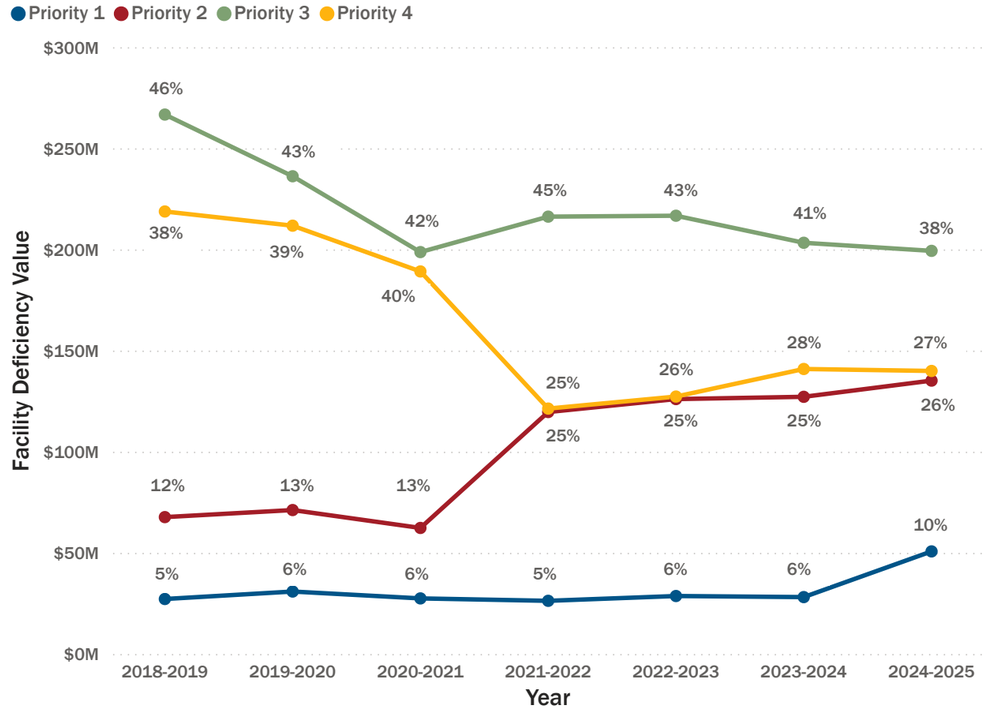


Figure 4.41 - Facility Deficiency Values by Year and Priority Level

Addressing this upward cost trajectory will require more than periodic investment alone. A consistent, adequately funded capital program allows the district to address urgent needs systematically while also planning for longer-term facility needs. Episodic funding, even in significant amounts, may not be sufficient to keep pace with the needs of a portfolio of this age and scale. At the same time, the expectations for learning environments have evolved. Spaces designed for an earlier era of education may meet basic functions without fully supporting the collaborative, flexible, and technology-integrated learning environments that have become standard in modern K–12 education. Maintaining and improving these environments across a portfolio of Jeffco's age and scale will require thoughtful, sustained investment in the facilities where students learn each day.

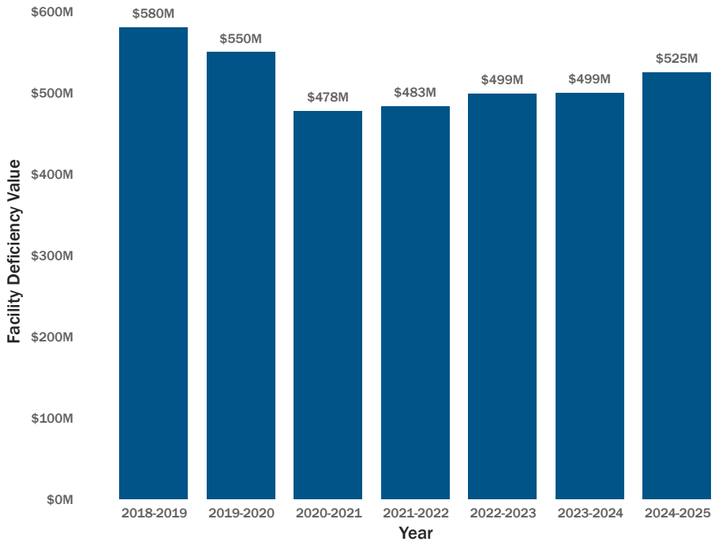


Figure 4.42 - Total Facility Deficiency Values by Year

5.0
Capital Planning Process

This Strategic Capital Master Plan uses two complementary frameworks to guide investment decisions.

The **Strategic Capital Investment Framework** organizes how capital funding is allocated across the district, while the **School Portfolio Decision Framework** guides what type of action is appropriate at each school.

These frameworks are implemented through a structured planning process that moves from a systemwide needs assessment to school-level investment decisions.

5.1 Strategic Capital Investment Framework

This Strategic Capital Master Plan identifies a set of core investment categories that will guide how Jeffco prioritizes and implements capital improvements across its facility portfolio. These project areas did not emerge from a single analysis or dataset but rather from a comprehensive planning process. This process combined facility assessments, data analysis, and extensive stakeholder engagement with district leadership, operational departments, and program teams to better understand how facilities support day-to-day operations and long-term educational priorities.

This Plan organizes projects into three integrated investment categories: **Modernized and Safe Student Experiences, Enhancing Student Programming**, and **Ensuring Continuity of Operations**. This structure is intended to serve as a recommended framework to guide future implementation, subject to Board direction and resource availability. It reflects a comprehensive evaluation of facility conditions, programmatic needs, operational requirements, and long-term district priorities.

The result of this process is a strategic framework that organizes capital investments into several core project areas that address the district's most pressing facility needs while also supporting long-term educational goals. By organizing capital projects within these categories, Jeffco affirms that its facilities are essential infrastructure which directly support educational quality, student well-being, fiscal stewardship, and community confidence. The framework ensures that investments are balanced across visible student-facing improvements, programmatic advancement, and core infrastructure reliability. It establishes a transparent and disciplined portfolio strategy that will guide funding decisions, phasing, and implementation over the life of this Plan.

Modernized and Safe Student Experiences

The Plan prioritizes investments that modernize and elevate the environments students experience every day. No matter the size of the investment, the project types in this category will have a direct impact on teaching, learning, and student experience and wellbeing. These high-impact projects can range from furniture upgrades to fully rebuilt school facilities. Potential projects are outlined as follows:

- **Elementary School Replacements**
  Elementary replacements involve constructing new facilities to replace aging buildings that no longer support contemporary educational delivery, safety standards, or long-term operational efficiency. These projects provide flexible, technology-integrated, and secure learning environments designed to serve students for decades.
- **Safety and Security Upgrades**
  Safety investments include secure vestibule enhancements, upgraded access control systems, and surveillance system improvements that establish consistent districtwide standards to improve physical security. These investments reinforce community confidence and protect students and staff while maintaining welcoming school environments.
- **New Furniture**
  Furniture modernization ensures that classrooms and shared learning areas are equipped with flexible, adaptable furnishings that support collaborative instruction, differentiated learning, and evolving pedagogical approaches. These investments extend the functional lifespan of instructional spaces.
- **Educational Technology**
  Technology improvements provide infrastructure and equipment that enable digital learning, modern curriculum delivery, and operational efficiency. This includes network upgrades, classroom technology integration, and systems that prepare students for an increasingly digital world.
- **Playgrounds**
  Playground enhancements improve outdoor learning and recreation spaces, supporting physical health, social development, and whole-child education. These projects also strengthen the elementary school experience and enhance community engagement.
- **ADA Upgrades**
  Accessibility improvements remove physical barriers and ensure compliance with federal requirements. These investments advance equity and inclusive access across the district.
- **Sustainability and Energy Efficiency Investments**
  Sustainability and energy efficiency investments advance environmental stewardship, reduce long-term utility costs, and improve indoor environmental quality for students and staff. Upgrades span a range of building systems, such as lighting, contributing to healthier learning environments and more efficient district operations.
- **Climate Resiliency**
  Climate resiliency investments address the long-term environmental risks facing Jeffco's facilities, particularly across mountain and foothills communities where wildfire risk is a significant concern. Site improvements such as native landscaping and defensible space planning help reduce ignition risk and protect school campuses. These investments reflect the district's commitment to safeguarding facilities and the communities they serve against the growing impacts of climate-related hazards.





Enhancing Student Programming

This Plan also affirms that facilities must actively enable robust and future-focused educational programming. This category includes High School Reimagined efforts, strengthened middle and high school programming, Career and Technical Education (CTE) improvements, Outdoor Education Labs, stadium and athletic field upgrades, auditoriums, and support for Alternative Education Campuses (AEC) and Jeffco Transition Services (JTS) programs.

The recommendation to reimagine secondary environments reflects the district's commitment to align space with modern instructional delivery. Traditional configurations often limit interdisciplinary collaboration, flexible scheduling, and specialized program growth. This Plan identifies strategic investments that allow facilities to support evolving graduation requirements, workforce pathways, and innovative instructional models.

