

An aerial photograph of a school campus, likely Geneva 304, showing a large, multi-story building with a central entrance and several wings. The building is surrounded by lush green trees and a parking lot with a few cars. The sky is blue with some light clouds. The text is overlaid on the image in a white, outlined font.

Facility Capacity Analysis

How do we best achieve our goals of reasonable, equitable, and sustainable elementary school experiences in Geneva 304?

Background



- 2024-2029 Strategic Plan
- Goal Area 1: Enrollment and Staffing
 - Staffing and Facility Capacity:
 - Review boundary and facility considerations aligned to enrollment (Elementary)*
 - Evaluate Demographic Study
 - Conduct Facility Capacity Review and Analysis
 - Evaluate Contemporary Programming Needs
- Completion of Demographic Study in Fall of 2024
- Capacity and Programming Analysis Conducted throughout 24/25



Understandings & Guiding Questions

- Complex Variables, Nuances, and Assumptions
- Critical Questions: Reasonable, Equitable, Sustainable
 - How close are our learning spaces to achieving our district class size targets?
 - What is a reasonable expectation for maximizing our facility usage efficiency?
 - How can we ensure consistent and equitable experiences across the district?

Capacity Analysis Process Overview



- Evaluation by District Architect FGMA (Thank you to Mike Denz)
 - Confirm current school enrollments, and target class sizes
 - Confirm all existing instructional spaces & current class sizes
 - Identify current use of all learning and professional spaces
 - Determine net square foot areas for all instructional classrooms
 - Explore Multiple Capacity Models

General Findings



- High School Facility:
 - Additional capacity is largely dependent on scheduling efficiency.
 - Efficiency and student opportunity are interdependent given current programmatic offerings and utilization rates
- Middle School Facilities:
 - Additional capacity is largely dependent on current staff reduction and restructuring plan.
 - Current programmatic offerings and community partnerships play a role.
- Elementary Facilities:
 - Additional capacity is largely dependent on class size efficiency.
 - Current programmatic offerings across the district play a role.
 - Capacity is inconsistent and imbalanced across the district.
- Geneva Early Learning Program (GELP):
 - Additional capacity is largely dependent on current space utilization and location at Fabyan.

An iceberg floating in a blue ocean, with the tip above the water and a much larger, jagged mass submerged below. The text is overlaid on the image.

Elementary: A Deeper Look

Critical Understanding: Elementary Building Design



- Constructed between 1953 and 2009
- Building Assumptions
 - Neighborhood Schools
 - '4 Section' Schools
 - Half-Day Kindergarten
 - Limited Support Programming
 - Limited and Shared Support Personnel (professional and para-professional)

