



ODELL Planning & Research, Inc.
Environmental Planning • School Facility Planning • Demographics



Kerman Unified School District

Facilities Master Plan Update

2020



Kerman Unified School District

Facilities Master Plan Update

2020



ODELL Planning & Research, Inc.
Environmental Planning • School Facility Planning • Demographics

DISTRICT'S VISION

Dedicated to developing academic excellence, student character, and community pride!



DISTRICT'S MISSION

Provide our students with a balanced education through quality programs, in a safe learning environment.

Each student will demonstrate the skills necessary to be productive, responsible citizens through partnerships with the school, home and community.



Kerman Unified School District



ODELL Planning & Research, Inc.
Environmental Planning • School Facility Planning • Demographics



Kerman Unified School District

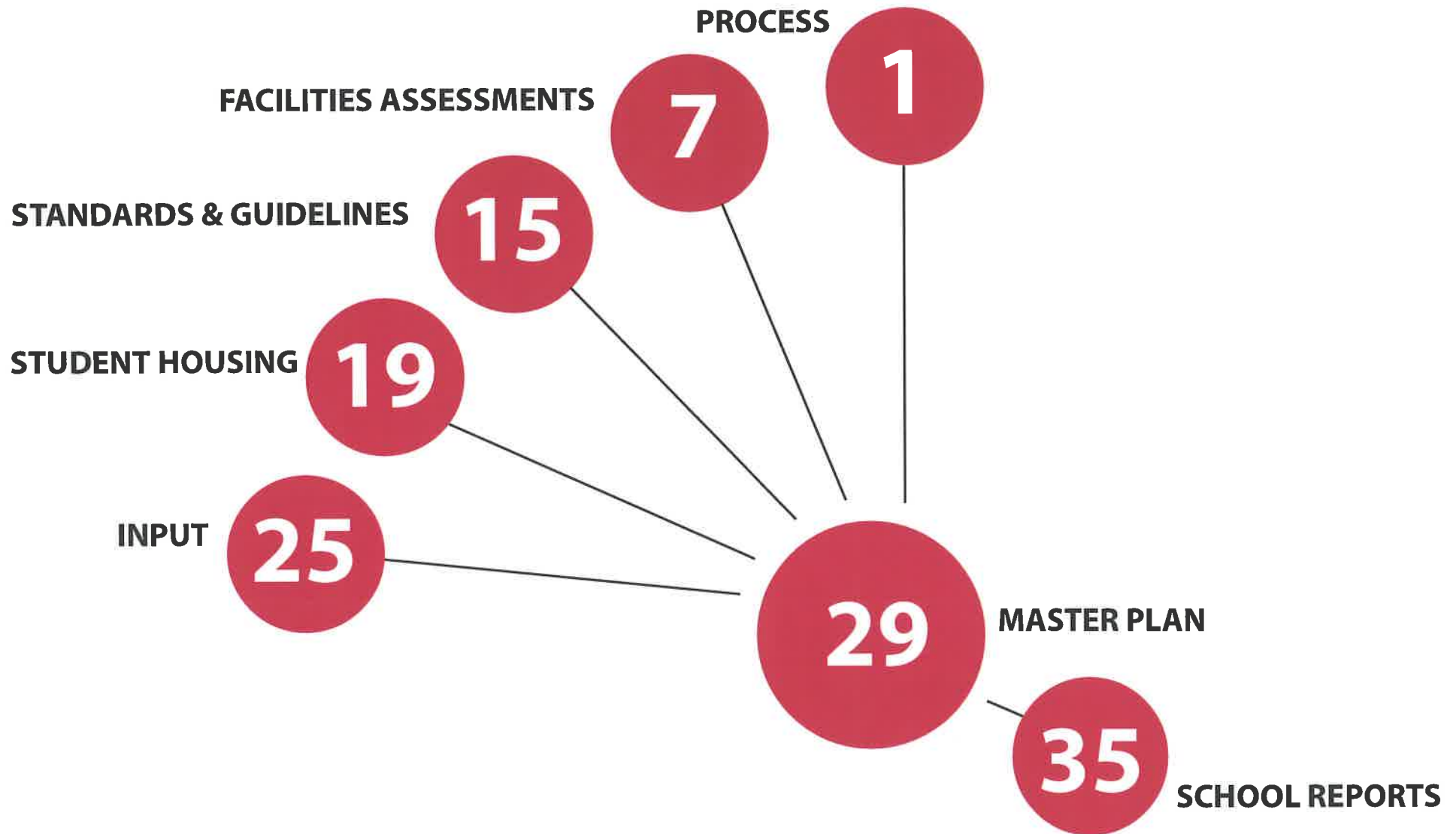
District-Wide
Facilities Master Plan Update
2020



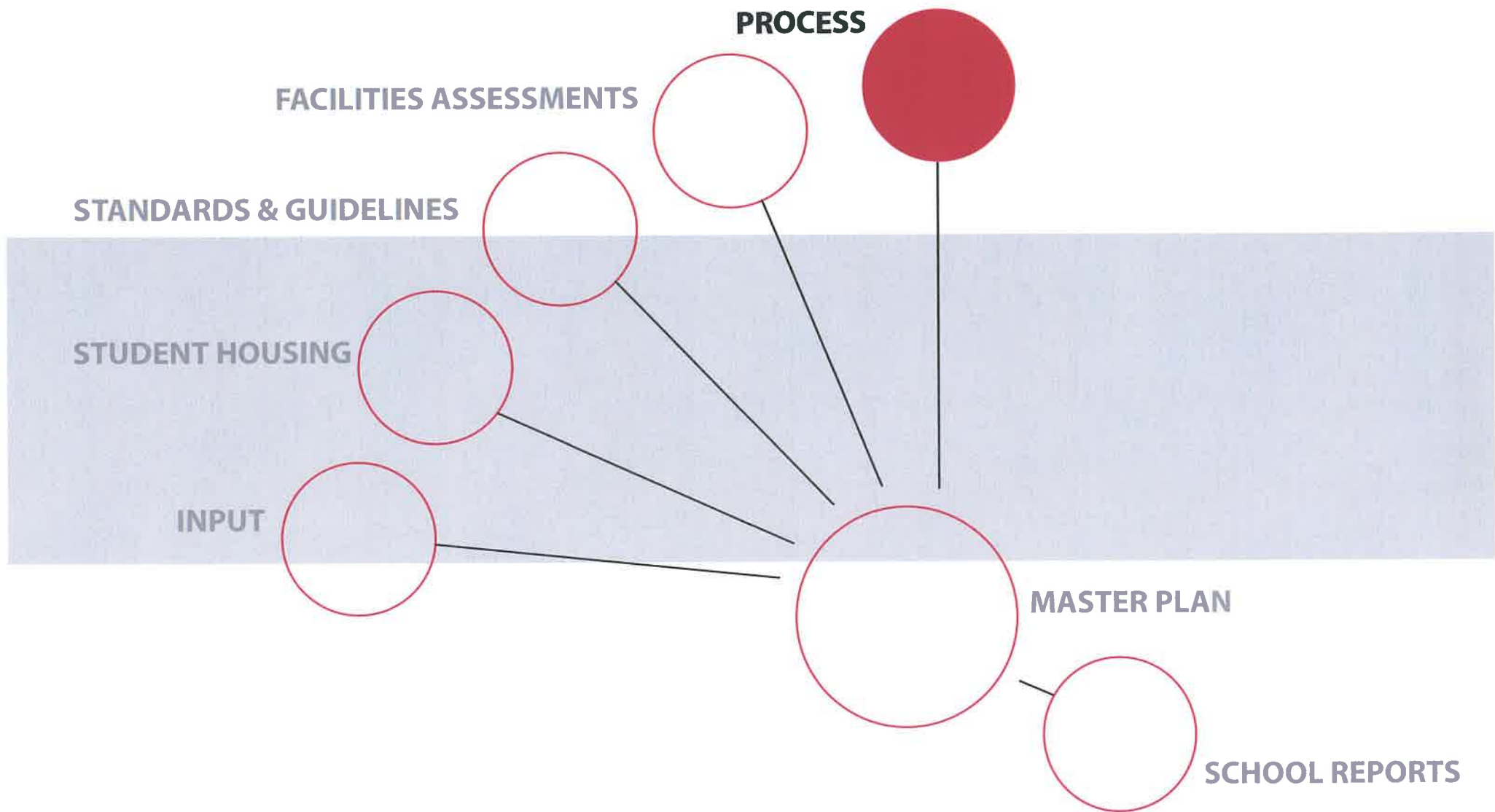
Integrated Educational
Planning and Programing

ODELL Planning & Research, Inc.
School Facility Planning • Environmental Analysis • Demographics

TABLE OF CONTENTS







2020 Update

Kerman Unified School District completed a District-Wide Facilities Master Plan in 2015. The master planning process was comprehensive, collaborative, and created a road map for the District to follow to meet the challenges of the current and projected demographics and the ongoing changes in the educational pedagogy. The District realized the importance of having a road map which gave them direction, but was also flexible, allowing for adjustments as the District became aware of new or changing circumstances over the years to come. To this end, in 2018 the District completed an update to the facilities master plan, capturing three years of physical plant changes and changes in the population. A new State-wide program (LCAP) introduced additional objectives that pertained to the District facilities. The 2018 update generated new and modified priorities in implementing the Facilities Master Plan.

Changes in demographics, state funding, and physical plant updates have driven this 2020 update to the Facilities Master Plan. A new impact, the COVID 19 virus, and its short- and long-term effect on the delivery of the educational program have also been considered in this update.

It was also vital that the 2020 update reflect the goals of the District's current Local Control Accountability Plan (LCAP) stated below:

Student Engagement & Facilities - The District will provide all students, including all subgroups, equal access to a broad course of study by supporting co-curricular and extra-curricular opportunities for students. Provide a safe, healthy, clean, and attractive environment by maintaining all facilities to achieve social, emotional, and academic success for students, staff, and parents.

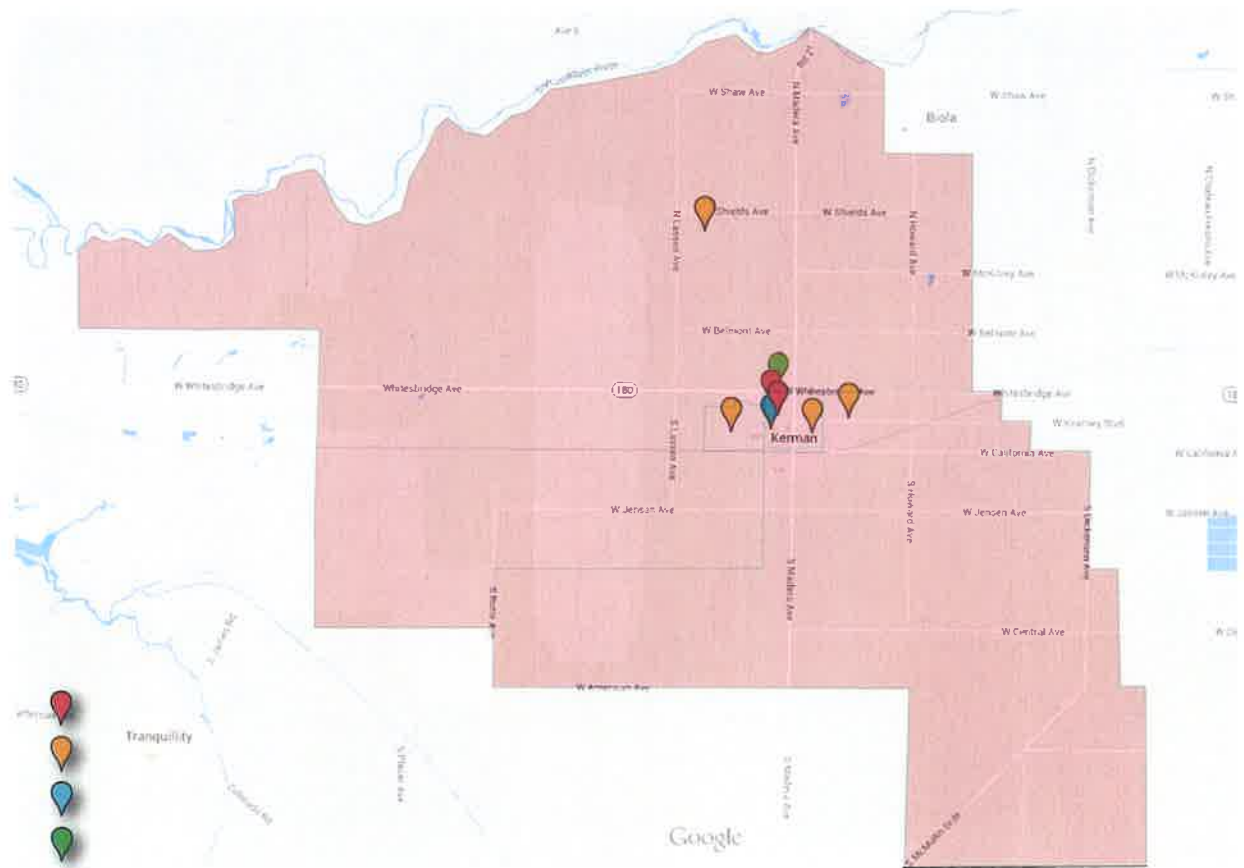
Continue to provide and/or provide the maintenance and repair of school facilities to ensure quality learning

environments for all students, including English learners, Socioeconomically Disadvantaged, Special Education, and Foster Youth

Action - Provide the maintenance and repair of school facilities to ensure quality learning environments for all students to enhance student achievement

District Background

The town of Kerman started as a railroad water station in the early 1890's, then called Collis in honor of the railroad. Two men, William G. Kerckoff and Jacob Mansar, purchased a large piece of property originally owned by the Bank of California in Collis and renamed the area Kerman, a combination of the first three letters of each of their last names. Kerman incorporated in 1946. The population of the City of Kerman, as of January 1, 2020, was 15,950 (California Department





of Finance, Report E-1, May 1, 2020). Kerman Unified, which encompasses the City of Kerman and the areas surrounding it, has an estimated population of 20,867 (US Census American Community Survey, 2018). Based on information from various sources, the Kerman Unified School District was formed in 2002. There were several smaller districts in the rural area that existed:

- Kerman
- Floyd
- Vinland
- Empire
- Sun-Empire Union
- Dakota
- Sunset

A series of mergers took place prior to the formation of the Kerman Unified School District. The Vinland District, created in 1904, merged with the Sun-Empire District in 1952. The Kerman District was formed in 1908 and merged with the Floyd District in 1957. The Dakota District was formed in 1910 and merged with the Sun-Empire Union District in 1952. The Sunset District was created in 1915 from portions of the Dakota, Kerman and Empire District and merged with the Sun-Empire District in 1952. In 2002 all of the schools in the area merged into what is now the Kerman Unified School District.

Kerman Unified is a district of approximately 5,300 students with seven campuses: Goldenrod Elementary School (K-6); Kerman-Floyd Elementary School (Preschool-6); Liberty Elementary School (K-6); Sun Empire Elementary School (K-6); Kerman Middle School (7-8); Kerman High School (9-12); and Alternative Education programs at Enterprise High School. In 2016,

the District purchased approximately 45 acres located north of Kerman High School across Highway 180. The land is planned to be used for a new elementary school and the eventual relocation of Kerman High School athletic facilities. A new District office was completed on a portion of the property in 2019.

The primary economic activity in the District is agriculture, which employs 29.0 percent of the population 16 years and older, as compared to 9.8 percent in Fresno County and 2.1 percent in California as a whole.

The median household income in Kerman Unified is \$45,559, which is lower than Fresno County (\$51,261), but substantially less than the median household income in California (\$71,228). The percentage of



	Kerman Unified	Fresno County	California
% Employed In Agriculture, Forestry, Fishing & Mining	29.0%	9.8%	2.1%
Median Household Income	\$45,559	\$51,261	\$71,228
% Families Below Poverty Level	23.2%	24.1%	14.3%
Median Age	28.8	32.0	36.3
Average Household Size	3.79	3.16	2.96
Educational Attainment (Population over 25):			
% High School Graduate Or Higher	56.6%	75.3%	82.9%
% Bachelor's Degree or Higher	8.7%	20.7%	33.3%
% Hispanic or Latino (of any race)	79.6%	52.7%	38.9%
% Language Other Than English Spoken at Home	67.9%	44.8%	44.1%
% Speaking English Less Than "Very Well"	46.3%	42.6%	40.9%

1: The agriculture category also includes forestry, fishing and mining, but the vast majority in this category in Kerman Unified are employed in agriculture

Chart Source: US Census Bureau American Community Survey, 2018.

families in the District that has an income below the poverty level is 23.2 percent, compared to 24.1 percent in Fresno County and 14.3 percent in California.

The District has a lower median age (28.8) than Fresno County (32.0), but is substantially lower than California (36.3). The District has a larger average household size (3.79) than Fresno County (3.16) and California (2.96).

Educational attainment in the District is lower than Fresno County and California, with 56.6 percent of the District population over age 25 attaining at least a high school education, compared to 75.3 percent for Fresno County and 82.9 percent for California. The percentages for persons over age 25 earning a Bachelor's Degree or higher are 8.7 percent for the District, 20.7 percent for Fresno County and 33.3 percent for California.

The District has a substantially higher percentage of Hispanics/Latinos than any other race (79.6 percent) when compared to Fresno County (52.7 percent) and California (38.9 percent). The racial/ethnic breakdown of the student population is as follows: Hispanic/Latino, 86.4.2 percent; White (not Hispanic), 7.4 percent; Asian (not Hispanic), 4.7 percent; and a total of other categories, 1.3 percent (CA Dept. of Education, 2020).

Within the District, 67.9 percent of the population speaks a language other than English at home, compared to 44.8 percent for Fresno County and 44.1 percent for California. Of the people that speak a language other than English at home, 31.5 percent of the District population speaks English less than "very well," while the percentages in Fresno County and California are 18.7 percent and 18.1 percent, respectively.

Creating the Master Plan & Update Process

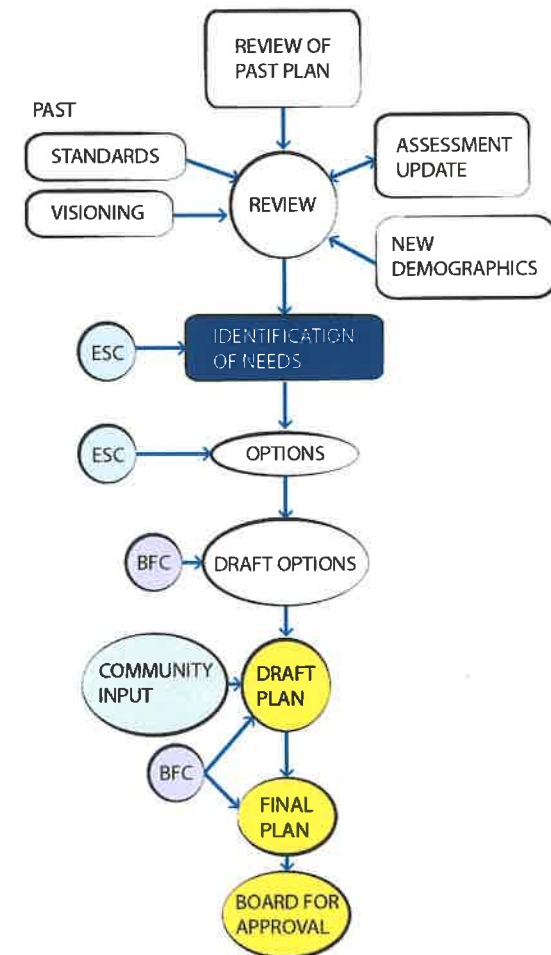
Planning school facilities is a "community" function, guided by district leadership and a product of listening and responding to how education will be delivered in the District at every grade level. A 21st Century School is developed through the integration of curriculum and facilities. Kerman Unified School District recognized the need to plan for this integration. In the fall of 2013, they began the process of completing a comprehensive Long-Range Facilities Master Plan, which was completed in 2015. One of the recommendations of this plan was to perform periodic updates. An update was completed in 2018 and this document represents the 2020 update.

The original master plan process was divided into several progressive levels:

- Data collection
- Input from stakeholders
- Data analysis
- Development of a needs list
- Funding opportunities
- Option development
- Priority setting
- Implementation planning

The update process looked at all of these components and updated information as deemed necessary by the Executive Steering Committee (ESC). The outcomes and process of the update were reviewed by the Board Facility Committee (BFC).

