

# EDUCATIONAL ADEQUACY AND CAPACITY ANALYSIS

**Eagle Point School District**



**IBI GROUP**



# ACKNOWLEDGMENTS

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# 01

## EDUCATIONAL ADEQUACY



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## WHAT IS EDUCATIONAL ADEQUACY?

The educational adequacy assessment evaluates the physical aspects of the building and site to support teaching, learning, and social-emotional wellbeing. The assessment investigates how well the school facility supports current and future instructional methods and programs. Educational Adequacy is an essential component to be considered by school communities as they attempt to prepare aging facilities for a modern educational model/paradigm and includes an analysis of the current facilities' ability to meet current national educational adequacy standards.

# INTRODUCTION AND METHODOLOGY

## ASSESSMENT METHODOLOGY

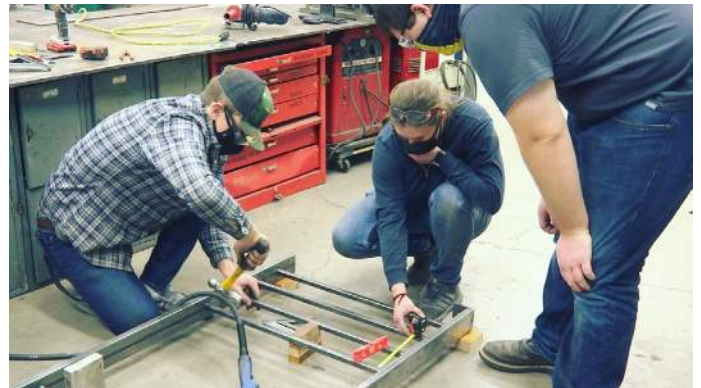
Our assessor team was led by an Accredited Learning Environment Planner (ALEP) and licensed architect who held interviews with each building principal. The assessment process took place in early spring 2021 during the COVID-19 global pandemic. Although assessors were able to interview each principal via a virtual meeting platform, they did not physically walk through the school buildings in which hybrid online and in-person learning was taking place. Principals and other selected participants described the pre-COVID uses of each space in the building via floorplan drawings that were available to the assessment team at the time. A record of these floorplan markups is included in this report.

# SUMMARY OF FINDINGS



In 2002, Eagle Point School District successfully passed a bond that built several new facilities. All three middle school-level buildings were built during that time, and two new elementaries were constructed: Hillside and Eagle Rock. In the twenty years since the successful 2002 bond, the buildings that were not improved have aged significantly. Shady Cove's Elementary and gym/commons buildings scored the highest need of any other facility, 9 out of 10. The main building dates back to 1935 and shows many issues inherent to a building of that age. Table Rock Elementary's multiple school buildings may also be outdated and have environmental and security concerns, but there is currently adequate space to serve the educational needs due to the dual-school campus, resulting in a score of 5 out of 10.

**The High School building is currently one of the highest-need schools, ranking 7 out of 10.** The building was designed approximately fifty years ago with an open-plan concept. As is typical of schools of that era, dividing walls have been subsequently built to provide separate classrooms. This results in several "buried" rooms with no access to daylight in a building in which there are already very few windows (another common design methodology of the 70's-era energy crisis). The high school floor plan suffers from a lack of organization, making supervision and security a challenge. There is no performing arts auditorium typical for a high school of this size, and a lack of space to expand the growing Career Technical Education (CTE) and professional pathways programs that will propel students toward a successful future.



The growth of online learning and alternative pathways to graduation brings a projected need for upgrades to the Upper Rogue Center for Educational Opportunities (URCEO) facility, along with the current needs to serve the unique programs offered at this facility.

There are few needs among the buildings that were constructed in the 2002 bond. Hillside Elementary was built with a combined cafeteria/gym which is not functional, and the two new middle schools: White Mountain and Eagle Rock, do not have air conditioning in the gym which results in PE classes being canceled on hot days.

**A full account of educational adequacy findings for each school building are included in the following chapters.**





# EDUCATIONAL ADEQUACY (EA) SCORES

## EAGLE POINT SCHOOL DISTRICT

Educational Adequacy (EA) scores are used to compare schools within the district. Each building is given a rating of 0,1,2, or 3 in each of five categories:

- Educational program support
- Educational environment
- Relationship of educational spaces
- Support space functionality
- Healthy, safe, and welcoming

A rating of 0 indicates a low need for improvement in the category, and 3 indicates a high need. The final EA score for the building is the sum of each EA category rating, with a possible final score between 0 and 10, with 10 indicating the highest need for improvements or even replacement of that school building.

April 2021

|                                   | Educational<br>Program Support | Educational<br>Environment | Relationships of<br>Educational Spaces | Support Space<br>Functionality | Healthy, Safe, &<br>Welcoming | EA Score | LOW NEED | HIGH NEED |
|-----------------------------------|--------------------------------|----------------------------|--|--------------------------------|-------------------------------|----------|----------|-----------|
| Shady Cove K-5 Building & Commons | 1                              | 2                          | 2                                      | 2                              | 2                             | 9        |          |           |
| Shady Cove 6-8 Building           | 0                              | 0                          | 0                                      | 2                              | 0                             | 2        |          |           |
| Academy Aguilitas                 | 0                              | 0                          | 0                                      | 0                              | 0                             | 0        |          |           |
| Table Rock Elementary             | 0                              | 2                          | 2                                      | 0                              | 1                             | 5        |          |           |
| White Mountain Middle             | 0                              | 0                          | 1                                      | 0                              | 0                             | 1        |          |           |
| Hillside Elementary               | 0                              | 0                          | 0                                      | 2                              | 0                             | 2        |          |           |
| Eagle Rock Elementary             | 0                              | 0                          | 0                                      | 0                              | 2                             | 2        |          |           |
| Lake Creek Learning Center        | 0                              | 0                          | 0                                      | 2                              | 0                             | 2        |          |           |
| Eagle Point Middle                | 0                              | 0                          | 1                                      | 0                              | 0                             | 1        |          |           |
| Eagle Point High                  | 1                              | 2                          | 2                                      | 1                              | 1                             | 7        |          |           |
| URCEO**                           | 0                              | 0                          | 0                                      | 2                              | 2                             | 4        |          |           |

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# 02

## CAPACITY ANALYSIS





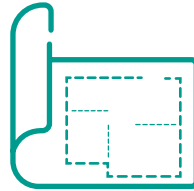
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# INTRODUCTION AND METHODOLOGY



## WHAT IS CAPACITY ANALYSIS?

A capacity analysis seeks to determine the student enrollment number a school facility can support. This analysis provides a capacity number that is accurate to the programs and grade levels currently being taught in each building at the time of the assessment. However, it is also important to consider future programs, technology, and priorities at a particular campus and the impact each will have on classroom inventory and student teaching stations. As the educational strategic goals and pedagogies change, the room functions, and therefore capacity of the building, will also change. For instance, one classroom was removed from the available capacity of Table Rock, Eagle Rock, and Shady Cove Elementary School buildings in order to provide space for a future preK class. Two measures are used to determine the number of students a facility can support: Teaching Station Capacity and Building Overall Square Footage Capacity.



## BUILDING OVERALL SQUARE FOOTAGE CAPACITY

Building overall square footage capacity is derived by taking the gross square footage of the entire building and dividing it by a sq. ft. per student value. Building capacity indicates how adequate the overall building size is to serve the number of students. If the building capacity value is less than teaching station capacity, that is typically an indication that the non-classroom areas like cafeterias, hallways, libraries, etc., of the school may be undersized. The sq. ft. per student values used in this analysis are taken from proposed recommendations by the Oregon Department of Education: 125 sq. ft. per student for elementary schools, 151 sq. ft. per student for middle schools, and 180 sq. ft. per student for high schools.



## TEACHING STATION CAPACITY

Teaching station capacity is derived by counting the total number of teaching stations, applying a utilization rate (percentage of time the room is empty due to teacher planning periods at middle and high schools), and multiplying the number of students in the room.

A complete breakdown of this calculation is included in this report.

## METHODOLOGY

IBI Group's assessment team conducted interviews and follow-up correspondence to collect information on student enrollment, class schedules, and classroom uses. Each school principal was engaged to determine the manner in which every classroom-sized space within the facility is currently utilized. School capacity is calculated based on the following District standard class size goals:

- 25 students per general education teaching station in grades preK through fifth.
- 10 students per teaching station in special education programs.
- 28 students per general education teaching station in grades sixth through 12.

Utilization of general education classrooms (for general instruction not requiring a specialized room) for the elementary school is 100%. Teachers have sole ownership of their classrooms and each student is assigned to a teacher. Therefore, any additional teaching stations in the school (gymnasium, library, music/arts, computer labs, etc.) serve only as pull-out or supplemental programs to the general education teachers and their respective students. Special education programs that deliver pull-out services (e.g. resource rooms, student success rooms) are not counted as teaching stations for capacity purposes because those students are already included in the general population.

Utilization of teaching stations for the middle schools and high school is 83%. Teachers have sole ownership of their classrooms and teachers conduct prep time in their classroom when it is void of students, leaving the classroom empty one out of seven periods of the day. Other spaces may be utilized fewer than six periods out of seven due to teacher availability or subject matter, but are not reflected in the following capacity studies. Music and PE classes are given a 40-student class size goal. The PE spaces are given a 100% utilization rate because they are typically used as teaching stations every period of the day.

McKinstry completed a population projection analysis that included enrollment projections for the next 10 years. The enrollment projection values from McKinstry's report are included in the District-Wide Capacity Analysis table along with a projected over/under capacity value for the 2030/31 school year (page 12).







## SUMMARY OF FINDINGS

The Eagle Point School District community is growing. There is a need, especially at the middle and high school level, to add classroom and building support spaces to meet the needs of the growing enrollment and educational programs.

The middle school level, especially in Eagle Rock, will be greatly overcrowded in the coming years. Eagle Rock Middle School is expected to be approximately 169-students over building capacity. This building is currently over capacity and has difficulty accommodating the number of students served in the cafeteria during its three lunch periods. The other two middle schools in the District, White Mountain and Shady Cove, are at capacity and have no space to accommodate additional students. Table Rock Elementary is currently over capacity, but the opening of a new charter school in that community is expected to relieve enrollment pressures on that campus.

As enrollment grows in the next 10 years, the high school is also expected to be overcrowded. Due to the COVID-19 pandemic, students and families have become more familiar with the online school experience. It is difficult to know what long-term effects this will have on in-person enrollment, but current projections place a growing number of high school-aged students in online learning modalities which could relieve some of the pressure on the high school facility. If the expected number of families do not switch to online learning, that facility could also see a major capacity challenge. The high school is currently the only building in the district in which every single classroom space is fully utilized as a teaching station (see individual school capacity tables), leaving no room to grow.

## DISTRICT-WIDE CAPACITY ANALYSIS

Eagle Point School District

April 2021

|   | Teaching<br>Station Capacity | Building<br>Capacity | Pre-COVID<br>Enrollment<br>(2019/20 School<br>Year) | Current<br>Enrollment<br>(2020/21 School<br>Year) | 2030/31<br>Projected<br>Enrollment* | Over/Under<br>Capacity in<br>2030**** |
|---|------------------------------|----------------------|---|---|-------------------------------------|---------------------------------------|
| Shady Cove K-8                            | 315                          | 291                  | 243   | 237   | 244                                 | 47                                    |
| <b>Total Shady Cove (PreK through 8)</b>  | <b>315</b>                   | <b>291</b>           | <b>243</b>  | <b>237</b>  | <b>244</b>                          |                                       |
| Academy Aguilitas                         | 30                           | 30                   | 31  | 29  | 32                                  | -2                                    |
| Table Rock Elementary                     | 790                          | 736                  | 808   | 767   | 660                                 | 76                                    |
| White Mountain Middle                     | 400                          | 371                  | 369   | 359   | 405                                 | -34                                   |
| <b>Total White City (PreK through 8)</b>  | <b>1220</b>                  | <b>1137</b>          | <b>1208</b>   | <b>1155</b>                                       | <b>1097</b>                         |                                       |
| Hillside Elementary                       | 520                          | 447                  | 485   | 404   | 495                                 | -48                                   |
| Eagle Rock Elementary                     | 295                          | 325                  | 330   | 268   | 351                                 | -56                                   |
| Lake Creek Learning Center                | 65                           | 65                   | 66  | 45  | 60                                  | 5                                     |
| Eagle Point Middle                        | 435                          | 371                  | 454   | 407   | 540                                 | -169                                  |
| <b>Total Eagle Point (PreK through 8)</b> | <b>1315</b>                  | <b>1208</b>          | <b>1335</b>   | <b>1124</b>                                       | <b>1446</b>                         |                                       |
| Eagle Point High                          | 1432                         | 1113                 | 1050  | 1034  | 1155                                | -42                                   |
| URCEO**                                   | 50                           | 50                   | 63  | 153   | 239                                 | -189                                  |
| <b>Total High School (9-12)**</b>         | <b>1482</b>                  | <b>1163</b>          | <b>1113</b>   | <b>1187</b>                                       | <b>1394</b>                         |                                       |
| <b>Total Capacity</b>                     | <b>4332</b>                  | <b>3799</b>          | <b>3899</b>   | <b>3703</b>                                       | <b>4181</b>                         | <b>-382</b>                           |
| Crater Lake Academy Charter***            |                              |                      | 322   | 335   | 400                                 |                                       |
| Kids Unlimited Charter***                 |                              |                      | 0   | 39  | 312                                 |                                       |

One classroom has been assigned for a future prek in Table Rock, Shady Cove, and Eagle Rock Elementary Schools capacity numbers.

