From "Rob Price <rob.price@bvsd.org>" <rob.price@bvsd.org>
Subject **City of Broomfield Presentation**
To Randy Barber <randy.barber@bvsd.org>
Date April 15, 2026 2:24:37 PM MDT

Adams 12 Broomfield City Council presentation is attached for your review.

**Rob Price**
*Assistant Superintendent of Operational Services*
6500 East Arapahoe Road
Boulder, Colorado 80303
720.561.6425 (office)
970.214.0110 (mobile)
www.bvsd.org

---------- Forwarded message ---------
From: **Molly Brandt** <Molly.R.Brandt@adams12.org>
Date: Mon, Apr 13, 2026 at 8:52 PM
Subject: Re: City of Broomfield Presentation
To: Rob Price <rob.price@bvsd.org>

Rob,
Our presentation is attached. We are interested in a slightly higher altitude than in your presentation. Our interest is to agree on a shared altitude so that our presentation can merge and sync well, so the City Council is limited in comparing/contrasting our approaches.

I can explain more on Thursday, but I wanted to give you this ahead of time to review.

**Molly Brandt, RD, SNS**
Chief Operating Officer
Adams 12 Five Star Schools
molly.r.brandt@adams12.org
(720) 972-4288
Cell: 720-984-8520

On Thu, Apr 9, 2026 at 9:55 AM Rob Price <rob.price@bvsd.org> wrote:

> Hi Molly,
>
> Attached is a draft presentation for the City/County of Broomfield. The presentation is 20 slides, but I can cover the material in under 15 minutes. I'm assuming we each have a 15 minute slot. We might need to confirm this with the City Manager.
>
> We can discuss the details further during our meeting next week.
>
> Rob
>
> **Rob Price**
> *Assistant Superintendent of Operational Services*
> 6500 East Arapahoe Road
> Boulder, Colorado 80303
> 720.561.6425 (office)
> 970.214.0110 (mobile)
> www.bvsd.org

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Attachments:

- AD12 Declining Enrollment - Standard Presentation.pdf



# Supporting Thriving Schools

## *in a Period of Declining Enrollment*

2026

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# What are we going to cover?

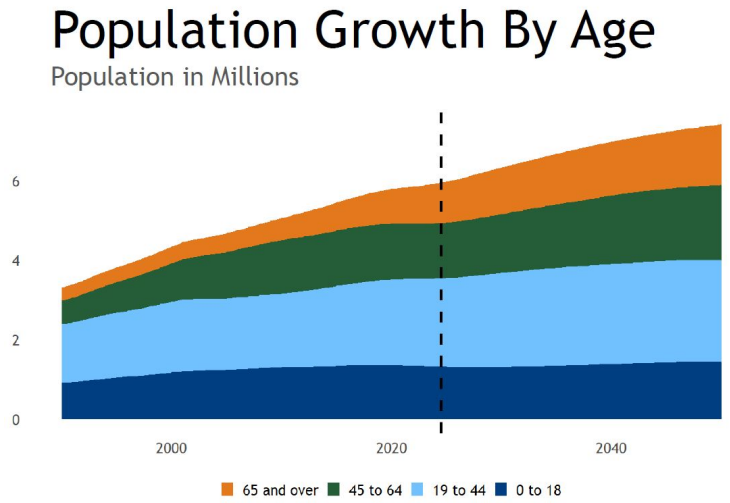
- Background on declining enrollment
- District-specific trends and overall impacts
- Our path forward, ensuring thriving and fiscally responsible school environments through consolidations



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# Declining Enrollment - Background and Causes

- Low birth rates - **indicate low or declining population growth**
- Reduced state and national migration
- Aging population
- High cost of living
- Housing market challenges, aging in place




- Population 65+ fastest growing population in Colorado
- Population less than 18 currently declining in size
- Younger working age population steadily increasing
- Older working age population fluctuating

Source: State Demography Office, vintage 2024 estimates and projections

**Most recent published data, may not reflect trends from SY 2025-26*



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# What has changed since school year 2024-25?