The Update Planning Process



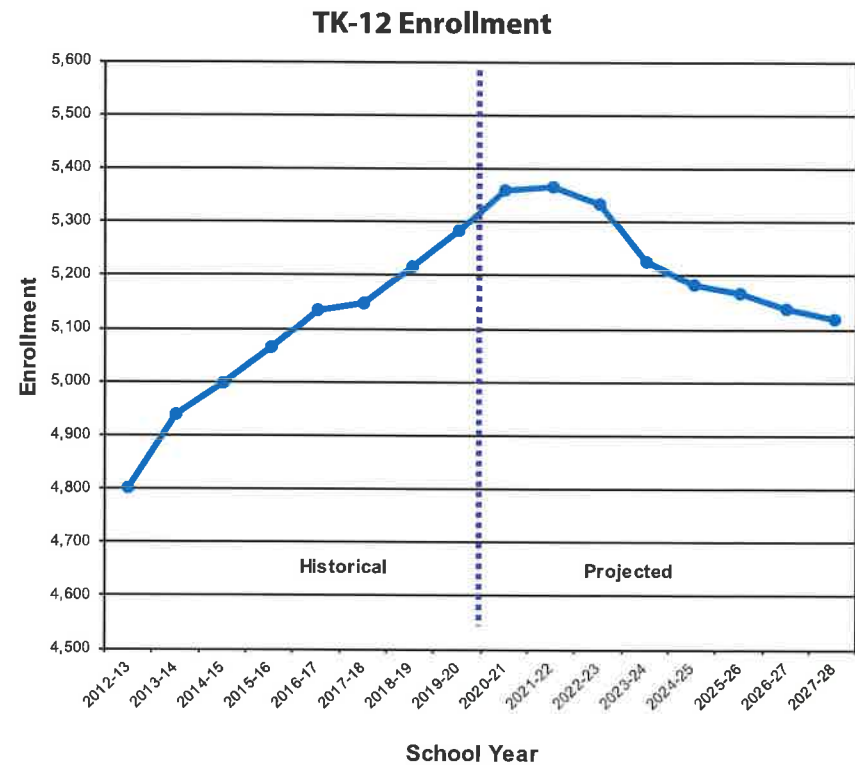


Data Collection

Data collection is critical in establishing a baseline of the current District facilities. An on the ground, campus by campus, building by building, room by room assessment (see Assessments Section) was conducted by the planning team for the 2015 master plan. The assessments answer the question “how do the facilities respond functionally to the educational program and what is their physical condition?” In order to fully engage in the functionality of the facilities, **input from stakeholders** through focus groups of educators, leadership and facility personnel and community forums were held. The goal was to carefully define the interior and exterior critical space requirements for an elementary, middle and high school. The sessions documented how facilities can facilitate the educational delivery system and be improved from an operational point of view. From these sessions, an educational specification (see the Standards and Guidelines Section) was written. This document was used during the assessment process. The community forums (see the Input Section) produced “big picture” documentation of how the facilities are viewed by the general public.

Assessment scores for each of the District’s campuses were reviewed for the 2018 update and in this 2020 update. Using the District’s records of construction projects, the assessment scores were adjusted to reflect the many improvements on the sites and in the facilities.

Other data collection included a complete demographic study (see the Student Housing Section). The demographic study began with a collection of historical data indicating trends in student growth by grade level, birth rates in the District, and potential development or changes in workforce population that may affect the growth rate. This data was used to project student enrollment. to the year 2027 for each grade level and each campus based on current school boundary lines. This information was then used to develop utilization and capacity calculations for each campus leading to the projection of space needs. The data was analyzed by the planning team and then discussed with the Executive Steering Committee.



Master Plan Goals

The analysis of the collected and calculated data created a needs list by campus. Overall, four strong district wide priorities were also identified for the original master plan:

- Student Housing
- Replace Portables
- Create 21st century schools through student centered spaces
- Facilities that support the Community

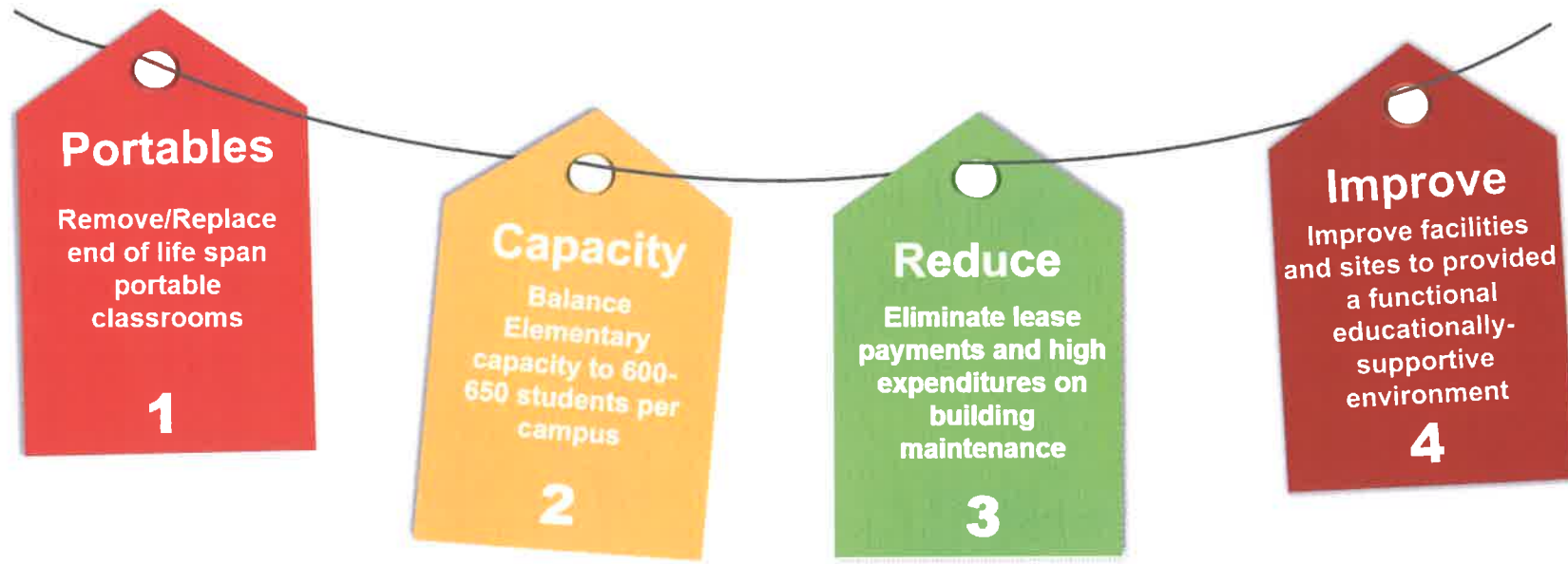
These goals were further refined for the master plan update to include the following:

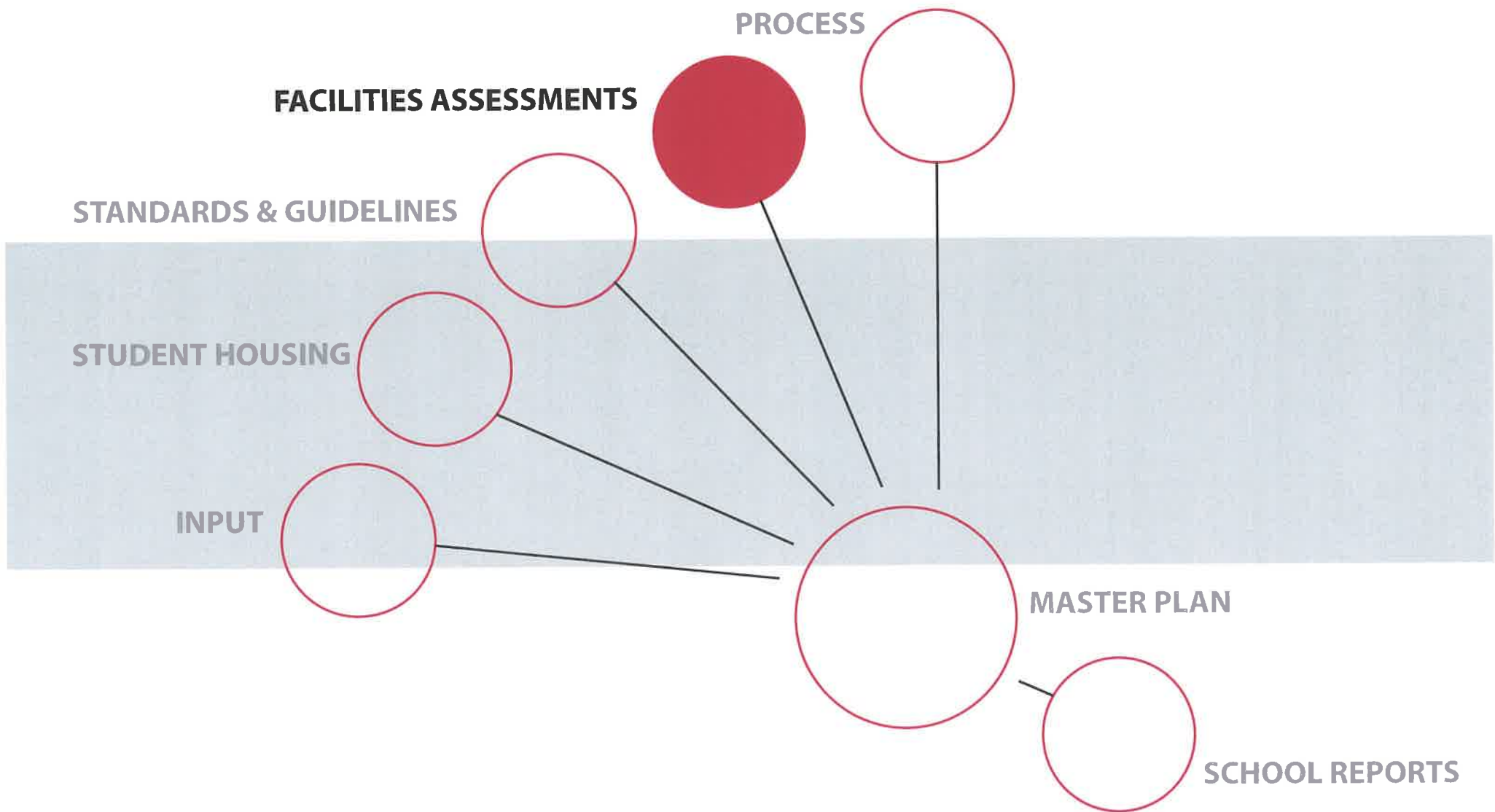
- Portables - Remove/Replace end of life span portable classrooms
- Capacity - Balance Elementary capacity to 600-650 students per campus
- Reduce - Eliminate lease payments and high expenditures on building maintenance
- Improve - Improve facilities and sites to provide a functional, educationally- supportive environment

The 2020 update process began in May 2020 and continued until November of 2020. The Executive Steering Committee meeting was held on September 15, 2020, to discuss the updated goals, project list and implementation plan that included a timeline. The plan was also reviewed at an open, virtual community meeting on September 30, 2020. The Board of Trustees met on October 15, 2020 to provide input and again on November 19, 2020 to approve the final draft of the Master Plan Update.

The implementation process (see the Master Plan Section) and school site maps (see the School Reports Section) were reviewed in detail. Several changes were recorded and incorporated into this final document.

Master Plan Goals







FACILITIES ASSESSMENTS

What are Facilities Assessments?

As a vital tool in completing a master plan, the assessments provide a baseline for every campus from several perspectives. They also can be used to understand the needs of the school sites district-wide and provide insight into project prioritization. This step in the process also allows the master planning team to experience all of the school sites in detail, which provides a valuable snapshot of the needs across the District.

Assessment Criteria

The original 2014 assessment consisted of a two-member assessment team visiting every campus and looking into every room within each campus. Each member of the team recorded scores and observations into an electronic assessment tool. The scores were based on standard criteria in four key areas of school facilities. The assessment team was most often joined by a member of the site administration and a site custodian who provided additional information on the operations of the campus and any reoccurring issues.

The two building factors and the two site factors observed and scored were:



Building Condition



Building Educational Functionality



Site Condition



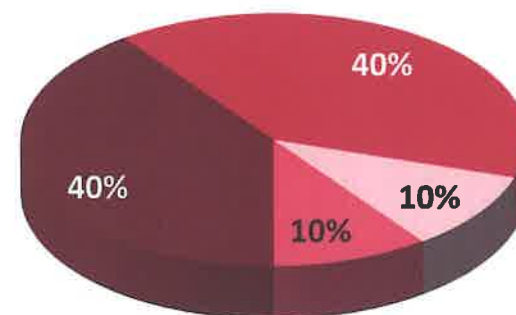
Site Educational Functionality

To create a campus score, the various building and site assessment scores produced for each campus were combined together. Building scores were weighted on the percentage of total square feet that the building represents compared to the total campus square footage. Then all four scores were weighted, with the two building scores being worth 40% each and the site scores being 10%. These percentages were chosen because the building structures represent a larger investment than the site improvements on a campus.

Combined Score Weighting







- Building Educational Functionality
- Building Condition
- Site Educational Functionality
- Site Condition





Aspects of Each Criteria

Listed below are the different aspects of a facility that these key factors assessed. While some of the aspects repeat in multiple factors, the perspective on which they are graded is different. For example, "Furnishings" appears in Building Condition and Building Educational Functionality; the condition assessment is addressing if the furniture is cracked, chipped or broken while the Building Educational Functionality is the score determining whether the furniture supports common core learning and collaboration.

Building Assessments		Site Assessments	
Building Educational Functionality 	Building Condition 	Site Educational Functionality 	Site Condition 
<ul style="list-style-type: none"> • Electrical • Water • Special Utilities • Technology • Zone Size • Activity Zones • Equipment • Furnishings • General Storage • Staff Storage 	<ul style="list-style-type: none"> • Roof • Windows • Doors • Exterior Walls • Ceiling • Interior Wall Finish • Cabinets • Light Fixtures • Furnishings • Flooring • Structural • HVAC • Electrical • Low Voltage • Plumbing • ADA Access 	<ul style="list-style-type: none"> • Parking Spaces • Drop Off • Bikes and Walkability • Adjacencies • Identified and Controlled Front Entrance • Hidden Spaces • Outdoor Seating • Grass Fields • Equipment • Hardcourt (Blacktop Areas) • Track • Bleachers 	<ul style="list-style-type: none"> • Walkways • Pavement • Landscape • Irrigation

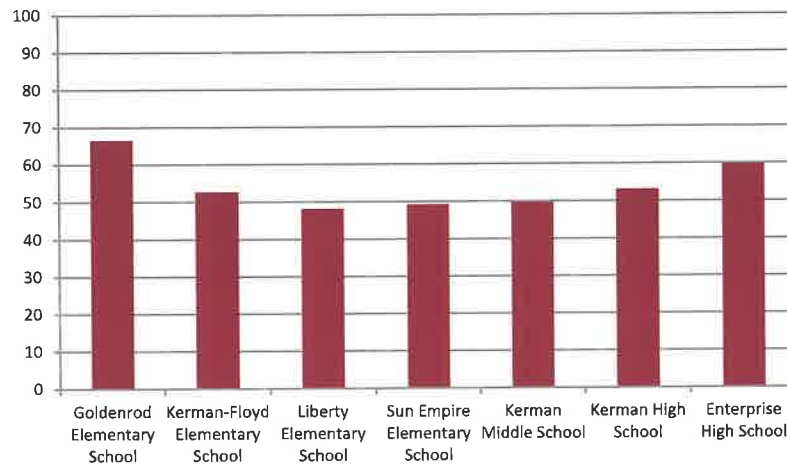


FACILITIES ASSESSMENTS

Assessment Scores

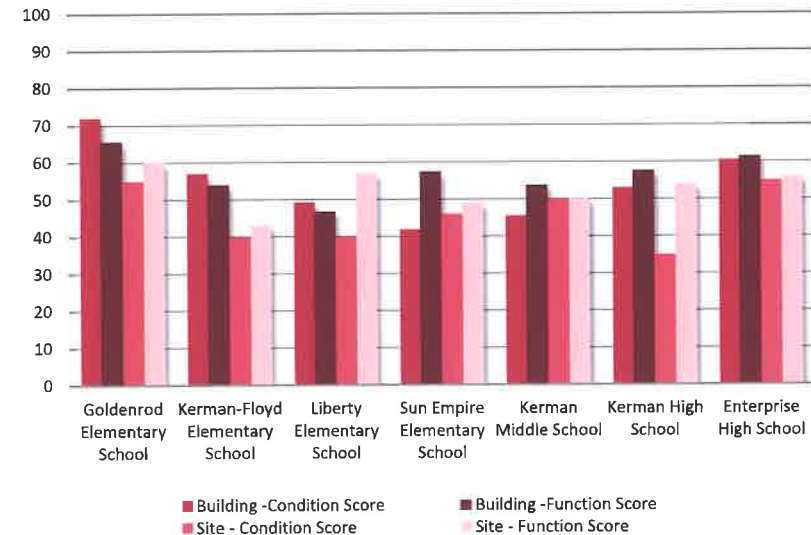
Overall in 2015, the District's average combined score was 54 points. The chart below shows the combined score of all the campuses. The most recently constructed school, Goldenrod, scored the highest. The lowest scoring school was Liberty. While Liberty was a newer school, the lack of a dedicated multipurpose room and support facilities contributed to the low score.

Combined Score



While the variance in the combined score is relatively small when each of the scores are shown for the campuses, the individuality of the sites are more apparent. This result indicates that the needs of each of the schools are significantly different and will require a unique approach when the scope of the school improvement projects are defined.

Building & Site Scores

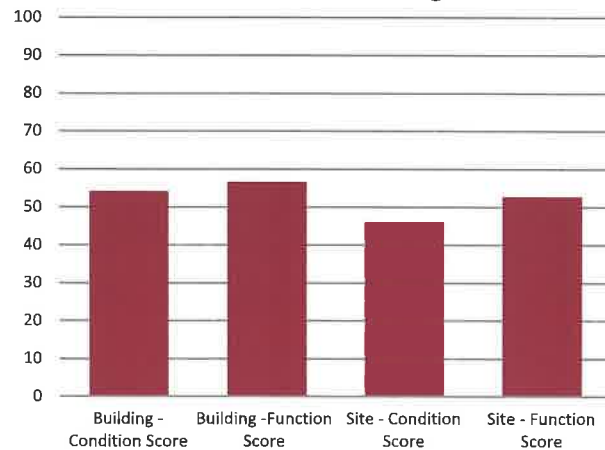




Facility Improvements and the Assessment Score 2018 and 2020 Update

When broken down by the four factors, the District scored the lowest in the Site Condition, followed by the Site Functionality. This result indicates that site improvement projects should be considered a priority.

District-Wide Average



After completion of the Master Plan, the District embarked on completing updates to resolve the largest identified assessment needs. Site work across the District and a new Multi-Purpose Room at Liberty Elementary were completed. Additional projects which were used to adjust the assessment scores in both the 2018 and 2020 updates are outlined below and on the following pages.

Facility Improvements

District-Wide

- Solar
- Phone System
- New Flooring
- New Paint

Kerman High

- New Academic and Administration Building*
- Parking Lot improvements
- Access Lane and CTE yard improvements
- New Student Quad



Kerman High New Academic and Administration Building



Kerman High Improved Student Quad



New Paint Around the District

Facility Improvements

Kerman Middle

- 2 new portables
- New student space under solar

Liberty Elementary

- New MPR
- Sinks added to classroom buildings
- Improved Kinder play ground
- Resurfacing parking and blacktop

Goldenrod Elementary

- Improved blacktop



Kerman Middle New Portables



Liberty Elementary New Kindergarten Playground



FACILITIES ASSESSMENTS

Facilities Improvements

Kerman-Floyd Elementary

- New roofs
- Improved site drainage

Sun Empire Elementary

- Replacing gas lines
- Removing 3 portables
- Improved Kinder play ground
- Resurfacing blacktop
- New parking/drop-off