\*Population Projections provided by McKinstry as part of the 2021 Long-Range Facility Plan.

\*\*URCEO's Online Learning option is projected to grow beyond the 50-student capacity limits of the current building, but this growth does not contribute to a need for added facility capacity.

\*\*\*Crater Lake Academy and Kids Unlimited charter schools not included in building capacity analysis although they do impact future enrollment projections.

\*\*\*\*Projected 2030 enrollment compared to the smaller of the two capacity values: teaching or building capacity. Negative values indicate the facility is overcapacity in 2030.

03

## EVALUATION RESULTS PER SCHOOL





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# EDUCATIONAL ADEQUACY SUMMARY OF FINDINGS

## SHADY COVE K-8 SCHOOL



### EDUCATIONAL PROGRAM SUPPORT

This school is unique as the only K-8 school operating in the District. It is also unique in its use of blended grade-level teaching and team-teaching methods at elementary grades. There are music and Science, Technology, Engineering, and Math (STEAM) teachers for the middle school grades, but there is a great desire to see opportunities in those programs extend to elementary students. There are no collaborative project or hands-on break-out areas near the classrooms of the elementary school building. This is different for the sixth through eighth grade building which is newer (built in 2002) and has a shared central area. All of the classrooms in the elementary building are considered very small.

The furniture is especially old and heavy. It is difficult for teachers to adjust classroom layouts for different lessons or groupings more than once per year.



### EDUCATIONAL ENVIRONMENTS

The main elementary school building was built in 1935 and has challenges inherent to schools of that era. Accessibility challenges in administrative offices, wall and floor materials are aged and damaged, ventilation is poor, classrooms are small and inconsistent sizes, and there are issues in the building envelope (exterior walls and roof). There are acoustic challenges in the elementary school from loud window air conditioner units and from the nearby busy roads. There is good daylight in all classrooms in all buildings, but the elementary school classroom blinds are broken, allowing afternoon glare to come into the classroom.



As a newer school the sixth through eighth building has fewer challenges with the exception of sound leaking between classrooms where the operable walls are located. The operable walls are rarely opened and should be removed and replaced with a fully acoustic separation wall.

### RELATIONSHIP OF EDUCATIONAL SPACES

The school is split into multiple buildings, but despite the distributed school it has a highly collaborative and community-focused team of teachers. Team teaching for the kindergarten and first grades has been highly

successful and occurs in a modular classroom building that is separated from other buildings. There are currently no site-based special education programs offered in this school. The main elementary building is an “outdoor school” with no internal hallways, students must walk outside to get to their classroom. This is especially concerning during wildfire season when there is a lot of smoke exposure.



### SUPPORT SPACE FUNCTIONALITY

There is only one gymnasium for all grades and it is difficult to meet the current State PE requirements with only one space available. The locker rooms are small, difficult to supervise, and antiquated. The school has elected to stop using the lockers altogether. The cafeteria has no acoustic absorption and users report the space to be extremely loud during lunch times to the point of concern for student health. There are an inadequate number of restrooms to serve the elementary school population in the building built in 1935. The elementary building also holds the library. There is a desire to add a makerspace to the library but the space is too small to serve this purpose.



The site is large and offers much by way of play space for students to be active, but feels “inefficient” with supervision and security challenges. The Middle school students combine with Eagle Point to form sports teams.



### HEALTHY, SAFE, AND WELCOMING

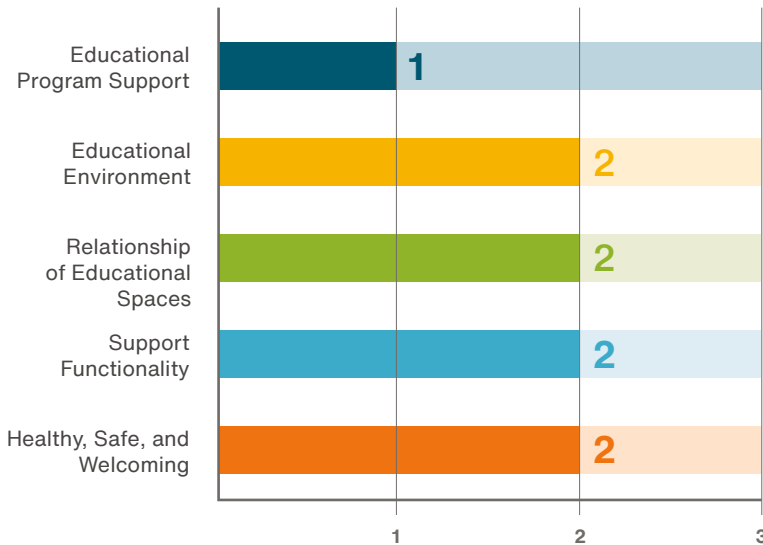
Users report strange smells in the elementary building built in 1935, possibly linked to previous flooding events. Some office spaces are not ADA accessible, and there are some very steep wheelchair ramps and trip hazards throughout the school. The main entry appears more like a “loading dock” and does not reflect the welcoming values of this school community. On rainy days, the entry zone floods. The PA/intercom and fire alarm system has functional issues and some areas of the site including the gym/cafe building do not hear the alarms. The school counselor visits one or two days a week from Rogue Community Health and uses one of the old rooms in the elementary building. There is a high need to have her present more often to serve the many social-emotional challenges faced by the students of Shady Cove.

The gym and fields are highly utilized by the neighboring community. The local quilt show, flower show, and other gatherings are held here.

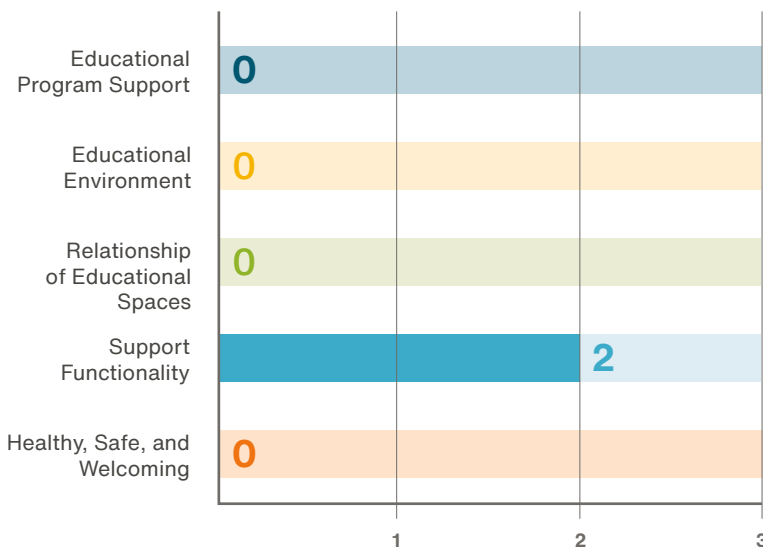


# EDUCATIONAL ADEQUACY RATING

## Shady Cove K-5 Building and Commons



## Shady Cove 6-8 Buildings



## CAPACITY ANALYSIS

## Shady Cove K-8 School

April 2021

## Summary

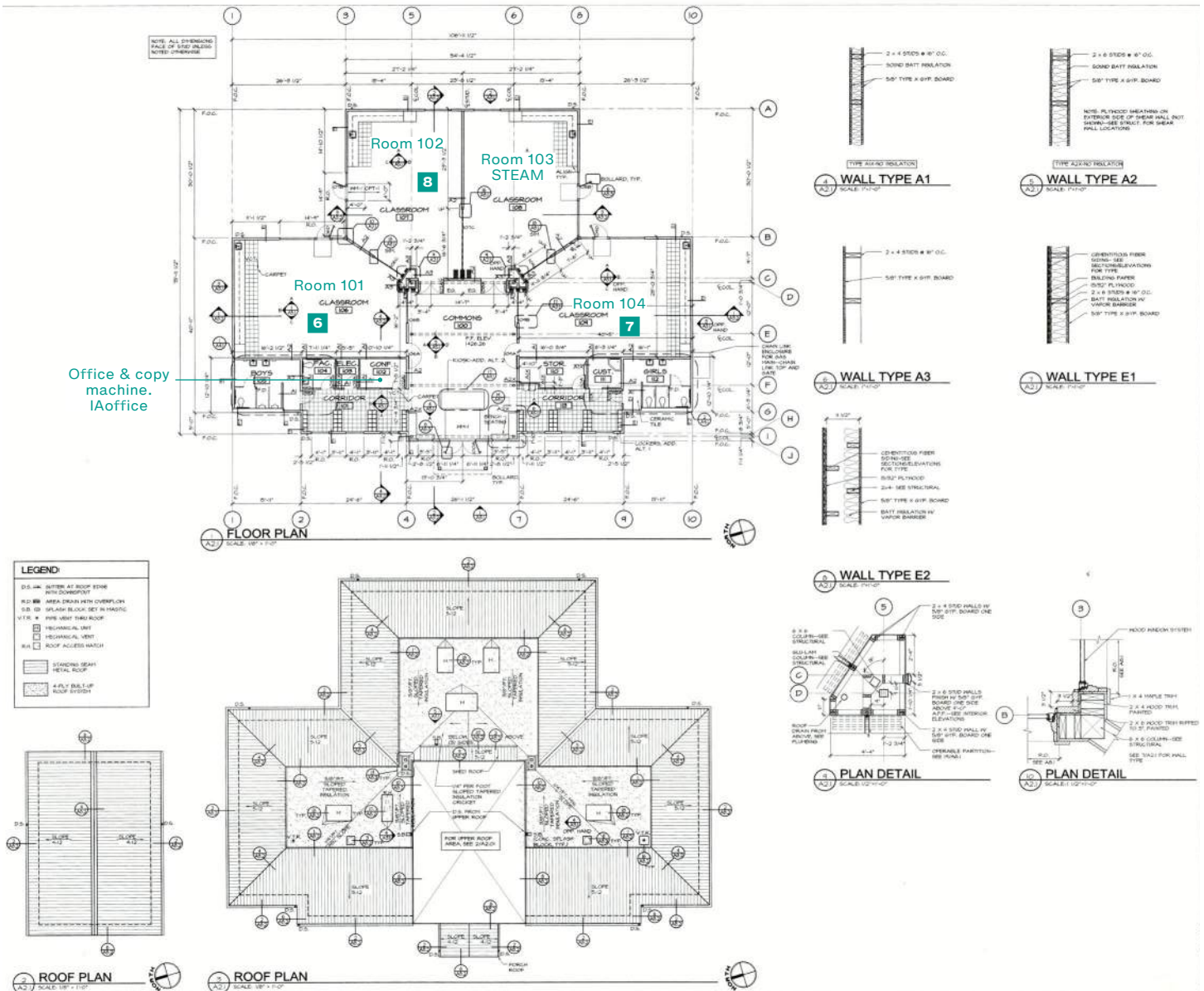
|   |     |
|---|-----|
| Teaching Station Capacity - Main Building and Outbuilding                         | 315 |
| Building Overall Square Footage Capacity (92,000 sf. ft./125 sf. ft. per student) | 291 |

| Teaching Stations      | Quantity  | Class Size Goals | Capacity at 100% Use | Current Utilization | Adjusted Capacity | Location                                     |
|------------------------|-----------|------------------|----------------------|---------------------|-------------------|--|
| 6-8 General Classrooms | 3         | 28               | 84                   | 0.83                | 70                |  |
| K-5 General Classrooms | 7         | 25               | 175                  | 1.00                | 175               | One K/1st grade teaching team in outbuilding |
| SPED                   | 0         |                  | 0                    |                     | 0                 |  |
| STEAM                  | 1         | 28               | 28                   | 0.83                | 23                |  |
| Music                  | 1         | 25               | 28                   | 0.83                | 23                |  |
| PE Gymnasium           | 1         | 28               | 28                   | 0.83                | 23                |  |
| <b>TOTAL</b>           | <b>13</b> |                  | <b>343</b>           |                     | <b>315</b>        |  |

| Special Use: Classrooms spaces for support or pull-out programs | Quantity | Notes          |
|---|----------|----------------|
| Resources   | 1        |                |
| Intervention  | 1        |                |
| PreK  | 1        | Future program |
| Student Success   | 1        |                |
| <b>TOTAL</b>  | <b>1</b> |                |

## SCHOOL PLAN MARKUPS AND AERIAL

Shady Cove K-8 School









# EDUCATIONAL ADEQUACY SUMMARY OF FINDINGS

## TABLE ROCK ELEMENTARY AND ACADEMY AGUILITAS



### EDUCATIONAL PROGRAM SUPPORT

Table Rock Elementary School has been created by joining two elementary school campuses, the “lower” and “upper” schools. The size of the classrooms is adequate and many teachers took advantage of a recent flexible seating grant and have new flexible furniture in their rooms. There is enough space to do group projects and hands-on learning activities. Each group of classrooms have a learning lab for academic intervention and small group work. One Multi-Age Positive Supports (MAPS) special education program is housed here. There is currently no music program offered, but there is a great desire to add it. Every student has a device and district IT is very supportive and responsive.



