

Canutillo ISD: Facilities Master Plan.

Steering Committee Questions and consultant responses from the first Steering Committee meeting on
December 1, 2015
By Jacobs & DeJONG-RICHTER

- **Development & Demographics:** Steering Committee questions regarding new development
 - *How we looked at developers' future subdivision plans?*
 - *How will the (build out) of new developments impact the capacity at schools?*
 - *Concern regarding data showing little growth understanding new development – is new development coming?*
 - *What commercial developments are happening in this area and how will that impact us?*
 - *What upcoming developments were considered when compiling the data?*
 - *Where are new CISD homeowners coming from?*

Pockets of growth within CISD in the near-term are being off-set by areas of flat and declining enrollment elsewhere. Growth in the next several years will most directly impact the current boundaries of Reyes Elementary School and Alderete Middle School. Damian Elementary School's currently boundary also encompasses part of the growth area impacting Reyes ES, but the result is a projected flat enrollment at Damian due to declines in other parts of its current boundary. Additionally, the Northwest Master Plan is a multi-decade plan to build approximately 5,000 residential area units. This is a large construction project but the extended timeline for this and other development projects is the reason the enrollment projections do not anticipate overall growth for CISD in the near-term.

Have your demographics included the military factor?

Our projections capture all growth factors that have impacted the district for the past ten years by analyzing the percent of students who move from one grade level to the next. For example, if the 4th grade class in one year is 95% the size of the 3rd grade class in the previous year, we know that 5% of the population declined in that year. If this "survival ratio" is over 100% we know that more students arrived in CISD in that grade, for that year.

- *Impact of House Bill 5?*

House Bill 5 contains a broad range of new statutes, regulations and directions for everything from course offerings, to school and district accountability measures, partnerships with post-secondary education, endorsements and graduation plans for students, and more. A summary of HB 5 can be found at <http://www.tasanet.org/cms/lib07/TX01923126/Centricity/Domain/25/hb5-august.pdf>. Most of the impacts of House Bill 5 are programmatic and operational, and do not directly impact facility planning. That said, the Facilities Master Plan will consider CISD's plans to add, expand or modify existing educational and extra-curricular programs for students in response to House Bill 5 to determine if there are significant facility implications to incorporate into the plan.

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- **Requests for data**

- *Building permits by zip code please?*

Unfortunately, this level of detail is not available.

- *Not sure how useful data (census) is for all of El Paso County; is localized data available?*
- *We would like to see more graphic representation of our school age population for our district.*
- *We would like to see the demographics for all the communities in our district such as Canutillo, Vinton, etc.*

The consultant team is pulling together the data that will provide a more granular depiction of demographic data within CISD's boundaries. This dataset is too large to download and analysis over a two-day period, but will be analyzed and added to the background report in the coming weeks. As is the nature with census data, the more granular data you seek, the lower your confidence level that it accurately represents area demographics. As such, the background report will include additional data that provides further analyses of the population within CISD but not at the individual neighborhood level.

- *On page 18, the Live vs. Attend analysis, where is the data for Early College and CHS?*

The background report has been updated with a density map showing where students attending Early College generally reside (page 18). With only one high school, the density map and live/attend chart for Canutillo HS would mirror the elementary and middle school data provided.

- *Please indicate the separation of the Franklin mountains to appreciate the contrast and difference (page 17, MS boundaries).*

The mountain range is mentioned in the legend of the map.

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- *What are the ages of students coming into the district?*
- *What percent of enrollment resides outside of the district?*

The chart to the right shows the numbers of students coming into CISD this school year from outside the district’s boundaries. Currently, 5.3% of the total district population comes from outside CISD’s boundaries.

| Students Residing Outside of the District | |
|---|---------------|
| Grade | # of Students |
| PK | 7 |
| KG | 20 |
| 1 | 10 |
| 2 | 11 |
| 3 | 15 |
| 4 | 17 |
| 5 | 17 |
| 6 | 10 |
| 7 | 14 |
| 8 | 11 |
| 9 | 62 |
| 10 | 41 |
| 11 | 43 |
| 12 | 42 |
| Total | 320 |

- *What happens after 5 years? 10 years?*

We are using four-year projections as the planning numbers for utilization based on the birth data available. The five-year projections differ by less than 1% from the 4-year projections. The ten-year projections show continued growth at Reyes ES and Alderete MS with flat to declining enrollment elsewhere. The Enrollment Projection report details the methodology and details of each school’s current enrollment projections. It is important to recognize, however, that beyond five-year enrollment projections enrollment projections must predict the number of births in your area that will feed into kindergarten enrollment; as such the confidence level in your projection is less after 5 years than when you have a birth-to-kindergarten ratio to work with. Enrollment projections should be updated annually to keep current with any changes to area growth and/or decline.

- *What plans/programming do we have in place today to grow the K-8 population?*

District enrollment is predominately driven by economic and development forces outside a district’s control. CISD has, however, created a Strategic Plan with the goal of increasing student achievement, enhancing the physical environment, communication with parents, stakeholders and the community.

