



2014 Facility Master Plan

Volume 1: Executive Summary



ROADMAP TO SUCCESS

San Juan Unified School District

2014 Facility Master Plan

Volume 1: Executive Summary



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Preface

June 2014

Over the past 14 months, DLR Group and our team have worked with San Juan Unified School District and their community to develop a comprehensive Facility Master Plan and Educational Specifications. The results and recommendations made within this document and supporting documents are a result of the process that included the physical assessment of 82 sites and educational adequacy review of 66 active school sites; creation of master plans, project lists and recommendations for those 66 sites; master plan costing; and educational specifications. This document and its digital data are intended to be a living “roadmap” for the future of San Juan USD that identifies some \$1.5 billion in “needs” and “wants” projects, along with an additional \$400 million in ongoing non-identified projects.

DLR Group extends particular thanks to the following participants for making this happen:



San Juan Unified School District

- Superintendent Kent Kern for leadership and direction
- Brett Mitchell for keeping things on track



Architects
of Achievement

Architects of Achievement

- Victoria Bergsagel for assistance on educational adequacy, community forums and educational specifications

Here is to the future of San Juan Unified School District.

Gary J. Gery, AIA
Program Director
DLR Group



DLR Group

Architecture Engineering Planning Interiors

Chapter 1





**RESEARCH &
DISCOVERY**



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PERFECTLY PRACTICAL

Self Stick Easel Pad
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Tablette autoadhésive
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* 12 x 18 in / 30 x 45 cm

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* Community

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Sharpie

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1.1 Introduction

1.1.1 Purpose

With the passage in November 2012 of Measure N, a General Obligation Bond for \$350 million, the San Juan Unified School District enlisted DLR Group to do a physical assessment of all San Juan USD facilities and prepare a Facility Master Plan (FMP) for the District. As a District with schools predominantly built in the 1950s and 60s, an overall assessment of the physical conditions and educational environments of facilities is critical in planning for today and the future of the District. The comprehensive Facility Master Plan shall be used by the District to determine the needs and projects to be done under Measure N as well as providing a roadmap and vision of school sites 20 years into the future. The Facility Master Plan will determine the overall costs of upgrading school sites throughout the District and to outline the needs and amounts for future general obligation bonds.

The specific purpose and goals of the SJUSD Facility Master Plan are as follows:

1. **Assess the physical conditions of all sites and determine the “needs” for repair and replacement, prioritized based on the critical nature of improvements**
2. **Determine the cost of physical condition improvements on sites**
3. **Assess educational adequacy and functionality of school sites and identify shortfalls for future upgrading and additions**
4. **Identify major projects based on educational shortfalls and campus “wants”**
5. **Determine the costs of educational improvement and “wants” projects**
6. **Prioritize all identified projects, both repair “needs” and educational “wants” based on criteria developed and set forth within the context of the process, for construction under the Measure N bond and future bonds**
7. **Seek community engagement and trust through community outreach activities**
8. **Develop Educational Specifications for elementary, middle and high school levels**
9. **Provide an FMP that will be a living document, easily updated and changed, as well as easily interpreted for future project development**
10. **Create a 20-year vision of the District’s school sites**

San Juan Unified School District’s passage of Measure N was the third \$350 million General Obligation Bond passed by the voters of the District. Measure S was passed in November 1998 and Measure J was passed in November 2002. The projects resulting from Measures J and S were primarily of a repair and renovation nature with some new construction, such as multi-purpose buildings, classrooms, and gymnasiums. The District is currently in the final phases of completing projects under Measure J. Measure N is intended to continue to provide repairs and upgrades to facilities while beginning on the course of transforming schools into 21st-century learning environments with a number of major projects.

1.1.2 Acknowledgements to the Participants

The success of any project is dependent on the individuals participating and their commitment and support. In the development of an FMP, it was particularly important to have not only widespread involvement from the San Juan USD community, but leadership from key members of the District. DLR Group thanks San Juan USD's Board members, administrative staff, teachers, site administrators, parents, and students who participated by giving many hours to the process because of their devotion and dedication to the District. Those who participated are too numerous to list, but we would like to thank and acknowledge those noted below who made particularly outstanding contributions.

1.1.2.1 San Juan Unified School District Board of Trustees

- Lucinda Luttgen, President
- Pam Costa, Vice President
- Saul Hernandez, Clerk
- Greg Paulo, Member
- Dr. Larry Masuoka, Member

1.1.2.2 San Juan Unified School District Administration and Staff Team

- Kent Kern, Superintendent (Former, Assistant Superintendent for Operations and School Support Services)
- Dr. General Davie, Former Acting Superintendent
- Brett Mitchell, Bond Program Manager
- Cynthia Jensen, Former Director of Planning and Property Management
- Tony Oddo, Manager Safe Schools Program and Modernization Coordinator





- Tom Fante, Construction Manager, M&O
- Dan O'Halloran, Project Manager, Network and Telecom
- Daniel Morrow, Data Networking Specialist
- Cherie Chenoweth, Accounting Analyst Facilities
- Maureen Harris, Administrative Assistant
- Carey Galbraith, Administrative Assistant
- All members of the SJUSD Maintenance and Construction Facilities Department
- All members of the Core Planning Group
- All members of the Prioritization Sub-committee

1.1.2.3 San Juan Unified School District School Sites

All Principals, Vice Principals, teachers, site classified staff and custodial staff from all school sites who took time to attend community forums and show us around their school sites. Their passion for their sites and District, as well as their vast knowledge, were invaluable in the process.

1.1.2.4 San Juan USD Community Members and Organizations

- Eric Baake, Chairman Citizens Oversight Committee
- Dick Cowan, Citizens Oversight Committee
- Jordi Rodriguez, Vanir Construction Management
- Ronny Kagstrom, KMM Services
- Danny Martin, ICS
- All school music, athletic and other booster groups
- All parent groups
- All parents who participated in our community forums
- All students who participated in our community forums



1.1.3 The Design Team



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1.2 Process Overview

Using a process known as the “Roadmap to Success”, DLR Group developed a Facility Master Plan for the San Juan Unified School District over a period of 14 months, commencing in March 2013. After proceeding on the original scope of the FMP, the District added, in December 2013, the tasks of Educational Specifications for all grade levels; Educational Adequacy assessments at the elementary, middle and K-8 school sites; and prioritization of the projects in the FMP. With the additional scope of work, the overall process undertaken in the development of the San Juan Unified School District’s Facility Master Plan included the following steps or phases:

Step 1: Research and Discovery (also known as Pre-Planning)

This phase included extensive research of District archives and records to gather background information to assist in overall knowledge of the District and schools, including demographics, site and building plans, and recent projects. This research provided the foundation to develop the assessment process, as well as the overall organization of the process tasks and schedule. Of particular importance in this initial phase was the selection and establishment of the District’s Core Planning Group and the Guiding Principles Summit for establishing design guidelines for future projects.

Step 2: Facility Condition and Needs Assessments

A team of trained field assessors visited every site within the District to review, photograph and note physical condition deficiencies. Those observations were translated into a report, as well as outlining projects and improvement costs. Each school site was graded based on the observations related to pre-determined major review categories, overall and improvement costs. A Replacement Cost Index was developed for each site to measure the relative amount of renovation work required against new construction. Additionally, the DLR Group design and management team visited all high schools and representative elementary, middle and K-8 schools to study and analyze educational adequacy, equity and 21st-century learning opportunities for future projects.

Step 3: Community Outreach

Through a series of nine community forums, input was gathered from parents, teachers, staff and students from every school in the District. The forums were held at each of the nine high schools and included the feeder schools located within each high school boundary. The 120-minute forums included a presentation on today’s workplace environment and 21st-century educational design trends prior to each school site developing and presenting their needs and wants to the forum. Each school site also identified their top three projects for the future master plan of the school, as well as identifying project repair needs.





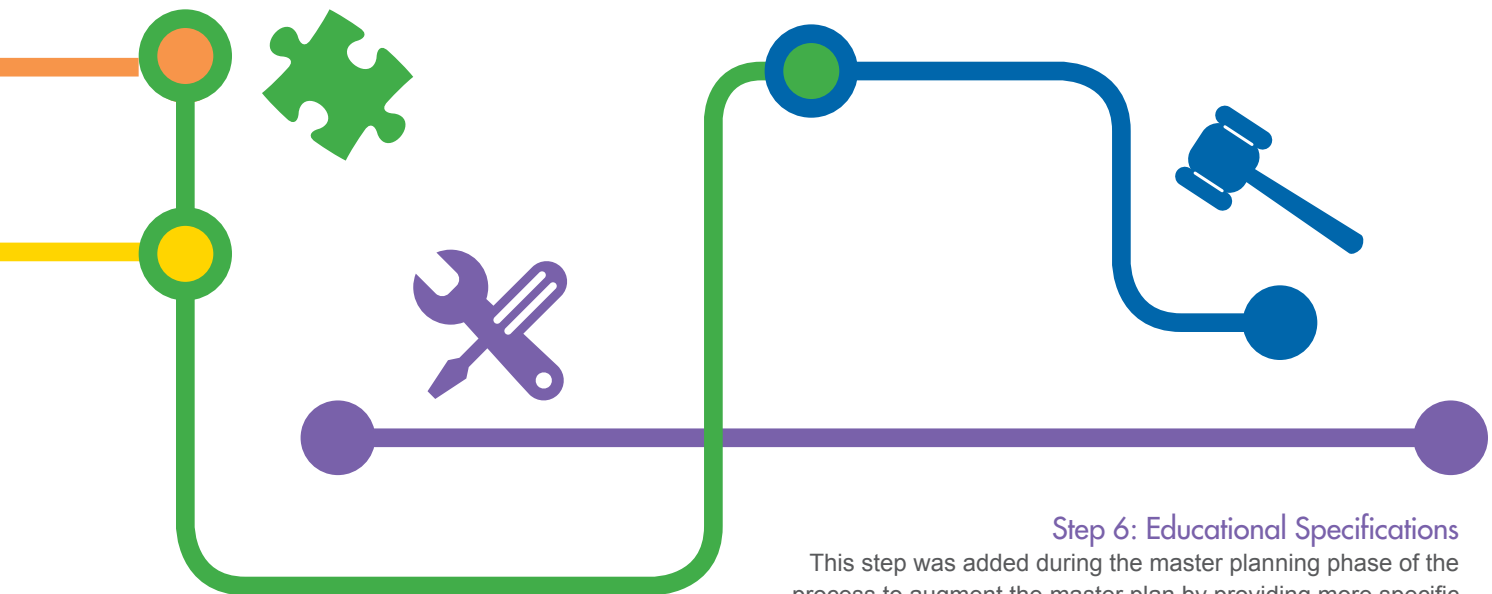
ROADMAP TO SUCCESS

Step 4: Master Planning

Drawing upon our community forums attended by over 500 people, physical assessments and educational adequacy site walks, a comprehensive master plan document was produced for each school site. The master plan identifies the comprehensive repair and renovation projects, as well as new building and site enhancement projects. Using a project identification system tied to the Guiding Principles, a color coded master plan identifies projects for completion on sites over the next 20 years.

Step 5: Finalization and Implementation

The final step involves the listing and final costing of all physical assessment repair “needs” and educational adequacy “wants” for all school sites and consideration of funding sources were explored. Those projects were then prioritized based on overarching District guidelines that included a ranked priority of project types and evaluation criteria in the form of questions. They were also placed into three groups of priority (immediate, short-term, and long-term). The initial Measure N projects were defined by site, district-wide. Other projects remain identified for future development.



Step 6: Educational Specifications

This step was added during the master planning phase of the process to augment the master plan by providing more specific and detailed information about the components within the identified projects by defining specific facility needs required to complement the educational delivery. They were also created to develop consistency among similar project types from site to site to reduce inequities and simplify design of future projects. Educational specifications were developed through a series of meetings with various district staff, including curriculum, facility and site administrators.

1.3 About San Juan Unified School District

1.3.1 History of the District

Located in eastern Sacramento County, San Juan Unified School District's beginnings are rooted in a rural agricultural community. In 1863, the Sylvan Elementary School District was formed in the rural community as the first formal school system. Within a few years, Roberts, Fair Oaks, Orange Vale and San Juan (later changed to Carmichael) school districts were formed to serve the area known today as San Juan.

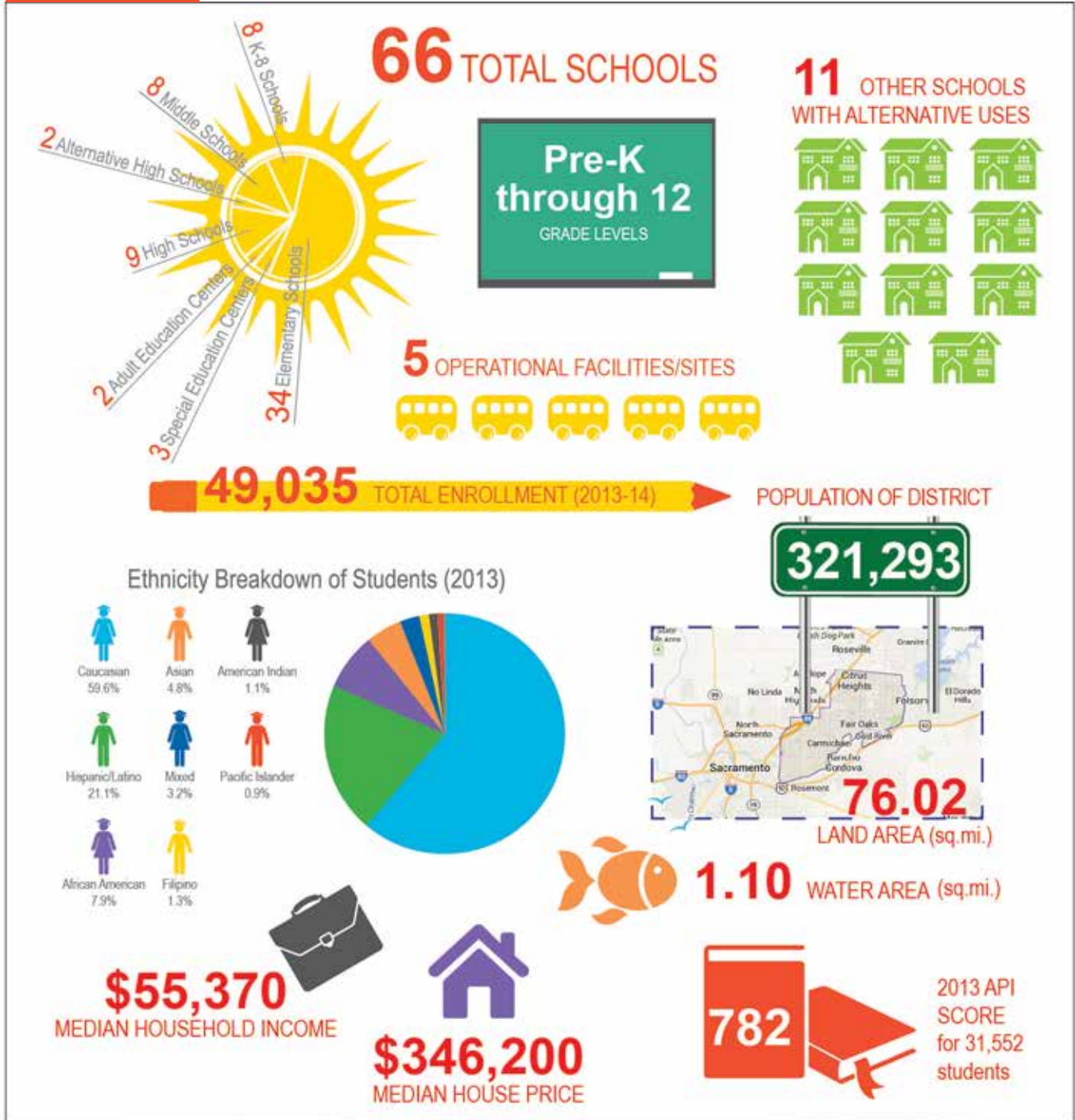
These newly-formed school districts provided only an elementary education for this large geographic area. Those seeking further education had to travel to Sacramento High School to the west, which was a two and one-half hour buggy ride away. By 1913, residents of the area felt the need for increasing their level of education through a local high school. This desire was so compelling that petition drives began through the individual schools to form a high school. Within a matter of four months in that year, a meeting of the five original school districts led to the formation of a new district to provide a high school. The newly formed district was named San Juan Union High School District. Its first high school was named San Juan, which opened in the fall of 1913 and graduated its first students the following year.

Today, the District that encompasses this vast region is known as San Juan Unified School District and it has celebrated a 100-year history. From its humble and diverse beginnings, San Juan Unified has become the second largest school district in Sacramento County and the Northern San Joaquin Valley region, and the 11th largest public school district in California, based on 2014/14 enrollment figures.

Special thank you to San Juan High School graduate Dick Cowan for his historical accounts that have been excerpted herein.



AT A GLANCE



1.3.2 The District Today

The San Juan Unified School District is located in Sacramento County and is comprised of the city of Citrus Heights, parts of the city of Rancho Cordova, the unincorporated communities of Carmichael, Fair Oaks, North Highlands and Orangevale along with the neighborhoods of Foothill Farms, Gold River and Arden-Arcade. The District covers 77.12 square miles of area with a population of 321,293 people according to the 2010 census. Areas of the District represent the largest unincorporated population in Sacramento County.

Today, San Juan Unified operates with school facilities that were built primarily in the 1950s and 1960s. Much work has been done on the school sites over the years using a variety of funding sources, such as State of California deferred maintenance, modernization and new construction funds and general obligation bond measures S and J. However, the declining funding from the State of California for operations and deferred maintenance, as well as the overall State of California funding crisis over the last several years, has had a major impact on a District that has much of its square footage in buildings over 50 years old.

