



# COOPERATIVE STRATEGIES

COMPLETE FINANCIAL & DEMOGRAPHIC PLANNING FOR EDUCATION

**SIERRA SANDS  
UNIFIED SCHOOL DISTRICT**

**BOARD WORKSHOP**

**JULY 11, 2019**

# AGENDA



## **1. Process Overview**

### **1. Educational Framework Survey**

### **1. Data / Background Report**

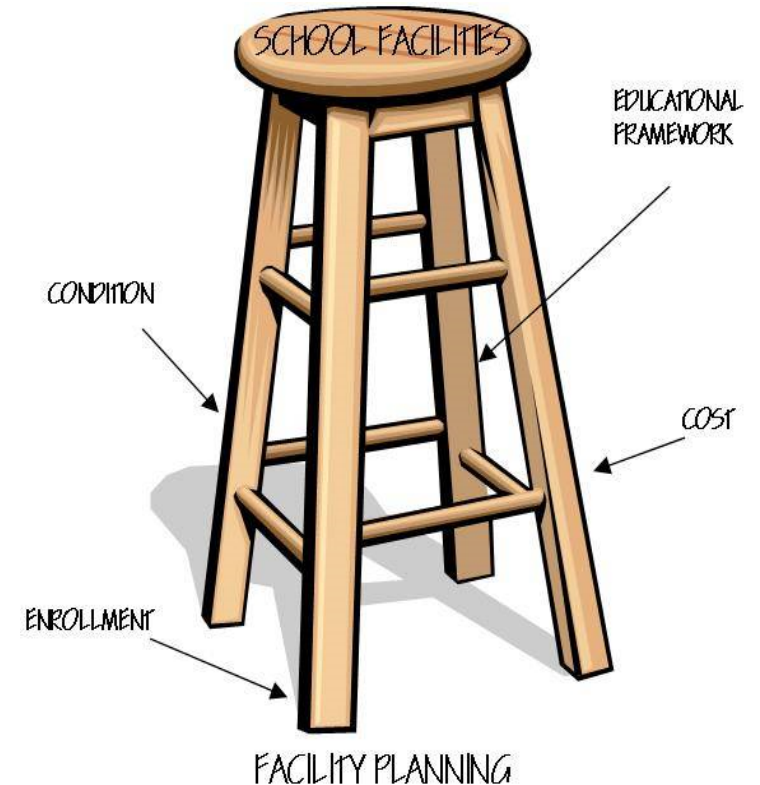
### **1. Options**

# FACILITIES PLANNING



## Validating Needs

- **Strategic Plan provides the Educational Vision**
- **Master Plan ties Facilities to Strategic Plan & Educational Standards**
  - ✓ Educational Framework or Educational Programs
  - ✓ Enrollment and Capacity = Utilization
  - ✓ Physical and Educational Condition
  - ✓ Cost to correct deficiencies & provide equitable facilities



# WHAT IS AN FMP?



- **The result of a data-driven process that informs important facility decisions for the next 10 years on:**
  - ✓ Educational Programs
  - ✓ Facility Use
  - ✓ Capital Investment
- **It addresses many key questions:**
  - ✓ What kind of schools will best prepare students for the future, and what kind of facilities will help adults inspire them to achieve their full potential?
  - ✓ How many students will attend our schools in five years? Ten years?
  - ✓ What is the right number, sizes, and locations of schools to best serve these students?
  - ✓ Where do we need new schools? Which current buildings should be replaced? Expanded? Modernized? Repurposed?
  - ✓ What is the cost and schedule to make these changes?

# EDUCATIONAL FRAMEWORK

HOW DO CURRICULUM AND PROGRAMS INFLUENCE FACILITY DECISIONS?



**School Size**



**Specialized Programs**



**Core Curriculum**



**Alternative Education**



**School Utilization**



**Transportation**



**Early Childhood Education**



**Community Use of Schools**



# **SURVEY RESULTS**

**182 Respondents**  
**49 SSUSD Employees/Retirees**  
**167 Parents**

# SURVEY RESULTS



How important are the following when preparing students for the future? (Please select one for each topic)					
	Very Important	Somewhat Important	Important	Not Important	Don't Know / No Opinion
Increasing academic rigor	61	33	69	10	3
Integrating Career Tech into the standard curriculum	97	21	55	1	2
More focus on college preparedness (ACT, SAT, etc.)	47	54	63	10	1
Joint ventures with private industry (professionals in the classroom, internships)	83	24	65	2	2
Collaboration with post-secondary institutions	69	35	65	2	5
Creating flexible learning opportunities (e.g. virtual classroom, alternative hours, etc.)	62	42	53	15	3
Innovation and learning around technology	89	22	61	3	0

# SURVEY RESULTS



What is your preferred Grade Configuration?	
K-5 // 6-8 // 9-12	46
K-6 // 7-8 // 9-12	50
K-5 // 6th grade center // 7-8 // 9-12	27
K-2 // 3-5 // 6-8 // 9-12	35
Other (please specify)	14



# SURVEY RESULTS



What criteria should be used to assess whether or not a facility has reached the end of its useful life? (Select up to two)	
Deficiency Cost - when the building is more expensive to renovate up to the current educational standards than it isto replace the building.	128
Neighborhood importance	14
Shifting Demographics - the student distribution has changed and there are not enough students in close proximityto the school to support it.	21
There is no additional room on the site to accommodate additions required to deliver the current academicprogram.	95
There is no additional room on the site to accommodate extra-curriculars, parking, etc.	29
Other	12

# SURVEY RESULTS



**What are your thoughts about personal technology (cell/smart phones, tablets, etc.) being used as learning devices in the classroom? (Please select one for each item)**

	Acceptable	Acceptable with Restrictions	Not Acceptable	Don't Know / No Opinion
Cellular / Smart Phone	12	86	74	4
Tablet	28	115	29	6
Personal Laptop	23	96	54	4
School Issued Laptop	73	100	4	1
Other	5	28	9	46

# SURVEY RESULTS



Please rate the level of importance of the following factors when considering a school for your child.				
	Very Important	Somewhat Important	Not Important	No Opinion
Diverse student population	36	69	47	14
Non-diverse student population	6	20	106	32
Facility Condition	101	61	2	1
Location	71	81	11	2
Presence of portable/temporary classrooms	14	49	79	22
Reputation	99	54	11	1
School Report Card from California Department of Education	63	80	19	4
Specialty Programming (including distance learning, career tech education, foreign languages, special education, fine arts, gifted and talented, etc.)	119	41	5	1
Sports and athletics options	70	70	23	2

# SURVEY RESULTS



Of the listed design principles, select the top five that should be considered a higher priority than the others when renovating or replacing a school?(Please select only 5)	
Safety: Building has controlled access with crisis alert systems in each room. There are state of the art safety alert systems for fire and gas and high quality intercom or public address systems present. System of evacuation is designed for maximum efficiency and safety.	139
Learning Spaces: Equip students, inspire learning and foster the development of the critical attributes.	109
Wellness Spaces: Allow for a connection to nature through the use of transparency and other natural elements. Spaces are diverse in size and shape to allow staff and students opportunities to recharge and refocus throughout the day.	45
Collaboration Spaces: Classrooms have visible and flexible space for collaboration both inside and outside of the room.	35
Technology/Future Ready Tools: Provide access to technologically advanced tools, systems, processes, spaces, and futuristic advances.	108
Adaptive Spaces: Utilize materials, natural lighting, aesthetics, flexibility, inclusive of outdoor and wellness areas, to create a calm and inviting environment conducive to learning.	53
Movement: Allows for efficient and safe circulation of people and resources inside and outside of the building(s).	65
Presentation Spaces/Writable Surfaces: Learning spaces are configured with multiple, flexible presentation spaces and surfaces throughout the building and classrooms are writable surfaces (e.g., whiteboards, portable whiteboards, smart boards, writable paint), and are accessible to all learners.	44
Aesthetics: Environment is appealing and welcoming by using unique, variable, and natural elements that foster an inspiring learning environment.	39
Sustainability: Spaces are energy efficient, using renewable energy and post-recycled materials when possible.	33
Inclusiveness: Internal and external aspects of the built environment are intentionally designed to include students of all abilities and the community.	42
Furniture: Flexible and easily configured for autonomous or collaborative learning.	26
Community Access: Buildings are designed to intentionally provide opportunities for access to encourage the involvement of the community as vested stakeholder and user of the district facilities	34

# SURVEY RESULTS



When determining whether a school should be renovated, replaced, re-purposed, or closed; Please indicate the level of importance for the following factors.					
	Very Important	Important	Somewhat Important	Not Important	No Opinion
Automotive traffic congestion	65	0	69	17	1
Ability to accommodate current and projected enrollment	128	0	21	1	2
Facility adequacy of the school (The ability of a school building's physical attributes to accommodate its educational programming)	102	0	47	2	1
Historical, architectural, or community identity of the school	15	0	71	60	5
Physical condition of the school building (The integrity of the structure and internal systems of a building. This would include HVAC, roofing, safety,	131	0	19	0	2
Safety and security of the school building	132	0	19	0	1
Total deficiency of the educational adequacy and physical condition of building	107	0	33	3	7

# SURVEY RESULTS



Please indicate any of the following solutions that you believe should be considered by the District to address the challenge of over-utilized schools. Over-utilization:

Add permanent addition(s) to existing facility	105
Add portable/temporary classrooms	60
Construct new school(s)	67
Create program offerings in under-utilized schools to attract students from over-utilized schools (example: move an existing program to an under-utilized	60
Make operational changes to increase capacity (e.g. alternate schedule, required online courses, etc.)	30
Change attendance boundaries to better balance enrollment	78

# SURVEY RESULTS



Please indicate any of the following solutions that you believe should be considered by the District to address the challenge of under-utilized schools. Under-utilization: Enrollment that is much lower than the capacity of a	
Close school (repurpose for non-district use)	24
Create program offerings in under-utilized schools to attract students from over-utilized schools	88
Change attendance boundaries to better balance enrollment	88
Perform selective (partial) demolition on building	10
Repurpose facility for non-educational district use (administration, professional development)	63

# SURVEY RESULTS



Please indicate any of the following solutions that you believe should be considered by the District to address the challenge of Declining Facility Adequacy. Educational Facility Adequacy: a measure of how well an existing school facility can deliver the current educational program.

