

# District-Wide Facilities Master Plan Update

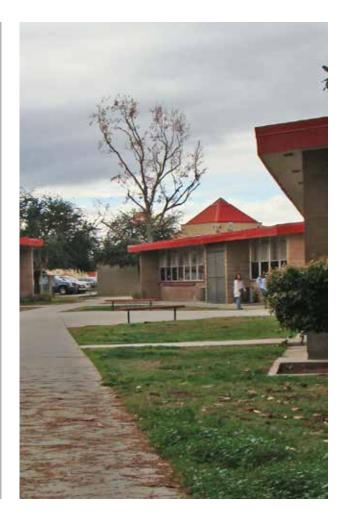
2018





### **District's Mission**

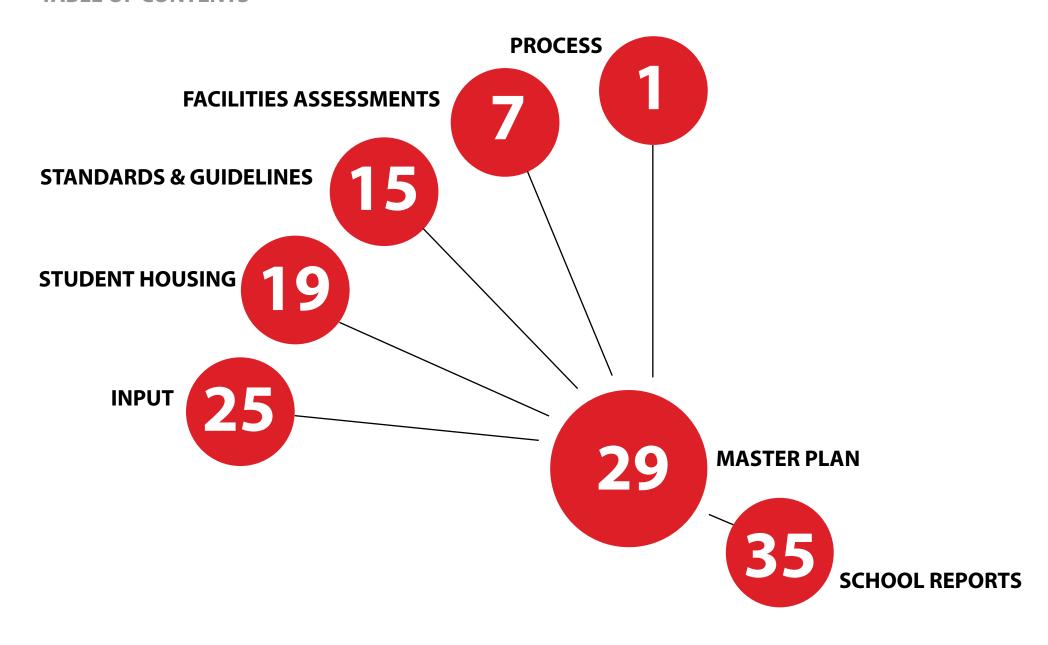
**Kerman Unified School** District will provide the best instruction and opportunities to improve academics, learn leadership and develop character for all students.







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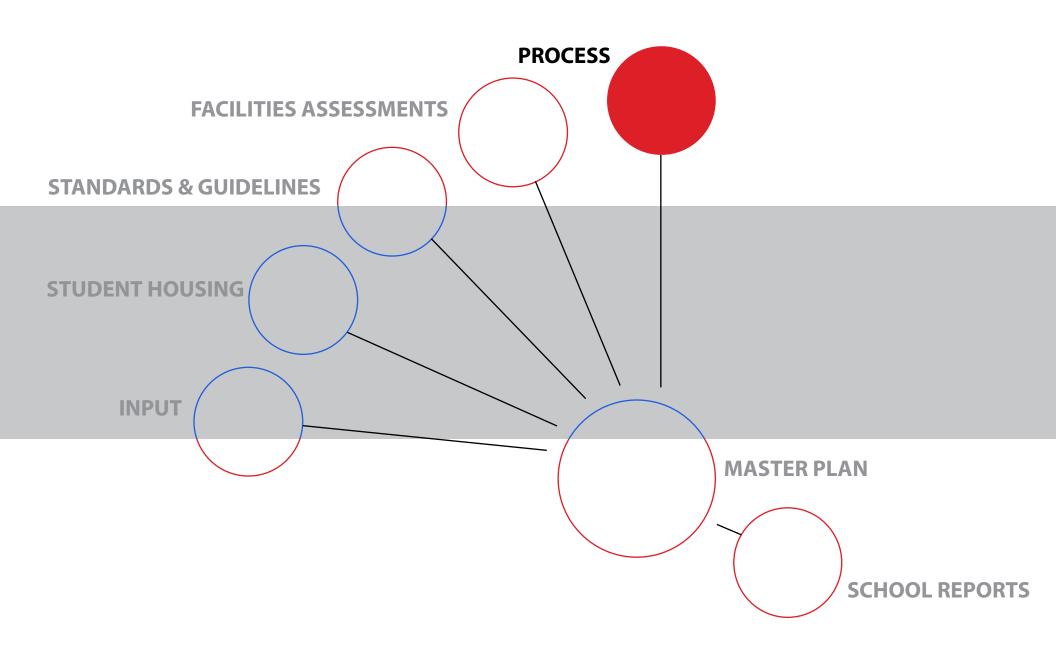
















#### **District Background**

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. It is the fastest growing city in Fresno County. Kerman now has a population of 19,778 (US Census Bureau American Community Survey, 2016).

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:

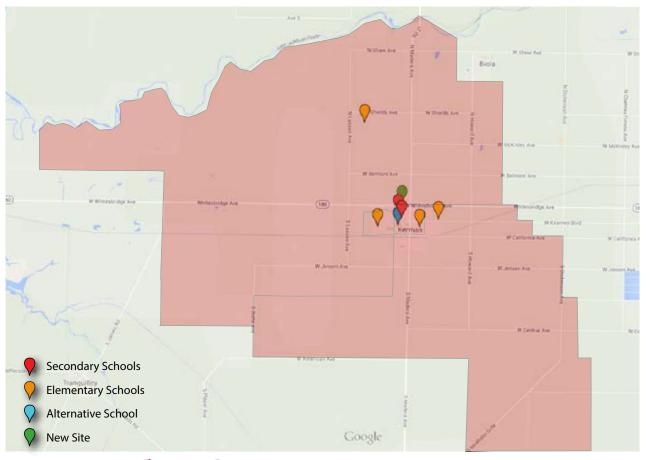
- Kerman
- Floyd
- Vinland
- Empire

- Sun-Empire Union
- Dakota
- Sunset

A series of merges 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 4,750 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. A new property was purchased in 2016. This site is located north of the high school and district office site across Highway 180. The property is approximately 43 acres.

The majority of the school sites are clustered within the City of Kerman, with Sun Empire Elementary School several miles north of the city, and Goldenrod Elementary School adjacent to the eastern edge of the city.







The primary economic activity in the District is agriculture, which employs 25.9 percent of the population 16 years and older, as compared to 10.1 percent in Fresno County and 2.4 percent in California as a whole.

The median household income in Kerman Unified is \$39,908, which is lower than Fresno County (\$45,963), but substantially less than the median household income in California (\$63,783). The percentage of families in the District that have an income below poverty level is 25.7 percent, compared to 22.2 percent in Fresno County and 11.8 percent in California.

The District has a slightly lower median age (29.3) than Fresno County (31.6), but is substantially lower than California (36.0). The District has a larger average household size (3.65) than Fresno County (3.16) and California (2.95).

Educational attainment in the District is lower than Fresno County and California, with 58.0 percent of the District population over age 25 attaining at least a high school education compared to 73.8 percent for Fresno County and 82.1 percent for California. The percentages for persons over age 25 earning a bachelor's degree or higher are 8.7 percent for the District, 19.7 percent for Fresno County and 32.0 percent for California.

The District has a substantially higher percentage of Hispanics/Latinos of any race (75.5 percent) than Fresno County (52.0 percent) and California (38.6 percent). The racial/ethnic breakdown of the student population is as follows: Hispanic/Latino, 84.2 percent; White (not Hispanic), 9.3 percent; Asian (not Hispanic), 4.9 percent; and total of other categories, 1.6 percent (CA Dept. of Education, 2017).

Within the District, 66.1 percent of the population speaks a language other than English at home, compared to 44.6 percent for Fresno County and 44.0 percent for California. Of the populations that speak a language other than English at home, 28.5 percent of the District population speaks English less than "very well," while the percentages in Fresno County and California are very close: 19.1 percent and 18.6 percent, respectively.



	Kerman Unified	Fresno County	California
% Employed In Agriculture, Forestry, Fishing & Mining	25.9%	10.1%	2.4%
Median Household Income	\$39,908	\$45,963	\$63,783
% Families Below Poverty Level	25.7%	22.2%	11.8%
Median Age	29.3	31.6	36.0
Average Household Size	3.65	3.16	2.95
Educational Attainment (Pop over 25):			
% High School Graduate Or Higher	58.0%	73.8%	82.1%
% Bachelor's Degree or Higher	8.7%	19.4%	32.0%
% Hispanic or Latino (of any race)	75.5%	52.0%	38.6%
% Language Other Than English Spoken at Home	66.1%	44.6%	44.0%
% Speaking English Less Than "Very Well"	28.5%	19.1%	18.6%

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, 2016.





### Creating the Master Plan and Update Process

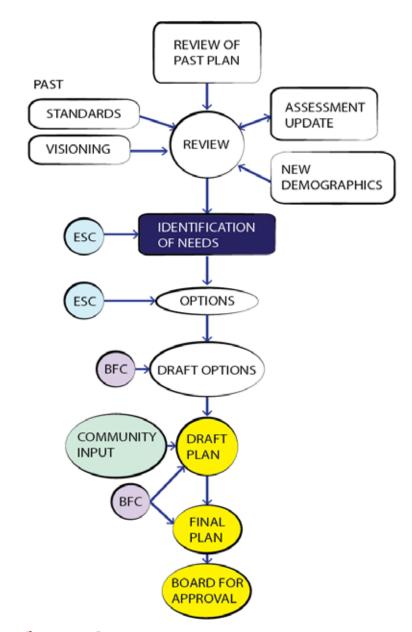
Planning school facilities is a "community" function, guided by district leadership and a product of listening and responding to how education will be delivered in the District at every grade level. A 21st Century School is developed through the integration of curriculum and facilities. Kerman Unified School District recognized the need to plan for this integration, and 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 complete periodic updates. This document represents the 2018 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 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** is critical in establishing a base line 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 campus were reviewed in 2018. Using the District's records of construction projects, the assessment scores were adjusted to reflect the improvements.

