Facility Modernization Plan

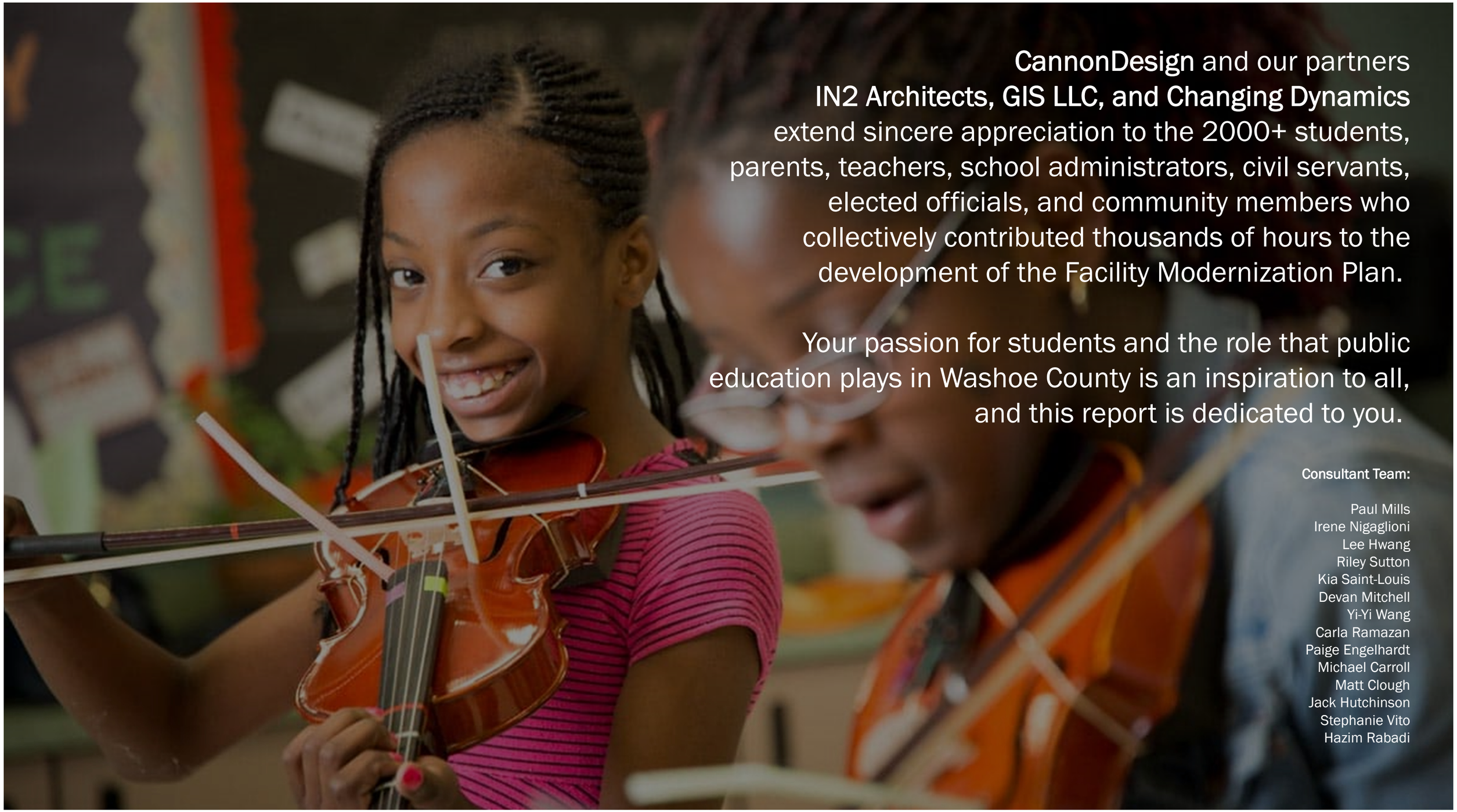
Washoe County School District

Final Report

December 2023

Washoe County School District

CANNONDESIGN



CannonDesign and our partners **IN2 Architects, GIS LLC, and Changing Dynamics** extend sincere appreciation to the 2000+ students, parents, teachers, school administrators, civil servants, elected officials, and community members who collectively contributed thousands of hours to the development of the Facility Modernization Plan.

Your passion for students and the role that public education plays in Washoe County is an inspiration to all, and this report is dedicated to you.

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Contents

1 **Purpose** 4

2 **Process** 11

3 **Recommendations** 18

4 **Implementation** 34

A Recommended Projects 41

B Options Development 93

C Facility Assessment Reference Tables 134

D Acknowledgments 150

1 Purpose

All students deserve the same quality and access as the new schools.

Juniper Elementary Teacher

If we are truly servicing all students and their families in equal measure, then facilities need to reflect that no matter the zip code.

WCSD Administrator

Purpose

Equitably providing safe and engaging schools that will nurture and inspire an increasingly diverse student population for generations to come

Published in 2023, the Facility Modernization Plan is a 15-year strategic plan for operational improvements and capital projects that provides a roadmap for equitably prioritizing and implementing public school facility projects countywide, resulting in **a quality school for every student, regardless where they live**.

Commissioned by the Washoe County School District, the FMP was developed by the CannonDesign team in collaboration with over 100 school stakeholders and input from over 2,800 actively engaged community members in a transparent, data-informed process.

The FMP outlines a sequence of strategic capital investments that will **improve all schools over 15 years within existing budgets** without the need for new capital funding sources. It will provide all students and teachers a **safe, comfortable, and inspiring environment** to teach and learn in, with enough capacity in each community to provide **a space for every student**. It also provides flexible, fully equipped classrooms that align with WCSD design standards and support best practices in **modern, student-centered instruction and learning**, as well as specialized facilities for programs that serve the **unique needs of WCSD's most vulnerable populations**.

The FMP prescribes a sequence of proactive 'trade-up' actions that will decisively transform the district into a **re-designed portfolio of efficient and better-resourced schools**. By realigning facilities to match the number of students served, capital and operational budgets are concentrated in fewer, newer, and right-sized buildings, resulting in **more available budget for teachers and educational programs** and **more impactful projects, faster**.

The FMP also calls for a District study of successful local and national PK-8 schools for potential implementation at WCSD, which could **expand family choice and access to new educational pathways** tailored to the needs of WCSD's communities.

Background

A large public school system preparing for the next chapter of its successful capital program

Washoe County School District (WCSD), the second largest school system in Nevada and within the top 60 largest in the United States, operates and maintains over 8 million square feet of buildings that serve more than 60,000 students attending 103 different schools.

WCSD schools span the 6,300 square miles of Washoe County in northwestern Nevada, stretching from the mature urban neighborhoods of Reno and Sparks, across several newer suburban communities, to the remote towns of Incline Village, Verdi, Wadsworth, and Gerlach. Schools range in size from less than 200 student elementary schools to North Valleys High School topping 2,300 students.

For many years WCSD has benefited from a successful Capital Improvements Program (CIP) and is only is able to take on this transformative plan due to responsible leadership, planning foresight, and community support.

The majority of funding comes from the 2016 ballot question WC-1 which gave the district a significant and continuing budget for capital projects. In 2016, the district had been severely underfunded for more than a decade and as a result faced deteriorating buildings and extensive overcrowding which regional experts predicted to worsen. Through the wisdom of local leaders and financial commitment of Washoe County voters, WC-1 was launched to address these issues.

The original plan included specific projects for the first 10 years with the caveat that the district would be responsive to changing conditions and update plans as necessary. With passage of WC-1, the district quickly and effectively implemented the first phase of projects, which addressed overcrowding, enabled district educational plans, and brought new and renovated facilities to older communities with some of the most outdated buildings.

Even before the coronavirus pandemic, WCSD's enrollment growth had leveled off, and current projections predict continued enrollment decline. Many factors contribute to this trend, including the pandemic, local charter school growth, lower birth rates, the economy, and local cost of housing.

With fewer new schools needed in the newer areas of the county, WCSD wisely chose to explore how much and how best to redirect focus to making even bigger improvements for older schools and neighborhoods.

WCSD leadership envisioned the opportunity for the next phase of facility improvements to not just improve educational environments but also fuel educational and operational improvements that transform WCSD into a more equitable and more efficient system, better serving Washoe County's diverse communities for many generations.

With this vision, WCSD launched the FMP and recruited the help of national and local experts led by CannonDesign to study the district's facilities and student needs and to facilitate a transparent, data-informed planning process in order to lay out a 15-year strategic plan that is responsive to the community's priorities.

Challenges

Investments in Equity, Efficiency, and Community

In 2023, WCSD faces three mounting trends presenting strategic challenges in administering the ongoing capital improvement program.

1. Aging facilities built for a different era of education

Facility Age and Condition: WCSD current school buildings date back to Mount Rose K-8 Academy of Languages constructed in 1911, with a handful of other historic buildings such as Mitchell Elementary (1937) and Veterans Memorial Elementary (1948), as well as the community-cherished buildings at Sparks and Reno High Schools (both 1951). The majority of WCSD's buildings were constructed from the 1950s through 1970s, including dozens of schools built to prototypical designs over the decades, with local vernacular nicknames like the "Sheep Sheds" of the 1950s and 1960s, "Pods" of the 1980s, and "Pinwheels" constructed from the 1980s through the early 2000s. Largely due to eight new state of the art facilities constructed since 2019, the **average building is 37 years old** (weighted by square foot).

The District should be congratulated for effectively maintaining and implementing capital renewal and revitalization projects over the years, as confirmed by CannonDesign's peer review of WCSD's Facility Condition Assessment (FCA) which confirmed relatively low facility condition indexes and normal levels of Priority 1 deficiencies. Yet many of WCSD's aging facilities require age-driven upkeep and replacement of critical building systems approaching the end of their expected service life.

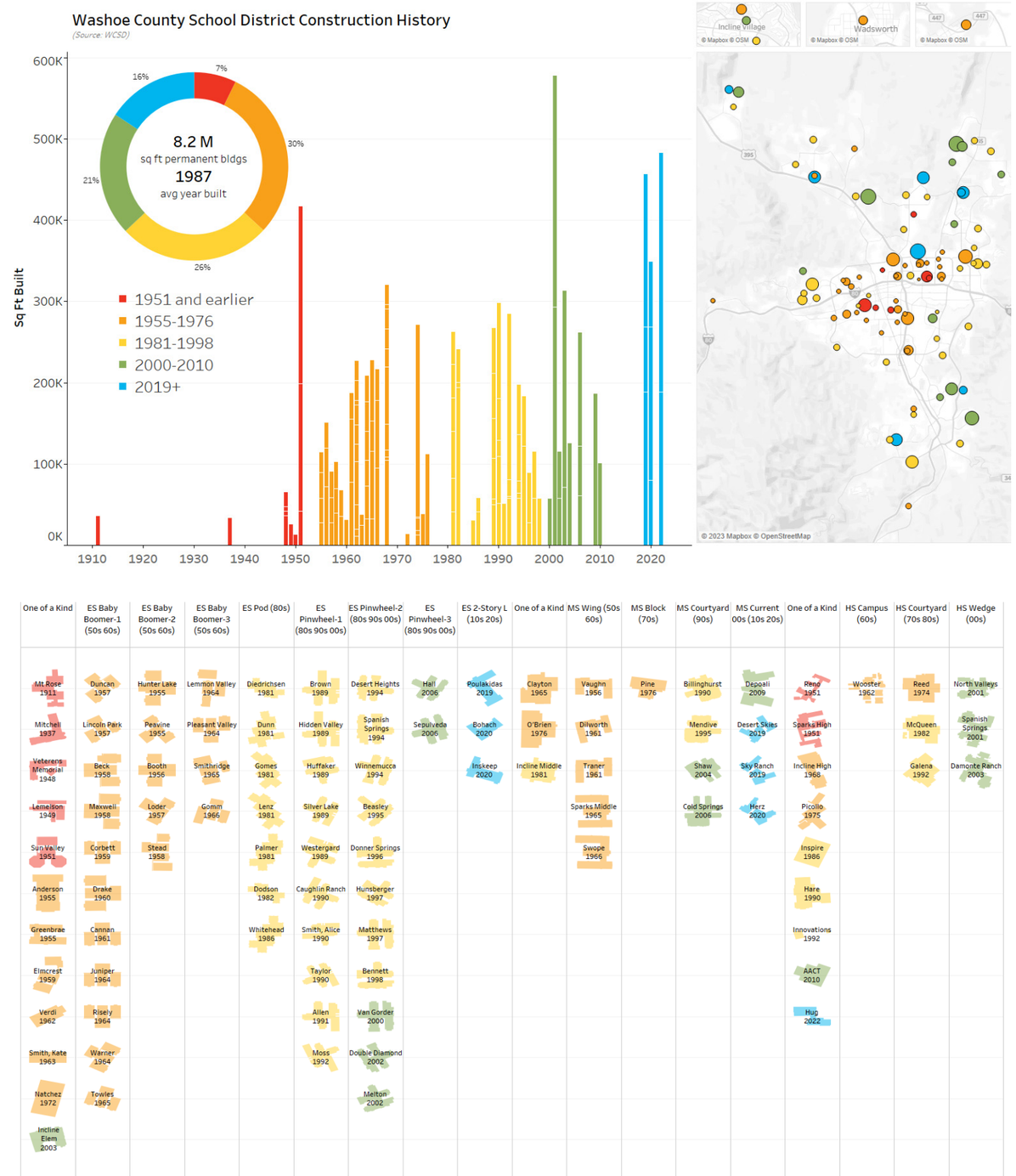
Functional Adequacy: At the same time, most Washoe County public school buildings were originally designed to support an outdated instructional model that has since evolved. As concluded in the FMP Facility Adequacy Assessment, most WCSD schools fall short to some degree against the District's current design standards and Educational Specifications, lacking sufficient up-to-date and specialized facilities for critical academic content areas of Science, Technology, Engineering, and Math (STEM), Career Technical Education (CTE), and Visual and Performing Arts, as well as specialized spaces for the delivery of special education and language learner services. While the District has successfully secured all elementary and middle school facilities with single points of public entry and is rolling out modern safety technologies districtwide, still pending are safety and security upgrades of the District's multi-building high school campuses.

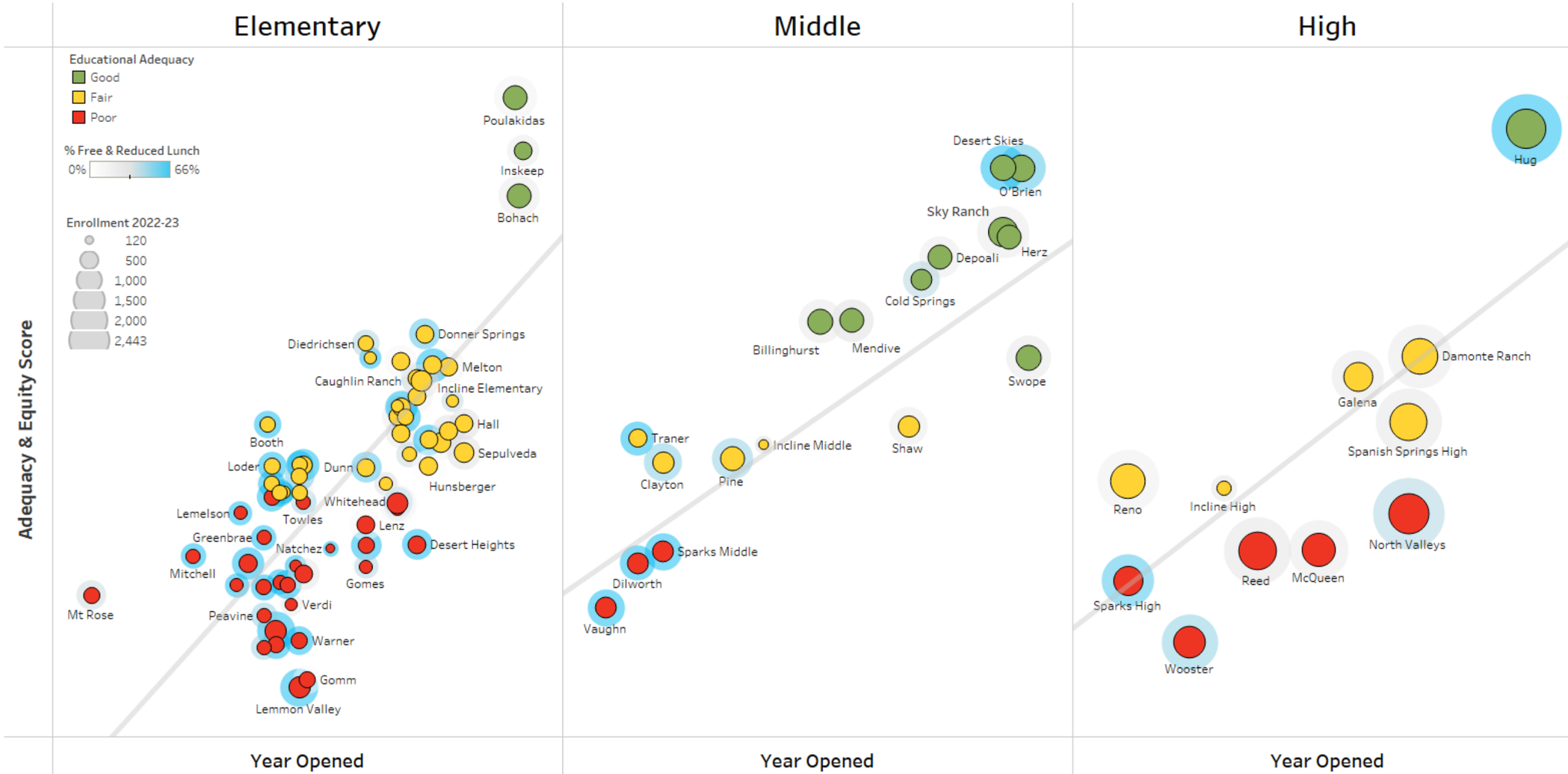
Since 2019, WCSD has constructed new and rebuilt eight schools with innovative new designs, and the FMP aims to transition the rest of the portfolio from outdated buildings to modern, 21st century educational facilities that support best practices in teaching pedagogy. Modern facilities built new or retrofitted today provide a diverse array of learning spaces, arranged such that students and teachers have access to a variety of learning environments and tools in close-proximity with visual transparency and acoustic separate

2. Inequitable access to quality school environments

As depicted in the data visualizations at the right, the oldest schools are concentrated around the urban core of Reno and Sparks, underscoring the District's initiative to resolve inequities through capital investments in underserved communities.

WCSD students come from a broad variety of cultural, ethnic, socioeconomic backgrounds, and physical and mental abilities, requiring schools to provide a wider variety and heightened degree of academic, social, and health supports than ever before.





This increasing diversity is born out in student demographic data. Minority students now comprise most of the total student population, with the Hispanic population being the largest and fastest-growing cohort. Approximately 14% of WCSD students are enrolled in English Language Learner programs. More than half of the total student body is eligible for free or reduced meals, and of concern is a growing body of WCSD students facing the challenge of homelessness, for whom the school building may offer a haven of security in an otherwise unstable environment. In addition, 14% of WCSD students are in an individualized education program and WCSD serves thousands of students with disabilities. Moreover, the Coronavirus pandemic has inflicted unprecedented emotional trauma to countless students, demanding a renewed focus on student mental health.

Sadly, there is a measurable **correlation of poor facility adequacy and indicators of student need** such as % Free and Reduced Lunch, % Language Learners, and % receiving special education services, as illustrated in the scatterplot graphic above. The colors and vertical position of each circle represents a school's facility adequacy assessment score, and the halo around each circle indicate the percent of students eligible for free and reduce lunch, and common proxy measure of poverty.

Working in tandem with WCSD, CannonDesign developed an equity-driven framework for the FMP facility assessment, which accommodates the unique needs of each school's student population, variably raising facility standards as dictated by student demographic indicators. This progressive assessment approach ensures that targeted community supports such as shower, laundry, and food pantry facilities for homeless students, family health and counseling spaces, and resource rooms for language and academic interventions are identified and prioritized. This approach also factors any unmet equity needs into each school's benchmarked assessment scores, elevating the schedule priority of schools serving students who struggle with equity gaps.

3. Under-enrolled schools

Regionalized declining enrollment

For the first two decades of the new millennium, WCSD experienced districtwide enrollment growth, largely due to surging residential growth in the suburbs served by schools in the Damonte Ranch, Galena, Hug, North Valleys, and Spanish Springs High School verticals. At the same time, some neighborhoods experienced localized enrollment decline – specifically those served by Sparks, Wooster, and Incline High Schools, as well as the elementary schools feeding Clayton Middle School (which split between Reno and McQueen high schools).

As indicated in the graphic at the right, beginning in 2020 there has been an enrollment drop districtwide, which the District's current projections indicate will continue. Many factors contribute to this trend, including the pandemic, local charter school growth, lower birth rates, the economy, and the high local cost of housing.

Since 2019, WCSD has constructed and rebuilt eight schools and responsibly managed attendance zones, largely addressing the most severe cases of overcrowding. At the same time, while enrollments have steadily declined in the urban core, the District continues to operate the same number of schools in the same outdated, energy-inefficient facilities dating as far back as the 1950s.

Impact on educational program offerings

Several schools in these zones have reached extremely low levels of enrollment, placing a financial and human resource strain on these schools, jeopardizing WCSD's ability to offer equitable, quality educational programs.

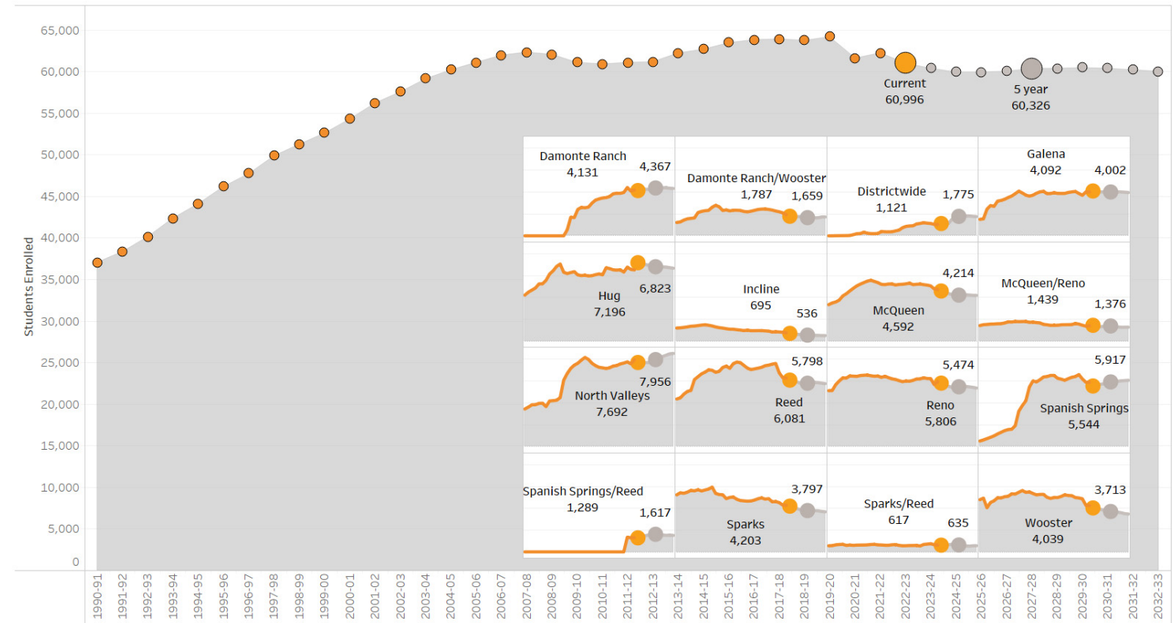
In order for schools to offer students a rich curriculum and provide adequate educational supports, it is necessary that they have enough teachers and staff on campus. The number of staff allocated by the District to each school is dictated primarily by the number of enrolled students and the amount of per-pupil general funding for operations which largely comes from the State (distinct from capital funding for facilities improvements which are mainly raised locally).

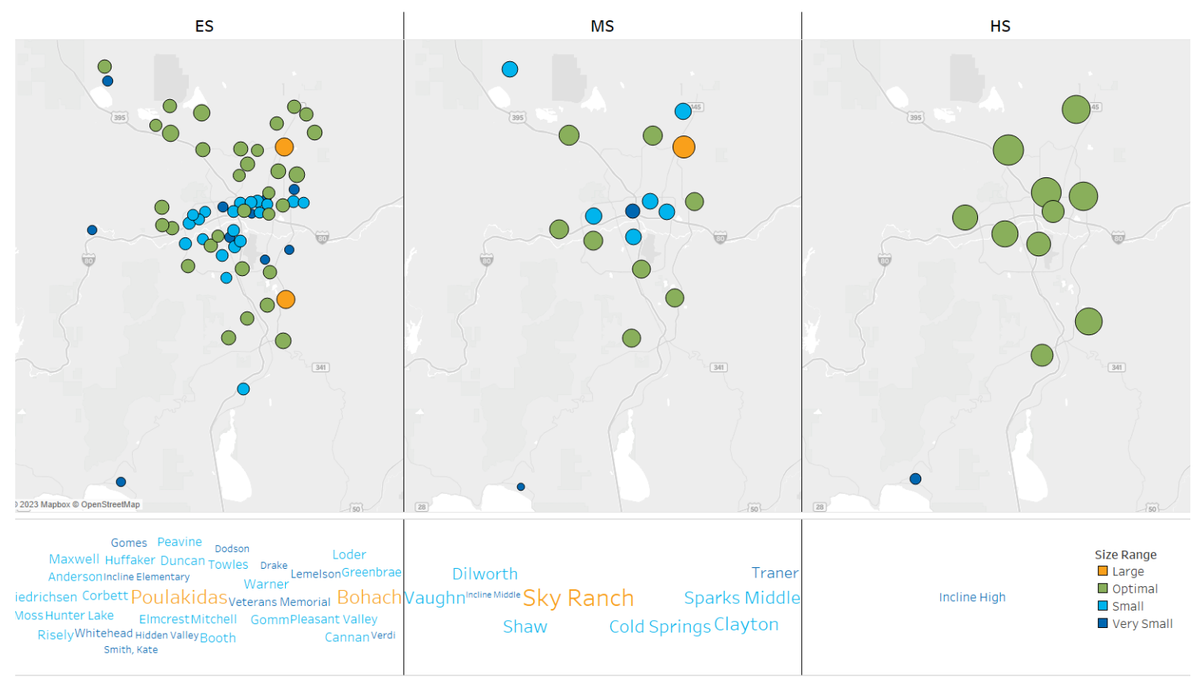
While there is indeed an upper limit to manageable school sizes, there is also a limit beneath which the district can effectively and equitably afford to offer quality programs. Based on current Nevada per-pupil funding, WCSD has developed facility standards with enough capacity to comfortably operate elementary schools for 400-700 students, middle schools for 800-1200 students, and high schools from 1000-2400 students. These optimal ranges enable there to be enough faculty on campus per grade to keep the average class size at reasonable levels and offer diverse educational programs such as electives, gifted and talented, arts, foreign languages, career tech, as well as supports for students who require special education services.

Compounding this challenge is that these under-enrolled schools use facilities inefficiently, causing more operational dollars to go to maintaining and providing utilities that could otherwise be invested in teachers and programs. Schools are ideally enrolled within a balanced range around 85% of capacity, but according to enrollment projections, within five years more than half of WCSD schools will operate beneath 70% capacity, and 12 less than half full.

Historical and Projected Enrollment (Districtwide & by High School Vertical)

(Source: WCSD)





4. Community openness to progressive change

WCSD students, families, staff, and community want program, facilities, and equity improvements

Throughout the FMP process, stakeholders were asked to weigh in on trade-offs associated with different options for the future, and consistently a majority vocalized their willingness to embrace change over the status quo, both in in-person conversation and in anonymous polls and surveys.

While new facilities are objectively desired by school communities, the single biggest motivator across all subsets was the quality of education. In FMP Survey #1 launched in fall of 2022 with more than 1430 responses, **69% said they prefer to move to a brand new, well-equipped school a little farther away** than remaining in an old, under-equipped buildings closer to home, versus those who disagreed. In the same survey, **84% agreed that the quality of education and student support programs is more important** than small school size and convenient location, versus those who disagreed.

Additionally, in FMP Survey #2 in fall of 2023, community response to specific draft options for each region was consistently supportive of alternatives to the current operating model.

WCSD's Response: Facility Modernization Plan

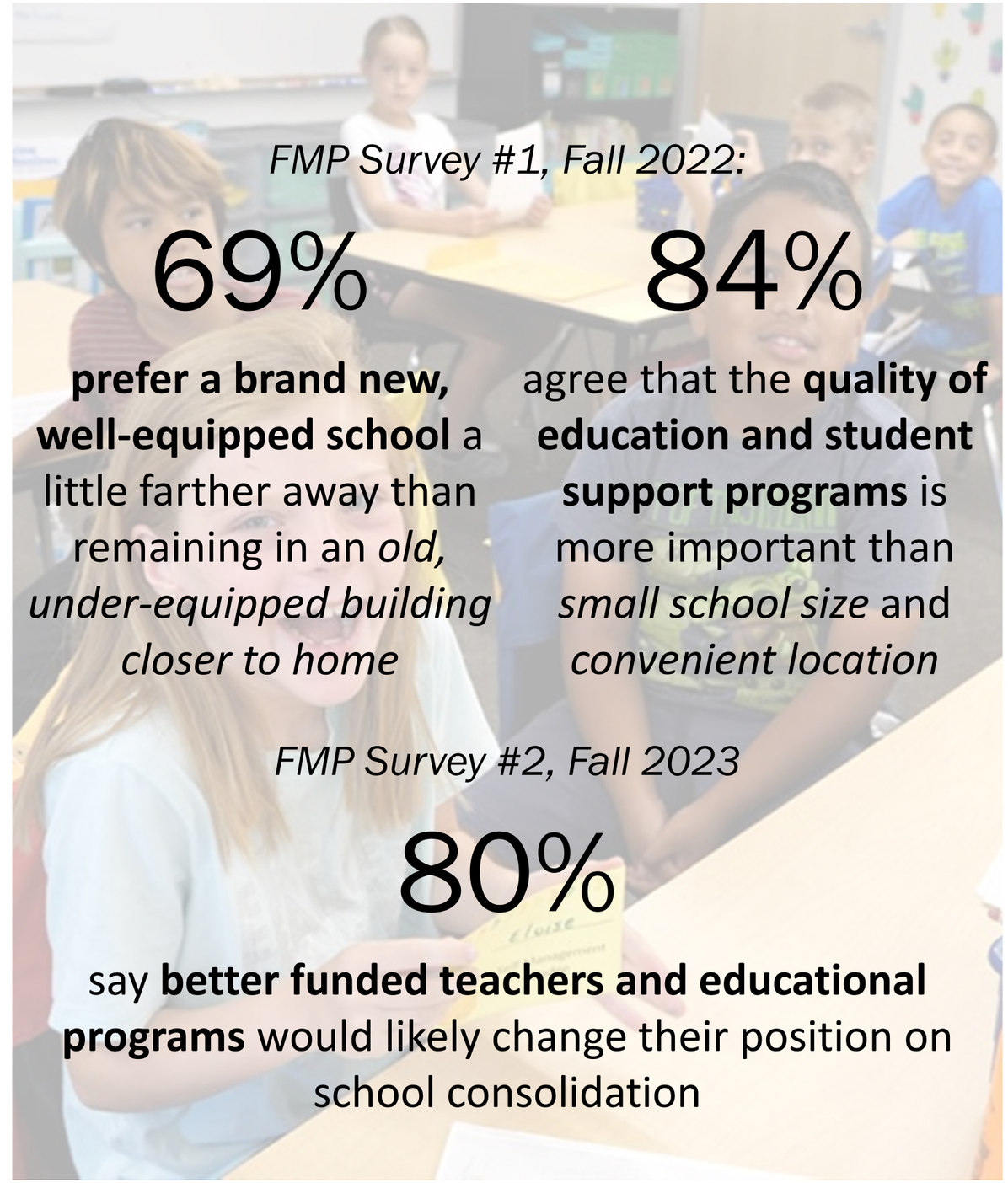
A Strategic Capital Roadmap Founded on District Values, Data, Stakeholder Voice, and Equity

It is within the context of these trends and challenges that elected leaders and civil service staff from WCSD envisioned **a new approach to planning and implementing facility projects** that would improve opportunities and outcomes for all WCSD students, no matter where they live or which school they attend.

In mid 2022, the development of the FMP was launched, WCSD's first combined facility assessment and facility master planning initiative to review all buildings comprehensively while engaging the community for guidance and input under a transparent, structured, data-informed planning process.

In 2022, informed by a heightened level of data and insights from the FMP Facility Assessments (summary findings included in Appendix C), the planning phase of FMP began to provide a 15-year roadmap for equitably prioritizing and implementing public school facility projects countywide, and to achieve the following primary goals:

- It provides a **long-term overview of facility needs**, balancing current demands with future requirements and creating an orderly process to accommodate the many competing factors that affect every decision about the utilization and enhancement of school facilities.
- The planning process establishes a **forum for discussion** where all stakeholders can express their views, nurturing the civil discourse that is essential in a democratic society.
- It represents a **stable guideline for future action**, preserving the essential goals and structure of the initial decisions while providing a flexible structure within which detailed decisions on project scope, schedule, and cost will be made over many years.
- In an environment of finite capital resources, it allows the District to **reasonably predict the funding required** for school construction, so that facility needs can be balanced with other priorities.
- It allows leadership to rationally **plan for the staffing and other resources it will need** to carry out its ambitious, complex capital program.



2 Process

I appreciate WCSD's efforts to ensure that the community has opportunities to weigh in on the Facility Modernization Plan.

Huffaker Parent

Process

Uplifting Student and Community Voice in Long-Range Capital Planning

The FMP was developed with the participation of **more than 1000 local WCSD stakeholders** from all parts of the county who collectively dedicated thousands of hours with the united goal to improve their schools by participating in a collaborative, transparent planning process tailored to meet the needs of Washoe County's unique communities. Moreover, the plan has been informed by more than **3,000 survey and live-poll responses from students, parents, teachers, administrators and community members** together representing all of WCSD's 103 school communities.

The FMP is:

• A county-wide plan for all of WCSD's 103 public schools with an extensive assessment and analysis of facility condition, functional adequacy, capacity, enrollment, and funding.

• A partnership between WCSD and the community in which cross-sectional working groups collaborated iteratively to articulate a long-range vision, review data prepared by third party experts, consider options, and express priorities for solutions, yielding transparent design-thinking, and fully-documented recommendations.

• Developed by a third-party consultant team with overt engagement of WCSD stakeholders under a structured planning process, allowing community values and grassroots agency to drive outcomes.

• Data-informed, as stakeholders considered a comprehensive study of the condition and adequacy and equity of each campus, projected enrollment and capacity of each school, and the availability of capital funding available while developing solutions and applied objective criteria to rank priorities by measurable degrees of need, ensuring consistency and equity for all schools countywide.

• The product of inspired collaboration, conceived and developed in respectful "safe-zone" discussions with an openminded "yes, if…" perspective about obstacles (instead of dismissing ideas with a facile "no, because…"), resulting in innovative, transformative recommendations that genuinely reflect community needs and preferences.

Process Overview

Designing 'with, not for'

With the goal of establishing consensus among stakeholders for this large, diverse countywide school system, the FMP planning process features authentic school community engagement in which stakeholders were actively involved in the strategic design process.

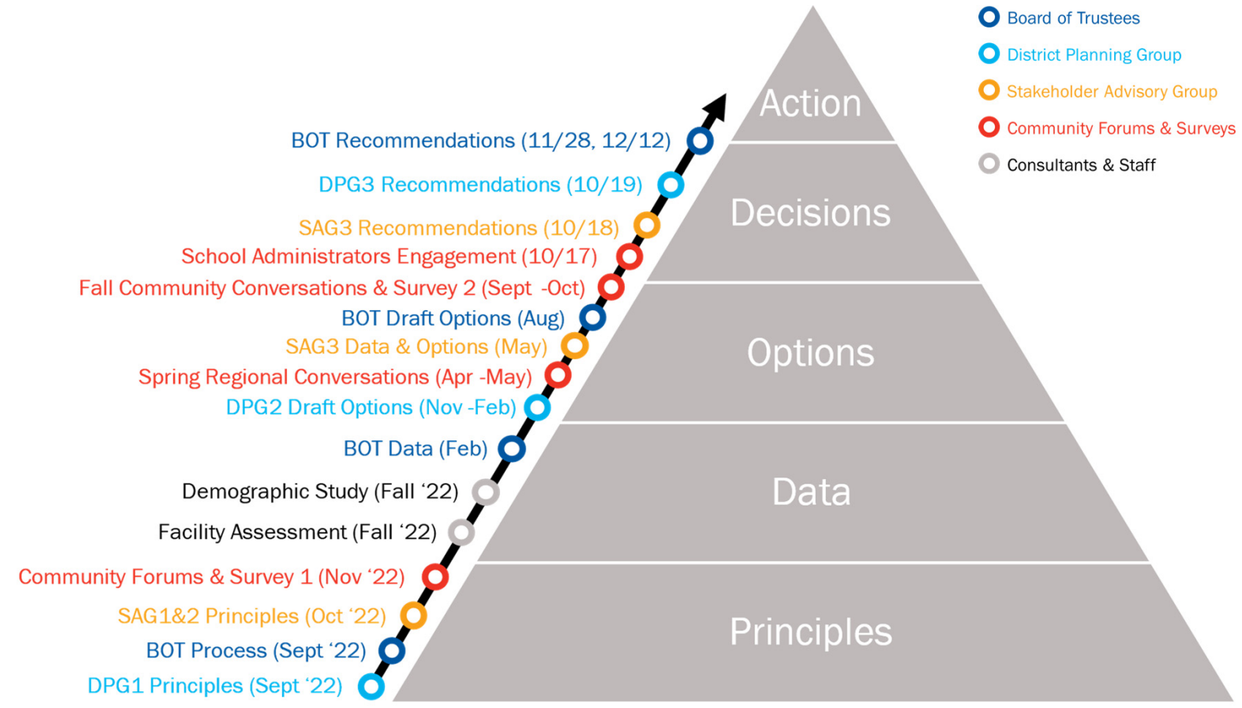
Participants

CannonDesign commissioned cross-sectional working groups of more than 100 internal and external school stakeholders working in facilitated partnership to define guiding principals, validate and understand planning data, and co-design and vet operational and capital scenarios.

To achieve transparency and procedural equity, FMP participants were organized in an intentional working group framework and sequence of steps to participate in developing facility plans on a countywide scale, weighing in on the needs of all schools. These participants served in five cross-sectional committees:

- **District Planning Group** (DPG) was comprised of an intentional balance of WCSD district and school administration as well as student and community representatives who reviewed data findings, suggested operational and capital options, considered community and Stakeholder Advisory Group input, and informed consultant third party recommendations.
- **Stakeholder Advisory Group** (SAG) comprised of students, teachers, parents, community members, and local leaders of vital institutions such as Washoe County, the WCSD K-12 Foundation, Truckee Meadows Tomorrow, University of Nevada, Reno, Center for Autism and Neurodiversity, and the WCSD Zoning Advisory Committee. The SAG was recruited by CannonDesign with intentionally balanced cross-sectional composition, to ensure diversity of perspective. The role of the SAG was to act as liaisons to the community at large, study background data, review and provide feedback on the DPG's draft options and inform the DPG with the relative level of support for proposed recommendations. Liaison representatives of the SAG participated in DPG workshops to broaden perspective and heighten transparency.
- **WCSD Student Advisory Council** (SAC) comprised of high school students from across the county provided valuable input into FMP Guiding Principles and weighed in on draft options.
- **Needs Assessment Focus Groups** comprised of facility and educational leaders informed the design of the facility condition and adequacy assessment, as well as provided valuable insights into the needs of WCSD's vital programs at Picollo School and Alternative Education centers.

All participating working group members are listed in Appendix D acknowledging their contributions to the FMP and a positive equitable future for all WCSD students.



Guiding Principles

Investments in Equity, Efficiency, Community

Based on input from WCSD leadership, interactive workshops of the DPG and SAG, and community input and survey responses, CannonDesign drafted a series of statements affirming the Guiding Principles for the FMP.

These tenets serve as a reminder of core values and purposeful goals throughout the planning process.

The DPG will support the WCSD to:

- Provide equitable access to quality facilities and educational programs.
- Remove barriers to student opportunity.
- Make capital decisions that enable efficient operations, maximizing available budget for teachers and programs.
- Include students, staff, and community in decision making process.

Also:

- All options are on the table to improve equity and student opportunity, including changing the number, size, location, and grade configuration of schools.
- However, no major changes will be put forward without first consulting the students, families, teachers, staff and community stakeholder affected by them.

Data-Informed Planning

Validating need and feasibility of action

Before beginning the design-thinking efforts of drafting operational scenarios and capital investments for the future, the FMP team collected and compiled a comprehensive set of data:

- WCSD's 2023 Strategic Plan;
- Student demographics and enrollment;
- Educational programs such as Magnet and Signature Programs, CTE, Special Education, Alternative Programs, and ELL;
- Organizational data – school attendance zones and vertical feeder alignment;
- Facility assets - campus size, developable site, proximity to students, other schools, and community assets;
- Facility data - condition, adequacy/equity, and capacity;
- Measures of community stakeholder preferences and planning criteria.

The CannonDesign team collaborated with WCSD staff to develop a framework for assessing and benchmarking school facilities against WCSD's current Education Specifications, design standards for new schools, and best practices for learning environments. The results of this study are used to develop project scopes and to determine priority sequence of projects, and can be found in Appendix C.

Options Development

All Outcomes Considered 'On-The-Table'

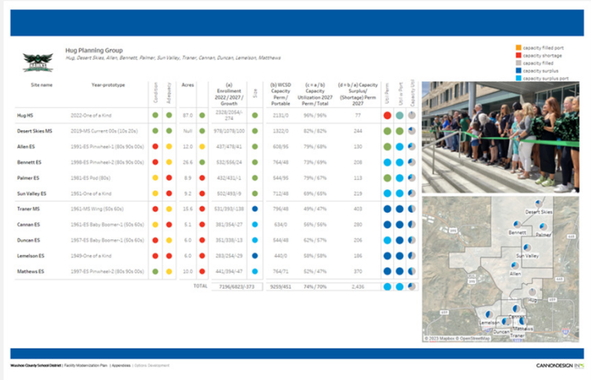
Central to the FMP planning process was a transparent and iterative sequence of design workshops in which the District Planning Group and Stakeholder Advisory Group members contributed to the development, vetting, and revision of a series of **draft options** for programs and facilities at geographically proximate clusters of schools. The DPG and SAG were challenged to be bold in the interest of best serving students and challenge the status quo, adopting a 'yes, if…' perspective about perceived obstacles, and the results are transformative. In addition to facility solutions such as **new schools**, **replacement schools**, **renovations**, and building **additions**, FMP stakeholders considered systemic solutions and alternative operational outcomes, including **grade reconfiguration**, attendance boundary **rezoning**, 'newer-fewer' 'trade-up' **consolidation** scenarios, and thematic **signature and magnet programs**.

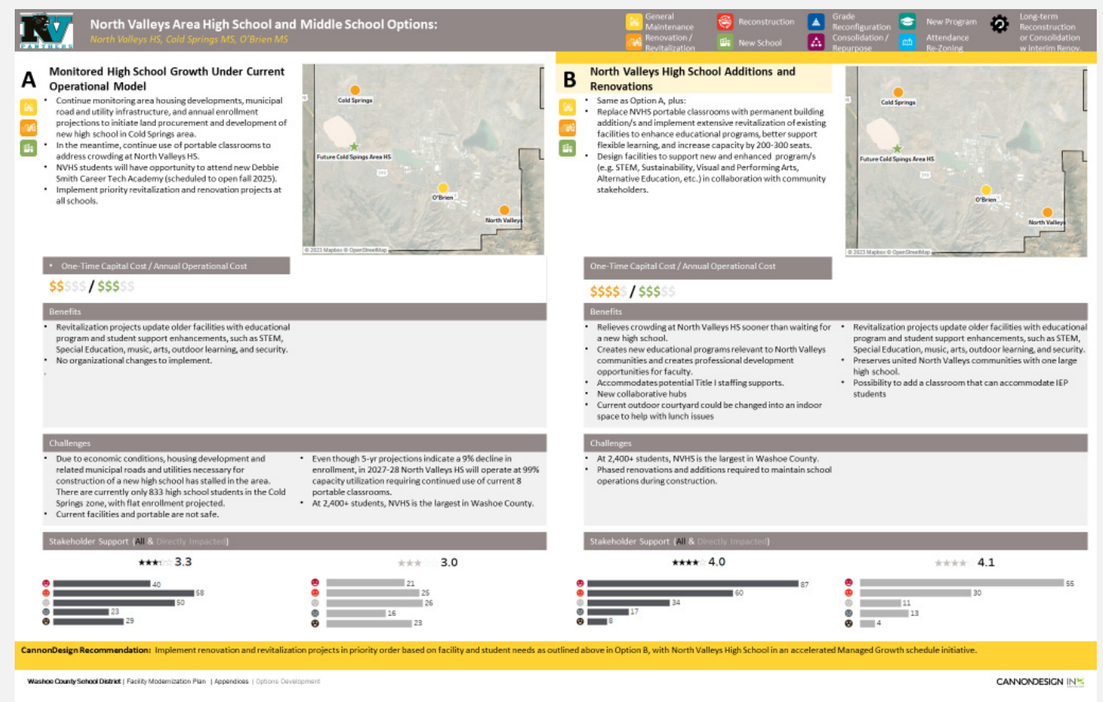
At minimum, all schools were planned for prioritized renovations and enhancements.

Draft options were communicated to the Board of Trustees in August 2023 and presented to open-invitation virtual Community Forums featuring small group discussions, and a countywide survey was deployed solicit community preferences. The community survey findings were disaggregated by geography, school affinity, ethnicity, and relationship to WCSD to inform final recommendations.

Thorough documentation of the Draft Options is included in Appendix B.

Not only do these reports indicate the final results, but they also serve as a detailed journal of the planning process outlining planning data considered, color-coded iconographic indicators of project outcomes, cost/benefit and challenges associated with each option, alternate orange font to convey comments (or entire options) proposed by the SAC, graphic measures of community survey responses broken down by affected school affinity, and indicators for the CannonDesign team's final recommendations.





Community Engagement

Consulting school communities in their neighborhoods on their terms

Central to the FMP planning process was a series of open-invitation districtwide community forums and regional and school conversations highlighted by small group workshops and live polls with facilitated discussion. All meetings were announced on school *ConnectEd* channels as well as postings at schools, neighborhood churches, daycare centers, and community centers, and featured live language interpretation and materials in English and Spanish.

- **7 Community Forums** were held in-person and on virtual video conferences with open invitation to the community at large in which they had an opportunity to inform the FMP's guiding principles, review proposed draft options, and provide feedback through small group discussion, live polls, and online surveys.
- **13 Regional Conversations** were held in-person to focus on specific groups of schools enabling community stakeholders to review and provide feedback on or propose new options.
- **2 Spanish Language Forums** were conducted exclusively in Spanish to expand access and community participation without the need of language interpretation.
- **2 Community Surveys** were conducted to 1) inform the FMP's guiding principles, 2) inform weighting for facility assessments, strategic decision criteria and project prioritization, and 3) to weigh in on draft options.
- **Educational Organizations** including the Washoe Education Association and Association of Professional and Technical Administrators were consulted and briefed throughout the planning process.
- **Local Industry Organizations** consulted and briefed include the Reno-Sparks Chamber of Commerce, Associated General Contractors, Building and Construction Trades Council of Northern Nevada, Central Labor Council, and Sierra Nevada Realtors.

Using an online survey deployed available in English and Spanish, input from more than 2,800 community members was successfully solicited including over 200 students, yielding objective measures of stakeholder values and broad understanding of preference patterns.

By harnessing objective survey data disaggregated by role, neighborhood, language, and ethnicity, scenario design discussions were heightened with otherwise immeasurable perspective into the different needs and values of all students and community groups, empowering the DPG and SAG co-designers to confidently embrace nuanced solutions to accommodate differences and disrupt cycles of one-size-fits-all outcomes.

1000 Meeting Attendees

200 Students Engaged

3000 Survey Responses

7 Countywide Forums

3 Virtual Forums

2 Spanish Forums

13 Regional Meetings

10 Community Organization Presentations

8 WCSD Board Meetings

12 School Events

100 Churches/ Daycare Centers

13 Media Advisories

19 Media Interviews

FMP Community Engagement Sessions:

- Countywide Community Forum #1 – Announcement 9/22/2022 Desert Skies MS
- Countywide Community Forum #2 – Guiding Principles (1 of 3) 10/19/2022 McKinley Arts And Culture Center
- Countywide Community Forum #2 – Guiding Principles (2 of 3) 10/19/2022 Dilworth MS
- Countywide Community Forum #2 – Guiding Principles (3 of 3) 10/21/2022 Virtual
- Incline Regional Conversation 4/5/2023 Incline HS
- Pine and Vaughn MS Regional Conversation 4/24/2023 Pine
- North Valleys Regional Conversation 5/8/2023 O'Brien MS
- Sparks/Traner/Dilworth Regional Conversation 5/15/2023 Sparks MS
- Countywide Community Forum #3 – Draft Options (1 of 3) 8/29/2023 Hug HS
- Countywide Community Forum #3 – Draft Options (2 of 3) 8/30/2023 Virtual
- Countywide Community Forum #3 – Draft Options (3 of 3) 8/31/2023 Reno HS
- Sun Valley Regional Conversation 9/5/2023 Sun Valley ES
- Sparks/Traner/Dilworth Regional Conversation 9/6/2023 Traner MS
- Pine Regional Conversation 9/7/2023 Pine MS
- Clayton Regional Conversation 9/13/2023 Clayton MS
- Swope/Anderson Regional Conversation 9/14/2023 Swope MS
- Wooster/Vaughn Regional Conversation 9/19/2023 Wooster
- Reed/Sparks Regional Conversation 9/20/2023 Reed HS
- North Valleys Regional Conversation 9/25/2023 O'Brien MS
- Sparks/Traner/Dilworth Conversación Regional (en Español) 9/26/2023 Sparks Library
- Pine Conversación Regional (en Español) 9/27/2023 Miguel Ribera Park / Neil Rd Recreation Center
- Incline Regional Conversation 10/12/2023 Incline HS

Decisions and Action

Recommendations developed in partnership with and validated by students and community stakeholders

The FMP prescribes recommendations for facility use and capital investment actions and is presented to the WCSD Board of Trustees for approval and direction to the administration and staff to proceed with implementation of recommended actions.

Specific actions will be individually presented to the Board of Trustees periodically in the future through established policies and processes, such as:

- **Capital projects,**
- **Rezoning,**
- **Grade reconfiguration,**
- **Consolidations, etc.**

Community Alignment

WCSD leadership and policy makers should take confidence that the FMP's recommendations and the transformative, equitable outcomes they prescribe **represent the will of WCSD's diverse communities.**

The second FMP survey conducted from September through October 2023 solicited and measured community feedback about all draft options developed in collaboration with WCSD stakeholders. In the survey, draft planning options were described objectively in written and video formats, highlighting the associated benefits and challenges associated with each option, including implied trade-offs.

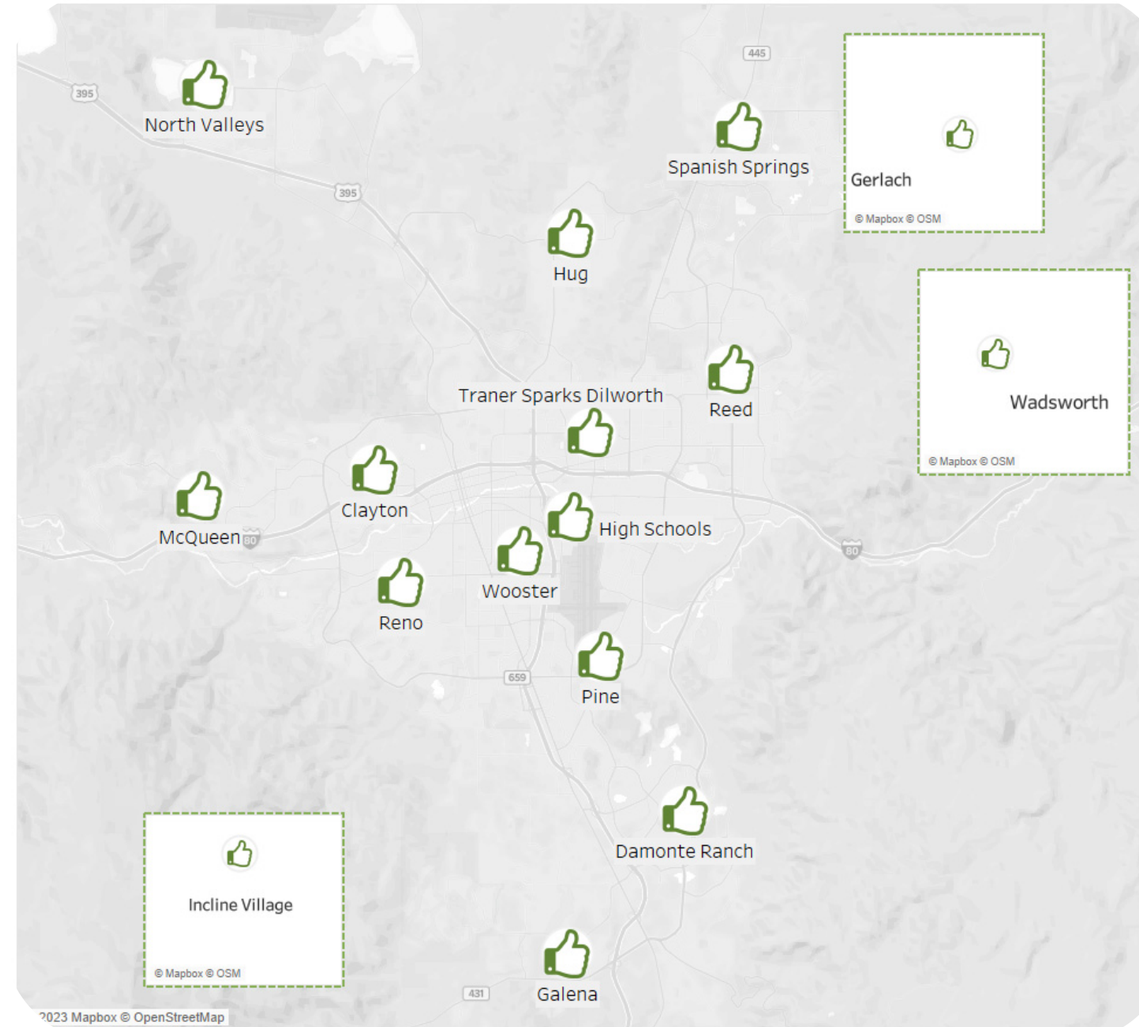
After the survey was completed, the results were analyzed both from all survey responses as well as those who indicated an affiliation with directly impacted schools for each draft option. These results are included with each option in Appendix B.

CannonDesign compiled the survey results into an interactive dashboard that was used by the DPG along with student and adult liaisons from the SAG to inform decisions and build consensus around FMP recommendations.

Acknowledging that there are some schools with relatively small numbers of responses for very important decisions, this information helped the planning group refine new recommendations to establish budget and schedule placeholders in the FMP for some projects to be determined after near-term focused study and continued stakeholder information campaigns.

In all cases, the FMP's recommended facility options and near-term studies are measurably supported by a majority of stakeholders, both those directly affected by the outcomes as well as everyone else who offered their opinions.

It should also be noted that there are some areas where the recommended option, while objectively supported by stakeholders, wasn't the highest rated option, and that the DPG and SAG liaisons recommend the options believed to be in the best interest of students and fostering districtwide equity.