Critical Understanding: Elementary Building Contemporary Use

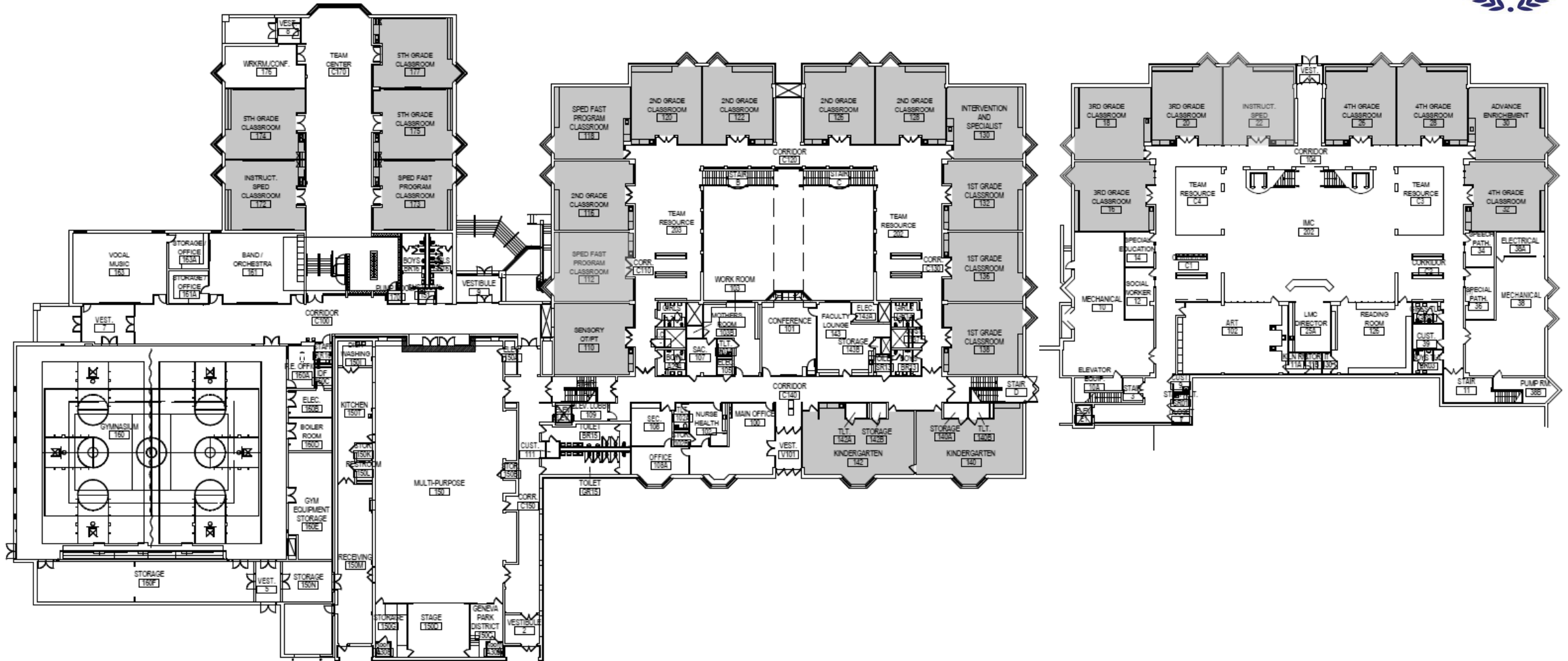


- Full-Day Kindergarten
- Special Education and Intervention Supports
- In-House Self-Contained Programming
- Mid-Valley Special Education Self-Contained Programming
- In-House District Preschool Programming (GELP)

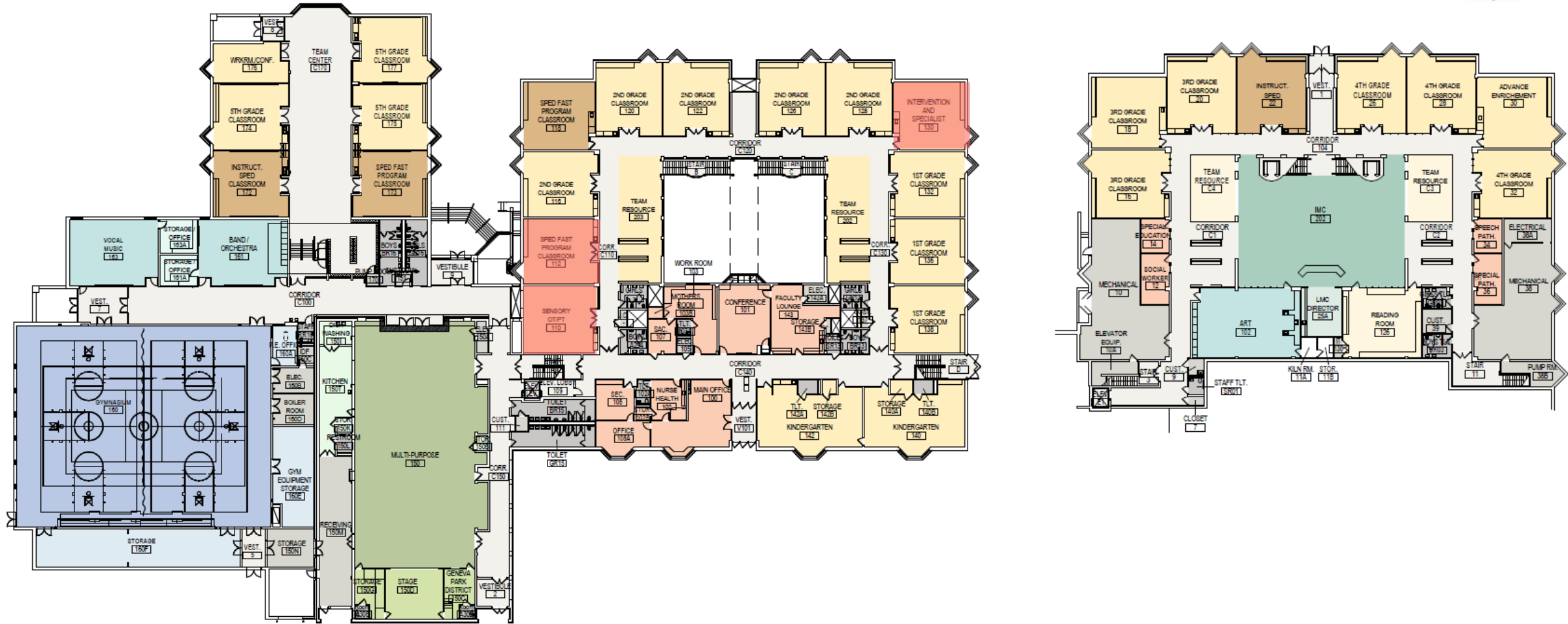
An Example

Mill Creek School Facility Usage

Mill Creek School – 1995 (and 2006 addition)



Mill Creek School – 1995 (and 2006 addition)



Critical Understanding: Programmatic Considerations



- Value and Benefit of Contemporary Programming
- We need locations to maintain these services and opportunities.
- As noted previously, efficiency and student opportunity are interdependent.