Other data collection included a complete **demographic study** (see the Student Housing Section). This 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 work force population that may affect the growth rate. This data was used to establish a projected growth rate of the student population. Projections to the year 2027 were made 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

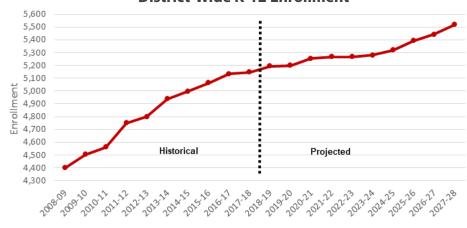








#### **District-Wide K-12 Enrollment**











the projection of space needs. The data was analyzed by the planning team and then discussed with the Executive Steering Committee.

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
- Creating 21st century schools through student centered spaces
- Facilities that support the community

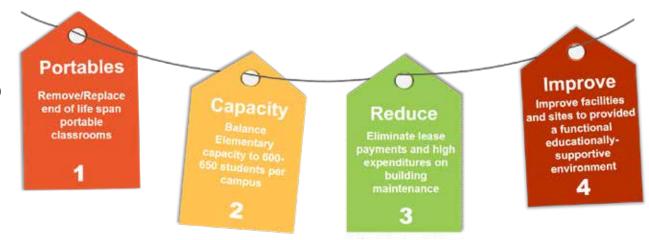
These goals where further refined for the master plan update to the following:

- 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 provided a functional educationally- supportive environment

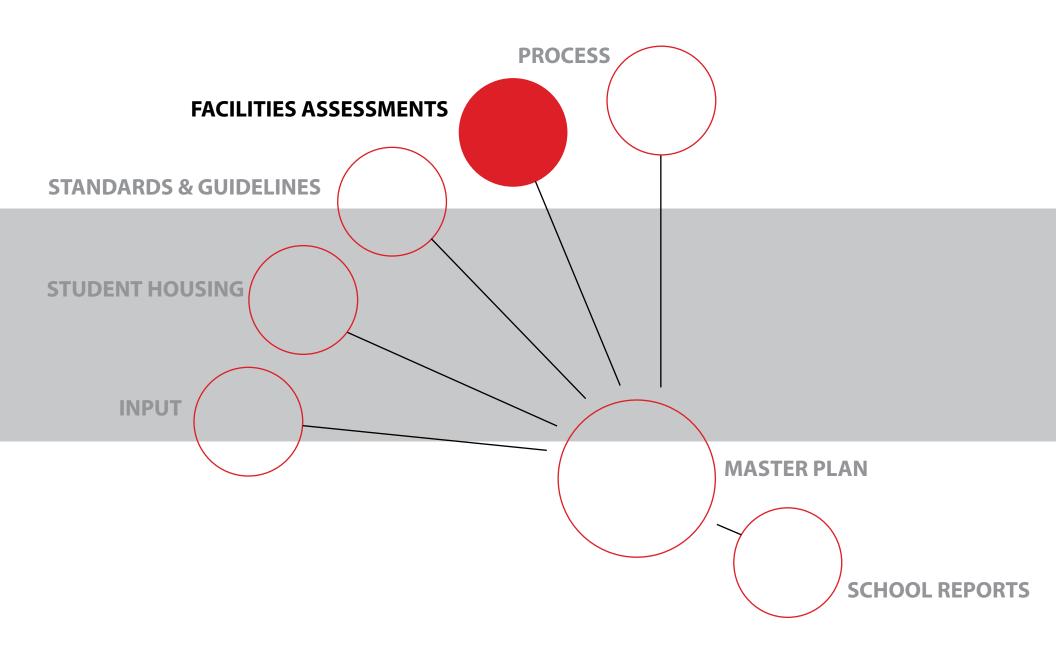
The overall update process began in November of 2017 and continued to March of 2018. The Executive Steering Committee meeting was held on January 31, 2018 to discuss the updated goals, project list and implementation plan that included a timeline. The plan was also reviewed at a open community meeting on February 13, 2018. The Board of Trustees met on March 15th to review the final draft 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 base line for every campus from several perspectives. They also can be used to understand the needs of the school sites districtwide 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.

The original 2014 assessment consisted of a two member assessment team visiting every campus and looking into every room on 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 Educational Functionality



Site Condition



Site Educational Functionality

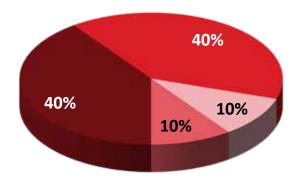
To create a campus score, the various building and site assessments score produced for each campus are combined together. Building scores were weighted on the percent of total square feet that the building represents compared to the total campus square footage. Then all four scores where weighted with 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
Site Educational Functionality

Building Condition
Site Condition









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 it is 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 if the furniture supports common core learning and collaboration.

<b>Building Assessments</b>	Site Assessments			
Building Educational Functionality	Building Condition	Site Educational Functionality	Site Condition	
Öş				
Electrical	• Roof	Parking Spaces	Walkways	
• Water	• Windows	• Drop Off	• Pavement	
Special Utilities	• Doors	Bikes and Walkability	• Landscape	
Technology	• Exterior Walls	<ul> <li>Adjacencies</li> </ul>	• Irrigation	
<ul> <li>Zone Size</li> <li>Activity Zones</li> <li>Equipment</li> <li>Furnishings</li> <li>General Storage</li> <li>Staff Storage</li> </ul>	<ul> <li>Ceiling</li> <li>Interior Wall Finish</li> <li>Cabinets</li> <li>Light Fixtures</li> <li>Furnishings</li> <li>Flooring</li> <li>Structural</li> <li>HVAC</li> <li>Electrical</li> <li>Low Voltage</li> <li>Plumbing</li> <li>ADA Access</li> </ul>	<ul> <li>Identified and Controlled Front Entrance</li> <li>Hidden Spaces</li> <li>Outdoor Seating</li> <li>Grass Fields</li> <li>Equipment</li> <li>Hardcourt (Blacktop Areas)</li> <li>Track</li> <li>Bleachers</li> </ul>		



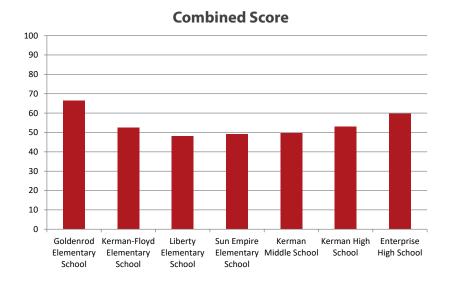


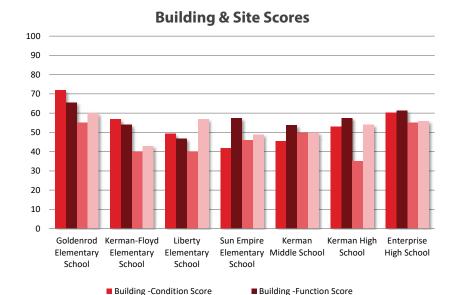
## FACILITIES ASSESSMENTS

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.

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.

■ Site - Condition Score











■ Site - Function Score

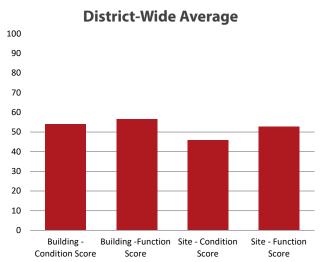




#### Implementing the Master Plan Improvements and the Assessment Score Update



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







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 score 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

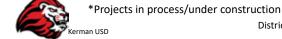


Kerman High Improved Student Quad



New Paint Around the District





District Wide Facilities Master Plan February 13, 2018





#### Facility Improvements

#### Kerman Middle

- 2 new portables
- New student space under solar

### **Goldenrod Elementary**

Improved blacktop

#### **Liberty Elementary**

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



Kerman Middle New Portables



Liberty Elementary New Kindergarten Playground





District Wide Facilities Master Plan February 13, 2018

### 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

### **Calculating the Results**

By adjusting the individual scores that were affected by these construction projects, the overall scores at each school site improved with the greatest change at Liberty and Kerman High School. These two sites had the largest construction projects either completed or under construction.





District Wide Facilities Master Plan February 13, 2018









#### **Translating the Assessments into Improvement Cost Model**

After completion of the assessments, the scores are 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**

	Building Improvement Cost	Site Improvement Cost	Total Construction Cost	Total Project Cost
Goldenrod Elementary School	0	501,900	501,900	652,470
Kerman-Floyd Elementary	3,938,060	643,640	4,581,700	5,956,210
Liberty Elementary School	ary 1,574,708	226,492	1,801,200	2,341,560
Sun Empire Elementary School	3,560,190	580,010	4,140,200	5,382,260
Kerman Middle School	5,608,177	857,423	6,465,600	8,405,280
Enterprise High School	393,710	94,490	488,200	634,660
Kerman High School	2,686,232	1,038,368	3,724,600	4,841,980
<b>Grand Total</b>	17,761,076	3,942,324	21,703,400	28,214,420

