

# **AGENDA**

## **PUBLIC SCHOOLS OVERCROWDING & REPAIR NEEDS COMMITTEE**

*(As authorized by Senate Bill 411 of the 2015 Legislative Session)*

October 23, 2015 – 9:00 a.m.  
Washoe County Complex  
1001 E. Ninth Street  
Building A, 2<sup>nd</sup> Floor, Caucus Room  
Reno, NV

### **1. Opening Items – Chairman**

- a. Call to Order
- b. Roll Call & Introductions

### **2. Public Comment\***

### **3. Items for Discussion and Possible Action**

- a. Approval of the Minutes of the September 25, 2015 Meeting – Chairman Carey (For Discussion And Possible Action)
- b. Approval of the Minutes of the October 9, 2015 Meeting – Chairman Carey (For Discussion And Possible Action)
- c. Presentation by the Cuningham Group regarding their independent review and initial and analysis of current and projected school buildings capacity and enrollment growth, possible utilization of alternative capacity models, rebalancing of attendance zones, and their recommendations to manage future growth and to provide increased student equity – Chief Operating Officer Pete Etchart and Timothy Default, President/CEO of Cuningham Architecture Group, Inc. (For Discussion Only)
- d. Requests for future agenda items (For Discussion Only)

### **4. Public Comment\***

### **5. Adjourn Meeting**

- \* *Comments from the public are invited at this time on topics not specifically addressed elsewhere in the agenda. A yellow "Citizen's Request to Speak" card should be filled out and submitted to the Committee before speaking during the Public Comment section. Individuals are limited to three minutes per item. The Panel is precluded from discussing or acting on items raised by Public Comment, which are not already on the agenda. The Panel may impose reasonable restrictions on the format allowed for public comment. Written comments submitted for public comment may be submitted to the Panel and will be attached to the minutes of the meeting.*

*\*\* Please note:*

- *Items on this agenda may be taken out of order;*
- *The Committee may combine two or more agenda items for consideration; and*
- *The Committee may remove an item from the agenda or delay discussion relating to an item on the agenda at any time.*

*Members of the public wishing to request supporting materials for this meeting or who are disabled and require special accommodations at the meeting should contact Lindsay Anderson in writing at 425 East Ninth Street, Reno NV 89512, or by calling 775-348-3846 prior to the meeting date.*

*This agenda has been posted at the following locations:*

- Washoeschools.net
- State of Nevada: [notice.nv.gov](http://notice.nv.gov)
- Washoe County School District Central Administrative Building
- Washoe County Administration Building
- Washoe County Courthouse
- Incline Library
- Reno City Hall
- Sparks City Hall
- Sparks Library
- Pyramid Lake Paiute Tribe Administration Building
- Reno Sparks Indian Colony Administrative Office

WASHOE COUNTY SCHOOL DISTRICT  
CAPACITY ANALYSIS AND RECOMMENDATIONS

19 October, 2015



***Washoe County School District***

**Every Child, By Name And Face, To Graduation**



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## 1.0 INTRODUCTION

Washoe County School District, facing increasing pressure from enrollment across all levels of the school system, and, with a limited capacity for capital investment, engaged Cuningham Group Architecture, Inc. to provide an independent review of existing school capacities and an assessment of those schools ability to accommodate the projected growth. Cuningham Group worked with the District in 2004 and 2005, as a part of America's Schoolhouse Council, to develop a districtwide capital improvement master plan in conjunction with the 2002 Bond Rollover Program, bringing to this analysis a general familiarity with the community and school district. Cuningham Group team members worked on-site from Wednesday August 12th through Friday August 14th reviewing existing demographic data, meeting with district leaders, assessing growth patterns, and analyzing statistical solutions at a macro level. Cuningham Group's analysis was based on existing demographic and facility capacity studies previously prepared by the District.

Current growth pressures are being driven by the resurgence of the economy and the pending development of large production/manufacturing facilities for Panasonic, Switch, Tesla, and others. The District, after going through a significant retraction during the depth of the recession, has seen enrollment recover to its pre-recession levels and is growing at slightly less than a 1% annualized rate. Projections made by the district show that enrollment growth will move to approximately 1.7% annually by the start of the 2016/2017 school year. If projected job growth materializes from the above noted production facilities (which are being built in neighboring Storey County), the likely impact on growth in the county could double the current projection. The net result will be an increased demand on the counties school infrastructure. Currently, there are pockets of growth creating pressure on a small number of existing schools in the outlying regions of the metropolitan area, however, growth is not consistent across the district. Other projections indicated that the growth rate in the district could be significantly higher, with some projections forecasted as high as 5%. However, for the purposes of this report, a higher growth rate was not considered as the variables impacting that rate represent a statistically unsupportable outcome.

While overall population growth is difficult to accurately predict, the district has a strong statistical data set of growth patterns and significant experience in interpreting the complex processes of population migration and development. Readily available information gathered from housing developers regarding the status of and potential timing for large scale single family home development provide much of the basis for the statistical analysis. In addition, the assessment of prior growth periods provides a statistical reference that, at face value, supports the Districts current growth projection models.

The analysis and recommendations in this report are based on a macro level statistical review and should be subjected to further testing at a finer grain level. The recommendations reported here reflect what Cuningham Group believes is a logical response to the projected growth. In addition, they are based on our history and understanding of the District, our assessment of growth patterns in the projections, and an effort to balance other academic, facility, and cultural pressures present in the District. The recommendations developed here were generated without any public input or discussion and should be subjected to a broader public dialogue. This discussion should be included in any further advancement of solutions to the projected enrollment growth.

## 2.0 STUDY CONTEXT

Washoe County School District currently enrolls approximately 63,500 students across approximately 92 school facilities in the district (excluding alternative programs). Of the 92 school facilities, 13 are high schools (HS) (including the Academy of Arts Careers and Technology), 15 are middle schools (MS), and 64 are elementary schools (ES). For purposes of this study, each program level (HS, MS, and ES) was assessed independently based on enrollment projections, trends in enrollment growth, and geographic distribution of the populations served.

