

EXHIBIT K

INTRODUCTION

PURPOSE AND INTENT OF THE PUBLIC SCHOOL FACILITIES ELEMENT

The Public School Facilities Element (PSF) establishes the public school concurrency system requirements, including an adopted level of service (LOS) standard for public schools and procedures for establishing a long-term concurrency management system to achieve and maintain the adopted LOS. School concurrency requires coordinated school planning among the County, the School District and the municipalities within Clay County to ensure that public school capacity needs are met and that the public school facilities, necessary to achieve and maintain the adopted level of service for schools, are in place before or concurrent with the school impacts of new residential development.

The PSFE focuses on coordinated planning among the School District, County and local governments to accommodate future student growth needs in the public school system. The PSF addresses school level of service; school utilization; school proximity and compatibility with residential development; availability of public infrastructure; colocation opportunities; and financial feasibility.

Within Clay County, the local governments participating in school concurrency are Clay County, the Town of Orange Park, the City of Green Cove Springs and Keystone Heights, (hereinafter referred to as “Local Governments”). The fourth municipality in the County, the Town of Penney Farms, is exempt from school concurrency based on the criteria contained in 163.31777(3), F.S. At the time of its comprehensive plan’s evaluation and appraisal report, the Town of Penney Farms will determine if it continues to meet the criteria as an exempt municipality. If the School District plans a school to be constructed in the Town, it will then be required to adopt the school concurrency requirements.

PSF GOAL 1

To provide a public school system that offers a high quality educational environment, provides accessibility for all of its students, and ensures adequate school capacity to accommodate enrollment demand within a financially feasible School District Educational Facilities Plan (EFP).

PSF OBJ 1.1

No later than December 1 each year, the County shall annually adopt into its Capital Improvement Element that portion of the School Board's Educational Facilities Plan (EFP) providing a five-year schedule and long term schedule of capital improvements which include those necessary school capacity projects to address existing deficiencies and future needs to achieve and maintain the adopted level of service standard for public schools.

PSF POLICY 1.1.1

When the School Board transmits to the County the draft Tentative Educational Facilities Plan, the County shall review the plan for consistency with the comprehensive plan. Based upon the review, the County shall provide to the School Board written comments and recommendations regarding the timing and location of future schools and related County infrastructure.

PSF POLICY 1.1.2

The County shall, no later than December 1st of each year, incorporate into the Capital Improvements Element the "Summary of Capital Improvements Program" and "Summary of Estimated Revenue" tables from the School District's annually adopted Five-Year Educational Facilities Plan (EFP).

PSF POLICY 1.1.3

Local Governments, in conjunction with the School District, shall annually review the Public School Facilities Element and maintain a long-range public school facilities map series, including the planned general location of schools and ancillary facilities for the five-year planning period and the long-range planning period. The map series, included as Appendix A, shall include at a minimum maps showing:

- a. Existing public school facilities by type and location of ancillary plants.
- b. Public school facilities and ancillary plants generally planned for the five-year planning period.

The Future Land Use and Capital Improvements Elements shall be utilized for joint planning purposes in the selection of the general locations of new schools.

PSF POLICY 1.1.4

The Long-Term Concurrency Management System, which shall be annually updated to address the adopted LOS of schools identified in Table 1, shall be incorporated into the annually adopted Five-Year Educational Facilities Plan and included in the Capital Improvements Element in the "Summary of Capital Improvements Program" no later than December 1st of each year.

PSF OBJ 1.2 **Achieve and maintain adequate school facilities in Clay County by adopting a long-term concurrency management system to which, addresses school facility level of service and the need for correction of school facility deficiencies through the long-term planning period.**

PSF POLICY 1.2.1

The County hereby adopts 110 percent Level of Service (LOS) standard for each public school type in each School Concurrency Service Area (SCSA), based upon the lesser of total Florida Inventory of School Houses (FISH) capacity or core cafeteria capacity.

PSF POLICY 1.2.2

The County recognizes the School District's Long-Term Concurrency Management System (LTCMS) established to provide the necessary enrollment relief required to achieve and maintain the adopted LOS for public schools. The LTCMS achieves the adopted LOS through school year 2025-26.

