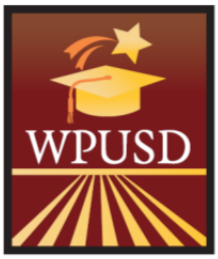
SCHOOL FACILITIES MASTER PLAN

JUNE 2014



WESTERN PLACER
UNIFIED SCHOOL DISTRICT

Western Placer Unified School District

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INTRODUCTION

Purpose of a Facilities Master Plan

The California Department of Education's publication, "Guide for the Development of a Long-Range Facilities Plan," defines a long range facilities plan as a "compilation of information, policies, and statistical data about a district." A Long-Range Facilities Plan, also commonly referred to as a Facility Master Plan or simply a Master Plan, is organized to provide a continuous basis for planning educational facilities that will meet the needs of a changing community and provide alternatives in allocating facility resources to achieve the District's goals and objectives.

A Facility Master Plan is essential in planning for growth expected to occur within a school district's boundaries over the next 10 to 15 years. A Master Plan is intended to be a flexible document that will be revisited and updated periodically to serve as the framework for the construction of facilities necessary to serve as an effective district.

Overview

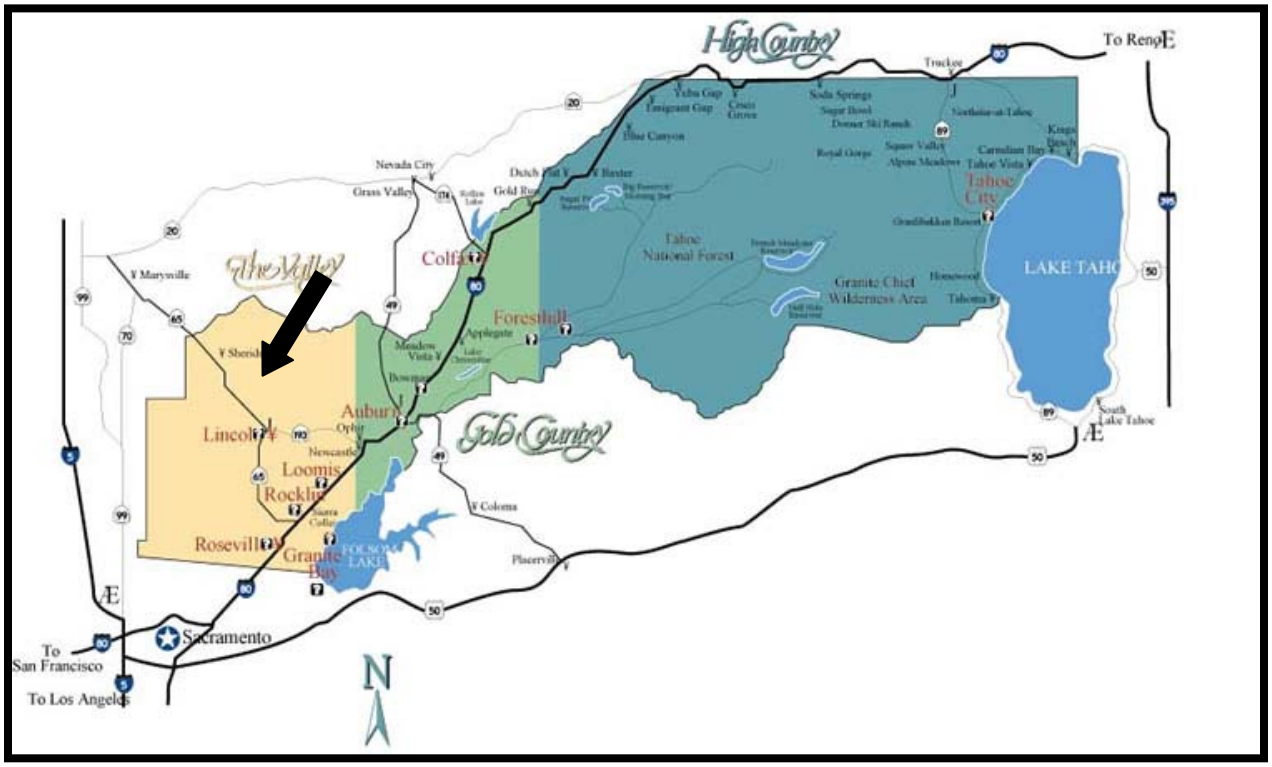
In the mid 1990's the first phase of master planning was undertaken for Western Placer Unified School District (the "District"). This master planning process was referred to as *Project Build*. The purpose of *Project Build* was to assist the District in the development of a community-based vision for the programming and design of a Master Plan for educational facilities. It was a systematic approach to supporting and enhancing the instructional facilities and learning strategies for the 21st century. During two school terms spanning 1995 through 1997, over 100 community members, faculty, staff, administrators, parents, and students joined together to explore four major frameworks which affect facilities design and development: (1) physical resources, (2) learning sciences, (3) governance, and (4) socioeconomic opportunities. *Project Build* was subsequently recognized in Washington D.C. in October 1998 as an example of Innovative School Design in the document "Schools as the Centers of Community, A Citizen's Guide for Planning and Design" by the U.S. Department of Education.

Since *Project Build*, the District has reviewed and revised its facilities plans several times as the community served by the District has grown and changed. The District experienced massive growth in the early 2000's and four schools were built in successive years beginning with Twelve Bridges Elementary which opened in 2004. Foskett Ranch Elementary opened in 2005; Twelve Bridges Middle School opened in 2006 and Lincoln Crossing Elementary opened in 2007. In 2010, a comprehensive Facilities Master Plan was created and adopted by the Board. This document is an update to the 2010 Facilities Master Plan.

DISTRICT DESCRIPTION

The District office is located in Lincoln, California, recent recipient of the All-America City award. The specific location of the District is shown in ***Figure 1***.

FIGURE 1



District Mission, Vision and Goals

The District's mission is to empower students with the skills, knowledge, and attitudes for success in an ever changing world. This is accomplished through our dedicated staff, who address the District's goals.

The District's vision is that "students, parents, and the local community will recognize our excellence and see our schools as desirable places to be enrolled. The unique opportunities available include a strong emphasis on the local environment, technology, and the arts, in addition to a strong academic curriculum. The education process is structured to encourage parental involvement and enlist community support in the education of our children. Students, parents, faculty and administration are held accountable for meeting established expectations. All students have the opportunity to be educated to their maximum potential limited only by their interest, ability, and effort." The focus of the District is on student success, developing and supporting a variety of programs toward that end.

District Global Goals

1. Develop and continually upgrade a well-articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students.
2. Foster a safe, caring environment where individual differences are valued and respected.
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.
4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.
5. Promote student health and nutrition in order to enhance readiness for learning.

This School Facilities Master Plan is a foundation process and document for meeting the goals above, specifically #3, "Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness".

District Global Goals #1, #2 and #4 also have facility implications. The maximum potential of each student will be realized through all of the programs provided by the District. To serve students well, programmatically appropriate facilities are necessary. To ensure a safe, caring environment, facilities must be designed and maintained to enable instruction to happen without worry from outside distractions.

District Educational Programs

The District's program of quality education is delivered in a wide range of educational settings and learning environments, including:

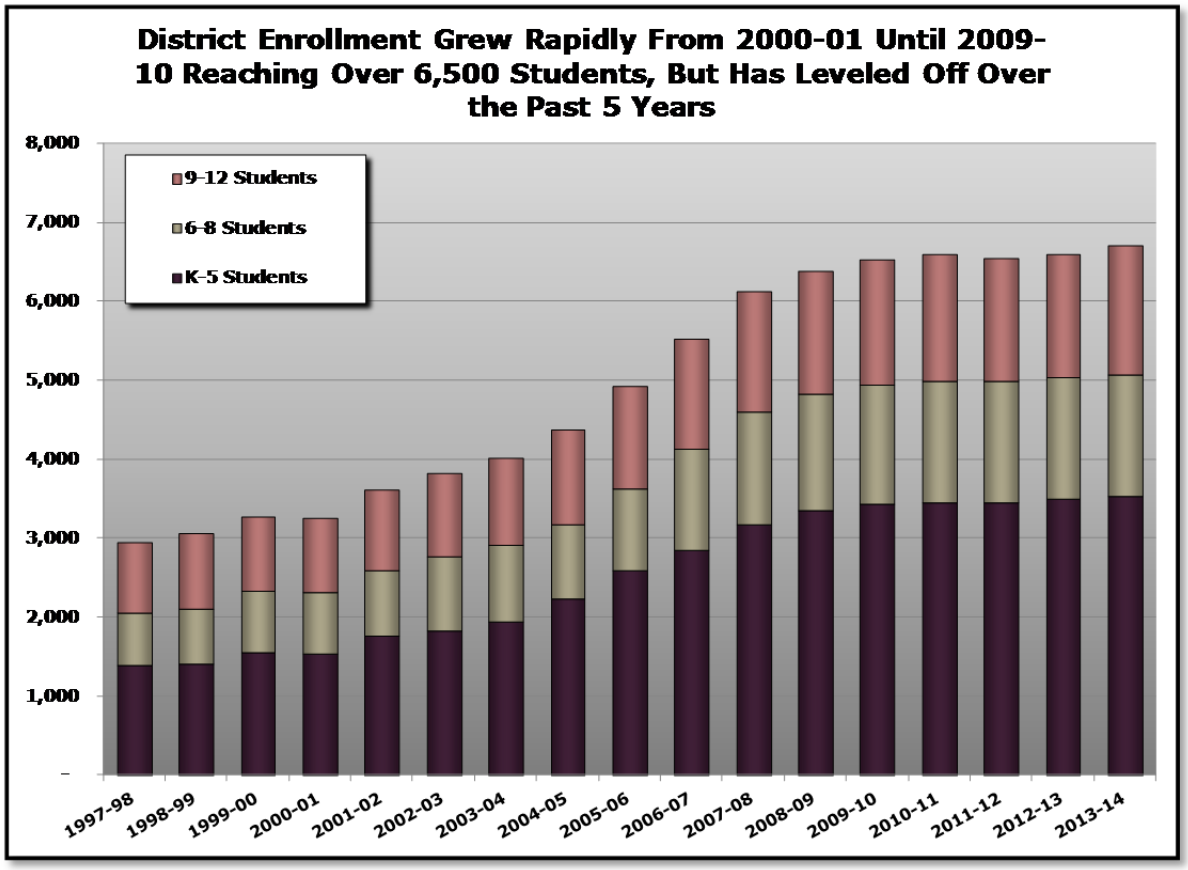
- 7 elementary schools (grades K-5)
- 2 middle schools (grades 6-8)
- 1 comprehensive high school (grades 9-12)
- 1 continuation high school
- GATE programs (grades 2 – 8); Honors/Advanced Placement (grades 9 – 12)
- English Learner Development (ELD) programs
- Advancement Via Individual Determination (AVID) program
- 1 Charter School (Horizon Instructional Systems)
- Special Education
- Transitional Kindergarten
- A 415 acre farm; the largest school farm in California

District Enrollment

As shown in ***Chart 1***, below, the District has experienced rapid enrollment growth over the past fifteen years, with total enrollment more than doubling.

Detailed enrollment by grade level for each school site is included as ***Appendix A***.

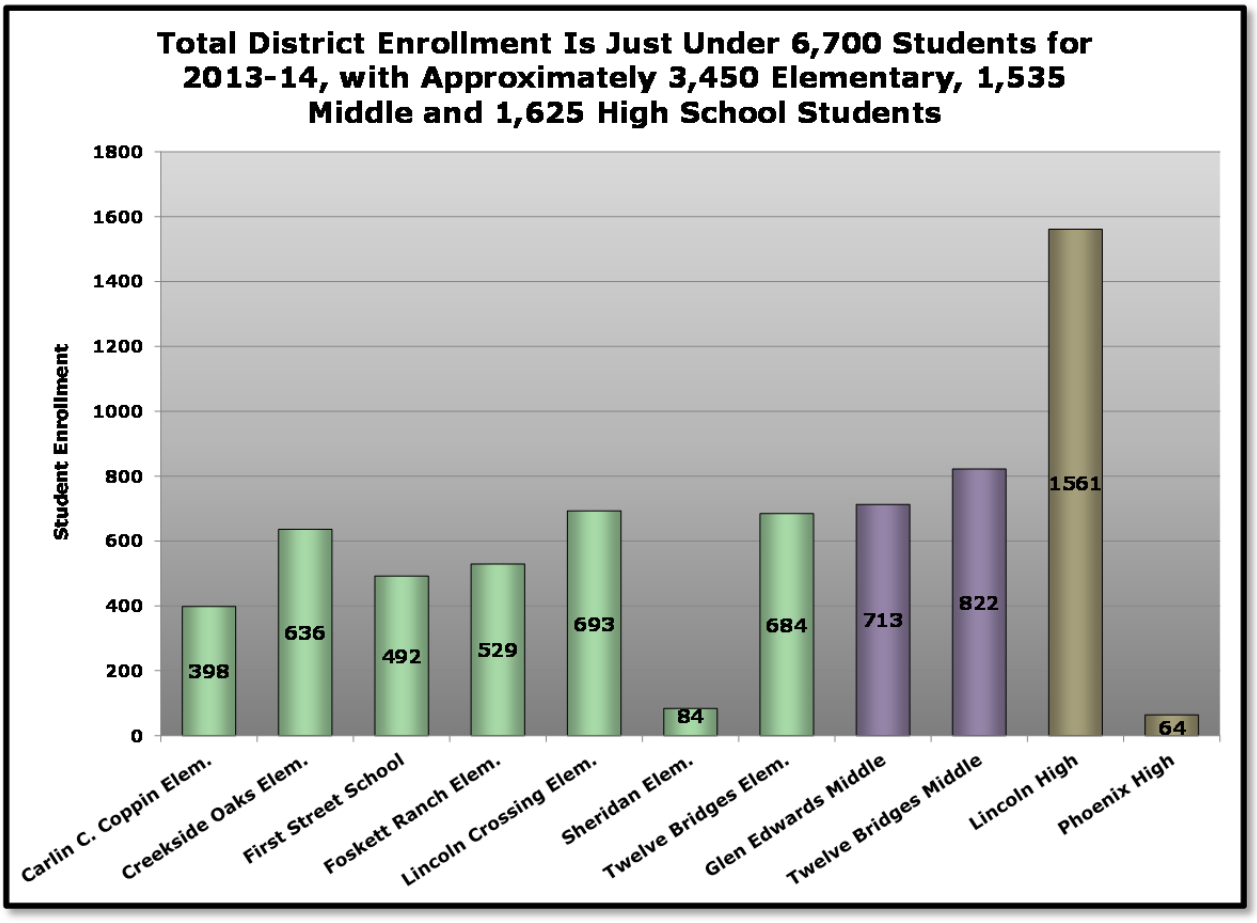
CHART 1



Source: California Department of Education, CBEDS and CALPADS.

In 2013-14, the District's enrollment peaked at just under 6,700 students. This includes approximately 3,450 elementary, 1,535 middle and 1,625 high school students, as shown in ***Chart 2***.

CHART 2


Total District Enrollment Is Just Under 6,700 Students for 2013-14, with Approximately 3,450 Elementary, 1,535 Middle and 1,625 High School Students
Student Enrollment
1800
1600
1400
1200
1000
800
600
400
200
0
398
636
492
529
693
84
684
713
822
1561
64
Carlin C. Coppin Elem.
Creekside Oaks Elem.
First Street School
Foskett Ranch Elem.
Lincoln Crossing Elem.
Sheridan Elem.
Twelve Bridges Elem.
Glen Edwards Middle
Twelve Bridges Middle
Lincoln High
Phoenix High

SCHOOL SITES

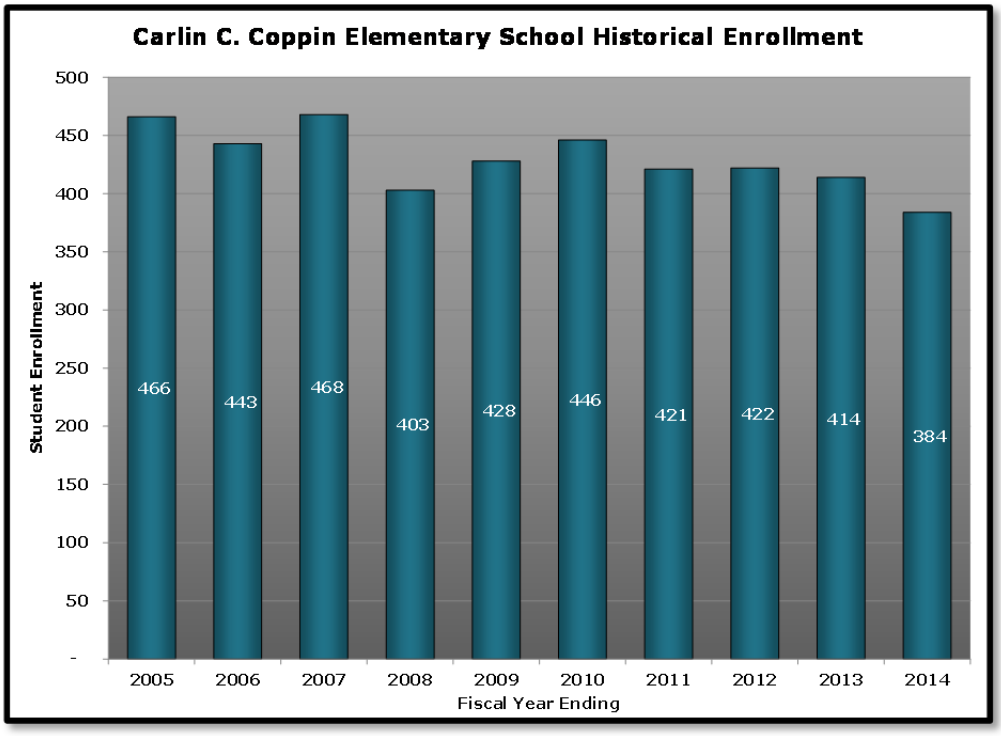
CARLIN C. COPPIN ELEMENTARY SCHOOL



Carlin C. Coppin Elementary School is located at 150 East 12th Street. This kindergarten through fifth grade elementary school opened its doors in the 1970s and is situated on an 11.64 acre site. The site is improved with 49,689 square feet of permanent pods and portable buildings made up of administrative offices, staff room, library/media center, multi-purpose building, and 29 classrooms. The school was built during the era of open classrooms where several teachers would work together in an open-space setting. This idea came and went. Walls have been built in the open spaces to generate classrooms. However, these classrooms are in the 800 square foot range, not the typical 960 square feet of California elementary schools. These smaller classrooms work well for class size reduction (typically 20), but are inadequate for grades 4 and 5.

The remainder of the site is comprised of large field areas, driveways, walkways and a large paved play area. It has paved parking for 53 vehicles, including 5 handicapped. The site is large for an elementary school and will need to be expanded to accommodate students from the surrounding new development area. Currently, the District is in discussions regarding approximately three acres of proposed land to be donated to the site, most of which would be used to improve and increase parking, parent drop-off and circulation. Carlin C. Coppin Elementary School is the proud home of the Dragons.

CHART 3



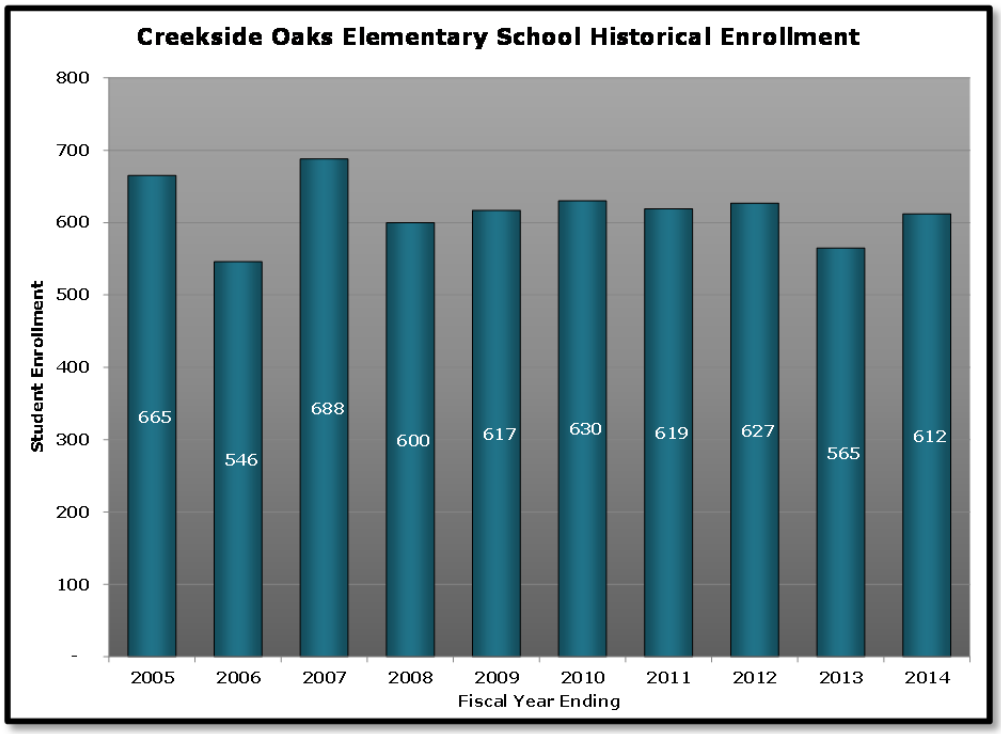
As shown in ***Chart 3***, Carlin C. Coppin Elementary School's enrollment peaked at 468 students in 2006-07 and stayed between 400 to 450 students 2007-08 through 2012-13, dropping to 384 students in 2013-14.

CREEKSIDE OAKS ELEMENTARY SCHOOL



Creekside Oaks Elementary School is located at 2030 First Street. This kindergarten through fifth grade elementary school is situated on a 15 acre site. This school opened its doors in 1994. The site is improved with 47,630 square feet of portable buildings made up of administrative offices, staff room, library/support services, and 32 classrooms. The campus utilizes a triple-wide portable as a multipurpose building. The remainder of the site has limited playfields, extensive hardscape of parking, driveways, walkways and a large paved play area. It has paved parking for 54 vehicles, including 2 handicapped in the parking lot. Creekside Oaks Elementary School is the proud home of the Red Tailed Hawks.

CHART 4



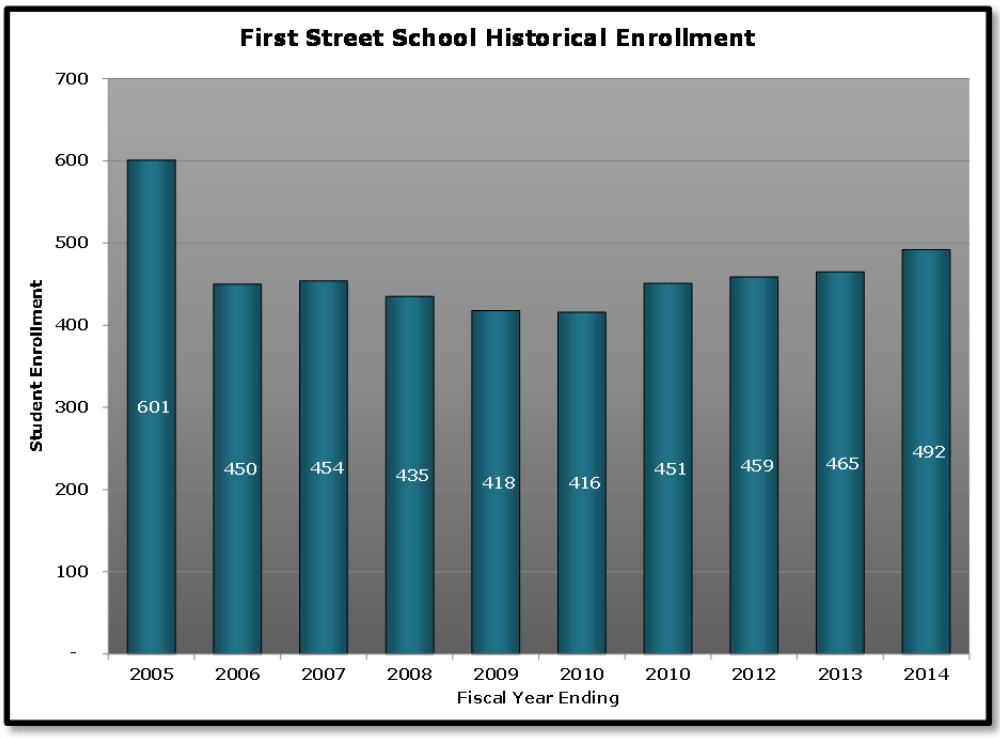
As shown in ***Chart 4***, Creekside Oaks Elementary School's enrollment peaked at 688 students in 2006-07. It has been fluctuating between 560 and 630 since 2007-08.

FIRST STREET SCHOOL



First Street School is located at 1400 First Street. This kindergarten through fifth grade elementary school is situated on a 4.46 acre site. The school opened its doors in September 2000. The site is improved with 36,960 square feet of portable buildings made up of administrative offices, staff room, library/support services, multi-purpose building, two restroom buildings, and 27 classrooms. The remainder of the site has extensive hardscape of parking, driveways, walkways and a large paved play area. It has paved parking for 51 vehicles, including 2 handicapped. There are no open grassy play fields at this site. However, access is available to the fields of the immediately adjacent middle school. First Street Elementary School is the proud home of the Road Runners.

CHART 5



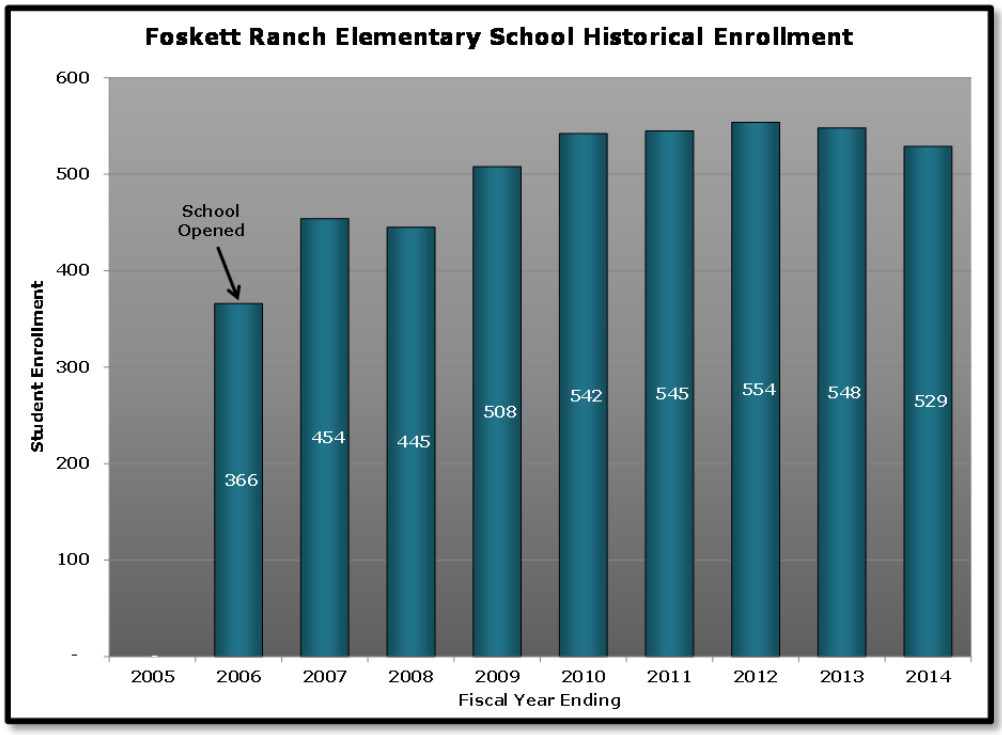
As shown in ***Chart 5***, First Street School's enrollment peaked at 601 students in 2004-05. It declined from 2005-06 through 2009-10 and has been steadily increasing since that time to a recent high of 492 students in 2013-14.

FOSKETT RANCH ELEMENTARY SCHOOL



Foskett Ranch Elementary School is located at 1561 Joiner Parkway. This kindergarten through fifth grade elementary school is situated on a 16 acre site. This school opened its doors in August 2005. The site is improved with 57,114 square feet of permanent buildings made up of administrative offices, library/support services, multi-purpose building, three classroom clusters (29 teaching stations) and a central plant. The remainder of the site has extensive hardscape of parking, driveways, walkways and a large paved play area. It has paved parking for 93 vehicles, including 5 handicapped. There are no open grassy play fields at this site. A large portion of the property is designated as a soccer field and a half to be shared with the City of Lincoln regional park to the east. Foskett Ranch Elementary School is the proud home of the Falcons.

CHART 6



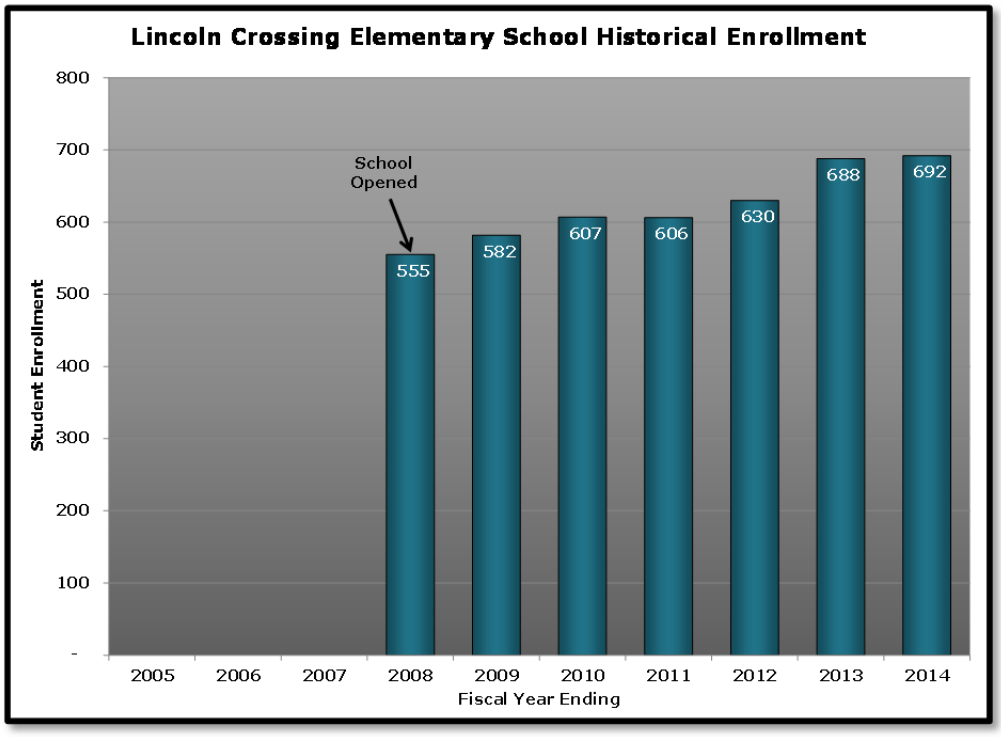
As shown in ***Chart 6***, Foskett Ranch Elementary's enrollment peaked at 554 students in 2011-12. It has slightly declined over the past 3 years, down to 529 students in 2013-14.

LINCOLN CROSSING ELEMENTARY SCHOOL



Lincoln Crossing Elementary School is located at 635 Groveland Lane. This kindergarten through fifth grade elementary school is situated on an 11 acre site. The school opened its doors in August 2007. The site is improved with 56,649 square feet of permanent buildings made up of administrative offices, staff room, library/support services, multi-purpose building, media room, and 27 classrooms. The remainder of the site has extensive hardscape of parking, driveways, walkways and a large paved play area. It has paved parking for 44 vehicles, including 2 handicapped. There are open grassy play fields at this site, as well as access to the fields of the immediately adjacent Lincoln City Public Park. Lincoln Crossing Elementary School is the proud home of the Colts.

CHART 7



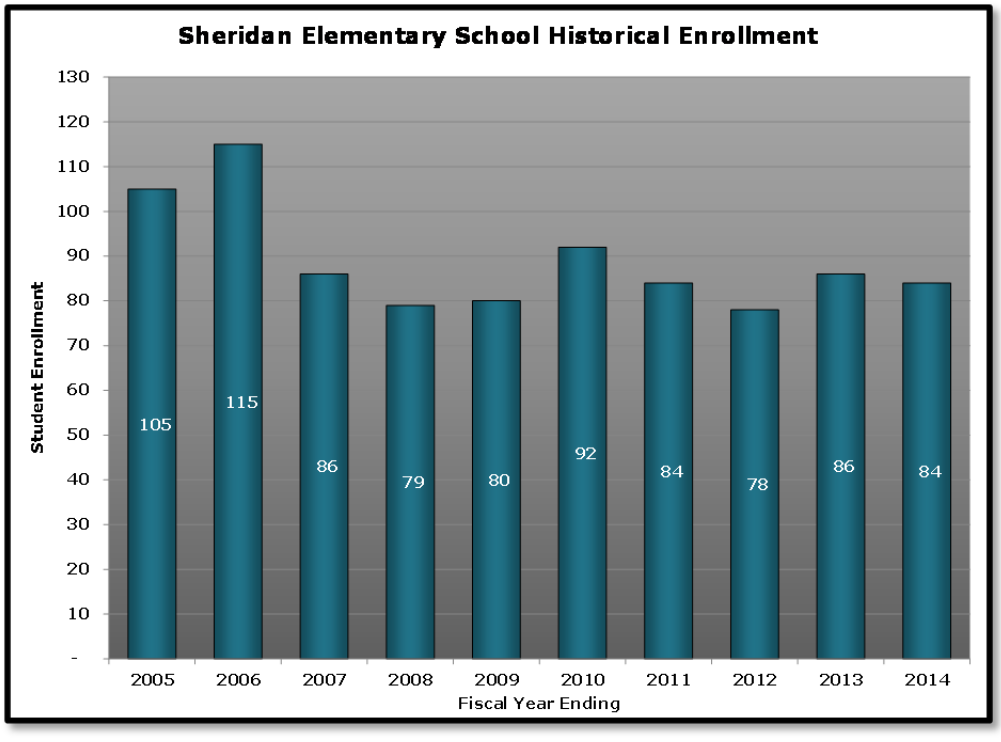
As shown in ***Chart 7***, when Lincoln Crossing Elementary opened in 2007-08, student enrollment was 555 students. It has increased since that time and peaked at 692 in 2013-14.

