



Welcome! We'll get started in a couple minutes.
¡Bienvenidos! Comenzaremos en un par de minutos.

Estudio PK-8 Reunión comunitaria de Traner

Washoe County School District
PK-8 Feasibility Study
Investments for Equity, Efficiency & Community

May 23, 2024

CANNONDESIGN

Bienvenido :10

Propósito :05

Opciones :30

Conversación :30

Encuesta :15

Tus facilitadoras



Paul Mills



Irene Nigaglioni



Kia Saint-Louis



Marijke Smit



Lee Hwang



Felix Kabo



Devan Mitchell

Bienvenido :10

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Encuesta :15

¿Por qué estamos aquí?

¡CELEBRA que WCSD construirá una nueva escuela en este vecindario dentro de los próximos cinco años!

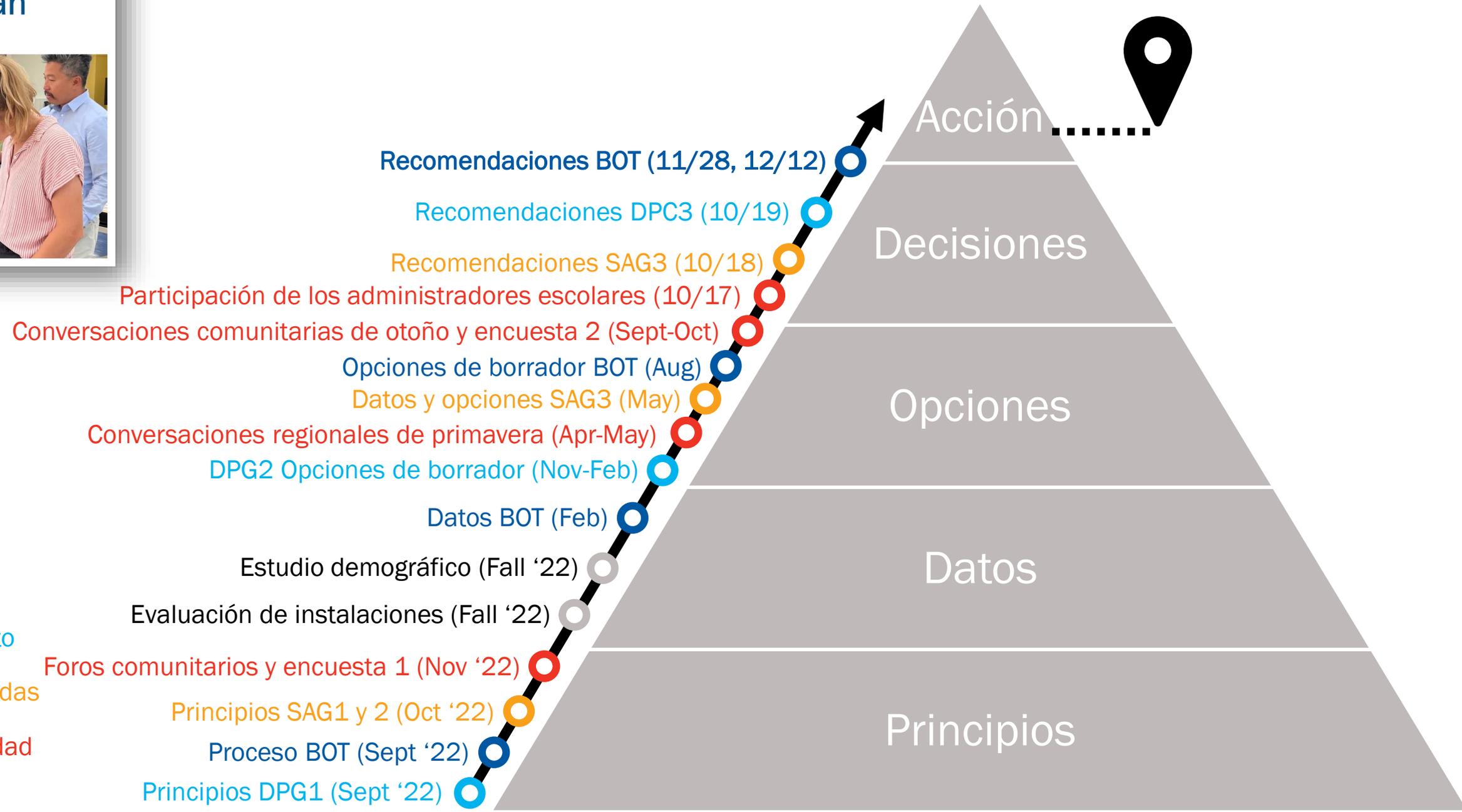
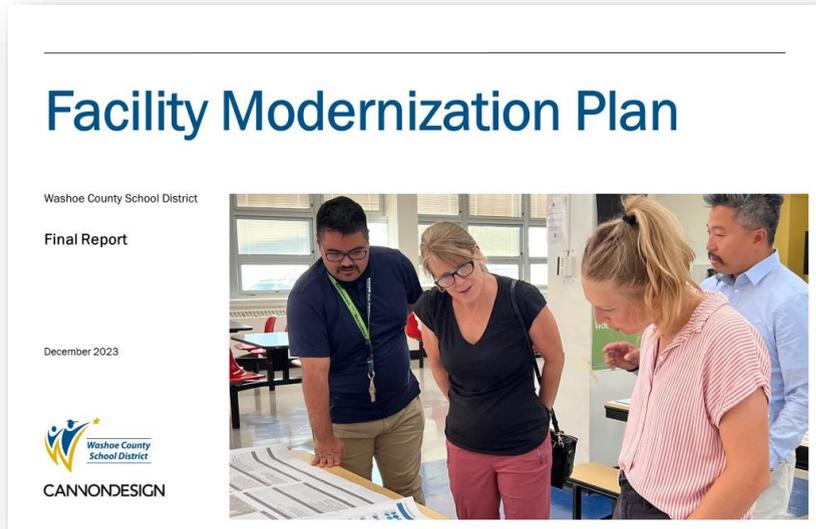
APRENDA qué opciones se están considerando para esta nueva escuela y qué cambios implica.

COMPRENDE que no se han tomado decisiones finales y que estas se basarán en muchas cosas, principalmente en lo que es mejor para los estudiantes.

COMPARTA sus prioridades sobre esta nueva escuela para ayudar al Distrito a tomar decisiones importantes.



¿Cómo llegamos aquí?



- Junta directiva
- Grupo de planificación del distrito
- Grupo asesor de partes interesadas
- Foros y encuestas de la comunidad
- Consultores y personal

Plan de modernización de las instalaciones del distrito escolar del condado de Washoe:

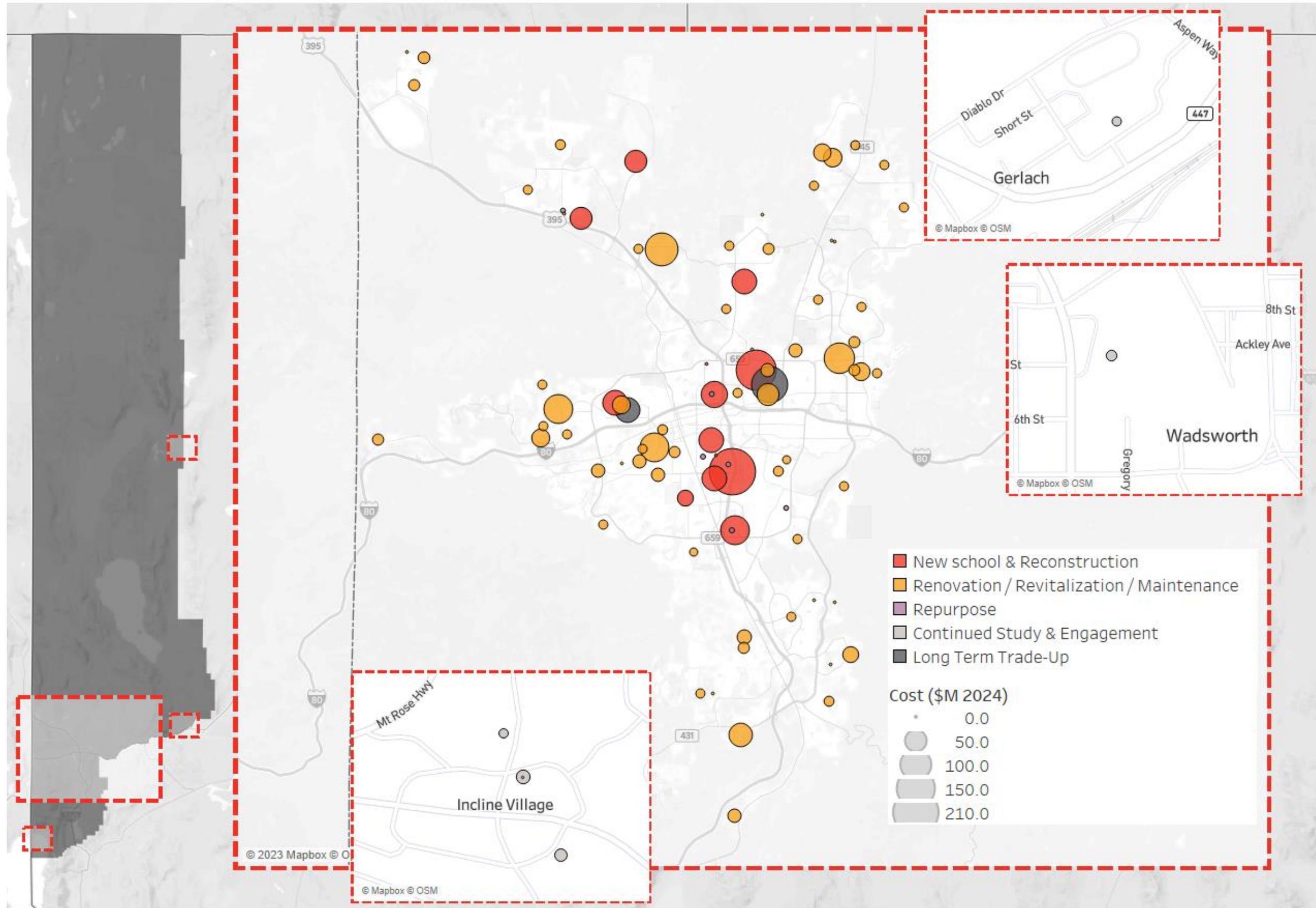
**Todas las escuelas mejoraron en 15 años
Con fuentes de financiamiento actuales**

Se eliminó el hacinamiento en todo el distrito

\$140 millones en renovaciones de capital evitadas en campus reutilizados

Millones de dólares de ahorro anual del fondo general que se pueden reinvertir en maestros y programas

Exploración del nuevo modelo PK-8 para ampliar las opciones y el acceso a programas de calidad



Mejoras a las escuelas intermedias de WCSD:

Depoali MS (Damonte Ranch)
Desert Skies MS (Sun Valley, en la foto)
Sky Ranch MS (Spanish Springs)
Marce Herz MS (S. Reno)
Swope MS (Old SW – expansión importante)
Vaughn MS (otoño 2026)

Nueva O'Brien MS

Antes...



...Today





EAST

WEST





HOME		GUEST	
PTS	8-15	PTS	
FOULS		FOULS	
SCORE		SCORE	

208





Poulakidas ES (S. Reno)
Bohach ES (Spanish Springs)



Inskeep ES (Cold Springs)
Raw ES (S Reno)



Recomendaciones de escuelas (alfabético)

Future School

Cold Spings Area HS
Stonebrook ES (future)

New Schools & Reconstruction

Anderson
Booth
DSCTA
Lemmon Valley
Loder
New Stead ES Site
Pine
Sparks Middle
Sun Valley
Towles
Traner
vaugn
Wooster

Renovation / Revitalization / Maintenance

Phase 1

Allen
Bennett
Desert Heights
Innovations
Inspire
Mathews
maxwell
McQueen
North Valleys
Palmer
Picollo
Reed
Silver Lake
Smith, Alice
Sparks High
Turning Point (Hare)

Phase 2

Beasley
Billinghurst
Caughlin Ranch
Clayton
Diedrichsen
Gomes
Hall
Hidden Valley
Hunter Lake
Juniper
Lenz
Melton
Moss
Mt Rose
Pleasant Valley
Reno
Taylor
Verdi
Westergard
Whitehead
Winnemucca

Phase 3

AACT
Beck
Bohach
Brown
Cold Springs
Damonte Ranch
Depoali
Desert Skies
Donner Springs
Double Diamond
Galena
Gomm
Herz
Huffaker
Hug
Hunsberger
Inskeep
Mendive
O'Brien
Poulakidas
Raw
Sepulveda
Shaw
Sky Ranch
Spanish Springs
Elementary
Spanish Springs High
Swope
Van Gorder

Repurpose

Corbett
Dodson
Duncan
Smithridge
Stead
Veterans Memorial

Long Term Trade-Up

Cannan
Dilworth
Drake
Dunn
Elmcrest
Greenbrae
Lemelson
Lincoln Park
Mitchell
Peavine
Risley
Smith, Kate
Warner

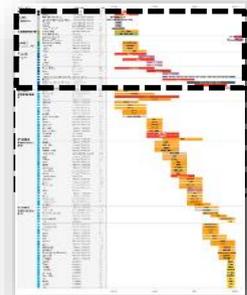
Continued Study & Engagement

Gerlach
Incline Elementary
Incline High
Incline Middle
Natchez

¿Porqué ahora?



Estudios a corto plazo para informar el alcance de los proyectos.



Acuerdos de reunión

- Los estudiantes primero.
- Asuma una intención positiva.
- Espacio para que todos hablen.
- Respete las diferencias: está bien no estar de acuerdo.
- Tenga en cuenta quién no está en la sala.
- Respete el tiempo.



