

INTRODUCTION

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 Section 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:

- 1) Existing public school facilities by type and location of ancillary plants.
- 2) 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:

- 1) 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.

- 2) 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.
- 3) 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:

- 1) 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.
- 2) Local Governments will review the proposed changes and send their comments to the School District within 45 days of receipt of the proposed change.
- 3) 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:

- 1) All single-family lots of record at the date the adopted Public School Facilities Element becomes effective.

- 2) Any subdivision of land created pursuant to the County or City Land Development Regulations that does not require the recording of a Plat.
- 3) 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.
- 4) 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.
- 5) 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.).
- 6) 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:

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

- 1) Contribution of land and/or a monetary payment in conjunction with the provision of additional school capacity; or
- 2) Provision of additional student stations through the donation of buildings for use as a primary or alternative learning facility; or
- 3) Provision of additional student stations through the renovation of existing buildings for use as learning facilities; or
- 4) Construction of permanent student stations or core capacity; or
- 5) Construction of a school in advance of the time set forth in the School District's EFP; or
- 6) 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:

- 1) 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).
- 2) Reviewing and providing comments on all new proposed school sites consistent with the PSILA.
- 3) 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:

- 1) The determination of evacuation zones, evacuation routes, and shelter locations.
- 2) The design and use of public schools as emergency shelters.
- 3) 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.

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

TABLES AND FIGURES

Table 1. Level of Service by School Type SY 2024/25 Through 2028/29

Table 2. Level of Service by School SY 2028/29 Through 2032/33

Figure 1. Schools Location Map

Figure 2. Proposed Schools Location Map

Table 1 – Level of Service by School Type SY 2024/25 Through 2028/29

Table 1.7 Student Capacity For SY 2024/25 Thru SY 2028/29 (Based on DOE 6/2024 COFTE)

