



Austin Independent School District

Facilities and Bond Planning Advisory Committee Membership

(Updated June 27, 2018)

Name	Appointing Trustee	Trustee District	Start of Term	End of Term (extensions permitted)
Roxanne Evans	Gordon	1	9/28/15	9/1/19 (1 extension)
Cynthia McCollum	Gordon	1	9/1/16	9/1/18
VACANT	Mathias	2		9/1/19
Gabriel Estrada	Mathias	2	5/6/16	9/1/18
Dusty Harshman	Teich	3	9/28/15	9/1/19 (1 extension)
VACANT	Teich	3		9/1/19
Kristin Ashy	Cowan	4	9/28/15	9/1/18 (1 extension for 1 year)
Robert Schmidt, DC	Cowan	4	2/26/18	9/1/19
Rick Potter	Elenz	5	10/19/15	9/1/19 (1 extension)
Cherylann Campbell, Tri-Chair	Elenz	5	10/26/15	9/1/19 (1 extension)
Alejandro Delgado	Rodriguez	6	10/05/17	9/1/19
Marguerite Jones	Rodriguez	6	5/12/16	9/1/18
Leticia Caballero, Tri-Chair	Wagner	7	10/8/15	9/1/19 (1 extension)
Jennifer Littlefield	Wagner	7	10/26/15	9/1/19 (1 extension)
Barbara Spears-Corbett	Anderson	8	11/14/17	9/1/19
Ricardo De Camps	Anderson	8	12/15/17	9/1/19
Tali Wildman	Pace	9	5/18/16	9/1/18
Paulette Gibbins	Pace	9	4/20/16	9/1/18



Facilities and Bond Planning Advisory Committee

August 9, 2018

6:00 – 8:30 PM

O. Henry Middle School, Library
2610 West 10th Street, Austin, TX 78703

Purpose. The Board of Trustees appoints citizens to the Facilities and Bond Planning Advisory Committee (FABPAC) to evaluate capital improvement needs of the district and to provide recommendations to the Board of Trustees on long-range facilities planning; amendments to the Facility Master Plan; and the scope of work and timing of future bond programs. More information can be found at AISDFuture.org

	AGENDA ITEM	TIME	STRATEGIC PLAN COMMITMENTS (IF APPLICABLE)
1.	Call to Order and Overview of Meeting Goals	6:00 PM	
2.	Citizens Communication*	6:05 PM	9, 10
3.	Approval of Minutes (June 14)	6:15 PM	
4.	Subcommittee Report Outs (Community Engagement; Equity; and Target Utilization Plan)	6:20 PM	9, 10
5.	Bond Implementation Related Items A. Presentation of Murchison Campus Master Plan	6:30 PM	9, 10
6.	Equity White Paper Discussion and Approval	6:45 PM	9, 10
7.	Facility Master Plan (FMP) Related Items A. Discuss Community Collaboration Activities B. Review 25-Year Roadmap C. Update on Academic Reinvention Projects D. Presentation on Permanent Capacity Methodology	7:05 PM 7:25 PM 7:35 PM 7:55 PM	9, 10 9, 10 9, 10 9, 10
8.	Discussion of Committee Operations, Future Meetings Dates and Agenda Items	8:25 PM	9, 10
9.	Adjourn	8:30 PM	

*All regular and plenary meetings of AISD advisory bodies are open to the public. If you would like to speak before a district advisory body during a regular meeting, please consult the [Citizens Communications and Visitor Guidelines](#), which can be found on the AISD website under Advisory Bodies (<http://www.austinisd.org/advisory-bodies>.) Citizens Communication is limited to 10 minutes.



Facilities and Bond Planning Advisory Committee

June 14, 2018

6:00 – 8:30 p.m.

Carruth Administration Center, Board Auditorium

1111 West 6th Street, Austin, TX 78703

MEETING MINUTES

IN ATTENDANCE:

Committee Members: Kristin Ashy, Leticia Caballero, Gabriel Estrada, Roxanne Evans, Paulette Gibbins, Dusty Harshman, Jennifer Littlefield, Cynthia McCollum, Rick Potter, Robert Schmidt, Tali Wildman

Staff: Nicole Conley Johnson, Matias Segura, Paul Turner, Beth Wilson, Melissa Laursen, Bob Cervi, Lydia Venegas, Christian Clarke Casarez, Gilbert Hicks, Terrance Eaton, David Kauffman

Consultants: Drew Johnson, Daniel De La Garza, Brent Blake, Jaime Miller

Visitors: None

1. Call to Order and Overview of Meeting Goals (6:10 PM)

Tri-chair Leticia Caballero called the meeting to order at 6:10 PM and reviewed the meeting goals. Paul Turner (Executive Director of Facilities) was recognized for his 45 years of service to the district.

2. Citizens Communication

None.

3. Approval of Minutes

The April 12, 2018 minutes were approved as presented.

4. Subcommittee Report Outs

- Equity – discussed as part of agenda item 6.
- Target Utilization Plan – discussed as part of agenda item 7a.
- Community Engagement – The Department of Communications and Community Engagement (DCCE) is developing a community engagement and communications framework for the FMP update. It is envisioned that special outreach be conducted to the fine arts, CTE and athletics communities. DCCE will work closely with the master planning consultants to develop a detailed plan.

5. Bond Implementation Related Items

A. Presentation of Govalle ES Schematic Design

The Govalle Campus Architectural Team (CAT) has been working closely with Design-Build Team (PBK Architects and Balfour Beatty) to develop a design for a newly constructed, modernized Govalle Elementary. A schematic design was presented to the committee.

6. Equity White Paper Discussion and Approval

The committee discussed the draft white paper recommendations and provided the following comments:

- Recommendations should be organized to distinguish which items have fiscal impacts.
- Consider adding a recommendation that the Board consider adjusting the transportation policy to provide bussing to schools with special academic programs that are not currently eligible.
- Suggestion to delete recommendation #8 that states, *“Correct vertical team/feeder pattern alignments district-wide so there is less student disruption and more predictability in school assignments”*. Member was concerned that although there may be reasons to align vertical teams and feeder patterns, it may not promote the desired equity.
- The district needs to make sure that equity is always part of decision-making processes, including boundary changes.

Roxanne Evans (Equity subcommittee lead) will make revisions to the recommendations and present at the August meeting for final consensus.

7. Facility Master Plan (FMP) Related Items

A. Target Utilization Plan Update

An update on the status of Target Utilization Plan submittals was provided by Dr. Terrence Eaton (Associate Superintendent for Middle Schools). Twenty-one (21) elementary, six (6) middle, and three (3) high schools were below 75% of its permanent capacity in school year 2017-18 are eligible for a TUP. All schools submitted TUPs to their respective associate superintendent in spring 2018. TUPs are to be monitored quarterly by the school principal and annually reviewed by the associate superintendent.

Across all levels, marketing support was identified as a TUP strategy. Additionally, the following themes by school level were prevalent:

Elementary Schools

- Access the customer service plan and share campus expectations
- Promote and support current academic programming

Middle Schools

- Identify tenants for better space utilization

- Promote and support current academic programming

High Schools

- Recruitment for Early College High School programming
- Expand student ambassador program
- Promote current and expand academic programming

Next steps for schools and district administration are:

- Identify opportunities for principals to share our best practices and strategies
- Identify opportunities for schools visits outside of AISD
- Continue marketing planning and support
- Progress monitoring by principals and Campus Advisory Councils
- Provide district support as needed

Some members asked for a resolution as to when a school is no longer on a TUP. One FABPAC member recommended the district re-evaluate their transfer application, and allow for students/parents to rank choices, instead of only allowing one transfer choice. As requested by the FABPAC, staff will provide copies of all completed TUPs to the committee.

B. Planning for the 2019 FMP Update

An FMP timeline was presented to the committee. It was explained that the intent of the 2019 FMP update is to continue work on items that were not fully finished in the 2017 FMP and address additional items that were recommended in the FMP. The update will include:

- Amendment of the 25-year roadmap to indicate which projects are included in the 2017 Bond Program
- Incorporation of athletics, CTE and fine arts master plans as new appendices (consultant led)
- Incorporation of portable reduction strategy guidelines
- Revisions to the consolidation criteria with possible policy recommendations for the Board
- Updated academic reinvention project list (Appendix C)
- Potential revision of the definition of permanent capacity (Appendix C)
- Potential removal of the concept of permables (Appendix C)

Additionally, the consultant for the athletics, CTE, and fine arts master plans will be developing campus-level master plans for seventeen (17) secondary schools. Although these will not be incorporated into the FMP update, the FABPAC will be involved in the process.

8. Discussion of Committee Operations, Future Meeting Dates, Locations and Agenda Items

Future meeting locations:

- Members requested holding meetings at a variety of locations - Carruth Administration Center, school campuses, and other district facilities.

Next meeting:

- August 9, 6 PM, location to be determined.

9. Adjourn (8:34 PM)



AUSTIN INDEPENDENT SCHOOL DISTRICT
MURCHISON MIDDLE SCHOOL

MASTER PLAN
JULY 2018

MASTER PLAN STRATEGIES

FUTURE PHASE CONSIDERATIONS

- Fine Arts consolidate East and expanding Northwest
- Athletic additions, cafeteria, and kitchen expansion
- Build out remaining academic spaces

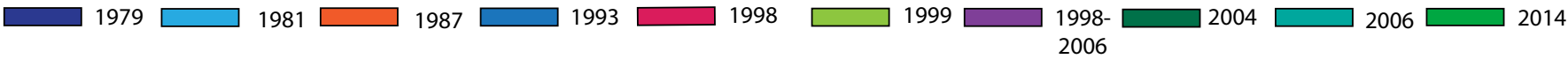


PHASE 1 PRIORITIES

- Alleviate Bond Program building deficiencies
- Alleviate as many portable buildings as possible
- Permanently house the 6th grade
- Provide a safe environment for learning
- Locate Library in center of the building
- Relocate Administration at South creating new building entrance
- Locate Academic addition Northwest
- Consolidate / reconfigure existing building only as necessary
- Change how teachers own a classroom to achieve higher utilization (88%) of classrooms to better accommodate the growing population.



SITE PLAN - CURRENT CONDITION



2015 FACILITY CONDITION INDEX

All Priorities

FCA	60	Poor
	\$965,000	

* Note: FCA (Facility Condition Assessment);
Deficiency Hard Cost (DHC)

Summary of Critical Deficiency Projects - Phase 1

Projects	Number	Project Budget
HVAC Replacement and Energy Management Controls System	1	\$488,000
Site Drainage	1	\$304,000
Courtyard Improvements	1	\$78,000
Architectural + Interior Renovations	1	\$95,000
Grand Total	4	\$965,000

EDUCATIONAL SUITABILITY REPORT

Murchison Middle School is serving a student population of approximately 1,400 students in North Austin and is the only middle school with an International Baccalaureate program in AISD. An Educational Suitability Report was conducted by Perkins + Will in August of 2016 and revised in December of 2016 to assess the condition and suitability for student use on the Murchison Middle School Campus. Deficiencies found were primarily resulting from the overcrowded campus. Currently, the campus is at 127% of its capacity and is expected to increase to 1,700 students. The Educational Suitability Report is a scored assessment that measures the strengths and deficiencies of the Murchison Middle School Campus as it relates to student use. The scores are ranked from 1 to 5, with 1 being Very Unsatisfactory and 5 being Excellent.

Overall Educational Suitability Score

- 1- Education
- 2 - General Building
- 3 - Academic & Co-Curricular Support
- 4 - Future Ready Student Development
- 5 - Library/Media Center
- 6 - Security
- 7 - Technology
- 8 - Storage
- 9 - Furniture, Fixtures, & Equipment
- 10 - Environmental Quality
- 11 - Controllability of Systems

42%
52%
47%
31%
43%
53%
35%
50%
40%
33%
48%
60%

Scoring Scale

- Excellent
- Good
- Average
- Unsatisfactory
- Very Unsatisfactory

81%-100%
66%-80%
51%-65%
36%-50%
20%-35%

1-EXTERIOR

OBSERVATION

1.1 Does the site permit desirable separation of vehicular, bus, and pedestrian traffic?

RATING: 1
There are a large number of buses and a small amount of stack space causing AISD to mix bus and parent traffic to accommodate the issue (Fig. 1). There is extremely limited parking access for visitors and staff.

1.2 Are opportunities provided for outdoor learning (outdoor classrooms, gardens, etc.?)

RATING: 3
The exterior spaces are used frequently by students on campus and are in need or repair or replacement.

1.3 Are outdoor play spaces and play fields adequate in size and configuration?

RATING: 4
Outdoor play spaces need minor improvements and are not visible from the main building.

1.4 Is the building easily identified with appropriate signage and community wayfinding?

RATING: 2
The main entry is unclear for visitors coming to school. Signage is both faded and hidden.

RESPONSE

The proposed solution is to separate the two modes of traffic to increase safety on campus (Fig. 2).
Phase 1: Create new drive on south and west of building to address buses and parent drop.
Future Phases: Add bus loop to north and east side of school and connect drive at south and west for parent drop off.

New and improved outdoor spaces will be created throughout each phase of construction.

Outdoor play spaces and play fields will be modified or moved as part of the master plan, but none will be lost.

The main administration and entry will be moved to the south of the building, made more visible and secure. Signage and wayfinding will bring safety and clarity to the campus and bring forward a more identifiable route for students and guests. (Fig. 3)

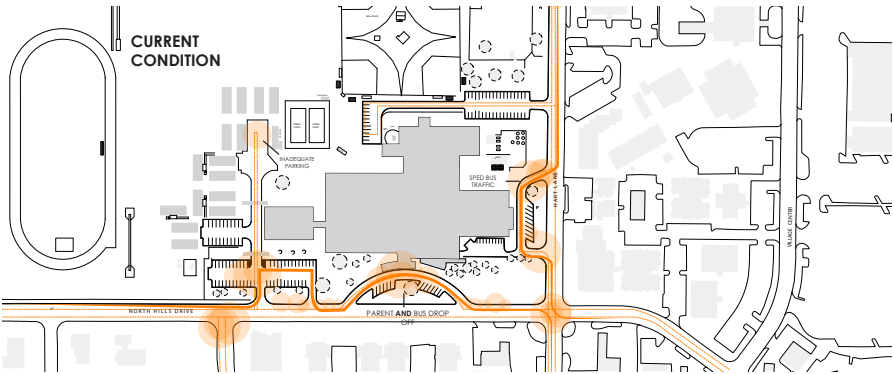


FIG. 1

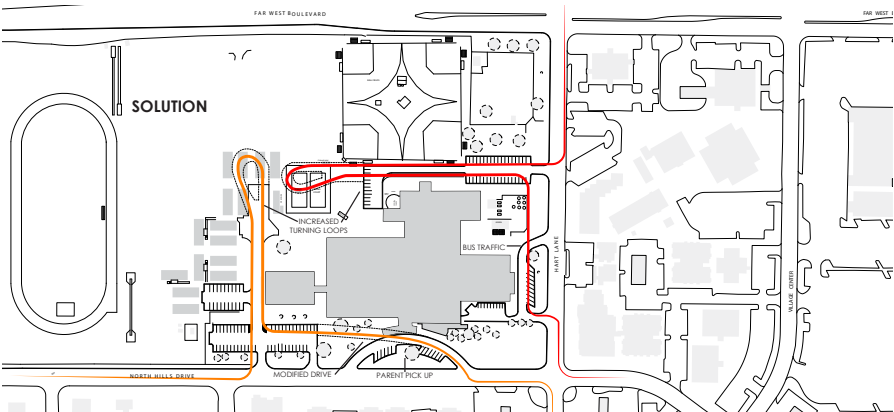


FIG. 2

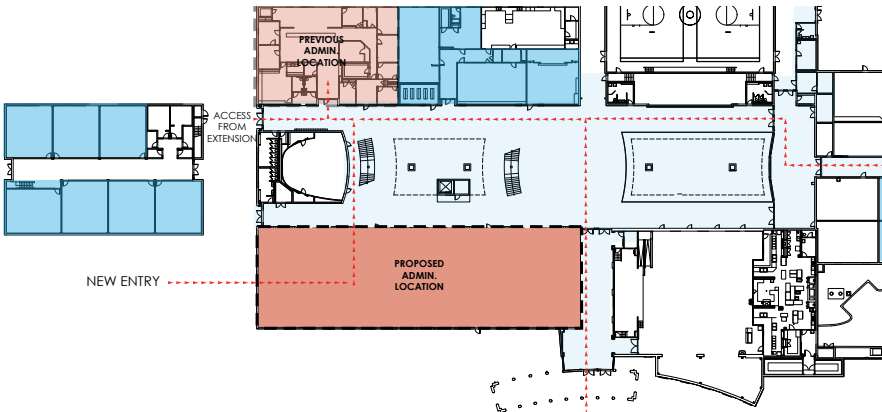


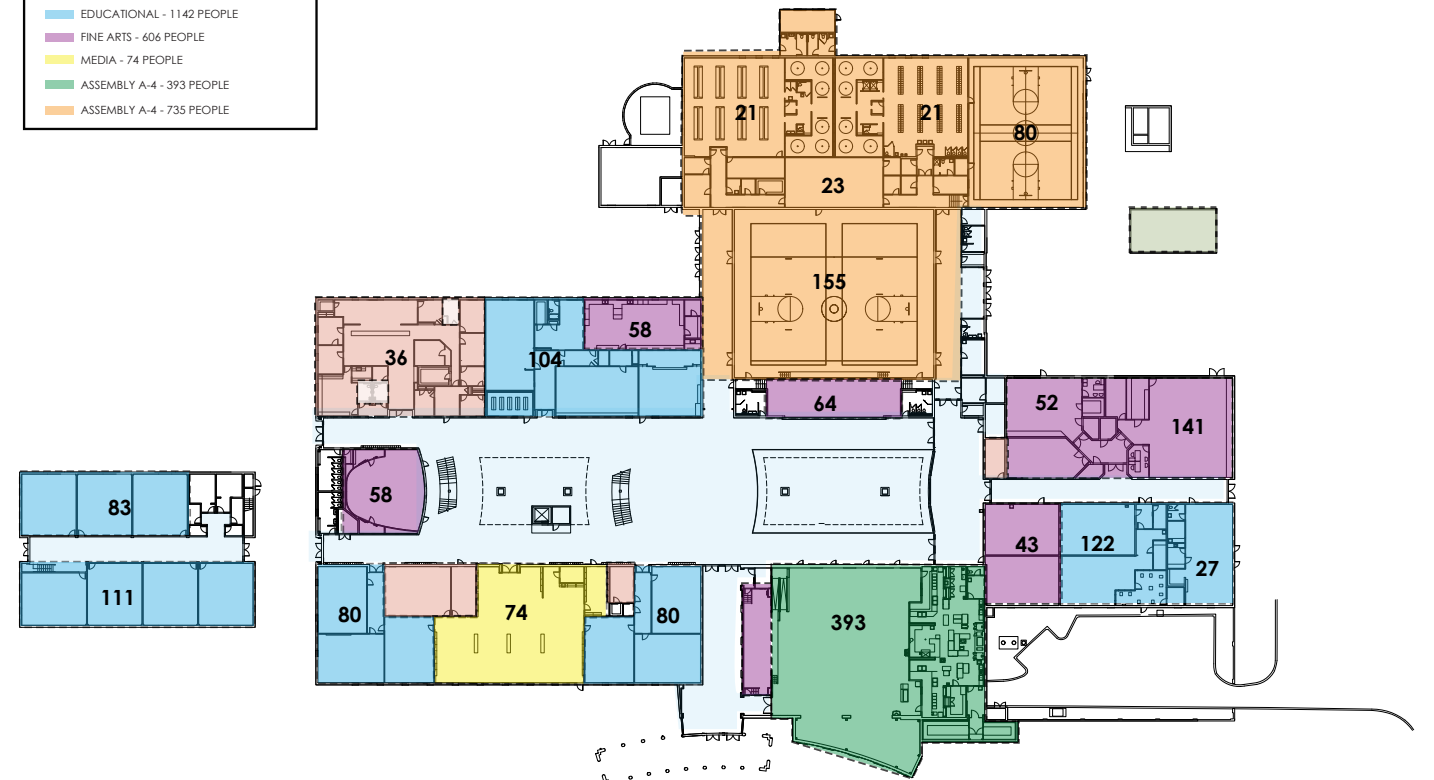
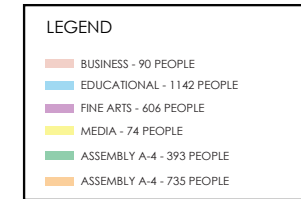
FIG. 3

