

Special Board Meeting

Wednesday, May 1, 2024 5:30 PM

Central 301 District Office, 275 South St, P.O. Box 396, Burlington, IL 60109

1. **Meeting Call to Order**

A. Roll Call

B. Approval of Agenda

2. **Pledge of Allegiance**

3. **Public Open Forum**

A. Recognition of Visitors

B. Public Comment

4. **Action Items**

A. Consent Agenda

1) Personnel Report

B. Discussion and Action Regarding Enrollment Study

C. Discussion and Action Regarding Facilities Study

5. **Executive Session**

A. Adjourn to Closed Session to Hear Information Regarding:

Collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees [5 ILCS 120/2(c)(2)].

6. **Open Session**

A. Adjourn Closed Session to Return to Open Session

7. **Adjourn**

**CCUSD #301 Personnel Report
May 1, 2024**

New Hire – Non-Certified

Name	School	Position
Rodriguez, Marianna	CHS	Cook (6 hours)

Voluntary Transfer – Certified

Name	School	Position	Effective Date
Armintrout, Linda	CT	Early Childhood Teacher	2024-2025 School Year
Coppola, Michael	PV	Third Grade Teacher	2024-2025 School Year
Melvin, Lindsay	DO	Instructional Coach	2024-2025 School Year

Resignation – Certified

Name	School	Position	Effective Date
Madrid, Rachel	CHS	Math Teacher	End of SY24

Resignation – Non-Certified

Name	School	Position	Effective Date
Ayala, Oscar	CT	Paraprofessional	End of SY24
Chapman, Mary	Transportation	Bus Driver	May 3, 2024

Retirement – Certified

Name	School	Position	Effective Date
Lange, Trent	CHS/CMS/LL	Speech Language Pathologist	End of SY28
Reagan, Stacy	DO	Instructional Coach	End of SY28

Leave of Absence – Certified

Name	School	Position	Effective Date
Ellis-Bonk, Andrea	CT	Speech Language Pathologist	4/9/2024 to 4/12/2024, then intermittent
Stierling, Briana	CMS	Spanish Teacher	5/10/2024 to 5/24/2024

Leave of Absence – Non-Certified

Name	School	Position	Effective Date
Raidy, Robert	PV	Custodian	6/4/2024 to 6/24/2024

Salary Increases for 2024-2025:

Transportation Staff, District Office Support Staff, Administration, Dean's Assistants, Accompanists, Lunchroom Supervisors, Operations Administrative Support Staff, Technology Staff, EFE Staff, School Psychologists, Social Workers: Pay increase range of 0% to 5.5%, not to exceed 4.6% per department based on performance.

Superintendent: Increase of 4.6%



CENTRAL
SCHOOL DISTRICT 301

Planning for the Future

Central Community Unit School District 301

MAY 1ST, 2024

PRESENTED BY: ROBERT SCHWARZ, CEO

RSP Quick Facts:

- Founded in 2003
- Professional educational planning firm
- Expertise in multiple disciplines (GIS, Planning, Facilitation)
- Over 20 years of planning experience
- Over 80 years of education experience
- Over 20 years of GIS experience
- Projection accuracy of 97% or greater

RSP Planning Team:

Robert Schwarz, CEO

- Military, County, City, and School District Planner
- University of Kansas, Master of Urban Planning (MUP)
- American Institute of Certified Planners (AICP)
- Accredited Learning Environment Planner (ALEP)

Ginna Wallace, Planner

- City, Demographic, and School District Planner
- University of Kansas, Master of Urban Planning (MUP)
- American Institute of Certified Planners (AICP)

RSP Clients:

RSP was started with the desire and commitment to assist school districts in long-range planning. **RSP has served over 130 clients in:**

- **Arkansas, Colorado, Iowa, Illinois, Kansas, Minnesota, Missouri, Nebraska, North Dakota, Oklahoma, South Dakota, Tennessee, and Wisconsin**

Our Partners:



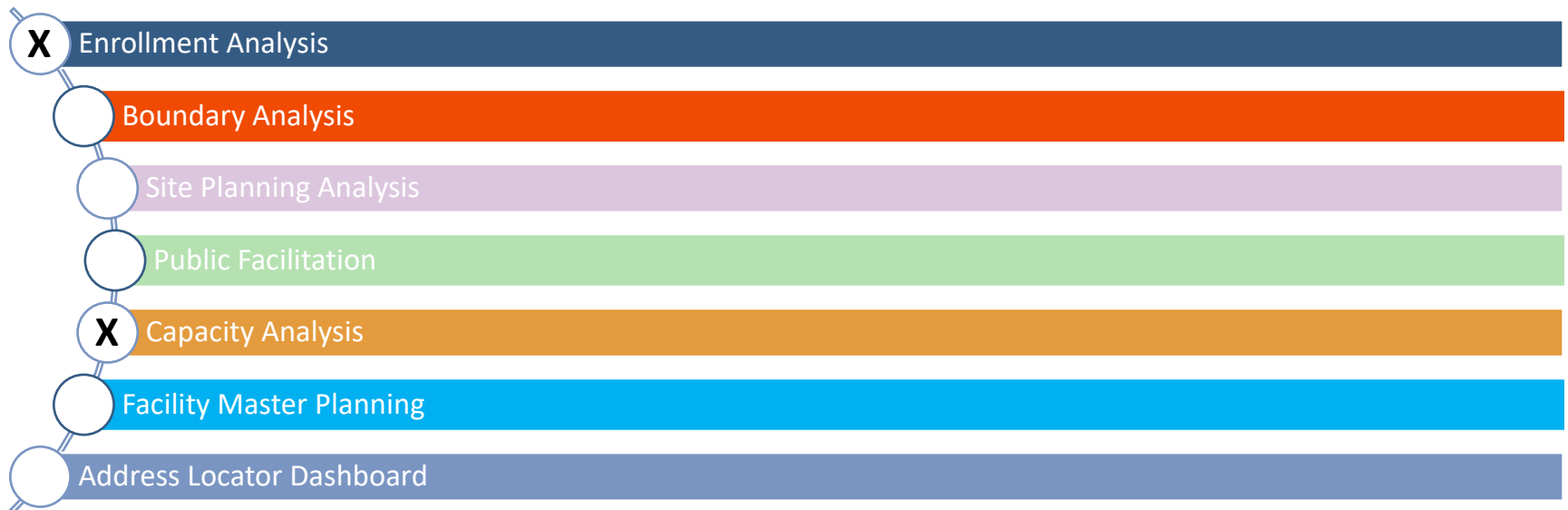
RSP and Illinois School Districts

Snapshot of Projects:

- Deerfield Schools, District 109
 - *Address Locator Services, Enrollment Analysis, and Demographic Study*
 - *2021/22 to 2023/24*
- Indian Prairie School District 204
 - *Boundary Analysis and Enrollment Analysis*
 - *2017/18 and 2020/21 to 2023/24*
- Rockford Public Schools
 - *Boundary Analysis, Board Redistricting Analysis, Capacity Analysis, and Enrollment Analysis*
 - *2014/15 to 2023/24*
- Oswego Community Unit School District 308
 - *Boundary Analysis, Enrollment Analysis*
 - *2010/11 to 2013/14, 2016/17 to 2023/24*
- Palatine Community Consolidate School District 15
 - *Boundary Analysis, Demographic Analysis, and Enrollment Analysis*
 - *2020/21 to 2023/24*
- Plainfield Consolidate Community School District 202
 - *Boundary Analysis, Capacity Analysis, and Enrollment Analysis*
 - *2023/24*
- St. Charles Community Unit School District 303
 - *Boundary Analysis, Capacity Analysis, and Enrollment Analysis*
 - *2022/23 to 2023/24*



RSP Core Services



Why Choose RSP?

- ☐ As an impartial 3rd party, RSP works collaboratively with administration, BOE, and community, resulting in increased credibility concerning work products and decisions made by the district
- ☐ RSP is over 97% accurate with midpoint projections and has extensive experience working with school districts in communities which have experienced all different types of growth trends:
 - ✓ Rapidly increasing populations
 - ✓ Stable increasing populations
 - ✓ Decreasing populations
 - ✓ Demographic shifting
 - ✓ College and university communities
 - ✓ Migrant populations or demographic shifts
- ☐ RSP collaborates with many different entities and persons within the community, which allows the best available information to be utilized in all aspects of the analysis

Enrollment Analysis Example



Enrollment & Demographics

- Student Analysis Maps & Data
- Sophisticated Forecast Model
- Demographics
- Past Enrollment & Change



Housing & Development

- Population, Development, & Enrollment
- Student Development Yield Rate
- Housing Market Maps & Data
- Potential Growth Analysis



Student Projections

- Past, Current, & Future Enrollment
- Building Projections
- Grade Level Projections



Next Steps

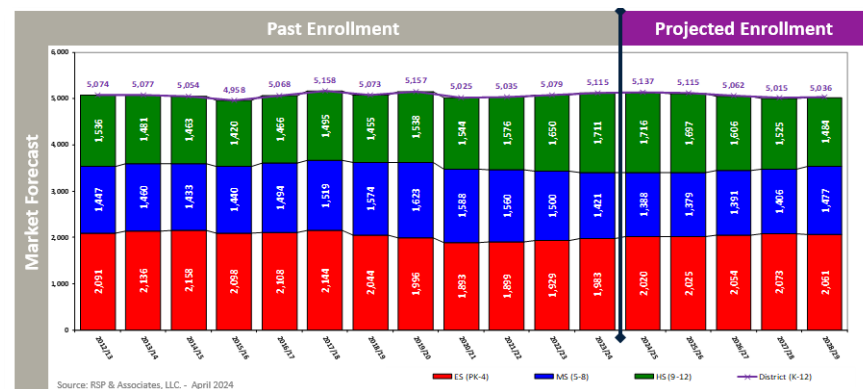
- Moving Forward
- Challenges & Solutions
- Key Considerations



Appendix

- Community Demographics
- Intra-transfer Tables
- Student Density Maps

EXAMPLE of RESULTS:



School	District Capacity	Enrollment Type (Past)	Past School Enrollment			Projections Based on Residence					
			2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Anson Elementary	450	Reside	111	94	97	108					
		Attend	204	201	201	204	205	201	210	210	202
		Attend	292	255	269	276	273	270	280	280	277
Central Attendance Area	0	Reside	0	0	0	0					
		Attend	246	220	253	261	259	276	278	278	284
		Attend	0	0	0	0	0	0	0	0	0
Fisher Elementary	450	Reside	153	159	166	175					
		Attend	219	248	248	248	256	265	266	271	271
		Attend	372	360	376	375	385	396	397	398	403
Franklin Elementary	450	Reside	170	155	157	181					
		Attend	288	291	284	299	309	317	325	319	315
		Attend	337	351	361	361	377	385	393	388	386
Hoglan Elementary	450	Reside	145	139	154	178					
		Attend	243	240	252	260	267	250	263	265	266
		Attend	304	281	302	337	329	314	329	331	332
Rogers Elementary	300	Reside	116	111	96	108					
		Attend	197	193	188	198	199	204	206	206	204
		Attend	242	252	251	244	259	264	266	269	268
Rural Attendance Area	0	Reside	0	0	0	0					
		Attend	188	187	186	191	193	183	183	184	189
		Attend	0	0	0	0	0	0	0	0	0
Woodbury Elementary	450	Reside	125	122	113	118					
		Attend	308	315	317	320	332	329	323	340	330
		Attend	344	354	365	382	396	393	387	406	393
ELEMENTARY SCHOOL TOTAL	2,550	Reside	820	780	783	868					
		Attend	1,893	1,895	1,929	1,981	2,020	2,025	2,054	2,073	2,061
		Attend	1,891	1,853	1,924	1,975	2,019	2,022	2,052	2,072	2,059

Source: RSP & Associates, LLC - April 2024

Note 1: Student Projections are based on the residence of the student.
 Note 2: The Enrollment Model is based on a Head count of students by Planning Area at each facility
 Note 3: Transfers between Facilities are shown with Attend Projections
 Note 4: The Enrollment Model assumes ES(PK-4) MS(5-8) and HS (9-12)
 Note 5: Each planning area is assigned the 2023/24 boundary
 Note 6: School capacity provided by the District
 Note 7: Reside is based on the student home address
 Note 8: Attend is based on which facility the student attends
 Note 9: Res/Att (Reside/Attend) are the students who reside in the attendance area that they have chosen to attend
 Note 10: Virtual and Four Oaks / Marshalltown Learning Academy Students included in Enrollment School Totals

School Utilization Legend
 Over 100% School Capacity
 Under 70% School Capacity

Sophisticated Forecast Model



Built-Out $S_{c, t, x} = S_{c-1, t-1, x} * GC$

Let:

S = The number of students, either an actual count or a projected count
x = A subscript denoting an attendance area in the School District
c = Grade level
t = Time (years)
GC = Growth component either modeling enrollment increase or decrease based on historical information, expressed as a real number

Developing $S_{c, t, x} = S_{c-1, t-1, x} + (BP_{t, x} * R_{c, x})$

Where: $BP_{t, x} = \left(\frac{(CP_x)(BT_x)(A_x)}{\sum_x (CP_x)(BT_x)(A_x)} \right) * CT$

Let:

S = The number of students, either an actual count or a projected count
x = A subscript denoting an attendance area in School District
c = Grade level
t = Time (years)
BP = Building permit forecast as given by the Building Permit Allocation Model (BPAM) model
R_{c, x} = Student Enrollment ratio of cohort c in planning area x
CP = Capacity of a planning area as expressed by available housing units
BT = Building history trend of planning area
A = An index which models the likelihood of development
CT = Building permit control total forecast

This is the **central focus** of everything RSP does.

The model is based on what is happening in a school district. The best data is statistically analyzed to provide an accurate enrollment forecast. The District will be able to use RSP's report and maps to better understand demographic trends, school utilization, and the timing of construction projects.

The SFM is...

- a social science... not an exact science; it identifies behavior trends to determine the propensity of them to be recreated
- valuable in how our team created and analyzes the geography at a planning area level for any commonality which while help produce an accurate forecast

Some variables examined for each planning area (but not limited to) are...

- natural cohort (district data)
- planning area subdivision lifecycle (a RSP variable)
- the value of homes (county assessor data)
- type of residential units like single-family, multi-family, townhome, mobile home, etc. (county assessor data)
- year units were built
- estimated female population (census data)
- estimated 0-4 population (census data)
- existing land use (county and city data)
- future land use (county and city data)
- capital improvement plan (county and city data)
- future development (county and city data)
- in-migration of students (district data) & out-migration of students (district data)

Understanding the Model



RSP Recommended to continually monitor the following indicators:

Enrollment may decrease more than forecasted if...

- ➖ Decreasing share of live births
- ➖ Current housing stock does not re-green (continues to age)
- ➖ Housing development experiences minimal potential growth
- ➖ Economic indicators challenge the ability for new homeowners and affordability aspects of the district
- ➖ Demographic shifts in community and/or surrounding communities
- ➖ Incoming Kindergarten class smaller than outgoing senior class

Enrollment may increase more than forecasted if...

- ➕ Increasing share of live births
- ➕ Current housing stock re-greens (turns over)
- ➕ Housing development experience more potential growth
- ➕ Economic indicators improve the ability for new homeowners and the affordability aspects of the district
- ➕ Demographic shifts in community and/or surrounding communities
- ➕ Incoming Kindergarten class larger than outgoing senior class

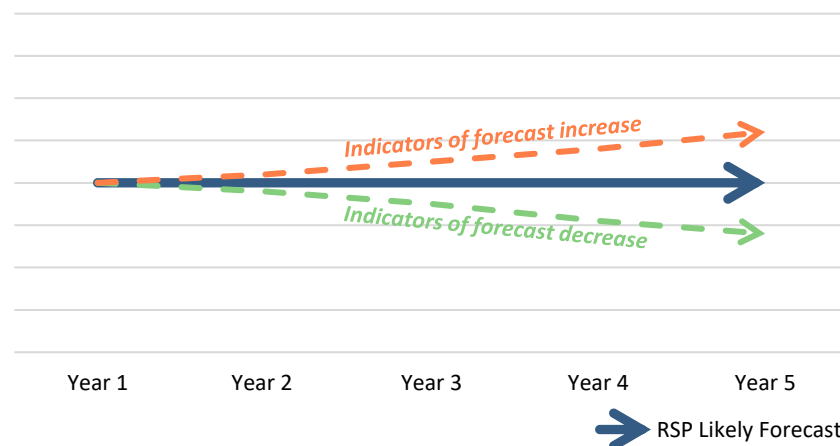
See graphic below to illustrate how the different variables may impact forecasted enrollment outlook:

Main Takeaway:

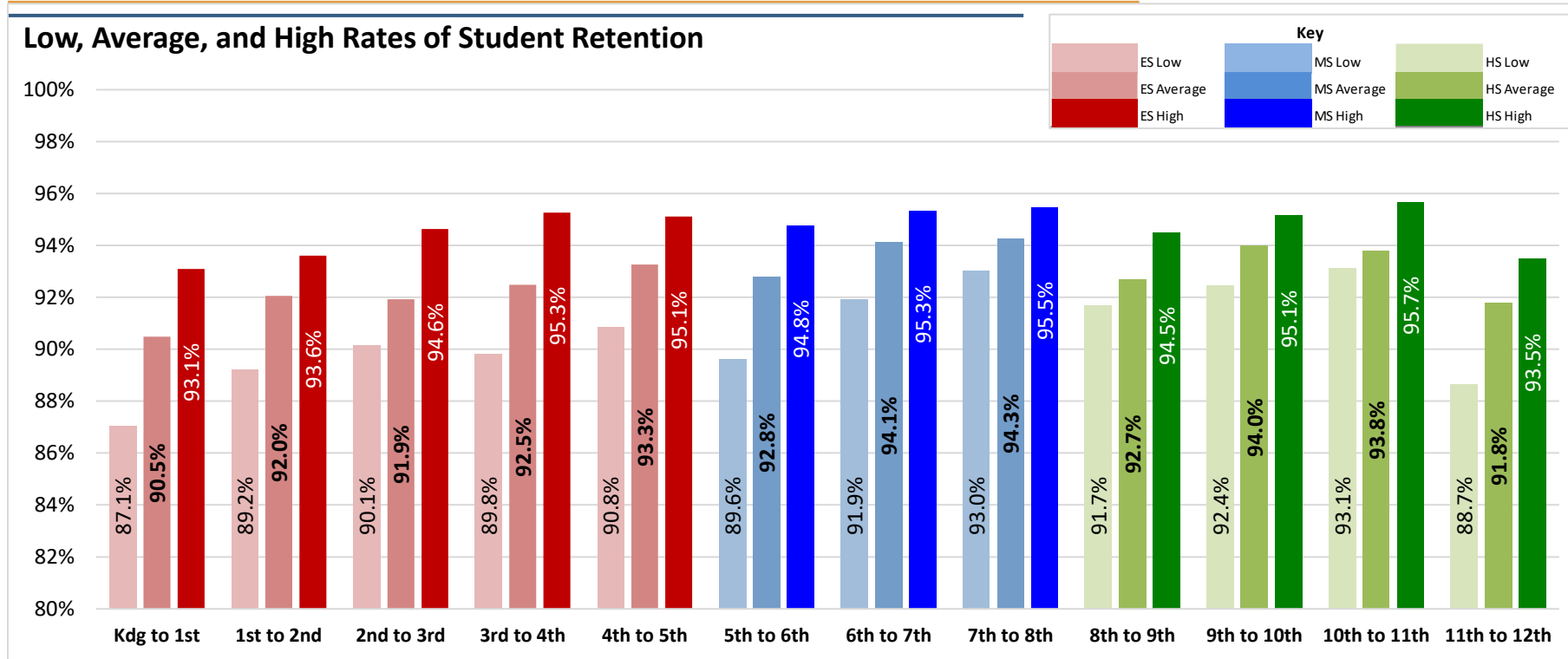
- These factors are not all positive or negative. Each have a different impact on future outlooks.
- State education policy change may impact enrollment outlook. This analysis assumes policies will continue as they currently operate throughout the projection time frame.
- It is important to continue to monitor these factors – RSP modeling attempts to find the most likely outcome:

The goal of this study is to help the board, administration, and public understand how to make the best decision for the students at the classroom level.