School Code	SCHOOL NAME	Total FISH Capacity	Core (cafeteria + multipurpose area)	SY 24/25		SY 25/26		SY 26/27		SY 27/28		SY 28/29	
				COFTE Enroll.	Utilization	COFTE Enroll.	Utilization	COFTE Enroll.	Utilization	COFTE Enroll.	Utilization	COFTE Enroll.	Utilization
Elementary School 2024-2028													
AES	Angyle Elementary	825	1352	823	100%	840	102%	858	104%	863	105%	869	105%
CEB	Charles E. Bennett Elementary	908	900	582	73%	580	72%	576	72%	602	75%	654	82%
CGE	Coppergate Elementary	725	1040	610	84%	615	85%	621	86%	632	87%	629	87%
CHE	Clay Hill Elementary	474	770	442	93%	441	93%	438	92%	435	92%	432	91%
DIS	Doctors Inlet Elementary	719	880	569	79%	567	79%	563	78%	559	78%	556	77%
DOE	Discovery Oaks Elementary	852	1400	951	112%	948	111%	942	111%	935	110%	929	109%
FIF	Fleming Island Elementary	890	1485	674	76%	672	75%	668	75%	663	74%	659	74%
GPE	Grove Park Elementary	512	925	418	82%	417	81%	414	81%	411	80%	409	80%
KHE	Keystone Heights Elementary	888	1050	897	94%	895	94%	890	93%	827	93%	823	93%
LAE	Lake Asbury Elementary *	970	1004	934	95%	1010	105%	1125	116%	1197	123%	1305	135%
LFS	Lakeside Elementary	676	880	769	88%	767	88%	762	87%	756	86%	752	86%
MRE	McRae Elementary	550	1485	558	101%	556	101%	552	100%	548	100%	545	99%
MbE	Middleburg Elementary	650	1270	560	86%	570	88%	593	91%	602	93%	610	94%
MCE	Mortgag Elementary	649	780	421	55%	420	55%	417	54%	414	54%	412	53%
OPE	Orange Park Elementary	504	560	479	95%	478	95%	475	94%	471	94%	469	93%
OVE	Oakleaf Village Elementary	1097	1362	1068	97%	1072	98%	1065	97%	1057	95%	1051	96%
PES	R.M. Paterson Elementary	1069	1330	887	84%	885	84%	881	84%	876	83%	871	83%
POE	Plantation Oaks Elementary	1004	1362	950	95%	957	95%	951	95%	944	94%	938	93%
ROE	Ridgeout Elementary *	683	1320	744	109%	766	112%	785	115%	800	117%	801	117%
RVE	Ridgeview Elementary	565	770	622	110%	620	110%	616	109%	611	108%	608	108%
SBJ	S. Bryan Jennings Elementary	676	1086	527	78%	525	78%	522	77%	518	77%	515	76%
SLE	Shadowlawn Elementary	845	1362	741	88%	749	89%	744	88%	751	89%	771	91%
SPC	Swimming Pen Creek Elementary	547	1352	400	60%	479	60%	476	67%	472	66%	469	66%
SPS	Spring Park Elementary	951	1362	705	93%	703	93%	699	92%	730	96%	763	93%
TBE	Thunderbolt Elementary	1110	1353	809	73%	807	73%	802	72%	796	72%	791	71%
TES	Tynes Elementary	1162	1360	1043	90%	1108	95%	1179	101%	1170	101%	1163	100%
WEC	W.E. Cherry Elementary	681	880	676	79%	674	78%	670	78%	665	77%	661	77%
WES	Wilkinson Elementary	758	1372	699	92%	697	92%	692	91%	687	91%	683	90%
Total:		22140	32592	19387	88%	19665	88%	19714	89%	19796	89%	19936	90%
* Does not reflect new classroom wings													
Junior High School 2024-2028													
GCJ	Green Cove Springs Junior High	972	1750	773	80%	769	79%	789	81%	818	84%	845	87%
LAJ	Lake Asbury Junior High *	1311	1747	1032	79%	1079	82%	1120	85%	1161	89%	1243	95%
LJH	Lakeside Junior High	1206	1263	912	76%	907	76%	930	77%	994	82%	1010	84%
OLJ	Oakleaf Junior High *	1474	1568	939	64%	933	63%	957	65%	992	67%	1009	68%
OPJ	Orange Park Junior High	1059	1262	780	74%	779	74%	783	74%	812	77%	826	78%
WJH	Wilkinson Junior High	758	1108	749	99%	755	100%	765	101%	793	105%	806	106%
Total:		6780	8898	5186	76%	5223	77%	5344	79%	5669	82%	5738	85%
* Does not reflect new classroom wings													
High School 2024-2028													
CHS	Clay High	1935	2180	1737	90%	1838	95%	1912	99%	1986	103%	2128	110%
FIH	Fleming Island High	2408	2480	1845	77%	1850	77%	1835	76%	1828	76%	1841	76%
MHS	Middleburg High	2377	2260	1832	81%	1869	83%	1875	83%	1868	83%	1881	83%
OPH	Orange Park High	2344	2810	1802	60%	1904	61%	1893	61%	1806	60%	1899	61%
RHS	Ridgeview High	2262	2290	1755	78%	1760	78%	1745	77%	1738	77%	1751	77%
OLH	Oakleaf High	2459	2845	2238	95%	2404	98%	2393	97%	2384	97%	2401	98%
Total:		13785	14855	11388	83%	11624	84%	11651	85%	11689	85%	11901	86%
Combination / Other 2024-2028													
BLC	Bannerman Learning Center	570	320	305	95%	305	95%	305	95%	305	95%	308	95%
KHHS	Keystone Heights High (7-12)	1383	2240	1117	81%	1118	81%	1121	81%	1133	82%	1144	83%
Total:		1953	2560	1423	73%	1423	73%	1426	73%	1438	74%	1452	74%
Grand Total:		44658	58715	37384	84%	37835	85%	38135	85%	38492	85%	39028	87%

