

PREPARED BY:



EAST BATON ROUGE PARISH SCHOOL SYSTEM

FACILITIES STUDY

JUNE 10, 2021



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Letter to the Community

Dear EBR Students, Families, and Stakeholders,

The last year has been one of great hardships and great triumphs in East Baton Rouge. In the midst of a global pandemic, we have seen students, families, educators, and district staff rise to challenges we never thought we would face. Together, we have accomplished much over the last year that will help move our community forward:

- Expanded student access to new technology and high quality virtual learning
- Served over 13 million meals to students and their families during COVID-19
- Engaged deeply with parents, families, and the broader East Baton Rouge community
- Developed a new strategic plan
- Developed a student-centered budget for school year 2021-22
- Built a coherent fact base on EBR schools and facilities
- Created this Facilities Action Plan to chart the path for the development of a *Facilities Master Plan*

We, like many districts across the United States, have a set of facilities challenges and opportunities in the coming years. We have seen shifting enrollment trends across schools in the past few years and during COVID-19, an increasing number of school options across the city such as private and charter schools, aging buildings, and demographic changes. While these trends have left some schools overutilized, it has left even more underutilized, putting pressure on school budgets and resulting in fewer dollars directed toward critical academic programs and supports our students so urgently need. At the same time, we are poised to receive an estimated \$145 million in stimulus funds to spend by 2024, representing a once-in-a-generation opportunity to reimagine high quality learning opportunities for all EBR students.

The path forward is clear: we must cohere a long-term vision for student achievement and well-being and marry that to the 21st century school buildings that our students need and deserve. This work is well underway with an initial, common set of facts on school facilities, enrollment, programmatic quality, and all we have learned over the past year. This **Facilities Action Plan** is step one in our journey. **Join us as we move forward, together, to ensure every EBR child maximizes her potential.**

In Partnership,
Sito Narcisse

Executive Summary

Student Achievement & Overall Student Well-Being in 21st Century Facilities

As EBR embarks on a school year unlike any other, we are setting out to accelerate and reimagine how we support our students' academic and overall well-being, including through the physical spaces in which students and educators spend their days. With a common, up-to-date set of facts, EBR has an opportunity to cohere its long-term vision for student success with the 21st-century school facilities that our students deserve.

This document, the **Facilities Action Plan**, describes the work we have done so far, the components of a **Facilities Master Plan**, and the key next steps required to develop and finalize it.

What is a **Facilities Master Plan**?

The **Facilities Master Plan** is a reflection of how we will use our physical spaces to advance our academic and overall goals for student achievement and well-being.

- The **Facilities Master Plan** is a living document that will reflect our priorities and plans for all physical spaces in the EBR education landscape, primarily school buildings across the district.
- The **Facilities Master Plan** will be the output of a year-long planning process that will begin this summer (2021).

Why a **Facilities Master Plan**?

- School districts and other education institutions develop and adopt **Facilities Master Plans** to:
- Align on how they use physical space to achieve their primary objectives—student achievement and well-being—in a way that prepares their students for further learning and life opportunities
- Outline the maintenance, growth, and sustainability of their physical spaces
- Represent how they have and will invest, including through taxpayer approved efforts such as bonding or tax plans, in physical spaces as a critical enabler to student achievement and well-being, similar to how our budgets are a financial representation of those priorities



Executive Summary

This Facilities Action Plan Activates the Facilities Master Plan Development Process



The key next steps for consideration to put us on the path toward creating a *Facilities Master Plan* will be described further in this document and include:

- **Data Collection and Analysis**

- Create schools summary fact base (complete)
- Update demographic study
- Update facilities conditions assessment
- Refresh transportation assessment

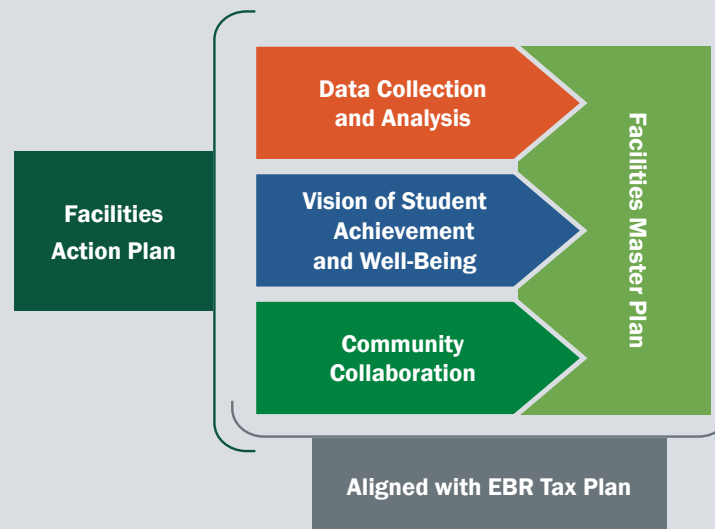
- **Connection to Vision of Student Achievement and Well-Being**

- Establish an EBR internal cross-functional working group
- Develop needs assessment and align with Tax Plan
- Make recommendations and finalize Facilities Master Plan

- **Community Collaboration**

- Develop community and board engagement plan
- Create a Facilities Master Plan website for transparency and accountability
- Adopt *Facilities Master Plan*

Tying it all together, the Facilities Action Plan and its associated next steps will support the creation of a *Facilities Master Plan*, which will incorporate alignment with our Tax Plan.



What Questions will the Facilities Master Plan Answer?

The *Facilities Master Plan* allows us to use a community-centered and data-driven approach to make critical decisions around our use of facilities, including:

- **Where** to build additional facilities to serve the greatest need
- **What** physical spaces are needed to provide desired student programs
- **When** will we renovate or rebuild our oldest facilities
- **How** will we align our Tax Plan to ensure it continues to reflect new priorities coming out of the COVID-19 pandemic
- **Why** we are investing in certain school actions, and how that aligns with our strategic vision

Where We Are

Our Strategic Plan

In alignment with the school board's guiding principles, we have identified four cornerstones below through our strategic planning process to cement our dedication and commitment to the children of this community. As facilities quality and configurations have a direct impact on opportunities for students and the EBR community, it is critical that these cornerstones be top of mind as facilities decisions are made. This alignment will ensure coordination and keep the district grounded in its priority to serve students and families, staff, and the broader community.

These cornerstones are still in development and will be updated as community feedback is gathered. Read the full Strategic Plan draft [here](#).

Student Achievement

We will ensure every child maximizes their education and personal potential by supporting families and students from cradle to career.

Employee Development

We will develop and provide opportunities for all employees in ways that help them grow and feel valued.

Operational Efficiency

We will be responsible stewards of community resources for the achievement of district priorities.

Exemplary Customer Service

We will provide all stakeholders with caring, responsive, and inclusive experiences with the district.



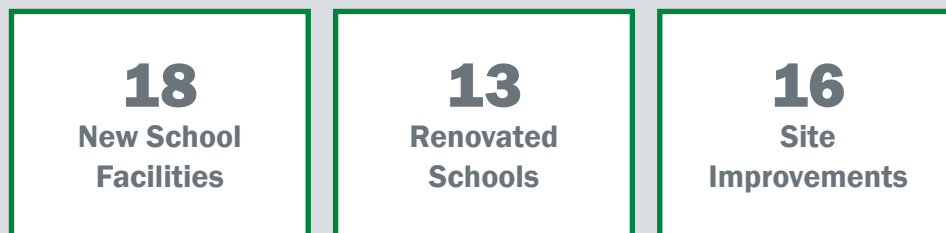
Where We Are

Our Schools

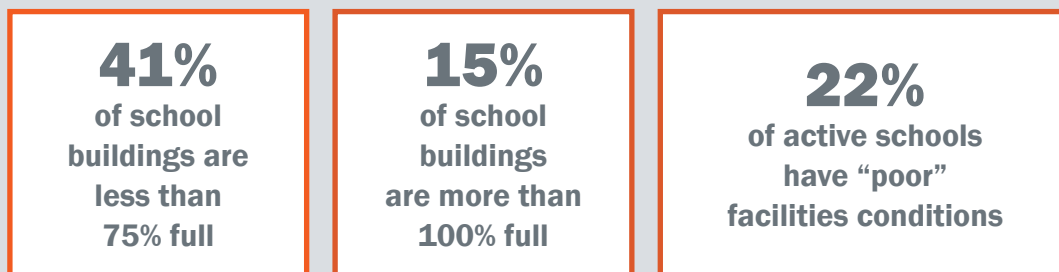
Over the last three months, we have engaged in developing a fact base on our schools and facilities, called a Schools Summary. The objective of the Schools Summary was to build a common and coherent understanding of schools, enrollment, and facilities as the district moves ahead on a student-centered improvement effort, focused on ensuring all students receive a high-quality education. The Schools Summary will also serve as a key building block for the development of the *Facilities Master Plan*.

Fast Facts from the Schools Summary:

Facilities improvements since the inception of the district Tax Plan¹:



Additional facts on current school building utilization and quality²:



¹ EBR's tax plan was first developed in 1998. The district is currently in phase IV of the tax plan, which was updated in 2018.

² Utilization is calculated by dividing the number of students enrolled by the school's functional capacity. Functional capacity is the number of students the school building can serve effectively, based on EBR's staffing formula. This calculation uses September 2019 functional capacity and February 2019 enrollment data.

Where We Are



The resounding message from the Schools Summary is that there is urgency to act now on the next steps outlined in this Facilities Action Plan to align our vision for EBR student achievement and well-being with the buildings families trust us to educate their children in every day.



Key Opportunities

Build System-Wide Academic Quality and Coherence

While there are groups of highly rated schools, students in the district have limited and unevenly distributed access to them. Creating quality across the entire system will ensure that all EBR students can access a great school, close to home.

Create and Cohere the Schools and Programs the Community Wants and Needs

Higher rated schools are in greater demand (and are more full) than lower rated schools. Across EBR, families are gravitating to higher-rated schools and there is an opportunity to build on what is working and address programmatic efforts that are not serving students as effectively. Using school performance, enrollment, and facilities data we have the opportunity to make integrated decisions that equitably build on what's working and address what's not serving students.

Maximize Resources

Many school buildings are not serving as many students as they could. These underutilized schools are more likely to have lower performance ratings and higher costs per-student. There are opportunities to simultaneously improve school performance, expand programmatic offerings, and improve operational efficiency.

Improve Building Conditions

While the district has built or renovated 47 schools in the last twenty years, there still remain a number of buildings with significant need for repairs and renovations. An estimated cost of \$115,000,000 in required repairs and renovations have been deferred at existing EBR school buildings, as the pace of work and funding has lagged. A Facilities Master Plan with clear priorities across the district and at each campus can help EBR target resources to sufficiently and efficiently improve building quality.

The resounding message from the Schools Summary is that there is urgency to act now on the next steps outlined in this Facilities Action Plan to align our vision for EBR student achievement and well-being with the buildings families trust us to educate their children in every day.

What We Are Building Towards

A Facilities Master Plan

The *Facilities Master Plan* will be rooted in the collection and analysis of recent and comprehensive data on EBR schools and buildings, and connected to EBR's vision for student achievement and well-being.

We will collaborate with the community and board early and often so that the plan reflects the priorities and needs of all students.

Ultimately, the *Facilities Master Plan* will be shared with the public and voted on by the board.

Over the next 12 months, we will develop a long-range *Facilities Master Plan* to address many of the opportunities identified in the Schools Summary. This planning process will culminate in a written, board-adopted plan that describes specific actions to take at EBR school buildings, over what timeline, and with what resources. The components of the *Facilities Master Plan* document, to be developed, are outlined below.

Components of the Facilities Master Plan

- **Guiding Principles:** *What matters to EBR?*
- **Summary of Fact Base and Analysis:** *What do we know and what have we learned?*
 - Schools Summary
 - Facilities Quality
 - Demographic Study
 - Transportation Study
 - Community Priorities and Engagement Summary
- **Needs Assessment:** *How do the facts connect to our vision for students' achievement and well-being? Where is the highest need concentrated?*
 - Frameworks for Facility Actions
 - Needs Assessment
- **Recommendations:** *What will we do to meet the highest needs? When will we start and how will we fund it?*
 - Prioritized List of Proposed Facility Actions
 - Budget for Proposed Actions and Alignment to Funding Sources
 - Timeline for Proposed Actions
 - Next Steps and Owners for Proposed Actions



The Path Forward

Summary

The development of the Facilities Master Plan will require the collective effort and input of EBR staff, community, families, and board members. The success of the planning process over the next 12 months will be driven by the collaboration of all stakeholders around **key next steps in three critical categories of work:**

Data Collection and Analysis

Creating a fact base to ensure a robust understanding of EBR's facilities, schools, enrollment, and community needs