SHERIDAN ELEMENTARY SCHOOL



Sheridan Elementary School is located at 4730 H Street, in the town of Sheridan. This kindergarten through fifth grade elementary school is situated on a 5.2 acre site and has quite a history. The school opened its doors originally in 1864 in a location roughly ¼ mile from the existing school and was called Norwood School. The building burned down in 1868 and was subsequently rebuilt. In 1877 it was moved to its current location. In 1880 the school became known as Sheridan. New buildings were constructed in 1927; however most buildings on the site are of the 1950s vintage. The site is improved with 17,717 square feet of portable buildings made up of administrative offices, staff room, library/support services, multi-purpose building and 11 classrooms. The site has a large paved play area as well as a large grassy field that is fenced in with the school campus. Sheridan Elementary School is the proud home of the Eagles.

CHART 8



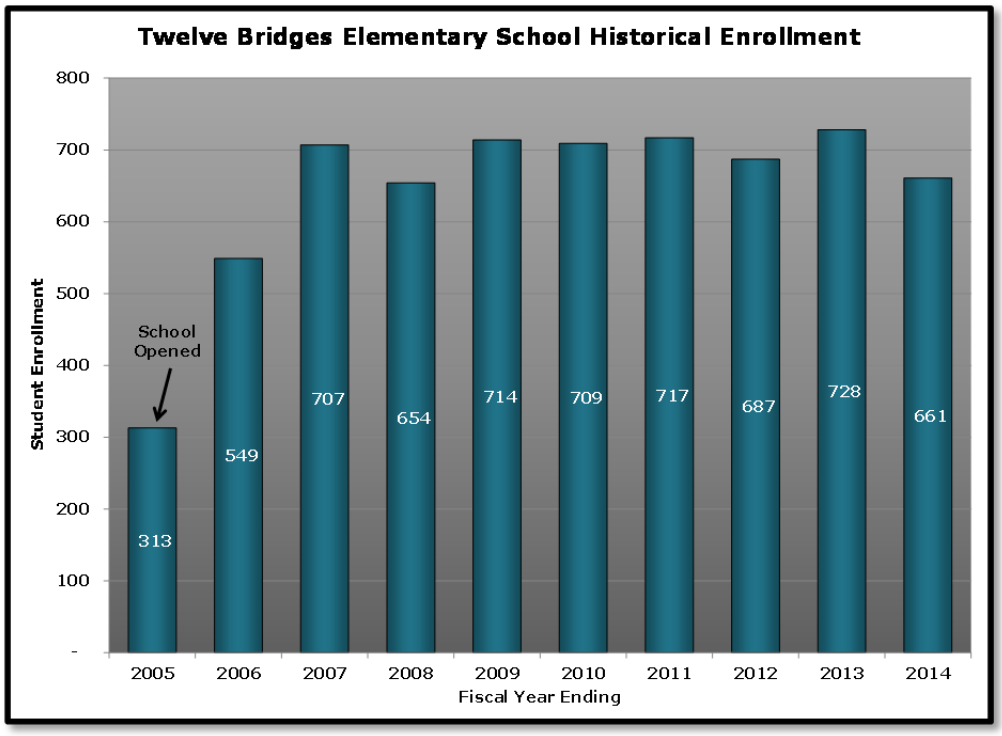
As shown in ***Chart 8***, Sheridan's enrollment peaked at 115 students in 2005-06 and has been fluctuating between 75 and 95 students since 2006-07.

TWELVE BRIDGES ELEMENTARY SCHOOL



Twelve Bridges Elementary School is located at 2450 Eastridge Drive. This kindergarten through fifth grade elementary school is situated on an 11.10 acre site. The school opened its doors in August 2004. The site is improved with 59,418 square feet of permanent buildings made up of administrative offices, library/support services, multi-purpose building, three classroom clusters (30 teaching stations) and a central plant. The remainder of the site has extensive hardscape of parking, driveways, walkways and a large paved play area. It has paved parking for 63 vehicles, including 5 handicapped. There are no open grassy play fields on the site. However, access is available to the fields of the immediately adjacent 4.8 acre city park, which has a 635 square feet concession/ restroom building and 26 parking spaces including 2 handicapped spaces. Twelve Bridges Elementary School is the proud home of the Tigers.

CHART 9



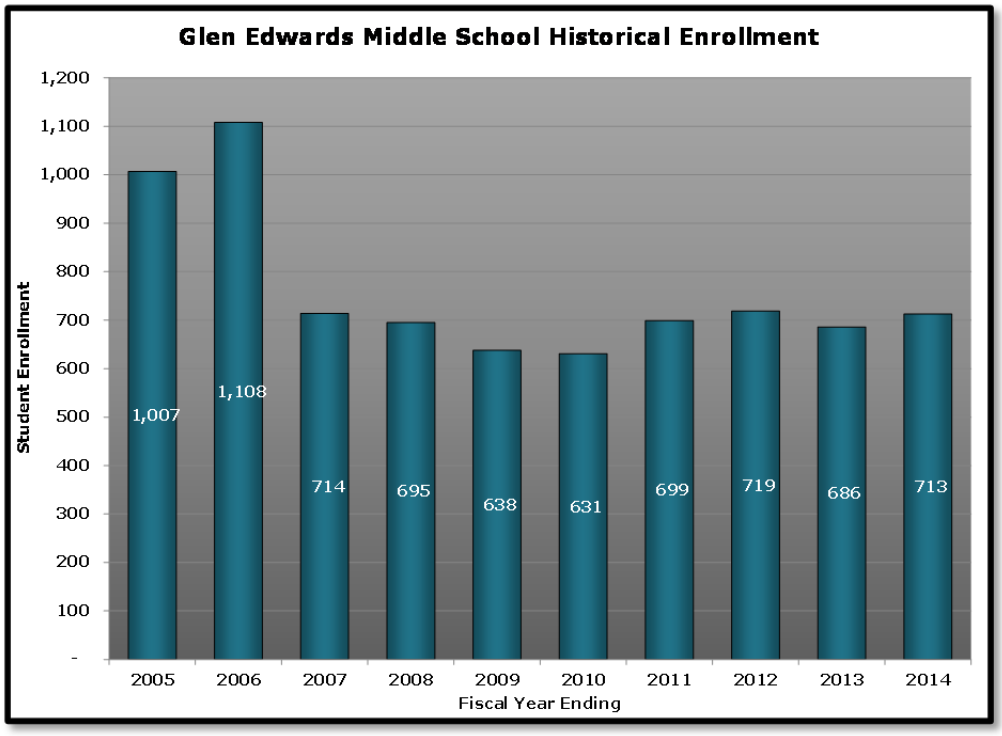
As shown in ***Chart 9*** Twelve Bridges Elementary School opened in 2004-05 with 313 students. Enrollment grew over the subsequent two years and has fluctuated between 650 and 730 students since 2006-07.

GLEN EDWARDS MIDDLE SCHOOL



Glen Edwards Middle School is located at 204 L Street. This school was designed and built originally as an elementary school. Currently and for many years Glen Edwards has operated as a middle school serving sixth through eighth grade students. It is situated on a 10 acre site. The original school, a K-4 elementary opened its doors in the 1959. The site is improved with 66,190 square feet of permanent and portable buildings made up of administrative offices, staff room, library/support services, and 27 classrooms. The site is lacking a gymnasium, which is a vital component for middle school curriculum. The school uses off-site facilities to accommodate indoor physical education programs. The remainder of the site has extensive hardscape of parking, driveways, walkways and a large paved play area. It has paved parking for 102 vehicles, including 5 handicapped. There is also an open grassy play field fenced in at this site. Glen Edwards Middle School is the proud home of the Panthers.

CHART 10



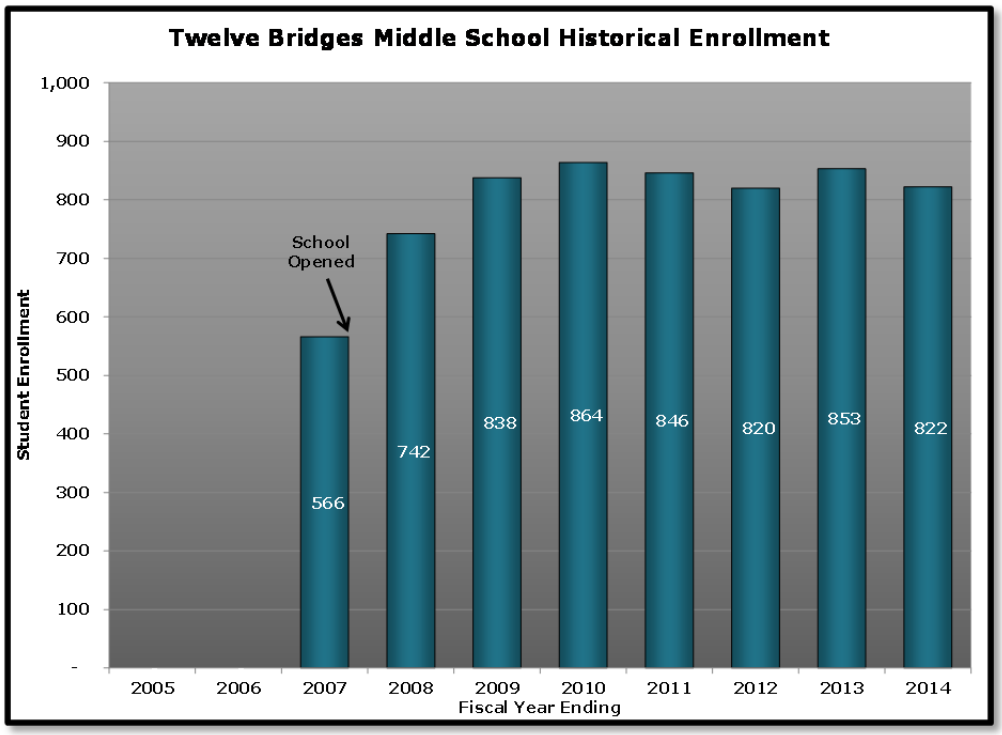
As shown in ***Chart 10***, Glen Edwards Middle School's enrollment peaked at 1,108 students in 2005-06. It then decreased in 2006-07 when Twelve Bridges Middle School opened. Enrollment has fluctuated between 630 and 720 students since 2006-07.

TWELVE BRIDGES MIDDLE SCHOOL



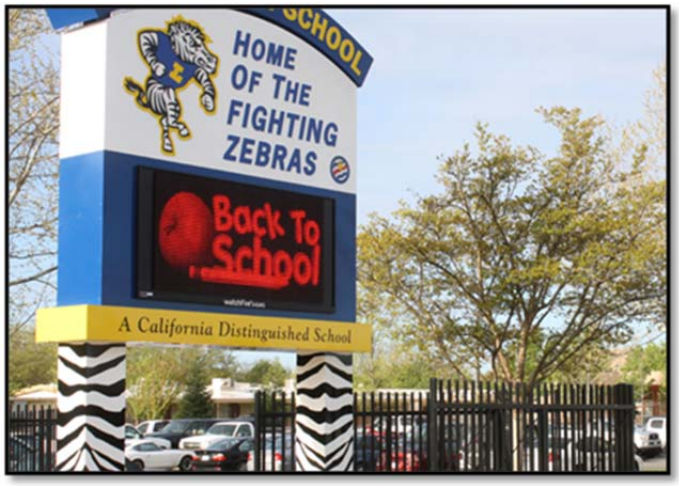
Twelve Bridges Middle School is located at 770 Westview Drive. This sixth through eighth grade school is situated on an 18 acre site. The school opened its doors in August 2006. The site is improved with 95,430 square feet of permanent buildings made up of administrative offices, library/support services, multi-purpose building, gymnasium, 33 teaching stations and a central plant. The remainder of the site has extensive hardscape of parking, driveways, walkways, and hard-court area. It has paved parking for 110 vehicles, including 8 handicapped. The site has a full track and field area and is immediately adjacent to the city's 4.8 acre park, which has a 635 square foot concession/ restroom building and 26 parking spaces including 2 handicapped spaces. Twelve Bridges Middle School is the proud home of the Titans.

CHART 11



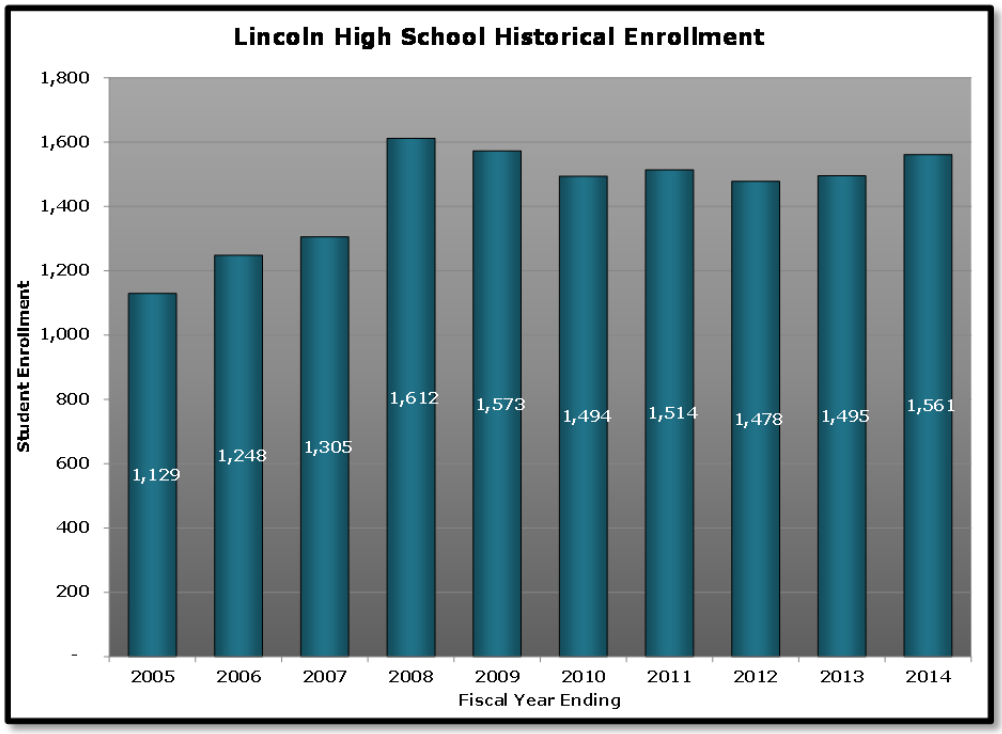
As shown in ***Chart 11***, Twelve Bridges Middle School opened in 2006-07 with an enrollment of 566 students. Enrollment grew over the next two years and enrollment peaked at 864 students in 2009-10. It has fluctuated between 820 and 870 students since 2008-09.

LINCOLN HIGH SCHOOL



Lincoln High School is located at 790 J Street. Prior to its location at 790 J Street, the school was located adjacent to the tennis courts between 5th and 6th Streets. This ninth through twelfth grade high school is situated on a 43.6 acre site. The school opened its doors at its current site during the 1950-1951 school year. The site is improved with 143,881 square feet of permanent and portable buildings made up of administrative offices, library/media center, performing arts building, two gymnasiums, and 60 classrooms. The remainder of the site has extensive hardscape of parking, driveways, and walkways. It has paved parking for 534 vehicles, including 17 handicapped. There is a stadium with high-end artificial turf, bleachers, concession stand, media box and an additional parking lot. There are open grassy courtyards and play fields at this site. Lincoln High School is the proud home of the Fighting Zebras.

CHART 12



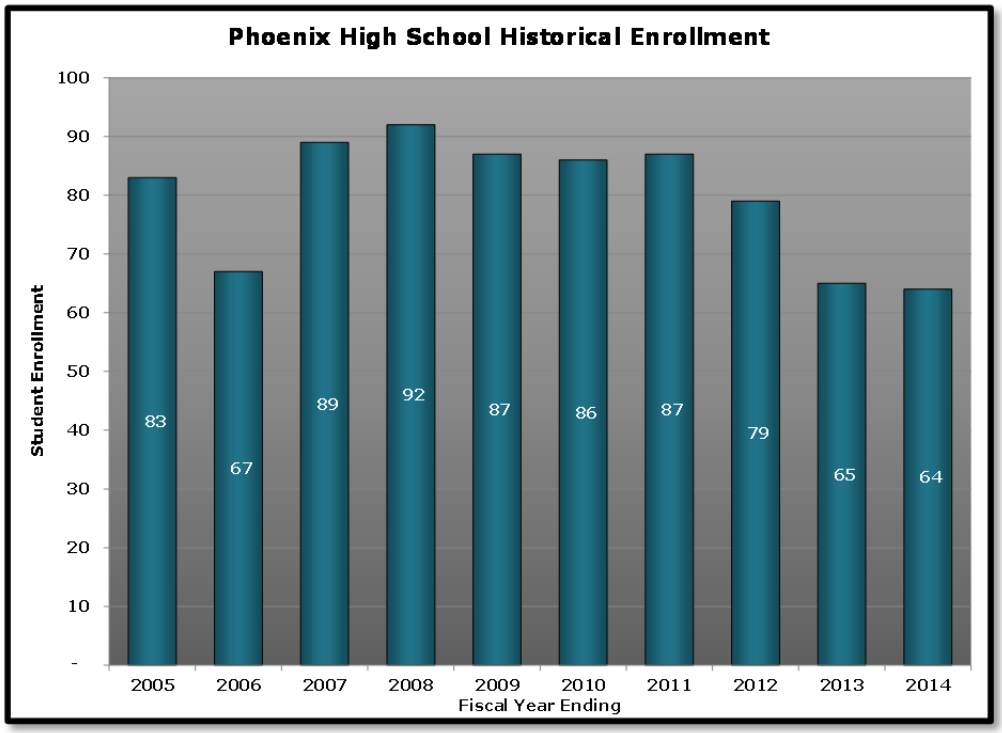
As shown in ***Chart 12***, Lincoln High School's enrollment peaked at 1,612 students in 2007-08 and has fluctuated between 1,475 and 1,575 since 2008-09.

PHOENIX HIGH SCHOOL



Phoenix High School is located at 870 J Street. This continuation high school is situated on a 1.5 acre site. The school opened its doors in 1979. The site is improved with 13,751 square feet of portable buildings made up of administrative offices, staff room, and seven classrooms. The remainder of the site has extensive hardscape of parking, driveways, walkways and a large paved play area. There is no multipurpose room and no open grassy play fields at this site. However, access is available to the fields of the immediately adjacent Lincoln High School. Phoenix Continuation High School is the proud home of the Phoenix.

CHART 13



As shown in ***Chart 13***, Phoenix High's enrollment peaked at 92 students in 2007-08. It remained between 80 and 95 students from 2006-07 through 20010-11, and has declined since that time to a low of 64 students in 2013-14.

Other Assets



The District owns and operates a 415-acre ranch property which is the largest school farm in California. The District also partners with the Western Placer Education Foundation on a 179-acre property containing archeological and environmental sites well suited for a comprehensive outdoor learning program.

The District has also worked successfully with Sierra Joint Community College District and the City of Lincoln to build the Twelve Bridges Library on what is known as the Twelve Bridges Campus. The Library, completed in 2007, was designed to meet the needs of the community, schools and the future residents of Lincoln. The 38,000 square foot facility houses collections for children, students, parents, seniors, researchers and casual readers. It includes over one hundred computer terminals to provide patron access to multiple information sources on the digital highway. A high school is also planned for the campus to meet the educational needs of students in grades 9-12.

Portables (Relocatables or Modulars)

As new programs were demanded more and more space, and enrollment in existing attendance areas increased, accommodations were made at existing schools through the conversion of classrooms to support ancillary programs; and the addition of portables, or relocatable classrooms to house students.

Portables are an important facility component for most districts throughout California. In 2014, approximately 38% of the District's total classroom inventory is portable and/or modular. The District has no set standard relative to the ratio of portables to permanent classrooms at existing campuses, or replacing District-owned portables at existing schools, beyond recognition and implementation of the State allowable deduction as it relates to calculating capacity. However, the age of most these buildings will dictate a need to address this issue in the future.



None of the District's last four schools were originally built with any portable classrooms, nor was there space in the plan for future classrooms except at Foskett Ranch. Five portables were added to Twelve Bridges Elementary due to the rapid increase in enrollment. However, these portables were placed in an area

that was not designed to accommodate portable classrooms and thus should be moved off the campus. The premise was that when the enrollment declined at that school the buildings could be moved to a growing campus.

Because the District is projected to continue growing for an indeterminate amount of time, there will be a need to house students in temporary facilities at existing school sites until new schools can be built. This is best accomplished in portables which can actually be moved from one campus to another when they are no longer needed. The concept is that whenever a new school is opened, there will be excess portable capacity at the vacated sites until the portables are moved, or the next "wave" of new students arrive, pending completion of the next new school. Future schools *will be* designed to house portables which will handle peak enrollment periods while allowing continuous enrollment to be housed in mostly permanent facilities.

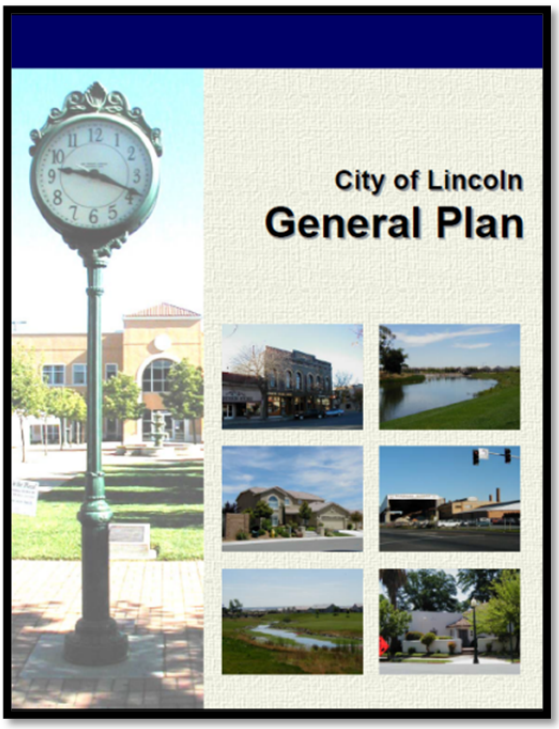
Portables are also a means to an end when planning for modernization at existing campuses. They can be used to "temporarily" house students during the renovation process. In most cases this allows for minimal disruption during times of construction.



NEW DEVELOPMENT

General Plan

A General Plan is a land use planning document created by a city or county and is developed to guide public decision-making. A General Plan's goals, objectives, and policies steer day-to-day decisions for a land use agency, such as a city or county. Decisions made by elected officials, advisory boards, and commissions should be consistent with the goals, objectives, and policies of the General Plan. Typically, a General Plan is reviewed and updated at intervals ranging from 10-15 years.



As a policy document, the General Plan provides the legal basis for all subdivision, zoning, and related ordinances. It also provides the legal basis for the initiation and authorization for all public improvements and projects. The District can utilize the City's General Plan as a tool to help identify the potential for new development within the District's boundaries.

In 2008, the City of Lincoln approved its 2050 General Plan. This General Plan will result in vast amounts of land from Placer County being incorporated into its sphere of influence. There are seven "Villages" and three Special Use Districts ("SUDs") in the 2050 General Plan that surround the former city limits of Lincoln. Planning for the projected students to come from the 2050 General Plan is being done on a parallel track with the planning to house the students remaining from the Original General Plan area; approximately 1,400 K-12 students.

The Villages

The 2050 General Plan will necessitate the need for an additional seventeen elementary schools, four middle schools and two high schools. More detail on the schools needed to serve the seven Villages is included in this report.

Financing for the schools in the Villages is a major concern for the District. In 2014 dollars, the estimate is roughly $960 million for land acquisition and construction costs for these twenty three schools. There will be significant financial impacts on the District by adding the seven Villages to the current General Plan. Several different funding mechanisms will need to be considered in order for the District to be able to provide the facilities in the expected rapid growth environment. The District will continue to seek State School Facilities money whenever it is available to help pay for the costs of providing schools within the District's boundaries.

The present and future citizens of Lincoln will expect the schools to be in place as needed. The District will need to work with the development community and builders so they will

participate in the programs to help provide the necessary schools in a timely manner. Unique strategies should be considered by the District, City and developers in an effort to accommodate the anticipated rapid growth.

In total, the District is anticipating over 36,600 new housing units at build-out of the City of Lincoln's 2050 General Plan, including the development anticipated from the Original General Plan. The number of units in each development area is shown in ***Figure 2*** and corresponds with the development area identified on the map in ***Figure 3***.

FIGURE 2

New Housing Development in Western Placer USD

New General Plan Projects

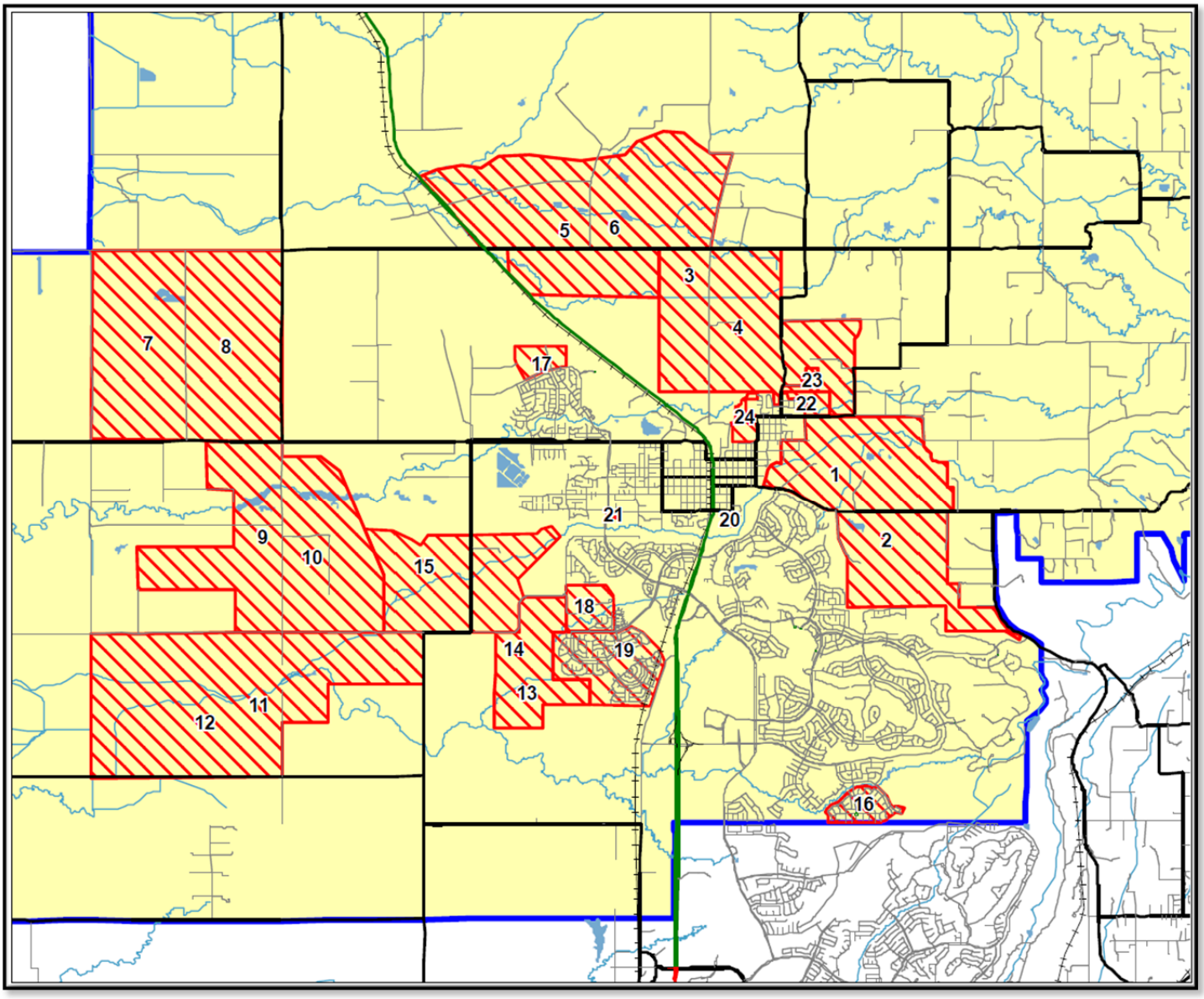
Map ID	Development Name	Remaining Units
1	Village 1 (Single Family)	3,901
2	Village 1 (Multi-Family)	1,738
3	Village 2 (Single Family)	3,074
4	Village 2 (Multi-Family)	400
5	Village 3 (Single Family)	4,057
6	Village 3 (Multi-Family)	784
7	Village 4 (Single Family)	3,652
8	Village 4 (Multi-Family)	848
9	Village 5 (Single Family)	5,645
10	Village 5 (Multi-Family)	1,307
11	Village 6 (Single Family)	3,819
12	Village 6 (Multi-Family)	1,264
13	Village 7 (Single Family)	1,940
14	Village 7 (Multi-Family)	1,345
15	SUD B	429
	Total	**34,203**

Original General Plan Projects

Map ID	Development Name	Remaining Units
16	Twelve Bridges	477
17	Lakeside 6	149
18	Sorrento aka Aitken Ranch	250
19	Lincoln Crossing	221
20	Lincoln Gateway	37
21	Riverwalk Villas	80
22	Lincoln Highlands	61
23	Cypress Meadows	84
24	Meadowlands Estates	313
Not Shown on Map	Granite Bay Homes	742
	Total	**2,414**

Total All New Development	**36,617**

FIGURE 3



The most active Villages as of 2014 are Village 7 to the west of Lincoln Crossing Elementary and Village 1 on the eastern edge of the City. Village 7 anticipates infrastructure construction to begin in late 2014. Village 1 is still in initial stages of planning.

STUDENT ENROLLMENT PROJECTIONS

Projections for future enrollment occur on both a short-term and long-term basis. In the short-term, enrollment is projected based on historical enrollment trends depicting students moving through the grade levels, augmented with expected students from new development. These short-term enrollment projections can be compared to the capacity of District school sites to determine approximately when new schools will be needed. In the long-term, student generations rates can be applied to anticipated new housing units to estimate the number of new schools needed to house future students.

Enrollment projections that are used for facilities planning purposes differ from those projections used for staffing. This is because when planning for facilities, the District must plan to accommodate students when enrollment is at its peak. Therefore, more aggressive assumptions are typically used to plan for the greatest number of students that the District can expect. Alternatively, when planning to hire staff, more conservative projections are typically used because it is not financially prudent to hire before the students actually arrive.

Student Generation

A key component of the facilities planning process is the student generation factor. A student generation factor is the ratio of students produced per home within a new construction project. This serves as a tool for the District to use in the facilities planning process and will allow the District to predict the impact new development will have on the student population. This ultimately will facilitate decision making about the provision of facilities and resources throughout the District.

In 2013, the District conducted a study to estimate the students that come from the homes recently constructed. What the District refers to as the "life cycle" generation rate analysis, specifically identifies the number of students from homes constructed in Foskett Ranch, Lincoln Crossing and Twelve Bridges neighborhoods since the development began. ***Table 1*** summarizes the resulting average life cycle student generation rates for single family units constructed within the District. These generation rates are used as the basis for estimating the number of students expected from future development. Peak generation rates are higher than the averages listed in ***Table 1***.