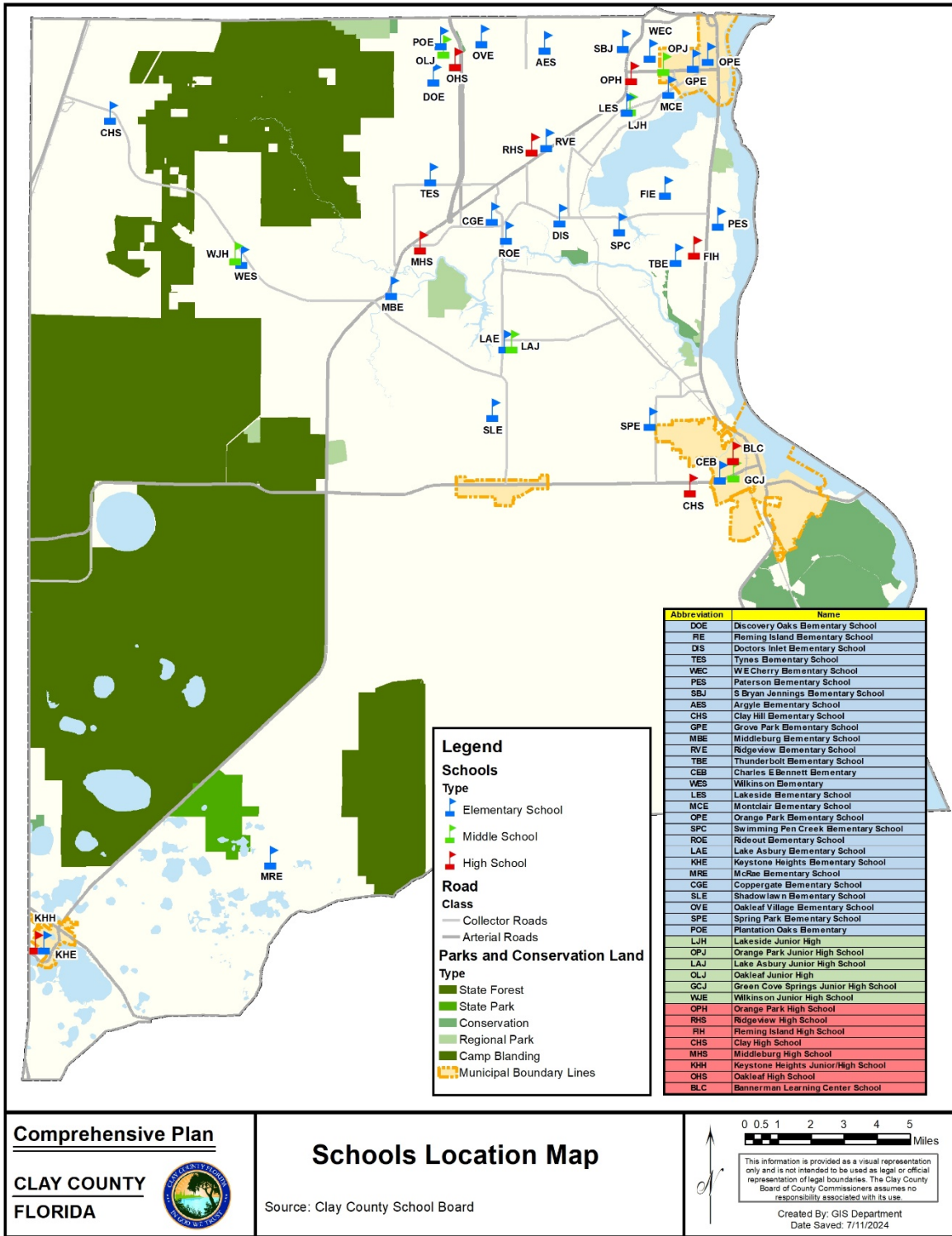
Source: Clay County School District EFP 2024-29 (Final)