PSF POLICY 1.2.3

The County hereby adopts the School Board's public school attendance boundaries, as the School Concurrency Service Areas (SCSA). The SCSAs will be amended no later than December 1st of each year pursuant to Policy 1.2.4.

PSF POLICY 1.2.4

The County and the School District, shall utilize the following procedures for modifying SCSAs:

- a. The School District will transmit a proposed SCSA modification with data and analysis to support the change to the Local Governments and the Oversight Group. Any proposed change to the SCSAs shall require a demonstration by the School District that the change complies with the public school LOS standard and that utilization of school capacity is maximized to the greatest extent possible.
- b. Local Governments and the Oversight Group will review the proposed modification and send their comments to the School District within 45 days of receipt of the proposed change.
- c. The modification of the SCSAs shall be effective upon adoption by the School Board. The County shall amend its SCSA map series in the Data and Analysis to include the new SCSAs no later than 45 days following School Board adoption. The new SCSAs shall serve as the basis for determination of available capacity upon adoption by the School Board.

PSF POLICY 1.2.5

The Local Governments in conjunction with the School District shall observe the following process for changes in the use of schools:

- a. At such time as the School District determines that a change in the school facility type or use is appropriate, the School District shall transmit the proposed changes with supporting data and analysis for the changes to the Local Governments.
- b. Local Governments will review the proposed changes and send their comments to the School District within 45 days of receipt of the proposed change.
- c. The change in facility utilization shall become effective upon final approval of the new use of the school by the School Board.

PSF OBJ 1.3

Ensure a school concurrency evaluation is performed by the Clay County School District for all non-exempt residential development, in order to verify new students can be accommodated within the adopted level of service as measured within each SCSA for adequate school facility capacity.

PSF POLICY 1.3.1

The County shall not approve any non-exempt residential development applications for rezoning, preliminary plat, site plan or their functional equivalents until the School District has issued a School Concurrency Reservation Letter (SCRL) verifying available capacity.

PSF POLICY 1.3.2

The County shall consider the following residential uses exempt from the requirements of school concurrency:

- a. All single family lots of record at the date the adopted Public School Facilities Element becomes effective.
- b. Any subdivision of land created pursuant to the County or City Land Development Regulations that does not require the recording of a Plat.
- c. Any Development of Regional Impact for which a development order was issued prior to July 1, 2005 or for which a Development of Regional Impact application has been submitted prior to May 1, 2005.
- d. Any new residential development that has a preliminary plat or site plan approval or the functional equivalent for a site-specific development order prior to the date the adopted Public School Facilities Element becomes effective.
- e. Any amendment to any previously approved residential development, which does not increase the number of dwelling units or change the type of dwelling units (single-family to multi-family, etc.).
- f. Any age restricted community with no permanent residents under the age of 18. Exemption of an age restricted community shall be subject to a restrictive covenant limiting the age of permanent residents to 18 years and older.

PSF POLICY 1.3.3

The County, through its land development regulations, shall establish a school concurrency review process for all residential projects (seeking site plan, plat, or the functional equivalent) that are not exempt under Policy 1.3.2. The minimum process requirements are described below:

- a. A residential development application is submitted to the County, which includes a Concurrency Application for review by the School District.
- b. The County determines application is complete for processing and shall transmit the Concurrency Application to the School District for review.
- c. The School District shall review applications for available capacity and issue a School Concurrency Reservation Letter (SCRL) to the County:
 1. If capacity is available within the affected SCSA, the School District shall issue a SCRL verifying available capacity.
 2. If capacity is not available within the affected SCSA, contiguous SCSAs are reviewed for available capacity.
 3. If capacity is available in the contiguous SCSAs, the School District shall issue a SCRL verifying available capacity in the adjacent SCSA.
 4. If capacity is not available in the contiguous SCSAs, the School District shall issue a School Concurrency Deficiency Letter (SCDL) indicating that capacity is not available to accommodate the proposed development.