TABLE 1

Student Generation Rates	
Grade Level	**Single Family Generation Rate**
K-5	0.328
6-8	0.134
9-12	0.118
Total	**0.580**

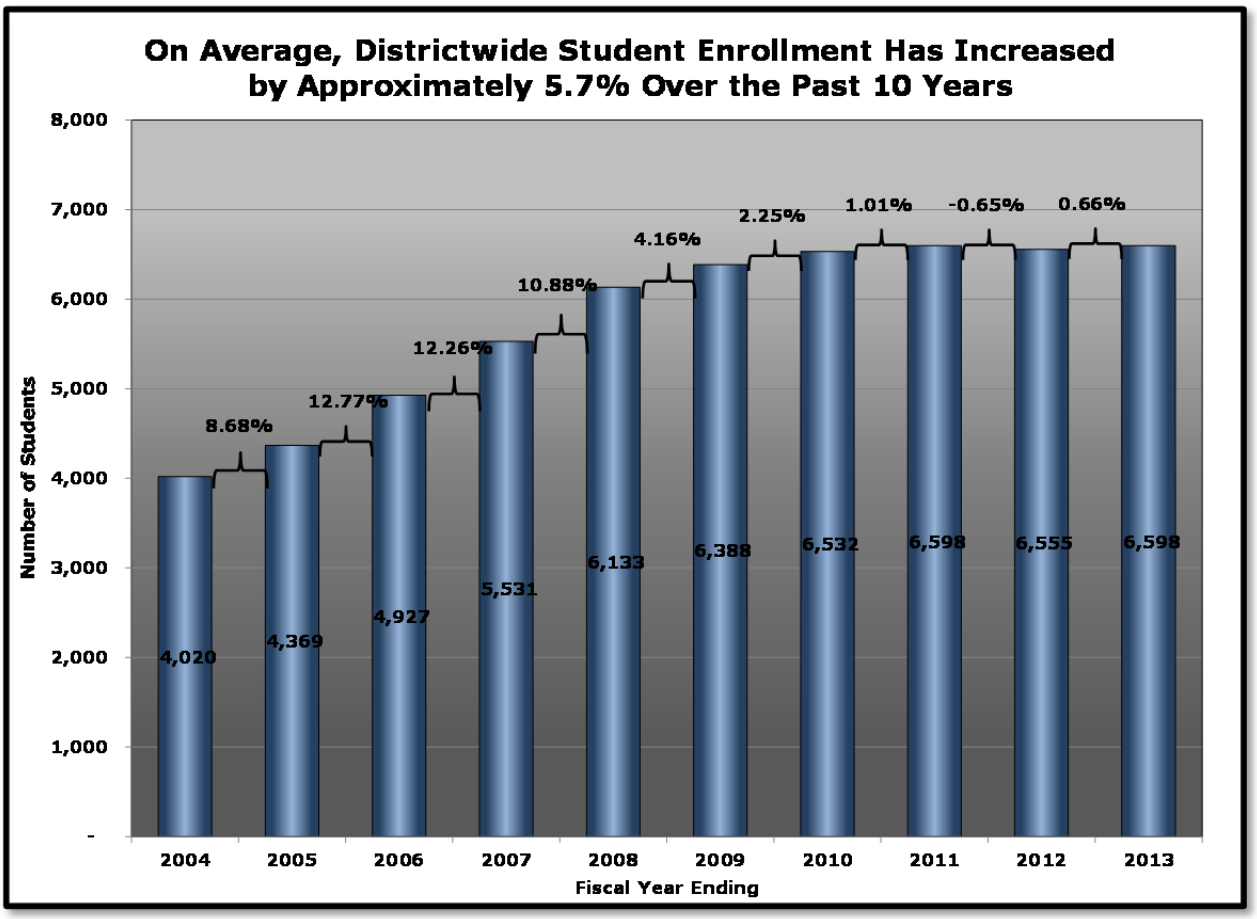
Student Generation Rates calculated by School Facility Consultants.

The District was unable to complete a multi-family unit student generation rate study due to the lack of new multi-family units constructed in the District over the past 10 years.

Projected Enrollment

Historical enrollment can be used to help project future enrollment, assuming that the trends of the past continue into the future. ***Chart 14*** shows District enrollment since 2004, with an average annual growth rate of 5.7%.

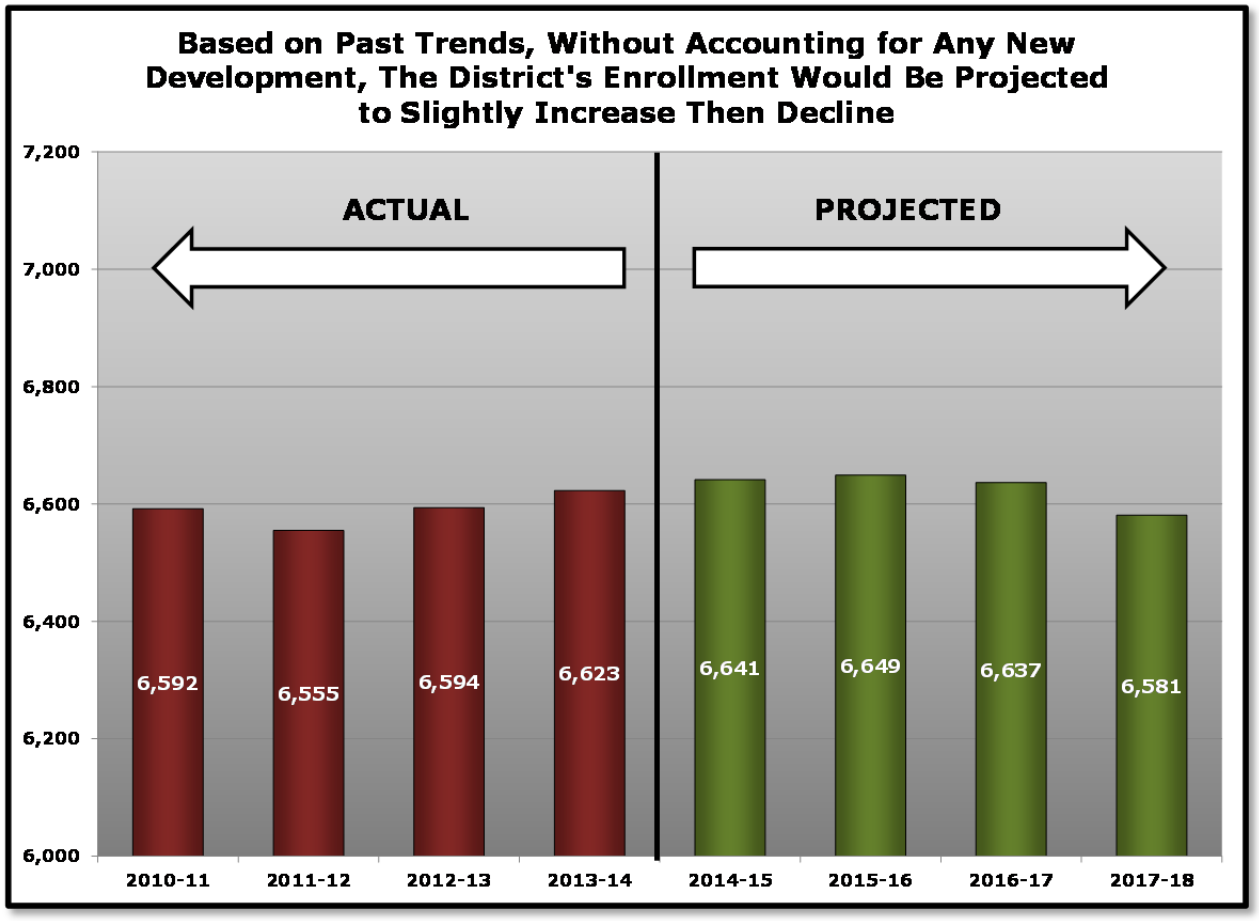
CHART 14



Source: California Department of Education, CALPADS.

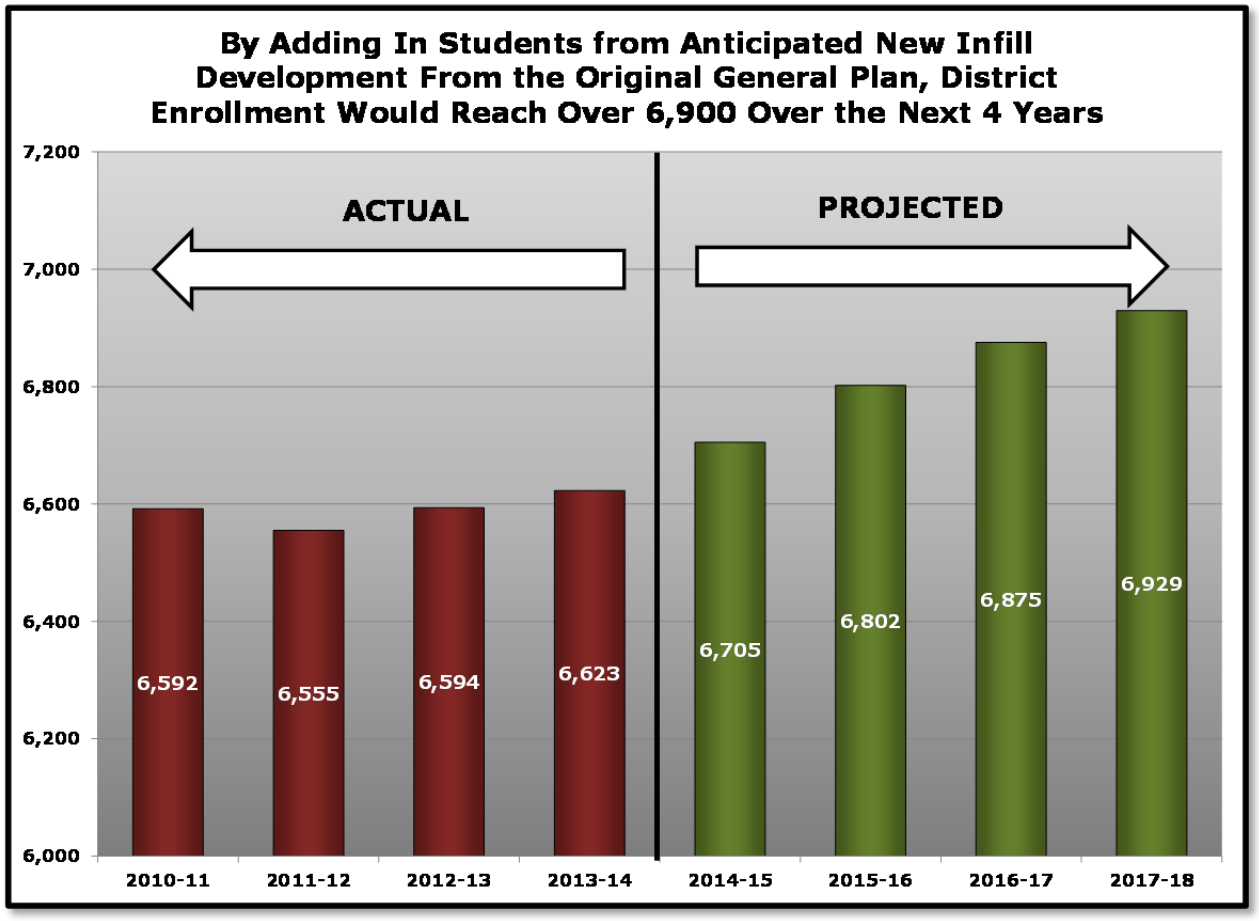
Without accounting for any additional students from new development, simply using the cohort survival method, which projects students moving through the grade levels, the District's enrollment would grow slightly over the next two years and then decline. This is demonstrated in ***Chart 15***.

CHART 15



However, it is anticipated that as the economy recovers from the recent recession, development will occur within the District. Using conservative estimates for new development over the next four years and applying the life cycle student generation rate, the District's enrollment is projected to increase by over 300 students by 2017-18, as shown in ***Chart 16***.

CHART 16



When determining the new schools needed to serve students from new development, the District separates the units related to the Original General Plan from the units related to the 2050 General Plan. Funding agreements were established in the late 1990s related to the units anticipated in the Original General Plan. As the build-out of those development projects occurs, students will need to be housed in existing school facilities or new schools that can be funded from existing resources, which includes the existing local community.

For schools needed to serve students from the 2050 General Plan, including the Villages, the District is in the process of negotiating mitigation agreements that will address how schools will be constructed to serve those future development projects. As such, for facilities planning purposes, the District separates the number of students expected from the Original General Plan from the students expected from the 2050 General Plan.

As shown in ***Table 2***, approximately **1,399** new students are expected within the District from the remaining 2,414 units in the Original General Plan.

TABLE 2

Estimated Students Generated from Original General Plan					
Development Name	Remaining Units	Grades K-5 Students Generated	Grades 6-8 Students Generated	Grades 9-12 Students Generated	Total Students Generated
Twelve Bridges	477	156	64	56	276
Lakeside 6	149	49	20	18	86
Sorrento aka Aitken Ranch	250	82	33	29	145
Lincoln Crossing	221	72	30	26	128
Lincoln Gateway	37	12	5	4	21
Riverwalk Villas	80	26	11	9	46
Lincoln Highlands	61	20	8	7	35
Cypress Meadows	84	28	11	10	49
Meadowlands Estates	313	103	42	37	181
Granite Bay Homes	742	243	99	87	430
Total	**2,414**	**791**	**323**	**284**	**1,399**

As shown in ***Table 3***, approximately **19,817** new students are expected from the 34,203 units planned in the 2050 General Plan.

TABLE 3

Estimated Students Generated from New General Plan					
Development Name	Remaining Units	Grades K-5 Students Generated	Grades 6-8 Students Generated	Grades 9-12 Students Generated	Total Students Generated
Village 1 (Single Family)	3,901	1,279	522	460	2,260
Village 1 (Multi-Family)	1,738	570	232	205	1,007
Village 2 (Single Family)	3,074	1,008	411	362	1,781
Village 2 (Multi-Family)	400	131	54	47	232
Village 3 (Single Family)	4,057	1,330	543	478	2,351
Village 3 (Multi-Family)	784	257	105	92	454
Village 4 (Single Family)	3,652	1,197	489	430	2,116
Village 4 (Multi-Family)	848	278	113	100	491
Village 5 (Single Family)	5,645	1,850	755	665	3,271
Village 5 (Multi-Family)	1,307	428	175	154	757
Village 6 (Single Family)	3,819	1,252	511	450	2,213
Village 6 (Multi-Family)	1,264	414	169	149	732
Village 7 (Single Family)	1,940	636	259	229	1,124
Village 7 (Multi-Family)	1,345	441	180	158	779
SUD B	429	141	57	51	249
Total	**34,203**	**11,212**	**4,575**	**4,030**	**19,817**

In total, the District can plan for over **21,000** students as a result of new development in the District. It is critical that the District monitor the new development projects carefully. As the projects move further through the approval process, the District should update this Master Plan to reflect the facilities required for the development projects and the associated costs.

EXISTING SCHOOL CAPACITY

School capacities for facility planning purposes are computed on the basis of every permanent classroom and District-owned portable (excluding spaces for computer labs and libraries) times a "loading factor." ***Table 4***, below, shows current loading standards for the District:

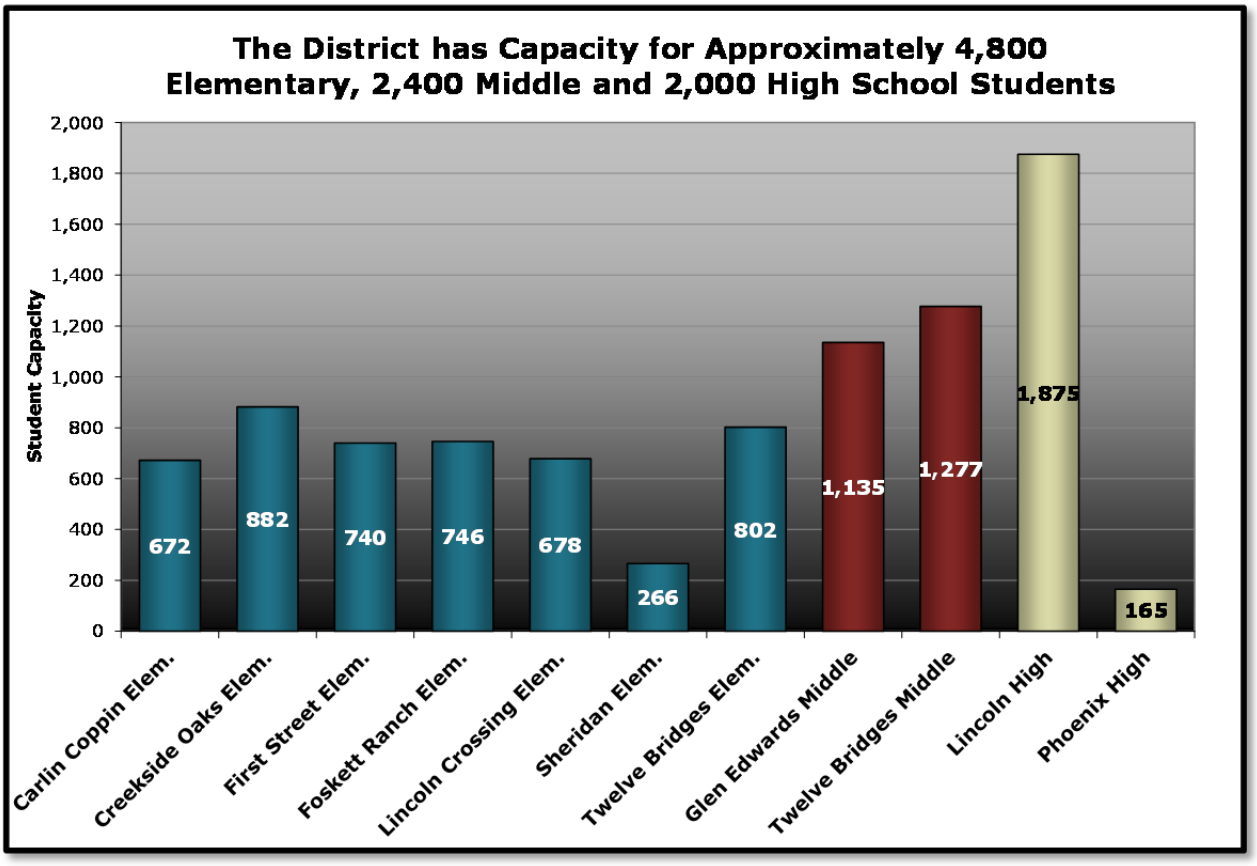
TABLE 4

Pupils per Room Factors	
Type of Room	**Pupils/ Room**
Kindergarten	25
1st-3rd Grades	26
4th-12th Grades	32
Alternative High School	19
Combo Class - 1st-5th Grades	30
SDC	16
Science & Music - K-5th Grades	37
PE - 6th-12th Grades	43
Music - 6th-8th Grades	50
Band - 9th-12th Grades	100
Chorus - 9th-12th Grades	60
Lab Science - 9th-12th Grades	27
Shop (CTE)	28
Sewing - 9th-12th Grades	25
Culinary Arts - 9th-12th Grades	25

For facility planning purposes, it is assumed that every middle and high school classroom is used for full classes (32 per class, except special day classes) for all periods. This does not provide for classrooms to be used for teacher prep period. On the other hand, physical education facilities (gyms, hard courts, etc.) are not counted in the capacity calculations but they are teaching stations on a school master schedule. Resource Specialist Program ("RSP") and other "special" classes are considered to be like any other class at the secondary level, for capacity purposes. At the elementary level other space must be made available, depending upon the delivery method (consult vs. pullout).

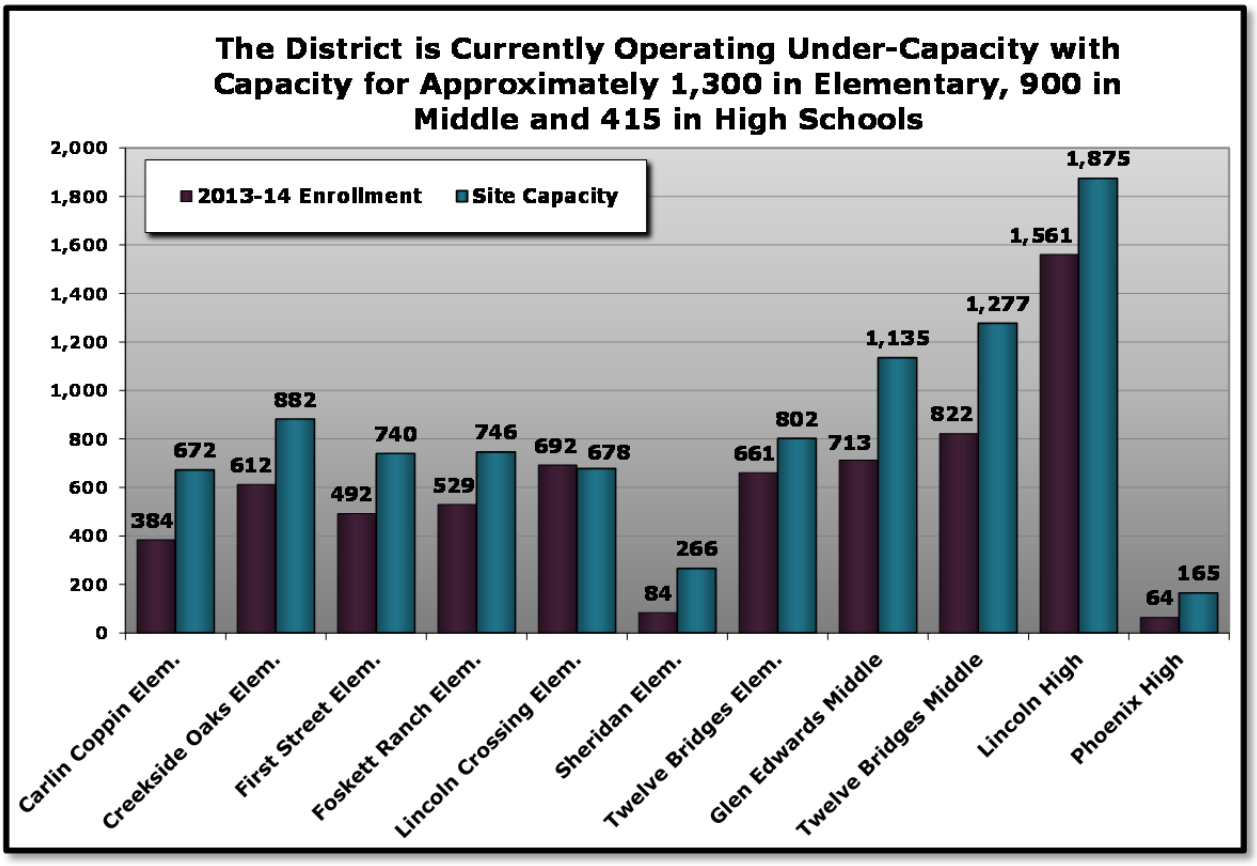
As shown in ***Chart 17***, the District has capacity for approximately 4,800 elementary, 2,400 middle and 2,000 high school students for a total available capacity of 9,200.

CHART 17



When comparing available capacity to each site with the current enrollment at each site, it appears that the District is operating under-capacity, as shown in ***Chart 18***.

CHART 18



At any given time during a school year, the "actual operating capacity" of a school will vary depending upon factors such as the number of students in a class (especially with Advanced Placement classes in high school), the lack of space elsewhere on campus for programs such as RSP, band, speech therapist and psychologist; or the number of Special Day Classes ("SDC"), vs. regular classes, to name a few.

The capacity of existing schools is defined in large part by the existing facility constraints or opportunities, as well as the number of portables that have been added to increase classroom capacity. All schools are originally built with a defined program and set capacity in mind. Older schools in Lincoln were built for smaller capacities based on the local population at the time. Over the years, several permanent buildings and numerous portables have been added as necessary to keep up with growth. The older schools typically have little or non-existent office and support space because most of the current services did not exist at the time. Some schools lack multipurpose buildings and/or gymnasiums; there were no computer labs, few libraries, no preschools programs; and no SDC classes.

Additionally, the location of each school site as compared to the location of the anticipated new development and resulting students greatly impacts the actual available capacity. For example, Sheridan Elementary School has capacity for approximately 182 students; however, new homes are anticipated to be constructed near the boundaries of Lincoln Crossing Elementary, which is over-capacity. At the elementary level it would be difficult for

the District to move students from the Lincoln Crossing attendance boundaries up to Sheridan, where there is available capacity due to the significant distance between these two areas. Furthermore, the District has already shifted students from the Lincoln Crossing attendance boundary to other schools in the District. Therefore, **a new elementary school is needed in the southern portion of the District in order to accommodate students from new development constructed in that area**.

Another example is related to high school capacity. Lincoln High School is currently operating under-capacity by about 300 students. In the 2013-14 school year, 132 students transferred out of the District at the high school level to attend schools in other districts. If these students were no longer able to transfer to neighboring school districts and attended Lincoln High, the school's available capacity would be approximately 170 students. Operating a high school at 90% capacity with no other high school options is a critical situation from a facilities standpoint. **The District will need to increase its available high school capacity in the near term by either increasing the capacity at Lincoln High School or building a new high school.**



FACILITIES NEEDS AND COSTS

District Goal #3 addresses the learning environments of all District schools. New schools are designed to meet current program needs and to serve the design capacity of the facility. However, many of the District's older schools require varying degrees of improvement or modification to assure that they can respond to the District's programs in an equitable way. Identification of these improvements and aligning all facility components with existing and planned capacities is an ongoing necessity to assure that the objectives of District Goal #3 are met. This is also the main reason behind the formation of the Facility Needs Committee. The results of their work reflect this goal and are included in detail later in this document.

Key Planning Assumptions

All master plans are based on assumptions. The following are the key assumptions relative to this document:

1. The District and the City of Lincoln will continue to see significant housing development with corresponding increases in school enrollments.

2. The future school sites are based on the future specific plans proposed by developers and approved by the City of Lincoln. This development can occur in the time frames shown in our projections, or it can occur slower or faster. The planned school sites are based on total build out of the 2050 General Plan areas. The new schools in the plan will be sited based on the general plan locations, and in the order projected, but as development occurs the timing of schools must be adjusted.

3. The projected future students upon which the recommendations in this plan are made are shown in ***Tables 2 and 3***.

4. Deficiencies at specific existing schools, or relative to existing programs do exist, and are identified in this report.

5. School sizes for planning purposes reflect the current Board adopted standards. These may need to change over the planning period, which means there will need to be a review of the projected number of new seats.

6. The Educational Specifications for all grade level configurations need to be revised and updated. It can be anticipated that except for possible changes to the school sizes, a change in Educational Specifications will not affect provisions of this document.

7. The District's last issued Certificates of Participation are spent or committed. The implementation of this plan will necessitate a new source of local funds in addition to developer fees and State funds, when available.

8. Portables are used for both long and short-term capacity needs. The need for portables will be ever-present at existing school sites pending construction of new facilities either on-site, or at new locations.

9. Pre-school and after-school programs are offered only on sites where there was space available or the programs were funded independently by grants. The District anticipates an increase in the need for these types of programs at most sites as enrollment increases. This will have to be factored into the size and cost of facilities as they come online.

10. The special education population continues to increase as will services provided to these students. Specialized facilities will need to be designed and built according to the California Department of Education standards.

11. The District is home to one charter school, Horizon Instructional Services. Its population remains relatively stable. It is unknown at this time whether a heavier charter school presence will be felt.

Educational Program Specifications

Prior to planning any new school, the District revisits the Education Program Specifications. This is the document that dictates the program of the school and, consequently, the design of the school. It is during this process that needs defined by the District's mission, vision and goals should be articulated.

Educational Specifications address two primary components: the planned capacity of a school, and the programs the school desires to deliver. In 2014, the District's Board adopted school site size standards for both peak and average enrollment, as shown in ***Table 5***.

TABLE 5

School Site Size Standards		
Grade Level	**Average School Size**	**Maximum School Size**
K-5	650	800
6-8	1,200	1,400
9-12	2,000	2,500

New schools will be constructed with these capacities in mind with hard construction used for the average capacity and portable or modular classrooms used to accommodate peak enrollment.

Currently, the Educational Specifications for the elementary program are being reviewed and revised as program needs have changed since they were last prepared in the early 2000's. Both the existing middle and high school educational specifications will be revised upon completion of the elementary specifications.

Facilities Improvements Needed At Existing Facilities

Facilities Needs Committee

The Facilities Needs Committee ("FNC") was established in April 2009 to evaluate the condition of schools within the District. The FNC was comprised of parents, teachers, staff and principals from each site, as well as district office staff and advisors. The FNC held 10 meetings to discuss the improvements needed at each school, evaluate student demographic data, consider funding solutions and make recommendations.

The main goals of the FNC were to:

- Develop awareness of the District's facility funding challenges;
- Review various sources of facility funding;
- Examine site by site needs to determine a District-wide capital improvement project list;
- Provide a school site and community perspective regarding school and classroom needs;
- Provide recommendations on facilities needs and funding solutions.

The work completed by the FNC, including a list of improvement projects needed per site and several recommendations that were summarized in a report to the District's Board on June 1, 2010.

In February 2014, the FNC committee was reconvened to review the projects identified by the 2010 committee and update the needs for each school site. In summary, the following improvement projects were identified at each site. Additional site detail, including school site maps and improvement project descriptions are included as ***Appendix B***.

CARLIN C. COPPIN ELEMENTARY

Carlin C. Coppin Elementary was built in the 1970's when the concept of "Pods" or 'team teaching' was popular. As indicated earlier, this teaching style came and went and, unfortunately left behind difficult teaching spaces. Modifications have been made over the years but a major renovation of the pods at this school site is necessary.

Carlin C. Coppin Elementary Improvement Projects (in Priority Order)
Safety/Security Upgrades (locks, fencing, lighting, camera, etc.)
Exterior Painting
New Roof
Updated HVAC and Water System
Shade Structure (near font drop-off area)
Improved Drainage at Quad
New Auditorium/Multi-Purpose Room/Cafeteria
Disabled Accessible Drinking Fountains
Larger Library (remove computer lab and extend)
Hard-Court Resurfacing

Additional improvements and more detail related to District improvement projects are included in the Carlin C. Coppin Elementary Site Master Plan, included as ***Appendix C***.



CREEKSIDE OAKS ELEMENTARY

Creekside Oaks Elementary Improvement Projects (in Priority Order)
New Multi-Purpose Room (including improved kitchen facilities)
Exterior Dry Rot Repair and Paint
Classroom Interior Upgrades (flooring, wall damage, etc.)
Playground Hard-Court Resurfacing
Safety/Security Upgrades (locks)
Improve Intercom System
Improve Ramps
Storage Additions
Window Coverings (in 6-8 classrooms)

Additional improvements and more detail related to District improvement projects are included in the Creekside Oaks Elementary Site Master Plan, included as ***Appendix D***.



FIRST STREET SCHOOL

First Street School Improvement Projects (in Priority Order)
New Multi-Purpose Room
New Library / Media Center
Safety / Security Upgrades (fencing)
Playground Hard-Court Resurfacing
Classroom Interior Upgrades
Painting
Updated HVAC and Water Systems
Improved Kitchen Facilities
Improved Acoustics





FOSKETT RANCH ELEMENTARY

Foskett Ranch Elementary Improvement Projects (in Priority Order)
Interior Classroom Improvements (including carpeting)
Acoustic Upgrades
Roof Repairs
Upgrade Paving on Walkways
New Restroom Near Playground
Security Upgrades (fencing, lighting and skateboard prevention)
Updated Alarm System
New Drinking Fountains (total of 8)
New Music Room



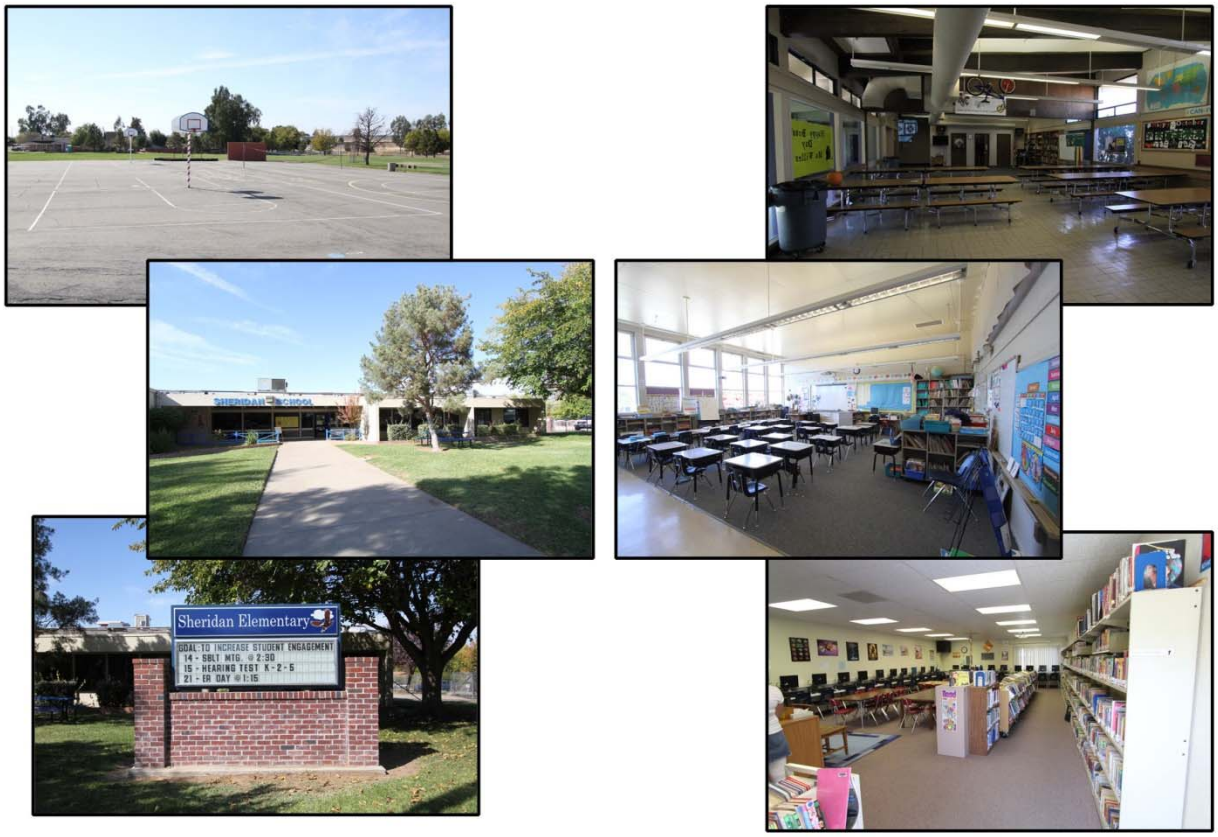
LINCOLN CROSSING ELEMENTARY

Lincoln Crossing Elementary Improvement Projects (in Priority Order)
New Drinking Fountains on Hard-Court (total of 4)
Accessible Parking at North Lot
Improved Landscaping / Drainage
Additional Playground Equipment (wall ball court)
New Music Room
Window Coverings



SHERIDAN ELEMENTARY

Sheridan Elementary Improvement Projects (in Priority Order)
Concrete Walkway to Preschool
Replace Damaged AC Walkways with Concrete Walkways to All Classrooms
Kitchen/Cafeteria Upgrades with Addition of an Eating Area
Painting
Add New Parking/Drop-Off Area
Replace Portable Toilets
Carpeting
Dry Rot Repair on Covered Walkways
Improvement to Administrative Offices
Upgraded HVAC
New Multi-Purpose Room



TWELVE BRIDGES ELEMENTARY

Twelve Bridges Elementary Improvement Projects (in Priority Order)
Safety Upgrades (security cameras, lighting, etc.)
Improve Relocatable Ramps (4-5 total)
Acoustic Upgrades





GLEN EDWARDS MIDDLE

Glen Edwards Middle Improvement Projects (in Priority Order)
New Gymnasium
Upgraded Bathrooms
Improved Drainage
Interior and Exterior Cosmetic Improvements
Improved Parking/Drop-Off Area
Improved Kitchen Facilities
Exterior Painting
Upgraded HVAC
New Science Lab Classrooms
Multi-Purpose Room/Cafeteria Modernization

Additional improvements and more detail related to District improvement projects are included in the Glen Edwards Middle School Site Master Plan, included as ***Appendix E***.