Connection to Vision for Student Achievement and Well-Being

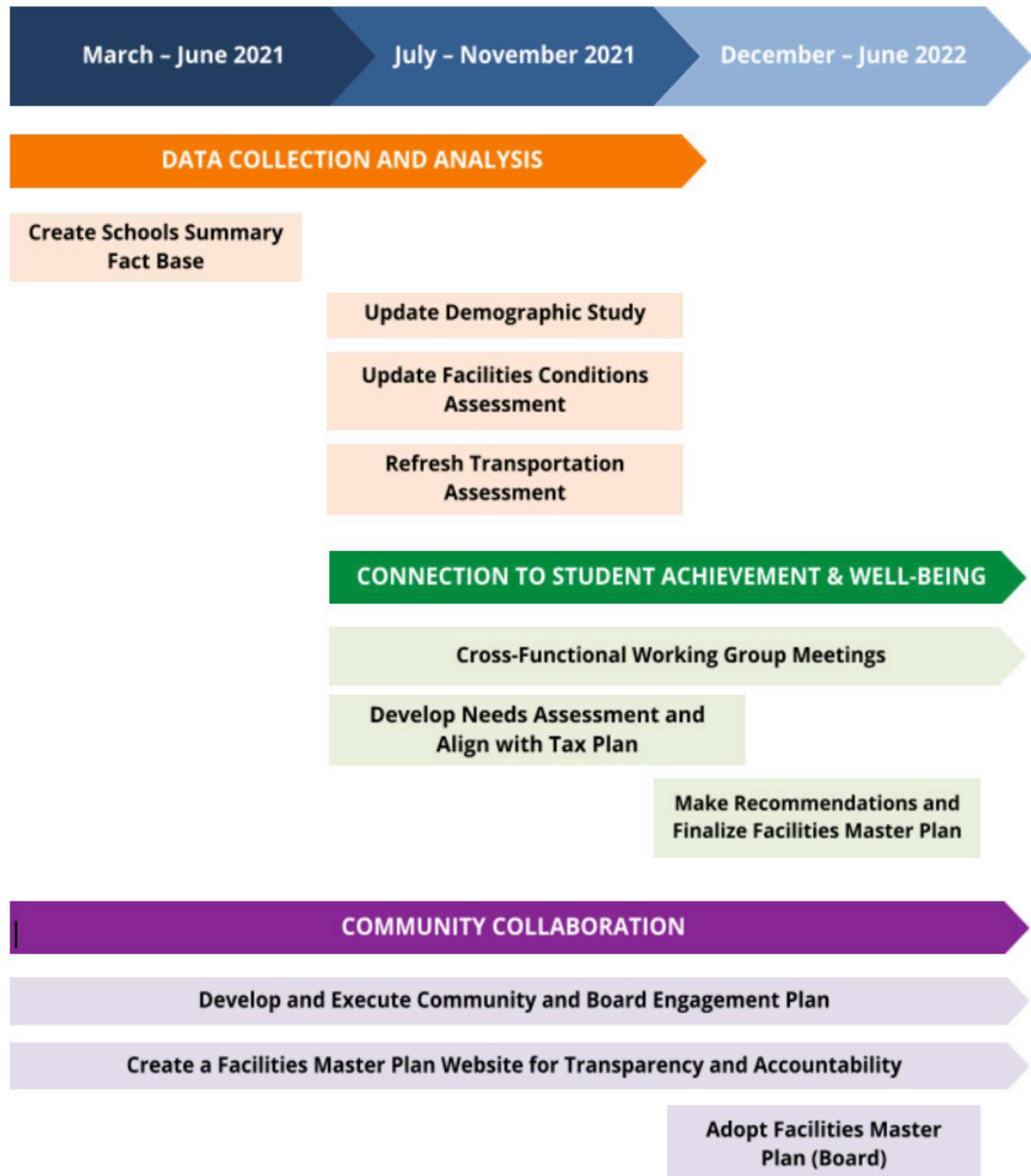
Cohering the fact base with what is needed to ensure student achievement and well-being for all EBR students; Identifying key areas of need and opportunity

Community Collaboration

Listening and learning from the experiences of the students and families in the system; Informing and collaborating with the board and other stakeholders throughout the planning process

The Path Forward

Timeline and Key Next Steps



The Path Forward



Data Collection and Analysis

Create Schools Summary Fact Base (complete)

Goal

The Facilities Master Plan will cohere opportunities for schools with facility needs and capital investments. As a key part of that work, it was critical to develop an asset-based understanding of the opportunities for growth at each school site. This view looked across many areas - from facilities utilizations and conditions to programming to enrollment - to develop a comprehensive fact base that can inform the future needs assessment. While the bulk of the schools summary is complete, this fact base will be a living document that will organize the ongoing work.

Action Plan

MARCH - JUNE 2021

Created a schools summary fact base that gathered data from multiple departments to provide a comprehensive understanding of the current state of each school. This summary includes school-level data on the elements below. More school-level findings can be found in the Our Schools and School Conditions and Facts sections of this document.

- Enrollment trends
- Facilities capacity and utilization
- Facilities quality and condition
- Potential for facilities expansion
- Operational efficiency
- Student achievement
- School programming
- Geographic analysis

To support an understanding of EBR's overall facilities and land footprint, EBR developed a full list of properties, including facilities and land not currently used as EBR school buildings. This list includes buildings leased to other school operators (e.g., Type 2, Type 5 charters), administrative buildings, and empty facilities/sites.

The Path Forward



Data Collection and Analysis

Update Facilities Conditions Assessment

Goal

The most recent comprehensive facilities condition assessment was conducted just months before the 2016 floods that damaged many EBR facilities. Over the past five years, EBR facilities have continued to age, and some schools have experienced programmatic shifts that impact the way space is used. An updated facilities conditions assessment will reveal a clear picture of the repair and renovation needs at each building and help EBR prioritize specific buildings in the capital budget.

Action Plan

JULY – OCTOBER 2021

Develop a scope of work and commission a comprehensive facilities condition assessment to inform capital planning efforts. This assessment should include site walkthroughs to determine building needs and opportunities. Non-school buildings (e.g., administrative sites, non-utilized buildings, etc.) owned by EBR should be assessed as well.

Refresh Transportation Assessment

Goal

The previous transportation assessment and recommendations were developed in 2019 prior to the COVID-19 pandemic. As EBR continues to adapt to changing health and safety protocols, this assessment should be revisited to adapt recommendations and findings to match the most recent guidance from health authorities and address families' needs.

Action Plan

JULY 2021

Revisit previous transportation assessment and recommendations in advance of the 2021-2022 school year. Update plans in accordance with recent guidance.

DECEMBER 2021 – JUNE 2022

Use forthcoming school planning in conjunction with long-term transportation recommendations to inform potential changes in transportation routing, in order to maximize efficiency and student service.

The Path Forward



Connection to Student Achievement and Well-Being

Establish an Internal Cross-Functional Working Group

Goal

A successful master planning effort requires a dedicated team of professionals representing multiple district departments, with clear roles and responsibilities. A cross-functional facilities working group will ensure coherence in strategy and coordination in execution. This group will be responsible for the principal work of planning and executing all components of the Facilities Master Plan, including data collection and analysis, connection to student achievement and well-being, and community collaboration. The cross-functional working group will meet regularly to align on a set of common facts and goals, assign clear ownership of specific work strands, and share their progress and diverse perspectives on what the work needs. The cross-functional facilities working group will remain accountable to the public through regular touch points with the community to give updates and receive feedback on emerging findings and actions.

Action Plan

JULY 2021

Establish and activate the work of the Cross-Functional Facilities Working Group, with representation from the following departments:

- Strategic Plan Working Group
- Academics
- School Support
- Accountability & Assessment
- Communications & Public Relations
- Finance
- Human Resources
- Facilities/Operations

AUGUST 2021 ONWARD

The cross-functional working group will convene weekly and move work forward in between meetings.

The Path Forward



Connection to Student Achievement and Well-Being

Develop Needs Assessment and Align with Tax Plan

Goal

The needs assessment, using the guiding commitments as a foundation, will outline the specific actions needed at each campus building. This will be informed by the findings from the data collection and analysis work as well as from community and board feedback. The Cross-Functional Facilities Working Group will spearhead this assessment, gathering information to generate potential actions based on current conditions, future trends, and community input. Examples of potential actions that would support resource maximization and EBR's vision for student achievement and well-being include decisions on which school buildings to expand, where to reconfigure the grades served, and which buildings to consolidate and possibly divest.

Action Plan

JULY - SEPTEMBER 2021

Identify a set of key frameworks to define and determine school building actions. As a part of its regular meetings, the Cross-Functional Facilities Working Group will begin to develop these frameworks to capture the needs of each facility and site. These frameworks should incorporate all of the potential actions to take at a campus and should consider demographic and enrollment projections, facility conditions, local assessments of school quality, and EBR's vision for student achievement and well-being to chart areas of need.

OCTOBER 2021 - DECEMBER 2022

Examine all collected and analyzed data and apply frameworks for facility actions to all EBR buildings and sites. Using the Master Plan's guiding principles and frameworks, propose a clear set of school actions for each school building. These frameworks should also be adapted and applied to EBR non-school properties (e.g., leased properties, administrative sites) as well.

JANUARY - FEBRUARY 2022

Align the overall Tax Plan to ensure coherence with Facilities Master Plan. The Cross-Functional Facilities Working Group will review the existing Tax Plan to ensure coherence with the priorities. As a part of this review, they will identify areas where the existing Tax Plan already accomplishes recommendations, and also areas where new emerging recommendations may need to be funded. These emerging needs should be considered for an updated tax plan, a future tax plan, and/or funding from other sources. As needed, submit updates to the Tax Plan to the Oversight Committee and follow appropriate protocols for approval.

ONGOING

Work with community and board members to validate ongoing assumptions and early assessments of need.

The Path Forward



Connection to Student Achievement and Well-Being

Make Recommendations and Finalize *Facilities Master Plan*

Goal

The final output of this year-long planning process will be the drafting and finalization of a Facilities Master Plan document. The Facilities Master Plan will prioritize the needs and actions identified in the needs assessment and map them to budget, capital resources, and timeline. The Cross-Functional Facilities Working Group will prioritize actions, guided by available resources, community priorities, short-term and long-term goals, and equity. The district could begin with a 10-year course of action that is updated and refreshed on an ongoing basis. The final Facilities Master Plan document will also memorialize the process and findings that informs the recommendations.

Action Plan

DECEMBER 2021

Develop an outline of the final Facilities Master Plan document and begin writing the document as components are completed.

JANUARY - MARCH 2022

Using the needs assessment, prioritize the list of proposed facility actions. This list will be used to generate the final recommendations, and these actions will be shared on an ongoing basis with the public for feedback.

Identify available capital to fund prioritized actions and begin taking required actions to unlock these sources. As needed, revise recommendations based on realistic expectations of resource availability.

Consult architectural and other experts to understand required timelines for recommended actions. As needed, revise recommendations based on realistic expectations of timelines and architectural constraints.

Develop a clear budget and timeline for all recommended actions. Include key stakeholders and work owners for all recommended actions.

APRIL 2022

Finalize the Facilities Master Plan document.

The Path Forward



Community Collaboration

Develop Community and Board Engagement Plan

Goal

The students and families of East Baton Rouge deserve a world-class education in world-class facilities. To ensure that, the EBR community should be given opportunities to share their input early and often. Community collaboration is critical to developing a Facilities Master Plan that is reflective of the priorities and needs of all students. In addition to families, board members, as representatives of their local communities, are trusted partners in this work who surface the priorities of the communities they serve. EBR will engage intentionally with all invested stakeholders to ensure that the Facilities Master Plan development process and final product are aligned with community and board interests.

Action Plan

JULY 2021 - JUNE 2022

The cross-functional working group will develop and implement an ongoing, public engagement plan to regularly share early progress and solicit feedback from the public. This process should prioritize board and community input throughout the planning stages of the work and information sharing to the broader community during the finalization and roll out of the plan.

JULY 2021

Form a formal engagement group dedicated to thought partnership on emerging findings and action items. This working group should consist of members of the board, community, and cross-functional facilities working group.

Develop and share a family survey to receive feedback on what is most important to them in their childrens' schools, such as academic programming, proximity to school, grade bands served, and facilities condition.

The Path Forward



Community Collaboration

Create a Facilities Master Plan Website for Transparency and Accountability

Goal

It is critical that the development and implementation of the Facilities Master Plan be transparent and that we are accountable to our commitments. To achieve this, the cross-functional working group will create multiple channels for community engagement.

Action Plan

JULY 2021 ONWARD

In partnership with the IT department, develop a website with ongoing updates and outputs from the Facilities Master Plan process. The cross-functional working group will use the website to share an ongoing engagement calendar, as well as updated working documents of emerging findings and key frameworks. At the onset of the website rollout, the schools summary fact base should be included to share the common set of facts that informs the ongoing work.

Adopt Facilities Master Plan (Board)

Goal

The Facilities Master Plan must be adopted by the members of the board. The adoption of the Facilities Master Plan will begin the process of mobilizing resources to schools and facilities that need it most in support of student achievement and well-being. While the cross-functional working group will work with the board throughout the entire process, the groups will collaborate more closely as the plan is finalized to resolve outstanding questions, ensure alignment with the Tax Plan, and follow all required protocols.

Action Plan

JANUARY - APRIL 2022

As described in the Needs Assessment next step, the cross-functional working group will examine alignment of the current Tax Plan with the Facilities Master Plan. If and as needed, EBR will submit any proposed Tax Plan updates to the Oversight Committee, and follow appropriate protocols for approval.

MAY 2022

Board adopts Facilities Master Plan. After incorporating board feedback, the cross-functional working group will bring the finalized Facilities Master Plan to the board for a vote on adoption.

JUNE 2022

Begin implementation of the Facilities Master Plan.