Close school, repurpose for non-district use	20
Renovate facility for continued educational purposes including furniture, fixtures, and equipment	108
Repurpose facility for non-educational district use (administration, professional development)	48
Replace facility	62



# SURVEY RESULTS



Please indicate any of the following solutions that you believe should be considered by the District to address the challenge of Declining Facility Condition.  
**Facility Condition: The integrity of the structure and internal systems of a building. This would include HVAC, roofing, safety, architectural integrity, etc.**

Close school, repurpose for non-district use	26
Repurpose facility for non-educational district use (administration, professional development)	32
Renovate facility	114
Replace facility	68

# SURVEY RESULTS

---



## What do you like about our schools? | Comment Summary:

- Sense of community
- Excellent college prep and advanced programs
- Great teachers and admin staff
- Staff's devotion to making school a great place for our students.
- Location of schools

# SURVEY RESULTS

---



## What do you dislike about our schools? | Comment Summary:

- Landscaping around buildings
- Class sizes
- Parking, Traffic during pickup & dropoff
- Inequity between school facilities (condition)
- Not enough emphasis on non-college pathways

# SURVEY RESULTS

---



**As a District, what are we missing? What do we need to improve? | Comment Summary:**

- Communication
- Arts in lower grades
- Parking & traffic
- Special Education & gifted support
- Overcrowding at schools



# BACKGROUND REPORT



# ENROLLMENT



## Historical Enrollment - District-wide

Grade	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
SPED PS	NA	NA	NA	NA	NA	NA	43	37	34	NA
TK	NA	NA	NA	NA	NA	NA	64	55	49	82
K	435	398	419	414	412	458	365	390	392	340
1	470	466	428	416	393	372	413	380	404	394
2	392	407	408	398	388	377	376	412	393	397
3	405	385	385	408	377	372	359	365	393	380
4	416	385	363	380	397	369	373	377	368	413
5	356	391	373	358	372	397	371	373	389	368
6	392	357	384	368	353	383	409	360	376	391
7	398	390	338	385	354	359	385	408	361	373
8	411	410	377	342	374	353	347	391	411	375
9	431	427	424	411	366	401	394	395	418	450
10	420	393	407	374	394	345	380	390	396	418
11	435	396	360	391	367	381	351	368	374	377
12	431	427	390	363	330	377	376	356	361	360
SELPA non-district Infant/Toddler	NA	7	9	3	NA	NA	3	11	6	NA
SELPA non-district	19	40	38	23	33	39	NA	NA	4	NA
<b>Grand Total</b>	<b>5,411</b>	<b>5,279</b>	<b>5,103</b>	<b>5,034</b>	<b>4,910</b>	<b>4,983</b>	<b>5,009</b>	<b>5,068</b>	<b>5,129</b>	<b>5,118</b>

Source: Sierra Sands Unified School District

# ENROLLMENT



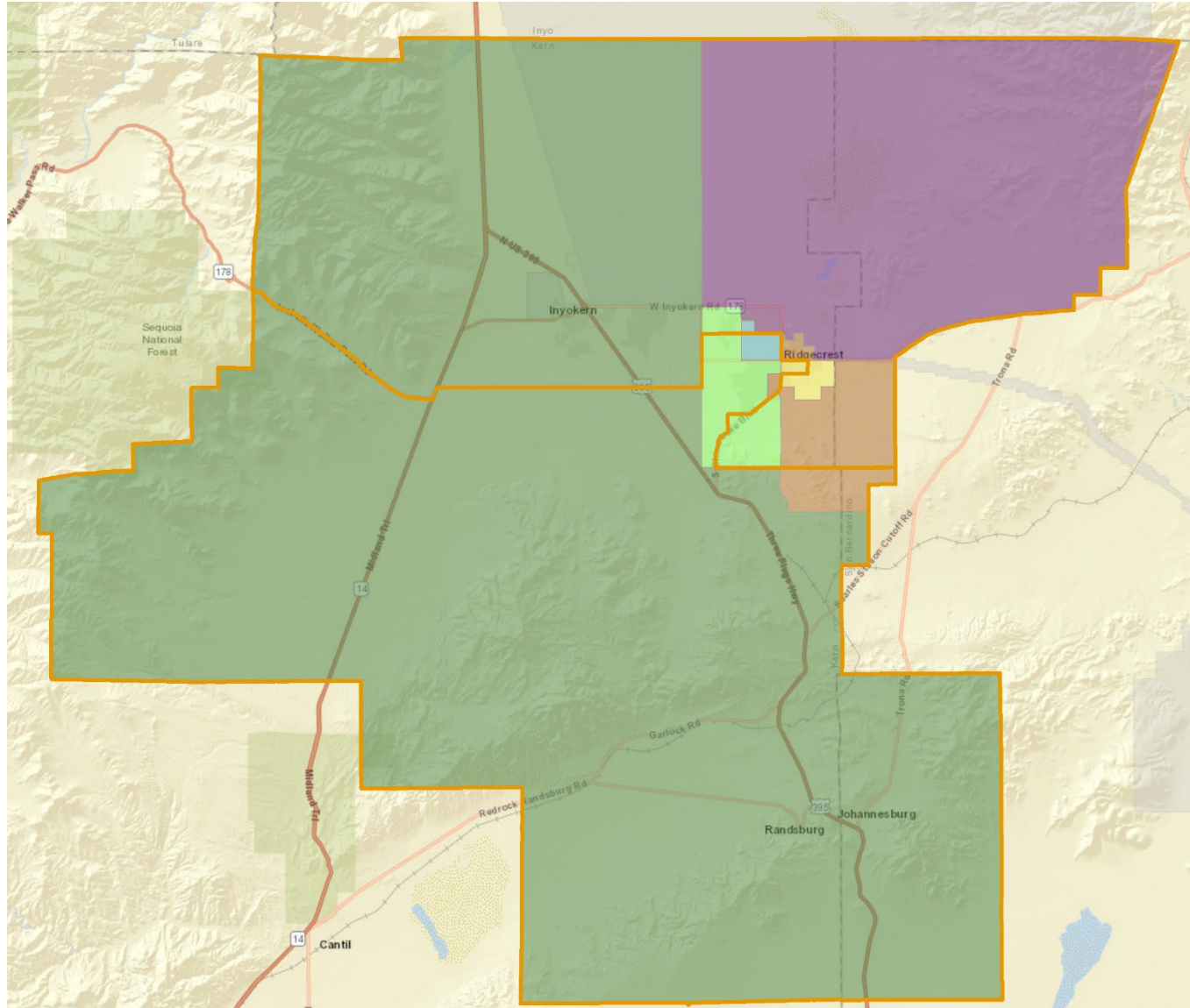
## Projected Enrollment - Recommended - District-wide


Grade	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
TK	82	82	82	82	82	82	82	82	82	82
K	344	339	344	320	334	334	334	334	334	334
1	344	347	346	347	324	338	338	338	338	338
2	401	350	353	352	353	328	344	344	344	344
3	388	388	339	342	339	342	319	333	333	333
4	390	399	402	349	351	349	351	328	343	343
5	417	396	403	407	353	354	353	354	331	348
6	367	414	389	402	399	352	352	349	352	329
7	390	365	416	387	403	401	348	352	349	352
8	379	400	373	422	396	413	404	355	357	355
9	414	415	438	409	463	431	454	437	385	390
10	443	405	407	430	401	454	425	446	431	380
11	405	427	391	393	417	387	438	411	429	417
12	366	396	417	382	385	410	380	428	401	420
<b>Grand Total</b>	<b>5,130</b>	<b>5,123</b>	<b>5,100</b>	<b>5,024</b>	<b>5,000</b>	<b>4,975</b>	<b>4,922</b>	<b>4,891</b>	<b>4,809</b>	<b>4,765</b>

Source: Cooperative Strategies







Charter School numbers are not included (~400 students)

# BOUNDARIES



 MS Boundaries

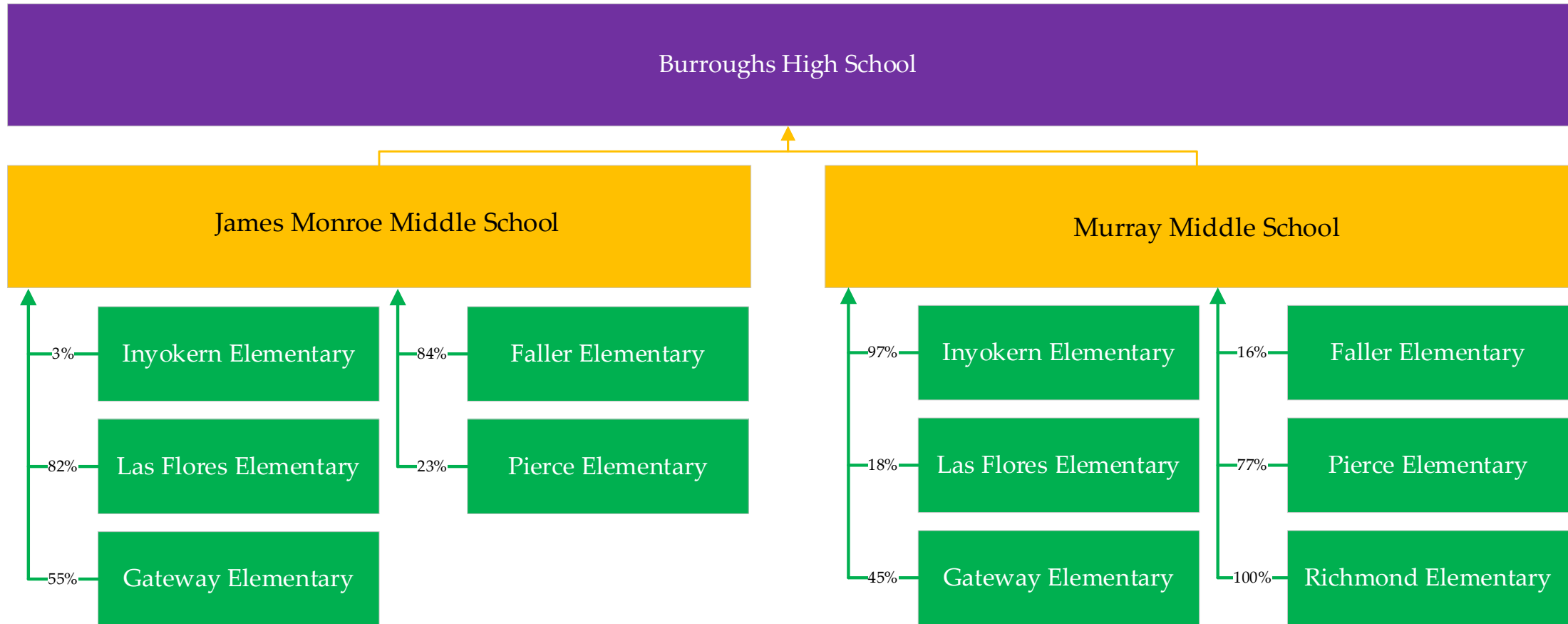
**ES Boundaries**

-  Faller
-  Gateway
-  Inyokern
-  Las Flores
-  Pierce
-  Richmond

Talk about Splits\*\*



# FEEDER PATTERN



# LIVE / ATTEND ANALYSIS



Sierra Sands USD Live/Attend Analysis 2018-19	Faller ES	Gateway ES	Inyokern ES	Las Flores ES	Pierce ES	Richmond ES	James Monroe MS	Murray MS	Burroughs HS	Mesquite Cont. HS	Live in	Transfer Out	Transfer Out %
Faller ES	384	51	2	41	57	43					578	194	34%
Gateway ES	19	292	1	8	22	23					365	73	20%
Inyokern ES	14	7	182	22	11	21					257	75	29%
Las Flores ES	10	18	-	356	29	19					432	76	18%
Pierce ES	29	18	1	16	247	19					330	83	25%
Richmond ES	25	12	1	33	26	323					420	97	23%
James Monroe MS							401	106			507	106	21%
Murray MS							84	551			635	84	13%
Burroughs HS									1,522	69	1,591	69	4%
Out of District/Unmatched									1	-	1	-	-
Attend	481	398	187	476	392	448	485	657	1,523	69			
Live & Attend	384	292	182	356	247	323	401	551	1,522	-			
Transfer In	97	106	5	120	145	125	84	106	1	-			
Transfer In %	20%	27%	3%	25%	37%	28%	17%	16%	0%	-			

# CONDITION



## CONDITION OVERVIEW

To calculate the renovation and replacement costs for Sierra Sands USD facilities, an assessment tool was used that analyzes a facility, system by system, to determine any deficiencies. A team of engineers used this tool to look at the facility on a comprehensive basis. The categories of the systems analyzed include:

- Substructure
- Shell
- Interiors
- Services
- Equipment & furnishings
- Building site work

The assessment tool calculates the renovation and replacement cost based on the size of the building as well as the type, age, life expectancy, and condition of the systems that the building houses. These costs are then used to calculate a Facilities Condition Index, or FCI. The FCI is a ratio that is used in planning to determine if a facility has reached the end of its useful life. When the FCI is on the higher end, it is often times more cost effective in the long run to construct a new building rather than investing in an older facility.