TWELVE BRIDGES MIDDLE

Twelve Bridges Middle Improvement Projects (in Priority Order)
New Emergency-Access Gate with Access to Hard-Court
Improved Acoustics for Titan Conference Room (block noise from work room)
Exterior Painting
Blackout Shades for Classrooms with Afternoon Sun Exposure





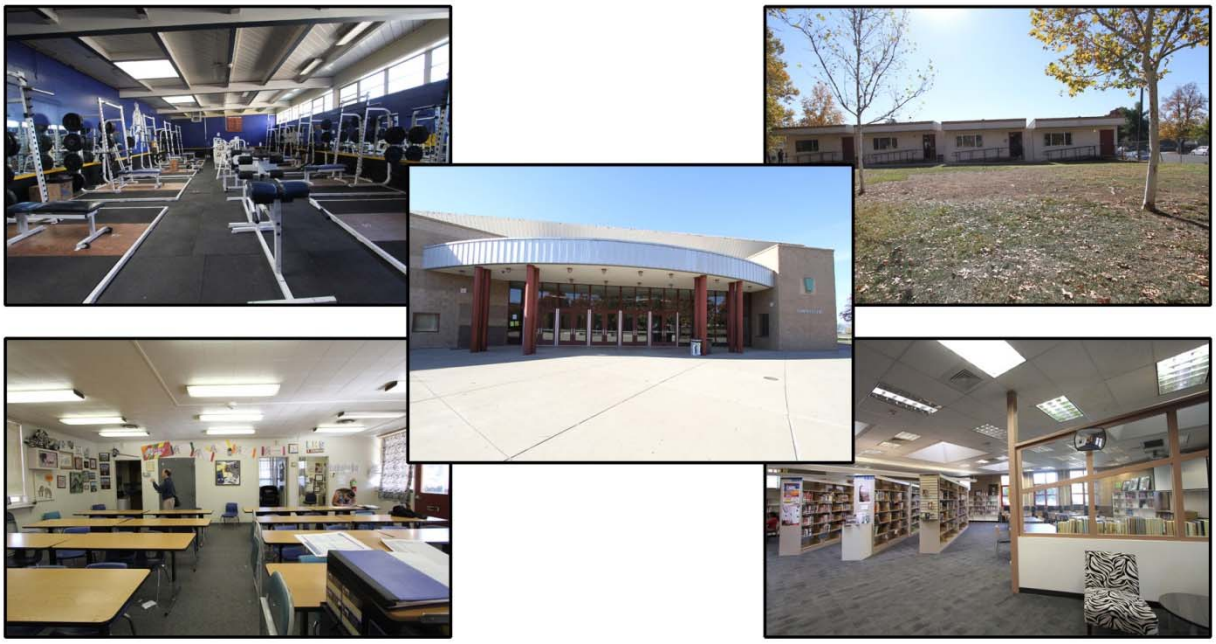




LINCOLN HIGH

Lincoln High Improvement Projects (in Priority Order)
Replace Relocatables with Permanent Buildings for English and History
Renovate Permanent Classrooms (including art rooms, gyms, cafeteria, auto/wood shop)
Convert a Classroom to a Computer Lab
Upgrade Technology
New Performing Arts/PE Building (to include band, dance, choir, sports, drama)
New Media Wing (for recording, broadcasting, photography, CAD)
Upgrade Existing Sports Facilities (including track, tennis courts, football field)
New Pool

In addition to the specific improvements identified by the FNC and stated above, the *Lincoln High School and Phoenix High School Site Master Plan*, included as ***Appendix F***, calls for classroom improvements at Lincoln High that incorporate a "career pathway" concept, organizing departments into "academies," which will enable core curriculum and facilities to be focused on specific industry and business sectors. The campus-wide modernization as described in the Site Master Plan will include improvements to the school's library.



The Farm Improvement Projects (in Priority Order)

Replace Classroom and Shop Buildings

Additional details on the improvement projects for the Farm are included as ***Appendix G***.









PHOENIX HIGH SCHOOL

Phoenix High School is the District's only continuation high school. It is located on the Lincoln High School grounds but separated by a large parking lot and fencing. The site itself is considered inadequate to appropriately serve the students attending Phoenix and lacks some of the basic facilities that are utilized by high school students such as:

- Dedicated physical education area
- Properly designed and constructed science labs & computer labs
- Lack of cafeteria space
- Extremely inadequate administration space

There is also concern that as enrollment grows at Lincoln High the population of Phoenix High will also increase. This will add demand on a facility that is already taxed. As the District grows and more high schools are constructed the need for additional and/or larger continuation high schools needs to be examined and planned for. Whether Phoenix High stays at its current location or is relocated to a new space is a topic that needs to be further addressed.

Phoenix High Improvement Projects (in Priority Order)
New 2,900 Square Foot Multi-Purpose Room/Library/Media Center/Cafeteria
Replace Administrative Portable

More detail of the improvements to Phoenix High School are included in the *Lincoln High School and Phoenix High School Site Master Plan*, ***Appendix F***.



DISTRICT-WIDE

In addition to the improvement projects identified for each school site, the FNC identified improvements that were desired District-wide as well as new elementary school construction and the construction of phase 1 of a new high school to serve students generated from new development within the Original General Plan. Those projects are identified below.

District-Wide Improvement Projects (in Priority Order)
New Elementary School
New High School
Student Services Facility (including central warehouse, kitchen, etc.)

The new elementary school will be constructed in the South Lincoln area. Currently, over 200 K-5 students are being "re-directed" from Lincoln Crossing Elementary to other area schools because the school is at capacity and there is no room on the site for additional classrooms to handle the balance of neighborhood students. The next elementary is expected to be located on the site commonly referred to as "Lincoln Crossing Elementary South".

After a thorough review of students expected from the Twelve Bridges and Lincoln Crossing areas, an evaluation of enrollment and capacity at the existing middle schools, and the possible expansion of both Twelve Bridges and Glen Edwards Middle Schools, the District will not need to construct what was originally called "Lincoln Crossing Middle School". However, the District will modernize and add classrooms to Glen Edwards Middle and will add classrooms to Twelve Bridges Middle School. Based on current construction costs and the cost estimates identified in the Glen Edwards Middle School Site Master Plan, the cost of modernizing and adding on at both middle schools will not only accomplish the task of housing the projected middle school students but can be completed for about half the cost of constructing a new middle school. This recommendation also considered the new Board adopted loading standard of a 1,400 maximum student capacity at middle schools.

The Twelve Bridges High School site has long been a topic of many discussions. During the years of fast growth (early 2000s) the District was working toward construction of a high school campus on the Twelve Bridges Site. When the recession hit and growth slowed, the need for a second high school became questionable. After reviewing the enrollment numbers; cost of construction, current capacity and future high school students projected, the need for the high school when originally planned changed. Currently, the



District is not predicting the need for a second high school until 2017 at the earliest and at that time, only Phase 1 of a comprehensive high school would be needed. However, it takes several years to design and build a new high school, requiring the District to plan for the construction of the school well in advance of the need for the capacity at the high school level.

In the interim, classrooms will need to be added to Lincoln High School to accommodate additional high school students. These classroom additions are included in the Lincoln and Phoenix High School Site Master Plan.

The District is in dire need of a warehouse facility that would house Maintenance, Grounds, Food Services, and possibly Technology. The current warehouse is located on the grounds of Lincoln High School and is used to store custodial supplies and some records. There is no central storage facility for furniture and equipment, textbook storage and food storage (both dry and refrigerated). Essentially, with the massive growth planned for the Lincoln area, the District will need a warehouse for central shipping and receiving. This warehouse should be centrally located as much as possible to serve the entire District.



Furthermore, the Food Services Department has no facility locally to store food products which would enable the Department to buy in bulk and take advantage of State-offered nutritional programs. This could be accomplished by ensuring there is adequate space available in a future District warehouse facility.

The Transportation Department and the Maintenance Department share operational space at 2701 Nicolaus Drive in Lincoln. As the District grows, both departments will need to expand. It is anticipated that Transportation Department could provide services for many years to come if it could utilize the space currently occupied by Maintenance Department staff and equipment. Again, a centralized warehouse facility could house the Maintenance Department which would free up space needed for the Transportation Department.

FNC Project Prioritization

The FNC understood that due to funding constraints the District will likely need to phase the implementation of the capital projects identified by the FNC. Therefore, three levels of prioritization were identified by the FNC. These prioritizations can be considered in light of other factors influencing project prioritization.

In order to prioritize all the projects identified by the FNC, including projects at each school site, the FNC conducted an exercise to get an idea of the committee's preferences. In the exercise, committee members were allocated $1 million in fun-money, in varying denominations. Committee members were able to "spend" their money on the various

capital projects. At the end of the exercise, the amount of money allocated to each project was tallied. The projects were then ranked in order based on the amount of money allocated. Then, the projects were grouped into three tiers of prioritization based on the amount of money allocated to the various projects. The results of this exercise are identified below:

Tier 1 Projects
Glen Edwards Middle School New Gymnasium
District Student Services Facility
Glen Edwards Middle School Cafeteria Improvements
Carlin C. Coppin Elementary School Modernization
Lincoln High School New Classroom Wing

Tier 2 Projects
Sheridan Elementary School Kitchen/Cafeteria Upgrades
Lincoln High School New Performing Arts/PE Building
Lincoln High School Classroom Improvements
Glen Edwards Middle School Modernization
First Street Elementary School New Multi-Purpose Room
Sheridan Elementary School New Multi-Purpose Room
New Elementary School in Southern Portion of District
Lincoln High School New Digital Arts Wing
Carlin C. Coppin Elementary School Gymnasium/Cafeteria
Creekside Oaks Elementary School New Multi-Purpose Room/Kitchen
Lincoln High School Modernization
Phoenix High School New Multi-Purpose Room/Library/Media Center
Glen Edwards Middle School New Library
The Farm Classroom and Shop Building Replacement
Sheridan Elementary School Improvements to Ramps and Walkways
Lincoln High School Sports Facilities

Tier 3 Projects
New High School
Foskett Ranch Elementary School New Restroom Near Playground
First Street Elementary School Modernization
Glen Edwards Middle School New Science Labs
Carlin C. Coppin Elementary School Expanded Library
Lincoln Crossing Elementary School Improvements
Sheridan Elementary School Improvements
First Street Elementary School New Library/Media Center
Foskett Ranch Elementary School New Music Room
Lincoln Crossing Elementary School New Music Room
Lincoln Crossing Elementary School Additional Playground Equipment
Twelve Bridges Middle School Improvements
Twelve Bridges Elementary School Improvements
Creekside Oaks Elementary School Modernization
Foskett Ranch Elementary School Improvements
Phoenix High School Administrative Building Replacement
Lincoln High School New Pool

FNC Recommendations

General

- Incorporate capital projects identified by the FNC into the District's comprehensive Facilities Master Plan
- Construct projects based on prioritization set by FNC
- Focus on improving older facilities
- Consider equity among sites
- Provide all schools with necessary facilities, such as multi-purpose rooms, libraries, etc.
- Provide District-wide storage and student support facilities, including a central kitchen facility, to free up space on school sites and improve student services

New Schools/New Development

- New development should pay its own way
- Construct new schools in a timely fashion to accommodate students from new development so that existing schools do not become overcrowded

Funding

- Pursue grant funding
- Pursue local funding through a General Obligation Bond
- Limit the utilization of General Fund dollars for capital projects

Ongoing

- Maintain ongoing communications with school site principals, teachers, staff and parents regarding capital needs

Schools Needed to Accommodate Students from the New General Plan

Significant data has been gathered from the City of Lincoln's new 2050 General Plan. ***Table 6*** shows an estimate of the number of school sites, by grade level, that are anticipated from the new General Plan. As summarized in the table, a total of 17 elementary, 4 middle and 2 high schools will eventually be needed to meet student demand.

TABLE 6

Schools Needed in the Villages							
Development Name	Remaining Units	Grades K-5 Students Generated	Elementary School Needed	Grades 6-8 Students Generated	Middle Schools Needed	Grades 9-12 Students Generated	High Schools Needed
Village 1	5,639	1,848	2.8	754	0.6	664	0.3
Village 2	3,474	1,139	1.8	465	0.4	409	0.2
Village 3	4,841	1,587	2.4	648	0.5	570	0.3
Village 4	4,500	1,475	2.3	602	0.5	530	0.3
Village 5	6,952	2,279	3.5	930	0.8	819	0.4
Village 6	5,083	1,666	2.6	680	0.6	599	0.3
Village 7	3,285	1,077	1.7	439	0.4	387	0.2
SUD	429	141	0.2	57	0.0	51	0.0
Total	**34,203**	**11,212**	**17.2**	**4,575**	**3.8**	**4,030**	**2.0**

Due to the magnitude of the expected development in the New General Plan, the District will need additional maintenance, storage and transportation facilities to accommodate the growth. These facilities, along with the new schools that will be needed, should be paid for by the single and multi-family dwelling units that cause the growth.

Estimated Projected Costs to Meet the Needs of the New General Plan

For each of the new schools needed per the New General Plan, the new school construction costs were estimated in 2014 dollars, as shown in ***Tables 7-9***.

TABLE 7

Elementary School Construction for 800 Students		
Purchase 12 acres of land (@ $200,000 per acre)	$	2,400,000
Develop 12 acres (@$313,365 per acre) **Including: grading, drainage, roads, utilities, play fields, parking, landscaping, irrigation, fencing, etc.**	**$**	**3,760,380**
Construction of Buildings (@$283 per sq. ft.) Assuming 800 students at 72 square feet per student	$	16,300,800
Soft Costs	**$**	**4,212,848**
Furniture, technology & equipment	$	900,000
Total	**$**	**27,574,028**

TABLE 8

Middle School Construction for 1,400 Students		
Purchase 22 acres of land (@ $200,000 per acre)	$	4,400,000
Develop 22 acres (@$313,365 per acre) **Including: grading, drainage, roads, utilities, play fields, parking, landscaping, irrigation, fencing, etc.**	**$**	**6,894,030**
Construction of Buildings (@$322 per sq. ft.) Assuming 1,400 students at 85 square feet per student	$	38,318,000
Soft Costs	**$**	**7,400,206**
Furniture, technology & equipment	$	1,200,000
Total	**$**	**58,212,236**

TABLE 9

High School Construction for 2,500 Students		
Purchase 50 acres of land (@ $200,000 per acre)	$	10,000,000
Develop 50 acres (@$313,365 per acre) **Including: grading, drainage, roads, utilities, play fields, parking, landscaping, irrigation, fencing, etc.**	**$**	**15,668,250**
Construction of Buildings (@$333 per sq. ft.) Assuming 2,500 students at 106 square feet per student	$	88,245,000
Soft Costs	**$**	**15,048,883**
Furniture, technology & equipment	$	1,600,000
Total	**$**	**130,562,133**

Based on the projected number of schools needed in each of the Villages and the estimated cost for each type of school to be constructed, the total cost of schools to be constructed in the Villages is approximately **$960 million**, in 2014 dollars. Such facilities will be constructed based on the availability of funding and throughout the entire build-out of the development projects. These schools are estimated to be sufficient to house the almost 20,000 students that will be generated from the Villages. It is estimated that these schools will be constructed over the next 35 years. When accounting for cost escalation due to inflation in both construction costs and land costs, the total expenditures on these projects could exceed $2.5 billion.

At build-out it is expected that the District will have a total of at least 37 school sites – 25 elementary schools, 6 middle school, 4 comprehensive high schools and at least 1 continuation high school – to serve an enrollment of over 28,000 students.

FUNDING FACILITIES NEEDS

Obtaining the resources to build needed schools is a difficult task. Until resources are identified, both State and local, facilities cannot be built, schools will need to be delayed and other strategies utilized to house the projected students.

Summary of Funding Sources

The District intends to contribute all available revenue toward the construction of its facilities projects, but lacks sufficient funding to pay for all necessary construction. A combination of funding sources will be necessary to complete the necessary facilities projects. Following is a summary of each funding source available to the District:

Mello-Roos/Community Facilities District Special Taxes and Bonds

Under the Mello-Roos Community Facilities Act of 1982, public agencies may form a special tax district (also known as a Community Facilities District, or "CFD") to fund capital improvements with a useful life of five years or longer. To approve a special tax and issue bonds, a CFD requires two-thirds voter approval, except in developing areas where there are less than twelve registered voters. Then for approval, a landowner vote is required, based on the number of acres owned.

The boundaries of a CFD are flexible; they must simply be within the jurisdiction of the public agency forming the taxing district. Property owners within a CFD are responsible for payment of the special tax. The tax formula is flexible and District-driven and can take into account property characteristics such as square footage of a home and parcel size. The only restriction on the tax formula is that it cannot be based on value of the property. The special tax is typically included in the annual County tax bill; however, it can also be paid on a monthly basis. CFD elections can be held at any time. The tax revenue can be bonded against as a loan and repaid from future special tax collections.



As part of the mitigation agreements that the District has entered into with the developers in the community, CFDs were formed, whereby, special tax revenue collected from each home over time is used to fund the construction of school facilities. The CFD revenues are being applied to debt currently outstanding and used to fund the construction of new schools since 2000.

Developer/Mitigation Fees

California law allows for the levy of assessments on new construction projects where a school district will be impacted. This is called a developer fee. Fees levied on new residential and commercial construction may be used to construct or reconstruct school facilities for the students generated or anticipated to be generated as a result of this development.

Development fees are based on a formula defined by the State. No change in the fee structure is anticipated at this time; however, if changes occur mitigation amounts will need to be revisited and possibly revised. Currently, the District is collecting Level II Developer Fees in areas that are not covered by either of the two Community Facilities Districts. As the Villages are developed it is anticipated that the District will collect mitigation fees in lieu of developer fees in order to receive the amount of funds necessary to build the schools needed to serve the new development. The District has already entered into a mitigation agreement with Village 1 for mitigation fees and is in the process of negotiating with Village 7 for such fees.

State School Facility Program

The State School Facility Program is a funding program whereby the State provides matching funds to school districts embarking on eligible construction projects. The State School Facility Program is funded through statewide general obligation bonds. Although most State money is already committed to projects, it is possible that the State will hold a bond election in November 2014 to generate additional money for project allocations.

Modernization Funding

The State provides funding assistance to school districts for the modernization of school facilities. The assistance is in the form of grants, and requires a 40 percent District funding contribution. A district is eligible for modernization grants when students are housed in permanent buildings that are 25 years old or older and relocatable classrooms that are 20 years old or older, and the buildings have not been previously modernized with State Funds. In order to receive funding, the district must also show that there are pupils assigned to the site who will use the facilities to be modernized. If the facility is currently unused, such as a closed school, it may also be eligible for modernization funding if the district intends to reopen it for students immediately.

The modernization grant can be used to fund a large variety of work at an eligible school site. Air conditionings, insulation, roof replacement, as well as the purchase of new furniture and equipment, are just a few of the eligible expenditures of modernization grants. A district may even use the grants to demolish and replace existing facilities of like kind. However, modernization funding may not be spent for construction of a new facility.

New Construction Funding

New construction funding is available for school districts whose existing capacity is insufficient to house the existing students or those students anticipated within the district, based on a five-year enrollment projection.

After a district has established eligibility for a project, the district may request funding for eligible project costs. The funding for new construction projects is provided in the form of grants. The grants are made up of a new construction grant, also known as a pupil grant and a number of supplemental grants. The new construction grant is intended to fund design, construction, testing, inspection, furniture and equipment, and other costs closely related to the actual construction of the school buildings. This amount is specified in law based on the grade level of the pupils



served. Supplemental grants are special grants and are intended to recognize unique types of projects, geographic locations and special project needs.

Each new construction project is reviewed and appropriate grants are allotted by the Office of Public School Construction ("OPSC"). All new construction grants must be matched equally by the district with local funding sources. Once the grants are determined for a project, a request is sent to the State Allocation Board ("SAB") for a funding apportionment. The State School Facility Program is the program California school districts currently operate under. However, State funds are essentially spoken for by projects on the Office of Public School Construction's Workload List.

The District has submitted, and will continue to submit, applications to the State School Facility Program for matching new construction grants. The State provides grant funds for new construction projects based on District eligibility. Although the grant amount is intended to be 50% of the total project amount, because of the State formulas that are used, in reality, this typically amounts to only 30%-40% of the total project cost.

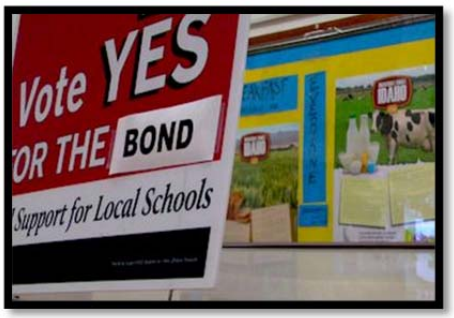
Financial Hardship Funding

The School Facility Program provides funding for schools under what is commonly referred to as a 50-50 program, where the State contributes 50% of the construction cost and the district contributes 50%. In reality, school districts find themselves contributing substantially more than the required local share of 50%. The Financial Hardship Program is a program where the State provides assistance for those districts that cannot provide all or part of their share of a school facility project. In order to receive such funding, districts are required to have made all reasonable efforts to impose all levels of local debt capacity and development fees prior to requesting financial assistance.

In theory, the State pays for up to 100% of the cost of constructing a new school. However, in practice, the amount is not equal to 100% of the actual construction costs of a school but is limited to a maximum of 100% of what the State has deemed to be appropriate. It is widely understood that the State's share is closer to 30%-40% of actual construction costs and not the 50% as touted. Building a new school under the Financial Hardship Program, if eligible, is extremely difficult and typically results in a school with a high percentage of relocatables and very few, if any, permanent structures. Other Financial Hardship projects sometimes lack what are known as Minimum Essential Facilities due to the limited funds. While the program is helpful to those districts that do not have local funding, the long-term ramifications of surviving under Financial Hardship are problematic at best.

The District qualifies for financial hardship funding under the current formula. It is anticipated that the new elementary school to be constructed in the southern portion of the District will be funded through the Financial Hardship program.

General Obligation Bonds



General Obligation Bonds ("GO Bonds") are repaid from an ad valorem tax levy on property within the District's boundaries. The maximum amount of GO Bonds that can be outstanding at any one time is limited to 2.5% of a unified school district's assessed property value. This is referred to as a district's "bonding capacity" (for 2013-14, the District's bonding capacity is over $168 million). GO Bonds must be approved by voters within the District. The timing of the elections for GO Bonds depends upon the authority under which the bonds are to be approved. There are two types of GO Bonds.

Two-thirds voter approved bonds

This type of GO Bond may be used for the "acquisition and improvement of real property". This includes the acquisition of land, the construction or acquisition of school buildings and facilities, the expansion, restoration, remodeling or improvement of school facilities and the permanent improvement of school grounds. Two-thirds voter approval elections can be held any Tuesday that is not the day before, day after or day of a State holiday, or within 45 days of a regularly scheduled statewide election day.

Proposition 39 Bonds or 55% voter approved bonds

This type of GO Bond may be used for construction, rehabilitation, equipping of school facilities, or the acquisition or lease of real property for school facilities. This includes the same purposes of the two-thirds voter approval bonds but also includes furniture and equipment. This type of bond measure requires a specific list of school projects to be funded and certification that the school board has evaluated safety, class size reduction, and information technology needs in developing the list. Finally, there is a requirement that an oversight committee review expenditures and the school board conduct annual, independent financial and performance audits until all bond funds have been spent to ensure that the bond funds have been used only for the projects listed in the measure.

In addition to the bonding capacity restriction, Proposition 39 Bonds require that the tax rate levied as the result of any single election can be no more than $60 per $100,000 of assessed value, for a unified school district.

Election dates for a Proposition 39 Bond election are limited to: (1) statewide primary or general elections; (2) regularly scheduled local elections; or (3) statewide special elections. Statewide election dates only occur in June and November in even-numbered years. Therefore, except in the case of a special statewide election (which can only be called by the Governor), districts may only hold Proposition 39 Bond elections on regularly scheduled local election dates and statewide elections held in June and November of even-numbered years.

The District will need to ask the community to support the issuance of General Obligation Bonds in order to fund the improvement projects to the District's existing school sites as well as the construction of the new high school, in conjunction with the receipt of State funds.

School Facility Improvement Districts

A School Facility Improvement District ("SFID") is a district that can be formed for the purposes of issuing GO Bonds within a subset of the territory of the school district. These GO Bonds can be authorized under either the traditional 2/3 or 55% voter approval methods. Bond proceeds can be used for the benefit of property within the SFID. Such districts cannot be formed on territory that is already part of a Community Facilities District.

The District can utilize SFIDs as a tool to achieve full mitigation for the impacts of new development. For example, an SFID can be formed to include the Villages in the New General Plan and fund all or a portion of the cost of school facilities in this area through this funding mechanism. Bonds are issued when school facilities are needed an assessed value is sufficient to allow for the bond issuance.

General Fund

Although General Fund money can be used for school facilities, due to other demands on this budget, such as salaries and benefits for employees, this is not a substantial revenue source for facilities projects.

Funding the District's Facilities Needs

The District will utilize all available funding sources in order to pay for the facilities needs identified in this report. Funding will be utilized to the extent possible in the following manner:

Improvements to Existing Facilities and New Facilities Needed Per the Original General Plan

The taxes collected from the District's existing CFDs and the anticipated developer fee revenues from new units to be constructed per the Original General Plan are already committed to repay outstanding debt used to construct Twelve Bridges Elementary, Foskett Ranch Elementary, Lincoln Crossing Elementary and Twelve Bridges Middle Schools. Also constructed, and included in the outstanding debt, was the infrastructure and adjacent site improvements for the Twelve Bridges High School campus.

- The State School Facility Modernization Program will be utilized to the extent possible, based on State eligibility, to complete the modernization projects identified at various sites. Carlin C. Coppin Elementary, Sheridan Elementary, Glen Edwards Middle, Lincoln High and Phoenix High are the only facilities that have Modernization eligibility. Based on anticipated eligibility, the District is conservatively estimating Modernization funding to be approximately $2.7 million.

- The State School Facility New Construction Program will be utilized to the extent possible, based on State eligibility, to construct a new elementary school, phase 1 of a new high school, and add classrooms at Lincoln High and the two middle schools. Based on anticipated eligibility, the District is conservatively estimating New Construction funding to be approximately $26.5 million.

- A local GO Bond will be needed to provide the matching share for both State Modernization and New Construction funding and will also be required to fund the improvements that are not eligible for State funding. November 2014 is the next

available election date for a Proposition 39 General Obligation Bond Measure. After November 2014, the next available date will be in 2016.
    - The District can consider separating the project funding needs between a November 2014 and a 2016 election.

- If a GO Bond measure is not successful, the District should pursue State Financial Hardship funding for all eligible projects and re-evaluate the type of construction in order to conform with the limitations such funding. For any projects that do not qualify for Financial Hardship funding, the project will have to be delayed until a future GO Bond measure is successful.

New Schools Needed Per the New General Plan

New development should pay for the school facilities needed to accommodate such development. Therefore, the District can negotiate with the local real estate developers to obtain mitigation funding in addition to the developer fees limited under the law, as such fees are simply insufficient to pay for the costs of facilities. The incremental cost, per unit, of new facilities can be calculated by estimating the cost of new facilities per student and then applying that cost to the number of new students to be generated from each new unit. Each new single family unit constructed in the District results in a facility cost to the District of over $20,000. Therefore, the District needs funding from each new unit constructed to offset these costs.

A portion of the District facility cost can be funded by New Construction Funding from the State. The remainder of the cost can, and should, be funded through Mitigation Fees, CFD Special Taxes, or a combination of the two. In order to do this, the District will need to negotiate and enter into mitigation agreements with the various developers building homes within the District. Such mitigation agreements should set forth the method for how the mitigation amount per home will be funded, identify any school sites that need to be set aside and, if a CFD is to be formed, describe the manner in which the CFD taxes will be levied. The District has entered into a mitigation agreement with the developers from Village 1 and have been negotiating with developers from Village 7. The District will continue to monitor the activities of the other development projects.



As a school district, however, the District has challenges in requiring developers to pay more than statutorily calculated developer fees. Thus, the District desires to work cooperatively with the City of Lincoln, as the primary land use agency, as well as the developers themselves to ensure that future students can be adequately housed in facilities that serve their needs. Additionally, such facilities should be constructed in a timely manner so that new students do not cause existing facilities to become overcrowded.

The District has taken, and will continue to take, a proactive approach to working with developers to ensure all funding needs are met. However, if the District is not able to enter

into mitigation agreements with the developers, the District may need to consider alternatives, such as larger school sizes in the new developments, transportation of students to schools with lower enrollment, or using modular construction for new schools in order to reduce the total cost of such facilities. These alternatives are not desirable given the District's educational standards, but would be required if there is a lack of funding on the part of the development community in order to build the necessary schools to serve such development.

SUMMARY

The District has identified facilities needed to improve existing facilities and to accommodate future students. This Master Plan summarizes those needs, identifies estimated costs and provides a plan for funding such needs.

Good planning practices for long range plans calls for them to be updated at regular intervals depending upon need and unique circumstances. The overall plan should be updated not more than five years in the future and individual elements revised as laws and programs change. In this volatile economy, it may be necessary to update sooner than five years as it is expected that the District will experience substantial growth once the economy and housing market turns around.

This document defines the number of schools and the approximate year and relative locations that they will be needed to serve the projected enrollment. As land use plans are refined, the specific location of these schools should be covered by an amendment to this plan until the next major revision is needed.

There are a number of recommendations to study, define, determine, etc. These processes should be undertaken with specific determinations, as they relate to facilities, included in a subsequent update of the School Facilities Master Plan.

In summary, changes in assumptions, planning parameters, programs, enrollments, etc. should be identified and specified in updates to this plan.