CODE ASSESSMENT - EGRESS

08/09

I. OCCUPANCY LOADS

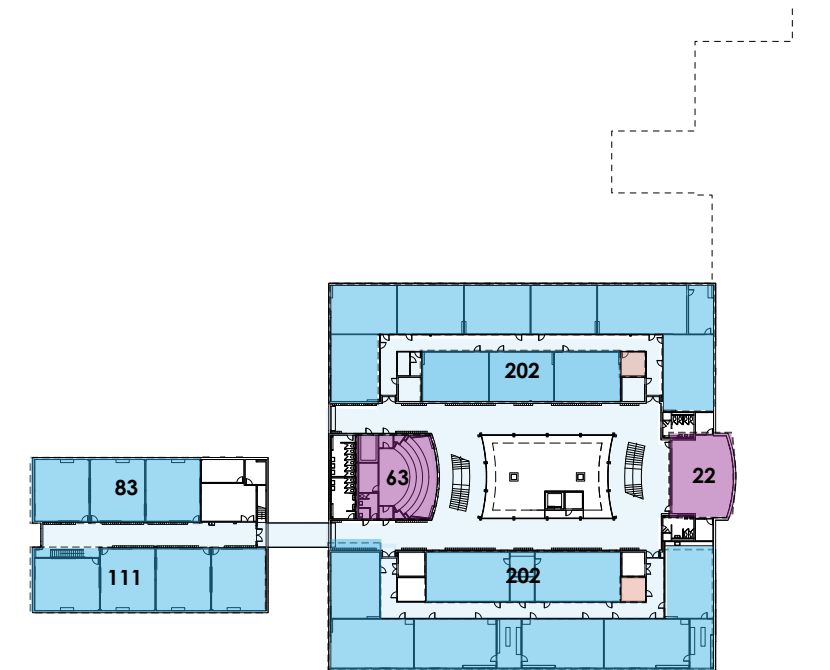
EDUCATIONAL - CLASSROOM AREAS:	IBC REFERENCE	
	1004.1.2	20 net per area
EDUCATIONAL-SHOPS AND OTHER VOCATIONAL AREAS:	1004.1.2	50 gross per occupant
LOCKER ROOMS:	1004.1.2	50 gross per occupant
ASSEMBLY WITHOUT FIXED SEATS - UN CONCENTRATED (TABLES + CHAIRS)	1004.1.2	15 gross per occupant
BUSINESS AREAS:	1004.1.2	100 gross per occupant
KITCHENS, COMMERCIAL:	1004.1.2	200 gross per occupant
LIBRARY - STACK AREA:	1004.1.2	100 gross per occupant
ACCESSORY STORAGE, MECHANICAL EQUIPMENT ROOMS:	1004.1.2	300 gross per occupant
EXERCISE ROOMS:	1004.1.2	50 gross per occupant



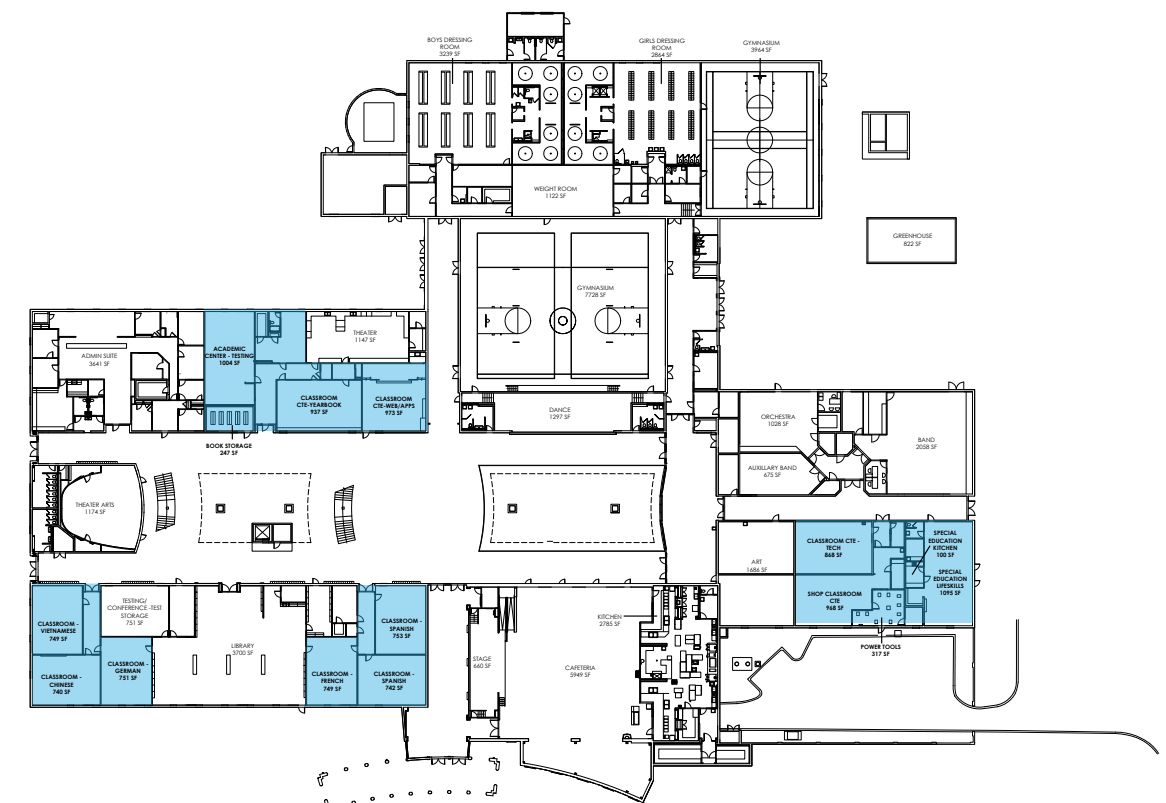
OCCUPANCY LOAD LVL 1

II. REQ. EGRESS WIDTHS

MIN. CORRIDOR WIDTH ALLOWANCE	IBC REFERENCE	
	1018.2	72" in Group 3 occupancy with a corridor having an occupant load of 100 or more 36" with an occupancy load of less than 50
EGRESS WIDTH PER OCCUPANT	1005.3.1 1005.3.2	Stairways: 0.3" per occupant Other egress components: 0.2" per occupant
NUMBER OF EXITS REQUIRED	1006.3.1 1006.3.1 1006.3.1 1006.3.1	1-49 occupants: 1 exit, max 75' common path of travel 50-500 occupants: 2 exits 501-1,000 occupants: 3 exits More than 1,000 occupants: 4 exits
MAXIMUM EXIT ACCESS TRAVEL DISTANCE	1016.2 1016.2 1016.2 1016.2	E Occupancy 200' (W/O Sprinkler System) A Occupancy 200' (W/O Sprinkler System) B Occupancy 200' (W/O Sprinkler System) S-1 Occupancy 200' (W/O Sprinkler System)
MAXIMUM LENGTH OF DEAD END CORRIDOR	1029.9.5	20'-0"
EGRESS THROUGH INTERVENING SPACES	1016.2	Permitted where adjoining rooms or areas and the area served are accessory to one or the other, are not group 'H' occupancy, and provide a discernable path of egress travel to an exit.
MAXIMUM COMMON PATH OF EGRESS TRAVEL DISTANCE	508.4 508.2 716.5	E occupancy 75'-0" to choice of 2 exit paths A Occupancy 75'-0" to choice of 2 exit paths B Occupancy 75'-0" to choice of 2 exit paths S-1 Occupancy 75'-0" to choice of 2 exit paths



OCCUPANCY LOAD LVL 2

[illegible][illegible]

MURCHISON MIDDLE SCHOOL MASTER PLAN

P R O J E C T & S I T E C O N T E X T

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INTRODUCTION

Before any sort of design should begin, an evaluation of the site context is necessary to understand the constraints and opportunities that will shape the project. The analysis includes both project functional influences as well as the overall area around the school site.

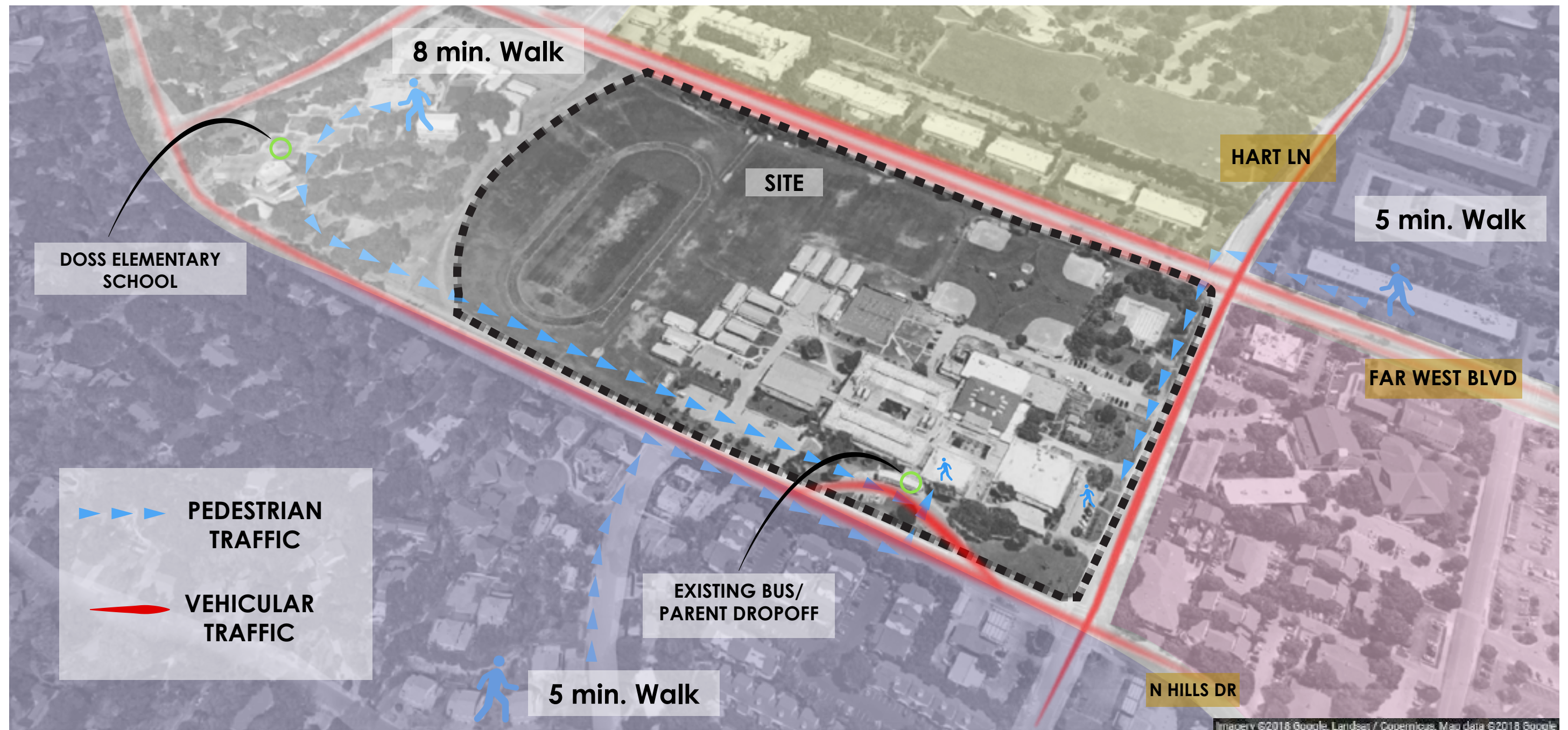
Murchison Middle School sits within the full purposes city limits of the City of Austin and is bordered by Far West Boulevard, Hart Lane, and N. Hills Drive. It lies mostly within the Shoal Creek Watershed. A very small portion of the site along North Hills Drive lies within the Dry Creek North Watershed. The site lies within the City of Austin Edwards Aquifer Recharge Zone, but not within any of the TCEQ Edwards Aquifer Zone limits.

ANALYSIS INCLUDES

The following items were included in this context analysis of Murchison Middle School:

- Current Middle School Master Schedule
- City of Austin Population Projections, 2010-2030
- 2016 AISD Demographic Study
- City of Austin Code - Tree Regulations
- Kleinfelder Geotechnical Engineering Site Survey





Traffic

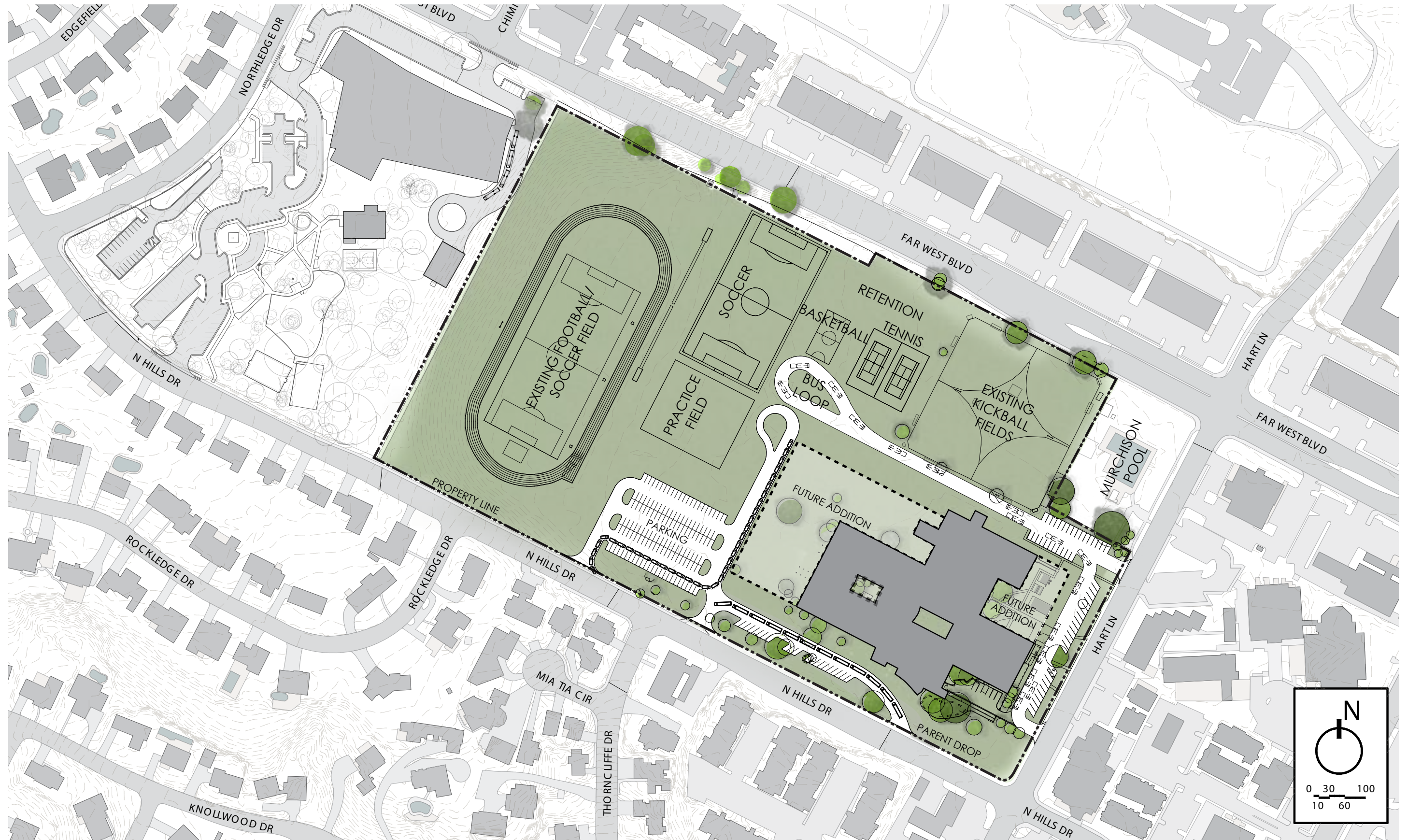
Due to the growth of the student population and the current pavement layout, the current means of dropping off and picking up results in much traffic on the surrounding roads.

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Utilities

All necessary utility lines run around and through the site. There are instances of underground electricity lines though that can have an impact on future additions/renovations and will need to be relocated/ altered eventually.