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FACILITIES STUDY

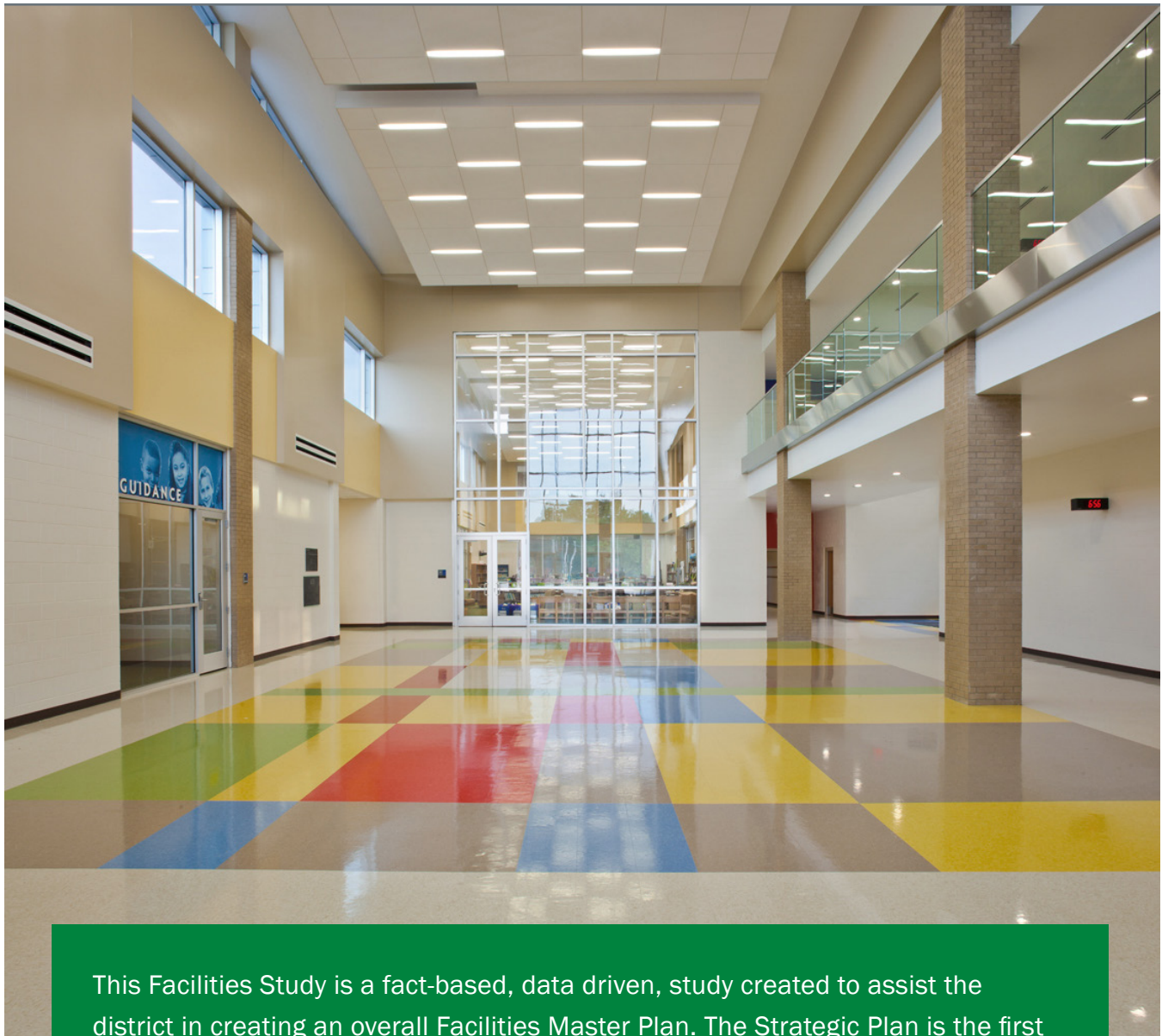
CAPACITY STUDY



CSRS | TILLAGE

PROGRAM MANAGEMENT

Purpose



This Facilities Study is a fact-based, data driven, study created to assist the district in creating an overall Facilities Master Plan. The Strategic Plan is the first step to developing a facilities masterplan with an understanding of efficiencies for physical spaces. This Facilities Study encompasses utilization of space, student enrollment, operational costs, and functional capacity of facilities. Examples of data collected and analyzed are current and projected enrollment, grade configurations, properties, and site usage. The sources of information gathered to be analyzed is from East Baton Rouge Parish School System, CSRS | Tillage, Aramark, Bernhard Mechanical, Star Services, CMC, and Geographic Planning and Demographic Services. This report will conclude with examples of opportunities and possibilities of how the District may improve usage related to facilities.

Summary of Facility Findings

The study encompasses data from 2017 up to February of 2021. Each active school site has been outlined by its Functional Capacity defined by the district office. The Functional Capacity is being identified to help identify efficiencies and inefficiencies of physical space. Also, analyzed is the condition of facilities, available land, unused properties, and the condition of T-Buildings. It is the District's goal to account for facilities and land to capture the use of each to aid in future planning. The East Baton Rouge Parish School System has 72 active school sites, along with 14 administrative sites, 6 school sites being used by Charters, and 15 vacant properties and buildings. The facility conditions are described within along with a budget estimation of what it would cost to address deferred maintenance cost. The buildings have been categorized by good, fair, and poor facility conditions. Also, identified is an estimated cost to replace temporary buildings and the condition of the buildings. The use and location of properties is further described. This study shall provide the information to make informed decisions of how to best utilize buildings to support the educational process.



Overview of Facilities

Over the past 23 years the East Baton Rouge Parish School System has been able to implement a Tax Plan to address facilities in need of renovations and/or replacement. This effort has garnered widespread support from the citizens of East Baton Rouge Parish and enabled the school system to house a large percentage of its students in new or renovated facilities. The Tax Plan's purpose is to address planned new and renovated facilities, but it was not designed to address maintenance and other facility needs for every school and administrative site. Even with gains achieved through the Tax Plan, there remains a lack of resources to adequately address maintenance, deferred and upkeep, and other facility needs for all school and administrative sites throughout the district.

The district is currently under Phase 4 of the 1998 Tax Plan, which was renewed in 2018. Facilities are Proposition 1 of the plan.

Proposition 1 reads:

"District leadership inclusive of the local school board is committed to engaging in data driven decision making as it relates to new construction, school expansion, school closures and facility removals. Aligned to this process will be careful consideration of academic programs, student attendance zones, and efficient use of district facilities. EBRPSS is also sensitive to its obligation to the community with regards to historic sites and properties. Additionally, the school board and district staff understand the impact of abandoned properties and neighborhoods and the quality of life surrounding such properties."

NEW SCHOOLS SINCE 1998:

- Broadmoor Elementary School
- Capitol Elementary School
- Claiborne Elementary School
- Jefferson Terrace Academy
- Northeast Elementary School
- Park Elementary School
- Progress Elementary School
- The Dufrocq School
- Winbourne Elementary School
- Woodlawn Elementary School
- Capitol Middle School
- McKinley Middle School
- Woodlawn Middle School
- Baton Rouge Magnet High School
- Liberty High School
- Northeast High School
- Woodlawn High School
- EBR Career & Technical Education Center

FACILITY IMPROVEMENTS:

- Audubon Elementary
- Belaire High School
- Belfair Montessori School
- Bernard Terrace Elementary School
- Baton Rouge Foreign Language Academic Immersion Magnet Elementary School
- Cedarcrest-Southmoor Elementary School
- Delmont Pre-K Center
- LaBelle Aire Elementary School
- Riveroaks Elementary School
- Ryan Elementary School
- Sharon Hills Elementary School
- Shenandoah Elementary School
- Southdowns Elementary School
- *Twin Oaks Elementary School
- Villa Del Rey Elementary School
- Wedgewood Elementary School

MAJOR RENOVATIONS:

- Arlington Prep @ Old Howell Park
- *+EBR Readiness @ Old Brookstown
- *Glen Park Elementary School
- *+Greenbriar Elementary School
- LaSalle Elementary
- Melrose Elementary School
- *Park Forest Elementary
- *Park Forest Middle School
- Scotlandville Pre-Eng. Middle School
- *+Glen Oaks High School
- Istrouma High School
- McKinley High School
- Scotlandville Magnet High School
- *Flood Recovery Projects
- *+Tax Plan and Flood Recovery Projects

Overview of Facilities

As stated, one goal of the Tax Plan is efficient use of facilities. In keeping with that goal, the School Board has already approved several grade configuration and school consolidation changes in 2021. They are as follows:

Crestworth Elementary will change its grade offerings from Pre-K through Fifth Grade to Pre-K through Eighth grade. Crestworth Middle school was previously under the Recovery School District but has since returned to the school system. The school will be at the Crestworth Middle site, which is currently under renovation and will be ready for the August 2021 school year.

Brookstown Middle School has been combined with Capital Middle School at the Capital Middle site. They will be one school for the August 2021 school year.

Howell Park Elementary and Claiborne Elementary will combine at the Claiborne Elementary School site which was built in 2011. These two schools have been at one site since the 2016 floods. These schools will open as one for the August 2021 school year.

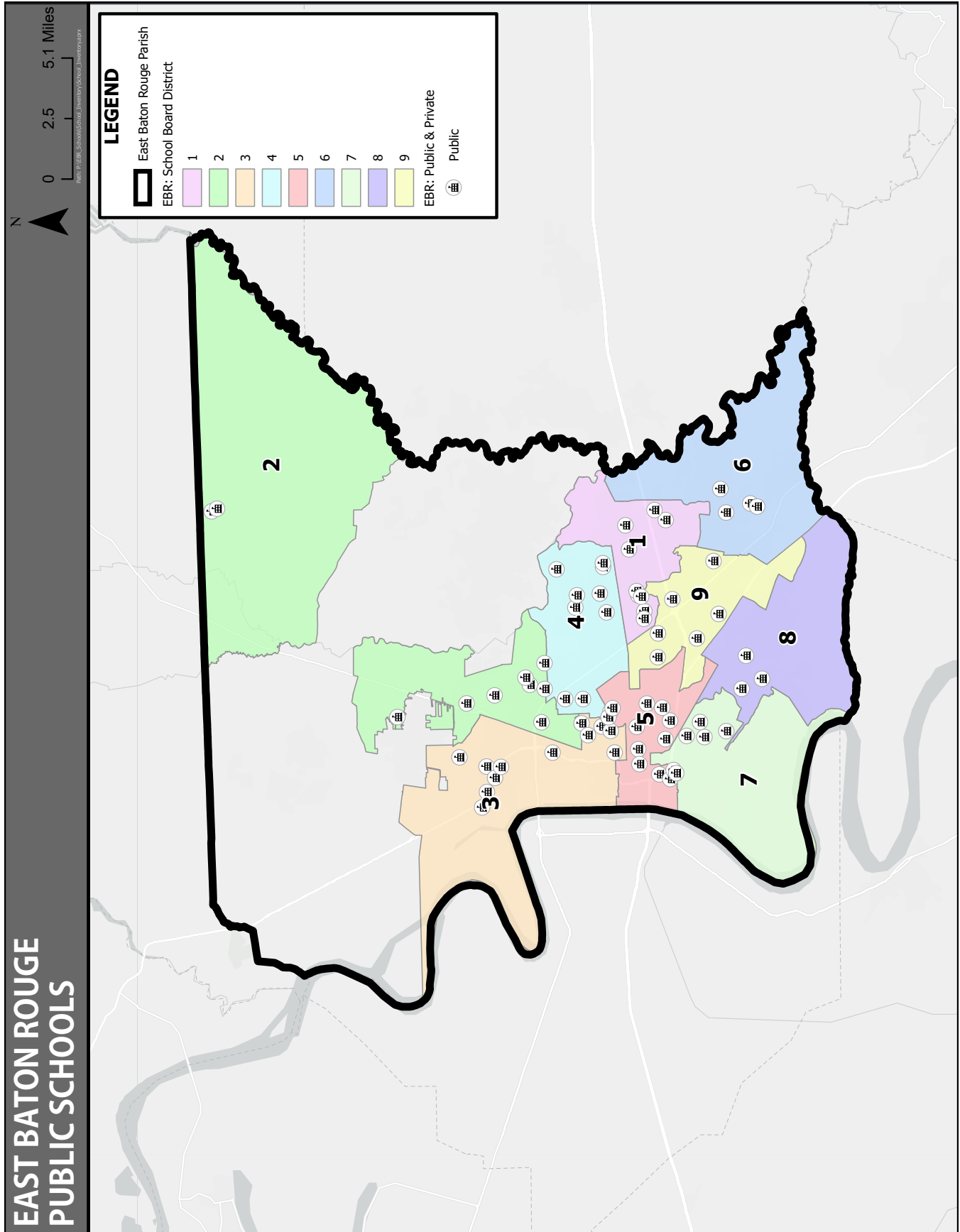
The EBR Readiness High School currently located at the old Banks Elementary School will move to the newly renovated Brookstown Middle School. The Brookstown facility was renovated after the 2016 flood and is better suited for students than the Old Banks Elementary School Building. These students will be in place at Brookstown for the August 2021 school year.

Buchanan Elementary and University Terrace Elementary Schools will combine. The new school name will be McKinley Elementary School and will be located at the University Terrace school site. The existing University Terrace building has been demolished and the Buchanan School Building will be demolished when the new school is open in January 2023.

Twenty-Two schools will be either replaced or renovated as part of Phase 4 of the Tax Plan. Refer to Appendix D for the list of schools and years that are in Phase 4 of the Tax Plan. When Phase 4 is complete in 2029 the following active schools will still need major renovations and repairs.

- Crestworth Elementary School
- Highland Elementary School
- Magnolia Woods Elementary School
- Westminster Elementary School
- Sherwood Middle School
- Southeast Middle School
- Tara High School

Overall District Map (Map 1)



Contributing Factors

The factors described below describe factors that affect the use of EBR facilities. It will outline the state of current facilities and temporary buildings and accounts for properties that are vacant and unused buildings. Also provided are budgetary costs to replace temporary buildings and provide an idea of facility operational costs.

Facility Conditions

EBRPSS encompasses buildings dating back to the 1920's that are in use but have deferred maintenance and/or renovation needs that exceed the value of the facility. Of the 72 active school sites, most of the newest new schools fall under the District's 21st Century learning standards. These schools are designed to be flexible, functional, and have spaces that encourage collaboration to expand learning opportunities outside of the traditional four wall classrooms. Teachers are to have the flexibility to teach outside with the technology to do it successfully. Common spaces of buildings that have typically been used for circulation and short break periods are now equipped to be teaching spaces. Classrooms have operable walls to combine classes and use classrooms for multiple purposes.