APPENDIX A: HISTORICAL ENROLLMENT BY SCHOOL SITE AND GRADE LEVEL

Carlin C. Coppin Elementary School Historical Enrollment										
	Fiscal Year Ending									
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
K	76	68	76	71	75	69	67	86	58	70
1	70	76	73	58	80	85	69	72	85	49
2	77	62	88	65	66	81	69	62	74	81
3	82	79	66	79	73	66	80	70	67	58
4	80	80	84	53	82	67	69	70	65	56
5	81	78	81	77	52	78	67	62	65	70
Total	466	443	468	403	428	446	421	422	414	384

Creekside Oaks Elementary School Historical Enrollment										
	Fiscal Year Ending									
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
K	108	83	109	111	115	122	107	106	87	117
1	100	108	119	100	121	107	113	106	96	114
2	100	80	134	99	101	118	100	119	86	83
3	118	79	97	102	92	91	113	108	97	93
4	110	102	112	99	99	97	93	99	104	100
5	129	94	117	89	89	95	93	89	95	105
Total	665	546	688	600	617	630	619	627	565	612

First Street School Historical Enrollment										
	Fiscal Year Ending									
	2005	2006	2007	2008	2009	2010	2010	2012	2013	2014
K	112	74	76	74	70	73	82	80	72	59
1	97	76	76	60	63	63	74	75	71	69
2	87	80	78	72	63	73	82	81	82	87
3	102	61	81	80	70	62	74	78	87	96
4	100	81	61	77	82	68	72	77	77	93
5	103	78	82	72	70	77	67	68	76	88
Total	601	450	454	435	418	416	451	459	465	492

Foskett Ranch Elementary School Historical Enrollment										
	Fiscal Year Ending									
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
K		78	99	81	109	110	95	103	87	84
1		67	86	77	91	109	113	94	110	81
2		60	81	83	77	86	98	98	89	104
3		55	71	79	83	82	82	102	95	83
4		49	59	69	84	77	81	77	91	93
5		57	58	56	64	78	76	80	76	84
Total	-	366	454	445	508	542	545	554	548	529

Lincoln Crossing Elementary School Historical Enrollment										
	Fiscal Year Ending									
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
K				108	101	109	108	108	131	121
1				100	101	104	104	107	113	123
2				98	100	105	110	102	117	118
3				98	98	102	104	104	113	121
4				77	93	94	92	104	106	107
5				74	89	93	88	105	108	102
Total	-	-	-	555	582	607	606	630	688	692

Sheridan Elementary School Historical Enrollment										
	Fiscal Year Ending									
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
K	19	20	18	15	11	24	15	14	14	15
1	18	18	18	15	14	11	18	14	14	15
2	18	16	13	15	15	16	10	15	20	11
3	14	20	16	11	16	17	11	12	14	19
4	23	15	11	14	12	14	17	10	15	9
5	13	26	10	9	12	10	13	13	9	15
Total	105	115	86	79	80	92	84	78	86	84

Twelve Bridges Elementary School Historical Enrollment										
	Fiscal Year Ending									
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
K	70	123	115	119	116	119	118	98	130	104
1	66	107	126	115	121	130	124	118	105	107
2	62	113	120	118	125	129	136	120	121	91
3	50	100	134	98	127	106	126	128	121	119
4	34	75	109	113	112	113	102	112	134	120
5	31	31	103	91	113	112	111	111	117	120
Total	313	549	707	654	714	709	717	687	728	661

Glen Edwards Middle School										
	Fiscal Year Ending									
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
6	335	387	232	224	189	225	248	245	228	256
7	340	370	245	236	230	193	249	237	248	234
8	332	351	237	235	219	213	202	237	210	223
Total	1,007	1,108	714	695	638	631	699	719	686	713

Twelve Bridges Middle School										
	Fiscal Year Ending									
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
6			194	271	306	273	294	266	282	279
7			191	243	278	314	264	295	257	272
8			181	228	254	277	288	259	314	271
Total	-	-	566	742	838	864	846	820	853	822

Lincoln High School Historical Enrollment										
	Fiscal Year Ending									
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
9	327	349	364	410	533	404	413	378	399	446
10	302	350	368	381	389	402	396	398	400	407
11	272	296	315	535	336	362	357	363	365	362
12	228	253	258	286	315	326	348	339	331	346
Total	1,129	1,248	1,305	1,612	1,573	1,494	1,514	1,478	1,495	1,561

Phoenix High School Historical Enrollment										
	Fiscal Year Ending									
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
9	0	0	0	0	0	0	0	0	0	1
10	5	9	2	11	15	13	8	2	2	2
11	27	29	46	31	38	30	38	14	18	14
12	51	29	41	50	34	43	41	63	45	47
Total	83	67	89	92	87	86	87	79	65	64

APPENDIX B: SCHOOL SITE MAPS

CARLIN C. COPPIN ELEMENTARY

Improvement Projects
Safety/security upgrades (locks, fencing, lighting, cameras)
Exterior painting
New roof
Updated HVAC and water system
Shade structure near front drop-off
Improved drainage at quad
New Auditorium / MP / Cafeteria
Disabled accessible drinking fountains
Larger library (remove computer lab and extend)
Hardcourt resurfacing for safety

ROOM	ANTICIPATED LOADING
C1	26
C2	26
C3	26
C4	26
C5	26
C6	26
C7	26
C8	26
C9	26
C10	26
C11	26
C12	26
C13	26
C14	26
C15	32
C16	32
C17	32
C18	32
C19	32
C20	32
S1	0
S2	16
S3	0
S4	50
S5	50
S6	0
S7	0
Campus Capacity	672



Scale: 1" = 30'

Key

- C# — Standard Classroom
- S# — Specialty Classroom
- Student Restrooms
- Non-Classroom Space
- Non-Loaded Classroom
- S — Staff Restrooms

WPUSD Western Placer Unified School District

Rainforth Grau Architects

CREEKSIDE OAKS ELEMENTARY

Improvement Projects
New MP including improved kitchen facilities
Exterior - fix dry rot and paint
Classroom interior upgrades (flooring, wall damage)
Playground hardcourt resurfacing
Safety / security upgrades (locks)
Improve intercom system
Improve ramps
Storage additions
Window coverings in a total of 6-8 classrooms

Room	Anticipated Loading
C1	26
C2	26
C3	26
C4	26
C5	26
C6	26
C7	26
C8	26
C9	26
C10	26
C11	26
C12	26
C13	26
C14	26
C15	26
C16	26
C17	26
C18	26
C19	26
C20	32
C21	32
C22	32
C23	32
C24	32
C25	32
C26	32
C27	32
C28	32
S1	0
S2	0
S3	0
S4	0
S5	0
S6	50
S7	50
S8	0
Campus Capacity	**882**

**Undersized by one K classroom*



Scale: 1" = 25'

Key

- C# — Standard Classroom
- S# — Specialty Classroom
- Student Restrooms
- Non-Classroom Space
- Non-Loaded Classroom
- S — Staff Restrooms

Western Placer Unified School District

Rainforth Grau Architects

FIRST STREET SCHOOL

Improvement Projects
New MP building
New Library / Media Center
Safety / Security upgrades (fencing around perimeter of school)
Refurbished playground hardcourt
Classroom interior upgrades
Painting
Updated HVAC and water systems
Improved kitchen facilities
Improve acoustics

ROOM	ANTICIPATED LOADING
C1	26
C2	26
C3	26
C4	26
C5	26
C6	26
C7	26
C8	26
C9	26
C10	26
C11	26
C12	26
C13	26
C14	26
C15	26
C16	26
C17	32
C18	32
C19	32
C20	32
C21	32
C22	32
C23	32
S1	0
S2	0
S3	0
S4	0
S5	50
S6	50
S7	0
CAMPUS CAPACITY	676

Key

- C# — Standard Classroom
- S# — Specialty Classroom
- Student Restrooms
- Non-Classroom Space
- Non-Loaded Classroom
- S — Staff Restrooms

Western Placer Unified School District

Rainforth Grau Architects



Scale: 1" = 30'

FOSKETT RANCH ELEMENTARY

Improvement Projects
Interior classroom improvements including carpeting
Acoustic upgrades
Roof repairs (leak in staff room)
Upgrade paving on walkways
New restroom near playground
Security upgrades (fencing, lighting, and skateboard prevention)
Updated alarm system (commissioning of non-functioning system)
New drinking fountains, total of (8)
New music rooms

ROOM	ANTICIPATED LOADING
C1	26
C2	26
C3	26
C4	26
C5	26
C6	26
C7	26
C8	26
C9	26
C10	26
C11	26
C12	26
C13	26
C14	26
C15	26
C16	32
C17	32
C18	32
C19	32
C20	32
C21	32
C22	32
C23	32
S1	0
S2	0
S3	50
S4	50
Campus Capacity	746



Key

C#	Standard Classroom
S#	Specialty Classroom
	Student Restrooms
	Non-Classroom Space
	Non-Loaded Classroom
S	Staff Restrooms

WPUSD Western Placer Unified School District

Rainforth Grau Architects

LINCOLN CROSSING ELEMENTARY

Improvement Projects
New drinking fountains on hardcourt, total of (4)
Accessible parking at north lot
Improved landscaping / drainage
Additional playground equipment (Wall Ball court)
New music classroom
Window coverings

ROOM	ANTICIPATED LOADING
C1	26
C2	26
C3	26
C4	26
C5	26
C6	26
C7	26
C8	26
C9	26
C10	26
C11	26
C12	26
C13	26
C14	32
C15	32
C16	32
C17	32
C18	32
C19	32
C20	32
S1	50
S2	50
S3	0
S4	0
S5	0
S6	0
S7	16
CAMPUS CAPACITY	678

Key

- C# — Standard Classroom
- S# — Specialty Classroom
- Non-Classroom Space
- Non-Loaded Classroom
- Student Restrooms
- S — Staff Restrooms

RAINFORTH GRAU ARCHITECTS

WESTERN PLACER UNIFIED SCHOOL DISTRICT



SHERIDAN SCHOOL

Improvement Projects
Concrete walkway to preschool
Replace damaged AC walkways with concrete walkways to all classrooms
Kitchen / Cafeteria upgrades with addition of an eating area
Painting
Add new parking / drop off area
Replace portable toilets
Carpeting
Dry rot repair on covered walkways
Improvements to administrative offices
Upgraded HVAC
New MP

ROOM	ANTICIPATED LOADING
C1	0
C2	32
C3	0
C4	26
C5	0
C6	26
C7	32
C8	32
C9	26
S1	26
S2	50
S3	16
Campus Capacity	266

Key

- C# — Standard Classroom
- S# — Specialty Classroom
- Non-Classroom Space
- Non-Loaded Classroom
- Student Restrooms
- S — Staff Restrooms

RAINFORTH ■ GRAU ARCHITECTS

WESTERN PLACER UNIFIED SCHOOL DISTRICT



Scale: 1" = 25'

TWELVE BRIDGES ELEMENTARY

Improvement Projects
Safety upgrades (security cameras and lighting)
Improve relocatable ramps (4-5 total)
Acoustic upgrades

ROOM	ANTICIPATED LOADING
C1	26
C2	26
C3	26
C4	26
C5	26
C6	26
C7	26
C8	26
C9	26
C10	26
C11	26
C12	26
C13	26
C14	26
C15	32
C16	32
C17	32
C18	32
C19	32
C20	32
C21	32
C22	32
S1	0
S2	0
S3	0
S4	16
S5	16
S6	0
S7	50
S8	50
S9	50
CAMPUS CAPACITY	**802**



Scale: 1" = 30'

Key

- C# — Standard Classroom
- S# — Specialty Classroom
- Student Restrooms
- Non-Classroom Space
- Non-Loaded Classroom
- S — Staff Restrooms

Western Placer Unified School District

Rainforth Grau Architects

GLEN EDWARDS MIDDLE

Improvement Projects
New Gym
Upgraded bathrooms
Improved drainage
Interior and exterior cosmetic improvements
Improved parking / drop off area
Improved kitchen facilities
Exterior painting
Upgraded HVAC
New science lab classrooms
MP / Cafeteria modernization

ROOM	ANTICIPATED LOADING
C1	32
C2	32
C3	32
C4	32
C5	32
C6	32
C7	32
C8	32
C9	32
C10	32
C11	32
C12	32
C13	32
C14	32
C15	32
C16	32
C17	32
C18	32
C19	32
C20	32
C21	32
C22	32
C23	32
C24	32
C25	32
C26	32
C27	32
C28	32
C29	32
C30	32
C31	32
C32	32
C33	32
S1	37
S2	37
S3	0
CAMPUS CAPACITY	1130

Key

- C# — Standard Classroom
- S# — Specialty Classroom
- Non-Classroom Space
- Non-Loaded Classroom
- Student Restrooms
- S — Staff Restrooms



Scale: 1" = 30'

RAINFORTH ■ GRAU ARCHITECTS

WPUSD Western Placer Unified School District

TWELVE BRIDGES MIDDLE

Improvement Projects
New emergency-access gate with access to hardcourt
Improved acoustics for Titan Conference Room (to block noise from work room)
Exterior painting
Blackout shades for classrooms with afternoon sun exposure

ROOM	ANTICIPATED LOADING
C1	32
C2	32
C3	32
C4	32
C5	32
C6	32
C7	32
C8	32
C9	32
C10	32
C11	32
C12	32
C13	32
C14	32
C15	32
C16	32
C17	32
C18	32
C19	32
C20	32
C21	32
C22	32
C23	32
C24	32
C25	32
C26	32
C27	32
C28	32
C29	32
C30	32
C31	32
S1	37
S2	37
S3	37
S4	37
S5	37
S6	0
S7	100
Campus Capacity	1277

Key

- C# — Standard Classroom
- S# — Specialty Classroom
- Non-Classroom Space
- Non-Loaded Classroom
- Student Restrooms
- S — Staff Restrooms

RAINFORTH ■ GRAU ARCHITECTS

WESTERN PLACER UNIFIED SCHOOL DISTRICT



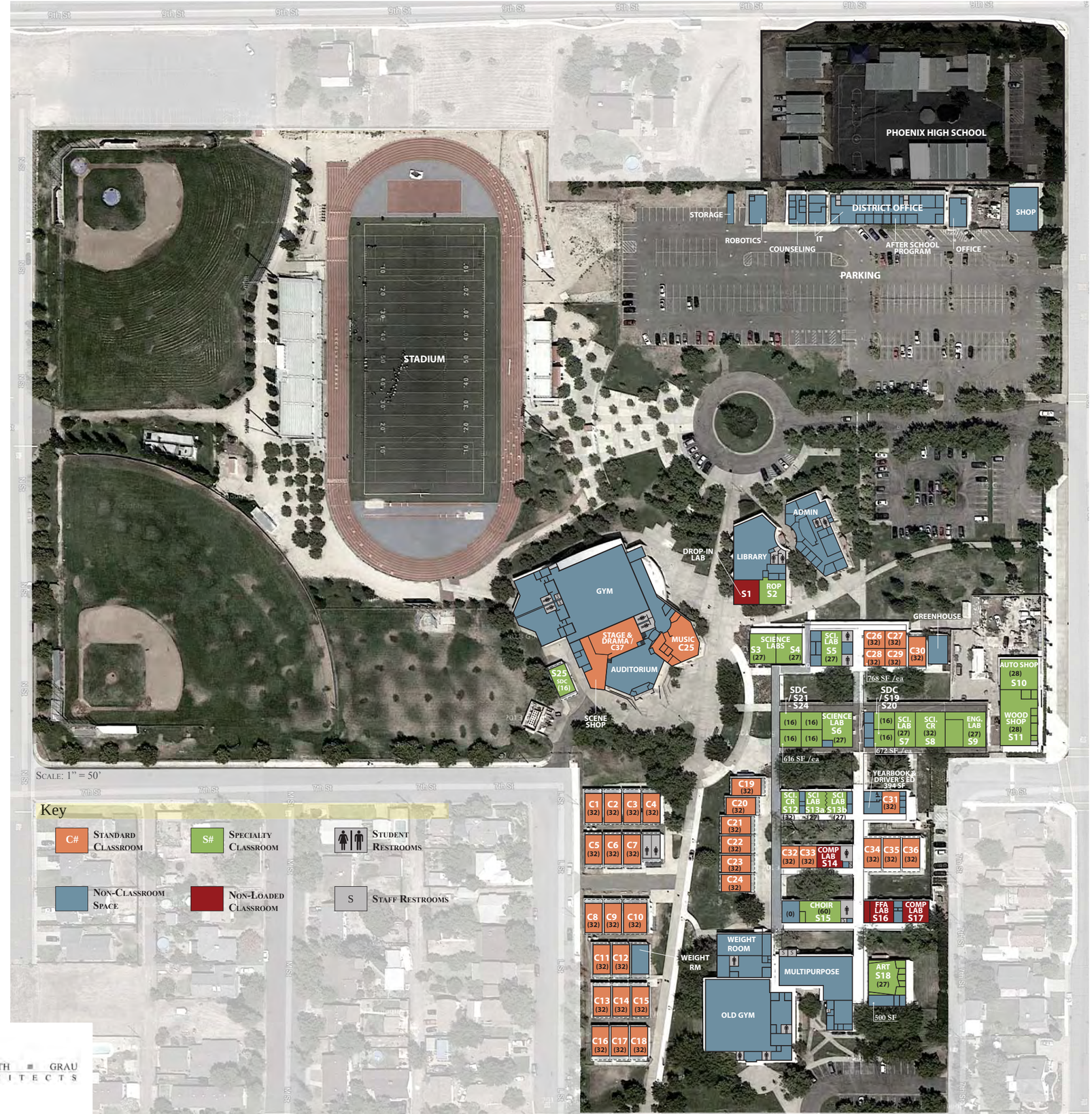
Scale: 1" = 50'

LINCOLN HIGH SCHOOL

Improvement Projects
Replace relocatables with permanent buildings for English and History
Renovate permanent classrooms (Including: art rooms, gyms, cafeteria, auto / wood shop, adapt a classroom into a new computer lab, and upgrade technology in all classrooms)
New performing arts / PE building (to include band, dance, choir, sports, drama)
New media wing (for recording, broadcasting, photography, CAD)
Upgrade existing sports facilities (including: track, tennis courts, football field)
New Pool

SF of permanent construction (excluding newer gym, admin / library building): 63,100 SF

ROOM	ANTICIPATED LOADING
C1	32
C2	32
C3	32
C4	32
C5	32
C6	32
C7	32
C8	32
C9	32
C10	32
C11	32
C12	32
C13	32
C14	32
C15	32
C16	32
C17	32
C18	32
C19	32
C20	32
C21	32
C22	32
C23	32
C24	32
C25	32
C26	32
C27	32
C28	32
C29	32
C30	32
C31	32
C32	32
C33	32
C34	32
C35	32
C36	32
C37	32
S1	0
S2	27
S3	27
S4	27
S5	27
S6	27
S7	27
S8	32
S9	27
S10	28
S11	28
S12	32
S13	27
S14	0
S15	60
S16	0
S17	0
S18	27
S19	16
S20	16
S21	16
S22	16
S23	16
S24	16
S25	16
Campus Capacity	1346



WPUSD Western Placer Unified School District

Rainforth Grau Architects

THE FARM

Improvement Projects
Replace classrooms and shop buildings

ROOM	ANTICIPATED LOADING
C1	32
C2	32
C3	32
C4	32
S1	28
S2	0
Campus Capacity	156



Scale: 1" = 50'

Key

- C# Standard Classroom
- S# Specialty Classroom
- Non-Classroom Space
- Non-Loaded Classroom
- Student Restrooms
- S Staff Restrooms

RAINFORTH ■ GRAU ARCHITECTS

WESTERN PLACER UNIFIED SCHOOL DISTRICT

PHOENIX HIGH SCHOOL

Improvement Projects
New 2,900 SF MP / Library / Media Center / Cafeteria
Replace admin portable

ROOM	ANTICIPATED LOADING
C1	19
C2	19
C3	19
C4	19
C5	19
C6	19
C7	19
S1	16
S2	16
Campus Capacity	**165**



Scale: 1" = 25'

Key

C#	Standard Classroom	S#	Specialty Classroom		Student Restrooms
	Non-Classroom Space		Non-Loaded Classroom	S	Staff Restrooms

WPUSD Western Placer Unified School District

Rainforth Grau Architects

APPENDIX C: CARLIN C. COPPIN ELEMENTARY SCHOOL SITE MASTER PLAN

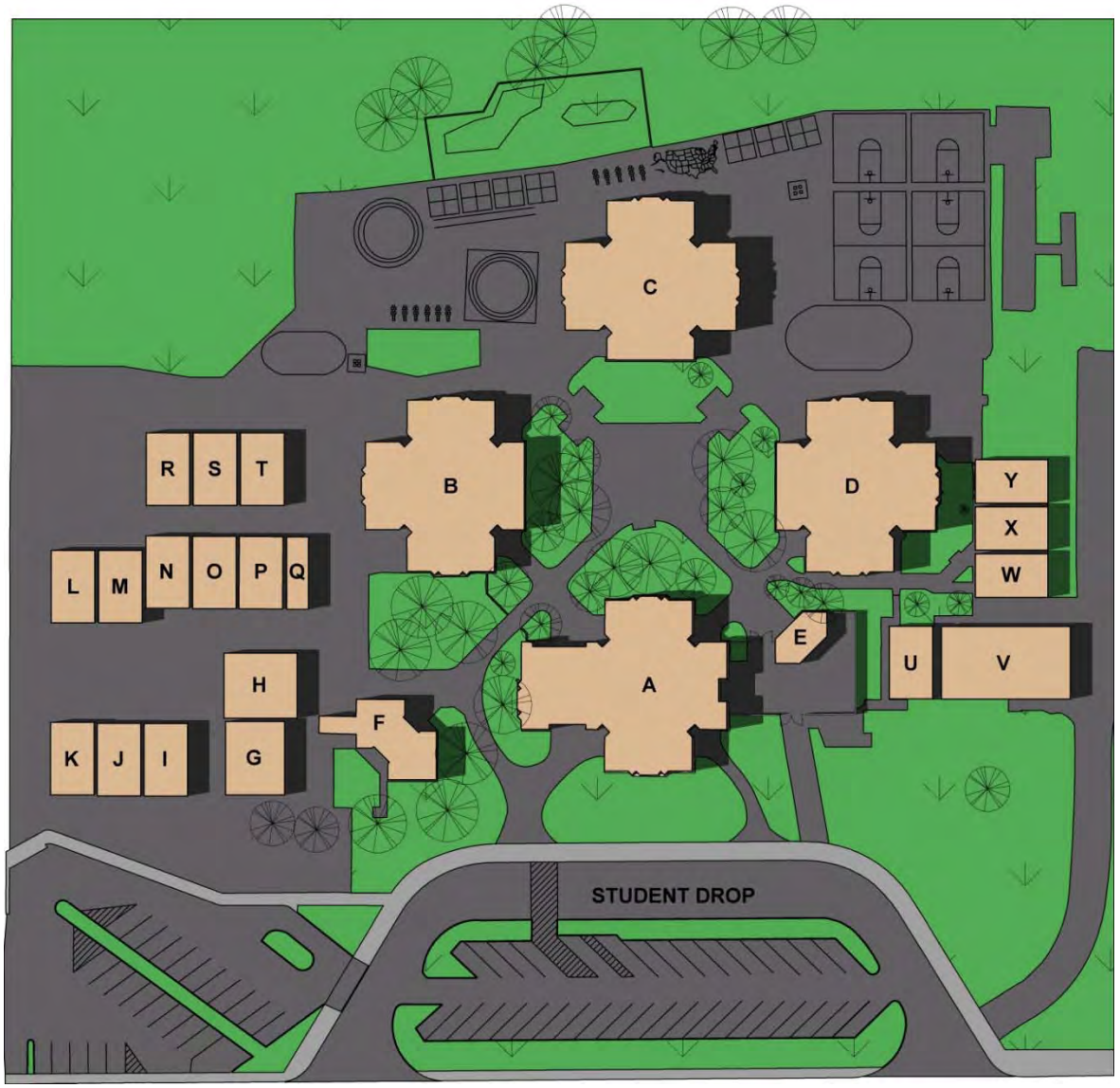
Western Placer Unified School District



Carlin C. Coppin Elementary School

Facility Improvement Goals

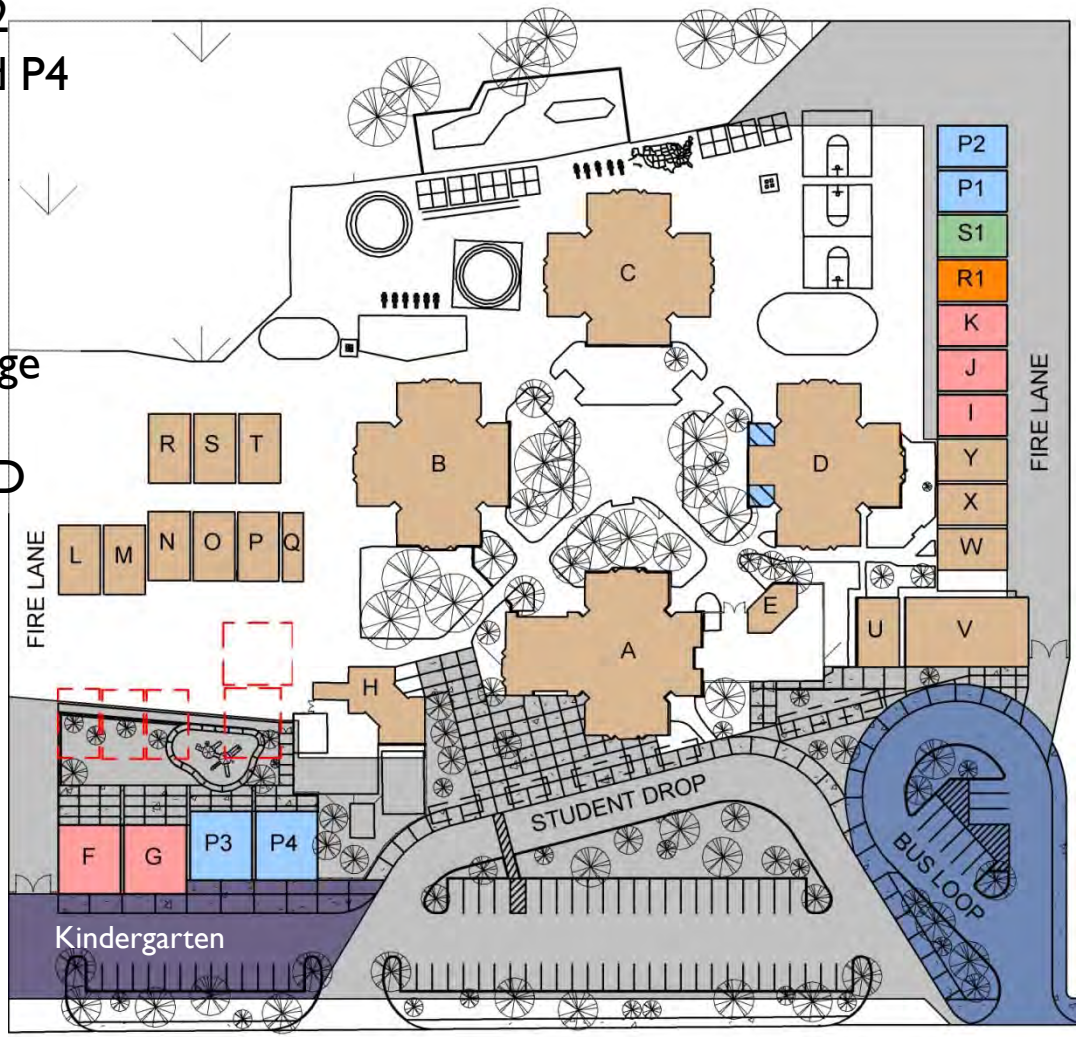
- Clustered grade levels
- Maximize hard courts
- Increase parking and improve traffic flow
- Expand student drop off
- Additional teacher work rooms
- Separate Kindergarten drop off
- New bus loop



Existing Site Plan

Phase 1

- 4 New teaching stations: 100 students
- Relocate portable classrooms, F, G, and I through K
- New portable classrooms, P1 and P2
- New portable Kindergartens, P3 and P4
- New Kindergarten drop-off/parking
- New Kindergarten play yard
- New portable restroom, R1
- Expand parking lot/student drop-off
- New portable staff work room/lounge
- New bus loop
- Convert (e) restrooms to staff use, D



Parking:

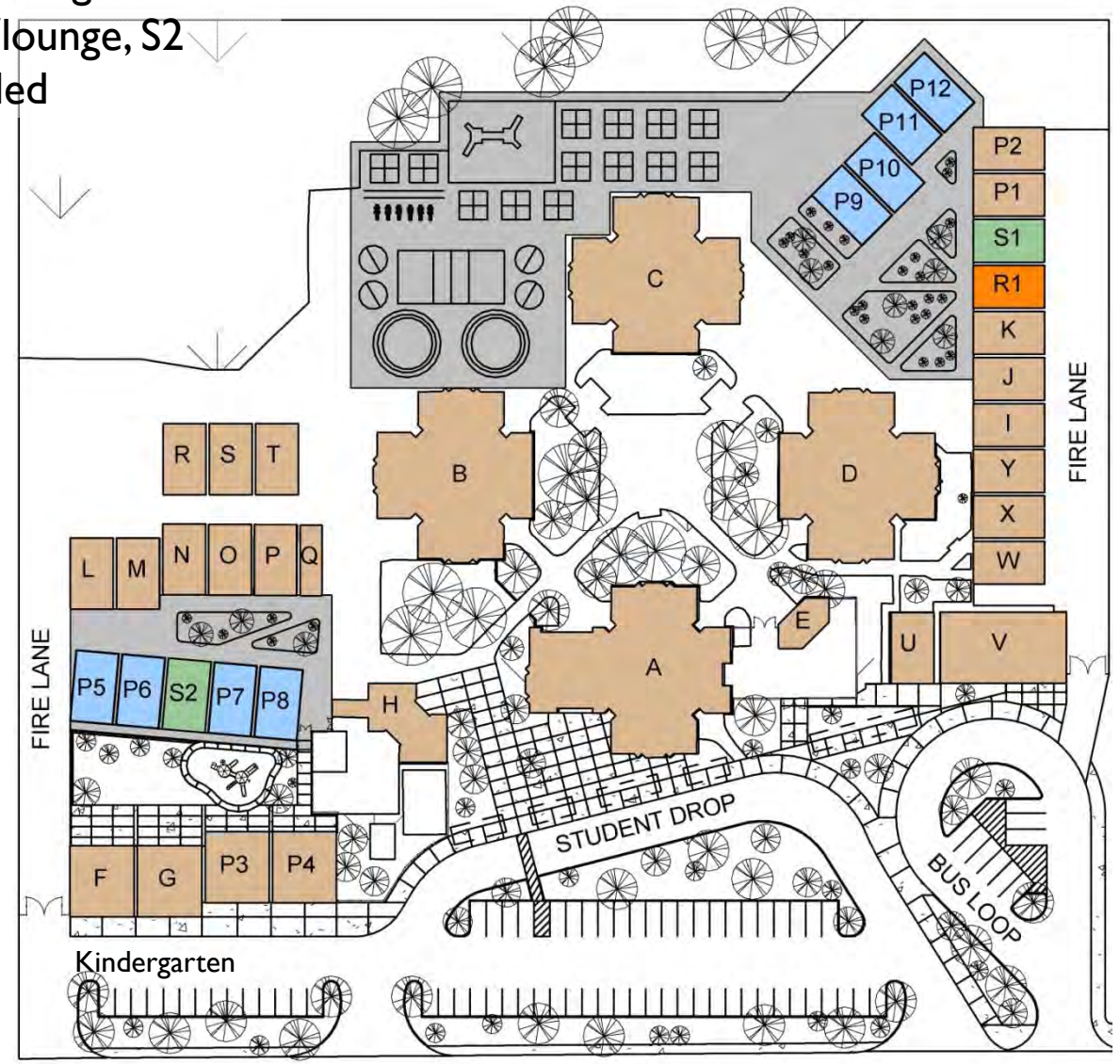
Existing: 59 spaces

New: 15 Spaces

Total: 74 Spaces

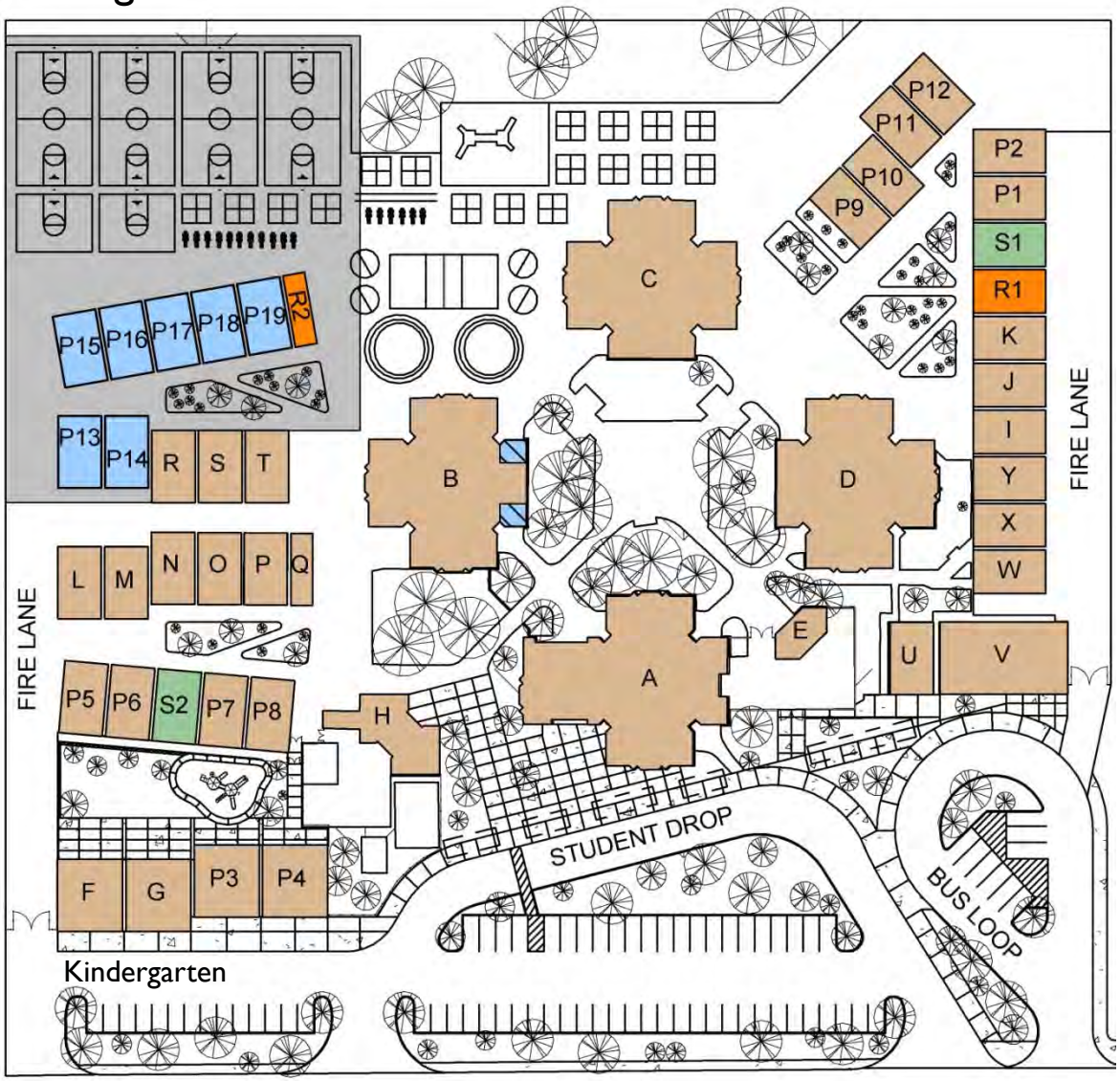
Phase II

- 8 New teaching stations: 200 students
- New portable classrooms, P5 through P12
- New portable staff work room/lounge, S2
- New play apparatus and expanded hard courts



Phase III

- 7 New teaching stations: 175 Students
- New portable classrooms, P13 through P19
- New portable restroom, R2
- Expand hard courts
- Convert (e) restrooms to staff use, B



Master Plan

- 19 New teaching stations: 475 students
- 17 New portable classrooms
- 2 New portable Kindergarten classrooms
- 2 New portable restrooms
- 2 New portable teacher's lounge/workroom
- 15 New parking stalls
- New bus loop
- New Kindergarten drop-off/parking