CTE improvements are prioritized to ensure students have access to industry-aligned programs in modernized lab environments. Investments in performance spaces, athletic facilities, and outdoor learning environments recognize that a comprehensive student experience extends beyond core academic classrooms. These spaces enhance engagement, foster belonging, and serve as important community assets.

By embedding programmatic priorities within capital planning, this Plan ensures that investments are aligned with educational strategy rather than detached from it. This category strengthens equity across the portfolio, expands access to high-demand pathways, and positions Jeffco to deliver dynamic and competitive programming at every level.

The following investment opportunities should be considered:

- **High School Reimagined**
  High School Reimagined reflects Jeffco's districtwide vision for a modern secondary experience that is aligned with college, career, and life readiness milestones. Developed through extensive community engagement, the initiative focuses on expanding career-connected learning, industry credentials, work-based learning opportunities, and durable skill development. Capital investments under this initiative ensure facilities support flexible instruction, collaborative learning, CTE pathways, and real-world applied experiences that prepare students for successful postsecondary transitions.
- **Outdoor Education Lab Improvements**
  Investments in Jeffco's two Outdoor Education Lab facilities strengthen experiential learning opportunities that are accessible to all middle school students across the district. These improvements modernize lodging, instructional, and support spaces to ensure safe, high-quality outdoor education experiences that reinforce environmental literacy, leadership development, and hands-on learning for all students.
- **Robust Middle and High School Programming**
  Facility upgrades in this area strengthen core academic and elective offerings by ensuring spaces can accommodate expanded course access, collaborative teaching models, and student-centered learning environments.
- **Career and Technical Education Improvements**
  CTE investments modernize labs and technical spaces to align with current industry standards and workforce demands. These upgrades expand hands-on learning opportunities and strengthen postsecondary readiness.
- **Stadium and Athletic Field Upgrades**
  Athletic facility improvements enhance student engagement, physical development, and school identity. These spaces also serve as important community gathering locations and support extracurricular programming.
- **Auditorium Investments**
  Auditorium upgrades improve performance spaces for fine arts, assemblies, and community events. These facilities support student expression, creativity, and cultural engagement.
- **AEC and JTS Program Supports**
  Improvements to Alternative Education Campuses and Jeffco Transition Services facilities ensure that specialized programs have environments designed to meet the specific needs of the students they serve. These investments reinforce equity and targeted support.

Ensuring Continuity of Operations

The third investment category formally addresses the core systems that sustain safe and reliable operations. This plan acknowledges that operational stability is foundational to instructional excellence. Deferred maintenance and aging systems introduce financial risk and disrupt learning. Accordingly, this framework recommends proactive lifecycle investment to stabilize the portfolio and reduce emergency repairs. Mechanical systems, roofing assemblies, and electrical infrastructure are prioritized based on condition assessments and remaining useful life, ensuring predictable replacement cycles and improved capital forecasting.

By systematically addressing infrastructure needs, the Plan protects instructional continuity, reduces financial volatility, and reinforces disciplined stewardship of public assets. The following project types should be considered:

HVAC Systems
Heating, ventilation, and air conditioning upgrades improve indoor air quality, thermal comfort, and system reliability. Modernized HVAC systems reduce energy consumption and mitigate the risk of operational disruption.

Roofing
Roof replacements address water intrusion risks, extend building lifespans, and prevent costly interior damage. Proactive roof investment reduces emergency repairs and protects capital assets.

Plumbing and Water Treatment
Plumbing improvements ensure safe and reliable water systems while addressing aging infrastructure and water quality considerations. These upgrades support health, safety, and regulatory compliance.

Fire and Life Safety Systems
Fire alarms, suppression systems, and life safety infrastructure



are upgraded to meet current codes and protect occupants. These investments are essential to maintaining safe and compliant learning environments.

Electrical Systems
Electrical upgrades enhance system capacity, reliability, and readiness for modern technology demands. These improvements support both instructional needs and operational resilience.

Structural Improvements
Structural investments address foundational integrity and long-term building stability. These projects protect occupants and extend facility life expectancy.

Kitchen Improvements
Kitchen upgrades modernize food service infrastructure, improve efficiency, and support student nutrition programs. These investments enhance operational performance and service quality.

A Balanced and Implementable Portfolio Strategy

The adoption of these three investment categories represents the central recommendation of this Plan. This framework balances modernization, program advancement, and



infrastructure reliability to ensure that no single priority advances at the expense of another. It establishes a transparent structure for implementation and creates alignment between capital spending and district goals.

This Plan positions Jeffco to move forward with clarity. Student-facing environments will be modern and safe. Programming at secondary schools will be supported by facilities that enable innovation and workforce alignment. Core infrastructure systems will be stabilized to protect operational continuity. Together, these investments ensure that the district's facilities function as strategic assets in delivering high-quality education.

Through this framework, Jeffco affirms its commitment to responsible stewardship, long-term portfolio health, and learning environments that reflect the aspirations of its students, staff, and community.

Implementation Principles: Modernized and Safe Student Experiences

Implementation of investments within the Modernized and Safe Student Experiences category must begin with disciplined portfolio decision-making. This Plan acknowledges and builds upon prior analytical work completed by the district, including the Boundary Study conducted by FLO Analytics in 2023. The findings and recommendations of that study are foundational to responsible capital implementation.

Before identifying specific schools as candidates for major renovation or replacement, the district should finalize long-term portfolio decisions. Capital investments of significant scale are recommended to follow greater clarity regarding which facilities are intended to remain open and serve as long-term anchors within the system, as determined through Board decision-making processes. Investing substantial resources in buildings that may not be needed in the long term would undermine both fiscal stewardship and strategic alignment.

Accordingly, implementation should begin with a structured review of the Boundary Study recommendations, evaluating schools through the lens of enrollment trends, utilization rates, property size and site capacity, travel distance impacts, geographic access, and community considerations. Schools identified as long-term "welcoming schools" and positioned to absorb enrollment may represent strong candidates for comprehensive modernization or replacement. These campuses, particularly where site size and location support long-term viability, offer the opportunity to invest with confidence that facilities will serve students for decades to come.

This sequencing is designed so that modernization and replacement investments reinforce a sustainable portfolio configuration rather than preempt it. Once portfolio decisions are finalized, investments in safety, security, furniture, technology, playgrounds, lighting, and sustainability upgrades should be implemented in alignment with districtwide standards. ADA improvements should be guided by compliance requirements and equity considerations, so that accessibility barriers are systematically addressed across the portfolio. These improvements should be deployed equitably and strategically, prioritizing facilities that are confirmed to remain central to the district's long-term structure.

The guiding principle for this category is alignment first, investment second. Portfolio clarity must precede major capital deployment to ensure long-term value, stability, and fiscal responsibility.

The following inputs in Table 5.1 should be considered when making decisions for projects in this category:



Table 5.1 - Decision-Making Inputs: Modernized and Safe Student Experiences

INVESTMENT	KEY INPUTS
Elementary School Replacements	• Facility Condition Assessment data • 2023 Boundary study recommendations • Enrollment trends • School utilization • School capacity • Geographic access and travel distance
Safety and Security Upgrades	• To be determined by Facilities and IT leadership
New Furniture	• Educational Adequacy assessment data
Educational Technology	• To be determined by Educational Technology leadership
Playgrounds	• Facility Condition Assessment data • Educational Adequacy assessment data
ADA Upgrades	• Facility Condition Assessment data • Specialized program locations • Shared community usage (e.g., polling places)
Sustainability and Energy Efficiency Improvements	• Energy Use Intensity (EUI) data • Utility cost data • Facility Condition Assessment data • Educational Adequacy assessment data
Climate Resiliency	• Geographic location • Facility Condition Assessment data • Grounds and landscaping maintenance data • Wildfire hazard zoning and risk assessments

Implementation Principles: Enhancing Student Programming

Investments aimed at enhancing student programming must be aligned with enrollment stability and long-term program viability, particularly at the secondary level. Robust middle and high school programming depends on sufficient enrollment to sustain diverse course offerings, specialized pathways, extracurricular opportunities, and staffing flexibility. Low enrollment at secondary campuses can constrain program breadth and limit student choice.

Implementation within this category should therefore begin with a comprehensive review of secondary enrollment and program demand. The district should evaluate whether realignment of school boundaries, grade configurations, feeder patterns, or program placement could concentrate enrollment to create conditions that support more robust programming. In some cases, consolidating or reconfiguring grade bands may provide an opportunity to stabilize enrollment at a scale that enables expanded course offerings and specialized pathways.

Where realignment or configuration adjustments are identified as viable strategies to boost enrollment and enhance program delivery, capital investment should follow. Facilities should then be modernized or reconfigured to support the strengthened academic model. This may include upgrading Career and Technical Education labs, enhancing science and innovation spaces, modernizing performance venues, improving athletic facilities, or reimagining instructional layouts to support interdisciplinary and flexible learning.