Over 1400+ community survey and hundreds of live-poll responses confirm broad stakeholder support for recommended facility options and near-term studies. Moreover, impassioned testimonials from stakeholders at dozens of public meetings underscore the community's desire for countywide equity and progressive change.

3 Recommendations

We have a duty to provide our students a better educational setting than what they currently have. They are capable of so much more than what the rest of the county gives them credit for.

Traner Teacher

These opportunities can be extremely beneficial to our students and staff, and also help create a better teaching environment and culture.

Sun Valley Teacher

The Swope renovation has been a game changer. Bring that level of innovation and creativity to all our buildings.

Swope Teacher

Recommendations

Reimagining education throughout Washoe County through investments in equity, efficiency, and community

With facility options developed and vetted in transparent collaboration with WCSD school community stakeholders and input from more than 2,800 stakeholders in two surveys, the WCSD Facility Modernization Plan required careful consideration of community priorities and available resources.

By applying an equitable prioritization framework, at full implementation the FMP will deliver the following positive outcomes for generations of WCSD students:

- **All schools improved within 15 years** and within budget of current funding sources
- **Overcrowding eliminated** districtwide
- **$140M in avoided capital renovations** at repurposed campuses
- **Millions of dollars annual general fund savings** that can be reinvested in teachers & programs
- **Exploration of a new PK-8 model** to expand choice and access to quality programs

Needs and Budget

Achieving countywide equity through a consistent, disciplined approach to prioritizing projects

15-Year CIP Budget

A 15-year planning horizon was established for FMP based in part on renewal schedules of major system life-cycles and the average duration within which buildings and building components are expected to retain their initial condition. This timeline is also confirmed by WCSD stakeholder survey feedback for reasonable timelines for renovation, and loosely aligns with a student's entire PK-12 school experience, meaning that almost every student and every community can expect to see some improvement to their school.

The estimated 15-year capital budget from WCSD's various funding sources for major school improvements is **$2.25 billion** ($150 million per year, expressed in 2024 dollars).

Note – the FMP is one components of WCSD's overall CIP. There are additional funds available for projects not identified in the FMP, such as administrative and operational support facilities and the District's ongoing Capital Renewal program which implements major system repairs on a rolling as-needed basis.

Additional Funding Sources

Securing additional funding from federal, state, and alternative public-private-partnership sources is highly-recommended and would enable WCSD to accelerate projects and enhance the scope and scale of projects.

Of significant relevance are Federal grant incentives available to public school districts for implementing energy efficiency and sustainability strategies under the Inflation Reduction Act.

Public school districts in the United States are only beginning to capitalize on alternative funding sources such as Public Private Partnership (PPP or P3) arrangements that have been used effectively in Canada and European nations. The concept is manifested in numerous ways, and essentially leverages the agency's capital land value through long-term leases to private entities in exchange for front-end capital investments. P3 implies risk and requires experienced oversight to deliver successfully.

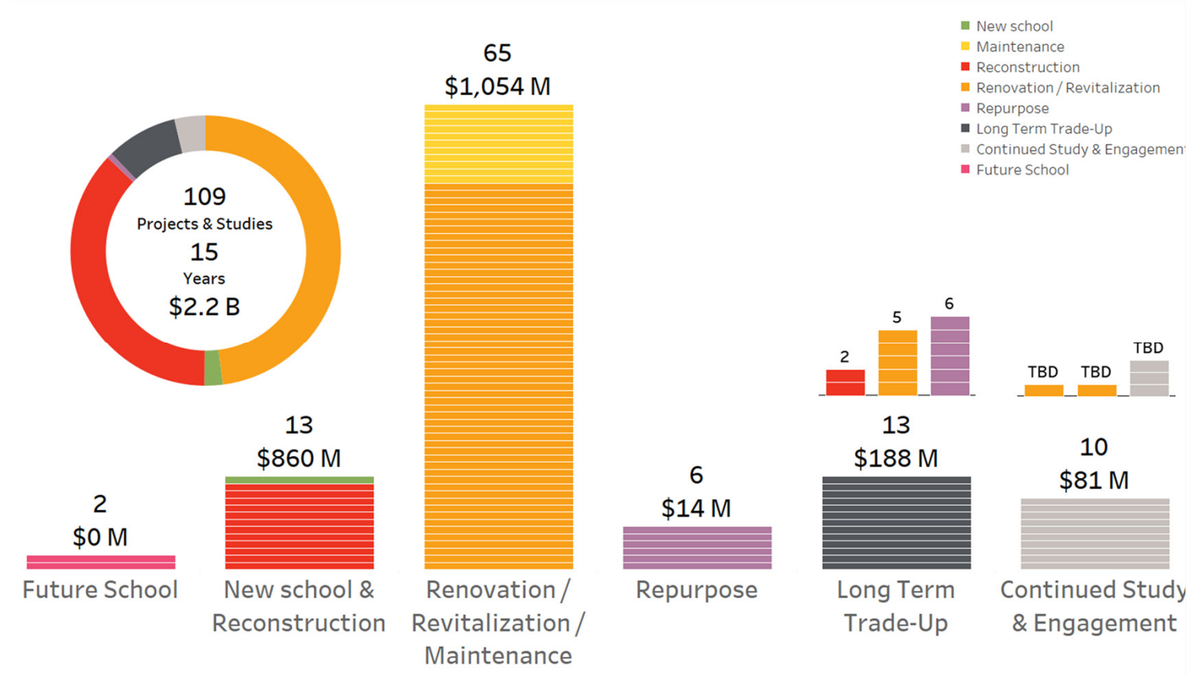
Prioritizing Project Scope to Fit Budget

The FMP outlines a sequence of capital projects that will **improve all schools over 15 years** within existing budgets. To achieve this objective, WCSD must apply disciplined management of renovation project scopes and stakeholder expectations to match realistic outcomes available within the District's means.

Renovations will provide all students and teachers a safe, comfortable, and inspiring environment to teach and learn in, with enough capacity in each community to provide a space for every student. It also provides flexible, fully equipped classrooms in many parts of each campus that align with WCSD design standards and support best practices in modern, student-centered instruction and learning. However, due to the large number of schools, WCSD cannot afford complete gut-renovation overhauls or widespread building demolition-replacement projects at all schools.

The consultants propose this approach, which is widely confirmed in community surveys illustrating a near-unanimous support for prioritized cost-effective solutions that will deliver benefits for all students within the 15-year timeframe.

Not all schools will require extensive investment within the next 15 years, particularly WCSD's newer campuses where only general maintenance and capital renewal will be required.



Cost Assumptions:

- Due to schedule uncertainty for discrete projects, all FMP project cost estimates are expressed in current baseline 2024 figures and should be budgeted each year with actual escalated cost figures at the point of implementation.
- It is assumed that the CIP budget will gradually increase over time at an average rate equivalent to market escalation.
- Cost estimates are based on local cost per square foot figures, normalized for each school prototype, and consistent application non-construction soft-costs, normalized for different project types.
- The actual scope of each project must be developed at the time of design, and may vary from the discrete improvements identified through the FMP assessment. In order for WCSD's equity objectives to be upheld, consistent and disciplined of managing scope within budget is strongly recommended.

Transformative Outcomes: A 15-Year, $2.2B Plan benefiting All WCSD Students

Recommended projects for each school, listed alphabetically by project type:

New Schools & Reconstruction	Renovation / Revitalization / Maintenance			Repurpose	Long Term Trade-Up	Continued Study & Engagement	Future School
	Phase 1	Phase 2	Phase 3				
Anderson	Allen	Beasley	AACT	Corbett	Cannan	Gerlach	Cold Spings Area HS
Booth	Bennett	Billinghurst	Beck	Dodson	Dilworth	Incline Elementary	Stonebrook ES (future)
DSCTA	Desert Heights	Caughlin Ranch	Bohach	Duncan	Drake	Incline High	
Lemmon Valley	Innovations	Clayton	Brown	Smithridge	Dunn	Incline Middle	
Loder	Inspire	Diedrichsen	Cold Springs	Stead	Elmcrest	Natchez	
New Stead ES Site	Mathews	Gomes	Damonte Ranch	Veterans Memorial	Greenbrae		
Pine	Maxwell	Hall	Depoali		Lemelson		
Sparks Middle	McQueen	Hidden Valley	Desert Skies		Lincoln Park		
Sun Valley	North Valleys	Hunter Lake	Donner Springs		Mitchell		
Towles	Palmer	Juniper	Double Diamond		Peavine		
Traner	Picollo	Lenz	Galena		Risley		
Vaughn	Reed	Melton	Gomm		Smith, Kate		
Wooster	Silver Lake	Moss	Herz		Warner		
	Smith, Alice	Mt Rose	Huffaker				
	Sparks High	Pleasant Valley	Hug				
	Turning Point (Hare)	Reno	Hunsberger				
		Taylor	Inskeep				
		Verdi	Mendive				
		Westergard	O'Brien				
		Whitehead	Poulakidas				
		Winnemucca	Raw				
			Sepulveda				
			Shaw				
			Sky Ranch				
			Spanish Springs Elementary				
			Spanish Springs High				
			Swope				
			Van Gorder				

New Schools new construction on a vacant site

Future Schools on-hold until student enrollment triggers re-prioritization, not anticipated within the 15-year FMP

Reconstruction replacement of buildings on an existing school site

Renovation & Revitalization improvements to existing schools

Maintenance system repairs and capital renewal of newer facilities

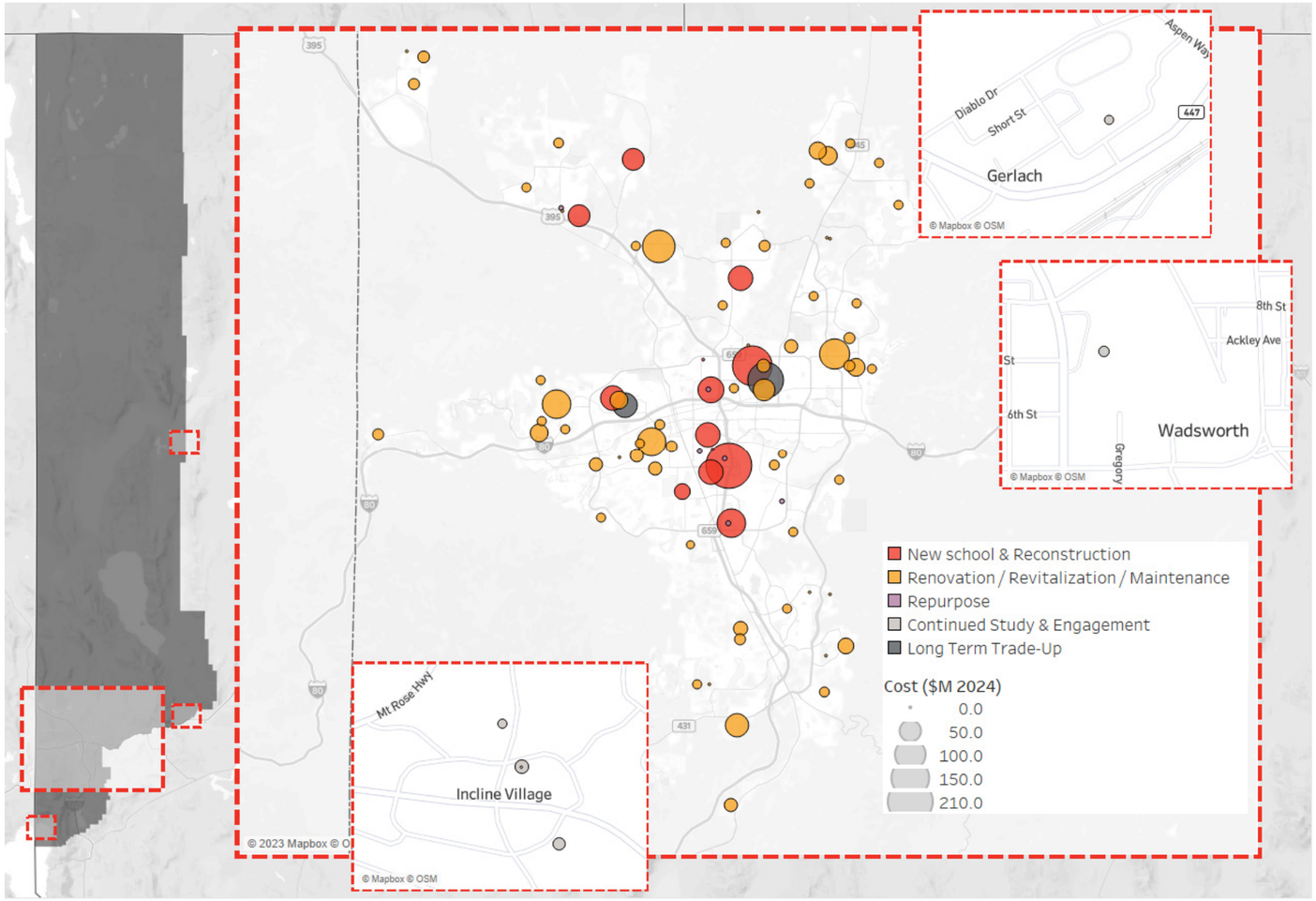
Repurposing schools that 'trade-up' and rezoned to a nearby school that has been reconstructed or renovated, then renovate the vacated building for a new district or community use

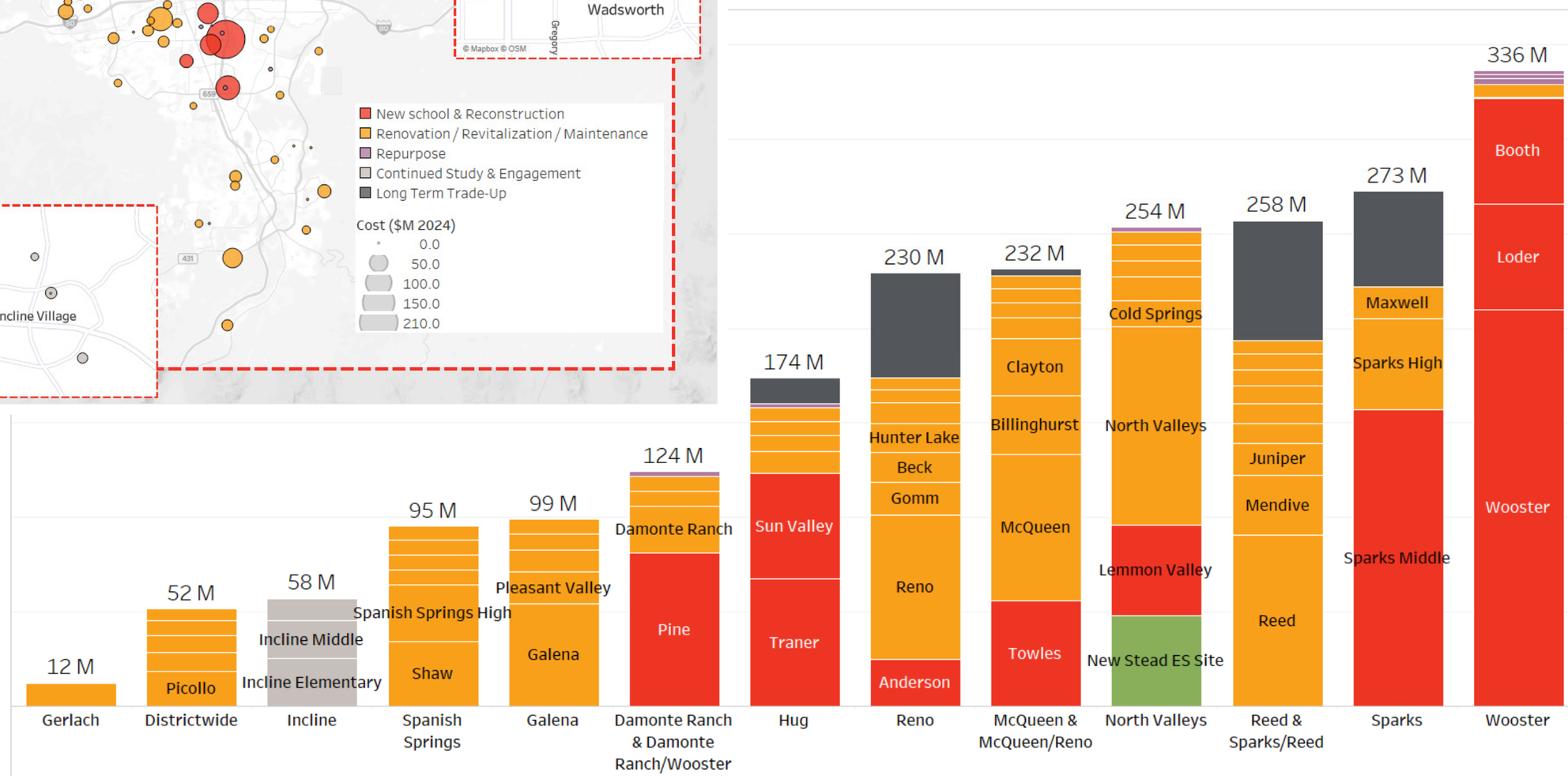
Long-Term Trade Up groups of adjacent buildings of which some will be reconstructed, others renovated, and some repurposed, to be determined beyond a five-year timeline based on educational needs and enrollment projections at that time

Continued Study & Engagement schools in unique geographically-remote communities that require additional study and stakeholder engagement to define capital projects that have budget and schedule placeholders in the FMP

Fulfilling Promises to Invest in the Established Core Communities of WCSD

As indicated in the bar chart and map, all schools benefit from FMP facility improvements, and the largest FMP projects are recommended in the mature, core urban sections of Washoe County, upholding WCSD's commitment to invest in the communities with the oldest facilities where many of the district's neediest students are served. This continues the trend established with the recent replacement of Hug High School, construction of Debbie Smith Career Tech Academy, and the replacement of Vaughn Middle School.





Prioritization Strategy

A capital strategy informed by stakeholder feedback and best-practices

Honoring Community Priorities

FMP community surveys conducted in the fall of 2022 and 2023 garnered more than 2,800 responses with representation from all of WCSD's school communities. In addition to soliciting feedback on specific draft options, the surveys gauged stakeholder input into decision-making criteria, revealing key strategic implications for modernization plan timelines and priorities:

1. **Reasonable implementation timeline.** When asked the longest students should go without benefiting from a major building renovation, 87% of WCSD stakeholders preferred 15 years or less, with 66% of all responders preferring less than five years.

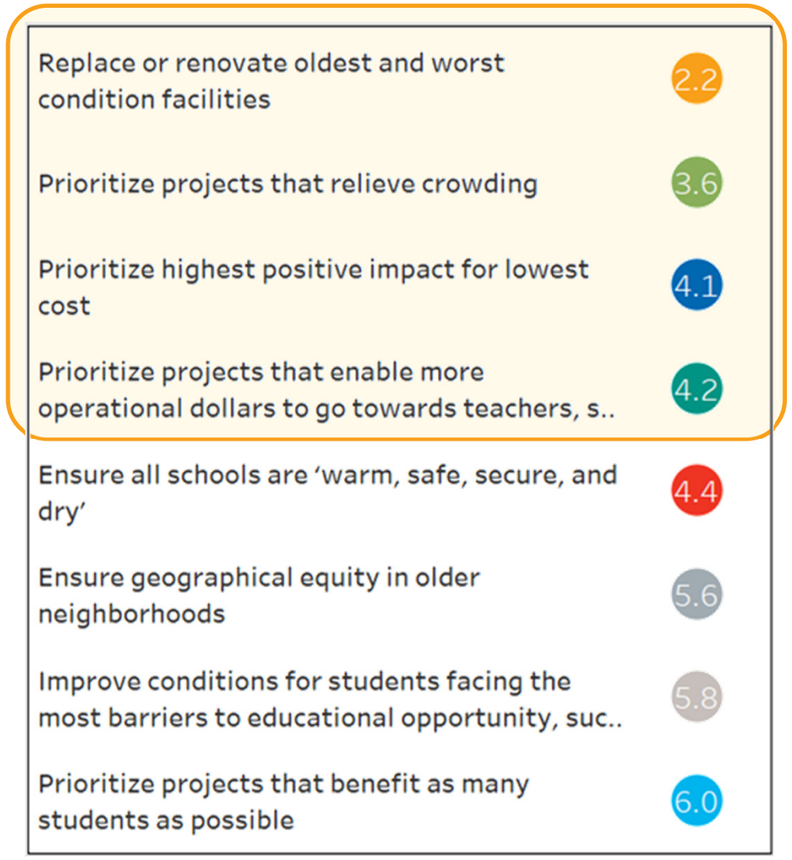
2. **Oldest, worst condition and least adequate buildings first.** Overall responses and every subset of stakeholders expressed support for a capital investment strategy that addresses the District's oldest and least educationally-adequate facilities first, implying an equitable prioritization strategy that gives higher weight on the facility assessment findings than other factors.

3. **Address crowding.** Stakeholders consistently emphasized a mandate to resolve crowded schools, suggesting an accelerated capital project initiative focused on schools with projected enrollments far exceeding capacity.

4. **Achieve highest positive impact for lowest cost.** WCSD stakeholders expressed a desire for a disciplined 'most bang for the buck' approach to scoping and sequencing projects. By initiating one pilot renovation project for each of the dozens of schools constructed to the same prototypes, WCSD will be able to take lessons-learned and optimize the designs before executing cost effective site-adapted construction packages of similar projects together, improving quality and saving the district millions of capital dollars.

5. **School portfolio decisions to enable more operational dollars to go to teachers and programs.** While it implies change in the form of school consolidations, stakeholders decisively support a strategy to embark on a 'trade-up' pathway in which the school portfolio is rebuilt and transformed to have newer, fewer, and larger schools. This strategy is based on a precondition that there will be no changes without a clear benefit to students, including new facilities and better resourced schools. In order to execute this strategy, a parallel initiative built on a sequence of Trade-Up projects in prescribed.

Fall 2023 FMP Survey:
What are the most important things to consider when determining project order and timing?



Enabling Mission-Driven Initiatives

Taking inspiration from community input and best practices for CIP delivery, the capital projects implied by the recommended FMP planning options were grouped into prioritized classifications as outlined below:

Legacy Projects that were previously approved by the Board of Trustees are given the highest priority as commitments made that must be fulfilled.

Continued Study initiatives are recommended within the first year of FMP implementation to inform student-focused operational decisions for strategic educational initiatives and define capital projects that require additional time.

Managed Growth Projects include addition and renovations to address critical capacity overutilization, an offsite elementary school replacement to provide long term flexibility for future growth, and on-hold future schools that pending unforeseen enrollment growth would be re-prioritized, effectively extending the overall FMP program timeline.

Special and Alternative Education Projects consist of renovations to current regional centers and a countywide initiative to enhance special and alternative education programs at schools countywide and to provide space to transition at-risk students from regional centers back to the home school.

Trade-Up Strategy Projects comprise a long-term sequence of reconstruction, renovation, rezoning and consolidations within groups of adjacent, outdated, and under-enrolled schools that result in an efficient 'newer-fewer' operational model that provides a 'trade-up' for students and staff in that all benefit from new, right-sized, and better equipped schools that offer more educational programs and student supports.

Prioritized Improvements are reconstruction, renovation, revitalization, and maintenance projects for all schools in priority sequence based on facility age and condition, student needs, and effective prototype project contracting strategies. These are expressed in Phases 1, 2, and 3 indicating the relative timing of implementation.

Legacy Projects *

Fulfilled promises and preserved momentum

Recommended Actions:

Place high priority on completing projects previously approved by the Board of Trustees. These include projects imagined in the landmark 2016 WC-1 ballot question as well as a recently approved reconstruction project.

- **Debbie Smith Career Tech Academy (DSCTA) at the vacated former Hug High School campus**
- **RISE at DSCTA**
- **Vaughn MS Reconstruction under site-adapted middle school prototype design**

** No cost figure is expressed as these projects are already funded and underway.*

Schedule / Milestones	Benefit to WCSD Students
- Approximate timeframe for completion of these projects is three years.	- Creation of a new CTE program as partner to the successful AACT program, expanding choice and access by locating Debbie Smith Career Tech Academy toward the northwest. - Provides near-term relief to the crowded North Valleys High School. - Replaces the measurably least-adequate middle school facility with brand new construction, providing capacity to enable trade up opportunities for Pine area students.

Continued Study & Engagement ($3M*)

Finding community consensus for action

Recommended Actions:

Some schools require continued study, educational programming, and stakeholder engagement beyond the FMP to establish educational strategy, confirm local priorities, and define capital projects.

*Allowance for WCSD investment in studies. CIP project schedule and budget placeholders are included in other FMP initiatives.

PK-8 Task Force

- Schools: Pine and Traner
- Recruit/appoint a temporary, full-time administrator to lead a multidisciplinary task force of educational experts in early, elementary, and middle school curriculum and instruction to examine successes at Mt Rose Academy and Reno-area charter schools, and research case studies and lessons learned from peer districts in Nevada and across the US. Conduct site visits and community outreach, working with a community advisory group from the Pine, Traner, and any other potential areas of implementation.
- Provide recommendations to WCSD Board by end of 2024 to inform decisions that will launch capital projects at Pine, Sparks, and Traner.

Geographically Remote Schools

- Schools: Incline ES, MS, HS; Natchez; Gerlach
- Commission a 3-6 month independent study with local representatives from geographically-remote schools to:
  1) Listen to students and families to understand and document local academic priorities, and study the educational challenges associated with low enrollment and inefficient facility utilization.
  2) Review demographics of local pre-kinder population, local post-pandemic housing market, and enrollment projections.
  3) Explore options for ongoing operations and CIP investments including maintaining status quo, grade reconfiguration (such as PK-8), and repurposing Incline MS for other beneficial uses such as community recreation center, education and business entrepreneurship hub, staff professional development center, public-private partnership, and/or staff housing.
  4) Solicit stakeholder input.
  5) Provide recommendations to BOT for action.
- Provide recommendations to WCSD Board by end of 2024 to inform decisions for capital projects.

Schedule / Milestones

- Establish a decision deadline in 2024 for both the Pine and Traner options so that critical 'Trade-Up' projects may proceed as soon as possible.
- Avoid protracted planning efforts, and consider independent consultants with expertise in educational planning to design, facilitate, and document the studies.

Benefit to WCSD Students

- Gives consideration to implementing a new grade configuration option that could expand choice and access for families in high need neighborhoods.
- Honors the unique cultures and geographical circumstances of WCSD's remote communities.

Managed Growth ($153M*)

A place for every student

Recommended Actions:

Launch reconstruction and renovation projects designed to relieve current and forecasted school crowding, timed with enrollment projections and decision/action trigger points.

Continue monitoring enrollment levels, and upon completing new capacity projects consider decommissioning any unneeded relocatable classroom buildings freeing up school sites for recreational and outdoor learning amenities.

Projects:

- **North Valleys HS Additions & Renovations**
- **New Stead ES at Silver Dollar Lane**
- **New HS in North Valleys****
- **New ES in Spanish Springs ****
- **New ES in Verdi****

** The $153M cost does not include the cost of on-hold future schools as they are not anticipated to be needed in the 15-year FMP planning horizon. ** Pending anticipated residential development*

Schedule / Milestones	Benefit to WCSD Students
- Approximate timeframe for completion of these mission critical projects is three years.	- Proactive crowding relief and enhanced educational environment at North Valleys High School. Additions for capacity can also include specialized program spaces such as science labs, art rooms, and CTE classrooms. - Replacement of Stead Elementary offsite allows safe delivery of construction without disruption to the educational program. Provides swing space for the Lemmon Valley replacement, and surplus Stead ES site can be used for other beneficial purposes.

Special & Alternative Education ($42M)

Prioritized needs of WCSD's most vulnerable students

Recommended Actions:

Special Education

- Continue a Special Education Master Plan in collaboration with the Council of Great City Schools in which WCSD Curriculum and Instruction and school leadership to define systemwide strategy define projects to improve special education services countywide.
- Implement prioritized renovations at Piccolo School to include vocational training, parent spaces, and distance learning. Include renovations to other schools to improve outcomes for students receiving special education services.

Alternative Education

- Initiate an Alternative Education Master Plan in with the Council of Great City Schools in which WCSD Curriculum and Instruction and school leadership define systemwide Whole Child wellness strategy and define projects countywide.
- Turning Point (Hare Building) Renovations - physical separation of MS and HS students, outdoor learning/recreation, mental health clinical space,
  skills development space, intake/transitional space
- Innovations - renovations or relocation to alternate larger site
- Inspire Academy - renovations and space for outdoor learning
- Include renovations, additions, and/or relocations to other schools that improve student transitions back to the home school.

Schedule / Milestones

- Develop Special Education and Alternative Education Master Plans by 2024 to inform systemwide renovation projects, to be implemented across the entire 15-year program.
- Consider surplus campuses resulting from Trade-Up projects for repurposing to support WCSD's Alternative Education programs.

Benefit to WCSD Students

- Intentionally addresses educational environments for high-need and at-risk students countywide.

Trade-Up Strategy ($639M)

Investing in newer, better resourced schools

Recommended Actions:

Replacement of oldest, least adequate facilities currently housing under-enrolled programs as catalyst for 'newer and fewer' strategy, concentrating capital and operating budgets in better-resourced educational programs, implemented over 15 years with periodic review of enrollment and continued stakeholder engagement.

Projects:

- **Reconstruction** – Loder, Pine, Sparks MS, Traner, Towles, Booth, & 2-3 TBD
- **Renovations** – Mathews, Maxwell, Huffaker & ~6 TBD
- **Repurposed Campuses** – Corbett (~2027), Dodson (~2028), Smithridge (~2028), Duncan (~2030), Veterans Memorial (~2037), & 4-6 TBD
- **Long-Term Trade-Up** – either reconstruction, renovation, or repurpose - Cannan, Dilworth, Drake, Dunn, Elmcrest, Greenbrae, Lemelson, Lincoln Park, Mitchell, Peavine, Risley, Kate Smith, Warner

Examples of repurposed facilities include:

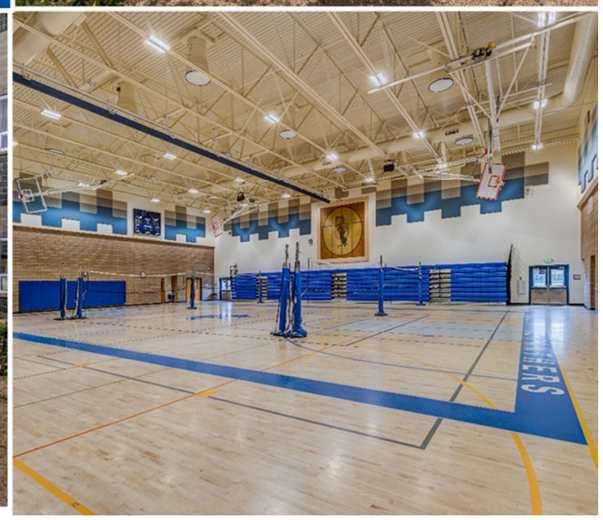
- **District use:** Early Childhood / Pre-K Centers, Education hubs, remote learning, Family Resource Centers, Administration, operations, Training, professional development, Community engagement venues
- **Interagency, Community-Based-Organization use:** County, City, Parks and Recreation, Community Centers, Health Centers, Elder Care,
- **Direct Sale:** Commercial, Residential
- **Public-private-partnership:** Mixed-use, Staff housing

Schedule / Milestones

- Implementation stretches across the 15-year FMP timeline, with multi-phased critical path for reconstructions, rezoning, and consolidation/ repurposing.
- Pending outcome of PK-8 Study in 2024, initiate Pine to be designed as either an elementary (Option B) or PK-8 school (Option C) and Traner as an elementary (Option C) or a PK-8 (Option D).

Benefit to WCSD Students

- Better-resourced programs - concentration of limited operational budget into fewer schools
- Better facilities for more students, faster - focusing CIP funds into more impactful projects in fewer buildings
- Repurposed surplus facilities – new functions and programs to best serve the community.



Prioritized Improvements ($1.3B)

Building for districtwide equity within 15 years

Recommended Actions:

Older schools will be subject to significant, proactive facility upgrades and even complete replacement, and the newest schools will be subject to general maintenance as needed. Projects are prioritized and sequenced based on facility assessment ranking and student need indicators (poverty, homeless, special ed, ELL) weighted by community survey results, with consideration of efficient packaging of similar design prototypes.

Renovations will provide all students and teachers a safe, comfortable, and inspiring environment to teach and learn in, with enough capacity in each community to provide a space for every student. It also provides flexible, fully equipped classrooms in many parts of each campus that align with WCSD design standards and support best practices in modern, student-centered instruction and learning. However, due to the large number of schools, WCSD cannot afford complete gut-renovation overhauls or widespread building demolition-replacement projects at all schools. Employ discipline in managing project scopes to budget for individual projects, a challenge considering the extent to which needs may exceed available resources.

Scope of projects include:

Health, Safety, & Security,

Shade Structures,

STEM, CTE, Arts, Athletics,

Flexible Learning Hubs,

Technology & Furniture

Also, continue WCSD's successful Capital Renewal systemic repairs strategy (funded from other parts of the CIP than the FMP) to address the annual replacement of major building systems as identified in the facility condition assessment program.

Schedule / Milestones

- In 2024, initiate pilot renovations of Maxwell, Mathews, and Palmer to develop high-impact, cost effective design solutions for the district's elementary school prototypes. Use lessons learned to optimize the designs and initiate subsequent construction packages to improve quality and save time and cost.
- Continue to use FMP facility condition assessment to forecast upcoming systemic repairs that need to be delivered outside of the prioritized renovation schedule.

Benefit to WCSD Students

- Refreshed facilities will improve wellness of students and staff and expand educational opportunities and close equity gaps for WCSD's most vulnerable students.
- Renovated and replaced facilities will be more energy efficient, saving operational dollars that can be reinvested in teachers and educational programs.

Sheep Shed (50-60's)

~$13M (10)

Area of Work

- Building Modernization
- New Sitework

Building - $4.6M

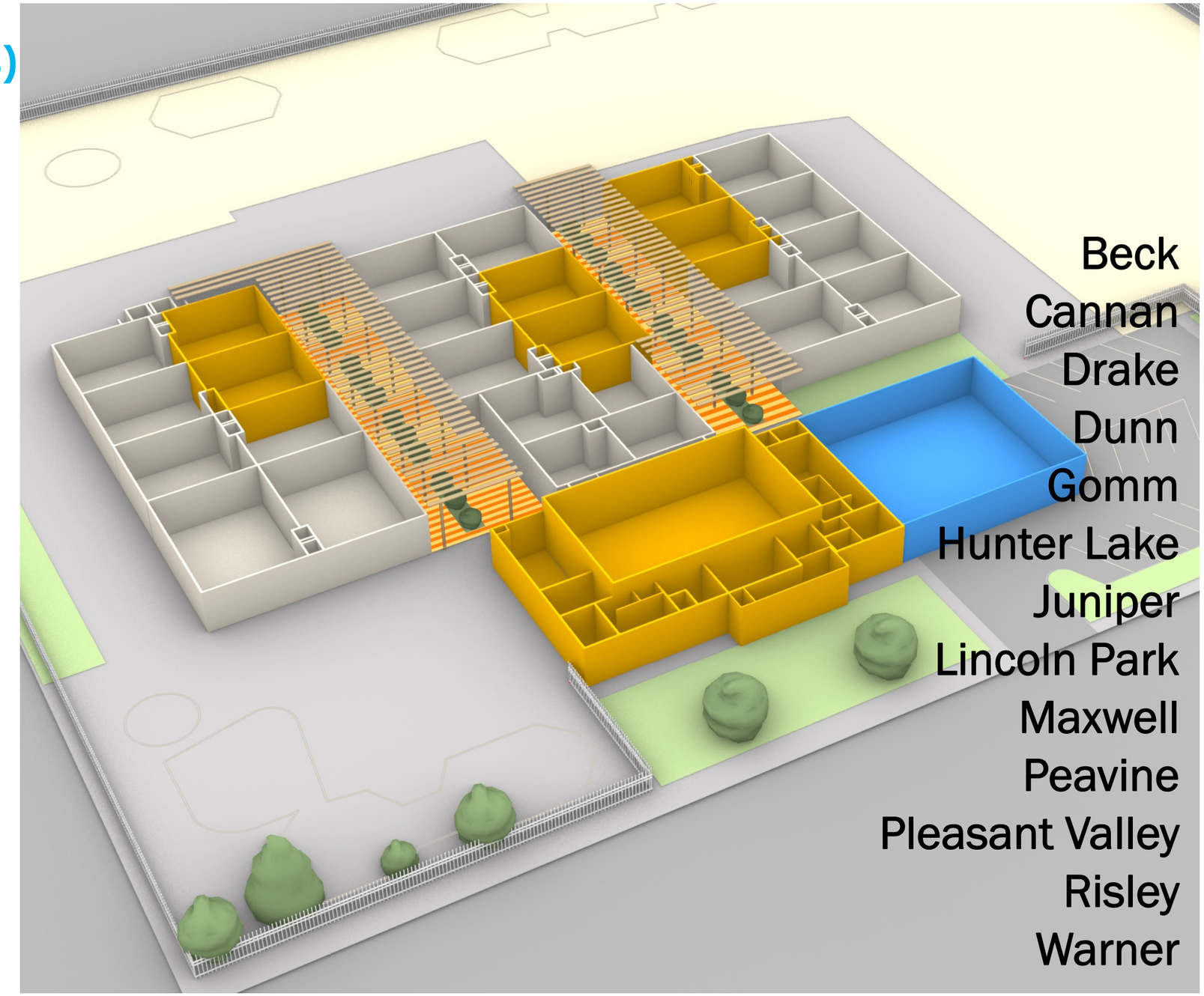
Major Modernization	
Hubs	5,100 SF, $2,040,000
MPR	2,760 SF, $1,104,000
Admin	$500,000
New Construction	
STEAM Lab	2,000 SF, $1,000,000

Sitework - $4.4M

Outdoor Learning @ Hubs	6,000 SF, $2,400,000
Outdoor Play Shade	$500,000
Parking Rework at New STEAM	$500,000
Outdoor Play & Greening	$1,000,000

Other - $4M

Deferred Maintenance	$4,000,000



Pinwheel (80's-00's)

~$6.5M (23)

Area of Work

- Building Modernization
- New Sitework

Building - $3.5M

Major Modernization

Hubs	7,200 SF, $2,880,000
STEAM Lab	1,500 SF, $600,000

Sitework - $1.4M

Outdoor Learning @ Hubs	7,200 SF, $1,440,000

Other - $1.6M

Deferred Maintenance	$1,580,000

Conceptual Modernization Scope

Pod (80s)

~$9M (5)

Area of Work

- Building Modernization
- New Sitework

Building - $4.75M

Major Modernization

Hubs	5,500 SF, $2,200,000
MPR	2,760 SF, $1,104,000
Library & STEAM	3,620 SF, $1,448,000

Sitework - $1.25M

Outdoor Play Shade	$500,000
Outdoor Play & Greening	$750,000

Other - $3M

Deferred Maintenance	$3,000,000

4 Implementation

I teach at one of the very lowest-income schools, and my children attend some of the very highest-income schools, so I am very aware of the inequity in facilities in our district. Prioritizing new construction in low-income areas is very important.

WCSD Teacher

In all of this we must remember that our current students need many of these upgrades as soon as possible - time is of the essence.

Former WCSD Employee

Implementation

Setting a course of equitable investments in Washoe County's educational infrastructure

Commissioned under Washoe County School District and developed by the CannonDesign team in collaboration with over 100 school stakeholders and input from thousands of community members in a transparent, data-informed process, the **Facility Modernization Plan** is a $2.2 billion 15-year capital improvement plan that outlines a strategic framework for project implementation and prioritized sequence of capital investments.

This framework outlines scope, baseline costs, recommended actions, schedule milestones, and benefits for six strategic classifications of capital projects.

Legacy Projects
Promises fulfilled

Continued Study
Finding community consensus for action

Managed Growth
A place for every student

Special & Alternate Education
Serving students with the most needs

Trade-Up Strategy
Investing in newer, better resourced schools

Prioritized Improvements
Building for districtwide equity

Implementation Timeline

Timeline

The general CIP timeline by prioritized initiative is illustrated to the right, with schedule priority in Years 1 to 3 given to Legacy Projects, time-critical studies for potential PK-8 programs, Special and Alternative Education, and geographically remote schools, and launching critical Managed Growth projects.

Timing is intended to outline the general sequence of projects with reasonable expectation of periodic changes and does not comprise a defined project delivery schedule. Durations shown here account for initial pre-design studies, design, bidding, and construction, and are subject to change, based on funding cashflow, enrollment fluctuations, and WCSD educational priorities.

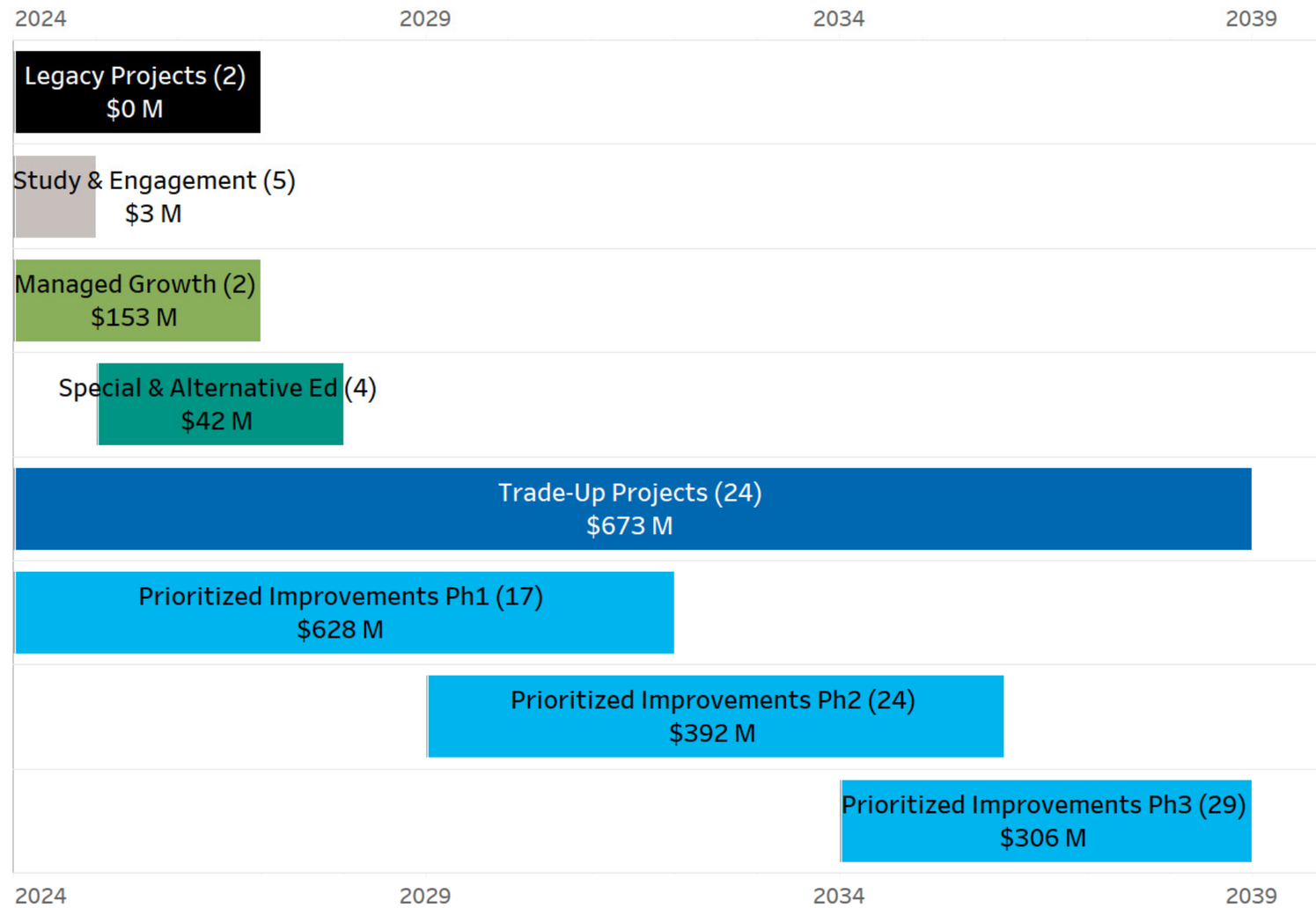
A detailed listing of projects within each group is included in the pages that follow.

Best Practices

WCSD should maintain procedures and responsible parties to monitor the progress of FMP implementation and ensure coordination between the FMP recommendations, the annual capital improvement program, and the annual maintenance program.

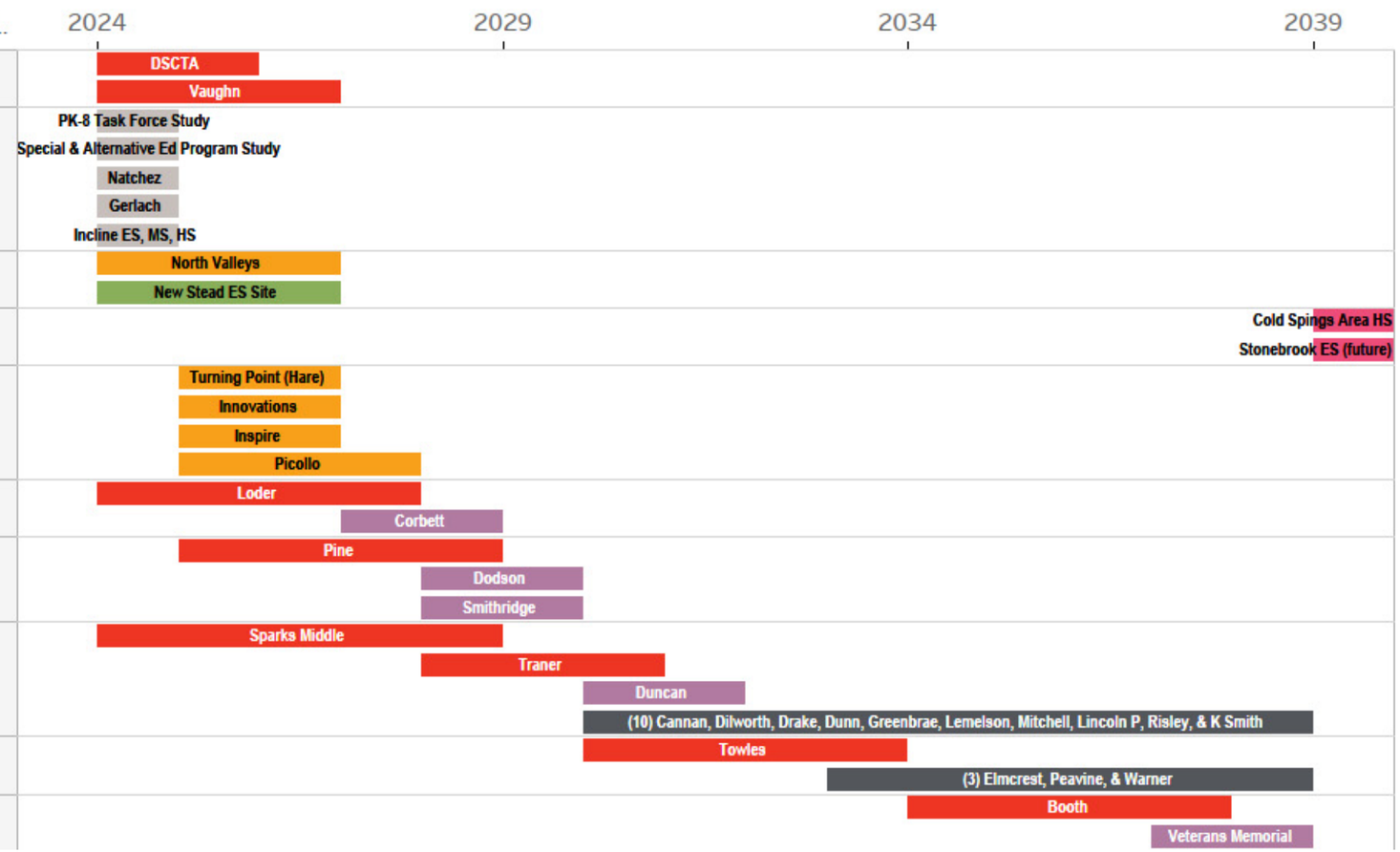
WSCD should also implement a budgetary control process to track construction cost escalation versus CIP budget growth, confirm that individual project scopes remain within budget bounds to ensure that all schools receive improvements within the 15-year timeframe of the plan.

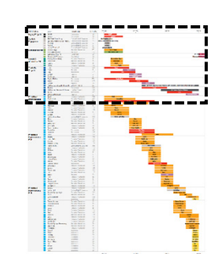
WCSD should annually monitor enrollment projections and continue updating the facility assessment to incorporate new information on facility condition, capacity, and educational adequacy, adjusting the scopes of projects and their priorities through a deliberative process that accounts for new educational and social needs that cannot be anticipated at this time.