# CONDITION



School	Year Built	Permanent Program Capacity	Capacity w/ portables	Enrollment	Utilization	Square Footage	SqFt per Student	FCI
Faller ES	1966	448	560	481	86%	43,108	96	22.3%
Gateway ES	1991	392	448	398	89%	39,708	101	37.1%
Inyokern ES	1949	224	224	187	83%	25,918	116	30.8%
Las Flores ES	1960	532	532	476	89%	37,436	70	29.8%
Pierce ES	1959	336	420	392	93%	40,279	120	45.3%
Richmond ES	1953	508	564	448	79%	52,615	104	69.8%
James Monroe MS	1950	364	514	485	94%	55,606	153	95.1%
Murray MS	2017	550	550	657	119%	82,436	150	0.3%
* Burroughs HS	1958	1,500	1,633	1,523	93%	215,429	144	46.8%
Mesquite Cont. HS	1978	-	-	-	-	14,506	-	62.5%
Burroughs HS Stadium	1958	-	-	-	-	4,500	-	236.7%
District Office	1945	-	-	-	-	10,144	-	95.0%
Maintenance Yard	1945	-	-	-	-	27,775	-	155.9%
Sierra Vista Center	2000	-	-	-	-	119,188	-	78.8%
Vieweg	1952	-	-	-	-	34,618	-	81.3%

\*PAC is included in Burroughs HS FCI

# CAPACITY



## Elementary Capacity Calculation:

Permanent Capacity

$$\text{Total \# of Classrooms} \times 28 \text{ Students per Classroom}$$

Total Capacity

$$\left\{ \begin{array}{l} \text{Total \# of Classrooms} \\ + \\ \text{Total \# of Portables} \end{array} \right\} \times 28 \text{ Students per Classroom}$$

## Middle & High School Capacity Calculation:

$$\left\{ \begin{array}{l} \text{Total \# of General Classrooms} \\ \times 30 \text{ Students per Class} \\ + \\ \text{Total \# of Special Education Classrooms} \\ \times 10 \text{ Students per Class} \end{array} \right\} \times \begin{array}{l} 71.4\% \text{ Utilization} \\ \text{Factor @ MS} \\ \text{OR} \\ 83.3\% \text{ Utilization} \\ \text{Factor @ HS} \end{array}$$
$$\left\{ \begin{array}{l} \text{Total \# of P.E. Spaces} \\ \times 40 \text{ Students per Class} \end{array} \right\}$$

# CAPACITY



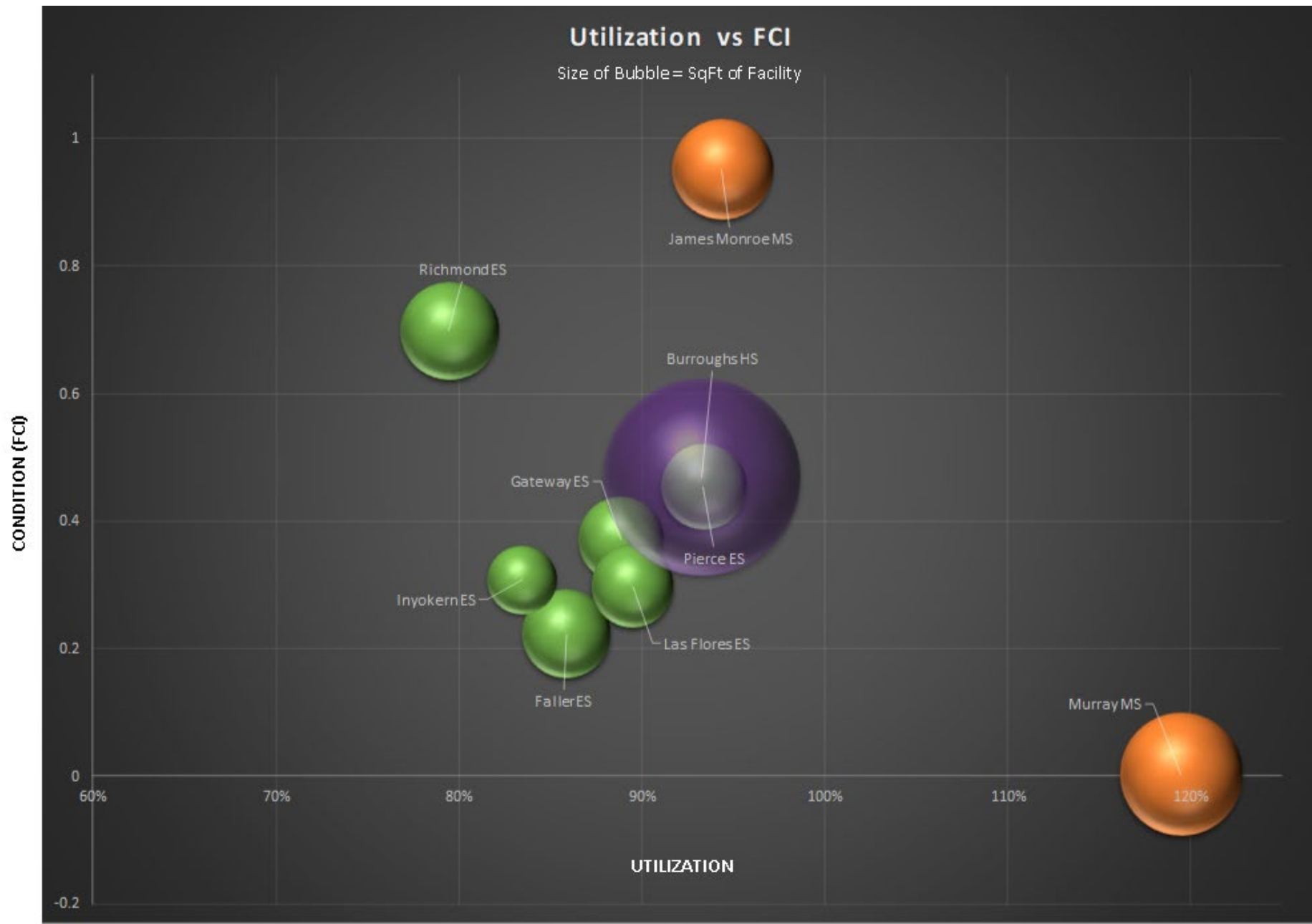
Elementary School Program Capacity	Classrooms (CR)	Portables	Total CR	Permanent Capacity	Portable Capacity	Total Capacity	2018-19 Enrollment	Permanent Program Capacity Utilization	Total Program Capacity Utilization
Faller Elementary	16	4	20	448	112	560	481	107.4%	85.9%
Gateway Elementary	14	2	16	392	56	448	398	101.5%	88.8%
Inyokern Elementary	8	0	8	224	0	224	187	83.5%	83.5%
Las Flores Elementary	19	0	19	532	0	532	476	89.5%	89.5%
Pierce Elementary	12	3	15	336	84	420	392	116.7%	93.3%
Richmond Elementary	22	2	24	508	56	564	448	88.2%	79.4%
<b>ES TOTAL</b>	<b>91</b>	<b>11</b>	<b>102</b>	<b>2,548</b>	<b>308</b>	<b>2,856</b>	<b>2,382</b>	<b>93.5%</b>	<b>83.4%</b>

Elementary School Maximum Capacity	Classrooms (CR)	Portables	Total CR	Permanent Capacity	Portable Capacity	Total Capacity	2018-19 Enrollment	Permanent Maximum Capacity Utilization	Total Maximum Capacity Utilization
Faller Elementary	19	5	24	532	140	672	481	90.4%	71.6%
Gateway Elementary	21	3	24	588	84	672	398	67.7%	59.2%
Inyokern Elementary	13	2	15	364	56	420	187	51.4%	44.5%
Las Flores Elementary	23	0	23	644	0	644	476	73.9%	73.9%
Pierce Elementary	15	7	22	420	196	616	392	93.3%	63.6%
Richmond Elementary	22	2	24	508	56	564	448	88.2%	79.4%
<b>ES TOTAL</b>	<b>113</b>	<b>19</b>	<b>132</b>	<b>3,164</b>	<b>532</b>	<b>3,696</b>	<b>2,382</b>	<b>75.3%</b>	<b>64.4%</b>

# CAPACITY



Middle & High School Program Capacity	Classrooms (CR)	Portable CR	SPED	Portable SPED CR	PE	Total Permanent Capacity	Total Portable Capacity	Total Capacity	Enrollment	Permanent Capacity Utilization	Total Capacity Utilization
Monroe Middle School	13	7	4	0	2	364	150	514	485	133.1%	94.3%
Murray Middle School	20	0	5	0	3	550	0	550	657	119.5%	119.5%
<b>MS TOTAL</b>	<b>33</b>	<b>7</b>	<b>9</b>	<b>0</b>	<b>5</b>	<b>914</b>	<b>150</b>	<b>1,064</b>	<b>1,142</b>	<b>124.9%</b>	<b>107.3%</b>
Burroughs High School	54	5	6	1	3	1,500	133	1,633	1,523	101.5%	93.2%







# OPTIONS





# OUTCOMES

---

- Change Elementary configuration from TK-5 to TK-6.
- Change grade configuration to 7-8, making one District MS. New capacity addition to Murray includes dedicated STEM and Visual/Performing Arts (VPA) spaces.
- Create a 400-seat TK-6 Magnet School (e.g., Visual and Performing Arts, Dual Language Academy).
- Renovate Monroe for District/Nutrition Services/M&O/Warehouse office spaces. Build new storefront for District Administration.
- Renovate Mesquite HS due to condition needs. Consolidate Adult and Continuation Schools.
- Renovate Pierce Elementary due to condition needs.



# PREFERRED OPTIONS

## Change Grade Configuration from TK-5, 6-8 to TK-6, 7-8

- All 7<sup>th</sup> and 8<sup>th</sup> graders will be housed at Murray MS, a 250-seat addition is needed that would include STEM space, Visual/Performing Arts spaces.
- Close Monroe as a MS and disperse 6<sup>th</sup> graders back into their assigned elementary schools based on boundaries.