### EDUCATIONAL ENVIRONMENTS

There are acoustic challenges at the lower campus where sound easily transmits between classrooms. Classrooms are very dark and have almost no windows. There are currently no outdoor learning gardens due to maintenance and challenges with smoke exposure during wildfire season.



### RELATIONSHIP OF EDUCATIONAL SPACES

Both the lower and upper school campus is arranged as an “outdoor school” with no internal hallways and many outbuildings. Students must walk outside to get to their classrooms. This poses site security and supervision challenges, as well as difficulties with exposure to smoke during the wildfire season. Although this school is divided among several buildings, in recent years great efforts have been made to make Table Rock feel like one learning community. The Academy Aguilitas preschool modular classroom building is located between the upper and lower campus and is a dual-language program.





### HEALTHY, SAFE, AND WELCOMING

There are challenges with the large 24-acre site. The single point of entry is not obvious and welcoming, and there are supervision challenges during recess. The intercom and camera at the entry don't always work and families have a difficult time finding the button to use the intercom. There is inadequate lighting at the entry gate to see visitors on the camera. The playgrounds are not currently ADA accessible, and much of the hard-surface play area asphalt is gatoring and poses a trip hazard.

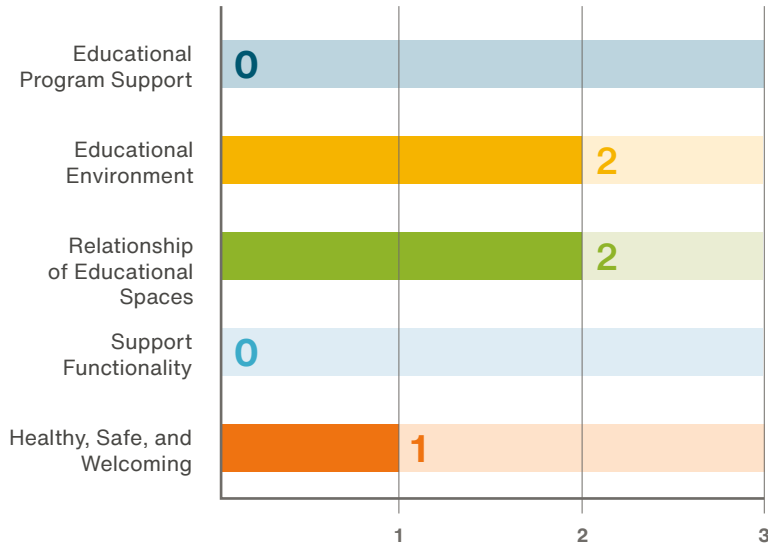
### SUPPORT SPACE FUNCTIONALITY

Because Table Rock Elementary School is the joining of two schools, each with its own library, cafeteria, and gym, there is adequate support and PE space. All-school assemblies take place in the upper campus gym which is pretty tight, it would be great to have a larger gathering space with bleachers to meet as a community. The front entry area was remodeled in 2002, however the administration area is not large enough for the current number of staff. The number of restrooms is adequate, however the distance to restrooms from kindergarten rooms is too far. There is a school-based health center on site. There is currently no covered play area, but the school is currently gathering donations for a covered area that could double as cover for students during bus pickup and dropoff.



# EDUCATIONAL ADEQUACY RATING

## Table Rock Elementary School





## CAPACITY ANALYSIS

### Table Rock Elementary School

April 2021

| Summary   |     |
|---|-----|
| Teaching Station Capacity - Main Building and Outbuilding                         | 790 |
| Building Overall Square Footage Capacity (92,000 sq. ft./125 sf. ft. per student) | 736 |

| Teaching Stations  | Quantity  | Class Size Goals | Capacity at 100% Use | Current Utilization | Adjusted Capacity | Location                         |
|--------------------|-----------|------------------|----------------------|---------------------|-------------------|----------------------------------|
| General Classrooms | 30        | 25               | 750                  | 1.00                | 750               | One room reduced for future preK |
| SPED               | 4         | 10               | 40                   | 1.00                | 40                |                                  |
| <b>TOTAL</b>       | <b>34</b> |                  | <b>790</b>           |                     | <b>790</b>        |                                  |

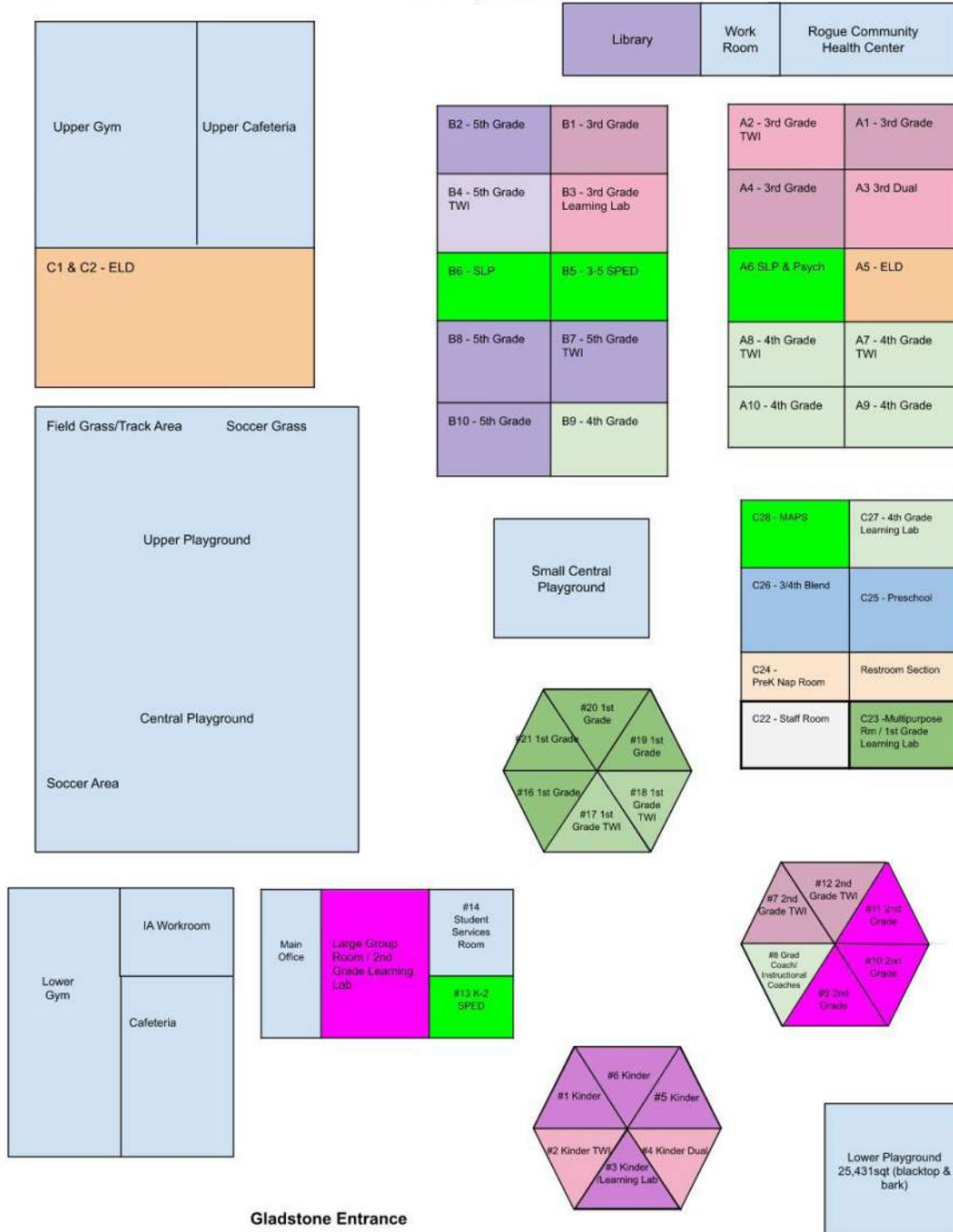
| Special Use: Classroom-sized spaces used for support or pull-out programs | Quantity  | Notes  |
|---|-----------|--|
| English Language Development  | 3         |  |
| Speech Language Pathology and Psychology                                  | 1         |  |
| Nap Room  | 1         |  |
| Learning Lab Support  | 1         |  |
| Instructional Coach Room  | 1         |  |
| Preschool Classroom   | 1         | One that is dual-language, a second for a future program |
| <b>TOTAL</b>  | <b>13</b> |  |

## SCHOOL PLAN MARKUPS AND AERIAL

Table Rock Elementary and Academy Aguilitas

### Table Rock Elementary Map 2020-2021

Hale Way Entrance







# EDUCATIONAL ADEQUACY SUMMARY OF FINDINGS

## WHITE MOUNTAIN MIDDLE SCHOOL



### EDUCATIONAL PROGRAM SUPPORT

As a newer building built from the 2002 bond dollars, there are no major issues in this school. There are MVP and MAPS special education programs housed here, but these programs weren't accounted for when the school was originally designed (many Special Education (SPED) programs were not housed in neighborhood schools and instead located centrally by the educational service district). Because the MVP students are mobility challenged, there is a great deal of equipment associated with movement and motor skills activities. Storing this equipment is a real issue. Occupational Therapy/Physical Therapy (OT/PT) activities occur in the hallway because there is not dedicated OT/PT space. The MBP program is located next to the clinic and uses the clinic restrooms. The MAPS program works well in its current room. Both programs have adequate access to the outside.



### EDUCATIONAL ENVIRONMENTS

There is adequate daylight and acoustics are fine in every teaching space. Every first-floor classroom has an exterior door which is highly valued by those teachers. There is adequate classroom storage and flexible furniture in classrooms. There is an area outside that was once used as a garden, but there is no access to water for irrigation so maintaining the garden beds became too difficult.



### RELATIONSHIP OF EDUCATIONAL SPACES

The layout of the classroom pods provides a connected and supportive community of teachers and students. The break-out area in each pod is used for group work and to extend the classroom learning environment. The classroom pods are not evenly split between grade levels, so the seventh-grade team is not able to be together in a pod. Band and choir share one room which makes set up between classes difficult.

## SUPPORT SPACE FUNCTIONALITY

General building storage is a major challenge. The only space for this is a small space under the stairs at the end of the classroom wings. The library is highly functional and utilized. The gymnasium is adequately sized and outfitted, but there is no air conditioning. This makes using the gym in the early fall/late spring almost unbearable. Parent events at the beginning of the year no longer occur in the gym because of the heat. Two lunches are currently served in the cafeteria. There is enough time to serve each and enough seating.

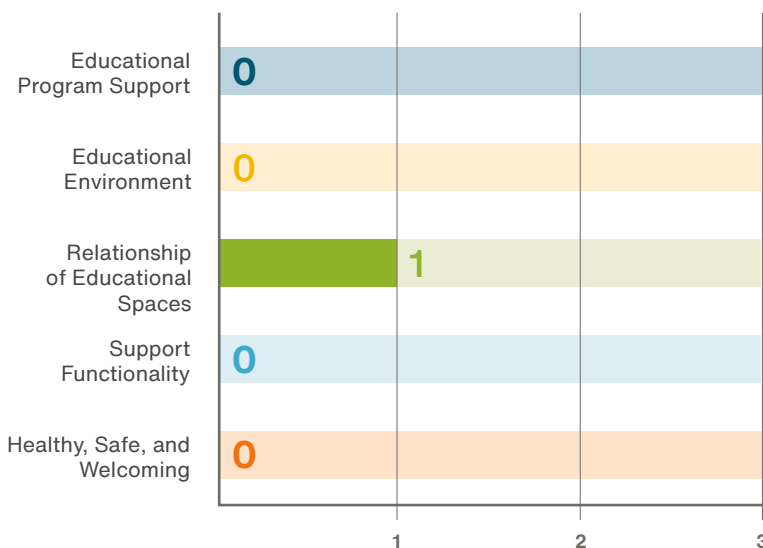
## HEALTHY, SAFE, AND WELCOMING

There is one school-based health clinic located here. One classroom has been remodeled to serve as the clinic. The main office and entry is welcoming and very functional. Site circulation of cars and buses works well, the entry is secure.