Implementation Timeline, Detailed (1 of 3)

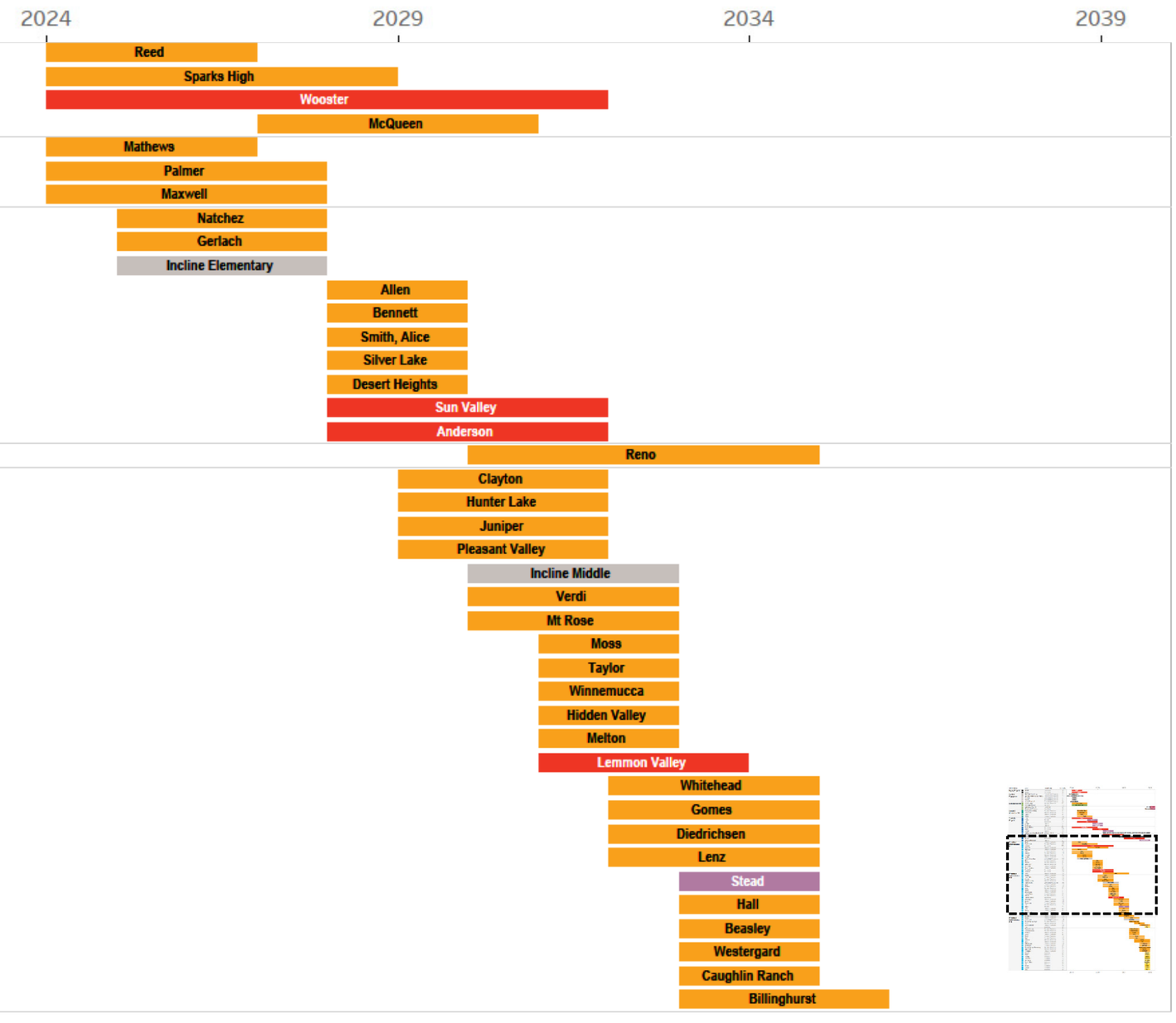
FMP Initiative	Site/s	Project Scope	Cost ($M ..
Legacy Projects	DSCTA	Reconstruction	0.0
	Vaughn	Reconstruction	0.0
Study & Engagement	PK-8 Task Force Study	Continued Study & Engagement	1.5
	Special & Alternative Ed Progra..	Continued Study & Engagement	0.5
	Natchez	Continued Study & Engagement	0.3
	Gerlach	Continued Study & Engagement	0.4
	Incline ES, MS, HS	Continued Study & Engagement	0.8
Managed Growth	North Valleys	Renovation / Revitalization	105.1
	New Stead ES Site	New school	48.0
	Cold Spings Area HS	Future School	0.0
	Stonebrook ES (future)	Future School	0.0
Special & Alternative Ed	Turning Point (Hare)	Renovation / Revitalization	7.7
	Innovations	Renovation / Revitalization	8.9
	Inspire	Renovation / Revitalization	6.6
	Picollo	Renovation / Revitalization	18.6
Trade-Up Projects	Loder	Reconstruction	56.0
	Corbett	Repurpose	2.1
	Pine	Reconstruction	81.0
	Dodson	Repurpose	2.4
	Smithridge	Repurpose	2.7
	Sparks Middle	Reconstruction	157.1
	Traner	Reconstruction	67.2
	Duncan	Repurpose	2.0
	(10) Cannan, Dilworth, Drake, D..	Long Term Trade-Up	127.7
	Towles	Reconstruction	56.0
	(3) Elmcrest, Peavine, & Warner	Long Term Trade-Up	59.9
	Booth	Reconstruction	56.0
	Veterans Memorial	Repurpose	2.7





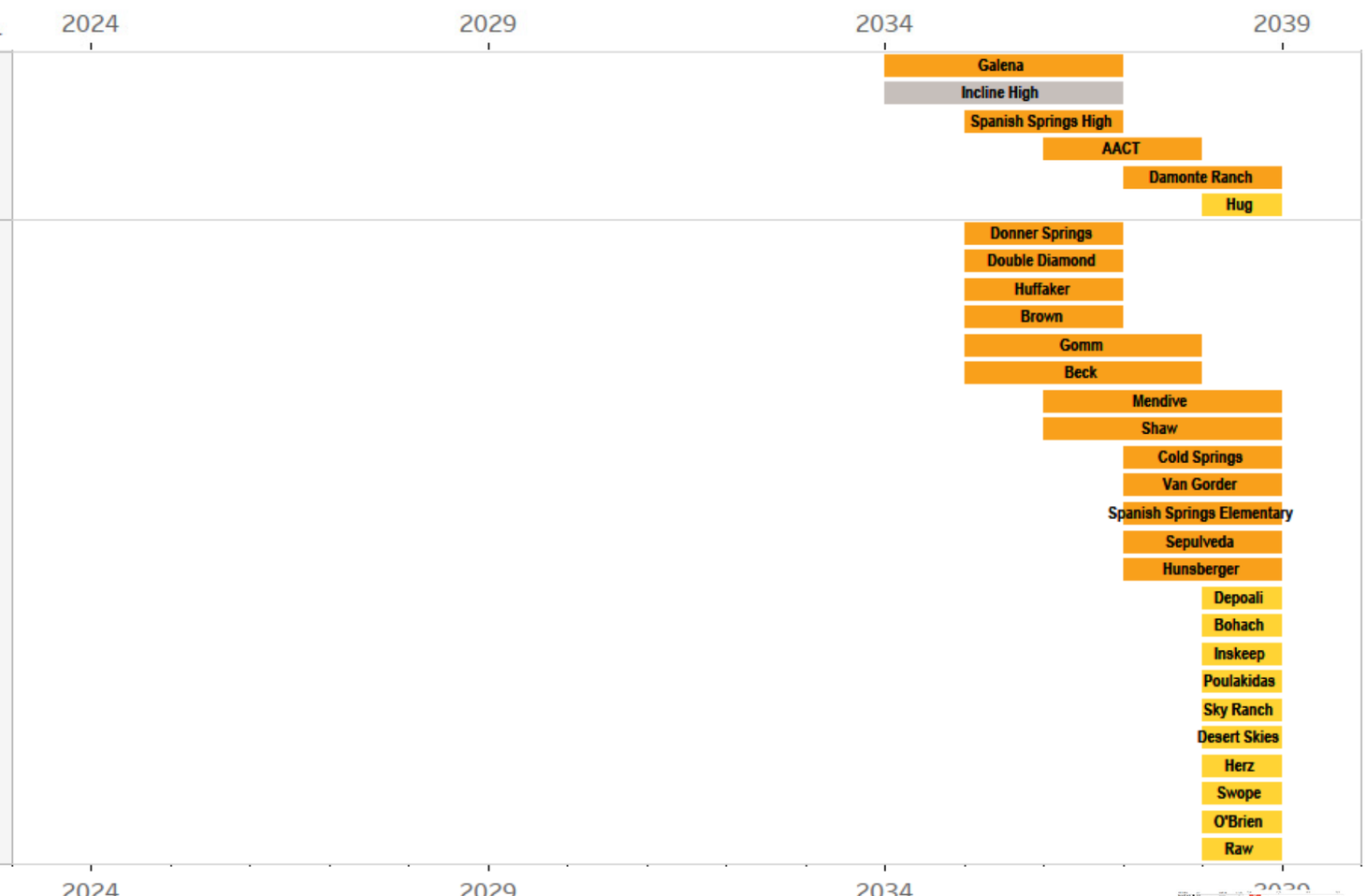
Implementation Timeline, Detailed (2 of 3)

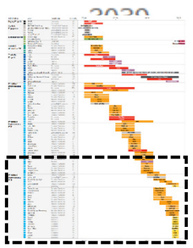
FMP Initiative	Site/s	Project Scope	Cost ($M ..
Prioritized Improvements Ph1	Reed	Renovation / Revitalization	90.4
	Sparks High	Renovation / Revitalization	48.0
	Wooster	Reconstruction	210.0
	McQueen	Renovation / Revitalization	77.0
	Mathews	Renovation / Revitalization	8.1
	Palmer	Renovation / Revitalization	11.7
	Maxwell	Renovation / Revitalization	17.1
	Natchez	Renovation / Revitalization	9.2
	Gerlach	Renovation / Revitalization	12.0
	Incline Elementary	Continued Study & Engagement	25.1
	Allen	Renovation / Revitalization	7.2
	Bennett	Renovation / Revitalization	7.8
	Smith, Alice	Renovation / Revitalization	8.4
	Silver Lake	Renovation / Revitalization	7.0
	Desert Heights	Renovation / Revitalization	8.5
	Sun Valley	Reconstruction	56.0
	Anderson	Reconstruction	24.7
Prioritized Improvements Ph2	Reno	Renovation / Revitalization	76.1
	Clayton	Renovation / Revitalization	30.3
	Hunter Lake	Renovation / Revitalization	15.3
	Juniper	Renovation / Revitalization	16.3
	Pleasant Valley	Renovation / Revitalization	17.3
	Incline Middle	Continued Study & Engagement	20.3
	Verdi	Renovation / Revitalization	11.2
	Mt Rose	Renovation / Revitalization	10.9
	Moss	Renovation / Revitalization	7.7
	Taylor	Renovation / Revitalization	7.1
	Winnemucca	Renovation / Revitalization	7.7
	Hidden Valley	Renovation / Revitalization	7.2
	Melton	Renovation / Revitalization	7.5
	Lemmon Valley	Reconstruction	48.0
	Whitehead	Renovation / Revitalization	10.8
	Gomes	Renovation / Revitalization	12.4
	Diedrichsen	Renovation / Revitalization	10.7
	Lenz	Renovation / Revitalization	11.5
	Stead	Repurpose	2.5
	Hall	Renovation / Revitalization	8.2
	Beasley	Renovation / Revitalization	8.4
	Westergard	Renovation / Revitalization	6.7
	Caughlin Ranch	Renovation / Revitalization	6.7
	Billinghurst	Renovation / Revitalization	31.3



Implementation Timeline, Detailed (3 of 3)

FMP Initiative	Site/s	Project Scope	Cost ($M ..
Prioritized Improvements Ph3	Galena	Renovation / Revitalization	54.0
	Incline High	Continued Study & Engagement	11.4
	Spanish Springs High	Renovation / Revitalization	29.9
	AACT	Renovation / Revitalization	9.9
	Damonte Ranch	Renovation / Revitalization	24.8
	Hug	Maintenance	0.0
	Donner Springs	Renovation / Revitalization	8.2
	Double Diamond	Renovation / Revitalization	7.5
	Huffaker	Renovation / Revitalization	6.4
	Brown	Renovation / Revitalization	8.5
	Gomm	Renovation / Revitalization	17.6
	Beck	Renovation / Revitalization	16.0
	Mendive	Renovation / Revitalization	31.9
	Shaw	Renovation / Revitalization	34.2
	Cold Springs	Renovation / Revitalization	13.8
	Van Gorder	Renovation / Revitalization	7.9
	Spanish Springs Elementary	Renovation / Revitalization	8.0
	Sepulveda	Renovation / Revitalization	8.4
	Hunsberger	Renovation / Revitalization	7.9
	Depoali	Maintenance	0.0
	Bohach	Maintenance	0.0
	Inskeep	Maintenance	0.0
	Poulakidas	Maintenance	0.0
	Sky Ranch	Maintenance	0.0
	Desert Skies	Maintenance	0.0
	Herz	Maintenance	0.0
	Swope	Maintenance	0.0
	O'Brien	Maintenance	0.0
	Raw	Maintenance	0.0

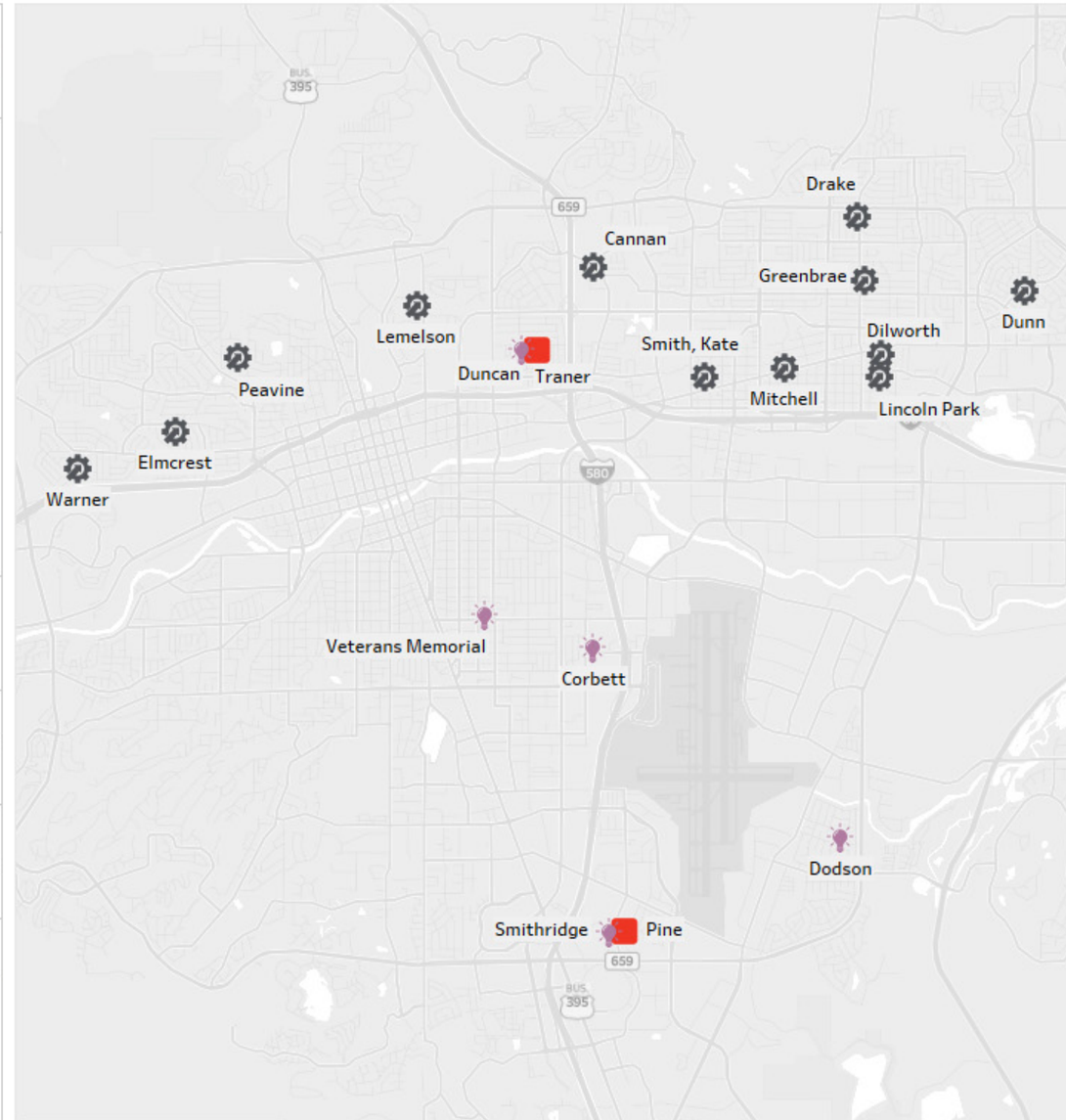




Summary of Trade-Up Strategy Program Changes

Below is an outline an of school facilities that will see positive benefits from the Trade-Up Strategy initiative and approximate dates of implementation.

2026	**Pine MS**	*Vacate & rebuild as ES or PK-8 pending study, rezone to Depoali, Herz, & rebuilt Vaughn*
2027	**Corbett**	*Rezone to rebuilt Loder; incorporate Corbett site into Wooster reconstruction.*
2028	**Smithridge**	*Rezone to rebuilt Pine ES/PK-8*
	Dodson	*Rezone to rebuilt Pine ES/PK-8*
	TBD 1 of 2: Traner OR Dilworth	*Traner (vacate and rebuild as PK-8 or ES, pending study) OR Dilworth (vacate and rebuild as ES)*
2030	**Duncan**	*Rezone to rebuilt Traner ES/PK-8*
2033	**TBD 1 of 3: Elmcrest, Peavine, and Warner**	*Rezone to rebuilt Towles*
2033-2037	**TBD 4 of 9: Cannan, Drake, Dunn, Greenbrae, Lemelson, Lincoln Park, Mitchell, Risley, Kate Smith**	*Rezone to rebuilt area elementary school/s*
2037	**TBD 1 of 3: Elmcrest, Peavine, and Warner**	*Rezone to rebuilt area elementary school/s*
	Veterans Memorial	*Rezone to rebuilt Booth*



A Recommended Projects

Recommended Projects

AACT HS-CTE (Districtwide)

2010 One of a Kind

FMP Recommendation:

Prioritized Improvements Ph3

Renovation / Revitalization (Est ~2036 - 2037)

$9.9M (USD 2024)

Design renovations in collaboration with students and school community stakeholders. *(Refer to FMP High Schools Option A.)*

Allen ES (Desert Skies / Hug)

1991 ES Pinwheel-1 (80s 90s 00s)

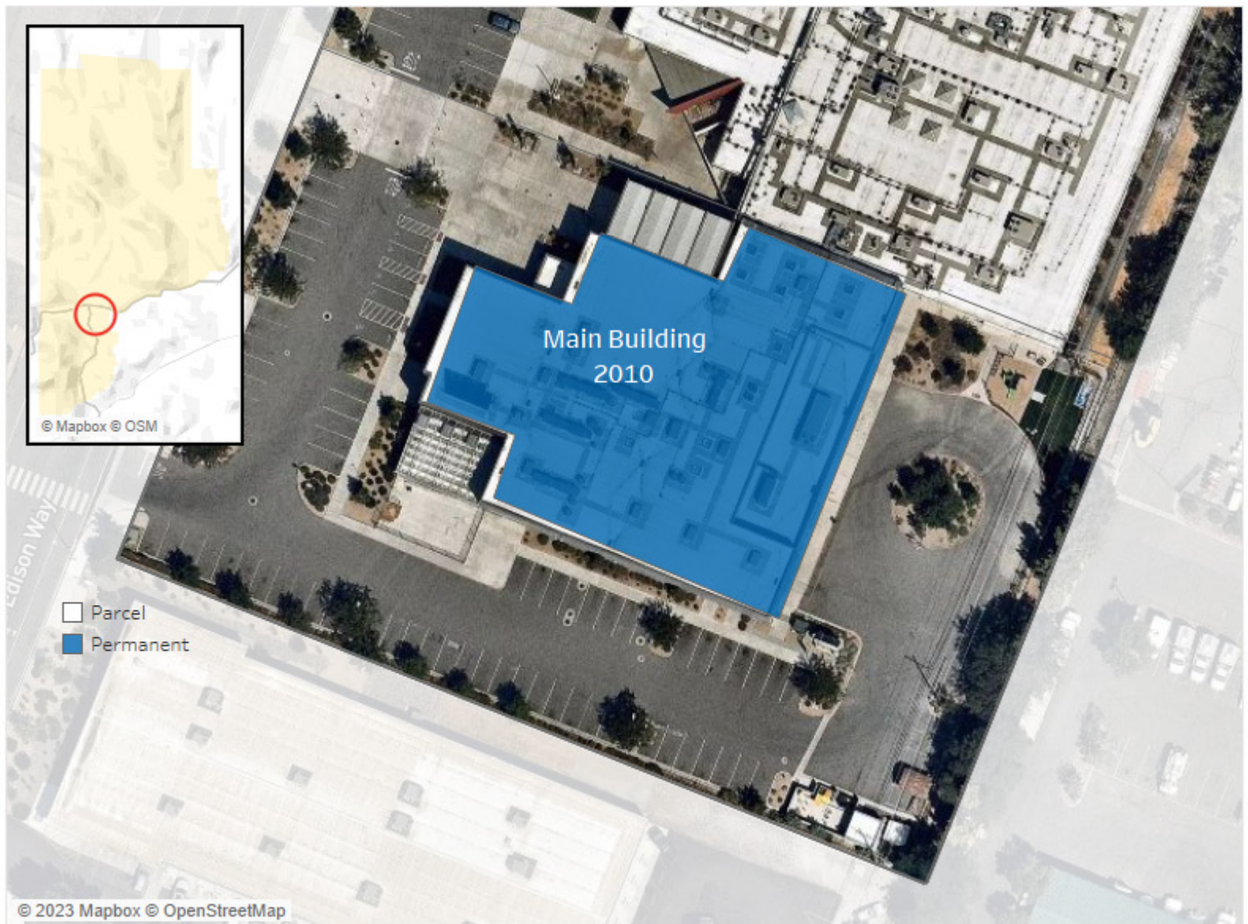
FMP Recommendation:

Prioritized Improvements Ph1

Renovation / Revitalization (Est ~2028 - 2029)

$7.2M (USD 2024)

Optimize prototype renovation design based on lessons learned from Mathews Pinwheel pilot. Consider packaging multiple schools in one contract to to garner improved quality, schedule, efficiency, and cost. *(Refer to FMP Hug Option B.)*



Recommended Projects

Anderson ES (Swope / Reno)

1955 One of a Kind

FMP Recommendation:

Prioritized Improvements Ph1
Reconstruction (Est ~2028 - 2031)
$24.7M (USD 2024)

Rebuild school like new on same campus. Phase construction for student safety and minimized disruption to educational program, using swign space in temporary buildings, at neighboring schools, and/or within building. *(Refer to FMP Reno Option B.)*

Beasley ES (Sky Ranch / Reed)

1995 ES Pinwheel-2 (80s 90s 00s)

FMP Recommendation:

Prioritized Improvements Ph2
Renovation / Revitalization (Est ~2033 - 2034)
$8.4M (USD 2024)

Optimize prototype renovation design based on lessons learned from Mathews Pinwheel pilot. Consider packaging multiple schools in one contract to to garner improved quality, schedule, efficiency, and cost. *(Refer to FMP Reed Option A.)*

Recommended Projects

Beck ES (Swope / Reno)

1965 ES Baby Boomer-1 (50s 60s)

FMP Recommendation:

Prioritized Improvements Ph3
Renovation / Revitalization (Est ~2035 - 2037)
$16.0M (USD 2024)

Optimize prototype renovation design based on lessons learned from Maxwell Sheep Shed pilot. Consider packaging multiple schools in one contract to to garner improved quality, schedule, efficiency, and cost. *(Refer to FMP Reno Option B.)*

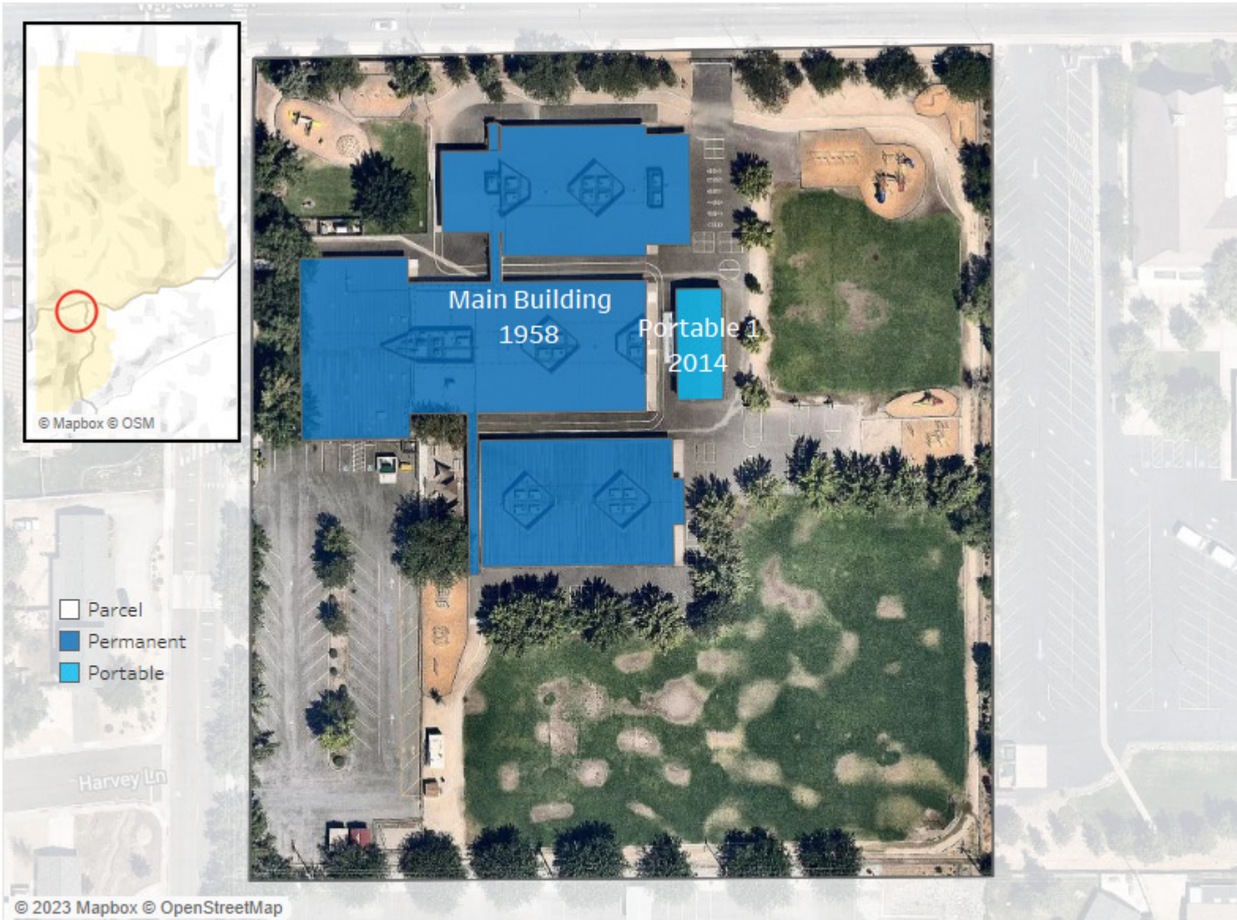
Bennett ES (Desert Skies / Hug)

1998 ES Pinwheel-2 (80s 90s 00s)

FMP Recommendation:

Prioritized Improvements Ph1
Renovation / Revitalization (Est ~2028 - 2029)
$7.8M (USD 2024)

Optimize prototype renovation design based on lessons learned from Mathews Pinwheel pilot. Consider packaging multiple schools in one contract to to garner improved quality, schedule, efficiency, and cost. *(Refer to FMP Hug Option B.)*



Recommended Projects

Billinghurst MS (Billinghurst / McQueen)

1990 MS Courtyard (90s)

FMP Recommendation:

Prioritized Improvements Ph2

Renovation / Revitalization (Est ~2033 - 2035)

$31.3M (USD 2024)

Design Billinghurst as pilot renovation of courtyard middle school prototypes. *(Refer to FMP McQueen Option A.)*

Bohach ES (Sky Ranch / Spanish Springs)

2020 ES 2-Story L (10s 20s)

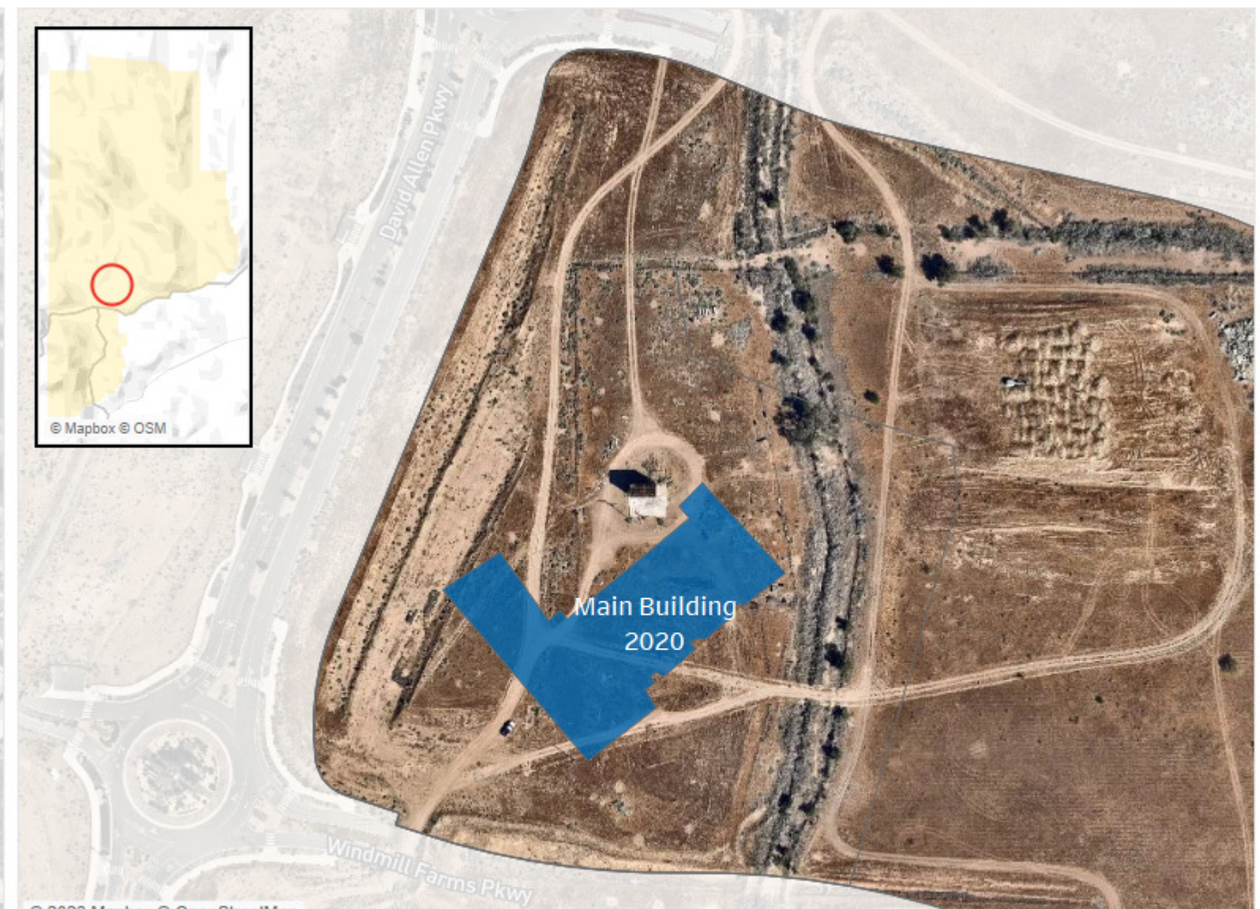
FMP Recommendation:

Prioritized Improvements Ph3

Maintenance (Est ~2038 - 2038)

$0.0M (USD 2024)

General maintenance and capital renewal to be scheduled on prioritized annual cycle based on WCSD's facility assessment program. Budget is accounted for separate from FMP. *(Refer to FMP Spanish Springs Option A.)*



Recommended Projects

Booth ES (Vaughn / Wooster)

1956 ES Baby Boomer-2 (50s 60s)

FMP Recommendation:

Trade-Up Projects

Reconstruction (Est ~2034 - 2037)

$56.0M (USD 2024)

Rebuild school like new on same campus. Phase construction for student safety and minimized disruption to educational program, using swign space in temporary buildings, at neighboring schools, and/or within building. Rezone students from Veterans Memorial and/or other area schools to new facility. *(Refer to FMP Wooster Option B.)*

Brown ES (Herz / Galena)

1989 ES Pinwheel-1 (80s 90s 00s)

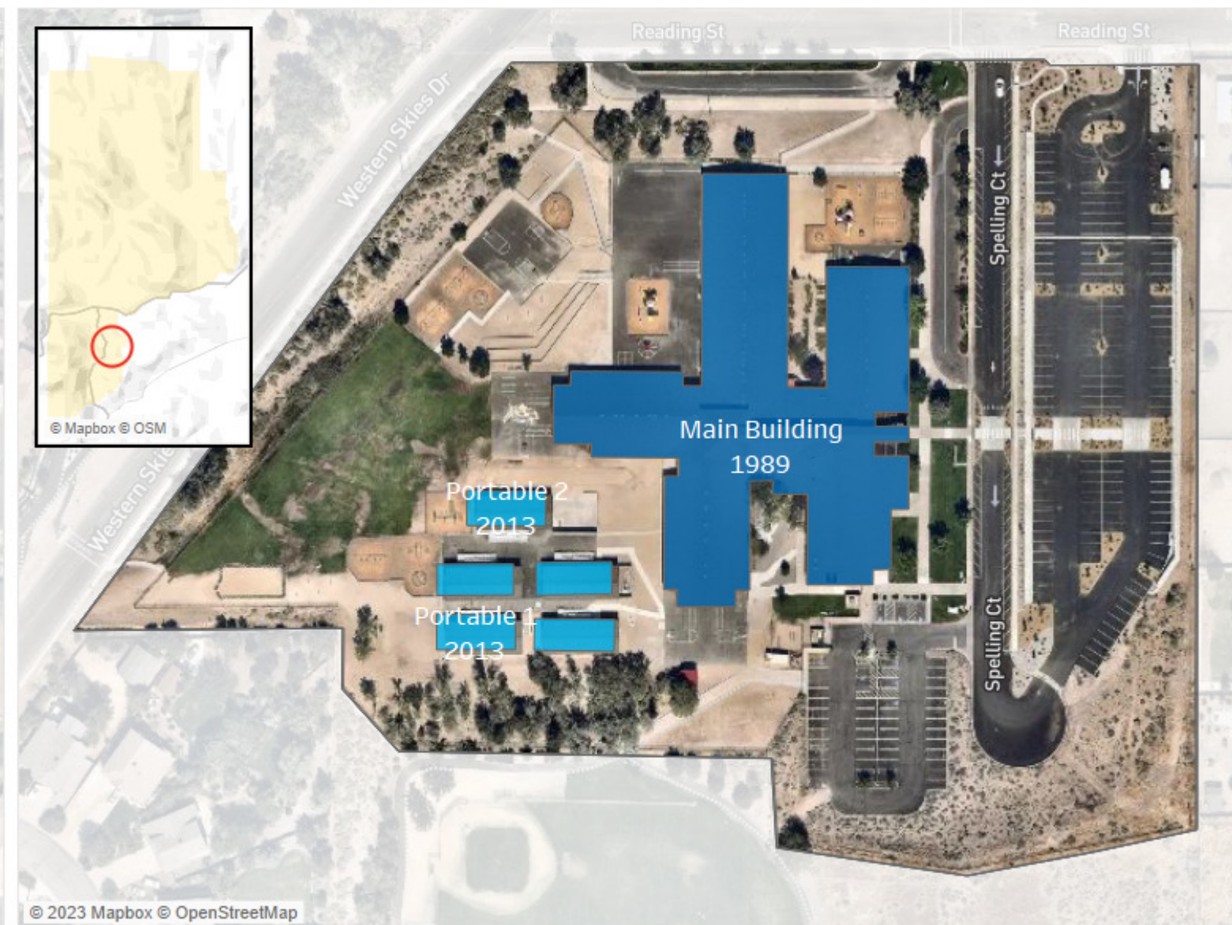
FMP Recommendation:

Prioritized Improvements Ph3

Renovation / Revitalization (Est ~2035 - 2036)

$8.5M (USD 2024)

Optimize prototype renovation design based on lessons learned from Mathews Pinwheel pilot. Consider packaging multiple schools in one contract to to garner improved quality, schedule, efficiency, and cost. *(Refer to FMP Galena Option A.)*



Recommended Projects

Cannan ES (Traner / Hug)

1961 ES Baby Boomer-1 (50s 60s)

FMP Recommendation:

Trade-Up Projects

Long Term Trade-Up (Est ~2037 - 2038)

$127.7M (USD 2024) *Long-term budget allowance for (10) Cannan, Dilworth, Drake, Dunn, Greenbrae, Lemelson, Mitchell, Lincoln P, Risley, & K Smith*

Reassess enrollment closer to time of Trade-Up implementation to determine which schools will be reconstructed, renovated, or repurposed. *(Refer to FMP Traner Sparks Dilworth Option C.)*

Caughlin Ranch ES (Swope / Reno)

1990 ES Pinwheel-1 (80s 90s 00s)

FMP Recommendation:

Prioritized Improvements Ph2

Renovation / Revitalization (Est ~2033 - 2034)

$6.7M (USD 2024)

Optimize prototype renovation design based on lessons learned from Mathews Pinwheel pilot. Consider packaging multiple schools in one contract to to garner improved quality, schedule, efficiency, and cost. *(Refer to FMP Reno Option B.)*

Recommended Projects

Clayton MS (Clayton / McQueen/Reno)

1965 One of a Kind

FMP Recommendation:

Prioritized Improvements Ph2

Renovation / Revitalization (Est ~2029 - 2031)

$30.3M (USD 2024)

Design renovations in collaboration with students and school community stakeholders. *(Refer to FMP Clayton Option B.)*

Cold Springs MS (Cold Springs / North Valleys)

2006 MS Courtyard (90s)

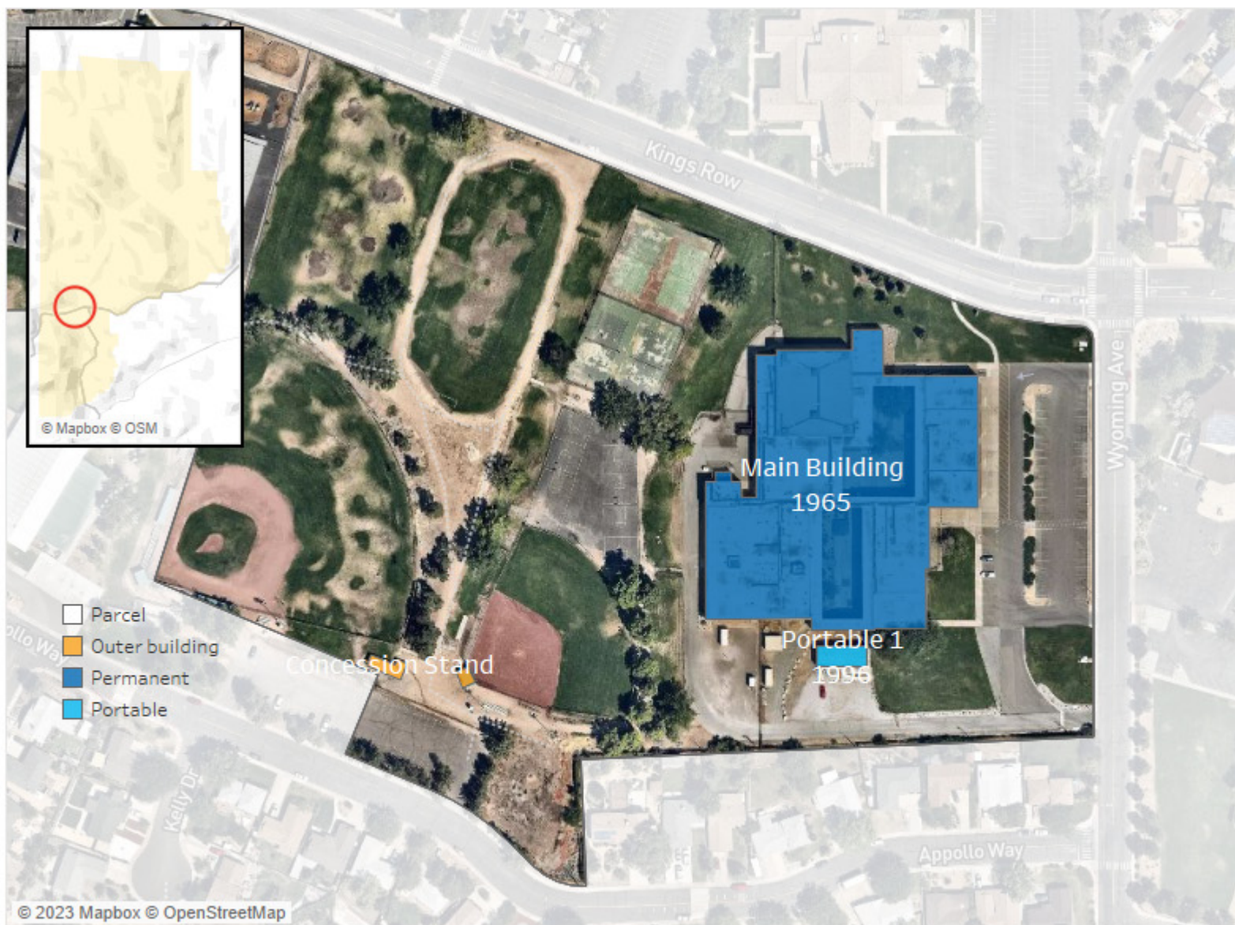
FMP Recommendation:

Prioritized Improvements Ph3

Renovation / Revitalization (Est ~2037 - 2038)

$13.8M (USD 2024)

Optimize Courtyard prototype renovation design based on lessons learned on Billinghurst pilot. Consider packaging multiple schools in one contract to to garner improved quality, schedule, efficiency, and cost. *(Refer to FMP North Valleys Option B.)*



Recommended Projects

Corbett ES (Vaughn / Wooster)

1959 ES Baby Boomer-1 (50s 60s)

FMP Recommendation:

Trade-Up Projects

Repurpose (Est ~2027 - 2028)

$2.1M (USD 2024)

Rezone to rebuilt Loder, ~2027, and incorporate Corbett site into plans for Wooster reconstruction project. Corbett could initially be used as swing space then later transitioned to support a new educational program related to Wooster, such as a Pre-K center which offers Wooster students a CTE pathway in early education at a living laboratory school adjacent to their school. *(Refer to FMP Wooster Option B.)*

Damonte Ranch HS (Damonte Ranch)

2003 HS Wedge (00s)

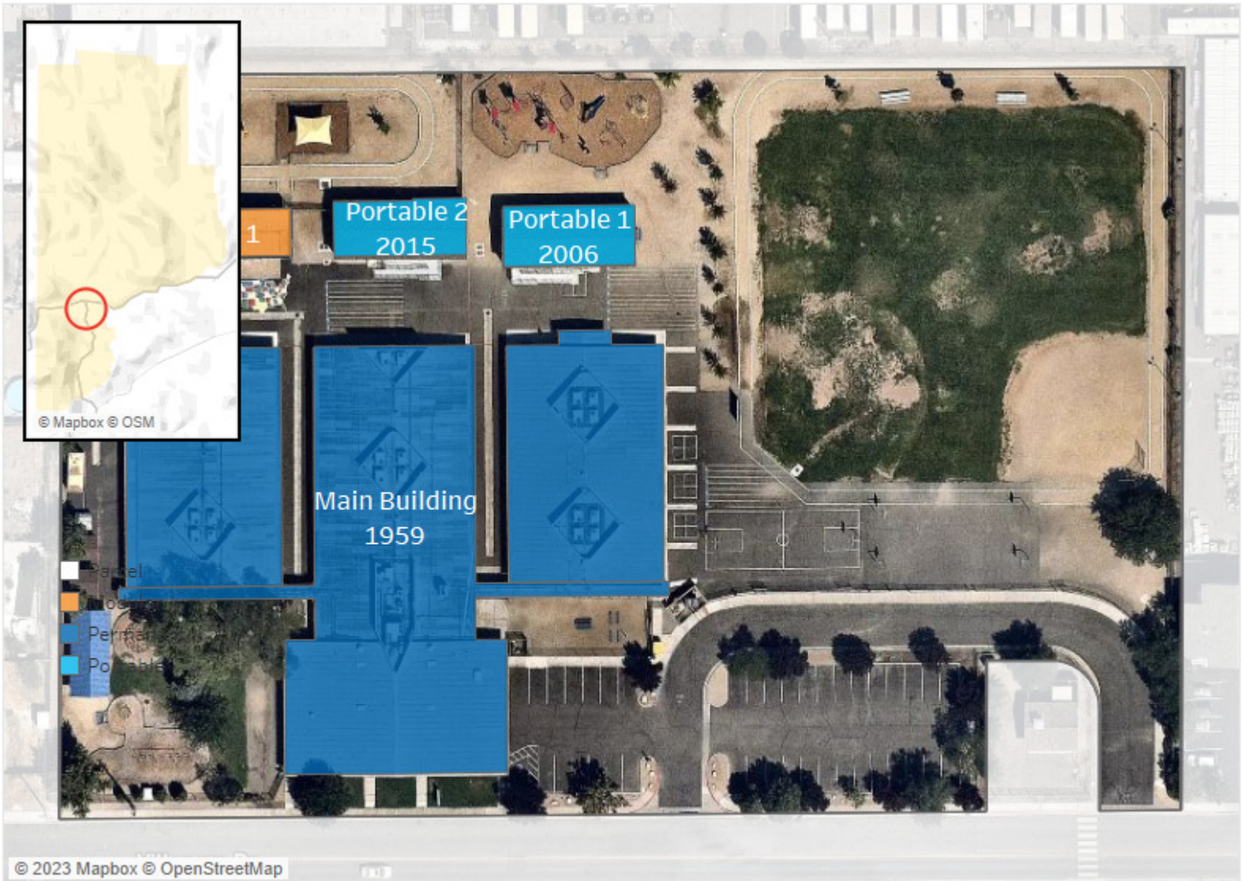
FMP Recommendation:

Prioritized Improvements Ph3

Renovation / Revitalization (Est ~2037 - 2038)

$24.8M (USD 2024)

Design renovated facilities in collaboration with community stakeholders to bring all schools up to WCSD standards (most recently implemented at the new Hug High School) with focus on safety, wellness, collaborative learning, special education services, and supports for new and enhanced educational program/s (e.g. STEM, CTE, Sustainability, Visual and Performing Arts, Alternative Education, etc.) *(Refer to FMP High Schools Option A.)*



Recommended Projects

Depoali MS (Depoali / Damonte Ranch)

2009 MS Current 00s (10s 20s)

FMP Recommendation:

Prioritized Improvements Ph3

Maintenance (Est ~2038 - 2038)

$0.0M (USD 2024)

General maintenance and capital renewal to be scheduled on prioritized annual cycle based on WCSD's facility assessment program. Budget is accounted for separate from FMP. *(Refer to FMP Damonte Ranch Option A.)*

Desert Heights ES (O'Brien / North Valleys)

1994 ES Pinwheel-2 (80s 90s 00s)

FMP Recommendation:

Prioritized Improvements Ph1

Renovation / Revitalization (Est ~2028 - 2029)

$8.5M (USD 2024)

Optimize prototype renovation design based on lessons learned from Mathews Pinwheel pilot. Consider packaging multiple schools in one contract to to garner improved quality, schedule, efficiency, and cost. *(Refer to FMP North Valleys Elem Option B.)*

Recommended Projects

Desert Skies MS (Desert Skies / Hug)

2019 MS Current 00s (10s 20s)

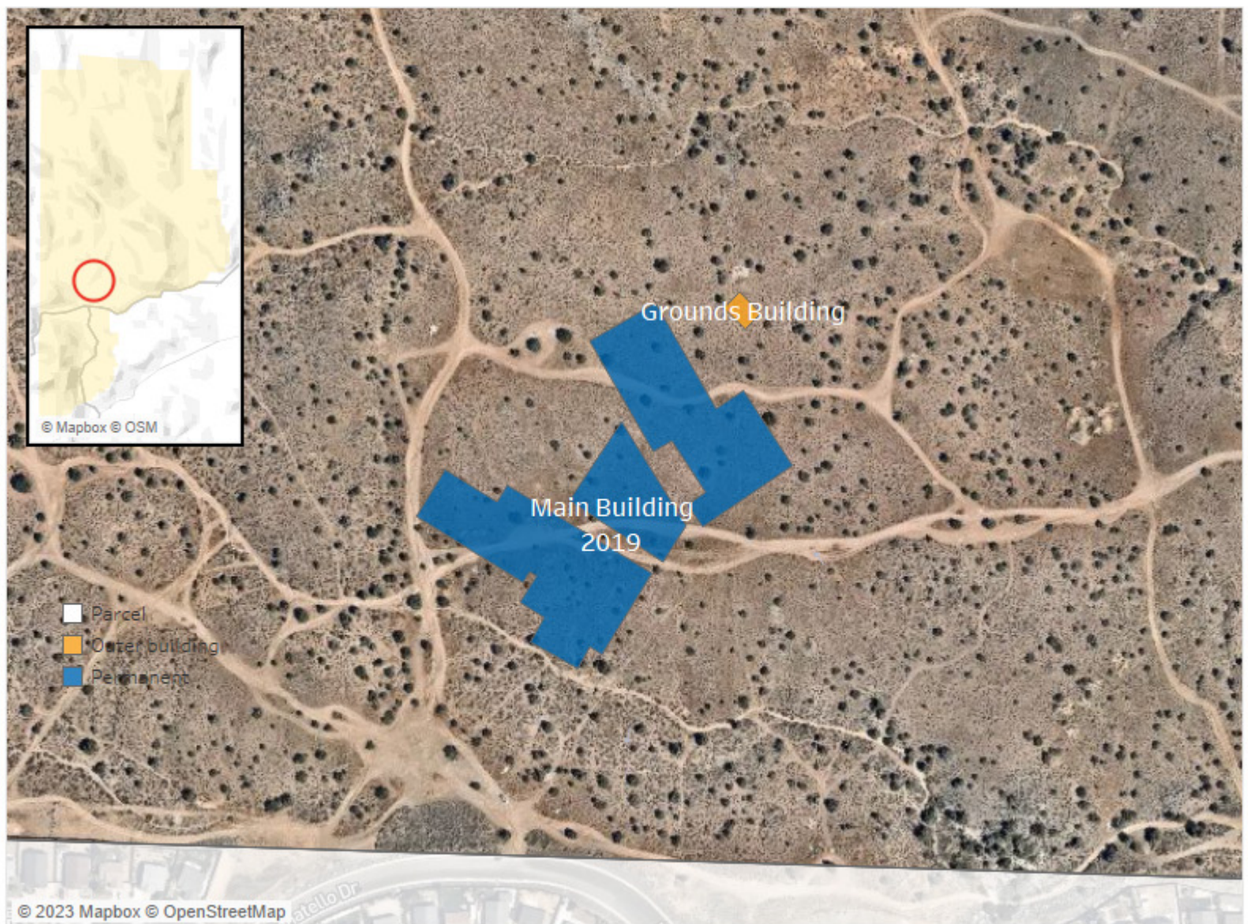
FMP Recommendation:

Prioritized Improvements Ph3

Maintenance (Est ~2038 - 2038)

$0.0M (USD 2024)

General maintenance and capital renewal to be scheduled on prioritized annual cycle based on WCSD's facility assessment program. Budget is accounted for separate from FMP. *(Refer to FMP Hug Option B.)*



Diedrichsen ES (Mendive / Reed)

1981 ES Pod (80s)

FMP Recommendation:

Prioritized Improvements Ph2

Renovation / Revitalization (Est ~2032 - 2034)

$10.7M (USD 2024)

Optimize prototype renovation design based on lessons learned from Palmer Pod pilot. Consider packaging multiple schools in one contract to to garner improved quality, schedule, efficiency, and cost. *(Refer to FMP Reed Option A.)*

Recommended Projects

Dilworth MS (Dilworth / Sparks/Reed)

1961 MS Wing (50s 60s)

FMP Recommendation:

Trade-Up Projects

Long Term Trade-Up (Est ~2032 - 2034)

$127.7M (USD 2024) *Long-term budget allowance for (10) Cannan, Dilworth, Drake, Dunn, Greenbrae, Lemelson, Mitchell, Lincoln P, Risley, & K Smith*

Reassess enrollment closer to time of Trade-Up implementation to determine which schools will be reconstructed, renovated, or repurposed. *(Refer to FMP Traner Sparks Dilworth Option C.)*

Dodson ES (Pine / Wooster)

1982 ES Pod (80s)

FMP Recommendation:

Trade-Up Projects

Repurpose (Est ~2028 - 2029)

$2.4M (USD 2024)

Upon completion of Pine's reconstruction, ~2028, as either a new elementary school (FMP Option B), or new PK-8 school (Option C), pending outcome of 2024 PK-8 Task Force study, rezone students to new school on Pine campus. Work with community to determine other uses for Smithridge, for which there is a renovation budget allowance. *(Refer to FMP Pine Option B.)*

Recommended Projects

Donner Springs ES (Pine / Damonte Ranch/Wooster)

1996 ES Pinwheel-2 (80s 90s 00s)

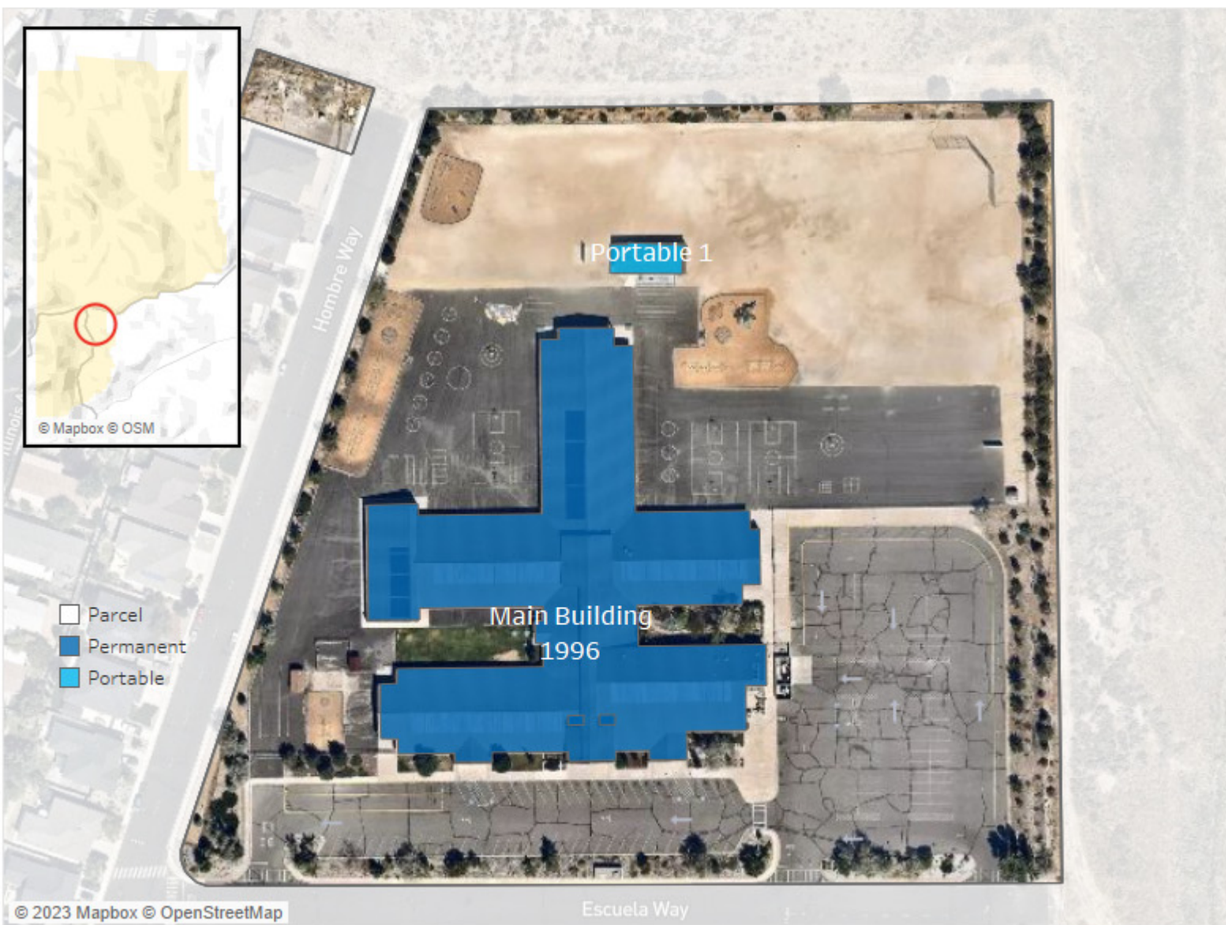
FMP Recommendation:

Prioritized Improvements Ph3

Renovation / Revitalization (Est ~2035 - 2036)

$8.2M (USD 2024)

Optimize prototype renovation design based on lessons learned from Mathews Pinwheel pilot. Consider packaging multiple schools in one contract to to garner improved quality, schedule, efficiency, and cost. *(Refer to FMP Pine Option B.)*



Double Diamond ES (Depoali / Damonte Ranch)

2002 ES Pinwheel-2 (80s 90s 00s)

FMP Recommendation:

Prioritized Improvements Ph3

Renovation / Revitalization (Est ~2035 - 2036)

$7.5M (USD 2024)

Optimize prototype renovation design based on lessons learned from Mathews Pinwheel pilot. Consider packaging multiple schools in one contract to to garner improved quality, schedule, efficiency, and cost. *(Refer to FMP Damonte Ranch Option A.)*

Recommended Projects

Drake ES (Dilworth / Sparks)

1960 ES Baby Boomer-1 (50s 60s)

FMP Recommendation:

Trade-Up Projects

Long Term Trade-Up (Est ~2036 - 2038)

$127.7M (USD 2024) *Long-term budget allowance for (10) Cannan, Dilworth, Drake, Dunn, Greenbrae, Lemelson, Mitchell, Lincoln P, Risley, & K Smith*

Reassess enrollment closer to time of Trade-Up implementation to determine which schools will be reconstructed, renovated, or repurposed. *(Refer to FMP Traner Sparks Dilworth Option C.)*

DSCTA HS-CTE (Districtwide)

1968 HS Campus (60s)

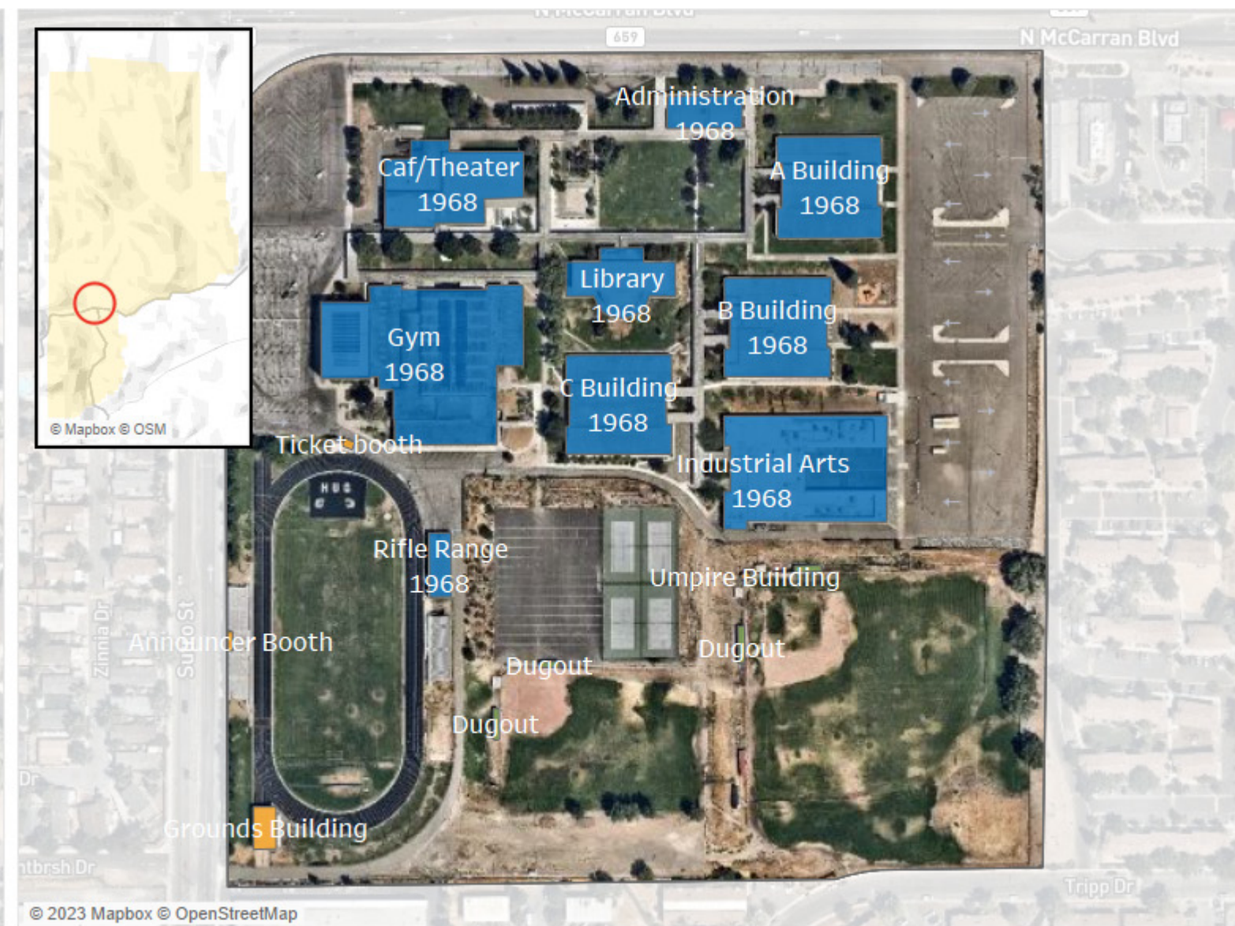
FMP Recommendation:

Legacy Projects

Reconstruction (Est ~2024 - 2025)