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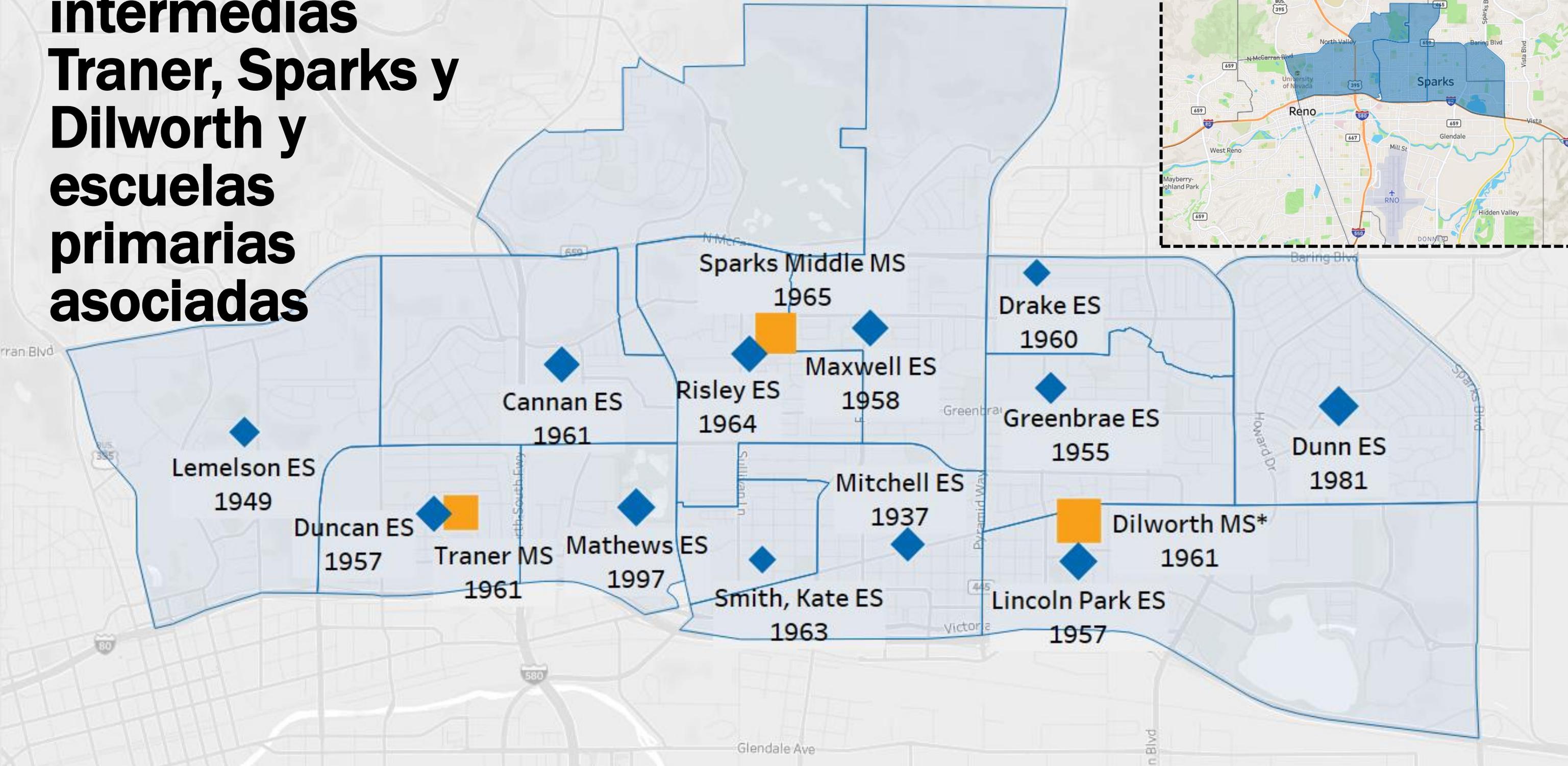
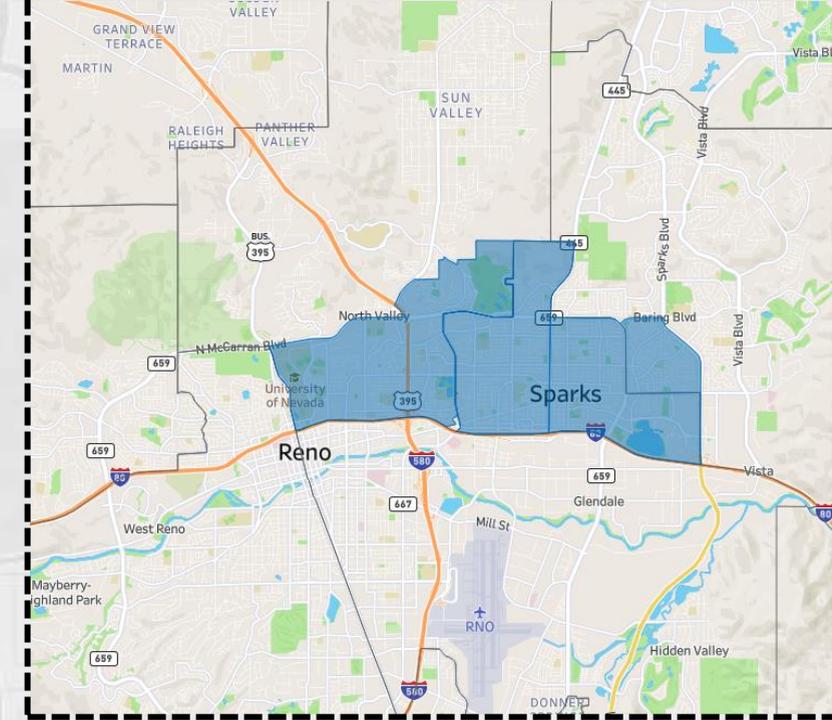
Encuesta :15

TRAINER Duncan Lemelson Cannan Mathews

CANNONDESIGN



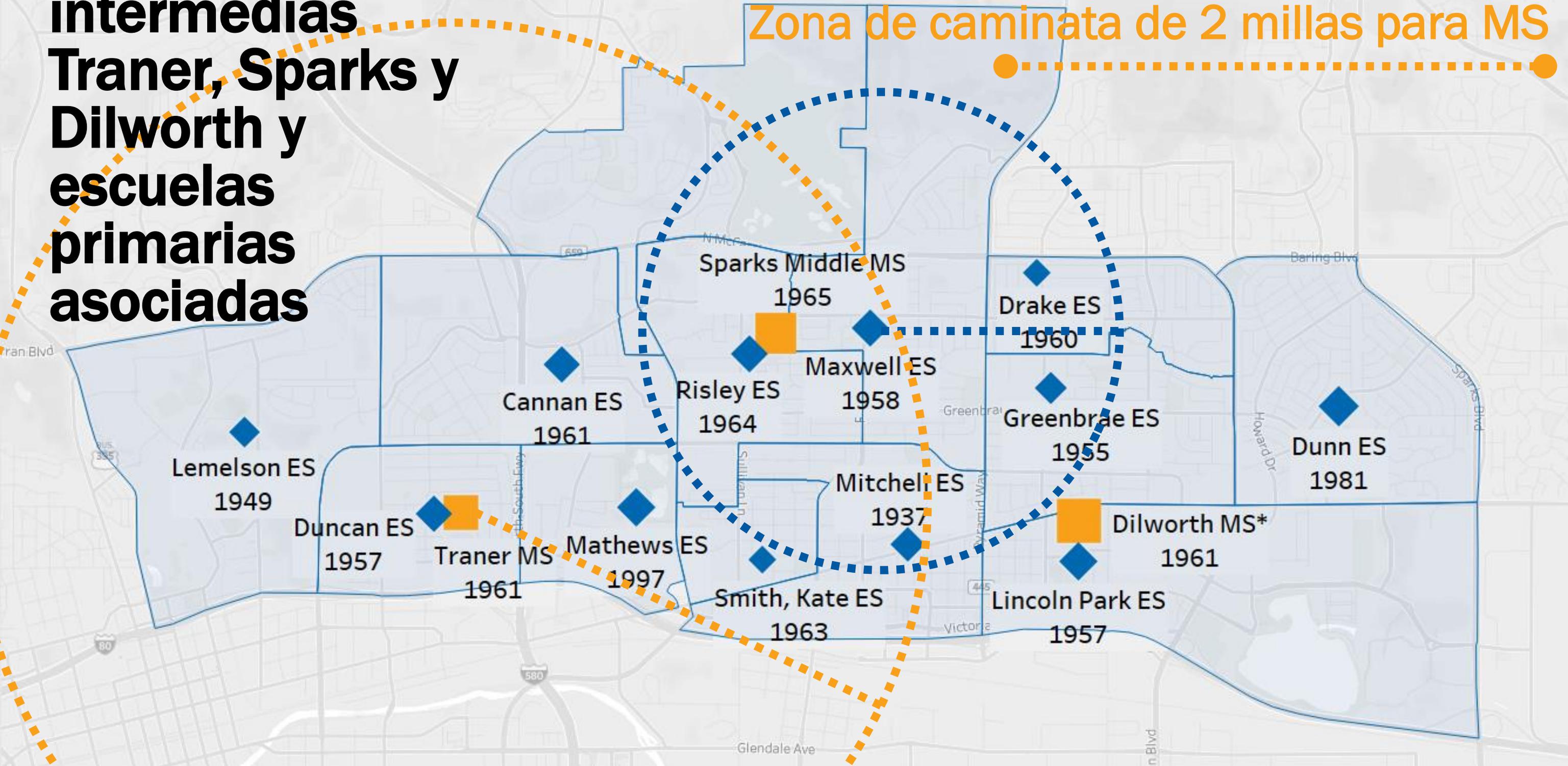
Escuelas intermedias Traner, Sparks y Dilworth y escuelas primarias asociadas



Escuelas intermedias Traner, Sparks y Dilworth y escuelas primarias asociadas

Zona de caminata de 1 milla para ES

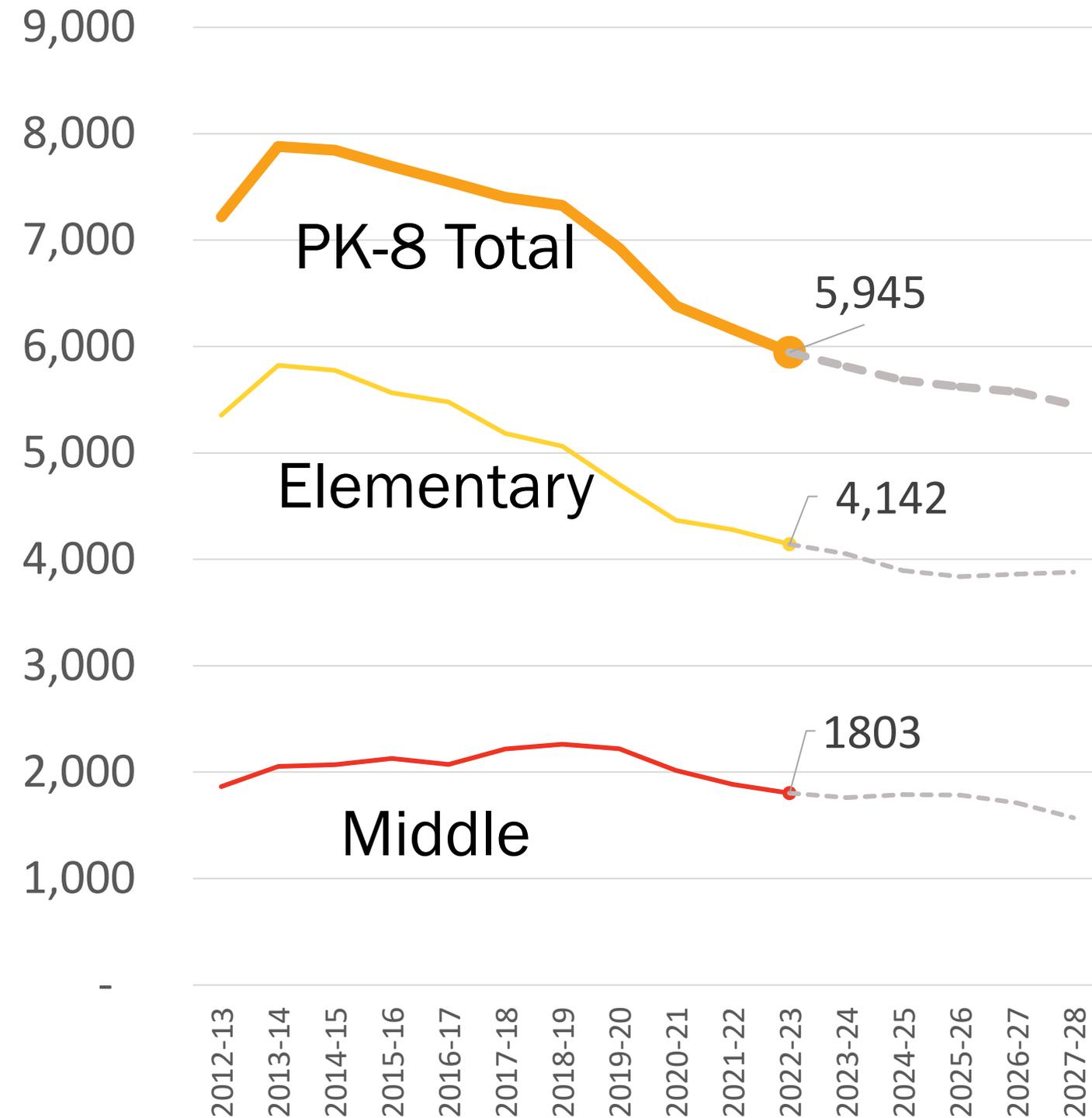
Zona de caminata de 2 millas para MS



Proyecciones de inscripción

- La inscripción de PK-8 en los sectores verticales de Traner, Sparks y Dilworth ha disminuido un 18 % en los últimos 10 años y actualmente se proyecta que disminuirá un 8 % en los próximos 5 años.

Historical and Projected Enrollment
(Traner, Sparks, Dilworth MS and Related Elementary Schools)



Datos de evaluación de instalaciones

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

Datos de evaluación de instalaciones

#1 Edad promedio 61 años

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

Datos de evaluación de instalaciones

#2 Sitios pequeños difíciles de renovar a menos que estén vacíos

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

Datos de evaluación de instalaciones

#3 Baja inscripción

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

Datos de evaluación de instalaciones

#4 Subutilización

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

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#5 'Trade Up' Oportunidades

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Sparks Middle MS	1965-MS Wing (50..	●	●	20.0	●	655/544/-111	●	936/0	58% / 58%	392	●	●			
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Mitchell ES	1937-One of a Kind	●	●	4.2	●	302/320/18	●	362/143	88% / 63%	42	●	●			
Risley ES	1964-ES Baby Boo..	●	●	20.0	●	354/358/4	●	570/48	63% / 58%	212	●	●			
Smith, Kate ES	1963-One of a Kind	●	●	3.1	●	217/207/-10	●	272/95	76% / 56%	65	●	●			
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Cannan ES	1961-ES Baby Boo..	●	●	5.1	●	381/354/-27	●	634/0	56% / 56%	280	●	●			
Duncan ES	1957-ES Baby Boo..	●	●	6.0	●	351/338/-13	●	544/48	62% / 57%	206	●	●			
Lemelson ES	1949-One of a Kind	●	●	6.0	●	283/254/-29	●	440/0	58% / 58%	186	●	●			
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TOTAL					MS	1803	1572	-231		2528	95	62% / 60%	956	●	●
					ES	4142	3880	-262		6084	760	64% / 57%	2,204	●	●