# EDUCATIONAL ADEQUACY RATING

## White Mountain Middle School



## CAPACITY ANALYSIS

## White Mountain Middle School

April 2021

## Summary

|   |     |
|---|-----|
| Teaching Station Capacity   | 400 |
| Building Overall Square Footage Capacity (55,990 sf. ft./151 sf. ft. per student) | 371 |

| Teaching Stations      | Quantity  | Class Size Goals | Capacity at 100% Use | Current Utilization | Adjusted Capacity | Location   |
|------------------------|-----------|------------------|----------------------|---------------------|-------------------|--|
| General Classrooms     | 12        | 28               | 336                  | 0.83                | 280               |  |
| SPED                   | 2         | 12               | 24                   | 1.00                | 24                |  |
| Music (Band and Choir) | 1         | 40               | 40                   | 0.83                | 33                |  |
| Art Classrooms         | 0         |                  | 0                    |                     | 0                 |  |
| Science and STEAM labs | 1         | 28               | 28                   | 0.83                | 23                |  |
| PE Gymnasium           | 1         | 40               | 40                   | 1.00                | 40                | Currently two classes use the gym simultaneously |
| <b>TOTAL</b>           | <b>17</b> |                  | <b>468</b>           |                     | <b>400</b>        |  |

| Special Use: Classrooms spaces for support or pull-out programs | Quantity | Notes   |
|---|----------|---|
| Resource Room   | 1        |   |
| Science Lab   | 1        | Lab used as pull-out support for the science classrooms and is shared by science teachers |
| ELD   | 1        |   |
| School-Based Health Clinic                                      | 1        |   |
| Intervention Classroom  | 1        |   |
| <b>TOTAL</b>  | <b>5</b> |   |







# EDUCATIONAL ADEQUACY SUMMARY OF FINDINGS

## HILLSIDE ELEMENTARY SCHOOL



### EDUCATIONAL PROGRAM SUPPORT

As a newer building built from the 2002 bond dollars, there are very few issues in this school. There is adequate storage, flexible furniture, and break-out spaces in each classroom wing for large hands-on projects and group work. The layout of classroom wings provides a connected and supportive community of teachers and students.



Two MAPS special education programs are held here. Support spaces like sensory rooms are inadequate to serve this program. The library computer lab is currently used for book storage. All students have devices, there is no longer a need for computer labs at the elementary level.

### EDUCATIONAL ENVIRONMENTS

There is adequate daylight and acoustics are fine in every teaching space.



### RELATIONSHIP OF EDUCATIONAL SPACES

The layout of the classroom wings provides a connected and supportive community of teachers and students. This principal and many other principals in the district report spending very little time in their office. They instead are walking throughout the building providing support to teachers and students. This building provides a good opportunity for the principal to circulate through the school and see many rooms and spaces at once.

### SUPPORT SPACE FUNCTIONALITY

The combined cafeteria/gym is not functional. The cafeteria is used to serve breakfast and multiple lunch periods, with cleanup happening after each. This leaves very little time for PE classes to use the space. The PE program currently walks to an adjacent gym facility across the street for many PE classes throughout the year. The outdoor play area is small, using the bus lane for additional hard-surface play, and the playground equipment is small for the number

of students using it. The school has had many issues with the playfield since its construction: it does not drain well and is muddy throughout most of the school year. A covered play would be very helpful in providing additional PE and recess space.

There is a strong desire to add outdoor learning spaces, but there is currently no outdoor covered areas or seating available.

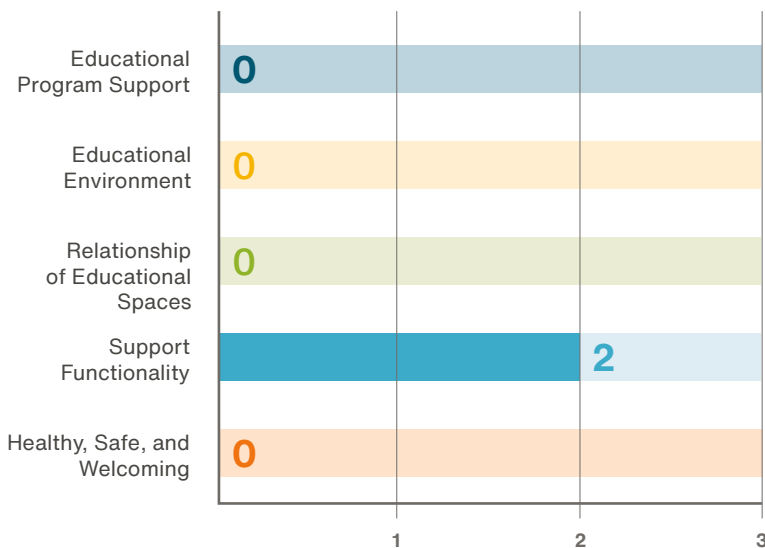
### HEALTHY, SAFE, AND WELCOMING

Security and communication systems are working well. There is a desire to make a PA announcement from any room, currently this is only possible from the main office. This request was expressed by several principals in the district. The playground is not ADA accessible.



## EDUCATIONAL ADEQUACY RATING

### Hillside Elementary School





## CAPACITY ANALYSIS

### Hillside Elementary School

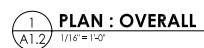
April 2021

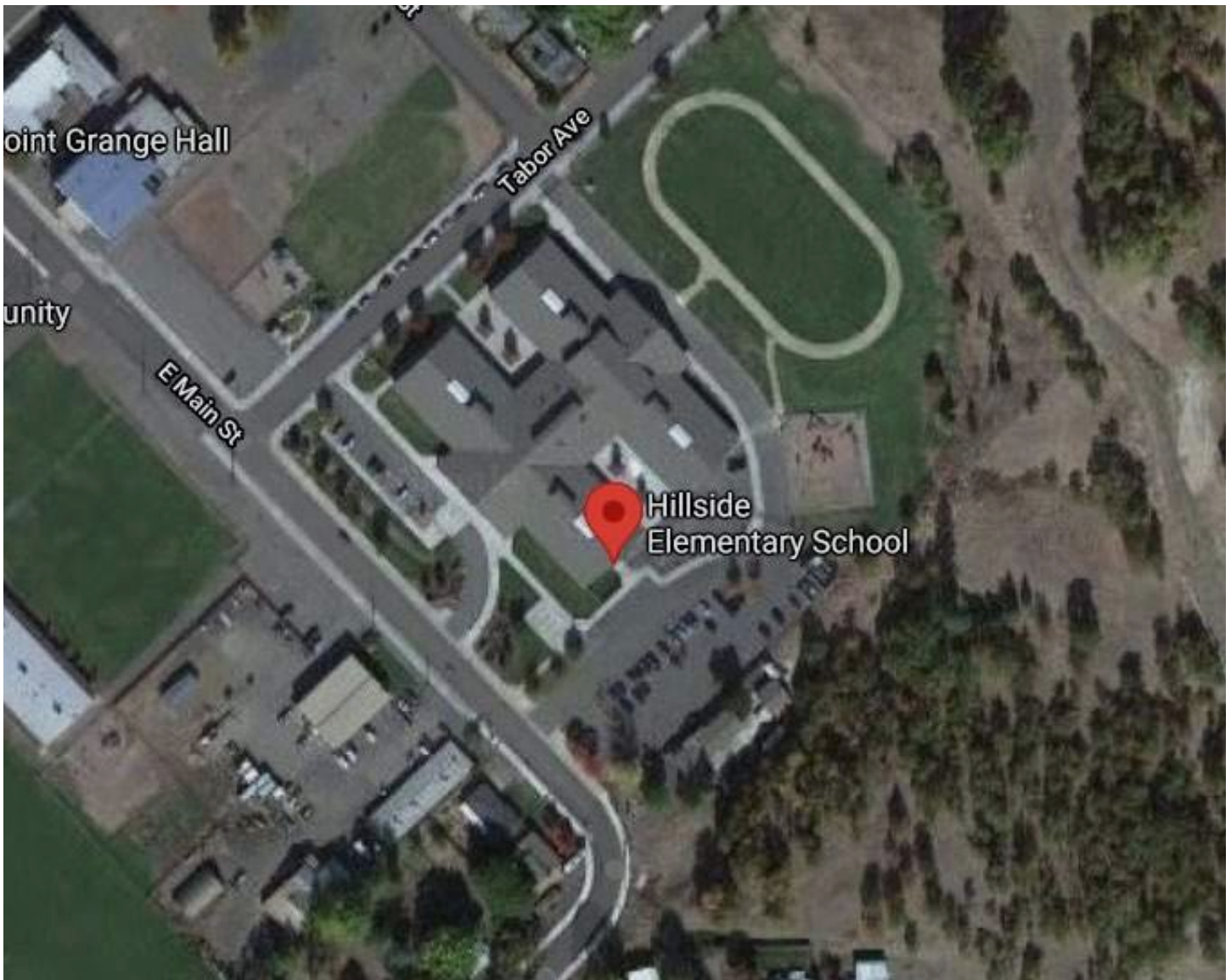
| Summary   |     |
|---|-----|
| Teaching Station Capacity - Main Building and Outbuilding                         | 520 |
| Building Overall Square Footage Capacity (55,850 sf. ft./125 sf. ft. per student) | 447 |

| Teaching Stations  | Quantity  | Class Size Goals | Capacity at 100% Use | Current Utilization | Adjusted Capacity | Location |
|--------------------|-----------|------------------|----------------------|---------------------|-------------------|----------|
| General Classrooms | 20        | 25               | 500                  | 1.00                | 500               |          |
| SPED               | 2         | 10               | 20                   | 1.00                | 20                |          |
| <b>TOTAL</b>       | <b>22</b> |                  | <b>520</b>           |                     | <b>520</b>        |          |

| Special Use: Classrooms spaces for support or pull-out programs | Quantity | Notes |
|---|----------|-------|
| Student Success   | 1        |       |
| Resource Room   | 1        |       |
| ELD   | 1        |       |
| <b>TOTAL</b>  | <b>3</b> |       |

# Hillside Elementary School





# EDUCATIONAL ADEQUACY SUMMARY OF FINDINGS

## EAGLE ROCK ELEMENTARY SCHOOL



Two special education programs are housed here: Pathways and Practical Application of Life Skills (PALS). They have an adjacent protected and visible outdoor play area and are near the pickup/dropoff area at the front of the school which is great. Support spaces like restrooms and sensory rooms are included in this area because the school was designed with these programs in mind. However, office/conference spaces for specialists to have confidential conversations is lacking.



### EDUCATIONAL PROGRAM SUPPORT

As a newer building built from the 2002 bond dollars, there are very few issues in this school. There is adequate storage, flexible furniture, and break-out spaces in each classroom wing for large hands-on projects and group work. The layout of classroom wings provides a connected and supportive community of teachers and students.



### EDUCATIONAL ENVIRONMENTS

There is adequate daylight in every teaching space. There are major acoustic challenges with the moveable walls between classrooms. There are also major temperature swings from one end of the school to the other. There is adequate technology available to all students and the District IT team is very responsive and helpful. There is a need to broadcast District WiFi further away from the building to the parking lot so that families who do not have internet are provided with access, especially during the pandemic.

### RELATIONSHIP OF EDUCATIONAL SPACES

The layout of the classroom wings provides a connected and supportive community of teachers and students.



### SUPPORT SPACE FUNCTIONALITY

The library is highly functional and serves multiple purposes including “learning lab.” The front reception area includes space for two people to work and is fairly tight but functional and has high visibility. The cafeteria is functional and highly utilized by the community for clothing exchange, YMCA after-care, etc.

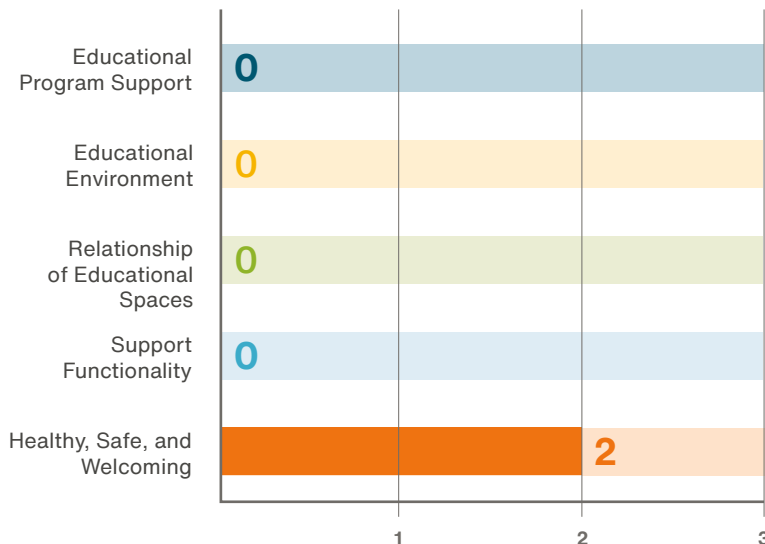
### HEALTHY, SAFE, AND WELCOMING

There is no sidewalk or safe crosswalk on one side of the school, posing a major safety concern for the many students who walk from this direction every day. This is a busy vehicular access road and students have no safe way to cross the road to get to the school. Accessibility is a challenge outside due to the steeply sloping site. The playground is not ADA accessible. Parking is very limited and there is no good separation of parent and bus traffic.