$0.0M (USD 2024)

Complete transformation of old Hug High School as new districtwide signature school for Career Tech Ed. *(Refer to FMP High Schools Option A.)*



Recommended Projects

Duncan ES (Traner / Hug)

1957 ES Baby Boomer-1 (50s 60s)

FMP Recommendation:

Trade-Up Projects

Repurpose (Est ~2030 - 2031)

$2.0M (USD 2024)

Upon completion of Traner's reconstruction, ~2030, as either a new elementary school (FMP Option C), or new PK-8 school (Option D), pending outcome of 2024 PK-8 Task Force study, rezone students to new school on Traner campus. Work with community to determine other uses for Smithridge, for which there is a renovation budget allowance. *(Refer to FMP Traner Sparks Dilworth Option C.)*

Dunn ES (Dilworth / Reed)

1960 ES Baby Boomer-1 (50s 60s)

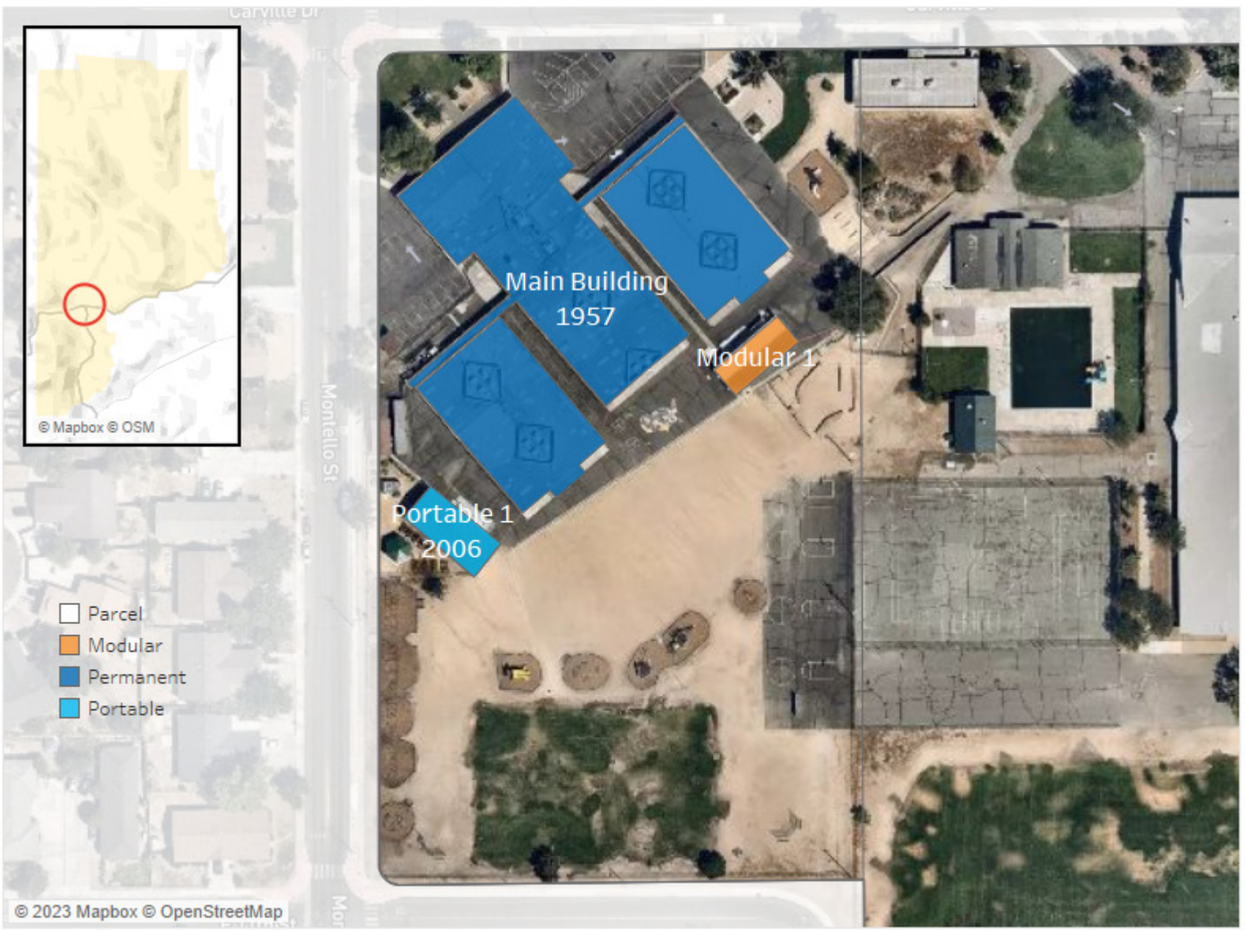
FMP Recommendation:

Trade-Up Projects

Long Term Trade-Up (Est ~2036 - 2038)

$127.7M (USD 2024) *Long-term budget allowance for (10) Cannan, Dilworth, Drake, Dunn, Greenbrae, Lemelson, Mitchell, Lincoln P, Risley, & K Smith*

Reassess enrollment closer to time of Trade-Up implementation to determine which schools will be reconstructed, renovated, or repurposed. *(Refer to FMP Traner Sparks Dilworth Option C.)*



Recommended Projects

Elmcrest ES (Clayton / McQueen/Reno)

1959 One of a Kind

FMP Recommendation:

Trade-Up Projects

Long Term Trade-Up (Est ~2037 - 2038)

$59.9M (USD 2024) *Long-term budget allowance for (3) Elmcrest, Peavine, & Warner*

Reassess enrollment closer to time of Trade-Up implementation to determine which schools will be reconstructed, renovated, or repurposed. *(Refer to FMP Clayton Option B.)*

Galena HS (Galena)

1992 HS Courtyard (70s 80s)

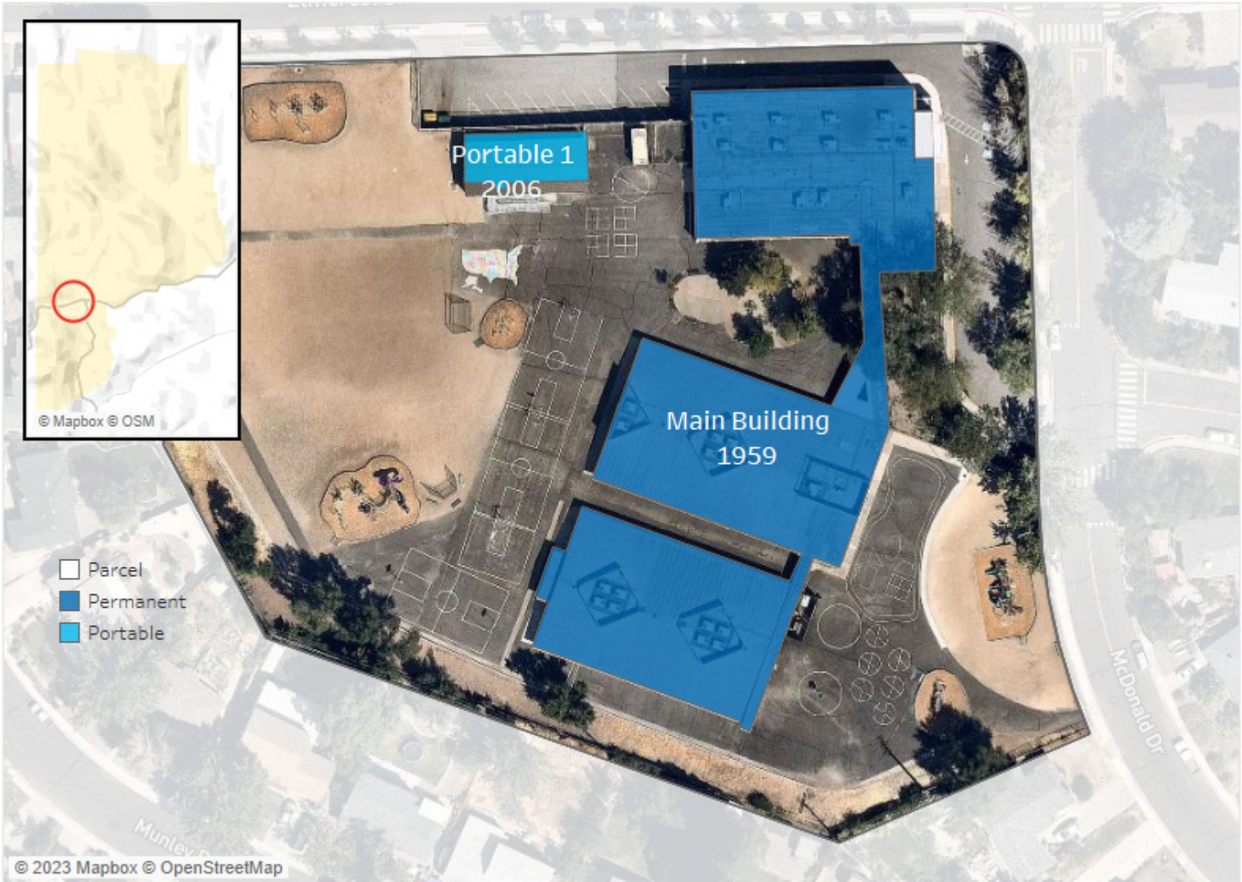
FMP Recommendation:

Prioritized Improvements Ph3

Renovation / Revitalization (Est ~2034 - 2036)

$54.0M (USD 2024)

Design renovated facilities in collaboration with community stakeholders to bring all schools up to WCSD standards (most recently implemented at the new Hug High School) with focus on safety, wellness, collaborative learning, special education services, and supports for new and enhanced educational program/s (e.g. STEM, CTE, Sustainability, Visual and Performing Arts, Alternative Education, etc.) *(Refer to FMP High Schools Option A.)*



Recommended Projects

Gerlach ESMSHS (Gerlach / Gerlach)

1956 One of a Kind

FMP Recommendation:

Prioritized Improvements Ph1

Continued Study & Engagement (Est ~2025 - 2027)

$12.4M (USD 2024)

Commission a 3-6 month independent study with local representatives from geographically-remote schools to provide recommendations to BOT for action by end of 2024 to inform decisions for capital projects. *(Refer to FMP Remote Option A.)*

Gomes ES (Cold Springs / North Valleys)

1981 ES Pod (80s)

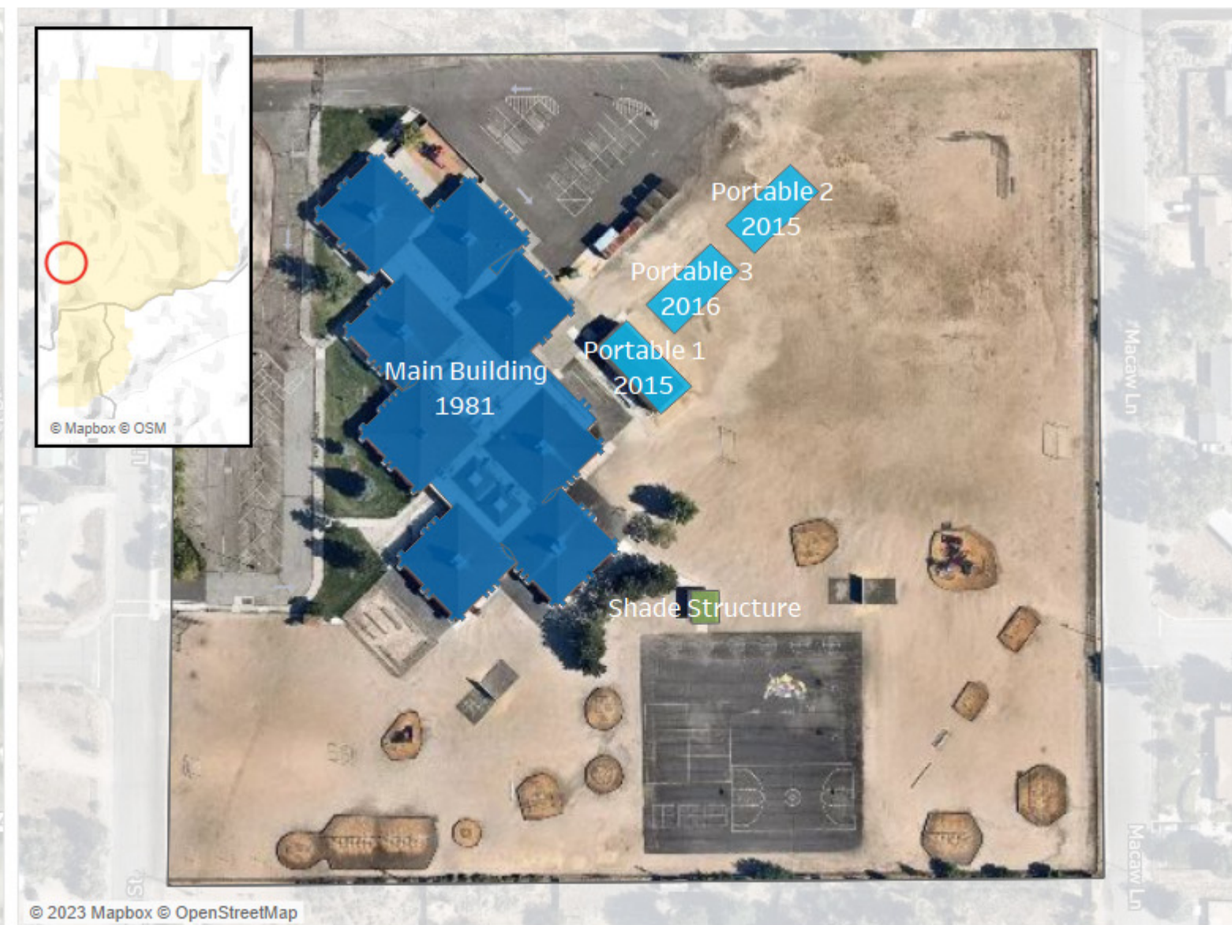
FMP Recommendation:

Prioritized Improvements Ph2

Renovation / Revitalization (Est ~2032 - 2034)

$12.4M (USD 2024)

Optimize prototype renovation design based on lessons learned from Palmer Pod pilot. Consider packaging multiple schools in one contract to to garner improved quality, schedule, efficiency, and cost. *(Refer to FMP North Valleys Elem Option B.)*



Recommended Projects

Gomm ES (Swope / Reno)

1966 ES Baby Boomer-3 (50s 60s)

FMP Recommendation:

Prioritized Improvements Ph3

Renovation / Revitalization (Est ~2035 - 2037)

$17.6M (USD 2024)

Optimize prototype renovation design based on lessons learned from Maxwell Sheep Shed pilot. Consider packaging multiple schools in one contract to to garner improved quality, schedule, efficiency, and cost. *(Refer to FMP Reno Option B.)*

Greenbrae ES (Dilworth / Sparks)

1955 One of a Kind

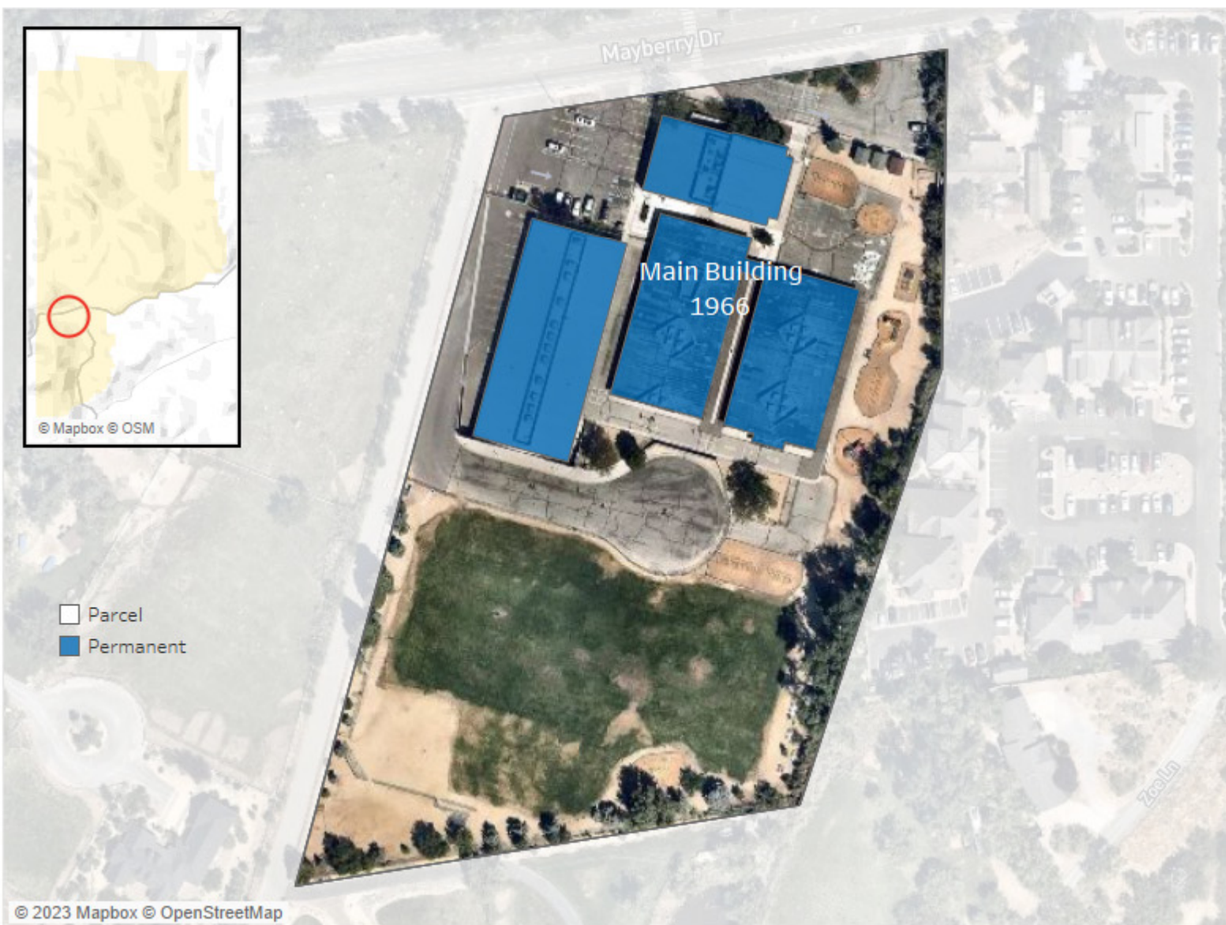
FMP Recommendation:

Trade-Up Projects

Long Term Trade-Up (Est ~2034 - 2035)

$127.7M (USD 2024) *Long-term budget allowance for (10) Cannan, Dilworth, Drake, Dunn, Greenbrae, Lemelson, Mitchell, Lincoln P, Risley, & K Smith*

Reassess enrollment closer to time of Trade-Up implementation to determine which schools will be reconstructed, renovated, or repurposed. *(Refer to FMP Traner Sparks Dilworth Option C.)*



Recommended Projects

Hall ES (Shaw / Spanish Springs)

2006 ES Pinwheel-3 (80s 90s 00s)

FMP Recommendation:

Prioritized Improvements Ph2

Renovation / Revitalization (Est ~2033 - 2034)

$8.2M (USD 2024)

Optimize prototype renovation design based on lessons learned from Mathews Pinwheel pilot. Consider packaging multiple schools in one contract to to garner improved quality, schedule, efficiency, and cost. *(Refer to FMP Spanish Springs Option A.)*

Herz MS (Herz / Galena)

2020 MS Current 00s (10s 20s)

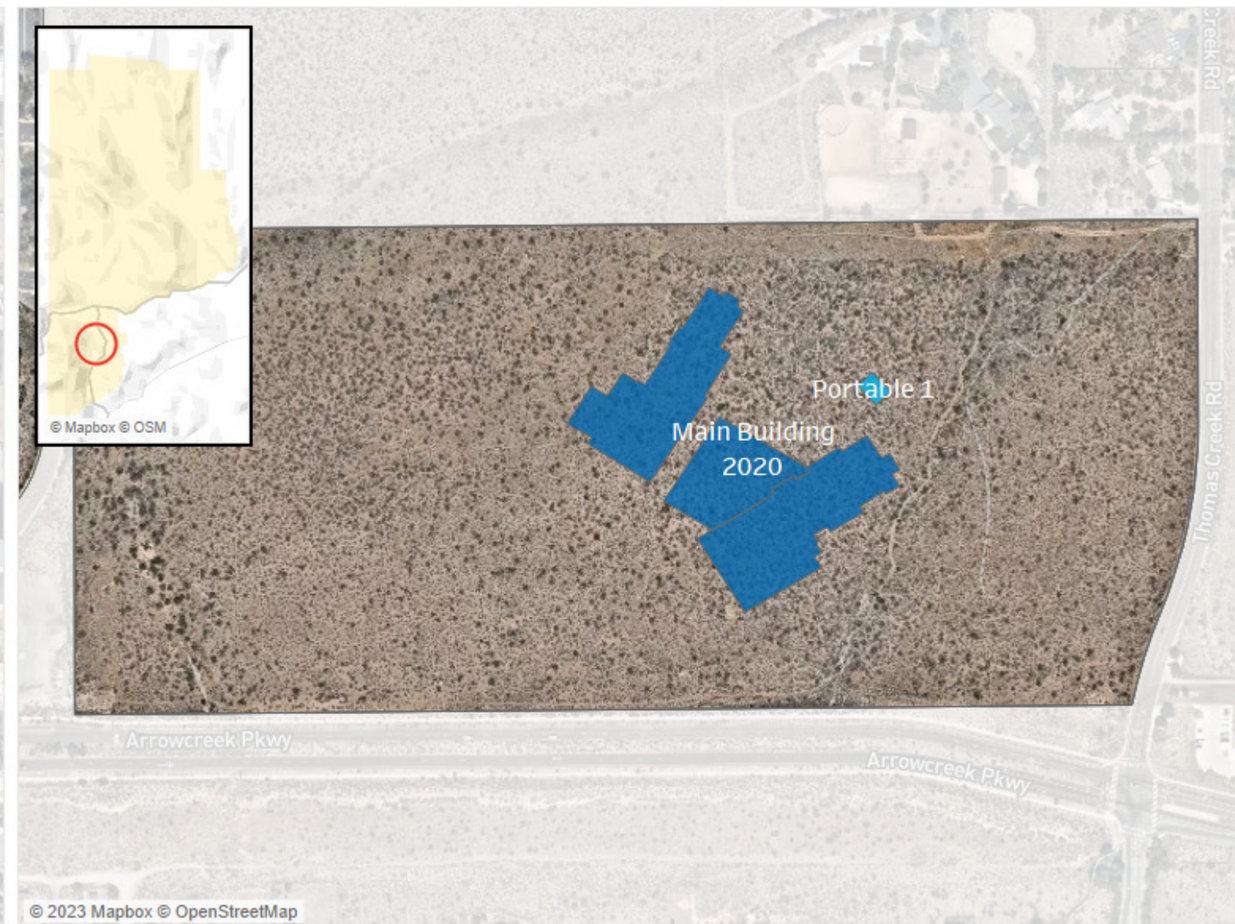
FMP Recommendation:

Prioritized Improvements Ph3

Maintenance (Est ~2038 - 2038)

$0.0M (USD 2024)

General maintenance and capital renewal to be scheduled on prioritized annual cycle based on WCSD's facility assessment program. Budget is accounted for separate from FMP. *(Refer to FMP Galena Option A.)*



Recommended Projects

Hidden Valley ES (Pine / Wooster)

1989 ES Pinwheel-1 (80s 90s 00s)

FMP Recommendation:

Prioritized Improvements Ph2

Renovation / Revitalization (Est ~2031 - 2032)

$7.2M (USD 2024)

Optimize prototype renovation design based on lessons learned from Mathews Pinwheel pilot. Consider packaging multiple schools in one contract to to garner improved quality, schedule, efficiency, and cost. *(Refer to FMP Pine Option B.)*

Huffaker ES (Pine / Reno)

1989 ES Pinwheel-1 (80s 90s 00s)

FMP Recommendation:

Prioritized Improvements Ph3

Renovation / Revitalization (Est ~2035 - 2036)

$6.4M (USD 2024)

Optimize prototype renovation design based on lessons learned from Mathews Pinwheel pilot. Consider packaging multiple schools in one contract to to garner improved quality, schedule, efficiency, and cost. *(Refer to FMP Pine Option B.)*

Recommended Projects

Hug HS (Hug)

2022 One of a Kind

FMP Recommendation:

Prioritized Improvements Ph3
Maintenance (Est ~2038 - 2038)
$0.0M (USD 2024)

General maintenance and capital renewal to be scheduled on prioritized annual cycle based on WCSD's facility assessment program. Budget is accounted for separate from FMP. *(Refer to FMP High Schools Option A.)*

Hunsberger ES (Herz / Galena)

1997 ES Pinwheel-2 (80s 90s 00s)

FMP Recommendation:

Prioritized Improvements Ph3
Renovation / Revitalization (Est ~2037 - 2038)
$7.9M (USD 2024)

Optimize prototype renovation design based on lessons learned from Mathews Pinwheel pilot. Consider packaging multiple schools in one contract to to garner improved quality, schedule, efficiency, and cost. *(Refer to FMP Galena Option A.)*

Recommended Projects

Hunter Lake ES (Swope / Reno)

1955 ES Baby Boomer-2 (50s 60s)

FMP Recommendation:

Prioritized Improvements Ph2

Renovation / Revitalization (Est ~2029 - 2031)

$15.3M (USD 2024)

Optimize prototype renovation design based on lessons learned from Maxwell Sheep Shed pilot. Consider packaging multiple schools in one contract to to garner improved quality, schedule, efficiency, and cost. *(Refer to FMP Reno Option B.)*

Incline Elementary ES (Incline / Incline)

2003 One of a Kind

FMP Recommendation:

Prioritized Improvements Ph1

Continued Study & Engagement (Est ~2025 - 2027)

$25.1M (USD 2024)

Commission a 3-6 month independent study with local representatives from geographically-remote schools to provide recommendations to BOT for action by end of 2024 to inform decisions for capital projects. *(Refer to FMP Remote Option A.)*

Recommended Projects

Incline High HS (Incline / Incline)

1968 One of a Kind

FMP Recommendation:

Prioritized Improvements Ph3

Continued Study & Engagement (Est ~2034 - 2036)

$11.4M (USD 2024)

Commission a 3-6 month independent study with local representatives from geographically-remote schools to provide recommendations to BOT for action by end of 2024 to inform decisions for capital projects. *(Refer to FMP Remote Option A.)*

Incline Middle MS (Incline / Incline)

1981 One of a Kind

FMP Recommendation:

Prioritized Improvements Ph2

Continued Study & Engagement (Est ~2030 - 2032)

$20.3M (USD 2024)

Commission a 3-6 month independent study with local representatives from geographically-remote schools to provide recommendations to BOT for action by end of 2024 to inform decisions for capital projects. *(Refer to FMP Remote Option A.)*

Recommended Projects

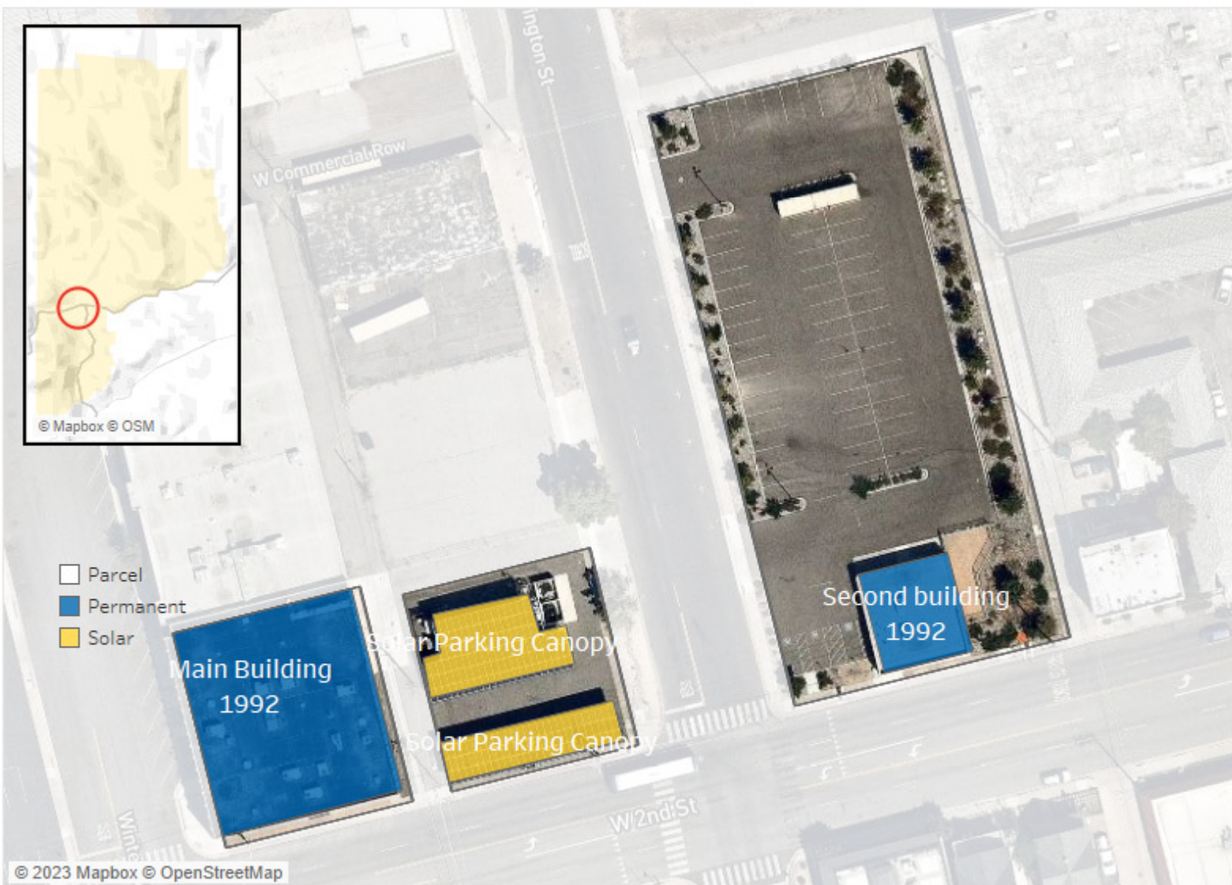
Innovations Other (Districtwide)

1992 One of a Kind

FMP Recommendation:

Special & Alternative Ed
Renovation / Revitalization (Est ~2025 - 2026)
$8.9M (USD 2024)

Initiate an Alternative Education Master Plan in with the Council of Great City Schools in which WCSD Curriculum and Instruction and school leadership define systemwide Whole Child wellness strategy and define projects countywide. Design renovations in collaboration with students and school community stakeholders. Consider renovations or relocation to alternate larger site. *(Refer to FMP Districtwide Option A.)*



Inskeep ES (Cold Springs / North Valleys)

2021 ES 2-Story L (10s 20s)

FMP Recommendation:

Prioritized Improvements Ph3
Maintenance (Est ~2038 - 2038)
$0.0M (USD 2024)

General maintenance and capital renewal to be scheduled on prioritized annual cycle based on WCSD's facility assessment program. Budget is accounted for separate from FMP. *(Refer to FMP North Valleys Elem Option B.)*

Recommended Projects

Inspire Other (Districtwide)

1986 One of a Kind

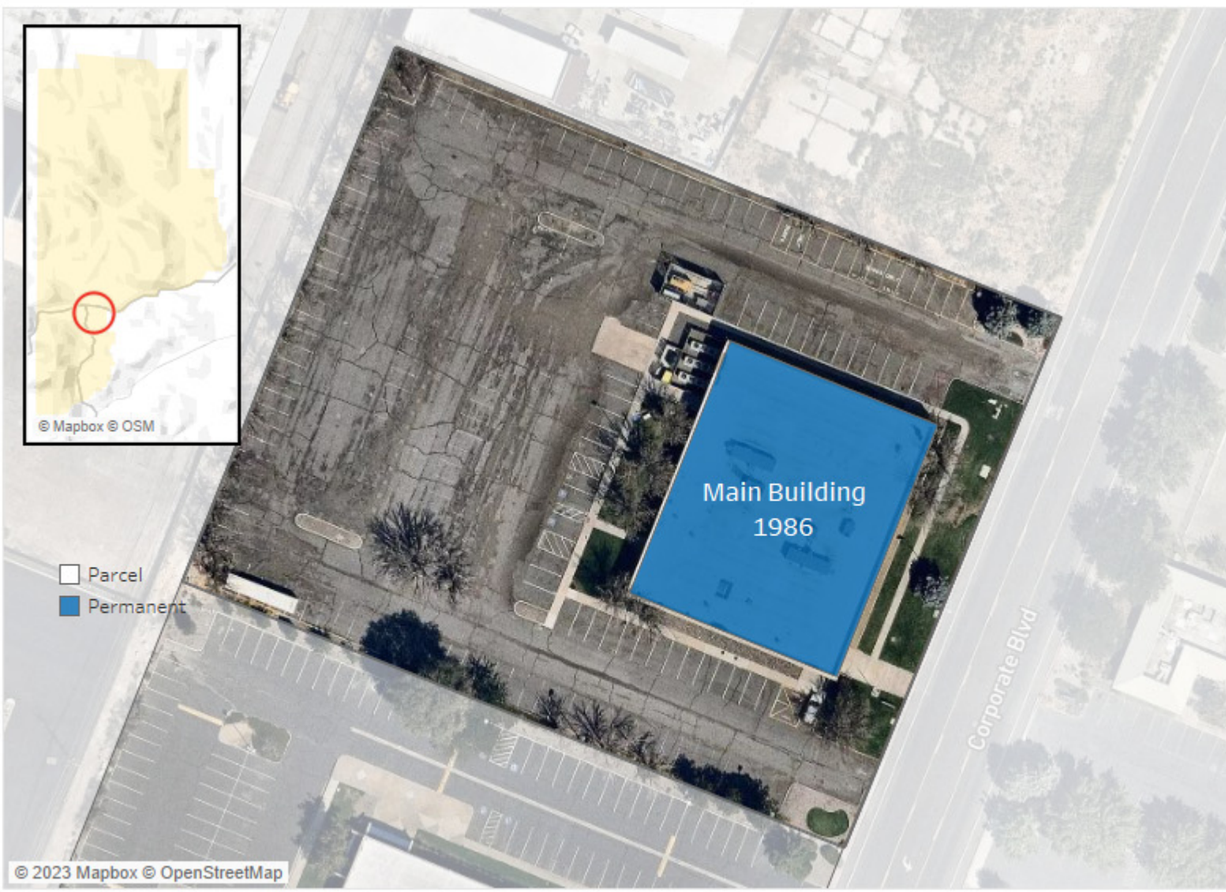
FMP Recommendation:

Special & Alternative Ed

Renovation / Revitalization (Est ~2025 - 2026)

$6.6M (USD 2024)

Initiate an Alternative Education Master Plan in with the Council of Great City Schools in which WCSD Curriculum and Instruction and school leadership define systemwide Whole Child wellness strategy and define projects countywide. Design renovations in collaboration with students and school community stakeholders. Include renovations and space for outdoor learning. *(Refer to FMP Districtwide Option A.)*



Juniper ES (Mendive / Reed)

1964 ES Baby Boomer-1 (50s 60s)

FMP Recommendation:

Prioritized Improvements Ph2

Renovation / Revitalization (Est ~2029 - 2031)

$16.3M (USD 2024)

Optimize prototype renovation design based on lessons learned from Maxwell Sheep Shed pilot. Consider packaging multiple schools in one contract to to garner improved quality, schedule, efficiency, and cost. *(Refer to FMP Reed Option A.)*

Recommended Projects

Lemelson ES (Traner / Hug)

1949 One of a Kind

FMP Recommendation:

Trade-Up Projects

Long Term Trade-Up (Est ~2030 - 2031)

$127.7M (USD 2024) *Long-term budget allowance for (10) Cannan, Dilworth, Drake, Dunn, Greenbrae, Lemelson, Mitchell, Lincoln P, Risley, & K Smith*

Reassess enrollment closer to time of Trade-Up implementation to determine which schools will be reconstructed, renovated, or repurposed. *(Refer to FMP Traner Sparks Dilworth Option C.)*

Lemmon Valley ES (O'Brien / North Valleys)

1964 ES Baby Boomer-3 (50s 60s)

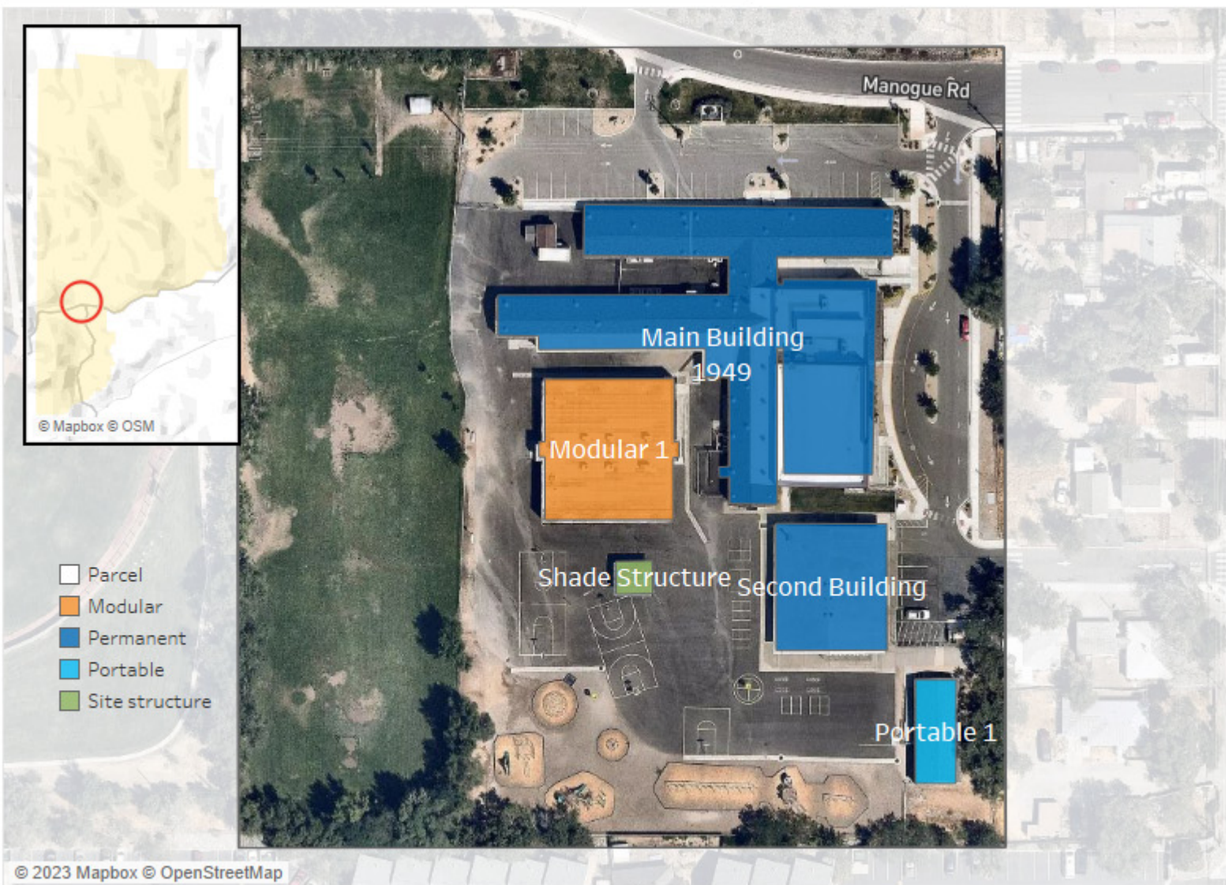
FMP Recommendation:

Prioritized Improvements Ph2

Reconstruction (Est ~2031 - 2033)

$48.0M (USD 2024)

Rebuild school like new on same campus. Phase construction for student safety and minimized disruption to educational program, using swign space in temporary buildings, at neighboring schools, and/or within building. *(Refer to FMP North Valleys Elem Option B.)*



Recommended Projects

Lenz ES (Herz / Galena)

1981 ES Pod (80s)

FMP Recommendation:

Prioritized Improvements Ph2

Renovation / Revitalization (Est ~2032 - 2034)

$11.5M (USD 2024)

Optimize prototype renovation design based on lessons learned from Palmer Pod pilot. Consider packaging multiple schools in one contract to to garner improved quality, schedule, efficiency, and cost. *(Refer to FMP Galena Option A.)*

Lincoln Park ES (Dilworth / Sparks)

1957 ES Baby Boomer-1 (50s 60s)

FMP Recommendation:

Trade-Up Projects

Long Term Trade-Up (Est ~2034 - 2035)

$127.7M (USD 2024) *Long-term budget allowance for (10) Cannan, Dilworth, Drake, Dunn, Greenbrae, Lemelson, Mitchell, Lincoln P, Risley, & K Smith*

Reassess enrollment closer to time of Trade-Up implementation to determine which schools will be reconstructed, renovated, or repurposed. *(Refer to FMP Traner Sparks Dilworth Option C.)*

Recommended Projects

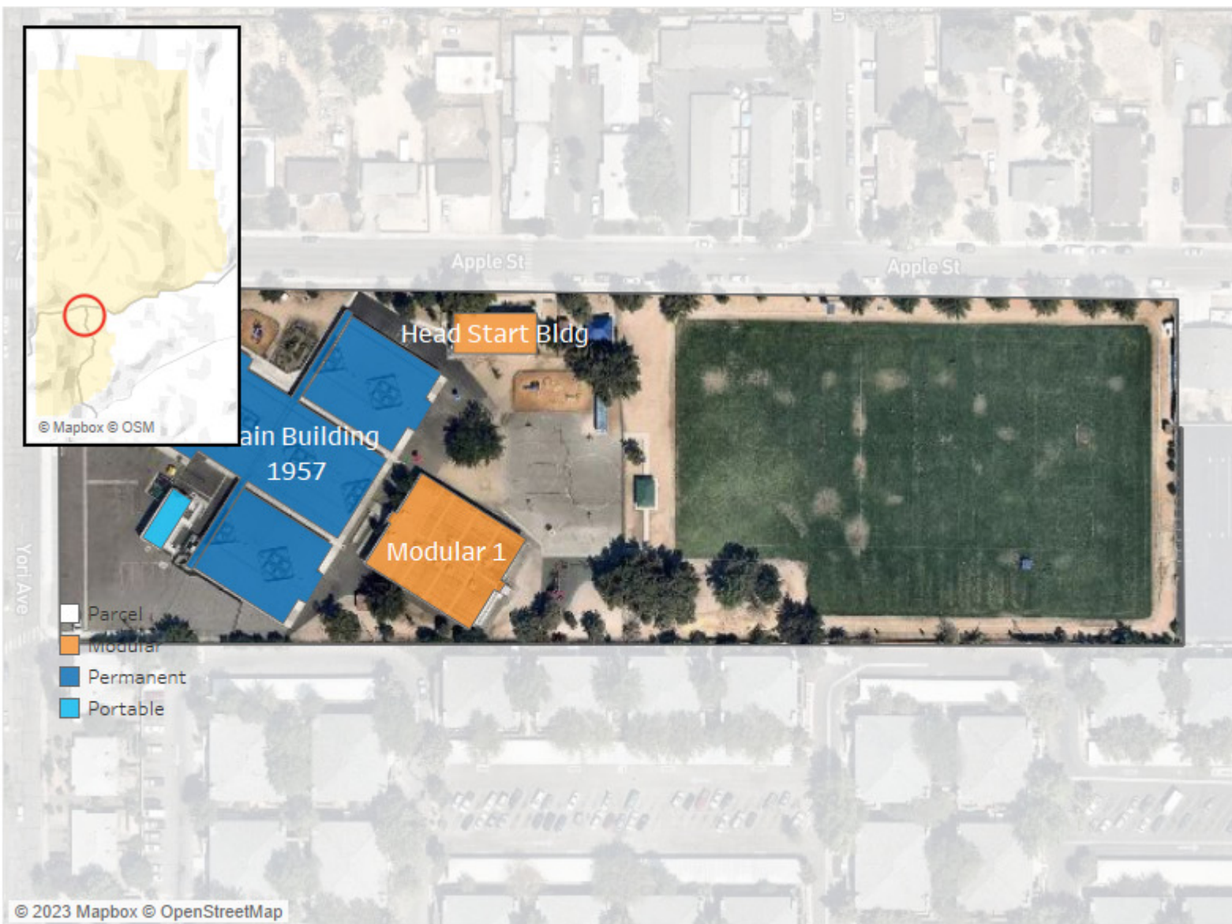
Loder ES (Vaughn / Wooster)

1957 ES Baby Boomer-2 (50s 60s)

FMP Recommendation:

Trade-Up Projects
Reconstruction (Est ~2024 - 2027)
$56.0M (USD 2024)

Rebuild school like new on same campus. Phase construction for student safety and minimized disruption to educational program, using swign space in temporary buildings, at neighboring schools, and/or within building. Rezone students from Corbett and/or other area schools to new facility. *(Refer to FMP Wooster Option B.)*



Mathews ES (Traner / Hug)

1997 ES Pinwheel-2 (80s 90s 00s)

FMP Recommendation:

Prioritized Improvements Ph1
Renovation / Revitalization (Est ~2024 - 2026)
$8.1M (USD 2024)

Pilot renovation of pinwheel elementary prototype. *(Refer to FMP Traner Sparks Dilworth Option C.)*

Recommended Projects

Maxwell ES (Sparks / Sparks)

1958 ES Baby Boomer-1 (50s 60s)

FMP Recommendation:

Prioritized Improvements Ph1
Renovation / Revitalization (Est ~2024 - 2027)
$17.1M (USD 2024)

Pilot renovation of Sheep Shed elementary prototype. *(Refer to FMP Traner Sparks Dilworth Option C.)*

McQueen HS (McQueen)

1985 HS Courtyard (70s 80s)

FMP Recommendation:

Prioritized Improvements Ph1
Renovation / Revitalization (Est ~2027 - 2030)
$77.0M (USD 2024)

Design renovated facilities in collaboration with community stakeholders to bring all schools up to WCSD standards (most recently implemented at the new Hug High School) with focus on safety, wellness, collaborative learning, special education services, and supports for new and enhanced educational program/s (e.g. STEM, CTE, Sustainability, Visual and Performing Arts, Alternative Education, etc.) Include building additions to replace outdated portables and enable redesign of interior of existing buildings. *(Refer to FMP High Schools Option A.)*

Recommended Projects

Melton ES (Billinghurst / McQueen)

2002 ES Pinwheel-2 (80s 90s 00s)

FMP Recommendation:

Prioritized Improvements Ph2

Renovation / Revitalization (Est ~2031 - 2032)

$7.5M (USD 2024)

Optimize prototype renovation design based on lessons learned from Mathews Pinwheel pilot. Consider packaging multiple schools in one contract to to garner improved quality, schedule, efficiency, and cost. *(Refer to FMP McQueen Option A.)*

Mendive MS (Mendive / Reed)

1995 MS Courtyard (90s)

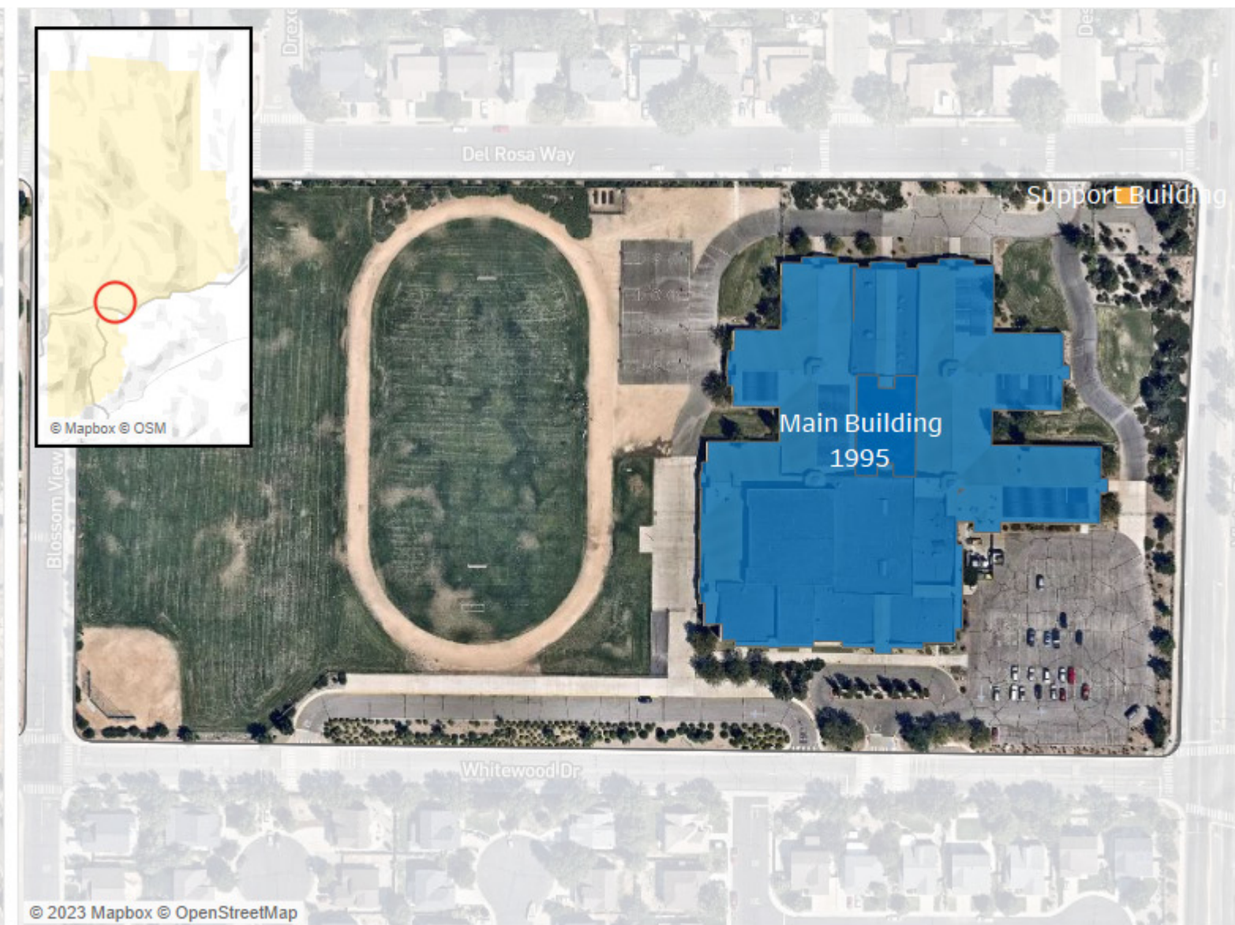
FMP Recommendation:

Prioritized Improvements Ph3

Renovation / Revitalization (Est ~2036 - 2038)

$31.9M (USD 2024)

Optimize Courtyard prototype renovation design based on lessons learned on Billinghurst pilot. Consider packaging multiple schools in one contract to to garner improved quality, schedule, efficiency, and cost. *(Refer to FMP Reed Option A.)*



Recommended Projects

Mitchell ES (Sparks / Sparks)

1937 One of a Kind

FMP Recommendation:

Trade-Up Projects

Long Term Trade-Up (Est ~2034 - 2035)

$127.7M (USD 2024) *Long-term budget allowance for (10) Cannan, Dilworth, Drake, Dunn, Greenbrae, Lemelson, Mitchell, Lincoln P, Risley, & K Smith*

Reassess enrollment closer to time of Trade-Up implementation to determine which schools will be reconstructed, renovated, or repurposed. *(Refer to FMP Traner Sparks Dilworth Option C.)*

Moss ES (Mendive / Reed)

1992 ES Pinwheel-1 (80s 90s 00s)

FMP Recommendation:

Prioritized Improvements Ph2

Renovation / Revitalization (Est ~2031 - 2032)

$7.7M (USD 2024)

Optimize prototype renovation design based on lessons learned from Mathews Pinwheel pilot. Consider packaging multiple schools in one contract to to garner improved quality, schedule, efficiency, and cost. *(Refer to FMP Reed Option A.)*

Recommended Projects

Mt Rose ES (Swope / Reno)

1911 One of a Kind

FMP Recommendation:

Prioritized Improvements Ph2

Renovation / Revitalization (Est ~2030 - 2032)

$10.9M (USD 2024)

Design renovations in collaboration with students and school community stakeholders. *(Refer to FMP Reno Option B.)*

Natchez ES (Mendive / Reed)

1972 One of a Kind

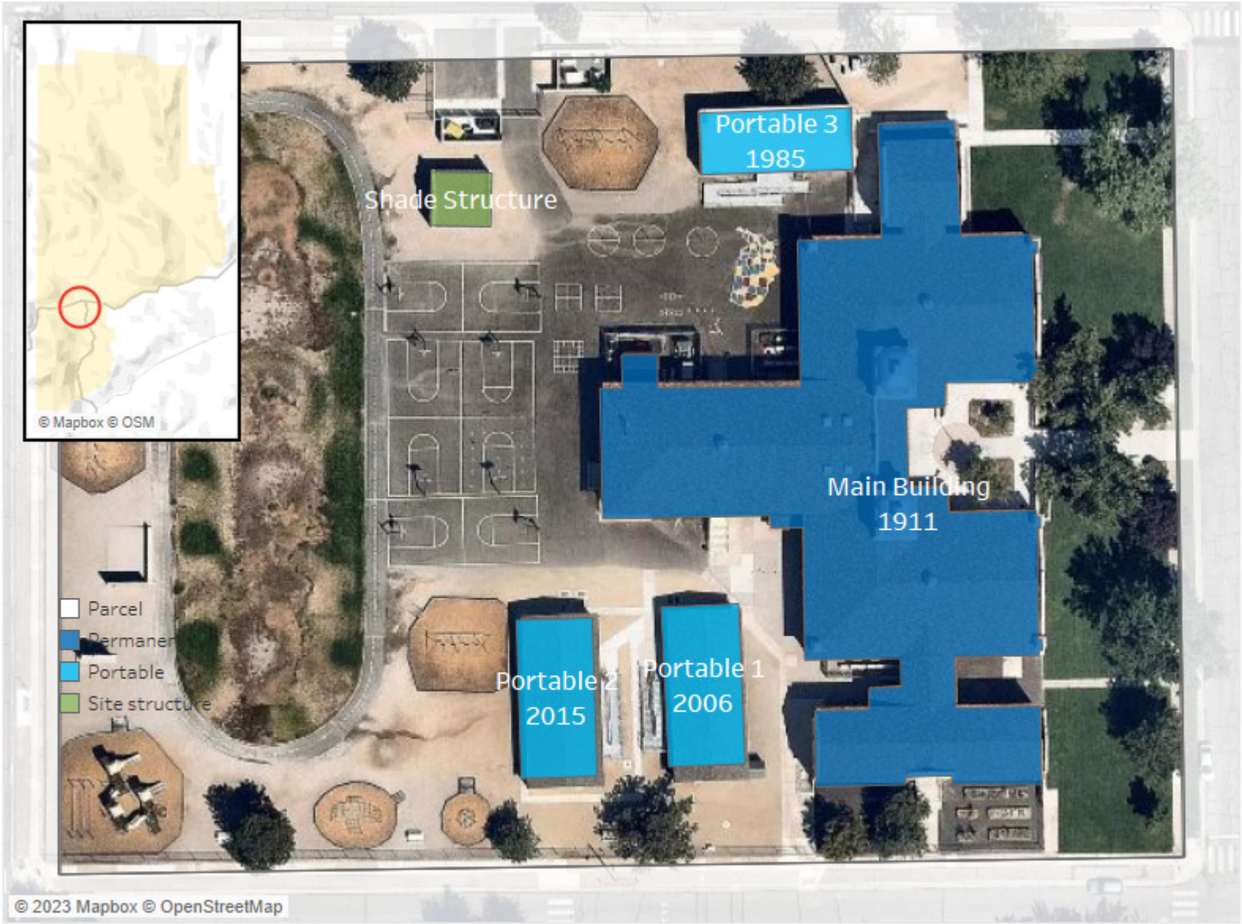
FMP Recommendation:

