



FACILITY MASTER PLAN REPORT

Canutillo Independent School District | May 2016



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FACILITIES MASTER PLAN REPORT

Executive Summary | May 2016

OVERVIEW

Canutillo Independent School District (CISD or the District) recently commissioned Jacobs, ECM, and DeJONG-RICHTER to perform a **comprehensive assessment** of every school campus and support facility and the open and transparent development of a data-driven **Long Range Facility Master Plan** (LRFMP or FMP). The FMP informs the District's facility use and capital investment decisions for the next five to ten years. Together with District administration and a Stakeholder Steering Committee, Jacobs and DeJONG-RICHTER followed their proven planning and outreach process highlighted by two public Community Dialogue meetings.

The FMP Recommendations and findings from the studies that informed them are summarized in this document, providing the CISD Board an impartial snapshot and near-term forecast of CISD's facility condition, functional suitability, and utilization. In full implementation, this plan will help the District achieve its scholastic vision by preparing for upcoming enrollment patterns, balancing capacity utilization, and improving educational programs – all beneficial to Canutillo students in the future.

CANUTILLO ISD ASSESSMENT FINDINGS (In 2015 Dollars)		
FACILITY DEFICIENCY COST (Current)	+	\$ 22.4 Million
5-YEAR LIFE CYCLE FORECAST	+	\$ 29.0 Million
ADEQUACY AND EQUITY DEFICIENCY COSTS	+	\$ 19.1 Million
TOTAL 5-YEAR NEED		\$ 70.5 Million

Figure E.S.-1: 5-Year Cost Summary Findings

FINDINGS

The assessment findings demonstrate that CISD's facilities are in relatively **good overall condition**, attributable to the District's recent proactive attention to critical capital investment such as HVAC and roof replacement, as well as the efforts of District facilities staff. The assessment identified **\$70.5 million in facility-related needs within the next five years** (in 2015 dollars), comprised of \$22.4 million for the repair of current deficiencies, \$29 million for end of life-cycle repairs anticipated over the next five years, and \$19.1 million related to instructional technology infrastructure and educational adequacy improvements. Figure E.S.-1 highlights these findings.

The demographic study results indicate a level projection of districtwide student enrollment for the next 5-10 years, with specific geographic pockets of growth and decline as the south sections of the District experience suburban development and the north experiences population aging and incumbent student decline.

The functional capacity of each school was determined by performing a thorough inventory of all classrooms and educational spaces and their current use. By comparing the functional capacity of each school to current and projected enrollment based on existing attendance boundaries, capacity utilization percentages were calculated to guide the planning team to develop facility options that made the best use of CISD facilities. **The High Schools (CHS and NWECHS) are currently and projected to be enrolled over capacity at 104% utilization. Conversely, the Middle and Elementary Schools are currently underutilized at 65%, and due to diverging pockets of growth and decline, some CISD schools will drop into unsustainably severe underutilization below 37% within five years.** Underutilization of facilities puts a financial strain on the District's academic mission, as it costs disproportionately high non-instructional expenditures such as utilities, maintenance, and redundant overhead.

RECOMMENDATIONS

Based on the data and preferences expressed in community surveys, Jacobs and DeJONG-RICHTER recommend that Canutillo ISD take operational and capital actions that will provide programmatic improvements and more balanced facility utilization. These recommendations are detailed below.

1. **Divest Surplus Landholdings.** Divesting surplus landholdings with strategic time-to-market transactions will replenish the District's fund balance and create resources for potential reinvestment in District facilities. This recommendation is in direct alignment with community responses.
2. **Grade-level Reconfiguration.** Jacobs and DeJONG-RICHTER recommend a reconfiguration of grade-levels from K-5, 6-8, and 9-12 to K-6, 7-8, 9, and 10-12. This operational transition offers several benefits to the District, including: addressing near-term capacity utilization imbalance, creating academic benefits for CISD students, strategically co-locating critical student support staff with the 9th grade class, and providing in-District alternatives for CISD families who contemplate enrollment outside of the District. Reconfiguring grade-levels brings balance to current underutilization, as demonstrated in E.S.-2.
3. **Consider Future Elementary School Consolidations.** The District decided not to consider school consolidations at this time. However, due to the District's overall surplus of capacity in grades K-8, Jacobs and DeJONG-RICHTER recommend further study into the cost-benefit of the future repurposing of an elementary school and reinvesting the resulting operational efficiencies into enhanced instructional programs.
4. **Transition the Lone Star Facility.** Begin transitioning existing programs at Lone Star to neighboring facilities in better condition and more educationally adequate. As programs move into new locations, begin selective demolition of the unused portions of the facility. Also, due to the cultural history and community attachment to this site, it is also recommended that a commemorative monument be installed on the site, perhaps utilizing original building materials and historic photographs.
5. **Perform Annual Enrollment Projection Updates.** Our demographic studies indicate overall flat enrollment districtwide, with isolated pockets of growth being offset by declines elsewhere, mainly on the western side of the District. While we don't anticipate overall enrollment growth within the next five years, Jacobs and DeJONG-RICHTER advises CISD to perform annual enrollment projections to monitor annual enrollment relative to the current projections.
6. **Review K-6 Attendance Boundaries Annually.** The study suggests changes to the elementary school boundaries with anticipated overutilization at Reyes Elementary in upcoming years and underutilization in all other elementary schools.
7. **Explore Public Bond Support.** The study team recommends consideration of an \$10.2 million bond referendum to fund facility improvements that would optimize the grade reconfiguration and address top priority needs in the near term, deferring the remaining \$62.9 million in lower priorities for future consideration. While CISD facilities have enough capacity to support the grade reconfiguration without making any significant capital investment, the planning team defined a list of recommended high-impact enhancements focusing on critical repairs, top technology needs, and educational and operational enhancements. Table 11 demonstrates the recommended bond funding allocation.

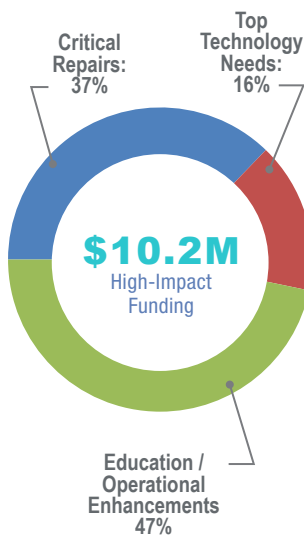


Figure E.S.-2: Bond funding need for high-impact enhancements

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Acknowledgments

The team would like to extend our appreciation to Canutillo ISD (CISD) for choosing our team to conduct this comprehensive assessment. We must thank the school principals, building engineers, teachers, facility planning department, and the entire CISD staff who provided input, feedback, and guidance throughout this process.

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Introduction and Methodology

In order to help fulfill the District’s scholastic vision, the Canutillo Board of Trustees and Administration determined to develop the Long Range Facility Master Plan (LRFMP or FMP) that will guide and inform facility use and capital investment decisions for the next 10 years. Charged with putting CISD student achievement first and placing emphasis on effective stewardship of the District’s assets, **Jacobs Engineering** along with subconsultants **ECM International** of El Paso and **DeJONG-RICHTER** conducted a comprehensive assessment of every campus facility, performed demographic studies, and facilitated a transparent, stakeholder-led planning process distinguished with open community engagement.

The FMP recommendations and findings from the studies that informed them are summarized in this document, providing the CISD Board an impartial snapshot and near-term forecast of CISD’s facility condition, functional suitability, and utilization. This document summarizes the results of a comprehensive assessment performed in fall of 2015 and facility master plan recommendations for CISD that provides options for future investments. These components include a review of the entire facility portfolio, an educational adequacy assessment, a capacity analysis, a facility condition assessment, a 5-year life cycle forecast, and a review of CISD enrollment projections.

THE CISD ASSESSMENT AND FACILITY PLANNING PROCESS

Jacobs’ and DeJONG-RICHTER developed this LRFMP under a structured data-driven planning process illustrated in Figure 1 below. CISD’s FMP began with the compilation of numerous data components, including: District values and goals, Educational Framework, a building condition and educational adequacy assessment of the entire CISD facility portfolio, a five-year system life cycle forecast, a demographic study and enrollment projections, and an objective capacity utilization analysis.



Figure 1: CISD Comprehensive Assessment Process

COMPONENTS OF THE CISD FACILITY ASSESSMENT AND FACILITY MASTER PLAN

Details below describe each comprehensive assessment component.



Facility Portfolio

A space inventory catalogs all classrooms and functional spaces in every school in order to produce accurate data regarding the District's portfolio. The Jacobs team achieves this by gathering CISD's site and floor plans for all buildings within its portfolio, and field verifying the current program use and approximate sizes of all instructional spaces.



Educational Adequacy Assessment

The educational adequacy assessment process includes an evaluation of all schools to ensure that District educational specifications are met, and that all spaces adequately support modern instruction. These standards are based on District specifications and Jacobs best practices and standards from previous experience, which are both informed by Texas Education Agency (TEA) protocols. There are eight educational adequacy categories. Of these, instructional support, technology, and security and supervision are the three highest cost categories. The remaining five categories are capacity, support for programs, physical characteristics, learning environment, and relationship of spaces. Deficiencies from this assessment that are correctable through reasonable construction or maintenance practices are included with cost estimates in the facility condition assessment data. The study gave special consideration and review to the District's instructional technology infrastructure.



Capacity Analysis

A "functional capacity" approach was used to capture an inventory of all instructional spaces in their current use and determine the space utilization. At the elementary level, only rooms in which students receive their daily instruction were counted. Spaces dedicated to special instruction, such as music and art rooms, were not included as capacity spaces. At secondary levels, all instructional spaces were calculated into capacity with a utilization factor applied to allow for conference periods and other breaks in the instructional schedule. Finally, prorated adjustments were applied to any classroom with abnormally low square footage area. These capacity values are used to evaluate space utilization based on school type.



Facility Condition Assessment

The facility condition assessment evaluates each building's overall condition, including its site, roof, structural integrity, the exterior building envelope, the interior, and the mechanical, electrical, and plumbing systems. Two components of the facility condition assessment are combined to total the cost for facility need. Architectural, mechanical and electrical engineering and structural building professionals observed conditions at the facilities in CISD. Conditions were evaluated from a visual observation that did not include intrusive measures, destructive investigations, or testing. Additionally, input provided by District Facilities and Maintenance staff was incorporated. The two components are:



Facility Deficiency Cost

Facility deficiency costs are associated with bringing current systems and components back to a functional state as installed, but do not account for additional funds required to adapt facilities to new construction standards or address capacity. In addition to facility deficiency costs, educational adequacy assessment deficiencies are included in this total number.



5-Year Life Cycle Forecast

Life cycle data predicts future facility costs based on the expected remaining life of individual building systems (e.g., roofing, exterior, structural, interior, and more). While a particular building component may not require immediate replacement, it is quite possible for it to reach its end of useful life before or during the commencement of a planned capital construction project. This results in additional costs, which must be accounted for in the planning process.



Combined 5-Year Need

Combining the current educational adequacy and condition repair costs with the 5-year life cycle renewal forecast indicates total District need. These figures exclude any expansion for classroom additions or new construction for additional enrollment growth. Also, not included are costs for programmatic changes, school consolidations, and replacements. These items should be determined as part of different scenarios developed during capital planning.



Options Planning

Based on information collected during the assessment, the District can begin to plan a facilities modernization program to address deteriorating buildings that are under or over utilized. Many different scenarios are possible that take into account facility condition, capacity, attendance zone utilization, and other factors to determine the future serviceability of facilities across the District. Each scenario will have a different impact on the actual cost related to facility condition improvements, educational adequacy improvements, 5-year life cycle costs, and costs of replacing some facilities in poor condition with new buildings. It is important to note that developing actual potential scenarios must involve reviewing these factors, as well as additional planning involving key stakeholders.



Community Engagement

The District assembled a **Stakeholder Steering Committee** representing a broad cross-section of the community that participated in and facilitated the development of the FMP over a five-month timeline. Central to the planning process were **two community dialogue meetings**, to which the entire CISD community was openly invited and stakeholders convened at Canutillo High School. Steering Committee members facilitated small discussions and working groups to gain information. The first community dialogue meeting (CD1) presented background data, and conducted a paper and online survey focused on District values and educational framework concepts. The results of the CD1 survey were reviewed and considered by the planning team and Steering Committee to draft multiple facility options for each school. The second community dialogue meeting (CD2) presented stakeholders with the first survey results and facility options, then discussed these options and completed a second questionnaire about their opinions and preferences. Finally, results of the CD2 surveys were given strong consideration by the planning team and Steering Committee to distill the options into a singular set of FMP recommendations.



Facility Master Plan

Once the results from the options planning process were vetted with the community, recommendations for a facility master plan were compiled. This final report outlines both operational and prioritized capital actions for each of CISD's facilities. Approximate cost of renovations, instructional technology improvements, and educational and operational enhancements.



Facility Portfolio

CISD currently manages more than 1.2 million square feet (sf) of permanent educational and administrative facilities, and over 30,00 sf of temporary buildings on 13 campuses, including support and administration buildings. CISD properties include 2 high school campuses, 2 middle school campuses, 6 elementary school campuses, and 3 administrative and support campuses. Table 1 summarizes the portfolio of permanent and temporary buildings for the entire District. It should be noted that the newly opened Reyes Elementary School was assessed for Educational Adequacy, but not for condition. Figure 2 on the left summarizes the breakdown of square footage by school or facility type and shows that a considerable portion of CISD's educational space is consumed by elementary educational campuses, with nearly the same percentage of square feet as middle and high school square footage combined.

Table 1: CISD Facility Portfolio

School / Facility Type	Campuses	Permanent Buildings		Temporary Buildings		All Buildings		
		Count	Total Sq Ft	Count	Total Sq Ft	Count	Total Sq Ft	Ave Age
Elementary Schools	6	7	514,493	1	768	8	515,261	17
Middle Schools	2	14	336,631	-	-	14	336,631	30
High Schools	2	8	227,530	26	29,400	34	256,930	7
Support Facilities	3	6	163,760	-	-	6	163,760	57
Total	13	35	1,242,414	27	30,168	62	1,272,582	23

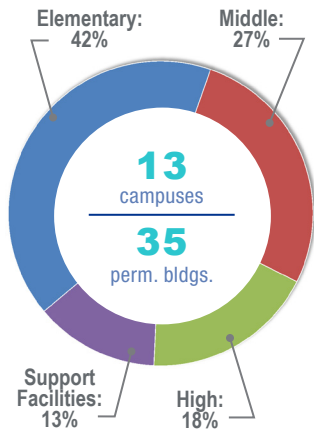


Figure 2: Breakdown of Permanent Square Footage by School Type

BUILDING AGE

Thirty-two percent of the CISD's school buildings are 26 to 45 years old, indicating that many buildings are well into their design life, particularly the Middle Schools that represent the oldest CISD facilities. The assessment findings, as evidenced by overall good condition and relatively low facility condition indices, demonstrate that the District has made significant re-investments in its facility portfolio in the form of major system replacements such as roofs and HVAC units. Thirty-eight percent of the District's buildings are under 15 years old and have significant remaining useful life before revitalization is necessary. Figure 3 below illustrates a breakdown of CISD's building age by school type.

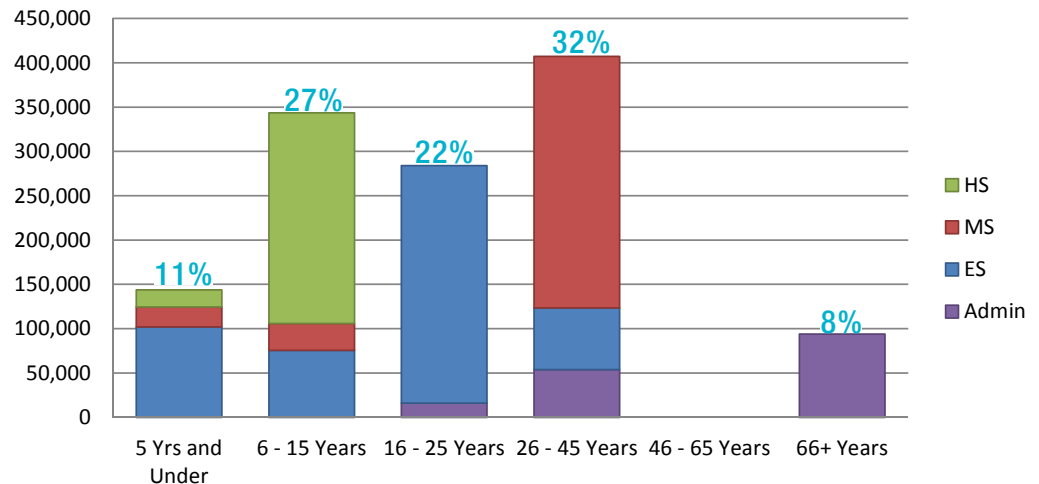


Figure 3: Facility SF by Age and School Type

Educational Adequacy Assessment

As component of the facility study, Jacobs conducted a specialized Educational Adequacy Assessment aimed to measure the degree to which CISD facilities support the instructional mission and modern instruction methods. The assessment adhered to a standards-based approach with a foundation in consistency and objectivity.



EDUCATIONAL ADEQUACY STANDARDS AND ASSESSMENT PROCESS

To establish guidelines for CISD's educational adequacy assessment, Jacobs combined previous educational adequacy experience with the District's standards. The team conducted the educational adequacy field observations consisting of an interview with the principal or designee and maintenance staff of the school, and a structured room-by-room survey to capture more than 100 data points in each classroom and the core areas of the cafeteria, library, auditorium, and gymnasiums.

The field-verified data were compiled into a scoring matrix to calculate Educational Suitability Scores for eight educational adequacy categories for each campus. These scores informed the facility planning process, and helped guide facility options and recommendations.

- **Capacity:** Ability of core facilities to meet needs of the student population, given the educational programs at each campus.
- **Support for Programs:** Provision of sufficient classrooms to support the curriculum, such as music, sports, and STEM.
- **Technology:** Adequacy of network infrastructure, wifi, and classroom AV.
- **Supervision and Security:** Extent to which building layout and technology help maintain secure, safe building operations.
- **Instructional Support:** Presence of fixed equipment within teaching spaces including storage, writing and tack surfaces, sinks, laboratory provisions, demonstration tables, and other fixed equipment.
- **Physical Characteristics:** Size and shape of individual teaching spaces.
- **Learning Environment:** The degree to which learning areas are comfortable, well-lit, odor-free, controllable, and quiet.
- **Relationship of Spaces:** Proximity of instructional spaces to support areas like libraries, restrooms, and student dining and recreational areas.

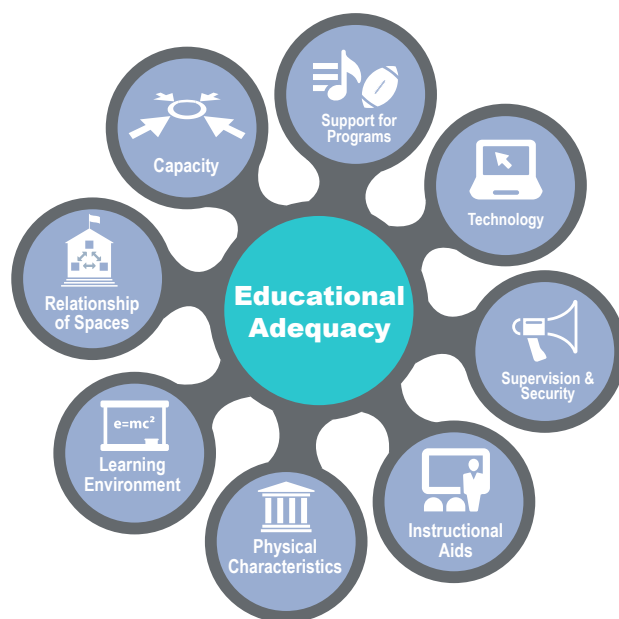


Figure 4: Categories Assessed for Educational Adequacy

Collected data were also compared to the district-wide standards to identify deficient conditions with a consistently applied gap analysis. All feasible solutions to correct functional deficiencies were compiled into the facility assessment database with corresponding priorities and cost estimates.

EDUCATIONAL ADEQUACY FINDINGS

Educational Suitability Scores for each campus are shown below in Table 2. Categories with consistently lower than normal conditions include: Instructional Support, driven by consistent absence of classroom fixed equipment, and Support for Programs, attributable to the consistent absence of art and physical education spaces at the elementary schools.

Table 2: Educational Adequacy Scores by Campus

School	01: Capacity	02: Support For Programs	03: Technology	04: Security and Supervision	05: Instructional Aids	06: Physical Characteristics	07: Learning Environment	08: Relationship of Spaces	Total Score
Canutillo HS	69%	82%	89%	73%	41%	89%	93%	97%	78.5
NW Early College HS	70%	28%	70%	60%	40%	73%	92%	66%	62.5
Canutillo MS	55%	38%	94%	70%	47%	85%	89%	92%	72.3
Alderete MS	54%	49%	78%	68%	55%	92%	93%	76%	72.6
Canutillo ES	79%	60%	92%	82%	31%	99%	92%	49%	73.6
Davenport ES	86%	60%	91%	70%	29%	98%	99%	62%	73.5
Damian ES	83%	57%	89%	79%	24%	93%	98%	82%	75.1
Childress ES	76%	48%	93%	79%	36%	96%	99%	86%	76.8
Garcia ES	94%	56%	94%	88%	42%	99%	100%	91%	82.6
Reyes ES	97%	80%	86%	77%	46%	98%	94%	88%	81.2
District Average	76%	56%	88%	75%	39%	92%	95%	79%	74.9

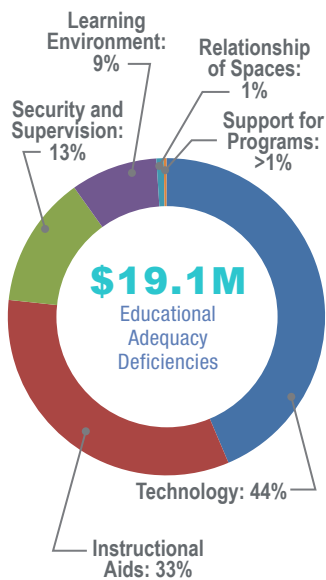


Figure 5: Breakdown of Educational Adequacy Deficiencies by Category

It should be noted that FMP recommendations directly address many educational adequacy deficiencies; including balancing of capacity utilization and providing significant technology and elementary grade arts program improvements.

At CISD, total addressable educational adequacy costs total \$19.1 million, representing nearly half of the cost of the total identified facility deficiencies. The categorical breakdown of these costs is illustrated on the graph below, highlighting that Technology and Instructional Support deficiencies represent more than $\frac{3}{4}$ of the total adequacy deficiency cost.

Capacity Analysis

The functional capacity of each school was determined by performing a thorough inventory of all classrooms and educational spaces and their current use. By comparing the **functional capacity** of each school to **current and projected enrollment** based on existing attendance boundaries, **capacity utilization** percentages were calculated to guide the planning team to develop facility options that made the best use of CISD facilities.



METHODOLOGY

The functional capacity of a school reflects how many students the facility can effectively serve given the educational program that it houses. To calculate functional capacity, a detailed inventory of all instructional spaces was compiled by each room's use. At the elementary level, home rooms where students receive their standard daily instruction were counted as capacity, while spaces dedicated to special instruction such as gyms, computer labs, music, and art rooms did not. All secondary instruction spaces except unique pull out resource rooms were figured into capacity calculations due to rotating schedules. Special education rooms were used in capacity calculations but at a reduced student per room rate. Prorated area adjustments were made for classrooms of abnormally small size. Finally, utilization factors of 95% for elementary, 85% for middle, and 75% for high school were applied to the sum total of gross adjusted classroom capacities to allow for varying grade cohort sizes, teacher conference periods, and program diversity at the secondary grade levels.

Capacity utilization is a calculation of the student enrollment divided into the capacity, expressed as a percentage. Because of the utilization factor applied to capacity for each grade level, the utilization percentages are normalized where 100% utilization represents a school operating reasonably at capacity. Optimal capacity utilization falls between 85% and 100%, and utilization below 70% and over 110% represents severe under and over utilization requiring advisable action.

FINDINGS

Current enrollment, projected enrollment, functional capacities, and utilization percentages are outlined below for each school facility.

The High Schools (CHS and NWECHS) are currently and projected to be enrolled over capacity at 104% utilization. Conversely, the Middle and Elementary Schools are currently underutilized at 65%, and due to diverging pockets of growth and decline, some CISD schools will drop into unsustainably severe underutilization below 37% within five years. Underutilization of facilities puts a financial strain on the District's academic mission, as it incurs disproportionately high non-instructional expenditures such as utilities, maintenance, and redundant overhead.

Table 3 shows CISD's capacity details by school type across all campuses. Significant disparities in utilization exist between the over-utilized high schools, at 104% percent, and the underutilized middle and elementary schools, at 55 and 65 percent, respectively. Appendix C includes a capacity summary at the school level.

Table 3: Capacity Summary for CISD

	Enrollment, Current (2015)	Enrollment Projected (2020)	Growth / (Decline)	Growth / (Decline) %	Perm Classroom Capacity	Temp Classroom Capacity	Projected Perm Capacity Surplus (Shortage)	Classroom Utilization, 2015	Classroom Utilization, 2020
HS Totals:	1,962	2,030	68	3%	1,550	338	-143	104%	108%
MS Totals:	1,208	1,229	21	2%	2,179	0	950	55%	56%
ES Totals:	2,815	2,695	-120	-4%	4,329	0	1,634	65%	62%
TOTAL:	5,985	5,954	-31		8,058	450	2,104	70%	70%



Facility Condition Assessment and Life Cycle Renewal

FACILITY CONDITION ASSESSMENT SUMMARY

A facility condition assessment evaluates the general health of physical facilities by identifying and prioritizing deficiencies that require correction for long-term use of the campus. Observations are typically organized into civil, architectural, structural, mechanical, electrical, plumbing, and roofing disciplines.

The facility condition assessment at CISD included a comprehensive evaluation that assessed both current deficiencies and building system life cycles. At the conclusion of the building assessment, deficiencies were compiled to develop repair costs for each facility.

Life cycle analysis typically looks at the ages of systems in a building to forecast system replacement as it reaches the end of its serviceable life. The existing deficiencies that currently require correction are identified and assigned a priority. An example of a life cycle system replacement might be a roof with a 20-year life that has been in place for 15 years and may be in need of replacement in five years. An example of a current deficiency might include a broken lighting fixture or an inoperable roof top air conditioning unit.

All members of the survey team recorded existing conditions, identified problems and deficiencies, documented corrective action and quantities, and identified priorities for repair. Published checklists and definitions were used for consistency and completeness of data among the different survey teams. Digital photos were taken at each school to better identify significant deficiencies. Following the assessment, a separate data entry team entered the identified deficiencies, using a specific code structure to ensure accuracy, into the MAPPS™ assessment and capital planning database.

FACILITY DEFICIENCY PRIORITY LEVELS

Facility deficiencies were compiled into a list for all facilities in the District's portfolio. Deficiencies were ranked according to five priority levels, with Priority 1 items being the most critical to address:

FACILITY DEFICIENCY PRIORITY LEVELS

- 1 Mission Critical Concerns
- 2 Indirect Impact to Educational Mission
- 3 Short-Term Conditions
- 4 Long-Term Requirements
- 5 Enhancements

- **Priority 1 – Mission Critical Concerns:** Deficiencies or conditions that may directly affect the school's ability to remain open or deliver the educational curriculum. These deficiencies typically include items related to building safety, code compliance, severely damaged or failing building components, and other items that require near-term correction. An example of a Priority 1 deficiency may be a fire alarm system replacement.
- **Priority 2 – Indirect Impact to Educational Mission:** Items that may progress to a Priority 1 item if not addressed in the near term. Examples of Priority 2 deficiencies include inadequate roofing that could cause deterioration of integral building systems, and conditions affecting building envelopes, such as roof and window replacements.
- **Priority 3 – Short-Term Conditions:** Deficiencies that are necessary to the mission of the school, but may not require immediate attention. These items should be considered necessary improvements requiring incorporation in order to maximize efficiency and usefulness of the facility. Examples of Priority 3 items include site improvements and plumbing deficiencies.
- **Priority 4 – Long-Term Requirements:** Items or systems which are likely to require attention within the next five years or would be considered an improvement to the instructional environment. The improvements may be aesthetic or may provide greater functionality. Examples include cabinets, finishes, paving, removal of abandoned equipment, and educational accommodations associated with special programs.
- **Priority 5 – Enhancements:** These items are deficiencies that are aesthetic in nature or are considered enhancements. Typical deficiencies in this priority may include repainting, recarpeting, improved signage, or other items that provide for an improved facility environment. These items may be optional to the district, but are generally included under a comprehensive renovation project plan.

Table 4 depicts schools or facility type and their associations, in dollars, by priority level. These amounts include both educational adequacy, as well as facility condition-related deficiencies. The table indicates that the majority of total deficiencies are at the District's aging Middle School and Support facilities. These deficiencies are largely lower priority needs, demonstrating the District's appropriate focus on addressing top priorities of life safety and asset preservation. Lower priorities may not be a significant impact to educational mission of the facility over the short-term.

Table 4: CUSD Building Type Deficiencies by Priority Level

Type	Priority 1	Priority 2	Priority 3	Priority 4	Priority 5	Total
Elementary Schools	215,847	171,481	1,222,287	2,530,039	430,605	4,570,259
Middle Schools	180,489	528,465	2,606,510	2,387,289	3,062,558	8,765,311
High Schools	348,790	35,934	861,806	766,961	982,592	2,996,083
Support	259,009	15,568	246,548	1,439,879	4,106,659	6,067,663
Grand Total	\$ 1,004,136	\$ 751,448	\$ 4,937,151	\$ 7,124,168	\$ 8,582,414	\$ 22,399,311

FACILITY DEFICIENCY BY BUILDING SYSTEM

Facility deficiencies are divided into 12 industry-standard building systems with multiple subsystems and subsystem types. The 12 systems include:

- Site
- Interior
- Roofing
- Exterior
- Structural
- Fire and Life Safety
- HVAC
- Plumbing
- Electrical
- Technology
- Conveyances
- Specialties

Table 5 shows building system type and their associations, in dollars, by priority. These amounts include both educational adequacy, as well as facility condition-related deficiencies. The table indicates that the majority of the deficiencies are Priority 4 and 5. Significant cost is associated with the interiors and site, with most of these deficiencies existing between Priorities 3 and 5.

Table 5: CUSD Building System Deficiencies by Priority Level

Category	Priority 1	Priority 2	Priority 3	Priority 4	Priority 5	Total
Interior	175,801	161,760	2,035,606	2,074,160	2,927,875	7,375,202
Site	112	-	781,045	3,729,311	2,181,025	6,691,493
Plumbing	112,713	-	1,151,718	3,540	622,609	1,890,580
Mechanical	139,029	251,100	561,265	106,571	697,224	1,755,189
Specialties	27,538	216,984	124,594	1,150,718	182,377	1,702,211
Exterior	69,386	3,837	147,875	17,709	1,190,844	1,429,851
Roofing	245,760	287	124,174	42,159	438,036	850,416
Electrical	155,228	107,970	5,458	-	212,659	481,315
Fire and Life Safety	63,059	9,511	5,415	-	18,074	96,059
Conveyances	15,510	-	-	-	111,692	127,202
Total	\$ 1,004,136	\$ 751,448	\$ 4,937,151	\$ 7,124,168	\$ 8,582,414	\$ 22,399,311

LIFE CYCLE RENEWAL

The final component of the assessment is the life cycle renewal forecast. The life cycle of building systems and components plays a major role in properly developing a long-range master facilities plan. During the facilities condition assessment, all major building systems were inspected. If the assessor identified a need for immediate replacement, a deficiency was created with the associated repair costs for the particular item. The identified deficiency contributes to the total current repair costs for a given facility.

However, capital planning scenarios occur over a number of years, as opposed to being constrained to immediate repairs. Construction projects may be initiated several years after the initial facility condition assessment. Hence, it is necessary to forecast any future costs associated with a facility beyond the current year repair costs. This is accomplished by utilizing a 5-year life cycle renewal forecast model.

Life cycle renewal may be defined as the projection of future building system costs based upon each individual system's expected serviceable life. Building systems and components age over time, eventually break down, and reach the end of their useful life, at which point they may require replacement. While an item may be in good condition now, it is possible for it to reach its end of life before the date of a planned construction project.

Facilities are divided into 11¹ industry-standard building systems that have life cycle renewal needs, with multiple subsystems and subsystem types. The 11 systems include:

- Site
- Interior
- Roofing
- Exterior
- Electrical
- Fire and Life Safety
- HVAC
- Plumbing
- Technology
- Conveyances
- Specialties

Life cycle data for CISD was obtained during the facility condition assessment and is shown in Table 6 below, categorized by building type. The total forecasted 5-year life cycle forecast for repair costs over a 5-year period is \$29 million.

Table 6: 5-year Life Cycle Forecast by Building Type

Type	Year 1 2015	Year 2 2016	Year 3 2017	Year 4 2018	Year 5 2019
Elementary Schools	\$ -	\$ 942,999	\$ 2,473,564	\$ 756,811	\$ 1,932,551
Middle Schools	\$ -	\$ 434,240	\$ 1,133,184	\$ 226,882	\$ 1,391,476
High Schools	\$ -	\$ 443,220	\$ 178,091	\$ 504,027	\$ 13,435,299
Support	\$ -	\$ 231,286	\$ 3,093,467	\$ 138,042	\$ 1,728,494
Annual Life Cycle Costs	\$ -	\$ 2,051,745	\$ 6,878,306	\$ 1,625,762	\$ 18,487,820
Running Total	\$ -	\$ 2,051,745	\$ 8,930,051	\$ 10,555,813	\$ 29,043,633

¹ Note that all disciplines that have facility deficiencies do not have life cycle renewal deficiencies

Facility Condition Index

The Facility Condition Index (FCI) is a widely used indicator that provides a relative scale of the overall condition of a given facility or group of facilities within a portfolio. The index is derived by dividing the total repair cost, including educational adequacy and site-related repairs, by the total replacement cost. A campus-level FCI encompasses the site and the combination of all structures belonging to that campus. An economic analysis generally suggests that FCIs over 65 percent represent the point where facilities should be considered for replacement. This value typically indicates the point where further expenditures on a building offer little return when compared to the potential cost of replacing that facility.

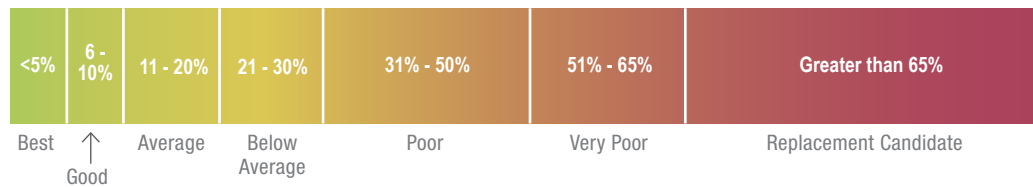


Figure 6: FCI Rating Scale

It is important to note that this FCI replacement threshold is not conclusive, but is intended to initiate planning discussions in which other relevant issues with regard to a facility's disposition must be incorporated. This merely suggests where conversations regarding replacement might occur. Other factors such as historical significance, community sentiment, and enrollment trends will create additional variables for replacement consideration.