Example of Forecast Evolution



Average Student Retention Analysis (10 years of data)



Source: RSP & CUSD308

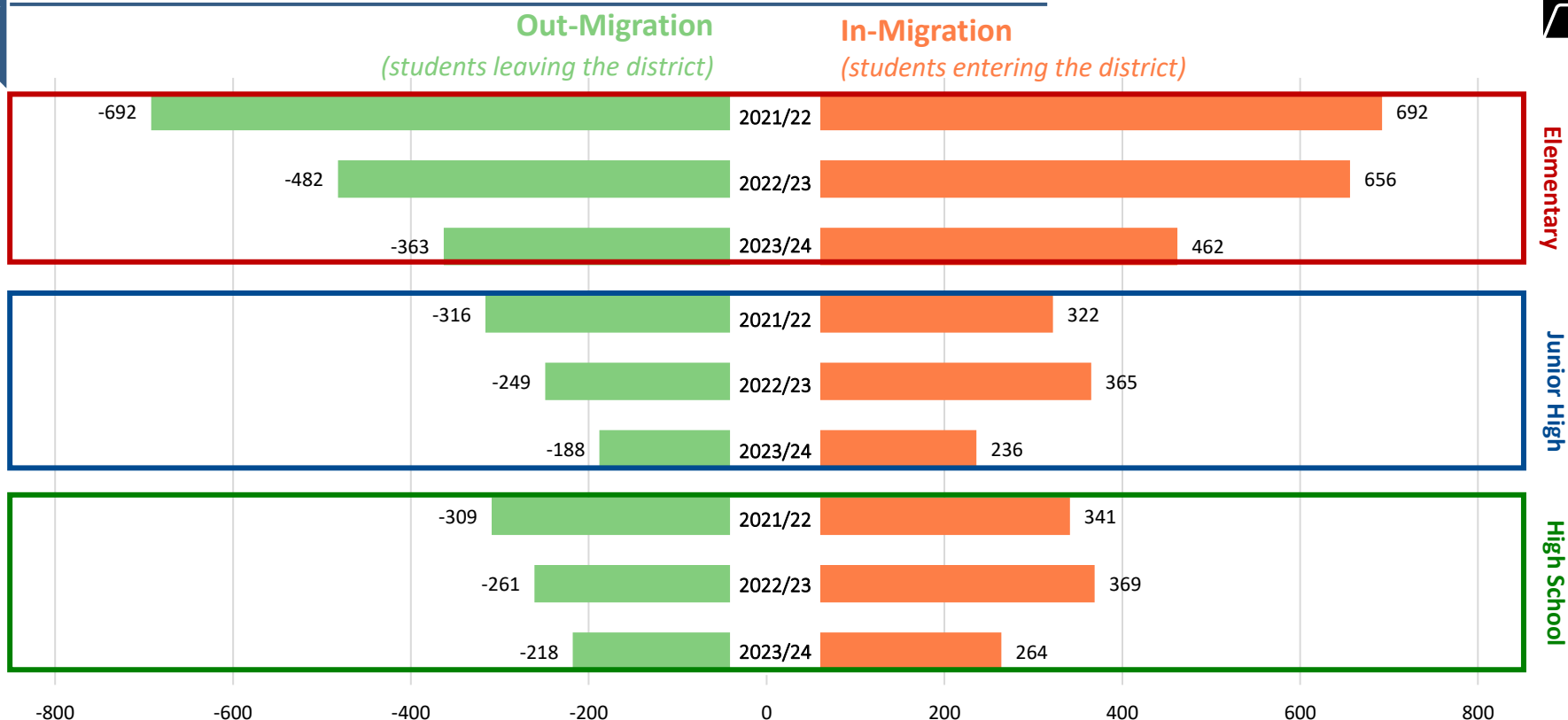
Understanding the Data:

- Table represents the average student retention starting in 2011/12 (10 years of data).
- The bars indicate the Low, Average, and High rate of retention for each grade transition from Year 1 to Year 2:
 - Low: Year at which the lowest percent of students were retained
 - Average: Average of retention rate from 2014/15 to 2023/24
 - High: Year at which the highest percentage of students were retained

Observations:

- Analysis focuses on the average rate of retention from grade to grade utilizing ten years of student data
- On average, the district retains 92.8% of students from beginning (kindergarten) to end (12th grade)
- Rate of student retention tends to increase as the grade level continues
- Kdg to 1st grade has the lowest average retention (90.5%)
- 7th to 8th grade has the highest average retention (94.3%)

3-Year Student Migration Trend



Source: CUSD308 and RSP & Associates

Definition

Out-Migration: Shows number of students in grade K to 11th that were attending the District in the previous year, but are not attending the District in the current year.

In-Migration: Shows number of students in grade 1st to 12th that are attending the District in the current year, but were not attending the District in the previous year.

Observations

- 2021/22 lost 1,317 students and gained 1,355 students; **NET: +38**
- 2022/23 lost 994 students and gained 1,390 students; **NET: +398**
- 2023/24 lost 769 students and gained 962 students; **NET: +193**

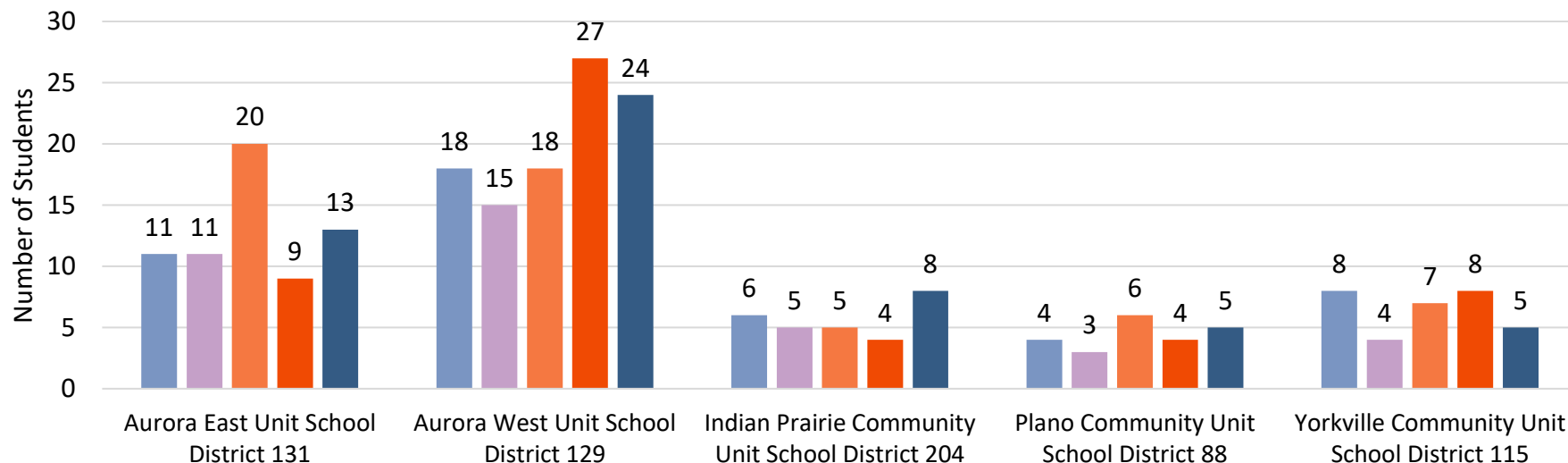
Main Takeaway: The district tends to see more new students migrating into the district than past student migrating out. In and Out-Migration of students has decreased over the past three years indicating a stabilizing of enrollment.

Out of District Student Analysis

Updated 03/12/24

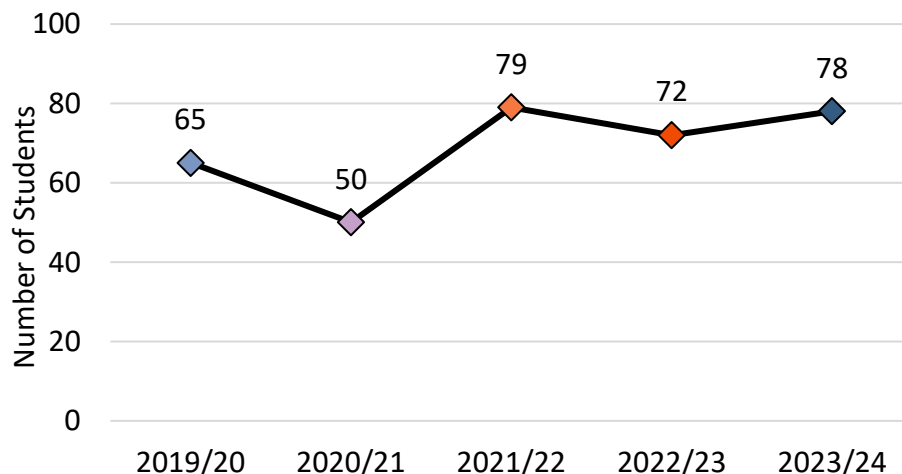
Out of District Students by Residing School District (top 5)

2019/20 2020/21 2021/22 2022/23 2023/24



Source: CUSD308 and RSP & Associates

Total Out of District Students per Year



Source: CUSD308 and RSP & Associates

Observations

- Out of district enrollment increased this year
- 78 total students reside out of the district boundary
- Aurora West SD 129 tends to contribute the largest share of out of district students
- Of the 78 out of district students this year, 62 of those reported with an Individual Education Plan (IEP)

Note: Analysis includes the number of students RSP has geocoded residing out of the district boundary. It may not align with district totals of out-of-district transfers, but provides count of students with addresses outside of the district at the time of Official Count provided data.