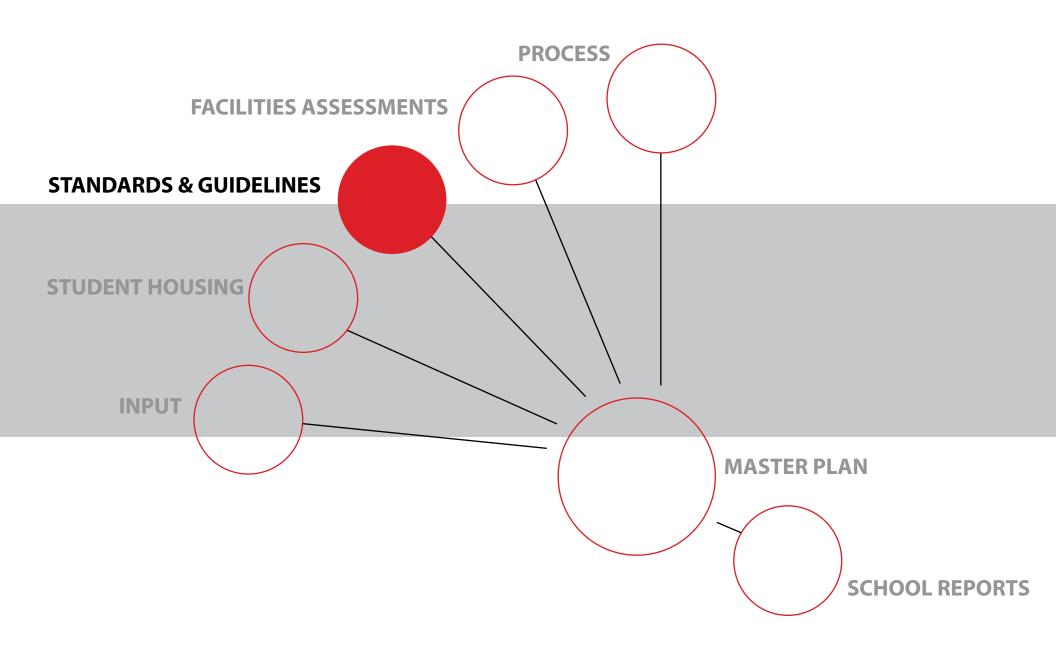














## STANDARDS & GUIDELINES

## 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 were also used as a measuring stick for facilities assessments.

#### **Material Standards**

Material standards were developed during the original master plan. These standards are the base 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 changing classroom furniture to group settings verses individual desks and proving spaces in the room where student groups can utilize the white board and project images for all students 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.





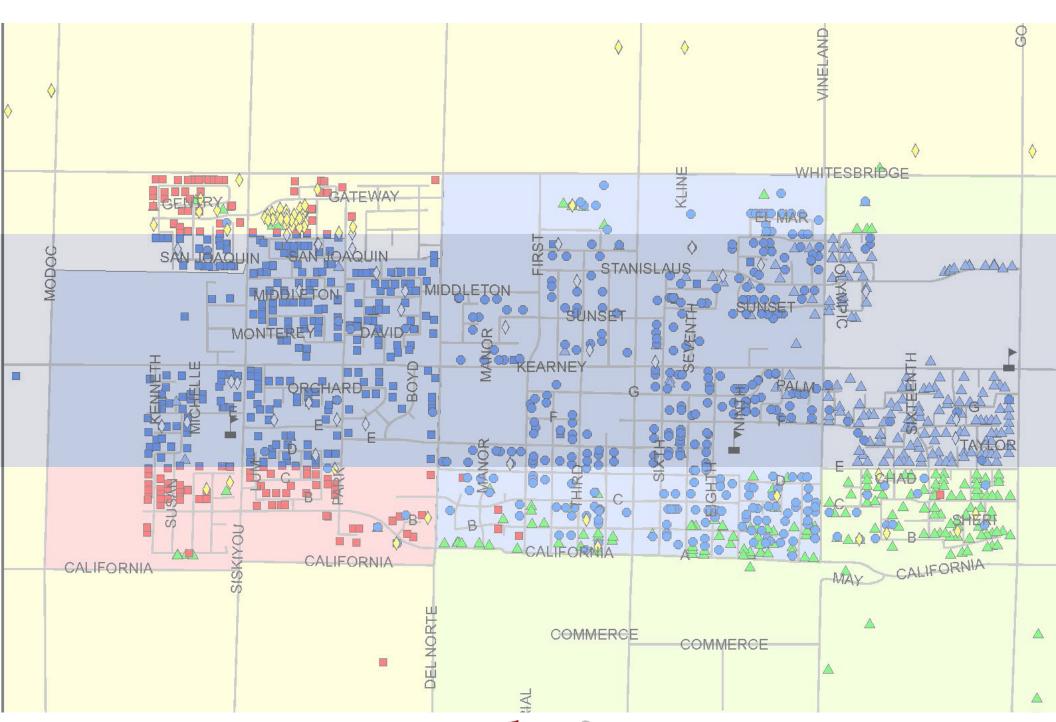






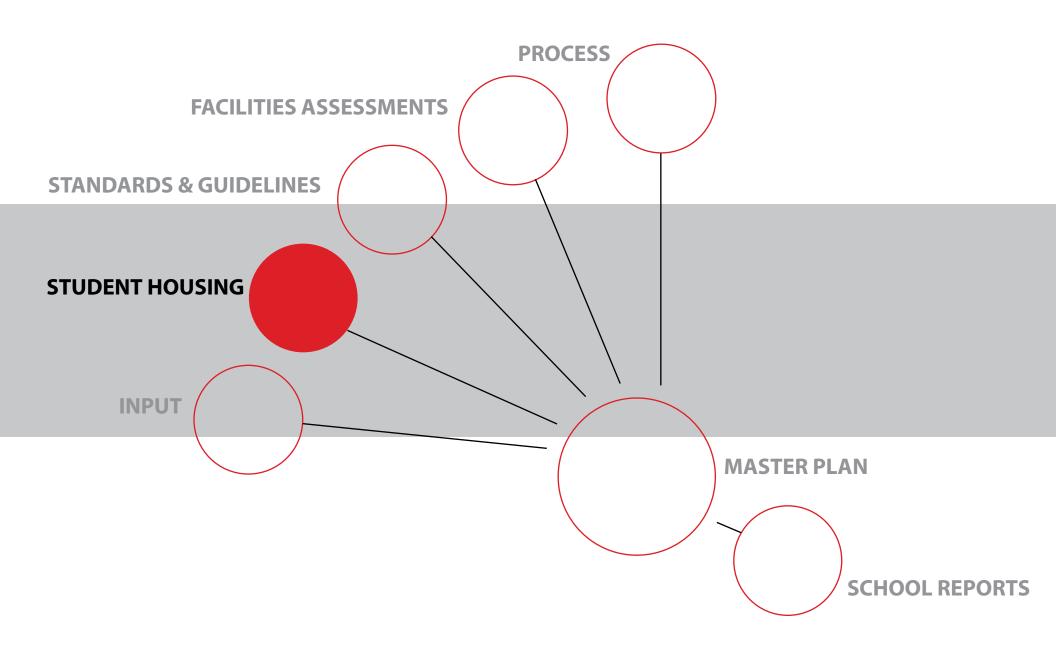














## **STUDENT HOUSING**

### What is Student Housing?

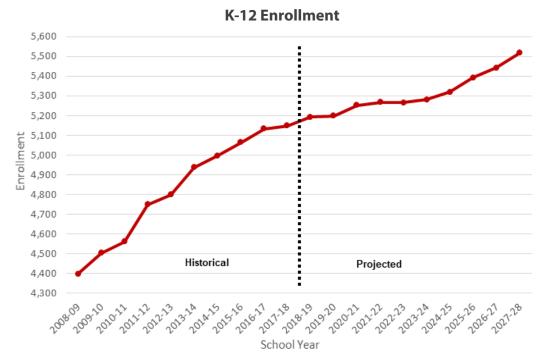
Student housing refers
to all elements that go
into making sure that
all students can be
accommodated in a school
at their grade level. It
includes studying the
history of the District and
community to estimate
future student enrollment
and calculating the size of
the existing schools.

#### **Demographic Introduction**

Enrollment projections were prepared for each of the District's schools for a ten-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.

#### **Projections**

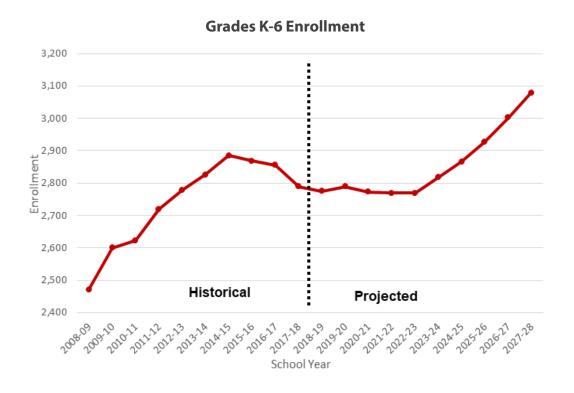
District K-12 enrollment is projected to increase by approximately 369 students, from 5,148 in 2017/18 to 5,517 in 2027/28 (see graph below). The projected average growth rate is 0.68 percent per year, which is less than the average growth rate of 2.02 percent during the past 10 years. This is due to lower births during the recession translating to lower kindergarten enrollment and smaller elementary class sizes during the first half of the projection period. There was also a period of lower development activity that affected the projections. It is noted, however, that the projected average growth rate during the second half of the projection period (0.93 percent annually) will be higher that the first five years (0.46 percent) due to the cumulative effect of increasing births coupled with more development activity in the District.







Enrollment in grades K-6 is projected to increase by approximately 291 students, from 2,789 in 2017/18 to 3,080 in 2027/28 (see graph on following page). Most of this growth is projected to occur during the second half of the projection period. The projection for the first five years does not indicate any increase in K-6 growth due to the reduction in the number of births during the recession resulting in lower kindergarten enrollments and smaller elementary class sizes. However, enrollment is projected to increase substantially during the second half of the projection period reflecting an expected increase in the number of births and a continued increase in development activity in the District.



Of the four elementary schools, most of the projected enrollment growth will occur at Goldenrod. which is projected to increase by approximately 176 students (from 845 in 2017/18 to 1,021 in 2027/28). Liberty and Sun Empire are projected to experience small increases over the ten year projection period, with Liberty increasing by 65 students (from 624 in 2017/18 to 689 in 2027/28) and Sun Empire increasing by 55 students (from 594 in 2017/18 to 649 in 2027/28). Kerman-Floyd enrollment is projected to remain essentially flat during the ten year projections period (from 726 in 2017/18 to 720 in 2027/28).



## STUDENT HOUSING

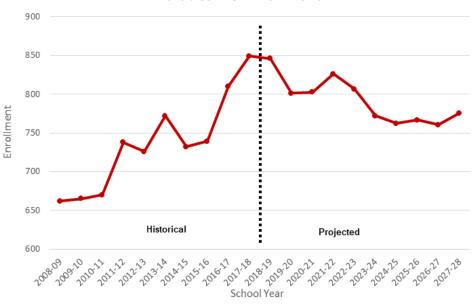
Enrollment in grades 7-8 is projected to decrease by approximately 50 students, from 849 in 2017/18 to 799 in 2027/28 (see graph on following page). The projected decrease is a result of the recent decrease in K-6 enrollment (smaller classes) moving up the grade levels into grades 7-8.