Roof installation at Kerman-Floyd



Sun Empire New Kindergarten Playground

Additional Improvement Projects

Kerman High School

- Bleachers and Lighting
- MPR Flooring
- Removed Portables
- Improved Quad Area

Kerman Middle School

- New Student Quad
- Gym Modernization
- Parking Lot Improvements

Liberty Elementary

- New Cabinets

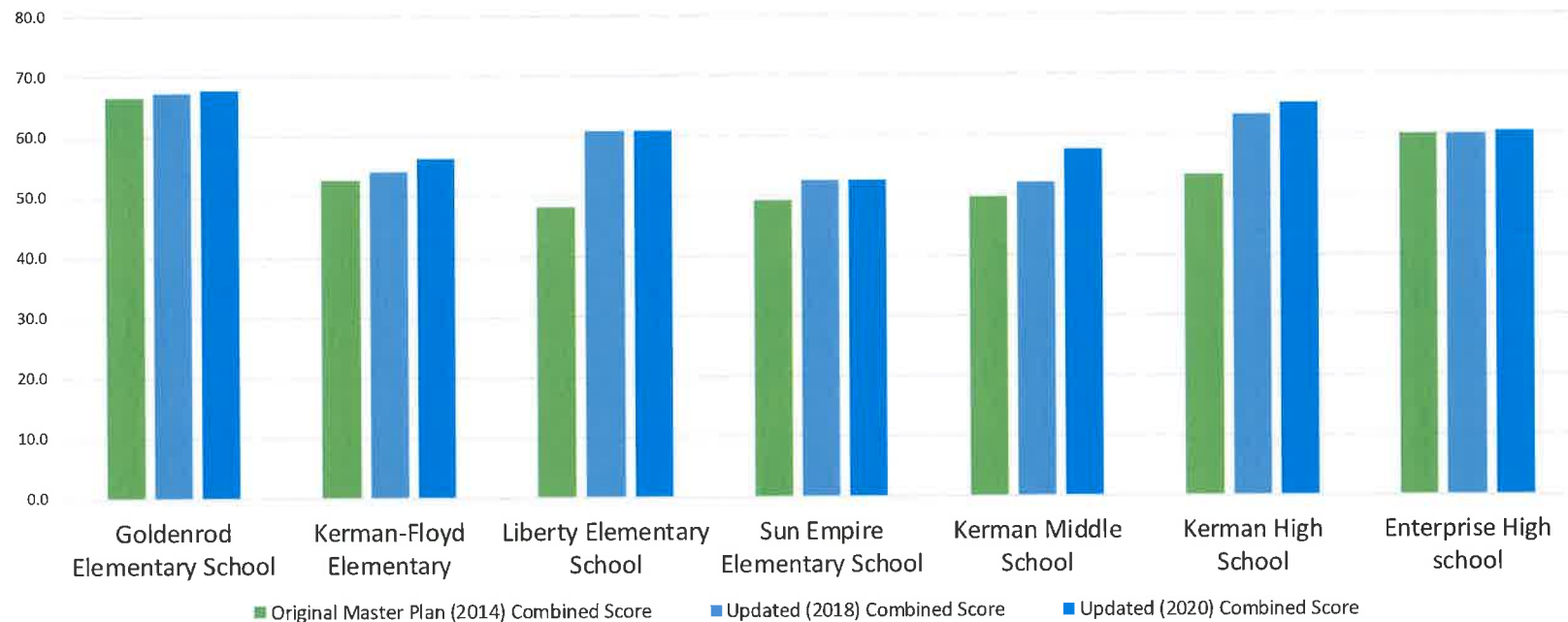
Goldenrod Elementary

- Painting

Enterprise Elementary

- Parking Lot Resurfacing

Assessment Score Comparisons 2014, 2018, and 2020





Translating the Assessments into Improvement Cost Model

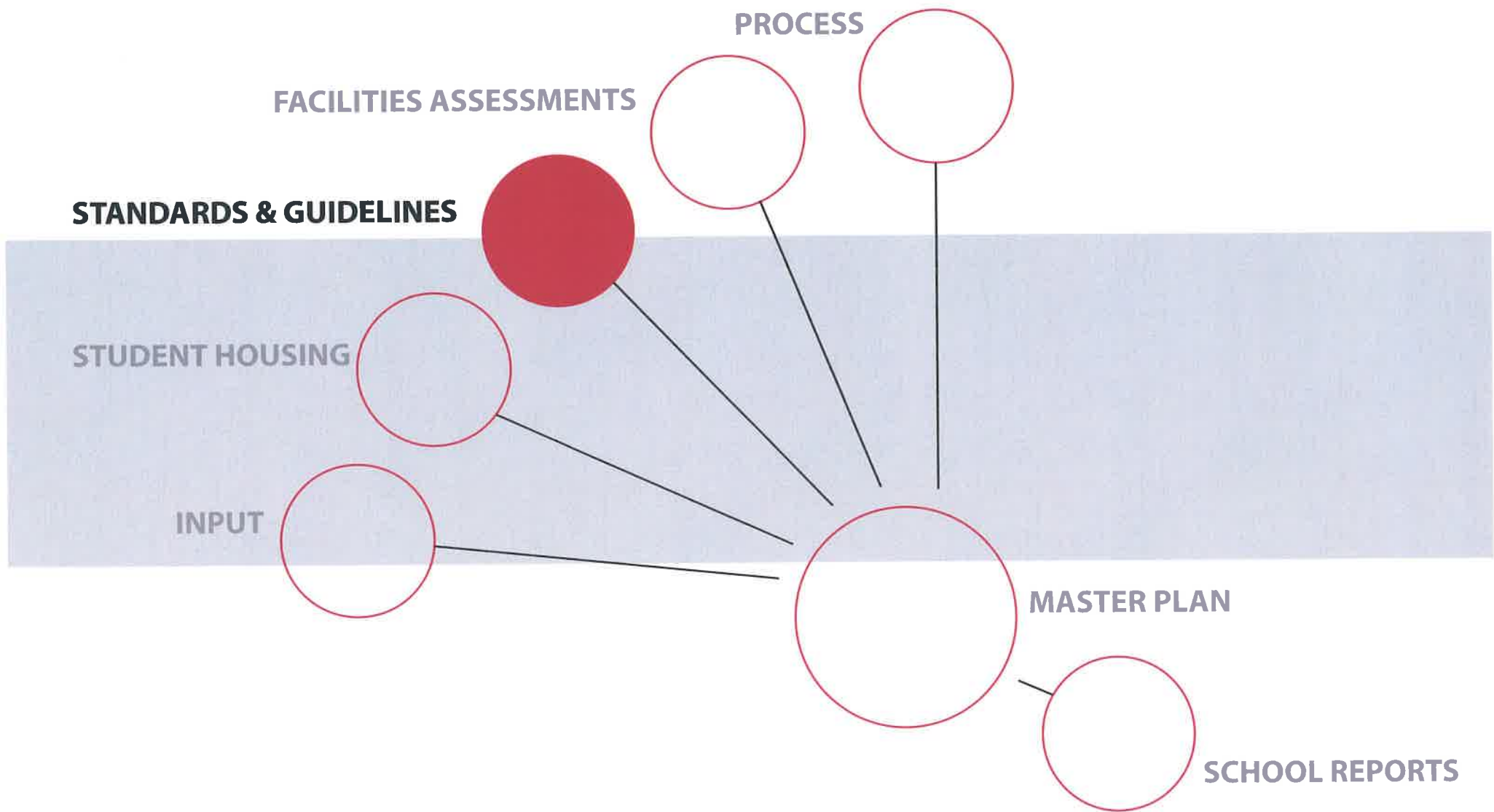
After completion of the assessments, the scores were used to create an improvement cost estimate. This process takes the assessment scores and the level of desired improvement to create the difference needed to improve the building or site. The level of improvement for Kerman Unified was set at 70 points. While this improvement level will provide funding for all schools, the level of funding will not be able to bring the school to the equivalency of a brand new school. A brand new school would fully meet all of the educational specification requirements.

The costs of bringing the schools to a score of 70 are illustrated below. The costs are market rate as of this report and have not accounted for any inflation. This cost estimate does not include any additional capacity for the school sites. For more information on capacity increases and associated cost, see the master plan section of the document. The total construction cost is derived by adding the building and site improvement cost together, while the total project cost includes a factor on top of the construction cost to account for fees, furniture and equipment.

Estimated District-Wide Improvement Cost Model-Update to 2020 Costs

	Building Improvement Cost	Site Improvement Cost	Total Construction Cost	Total Project Cost
Goldenrod Elementary School	0	527,300	527,300	685,490
Kerman-Floyd Elementary	4,136,953	676,147	4,813,100	6,257,030
Liberty Elementary School	1,654,265	237,935	1,892,200	2,459,860
Sun Empire Elementary School	3,739,996	609,304	4,349,300	5,654,090
Kerman Middle School	5,891,378	900,722	6,792,100	8,829,730
Enterprise High School	413,548	99,252	512,800	666,640
Kerman High School	2,821,893	1,090,807	3,912,700	5,086,510
Grand Total	18,658,033	4,141,467	22,799,500	29,639,350







STANDARDS & GUIDELINES

What are Standards & Guidelines?

Two documents, material standards and educational specifications, which provide consistency, efficacy, common methodology and equity across the District.

These documents should be issued to design teams at the beginning of every project to be incorporated into the design solutions.

They are also used as a measuring stick for facilities assessments.

Material Standards

Material standards were developed during the original Master Plan. These standards are the basis used for creating equity in school design and construction. Standards include materials and equipment that can be identified as those elements common in all schools and typically can be bought in bulk or through a state or county ongoing contract with a manufacturer or supplier. KUSD identified the following key items as the elements used throughout the District in Maintenance and Operations and in new or modernization projects:

- Metal Roofing
- Hollow Metal Doors and Frames
- Solid Core Wood Doors
- Glazing
- Door Hardware
- Tile
- Resilient Flooring
- Carpeting
- Wall Coverings
- Paint
- Toilet Compartments
- Toilet Accessories
- Window Coverings
- Drinking Fountains
- HVAC Instrumentation and Controls
- Energy Management System
- Security Management System
- Fire Detection and Alarm
- Sprinkler Irrigation

Specific details for each of these elements are contained in a Material Standards notebook and are located in the Maintenance and Operations Center.



Educational Specifications

Educational Specifications were created during the original Master Plan. These specifications serve the function of interpreting which physical forms would best support the educational program and learning objectives. The concept behind Educational Specification is that the space used for education should allow the students and teachers to accomplish their objective easily versus creating work-around solutions to the physical space they are given to use.

Educational Specifications were generated through focus group discussions with the educational stakeholders and support the District's educational programs. The KUSD Educational Specification Development was well supported by the various focus groups, administration and facilities departments. The final document is contained in the Appendix.

Two key areas of the Educational Specification directly accomplishing the Master Plan goals are the changes in learning environments that improve collaboration and access to technology. These changes include organizing classroom furniture into group settings (verses individual desks) and providing spaces in the room where student groups can utilize the white board and project images for all to see. The second change is providing formally defined outdoor environments through the use of plazas and gateways. These improvements would give an understandable purpose to underutilized outdoor areas and enhance the level of safety and community on a school campus.



Campus Plaza & Covered Seating



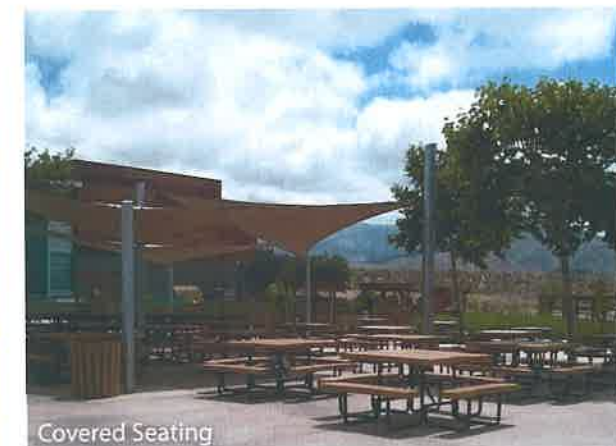
Informal Student Seating



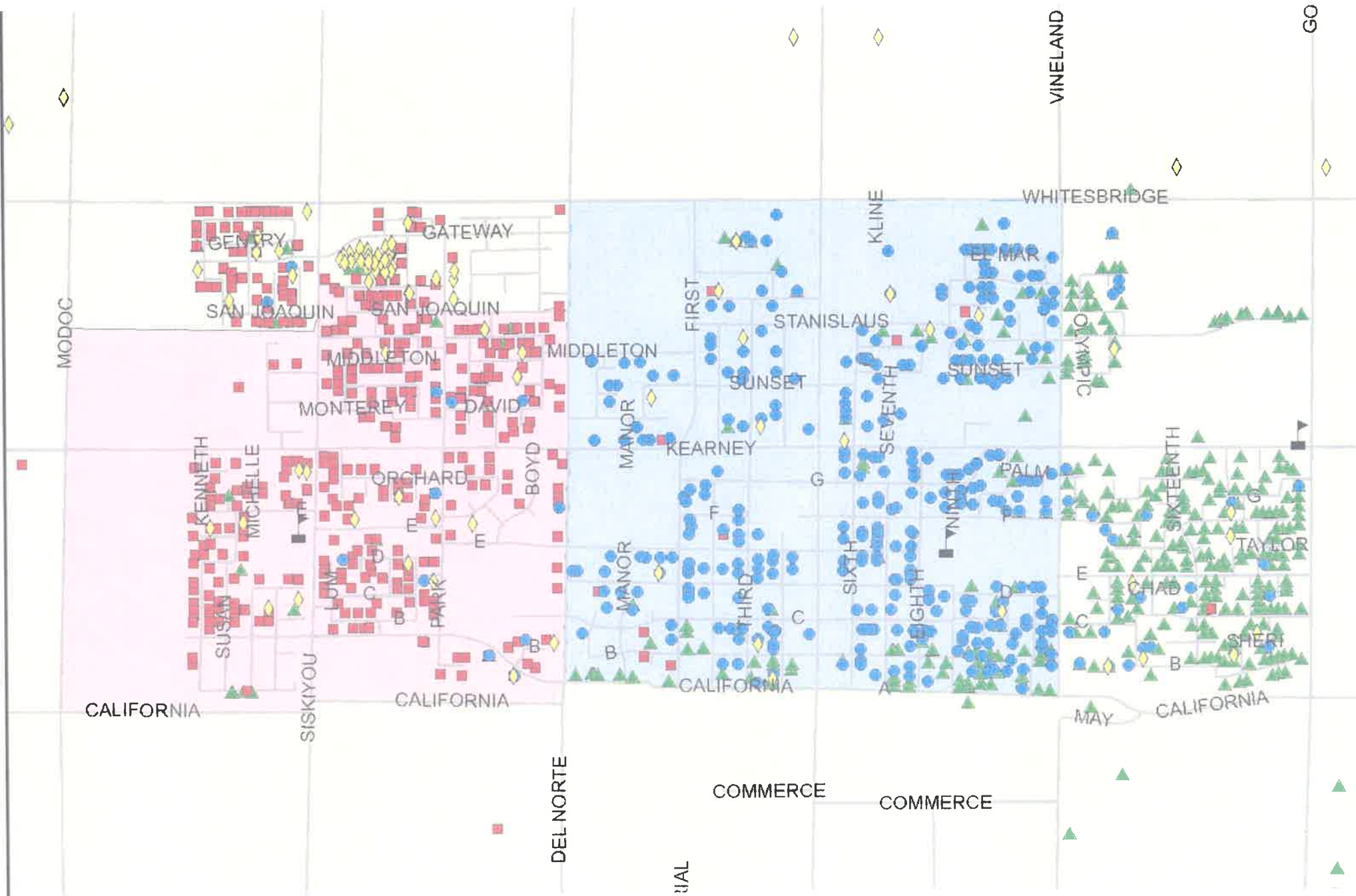
Informal Student Collaboration Space

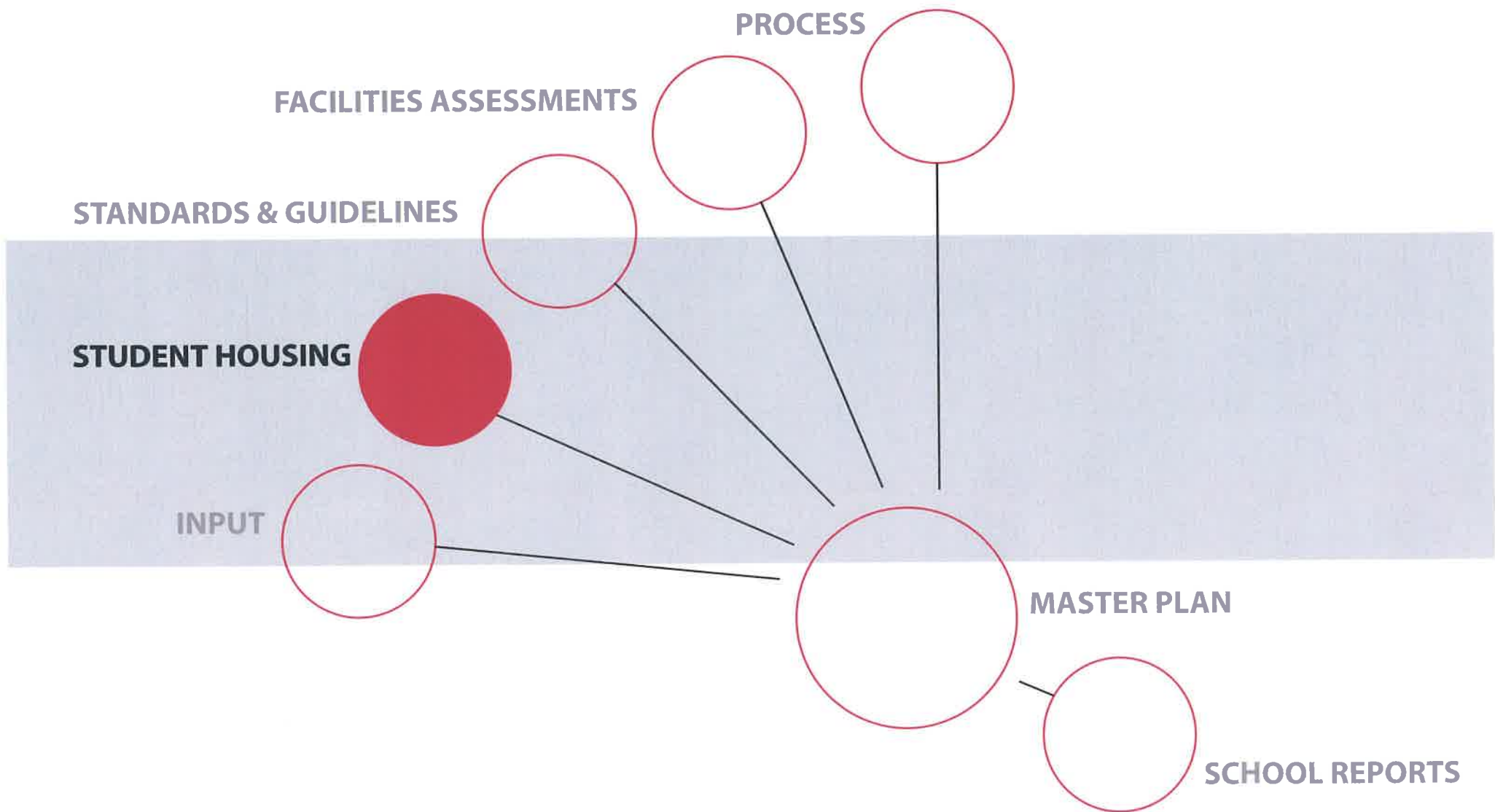


STEM Room with Collaboration Tables



Covered Seating







STUDENT HOUSING

What is Student Housing?

Student housing refers to all elements that go into making sure that all students can be accommodated in a school at their grade level. It includes studying the history of the District and Community in order to estimate future student enrollment and calculate the capacity of the existing schools.

Demographic Projections

Enrollment projections were prepared for each of the District's schools for an eight-year period (through the 2027/28 school year). The projections used cohort-survival methodology and projected kindergarten enrollment based on the number of births in the area and past average kindergarten enrollment patterns. The projections considered the effects of development activity in the District.

District TK-12 enrollment is projected to decrease by approximately 162 students; from 5,280 in 2019/20 to 5,118 in 2027/28 (see graph on the following page). This is due to a period of lower births in recent years, which results in lower kindergarten enrollment five years later and smaller class sizes moving through the system (smaller entering classes are replacing larger classes that are leaving.) There is a pronounced recent trend of low birth rates in the US and California. Women are having less children and are waiting substantially longer to have children. Many districts will be dealing with the effects of the lower number of births during the coming years. When effects of the lower number of births are substantial, this can more than offset the effect of housing development activity.

Enrollment in grades TK-6 is projected to decrease by approximately 249 students; from 2,816 in 2019/20 to 2,567 in 2027/28 (see graph on following page). TK-6 enrollment started to decline in 2015/16. As previously indicated, the projected decline is due to the reduction in the number of births in the District in recent years, which follows a nationwide and state trend of low birth rates. Enrollment is projected to start leveling out during the last two years of the projection, which likely portends a potential increase in TK-6 enrollment beyond 2027/28 as births start to slowly increase from the recent low point.

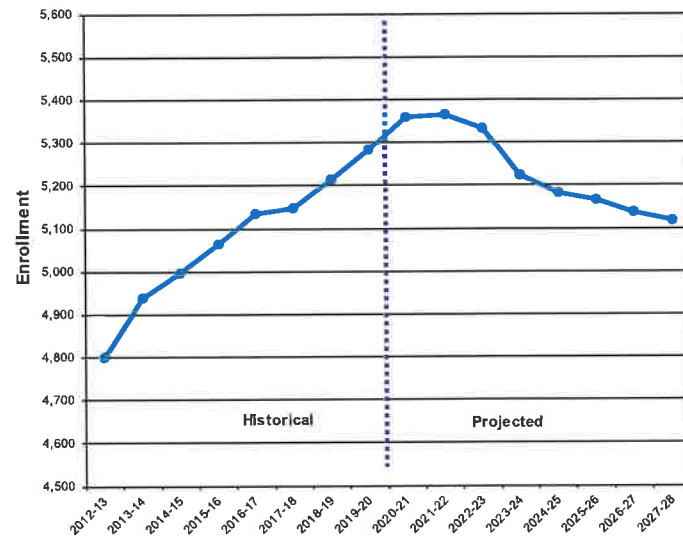
In keeping with the projected overall decline in TK-6 enrollment, each of the District's four elementary schools are projected to experience a decline, as follows: Goldenrod is projected to decline by 55 students (from 883 in 2019/20 to 828 in 2027/28); Kerman-Floyd is projected to decline by 55 students (from 711 in 2019/20 to 656 in 2027/28); Liberty is projected to decline by 74 students (from 625 in 2019/20 to 551 in 2027/28); and Sun Empire is projected to decline by 66 students (from 597 in 2019/20 to 531 in 2027/28).

Enrollment in grades 7-8 is expected to stay about the same during the projection period, with minor variations within a range of about 50 students.

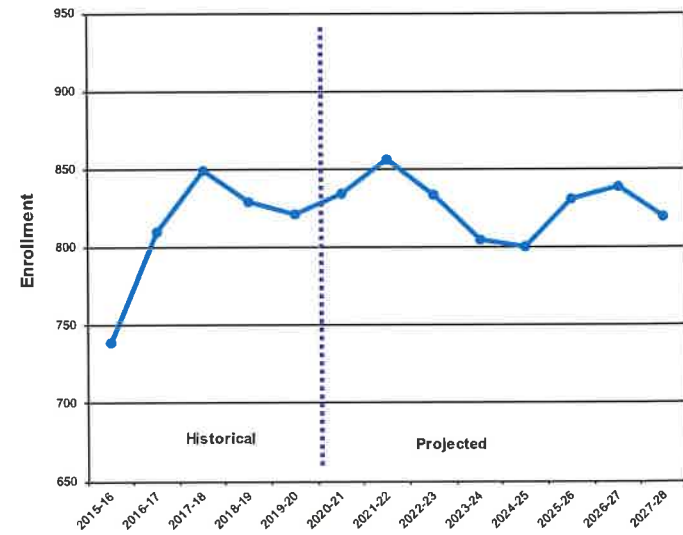
After a period of consistent growth, enrollment for grades 9-12 is projected to continue growing until 2022/23, then it will slowly begin to decline. However, taken over the whole eight-year projection period, enrollment is expected to increase by approximately 88 students, from 1,643 in 2019/20 to 1,731 in 2027/28.