- Enrollment is declining more rapidly than expected
- Oct. 2024 - Oct. 2025: Enrollment declined by **1,365** ***2nd highest decline since pandemic (2020)***
- Enrollment decline is expected to continue for the foreseeable future
- Must address declining enrollment to ensure thriving school environments for all students

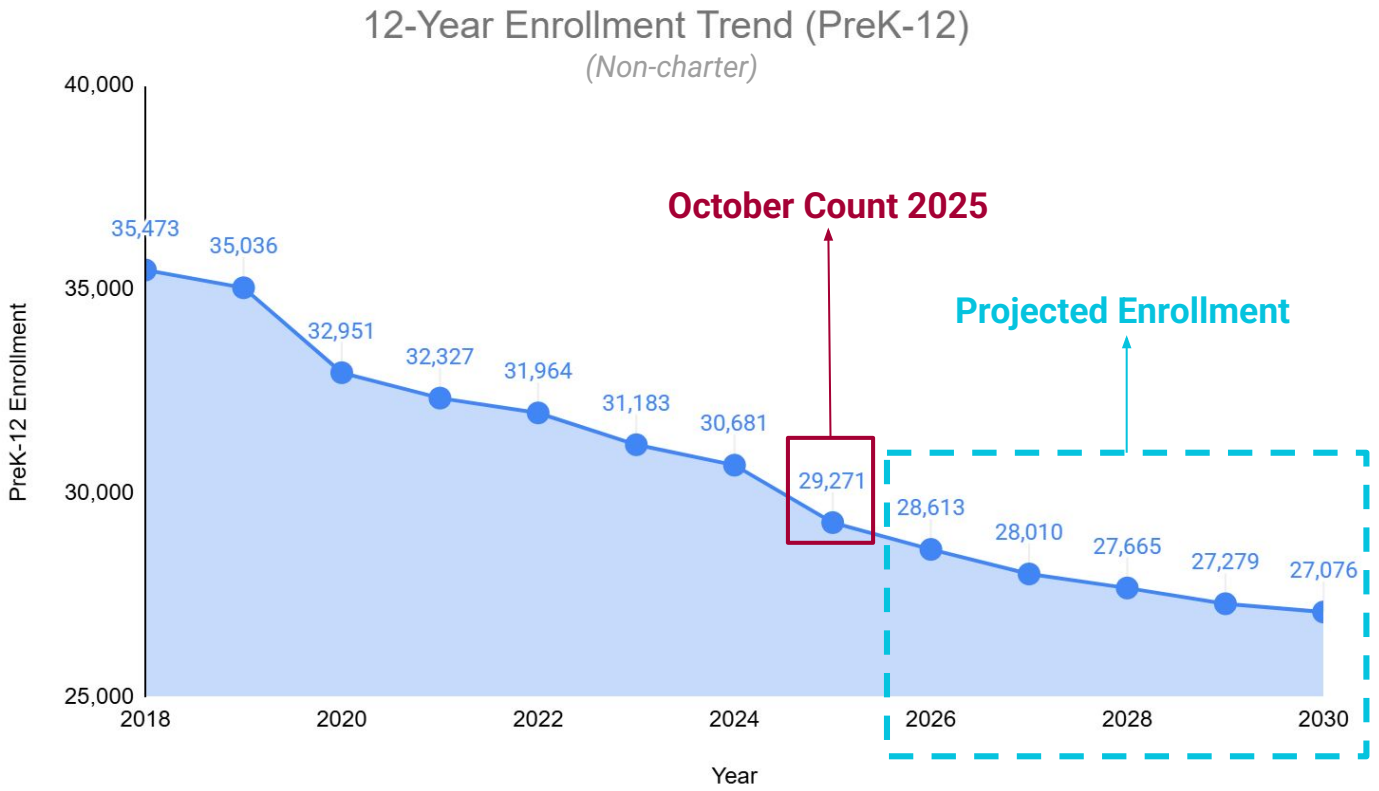
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# District Trends: Enrollment Projected to Continue to Decline

## Enrollment is declining more rapidly than expected.

*Resulting in excess capacity throughout the district. This must be addressed to ensure thriving school environments for all students.*