Grades 9-12 enrollment is projected to grow by approximately 129 students, from 1,510 in 2017/18 to 1,639 in 2027/28 (see graph on following page). The first three years of the projection period will be a continuation of the recent substantial growth in grades 9-12, but this growth will flatten out as the smaller grades K-6 and 7-8 classes reach grades 9-12

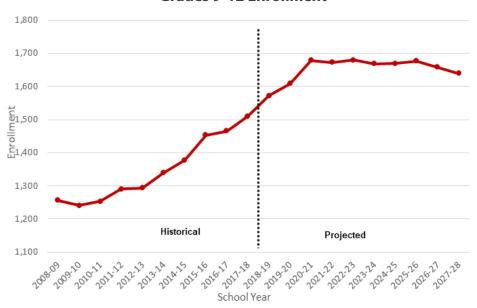
#### Limitations

Enrollment projections are data driven educated guesses that can be affected by unanticipated economic, social and political factors. 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.

**Grades 7-8 Enrollment** 



**Grades 9-12 Enrollment** 









#### **Capacity**

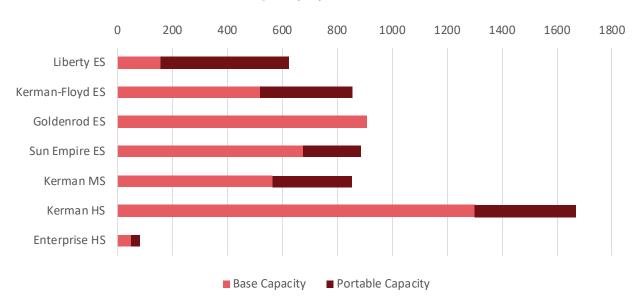
Each school site has an ideal total number of students that can be physically accommodated within the existing learning spaces. This capacity is determined by understanding the number of students per classroom or classroom loading for each type of function.

The classroom loading used for this study 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 overall school capacity is created through the use of portable classrooms at varying levels by school site. Kerman High School and Liberty Elementary School have the largest percentage of their capacity from portable classrooms. The master plan update has 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 has reduced the ratio of portables to site build capacity at that campus.

Type of Classroom	# of Students/Classroom
TK-3	24:1
4-6	28:1
7-12	32:1
Intervention	24:1
Special Day Class	12:1

#### **Capacity by School Site**









#### **Projected Enrollment**

# of Students

(using demographic projections)

#### — = Utilization Do they fit?

#### Capacity

# of Seats

(using space standards & class size)

#### **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. This reality only exacerbates the capacity needs of the District.

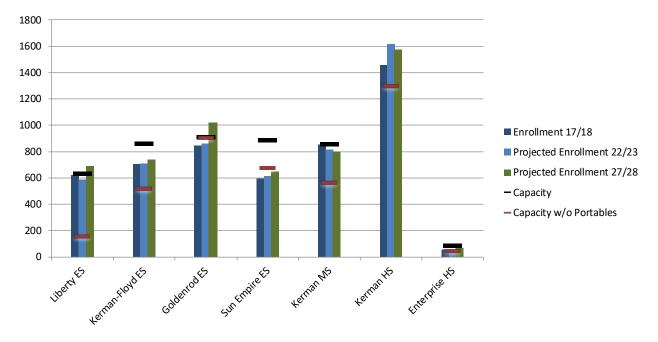
Both Kerman Middle and Kerman High School are anticipated to be just under capacity through the master plan's horizon.

Two of the four elementary schools are anticipated to be over capacity while the other two have additional space when counting portables. These portables will exceed their lifespan by the end of this master planning period. The spike in enrollment at the elementary level is projected to occur in the second five years providing the District some time to construct a more permanent solution than achieved by adding portables to the existing sites.

For further information on the recommended solutions for the capacity needs, see the Master Plan section of this document.

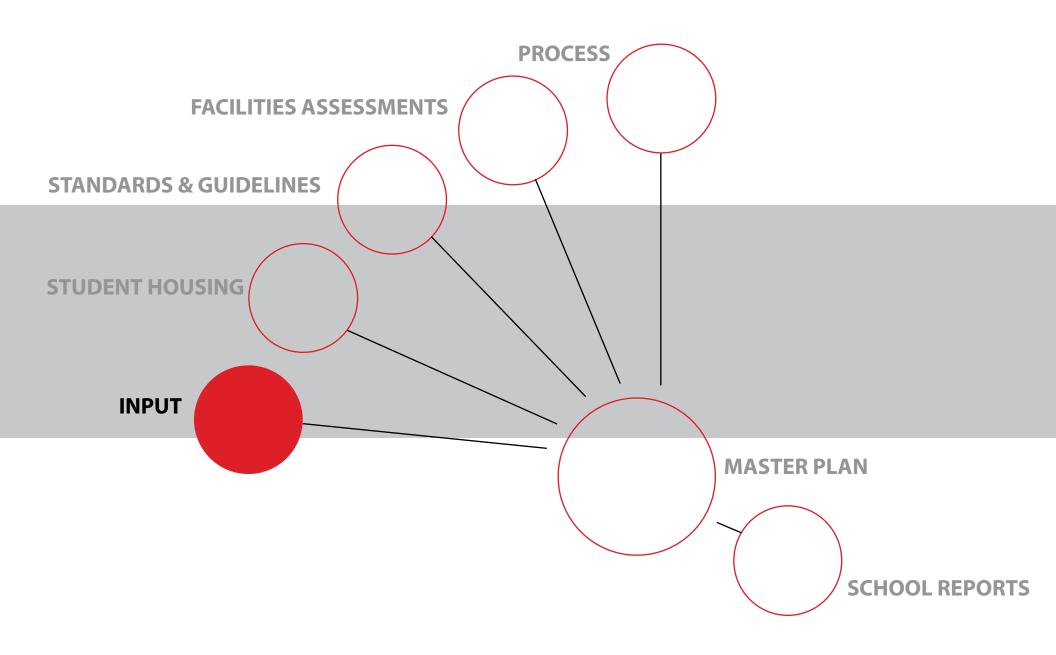
#### **Capacity vs Enrollment**

School	Utilization 22/23	Utilization 27/28
Liberty ES	94%	110%
Kerman-Floyd ES	83%	86%
Goldenrod ES	95%	112%
Sun Empire ES	69%	73%
Kerman MS	96%	94%
Kerman HS	97%	94%
Enterprise HS	73%	85%





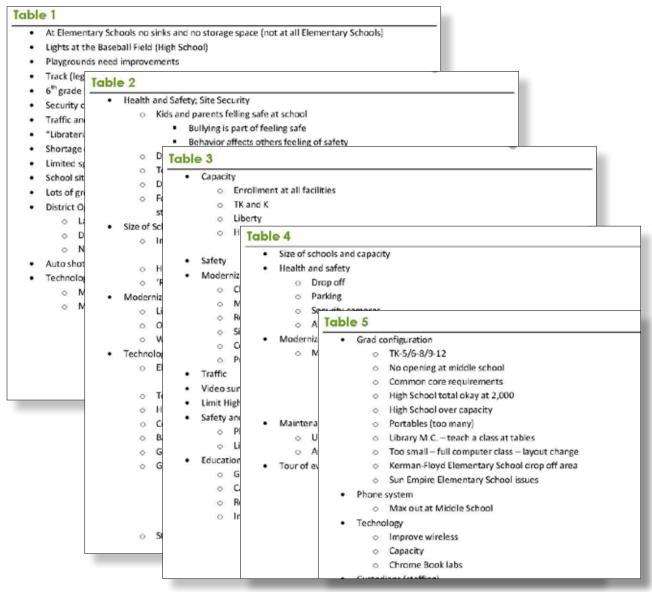








A successful master plan can only be completed if the District "community" owns its content and understands the need for its implementation. Input from stakeholders is critical. The input for the original master plan succeeded in developing a community supported master plan. Input was provided for the 2015 master plan through the following:



### LRFPC –Long Range Facilities Planning Committee (2015)

This Committee was comprised of community members, parents, staff, teachers, and administration.

They met four times during the process. The first meeting was in a workshop format where the Committee broke into five tables to discuss their top priorities for the facilities in KUSD and share the results with the overall committee.

The remaining three meetings included review and opportunity for input on all data, findings, and options resulting in final recommendation to the Board of Trustees.







#### **Executive Steering Committee (2015)**

This Committee was comprised of the Superintendent, the Assistant Superintendents, an Administrative Secretary, and Board of Trustees members.

- They met 4 times during the process
- They oversaw the process keeping it on track and maintaining a local order of events. They coordinated all meetings and discussions.

#### Focus Groups (2015)

The Focus Group participants included many districtwide personal and site administrators and staff. The topics discussed were as follows:

- Elementary Schools
- Middle Schools
- 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

Their input on the various subjects supported the writing of the District Educational Specification.













#### **Community Meetings (2015)**

Two Community meetings were held.

At the first community meeting 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 that would make your schools safer?
- What facilities improvements would further help your child learn?
- What we like best about Kerman Unified School District?

Key results from this meeting included:

- Special amenities and specialized learning spaces are needed
  - o Sinks in elementary classrooms
  - Science labs
  - o 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 entry ways, fencing, parking and drop-offs

The second community meeting reviewed all the data that was collected and analyzed. The meeting also reviewed the options including the comments from the Board of Trustees and the LRFPC on the options. The community was asked if they had any additional input on the options. The comments from the community mirrored the LRFPC.

#### **Board Workshops and Meetings (2015)**

The Board of Trustees met three times to review the progress of the master plan. The first meeting took place after the data was collected and input was gained from the LRFPC, the Focus Groups and the First Community meeting. The Board recommended at the second meeting for the community to review options and moved the first reading of the draft document to January 2015.