Prioritized Improvements Ph1

Continued Study & Engagement (Est ~2025 - 2027)

$9.5M (USD 2024)

Commission a 3-6 month independent study with local representatives from geographically-remote schools to provide recommendations to BOT for action by end of 2024 to inform decisions for capital projects. *(Refer to FMP Remote Option A.)*



Recommended Projects

North Valleys HS (North Valleys)

2001 HS Wedge (00s)

FMP Recommendation:

Managed Growth

Renovation / Revitalization (Est ~2024 - 2026)

$105.1M (USD 2024)

Design renovated facilities in collaboration with community stakeholders to bring all schools up to WCSD standards (most recently implemented at the new Hug High School) with focus on safety, wellness, collaborative learning, special education services, and supports for new and enhanced educational program/s (e.g. STEM, CTE, Sustainability, Visual and Performing Arts, Alternative Education, etc.) Include building additions to replace portables and enable redesign of interior of existing buildings. *(Refer to FMP North Valleys Option B.)*

O'Brien MS (O'Brien / North Valleys)

2022 One of a Kind

FMP Recommendation:

Prioritized Improvements Ph3

Maintenance (Est ~2038 - 2038)

$0.0M (USD 2024)

General maintenance and capital renewal to be scheduled on prioritized annual cycle based on WCSD's facility assessment program. Budget is accounted for separate from FMP. *(Refer to FMP North Valleys Option B.)*

Recommended Projects

Palmer ES (Desert Skies / Hug)

1981 ES Pod (80s)

FMP Recommendation:

Prioritized Improvements Ph1

Renovation / Revitalization (Est ~2024 - 2027)

$11.7M (USD 2024)

Pilot renovation of pod elementary prototype. *(Refer to FMP Hug Option B.)*

Peavine ES (Clayton / Reno)

1955 ES Baby Boomer-2 (50s 60s)

FMP Recommendation:

Trade-Up Projects

Long Term Trade-Up (Est ~2034 - 2037)

$59.9M (USD 2024) *Long-term budget allowance for (3) Elmcrest, Peavine, & Warner*

Reassess enrollment closer to time of Trade-Up implementation to determine which schools will be reconstructed, renovated, or repurposed. *(Refer to FMP Clayton Option B.)*

Recommended Projects

Picollo (Districtwide)

1975 One of a Kind

FMP Recommendation:

Special & Alternative Ed

Renovation / Revitalization (Est ~2025 - 2027)

$18.6M (USD 2024)

Continue a Special Education Master Plan in collaboration with the Council of Great City Schools in which WCSD Curriculum and Instruction and school leadership to define systemwide strategy define projects to improve special education services countywide. Implement prioritized renovations at Piccolo School to include vocational training, parent spaces, and distance learning. Include renovations to other schools to improve outcomes for students receiving special education services. *(Refer to FMP Districtwide Option A.)*

Pine MS (Pine / Damonte Ranch/Wooster)

1976 MS Block (70s)

FMP Recommendation:

Trade-Up Projects

Reconstruction (Est ~2025 - 2028)

$81.0M (USD 2024)

Conduct PK-8 Task Force evaluation of PK-8 programs in 2024, then initiate design for reconstruction of Pine MS building for either a new elementary school (FMP Option B) or PK-8 (FMP Option C). After completion of reconstruction of Vaughn, vacate Pine and rezone students to Depoali, Herz, and New Vaughn. *(Refer to FMP Pine Option B.)*

Recommended Projects

Pleasant Valley ES (Herz / Galena)

1964 ES Baby Boomer-3 (50s 60s)

FMP Recommendation:

Prioritized Improvements Ph2
Renovation / Revitalization (Est ~2029 - 2031)
$17.3M (USD 2024)

Optimize prototype renovation design based on lessons learned from Maxwell Sheep Shed pilot. Consider packaging multiple schools in one contract to to garner improved quality, schedule, efficiency, and cost. *(Refer to FMP Galena Option A.)*

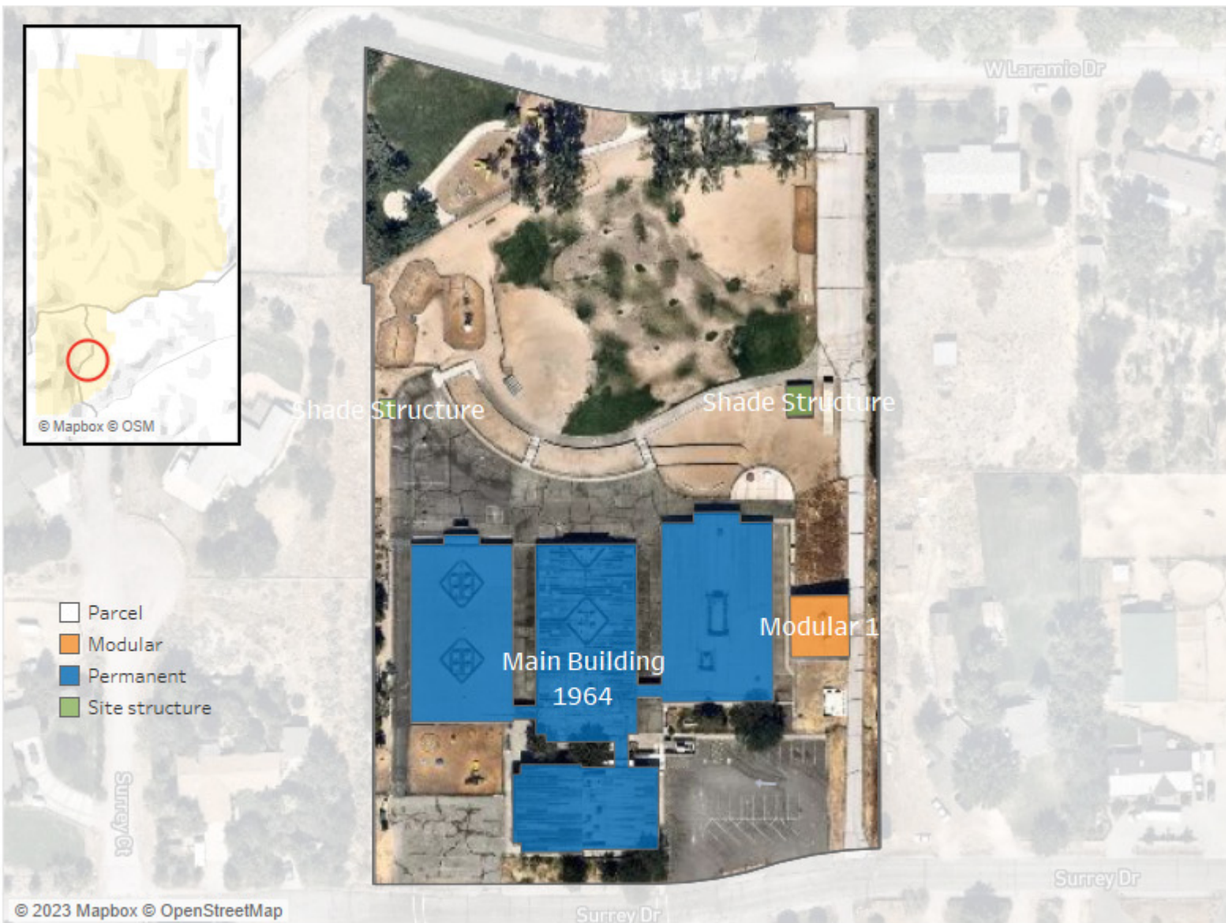
Poulakidas ES (Depoali / Damonte Ranch)

2019 ES 2-Story L (10s 20s)

FMP Recommendation:

Prioritized Improvements Ph3
Maintenance (Est ~2038 - 2038)
$0.0M (USD 2024)

General maintenance and capital renewal to be scheduled on prioritized annual cycle based on WCSD's facility assessment program. Budget is accounted for separate from FMP. *(Refer to FMP Damonte Ranch Option A.)*



Recommended Projects

Raw ES (Depoali / Damonte Ranch)

2023 ES 2-Story L (10s 20s)

FMP Recommendation:

Prioritized Improvements Ph3

Maintenance (Est ~2038 - 2038)

$0.0M (USD 2024)

General maintenance and capital renewal to be scheduled on prioritized annual cycle based on WCSD's facility assessment program. Budget is accounted for separate from FMP. *(Refer to FMP Damonte Ranch Option A.)*

Reed HS (Reed)

1974 HS Courtyard (70s 80s)

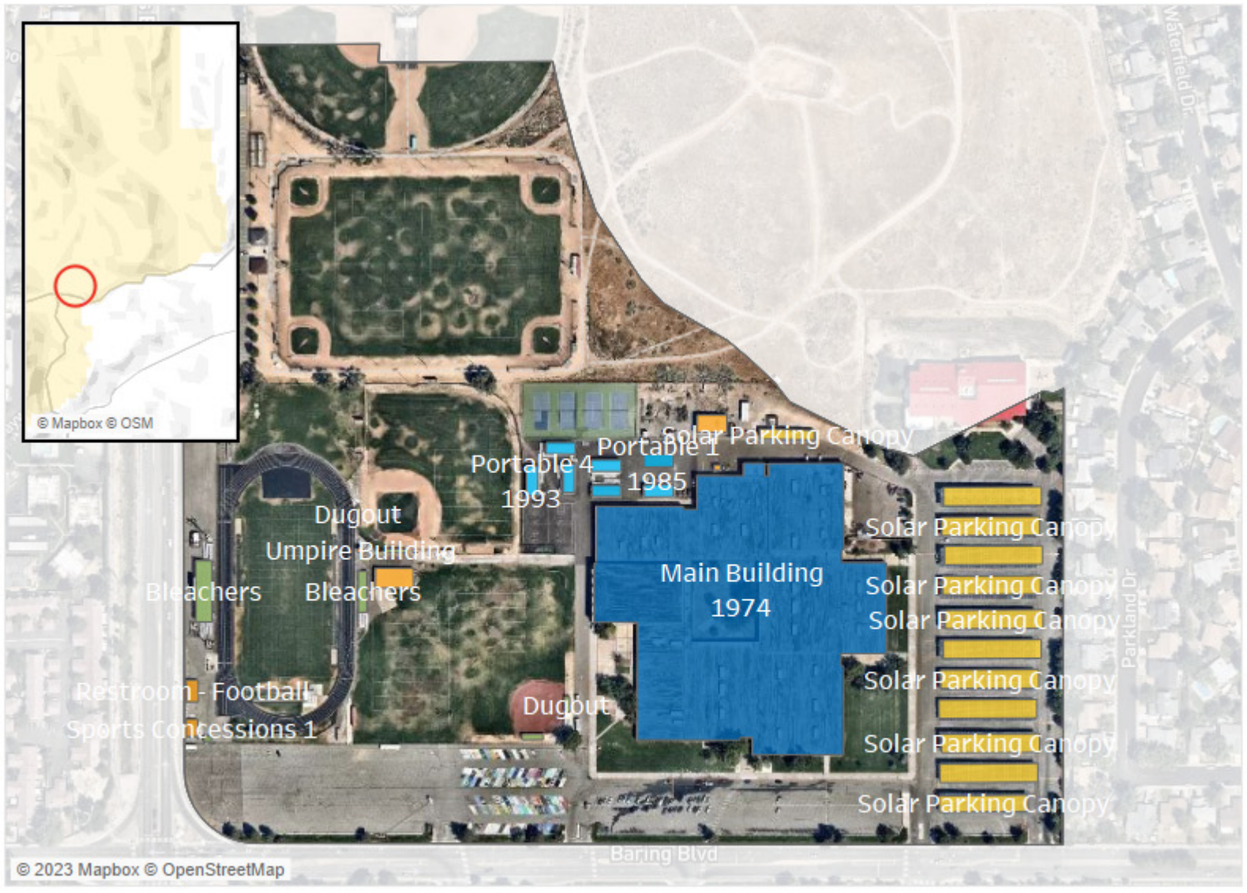
FMP Recommendation:

Prioritized Improvements Ph1

Renovation / Revitalization (Est ~2024 - 2026)

$90.4M (USD 2024)

Design renovated facilities in collaboration with community stakeholders to bring all schools up to WCSD standards (most recently implemented at the new Hug High School) with focus on safety, wellness, collaborative learning, special education services, and supports for new and enhanced educational program/s (e.g. STEM, CTE, Sustainability, Visual and Performing Arts, Alternative Education, etc.) *(Refer to FMP High Schools Option A.)*



Recommended Projects

Reno HS (Reno)

1951 One of a Kind

FMP Recommendation:

Prioritized Improvements Ph2

Renovation / Revitalization (Est ~2030 - 2034)

$76.1M (USD 2024)

Design renovated facilities in collaboration with community stakeholders to bring all schools up to WCSD standards (most recently implemented at the new Hug High School) with focus on safety, wellness, collaborative learning, special education services, and supports for new and enhanced educational program/s (e.g. STEM, CTE, Sustainability, Visual and Performing Arts, Alternative Education, etc.) Special consideration must be made as to preserving historic elements of the buildings. *(Refer to FMP High Schools Option A.)*

Risley ES (Sparks / Sparks)

1964 ES Baby Boomer-1 (50s 60s)

FMP Recommendation:

Trade-Up Projects

Long Term Trade-Up (Est ~2036 - 2038)

$127.7M (USD 2024) *Long-term budget allowance for (10) Cannan, Dilworth, Drake, Dunn, Greenbrae, Lemelson, Mitchell, Lincoln P, Risley, & K Smith*

Reassess enrollment closer to time of Trade-Up implementation to determine which schools will be reconstructed, renovated, or repurposed. *(Refer to FMP Traner Sparks Dilworth Option C.)*

Recommended Projects

Sepulveda ES (Sky Ranch / Reed)

2006 ES Pinwheel-3 (80s 90s 00s)

FMP Recommendation:

Prioritized Improvements Ph3

Renovation / Revitalization (Est ~2037 - 2038)

$8.4M (USD 2024)

Optimize prototype renovation design based on lessons learned from Mathews Pinwheel pilot. Consider packaging multiple schools in one contract to to garner improved quality, schedule, efficiency, and cost. *(Refer to FMP Reed Option A.)*

Shaw MS (Shaw / Spanish Springs)

2004 MS Courtyard (90s)

FMP Recommendation:

Prioritized Improvements Ph3

Renovation / Revitalization (Est ~2036 - 2038)

$34.2M (USD 2024)

Optimize Courtyard prototype renovation design based on lessons learned on Billinghurst pilot. Consider packaging multiple schools in one contract to to garner improved quality, schedule, efficiency, and cost. *(Refer to FMP Spanish Springs Option A.)*

Recommended Projects

Silver Lake ES (Cold Springs / North Valleys)

1989 ES Pinwheel-1 (80s 90s 00s)

FMP Recommendation:

Prioritized Improvements Ph1

Renovation / Revitalization (Est ~2028 - 2029)

$7.0M (USD 2024)

Optimize prototype renovation design based on lessons learned from Mathews Pinwheel pilot. Consider packaging multiple schools in one contract to to garner improved quality, schedule, efficiency, and cost. *(Refer to FMP North Valleys Elem Option B.)*

Sky Ranch MS (Sky Ranch / Spanish Springs/Reed)

2019 MS Current 00s (10s 20s)

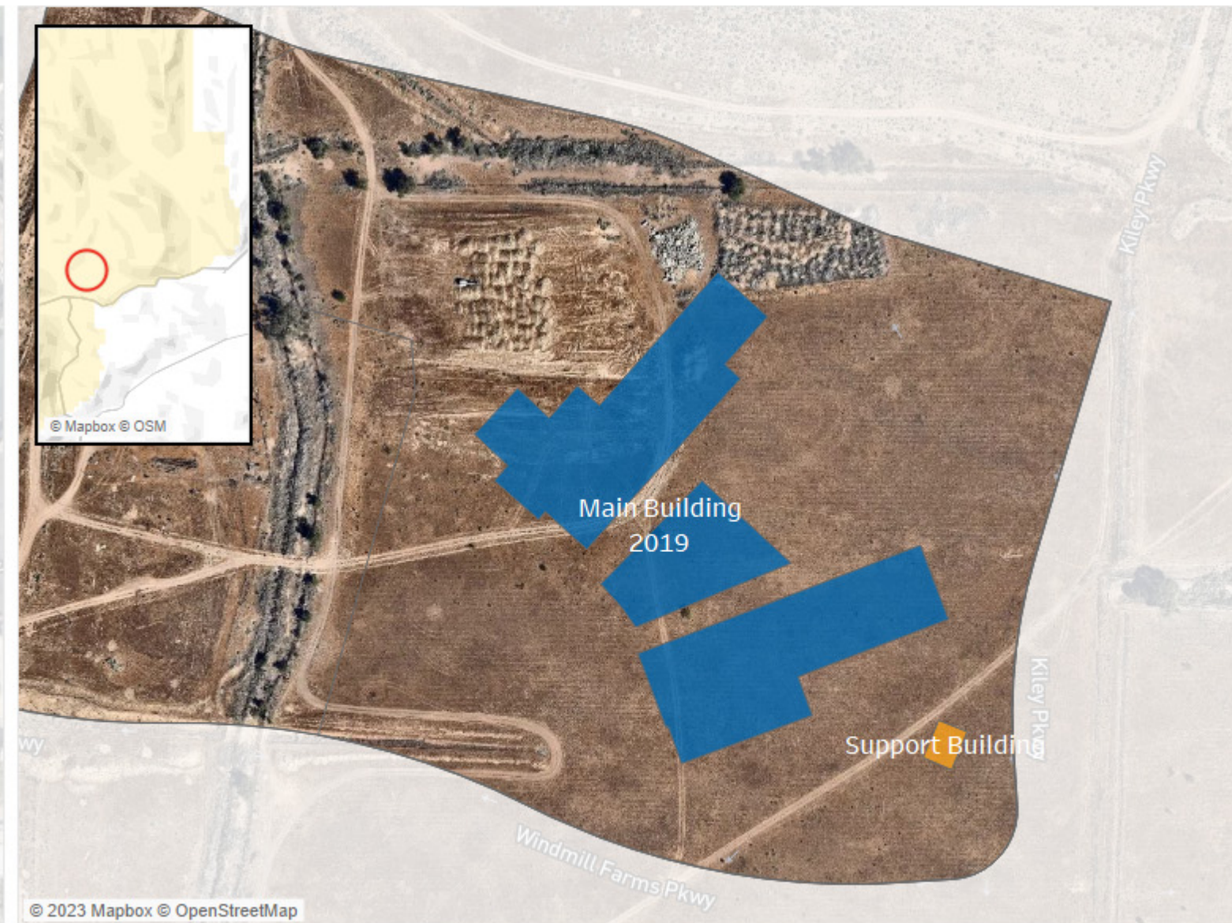
FMP Recommendation:

Prioritized Improvements Ph3

Maintenance (Est ~2038 - 2038)

$0.0M (USD 2024)

General maintenance and capital renewal to be scheduled on prioritized annual cycle based on WCSD's facility assessment program. Budget is accounted for separate from FMP. *(Refer to FMP Spanish Springs Option A.)*



Recommended Projects

Smith, Alice ES (O'Brien / North Valleys)

1990 ES Pinwheel-1 (80s 90s 00s)

FMP Recommendation:

Prioritized Improvements Ph1

Renovation / Revitalization (Est ~2028 - 2029)

$8.4M (USD 2024)

Optimize prototype renovation design based on lessons learned from Mathews Pinwheel pilot. Consider packaging multiple schools in one contract to to garner improved quality, schedule, efficiency, and cost. *(Refer to FMP North Valleys Elem Option B.)*

Smith, Kate ES (Sparks / Sparks)

1963 One of a Kind

FMP Recommendation:

Trade-Up Projects

Long Term Trade-Up (Est ~2034 - 2035)

$127.7M (USD 2024) *Long-term budget allowance for (10) Cannan, Dilworth, Drake, Dunn, Greenbrae, Lemelson, Mitchell, Lincoln P, Risley, & K Smith*

Reassess enrollment closer to time of Trade-Up implementation to determine which schools will be reconstructed, renovated, or repurposed. *(Refer to FMP Traner Sparks Dilworth Option C.)*

Recommended Projects

Smithridge ES (Pine / Damonte Ranch/Wooster)

1965 ES Baby Boomer-3 (50s 60s)

FMP Recommendation:

Trade-Up Projects

Repurpose (Est ~2028 - 2029)

$2.7M (USD 2024)

Upon completion of Pine's reconstruction, ~2028, as either a new elementary school (FMP Option B), or new PK-8 school (Option C), pending outcome of 2024 PK-8 Task Force study, rezone students to new school on Pine campus. Work with community to determine other uses for Smithridge, for which there is a renovation budget allowance. *(Refer to FMP Pine Option B.)*

Spanish Springs Elementary ES (Shaw / Spanish Springs)

1994 ES Pinwheel-2 (80s 90s 00s)

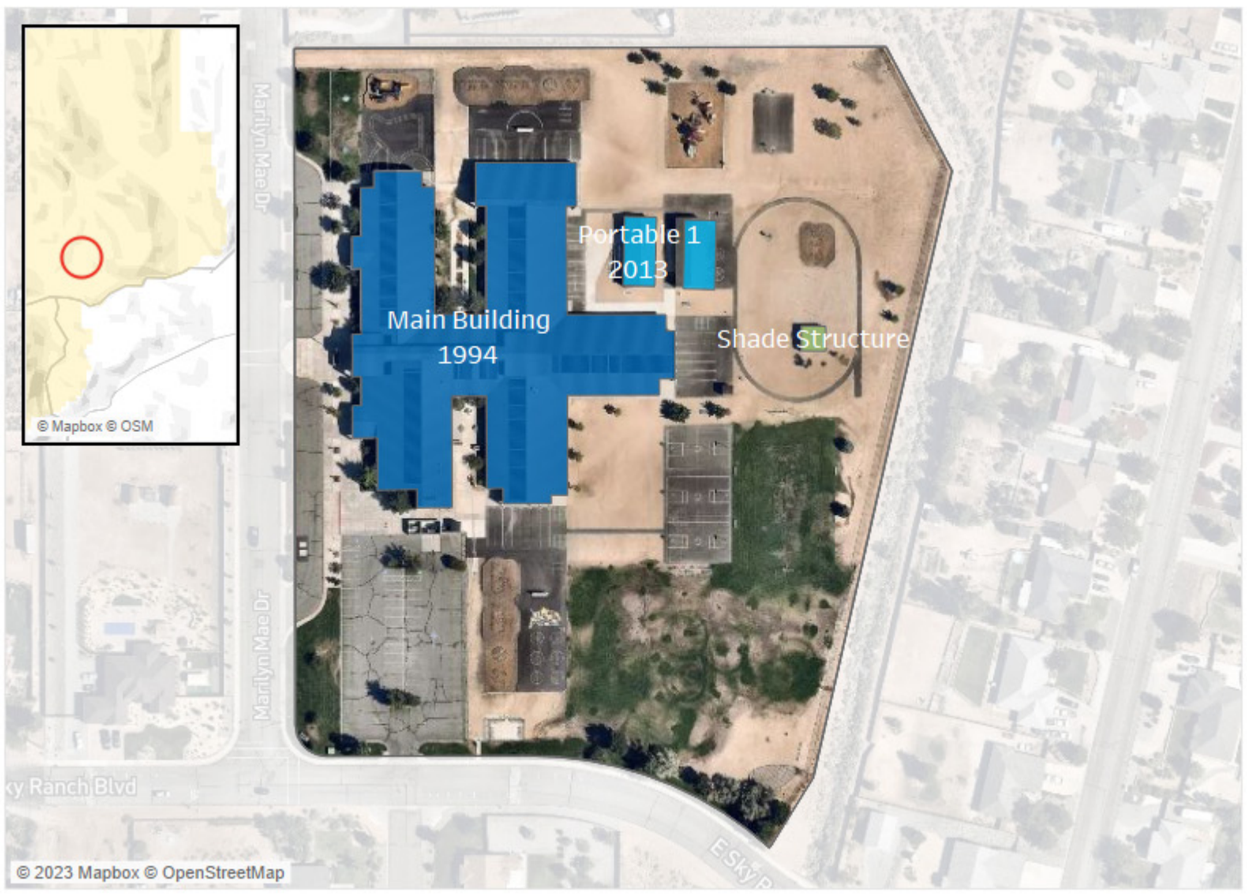
FMP Recommendation:

Prioritized Improvements Ph3

Renovation / Revitalization (Est ~2037 - 2038)

$8.0M (USD 2024)

Optimize prototype renovation design based on lessons learned from Mathews Pinwheel pilot. Consider packaging multiple schools in one contract to to garner improved quality, schedule, efficiency, and cost. *(Refer to FMP Spanish Springs Option A.)*



Recommended Projects

Spanish Springs High HS (Spanish Springs)

2001 HS Wedge (00s)

FMP Recommendation:

Prioritized Improvements Ph3
Renovation / Revitalization (Est ~2035 - 2036)
$29.9M (USD 2024)

Design renovated facilities in collaboration with community stakeholders to bring all schools up to WCSD standards (most recently implemented at the new Hug High School) with focus on safety, wellness, collaborative learning, special education services, and supports for new and enhanced educational program/s (e.g. STEM, CTE, Sustainability, Visual and Performing Arts, Alternative Education, etc.) *(Refer to FMP High Schools Option A.)*

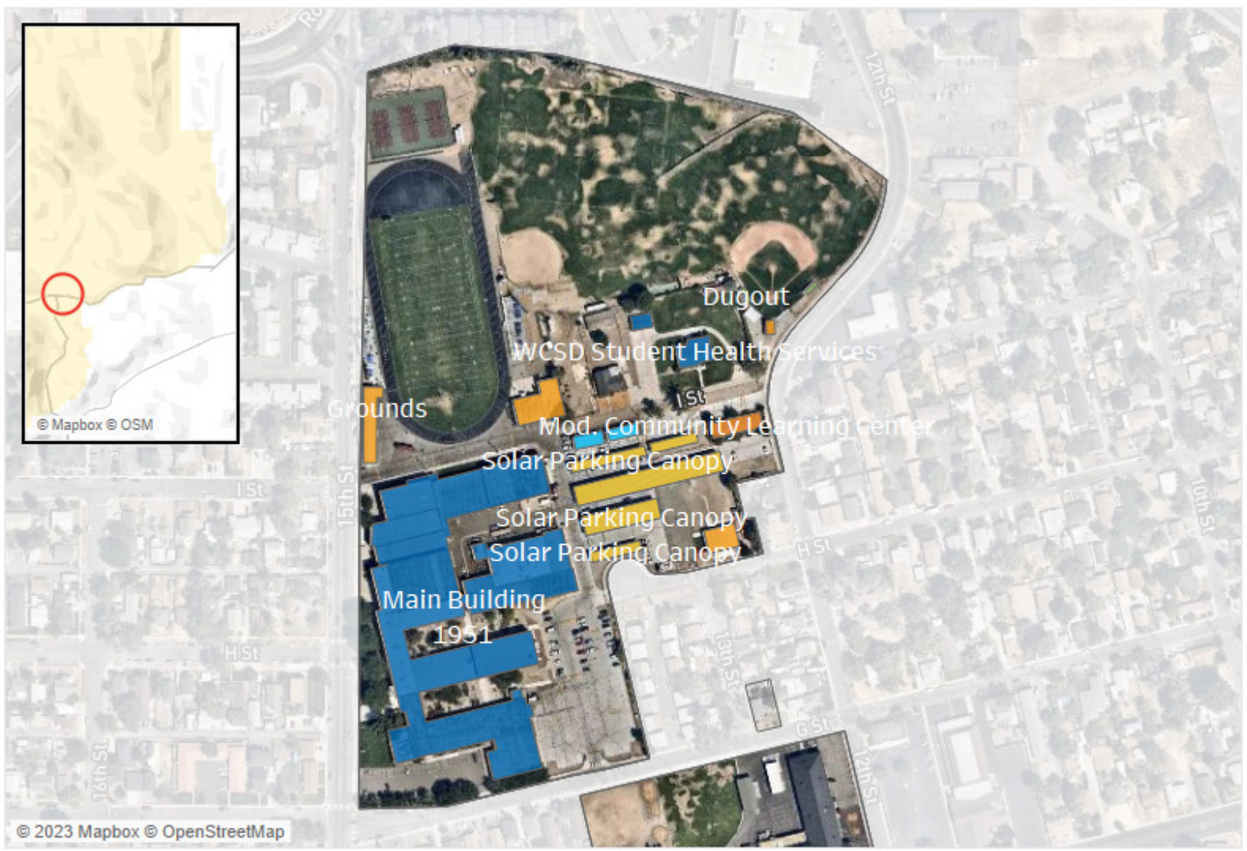
Sparks High HS (Sparks)

1951 One of a Kind

FMP Recommendation:

Prioritized Improvements Ph1
Renovation / Revitalization (Est ~2024 - 2028)
$48.0M (USD 2024)

Design renovated facilities in collaboration with community stakeholders to bring all schools up to WCSD standards (most recently implemented at the new Hug High School) with focus on safety, wellness, collaborative learning, special education services, and supports for new and enhanced educational program/s (e.g. STEM, CTE, Sustainability, Visual and Performing Arts, Alternative Education, etc.) Special consideration must be made as to preserving historic elements of the buildings. *(Refer to FMP High Schools Option A.)*



Recommended Projects

Sparks Middle MS (Sparks / Sparks)

1965 MS Wing (50s 60s)

FMP Recommendation:

Trade-Up Projects
Reconstruction (Est ~2024 - 2028)
$157.1M (USD 2024)

Conduct PK-8 Task Force evaluation of PK-8 programs in 2024, that potentially affects recommended design for area schools. In either Option C or Option D, Sparks MS will be rebuilt larger to accomodate either Traner and/or Dilworth students. *(Refer to FMP Traner Sparks Dilworth Option C.)*

Stead ES (O'Brien / North Valleys)

1958 ES Baby Boomer-2 (50s 60s)

FMP Recommendation:

Prioritized Improvements Ph2
Repurpose (Est ~2033 - 2034)
$2.5M (USD 2024)

Upon completion of Stead's reconstruction on WCSD-owned Silver Dollar Lane site, ~2027, Work with community to determine other uses for the old Stead campus, for which there is a renovation budget allowance. *(Refer to FMP North Valleys Elem Option B.)*

Recommended Projects

Sun Valley ES (Desert Skies / Hug)

1951 One of a Kind

FMP Recommendation:

Prioritized Improvements Ph1
Reconstruction (Est ~2028 - 2031)
$56.0M (USD 2024)

Rebuild school like new on same campus. Phase construction for student safety and minimized disruption to educational program, using swign space in temporary buildings, at neighboring schools, and/or within building. *(Refer to FMP Hug Option B.)*

Swope MS (Swope / Reno)

1966 MS Wing (50s 60s)

FMP Recommendation:

Prioritized Improvements Ph3
Maintenance (Est ~2038 - 2038)
$0.0M (USD 2024)

General maintenance and capital renewal to be scheduled on prioritized annual cycle based on WCSD's facility assessment program. Budget is accounted for separate from FMP. *(Refer to FMP Reno Option B.)*

Recommended Projects

Taylor ES (Shaw / Spanish Springs)

1990 ES Pinwheel-1 (80s 90s 00s)

FMP Recommendation:

Prioritized Improvements Ph2

Renovation / Revitalization (Est ~2031 - 2032)

$7.1M (USD 2024)

Optimize prototype renovation design based on lessons learned from Mathews Pinwheel pilot. Consider packaging multiple schools in one contract to to garner improved quality, schedule, efficiency, and cost. *(Refer to FMP Spanish Springs Option A.)*

Towles ES (Clayton / McQueen)

1965 ES Baby Boomer-1 (50s 60s)

FMP Recommendation:

Trade-Up Projects

Reconstruction (Est ~2030 - 2033)

$56.0M (USD 2024)

Rebuild school like new on same campus. Phase construction for student safety and minimized disruption to educational program, using swign space in temporary buildings, at neighboring schools, and/or within building. *(Refer to FMP Clayton Option B.)*

Recommended Projects

Traner MS (Traner / Hug)

1961 MS Wing (50s 60s)

FMP Recommendation:

Trade-Up Projects

Reconstruction (Est ~2028 - 2030)

$67.2M (USD 2024)

Conduct PK-8 Task Force evaluation of PK-8 programs in 2024, then initiate design for reconstruction of Traner MS building for either a new elementary school (FMP Option C) or PK-8 (FMP Option D). *(Refer to FMP Traner Sparks Dilworth Option C.)*

Turning Point (Hare) (Districtwide)

1990 One of a Kind

FMP Recommendation:

Special & Alternative Ed

Renovation / Revitalization (Est ~2025 - 2026)

$7.7M (USD 2024)

Initiate an Alternative Education Master Plan in with the Council of Great City Schools in which WCSD Curriculum and Instruction and school leadership define systemwide Whole Child wellness strategy and define projects countywide. Design renovations in collaboration with students and school community stakeholders. Consider physical separation of MS and HS students, outdoor learning/recreation, mental health clinical space, skills development space, intake/transitional space. *(Refer to FMP Districtwide Option A.)*

Recommended Projects

Van Gorder ES (Sky Ranch / Spanish Springs)

2000 ES Pinwheel-2 (80s 90s 00s)

FMP Recommendation:

Prioritized Improvements Ph3

Renovation / Revitalization (Est ~2037 - 2038)

$7.9M (USD 2024)

Optimize prototype renovation design based on lessons learned from Mathews Pinwheel pilot. Consider packaging multiple schools in one contract to to garner improved quality, schedule, efficiency, and cost. *(Refer to FMP Spanish Springs Option A.)*

Vaughn MS (Vaughn / W

1956 MS Wing (50s 60s)

FMP Recommendation:

Legacy Projects

Reconstruction (Est ~2024 - 2026)

$0.0M (USD 2024)

Reconstruction in progress, with estimated completion by 2026. *(Refer to FMP Wooster Option B.)*

Recommended Projects

Verdi ES (Billinghurst / McQueen)

1962 One of a Kind

FMP Recommendation:

Prioritized Improvements Ph2

Renovation / Revitalization (Est ~2030 - 2032)

$11.2M (USD 2024)

Design renovations in collaboration with students and school community stakeholders. *(Refer to FMP McQueen Option A.)*

Veterans Memorial E hn / Wooster)

1948 One of a Kind

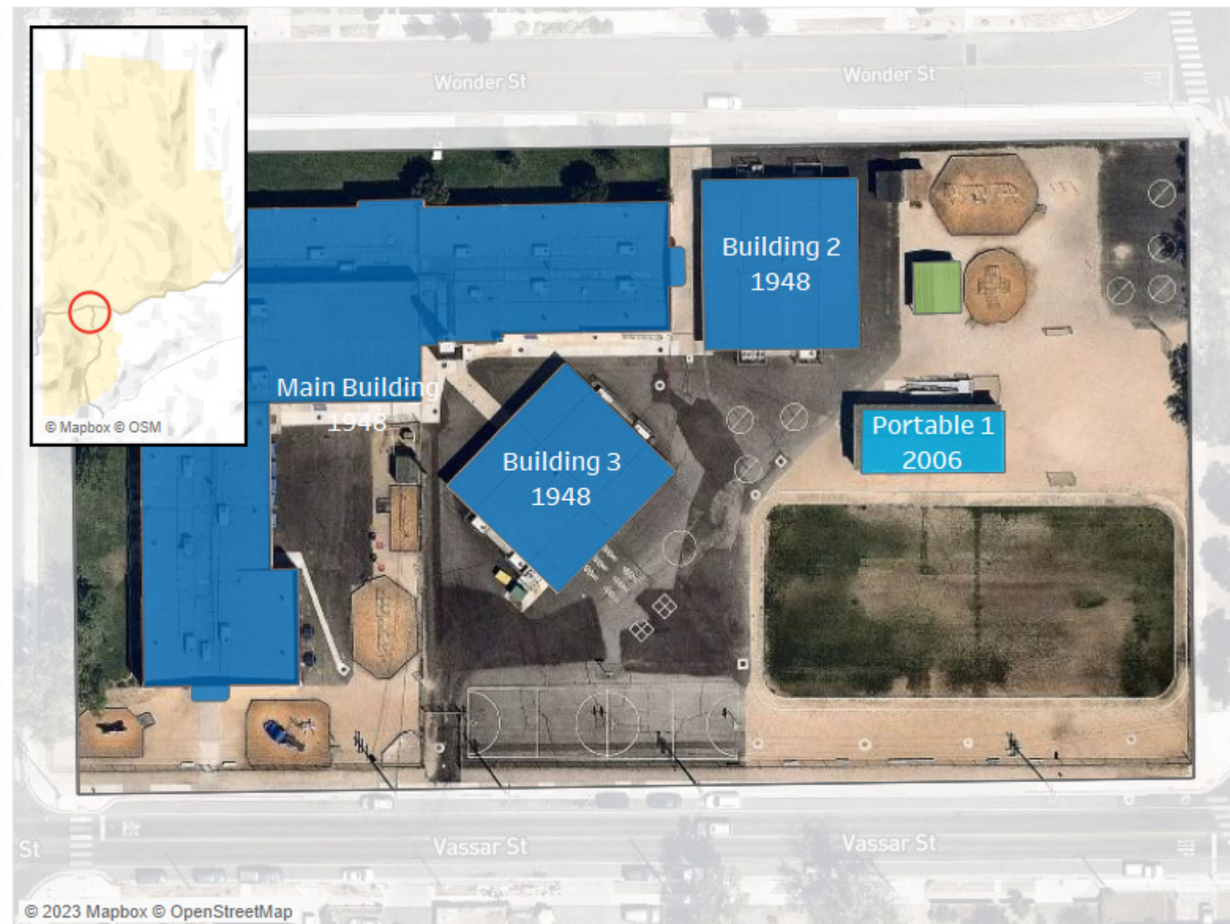
FMP Recommendation:

Trade-Up Projects

Repurpose (Est ~2037 - 2038)

$2.7M (USD 2024)

Upon completion of Booth's reconstruction, ~2037, rezone students to new school on Booth campus. Work with community to determine other uses for Veterans Memorial's historic building, for which there is a renovation budget allowance. *(Refer to FMP Wooster Option B.)*



Recommended Projects

Warner ES (Clayton / McQueen/Reno)

1964 ES Baby Boomer-1 (50s 60s)

FMP Recommendation:

Trade-Up Projects

Long Term Trade-Up (Est ~2033 - 2034)

$59.9M (USD 2024) *Long-term budget allowance for (3) Elmcrest, Peavine, & Warner*

Reassess enrollment closer to time of Trade-Up implementation to determine which schools will be reconstructed, renovated, or repurposed. *(Refer to FMP Clayton Option B.)*

Westergard ES (Billing McQueen)

1989 ES Pinwheel-1 (80s 90s 00s)

FMP Recommendation:

Prioritized Improvements Ph2

Renovation / Revitalization (Est ~2033 - 2034)

$6.7M (USD 2024)

Optimize prototype renovation design based on lessons learned from Mathews Pinwheel pilot. Consider packaging multiple schools in one contract to to garner improved quality, schedule, efficiency, and cost. *(Refer to FMP McQueen Option A.)*

Recommended Projects

Whitehead ES (Mendive / Reed)

1986 ES Pod (80s)

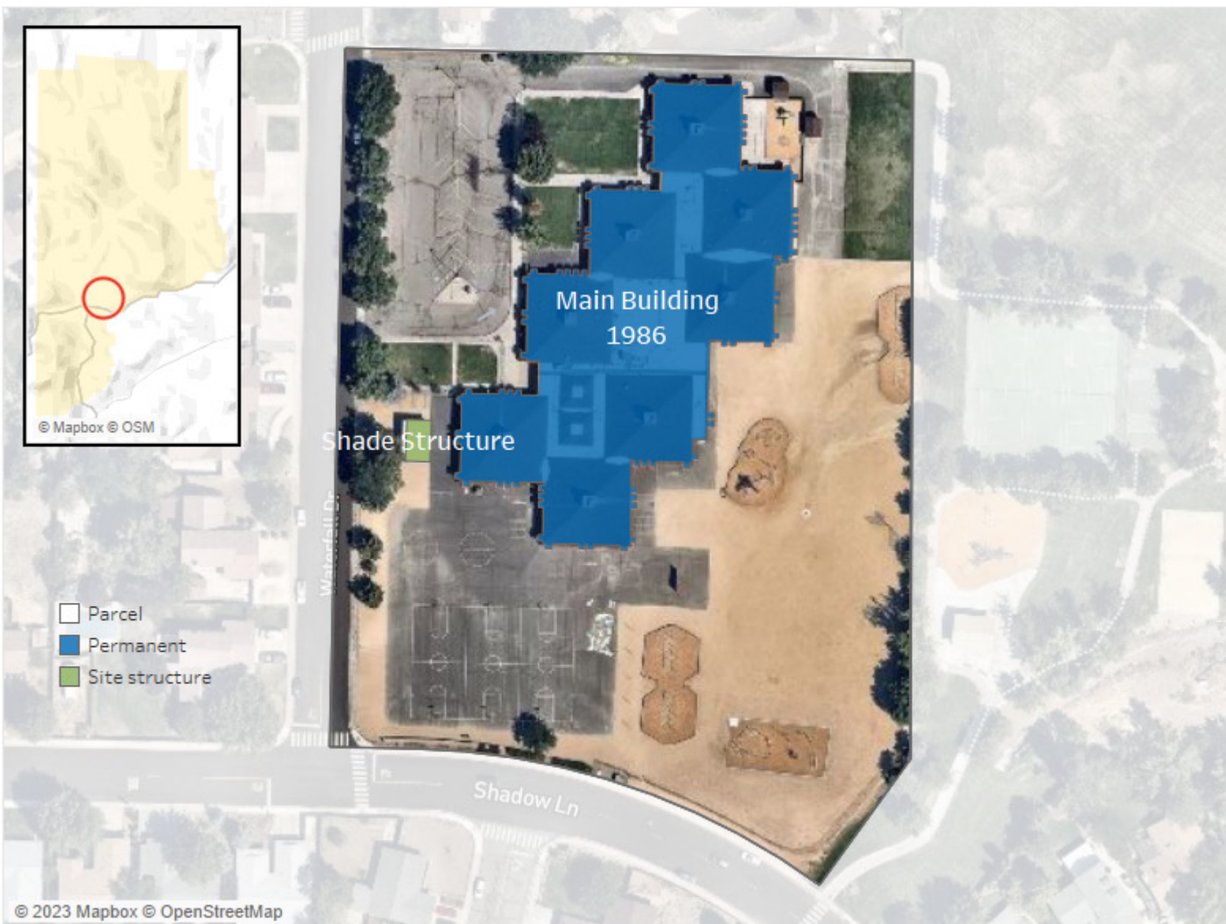
FMP Recommendation:

Prioritized Improvements Ph2

Renovation / Revitalization (Est ~2032 - 2034)

$10.8M (USD 2024)

Optimize prototype renovation design based on lessons learned from Palmer Pod pilot. Consider packaging multiple schools in one contract to to garner improved quality, schedule, efficiency, and cost. *(Refer to FMP Reed Option A.)*



Winnemucca ES (Billin McQueen)

1994 ES Pinwheel-2 (80s 90s 00s)

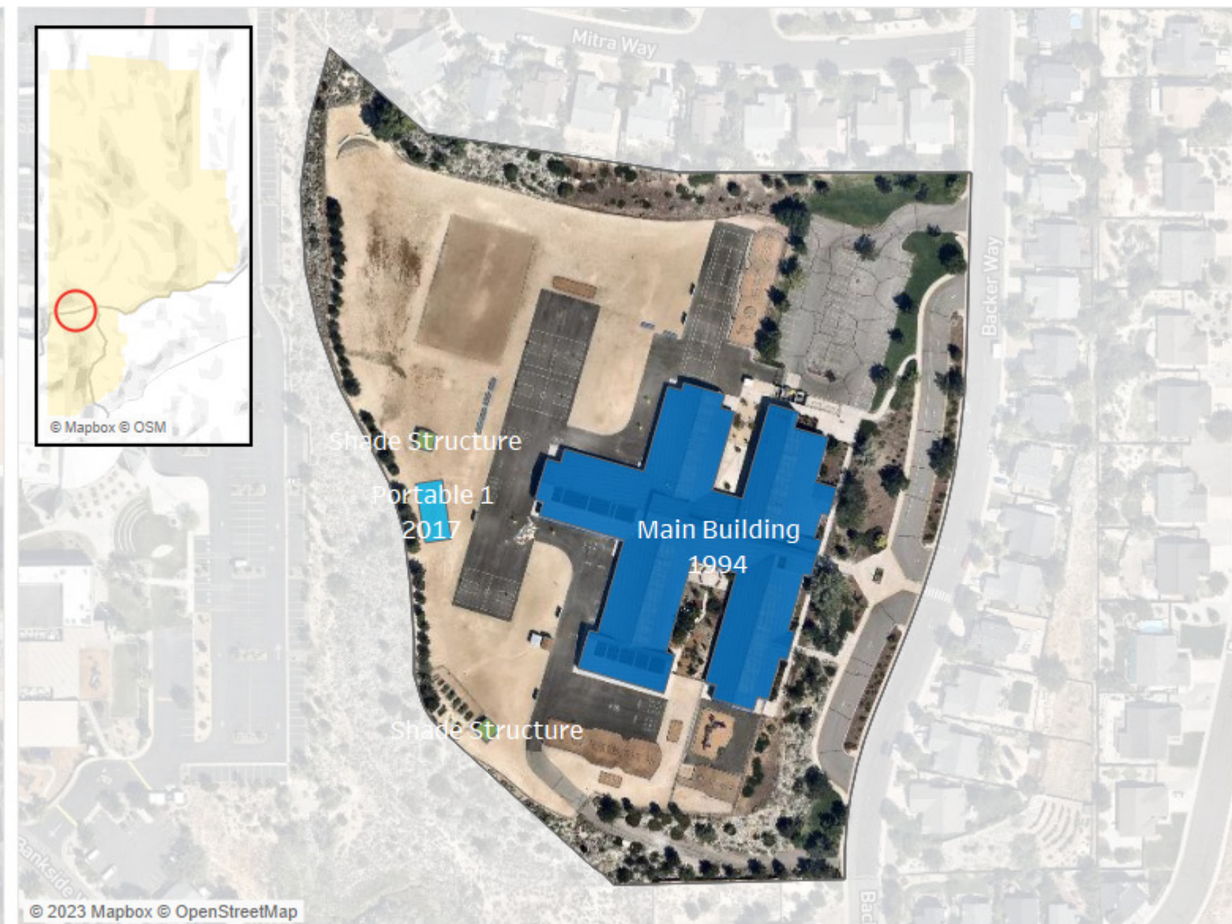
FMP Recommendation:

Prioritized Improvements Ph2

Renovation / Revitalization (Est ~2031 - 2032)

$7.7M (USD 2024)

Optimize prototype renovation design based on lessons learned from Mathews Pinwheel pilot. Consider packaging multiple schools in one contract to to garner improved quality, schedule, efficiency, and cost. *(Refer to FMP McQueen Option A.)*



Recommended Projects

Wooster HS (Wooster)

1962 HS Campus (60s)

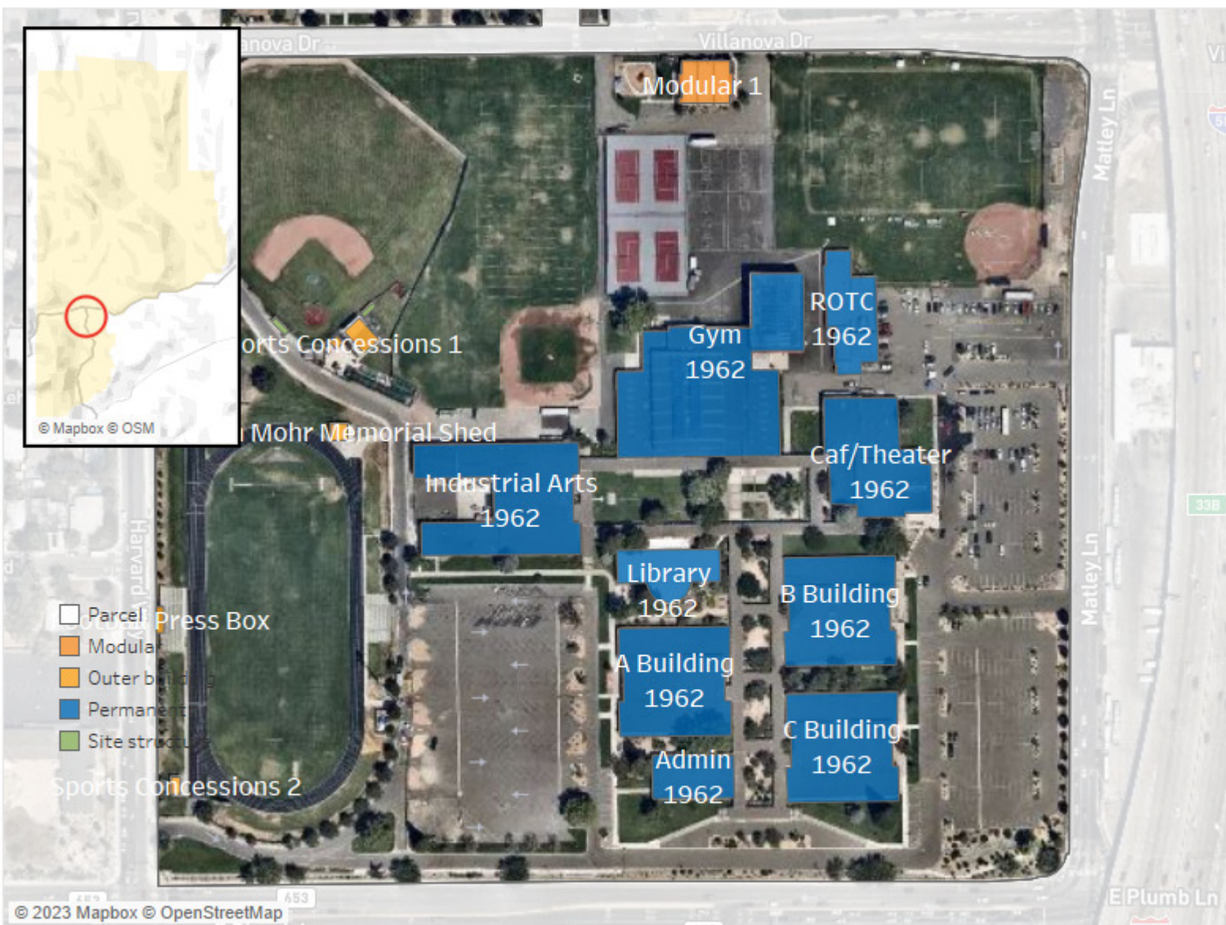
FMP Recommendation:

Prioritized Improvements Ph1

Reconstruction (Est ~2024 - 2031)

$210.0M (USD 2024)

Rebuild school like new on same campus. Phase construction for student safety and minimized disruption to educational program, using swing space in temporary buildings, at neighboring schools, and/or within building. *(Refer to FMP High Schools Option A.)*



B Options Development

Options Documentation

Thorough documentation of the Draft Options is included in this Appendix. Not only do these reports indicate the final results, but they also serve as a **detailed journal of the planning process** outlining planning data considered, color-coded iconographic indicators of project outcomes, cost/benefit and challenges associated with each option, annotation of alternate options proposed by the community, graphic measures of community survey responses broken down by affected school affinity, and indicators for the CannonDesign team's final recommendations.

Navigation

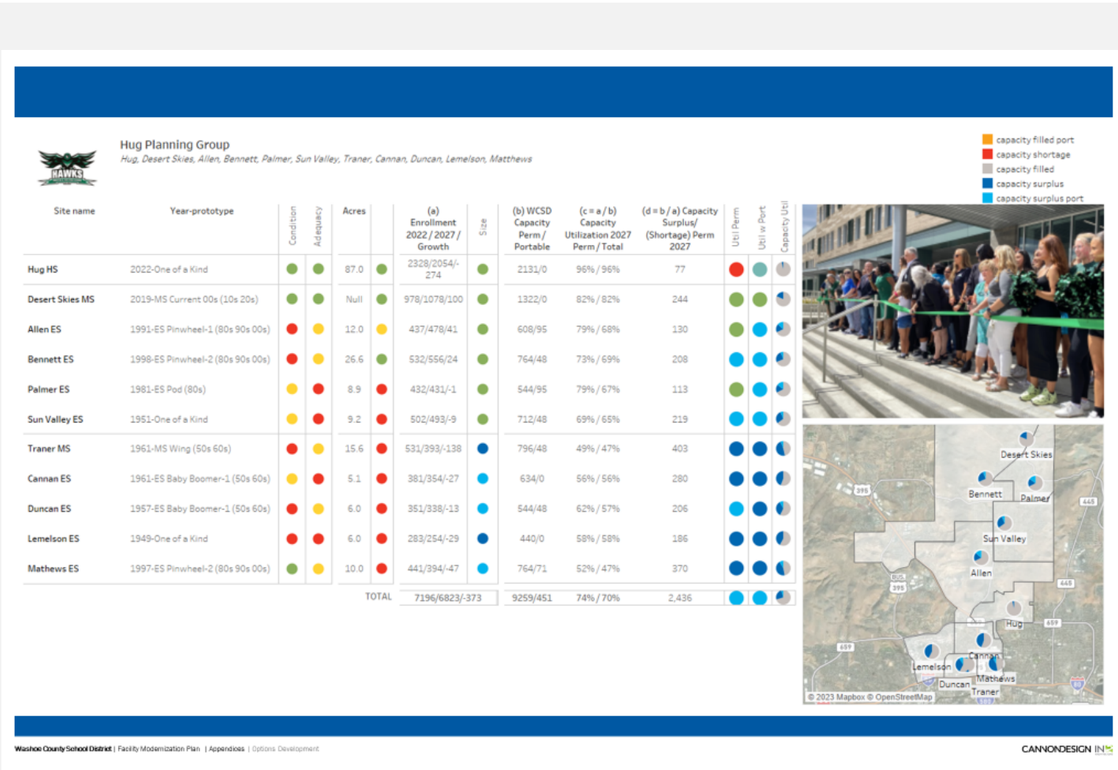
This Appendix is organized as follows:

- Introduction (1 page)
- Options Development Report Guide (1 page)
- Facility Options at a Glance (1 page)
- Options Development Reports:

Options Development Reports

Each Planning Area and Planning Cluster includes a report with the following documentation:

- Area Data Reference, with dashboard summary of key planning data used to understand challenges and develop options
- Options Matrix, describing and comparing relative costs, benefits and challenges, with community and Stakeholder Advisory Group input incorporated, community survey measures, and final recommendations.