FCI BY CAMPUS

Table 7 and Figure 7 show the range of FCIs at the campus level within CISD. The majority of the current campus FCI's are less than 30 percent, indicating that the overall health of the District is good to fair. The campuses with the highest FCIs are the aging middle schools and district support facilities. A campus condition summary is found in Appendix A.

Table 7: FCI by Campus

FCI	Campuses	Area
<10%	1	102,097
10-19%	3	235,088
20-29%	5	551,387
30-39%	4	384,010
40-49%	-	-
50-59%	-	-
60-69%	-	-
70-79%	-	-
80-89%	-	-
90-100%	-	-
>100%	-	-
Total	13	1,272,582

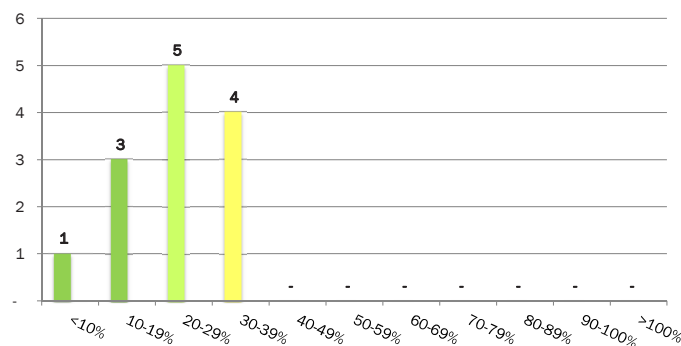


Figure 7: Campus FCI Range

FACILITY CONDITION INDEX

Total Building
Repair Cost



Total Replacement
Cost



Facility Condition Index
(FCI)

FCI BY BUILDING

Table 8 and Figure 8 show the range of FCIs at the building level within CISD. This chart indicates that the majority of CISD buildings have an FCI less than 20 percent with a few buildings reaching higher FCIs. It is important to note that the buildings with FCIs of 40 percent or greater are unoccupied buildings at the Lone Star and CMS sites. A building condition summary is found in Appendix B.

Table 8: FCI by Building Area

FCI	Buildings	Area
<10%	15	294,081
10-19%	26	631,506
20-29%	9	107,300
30-39%	7	226,860
40-49%	1	3,500
50-59%	1	900
60-69%	1	7,360
70-79%	1	675
80-89%	-	-
90-100%	-	-
>100	-	-
Total	61	-

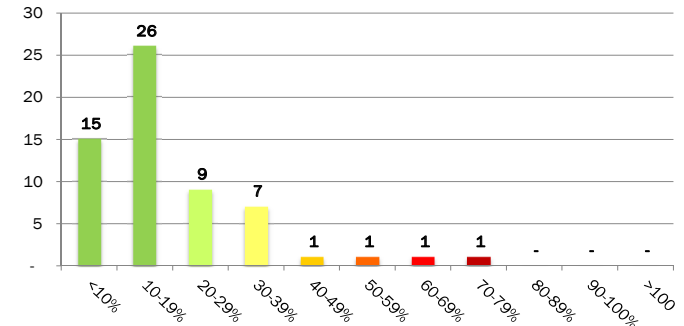


Figure 8: Building FCI Range

SOFT COSTS AND REPLACEMENT COST MODELS

For planning and budgeting purposes, facility assessments customarily add a soft cost multiplier onto deficiency repair cost estimates. This soft cost multiplier accounts for a markup that districts typically incur when contracting for renovation and construction services. Soft costs typically include construction cost factors, such as contractor overhead and profit, as well as labor and material inflation, professional fees, and district administrative costs. District administrative costs include testing, permitting, legal, and advertising fees, as well as contingencies and escalation to the midpoint of construction. All stated costs in this assessment summary report include a soft cost markup for planning and budgeting purposes. These are estimates, and costs will vary at the time of construction.

Replacement cost models for each facility type were developed based on RSMEANS® and industry experience. Replacement cost models are developed on a cost per square foot basis. These values are applied to the actual square footage of the facility in order to estimate the actual replacement cost.

Both soft cost and replacement cost models were reviewed with the District for accuracy and applicability to ensure that they align with costs that the District has experienced previously. Table 9 shows the soft cost model developed for CISD.

Table 9: Soft Cost Model

Soft Cost Model	
Construction Cost Factors:	
General Contractor Costs	33.5%
Asbestos/Hazmat Allowance	5%
Soft Cost Factors:	
Design, Management, and Testing	18.6%
Phasing Allowance (Swing Space, Relo)	5%
Contingency	10%
Bond Finance Costs	0.5%

Summary of Assessment Findings

Findings of the CISD comprehensive assessment are fully detailed in the following sections. These findings have been summarized to give a clear picture of the state of CISD's facilities over the next five years. Summarized findings presented below give a quick glance of overall summary information.



COMBINED 5-YEAR NEED

Table 10 presents the current facility deficiencies and educational adequacy deficiencies, along with the 5-year life cycle renewal forecast projecting future costs by facility type. The assessment identified **\$70.5 million in facility-related needs within the next five years** (in 2015 dollars), comprised of \$22.4 million for the repair of current deficiencies, \$29 million for end of life-cycle repairs anticipated over the next five years, and \$19.1 million related to instructional technology infrastructure and educational adequacy improvements. These figures exclude any classroom additions or new construction for additional enrollment growth or program expansion.

Table 10: Combined 5-Year Need

Type	Repair	Code Compliance	5-Year Life Cycle	Educational Adequacy	Total 5-Year Need
Canutillo H. School	2,362,034	11,723	14,108,887	2,461,506	18,944,150
NW Early College HS (NECHS)	602,549	19,776	451,750	949,565	2,023,640
Canutillo Middle School	4,777,151	55,354	1,628,200	2,676,426	9,137,132
Alderete Middle School	3,593,175	339,630	1,557,582	2,703,194	8,193,581
Canutillo Elementary School	427,082	1,670	1,115,128	1,396,068	2,939,948
Deanna Davenport Elementary School	523,115	29,033	1,241,139	1,354,178	3,147,465
Jose Damian Elementary School	1,087,142	52,965	1,628,962	1,812,071	4,581,140
Bill Childress Elementary School	1,314,091	50,495	1,353,662	1,809,732	4,527,981
Garcia Elementary School	1,078,636	1,292	767,034	1,064,608	2,911,571
Reyes Elementary School	4,737	-	-	846,248	850,985
Central Office	800,387	170,887	1,782,743	1,654,661	4,408,679
Lone Star Building	3,879,306	445,468	2,891,151	158,621	7,374,546
Facilities & Transportation	761,980	9,635	517,395	201,407	1,490,417
Grand Total	21,211,386	1,187,930	29,043,633	19,088,285	\$ 70,531,235



Community Engagement

A hallmark of CISD's Facility Master Plan is the level of stakeholder participation and engagement that took place throughout the planning process. Table 11 details a timeline of community engagement.

Table 11: Community Engagement Timeline

Activity / Description	Stakeholder Participants	Date
<u>Steering Committee Meeting 1</u> <i>Purpose: overview of process, present background data</i>	Stakeholder Steering Committee	12/1/2015
<u>Steering Committee Meeting 2</u> <i>Purpose: edit community questionnaire</i>	Stakeholder Steering Committee	12/3/2015
<u>Community Dialog One</u> <i>Data overview, group discussion, framework values survey</i>	Open Public Meeting	1/13/2016
<u>Facility Options Development</u> <i>Develop facility options based on data and community survey responses</i>	Key leadership with steering committee chairs	1/27/2016
<u>Steering Committee Meeting 3</u> <i>Purpose: review CD1 results, review/edit draft options</i>	Stakeholder Steering Committee	2/11/2016
<u>Community Dialog Two</u> <i>Review options, survey</i>	Open Public Meeting	3/3/2016
<u>Facility Recommendations Development</u> <i>Review CD2 survey results for community preferences, finalize FMP recommendations.</i>	Key leadership with steering committee chairs	3/17/2016
<u>Steering Committee Meeting 4</u> <i>Purpose: review/edit draft recommendations</i>	Stakeholder Steering Committee	3/31/2016
<u>Final Recommendations Board Presentation</u>	Superintendent and key leadership	5/31/2016

The District assembled a **Stakeholder Steering Committee** representing a broad cross-section of the community that participated in and facilitated the development of the FMP over a five-month timeline. Central to the planning process were **two community dialogue meetings**, to which the entire CISD community was openly invited and stakeholders convened at Canutillo High School. Steering Committee members facilitated small discussions and working groups to inform community members, listen to their priorities and concerns, and administer open questionnaires to measure the relative preferences of the CISD community.

The first community dialogue meeting (CD1) presented background data, and conducted a paper and online survey focused on District values and educational framework concepts. The results of the CD1 survey were reviewed and considered by the planning team and Steering Committee to draft multiple facility options for each school.

The second community dialogue meeting (CD2) presented stakeholders with the first survey results and facility options, then discussed these options and completed a second questionnaire about their opinions and preferences. Finally, results of the CD2 surveys were given strong consideration by the planning team and Steering Committee to distill the options into a singular set of FMP recommendations.

Full results from this dialogue are available on CISD's website, and detailed in Appendix D.

Facility Master Plan Recommendations

Based on the data and preferences expressed in community surveys, Jacobs and DeJONG-RICHTER recommend that Canutillo ISD take operational and capital actions that will provide programmatic improvements and more balanced facility utilization. These recommendations are detailed below.

DIVEST SURPLUS LANDHOLDINGS

Divesting surplus landholdings with strategic time-to-market transactions will replenish the District’s fund balance and create resources for potential reinvestment in District facilities. This recommendation is in direct alignment with community responses.

GRADE-LEVEL RECONFIGURATION

Jacobs and DeJONG-RICHTER recommend a reconfiguration of grade-levels from K-5, 6-8, and 9-12 to K-6, 7-8, 9, and 10-12. This operational transition offers several benefits to the District, including: addressing near-term capacity utilization imbalance, creating academic benefits for CISD students, strategically co-locating critical student support staff with the 9th grade class, and providing in-District alternatives for CISD families who contemplate enrollment outside of the District. Reconfiguring grade-levels brings balance to current underutilization, as demonstrated in Figure 9.

Note: Northwest Early College High School (NWECHS) will remain a 9-12 school in the Recommendations. NWECHS is currently over-utilized and could choose under the Recommendations to utilize some classrooms at the adjacent Canutillo High School while maintaining the majority of its presence and programs on the existing site.

CONSIDER FUTURE ELEMENTARY SCHOOL CONSOLIDATIONS

The District decided not to consider school consolidations at this time. However, due to the District’s overall surplus of capacity in grades K-8, Jacobs and DeJONG-RICHTER recommend further study into to the cost-benefit of the future repurposing of an elementary school and reinvesting the resulting operational efficiencies into enhanced instructional programs.

TRANSITION THE LONE STAR FACILITY

Begin transitioning existing programs at Lone Star to neighboring facilities in better condition and more educationally adequate. As programs move into new locations, begin selective demolition of the unused portions of the facility. Also, due to the cultural history and community attachment to this site, it is also recommended that a commemorative monument be installed on the site, perhaps utilizing original building materials and historic photographs.

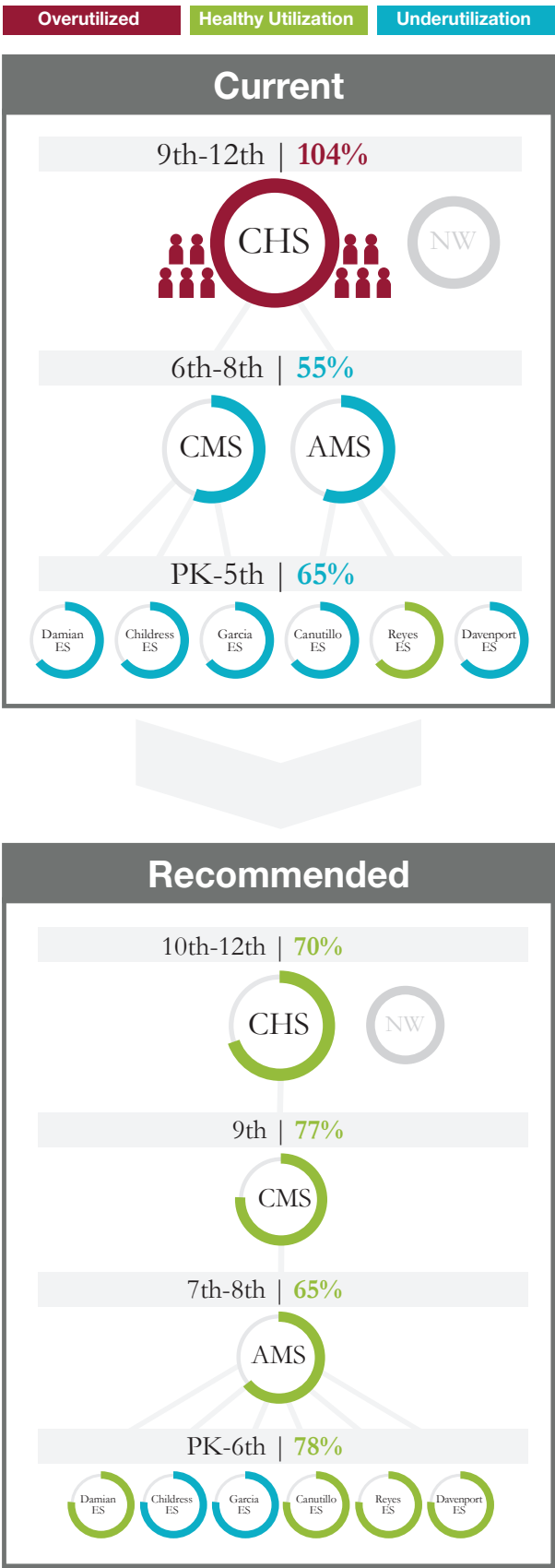


Figure 9: Grade-level Reconfiguration Recommendation

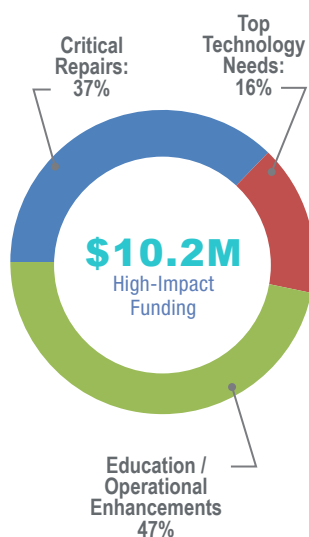


Figure 10: Bond Funding Need for High-Impact Enhancements

PERFORM ANNUAL ENROLLMENT PROJECTION UPDATES

Our demographic studies indicate overall flat enrollment districtwide, with isolated pockets of growth being offset by declines elsewhere, mainly on the western side of the District. While we don't anticipate overall enrollment growth within the next five years, Jacobs and DeJONG-RICHTER advises CISD to perform annual enrollment projections to monitor annual enrollment relative to the current projections.

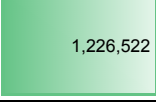
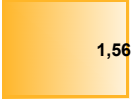
REVIEW K-6 ATTENDANCE BOUNDARIES ANNUALLY

The study suggests changes to the elementary school boundaries with anticipated overutilization at Reyes Elementary in upcoming years and underutilization in all other elementary schools.

EXPLORE PUBLIC BOND SUPPORT

The study team recommends consideration of an \$10.2 million bond referendum to fund facility improvements that would optimize the grade reconfiguration and address top priority needs in the near term, deferring the remaining \$62.9 million in lower priorities for future consideration. While CISD facilities have enough capacity to support the grade reconfiguration without making any significant capital investment, the planning team defined a list of recommended high-impact enhancements focusing on critical repairs, top technology needs, and educational and operational enhancements. Table 12 demonstrates the recommended bond funding allocation.

Table 12: Recommended Bond Funding Allocation

Location	Critical Repairs (Priority 1 & 2 - safety, roofs, electrical, HVAC, plumbing)	Top Technology Needs (Infrastructure, Wifi, Classroom Instruction)	Educational and Operational Enhancements	Total Recommended NearTerm Investment (Escalated to 2019 Costs)	Project Highlights
Canutillo HS (10-12 Grade)	 290,571	 142,790	-	 433,361	- Classroom Wifi and Multimedia Technology, - Science Labs, - Critical Repairs
NW Early College HS	 91,450	 167,312	-	 258,762	- Classroom Wifi and Multimedia Technology - Critical Repairs
Canutillo MS (to become 9th Grade Center)	 1,226,522	 201,768	 750,000	 2,178,289	- Classroom Wifi and Multimedia Technology, - Safety lighting and security improvements, - Gym Bleachers, - Relocate Student Support Services to New 9th Grade Center - Critical Repairs
Alderete MS (to become 7-8 Grade School)	 542,040	 268,478	-	 810,518	- Classroom Wifi and Multimedia Technology, - Safety lighting, - ADA Accessibility, - Critical Repairs
Canutillo ES (to become K-6)	 49,293	 113,239	 536,590	 699,121	- Classroom Wifi and Multimedia Technology, - Science, music, and art upgrades, - Critical Repairs
Davenport ES (to become K-6)	 320,978	 156,937	 536,590	 1,014,505	- Classroom Wifi and Multimedia Technology, - Science, music, and art upgrades, - Air Conditioning, - Critical Repairs
Damian ES (to become K-6)	 807,825	 66,459	 536,590	 1,410,874	- Classroom Wifi and Multimedia Technology, - Science, music, and art upgrades, - Air Conditioning, Water Lines, Roof - Critical Repairs
Childress ES (to become K-6)	 167,710	 90,666	 536,590	 794,966	- Classroom Wifi and Multimedia Technology, - Science, music, and art upgrades, - Air Conditioning, - Critical Repairs
Garcia ES (to become K-6)	-	 182,905	 536,590	 719,495	- Classroom Wifi and Multimedia Technology, - Science, music, and art upgrades, - Critical Repairs
Reyes ES (to become K-6)	-	-	-	-	- n/a (new school)
Central Office	 310,418	 251,502	 1,000,000	 1,561,920	- Safety lighting and ADA improvements, - Renovate old admin buildings at CMS/9th grade center for CISD and CISD Police. - Critical Repairs
Lone Star Building	-	-	 350,000	 350,000	- Demolish Lone Star and restore site with historic monument - Relocate BRAVO Program into Portable Building
Facilities & Transportation	-	-	-	-	-Roof and critical repairs
TOTAL	3,806,806	1,642,057	4,782,950	10,231,813	

Appendix A Campus Condition Summary

The following charts provide a summary for each campus showing the total campus area (in square footage), facility condition cost, total replacement cost, facility condition index, and 5-year life cycle cost forecast.

Num	Campus Name	Year Opened	Total Area (SF)	Current Deficiency Cost	5-Year Life Cycle Cost	Total Replacement Cost	Projected FCI
High Schools							
001	Canutillo HS	2005	220,250	\$ 4,835,263	\$ 14,108,887	\$ 55,811,350	0.34
003	NW Early College HS	2008	36,680	\$ 1,571,890	\$ 451,750	\$ 9,294,712	0.22
High Schools Summary		2005	256,930	6,407,154	14,560,637	65,106,062	0.32
Middle Schools							
041	Canutillo MS	1974	174,695	\$ 7,508,932	\$ 1,628,200	\$ 39,592,522	0.23
042	Alderete MS	1976	161,936	\$ 6,635,999	\$ 1,557,582	\$ 37,471,990	0.22
Middle Schools Summary		1975	336,631	14,144,931	3,185,782	77,064,513	0.22
Elementary Schools							
101	Canutillo ES	1998	90,637	\$ 1,824,820	\$ 1,115,128	\$ 21,112,982	0.14
102	Davenport ES	1990	68,841	\$ 1,906,326	\$ 1,241,139	\$ 16,035,823	0.20
103	Damian ES	1992	85,695	\$ 2,952,178	\$ 1,628,962	\$ 19,961,794	0.23
104	Childress ES	1996	92,381	\$ 3,174,319	\$ 1,353,662	\$ 21,519,230	0.21
105	Garcia ES	2008	75,610	\$ 2,144,537	\$ 767,034	\$ 17,612,594	0.17
106	Reyes ES	2015	102,097	\$ 850,985	\$ -	\$ 23,782,476	0.04
Elementary Schools Summary		2000	515,261	12,853,165	6,105,925	120,024,899	0.16
Administrative Facilities							
201	Central Office	1978	53,800	\$ 2,625,936	\$ 1,782,743	\$ 13,632,920	0.32
202	Lone Star Building	1943	93,960	\$ 4,483,395	\$ 2,891,151	\$ 23,809,464	0.31
203	Facilities & Transportation	1997	16,000	\$ 973,022	\$ 517,395	\$ 4,054,400	0.37
Administrative Facilities Summary		1960	163,760	8,082,352	5,191,289	41,496,784	0.32
TOTAL		1989	1,272,582	41,487,602	29,043,633	303,692,257	0.23

Appendix B Building Condition Summary

The following table contains condition information for the specific buildings located on CISD's campuses. These values are totaled at the campus-level for the tables and data presented in this report.

Num	Campus Name	Site/Building Name	Year Built	Total Area (SF)	Current Deficiency Cost	5-Year Life Cycle Cost	Total Replacement Cost	Projected FCI
Canutillo High School								
001	Canutillo High School	Campuswide Conditions			\$ 2,282,388	\$ -		
001 - 01	Canutillo High School	01 - Main Building	2005	180,340	\$ 2,353,814	\$ 13,807,133	\$ 45,698,156	0.35
001 - 02	Canutillo High School	02 - Gymnasium	2015	12,000	\$ 8,160	\$ -	\$ 3,040,800	0.00
001 - 03	Canutillo High School	03 - Agriculture Bldg 1	2005	10,585	\$ 128,201	\$ 68,214	\$ 2,682,239	0.07
001 - 04	Canutillo High School	04 - Agriculture Bldg 2	2005	4,965	\$ 5,475	\$ 46,713	\$ 1,258,131	0.04
001 - 05	Canutillo High School	05 - Field House	2008	9,365	\$ 38,357	\$ 165,622	\$ 2,373,091	0.09
001 - 06	Canutillo High School	06 - Press Box	2005	2,875	\$ 18,868	\$ 21,023	\$ 728,525	0.05
001 - 07	Canutillo High School	07 - Ticket Booth	2005	120	\$ -	\$ 182	\$ 30,408	0.01
Canutillo High School Summary			2005.7	220,250	4,835,263	14,108,887	55,811,350	0.34
NW Early College HS (NECHS)								
003	NW Early College HS (NECHS)	Campuswide Conditions			\$ 699,989	\$ -		
003 - 01	NW Early College HS (NECHS)	01 - Portable Bldg 01	2008	900	\$ 107,389	\$ 16,043	\$ 228,060	0.54
003 - 02	NW Early College HS (NECHS)	02 - Portable Bldg 02	2008	900	\$ 26,261	\$ 16,043	\$ 228,060	0.19
003 - 03	NW Early College HS (NECHS)	03 - Portable Bldg 03	2008	900	\$ 26,261	\$ 16,043	\$ 228,060	0.19
003 - 04	NW Early College HS (NECHS)	04 - Portable Bldg 04	2008	900	\$ 26,958	\$ 16,043	\$ 228,060	0.19
003 - 05	NW Early College HS (NECHS)	05 - Portable Bldg 05	2008	900	\$ 26,958	\$ 16,043	\$ 228,060	0.19
003 - 06	NW Early College HS (NECHS)	06 - Portable Bldg 06	2008	900	\$ 43,559	\$ 16,043	\$ 228,060	0.26
003 - 07	NW Early College HS (NECHS)	07 - Portable Bldg 07	2008	900	\$ 50,482	\$ 12,006	\$ 228,060	0.27
003 - 08	NW Early College HS (NECHS)	08 - Portable Bldg 08	2008	900	\$ 50,745	\$ 12,006	\$ 228,060	0.28
003 - 09	NW Early College HS (NECHS)	09 - Portable Bldg 09	2008	900	\$ 19,483	\$ 16,043	\$ 228,060	0.16
003 - 10	NW Early College HS (NECHS)	10 - Portable Bldg 10	2008	900	\$ 28,161	\$ 16,043	\$ 228,060	0.19
003 - 11	NW Early College HS (NECHS)	11 - Portable Bldg 11	2008	900	\$ 27,149	\$ 16,043	\$ 228,060	0.19
003 - 12	NW Early College HS (NECHS)	12 - Portable Bldg 12	2008	900	\$ 25,999	\$ 13,688	\$ 228,060	0.17
003 - 13	NW Early College HS (NECHS)	13 - Portable Bldg 13	2008	900	\$ 43,675	\$ 16,043	\$ 228,060	0.26
003 - 14	NW Early College HS (NECHS)	14 - Portable Bldg 14	2008	900	\$ 19,483	\$ 20,188	\$ 228,060	0.17
003 - 15	NW Early College HS (NECHS)	15 - Portable Bldg 15	2008	900	\$ 19,483	\$ 16,043	\$ 228,060	0.16
003 - 16	NW Early College HS (NECHS)	16 - Portable Bldg 16	2008	900	\$ 19,483	\$ 16,043	\$ 228,060	0.16
003 - 17	NW Early College HS (NECHS)	17 - Portable Bldg 17	2008	2,400	\$ 41,549	\$ 36,501	\$ 608,160	0.13
003 - 18	NW Early College HS (NECHS)	18 - Portable Bldg 18	2008	2,400	\$ 41,549	\$ 36,501	\$ 608,160	0.13
003 - 19	NW Early College HS (NECHS)	19 - Portable Bldg 19	2008	900	\$ 27,149	\$ 16,043	\$ 228,060	0.19
003 - 20	NW Early College HS (NECHS)	20 - Portable Bldg 20	2008	900	\$ 27,149	\$ 16,043	\$ 228,060	0.19
003 - 21	NW Early College HS (NECHS)	21 - Portable Bldg 21	2008	900	\$ 29,899	\$ 16,043	\$ 228,060	0.20
003 - 22	NW Early College HS (NECHS)	22 - Portable Bldg 22	2008	900	\$ 26,805	\$ 16,043	\$ 228,060	0.19
003 - 23	NW Early College HS (NECHS)	23 - Portable Bldg 23	2008	900	\$ 24,718	\$ 16,043	\$ 228,060	0.18
003 - 24	NW Early College HS (NECHS)	24 - Portable Bldg 24	2008	900	\$ 31,733	\$ 16,043	\$ 228,060	0.21
003 - 25	NW Early College HS (NECHS)	25 - Portable Bldg 25	2008	2,400	\$ 31,733	\$ 16,043	\$ 608,160	0.08
003 - 26	NW Early College HS (NECHS)	26 - Portable Bldg 26	2008	2,400	\$ 28,090	\$ 16,043	\$ 608,160	0.07
003 - Cafeteria	NW Early College HS (NECHS)	Cafeteria - Cafeteria	2015	7,280	\$ -	\$ -	\$ 1,844,752	0.00
NW Early College HS (NECHS) Summary			2009.4	36,680	1,571,890	451,750	9,294,712	0.22
Canutillo Middle School								
041	Canutillo Middle School	Campuswide Conditions			\$ 1,883,208	\$ 338,807		
041 - 01	Canutillo Middle School	01 - Main Building	1974	151,900	\$ 3,897,409	\$ 1,053,616	\$ 35,149,660	0.14
041 - 02	Canutillo Middle School	02 - Former Admin Building A	1982	2,480	\$ 213,038	\$ 9,115	\$ 573,872	0.39
041 - 03	Canutillo Middle School	03 - Former Admin Building B	1982	3,100	\$ 211,630	\$ -	\$ 717,340	0.30
041 - 04	Canutillo Middle School	04 - Classroom Building	1974	3,480	\$ 240,757	\$ 53,512	\$ 805,272	0.37
041 - 05	Canutillo Middle School	05 - Physical Education	1984	3,500	\$ 298,603	\$ 89,913	\$ 809,900	0.48
041 - 06	Canutillo Middle School	06 - Greenhouse	1984	1,800	\$ 111,918	\$ -	\$ 416,520	0.27
041 - 07	Canutillo Middle School	07 - Warehouse	1974	7,360	\$ 577,697	\$ -	\$ 871,203	0.66
041 - 08	Canutillo Middle School	08 - Concession Stand / Restroom	1974	675	\$ 26,973	\$ 83,237	\$ 156,195	0.71
041 - 09	Canutillo Middle School	09 - Press Box	1974	400	\$ 47,699	\$ -	\$ 92,560	0.52
Canutillo Middle School Summary			1974.6	174,695	7,508,932	1,628,200	39,592,522	0.23
Alderete Middle School								
042	Alderete Middle School	Campuswide Conditions			\$ 1,805,726	\$ 415,887		
042 - 01	Alderete Middle School	01 - Main Building	1976	97,000	\$ 4,125,241	\$ 1,019,982	\$ 22,445,800	0.23
042 - 02	Alderete Middle School	02 - Science Building	2007	29,000	\$ 379,172	\$ 95,643	\$ 6,710,600	0.07
042 - 03	Alderete Middle School	03 - Gymnasium	1976	12,216	\$ 205,814	\$ -	\$ 2,826,782	0.07
042 - 04	Alderete Middle School	04 - New Gym	2015	22,400	\$ 110,533	\$ -	\$ 5,183,360	0.02
042 - 05	Alderete Middle School	05 - Concession / Rest Rooms	2009	1,320	\$ 9,513	\$ 26,070	\$ 305,448	0.12
Alderete Middle School Summary			1987.2	161,936	6,635,999	1,557,582	37,471,990	0.22
Canutillo Elementary School								
101	Canutillo Elementary School	Campuswide Conditions			\$ 736,812	\$ -		
101 - 01	Canutillo Elementary School	01 - Main Building	1998	90,037	\$ 1,065,384	\$ 1,088,187	\$ 20,973,218	0.10
101 - 02	Canutillo Elementary School	02 - Restroom Building	1998	600	\$ 22,625	\$ 26,941	\$ 139,764	0.35
Canutillo Elementary School Summary			1998	90,637	1,824,820	1,115,128	21,112,982	0.14

Num	Campus Name	Site/Building Name	Year Built	Total Area (SF)	Current Deficiency Cost	5-Year Life Cycle Cost	Total Replacement Cost	Projected FCI
Davenport Elementary School								
102	Davenport Elementary School	Campuswide Conditions			\$ 1,110,211	\$ -		
102 - 01	Davenport Elementary School	01 - Main Building	1990	68,841	\$ 796,114	\$ 1,241,139	\$ 16,035,823	0.13
Davenport Elementary School Summary			1990	68,841	1,906,326	1,241,139	16,035,823	0.20
Damian Elementary School								
103	Damian Elementary School	Campuswide Conditions			\$ 1,441,503	\$ -		
103 - 01	Damian Elementary School	01 - Main Building	1992	84,927	\$ 1,510,675	\$ 1,598,429	\$ 19,782,896	0.16
103 - 02	Damian Elementary School	02 - Portable Classroom	1990	768	\$ -	\$ 30,533	\$ 178,898	0.17
Damian Elementary School Summary			1992	85,695	2,952,178	1,628,962	19,961,794	0.23
Childress Elementary School								
104	Childress Elementary School	Campuswide Conditions			\$ 1,108,750	\$ 220,618		
104 - 01	Childress Elementary School	01 - Main Building	1996	92,381	\$ 2,065,569	\$ 1,133,044	\$ 21,519,230	0.15
Childress Elementary School Summary			1996	92,381	3,174,319	1,353,662	21,519,230	0.21
Garcia Elementary School								
105	Garcia Elementary School	Campuswide Conditions			\$ 1,581,114	\$ 908		
105 - 01	Garcia Elementary School	01 - main	2008	75,610	\$ 563,423	\$ 766,126	\$ 17,612,594	0.08
Garcia Elementary School Summary			2008	75,610	2,144,537	767,034	17,612,594	0.17
Reyes Elementary School								
106	Reyes Elementary School	Campuswide Conditions			\$ 254,991	\$ -		
106 - 01	Reyes Elementary School	01 - Main	2015	102,097	\$ 595,995	\$ -	\$ 23,782,476	0.03
Reyes Elementary School Summary			2015	102,097	850,985	-	23,782,476	0.04
Central Office								
201	Central Office	Campuswide Conditions/Tech			\$ 2,276,430	\$ 500,332		
201 - 01	Central Office	01 - Main Building	1978	53,800	\$ 349,506	\$ 1,282,411	\$ 13,632,920	0.12
Central Office Summary			1978	53,800	2,625,936	1,782,743	13,632,920	0.32
Lone Star Building								
202	Lone Star Building	Campuswide Conditions			\$ 1,059,198	\$ 110,344		
202 - 01	Lone Star Building	01 - Main Building	1943	54,000	\$ 1,055,655	\$ 1,560,541	\$ 13,683,600	0.19
202 - 02	Lone Star Building	02 - Lone Star Cottage 1	1943	3,500	\$ 348,948	\$ -	\$ 886,900	0.39
202 - 02	Lone Star Building	02 - Lone Star Cottage 2	1943	4,460	\$ 349,061	\$ -	\$ 1,130,164	0.31
202 - 02	Lone Star Building	02 - Unused Building	1943	32,000	\$ 1,670,533	\$ 1,220,266	\$ 8,108,800	0.36
Lone Star Building Summary			1943	93,960	4,483,395	2,891,151	23,809,464	0.31
Facilities & Transportation								
203	Facilities & Transportation	Campuswide Conditions			\$ 549,956	\$ 234,407		
203 - 01	Facilities & Transportation	01 - Main Building	1997	16,000	\$ 423,066	\$ 282,988	\$ 4,054,400	0.17
Facilities & Transportation Summary			1997	16,000	973,022	517,395	4,054,400	0.37
DISTRICT TOTAL/AVE			1991.1	1,272,582	41,487,602	29,043,633	303,692,257	0.23

Appendix C Capacity Summary by Campus

The following chart summarizes the overall capacity analysis for the District with campus enrollment using District data. Utilization of a facility is calculated by dividing enrollment by capacity. Districts often consider schools with capacity scores under 75 percent as underutilized, schools with capacity over 100 percent as overutilized, and schools with capacity over 120 percent as critically overcrowded.

Facility Inventory		Enrollment			Classroom Capacity			Utilization	
B	F	G	G'	G''	H	J	K = H+J-G	O = F / (H+J)	P = G / (H+J)
Site Name	Enrollment, Current (2015)	Enrollment Projected (2020)	Growth / (Decline)	Growth / (Decline) %	Perm Classroom Capacity	Temp Classroom Capacity	Projected Perm and Temp Capacity Surplus (Shortage)	Classroom Utilization, 2015	Classroom Utilization, 2020
Canutillo HS	1,640	1,643	3	0%	1,550	0	-93	106%	106%
NW Early College HS	322	387	65	20%	0	338	-50	95%	115%
Canutillo MS	568	374	-194	-34%	1,019	0	645	56%	37%
Alderete MS	640	855	215	34%	1,160	0	305	55%	74%
Canutillo ES	612	557	-55	-9%	812	0	255	75%	69%
Davenport ES	401	357	-44	-11%	651	0	294	62%	55%
Damian ES	487	496	9	2%	755	0	259	65%	66%
Childress ES	411	389	-22	-5%	875	0	486	47%	44%
Garcia ES	445	300	-145	-33%	683	0	383	65%	44%
Reyes ES	459	596	137	30%	553	0	-43	83%	108%

Appendix D Community Engagement Detail

The following pages detail results from Community Dialogue meetings 1 and 2, and the recommendations resulting from those meetings.