Table 2 – Level of Service by School Type SY 2028/29 Through 2032/33

Table 1.7 Student Capacity For SY 2028/29 Thru SY 2032/33 (Based on DOE 6/2024 COFTE)															
School Code	SCHOOL NAME	Total FISH Capacity	Core (cafeteria + multipurpose area)	SY 28/30		SY 30/31		SY 31/32		SY 32/33		SY 33/34			
				COFTE Enroll.	Utilization	COFTE Enroll.	Utilization	COFTE Enroll.	Utilization	COFTE Enroll.	Utilization	COFTE Enroll.	Utilization		
Elementary School 2029-2033															
AES	Amye Elementary	925	1352	966	105%	970	105%	977	106%	990	108%	902	109%		
CEB	Charles E. Bennett Elementary	808	800	708	89%	761	95%	767	96%	779	97%	789	99%		
CGE	Coppergate Elementary	725	1340	641	88%	657	91%	675	93%	696	96%	715	99%		
CHE	Clay Hill Elementary	474	770	431	91%	433	91%	436	92%	443	93%	449	95%		
DIS	Doctor's Inlet Elementary	719	860	554	77%	556	77%	561	78%	569	79%	577	80%		
DOE	Discovery Oaks Elementary	852	1400	926	109%	930	109%	937	110%	952	112%	964	112%		
FIE	Fleming Island Elementary	890	1485	857	74%	859	74%	864	75%	875	76%	884	77%		
GPE	Grove Park Elementary	512	925	408	80%	409	80%	412	81%	419	82%	424	83%		
KHE	Keystone Heights Elementary	888	1350	822	93%	825	93%	832	94%	838	94%	850	96%		
LAE	Lake Asbury Elementary *	970	1084	1390	143%	1481	153%	1577	163%	1674	173%	1769	182%		
LES	Lakeside Elementary	876	880	750	86%	752	86%	758	87%	770	88%	780	89%		
MRE	McRae Elementary	550	1485	543	99%	545	99%	550	100%	558	101%	566	103%		
MBE	Middleburg Elementary	850	1270	519	61%	633	75%	648	100%	664	102%	679	104%		
MCE	Montclair Elementary	649	700	410	63%	412	63%	415	64%	422	65%	427	66%		
OPPE	Orange Park Elementary	504	980	467	93%	469	93%	473	94%	480	95%	486	96%		
OVE	Oakleaf Village Elementary	1097	1362	1048	95%	1052	95%	1060	97%	1076	98%	1091	99%		
PES	R.M. Paterson Elementary	1069	1330	669	63%	672	63%	677	63%	688	64%	697	65%		
POE	Plantation Oaks Elementary	1004	1362	935	93%	939	93%	946	94%	951	96%	974	97%		
ROE	RideOut Elementary *	883	1320	805	91%	812	92%	823	93%	836	93%	847	94%		
RVE	Ridgeview Elementary	565	770	606	107%	608	108%	613	109%	622	110%	631	112%		
GBJ	S. Bryan Jennings Elementary	676	1086	513	76%	515	76%	519	77%	527	78%	534	79%		
SLE	Shadowlawn Elementary	845	1362	793	94%	819	97%	848	100%	878	104%	907	107%		
SPC	Swimming Pen Creek Elementary	547	1352	468	86%	470	86%	474	87%	481	88%	487	89%		
SPS	Spring Park Elementary	851	1362	798	94%	837	98%	878	103%	919	108%	958	113%		
TBE	Thunderbolt Elementary	1110	1353	789	71%	792	71%	798	72%	810	73%	821	74%		
TES	Tynes Elementary	1162	1360	1160	100%	1164	100%	1173	101%	1191	103%	1207	104%		
WEC	W.E. Cherry Elementary	881	980	859	77%	861	77%	866	77%	877	79%	886	80%		
WES	Wilkinson Elementary	758	1372	681	90%	684	90%	689	91%	700	92%	709	94%		
Total:				22140	32592	20116	91%	20415	92%	20748	94%	21192	95%	21608	98%
* Does not reflect new classroom wings															
Junior High School 2029-2033															
GCJH	Green Cove Springs Junior High	972	1750	849	87%	841	87%	835	86%	809	88%	798	82%		
LAJH	Lake Asbury Junior High *	1311	1747	1335	102%	1356	103%	1378	105%	1364	104%	1374	105%		
LJH	Lakeside Junior High	1206	1263	1001	83%	975	81%	951	79%	921	76%	908	75%		
OLJH	Oakleaf Junior High *	1474	1568	999	68%	974	66%	949	64%	919	62%	906	61%		
OPJH	Orange Park Junior High	1059	1262	818	77%	797	75%	777	73%	753	71%	742	70%		
WJH	Wilkinson Junior High	750	1108	798	105%	788	104%	769	101%	745	98%	734	97%		
Total:				6780	9698	6800	95%	6732	95%	6639	93%	6511	91%	6482	91%
* Does not reflect new classroom wings															
High School 2029-2033															
CHS	Clay High	1935	2180	1774	92%	1834	95%	1859	95%	1877	97%	1873	97%		
FIHS	Fleming Island High	2408	2480	1871	78%	1909	79%	1928	80%	1915	80%	1878	78%		
MHS	Middleburg High	2377	2260	1912	81%	1961	83%	1981	84%	1980	84%	1955	83%		
OPH	Orange Park High	2344	2810	1931	83%	1969	84%	1990	85%	1975	84%	1930	83%		
RHS	Ridgeview High	2262	2290	1780	79%	1815	80%	1834	81%	1827	81%	1798	80%		
OLHS	Oakleaf High School	2459	2845	2441	99%	2489	101%	2515	102%	2497	102%	2450	100%		
RRR	RRR	2500	2845			1713	69	1796	72%	1878	75%	1938	78%		
Total:				16285	17710	11708	72%	13851	84%	13903	85%	13850	85%	13831	85%
Combination / Other 2029-2033															
BLC	Bannerman Learning Center	570	320	308	55%	314	56%	314	56%	316	56%	308	56%		
KHHS	Keystone Heights High (7-12)	1383	2240	1144	83%	1162	84%	1162	84%	1160	84%	1127	81%		
BB	BB (K-8)	1275	1800					800	63%	821	64%	910	71%		
Total:				1953	2960	1452	74%	1476	76%	1476	76%	1436	73%		
Student Total:				47158	61560	38077	83%	41314	86%	41787	89%	42130	89%	42335	90%