*The following assumptions were used:*

- A school would be deemed as overcapacity based on reaching an enrollment level at 100% of the facilities capacity. While there are some elementary schools that exceed 100% capacity based on the usage of the classrooms as teaching stations, there is not a statistically significant variance between schools being over capacity based on classrooms vs enrollment. In addition, the variability in which classroom usage occurs on a year over year basis significantly reduces the reliability of that metric as a measure of school capacity.
- The Study looked at the current position, a five year and ten year projection. While there may be greater fluctuations year over year at any one facility, the Study focused on identifying trends at the macro scale.
- Capacities of each of the facilities included any existing temporary or portable classroom facilities on site. The Study generally did not assess the viability of adding portables or temporary facilities to any site, though it was discussed in several instances.
- The basis for the analysis was twofold – assess existing conditions based on projected growth while seeking a facility answer that resulted in the fewest new facilities.
- Ongoing capital investment dollars were assumed to be off limits as they are intended to serve longer-term facility maintenance needs.
- The growth model used was based on a 1.7% annual growth over 10 years. While both a 2.4% and a 5% growth model were discussed, based on recent growth curves, the 1.7% rate was determined to be the most realistic growth curve, at least in the short-term. Using the 2.4% growth rate simply moves forward all of the actions in this report by 5 years. The 5% growth rate, while not unheard of in the District, was deemed too unreliable and not a relevant indicator for planning purposes. In real terms, if growth moves to the 5% threshold, the District will be unable to keep up with or accommodate the enrollment without double schedules at all existing schools.
- Because they are remote from the heart of the district and could not provide any benefit to the study, Incline ES, Incline MS, Incline HS, Verdi ES, and Gerlach K-12 were not included. In addition, since the AACT program serves as a secondary school for other HS's in the District, it was also not included, even though there is a cohort of students who have AACT as their home HS.

- Alternative models of delivery and facilities were reviewed in general terms relative to their impact on relieving capacity in other school districts nationally. A discussion regarding these non-traditional systems is included toward the end of this report.

While the focus of the study was to determine a model to accommodate enrollment growth from a facility perspective, there must always be a component of educational adequacy and equitable resource distribution in a study such as this. In that context, the analysis did look for patterns of accommodation, development, and investment that would have academic as well as capacity benefit. In the longer term, an additional analysis should be undertaken to assess the educational risks and benefits of this or any other model of enrollment accommodation.

Finally, it must be noted that the data used for this analysis was provided by the District and while the statistical models have proven to be good tools over the long-term, they are, by nature, only models based on a broad set of assumptions. The complexities of modeling development patterns, regional economic growth, short-term vs long-term migration, and birth rates make the longer term projections subject to wide variability. Therefore, the recommendations of this report should be used to guide decision making only on the macro scale. Local and regional variability may result in substantively different conditions over the time frame of this dataset.

## 3.0 ELEMENTARY SCHOOLS

Slightly more than 50% of all the students in the District attend at the elementary level. Currently there is a bubble of students moving through the system in the 2nd and 3rd grades. As it stands today, there are spot enrollment problems within the district, but there is significant capacity overall for the level of enrollment currently being experienced. Challenges will exist in the coming years as enrollment grows across all areas. By the time we reach the ten year projection, most if not all of the outer ring schools will be facing significant facility shortages. In the meantime, the inner core schools will remain below capacity, in general, but would not effectively serve to relieve the outer suburban schools due to the inability to rezone the schools to align with the housing areas where new enrollment will likely be generated.

### 3.1 CURRENT CONDITIONS

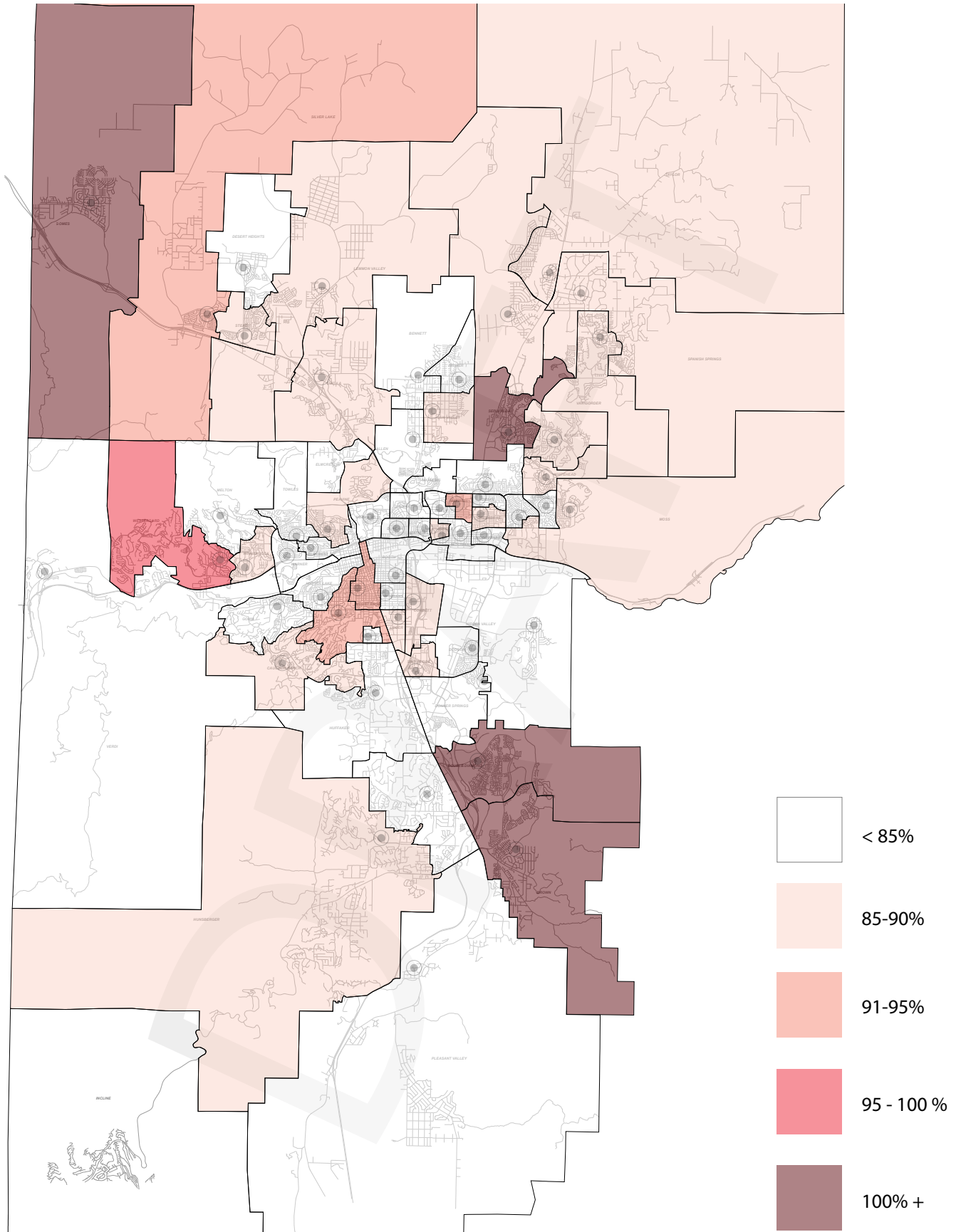
Current growth has created high enrollment conditions at several of the elementary schools. However, this crowding is localized to four specific schools – Brown, Double Diamond, Cannan, and Sepulveda. Two additional schools are at close to capacity – Westergard and Maxwell. The remaining pressure areas are in the North Valley at Gomes, in Spanish Springs at Van Gorder, and within the core, Peavine, Beck, and Smithridge. See map 3.1 below.