Although the schools continue to function, they are experiencing deteriorating infrastructure and many lack basic necessities from properly functioning air conditioning to current technology tools. The changing educational and technology landscape over the last 50 years have made many of the school sites outdated and, in some cases, nearly obsolete. Today's changes in public education have brought additional challenges to the District. The new Common Core instruction brings a new vision of the classroom environment that requires adaptation of existing facilities to this new model.

One of the biggest challenges today that threatens the District is the new face of competition and choice in education. Today, more than ever, a public school district needs to market itself to retain and expand its student base. San Juan Unified is the home of some of the best educational and athletic programs in the Sacramento region and, in some cases, the state and nation. The District and its various schools are recognized for educational programs such as the IB program; science excellence; CTE programs in culinary, auto, ceramics and wood shop; ROTC programs; drama, music and band programs; TV broadcasting; and agriculture. San Juan USD high schools continue to produce winning and successful athletic programs in everything from football to water polo.

Yet, today's more informed parents and students are seeking out the best in academics and athletics. Besides a variety of private Christian-based schools, an increased presence of charter schools continues to draw students from the district, while neighboring districts (such as Folsom-Cordova and Roseville) offer newer state-of-the-art facilities with top notch education and athletics that attract San Juan students looking for better options. The increasing competition in education puts an additional emphasis on developing a master plan that will transform school sites and create an atmosphere to attract students away from neighboring districts, charters and private schools.



1.3.3 Mission of San Juan USD

As outlined in the District's Strategic Plan, the mission of SJUSD is as follows:

VALUING 
DIVERSITY *and* **EXCELLENCE**
the San Juan Unified School District's mission is to
EDUCATE *and*
INSPIRE
each student to
SUCCEED
and responsibly **CONTRIBUTE**
to a radically evolving world by providing
innovative, rigorous,
STUDENT-FOCUSED
instruction and programs in a **SAFE,**
CARING, and COLLABORATIVE
learning community.

1.3.4 Objectives of San Juan USD

EDUCATE

Objective #1

All students will develop and apply 21st-century skills such as problem solving, critical and creative thinking, collaboration and applications of technology.

INSPIRE

Objective #2

By 2015, through multiple measures, we will reduce the number of students in all groups who are not performing at proficient or advanced levels in English-language arts and math by at least 50%.

SUCCEED

Objective #3

Achievement gaps in such areas as graduation rates, college readiness, CTE completion, and performance in standardized tests will be reduced by at least 50%.

Objective #4

Each student will successfully complete a challenging personal educational plan at each appropriate level to further his or her education AND career aspirations.

CONTRIBUTE

Objective #5

All students will develop and consistently demonstrate the character traits necessary to become contributing, responsible, and caring members of our diverse community.



1.3.5 Measure N

The District's continued passage of bond measures is a testament to the commitment of the San Juan community to rebuild and revitalize their schools to compete in the new educational marketplace. With the third \$350 million General Obligation Bond passed by the District's voters in 14 years, the needs for the Measure N Bond were noted as the following on the District's Fact Sheet:

- Most San Juan Unified schools are more than 50 years old and in need of upgrades to provide adequate technology, science labs and modern classrooms.
- Deteriorating portables need to be replaced with permanent facilities and ease overcrowding at some schools.
- Aging heating, air conditioning and water systems must be upgraded to improve efficiency and save valuable funds that can directly support teaching and learning.
- San Juan Unified needs to make these improvements now to be eligible for millions of dollars in additional federal, state and local matching funds.

Given this directive and final language of the Bond, the projects that can be funded from Measure N identified in the Master Plan shall consist of the following:

- Repair and replacement of deteriorating portables with permanent modern classrooms.
- Modernization of classrooms with current learning technology to support teaching and improve learning.
- Installation of other technology infrastructure to support classroom tools.
- New energy efficient classrooms.
- Renovation and construction of physical education and career tech facilities that provide needed job skills for students and our economy.
- Repair and replacement of deteriorated roofs for improved energy efficiency and longevity.
- Repair and renovation of bathrooms at campuses to continue providing healthy and safe facilities.
- Installation of energy efficient equipment at schools to save on utility bills.
- Repair and replacement of deteriorating underground sewer and water lines.
- Improvements to ensure campus security during and after the school day.
- Repairs and upgrades for safety alarms at schools to protect learning materials and the community's investment.

In addition to these projects, the San Juan Unified Board of Education has indicated their desire to provide a signature project at each high school site that encompasses these tenets, as well as those associated with 21st-century learning objectives in an effort to begin to realize the completion of projects identified within the Facility Master Plan.

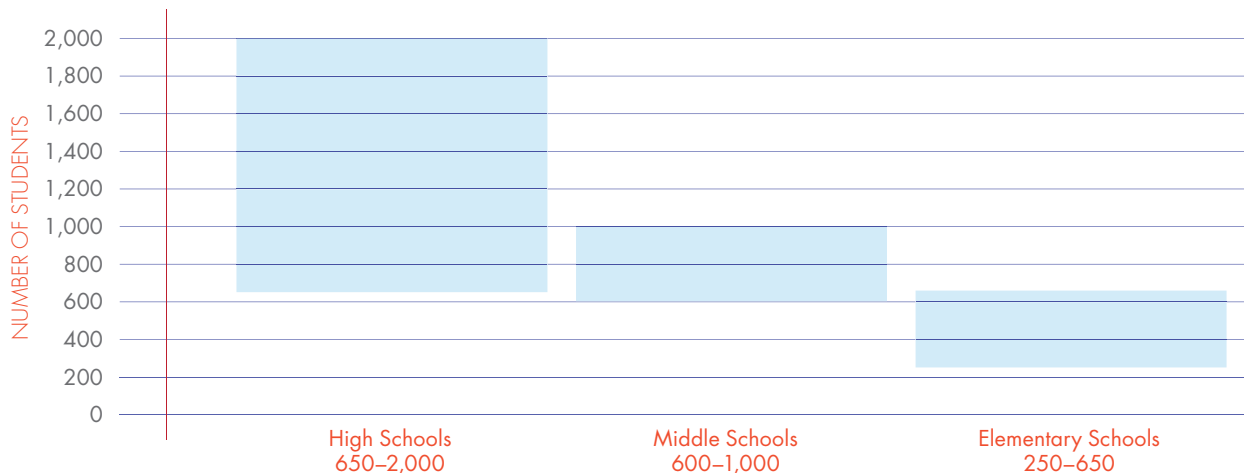
1.4 District Growth and Enrollment

The communities within San Juan Unified saw significant growth and population increases from the 1950s through the early 1960s causing enrollment to swell. This was the era of unprecedented growth for the District with the construction of the majority of schools that continue to be in use today. The decade of the 1970s and early 1980s saw continued growth with a slower and steady increase in enrollment with another growth spurt in the late 1980s that necessitated adding several more schools to the District. Through the 1990s, the District experienced stable enrollment with minor fluctuations between 47,000 and 48,000 students. Another period of growth within the boundaries of the District pushed enrollment to an all time high in 2003 with 52,212 students. Enrollment then began to decline through 2008 falling back to the 47,000 range until rising to 49,035 as of the 2013/2014 school year.

This loss of some 5,000 students in recent years has resulted in the closure and re-purposing of a number of school sites and left other schools under enrolled for their size. Complicating the individual school enrollments has been the District’s adoption of an open enrollment policy that has further reduced numbers at older poorer schools while increasing numbers at newer, higher achieving, and more affluent schools. Currently, enrollment at high schools ranges from less than 650 to over 2,000 students; at middle schools from 600 to 1,000 students; and at elementary schools from 250 to 650 students. This disparity among school sizes further complicates the development of the Master Plan and establishment of equity between sites.

The District continues to have discussions on right-sizing of the District and the possible closure of schools due to declining enrollments. The closure of schools, right-sizing of the District and boundary adjustments are topics not considered within the scope of this Facility Master Plan. School closures are a controversial and emotional topic but a fact for a District that has experienced declining enrollment. DLR Group has assisted numerous districts in right-sizing by identifying schools for closure or sharing school site resource concepts. It is our recommendation that the district consider these topics for incorporation into the FMP at a future date.

School Size Range



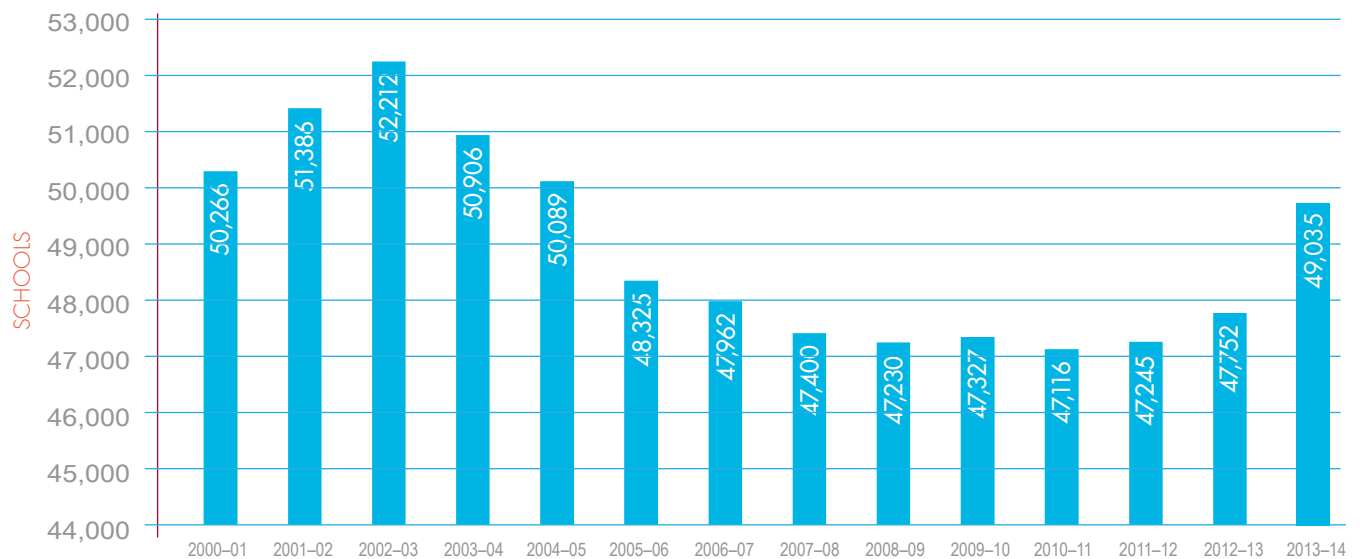


1.4.1 Enrollment Summaries of Local School Districts

Largest school districts in Sacramento Valley and northern San Joaquin Valley areas based on 2013 enrollment numbers:

1.	Elk Grove Unified School District	62,449
2.	San Juan Unified School District	49,035
3.	Sacramento City Unified School District	47,031
4.	Stockton Unified School District	39,486
5.	Twin Rivers Unified School District	31,122
6.	Lodi Unified School District	30,256
7.	Manteca Unified School District	23,079
8.	Folsom-Cordova Unified School District	19,356
9.	Natomas Unified School District	13,164
10.	Rocklin Unified School District	12,155

1.4.2 San Juan Unified School District Enrollment History



1.4.3 High School Enrollment History and Projections (2005-2015)

School	Enrollment by Year								Projected		
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Bella Vista	1,905	1,903	1,840	1,804	1,893	1,958	2,051	2,006	2,087	2,012	1,974
Casa Roble	1,822	1,787	1,702	1,726	1,631	1,589	1,519	1,433	1,358	1,321	1,283
Del Campo	1,751	1,749	1,775	1,787	1,898	1,987	1,943	1,964	1,894	1,880	1,847
El Camino	1,602	1,604	1,695	1,651	1,748	1,726	1,670	1,710	1,617	1,655	1,591
Encina+	757	765	738	742	644	656	966	796	745	656	608
Encina Advanced Path+	0	0	0	0	0	150	149	114	113	121	121
San Juan*	1,018	914	847	778	662	608	623	632	662	725	760
San Juan Advanced Path*	0	0	0	0	0	0	122	142	145	146	150
Mesa Verde	1,317	1,281	1,232	1,217	1,185	1,108	1,024	999	975	905	876
Mira Loma	1,814	1,775	1,668	1,644	1,630	1,556	1,612	1,624	1,621	1,623	1,596
Rio Americano	1,764	1,756	1,715	1,665	1,661	1,670	1,624	1,580	1,523	1,462	1,454
TOTAL	15,755	15,540	15,219	15,022	14,961	15,018	13,303	13,000	12,740	12,506	12,260

* + Indicates a shared high school site

1.4.4 Middle School Enrollment History and Projections (2005-2015)

School	Enrollment by Year								Projected		
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Arcade	585	568	570	567	575	587	636	598	567	525	525
Arden	723	708	716	731	758	813	882	939	978	1003	1023
John Barrett	842	774	750	799	844	925	882	789	749	765	783
Andrew Carnegie	876	873	925	875	922	870	976	1053	1075	1061	1088
Winston Churchill	913	850	840	891	921	954	996	976	956	972	971
Louis Pasteur	813	901	850	789	709	662	748	675	668	717	702
Will Rogers	832	755	756	649	489	635	648	627	640	607	609
Sylvan	761	703	633	626	539	493	669	654	642	571	556
TOTAL	6,445	6,132	6,140	5,927	5,757	5,939	6,397	6,311	6,275	6,221	6,257

1.4.5 K-8 School Enrollment Summaries

School	Enrollment by Year								Projected		
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Gold River	591	661	710	658	699	757	719	728	728	745	752
Kingswood	534	555	505	507	451	570	641	634	654	654	660
Lichen	613	651	694	693	665	634	625	644	639	626	619
Orangevale	548	552	560	578	604	602	663	666	679	679	689
Sierra Oaks	415	475	503	581	605	632	649	683	682	675	668
Starr King	749	652	800	774	722	686	640	567	521	504	429
Edison Language Institute							437	559	633	671	717
Woodside	534	481	521	571	588	593	586	598	602	592	588
TOTAL	3984	4027	4293	4362	4334	4474	4523	4520	4505	4475	4405



1.4.6 Elementary School Enrollment History and Projections (2005-2015)

School	Enrollment by Year								Projected		
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Arlington Heights	521	535	512	472	454	418	344	307	274	259	257
Cambridge Heights	424	434	430	426	413	358	358	356	356	352	343
Cameron Ranch	351	346	365	362	378	488	414	425	442	492	526
Carmichael	497	526	534	529	494	473	401	402	394	372	360
Carriage Drive	644	625	572	551	539	496	498	451	449	437	428
Citrus Heights	490	470	458	457	449	458	356	381	386	377	379
Cottage	400	400	389	422	412	423	338	313	311	312	294
James R Cowan	428	432	436	427	470	463	511	520	523	542	533
Coyle Avenue	443	475	475	487	470	430	411	400	409	401	390
Del Dayo	426	417	414	412	449	456	498	510	521	499	498
Del Paso Manor	469	486	480	481	540	556	585	586	581	581	571
Mary Deterding	504	471	524	524	569	571	673	655	617	654	660
Harry Dewey	440	438	435	445	468	478	551	550	537	567	560
Dyer-Kelly	495	464	474	468	409	379	370	393	411	397	386
Grand Oaks	485	482	462	432	427	438	394	334	327	313	284
Green Oaks	443	431	430	427	465	464	502	516	514	530	522
Greer	463	432	446	463	457	470	464	491	512	502	511
Howe	615	618	586	608	550	534	532	555	582	582	579
Thomas Kelly	390	371	361	380	350	316	329	408	401	452	463
Earl LeGette	527	517	504	501	513	589	586	592	588	602	585
Mariemont	478	458	488	514	527	565	545	565	550	560	544
Mariposa	533	569	555	542	560	549	466	422	416	380	376
Mission	423	444	439	430	467	466	516	528	509	535	528
Northridge	534	500	521	542	494	495	451	450	446	425	413
Oakview	464	515	519	501	462	464	393	370	364	368	379
Ottomon	377	436	414	438	427	401	329	317	287	257	233
Pasadena	358	371	367	355	362	332	264	255	266	267	279
Charles Peck	485	484	489	460	401	441	389	363	359	370	365
Pershing	557	560	548	537	534	585	567	577	554	599	601
Albert Schweitzer	400	446	439	411	384	412	382	363	367	361	351
Salk°	626	612	509	552	503	456					
Skycrest	700	737	721	748	713	577	530	502	504	488	480
Trajan	561	564	567	537	481	463	439	477	497	526	535
Twin Lakes	716	698	627	631	633	609	647	656	631	638	627
Whitney	463	414	391	399	412	390	352	330	363	350	332
TOTAL	16,919	16,924	16,702	16,623	16,434	16,381	15,822	15,879	15,881	16,018	15,889

° Site became Edison Language Institute (K-8 School)

1.4.7 Charter Schools History and Projections (2005-2015)

School	Enrollment by Year								Projected		
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Choices Charter 6th-8th	36	19	27	21	11	28	18	21	28	30	32
Choices Charter 9th-12th	286	258	244	229	209	188	167	175	184	189	199
Visions Charter K-8th	960	747	815	923	1,177	1,434	1,699	2,190	2,440	2,709	2,981
Visions Charter 9th-12th	2,331	2,174	2,127	2,016	2,165	2,148	2,145	2,220	2,366	2,505	2,615
TOTAL	3,613	3,198	3,213	3,189	3,562	3,798	4,029	4,606	5,018	5,433	5,827



1.5 Research and Information Gathered

In an effort to develop a more in-depth insight and knowledge of the San Juan Unified School District and their vast facilities to assist in assessments and master planning, the DLR Group team worked with the SJUSD staff in the planning, facility, operations, construction, and maintenance departments to research and gather the following information from archives and the District's facility database, "constructware":

- Site and floor plan diagrams of each school site
- CADD drawing files
- Construction drawings for various projects at school sites
- Maintenance archives and records
- Enrollment history and projections for each school site
- Existing district school boundaries
- List of projects completed, by site, from Bond Measures S and N
- List of projects, by site, proposed but not completed under previous bonds
- District educational initiatives and strategic plan
- Status of DSA non-certified projects
- Energy use studies
- District design and material standards
- List of completed "Safe Routes to Schools" projects
- Portable building conditions assessment report
- List of completed ADA upgrade projects

We wish to acknowledge the District and their construction, maintenance, facility and planning staff for their organized archives and providing access to these archives by our team.