Site Plan - Master Plan

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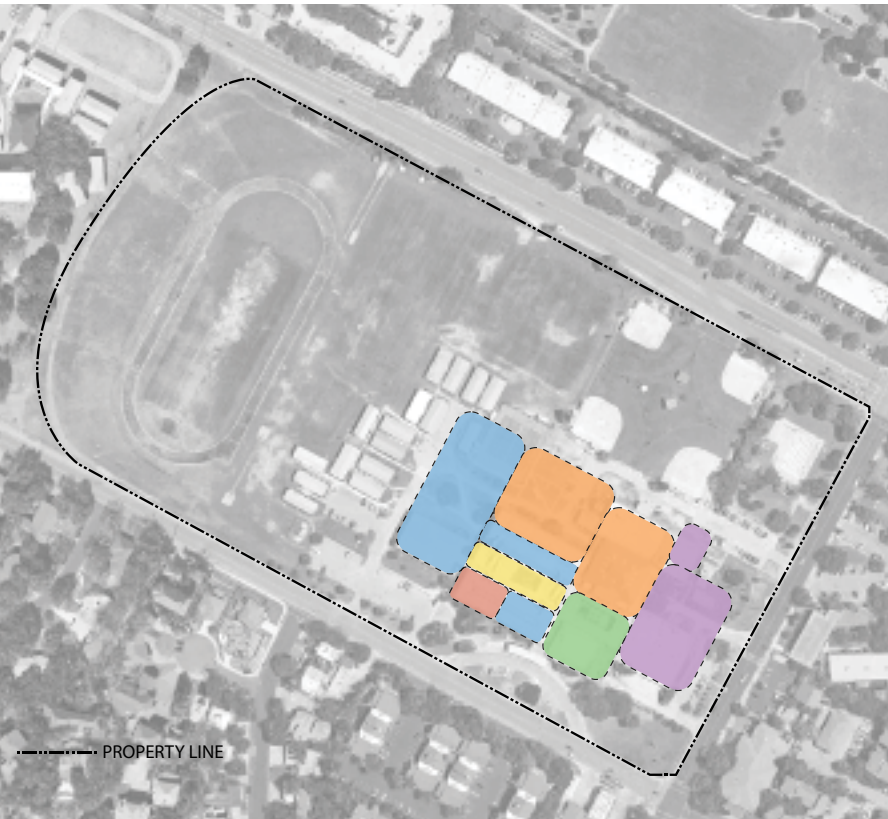
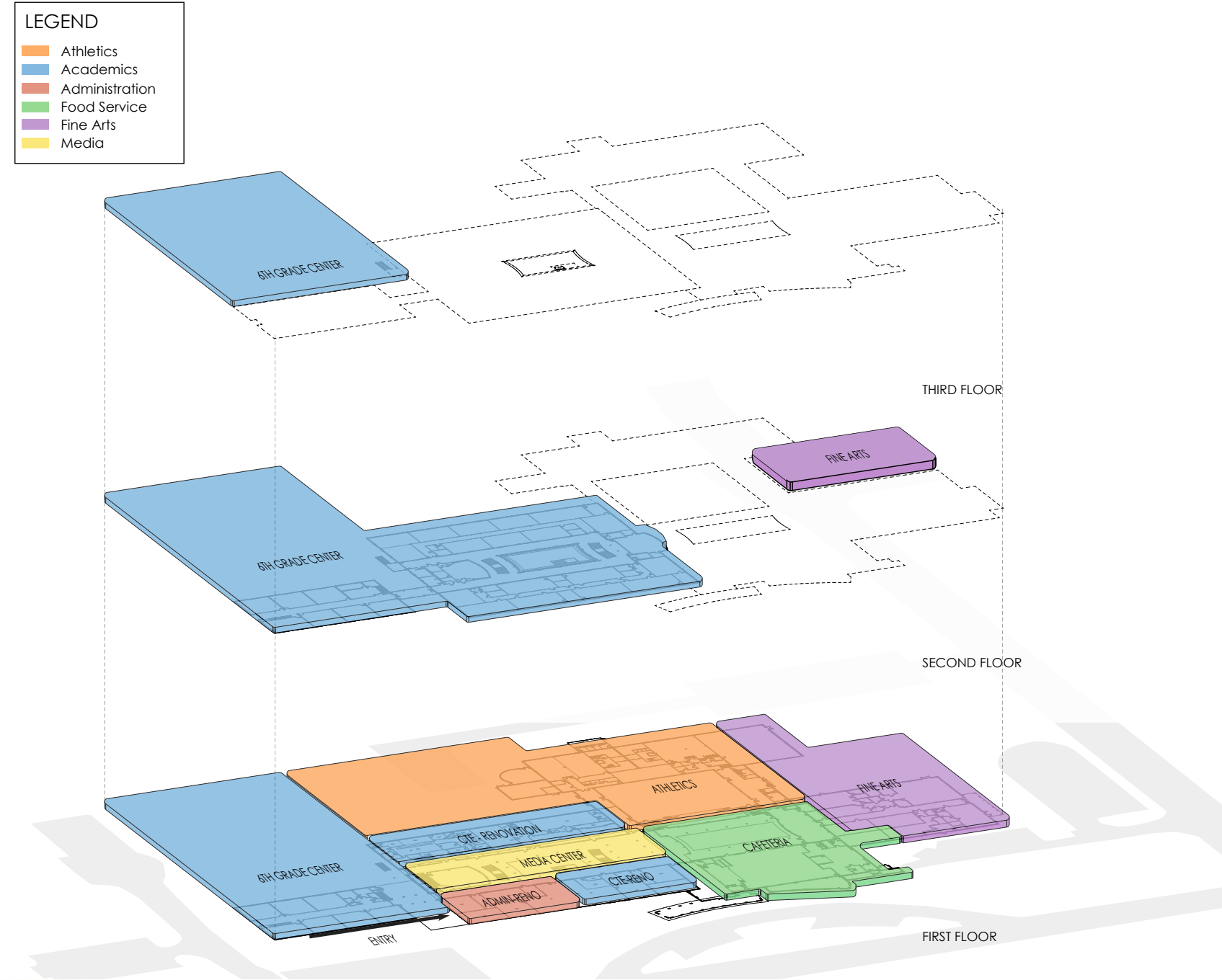


Site Plan - Phase 1

OPTION 1 - MASTER PLAN

Below is the zoning map for the overall master plan for this option. It is intended to guide the organization and layout of the future building. This option primarily seeks to add academic, fine arts, and athletic space while renovating the rest of the building to accommodate dining, media, administration, and remaining portions of the academic, athletic, and fine arts programs.

MASTER PLAN ZONING



OPTION 1.B - PHASE 1

Use the 2017 Murchison MS Modernization - Phase 1 Bond funds to correct all of the critical issues and design work identified in the bond for Phase 1. This puts 6th grade into a vertical organization.

PHASE 1:

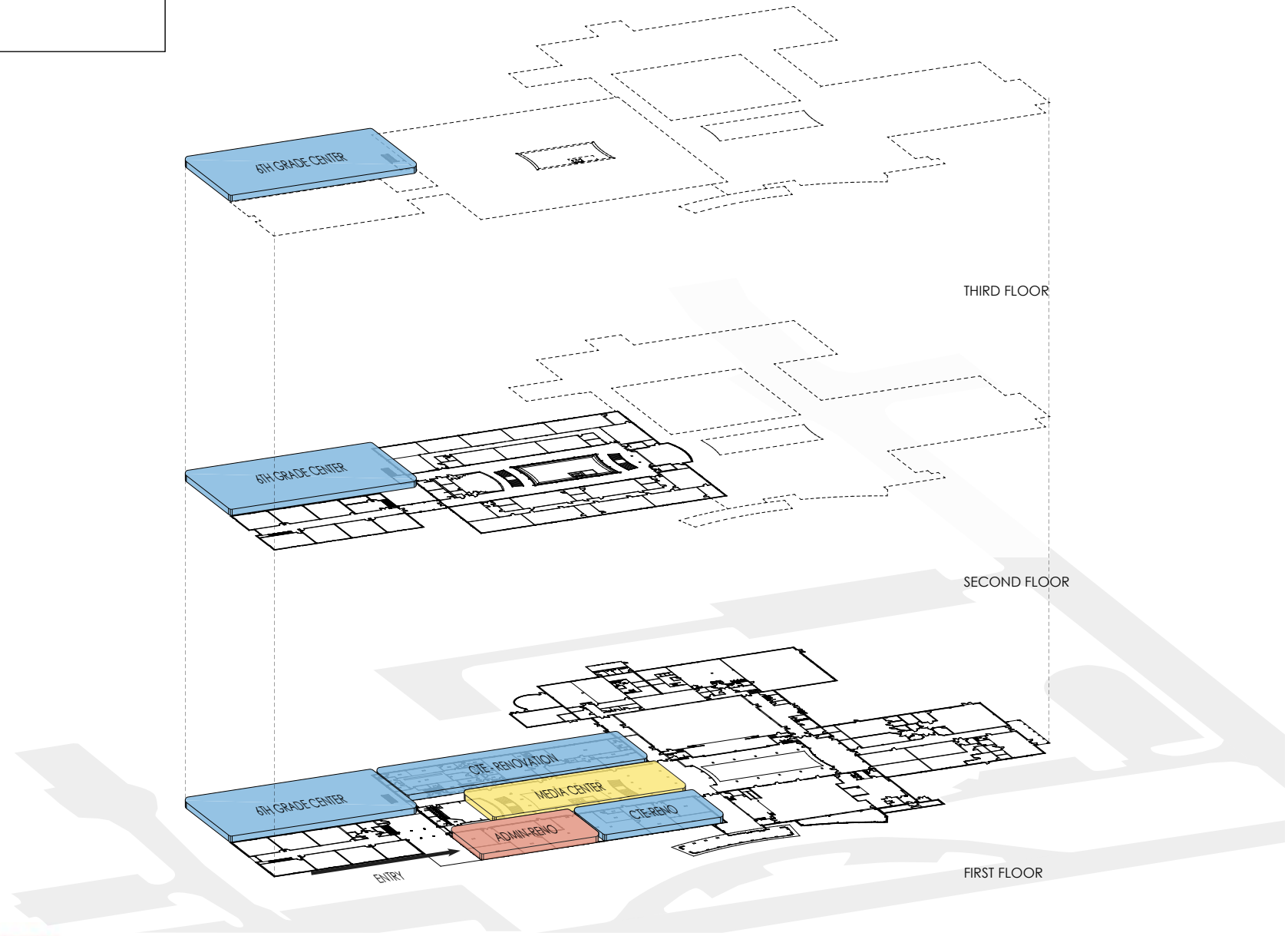
- Move Administration to front of school 3,200 sf
- Move Media Center to Central Commons 10,000 sf
- Academic Addition (6th Grade Center) 36,000 sf
- Renovate old Admin/Classrooms/Library to CTE 14,000 sf

LEGEND

Academics

Administration

Media



- Within budget
- Corrects critical issues at the campus making the existing space more functional and reliable.
- Renovates existing spaces into CTE and Academic Spaces for student use.
- Solves security concerns with visitor access by reconfiguring Administration and the Media Center.
- Renovated the media center and makes it the heart of the school by in-filling the courtyard.



- Does not bring 7th and 8th grade classrooms up to district education specification for academic spaces
- Leaves a few portables on site to accommodate additional fine arts and special education space needs.



COST: \$16.1 M (2017 BOND)

Program Spaces	Phase I							Future Phases							TOTAL							NOTES:						
	Capacity			Density	Unit Area	Quantity	Net Area	Capacity			Density	Unit Area	Quantity	Net Area	Capacity			Density	Unit Area	Quantity	Net Area							
	Staff	TS	St.	SF/St.	NSF		NSF	Staff	TS	St.	SF/St.	NSF		NSF	Staff	TS	St.	SF/St.	NSF		NSF							
Learning Communities																												
Sixth Grade Learning Community																												
Learning Neighborhood No. 1																												
Studios	3	3	78	31	800	3	2,400								3	3	78		800	3	2,400	Students/Teaching Station						
Science Lab/Lecture	1	1	26	50	1,300	1	1,300								1	1	26		1,300	1	1,300	Studio Area	24	26	28	30	32	
Science Prep Room	0	0	0		275	1	275								0	0	0		275	1	275	800	33.33	30.77	28.57	26.67	25.00	
Maker Space	1	1	26	50	1,300	1	1,300								1	1	26		1,300	1	1,300	TEA Minimum Recommended Classroom Density: 28.00 NSF/Student						
Open Collaboration Area	0	0	26	46	1,200	1	1,200								0	0	26		1,200	1	1,200	TEA Minimum Recommended LAB/LECT Density: 50.00 NSF/Student						
RESOURCE Studios (SpED +)	0	0	10	60	600	1	600								0	0	10		600	1	600							
Small Group Rooms	0	0	0		125	2	250								0	0	0		125	2	250							
Professional Learning Center	0	0	0		600	1	600								0	0	0		600	1	600							
Staff Restroom	0	0	0		60	1	60								0	0	0		60	1	60							
Learning Neighborhood No. 2																												
Studios	3	3	78	31	800	3	2,400								3	3	78		800	3	2,400	CORE: Math, ELA, SS, and World Languages						
Science Lab/Lecture	1	1	26	50	1,300	1	1,300								1	1	26		1,300	1	1,300	CORE: Science						
Science Prep Room	0	0	0		275	1	275								0	0	0		275	1	275							
Maker Space	1	1	26	50	1,300	1	1,300								1	1	26		1,300	1	1,300	CORE or ELECTIVES (Project/Build work, Direct Instruction, Hands-on, etc.)						
Open Collaboration Area	0	0	26	46	1,200	1	1,200								0	0	26		1,200	1	1,200	CORE or ELECTIVES (Project/Build work, Direct Instruction, Hands-on, etc.)						
RESOURCE Studios (SpED +)	0	0	10	60	600	1	600								0	0	10		600	1	600	SpED: INTERVENTION/Remediation (Math/Science/ELA) + ESL + Other						
Small Group Rooms	0	0	0		125	2	250								0	0	0		125	2	250	Self-Directed, Small Group, Studio "pull out", Special Needs "pull-out", Meetings						
Professional Learning Center	0	0	0		600	1	600								0	0	0		600	1	600	Work Stations/Workroom/Planning Room for Teachers (8)						
Staff Restroom	0	0	0		60	1	60								0	0	0		60	1	60							
Learning Neighborhood No. 3																												
Studios	3	3	78	31	800	3	2,400								3	3	78		800	3	2,400	CORE: Math, ELA, SS, and World Languages						
Science Lab/Lecture	1	1	26	50	1,300	1	1,300								1	1	26		1,300	1	1,300	CORE: Science						
Science Prep Room	0	0	0		275	1	275								0	0	0		275	1	275							
Maker Space	1	1	26	50	1,300	1	1,300								1	1	26		1,300	1	1,300	CORE or ELECTIVES (Project/Build work, Direct Instruction, Hands-on, etc.)						
Open Collaboration Area	0	0	26	46	1,200	1	1,200								0	0	26		1,200	1	1,200	CORE or ELECTIVES (Project/Build work, Direct Instruction, Hands-on, etc.)						
RESOURCE Studios (SpED +)	0	0	10	60	600	1	600								0	0	10		600	1	600	SpED: INTERVENTION/Remediation (Math/Science/ELA) + ESL + Other						
Small Group Rooms	0	0	0		125	2	250								0	0	0		125	2	250	Self-Directed, Small Group, Studio "pull out", Special Needs "pull-out", Meetings						
Professional Learning Center	0	0	0		600	1	600								0	0	0		600	1	600	Work Stations/Workroom/Planning Room for Teachers (8)						
Staff Restroom	0	0	0		60	1	60								0	0	0		60	1	60							
Instructional Support																												
Instructional Materials Storage	0	0	0		200	1	200								0	0	0		200	1	200							
Student Restrooms	0	0	0		200	6	1,200								0	0	0		200	6	1,200	As Required Per Code and As Determined by Design/Plan Layout						
Sixth Grade LC Totals								15	15	498				25,355	0	0	0				0	15	15	498				25,355

Program Spaces	Phase I							Future Phases							TOTAL							NOTES:	
	Capacity			Density	Unit Area	Quantity	Net Area	Capacity			Density	Unit Area	Quantity	Net Area	Capacity			Density	Unit Area	Quantity	Net Area		
	Staff	TS	St.	SF/St.	NSF	Quantity	NSF	Staff	TS	St.	SF/St.	NSF	Quantity	NSF	Staff	TS	St.	SF/St.	NSF	Quantity	NSF		
Performing Arts Community																							As part of Dining/Commons Area
Black Box																							
Stage								1	1	26		1,500	1	1,500	1	1	26		1,500	1	1,500	Consider Stage Extension into Dinning/Commons Area	
Stage Storage								0	0	0		300	1	300	0	0	0		300	1	300	Risers, Music Stands, etc..	
Boys Dressing								0	0	0		175	1	175	0	0	0		175	1	175	With Toilet/Sink	
Girls Dressing								0	0	0		175	1	175	0	0	0		175	1	175	With Toilet/Sink	
VENUES Subtotals	0	0					0	1	1	26				2,150	1	1	26				2,150		
BAND and ORCHESTRA																							
Band																							
Band Rehearsal Room								4	2	80	35.00	2,800	1	2,800	4	2	80		2,800	1	2,800	Band Rehearsal Room Recommended Density: 30-35 sf/instrumentalist	
Storage												200	1	200	0	0	0		200	1	200	With Non-percussion instrument storage in Rehearsal Room	
Band Offices (Shared)												300	1	300	0	0	0		300	1	300	General Storage (non-instrument)	
Orchestra																						Shared: Three (3) Instructors + One (1) Future Instructor	
Orchestra Rehearsal Room								3	2	60	36.67	2,200	1	2,200	3	2	60		2,200	1	2,200	Orch. Rehearsal Room Recommended Density: 30-35 sf/instrumentalist	
Storage												200	1	200	0	0	0		200	1	200	With Non-percussion instrument storage in Rehearsal Room	
Orchestra Director's Office												225	1	225	0	0	0		225	1	225	General Storage (non-instrument)	
Ensemble Rooms																						Shared: Two (2) Instructors + One (1) Future Instructor	
Band Large Ensemble Room									1	40	30.00	1,200	1	1,200	0	1	40		1,200	1	1,200	Shared	
Percussion Ensemble Room									0	18	44.44	800	1	800	0	0	18		800	1	800		
Orchestra Ensemble Room									1	30	35.00	1,050	1	1,050	0	1	30		1,050	1	1,050		
Practice Rooms																						Shared	
Small Practice(1-2)												60	10	600	0	0	0		60	10	600	Six (6) for Band + Four (4) for Orchestra	
Small Group (2-4)												80	7	560	0	0	0		80	7	560	Three (3) for Band + Four (4) for Orchestra	
Med Group (4-6)												100	2	200	0	0	0		100	2	200	Two (2) for Band	
Small Ensemble (8-12)												350	1	350	0	0	0		350	1	350	One (1) for Band	
Instrument Storage																							
Percussion												400	1	400	0	0	0		400	1	400	Shared, Climate Controlled	
Uniform Storage																							
Band Uniforms												250	1	250	0	0	0		250	1	250	50 Jackets/Ties + 50 Gowns	
Orchestra Uniforms												250	1	250	0	0	0		250	1	250	40 Jackets/Ties + 40 Gowns	
Support Areas																							
Instrument Repair/Storage												120	1	120	0	0	0		120	1	120	Tools/work Bench, Cabinets, Sink - climate controlled	
Band Music Library												300	1	300	0	0	0		300	1	300	3000 Titles - High Density Storage with copier/desk	
Orchestral Music Library												200	1	200	0	0	0		200	1	200	1200 Titles - High Density Storage with copier/desk	
Band/Orchestra Subtotals	0	0					0	7	6	228				12,205	7	6	228				12,205		

Program Spaces	Phase I							Future Phases							TOTAL							NOTES:					
	Capacity			Density	Unit Area	Quantity	Net Area	Capacity			Density	Unit Area	Quantity	Net Area	Capacity			Density	Unit Area	Quantity	Net Area						
	Staff	TS	St.	SF/St.	NSF	Quantity	NSF	Staff	TS	St.	SF/St.	NSF	Quantity	NSF	Staff	TS	St.	SF/St.	NSF	Quantity	NSF						
Art																											
VISUAL ARTS																											
ART: 2D Studio								2	2	26	92.31	1,200	2	2,400	2	2	26		1,200	2	2,400	Students/Studio					
Supply Storage								0	0	0		100	1	100	0	0	0		100	1	100	Studio Area	24	26	28	30	32
Student Project Storage								0	0	0		120	1	120	0	0	0		120	1	120	1,200	50.00	46.15	42.86	40.00	37.50
Recommended Min. Studio Density: 45.00 NSF/Student																											
Painting, Drawing, Charcoal, Graphite, Water Color, Etc..																											
Sculpture, Pottery, Ceramics, Jewelry, Crafts, Etc.																											
Reduced from two to one Graphics Studio (CTE Graphics Increased)																											
Art Staff Workstations (5) + planning area																											
Art Subtotals							0	0	0				0	4	4	78				6,040	4	4	78				6,040