Source: Clay County School District EFP 2024-29 (Final)

Figure 1



Legend

Schools

Type

- ▲ Elementary School
- ▲ Middle School
- ▲ High School

Road

Class

- Collector Roads
- Arterial Roads

Parks and Conservation Land

Type

- State Forest
- State Park
- Conservation
- Regional Park
- Camp Blanding
- Municipal Boundary Lines

Abbreviation	Name
DOE	Discovery Oaks Elementary School
RIE	Raming Island Elementary School
DIS	Doctors Inlet Elementary School
TES	Tynes Elementary School
WEC	WE Cherry Elementary School
PES	Paterson Elementary School
SBJ	S Bryan Jennings Elementary School
AES	Argyle Elementary School
CHS	Clay Hill Elementary School
GPE	Grove Park Elementary School
MBE	Middleburg Elementary School
RVE	Ridgeview Elementary School
TBE	Thunderbolt Elementary School
CEB	Charles E Bennett Elementary
WES	Wilkins Elementary
LES	Lakeside Elementary School
MCE	Montclair Elementary School
OPE	Orange Park Elementary School
SPC	Swimming Pen Creek Elementary School
ROE	Rideout Elementary School
LAE	Lake Asbury Elementary School
RHE	Keystone Heights Elementary School
MRE	McRae Elementary School
CGE	Coppergate Elementary School
SLE	Shadowlawn Elementary School
OVE	Oakleaf Village Elementary School
SPE	Spring Park Elementary School
POE	Plantation Oaks Elementary
LJH	Lakeside Junior High
OPJ	Orange Park Junior High School
LAJ	Lake Asbury Junior High School
OLJ	Oakleaf Junior High
GCJ	Green Cove Springs Junior High School
WJH	Wilkins Junior High School
OPH	Orange Park High School
RHS	Ridgeview High School
RIH	Raming Island High School
CHS	Clay High School
MHS	Middleburg High School
KHH	Keystone Heights Junior/High School
OHS	Oakleaf High School
BLC	Bannerman Learning Center School

Figure 2