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- **Capacity:** Questions from the Steering Committee as to how capacity was calculated
 - *Are the charts [in the background report] accurate per campus (enrollment versus capacity of each campus)?*

In a word, yes. The capacity figures are based on how each room is being used in a school. If, for example, a classroom that used to hold a regular class now is being used as a resource room, the capacity calculated is based on that of a resource room. It is possible that some capacity numbers could change slightly with updates to room use and continued review of the data, but such changes are usually minor and do not change if a school is generally over- or under-utilized.

- *How was the functional capacity per school calculated?*

The chart below details how capacity was calculated for CISD schools.

| Capacity Calculations | High School (capacity multiplied by .75) | Middle School (capacity multiplied by .85) | Elementary School (capacity multiplied by .95) |
|------------------------------|--|--|--|
| Regular Classrooms | 25 | 25 | 22 |
| Special Ed | 10 | 10 | 10 |
| Music | 40 | 40 | 0 |
| Art | 21 | 21 | 0 |
| Gym | 50 | 50 | 0 |

- *On page 14, why does Reyes not show red for student density (currently at 83% capacity)?*

83% capacity is within a healthy utilization for a facility. Also note that elementary capacity is calculated to be 95% of functional capacity giving extra room for operations. Room use impacts functional capacity so changes in room use can make incremental changes to capacity.

- *What will need to be done to relieve pressure on CHS and NEWCHS?*

The options development process will need to consider what strategies CISD could explore to provide some capacity relief. High school capacity is calculated at 75% of functional capacity so even when a high school is 105% utilized, it is really operating at 80% of its functional capacity.

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- **Athletics:** Question from the Steering Committee on demographic impact on athletics
 - *If enrollment increases at the high school level, won't that impact sports, UIC, i.e., will we compete at a different level?*

High school enrollment is projected to be flat with the exception of the Early College Program which has a capacity currently capped at 400 students. These changes are minor enough so as not to impact athletic status at CISD.

- **Early College Program:** Question from the Steering Committee on plans for the Early College program

The District is reaching out to EPCC to help answer this question. When an answer is received this document will be updated.

- **Condition:** Questions/comments from the Steering Committee regarding building condition
 - *Bring equality to older schools'; _____ ISD does a great job in distributing updates to other schools.*
 - The Jacobs assessment measures condition needs by the same standard for all schools by grade level. For example, if school A has \$1.5 million in identified need and school B has \$3 million in identified need, this means that after addressing each schools' needs, the result will be they will be repaired to the same condition standards.
 - *What about Lone Star and Transportation? (old, under-utilized buildings?)*
 - *What is the annual amount spent on maintenance per school? What is the financial impact?*

We are working on responses to the above questions and this document will be updated when we have further details.

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Other Steering Committee questions from the first meeting

- *CISD Career Center; any plans to develop/implement in the future?*

Goal #3 of CISD's Strategic Plan addresses the current plans for Career Tech programs. A Career Center is not explicitly mentioned but rather focuses on expanding opportunities for students. See below for an excerpt from the Strategic Plan.

- Goal Three: Enhance Student Character & Drive Towards a Career/Profession
 - Using the American School Counseling (ASCA) model, all counselors and social worker will begin to develop the personal/social domain of the comprehensive guidance and counseling program for pre-kindergarten to 12, to include character, etiquette, student communication and utilization of community agencies.
 - By June 2016, all campuses will maintain or increase 5% in each Positive Behavior Interventions and Supports (PBIS) Benchmarks of Quality.
 - By May 2016, three CTE endorsement Academies will be established at Canutillo High School with advisory boards that promote recruiting, retention, and job shadowing/internship opportunities.
 - By the end of May 2016, 100% of the campuses will have established a Coordinated School Health Team to address the eight components and benchmark data utilizing the quarterly reports.
 - By Fall 2015 all campuses will provide the opportunity for students to participate in programs, field trips and events supporting character, education, social skills development and behavior management.
- *What do we do about our loss of 7&8 grades? Middle Schools?*

That dip in Middle School grades enrollment in the past is likely an isolated phenomenon. That said, middle grades program offerings will be discussed as a part of the Facilities Master Plan as they will for every grade level.

- *What educational activities do we need to retain our students and be aligned with our district goals?*

Broad program offerings will be discussed in the Facilities Master Plan insofar as such decisions would likely impact facility-related decisions. As consultants working throughout the country, we can offer some ideas for educational activities to consider but a robust discussion that extends beyond this Facilities Master Plan is warranted.

- *When will boundaries be reassessed if future building come to fruition?*

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Whenever new construction is planned, boundary adjustments for area schools is necessarily considered.

- *How do we keep CISD students from leaving to other districts?*

CISD's Strategic Plan presents goals to improve the student experience that the District is committed to. These goals can be viewed at http://www.canutilloisd.org/AboutCISD/mission___vision

- *How will CISD & Jacobs insure we reach the stated goal of 250 participants at each community meeting?*

The consultants and District are discussing ways to enhance community turnout for the Community Dialogues. In addition, we ask that all Steering Committee members invite their friends and neighbors to attend the meetings scheduled for January 13th and February 25th 2016.

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