BUILDING CONCEPT DESIGN

08/09

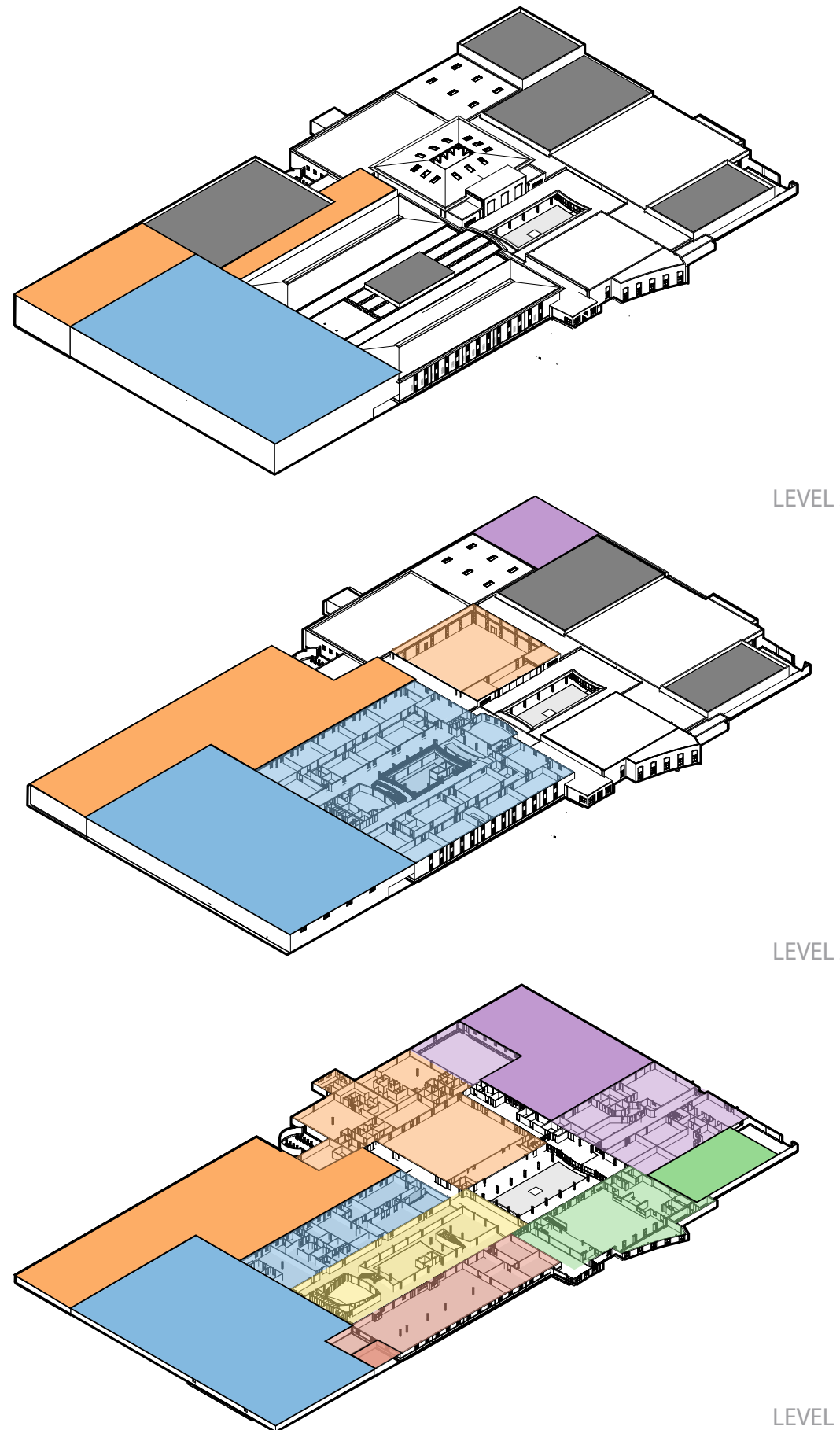
INTRODUCTION

Over the series of several meetings, Stantec worked with the Committee Architectural Team (CAT) to develop a final building concept that represents the overall design concepts discussed to date for the master plan of Murchison MS as well as Phase 1 work for the 2017 Bond.

During the site strategies segment of the master plan, Option 1.B and Option 1.E were selected due to their ability to keep the existing school in operation during the construction of a new facility and address all of the issues identified in the bond. Additionally, it attempts to consolidate all of the fine arts spaces and bring the last few programs (fine arts and special education) in from the portables. This option represented a strong desire for the campus to eliminate all portables on the campus. The new Academic and Fine Arts additions would set the campus up for long term progression of students out of the portables and into the main campus. Once the new building is completed, the students will move over, portables will be removed from the site, and trees affected by the additions would be mitigated elsewhere. The infill of the Media Center within the courtyard would act as a community space and solve drainage issues within the current open courtyard. The addition of the fine arts and special education programs to the Phase 1 bond scope were not budgeted for nor expected but were an outcome of the discussions between the CAT and design team. At the time of the site strategies phase of the master plan this concept was over budget and the following work attempts to bring these desires into budget. Some adjustments to scope are expected to make this all work.

Stantec worked to design a school layout that creates a number of flexible options for the district and school moving forward. The classrooms are organized in a way that there is flexibility in shifting classroom groupings around to address flows in student enrollment and student neighborhoods. This model increases utilization of spaces to provide an efficient campus with a limited footprint. Open flexible space is located throughout the school to provide impromptu breakout space as well as a display for the variety of activities occurring in the building. Connections to the outdoors is important as well, utilizing transparency and strategic openings to connect students to daylight and nature.

Strong considerations were given to the current work and how future work will affect the current school and work to be completed in phase 1. Attempts are made to be considerate of not re-doing work in the building or working removing new work relatively soon to accommodate future work. Some of these moves are inevitable, but they were limited to reduce overall cost long-term and be more conscience of environmental issues associated with construction.