PSF POLICY 1.3.4

The School District, in conjunction with the County, shall review developer proposed proportionate share mitigation proposals which will add the school capacity required to satisfy the impacts of a proposed residential development during a 90-day negotiation period. Mitigation options, considered by the School District, may include but are not limited to:

- a. Contribution of land and/or a monetary payment in conjunction with the provision of additional school capacity; or
- b. Provision of additional student stations through the donation of buildings for use as a primary or alternative learning facility; or
- c. Provision of additional student stations through the renovation of existing buildings for use as learning facilities; or
- d. Construction of permanent student stations or core capacity; or
- e. Construction of a school in advance of the time set forth in the School District's EFP; or
- f. Construction of a charter school designed in accordance with School District standards, providing permanent capacity to the District's inventory of student stations. Use of a charter school for mitigation must include provisions for its continued existence, including

but not limited to the transfer of ownership of the charter school property and/or operation of the school to the School Board.

PSF POLICY 1.3.5

The County shall, upon acceptance by the School Board of a mitigation agreement, enter into an enforceable binding agreement with the School District and the developer, and the School District shall issue a SCRL. Failure to reach agreement shall result in the issuance of a SCDL indicating that there is no available capacity to service the development.

PSF POLICY 1.3.6

The County shall be responsible for notifying the School District when a residential development has received a Concurrency Reservation Certificate (CRC), and/or when the development order for the residential development expires or is revoked. In cases of expiration or revocation, the existing SCRL is forfeited.

PSF OBJ 1.4

The Local Government or County shall coordinate with the School District to ensure that all new public schools will be located to serve as community focal points, proximate to existing and proposed residential areas they will serve and, to the extent possible, will be co-located with other compatible public facilities, such as parks, libraries, and community centers, and are located consistent with the appropriate jurisdiction's future land use map designation. The coordination will include planning to ensure safe access to schools with needed supporting infrastructure, including sidewalks, bicycle paths, turn lanes, signalization.

PSF POLICY 1.4.1

The County shall encourage the location of schools near residential areas by:

- a. Assisting the School District in the identification of funding and/or construction opportunities (including developer participation or County capital budget expenditures) for sidewalks, traffic signalization, access, water, sewer, drainage and other infrastructure improvements consistent with the obligations identified in the Public Schools Interlocal Agreement (PSILA).
- b. Reviewing and providing comments on all new proposed school sites consistent with the PSILA.
- c. Allowing schools within all land use categories, except industrial and mining, consistent with the PSILA.

PSF POLICY 1.4.2

The County, in conjunction with the School District, shall seek opportunities to co-locate public facilities with schools, such as parks, libraries, and community centers, as the need for these facilities is identified.

PSF POLICY 1.4.3

The County, in conjunction with the School District, shall jointly determine the need for and timing of on-site and off-site improvements necessary to support a new school.

PSF POLICY 1.4.4

The County shall enter into an agreement with the School Board identifying the timing, location, and the party or parties responsible for constructing, operating, and maintaining off-site improvements necessary to support a new school.

PSF POLICY 1.4.5

The County hereby designates the Oversight Group as the monitoring group for coordinated planning and school concurrency in Clay County.

PSF POLICY 1.4.6

The Local Governments in conjunction with the School District shall identify issues relating to public school emergency preparedness, such as:

- a. The determination of evacuation zones, evacuation routes, and shelter locations.
- b. The design and use of public schools as emergency shelters.
- c. The designation of sites other than public schools as long-term shelters, to allow schools to resume normal operations following emergency events.

Definitions

Applicant or Developer or Owner means any individual, corporation, business trust, estate trust, partnership, association, two or more persons who have a joint or common interest, governmental agency, or any other legal entity, which has submitted an Application for a Concurrency Reservation Certificate.

Application means an application presented to the County containing the information required pursuant to this Ordinance.

Concurrency Reservation Certificate the official document issued to the applicant by the Director or the Director's Designee upon receipt of the School Concurrency Reservation Letter by the School District.

Concurrency Service Area or CSA is the geographical area in which the level of service is measured when an application for residential development is reviewed for school concurrency purposes.

Core Cafeteria Capacity means the total number of student stations allocated for the cafeteria, which is the cafeteria plus any contiguous multi-purpose area combined.

Development Proposal means an application for any approval of the following types of residential development, or a phase thereof or amendments thereto: final plat approval for single-family or townhome development, construction plan approval for multifamily (apartments and condos) development, or the functional equivalent thereof.

Development Review Table a schedule maintained by the School District and the County that tracks the availability of School Capacity over time.