Datos de evaluación de instalaciones

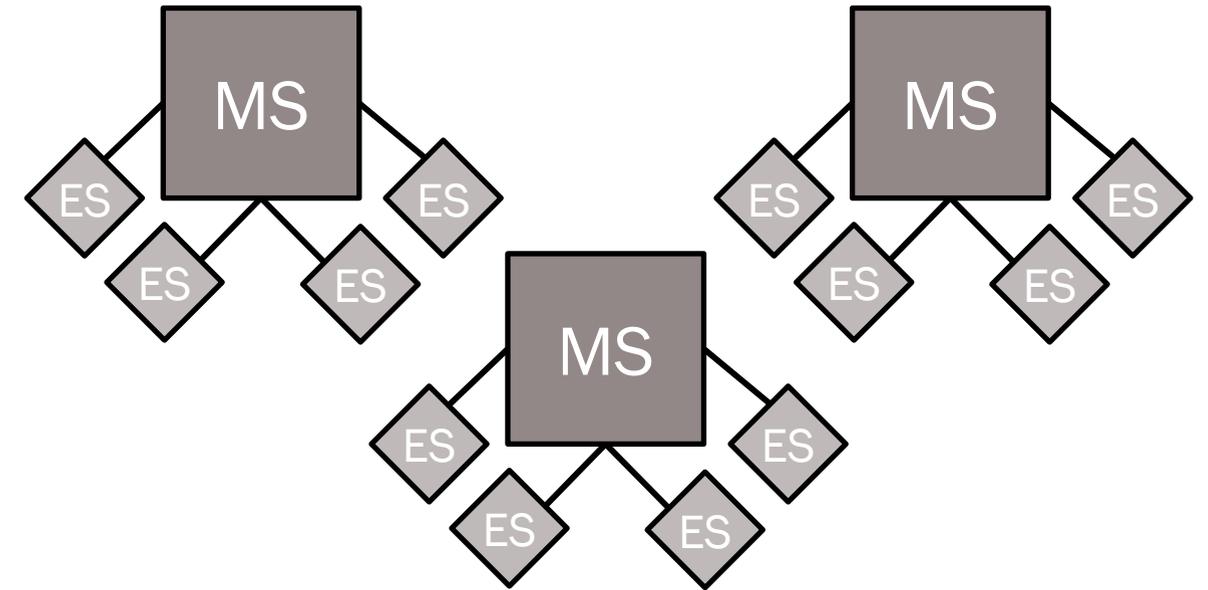
#5 'Trade Up' Oportunidades

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Mitchell ES	1937-One of a Kind	●	●	4.2	●	302/320/18	●	362/143	88% / 63%	42	●	●
Risley ES	1964-ES Baby Boo..	●	●	20.0	●	354/358/4	●	570/48	63% / 58%	212	●	●
Smith, Kate ES	1963-One of a Kind	●	●	3.1	●	217/207/-10	●	272/95	76% / 56%	65	●	●
Dilworth MS*	1961-MS Wing (50..	●	●	12.6	●	617/635/18	●	796/48	80% / 75%	161	●	●
Drake ES	1960-ES Baby Boo..	●	●	5.0	●	222/193/-29	●	518/0	37% / 37%	325	●	●
Dunn ES	1981-ES Pod (80s)	●	●	7.8	●	446/435/-11	●	608/48	72% / 66%	173	●	●
Greenbrae ES	1955-One of a Kind	●	●	4.1	●	321/276/-45	●	362/95	76% / 60%	86	●	●
Lincoln Park ES	1957-ES Baby Boo..	●	●	9.1	●	423/384/-39	●	492/71	78% / 68%	108	●	●
Traner MS	1961-MS Wing (50..	●	●	15.6	●	531/393/-138	●	796/48	49% / 47%	403	●	●
Cannan ES	1961-ES Baby Boo..	●	●	5.1	●	381/354/-27	●	634/0	56% / 56%	280	●	●
Duncan ES	1957-ES Baby Boo..	●	●	6.0	●	351/338/-13	●	544/48	62% / 57%	206	●	●
Lemelson ES	1949-One of a Kind	●	●	6.0	●	283/254/-29	●	440/0	58% / 58%	186	●	●
Mathews ES	1997-ES Pinwheel-..	●	●	10.0	●	441/394/-47	●	764/71	52% / 47%	370	●	●
TOTAL					MS	1803/1572/-231		2528/95	62% / 60%	956	●	●
					ES	4142/3880/-262		6084/760	64% / 57%	2,204	●	●

Operaciones actuales

Traner, Sparks, & Dilworth Verticals	Instalaciones actuales
Estudiantes en ES	3880
Escuelas primarias	12
Estudiantes por escuela	193 - 435
Clases por grado	1 to 3
Capacidad de uso	64%
Estudiantes en MS	1572
Escuelas intermedias	3
Estudiantes por escuela	393 - 635
Clases por grado	4 to 7
Capacidad de uso	62%

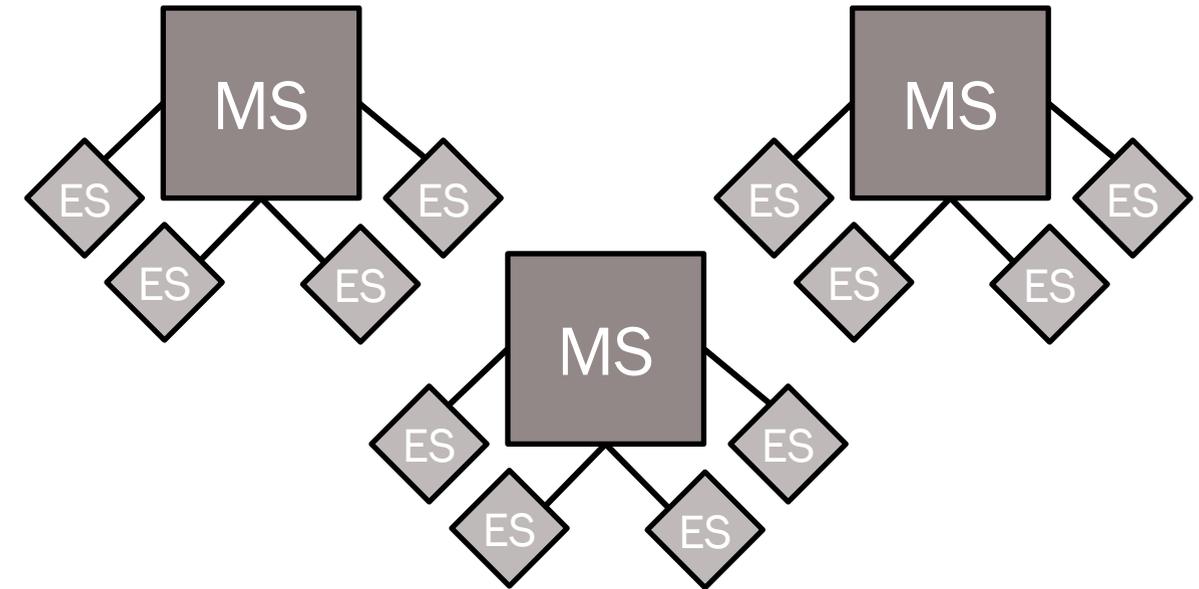
Instalaciones actuales:



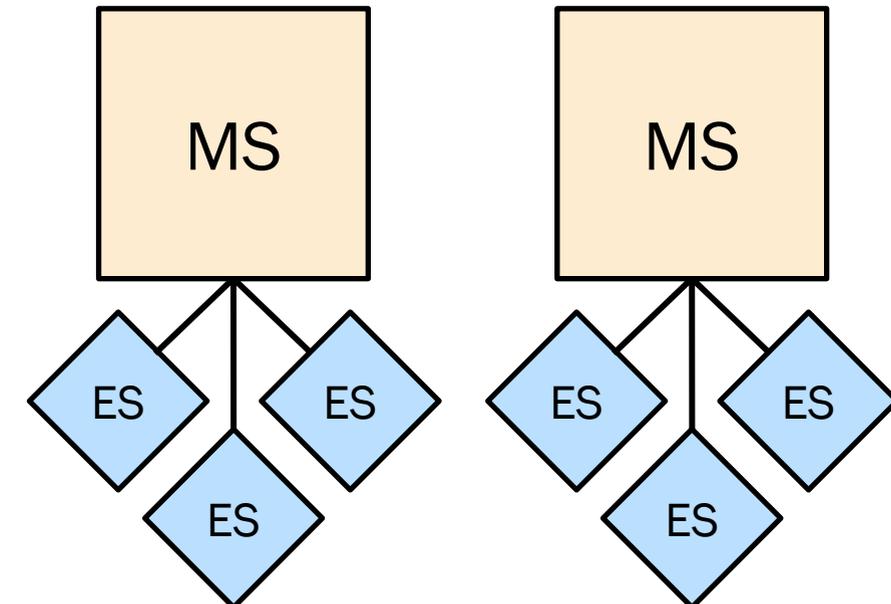
Si se construye hoy...

Traner, Sparks, & Dilworth Verticals	Current facilities	Si se construye hoy
Estudiantes en ES	3880	
Escuelas primarias	12	6
Estudiantes por escuela	193 - 435	700
Clases por grado	1 to 3	4
Capacidad de uso	64%	90%
Estudiantes en MS	1572	
Escuelas intermedias	3	2
Estudiantes por escuela	393 - 635	1400
Clases por grado	4 to 7	12
Capacidad de uso	62%	75%

Current facilities:



Si se construye hoy:

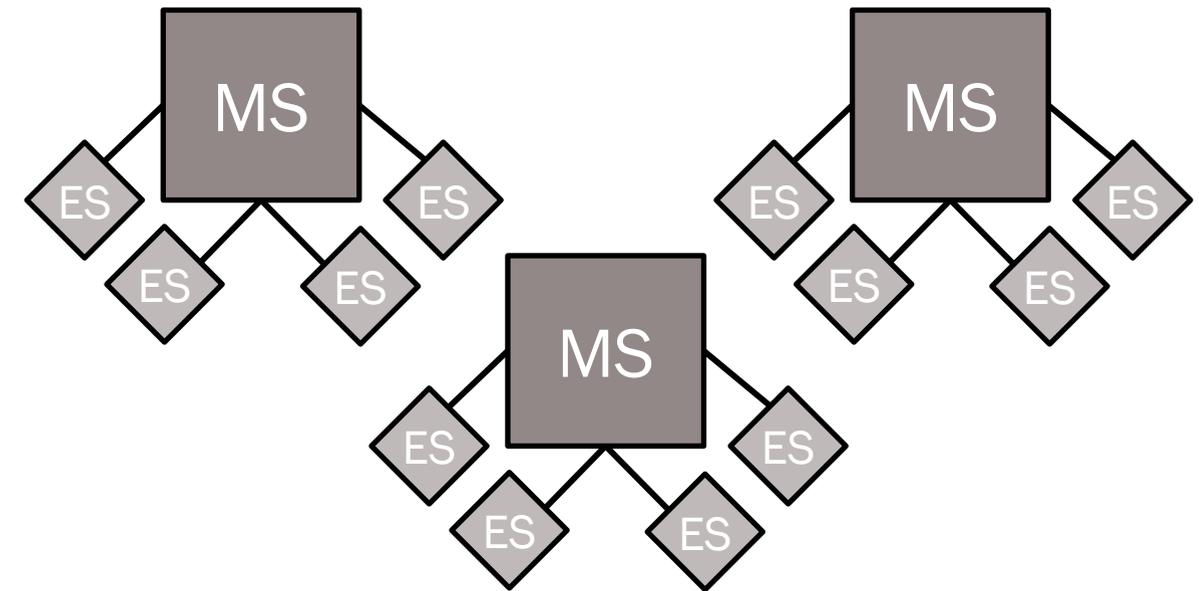


If built new today...

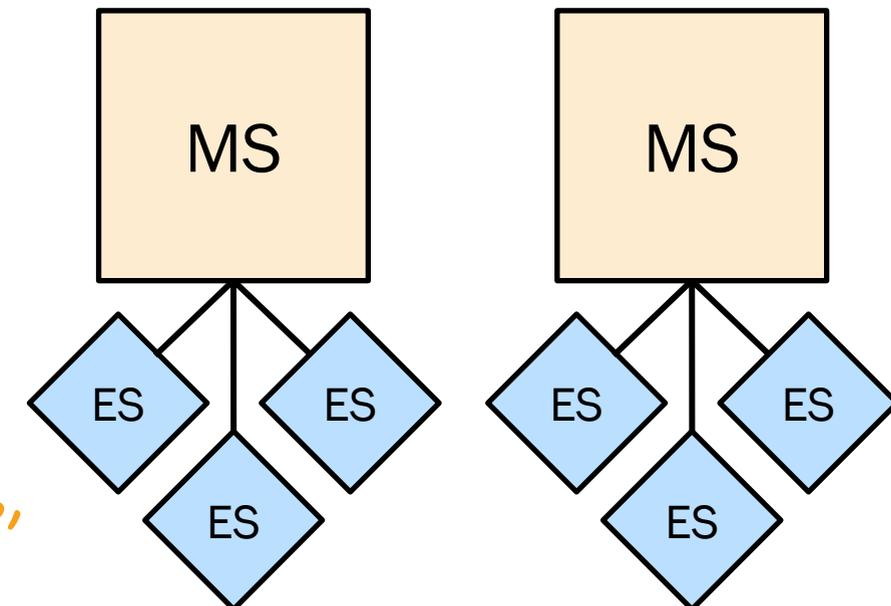
Traner, Sparks, & Dilworth Verticals	Current facilities	Si se construye hoy
Estudiantes en ES	3880	
Escuelas primarias	12	6
Estudiantes por escuela	193 - 435	700
Clases por grado	1 to 3	4
Capacidad de uso	64%	90%
Estudiantes en MS	1572	
Escuelas intermedias	3	2
Estudiantes por escuela	393 - 635	1400
Clases por grado	4 to 7	12
Capacidad de uso	62%	75%

Una escala más grande permite programas educativos más sólidos: p.e. música, arte, educación especial, honores, idiomas, atletismo y enseñanza en equipo.

Current facilities:



If built today:



¿Cómo sería una alternativa?

- **Resultados del “trade-up”:** las necesidades de los estudiantes son lo primero; no hay consolidaciones escolares sin un claro beneficio para los estudiantes con mejores instalaciones y programas educativos.
- **Equipar al personal para que haga su mejor trabajo:** los maestros y administradores son esenciales para la misión del Distrito.
- **Honre a la comunidad:** las escuelas son una parte vital de nuestros vecindarios con una rica historia y vínculo comunitario; no habrá cambios sin una amplia participación de la comunidad.
- **Reutilizar instalaciones excedentes:** encontrar nuevas funciones y programas para servir mejor a la comunidad.
- **Proceso largo y de varias fases:** el diseño y la construcción de escuelas llevan tiempo

Abril 2023: Opciones preliminares

A Current Operational Model

- Continue operating all schools in their current locations and grade configurations.
- Implement ground stabilization and renovation projects at all schools.
- Reconstruction of Vaughn MS underway (estimated completion = fall of 2023).



One-Time Capital Cost / Annual Operating Cost
\$5,000,000 / \$550,000

Benefits:

- Current grade configurations (K-5, 6-8) align with district needs.
- Manage national changes in enrollment.
- Capital investments will update educational and student support facilities.

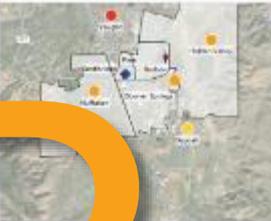
Challenges:

- Insufficient for alternative uses. Higher fixed cost per square foot could be used for other uses, such as community centers, which would otherwise be used for classrooms.
- Low capacity utilization at all schools in state probably. The MS 2023 enrollment at Vaughn MS.
- Buildings could be target for various educational programs and student needs, such as home/MS, gifted and talented, arts, recreation, counseling, etc.

Letter A

B New Elementary School at Pine, Repurposed Smithridge and Dodson

- After partial reconstruction of Vaughn MS (estimated completion = fall of 2023), repurposed Smithridge and Dodson MS into a new 400 student K-5 elementary school to serve students in Smithridge and Dodson zones.
- Relocate students from Pine MS (enrollment: variable) to Vaughn MS, based on individual student size of implementation.
- Close and repurpose Smithridge and Dodson MS for other beneficial uses, such as recreation center, education or entrepreneurship, baby, retail, or community center, and/or staff housing, etc.