LEVEL 3

LEVEL 2

LEVEL 1

Axonometric of Master Planned Murchison MS

MURCHISON MIDDLE SCHOOL MASTER PLAN

LEGEND

Athletics

Academics

Administration

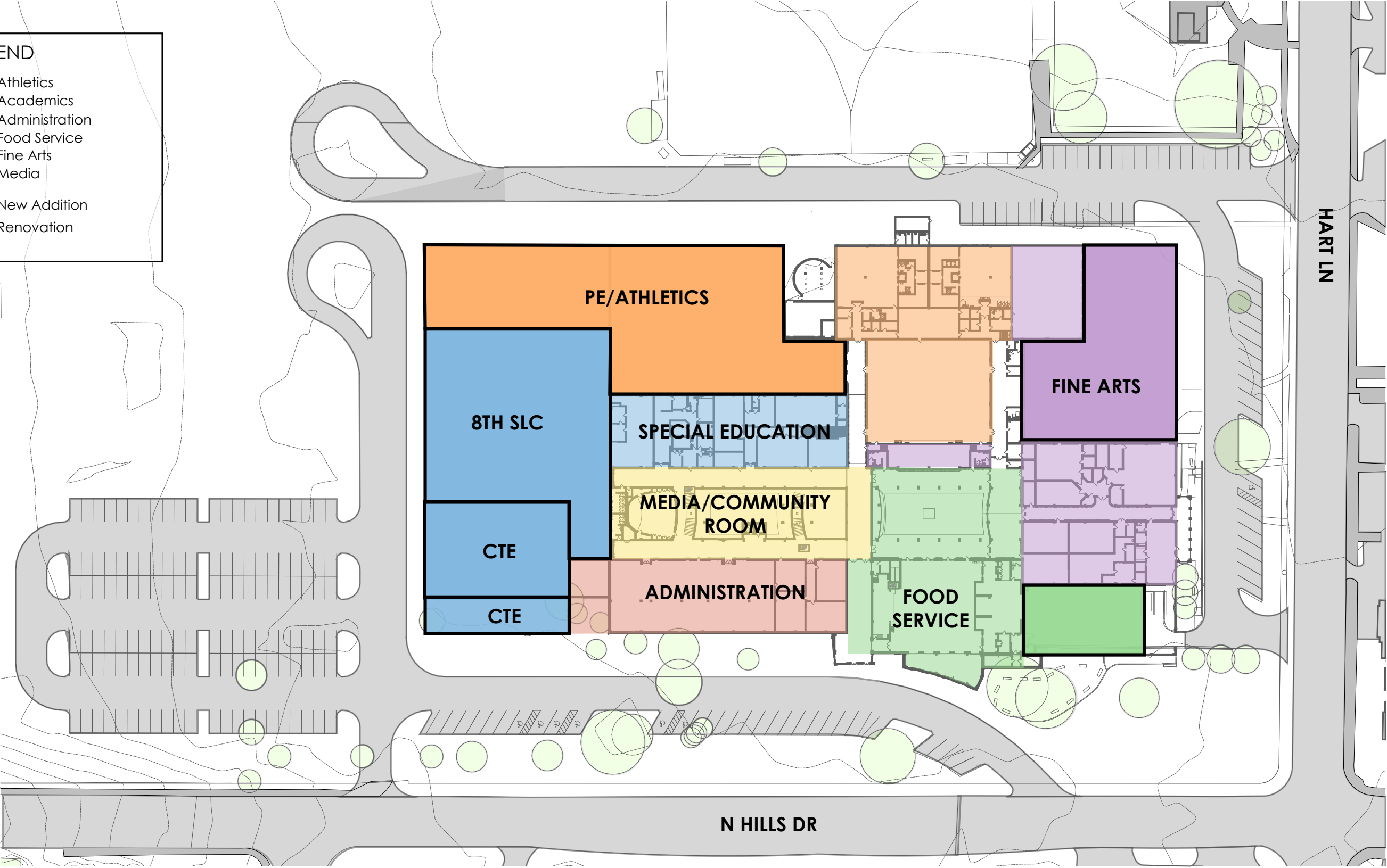
Food Service

Fine Arts

Media

New Addition

Renovation



FLOOR PLAN - LEVEL 1 MASTER PLAN

08/09

LEGEND

Athletics

Academics

Administration

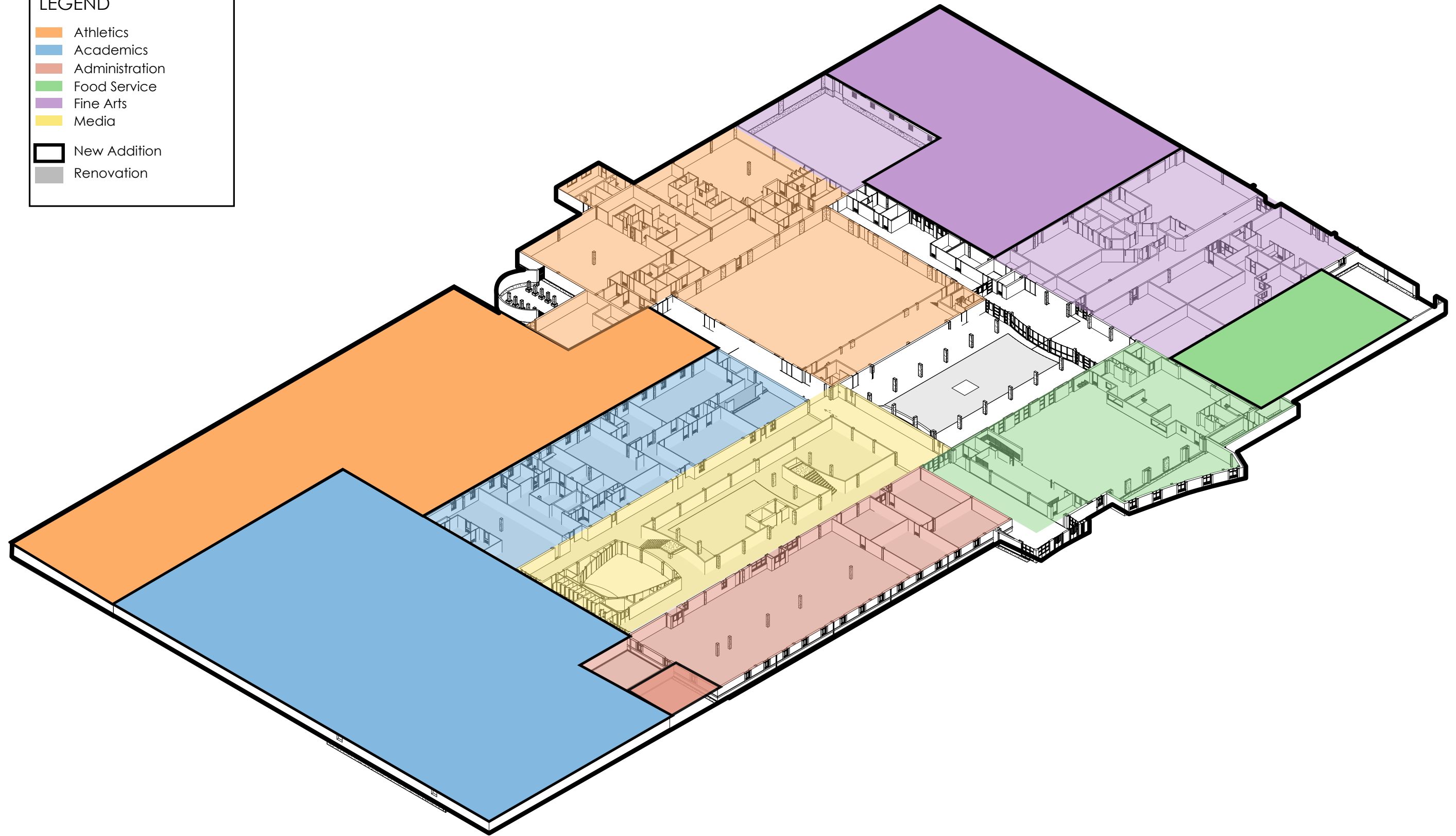
Food Service

Fine Arts

Media

New Addition

Renovation



AXON- LEVEL 1

LEGEND

Athletics

Academics

Administration

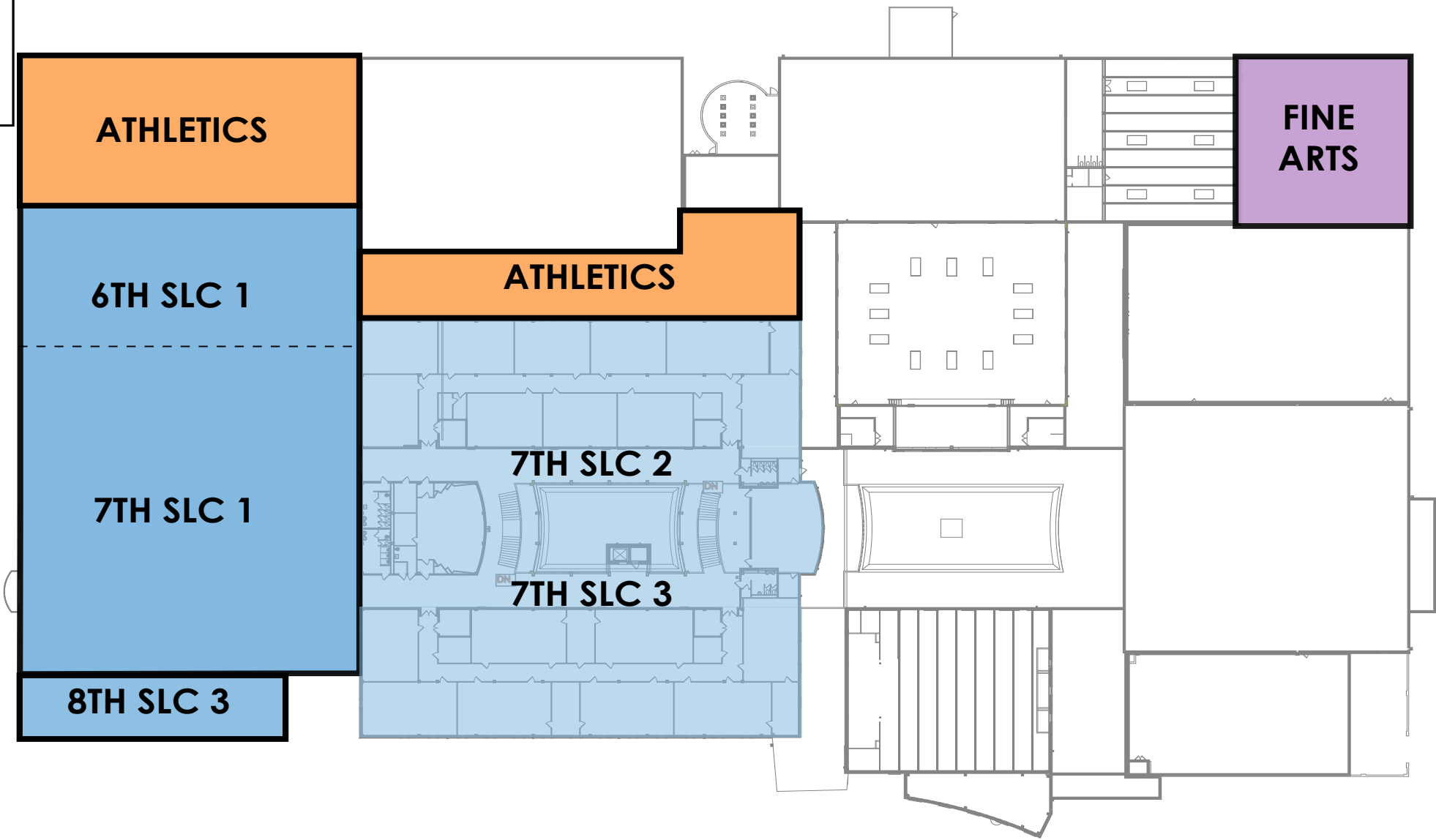
Food Service

Fine Arts

Media

New Addition

Renovation



FLOOR PLAN - LEVEL 2 MASTER PLAN

LEGEND

Athletics

Academics

Administration

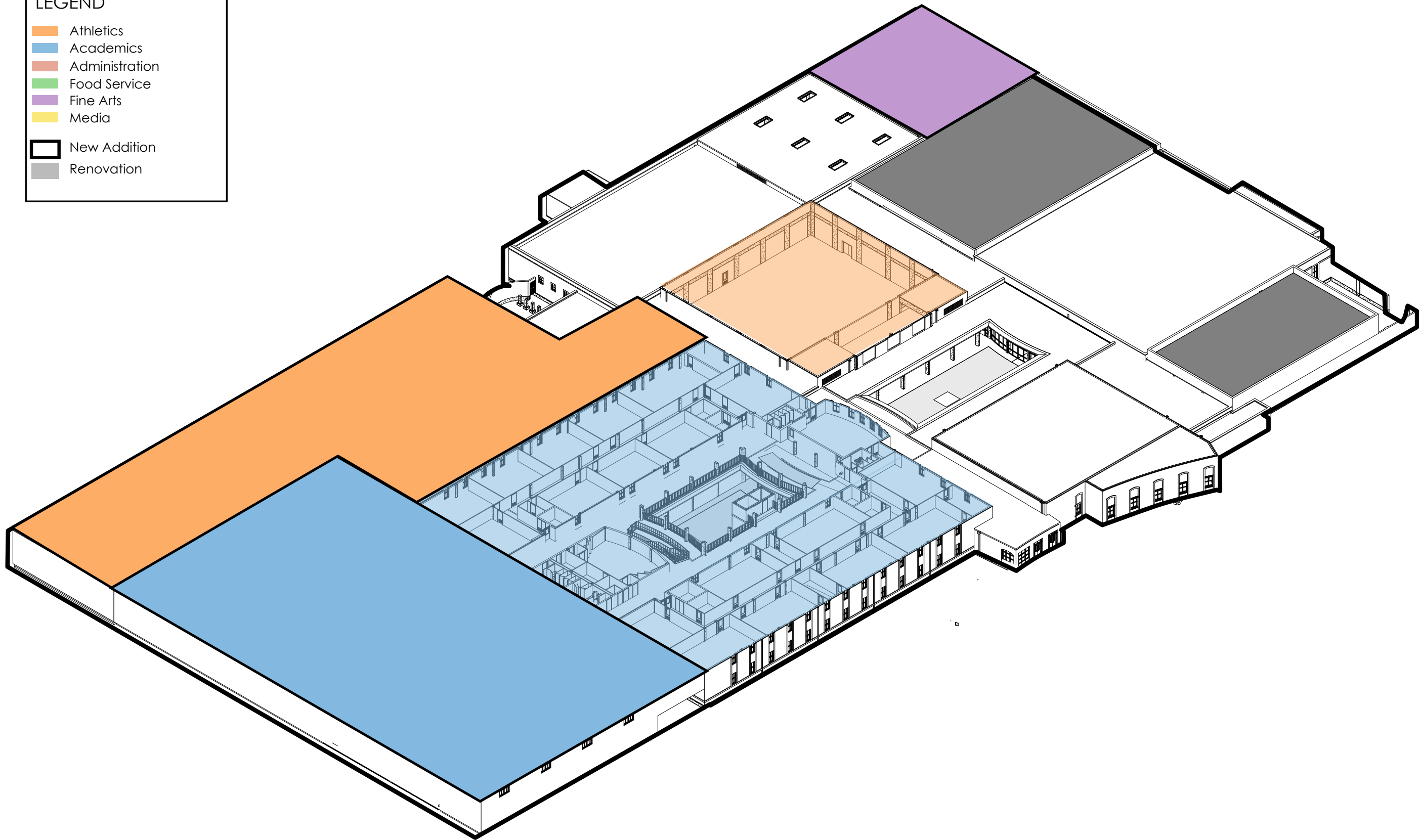
Food Service

Fine Arts

Media

New Addition

Renovation



AXON- LEVEL 2 MASTER PLAN

LEGEND

Athletics

Academics

Administration

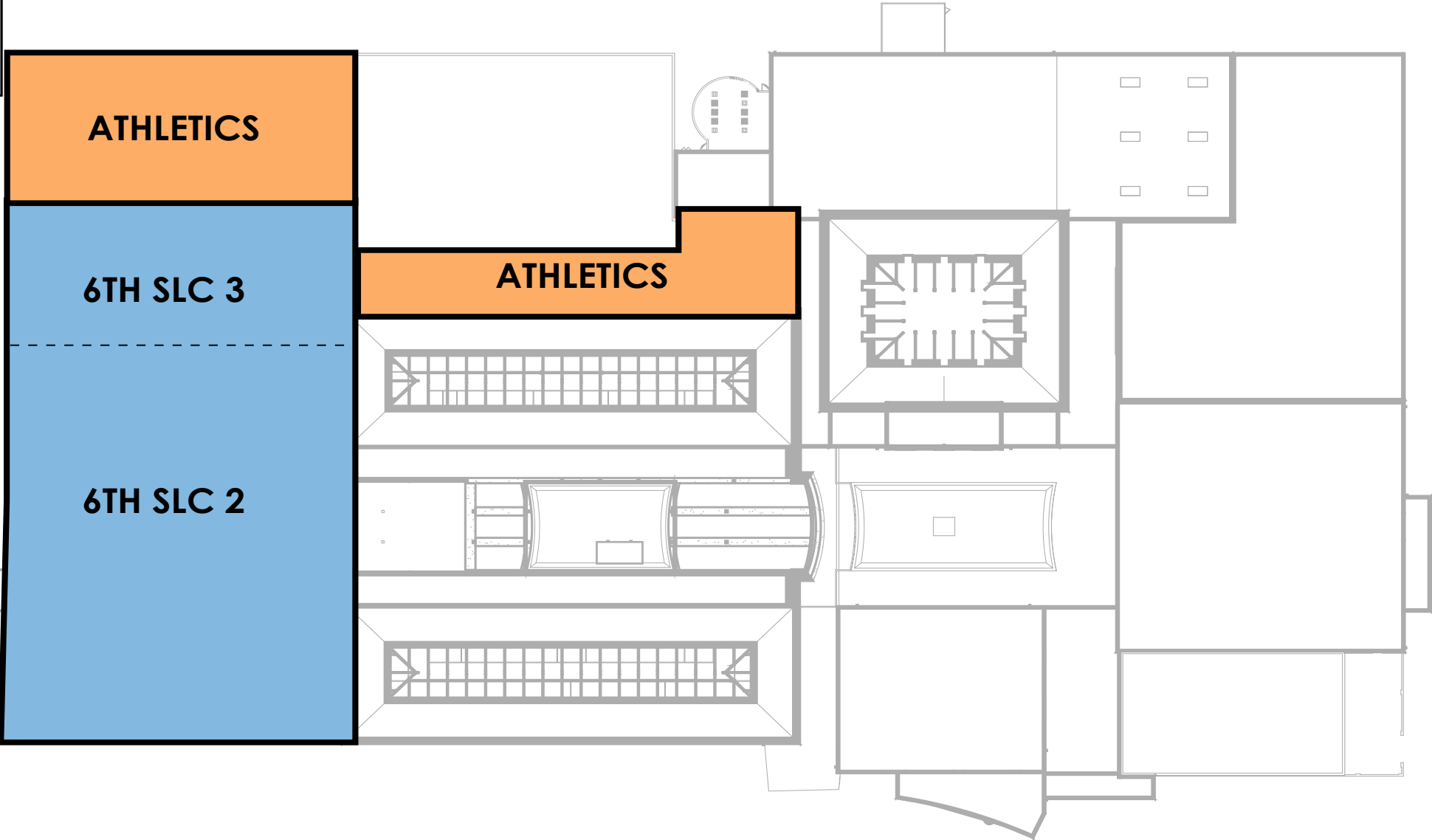
Food Service

Fine Arts

Media

New Addition

Renovation



FLOOR PLAN - LEVEL 3 MASTER PLAN

LEGEND

Athletics

Academics

Administration

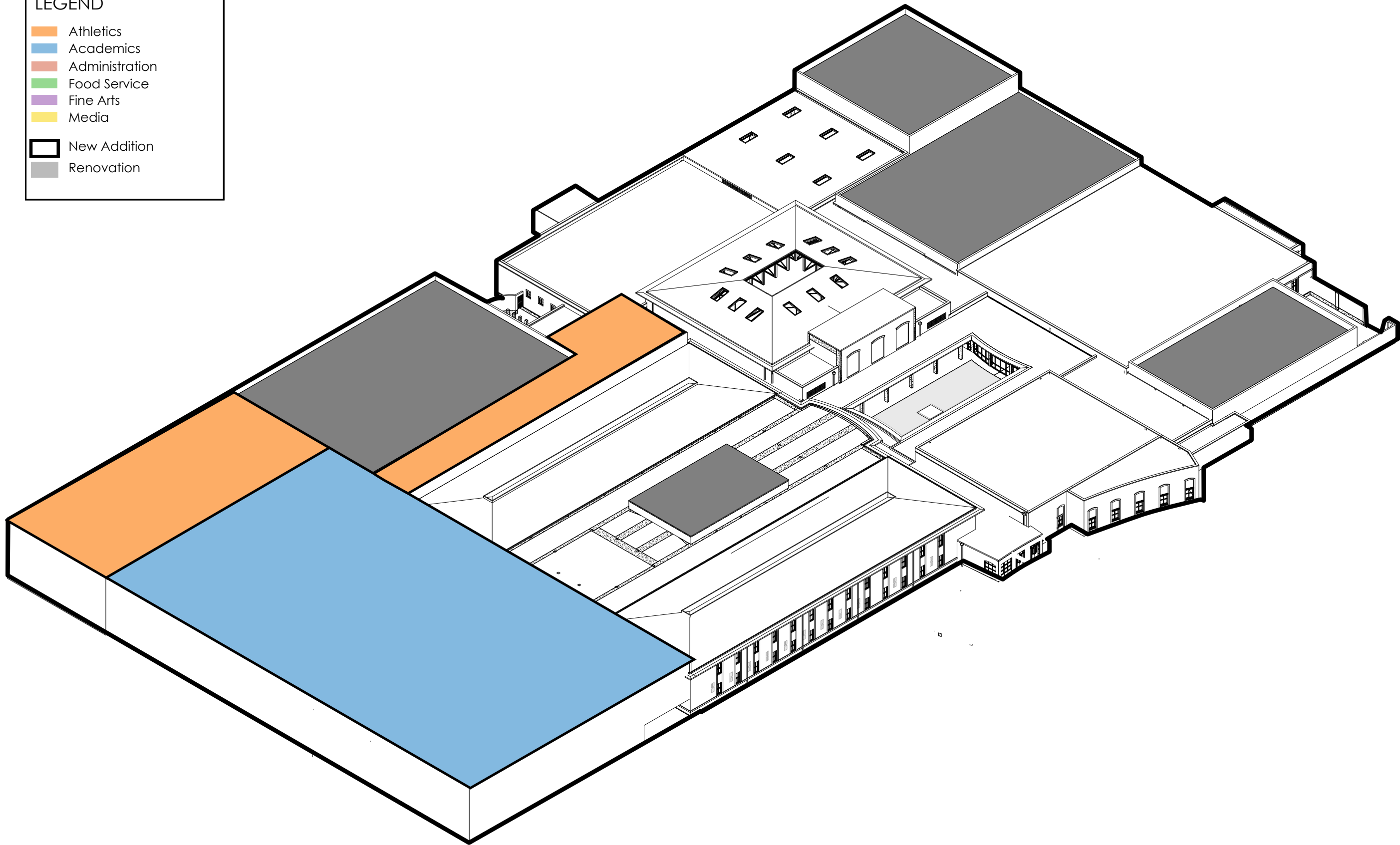
Food Service

Fine Arts

Media

New Addition

Renovation

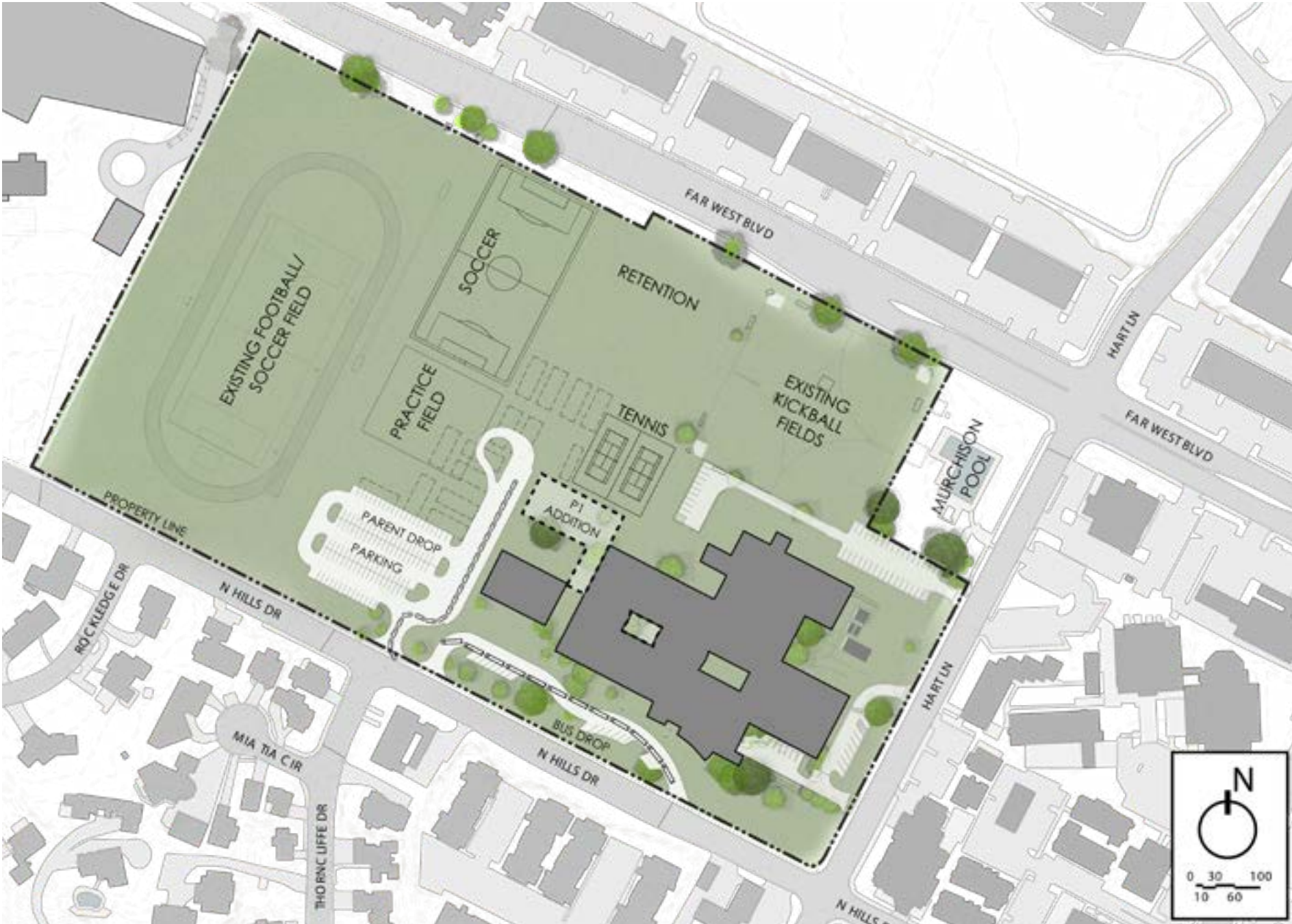


AXON- LEVEL 3 MASTER PLAN

PHASE 1 SCOPE OF WORK







Phase 1 priorities for Murchison Middle School consists of the following:

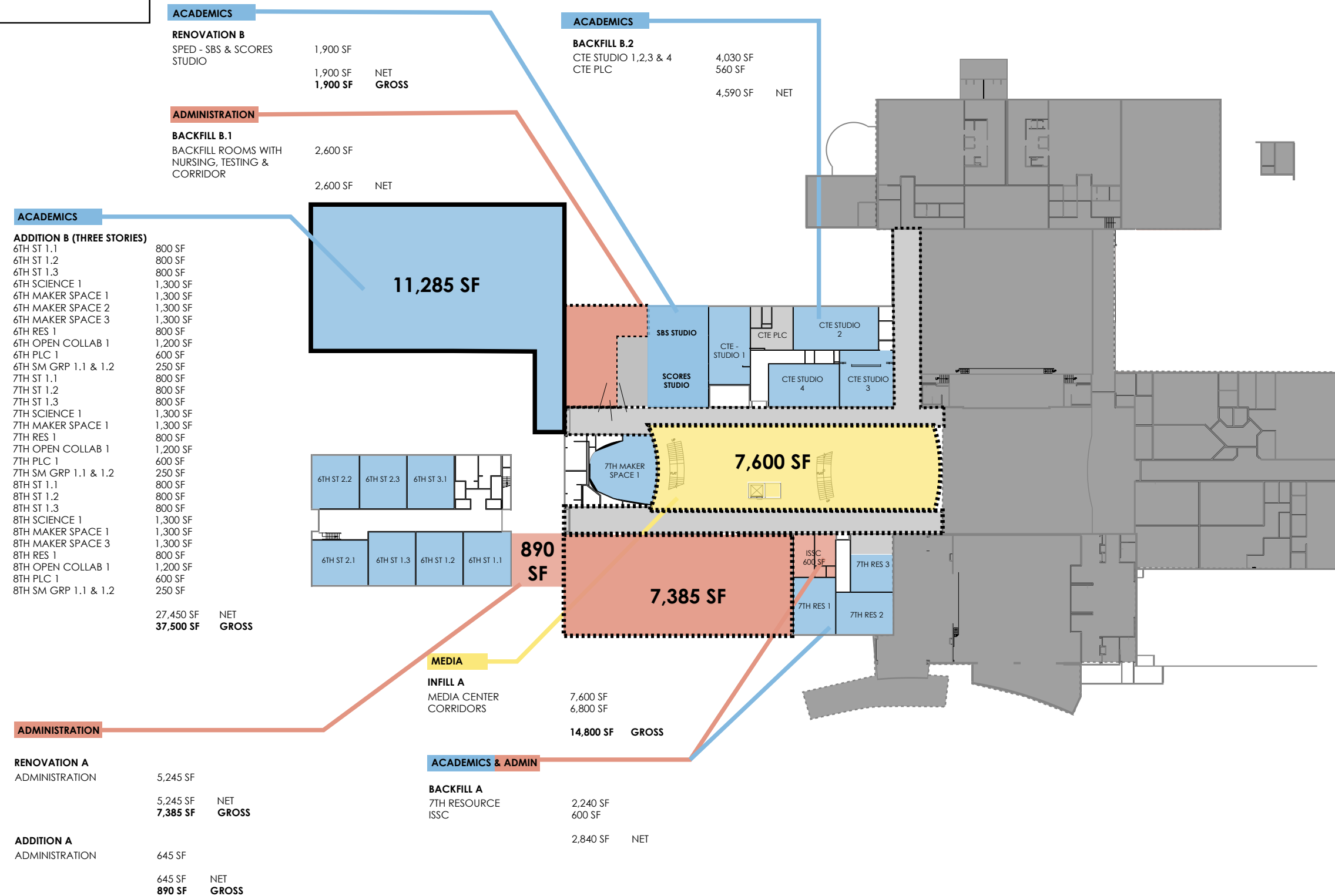
- Alleviate Bond Program building deficiencies
- Alleviate as many portable buildings as possible
- Permanently house the 6th grade
- Provide a safe environment for learning
- Locate Library in center of the building
- Relocate Administration at South creating new building entrance
- Locate Academic addition Northwest
- Consolidate / reconfigure existing building only as necessary
- Change how teachers own a classroom to achieve higher utilization (88%) of classrooms to better accommodate the growing population.