## EDUCATIONAL ADEQUACY RATING

### Eagle Rock Elementary School



## CAPACITY ANALYSIS

## Eagle Rock Elementary School

April 2021

## Summary

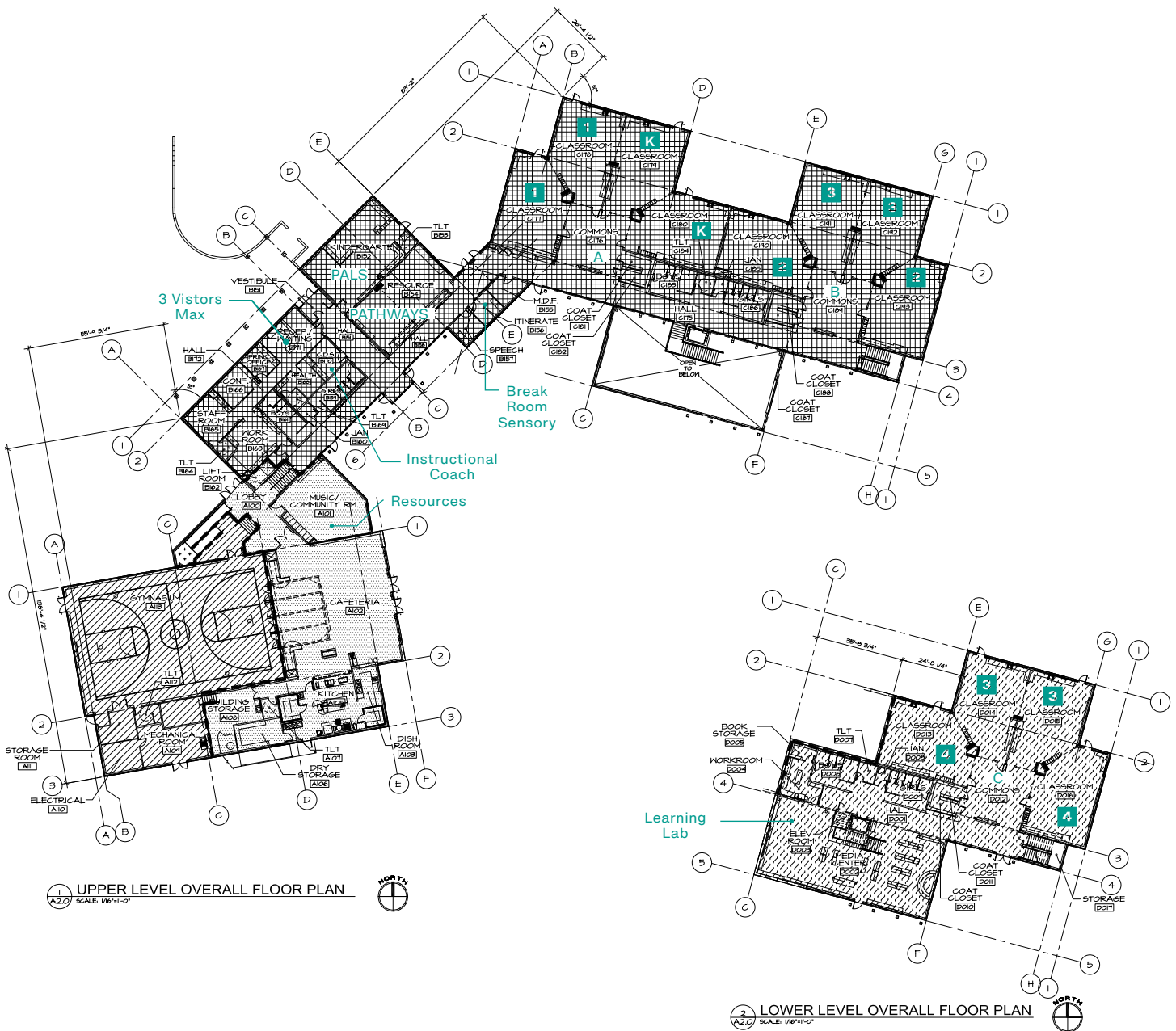
|   |     |
|---|-----|
| Teaching Station Capacity - Main Building and Outbuilding                         | 295 |
| Building Overall Square Footage Capacity (47,570 sf. ft./125 sf. ft. per student) | 325 |

| Teaching Stations  | Quantity  | Class Size Goals | Capacity at 100% Use | Current Utilization | Adjusted Capacity | Location                         |
|--------------------|-----------|------------------|----------------------|---------------------|-------------------|----------------------------------|
| General Classrooms | 11        | 25               | 275                  | 1.00                | 275               | One room reduced for future preK |
| SPED               | 2         | 10               | 10                   | 1.00                | 20                |                                  |
| <b>TOTAL</b>       | <b>13</b> |                  | <b>295</b>           |                     | <b>295</b>        |                                  |

| Special Use: Classrooms spaces for support or pull-out programs | Quantity | Notes          |
|---|----------|----------------|
| Resource Room   | 1        |                |
| PreK  | 1        | Future program |
| <b>TOTAL</b>  | <b>2</b> |                |

## SCHOOL PLAN MARKUPS AND AERIAL

Eagle Rock Elementary School







# EDUCATIONAL ADEQUACY SUMMARY OF FINDINGS

## LAKE CREEK LEARNING CENTER



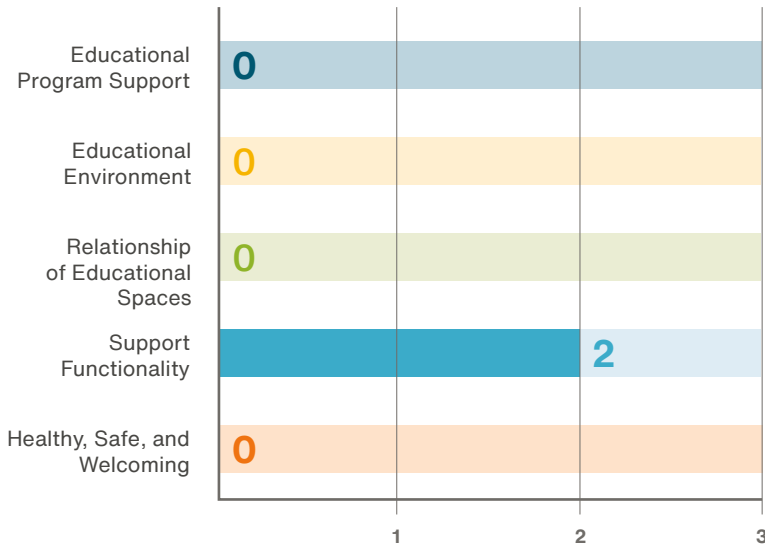
### EDUCATIONAL ADEQUACY SUMMARY

Lake Creek Learning Center is a K–5 option school that serves between 60 and 75 students. This school is a close-knit community and the building generally serves the needs well. There are three classroom-sized spaces that open into one central shared area. There are three full-time teachers, two full-time instructional assistants, one half-time instructional assistant, and one kitchen staff member. There is also one resource teacher, one speech pathologist, and one language instructor that serve the school. Each classroom has a door that opens directly to the outdoors which is highly valued. There is one single point of entry and security is well managed, although there is no dedicated main office staff. Doors are locked during the day and a bell is rung for deliveries at the gated driveway. The foremost need for this school is a common play and gathering area. There is no gym space and very little covered outdoor play area.



# EDUCATIONAL ADEQUACY RATING

Lake Creek Learning Center



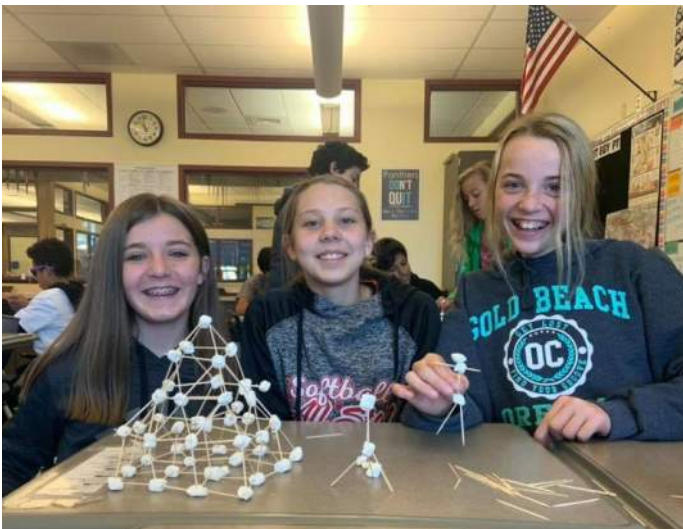
# EDUCATIONAL ADEQUACY SUMMARY OF FINDINGS

## EAGLE POINT MIDDLE SCHOOL



### EDUCATIONAL PROGRAM SUPPORT

As a newer building built from the 2002 bond dollars, there are no major issues in this school. MAPS and PALS Special Education programs are housed here. A STEAM program is run from a classroom on the second level. The layout of the classroom groups provides a connected and supportive community of teachers and students. The music program is very successful, but band and choir must share one room. This program could be expanded to serve all students, and the space would be more functional if there was one room for each.



### EDUCATIONAL ENVIRONMENTS

There is adequate daylight and acoustics are fine in every teaching space. Every first-floor classroom has an exterior door which is highly valued by those teachers. There is adequate classroom storage and flexible furniture in classrooms. There are many outdoor learning opportunities and access from classrooms, but they are not currently utilized.



### RELATIONSHIP OF EDUCATIONAL SPACES

The layout of the classroom pods provides a connected and supportive community of teachers and students. The break-out area in each pod is used for group work and to extend the classroom learning environment. The classroom pods are not evenly split between grade levels, so the seventh grade team is not able to be together in a pod. Band and choir share one room which makes set up between classes difficult.





### HEALTHY, SAFE, AND WELCOMING

Supervision and site-lines in this building are great. The principal can stand in one location and see much of the school. The main office and entry is welcoming and very functional but the exterior needs better signage. Site circulation of cars and buses works well, the entry is secure. Students feel welcome and at home here. They gather under the outdoor covered area near the cafeteria and hang out there or in front of the school rain or shine. There is a preference for a centralized control of door locks, and to provide rope ladders on the second floor for evacuation.

### SUPPORT SPACE FUNCTIONALITY

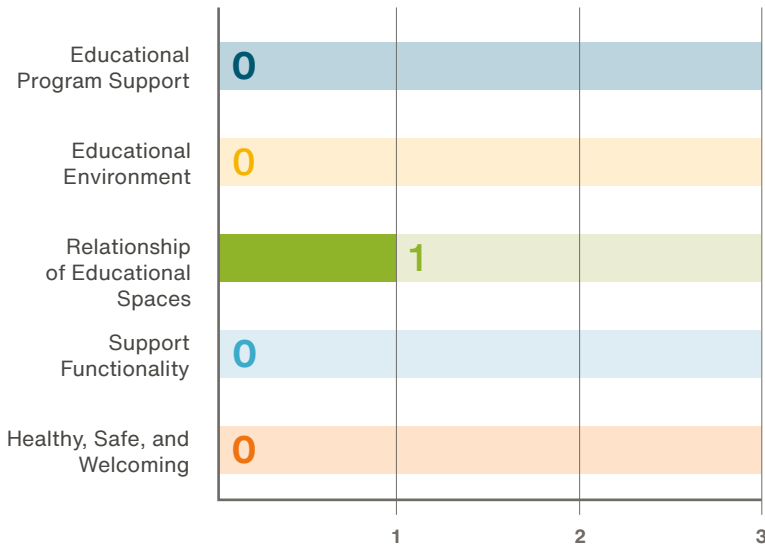
General building storage is a major challenge. The only space for this is a small space under the stairs at the end of the classroom wings. The gymnasium is adequately sized and outfitted, but there is no air conditioning. This makes using the gym in the early fall/late spring almost unbearable. Three lunches are served in the cafeteria which is very crowded during lunch. There is a strong extracurricular wrestling program, but wrestling mats are currently stored in the cafeteria as there is no wrestling room or adequate storage for this program. While the library is highly functional and utilized, it would benefit from added technology, such as flat screen TVs, for large meetings. The track was "Value Engineer'd" in the previous bond to a gravel surface which is unsafe for students. The track would also be an asset to the community if the running surface were to be upgraded.