Director means the Director of Planning and Zoning.

Dwelling Unit means a room or rooms connected together, constituting a separate, independent housekeeping establishment for a family, for owner occupancy or rental or lease on a weekly, monthly, or longer basis, and physically separated from any other rooms or dwelling units which may be in the same structure, and containing sleeping, sanitary, and kitchen facilities.

Educational Facilities Plan (EFP) The School District's annual comprehensive capital planning document, that includes long range planning for facility needs over a five-year, ten-year and twenty-year planning horizon, which includes the Five-Year Facility Work Plan which is annually adopted by Clay County School Board, County and municipalities for school concurrency.

Existing Public School Facilities Public School Facilities that are already constructed and operational at the time that the School District Designee makes a finding regarding School Capacity.

Finding of Available School Capacity a determination by the School District Designee that Public School Concurrency exists, based on the projected impacts of the Development Proposal.

Florida Inventory of School Houses (FISH) Capacity the report of the permanent and relocatable capacity of existing public school facilities. The FISH capacity is the number of students that may be housed in a facility (school) at any given time based on a percentage (100% elementary, 90% middle and 95% high) of the total number of existing student stations and a designated size for each program.

Full-Time Equivalent (FTE) Student Count – Fall Semester A fall semester count of all “full-time equivalent” students, pursuant to Chapter 1011.62, F.S.

Level of Service the comparison of public school enrollment to School Capacity in a given Concurrency Service Area.

Level of Service Standard (LOS Standard) the Level of Service applied to Concurrency Service Areas that are adopted in the Public Schools Interlocal Agreement (PSILA) and the Public Schools Facilities Element for each level or type of Public School Facility.

Long-Term Concurrency Management System (LTCMS) a ten-year plan established to provide the necessary enrollment relief required to achieve and maintain the adopted LOS for public schools.

Oversight Group a group established to review Educational Facilities Plans and to assess the effectiveness of Joint School Planning and School Concurrency and comprised of at a minimum, the County Planning and Zoning Director, the Concurrency Manager, the Facilities Director (school), the Planner (school), Budget Director representatives from the county and Orange Park, a Northeast Regional Council representative and community representatives.

Planned Public School Facilities Public School Facilities in the School District’s Work Program that will be in place or under actual construction within three (3) years after the approval of the Development Proposal.

Proportionate Share Mitigation a developer improvement or contribution identified in a binding and enforceable agreement between the Developer, the School Board and the local government with jurisdiction over the approval of the development order to provide compensation for the additional demand on deficient public facilities created through the residential development of property, as set forth in Section 163.3180 F.S.

Public School Concurrency as provided in Section 163.3180, F.S., a finding that the necessary Public School Facilities to maintain Level of Service Standards are in place or are scheduled in the Work Program to be under actual construction within three (3) years of approval of a Development Proposal.

Public School Facilities public school buildings provided by the School District, as defined by the most current edition of the Florida Inventory of School Houses (FISH), published by the Florida Department of Education, Office of Educational Facilities, or land for a Public School Facility.

Public Schools Interlocal Agreement (PSILA) (entitled “Interlocal Agreement for Coordinated Planning, Public Educational Facility Siting and Review and School Concurrency in Clay County” and included in the Appendix) the interlocal agreement between the County, non-exempt municipalities, and the School District, pursuant to Section 163.31777, F.S. which establishes standards and procedures for a coordinated, uniform Public School Concurrency program throughout Clay County and which coordinates the provision of Level of Service Standards for Public School Facilities.

School Board the governing body of the School District of Clay County, a body corporate pursuant to Section 1001.41, F.S.

School Capacity the demand that can be accommodated by a Public School Facility at the Level of Service Standard, as determined by the School District.

School Concurrency Application an application for the School District to make a Finding of Available School Capacity and issue a School Concurrency Reservation Letter.

School Concurrency Deficiency Letter (SCDL) a determination by the School District Designee that Public School Concurrency has not been achieved, based on the projected impacts of the Development Proposal.

School Concurrency Reservation Letter (SCRL) a reservation of School Capacity made by the School District after a Finding of Available School Capacity. The reservation shall be indicated on the Development Review Table.