Draft



2015-16 Facilities Master Plan

Canutillo Independent School District

Community Dialogue #1

21 January 2016

Prepared by



Acknowledgements

We would like to thank the Canutillo Independent School District's students, staff, Board of Trustees, Steering Committee, and community for their commitment and dedication to the Facilities Master Planning Process.

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Marnie Rocha, Executive Director
Martha Carrasco, Executive Director
Shane B. Griffith, Public Information Officer
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Tomas Sigala
Tracy Speaker

Draft



Community Dialogue #1

Draft



In an effort to obtain community feedback prior to developing facility options for Canutillo Independent School District, CISD hosted a Community Dialogue on January 13, 2016. DeJONG-RICHTER presented a summary of the facility and enrollment data that will be used when developing options, and provided a brief "Futures Presentation" pertaining to educational trends to consider when developing a Facilities Master Plan. Participants were invited to complete individual and group questionnaires at the meeting, and the individual questionnaire was posted online for one week to allow those who could not attend to lend their voice to the process.

All total, 54 questionnaires were completed at the Community Dialogue and 158 total questionnaires were completed online. Prior to completing the survey, each questionnaire provided the following information for respondents to consider (see italicized notes below). This report details quantitative and narrative responses for each question and will be used by the District and consultant team when creating the initial draft Facility Options.

Canutillo ISD has commissioned a Facilities Master Plan. A Facilities Master Plan is a comprehensive assessment of facility condition and utilization. The goal of a Facilities Master Plan is to create a 5-year plan for all major facility decisions that balances the needs of building repairs, population changes, educational and extra-curricular programs, and budget. The following questions aim to collect community stakeholder feedback on strategies to consider in a Facilities Master Plan.

Currently, elementary schools in Canutillo have extra capacity (room) for 1,577 more students. CISD middle schools have extra capacity for 1,041 more students and the high school is over capacity by 81 students. Enrollment projections through 2019/20 show extra capacity remaining for grades K-8 while the high school will remain slightly over capacity. Based on the facilities assessments Canutillo ISD has \$69,216,299 in identified facility condition needs through 2019-20.

The above data means that CISD will have capacity for over 2,500 extra elementary and middle school students through school year 2019/20. CISD also has around \$70 million in identified facility condition needs in the same time frame. Among many others, the Facilities Master Plan will consider questions like:

- Which of the approximately \$70 million in facility needs are a priority for the District?*
- What should the District do with its extra capacity when the overall enrollment projections do not show growth through 2019/20?*
- Are there educational and/or extra-curricular programs that the District should consider building new facilities for?*
- What should the District do with land that it owns but is currently unused?*

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Question 1

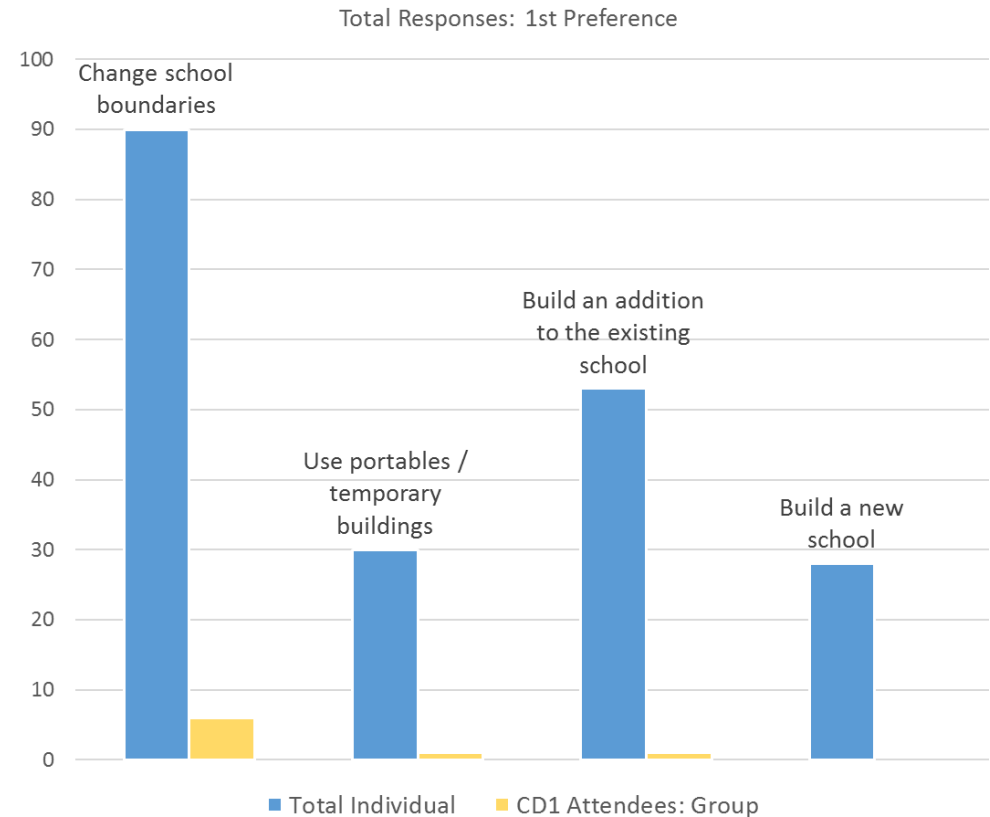
Draft



Rank your preferred strategy for addressing a school with **far too many** students for its capacity (an over-utilized school). Rank with 1st as most preferred, and 4th as least preferred. You may only select one option as your 1st choice, one option as your 2nd choice, etc.

CD1 Attendees: Individual	1st	2nd	3rd	4th
Change school boundaries	24	12	10	3
Use portables / temporary buildings	10	6	12	8
Build an addition to the existing school	10	15	7	1
Build a new school	3	1	5	37
Web	1st	2nd	3rd	4th
Change school boundaries	66	26	31	26
Use portables / temporary buildings	20	51	37	27
Build an addition to the existing school	43	46	46	4
Build a new school	25	15	19	82
Total Individual	1st	2nd	3rd	4th
Change school boundaries	90	38	41	29
Use portables / temporary buildings	30	67	49	35
Build an addition to the existing school	53	61	63	5
Build a new school	28	16	24	119

CD1 Attendees: Group	1st	2nd	3rd	4th
Change school boundaries	6	1	1	0
Use portables / temporary buildings	1	4	2	1
Build an addition to the existing school	1	3	4	0
Build a new school	0	0	1	7



Response Summary

The data above shows that the “Build a new school” option seems to be the least popular among all respondents. The most preferred option was to change the school boundaries to balance capacity. The consensus of responses remains the same regardless of folks attending the community dialogue.

Question 2

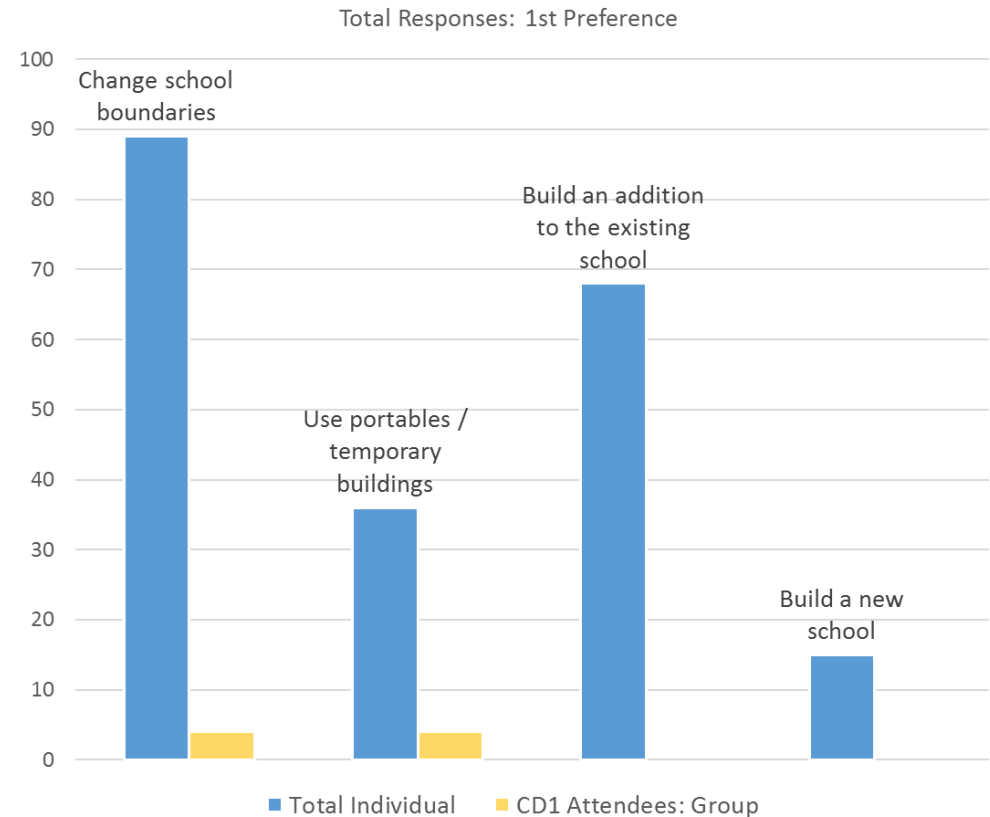
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Rank your preferred strategy for addressing a school with **far too few** students for its capacity (an under-utilized school). Rank with 1st as most preferred, and 4th as least preferred. You may only select one option as your 1st choice, one option as your 2nd choice, etc.

CD1 Attendees: Individual	1st	2nd	3rd	4th
Change school boundaries	26	5	17	5
Use portables / temporary buildings	7	26	12	4
Build an addition to the existing school	16	16	4	5
Build a new school	6	3	7	32
Web	1st	2nd	3rd	4th
Change school boundaries	63	35	33	13
Use portables / temporary buildings	29	5	43	20
Build an addition to the existing school	52	36	35	11
Build a new school	9	17	19	92
Total Individual	1st	2nd	3rd	4th
Change school boundaries	89	40	50	18
Use portables / temporary buildings	36	77	55	24
Build an addition to the existing school	68	52	49	16
Build a new school	15	20	26	124

CD1 Attendees: Group	1st	2nd	3rd	4th
Change school boundaries	4	1	2	1
Use portables / temporary buildings	4	2	2	0
Build an addition to the existing school	0	5	4	0
Build a new school	0	0	1	7



Response Summary

The data above that respondents, once again, favored the “Change school boundaries” option. The second favorite was to use temporary buildings when necessary to balance capacity in facilities.

Question 3

Draft



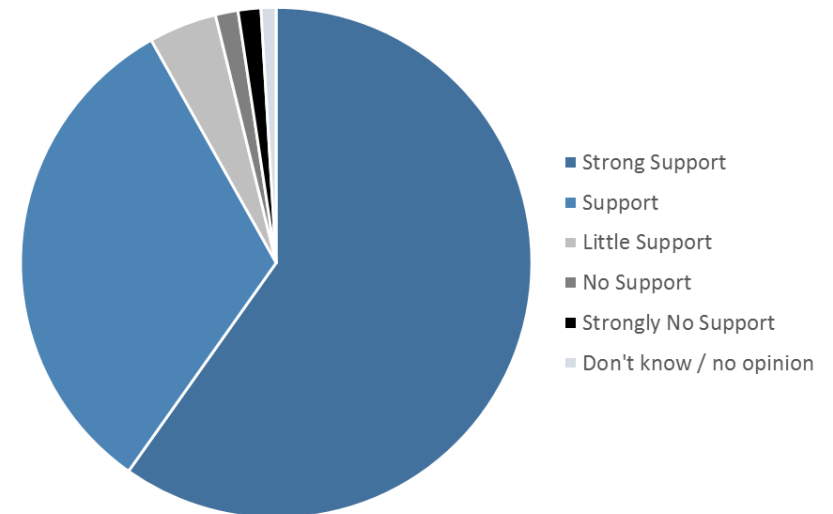
Would you support updating older facilities to provide modern learning environments? This would include more specialized learning environments, technology updates, teacher collaboration areas, etc. to support district educational goals.

	Strong Support	Support	Little Support	No Support	Strongly No Support	Don't know / no opinion	Percent Strong Support & Support
CD1 Attendees: Individual	34	13	4	0	0	1	
Web	91	54	5	3	3	1	
Total Individual	125	67	9	3	3	2	92%
CD1 Attendees: Group	6	2	1	0	0	0	89%

Response Summary

The table above illustrates that nearly 90% of all respondents support the District updating older facilities. The comments reflect the same.

Total Responses: Strong Support + Support



Question 3

Draft



Rank your preferred strategy for addressing a school with **far too few** students for its capacity (an under-utilized school). Rank with 1st as most preferred, and 4th as least preferred. You may only select one option as your 1st choice, one option as your 2nd choice, etc.

Narrative Responses

- Depends how old the building is.
- I do support this, but much of what we have improved is still not "functional." This applies primarily to technology.
- I work at CMS and it is an Old building! The air quality is very bad, the plumbing stinks, and there is no storage areas for classroom materials. The intercom does not work, and the electrical system is weak. Old buildings are a big headache!
- I would like to see a PK school as they have in Ysleta
- I would support it if only more teachers are hired.
- I would support updating older facilities if the cost/benefit outweighs building new facilities. I'd had to update buildings only to have to rebuild in several years.
- If you update facilities you must train the personnel which will work in that building, so you insure the technology will be well exploited.
- Instead, why not buy tablets for the students to use and make sure they can work wirelessly?
- Not understanding why schools would not be up to date
- take in consideration if there is an economical support, IF NOT update an old facilities will be great!
- THE GROWTH IS AT 9TH GRADE AT HIGH SCHOOL THE BEST MOST EFFICIENT ANSWER WOULD BE TO MAKE CMS A 9TH GRADE CENTER AND AMS BE THE MIDDLE SCHOOL TO HOUSE MS

Question 4

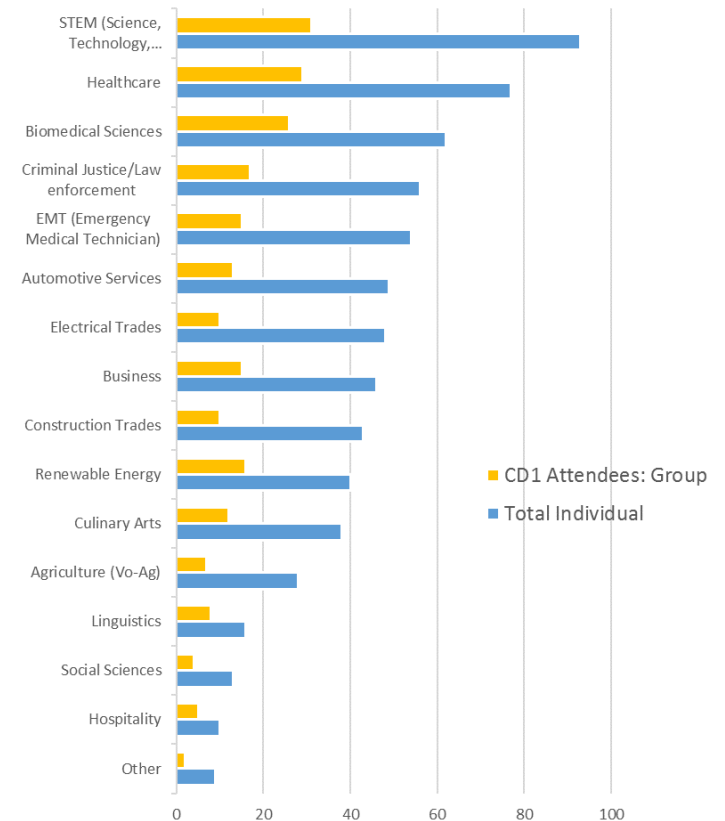
Draft



Which of the following Career and technical skill programs would you like to see added or expanded within the district? Please select your top 5 choices.

	CD1 Attendees: Individual	Web	Total Individual	CD1 Attendees: Group
Agriculture (Vo-Ag)	3	25	28	7
Automotive Services	1	48	49	13
Biomedical Sciences	4	58	62	26
Business	3	43	46	15
Construction Trades	4	39	43	10
Criminal Justice/Law enforcement	2	54	56	17
Culinary Arts	1	37	38	12
Electrical Trades	4	44	48	10
EMT (Emergency Medical Technician)	0	54	54	15
Healthcare	5	72	77	29
Hospitality	0	10	10	5
Linguistics	0	16	16	8
Renewable Energy	0	40	40	16
STEM (Science, Technology, Engineering, and Math)	5	88	93	31
Social Sciences	0	13	13	4
Other	0	9	9	2

Total Responses: Strong Support + Support



Response Summary

The table above illustrates the top 5 choices for CTE programs are STEM, Healthcare, Biomedical Sciences, Criminal Justice/Law Enforcement, and EMT. The results are uniformed when comparing individual and group responses. The comments for question 4 make note of the importance of arts programs as well.

Question 4

Draft



Which of the following Career and technical skill programs would you like to see added or expanded within the district? Please select your top 5 choices.

Narrative Responses

- ARTS
- audio visual/ broadcasting
- Cosmetology
- CULINARY MUST BE BROUGHT BACK TO HIGH SCHOOL. STUDENTS LOSE 20 TO 30 MIN. EVERYDAY OF INSTRUCTIONAL TIME IN THE TRANSPORT TO CENTRAL OFFICE, \$ WASTED ON BUS, BUS DRIVER
- Doesn't have to do with the question but I really think the district should educate students more about feminism and mental health. It's really important guys and girls to not be misogynistic. A teacher told the students at the start of the year when she was talking about dress code that she wasn't trying to be sexist but she wasn't going to allow guys to wear yoga pants which to me doesn't really make sense because it's like saying you're vegetarian but you eat meat it doesn't add up. It's also really important for them to be informed of mental health because there's already some students suffering of some type of mental health and they don't even know. I really hope the district talks about this.
- Early College High School
- Education
- Elementary schools should have a science teacher/ coach and full use of a science lab
- expand early college program should be number 1 priority, number two should be vocational/trades
- How have the entire Arts, A/V Technology & Communications and IT clusters been completely omitted? What about Government and Public Administration clusters? Has the proper research into all CTE programs been completed? That's what I'd like to see.
- I believe that we are entering a generational change in which the demand for skilled labor is increasing.
- More teachers should be hired from Prek and kinder
- Music program
- None CHS has enough CTE courses
- STEAM
- Taxes/banking/finance/stocks
- Though STEM fields are important, Fine Arts must be made equally important to produce fully rounded students.
- US-Mexico Border and International Studies
- Values

Question 5

Draft



What are the top three (3) challenges facing the athletic programs for the district? Please identify 3 at most for each school. Check the box below to indicate whether your feedback is related to Canutillo MS, Alderete MS or Canutillo HS.

	CD1 Attendees: Individual			Web			Total Individual			CD1 Attendees: Group		
	Alderete MS	Canutillo MS	Canutillo HS	Alderete MS	Canutillo MS	Canutillo HS	Alderete MS	Canutillo MS	Canutillo HS	Alderete MS	Canutillo MS	Canutillo HS
Available Budget	3	4	9	19	28	24	22	32	33	3	5	4
Collaboration between CHS & NWECHS on athletic facilities	4	13	7	6	5	24	10	18	31	0	0	2
Condition of facilities / fields	5	8	5	6	27	8	11	35	13	1	6	2
Equity of facilities / fields	10	5	7	21	27	20	31	32	27	0	3	0
Lack of indoor and outdoor space / fields	6	5	7	16	10	8	22	15	15	3	1	1
Lack of equipment	7	9	5	15	18	18	22	27	23	0	1	1
Need for new athletic programs / offerings	6	3	3	11	14	23	17	17	26	1	1	1
Number / equity of program offerings	10	10	11	9	8	18	19	18	29	0	0	0
Quality of equipment	2	2	3	10	19	16	12	21	19	2	3	2
Transportation	1	1	0	7	6	14	8	7	14	0	0	0
Other	1	1	0	3	4	4	4	5	4	0	0	0

See the next page for additional graphs by school

Response Summary

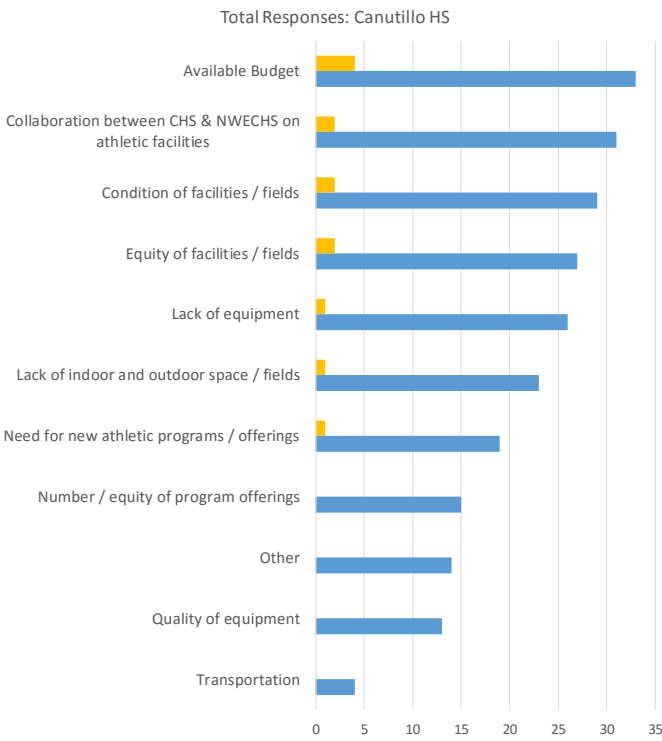
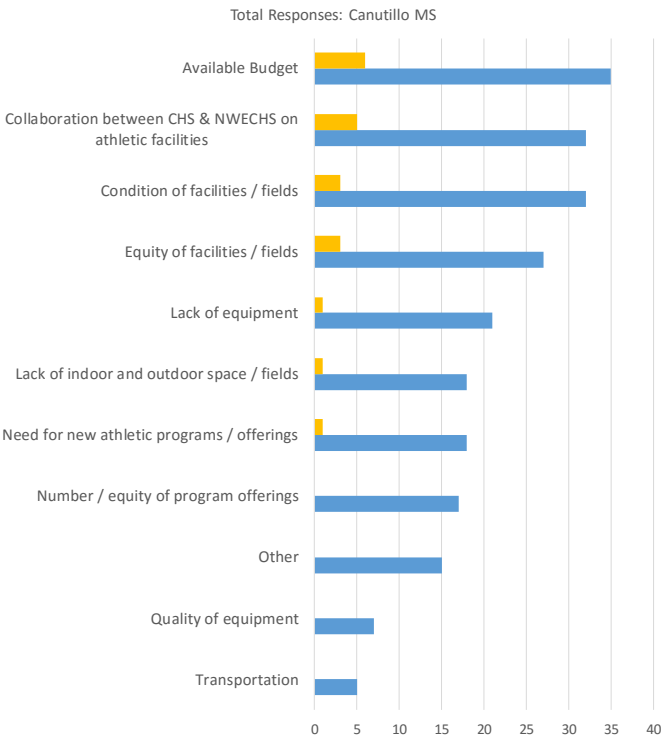
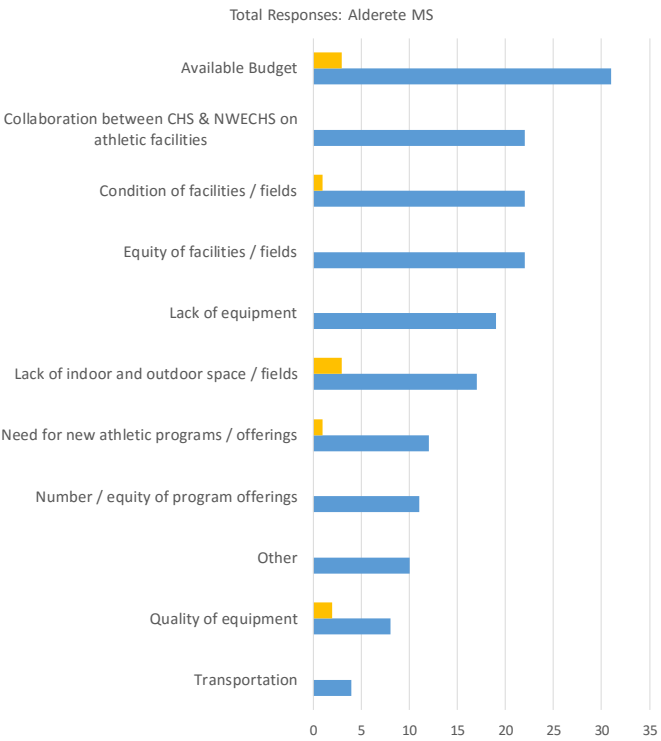
Regardless of school, "available budget" is the top challenge the athletic programs in the district face. The comments site a lack of collaboration between the middle school and high school athletic programs.

Question 5

Draft



What are the top three (3) challenges facing the athletic programs for the district? Please identify 3 at most for each school. Check the box below to indicate whether your feedback is related to Canutillo MS, Alderete MS or Canutillo HS.



Question 5

Draft



What are the top three (3) challenges facing the athletic programs for the district? Please identify 3 at most for each school. Check the box below to indicate whether your feedback is related to Canutillo MS, Alderete MS or Canutillo HS.

Narrative Responses

- Alderete Needs a softball and baseball field.
- AMS Baseball and softball fields on campus
- AS IT STANDS IT IS OBVIOUS THAT EQUALITY AMONG GIRLS AND BOYS ATHLETICS ARE NOT PREVALENT! FOOTBALL TAKES PRIORITY OVER OTHER TEAM SPORTS FOR BOYS AND GIRLS! WHO CORRECTS THIS? PARKING FOR SPORT EVENTS BY THE GYMS IS VERY LIMITED, TAKE DOWN THE MEDIAN AND ADD MORE PARKING, HAVING TO WALK 1/4 MILE FROM TENNIS COURTS TO GYM IS NOT FEASIBLE FOR GRANDPARENTS WHO COME SEE THEIR PLAYER
- Classrooms-enough to meet our needs
- Coaching staff and coordinating schedules
- Concentrate on repairing or adding new facility for sports that are usually forgotten, tennis courts. Of only need to be resurfaced but two more courts need to be added not just at the HS but also the middle schools and prepare our athletes for competition
- Condition of fields and courts
- Doesn't have to do with the question but I really think the district should educate students more about feminism and mental health. It's really important guys and girls to not be misogynistic. A teacher told the students at the start of the year when she was talking about dress code that she wasn't trying to be sexist but she wasn't going to allow guys to wear yoga pants which to me doesn't really make sense because it's like saying you're vegetarian but you eat meat it doesn't add up.
- Don't know. I work at an elementary campus
- I don't support the athletic program because the district should hire more prek and kinder teachers.
- I don't know anything about their athletic programs and what is needed
- I think too much money is being spent and too much emphasis on athletics, more emphasis on STEM and Early College, something useful not wasted like sports are, we need to educate not teach sports
- I would like to see a B Team program for Volleyball and Basketball added with coaches for the middle school program. As our district our Middle School grow, we need to allow more students to participate in these sports. The East Division of our Conference has these teams.
- Lack of teamwork/collaboration between CHS and CMS
- Not sure

Question 5

Draft



What are the top three (3) challenges facing the athletic programs for the district? Please identify 3 at most for each school. Check the box below to indicate whether your feedback is related to Canutillo MS, Alderete MS or Canutillo HS.

Narrative Responses—Continued

- NWECHS
- skip
- Students sideline the true reason for education because of athletics. Athletics, without exception care about academics ONLY when they are doing sports. After the season is over their interest in class plummets. Sports at the Middle School is a real detriment to learning.
- There is not a continuous flow between the middle school and high school due to middle school programs being over looked. An athletic period at the middle school level for 7th and 8th grade may help?

Question 6

Draft



What are the top three (3) challenges facing the fine arts programs (art, band, choir, theater) for the district? Please identify 3 at most for each school. Check the box below to indicate whether your feedback is related to Canutillo MS, Alderete MS or Canutillo HS.

	CDI Attendees: Individual			Web			Total Individual			CDI Attendees: Group		
	Alderete MS	Canutillo MS	Canutillo HS	Alderete MS	Canutillo MS	Canutillo HS	Alderete MS	Canutillo MS	Canutillo HS	Alderete MS	Canutillo MS	Canutillo HS
Condition of facilities	6	9	5	8	16	7	14	25	12	3	5	4
Cost of programs (transportation)	5	5	4	12	13	13	17	18	17	0	0	2
Equity of facilities	3	5	12	9	13	5	12	18	17	1	6	2
Interest	9	10	7	10	15	16	19	25	23	0	3	0
Lack of equipment	3	5	5	26	25	18	29	30	23	3	1	1
Lack of facilities or spaces within facilities	13	17	9	7	14	14	20	31	23	0	1	1
Need for additional Fine & Performing Arts programming in elementary and middle schools	7	10	9	24	25	20	31	35	29	1	1	1
Participation	7	9	6	15	23	22	22	32	28	0	0	0
Quality of equipment	3	4	6	14	20	13	17	24	19	2	3	2
Sharing/ Collaboration between CHS & NWECHS	0	1	1	4	8	21	4	9	22	0	0	0
Other	0	0	0	4	6	3	4	6	3	0	0	0

See the next page for additional graphs by school

Response Summary

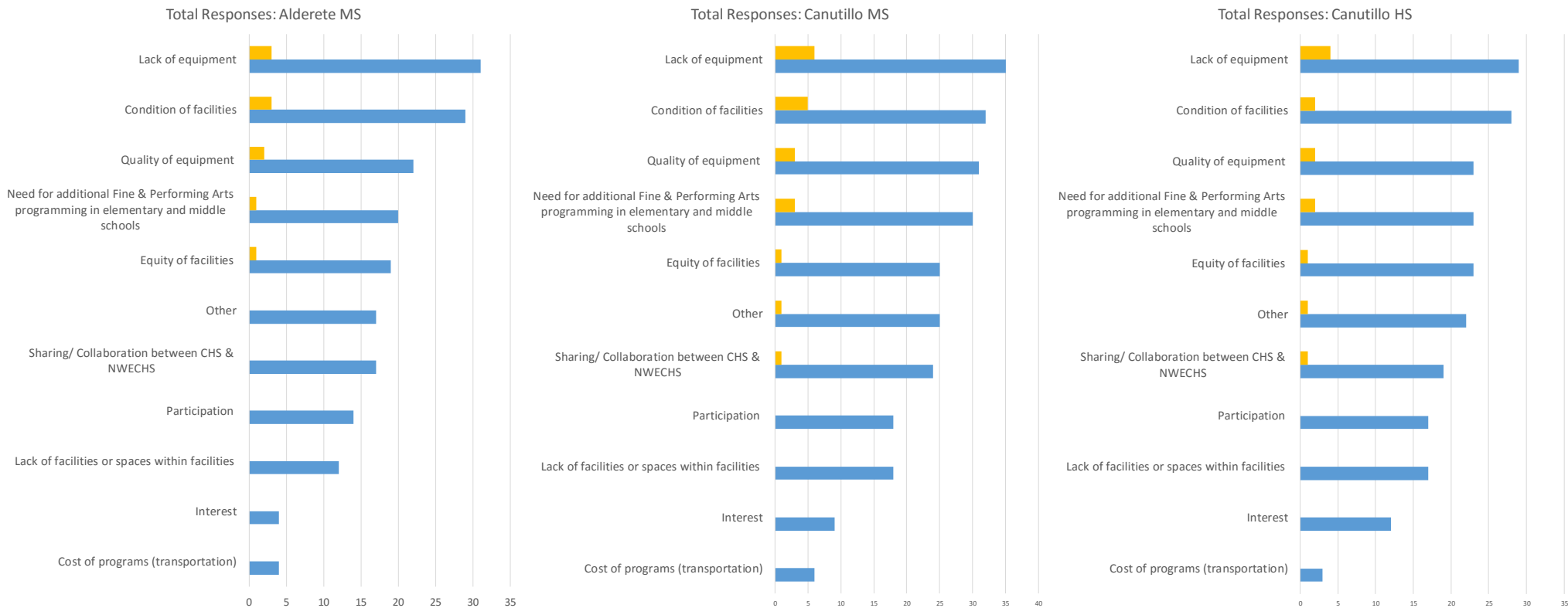
"Lack of equipment" and "Condition of facilities" are the top challenges faced by the arts programs in all 3 schools. The comments also site the importance placed on arts courses as well as cohesive programs between the schools as additional challenges.

Question 6

Draft



What are the top three (3) challenges facing the fine arts programs (art, band, choir, theater) for the district? Please identify 3 at most for each school. Check the box below to indicate whether your feedback is related to Canutillo MS, Alderete MS or Canutillo HS.



Question 6

Draft



What are the top three (3) challenges facing the fine arts programs (art, band, choir, theater) for the district? Please identify 3 at most for each school. Check the box below to indicate whether your feedback is related to Canutillo MS, Alderete MS or Canutillo HS.

Narrative Responses

- additional display space needed to showcase student achievement
- AMS does a great job of keeping students engaged and wanting to participate. It is fun! CHS needs work. I believe that the music director just doesn't connect with the students. Sometimes they run more than the football players and say yes sir more than ROTC does. The CHS Band numbers speak for themselves.
- An increase of staff to adequately attend each student is desperately needed.
- Funding should equitable to elementary music, fine arts program. Students creativity can be nurtured at a young age.
- Hire more prek and kinder teachers make classes with less students they are the foundation.
- I do not know anything about their fine arts programs and what is needed
- need for more options at NWECHS, lack of options is unacceptable, forcing music only is not an acceptable option
- Need new Band Director.
- Need of Orchestra program
- No budget in the middle school
- PROGRAM DIRECTORS LIKE BAND DIRECTOR SHOULD BE EVALUATED ANNUALLY TO REFLECT THE IMPACT ON STUDENTS. WHY IS OUR BAND -30 MEMBERS WHEN AT BOTH MS THE RATE IS +60 X BOTH? WHEN FINE ARTS IS A REQUIREMENT THEY RATHER CHOSE THEATER? EVALUATE WHY? IF IT IS THE DIRECTOR MAKE A CHANGE! MAKE SURE THAT YOUR FINE ARTS DIRECTORS ARE UP TO DATE AND MAKE THE EFFORT TO MOTIVATE STUDENTS. THEIR STIPEND SHOULD REFLECT THAT
- The current programs need to be funded and supported properly before additional Fine art programs are added at the middle school or Elementary programs.
- Unsure; equipment/microphones
- We need a fine arts director with an orchestra program and higher emphasis placed on fine arts.
- When Fine Arts competes with Sports fine arts loses! Sports is the gorilla in the room!

Question 7

Draft



What are the greatest needs for Special Education programming and/or facilities in CISD? Answer for each of the following schools with which you are familiar. If you are unfamiliar with Special Education programs in CISD, please skip this question and move to the next.