# EDUCATIONAL ADEQUACY RATING

## Eagle Rock Middle School



## CAPACITY ANALYSIS

## Eagle Point Middle School

April 2021

## Summary

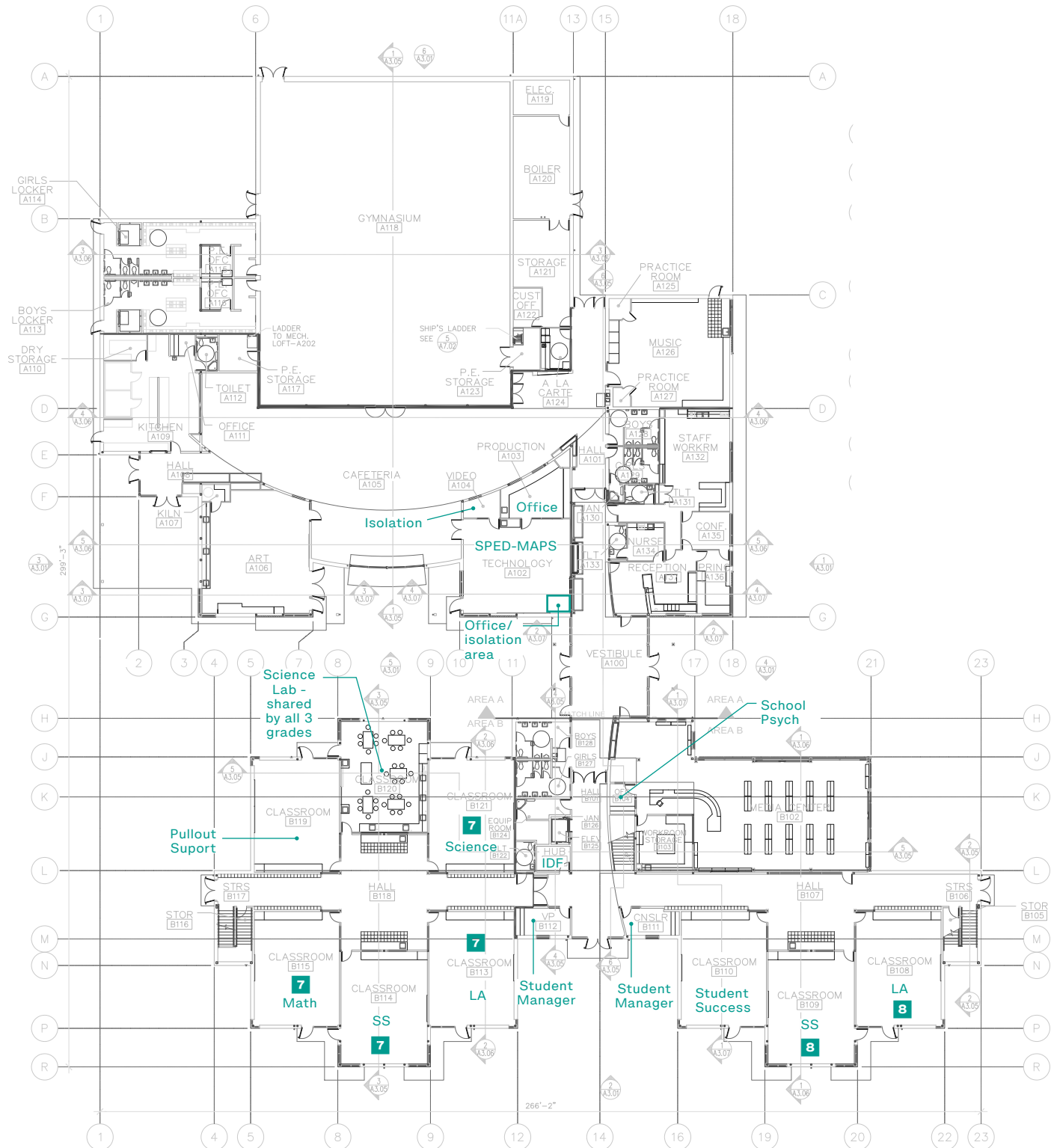
|   |     |
|---|-----|
| Teaching Station Capacity   | 435 |
| Building Overall Square Footage Capacity (55,990 sf. ft./151 sf. ft. per student) | 371 |

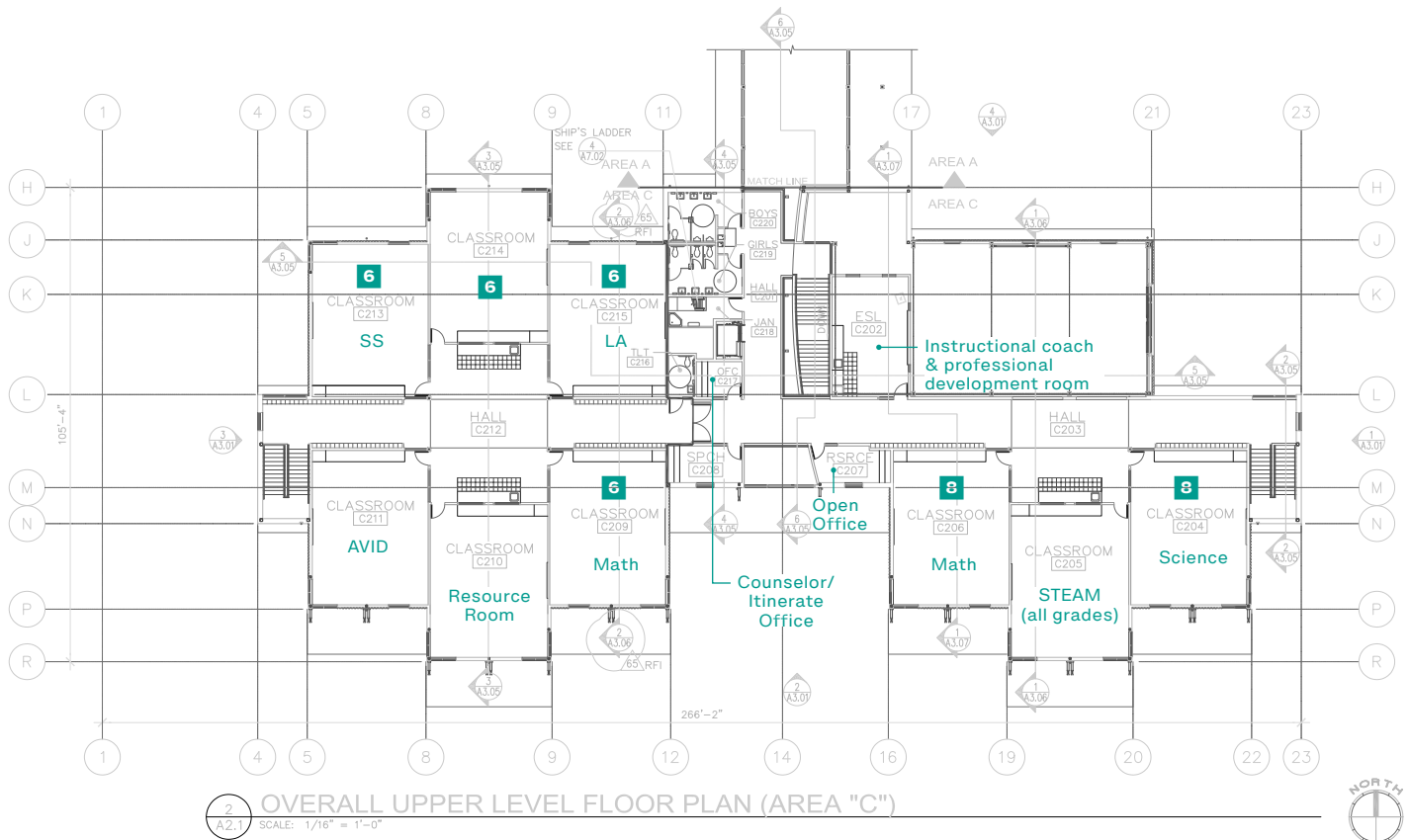
| Teaching Stations      | Quantity  | Class Size Goals | Capacity at 100% Use | Current Utilization | Adjusted Capacity | Location |
|------------------------|-----------|------------------|----------------------|---------------------|-------------------|----------|
| General Classrooms     | 13        | 28               | 364                  | 0.83                | 303               |          |
| SPED                   | 1         | 12               | 12                   | 1.00                | 12                |          |
| Music (Band and Choir) | 1         | 40               | 40                   | 0.83                | 33                |          |
| Art Classrooms         | 1         | 28               | 28                   | 0.83                | 23                |          |
| Science and STEAM Labs | 1         | 28               | 28                   | 0.83                | 23                |          |
| PE Gymnasium           | 1         | 40               | 40                   | 1.00                | 40                |          |
| <b>TOTAL</b>           | <b>18</b> |                  | <b>512</b>           |                     | <b>435</b>        |          |

| Special Use: Classrooms spaces for support or pull-out programs | Quantity | Notes  |
|---|----------|--|
| Resource Room   | 1        |  |
| Science Lab   | 1        | Lab used as pull-out support for the science classroom and is shared by science teachers |
| Advancement Via Individual Determination (AVID) Room            | 1        |  |
| Student Success Room  | 1        |  |
| <b>TOTAL</b>  | <b>4</b> |  |

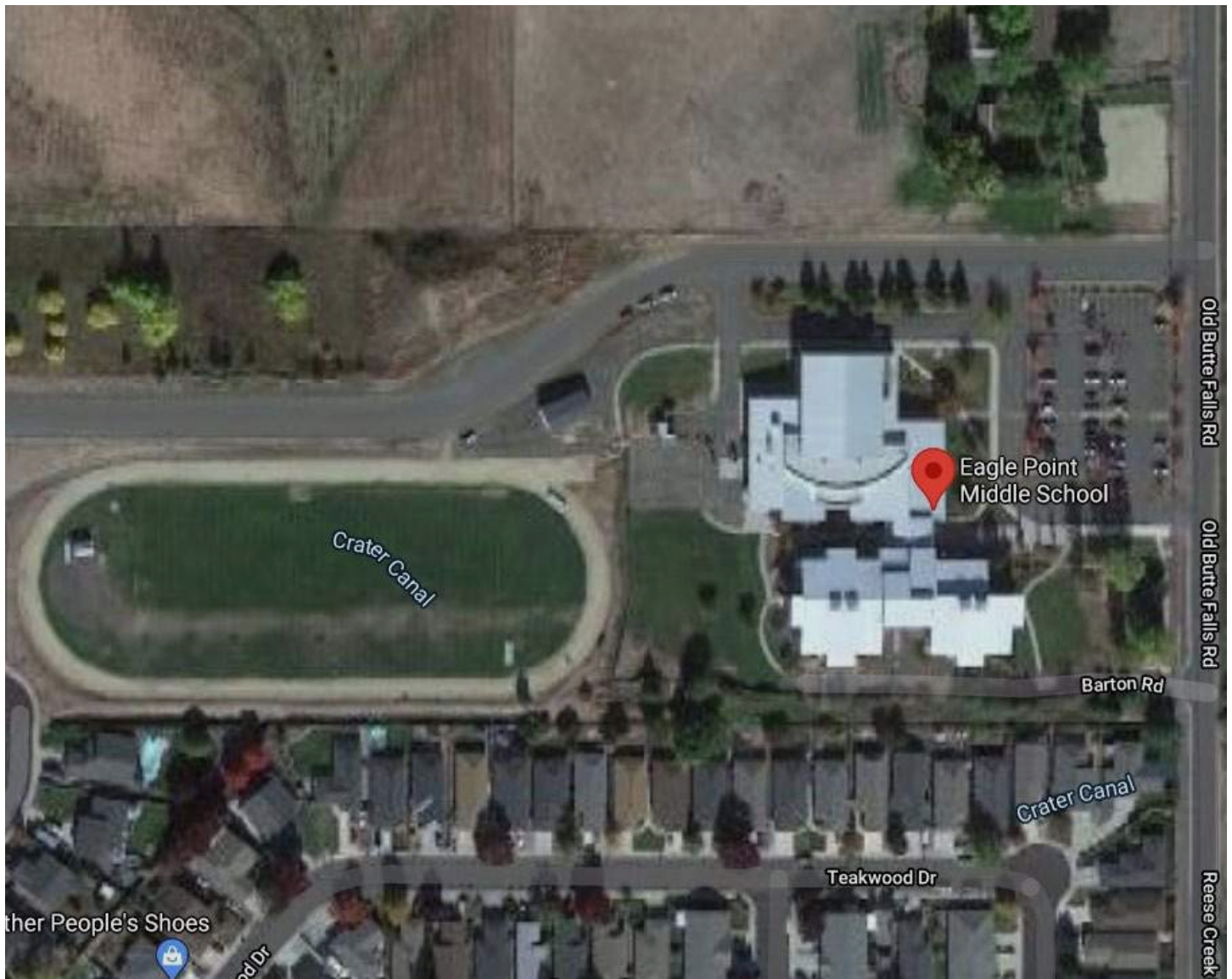
## SCHOOL PLAN MARKUPS AND AERIAL

### Eagle Point Middle School









# EDUCATIONAL ADEQUACY SUMMARY OF FINDINGS

## EAGLE POINT HIGH SCHOOL



### EDUCATIONAL PROGRAM SUPPORT

The high school building is antiquated, has had many remodels and retrofits over the years, and has many of the challenges inherent in a building its age: classrooms are small and inconsistent sizes, many classrooms are buried in the building with no access to daylight, circulation paths are winding and indirect, and there are classrooms that you must walk through to get to other classrooms.