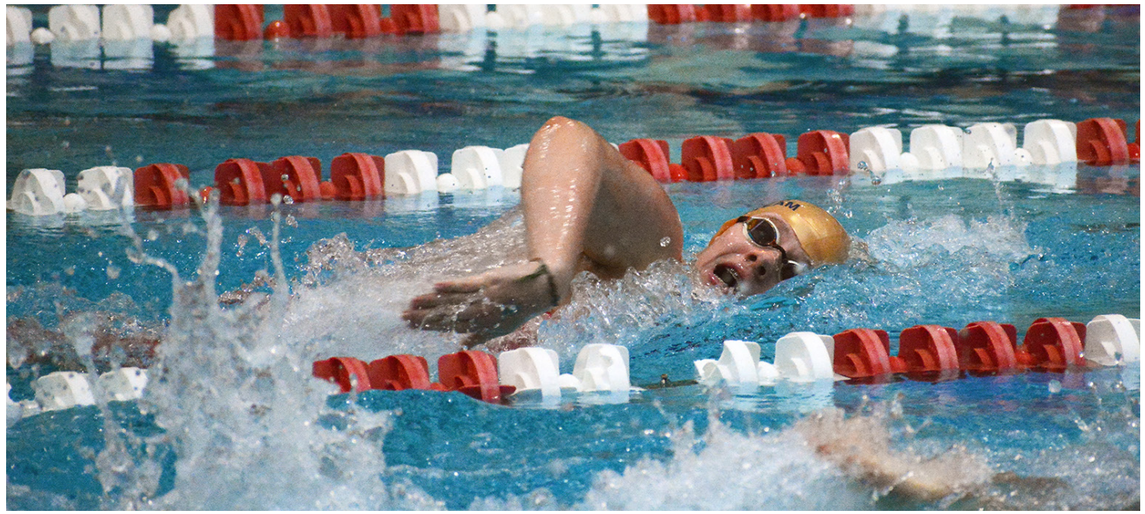
The sequencing is intentional. Program viability and enrollment sustainability should inform capital investment decisions, rather than the reverse. Facilities must support a coherent academic strategy that capital improvements should amplify, rather than attempt to compensate for underlying enrollment challenges.

At its core, implementation within this category should link three elements: enrollment strength, program robustness, and facility quality. Investments should be prioritized where these elements can reinforce one another to create dynamic and competitive secondary experiences.

The following inputs in Table 5.2 should be considered when making decisions for projects in this category:

Table 5.2 - Decision-Making Inputs: Enhancing Student Programming

INVESTMENT	KEY INPUTS
High School Reimagined	• Enrollment • Program offerings • Career pathway opportunities
Outdoor Education Lab Improvements	• Facility Condition Assessment data • OEL facilities assessment data • Stakeholder engagement
Robust Middle and High School Programming	• Enrollment • Program offerings • Stakeholder engagement • Career pathway opportunities • Previous studies and programmatic initiatives
Career and Technical Education Improvements	• Program offerings and demand • Quality of CTE classroom space • Alignment with industry need • Career pathway opportunities
Stadium and Athletic Field Upgrades	• Facility Condition Assessment data • Stadium assessment data • G-MAX testing
Auditorium Investments	• Facility Condition Assessment data • Educational Adequacy assessment data
AEC and JTS Program Supports	• To be determined by district leadership



Implementation Principles: Ensuring Continuity of Operations

Investments within the Ensuring Continuity of Operations category should be implemented through a disciplined, data-informed approach grounded in Facility Condition Assessments, lifecycle analysis, and risk mitigation. Unlike modernization or programmatic enhancements, these investments are primarily need-based and should be prioritized according to systems deficiency data.

Mechanical systems, roofing assemblies, plumbing infrastructure, fire and life safety components, electrical systems, and structural elements should be evaluated using Facility Condition Assessments, remaining useful life projections, and risk assessments. Projects should be sequenced to reduce emergency failures, stabilize capital forecasting, and protect instructional continuity. Proactive replacement cycles are preferable to reactive repairs.

Kitchen upgrades and operational improvements should be prioritized based on functional deficiencies and service demands.

The guiding principle for this category is stewardship. Investments should be data-informed, transparent, and prioritized based on risk, safety, and operational necessity. This approach reduces financial volatility and ensures that foundational systems are stabilized before they disrupt learning environments.

The following inputs in Table 5.3 should be considered when making decisions for projects in this category:

Table 5.3 - Decision-Making Inputs: Ensuring Continuity of Operations

INVESTMENT	KEY INPUTS
HVAC Systems	• Facility Condition Assessment data ○ System level deficiencies • Work order data • Stakeholder engagement
Roofing	
Plumbing and Water Treatment	
Fire and Life Safety Systems	
Electrical Systems	
Structural Improvements	
Kitchen Improvements	

Capital Investment Prioritization Approach

Overarching Implementation Direction

Across all three investment categories, this Plan affirms that implementation must be intentional, sequenced, and aligned with long-term district strategy. Capital investments should not occur in isolation, but rather in coordination with enrollment planning, portfolio management decisions, and the district's evolving academic priorities. Modernization investments should follow finalized portfolio decisions to ensure that significant capital resources are directed toward facilities that will serve students for decades to come. Programmatic enhancements should follow enrollment stabilization and academic alignment so that investments reinforce strong and sustainable school programming. Infrastructure upgrades should be prioritized through objective, condition-based metrics that address operational risk and system lifecycle needs.

This disciplined approach ensures that capital investments reinforce long-term sustainability, strengthen educational programming, protect operational continuity, and reflect responsible stewardship of public resources. Through this implementation framework, Jeffco can confidently move from planning to action while preserving flexibility and long-term strategic coherence.

Capital Investment Prioritization and Phasing

This Plan establishes a structured approach for sequencing projects across multiple investment tranches, whether funded through a Bond, Mill Levy Override, or recurring capital expenditure cycles. This phased investment strategy recognizes that the district's facility needs cannot be addressed through a single funding effort. Instead, projects are intentionally distributed across successive cycles of investment to ensure that the most urgent needs are addressed first while maintaining a balanced long-term strategy for modernization and program improvement. Early phases prioritize infrastructure reliability and safety while initiating modernization efforts. Subsequent phases continue modernization and expand programmatic investments while ensuring that operational systems are maintained proactively.

This approach allows the district to stabilize its infrastructure, modernize learning environments, and enhance student programming in a coordinated and financially sustainable manner. By sequencing investments across multiple cycles, this Plan ensures that the district addresses urgent facility needs while steadily advancing toward a modern, resilient, and programmatically rich portfolio of schools. This phased approach also allows the district to maintain flexibility and adapt investments as enrollment trends, facility conditions, and program priorities evolve over time.

At the foundation of this prioritization strategy is a commitment to maintaining safe, reliable, and functional learning environments for all students and staff. Regardless of other priorities, the district recognizes that every school must remain safe, warm, and dry. Ensuring that buildings operate reliably and without disruption to learning is a fundamental responsibility of the district and serves as the baseline condition upon which all other improvements depend.

Through this disciplined implementation strategy, Jeffco can move forward with confidence, knowing that each phase of investment builds toward a stronger and more sustainable future for its schools and communities.

Investment Principles

1. **Ensure Safe, Reliable Learning Environments**
   Projects that keep buildings safe, warm, and dry are prioritized first. High-priority operational system improvements are front-loaded to reduce risk of building failure and protect instructional continuity.
2. **Address Safety and Security Early**
   Safety and security upgrades are prioritized in early investment cycles to reinforce consistent districtwide standards so that every school provides a safe environment for students and staff.
3. **Follow Data-Informed Operational Needs**
   Operational investments are guided by facility condition data, system lifecycle analysis, and risk assessments. Priority 1 systems are addressed early, while Priority 2 systems are scheduled before they reach critical failure.
4. **Balance Modernization Across Funding Cycles**
   Major modernization and replacement projects are distributed across multiple funding cycles to support steady progress toward modern learning environments while maintaining financial and implementation capacity.
5. **Sequence Program Enhancements Strategically**
   Program-driven investments that expand access to CTE, High School Reimagined initiatives, and specialized learning environments are implemented where they strengthen enrollment and program viability, with many projects advancing in later funding cycles.









Early Investment Cycle: Stabilizing Infrastructure and Initiating Modernization

The first investment cycle primarily focuses on stabilizing the district's infrastructure while initiating key modernization and programmatic improvements. High-priority operational system projects are typically front-loaded in early phases to address the most urgent facility needs and reduce the risk of building failures. Mechanical systems, roofing assemblies, plumbing infrastructure, electrical systems, and other core building components that pose elevated operational risk or have reached the end of their useful life are prioritized early in the implementation timeline.

Safety and security improvements are also emphasized in early phases so that all schools provide safe and secure learning environments. These investments establish consistent safety standards across the district and respond directly to needs identified through stakeholder engagement.

At the same time, early investment cycles begin the district's modernization efforts by advancing a limited number of major facility projects, such as school replacements or targeted modernization efforts. Initiating modernization early ensures that transformative improvements to learning environments begin alongside operational stabilization rather than being deferred entirely to later phases.

Selected programmatic investments may also be advanced during early phases where there is a clear opportunity to strengthen educational programming or support districtwide initiatives.