Middle & High School Program Capacity	Classrooms (CR)	SPED	PE	Total Permanent Capacity	2018-19 Enrollment (7-8)	2018-19 Utilization	2023-24 Enrollment (7-8)	2023-24 Utilization
Monroe Middle School	13	4	2	364	485	133.1%		94.3%
Murray Middle School	41	5	3	1,000	748	74.8%	799	79.9%



# PREFERRED OPTIONS

## Change Grade Configuration from TK-5, 6-8 to TK-6, 7-8

- Add 2 general education classrooms to each elementary to accommodate 6<sup>th</sup>

ES Maximum Capacity	Classrooms +1	Capacity	2018-19 Enrollment (TK-6)	2018-19 Utilization	2023-24 Enrollment (TK-6)	2023-24 Utilization
Faller Elementary	20	560	2,765	86.5%	2,535	79.3%
Gateway Elementary	22	616				
Inyokern Elementary	14	392				
Las Flores Elementary	24	672				
Pierce Elementary	16	448				
Richmond Elementary	22	508				
<b>ESTOTAL</b>	<b>118</b>	<b>3,196</b>	<b>2,765</b>	<b>86.5%</b>	<b>2,535</b>	<b>79.3%</b>



# PREFERRED OPTIONS

## Change Grade Configuration from TK-5, 6-8 to TK-6, 7-8

- Build new elementary magnet school (400 capacity) on 10 acre site near Ward & Downs Streets

or

- Repurpose Vieweg for magnet school

ES Maximum Capacity	Classrooms (CR)	Permanent Capacity	2018-19 Enrollment (TK-6)	2018-19 Utilization	2023-24 Enrollment (TK-6)	2023-24 Utilization
Faller Elementary	18	504	2,765	83.4%	2,535	76.4%
Gateway Elementary	20	560				
Inyokern Elementary	12	336				
Las Flores Elementary	22	616				
Pierce Elementary	14	392				
Richmond Elementary	21	508				
New Magnet ES	-15	400				
<b>ESTOTAL</b>	<b>122</b>	<b>3,316</b>	<b>2,765</b>	<b>83.4%</b>	<b>2,535</b>	<b>76.4%</b>



# PREFERRED OPTIONS

---

## 5. District Office/C&I/M&O/Nutrition Services/Warehouse

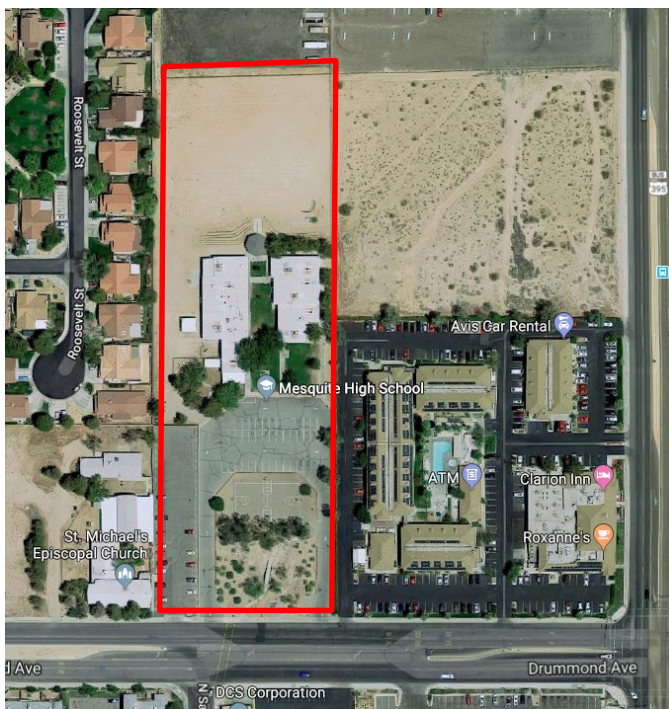
- Renovate Monroe to use as central location for District Offices/C&I/M&O/Nutrition Services/Warehouse
- Add new storefront for Administration Offices



# PREFERRED OPTIONS

## Mesquite HS Condition Needs

- Renovate Mesquite due to Conditions Needs
- Combine Adult and Continuation Schools at Mesquite location





# PREFERRED OPTIONS

## 2. Pierce Elementary Condition Needs

- Renovate Pierce

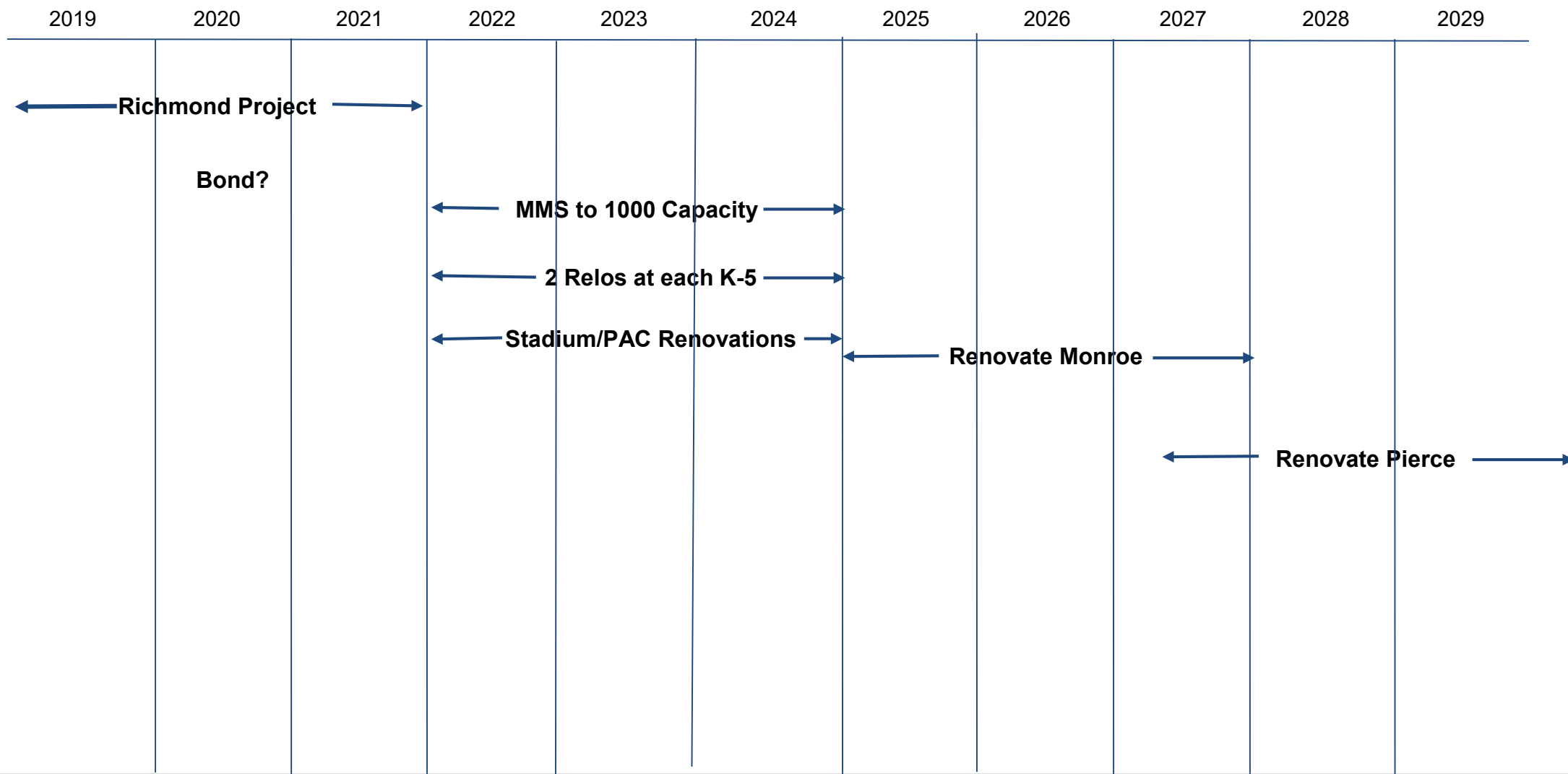
\*Any option related to Pierce would be in the later stages of this plan







# Tentative 10 Year Facilities Master Plan



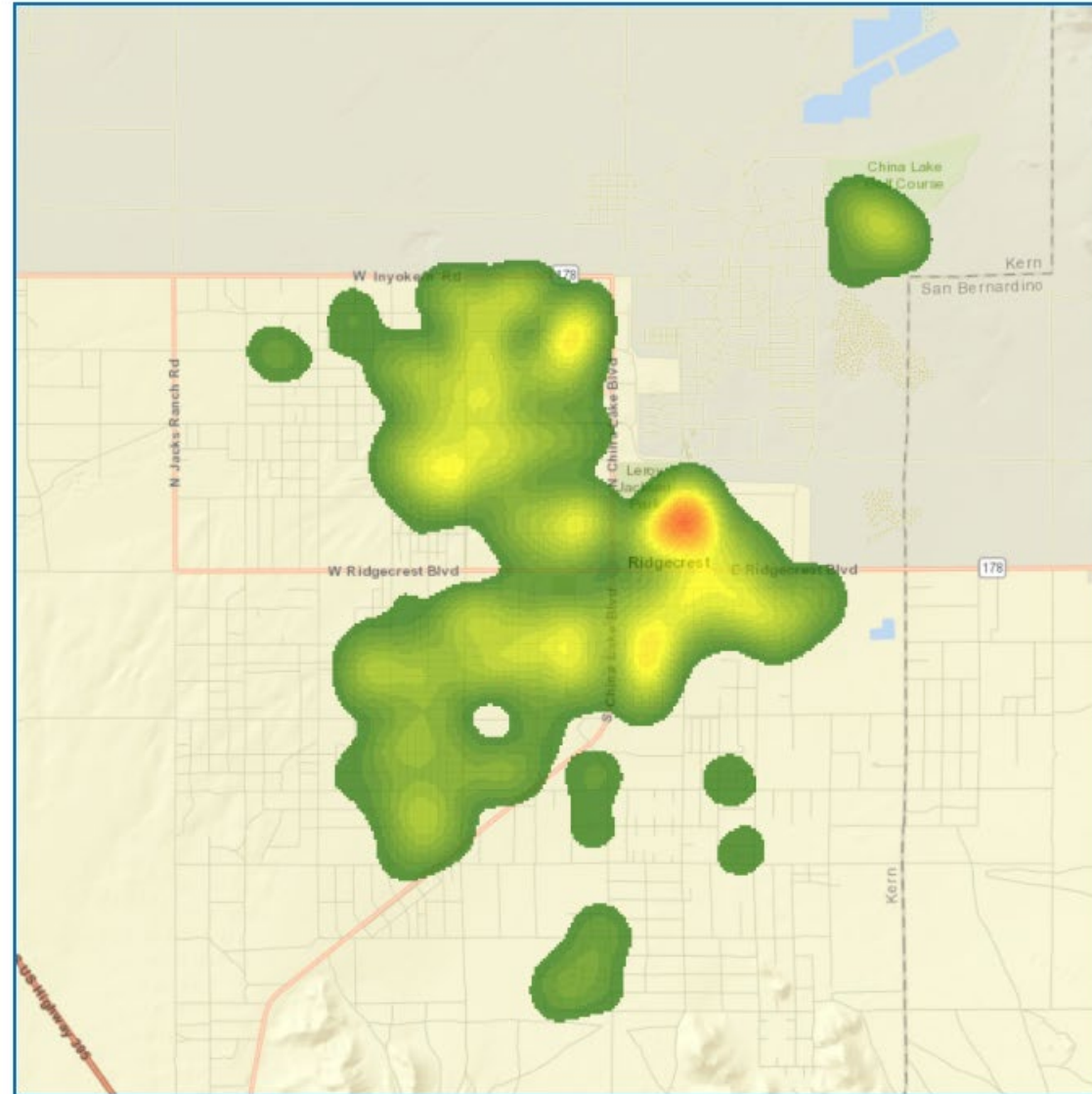
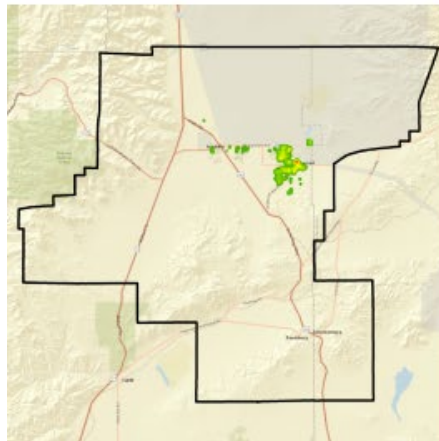