Heat Map



Map Details

- Visual shows the location of students in proximity to other students for a “heat affect” in the district.
- **Red:** highest student density
- **Gray:** lowest student density

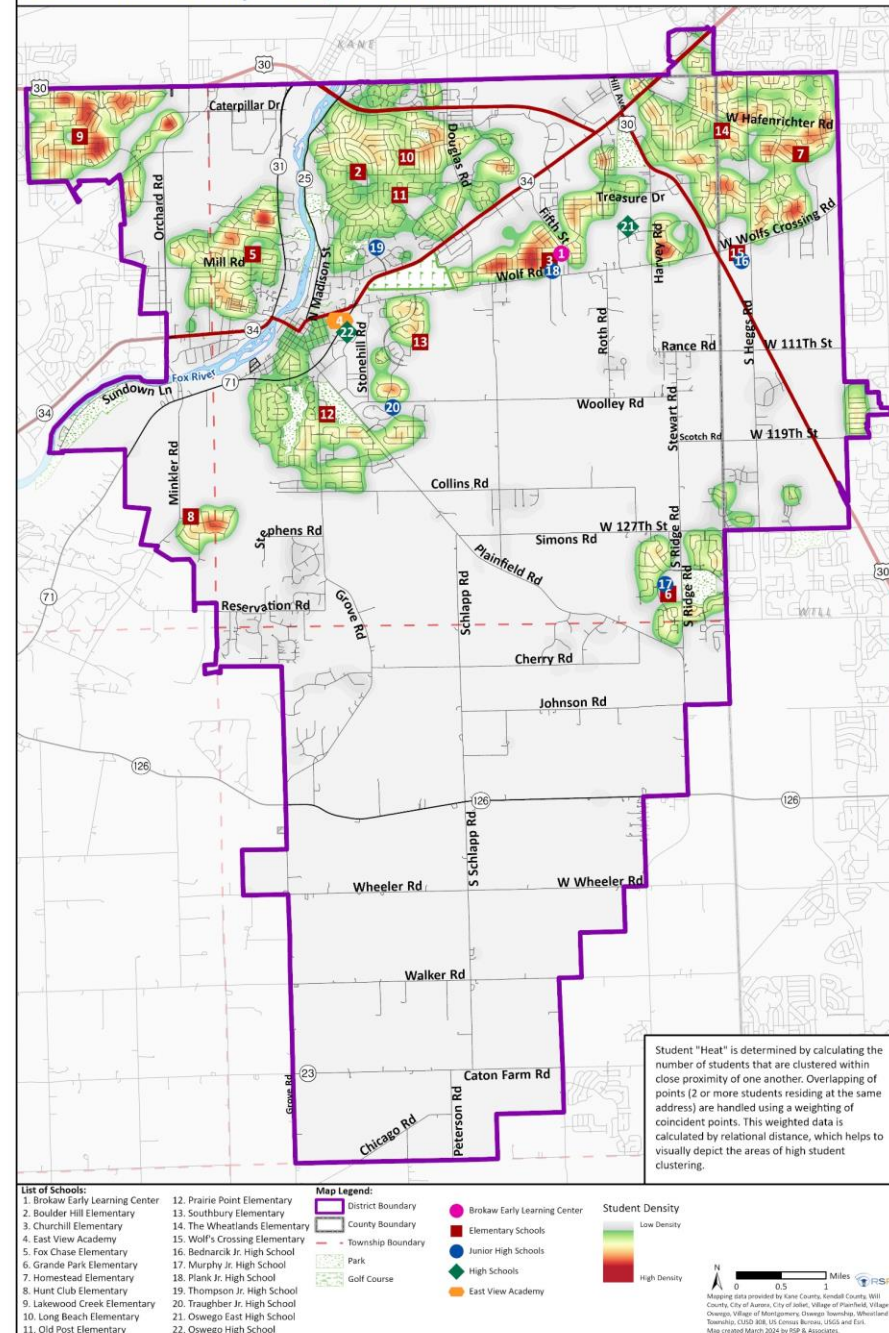
Notes: Overlapping points (2 or more students) are handled using a weighting of coincident points.

Newer developments and/or most affordable areas tend to have the greatest density.

Main Takeaway: Areas of highest student density are near Churchill (#3) and Lakewood Creek (#9) elementary schools.

Community Unit School District 308

Student "Heat" Density in 2023/24 in Grades K-12



K-5 Student Yield Rate: Single-Family



Students per 100 SF units:	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	Avg
Boulder Hill Elementary	21	22	23	22	23	22	21	21	22	22	22
Churchill Elementary	51	49	46	46	45	42	36	35	33	31	41
Fox Chase Elementary	30	28	27	25	24	25	24	25	26	27	26
Grande Park Elementary	42	39	37	37	35	36	32	30	31	31	35
Homestead Elementary	46	43	42	42	39	38	36	32	32	31	38
Hunt Club Elementary	29	32	34	36	38	37	34	30	30	28	33
Lakewood Creek Elementary	52	49	47	44	44	41	37	35	35	33	42
Long Beach Elementary	27	27	28	27	25	26	24	25	25	24	26
Old Post Elementary	23	21	21	22	22	22	21	22	22	22	22
Prairie Point Elementary	38	36	33	32	30	29	28	27	29	28	31
Southbury Elementary	39	39	38	37	37	36	31	31	31	30	35
The Wheatlands Elementary	41	40	38	34	33	31	30	28	28	28	33
Wolf's Crossing Elementary	50	47	45	42	40	37	33	32	32	30	39
District (K-5):	36	35	34	33	32	32	29	28	28	28	32

Table Legend

-  +3 greater from District Average
-  -3 fewer from District Average

Source: CUSD 308, Kendall County, and Will County

Single-Family Yield Rate Observations

- Table shows the number of students per 100 single-family (SF) units by year and by elementary boundary
- District sees on average 32 K-5 students per 100 single-family households
- Lakewood Elementary has the largest 2023 SF yield rate with 33 students per 100 single-family households
- Boulder Hill and Old Post Elementary have the smallest 2023 SF Yield rate with 22 students per 100 single-family households
- Adding new housing inventory can impact the yield rate – There were 1,781 single-family homes built from 2014 to 2024
- The single-family yield rate has been decreasing the past ten years indicating less students are being generated from residential inventory and existing units are turning over at a fast rate

K-5 Student Yield Rate: Multi-Family



Students per 100 MF units:	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	Avg
Boulder Hill Elementary	13	13	12	11	13	13	7	7	8	10	11
Churchill Elementary	19	23	21	23	20	12	12	9	9	11	16
Fox Chase Elementary	15	18	20	18	16	16	14	13	12	13	16
Grande Park Elementary	22	21	17	27	28	26	11	10	10	11	18
Homestead Elementary	19	19	22	23	23	23	20	19	17	17	20
Hunt Club Elementary	15	17	20	12	12	13	15	13	14	13	14
Lakewood Creek Elementary	26	27	25	24	25	25	22	22	23	24	24
Long Beach Elementary	14	13	13	11	8	9	9	8	8	9	10
Old Post Elementary	12	15	16	16	14	18	18	19	19	19	17
Prairie Point Elementary	12	12	13	13	15	13	10	8	8	8	11
Southbury Elementary	16	13	16	14	15	14	8	11	7	6	12
The Wheatlands Elementary	18	18	17	16	16	16	15	13	16	16	16
Wolf's Crossing Elementary	17	20	20	19	22	18	18	13	15	15	18
District (K-5):	17	18	18	17	17	16	13	12	12	13	15

Table Legend

- +3 greater from District Average
- 3 fewer from District Average

Source: CUSD 308, Kendall County, and Will County

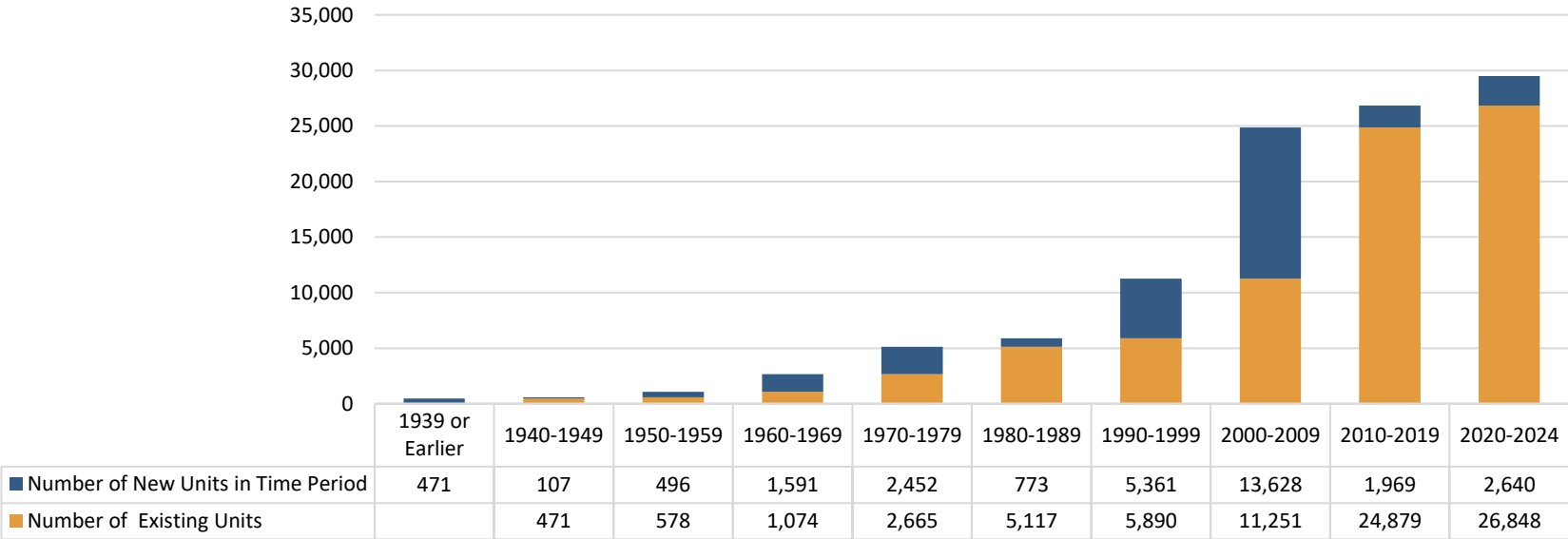
Multi-Family Yield Rate Observations

- Table shows the number of students per 100 multi-family (MF) units by year and by elementary boundary
- District sees on average 15 students per 100 multi-family households
- Lakewood Elementary has the largest 2023 MF yield rate with 24 students per 100 multi-family households
- Southbury Elementary has the smallest 2023 MF yield rate with 6 students per 100 multi-family households
- Adding new housing inventory can increase the yield rate – There was 2,221 multi-family homes built from 2014 to 2022
- The multi-family yield rate has been decreasing since 2019 indicating less students are being generated from residential inventory and existing units are turning over at a fast rate

Development Activity Over Time



New V.S. Existing Units by Decade Built



Source: Kane, Kendall, and Will counties, and ESRI

Observations:

- Table has been created to illustrate the number of units by year built
- The average year for all units built was 1988 and median year built in 2001
- The average number of units built per year from 2010 to 2019 (197 per year) is lower than from 2000 to 2009 (1,363 per year)
- The decade with the most units built was 2000 to 2009 when new units doubled the existing inventory at the start of the decade
- From 2020 to 2024, more units have been added to the district than total from the previous decade

Growth Area Map



Map Details

- Growth areas are created from existing land use, future land use, capital improvement plan, zoning, and city staff input
- Green:** identifies where development activity is happening
- Potential areas that could develop:
 - Orange:** likely 1-5 years
 - Purple:** likely 6-10 years
 - Blue:** likely beyond 10 years

Notes: The market demand and property owners desire to build guides the timing and type of development.