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# Enrollment & Capacity

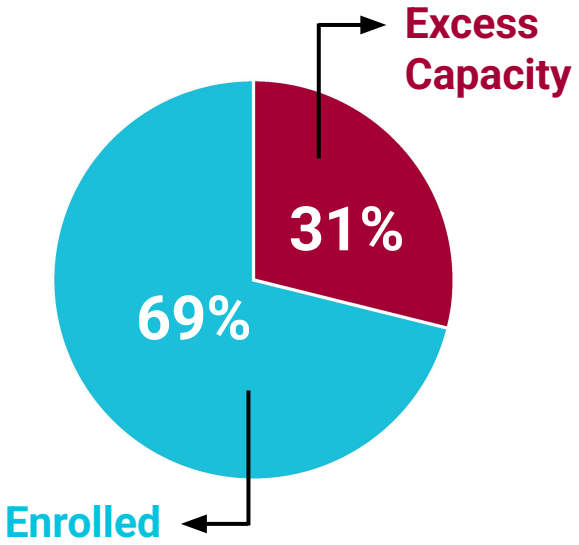
## What does declining enrollment look like in our schools?



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# Elementary Building Capacity

*2025-26 School Year*

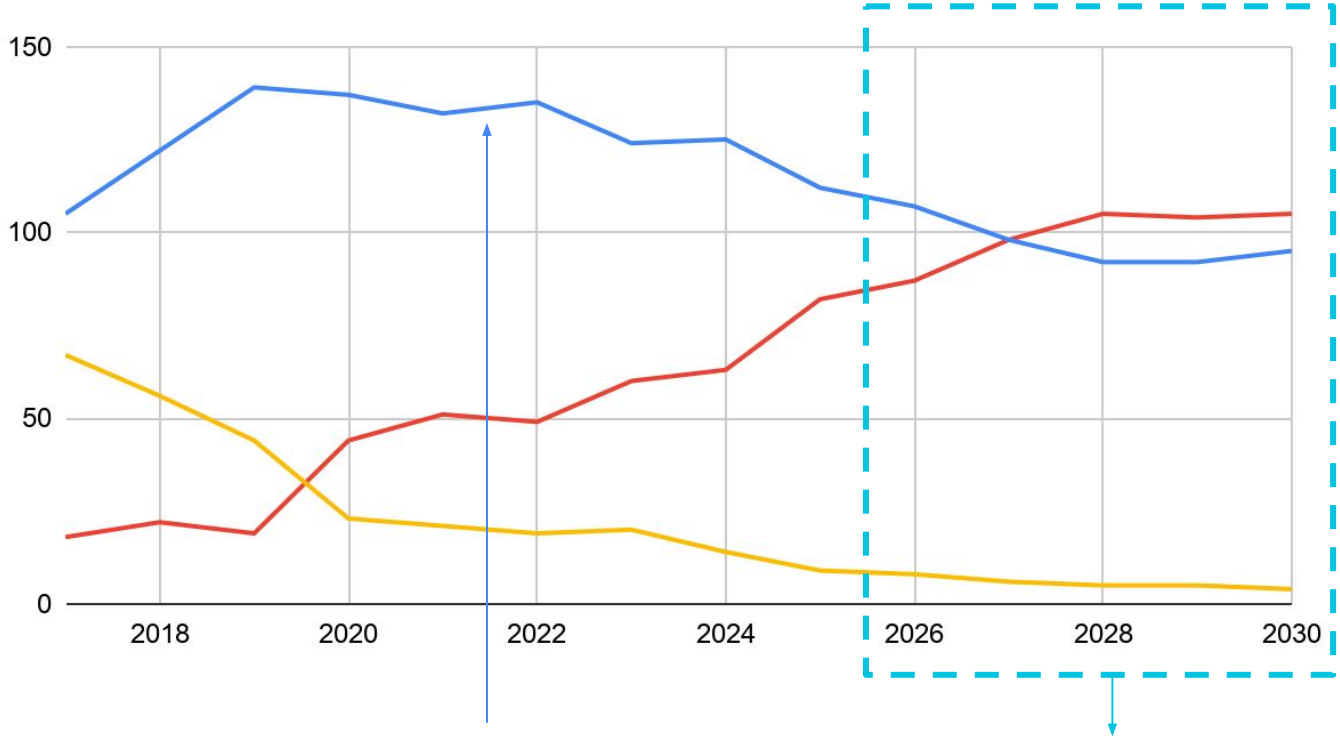



- Capacity to serve **15,370** **K-5** students in our non-charter schools
- As of 2025 October Count, we serve **10,571** **K-5** students *(excludes students at K-8 schools)*
- District **K-5** utilization estimated to be **69%** ***(4,799 open K-5 seats)***

*Elementary building capacity is based on K-5, and does not include preschool or K-8 capacity*