1.6 Status of Projects Completed Under Previous Bonds

Measures S and J accounted for \$700 million in bond funds. The following is a summary of expenditures from those bonds, as well as funding from the State of California and “Safe Routes to Schools” grants, at each school site. A comprehensive list of school sites, number of projects and projected project value, as of October 25, 2013 is included in the Appendix.

1.6.1 High Schools

Bella Vista	22 projects	\$4,437,582.85
Casa Roble	14 projects	\$8,152,664.81
Del Campo	15 projects	\$11,050,835.44
El Camino	14 projects	\$11,087,327.84
Encina	15 projects	\$5,137,839.93
Mesa Verde	14 projects	\$24,005,033.50
Mira Loma	10 projects	\$8,770,021.52
Rio Americano	11 projects	\$5,418,959.66
San Juan	20 projects	\$35,431,763.83
El Sereno I.S.	0 projects	\$0
La Entrada Adv. Path	6 projects	\$3,392,881.26

1.6.2 Middle Schools

Arcade	6 projects	\$2,744,989.49
Arden	12 projects	\$12,507,601.57
Barrett, John	11 projects	\$3,163,702.85
Carnegie, Andrew	11 projects	\$4,978,880.35
Churchill, Winston	8 projects	\$4,355,934.38
Pasteur, Louis	9 projects	\$5,089,554.49
Will Rogers	8 projects	\$5,262,234.89
Sylvan	4 projects	\$2,976,115.22

1.6.3 K-8 Schools

Gold River	7 projects	\$738,707.74
Kingswood	9 projects	\$705,652.64
Lichen	12 projects	\$5,348,453.48
Orangevale Open	3 projects	\$758,918.43
Sierra Oaks	11 projects	\$4,300,271.44
Starr King	5 projects	\$1,503,261.72
Edison Language Institute (formerly Jonas Salk)	14 projects	\$3,131,139.50
Woodside	9 projects	\$8,498,813.68



1.6.4 Elementary Schools

Arlington Heights	7 projects	\$1,326,718.19
Cambridge Heights	7 projects	\$4,811,030.25
Cameron Ranch	3 projects	\$1,354,773.60
Carmichael	7 projects	\$2,260,495.61
Carriage Drive	6 projects	\$1,135,012.74
Citrus Heights	5 projects	\$1,141,678.48
Cottage	10 projects	\$3,282,033.43
Cowan	5 projects	\$841,770.14
Coyle Avenue	6 projects	\$3,400,885.15
Del Dayo	6 projects	\$1,518,594.31
Del Paso Manor	10 projects	\$3,699,636.66
Deterding	6 projects	\$1,439,671.68
Dewey, Harry	7 projects	\$3,039,478.31
Dyer-Kelly	12 projects	\$3,479,970.48
Grand Oaks	7 projects	\$2,768,703.70
Green Oaks	6 projects	\$1,091,218.31
Greer	9 projects	\$2,084,283.17
Howe Avenue	14 projects	\$2,415,061.28
Kelly, Thomas	7 projects	\$2,491,933.41
LeGette, Earl	5 projects	\$1,507,427.05
Mariemont	12 projects	\$2,216,285.49
Mariposa Avenue	9 projects	\$3,489,965.31
Mission Avenue	9 projects	\$750,428.68
Northridge	5 projects	\$3,350,927.90
Oakview Community	8 projects	\$2,105,974.24
Ottomon	5 projects	\$958,339.76
Pasadena	2 projects	\$857,447.00
Peck, Charles	6 projects	\$2,692,044.22
Pershing	9 projects	\$1,487,277.81
Schweitzer, Albert	5 projects	\$2,718,923.49
Skycrest	9 projects	\$3,499,092.59
Trajan	9 projects	\$5,007,522.91
Twin Lakes	7 projects	\$999,123.21
Whitney Avenue	6 projects	\$2,356,455.82

1.6.5 Other District Sites-Special Education Centers

Holst/La Vista Center	5 projects	\$1,571,953.51
Laurel Ruff	5 projects	\$2,944,552.24
Ralph Richardson	6 projects	\$2,485,475.19



1.6.6 Other District Sites-Adult Education Centers

Orange Grove	5 projects	\$3,283,755.88
Sunrise Tech Center	3 projects	\$221,702.10

1.6.7 Other District Sites

Coleman, Thomas	4 projects	\$1,239,281.11
Creekside	4 projects	\$998,613.51
General Davie Primary Center (formerly Thomas Edison)	3 projects	\$903,704.89
Fair Oaks	5 projects	\$30,034.45
Garfield	6 projects	\$1,384,587.23
Kenneth Avenue	5 projects	\$503,940.22
Littlejohn	2 projects	\$324,628.86
Marshall, Marvin	9 projects	\$3,072,655.17
Mitchell, Billy	3 projects	\$488,782.29
Old Orangevale	0 projects	\$0
Palisades	3 projects	\$533,120.09
Winterstein	2 projects	\$18,499.05

1.6.8 Unassigned Projects

Includes projects at multiple sites,
soft costs and projects yet to be
assigned to a specific site

82 projects	\$20,731,385.97
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1.7 The Core Planning Group

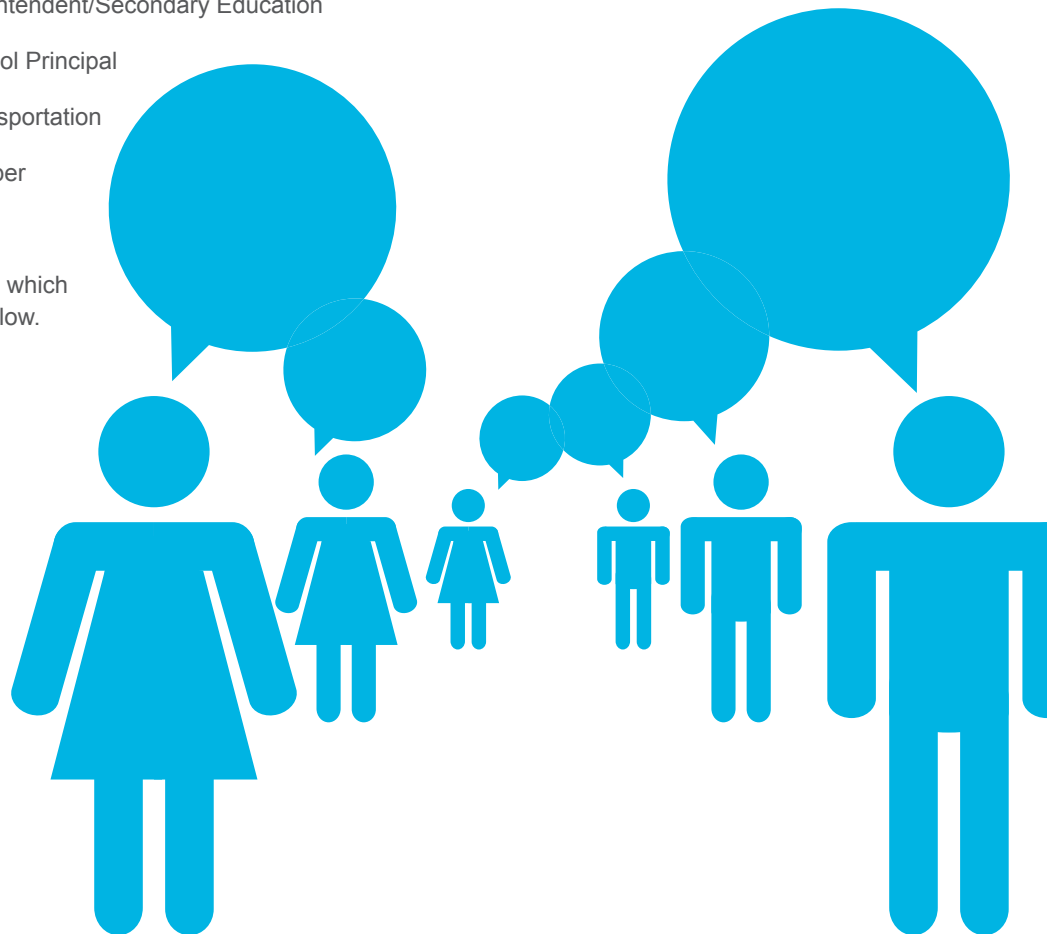
The Core Planning Group (CPG) was established as the interface between the design team and the District in the development of the Facility Master Plan. The purpose of the CPG is to provide recommendations for the development of the FMP with regards to areas to concentrate on and future designs. The CPG was comprised of a diverse mix of district administrators, site principals and teachers, facility and maintenance staff, community members and Board of Trustee members.

While meeting at key intervals through the process, the CPG provided guidance as the “Voice of San Juan” to the design team throughout the process, from assessments to prioritization of projects. The initial meeting of the CPG provided an opportunity for the members to express their areas of concern, goals, and objectives for the development of the Facility Master Plan.

We want to acknowledge and thank the following members for their participation:

- Kent Kern, SJUSD Superintendent (Former Assistant Superintendent for Operations and School Support Services)
- Thomas Swarm, SJUSD Shop Planner/CSPI
- Tom Fante, SJUSD Construction Manager/M&O
- Dan O'Halloran, SJUSD Project Manager/Network and Telecom
- Derk Garcia, SJUSD Assistant Superintendent/Secondary Education
- Peggy Haskins, Bella Vista High School Principal
- Nancy Griffin, Member, Facilities Transportation
- Saul Hernandez, SJUSD Board Member
- Greg Paulo, SJUSD Board Member

The minutes of the initial kick-off meeting, which served to set the goals and objectives, follow.



Meeting Minutes



Architecture Engineering Planning Interiors

1050 20th Street, Suite 250
Sacramento, CA 95811

o: 916/446-0206
f: 916/446-0894

Meeting Date March 27, 2013
To Kent Kern, San Juan USD
From Gary J. Gery, DLR Group
Location San Juan USD District Office
Project San Juan USD Facility Master Plan
Project No. 75-13118-00

NAME:

TITLE/EMAIL:

Attendees	Thomas Swarm	Shop Planner/C.S.P.I. tswarm@saniuan.edu
	Tom Fante	Construction Mgr., M&O San Juan tfante@saniuan.edu
	Dan O'Halloran	Project Manager, Network and Telecom Dohalloran@saniuan.edu
	Dacia Eastin	DLR Group Client Liaison deastin@dlrgroup.com
	Derk Garcia	Assistant Superintendent Sec. Ed, derrick.garcia@saniuan.edu
	Peggy Haskins	Bella Vista High School Principal phaskins@saniuan.edu
	Victoria Bergsagel	Education Strategist Victoria@archachieve.net
	Nancy Griffin	Member, Facilities Transportation dnri@comcast.net
	Saul Hernandez	Board member saul@saulhernandez.com ?
	Greg Paulo	Board member greg.paulo@saniuan.edu
	Kent Kern	Assistant Superintendent San Juan USD kkern@saniuan.edu
	Scott Rose	DLR Group srose@dlrgroup.com
	Jon Anderson	DLR Group janderson@dlrgroup.com
	Gary Gery	DLR Group ggery@dlrgroup.com

Purpose Core Planning Group Kick-Off Meeting

Action

Minutes A summary of comments from the kick-off meeting are attached:



Action Items

A. GOALS/GENERAL DISCUSSION/CONCERNS

1. How to get the most out of their facilities
2. Remodeling and adding to present sites
 - a. To be relevant for next 20 years
3. Maximize best use of facilities for students
 - a. Smaller, closer
4. Signature projects at each high school
 - a. \$80 - \$120 million total (\$15 - \$20 million per site)
5. How can we impact substantially after the "must do's", what was promised by Bond and technology upgrades are done.
6. Lots of facilities with declining enrollment. How do we offer the best quality of education?
 - a. Spend money to invest in future
7. Schools to consider for closure or consolidation
8. Energy. Latest and greatest controls for lighting, irrigation control to save costs
 - a. Behavioral changes made, but not mechanical
 - b. Current contract for assistance on energy savings for 2 years
9. D.O. has highest energy cost per sf of sites
 - a. \$2.44/sf vs. \$1.15/sf at other schools
10. Consolidation of programs on sites
11. Flexible space. What will classrooms look like in 30 years? Plan for that now.
12. Looking outside of what the space can be – flexible spaces. Look outside the box.
 - a. Where can they go to see these options?
 - b. Study tours (on-site or virtual)
13. Start to transform some schools with this Bond → lead to transformation at all sites for future bond
14. Hold money for future technology projects as changes occur. Keep that flexibility in the plan
15. Don't forget about education on the outside
 - a. Playgrounds, old and not challenging
16. Cable T.V. infrastructure
 - a. Is it worth keeping?
 - b. What infrastructure is needed?

B. GUIDING PRINCIPLES

1. Develop meeting group to define these
2. Complete before community meetings
3. Have these in place to guide community discussions
4. Gary will work with Kent to define group

C. FACILITY ASSESSMENTS

1. Major copper thefts at sites
2. F.A. systems being upgraded and almost complete throughout District
3. Mechanical systems need review
4. Master specifications are current
5. Skeletal custodial crew – low maintenance is desirable
6. Don't like VCT, doesn't hold up. Gone to carpet in its

DLR Group

Sacramento, California
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- place
- 7. Efficient consistent lighting
 - a. Too many types now
- 8. What is obsolete?
 - a. Define these items
- 9. Moving to LED lights
- 10. Sick buildings – rely too much on mechanical and less windows, etc.
 - a. Simple mechanical system with ventilation
 - b. Windows that open are desired
- 11. Technology
 - a. Every classroom has 10 network drops
 - b. Fiber feeds from admin
 - c. Lots of conduit
 - d. Moving to wireless throughout District
Wireless access point to every classroom in progress to complete in 2 ½ years
 - e. Provide student technology vs. just teach technology
 - f. Look to umbrella sites with wireless
- 12. Playground upgrades needed
- 13. Athletic fields
 - a. Soccer fields
 - b. Water on fields
- 14. Re-use/re-purpose of spaces
- 15. Marry physical issues with educational objectives
- 16. Is a building or site worth keeping? Is it a dying facility?
- 17. Look to get biggest bang for the buck
- 18. Not many add-ons to sites except portables
- 19. FCI – to assess if it is worth keeping & remodeling
- 20. All closed sites are leased but not much effort to maintain them
- 21. All sites and buildings being used
- 22. Carriage, Ottoman, Twin Lakes, Gold River have never been modernized
- 23. Phone systems old. No voice over IP
- 24. Security concern is with access points to site
 - a. Very open for access
 - b. Columbine locks not installed at all sites
 - c. Hardening campus/improve visibility desired
- 25. Define with community what this FMP will do.
 - a. Extensive review of sites, but will only get limited projects from limited funds.
 - b. Future road map
- D. COMMUNITY OUTREACH
 - 1. School focus groups to identify information and come to Forum Meetings
 - 2. Strong moderator with same District personnel and Board member at each Forum meeting
 - 3. Should occur in same time frame
 - 4. Push out to fall 2013

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E. SCHEDULE

1. Guiding Principles – April 2013
2. Assessments (Spring/Summer) April-June 2013
3. Community meetings – Fall 2013
4. Victoria to visit high schools for 21st century education opportunities.
5. Will adjust schedule

F. MASTER PLANNING

1. Sorting projects by categories
2. Identify future indeterminate cost projects
3. District to set priorities
4. Evolving document
5. Discuss and marry with guiding principles

G. FINAL FMP REPORT

1. Should be easy to read and follow
2. Should be easy to update and re-prioritize
3. Should be a living document

cc

1.8 San Juan Unified School District Strategic Plan

In June of 2012, by a unanimous vote, the SJUSD Board of Education adopted a five-year results-based Strategic Plan. The integration of the principles outlined in the SJUSD Strategic Plan into the development of the Facility Master Plan is critical to future success and they must be considered in the establishment of the Guiding Principles. We have noted the District's 7 strategies below and the approaches used to embrace them within the Master Plan:

Strategies

1

Strategy 1: Ensure all staff are implementing effective instructional strategies, integrating technology and utilizing assessment data to actively engage each student to increase achievement on state standards, 21st-century teaching skills, and personal educational plans. **The facility planning integrates 21st-century learning into K-12 educational facilities through the role of technology and design of spaces.**

2

Strategy 3: Ensure effective two-way communication that is honest, transparent, and timely to build trusting relationships and create a unified collaborative learning community. **The planning process creates an environment that encourages the sharing of thoughts and ideas, listening effectively, using communication to inform, instruct, motivate and persuade, utilizing multiple media and technologies, and Community Forum meetings.**

3

Strategy 2: Expand human, community, and financial resources and ensure they are used most effectively to achieve your mission and objectives. **Facilitate community partnerships to be "The Village" that enhances the learning process. The Village can join forces to assist in developing District-wide practices that cultivate student engagement beliefs, values, feelings, motivation, behavioral habits, and skills that are at the crux of high levels of student engagement.**



4

Strategy 4: Design and implement a system that creates challenging personal educational plans at each appropriate level in collaboration with students, families, and staff. **Develop an approach that provides the foundation for developing and strengthening student engagement and their overall learning process.**

5

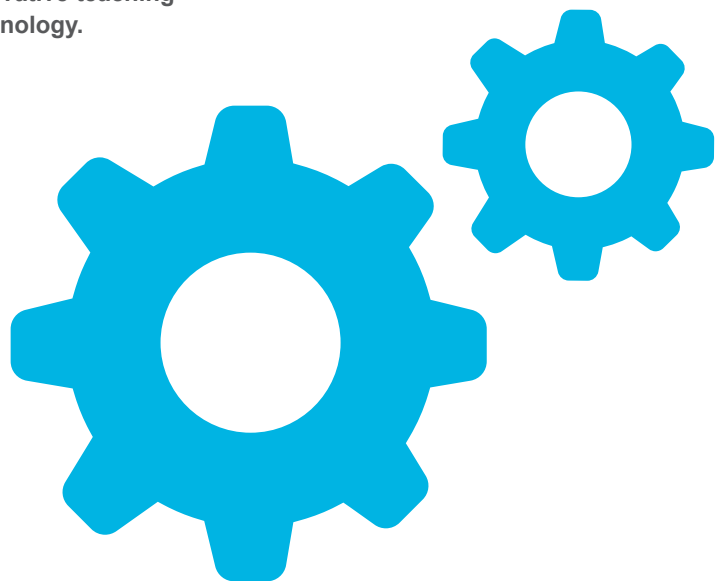
Strategy 5: Integrate relevant technology into teaching, learning and system operations to best achieve your mission and objectives. **Technology has become integral to educational delivery, and flexibility is the most important consideration that can be given to the technology needs of a school's infrastructure—“learning happening anytime, anywhere, using any device.” Technology is a major component in creating state-of-the-art, flexible learning environments.**

6

Strategy 6: Identify, model, and integrate positive character traits, as well as develop means for assessment, to help your students become contributing, responsible, and caring members of a diverse community. **The framework to the facility master plan is a holistic view of learning that combines a focus on 21st-century student outcomes with innovative teaching technology.**

7

Strategy 7: Actively engage families as valued partners in the education process. **Through the facilitation of community groups and bringing them together with District staff in the master planning process, families have been invited into the process.**



1.9 Establishing the Guiding Principles for Design

On May 17, 2013, members of the Core Planning Group, along with additional district and community members invited by the District came together with the DLR Group team at the Guiding Principles Summit to discuss the goals and objectives to be embodied in the design of all future San Juan Unified School district projects. After an introduction of the Facility Master Plan process, Victoria Bergsagel of Architects of Achievement led a presentation to participants that highlighted the current trends in educational design and included a video of the development of the Guiding Principles by the DLR Group who designed Marysville Getchell High School in the state of Washington.