Middle Investment Cycle: Expanding Modernization and Program Investments

Subsequent investment cycles build upon the foundation established in earlier phases by continuing major modernization efforts while addressing additional operational needs that remain within their useful lifecycle but require attention within the planning horizon.

Operational system improvements that are not considered urgent but still require proactive investment may be sequenced into these middle phases. Addressing these systems before they reach critical failure allows the district to maintain a disciplined lifecycle management approach and avoid costly emergency repairs.

These cycles also continue the district's modernization strategy by advancing additional school replacement projects and improvements to learning environments. By distributing modernization projects across multiple investment cycles, the district can deliver improvements across different communities while maintaining manageable project delivery timelines.

Programmatic investments may also expand during these phases. Improvements to secondary school learning environments, career and technical education facilities, shared student facilities such as stadiums or auditoriums, and districtwide programs such as the Outdoor Education Laboratories help strengthen academic and extracurricular opportunities for students.

Later Investment Cycles: Completing Modernization and Enhancing the Student Experience

Later investment cycles focus on completing modernization efforts while advancing additional improvements that enhance the overall student experience across the district. At this stage, remaining operational improvements that were not addressed in earlier phases may be completed to ensure that building systems remain reliable and functional.

These later phases also provide opportunities to enhance flexible learning environments and student engagement. Student-focused investments in furniture modernization, educational technology upgrades, and playground improvements contribute to more adaptable and engaging learning environments.

Programmatic investments may also continue during later phases as the district refines academic priorities and responds to emerging opportunities. Because these improvements often depend on enrollment patterns and program demand, sequencing them in later cycles allows the district to align facility investments with evolving educational strategies.

5.2 School Portfolio Decision Framework

Purpose

The School Portfolio Decision Framework establishes a structured and transparent planning process that moves from a systemwide needs assessment to school-level investment decisions to help determine what type of action is appropriate at each school. It is designed to guide the district from high-level analysis to specific actionable strategies, ensuring that individual school decisions are grounded in a comprehensive understanding of districtwide conditions and priorities.

The framework organizes decision-making across four interconnected levels:

- **High-Level Needs Identification:** identification of system deficiencies, Educational Adequacy gaps, and common facility challenges
- **Project Categories:** grouping of schools into general strategy categories (e.g., building addition, targeted investment, or consolidation) without prioritization
- **Prioritized Schools:** application of weighted metrics to create prioritized lists within each project category
- **School-Level Options:** development of specific project recommendations for each school based on identified needs and priorities

Together, these components provide a clear progression from analysis to action, allowing the district to consistently evaluate needs, compare options, and refine strategies over time.

This framework translates complex datasets into a coherent planning structure that supports informed and transparent decision-making. It is intentionally data-informed, not data-driven. Quantitative metrics are used to guide analysis, identify patterns, and support discussion, while professional judgment, policy direction, financial considerations, and community values remain central to final decisions.

To support implementation, the framework is operationalized through a web-based planning tool that allows district staff to explore data, test assumptions, and evaluate scenarios at both the districtwide and school levels. The tool is designed to:

- Provide a comprehensive and scalable view of district and school-level data
- Enable comparison of schools across multiple metrics
- Support data-informed strategic decision-making through user-defined inputs
- Summarize facility needs across multiple factors, such as project type, articulation area, and priority level
- Communicate the district's overall capital needs, including estimated project costs

Strategy Outcome Categories

At the Project Categories level, schools are grouped into three primary outcome categories: **Building Improvement, Capacity Increase,** and **School Consolidation**. These categories represent the range of strategic actions available to the district and establish a consistent structure for evaluating school-level conditions and needs.

Building Improvement

Schools in this category generally demonstrate stable or appropriate utilization or are not strong candidates for consolidation due to geographic or enrollment considerations.

- *Potential strategies include:*
  - Standard maintenance
  - Targeted capital investment
  - Major capital investment
  - Building replacement
- *Example:* A school with stable enrollment and moderate facility needs may be prioritized for targeted capital investment to improve Educational Adequacy and/or facility condition.

Capacity Increase

Schools in this category are experiencing or projected to experience enrollment pressures that exceed available capacity.

- *Potential strategies include:*
  - Building addition
  - Building addition with capital investment
  - Policy solution for overcrowding
  - Building replacement
- *Example:* A school with sustained enrollment growth, adequate site capacity, and a facility in good condition may be a strong candidate for an addition.

School Consolidation

Schools in this category are characterized by sustained underutilization and proximity to other schools with available capacity, and limited projected enrollment growth.

- *Potential strategies include:*
  - Welcoming School
  - Welcoming School with capital investment
  - Welcoming School with building replacement
  - Closure (transition to Welcoming School)
- *Example:* A school with persistently low enrollment and nearby available capacity may transition into a welcoming school to strengthen program delivery and support the student experience.

Figure 5.1 illustrates how schools progress through these outcome categories and associated strategies. Importantly, the thresholds and assumptions embedded in this process are flexible and can be adjusted over time to reflect changing district conditions and priorities.



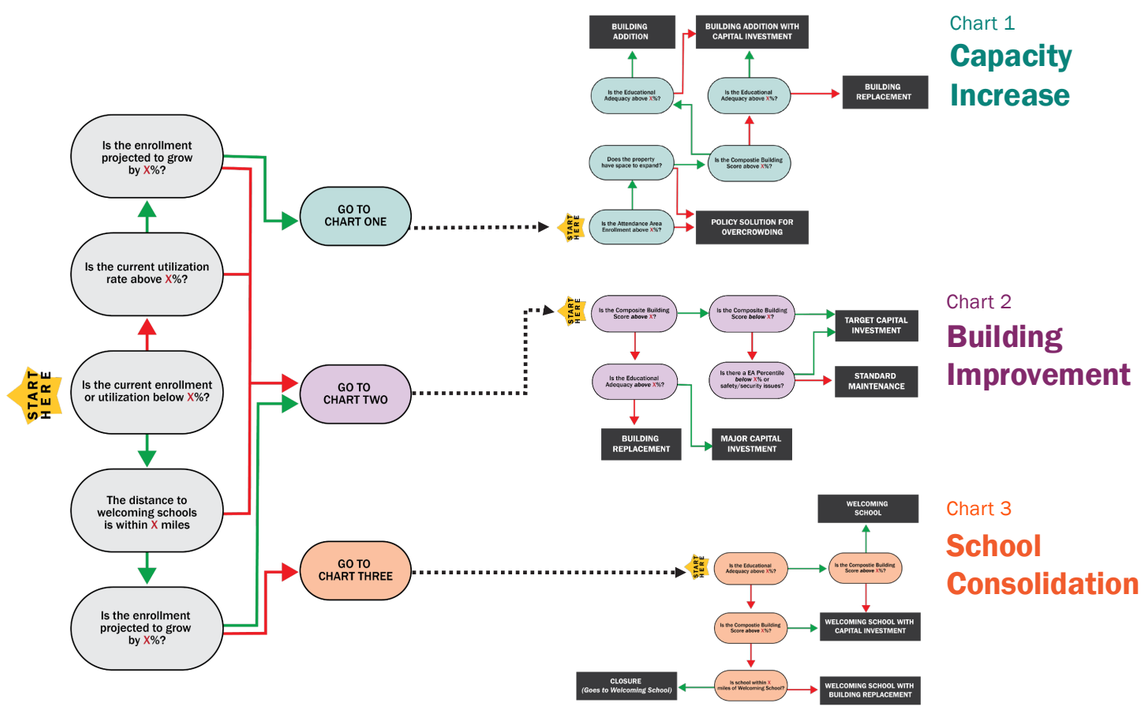


Figure 5.1 - Flow chart to preliminarily sort schools into strategy outcome categories and specific investment strategies.



Metrics and Data Inputs

Rather than relying on a single score or ranking, this framework integrates multiple metrics, including facility condition, educational adequacy, enrollment, and utilization. These inputs are applied at different stages of the decision-making process, reflecting how facility planning decisions are made in practice.

How Metrics are Applied

The framework is organized into four primary steps. While presented sequentially, the process is iterative and allows assumptions to be revisited as priorities or conditions change.

1. **School-Level Context:** understanding the unique characteristics, performance, and needs of each school
2. **Districtwide and Geographic Patterns:** identifying broader trends and regional dynamics
3. **Strategic Sorting Using Defined Metrics:** grouping schools into outcome categories based on key indicators
4. **Prioritization and Scenario Testing:** applying prioritization weights and testing different investment approaches

Each step builds on the previous one, moving from understanding individual school conditions to systemwide strategy development and implementation.

Additional Considerations and Post-Hoc Checks

Because the framework is data-informed rather than purely data-driven, additional considerations are applied to validate outcomes and ensure that recommendations reflect operational realities and district priorities. These checks help confirm that schools are appropriately categorized and that strategies are both practical and aligned with broader goals.

Schools identified for Building Improvement and Capacity Increase are collectively considered **capital investment candidates**, as these categories generally involve similar types of physical investment. **Consolidation candidates** include both schools that are considered for closure and those that may serve as welcoming schools to receive students from closed sites.