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# Elementary - Fewer Classes per Grade Level Over Time




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# Elementary School Impacts

- Full-time specials teachers
- Robust teacher collaboration
- Ample dedicated support staff (Interventionists, Instructional Coaches, SELS, FOLs)
- Robust afterschool activities and offerings
- Full-time Assistant Principals
- Before- and after-school childcare to support families



## 4 Rounds

**4 CLASSES PER GRADE LEVEL**



## 3 Rounds

**3 CLASSES PER GRADE LEVEL**

*The goal for a thriving school*

- Part-time specials teachers
- Limited teacher collaboration
- Limited dedicated support staff (Interventionists, Instructional Coaches, SELS, FOLs)
- Limited afterschool activities
- No or half-time Assistant Principals
- No or limited before- and after-school childcare due to resources



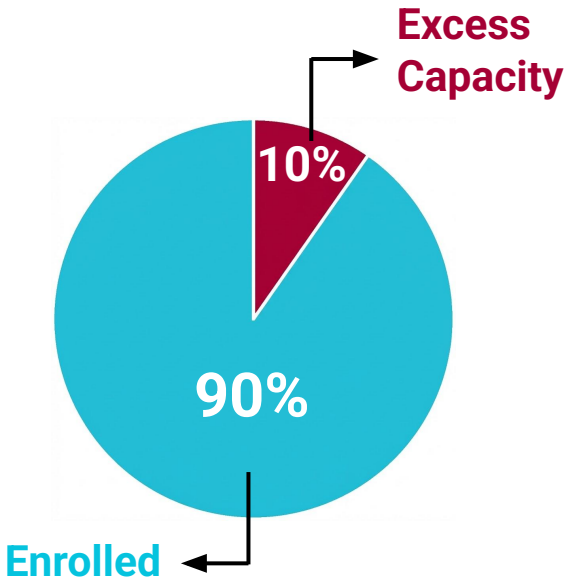
## 2 Rounds

**2 CLASSES PER GRADE LEVEL**

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# K-8 Capacity (Excludes Preschool)

*2025-26 School Year*

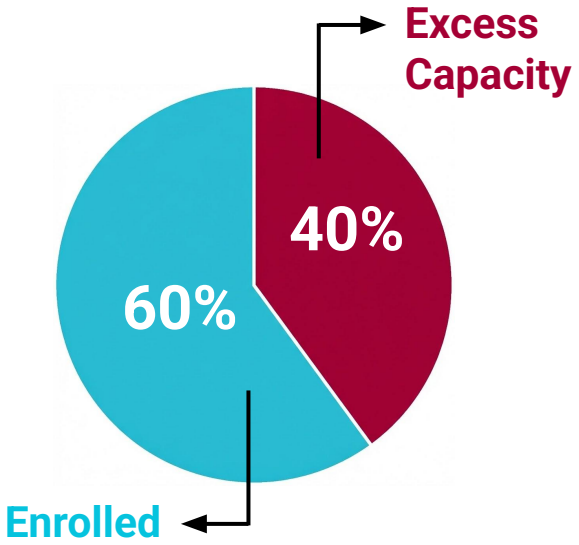



- Capacity to serve **3,066** **K-8** students in our non-charter schools
- As of 2025 October Count, we serve **2,758** **K-8** students
- District **K-8** utilization estimated to be **90%** ***(308 open K-8 seats)***

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# Comprehensive Middle School Building Capacity

*2025-26 School Year*

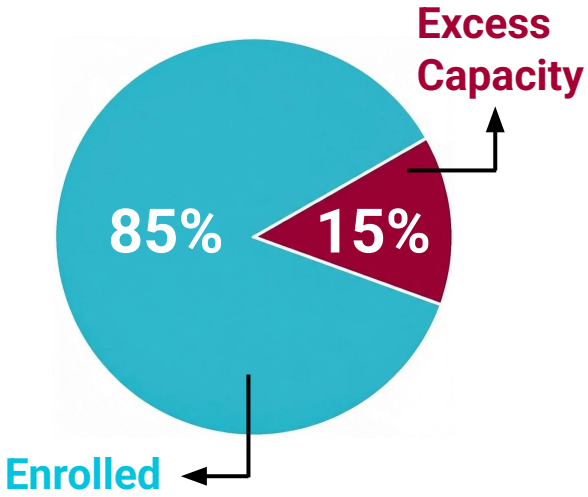



- Capacity to serve **8,696** **middle school students** in our non-charter schools
- As of 2025 October Count, we serve **5,229** **middle school** students *(excludes Five Star Online and students at K-8 schools)*
- District **middle school** utilization estimated to be **60%** ***(3,467 open middle school seats)***