These “pressure points” are creating areas of intense activity relative to the discussion about enrollment and growth in the district.

Rezoning, whether through a spot process or in a broader context, will not resolve these problems as the required level of busing involved in getting the students to a new school would be cost prohibitive with real practical limitations. In addition, given the rate of growth in these areas, any rezoning contemplated now, will provide marginal benefit over more than about a year as growth would outpace the capacity.

In the longer term, the enrollment pressures at the elementary level will create greater problems across the whole system.





Map 3.1 - Elementary School Existing Capacity (2015-2016). Showing general school enrollment levels as a % of capacity for the 2015-2016 school year.

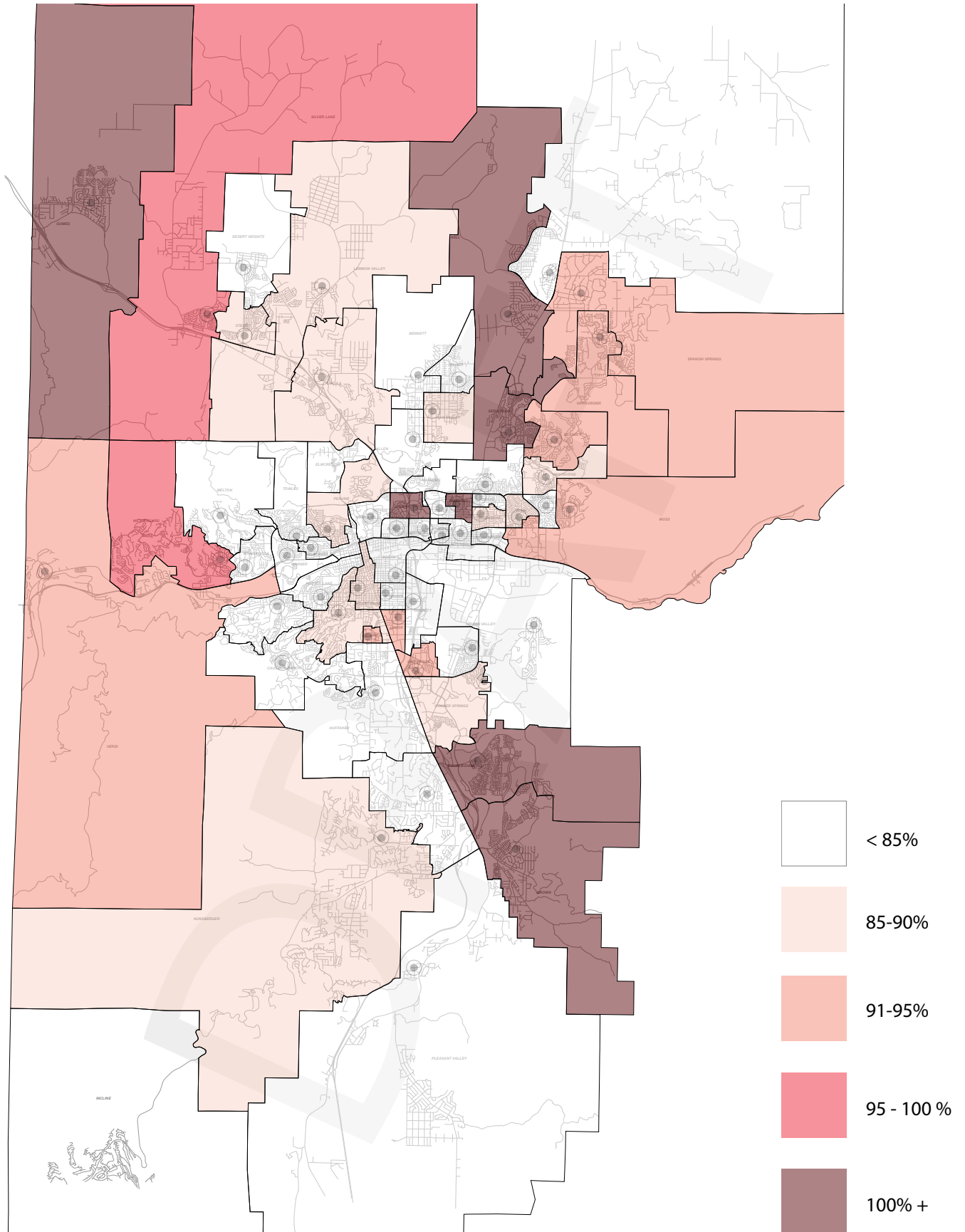
### 3.0.2 5-YEAR PROJECTION

As is shown in map 3.2, the enrollment problem at the elementary becomes much more significant in 5 years. With the exception of a few schools in the core, the growth begins to have a major impact on the outer suburban schools. Within this timeframe, virtually every elementary school approaches their maximum capacity with several of the larger boundary area schools moving into an overcapacity mode.

One interesting characteristic is the fact that several of the schools in the core of the district actually go down in enrollment, though this seems to be a temporary anomaly.

One area experiencing growth is Verdi elementary school. Given the difficulty of moving other kids to or out of this school, it may not be possible to adjust this boundary area to reduce the load.

DRAFT



Map 3.2 - Elementary School Expected Capacity (2019-2020). Showing general school enrollment levels as a % of capacity by the 2019-2020 (5 year) school year.

### 3.0.3 10-YEAR PROJECTION

By the time we arrive at the 10 year projection point, the growth has enveloped most of the school district in the whole. Again, there remains a significant amount of capacity in the core of the District, but the outer periphery is now almost completely at or above capacity, as is seen in Map 3.3.