One-Time Capital Cost / Annual Operating Cost
\$5,000,000 / \$550,000

Benefits:

- Moves students from aging, outdated facilities to a new, larger facility designed for educational programs and student support resources in fewer buildings and on a smaller footprint.
- Reduces the need for alternative uses, such as recreation center, education or entrepreneurship, baby, retail, or community center, and/or staff housing, etc.

Challenges:

- Insufficient for alternative uses. Higher fixed cost per square foot could be used for other uses, such as community centers, which would otherwise be used for classrooms.
- Low capacity utilization at all schools in state probably. The MS 2023 enrollment at Vaughn MS.
- Buildings could be target for various educational programs and student needs, such as home/MS, gifted and talented, arts, recreation, counseling, etc.

Letter B

C Stakeholder Developed Option



One-Time Capital Cost / Annual Operating Cost
\$5,000,000 / \$550,000

Benefits:

-

Challenges:

-

Letter C

Septiembre 2023: Opciones ajustadas

A Current Operational Model

- Continue operating all schools in their current locations and grade configurations.
- Implement gradual embankment and renovation projects at all schools.
- Reconstruction of Vaughn MS underway (estimated completion = fall of 2024).



One-Time Capital Cost / Annual Operating Cost

\$5,000 / \$550,000

Benefits:

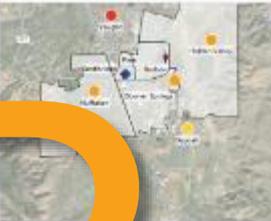
- Current grade configurations (K-5, 6-8) align with district needs.
- Manage gradual changes to improve facilities.
- Capital investments will update educational and student support facilities.

Challenges:

- Difficult to allocate budget for higher fixed cost per student, such as capital projects, which will ultimately be funded by taxpayers.
- Low capacity utilization at all schools in area prohibits Pine MS from meeting K-5, Smithridge MS.
- Reliance on state budget for special, educational programs, and student needs, such as home/MS, gifted and talented, arts, nutrition, counseling, etc.

B New Elementary School at Pine, Repurposed Smithridge and Dodson

- After partial reconstruction of Vaughn MS (estimated completion = fall of 2024), reconstruct and repurpose Pine MS into new PK-8 school to serve students in Smithridge and Dodson zones.
- Reason: students from Pine MS enrolling in other schools in area.
- New, based on embedded structure of implementation.
- Close and repurpose Smithridge and Dodson schools for other beneficial uses, such as recreation center, education center, entrepreneurship, baby, retail center, and/or staff housing, etc.



One-Time Capital Cost / Annual Operating Cost

\$5,000 / \$550,000

Benefits:

- Moves students from aging, outdated facilities into new larger facility designed for educational programs and student support programs, and reduces support resources in fewer buildings and facilities.
- Increases capacity to serve students in area.
- Increases multiple budget line items for educational, business, and support programs, and reduces support resources in fewer buildings and facilities.

Challenges:

- Risk of long-term capacity constraints and increasing operational costs.
- Requires multiple budget line items for educational, business, and support programs, and reduces support resources in fewer buildings and facilities.
- Requires multiple budget line items for educational, business, and support programs, and reduces support resources in fewer buildings and facilities.
- Requires multiple budget line items for educational, business, and support programs, and reduces support resources in fewer buildings and facilities.

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

- Similar to Option B, except Pine is converted into a PK-8 school of an elementary school.
- After gradual reconstruction of Vaughn MS (estimated completion = fall of 2024), reconstruct and repurpose Pine MS into new PK-8 school to serve students in Pine, Smithridge, and Dodson zones.
- Close and repurpose Smithridge and Dodson schools for other beneficial uses, such as recreation center, education center, entrepreneurship, baby, retail center, and/or staff housing, etc.



One-Time Capital Cost / Annual Operating Cost

\$5,000 / \$550,000

Benefits:

- Moves students from aging, outdated facilities into new larger facility designed for educational programs and student support programs, and reduces support resources in fewer buildings and facilities.
- Increases capacity to serve students in area.
- Increases multiple budget line items for educational, business, and support programs, and reduces support resources in fewer buildings and facilities.

Challenges:

- Risk of long-term capacity constraints and increasing operational costs.
- Requires multiple budget line items for educational, business, and support programs, and reduces support resources in fewer buildings and facilities.
- Requires multiple budget line items for educational, business, and support programs, and reduces support resources in fewer buildings and facilities.
- Requires multiple budget line items for educational, business, and support programs, and reduces support resources in fewer buildings and facilities.

D Stakeholder Developed Option



One-Time Capital Cost / Annual Operating Cost

\$5,000 / \$550,000

Benefits:

- Moves students from aging, outdated facilities into new larger facility designed for educational programs and student support programs, and reduces support resources in fewer buildings and facilities.
- Increases capacity to serve students in area.
- Increases multiple budget line items for educational, business, and support programs, and reduces support resources in fewer buildings and facilities.

Challenges:

- Risk of long-term capacity constraints and increasing operational costs.
- Requires multiple budget line items for educational, business, and support programs, and reduces support resources in fewer buildings and facilities.
- Requires multiple budget line items for educational, business, and support programs, and reduces support resources in fewer buildings and facilities.
- Requires multiple budget line items for educational, business, and support programs, and reduces support resources in fewer buildings and facilities.

E Stakeholder Developed Option



One-Time Capital Cost / Annual Operating Cost

\$5,000 / \$550,000

Benefits:

- Moves students from aging, outdated facilities into new larger facility designed for educational programs and student support programs, and reduces support resources in fewer buildings and facilities.
- Increases capacity to serve students in area.
- Increases multiple budget line items for educational, business, and support programs, and reduces support resources in fewer buildings and facilities.

Challenges:

- Risk of long-term capacity constraints and increasing operational costs.
- Requires multiple budget line items for educational, business, and support programs, and reduces support resources in fewer buildings and facilities.
- Requires multiple budget line items for educational, business, and support programs, and reduces support resources in fewer buildings and facilities.
- Requires multiple budget line items for educational, business, and support programs, and reduces support resources in fewer buildings and facilities.

A

B

C

D

E

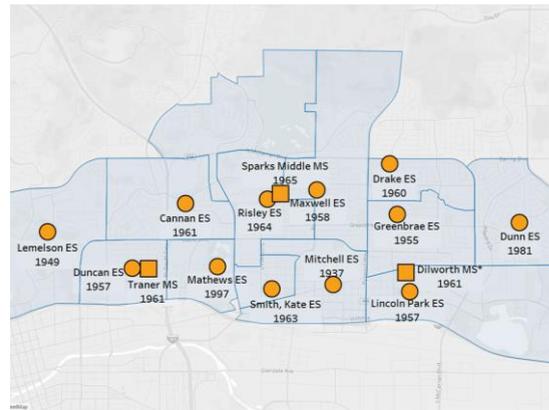


Opciones recomendadas

Traner MS, Sparks MS, Dilworth MS, and related ES

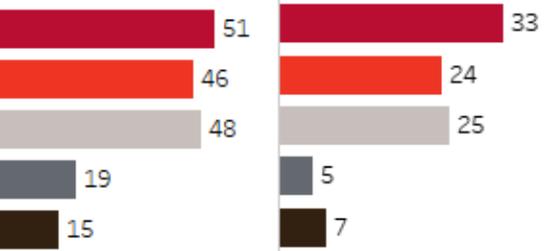
Recommendation: study PK-8 for one year and determine whether Option C or D is preferred.

Option A - Renovations Under Current Operational Model

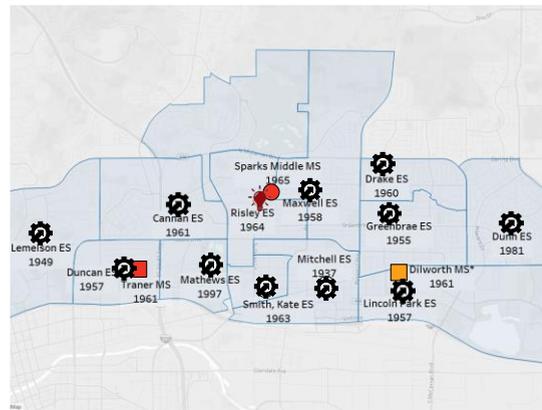


- Continue operating all schools in their current locations and grade configurations.
- Implement prioritized revitalization and renovation projects at all schools.

★★★★☆ 3.6 ★★★★★ 3.8

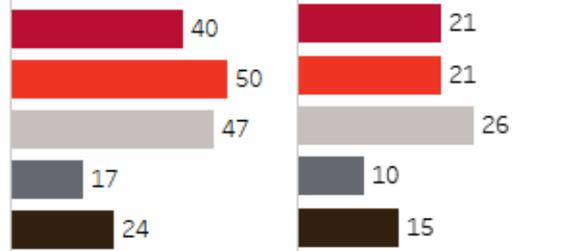


Option B - Phased Reconstruction & Consolidation Trade-Up Scenario (Traner 2.0)

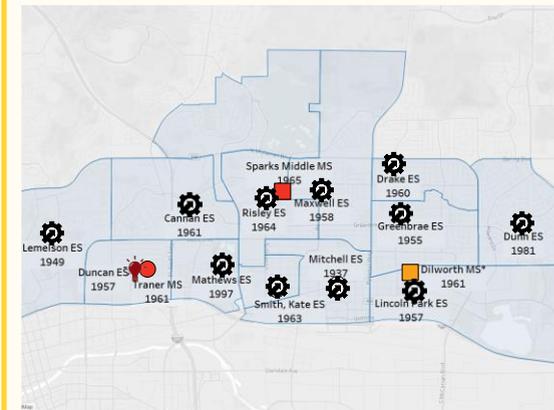


- Reconstruct Traner MS, rezone Sparks MS out and reconstruct as ~700-student elementary.
- Close and repurpose Risley and 1-2 other schools, ~6-7 yrs.
- Repeat cycle of construction and consolidation.

★★★★☆ 3.4 ★★★★★ 3.2

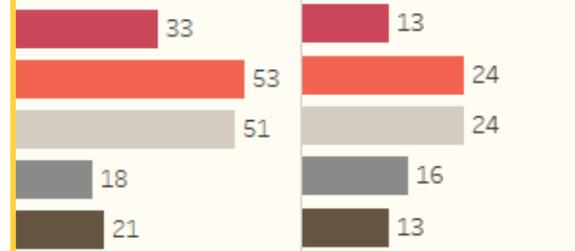


Option C - Phased Reconstruction & Consolidation Trade-Up Scenario (Sparks MS 2.0)

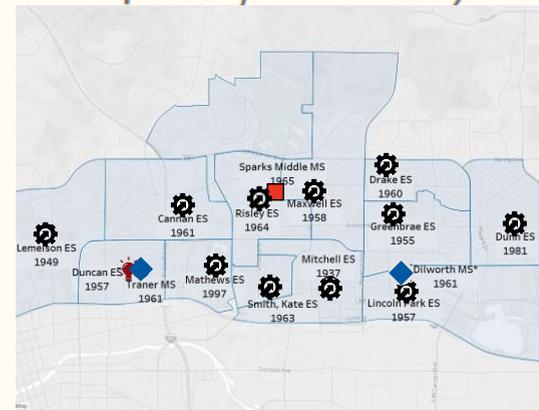


- Similar to Option B but in reverse, reconstruct Sparks MS, rezone Traner MS out and reconstruct as ~700-student elementary.
- Close and repurpose Duncan and 1-2 other schools, ~6-7 yrs.
- Repeat cycle of construction and consolidation.

★★★★☆ 3.3 ★★★★★ 3.1

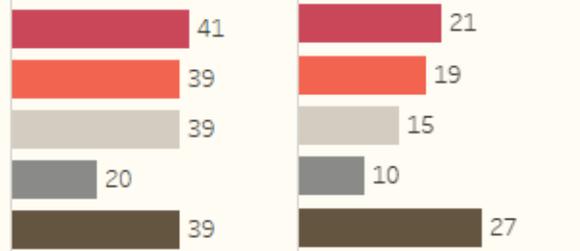


Option D - Phased Reconstruction & Consolidation Trade-Up (Traner PK-8 & Sparks/Dilworth)

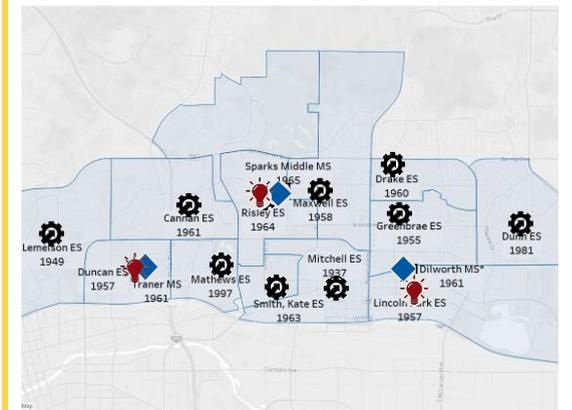


- Reconstruct Sparks MS at ~1400 capacity for Sparks and Dilworth, and rebuild Traner/Duncan as a 900-1200 student PK-8.
- Renovate/reconstruct Dilworth as ~700-student ES, then rezone and repurpose 2-4 surplus school/s, ~6-7+ years. Repeat cycle of construction and consolidation.

★★★★☆ 3.1 ★★★★★ 3.0

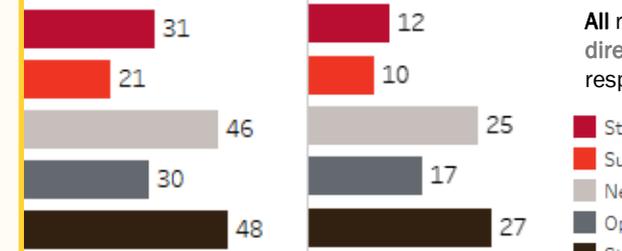


Option E - Regionwide Migration to PK-8



- Long term phased migration from 15 total elementary and middle schools to a portfolio of only 4-6 PK-8 schools scaled between 900 to 1200 students each. Entails construction of 5-6 new facilities and the phased consolidation and repurposing of 9-10 surplus facilities.