Narrative Responses

Alderete MS

- Adapted Physical Education, OT and PT and Space for the program
- Addition of special education program
- Applicable training. Usually our SPED people are required to come to regular training that they'll never use, such as computer programs, DOK, etc. Wouldn't it be better to offer training they can use, such as dyslexia, dysgraphia, differentiation, etc.?
- better integration of special ed with regular ed students
- Better lunch
- I believe this program is not following the IEP's the way it is supposed to.
- Modernize Installations Building
- More Central office help with school needs.
- n/a
- none
- Programs (classes) that have too many students to appropriately meet their individual needs.
- Resource materials
- Resources & staff
- special program is excellent
- SPED PROGRAM GROWTH WITH LIFE SKILLS CLASS
- SPED support as staff in schools
- There have been many upgrades to facilities made to AMS, not sure about their SPED dept.
- They need a bigger classroom in order to be able to better teach the students and more specialized equipment.

Canutillo MS

- Adapted Physical Education, OT and PT and Space for the program
- Addition of special education programs
- Better compensation and better training ,especially Para educators
- better integration of special ed with regular ed students
- Football field and baseball
- FUNDING. HIRING OF QUALIFIED TEACHERS.
- I believe this program is not following the IEP's the way it is supposed to.
- Instructional aides
- More Central office help with school needs.
- more highly qualified faculty. The students participate in "inclusion" and their is ONLY one teacher with over 20 students in the classroom. There is no possible way that "inclusion students" can be given quality learning environments when the teacher is overloaded with a mixture of sp, ells, 504, GT, etc. All blended together. Education has become a "money making" venue and actual teaching and learning is secondary.
- more resources for parents of students aging out
- More staff to assist special needs students, especially when said students go into a mainstream classroom that already has 20 or more students in that class period.
- n/a
- necessary equipment for different needs., like a stationary bike for HDAD kids, computers in the classrooms and a confort zone for those kids do they need to take a breake but still lisstening the class with a helper., this

Canutillo HS

- Adapted Physical Education, OT and Pt and Space for the program
- Addition of special education programs
- additional teacher
- Baseball field
- better integration of SPED with regular ed students
- Certified inclusion teachers not paraprofessional or permanent substitutes, certified teachers within the disciplines they are inclusion with, certified teacher placed without other duties to over see the 504 and Sped program
- Classroom space
- DISTRICT SHOULD HAVE A LIVE SKILLS BUILDING/ PROGRAM LIKE EPISD WHERE STUDENTS LEARN LIFE SKILLS TO INCLUDE SHOPPING, SELLING, WORKING, ETC..
- Doesn't have to do with the question but I really think the district should educate students more about feminism and mental health. It's really important guys and girls to not be misogynistic. A teacher told the students at the start of the year when she was talking about dress code that she wasn't trying to be sexist but she wasn't going to allow guys to wear yoga pants which to me doesn't really make sense because it's like saying you're vegetarian but you eat meat it doesn't add up. It's also really important for them to be informed of mental health because there's already some students suffering of some type of mental health and they don't even know. I really hope the district talks about this.

I believe this program is not following the IEP's the way it IC-

Question 7

What are the greatest needs for Special Education programming and/or facilities in CISD? Answer for each of the following schools with which you are familiar. If you are unfamiliar with Special Education programs in CISD, please skip this question and move to the next.

Draft



Narrative Responses

Canutillo MS

could be either in a bigger classroom in a special area or another classroom they also could have a comfortable zone or chairs in the special area in the classrooms for any need..

- need an inclusion teacher that is certified as content and SPED, district lacks funding
- none
- Not much has been done to CMS especially their facilities and SPED Dept. They are the ones that seem to be lacking in everything.
- Programs (classes) that have too many students to appropriately meet their individual needs.
- resources & staff
- SPED PROGRAM GROWTH WITH LIFE SKILLS CLASS
- There is a strong need for a certified inclusion SPED teacher. It would really be helpful if the SPED teacher would also be knowledgeable in the content area. For example, a History or Science SPED Inclusion teacher. Either way, we are in need of a certified SPED inclusion teacher.
- Training, Faculty,
- Update facility

Cannutillo HS

- Is supposed to.
- Instructional aides
- More Central office help with school needs.
- More electives for students
- n/a
- none
- Personnel. We are highly understaffed.
- Programs (classes) that have too many students to appropriately meet their individual needs.
- Quality staffing and appropriate leadership
- resources & staff
- State of the Art in everything.
- There are not enough teachers to accommodate the number of students! Scheduling could be part of the problem, but it seems to be more related to staff availability.
- Transition program needs to provide more opportunities for special education students and started earlier, perhaps in middle school.

Question 7

Draft



What are the greatest needs for Special Education programming and/or facilities in CISD? Answer for each of the following schools with which you are familiar. If you are unfamiliar with Special Education programs in CISD, please skip this question and move to the next.

Narrative Response Summary

Alderete MS

Many of the comments centered around growth and support of the SPED program. Inclusion for students is also important.

Canutillo MS

Funding for teachers, program needs, supplies, etc. were among the main needs of the special education program. Inclusion for students is also important.

Canutillo HS

Many comments centered around lack of resources and understaffing for the SPED programs. Inclusion for students is also important.

Question 8

Draft



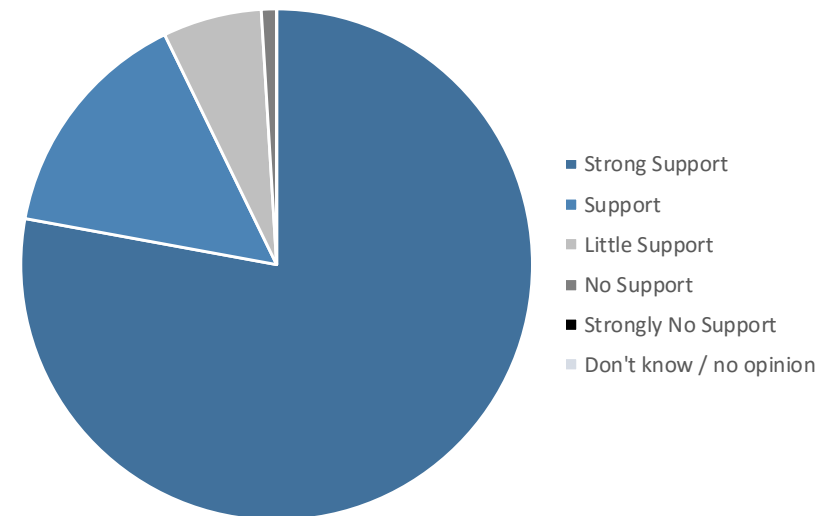
Indicate your support for replacing outdated computers and other learning technology in the classroom.

	Strong Support	Support	Little Support	No Support	Strongly No Support	Don't know / no opinion	Percent Strong Support & Support
CD1 Attendees: Individual	44	6	2	0	0	0	
Web	118	25	11	2	0	0	
Total Individual	162	31	13	2	0	0	93%
CD1 Attendees: Group	6	2	1	0	0	0	89%

Response Summary

The data above illustrates the high level of support from respondents for replacing outdated technology. The comments also mention ensuring staff is educated on how to best use the new technology.

Total Responses: Strong Support + Support



Question 8

Draft

Indicate your support for replacing outdated computers and other learning technology in the classroom.



Narrative Responses

- Computers are not the problem, IT availability and server capacity prevent using what is available
- Computers in the school are heavily used and, therefore, age rapidly. They are outdated technologically, as well.
- DAEP needs updated technology
- Equipment we have is not being used enough.
- Get teacher input before ordering new things to avoid buying technology teachers have no intention of using, not to mention offering training on whatever is ordered.
- Hardware is NOT the deficiency! Schools have no content-specific educational software. An empty computer with JUST Microsoft Office is of little help to a science teacher, math teacher, English teacher, and social studies teacher. An investment in software must match the investment in hardware.
- Hire qualified technicians who can update systems
- I am for having good technology as long as it is used correctly and not as a substitute to learning, but an addition to learning, all students NEED to be 100% fluent in use of computers so they can find jobs
- I believe that by providing high quality resources, it will encourage the students to achieve higher expectations.
- I feel that our youth is so entrenched in our daily electronic devices that a more face to face and hands on style of teaching would be much more effective.
- I think today we live in a technology age and we need to be up to date to help our students become experienced and competitive adults.
- Internet connectivity issues are a major downfall in the process of using technology in the classroom.
- More than outdated computers a server and classroom modems that can handle the traffic on the net
- New computers capability with new systems requirements
- Our students deserve better access to technology and tablets like other students have both in Region 19 and beyond. We are behind other districts in allowing our students the use of technology. As teachers, we go to training and are not able to implement some of the great ideas we see due to students not having their own tablet.
- STRONG SUPPORT BUT WITH TRAINING AND SUPPORT TO ALL TEACHERS, WITH EXPECTATION THAT IT WILL BE USED BY ALL AND FOR ALL. TODAY WE HAVE TECH BUT TEACHERS DON'T KNOW, FEEL UNCOMFORTABLE, OR JUST CHOSE NOT TO USE IT TO ITS HIGHEST POTENTIAL.
- Students are competing with far advanced technology in other areas of the country; but, even just in our Region XIX, other districts are issuing tablets for note-taking, textbooks, etc. That would be ideal. With that, teachers would need INTENSE training to utilize this type of technology most efficiently in the classroom to advance students to be prepared for college and the workplace.

Question 8

Draft

Indicate your support for replacing outdated computers and other learning technology in the classroom.



Narrative Responses—Continued

- The teacher's laptops are outdated.
- We need the students to practice and understand what is being taught, the only way the students will be active students is if they use a little less technology and more writing and brain function.

Question 9

Draft



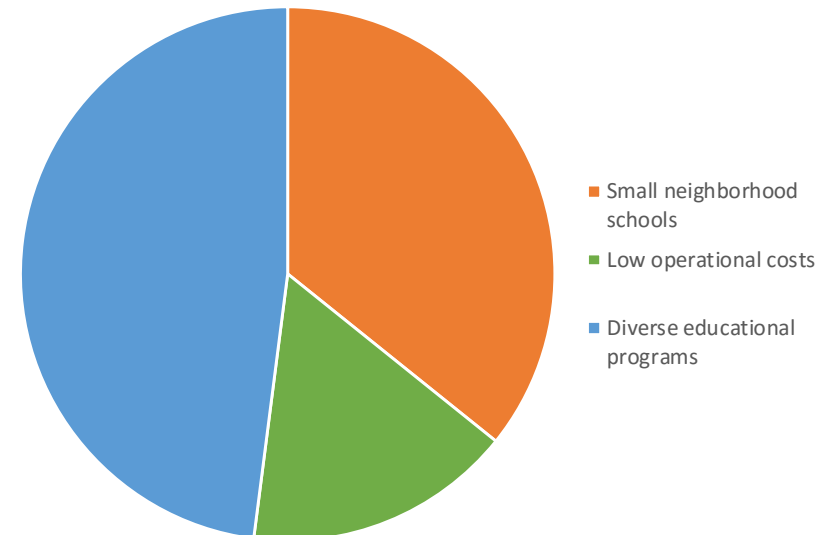
Choose only two of the three options below which you believe are most important. Please select only 2.

	Small neighborhood schools	Low operational costs	Diverse educational programs
CD1 Attendees: Individual	28	9	42
Web	104	51	135
Total Individual	132	60	177
CD1 Attendees: Group	1	3	7

Response Summary

The data above indicated respondents strong desire for diverse educational programs. Small neighborhood schools was next in terms of level of importance followed lastly by low operational costs.

Total Responses: Strong Support + Support



Question 10

Draft

CISD currently owns 131 acres of land that is currently not in use. What ideas do you have for some of this land (e.g., sell, build new facilities, keep as is, etc.)



Narrative Responses

- 9th grade center to alleviate HS overpopulation
- Build
- build
- Build a Career and Technology Center, sell some land for additional cash flow, keep land for expansion of existing facilities
- build a new high school with magnet programs
- Build a new school that will be 7-9th grade, keep a good portion of it as is for future needs, maybe create a school community garden with proceeds going to food services for use, thereby cutting costs with outside vendors.
- Build agricultural center and greenhouse,
- Build facilities which will help the student population.
- build more supporting facilities. (indoor swimming pool, soccer/football fields, rec center, etc.
- build new central office with plenty of parking and space to provide training to teachers at district owned facilities. could also be used to house other state or other districts conferences
- Build new facilities
- Build new facilities
- Build new facilities
- Build new facilities
- Build new facilities
- Build new facilities as needed.
- Build New Facilities or schools
- Build new facilities to expand learning opportunities for CISD students
- build new facilities.
- Build new facilities.
- build new facility for DAEP
- build sporting facilities
- build technical school
- Building new facilities and Schools
- CISD Special Events center needed (e.g. staff development, prom, banquets, etc.)
- Create a recreational center for students to use after school hours or during weekends with extracurricular activities (sport and fine arts)

Question 10

Draft

CISD currently owns 131 acres of land that is currently not in use. What ideas do you have for some of this land (e.g., sell, build new facilities, keep as is, etc.)



Narrative Responses

- Create another middle school. Build a professional development building for educators of the district.
- dejarlos igual
- Depending on its location, the land could be used for a new central office facility, future school buildings, or might be sold for a profit once less land is available for development.
- Depending where they are located. But if next to schools the gymnasiums, or indoor use for ALL elementaries
- Develop a technological school so we do not have to bus our students out of district to train in beauty.
- Either sell it and distribute the money evenly, or keep it for expanding the district (if we are going to ever build more schools)
- Expand schools
- expand some campuses, relocate central office to a bigger building
- Farm it!
- for now, keep as is, never sell- land only goes up in value, later think about expanding trades such as construction, electrical and renewable energy or expand automotive there
- I would keep it for a potential new high school in the future.
- If the land is centrally located and can be used as school grounds in the future...save it.
- If they have Commercial value...sell, and use the money to upgrade district schools
- If we are over crowded at the High School. Use the land to build a 9th grade center.
- If you don't need it sell it.
- Keep as is
- Keep as is
- Keep as is
- Keep as is
- keep as is
- keep as is
- keep as is
- keep as is
- keep as is
- Keep as is for future needs.
- Keep as is until the need arises
- keep as is!!!!
- Keep as is, will need in future
- Keep for future needs but use them don't go out and purchase more to appease one group, like what they did with Reyes Elementary

Question 10

Draft

CISD currently owns 131 acres of land that is currently not in use. What ideas do you have for some of this land (e.g., sell, build new facilities, keep as is, etc.)



Narrative Responses

- KEEP FOR NOW.
- Keep it for future use.
- keep land...possible lease to other entities (church groups, non-profits, etc.)
- magnet program, explore opportunities to partner with new teaching hospital.
- magnet school, recreation for students
- mantener igual
- mantener igual
- Modern up to date with technology building
- More learning programs in education, classrooms for the different programs like Occupational
- more schools with fewer students in prek and kinder classrooms
- Multi use Sport plex facility for school use and as revenue for events
- music rooms
- New Administration Building with enough parking
- new building
- New Central Office
- New Central/Administration Office or new high school.
- New facilities
- New facilities
- Ninth grade center, true DAEP facility (separate), educational classroom for PLC and meetings
- Not sure what to do with it
- Nuevas instalaciones
- Parks
- Parks wrestling for teens activities for after school for the summer
- parque recreativo gratuito
- Perhaps exercise fields for all schools
- public library, sports area, new facilities,
- Put them to use in offering students educational programs
- Recreational Centers, new facilities

Question 10

Draft

CISD currently owns 131 acres of land that is currently not in use. What ideas do you have for some of this land (e.g., sell, build new facilities, keep as is, etc.)



Narrative Responses

- Save CISD is a growing district and we will need to expand soon
- Sell
- Sell
- Sell
- sell
- Sell
- Sell
- sell
- sell
- Sell
- sell and use money for technology updates
- Sell and use money to updated other schools.
- Sell and use money to upgrade current facilities
- sell if not needed
- Sell It!
- SELL IT! NO NEED FOR PREDICTED GROWTH, NEED MONEY TO INVEST IN WHAT WE HAVE
- sell it!!
- Sell only if needed, otherwise keep as is.
- Sell part of it; keep the rest for future growth.
- sell portion
- sell properties
- Sell some land and postpone any further expansion until additional employees are added.
- sell some of it
- sell them
- Sell.... or build a Gym for staff use only. Would be great to maintain staff physical health.
- sports facilities for all campuses to use on game day, freshman center, after school programs
- The high school is beyond student capacity. Perhaps a 9th grade center, or more preferably, a second high school.
- to build a single gender building that counts with STEM or HEALTH special programs and consider to add another language besides English and Spanish maybe a 3rd lan-

Question 10

Draft



CISD currently owns 131 acres of land that is currently not in use. What ideas do you have for some of this land (e.g., sell, build new facilities, keep as is, etc.)

Narrative Responses

guage? ..building for extra curricular activities like outdoors sports and indoors programs that also could be used on weekends

- Use as an option for building new campuses if our growth continues.
- Use property as an investment where the funds can be used for selected programs.
- Use them for the best
- utilize a 9th grade transition school
- Very vague question. Is the land currently used by the Agriculture program, then is should not be touched. What is the current use of the land and where is it?
- Why was the land bought or received and not used for the intended purposes? We should hold on to it in case we need future school development since land in becoming scarce on the Northwest side of El Paso and Texas.
- With the changing and growing demographics in this area, we need to build more schools before we're over crowded.

Question 10

Draft

CISD currently owns 131 acres of land that is currently not in use. What ideas do you have for some of this land (e.g., sell, build new facilities, keep as is, etc.)



Narrative Response Summary

The responses to question 10 did not have any clear consensus. There was a wide variety of thoughts on what to do with the Districts' 131 acres of land ranging from sell it, to keep it, to build on it. Respondents selling the land for a profit which could be put into current schools. They also mentioned keeping the land for future use.

Question 11

Draft



What do you believe are the greatest facility-related needs for CISD's central administration?

Narrative Responses

- A larger central office
- A new central office. We have outgrown the one we currently have. Parking issues are always apparent during meetings, etc. Not enough space for all departments to be centralized.
- a/a
- additional office space in the main building
- additional parking
- band room
- Be less top heavy. So many positions have been created at Central Office and our schools are becoming less attractive.
- Besides needing more room for high school students, I have no knowledge of other campuses.
- Bigger location
- Bigger offices and working heater.
- CENTRAL HAS NO PARKING, NO ADEQUATE SPACE FOR WHOLE DISTRICT ACTIVITIES/ PD; LOCATED IN EP NOT CANUTILLO; TOO MUCH \$ HAS BEEN PUT IN TO A BUILDING THAT NEVER WAS A CENTRAL OFFICE FOR A SCHOOL DISTRICT
- Central needs a bigger space
- CISD; the GYM #1 need major repair on the ceilings, update the old parts of the school., better equipment in biology and computers and update the Nurse room,
- DO NOT hire anymore administration ONLY hire more teachers in the lower grades prek-and kinder making class size smaller
- don't know
- Don't know
- don't know
- Don't know
- Estacionamiento
- Functionality and accessibility
- Having a Central Administration location that has enough parking for everyone when there are in-services going on at the same time the building is open for business.
- I am not do not know about this.
- I don't think there is a in the facilities at central office. If any investment is going to be done, it should be done in the campus which directly affect students.
- I thin k the facilities are fine as is for now
- idk
- Instead of going to Region 19 for workshops or having to rent Grace Gardens for in-service, it would be nice if we could go to central to have those meetings there.

Question 11

Draft



What do you believe are the greatest facility-related needs for CISD's central administration?

Narrative Responses

- iPads
- Maintain current buildings to provide safe learning environments for all students.
- maintenance and keeping buildings looking fresh and vibrant
- Making sure the instructors know more than just what they teach. This will encourage students to ask questions and receive quality answers instead of relying on unstable sources.
- Meeting spaces, a common breakroom to eliminate department space being wasted for that, and parking
- minimize personal
- More honest school board members
- more open and available for teachers
- more parking
- more parking lot
- More parking!
- More space. Maybe some of them could be relocated to the old Canutillo Elementary.
- New and bigger warehouse
- New Building
- New technology
- ninguna
- ninguna
- No needs
- none
- None
- None
- none
- none
- none
- None
- None, the only thing needed is a large venue to host staff development and stop having to pay places like Grace gardens
- None.
- None.

Question 11

Draft



What do you believe are the greatest facility-related needs for CISD's central administration?

Narrative Responses

- None-Overpopulated with high salaries!
- Not a priority
- Not familiar
- NOTHING. CISD district offices are already too large!
- Our central administration is TOO BIG. The current facility will serve if we downsize Central Office personnel.
- Parking
- Parking
- Parking
- Parking
- Parking
- Parking
- Parking
- parking
- Parking
- parking and indoor space for training
- Parking and meeting rooms
- Parking space
- Parking space
- Parking spots for teacher training
- parking, more meeting room spaces
- parking, staff development conference rooms
- poca cordinasion en el edifisio
- read response for Q10
- Since our district is small I don't believe central office needs any extra facilities
- STOP HIRING PERSONNEL AT CENTRAL AND THERE WILL BE NO NEED TO EXPAND FACILITY!
- Support for existing technology. Our server is much to small, and even if we have the technology equipment available, we cannot access the internet when needed.
- The administration building should be more centrally located, with better street access and parking.
- They need to be up to date with technology

Question 11

Draft



What do you believe are the greatest facility-related needs for CISD's central administration?

Narrative Responses

- Too many people doing everything, more defined duties and better support for schools
- Training meeting spaces
- training, staff
- Unknown.
- Unsure, but perhaps more space.
- Update outdated building
- Update outdoor facilities
- Use a portion of this land to create a freshmen campus. Use Reyes Elementary as a freshmen campus to fulfill the needs of the district and alleviate potential over crowding at the main high school. A freshmen campus must be taken into consideration.

Question 11

Draft

What do you believe are the greatest facility-related needs for CISD's central administration?



Narrative Response Summary

One main theme in responses for question 11 is the lack of parking. Respondents would like to see parking improved and expanded. It was also mentioned a number of times that the District could use central office space; more space, better location, new space, etc.

Question 12

Draft



Please briefly share any additional facility issue(s) that you believe the District should consider.

Narrative Responses

- ALL ELEMENTARY SCHOOLS MUST EQUALLY LOOK AND FEEL APPEALING. LANDSCAPE, BLACK TOPS, TRACKS, GYMS MUST BE A PRIORITY FOR JDE; BCE; DDE; CES! GARCIA REYES HAVE A ADVANTAGE AND IT IS NOT FAIR
- Allow teachers to control room temperature. My classroom has a bank of windows, so my classroom is always hot during summer. My students complain, but I can't do anything about it. A coworker's air conditioner is still coming on now that it is winter.
- As tempting as it is to put off maintenance of exiting buildings, if we do that, the damage will be worse and more expensive to fix. Better to fix the little problems than allow them to grow into big problems, so we don't end up closing down schools.
- Be vigilant of the money you are spending. This is the future of our community. Use the money wisely for the benefit of the whole.
- better band & choir rooms for Canutillo middle & Canutillo high, better maintenance service toward air conditioners & heaters
- better heating and cooling systems
- Build new facilities to replace older facilities
- Building an auditorium at northwest early college high school
- canutillo elementary pocos programas para los ninos mas chiquitos como los de pre kinder.
- Central Office at Art craft need to be renewed
- Classroom building at CHS
- classroom size, teacher students ratio, computer labs and science equipment
- CMS baseball and football field
- CMS has an press box that is unusable. We need to repair this existing structure. The bleachers and floors in both gyms need to be redone. For too long we have just done minor repairs. The bleachers are a safety issue.
- combine middle schools and make CMS a 6th grade center
- Complete road construction behind NWECHS /CHS
- Correctly Fix issues that directly affect educational needs such as science labs gas, water issues
- Create better playgrounds, fields, and basketball courts at elementary campuses.
- dar mantenimiento total en todo el distrito
- darmantenimientoentodoeldistrito
- Decentralize the district and make each school self-sufficient.
- Departments are getting to "top" heavy. Need more "techs" available to service schools and less at central office. Get them out from behind their desks and help the campuses.
- DO NOT BUILD A NEW HIGH SCHOOL, MOVE STUDENTS. KEEP 6TH WITH ELEMENTARY AND 7TH AND 8TH AT SECONDARY.
- Elementary schools need general maintenance such as paint, plumbing, flooring, windows, update technology.

Question 12

Draft

Please briefly share any additional facility issue(s) that you believe the District should consider.



Narrative Responses

- Elementary schools need to have a gym, not a cafetorium, with a stage viewable from every angle.
- Ensure proper and sufficient project management
- Equitable facilities at both middle school campuses. They are not equal at all.
- Equity to all elementary schools. Davenport is a poor school that needs much updating outside and inside compared to other elementary schools
- Facility issues are not the problem within the district
- fields
- fix or replace A/C and/or heater at every school
- Flooring at CHS
- Focus more on students and campuses
- Free prek to increase enrollment
- hire more prek and kinder teachers
- I am quite concerned that NWECHS isn't listed on this survey more. NWECHS is the future of our community and should be utilized more. They need to be properly taken care of as they are limited on space now. I would like to see a Data Center built where the students can learn to be Systems Administrators
- I don't know
- make sure all campuses technology wiring is updated
- More parking?
- More playground equipment
- More security equipment and communication devices for all campuses.
- More storage space needed at the high school campus.
- n/a
- N/A
- na
- Need storage area for items in general: example Ag equipment
- Northwest Early College - building vs portables
- NWECHS needs a facility for PE, no sharing nurse's office- bathroom with sink
- Our building needs to be remodeled. New paint, get rid of chalk boards, new desks, chairs ECT....
- our older school have really old desks and chairs. nee to bring up to date
- Outdoor/indoor gym, workout room, weight room, sports facilities at NWECHS

Question 12

Draft



Please briefly share any additional facility issue(s) that you believe the District should consider.

Narrative Responses

- outsource companies to reduce the maintenance cost
- Parking lot at central office is too small. When there are training's staff has to park on the side of the street or any place they can find.
- Physical activity increases academic performance, this is a fact. Canutillo's Physical education coaches work on providing meaningful quality PE to help students in academics. We need gymnasiums/large indoor areas. When it's cold or too hot where do you think the PE class go? Other districts have gymnasiums at the elementary levels, and CISD does not.
- Please consider a year-round schedule. Specifically in the lower grades, it prevent overcrowding at daycare facilities during the summer months. Allows for a more flexible schedule for both parents and students.
- Please spray more for mosquitoes during fall. They are a huge problem. Especially by Damian elementary
- portables that are meant for high school to be placed here.
- proper air conditioning and heating is not adequate, asbestos concern at CMS, remove old building at CES
- Remodeling some of the older schools in the district.
- restrooms, copy machines,
- Security department needs their own facility
- Some of the elementary schools are very old and outdated. New paint jobs would be great.
- Special Ed. Teachers to be more respectful with aids treat us with dignity.
- Storage and restroom space for baseball and softball
- The district should focus on hiring additional personal for every department and school. The lack of an appropriate amount of employees has caused stress among the employees and classroom environment.
- The district will need to upgrade the Early College High School's facilities if they want to be more competitive and attract the brightest students. The cafeteria was a step in the right direction; now attention needs to be paid to the rest of the campus.
- The school should be checking all media like Facebook and stuff like that before hiring
- The transportation dept. should be consolidated so that it can better manage its services.
- This district needs to pay attention to Disabilities program and materials and facilities needed for this program
- to add more space on the main cafeteria with more tables and chairs and add more plants for the out doors plaza kids don't fit inside the cafeteria they have to go outside under no roof, they need more space in cafeteria, also needs improvement in the bathrooms, specially on P.E bathrooms also the heating and cooling system it's in a terrible conditions , some hall ways and more up dates in the entire building
- Transportation busses so wont overlap with field trips.
- update computers for students and laptops for teachers
- Updating playing surfaces for all school to provide a safe environment. (Blacktop)
- What to do with the part of the Lone Star building currently not being used.

Question 12

Draft

Please briefly share any additional facility issue(s) that you believe the District should consider.



Narrative Response Summary

Many respondents commented about updating current facilities in many different ways. Some of which include technology, band and choir rooms, outdoor space, flooring, etc. Equity across District facilities was a main theme. Special education programs, pre-K programs, and transportation were also mentioned.

Question 13

With which Canutillo ISD school/facility are you affiliated? Select all that apply

	CD1: Attendees	Web	Total	
All	5	10	5%	
Bill Childress EL	2	14	6%	
C Silvestre and Carolina Reyes EL	4	11	5%	
Canutillo EL	2	20	8%	
Canutillo HS	11	35	16%	
Canutillo Middle	10	22	11%	
Deanna Davenport EL	6	20	9%	
Gonzalo and Sofia Garcia EL	6	19	9%	
Jose H Damian EL	2	17	7%	
Jose L Alderete Middle	8	20	10%	
Northwest Early College HS	5	15	7%	
CISD Administration	3	8	4%	
Other	2	3	2%	

Draft



Narrative Responses

- DAEP
- especially Garcia Elem.
- Reyes Elem
- SSD

Response Summary

The table above indicates that every school in the District was represented in the questionnaire responses.

Question 14

Your age

	Under 18	18 - 29	30 - 39	40 - 49	50 - 64	65+
CD1 Attendees	1	1	13	18	13	2
Web	2	16	34	57	41	2
Total	2%	9%	24%	38%	27%	2%

Response Summary

The majority of respondents, 67%, were above 40 years of age.

Draft



Question 15

Ethnicity

	Asian or Pacific Islander	Black (Non-Hispanic)	Hispanic	Native American Indian	Multiracial	White (Non-Hispanic)	Other
CDI Attendees	0	2	34	0	2	9	1
Web	2	0	118	0	3	28	0
Total	1%	1%	76%	0%	3%	19%	1%

Draft



Response Summary

A large majority of respondents identified with Hispanic ethnicity.

Narrative Responses

None

Question 16

Parental / Guardian / Student Status

Draft



	Community Member	Current or former Canutillo ISD student	Current or former private /parochial/home school student	Former Employee	Grandparent of student or graduate	Military education associations (please specify)	Parent/guardian of 7th thru 8th grade student	Parent/guardian of 9th thru 12th grade student	Parent/guardian of child less than 5 years old	Parent/guardian of former student or graduate	Parent/guardian of kindergarten thru 6th grade student	Parent/guardian of private /parochial/home school student
CDI Attendees	31	8	1	5	2	0	8	11	3	6	13	0
Web	68	32	3	16	6	1	14	25	12	20	38	1
Total	31%	12%	1%	6%	2%	0%	7%	11%	5%	8%	16%	0%

Response Summary

Parents/Guardians of all school levels were represented. Along with a number of community members and former students.

Narrative Responses

- Current teacher
- DoD Employee
- Empleado
- Teacher, veteran , business owner
- Veteran, Masters Degree
- voluntaria

Question 17

Draft



If you are an employee or retiree of Canutillo ISD, what is/was your position?

	Not Applicable	Administration	School Board Member	Support Staff (Substitutes, Para-professionals, Aides, Counselors, etc.)	Teacher	Other
CDI Attendees	15	11	0	3	3	1
Web	33	9	0	23	66	9
Total	28%	12%	0%	15%	40%	6%

Response Summary

Over half, 67%, of respondents stated they were employees or retiree's of the District.

Narrative Responses

- Cafeteria
- Coach
- Coach
- librarian
- Secretary

2015-16 Facilities Master Plan

Canutillo Independent School District



Community Dialogue #2

16 March 2016

DRAFT

Prepared by



Acknowledgements

We would like to thank the Canutillo Independent School District's students, staff, Board of Trustees, Steering Committee, and community for their commitment and dedication to the Facilities Master Planning Process.

Superintendent's Cabinet

Dr. Pedro Galaviz, Superintendent

Dr. Veronica Vijil, Associate Superintendent

Martha E. Piekarski, Chief Financial Officer

Marnie Rocha, Executive Director of Curriculum and Instruction

Martha Carrasco, Executive Director of Human Resources

Bruno Vasquez, Executive Director of Facilities and Transportation

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Mark Paz

Michelle Ramirez

Penny Ledesma

Robert Hood

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Ron Gatlin (co-chair)

Salvador "Sal" Payan

Scott Winton

Tangela Carter

Teresa Clapsaddle

Tomas Sigala

Tracy Speaker



Community Dialogue #2

Canutillo Independent School District (CISD) hosted the first Community Dialogue in the Facilities Master Plan process on January 13, 2016. DeJONG-RICHTER presented a summary of the facility and enrollment data that will be used when developing options, and provided a brief "Futures Presentation" pertaining to educational trends to consider when developing a Facilities Master Plan. Participants were invited to complete individual and group questionnaires at the meeting, and the individual questionnaire was posted online for one week to allow those who could not attend to lend their voice to the process. All total, 54 questionnaires were completed at the Community Dialogue and 158 total questionnaires were completed online.



CISD hosted the second Community Dialogue on March 3, 2016. At this meeting, attendees received a presentation reviewing the planning data used to create options and a review of four options for their feedback. As with the first dialogues, participants completed both individual and group questionnaires. A web questionnaire was available through March 11, 2016. All total, 95 questionnaires were completed at the Community Dialogue and 132 total questionnaires were completed online.

This report details the results of the second Community Dialogue.

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DRAFT

Question 1

Rate your level of support for each option above.



CD 2 Attendees: Individual	Strong Support	Support	Little Support	No Support	Don't know / no opinion	No Consensus	Percent Strong Support & Support
Convert AMS to a 9th grade center	26	25	16	24	4		54%
Convert both middle schools to a 7-9 configuration	36	21	9	24	4		61%
Convert CMS to an area K-8	4	8	11	61	8		13%
Convert CMS to an area K-8 & JDE to a Skilled Tech Center	4	4	13	66	5		9%
Web	Strong Support	Support	Little Support	No Support	Don't know / no opinion	No Consensus	Percent Strong Support & Support
Convert AMS to a 9th grade center	48	31	17	33	3		60%
Convert both middle schools to a 7-9 configuration	36	40	19	31	4		58%
Convert CMS to an area K-8	17	31	22	54	5		37%
Convert CMS to an area K-8 & JDE to a Skilled Tech Center	15	22	19	68	7		28%
Total Individual	Strong Support	Support	Little Support	No Support	Don't know / no opinion	No Consensus	Percent Strong Support & Support
Convert AMS to a 9th grade center	74	56	33	57	7		57%
Convert both middle schools to a 7-9 configuration	72	61	28	55	8		59%
Convert CMS to an area K-8	21	39	33	115	13		27%
Convert CMS to an area K-8 & JDE to a Skilled Tech Center	19	26	32	134	12		20%
CD 2 Attendees: Group	Strong Support	Support	Little Support	No Support	Don't know / no opinion	No Consensus	Percent Strong Support & Support
Convert AMS to a 9th grade center	2	5	3	2	1	0	54%
Convert both middle schools to a 7-9 configuration	4	4	2	3	0	0	62%
Convert CMS to an area K-8	0	0	1	11	1	0	0%
Convert CMS to an area K-8 & JDE to a Skilled Tech Center	0	0	1	11	1	0	0%

Response Summary

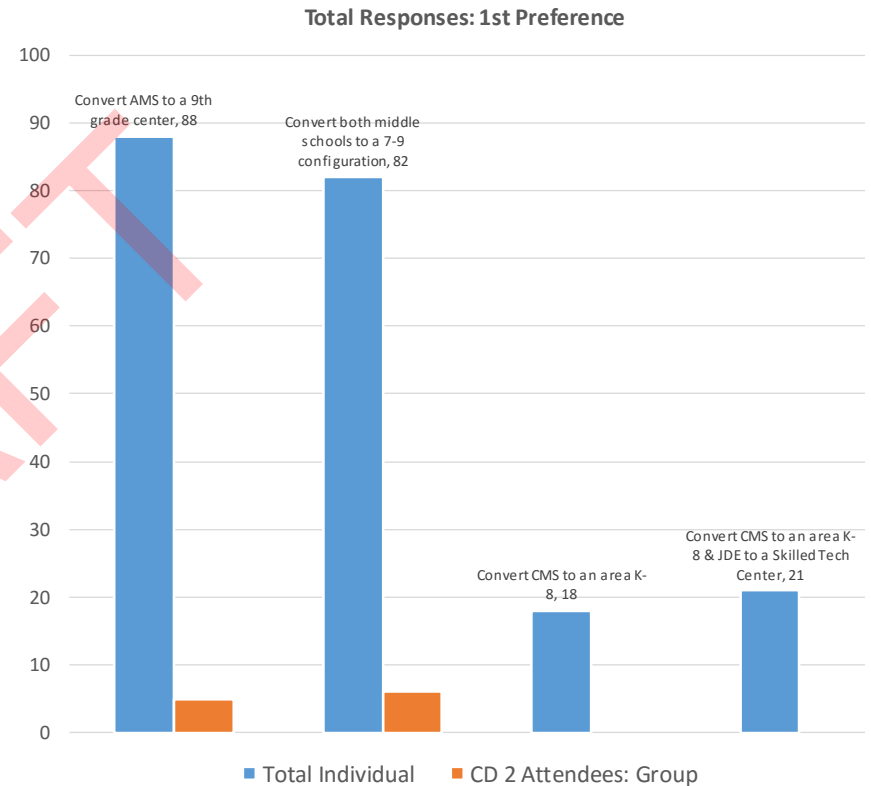
Convert AMS to a 9th grade center and convert both middle schools to a 7-9 configuration received the most support.