# Backup Slides



# STUDENT DENSITY

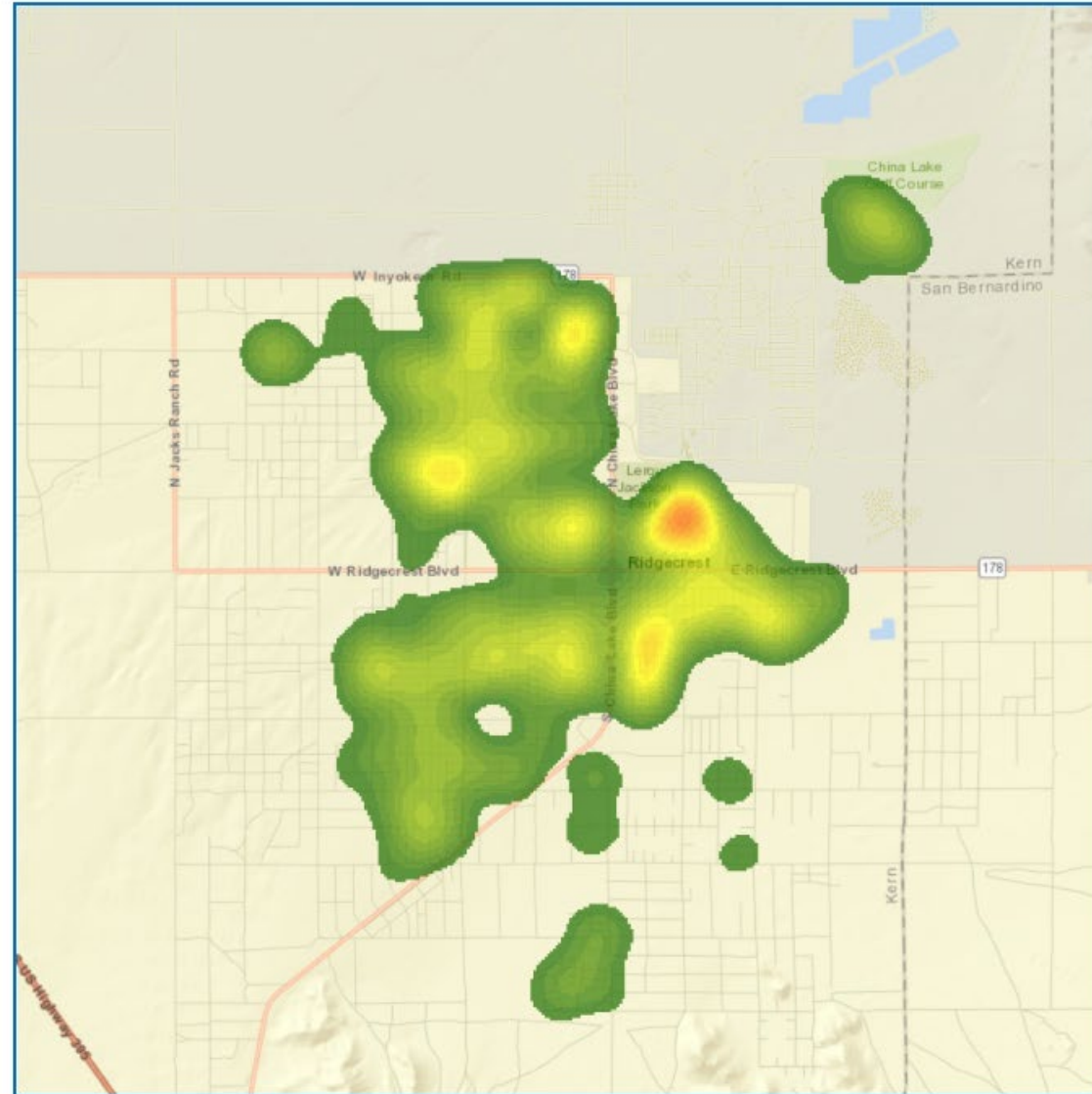
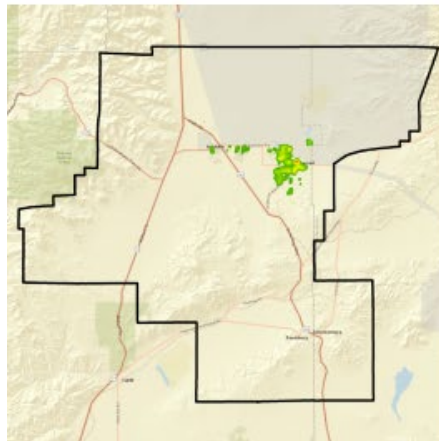
2018-19 School Year  
Students per Square Mile



# STUDENT DENSITY



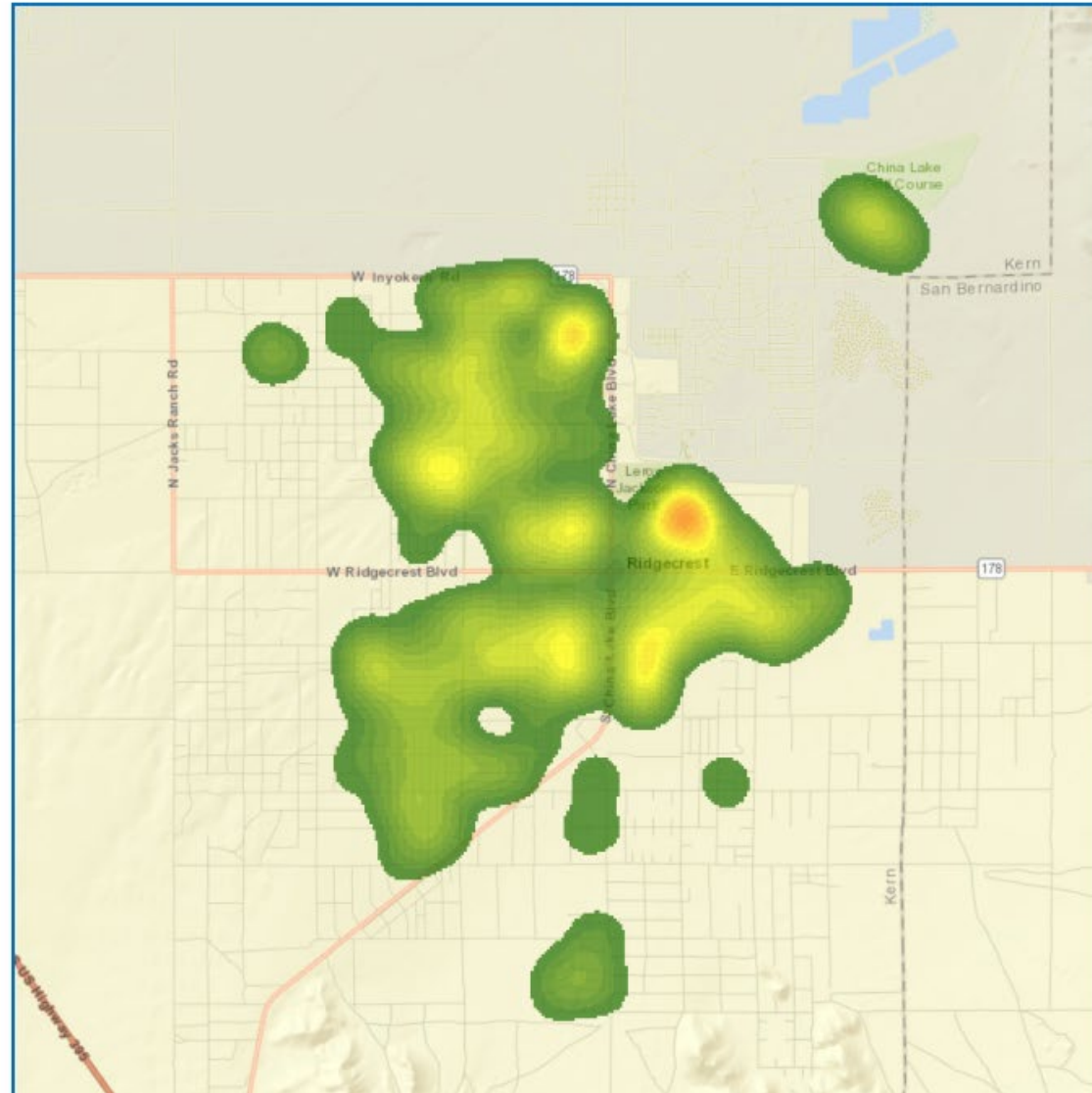
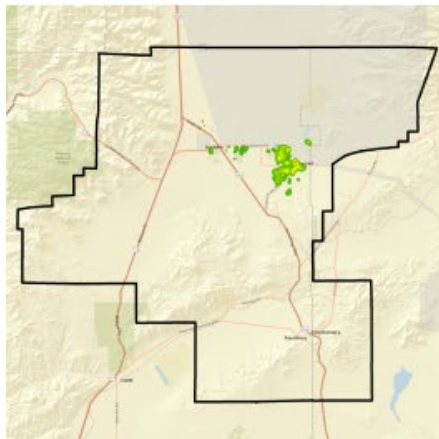
2017-18 School Year  
Students per Square Mile