#### 2018 Update

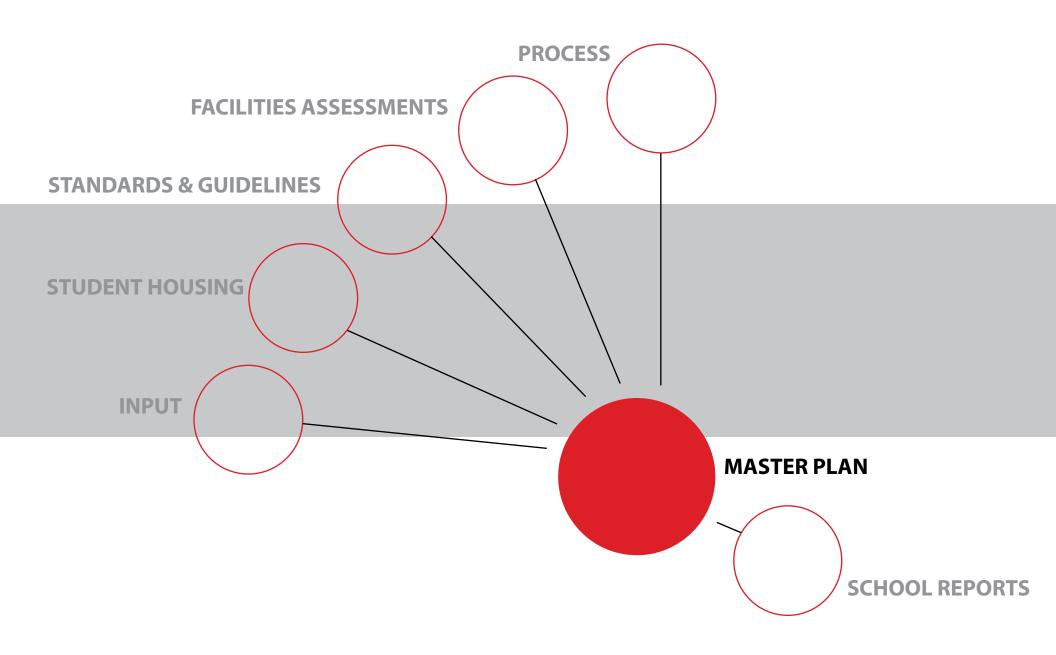
As this process was an intermate update, the input portion of the master plan update was a small component. The process included input from the Executive Steering Committee, Community Meeting and Board Facilities Committee. These committees established the refined goals and reviewed the demographic information. These discussions resulted in establishing the draft project list and impementation timeline.

All information was then presented at an open community meeting. Additional outreach was completed by the District's Administration to community groups. Generally, the attendees agreed with the approach and were excited about the updated plan.

The finalization of the document was completed and sent to the Board of Education for approval.







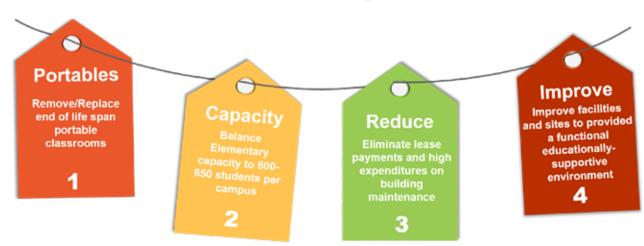


## MASTER PLAN

The projects in **Phase 1** of the master plan update are either projects that have been started (based on the LRFMP of 2015) or projects tied to the CTE grant that the District has applied for at the High School. The largest project of phase 1 is based on building the new Administration and Classroom facility on the High School Campus. Removing portables from the high school site is a step towards the goal of removing or replacing portables in the District.

Within the structure of the facilities master planning process after the update of the Facilities Assessments and Student Housing analysis, the core of the master plan update was developed. Clear goals were emphasized in the aforementioned steps which guided this stage of the process, including a plan based on the next 10 years of space projection and planning, with future years "conceptually" projected for planning purposes. The overall goals for the master plan update are:

#### **Master Plan Goals**







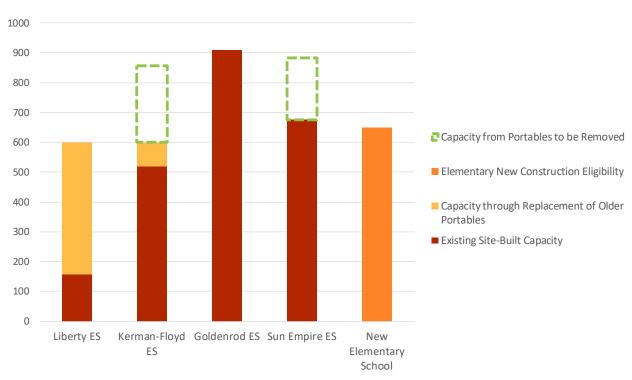


Achieving these goals, developing projects that are driven by the current and projected student population and creating efficient, cost-conscious, 21st-century facilities was an overall theme in the development of the final master plan update. Removing portables that have outlived their lifespan and are expensive to maintain, consume excessive quantities of electricity, and are not conducive to new educational deliveries, is fiscally responsible.

Many of the portables are leased and removing them reduces the number of operational dollars dedicated to payments. However, removing these spaces also means replacing them with more permanent modular or site built facilities. The District goal of maintaining elementary school size of 600 to 650 students dictates the best placement of the capacity generated by these end of life span portable structures should be placed at new site versus maintaining the undesired capacities at the existing campuses.

The project list on the following page establishes a sequencing that is directly tied to the goals, the demographics and the most efficient use of District funds.

#### **Proposed Elementary Capacity Approach**



The chart shows an approximate 3,100 elementary student capacity for the ten year projected enrollment of just under 3,000 students. There is an additional 250 student safeguard for future growth at Goldenrod Elementary above the target 650 student school size.







			Master Plan		Planned Construction	
	<u>Campus</u>	Project Name	<u>Goal</u>	<u>Phase</u>	Start Date	End Date
1	Kerman High School	Academic/ Administration Building		1	June-17	August-19
2	Kerman Middle School	Parking Lot Improvements		1	June-19	August-19
3	Kerman Middle School	Gym Modernization/Student Quad		1	June-19	August-19
4	District Office	Build New Complex on the New Site (dependent on CTE grant award)		1	October-18	June-19
5	Kerman High School	New CTE Complex (dependent on CTE grant award)		1	June-19	August-20
6	Kerman High School	Remove Portables		1	June-19	August-19
7	New Site	Utilities and Street Infrastructure (HWY 180 & First Street)		2	April-20	August-20
8	Kerman Middle School	Portable Replacements with Modular design		2	June-20	August-20
9	Kerman High School	Student Quad		2	June-21	August-21
10	Enterprise High School	Portable Replacements with Modular design		3	June-21	August-21
11	New Site	Build a New Elementary School		3	June-22	August-24
	Master Plan Update				Janua	ary 22
	Require new Bond to complete projects below				Novem	nber 22
12	Liberty Elementary School	Build New Classrooms - Portable Replacements		4		
13	Sun Empire Elementary School	Site and Building Improvements and Remove Portables		4		
14	Kerman-Floyd Elementary School	Site and Building Improvements and Remove Portables		5		
15	Enterprise High School	Modernization of Classrooms		5		
16	Kerman High School	Modernization of Classrooms		6		
17	Kerman Middle School	Modernization of Classrooms		6		
18	Kerman High School	New Fields on adjacent site		7		



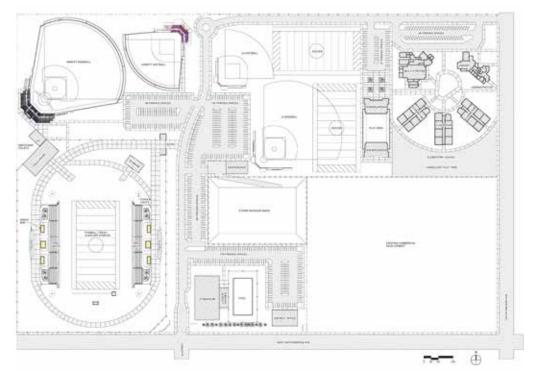


**Phase 2,** projects are steps towards the goal of removing or replacing portables and developing facilities and sites to provide a functional educationally supportive environment. The District's goal of achieving enrollment of 600 to 650 students in an elementary school necessitates the building of a new elementary school. However, based on the projected demographics the new school will not be needed until the school year 2024-2025.

The District purchased property to the North of Highway 180. The majority of the site is planned as additional field space for the high school. An area on the new site has been designated for the new administration facility (the current administration location is scheduled to become the new CTE building when the grant is approved). Also, the new site will house a new elementary school. Generally speaking, site development, permitting and construction of a new school site can take as long as 5 to 7 years. The master plan, phase 2, project 7 establishes a beginning for the site development.

**Phase 3**, project 10 of master plan replaces old portables at enterprise high school with more permanent modular facilities. Project 11 is the new elementary school. Starting the new school in 2022 develops space to reduce the current elementary schools to the goal size of 600 to 650 and to house the increasing student enrollment projected in the demographics.

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. The District has established that a master plan update will be needed in early 2022. In addition, **Phase 4, 5, 6** and **7** of the master plan have been outlined, but funding would only be provided if a new bond issue is passed in November of 2022.