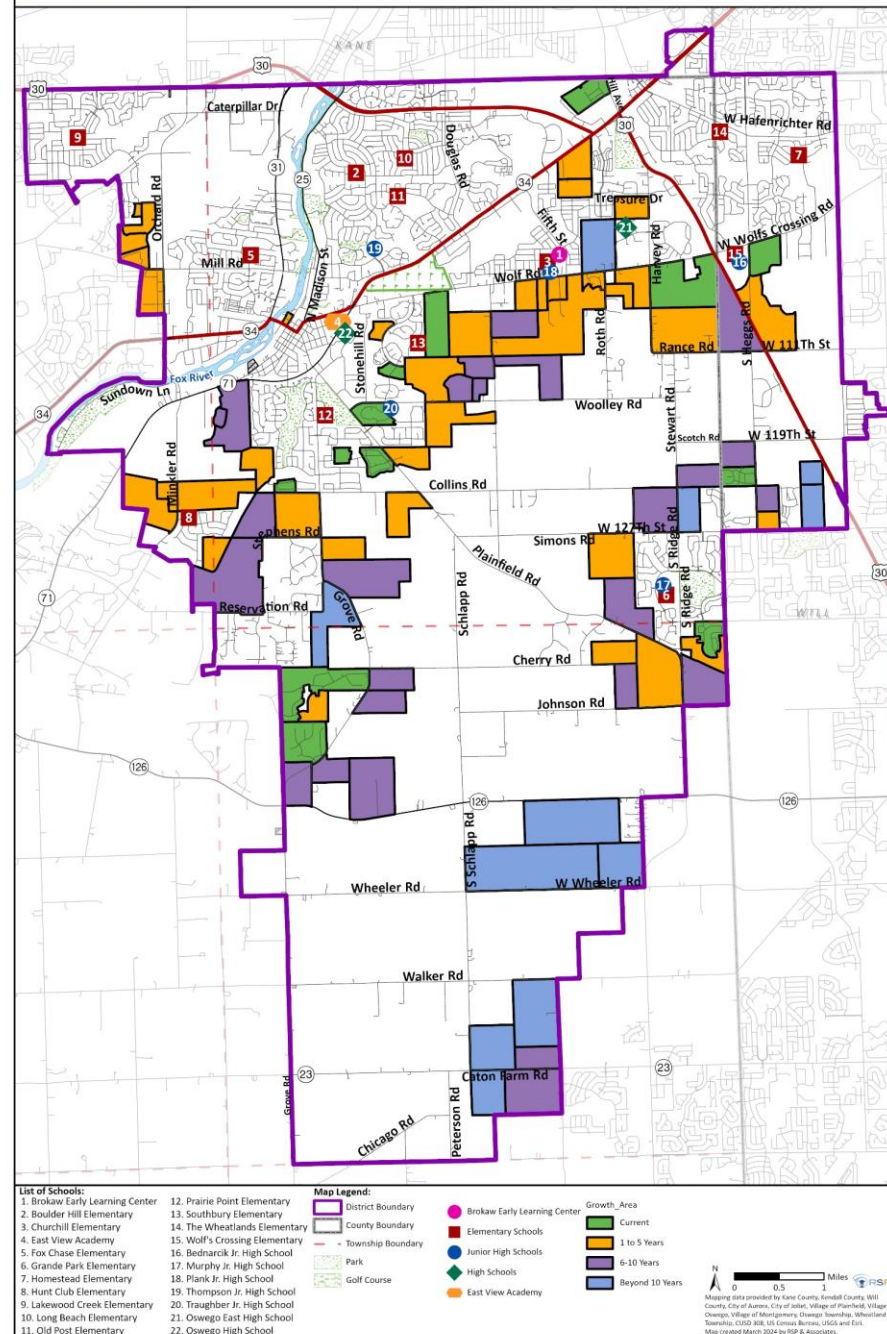
Some growth areas may require infrastructure improvements. There is no guarantee any of these growth areas will develop or that other areas not shown as a growth area will develop.

Main Takeaway: Development potential in current stages tends to be located near Wolf's Crossing Road. There is considerable development potential in the district.

Community Unit School District 308



Growth Areas



Northeast Growth Areas



Map Details

- Growth areas are created from existing land use, future land use, capital improvement plan, zoning, and city staff input
- Green:** identifies where development activity is happening
- Potential areas that could develop:
 - Orange:** likely 1-5 years
 - Purple:** likely 6-10 years
 - Blue:** likely beyond 10 years

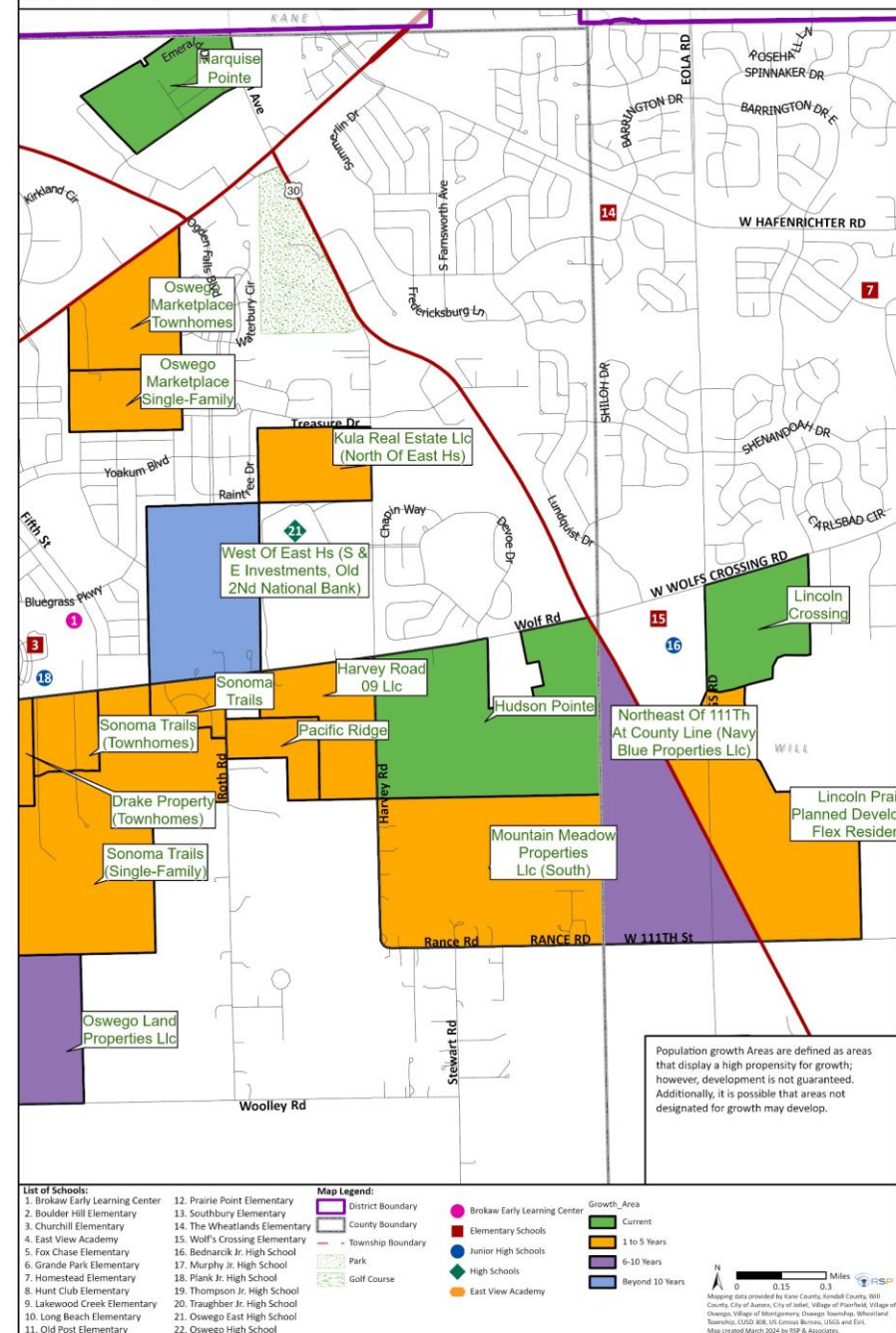
Notes: The market demand and property owners desire to build guides the timing and type of development.

Some growth areas may require infrastructure improvements. There is no guarantee any of these growth areas will develop or that other areas not shown as a growth area will develop.