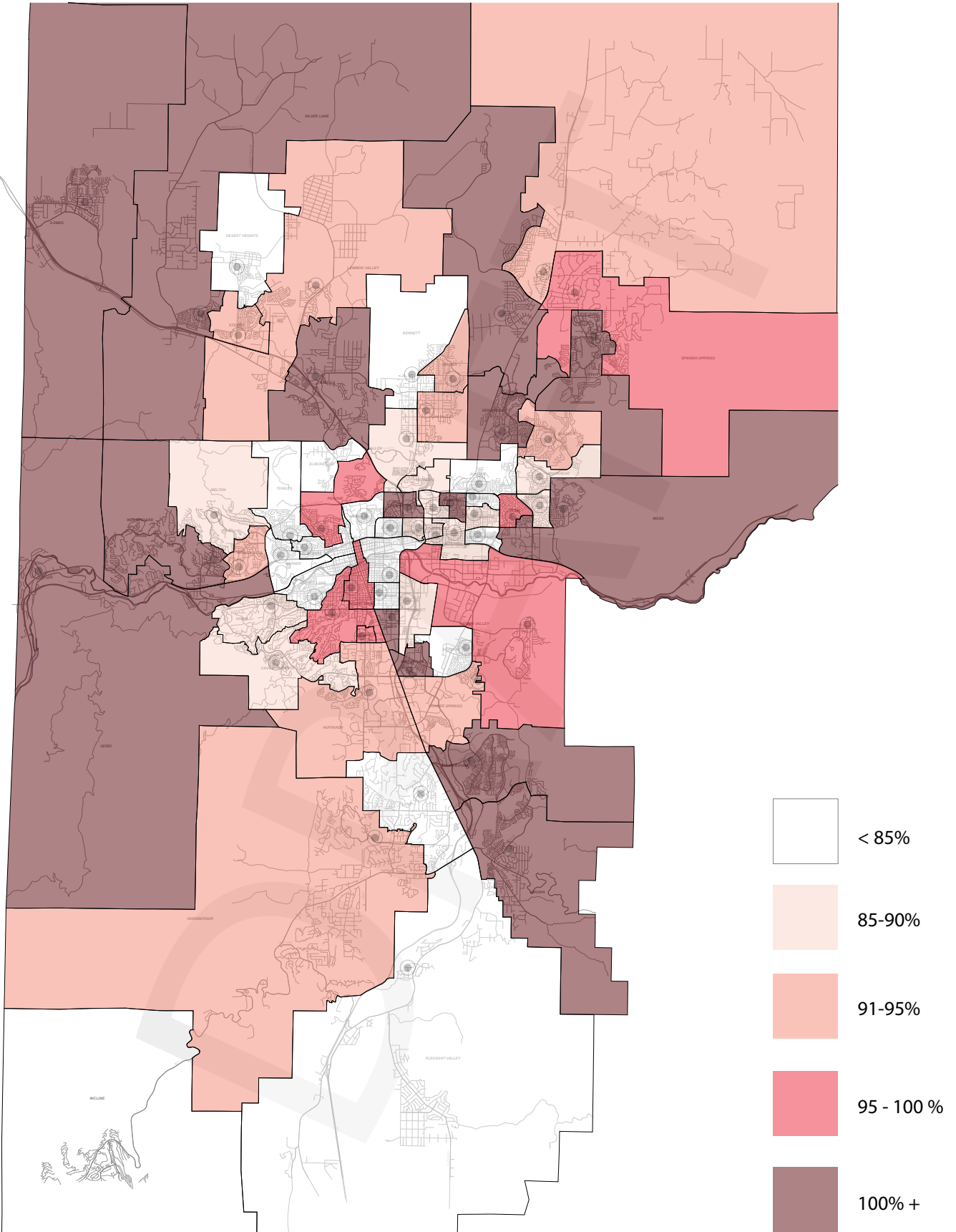
As is evident in the map, almost 50% of the elementary schools in the district will be at or above capacity. This will render any potential value of rezoning moot as any excess capacity that might exist in the outer school zones is eaten up by growth in those same zones.

The data does indicate that within the core of the District, there still exists some capacity for growth. While this may not be beneficial to the peripheral schools, there are pockets of need within the core zone. Therefore, some opportunity exists to look at all the core schools and make adjustment that will address these issues.

*The general outcome of the data analysis begins to highlight several trends at the elementary level:*

- Growth is still heavily weighted to the periphery of the District with the higher growth areas associated with the undeveloped land in the North Valleys, Spanish Springs, and South Meadows areas.
- The core city schools remain close to their capacity limits and enrollment numbers seem to fluctuate based on higher levels of movement in the general population of the area.
- A full rezone at the elementary level would provide little or no value as the primary areas of excess capacity are in the core city area while the greatest levels of growth are on the suburban periphery. This, along with natural geographic barriers, severely limits the value of any wide scale rezoning.
- Spot rezoning is a viable action and can be used to address some anomalies in areas where adjacencies will allow for less dramatic movement of students across geographic boundaries.

CALIFORNIA



Map 3.3 - Elementary School Expected Capacity (2024-2025). Showing general school enrollment levels as a % of capacity by the 2024-2025 (10 year) school year.

## OTHER CONSIDERATIONS

While the primary purpose of this analysis is to look at enrollment and capacity of existing facilities, there are some other considerations that must be reviewed in this context. These factors do have a potential impact on the overall capacity of the system as they can reduce the efficiencies or add stressors that may alter attendance characteristics. These considerations include:

- The trend in the number of students with IEP's. Analysis of this data would indicate that, at the elementary level, while there is an overall trend upward in the number of IEP's, the overall distribution among individual schools seems to show no discernable trend line. Because an increase in IEP's can require additional one-on-one instructional time, it can have the negative effect of reducing the overall capacity of the school due to classrooms being pulled out of general use in favor of small group, specialized instruction.
- Existing facility age. This can be an issue as the older the elementary school, the greater the potential limitations the facility creates with regards to capacity. From smaller than average rooms to smaller sites that limit the number of temporary or portable classrooms, to the relative size of the school and its capacity to house additional grade level sections, older schools have greater general capacity limitations impacting their use.
- Core city schools vs. suburban schools. Historically, the District has chased growth at the outer periphery. As new developments have generated significant numbers of new students, new schools used all of the resources available from the perspective of capital investment. While there has been capital investment to maintain and service the core city schools, there are some challenges and equity issues that should be addressed. A big part of this does revolve around the higher need for more personalized instruction within the core city populations.
- Water rights. With the increasing pressure being put on water resources in the county – from development and the ongoing and deepening drought – the cost of acquiring additional water rights on developable property is quickly approaching (and will potentially exceed) the cost of acquiring the property. Effective and more efficient use of existing water rights is a more cost effective model for managing the growth in the county.

### 3.0.4 RECOMMENDED ACTIONS

With increasing enrollment pressure at the elementary level, the need to accommodate growth becomes a long-term issue. While current pockets of pressure exist, the overwhelming accommodation becomes necessary 5-10 years out. The bulk of the need will be focused in schools outside the McCarran loop. In addition, pockets of pressure in the core city schools will remain throughout the 10 year cycle, unless some level of accommodation is made to relieve them. Yet, as a whole, elementary schools inside the McCarran loop have experienced less enrollment pressure than those outside.