School District the School District of Clay County

School District Designee a person or committee designated to act on behalf of the School District, and to make determinations regarding whether Public School Concurrency has been achieved for School Concurrency Applications submitted to the School District by the Director.

Work Program a five-year Facility Work Plan that is financially feasible, as defined by state statute, and which is adopted by the School District and the County and incorporated into the Capital Improvement Element of the County's Comprehensive Plan. The Facility Work Plan itemizes Planned Public School Facilities and includes the following:

- 1) All Planned Public School Facilities, including new construction, expansions, and renovations that will create additional capacity, whether provided by the School District or through Proportionate Share Mitigation;
- 2) Existing and projected enrollment of Public School Facilities;
- 3) The year in which each Planned Public School Facility will be undertaken;
- 4) The source of funding for each Planned Public School Facility and the year in which the funding becomes available;
- 5) The capacity created by each Planned Public School Facility; and
- 6) Necessary data and analysis supporting the proposed Work Program.

Appendix

Table 1: Level of Service by School Type SY 2016/17 Through 2020/21

School Code	SCHOOL NAME	Total FISH Capacity	Core (Cafeteria + multipurpose area)	SY 16/17		SY 17/18		SY 18/19		SY 19/20		SY 20/21	
				Actual Enrollment 8/23/16	Utilization	COFTE Enroll.	Utilization	COFTE Enroll.	Utilization	COFTE Enroll.	Utilization	COFTE Enroll.	Utilization
Elementary School 2016-2021													
AES	Argyle Elementary	789	1352	737	93%	734	93%	726	92%	720	91%	720	91%
CEB	Charles E. Bennett Elementary	870	804	792	99%	789	98%	795	99%	803	100%	818	102%
CGE	Coppergate Elementary	747	1320	490	66%	488	65%	483	65%	478	64%	478	64%
CHE	Clay Hill Elementary	474	770	442	93%	440	93%	435	92%	432	91%	432	91%
DIS	Doctor's Inlet Elementary	732	735	673	92%	670	92%	663	91%	657	90%	657	90%
FIE	Fleming Island Elementary	912	1485	787	86%	784	86%	775	85%	768	84%	769	84%
GPE	Grove Park Elementary	512	925	473	92%	471	92%	466	91%	462	90%	462	90%
KHE	Keystone Heights Elementary	896	823	819	100%	816	99%	807	98%	800	97%	800	97%
LAE	Lake Asbury Elementary	970	1084	819	84%	837	86%	854	88%	861	89%	876	90%
LES	Lakeside Elementary	876	888	813	93%	810	92%	801	91%	794	91%	794	91%
MRE	McRae Elementary	550	1485	496	90%	494	90%	489	89%	484	88%	484	88%
MBE	Middleburg Elementary	650	1279	568	87%	566	87%	560	86%	555	85%	555	85%
MCE	Montclair Elementary	631	781	544	86%	542	86%	536	85%	531	84%	531	84%
OPE	Orange Park Elementary	504	565	484	96%	482	96%	477	95%	473	94%	473	94%
OVE	Oakleaf Village Elementary	1043	1362	913	88%	924	89%	929	89%	936	90%	951	91%
PES	R.M. Paterson Elementary	1018	1336	937	92%	972	95%	992	97%	983	97%	983	97%
POE	Plantation Oaks Elementary	1433	1362	1297	95%	1373	101%	1405	103%	1419	104%	1447	106%
ROE	RideOut Elementary	643	1320	489	76%	509	79%	519	81%	529	82%	544	85%
RVE	Ridgeview Elementary	565	776	521	92%	519	92%	513	91%	509	90%	509	90%
SBJ	S. Bryan Jennings Elementary	712	1086	479	67%	477	67%	472	66%	468	66%	468	66%
SLE	Shadowlawn Elementary	863	1362	693	80%	692	80%	687	80%	683	79%	685	79%
SPC	Swimming Pen Creek Elementary	530	1352	393	74%	391	74%	387	73%	384	72%	384	72%
TBE	Thunderbolt Elementary	1128	1353	969	86%	970	86%	963	85%	954	85%	954	85%
TES	Tynes Elementary	1004	1366	934	93%	971	97%	961	96%	952	95%	952	95%
WEC	W.E. Cherry Elementary	845	855	663	78%	660	78%	653	77%	647	77%	647	77%
WES	Wilkinson Elementary	810	1372	750	93%	747	92%	739	91%	732	90%	732	90%
R	Elementary "R"	0	0										
Y	Elementary "Y"	0	0										
	Total:	20707	29198	17975	87%	18125	88%	18087	87%	18014	87%	18104	87%

