

Building Capacity Methodology

Summary

GENERAL

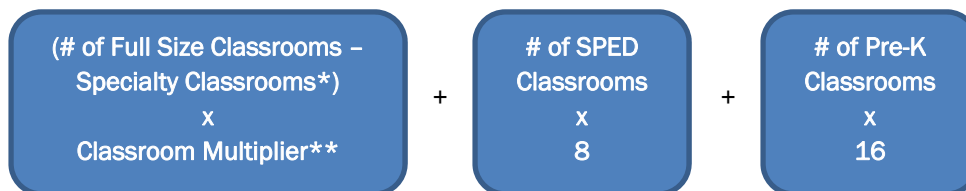
- Revision to Policy FB-AP was approved in May 2012.
- The policy creates a methodology that accurately reflects how buildings are staffed and utilized best to promote student learning.
- The methodology uses parameters that reflect a school's specific population & program
- The capacity is the building only and does not include trailers

KEY CHANGES

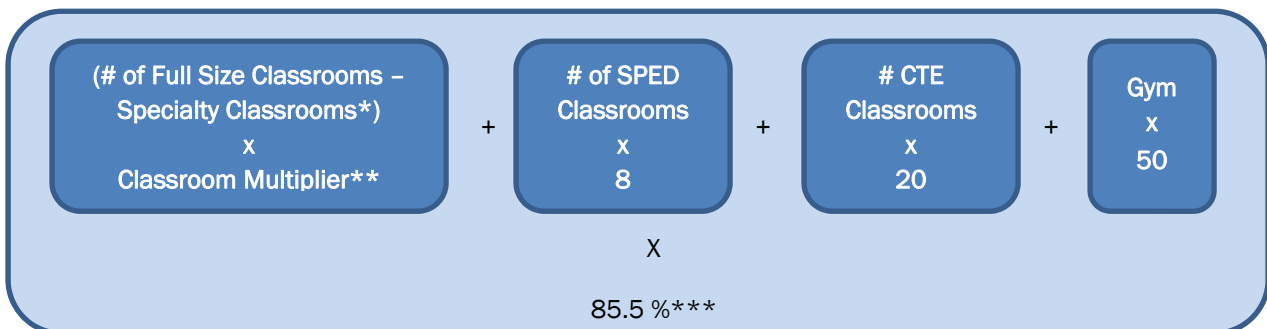
- The new policy created a variable classroom multiplier, increased the number of classrooms that could be excluded, and revised the utilization factor.
- As a result of the policy revision, capacity changed as follows:
 - Elementary School Capacity: Reduced by 759 seats (-10%)
 - Middle School Capacity: Reduced by 87 seats (-3%)
 - High School Capacity: Increased by 58 seats (+1%)
 - Total Capacity: Reduced by 789 seats (-5%)
- No change put a school over capacity that was under capacity with the old policy.

FORMULA

Elementary School Building Capacity =



Middle & High School Building Capacity=



***Specialty Classroom Exclusions**

- The exclusion for any specialty classroom varies by school. Flexibility allows the capacity figure to more accurately reflect the ‘program capacity’ of the school’s population.
- Specialty Classrooms were identified for pull-out programs that commonly use full size classrooms. This space requirement is due to required “stuff” (i.e. art or a computer lab) and/or due to the fact that they are used throughout the day and serve a large enough group of students to warrant the space.
 - Elementary: Art, Music, Computer lab, Gifted, ESOL, SPED Resource, and Title 1.
 - Middle & High Schools: Computer, SPED Resource, Gifted, ESOL, & Teacher work areas
- The spaces are used by students that are already counted in their regular classrooms, hence these rooms being excluded instead of double-counting students. They may be utilized by a whole class or groups of students from multiple classes.
- Exclusions do not necessarily reflect current use of the space. For instance, an overcrowded school may not have the amenity of using a classroom for a gifted program. But if the school were able to operate optimally, a classroom would be designated for such use.

****Classroom Multipliers**

- In simplest terms, the proposed classroom multiplier is the number of students divided by the number of teachers (regular staffing and 50% of the differentiated staffing)
- Differentiated staffing is calculated as a function of enrollment and the percentage of students that qualify for free and reduced lunch. School principals have discretion on how to deploy differentiated staffing, but the formula assumes that 50% of differentiated staffing are teachers with a separate classroom. The primary intent is to provide more instructional staff to overcome the disadvantages inherent to many of these students.
- Multiplier Formulas (number is then rounded to the nearest round number):

ELEM.	$\frac{\text{Enrollment}^*}{(\text{Enrollment}^*/21.05^{**}) + (\text{Differential Staff FTE}/2)}$	<p>* Enrollment used for Teacher Allocation in the Budget</p> <p>** Weighted Average of K-3 & 4-5 Class Size in Budget</p> <p>*** Class Size Ratio in Budget Book</p>
MIDDLE	$\frac{\text{Enrollment}^*}{[(\text{Enrollment}^*/23.37^{***}) + X] + (\text{Differential Staff FTE}/2)}$	<p>X= 1 for Burley, Jouett, Walton to accommodate for extra staff member</p>
HIGH	$(\text{Enrollment}^*/24.2^{***}) + (\text{Differential Staff FTE}/2)$	

*****Utilization Factor**

A 12.5% reduction in the calculated capacity is applied at the middle & high school levels to account for complexity of scheduling and class size variation. This represents that each room is used 7 out of 8 periods.