Hug Planning Group

Hug, Desert Skies, Allen, Bennett, Palmer, Sun Valley, Traner, Cannan, Duncan, Lemelson, Matthews

capacity filled port
capacity shortage
capacity filled
capacity surplus
capacity surplus port

Site name	Year-prototype	Condition	Adequacy	Acres		(a) Enrollment 2022 / 2027 / Growth	Size	(b) WCSD Capacity Perm / Portable	(c = a / b) Capacity Utilization 2027 Perm / Total	(d = b / a) Capacity Surplus/ (Shortage) Perm 2027	Util Perm	Util w Port	Capacity Util
Hug HS	2022-One of a Kind			87.0		2328/2054/-274		2131/0	96% / 96%	77			
Desert Skies MS	2019-MS Current 00s (10s 20s)			Null		978/1078/100		1322/0	82% / 82%	244			
Allen ES	1991-ES Pinwheel-1 (80s 90s 00s)			12.0		437/478/41		608/95	79% / 68%	130			
Bennett ES	1998-ES Pinwheel-2 (80s 90s 00s)			26.6		532/556/24		764/48	73% / 69%	208			
Palmer ES	1981-ES Pod (80s)			8.9		432/431/-1		544/95	79% / 67%	113			
Sun Valley ES	1951-One of a Kind			9.2		502/493/-9		712/48	69% / 65%	219			
Traner MS	1961-MS Wing (50s 60s)			15.6		531/393/-138		796/48	49% / 47%	403			
Cannan ES	1961-ES Baby Boomer-1 (50s 60s)			5.1		381/354/-27		634/0	56% / 56%	280			
Duncan ES	1957-ES Baby Boomer-1 (50s 60s)			6.0		351/338/-13		544/48	62% / 57%	206			
Lemelson ES	1949-One of a Kind			6.0		283/254/-29		440/0	58% / 58%	186			
Mathews ES	1997-ES Pinwheel-2 (80s 90s 00s)			10.0		441/394/-47		764/71	52% / 47%	370			
					TOTAL	7196/6823/-373		9259/451	74% / 70%	2,436			

Washoe County School District | Facility Modernization Plan | Appendices | Options Development

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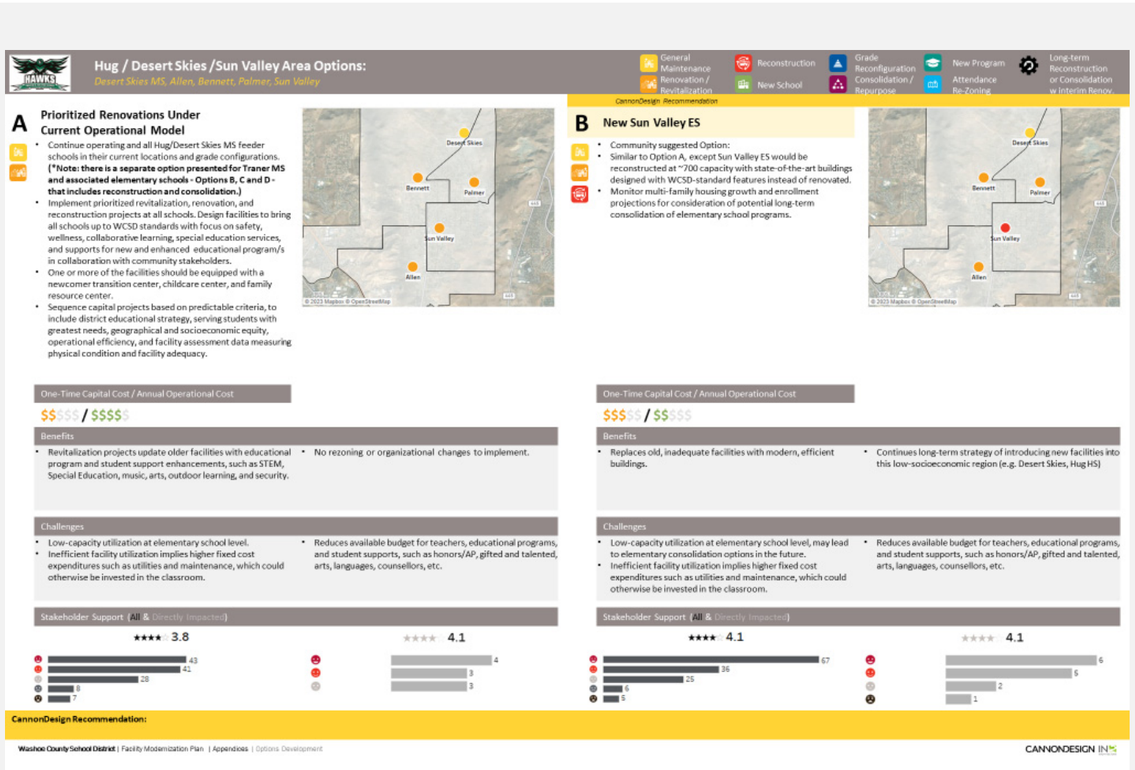


Hug / Desert Skies /Sun Valley Area Options:

Desert Skies MS, Allen, Bennett, Palmer, Sun Valley

General Maintenance Renovation / Revitalization | Reconstruction | New School | Grade Reconfiguration Consolidation / Repurpose | New Program Attendance Re-Zoning | Long-term Reconstruction or Consolidation w Interim Reno

CannonDesign Recommendation

A Prioritized Renovations Under Current Operational Model

- Continue operating and all Hug/Desert Skies MS feeder schools in their current locations and grade configurations. **(*Note: there is a separate option presented for Traner MS and associated elementary schools - Options B, C and D - that includes reconstruction and consolidation.)**
- Implement prioritized revitalization, renovation, and reconstruction projects at all schools. Design facilities to bring all schools up to WCSD standards with focus on safety, wellness, collaborative learning, special education services, and supports for new and enhanced educational program/s in collaboration with community stakeholders.
- One or more of the facilities should be equipped with a newcomer transition center, childcare center, and family resource center.
- Sequence capital projects based on predictable criteria, to include district educational strategy, serving students with greatest needs, geographical and socioeconomic equity, operational efficiency, and facility assessment data measuring physical condition and facility adequacy.

One-Time Capital Cost / Annual Operational Cost

$$$$$ / $$$$$

Benefits

- Revitalization projects update older facilities with educational program and student support enhancements, such as STEM, Special Education, music, arts, outdoor learning, and security.
- No rezoning or organizational changes to implement.

Challenges

- Low-capacity utilization at elementary school level.
- Inefficient facility utilization implies higher fixed cost expenditures such as utilities and maintenance, which could otherwise be invested in the classroom.
- Reduces available budget for teachers, educational programs, and student supports, such as honors/AP, gifted and talented, arts, languages, counsellors, etc.

Stakeholder Support (All & Directly Impacted)

★★★★☆ 3.8 — 43, 41, 28, 8, 7

★★★★☆ 4.1 — 4, 3, 3

B New Sun Valley ES

- Community suggested Option:
- Similar to Option A, except Sun Valley ES would be reconstructed at ~700 capacity with state-of-the-art buildings designed with WCSD-standard features instead of renovated.
- Monitor multi-family housing growth and enrollment projections for consideration of potential long-term consolidation of elementary school programs.

One-Time Capital Cost / Annual Operational Cost

$$$$$ / $$$$$

Benefits

- Replaces old, inadequate facilities with modern, efficient buildings.
- Continues long-term strategy of introducing new facilities into this low-socioeconomic region (e.g. Desert Skies, Hug HS)

Challenges

- Low-capacity utilization at elementary school level, may lead to elementary consolidation options in the future.
- Inefficient facility utilization implies higher fixed cost expenditures such as utilities and maintenance, which could otherwise be invested in the classroom.
- Reduces available budget for teachers, educational programs, and student supports, such as honors/AP, gifted and talented, arts, languages, counsellors, etc.

Stakeholder Support (All & Directly Impacted)

★★★★☆ 4.1 — 67, 36, 25, 6, 5

★★★★☆ 4.1 — 6, 5, 2, 1

CannonDesign Recommendation:

Washoe County School District | Facility Modernization Plan | Appendices | Options Development

CANNONDESIGN

Draft Options

All Outcomes Considered 'On-The-Table'

	New School
	General Maintenance
	Renovation / Revitalization
	Reconstruction
	New Program
	Grade Reconfiguration
	Consolidation/Repurpose
	Long-term Reconstruction/Consolidation
	Continued Study & Engagement
	Attendance Re-Zoning

Central to the FMP planning process is a transparent and iterative sequence of design workshops in which District Planning Group and Stakeholder Advisory Group members contributed to the development of a series of **draft options** for programs and facilities at all WCSD schools. These draft options are included in this document having been explored and developed with consideration of a comprehensive set of data:

- student demographics and enrollment;
- educational programs such as CTE, Special Education, Alternative Programs, and Pre-K;
- facility condition, adequacy and capacity; campus size, developable site, and proximity to students, other schools, and community assets;
- community perspectives conveyed in FMP Survey #1 in fall of 2022 with 1400+ responses from WCSD school communities.

In addition to facility solutions such as **new schools**, **replacement schools**, **renovations**, and building **additions**, these draft options include systemic solutions and alternative operational outcomes, including **grade reconfiguration**, 'trade-up' **consolidation** scenarios, and thematic **signature programs**. At minimum, all schools are expected to benefit from prioritized renovations and enhancements.

These draft options were published and publicly shared with WCSD's diverse school communities for discussion and feedback over a 7-month series of open-invitation countywide forums and regional conversations. Community stakeholder preferences were measured in FMP Survey #2 conducted from September through October of 2023 as annotated with each option and were considered before final FMP recommendations were finalized.

In order to make complex data and solutions more accessible to stakeholders, the draft options are outlined as follows:

- high schools countywide,
- middle schools and their related elementary in areas splitting to multiple high school feeders (Pine, Traner/Sparks/Dilworth, and Clayton)
- elementary and middle schools by geographical high school verticals

Options Development Report Guide

Thorough documentation of the Draft Options is included in the following pages.

Not only do these reports indicate the results, but they also serve as a journal of the planning process outlining planning data considered, color-coded iconographic indicators of project outcomes, cost/benefit and challenges associated with each option, graphic measures of community survey responses broken down by affected school affinity, and indicators for the CannonDesign team's final recommendations.

Multiple Mutually-Exclusive Options/Scenarios

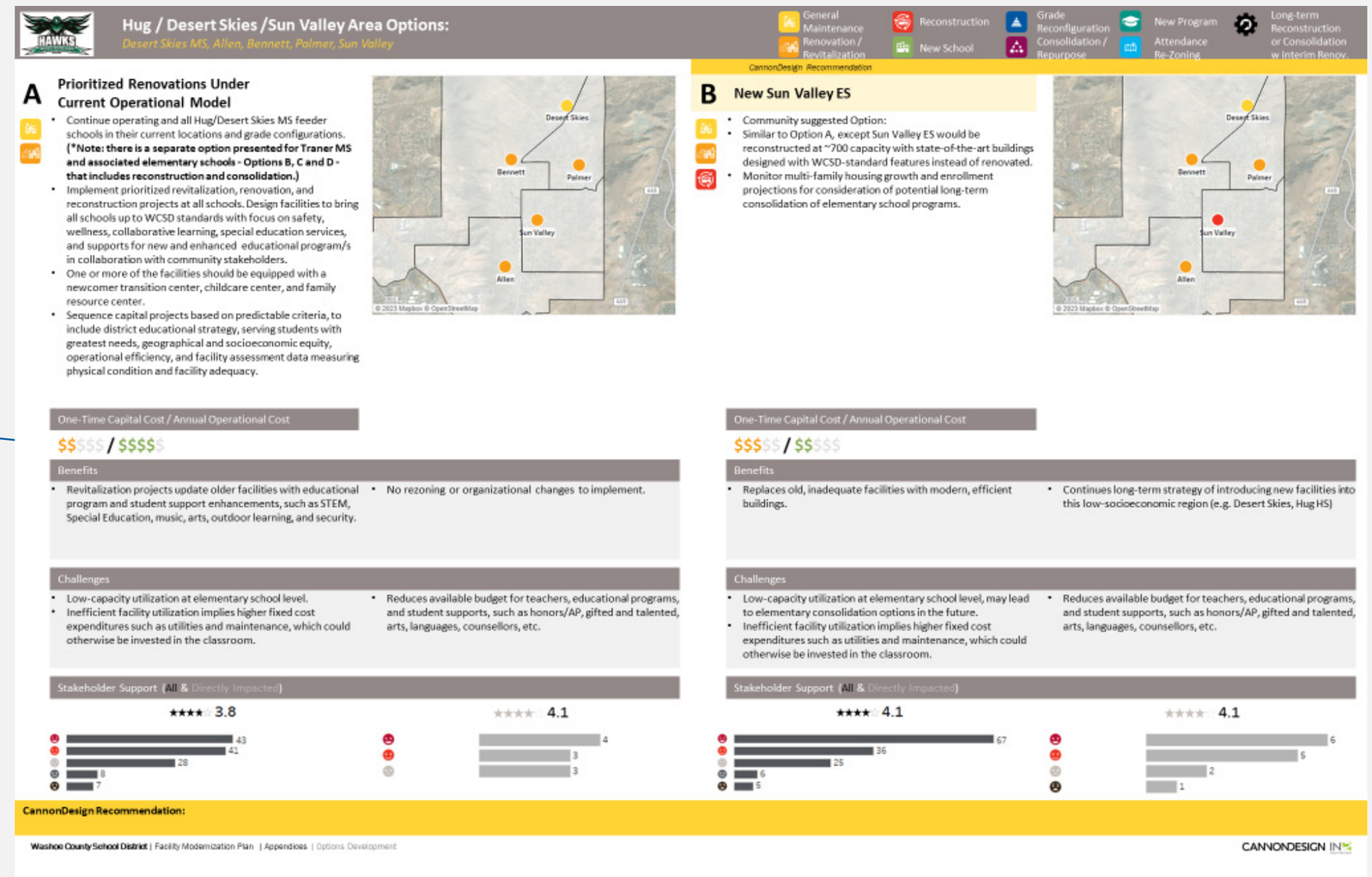
Description of actions and outcomes with Icon Indicators

Relative up-front capital and annual operating cost indicators

Benefits and Challenges

Community Survey Results

Recommendation Summary



Hug / Desert Skies /Sun Valley Area Options:

Desert Skies MS, Allen, Bennett, Palmer, Sun Valley

General Maintenance; Renovation / Revitalization; Reconstruction; New School; Grade Reconfiguration; Consolidation / Repurpose; New Program; Attendance Re-Zoning; Long-term Reconstruction or Consolidation w Interim Renov.

A Prioritized Renovations Under Current Operational Model

- Continue operating and all Hug/Desert Skies MS feeder schools in their current locations and grade configurations. **(*Note: there is a separate option presented for Traner MS and associated elementary schools - Options B, C and D - that includes reconstruction and consolidation.)**
- Implement prioritized revitalization, renovation, and reconstruction projects at all schools. Design facilities to bring all schools up to WCSD standards with focus on safety, wellness, collaborative learning, special education services, and supports for new and enhanced educational program/s in collaboration with community stakeholders.
- One or more of the facilities should be equipped with a newcomer transition center, childcare center, and family resource center.
- Sequence capital projects based on predictable criteria, to include district educational strategy, serving students with greatest needs, geographical and socioeconomic equity, operational efficiency, and facility assessment data measuring physical condition and facility adequacy.

One-Time Capital Cost / Annual Operational Cost: $$$$$ / $$$$$

Benefits
- Revitalization projects update older facilities with educational program and student support enhancements, such as STEM, Special Education, music, arts, outdoor learning, and security.
- No rezoning or organizational changes to implement.

Challenges
- Low-capacity utilization at elementary school level.
- Inefficient facility utilization implies higher fixed cost expenditures such as utilities and maintenance, which could otherwise be invested in the classroom.
- Reduces available budget for teachers, educational programs, and student supports, such as honors/AP, gifted and talented, arts, languages, counsellors, etc.

Stakeholder Support (All & Directly Impacted): ★★★★☆ 3.8 (43, 41, 28, 8, 7) ★★★★☆ 4.1 (4, 3, 3)

B New Sun Valley ES

CannonDesign Recommendation

- Community suggested Option:
- Similar to Option A, except Sun Valley ES would be reconstructed at ~700 capacity with state-of-the-art buildings designed with WCSD-standard features instead of renovated.
- Monitor multi-family housing growth and enrollment projections for consideration of potential long-term consolidation of elementary school programs.

One-Time Capital Cost / Annual Operational Cost: $$$$$ / $$$$$

Benefits
- Replaces old, inadequate facilities with modern, efficient buildings.
- Continues long-term strategy of introducing new facilities into this low-socioeconomic region (e.g. Desert Skies, Hug HS)

Challenges
- Low-capacity utilization at elementary school level, may lead to elementary consolidation options in the future.
- Inefficient facility utilization implies higher fixed cost expenditures such as utilities and maintenance, which could otherwise be invested in the classroom.
- Reduces available budget for teachers, educational programs, and student supports, such as honors/AP, gifted and talented, arts, languages, counsellors, etc.

Stakeholder Support (All & Directly Impacted): ★★★★☆ 4.1 (67, 36, 25, 6, 5) ★★★★☆ 4.1 (6, 5, 2, 1)

CannonDesign Recommendation:

Washoe County School District | Facility Modernization Plan | Appendices | Options Development

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Facility Options *At-A-Glance*

Below is a consolidated listing of facility, operational, and policy options developed and vetted with community input during the School Facility Master Plan, which in the following pages are each described in further detail, comparing relative costs, benefits and associated challenges for each, as well as community survey feedback. QR codes are included to streamable explanation videos for each set of draft options.

Recommended

Not Recommended

Continued Study

High Schools Districtwide

A. **Current Operational Model**

Pine MS and related schools

A. Current Operational Model
B. **New Elementary School at Pine, Repurposed Smithridge and Dodson**
C. **New PK-8 School at Pine, Repurposed Smithridge and Dodson**
D. New Elementary Schools at Pine and one other area site with Regional Consolidation
E. New PK-8 School at Pine and Regional Consolidation

Traner MS, Sparks MS, Dilworth MS, and Associated Elementary schools

A. Renovations Under Current Operational Model
B. Phased Reconstruction & Consolidation Trade-Up Scenario (Traner 2.0)
C. **Phased Reconstruction & Consolidation Trade-Up Scenario (Sparks MS 2.0)**
D. **Phased Reconstruction & Consolidation Trade-Up (Traner PK-8 & Sparks/Dilworth)**
E. Regionwide Migration to PK-8

Clayton MS and related schools

A. Prioritized Renovations Under Current Operational Model
B. **Phased Reconstruction & Consolidation Trade-Up Scenario**

Damonte Ranch and related schools

A. **Prioritized Renovations Under Current Operational Model**

Galena and related schools

A. **Prioritized Renovations Under Current Operational Model**

Gerlach, Incline, and Natchez (Geographically Remote Schools)

A. **Continued Enrollment Study & Community Engagement**

Hug/Desert Skies/Sun Valley Area

A. Prioritized Renovations Under Current Operational Model
B. **New Sun Valley ES**

McQueen/Billinghurst Area

A. **Prioritized Renovations Under Current Operational Model**

North Valleys High School and Related Middle Schools

A. Monitored High School Growth Under Current Operational Model
B. **North Valleys High School Additions and Renovations**
C. New High School Signature Program on Cold Springs Campus
D. North Valleys 9th Grade Center on Cold Springs Campus

North Valleys Elementary Schools

A. Monitored High School Growth Under Current Operational Model
B. **New Stead and Lemmon Valley Reconstruction**

Reed Area

A. **Prioritized Renovations Under Current Operational Model**

Reno/Swope Area

A. Prioritized Renovations Under Current Operational Model
B. **New Anderson ES**

Spanish Springs Area

A. **Prioritized Renovations Under Current Operational Model**

Wooster Area

A. Prioritized Renovations Under Current Operational Model
B. **Phased Reconstruction & Consolidation Trade-Up Scenario**

High Schools, Districtwide

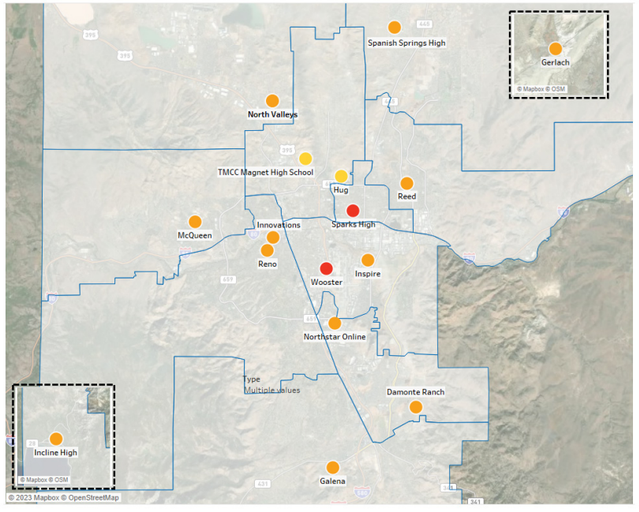
CANNONDESIGN

High School Options: *Damonte Ranch, Galena, Hug, Incline, McQueen, North Valleys, Reed, Reno, Spanish Springs, Sparks, Wooster, TMCC Magnet, AACT, Debbie Smith Career Tech*

General Maintenance | Reconstruction | Grade Reconfiguration | New Program | Long-term Reconstruction or Consolidation w interim Renov.
Renovation / Revitalization | New School | Consolidation / Repurpose | Attendance Re-Zoning

A Prioritized Renovations Under Current Operational Model

- Continue operating all schools in their current locations and grade configurations. **(*Note: there are separate options presented for North Valleys (Options C and D) that include grade reconfiguration and Incline HS (Option A) to include formation of a local planning group to further study enrollment decline and potential options.**
- While no inter-high school rezoning is anticipated at this tim continue monitoring enrollment projections for reasonable school size and capacity utilization.
- Complete reconstruction of old Hug campus into home of th new Debbie Smith Career Tech Academy, a brand-new signature program available to high school students countywide. (Scheduled fall 2025)
- Implement prioritized revitalization, renovation, and reconstruction projects at all WCSD high schools, focusing first on schools with the highest needs.
- Design renovated facilities in collaboration with community stakeholders to bring all schools up to WCSD standards (most recently implemented at the new Hug High School) with focus on safety, wellness, collaborative learning, special education services, and supports for new and enhanced educational program/s (e.g. STEM, CTE, Sustainability, Visual and Performing Arts, Alternative Education, etc.)



- Develop and implement facility improvements to foster district plans to enhance existing and new specialized alternative education programs such as Innovations, North Star, RISE, and TMCC magnet.
- Sequence capital projects based on predictable criteria, to include district educational strategy, serving students with greatest needs, geographical and socioeconomic equity, operational efficiency, and facility assessment data measuring physical condition and facility adequacy.

One-Time Capital Cost / Annual Operational Cost

$$$$$ / $$$$$

Benefits

- Revitalization projects update older facilities with educational program and student support enhancements, such as STEM, Special Education, music, arts, outdoor learning, and security.
- No rezoning or organizational changes to implement.

Challenges

- CIP budget can accommodate at most 1-2 high school projects at a time.

Stakeholder Priorities (Ranked, Highest to Last)

- Science, Technology, Engineering, and Math (2.9)
- Pre-K / Early education (3.8)
- Career Technical Education (3.9)
- Literacy, Civics, Social Studies (4.6)
- Visual and Performing Arts (4.7)
- Athletics (5.7)
- Replace portables with permanent construction (6.3)
- Language Learner and Newcomer Programs (6.4)
- Foreign Languages (6.5)
- English language learner and newcomer (new students to country) programs (7.0)
- Flexible Learning Hubs for Teacher and Student Collaboration (7.1)

CannonDesign Recommendation: Implement reconstruction, renovation, and revitalization projects in priority order based on facility and student needs as outlined above.

Pine MS (Damonte Ranch/ Galena/ Wooster)

CANNONDESIGN

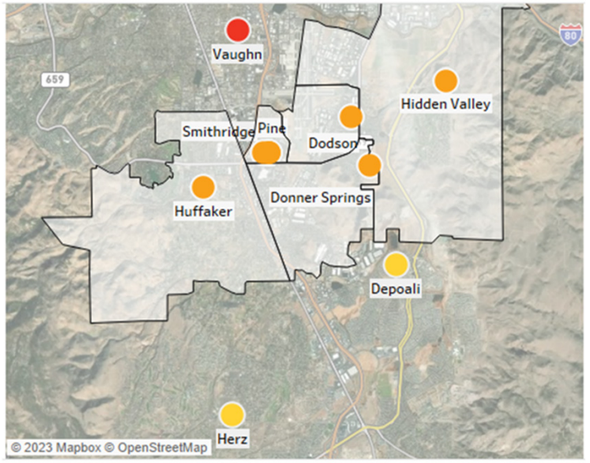
Vaughn, Pine, Herz, Depoali Area Middle & Elementary Options:

Pine, Vaughn, Depoali, Dodson, Donner Springs, Hidden Valley, Huffaker, Smithridge

General Maintenance | Renovation / Revitalization | Reconstruction | New School | Grade Reconfiguration | Consolidation / Repurpose | New Program | Attendance Re-Zoning | Long-term Reconstruction or Consolidation w interim Renov.

A Current Operational Model

- Continue operating all schools in their current locations and grade configurations.
- Implement prioritized revitalization and renovation projects at all schools.
- Reconstruction of Vaughn MS underway (scheduled completion ~ fall of 2026).



One-Time Capital Cost / Annual Operational Cost

$$$$$ / $$$$$

Benefits

- Current grade configuration (K-5, 6-8, 9-12) aligns with district standard.
- No organizational changes to implement.
- Capital investments will update older facilities with educational and student support enhancements.

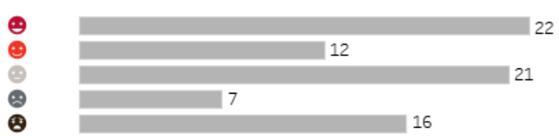
Challenges

- Inefficient facility utilization implies higher fixed cost expenditures such as utilities and maintenance, which could otherwise be invested in the classroom.
- Low-capacity utilization in several schools in close proximity: Pine, Dodson, Smithridge.
- Reduces available budget for teachers, educational programs, and student supports, such as honors/AP, gifted and talented, arts, languages, counsellors, etc.

Stakeholder Support (All & Directly Impacted)

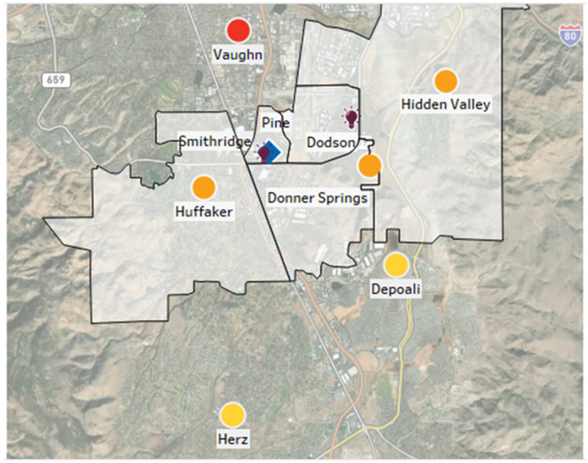
★★★☆☆ 3.4

★★★☆☆ 3.2



B New Elementary School at Pine, Repurposed Smithridge and Dodson

- After planned reconstruction of Vaughn MS (scheduled completion ~ fall of 2026), renovate/reconstruct Pine MS into new PK-5 elementary school to serve students in Smithridge and Dodson zones.
- Rezone students from Pine MS boundary to neighboring middle schools – Vaughn, Depoali, and/or Herz, based on refreshed demographic data closer to time of implementation, ~2026.
- Close and repurpose Smithridge and Dodson facilities for other beneficial uses, such as community recreation center, education and business entrepreneurship hub, staff professional development center, and/or staff housing, etc. ~2028.



One-Time Capital Cost / Annual Operational Cost

$$$$$ / $$$$$

Benefits

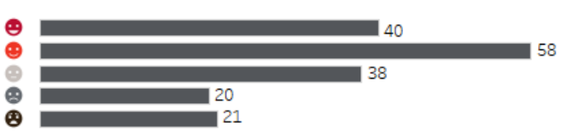
- Moves students from aging, outdated facilities into new larger facilities scaled to support robust educational programs and support services.
- Increases available budget for teachers, educational programs, and student supports by concentrating resources in fewer buildings and lowering fixed costs such as utilities and maintenance.
- Creates opportunity to leverage surplus facilities into new resources for educational, business, and community use.
- Could allow for building more signature academies and prioritize vertical alignment

Challenges

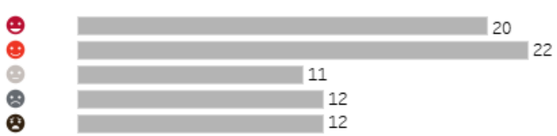
- Rezoning requires careful consideration of community impacts.
- Requires organizational change.
- Risk of long-term vacancy demands work, creativity, and recruiting external partnerships to maximize benefit of new programs at Smithridge and Dodson.
- Pine students have no sense of community
- Busing zones should be considered, some families have limited transportation. Similarly, walking to get to family engagement activities could be difficult.

Stakeholder Support (All & Directly Impacted)

★★★☆☆ 3.4



★★★☆☆ 3.3



CannonDesign Recommendation: Recruit/appoint a temporary, full-time administrator to lead a multidisciplinary **PK-8 Task Force** of educational experts to determine whether to implement **Option B or Option C**, and provide recommendations to WCSD Board by end of 2024 to inform decisions that will launch capital projects at Pine, Sparks, and Traner.

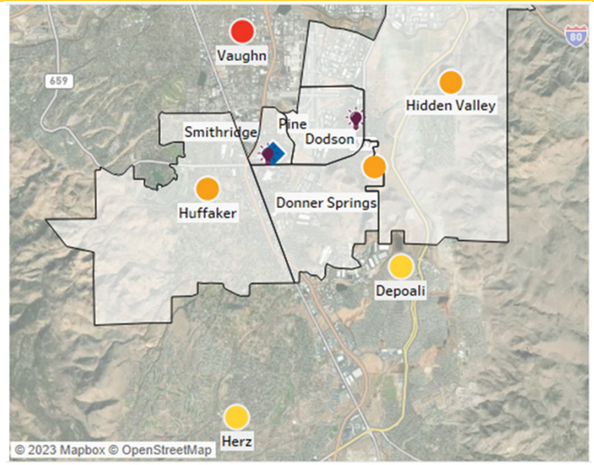
Vaughn, Pine, Herz, Depoali Area Middle & Elementary Options:

Pine, Vaughn, Depoali, Dodson, Donner Springs, Hidden Valley, Huffaker, Smithridge

General Maintenance | Renovation / Revitalization | Reconstruction | New School | Grade Reconfiguration | Consolidation / Repurpose | New Program | Attendance Re-Zoning | Long-term Reconstruction or Consolidation w interim Renov.

C New PK-8 School at Pine, Repurposed Smithridge and Dodson

- Similar to Option B, except Pine is converted into a PK-8 instead of an elementary.
- After planned reconstruction of Vaughn MS (scheduled completion ~ fall of 2026), renovate/reconstruct Pine MS into new 900-1200 student PK-8 school to serve students in Pine, Smithridge, and Dodson zones.
- Close and repurpose Smithridge and Dodson facilities for other beneficial uses, such as community recreation center, education and business entrepreneurship hub, staff professional development center, and/or staff housing, etc. ~2028



- One-Time Capital Cost / Annual Operational Cost

$$$$$ / $$$$$

Benefits

- Moves students from aging, outdated facilities into new larger facilities scaled to support robust educational programs and support services.
- Increases available budget for teachers, educational programs, and student supports by concentrating resources in fewer buildings and lowering fixed costs such as utilities and maintenance.
- Increased possibility for STEAM programs
- Creates opportunity to use surplus facilities for new resources (educational, business, community etc.)
- Opportunity to have relationships from 5yr old on up and a good opportunity to keep the community together
- K-8 families need childcare help, this could help many 6-8 grade students pick up siblings

Challenges

- Only one other PK-8 school exists in WCSD – Mt Rose Language Immersion School.
- Requires organizational change and risk of long-term vacancy.
- Demands work, creativity, and external partnerships to maximize benefit of new programs at Smithridge and Dodson.
- Desire to create separate areas for K-5 and 6-8
- Many expressed concern for how older students might behave around younger students.
- PK-8 as a signature program, might be a challenge
- Unless Traner MS also becomes a PK-8 (Sparks Option D) or Sparks region goes all PK-8 (Sparks Option E), Pine would be the only PK-8 in the District, other than Mt Rose.

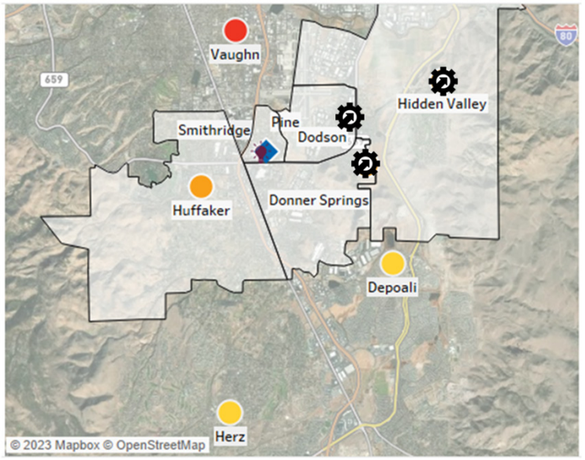
Stakeholder Support (All & Directly Impacted)

★★★☆☆ 3.3

★★★☆☆ 3.1

D New Elementary Schools at Pine and one other area site with Regional Consolidation

- Community idea, similar to Option B except it is a 5 to 3 consolidation, and Dodson consolidates with Hidden Valley.
- After reconstruction of Vaughn MS (scheduled completion ~ fall of 2026), renovate/reconstruct Pine MS into new elementary school to serve students in Smithridge and part of Donner Springs zones.
- Rezone students from Pine MS boundary to neighboring middle schools – Vaughn, Depoali, and/or Herz, based on demographic data closer to time of completion, ~2026.
- Construct additions and implement revitalization of existing facilities at Huffaker and one of either Dodson, Donner Springs, or Hidden Valley to enhance educational programs, better support flexible learning to serve students in Dodson, Hidden Valley, and part of Donner Springs zones.



- Close and repurpose Smithridge, and two of either Dodson, Donner Springs, or Hidden Valleys facilities for other beneficial uses, such as community recreation center, education and business entrepreneurship hub, professional development center, and/or staff housing, etc. ~2028

- One-Time Capital Cost / Annual Operational Cost

$$$$$ / $$$$$

Benefits

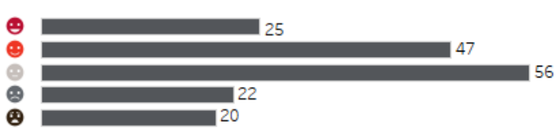
- Moves students from aging, outdated facilities into new larger facilities scaled to support robust educational programs and support services.
- Increases available budget for teachers, educational programs, and student supports by concentrating resources in fewer buildings and lowering fixed costs such as utilities and maintenance.
- Unifies communities currently split between Hidden Valley and Donner Springs.
- Creates opportunity to use surplus facilities for new resources (educational, business, community etc.)
- Could allow for building more signature academies and prioritize vertical alignment

Challenges

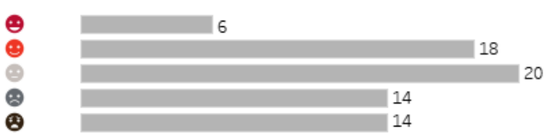
- Rezoning requires careful consideration of community impacts.
- Requires organizational change.
- More students on buses.
- Risk of long-term vacancy demands work, creativity, and recruiting external partnerships to maximize benefit of new programs at Smithridge and Dodson.

Stakeholder Support (All & Directly Impacted)

★★★☆☆ 3.2



★★★☆☆ 2.8

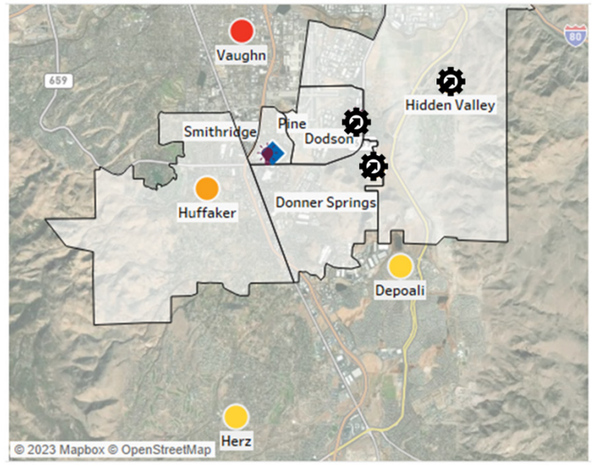


CannonDesign Recommendation: Recruit/appoint a temporary, full-time administrator to lead a multidisciplinary **PK-8 Task Force** of educational experts to determine whether to implement **Option B or Option C**, and provide recommendations to WCSD Board by end of 2024 to inform decisions that will launch capital projects at Pine, Sparks, and Traner.

E

New PK-8 School at Pine and Regional Consolidation

- Community idea, similar to Option D except Pine is converted into a PK-8 instead of an elementary.
- After reconstruction of Vaughn MS (scheduled completion ~ fall of 2026), renovate/reconstruct Pine MS into new elementary school to serve students in Smithridge and part of Donner Springs zones.
- Rezone students from Pine MS boundary to neighboring middle schools – Vaughn, Depoali, and/or Herz, based on demographic data closer to time of completion, ~2026.
- Construct additions and implement revitalization of existing facilities at Huffaker and one of either Dodson, Donner Springs, or Hidden Valley to enhance educational programs, better support flexible learning to serve students in Dodson, Hidden Valley, and part of Donner Springs zones.



- Close and repurpose Smithridge, and two of either Dodson, Donner Springs, or Hidden Valleys facilities for other beneficial uses, such as community recreation center, education and business entrepreneurship hub, staff professional development center, and/or staff housing, etc. ~2028.

One-Time Capital Cost / Annual Operational Cost

$$$$$ / $$$$$

Benefits

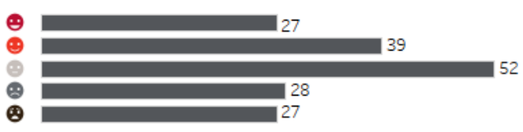
- Moves students from aging, outdated facilities into new larger facilities scaled to support robust educational programs and support services.
- Increases available budget for teachers, educational programs, and student supports by concentrating resources in fewer buildings and lowering fixed costs such as utilities and maintenance.
- Increased possibility for STEAM programs
- Unifies communities currently split between Hidden Valley and Donner Springs.
- Creates opportunity to leverage surplus facilities into new resources for educational, business, and community use.
- Opportunity to have relationships from 5yr old on up and a good opportunity to keep the community together
- K-8 families need childcare help, this could help many 6-8 grade students pick up siblings

Challenges

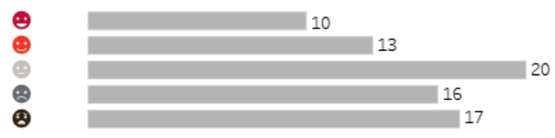
- Only one other PK-8 school exists in WCSD – Mt Rose Language Immersion School.
- Requires organizational change.
- Risk of long-term vacancy demands work, creativity, and recruiting external partnerships to maximize benefit of new programs at Smithridge and Dodson.
- Concern for how older students might behave around younger students. Separate areas for K-5 and 6-8.
- PK-8 as a signature program might be a challenge
- Unless Traner MS also becomes a PK-8 (Sparks Option D) or Sparks region goes all PK-8 (Sparks Option E), Pine would be the only PK-8 in the District, other than Mt Rose.

Stakeholder Support (All & Directly Impacted)

★★★☆☆ 3.1



★★★☆☆ 2.8



CannonDesign Recommendation: Recruit/appoint a temporary, full-time administrator to lead a multidisciplinary **PK-8 Task Force** of educational experts to determine whether to implement **Option B or Option C**, and provide recommendations to WCSD Board by end of 2024 to inform decisions that will launch capital projects at Pine, Sparks, and Traner.

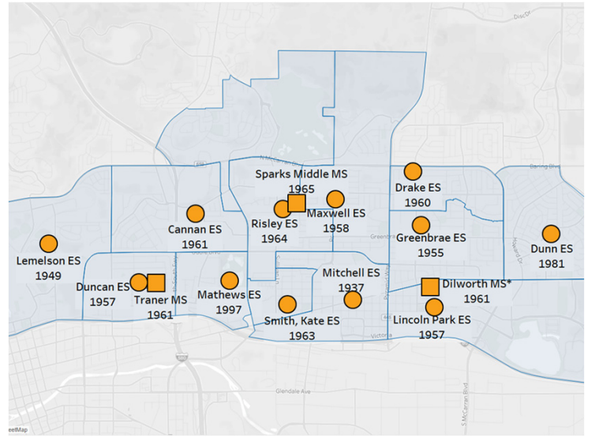
Traner, Sparks, Dilworth (Hug, Sparks, Reed)

Traner, Sparks, Dilworth, and Associated Elementary Schools: *Sparks MS, Maxwell, Mitchell, Risley, Kate Smith; Traner MS, Cannan, Duncan, Lemelson, Mathews; Dilworth MS, Drake, Dunn, Greenbrae, Lincoln Park*

General Maintenance | Renovation / Revitalization | Reconstruction | New School | Grade Reconfiguration | Consolidation / Repurpose | New Program | Attendance Re-Zoning | Long-term Reconstruction or Consolidation w interim Renov.

A Renovations Under Current Operational Model

- Continue operating all schools in their current locations and grade configurations.
- Implement prioritized revitalization and renovation projects at all schools.



One-Time Capital Cost / Annual Operational Cost

$$$$$ / $$$$$

Benefits

- Revitalization projects update older facilities with educational program and student support enhancements, such as STEM, Special Education, music, arts, outdoor learning, and security.
- No organizational changes to implement.

Challenges

- Low-capacity utilization in many close by schools.
- Inefficient facility utilization implies higher fixed cost expenditures such as utilities and maintenance, which could otherwise be invested in the classroom.
- Limits budget for teachers, educational programs, and student supports, (honors, arts, languages, counsellors, etc.)
- Slower and less-impactful capital projects by spreading CIP budget across many campuses.

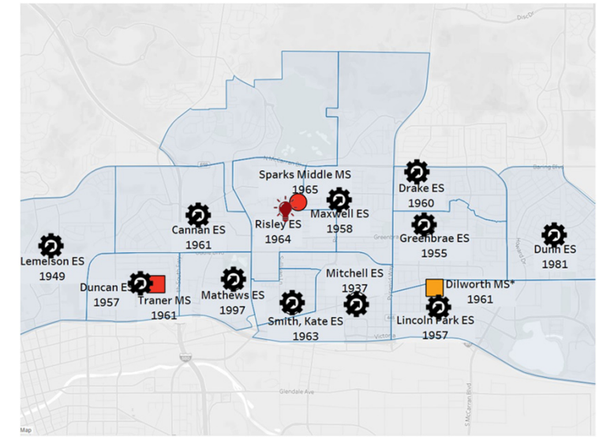
Stakeholder Support (All & Directly Impacted)

★★★★☆ 3.6

★★★★☆ 3.8

B Phased Reconstruction & Consolidation Trade-Up Scenario (Traner 2.0)

- First: Renovate or reconstruct Traner MS at ~1400 capacity to serve students in current Traner and Sparks zones. Temporarily use surplus capacity in neighboring schools and/or modular classrooms as swing space. If necessary, rezone boundaries based on refreshed demographic data closer to time of implementation. (Earliest 4-5+ years)
- Next: Renovate or reconstruct Sparks MS as a new ~700-student elementary school to serve students in Risley and neighboring zones. Determine which elementary schools to consolidate and rezone closer to time of implementation based on refreshed demographic data. Close and repurpose Risley and 1-2 other surplus school/s for other beneficial community uses, such as pre-k, recreation, entrepreneurship hub, staff professional development, housing, or temporary construction swing space, etc. (Earliest 6-7+ years)
- Then: Initiate new cycle of construction and consolidation of area elementary schools, informed by periodic enrollment projections and community engagement, at a pace of approximately 1-2 every 3-4 years, pending available funding.



- All school facilities not named above would be candidates for eventual major reconstruction & renovation or repurposing, several years in the future. (Earliest 8+ years).
- Concurrent with above projects, implement prioritized revitalization projects to ensure safe and educationally appropriate conditions

One-Time Capital Cost / Annual Operational Cost

$$$$$ / $$$$$

Benefits

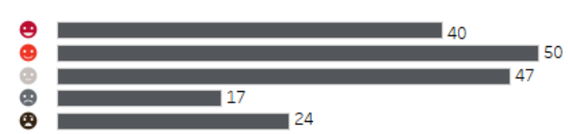
- Replaces old, inadequate facilities with modern, efficient buildings.
- Moves students into new larger schools scaled to support robust educational programs and support services.
- Increases available budget for teachers, educational programs, and student supports by concentrating resources in fewer buildings and lowering fixed costs such as utilities and maintenance.
- Leverages surplus facilities into new resources for educational, business, and community use.

Challenges

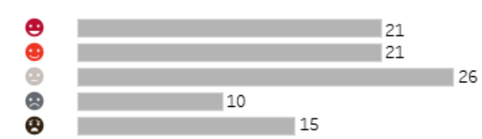
- Requires careful consideration of community impacts.
- Requires organizational change.
- Complex swing space and phasing plan, esp in Phase 1.
- Not a central location for the middle school
- Longer walk distances or bus transportation for some families.
- Traner surrounding streets are congested/too small for a large MS

Stakeholder Support (All & Directly Impacted)

★★★☆☆ 3.4



★★★☆☆ 3.2



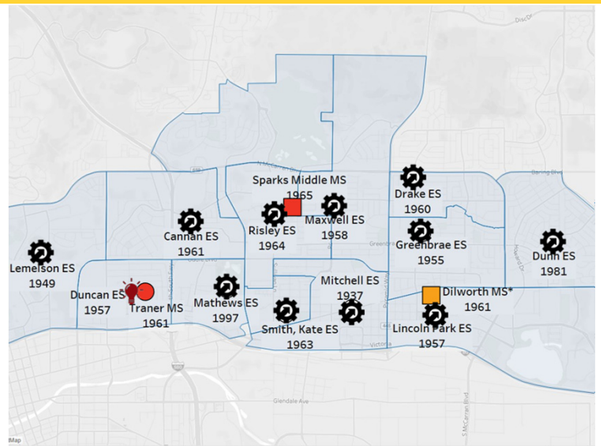
CannonDesign Recommendation: Recruit/appoint a temporary, full-time administrator to lead a multidisciplinary **PK-8 Task Force** of educational experts to determine whether to implement **Option C or Option D**, and provide recommendations to WCSD Board by end of 2024 to inform decisions that will launch capital projects at Pine, Sparks, and Traner.

Traner, Sparks, Dilworth, and Associated Elementary Schools: *Sparks MS, Maxwell, Mitchell, Risley, Kate Smith; Traner MS, Cannan, Duncan, Lemelson, Mathews; Dilworth MS, Drake, Dunn, Greenbrae, Lincoln Park*

General Maintenance | Renovation / Revitalization | Reconstruction | New School | Grade Reconfiguration | Consolidation / Repurpose | New Program | Attendance Re-Zoning | Long-term Reconstruction or Consolidation w interim Renov.

C Phased Reconstruction & Consolidation Trade-Up Scenario (Sparks MS 2.0)

- Similar to Option B, reversing which schools are reconstructed and repurposed in Phase 1
- First: Renovate or reconstruct Sparks MS at ~1400 capacity to serve students in current Sparks and Traner zones. Temporarily use surplus capacity in neighboring schools and/or modular classrooms as swing space. If necessary, rezone boundaries based on refreshed demographic data closer to time of implementation. (Earliest 4-5+ years)
- Next: Renovate or reconstruct Traner MS as a new ~700-student elementary school to serve students in Duncan and neighboring zones. Determine which elementary schools to consolidate and rezone closer to time of implementation based on refreshed demographic data. Close and repurpose Duncan and 1-2 other surplus school/s for other beneficial community uses, such as pre-k, recreation, entrepreneurship hub, staff professional development, housing, or temporary construction swing space, etc. (Earliest 6-7+ years)



- Then: Initiate new cycle of construction and consolidation of area elementary schools, informed by periodic enrollment projections and community engagement, at a pace of approximately 1-2 every 3-4 years, pending available funding. All school facilities not named above would be candidates for eventual major reconstruction & renovation or repurposing, several years in the future. (Earliest 8+ years)
- Concurrent with above projects, implement prioritized revitalization projects to ensure safe and educationally appropriate conditions.

One-Time Capital Cost / Annual Operational Cost

$$$$$ / $$$$$

Benefits

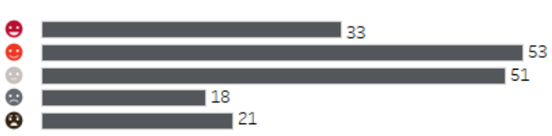
- Replaces old, inadequate facilities with modern, efficient buildings.
- Moves students into new larger schools scaled to support robust educational programs & services.
- Replacement of Sparks MS is beneficial because it is more centrally located
- Increases available budget for teachers, educational programs, and student supports by concentrating resources in fewer buildings and lowering fixed costs such as utilities and maintenance.
- Leverages surplus facilities into new resources for educational, business, and community use.

Challenges

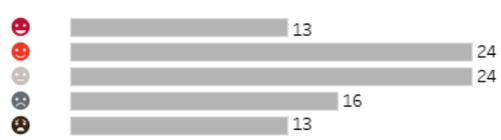
- Requires careful consideration of community impacts.
- Requires organizational change.
- Complex swing space and phasing plan, esp in Phase 1.
- Longer walk distances or bus transportation for some families.

Stakeholder Support (All & Directly Impacted)

★★★☆☆ 3.3

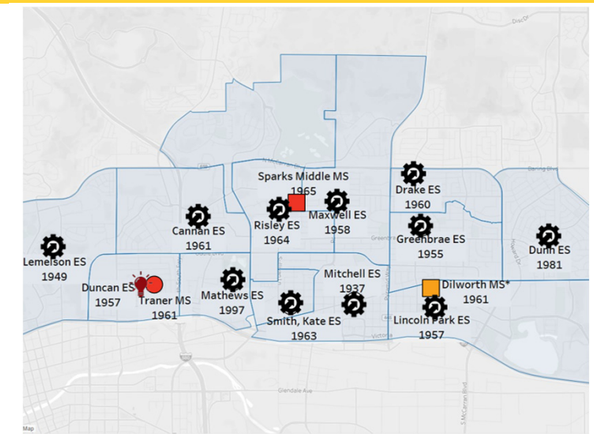


★★★☆☆ 3.1



D Phased Reconstruction & Consolidation Trade-Up (Traner PK-8 & Sparks/Dilworth)

- Community idea like Options B and C:
- First, renovate or reconstruct Sparks MS at ~1400 capacity to serve students in current Sparks and Dilworth zones. Also, build a new or renovated 900-1200 student PK-8 school at either Traner MS or Duncan ES. Temporarily use surplus capacity in neighboring schools and/or modular classrooms as swing space.
- Rezone boundaries based on refreshed demographic data closer to time of implementation, possibly realigning Dilworth's boundary with Sparks and Reed high school feeders. (Earliest 4-5+ years)
- Next: Renovate or reconstruct Dilworth MS as a new ~700-student elementary school to serve students in neighboring zones. Determine elementary schools to consolidate and rezone closer to time of implementation based on refreshed demographic data. Close and repurpose 2-4 surplus school/s for other beneficial community uses, such as pre-k, recreation, entrepreneurship hub, staff professional development, housing, or temporary construction swing space, etc. (Earliest 6-7+ years)



- Then: Initiate new cycle of construction and consolidation of area elementary schools, informed by periodic enrollment projections and community engagement, at a pace of approximately 1-2 every 3-4 years, pending available funding. All school facilities not named above would be candidates for eventual major reconstruction & renovation or repurposing, several years in the future. (Earliest 8+ years)
- Concurrent with above projects, implement prioritized revitalization projects to ensure safe and educationally appropriate conditions.

One-Time Capital Cost / Annual Operational Cost

$$$$$ / $$$$$

Benefits

- Replaces old, inadequate facilities with modern, efficient buildings.
- Moves students into new larger schools scaled to support robust educational programs & services.
- Increases available budget for teachers, educational programs, and student supports by concentrating resources in fewer buildings and lowering fixed costs such as utilities and maintenance.
- Leverages surplus facilities into new resources for educational, business, and community use.

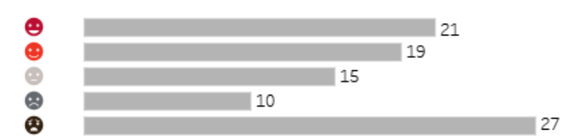
Challenges

- Unless Pine MS also becomes a PK-8 (Pine Option C) Traner would be the only PK-8 in the District, other than the language program at Mt Rose.

Stakeholder Support (All & Directly Impacted)

★★★☆☆ 3.1

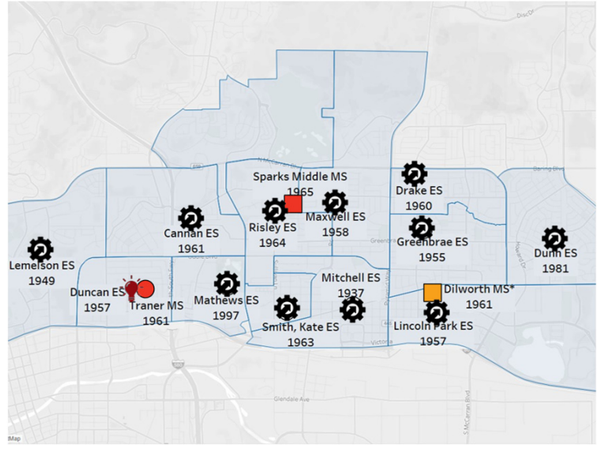
★★★☆☆ 3.0



CannonDesign Recommendation: Recruit/appoint a temporary, full-time administrator to lead a multidisciplinary **PK-8 Task Force** of educational experts to determine whether to implement **Option C or Option D**, and provide recommendations to WCSD Board by end of 2024 to inform decisions that will launch capital projects at Pine, Sparks, and Traner.

E Regionwide Migration to PK-8

- Community-suggested idea: a phased migration from current operating model consisting of twelve PK-5 elementary schools and three 6-8 middle schools (15 total schools serving the projected 5450 elementary and middle school students) to a streamlined portfolio of only 4-6 PK-8 schools scaled between 900 to 1200 students each.
- While smaller PK-8 public, private, and charter schools do exist, they tend to offer very limited scale of resources, making it a struggle to offer a robust educational program, especially for grades 6-8.
- This would entail the construction of 5-6 new facilities starting with the 3 middle school sites plus 2-3 more, and the phased consolidation and repurposing of 9-10 surplus sites.
- Either new PK-8 attendance zones, or a regional choice policy could be applied.
- Because of the long-term nature of this scenario, WCSD could explore this concept through a regional signature program scaled at 900-1200 capacity as a pilot that could be rolled out in a regional conversion.



One-Time Capital Cost / Annual Operational Cost

$$$$$ / $$$$$

Benefits

- Replaces old, inadequate facilities with modern, efficient buildings.
- Moves students into new larger schools scaled to support robust educational programs & services.
- Increases available budget for teachers, educational programs, and student supports by concentrating resources in fewer buildings and lowering fixed costs such as utilities and maintenance.
- Leverages surplus facilities into new resources for educational, business, and community use.
- There are opportunities for 8th & 7th graders to mentor younger kids, help with PreK, and learn child development
- K-8 charter schools are in high demand
- Doing that brings the community together so kids in the same families can go to the same schools. Consolidation might help with this. Encourages community.

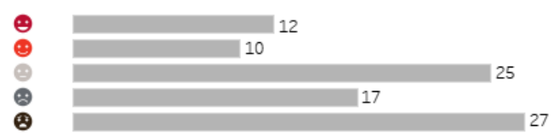
Challenges

- Requires careful consideration of community impacts.
- Requires organizational change.
- Complex swing space and phasing plan, esp in Phase 1.
- Longer walk distances or bus transportation for some families.

Stakeholder Support (All & Directly Impacted)

★★★☆☆ 2.8

★★☆☆☆ 2.6



CannonDesign Recommendation: Recruit/appoint a temporary, full-time administrator to lead a multidisciplinary **PK-8 Task Force** of educational experts to determine whether to implement **Option C or Option D**, and provide recommendations to WCSD Board by end of 2024 to inform decisions that will launch capital projects at Pine, Sparks, and Traner.