Since 1998, the Tax Plan has provided eighteen (18) new school facilities, 18 more schools received major renovations, and 16 others have received facility improvements totaling 47 schools with good or better conditions. Refer to chart 1 in Appendix D for the list of schools. It is important to note that some of these schools are already 20 years old and have some deferred maintenance and aesthetic needs due to typical wear and tear. With the addition of new facilities and rehabilitation/upkeep of existing facilities, the district has not been able to keep the pace or had funding to renovate outdated buildings in time to sufficiently service the needs of children.

CURRENT SCHOOLS WITH 21ST CENTURY LEARNING STANDARDS:



Contributing Factors

A facility assessment of active school sites was done in 2015 by CSRS | Tillage. The assessments have been updated where facility replacement and renovations/upgrades have taken place. Refer to Appendix A for the assessment report of each school site. These assessments provided general deferred maintenance estimates; architectural in nature. Major building components and system assessments by civil, structural, electrical, nor mechanical engineers were done. The assessment outlines the observed deferred maintenance, wear and tear, and an estimated cost to address the maintenance needs of each facility. It is estimated to cost a total of \$115,000,000 to address the referenced items in the assessment report for all schools. The facilities have been categorized into Good, Fair, and Poor conditions based on the overall physical status of the building; such as the structure, aesthetics, and building systems of replaced or renovated facilities. Facilities categorized as **good** have low, if any, deferred maintenance and are in overall decent performance standings. **Fair** means the structure and spaces are still functional and have years of useable life remaining. These schools all have deferred maintenance, aesthetics, and buildings systems that need attention to keep them in this category but are performing to the expectations of the systems.

Poor means the site has a high deferred maintenance cost in relation to a buildings' square footage. These buildings overall have low performance ratings and should be considered for replacement or a major renovation. For planning and budget purposes a rough estimate is provided to identify the cost to bring these facilities into good standing, refer to Chart 2 in Appendix D for this information.

GOOD:

- Baton Rouge Magnet High School
- Broadmoor Elementary School
- Capitol Elementary School
- Capitol Middle School
- Claiborne Elementary School
- EBR Career and Technical Education Center
- EBR Readiness Superintendent's Academy @ old Brookstown
- Glen Oaks Senior High School
- Istrouma High School
- Jefferson Terrace Academy
- Liberty Magnet High School
- McKinley Middle Academic Magnet School
- Park Elementary School
- Progress Elementary School
- The Dufrocq School
- University Terrace @ Old Polk Elementary School
- Winbourne Elementary School
- Woodlawn Elementary School
- Woodlawn Middle School
- Woodlawn High School

POOR:

- **Baton Rouge Center for the Visual and Performing Arts
- **Broadmoor Senior High School
- Brownfields Elementary Magnet School
- Buchanan Elementary School
- Crestworth Pre-K Center @ old Crestworth Elementary School
- EBR Readiness Elementary School @ old Greenville
- EBR Readiness Middle School @ old Beechwood
- Glasgow Middle School
- Highland Elementary School
- Northdale Superintendent's Academy
- Southdowns Pre-K Center
- Westdale Heights Academic Magnet School
- White Hills Elementary School
- Sherwood Middle School
- Westminster Elementary School
- Wildwood Elementary School

FAIR:

- Arlington Preparatory Academy @ Old Howell Park
- Audubon Elementary School
- Baton Rouge Foreign Language Academic Immersion Magnet Elementary School
- Belaire Magnet High School
- Belfair Montessori Magnet School
- Bernard Terrace
- Cedarcrest-Southmoor Elementary School
- Crestworth Elementary School @ old Crestworth Middle School
- **Delmont PreK-K Center
- Forest Heights Academy of Excellence
- Glen Oaks Park Elementary School
- Greenbrier Elementary School
- La Belle Aire Elementary School
- LaSalle Elementary School
- Magnolia Woods Elementary School
- **McKinley High School
- Melrose Elementary School
- Merrydale Elementary School
- Northeast Elementary School
- Northeast High School
- Park Forest Elementary School
- Park Forest Middle School
- Parkview Elementary School
- Riveroaks Elementary School
- Ryan Elementary School
- Scotlandville Magnet High School
- Scotlandville Pre-Engineering Magnet Academy
- Sharon Hills Elementary School
- Shenandoah Elementary School
- Sherwood Middle School
- Southeast Middle School
- Tara High School
- Twin Oaks Elementary School
- Villa Del Rey Elementary School
- Wedgewood Elementary School
- Westdale Middle School

Contributing Factors • TEMPORARY BUILDINGS

Temporary Buildings

To help support population and program offerings at active schools many temporary buildings (T-buildings) are being used. Appendix B includes a site plan of each school with a layout of the site illustrating permanent buildings and temporary modular buildings. Although, T-Buildings were to be used until a permanent structure was built, many have been in use 15+ years making them seem to be there as more of a permanent means. There are a great number of Temporary Buildings being used at 29 of the active school sites. The age, wear, and tear on these temporary buildings at many sites has caused them to be unoccupiable. Therefore, the intent to use the T-Buildings to help with over population and program expansion at sites is no longer evident at several sites. Refer to Chart 3 of Appendix D for a full list of schools with T-Buildings.

SCHOOLS WITH UNUSABLE TEMPORARY BUILDINGS:	
*BRCVPA (1)	
*Buchanan Elementary School (1)	
Delmont Pre-K Center (2)	
Merrydale Elementary School (1)	
*Parkview Elementary School (1)	
Villa Del Rey Elementary School (4)	
Wedgewood Elementary School	
*Park Forest Middle School (1)	
*Southeast Middle School (2)	
*Westdale Middle School (1)	
*McKinley High School (1)	

Note:

- * Schools over capacity.
- (#) Number of unusable temporary buildings

The district has added many classroom buildings to school sites over the years to eliminate T-Buildings. Based on current market cost it would be approximately \$1,500,000.00 to replace a T-Building with a permanent structure providing 4 classrooms. Each site will have differing factors that will drive the cost; however, it is a good base figure for budgeting. A classroom building of four (4) is a typical size used to begin replacing T-Buildings. **\$350,000.00** is an estimated cost of an individual classroom to construct. This estimated budget amount would be inclusive of demolishing the temporary building, site work, construction, design fees, and furniture. The construction duration of a quad building would be approximately four to six months.

Contributing Factors

Operational Costs

The district keeps a record of operational costs per student for each school site.

One of the major contributors to the operational costs of a facility is the utilities of which the HVAC system is the primary user. The main HVAC systems used in the district are 2 and 4-Pipe Systems. The 2-Pipe System is antiquated and is in the Districts' older facilities. It has one supply line and one return line, which means the same line heats and cools. This system must be manually switched from heating to cooling and vice versa. When switched from one to the other the change in temperature is gradual. Louisiana weather is known to have two (2) seasons in one day, which means the unit may need to heat in the morning, but cool in the afternoons. A 2-Pipe System makes meeting the weather demands in Louisiana a challenge. Over time systems have advanced and now more commonly used is a 4-pipe system which is more efficient and conducive to Louisiana's climate. The 4-Pipe System has both a hot water supply with return and a chilled water supply with a return line, so adjusting to ever changing weather patterns is better accomplished with the 4-Pipe System. 35+/- sites have 2-Pipe Systems. Of these, 24+/- are school sites. The 2-Pipe System is also costly, inefficient, and a continued maintenance issue.

SCHOOLS WITH 2-PIPE HVAC SYSTEMS:

Baton Rouge Foreign Language Academic Immersion Magnet Elementary School
 Bernard Terrace Elementary School
 Broadmoor Senior High School
 Delmont PreK-K Center
 Glen Oaks Park Elementary School
 Greenbriar Elementary School
 Highland Elementary School
 Howell Park Elementary School
 Mayfair Laboratory School
 Park Forest Middle School
 Scotlandville Magnet High School
 Sharon Hills Elementary School
 Sherwood Middle Academic Magnet School
 Southdowns Pre - K Center
 Villa Del Rey Elementary School
 Westdale Heights Academic Magnet School
 Westminster Elementary School
 White Hills Elementary School



Delmont PreK-K Center



Greenbriar Elementary School

Contributing Factors

As pointed out 2-Pipe systems are now antiquated. As of January 2020, manufacturers have stopped producing the refrigerant, R22 Freon, made for these systems. R22 is a Hydrochlorofluorocarbons (HCFC) which are chemicals that affect the ozone layer. The Environmental Protection Agency (EPA) has been in the process of phasing out emissions of chemicals that affect the ozone layer since January 2010. By 2030 a ban on all HCFC products will be banned. Each service provider has an allotted amount distributed to them by the manufacturer yearly. This allotted amount is not just for EBRPSS. The service providers recycle refrigerant as it becomes available from an existing system that has been replaced or decommissioned. However, with the allocated supply and recycled amounts supply is limited. R22 is cycled through the HVAC system and does not have to be replaced or replenished unless it loses its supply because of malfunctioning parts. EBRPSS has approximately 20,000 lbs in use at all schools. To explain the importance of this Tara High School is a good example. It requires 1,300lbs of refrigerant. Approximately 1,160lbs of R22 per year are added to keep the systems working. Should a breakdown occur, and a substantial amount of refrigerant is needed to be replaced, it would take the supply of all three (3) service providers inventory for that one school. This example is a worst-case scenario, but it shows the importance of this matter being on the forefront for discussion, so a plan is in place. All schools with 2-Pipe systems do not solely rely on this refrigerant, but it is still prominently used at a high percentage of the District's facilities. A replacement lubricant is available; however, it is not equal to the R-22 lubricant. The use of the replacement lubricant in some cases may cause additional wear and tear on gaskets and compressor failures as it does not lubricate and cycle as well as R-22. This information is provided to confirm the District is aware and that a plan of action is in place or can begin to be put into place to address this matter overtime

A 2-Pipe System can be upgraded. Through renovations at Istrouma High School and EBR Readiness High School @ Brookstown both of these facilities systems have been upgraded. It would cost approximately \$32 per square foot. This estimated per square foot cost would only apply to the mechanical portion. There would still be cost associated architecturally and electrically to complete a transition of this nature. At a minimum new ceilings would be required. The variables for each facility would greatly differ, so an assessment would be required for each facility separately to better tell the architectural and electrical needs.

The HVAC systems for each active school site have been evaluated by the service providers. Reference Appendix C for assessment reports of each school. In addition, each system has been categorized by Good, Fair, and Poor by the service providers, refer to Chart 4 for HVAC System Grading for active school sites. HVAC systems deemed good are new or recently refurbished and generally do not have a high volume of service calls. Systems that fall under fair are generally older. These systems experience down time throughout the year, and some could use certain upgrades for even better performance, but overall continues to perform with routine maintenance. Poor systems have significant down time and the parts are aged and hard to find to be replaced.

Properties

The district has active school sites, administrative sites, and vacant buildings and land. Approximately 68% of active school sites have real estate to allow for some expansion should there be a need at current schools. Remaining sites are either inactive, used by Charter Schools, or administrative sites. GIS data was collected to provide an approximate estimation of land used and available. This data has been collected to help analyze where land is available should a school need additional facilities added. Below is a list of inactive properties owned by EBRPSS. Noted are a few sites that have very limited office space in use. Refer to Appendix E for site information of these sites. Chart 5 of Appendix E contains a list of Administration Sites and inactive facilities.

Baton Rouge Magnet High School, Belaire High School, Belfair Elementary, The Dufrocq School, Glen Oaks High School, and LaBelle Aire Elementary, are the only locations without the real estate to expand.

Inactive Properties Owned by EBRPSS:

VACANT LAND:

(No current plan to utilize these sites)

- Alsen – 10.5 acres
- Gus Young – 2 acres
- Highland Road – 12 Acres – Section 16 Property
- Plank Road – 300 acres Section 16 property hunting land (not currently under lease)
- Old Istrouma Middle School
- Old Mohican Elementary School Site
- Old Northeast Elementary site
- Sunshine Rd – 11.5 acres
- Old North Highlands Elementary Site (Quad bldg. in use for ROTC)

UNUSED BUILDINGS:

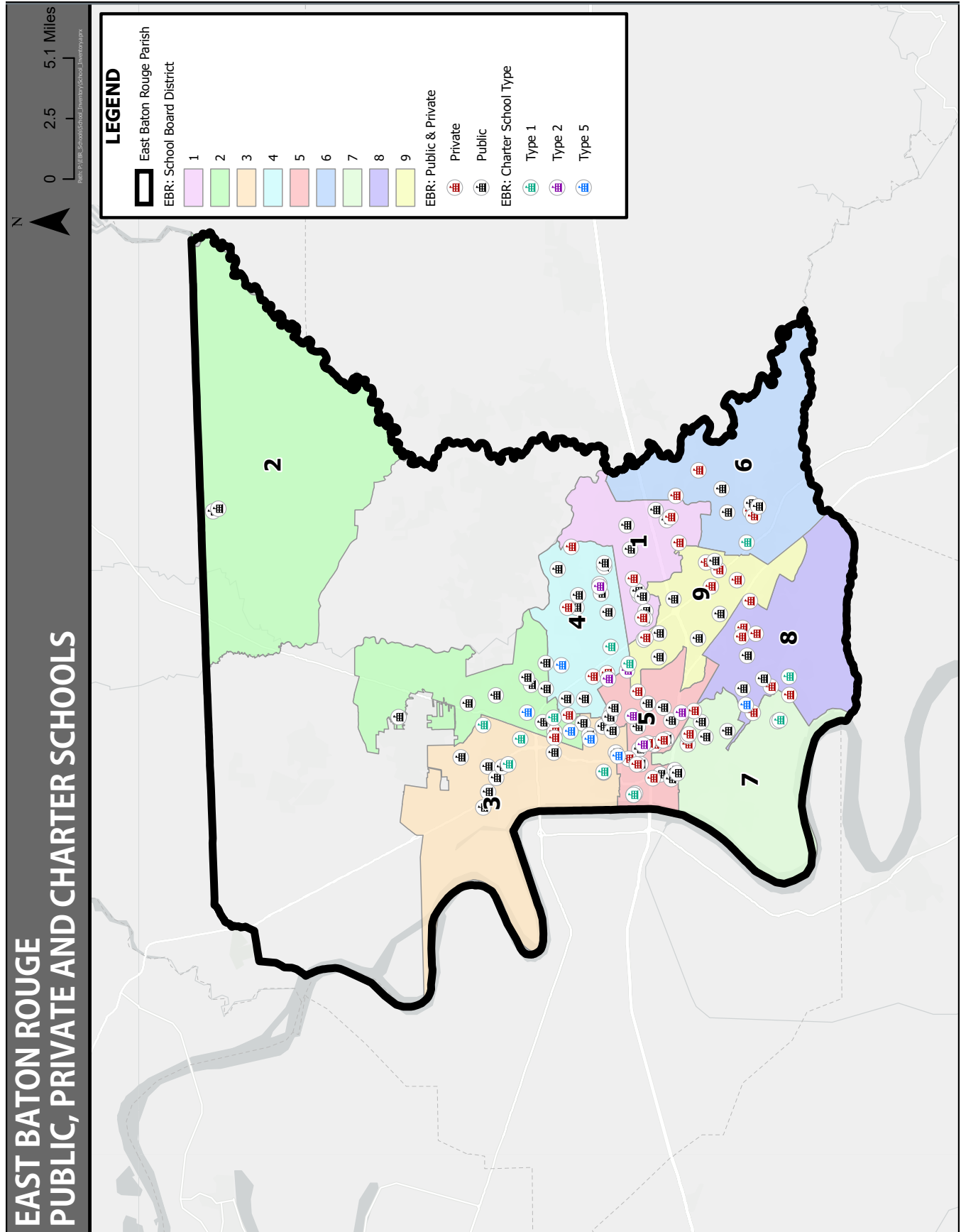
(No current plan to utilize these sites)

- Old Arlington Prep. Site: Refer to Opportunities for use of this facility
- Broadmoor Middle School: Tax Plan Renovation Project
- Choctaw Admin Center: (1 office in use) refer to Opportunities for use of this facility
- Eden Park Elementary School
- Glen Oaks Middle School
- Jefferson Terrace Elementary School: To be demolished
- Nicholson E.S. (This building is on the National Register of Historic Places)

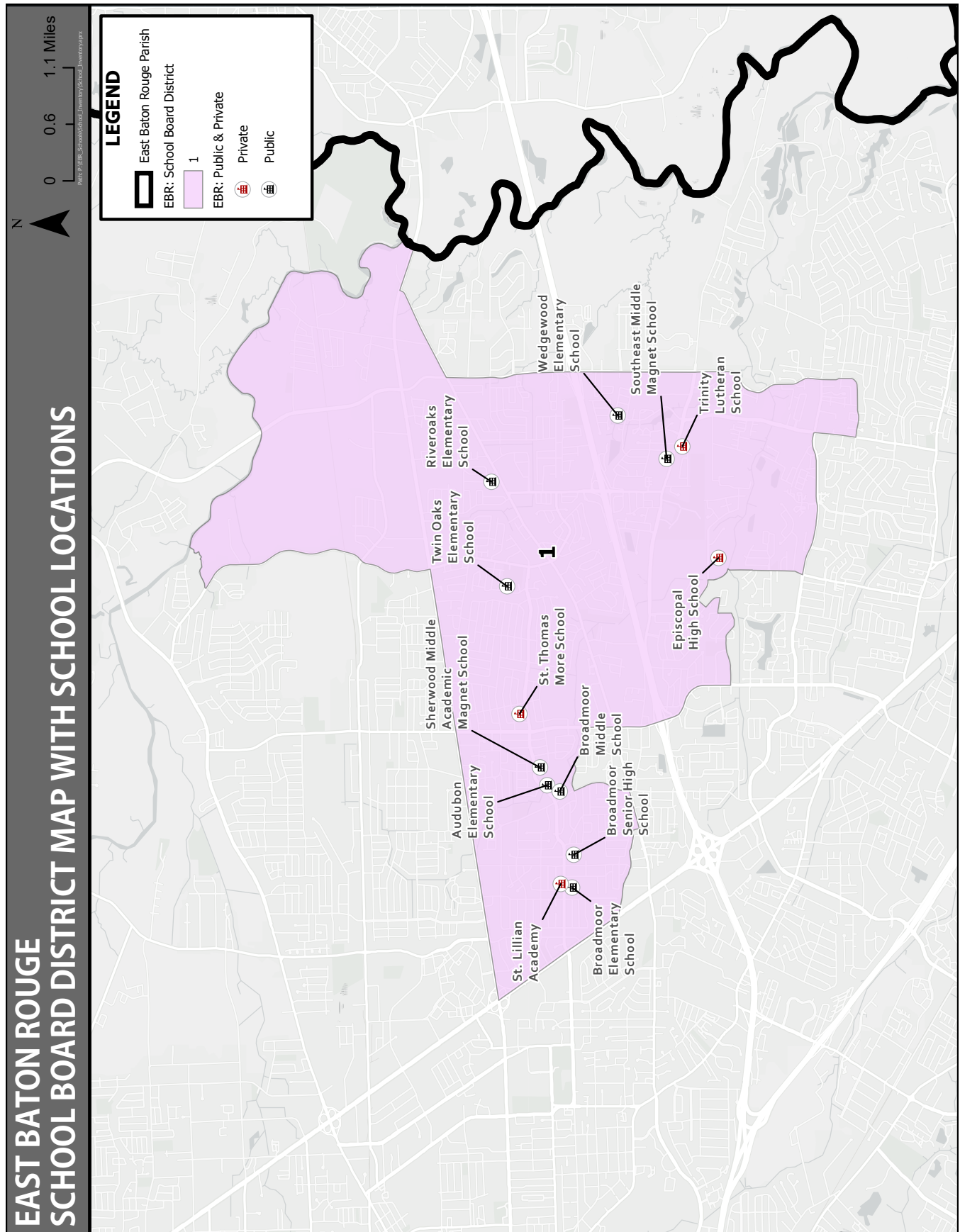
UNUSED WITH LAND AGREEMENTS:

- Banks Elementary School (72nd Ave.): Land agreement with BREC
- Baywood - Section 16 properties – hunting land (not currently under lease)
- Pride: Section 16 properties – hunting land (not currently under lease)
- Old Chaneyville High School: Leased to Pride, LA Sheriff and Fire Departments
- Old Park Elementary site: Leased to New Horizon – 2 acres leased for 50 years
- Land at Jefferson and Claycut: Leased to EBR Parish Fire Department
- Westdale Heights Elementary: Leased to McMain's Children's Development Center
- Wyandotte Center: Leased to YMCA

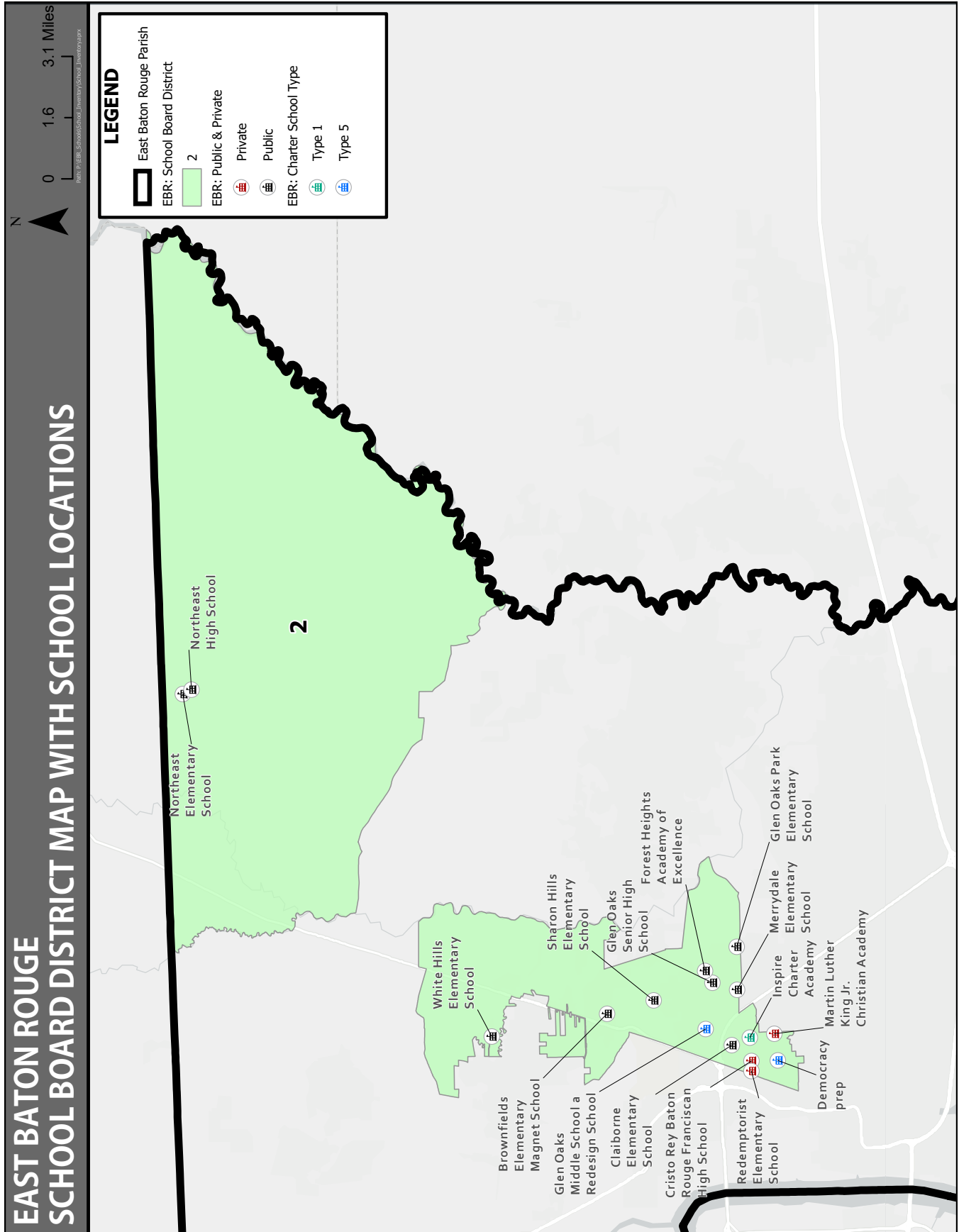
EBRPSS District Map (Map 2)



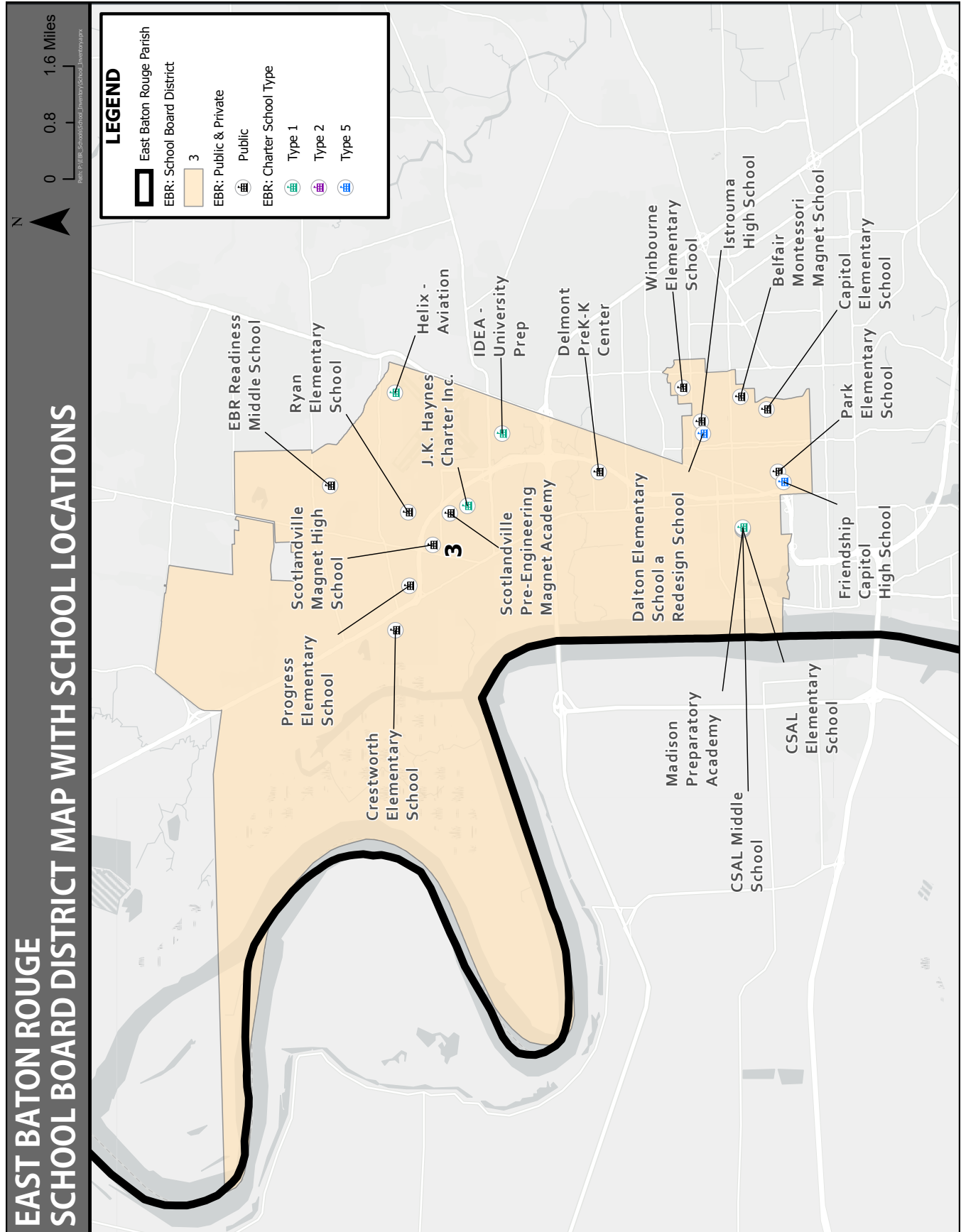
EBRPSS District Map (Map 2)