Max Operational Capacity



- Maximum Operational Capacity (Class Size Capacity):

- Reflects the District's target class sizes
- Reflects the District's current classroom scheduling
- Assumes existing building configuration (no capital modification)
- Assumes most classrooms are utilized in current form
- Assumes 100% efficiency in student scheduling via class-size targets
- Calculated in aggregate for each building

Exhibit A - Maximum # of students per classroom:

By Grade Level:

- Kindergarten – 1st Grades : 20 - 21
- 2nd – 3rd Grades: 22 – 23
- 4th – 5th Grades: 24 – 25

Critical Understanding:

Max Operational Capacity vs. Additional Classroom Capacity



- Max Operational Capacity calculations generally consider how many students can fit into our current grade-level classrooms based on our elementary class size targets.
- Max Operational Capacity does not assume space for additional grade level classrooms in most cases.
- Additional capacity could be gained via a variety of other space consolidation steps:
 - reduced, restructured, or relocated programming
 - reduced, restructured, or relocated office/professional spaces

Current Elementary Capacity



School	Enrollment	Average # of Grade Level Sections	Current Class Size Capacity %
Harrison	412	3	95%
Fabyan	229	2	55%
<i>Fabyan w/GELP</i>	379	NA	91%
Williamsburg	435	4	86%
Mill Creek	355	3	76%
Heartland	297	3	72%
Western	331	3	71%

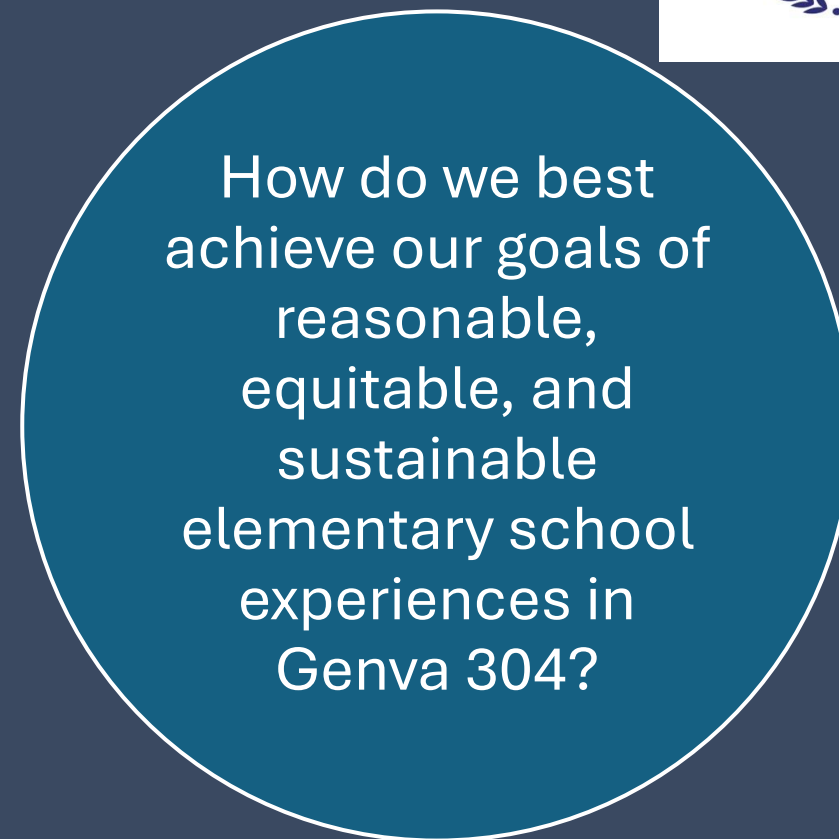
Circling Back - Guiding Questions



- Complex Variables, Nuances, and Assumptions
- Critical Questions: Reasonable, Equitable, Sustainable
 - How close are our learning spaces to achieving our district class size targets?
 - What is a reasonable expectation for maximizing our facility usage efficiency?
 - How can we ensure consistent and equitable experiences across the district?



Next Steps



An aerial photograph of a school campus, featuring a large, multi-story building with a central entrance and several wings. The building is surrounded by lush green trees and a parking lot with a few cars. The sky is clear and blue. The text is overlaid on the image in a white, outlined font.

Facility Capacity Analysis

How do we best achieve our goals of reasonable, equitable, and sustainable elementary school experiences in Geneva 304?