Clayton (McQueen, Reno)

Clayton Area Options:

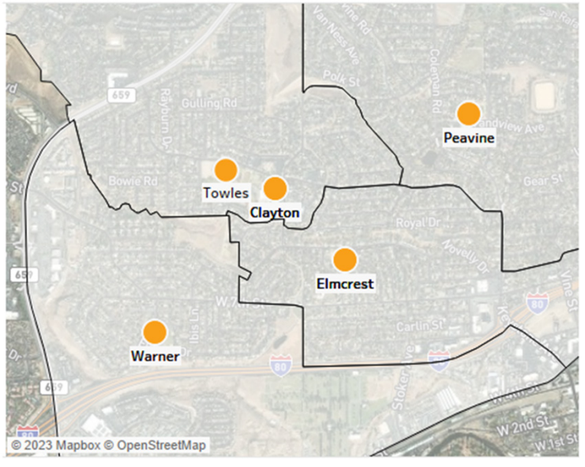
Clayton MS, Towles, Elmcrest, Warner, Peavine

General Maintenance | Renovation / Revitalization | Reconstruction | New School | Grade Reconfiguration | Consolidation / Repurpose | New Program | Attendance Re-Zoning | Long-term Reconstruction or Consolidation w interim Renov.

CannonDesign Recommendation

A Prioritized Renovations Under Current Operational Model

- Continue operating Clayton MS and feeder elementary schools in in their current locations, grade configurations, and current splitting of Clayton to McQueen and Reno.
- Implement prioritized revitalization, renovation, and reconstruction projects at all schools.
- Design facilities to bring all schools up to WCSD standards (most recently implemented at the new Hug High School) with focus on safety, wellness, collaborative learning, special education services, and supports for new and enhanced educational program/s (e.g. STEM, CTE, Sustainability, Visual and Performing Arts, Alternative Education, etc.) in collaboration with community stakeholders.
- Improve walkability in this high traffic zone.
- Sequence capital projects based on predictable criteria, to include district educational strategy, serving students with greatest needs, geographical and socioeconomic equity, operational efficiency, and facility assessment data measuring physical condition and facility adequacy.



One-Time Capital Cost / Annual Operational Cost

$$$$$ / $$$$$

Benefits

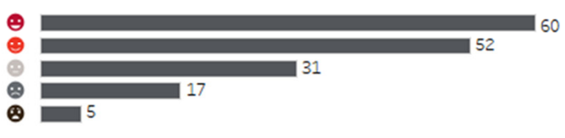
- Revitalization projects update older facilities with educational program and student support enhancements, such as STEM, Special Education, music, arts, outdoor learning, and security.
- No rezoning or organizational changes to implement.

Challenges

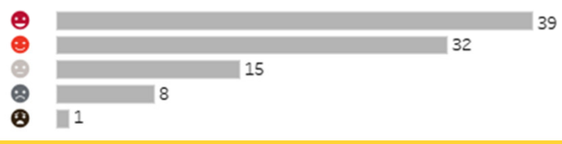
- Low-capacity utilization at elementary school level.
- Inefficient facility utilization implies higher fixed cost expenditures such as utilities and maintenance, which could otherwise be invested in the classroom.
- Reduces available budget for teachers, educational programs, and student supports, such as honors/AP, gifted and talented, arts, languages, counsellors, etc.

Stakeholder Support (All & Directly Impacted)

★★★★☆ 3.9

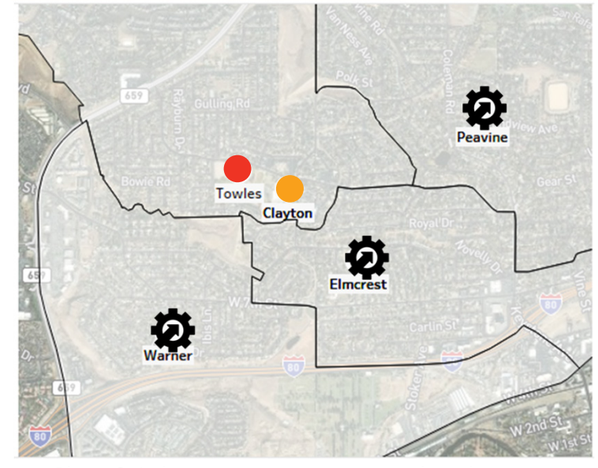


★★★★☆ 4.1



B Phased Reconstruction & Consolidation Trade-Up Scenario

- In addition to Option A:
- Renovate and replace old, outdated elementary school facilities with state-of-the-art buildings designed with WCSD-standard features and capacity, enabling the consolidation of programs into new facilities on fewer locations. 'Trade-up' strategy ensures that affected students and staff would only be rezoned to schools that have first had major capital improvements that improve educational environments and access to programs.
- Phase 1: Reconstruct Towles ES at 600-700 capacity, temporarily using surplus capacity in neighboring schools and/or modular classrooms as swing space. Design educational program focus in collaboration with community stakeholders.
- Phase 2: Rezone elementary boundaries based on refreshed demographic data closer to time of implementation, ~5-10+ years in future and repurpose one of the other schools for other beneficial community uses, such as newcomer transition center, pre-k, etc.



- Phase 3: In long term, reconstruct another elementary school TBD and rezone elementary boundaries to enable another Trade Up outcome for students.
- ***NOTE: Towles being reconstructed in the long-term trade up strategy was not included in the Draft Options and is recommended due to its proximity to Clayton Middle School, enabling further vertical alignment with Clayton.***

One-Time Capital Cost / Annual Operational Cost

$$$$$ / $$$$$

Benefits

- Replaces old, inadequate facilities with modern, efficient ones.
- Moves students into new larger schools scaled to support robust educational programs and support services.
- Due to close proximity of the UNR, repurposed properties could have many positive uses.
- Increases available budget for teachers, educational programs, and student supports by concentrating resources in fewer buildings and lowering fixed costs such as utilities and maintenance.
- Leverages surplus facilities into new resources for educational, business, and community use.

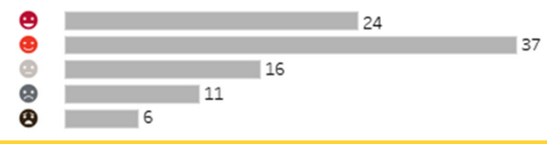
Challenges

- Rezoning requires careful consideration of community impacts.
- Requires organizational change.
- Enrollment tends to fluctuate in this area around UNR, plan should retain sufficient surplus capacity.
- Risk of long-term vacancy demands work, creativity, and recruiting external partnerships to maximize benefit of new programs at repurposed facilities.

Stakeholder Support (All & Directly Impacted)

★★★★☆ 3.7

★★★★☆ 3.7



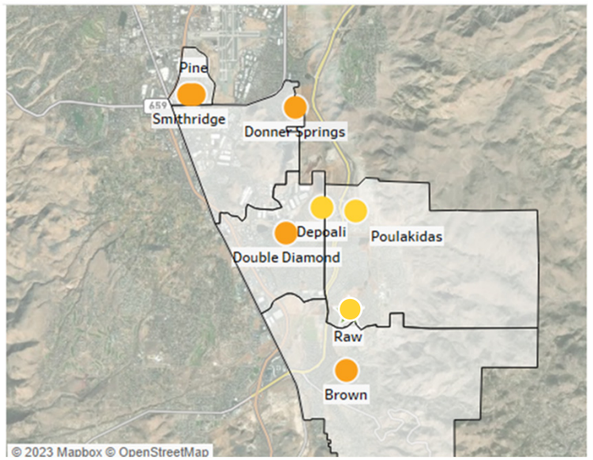
CannonDesign Recommendation: Implement reconstruction and renovation projects as outlined in Option B in priority order based on facility and student needs as outlined above, noting specificity of Towles reconstruction indicated above.

Depoali (Damonte Ranch)

CANNONDESIGN

A Prioritized Renovations Under Current Operational Model

- Continue operating Damonte Ranch HS and all schools in Depoali MS vertical in their current locations and grade configurations. **(*Note: there are separate options presented for Pine MS and associated elementary schools (Options B, C, D, E) that include grade reconfiguration and consolidation.)**
- Implement prioritized revitalization, renovation, and reconstruction projects at all schools.
- Design facilities to bring all schools up to WCSD standards (most recently implemented at the new Hug High School) with focus on safety, wellness, collaborative learning, special education services, and supports for new and enhanced educational program/s (e.g. STEM, CTE, Sustainability, Visual and Performing Arts, Alternative Education, etc.) in collaboration with community stakeholders. Double Diamond's buildings stand out among these otherwise newer elementary schools as being outdated and inadequate.
- Sequence capital projects based on predictable criteria, to include district educational strategy, serving students with greatest needs, geographical and socioeconomic equity, operational efficiency, and facility assessment data measuring physical condition and facility adequacy.



- Monitor enrollment and in mid to long range (5-10+ years) consider further study for potential school replacement to enable elementary school consolidations with neighboring verticals.

One-Time Capital Cost / Annual Operational Cost

$$$$$ / $$$$$

Benefits

- Revitalization projects update older facilities with educational program and student support enhancements, such as STEM, Special Education, music, arts, outdoor learning, and security.
- No rezoning or organizational changes to implement.

Challenges

Stakeholder Priorities (Ranked, Highest to Last)

- Science, Technology, Engineering, and Math (2.9)
- Pre-K / Early education (3.8)
- Career Technical Education (4.4)
- Visual and Performing Arts (4.8)
- Literacy, Civics, Social Studies (5.4)
- Language Learner and Newcomer Programs (5.9)
- Athletics (6.1)
- Replace portables with permanent construction (6.3)
- Foreign Languages (6.7)
- Flexible Learning Hubs for Teacher and Student Collaboration (7.0)
- English language learner and newcomer (new students to country) programs (7.0)

CannonDesign Recommendation: Implement reconstruction, renovation, and revitalization projects in priority order based on facility and student needs as outlined above.

Herz (Galena)

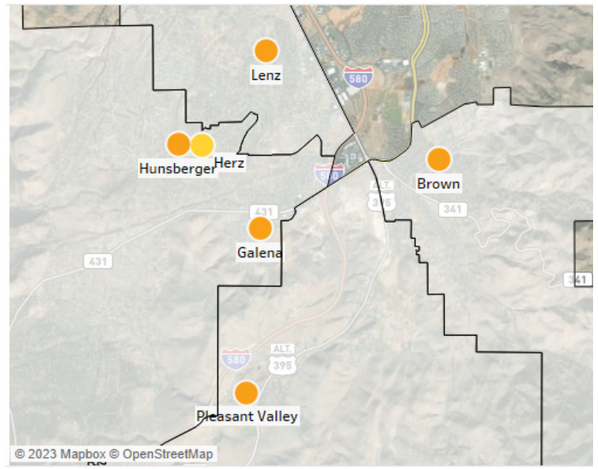
Galena Area Options:

Galena HS, Herz, Hunsberger, Lenz, Pleasant Valley, Brown

General Maintenance | Renovation / Revitalization | Reconstruction | New School | Grade Reconfiguration | Consolidation / Repurpose | New Program | Attendance Re-Zoning | Long-term Reconstruction or Consolidation w interim Renov.

A Prioritized Renovations Under Current Operational Model

- Continue operating Galena HS and all feeder schools in in their current locations and grade configurations.
- Implement prioritized revitalization, renovation, and reconstruction projects at all schools.
- Design facilities to bring all schools up to WCSD standards (most recently implemented at the new Hug High School) with focus on safety, wellness, collaborative learning, special education services, and supports for new and enhanced educational program/s (e.g. STEM, CTE, Sustainability, Visual and Performing Arts, Alternative Education, etc.) in collaboration with community stakeholders.
- Sequence capital projects based on predictable criteria, to include district educational strategy, serving students with greatest needs, geographical and socioeconomic equity, operational efficiency, and facility assessment data measuring physical condition and facility adequacy.
- Monitor enrollment and in mid to long range (5-10+ years) consider further study for potential school replacement to enable elementary school consolidations.



One-Time Capital Cost / Annual Operational Cost

$$$$$ / $$$$$

Benefits

- Revitalization projects update older facilities with educational program and student support enhancements, such as STEM, Special Education, music, arts, outdoor learning, and security.
- No rezoning or organizational changes to implement.

Challenges

- Low-capacity utilization and low enrollment at geographically distant Pleasant Valley.

Stakeholder Priorities (Ranked, Highest to Last)

- Science, Technology, Engineering, and Math (2.8)
- Pre-K / Early education (3.7)
- Career Technical Education (4.5)
- Visual and Performing Arts (5.0)
- Literacy, civics, social studies (5.2)
- Athletics (5.4)
- Foreign languages (6.4)
- Language Learner and Newcomer Programs (6.5)
- Replace portables with permanent construction (7.0)
- English language learner and newcomer (new students to country) programs (7.1)
- Flexible Learning Hubs for Teacher and Student Collaboration (7.1)

CannonDesign Recommendation: Implement reconstruction, renovation, and revitalization projects in priority order based on facility and student needs as outlined above.

Gerlach

Gerlach Area Options:

Gerlach K-12 School

General Maintenance | Reconstruction | Grade Reconfiguration | New Program | Long-term Reconstruction or Consolidation w interim Renov.
Renovation / Revitalization | New School | Consolidation / Repurpose | Attendance Re-Zoning

A Continued Enrollment Study & Community Engagement

- Form local planning advisory group in 2023-24 representing Gerlach's geographically-remote school community to explore potential options for ongoing CIP investments, solicit community input, and provide feedback on WCSD recommendations by end of 2024

One-Time Capital Cost / Annual Operational Cost

$$$$$ / $$$$$

Benefits

- Facility solutions tailored to Gerlach's unique small size and remote location.
- Enhanced stakeholder information and participation.

Challenges

Stakeholder Priorities (Ranked, Highest to Last)

- Pre-K / Early education (2.8)
- Science, Technology, Engineering, and Math (3.3)
- English language learner and newcomer (new students to country) programs (3.7)
- Visual and Performing Arts (4.5)
- Career Technical Education (4.8)
- Literacy, civics, social studies (7.2)
- Flexible Learning Hubs for Teacher and Student Collaboration (8.0)
- Foreign languages (8.3)
- Athletics (8.7)

CannonDesign Recommendation: Implement brief needs assessment and scoping study followed by renovation project in priority order based on facility and student needs as outlined above.

Desert Skies (Hug)

CANNONDESIGN

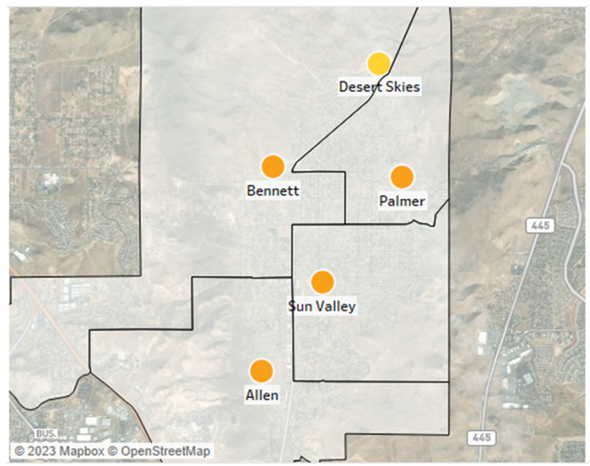
Hug / Desert Skies /Sun Valley Area Options:

Desert Skies MS, Allen, Bennett, Palmer, Sun Valley

General Maintenance | Renovation / Revitalization | Reconstruction | New School | Grade Reconfiguration | Consolidation / Repurpose | New Program | Attendance Re-Zoning | Long-term Reconstruction or Consolidation w interim Renov.

A Prioritized Renovations Under Current Operational Model

- Continue operating and all Hug/Desert Skies MS feeder schools in their current locations and grade configurations. **(*Note: there is a separate option presented for Traner MS and associated elementary schools - Options B, C and D - that includes reconstruction and consolidation.)**
- Implement prioritized revitalization, renovation, and reconstruction projects at all schools. Design facilities to bring all schools up to WCSD standards with focus on safety, wellness, collaborative learning, special education services, and supports for new and enhanced educational program/s in collaboration with community stakeholders.
- One or more of the facilities should be equipped with a newcomer transition center, childcare center, and family resource center.
- Sequence capital projects based on predictable criteria, to include district educational strategy, serving students with greatest needs, geographical and socioeconomic equity, operational efficiency, and facility assessment data measuring physical condition and facility adequacy.



One-Time Capital Cost / Annual Operational Cost

$$$$$ / $$$$$

Benefits

- Revitalization projects update older facilities with educational program and student support enhancements, such as STEM, Special Education, music, arts, outdoor learning, and security.
- No rezoning or organizational changes to implement.

Challenges

- Low-capacity utilization at elementary school level.
- Inefficient facility utilization implies higher fixed cost expenditures such as utilities and maintenance, which could otherwise be invested in the classroom.
- Reduces available budget for teachers, educational programs, and student supports, such as honors/AP, gifted and talented, arts, languages, counsellors, etc.

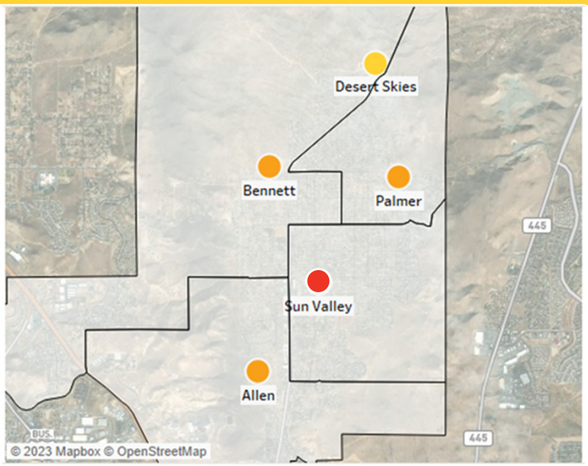
Stakeholder Support (All & Directly Impacted)

★★★★☆ 3.8

★★★★☆ 4.1

B New Sun Valley ES

- Community suggested Option:
- Similar to Option A, except Sun Valley ES would be reconstructed at ~700 capacity with state-of-the-art buildings designed with WCSD-standard features instead of renovated.
- Monitor multi-family housing growth and enrollment projections for consideration of potential long-term consolidation of elementary school programs.



One-Time Capital Cost / Annual Operational Cost

$$$$$ / $$$$$

Benefits

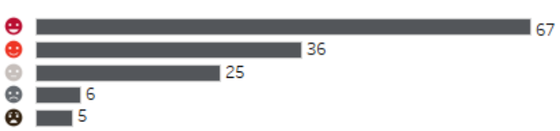
- Replaces old, inadequate facilities with modern, efficient buildings.
- Continues long-term strategy of introducing new facilities into this low-socioeconomic region (e.g. Desert Skies, Hug HS)

Challenges

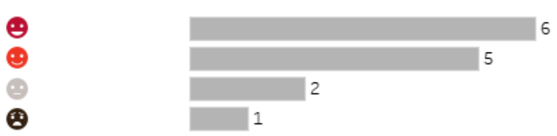
- Low-capacity utilization at elementary school level, may lead to elementary consolidation options in the future.
- Inefficient facility utilization implies higher fixed cost expenditures such as utilities and maintenance, which could otherwise be invested in the classroom.
- Reduces available budget for teachers, educational programs, and student supports, such as honors/AP, gifted and talented, arts, languages, counsellors, etc.

Stakeholder Support (All & Directly Impacted)

★★★★☆ 4.1



★★★★☆ 4.1



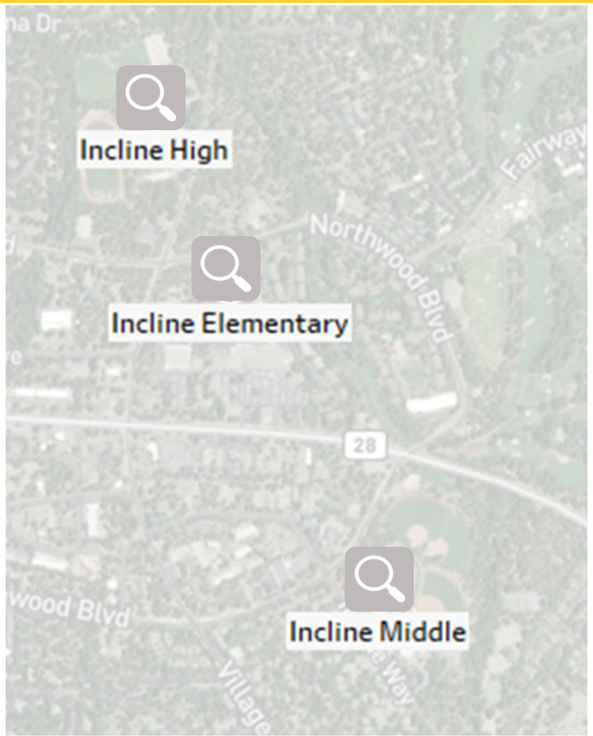
CannonDesign Recommendation: Implement reconstruction, renovation, and revitalization projects in priority order based on facility and student needs as outlined above in Option B.

Incline

Cannon Design Recommendation

A Continued Enrollment Study & Community Engagement

- Commission a 3-6 month independent study with local representatives from geographically-remote schools to:
- 1) Listen to students and families to understand and document local academic priorities, and study the educational challenges associated with low enrollment and inefficient facility utilization.
- 2) Review demographics of local pre-kinder population, local post-pandemic housing market, and enrollment projections.
- 3) Explore options for ongoing operations and CIP investments including maintaining status quo, grade reconfiguration (such as PK-8), and repurposing Incline MS for other beneficial uses such as community recreation center, education and business entrepreneurship hub, staff professional development center, public-private partnership, and/or staff housing.
- 4) Solicit stakeholder input.
- 5) Provide recommendations to BOT for action by end of 2024 to inform decisions for capital projects.



One-Time Capital Cost / Annual Operational Cost

$$$$$ / $$$$$

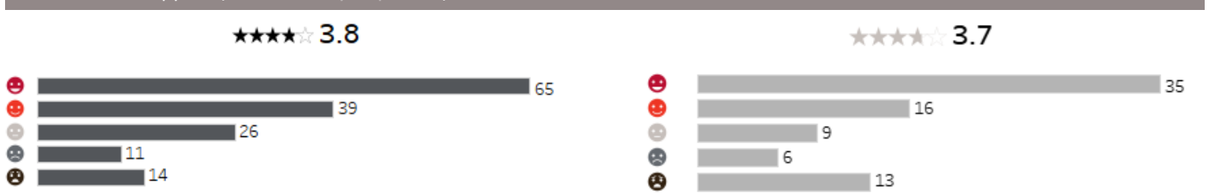
Benefits

- Higher degree of enrollment projection due-diligence.
- Enhanced stakeholder information and participation.

Challenges

- Delays operational decisions and high-impact capital projects by ~1 year.

Stakeholder Support (All & Directly Impacted)



CannonDesign Recommendation: Implement brief needs assessment and scoping study followed by renovation project in priority order based on facility and student needs as outlined above.

Billinghurst (McQueen)

CANNONDESIGN

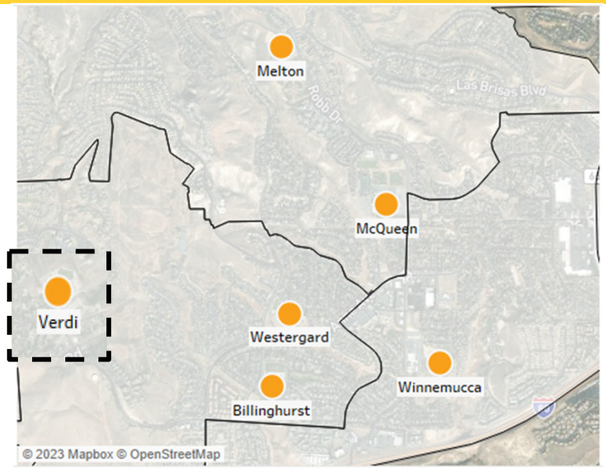
McQueen/Billinghurst Area Options:

McQueen HS, Billinghurst MS, Melton, Verdi, Westergard, Winnemucca

General Maintenance | Reconstruction | Grade Reconfiguration | New Program | Long-term Reconstruction or Consolidation w interim Renov.
Renovation / Revitalization | New School | Consolidation / Repurpose | Attendance Re-Zoning

A Prioritized Renovations Under Current Operational Model

- Continue operating McQueen HS and all schools in Billinghurst MS vertical in their current locations and grade configurations. **(*Note: there is a separate option presented for Clayton MS and associated elementary schools (Options B) that includes reconstruction and consolidation.)**
- Continue monitoring housing developments and enrollment growth in the Verdi zone (where current projections do not yet justify additional capacity), and if necessary, accelerate plans for a new school on developer-donated land per MOU.
- Implement prioritized revitalization, renovation, and reconstruction projects at all schools.
- Design facilities to bring all schools up to WCSD standards (most recently implemented at the new Hug High School) with focus on safety, wellness, collaborative learning, special education services, and supports for new and enhanced educational program/s (e.g. STEM, CTE, Sustainability, Visual and Performing Arts, Alternative Education, etc.) in collaboration with community stakeholders.
- Sequence capital projects based on predictable criteria, to include district educational strategy, serving students with greatest needs, geographical and socioeconomic equity, operational efficiency, and facility assessment data measuring physical condition and facility adequacy.



- McQueen HS will require modernization, including converting classrooms to flex spaces and neighborhoods, with potential addition to improve CTE and STEM while replacing outdated portables.

One-Time Capital Cost / Annual Operational Cost

$$$$$ / $$$$$

Benefits

- Revitalization projects update older facilities with educational program and student support enhancements, such as STEM, Special Education, music, arts, outdoor learning, and security.
- No rezoning or organizational changes to implement

Challenges

Stakeholder Priorities (Ranked, Highest to Last)

- Science, Technology, Engineering, and Math (3.1)
- Pre-K / Early education (4.6)
- Career Technical Education (4.7)
- Visual and Performing Arts (4.8)
- Replace portables with permanent construction (5.0)
- Literacy, civics, social studies (5.0)
- Athletics (6.1)
- Foreign languages (6.8)
- Language Learner and Newcomer Programs (6.8)
- Flexible Learning Hubs for Teacher and Student Collaboration (7.1)
- English language learner and newcomer (new students to country) programs (7.2)

CannonDesign Recommendation: Implement reconstruction, renovation, and revitalization projects in priority order based on facility and student needs as outlined above

North Valleys

CANNONDESIGN

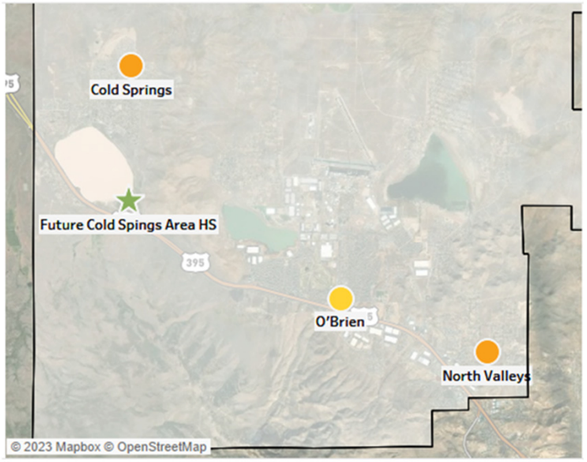
North Valleys Area High School and Middle School Options:

North Valleys HS, Cold Springs MS, O'Brien MS

General Maintenance | Renovation / Revitalization | Reconstruction | New School | Grade Reconfiguration | Consolidation / Repurpose | New Program | Attendance Re-Zoning | Long-term Reconstruction or Consolidation w interim Renov.

A Monitored High School Growth Under Current Operational Model

- Continue monitoring area housing developments, municipal road and utility infrastructure, and annual enrollment projections to initiate land procurement and development of new high school in Cold Springs area.
- In the meantime, continue use of portable classrooms to address crowding at North Valleys HS.
- NVHS students will have opportunity to attend new Debbie Smith Career Tech Academy (scheduled to open fall 2025).
- Implement priority revitalization and renovation projects at all schools.



One-Time Capital Cost / Annual Operational Cost

$$$$$ / $$$$$

Benefits

- Revitalization projects update older facilities with educational program and student support enhancements, such as STEM, Special Education, music, arts, outdoor learning, and security.
- No organizational changes to implement.

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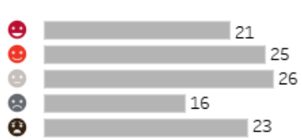
Challenges

- Due to economic conditions, housing development and related municipal roads and utilities necessary for construction of a new high school has stalled in the area. There are currently only 833 high school students in the Cold Springs zone, with flat enrollment projected.
- Current facilities and portable are not safe.
- Even though 5-yr projections indicate a 9% decline in enrollment, in 2027-28 North Valleys HS will operate at 99% capacity utilization requiring continued use of current 8 portable classrooms.
- At 2,400+ students, NVHS is the largest in Washoe County.

Stakeholder Support (All & Directly Impacted)

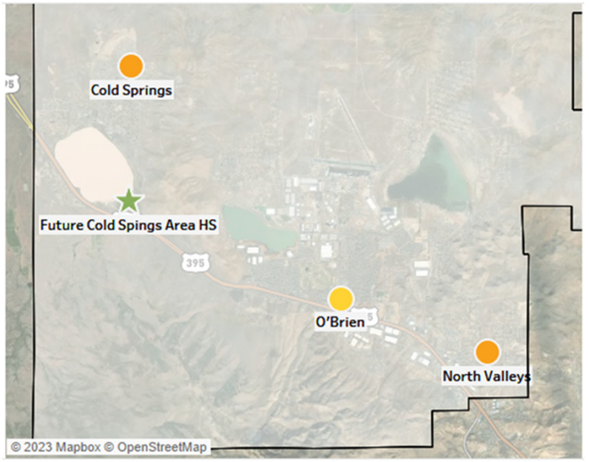
★★★☆☆ 3.3

★★★☆☆ 3.0



B North Valleys High School Additions and Renovations

- Same as Option A, plus:
- Replace NVHS portable classrooms with permanent building addition/s and implement extensive revitalization of existing facilities to enhance educational programs, better support flexible learning, and increase capacity by 200-300 seats.
- Design facilities to support new and enhanced program/s (e.g. STEM, Sustainability, Visual and Performing Arts, Alternative Education, etc.) in collaboration with community stakeholders.



One-Time Capital Cost / Annual Operational Cost

$$$$$ / $$$$$

Benefits

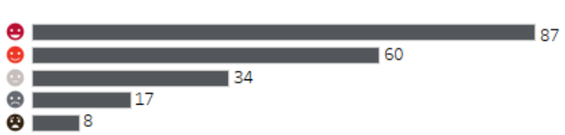
- Relieves crowding at North Valleys HS sooner than waiting for a new high school.
- Creates new educational programs relevant to North Valleys communities and creates professional development opportunities for faculty.
- Accommodates potential Title I staffing supports.
- New collaborative hubs
- Current outdoor courtyard could be changed into an indoor space to help with lunch issues
- Revitalization projects update older facilities with educational program and student support enhancements, such as STEM, Special Education, music, arts, outdoor learning, and security.
- Preserves united North Valleys communities with one large high school.
- Possibility to add a classroom that can accommodate IEP students

Challenges

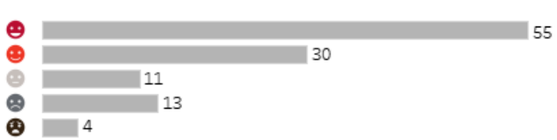
- At 2,400+ students, NVHS is the largest in Washoe County.
- Phased renovations and additions required to maintain school operations during construction.

Stakeholder Support (All & Directly Impacted)

★★★★☆ 4.0



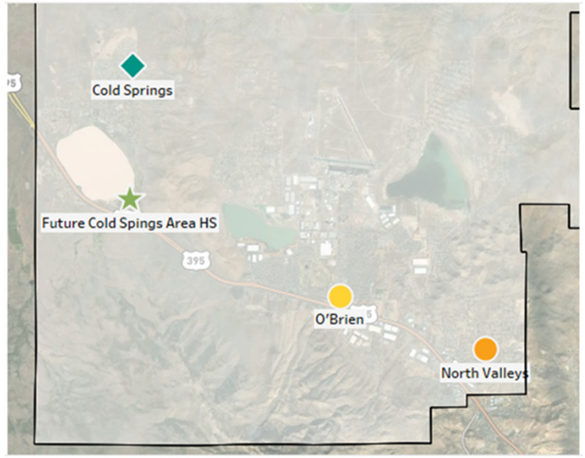
★★★★☆ 4.1



CannonDesign Recommendation: Implement renovation and revitalization projects in priority order based on facility and student needs as outlined above in Option B, with North Valleys High School in an accelerated Managed Growth schedule initiative.

C New High School Signature Program on Cold Springs Campus

- Same as Option A, plus:
- Create new high-demand high school signature or magnet program/s to be temporarily housed at the Cold Springs MS campus, relieving crowding at NVHS until residential growth resumes, triggering new Cold Springs area high school.
- Design the program focus (e.g. STEM, Sustainability, CTE, Visual & Performing Arts, Alternative Education) in collaboration with community stakeholders.
- Implement facility improvements at Cold Springs MS as necessary for the new program and to provide physical separation from middle school.
- Incorporate long term accommodations for the new program into new high school design, and/or renovations at North Valleys HS.



One-Time Capital Cost / Annual Operational Cost

$$$$$ / $$$$$

Benefits

- Relieves crowding at North Valleys HS.
- Includes community in the design of a solution that will transfer into eventual new high school design.
- Creates new educational programs relevant to North Valleys communities and creates professional development opportunities for faculty.
- Opportunity to implement an honors/magnet program.
- Makes use of existing 600+ surplus capacity at Cold Springs to solve short-term crowding at NVHS.
- Revitalization projects update older facilities with educational program and student support enhancements, such as STEM, Special Education, music, arts, outdoor learning, and security.
- 9th graders have option to go to CSMS or NVHS

Challenges

- Requires facility renovations and operational planning to host two schools at Cold Springs.
- Additional transportation time and cost.
- Requires policy/plan for extra curricular programs like athletics and arts.
- Possible need for additional parking
- Potential impact on student population remaining at NVHS.

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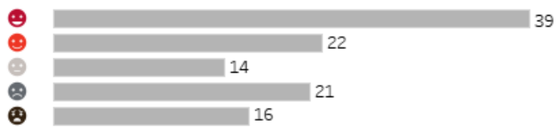
Stakeholder Support (All & Directly Impacted)

★★★½☆ 3.5

★★★½☆ 3.4



D North Valleys 9th Grade Center on Cold Springs Campus

- Same as Option A, plus:
- Develop new 9th grade center for all NVHS freshmen students (from both Cold Springs and O-Brien) to be temporarily housed at the Cold Springs MS campus, relieving crowding at NVHS until residential growth resumes, triggering new Cold Springs area high school.
- Implement facility improvements at Cold Springs MS as necessary for the 9th grade center and to provide physical separation from middle school.
- Incorporate long-term accommodations for eventual relocation of 9th grade in both the new high school design and North Valleys HS.

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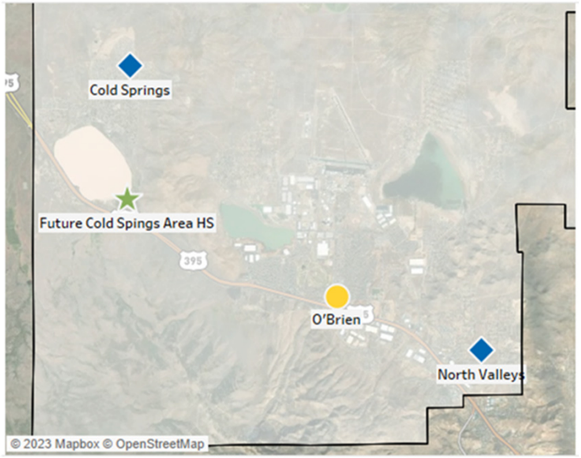


One-Time Capital Cost / Annual Operational Cost

$$$$$ / $$$$$

Benefits

- Relieves crowding at North Valleys HS.
- Potential social development advantages for 9th graders off site from NVHS upperclassmen.
- Makes use of existing 600+ surplus capacity at Cold Springs to solve short-term crowding at NVHS.
- Revitalization projects update older facilities with educational program and student support enhancements, such as STEM, Special Education, music, arts, outdoor learning, and security.

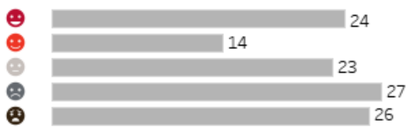
Challenges

- O'Brien area 9th graders would be new on campus compared to Cold Springs 9th graders, potentially creating challenging transition.
- Solution would not transfer into eventual new high school design.
- Additional transportation time and cost.
- 9th graders mixing with middle schoolers could mean some behavioral issues
- Concern about O'Brien students being forced to transition twice
- Concern about flooding at site and on the 395 highway

Stakeholder Support (All & Directly Impacted)

★★★☆☆ 3.1

★★★☆☆ 2.9



CannonDesign Recommendation: Implement renovation and revitalization projects in priority order based on facility and student needs as outlined above in Option B, with North Valleys High School in an accelerated Managed Growth schedule initiative.

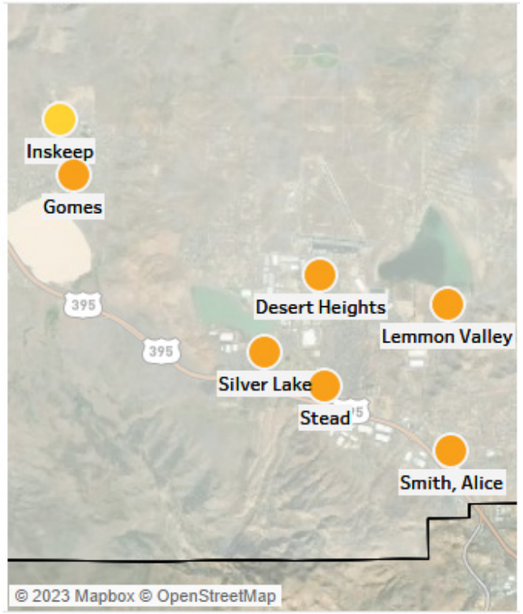
North Valleys Area Elementary School Options:

Gomes, Inskeep, Silver Lake, Desert Heights, Lemmon Valley, Alice Smith, Stead

General Maintenance | Renovation / Revitalization | Reconstruction | New School | Grade Reconfiguration | Consolidation / Repurpose | New Program | Attendance Re-Zoning | Long-term Reconstruction or Consolidation w interim Renov.

A Monitored Growth Under Current Operational Model

- Continue operating all elementary schools at existing sites.
- Implement prioritized maintenance, revitalization, and renovation projects at all schools.
- Monitor housing developments and enrollment projections for future elementary school and/or rezoning



One-Time Capital Cost / Annual Operational Cost

$$$$$ / $$$$$

Benefits

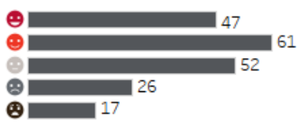
- Updates older facilities with educational and student support enhancements.

Challenges

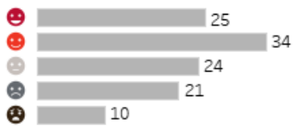
- Moderate crowding at Lemmon Valley and Stead.

Stakeholder Support (All & Directly Impacted)

★★★½☆ 3.5

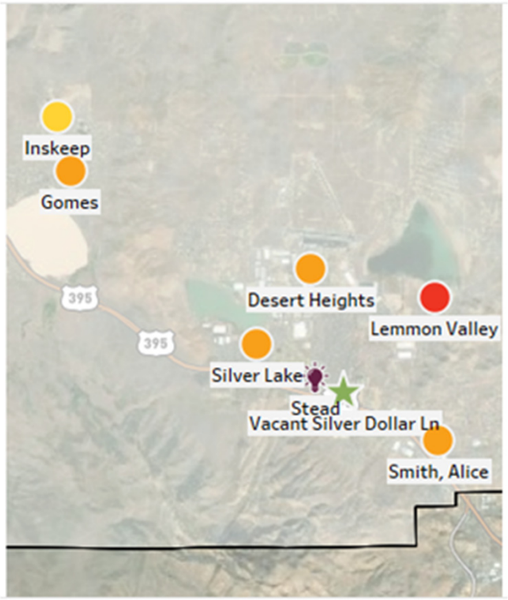


★★★½☆ 3.4



B New Stead and Lemmon Valley Reconstruction

- Phase 1: Construct new 750 capacity elementary school at WCSD-owned Silver Dollar Lane site near Stead.
- Phase 2: Vacate and reconstruct Lemmon Valley at 750 capacity, using new school as temporary swing space.
- Phase 3: Move Stead to new school and repurpose old Stead facilities for other beneficial educational and/or community use, such as Pre-K, business hub, recreation, staff development, and/or staff housing, etc.
- Implement prioritized maintenance, revitalization, and renovation projects at all other schools.
- Monitor housing developments and enrollment projections for future elementary school and/or rezoning.



One-Time Capital Cost / Annual Operational Cost

$$$$$ / $$$$$

Benefits

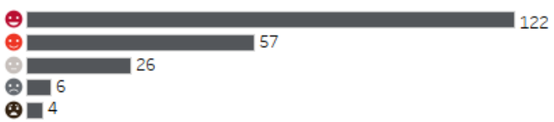
- Replaces the two oldest schools from the 1950s-1960s in North Valleys area.
- Phased plan with construction taking place on vacant sites improves safety, time, and construction cost.
- Possibility for Boys and Girls Club from Silver Dollar
- Maybe build Stead as ECC
- Relieves moderate crowding at Lemmon Valley and Stead.
- Updates older facilities with educational and student support enhancements.
- Improves outdated buildings, allows students to be safe and be in schools like their peers.

Challenges

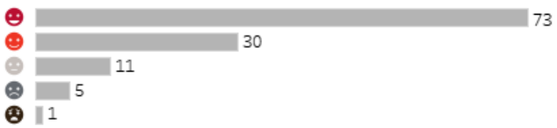
- For ~1-1.5 school years, Lemmon Valley would temporarily operate at Silver Dollar Lane site, ~5 miles away during construction.
- Concern for creating equity
- Need for more transportation options to keep students from walking home
- Flood zone and standing water on campus

Stakeholder Support (All & Directly Impacted)

★★★★☆ 4.3



★★★★½ 4.4



CannonDesign Recommendation: Implement reconstruction, renovation, and revitalization projects in priority order based on facility and student needs as outlined above in Option B.

Mendive (Reed)

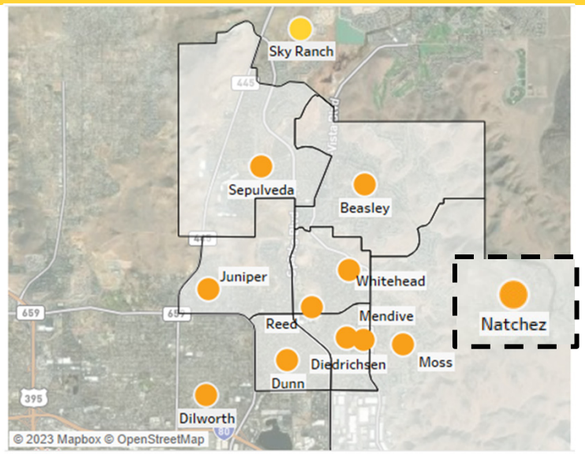
Reed Area Options:

Reed HS, Mendive MS, Diedrichsen, Juniper, Moss, Natchez, Whitehead, Sky Ranch MS, Beasley, Sepulveda, Dilworth*, Dunn*

General Maintenance | Renovation / Revitalization | Reconstruction | New School | Grade Reconfiguration | Consolidation / Repurpose | New Program | Attendance Re-Zoning | Long-term Reconstruction or Consolidation w interim Renov.

A Prioritized Renovations Under Current Operational Model

- Continue operating Reed HS and all schools in Mendive MS vertical in their current locations and grade configurations. **(*Note: there are separate options presented for Dilworth MS and Dunn (Traner/Sparks/Dilworth Options B and C) that include reconstruction and consolidation.)**
- Implement prioritized revitalization, renovation, and reconstruction projects at all schools.
- Design facilities to bring all schools up to WCSD standards (most recently implemented at the new Hug High School) with focus on safety, wellness, collaborative learning, special education services, and supports for new and enhanced educational program/s (e.g. STEM, CTE, Sustainability, Visual and Performing Arts, Alternative Education, etc.) in collaboration with community stakeholders.
- Implement a major renovation/selective reconstruction at Reed High School's facilities, among the oldest high schools in WCSD with careful consideration of the building's significance to the community.
- Establish remote region focus group for developing locally-developed plan for Natchez Elementary



- Sequence capital projects based on predictable criteria, to include district educational strategy, serving students with greatest needs, geographical and socioeconomic equity, operational efficiency, and facility assessment data measuring physical condition and facility adequacy.

One-Time Capital Cost / Annual Operational Cost

$$$$$ / $$$

Benefits

- Revitalization projects update older facilities with educational program and student support enhancements, such as STEM, Special Education, music, arts, outdoor learning, and security.
- No rezoning or organizational changes to implement

Challenges

Stakeholder Priorities (Ranked, Highest to Last)

- Science, Technology, Engineering, and Math (3.2)
- Pre-K / Early education (4.2)
- Career Technical Education (4.5)
- Literacy, civics, social studies (4.7)
- Visual and Performing Arts (4.9)
- Replace portables with permanent construction (6.0)
- Athletics (6.2)
- English language learner and newcomer (new students to country) programs (6.4)
- Foreign languages (6.7)
- Language Learner and Newcomer Programs (6.8)
- Flexible Learning Hubs for Teacher and Student Collaboration (7.3)

CannonDesign Recommendation: Implement reconstruction, renovation, and revitalization projects in priority order based on facility and student needs as outlined above

Swope (Reno)

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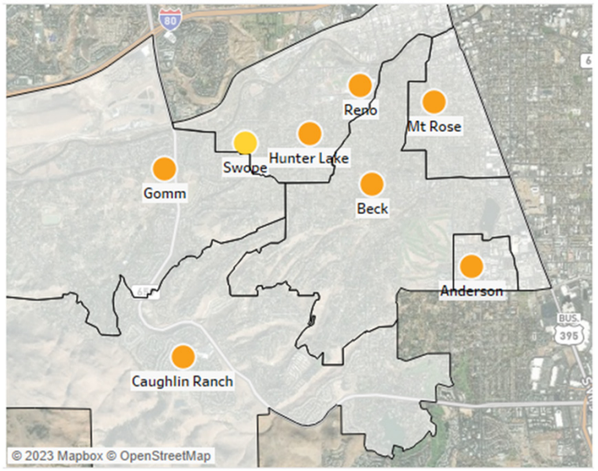
Reno Area Options:

Reno HS, Huffaker, Swope, Anderson, Beck, Caughlin Ranch, Gomm, Hunter Lake, Mt Rose

General Maintenance | Renovation / Revitalization | Reconstruction | New School | Grade Reconfiguration Consolidation / Repurpose | New Program | Attendance Re-Zoning | Long-term Reconstruction or Consolidation w interim Renov.

A Prioritized Renovations Under Current Operational Model

- Continue operating all Reno HS/Swope ES feeder schools in in their current locations and grade configurations.
- Implement prioritized revitalization, renovation, and reconstruction projects at all schools. **(*Note: there is a separate options presented for Clayton MS and associated elementary schools (Option B) that includes grade reconfiguration and consolidation.)**
- Design facilities to bring all schools up to WCSD with focus on safety, wellness, collaborative learning, special education services, and supports for new and enhanced educational program/s (e.g. STEM, CTE, Visual and Performing Arts, Alternative Education, etc.) with stakeholders.
- Implement a major renovation/selective reconstruction at Reno High School's facilities, tied for the oldest high school buildings in WCSD with careful consideration of the building's significance to the community.
- Sequence capital projects based on predictable criteria, to include district educational strategy, serving students with greatest needs, geographical and socioeconomic equity, operational efficiency, and facility assessment data measuring physical condition and facility adequacy.



One-Time Capital Cost / Annual Operational Cost

$$$$$ / $$$$$

Benefits

- Revitalization projects update older facilities with educational program and student support enhancements, such as STEM, Special Education, music, arts, outdoor learning, and security.
- No rezoning or organizational changes to implement.

Challenges

- Low-capacity utilization at elementary school level.
- Inefficient facility utilization implies higher fixed cost expenditures such as utilities and maintenance, which could otherwise be invested in the classroom.
- Reduces available budget for teachers, educational programs, and student supports, such as honors/AP, gifted and talented, arts, languages, counsellors, etc

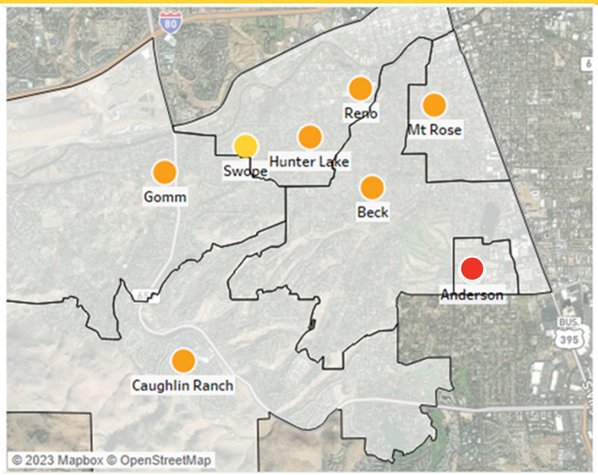
Stakeholder Support (All & Directly Impacted)

★★★★☆ 4.0

★★★★☆ 4.2

B New Anderson ES

- Community suggested Option:
- Same as Option A, except Anderson ES would be reconstructed at ~700 capacity with state-of-the-art buildings designed with WCSD-standard features instead of renovated.
- Monitor housing and enrollment projections for consideration of potential long-term consolidation of elementary school programs.



One-Time Capital Cost / Annual Operational Cost

$$$$$ / $$$$$

Benefits

- Replaces old, inadequate facilities with modern, efficient buildings in low socioeconomic zone.

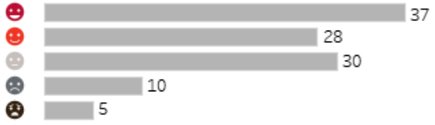
Challenges

- Low-capacity utilization at elementary school level, may lead to elementary consolidation options in the future.
- Inefficient facility utilization implies higher fixed cost expenditures such as utilities and maintenance, which could otherwise be invested in the classroom.
- Reduces available budget for teachers, educational programs, and student supports, such as honors/AP, gifted and talented, arts, languages, counsellors, etc.

Stakeholder Support (All & Directly Impacted)

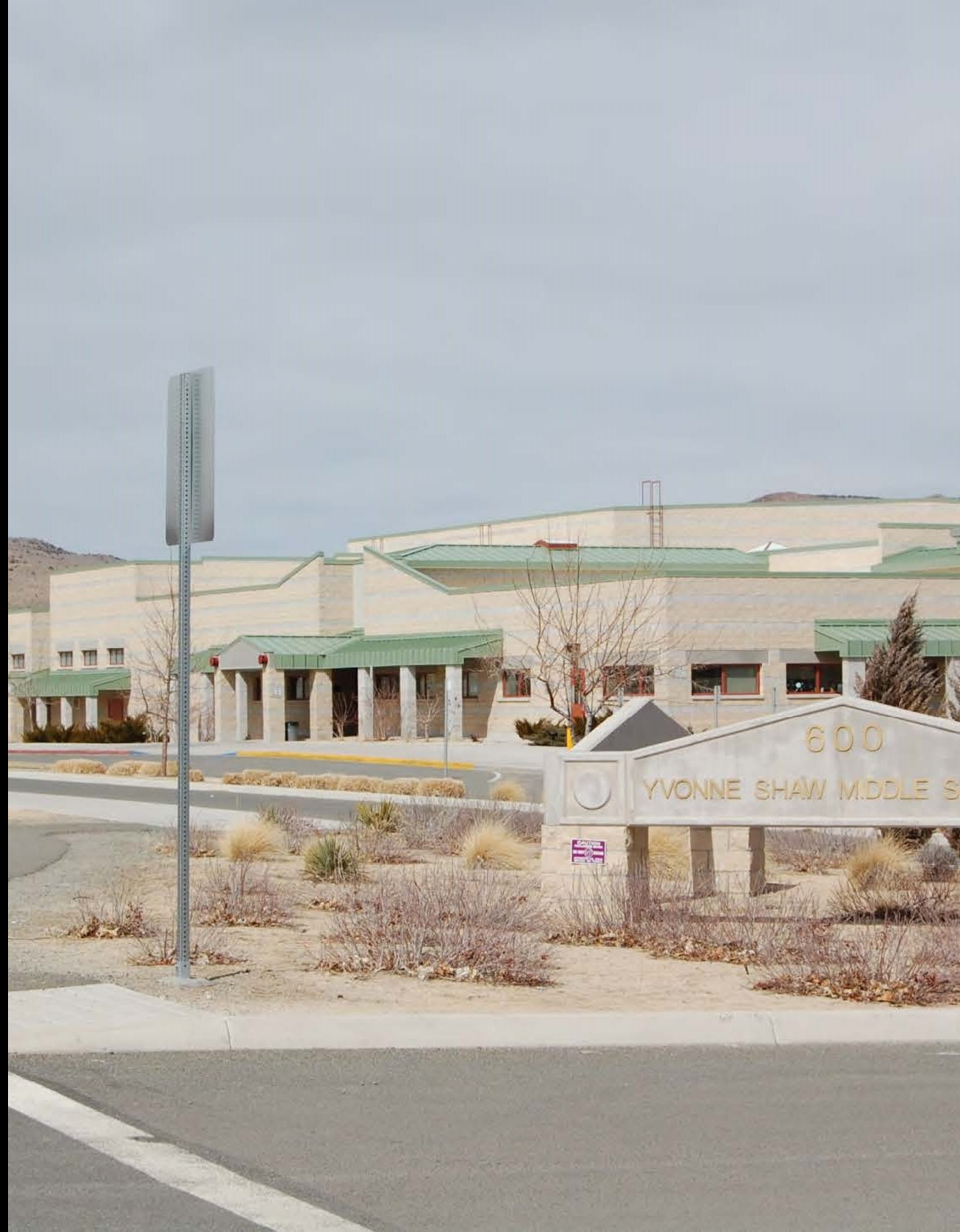
★★★★☆ 3.7

★★★★☆ 3.7



CannonDesign Recommendation: Implement reconstruction, renovation, and revitalization projects in priority order based on facility and student needs as outlined above in Option B.

Spanish Springs



CANNONDESIGN

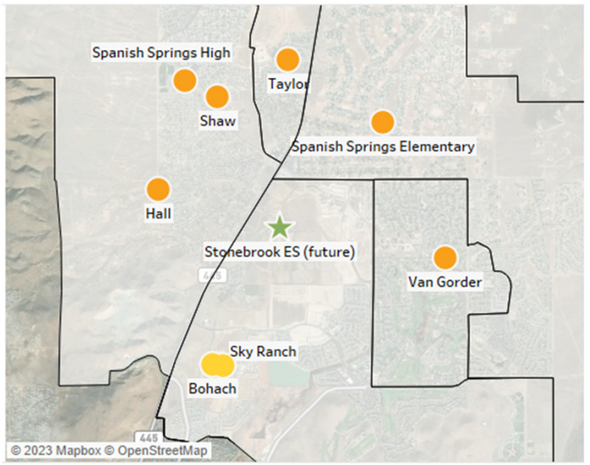
Spanish Springs Area Options:

Spanish Springs HS, Shaw, Hall, Spanish Springs ES, Taylor, Sky Ranch MS, Bohach, Stonebrook ES (future), Van Gorder

General Maintenance | Renovation / Revitalization | Reconstruction | New School | Grade Reconfiguration | Consolidation / Repurpose | New Program | Attendance Re-Zoning | Long-term Reconstruction or Consolidation w interim Renov.