Question 2

Rank the four options in order of preference. You must select only one 1st choice, one 2nd choice, one 3rd choice, and one 4th choice.



CD 2 Attendees: Individual					No Consensus
	1st	2nd	3rd	4th	
Convert AMS to a 9th grade center	31	33	10	10	
Convert both middle schools to a 7-9 configuration	41	26	8	8	
Convert CMS to an area K-8	0	15	42	25	
Convert CMS to an area K-8 & JDE to a Skilled Tech Center	6	4	17	55	
Web					No Consensus
	1st	2nd	3rd	4th	
Convert AMS to a 9th grade center	57	38	19	18	
Convert both middle schools to a 7-9 configuration	41	48	17	19	
Convert CMS to an area K-8	18	23	57	25	
Convert CMS to an area K-8 & JDE to a Skilled Tech Center	15	20	31	61	
Total Individual					No Consensus
	1st	2nd	3rd	4th	
Convert AMS to a 9th grade center	88	66	29	28	
Convert both middle schools to a 7-9 configuration	82	74	25	27	
Convert CMS to an area K-8	18	38	99	50	
Convert CMS to an area K-8 & JDE to a Skilled Tech Center	21	24	48	116	
CD 2 Attendees: Group					No Consensus
	1st	2nd	3rd	4th	
Convert AMS to a 9th grade center	5	6	0	1	0
Convert both middle schools to a 7-9 configuration	6	5	1	0	0
Convert CMS to an area K-8	0	1	8	3	0
Convert CMS to an area K-8 & JDE to a Skilled Tech Center	0	0	3	7	2



Response Summary

Respondents were forced to rank each option 1 through 4. Converting AMS to a 9th grade center, and to convert both middle schools to a 7-9 configuration, were the preferred options. Converting CMS to an area K-8 and converting CMS to an area K-8 & JDE to a Skilled Tech Center were nearly always selected as either the 3rd or 4th preferred option.

Question 2

Rank the four options in order of preference. You must select only one 1st choice, one 2nd choice, one 3rd choice, and one 4th choice.



Narrative Responses

Paper:

- 9th grade early college to go to early college.
- BCE should not be closed. Damien and Childress are so close and those are the schools that need to be repurposed.
- Come up with better options best suited to the needs of the school district.
- Convert both middle school separate.
- Convert Canutillo Middle to an K-8. 2nd choice is less expensive. Convert Alderete MS to a 9th grade center (3rd choice).
- Do not agree on any options. Students needs are not being addresses. Options do not take central office employees or space into consideration.
- Do not move 9th grade from high school. Close lone star building. Build new building and use for the 9-12 grade and fill it that way.
- Don't agree with the options all schools should remain the same.
- Don't personally like any of the options. My daughter would be affected in options 1 and 2 as a current 7th grader. Options 3 and 4 don't solve the high school over capacity issue.
- Elementary school - PK-6, Middle school - 7-8, 9th grade center by itself, High school - 10-12
- Everyone does not support/like any of the options.
- Expand the high school by building additional building or expanding existing building.
- I would suggest to make CMS the 9th grade center instead of AMS. No K-8 options.
- I would support making JDE a K-8.
- If in the future growth is sufficient to repurpose CMS to HS. Last 2 options don't address high school overcrowding. If central office is moved to lone star (not recommended) consider central office as CTE.
- If we convert elementary schools to K-6 are there going to be elective classes in 6th grade (band, choir, orchestra, theater, art, Spanish). What about athletics? We should consider having a fine arts assistants/staff in the K-6 setting. Bigger classrooms will be necessarily.
- IN all cases convert, BCE into the new central offices. This % was not shown as having an effect on utilization percent's. This cold be a game changer of sorts.
- In my opinion AMS has the facilities to host the 9th graders (classrooms and athletics). Consider boundary changes for elementary schools to balance enrollment.
- Instead of closing Childress, close Garcia or Damiem. They are too close to each other. Instead of Damian becoming a skilled tech center, it can get removed and transfer kids to Garcia and Reyes Elementary.
- Keep 6th grade in elementary
- Keep Childress as an elementary not as any other academic/learning center. Consider boundary changes for elementary schools to balance enrollment.
- Knock down lone star building. Remove the 6th graders from the middle school.
- Leave 9th graders going to early college in early college.
- Leave competition for Middle schools. 6th graders to go to elementary school. 7-8 to Middle school for sport rivalry. Demolish Lone Star building. Build 9th

Question 2

Rank the four options in order of preference. You must select only one 1st choice, one 2nd choice, one 3rd choice, and one 4th choice.



Narrative Responses

grade center to Lone Star if they don't demolish it.

- Let's discuss other options and explore and study those options. There is a lapse of 10 years on the data presented in reference to population trends. Open enrollment to promote our dual language programs already in place.
- Make ES Pk-6, MS 7-8, ninth grade center. High school 10-12. Science classes in elementary and 6th grade.
- Make some accommodations for busing. Make Canutillo MS the 9th grade center to account for better traffic flow.
- My option is before making any changes think about if you were there how would you feel before making changes think about other people.
- NO
- NO
- No
- No
- NO apollaria ninguna opcion.
- No cambiar nada.
- NO changes needed as long as the student numbers are able to be balanced to a more even number. To avoid the uneven 70/30.
- No changes.
- No queremos ninguna de las opcones que estan alistudas arriba.
- NO quermos ninguna opcion de las que nos ofrecen pienso que una mejor opcion seria expandir las limites de las escuelas para que cada escuela tenga mas ninos y las que estan sobre. Pobladas se pongan mas ninos.
- No. This is more or less the right move.
- None
- None. Would like to see complete data on school enrollment 2006-2015 for all schools.
- Open enrollment or close/repurpose - Davenport and send those students to Bill Childress. Davenport is a low performing school compared to Bill Childress.
- Open enrollment to bring in students from Anthony as well as students from EPISD. Moving Davenport students to Bill Childress, Davenport on probation and BCE is excellence with state testing results. Why move children that are excelling at BCE to elementary that are on probation.
- Option 1 with these exceptions: Leave student support in the Lone Star building. Improve 2-story building at CES to accommodate 6th graders.
- Pues ya pienso no hacer. Cambios.
- Put tech center at CHS.
- Que Regrecen los ninos del 6 to grado a las elementaries.
- Que regresen los ninos de a las primarias que se qurden de 7 a 9 las intomedias.

Question 2

Rank the four options in order of preference. You must select only one 1st choice, one 2nd choice, one 3rd choice, and one 4th choice.



Narrative Responses

- Regresen las 6^{ta} grado a elementarias.
- Si convierten CMS en un centro K-8 que zonas se utilization para denar esa escuela ya que pasaria con las escuelas de la zona.
- Siren rey es y pandan otras escuelas para el podcentas de ninos expande.
- Skilled tech center are nota good option for children. Maybe college students.
- Todo marcha muy bien como esta el distrito. Poro si hay un cambio que middle school tenga del grado 7 al 9.
- Why was Reyes ES opened if it only increases the cost of operation.
- Would like to see complete data on 2006-2015 school enrollment for all schools.
- Yes move CO to CMS.

Web:

- Convert Reyes Elementary to an area K-8
- Convert Reyes to a 9th Grade Center
- Convertir la primaria reyes en high school y reagrupar los boundaries para que se llenen Las clases.
- district should account for transport of ES students to CMS
- Do not support either of these options. All these options will cost a substantial amount of money. Where is the money going to come from?
- Es mejor hacer CDS del k a 8 es injusto dejar a los estudiantes hasta el 9 en la misma escuela
- Es mejor que cms sea de grado k-8 no pueden amontonar ni dejar a los eatudiantes del 9 en AMS
- Hire people that have a little vision so we don't waste more money building duplicate and or undersized campuses!! Lets focus our energy and efforts to what is best for the student and relationship all other positions in the district are merely support for this relationship!!!
- I am recommending Keeping elementary schools the same with the exception of converting either Garcia or Jose Damian to a 6th grade center. JDE & GE are relatively close so parents should not be gravely impacted. This will require only one Elementary school to be fitted for Science labs (required for 6th Grade) which would be a cost savings. Also, it would provides enough students to support Fine Arts/Electives that need to be offered to 6th graders as well as Teacher Certification issues when 6th grade is added to Elementary. Convert CMS to 7-8 grade and AMS to a 9th grade Center.
- I do not understand why they would need a \$5 million upgrade to the new gym to the 9th grade center but you did not include that upgrade if we go to the 7th-9th configura-tion.. AMS just built a new gym and they did upgrades to the old gym with the last bond. -The athletic facilities should be fine for the 9th grade center We do not need to spend \$13 million for a skilled tech center. I thought we were saving money???
- I don't want 6th grade at the elementary level. It should remain at the middle school therefore I am not in favor of any of the options. I do believe the District does need a 9th grade center. You could also create a PK-K center.

Question 2

Rank the four options in order of preference. You must select only one 1st choice, one 2nd choice, one 3rd choice, and one 4th choice.



Narrative Responses

- If AMS converts to 9th grade, Allow all Alderete administration, secretary, attendance clerk, office clerk, registrar to remain there and keep all CMS office staff at CMS. In other words, don't get rid of staff members from either school due to eliminating one Middle School.
- If High School enrollment continues to grow, return CMS to a High School
- It will be a mistake to bring 6 grade to elementary. We did that and it was a mistake. Move forward not backwards.
- Keep elementary configuration. Make AMS 9th grade center to relieve HS. CMS is a high school building so might be the middle school. Build portables in has if necessary
- Keep k-5, and make the middle schools 6-9. Change boundary line if needed to balance the middle schools. Middle schools have the room for 6-9, and no additional funding is needed to add science classrooms for 6th grade to elementary schools.
- Los cambio de cambiar las escuelas y mesclar ninos elementarios con ninos de secundaria seria.muy.peligroso. Para los ninos pequenos, y yo como.madre de familia no me sentiria segura y cambiaria a mis ninos de escuela
- Mi opinion, no se necesira, agan otras high school y ya!
- No
- No comment
- None
- None at this time
- Please consider boundary changes for the elementary schools.
- Podrian dejar todo como esta ahorita
- SSD move to old central office building on Bosque by 7th/ 8th grade center. Move central office to Lone Star Building. DO NOT utilize middle or high investment options.
- To help with athletics, have 9th grade center run with same schedule as Canutillo HS, and designate last period of day as athletic periods for 9th graders. Work with coaches at the high school so that their schedules could try and reflect these changes.

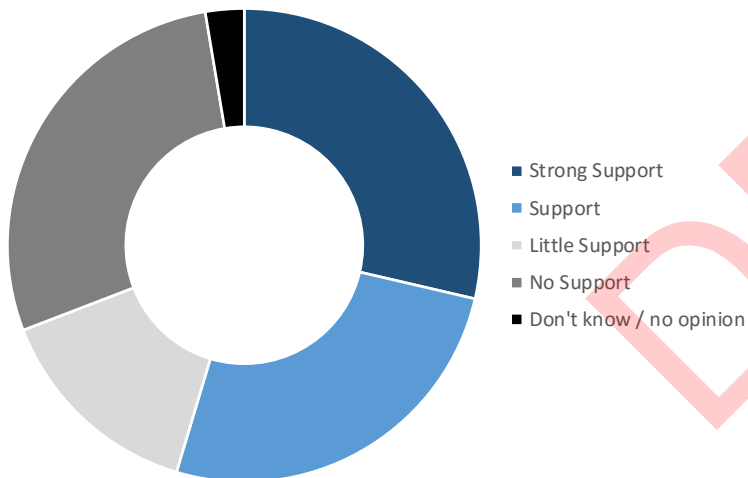
Question 3

The first two options above provide relief to slight overcrowding at the high school. If one of these options is not selected, the high schools will remain slightly overcrowded. Rate your level of support for building a small addition at the high school or using portables in this circumstance.



	Strong Support	Support	Little Support	No Support	Don't know / no opinion	No Consensus	Percent Strong Support & Support
CD 2 Attendees: Individual	18	27	12	35	1		20%
Web	47	32	21	29	5		35%
Total Individual	65	59	33	64	6		55%
CD 2 Attendees: Group	2	4	2	4	0	0	50%

Total Individual Responses



Response Summary

Support was split almost equal between Strong Support and No Support for building a small addition or using portables at the high school to deal with overcrowding.

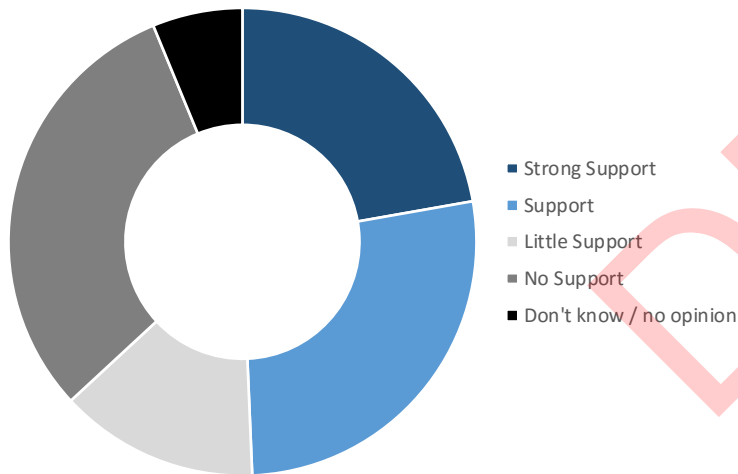
Question 4

CISD has capacity for 8,522 students. CISD currently has 5,985 students and is projected to have about the same number of students through 2019/20. This means that CISD has to pay to heat, cool, clean and operate about 2,500 extra seats. Rate your level of support for repurposing one elementary school to reduce under-utilization at the elementary level.



	Strong Support	Support	Little Support	No Support	Don't know / no opinion	No Consensus	Percent Strong Support & Support
CD 2 Attendees: Individual	14	16	18	41	2		33%
Web	36	45	13	28	12		60%
Total Individual	50	61	31	69	14		49%
CD 2 Attendees: Group	4	4	2	3	0	0	62%

Total Individual Responses



Response Summary

Respondents who attended CD 2 and filled out a survey Individually **did not** support repurposing an elementary school to save on operating costs. However, respondents who filled out surveys online and when forced to come to a group decision respondents were more likely to select Strong Support or Support.

Question 4

CISD has capacity for 8,522 students. CISD currently has 5,985 students and is projected to have about the same number of students through 2019/20. This means that CISD has to pay to heat, cool, clean and operate about 2,500 extra seats. Rate your level of support for repurposing one elementary school to reduce under-utilization at the elementary level.



Narrative Responses

Paper:

- Build room and no portables. Use empty school for high school special programs.
- By considering boundary changes, all elementariness will reflect an even amount of growth with no need to close a school that belongs to a specific community such as Childress.
- Canutillo a cresido mas durante los anos. La gente se reproduce. Las mayoría de los estudiantes se regresan a donde nacieron.
- Change all and keep all elementary schools at BCE since in the middle.
- CHS is too invested in sports and not school and other schools don't have money.
- CISD needs to be more transparent and keep students needs in mind. Students first and building structures last.
- CISD needs to be more transparent.
- Combine JDE and Garcia into one since they are so close to each other.
- Demolish Davenport because of poor location.
- Dificultad para los alumnos. Cambiarlos a otros escuelas en adeptarion en distaria en muchos cosas que afectan a los alumnos.
- Do not close BCE.
- Es toy de acuendo que la la primaria la K-8.
- Even 2 could be repurposed. BCE into Central and JDE into tech center. This is huge relief to ES. Should have been included and percent shown.
- Funds are not equally distributed by student. Explore other options to utilize unused capacity.
- I am wary about this because my children attend school at JDE. I would not want our elementary to be closed to be used as a training center. I am in support of making this a K-8 to Alderate a 9th grade center.
- I do not believe an elementary school should be repurposed. No one wants to see an elementary closed.
- I don't see a need for repurposing our schools. This would mean that the students and their parents would have trouble getting to their assigned schools on time. It would also mean employees bossing their jobs and the bond that Canutillo residents have toward each school.
- I strongly disagree because of the reason that it would be one of the most expensive options.
- I support turning an elementary school into a magnet/specialty program.
- I think families will keep children in district longer if 6th grade is kept at elementary schools.
- I totally disagree of repurposing one elementary. Our children will need to have the school as the same as previous children. Sale the property (land) that is not utilized.
- If a campus is considered for repurposing then look pm outskirts of campus. DDE-GES to generalize students and build campuses up to be top notch programs. STEM, Micro socie-

Question 4

CISD has capacity for 8,522 students. CISD currently has 5,985 students and is projected to have about the same number of students through 2019/20. This means that CISD has to pay to heat, cool, clean and operate about 2,500 extra seats. Rate your level of support for repurposing one elementary school to reduce under-utilization at the elementary level.



Narrative Responses

ty, etc.

- If one of the elementaries is eliminated it would bring more kids from other areas to the remaining elementaries. Table does not want to see any schools gone.
- If repurposing one elementary means lay off teachers I don't think we're doing any good to our kids and teachers who need their jobs.
- Look at other options.
- Make elementary schools K-6 campuses.
- Make ES pre-K-6th.
- Maybe put all 7th and 8th in one school instead of 2.
- Minimize the space utilized in underutilized schools and shutdown parts unused. Follow up on energy efficiency program. Move warehouse to old central office to relieve space in central office and build parking.
- More lone star to an underutilized school.
- Move 6th grade back to elementaries and reconfigure school boundaries to even out enrollment.
- Move 6th grade back to elementary. Save money by reducing the number of employees at Central office.
- Muahos dificultades para la familia y las criaturas.
- Muchas dificultades para las familias y los niños.
- Nechs has not enough money. CHS is too invested in sports not school.
- No estoy de acuerdo que vayan a cerrar una escuela primaria. Pero si estoy de acuerdo en que las hagan hasta 6th grado.
- Only if you repurpose a school that is not functioning educationally. Test results are showing you where to repurpose or move central office staff to underutilize schools.
- Open enrollment or change boundaries towards Anthony, TX.
- Pueden expandir los límites de cada escuela para que ayo mas niños en las escuelas.
- Relocate central office to CMS. Sell Central office facilities.
- Repurpose it by putting 6th graders there.
- Repurpose K-6 at the ES. ES boundaries can change. All CMS can be K-6.
- Reyes ES shouldn't have been built. It was not needed.
- Save money. Decrease taxpayer monies.
- Se pagan muchos impuestos, y habra mucha difectadas para la familia y los niños en especial.

Question 4

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Narrative Responses

- Simplemente no estoy de Acuerdo.
- Small class sizes are what kids need.
- Suggestion- bring back 6th grade to the elementary school and relocate central office to CMS where parking is provided. Sell central office to offset cost. Also open enrollment for pre-school children for every school. We support partial renovation of facilities. Tear down lone star building.
- Suggestion: If one elementary continues to be under utilized then consider consolidating 2 elementaries into one and using the empty elementary for other district needs (central office).
- Support as long as no elementary schools are completely closed. For example, having a dual language school at an existing elementary school.
- Tan pagan de te mas or estanos.
- The money the school district could save by repurposing one elementary could be used elsewhere, like high school.
- There is no other way. Yes. Why did we build Reyes? We had GES and JOE already. What a waste of our money.
- Too much money was invested in making CHS a sports center not a school. Instead of another gym or activity center that money should be made into another wing. Adding portables or another wing should have been considered first not athletics. Academics comes first. Repurposing another elementary would be costly since facilities would have to be fitted to a new mode.
- Use what there is in place already.
- We don't support repurposing any elementary school. We do suggest relocation of central office to CMS. Sell central office and use revenue for other properties. We support partial renovation of the facility and keeping students in.
- We don't support repurposing any ES. We suggest relocation of CO to CMS. Sell CO and bring more revenue for priorities. We support partial renovation of the facilities for CO.
- We should not have built Reyes Elementary. This is why we are in the situation we are now with the elementary schools.
- What happened to all employees/faculty at this location that would be considered for repurposing?
- Would prefer addition-no portables. Although no one wants to bus their children out of their area, money wise, this option should be considered. Reyes should not have been built.

Web:

- Actually what we need is another high school.
- As long as building just don't sit empty and unutilized. All buildings have some function and they need to be maintained for future growth beyond the five years!

Question 4

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Narrative Responses

- CISD community is growing and expanding. Closing down a school should not be an option. The school boundary lines need to be reconfigured to even out enrollment at all elementary schools.
- CISD knew that before building a new and very big school Reyes elementary has so little amount of students and since that school is on a better neighborhood a higher class. I don't hear any one trying to repurpose that school. Make that big school the 9th grade school.
- Class sizes can never be accurately predicted. Also, the district is having Pre-K teachers solve their financial difficulties by having 25-30 students per class. This would be illegal in a daycare, even with an aide. More rooms in all elementary schools would be needed if this practice were stopped.
- Dejen de traer estudiantes que no son de el distrito
- Depending on the school some closure would make sense, but others would not
- Due to the circumstances the elementary should be re-purposed and when the time arises the district can re-purpose the building to an elementary school.
- Elementary schools will be better used.
- Estan haciendo mas casas, van a venir mas estudiantes al distrito!
- Higher up made a big mistake on building a school that was not needed as well as separating the Middle School when in fact we had more than enough room at the old High School. I say lets work now with what we have and not spend more money to accommodate.
- I am not sure how to answer this question as my opinion is not listed above. However, I truly believe that we should keep Bill Childress in use as an elementary school as it was intended to be. It is truly frustrating to see that the school district has spent so much money without checking their facts first. School districts are supposed to help make decisions that are in the best interest for the students, the parents and the community in general. And so far CISD has continued to make decisions that affect Canutillo in a negative way. I do not appreciate the wording of this question or the survey in general, it makes it seem as if my opinion matters when in reality the questions are worded to favor the school districts opinions instead of my own. If I answer no support it seem that Bill Childress will be demolished and if I put support then the school will be re-purposed and turned into offices. None of these votes truly show my vote as I would love to see Bill Childress as a functioning school.
- I believe that one elementary should be repurposed by merging two feeder patterns into one school. However, I do not believe that buildings or land should be sold as we will continue to grow. By keeping the buildings we may use them in the future and not have to pass another bond in order to build more buildings. it would be an irresponsible action to sell anything at this moment.
- I think it would be a great investment to the school none the less.
- I will not support any decision that has to deal with repurposing a school which would in turn mean closing it to accommodate central office. Furthermore, I will not support repurposing a school because of lack of funding due to maintain heating, cooling and cleaning to operate a school when the board approves \$58,000 for travel and \$10,000 for meals. This is an insult to the community when we know that these funds could have been used for a better purpose. As a taxpayer and employee I will not vote again on the next election for the same people sitting on the board who make these irresponsible decisions.

Question 4

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Narrative Responses

- I would need more information regarding how the elementary school would be re purposed and how it would affect other schools.
- I would rather see an elementary school repurposed than alienate freshman athletics by sticking them in a middle school. They should be able to train with varsity level to push themselves and get better.
- I would support repurposing one of the elementary schools - and I have heard that it might be used for central office. If so, I would like to know what will happen to the current central office.
- I'd love to see one of the elementary campuses be used to expand Central Offices or to make it a Vo-Tech skills center.
- If Davenport needs to be closed then do it. The lack of political will in this district is disgusting. But the leadership has plenty of will to spend money on travel and catering.
- It doesn't make sense to keep that elementary open if it is not being fully utilized for student educational purposes. Operational expenses are hurting the future welfare of all our students at CISD.
- Jade is the highest rated school on the district and has been for years. Y
- K-8 is ridiculous small children should not be mix with older children, that's an accident waiting to happen.
- Keep all 6 elementary campuses as Pre-K through 6th grade, and if empty space available then disperse central office departments to different wings of each elementary. SELL 7965 Art craft location and place central office staff at Lone Star or multiple primary campuses. DO NOT request another bond until the prior bond's improvements have in fact been carried out!
- Loss of jobs
- Many elementary schools have empty classrooms that should be used properly.
- Middle schools are not equipped for preK thru 2nd. The fact that they would have to go down the hall to use the rest room is scary. I would have to enroll kid in a different district if a change like this happens.
- Move migrant offices to the school that has the most extra space. Possibly CMS because of the building structure. Close Lonestar.
- Much could be saved in staff and other operating costs if one elementary school was closed. There is a lot of room at the other elementary schools to make this possible. The closed school could later be made into the skilled tech center or an administrative office when funds become available or the additional space is needed.
- Muevan del grado k al 8
- Need more information. If this was the case, why did they build the new elementary?
- No lo Apollo porque
- None
- Over the past couple of years CISD leadership has told the community that the district is growing and that we need more schools, so both Garcia and Reyes Elementary were

Question 4

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Narrative Responses

built. Not even a year after Reyes opened its doors CISD leadership is now saying that the majority of our schools are under capacity. The gross mismanagement of the district gives me little trust or confidence in the school board's assertion that the student population will remain stagnant through 2020, especially considering the continual growth of the west side and the new hospital opening. I strongly oppose any plan to close or repurpose an elementary school (Bill Childress). This will disrupt the lives of teachers who have spent years giving back and forging bonds with the students and families of the surrounding community, while displacing students who are already among some of the most vulnerable in the district.

- Past projections have been wrong about enrollment. From my understanding the company that calculated the projections might have counted each room as to have full capacity 22-24 students, but might have not checked what other rooms are used for like OT, PT, speech, GT programs, PE, CI coach, counselors, etc. Common sense for the benefit of our students
- Q4 is not clear. If repurposing refers to keeping the school to just use it for something else than it still needs to be heated, cooled, cleaned etc... If repurposing means selling it and using the money towards getting AMS ready for a 9th grade center than that makes more sense but don't do anything that will cause the tax payer to pay anymore taxes than they are already paying or get the school into any more debt than it is already in.
- Reyes elementary was a mistake. Sell it to EPISD
- Se acaba de abrir una escuela elemental no entiendo si sus numeros dicen que no necesitaban la escuela se hizo. Los salones ya tienen demasiados estudiantes por clase las maestras no van a poder recibir mas estudiantes sin ayuda extra.
- Sin apoyo dejen todo como esta ahorita no cambien nada
- Student populations fluctuate often so there is no way of telling if these schools will be needed in the future. Please stop making unnecessary changes and don't try to fix something that's not broken.
- The Central Office location should be situated in the middle of the District. BCE is on the outside edge of the District. You could re-purpose BCE for a PK-K center.
- Utility and Maintenance costs are majorly justifiable if students are separated as stated. K-6, 7-9 10-12. I believe the work environment for both the students and faculty would be optimal and less stressful, which takes away from unnecessary spending otherwise trying to adapt to overcrowding problems.
- We need to follow what was proposed by the initial bond. I may be wrong, but I think Reyes was initially intended to be a secondary school, if that was the case then that would have helped relieve the overcrowded high school.
- What would the cost be for repurposing the elementary.. You do not have that cost stated Shut off the heat and cool to the area that is not being used in the buildings. Why did we build Reyes?? If our estimates were correct when we built that school, how does the district know they are accurate now.
- Why not close a wing in under utilized schools to cut operating costs.
- With recent development in the area, there will be a need for more room in schools. If an elementary school were to be repurposed, there would be a need to build another elementary in order to replace the elementary that was repurposed. This would be a waste of resources and would need another bond to be passed.
- Yo pienso que es muy drastico la integracion de k-8 en un gran nivel para tener tantas personas en una sola escuela.

Question 5

If you answered "No Support" to Question 4, is there any amount of cost savings for CISD that you believe would justify repurposing a school?



	Yes	No	No Consensus
CD 2 Attendees: Individual	16	27	
Web	19	58	
Total Individual	35	85	
CD 2 Attendees: Group	2	2	0

Total Individual Responses: Would any savings justify repurposing?



Response Summary

Respondents felt there was no amount of cost savings that would cause them to support repurposing an elementary school.

Question 5

If you answered "No Support" to Question 4, is there any amount of cost savings for CISD that you believe would justify repurposing a school?



Narrative Responses

Paper:

- Administration is top heavy. Canutillo has the highest administrator to student ratio. CISD is a relatively small district and does not need that many people working at central office.
- Changing the boundaries and adding 6th grade.
- Deberian de usar mejor el autobus del super intendente. Para llevar a estudiante a lugares para llevar a estudiantes para esas educativas. Usan dinero sin pensar. Northwest Early college didn't have a cafeteria for 10 years.
- Es mucho mas importante la estabilidad emocional de los niños y aquí lo que mas importa son los niños.
- Estabilidad de la criatura y una familia no tiene precio.
- I believe the highest cost saving would be to repurpose Reyes ES into a middle school for Damian and Garcia students.
- I think we can better utilize the space in underutilized schools. Move central office to Canutillo MS where space is available and there is sufficient parking space. Increase elementary numbers by providing the community with open enrollment of pre-kinder. Open enrollment for pre-k without need to qualify financially.
- Jose Damian ES is an exemplary campus why would you consider repurposing the facilities? Keep JDE a K-6 campus.
- Los estudiantes pueden hacer proyectos. Pueden usar.
- No habría ahorro, es mas importante la estabilidad emocional. De los niños y la familia y su tranquilidad no tiene precio macho ojo señores piensen en sus hijos por favor.
- No, kids come first.
- Only if funds weren't available.
- Pre-K open enrollment district wide.
- Q1 moverse los 6 a primaria y el a secundaria se llenarían los planteles, salones, y pienso que se ahorrarían en costas.
- Reduce administration staff-admin is top heavy
- Relocate central office to CMS. Sell Central.
- Repurpose our budget. Is it worth to close a building?
- Repurposing a school is essential for a dual language program K-12th.
- Repurposing the building would still incur cost by use/service.
- Sell land that is not utilized. Cut salaries of over paid district employees.
- Sell current admin building and use money to demolish lone star and rebuild a new admin building.

Question 5

If you answered "No Support" to Question 4, is there any amount of cost savings for CISD that you believe would justify repurposing a school?



Narrative Responses

- Should never have built Reyes.
- Students are more important.
- Students come first.
- Students come first.
- The city of El Paso, other utilities as going to 4-10 hour days. Closes down utilities in one section.
- The students stability is more important. No repurposing.
- This question does not make sense the way it is stated. No building should be repurposed to move central office.
- Use what is in place, bring science rooms up to standard.
- We don't support repurposing of any elementary school. We suggest relocating central office to CMS. Sell CO and bring more revenue for priorities. Cut athletics down. No repurposing.
- We don't support repurposing.

Web:

- Any cost savings, it make no sense to run a building that is not being used close to capacity. If there is any cost savings, I support it.
- As I do not work for CISD I cannot say for sure what the amount of savings are. However, I also think the district should think about the cost of transporting students from the Vinton, Westway and surrounding areas that previously attended Bill Childress to the new school.
- Could we rent out a building or does it have to be used strictly for school purposes? This way we would always have it for future use if our community were to populate rapidly and we would need it again. We would also have income coming in to maintain.
- Cut spending at the Central Office level. Too many assistants there. The financial focus should be in the classroom if want to become a "premier" district. Money should be spent on the student's learning. Seems like every time we open our email we are welcoming a new staff member or a new consultant to the district, or increasing the board's travel budget. Focus on who we are here to serve, the student.
- Dejar de traer niños de otros distritos
- Have all elementary schools take back 6th grade allowing both middle schools to house 6-9th?
- I am concerned about the decisions made about building a new elementary when it was not needed. In seems that now, another elementary and all the people involved will suffer the consequences.
- I believe that having a 9th grade building only takes away from the purpose of the district to have students interact between different and appropriate grade levels.
- I would say that the elementary schools could house up to six grade.
- It would be hard to make a decision because the REAL numbers are not being released.

Question 5

If you answered "No Support" to Question 4, is there any amount of cost savings for CISD that you believe would justify repurposing a school?



Narrative Responses

- K-6 y 7-9 10-12
- Most schools have no to only a few extra classrooms. I think redrawing the elementary school boundaries and then making the elementaries Pre-K through 6 so the middle schools could be 7th through 9th grades or making CMS into a K-8 school are the best options. There is no sense to me in making JDE a tech center. Who would use it? How would they get there? If you're going to re-purpose JDE, how about making it into an early childhood campus, Pre-K through K or 1st or 2nd?
- n/a
- NA
- No entiendo la pregunta pero si CISD tiene tierras que no se usan y espacio en Las escuela es mejor realocar a los niños.
- No. Once again how much money do you plan to spend to repurpose a school for the Central Office. Money wasted that should go to keeping the small schools open.
- No...the welfare of children needs to be put first. Young children who would have to be moved to another school might lead to anxiety or poor performance. Families might seek EPISD schools with more stability.
- not sure
- Rather than put the burden of recouping financial losses on an elementary school and disrupting the lives of teachers and students, the district should figure another way to save money. Selling some of the districts unused land could be a potential option.
- Repurpose Reyes is a big school designed for older kids not elementary kids.
- Repurposing a school should not be an option. As CISD grows and expands, you will need all your elementary schools. In the long run you will end up spending more money because you will need to build another elementary to accommodate the growth. Redraw school boundaries, even out the enrollment at the elementary schools.
- Save costs by selling central office location and reassigning those departments to other buildings across the district.
- Si fuera la.unica opcion y los estudiantes no fuesen afectados si estaria de acuerdo en cerrar una escuela.
- Stop hiring at the top. Stop getting assistance for the assistance.
- The new Reyes school should have never been built if this was the situation.
- The schools are much bigger than the cads building is. Using a school for that purpose does not justify paying utilities for such a large building for much less people than there are students now.
- There are other methods of saving money beside closing a school.
- This question makes no sense whatsoever. Q5 should read if you answered "Strong support".
- We do need to cut costs but not at the expense of the students.