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# Comprehensive High School Building Capacity

*2025-26 School Year*




- Capacity to serve **10,548** **high school students** in our non-charter schools
- As of 2025 October Count, we serve **9,012** **high school** students *(excludes Five Star Online)*
- District **high school** utilization estimated to be **85%** ***(1,536 open high school seats)***

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# Secondary School Impacts

| THRIVING ENROLLMENT | | LOW ENROLLMENT |
|---|---|---|
| **Greater opportunities for kids**<br>*Adequate staff to support greater elective choices, sports and clubs opportunities* | → | **Reduced opportunities for kids**<br>*Loss of elective or sports and clubs opportunities due to fewer staff to support* |
| **Robust academic pathways**<br>*More course offerings* | → | **Less options for academic courses**<br>*Fewer course offerings* |
| **Focused instruction**<br>*Teachers teach only one grade level or course* | → | **Broader or divided instructional focus**<br>*Teachers covering multiple grades or courses* |
| **Dedicated support staff**<br>*Instructional Coaches, Mental Health providers, Deans, Social Emotional Learning Specialists, etc.* | → | **Limited support staff**<br>*Difficulty sustaining these dedicated support roles* |

Fewer students means fewer dollars and less staff, leading to **tough decisions about reducing opportunities and supports for students**

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# What Happens if We Don’t Adapt?

**Families and students will continue to see:**

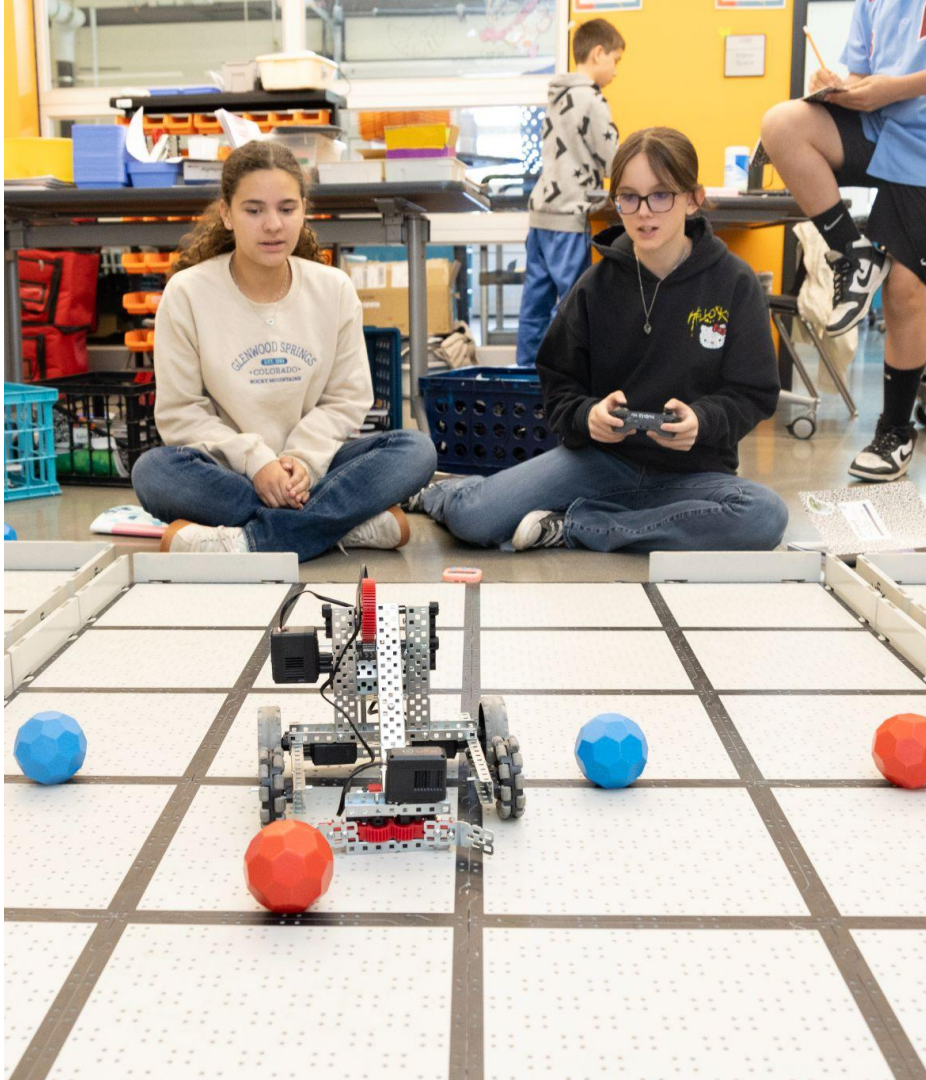
- Reduced access to learning opportunities
- Fewer dedicated full-time staff supporting students at one school
- More part-time specials teachers, part-time assistant principals divided across multiple schools
- Less staff to collaborate with to support student success
- Growing inequities across schools
- Underutilized buildings put continued financial strain on resources, adversely affecting programming for all students across all schools