Integral to the discussions on setting design principles was the review of San Juan Unified's Strategic Plan, which represents the overall goals of the District related to their educational mission as outlined previously in section 1.8. A major objective in the development of the Guiding Principles is to provide a connection and relevance with the Strategic Plan.

After a review of sample Guiding Principles developed by other school districts, the participants were divided into four smaller groups and asked to think about the goals and objectives they considered critical to the success of the district for the future projects, while framing them in the context of the Strategic Plan. Through facilitation by the DLR Group team of Gary Gery, Jon Anderson, Renee Rose and Victoria Bergsagel, each group prepared their ideas and presented them with their supporting thoughts for consideration. The list of ideas and goals were then compared and consolidated to develop four major guiding principles with similar supporting ideas.





Those four guidelines included: **collaboration**, **sustainability**, **outdoor learning** and **community**.

The DLR Group team then took the notes and ideas collected at the summit and developed final written Guiding Principles for Design which were distributed, reviewed, edited and approved but the District. These principles, provided below, sit as the centerpiece of the master plans developed for each school site in San Juan Unified School District.

San Juan Unified School District Guiding Principles for Design

Guiding principles are critical to the work of master-planning and school design. They prove invaluable as projects unfold, help leaders focus their work, and clarify important decisions when individual interests come in conflict with overall goals. The guiding principles below will provide ongoing design direction as SJUSD makes important educational, architectural and community decisions.

C

Community

School and community partnerships promote real-life learning experiences for students. Positive relationships, as well as student voice and choice, help build community at all levels. Promoting responsibility and accountability, we will be good neighbors, leverage community resources, pay attention to the design of social spaces, promote school pride and display student work for all to experience.

S

Sustainability

The capacity of buildings and programs to endure will be considered, as will maintenance, operations and the energy efficiency of practical and usable systems. Learning environments will be functional, flexible and adaptable to support changing learning cultures, programs, student populations, and instructional delivery methods. A variety of spaces will be available to provide personalized learning and serve a variety of needs. We are innovative in practice and future-oriented in planning.





Co

Collaboration

Real world project-based learning will permeate the culture of our schools. Buildings will facilitate collaboration between (and among) staff, students and the community, while providing connections in movements through the campus. Learning will be active, rather than passive, and allow for some element of risk as students learn to compromise and work together in teams. Projects will be engaging and student-driven, rather than “recipe-like” with forgone conclusions. Quality professional development will equip teachers for 21st-century instruction.

L

Outdoor Learning

Outdoor spaces will be maximized as an extension of the classroom for learning and exploration. Campuses will be safe, engaging and physically appealing. Indoor-outdoor connections are encouraged, ranging from seamless transitions, to transparent views, to quality daylighting. Aesthetics matter.



Chapter 2



FACILITY ASSESSMENTS



MP Roc



2011 ENERGY STAR
CERTIFIED BUILDING



2.1 Introduction

The assessment of facilities is a critical step in development of the Facility Master Plan. In the case of San Juan Unified School District, it is particularly crucial due to the age of the schools in the district and the need for vast general repairs and upgrades. The overall physical assessment of each school to identify repair and upgrade needs, while assigning costs to those needs, was the number one concern of the District moving forward with the FMP in order to understand the magnitude of cost to modernize facilities and for prioritizing projects. This information is also assisting the District in evaluating the closure or re-purposing of various school sites.

However, physical assessments are just one measure of the condition and adequacy of a school site. In order to get a true understanding of each school site, an educational adequacy and functional needs analysis must be done. The initial direction of the FMP was to review the educational adequacy and functional needs, along with 21st-century learning environment opportunities at only the high schools. As the FMP developed, the District requested the scope be expanded to include these reviews and evaluations at the elementary, middle and K-8 schools as well. In performing the educational and functional assessments, a team of DLR Group designers and 21st-century educational specialists separately walked the sites to evaluate only these issues.



2.2 Process Overview

A thorough and accurate facility assessment relies on both an organized structure and a detailed process in which the quality and reliability of data are priorities. This approach to the FMP for San Juan USD allowed us to systematically acquire precise information from the appropriate source, enabling us to produce reports that will be valuable to the District. The process is outlined in the following steps:

Step 1: Internal Kick-Off Workshop

The process began with a meeting between the DLR Group team and the SJUSD staff and management to review expectations and set a schedule for key events including:

- SJUSD maintenance staff interviews and surveys for building, mechanical, electrical, technology systems
- Process, reporting schedule
- Initial Pre-Test assessment
- Field assessment training orientation
- Inspection of all properties
- Database development requirements
- Final assessment report content

Step 2: Staff Interviews and Surveys

To understand the characteristics of each property beyond what is recorded in existing archive materials, the DLR Group team interviewed knowledgeable SJUSD staff and provided them surveys to capture their input and perspective. Those staff members included: representatives from the shops (HVAC, plumbing, electrical, roofing); technology; modernization coordinator; planning; Safe Routes to Schools coordinator; and ADA coordinator.

Step 3: Pre-Test

“Test the Process” – As each client is unique, so is the desired reporting and eventual asset plan. Using iPads and an application called “SiteWorks”, criteria was developed to test the stated parameters prior to sending assessment teams into the field. The “DRAFT” inspection process and database was tested at both an elementary and high school site to do the data entry, and prepare reports as though we were performing this for every site.

The Pre-Test report was evaluated and discussed with SJUSD to determine **“did we get there?”** This allowed us the final check to verify that we were looking at all the systems we needed to; got meaningful results; and gathered the information to make a long term strategic plan. The database and inspection protocols were then modified once more on the iPads, prior to training and deploying assessment teams.

Step 2: Facility Condition and Needs Assessments





Step 4: Internal Kick-Off Workshop Field Assessment Team Training

The final tested and validated assessment criteria, along with the site plan and floor plan for each specific site being assessed was then loaded onto the assessor's iPad with the "SiteWorks" software application.

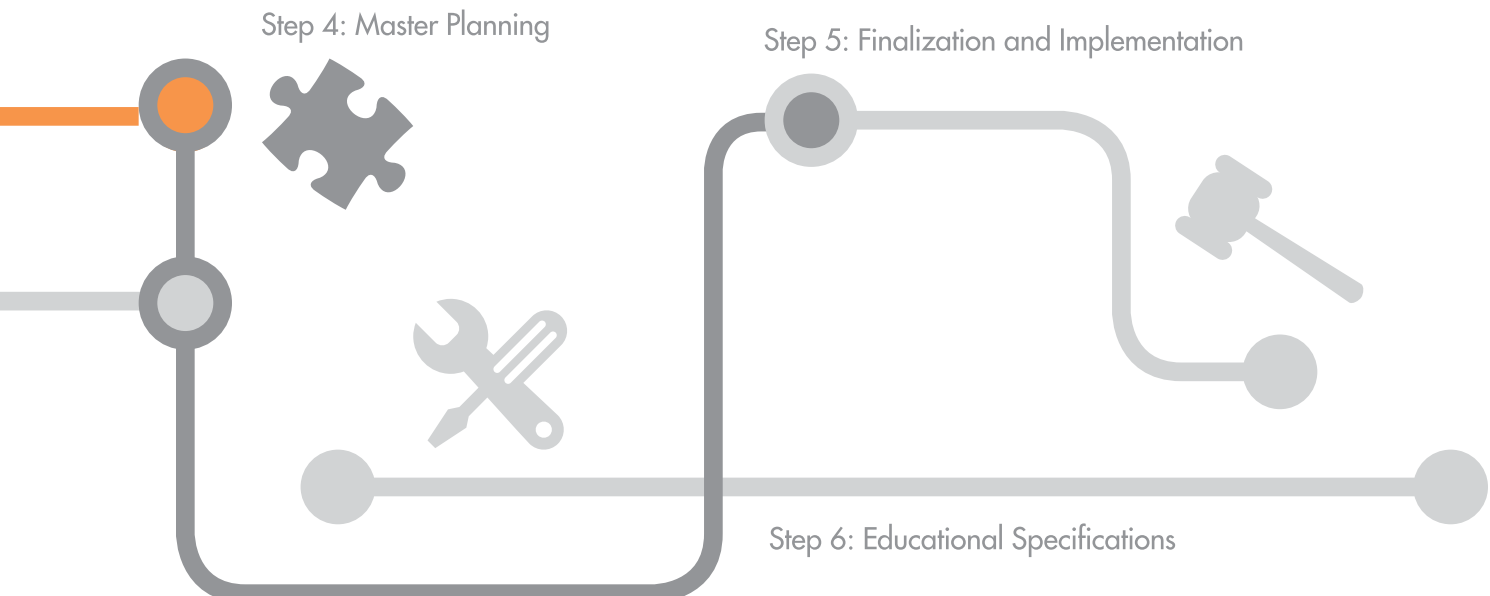
The DLR Group assessment teams went into the field as a group to be trained on what to look for, how to evaluate what they saw, and how to record consistent data that would adhere to the inspection system requested by SJUSD based on our pre-test. The training provided detailed instruction on all **observable systems** and possible repair conditions, as well as instruction on how to record take-off information and repair conditions, photographing and cataloging, writing descriptive narratives, and evaluating equipment ages.

Step 5: Field Physical Facility Assessments

All of San Juan Unified's sites were assessed using the iPad and "SiteWorks" program. For consistency, the system clearly defines the system components to evaluate and quantify, along with the repairs to restore the system or component to optimal condition.

- **Property Characteristics:** An inventory of all building systems to quantify each system component as a count, an area, a length, and/or a height as appropriate so costs could be assigned.
- **Current Condition:** An assessment of the current condition of each system component and a determination of the level of repair necessary to restore system components to optimal condition.

Additionally, DLR Group's mechanical and electrical engineering consultants were involved to provide a more thorough and in-depth assessment of HVAC, plumbing, power, lighting, data, EMS and low voltage. These assessments were done at all high schools and selected other school sites based on initial observations and District input.



2.3 Educational Adequacy Assessments

Originally not included in the Facility Master Plan, except at the high schools, this critical component was added to all existing school sites in December 2013. A second site assessment was performed for this evaluation by DLR Group designers and educational specialists: Chris Brown, John Fulton, Brett Hobza, Gary Gery, Jon Anderson, all of DLR Group, and Victoria Bergsagel of Architects of Achievement. The reviews concentrated on concepts such as 21st-century learning environments and opportunities for creating those spaces within existing schools.

Another measuring stick for the educational functionality of schools was the California Department of Education design standards which provide a minimum basic guideline for school facilities. In addition to those standards, the educational specifications that are being developed within this process will serve as yet another measure specific to the schools in San Juan USD, as well as issues such as site equitability. The results of the assessments were to identify deficiencies for inclusion into the site specific master plans to provide an upgrade to each school site. The following items were reviewed for the following components:

- Rooms types provided
- Room sizes and capacities
- General functionality and flow
- Administrative offices
- Numbers, functionality and size of classrooms
- Library and media centers
- Physical education spaces, including gymnasiums, weight and locker rooms
- Cafeterias, performing arts facilities, and assembly spaces
- Specialty classrooms, such as art, music, and CTE spaces
- Outdoor learning and gathering spaces
- Outdoor fields and courts provided



21ST-CENTURY LEARNING ENVIRONMENTS

A key component of the master planning process was the review of sites for 21st-century learning environment opportunities. Originally, these reviews were done at the high schools, but the scope was expanded to include elementary, middle and K-8 school sites as well. These site reviews by the DLR Group team of designers and educational planners provided focus on building and space layouts, functions, educationally relevant and required components rather than the physical nature of the original assessments. The environments required close looks at varying classroom configurations, library/media centers and interaction with and in outdoor spaces.



2.3.1 Guiding Principles of Design

With the previous establishment of the Guiding Principles, each site was also evaluated for conformance and opportunities to adhere to those standards, including:

- 21st-century learning opportunities
- Outdoor learning opportunities and overall environments
- Community orientation
- Collaboration opportunities available
- Sustainability

2.4 Sustainability

Sustainability opportunities were identified within the assessments while guidelines were developed within the development of educational specifications. A major source of operational expenses, as well as the comfort of users, a major emphasis was put on the identification of the existing facility systems and components that were inefficient and uncomfortable. Areas reviewed included:

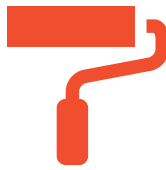
- Building orientation and shading elements
- Type of windows, exposure and overhangs
- Mechanical equipment age and efficiency
- Lighting systems and functionality
- Envelope design such as windows, roofing, and insulation
- Daylighting of spaces
- Water usage and drainage
- Landscaping materials and irrigation systems
- Presence and opportunity for solar power

Grading Categories



Building Shells

Includes exterior walls and finishes, roofs and drainage, doors and windows.



Interiors

Includes interior wall, floor and ceiling finishes, doors and windows.



Services

Includes electrical, lighting, power, data, signal, fire alarm, phone, clock/PA, HVAC equipment, ductwork and controls, plumbing and fire sprinklers.

2.5 Facility Physical Condition Needs Assessment Summary and Observations: Impressions of San Juan Unified School District

The San Juan Unified School District consists of school facilities of which a majority are 50 years of age or older, with a few school sites that are as new as 25 years old. As such, they are like many other districts in the State of California with old and aging facilities. The District has done a lot of work through numerous state and District funded modernizations of schools and facility upgrades paid for through recent bond measures. However, the reduction of state funding for school facilities, the inadequate funding provided for modernizations and elimination of the deferred maintenance program funding by the state have left all of the facilities, particularly the older campuses, in need of major upgrades.

The reality is that requirements for schools of the 21st-century, with a technology rich platform and collaborative learning, mean today's school designs and facilities look much different than those schools designed and built 50, and even 20 years ago. Most District campuses were built in an era when there was no air conditioning, no technology and no low-voltage capabilities. As such, most facilities within the District have adapted with the additions of HVAC systems, low voltage and technology which has created unsightly campuses with exposed ductwork, mechanical units, conduits, junction boxes and other utilitarian components to integrate the newer building systems.

In the process of adapting to changes in building operations and educational needs, buildings and campuses have lost much visual appeal as the new system components dominant the visual landscape. Facilities such as the Carmichael Elementary School kindergarten building are an example of the added systems overpowering the school. Cleaning up these monuments to the new systems is a major challenge and major expense for the District moving forward.



Equipment and Furnishings

Includes casework, marker boards, screens, projectors, shelving, bleachers, stage/theater accessories, kitchen equipment and other accessory items.



Other Building Construction

Includes life safety components, ADA, portables, sustainability and structural integrity components.



Sitework

Includes underground utilities, paving, grading, parking, fields, bleachers, swimming pools, landscaping and irrigation.

The following pages summarize our general observations from our site assessments about facility components along with general recommendations:



Building Shells

Additionally, the District's campuses were built with minimal efficient water and HVAC systems, along with building envelopes that provide minimal barriers to the passage of heat and cold. Energy consumption and sustainability were concepts not considered when the campuses were built 30 to 50 years ago because energy was cheap and resources were abundant. Today, dwindling resources and costly operational expenses have taken building design in new directions.

Our assessment of the facilities are divided into the categories shown below, which were assigned grades in accordance with the procedures aforementioned.