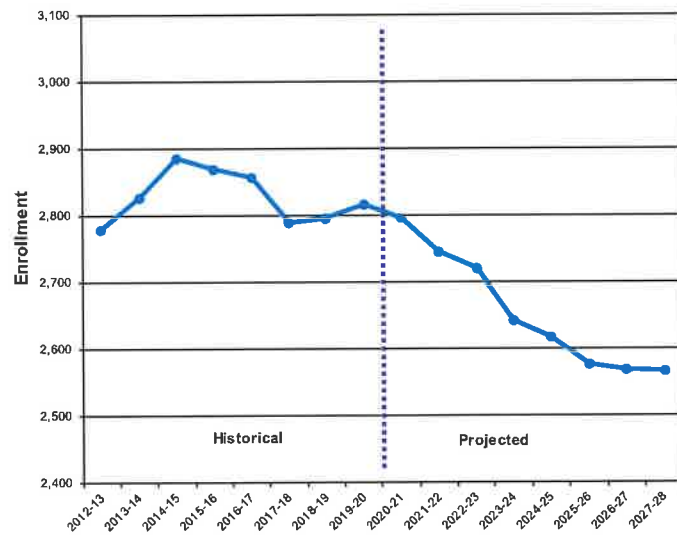
TK-12 Enrollment



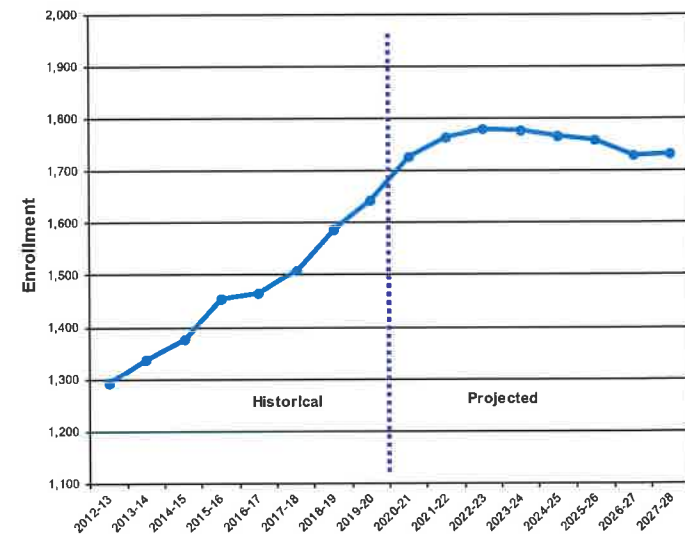
7-8 Enrollment



TK-6 Enrollment



9-12 Enrollment



Limitations

Enrollment projections are data driven, educated guesses that can be affected by unanticipated economic, social and political factors, as well as disease pandemics (which can have economic, social and political effects). It is uncertain as to the effect the COVID-19 pandemic will have on enrollment. Based on enrollment data from the 2020/21 school year (October), enrollment in TK/K has declined, probably due to the reluctance of parents to sign their young children up for school given the current unsettled conditions. Next year, there could be an increase in TK/K enrollment due to the cumulative effect of students who didn't attend this year being added to the regular number of TK/K student expected to attend next year.

The projections are intended to show general enrollment trends rather than be a prediction of exact numbers. The projections will tend to have less chance of accuracy with increased time from the initial projection year. It is important to revise the projections regularly to ensure they are reflective of the most current factors.

Classroom Loading

Type of Classroom	# Of Students/Classroom
TK-3	24:1
4-6	28:1
7-12	28:1
Intervention	24:1
Special Day Class	12:1

Capacity

Each school site has an ideal total number of students that can be physically accommodated within the existing learning spaces. This capacity is determined by understanding the number of students per classroom or classroom loading for each function.

The classroom loading accounts for the class-size reduction for the K-3 classes and is different from current standards. At the secondary level, a factor was also applied to allow an open prep period in each of the classrooms. In addition to class size, the number of classrooms set aside for special uses can also affect the overall capacity. Two rooms have been excluded from the classroom count for special education and other pull-out programs. At the elementary level, an additional room was reserved for the music program.

The total school capacity includes portable classrooms. Portable classrooms are used at varying levels at the school sites. Kerman High School and Liberty Elementary School have the largest percentages of portable classrooms. The 2018 master plan update adjusted the capacity of Kerman High School to include the opening of the new Academic and Administration Building and the removal of 13 portables, which reduced the ratio of portables to site-built capacity at that campus.

Projected Enrollment

of Students
(using demographic projections)

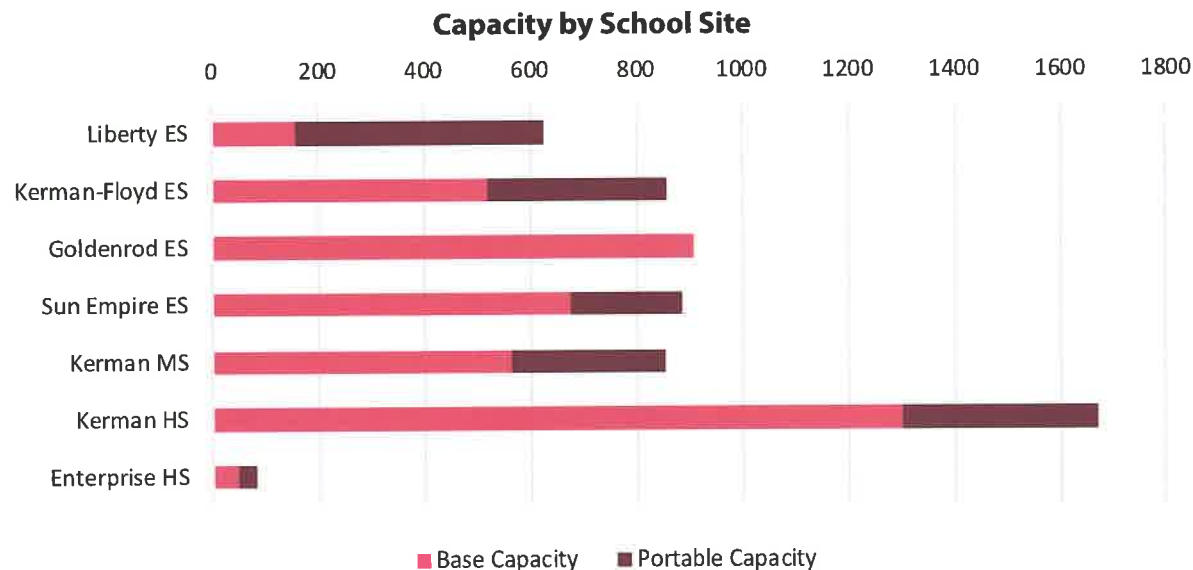
Capacity

of Seats
(using space standards & class size)

=

Utilization

Do they fit?





School Utilization

Utilization is calculated by determining the number of students and the number of seats at every school. The overall utilization can be affected by changes in classroom loading and enrollment projections. While full capacity (or 100% utilization) is considered every seat being filled, this rarely happens in a school setting where student enrollment cannot always be evenly divided. A utilization factor is normally expected at 10 – 15% at elementary and 15 – 20% at secondary.

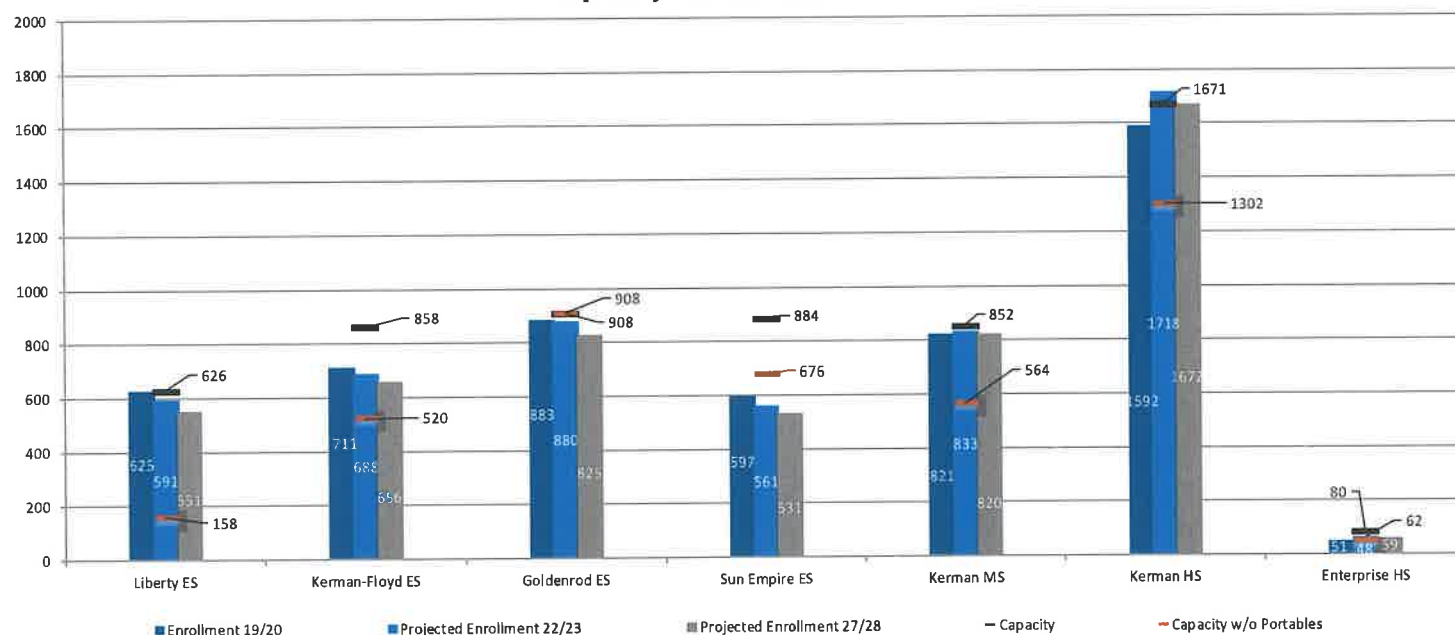
Both Kerman Middle and Kerman High School are anticipated to be just under their total (with portables) capacity through the master plan's horizon of the school year 2027/28 school year. The projected

demographics show a leveling of the student population on the horizon. A further study on the demographics will indicate a need to increase the capacity at the middle school or the high school if the student population does not level off as projected.

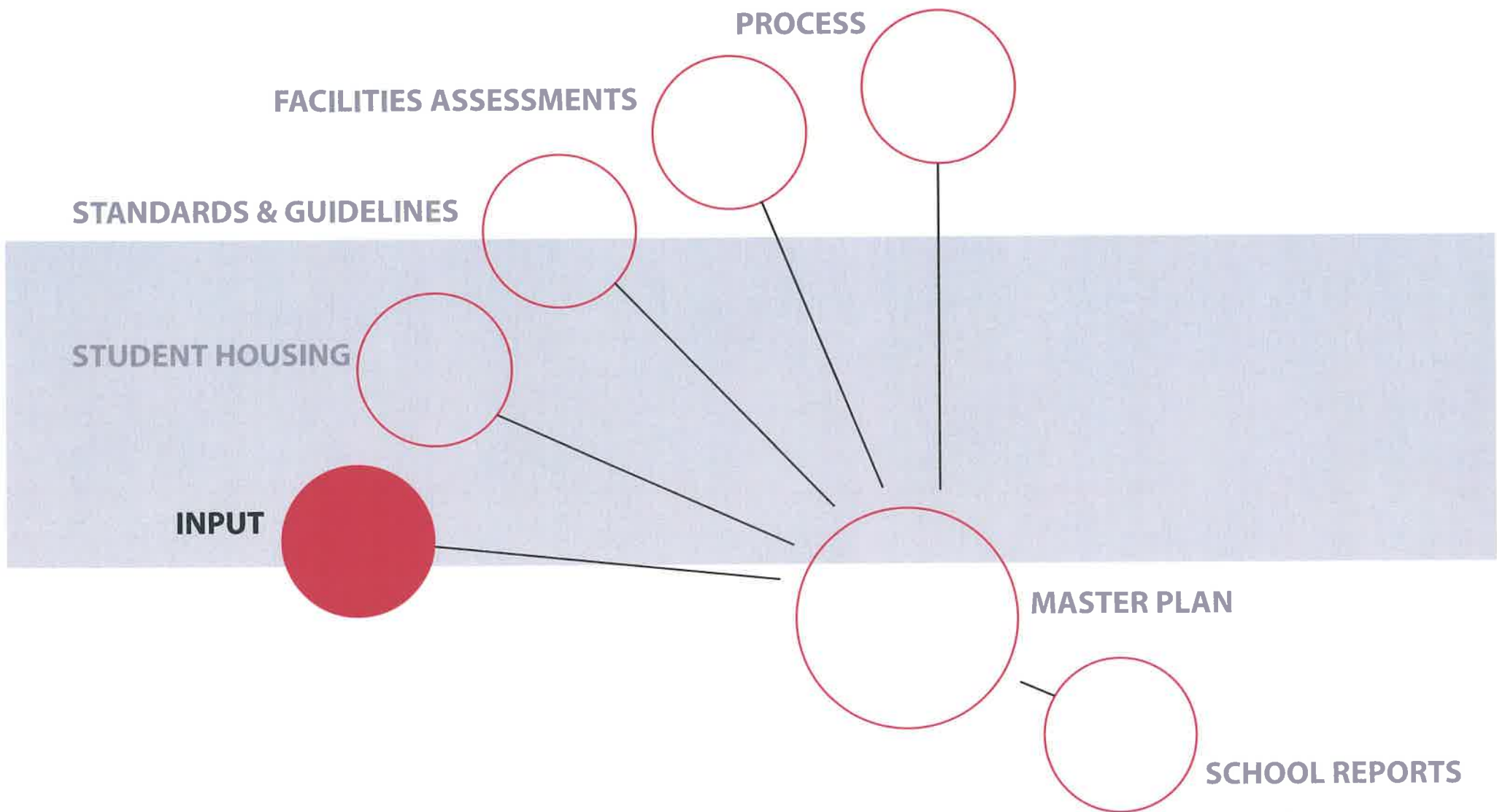
All four elementary schools are anticipated to be under capacity (with portables). It is noted that portables will exceed their lifespan by the end of the demographic horizon of 2027/28. Removing portables without replacing them with permanent facilities at Kerman Floyd and Liberty would put the two schools over capacity.

School	Utilization 22/23	Utilization 27/28
Liberty ES	94%	88%
Kerman-Floyd ES	80%	76%
Goldenrod ES	97%	90%
Sun Empire ES	63%	60%
Kerman MS	97%	96%
Kerman HS	102%	100%
Enterprise HS	60%	73%

Capacity vs. Enrollment







Input Process

A successful Master Plan can only be completed if the District “community” shares a sense of ownership of its content and understands the need for its implementation. Input from stakeholders is critical. The input for the original Master Plan succeeded in developing a community-supported plan.

Table 1

- At Elementary Schools no sinks and no storage space (not at all Elementary Schools)
- Lights at the Baseball Field (High School)
- Playgrounds need improvements

Table 2

- Health and Safety; Site Security
 - Kids and parents feeling safe at school
 - Bullying is part of feeling safe
 - Behavior affects others feeling of safety

Table 3

- Capacity
 - Enrollment at all facilities
 - TK and K
 - Liberty

Table 4

- Size of schools and capacity
- Health and safety
 - Drop off
 - Parking
 - Security cameras

Table 5

- Grad configuration
 - TK-5/6-8/9-12
 - No opening at middle school
 - Common core requirements
 - High School total okay at 2,000
 - High School over capacity
 - Portables (too many)
 - Library M.C. – teach a class at tables
 - Too small – full computer class – layout change
 - Kerman-Floyd Elementary School drop off area
 - Sun Empire Elementary School issues
- Phone system
 - Max out at Middle School
- Technology
 - Improve wireless
 - Capacity

Input Meetings

The input for the 2015 master plan included a number of meetings with the following groups:

- **LRFPC –Long Range Facilities Planning Committee**
- **Executive Steering Committee**
- **Board Workshops and Meetings**
- **Focus Groups that included:**
 - Administration and staff from all Elementary Schools
 - Administration and staff from the Middle School
 - Administration and staff from the High Schools
 - Special Education
 - CTE/Vocational Electives
 - Science
 - Instructional Technologies
 - Library/Media Centers
 - Common Core Implementation
 - Food Service
 - Transportation
 - Technology
 - Physical Education/Athletics
 - Maintenance and Operations
 - District Administration



Community Meetings

Two Community meetings were held. At the first several key questions were asked:

- What facilities are holding back your schools from being the best they can be?
- What Improvements would have the most impact?
- What facilities changes would make your schools safer?
- What facilities improvements would further help your child learn?
- What do you like best about Kerman Unified School District?

Key results from these meetings included the need for special amenities and specialized learning spaces such as:

- Sinks in elementary classrooms
- Science labs
- Career Technical Spaces
- Project-based learning
- Need more capacity across the District
- Need better and more reliable technology including equipment, network and electrical capacity
- Make campuses more attractive
- Support community and parent involvement
- Replace portables with permanent classrooms
- Improve safety such as entryways, fencing, parking, and drop-offs

The 2018 an 2202 Update

The process of updating the Facilities Master Plan in 2020 was similar to the update made in 2018. The same groups participated. However, the COVID-19 Pandemic in 2020 required the District to hold “virtual” meetings. The on-line sessions included the community meeting. The District Administration noted that while the 2018 in-person community meeting had very few attendees, the virtual meeting in 2020 had sixty-three attendees.

The committee and the community meeting participants reviewed the original 2015 goals, the demographic information, and the capacity and utilization reports. In both the 2018 and 2020 updates, considerable work on the District campuses had been completed. The result of the work was illustrated in the assessment score updates.

The demographic updates, capacity and utilization calculations, and the assessment scores contributed to a new implementation plan. The implementation plan was updated in 2018 and then again in 2020. The consensus from all attendees was favorable to the plan proposed by the District. The Board of Education approved the Master Plan Update at their November 2020 meeting