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# Our Path Forward

*Ensure a thriving school experience for all students.*




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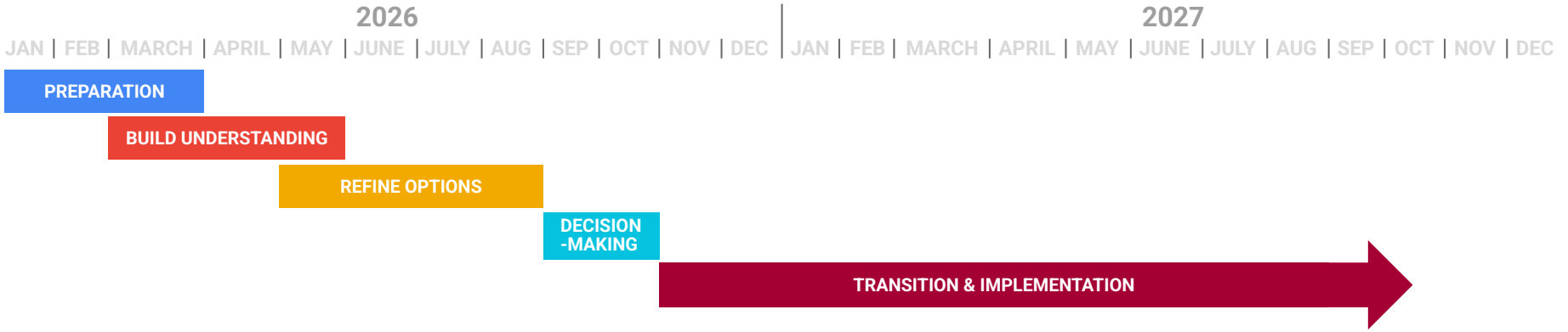
# Guiding principles for a thriving school environment

- Establishes enrollment levels to support adequate staffing, teacher collaboration, robust student programs, and full-time specials
- Provides robust programming that fosters academic success and a high-quality student and family experience
- Promotes and maintains a strong sense of community
- Uses district resources efficiently to maximize student learning by maintaining enrollment levels that are financially sustainable




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# Timeline for School Consolidations




## Preparation

**Jan '26 - March '26:** Review data and establish guiding principles for a thriving school experience

Begin evaluating potential school consolidation options for elementary and middle schools

## Build Understanding of the Problem

**March '26:** Confer with school and district leaders

**April '26:** Present information to Board and Community Committees

**March '26 - May '26:** Educate staff, parents and community

Engage with Association leaders and municipalities

## Refine Options

**May '26 - Aug '26:** Refine school consolidation options aligned to a thriving school experience

## Decision-Making

**Sep '26 -Oct '26:** Make final decisions on school consolidations effective for the 2027-2028 school year

- Communicate with staff, families and the larger community
- Present to the Board of Education

## Transition & Implementation

**Nov '26 - May '27:** Host information sessions with affected staff & communities

Prepare facilities for upcoming adjustments

**Aug '27:** Implement school consolidations

# Next Steps

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# School Snapshot

- Shares district and school level data about enrollment, finances, staffing, facility conditions, academic performance, etc.
- Provides transparency around school data.
- Tells the story of factors that impact our ability to provide a thriving school environment.



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*Releasing publicly Summer 2026