2.5.1 Building Shells

Roofing. Overall, the roofing at District facilities is in generally satisfactory condition through a series of regularly scheduled maintenance and replacement projects which provides for a continual replacement of roofing as it ages and reaches failure. However, there are a number of roof issues at sites in need of attention. *Recommendation: Continue to maintain existing roofs and program for replacement on a regular basis. Attempt to reduce components on the roof (i.e., ducts, conduits, HVAC units) and reduce roof penetrations moving forward.*

Finishes. Exterior wall finishes such as brick, painted stucco and CMU are in generally good condition on sites. Many wood fascias are warped, checked and showing dry-rot. *Recommendation: Continue to seal brick and paint stucco on a regular basis as part of ongoing building maintenance. Replace rotted fascia and/or replace with metal for extended lifespan.*

Windows. The building shell component that is in the worst condition throughout the District are the windows. Virtually all schools have old single pane windows. In many cases the original glazing has become very brittle and needs to be replaced. Many of the frames are in poor condition with brittle caulking that holds glass in place. Some older windows are operable but half of those which are operable can no longer function. *Recommendation: Most window systems throughout the District need to be replaced with a new storefront type frame system with fixed and insulated high-performance tinted glazing.*

Doors. Most doors appear to be in good condition and hardware has been upgraded; however, doors and hardware should be reviewed on a case by case basis as part of modernization and upgrade projects to assure that all classrooms can accommodate lockdown from the inside of the room. Of interest is that most doors to classrooms have had the small windows covered by paper or other material on the inside to eliminate visibility into the classroom. *Recommendation: To replace rotted wood doors, rusted metal doors and old glass doors.*

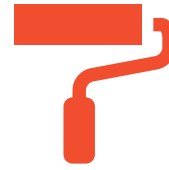




2.5.2 Interiors

Flooring. The type of flooring varies from room to room and school to school within the District. More comprehensive modernizations have replaced most older vinyl asbestos tile, or covered them with a new finish, and classroom carpets are regularly cleaned and replaced. However, recently replaced flooring systems at numerous sites, particularly some areas of newer vinyl composition tile (VCT), are not wearing well. An issue at most schools is that carpeting is provided in areas adjacent to sinks in classrooms. **Recommendation:** *Replace flooring on a school by school basis as needed and with modernization projects, including providing VCT or other vinyl material adjacent to sinks. Remove old vinyl asbestos tile flooring for newer materials.*

Ceilings and walls. The type of ceilings also vary based on school design and modernization improvements. However, in many older schools, the conduits are surface mounted to ceilings and walls, instead of concealed. This surface mounted conduit condition occurs most notably at interior corridors and covered exterior canopies. They are particularly unattractive with large junction boxes and other components, which are often within easy reach for a person standing in the space. Similarly, conduits and other electrical pathways are surface applied to numerous painted walls. **Recommendation:** *Removal of conduits is desirable but costly. An alternate approach is to conceal them behind dropped ceilings and furred walls where space allows. Tackable wall panels should be considered at many classrooms. Additionally, existing suspended ceilings should be improved by removal of broken, chipped, or stained tiles.*



Interiors





2.5.3 Services

HVAC systems. SJUSD has migrated away from central plant systems with hot and cold water piping in favor of individualized systems per space. Most systems are roof mounted and many schools have exposed ductwork above the roof and/or below the ceiling. The District's HVAC department regularly services and repairs systems but numerous schools were identified for major repair or replacement of HVAC systems. Most of the troublesome school sites are those which have been closed and re-purposed for use. Most all gymnasiums throughout the District lack air conditioning. ***Recommendation:** Continue to upgrade and replace systems as they reach the end of their useful life while migrating to individualized systems. Strive to remove ductwork from roof and conceal below roof ductwork in attic space as much as possible. Add air conditioning to gymnasiums.*

Lighting. Systems vary from site to site depending on when modernizations were accomplished and what the scope included. Overall, most lighting systems need to be replaced and upgraded to use newer more reliable and energy efficient fixtures, as well as the use of energy controls. ***Recommendation:** Upgrade and replace systems through modernizations and space reconfigurations. Consider switching to LED fixtures in the future.*

Low Voltage Systems. Through Measure S and J funds, SJUSD has been replacing and upgrading all low voltage systems at school sites as well as other former school sites. The systems being upgraded include: fire alarm, intrusion alarm, clocks/intercom, EMS, surveillance cameras and cable TV systems. The work on these systems will continue to be completed in coming years and will generally not need to be addressed under Measure N. ***Recommendation:** Continue to complete upgrades using past bond funds; however, replacement, maintenance and repair needs to be considered in the future as systems age and new projects are completed. Also, cable TV systems will move toward IP TV infrastructure supporting that technology needs to be considered.*

Technology. The district has been aggressively installing wireless technology for data at school sites. A number of schools have been upgraded through the e-rate program which has included the replacement of cables to a newer cable capable of supporting more bandwidth as well as more wireless points to better support common core and on-line testing. The district is also continuing to provide fiber to sites and between sites based on arrangements with providers and funding. Voicemail and VOIP are over 20 years old at sites and in need of upgrading. ***Recommendation:** Replace cables to increase bandwidth, add wireless access points, increasing fiber to schools should continue so common core and 21st-century learning environments can be supported. Additionally, the District needs to adequately provide back-up capabilities for power through the existing generator at the district office and data by establishing secondary back-up sites.*





2.5.4 Equipment and Furnishings

Casework. Many sites continue to have original casework that is worn and poorly operating or casework from 20 year old modernizations. Much of the casework is not accessible, including the sinks located within the cabinet. *Recommendation: With the advent of 21st-century learning environments, the move is toward flexibility so much of the older cabinets will likely be removed and not replaced while that which remains should be replaced with new accessible casework and sinks.*

Window Coverings. Most schools continue to have original curtains at windows. The curtains are bulky and heavy and in various states of disrepair. Generally, teachers do not open and close them because of the problems and the efforts required so many of them stay in the closed position. This eliminates daylighting from the inefficient windows into the space. *Recommendation: Remove and replace all window coverings with light, easy to maneuver shades, including motorized shade devices on higher windows. The idea is to get daylight into classrooms by leaving windows clear of shades and drapes. Technology displays need to be adapted to be visible with daylighting.*

Kitchen Equipment. The District continues to update and replace food service kitchen equipment as needed. Some pieces that remain are beyond their useful life but continue to function. Many kitchen and serving area spaces are small and flow is tight. Serving carts now used take up valuable space in cafeterias and multi-purpose room spaces. *Recommendation: Continue to replace older equipment with newer and more efficient components and revise spaces to improve functionality.*



Equipment & Furnishings





Other Building Construction

2.5.5 Other Building Construction

Restrooms. San Juan Unified School District continues to modernize and update restrooms to ADA standards at all campuses. Not all restroom work has been completed but is scheduled to be done district-wide through Measure J funds that are still available. Schools that have been repurposed or other older, marginal schools have not had restroom upgrades completed. ***Recommendation:** District should continue their program to upgrade all restrooms to ADA standards and extend the upgrades to repurposed and marginal older schools.*

Portables. Every campus in the District has portables, from a few to a dozen or more. The conditions of the units vary greatly with the worst units at Kingswood. In general, most portables are old and in marginal to poor condition. Of particular note is that Gold River Discovery Center is constructed almost entirely of portable/modular classrooms. Although they are in better than average condition, the nature of the classrooms needs to be considered in the future of the campus. ***Recommendation:** Remove all portables and replace with permanent classroom construction except for the Discovery Centers at each of the schools which can continue to operate in portables, although newer units need to replace older units.*

Life Safety. The District has a continuing program of replacing and upgrading low voltage and fire alarm systems on school sites; however, many sites still have older fire alarm panels and systems. Additionally, a number of low voltage projects scheduled under Measure J have not yet been completed. No other significant life safety issues exist within the District beyond isolated small matters at sites. ***Recommendation:** The District needs to continue to complete identified low voltage projects from Measure J and provide a schedule for regular replacement and upgrading of systems.*

ADA. There are comments addressing ADA issues located throughout the summary. The district has continued to update restrooms and their accessibility, along with site and safe routes to school. However, most sites have numerous other ADA issues that need to be corrected, including accessible sinks, counters, casework, door clearances, corridor and opening widths, play structures, and door thresholds. ***Recommendation:** As buildings and sites undergo modernizations, all remaining ADA issues should be addressed.*

Sustainability. The district has implemented minimal sustainability measures at their school sites. There is no use of PV solar panels, no rainwater harvesting, and minimal attempts at low water plantings. Except for newer replacement buildings, existing building envelopes are poor energy stewards. The upgrade of building systems at many of the school sites has provided improvements in energy consumption. ***Recommendation:** Through comprehensive building modernizations and new projects, attention should be given to sustainability to reduce energy and resource consumption through appropriate new building components and systems. PVC solar panels should be integrated into projects from rooftop panels to covered parking structures.*





Structural. Investigations and assessments of sites have revealed minimal and no structural issues. Despite their advanced ages, the district buildings are in good structural condition. However, a recent DSA report done for AB 300 legislation regarding seismic conditions and upgrades has listed numerous buildings at several district sites as having potential seismic concerns that require retrofit and upgrading. These deficiencies are limited to concrete masonry and concrete type structures. ***Recommendation:** The District should employ a qualified structural engineering firm to analyze the buildings that have been identified to determine their condition and whether they would be recommended to be upgraded seismically to comply with current codes. Any buildings requiring such upgrades could then be addressed in future modernizations or building replacement projects.*

It should be noted that although buildings within the district have been identified as possibly in need of seismic upgrades, they were originally built to the code standards applicable at the time and currently demonstrate no stress or other structural deficient concerns requiring immediate attention. The state program is intended to upgrade buildings to current codes since much has changed in seismic design over the last 30 years due to continued and improved technological investigation of building performance during recent seismic events.

2.5.6 Site Work

Walks. The district continues a comprehensive program to replace old walks that are in poor condition and lack drainage and ADA slopes. This extends from the parking areas through the campus. This work continues to be done in phases based on available funds. ***Recommendation:** Continue to replace older walks that lack ADA slopes and are in poor condition as a priority with district funds and within the scope of future modernization projects.*

Parking and drop-off areas. When most schools were constructed, students walked or rode bikes to school so parking was minimal and auto drop-off areas were lacking. As the migration went to students arriving by car and the district adopted open enrollment, the need for better drop-offs and additional parking increased dramatically. As such, a number of school sites have had upgrades to the parking and drop-off areas, but a majority of the elementary school sites have parking and drop-off areas that are in conflict with traffic and pedestrian flows. ***Recommendation:** The upgrading of drop-off areas, parking and traffic flow and providing of adequate parking are high priority items to be addressed moving forward.*

Perimeter fencing. Most every campus in the District is easily accessible to the general public from streets, parks, parking or neighborhoods because of a lack of perimeter fencing. Most schools are fenced with the original chain link of varying height or not fenced in some locations. Newer campus upgrade projects have installed decorative ornamental iron fencing at entrance areas to campuses to provide increased security and visual appeal. ***Recommendation:** Secure all campus perimeters by using the decorative iron with limited access at the entrances and most visible locations. Provide chain link fencing at field areas adjacent to neighborhoods and parks.*





Hard courts. The court and play areas at most schools in the District are worn and in need of repair. Asphalt surfaces are cracked, worn, and lifted in numerous locations on most school sites. Basketball backstops, tether ball and other court equipment is also generally in poor condition. ***Recommendation: Replace or resurface hard courts and replace dated and worn equipment on a site by site basis.***

Landscape and Irrigation. The landscaping and irrigation condition varies from site to site although the district has been repairing and replacing many irrigation systems. Additionally, in an effort to reduce maintenance and water use, many school sites have had landscaping replaced by hardscapes at internal courtyard areas. This is a district wide trend. These areas have become rather harsh with the lack of mature trees for shading and cooler landscape elements. ***Recommendation: Irrigation systems need to continue and be replaced due to age with higher efficiency systems and timers. Additionally, a reduction of landscaping and water use should be continued; however, it needs to be tempered by providing more mature trees and shade structures to soften the harshness of the central valley heat.***



Play fields. Most school sites have play fields that suffer from poor watering, uneven surfaces, lawns overtaken by weeds and rodents. The heavier use of fields like football and soccer do not stand up to long seasons from numerous teams using the fields and have become hard and bare. Many backstops are in poor condition and need repair. ***Recommendation: Fields need to be scraped, leveled and re-planted while irrigations systems need replacement and upgrading. Backstops need to be replaced in heavier use areas to contemporary standards. Heavy use football and soccer fields, as well as tracks, should be replaced with artificial turf materials in order to support frequent use by teams.***

Play Structures/Areas. A number of new play structures have been added to school sites in recent years, but some of them are not well placed and not grade-level appropriate. Most sites lack adequate diversified play structures that meet current design trends. Most Kindergarten play areas are small, lack lawn areas, shade and diversity of activity. ***Recommendation: Expand and upgrade kindergarten play areas, as well as adding more contemporary play structures that are appropriately sized and located on sites.***

Section 2.6 that follows describes the assessment grading criteria, as well as a listing of the facility assessment grades for each school site. The assessment summary for each individual site is contained in Volume 2 of the report within each school summary.

2.6 Physical Condition Assessment Grading Criteria and Results

Upon completion of the field assessments, a summary report for each site was developed to provide a brief overview of the site and the findings. The summary included grades for each major category assessed and an overall grade for the site.

Grading Methodology

The following grade indexes, like the Replacement Cost Index, are intended to provide a comparative condition of one campus when measured against other San Juan District campuses. The grades noted are both an objective measurement of a facility's condition, and a subjective appraisal of a property's condition as judged by the independent assessment team from DLR Group using pre-established criteria. DLR Group's assessors assigned a grade to each of the main building assessment categories – Shell, Interiors, Services, Equipment & Furnishings, Other Building Construction, and Site Work – using the following descriptions as an aid to assign an appropriate grade to the aggregate systems within each assessment category:

- A** New or near new condition of all components of systems.
No corrective actions are required.
- B** Minor corrective actions required for some systems.
Corrective actions are not urgent.
- C** Some corrective actions required for some systems,
some urgency is involved.
- D** The majority of systems require corrective actions,
most require immediate attention.
- F** Virtually all systems are broken or inoperative and
cannot be repaired. If repairable, costs to do so are prohibitive.

Letter grades for each main category are given a numeric equivalent grade based on grade points typically assigned to letter grades (i.e. 4.00 points for an A, 3.00 points for a B, etc.). The numeric grade average of the main assessment categories are then calculated to arrive at an overall Grade Point Average for the campus which is translated into an overall letter grade. The letter grades assigned are based upon the following grading scale:

A 3.75 to 4.00	C 1.75 to 2.24
A- 3.50 to 3.74	C- 1.50 to 1.74
B+ 3.25 to 3.49	D+ 1.25 to 1.49
B 2.75 to 3.24	D 0.75 to 1.24
B- 2.50 to 2.74	D- 0.50 to 0.74
C+ 2.25 to 2.49	F 0.49 and below



The Overall Site Grade was determined based on an average of category grades and is summarized as follows for each site:

2.6.1 High Schools

Bella Vista	1.83	C
Casa Roble	1.78	C
Del Campo	1.61	C-
El Camino	1.22	D
Encina	1.34	D+
Mesa Verde	2.89	B
Mira Loma	2.50	B-
Rio Americano	1.50	C-
San Juan	1.89	C

2.6.2 Middle Schools

Arcade	2.50	B-
Arden	1.72	C-
Barrett, John	1.61	C-
Carnegie, Andrew	2.67	B-
Churchill, Winston	2.00	C
Pasteur	2.56	B-
Will Rogers	2.28	C+
Sylvan	0.50	D-

2.6.3 K-8 Schools

Edison Language Institute (formerly Jonas Salk)	1.83	C
Gold River	2.72	B-
Kingswood	1.28	D+
Lichen	2.33	C+
Orangevale Open	1.67	C-
Sierra Oaks	2.34	C+
Starr King	1.72	C-
Woodside	2.55	B-

2.6.4 Elementary Schools

Arlington Heights	2.72	B-
Cambridge Heights	2.56	B-
Cameron Ranch	2.33	C+
Carmichael	1.61	C-
Carriage Drive	2.78	B
Citrus Heights	1.61	C-
Cottage	2.11	C
Cowan	2.29	C+
Coyle Avenue	3.11	B
Del Dayo	2.06	C
Del Paso Manor	1.56	C-
Deterding	1.83	C



Dewey, Harry	2.45	C+
Dyer-Kelly	1.72	C-
Grand Oaks	1.44	D+
Green Oaks	2.56	B-
Greer	1.73	C-
Howe Avenue	2.00	C
Kelly, Thomas	2.39	C+
LeGette, Earl	1.72	C-
Mariemont	2.06	C
Mariposa Avenue	1.78	C
Mission Avenue	2.06	C
Northridge	1.93	C
Oakview Community	2.39	C+
Ottomon	2.83	B
Pasadena	1.61	C-
Peck, Charles	3.06	B
Pershing	2.06	C
Schweitzer, Albert	2.34	C+
Skycrest	2.17	C
Trajan	2.72	B-
Twin Lakes	3.11	B
Whitney Avenue	1.78	C-

2.6.5 Other District Sites-Special Education Centers

Holst/La Vista Center	1.06	D
Laurel Ruff	1.67	C-
Ralph Richardson	1.78	C-

2.6.6 Other District Sites-Adult Education Centers

Orange Grove	1.78	C-
Sunrise Tech Center	1.00	D

2.6.7 Other District Sites

Coleman, Thomas	1.72	C-
Creekside	0.50	D-
General Davie Primary Center (formerly Thomas Edison)	1.56	C-
El Sereno	1.39	D+
Garfield	1.72	C-
Kenneth Avenue	1.61	C-
La Entrada Adv. Path	1.39	D+
Littlejohn	1.78	C-
Marshall, Marvin	1.67	C-
Mitchell, Billy	1.89	C-
Old Orangevale	0.61	D-
Palisades	1.72	C-
Winterstein	0.61	D-

2.7 Replacement Cost Index Calculation

The Replacement Cost Index Calculation page is intended to provide a quick glimpse of what it would take to update and modernize a campus or property to a new condition without changes or additions, and compare that number to what it would cost to replace that same campus or property in basically the same configuration as it currently stands. The numbers and the costs noted therein are not intended to be a list of projects that need to be or should be undertaken for that campus. Instead, it is only meant to develop a comparative index to assess where one school or property stands from a facility condition standpoint when compared to another school or property. This comparative index can then be used to determine which campuses may be more “in need” of upgrades and improvements compared to other district school campuses and properties.