Community Unit School District 308

SD308

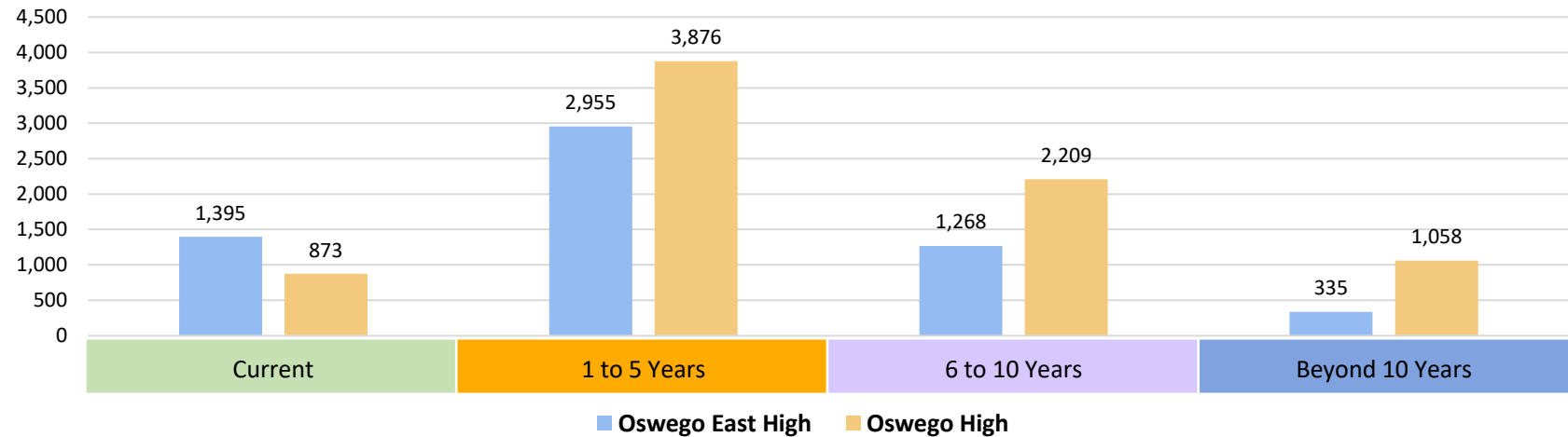
Growth Areas



Development Table Summary



Development Potential by High School Boundary



Development Summary Table	Existing Units	Potential Units
Current Total	739	2,268
1 to 5 Years Total	369	6,831
6 to 10 Years Total	10	3,477
Beyond 10 Years Total	11	1,393
All Total	1,129	13,969

Main Takeaway: Almost 14,000 total units are identified for development potential over the next ten year

- Oswego East High has more current units in development, but Oswego High has more total potential units in 1-10+ years

Source: Cities of Aurora and Joliet, Villages of Montgomery, Oswego, Plainfield, and Yorkville, Townships of Oswego and Wheatland

Observations

- Table has been created to illustrate the type and amount of potential development. The speed in which any developments are built are influenced by who owns the property, access to infrastructure, and economic indicators
- Growth Areas are created from existing land use, future land use, capital improvement plan, zoning, and city staff input
 - **Green:** identifies where development activity is happening
 - **Orange:** likely 1-5 years
 - **Purple:** likely 6-10 years
 - **Blue:** likely beyond 10 years

Project Example: Oswego, IL

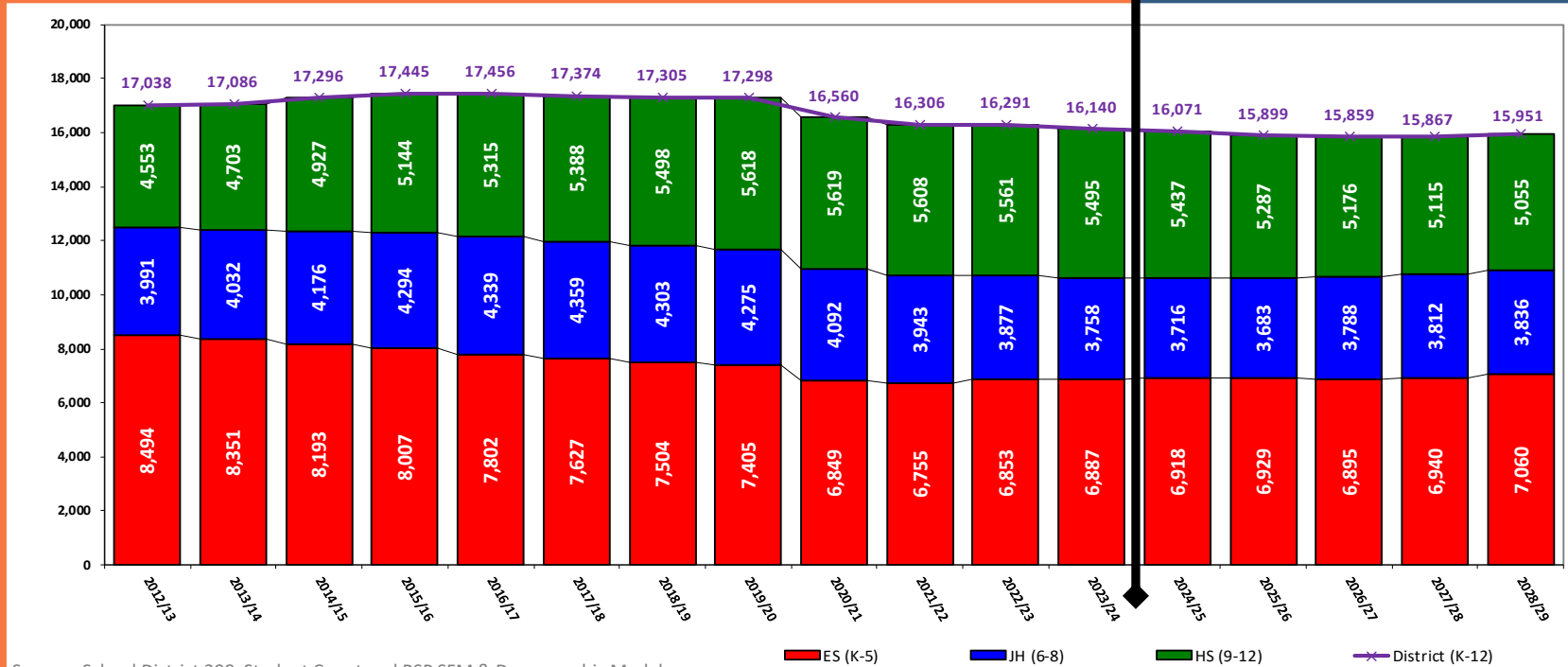
Updated 03/12/24



Market Forecast

Past Enrollment

Projected Enrollment



Source: School District 308, Student Count and RSP SFM & Demographic Models

Observations:

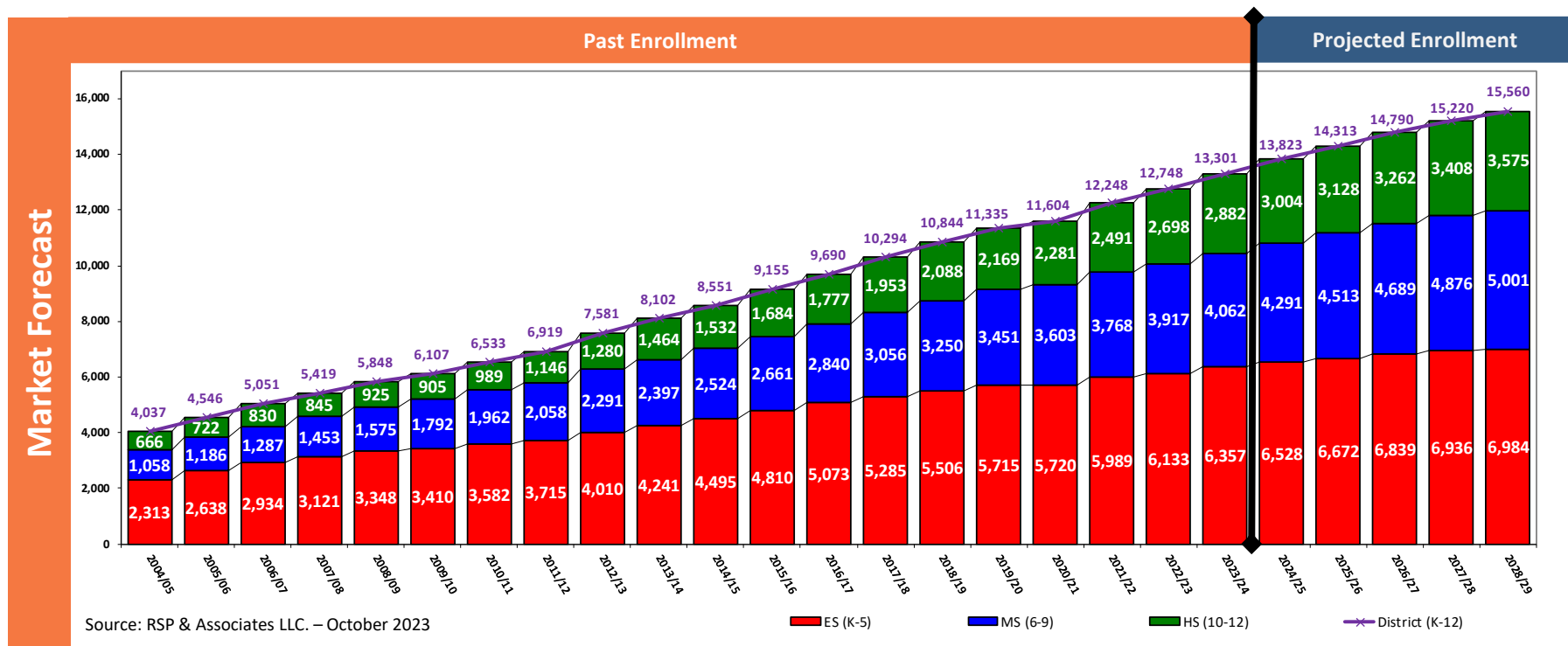
- District decreases by 189 students (-1.2%) (Annual Range: -3.5% to 1.2% a year)
- Elementary enrollment increases by 173 students (+2.5%) (Annual Range: -0.5% to +1.7% a year)
- Junior High enrollment increases by 78 students (+2.1%) (Annual Range: -1.1% to +2.9% a year)
- High School enrollment decreases by 440 students (-8.9%) (Annual Range: -2.8% to -1.2% a year)
- Comparing what was forecasted for 2027/28 (Year 5) in the 2022/23 Enrollment Analysis to current forecast for 2027/28 (Year 4), enrollment is slightly higher in the current forecast with an outlook near 15,900 students

Project Example: Waukee, IA



Fast Facts:

- Located west of Des Moines, IA
- Experienced rapid housing, community, and student growth over past decade
- RSP assisted in enrollment and facility planning since 2012/13
- RSP assisted the district in planning (site acquisition and boundary adjustments) for an additional: Five Elementary Schools, Two Middle Schools, One High School, an Early Childhood Center, and an innovation center