*Based on the analysis of the existing data, the following strategies represent the recommendations of this report:*

### **Strategy ES.1**

For elementary schools outside the McCarran loop (excluding Verdi, Gerlach, and Incline) it is recommended that all the schools be moved to a year-round multi-track schedule with 4 sections. It is recommended that this be instituted unilaterally to provide equitable accommodation to all students outside the loop. This could be implemented (phased in) over a period of 2-3 years as an alternative. This implementation will accommodate most of the projected enrollment growth in the schools outside the loop for the next 10 years without the construction of any new schools (as shown on Map 3.4). Some spot rezoning may be required to adjust for local variances in growth.

### **Strategy ES.2**

Inside the McCarran loop (denoted in yellow on Map 3.4) and in the Sun Valley schools, make substantive investments academically and through targeted capital spending to build additional small group instructional space throughout the 29 schools that currently exist (Includes Matthews and Peavine). In addition, where needed, replace existing portable classrooms with permanent spaces. Finally, engage in a rezoning process that distributes enrollment more effectively across the existing schools.

### **Strategy ES.3**

Convert the existing Sparks and Dilworth Middle Schools into elementary schools to replace Risely and Lincoln Park respectively (see the MS discussion regarding the MS program relocation). This would create two larger elementary schools that could accept larger enrollments while maintaining the existing neighborhood school location. The existing Risely and Lincoln Park ES could be repositioned as specialist program schools or serve other district level functions.

### **Strategy ES.4**

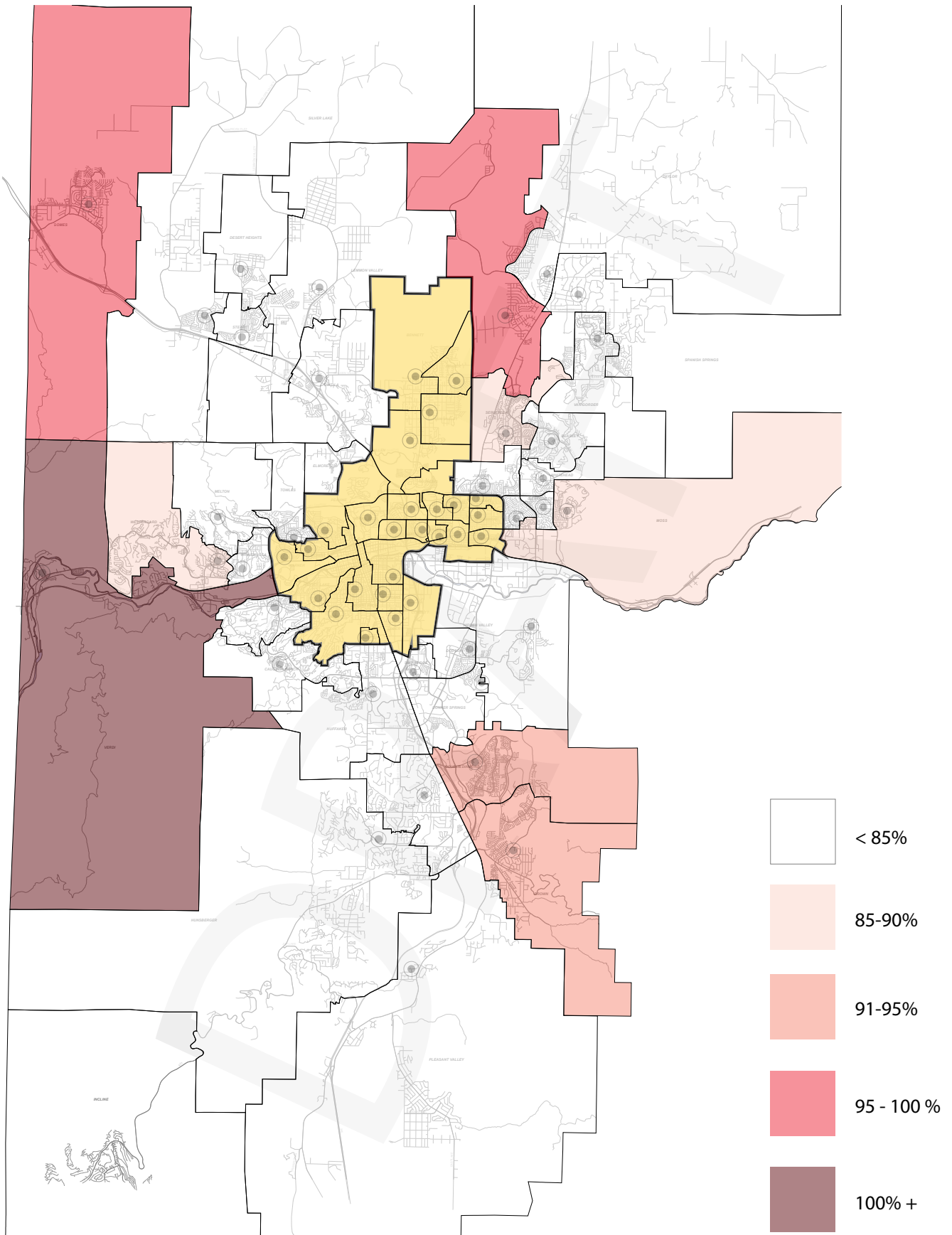
Create a new specialized or magnet elementary school in the existing Wooster HS (see HS discussion regarding the HS function) campus to serve students inside the McCarran Loop. While this would put two elementaries close together, the creation of a unique program would allow for the proximity.

### **Strategy ES.5**

Build a new Elementary School (in a location to be determined) to accommodate projected growth.

In total, these strategies accommodate all of the projected enrollment growth for the 10 year period identified in the data provided. As is shown in Map 3.4, the majority of the schools outside the McCarran Loop fall below the 100% capacity mark, with the exception of Verdi, which is too small to run a Full Year Multi-track program. Of the remaining schools outside the Loop, 7 schools remain above 85% of capacity. The inclusion of a portion of the Hidden Valley zone into the McCarran Loop strategy could provide relief for Double Diamond, however, the projected growth in the western and southern portions of the Hidden Valley zone may result in little or no capability to absorb additional enrollment from other schools.

The central city school zone inside the McCarran Loop would represent approximately 1/3 of all the ES students in the district. In addition, most of the current Accelerated Zone and Zoom Schools fall within this boundary. This fact reinforces the need for additional academic and capital investment in this area.



Map 3.4 - Showing general school enrollment levels as a % of capacity with the above noted strategies implemented by the 2025 school year.