It should be noted that the replacement costs indicated in the RCI calculations for each site in Volume 2 are for replacement as new construction of the same buildings square footage and configured in the same location. The replacement cost does not include site costs since it is already developed, or master plan projects to improve functionality or increase size. As such, these costs are lower than the true cost to build a new school on a new site.

A cost data base was established for the typical components and categories. As results from assessments were gathered and quantities verified and provided, costs were assigned to the upgrading of each site to repair or replace systems and components to bring the site to an optimal level of condition. Sites above a 60% replacement cost are in **bold text** as these sites may be better suited to be replaced or rebuilt. The following is a summary of the costs to upgrade physical conditions at each site:

2.7.1 High Schools	Total Project Cost	Replacement Cost Index
Bella Vista	\$29,283,930	37.5%
Casa Roble	\$29,458,958	39.4%
Del Campo	\$28,579,028	33.7%
El Camino	\$27,894,375	33.9%
Encina	\$31,343,355	41.1%
Mesa Verde	\$29,608,605	41.5%
Mira Loma	\$30,822,930	41.2%
Rio Americano	\$32,158,688	40.9%
San Juan	\$36,408,825	40.1%

2.7.2 Middle Schools	Total Project Cost	Replacement Cost Index
Arcade	\$12,732,930	52.0%
Arden	\$16,938,720	69.2%
Barrett, John	\$15,313,928	62.6%
Carnegie, Andrew	\$12,650,985	51.7%
Churchill, Winston	\$14,261,805	58.3%
Pasteur	\$13,201,853	53.9%
Will Rogers	\$13,464,360	55.0%
Sylvan	\$18,465,260	75.4%



2.7.3 K-8 Schools Total Project Cost Replacement Cost Index

Edison Language Institute (formerly Jonas Salk)	\$10,347,413	48.6%
Gold River	\$5,907,263	30.2%
Kingswood	\$10,635,975	69.0%
Lichen	\$8,024,940	49.4%
Orangevale Open	\$8,084,813	65.0%
Sierra Oaks	\$7,214,400	49.4%
Starr King	\$12,589,695	51.6%
Woodside	\$6,319,485	42.3%

2.7.4 Elementary Schools Total Project Cost Replacement Cost Index

Arlington Heights	\$6,576,593	53.9%
Cambridge Heights	\$5,046,300	36.7%
Cameron Ranch	\$6,735,150	47.6%
Carmichael	\$9,439,065	58.9%
Carriage Drive	\$6,239,869	38.8%
Citrus Heights	\$7,922,745	60.1%
Cottage	\$5,549,715	50.9%
Cowan	\$5,954,175	55.0%
Coyle Avenue	\$4,679,100	33.4%
Del Dayo	\$5,969,295	40.3%
Del Paso Manor	\$8,104,860	54.9%
Deterding	\$7,725,173	58.7%
Dewey, Harry	\$8,101,080	64.9%
Dyer-Kelly	\$7,931,250	52.6%
Grand Oaks	\$8,126,123	61.6%
Green Oaks	\$6,273,450	56.3%
Greer	\$7,884,338	64.8%
Howe Avenue	\$10,622,543	51.7%
Kelly, Thomas	\$7,044,300	51.5%
LeGette, Earl	\$8,367,975	62.7%
Mariemont	\$7,642,485	55.3%
Mariposa Avenue	\$8,206,043	54.5%
Mission Avenue	\$6,008,175	55.5%
Northridge	\$7,141,365	49.8%
Oakview Community	\$7,324,695	51.4%
Ottomon	\$5,313,600	42.8%
Pasadena	\$7,805,025	64.8%
Peck, Charles	\$6,606,225	44.6%
Pershing	\$6,870,150	51.9%
Schweitzer, Albert	\$6,394,950	48.9%
Skycrest	\$7,278,458	44.7%
Trajan	\$6,112,463	42.2%
Twin Lakes	\$6,450,435	36.6%
Whitney Avenue	\$7,091,888	55.9%

2.7.5 Other District Sites, Special Education Centers

	Total Project Cost	Replacement Cost Index
La Vista/Holst	\$6,191,168	52.4%
Laurel Ruff	\$6,360,930	58.1%
Ralph Richardson	\$8,722,755	58.7%

2.8 Other Assessment Considerations

2.8.1 Seismic Retrofit/Upgrades

The Division of the State Architect (DSA) recently did an archive review of projects to develop a list of school sites with buildings in need of being potentially seismically retrofitted or upgraded as part of a new seismic mitigation program passed by the legislature known as AB 300. The identification of individual buildings on every school site in the State of California was done based strictly on age of building, as indicated by drawings submitted, and type of construction in comparison to current code standards.

Of course, building code standards are ever changing as new information is learned through historical and severe or catastrophic events. As buildings are modernized and renovated, they are required to meet new codes. However, if the remodel work is limited to the interior and exterior face of the building and the building loads are not increased by more than 10%, present DSA code standards do not require the building to be seismically upgraded to current codes. Since most

school modernization projects are limited to non-bearing walls and cosmetics, the seismic upgrade provision is seldom triggered.

DSA has provided a list of sites with individual buildings identified for possible seismic upgrades. The list includes numerous school sites in San Juan USD. The buildings most affected by this evaluation and the code changes are those constructed of concrete and concrete masonry units. Of the schools noted in the report, Encina High School and Bella Vista High School have the most building per site identified due to the widespread use of concrete masonry. It should be noted that although buildings are on the DSA list, each individual building requires further complete structural analysis by a registered structural engineer to confirm their deficiencies or degree of deficiencies.

The Office of Public School Construction currently administers the eligibility and release of state funding for school construction through the approval of the State Allocation Board. The funding is based

on numerous criteria and programs and funded through voter approved bonds and their subsequent sale on the open market to investors. State bond funds are currently almost depleted; however, funds are still presently available within the seismic mitigation program that was developed to address the seismic deficiencies identified in schools statewide through the DSA report. The seismic mitigation program was included as a component of the last publicly approved bond.

The buildings that are on the DSA list must be reviewed further and found to be deficient, in whole or part, by a structural analysis performed by licensed structural engineer contracted by the school district. Once that analysis is complete, the buildings can become eligible for state funding for their upgrade or replacement as long as funds continue to be available and other program requirements are met.





Therefore, as each project is undertaken on a school site, the building affected should be checked to see if it is included on the DSA list. If the project construction work is significant or alters the structure, a structural analysis needs to be done and the District should consider applying for state funds for the upgrade or replacement while the funding exists. Once the funds are depleted, there is no guarantee they will be replaced with a new program since a new statewide bond has not been approved for a future ballot measure at this time.

2.8.2 Hazardous Materials

The assessments note the presence of hazardous containing materials in observations when they were obvious. However, a district wide hazardous material assessment and AHERA report have not been generated in the assessment process so there is not a complete accounting of all potential hazardous materials in the FMP. The Replacement Cost Index and the Project Lists noted in the master plans do not provide individual line items for hazardous material removal or abatement. It is assumed, based on age of school and visual observations, that removal and abatement will be required of materials such as: vinyl asbestos tile; lead paint; asbestos in gypsum wallboard tape joints; glue in ceiling tile installations; plumbing and hydronic line pipe wraps; roofing and mastics.

In the development of the RCI costs and project costs, the cost for removal and replacement of these materials is included within overall line items such as modernizations, flooring replacements and window replacements as examples. Prior to the start of each new construction project, the building should be verified for the presence of hazardous materials so they can be removed as a part of the construction process.



2.8.3 Safe Routes to Schools

Through a series of grants, the District has completed a number of “Safe Routes to Schools” projects. These projects generally include public walks and ways and extend beyond the school sites. Funding for the program is not available for all sites and projects are being completed as the money is made available through approved grants. As such, the assessment and project costing shown in the Replacement Cost Index or the master plan project lists does not identify “Safe Routes to Schools” projects or their potential costs since they are generally on public property and involve public partnerships.





2.8.4 American with Disabilities Act (ADA)

The site assessments identify numerous ADA issues that were easily observed on each school site. However, an in-depth ADA report of each item that would be prepared by a CASp (Certified Access Specialist) inspector was not within the scope of the facility assessments. The obvious and most noteworthy access issues are identified in the assessments; however, no individual line items projects and project costs have been identified for access upgrades because each individual project identified, such as modernizations or hard court upgrades, will be required to address and upgrade access components to meet current codes and ADA standards. The Replacement Cost Index includes the cost for upgrades in the numerous cost line items included in the estimate, such as sitework.

Additionally, San Juan USD has been upgrading school sites, in whole or in part to address ADA issues, and continue to identify a list of ADA related projects to be completed on sites through Measure J bond funding. All new projects identified within the Master Plan will include all required ADA work as required for upgrade and improvement as it relates to the scope of the project identified and associated path of travel to parking, street, restrooms and other locations on site.

2.8.5 Restroom Improvement Projects

As a part of Measure J facility improvements, the District has been systematically upgrading restrooms on school sites. Not all restrooms at all school sites have been upgraded. Additional improvements are scheduled to be done with the remaining bond sales from Measure J when the funds can become available through sale. These upgrades are scheduled to continue in some additional phases.

As new projects occur as a result of the master plan and with funding from Measure N, there may be restrooms that were not upgraded through the restroom improvement program that will need to be included with the specific project. Coordination of restroom improvement projects and new master plan projects will need to occur so as to avoid a duplication of efforts. The following schools are awaiting restroom upgrade projects with the lower the group number identifying the most immediate project:



Site	Group Assigned
Arden	11
Arlington Heights	11
Carriage Drive	11
Earl LeGette	11
Mesa Verde	11
Pasteur	11
Billy Mitchell	12
Twin Lakes	12
Cameron Ranch	15
Cowan	15
Gold River	15
Grand Oaks	15

Site	Group Assigned
La Entrada	15
Ottomon	15
Sylvan	15
General Davie	15
Citrus Heights	19
Garfield	19
Littlejohn	19
Palisades	19
Pasadena	19
Sunrise	19
Thomas Coleman	19
Winterstein	19



2.9 Technology Infrastructure/ Replacement Needs Assessment

Technology is the cornerstone of 21st-century learning environments and requires an extensive and comprehensive infrastructure system to operate effectively. The San Juan Unified School District and their IT Department, in conjunction with KMM Services, has worked diligently over the last decade to expand and improve their technology systems; however, many components within the systems have become outdated and/or reached the end of their useful life. Additionally, with the continued explosion of the internet and wireless communication, as well as the need to place computer or tablet type devices in classrooms for personal research and the new standardized testing, technology systems need to be further expanded.

In response to these technology needs and requirements, San Juan USD has developed a comprehensive 5-year plan that begins in the 2013-2014 school year and ends in 2017-2018 for the replacement and upgrading of the network, communications and backbone infrastructure district-wide. The two pronged infrastructure plan identifies technology upgrades at individual school sites that include: cabling (upgrade to CAT6 and new IDF cabinets); switches and routers for WiFi focus; wireless deployment with one access point per room; and site communication switches. The second part of the technology plan includes the replacement of aging network backbone components, such as the Data Center UPS, generators and air conditioning and installation of security devices and data storage components to support the network technology system.

The estimated total costs identified for the five year roll-out is approximately \$45 million with the components purchased on a timeline to replace aging pieces or to ensure effective system operations within the growing technology demands of the campuses. Of that total, approximately \$6 million of system upgrades are being done in the 2013-2014 school year and will be paid predominantly through the e-rate program, leaving a balance of some \$39 million spread over the next four years. These costs are to be funded through Measure N and their implementation is key to the success of embracing 21st-century learning environments.

As the technology plan is further developed, projects will be specifically identified for sites and the district office. Since these technology components can be done as stand alone projects per site, it is anticipated that they will be done as independent projects except where they can be integrated into new modernization type projects that would occur in the next five years while this program is in place. Therefore, the costs associated for the technology infrastructure are above and beyond the project costs identified on the individual site project lists.



21ST-CENTURY LEARNING
ENVIRONMENTS

Engage Technology



Joplin High School. Providing access to technology anywhere and everywhere enables access to learning anywhere and everywhere.



Learning from the workplace. Students will work in environments where there's no front of the classroom. Attention is now focused on people, interaction, teaming and expanded connections through personal and shared mobile technologies.

Chapter 3





COMMUNITY OUTREACH





3.1 Introduction

During September and October 2013, a total of nine community forums were held at various schools to gather thoughts, information and input from the greater San Juan Unified community with regards to “wants” and “needs” at each school site. These forums were not only a valuable source of information to develop the school site master plans, but served as a conduit for open and transparent communication between the district and the community. The successful implementation of a Facility Master Plan requires not only the guidance of strong leadership, but the trust and support from the District community.

It is particularly critical to allow for the “voices” of the community to be heard if the District intends to seek approval of additional bond measures which will be critical to the long range success and implementation of the FMP. This open and transparent communication begins with the forums and will be fostered through District communications, meetings, and websites to allow people to continue to be heard. This community outreach component is of particular importance with Measure N and the FMP because of the necessary clarification for the community on the accomplishments and projects done with Measure J.



3.2 Process Overview

3.2.1 The following is a summary of community forum meeting dates, location and school participants:





Step 4: Master Planning

Step 5: Finalization and Implementation

Step 6: Educational Specifications

9

Forum Meeting 5

Date: September 26, 2013

Location: Mesa Verde High School

Attending Schools:

Mesa Verde High School

Lichen K-8 School

Carriage Elementary School

Citrus Heights Elementary School

Grand Oaks Elementary School

Mariposa Avenue Elementary School

Forum Meeting 7

Date: October 15, 2013

Location: Winston Churchill Middle School

Attending Schools:

Mira Loma High School

Winston Churchill Middle School

Del Paso Manor Elementary School

Greer Elementary School

Pasadena Elementary School

Whitney Elementary School

Forum Meeting 9

Date: October 17, 2013

Location: Rio Americano High School

Attending Schools:

Rio Americano High School

Arden Middle School

Sierra Oaks K-8 School

Del Dayo Elementary School

Mariemont Elementary School

Ralph Richardson Center

Forum Meeting 6

Date: October 14, 2013

Location: El Camino High School

Attending Schools:

El Camino Fundamental High School

Arcade Fundamental Middle School

Starr King K-8 School

Cowan Fundamental Elementary School

Mission Avenue Open Elementary School

Forum Meeting 8

Date: October 16, 2013

Location: San Juan High School

Attending Schools:

San Juan High School

Will Rogers Middle School

Kingswood K-8 School

Woodside K-8 School

Arlington Heights Elementary School

Cambridge Heights Elementary School

Coyle Avenue Elementary School

Skycrest Elementary School

Laurel Ruff Center

3.2.2 Determining the Participants

The community outreach process began by establishing nine forum meetings, one at each high school site. Each forum was attended by the feeder schools in the attendance area of the high school, as well as any special education facilities located within the attendance boundaries for a total of 7 to 8 schools at each meeting. In determining the participants, consideration was given to control the size of each meeting to make them more productive. As such, it was determined to not have an open forum to all community members, but a selected group that included: Principal; Vice Principals; teachers; custodial staff; PTC representatives; booster club (such as music) representatives; athletic department representatives; site council members and students. Due to logistics, some schools were shifted to other sites in a different attendance area.

3.2.3 Meeting Preparation

The sites were notified of the community forum dates through an email memorandum from Superintendent Kern that outlined the process for the site in selecting their representatives and preparing for the meetings. The sites were directed to gather their representatives and meet as a group at the school to develop their thoughts and ideas related to school site facility concerns and needs, as well as wants, and to present a consolidated list at the forum meeting. All of those selected participants were requested to attend the appropriate community forum meeting.

3.2.4 Meeting Goals Defined

The goals of the Community Forum meetings were as follows:

1. To develop a list of project needs for each site, from physical repair issues to dreaming big, to identify bigger picture campus desires and wants for projects to transform and revitalize each campus looking 20 years into the future.
2. The FMP is the “Roadmap” to show the District what should be done on each campus to meet physical condition needs and educational and functional wants and desires and at what cost.
3. All of the projects to be identified by the community groups would not be completed with Measure N bond funds, however, the priority top 3 list by the community would assist in determining the projects to be completed under the bond.
4. The remaining future projects identified by the site master plans would be completed under future bond funds or with other forms of funding such as the state bond funds.

3.2.5 The Meetings

After each meeting began with an introduction by Brett Mitchell, representing San Juan USD, and appreciation given to the participants, it was turned over to the DLR Group team. Gary Gery of DLR Group provided an introduction of the design team and an overview of the FMP process and the goals for the meeting related to the FMP. Jon Anderson of DLR Group explained the existing facility assessment process that had been done on the sites and the issues that were reviewed.

Victoria Bergsagel of Architects of Achievement then provided a slide show that looked at education today, thought research and the environments of the workplace at Google, the top choice for “where young people would want to work today.” She then showed a series of photos of the current design trends in educational facilities and concluded by outlining the Guiding Principles for the District.