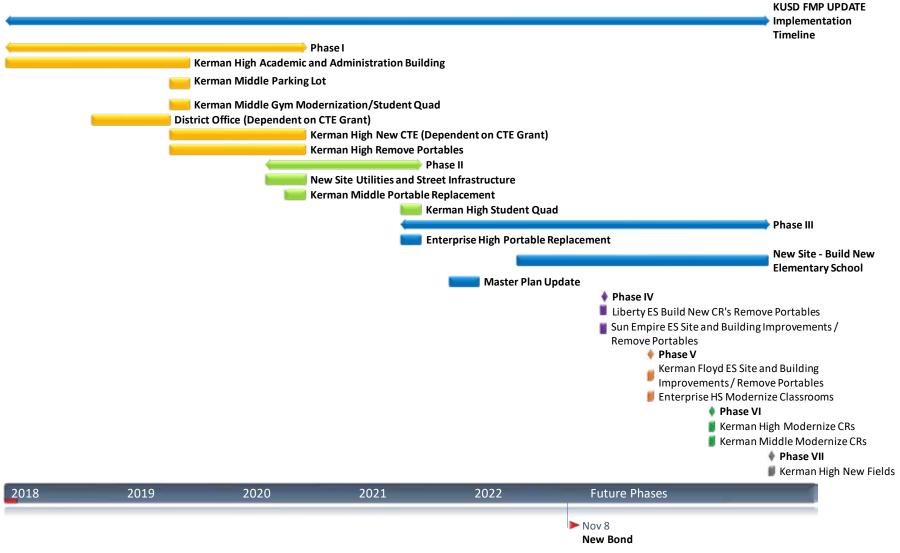
Concept design for the New Site



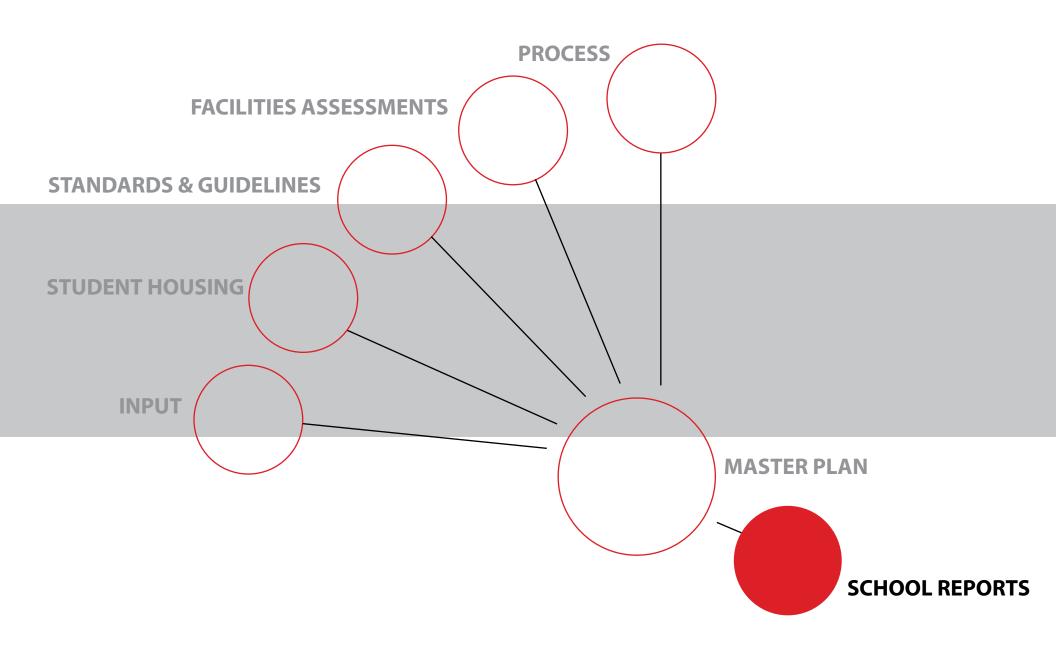


The following timeline shows the phasing for each of these projects, phases 1 to 5. As indicated on the timeline, a master plan update is recommended in 2021 to review demographics, changes in school programs and progress to date. These factors may have an effect on the future phase of this timeline. This timeline also calls for a new bond in 2022; the master plan implementation is dependent on the passage of this bond passage.

# Implementation Timeline









# SCHOOL REPORTS

## What are School Reports?

School reports provide an individual packet of information for each school describing the direct affects 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 toward 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 implemented 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





















## **SCHOOL REPORTS - Kerman High School**





#### **Campus Facilities Assessment Scores - Updated**











**Combined Score** 

**Building Condition** 

**Building Ed Function** 

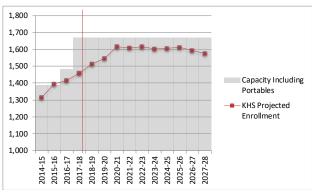
Site Condition

Site Ed Function

#### **Site Information 2015**

Gross Square Feet	109,057
Site Acreage (includes shared areas)	36.6
# of Portables	25
Grade Configuration	9-12

#### **Student Housing Over Time**



The steady growth of student enrollment is projected to taper off as the effects of the low birth rate during the great recession are shown at the high school level. The new Academic and Administration Building will accommodate the anticipated growth and allow some of the portables to be removed after the opening of the new facility.

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**

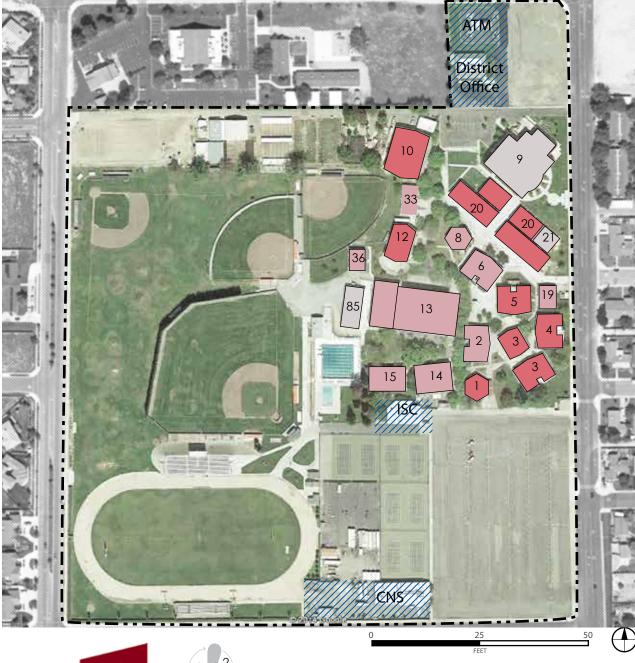
#### **Building Identification**

Duill	aning raentification
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)





# **Kerman High School - 2018 Existing Campus**



#### **Building Identification**

<ul> <li>2 Classrooms</li> <li>3 Classrooms / Restroom</li> <li>4 Classrooms</li> <li>5 Classrooms</li> </ul>
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**

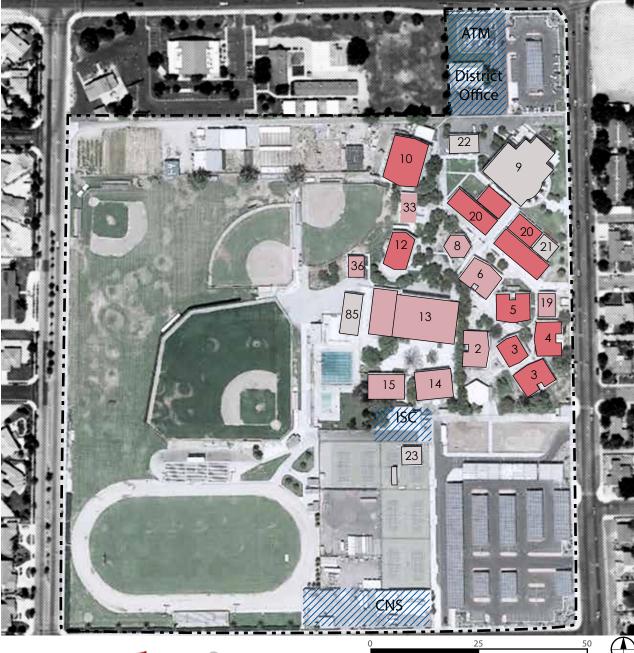
100-70 (No Action Needed)

55-69 (Light Modernization)

40-54 (Moderate Modernization)

Under 40 (Major Renovation / Consider Replacement)

//////// Non-Campus Use Areas



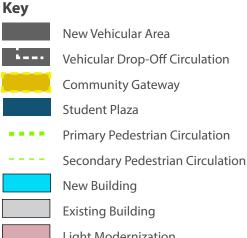




# Kerman High School - Long Range Concept Plan

#### **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
1/	







Major Renovation



School Fence Perimeter

New Fields

**New Playground** 







## **Kerman High School- Planned Improvements**



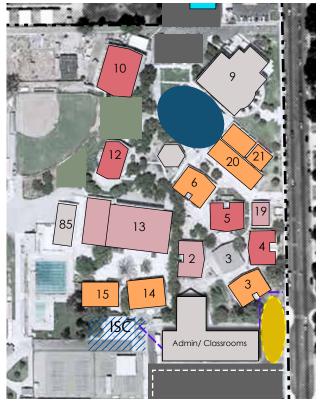
#### **Phase 1 Notes**

- Build 20 new classrooms, science, CTE rooms and administration office to create a new front door to the campus, expand capacity and remove portables
- Build a new auto shop and yard at the existing District Office site (dependent on CTE grant award)
- Upgrade home economic classrooms
- Create a new community plaza including campus gateway feature
- Remove excess portables on campus and replace footprint with student plaza

# 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







#### **Phase 6 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





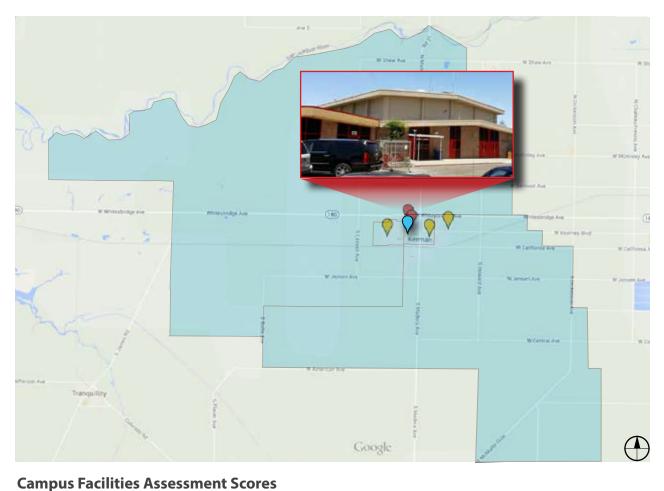






#### **SCHOOL REPORTS - Kerman Middle School**

















Site Ed Function

Combined Score

49

**Building Condition** 

54

60

Site Condition

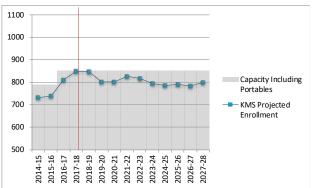
50

52

#### **Site Information 2015**

Gross Square Feet	67,985
Site Acreage (includes shared areas)	17.6
# of Portables	8
Grade Configuration	7-8

#### **Student Housing Over Time**



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.