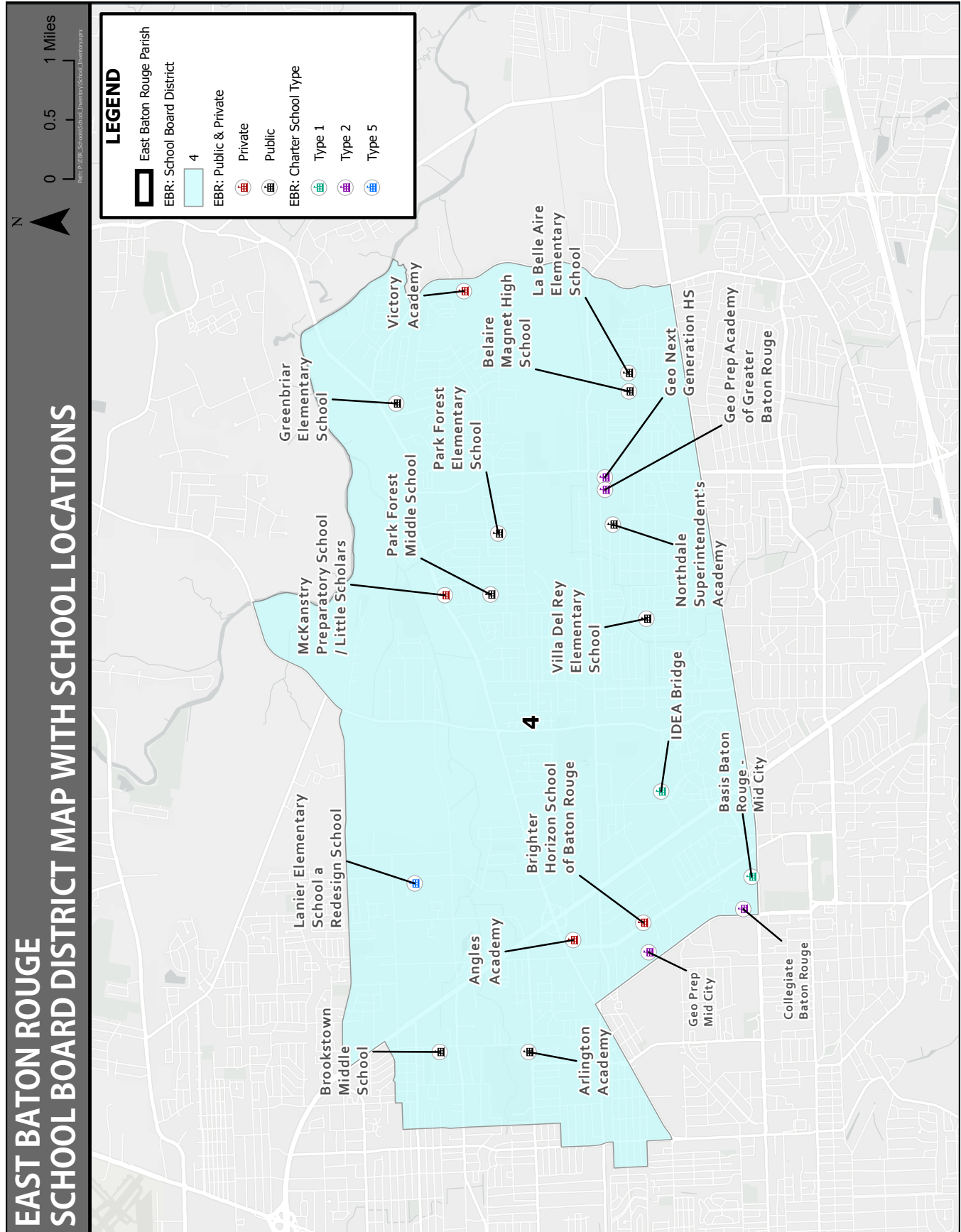
EBRPSS District Map (Map 2)



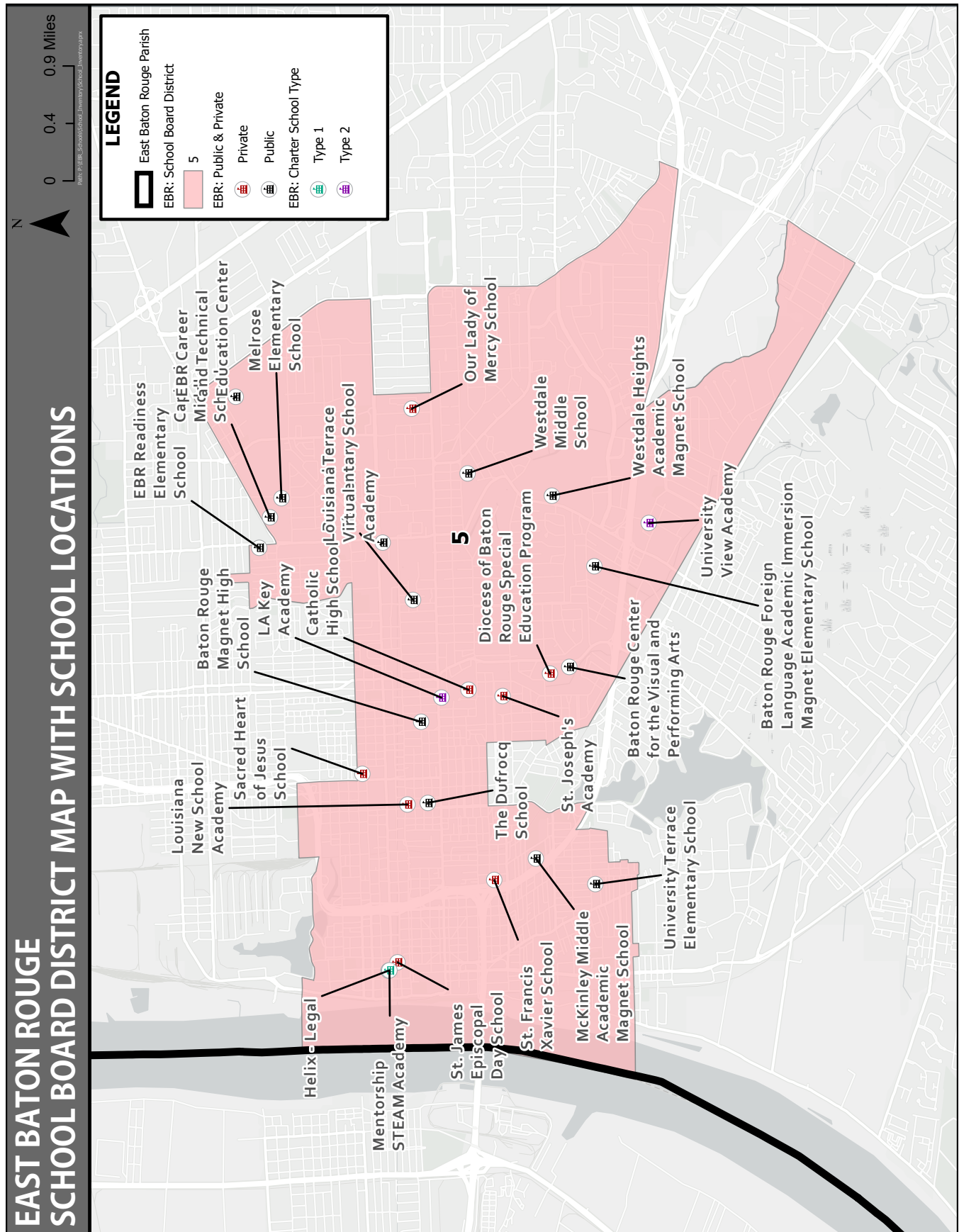
EBRPSS District Map (Map 2)



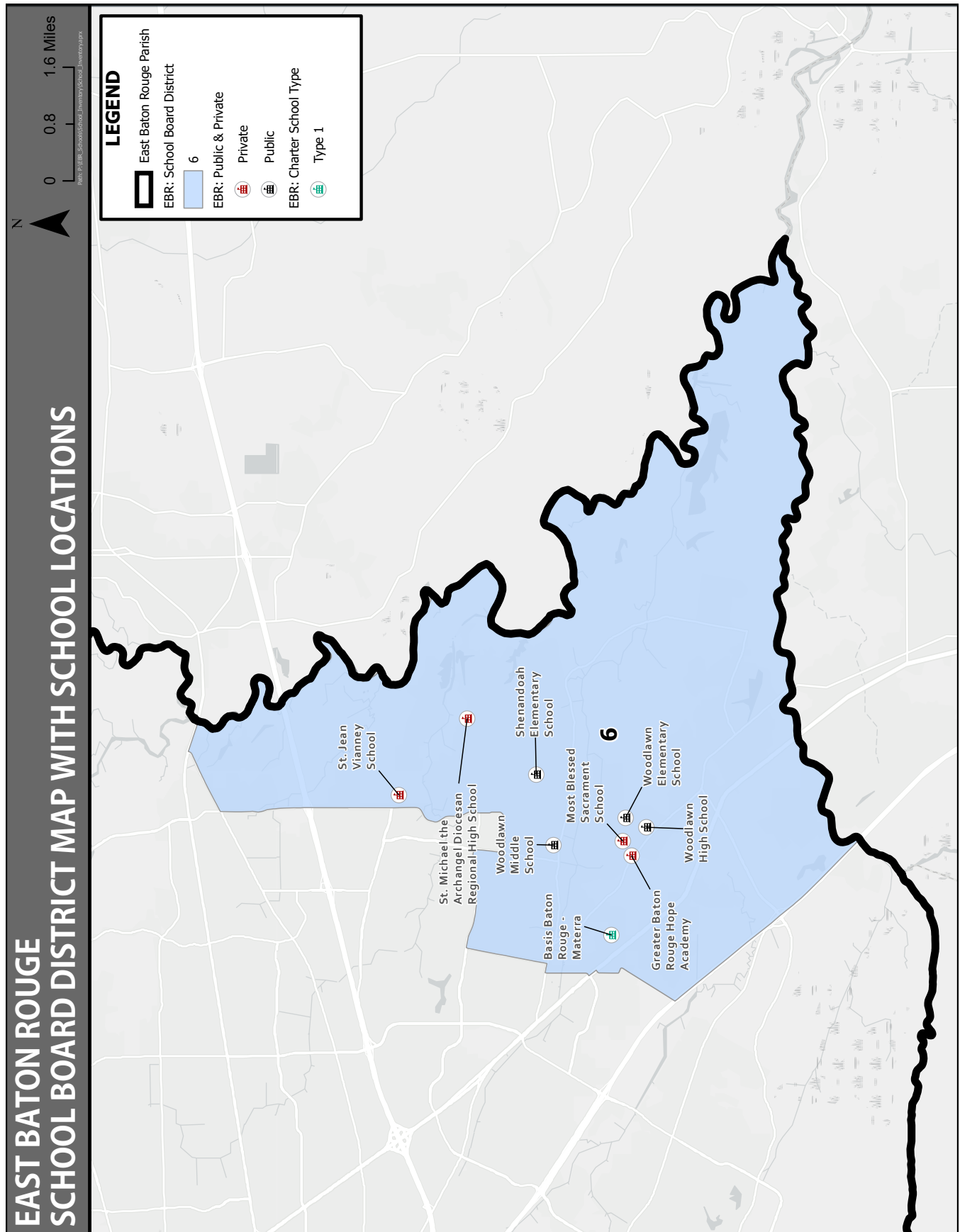
EBRPSS District Map (Map 2)