Each school was then tasked to discuss their school’s needs and wants and write down all their thoughts onto large “Post-It” notes and the “student voice” was emphasized for the process. They were also encouraged to check in at other schools of interest to review their comments and provide any additional thoughts to their sites. Each school group was to conclude the activity by prioritizing their top three projects before presenting their priorities with explanations of their importance to the entire forum.

Our thanks to all those who participated in the process and to a number of dedicated San Juan USD staff, such as Cherie Chenoweth, Maureen Harris and Brett Mitchell for their assistance in the process. Thanks also goes out to the many San Juan USD administrators—such as Kent Kern and General Davie—and board members who attended meetings. We would like to provide special recognition to Board of Trustee member and current Vice President, Pam Costa, for attending all nine forum meetings and taking extensive notes of the comments made by the participants and sharing them with fellow board members.





3.3 Summary of Priorities

The priorities from all sites have been captured and are included in the school site summaries. In reviewing those comments, we have summarized the priorities most often mentioned for the schools as follows:

3.3.1 High Schools

- Stadium upgrades or new stadiums, including all-weather track and field turf and restroom/concession facilities
- Performing Arts Facilities, either upgrades or new buildings
- Science classroom/lab upgrades or new buildings
- Development of outdoor spaces for better use and for use as a teaching space
- Development of flexible 21st-century learning environments and spaces
- Library expansions and upgrades
- Air conditioning for the gymnasiums

3.3.2 Middle Schools

- Addition of gymnasium and locker facilities
- Expansion of cafeterias
- Upgrade of performing arts facilities
- Upgrade of play fields
- Upgrade of science classrooms



3.3.3 K-8 Schools

- Addition of gymnasium and locker facilities
- Creation of classroom wings appropriate for 7th and 8th grade
- Addition of art rooms
- Replacement of portables with permanent classrooms
- Field upgrades

3.3.4 Elementary Schools

- Replacement of portables with permanent classrooms
- Multi-purpose buildings
- Upgrades and repairs to HVAC systems
- Parking and drop-off improvements
- Security and fencing improvements
- Library upgrades



3.4 Participant Comments

At the conclusion of each forum meeting, participants were asked to take a comment card and write down “the one idea” that was on their mind regarding the meeting and issues discussed to provide us a comment that they wanted heard but may have been reluctant to share. All comments have been captured and are included in the Appendix. The following is a summary of the most repeated comments by the participants, from both written comment cards and verbal comments:

Great to hear
the student
voice.

Appreciate
being involved
in the process.

We love our
school.

Proud of our
teachers.

Excitement
for what is
possible for our
District.



Comments of Community Support

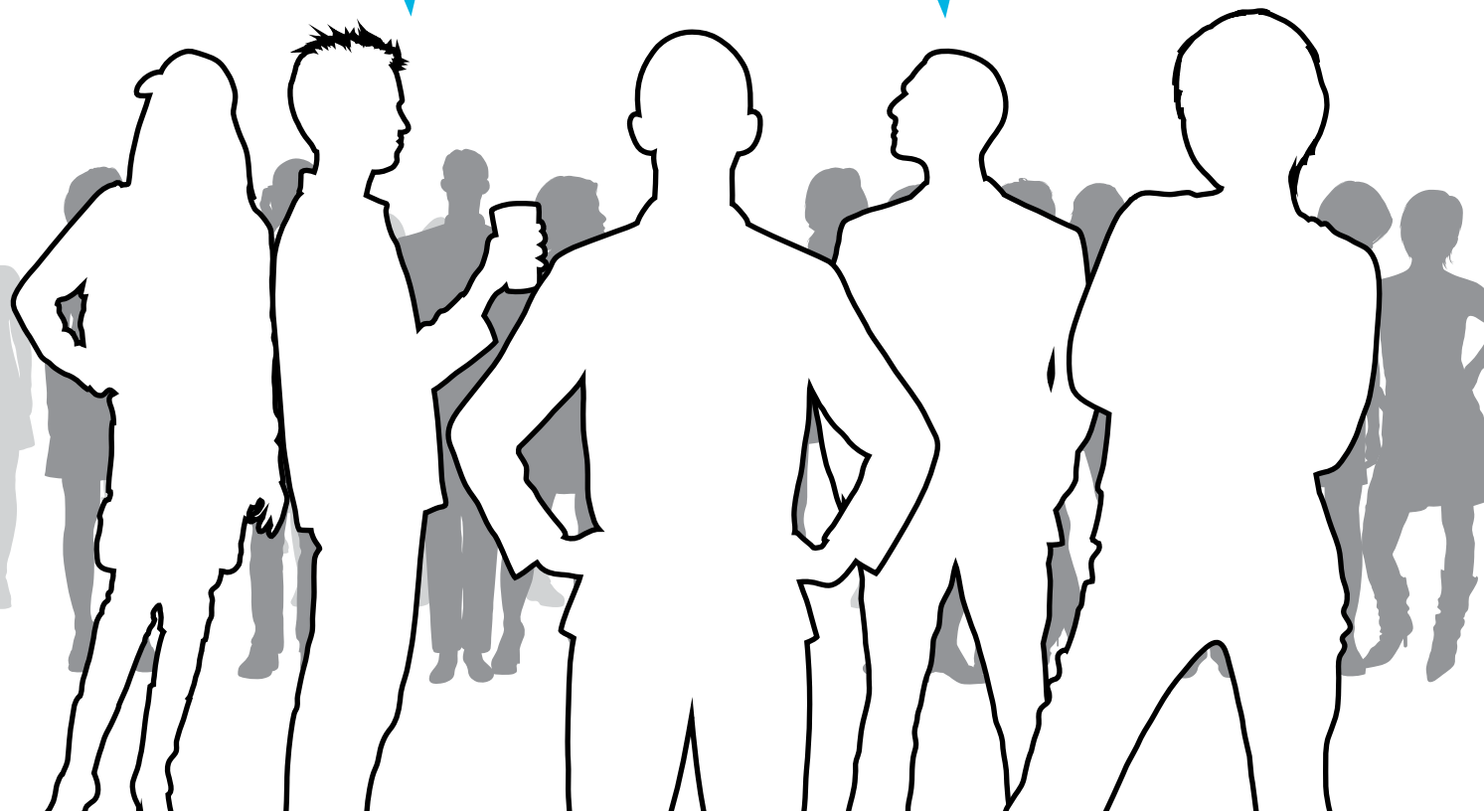
How will projects be prioritized?

How much money will each site get?

Do we know how much money was spent on each site with Measure J?

Will we have additional input into the process?

This is just a show. No one will listen because everything is determined.



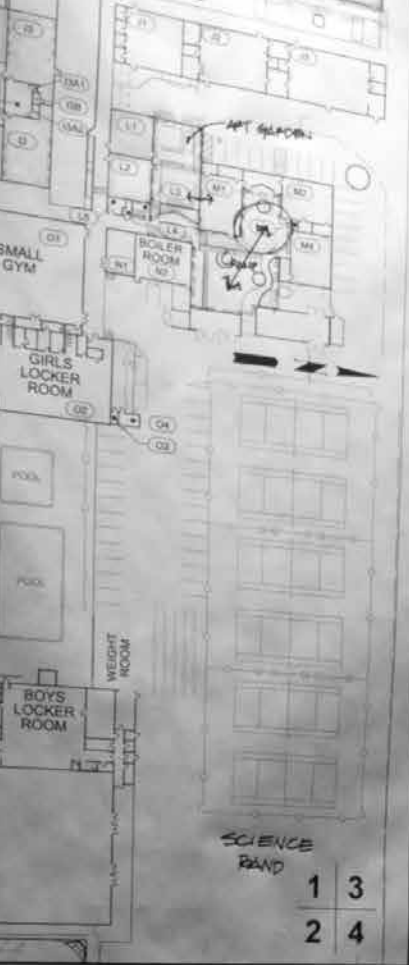
Comments of Community Concern

Chapter 4

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MASTER PLANNING



mental

Initial Construction Completion Date: 1966

Total Sq. Ft. of Floor Space: 149,677

Acres: 40



El Camino Fundamental

Address: 4300 El Camino Avenue

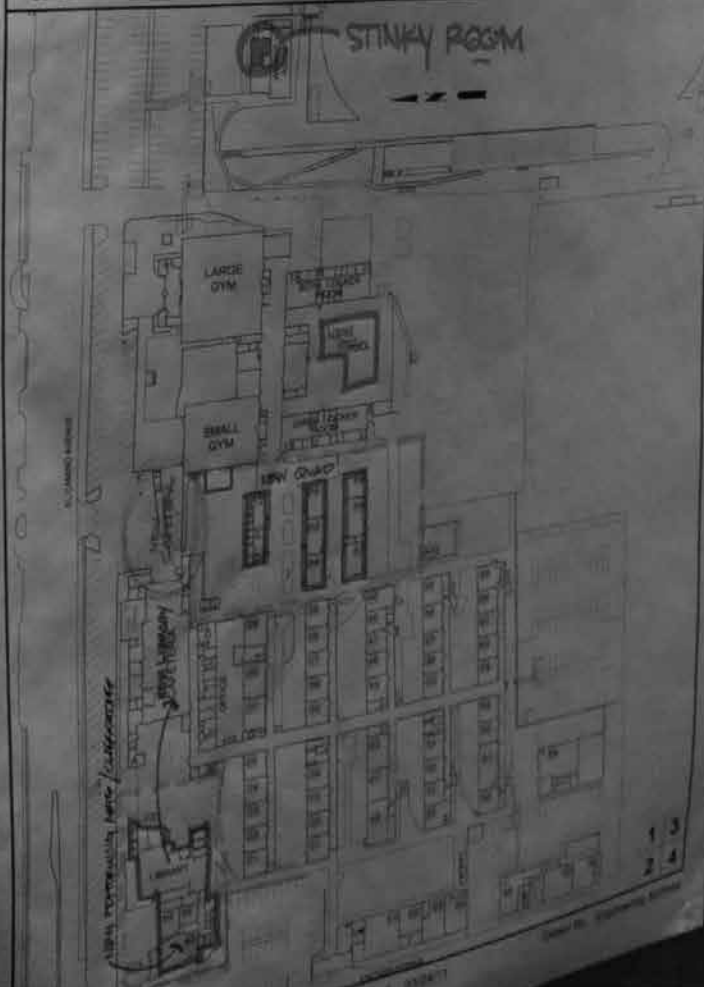
Sacramento, CA 95621

School Number: 201

Initial Construction Completion Date: 1961

Total Sq. Ft. of Floor Space: 149,677

Acres: 40



More appealing to students

Energy neutral campus

- enough solar to offset a use
- solar structures to cover solar panels and parking lots

facilities to support kids

communication

tech infrastructure

instructional infrastructure

athletic infrastructure

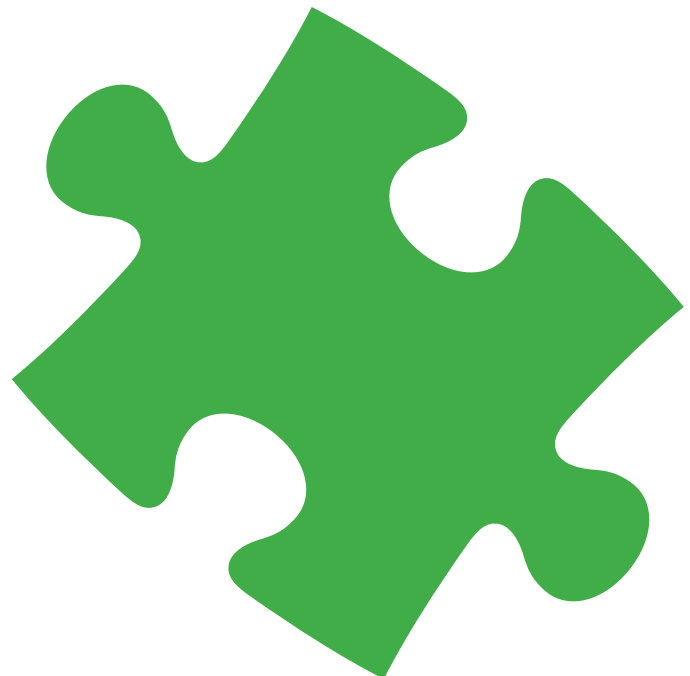
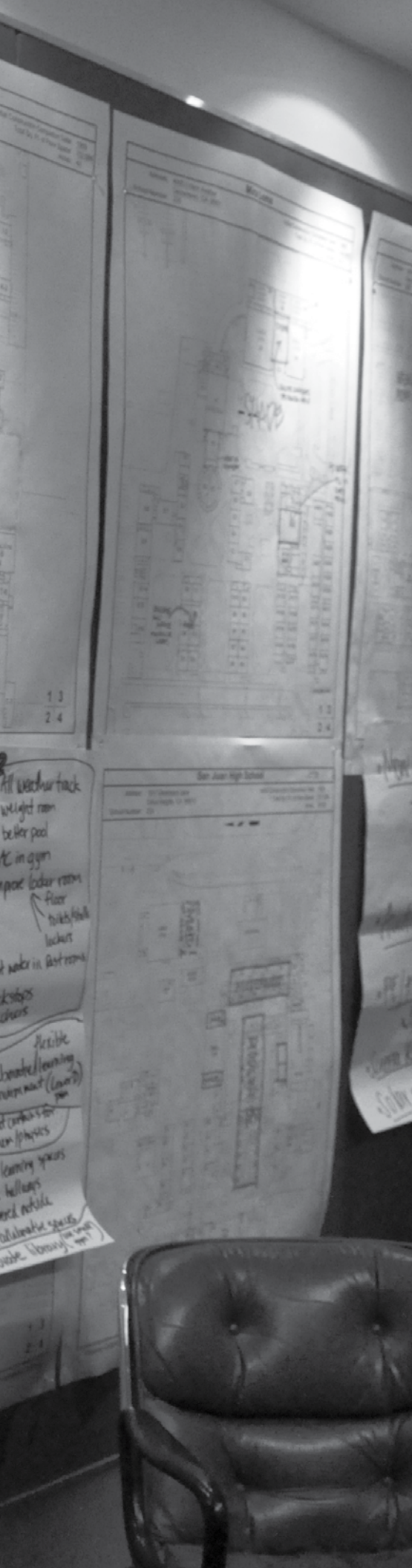
7-12?



4.1 Introduction

The master planning phase of the process is where all the work from the first three phases comes together. This is where we account for all the information that had been gathered—from the nine community forums to all the physical condition and educational adequacy site walks—and translate that information into a master plan for each specific school site within San Juan Unified. The master plan is a comprehensive look at each site and what is envisioned for the future, looking beyond the projects that may be done under Measure N. It is also a reality check on the physical conditions of some schools and the realistic expectations for the school's future. It is the phase where creativity soars and possibilities abound.

It also provided the second piece to the Facility Master Plan by looking beyond repair and restoration projects to identify new pieces for each campus and thus creating a guideline and parameters to follow in the development of any particular campus. With the master plan, the overall costs were identified for the short and long-term development of each school site, broken into two project lists - the Facility Conditions Improvement Projects (FCIP) and the Master Plan Improvement Projects (MPIP).



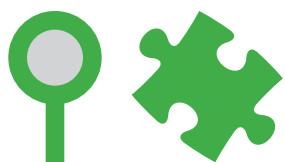
4.2 Planning Approach

The planning approach for the FMP was much more than sketches, doodles and pretty pictures. The process itself raised thought-provoking questions that were fundamental to the planning and comprehensive in nature. In many cases, the questions did not have a “right” or “wrong” answer, but rather a best approach or direction. The planning was done knowing that the master plan for each site is a living document capable to of adapting changes in the educational environment or the demographics of the San Juan District.

Questions considered in the planning approach included:

- What are the short and long term goals of a site?
- Are the campuses the right size? Do they fit within the guidelines set forth by the Board?
- Are there programs that cannot be offered due to lack of facilities?
- Should each school offer the same programs and have the same facilities?
- Should certain facilities be regionalized and shared?
- Do the current facilities support the new direction of education with regards to 21st-century learning and Common Core?
- What is the District’s view and approach regarding sustainability?
- What are the site’s enrollment trends?
- Has the age of buildings outlived their useful life?
- How easily can projects be phased in their development?
- Can we provide flexibility in the master plan for future shifts in ideology?
- What would be the “right” thing to do and not the “safe” thing to do with the site?

Step 4: Master Planning



Foremost in the approach for the master planning was alignment with the Guiding Principles of Design for San Juan USD. Each site’s master plan was developed with an eye on the Guiding Principles with projects identified under the four categories of design principles of community, sustainability, collaboration and outdoor learning.



4.3 The Master Plan

Based upon the community input, physical condition facility assessments, educational adequacy assessments and District staff and governing board direction, DLR Group developed a Facility Master Plan for each currently active school site. The Master Plan includes the following components:

- Graphic Site Plan identifying proposed site planning projects and objectives
- Graphic Floor Plan identifying proposed building planning projects and objectives
- Master Plan objectives tied to the District's Strategic Plan and Guiding Principles
- Master Plan educational objectives and initiatives as they relate to facility needs
- Identification of facility plan options
- Identification of sustainable opportunities
- Identification of key 21st-century learning enhancements
- Alternative ideas for site, including joint-use and community partnerships
- Establishment of projects and project costs

The objective of this step in the FMP is to develop a "roadmap" for the facility program for all SJUSD school sites. This Master Plan document defines uses/functions and size parameters of the specific facilities and the spaces required at a school site to effectively respond to instructional programs.

The process places considerable emphasis on developing a vision for the future by looking at how individualized learning activities, collaborative learning activities and environments, integrated technology systems, exploratory-lab based programs, outdoor learning environments and community partnerships will impact each of SJUSD's school campuses.