APPENDIX D: CREEKSIDE OAKS ELEMENTARY SCHOOL SITE MASTER PLAN

Western Placer Unified School District



Creekside Oaks Elementary School

Facility Improvement Goals

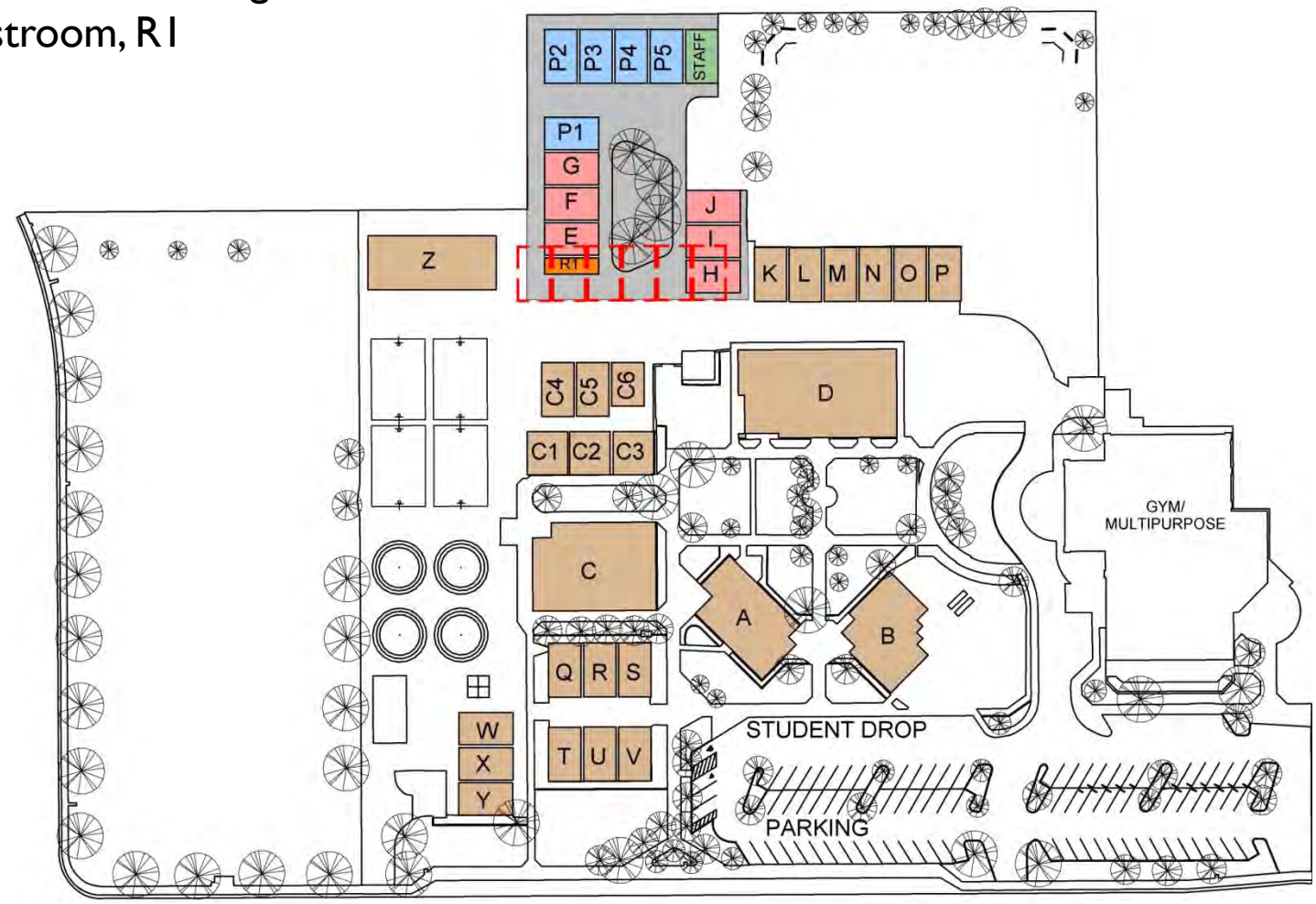
- Clustered grade levels
- Maximize hard courts
- Increase parking and improve traffic flow
- Expand student drop off area
- New Multipurpose building
- Additional teacher work rooms
- Separate Kindergarten drop off area



Existing Site Plan

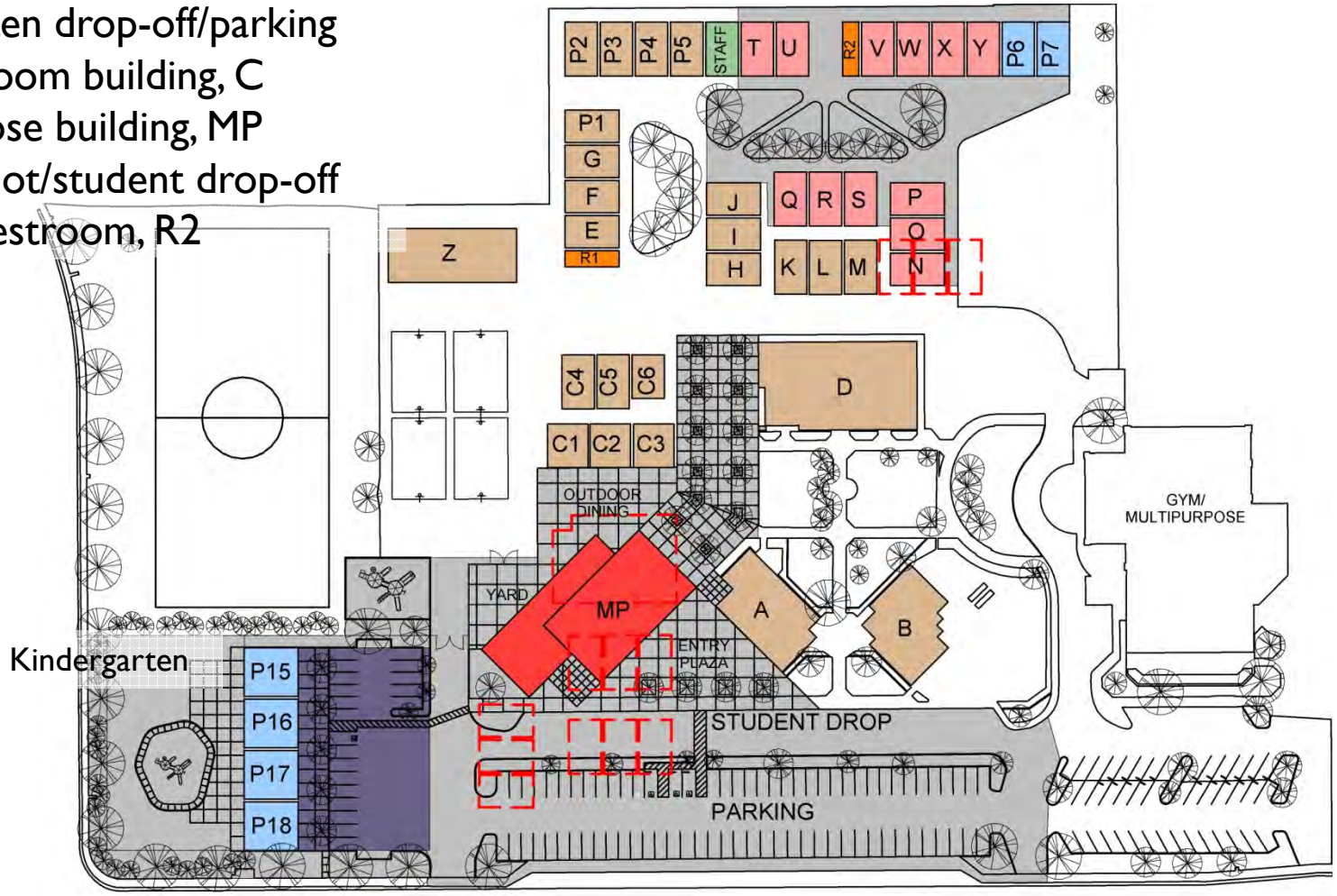
Phase 1

- 5 New teaching stations: 125 students
- Relocate portable classrooms, E through J
- New portable classrooms, P1 through P5
- New teacher's work room/lounge, S1
- New portable restroom, R1



Phase II

- Relocate portable classrooms, N through Y
- New portable Kindergarten classrooms, P15 through P18
- New portable classrooms, P6 through P7
- New Kindergarten play yard
- New Kindergarten drop-off/parking
- Demolish classroom building, C
- New Multipurpose building, MP
- Expand parking lot/student drop-off
- New portable restroom, R2



Parking:

Existing: 43 spaces

New: 51 Spaces

Total: 94 Spaces

Phase III

- 7 New teaching stations: 175 students
- New portable classrooms, P8 through P14
- Demolish portable multipurpose, Z
- Restripe hard courts



Master Plan

- 12 New teaching stations: 300 students
- 6 teaching stations demolished
- 14 New portable classrooms
- 4 New portable Kindergarten classrooms
- 2 New portable restrooms
- 1 New portable teacher lounge/workroom
- 51 New parking stalls
- New Multipurpose building 9,750sf



APPENDIX E: GLEN EDWARDS MIDDLE SCHOOL SITE MASTER PLAN

TABLE OF CONTENTS

1. Project Directory

2. Facilities Master Plan

3. Master Planning Meeting Minutes

4. California Department of Education Attachments



GLEN EDWARDS MIDDLE SCHOOL

1. PROJECT DIRECTORY

Western Placer Unified School District
600 Sixth Street, Suite 400 Lincoln, CA 95648

Superintendent

Scott Leaman

Board of Education

Paul Carras, *President*
Brian Haley, *Vice President*
Ana Stevenson, *Clerk*
Terry Gage, *Member*
Paul Long, *Member*

Glen Edwards Master Plan Participants

Cathy Allen, *Assistant Superintendent, Facilities & Maintenance Services*
Mary Boyle, *Assistant Superintendent, Educational Services*
Heather Von Aesch, *Facilities Planner*

Michael Doherty, *Principal*
Daniela Thompson, *Assistant Principal*
Dan Alcorn, *Teacher*
Jeff Dardis, *Food Service Director*
Jen Freymond, *Secretary*
Wendy Hamasaki, *Teacher*
Christopher Landon, *Teacher*
David Luci, *Teacher*
Bob Lyons, *Tech Director*
Deb Morrison, *Teacher*
Ed Newberry, *Teacher*

Francisco Ramirez, *Rainforth Grau Architects*
Tim DeWitt, *Rainforth Grau Architects*



2. Facilities Master Plan

Campus History

District Vision Statement

District Master Plan Goals

Introduction to the Facilities Master Plan Process

Glen Edwards Middle School Master Plan Goals

Audit of Existing Facilities

Facilities Needs Assessment

- Existing Campus Plan

Master Plan Implementation

- Master Plan Concept Sketch
- Master Plan Phasing Schedule



Campus History

Glen Edwards Middle School, affectionately known as GEMS, has been a community centered campus for more than 40 years. Originally designed as a Kindergarten through Eighth grade campus it is bounded by Second and Third Streets and O and L Streets in downtown Lincoln. The initial construction of the campus was in 1965 consisting of four permanent buildings. In 1992 five additional permanent buildings were added. All of the buildings are of a single story design. The entire facility is considered to be of good quality and in good condition. Over the years portable buildings have been added to accommodate a changing student enrollment. The campus currently houses 626 Sixth, Seventh and Eighth grade students.

District Vision Statement

Students, parents, and the local community will recognize our excellence and see our schools as desirable places to be enrolled. The unique opportunities available include a strong emphasis on the local environment, technology, and the arts, in addition to a strong academic curriculum. The education process will be structured to encourage parental involvement and enlist community support in the education of our children. Students, parents, faculty and administration will be held accountable for meeting established expectations. All students will have the opportunity to be educated to their maximum potential limited only by their interest, ability, and effort.



District Master Plan Goals

1. Develop and continually upgrade a well-articulated K-12 academic program that challenges all students to achieve their highest potential.

2. Foster a safe, caring environment where individual differences are valued and respected.

3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.

4. Promote the involvement of the community, local government, business, service organizations, etc. as partners in the education of our students.

5. Promote student health and nutrition in order to enhance readiness for learning.

Community Connection

"While the Lincoln community continues to grow, Glen Edwards Middle School maintains its steadfast presence in the downtown area. It was important to the residents and the District that a centrally located site be maintained to keep this community connection in the downtown area and also to keep a site at these grade levels that would allow students to continue to easily walk or bike to school and other activities located on campus. Not only does it retain the desired small town feel to the surrounding area, but it also keeps the downtown region connected with not only school children but also the Western Placer Unified School District as a whole."



Introduction to the Facilities Master Plan Process

As knowledge changes so does education. And as education changes, so do the structures and grounds in which it is taught. Few would expect to construct a school of today with plans and materials and technology systems of yesteryear. Those "yesteryear schools" with life remaining need help in responding to the education environments demanded by the newer knowledge now required.

Adaptation begins with a survey of existing facilities – an audit of assets and liabilities. These features, permanent and temporary, need to be understood for the reasons they are there now and what duty they may or may not serve in a new plan. The audit is often done outside of the requirements of the educational program.

With that wealth of information at hand, the building and site features required to provide the district's program of education delivery is overlaid on the plan of existing facilities. Obvious and subtle differences appear to the educators and planners involved. These "differences" are finally identified in the Facility Needs Assessment and are expressed in graphic sketch plans, charts and lists.

The Master Plan, which is the goal of this process, is the summation of many ideas debated and settled upon by the planning group and it resolves the demands of the Facilities Needs Assessment, as it best may.

It is common that older buildings experience a partial or whole change of use. Buildings that are unable to be changed in a practical manner must be replaced with new ones. Most can enjoy an extended life of good use by "modernizing" them with significant replacement of systems and features to standards equal to anything the school district may build as new. While site size is normally difficult to change it is also the most flexible program requirement at state and local levels. Circumstances of economics and opportunity limit urban school site areas from those possible in suburban or rural areas. Still, physical education is expected at all locations. Usually, not every one of the district's physical needs can be accommodated but the goal is always there. The Glen Edwards Middle School might be further improved in future years with expansion onto the adjacent First Street School site. However, that remains for future discussions.



Glen Edwards Middle School Master Plan Goals

1. Convert the existing campus into a full functioning District level Middle School.

2. Create an atmosphere of academic excellence that invites community involvement.

3. Reveal a strong academic force to the community by the placement and structure of the buildings with plenty of gathering places both inside and outside inviting them to take part in the educational process.

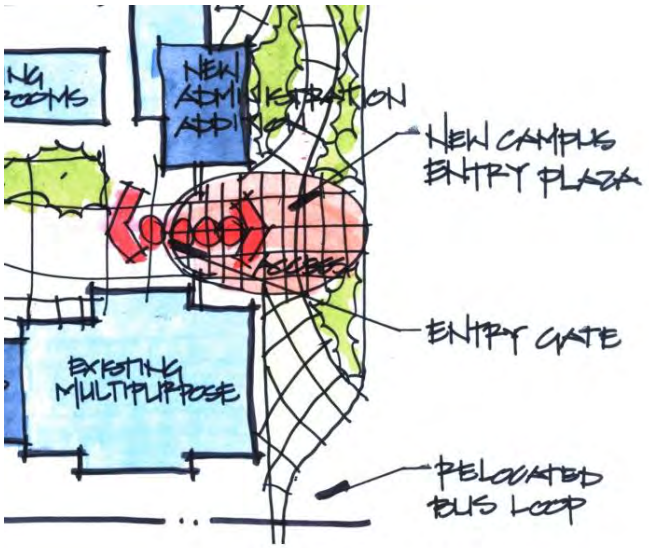
4. Create a safer more secure campus for students and staff.

5. Configure classrooms to support grade level clustering and academies.

6. Create a front door for the campus.

7. Provide both staff and visitor parking.

8. Promote a sustainable facility and natural lighting.



Audit of Existing Facilities

	Glen Edwards Middle School Existing Current ADA# 626	**Glen Edwards Middle School** Master Plan ADA# 1200	**Western Placer Unified School District** Benchmark ADA# 1,100
School Component	**Number of Teaching Stations**	**Number of Teaching Stations**	**Number of Teaching Stations**
Classrooms:			
6th Grade	7 Permanent	10	10
7th Grade	5 Permanent	10	12
8th Grade	5 Permanent 1 Portable	10	13
Not Used	2 Permanent 2 Portable		
Electives:			
Electives #1 (Visual Art Lab)	1 Permanent	1	1
Electives #2 (Technology Lab / Engineering)		1	1
Electives #3 (Instructional Computer Lab)	1 Permanent	1	1
Science Lab	2 Portable	4	4
Music and Drama	1 Portable	1	1
Computer Lab	1 Portable	1	1
Library / Media Center	Undersized	X	X
Special Education / Special Services	3 Permanent 2 Portable	2	2
Multipurpose / Stage	X	X	X
Gym/ P.E.	2 Permanent 2 Portable	X	X
Food Service	X	X	X
Administration	Undersized	X	X
	Total Acreage: 10.9		Total Acreage: 19.0
TOTAL	**37**	**41**	**46**
	11 PORTABLES / 26 PERMANENT	ALL PERMANENT IS THE GOAL	

Facilities Needs Assessment

Conclusions drawn from a comparison of this existing facility audit to the district middle school standard are:

- Site area is 8 acres short of district's newest middle school,
- Equivalency requires an additional eight general education classrooms,
- The present GEMS needs one more Elective Laboratory in Technology / Engineering,
- Two additional Science Laboratories are required,
- GEMS will need a true Gymnasium Facility with accessory spaces.



EXISTING CAMPUS LEGEND

A-1	ADMINISTRATION
A-2	ADMINISTRATION
WING A	CLASSROOMS
WING B	CLASSROOMS
WING C	CLASSROOMS
WING D	CLASSROOMS
ART	ART, SCIENCE, CLASSROOMS
LIBRARY	LIBRARY, CLASSROOMS
MP	MULTI-PURPOSE
P39	PORTABLE CLASSROOM
P40	PORTABLE CLASSROOM
P41	PORTABLE CLASSROOM
P42	PORTABLE CLASSROOM
P43	PORTABLE CLASSROOM
P44	PORTABLE CLASSROOM
P45	PORTABLE CLASSROOM
P46	PORTABLE CLASSROOM
P47	PORTABLE CLASSROOM
P48	PORTABLE CLASSROOM
P49	PORTABLE CLASSROOM
L-1	PORTABLE BOYS LOCKER ROOM
L-2	PORTABLE GIRLS LOCKER ROOM
PP	PANTHER PRIDE

Other important missing or inadequate features observable from the site plan, on-site tours and testimony from the school Principal, Instructors and District Administrators are:

- Existing Library is inadequate to serve a middle school population of 1200 and is remote from classrooms and circulation,
- Administration spaces are unorganized and not prepared to serve a student population of 1200 and difficult for visitors to locate,
- Multipurpose Room size and features are comparable to district's newest Middle School,
- Locker Rooms are remote and housed in temporary construction,
- Outdoor PE Facilities (site is undersized), CDE recommendations for a middle school of 1200 ADA without a track is 18.1 acres and 23.1 acres with a track. See attached CDE Tables 4 and 5.
- Music and Drama are inadequate,
- Outdoor Dining will not be adequate for 1200 students,
- Parking is inadequate,
- Bus Loop and Pedestrian Access are in conflict,
- Food Service Storage and Security need serious attention,
- Lack of an obvious and clear "Campus Entrance" confuses the public,
- Eleven portables are not a durable construction, especially for Locker Rooms,
- Clustering by grade levels is not possible, as grades are distributed randomly and
- Site features and most buildings are not in full compliance with the Americans with Disabilities Act.

Where these needs cannot be accommodated within an existing space or building new space will need to be provided. Where space and location are appropriate changes of use may be made through modernization construction.

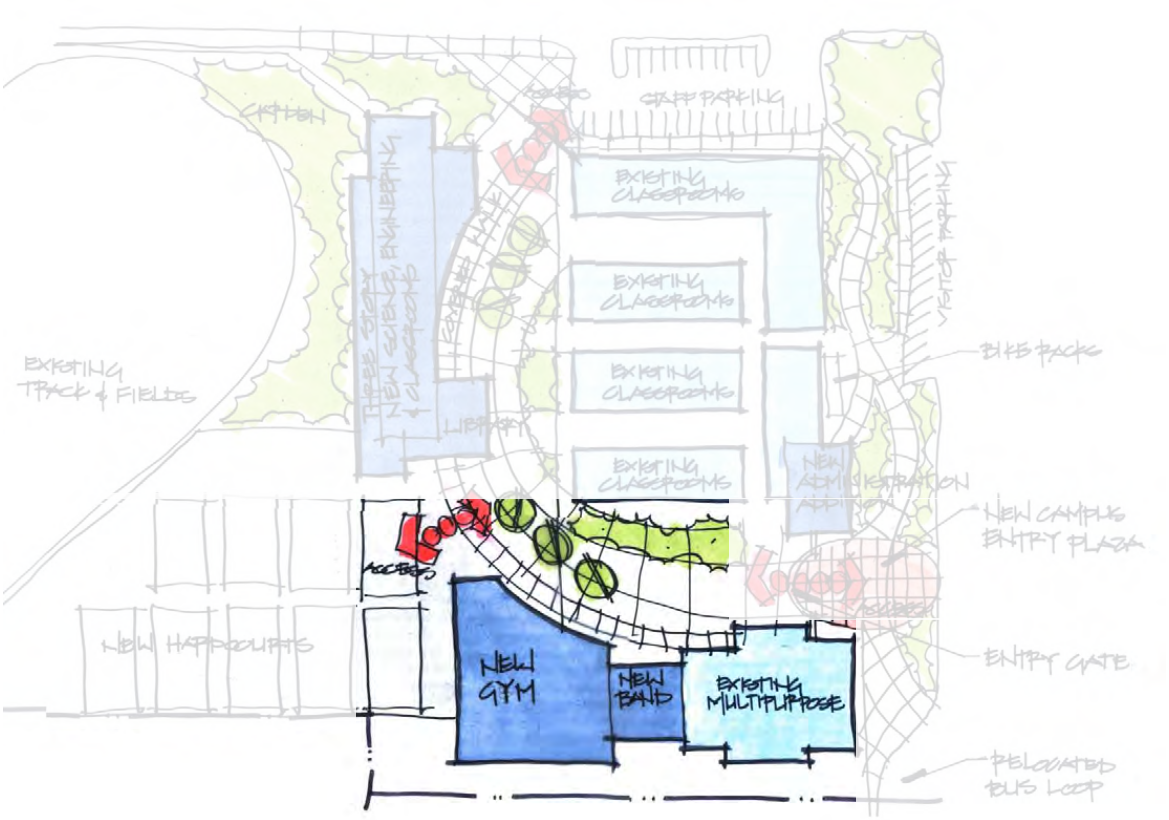
Master Plan Implementation

The Master Plan presented herein is the product of this process and the contributions of the entire Planning Team of educators, administrators, specialists and architects. In summary, this plan recommends a broad mixture of modernization and new construction, building additions and site reconfiguration and demolition, removal of portables and some change of use via re-organization and re-assignment of use. While comprehensive and difficult with temporary displacements, it is a complete plan that is feasible in four phases of differing complexity.



Master Plan Concept Sketch

Phase I



Work begins with a scope of work that resolves one of the two great deficiencies of the present middle school – the need for a true GYMNASIUM FACILITY. This will also MODERNIZE the present MULTIPURPOSE Building and correct Food Service safety and security issues. This phase works along the south edge of the site and ignites the renewal of the Glen Edwards Middle School.

The entire LIBRARY and ART Buildings with their attached CLASSROOMS and nearby SITEWORK are DEMOLISHED,

PORTABLE CLASSROOM Buildings P-39 and P-49 (unused classrooms) and the over-sized PORTABLE P-40 (Music) are REMOVED (relocated, sold or demolished),

The MUSIC program will be RELOCATED to a temporary space on campus for the first construction period of about 18 months,

The New GYMNASIUM Building and MUSIC (Band and Choral) will be constructed with connection to the present Multipurpose Building and Stage,

The MULTIPURPOSE Building and FOOD SERVICE will be fully MODERNIZED,

Campus OUTDOOR GATHERING and DINING areas with coordinated covered areas will start in the area between the new construction and present Classroom Wing “E”,

HARD COURT areas will be expanded around the present Portables P-41 through P-46 (preparing for start of Phase II),

Existing campus UTILITIES will be master planned at this phase with extensions of present services or preparations for new services, as required and

Campus CIRCULATION AND SAFETY are MAINTAINED with defined limits of construction that do not cut-off access.



This portion of Phase I work will render the largest benefit to the new Glen Edwards Middle School. It will establish a learning and elective study center clearly related to the existing academic core of the campus. As in earlier work this will require some short-term functional compromises but worth the reward when done.

This construction in the heart of the campus will be cleared with removal of the temporary Boys' and Girls' Locker Rooms at the north and demolition of two-thirds of the current hard court area and the Panther Pride portable will be relocated for extended use,

Immediately, a NEW BUILDING will be constructed housing a

Library,
Art Studio,
General Education Classrooms,
An Elective Laboratory for Technology / Engineering,
Four Science Laboratories and
Special Education / Special Services Teaching Stations

to complete the curriculum needs of the middle school and

Site work replacement will extend the CENTRAL CIRCULATION from the modernized Multipurpose Building almost to Third Street and UTILITY DISTRIBUTION and services reconstruction will continue in preparation for Phase III.

Phase II



This phase is quickly done at a convenient summer break period and simply removes temporary facilities and cleans up Site work started in Phase I.

PORTABLE CLASSROOMS Buildings P-41 through P-48 are REMOVED (relocated, sold or demolished) and

HARD COURT EXPANSION is completed in that area under the removed portables.

The campus now looks complete, but still needs re-finishing inside the original school buildings.

Phase III



The final phase of this master plan work looks at the remaining permanent buildings and addresses their issues of age and the changes in curriculum and teaching methods since their construction 45 years ago. It also resolves administrative matters of enrollment size but the site cannot physically accept modern parking requirements for its size of staff and educational programs providers.

CLASSROOMS WINGS “A” through “D” are MODERNIZED with:

An aggressive program of mechanical, electrical systems replacement
(heating and air conditioning, lighting, power distribution, data and communications),
Replacement of finish materials within current district standards
(ceiling systems, wall coverings, floor finishes),
Casework replacement,

Door system replacement,
Accommodation of the Americans with Disabilities Act features,
Re-roofing, as required,
And such other scope of work as identified with district departments.

The “ADMINISTRATION WING” along L Street will be MODERNIZED similarly to that of the Classroom Wings,

SCHOOL ADMINISTRATION will be housed in MODERNIZED areas it now occupies and an area of ADDITIONAL EXPANSION which will “anchor” the school entrance on L Street with a NEW PLAZA (occasional visitors will have little doubt about where to go before entering campus).

Completing the new Glen Edwards Middle School Plan will be

Relocation of the bus loop to the south on L Street,
Construction of new Visitor Parking near the new Office location,
Relocation of Staff Parking closer to the school onto Third Street and
Completing the New Campus Entrance on L Street with a Plaza that connects the Office with the modernized Multipurpose Building.

Phasing Discussion

Once the Master Planning Team worked through the visioning, project goals and needs assessment, understanding the phasing for this plan was significant. There are five main components to the Glen Edwards Middle School Master Plan:

1. A new Gymnasium
2. New teaching spaces to support a comprehensive middle school including:
    - Science, Engineering, Art and Computer Labs
    - Library Media Center
    - Classrooms
3. Development of a student quad and outdoor dining space
4. Modernize existing permanent classrooms
5. Expand existing administration, develop a clear main entry into the campus while securing the campus for staff and students.

What became clear from these discussions was the need for both the Gymnasium and Science and Engineering Building. Each of these have strong reasons for why they merit being constructed first. Without currently having a Gymnasium there is no flexibility to deliver a quality physical education program. The Science and Engineering Building provides the much needed teaching facilities that GEMS is currently lacking.

Both of these projects will send clear messages to the community regarding the schools priorities.

Phasing Recommendation and Costs

This final recommendation may need to be revisited depending on additional district research on funding levels but, it was unanimously agreed to that both the **Gymnasium and the Science and Engineering Building should be in Phase I** of the master plan.

The detail of each of these Phases is listed below and further discussed of this work is included in the master plan implementation portion of this document.

Phase I

1.	Demo (E) Art Building	$30,000
2.	Demo (E) Library	$32,000
3.	Remove portable classrooms P-39, P-40 and P-49	$17,000
4.	Construct New Gym	$3,100,000
5.	Construct New Band & Choir Building	$688,000
6.	Modernize Multi Purpose Building and Food Service	$1,600,000
7.	Add New Hardcourts	$410,000
8.	Start Campus Quad & Outdoor Dining	$195,000
9.	Relocate (E) Panther Pride Portable	$8,000
10.	Construct New Science, Engineering Building	$9,913,000
11.	Complete Campus Quad	$462,000
	Total Phase I	**$16,455,000**

Phase II

12.	Remove (E) Portable Buildings (P-41 - P-48 and Portable Toilet Building)	$36,000
13.	Complete Hardcourts	$192,000
	Total Phase II	**$228,000**

Phase III

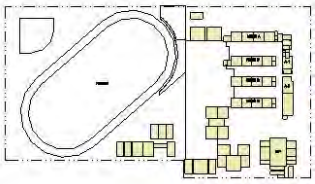
14.	Modernize (E) Classroom Wings A through D	$2,809,000
15.	Modernize & Expand the (E) Administration	$1,700,000
16.	Relocate (E) Bus Loop	$177,000
17.	Construct New Campus Entry	$38,000
18.	Construct New Staff & Visitor Parking	$460,000
	Total Phase III	**$5,184,000**
	Total Master Plan	**$21,867,000**

Costs indicated are preliminary budget figures based on master plan documents and replacement costs (2010). Increases for escalation over time must be included when projecting future costs.

