

# Colorado Springs School District 11 School Student Capacity Model

---

## *Purpose*

---

The development of the School Student Capacity Model is in response to direction and guidance provided in Policy JC, School Attendance Areas and School Building Capacity, and its supporting regulation JC-R. The designed model is in conjunction with Policy JFBA/JFBB, School Choice Open Enrollment, and its supporting regulation JFBA/JFBB-R. The purpose of defining and publishing a School Student Capacity Model is to define common guidelines for determining student capacities for schools within the District. When used in conjunction with actual or projected enrollment data, this information provides information concerning potential crowding and/or space available for additional students. Actual site-specific adjustments may be needed, based on an individual school's configuration or circumstances. The school will describe the educational programs, function, and needs, validated by the District or directed by the District on an annual basis.

Per regulation JC-R, this model is reviewed annually in the spring of each year by the District Attendance Area, Enrollment, and School Building Capacity Committee and updated as appropriate.

---

## *Basic Concepts and Definitions of Key Terminology*

---

In general, this model uses an equation to arrive at the overall starting building capacity number. The equation is the total number of Teaching Stations and other suitable instruction areas, minus some pre-defined set-aside space, times a student's-per-teaching-station. The total number may then be adjusted based on instructional concepts and/or other adjustments based on specific programs or uses in the building.

### **Maximum Capacity**

Maximum capacity is the product of the maximum number of Teaching Stations (prior to any credits) and the level-specific pupils per Teaching Station ratio (ES – 1:25; MS – 1:30; HS – 1:30).

Maximum capacity is not intended to be used to determine available student capacity in a school building on a regular basis, but rather for temporary emergency situations if, for example, a school's students must be temporarily relocated due to a natural disaster or similar event. Maximum capacity also assumes instruction in core content areas only.

Note: Per Regulation JC-R, the D-11 Facilities department maintains individual school floor plans showing precisely which spaces are counted as Teaching Stations. These floor plans and corresponding spreadsheets that outline each room's usage at a school are available on the internal District web site.

### **Building Capacity**

Building capacity is the product of the number of Teaching Stations after building adjustments (Maximum number of Teaching Stations minus Building Adjustments - for example, ES: specials - art, band/strings, vocal music, PE, etc.; MS: Community room, non-instructional spaces, etc.; HS: Community room, non-instructional spaces, etc.) and the level-specific pupils per Teaching Station ratio. Building capacity considers the extent of standard educational support facilities needed in a school for a well-rounded, whole student instructional model.

An additional evaluation would be required to determine the impacts on learning if a school approaches building capacity.

### **Program Capacity**

Program capacity is the product of the number of Teaching Stations after building adjustments and program adjustments (maximum number of Teaching Stations minus building adjustments minus program adjustments – for example, PreK/Head Start/Daycare, Title 1, SPED, JROTC, or other site-specific unique educational programs) and the level-specific pupil per Teaching Station ratio. Program capacity considers site-specific demographics, curriculum, and educational programs.

### **Functional Capacity**

Functional capacity is the product of a school's program capacity and the operational factors (for example, ES - 1.0; MS = 0.75; HS = 0.85). The operational factor considers desired levels of schedule flexibility, teacher academic planning, and bell schedules. The functional capacity accurately describes the student capacity based on both facility and educational program goals for a specific school. The number of available seats in a school is calculated by the functional capacity minus enrollment.

### **Functional Capacity with Portables**

Functional capacity with portables is the school's functional capacity with the additional Teaching Stations provided by portable building classrooms. Portable building classrooms and Teaching Stations may be placed at specific schools to support the school's instructional need and enrollment. Portable building classrooms, while they increase the number of Teaching Stations and student capacity, do not increase the school's overall infrastructure and shared spaces (cafeteria, gym, restrooms, etc.).

Portable building classrooms that may be available on the school site are not counted as part of the basic school building capacity but could be considered under Policy JC as a possible solution to capacity issues and specialized instructional support needs. Portable building classrooms shall be counted as a Teaching Station if they meet the square footage requirement.

### **The School Utilization Percentage**

The school utilization percentage will be equal to the school enrollment divided by the school's functional capacity. A school's utilization percentage will be calculated with and without the Teaching Stations provided by portables. Utilization percentages provide a guide for assessing enrollment vs. functional capacity, both for in-attendance area students and general education choice application enrollment. Approved access to special instructional programs is typically based on an approved program application, not a regular choice enrollment application (Ref. Policy JFBA/JFBB).