# STUDENT DENSITY



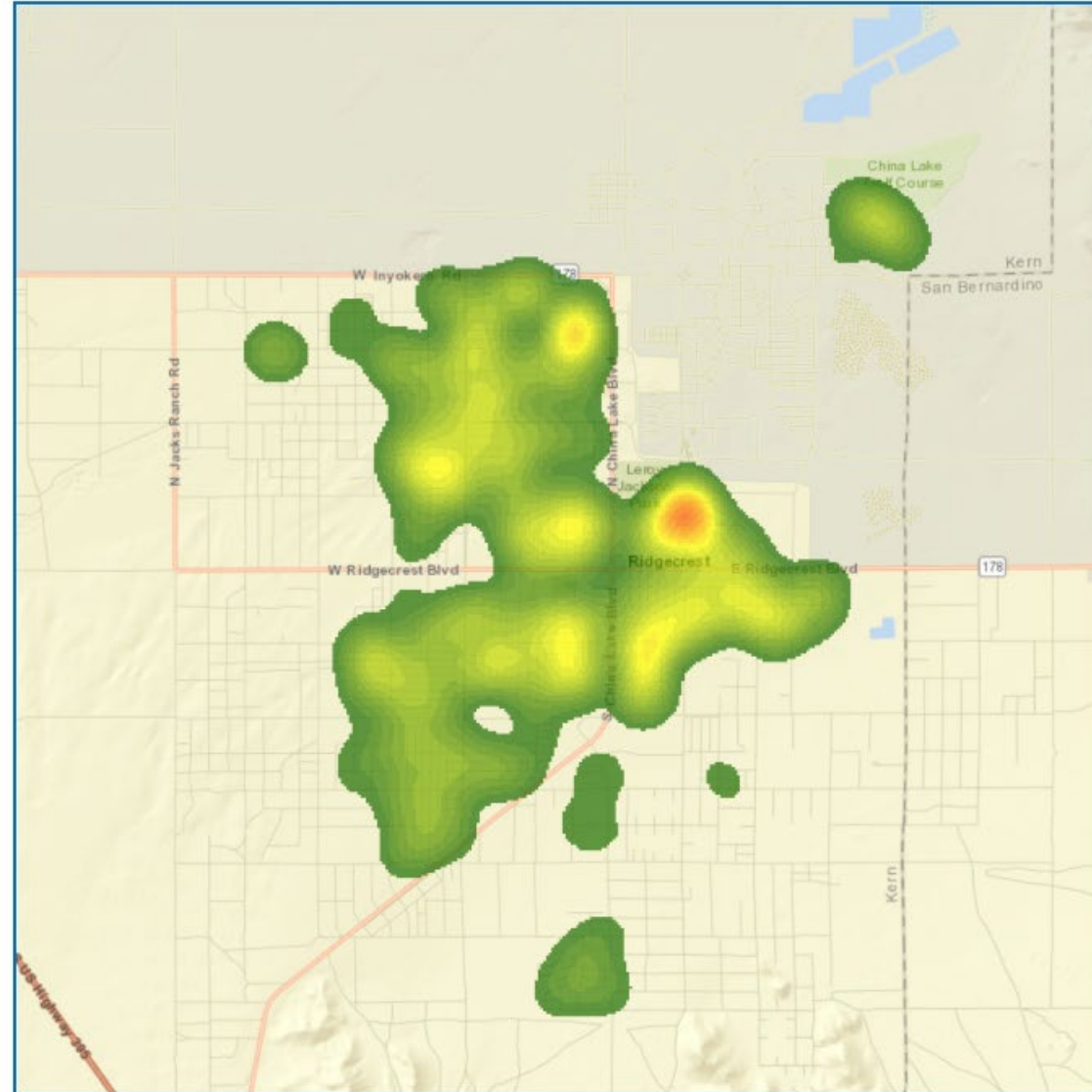
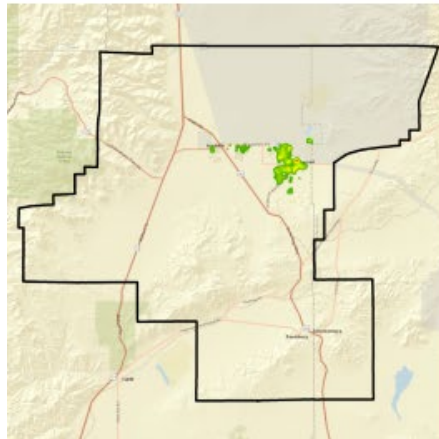
2016-17 School Year  
Students per Square Mile





# STUDENT DENSITY

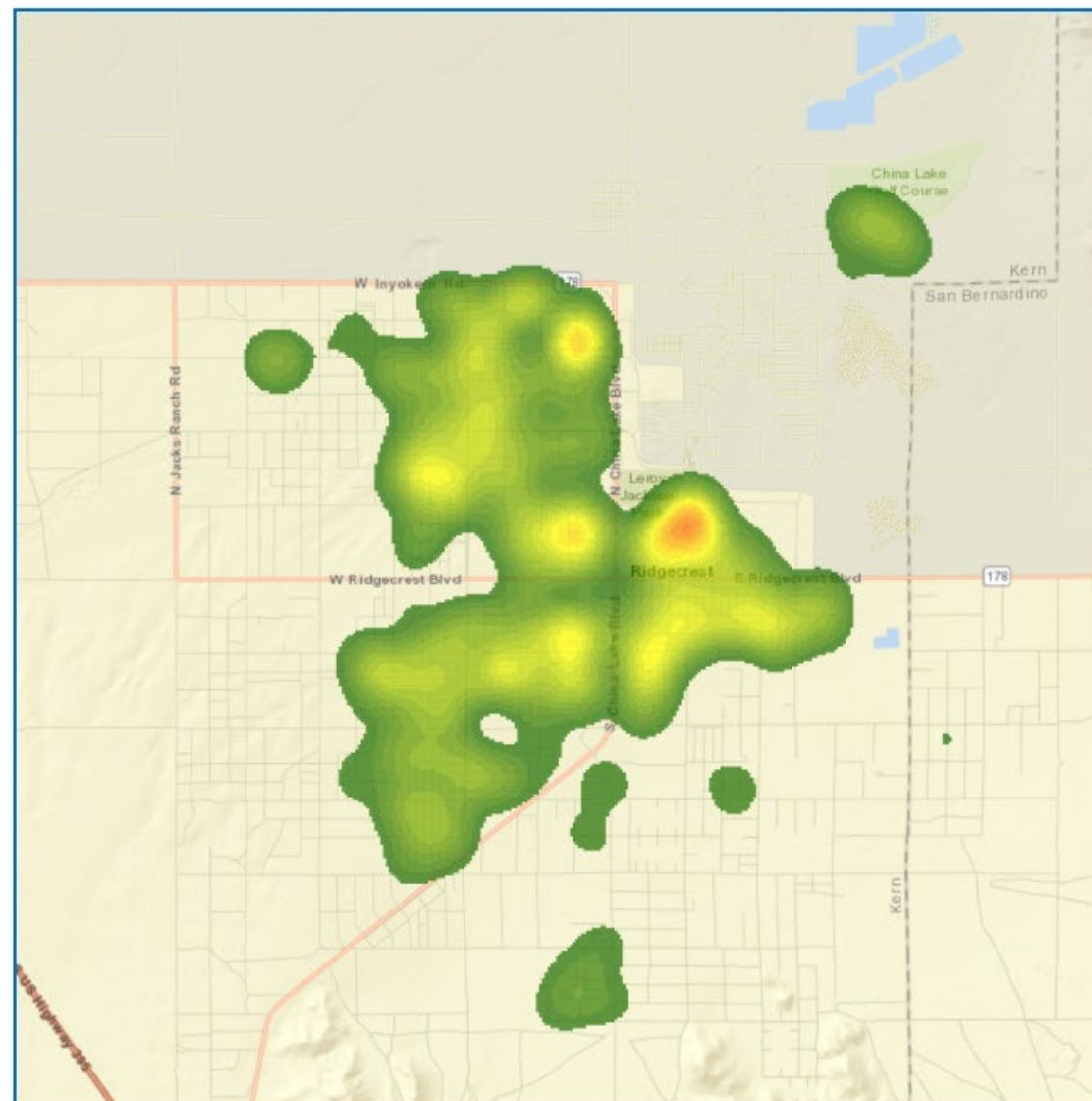
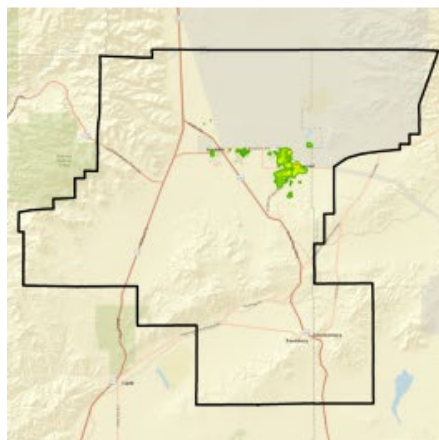
2015-16 School Year  
Students per Square Mile





# STUDENT DENSITY

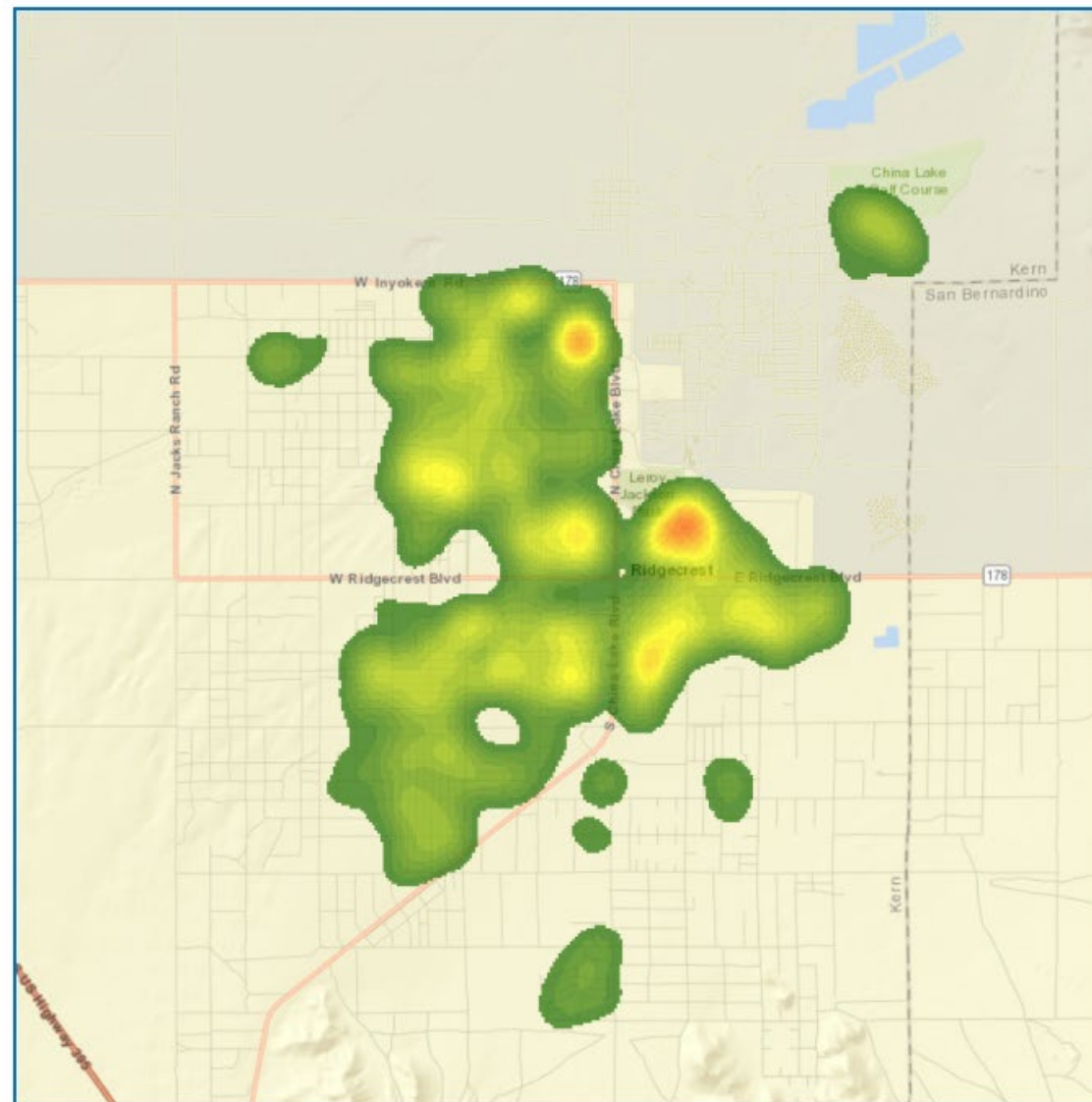
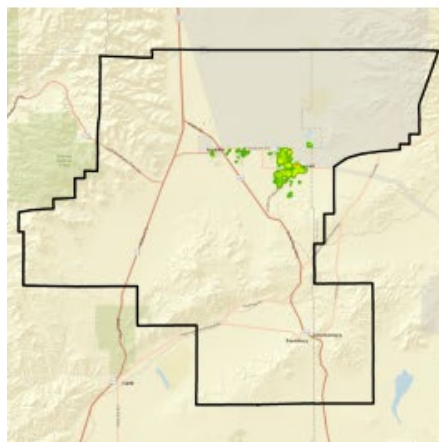
2014-15 School Year  
Students per Square Mile