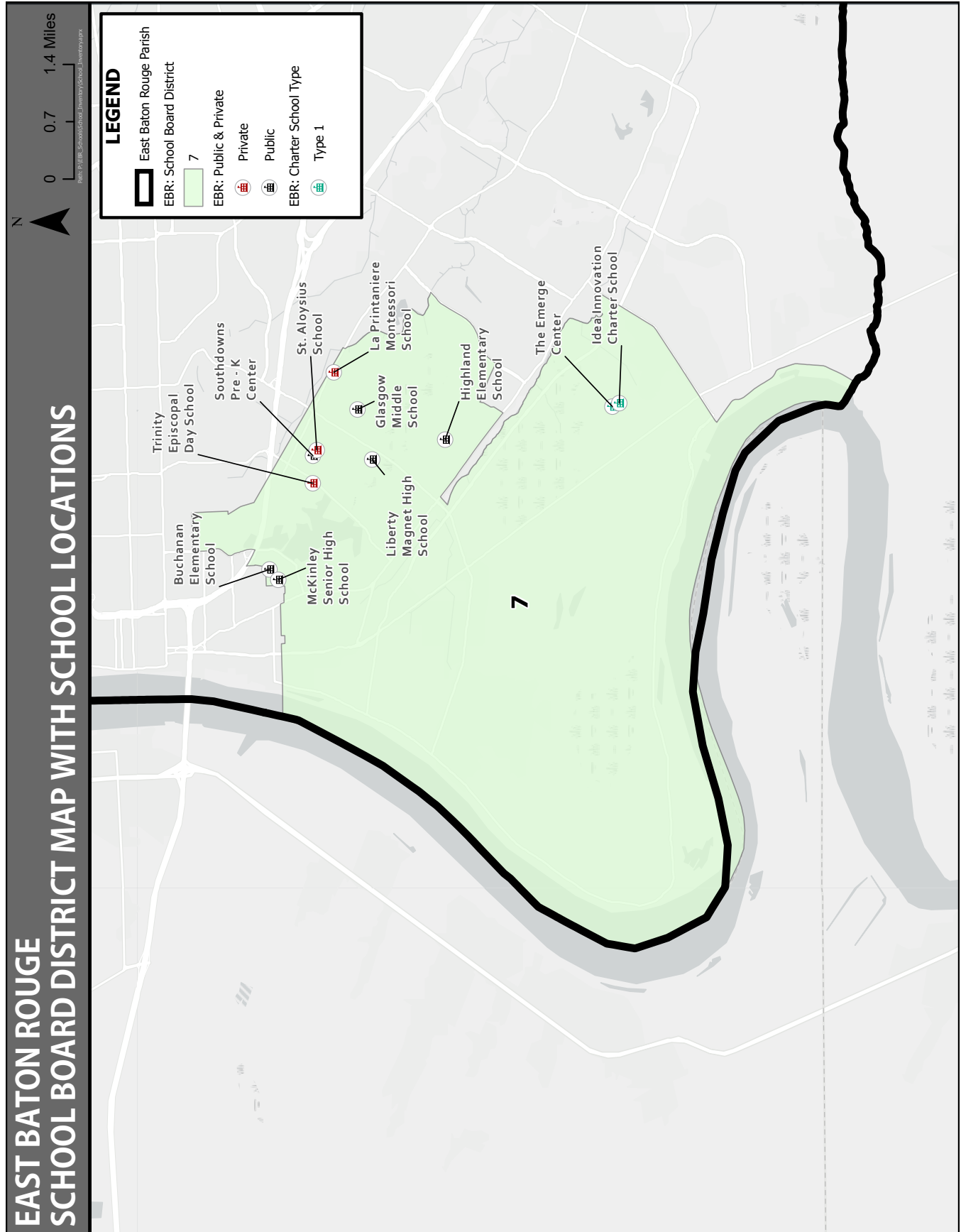
EBRPSS District Map (Map 2)



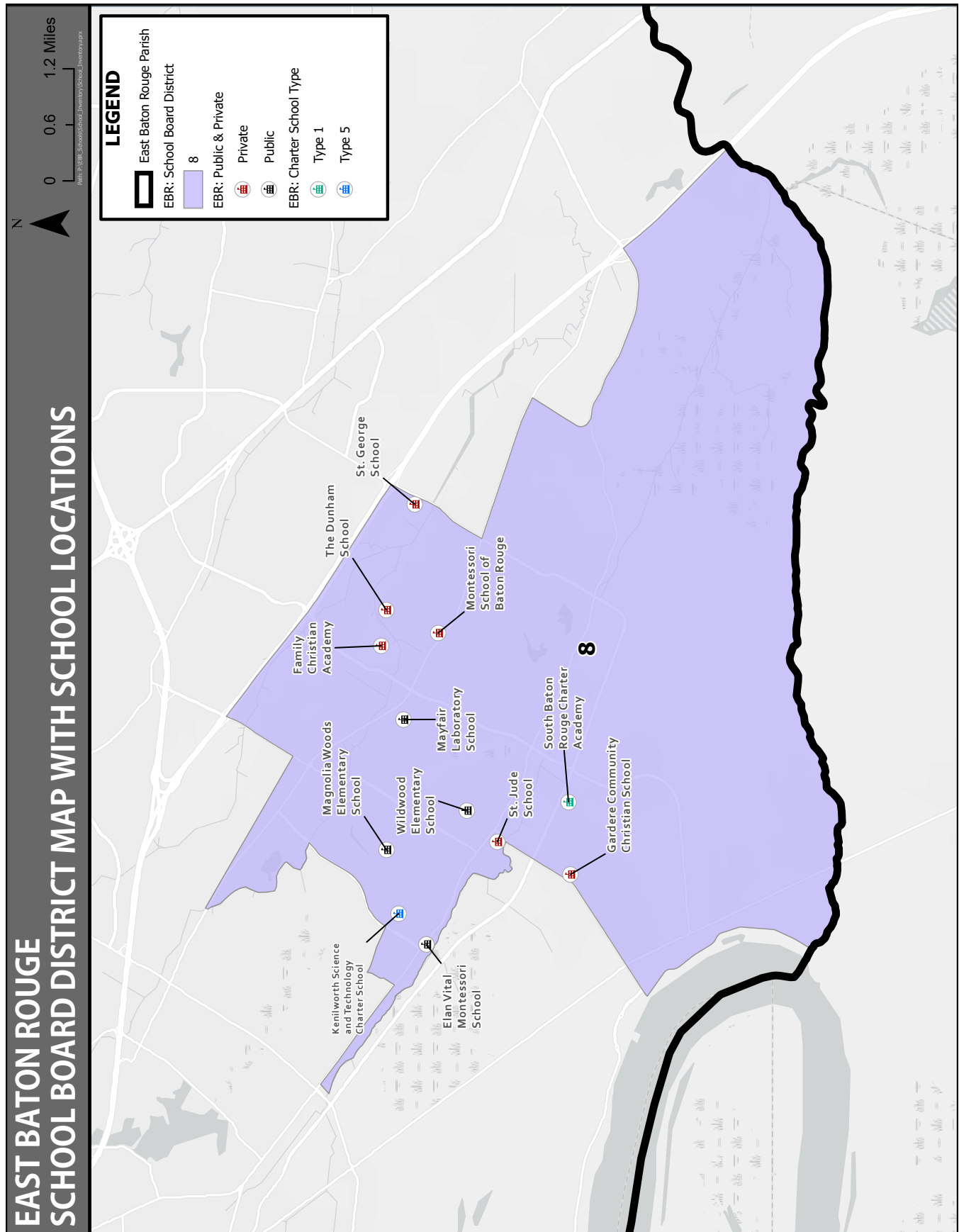
EBRPSS District Map (Map 2)



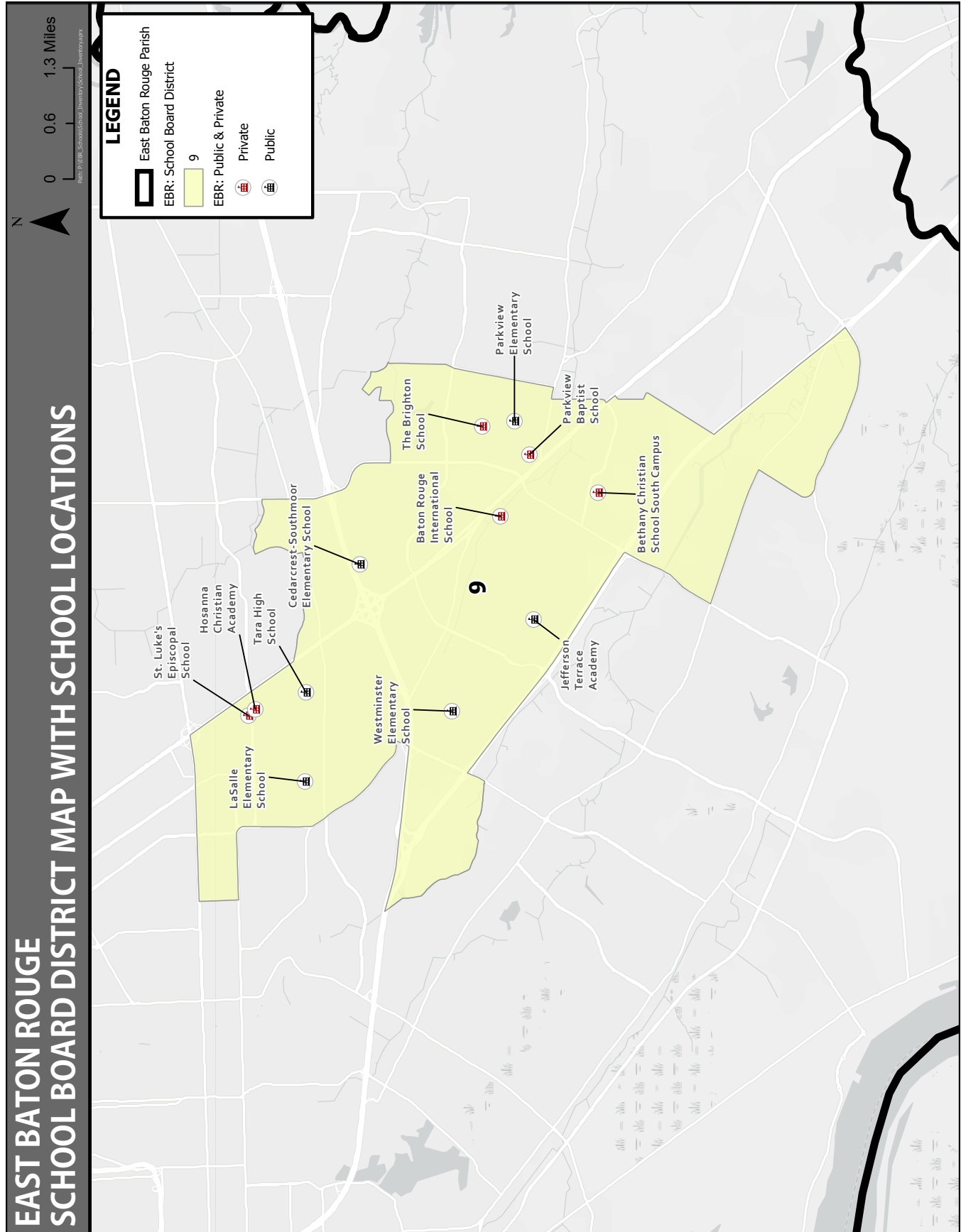
EBRPSS District Map (Map 2)



EBRPSS District Map (Map 2)



EBRPSS District Map (Map 2)



Demographic Overview

The demographics of East Baton Rouge have significantly changed and will continue to change over time. Growth has been stagnant in the northern and mid sections of the parish with the greatest growth is in the southern part of the parish. Projections indicate that through 2022 the District will see an overall decrease of 181 students.

The Demographic Study done in 2018 by Geographic Planning and Demographic Services, LLC charts growth in the Southern Region of the parish. The study records, "Majority of the growth is in the southern part of the Parish. Growth to the north is primarily in the Zachary and Central school district areas (not within East Baton Rouge Parish.) Most of the population loss has been in the north-central part of Baton Rouge. Moderate to slight loss in the areas north of Florida Boulevard and the Gardere area." Growth continues to stretch to the southern region of the parish. Zachary has moderate growth, Central and Ascension Parishes have high growth, which are outlying parishes.

With the continuous demographic shifts more toward the southern part of the Parish. As part of the Tax Plan, the southern part of the parish will gain a new elementary school and a new secondary school.

School Capacity

This study has looked at each school's functional capacity in relation to its overall building capacity. Functional Capacity is the number of learners that can be reasonably accommodated by a building based on its physical space, operation, and programmatic requirements. Traditional high and middle schools' functional capacity is approximately 80% and 70-75% for middle and high schools with specialized programming. Traditional elementary schools' functional capacity is 90-95%. In the event it has specialized programs the functional capacity goes down to 85-90%.

Currently, nineteen percent (19%) of the district's schools are under capacity. This is based on schools that are below the District's functional capacity established for school settings. A list of all schools showing the capacity can be referenced in Appendix E, Chart 7. For a historical context enrollment trends starting from 2017 have been included and can be referenced in Chart 8 of Appendix E.