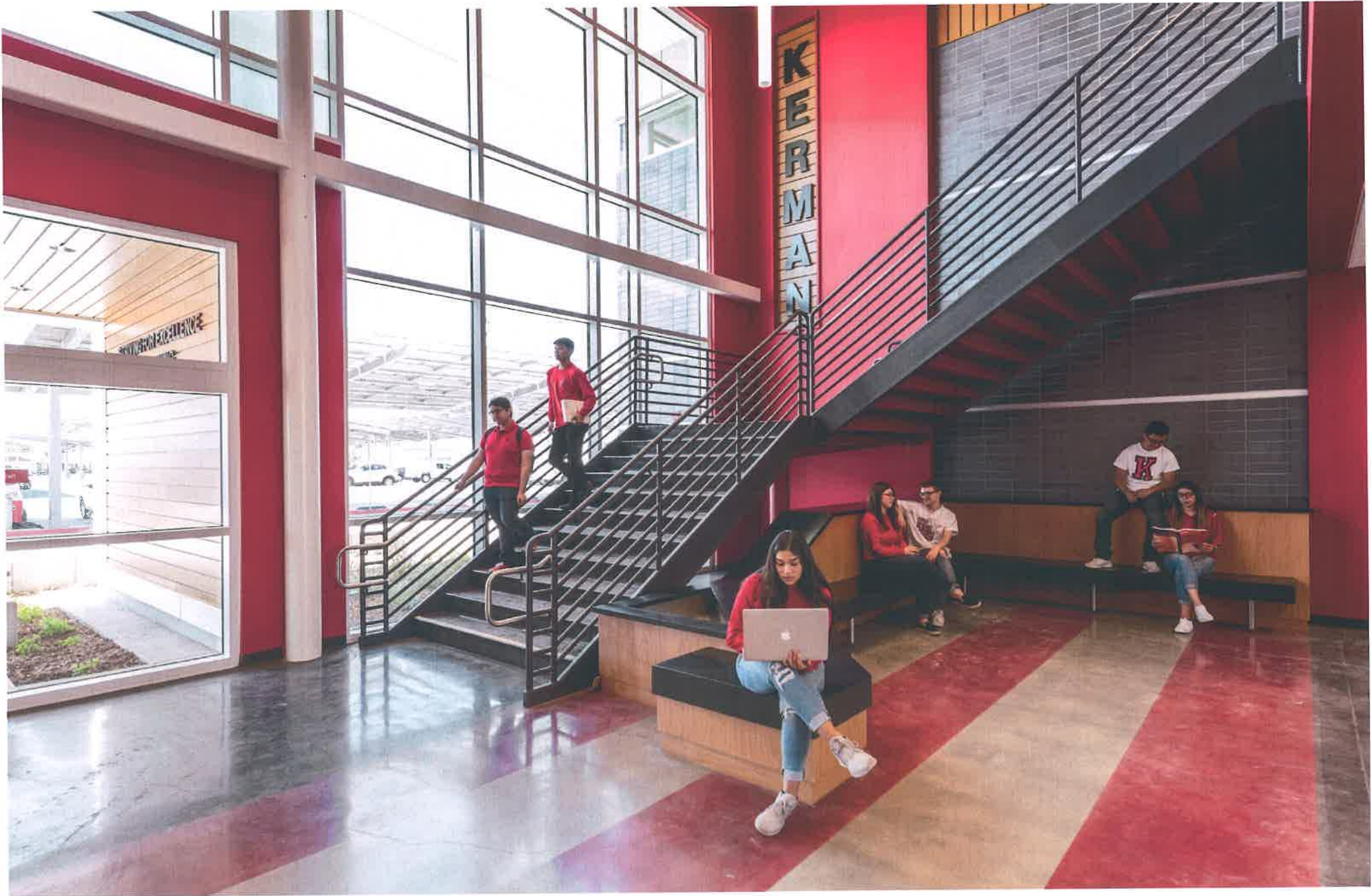
Technology Focus Group

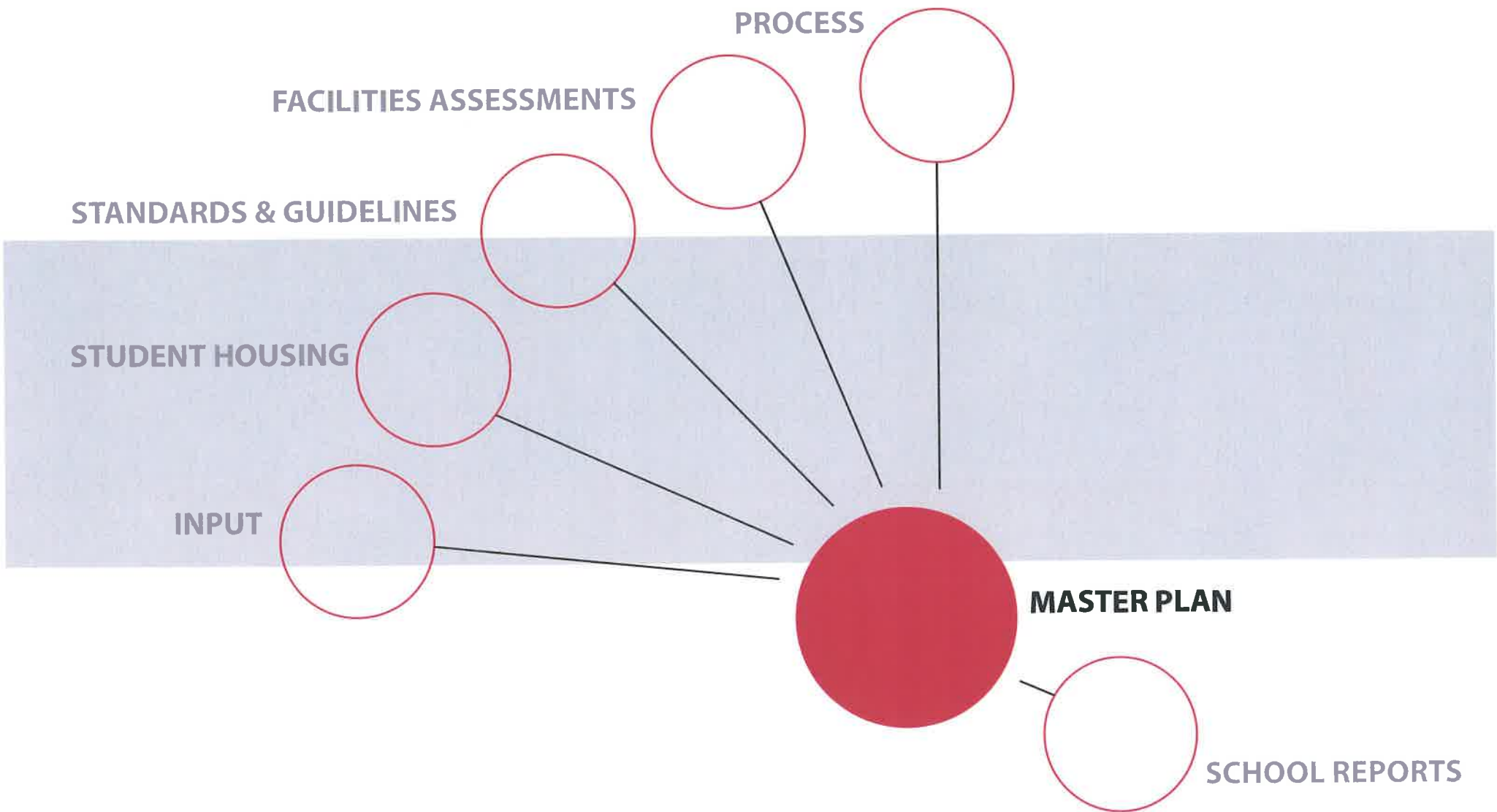


“Card” Note Taking from Focus Group Meetings



First Community Meeting





Work Completed

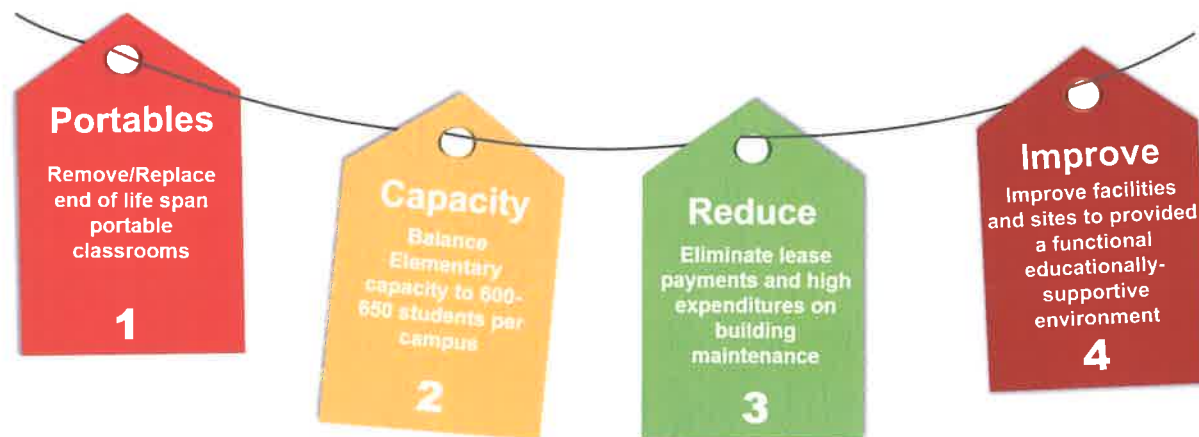
Considerable work on the District campuses and accessory sites has been planned and constructed since the Facilities Master Plan was initially developed in 2015. In 2018, the Facilities Master Plan was updated to reflect the completed work and the Implementation Plan was amended to reflect the increase in demographics, especially at the elementary level. The 2020 update recognizes the continuous work being done to improve the campus facilities, such as the new Administration and Classroom facility at the High School, the Career Tech Education Building, the District Administration Facility, and other various projects that have been completed.

However, there were dramatic changes between 2018 and 2020. In reviewing the demographics, the anticipated student growth at the elementary will level off, followed by a decline over the next five years. This impact affects the capacity and utilization data, which resulted in a discussion about the sequencing of the implementation plan.

Master Plan Goals

The Facilities Master Plan Updates Process recognizes that the District mission, vision, as well as the goals established in the 2015 process all helped to guide the planning in both 2018 and 2020. The 2020 plan illustrates the next five years of space projections and planning, with future years "conceptually" projected for planning purposes. The 2020 Facilities Master Plan update Identifies projects driven by the current and projected student population. Creating efficient, cost-conscious, 21st-century facilities was an overall theme in developing the final master plan update. Removing portables that have outlived their lifespan and are expensive to maintain, consume excessive electricity, and are not conducive to new educational program delivery methods is fiscally responsible. Many of the portables are on long-term leases, and removing them reduces the number of operational dollars dedicated to payments. However, eliminating these spaces may also mean replacing them with more permanent modular or site-built facilities. The District goal of maintaining an elementary school enrollment of 600 to 650 students dictates the best placement of portable structures. The overall goals for the master plan update are:

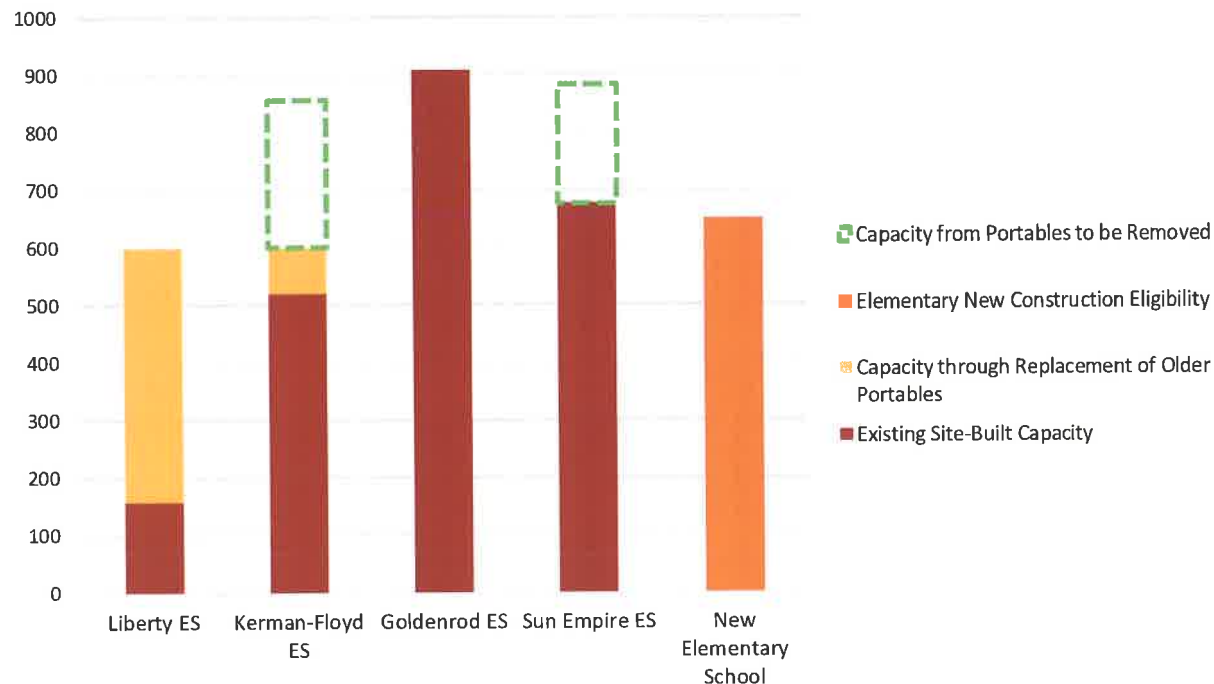
Master Plan Goals





Proposed Elementary Capacity Approach

The chart shows the adjustments needed to reduce school sizes to the 600 - 650 goal but maintain a capacity of approximately 3,100 elementary students. This includes the capacity that comes from building a new elementary school. However, the ten year projected enrollment is projected to be less than 2,600 students. There is an additional 500 student safeguard for future growth above the targeted 600 - 650 student school size.



Future Projects

The District requested a review of the Central Kitchen and Maintenance, Operations and Transportation (MOT) facility as part of the 2020 update. The master planning team visited both sites. The District has access to funding opportunities to improve the Central Kitchen, and the MOT needs functional improvements and facility repair work. The first six projects on the implementation plan from the 2018 Facilities Master Plan update have either been completed or are nearing completion. The change in demographics and their effect on space utilization suggest that the new Elementary School which was formerly scheduled to start in June of 2022 and be completed in August of 2024, be placed on a slower track, although the Site Utilities and Street Improvements needed for the school should move forward as planned. The design and permitting can begin, but the actual construction would not start until the 2024/25 school year.

The need for the New Elementary School is tied directly to demographics. There has been some speculation that there could be a change in primary school demographics, indicating that the school could be built sooner. In the 2020 implementation plan a demographic check has been added for the year 2023. At that time, a determination will be made whether to move forward with the project as indicated in the 2020 implementation plan or adjust the timeline again based on increasing or decreasing primary school demographics. A review of the remaining project list has lead to only a few other minor adjustments. Because of the funding source for the Central Kitchen and the need for repairs at the MOT, these two projects were prioritized in the implementation plan sequencing.

Aligning Improvement Projects with District Goals

The Master Plan establishes a roadmap for the future of the District's facilities. Maintaining that all the District's facilities need to support the learning environment is essential. But demographics, facility conditions and the ability of the District to raise funds, or the State of California to fund projects, may present obstacles and prevent implementation of parts of the master plan.

			Master Plan			
Campus	Project Name	Goal	Phase	Start Date	Est. Budget	
1	New Site	Utilities and Street Infrastructure (HWY 180 & First Street)	<div><div>1</div><div>2</div><div>3</div><div>4</div></div>	1	Jan - 21	\$ 5.8M
2	Kerman Middle School	Portable Replacements with Modular design	<div><div>1</div><div></div><div>3</div><div>4</div></div>	1	Summer - 22	\$ 2.5M
3	Enterprise High School	Modernization of Classrooms	<div><div>1</div><div></div><div>3</div><div>4</div></div>	1	Summer - 22	\$ 750K
4	District	Central Kitchen	<div><div></div><div></div><div></div><div>4</div></div>	1	2022/2023	\$ 2M
5	District	Maintenance, Operations & Transportation Facility (MOT)	<div><div></div><div></div><div></div><div>4</div></div>	1	Summer - 23	\$ 2.6M
Check Demographics				2023		
6	New Site	Build a New Elementary School	<div><div>1</div><div>2</div><div>3</div><div>4</div></div>	2	2024/2025	\$37.1M
Master Plan Update				2024/2025		
Local Bond				2024/2025		
Kerman High	Student Quad	<div><div></div><div></div><div></div><div>4</div></div>	3	TBD		
Liberty Elementary School	Build New Classrooms - Portable Replacements	<div><div>1</div><div>2</div><div>3</div><div>4</div></div>	3	TBD		
Sun Empire Elementary School	Site and Building Improvements and Remove Portables	<div><div>1</div><div>2</div><div>3</div><div>4</div></div>	3	TBD		
Kerman-Floyd Elementary School	Site and Building Improvements and Remove Portables	<div><div>1</div><div></div><div>3</div><div>4</div></div>	3	TBD		
Enterprise High School	Modernization of Classrooms	<div><div></div><div></div><div></div><div>4</div></div>	3	TBD		
Kerman High School	Modernization of Classrooms	<div><div></div><div></div><div></div><div>4</div></div>	3	TBD		
Kerman Middle School	Modernization of Classrooms	<div><div></div><div></div><div></div><div>4</div></div>	3	TBD		
District	District Warehouse	<div><div></div><div></div><div></div><div>4</div></div>	3	TBD		
Kerman High School	New Fields on adjacent site	<div><div></div><div></div><div></div><div>4</div></div>	3	TBD		



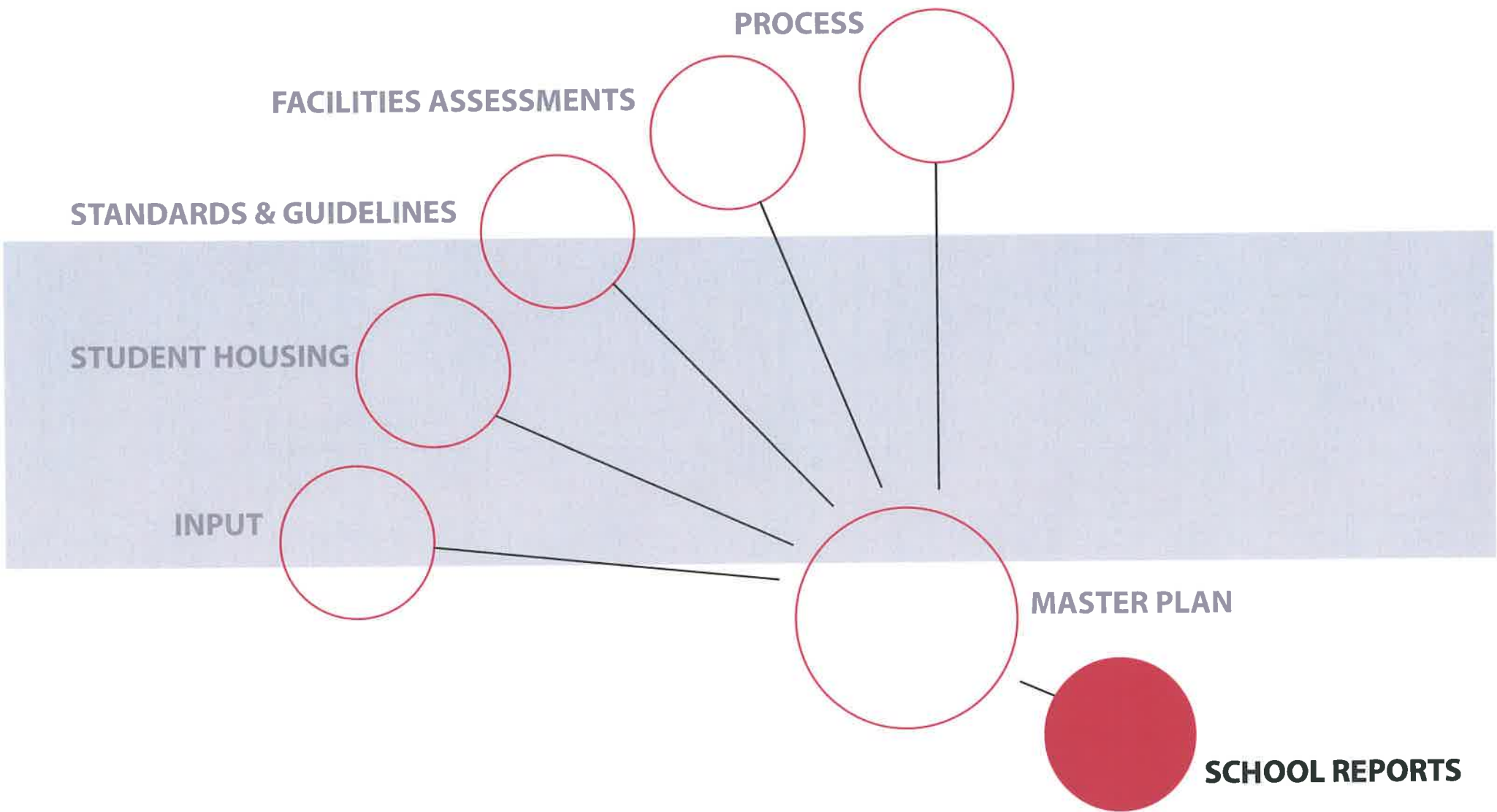
Implementation Timeline

The following timeline shows the Phasing for each of the projects; Phases 1 to 3. As indicated on the timeline, a Master Plan Update is recommended in 2024 to review demographics, changes in school programs and progress to-date. These factors may have an effect on the future phase of this timeline. The timeline also calls for a new local bond in 2024/2025. The Master Plan implementation is dependent on this bond passage.

		2021				2022				2023				2024				2025				2026			
SITE	PROJECT																								
PHASE 1																									
HWY 180 & First Street	Utilities and Street Infrastructure																								
Kerman Middle School	Portable Replacements with Modular design																								
Enterprise High School	Modernization of Classrooms																								
District	Central Kitchen																								
District	Maintenance, Operations & Transportation Facility																								
	CHECK DEMOGRAPHICS																								
PHASE 2																									
HWY 180 & First Street	New Elementary School																								
	MASTER PLAN UPDATE																								
	LOCAL BOND																								
PHASE 3																									
Kerman High School	Student Quad																								
Liberty Elementary	Build New Classrooms - Portable Replacements																								
Sun Empire Elementary	Site and Building Improvements & Remove Portables																								
Kerman-Floyd Elementary	Site and Building Improvements & Remove Portables																								
Enterprise High School	Modernization of Classrooms																								
Kerman High School	Modernization of Classrooms																								
Kerman Middle School	Modernization of Classrooms																								
District	District Warehouse																								
Kerman High School	New Fields on Adjacent Site																								

FUTURE
PHASES TO BE
DETERMINED







What are School Reports?

School reports provide an individual packet of information for each school describing the direct effects of the district-wide master plan on each school. While this section is incorporated into the complete master plan document, each school report can stand alone for easy reference for each school site or when implementing a project.

Content of the School Reports

Each report contains site specific information. Existing information on each school includes:

- The location within the District
- The current attendance boundary
- Student housing projections (for more general information see the student housing section of this document)
- General site information
- Existing building uses
- Facilities assessment results (for more general information see the facilities assessment section of this document)

The site analysis map highlights site design and use concerns observed during the assessment and expressed in input sessions.

The planned improvements page shows the scope of work proposed to be completed during this master plan. See the master plan section for additional information on phasing.

The long range concept plans are ideas on how to transform each campus to align each school with the goals of the District and this Master Plan update. While not all of the suggested improvements can be made during the life of the master plan, each project completed on the campus should work towards these concepts.





Goals Expressed in the Long Range Concept Plans

The district-wide priorities identified were:

- Student Housing
- Replace portables and managing master plan capacities of the elementary schools
- Creating 21st century schools through student centered spaces
- Facilities that support the Community

The concept plans are implemented in the Master Plan goals through these strategies:

- Adjusting capacity at selected school sites
- Removing or replacing portables with modular or site built construction
- Provide formal and informal gathering through plazas and centralized circulation paths
- Improve the collaboration atmosphere and technology in classrooms
- Provide indoor and outdoor large gathering spaces for events
- Simplify circulation and create prominent safe entry points to each campus



KHS New Classroom Building



Example of a Campus Plaza



Student Centered Collaborative Technology



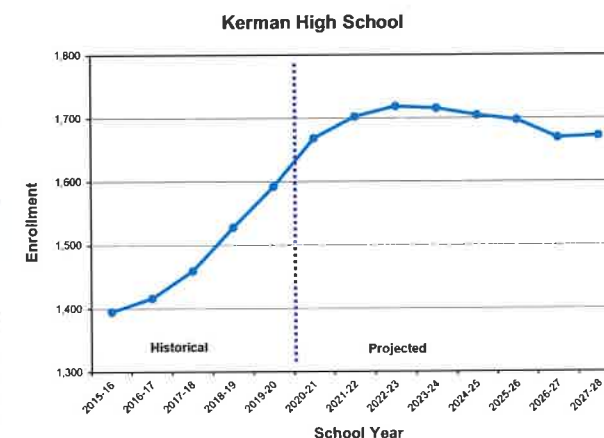
SCHOOL REPORTS - Kerman High School



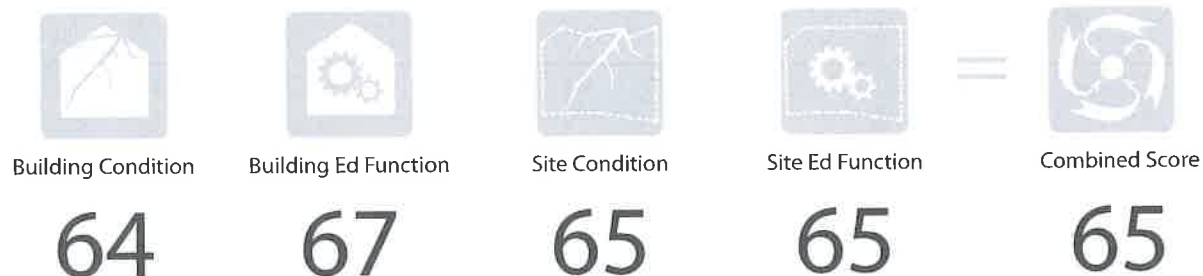
Site Information 2015

Gross Square Feet	151,776
Site Acreage (includes shared areas)	36.6
# Of Portables	13
Grade Configuration	9-12

Student Housing Over Time



Campus Facilities Assessment Scores - Updated



The steady growth of student enrollment is projected to taper off as the effects of the low birth rate and the smaller enrollment at the Elementary Schools work its way to the High School. The new Academic and Administration Building will accommodate the anticipated growth. No additional portables will be removed from the campus until after the demographic review in 2023/24.