# STUDENT DENSITY

2013-14 School Year  
Students per Square Mile

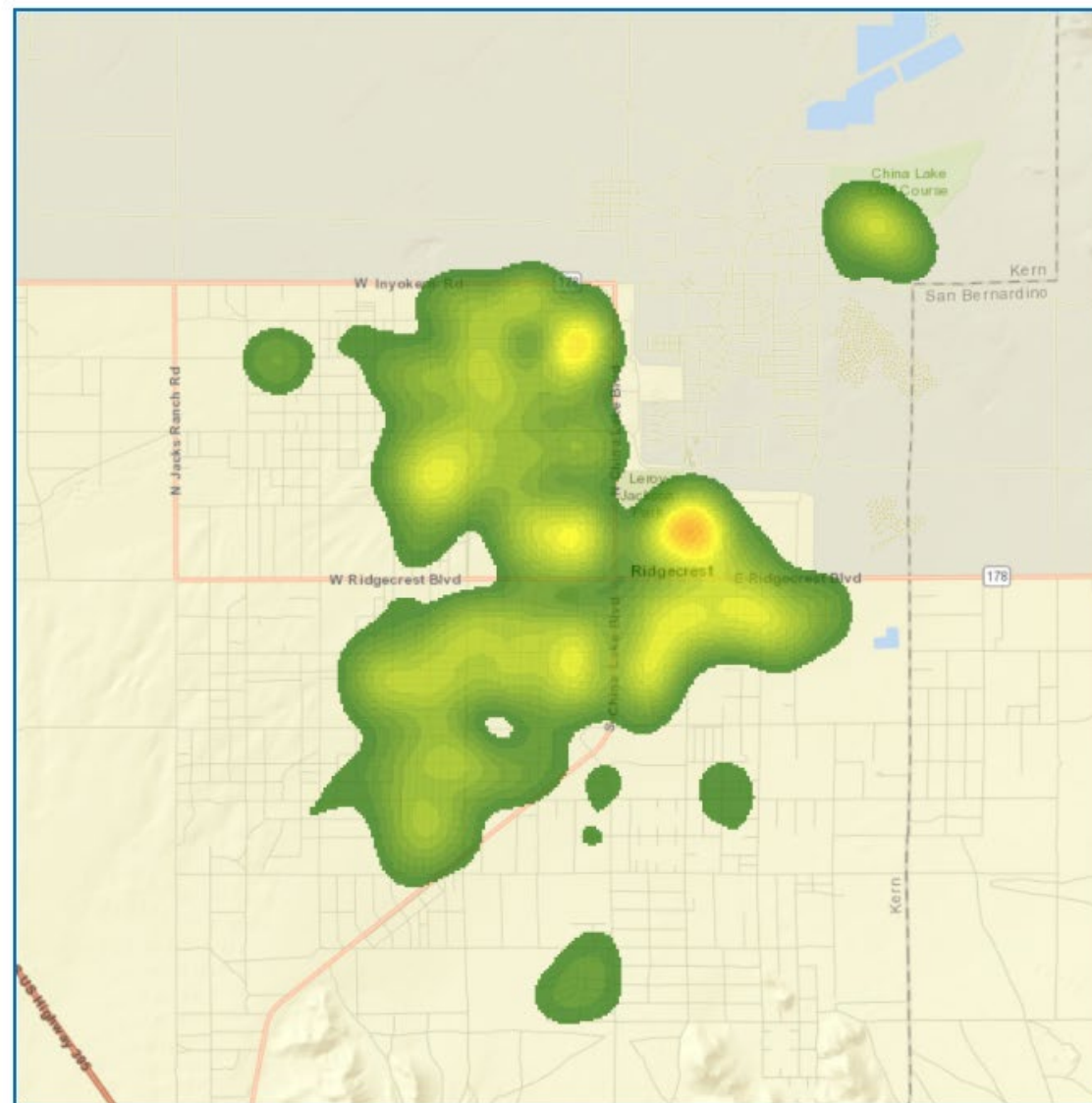
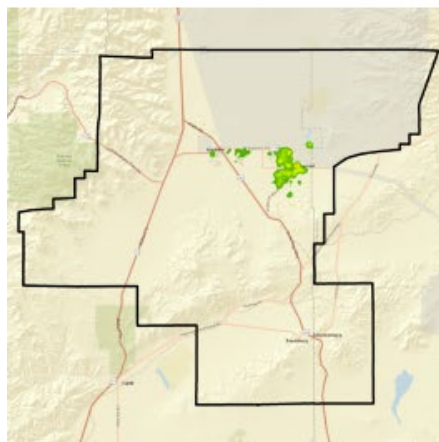






# STUDENT DENSITY

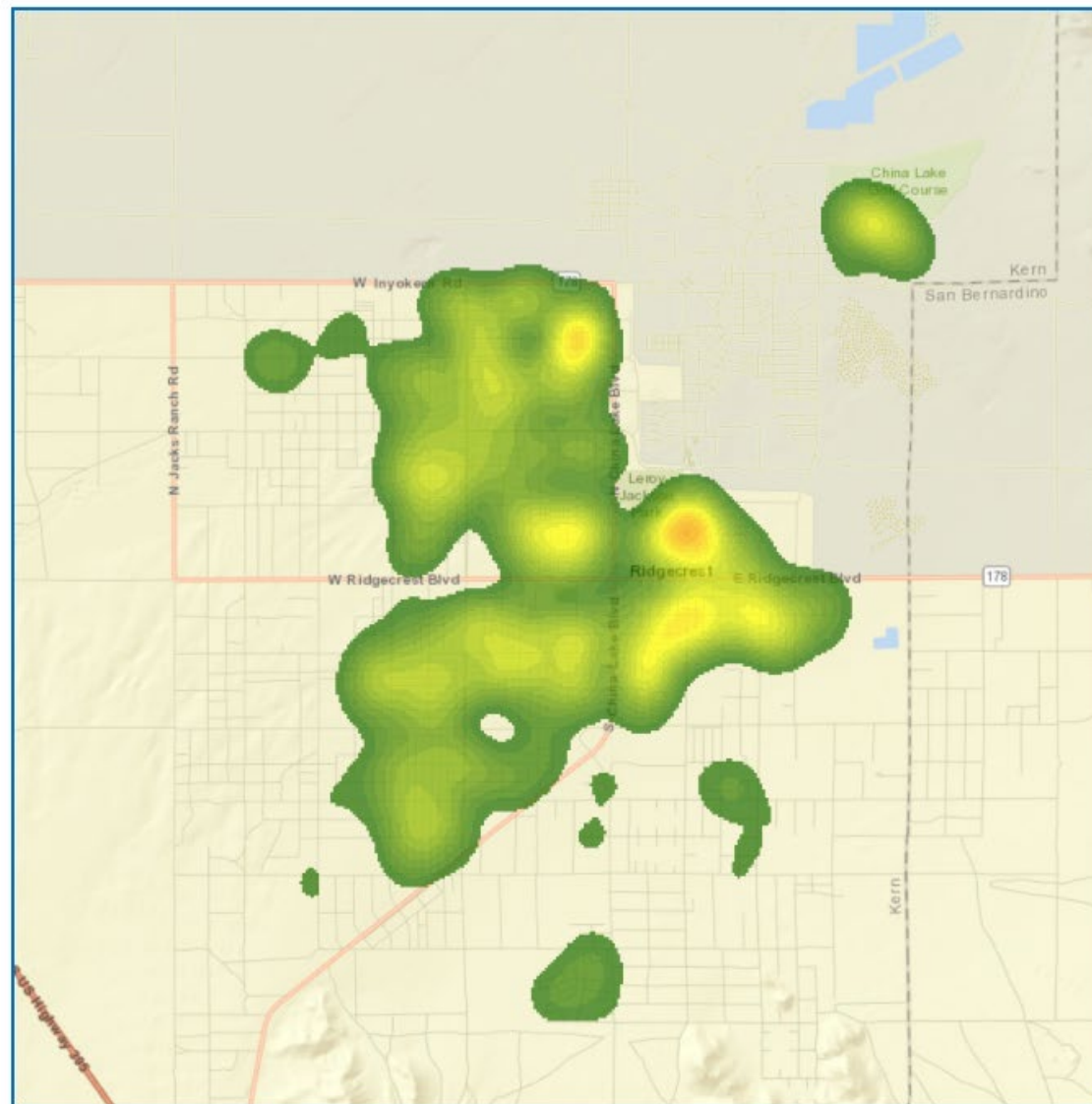
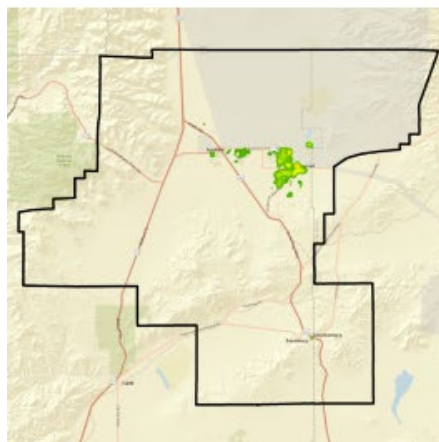
2012-13 School Year  
Students per Square Mile