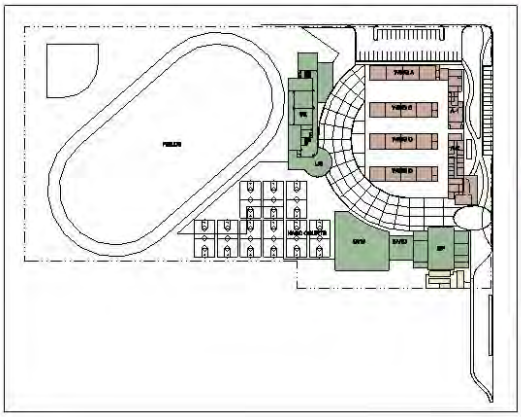
Master Plan Phasing Diagrams

UNIT	EXISTING CAMPUS	T.S.
A-1, A-2	ADMINISTRATION	0
WING A	CLASSROOMS	4
WING B	CLASSROOMS	4
WING C	CLASSROOMS	4
WING D	CLASSROOMS	4
CR	CLASSROOMS	6
P	PORTABLE CLASSROOMS	9
ADMIN	INSTRUCTIONAL COMPUTER LAB	1
22	VISUAL ART CLASSROOM	1*
23, P42	SCIENCE CLASSROOMS	2*
P40	MUSIC AND DRAMA	1*
P41	COMPUTER LAB	1*
27	LIBRARY	0
MP	MULTI-PURPOSE / KITCHEN	0
	TOTAL	32
	* = NOT LOADED CLASSROOMS	

UNIT	NEW MODERNIZED CAMPUS	T.S.	STUDENTS
A-1, A-2	ADMINISTRATION	0	
WING A	CLASSROOMS	4	
WING B	CLASSROOMS	4	
WING C	CLASSROOMS	4	
WING D	CLASSROOMS	4	
CR	CLASSROOMS	23	
SE	INSTRUCTIONAL COMPUTER LAB	1	
SE	ENGINEERING	1*	
SE	VISUAL ART CLASSROOM	1*	
SE	SCIENCE CLASSROOMS	3*	
BAND	MUSIC AND DRAMA	1*	
SE	COMPUTER LAB	1*	
LIB	LIBRARY	0	
MP	MULTI-PURPOSE / KITCHEN	0	
GYM	GYMNASIUM / LOCKER ROOMS	0	
	TOTAL	39	1200
	* = NOT LOADED CLASSROOMS		



EXISTING SITE PLAN



LEGEND
EXIST. BUILDING | PHASE 1 | PHASE 2 | PHASE 3

MASTER PLAN PHASES

PHASE 1

1 DEMO (E) ART BUILDING
2 DEMO (E) LIBRARY
3 REMOVE (E) PORTABLE BUILDINGS (P39, P40 & P49)
4 CONSTRUCT NEW GYM
5 CONSTRUCT NEW BAND & CHOIR BUILDING
6 MODERNIZE KITCHEN & MULTI PURPOSE
7 ADD NEW HARDCOURTS
8 COMPLETE CAMPUS QUAD & OUTDOOR DINING
9 RELOCATE (E) PANTHER PRIDE PORTABLE
10 REMOVE (E) BOYS & GIRLS LOCKER ROOMS PORTABLES
11 CONSTRUCT NEW SCIENCE ENGINEERING, ART, LIBRARY, & 12 CLASSROOM BUILDING
12 CONSTRUCT RELATED SITEWORK



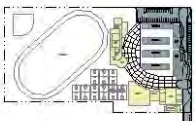
PHASE 2

13 REMOVE (E) PORTABLE BUILDINGS (P41-P48, PORTABLE TOILET BUILDING)
14 COMPLETE HARDCOURTS



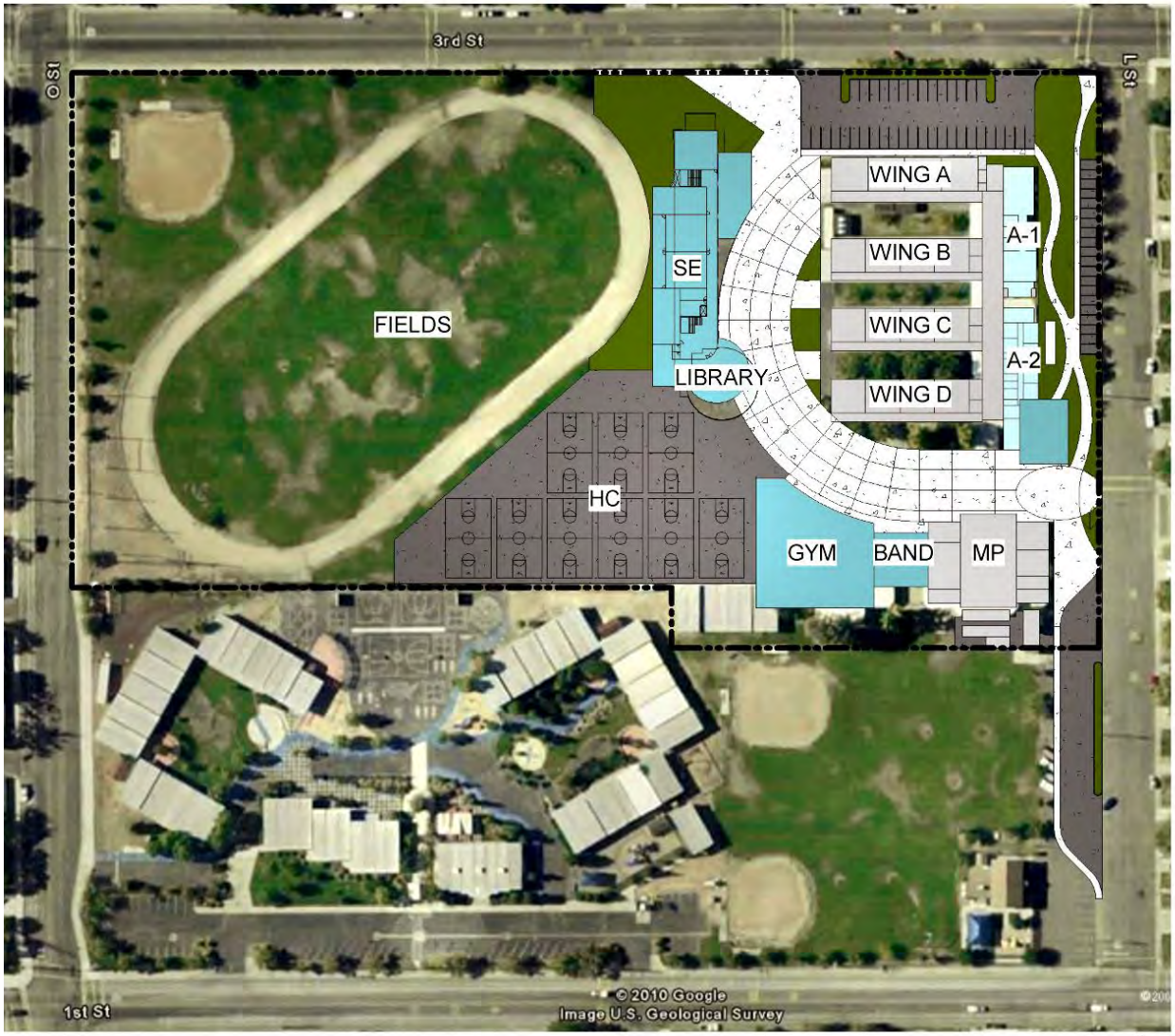
PHASE 3

15 MODERNIZE (E) CLASSROOMS WINGS A THROUGH D
16 MODERNIZE & EXPAND THE (E) ADMINISTRATION
17 RELOCATE (E) BUS LOOP
18 CONSTRUCT NEW CAMPUS ENTRY
19 CONSTRUCT NEW STAFF & VISITOR PARKING



MASTERPLAN
Glen Edwards Middle School
Western Placer Unified School District *April 27, 2010*

Master Plan



PROPOSED MASTER PLAN LEGEND

Phase I

1. Demo (E) Art Building
2. Demo (E) Library
3. Remove portable classrooms P-39, P-40 and P-49
4. Construct New Gym
5. Construct New Band & Choir Building
6. Modernize Multi Purpose Building and Food Service
7. Add New Hardcourts
8. Start Campus Quad & Outdoor Dining
9. Relocate (E) Panther Pride Portable
10. Construct New Science Engineering, Art, Library, & Classroom Building
11. Complete Campus Quad

Phase II

12. Remove (E) Portable Buildings (P-41 through P-48, Portable Toilet Building)
13. Complete Hardcourts

Phase III

14. Modernize (E) Classroom Wings A through D
15. Modernize & Expand the (E) Administration
16. Relocate (E) Bus Loop
17. Construct New Campus Entry
18. Construct New Staff & Visitor Parking

3. Master Planning Meeting Minutes

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MEETING SUMMARY

Glen Edwards Middle School
Western Placer Unified School District

Notes Prepared: February 17, 2010
Meeting Date: February 16, 2010
Meeting Location: Glen Edwards Middle School

Present:

Heather Marcione, Facilities Planner	Wendy Hamasaki, Teacher
Ed Newberry, Teacher	Deb Morrison, Teacher
Jen Freymond, Secretary	Michael Doherty, Principal
David Luci, Teacher	Dan Alcorn, Teacher
Jeff Dardis, Food Service Director	Bob Lyons, Tech Director
Daniela Thompson, Asst. Principal	Tim DeWitt, RGA
Christopher Landon, Teacher	Francisco Ramirez, RGA

1. Master Plan
   - 1.1 What are the immediate needs for the school?
   - 1.2 Intermediate needs: about 5 years
   - 1.3 Long term needs: 40 years

2. History of Glen Edwards
   - 2.1 Was originally K-8 School
   - 2.2 School campus is about 50 years old
   - 2.3 Has been a middle school about 12 years now

3. Master Plan Goals
   - 3.1 Implement district standards
   - 3.2 Sustainable campus
   - 3.3 Have it last 40 years

4. Process
   - 4.1 Information gathering
     - (A) Site visits
     - (B) Group feedback
   - 4.2 District standards
   - 4.3 Development of the master plan
   - 4.4 Cost analysis
   - 4.5 Prioritizing what our needs for the campus are
   - 4.6 Funding
     - (A) District has a "small pot" (that is dwindling)
     - (B) State can provide money up to 50%

February 17, 2010
Glen Edwards Facility Master Plan
Page 2

(C) School makes up the other 50%
- Via bond possibly
- Bond campaign benefits entire community & future residents

(D) Financial hardship money
(E) Buildings after 20 years of age become eligible for modernization funding
(F) Developers
(G) Other state grants

5. Updated Site Plan
   5.1 Identified spaces by providing building names, class room numbers, and function

6. Comments on Current Campus
   6.1 Organization of current campus
   (A) 8th grade organized around "quad" area
   (B) 6th grade doesn't currently use science lab but could in the future
   (C) Horticulture area is too shady
   (D) No established main entrance
   (E) Storage areas seem random
   (F) Multi-Purpose room too small for bigger presentation, have to use alternate site
   (G) No visible "front door" to administration
   6.2 Parking
   (A) No staff or visitor parking
   (B) Staff park on 3rd St and enter thru gates near girls locker room and on L St. across from office
   (C) Food deliveries have to be coordinated with bus schedule since they're using bus drop-off area
   6.3 Security Issues
   (A) Many entrances to campus makes it difficult to secure
   (B) Since there is only street parking available, staff vehicles get vandalized
   (C) Limited lighting on L St.
   (D) Overall campus lighting is poor. After hours security lighting levels make the campus unsafe
   (E) Outside food storage area is very susceptible to vandalism due to lack of alarm and cameras
   (F) High school students use the campus as a shortcut
   (G) People use the campus at all hours, even in the middle of the night

9. Wish List
   9.1 Offices for Special Education
   9.2 Bathroom fixtures in both staff and students are outdated and probably not ADA compliant
   9.3 Gym (with storage for wrestling & changing rooms)
   9.4 Technology rooms
   9.5 More science & computer labs
   9.6 Mounted technology, computers
   9.7 Better storage for class rooms, books , gym, janitorial
   9.8 Engineering lab
   9.9 Connection for P.E. and locker rooms (dressing areas)
   9.10 Grouping of class rooms
   9.11 Conference spaces (4-8 people)

February 17, 2010
Glen Edwards Facility Master Plan
Page 3

9.12 Give the Multi-Purpose room a "cleaner" look
9.13 Fix heating and cooling issues
9.14 Make stage ADA compliant
9.15 Science prep rooms
9.16 Fix drafty windows
9.17 Better lighting
9.18 More bulletin & tack boards for posting items in class rooms
9.19 Fix landscaping and drainage issues
9.20 Teacher's bathroom by library
9.21 Smart boards
9.22 Another computer lab
9.23 Document projectors and screens
9.24 Common areas for teachers
9.25 L.E.E.D. certified campus
9.26 Solarization
9.27 Staff work room for entire campus
9.28 Outdoor courtyards for art classes
9.29 Better acoustics for class rooms
9.30 Display cases, around campus, to demonstrate student work
9.31 Better freezer / food storage
9.32 Fix floor drains & power in kitchen area
9.33 Updated phone system
9.34 School parking
9.35 Clocks, speakers, VOIP
9.36 Broadcast studio for broadcasting
9.37 Gym with change room
9.38 Fix chain spacing between wings A & B to allow for more efficient foot traffic
9.39 Increase safety by providing additional lighting & cameras around site
9.40 Fire alarms in class rooms

This is our understanding of the discussion. Please report any significant omissions or errors to our office within three (3) days of receipt of this correspondence.

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Prepared by: Francisco Ramirez
Distribution: All present

Attachment: Thompson's Renovation Wish List for GEMS

Thompson's Renovation Wish List for GEMS

- Gym in close proximity to field:
  - Boys and Girls Locker Rooms w/locks that are ***built in*** to the locker
  - Office for PE teachers in both locker rooms
  - Storage areas for ALL PE equipment
  - Storage area for ALL sports uniforms and related equipment
  - Bleachers

- **ALL** student bathrooms remodeled

- Administration Building/Area:
  - Move entire front of school towards the street to create more space
  - Connect current staff room area with room two to create more space
  - **Enclosed** office space for:
    - ✓ Principal
    - ✓ Principal's Secretary
    - ✓ Assistant Principal
    - ✓ Counselor
    - ✓ Nurse (space w/sink/cabinets/bed/supplies/wheel chair)
    - ✓ School Psychologist
    - ✓ Speech Therapist
    - ✓ Conference room(s) that can seat at least 10 people/white board/computer connectivity
    - ✓ Records Room

- Front Office/Reception Area:
  - Raised/two-tiered counter for intake
  - Desks w/computer stations for clerks
  - Lobby/sitting area
  - Head Clerk Desk that is visible/close proximity to counter
  - Attendance Clerk Area that is somewhat enclosed w/access window from outside
  - Trophy/Display Case
  - Lost and Found Closet/Cabinet

- Staff Room:
  - Remodeled/new restrooms that are separate for men and women and have two stalls
  - Drinking fountain
  - Kitchen/counter space with two refrigerators/freezers; microwaves; and automatic dishwasher
  - Bulletin boards for: union posting/work place docs/job postings
  - Staff mailboxes
  - White board (s)

- Work Room:
  - *Separate* from staff room
  - Copy machines
  - Work Area/Counter Space: paper cutter; die cuts; staplers; tape; hole punch; fax machine; paper binding; and laminator

- Library:
  - Take down walls in room 26 and 28 to expand the library both directions. Or, remodel/turn rooms 20-24 into the library, since there will be a gym; creating a focal point on campus.

- School entrance and perimeter:
  - Proper fencing for the perimeter (like TBMS/LHS) *without* openings other than the front entrance. Campus security will increase as a result.
  - Front approach: organize/expand bus and car drop-off at front. This will be the *only* entrance for students, staff, and guests. Will decrease the amount of students arriving on campus after the 1st bell and unwelcome visitors during the day.
  - Front office: consider having front door *inside* the fence/gate, again to increase security.

- Other:
  - Updated phones for the entire campus
  - Ceiling mounted projectors in all classrooms and staff room
  - Remove old play equipment completely
  - Relocate exercise equipment near gym
  - Repaint parking areas/stalls
  - Fix all leaks in roof
  - Even out concrete/walkways/pavement, especially in courtyard
  - Remove chains along B and C Wing and expand the width to increase student safety during passing time
  - Add surveillance cameras throughout campus

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MEETING SUMMARY

Glen Edwards Middle School
Western Placer Unified School District

Notes Prepared: March 08, 2010
Meeting Date: March 04, 2010
Meeting Location: Glen Edwards Middle School

Present:
Cathy Allen, Asst. Superintendent Facilities & Maintenance Services
Heather Von Aesch, Facilities Planner
Mary Boyle, Asst. Superintendent Educational Services
Jen Freymond, Secretary
Jeff Dardis, Food Service Director
Christopher Landon, Teacher
Wendy Hamasaki, Teacher
Deb Morrison, Teacher
Michael Doherty, Principal
Dan Alcorn, Teacher
Bob Lyons, Tech Director
Tim DeWitt, RGA
Francisco Ramirez, RGA

1. Cathy Allen gave a brief introduction about herself then introduced Tim DeWitt

2. Goals for G.E.M.S.
   - 2.1 Tim DeWitt started with going over some of the overall goals for G.E.M.S. based on discussions from the previous meeting:
     - (A) Converting the existing campus to a full functioning district level middle school
     - (B) Create a safer more secure campus for students and staff
     - (C) Configure classrooms to support grade level clustering and academies
     - (D) Create a "front door" for the campus
     - (E) Provide both staff and visitor parking
     - (F) Sustainable "green" campus with improved natural lighting
   - 2.2 After going over the goals, Tim asked the meeting members to each come up with one goal for our next meeting
   - 2.3 Tim mentioned that Twelve Bridges M.S. is only a benchmark and we are not intending to duplicate
   - 2.3 Once the goals are determined that one vision will be developed

3. Program Identification
   - 3.1 Discussed the different columns on the Program Identification table. The table is broken down into three column headings for number of teaching stations:
     - (A) Current G.E.M.S. (ADA#626)
     - (B) Master Plan for G.E.M.S. (ADA#1200)
     - (C) Twelve Bridges M.S.(ADA#890)

March 08, 2010
Glen Edwards Facility Master Plan
Page 2

3.2 After how many and what types of teaching stations is resolved, then we'll work on the rest of the school component needs

4. Option 1
   4.1 Overview of option given:
      (A) Bus loop moved south of multi-purpose room to allow for a more visible entry
      (B) New Gym and higher profile of admin entry
      (C) Clustering of the grade levels
      (D) Pathways on L St. lead to administration
      (E) Four access points in campus for increased security
      (F) Northwest corner of campus would house a two story building for 7th grade
      (G) Southwest corner of campus would house another two story building for 8th grade and library
      (H) Put a covered roof between wings C & D and create a science and engineering classrooms central to the campus
      (I) Multiple quads create, such as the 6th 7th grade quad, and 8th grade quad
      (J) Covered entry between admin and multi-purpose removed for a grander entry and unobstructed view of the new gym

   4.2 General comments & questions:
      (A) Front entry has an open feeling to it
      (B) Public spaces separate from classrooms
      (C) Electives centered
      (D) Is there more liability for having two story classrooms instead of one story? Factors such as stairs, elevators, ADA
      (E) Band room seems far from multi-purpose bldg. , but maybe ok since when they practice it tends to disrupt surrounding classrooms
      (F) Can the computer lab be attached to the library?
      (G) Doesn't seem to have a lot of outdoor dining areas
      (H) Parking layout looks good
      (I) Create a more inviting atmosphere for families to participate, maybe more outdoor covered areas would help

5. Option 2
   5.1 Overview of option given:
      (A) Kept more of the existing buildings intact
      (B) Library bldg. remains in this option
      (C) Three story bldg. to house science and engineering along with 8th and some 7th grade
      (D) Modernize all existing classrooms (state funding could help do this)
      (E) New Gym, bus loop, main entry, parking are similar as in option 1
      (F) More secure campus with only three access locations

   5.2 General comments & questions:
      (A) Three story bldg. makes a strong statement, can be a source of pride for G.E.M.S. Can be the "beacon" of the campus
      (B) Hardcourt area seems a little small
      (C) Creates a barrier between hardcourts and track

6. Option 3
   6.1 Overview of option given:

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(A) Three story bldg, new Gym, bus loop, main entry, parking are similar as in option 2
(B) By removing existing library bldg, gives the campus a better organization and allows for a nicer pedestrian walkway and allows the new gym and band room to be next to the multi-purpose room
(C) Added a band room that connects to existing multi-purpose
(D) more generous hardcourt area, which is important since the state requires a certain amount of hardcourts based on student population
(E) Also has three access location to help secure the campus
(F) All student classrooms out of "public" space area

6.2 General comments & questions:
(A) Has a stronger public space area
(B) One 3 story bldg more economical than two 2 story
(C) Likes flowing swoop, maybe pull back library to allow for a stronger pedestrian walkway
(D) 3rd St. residents only face the narrow side of the three story, which makes it less imposing on the residents, and the wide side is set further back on the campus so building presence is also minimized on the residents of L St.
(E) As mentioned on option 2, the three story really makes a strong statement about the campus
(F) Band room location works really well next to the multi-purpose bldg.
(G) This option makes it easiest in terms of phasing the construction of the project
(H) With this option, can easily envision the campus as source of pride for the community

7. Overview and general discussions:
7.1 G.E.M.S would likely stay at 1200 students. District boundaries, which dictate student population not expected to be redrawn
7.2 Putting solar panels on top of three story building, not only for sustainability reasons, but to use it as a teaching tool for the students
7.3 No portable classrooms with any of the options presented
7.4 Economically more feasible to improve campus than build a brand new campus. Also DSA process is easier with existing campus
7.5 To expand this campus, there would be multiple types of funding used
7.6 The construction would be done in phases
7.7 There is a need to expand the campus, eventually some of the students from Twelve Bridges M.S. would come here. There's is also continual growth in the community
7.8 Not known yet when expansion plan would be implemented

8. Action:
8.1 RGA to provide building plans so staff can insert program into option 3 by next meeting
8.2 Meeting members to submit goals for the campus, that was brought up earlier in this meeting, to Heather by March 19th

Next meeting scheduled for April 14, 2010

This is our understanding of the discussion. Please report any significant omissions or errors to our office within three (3) days of receipt of this correspondence.

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Prepared by: Francisco Ramirez
Distribution: All present
Attachments

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MEETING SUMMARY

Glen Edwards Middle School
Western Placer Unified School District

Notes Prepared: April 27, 2010
Meeting Date: April 14, 2010
Meeting Location: Glen Edwards Middle School

Present:
Cathy Allen, Asst. Superintendent Facilities & Maintenance Services
Heather Von Aesch, Facilities Planner
Mary Boyle, Asst. Superintendent Educational Services
Jen Freymond, Secretary
Jeff Dardis, Food Service Director
Daniela Thompson, Asst. Principal
Christopher Landon, Teacher
Wendy Hamasaki, Teacher
Deb Morrison, Teacher
Michael Doherty, Principal
Dan Alcorn, Teacher
Bob Lyons, Tech Director
Ed Newberry, Teacher
Tim DeWitt, RGA
Francisco Ramirez, RGA

1. Tim handed out the G.E.M.S. Master Plan for the group to review
   - 1.1 Tim briefly did an overview of the handout
   - 1.2 Would be nice to have a decision for the first week of June board meeting
   - 1.3 Tim reminded the group that this is a draft and needs the Master Plan Participants input in order to complete it
   - 1.4 The concept of options for the project was discussed
   - 1.5 Need to start thinking about which phases to do, and in what order, and reminded group that current proposed phases may not be the right order

2. G.E.M.S. Master Plan discussion
   - 2.1 Audit of Existing Facilities (page 8)
     - (A) The proposed Master Plan for 1,200 students is being evaluated against a district benchmark
     - (B) Table was amended after input from group
   - 2.2 Facilities Needs Assessment (page 9 & 10)
     - (A) Existing site is 8 acres short of newest middle school
     - (B) Currently some of the spaces are underutilized
     - (C) More science labs are needed
     - (D) Existing library won't be able to serve 1,200 students
     - (E) Administration building needs a better entry
     - (F) Multi-purpose, food service needs to be modernized
     - (G) ADA issues throughout entire campus needs to be addressed during each phase

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Page 2

(H) Discussion about the undersized area of fields & hardcourts was a concern of the group. Although this plan is unable to resolve this issue, future district wide alternatives may aid in a solution to this situation

2.3 Master Plan Implementation (page 11)

(A) Phasing
- What is the priority?

(B) Do we demo library & art for new gym first(Phase 1) or maybe science & engineering building(SEB) first(Phase 2), but takes out hardcourts?
Discussion:
- More portables might be needed temporarily if gym is built first, but there are some classrooms currently that aren't being used that can be occupied instead of using temporary portables
- Gym is needed for a full middle school program
- Currently P.E. has no location during lunch time, which gives no flexibility for the P.E. department
- Getting entire campus together under one roof for rallies, functions, and presentations would be great for school pride
- Food service could be modernized when gym is constructed
- Gym would go up faster than the SEB
- Better initial visibility with gym first
- Since Lincoln is a sport's town, gym would have a lot of appeal to parents

(C) How realistic is a 1200 ADA?
- Cathy- Since it's cheaper to expand current campus rather than build new ones, it makes more sense economically to expand GEMS to handle the projected enrollment growth of Lincoln. The 1200 ADA is on target to the projected enrollment

(D) What' the future of 1st Street School?
- Cathy- Don't think it will be around much longer. Eventually there be more room on Creekside Oaks ES. The current location of 1st Street might be used for other district needs, such as administration.

(E) Current site plan is not dependant on rest of site.
- If 1st Street School moves, fields could be move south, and food service could be expanded

(F) What if Science & Engineering Bldg(SEB) was constructed first?
- Sends an academic message to the community
- Families would prefer SEB first instead of gym to help their children stay on par academically with Twelve Bridges.
- Lockers would have to be relocated reducing the hardcourt areas even further
- This option would have the least impact on needing temporary classrooms in that it would be built on the hardcourts
- Additional temporary hardcourts would need to be provided. Possibly even located inside track area, if no other space can be identified

3. Tim reminded group that this master plan is in the preliminary phases and that needs board review and approval prior to public discussions occurring

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4. Very important how master plan gets presented to the public and the school board

5. Process for going forward with master plan:
   - 5.1 School board will listen to this group and recommendation
   - 5.2 Polling for bond, to see how much the community would favor a local bond.
     - (A) In the district's last poll done, building new high schools and elementary schools rated last.
     - (B) GEMS modernization rated on top of the poll
     - (C) Modernizing and science scored much higher than adding a new gym in last poll

6. Staging area and construction
   - 6.1 Would go on north side of campus, where the future parking would be or another possibility is on the south side of campus, south of the future gym
   - 6.2 Plywood barriers would be utilized to help minimize distractions
   - 6.3 Construction would be coordinated around testing dates to reduce noise levels
   - 6.4 Heavy construction could be done preferably during summer or evenings

7. If bond passes in November 2010, we would know the exact phasing by that time
   - 7.1 Polling would help dictate phasing options
   - 7.2 Cathy mentioned that it would difficult to predict how long of a gap there would be between Phase 1 and Phase 2
     - (A) It would primarily be dictated by the bonding capacity, which she would know by November 2010.
     - (B) If phases are delayed significantly, and the SEB is built first, it would impact the P.E. program quite a bit
     - (C) If P.E. is impacted for more than 6 years; teachers would be willing to move and vote for gym first
       - A temporary hardcourt could be built in middle of track
   - 7.3 Cycle of bonds
     - (A) Election year
       - Need a 55% approval rating
       - cheaper to run a bond campaign
     - (B) Non-election year
       - 2/3 majority needed for passage
     - (C) Not enough time to make it for June election
     - (D) 2 year cycle (1 1/2 years to do construction)
     - (E) This would be a 100% locally funded bond
       - School is eligible for modernization of older buildings but not for the new gym or SEB
       - District would have a marketing campaign for this bond promoting this master plan

8. May 18th next board meeting
   - 8.1 Would be nice if someone from the group could represent the interests phase 1 and another member to represent phase 2
9. Took a hand vote with the committee members which was 6-2 to build the gym first

10. After further discussions, the group felt it would make more sense to merge phase 1 and 2
    - 10.1 Even with phase 1 & 2 merged together, they would still be constructed in phases

11. Currently it's a great time to build since construction cost are low.

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Page 4

11.1 The more we delay, the more it will cost to implement the master plan
11.2 Approximate construction cost for master plan is $20 million.

12. Goals from committee members can still be incorporated into description
12.1 Email to Cathy who will then forward to RGA

Next meeting scheduled for April 28, 2010

This is our understanding of the discussion. Please report any significant omissions or errors to our office within three (3) days of receipt of this correspondence.

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Prepared by: Francisco Ramirez
Distribution: All present
Attachments

4. California Department of Education Attachments

Table 4 Site Requirements for Grades Six Through Eight

	Enrollment								
	Up to 75	*76 to 150*	*151 to 300*	*301 to 450*	*451 to 600*	*601 to 750*	*751 to 900*	*901 to 1,050*	*1,051 to 1,200*
Type of outdoor facility	*Number of facilities required*								
G Field area 260' × 260'	1	1							
H Field area 260' × 460'			1	1	1	1	2	2	2
I Field area 240' × 300'					1	1			1
J Hardcourt area 90' × 100'	1	2	3	3	4	4	5	5	6
K Hardcourt area 100' × 120'				2	2	3	3	3	3
P Apparatus area (1,000 sq. ft.)	1	2	2	3	3	3	4	4	4
Percentage factor for layout	30	30	25	25	20	20	15	15	15
Area use	*Number of usable acres required*								
Physical education	2.3	2.7	4.3	5.0	7.0	7.3	8.5	8.5	10.7
Buildings and grounds	0.6	1.4	2.1	2.7	3.3	4.1	4.9	5.8	6.6
Parking and roads	0.3	0.3	0.3	0.4	0.4	0.5	0.6	0.7	0.8
Total acres without CSR	3.2	4.4	6.7	8.1	10.7	11.9	14.0	15.0	18.1
Class size reduction	*Number of usable acres added*								
Added acreage for buildings and grounds	0.1	0.2	0.3	0.5	0.7	0.9	1.0	1.2	1.4
Added acreage for parking and roads	0.1	0.1	0.1	0.2	0.2	0.3	0.3	0.4	0.4
Total acres with CSR	3.4	4.7	7.1	8.8	11.6	12.9	15.3	16.6	19.9

Note: These specifications are intended for grades six, seven, and eight or a combination of grades seven and eight. If facilities for football and track are not required, use the specifications on this table; if they are required, see the specifications in Table 5.

Table 5 Site Requirements for Grades Six Through Nine

	Enrollment								
	Up to 75	*76 to 150*	*151 to 300*	*301 to 450*	*451 to 600*	*601 to 750*	*751 to 900*	*901 to 1,050*	*1,051 to 1,200*
Type of outdoor facility	*Number of facilities required*								
G Field area 260' × 260'			1		1	1			
H Field area 260' × 460'				1			1	1	1
J Hardcourt area 90' × 100'	1	2	3	3	4	4	5	5	6
K Hardcourt area 100' × 120'				2	2	3	3	3	3
L Field area 360' × 360'	1	1	1	1	1	1	1	1	1
M Field area 300' × 750'					1	1	1	1	1
P Apparatus area (1,000 sq. ft.)	1	2	2	3	3	3	4	4	4
Percentage factor for layout	30	30	25	25	20	20	20	20	20
Area use	*Number of usable acres required*								
Physical education	4.2	4.5	6.5	8.7	13.4	13.7	15.4	15.4	15.7
Buildings and grounds	0.8	1.6	2.3	3.0	3.6	4.2	4.9	5.8	6.6
Parking and roads	0.3	0.3	0.3	0.4	0.4	0.5	0.6	0.7	0.8
Total acres without CSR	5.3	6.4	9.1	12.1	17.4	18.4	20.9	21.9	23.1
Class size reduction	*Number of usable acres added*								
Added acreage for buildings and grounds	0.1	0.2	0.3	0.5	0.7	0.9	1.0	1.2	1.4
Added acreage for parking and roads	0.1	0.1	0.1	0.2	0.2	0.3	0.3	0.4	0.4
Total acres with CSR	5.5	6.7	9.5	12.8	18.3	19.6	22.2	23.5	24.9

Note: These specifications are intended for any combination of grades six, seven, eight, and nine and include area requirements for football and track.

APPENDIX F: LINCOLN HIGH SCHOOL AND PHOENIX HIGH SCHOOL SITE MASTER PLAN

WESTERN PLACER UNIFIED SCHOOL DISTRICT
FACILITY MASTER PLAN

LINCOLN HIGH SCHOOL MASTER PLAN
PHOENIX HIGH SCHOOL MASTER

LPA

NOVEMBER 2008

LINCOLN HIGH SCHOOL MASTER PLAN
PHOENIX HIGH SCHOOL MASTER PLAN

Master Plan Participants
Project Directory

1
Executive Summary
District Description
Purpose of Master Plan
Master Plan Process
Funding & Cost Summary
Summary of Project Scopes
Existing Campus Plan
Proposed Campus Plan
Proposed Academy
Concept Plan
Implementation and
Proposed Next Steps

2
Phasing Schedule
Introduction
Project Phasing

3
Meeting Minutes
Facility Advisory committee
Meetings #1-4

4
Condition Assessment Reports
Architectural Assessment
Mechanical & Plumbing
Assessment
Electrical Assessment

5
Student Responses
Representative Samples
of Student Input

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A FACILITIES MASTER PLAN IS A "LIVING DOCUMENT" THAT WILL SERVE THE COMMUNITY BY DEVELOPING A "ROAD MAP" FOR THE FUTURE IMPROVEMENT OF THE DISTRICT'S EDUCATIONAL INFRASTRUCTURE.





section one

FACILITIES MASTER PLAN PARTICIPANTS

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Brian Haley, Vice President
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James McCloud, Member
Paul Long, Member

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Cathy Allen, Asst. Sup., Facilities and Maint. Svcs.
Heather Marcione, Planner
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Frank Nichols, Director of Maint. Ops.
Dave Butler, Principal
Jan Smith, Asst. Principal
Amanda Wyatt-Retallack, Teacher
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PLANNING TEAM

LPA Inc., Master Plan Architects
LP Consulting Engineers, Master Plan Engineers (MEP)

PHOENIX HIGH SCHOOL MASTER PLAN COMMITTEE

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"EMPOWER STUDENTS WITH THE SKILLS, KNOWLEDGE AND ATTITUDES FOR SUCCESS IN AN EVER CHANGING WORLD..."

WPUSD MISSION STATEMENT





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THE WPUSD FACILITIES MASTER PLAN PROVIDES GUIDELINES, AND A LONG TERM VISION FOR THE FUTURE. IT ALSO HAS THE FLEXIBILITY TO ADDRESS UNKNOWN CONDITIONS, FUTURE TECHNOLOGIES & EDUCATIONAL METHODOLOGIES AS THEY ARISE.



HISTORY OF LINCOLN

The original townsite was surveyed and laid out in 1859 by Theodore Judah along the proposed line of the California Central Railroad. The name "Lincoln" was conferred in honor of Charles Lincoln Wilson, one of the organizers and directors of the California Central Railroad. The CCRR was planned as a rail link between the cities of Marysville and Sacramento via a connection to the Sacramento Valley Railroad in Folsom. Grading from Folsom to Marysville commenced in 1858 and was completed to Marysville by 1860. Track laying began that same year and the rails reached the site of Lincoln in early 1861. At this point, due to a lack of funds, further construction on the California central was temporarily halted and Lincoln experienced a small-scale boom as the northern terminus of this new road. Within a few years, however, more investors were found and the line was extended to Wheatland, in Yuba County, bringing an end to this early stage of Lincoln's development.

When most of its population and business moved on with the railroad, the town settled into a lull until the early 1870's, when rich clay deposits of the Ione Formation were discovered nearby. This led to the establishment of Gladding, McBean, & Co., the pottery that Lincoln is famous, ushering in a new era of prosperity and growth.

Lincoln remained a sleepy town until the mid-1990s, when the suburbs of Sacramento started expanding out past nearby Roseville. The city is now enjoying a new period of growth. As of July 16th, 2007 the population has been said to be 39,566, a growth of 236.8% since 2000, making Lincoln the U.S.'s fastest growing suburb.

In June, 2004, Lincoln gained additional notoriety when it opened the first casino in the greater Sacramento area. In 2006, Lincoln was named an All-America City by the National Civic League. It was the only California city to be named an All-America City that year, and only one of 10 cities to receive the prestigious award.

THE MASTER PLAN PROGRAM WILL BE EVALUATED AND UPDATED ANNUALLY IN ORDER TO ADJUST THE PROJECT SCOPES TO REFLECT CURRENT BID MARKET CONDITIONS AND/OR THE SUCCESSFUL CAPTURE OF ADDITIONAL REVENUE FOR THE PROGRAM.





VISION STATEMENT

"Students, parents, and the local community will recognize our excellence and see our schools as desirable places to be enrolled. The unique opportunities available include a strong emphasis on the local environment, technology and the arts, in addition to a strong academic curriculum. The education process will be structured to encourage parental involvement and enlist community support in the education of our children. Students, parents, and administration will be held accountable for meeting established expectations. All students will have the opportunity to be educated to their maximum potential limited only by their interest, ability, and effort."

WPUSD Vision Statement

DISTRICT DESCRIPTION

It wasn't too long ago that the population of the quiet little city of Lincoln, resting at the base of the Foothills of the Sierras in Lower Placer County, California, was a little over 17,000. But in early 2006, Lincoln's population reached over 33,000 reflecting the City's march forward on its "smart growth" plan.

Lincoln was named after Charles Lincoln Wilson, a transportation executive and the builder of the California Central Railroad. The first settlement in Lincoln was made in 1859 by John Chapman, G. Gray, John Ziegenbein, and E.A. Gibson. In 1862 and 1863, Lincoln became very prosperous and had a population between 400 and 500.