## 4.0 MIDDLE SCHOOLS

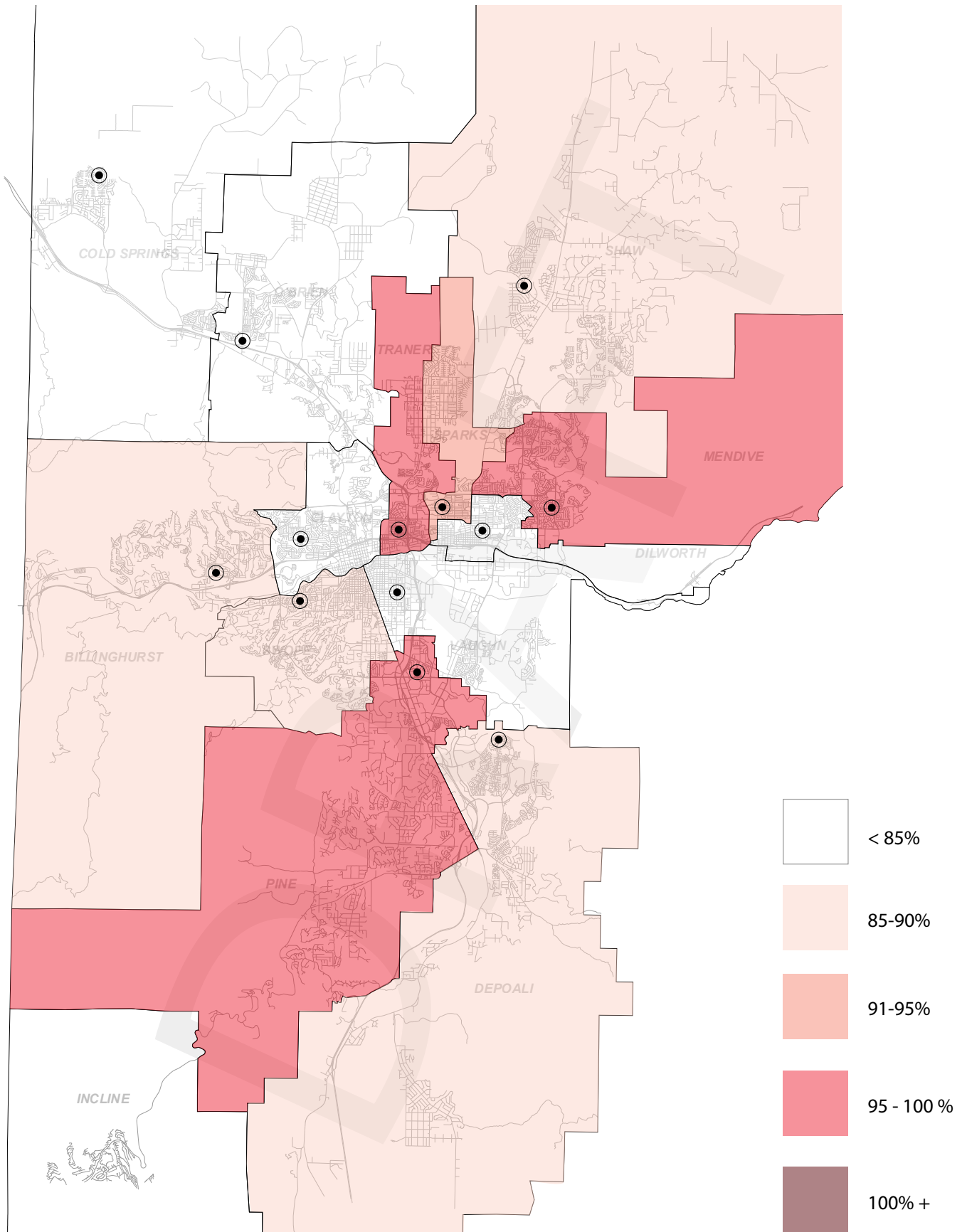
Current enrollment at the Middle Schools is placing pressure in two areas of the District – Mendive and Pine. While these crowding conditions are stressing the individual schools, there is not a widespread level of crowding. However, the bubble of students currently in the 2nd & 3rd grades will be moving into the middle schools in approximately 5 years. This will add significant stress at a facility level as it pushes most of the middle schools over the capacity mark. Given current projections, this will be a somewhat short lived pressure point as enrollment shrinks again by year 10.

### 4.0.1 CURRENT CONDITIONS

Currently, as is depicted in Map 4.1, almost all of the middle schools are operating slightly below their capacity limits, with the exception of Mendive. While not over capacity, several are operating very close to their overall limits. Pine, Depoali, and Traner are all operating above 90% of capacity. This leaves very little room for additional enrollment or to accommodate additional students through a rezoning process.

Current pressures at Mendive could potentially be relieved through a spot rezoning process reallocating enrollment to either Shaw, Sparks, or Dilworth schools. Shaw and Sparks are close to capacity already, so any benefit of rezoning students to these schools would be very temporary and would risk moving them into an overcrowded situation sooner than would be forecast in the growth projections. While Dilworth has greater capacity to absorb current students, the school is geographically separated from any likely population of students currently attending Mendive.

In the near term, the enrollment of the 2nd and 3rd grade bubble will create more significant pressure at the middle level and will create greater problems across the whole system.