The updated assessment scores reflect the opening of the new Academic and Administration Building as well as other site improvements in process and completed since the original master plan.



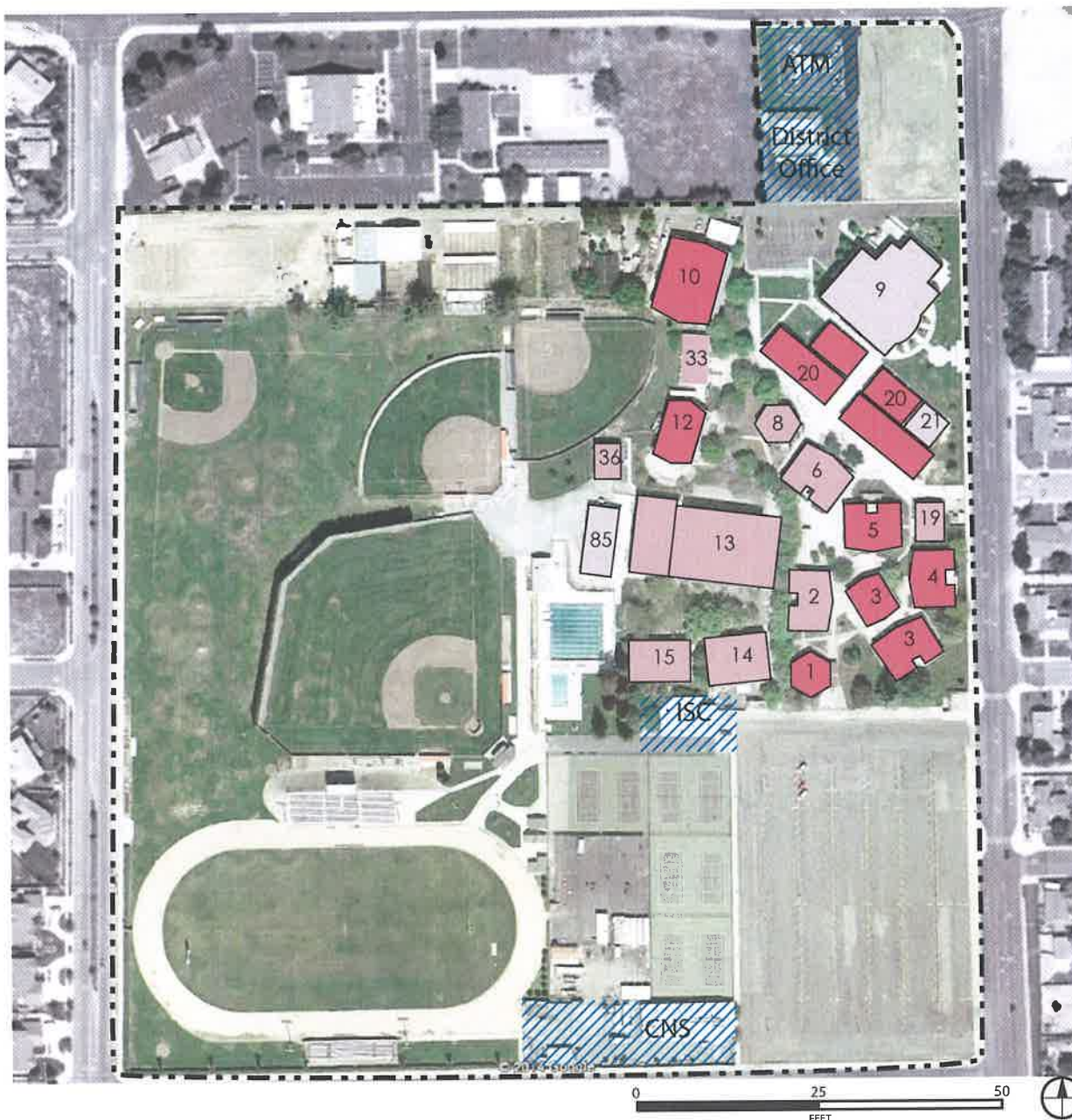
Kerman High School - 2015 Existing Campus

Building Identification

1	Administration
2	Classrooms
3	Classrooms / Restroom
4	Classrooms
5	Classrooms
6	Classrooms
8	Counseling, Career Center & Staff Lounge
9	Multi-Purpose Room
10	CTE Shops
12	Music
13	Gym and Locker Rooms
14	Fitness Center (Old Cafeteria)
15	Library
20	Portable Classrooms
21	Portable Classrooms
33	Portable Classrooms
36	Portable Classrooms
85	Portable Mat Room

Building Assessment Scores

100-70 (No Action Needed)
55-69 (Light Modernization)
40-54 (Moderate Modernization)
Under 40 (Major Renovation / Consider Replacement)
Non-Campus Use Areas







Kerman High School - 2018 Existing Campus



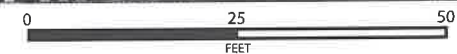
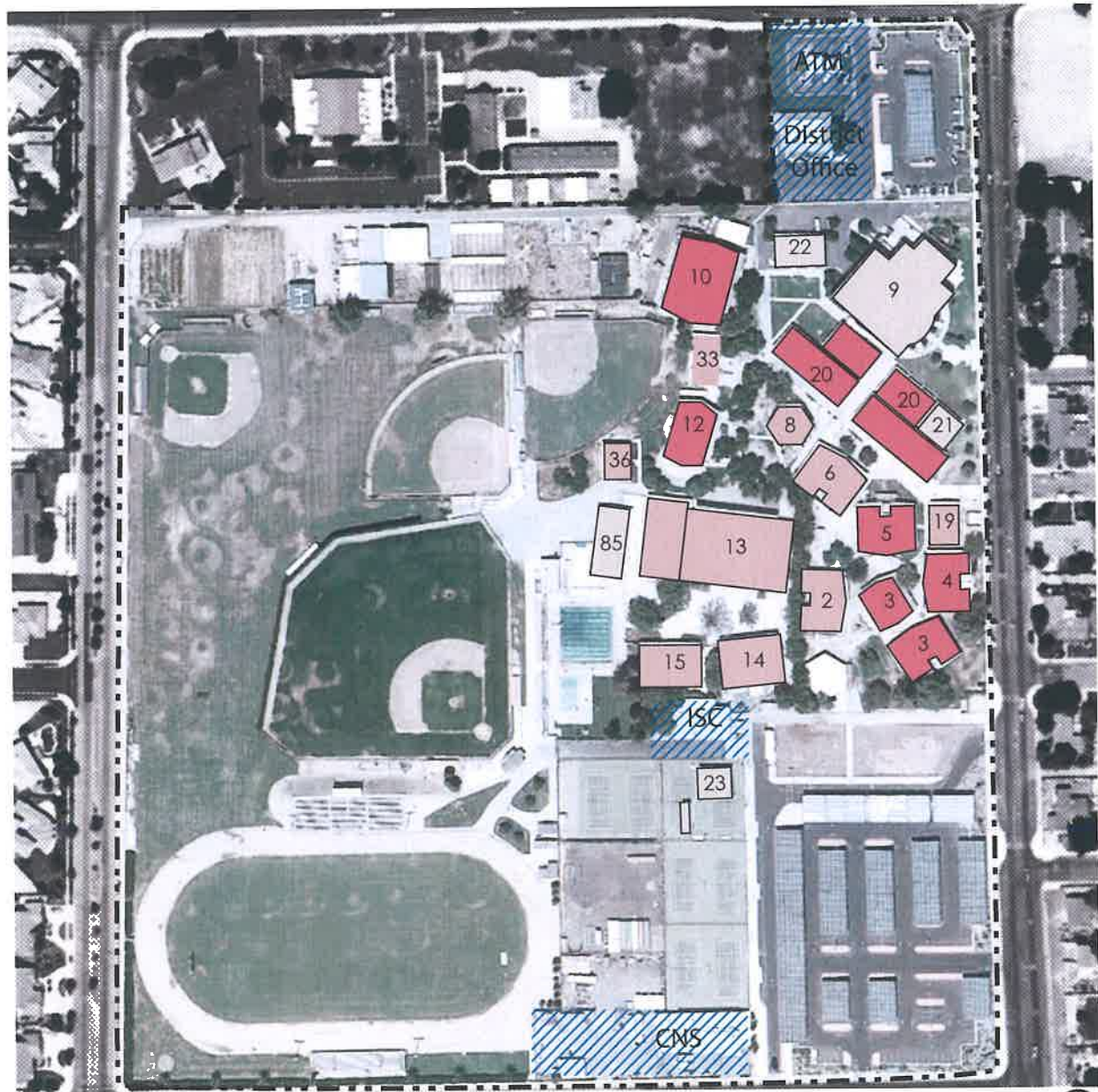
Building Identification

2	Classrooms
3	Classrooms / Restroom
4	Classrooms
5	Classrooms
6	Classrooms
8	Counseling, Career Center & Staff Lounge
9	Multi-Purpose Room
10	CTE Shops
12	Music
13	Gym and Locker Rooms
14	Fitness Center (Old Cafeteria)
15	Library
20	Portable Classrooms
21	Portable Classrooms
22	Portable Classrooms - New
23	Temporary Administration
33	Portable Classrooms
36	Portable Classrooms
85	Portable Mat Room

Building Assessment Scores

	100-70 (No Action Needed)
	55-69 (Light Modernization)
	40-54 (Moderate Modernization)
	Under 40 (Major Renovation / Consider Replacement)

 Non-Campus Use Areas





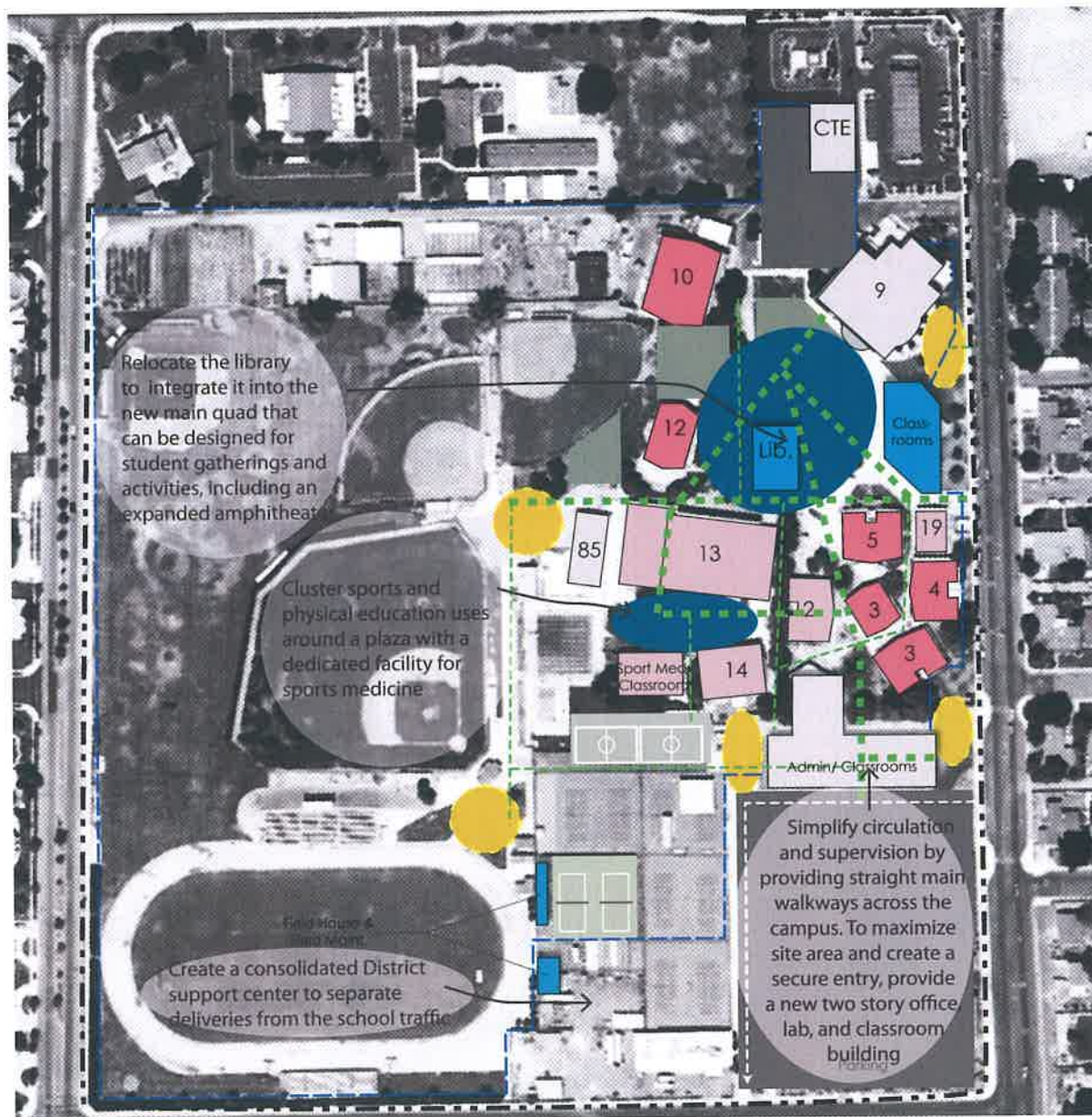
Kerman High School - Long Range Concept Plan

Building Identification

2	Classrooms
3	Classrooms / Restroom
4	Classrooms
5	Classrooms
9	Multi-Purpose Room
10	CTE Shops
12	Music
13	Gym and Locker Rooms
14	Fitness Center (Old Cafeteria)
20	Portable Classrooms
85	Portable Mat Room

Key

	New Vehicular Area
	Vehicular Drop-Off Circulation
	Community Gateway
	Student Plaza
	Primary Pedestrian Circulation
	Secondary Pedestrian Circulation
	New Building
	Existing Building
	Light Modernization
	Moderate Modernization
	Major Renovation
	21st Century Learning Improvements
	School Fence Perimeter
	New Fields
	New Playground














Kerman High School- Planned Improvements

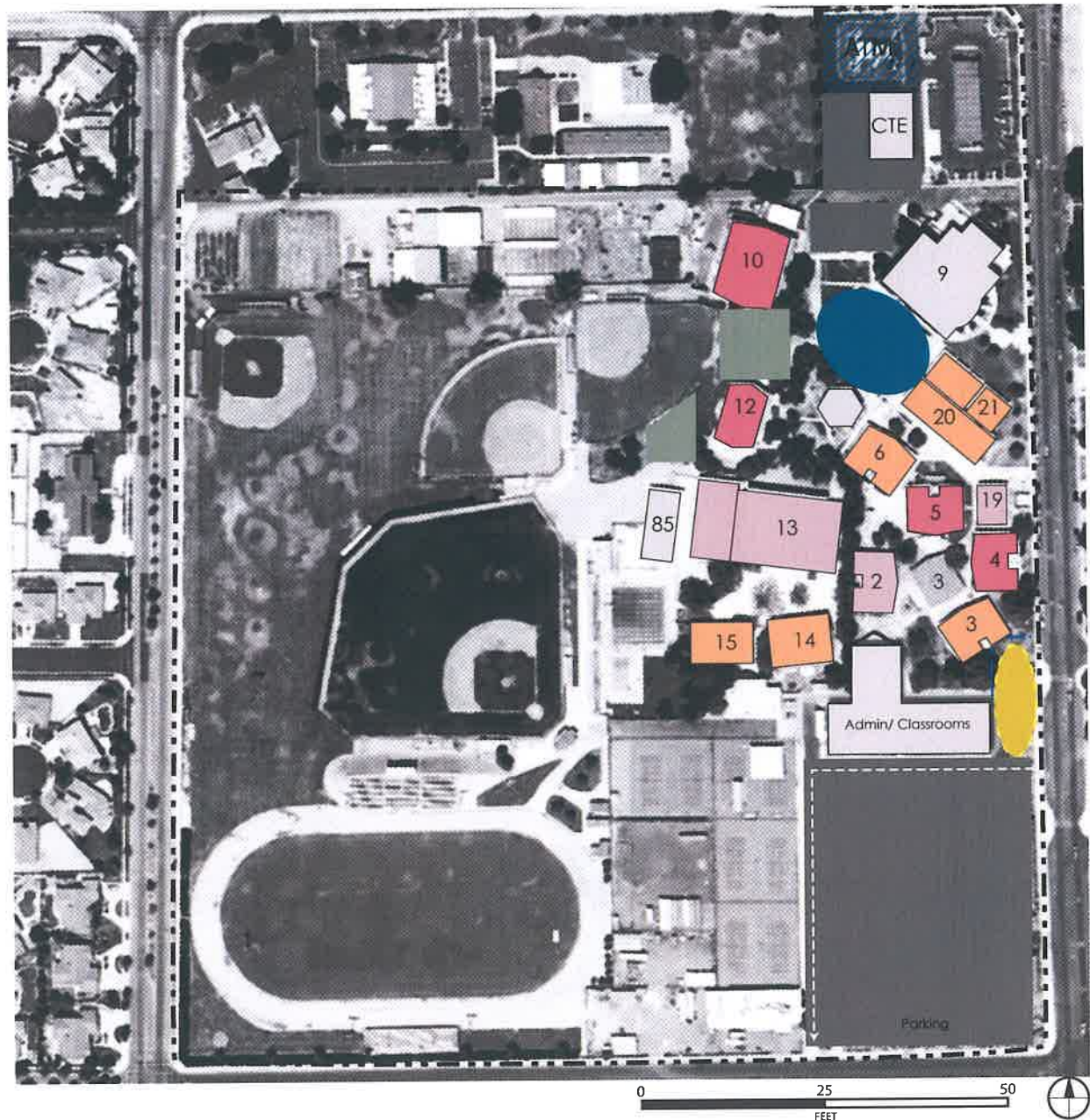


Notes

- Upgrade home economic classrooms
- Create a new community plaza including campus gateway feature
- Remove excess portables on campus and replace footprint with student plaza
- Modernize buildings where uses are not anticipated to change in the long term concept plan
- Provide learning environment improvements in main instructional areas not being modernized including improved technology and new furniture designed for collaboration

Key

-  New Vehicular Area
-  Vehicular Drop-Off Circulation
-  Community Gateway
-  Student Plaza
-  New Building
-  Existing Building
-  Light Modernization
-  Moderate Modernization
-  Major Renovation
-  21st Century Learning Improvements
-  School Fence Perimeter







Gross Square Feet	69,905
Site Acreage (includes shared areas)	17.6
# Of Portables	8
Grade Configuration	7-8

School Year	Enrollment	Type
2015-16	740	Historical
2016-17	850	Historical
2017-18	825	Historical
2018-19	855	Projected
2019-20	820	Projected

New Portables temporarily provided additional capacity to meet the projected peak enrollment. Future projected enrollment for the next ten years is expected to be accommodated in the current capacity. For more information, see the student housing and master plan sections of this document.