SITE PLAN - PHASE 1

LEGEND

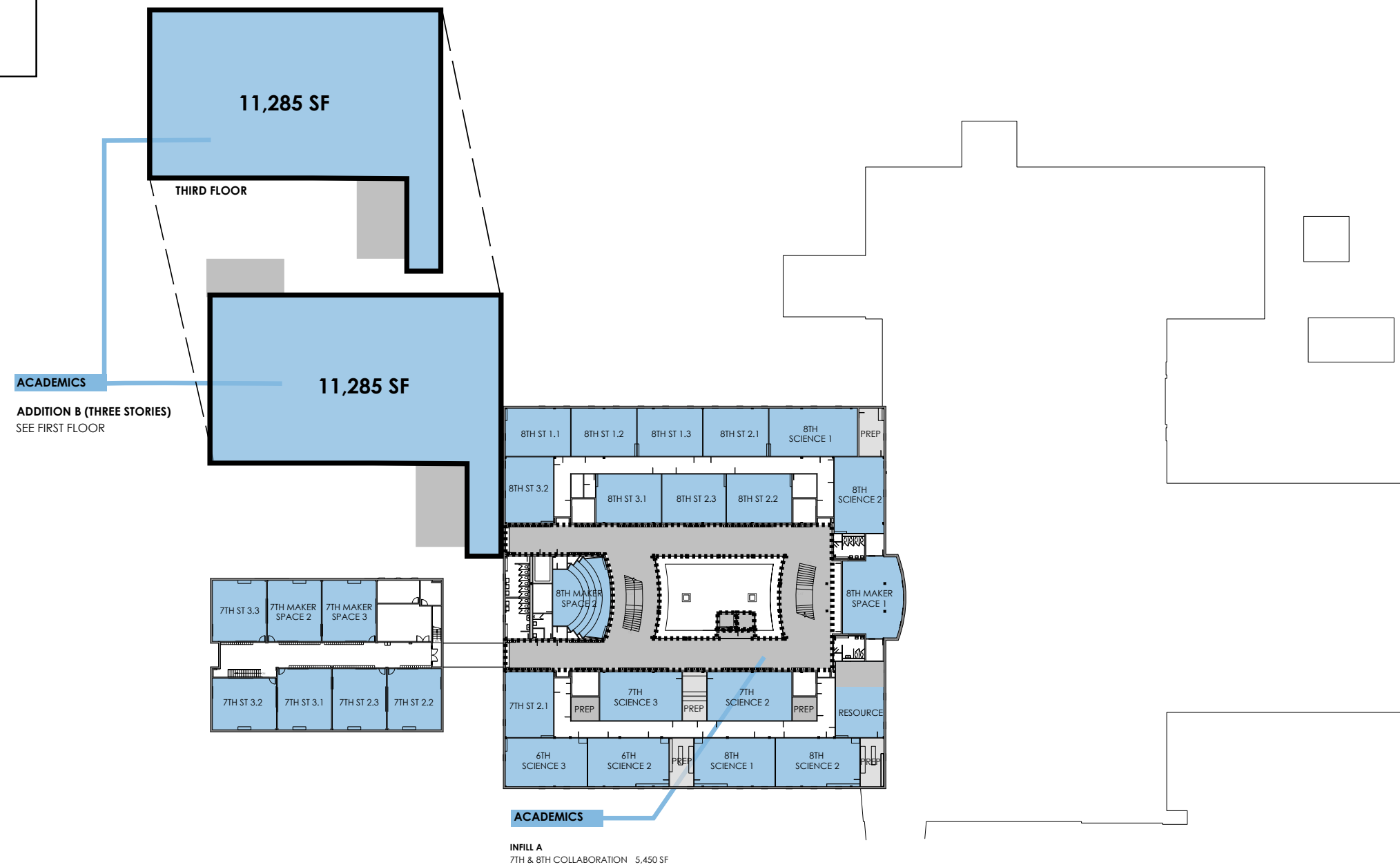
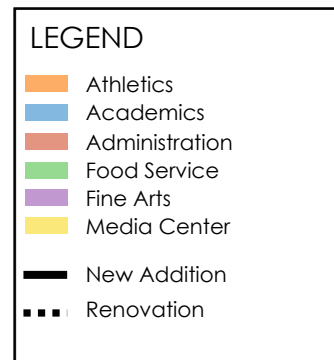
	Athletics
	Academics
	Administration
	Food Service
	Fine Arts
	Media Center
	New Addition
	Renovation

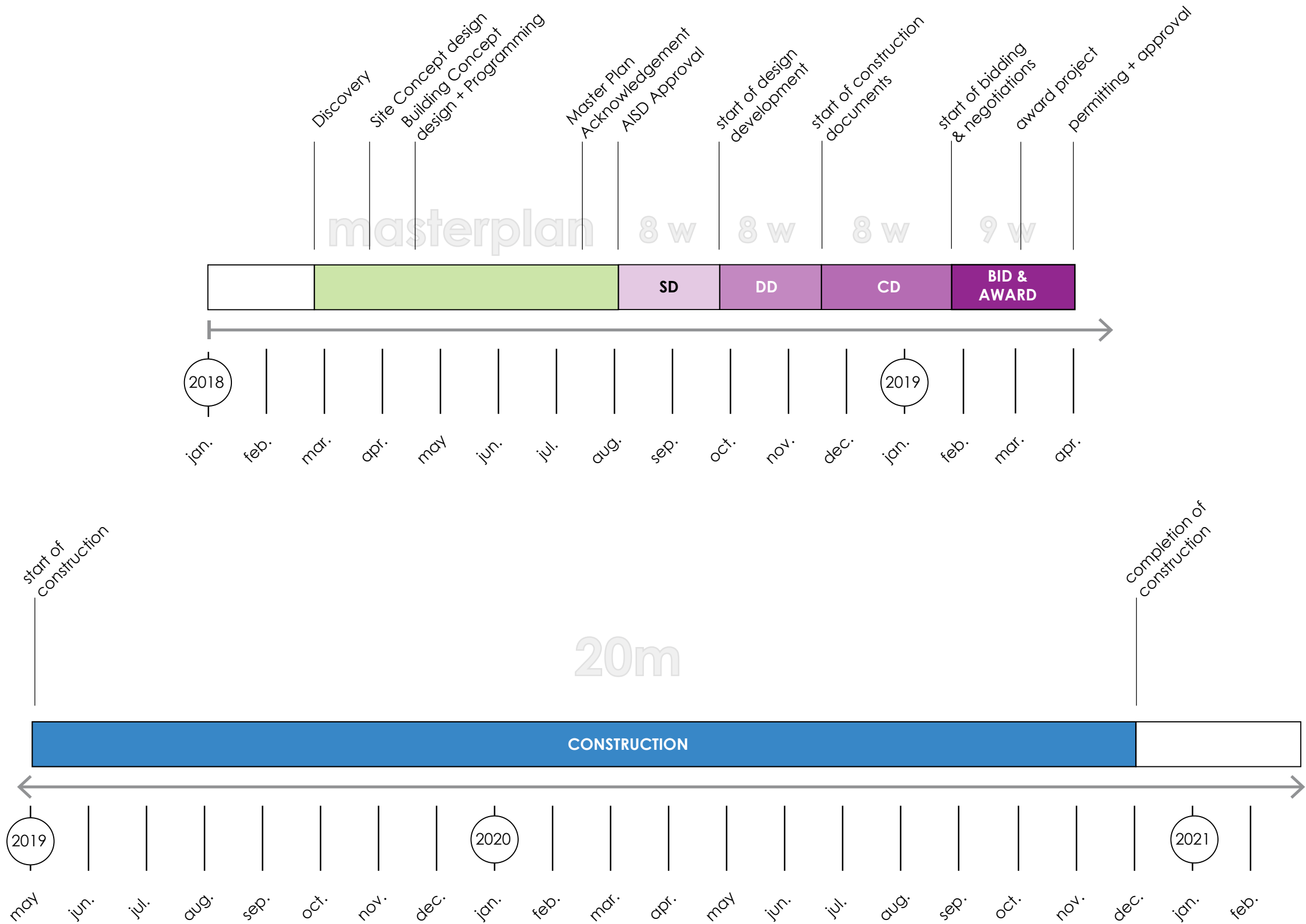


08/09

OPTION 1B - LEVEL 2 + 3

6 | BUILDING CONCEPT DESIGN





Phase 1 Project Schedule

Equity White Paper

A report from the FABPAC Equity Subcommittee

November 2017

Equity White Paper

A report from the FABPAC Equity Subcommittee

This product is the result of months of deliberation on how equity fit into the development of the Austin Independent School District Facility Master Plan.

The 18-member Facility and Bond Planning Advisory Committee had dozens of deep and often painful discussions about the role of equity in the facility planning process, as well as discussions on the history of Austin and AISD and the future of our city.

This report includes the reflections of the equity subcommittee of Roxanne Evans, Scott Marks, Dusty Harshman, Gabriel Estrada, Jodi Leach, Michael Bocanegra, Tali Wildman and Rich de Palma. FABPAC member Mark Grayson also contributed to this report.

This report includes possible policy recommendations the Board of Trustees might want to consider before the next FMP update.

Also included are AISD performance data, an AISD report, and links to reports on what other urban school districts are doing related to desegregation and equity, and links to myriad resources that could prove useful in the future. Also included is information on current AISD equity efforts, such as the Northeast Austin Plan and the Northeast Austin Human Capital Plan.

We apologize in advance for any omissions or repetition of material. This is just a humble attempt to memorialize some of our discussions, subcommittee recommendations and share some of the materials out in the public domain related to this issue. Perhaps the next FABPAC might consider equity in implementation of this bond.

Thank you.

Executive Summary

The AISD Board of Trustees adopted seven guiding principles for the 2014 Facility Master Plan (FMP) and its updates. Of these principles, Equity in Facilities is one that deserves greater elaboration in light of the experience of the Facilities and Bond Planning Advisory Committee (FABPAC). What constitutes ‘equity?’ Is it merely the quest to use objective measures such as facility conditions in order to treat similar schools similarly? Or does equity require redressing deeply-rooted consequences of historic inequitable decision-making on the part of AISD and the city over the past 150 years? Is equity best characterized by measures such as how AISD compares with other school districts on the achievement gap between white students and students of color? And, for these many points of view about equity, which ones can be appropriately addressed in facilities planning and improvements, and how?

Unfortunately, this white paper will not answer all of those very important questions. Instead, our approach here is to provide a record of the debate that one group of volunteers, the FABPAC, wrangled with as we worked on a 2017 update to the FMP and on the \$1.05 billion 2017 bond proposal that voters recently approved. Throughout more than 30 formal meetings, FABPAC repeatedly returned to equity as a guiding principle, trying to infuse it into the charts, plans, and ultimately, projects that will take shape in coming years. We feel an obligation now to provide the trustees, and the public, with a record of how we viewed equity during our deliberations.

We uncovered inequities that require imminent action. One example is that charter schools typically offer a school schedule that matches working parents’ schedule, such as 7am to 5pm, more so than in AISD schools. At AISD after-school programs are not offered at all elementary school campuses, and are offered for a fee at many campuses when parents can cover their work hours for free by placing their students in a charter school.

Another example is that international students must travel by bus to Eastside Memorial, in some cases more than one hour each way. Locating the international school closer to their homes, generally in North Austin, would provide a more equitable opportunity for these students, who are often new to this country, to have a fulfilling educational and extracurricular experience.

And a third example is Archer’s Challenge, when former student Archer Hadley explained the pressing need for schools, such as Austin High School, to become more accessible so that students with disabilities can excel in part because of facilities rather than in spite of barriers there.

FABPAC also did not shy away from controversial subjects, such as the under-enrollment of schools in central East and South Austin. To some extent, we may be able to address this problem with expanded after-school programs, targeted utilization plans, and public-private partnerships that expand affordable housing options for families with children. Equity becomes an issue when a school’s enrollment drops below a certain level, though, because at some point wraparound services cannot be sustained.

Our hope in presenting this Equity White Paper is to help those who must toil in the vineyard of facilities planning in the future, to give them the benefit of our debate as a starting point for their own, much in the same way that members of the previous

FMP group shared its lessons learned and other information with us. – The Equity Subcommittee.

Equity in AISD CONTEXT

The AISD Facilities and Bond Planning Advisory Committee (FABPAC) was created by the Board of Trustees in September 2015 and charged with the task of updating the AISD Facility Master Plan (FMP) and evaluating AISD facilities data to make a determination as to whether the Board of Trustees should call a school bond election to address the needs of the district.

Although a guiding principle of the FMP is equity, some members felt that the principle couldn't be solely measured in terms of age and facilities and conditions without touching on some of the history of inequity in the school district, as well as other factors that extend beyond the initial FABPAC work on the master plan.

After the conclusion of the 25-year plan and as work toward a bond proposal neared completion, an equity subcommittee was created from the larger FABPAC group. Our subcommittee is now sharing its "lessons learned" from the past two years with the current members of the Board of Trustees as well as future FABPAC members.

In this paper, we endeavor to call out the major equity questions in our work, and explain how we either resolved the question or in some cases left the resolution to our successors and the trustees in the future. This document is not intended to paint AISD decision-makers in a corner, but rather to discuss the options we weighed and the equity factors that led FABPAC to some of the decisions we reached. By memorializing these important equity discussions, our intention is to provide a road map for future decision-making on these sensitive questions of race, income, gender, and ability.

HISTORY

The history of the Austin Independent School District, like many institutions in the South, includes a legacy of racial animus.

Austin public schools were originally founded by the county in 1881 as racially segregated schools and remained that way after the Austin Independent School District formed in 1954.

By that time, the City of Austin 1928 master plan was well-established. That plan was the result of the Austin City Council decision based on a need for a comprehensive city plan and zoning map in 1927. One of the main objectives of the all-white City Council was to find a way to encourage residential segregation and compel African American families, who at that time were living throughout the city, to move to East Austin. The city used techniques such as eliminating utility services in certain areas where African American citizens lived in order to force them from their homes. Private developers then purchased these newly vacated areas in West Austin and elsewhere at very low prices and built new roads, homes, and commercial buildings. When these same neighborhoods "re-opened," higher rents, sales costs and newly created restrictive covenants prevented African American families from returning to their roots. Thus, the displaced African American families had few choices but to find housing in areas the city

reserved for non-whites, not unlike the reservation tactics used against Native Americans.

By the mid-1930s, nearly every African American family lived in East Austin which the city labeled "The Negro District." This also allowed the city to close African American schools in other parts of the city, placing added pressure on African American families to move to East Austin so that their children could attend a neighborhood school.

This plan was did not apply to Hispanics, although there was much discrimination aimed at Latinos. Mexican-Americans were not deemed a separate racial group, but were classified as "white." But between racially restrictive covenants that prevented non-whites from occupying certain neighborhoods and because of the general lack of affordable housing in the city, East Austin became home to the majority of the city's African American and Mexican American residents.

In 1955, the Austin Independent School District adopted a resolution to integrate the school district beginning with senior high schools. The first stage of the plan allowed African American students to attend the schools closest to their homes. This meant that African- American students could attend white schools, if they happened to live outside traditionally African-American neighborhoods. Given the 1928 plan and history of *de jure* segregation, very few African-Americans attended integrated schools.

Austin bitterly fought desegregation legally until 1980, when AISD agreed to a consent decree which required it to comply with desegregation orders issued by the U.S. Fifth Circuit. (This went into effect in 1986).

Eventually, AISD was forced to introduce busing as a remedy to solve the historic racial inequities in education. In determining whether a dual school system existed, courts often found distinct differences between factors such as per pupil spending, total campus budget, teacher/student ratio, the average years of experience of its teaching staff, and the percentage of minority administrators per campus as tangible evidence of an intent to perpetuate a separate and unequal system of education. (These remain topics of discussion in 2017. The reason for the segregation that persists today is a source of continual debate and dismay for a city that likes to think of itself as progressive.)

In 1986, as the result of a long and bitter battle between the federal government and Austin schools officials, Austin was declared unitary under the terms of a consent decree between AISD and the U.S. plaintiffs entered into in 1980. Upon a finding of "unitariness," Austin was no longer compelled to use busing for desegregation/integration purposes, because the Austin schools no longer showed any significant "tangible" evidence of racial inequity.

Despite the freshness of the unitary designation, in 1987, AISD ended cross-town busing for desegregation purposes and returned to a neighborhood school policy. Given the housing segregation, schools in Austin become resegregated.

In an attempt, perhaps, to compensate for the concentration of low-income African American and brown students in 16 elementary schools, the district devised what it called a "Priority Schools Plan." Generally, these schools were to begin priority in terms of getting first access to high quality principals and teachers and funding for lower

classroom sizes/pupil teacher ratios and support staff and programs to help struggling students.

According to AISD analysis, this program was not implemented with fidelity at all 16 schools, and budget cuts and lack of sustained community pressure allowed the school district to eliminate funding for the program in 1995.

The school district did, however, show commitment to some level of integrated schools with the introduction of magnet schools.

The Science Academy was created in the 1985-1986 school year at LBJ High School.

The Liberal Arts Academy was created at Johnston in 1988.

When the former Kealing Junior High in East Austin was rebuilt and reopened as Kealing Middle School in 1986, it included a science magnet program that was to feed into the Science Academy at LBJ High School.

LASA HISTORY AND EQUITY CHALLENGES

AISD responded to requests from the business community (an effort spearheaded by IBM) for a better-trained workforce by creating a magnet Science Academy (SA) program on the LBJ High School campus in 1985. A few years later, the Liberal Arts Academy (LAA) was created on the Johnston High School (now Eastside Memorial) campus in 1988.

The original intent was that these programs would also address desegregation by bringing students from other non-minority parts of the city into these predominantly minority campuses, which were both experiencing declines in enrollment. In addition, the presence of advanced academics on each campus was intended to create opportunities for neighborhood students who often came from disadvantaged backgrounds, even if they were not in the magnet program.

Within a decade, it became clear that such an approach had unintended negative consequences. Among the first issues to arise was that many in the LBJ and Johnston school communities felt that the programs and their placements were decided with little input or involvement from the neighborhood school communities. All subsequent decisions made by the district about these programs raised similar feelings in the respective school communities.

The next serious issue to arise involved class rankings. Because the advanced academic classes often include additional weightings for honors classes, most students in the magnet programs ranked "ahead" of the top-performing non-magnet students on the campus. This became an issue far more crucial than just who was valedictorian with the passage of the "Top Ten Percent Rule" in 1997, guaranteeing admission to UT-

Austin or Texas A&M to students graduating in the top of their class. Although the neighborhood students were part of the population intended to be helped by the rule, many were not able to qualify for automatic admission. AISD's original solution—to rank students in the comprehensive program both in terms of the campus as a whole and against other comprehensive students—was found to be unfair to magnet students by a federal judge in 2000.

A new state law authored by State Rep. Dawnna Dukes allowed for LBJ neighborhood students to be only ranked against each other and not magnet students. While this solved a problem at LBJ High School, the law did not include Johnston High School.

In 2001, a 21-member citizens' Community Working Group proposed that AISD combine the Liberal Arts Academy and the Science Academy on the LBJ High School campus. The AISD Board of Trustees voted to do so, starting with the 2002 school year in a 6-3 decision. Parents of students in the magnet programs had often proposed a merger, so students could receive a balanced, well-rounded education including both science and the humanities. In addition, the departure of magnet students from Johnston High School would mean that neighborhood students had greater opportunities to be in the top ten percent of the graduating class.

Other hoped-for benefits to students in the comprehensive high school programs did not materialize before or after the combination of LAA and SA. Because of historical patterns of inequity in investments in elementary and middle schools in the nearby communities, neighborhood high school students were often not prepared for the rigor of the classes being offered in the magnet programs, and those who tried enrolling in them often experienced frustration instead of excitement. In addition, many neighborhood students reported feeling unwelcome in the magnet classes.