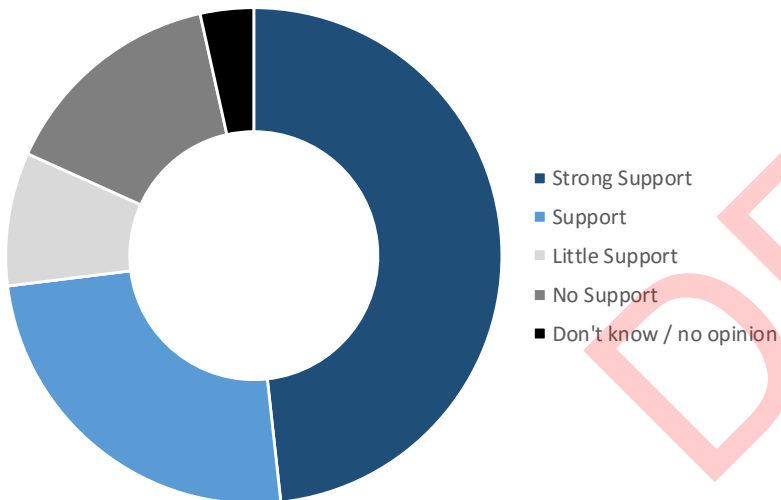
Question 6

Rate your level of support for selling approximately 90 acres of unused land to help fund facility and district needs.



	Strong Support	Support	Little Support	No Support	Don't know / no opinion	No Consensus	Percent Strong Support & Support
CD 2 Attendees: Individual	53	17	7	17	3		72%
Web	58	40	13	17	5		74%
Total Individual	111	57	20	34	8		73%
CD 2 Attendees: Group	9	0	0	3	0	0	75%

Total Individual Responses



Response Summary

There was overall support from Individual, Web, and Group respondents to sell unused land to help fund facility needs.

Question 6

Rate your level of support for selling approximately 90 acres of unused land to help fund facility and district needs.



Narrative Responses

Paper:

- As long as it is for a meaningful purpose which will benefit the district and community as a whole. Community park/sports complex. To build homes. Sell to a home developer.
- Build recreational parks.
- Can't repurchase later for today's sale price.
- Definitely.
- Depending on the plan of utilizing the funds. Options for Q6 were not presented at this meeting.
- Depends on how much land are we talking about? Is it small or large segments?
- Depends on where you're going to sell and to whom or how much the price is.
- Do it now. Money will help community.
- Don't sell unused land.
- Ellos pueden bajar o vender los camiones que tiene el super intendente tambien pueden de dejar de apoyar a los deportes.
- Hay otras maneras de conseguir dinero.
- Hold school board accountable for overspending on pet projects. If CMS was underutilized why pay money to connect it? Why build a new cafeteria for 300 students? Many of these board members voted to build Reyes ES.
- How is it possible that the district can ask for tax payers for more money when there is land that can generate some or most of that money. If it's not been used, sell it and don't ask me for more money.
- I strongly support this option as long as the public is allowed an opinion into what that unused land will be used for.
- If the school district has no future growth no land is needed.
- If it is being unused, why would you want to keep it when you can use the money to fix or help other school problems.
- If land is not in use and the growth is not as expected, sell land in strategic places so that it can be allocated where it is critical which is the education of our kids.
- If land is not next to school and be used to expand that campus then don't sell bigger spaces. But YES to selling smaller spaces.
- If land is not used because growth isn't as expected, sell land to make revenue.
- If the district is not going to utilize the land into the foreseeable future, then yes.
- If the district was not using the land there is no need to have that land.
- If the land is not used why have it? The money could go elsewhere.

Question 6

Rate your level of support for selling approximately 90 acres of unused land to help fund facility and district needs.



Narrative Responses

- If the property is at the high school don't sell because it could be used to build additions to classrooms for overcrowding.
- If we have enough space for the kids that we have not and is projected to be the same for the next five years sell the land and use the money wisely.
- It is an investment for the future.
- It would help students and money.
- Just sell it.
- Land can be used for future expansion of student use.
- Land will be sold in the future at high price than what it is now.
- Mentioned growth the same don't need extra land.
- More money for district. Less taxes.
- No tiene caso de tener terreno que no necesidad.
- No tiene caso tener terreno que no se necesata.
- No vender los 90 tal vez unos cuantos.
- Not much information provided as far as location of the 90 acres. Would it be sold for commercial or residential purposes? Residential over population?
- Obviously we don't and won't need it. It's not going to happen.
- Please sell ASAP. Only if it is worth it. How much is the land worth?
- Pueden vender acres si no se quieren deshacer de todos los acres disponibles, se pueden vender la mitad y así obtener un ingreso.
- Pueden vender parte de los acres para utilizar los recursos para apoyar la escuela.
- Pues incrementanew el deficit. Se puede rentar el terreno.
- Que se venda porque no se necesita ese dinero sufragaria mas gasto en el Distrito.
- Rent the land while it is needed.
- Sell all land and use towards the 70 million deficit. Repurpose the lone star building to be the new admin offices.
- Sell all land that is not being used so you won't build more schools to honor school board members.
- Sell all land that is not being used. Sell central office building. Move central office to lone star building. Plenty of parking and in a central location.
- Sell as much property to help communities.
- Sell it.

Question 6

Rate your level of support for selling approximately 90 acres of unused land to help fund facility and district needs.



Narrative Responses

- Sell it. What are you thinking? No more.
- Sell only the 4 to 5 acre parcels that the district does not need and move the distribution center to Childress and make more space for the admin building.
- Si no utilizon esos terrenos seria mejor utilizarlo para al go que en verdad lo necesito.
- The extra money can help to provide with the extra costs.
- They could use money to improve schools if they can use to instill portables.
- This is difficult to answer without knowing where this land is. If there is absolutely no better use for the land then definitely sell it to make expansions to the high school.
- This will help the district to reduce deficit.
- This would help students.
- Too much property is not being used. Sell some or all for current use.
- Use lone star building as (convert) sell administration . Use property by CMS as sports fields and track.
- Use the money to lower the cost.
- We are not in the real estate business.
- What is the money going to be utilized for?
- Where are those 90 acres? If at the HS, don't sell since we need an addition to reduce overcrowding. Sell current admin building or use that to build a new admin building on land already owned.
- Why keep unused land if we are not going to build additional schools.
- Will alleviate deficit. Lease the property.
- Would like to know how much the district will obtain from selling that property. What will they do with that money?
- Would like to know how much the district will obtain from selling that property. What will they do with that money?
- Yes.
- You can't repurpose late for today's sale price.
- You should really sell the 90 acres.

Web:

- According to the projections in student population there will not be a need to expand 90 acres. The proposed re- purposing of CISD buildings accounts for the growing areas and those that are land-locked. One high school is beneficial to student athletics. It keeps utility costs down and keeps from having to finance a second school of athletic teams. Additionally, the talent stays in one school and not spread throughout.

Question 6

Rate your level of support for selling approximately 90 acres of unused land to help fund facility and district needs.



Narrative Responses

- Apparently, since we are underutilizing the facilities we already have, the land is unnecessary at this time. I believe we need to operate in a more streamlined manner. If we don't need it, get rid of it and get out of debt.
- But sale to builders so homes are built.
- Education is our main responsibility. Funds from this sale could be used to improve what we offer our students.
- Es muy bien es injusto retener a los estudiantes en una escuela y amontonarlos
- Es tierras que no se usan se puede crear mas clases technicas con El dinero de esaventa
- I agree on selling it, if needed, but not for government housing.
- I believe that the money obtained from that sale should actually be invested in programs instead of buildings or facilities. Programs such as AVID could come back to offer students better opportunities. The money could also be obtained to provide for supplies or better technology.
- I believe this area (Canutillo ISD) will continue to grow, and we should be ready for that growth.
- I prefer this option to overcrowded Pre-K classes.
- If AND ONLY IF the sale of land would gross any profit to the district and it would not compromise the current schools in place.
- If it's not being utilized then sell it now if we could use the funds.
- If selling this land will help the district get out of this bind then I believe I would support it. This question is so broad I can only assume that this is the purpose for this action. However, if the district does not learn from its mistakes and continues to make haphazard decisions then I see no use in selling the land. There is also the question of if we sell the land and in the future need to make another school for a real population increase then where will the schools be built if the land has been sold to businesses.
- If the acres are not being used they are just sitting there anyway.
- If the land is just vacant why keep it when it can be sold and homes or businesses can be built. In turn would mean tax money that would benefit the district. I'm sure maintenance needs to be done on it more money being spent by the district.
- If we do not need land and it is not being used why keep it.
- Instead of asking for more government money and going further into red numbers.
- It would be a great investment to CISD.
- Just don't miss use the funds on ridiculous meals and travel
- Land is expensive and eventually we will need it. I'd like to see that we keep as an investment
- Land is valuable and not very expensive to hold on to. Low maintenance and low taxes. If in the future land would need to be purchased then it would more than likely cost more than it would to hold onto it. It could also be used to teach agriculture, animal husbandry, solar or other trades. Please do not sell the land. It would be a big loss.
- Land not needed, get rid of it and use monies to convert campus classrooms for central office departments.
- Money must be used to the benefit of the students and not the board

Question 6

Rate your level of support for selling approximately 90 acres of unused land to help fund facility and district needs.



Narrative Responses

- Obviously we over spent above our budget for many years now so it looks like its time to humbly admit it and downsize but downsize wisely.
- Scattered acres of 10 or less yes. Keep larger ones.
- See previous answer.
- Sell it and recoup the money to help with debt
- Si el dinero es para los estudiantes y las escuelas o capacitar mas maestras estoy de acuerdo en vender todo o parte de los 90 acres.
- Si es necesario esta bien.
- Students need are a priority.
- Support depends on weather the land is in a location where it would most likely never be used and how the developer would use the land.
- Support it if it will be sold for something that will help enhance the community.... No low income housing
- The Canutillo area is growing, and that land will be needed in the future, even though it is currently not being utilized for facilities. It seems shortsighted to lose that investment.
- The community needs to be informed what land is being sold, how much the district will receive and what that money will be used for.
- The District shall retain some land for future use. Land will become more expensive and scarce in the future when expansions may be needed past the 2019/2020 horizon.
- There is no need to pay taxes on properties that are not being utilized. Selling unused properties must be a priority.
- To whom would it be sold to. Is there already someone in mind?
- Unused land should remain unused for environment nothing matters if we don't save the planet especially for future generations
- We need our land! Why can't the Agricultural Department of the high school be using it?
- We should wait a few more years and the value should go up depending on the location.
- What land, how much, what is the facility plan????? We should follow our CORE values and be transparent, not have closed meetings and release only what information looks good at the time.
- What we need is better spending of our resources and people not telling us what to do, just to profit themselves, instead of the community and our students. People come in to see how they can make a profit for themselves because we are a small school district. We needed a new high school not another elementary.
- Where is this land? What exactly would the funds be used for around the district?
- Why do we have land that is not being used?
- Why don't you use that land to build another high school, if you are overcrowded you need another school, if you sell the land eventually the money will be gone but the school will always be there.
- Why would we keep unused property?

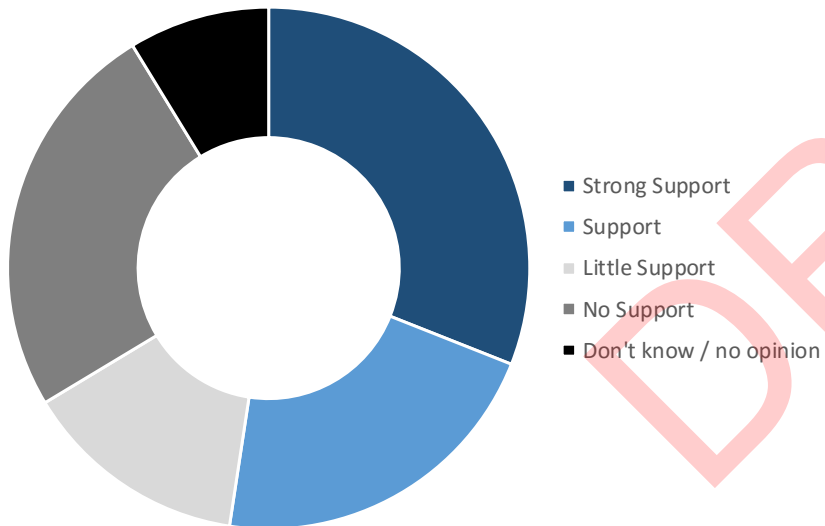
Question 7

Rate your level of support for moving Central Office if existing space was made available.



	Strong Support	Support	Little Support	No Support	Don't know / no opinion	No Consensus	Percent Strong Support & Support
CD 2 Attendees: Individual	37	17	10	25	7		56%
Web	34	32	22	32	13		50%
Total Individual	71	49	32	57	20		52%
CD 2 Attendees: Group	6	6	0	1	0	0	92%

Total Individual Responses



Response Summary

Overall, respondents were split on the option to move central office if there was existing space available. However, when individuals discussed the options in groups 92% supported or strongly supported the option.

Question 7

Rate your level of support for moving Central Office if existing space was made available.



Narrative Responses

Paper:

- A wing in a school or 2.
- As long as elementary schools are not closed or repurposed.
- As long as it doesn't involve closing a school.
- As long as it doesn't involve closing a school. Perhaps moving them to an open/underutilized space i.e. Canutillo MS.
- Build parking. Move warehouse. Stop hiring central office staff.
- Central is too large already.
- Central office could be placed in the empty parcels at CMS.
- Central office departments can be moved to underutilized schools. Have central office be part of the school.
- Central office is too big (people/positions).
- Central office should be moved to a new facility across from Childress (where the lot is empty).
- Con que no sierran escuelas para que ellos se muevan.
- Cost ineffective.
- Covert lone star building to administration.
- Do not build a new facility for central office-just relocate. Other suggesting-separate the departments to be located in different places.
- Do not move Central office to BCE.
- Do not move CO to BES. Make BES a K-6 campus. If BES is closed, DDE will have to get portables.
- Does not have enough parking, area space, etc.
- Doesn't have enough parking, space, etc.
- For the 9th grade and using it part of the high school.
- Hay que reparar el edificio buscar bajos presupuestos y verificar no fugas de presupuesto.
- HR-finance, C & I and A/S could be relocated feasibly. IT and Warehouse could be costly if you move and have to modify for district use.
- I believe finding a building where central office and facilities would be cost effective.
- I don't think we can afford to build another building for central office. But move to space that exist. CMS if CMS is moved to another location.
- I just have no support.
- I support moving central office to a space that can support its departments and necessary parking.
- I would strongly support this if it will save the district money but again I am not in favor of it effects JDE.

Question 7

Rate your level of support for moving Central Office if existing space was made available.



Narrative Responses

- If CO needs to be moved move then to old CE building.
- If it means closing a school it shouldn't be done.
- If it will really be moved.
- If the district owns the building there is no reason for moving.
- If the space made available make sense for central office and it fixes existing issues, do it.
- If we/you have the space to move, use it.
- It's a toss. Why sell a building that's owned by the district already but if there is other space already available with little to no investment, why not?
- Just add parking space.
- Just add parking that is by the CO now.
- Just keep central office for admin and not as a distribution center.
- Keep it where it is and move distribution center to Childress.
- La oficini central no necesita un espacio tan grande.
- Leave admin only and repurpose Lone Star building for distribution center.
- Move central office to all the empty buildings available such as the lone star building, the old central office buildings, and some space available that the facilities and transportation site (make space for parking). Stop hiring unnecessary central office personnel.
- Move central office to student support building and have all community areas to CMS where buildings are left behind.
- Move departments to under used capacity campuses.
- Move offices to Canutillo MS
- No hace sentido gastar (o que no se tiene).
- No tiene caso del gasto de oficinas nuevas, como para eso si hay diner.
- NO tiene caso un gasto en oficinas nuevas si no hay dinero en el distrito o para eso si hay dinero.
- No tiene caso.
- Not new building. Just relocate to an existing or split.
- Not to build a new facility but relocate.
- Only if it cut taxpayer cost.
- Only if it remained in a central location. Vinton is not a central location.
- Or move some people that don't need to be at central office to unused space at different schools.

Question 7

Rate your level of support for moving Central Office if existing space was made available.



Narrative Responses

- Parking is an issue.
- Porque no quiero que cierren BCE.
- Pues al vender se pueden a condicionar la oficina lone star.
- Que se mueva pero no sieren. Bill children.
- Relocate to CMS. All central office personnel including personnel at lone star.
- Sell all land that is not being used. Sell central office building. Move central office to lone star building. Plenty of parking, central location.
- Sell and move to Davenport ES. Keep Childress together.
- Sell building
- Sell Central and use money to build on lone star site.
- Sell central office in prime real estate. Relocate to a different area.
- Sell land not used by district and repurpose the lone star building as admin offices. Plenty of parking and central location.
- Si estoy de acuerdo pero que no perjudiquen alot hestudiantes.
- Si hubrera es pacio podrian mover las oficinas central, solo que nosea a una escuela primaria. Para que no perjudiquena los estudiantes.
- Space exists with small investment could be converted into an adequate location even with teacher training sites.
- strong support to sell administration building.
- There is no space. Artcraft is a major arterial. Getting in and out is a nightmare. No parking, no meeting rooms.
- There is plenty of space available for central office staff to move into different schools who have plenty of space.
- There is plenty of space available for central office staff to move into different schools who have plenty of space.
- This is just a waste of money.
- This is just a water of money.
- This option is supported only if it remains centrally located (central office). Vinton is not a good location.
- To schools that are under utilized.
- Use space adjacent to BCE, in front of transportation.
- Use that money for the new central office or combine school with central office.
- Yes
- Yes I would support central office being moved to the lone star facility.

Question 7

Rate your level of support for moving Central Office if existing space was made available.



Narrative Responses

Web:

- And if so to Lone Star Bldg. or CES, more centrally located.
- As a district, we need to watch how we grow and part of that growth includes not becoming top heavy in administration! We already have a large administration larger than what it needs to be! Our focus should be on children and teaching them and educating them! That's where our money is best spent is on our kids!
- At the current location, there is not enough room effectively facilitate large group trainings, parking is always an issue, and if moved to Bill Childress or another unused elementary - it would eliminate the cost of having to pay to use a facility like Grace Gardens or Riverwalk for trainings that often include the majority of CISD staff.
- Central office access is terrible and so is parking. Maybe you can move to Childress and then the building doesn't go wasted
- Central Office can be placed in the old Canutillo Elementary building that is almost completely empty. Those funds can be used in other areas.
- Central office currently does not have sufficient parking or space for large staff development or large meetings. I would support moving it if the existing space made available could improve in these to areas and save the district in operating costs and sale of existing CO building.
- Central office does not need the space of an entire elementary school to function. They have existed on Art craft just fine and should continue to do so.
- Central office is in a bad location and lacks parking. Selling it would be a good idea if that would make us the most profit or renting it may be better yet. Surely some big company would love a central place with all those offices.
- central office staff sit in their ivory tower. Why give them a new building when they cant answer email, answer the phone or service the needs of the district. As it is they barely work, with exception to C&I. Central office doesn't deserve the consideration. They need to get to work, service the students of the district and stop following their own rules and making the rest of us follow the established rules. who cares about their comfort.
- CISD Central Office needs more parking spaces and better facilities for instructional development.
- Depends on where...
- Doesn't matter to me
- First of all, we are top heavy at Central Office. CISD has just under 6,000 students enrolled. We have evaluate what personnel at Central Office is absolutely necessary to meet the needs of those students and the district. By down sizing central office, you will not need as much space and parking. If there is excess space at CMS or any of the elementary schools, central office can use the excess space without having to close any of the schools. In this way you down size the payroll and save money. I do not support a bond at this time. Therefore I do not support either of the options below Q8.
- I also heard we had some rental locations on West wind. Not sure what they are utilized for.
- I like the central office where it is. It is in a good location with good access.
- I show little support in this area because parking can be a problem there and if the district keeps hiring people at the rate they have hiring people at central office I'm sure they are running out of space.
- I support this idea, but I would like to know what will happen to the current central office space. Will it be sold?
- I think it would provide savings to district.
- I think its ok where its at.

Question 7

Rate your level of support for moving Central Office if existing space was made available.



Narrative Responses

- I think this move will create unnecessary expenditures.
- If AND ONLY IF it does not compromise the integrity of the current schools (meaning that students would be relocated to another campus) to make room for central office. There are plenty of buildings that are not utilized currently such as Lone Star Building and the Annex located at CMS where the original central office was located.
- If and only the extra space is needed, otherwise it is at a good location.
- if one of the existing buildings was used to relocate central office
- It will help keep utility cost down.
- Keep it as it is. It's a perfect location.
- Make do with what you got, if the district is in fact growing as you claim then why would we need to expand a building that has been serving us well for the past fifteen years???
- Move it to the Lone Star Building!!!!
- Necesita una oficina mas grande.
- No such move is needed.
- None
- Not if it cost money
- Only if it saves money
- Our offices are overcrowded. It would make most sense to move/inconvenience adults. Moving/inconvenience kids should be low on the priority.
- Porque quieren hacer de una escuela una oficina eso esta muy mal
- Possibly,
- Selling the building might get us out of debt.
- Si estoy de acuerdo porque otra opcion seria compatir una escuela con Las oficinas central.
- Si hay lugar donde pueda ahorrar el distrito dinero por moverse si estoy de acuerdo en que se mueva.
- Some can stay at central and others should move to vacant building. We have plenty of space and the different departments do not have to stay together.
- The cost would be too great to move. We would have to build a warehouse.. board room.. new offices.. bathrooms updates due to the small toilets. They should have bought the Johnson and Johnson when it was available...the District spent too much money redoing Central from the Sahara building.
- The oficina central debe de crear espacio en su local.
- There is no immediate need to relocate Central Office. There are other options, such as, moving the department that receives inventory to Support services as it used to be.
- There's no reason to have to pay an additional expense of sustaining a building that is unnecessary.
- We spent a fortune converting the Sahara facility into a central office. Are you planning to sell it? Or just save on heating and cooling that one building?
- Well we all know they need parking and its hard to drive in to the building heavy traffic.
- What would be the point or purpose of that?

Question 8

If Canutillo ISD asked taxpayers to fund a bond to address facility needs, what items are most important to you? Rank in order of preference. You must select only one 1st choice, one 2nd choice, and one 3rd choice.



	CD 2 Attendees: Individual				Web				Total Individual				CD 2 Attendees: Group			
	1st choice	2nd choice	3rd choice	No Consensus	1st choice	2nd choice	3rd choice	No Consensus	1st choice	2nd choice	3rd choice	No Consensus	1st choice	2nd choice	3rd choice	No Consensus
Facility repairs	36	30	15		48	32	48		84	62	63		3	7	2	0
Modernizing existing classrooms	20	34	28		32	53	42		52	87	70		2	4	6	0
Technology	26	21	34		48	42	37		74	63	71		6	2	4	0

Response Summary

Though all options garnered significant support, respondents first preference if bond funds became available was to complete facility repairs, second was to modernize existing classrooms, and third was technology improvements. However, when individuals discussed the options in groups technology was the first priority.

Question 9

Current repair needs cost estimates have been made for each school in CISD. Priority 1 repairs are those that are needed in order to keep students “warm, safe, cool and dry.” Priority 2 repairs could become Priority 1 needs within five years. Priorities 3,4 and 5 repairs are predominately related to educational spaces/needs and aesthetics. The rounded cost estimates are:

- a. Priorities 1-5: \$41,500,000
- b. Priorities 1-4: \$31,100,000
- c. Priorities 1-3: \$14,000,000
- d. Priorities 1-2: \$6,000,000
- e. Priority 1: \$728,000

Rate your level of support for addressing each level of repairs.



Priorities 1-5: \$41,500,000

	Strong Support	Support	Little Support	No Support	Don't know / no opinion	No Consensus	Percent Strong Support & Support
CD 2 Attendees: Individual	11	19	21	25	10		35%
Web	35	27	23	24	13		51%
Total Individual	46	46	44	49	23		44%
CD 2 Attendees: Group	2	2	4	4	1	0	31%

Priorities 1-4: \$31,100,000

	Strong Support	Support	Little Support	No Support	Don't know / no opinion	No Consensus	Percent Strong Support & Support
CD 2 Attendees: Individual	10	25	23	17	5		44%
Web	15	44	31	19	8		50%
Total Individual	25	69	54	36	13		48%
CD 2 Attendees: Group	0	5	4	3	0	0	42%

Priorities 1-3: \$14,000,000

	Strong Support	Support	Little Support	No Support	Don't know / no opinion	No Consensus	Percent Strong Support & Support
CD 2 Attendees: Individual	11	26	32	8	4		46%
Web	15	51	37	9	8		55%
Total Individual	26	77	69	17	12		51%
CD 2 Attendees: Group	1	6	5	0	0	0	58%

Priorities 1-2: \$6,000,000

	Strong Support	Support	Little Support	No Support	Don't know / no opinion	No Consensus	Percent Strong Support & Support
CD 2 Attendees: Individual	19	37	9	8	3		74%
Web	30	48	23	11	8		65%
Total Individual	49	85	32	19	11		68%
CD 2 Attendees: Group	5	7	0	0	0	0	100%

Priority 1: \$728,000

	Strong Support	Support	Little Support	No Support	Don't know / no opinion	No Consensus	Percent Strong Support & Support
CD 2 Attendees: Individual	50	8	3	13	6		73%
Web	61	28	10	9	14		73%
Total Individual	111	36	13	22	20		73%
CD 2 Attendees: Group	8	2	0	1	0	0	91%

Response Summary

As you decrease the amount spent on repairs strong support and support increase, with almost 75% of all Individual respondents supporting Priority 1 repairs.

Question 10

Are there any more thoughts you want to share with the District when considering facility options?



Narrative Responses

Paper:

- Add more portables to the early college.
- Although aesthetics are important for a welcoming environment, we should repair all of our CISD old campuses.
- Community members, community outreach, admin, parent.
- Current facilities under use can be filled by allocating central office and selling the building. This money could go for facility use/expenses.
- Demolish Lone Star. Move admin but selling current building and use fund for new building in front. Where are the 90 acres of land? Show map. Why was there almost \$11K spent in food for the board when smaller districts only spent \$700.
- Demolish the lone star building. Sell the current central office building and use money for building a new facility across from the Childress ES. Please explain where the acres of land that belong to the school are? Provide maps.
- Do something that will turn this mess around. Stop over-spending. Think about your community. We are a title 1 school but spend like we are rich.
- Have more space in school.
- Hire an outside grant writer to write for district need. Also an auditor to make sure money is spent on what it is meant for. Spending should be open to the public.
- I don't understand where you get your expenditure cost numbers for the lone star building when the building receives very little care, repairs, etc. Because the building is old it is often not thought for except to maintain. Just recently we have had a little more beautification and attention to buildings.
- I hope the district considers fixing the temperature control in the schools. At JDE the classrooms are always too hot. I don't see how our students are expected to think straight when the atmosphere is so stiflingly uncomfortable.
- I think common sense shows it would be most cost effective to close some schools.
- I think we need to look at all the new positions created at central office. We need to start downsizing there first.
- I think we need to look at all the new positions created at central office. We need to start downsizing there first.
- If repairs are low, why spend money there?
- Keep Bill Childress.
- Kids come first. Decisions must be made in best interest of students.
- Land sale/utilize to bring CMS to standard in order to accommodate CO staff and students. Demolish lone star.
- Lease the 90 acre land.
- Lo primero es tener a los estudiantes calido, seguro, fresco y seco.
- Mantener los estudiantes calidos seguros fresco secos.
- No apoyar de masiado a los atetas. Apoyar mas a los estudiantes que logran cosas mas grandes como ganar un beca de Bill Crates.
- No hay que combiar nada.

Question 10

Are there any more thoughts you want to share with the District when considering facility options?



Narrative Responses

- No more money for the district. You always do what you want with the district money.
- Northwest early college high school has very little money. They have limited sources and its not fair that other schools get so much money and attention and this school doesn't. IT's obvious that niche does not get the same as other schools and they need more security.
- Our children are the priority. Closing down schools does not help our kids. The best options are not too close to any of our schools.
- Our small district is top heavy. We need to look at monies being spent up at our central office.
- Pero tampoco que hagan gasto innecesario.
- Preventative maintenance is priority. The proceeds from land sale can be utilized to bring cons to standard. Sell central office. Sell 90 acres. Demolish and sell Lone Star.
- Queremos que no ciciren. Bill childress.
- Relocate all personnel from lone star building and central office to CMS and use revenue to address any issues.
- Relocate support services to CMS.
- Rentar la tierra. Vender el editificio actual de las oficinas.
- Reyes ES was built to please the houses in the area. We are helping the rich in order to make Reyes an AI school with gov't funding. Kids leaving Reyes will most likely leave CISD to EPISD and will not contribute to Canutillo's growth. REyes should of not been built. CO should not have a new/fancy building. Eagle Pass ISD has portables for CO so relocating is nonsense. CO doesn't need a building.
- Sell 90 acres of land. Sell central office. Sell lone star building. Use the revenue of these to refurbish the facilities at CMS to make them office space for central office and staff.
- Sell central office, move to lone star building. Create tech facilities to students.
- Sell land not being used to help pay for other district needs.
- Spend wisely. Mantener un presu puesto balanceado y administrar bien los fondos de la comunidad.
- Technology and improvements to the tech infrastructure must be developed.
- Tengo hijo graduado de canutillo una hija en el 10, en el grado 4 y uno de kinder y pienzo que hasta esta fecha todo habia funcioncido muy bien en el distrito y solo deseo lo mejor para nuestras escuelas y lo mas importante nuestros hijos y tomon en cuentran nuestros impuestos queremos que estan muy bien administrado nuestro dinero, gracias por tomarnos en cuenta.
- they should add restrooms.
- When the data was presented that showed decrease in number, especially of JDE, how much of that loss was due to GES. Same goes for BCE? AMS is in the best location to keep or at least attract students from the subdivisions east of I-10. Move the focus of the MS to CMS would cause these persons to cross over 3 boundaries. Just asking them to cross 1 boundary is huge. There is also the concept of perception - AMS is high achieving but in fact CWD is the highest.

Question 10

Are there any more thoughts you want to share with the District when considering facility options?



Narrative Responses

Web:

- Against k-8 small children do not need to be in the same building as older children. Money needs to be spend on the children and teachers not on central office and board numbers.
- Although Reyes is a beautiful school the stark difference between their classroom equipment to those of older schools; like Davenport are too wide. Students are using very old desks and it would be nice to close those gaps too. Being more equally as nice.
- As a taxpayer, I would not support another bond. CISD currently has the highest tax rate in El Paso County. I am not convinced that my tax money is being used appropriately - CISD has been in the news twice in the last year for spending large amounts of money - on travel and meals for the board - when compared with other, larger districts. Instead of asking for more from the community, I would like to see the district use its resources wisely.
- Cannot ask community to pass another bond when the previous bond has yet to fulfill the repairs and campus needs promised to our students. Get our campuses ADA compliant ASAP to accommodate the needs of our current students.
- Describir y evaluaciones a las escuela cuales necesitas mas como Davenport, bill childe's y Canutillo. Jose Damian y Garcia son mas nuevas
- Didn't my taxes go up due to the passed bond? Sorry, I wont support any more. In fact I'm considering moving out of the CISD school district so that I can afford my taxes. Where is the taxpayer in all of this?
- Due to illness of one of my children I was unable to attend meeting on March 3rd. I as well as others have expressed that it makes no sense that millions was spent on a new Elementary school when the current need is not there. It seems as the priorities were not kept in mind when building a school that wasn't a dire need. Our taxes are through the roof already, why wasn't thus survey done before spending millions on a new Elementary that us not a full capacity. Moving children around now after they are established in a school is not putting their needs first. I have strongly considered moving my children as well as other parents have if JDE is projected to be made a tech facility.
- El distrito tienen que aprender a manejar mejor el dinero. Hay dinero "perdido" en el distrito.
- First off the district shouldn't be asking for more bonds money when they have failed to use the previous bond money correctly and in a timely manner! Families and Canutillo district enough to make ends meet why I asked them more to put on more money when the district should be managing their money in a better way to make this district work! Are taxes are the highest in the area way higher than EPISD and EPISD is a larger district than us! Clearly this district needs to learn how to manage their money and their resources better than what their past history has shown!
- I do not feel that Q9 gives adequate detail and therefore don't feel I am properly informed to make a decision to vote either way.
- I don't think we have that many extra classrooms. If you relieve the overcrowding in the high school, Reyes, CES by changing which grade levels are in which schools and by re-drawing boundaries I don't think you'll have that many empty rooms. I also wonder about your growth estimates. Every month as I drive to work at Garcia there are more houses than before.
- I doubt after a mistake like this you will be able to get any more of the tax payers money. However, the students are always the priority. It is difficult to learn when the surroundings are not up to par. From the descriptions I am not quite understanding if resources are included but they should be. Students should have resources that will aid in their learning. In the end the resources and education they are given matter more than the aesthetics of where they are learning. I think the school district lost sight of this fact and I truly believe this should be a topic of discussion. It is no secret that Canutillo's academics is not the strongest so lets spend less time worrying about building schools and more time thinking about the resources we are giving the students to succeed.

Question 10

Are there any more thoughts you want to share with the District when considering facility options?



Narrative Responses

- I feel that a lot of money is being spent the wrong way and we need to correct that before we look at closing down schools. I don't feel that we need the company Jacobs we can do our own query's. I feel that is abuse of tax payers bond.
- I would like to talk to someone about all this. I have more thoughts. Please call xxx-xxx-xxxx
- It is very likely that the school board will continue on with whatever course it believes to be the best option regardless of what the community says. Just know that you've lost the trust and confidence of many Canutillo families, which will only make it harder to gain the support needed to pass bonds and raise money for the future needs of the school district. The welfare of our community's students are in your hands, please take your responsibilities seriously and make decisions that are knowledgeable and in the best interest of our students.
- It was three years ago that a bond was passed. The community needs to be informed how that bond money was used. At this point, the community will not support another bond. One of the core values is transparency. The community deserves to be informed on specific and detailed spending.
- No
- No cambien nada
- No comment
- No estoy de acuerdo con Ninguna opcion pero es con la que mas me siento mejor. Si estos problemas se veian Desde el 2006-2007 porque gastar dinero en una escuela como reyes elementary cuando avia espacio en Las escuela que hay ahora. Y esta proyectado que esta situacion no va a Cambiar solo queda acomodar Las areas y pensar en el bienestar de Los estudiantes pero mi opinion es que reyes elementary esta habitable para una high school o para pones clases avanzadas de aprendizaje alos estudiantes. Por ejemplo mecanica, cosmetologia, aprender a ser vendedores, preguntar a los estudiantes que clases les gustaria.
- none
- None at this time
- People on the school board should be more aware of these types of situations and have more foresight. This means that they need to stop bringing outsiders to make decisions for us without even knowing our community. These types of ignorant decisions have left Canutillo and its residents at their mercy. More direct insight from the people who live, eat, and breath in Canutillo should be heeded and not the ideas and ill informed opinions of outsiders like those given and supported by those in charge now. The school board has an obligation and a fiduciary duty to its constituents of Canutillo. There is no capacity building in this district and that is why Bill Childress has had 4 principals in 3 years and so has Canutillo High School. More emphasize needs to be placed on the lively-hoods of our immediate community and forget about the political gerrymandering of those in power.
- Repair what we have and keep it in good condition. Repurpose and use what we have instead of trying to fund new.
- So why don't you spell out the priority levels??? What is the secret?
- Technology must be updated!
- The best option for the District is to making Alderete the 9th grade center with no upgrade to the gym (they will need a softball/baseball field). CMS should be a 7/8 middle school (with repairs to some of the athletic facilities, softball/baseball grass, press box new bleachers in the old and new gym) They have the room and we would save on athletic cost.. (may need to add B teams since our population would double) I do not think CMS has the facilities for the young kids.. the cost has not been considered to change out the restrooms, water fountains, playground area and other important small areas for this population.. It was a High School. I think you could move boundary lines to increase the enrollment at Bill Childress. Keep that school!!