Science labs are original from the 70's and have functional challenges. Band and choir rooms do not meet the needs of the programs.



CTE programs utilize many areas of the site including greenhouses, large covered areas, and auto storage. The agricultural department has three greenhouses and a barn. Mechanics and manufacturing has a partially covered outdoor area that works well but the program would like to expand. The welding areas are difficult to supervise and should be upgraded.



This school will be where the dual-language students matriculate and will need to provide space for that program in three years. There are robust Pathways, MAPS and PALS special education programs offered at this school, but the building wasn't originally designed to include support spaces for these types of programs. A fully outfitted life skills room, SPED restroom, sensory and other de-escalation rooms, and OT/PT room are all desired.

### EDUCATIONAL ENVIRONMENTS

System infrastructure, especially plumbing, ventilation, heating, and cooling, feel inadequate to building users. There are also concerns from users about pest control issues in the building. There is very little access to daylight, even those classrooms that are on exterior walls have very small windows. Many rooms, including offices, were created by subdividing large open areas. As a result, acoustics are a real issue, especially



where confidential conversations are needed. All students have access to lockers, but they are not really used. Instead, teachers have added hooks in the classrooms for students to hang their book bags. General storage in the classrooms varies greatly, many classrooms don't have any built-in storage at all.

There is no single space for teacher collaboration to happen effectively. Staff meetings occur in the cafeteria and gym.

“  
**It is a big impact on school culture that teachers do not have a place to eat together.**

Heather Marinucci, Principal

## RELATIONSHIP OF EDUCATIONAL SPACES

Because the school was originally designed with open-concept classrooms, there are many abnormalities that have resulted by subdividing classrooms into separate spaces. There are some classrooms that cannot be accessed from a hallway and are only accessible by walking through another classroom. Many rooms are now buried within the building without any access to windows or daylight. The fifth science class is held in an unused ceramics classroom in the arts wing and not located near the science suite that includes the four other science labs. The building can be described as a “rabbit warren” and poses supervision and functional challenges.

## SUPPORT SPACE FUNCTIONALITY

The cafeteria is also the performing arts venue and has very little backstage support spaces for performances.

“  
**It does not instill pride in our great music programs.**

Heather Marinucci, Principal

There is a greater need for a college and career center for students. The “large group room” in the current media center is an old lecture hall that can seat about 150 people. It would be perfect for college and career presentations. There is no place for teachers to gather, eat together, or collaborate. This has a major

impact on school culture. Boy/girl locker facilities are not equitable, posing possible Title IX issues, and are very old. Students do not use the locker rooms and the athletic community is embarrassed to bring visiting teams into those locker rooms from elsewhere in the state. The auxiliary gym is too small to hold competitions, and there is no space for bleacher seating. There is one turf field. It would be great to also have turf soccer as a community resource. The football stadium is not covered, but the baseball stadium is one of the nicest in the state.

The administrative offices have been remodeled many times and are a complex series of small rooms with little acoustic privacy. There is a large health clinic that currently uses much of the front office space. The clinic should have a separate entry. It is currently accessed via the main entry reception area of the school, making school security difficult. There is no conference room in the building for meetings with families. Classrooms are used instead.

## HEALTHY, SAFE, AND WELCOMING

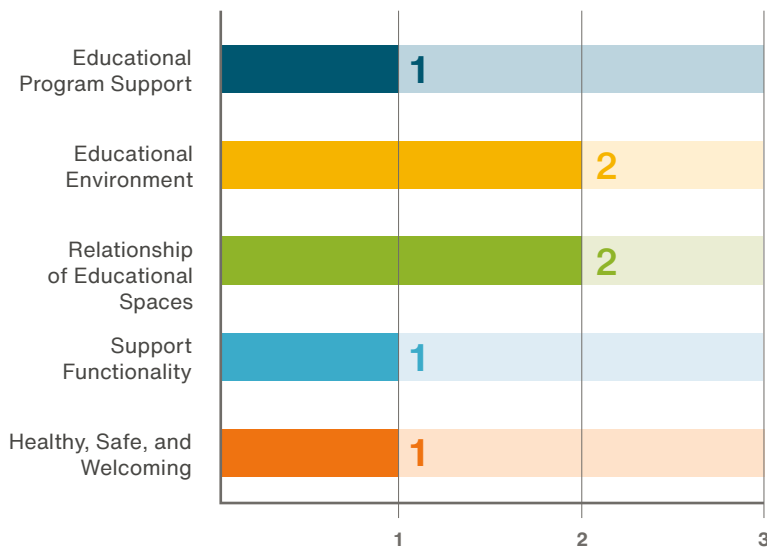
This is an open campus, many students head offsite for dining. There are not enough places for students to gather and feel ownership. The eagle center is a place that could be upgraded to be more student-centered, where they can access counseling, help choose courses, get access to services, etc. Site security is challenging and vehicular circulation is problematic. There is a traffic jam during morning dropoff.

There is a general lack of restrooms in the building, for students and staff. The cameras work well and have been recently upgrade, but the intercom system is original to the building and not functional.



# EDUCATIONAL ADEQUACY RATING

## Eagle Point High School





## CAPACITY ANALYSIS

### Eagle Point High School

April 2021

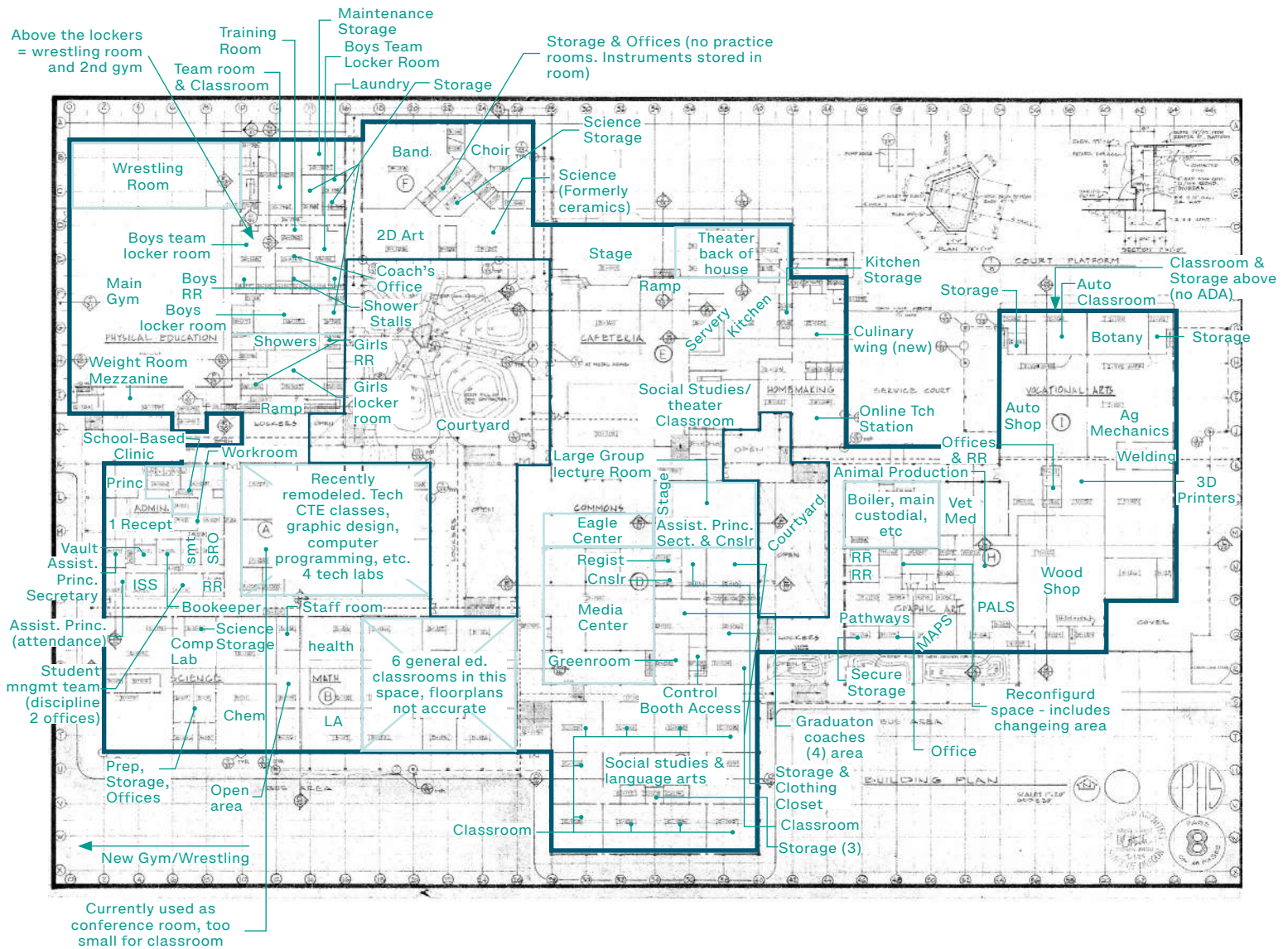
| Summary  |       |
|--|-------|
| Teaching Station Capacity - Main Building and Outbuilding                          | 1,432 |
| Building Overall Square Footage Capacity (200,395 sf. ft./180 sf. ft. per student) | 1,113 |

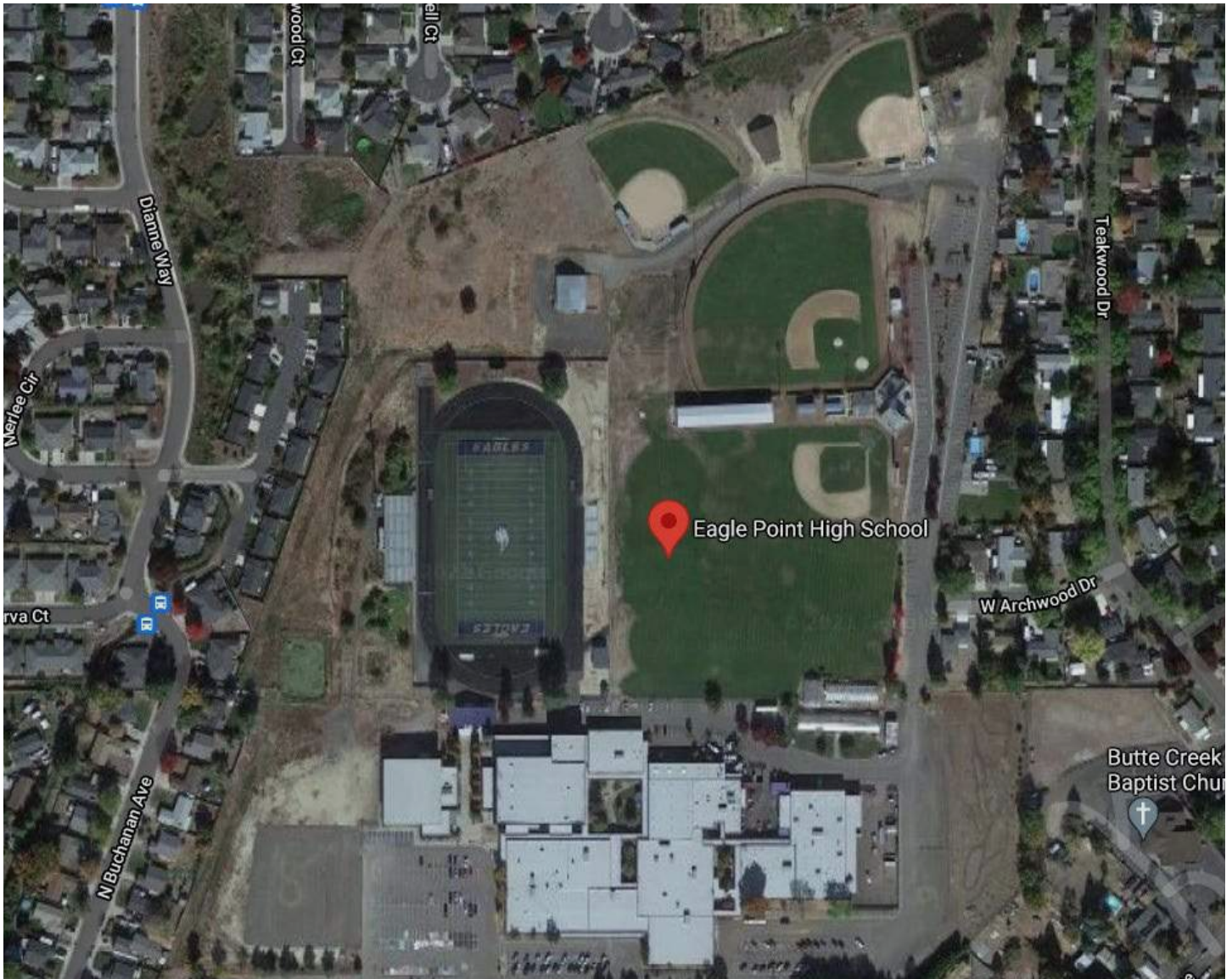
| Teaching Stations                                      | Quantity  | Class Size Goals | Capacity at 100% Use | Current Utilization | Adjusted Capacity | Location   |
|--|-----------|------------------|----------------------|---------------------|-------------------|--|
| General Classrooms                                     | 25        | 28               | 700                  | 0.83                | 583               |  |
| SPED   | 3         | 12               | 36                   | 1.00                | 36                |  |
| Science Labs   | 5         | 28               | 140                  | 0.83                | 117               | One former ceramics classroom converted to a 5th science lab               |
| Music and Performing Arts                              | 2         | 40               | 80                   | 0.83                | 66                |  |
| Art Classrooms   | 1         | 28               | 28                   | 0.83                | 23                |  |
| CTE Labs (Agriculture, Auto, Culinary, Graphic Design) | 14        | 28               | 392                  | 0.83                | 327               |  |
| PE Gymnasium/ Wrestling/ Weight Rooms                  | 7         | 40               | 280                  | 1.00                | 280               | Including gym/weight room in outbuilding and wrestling rooms in mezzanines |
| <b>TOTAL</b>   | <b>57</b> |                  | <b>1,656</b>         |                     | <b>1,432</b>      |  |

| Special Use: Classrooms spaces for support or pull-out programs | Quantity | Notes  |
|---|----------|--|
|   |          | All available teaching stations are fully utilized as classrooms |
| <b>TOTAL</b>  | <b>0</b> |  |

## SCHOOL PLAN MARKUPS AND AERIAL

### Eagle Point High School







# EDUCATIONAL ADEQUACY SUMMARY OF FINDINGS

## UPPER ROGUE CENTER FOR EDUCATIONAL OPPORTUNITY (URCEO)



### EDUCATIONAL PROGRAM SUPPORT

URCEO is the district's "Opportunity" high school option and is housed in an old church. Groups of about 25 students visit the school twice a day and are in one of two educational tracks: GED or diploma.