Table 1: continued

Junior High School 2016-21													
GCJ	Green Cove Springs Junior High	922	1750	803	87%	824	89%	859	93%	877	95%	866	94%
LAJ	Lake Asbury Junior High	1449	1747	1163	80%	1177	81%	1219	84%	1247	86%	1235	85%
LJH	Lakeside Junior High	1206	1263	827	69%	831	69%	852	71%	866	72%	851	71%
OLJ	Oakleaf Junior High (6-8)	1751	1568	1499	96%	1530	98%	1571	100%	1597	102%	1590	101%
OPJ	Orange Park Junior High	1062	1262	690	65%	693	65%	711	67%	723	68%	710	67%
WJH	Wilkinson Junior High	781	1108	713	91%	728	93%	747	96%	759	97%	746	96%
PP	Junior High "PP"												
Total:		7171	8698	5695	79%	5783	81%	5959	83%	6069	85%	5998	84%
High School 2016-21													
CHS	Clay High	1958	2179	1429	73%	1501	77%	1519	78%	1576	80%	1665	85%
FIH	Fleming Island High	2375	2485	2239	94%	2303	97%	2332	98%	2348	99%	2406	101%
MHS	Middleburg High	2407	1637	1748	107%	1800	110%	1822	111%	1834	112%	1881	115%
OPH	Orange Park High	2343	2818	1575	67%	1614	69%	1635	70%	1644	70%	1685	72%
RHS	Ridgeview High	2254	2299	1624	72%	1669	74%	1689	75%	1700	75%	1742	77%
OLH	Oakleaf High	2459	2845	2400	98%	2528	103%	2560	104%	2609	106%	2720	111%
Total:		13796	14263	11015	80%	11415	83%	11557	84%	11711	85%	12099	88%
Combination / Other 2016-21													
BLC	Bannerman Learning Center	568	332	164	49%	168	50%	170	51%	171	52%	175	53%
KHHS	Keystone Heights High (7-12)	1399	2247	1232	88%	1255	90%	1276	91%	1287	92%	1302	93%
Total:		1967	2579	1396	71%	1423	72%	1446	74%	1459	74%	1477	75%
Grand Total:		43641	54738	36081	83%	36746	84%	37049	85%	37253	85%	37679	86%
GRAPH KEY													
		LOS Exceeds 100%											
		LOS Exceeds 110%											
		Indicates New Capacity											