# STUDENT DENSITY

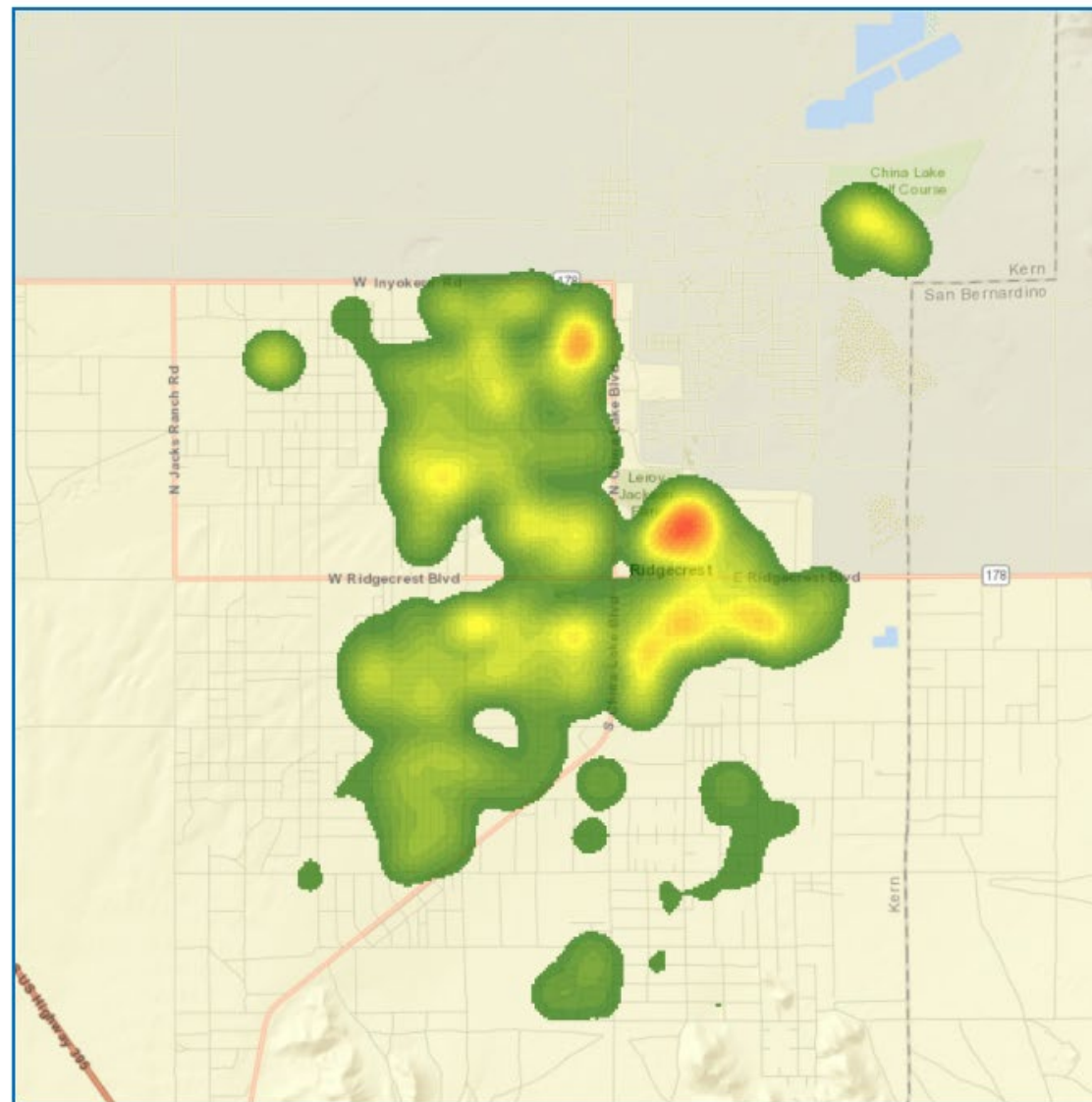
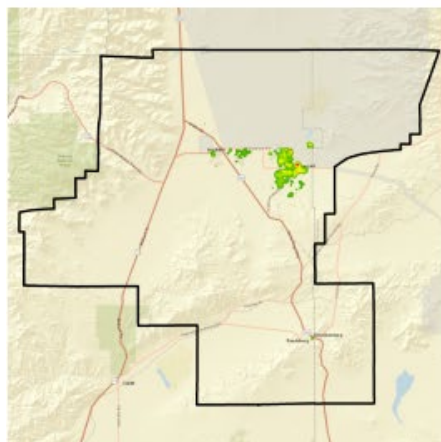
2011-12 School Year  
Students per Square Mile





# STUDENT DENSITY

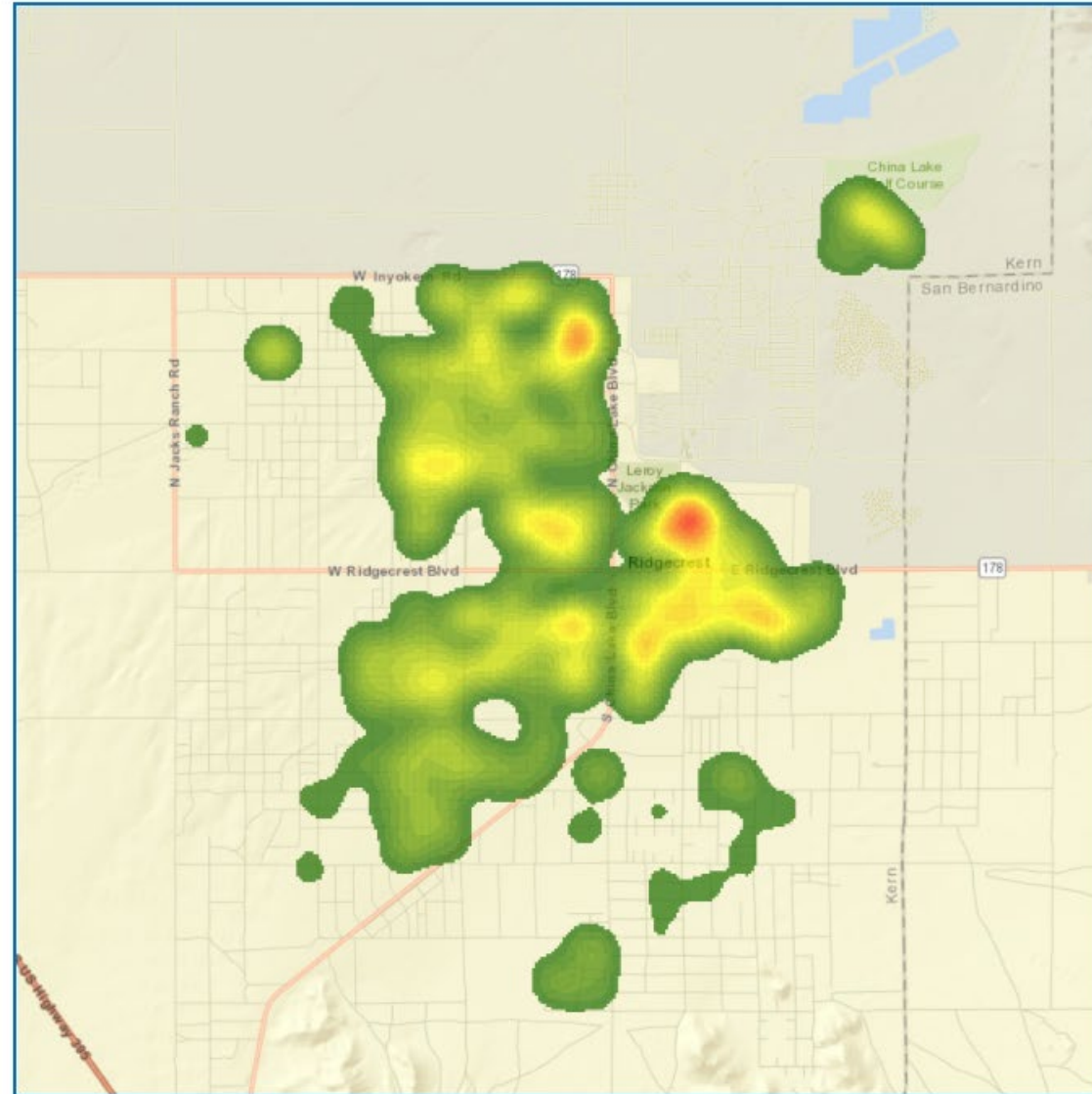
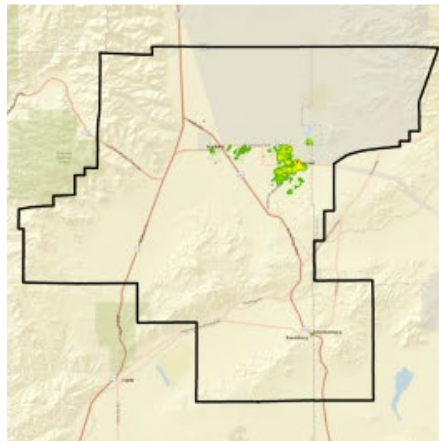
2010-11 School Year  
Students per Square Mile





# STUDENT DENSITY

2009-10 School Year  
Students per Square Mile





# RETIRED OPTIONS

## Outcome 2, Option 1a: Share VPA and Physical Education (P.E.) spaces at the HS

- Build a ~350-seat addition to Murray
- Schedule MS and HS VPA and P.E. classes without overlapping
- Build new, multi-story addition with specialized STEM and VPA spaces without a new gym
- **REASONING:** Did not like the idea of mixing age groups, travelling from the MS to the HS (across Knox Rd), would make scheduling very difficult for both MS & HS



# RETIRED OPTIONS

## **Outcome 2, Option 2** –Build a 300-seat addition to Murray

- Reduce planning periods from 2 to 1, increasing the program capacity by ~14%
- Makes the program capacity of the existing middle school 616, requiring a 300-capacity addition

## **Outcome 2, Option 2a** - Share VPA and Physical Education (P.E.) spaces at the HS

- Reduce planning periods from 2 to 1, increasing the program capacity by ~14%
  - Build a 210-seat addition to Murray
  - Schedule MS and HS VPA and P.E. classes without overlapping
- 
- **REASONING:** Not a viable option at this time

# RETIRED OPTIONS

---



## Outcome 3, Option 2 – Repurpose Vieweg as magnet elementary

- **REASONING:** Could be the site of new Richmond school, traffic nightmare due to base entry & Murray/Burroughs

## Outcome 3, Option 4 – Rebuild Pierce as magnet elementary

- **REASONING:** It would be very unpopular to lose Pierce as a neighborhood school

# RETIRED OPTIONS

---



## Outcome 6, Option 1a - Repurpose Monroe MS for Admin only

- **REASONING:** Repurposing would be costly, would be going from one poor building to another (would not fix the issue of inappropriate spaces for admin), prefer co-locating with another school

## Outcome 6, Option 2 – New District Admin space on 5.5 acres near Sierra Vista shopping center

- **REASONING:** Committee preferred admin co-locating with another building to save \$\$, that lot could be used for something else



# PREFERRED OPTIONS

---



## 4. Administration Building Condition Needs

- Sell property, co-locate admin with a school
  - Combine with ES magnet
  - Combine with Mesquite/Adult School at Vieweg
  - Combine with Mesquite on renovated/replaced campus