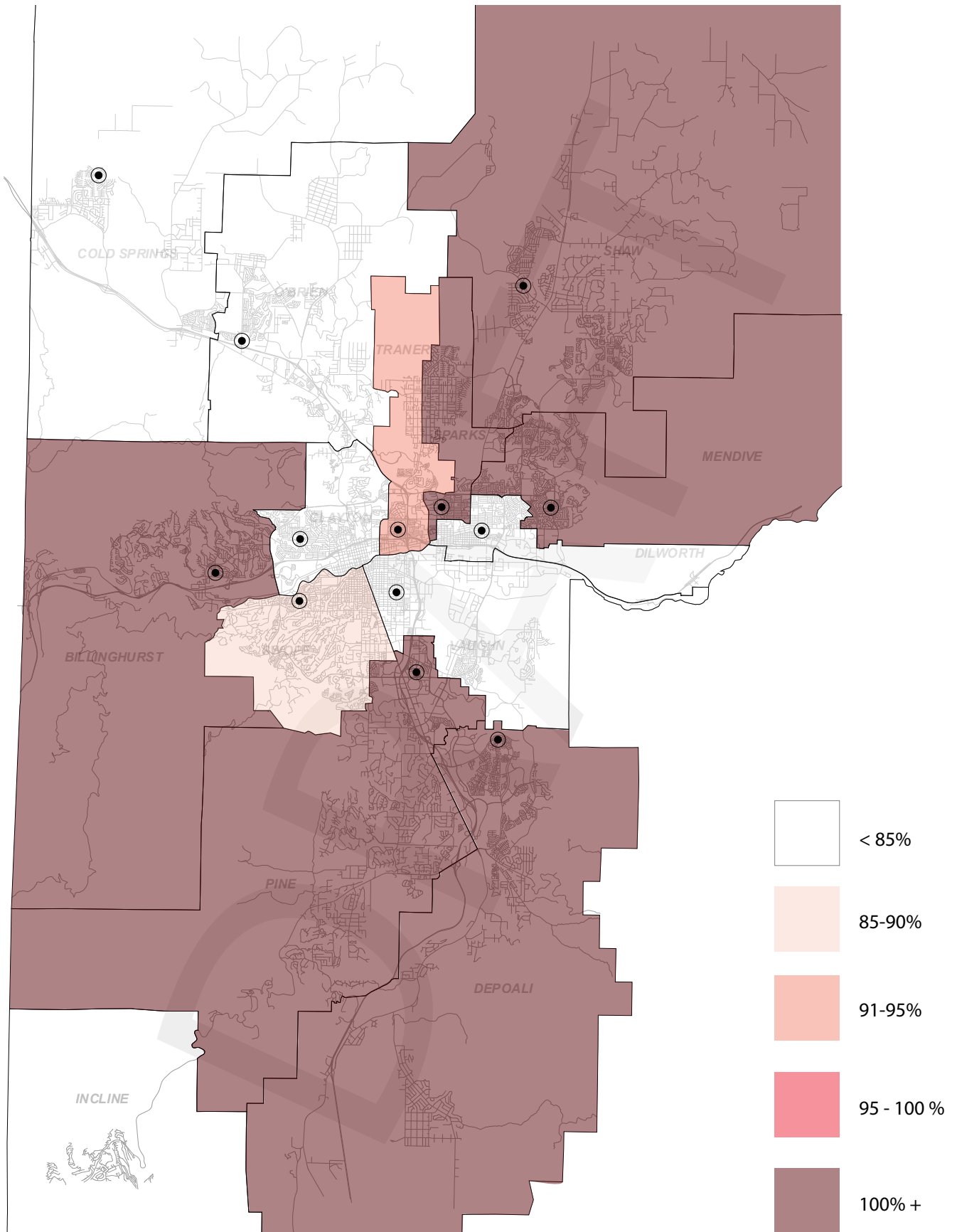
Map 4.1 - Middle School Existing Capacity (2015-2016). Showing general school enrollment levels as a % of capacity for the 2015-2016 school year.

## 4.0.2 5-YEAR PROJECTION

As is shown in map 4.2, the enrollment problem at the middle level becomes much more significant in 5 years. Of the 13 middle schools in the district (excluding Incline), half of them move to a position of more than 100% capacity. Only 5 schools remain at less than 85% of enrollment capacity. As has historically been the case, the fastest growth continues on the outer edges of the District. This growth will be difficult to re-distribute through the remaining under capacity schools due to geographic isolation (capacity is in the North Valleys schools and Dilworth, but the growth is in the South Meadows).

An additional concern for future enrollment and capacity is the relatively small scale of the Traner, Sparks, and Dilworth Middle Schools. These facilities represent some of the smallest middle school facilities in the district with their enrollment capacity at an average of just under 60% of the newer middle schools. Therefore, their ability to provide relief to the larger schools is significantly limited.

While the total enrollment bubble at the 7 schools facing crowding is 111% of capacity, the primary problem exists in two areas – the South Meadows around Depoali and in the near northeast valley between Shaw, Mendive, and Sparks MS. These areas remain overburdened even after the 2 year bubble passes through. Therefore, a longer term solution is necessary in these areas.



Map 4.2 - Middle School Expected Capacity (2019-2020). Showing general school enrollment levels as a % of capacity by the 2019-2020 (5 year) school year.

### 4.0.3 10-YEAR PROJECTION

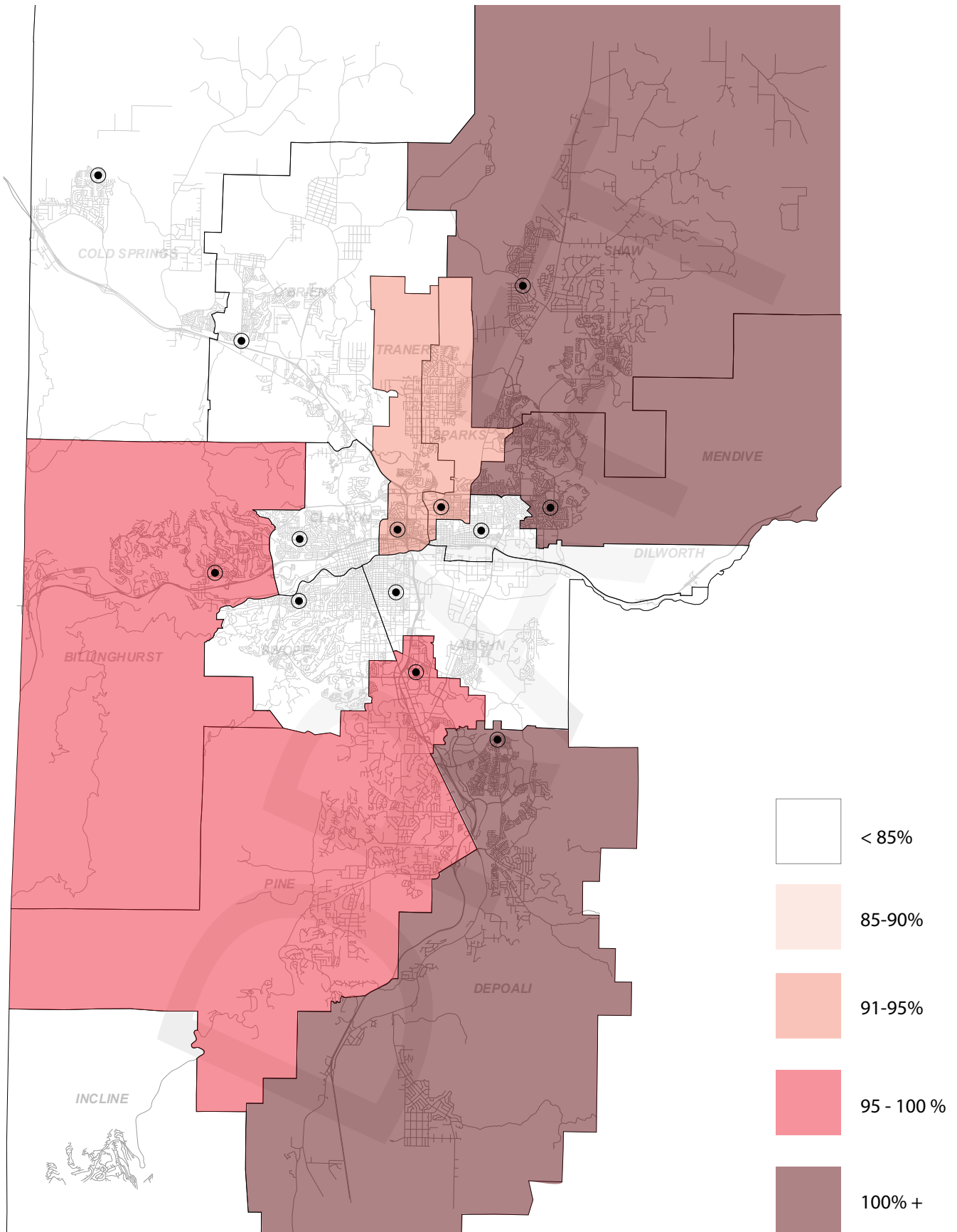
By the time we arrive at the 10 year projection point, the MS population contracts slightly as the larger bubble has passed through and growth that has enveloped most of the school district has not reached the MS level yet. Some of the pressure present in the Billingshurst and Pine schools has receded, but the eastern side of the District remains at or above capacity. As was evident in the ES analysis, any rezoning process at this level would have resulted in a minimal level of benefit due to the unequal growth in the outer edges of the District, as is seen in Map 4.3.