Question 10

Are there any more thoughts you want to share with the District when considering facility options?



Narrative Responses

- The district lied on the past bond. Reyes was to be a K-8 and now you want more money. I supported the last two bonds and those will be the last bonds that I will support.
- This is an after the fact survey. If buildings were not necessary they should not have been built. We would not be in this predicament.
- We are trying to save money by repurposing a school and yet want to ask for more money to get deeper in a hole.
- why are you asking? You guys do what you want anyway and forget that your salaries come from the taxpayers of the community

DRAFT

Question 11

With which Canutillo ISD school/facility are you affiliated? Select all that apply



	CD 2: Attendees	Web	Total
All	10	17	9%
Bill Childress EL	50	13	20%
C Silvestre and Carolina Reyes EL	7	9	5%
Canutillo EL	3	5	3%
Canutillo HS	16	33	16%
Canutillo Middle	22	17	12%
Deanna Davenport EL	2	8	3%
Gonzalo and Sofia Garcia EL	6	16	7%
Jose H Damian EL	4	21	8%
Jose L Alderete Middle	5	21	8%
Northwest Early College HS	10	9	6%
CISD Administration	1	6	2%
Other	3	2	2%

Response Summary

The table above indicates that every school in the District was represented in the questionnaire responses.

Question 12

Your age

	Under 18	18 - 29	30 - 39	40 - 49	50 - 64	65+
CD 2 Attendees	7	5	30	25	20	6
Web	2	16	40	41	27	3
Total	4%	9%	32%	30%	21%	4%

Response Summary

The majority of respondents, 62%, were between 30-49 years of age.



DRAFT

Question 13



Eth-

	Asian or Pacific Islander	Black (Non- Hispanic)	Hispanic	Native American Indian	Multiracial	White (Non- Hispanic)	Other
CD 2 Attendees	1	4	78	1	0	7	2
Web	0	1	91	3	3	23	6
Total	0%	2%	77%	2%	1%	14%	4%

Response Summary

A large majority of respondents identified with Hispanic ethnicity.

DRAFT

Question 14

Parental / Guardian / Student Status



	Community Member	Current or former Canutillo ISD student	Current or former private /parochial/home school student	Former Employee	Grandparent of student or graduate	Military education associations (please specify)	Parent/guardian of 7th thru 8th grade student	Parent/guardian of 9th thru 12th grade student	Parent/guardian of child less than 5 years old	Parent/guardian of former student or graduate	Parent/guardian of kindergarten thru 6th grade student	Parent/guardian of private /parochial/home school student
CD 2 Attendees	34	26	3	6	9	2	17	16	18	10	36	2
Web	59	27	0	14	8	2	13	17	9	9	35	0
Total	25%	14%	1%	5%	5%	1%	8%	9%	7%	5%	19%	1%

Response Summary

Parents/Guardians of all school levels were represented. Along with a number of community members and former students.

Question 15

If you are an employee or retiree of Canutillo ISD, what is/was your position?



	Not Applicable	Administration	School Board Member	Support Staff (Substitutes, Para-professionals, Aides, Counselors, etc.)	Teacher	Other
CD 2 Attendees	30	7	0	10	9	2
Web	32	9	0	16	47	11
Total	36%	9%	0%	15%	32%	8%

Response Summary

Nearly half, 47%, of respondents stated they were employees or retiree's of the District.

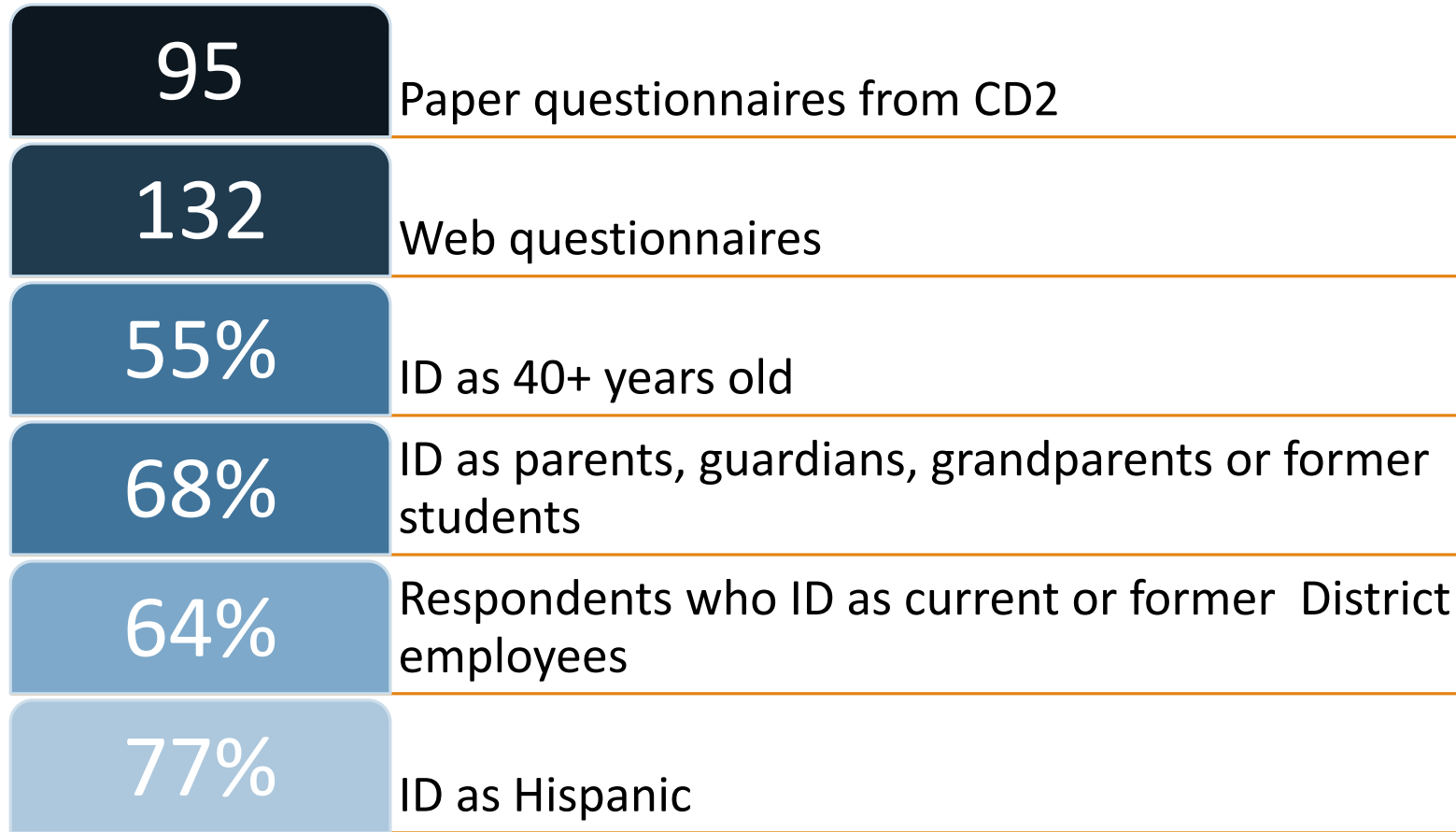
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Canutillo ISD

FACILITIES MASTER PLAN | STEERING COMMITTEE MTG #4



Participation | Respondent Information Summary



Note:
Not everyone
answers every
question,
including
demographic
questions

Participation | Respondent Information Summary

	CD 2: Attendees	Web	Total
All	10	17	9%
Bill Childress EL	50	13	20%
C Silvestre and Carolina Reyes EL	7	9	5%
Canutillo EL	3	5	3%
Canutillo HS	16	33	16%
Canutillo Middle	22	17	12%
Deanna Davenport EL	2	8	3%
Gonzalo and Sofia Garcia EL	6	16	7%
Jose H Damian EL	4	21	8%
Jose L Alderete Middle	5	21	8%
Northwest Early College HS	10	9	6%
CISD Administration	1	6	2%
Other	3	2	2%

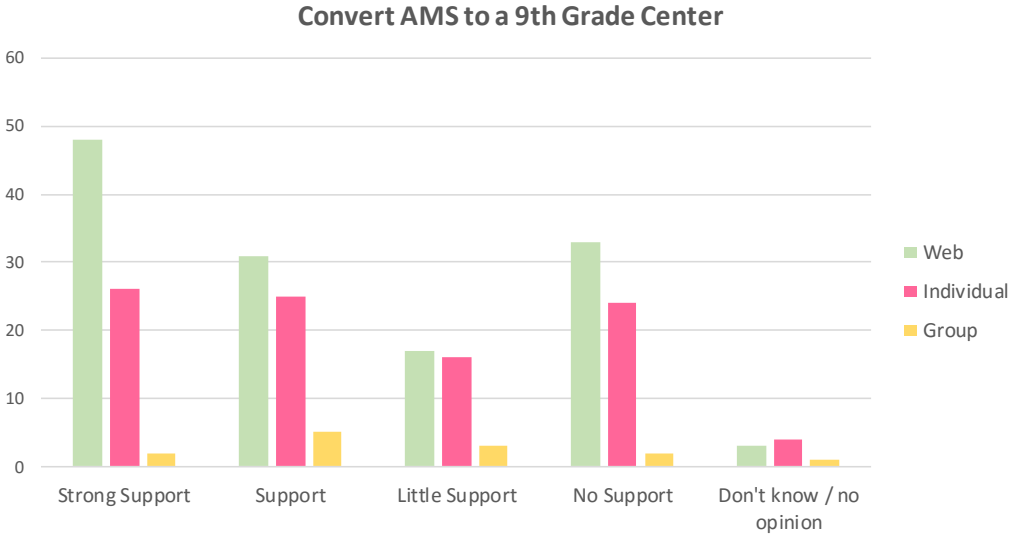
Most CD2 attendees affiliated with BCE and/or CMS (52%)

Most web respondents affiliated with CHS and/or JDE and AMS (42%)

Q1 Rate your level of support for each option above.

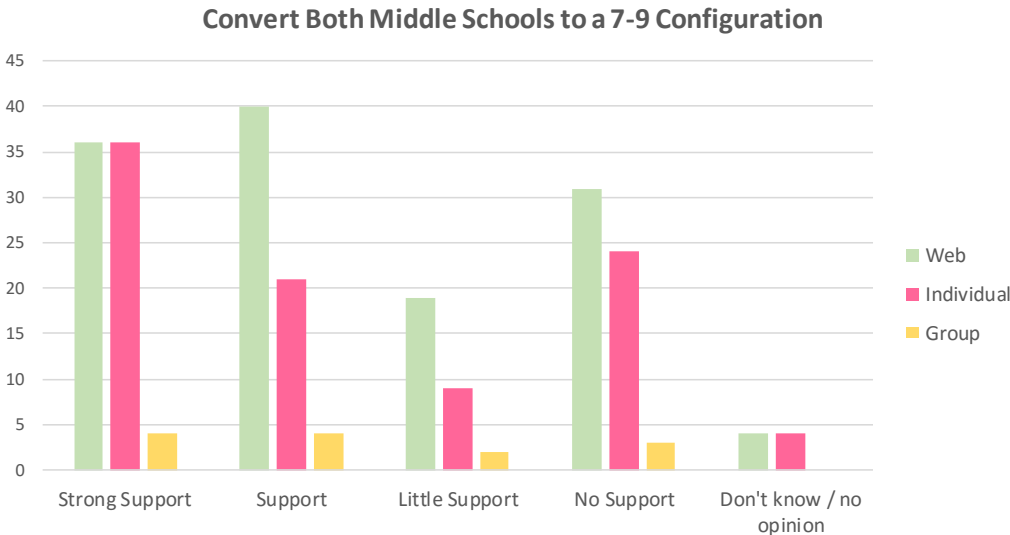
Option 1

	Strong Support	Support	Little Support	No Support	Don't know / no opinion	No Consensus	Percent Strong Support & Support
Convert AMS to a 9th Grade Center							
CD 2 Attendees: Individual	26	25	16	24	4		54%
Web	48	31	17	33	3		60%
Total Individual	74	56	33	57	7		57%
CD 2 Attendees: Group	2	5	3	2	1	0	54%



Option 2

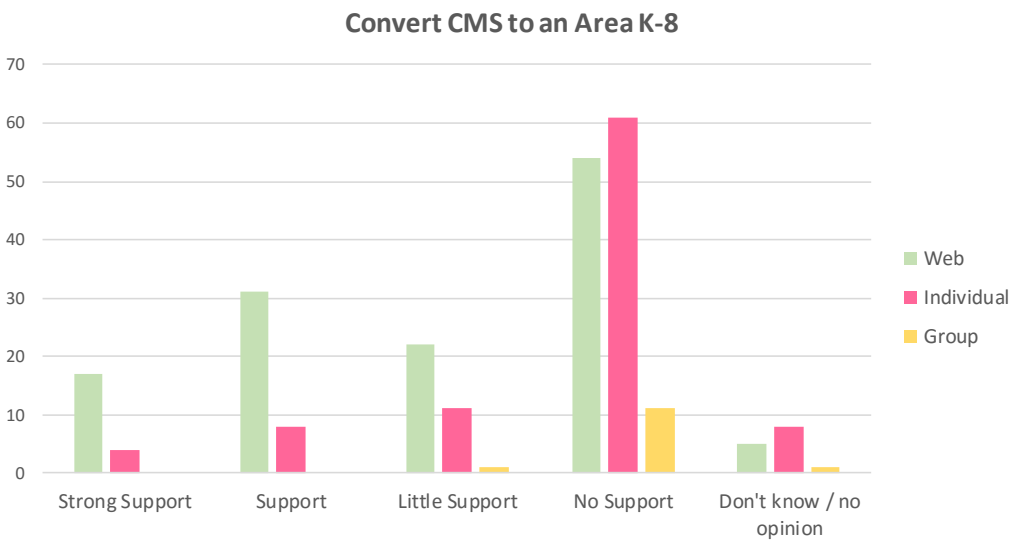
	Strong Support	Support	Little Support	No Support	Don't know / no opinion	No Consensus	Percent Strong Support & Support
Convert Both Middle Schools to a 7-9 Configuration							
CD 2 Attendees: Individual	26	25	16	24	4		54%
Web	36	40	19	31	4		58%
Total Individual	72	61	28	55	8		59%
CD 2 Attendees: Group	4	4	2	3	0	0	62%



Q1 Rate your level of support for each option above.

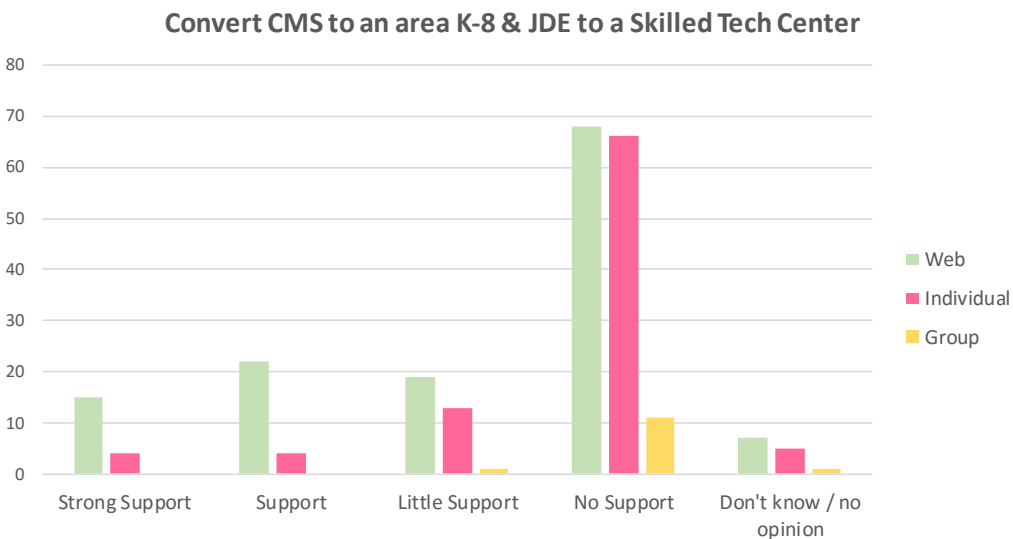
Option 3

	Strong Support	Support	Little Support	No Support	Don't know / no opinion	No Consensus	Percent Strong Support & Support
Convert CMS to an area K-8							
CD 2 Attendees: Individual	4	8	11	61	8		13%
Web	17	31	22	54	5		37%
Total Individual	21	39	33	115	13		27%
CD 2 Attendees: Group	0	0	1	11	1	0	0%



Option 4

	Strong Support	Support	Little Support	No Support	Don't know / no opinion	No Consensus	Percent Strong Support & Support
Convert CMS to an area K-8 & JDE to a Skilled Tech Center							
CD 2 Attendees: Individual	4	4	13	66	5		9%
Web	15	22	19	68	7		28%
Total Individual	19	26	32	134	12		20%
CD 2 Attendees: Group	0	0	1	11	1	0	0%

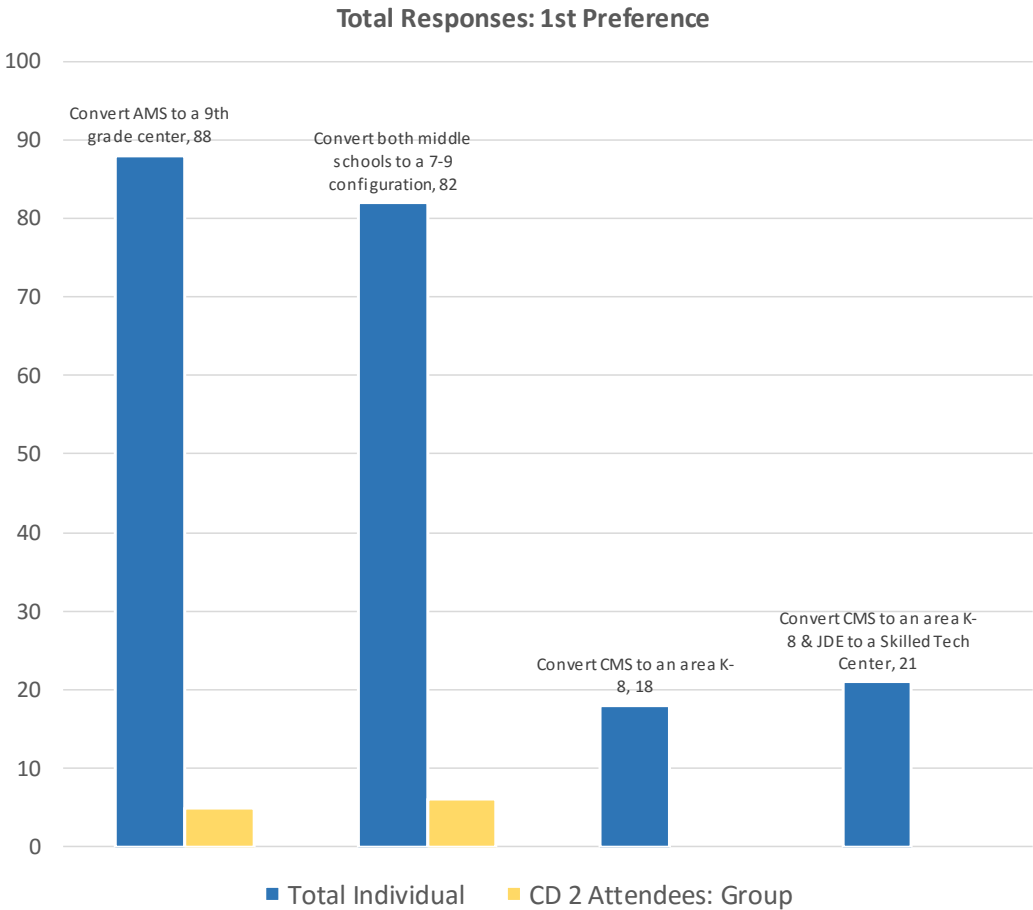


Response Summary

Convert AMS to a 9th grade center (Option 1) and convert both middle schools to a 7-9 configuration (Option 2) received the most support.

Q2 Rank the four options in order of preference. You must select only one 1st choice, one 2nd choice, one 3rd choice, and one 4th choice.

CD 2 Attendees: Individual					No Consensus
	1st	2nd	3rd	4th	
Convert AMS to a 9th grade center	31	33	10	10	
Convert both middle schools to a 7-9 configuration	41	26	8	8	
Convert CMS to an area K-8	0	15	42	25	
Convert CMS to an area K-8 & JDE to a Skilled Tech Center	6	4	17	55	
Web					No Consensus
	1st	2nd	3rd	4th	
Convert AMS to a 9th grade center	57	33	19	18	
Convert both middle schools to a 7-9 configuration	41	48	17	19	
Convert CMS to an area K-8	18	23	57	25	
Convert CMS to an area K-8 & JDE to a Skilled Tech Center	15	20	31	61	
Total Individual					No Consensus
	1st	2nd	3rd	4th	
Convert AMS to a 9th grade center	88	66	29	28	
Convert both middle schools to a 7-9 configuration	82	74	25	27	
Convert CMS to an area K-8	18	38	99	50	
Convert CMS to an area K-8 & JDE to a Skilled Tech Center	21	24	48	116	
CD 2 Attendees: Group					No Consensus
	1st	2nd	3rd	4th	
Convert AMS to a 9th grade center	5	6	0	1	0
Convert both middle schools to a 7-9 configuration	6	5	1	0	0
Convert CMS to an area K-8	0	1	8	3	0
Convert CMS to an area K-8 & JDE to a Skilled Tech Center	0	0	3	7	2

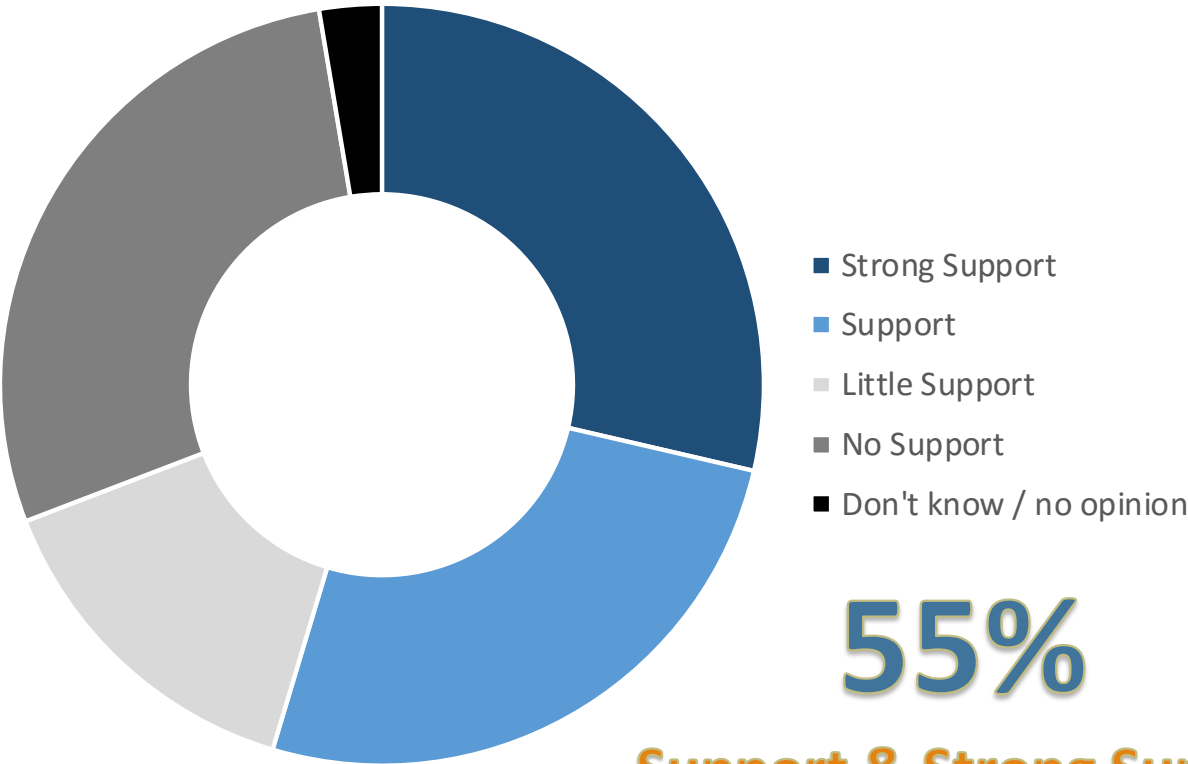


Response Summary

The top 2 preferred options were convert AMS to a 9th grade center and convert both middle schools to a 7-9 configuration.

Q3 The first two options above provide relief to slight overcrowding at the high school. If one of these options is not selected, the high schools will remain slightly overcrowded. Rate your level of support for building a small addition at the high school or using portables in this circumstance.

Total Individual Responses



55%

Support & Strong Support

Response Summary

Support was split almost **equal** between **strong support** and **no support** for building a small addition or using portables at the high school to deal with overcrowding.

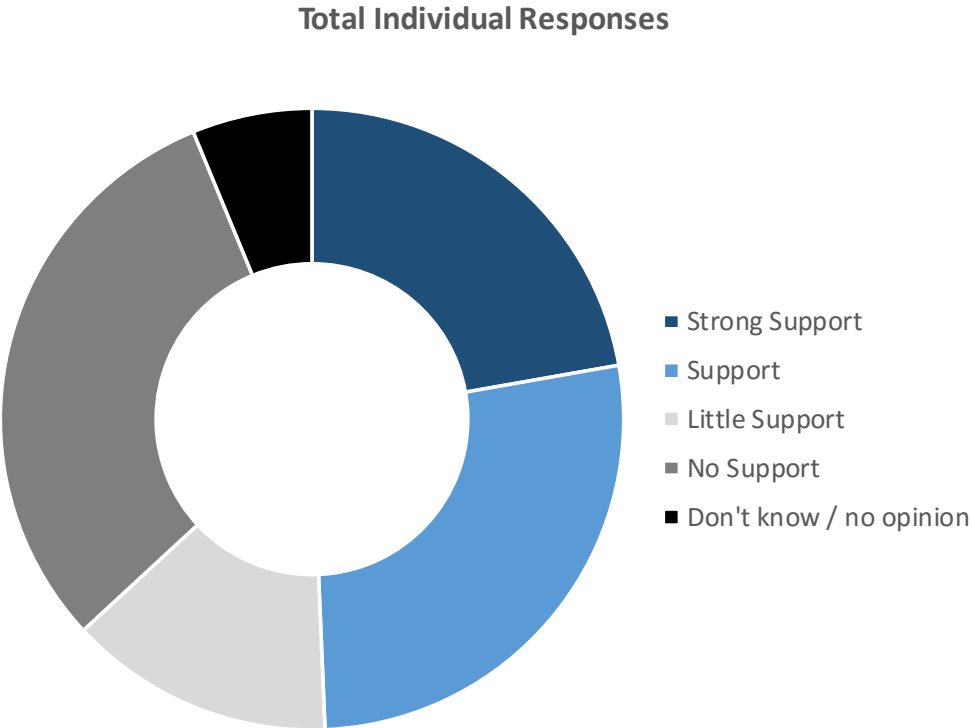


Q4 CISD has capacity for 8,522 students. CISD currently has 5,985 students and is projected to have about the same number of students through 2019/20. This means that CISD has to pay to heat, cool, clean and operate about 2,500 extra seats. Rate your level of support for repurposing one elementary school to reduce under-utilization at the elementary level.

	Strong Support	Support	Little Support	No Support	Don't know / no opinion	No Consensus	Percent Strong Support & Support
CD 2 Attendees: Individual	14	16	8	41	2		33%
Web	36	45	13	28	12		60%
Total Individual	50	61	31	69	14		49%
CD 2 Attendees: Group	4	4	2	3	0	0	62%

Response Summary

Respondents who attended CD 2 and filled out a survey Individually **did not** support repurposing an elementary school to save on operating costs*. However, respondents who filled out surveys online and when forced to come to a group decision respondents were **nearly twice as likely** to select **Strong Support** or **Support**.



*Note: most of the participants at CD2 identified with Bill Childress & CMS



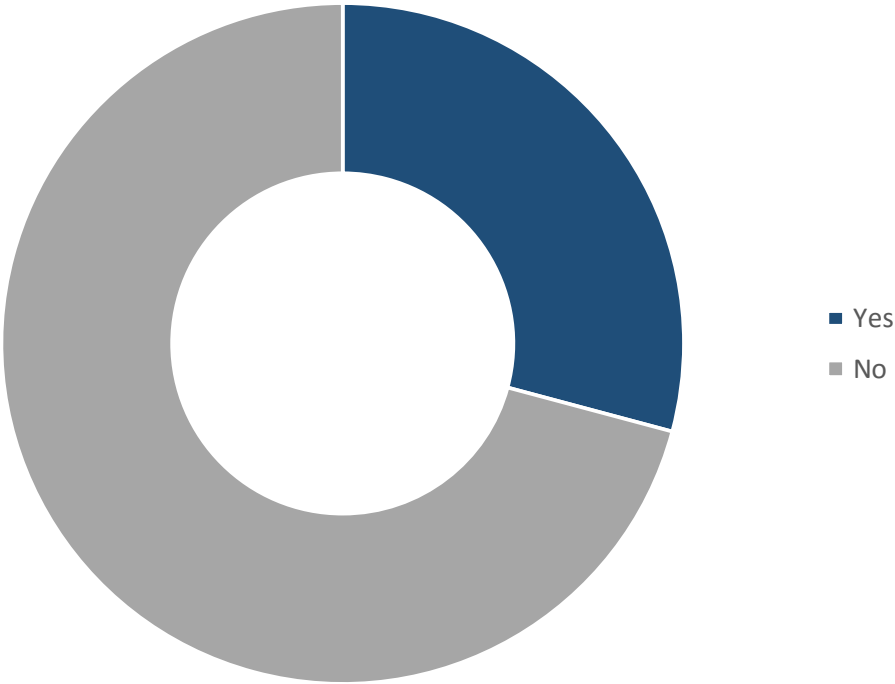
Q5 If you answered "No Support" to Question 4, is there any amount of cost savings for CISD that you believe would justify repurposing a school?

	Yes	No	No Consensus
CD 2 Attendees: Individual	16	27	
Web	19	58	
Total Individual	35	85	
CD 2 Attendees: Group	2	2	0

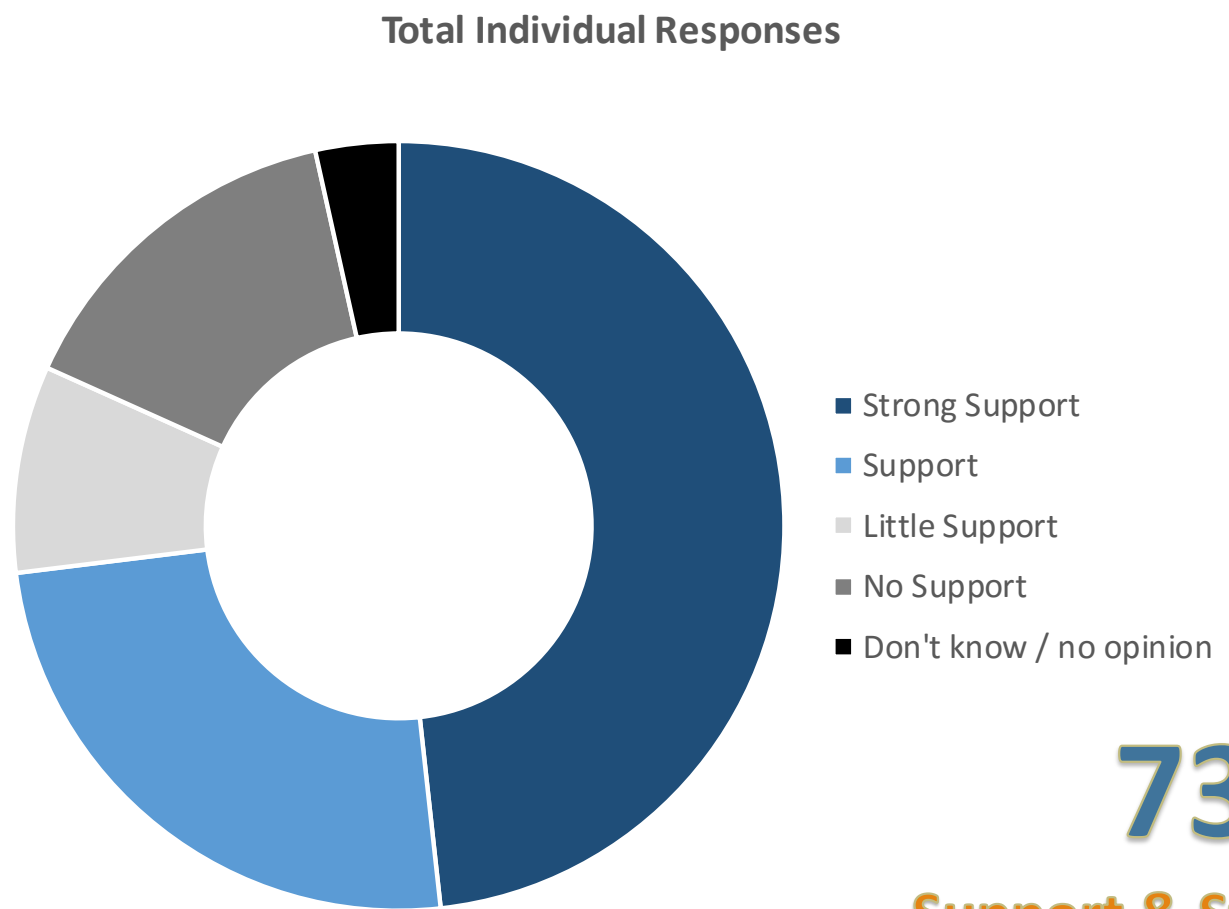
Response Summary

Most respondents said that there was **no amount** of cost savings that would cause them to support repurposing an elementary school.

Total Individual Responses: Would any savings justify repurposing?



Q6 Rate your level of support for selling approximately 90 acres of unused land to help fund facility and district needs.