Capital Investment Candidates

For schools identified as candidates for capital investment, the following considerations should be applied:

- Whether the school has previously served as a welcoming school; if so, consider prioritizing the school for investment
- Whether the site can physically accommodate additions or replacement (e.g., site size, or constraints)
- Whether overcrowding is driven by a popular or specialized program; if so, consider replicating the program at other locations
- Whether policy-based solutions (e.g., boundary or choice adjustments) may reduce enrollment pressures; if implemented, schools should be re-evaluated within the framework
- For mountain-area schools, whether technology and infrastructure systems (e.g., IT connectivity) present unique challenges requiring consideration

Consolidation Candidates

For schools identified as candidates for consolidation, the following considerations should be applied:

- Whether sites identified for potential replacement are physically viable for reinvestment
- Whether specialized programs are appropriately located and accessible within the broader portfolio
- For schools with very low enrollment, whether nearby Building Improvement candidate schools with moderate utilization could serve as welcoming schools
- If identified welcoming schools are not paired with closure candidates, these schools may warrant reconsideration as capital investment priorities

Prioritization within Strategy Categories

Following categorization, schools are prioritized within each strategy group using a combination of facility, enrollment, and equity-based metrics. These metrics are applied flexibly and can be adjusted by the district to reflect evolving priorities.

- **Capital investment candidate schools are generally prioritized if they have:**
  - Lower Composite Building Score
  - Lower Educational Adequacy (EA) Score
  - Higher utilization rates
  - Higher current or projected enrollment
  - Higher concentration of high-need students
  - Greater neighborhood capture rates
  - Greater number of students received from previous consolidations
  - Greater distance from other schools
- **Closure candidate schools are generally prioritized if they have:**
  - Lower enrollment and utilization
  - Lower neighborhood capture rates
  - Lower concentration of high-need students
  - Lower Composite Building Score
  - Lower Educational Adequacy (EA) Score
  - Fewer recent capital investments
  - Fewer specialty program offerings
- **Welcoming candidate schools are generally prioritized if they have:**
  - Lower enrollment and utilization
  - Greater neighborhood capture rates
  - Lower concentration of high-need students
  - Lower Composite Building Score
  - Lower Educational Adequacy (EA) Score
  - Fewer recent capital investments
  - Greater number of specialty program offerings

Across all categories, prioritization weights are adjustable. This flexibility allows the district to test scenarios, evaluate trade-offs, and align investment decisions with policy direction and community priorities.

School-Level Options

Once schools are categorized and prioritized, they are assigned a set of potential project options aligned with their identified strategy (e.g., targeted capital investment, building addition, or welcoming school with capital investment). These options are informed by systemwide deficiencies, Educational Adequacy findings, facility condition data, and other relevant metrics that define school-specific needs.

Preliminary cost estimates are applied to each project type to develop order-of-magnitude project costs at the school level. These estimates support districtwide capital planning, funding scenarios, and phasing strategies, and they will be refined as project scopes are further developed.



6.0
Current Investment Priorities

As outlined in the previous chapter, this Strategic Capital Master Plan organizes potential projects into three core investment categories. Together, these categories reflect the district's commitment to balancing student experience, programmatic quality, and operational reliability. This chapter summarizes and phases potential projects by investment category.



6.1 Potential Projects by Investment Category

Modernized and Safe Student Experiences: major and targeted facility improvements to foster welcoming, high-quality learning environments. Potential investments include:

- Replacement of select elementary schools which have poor facility conditions and strong long-term enrollment viability
- Safety and security enhancements, including camera upgrades
- New classroom furniture to support flexible and comfortable learning
- Educational technology upgrades to meet modern learning needs
- Improvements to playgrounds and outdoor learning areas
- ADA accessibility improvements
- Sustainability and energy efficiency investments
- Climate resiliency enhancements that reduce wildfire risk

Enhancing Student Programming: investments to strengthen middle and secondary student experiences and expand program opportunities. Potential investments include:

- Advancing Jeffco's High School Reimagined initiative
- Supporting aligned and continuous educational programming across middle and high school
- Enhancing Career Technical Education (CTE) programs
- Repairing and upgrading Outdoor Education Lab facilities
- Upgrades to stadiums, athletic fields, and auditorium spaces
- Facility improvements for Alternative Education Campuses (AECs) and Jeffco Transition Services (JTS)

Ensuring Continuity of Operations: addresses the essential building systems required to keep schools safe, accessible, and fully functional. Potential investments include:

- HVAC systems
- Roofing
- Plumbing and water systems
- Fire and life safety systems
- Electrical systems
- Structural systems
- Kitchen upgrades to support student nutrition services





6.2 Illustrative Phasing of Priority Investments

To demonstrate how the Strategic Capital Investment Framework and the School Portfolio Decision Framework work together, Figure 6.1 presents an illustrative example of how priority projects could be balanced and phased over a five-year period.

This example reflects the Capital Investment Prioritization Approach outlined in Chapter 5.1 and is intended to show how a balanced portfolio of investments may be sequenced over time. It is a conceptual, rather than prescriptive model to support planning and discussion.

As shown in Figure 6.1, investments in the Ensuring Continuity of Operations category are heaviest in the early years, reflecting the priority of addressing urgent operational and infrastructure needs before other investment categories scale up. Investments in the Enhancing Student Programming category grow in prominence in the middle and later years as foundational needs are addressed. Investments in the Modernized and Safe Student Experiences category are sustained across all five years. High-impact investments in this category, such as safety and security upgrades or new school construction, could be initiated early to deliver visible, tangible improvements to school communities relatively quickly. Larger efforts like new school construction also illustrate how multi-year phasing works in practice; design and planning could begin in year one while construction follows in later years, spreading both cost and implementation load over time.