Student/Teacher Ratios:

21:1 (Elem) • 23:1 (Secondary)
Gifted/Talented

20:1
Montessori and Pre-Kindergarten

10:1
ESS Self-Contained

22:1
Traditional K-3

24:1
Traditional 4-5

29:1
Traditional 6-12

TYPE 1 CHARTERS: (EBRPSS Approved)

- Basis – Materra
- CSAL Elementary
- CSAL Middle
- Emerge
- Helix – Aviation
- Helix – Legal
- IDEA – Bridge
- IDEA – Innovation
- IDEA – University Prep
- Inspire Charter Academy
- J.K. Haynes Elementary School
- Mentorship Academy
- South Baton Rouge Charter

TYPE 2 CHARTERS: (BESE APPROVED)

- Collegiate Baton Rouge High School
- Geo Prep Mid City Elementary School
- Geo Prep Academy of Greater Baton Rouge
- Geo Next Generation High School
- Louisiana Key Academy
- Louisiana Virtual Academy
- Madison Prep High School
- University View Academy

TYPE 5 CHARTERS: (RECOVERY SCHOOL DISTRICT)

- Dalton Elementary School – a Redesign School
- Democracy Prep
- Friendship Capital High School
- Glen Oaks Middle School – a Redesign School
- Kenilworth Science & Technology Middle School
- Lanier Elementary School – a Redesign School

AVERAGE OPERATIONAL COST

Elementary Schools

New:
\$100,963.42

Old:
\$74,345.27

Middle Schools

New:
\$210,027.80

Old:
\$114,198.01

High Schools

New:
\$106,327.91

Old:
\$352,536.68

School Capacity

Over-Utilized Schools:

Schools Over Capacity	2019 - 2020 Enrollment	Max Capacity	Functional Capacity	Occupancy Rate
Shenandoah Elementary School	627	726	617	101.60%
LaSalle Elementary School	550	594	505	108.93%
Wildwood Elementary School	540	572	486	111.07%
Westdale Heights Academic Magnet School	441	462	393	112.30%
Parkview Elementary School	596	616	524	113.83%
Cedarcrest-Southmoor Elementary School	680	616	554	122.66%

Schools Over Capacity	2019 - 2020 Enrollment	Max Capacity	Functional Capacity	Occupancy Rate
Woodlawn Middle School	1045	1305	914	114.40%

Schools Over Capacity	2019 - 2020 Enrollment	Max Capacity	Functional Capacity	Occupancy Rate
Woodlawn High School	1334	1885	1320	101.10%
Baton Rouge Magnet High School	1462	2059	1441	101.44%
Liberty Magnet High School	1073	1276	957	112.12%

School Capacity

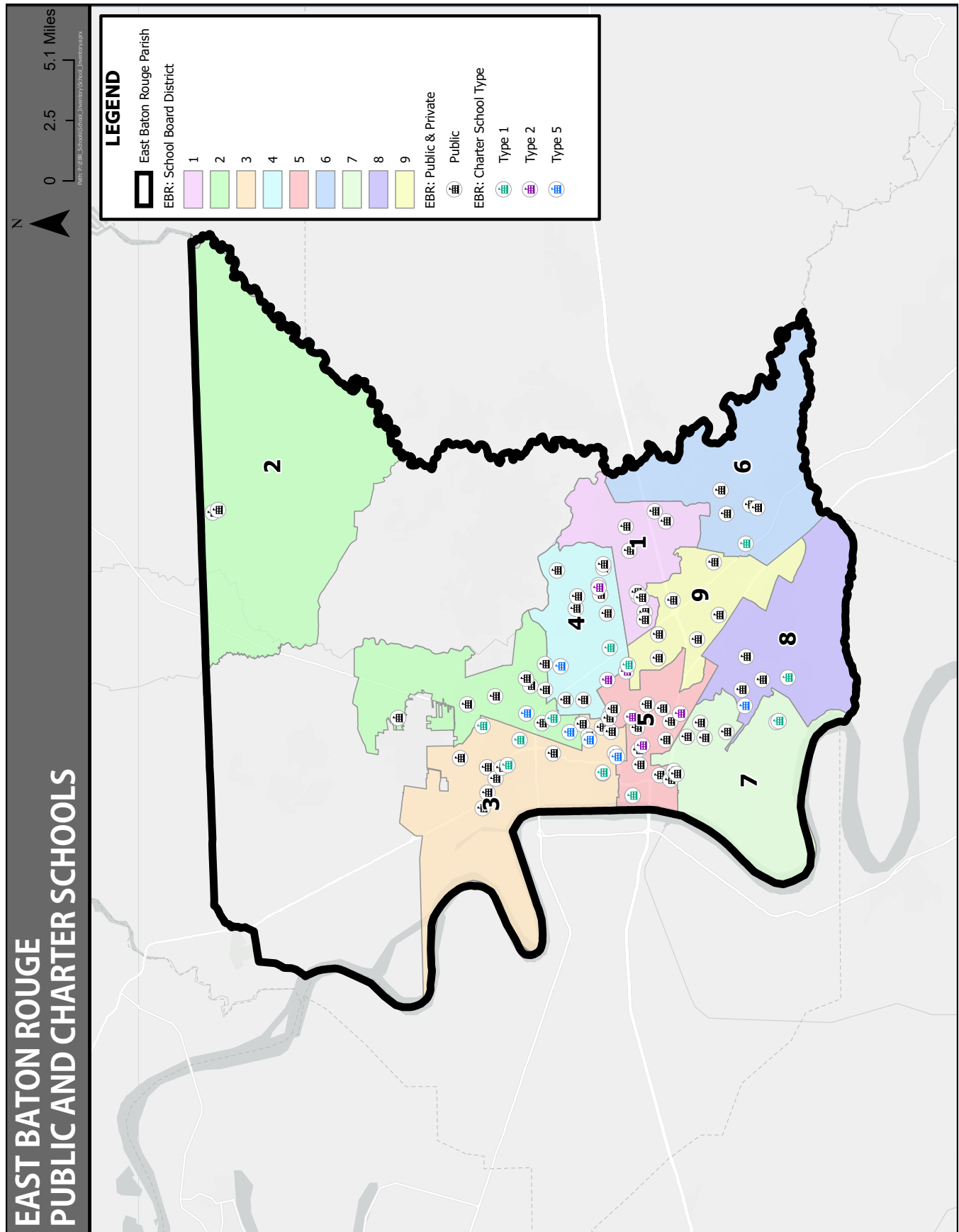
Under-Utilized Schools:

Schools Under Capacity	2019 - 2020 Enrollment	Max Capacity	Functional Capacity	Occupancy Rate
* Sites currently growing grade levels				
Brownfields Elementary Magnet School	330	550	495	66.67%
Buchanan Elementary School	359	594	505	71.10%
Capitol Elementary School	344	660	627	54.86%
Claiborne Elementary School	607	968	920	66.01%
Crestworth Elementary School *	318	752	677	46.99%
Delmont PreK-K Center	187	500	450	41.56%
Greenbriar Elementary School	373	594	535	69.77%
Jefferson Terrace Academy*	432	965	917	47.12%
Melrose Elementary School	394	704	634	62.18%
Merrydale Elementary School	325	594	535	60.79%
Northeast Elementary School	268	945	898	29.85%
Park Elementary School	310	528	502	61.80%
Park Forest Elementary School	429	726	653	65.66%
Progress Elementary School	352	704	669	52.63%
Ryan Elementary School	356	572	515	69.15%
Sharon Hills Elementary School	321	550	495	64.85%
Wedgewood Elementary School	497	792	713	69.73%
White Hills Elementary School	158	462	416	38.00%
Winbourne Elementary School	391	682	614	63.70%

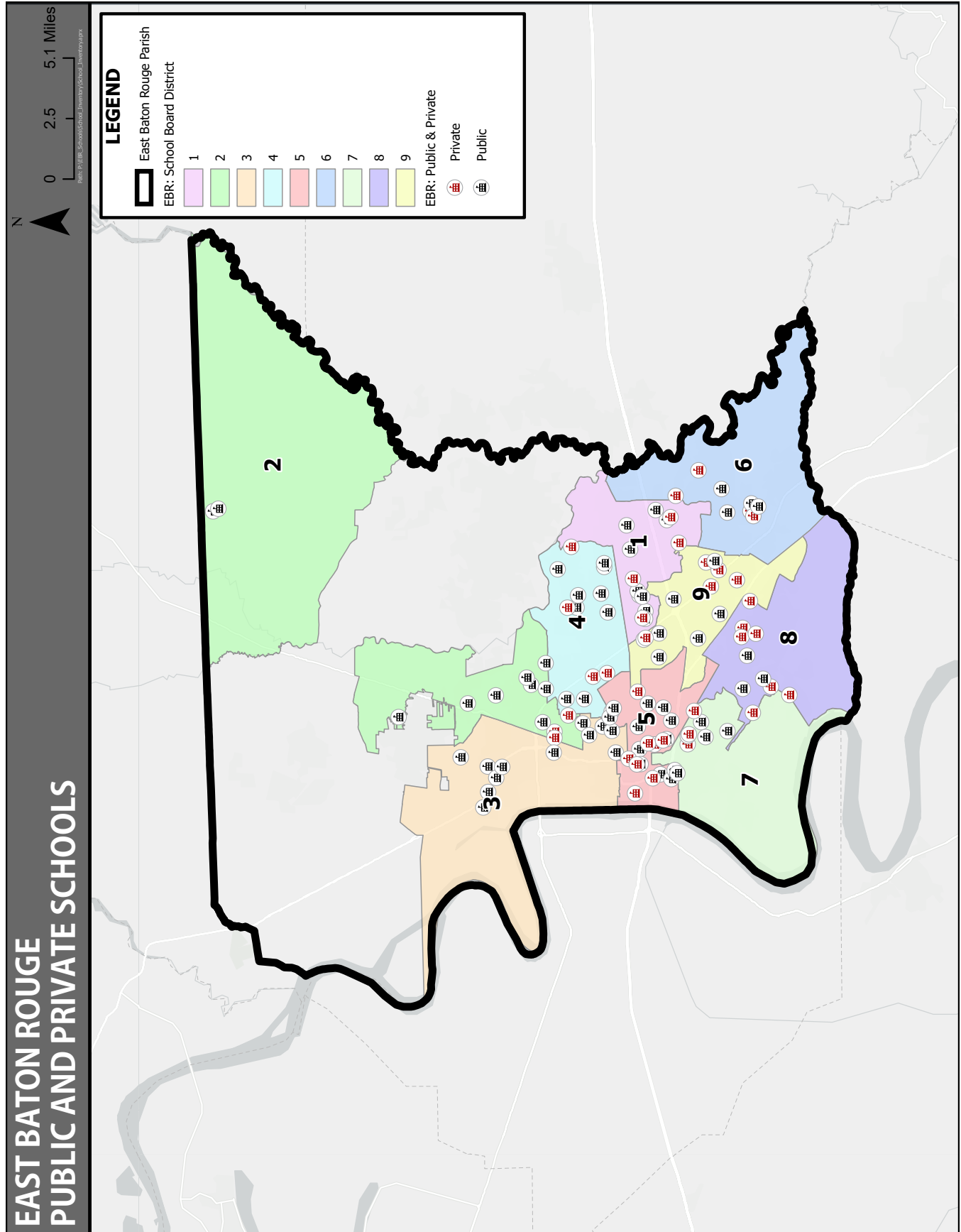
Schools Under Capacity	2019 - 2020 Enrollment	Max Capacity	Functional Capacity	Occupancy Rate
Scotlandville Middle School	388	1073	805	48.21%
Park Forest Middle School	656	1450	1160	56.55%

Schools Under Capacity	2019 - 2020 Enrollment	Max Capacity	Functional Capacity	Occupancy Rate
Belaire Magnet High School	631	1769	1415	44.59%
Glen Oaks Senior High School	657	1740	1392	47.20%
Istrouma High School	906	1769	1415	64.02%
Northeast High School	442	1102	882	50.14%
Scotlandville Magnet High School	1003	2030	1523	65.88%
Tara High School	875	1711	1369	63.92%

Public, Private, Charter Map (Map 3)



Public, Private, Charter Map (Map 4)



Opportunities and Possibilities

While CSRS | Tillage has extensive knowledge on the conditions of existing buildings and cost estimating knowledge to assist in evaluating, to make recommendations on campus/school use consultation with the District's leadership would be required to discuss how outside factors weigh-in. Such factors are specialized programs, attendance zones, transportation, etc. In examining the data collected, below are examples of some opportunities and possibilities that the East Baton Rouge Parish School Board should consider as part of the overall strategic plan:

Example of addressing properties to avoid blighted property:

Demolish or renovate to rehabilitate existing facilities that are in disrepair, such as:

- Old Arlington Preparatory Academy
- EBR Readiness Superintendents Academy (Old Banks Elementary)
- Edan Park Elementary
- EBR Readiness Elementary School (Old Greenville Elementary)
- Rosenwald Site
- South Boulevard Elementary
- White Hills

Facilities planned to be demolished as per the Tax Plan:

- Baton Rouge Center for Visual and Performing Arts
- Brownfields Elementary School
- Buchanan Elementary
- Glasgow Middle School
- Jefferson Terrace Elementary
- Mayfair Laboratory School
- Westdale Heights Academic Magnet

Example of addressing over capacity schools:

- McKinley Middle Magnet is 110% functional capacity and consistently has an ongoing waiting list. Forest Heights Academy feeds into McKinley Middle and has enough acreage to add a middle school component. This opportunity would seem to help relieve the overcrowding at McKinley Middle and add a Portfolio Middle school component to District 2.
- Evaluate the use of Polk Elementary to house EBR Readiness Elementary and Middle School sites to one location. Currently Polk is serving as Swing Space for University Terrace. It will be vacant in 2023 once the new McKinley Elementary is complete.

Example of addressing schools under capacity:

- Brownfields Elementary is slated for a new school in 2021-2022 of the Tax Plan. Sharon Hills and White Hills Elementary are both under capacity. These schools are within 8 miles of one another. There are two possible opportunities:
 - Evaluate and explore grouping these three schools together at the new Brownfields Elementary.
 - Evaluate and explore dividing the population of the three schools between the new Brownfields Elementary and the existing Sharon Hills Elementary.
- Park Forest Elementary is at 75% capacity. Consider the addition of Gifted and Talented seats for recruit to continue to build up enrollment.

Example of Swing Space:

- Evaluate and explore relocating the Foreign Language Academic Immersion Magnet Elementary School from the Old Valley Park site to a renovated Broadmoor Middle School Site. The Old Valley Park lends well to a Swing Space for Elementary, Middle, and High Schools to make the site available for use as a "swing space"
- Evaluate and continue the use of Polk Elementary as Swing Space. BRVCPA would be the next school in need of Swing Space. The square footage of Polk is approximately 37,500s.f. and BRCVPA's square footage is approximately 36,800 s.f. Even though the square footages of the facilities are close, T-Buildings would still need to be utilized for the school campus to hold the entire BRCVPA population.

Note: The following supportive charts and a glossary of terms are located in Appendix E for reference.

- Chart E.1 – Phase 4 Tax Plan Projects
- Chart E.2 – Replacement or Renovation Estimates
- Chart E.3 – Schools with Temporary Buildings
- Chart E.4 – HVAC System Grading
- Chart E.5 – Administrative and Inactive Buildings
- Chart E.6 – School list by Grade Configuration
- Chart E.7 – School Capacity Chart
- Chart E.8 – Yearly Enrollment 2017-2021
- Chart E.9 – Charter's Approved Enrollment
- Chart E.10 – Classroom Count by School
- Chart E.11 – Current Pre-K Enrollment
- Glossary of Terms