73%
Support & Strong Support

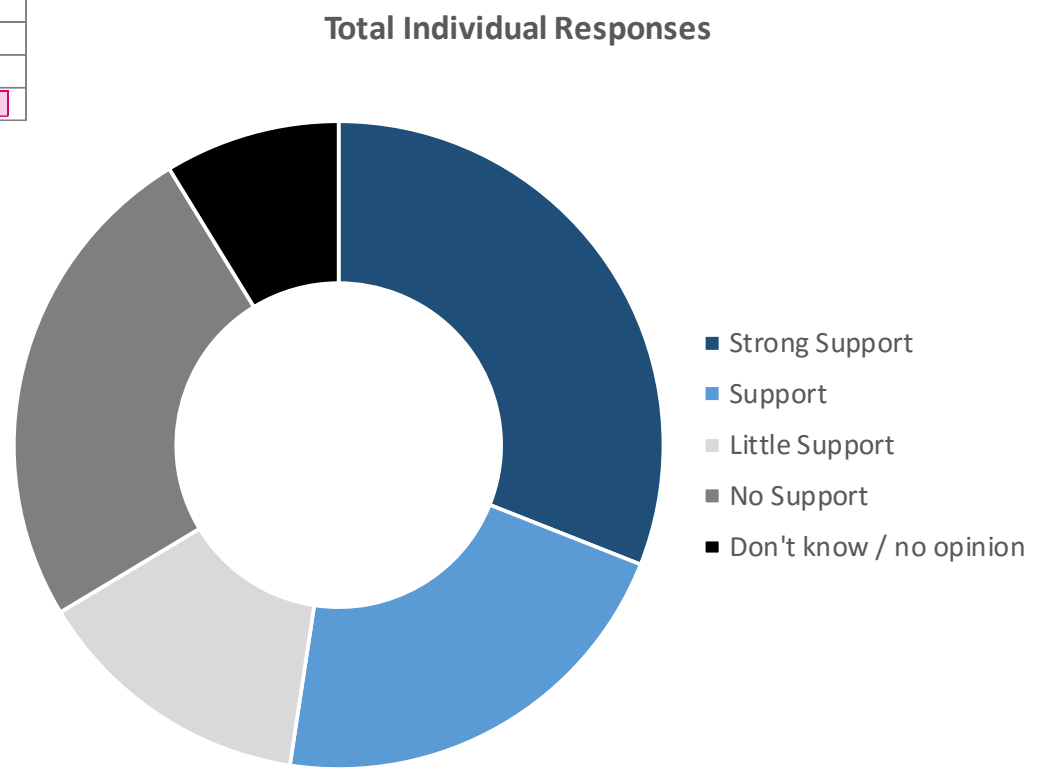


Q7 Rate your level of support for moving Central Office if existing space was made available.

	Strong Support	Support	Little Support	No Support	Don't know / no opinion	No Consensus	Percent Strong Support & Support
CD 2 Attendees: Individual	37	17	10	25	7		56%
Web	34	32	22	32	13		50%
Total Individual	71	49	32	57	20		52%
CD 2 Attendees: Group	6	6	0	1	0	0	92%

Response Summary

Overall, respondents were split on the option to move central office if there was existing space available. However, when individuals discussed the options in groups **92%** supported or strongly supported the option.



Q8 If Canutillo ISD asked taxpayers to fund a bond to address facility needs, what items are most important to you? Rank in order of preference. You must select only one 1st choice, one 2nd choice, and one 3rd choice

	CD 2 Attendees: Individual				Web				Total Individual				CD 2 Attendees: Group			
	1st choice	2nd choice	3rd choice	No Consensus	1st choice	2nd choice	3rd choice	No Consensus	1st choice	2nd choice	3rd choice	No Consensus	1st choice	2nd choice	3rd choice	No Consensus
Facility repairs	36	30	15		48	32	48		84	62	63		3	7	2	0
Modernizing existing classrooms	20	34	28		32	53	42		52	87	70		2	4	6	0
Technology	26	21	34		48	42	37		74	63	71		6	2	4	0

1st

Facility Repairs

2nd

Modernize Classrooms

3rd

Technology Improvements



***However, when individuals discussed the options in groups technology was the first priority.*

DEJONG
RICHTER JACOBS

Q9

Current repair needs cost estimates have been made for each school in CISD. Priority 1 repairs are those that are needed in order to keep students “warm, safe, cool and dry.” Priority 2 repairs could become Priority 1 needs within five years. Priorities 3,4 and 5 repairs are predominately related to educational spaces/needs and aesthetics. The rounded cost estimates are:

- a. Priorities 1-5: \$41,500,000
- b. Priorities 1-4: \$31,100,000
- c. Priorities 1-3: \$14,000,000
- d. Priorities 1-2: \$6,000,000
- e. Priority 1: \$728,000

Rate your level of support for addressing each level of repairs.

Priorities 1-5: \$41,500,000

	Strong Support	Support	Little Support	No Support	Don't know / no opinion	No Consensus	Percent Strong Support & Support
CD 2 Attendees: Individual	11	19	21	25	10		35%
Web	35	27	23	24	13		51%
Total Individual	46	46	44	49	23		44%
CD 2 Attendees: Group	2	2	4	4	1	0	31%

Priorities 1-4: \$31,100,000

	Strong Support	Support	Little Support	No Support	Don't know / no opinion	No Consensus	Percent Strong Support & Support
CD 2 Attendees: Individual	10	25	23	17	5		44%
Web	15	44	31	19	8		50%
Total Individual	25	69	54	36	13		48%
CD 2 Attendees: Group	0	5	4	3	0	0	42%

Priorities 1-3: \$14,000,000

	Strong Support	Support	Little Support	No Support	Don't know / no opinion	No Consensus	Percent Strong Support & Support
CD 2 Attendees: Individual	11	26	32	8	4		46%
Web	15	51	37	9	8		55%
Total Individual	26	77	69	17	12		51%
CD 2 Attendees: Group	1	6	5	0	0	0	58%

Priorities 1-2: \$6,000,000

	Strong Support	Support	Little Support	No Support	Don't know / no opinion	No Consensus	Percent Strong Support & Support
CD 2 Attendees: Individual	19	37	9	8	3		74%
Web	30	48	23	11	8		65%
Total Individual	49	85	32	19	11		68%
CD 2 Attendees: Group	5	7	0	0	0	0	100%

Priority 1: \$728,000

	Strong Support	Support	Little Support	No Support	Don't know / no opinion	No Consensus	Percent Strong Support & Support
CD 2 Attendees: Individual	50	8	3	13	6		73%
Web	61	28	10	9	14		73%
Total Individual	111	36	13	22	20		73%
CD 2 Attendees: Group	8	2	0	1	0	0	91%

Response Summary

As you decrease the amount spent on repairs strong support and support increase, with almost 75% of all Individual respondents supporting Priority 1 repairs.

Q10 Are there any more thoughts you want to share with the District when considering facility options?

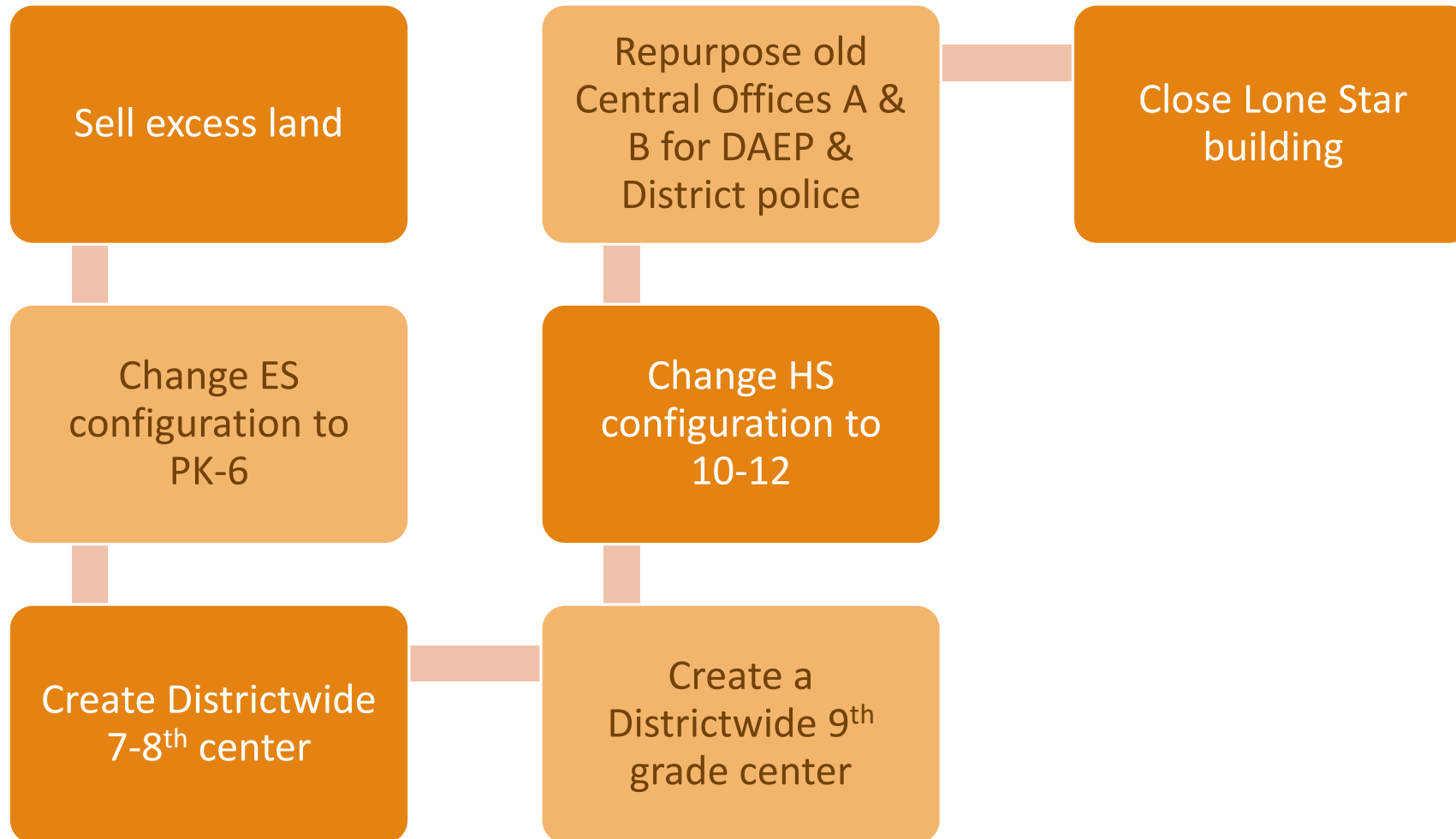
Major themes from
the comments

Focus funding
& decisions on
the students

Be fiscally
responsible



Recommendations



Recommendations

Sell excess land

- 73% CD2 respondents expressed “strong support” or “support” for selling excess land
- 82% expressed some level of support for this option



Recommendations

Sell excess land

- 73% CD2 respondents expressed “strong support” or “support” for selling excess land
- 82% expressed some level of support for this option

Change ES configuration to PK-6

- Invest in science & arts programs
- Improves ES utilization



Recommendations

Sell excess land

- 73% CD2 respondents expressed "strong support" or "support" for selling excess land
- 82% expressed some level of support for this option

Change ES configuration to PK-6

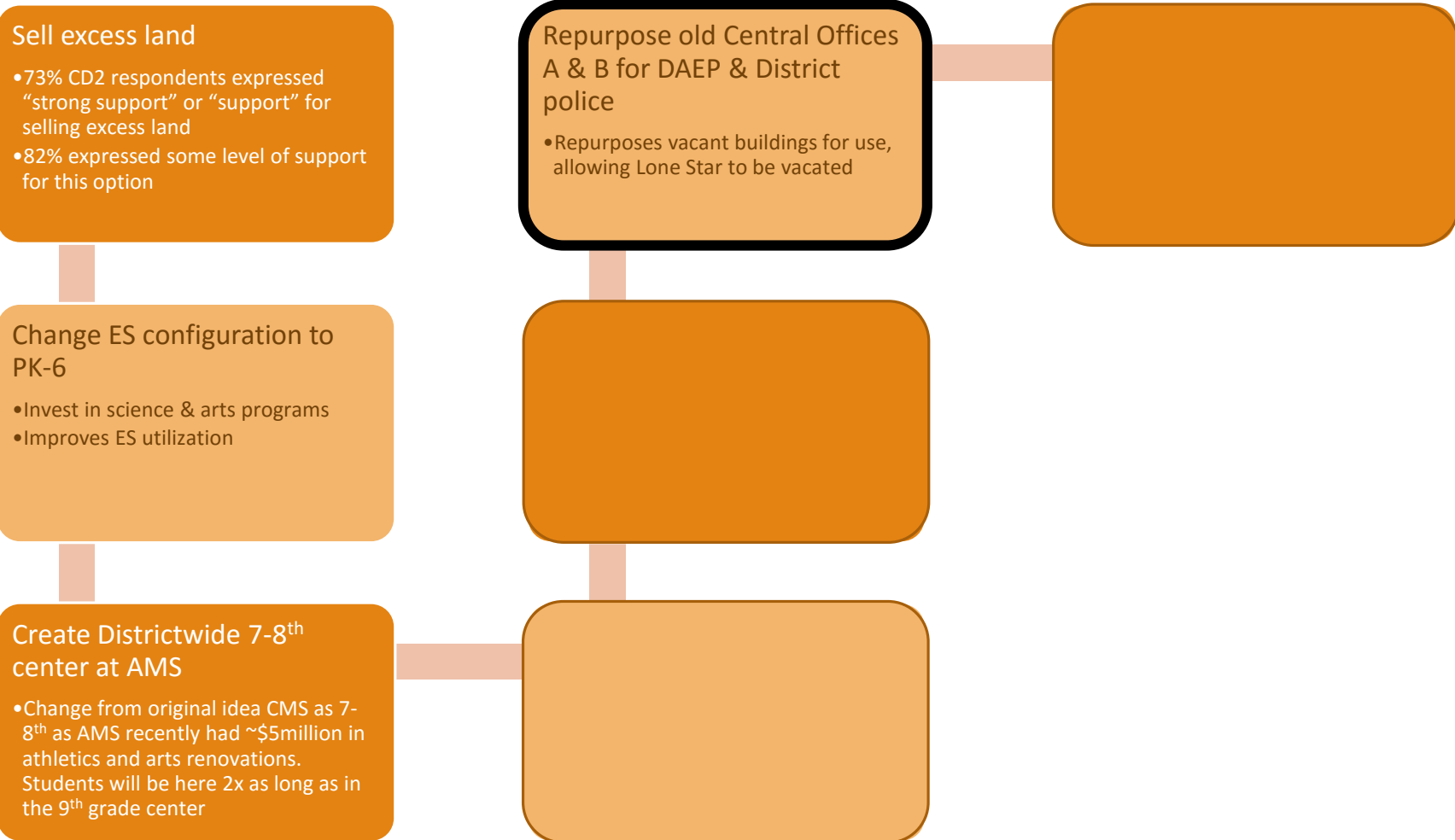
- Invest in science & arts programs
- Improves ES utilization

Create Districtwide 7-8th center at AMS

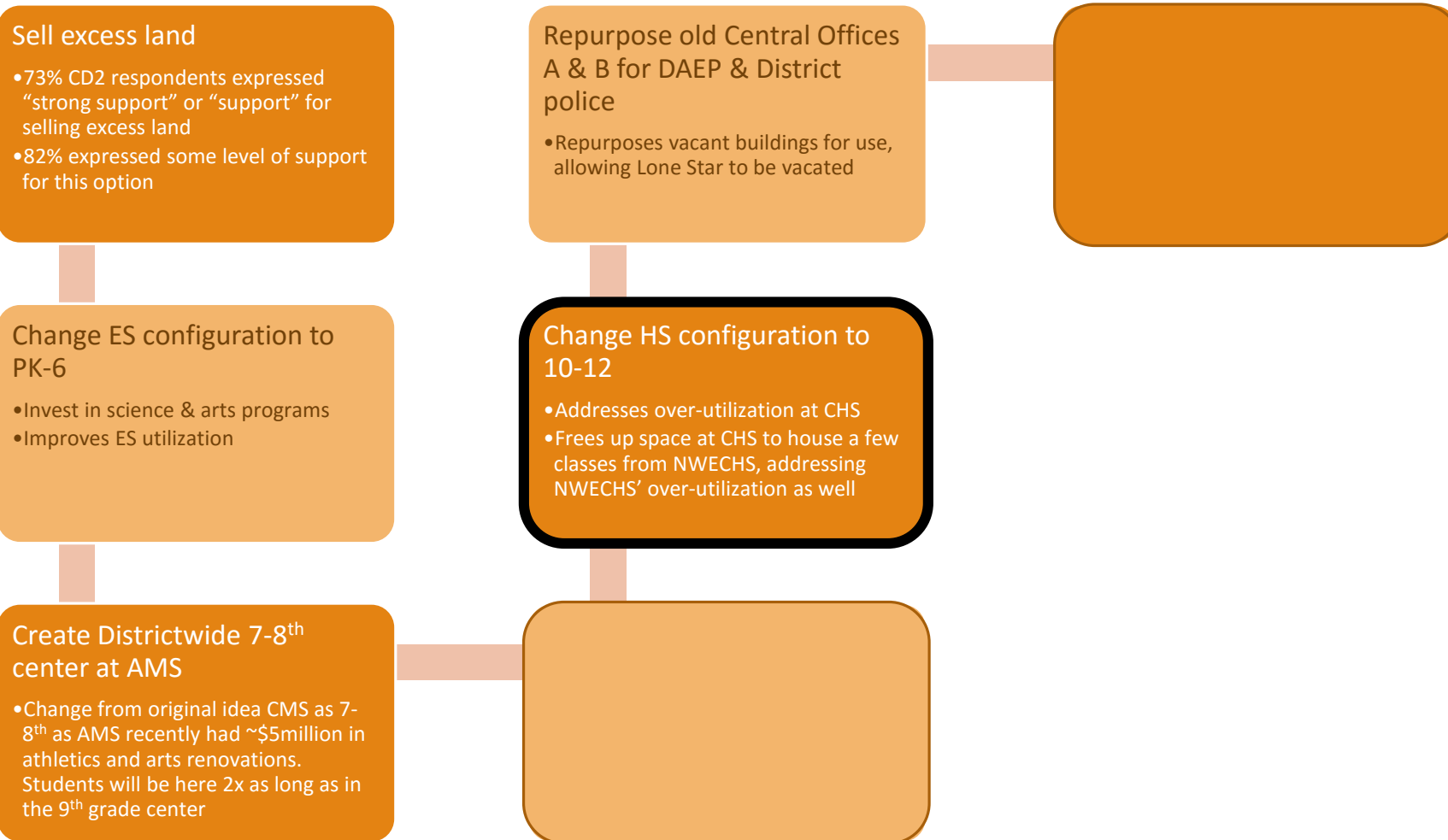
- Change from original idea CMS as 7-8th as AMS recently had ~\$5million in athletics and arts renovations. Students will be here 2x as long as in the 9th grade center



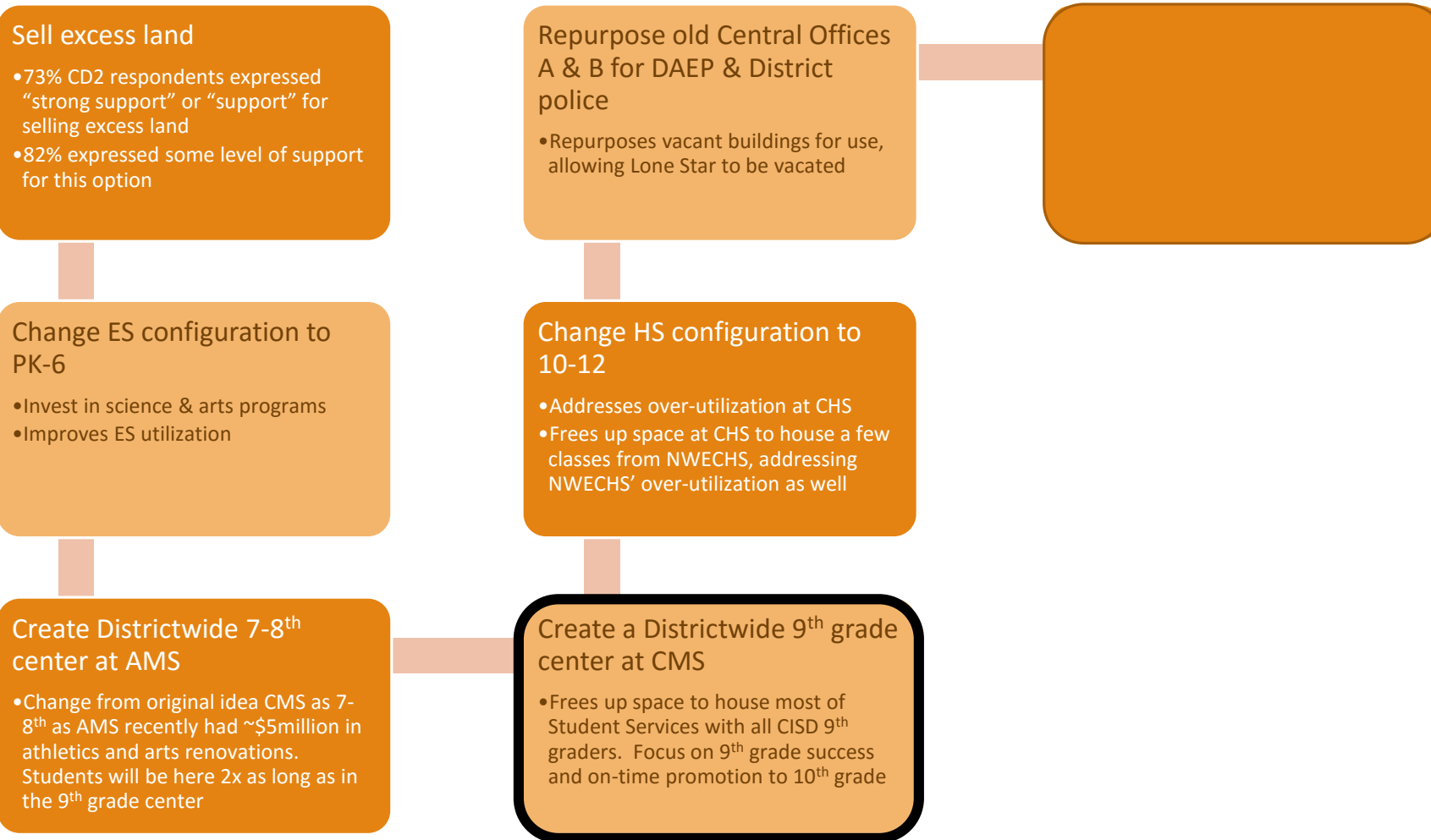
Recommendations



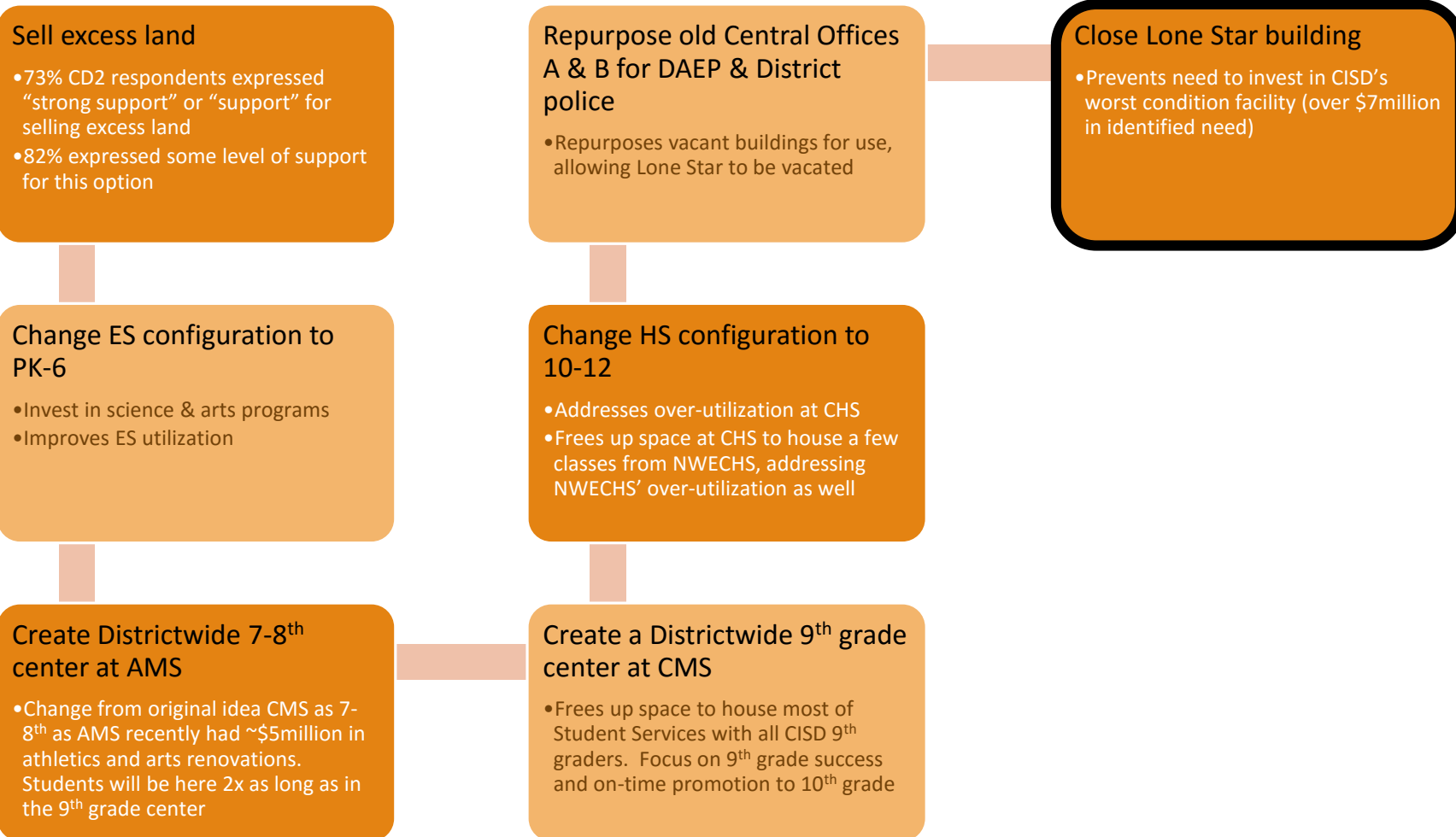
Recommendations



Recommendations



Recommendations



Recommendations | Capital Investment Cost Estimates

Location	Critical Repairs (Priority 1 & 2 - safety, roofs, electrical, HVAC, plumbing)		Top Technology Needs (Infrastructure, Wifi, Classroom Instruction)		Educational Enhancements		Total Recommended Near Term Investment (Escalated to 2019 Costs)	Project Highlights
Canutillo HS (10-12 Grade)	\$	450,491	\$	205,037	\$	-	\$ 655,528	- Classroom Wifi and Multimedia Technology, - Culinary Arts Lab, - Science Labs, - Gym Floor, - Critical Repairs
NW Early College HS	\$	116,496	\$	220,756	\$	-	\$ 337,252	- Classroom Wifi and Multimedia Technology - Critical Repairs
Canutillo MS (to become 9th Grade Center)	\$	1,226,522	\$	245,780	\$	750,000	\$ 2,222,302	- Classroom Wifi and Multimedia Technology, - Safety lighting and security improvements, - Gym Bleachers, - Relocate Student Support Services to New 9th Grade Center, - Critical Repairs
Alderete MS (to become 7-8 Grade School)	\$	617,859	\$	312,491	\$	-	\$ 930,351	- Classroom Wifi and Multimedia Technology, - Safety lighting, - ADA Accessibility, - Critical Repairs



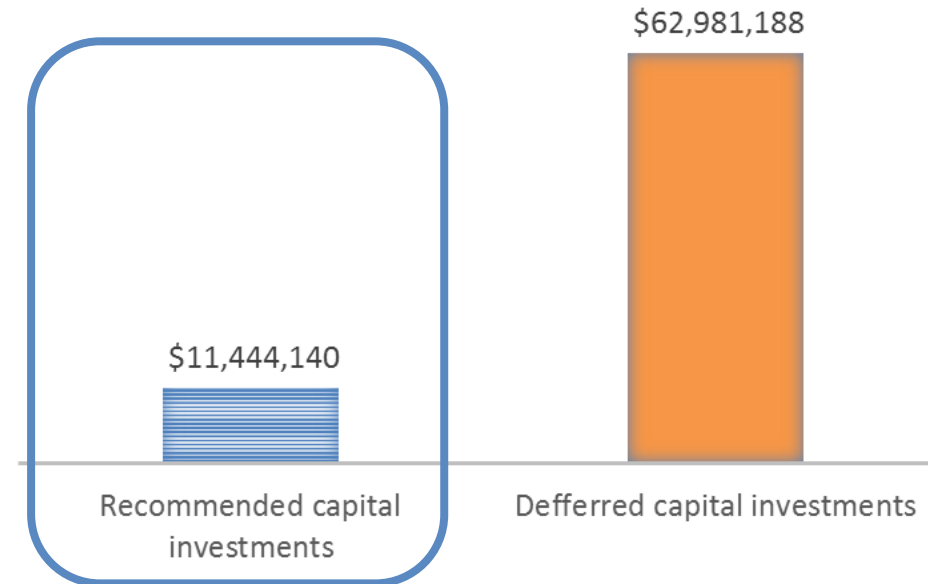
Recommendations | Capital Investment Cost Estimates

Location	Critical Repairs (Priority 1 & 2 - safety, roofs, electrical, HVAC, plumbing)		Top Technology Needs (Infrastructure, Wifi, Classroom Instruction)		Educational Enhancements		Total Recommended Near Term Investment (Escalated to 2019 Costs)	Project Highlights
Canutillo ES	\$	49,293	\$	235,343	\$	536,590	\$ 821,226	- Classroom Wifi and Multimedia Technology, - Science, music, and art upgrades, - Critical Repairs
Davenport ES	\$	320,978	\$	184,603	\$	536,590	\$ 1,042,171	- Classroom Wifi and Multimedia Technology, - Science, music, and art upgrades, - Air Conditioning, - Critical Repairs
Damian ES	\$	807,825	\$	99,783	\$	536,590	\$ 1,444,198	- Classroom Wifi and Multimedia Technology, - Science, music, and art upgrades, - Air Conditioning, Water Lines, Roof - Critical Repairs
Childress ES	\$	167,710	\$	127,134	\$	536,590	\$ 831,434	- Classroom Wifi and Multimedia Technology, - Science, music, and art upgrades, - Air Conditioning, - Critical Repairs
Garcia ES	\$	-	\$	208,684	\$	536,590	\$ 745,274	- Classroom Wifi and Multimedia Technology, - Science, music, and art upgrades, - Critical Repairs
Reyes ES	\$	-	\$	-	\$	-	\$ -	- n/a (new school)



Recommendations | Capital Investment Cost Estimates

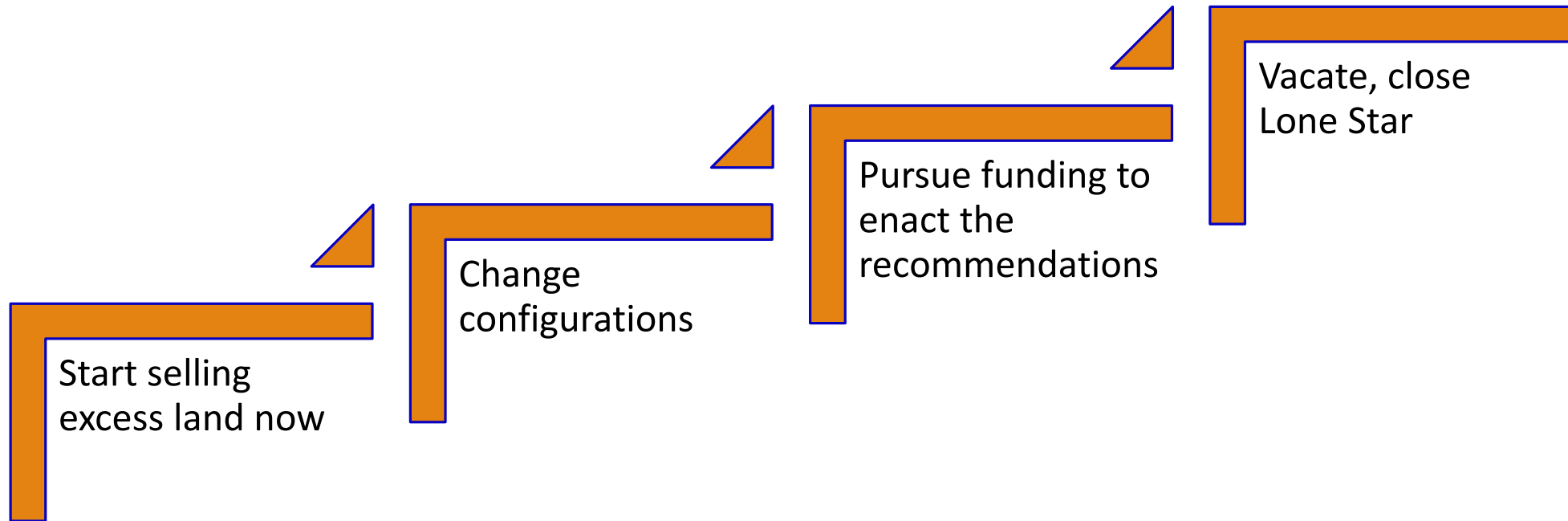
Location	Critical Repairs (Priority 1 & 2 - safety, roofs, electrical, HVAC, plumbing)	Top Technology Needs (Infrastructure, Wifi, Classroom Instruction)	Educational Enhancements	Total Recommended Near Term Investment (Escalated to 2019 Costs)	Project Highlights
Central Office	\$ 172,027	\$ 767,146	\$ 1,000,000	\$ 1,939,173	- Safety lighting and ADA improvements, - Renovate old admin buildings at CMS/9th grade center for DAEP and CISD Police. - Critical Repairs
Lone Star Building	\$ -	\$ -	\$ 350,000	\$ 350,000	- Demolish Lone Star and restore site with historic monument; - Relocate BRAVO Program into Portable Building
Facilities & Transportation	\$ 125,231	\$ -	\$ -	\$ 125,231	-Roof and critical repairs
TOTAL	\$ 4,054,432	\$ 2,606,758	\$ 4,782,950	\$ 11,444,140	



Comparison
Lone Star itself
had over \$7
million in
identified need



Recommendations | Next Steps



The facilities evaluation team consists of Jacobs Engineering Inc., DeJONG RICHTER, and ECM International. Jacobs is a leading provider of facilities condition assessment and capital planning services worldwide. We specialize in the K-12 facility assessment and educational planning industry, specifically in educational adequacy and facility assessments, along with other management consulting assignments. Together, our team offers a comprehensive array of professional facility assessment, planning, design, construction, and management related services. The team is nationally recognized in large-scale K-12 assessment and program management assignments, offering Canutillo ISD the experience, expertise, stability and resources required to successfully assess, document, and analyze the district's facility needs.

We need your help and value your support for this important endeavor. If you have questions or comments about the comprehensive assessment, or have a particular school concern, you can contact:

Dr. Pedro Galaviz

Superintendent

xxx.xxx.xxxx

client.contact@email.edu

or

Mr. Paul Mills

Project Manager

210.557.2837

Paul.Mills@jacobs.com