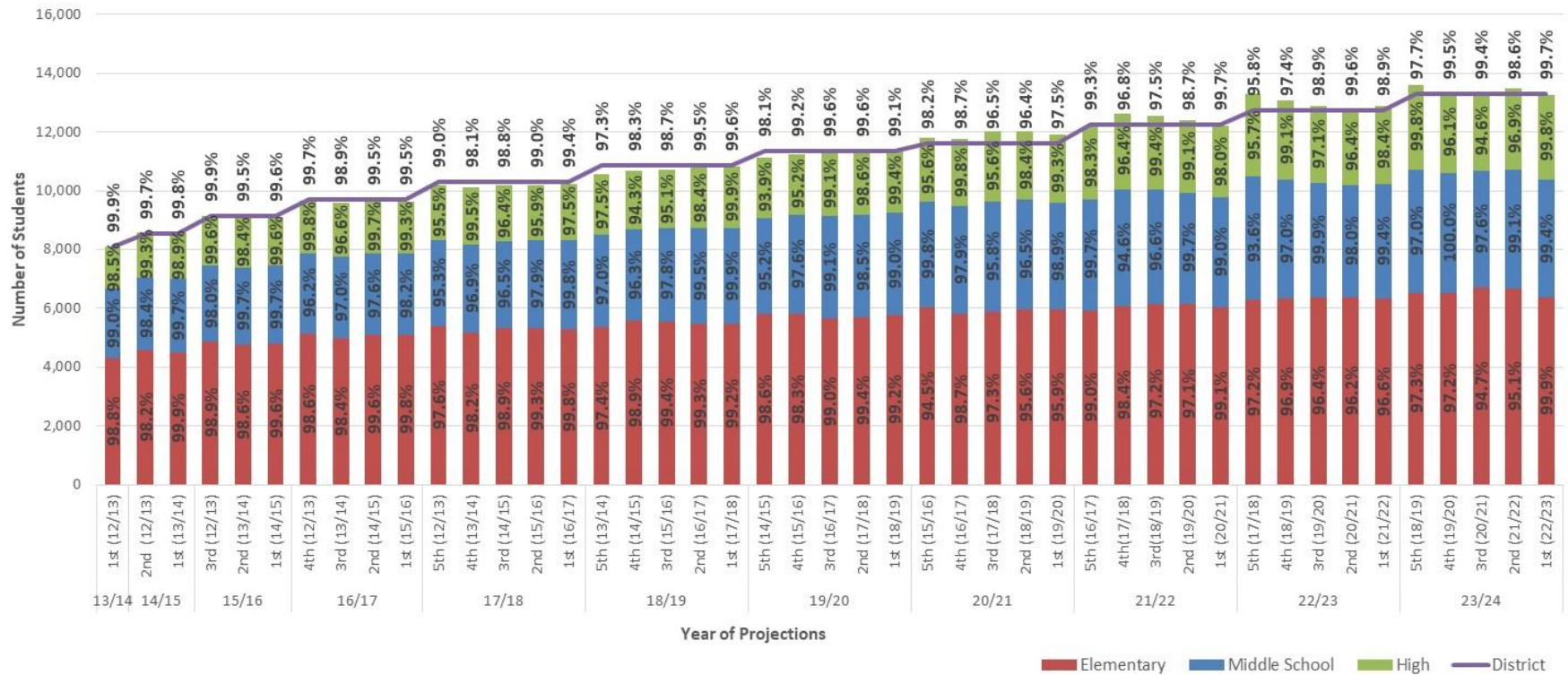
Projection Accuracy: Waukee, IA



RSP Accuracy:

- In this district, RSP forecasting is on average between 97-99% accurate to Official Count Day Data
- Projections tend to be most accurate in Year 1 with a range between 97.5% and 99.9% (Most years 99% or greater)
- Year 5 accuracy has ranged between 95.8% and 99.3%

5-Year Projection Accuracy



Capacity Analysis Example



Capacity Analysis Process

- Enrollment Analysis Summary
- Boundary Maps
- Capacity Definitions
- District-wide Capacity

ES

Elementary Capacity

- Total Elementary Capacity
- Elementary Building Capacities

MS

Middle School Capacity

- Total Middle School Capacity
- Middle School Building Capacities

HS

High School Capacity

- Total High School Capacity
- High School Building Capacities



Next Steps

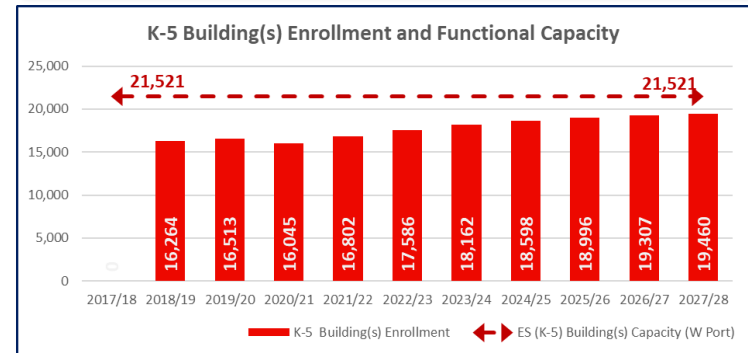
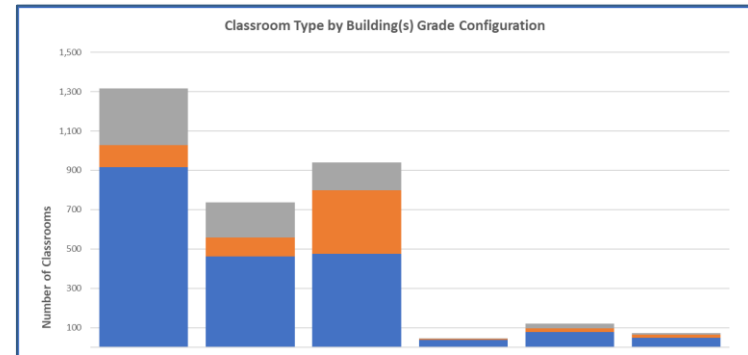
- Total Building Projections and Capacity
- Projection Utilization Challenges
- Facility Planning



Appendix

- Building Floor Plans
- Student Density Maps

EXAMPLE of RESULTS:



School	Capacity		Student Location	Past School Enrollment				Projections				
	WO Port	W Port		2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Blackman High			Reside/Attend	1,506	1,714	1,779	2,110					
9th to 12th			Reside	1,911	2,021	2,051	2,476	2,505	2,636	2,706	2,749	2,817
4 Portable Classrooms	2,220	2,267	Attend	1,967	1,923	1,949	2,184	2,263	2,461	2,526	2,571	2,681
Holloway High			Reside/Attend	2	2	2	2					
9th to 12th	324	324	Reside	2	2	2	0	0	0	0	0	0
			Attend	301	330	317	321	319	325	322	317	319
LaVerne High			Reside/Attend	1,658	1,769	1,849	2,021					
9th to 12th	2,073	2,183	Reside	1,797	1,902	1,966	2,137	2,244	2,350	2,490	2,741	3,035
8 Portable Classrooms			Attend	1,855	1,892	1,909	2,052	2,096	2,157	2,400	2,726	3,050
Oakland High			Reside/Attend	1,480	1,612	1,654	1,747					
9th to 12th	1,808	1,966	Reside	1,937	1,984	1,969	1,984	1,952	1,845	1,827	1,827	1,809
10 Portable Classrooms			Attend	1,854	1,940	1,920	1,957	1,925	1,802	1,784	1,787	1,757
Riverdale High			Reside/Attend	1,435	1,547	1,599	1,979					
9th to 12th	2,307	2,481	Reside	1,934	1,977	1,969	2,034	2,094	2,739	2,744	2,762	2,808
11 Portable Classrooms			Attend	1,799	1,742	1,746	2,031	2,091	2,163	2,218	2,237	2,350
Rockvale High			Reside/Attend	1,494	1,935	2,236	1,848					
9th to 12th			Reside	2,088	2,046	2,258	2,110	2,179	2,283	2,343	2,337	2,413
10 Portable Classrooms	2,100	2,257	Attend	1,676	2,110	2,105	2,205	2,252	2,252	2,252	2,252	2,341
Siegel High			Reside/Attend	1,497	1,582	1,644	1,789					
9th to 12th	2,079	2,079	Reside	1,884	1,913	1,939	2,049	2,104	2,150	2,200	2,217	2,280
			Attend	1,725	1,757	1,722	1,809	1,824	1,982	2,035	2,052	2,116
Smyrna High			Reside/Attend	1,780	1,879	1,944	2,139					
9th to 12th	1,938	2,175	Reside	2,016	2,098	2,154	2,300	2,351	2,405	2,445	2,481	2,599
19 Portable Classrooms			Attend	1,973	2,054	2,080	2,106	2,149	2,157	2,164	2,169	2,116
Stewart Creek High			Reside/Attend	1,737	1,917	2,085	2,260					
9th to 12th	2,313	2,408	Reside	1,988	2,146	2,313	2,404	2,404	2,605	2,742	2,892	3,005
6 Portable Classrooms			Attend	1,874	2,083	2,225	2,365	2,443	2,584	2,666	2,716	2,981

Capacity Analysis Rational



What is a Building Utilization analysis?

- ☐ A method to identify the number of learners that can be reasonably accommodated by a school building by assessing the following variables:
 - **Physical** (building space, classroom size, support space)
 - **Operational** (utilization rate, staffing, class size range, building schedule)
 - **Programmatic** (core educational program, specialty programs, instructional model)

Why conduct a Building Utilization analysis?

- ☐ To manage school facilities that are the right size for their intended enrollment
- ☐ To effectively accommodate enrollment, and provide appropriate facility space to support current programs/curriculum equitably across all facilities
- ☐ To provide important information to assist with effective and efficient management of school resources which can be better replicated in other facilities
- ☐ To provide important information for school construction funding decisions
- ☐ To better address overcrowding or underutilization of school facilities
- ☐ To provide important information for attendance boundary decisions
- ☐ To determine the need of existing inventory, remodeling, or new facilities
- ☐ To create or validate class size standards and begin educational specifications required for the intended educational programming
- ☐ To make decisions that will positively benefit student experience in the classroom

Capacity Analysis: Classroom Definitions



Because of the diverse course offerings and adaption of space in each building to provide various, enriched educational programming, RSP has used these definitions to group the various educational programming into these categories to uniformly classify classroom space:

- ❑ **Core Classrooms:** Learning spaces for elementary students typically defined as their home room and for secondary students' classrooms where the core content of English Language Arts (ELA), Math, Science or Social Studies are taught to students
- ❑ **Elective/Non-Core Classrooms:** Learning spaces for elementary students that typically are Art, Computer, Speech, Foreign Language, Music, Physical Education and for secondary students' courses that fall outside of Core classrooms (ELA, Math, Science, or Social Studies) that are not typically required, but a student chooses as an option
- ❑ **Other Program Space Classrooms:** Learning spaces that are typically defined as intervention spaces designed to meet the need of students who require additional academic, mental, or emotional support to ensure academic development and behavioral success
- ❑ **Repurpose Classrooms:** Learning spaces in each building that potentially could be utilized to increase core classroom space. These core classroom changes will impact the educational programs currently in that space to include physical location and potential learning environment opportunities

DISCLAIMER:

- RSP's capacity analysis of each school did not include a formal facility condition assessment. This report provides an analysis of space for capacity purposes only. RSP recommends a Facility Condition Assessment be conducted by qualified architecture, engineering, or facility firms experienced in this area. Future capacity data can be updated upon completion of facility improvements and/or additions.
- Utilization results are based on assumptions about space that is currently in use with designated programming. This information was provided by District administration. Future utilization or changes to programming will be addressed in the recommendation section.