# Kerman Middle School - 2015 Existing Site

#### **Building Identification**

	<b>9</b>
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)











# **Kerman Middle School - 2018 Existing Site**



#### **Building Identification**

	<b>9</b>
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)





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

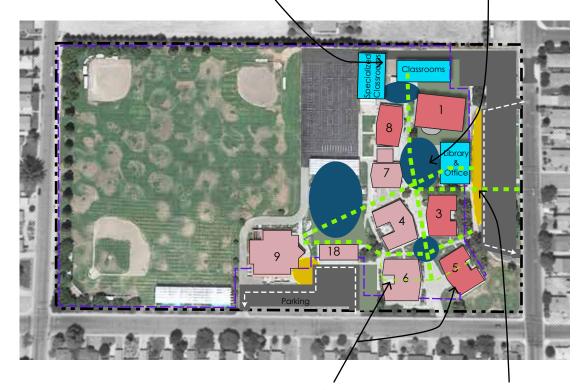
--- School Fence Perimeter

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 visional 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



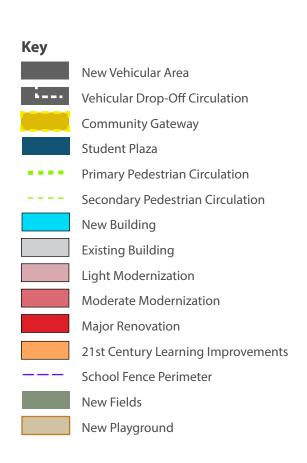




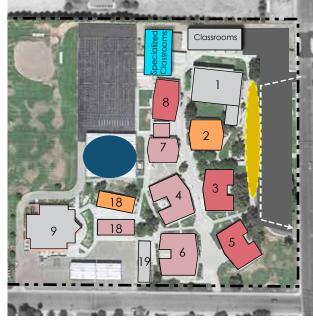


## **Kerman Middle School - Planned Improvements**









#### **Phase 1 Notes**

- Redesign and expand front parking lot and dropoff area. Create a new community plaza including campus gateway feature and student waiting area for pick up
- Replace portables with new modular classroom buildings
- Develop student quad under existing solar panels

#### **Phase 2 Notes**

 Redesign and expand front parking lot and dropoff area. Create a new community plaza including campus gateway feature and student waiting area for pick up



#### **Phase 3 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

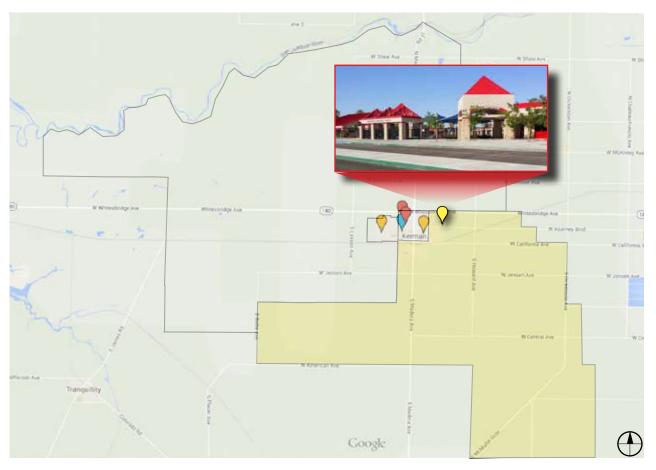






## **SCHOOL REPORTS - Goldenrod Elementary School**





#### **Campus Facilities Assessment Scores**













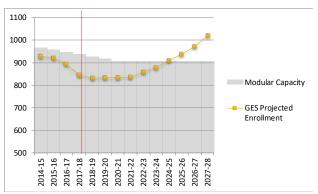
Site Ed Function

6

#### **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**



The projected enrollment for Goldenrod out paces the capacity of the campus in future years. Additional capacity is planned at a new elementary school site. Boundary changes are recommended in future years when the new site is opened. The goal, once a new campus is built, is to adjust the school enrollment closer to 650 students. If the new 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.

73

**Building Condition** 

66

**Building Ed Function** 

60

Site Condition

58







# **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



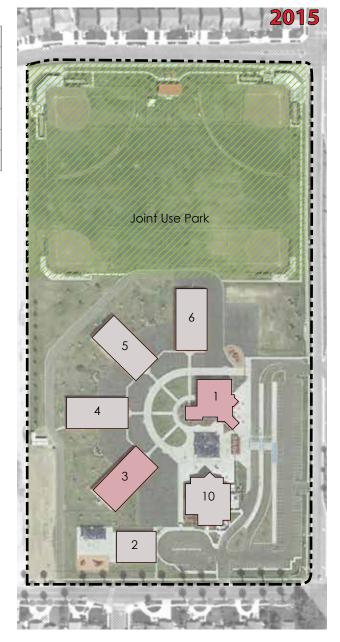
100-70 (No Action Needed)

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

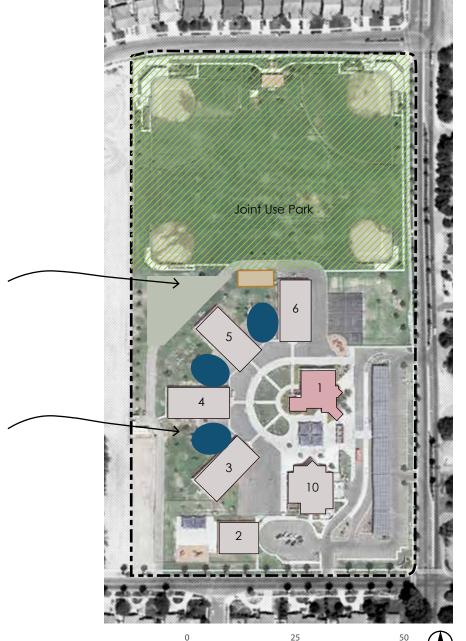
--- School Fence Perimeter

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













## **SCHOOL REPORTS - Kerman Floyd Elementary School**

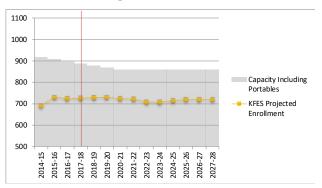




#### **Site Information 2015**

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 then 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 is planned for a new elementary site to accommodate the remaining projected enrollment. For more information, see the student housing and master plan sections of this document.

## **Campus Facilities Assessment Scores**



Oo



Site Condition





**Building Ed Function** 

ding Ed Function

45

43

54

9 34 43







# **Kerman-Floyd Elementary School - 2015 Existing Campus**

#### **Building Identification**

	<b>3</b>
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)









# **Kerman-Floyd Elementary School - 2018 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		3
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	1	Administration
5 Classrooms 6 Classrooms 7 Classrooms 8 Classrooms 9 Portable Library 10 Classrooms 11 Pre-School 12 Classrooms 16 Portable Classrooms 23 Portable Classrooms	2	Multi-Purpose Room
6 Classrooms 7 Classrooms 8 Classrooms 9 Portable Library 10 Classrooms 11 Pre-School 12 Classrooms 16 Portable Classrooms 23 Portable Classrooms	4	Kindergarten
7 Classrooms 8 Classrooms 9 Portable Library 10 Classrooms 11 Pre-School 12 Classrooms 16 Portable Classrooms 23 Portable Classrooms	5	Classrooms
8 Classrooms 9 Portable Library 10 Classrooms 11 Pre-School 12 Classrooms 16 Portable Classrooms 23 Portable Classrooms	6	Classrooms
9 Portable Library 10 Classrooms 11 Pre-School 12 Classrooms 16 Portable Classrooms 23 Portable Classrooms	7	Classrooms
10 Classrooms 11 Pre-School 12 Classrooms 16 Portable Classrooms 23 Portable Classrooms	8	Classrooms
11 Pre-School 12 Classrooms 16 Portable Classrooms 23 Portable Classrooms	9	Portable Library
12 Classrooms 16 Portable Classrooms 23 Portable Classrooms	10	Classrooms
16 Portable Classrooms 23 Portable Classrooms	11	Pre-School
23 Portable Classrooms	12	Classrooms
	16	Portable Classrooms
33 Portable Classrooms	23	Portable Classrooms
	33	Portable Classrooms



#### **Building Assessment Scores**

100-70 (No Action Needed)

55-69 (Light Modernization)

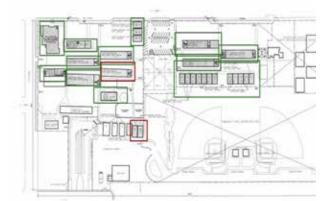
40-54 (Moderate Modernization)

Under 40 (Major Renovation / Consider Replacement)





Completed Projects - Roof Replacement



Completed Projects - Fire Alarm Replacement

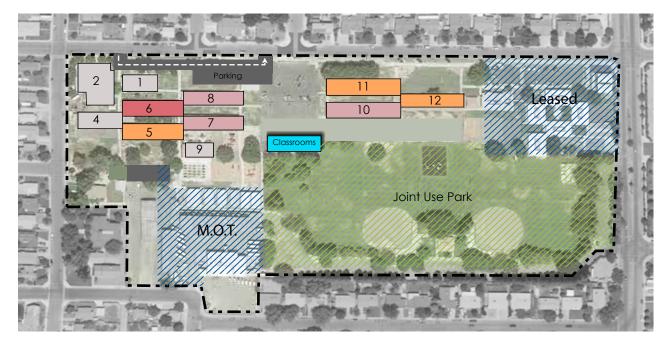








# **Kerman-Floyd Elementary School - Planned Improvements**



#### 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

#### **Phase 5 Notes**

- Remove all portables and build a new classroom building 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**