★★★★☆ 2.8 ★★★★★ 2.6

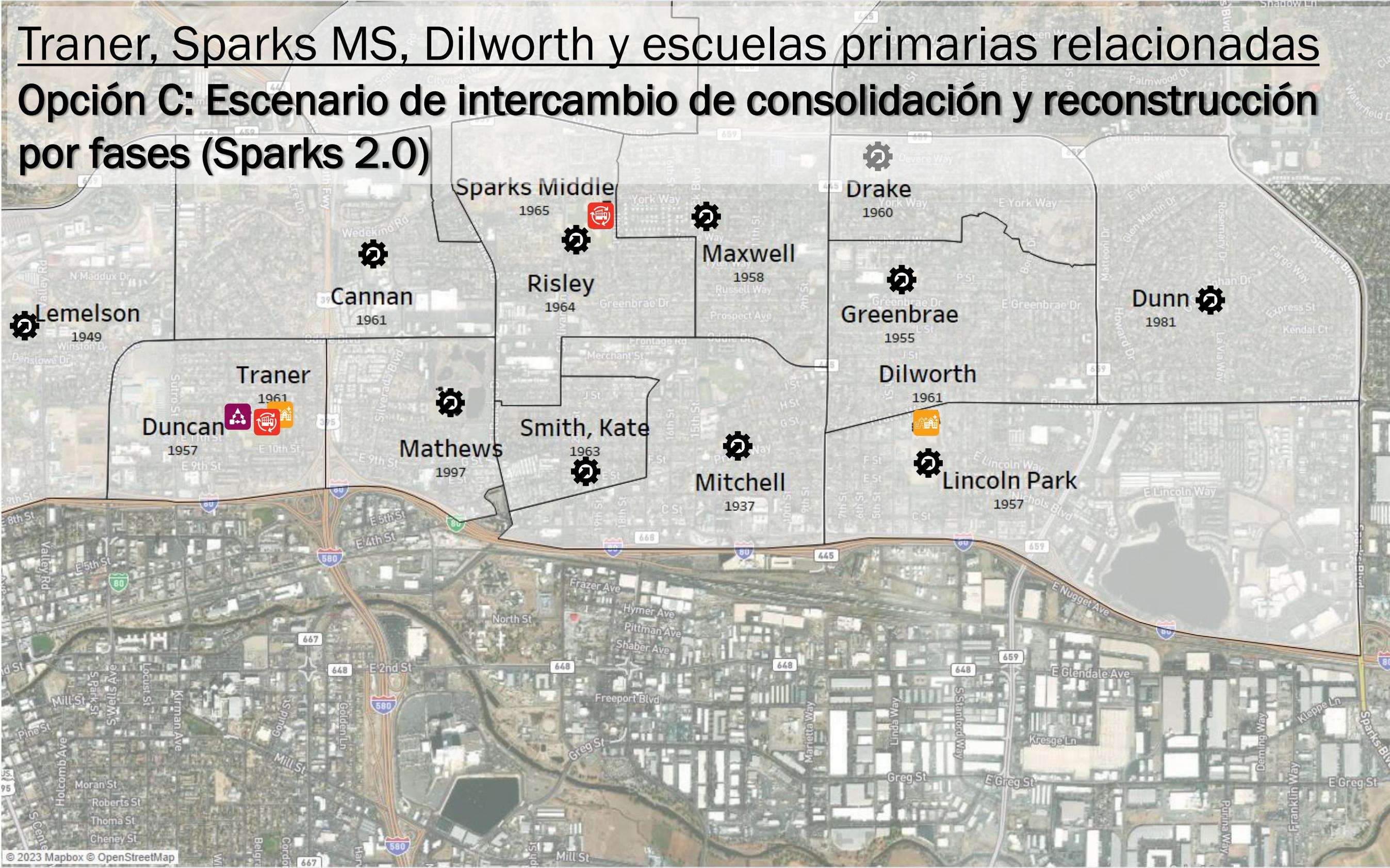


All responses and directly affected responses.

- Strongly Support
- Support
- Neutral
- Oppose
- Strongly Oppose

Traner, Sparks MS, Dilworth y escuelas primarias relacionadas

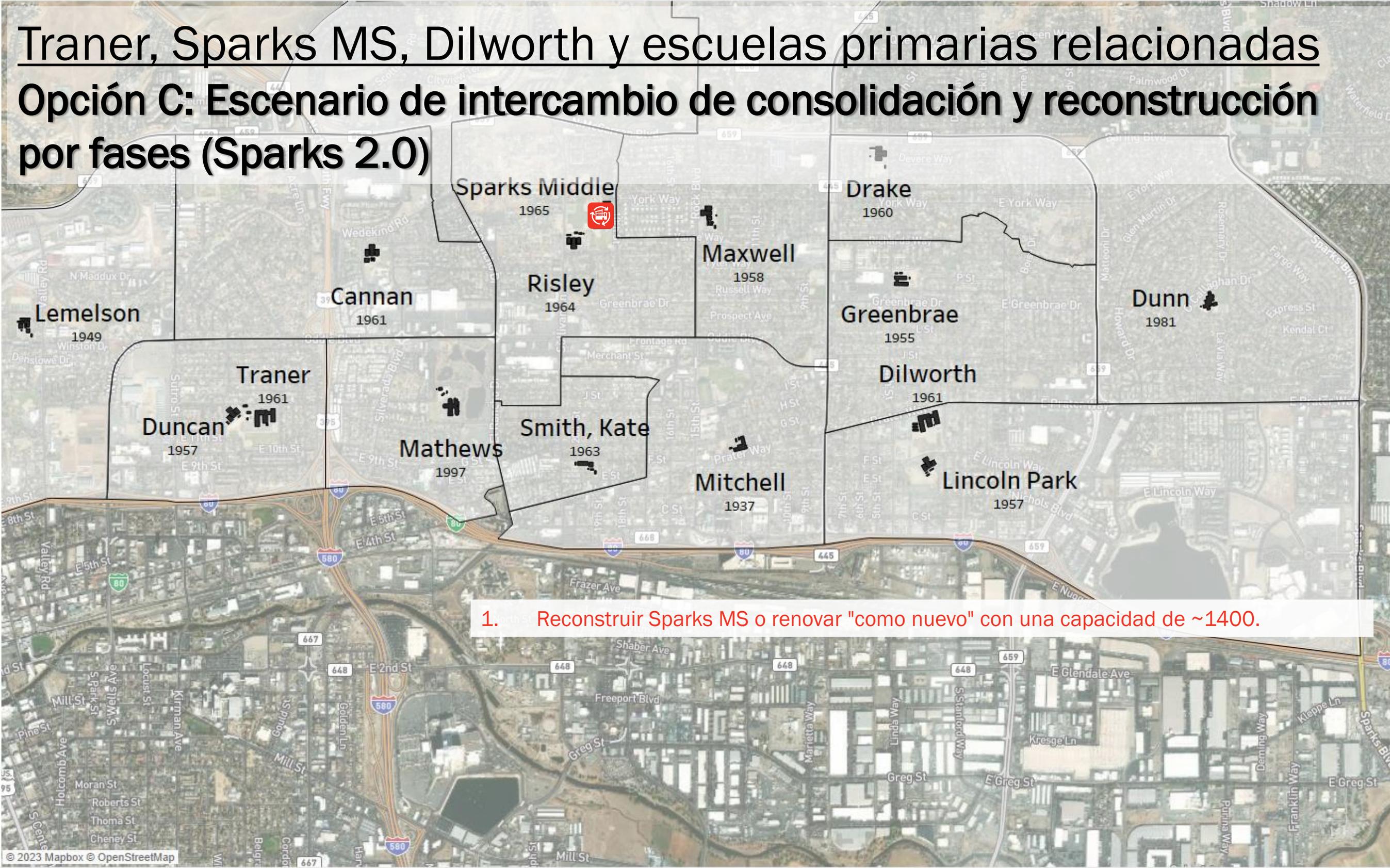
Opción C: Escenario de intercambio de consolidación y reconstrucción por fases (Sparks 2.0)



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

Traner, Sparks MS, Dilworth y escuelas primarias relacionadas

Opción C: Escenario de intercambio de consolidación y reconstrucción por fases (Sparks 2.0)

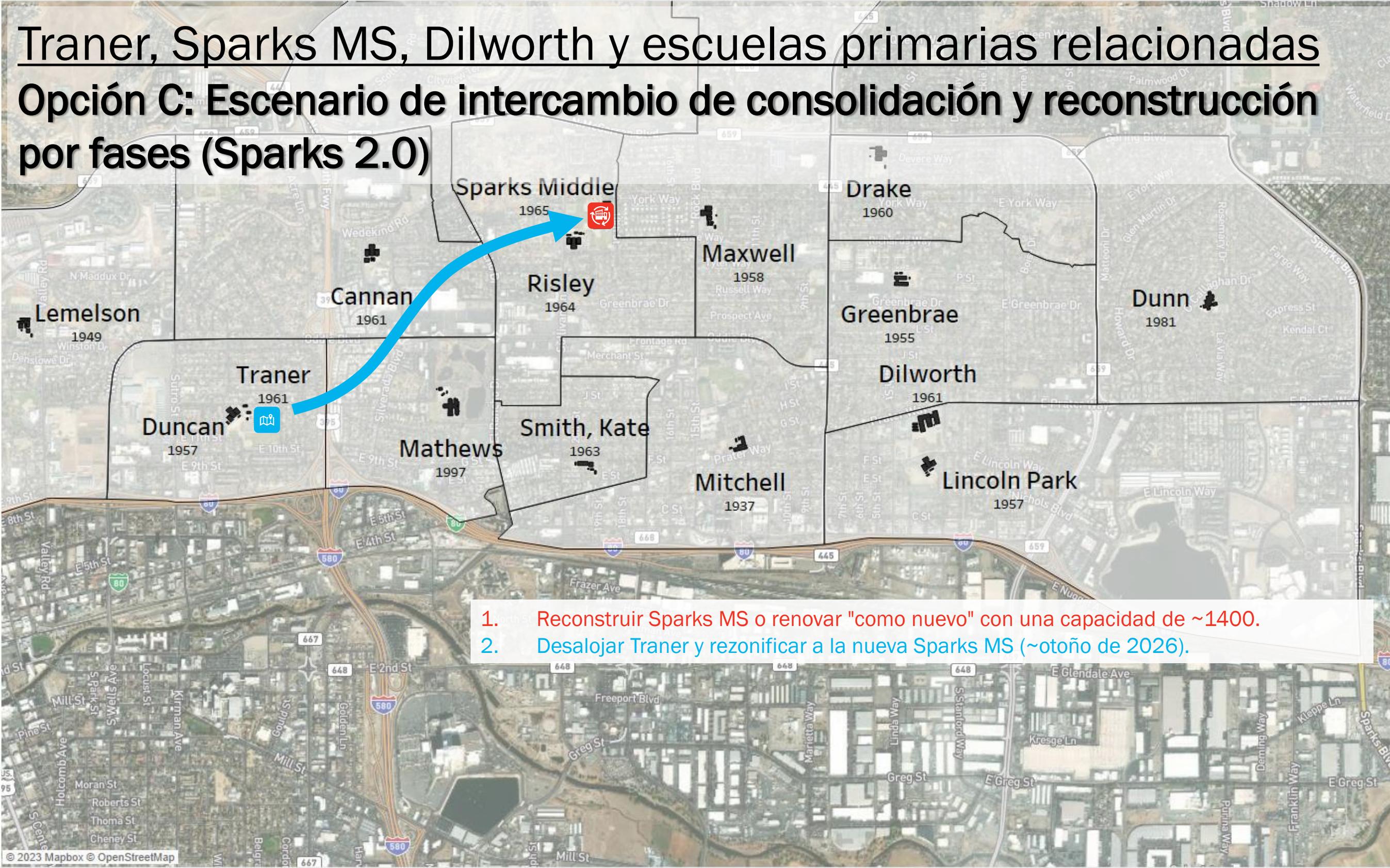


1. Reconstruir Sparks MS o renovar "como nuevo" con una capacidad de ~1400.

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

Traner, Sparks MS, Dilworth y escuelas primarias relacionadas

Opción C: Escenario de intercambio de consolidación y reconstrucción por fases (Sparks 2.0)

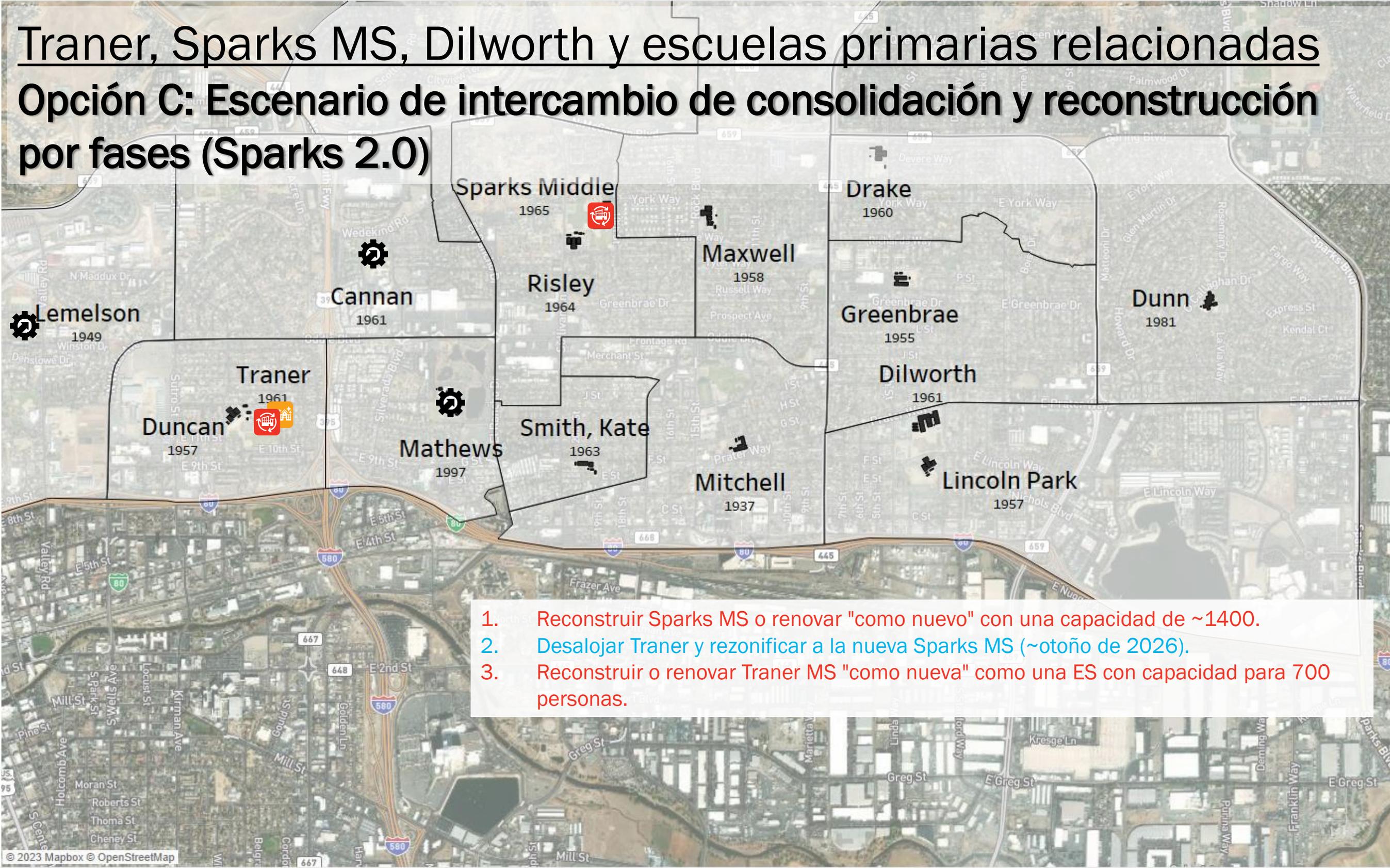


1. Reconstruir Sparks MS o renovar "como nuevo" con una capacidad de ~1400.
2. Desalojar Traner y rezonificar a la nueva Sparks MS (~otoño de 2026).