54

54

80

62

57



Kerman Middle School - 2015 Existing Site

Building Identification

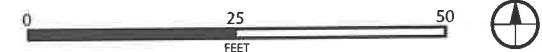
1	Administration / Gym
2	Library
3	Classrooms
4	Classrooms
5	Classrooms
6	Classrooms
7	Fitness Center (Old Cafeteria)
8	Locker Rooms
9	Multi-Purpose Room
10	Portable Classrooms
11	Portable Classrooms
18	Modular Classrooms



Building Assessment Scores

- 100-70 (No Action Needed)
- 55-69 (Light Modernization)
- 40-54 (Moderate Modernization)
- Under 40 (Major Renovation / Consider Replacement)

Non-Campus Use Areas



Kerman Middle School - 2020 Existing Site



Building Identification

1	Administration / Gym
2	Library
3	Classrooms
4	Classrooms
5	Classrooms
6	Classrooms
7	Fitness Center (Old Cafeteria)
8	Locker Rooms
9	Multi-Purpose Room
10	Portable Classrooms
11	Portable Classrooms
18	Modular Classrooms
19	Portable Classrooms - New



Building Assessment Scores

	100-70 (No Action Needed)
	55-69 (Light Modernization)
	40-54 (Moderate Modernization)
	Under 40 (Major Renovation / Consider Replacement)

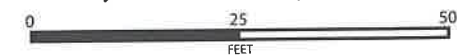
Non-Campus Use Areas



Completed Projects - New Portable Classrooms



Completed Projects - New LED Lighting





Kerman Middle School - Long Range Concept Plan

Building Identification

1	Gym
3	Classrooms
4	Classrooms
5	Classrooms
6	Classrooms
7	Fitness Center (Old Cafeteria)
8	Locker Rooms
9	Multi-Purpose Room

Key

	New Vehicular Area
	Vehicular Drop-Off Circulation
	Community Gateway
	Student Plaza
	Primary Pedestrian Circulation
	Secondary Pedestrian Circulation
	New Building
	Existing Building
	Light Modernization
	Moderate Modernization
	Major Renovation
	21st Century Learning Improvements
	School Fence Perimeter
	New Fields
	New Playground

New classroom building will replace portables on the campus. The new classroom building should not create student circulation on the north side of the building; however, passive supervision should be provided through a visual connection

Two main formal plazas provide defined student gathering areas outside the main community venues on campus, the MPR and gym. An outdoor stage can be added on the side of the gym



Create circulation path through under-utilized alcove to allow exiting to the interior of the campus. Create breakout area in center section of the building

New office & library building provides a built edge to the campus. To create a secure and welcoming entrance and create a new library able to provide for 21st Century learning, building placement should allow for a larger student plaza with a strong building connection to the plaza

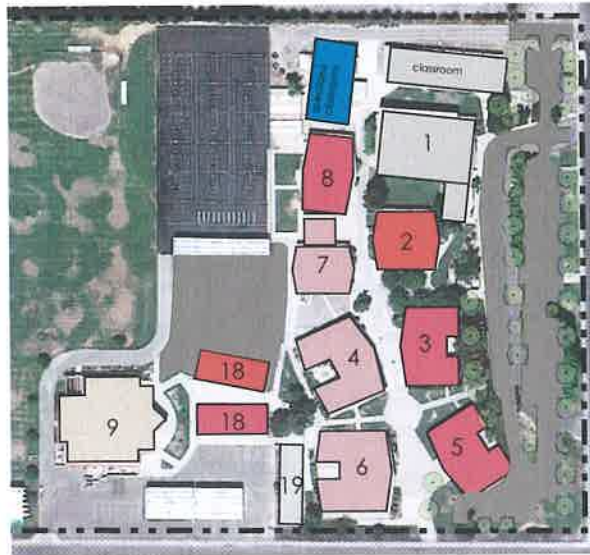


Kerman Middle School - Planned Improvements



Key

	New Vehicular Area
	Vehicular Drop-Off Circulation
	Community Gateway
	Student Plaza
	Primary Pedestrian Circulation
	Secondary Pedestrian Circulation
	New Building
	Existing Building
	Light Modernization
	Moderate Modernization
	Major Renovation
	21st Century Learning Improvements
	School Fence Perimeter
	New Fields
	New Playground



Notes

- Modernize buildings where uses are not anticipated to change in the long term concept plan
- Provide learning environment improvements in main instructional areas not being modernized including improved technology and new furniture designed for collaboration





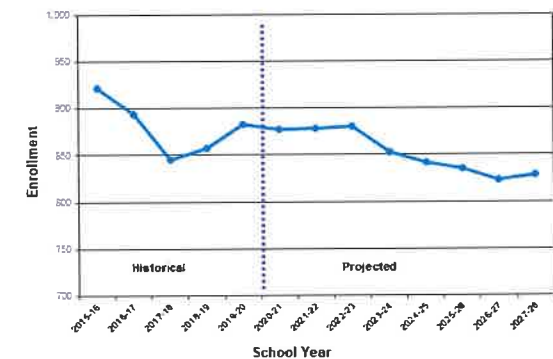
SCHOOL REPORTS - Goldenrod Elementary School



Site Information 2015

Gross Square Feet	77,373
Site Acreage (includes shared areas)	19.8
# Of Portables	0
Grade Configuration	TK-6

Student Housing Over Time



Campus Facilities Assessment Scores



Although in the 2018 update of the FMP Goldenrod was nearly at capacity and that either boundary changes or placing portables at the site was considered, the projected enrollment for Goldenrod indicates that the current capacity of the campus will be sufficient in future years. Checking the demographics in 2023 will provide evidence that could influence the status of Goldenrod expansion. For more information, see the student housing and master plan sections of this document.



Goldenrod Elementary School - 2015 & 2018 Existing Campus

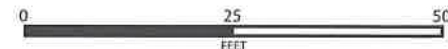
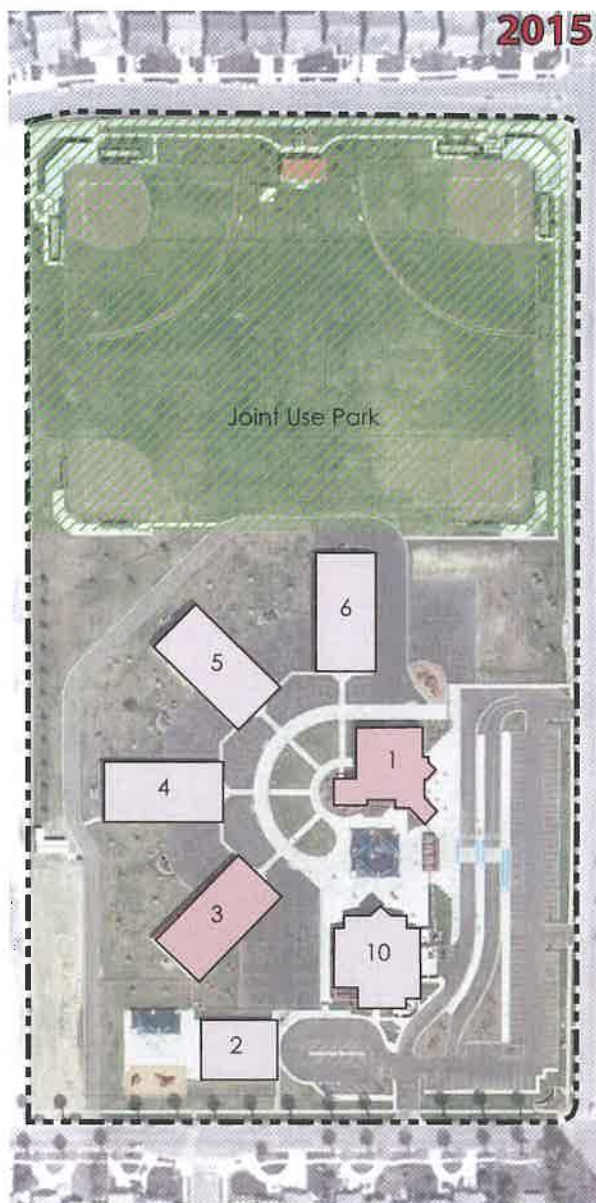
Building Identification

1	Administration / Library
2	Kindergarten
3	Modular Classrooms
4	Modular Classrooms
5	Modular Classrooms
6	Modular Classrooms
10	Multi-Purpose Room

Building Assessment Scores

	100-70 (No Action Needed)
	55-69 (Light Modernization)
	40-54 (Moderate Modernization)
	Under 40 (Major Renovation / Consider Replacement)

Non-Campus Use Areas



Goldenrod Elementary School - Long Range Concept Plan



Building Identification

1	Administration / Library
2	Kindergarten
3	Modular Classrooms
4	Modular Classrooms
5	Modular Classrooms
6	Modular Classrooms
10	Multi-Purpose Room

Key

	New Vehicular Area
	Vehicular Drop-Off Circulation
	Community Gateway
	Student Plaza
	Primary Pedestrian Circulation
	Secondary Pedestrian Circulation
	New Building
	Existing Building
	Light Modernization
	Moderate Modernization
	Major Renovation
	21st Century Learning Improvements
	School Fence Perimeter
	New Fields
	New Playground

Create a new intermediate blacktop play area that allows one person to supervise grass area in the joint use park, hard courts and play equipment

Repurpose hard court areas between classroom buildings to create outdoor learning environments

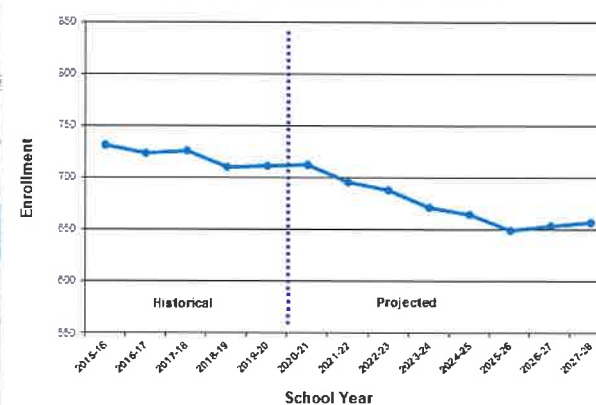






Gross Square Feet	65,073
Site Acreage (includes shared areas)	8.9
# Of Portables	15
Grade Configuration	PreK-6

Student Housing Over Time



Kerman-Floyd has more capacity than needed for the projected enrollment over the master plan period. Portables can be removed with the addition of a limited number of replacement classrooms to adjust the capacity to the capacity target of 650 students. Additional capacity, if needed, will be provided at the new elementary site. For more information, see the Student Housing and Master Plan sections of this document.



Kerman-Floyd Elementary School - 2015 Existing Campus

Building Identification

1	Administration
2	Multi-Purpose Room
4	Kindergarten
5	Classrooms
6	Classrooms
7	Classrooms
8	Classrooms
9	Portable Library
10	Classrooms
11	Pre-School
12	Classrooms
16	Portable Classrooms
23	Portable Classrooms
33	Portable Classrooms



Building Assessment Scores

	100-70 (No Action Needed)
	55-69 (Light Modernization)
	40-54 (Moderate Modernization)
	Under 40 (Major Renovation / Consider Replacement)

Non-Campus Use Areas



Kerman-Floyd Elementary School - 2018 & 2020 Existing Campus



Building Identification

1	Administration
2	Multi-Purpose Room
4	Kindergarten
5	Classrooms
6	Classrooms
7	Classrooms
8	Classrooms
9	Portable Library
10	Classrooms
11	Pre-School
12	Classrooms
16	Portable Classrooms
23	Portable Classrooms
33	Portable Classrooms



Building Assessment Scores

100-70 (No Action Needed)
55-69 (Light Modernization)
40-54 (Moderate Modernization)
Under 40 (Major Renovation / Consider Replacement)
Non-Campus Use Areas



Completed Projects - Roof Replacement



Completed Projects - Shade Structure





- Remove all portables and build a new classroom building to provide enough classrooms to reach the target capacity
- Use vacated footprint of the portable buildings to create additional parking and drop-off areas on campus edge and additional playground blacktop on the campus interior
- Modernize buildings where uses are not anticipated to change in the long term concept plan
- Provide learning environment improvements in main instructional areas not being modernized including improved technology and new furniture designed for collaboration



Kerman-Floyd Elementary School- Long Range Concept Plan



Building Identification

6	Classrooms
7	Classrooms
8	Classrooms
9	Portable Library
10	Classrooms

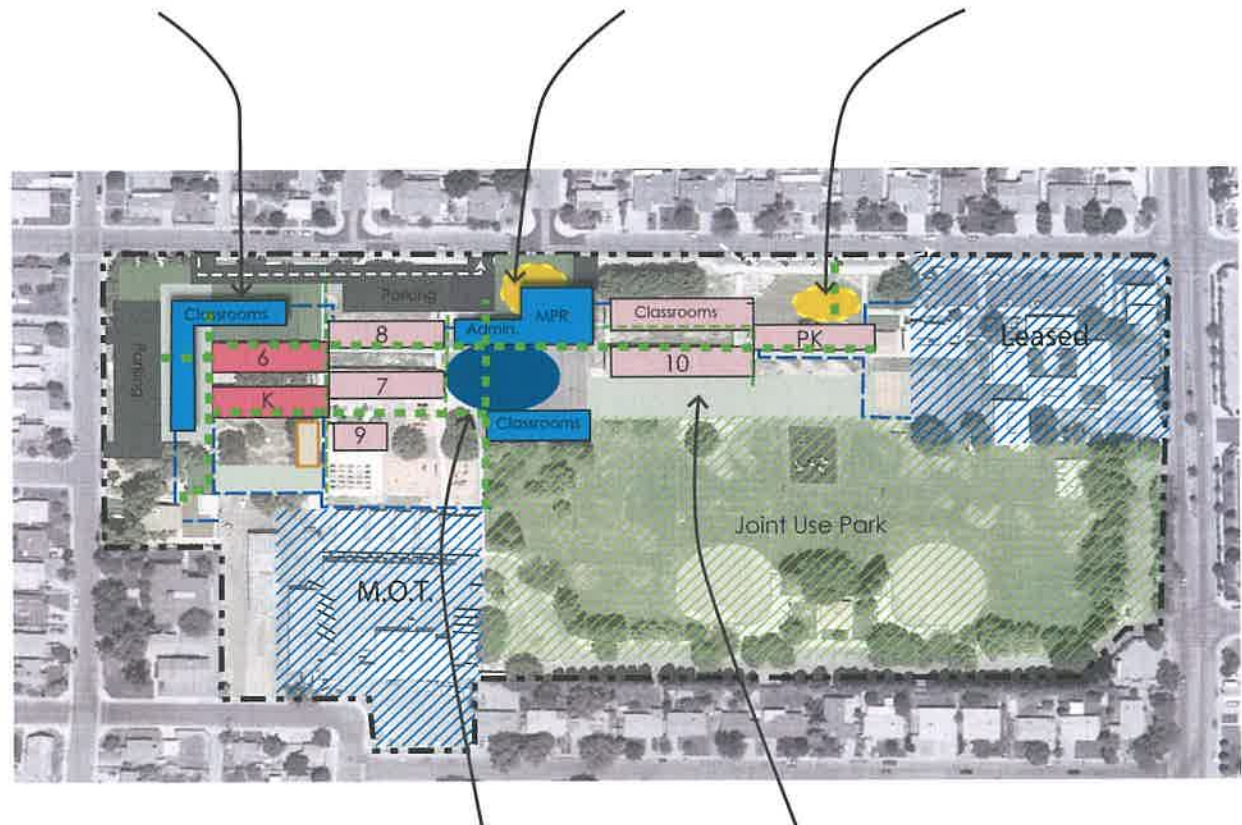
New classroom building can provide a built edge to the campus. All doors in use during the school day should open onto the campus

Center Admin. and MPR in the middle of campus to connect both sides of the campus and provide a Community Plaza. Buildings should have prominent entry from both the community and internal campus

Cluster Pre-School program with the shared pre-school playground and create a formal entrance for the program with an identified office entry point

Key

- New Vehicular Area
- Vehicular Drop-Off Circulation
- Community Gateway
- Student Plaza
- Primary Pedestrian Circulation
- Secondary Pedestrian Circulation
- New Building
- Existing Building
- Light Modernization
- Moderate Modernization
- Major Renovation
- 21st Century Learning Improvements
- School Fence Perimeter
- New Fields
- New Playground



Main quad can be located behind the new office and MPR to create covered outdoor dining and areas for student and community activities

Replacing the portables with hard court area allows the maximum level of play area for students with a greater opportunity to engage in tether ball, hand ball, hopscotch, basketball and four square





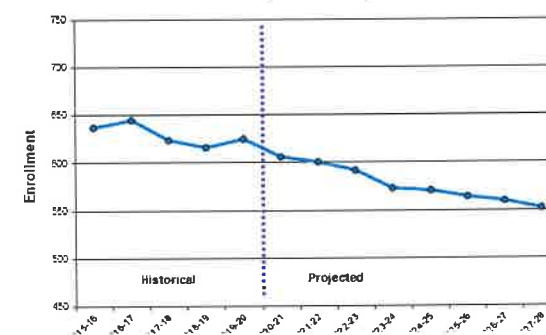
SCHOOL REPORTS - Liberty Elementary School



Site Information 2015

Gross Square Feet	37,278
Site Acreage (includes shared areas)	8.6
# Of Portables	12
Grade Configuration	K-6

Student Housing Over Time



Campus Facilities Assessment Scores



The projected enrollment is below the calculated capacity for this campus. In the 2018 update additional capacity was planned for a new elementary school site. The Demographic check suggested for 2023 will provide data to determine if boundary changes are recommended, if the new elementary construction cannot be completed in time for student demand. Additional enrollment balancing may be needed to shift students to other campuses with capacity. For more information, see the Student Housing and Master Plan sections of this document.



Liberty Elementary School - Existing Campus

Building Identification

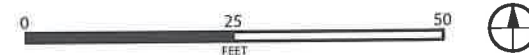
1	Administration/ Library/ Multi-Purpose Room
2	TK & Staff Room
3	Restroom Building
4	Portable Classrooms
5	Portable Classrooms
6	Portable Classrooms
7	Portable Classrooms
8	Modular Kindergarten
9	Portable Classrooms
10	Portable Classrooms
11	Portable Classrooms



Building Assessment Scores

	100-70 (No Action Needed)
	55-69 (Light Modernization)
	40-54 (Moderate Modernization)
	Under 40 (Major Renovation / Consider Replacement)

Non-Campus Use Areas



Liberty Elementary School- 2018 and 2020 Existing



Building Identification

1	Administration/ Library
MPR	Multi-Purpose Room
2	TK & Staff Room
3	Restroom Building
4	Portable Classrooms
5	Portable Classrooms
6	Portable Classrooms
7	Portable Classrooms
8	Modular Kindergarten
9	Portable Classrooms
10	Portable Classrooms
11	Portable Classrooms



Building Assessment Scores

	100-70 (No Action Needed)
	55-69 (Light Modernization)
	40-54 (Moderate Modernization)
	Under 40 (Major Renovation / Consider Replacement)
	Non-Campus Use Areas



Completed Projects - New Multi-Purpose Room



Completed Projects - New Artificial Turf in Kindergarten





Liberty Elementary School - Long Range Concept Plan

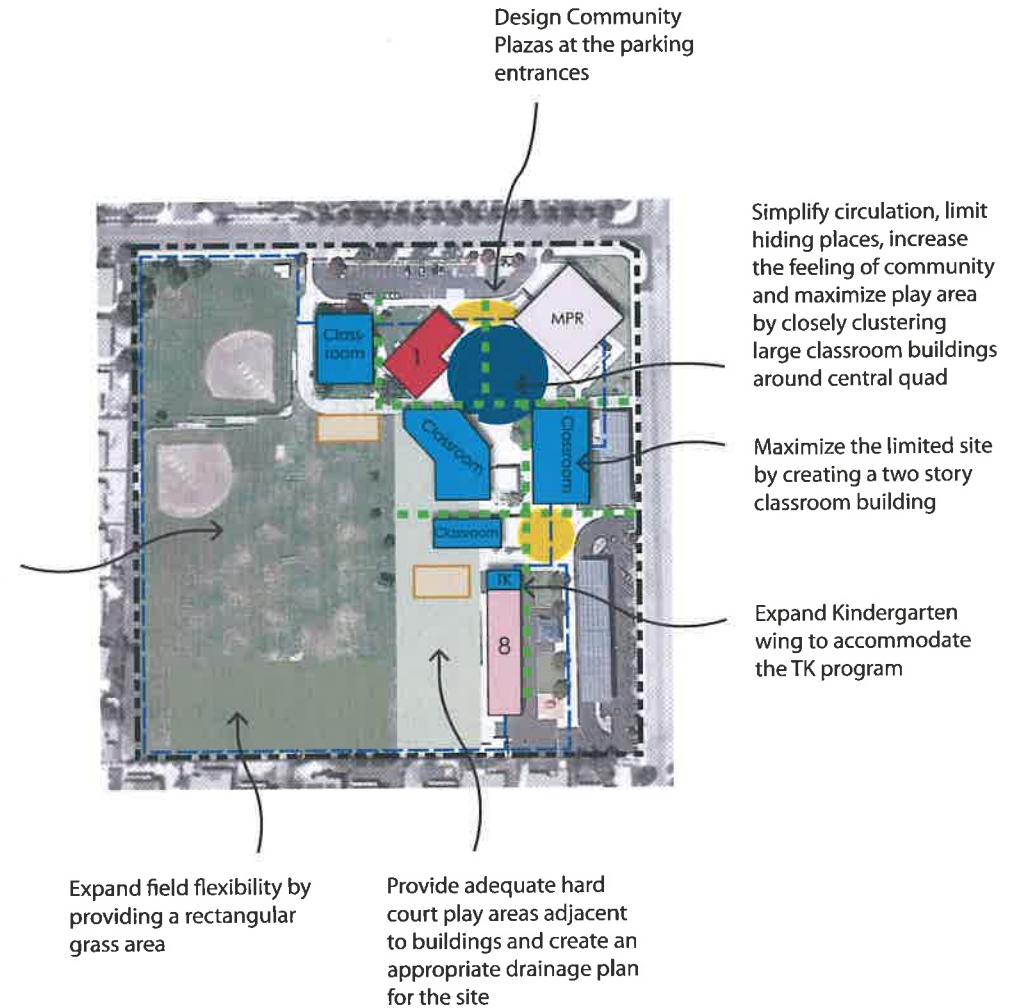
Building Identification

1	Administration/ Library
8	Modular Kindergarten

Key

- New Vehicular Area
- Vehicular Drop-Off Circulation
- Community Gateway
- Student Plaza
- Primary Pedestrian Circulation
- Secondary Pedestrian Circulation
- New Building
- Existing Building
- Light Modernization
- Moderate Modernization
- Major Renovation
- 21st Century Learning Improvements
- School Fence Perimeter
- New Fields
- New Playground

Consolidate playgrounds, fields and hard court areas on one side of the classroom buildings to aid supervision



Liberty Elementary School- Planned Improvements



Key

	New Vehicular Area
	Vehicular Drop-Off Circulation
	Community Gateway
	Student Plaza
	Primary Pedestrian Circulation
	Secondary Pedestrian Circulation
	New Building
	Existing Building
	Light Modernization
	Moderate Modernization
	Major Renovation
	21st Century Learning Improvements
	School Fence Perimeter
	New Fields
	New Playground



Notes

- Build new classroom buildings to replace existing portable classrooms. Cluster new classroom buildings into a higher density footprint to allow the expansion of play surfaces
- New Transitional Kindergarten / Kindergarten classroom addition should be placed adjacent to the existing kindergarten complex to allow direct access to the kindergarten playground

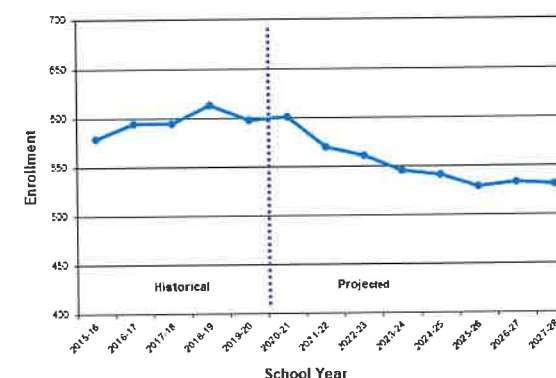






Gross Square Feet	52,504
Site Acreage (includes shared areas)	11.8
# Of Portables	11
Grade Configuration	TK-6

Student Housing Over Time



Sun Empire has more capacity than needed to accommodate the projected enrollment over the master plan period. This extra capacity is provided by portables which are past their useful life and would, therefore, require major maintenance or replacement to remain in use. Instead, these portables are planned to be removed after the completion of the new elementary school. For more information, see the student housing and master plan sections of this document.