Table 2: Level of Service by School Type SY 2021/22 Through 2025/26

School Code	SCHOOL NAME	Total FISH Capacity	Core (Cafeteria + Multipurpose area)	SY 21/22		SY 22/23		SY 23/24		SY 24/25		SY 25/26	
				COFTE Enroll.	Utilization	COFTE Enroll.	Utilization	COFTE enroll.	Utilization	COFTE Enroll.	Utilization	COFTE Enroll.	Utilization
Elementary School 2021-2026													
AES	Argyle Elementary	789	1352	726	92%	737	93%	749	95%	757	96%	769	97%
CEB	Charles E. Bennett Elementary	870	804	826	103%	837	104%	851	106%	861	107%	874	109%
CGE	Coppergate Elementary	747	1320	483	65%	490	66%	498	67%	503	67%	511	68%
CHE	Clay Hill Elementary	474	770	436	92%	442	93%	449	95%	454	96%	461	97%
DIS	Doctor's Inlet Elementary	732	735	663	91%	673	92%	684	93%	691	94%	702	96%
FIE	Fleming Island Elementary	912	1485	776	85%	786	86%	800	88%	808	89%	821	90%
GPE	Grove Park Elementary	512	925	466	91%	473	92%	481	94%	486	95%	494	96%
KHE	Keystone Heights Elementary	896	823	807	98%	818	99%	832	101%	841	102%	855	104%
LAE	Lake Asbury Elementary	970	1084	884	91%	897	92%	912	94%	922	95%	936	97%
LES	Lakeside Elementary	876	888	801	91%	812	93%	826	94%	835	95%	848	97%
MRE	McRae Elementary	550	1485	489	89%	496	90%	504	92%	509	93%	518	94%
MBE	Middleburg Elementary	650	1290	560	86%	568	87%	577	89%	583	90%	593	91%
MCE	Montclair Elementary	631	781	536	85%	544	86%	553	88%	559	89%	568	90%
OPE	Orange Park Elementary	504	565	477	95%	484	96%	492	98%	497	99%	505	100%
OVE	Oakleaf Village Elementary	1043	1362	960	92%	973	93%	990	95%	1000	96%	1016	97%
PES	R.M. Paterson Elementary	1018	1336	992	97%	1006	99%	1023	100%	1034	102%	1050	103%
POE	Plantation Oaks Elementary	1433	1362	1460	107%	1480	109%	1505	111%	1522	112%	1546	113%
ROE	RideOut Elementary	643	1320	549	85%	557	87%	566	88%	572	89%	581	90%
RVE	Ridgeview Elementary	565	776	513	91%	521	92%	529	94%	535	95%	544	96%
SBJ	S. Bryan Jennings Elementary	712	1086	472	66%	479	67%	487	68%	492	69%	500	70%
SLE	Shadowlawn Elementary	863	1362	691	80%	701	81%	712	83%	720	83%	732	85%
SPC	Swimming Pen Creek Elementary	530	1352	387	73%	393	74%	399	75%	404	76%	410	77%
TBE	Thunderbolt Elementary	1128	1353	963	85%	976	87%	993	88%	1004	89%	1020	90%
TES	Tynes Elementary	1004	1366	961	96%	975	97%	991	99%	1002	100%	1018	101%
WEC	W.E. Cherry Elementary	845	855	653	77%	663	78%	674	80%	681	81%	692	82%
WES	Wilkinson Elementary	810	1372	739	91%	750	93%	762	94%	770	95%	783	97%
R	Elementary "R"	0											
Y	Elementary "Y"	0											
Total:		20707	29209	18272	88%	18527	89%	18837	91%	19044	92%	19346	93%

Table 2: continued

Junior High School 2021-2026													
GCJH	Green Cove Springs Junior High	922	1750	854	93%	848	92%	844	92%	830	90%	814	88%
LAJH	Lake Asbury Junior High	1449	1747	1218	84%	1210	83%	1204	83%	1184	82%	1161	80%
LJH	Lakeside Junior High	1206	1263	840	70%	834	69%	829	69%	816	68%	800	66%
OLJH	Oakleaf Junior High (6-8)	1751	1568	1578	101%	1576	101%	1578	101%	1565	100%	1551	99%
OPJH	Orange Park Junior High	1062	1262	701	66%	696	66%	692	65%	681	64%	668	63%
WJH	Wilkinson Junior High	781	1108	736	94%	731	94%	727	93%	715	92%	701	90%
PP	Junior High "PP"		0										
Total:		7171	8698	5927	83%	5894	82%	5874	82%	5789	81%	5695	79%
High School 2021-2026													
CHS	Clay High	1958	2179	1686	86%	1692	86%	1691	86%	1651	84%	1620	83%
FIHS	Fleming Island High	2375	2485	2435	103%	2445	103%	2442	103%	2385	100%	2340	99%
MHS	Middleburg High	2407	1637	1905	118%	1912	117%	1910	117%	1865	114%	1830	112%
OPH	Orange Park High	2343	2818	1706	73%	1712	73%	1711	73%	1671	71%	1639	70%
RHS	Ridgeview High	2254	2299	1763	78%	1770	79%	1768	78%	1727	77%	1694	75%
OLHS	Oakleaf High School	2459	2845	2754	112%	2764	112%	2761	112%	2697	110%	2646	108%
Total:		13796	14263	12248	89%	12295	89%	12283	89%	11996	87%	11770	85%
Combination / Other 2021-2026													
BLC	Bannerman Learning Center	568	332	175	53%	176	53%	177	53%	176	53%	169	51%
KHHS	Keystone Heights High (7-12)	1399	2130	1302	93%	1308	94%	1309	94%	1306	93%	1254	90%
Total:		1967	2462	1477	75%	1484	75%	1485	76%	1482	75%	1423	72%
Student Total:		43641	54632	37924	87%	38200	88%	38479	88%	38311	88%	38234	88%
GRAPH KEY													
		LOS Exceeds 100%											
		LOS Exceeds 110%											
		Indicates New Capacity											