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

Traner, Sparks MS, Dilworth y escuelas primarias relacionadas

Opción C: Escenario de intercambio de consolidación y reconstrucción por fases (Sparks 2.0)

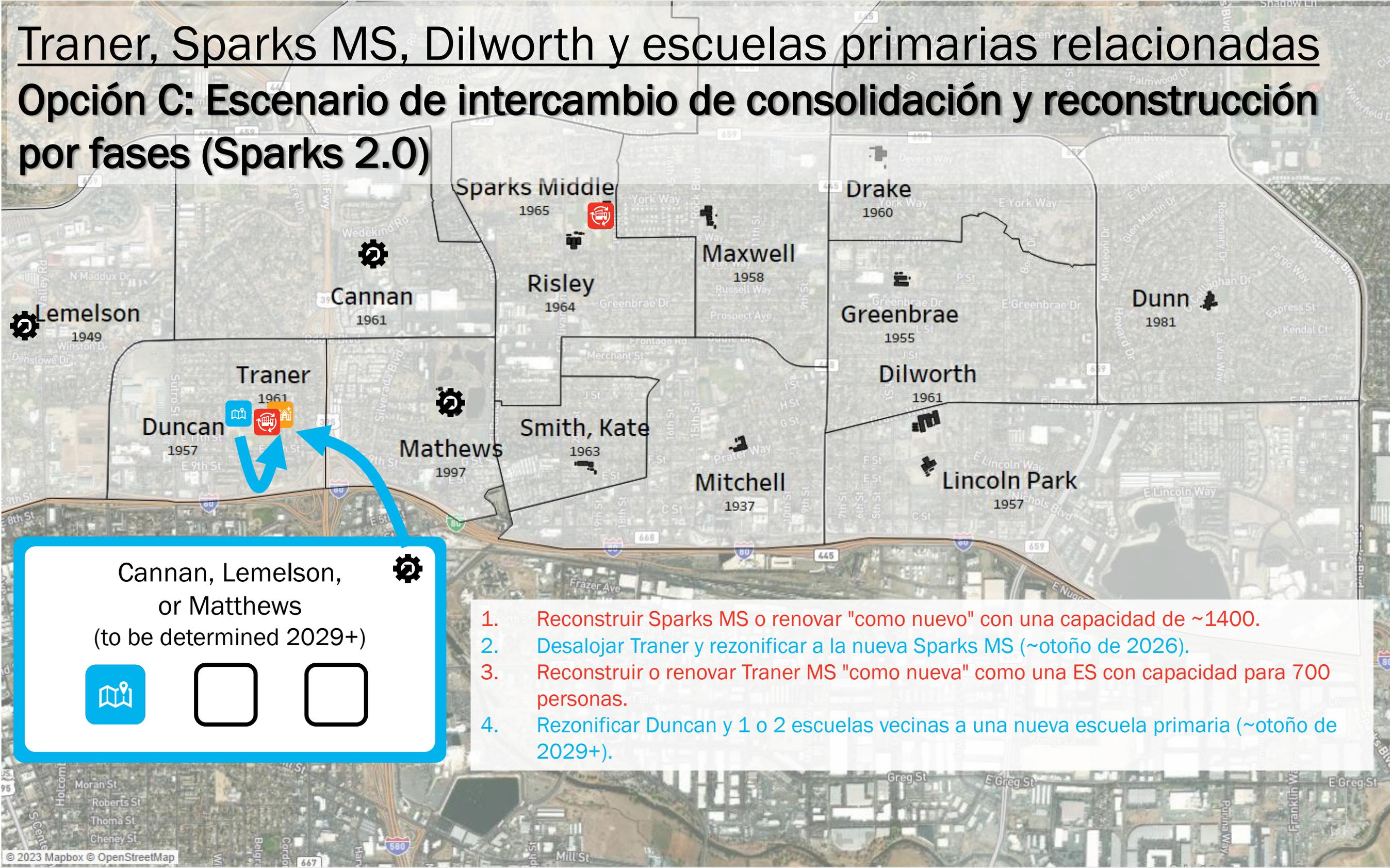


1. Reconstruir Sparks MS o renovar "como nuevo" con una capacidad de ~1400.
2. Desalojar Traner y rezonificar a la nueva Sparks MS (~otoño de 2026).
3. Reconstruir o renovar Traner MS "como nueva" como una ES con capacidad para 700 personas.

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

Traner, Sparks MS, Dilworth y escuelas primarias relacionadas

Opción C: Escenario de intercambio de consolidación y reconstrucción por fases (Sparks 2.0)



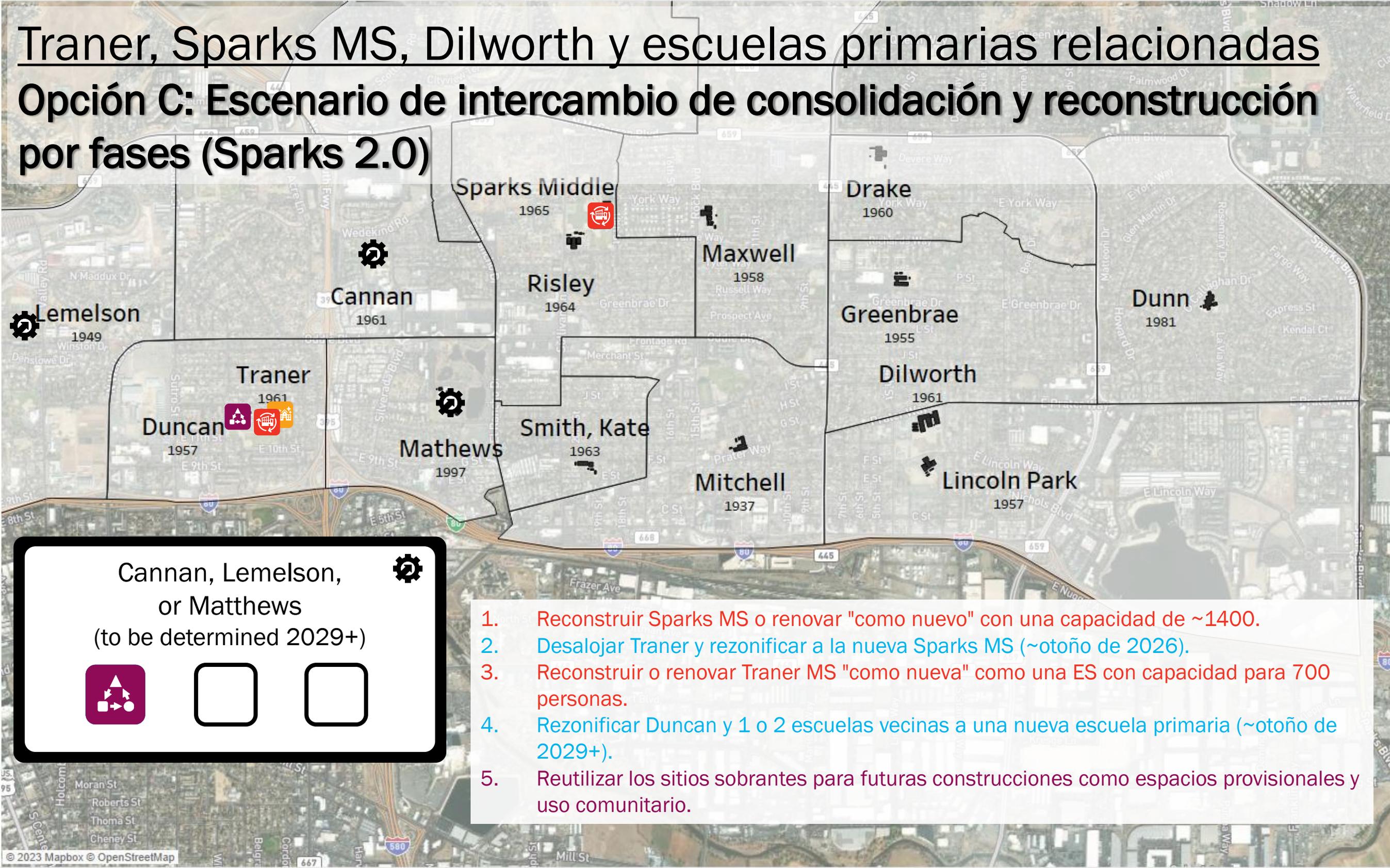
- General Maintenance
- Renovation / Revitalization
- Reconstruction
- New School
- Grade Reconfiguration
- Consolidation / Repurpose
- New Program
- Attendance Re-Zoning
- Long-term Reconstruction or Consolidation w interim Renov
- Continued Study

Cannan, Lemelson, or Mathews
(to be determined 2029+)

1. Reconstruir Sparks MS o renovar "como nuevo" con una capacidad de ~1400.
2. Desalojar Traner y rezonificar a la nueva Sparks MS (~otoño de 2026).
3. Reconstruir o renovar Traner MS "como nueva" como una ES con capacidad para 700 personas.
4. Rezonificar Duncan y 1 o 2 escuelas vecinas a una nueva escuela primaria (~otoño de 2029+).

Traner, Sparks MS, Dilworth y escuelas primarias relacionadas

Opción C: Escenario de intercambio de consolidación y reconstrucción por fases (Sparks 2.0)



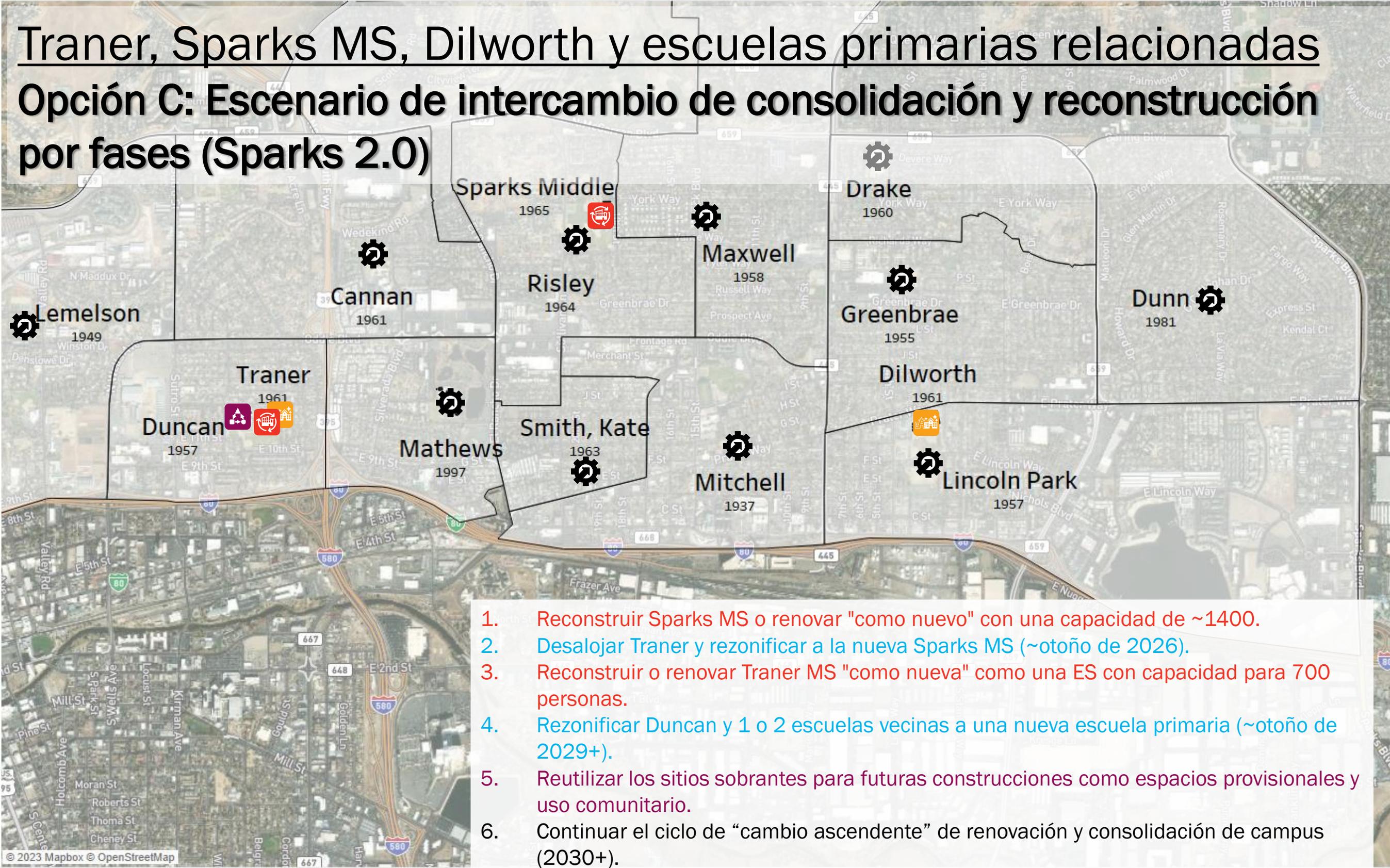
Cannan, Lemelson,
or Mathews
(to be determined 2029+)

1. Reconstruir Sparks MS o renovar "como nuevo" con una capacidad de ~1400.
2. Desalojar Traner y rezonificar a la nueva Sparks MS (~otoño de 2026).
3. Reconstruir o renovar Traner MS "como nueva" como una ES con capacidad para 700 personas.
4. Rezonificar Duncan y 1 o 2 escuelas vecinas a una nueva escuela primaria (~otoño de 2029+).
5. Reutilizar los sitios sobrantes para futuras construcciones como espacios provisionales y uso comunitario.

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

Traner, Sparks MS, Dilworth y escuelas primarias relacionadas

Opción C: Escenario de intercambio de consolidación y reconstrucción por fases (Sparks 2.0)

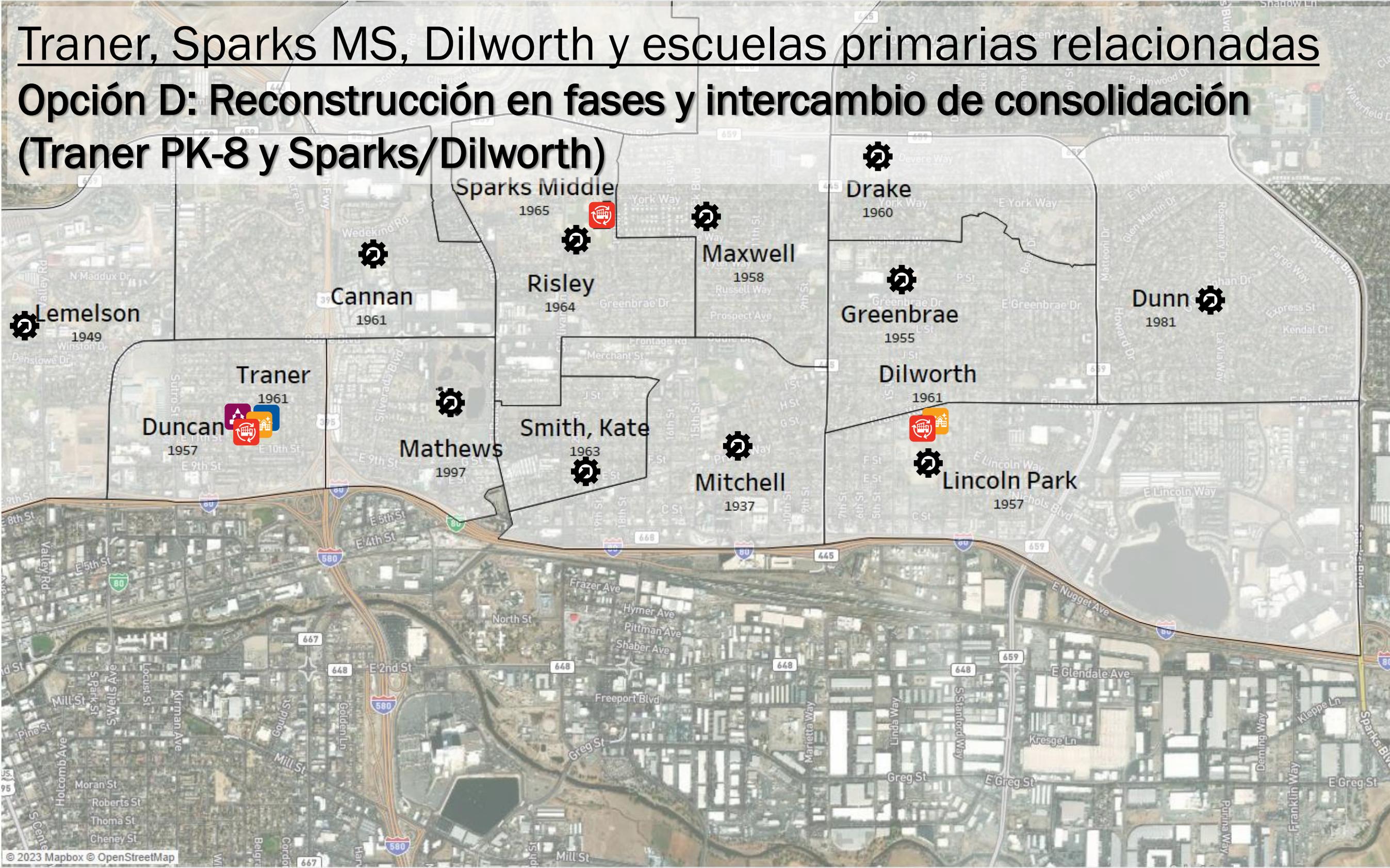


- General Maintenance
- Renovation / Revitalization
- Reconstruction
- New School
- Grade Reconfiguration
- Consolidation / Repurpose
- New Program
- Attendance Re-Zoning
- Long-term Reconstruction or Consolidation w interim Renov
- Continued Study