What is not as clearly represented on the map is the level of growth for the areas of the district still facing rapid expansion. The facilities in Depoali, Mendive, and Shaw are over capacity with enrollment, but the map does not delineate the specific level of crowding. Shaw and Mendive will suffer from significantly less crowding than will Depoali.

Similarly to the ES, there is excess capacity in the core city schools, those inside of the McCarran Loop – Clayton, Traner, Sparks, Dilworth, Vaughn, and Swope – all have excess capacity to share, though the amount is negligible. These schools are also the smallest in the District, typically capable of holding less than 60% of the enrollment typical at the newer middle schools

*The general outcome of the data analysis begins to highlight several key issues at the middle level:*

- Growth is still heavily weighted to the periphery of the District but most of the growth is focused in the eastern half with significant growth only occurring in the South Meadows.
- The core city schools (inside the McCarran Loop) remain close to their capacity limits and enrollment numbers seem to fluctuate based on higher levels of movement in the general population of the area.
- A full rezone at the middle level would provide little or no value as the primary areas with excess capacity are in the core city area while the greatest levels of growth are on the suburban periphery. This, along with natural geographic barriers severely limits the value of any wide scale rezoning.
- Spot rezoning is a viable action and can be used to address some anomalies in areas where adjacencies will allow for less dramatic movement of students across geographic areas.



Map 4.3 - Middle School Expected Capacity (2024-2025). Showing general school enrollment levels as a % of capacity by the 2024-2025 (10 year) school year.

## OTHER CONSIDERATIONS

While the primary purpose of this analysis is to look at enrollment and capacity of existing facilities, there are some other considerations that must be reviewed in this context. These factors do have a potential impact on the overall capacity of the system as they can reduce the efficiencies or add stressors that may alter attendance characteristics. These considerations include:

- The trend in the number of students with IEP's. Analysis of this data would indicate that, at the middle level, while there is an overall trend upward in the number of IEP's, the overall distribution among individual schools seems to show no discernable trend line. Because an increase in IEP's can require additional one-on-one instructional time, it can have the negative effect of reducing the overall capacity of the school due to classrooms being pulled out of general use in favor of small group, specialized instruction.
- Existing facility age. This can be an issue as the older the school, the greater the potential limitations the facility creates with regards to capacity. From smaller than average rooms, to smaller sites that limit the number of temporary or portable classrooms, to the relative size of the school and its capacity to house additional grade level sections, older schools have greater general capacity limitations impacting their use.
- Core city schools vs. suburban schools. Historically, the District has chased growth at the outer periphery. As new developments have generated significant numbers of new students, new schools used all of the resources available from the perspective of capital investment. While there has been capital investment to maintain and service the core city schools, there are some challenges and equity issues that should be addressed. A big part of this does revolve around the higher need for more personalized instruction within the core city populations.
- Water rights. With the increasing pressure being put on water resources in the county – from development and from the ongoing and deepening drought – the cost of acquiring additional water rights on developable property is quickly approaching (and will potentially exceed) the cost of acquiring the property. Effective and more efficient use of existing water rights is a more cost effective model for managing the growth in the county.

### 4.0.4 RECOMMENDED ACTIONS

*Based on the analysis of the existing data, the following strategies represent the recommendations of this report:*

#### **Strategy MS.1**

Transform the existing Sparks HS into a middle school with a capacity of 1400 – 1500 students. The existing HS functions would be relocated under the HS strategies, freeing up this facility for conversion to a MS. Enrollment populations from Dilworth and Sparks MS's would be realigned and combined for this school allowing those existing schools to be repurposed under the ES strategies.

**Strategy MS.2**

Construct a new 1200 student MS in the south Spanish Springs Valley. This school will relieve Shaw MS and potentially would be able to provide some relief to Mendive MS. This will require a new boundary area for this part of the District and could include some adjustment to existing boundaries adjacent to it.

**Strategy MS.3**

Construct a new 1200 student MS in the South Meadows area, west of I-580. This school will relieve Depoali by taking in a large portion of the southern half of Depoali's current boundary area. In addition, it would take the southern half of Pine's boundary area, thereby allowing the northern portion of the Pine boundary to be modified to accept some of the Depoali population.

**Strategy MS.4**

Explore a realignment of Traner, Clayton, and Billingshurst boundaries to redistribute student population pressure on the west side. This would be a fairly moderate realignment taking the current boundary for Traner and Clayton some distance west. This may require some investment in the existing schools, but that would be part of the overall investment in the Core City Schools envisioned as a part of the whole of this report.

In total, these strategies accommodate all of the projected enrollment growth for the 5 and 10 year period identified in the data provided. As is shown in Map 4.4, the recommendations relieve much of the crowding in the Spanish Springs and South Meadows areas, but several schools remain at the 100% capacity mark. A deeper analysis of these growth areas along with a more detailed enrollment distribution discussion, could resolve the population density issues for those schools shown as remaining at full capacity, since overall capacity at the MS level is adequate to absorb the projected enrollment without any school at full capacity (if the population were distributed equally across all MS zones).

The recommendations presented here for the MS level support continuing to build on the ES discussion regarding a re-investment in the core schools of the district, while still accommodating growth on the periphery. Geographic boundaries will continue to shape the best ways to organize the enrollment areas for each school. However, there will be a need to look broadly at the MS boundaries as a part of the implementation of these strategies due to the disparities in both facility capacity and enrollment growth.

Map 4.4 graphically represents the implementation of the MS strategies. No significant boundary realignment is reflected in this map, other than what would be required to create the new school boundaries noted above.