### Capacity Management and Building Use

**Documents:**

**September 19**
- FY 2017 Elementary Classroom Capacity Charts
- 6-year elementary classroom capacity district-wide
- 6-year elementary classroom capacity by school

#### What else do we need?
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<table>
<thead>
<tr>
<th>Observation</th>
<th>Recommendation</th>
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<tbody>
<tr>
<td>Some schools have tighter capacity than others</td>
<td>Establish a high and low limit and allow principals to have flexibility in building use within limit.</td>
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<tr>
<td>BG/WL are magnet schools, yet their capacity results are very different</td>
<td>Consider the implications of this. Is the BG arts magnet curriculum drawing enough students? Could BG add a neighborhood (like NVMS) to fill its capacity?</td>
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| On average, 65% of available grade level classrooms are used for grade level (preK-5) instruction  
  - One school is over 80% (Basswood)  
  - All other schools 75% of their classroom capacity for direct instruction | The District has been consistent on how spaces are being used over the past several years. Establishes support for an average of 65% |
| The District has been consistent on how spaces are being used over the past several years. | |
| 11 out of 17 schools this year are below average  
  - All sites see changes/fluxes and utilizing spaces differently | |
| Inconsistency among schools re: average classroom capacity | |
### Attendance Area Maps

**Documents:**

**October 17**
- Elementary Attendance Area Maps
- Standard Building abbreviations

**What else do we need?**
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<td>Oak View/Cedar Island schools are close by each other</td>
<td>Consider re-allocating non-contiguous areas to another school if it benefits school identity for community members or reduce distance to school</td>
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<tr>
<td>Non-contiguous boundaries exist at RL, BW, OV</td>
<td>Watch growth and development in this area.</td>
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<tr>
<td>FB has a large boundary that is largely undeveloped</td>
<td>Add major landmarks to maps (i.e. I-494 and other major arteries)</td>
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<tr>
<td>Boundary maps are difficult to orient</td>
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<tr>
<td>It is difficult to visualize the comprehensive path through the schools for the PK-12 experience for a student when the grade spans are on separate maps.</td>
<td>Provide a matriculation map from Elem to Middle to Senior High Schools</td>
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**Enrollment History and Projections**

**Documents:**

**October 17**
- Enrollment projection vs. actual (color-coded)

**November 14**
- Enrollment history and projections
- City development maps and narrative

**What else do we need?**

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<td>9th grade enrollment has jumped</td>
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<td>K enrollment has declined – particularly Woodland</td>
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<td>Drop at 6th grade transition year</td>
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Observations about enrollment projections:
- Fluid
- Lottery
- Solid system
- Assumptions are important, many ______ in birth rates, something unusual happens, it throws the model off
- Predictive
- “The ‘districts’ best guess”
- Base data and apply trend data
- Impressive
- Complex
- Technical
- Amazing
- A video with narrative
- City planners input to describe partnership with builders and city
- Thorough and complex
- Fairly right on – amazing!
### Benchmark Districts and Capture Rates

**Documents:**

**December 12**
- Benchmark comparisons-resident capture rates (2 pages)
- Benchmark comparisons – resident options out
- Benchmark comparisons – resident to charters
- Benchmark comparisons - charters in district boundaries

**What else do we need?**
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Enrollment Practices

Documents:

- [ ] 1928 Attorney General Opinion

What else do we need?

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