Key

6	Classrooms
7	Classrooms
8	Classrooms
9	Portable Library
10	Classrooms

New Vehicular Area

**Community Gateway** 

Student Plaza

**New Building** 

**Existing Building** 

**Light Modernization** 

Major Renovation

New Fields

**New Playground** 

Moderate Modernization

School Fence Perimeter

Vehicular Drop-Off Circulation

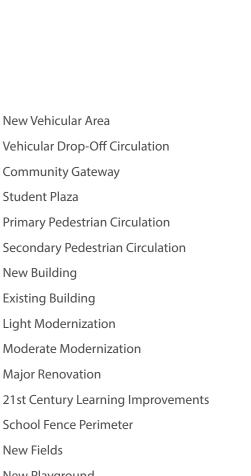
**Primary Pedestrian Circulation** 

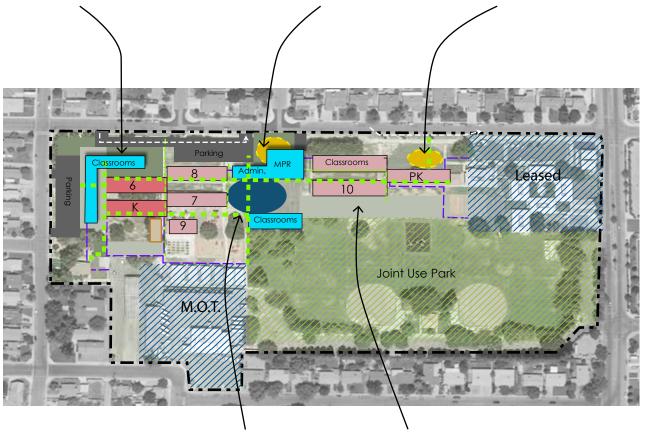
Secondary Pedestrian Circulation

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





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







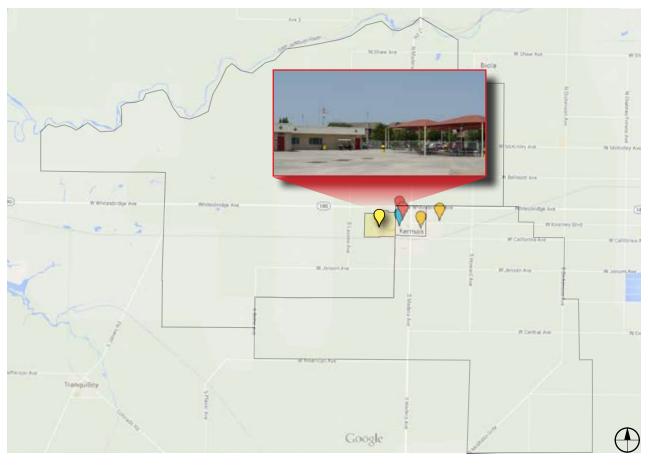






## **SCHOOL REPORTS - Liberty Elementary School**





#### **Campus Facilities Assessment Scores**





**Building Ed Function** 











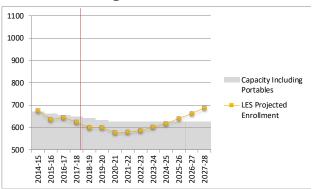
**Building Condition** 

Site Condition

#### **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**



The projected enrollment is above the calculated capacity for this campus. Additional capacity is planned for a new elementary school site. Boundary changes are recommended in future years when the new site is opened. If the new 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)











# **Liberty Elementary School- Existing Campus**



#### **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)





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
---	------------------------

Modular Kindergarten



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



Expand field flexibility by providing a rectangular grass area

Provide adequate hard court play areas adjacent to buildings and create an appropriate drainage plan for the site

**Design Community** Plazas at the parking

> Simplify circulation, limit hiding places, increase the feeling of community and maximize play area by closely clustering large classroom buildings around central quad

Maximize the limited site by creating a two story classroom building

**Expand Kindergarten** wing to accommodate the TK program



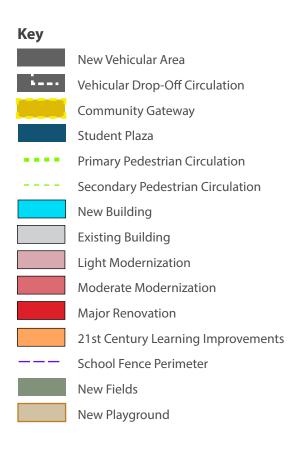






## **Liberty Elementary School- Planned Improvements**







#### **Phase 4 Notes**

- Build new classroom buildings to replace existing portable classrooms. Cluster new classrooms 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







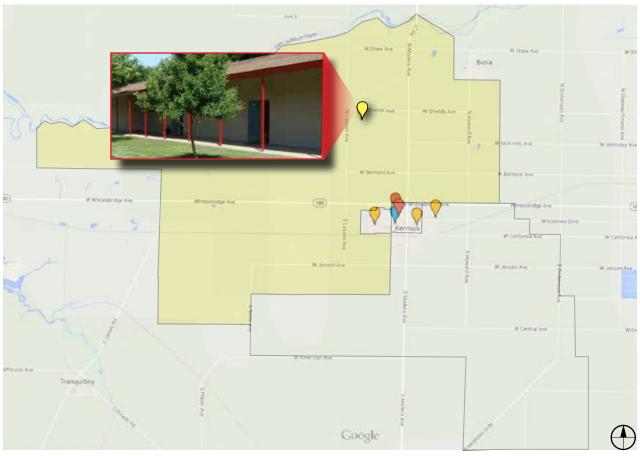






## **SCHOOL REPORTS - Sun Empire Elementary School**





# Campus Facilities Assessment Scores













Combined Score

Building Condition

57

**Building Ed Function** 

65

Site Condition

57

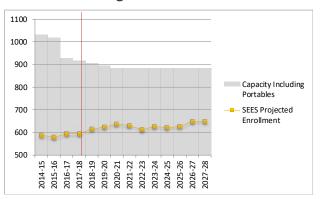
Site Ed Function

53

#### **Site Information 2015**

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 accomidate 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.







# 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)











# **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)





Completed Projects - New Kindergarten Playground



Completed Projects - Gas Line Replacement







Key

# **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)

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

8 7

K & TK

Parking

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 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 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



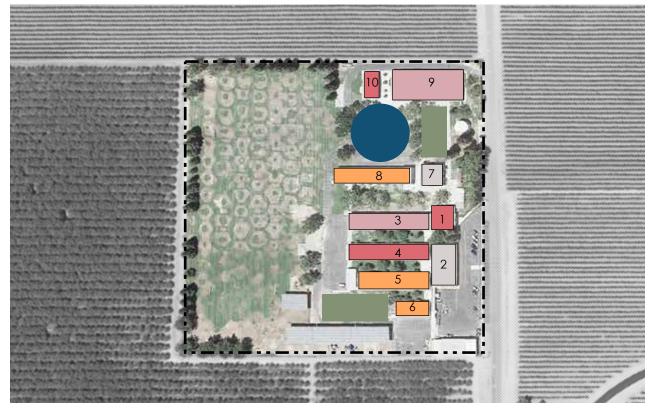




## **Sun Empire Elementary School - Planned Improvements**







#### **Phase 4 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







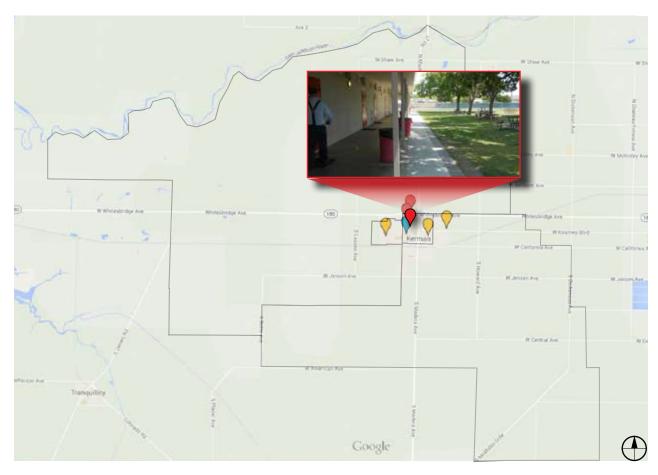






# **SCHOOL REPORTS - Enterprise High School**





#### **Campus Facilities Assessment Scores**





**Building Ed Function** 









Site Ed Function

Combined Score

62

61

55

Site Condition

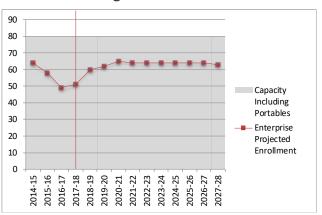
53

60

#### **Site Information 2015**

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

#### **Student Housing Over Time**



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.







# **Enterprise High School - Existing Campus 2015 & 2018**

#### **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









# **Enterprise High School - Planned Improvements**



#### **Building Identification**

1	Administration
3	Classrooms & Library
6	Classrooms

Provide an additional basketball court

Replace the portable classrooms with new modular construction



Create a green edge to the student quad to provide screening to the street

#### Key







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

#### **Phase 3 Notes**

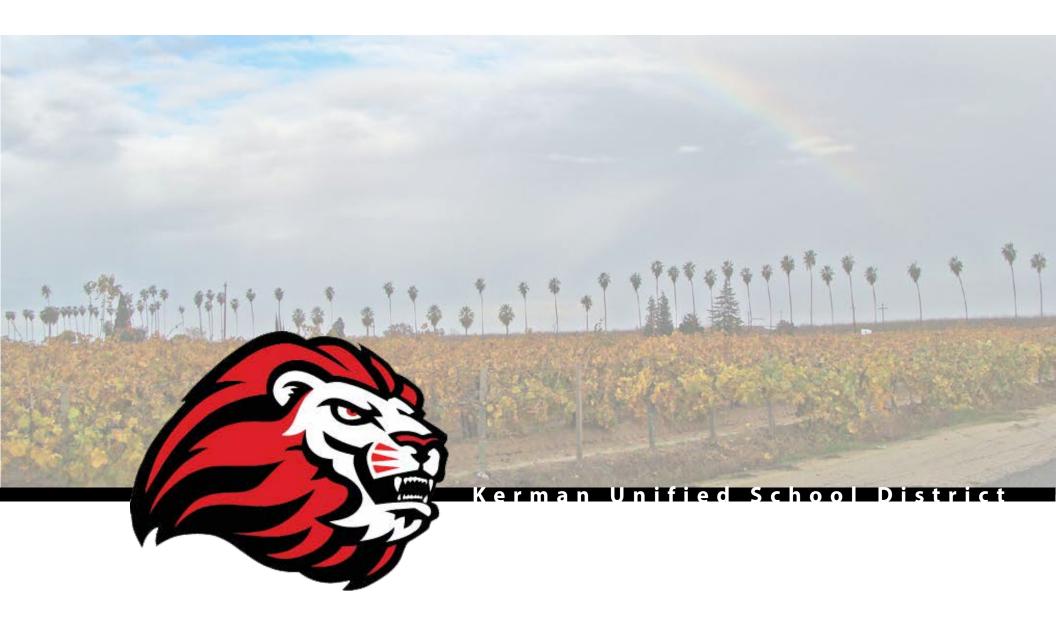
• Replace the portable classroom with new modular building

#### **Phase 5 Notes**

• Modernize the classroom wing and provide site improvements







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