Over time, this led to increased separation between the two student populations, the opposite of what was intended. Students from the magnet were rarely enrolled in the same classes as neighborhood students, and vice versa. More teachers were specializing to teach one group or the other as a consequence. Eventually, the separations became physical, with magnet classes in one part of the school building (upstairs and in portables in the back) and the comprehensive classes for neighborhood students in another part of the school building (on the ground floor). Both groups of students use only a few spaces, such as the library, cafeteria, theater, and gym.

Extracurricular activities and sports continue to be open to all students. In practice, though, factors such as self-selection and home-based opportunities available only to magnet students (such as private music lessons or select sports leagues) resulted in many activities and teams comprising either predominantly magnet students or predominantly neighborhood students.

Through the 1990s and early 2000s, another disadvantage to having the magnet program co-located with a comprehensive high school program became increasingly evident. LBJ High School was turned down for several grants specifically intended for disadvantaged students because, on average, its students did not appear as disadvantaged as those in other schools elsewhere in the country. The presence of magnet students within the school's demographics obscured the specifics.

In response, AISD formally separated LBJ and LASA in 2007. This marks the start of the current "two-schools/two-principals/one-campus" co-location model. This action was taken because the district was pursuing a \$2 million grant for the LBJ High School from the Gates Foundation. As a consequence, the informal separation already experienced was formalized and built into the structure of the two schools' administrations and budgets.

The inaccurate perception that LASA's population is entirely wealthy and Anglo and that LBJ's population is entirely disadvantaged and minority has resulted in a feedback loop in which some neighborhood students believe they would be unwelcome at LASA, despite the color-blind holistic admissions process that involves middle school grades, essays, recommendations, and the CogAT test.

In the past few years, increased publicity about LASA as a nationally-ranked school has increased demand so much that the "cut score" for the holistic process that is used to evaluate students has had to be raised for several years, in order to keep classes to a manageable size, given the facilities constraints. Many students who would have qualified in prior years are being turned away because of demand for the limited number of seats at LASA.

EASTSIDE MEMORIAL VERTICAL TEAM

Eastside Memorial High School presented a significant challenge for FABPAC, in part because of its under-enrollment. With the at-capacity International High School included, enrollment on the campus is only 55% of permanent capacity. The numbers are 851 students enrolled at a campus with a capacity of 1,548. Some FABPAC members were troubled by the under-enrollment, as well as by the fact that many of the International High School students are English Language learners from foreign countries who ride a considerable distance, for some an hour each way, to the campus. Several members of FABPAC pointed out that the history of Eastside Memorial is a unique part of the history of East Austin, with a historic pattern of neglect and somewhat recent investment of significant resources and expertise to turn around the campus.

The timeline below may be useful to those who are not familiar with the history of the Eastside Memorial campus:

Johnston & Eastside Memorial HS Timeline

1960 - Albert S. Johnston High School opens for the first time, named for a general of the Confederate Army.

1980 - Busing starts throughout Austin. Many east Austin high school students are sent across the city to Anderson High School. Busing would continue until **1989**.

1990 - Alumni group attempts to

rename Johnston to Gordon Bailey, in honor of the original principal of the school, but is voted down by the school board.

1987 - AISD places the Liberal Arts Academy, a magnet program, at Johnston.

2002 -, the Liberal Arts Academy magnet program is moved to LBJ High School to create LASA.

2004 - Johnston is rated Academically Unacceptable for the first time and for the next four years.

Summer of 2008 - Johnston HS

becomes the first school to be shut down by TEA. In the fall it is re-opened as Eastside Memorial HS at the Johnston Campus.*

Summer of 2009 - AISD splits the campus into two: Green Tech and Global Tech. Both schools implement specialized curriculums starting in 9th and 10th grade.

From **2009** until the end of the **2011** school year, Green and Global Tech alternated ratings - one was Academically Unacceptable one year, the next year the other one was.

In May of 2011- the Green and Global Tech were consolidated as Eastside Memorial at the Johnston Campus.

December 2011- AISD intervened again.

Board approves IDEA Charter Schools to become a partnering entity. Parents, students and teachers speak out against it, lead by PRIDE of the Eastside.

December 2012 - newly elected AISD board members vote to terminate IDEA's contract.

Spring 2013 - Johns Hopkins University's Talent Development Secondary is chosen by AISD and approved by TEA as the new partnering entity for Eastside.

June 2013, -Texas Education Commissioner Michael Williams announces that Eastside will remain open and be given three years to improve.

2015 - Eastside meets all state standards including three distinctions.

2016-2017 - Eastside wins the inaugural Rather Prize, graduation rates are above 90%

Summer of 2009 - AISD splits the campus into two: Green Tech and Global Tech. Both schools

implement specialized curriculums starting in 9th and 10th grade.

** The PEIMS number was not changed when Johnston was re-opened as Eastside in the Fall of 2008.*

With this history in mind, FABPAC recommended full modernization as well as consideration of excess capacity for community and district uses to best serve the students, community, and AISD.

The Board of Trustees also weighed the excess capacity and long history of this community, and proposed moving Eastside Memorial to the Original Anderson/Alternative Learning Center campus, and moving LASA to the Eastside Memorial campus. The trustees left open the question of where the International High School would be located.

EQUITY OF ACCESS AND ARCHER'S CHALLENGE

One highlight of FABPAC's more than 30 full committee meetings was when former AISD student Archer Hadley spoke to us about the need for expanded accessibility standards. He spoke eloquently with rain falling on him. FABPAC included strong recommendations in the master plan to expand beyond mere compliance with Texas Accessibility Standards and ADA Regulations, and to revisit Educational Specifications in light of Mr. Hadley's recommendations and the experience of other alumni and students with disabilities in spite of facilities rather than with the help of modern fully accessible and reinvented spaces.

Signage, appropriate use of textures, and universal accessibility of all indoor and outdoor school facilities are in the master plan. Archer's Challenge also invites trustees and other stakeholders annually to spend a day in a wheelchair riding a school bus and visiting multiple AISD facilities.

EQUITY QUESTIONS WITH CHARTER SCHOOLS & THE ALLAN CAMPUS

One of the most public AISD equity dust-ups in recent years involved a contract with a charter school on the Allan campus in East Austin. Originally a junior high school opened in 1957, Allan became an elementary school in 1980. The board of trustees approved a contract for an out-of-district charter to operate the Allan campus in the 2012-13 school year. At that time there were fewer than 300 neighborhood elementary school age kids in the attendance boundaries, and the campus had an official capacity of 673. For many reasons, including equity and community engagement concerns, the board of trustees voted in 2013 to cancel the contract with the charter and close the school. Today Allan is a surplus property and provides office space for a number of local nonprofits, including a child care operator that uses some of the classrooms.

The proliferation of charters in Austin, and especially in East Austin, was a thread of discussion in many FABPAC meetings. There was a diversity of viewpoints, with some members expressing strong support for charters and other members opposed to recruitment tactics and other practices of charters that appeared to some not to be a level playing field with AISD.

Many of us were especially struck by the equity questions arising from the geographic location of charter schools, with dozens of popular schools operating and scheduled to open in East Austin, and especially in Northeast Austin. We heard testimony from a number of parents that especially in the middle school years; the charter schools are more attractive than traditional public schools in Northeast Austin. The reasons range from academic underperformance of some campuses to dissatisfaction with the single-gender school options at Garcia YMLA and Sadler Means YWLA. Formerly, co-ed Pearce and Garcia middle schools served Northeast Austin.

An additional concern at all grade levels is that charter schools offer a schedule that many working parents find much more attractive, with the school day ending at 5:30 or 6pm. Some AISD public schools do not offer after-school programs, or must charge a fee for these programs while charters offer the extended school day for free.

EQUITY IN THE CLASSROOM – THE ACHIEVEMENT GAP

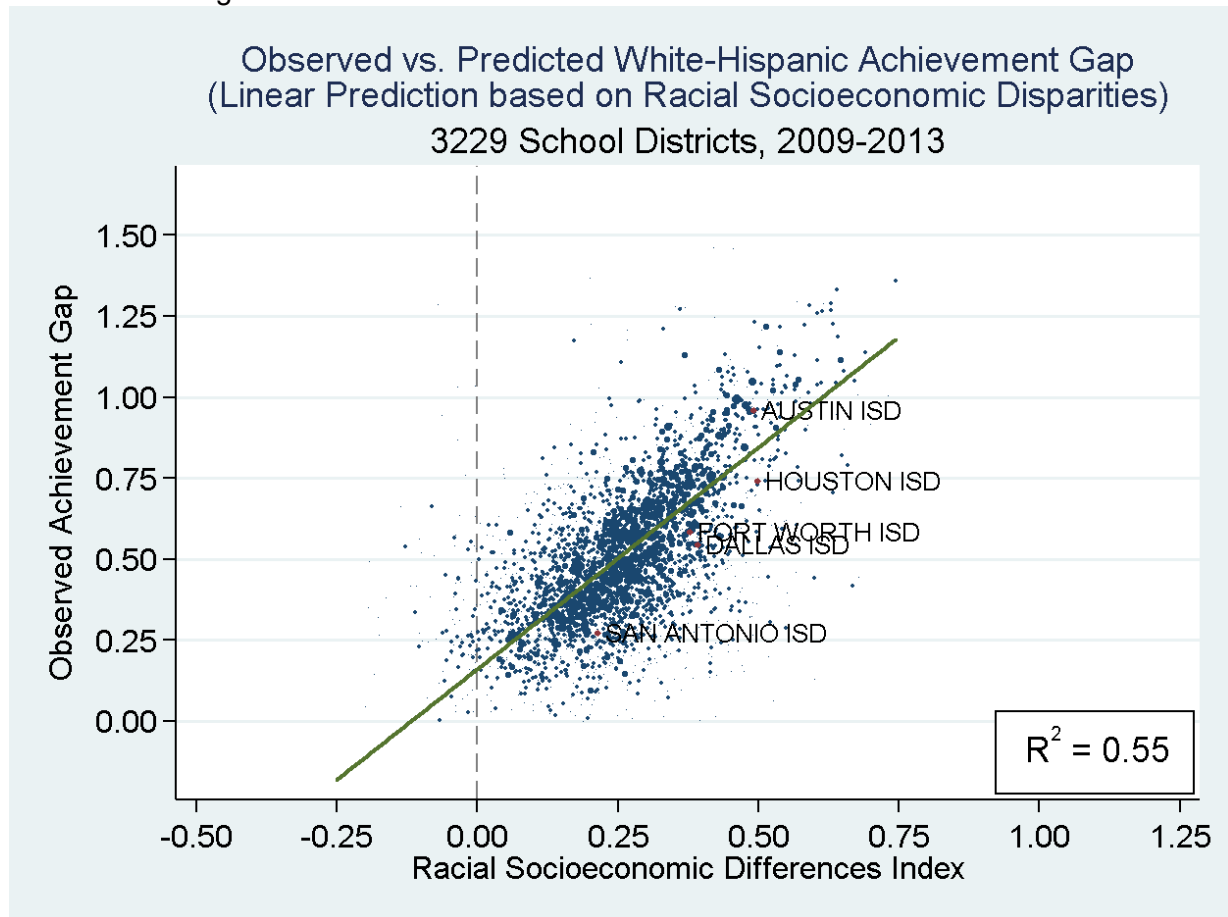
Austin Achievement Gap

Academic research, such as by Professor Reardon at Stanford University (Center for Education Policy Analysis Working Paper No. 16-10, “The Geography of Racial/Ethnic Test Score Gaps”) has focused on racial and ethnic disparities in students’ academic performance, and has used statistical techniques to estimate the achievement gap in every school district in the United States. Factors that researchers have identified as contributing to an achievement gap include patterns of residential and school segregation and socioeconomic disparities among racial groups. For example, if parental education is on average a bachelor’s degree for white students and a high school diploma for minority students, this is a socioeconomic disparity that leads to an achievement gap. Similarly, the segregation factor that appears to be correlated with an achievement gap is the different in white and minority students’ exposure to low-income schoolmates. If minority students are much more likely to attend Title I schools than white students, this will widen the achievement gap.

During the FABPAC meetings, Professor Reardon and his colleague, Professor Kenneth Shores, shared with FABPAC members how Austin stacks up with other school districts in Texas. The charts below describe their research but require some explanation. The further to the right a school district is, the more socioeconomic difference there is between racial groups in that ISD. So in San Antonio, for example, there is much less of a difference socioeconomically between Latino and Anglo families than in Austin or Houston. You can see in the chart that Austin and Houston are similarly far to the right, meaning they have comparable racial socioeconomic differences. This is unfortunate, but what is more even more stark is that the line in the chart represents the predicted achievement gap based on socioeconomic differences. You can see that Houston ISD is below the predictor line, meaning it is doing better than predicted at narrowing the achievement gap. Austin ISD, on the other hand, is above the line, which means the achievement gap between Latino students and white students, and similarly between African American students and white students, is even worse than would be predicted by differences in parental education and other socioeconomic factors.

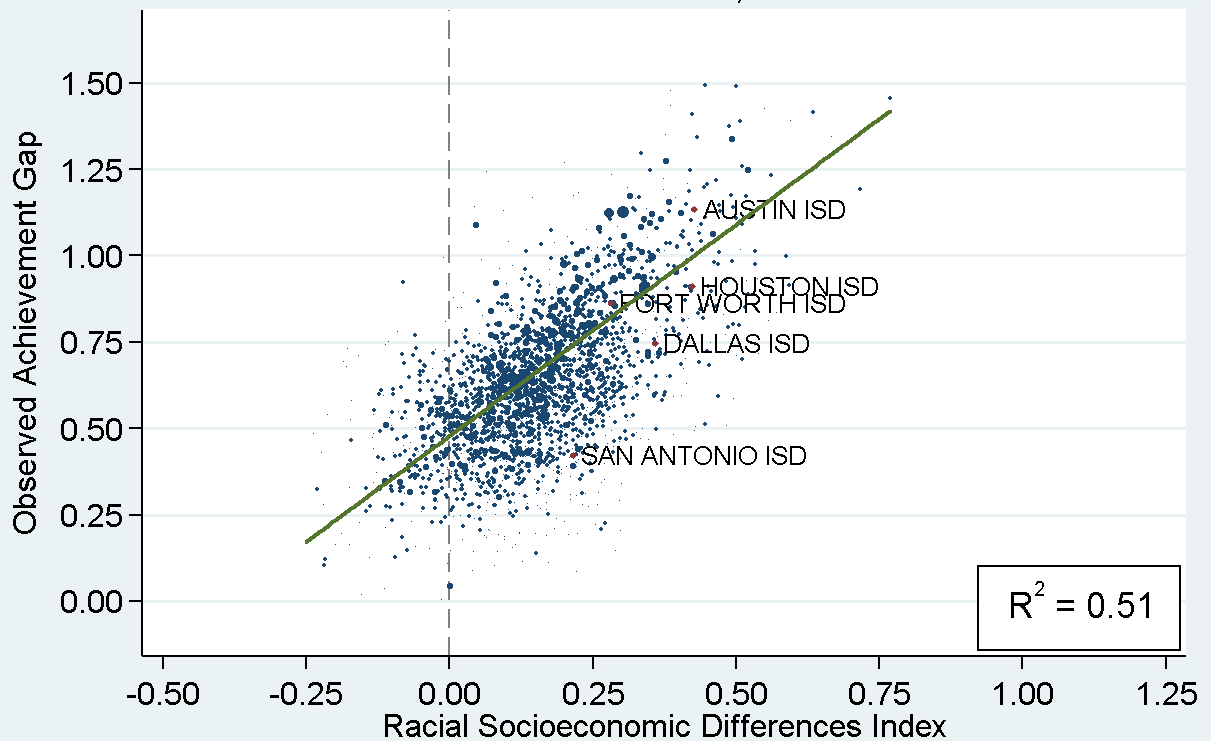
While it is difficult to translate this academic research to facilities planning, there are some potential strategies that could work. The first is that if minority parents in Austin have to work two jobs to make ends meet, anything the school district can do to defray costs associated with child care will help reduce the achievement gap. Similarly,

because exposure to low-income classmates is a predictor of the achievement gap, racial and income integration is a strategy that is also likely to reduce the achievement gap. So takeaways for AISD should be to promote free after-school care for families who cannot otherwise afford to pay, and to do whatever we can to promote racial and income integration in schools, which may include more innovative academic programming in Title I schools and more of an opportunity for low-income students to attend schools outside their neighborhoods.



Observed vs. Predicted White-Black Achievement Gap
(Linear Prediction based on Racial Socioeconomic Disparities)

2475 School Districts, 2009-2013



NORTHEAST MIDDLE SCHOOL AT MUELLER

The City of Austin master development agreement with the developer of the 711-acre former Robert Mueller Municipal Airport provides for a school to be located on the redeveloped land. FABPAC weighed many options, and there were diverse viewpoints on whether a new school should be constructed at Mueller. While some members did not see the need for a school given enrollment patterns, others advocated seizing this opportunity for AISD to become more competitive with charter schools.

Because of the live-in population and enrollment patterns of nearby elementary schools, FABPAC dismissed the option of an elementary school for the Mueller community. Middle schools, however, serve a much larger geographic area, and FABPAC, consultants, and the board of trustees found the site to be an important opportunity for a co-ed middle school in Northeast Austin, where one does not currently exist, and an opportunity for racial and income integration. For these reasons, the board of trustees voted unanimously to make this site a year 1-6 priority in the approved Facility Master Plan.

RECOMMENDATIONS

Most of the recommendations discussed in this paper are memorialized in the Facility Master Plan, but some have arisen from a closer look in the mirror at the equity issues that consumed us for the past 18 months. These include:

- After-school care at all AISD elementary school campuses. This would be an excellent use of any tax swap revenue with the City of Austin, and is a critical need for AISD to remain competitive with charters. **(\$)**
- Make the Facilities and Bond Planning Advisory Committee a permanent AISD Board of Trustees Committee. Keeping at least some current FABPAC members on the committee provides for both continuity and institutional knowledge that would be valuable in the future. (It is a given that members will need to leave/be replaced, but it would be valuable to not have to start the 2019 process with a whole new group.) Add staggered terms for one or two years to retain knowledge of facilities based equity.
- The district should make facilities questions a part of all annual parent and staff surveys to have current information on how they view facilities needs/issues. Use an enhanced TEL survey to find out how parents rate facilities/conduct surveys using School Messenger, teacher polling, in multiple languages.
- Conduct a major review of the AISD school boundary process and consider whether boundaries are artificial barriers that are no longer relevant or if perhaps the district should consider attendance zones that provide for two or three options for parents, particularly at elementary schools.
- Consider redrawing/adjusting boundaries in 2018/19 in an attempt to truly right-size schools for optimum capacity.
- Create more non-boundary/all district schools. These schools could be advanced academic or specialized programs in all district quadrants.
- Conduct semi-annual review of transfers and effect on school enrollment. Consider freezing more schools and scrutinizing transfer categories. Add SES qualifier to transfer/free and reduced lunch as basis for transfer. Review race-based transfers and perhaps revamp.
- Correct vertical team/feeder pattern alignments district wide so there is less student disruption and more predictability in school assignments. (*)
- Also, consider making the BAC a FABPAC subcommittee, or at minimum hold joint meetings at least quarterly.

(\$): Indicates there is a potential budgetary impact.