1. Reconstruir Sparks MS o renovar "como nuevo" con una capacidad de ~1400.
2. Desalojar Traner y rezonificar a la nueva Sparks MS (~otoño de 2026).
3. Reconstruir o renovar Traner MS "como nueva" como una ES con capacidad para 700 personas.
4. Rezonificar Duncan y 1 o 2 escuelas vecinas a una nueva escuela primaria (~otoño de 2029+).
5. Reutilizar los sitios sobrantes para futuras construcciones como espacios provisionales y uso comunitario.
6. Continuar el ciclo de "cambio ascendente" de renovación y consolidación de campus (2030+).

Traner, Sparks MS, Dilworth y escuelas primarias relacionadas

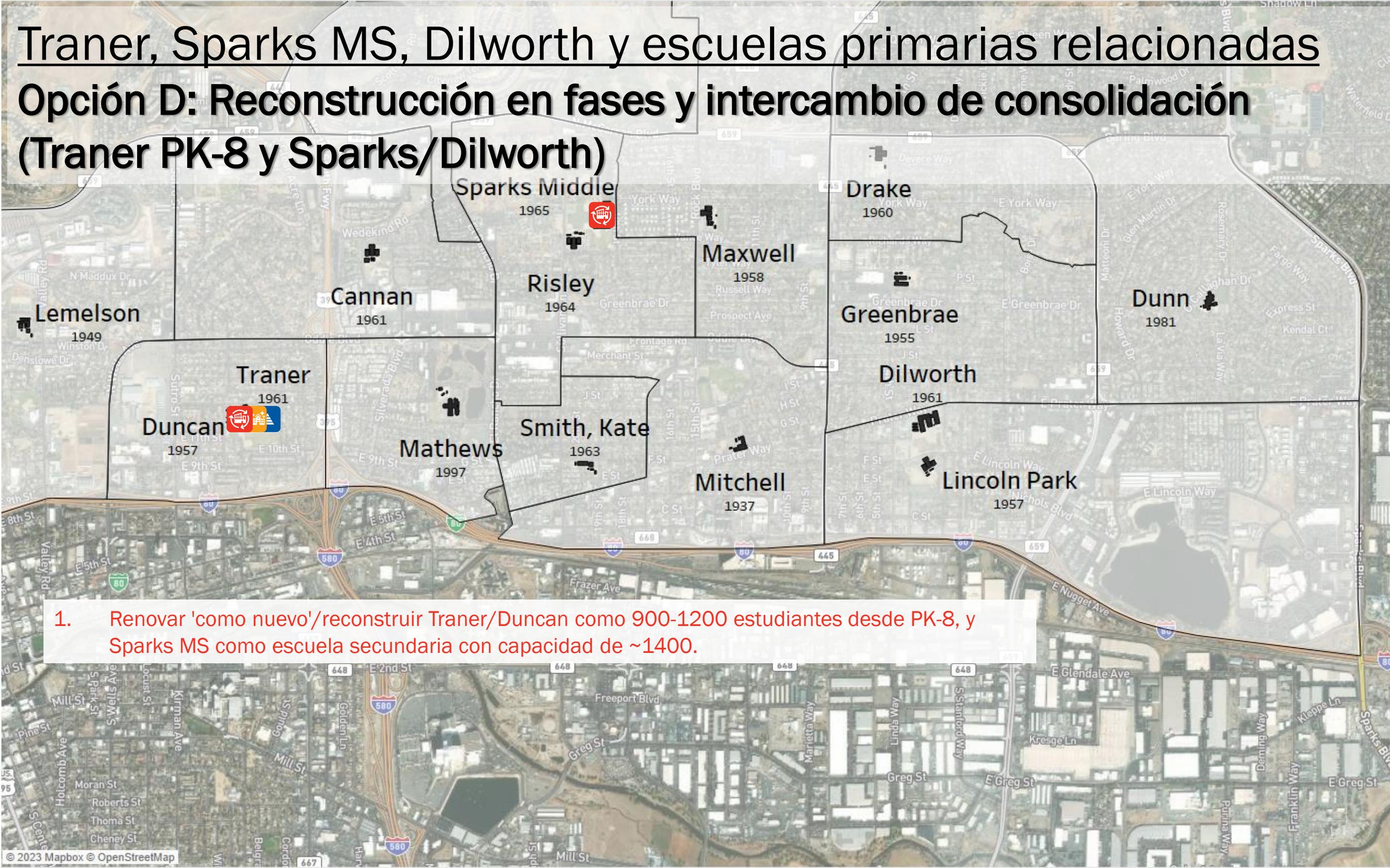
Opción D: Reconstrucción en fases y intercambio de consolidación (Traner PK-8 y Sparks/Dilworth)



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

Traner, Sparks MS, Dilworth y escuelas primarias relacionadas

Opción D: Reconstrucción en fases y intercambio de consolidación (Traner PK-8 y Sparks/Dilworth)



1. Renovar 'como nuevo'/reconstruir Traner/Duncan como 900-1200 estudiantes desde PK-8, y Sparks MS como escuela secundaria con capacidad de ~1400.

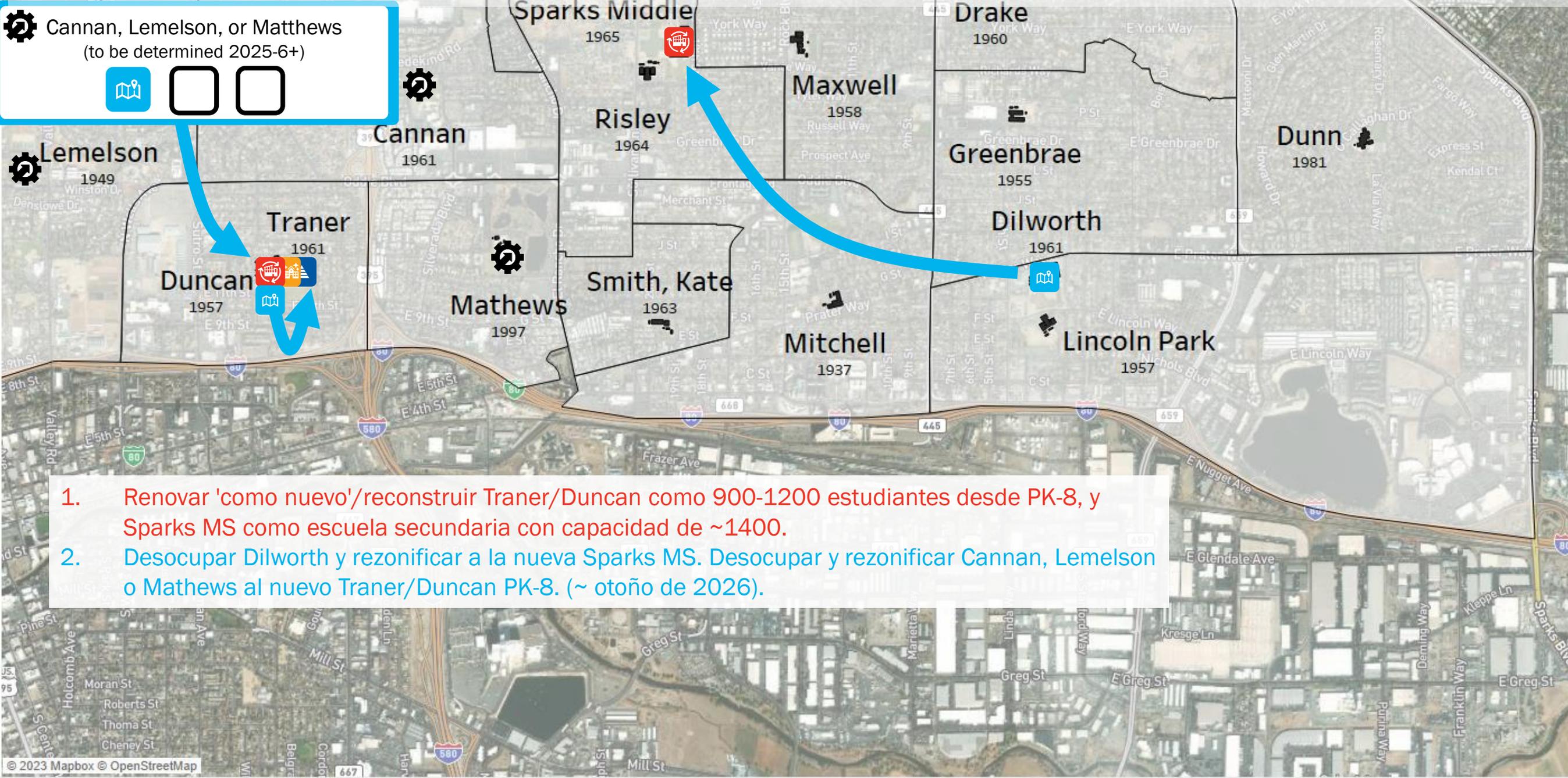
- General Maintenance
- Renovation / Revitalization
- Reconstruction
- New School
- Grade Reconfiguration
- Consolidation / Repurpose
- New Program
- Attendance Re-Zoning
- Long-term Reconstruction or Consolidation w interim Renov
- Continued Study

Traner, Sparks MS, Dilworth y escuelas primarias relacionadas

Opción D: Reconstrucción en fases y intercambio de consolidación (Traner PK-8 y Sparks/Dilworth)

 Cannan, Lemelson, or Matthews (to be determined 2025-6+)

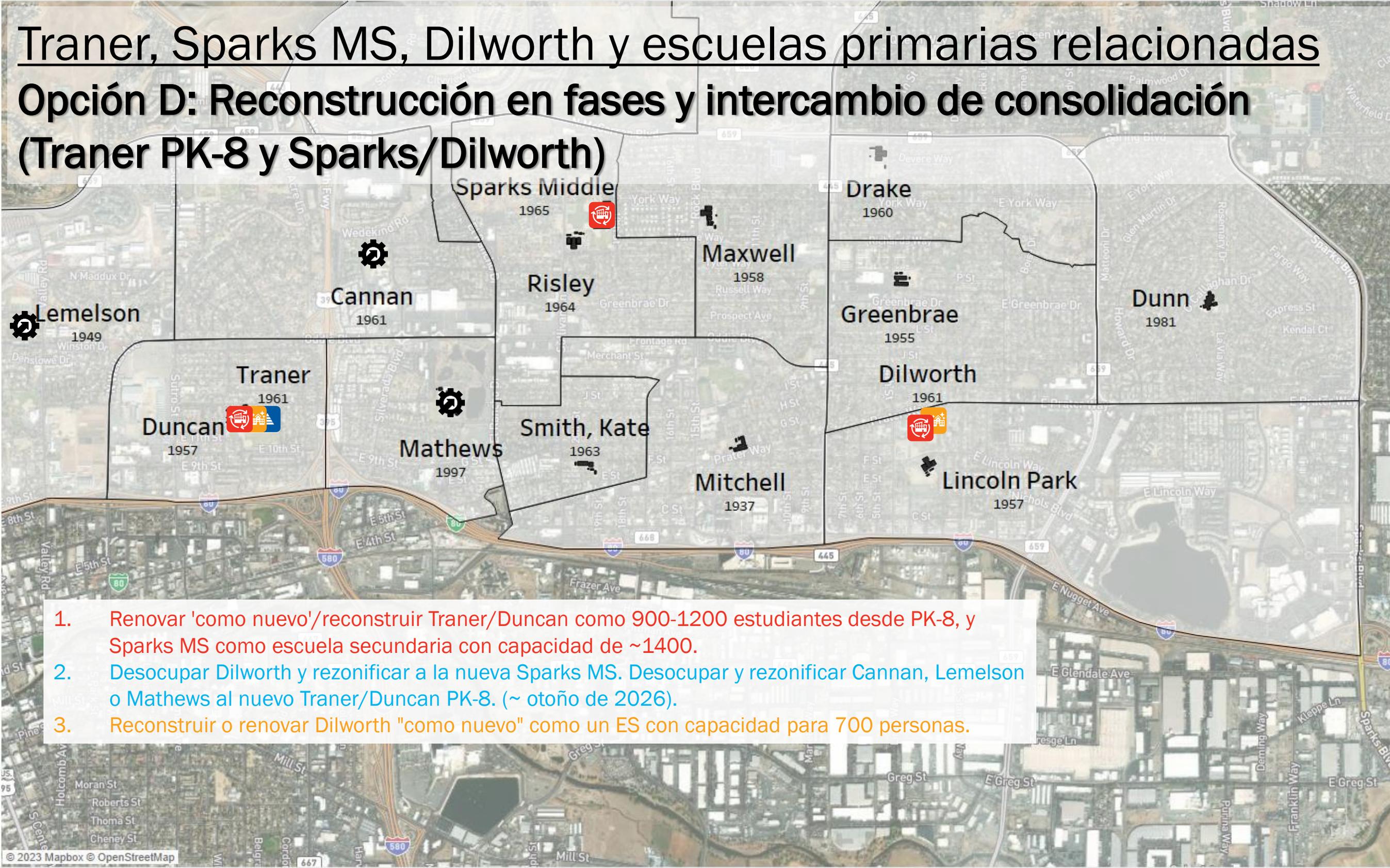


1. Renovar 'como nuevo'/reconstruir Traner/Duncan como 900-1200 estudiantes desde PK-8, y Sparks MS como escuela secundaria con capacidad de ~1400.
2. Desocupar Dilworth y rezonificar a la nueva Sparks MS. Desocupar y rezonificar Cannan, Lemelson o Mathews al nuevo Traner/Duncan PK-8. (~ otoño de 2026).