Figure 1

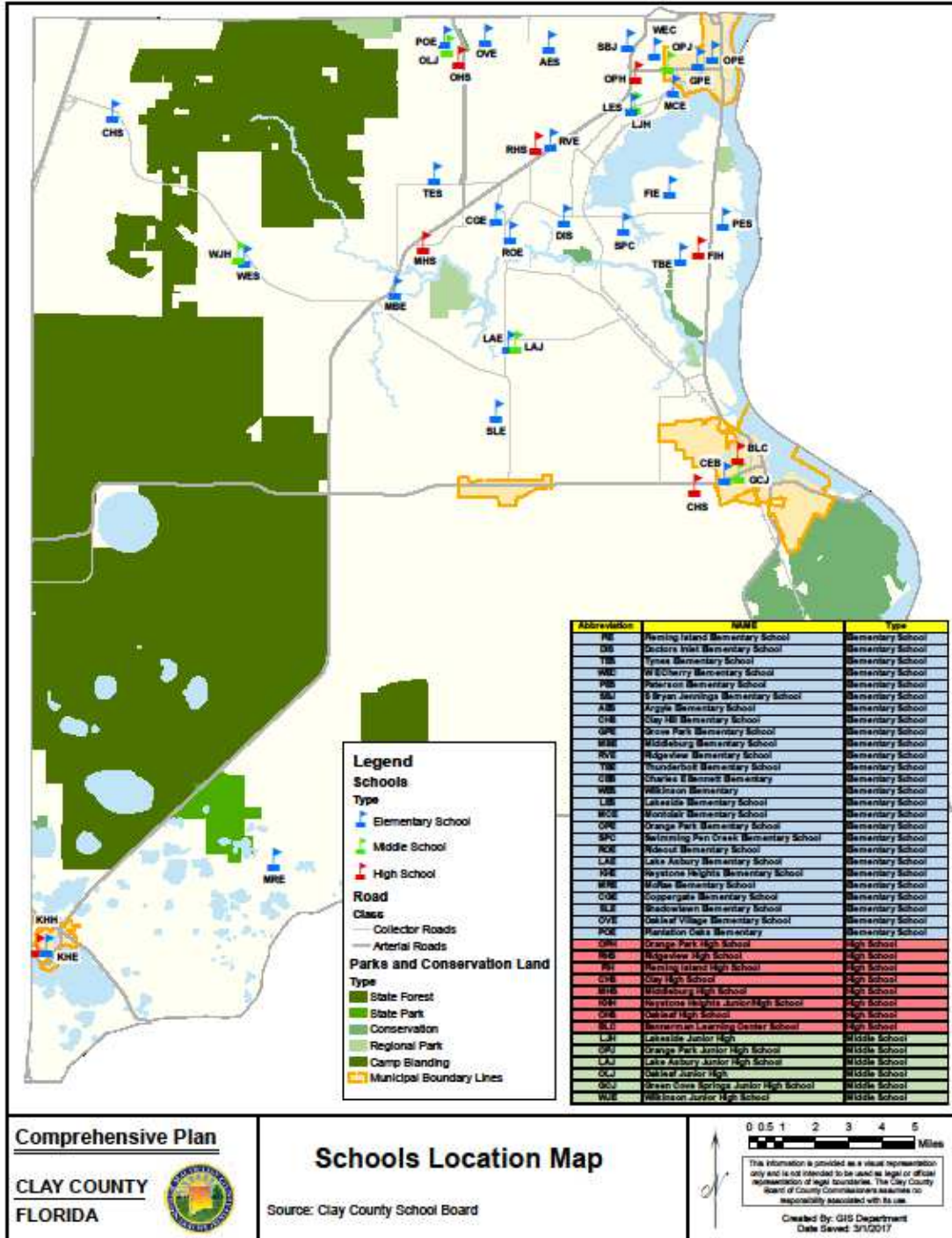


Figure 2