Capacity Analysis Process



May 2024: Data Collection

- District Building Floor Plans for seven buildings
- District Master Schedules for seven buildings
- District Class Size Guidelines

June 2024: Conduct Building Audit

- Focused on identifying and categorizing Academic Learning Spaces
- Confirm classroom space uses and program delivery
- Identify space challenges, limitations, and opportunities
- Follow-up with the district (Phone, Email, and/or ZOOM)
- Provide Functional Capacity as Current Use and Repurposed Use

July 2024: Administration Review:

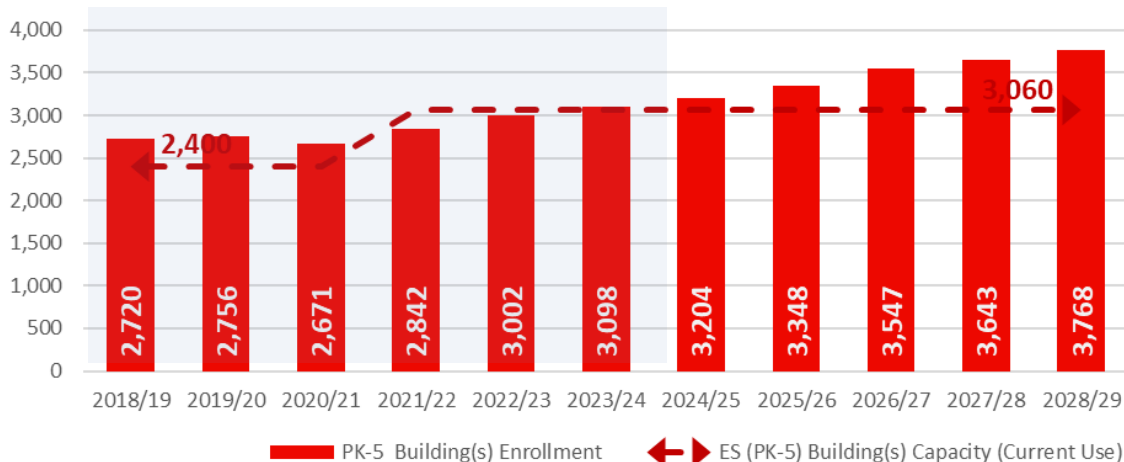
- Administration and building principals review study findings and assist with recommendations
- This will be an ongoing process as how space is used and defined changes over time

August 2024: Presentation to the Board of Education:

PK-5 Building(s) Capacity Example

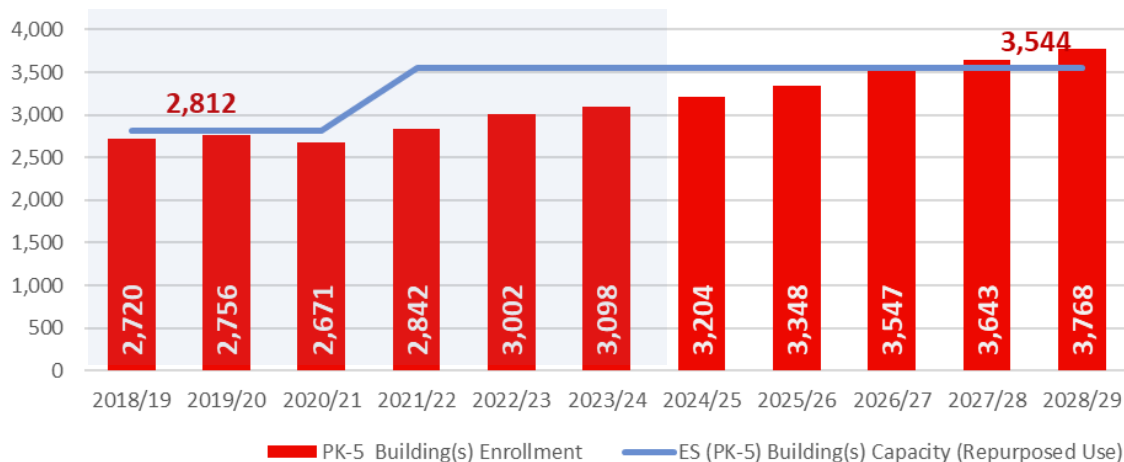


PK-5 Enrollment and Current Functional Capacity



Source: Lebanon Special School District and RSP

PK-5 Enrollment and Repurposed Functional Capacity



Source: Lebanon Special School District and RSP

Main Takeaway:

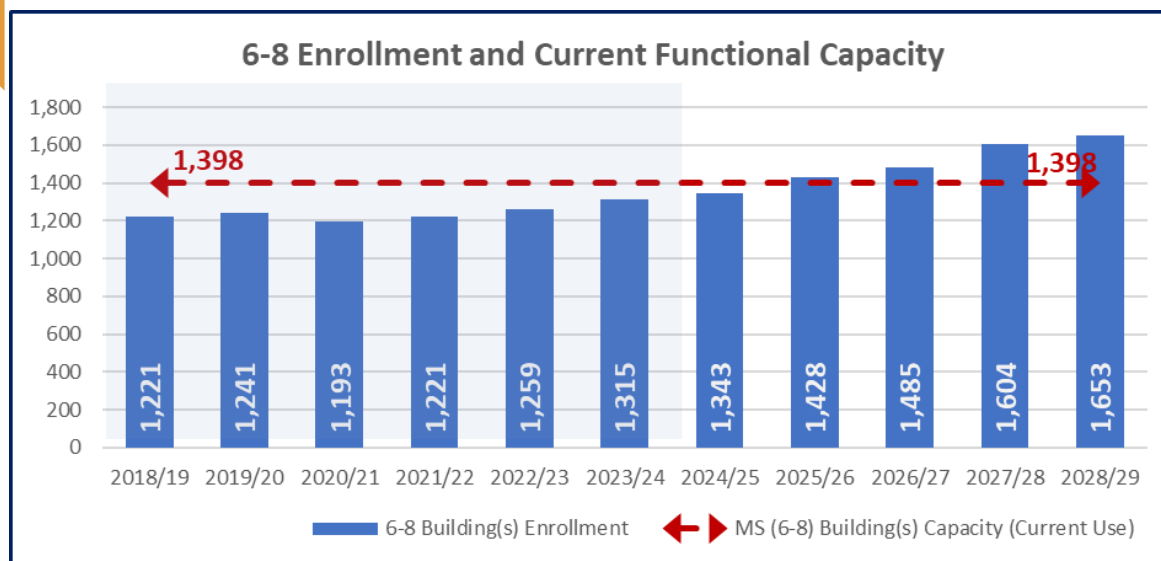
Buildings > Current Functional Capacity:

- ☐ Castle Heights
- ☐ Coles Ferry
- ☐ Jones Brummett
- ☐ Sam Houston

PK-5 Building(s) Summary:

- ☐ PK-5 Current Functional Capacity WO Repurpose Space is 3,060 students (Current Attend Utilization is 101.2%: Highest Future is 123% in 28/29)
- ☐ PK-5 Current Functional Capacity With Repurpose Space is 3,544 students (Current Attend Utilization is 87%: Highest Future is 106% in 28/29)
- ☐ Official PK-5 Building(s) 2023/24 count enrollment was 3,098 students (Increases to 3,768 students)
- ☐ There is not adequate PK-5 Building(s) school capacity district-wide
- ☐ Buildings Under 75% Functional Capacity with respect to Reside or Attend Enrollment: Byars Dowdy
 - This can be remedied with an attendance zone change
- ☐ Recommend Functional Capacity WO Repurpose space to ensure educational programming effectiveness

6-8 Building(s) Capacity Example



Source: Lebanon Special School District and RSP

Main Takeaway:

Buildings > Current Functional Capacity:

❑ Walter J. Baird

6-8 Building(s) Summary:

- ❑ District-wide 6-8 Building(s) Functional Capacity is 1,398 students (Current Attend Utilization is 94%; Highest Future is 117% in 28/29)
- ❑ Official 6-8 Building(s) 2023/24 count enrollment was 1,315 students (Increases to 1,653 students)
- ❑ There is not adequate 6-8 Building(s) capacity district-wide over the next five years – by 25/26 over 100% utilization
- ❑ 6-8 Capacity to include repurposing space is different from elementary repurposing capacity in that with repurposing of some program spaces there needs to potentially be at least one additional space for the four core areas
 - Capacity for each school could increase to 900 per building but would significantly impact middle school programming effectiveness and morale of the building staff, as well as potential student discipline
 - Cafeteria, parking lots, pickup/drop-off, gymnasiums and hallway widths may limit the ability to logistically increase capacity
- ❑ Future planning should include addressing future 6-8 Building(s) middle school capacity relief

- ❑ RSP has works with administration, BOE, and community, resulting in increased credibility concerning work products and decisions made by the district
- ❑ RSP is over 97% accurate with midpoint projections. RSP's Statistical Forecast Model (SFM) is a Regression based model in which accuracy is based on the ability to create planning areas that are influenced by many local variables and correspond geographically with property parcels
- ❑ RSP has assembled a team that are experts in many disciplines, allowing a multitude of available services to include: enrollment analysis, demographic analysis, boundary analysis, capacity analysis, site selection and, public facilitation, as well as other services that will positively impact educational programming
- ❑ RSP has extensive experience working with school districts in communities which have rapidly increasing population and development, drastic demographic shifting, as well as college and university communities with migrant populations or demographic shifts
- ❑ RSP provides information as an impartial 3rd party that assists the district in achieving each element in its Comprehensive School Improvement Plan
- ❑ RSP collaborates with many different entities and persons within the community, which allows the best available information to be utilized in all aspects of the analysis