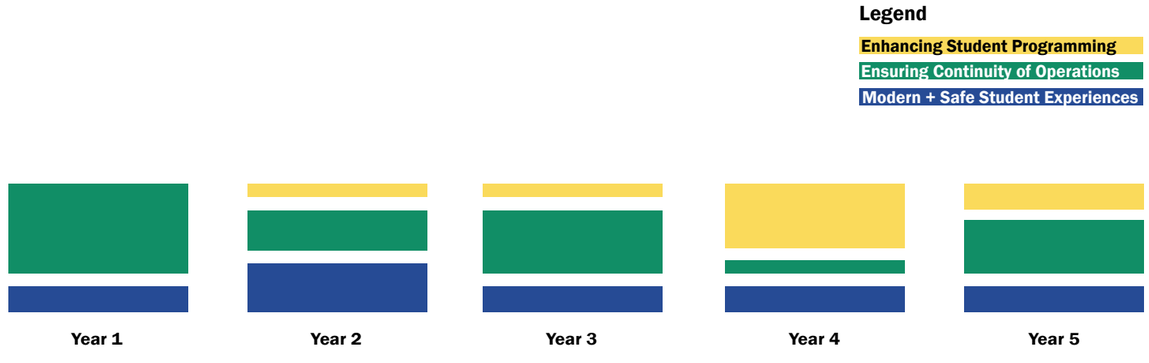


Figure 6.1 - Funding cycle example showing potential investment allocations



7.0
Portfolio Considerations beyond Traditional Schools

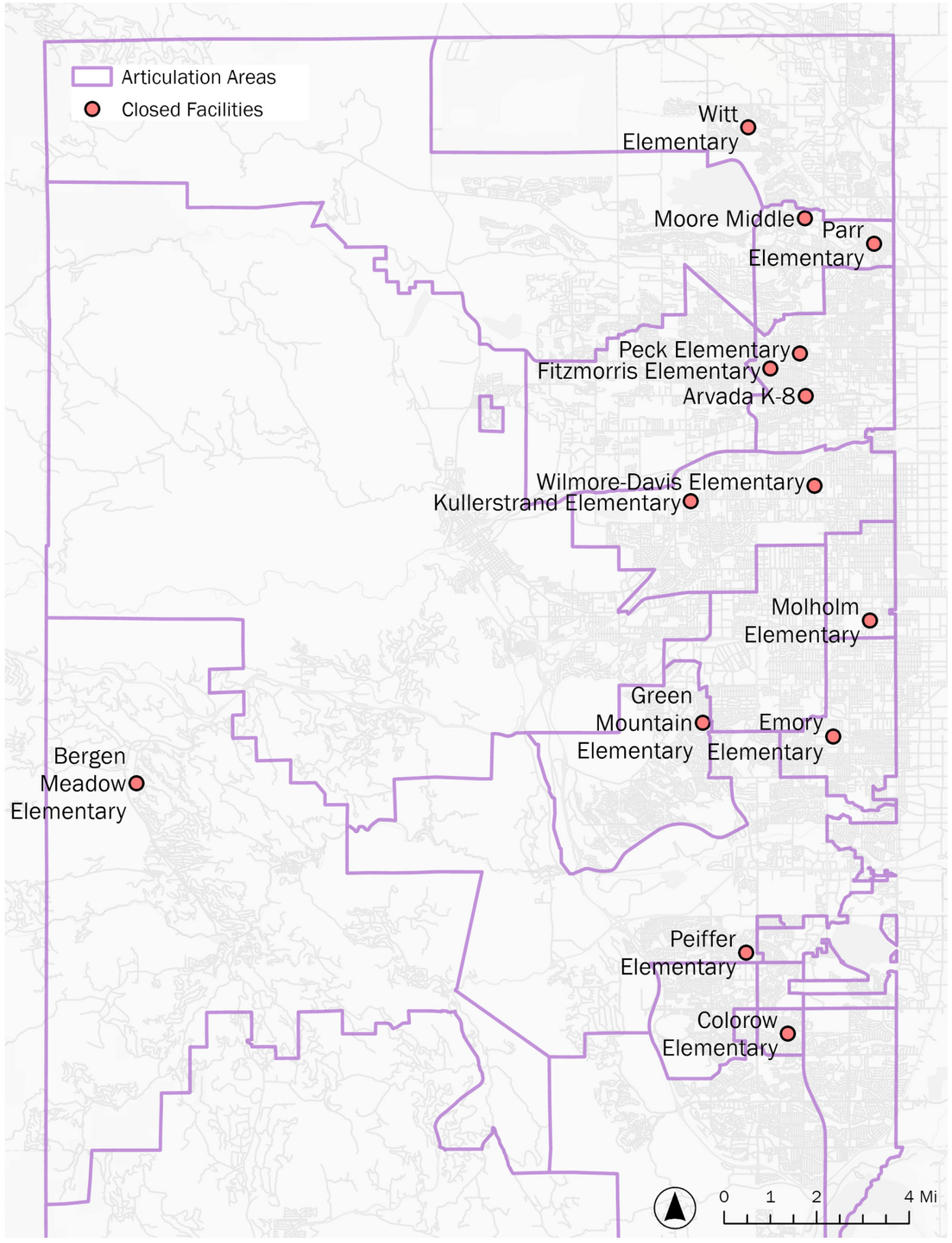


Figure 7.1 - Map of vacant sites

7.1 Vacant Buildings

Recent rounds of school consolidation and enrollment adjustments within Jeffco have resulted in several facilities becoming vacant. In some cases, these properties have already been sold, while others remain in the district's portfolio pending disposition. In early 2026, the Board of Education took action to surplus all vacant facilities in the portfolio, establishing a clear direction for how these assets will be managed in the near term. At the time of this analysis, the district had 14 vacant properties (see Figure 7.1). Vacant facilities represent both a challenge and an opportunity. While they carry ongoing maintenance and operational costs, they also represent potential strategic assets that, if aligned with district priorities, could support future needs or community partnerships.

Looking ahead, it will be important for the district to maintain a clear and consistent process for evaluating any future school closures or buildings that may become vacant. As enrollment shifts, programmatic changes occur, or additional portfolio decisions are made, the district may again face decisions regarding underutilized or vacated facilities. Establishing a repeatable framework ensures that each property is evaluated thoughtfully, transparently, and in alignment with long-term strategic priorities.

The first step in this process should be an internal assessment of the facility's geographic and operational value. Buildings located in areas with service gaps or operational inefficiencies may present opportunities to meet district needs without requiring new construction. This includes potential uses such as administrative space, maintenance and operations functions, storage, or centralized distribution of instructional materials. Evaluating these opportunities early allows the district to determine whether retaining a property supports improved service delivery and operational efficiency.

In parallel, the district should assess whether a vacant facility could address programmatic needs or emerging educational priorities. As instructional models evolve, there may be opportunities to repurpose buildings for early childhood programs, specialized services, or other districtwide initiatives. These evaluations should consider facility condition, site capacity, accessibility, and proximity to communities with identified needs to ensure that any reuse aligns with both educational goals and equitable access.

The district should also explore potential partnerships as part of this process. Vacant facilities can serve as valuable community assets when aligned with external partners such as public agencies, nonprofit organizations, or community service providers. Co-locating programs or services can create shared value, strengthen community networks, and ensure that facilities remain active contributors to the surrounding area.



Any partnership considerations should be evaluated for alignment with district priorities and long-term sustainability.

In cases where a single use does not fully occupy a building, the district should consider flexible or shared-use approaches. Partial occupancy strategies can allow multiple functions to coexist within the same facility, maximizing utilization while responding to specific operational or community needs. This approach can extend the useful life of a building while maintaining adaptability over time.

Community engagement should remain a central component of this process. School buildings often hold deep significance within their neighborhoods, and decisions regarding their future should reflect meaningful input from local stakeholders. Engaging communities through outreach, meetings, and feedback mechanisms allows the district to better understand local needs and build transparency and trust throughout the decision-making process.

If, after completing this structured evaluation, no viable district, programmatic, or partnership use is identified, the property should be considered for disposition. Identifying properties the district no longer needs starts with the Board of Education voting to "surplus" a property, making it eligible for sale or lease. This creates an opportunity for the district to reduce ongoing costs and reinvest resources into priority capital investments. These decisions should follow established policies and processes and include clear communication with the community.

By maintaining a consistent and forward-looking process, Jeffco can ensure that any future vacant facilities are evaluated strategically and responsibly. Whether through reuse, partnership, adaptive occupancy, or eventual sale, each decision should support the district's long-term operational efficiency, educational priorities, and stewardship of public resources.









7.2 Nontraditional and Specialized Sites

Role of Non-Traditional District Facilities

In addition to traditional school campuses, Jeffco maintains a number of non-traditional facilities that play an important role in supporting the district's educational programs, operations, and community engagement. These facilities include Outdoor Education Laboratories, stadiums and athletic complexes, and administrative buildings. While they may not function as daily instructional campuses, they provide critical services that extend the district's educational mission, support staff operations, and create opportunities for student engagement beyond the classroom. As part of this Plan, these facilities should be evaluated and maintained to ensure they continue to effectively support district programs and operations.

Outdoor Education Laboratories (OELs)

Jeffco's Outdoor Education Laboratories are a unique and longstanding component of the district's educational experience. The program provides middle school students with immersive outdoor learning opportunities that reinforce environmental literacy, leadership development, and hands-on experiential learning. Thousands of students across the district participate in these programs each year, making the OELs an important extension of the classroom and a defining element of the Jeffco student experience.

However, many of the facilities that support these programs are aging and require targeted capital investment to remain safe, functional, and supportive of modern program delivery. The OEL program has identified several facilities needs, including aging buildings, limited restroom and changing facilities near activity areas, and bunkhouses, and insufficient living quarters for staff. In particular, the lack of appropriately located bathrooms and changing areas can create operational challenges for students and staff during outdoor programming activities. Additionally, staff housing and bunkhouse facilities require modernization to support the personnel needed to operate these programs effectively.

Strategic capital investments in these facilities will mean that the Outdoor Education Laboratories can remain safe, functional, and capable of delivering the transformative experiences that have long been a hallmark of Jeffco's educational offerings. Addressing these needs will allow the district to preserve and strengthen a program that serves students districtwide and reinforces experiential learning in ways that traditional classrooms cannot.



Stadiums and Athletic Facilities

Stadiums and athletic fields serve as important venues for student athletics, extracurricular activities, and community engagement. These facilities support student participation in athletics and physical activity while also providing gathering spaces for school communities and local residents. Across the district, several stadiums and associated facilities are aging and require reinvestment to maintain their safety, functionality, and program quality.

Capital investment in stadiums and athletic facilities should be guided by Facility Condition Assessments and programmatic needs. Improvements may include field replacements, track resurfacing, lighting upgrades, seating improvements, and updates to supporting infrastructure such as locker rooms, concessions, and restrooms. Maintaining these facilities allows for students to access safe and well-maintained athletic environments and for schools to continue to host events which strengthen school identity and community connections.

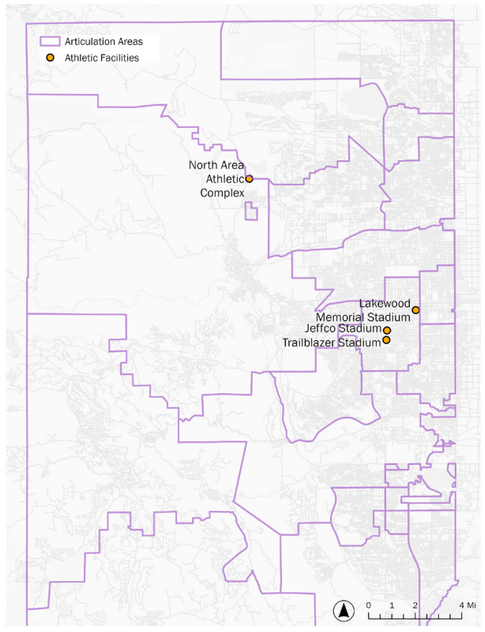


Figure 7.2 - Map of Jeffco stadiums and athletic facilities.