A Prioritized Renovations Under Current Operational Model

- Continue operating Spanish Springs HS and all feeder schools in their current locations and grade configurations.
- ***Implement recent Board decision to place construction of new Stonebrook ES on hold while resolving near term crowding through rezoning, while monitoring enrollment projections to determine when to relaunch the project.***
- Implement prioritized revitalization, renovation, and reconstruction projects at all schools.
- Design facilities to bring all schools up to WCSD standards (most recently implemented at the new Hug High School) with focus on safety, wellness, collaborative learning, special education services, and supports for new and enhanced educational program/s (e.g. STEM, CTE, Sustainability, Visual and Performing Arts, Alternative Education, etc.) in collaboration with community stakeholders.
- Sequence capital projects based on predictable criteria, to include district educational strategy, serving students with greatest needs, geographical and socioeconomic equity, operational efficiency, and facility assessment data measuring physical condition and facility adequacy.



One-Time Capital Cost / Annual Operational Cost

$$$$$ / $$$$$

Benefits

- Revitalization projects update older facilities with educational program and student support enhancements, such as STEM, Special Education, music, arts, outdoor learning, and security.
- No rezoning or organizational changes to implement

Challenges

Stakeholder Priorities (Ranked, Highest to Last)

- Science, Technology, Engineering, and Math (3.1)
- Pre-K / Early education (4.2)
- Career Technical Education (4.4)
- Literacy, civics, social studies (4.7)
- Visual and Performing Arts (4.7)
- Athletics (5.7)
- Replace portables with permanent construction (6.0)
- Language Learner and Newcomer Programs (6.9)
- Foreign languages (7.0)
- English language learner and newcomer (new students to country) programs (7.1)
- Flexible Learning Hubs for Teacher and Student Collaboration (7.3)

CannonDesign Recommendation: Implement reconstruction, renovation, and revitalization projects in priority order based on facility and student needs as outlined above.

Vaughn (Wooster)

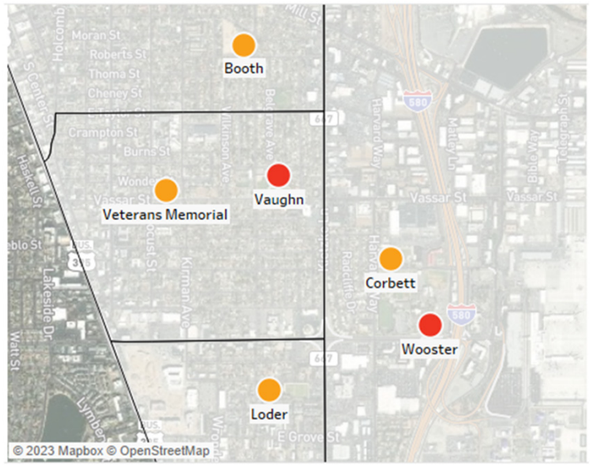
Wooster/Vaughn Area Options:

Wooster HS, Vaughn, Booth, Corbett, Loder, Veterans Memorial

General Maintenance | Renovation / Revitalization | Reconstruction | New School | Grade Reconfiguration | Consolidation / Repurpose | New Program | Attendance Re-Zoning | Long-term Reconstruction or Consolidation w interim Renov.

A Prioritized Renovations Under Current Operational Model

- Continue operating Wooster HS and all Vaughn MS feeder schools in in their current locations and grade configurations. **(*Note: there are separate options presented for Pine MS and associated elementary schools (Option B, C, D, and E) that include grade reconfiguration and consolidation.)**
- Complete the planned on-site replacement of Vaughn MS, with flipped site approach similar to recent O'Brien MS replacement in North Valleys, ~ fall of 2026 scheduled completion.
- Implement prioritized revitalization, renovation, and reconstruction projects at all schools.
- Design facilities to bring all schools up to WCSD standards (most recently implemented at the new Hug High School) with focus on safety, wellness, collaborative learning, special education services, and supports for new and enhanced educational program/s (e.g. STEM, CTE, Sustainability, Visual and Performing Arts, Alternative Education, etc.) in collaboration with community stakeholders.
- Implement a major renovation/selective reconstruction at Wooster High School's facilities, assessed as the least adequate high school in the county with careful consideration of the building's significance to the community.



- Sequence capital projects based on predictable criteria, to include district educational strategy, serving students with greatest needs, geographical and socioeconomic equity, operational efficiency, and facility assessment data measuring physical condition and facility adequacy.

One-Time Capital Cost / Annual Operational Cost

$$$$$ / $$$$$

Benefits

- Revitalization projects update older facilities with educational program and student support enhancements, such as STEM, Special Education, music, arts, outdoor learning, and security.
- No rezoning or organizational changes to implement.

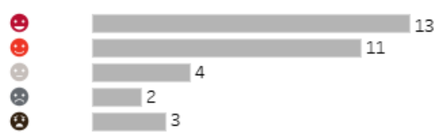
Challenges

- Low-capacity utilization at elementary school level.
- Inefficient facility utilization implies higher fixed cost expenditures such as utilities and maintenance, which could otherwise be invested in the classroom.
- Reduces available budget for teachers, educational programs, and student supports, such as honors/AP, gifted and talented, arts, languages, counsellors, etc.

Stakeholder Support (All & Directly Impacted)

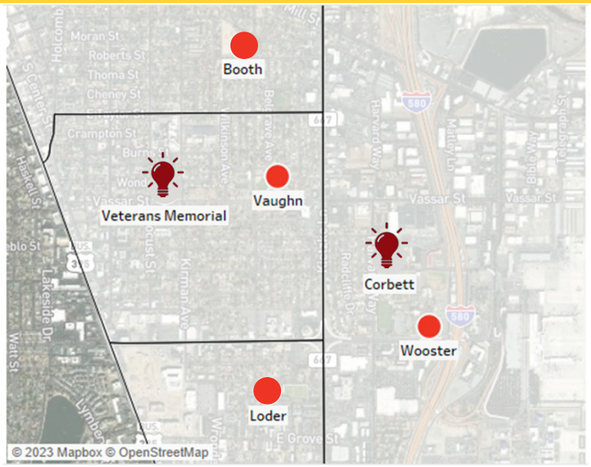
★★★★☆ 3.8

★★★★☆ 3.9



B Phased Reconstruction & Consolidation Trade-Up Scenario

- In addition to Option A: Beginning in year 1, design and reconstruct Echo Loder with state-of-the-art buildings designed with WCSD-standard features at 600-700 capacity, and rezone Corbett to the new Loder by 2027 to enable the Corbett campus to facilitate and/or become a part of the adjacent Wooster High School reconstruction. Temporarily use surplus capacity in neighboring schools and/or modular classrooms as swing space. Design educational program focus in collaboration with community stakeholders.
- Toward the end of the 15 year FMP cycle, renovate/replace Booth enabling the consolidation and repurposing of Veterans Memorial for other beneficial community uses, such as pre-k, recreation, entrepreneurship hub, staff professional development and/or housing, or temporary school swing space to facilitate future construction projects, etc.
- 'Trade-up' strategy ensures that affected students and staff would only be rezoned to schools that have first had major capital improvements that improve educational environments and access to programs.



NOTE: specificity of schools and earlier timeline recommended than expressed in Draft Options in order to make use of Corbett for swing space and/or incorporate in the final redesign of the adjacent Wooster HS campus.
While not scheduled until the end of the 15-year FMP, Booth is identified for reconstruction for Booth end Veterans Memorial students, and VMES renovated and repurposed for other district needs.

One-Time Capital Cost / Annual Operational Cost

$$$$$ / $$$$$

Benefits

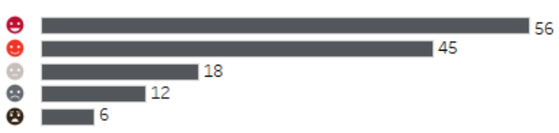
- Replaces old, inadequate facilities w modern, efficient bldgs.
- Increases available budget for teachers, educational programs, and student supports by concentrating resources in fewer buildings and lowering fixed costs such as utilities and maintenance.
- Leverages surplus facilities into new resources for educational, business, and community use.
- Moves students into new larger schools scaled to support robust educational programs and support services.

Challenges

- Rezoning requires careful consideration of community impacts.
- Requires organizational change.
- Risk of long-term vacancy demands work, creativity, and recruiting external partnerships to maximize benefit of new programs at repurposed facilities.

Stakeholder Support (All & Directly Impacted)

★★★★☆ 4.0



★★★★☆ 4.2

CannonDesign Recommendation: Proceed with Option B on accelerated timeline to provide a new facility for Corbett to be rezoned to, enabling the Corbett campus to be incorporated into the phasing and eventual design of the Wooster High School reconstruction. Corbett could initially be used as swing space then later transitioned to support a new educational program related to Wooster, such as a Pre-K center which offers Wooster students a CTE pathway in early education at a living laboratory school adjacent to their school.

C Facility Assessment Reference Tables

Facility Assessment

Data-informed process aimed to deliver countywide equity

In early 2020, the Facility Modernization Plan (FMP) was launched, WCSD's first combined facility assessment and facility master planning initiative to review all buildings comprehensively in terms of multiple strategic assessments including facility condition, capacity utilization, and educational adequacy and equity.

At the conclusion of the study, every school assessed was assigned a benchmarked need ranking, factoring in weighted facility and student need data. The assessment results were used as criteria to consider whether to renovate or replace buildings, to inform the development of draft facility options, to equitably scope and budget renovation projects, and to inform an objective sequencing strategy for CIP projects.

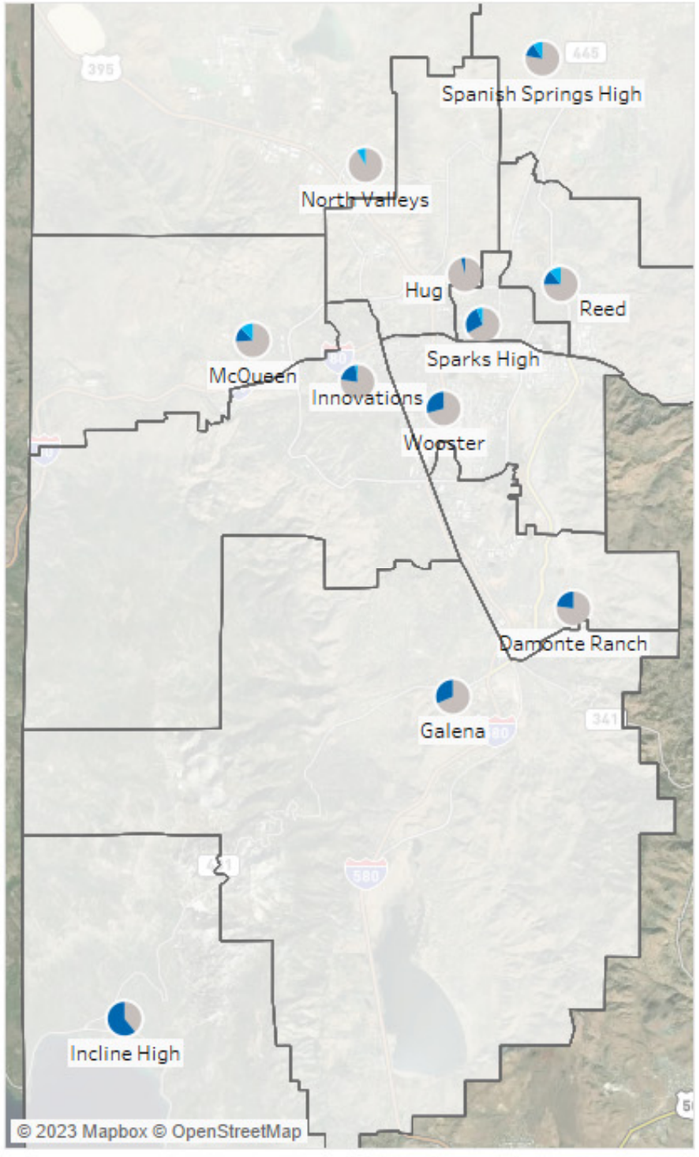
In general, priority and scheduling decisions followed a *the greater the need, the higher the priority* perspective, but occasionally circumstances such as educational initiatives and readiness, land availability, funding and cashflow, prototype project bundling for cost efficiency, and critical path scheduling call for strategic exceptions.

Ultimately, because of the consistent and data-informed nature of these assessments as well as intentional allowances for diverse student needs, WCSD equity objectives are upheld.

WCSD is encouraged to periodically update these living-breathing planning tools to flexibly account for dynamics in enrollment, educational programs, and new District priorities.

Facility and Enrollment Data - High Schools

Site name	Year-prototype	Condition	Adequacy	Acres		(a) Enrollment 2022 / 2027 / Growth		(b) WCSD Capacity Perm / Portable	(c = a / b) Capacity Utilization 2027 Perm / Total	(d = b / a) Capacity Surplus/ (Shortage) Perm 2027	Util Perm	Util w Port	
Damonte Ranch ..	2003-HS Wedge (0..			60.3		1906/1733/-173		2248/0	77% / 77%	515			
Galena HS	1992-HS Courtyar..			66.9		1253/1295/42		1889/0	69% / 69%	594			
Hug HS	2022-One of a Kind			87.0		2328/2054/-274		2131/0	96% / 96%	77			
Incline High HS	1968-One of a Kind			22.5		322/236/-86		603/0	39% / 39%	367			
Innovations Other	1992-One of a Kind			Null		Null		Null	Null	Null			
Inspire Other	1986-One of a Kind			Null		Null		Null	Null	Null			
McQueen HS	1985-HS Courtyar..			49.1		1639/1480/-159		1760/247	84% / 74%	280			
North Valleys HS	2001-HS Wedge (0..			82.6		2432/2313/-119		2330/197	99% / 92%	17			
Reed HS	1974-HS Courtyar..			54.0		2142/2022/-120		2408/296	84% / 75%	386			
Reno HS	1951-One of a Kind			45.8		1796/1757/-39		2223/49	79% / 77%	466			
Spanish Springs High HS	2001-HS Wedge (0..			65.5		2057/2086/29		2434/247	86% / 78%	348			
Sparks High HS	1951-One of a Kind			26.0		1308/1148/-160		1618/99	71% / 67%	470			
TMCC Magnet Hi..	Null			Null		Null		Null	Null	Null			
Wooster HS	1962-HS Campus (..			38.3		1508/1292/-216		1826/0	71% / 71%	534			
					TOTAL	**18691/17416/-1275**		21470/11..	81% / 77%	4,054			



Facility and Enrollment Data – Pine MS and related schools

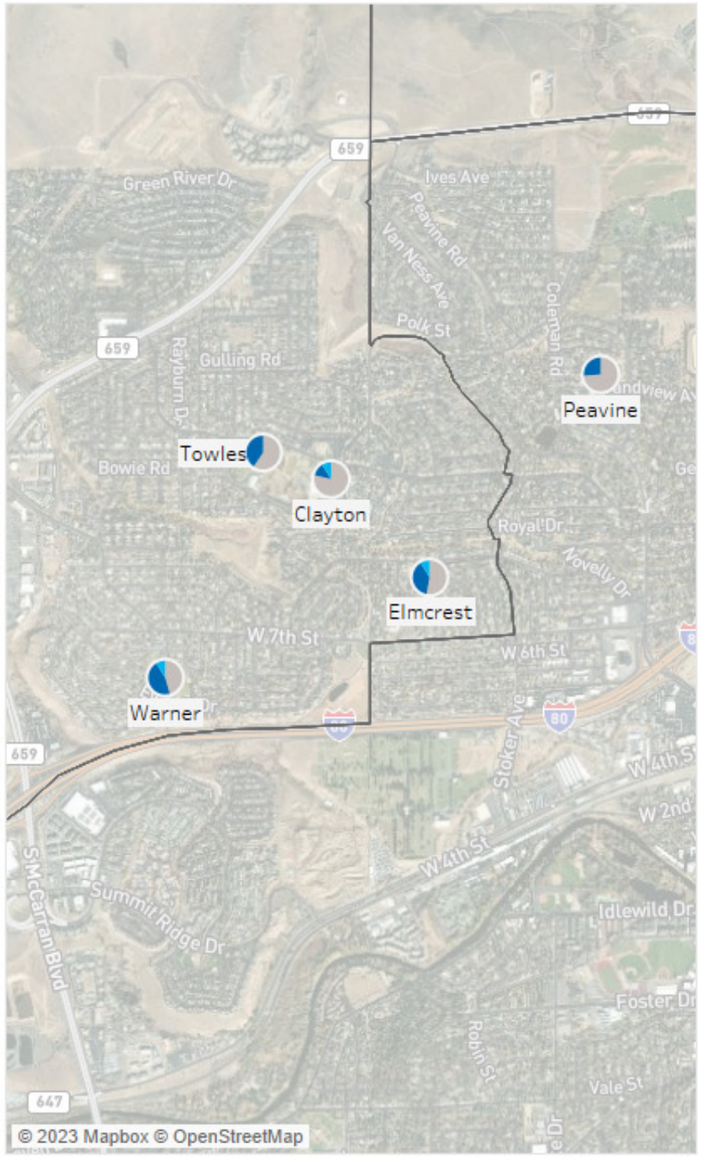
Site name	Year-prototype	Condition	Adequacy	Acres		(a) Enrollment 2022 / 2027 / Growth	Size	(b) WCSD Capacity Perm / Portable	(c = a / b) Capacity Utilization 2027 Perm / Total	(d = b / a) Capacity Surplus/ (Shortage) Perm 2027	Util Perm	Util w Port	
Pine MS*	1976-MS Block (70s)			16.3		834/713/-121		1206/0	59% / 59%	493			
Dodson ES	1982-ES Pod (80s)			7.1		235/220/-15		570/0	39% / 39%	350			
Donner Springs ES	1996-ES Pinwheel-2 (80s 90s 00s)			10.3		448/491/43		816/0	60% / 60%	325			
Hidden Valley ES	1989-ES Pinwheel-1 (80s 90s 00s)			8.1		226/220/-6		660/0	33% / 33%	440			
Huffaker ES	1989-ES Pinwheel-1 (80s 90s 00s)			8.3		320/303/-17		596/0	51% / 51%	293			
Smithridge ES	1965-ES Baby Boomer-3 (50s 60s)			6.3		505/455/-50		686/119	66% / 57%	231			
Vaughn MS	1956-MS Wing (50s 60s)			9.4		667/606/-61		1200/0	50% / 50%	594			
Depoali MS	2009-MS Current 00s (10s 20s)			14.8		834/1010/176		1489/0	68% / 68%	479			
Herz MS	2020-MS Current 00s (10s 20s)			51.5		823/890/67		1418/0	63% / 63%	528			
TOTAL	MS					3158/3219/61		5313/0	61% / 61%	2,094			
	ES					1734/1689/-45		3328/119	51% / 49%	1,639			

Facility and Enrollment Data – Traner, Sparks MS, Dilworth and related schools

Site name	Year-prototype	Condition	Adequacy	Acres		(a) Enrollment 2022 / 2027 / Growth	Size	(b) WCSD Capacity Perm / Portable	(c = a / b) Capacity Utilization 2027 Perm / Total	(d = b / a) Capacity Surplus/ (Shortage) Perm 2027	Util Perm	Util w Port
Sparks Middle MS	1965-MS Wing (50..			20.0		655/544/-111		936/0	58% / 58%	392		
Maxwell ES	1958-ES Baby Boo..			6.5		401/367/-34		518/143	71% / 56%	151		
Mitchell ES	1937-One of a Kind			4.2		302/320/18		362/143	88% / 63%	42		
Risley ES	1964-ES Baby Boo..			20.0		354/358/4		570/48	63% / 58%	212		
Smith, Kate ES	1963-One of a Kind			3.1		217/207/-10		272/95	76% / 56%	65		
Dilworth MS*	1961-MS Wing (50..			12.6		617/635/18		796/48	80% / 75%	161		
Drake ES	1960-ES Baby Boo..			5.0		222/193/-29		518/0	37% / 37%	325		
Dunn ES	1981-ES Pod (80s)			7.8		446/435/-11		608/48	72% / 66%	173		
Greenbrae ES	1955-One of a Kind			4.1		321/276/-45		362/95	76% / 60%	86		
Lincoln Park ES	1957-ES Baby Boo..			9.1		423/384/-39		492/71	78% / 68%	108		
Traner MS	1961-MS Wing (50..			15.6		531/393/-138		796/48	49% / 47%	403		
Cannan ES	1961-ES Baby Boo..			5.1		381/354/-27		634/0	56% / 56%	280		
Duncan ES	1957-ES Baby Boo..			6.0		351/338/-13		544/48	62% / 57%	206		
Lemelson ES	1949-One of a Kind			6.0		283/254/-29		440/0	58% / 58%	186		
Mathews ES	1997-ES Pinwheel-..			10.0		441/394/-47		764/71	52% / 47%	370		
Sparks High HS	1951-One of a Kind			26.0		1308/1148/-160		1618/99	71% / 67%	470		
					TOTAL MS	1803/1572/-231		2528/95	62% / 60%	956		
					TOTAL HS	1308/1148/-160		1618/99	71% / 67%	470		
					TOTAL ES	4142/3880/-262		6084/760	64% / 57%	2,204		

Facility and Enrollment Data – Clayton and related schools

Site name	Year-prototype	Condition	Adequacy	Acres		(a) Enrollment 2022 / 2027 / Growth		(b) WCSD Capacity Perm / Portable	(c = a / b) Capacity Utilization 2027 Perm / Total	(d = b / a) Capacity Surplus/ (Shortage) Perm 2027	Util Perm	Util w Port	
Clayton MS*	1965-One of a Kind			21.1		723/845/122		979/95	86% / 79%	134			
Elmcrest ES*	1959-One of a Kind			4.1		319/285/-34		492/48	58% / 53%	207			
Peavine ES*	1955-ES Baby Boomer-2 (50s 60s)			4.8		325/305/-20		414/0	74% / 74%	109			
Towles ES	1965-ES Baby Boomer-1 (50s 60s)			21.1		313/293/-20		492/0	60% / 60%	199			
Warner ES*	1964-ES Baby Boomer-1 (50s 60s)			5.1		397/246/-151		492/48	50% / 46%	246			
					TOTAL	**2077/1974/-103**		2869/190	69% / 65%	895			



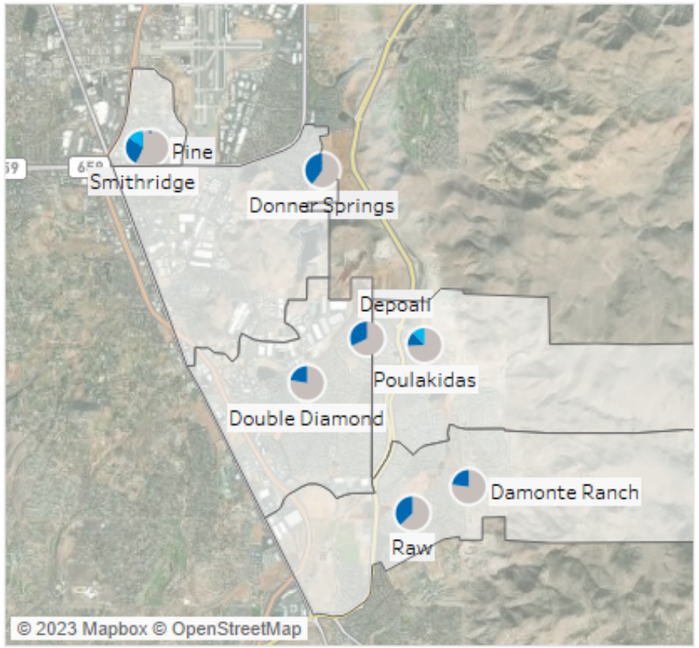
Damonte Ranch Planning Group

Damonte Ranch, Depoali, Double Diamond, Poulakidas, Raw, Pine, Donner Springs, Smithridge*

**Pine splits to Damonte Ranch, Wooster, and Reno.*

- capacity filled port
- capacity shortage
- capacity filled
- capacity surplus
- capacity surplus port

Site name	Year-prototype	Condition	Adequacy	Acres		(a) Enrollment 2022 / 2027 / Growth	Size	(b) WCSD Capacity Perm / Portable	(c = a / b) Capacity Utilization 2027 Perm / Total	(d = b / a) Capacity Surplus/ (Shortage) Perm 2027	Util Perm	Util w Port	Capacity Util
Damonte Ranch HS	2003-HS Wedge (00s)			60.3		1906/1733/-173		2248/0	77% / 77%	515			
Depoali MS	2009-MS Current 00s (10s 20s)			14.8		834/1010/176		1489/0	68% / 68%	479			
Double Diamond ES	2002-ES Pinwheel-2 (80s 90s 00s)			10.0		523/594/71		764/0	78% / 78%	170			
Poulakidas ES	2019-ES 2-Story L (10s 20s)			8.0		868/590/-278		700/95	84% / 74%	110			
Raw ES	2023-ES 2-Story L (10s 20s)			Null		/440/		700/0	63% / 63%	260			
Pine MS*	1976-MS Block (70s)			16.3		834/713/-121		1206/0	59% / 59%	493			
Donner Springs ES	1996-ES Pinwheel-2 (80s 90s 00s)			10.3		448/491/43		816/0	60% / 60%	325			
Smithridge ES	1965-ES Baby Boomer-3 (50s 60s)			6.3		505/455/-50		686/119	66% / 57%	231			
					TOTAL	5918/6026/108		8609/214	70% / 68%	2,583			



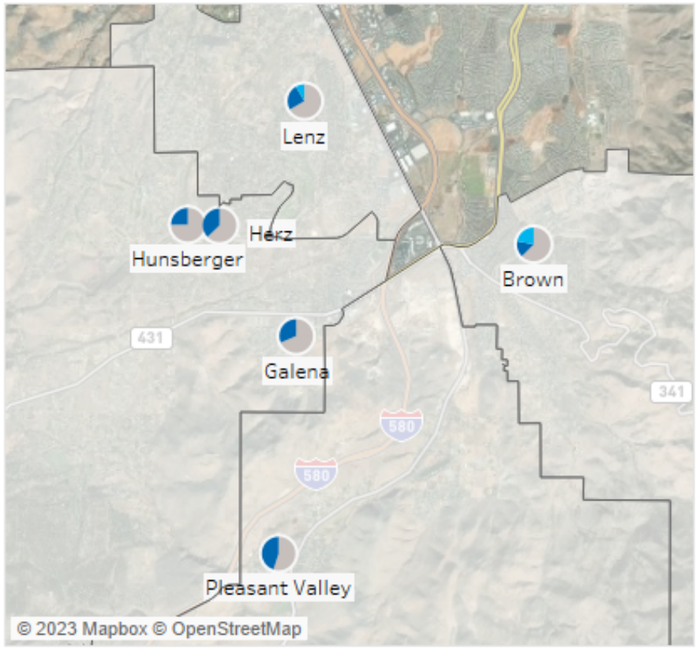
Galena Planning Group

Galena, Herz, Hunsberger, Lenz, Pleasant Valley, Brown

**Brown no longer splits to Herz/Galena and Dapoali/Damonte Ranch.*

- capacity filled port
- capacity shortage
- capacity filled
- capacity surplus
- capacity surplus port

Site name	Year-prototype	Condition	Adequacy	Acres		(a) Enrollment 2022 / 2027 / Growth	Size	(b) WCSD Capacity Perm / Portable	(c = a / b) Capacity Utilization 2027 Perm / Total	(d = b / a) Capacity Surplus/ (Shortage) Perm 2027	Util Perm	Util w Port	Capacity Util
Galena HS	1992-HS Courtyard (70s 80s)			66.9		1253/1295/42		1889/0	69% / 69%	594			
Herz MS	2020-MS Current 00s (10s 20s)			51.5		823/890/67		1418/0	63% / 63%	528			
Brown ES	1989-ES Pinwheel-1 (80s 90s 00s)			12.0		666/540/-126		674/190	80% / 62%	134			
Hunsberger ES	1997-ES Pinwheel-2 (80s 90s 00s)			17.0		533/572/39		764/0	75% / 75%	192			
Lenz ES	1981-ES Pod (80s)			10.0		467/377/-90		518/48	73% / 67%	141			
Pleasant Valley ES	1964-ES Baby Boomer-3 (50s 60s)			5.6		350/328/-22		596/0	55% / 55%	268			
				TOTAL		4092/4002/-90		5859/238	68% / 66%	1,857			

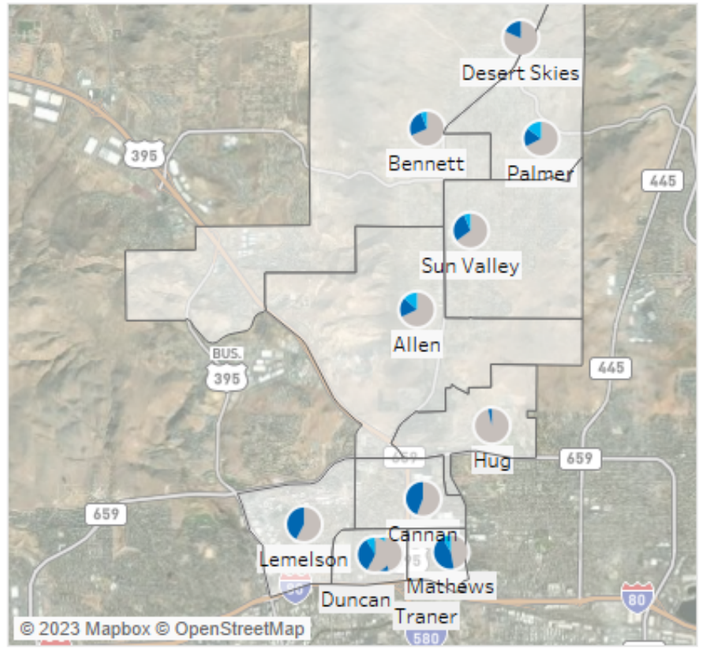


Hug Planning Group

Hug, Desert Skies, Allen, Bennett, Palmer, Sun Valley, Traner, Cannan, Duncan, Lemelson, Matthews

- capacity filled port
- capacity shortage
- capacity filled
- capacity surplus
- capacity surplus port

Site name	Year-prototype	Condition	Adequacy	Acres		(a) Enrollment 2022 / 2027 / Growth	Size	(b) WCSD Capacity Perm / Portable	(c = a / b) Capacity Utilization 2027 Perm / Total	(d = b / a) Capacity Surplus/ (Shortage) Perm 2027	Util Perm	Util w Port	Capacity Util
Hug HS	2022-One of a Kind			87.0		2328/2054/-274		2131/0	96% / 96%	77			
Desert Skies MS	2019-MS Current 00s (10s 20s)			Null		978/1078/100		1322/0	82% / 82%	244			
Allen ES	1991-ES Pinwheel-1 (80s 90s 00s)			12.0		437/478/41		608/95	79% / 68%	130			
Bennett ES	1998-ES Pinwheel-2 (80s 90s 00s)			26.6		532/556/24		764/48	73% / 69%	208			
Palmer ES	1981-ES Pod (80s)			8.9		432/431/-1		544/95	79% / 67%	113			
Sun Valley ES	1951-One of a Kind			9.2		502/493/-9		712/48	69% / 65%	219			
Traner MS	1961-MS Wing (50s 60s)			15.6		531/393/-138		796/48	49% / 47%	403			
Cannan ES	1961-ES Baby Boomer-1 (50s 60s)			5.1		381/354/-27		634/0	56% / 56%	280			
Duncan ES	1957-ES Baby Boomer-1 (50s 60s)			6.0		351/338/-13		544/48	62% / 57%	206			
Lemelson ES	1949-One of a Kind			6.0		283/254/-29		440/0	58% / 58%	186			
Mathews ES	1997-ES Pinwheel-2 (80s 90s 00s)			10.0		441/394/-47		764/71	52% / 47%	370			
					TOTAL	7196/6823/-373		9259/451	74% / 70%	2,436			

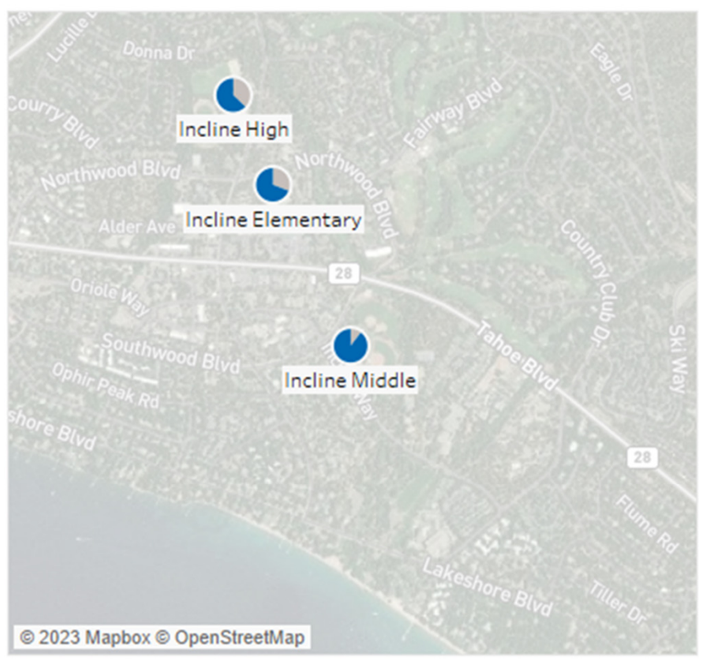


Incline Planning Group

Incline High, Incline Middle, Incline Elementary

- capacity filled port
- capacity shortage
- capacity filled
- capacity surplus
- capacity surplus port

Site name	Year-prototype	Condition	Adequacy	Acres		(a) Enrollment 2022 / 2027 / Growth		(b) WCSD Capacity Perm / Portable	(c = a / b) Capacity Utilization 2027 Perm / Total	(d = b / a) Capacity Surplus/ (Shortage) Perm 2027	Util Perm	Util w Port	
Incline High HS	1968-One of a Kind			22.5		325/224/-101		603/0	37% / 37%	379			
Incline Middle MS	1981-One of a Kind			6.0		146/97/-49		929/0	10% / 10%	832			
Incline Elementary ES	2003-One of a Kind			8.7		234/216/-18		700/0	31% / 31%	484			
					TOTAL	705/537/-168		2232/0	24% / 24%	1,695			



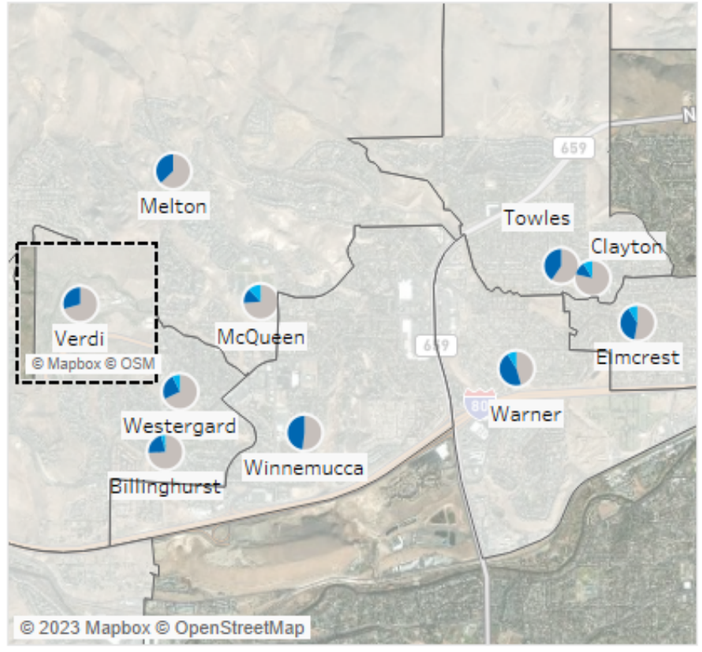
McQueen Planning Group

McQueen, Billinghurst, Melton, Verdi, Westergard, Winnemucca, Clayton, Towles, Elmcrest*, Warner**

**Clayton splits to Reno and McQueen. *Elmcrest splits to Reno and McQueen. *Warner splits to McQueen and Reno.*

- capacity filled port
- capacity shortage
- capacity filled
- capacity surplus
- capacity surplus port

Site name	Year-prototype	Condition	Adequacy	Acres		(a) Enrollment 2022 / 2027 / Growth	Size	(b) WCSD Capacity Perm / Portable	(c = a / b) Capacity Utilization 2027 Perm / Total	(d = b / a) Capacity Surplus/ (Shortage) Perm 2027	Util Perm	Util w Port	Capacity Util
McQueen HS	1985-HS Courtyard (70s 80s)			49.1		1639/1480/-159		1760/247	84% / 74%	280			
Billinghurst MS	1990-MS Courtyard (90s)			13.1		907/881/-26		1139/48	77% / 74%	258			
Melton ES	2002-ES Pinwheel-2 (80s 90s 00s)			10.1		543/479/-64		764/0	63% / 63%	285			
Verdi ES	1962-One of a Kind			11.0		222/247/25		350/0	71% / 71%	103			
Westergard ES	1989-ES Pinwheel-1 (80s 90s 00s)			10.9		481/437/-44		596/48	73% / 68%	159			
Winnemucca ES	1994-ES Pinwheel-2 (80s 90s 00s)			11.2		487/397/-90		764/0	52% / 52%	367			
Clayton MS*	1965-One of a Kind			21.1		723/845/122		979/95	86% / 79%	134			
Elmcrest ES*	1959-One of a Kind			4.1		319/285/-34		492/48	58% / 53%	207			
Peavine ES*	1955-ES Baby Boomer-2 (50s 60s)			4.8		325/305/-20		414/0	74% / 74%	109			
Warner ES*	1964-ES Baby Boomer-1 (50s 60s)			5.1		397/246/-151		492/48	50% / 46%	246			
Towles ES	1965-ES Baby Boomer-1 (50s 60s)			21.1		313/293/-20		492/0	60% / 60%	199			
				TOTAL		6356/5895/-461		8242/532	72% / 67%	2,347			

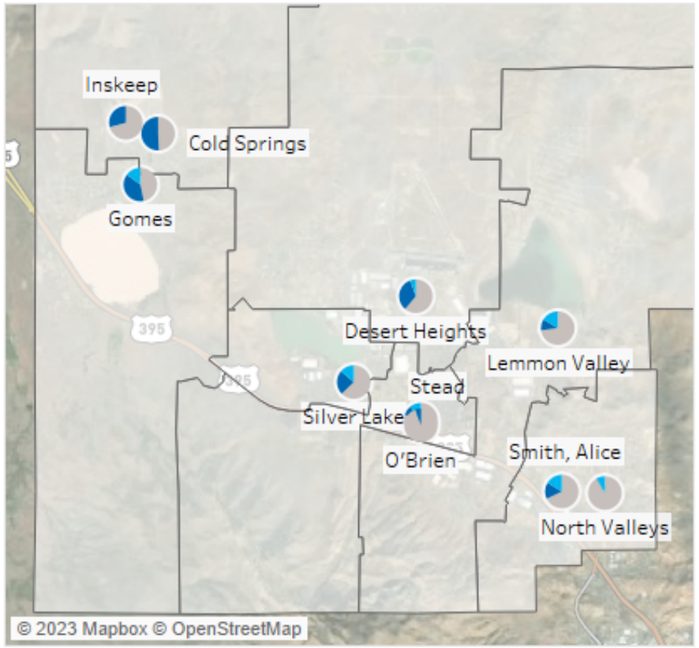


North Valleys Planning Group

North Valleys, Cold Springs, Gomes, Inskeep, Silver Lake, O'Brien, Desert Heights, Lemmon Valley, Smith, Alice, Stead

- capacity filled port
- capacity shortage
- capacity filled
- capacity surplus
- capacity surplus port

Site name	Year-prototype	Condition	Adequacy	Acres		(a) Enrollment 2022 / 2027 / Growth	Size	(b) WCSD Capacity Perm / Portable	(c = a / b) Capacity Utilization 2027 Perm / Total	(d = b / a) Capacity Surplus/ (Shortage) Perm 2027	Util Perm	Util w Port	Capacity Util
North Valleys HS	2001-HS Wedge (00s)			82.6		2432/2313/-119		2330/197	99% / 92%	17			
Cold Springs MS	2006-MS Courtyard (90s)			20.9		648/733/85		1489/0	49% / 49%	756			
Gomes ES	1981-ES Pod (80s)			10.2		273/299/26		544/95	55% / 47%	245			
Inskeep ES	2021-ES 2-Story L (10s 20s)			10.1		481/496/15		700/0	71% / 71%	204			
Silver Lake ES	1989-ES Pinwheel-1 (80s 90s 00s)			5.0		424/434/10		596/95	73% / 63%	162			
O'Brien MS	2022-One of a Kind			31.1		1065/1208/143		1276/0	95% / 95%	68			
Desert Heights ES	1994-ES Pinwheel-2 (80s 90s 00s)			7.5		453/527/74		816/48	65% / 61%	289			
Lemmon Valley ES	1964-ES Baby Boomer-3 (50s 60s)			8.8		713/642/-71		738/143	87% / 73%	96			
Smith, Alice ES	1990-ES Pinwheel-1 (80s 90s 00s)			11.3		501/598/97		738/143	81% / 68%	140			
Stead ES	1958-ES Baby Boomer-2 (50s 60s)			34.1		702/706/4		790/95	89% / 80%	84			
				TOTAL		7692/7956/264		10017/815	79% / 73%	2,061			



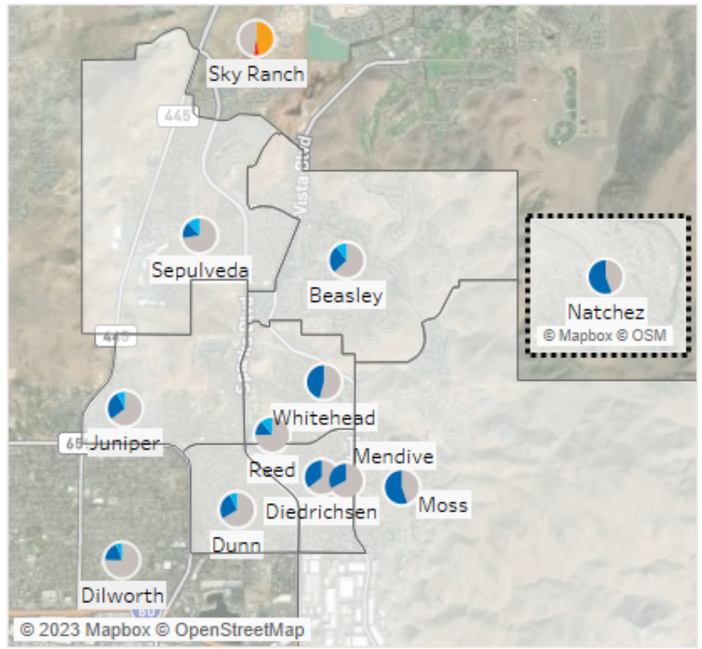
Reed Planning Group

Reed, Dilworth, Dunn, Mendive, Diedrichsen, Juniper, Moss, Natchez, Whitehead, Sky Ranch*, Beasley, Sepulveda*

**Dilworth splits to Sparks and Reed. *Sky Ranch splits to Spanish Springs and Reed.*

- capacity filled port
- capacity shortage
- capacity filled
- capacity surplus
- capacity surplus port

Site name	Year-prototype	Condition	Adequacy	Acres		(a) Enrollment 2022 / 2027 / Growth	Size	(b) WCSD Capacity Perm / Portable	(c = a / b) Capacity Utilization 2027 Perm / Total	(d = b / a) Capacity Surplus/ (Shortage) Perm 2027	Util Perm	Util w Port	Capacity Util
Reed HS	1974-HS Courtyard (70s 80s)			54.0		2142/2022/-120		2408/296	84% / 75%	386			
Dilworth MS*	1961-MS Wing (50s 60s)			12.6		617/635/18		796/48	80% / 75%	161			
Dunn ES	1981-ES Pod (80s)			7.8		446/435/-11		608/48	72% / 66%	173			
Mendive MS	1995-MS Courtyard (90s)			18.1		856/735/-121		1088/0	68% / 68%	353			
Diedrichsen ES	1981-ES Pod (80s)			5.7		363/333/-30		518/0	64% / 64%	185			
Juniper ES	1964-ES Baby Boomer-1 (50s 60s)			5.0		407/398/-9		570/48	70% / 64%	172			
Moss ES	1992-ES Pinwheel-1 (80s 90s 00s)			10.4		319/325/6		726/0	45% / 45%	401			
Natchez ES	1972-One of a Kind			12.9		120/120/0		272/0	44% / 44%	152			
Whitehead ES	1986-ES Pod (80s)			5.3		264/281/17		518/0	54% / 54%	237			
Sky Ranch MS*	2019-MS Current 00s (10s 20s)			31.8		1289/1617/328		1418/48	114% / 110%	-199			
Beasley ES	1995-ES Pinwheel-2 (80s 90s 00s)			20.0		611/573/-38		816/95	70% / 63%	243			
Sepulveda ES	2006-ES Pinwheel-3 (80s 90s 00s)			10.5		553/576/23		700/95	82% / 72%	124			
				TOTAL		7987/8050/63		10438/676	77% / 72%	2,388			



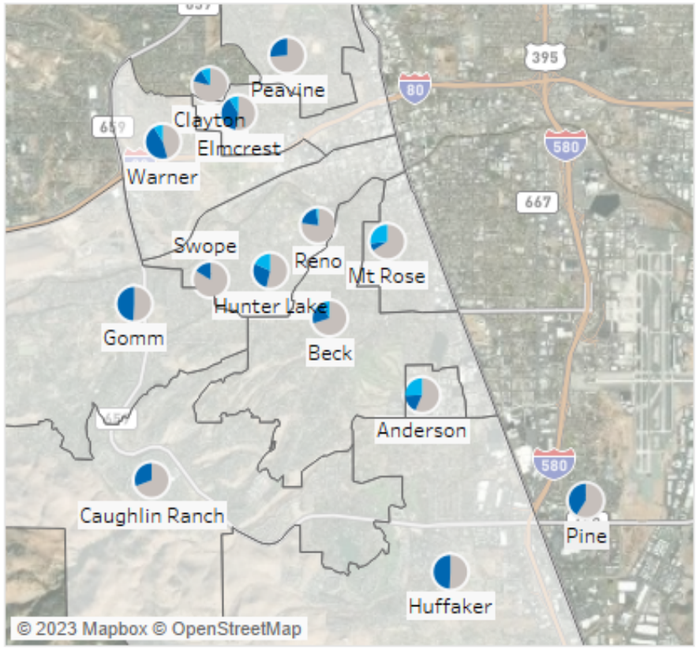
Reno Planning Group

Reno, Swope, Anderson, Beck, Caughlin Ranch, Gomm, Hunter Lake, Mt Rose, Clayton, Elmcrest*, Peavine, Warner*, Pine*, Huffaker*

**Clayton splits to Reno and McQueen. *Elmcrest splits to Reno and McQueen. *Peavine splits to Reno and McQueen.*
**Pine splits to Damonte Ranch, Wooster, and Reno. *Warner splits to McQueen and Reno.*

- capacity filled port
- capacity shortage
- capacity filled
- capacity surplus
- capacity surplus port

Site name	Year-prototype	Condition	Adequacy	Acres		(a) Enrollment 2022 / 2027 / Growth	Size	(b) WCSD Capacity Perm / Portable	(c = a / b) Capacity Utilization 2027 Perm / Total	(d = b / a) Capacity Surplus/ (Shortage) Perm 2027	Util Perm	Util w Port	Capacity Util
Reno HS	1951-One of a Kind			45.8		1796/1757/-..		2223/49	79% / 77%	466			
Clayton MS*	1965-One of a Kind			21.1		723/845/122		979/95	86% / 79%	134			
Elmcrest ES*	1959-One of a Kind			4.1		319/285/-34		492/48	58% / 53%	207			
Peavine ES*	1955-ES Baby Boomer-2 (50s 60s)			4.8		325/305/-20		414/0	74% / 74%	109			
Warner ES*	1964-ES Baby Boomer-1 (50s 60s)			5.1		397/246/-151		492/48	50% / 46%	246			
Pine MS*	1976-MS Block (70s)			16.3		834/713/-121		1206/0	59% / 59%	493			
Huffaker ES	1989-ES Pinwheel-1 (80s 90s 00s)			8.3		320/303/-17		596/0	51% / 51%	293			
Swope MS	1966-MS Wing (50s 60s)			15.9		946/1037/91		1240/0	84% / 84%	203			
Anderson ES	1955-One of a Kind			4.2		350/315/-35		414/143	76% / 57%	99			
Beck ES	1965-ES Baby Boomer-1 (50s 60s)			5.6		473/432/-41		570/48	76% / 70%	138			
Caughlin Ranch ES	1990-ES Pinwheel-1 (80s 90s 00s)			8.0		479/430/-49		622/0	69% / 69%	192			
Gomm ES	1966-ES Baby Boomer-3 (50s 60s)			5.9		399/264/-135		518/0	51% / 51%	254			
Hunter Lake ES	1955-ES Baby Boomer-2 (50s 60s)			5.3		307/281/-26		428/95	66% / 54%	147			
Mt Rose ES	1911-One of a Kind			3.3		411/350/-61		388/143	90% / 66%	38			
				TOTAL		8079/7563/-516		10582/667	71% / 67%	3,019			



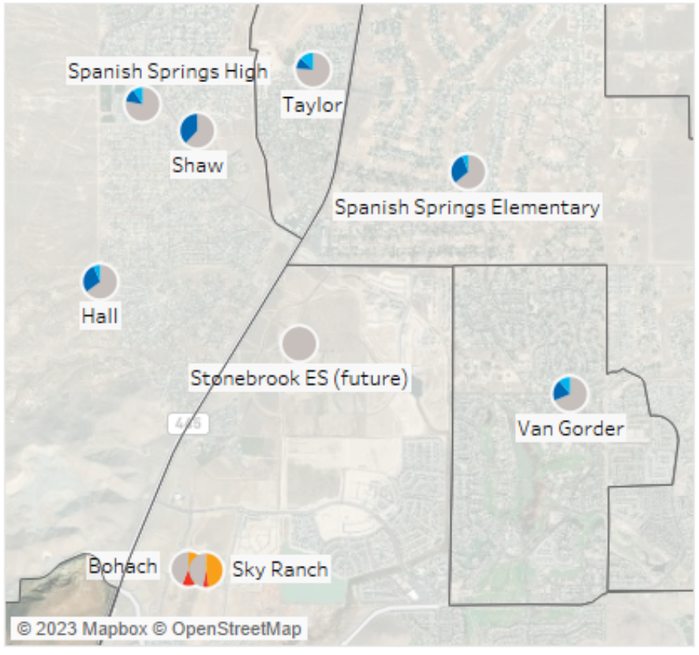
Spanish Springs Planning Group

Spanish Springs High, Shaw, Hall, Spanish Springs Elementary, Taylor, Sky Ranch, Bohach, Van Gorder*

**Sky Ranch splits to Spanish Springs and Reed.*

- capacity filled port
- capacity shortage
- capacity filled
- capacity surplus
- capacity surplus port

Site name	Year-prototype	Condition	Adequacy	Acres		(a) Enrollment 2022 / 2027 / Growth	Size	(b) WCSD Capacity Perm / Portable	(c = a / b) Capacity Utilization 2027 Perm / Total	(d = b / a) Capacity Surplus/ (Shortage) Perm 2027	Util Perm	Util w Port	Capacity Util
Spanish Springs High HS	2001-HS Wedge (00s)			65.5		2057/2086/29		2434/247	86% / 78%	348			
Shaw MS	2004-MS Courtyard (90s)			20.0		712/706/-6		1139/0	62% / 62%	433			
Hall ES	2006-ES Pinwheel-3 (80s 90s 00s)			13.1		445/485/40		700/48	69% / 65%	215			
Spanish Springs Elementary ES	1994-ES Pinwheel-2 (80s 90s 00s)			9.9		473/519/46		764/48	68% / 64%	245			
Taylor ES	1990-ES Pinwheel-1 (80s 90s 00s)			9.0		452/545/93		622/95	88% / 76%	77			
Sky Ranch MS*	2019-MS Current 00s (10s 20s)			31.8		1289/1617/ 328		1418/48	114% / 110%	-199			
Bohach ES	2020-ES 2-Story L (10s 20s)			31.8		811/986/175		700/95	141% / 124%	-286			
Stonebrook ES (future) ES	N/A-ES 2-Story L (10s 20s)			Null		//		700/0	% / %	Null			
Van Gorder ES	2000-ES Pinwheel-2 (80s 90s 00s)			10.5		594/590/-4		764/95	77% / 69%	174			
				TOTAL		6833/7534/701		9241/674	82% / 76%	1,007			



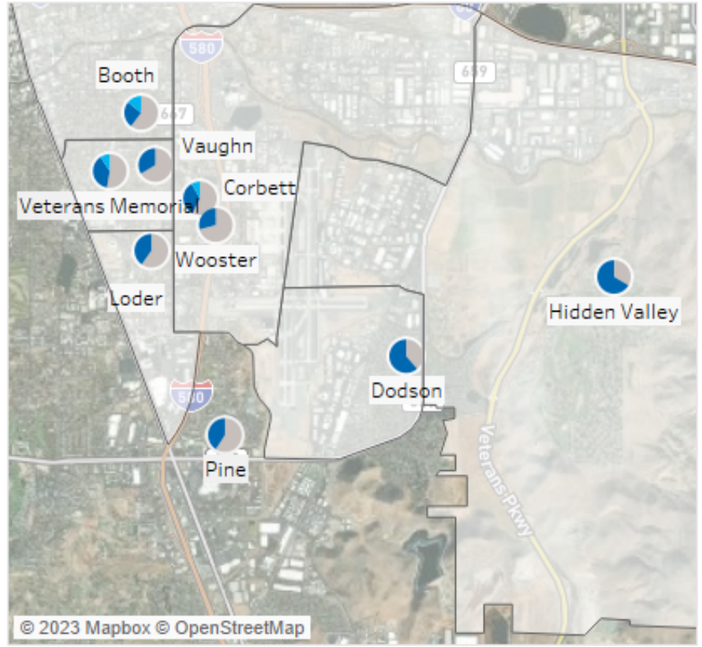
Wooster Planning Group

Wooster, Vaughn, Booth, Corbett, Loder, Veterans Memorial, Pine, Dodson, Hidden Valley*

**Pine splits to Damonte Ranch, Wooster, and Reno.*

- capacity filled port
- capacity shortage
- capacity filled
- capacity surplus
- capacity surplus port

Site name	Year-prototype	Condition	Adequacy	Acres		(a) Enrollment 2022 / 2027 / Growth	Size	(b) WCSD Capacity Perm / Portable	(c = a / b) Capacity Utilization 2027 Perm / Total	(d = b / a) Capacity Surplus/ (Shortage) Perm 2027	Util Perm	Util w Port	Capacity Util
Wooster HS	1962-HS Campus (60s)			38.3		1508/1292/-216		1826/0	71% / 71%	534			
Pine MS*	1976-MS Block (70s)			16.3		834/713/-121		1206/0	59% / 59%	493			
Dodson ES	1982-ES Pod (80s)			7.1		235/220/-15		570/0	39% / 39%	350			
Hidden Valley ES	1989-ES Pinwheel-1 (80s 90s 00s)			8.1		226/220/-6		660/0	33% / 33%	440			
Vaughn MS	1956-MS Wing (50s 60s)			9.4		667/606/-61		913/0	66% / 66%	307			
Booth ES	1956-ES Baby Boomer-2 (50s 60s)			6.7		374/401/27		570/95	70% / 60%	169			
Corbett ES	1959-ES Baby Boomer-1 (50s 60s)			4.9		358/324/-34		518/48	63% / 57%	194			
Loder ES	1957-ES Baby Boomer-2 (50s 60s)			6.9		387/379/-8		634/0	60% / 60%	255			
Veterans Memorial ES	1948-One of a Kind			3.5		284/271/-13		466/48	58% / 53%	195			
					TOTAL	4873/4426/-447		7363/190	60% / 59%	2,937			



D Acknowledgements

Acknowledgements

CannonDesign and our partner firms IN2 Architects, GIS LLC, and Changing Dynamics extend sincere appreciation to the many students, parents, teachers, school administrators, civil servants, elected officials, and community members listed below who collectively contributed thousands of hours to the development of the FMP.

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