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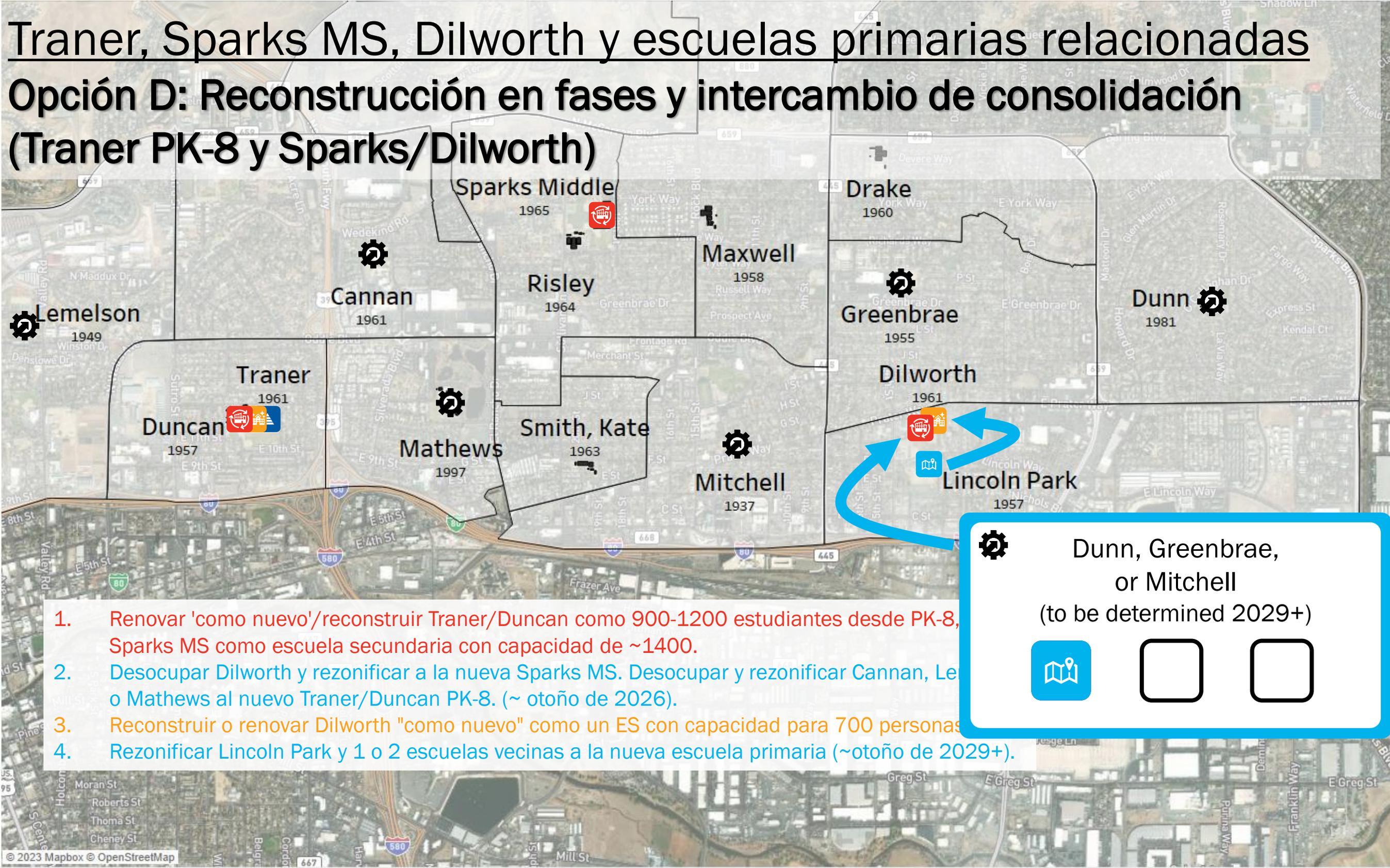


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 Dunn, Greenbrae, or Mitchell
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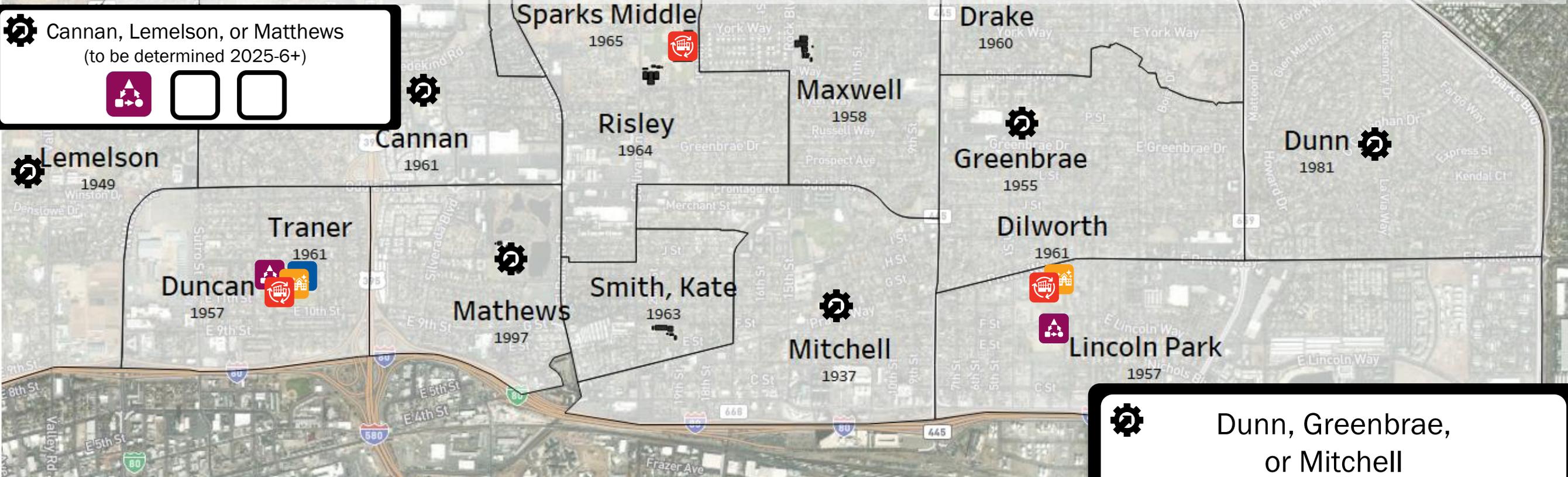
  

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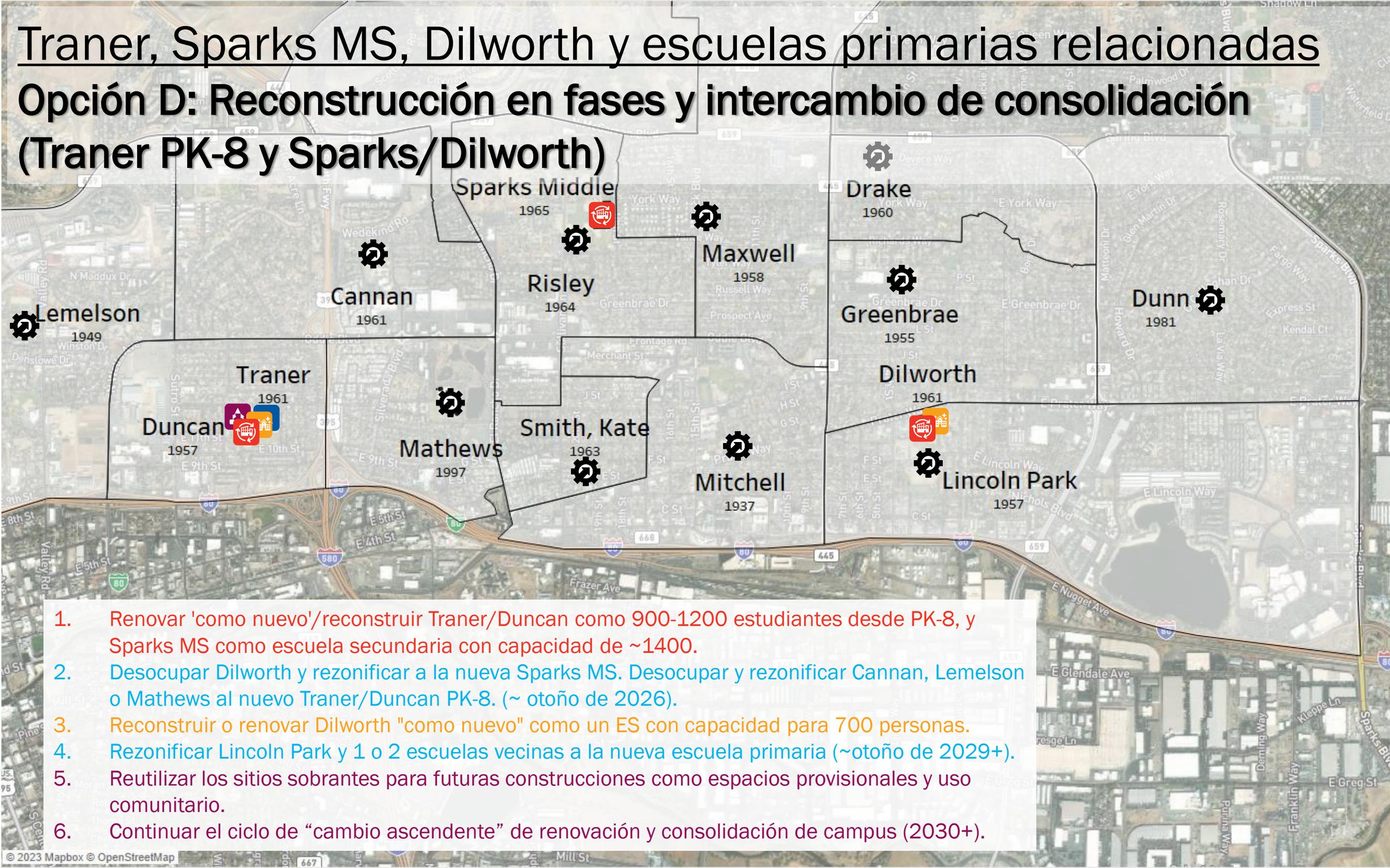
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5. Reutilizar los sitios sobrantes para futuras construcciones como espacios provisionales y uso comunitario.
6. Continuar el ciclo de "cambio ascendente" de renovación y consolidación de campus (2030+).

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Traner, Sparks MS, Dilworth y escuelas primarias relacionadas

Opción E: Migración a nivel regional a PK-8



Similar a B, C y D, excepto que Traner, Sparks y Dilworth se convierten a escuelas PK-8, comenzando una transformación a largo plazo de más de 15 años de 12 escuelas primarias y 3 secundarias a 5-6 escuelas PK-8.

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Escuelas PK-8 – Conceptos básicos

- Prevalente en todo Estados Unidos (California, Colorado, Arizona)
- Común en grandes distritos urbanos (Chicago, Filadelfia, Dallas)
- Común en las escuelas charter
- Elimina la transición de 5° a 6° grado
- Respuesta a los malos resultados de la escuela secundaria

Escuelas PK-8: Beneficios reportados comúnmente

- **Familiaridad:** estudiantes con los mismos adultos hasta el octavo grado.
- **Cultura:** extiende lo mejor del entorno elemental hasta la adolescencia
- **Estabilidad emocional:** elimina la interrupción de la transición de 5° a 6° grado
- **Mayor participación de los padres**
- **Cohesión familiar:** *hermanos juntos por más tiempo*
- **Los estudiantes como modelos a seguir:** influencia positiva entre jóvenes y mayores

Muchos casos:

- **Comportamientos mejorados**
- **Logro positivo de los estudiantes:** mejores resultados en los exámenes, reducción de la deserción escolar

Escuelas PK-8: Desafíos

- El tamaño de la escuela debe ser mayor para albergar entre 6 y 8 docentes.
- El tamaño de las clases debe seguir siendo más pequeño.
- Diferentes horarios en el mismo campus.
- Necesidad de formación de nuevo personal y desarrollo profesional.
- La investigación no es concluyente, ya que la mayoría de las escuelas K-8 son más nuevas.

Desafíos de las escuelas PK-8

“...Es mucho más fácil reestructurar una escuela que reculturarla.”

El simple hecho de trasladar a los estudiantes de los grados intermedios a un ambiente de jardín de infantes a octavo grado no ayudará a menos que se preste una atención inquebrantable a los altos estándares, alineando el plan de estudios y la instrucción con esos estándares, asegurándose de que haya buenos maestros y creando una atmósfera propicia para el aprendizaje con una fuerte sentido de comunidad”.



Bienvenido :10

Propósito :05

Opciones :30

Conversación :30

Encuesta :15

Prioridades y consideraciones

1. *Reparta CINCO pegatinas por persona y colóquelas en el tablero de prioridades indicando cuáles son las más importantes a tener en cuenta a la hora de decidir si crear escuelas PK-5/6-8 o PK-8.*

- Académica
- Desarrollo social y emocional
- Cultura Escolar
- Seguridad
- Necesidades del personal
- Soporte comunitario
- Separación de estudiantes más jóvenes
- Datos y estudios de casos
- Costos
- Equidad

2. *¿Qué podemos ver en las respuestas? ¿Alguna sorpresa?*

3. *En su mesa, preséntense, compartan sus propias prioridades e intenten llegar a un acuerdo sobre el Top 5. Elijan un portavoz para compartir el Top 5 con todo el grupo. Uno de nuestros facilitadores anotará cada Top 5 en el tablero.*



Bienvenido :10

Propósito :05

Opciones :30

Conversación :30

Encuesta :15

Valoramos su opinión

- Encuesta abierta hasta el 31 de mayo.
- Anónimo.
- Inglés y español.
- 16 preguntas (incluidas 6 sobre usted para ayudarnos a analizar)
- ¡Pasa la voz!

WE VALUE YOUR PERSPECTIVE AND INPUT!

In December 2023, the WCSD Board of Trustees approved the **Facility Modernization Plan (FMP)** which calls for new and reconstructed buildings in the Traner MS and Pine MS areas within the next five years. WCSD is first taking the opportunity to study whether these new buildings should be designed for PK-5th grade elementary schools and 6th-8th grade middle schools like we've had for many years, or a new combined PK-8th grade school model. This **15-20 minute survey** will be used to collect community input to make the right decision for students, families, staff, and community.

This survey will remain open until May 31, 2024.



English:
<https://forms.gle/AgDgTmYfLy29KYCCA>

¡VALORAMOS SU PERSPECTIVA Y APOORTE!

En diciembre de 2023, la Junta Directiva de WCSD aprobó el **Plan de Modernización de Instalaciones (FMP)** que exige edificios nuevos y reconstruidos en las áreas de Traner MS y Pine MS dentro de los próximos cinco años. WCSD primero está aprovechando la oportunidad para estudiar si estos nuevos edificios deberían diseñarse para escuelas primarias de PK a 5.º grado y escuelas intermedias de 6.º a 8.º grado como lo hemos hecho durante muchos años, o un nuevo modelo de escuela combinada de PK a 8.º grado. Esta **encuesta de 15 a 20 minutos** se utilizará para recopilar opiniones de la comunidad para tomar la decisión correcta para los estudiantes, las familias, el personal y la comunidad.

Esta encuesta permanecerá abierta hasta el 31 de Mayo de 2024.



Español:
<https://forms.gle/i2qoG73XAapdJSPY6>

CANNONDESIGN