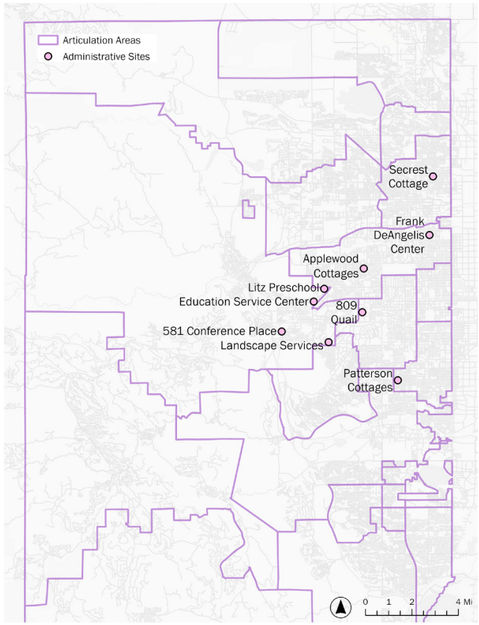


Figure 7.3 - Map of Jeffco administrative facilities

Administrative Facilities

Administrative facilities play a critical role in supporting the district's ability to deliver services, coordinate operations, and provide leadership across Jeffco's extensive school portfolio. These buildings house departments responsible for transportation, facilities management, curriculum and instruction, safety and security, technology services, and other central functions that support day-to-day school operation.

As the district evaluates its portfolio of administrative facilities, it should ensure that these buildings are strategically located throughout the district to support efficient service delivery. Facilities should provide adequate workspace for staff, appropriate meeting and collaboration areas, and sufficient capacity to support evolving program needs. Well-located and appropriately sized administrative spaces allow district staff to coordinate effectively with schools and respond quickly to operational demands.

Investing in administrative facilities also supports collaboration across departments and improves operational efficiency. Modern workspaces that facilitate communication and coordination can enhance the district's ability to deliver services to schools and respond to emerging needs across the district. Ensuring that administrative facilities are well maintained, improved when needed, and strategically positioned will strengthen the district's operational infrastructure and support the effective implementation of district programs and services.



Role of these Sites in Long-Term Planning

From a long-range planning perspective, non-traditional facilities serve several key functions. First, they provide specialized spaces that support districtwide programs which cannot be easily replicated at individual school campuses. Second, they serve as operational hubs that enable the district to deliver services efficiently across a large geographic area. Third, many of these facilities function as community assets that support extracurricular programming, athletics, environmental education, and public engagement. As a result, this Plan recognizes that these facilities require ongoing evaluation and periodic reinvestment to ensure they remain functional and aligned with district needs.





8.0
Districtwide Recommendations

8.1 Policy and Operational Considerations to Support Long-Range Facility Planning

As Jeffco continues to implement this Plan, several policy and operational shifts can further strengthen the district's ability to plan, prioritize, and deploy resources effectively across its facilities portfolio. These considerations are not tied to individual projects but instead relate to how the district evaluates building conditions, allocates resources, manages its portfolio of schools, and plans for evolving operational needs. By refining these processes, Jeffco can better align long range planning with the dynamic conditions facing many public school districts today: changing enrollment patterns, aging infrastructure, and evolving program needs.

8.2 Facility Condition Assessments

One important opportunity is to enhance how Facility Condition Assessments are used to support long range planning. Traditionally, Facility Condition Assessments focus primarily on identifying existing deficiencies and estimating the cost to address those issues in the near term. While this approach is helpful for identifying immediate needs, it does not always provide the forward-looking insight required for strategic capital planning.

As part of future assessment cycles, Jeffco should consider expanding its approach to incorporate remaining useful life calculations for all critical building systems. Broadening this analysis to comprehensively cover systems such as roofing, mechanical equipment, electrical infrastructure, plumbing, and building envelope components would allow the district to project when future replacements will be required across the portfolio and support a more complete picture of long-range capital needs.

Building on this foundation, remaining useful life estimates would allow Jeffco to develop projected Facility Condition Index (FCI) calculations for both five-year and ten-year planning horizons. These future-state FCI projections would provide a clearer picture of how facility conditions are likely to evolve as systems approach the end of their expected lifecycle. This approach helps shift planning conversations from reactive responses to existing deficiencies toward proactive management of capital investments, allowing district leadership to anticipate where future spikes in capital need may occur and plan funding strategies accordingly. Over time, incorporating lifecycle projections into facility assessments will support more predictable budgets, smoother capital investment cycles, and more informed decision making when evaluating building modernization or replacement strategies.

8.3 Safety and Security Planning

Another policy consideration relates to how safety and security improvements are funded and implemented across the district. Currently, many schools have a degree of autonomy in implementing safety improvements using locally available funds. While this approach allows schools to respond quickly to perceived needs, it can also lead to inconsistencies in the types and quality of safety interventions implemented across the district. In addition, schools with greater access to local resources may be able to implement improvements more quickly than others, which can result in uneven conditions across the portfolio.

To address this challenge, Jeffco should consider centralizing the funding and implementation of safety and security capital improvements. A centralized approach would establish a consistent baseline level of safety across all schools, while also allowing the district to implement solutions that align with districtwide standards and best practices. Schools should remain engaged in identifying needs and providing input on how safety improvements affect daily operations, but the planning, funding, and execution of those improvements should be coordinated through a central district resource. This structure allows the district to prioritize projects based on risk and need, leverage purchasing power, and deploy safety investments consistently across the portfolio. Over time, this approach will create a more equitable and coordinated safety environment for students and staff across Jeffco facilities.

8.4 Continued Enrollment and Boundary Analysis

Jeffco should also continue to evaluate how enrollment trends and building utilization influence long-range capital planning decisions. Like many districts across the country, Jeffco has experienced enrollment shifts that have resulted in uneven utilization across its portfolio of schools. Some schools operate well below their intended capacity, while others remain closer to full utilization. These patterns can create operational inefficiencies and complicate decisions about where to invest capital resources.

To address these challenges, the district should continue to update enrollment projections on a regular basis and evaluate how those projections affect building utilization across the system. The recent boundary study completed by FLO Analytics provides a strong analytical foundation for understanding how attendance boundaries influence enrollment distribution. As Jeffco moves forward with long-range planning, the district should continue to evaluate the potential implementation of strategies identified in that study, including adjustments to attendance boundaries and other enrollment management tools.

Importantly, portfolio decisions are recommended to be considered in advance of major capital investments in individual facilities. When districts invest significant resources in modernizing or expanding a school that is underutilized or located in an area experiencing enrollment decline, those investments can limit the district's flexibility to make broader portfolio adjustments in the future. By monitoring enrollment trends, boundary options, and utilization patterns before committing to large capital investments, Jeffco can direct resources toward facilities that will remain viable and well-utilized over the long term. This portfolio-level perspective supports more efficient use of public resources and ensures that capital investments align with the district's long range educational and demographic realities.

8.5 Food Service

Finally, Jeffco should consider how evolving food service practices may influence facility planning across the district. School nutrition programs have changed significantly in recent years, with many districts shifting toward fresher food preparation, expanded menu offerings, and greater emphasis on healthy meal options for students. These changes place new demands on kitchen and food production spaces within school facilities. Across Jeffco's portfolio, kitchens vary widely in size, condition, and capability, reflecting different eras of school construction and differing historical approaches to food preparation.

As part of a broader food service strategy, the district should explore a range of options for how meals are prepared and distributed across the system. This evaluation could include examining the feasibility of a central production kitchen that prepares food for distribution across the district, or targeted investments to expand and modernize existing kitchens within individual facilities. Both of these models offer potential advantages depending on operational goals, facility constraints, and geographic distribution of schools.

By analyzing these options at a systemwide level, Jeffco can align its food service infrastructure with its long-term nutrition strategy while making efficient use of available capital resources. Investments in food production spaces should support both operational efficiency and the district's commitment to providing healthy meals for students. As districts increasingly emphasize fresh food preparation, kitchen and serving spaces must be designed to accommodate modern equipment, food preparation workflows, and adequate storage capacity.

8.6 Summary

Taken together, these policy and operational considerations represent an opportunity for Jeffco to strengthen alignment between facility planning, operational decision-making, and long-range capital investment. By adopting forward-looking Facility Condition Assessments, centralizing safety investments, evaluating enrollment and utilization before major capital commitments, and planning for evolving food service models, the district can continue to manage its facilities portfolio strategically and responsibly. These shifts will position Jeffco's capital investments to support safe, efficient, and high-quality learning environments for students while maintaining flexibility to adapt to changing conditions.





9.0
Appendix

9.1 Glossary of Key Terms

The following terms are used throughout this Plan. Definitions reflect how each term is applied in a Jeffco context and may differ from general industry usage.

Applied Capacity
The district's standard capacity methodology and the basis for the capacity and utilization figures presented in this Plan. Capacity reflects the optimal number of students and programs a school is designed to accommodate, calculated from the number of spaces designed as preschool, kindergarten, and general classrooms at the elementary level; the number of core instructional suites at the middle school level; and the number of schedulable classrooms and other instructional areas at the high school level. A program factor is then applied to that designed capacity to allow flexibility in how schools are used and how assigned programs are implemented, and to account for district-sponsored center programs. Applied capacity can be compared equitably across schools.