Lincoln is the home of one of Placer County's oldest businesses, the Gladding McBean terra cotta clay manufacturing plant, established in 1875, after Chicago resident Charles Gladding learned of a very large layer of clay near Lincoln. The plant is still in operation manufacturing primarily clay pipe used for city infrastructure.

WPUSD once included over fifteen individual districts that were unified in 1966. The first school board members were Conrad "Ed" Engler, Stanley Nader, Dorothy Bickford, Herbert Fowler, and Bill L. Williams. Carlin C. Coppin served as the first superintendent with a district enrollment of 1,895. The district is forecasted to have over 25,000 students by 2032

WPUSD serves students through quality kindergarten through twelfth grade programs in a one-hundred seventy-five square mile area in Placer County, California. Some unique programs include the largest school farm in California and a one-hundred eighty acre Outdoor Learning Environment. Three district partner programs were featured in City of Lincoln's application for All-America city destination application, including the Lighthouse Counseling Center, Zebra Housing Project, and Sun City Helping Our Outstanding Local Schools.

Schools in the Western Placer Unified School District are academically competent at the state and national levels. For 2007, the District met 29 of 30 criteria for adequate yearly progress (AYP) under Federal accountability standards. Additionally, graduation rates are above the statewide average.

"A DISTRICT ON THE MOVE..."

PURPOSE OF MASTER PLAN

Western Placer Unified School District and local residents feel strongly about continuing improvement of Lincoln's schools to provide the quality learning environments and facilities necessary to maintain student enrollment and retain excellent teachers.

INTRODUCTION

The District's Mission Vision states that the "Western Placer Unified School District (WPUSD), working collaboratively with parents and the community, will provide a quality learning environment in which all students develop competence in basic skill areas and are prepared to be responsible, contributing citizens." The District and community values include: LITERACY, TECHNOLOGY, PARITY, and HIGH EXPECTATIONS, all of which are reflected in the District's approach in the planning of their school educational programs and facilities.

As facilities age and demographics, educational programs, and technologies evolve, there is a need for facility renovations and new construction. In order to make sure dollars are spent wisely, establish priorities, and properly manage the anticipated construction projects, a plan needs to be in place to provide decision making guidelines. This Master Plan allows the District to look at the 'bigger picture', and provide a comprehensive plan that incorporates many integral factors that will shape Lincoln High School and Phoenix High School for years to come.

MASTER PLAN GOALS

This Facilities Master Plan as adopted by the Western Placer Unified School District represents specific, immediate guidelines, a long term vision for the future, and the flexibility to address unknown conditions, technologies, and educational methods in the future. An effective Facilities Master Plan is a "living document" that will serve the District best by addressing students' educational needs for years to come. This document provides a vision with markers, assisting future decision makers in making plans and design judgments that are in line with the District's goals and intentions that are set forth through this master plan development process.

The goals listed opposite reflect the District's commitment to provide State of the Art facilities:

GLOBAL DISTRICT GOALS

1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential.
2. Foster a safe, caring environment where individual differences are valued and respected.
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness, and attractiveness.
4. Promote the involvement of the community, local government, business, service organizations, etc. as partners in the education of our students.
5. Promote student health and nutrition in order to enhance readiness for learning.

SITE SPECIFIC GOALS

Lincoln High School

1. Expand capacity to accommodate a minimum of 2000 students. Additional teaching stations to include:
   - Nine standard teaching stations
   - One severe handicap suite
   - Two computer labs
   - Three science labs
   - One transportation lab
   - One 3-D art lab
   - One drama lab
   - One production/broadcast studio
2. Correct any undersized classrooms.
3. Incorporate a "Career pathway" concept, organizing departments into "academies," which will enable core curriculum and facilities to be focused on specific industry and business sectors.

Phoenix High School

1. Expand the administration space to provide additional office and conference room.
2. Provide outdoor athletic space for basketball, handball and weight lifting.
3. Provide library/tech facility.

A PRIMARY GOAL OF ANY MASTER PLAN IS IMPLEMENTABILITY.









PURPOSE OF MASTER PLAN

GUIDING PRINCIPLES & BROAD DISTRICT OBJECTIVES

The Implementation of the District Master Plan is a long term endeavor. Over the course of implementation, it is understood that programs, demographics, administrators and/or staff, and technologies will change. To ensure continuity, the District recognizes the importance of establishing a philosophy that will guide future architect, engineering, and construction teams in implementing the goals and philosophies set forth in this Master Plan. The District's guiding principles and objectives as established through this Master Plan are as follows:

PROVIDE QUALITY LEARNING ENVIRONMENTS

- Create superior teaching and high performance, indoor and outdoor learning environments that support the intellectual success of every student and enhance the quality of student life.
- Develop facilities that balance functionality, safety and security with designs that respect the surrounding community.
- Design facilities that address evolving educational program needs.

BUILD AND MAINTAIN SUSTAINABLE CAMPUSES

- Commit to responsible use of resources in construction as well as operations.
- Promote sensible use of renewable and alternative energy. Embrace sustainable technologies.
- Reduce maintenance and operating costs by specifying materials and products that meet the District's performance, durability, maintainability, and sustainability standards.
- Utilize site specific climactic factors and a focus on energy efficiency to drive appropriate building and mechanical systems selections.

HAVE A LONG TERM VISION

- Design for flexible use of spaces with the future in mind.
- Integrate the technology of today and plan ahead for the technology of the future. Anticipate support for future technologies through design of redundant infrastructure.
- See District facilities as long term investments. Utilize life cycle planning and decision making strategies rather than making decisions driven by lowest first costs. Assess current conditions versus District's goals and integrate a plan to achieve these goals. Establish standards and metrics necessary to evaluate success.

SEEK FUNDING OPPORTUNITIES

- Acknowledge and seek maximum funding potential of projects from local, state and federal government.

GUIDING PRINCIPLE - TO EXHIBIT RESPONSIBILITY TOWARD THE ENVIRONMENT & USE OF LIMITED DISTRICT FINANCIAL RESOURCES THROUGH IMPLEMENTATION OF ENERGY EFFICIENT, SUSTAINABLE DESIGN PRACTICES APPROPRIATE TO EDUCATIONAL ENVIRONMENTS.





MASTER PLAN PROCESS

The process of preparing a Facilities Master Plan is the first step in the planning and development of a long range school facilities improvement program. WPUSD made sure that all groups were represented in the process.

COMMITTEES

The District Master Plan document is the result of the participation of many constituencies of the Western Placer Unified School District (WPUSD). The Facility Master Plan Committee comprised of select faculty, staff, administrators, teachers, parent organizations, and community representatives. They were the driving force in the Master Plan development process. The Committee attended scheduled meetings with the Planning Team between February 2008 and June 2008. During these meetings, the Committee provided specific feedback that reflected the needs of each group.

PROCESS

The Facility Master Plan development process included the following tasks:

INFORMATION GATHERING The Planning Team built upon existing needs assessment data, existing as-built drawings and recent modernization as-built drawings to gather information about the building and site conditions of each school site. In addition, the planning team walked, toured, inspected and documented both school sites with District representatives and met to discuss program deficiencies and needs. Mechanical, Electrical, and Plumbing site survey teams then went out and did more extensive field inspection surveys on the condition, age, and capacity of the systems serving each site. Demographic projections were provided by Ronald L. Feist, Ed. D.

DISTRICT STANDARDS Existing District standards including preferred systems and materials, District program goals regarding long range educational and organizational strategies, and sustainability goals were all taken into account in developing the Master Plan.

COLLABORATION & DEVELOPMENT OF IMPLEMENTATION PLANS The Committee and Planning Team together, elicited District and Community input, discussed the District's instructional philosophy in order to establish site concept alternatives. Eventually, needs, funding, projected cost, established District standards and goals are consolidated to develop recommended new construction and modernization implementation plans for each of the sites. This Master Plans will state what prioritized actions are to be taken at each school.

COST PROJECTION AND ANALYSIS LPA worked to prepare budgets for the program. Once the list of scope had been finalized and costs associated with each project, the Committee met to prioritize scope. Then the resulting costs were prioritized to match the actual funding available from the potential State and Local revenue sources identified. The final component of this comprehensive plan was the development of a detailed Facilities Master Plan phasing plan schedule. The schedule analysis was prepared so that appropriate program cost escalation, soft costs, and contingencies were included in the project and program estimate totals. By tying identified needs to sources of revenue, this completed document will allow District staff and the Board of Education to speak with local community members, and District stakeholders, assuring each that improvements recommended will be implemented.

FUNDING ANALYSIS The Committee met and discussed potential sources of funding, both State and Local, available to the District at this time. Financial Hardship, CTE (Career Technical) funding, Developer Fees, potential Proposition 39 Local Bond, and Joint-Use funding were considered and evaluated against the projected costs.

PROCESS DIAGRAM



THE LPA TEAM STRIVES TO "EXCEED EXPECTATIONS" THROUGH THE DEVELOPMENT OF COMPREHENSIVE AND COST EFFECTIVE FACILITIES MASTER PLAN SOLUTIONS... ...SOLUTIONS THAT ARE REFLECTIVE OF THE DISTRICT STAFF, STUDENT, AND LOCAL COMMUNITY GOALS.





The next phase of the District's Facilities Master Plan is the Implementation Phase - where specific phasing schedules & construction plans for each school site will be set, and compared with the project budgets established in this plan.

INTRODUCTION

The following summary outlines the total projected expenditures and projected income for the implementation of the Western Placer Unified School District (WPUSD), Facilities Master Plan program. The total projected expenditures reflect total project cost and include hard construction costs, cost of escalation based on a factor of 5% per year to the projected mid-point of construction for each project, and all construction soft costs associated with the program. The construction soft costs include professional services fees, permitting/ agency fees, appropriate construction contingencies, inspection fees, and other expenses as outlined in the cost estimates. Soft costs are estimated to be 25% of the total projected expenditures.

The costs totaled under "Projected Expenditures" reflect the program items within the Facilities Master Plan cost estimates.

*Note: Projected expenditures and projected funding source totals are based upon current economic conditions, bid market assumptions, and State funding eligibility projections. They are subject to change during the implementation of the WPUSD Facilities Master Plan program as conditions warrant.

See section 2, "Phasing Schedule For Estimated Costs Based on Proposed Project Completion."

PROPOSED BASE PROGRAM - PROJECTED EXPENDITURES

LINCOLN HIGH SCHOOL

New Classrooms	$ 5,040,750
New Covered Walk	$ 484,687
Campus Modernization	$ 10,837,613
New Classroom & Counseling Building	$ 15,186,325
New Food Service Facility	$ 9,243,850
New Additions to Buildings H & O	$ 3,631,512
New Pool Facility	$ 5,322,625
New Hardcourts	$ 808,500
New Entry/Exit to 9th Street	$ 505,312

PHOENIX HIGH SCHOOL

New Modular Administration Building	$ 200,000
New Outdoor Hardcourt Area	$ 175,000
Convert Existing Space to New Library/ Tech Facility	$ 100,000

THE DEVELOPMENT OF THIS MASTER PLAN DOCUMENT COULD NOT HAVE BEEN POSSIBLE WITHOUT THE INPUT, TIME & EXPERTISE OF MANY COMMITTEE MEMBERS, INCLUDING DISTRICT STAFF, TEACHERS, ADMINISTRATORS, ARCHITECTS, ENGINEERS & COMMUNITY MEMBERS.





SUMMARY OF PROJECT SCOPES

The District Master Plan Committee believes in implementing projects that create state-of-the-art comprehensive schools which will ultimately benefit the community. They desire cost effective improvements while maximizing opportunities to transform the campus environment.

INTRODUCTION

Through the master planning process, representatives from the Wester Placer Unified School District, along with the Planning Team endeavored to design site plans and written guidelines for the future development of each campus. Program educational and organizational needs and maintenance concerns were taken into account. In addition, results from site walks, detailed mechanical, electrical, and plumbing Field Inspection Surveys, and as-built drawings were carefully studied to ascertain current conditions as well as evaluate future expandability. The project scope recommendations for each of the sites include new construction and improvements to the existing school infrastructures. The scope was identified and prioritized by the Committee at a series of meetings.

Below are highlights from the scope summaries. They reflect the District's mission, overall goals, and philosophies.

DESIGN FOR EDUCATIONAL PROGRAM NEEDS

- Design new construction and additions to correct program deficiencies, accommodate program growths and develop complete schools.
- Renovate and re-configure existing spaces to address program shifts and desired instructional philosophy organization.
- Create "Academies" based on Lincoln High School's course offerings.

ENHANCE COMMUNITY CURB APPEAL

- Improve campus 'front door' and entry aesthetics.
- Create school identity and upgrade exterior aesthetics.
- Replace portable classrooms with new permanent construction.
- Improve student gathering areas and outdoor spaces including quad and cafeteria.
- Provide an aquatics complex.

IMPROVE STUDENT SAFETY AND CIRCULATION

- Better define main campus malls and walkways.
- Enhance site fire and life safety.
- Provide ADA accessibility upgrades.

INCORPORATE SUSTAINABLE DESIGN STRATEGIES

- Maximize solar orientation.
- Maximize the use of daylighting in spaces.
- Evaluate existing systems and design with energy efficient systems.

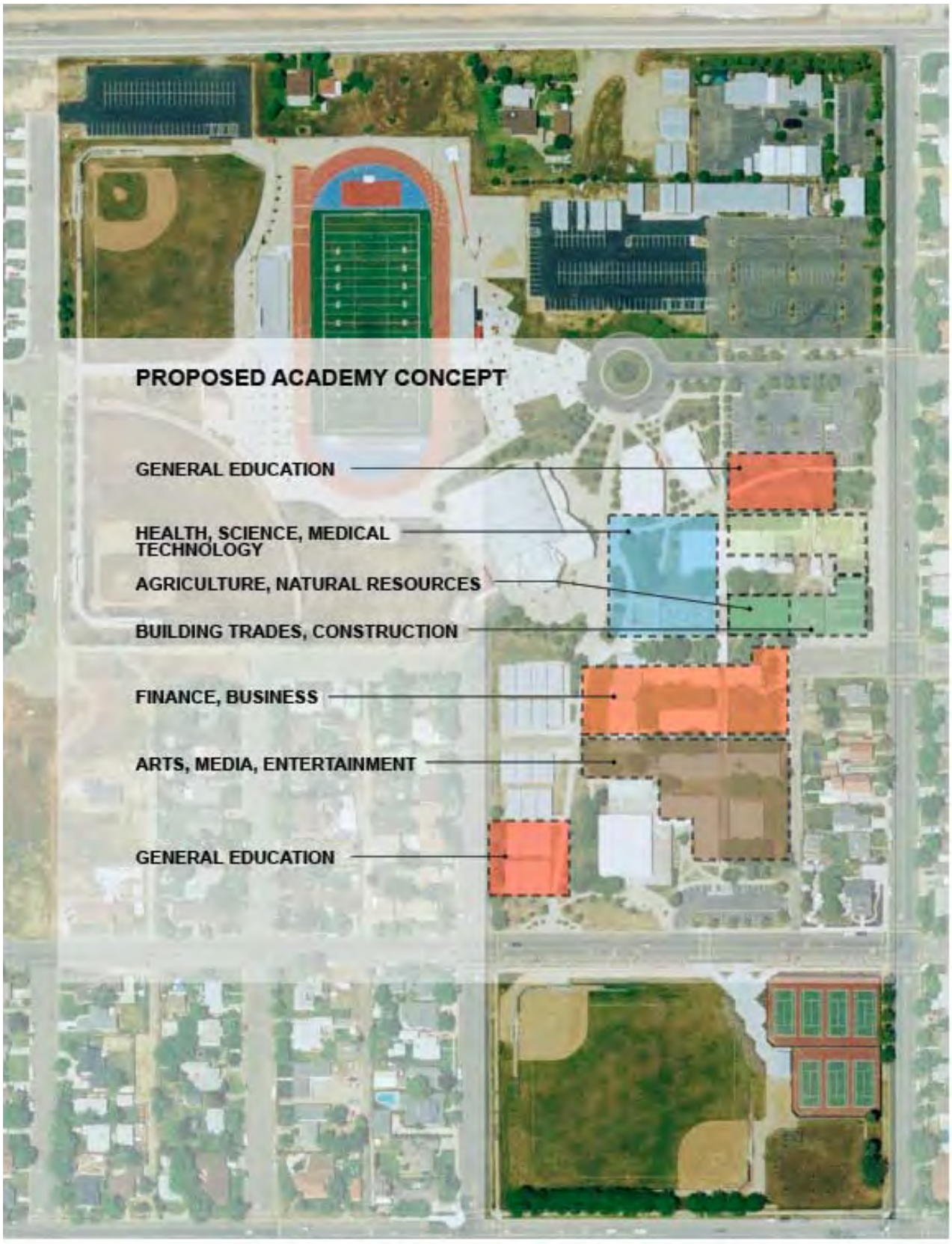
'ONES ACTIONS OUGHT TO COME FROM ACHIEVED STILLNESS: NOT RUSHING ON.' D H LAWRENCE



EXISTING CAMPUS PLAN




9TH STREET
N STREET
8TH STREET
J STREET
7TH STREET
5TH STREET
5TH STREET
PROPOSED CAMPUS EXPANSION
LEGEND
LINCOLN HIGH SCHOOL
PHASE ONE
1 New Modular Classrooms
PHASE TWO
2 Campus Modernization
(Limited to buildings C-O and Quad)
PHASE THREE
3 New Classroom & Counseling Building
4 New Food Service Facility & Lunch Shelter
5 New Classroom additions to buildings I&O
6 New Pool Facility
7 New Hardcourts
8 New Entry/ Exit to 9th St.
PHOENIX HIGH SCHOOL
9 Administration Expansion, Hardcourt
Improvements and Library/Tech Facility


PROPOSED ACADEMY CONCEPT
GENERAL EDUCATION
HEALTH, SCIENCE, MEDICAL TECHNOLOGY
AGRICULTURE, NATURAL RESOURCES
BUILDING TRADES, CONSTRUCTION
FINANCE, BUSINESS
ARTS, MEDIA, ENTERTAINMENT
GENERAL EDUCATION

NEXT STEPS

To ensure the future success of the Western Placer Unified School District (WPUSD) Facilities Master Plan program, timely implementation is essential. The following "Next Steps" should be taken into consideration for immediate action.

INITIATE LOCAL BOND CAMPAIGN

In order to fund the facilities improvement projects that the District Master Plan Committee has identified the Western Placer Unified School District should place a Prop 39 Local Bond on the ballot for the June 2010 election. The revenue resulting from the successful passage of this measure will eliminate the gap between the total funding required to implement the Master Plan goals and the dollars available from other State and Local revenue sources.

LOOK INTO POTENTIAL ADDITIONAL REVENUE SOURCES

Other potential additional revenue sources that the District will look into, include:

Potential State Funding Sources:

1. Financial Hardship Program
2. Future CTE Program Funding
3. SFP Modernization Program Funding

INCORPORATE DISTRICT GOALS

In order for a Facility Master Plan to be useful and successful, the District needs to provide staff that will ensure that these goals and priorities are incorporated into projects. Design teams coming on board should be made aware of these goals.

The WPUSD is committed to environmental responsibility, efficient long term operations, reduction of life cycle costs, and efficient use of energy resources. To demonstrate this commitment, the District should pass a CHPS Board Resolution, where all new construction and major modernization projects will achieve certification.

The next steps to consider in order to implement the CHPS Board resolution include:

1. The District, together with the Design team should establish a framework with measurement metrics to gauge success and ensure goals are met. (e.g. Establish a minimum CHPS point criteria and baseline T-24 score).
2. Because budgets are always limited, a cost strategy needs to be identified early on. Prioritize options to spend money on 'best' investments, at the same time identify overall cost reduction items by utilizing life cycle planning analysis. Look into government and utility company incentives for sustainable measures.

UPDATING THE FACILITIES MASTER PLAN

The Facilities Master Plan is understood to be a living document that will be updated periodically by the District. Also, since not all projects will be completed at the same time escalation, assumptions, program considerations, technological and code changes may need to be re-evaluated as projects begin Schematic Design and Design Development phases.

THE DEVELOPMENT OF A FACILITIES MASTER PLAN IS THE FIRST STEP IN THE PROCESS TO ESTABLISH GOALS AND A "VISION" FOR THE FUTURE IMPROVEMENT OF THE DISTRICT'S SCHOOL FACILITIES TO BENEFIT BOTH THE STUDENTS AND SURROUNDING LOCAL COMMUNITIES.



section two

PROJECT PHASING INTRODUCTION

The following phasing plan was developed in order to accurately predict and anticipate total program costs based upon the specified project scopes and projected construction sequencing.

PROPOSED PROJECT PHASING

In order to develop an appropriate level of escalation dollars to allocate to each project in the Western Placer Unified School District's Master Plan Program the following draft project Phasing Schedule was developed. This schedule may be refined as the program forward based on more detailed input from District staff, and the development of project design, documentation, and agency review/approval time frames.

The Schedule on the next page includes a projected construction kick-off date and the total anticipated construction duration for each project. Escalation was then estimated by calculating the time frame between the current cost estimate in mid-2008 dollars, and the projected mid-point of construction for the project.

WE BELIEVE IT IS IMPORTANT THAT A SCHOOL BE 'LED' BY A SET OF AGREED SHARED BELIEFS. TO ACHIEVE THIS STAFF AND COMMUNITY NEED TO ENTER INTO 'LEARNING CONVERSATION'S TO DEFINE AND ARTICULATE SUCH A PHILOSOPHY. AS IT IS SAID: IF YOU STAND FOR NOTHING YOU WILL FALL FOR ANYTHING' OR 'CONTROL YOUR OWN DESTINY OR SOMEONE ELSE WILL'.



PROJECT PHASING SCHEDULE

LINCOLN HIGH SCHOOL

ITEM	2009	2010	2011	2012	2013
Anticipated Classrooms Needed per Ron Feist's Projections	4	3	3	3	5
Phase One					
Local Bond		★			
Phase Two					
Phase Three					

ITEM	BEGIN	COMPLETION
Phase One		
New Modular Classrooms to Accommodate Enrollment Growth	June 1, 2009	August 1, 2013
These can be placed as needed, based on growth.		
New Covered Walk	June 1, 2009	August 1, 2009
Phase Two - *Based on a 2010 Local Bond*		
Campus Modernization	June 1, 2011	August 1, 2012
Phase Three - *Based on a 2010 Local Bond*		
New Classroom & Counseling Building	June 1, 2012	August 1, 2013
New Food Service Facility	June 1, 2012	August 1, 2013
New Additions to Buildings H & O	June 1, 2012	August 1, 2013
New Pool Facility	June 1, 2012	August 1, 2013
New Hardcourts	June 1, 2012	August 1, 2013
New Entry/Exit to 9th Street	June 1, 2012	August 1, 2013

'NEVER DOUBT THAT A SMALL GROUP OF THOUGHTFUL CITIZENS CAN CHANGE THE WORLD. INDEED IT IS THE ONLY THING THAT EVER HAS."

MARGARET MEAD



APPENDIX G: THE FARM SITE MASTER PLAN


Parking
Welding/Fab Shop
Greenhouse
Outdoor
Learning
Classrooms

Lincoln High School CCPT
Replacement of Existing Facilities
Statement of Probable Cost
March 28, 2014

Building Detail Elements

ELEMENT	QUANTITY	UNIT	UNIT COST	TOTAL	PHASE
SITEWORK					
Remove (4) Existing Non-ADA Compliant Portable Classrooms and Portable Restrooms	**1**	**ls**	**$30,000.00**	**$30,000**	**1**
Site Grading and Road Improvements	**60,000**	**sf**	**$4.00**	**$240,000**	**1**
Utilities	**1**	**ls**	**$125,000.00**	**$125,000**	**1**
Fire Service Line Upgrade	**1**	**ls**	**$275,000.00**	**$275,000**	**1**
Concrete Paving	**15,000**	**sf**	**$8.00**	**$120,000**	**1**
ADA Accessible Outdoor Learning Court	**2,000**	**sf**	**$20.00**	**$40,000**	**1**
Landscaping	**15**	**trees**	**$500.00**	**$7,500**	**3**
Irrigation System	**1**	**ls**	**$5,000.00**	**$5,000**	**3**
Septic System Improvements	**1**	**ls**	**$15,000.00**	**$15,000**	**1**
BUILDINGS					
Welding & Fabrication Shop **To replace non-ADA compliant facilities**	**2,400**	**sf**	**$295.00**	**$708,000**	**1**
(4) Modular Classrooms **To replace non-ADA compliant facilities**	**3,840**	**sf**	**$150.00**	**$576,000**	**2**
Modular Restrooms **To replace non-ADA compliant facilities**	**800**	**sf**	**$150.00**	**$120,000**	**2**
Greenhouse **To replace non-ADA compliant facilities**	**800**	**sf**	**$140.00**	**$112,000**	**3**
Signage/Graphics	**1**	**ls**	**$7,500.00**	**$7,500**	**2**
ADA COMPLIANT FURNITURE, FIXTURES & EQUIPMENT **To replace non-ADA compliant FF&E** **See attached list**	**1**	**ls**	**$434,700.00**	**$434,700**	**1,2,3**
Subtotal				**$2,815,700**	
General Conditions	6.00%			**$168,942**	
Subtotal				**$2,984,642**	
General Contractor OH&P	4.00%			**$119,386**	
Subtotal				**$3,104,028**	
Bonds & Insurance	2.50%			**$77,601**	
Subtotal				**$3,181,628**	
A/E Fees, Agency Fees, Testing & Inspection				**$1,295,407.09**	
"Pathway Program" Staffing					
Subtotal				**$4,477,035**	
Escalation	5.50%			**$246,237**	
TOTAL ESTIMATED COST				**$4,723,272**	

Lincoln High School CCPT
First Year - Phase 1
Statement of Probable Cost
March 28, 2014

Building Detail Elements

ELEMENT	QUANTITY	UNIT	UNIT COST	TOTAL
SITEWORK				
Remove (4) Existing Non-ADA Compliant Portable Classrooms and Portable Restrooms	**1**	**ls**	**$30,000.00**	**$30,000**
Site Grading and Road Improvements	**60,000**	**sf**	**$4.00**	**$240,000**
Utilities	**1**	**ls**	**$125,000.00**	**$125,000**
Fire Service Line Upgrade	**1**	**ls**	**$275,000.00**	**$275,000**
Concrete Paving	**15,000**	**sf**	**$8.00**	**$120,000**
ADA Accessible Outdoor Learning Court	**2,000**	**sf**	**$20.00**	**$40,000**
Landscaping	**0**	**trees**	**$500.00**	**$0**
Irrigation System	**0**	**ls**	**$5,000.00**	**$0**
Septic System Improvements	**1**	**ls**	**$15,000.00**	**$15,000**
BUILDINGS				
Welding & Fabrication Shop To replace non-ADA compliant facilities	**2,400**	**sf**	**$295.00**	**$708,000**
(4) Modular Classrooms To replace non-ADA compliant facilities	**0**	**sf**	**$150.00**	**$0**
Modular Restrooms To replace non-ADA compliant facilities	**0**	**sf**	**$150.00**	**$0**
Greenhouse To replace non-ADA compliant facilities	**0**	**sf**	**$140.00**	**$0**
Signage/Graphics	**0**	**ls**	**$7,500.00**	**$0**
ADA COMPLIANT FURNITURE, FIXTURES & EQUIPMENT To replace non-ADA compliant FF&E See attached list	**1**	**ls**	**$30,700.00**	**$30,700**
Subtotal				**$1,583,700**
General Conditions	6.00%			**$95,022**
Subtotal				**$1,678,722**
General Contractor OH&P	4.00%			**$67,149**
Subtotal				**$1,745,871**
Bonds & Insurance	2.50%			**$43,647**
Subtotal				**$1,789,518**
A/E Fees, Agency Fees, Testing & Inspection				**$447,379.41**
Subtotal				**$2,236,897**
Escalation to MOC Summer 2015	3.00%			**$67,107**
TOTAL ESTIMATED COST				**$2,304,004**

Lincoln High School CCPT
Second Year - Phase 2
Statement of Probable Cost
March 28, 2014

Building Detail Elements

ELEMENT	QUANTITY	UNIT	UNIT COST	TOTAL
SITEWORK				
Remove (4) Existing Non-ADA Compliant Portable Classrooms and Portable Restrooms	**0**	**ls**	**$30,000.00**	**$0**
Site Grading and Road Improvements	**0**	**sf**	**$4.00**	**$0**
Utilities	**0**	**ls**	**$125,000.00**	**$0**
Fire Service Line Upgrade	**0**	**ls**	**$275,000.00**	**$0**
Concrete Paving	**0**	**sf**	**$8.00**	**$0**
ADA Accessible Outdoor Learning Court	**0**	**sf**	**$20.00**	**$0**
Landscaping	**0**	**trees**	**$500.00**	**$0**
Irrigation System	**0**	**ls**	**$5,000.00**	**$0**
Septic System Improvements	**0**	**ls**	**$15,000.00**	**$0**
BUILDINGS				
Welding & Fabrication Shop **To replace non-ADA compliant facilities**	**0**	**sf**	**$295.00**	**$0**
(4) Modular Classrooms **To replace non-ADA compliant facilities**	**3,840**	**sf**	**$150.00**	**$576,000**
Modular Restrooms **To replace non-ADA compliant facilities**	**800**	**sf**	**$150.00**	**$120,000**
Greenhouse **To replace non-ADA compliant facilities**	**0**	**sf**	**$140.00**	**$0**
Signage/Graphics	**1**	**ls**	**$7,500.00**	**$7,500**
ADA COMPLIANT FURNITURE, FIXTURES & EQUIPMENT **To replace non-ADA compliant FF&E** **See attached list**	**1**	**ls**	**$300,000.00**	**$300,000**
Subtotal				**$1,003,500**
General Conditions	6.00%			**$60,210**
Subtotal				**$1,063,710**
General Contractor OH&P	4.00%			**$42,548**
Subtotal				**$1,106,258**
Bonds & Insurance	2.50%			**$27,656**
Subtotal				**$1,133,915**
A/E Fees, Agency Fees, Testing & Inspection "Pathway Program" Staffing				**$433,478.72**
Subtotal				**$1,567,394**
Escalation to MOC Fall 2015	3.00%			**$47,022**
TOTAL ESTIMATED COST				**$1,614,415**

Lincoln High School CCPT
Third Year - Phase 3
Statement of Probable Cost
March 28, 2014

Building Detail Elements

ELEMENT	QUANTITY	UNIT	UNIT COST	TOTAL
SITEWORK				
Remove (4) Existing Non-ADA Compliant Portable Classrooms and Portable Restrooms	**0**	**ls**	**$30,000.00**	**$0**
Site Grading and Road Improvements	**0**	**sf**	**$4.00**	**$0**
Utilities	**0**	**ls**	**$125,000.00**	**$0**
Fire Service Line Upgrade	**0**	**ls**	**$275,000.00**	**$0**
Concrete Paving	**0**	**sf**	**$8.00**	**$0**
ADA Accessible Outdoor Learning Court	**0**	**sf**	**$20.00**	**$0**
Landscaping	**15**	**trees**	**$500.00**	**$7,500**
Irrigation System	**1**	**ls**	**$5,000.00**	**$5,000**
Septic System Improvements	**0**	**ls**	**$15,000.00**	**$0**
BUILDINGS				
Welding & Fabrication Shop To replace non-ADA compliant facilities	**0**	**sf**	**$295.00**	**$0**
(4) Modular Classrooms To replace non-ADA compliant facilities	**0**	**sf**	**$150.00**	**$0**
Modular Restrooms To replace non-ADA compliant facilities	**0**	**sf**	**$150.00**	**$0**
Greenhouse To replace non-ADA compliant facilities	**800**	**sf**	**$140.00**	**$112,000**
Signage/Graphics	**0**	**ls**	**$7,500.00**	**$0**
ADA COMPLIANT FURNITURE, FIXTURES & EQUIPMENT To replace non-ADA compliant FF&E See attached list	**1**	**ea**	**$104,000.00**	**$104,000**
Subtotal				**$228,500**
General Conditions	6.00%			**$13,710**
Subtotal				**$242,210**
General Contractor OH&P	4.00%			**$9,688**
Subtotal				**$251,898**
Bonds & Insurance	2.50%			**$6,297**
Subtotal				**$258,196**
A/E Fees, Agency Fees, Testing & Inspection "Pathway Program" Staffing				**$414,548.97**
Subtotal				**$672,745**
Escalation to MOC summer 2016	5.00%			**$33,637.24**
TOTAL ESTIMATED COST				**$706,382**

1st year purchases

2: Miller 350P GMAW Welder $10500
2: Lincoln 140 HD GMAW Welders $1200
2: Lincoln 250 Ideal Arc SMAW Welders $6000
2: Scratch Start TIG units $100
10: Auto Darkening Welding Masks, Lincoln Viking $1700

Purchase for next year
iCEV Curriculum Package $3200
4: Smartboard 685 $8000
2: Computers for student use in career prep, enrollment, scholarship application in career office.

Fund for next year
Career Specialist /per year
Science Teacher Middle School ?/year
Administrative Aid ?/year

Phase 1 Equipment Total: $30,700
Phase 1 Staff Total: $0

2nd year Purchases
1 FTE for Power mechanics program development through ARC for creation of HS diesel program at LHS. $70,000
Teaching aids and sundry materials
- Engines $150,000
- Training aids to be built by ARC program $150,000
- Curriculum development $20,000
- Tool Purchases $50,000
- Storage units for training aids $5000
- Transportation reimbursements for staff travel between programs $2000
- Software and testing equipment $15000
- Instructional truck for BIT training $12000

Phase 2 Equipment Total: $300,000
Phase 2 Staff Total: $150,000

Phase 3 Equipment Total: $104,000
Phase 3 Staff Total: $350,000