**Teaching Stations:**

- Spaces that are at least 600 square feet in size (ideally should be 650 square feet or greater) and can be used for instructional purposes and counted as "Teaching Stations." A floor plan and spreadsheet of classrooms for each school facility show all the spaces counted as Teaching Stations. Actual site-specific adjustments to minimum square footage may be needed, based on an individual school's configuration or circumstances. A variance of down to 540 square feet per teaching station is admissible.
- Smaller spaces of at least 100 square feet in size that do not have a specialized non-instructional use and are suitable for instructional purposes are available to support program and functional capacity. Such spaces are not combined to form full Teaching Stations, and, therefore, do not factor into the building's capacity. Recognizing the value of these smaller spaces for instructional purposes, each building or campus identifies the number of rooms of at least 100 square feet and not counted as a teaching station.
- Common/core areas, such as teachers' lounges, cafeterias, and media centers, are not counted as Teaching Stations.

**Building Adjustments**

Building adjustments are credits awarded to all schools based on the type of school they are. Elementary schools are awarded credits for classrooms for specials (art, band/strings, vocal music, PE, etc.). Middle schools and high schools are awarded credits for a Community Room and non-instructional spaces (most often departmental office spaces to facilitate teacher collaboration). Level-specific credits are listed below under each type of school. These credits will only be applied for spaces that are used for these described purposes (per the school's spreadsheet).

**Program Adjustments**

Program adjustments are credits awarded to a school based on the instructional programming the school provides. Principals may request credits for Pre-Kindergarten, Head Start, Daycare, Title I, SPED, JROTC, computer lab(s), or other site-specific unique educational programs. These credits will only be applied for spaces that are used for these described purposes (per the school's spreadsheet).

Title I schools are a special class of "Program Adjustments." All Title I designated schools will receive one classroom set adjustment/credit for Title I intervention/temp worker support. In the event that the Achievement, Learning and Leadership Division approves an additional classroom teacher (> 0.5 FTE) for a school, paid by Title I funds, the school receiving the additional teacher will receive an additional program adjustment/credit. A school receiving additional Title I classroom teachers may appeal to the Capacity Committee in August of each year to request additional adjustments/credits for their school.

However, the program capacities may be reduced by Administration and/or Board of Education approved special uses/programs, both instructional and non-instructional. These are identified in the "Program & Use Adjustments" section of the capacity worksheets for elementary schools, middle schools, high schools, and Unique/Alternative Educational Facilities (such as the Roy J. Wasson Academic Campus). Approved access to these special instructional programs is typically based on an approved program application, not a regular choice enrollment application (Ref. Policy JFBA/JFBB). Space required at schools for District directed magnet programs, e.g., the Gifted Magnet Program (GMP), will be identified as program adjustments.

---

## *Model Specifics*

---

### **Elementary Schools**

The concept of "Rounds" is used at the elementary level. "Rounds" are the number of classrooms per grade that can be offered on average in a school (e.g., a two-round K-5 elementary school would have a capacity of 300; 6 grades x 2 classes per grade x 25 pupils per class). Schools rarely have an even number of rounds, but the number of rounds plays a role in the number of specials. Thus, a larger school with more rounds will require more space for specials and supplemental instructional needs. Elementary school program capacity (which equals functional capacity at the elementary level) is calculated by taking the total number of Teaching Stations (excluding portables) and crediting Teaching Stations to allow for the following (building and program adjustments). These adjustments will only be applied for Teaching Stations that are used for these described purposes:

- Schools with a maximum capacity of 600 or more are allocated two Teaching Stations (building adjustments) each for
  - Band/strings
  - Vocal music
  - Art
  - Other specials if offered
- Schools with a maximum capacity of 450-600 are allocated one teaching station (building adjustments) each for
  - Band/strings
  - Vocal music
  - Art
  - Other specials if offered
- Schools with a maximum capacity of less than 450 are allocated three total Teaching Stations for specials (building adjustment)
- All schools are allocated at least one teaching station for pre-school if used as such (program adjustment)
- Special Education and itinerants are each allocated 0.5 Teaching Stations per round (program adjustment). The school shall utilize non-teaching stations to satisfy this requirement if appropriate for the program and the building.

Each elementary school shall designate a Community Room to welcome parents, SACs, and the general community to strengthen the school-community relationship.

Gymnasiums are not counted as Teaching Stations for elementary schools; most of these also operate as the cafeteria. Configured auditoriums are not counted as Teaching Stations since they cannot typically be scheduled for regular classes.