Articulation Area
A group of schools consisting of a high school and the middle and elementary schools whose students typically progress into it. Composition varies across the district: most articulation areas comprise one high school, one middle school, and several elementary schools, while others include additional middle schools, K–8 campuses, or a combined junior-senior high school in place of separate middle and high schools. Jeffco has 17 articulation areas, and they are a primary unit used throughout this Plan for enrollment, utilization, and facility condition analysis.

Attendance Boundary Capture Rate
The share of students living within a school's attendance boundary who attend that school, rather than choosing to enroll elsewhere. Lower capture rates indicate greater outflow to other schools or programs.

Composite Building Score (CBS)
A standardized score, expressed as a decimal between zero and one, that combines five measures into a single indicator of overall building condition: Facility Condition Index, effective building age, Energy Use Intensity, work order data, and Facility Condition Survey score. Higher scores indicate better overall building quality. Composite Building Score supports districtwide comparison and is not a substitute for a detailed facility assessment.

Educational Adequacy (EA)
A measure of how well a school's physical environment supports modern instructional practices, safety and security, collaborative learning, specialized programs, and overall student experience. EA scores are calculated as a weighted average across eight categories. Educational Adequacy is distinct from facility condition, which evaluates building systems rather than how well spaces support programming.

Educational Capacity
A complementary capacity methodology the district is developing, which would assign programming standards to each school based on its instructional makeup and apply differentiated loading factors to specialized spaces such as Pre-K and special education classrooms. Educational capacity is intended to work alongside applied capacity rather than replace it. Because this methodology is still being refined, the capacity and utilization figures in this Plan are based on applied capacity.

Effective Building Age
The number of years since a facility was originally constructed or most recently underwent a renovation, modernization, or full replacement substantial enough to reset the building's lifecycle. Not every renovation qualifies; the work must be comprehensive enough to restore the asset's remaining useful life rather than address isolated systems or finishes. Effective building age thus reflects the timing of the most recent major capital reinvestment rather than original construction date alone, so a substantially modernized older building carries a lower effective age than its year of construction would suggest.

Energy Use Intensity (EUI)
A measure of a building's annual energy consumption relative to its size, expressed as energy used per square foot per year. Lower values indicate more efficient performance. EUI is influenced by the age and efficiency of mechanical and lighting systems, the quality of the building envelope, and the extent to which a facility has received energy-related capital investment, which makes it a useful indicator of both operational efficiency and relative building performance across the portfolio. Because EUI also reflects how a building is used, including operating hours and community use outside the school day, it is interpreted alongside other measures rather than on its own.

Facility Condition Assessment (FCA)
The district's evaluation of its real estate portfolio, conducted by the Jeffco Planning and Property Department. Each building is assessed on a three-year cycle, with approximately one third of the portfolio assessed each year, and results are published annually as the Summary of Findings. The assessment evaluates critical building systems, such as roofing, envelope, and mechanical, electrical, and plumbing systems, and identifies deficiencies and estimated costs to correct them. It also forecasts life cycle renewal needs for building systems approaching the end of their serviceable lives.

Facility Condition Index (FCI)
An industry-standard metric expressing a facility's identified repair needs as a percentage of its total replacement cost. Lower scores indicate better condition. This Plan uses the following thresholds: below 0.05 is Good, 0.05 to 0.15 is Fair, and above 0.15 is Poor. A campus-level FCI covers the site and all structures belonging to that campus.

Facility Condition Survey
A survey issued to school leaders and facility managers at each campus as part of this Plan, capturing day-to-day experience with building systems and asset conditions on a 1 to 5 scale. The survey adds a perspective that a technical assessment cannot capture on its own, drawing on the people who occupy and operate these buildings every day. Principals and facility managers observe how spaces perform across a full school year, including recurring issues, seasonal conditions, and problems that affect daily operations but may not register as documented deficiencies. Used alongside other condition evaluations such as the Educational Adequacy and Facility Condition assessments, this input helps confirm where technical findings align with or diverge from lived experience





Option School
A district school that enrolls students from across the district rather than from a defined attendance boundary, typically offering a specialized program or instructional model. Option schools are grouped with districtwide schools in district facility reporting.

Outdoor Education Laboratory (OEL)
A district facility supporting immersive outdoor learning experiences for middle school students, reinforcing hands-on experiential learning, environmental literacy, and leadership development. Jeffco operates two Outdoor Education Laboratories, Mount Blue Sky and Windy Peak.

Remaining Useful Life
The estimated number of years a building system or component can be expected to remain in service before it requires replacement. Remaining useful life supports proactive lifecycle planning by indicating when future replacement costs are likely to occur.

Temporary Capacity
Capacity provided by transportable and portable buildings situated on school grounds, as distinct from the permanent capacity of the school building itself.

Total Facility Replacement Value
The estimated cost to fully replace all district facilities, calculated by applying construction unit costs to building square footage. The figures noted in this Plan reflect demolition and new construction costs only and exclude owner's soft costs, contingency, and escalation.

Utilization
A measure of how fully a school's capacity is being used, calculated by dividing enrollment by capacity. Utilization indicates what share of a school's available seats are occupied, and whether a school has room to grow or is running short on space. Schools operating well below capacity may have more space than their enrollment supports, while schools operating above capacity may need to use spaces for functions they were not designed to serve.

Work Order Data
Records of maintenance and repair requests at each facility, expressed in this Plan as average work order cost per square foot. Work order data reflects recurring, day-to-day maintenance demand and complements Facility Condition Assessment data by capturing issues that may not always appear as documented deficiencies.

9.2 Data Sources and Methodology

This summary describes how the sources of data used in this Plan were developed. Terms are defined in Section 9.1.

Scope of Analysis
The existing conditions analysis in this Plan covers 122 active district-operated traditional school sites. It excludes charter schools, online schools, cottage schools, Outdoor Education Laboratory sites, stadiums, and administrative and support facilities. Outdoor Education Laboratory sites and stadiums are addressed in Section 7.0 and are included in the site profiles in this Appendix.

Facility Condition Assessments
Conducted by the Jeffco Planning and Property Department through site walks and project closeout assessments, on a three-year cycle covering approximately one third of the portfolio each year, with results published annually as the Summary of Findings. Deficiency information is entered into a district database and priced using industry-standard cost databases, adjusted annually for inflation and other industry conditions and inclusive of soft costs. These assessments produce the deficiency values reported in Section 4.3 and the Facility Condition Index for each building.

Facility Condition Survey
Issued to school leaders and facility managers at each campus as part of this Plan. Respondents rated building systems and asset conditions by category on a 1 to 5 scale and annotated site plans to identify the specific locations and areas of concern within their campus. Results are reported in Section 4.2 and contribute to the Composite Building Score.

Educational Adequacy Assessment
Conducted by the project team through site walks and direct observation at all active district school sites, using a rubric developed in alignment with national best practices. Each campus was scored across eight weighted categories: classrooms, safety and security, presence, assembly, organization, environmental quality, extended learning, and community. Weighting is adjustable at every level of the scoring structure, from individual criteria through category rollups, allowing the district to reflect evolving priorities over time.

Work Order Data
Drawn from district maintenance records covering calendar years 2023 and 2024 and expressed as average work order cost per square foot over that two-year period.

Energy Use Intensity
Drawn from district energy consumption records and normalized by building square footage.

Composite Building Score
Calculated for this Plan by normalizing five inputs and combining them into a weighted average: Facility Condition Index (30%), effective building age (25%), work order data (20%), Energy Use Intensity (15%), and Facility Condition Survey score (10%). This weighting emphasizes core indicators of facility condition and maintenance demand while also incorporating measures of efficiency, recency of investment, and user-reported experience.

Capacity and Utilization
Capacity figures are drawn from the district's total applied capacity calculations. Utilization compares enrollment to applied permanent and applied temporary capacity. Utilization analysis excludes standalone career and technical education and preschool campuses.

Student Enrollment and Demographic Data
Drawn from district enrollment records based on the annual October count, consistent with the membership the district reports to the Colorado Department of Education each year. Enrollment and birthrate projections were developed by the Jeffco Finance, Planning & Analysis Department. Enrollment figures include both district-run and charter school students where noted. Student race and ethnicity data were sourced from the National Center for Education Statistics (NCES).



Total Facility Replacement Value
Developed for this Plan by multiplying the square footage of each building by differentiated unit cost assumptions for elementary, middle, K–8, and high school facilities. Low-end and high-end unit costs were applied to establish a range, along with a midpoint (average) value for planning purposes.

Stakeholder Engagement
Gathered throughout the planning process from district leadership, departmental leadership teams, the district leadership steering committee, the Capital Asset Advisory Committee, the Financial Advisory Committee, school principals, school facility managers, and the broader Jeffco community.

Inputs Identified for Future Decision-Making
Several data inputs referenced in Section 5.0, including geographic access and travel distance, grounds and landscaping maintenance data, wildfire hazard zoning and risk assessments, and specialized program locations, are identified as considerations for future project-level decisions. These inputs will help inform how the district applies the framework going forward.

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