The district's on-site location for the virtual school program is also housed here and operated by the URCEO administrative staff. The virtual school has grown significantly during the COVID-19 pandemic. There is a desire to bring some middle school groups on site a few times a week for mentoring. These students would need to be separated from the URCEO high schoolers and have their own exterior entry and restroom facilities.



### EDUCATIONAL ENVIRONMENTS

The "big room" is where students have the most ownership, the lighting is great since it was the original church. The learning lounge should be more welcoming where, teachers can support students, and families can access the resources they need. The science room can get really cold and there is little ventilation in the learning lounge. Space heaters are used, but no fresh air is circulated. Acoustics are a major challenge in every room.



### RELATIONSHIP OF EDUCATIONAL SPACES

There are enough spaces to meet the current needs and population size of the URCEO. If the virtual school program grows as it is expected to in future years, there may be a need to expand spaces to accommodate any on-site mentoring or project-based activities for those students. The younger online learners need to be separated from the URCEO high school students, so it will be important to consider these future needs.

### SUPPORT SPACE FUNCTIONALITY

The main office and reception is functional and has enough space, but acoustic privacy is a challenge. The partition walls built to subdivide the space are not full height. There is a major need for additional restrooms. There are currently only two restrooms in the building, and because students are only allowed to be in the restrooms one at a time for safety issues, this poses a major challenge to meet the needs of the population.



One additional single-occupant restroom would be highly beneficial. Because this building is located in town on a small lot, parking is a major challenge.

### HEALTHY, SAFE, AND WELCOMING

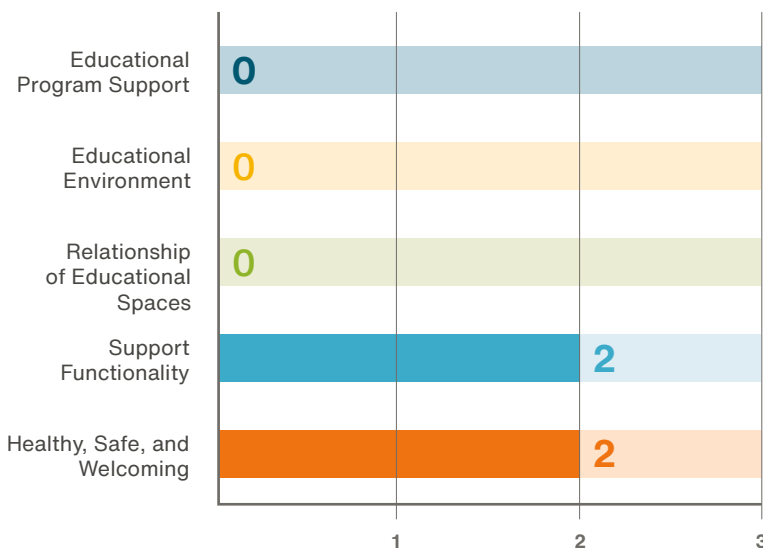
Because of the unique program and population of this school, there is a desire to upgrade spaces to be more welcoming and inclusive: outdoor seating and tables at the entry, upgrades to the learning lounge to be more inviting for families, flexible and comfortable furniture for students in the “big room” where students spend much of their time and feel the most ownership, more appropriate classroom furniture in the instructional areas (current furniture has been “hand-me-downs” from other schools in the district).

There are no major accessibility challenges. There is no buzzer or intercom/PA system at this school. The front entry is not very welcoming or visible to visitors.



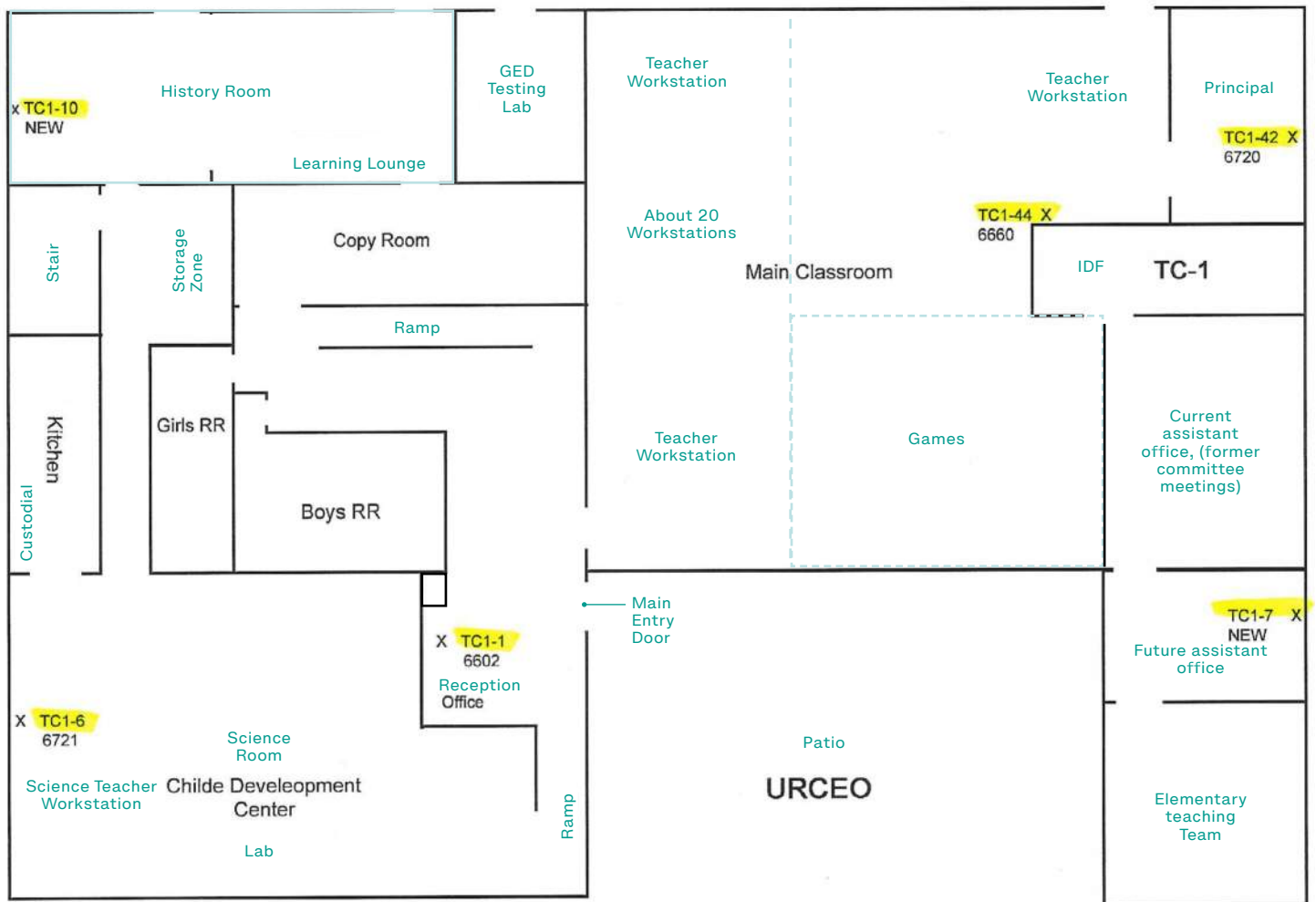
## EDUCATIONAL ADEQUACY RATING

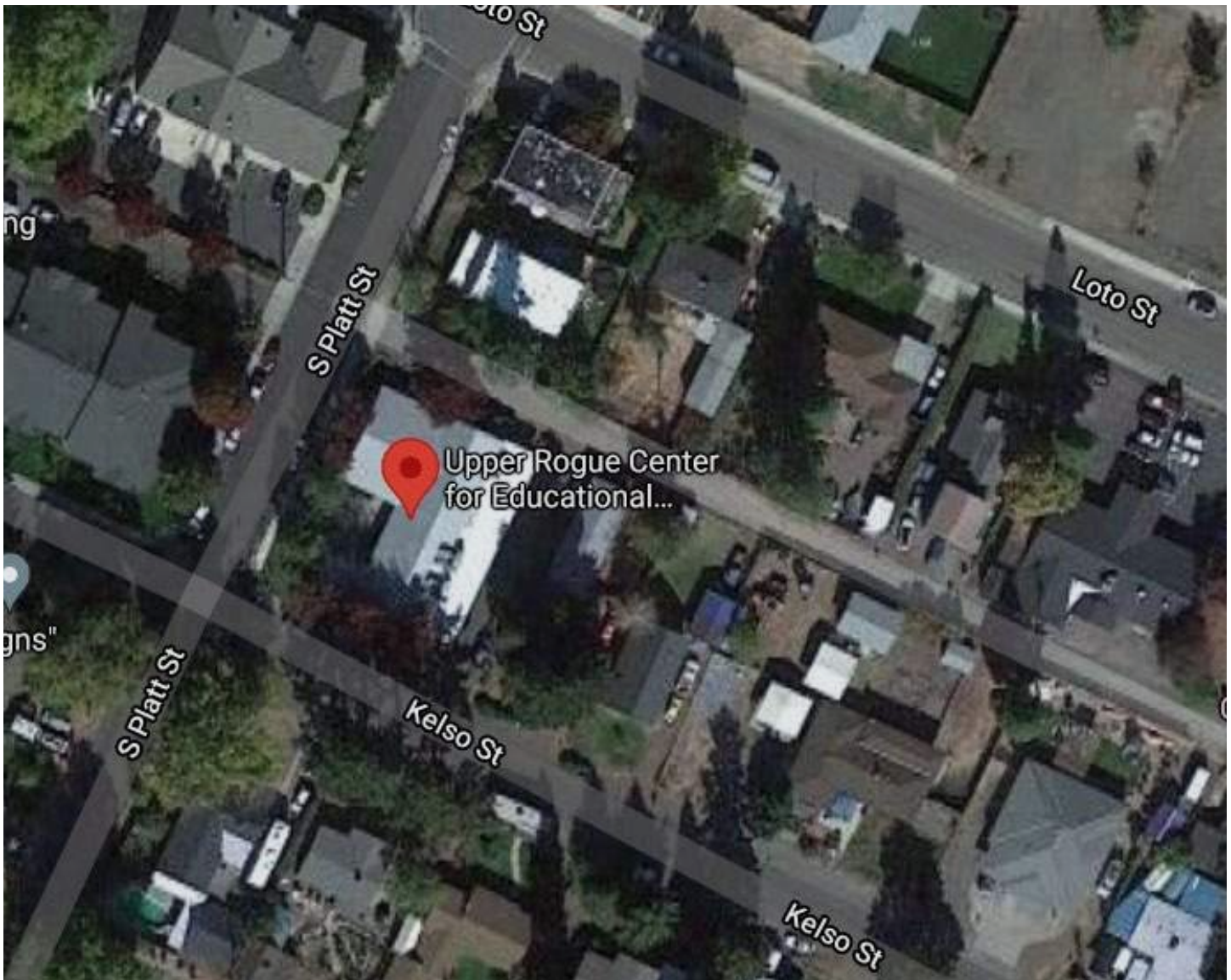
### Upper Rogue Center for Educational Opportunity



## SCHOOL PLAN MARKUPS AND AERIAL

### Upper Rogue Center for Educational Opportunity





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