At the elementary level, the functional capacity is the same as the program capacity at 100% efficiency. The 100% efficiency is based on the fact that students generally stay in one classroom, and specific credits are taken for all special use situations.

### **Middle Schools**

Middle School building capacities are calculated by taking the total number of teaching stations and crediting six Teaching Stations if appropriate (building adjustments):

- a flexible/community room
- a maximum of five Teaching Stations to be used as non-instructional departmental space.

These adjustments will only be applied for Teaching Stations that are used for these described purposes. Stages and fixed auditoriums are not counted as Teaching Stations. Gymnasiums are counted as Teaching Stations, with some of the larger gymnasiums counting as two Teaching Stations as they can accommodate two classes simultaneously.

Middle school principals may request specific program adjustments (credits for Title 1, SPED – SSN and SED, or other site-specific unique educational programs). These credits will only be applied for Teaching Stations that are used for these described purposes (per the school's spreadsheet).

All regular D-11 middle schools house grades 6-8 and operate instructionally on the middle school concept. Exploratory class Teaching Stations are treated the same as academic core Teaching Stations; however, scheduling constraints and other factors reduce the effective utilization of individual rooms. Therefore, functional capacity is based on an operational factor of 75%.

### **Traditional High Schools**

Traditional high school building capacities are calculated by taking the total number of Teaching Stations and crediting nine Teaching Stations if appropriate (building adjustments).

- a flexible room/community room
- a maximum of eight Teaching Stations to be used as non-instructional departmental space.

These building adjustments will only be applied for Teaching Stations that are used for these described purposes. Auditoriums and gymnasiums count as Teaching Stations at the high school level, with some of the larger gymnasiums counting as two Teaching Stations as they can accommodate two classes simultaneously.

High school principals may request credits for Title 1, SPED – SSN and SED, JROTC, or other site-specific unique educational programs. These credits will only be applied for Teaching Stations that are used for these described purposes (per the school's spreadsheet).

All traditional D-11 high schools house grades 9-12 and operate instructionally on standard high school concepts. Scheduling constraints and other factors reduce the effective utilization of individual rooms. Therefore, functional capacity is based on an operational factor of 85%.

### **Unique/Alternative Educational Facilities**

The Capacity Committee recognizes the special circumstances and instructional approaches for unique/alternative educational facilities, such as the Roy J. Wasson Academic Campus.

The Roy J. Wasson Academic Campus and Tesla Educational Opportunity School building capacities are calculated by subtracting the hourly room utilization percentage from the high school program utilization factor to determine the percentage of Teaching Stations which are not utilized. That percentage is then multiplied by the total campus Teaching Stations (TS). The unutilized Teaching Stations are then multiplied by the average teacher to student ratio of the campus to determine open seats. The Roy J.

Wasson Academic Campus and Tesla Educational Opportunity School are not allocated building adjustment credits in this calculation. Student enrollment in the Roy J. Wasson Academic Campus, Tesla Educational Opportunity School, and programs is factored based on if the student is a full, part-time, or dual student.

### **Roy J. Wasson Academic Campus**

To determine the available seats at the Roy J. Wasson Academic Campus, as required by statute, the Roy J. Wasson Academic Campus utilization percentage is subtracted from the high school program utilization factor ( $85\% - 79\% = 6\%$ ) to determine the percentage of Teaching Stations which are not utilized. That percentage is multiplied by the total Roy J. Wasson Academic Campus Teaching Stations ( $6\% \times 83 = 4.98$  Teaching Stations). The unutilized Teaching Stations is multiplied by 21, the average teacher to student ratio at the Roy J. Wasson Academic Campus ( $4.98 \times 21 = 104.58$  seats available). Note: Hourly usage is calculated based on an 8-hour day school days when classes are held. A percentage credit of 12.5% per hour was given if class space was utilized outside the normal 8-hour window.

### **Tesla EOS**

To determine the available seats at the Tesla EOS Campus, as required by statute, the Tesla EOS Campus utilization percentage is subtracted from the high school program utilization factor ( $85\% - 80\% = 5\%$ ) to determine the percentage of Teaching Stations which are not utilized. That percentage is multiplied by the total Tesla EOS Campus Teaching Stations ( $5\% \times 21 = 1.05$  Teaching Stations). The unutilized Teaching Stations is multiplied by 21, the average teacher to student ratio at the Tesla EOS Campus ( $1.05 \times 21 = 22.05$  seats available).