Building Condition

44

Building Ed Function

57

Site Condition

65

Site Ed Function

57

Combined Score

53



Sun Empire Elementary School - 2015 Existing Campus

Building Identification

1	Administration
2	Multi-Purpose Room
3	Classrooms
4	Classrooms
5	Kindergarten & Classrooms
6	TK & Classrooms
7	Library
8	Classrooms
9	Classrooms
10	Music (Old Locker Rooms)
17	Portable Classrooms
23	Portable Classrooms
24	Portable Classrooms



Building Assessment Scores

	100-70 (No Action Needed)
	55-69 (Light Modernization)
	40-54 (Moderate Modernization)
	Under 40 (Major Renovation / Consider Replacement)

Non-Campus Use Areas



Sun Empire Elementary School - 2018 Existing Campus



Building Identification

1	Administration
2	Multi-Purpose Room
3	Classrooms
4	Classrooms
5	Kindergarten & Classrooms
6	TK & Classrooms
7	Library
8	Classrooms
9	Classrooms
10	Music (Old Locker Rooms)
17	Portable Classrooms
23	Portable Classrooms
24	Portable Classrooms



Building Assessment Scores

	100-70 (No Action Needed)
	55-69 (Light Modernization)
	40-54 (Moderate Modernization)
	Under 40 (Major Renovation / Consider Replacement)

Non-Campus Use Areas



Completed Projects - New Kindergarten Playground



Completed Projects - Gas Line Replacement





Sun Empire Elementary School - Long Range Concept Plan

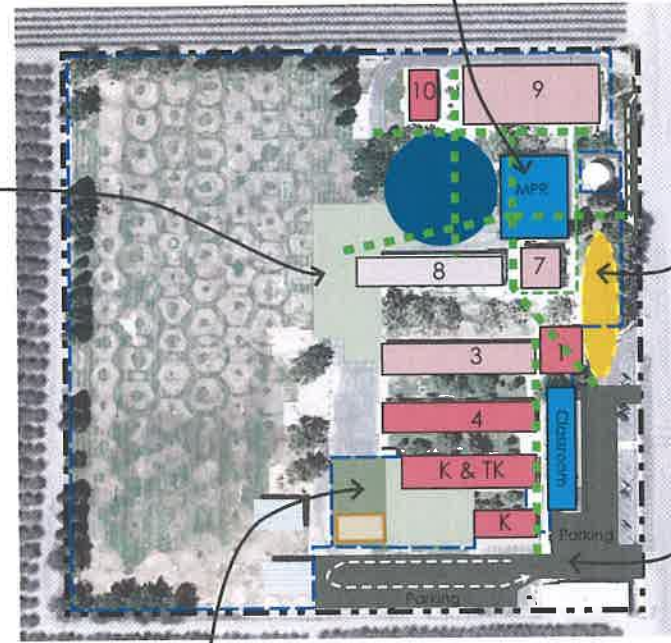
Building Identification

1	Administration
3	Classrooms
4	Classrooms
7	Library
8	Classrooms
9	Classrooms
10	Music (Old Locker Rooms)

Key

- New Vehicular Area
- Vehicular Drop-Off Circulation
- Community Gateway
- Student Plaza
- Primary Pedestrian Circulation
- Secondary Pedestrian Circulation
- New Building
- Existing Building
- Light Modernization
- Moderate Modernization
- Major Renovation
- 21st Century Learning Improvements
- School Fence Perimeter
- New Fields
- New Playground

Expand hard court area without compromising the ability for the grass area to accommodate sports fields



Build a new MPR and create an adjacent quad to allow for outdoor activities/events and covered dining

Clustering of the MPR, Library and Office to create a great backdrop to a community gateway plaza. Public buildings should have two major entrances providing a significant presence to both the community and internal campus

Create adequate and designated on-site parking and drop-off to improve circulation and safety

New TK and Kindergarten complex should provide an enclosed playground and sufficient number of classrooms to accommodate these grade levels in alignment to the campus capacity



Sun Empire Elementary School - Planned Improvements



Key

	New Vehicular Area
	Vehicular Drop-Off Circulation
	Community Gateway
	Student Plaza
	Primary Pedestrian Circulation
	Secondary Pedestrian Circulation
	New Building
	Existing Building
	Light Modernization
	Moderate Modernization
	Major Renovation
	21st Century Learning Improvements
	School Fence Perimeter
	New Fields
	New Playground



Notes

- Remove portables from the campus and provide a grass play area for the kindergarten complex
- Modernize buildings that have lower assessment scores where uses are not anticipated to change in the long term concept plan
- Provide learning environment improvements in main instructional areas not being modernized, including improved technology and new furniture designed for collaboration







Gross Square Feet	9,468
Site Acreage (includes shared areas)	2.41
# Of Portables	3
Grade Configuration	9-12

The graph displays enrollment trends over a 12-year period. The historical data shows a peak in 2018-19 and a low in 2016-17. The projected data shows a slight increase from 2021-22 to 2022-23, followed by a gradual decline towards 2027-28.

Year	Enrollment	Category
2015-16	58	Historical
2016-17	48	Historical
2017-18	50	Historical
2018-19	61	Historical
2019-20	50	Historical
2020-21	58	Historical
2021-22	60	Projected
2022-23	61	Projected
2023-24	60	Projected
2024-25	60	Projected
2025-26	60	Projected
2026-27	58	Projected
2027-28	58	Projected

Enterprise High School has more capacity than needed for the projected enrollment over the master plan period. This utilization is appropriate for alternative education settings which allows the school programs to be flexible in order to meet the needs of the students.

62

61

55

56

60



Enterprise High School - Existing Campus 2015, 2028, and 2020

Building Identification

1	Administration
3	Classrooms & Library
6	Classrooms



Building Assessment Scores

	100-70 (No Action Needed)
	55-69 (Light Modernization)
	40-54 (Moderate Modernization)
	Under 40 (Major Renovation / Consider Replacement)
	Non-Campus Use Areas



Completed Projects - New Paving and Striping at Parking Lot

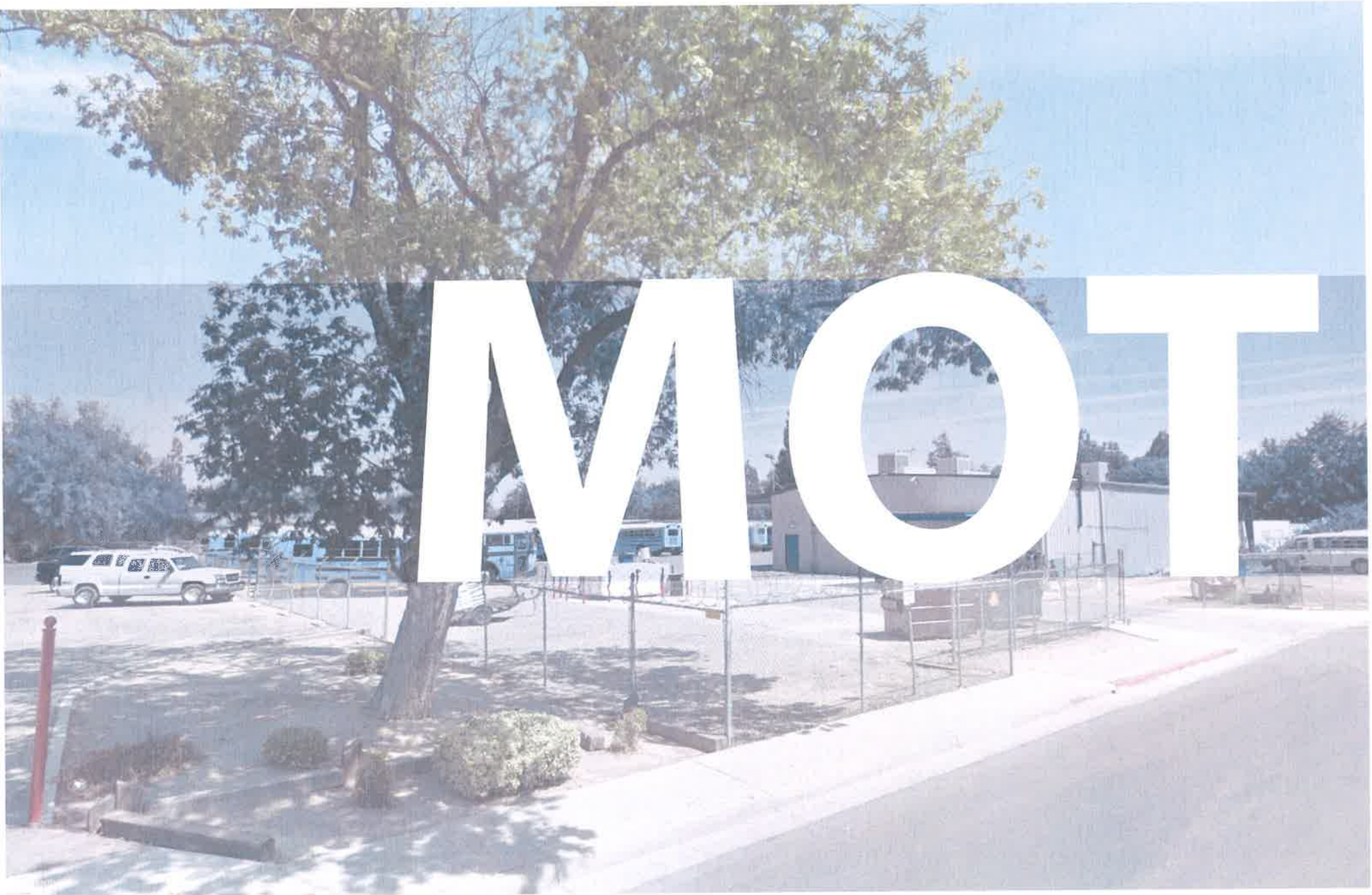


1	Administration
3	Classrooms & Library
6	Classrooms



- Replace the portable classroom with new modular building
- Modernize the classroom wing and provide site improvements





SCHOOL REPORTS - Maintenance, Operations & Transportation Facility



Site Information 2020

Gross Square Feet	~5,000
Site Acreage	2.22
# Of Portables	N/A

Maintenance, Operations & Transportation

The District's Maintenance, Operations and Transportation Facility has ample site acreage to accommodate daily operations but the paving of the site needs to be improved due to wear and tear of vehicle trips. This facility could also benefit from added shop space to accommodate District growth and demand.

Campus Facilities Assessment Scores









Maintenance, Operations & Transportation Facility - 2020 Existing Campus

Building Identification

1	Maintenance Operations, & Transportation
2	Existing Building

Building Assessment Scores

	100-70 (No Action Needed)
	55-69 (Light Modernization)
	40-54 (Moderate Modernization)
	Under 40 (Major Renovation / Consider Replacement)



Maintenance, Operations & Transportation Facility - Planned Improvements



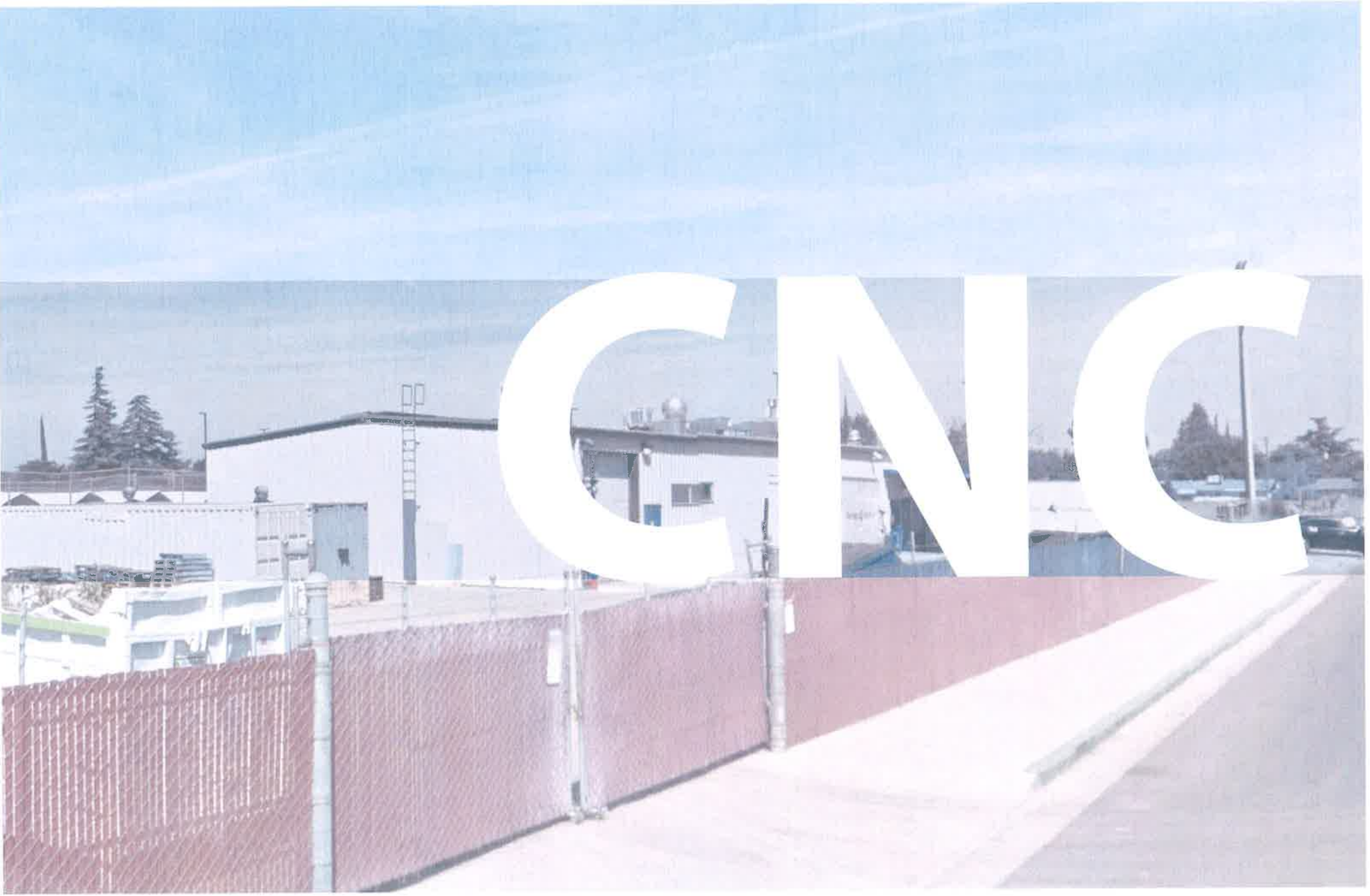
Building Identification

1	Maintenance Operations, & Transportation
2	Existing Building

Key

	New Vehicular Area
	Vehicular Drop-Off Circulation
	Community Gateway
	Student Plaza
	Primary Pedestrian Circulation
	Secondary Pedestrian Circulation
	New Building
	Existing Building
	Light Modernization
	Moderate Modernization
	Major Renovation
	21st Century Learning Improvements
	School Fence Perimeter
	New Fields
	New Playground





CNC



Gross Square Feet	6,750
Site Acreage (includes shared areas)	N/A
# Of Portables	0

The Central Kitchen or Child Nutrition Center (CNC) has been well maintained but is in need of expansion to keep up with District growth and demand. Adjacent site work to accommodate growth and vehicular circulation needs to be improved.

62

61

55

53

60









Central Kitchen - 2020 Existing Campus

Building Identification

1 Child Nutrition Center

Building Assessment Scores

	100-70 (No Action Needed)
	55-69 (Light Modernization)
	40-54 (Moderate Modernization)
	Under 40 (Major Renovation / Consider)



Central Kitchen - Planned Improvements

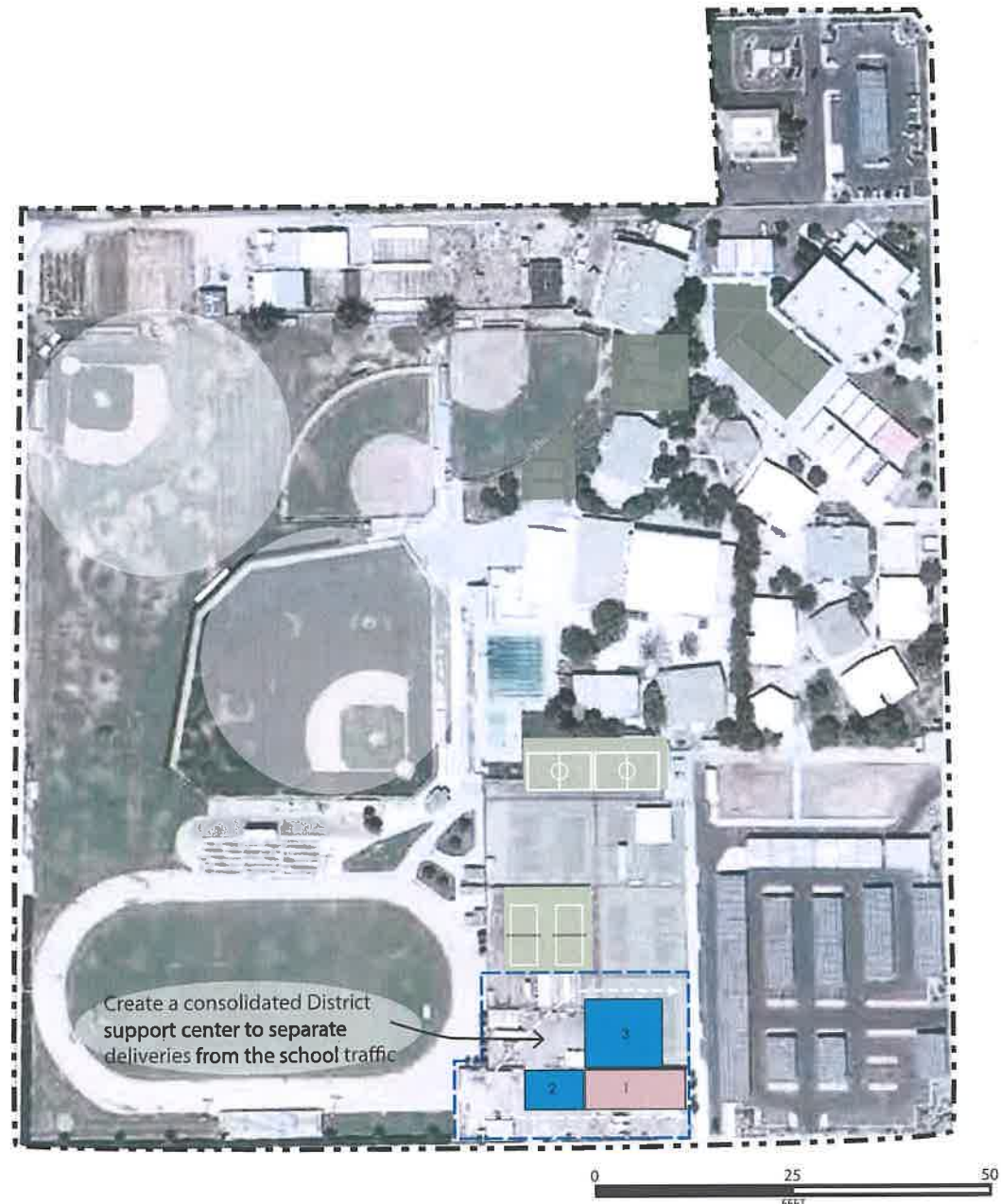


Building Identification

1	Child Nutrition Center
2	CNC Expansion
3	ISC

Key

	New Vehicular Area
	Vehicular Drop-Off Circulation
	Community Gateway
	Student Plaza
	Primary Pedestrian Circulation
	Secondary Pedestrian Circulation
	New Building
	Existing Building
	Light Modernization
	Moderate Modernization
	Major Renovation
	21st Century Learning Improvements
	School Fence Perimeter
	New Fields
	New Playground





Darden Architects
www.dardenarchitects.com
559.448.8051



Integrated Educational
Planning & Programming
www.iep2.co
916.955.5208

ODELL Planning & Research, Inc.
Environmental Planning • School Facility Planning • Demographics

Odell Planning & Research, Inc.
www.odellplanning.com
559.472.7167



Facilities Master Plan Update 2020



ODELL Planning & Research, Inc.
Environmental Planning • School Facility Planning • Demographics