(*) After discussion of the entire FABPAC, there was concern that changing all the vertical team alignments/feeder patterns might inadvertently exacerbate segregation. A stronger recommendation might be to consider the racial/socioeconomic impact whenever vertical teams/feeder patterns are reviewed).

Additional recommendations from the group as a whole:

(\$) Look at transportation options/combining routes to enhance transfer options.

Provide clarification on how majority/minority transfers are classified and coded, i.e. diversity choice.

Other districts

<http://www.denverpost.com/2017/06/19/segregation-denver-colorado-schools/>

<http://www.denverpost.com/2017/06/19/segregation-denver-colorado-schools/>

<https://tcf.org/content/report/dallas-independent-school-district/>

<https://prestonhollow.advocatemag.com/2011/07/22/a-gray-matter-40-years-of-disd-desegregation/>

Other school districts that have done significant research on desegregation:

Cambridge MA

Charlotte, NC

Louisville KY

Portland, OR

Other resources, information

[https://www.austinisd.org/sites/default/files/dept/ina/Northeast Austin Plan v20.pdf](https://www.austinisd.org/sites/default/files/dept/ina/Northeast_Austin_Plan_v20.pdf)

<http://lakewood.advocatemag.com/2011/07/22/a-gray-matter/>

<http://www.epi.org/publication/unfinished-march-public-school-segregation/>

<http://digitalcommons.law.byu.edu/cgi/viewcontent.cgi?article=1278&context=elj>

<https://www.washingtonpost.com/posteverything/wp/2015/10/23/forced-busing-didnt-fail-desegregation-is-the-best-way-to-improve-our-schools/?u>

<https://www.tolerance.org/magazine/spring-2004/brown-v-board-timeline-of-school-integration-in-the-us>

<https://tcf.org/content/facts/the-benefits-of-socioeconomically-and-racially-integrated-schools-and-classrooms/>

<https://tcf.org/content/report/school-integration-practice-lessons-nine-districts/>

<http://magnet.edu/resources/research-studies>

<https://www.propublica.org/article/ferguson-school-segregation>

This white paper was the result of the hard work and discussion of the Facilities and Bond Planning Advisory Committee members:

Leticia Caballero, Cherylann Campbell and Roxanne Evans*, tri-chairs, and

Kristin Ashy
Michael Bocanegra*
Gabriel Estrada*
Jennifer Littlefield
Jodi Leach*
Cynthia McCollum
Dusty Harshman*
Scott Marks*
Mark Grayson
Marguerite Davis
Tali Wildman*
Joe Siedlecki
Paulette Gibbins
Rich de Palma*
Rick Potter

* Equity Subcommittee members

Also, we would like to thank all of the AISD Board of Trustees, particularly Dr. Ted Gordon and former trustee Paul Saldana.

A special thanks to AISD staff that assisted with research.

A special thanks to the editing prowess of Mark “The Knife” Grayson.

It is our hope these discussions continue moving forward.



Facility Master Plan – 25 Year Roadmap (Annotated with 2017 Bond Program information)

Vertical Team	Group 1: 1-6 Years		Group 2: 1-12 Years	Group 3: 6-12 Years		Group 4: 12-25 Years	Group 5: 17-25 Years
	Very Poor FCA, Very Unsatisfactory ESA, Overcrowding, or Academic Reinvention		FCA Score 30 to 39 or Lowest FCA in Vertical Team or As Noted	Poor FCA, Unsatisfactory ESA, Projected Overcrowding		Average FCA or Average ESA	Good to Excellent FCA or ESA
	Comprehensive Projects	Targeted Projects	Comprehensive Projects	Comprehensive Projects	Targeted Projects	Comprehensive Projects	Comprehensive Projects
Akins	New Blazier Relief School (3 - 6) [2017 Bond –Phase I Grades 4-6, plus master planning] Land for New SE Elementary Menchaca Elementary [2017 Bond]	TBD during bond planning Akins High Paredes Middle Blazier Elementary Casey Elementary Kocurek Elementary Langford Elementary Menchaca Elementary Palm Elementary Perez Elementary	Casey Elementary	Kocurek Elementary Palm Elementary		Paredes Middle Blazier Elementary Future SE Elementary Langford Elementary Perez Elementary	Akins High
Anderson	New NW Doss & Hill Relief [2017 Bond – In lieu of new school construction, additional capacity will be provided at both schools] Doss Elementary [2017 Bond – New construction of larger capacity school]	Capacity additions Davis Elementary Summitt Elementary TBD during bond planning Anderson High Murchison Middle Doss Elementary Davis Elementary Hill Elementary Pillow Elementary Summitt Elementary	Murchison Middle (phased) (logistical considerations for phasing work on this large campus over time) [2017 Bond – Phase I, plus master planning]	Hill Elementary Pillow Elementary		Summitt Elementary	Anderson High Davis Elementary
Austin	Casis Elementary [2017 Bond]	TBD during bond planning Austin High O. Henry Middle Small Middle Barton Hills Elementary Bryker Woods Elementary Casis Elementary Mathews Elementary Oak Hill Elementary Patton Elementary Pease Elementary Sanchez Elementary Zilker Elementary		O. Henry Middle Bryker Woods Elementary Mathews Elementary Oak Hill Elementary Patton Elementary Pease Elementary Sanchez Elementary [Potential 2017 Bond – TBD] Zilker Elementary		Austin High [2017 Bond – Athletics Addition and Renovation of Specific Core Spaces, plus campus master planning] Small Middle Barton Hills Elementary	



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	Comprehensive Projects	Targeted Projects	Comprehensive Projects	Comprehensive Projects	Targeted Projects	Comprehensive Projects	Comprehensive Projects
Bowie	<div>Cowan Elementary (Timeframe moved up to address overcrowding & poor FCA concurrently)</div> <div>New Southwest Kiker & Baranoff Relief School [2017 Bond]</div>	<div>TBD during bond planning</div> <div>Bowie High</div> <div>Bailey Middle</div> <div>Gorzycki Middle</div> <div>Baldwin Elementary</div> <div>Baranoff Elementary</div> <div>Clayton Elementary</div> <div>Cowan Elementary</div> <div>Kiker Elementary</div> <div>Mills Elementary</div>	<div>Bowie High (phased) (logistical considerations for phasing work on this large campus over time)</div> <div>[2017 Bond – Phase I, plus master planning]</div>			<div>Bailey Middle</div> <div>Gorzycki Middle</div> <div>Baranoff Elementary</div> <div>Kiker Elementary</div> <div>Mills Elementary</div>	<div>Baldwin Elementary</div> <div>Clayton Elementary</div>
Crockett		<div>Covington Middle (Fine Arts) [2017 Bond]</div> <div>Others TBD during bond planning</div> <div>Crockett High</div> <div>Bedichek Middle</div> <div>Covington Middle</div> <div>Boone Elementary</div> <div>Cunningham Elementary</div> <div>Galindo Elementary</div> <div>Joslin Elementary</div> <div>Odom Elementary</div> <div>Pleasant Hill Elementary</div> <div>St. Elmo Elementary</div> <div>Sunset Valley Elementary</div> <div>Williams Elementary</div>	<div>Odom Elementary</div> <div>Pleasant Hill Elementary</div>	<div>Bedichek Middle</div> <div>Cunningham Elementary</div> <div>St. Elmo Elementary</div> <div>Sunset Valley Elementary</div> <div>Williams Elementary</div>		<div>Crockett High</div> <div>Covington Middle</div> <div>Boone Elementary</div> <div>Galindo Elementary</div> <div>Joslin Elementary</div>	
Eastside	<div>Martin Middle</div> <div>(Timeframe adjusted from 6 - 12 due to lowest ESA score of all middle schools and will serve as flagship for new 21st-century middle school design)</div>	<div>TBD during bond planning</div> <div>Eastside Memorial High</div> <div>Martin Middle</div> <div>Allison Elementary</div> <div>Brooke Elementary</div> <div>Govalle Elementary</div> <div>Metz Elementary</div> <div>Ortega Elementary</div> <div>Zavala Elementary</div>		<div>Eastside Memorial High [2017 Bond – Relocated to Original L.C. Anderson]</div> <div>Allison Elementary</div> <div>Brooke Elementary</div> <div>Govalle Elementary [2017 Bond]</div> <div>Zavala Elementary [Potential 2017 Bond – TBD]</div>		<div>Ortega Elementary</div> <div>Metz Elementary</div>	



Facility Master Plan – 25 Year Roadmap (Annotated with 2017 Bond Program information)

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	Comprehensive Projects	Targeted Projects	Comprehensive Projects	Comprehensive Projects	Targeted Projects	Comprehensive Projects	Comprehensive Projects
Lanier	Wooten Elementary	Lanier High (Career Launch) Read Pre-K (Systems Update) Others TBD during bond planning Lanier High Burnet Middle Cook Elementary Guerrero Thompson Elementary McBee Elementary Padrón Elementary Read Pre-K (now Doss swing space) Wooldridge Elementary Wooten Elementary	Cook Elementary	Read Pre-K (Repurposing) Wooldridge Elementary	McBee Elementary (Pre-K Spaces)	Lanier High Burnet Middle McBee Elementary	Guerrero Thompson Elementary Padrón Elementary
LBJ	New NE Middle School [2017 Bond]	Gus Garcia YMLA (Structural Repairs) [2017 Bond] Others TBD during bond planning LBJ High Garcia YMLA Sadler Means YWLA Andrews Elementary Blanton Elementary Harris Elementary Jordan Elementary Overton Elementary Pecan Springs Elementary Sims Elementary Norman Elementary	LBJ High (Career Launch & Full Modernization) [2017 Bond – Career Launch] Pecan Springs Elementary	Sadler Means YWLA Blanton Elementary		Andrews Elementary Harris Elementary Jordan Elementary Norman Elementary [2017 Bond] Sims Elementary	Gus Garcia YMLA Overton Elementary



Facility Master Plan – 25 Year Roadmap (Annotated with 2017 Bond Program information)

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	Comprehensive Projects	Targeted Projects	Comprehensive Projects	Comprehensive Projects	Targeted Projects	Comprehensive Projects	Comprehensive Projects
McCallum	Brentwood Elementary (Timeframe moved up to address structural issues) [2017 Bond]	Blackshear Elementary (Fine Arts) Lamar Middle (Fine Arts) [2017 Bond] McCallum High (Fine Arts) [2017 Bond] Oak Springs Elementary (Pre-K to Pre-Med) Others TBD during bond planning McCallum High Kealing Middle Lamar Middle Blackshear Elementary Brentwood Elementary Campbell Elementary Gullett Elementary Highland Park Elementary Maplewood Elementary Oak Springs Elementary Reilly Elementary Ridgetop Elementary		McCallum High Gullett Elementary Highland Park Elementary Maplewood Elementary Oak Springs Elementary Reilly Elementary		Blackshear Elementary Campbell Elementary Lee Elementary Ridgetop Elementary	
Reagan	Brown Elementary [2017 Bond] Webb Primary (Relocation to Brown Elementary once constructed)	Reagan High (Career Launch) [2017 Bond] Others TBD during bond planning Reagan High Dobie Middle Webb Middle Barrington Elementary Brown Elementary Graham Elementary Hart Elementary Pickle Elementary Walnut Creek Elementary Winn Elementary		Dobie Middle Webb Middle Barrington Elementary Dobie Pre-K Center (Relocation to Hart & Graham) Graham Elementary Walnut Creek Elementary Winn Elementary	Hart Elementary (Pre-K Spaces)	Reagan High Hart Elementary Pickle Elementary	



Facility Master Plan – 25 Year Roadmap (Annotated with 2017 Bond Program information)

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	Comprehensive Projects	Targeted Projects	Comprehensive Projects	Comprehensive Projects	Targeted Projects	Comprehensive Projects	Comprehensive Projects
Travis		TBD during bond planning Travis High Fulmore Middle Mendez Middle Becker Elementary Dawson Elementary Houston Elementary Linder Elementary Rodriguez Elementary Uphaus ECC Widén Elementary	Linder Elementary	Travis High Becker Elementary Houston Elementary	Uphaus Early Childhood Center	Fulmore Middle Mendez Middle Dawson Elementary Rodriguez Elementary Travis Heights Elementary Widén Elementary	
Special Campuses	Ann Richards Leadership Academy [2017 Bond – Phase I, plus master planning] LASA High (Relocation TBD) [2017 Bond – Renovations at Eastside/International campus prior to LASA relocation] Rosedale School [2017 Bond] Alternative Learning Center/Original L.C. Anderson [2017 Bond – Full modernization of Original L.C. Anderson campus to support relocation of Eastside/International]	TBD during bond planning Alternative Learning Center/Original L.C. Anderson Ann Richards SYWL Clifton Garza Independence High LASA Rosedale	Alternative Learning Center (Potential repurposing) [2017 Bond – Full modernization of Original L.C. Anderson campus to support relocation of Eastside/International. The ALC program is currently housed at the Allan Center]			Garza Independence High	Clifton Career Development School

KEY: Comprehensive or Targeted projects included in the 2017 Bond Program
Comprehensive or Targeted projects not included in the 2017 Bond Program

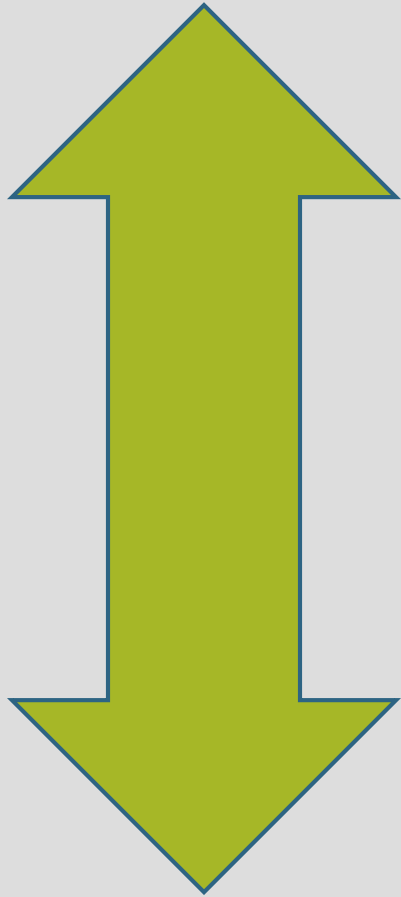
Comprehensive Projects – Includes new school construction; replacement schools; full modernization; renovations to be restored to “like new”; or repurposing a campus.

Targeted Projects – Includes building systems upgrades (e.g. air conditioning, roofing, lighting); renewal projects (e.g. capacity needs, science labs, maker spaces); or academic reinvention facility upgrades.

PERMANENT CAPACITY: CURRENT METHODOLOGY

August
2018

SPECTRUM OF DEFINITIONS



- **Maximum Capacity**
 - The total number of student “seats” in the school facility
- **Building Capacity**
 - Also considers the extent of support facilities
- **Functional Capacity**
 - Also considers the desired level of schedule flexibility
- **Program Capacity**
 - Also considers demographics, curriculum & program offerings
- **Temporary Capacity**
 - Also considers temporary and make-shift facilities

CLASSROOM CAPACITY - ELEMENTARY

- Count classrooms within permanent building(s)
- Subtract special areas
 - Art, Music, Computer Labs and Multi-Purpose Rooms (3-7 classrooms based on current staffing ratios)
- Multiply by 22 (average class size)
- Apply 95% efficiency factor; 85% efficiency factor for Title 1 schools
- Classroom capacity is most commonly used for the school's permanent capacity however, it is always compared with the school's capacity based on cafeteria and gym size.

SCHOOL CAPACITY BASED ON CAFETERIA OR GYM SIZE - ELEMENTARY

- Previous Ed Specs called for:
 - 4,200 square foot cafeteria (dining area) for a 880 student elementary school, or 4.77 square feet of cafeteria space per student
 - 3,000 square foot gym for a 880 student elementary school, or 3.41 square feet of gym space per student
- Compare these areas with classroom capacity
- Most deficiencies in cafeteria or gym space can be accommodated through scheduling, however;
- If school capacity, based on cafeteria or gym size, is less than 85% of classroom capacity, restrict permanent capacity to 85% of classroom capacity

SCHOOL CAPACITY BASED ON LIBRARY SIZE - ELEMENTARY

- Previous Ed Specs called for 3,500 square foot library (reading room) for a 880 student elementary school, or 3.98 square feet of library space per student
- Library capacity is not be considered a restricting factor for school capacity since computer technology, both in the library and the classroom, are providing flexibility in the delivery of library services and use of the space available in the library

ELEMENTARY PERMANENT CAPACITY

- Based on cafeteria restrictions, permanent capacity at Barrington ES is reduced from 655 to 556 students
- Use classroom capacity for permanent capacity at all other elementary schools

CLASSROOM CAPACITY - SECONDARY

- Count Classrooms within permanent building(s)
- Multiply by 28 (average class size)
- Apply 75% efficiency factor (allowing for one period out of four for teacher planning periods), 70% efficiency factor for Title 1 schools
- Classroom capacity is most commonly used for the school's permanent capacity however, it is always compared with the school's capacity based on cafeteria and gym size.

SCHOOL CAPACITY BASED ON CAFETERIA OR GYM SIZE – SECONDARY

- Previous Ed Specs called for:
 - 4,500 square feet cafeteria for a 1,100 student middle school, and a 9,000 square foot cafeteria for a 2,400 student high school, or 4.10 (MS) and 3.75 (HS) SF/student
 - 13,400 square feet for two gyms for a 1,100 student middle school, and 20,720 square feet for three gyms for a 2,400 student high school, or 12.18 (MS) and 8.63 (HS) SF/student
- Compare to classroom capacity
- Most deficiencies in cafeteria or gym space can be accommodated through scheduling, however;
- If school capacity, based on cafeteria or gym size, is less than 85% of classroom capacity, restrict permanent capacity to 85% of classroom capacity

SCHOOL CAPACITY BASED ON LIBRARY SIZE - SECONDARY

- Previous Ed Specs called for 4,800 square foot library (reading room) for a 1,100 student middle school, and a 8,400 square foot library (reading room) for a 2,400 student high school, or 4.36 (MS) and 3.50 (HS) square feet of library space per student
- Library capacity should not be considered a restricting factor for school capacity since computer technology, both in the library and the classroom, are providing flexibility in the delivery of library services and use of the space available in the library

MIDDLE SCHOOL PERMANENT CAPACITY

- Based on cafeteria restrictions, permanent capacity reduced at:
 - Kealing MS from 1,568 to 1,333 students
- Use classroom capacity for permanent capacity at all other middle schools

HIGH SCHOOL PERMANENT CAPACITY

- Based on cafeteria restrictions, permanent capacity at Bowie HS reduced from 2,898 to 2,463 students
- Based on gym restrictions, permanent capacity reduced at Garza HS from 378 to 321 students
- Use classroom capacity for permanent capacity at all other high schools

PERCENT OF PERMANENT CAPACITY

- Percent of Permanent Capacity is calculated by dividing the population of a school's attendance area (students assigned to the school, regardless of which school they attend) by the school's permanent capacity
- Target range is 75% to 115%
- Schools below 75% may be able to provide relief for overcrowded schools
- Schools between 115% and 125% are monitored for additional growth
- Construction of additions or new schools are considered once percent of permanent capacity exceeds 125%, and adjacent capacity is not available