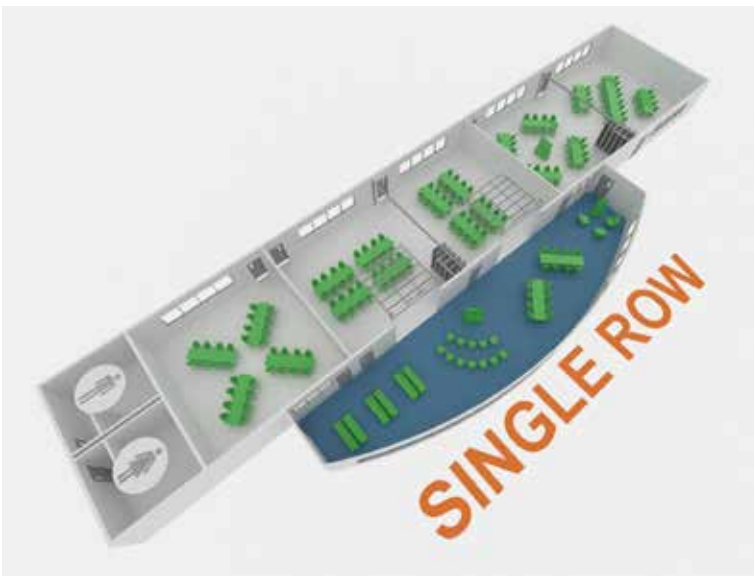
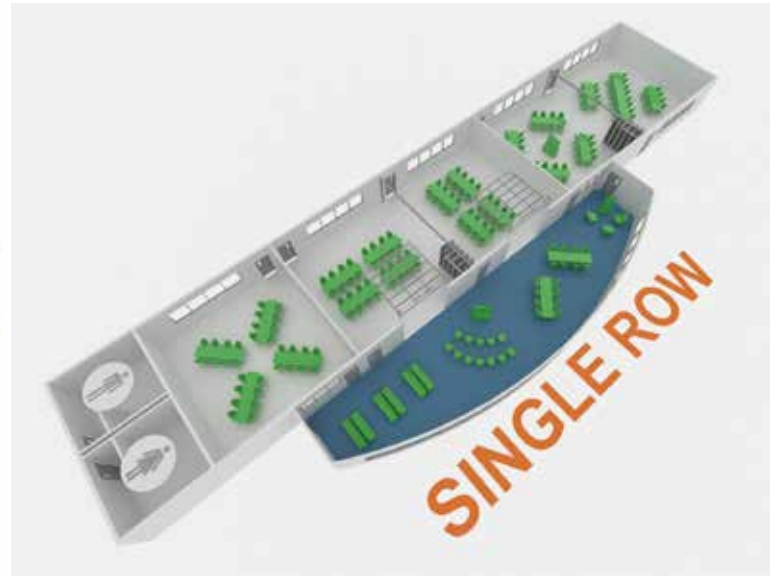
We also explored the hard questions. Is it economical to renovate and modernize this site? Does the site need to be repurposed? Which site gets what major functional facility components? In the end, each school site Master Plan identifies a series of future projects, from remodel and modernization work to new buildings, new fields and site improvements, to support the Strategic Plan, Guiding Principles and educational objectives of San Juan Unified School District.



21ST-CENTURY LEARNING ENVIRONMENTS

Through design charrettes conducted by DLR Group, in conjunction with Architects of Achievement, numerous design sketches were developed to address the conversion and reconfiguration of some typical classroom configurations found within the District to embrace the 21st-century learning environments. These designs look at single-loaded “finger plan” type building layouts, internal double loaded corridor layouts and external loaded back to back classroom configurations. These design sketches serve as a guideline for future designs and may vary based on actual site conditions and layouts.


























SITE SUMMARY

TOTAL ACREAGE: 39.06 ACRES
SCHOOL SF: 181,944 SF
YEAR BUILT: 1935

EXISTING PROGRAMMING

Classroom	
Science Classroom	
Administration	
Multi-purpose / Athletics	
Building Support	
Music / Art	
Media Center	
Computer Lab	
Food Service	
Special Education	
CTE	
Restrooms / Lockers	

PLANNING LEGEND

Demo/Remove/Relocate	
Existing Building	
New Construction	
Modernization	
Repurpose	
Reconfigure	
Enhance Site Work	
Upgrade Playfield	
Upgrade Hard Court	

DESIGN PRINCIPLES

C COMMUNITY
C-1 New Small Gymnasium & Women's Locker Rm.
C-2 Expand / Modernize Admin. Offices
C-3 Relocate Tennis Courts
C-4 New Library

S SUSTAINABILITY
S-1 PV Package
S-2 PV Shade Structure at Parking Lot

Co COLLABORATION
Co-1 21st-century Learning Env. Science & Classroom Bldg.
Co-2 21st-century Learning Environment Mod.
Co-3 Repurpose to Music, Art & Student Union

L OUTDOOR LEARNING
L-1 Track & Field Turf Upgrade
L-2 Outdoor Access & Group Area Upgrade
L-3 New Quad
L-4 Shade Structure

Navigating the Master Plan

In order to accurately read or navigate the proposed site master plans that follow, it is critical to understand what is being shown and how to interpret the graphics and information. For each school site, the following graphic plans are provided:

Existing Master Site Aerial Plan—shows a current aerial photo view of the site, along with the surroundings in a screened back format. The property lines are indicated along with adjacent street names, a graphic scale, north arrow and a summary of site statistics.

Existing Floor Plan—shows the current layout (programming) of the site's buildings and rooms, color coded to indicate the type and use of each room. A scale, north arrow and additional clarifying notes are also provided.

Proposed Master Site Aerial Plan—Using the existing master site aerial plan as the base, the plan depicts the proposed planning changes to the site by using a color coded system, notes and master plan tags to call out specific site projects.

Proposed Floor Plan—Using the existing floor plan as the base without the program color coding, the plan depicts the proposed planning changes to the buildings and surrounding site, by using a color coded system, notes and master plan tags to call out specific building projects.

Graphic Symbols—Dashed lines indicate extent of area to be revised while arrows indicate access points to improved and enhanced.

The Master Plan Tags—Major projects are indicated under one of the four design guiding principles of the District, community, sustainability, collaboration and outdoor learning. In order to identify the projects on the master plans, "master plan tags" are used. Those identified projects can then be found on the "proposed project lists" with costs on the subsequent pages in the master plan summary for each site.

Planning Legend—Using a color coded system, the different types of projects are identified by color as referenced in the planning legend. The legend project categories are as follows:

Demo/Remove/Relocate—Buildings, structures, portables to be either demolished or removed from the site.

Existing Building—Shows an existing building that is not intended to be modified or modernized, but to remain in its current state.

New Construction—Construction of a new building or building structure (shade structure) or building element (facade).



Modernization—Remodel and renovation of a building, generally concentrated on the interior that includes a wide range of components, from finishes to systems to windows and envelope. The project lists on the next pages indicate the level of modernization, from level 1 for a minor modernization to level 2 for a moderate modernization to level 3 for a major modernization. The extent of the work is further defined in chapter 5.

Repurpose—Changing a space or room from current use to a new intended program use. This will generally require reconfiguration of walls, equipment and systems within the space or room along with updating and modernizing.

Reconfigure—Rooms and spaces, or a series of them, to be reconfigured in their physical layout of walls and equipment and modernized to upgrade the rooms. This is the designation used to identify 21st-century learning environment spaces where rooms are infused with technology, providing flexibility and establishing collaboration spaces, while embracing the outdoor learning environment.

Enhance Site Work—Upgrading and enhancement of courtyards, plazas, quads and other areas of the site through the installation of landscaping, seating, concrete gathering areas, trees, and shade structures to provide gathering spaces for outdoor learning and collaboration.

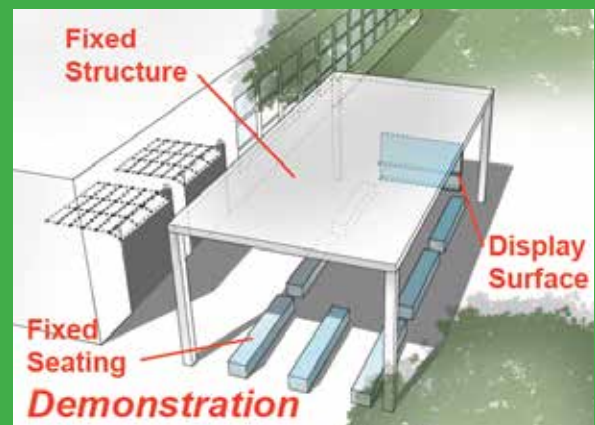
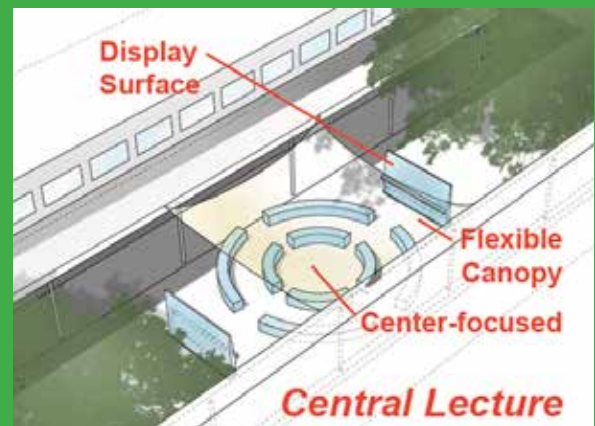
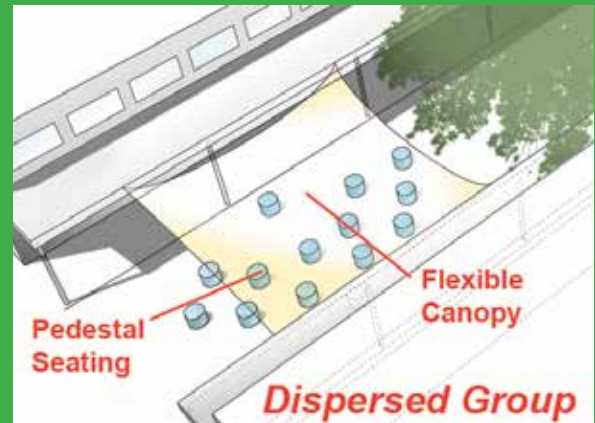
Upgrade Play Field—Repair of irrigation systems and field surfaces, including grading and plantings, as required.

Upgrade Hard Court—Repair hard court playground surfaces, generally asphalt paving, as required.

Project lists for site “needs” and “wants” are also provided with the master plans to further describe and quantify projects and costs. Those lists and site cost summaries are explained in Chapter 5.

Proposed master site aerial plans and proposed master floor plans for each currently active school site follow.

EXAMPLES OF ENHANCED SITE WORK



PROPOSED MASTER SITE AERIAL PLAN

Bella Vista High School
8301 Madison Avenue, Fair Oaks, CA 95628





PROPOSED MASTER FLOOR PLAN

Bella Vista High School
8301 Madison Avenue, Fair Oaks, CA 95628



DESIGN PRINCIPLES

- | | | | |
|--|---|---|--|
| <p>C COMMUNITY</p> <ul style="list-style-type: none"> C-1 Redevelop Campus Entry C-2 Performing Arts Complex C-3 Field House Complex C-4 Reconfigure Drop-Off | <p>S SUSTAINABILITY</p> <ul style="list-style-type: none"> S-1 PV Package S-2 Relocate TV Studio / Wrestling | <p>Co COLLABORATION</p> <ul style="list-style-type: none"> Co-1 21st-century Learning Science Bldg. Co-2 Student Union / Cafeteria / Band & Choral Remodel Addition Co-3 Career Center / Library Upgrade Co-4 2-Story 21st-century Learning Bldg. Co-5 21st-century Learning Environment Mod. | <p>L OUTDOOR LEARNING</p> <ul style="list-style-type: none"> L-1 Outdoor Access & Group Area Upgrades L-2 Art Garden / Display L-3 Outdoor Amphitheater L-4 Track & Field Turf Upgrade L-5 Aquatic Center Upgrades |
|--|---|---|--|

PROPOSED MASTER SITE AERIAL PLAN

Casa Roble Fundamental High School

9151 Oak Avenue, Orangevale, CA 95662



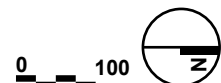
DESIGN PRINCIPLES

C COMMUNITY
C-1 Stadium Upgrades
C-2 Expand / Remodel
Black Box Theater

S SUSTAINABILITY
S-1 PV Package
S-2 Improve Farm / Garden
S-3 Increased Green Space

Co COLLABORATION
Co-1 Student Union / Admin.
Media Center / Library
Co-2 Farm-to-Fork Culinary
Program
Co-3 21st-century Learning
Environment Mod.

L OUTDOOR LEARNING
L-1 Outdoor Access & Group
Area Upgrade
L-2 Amphitheater Addition &
Senior Quad Upgrade
L-3 Shade Structure

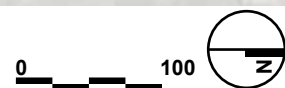




PROPOSED MASTER FLOOR PLAN

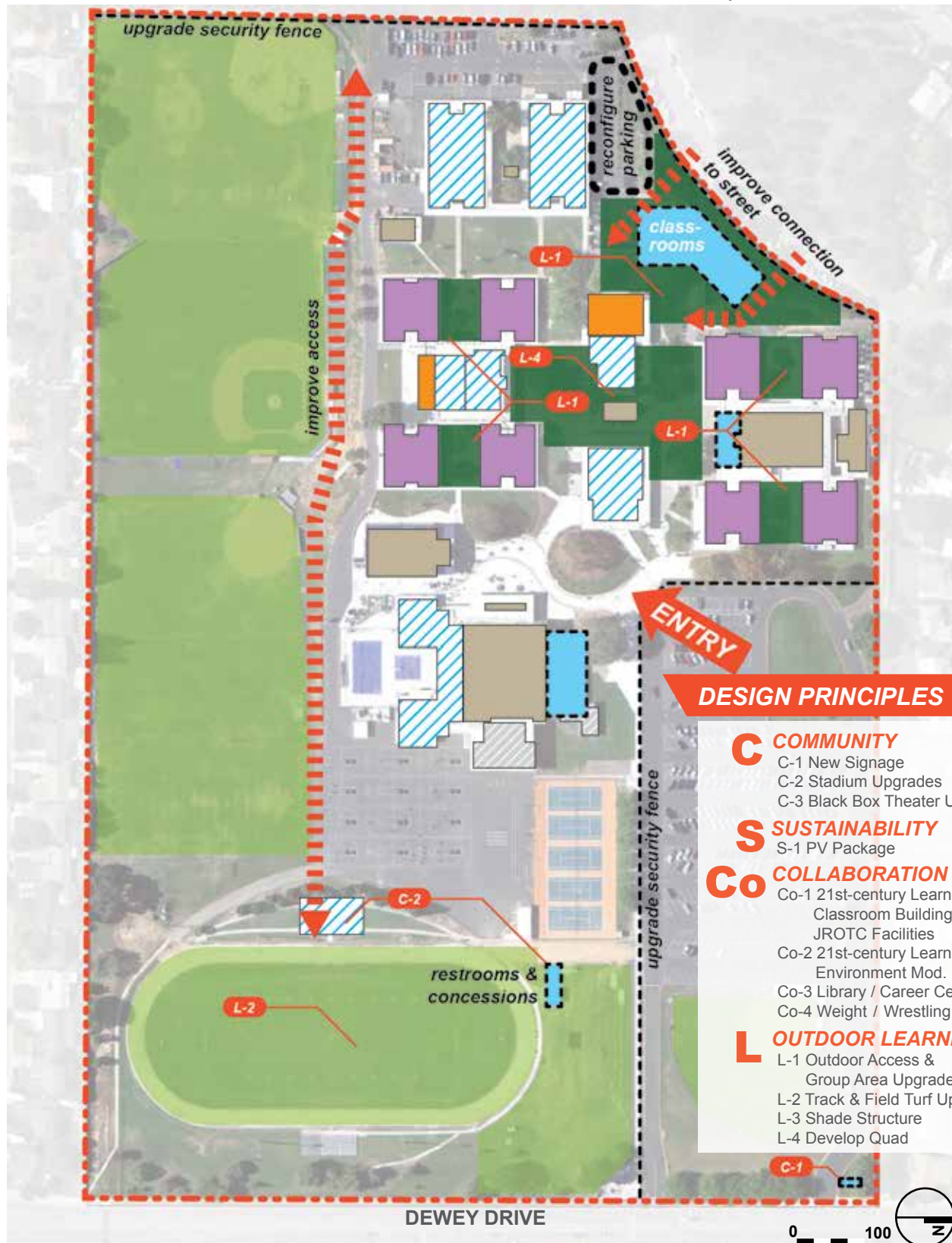
Casa Roble Fundamental High School

9151 Oak Avenue, Orangevale, CA 95662



PROPOSED MASTER SITE AERIAL PLAN

Del Campo High School
4925 Dewey Drive, Fair Oaks, CA 95628





PROPOSED MASTER FLOOR PLAN

Del Campo High School
4925 Dewey Drive, Fair Oaks, CA 95628



PROPOSED MASTER SITE AERIAL PLAN

El Camino Fundamental High School

4300 El Camino Avenue, Sacramento, CA 95821



DESIGN PRINCIPLES

C COMMUNITY

- C-1 500 Seat Performing Arts Theater
- C-2 Team Room & Stadium Upgrades
- C-3 New Weight Room
- C-4 Modernize & Expand Cafeteria / Relocate Athletic Offices

S SUSTAINABILITY

- S-1 PV Package

Co COLLABORATION

- Co-1 New Entry, Admin. Offices, Library & Student Union
- Co-2 Student Commons Collaboration Space
- Co-3 21st-century Learning Environment Classroom Bldg. & Support Space
- Co-4 **OPTION II: New 2-Story 21st-century Classroom Bldgs.*

L OUTDOOR LEARNING

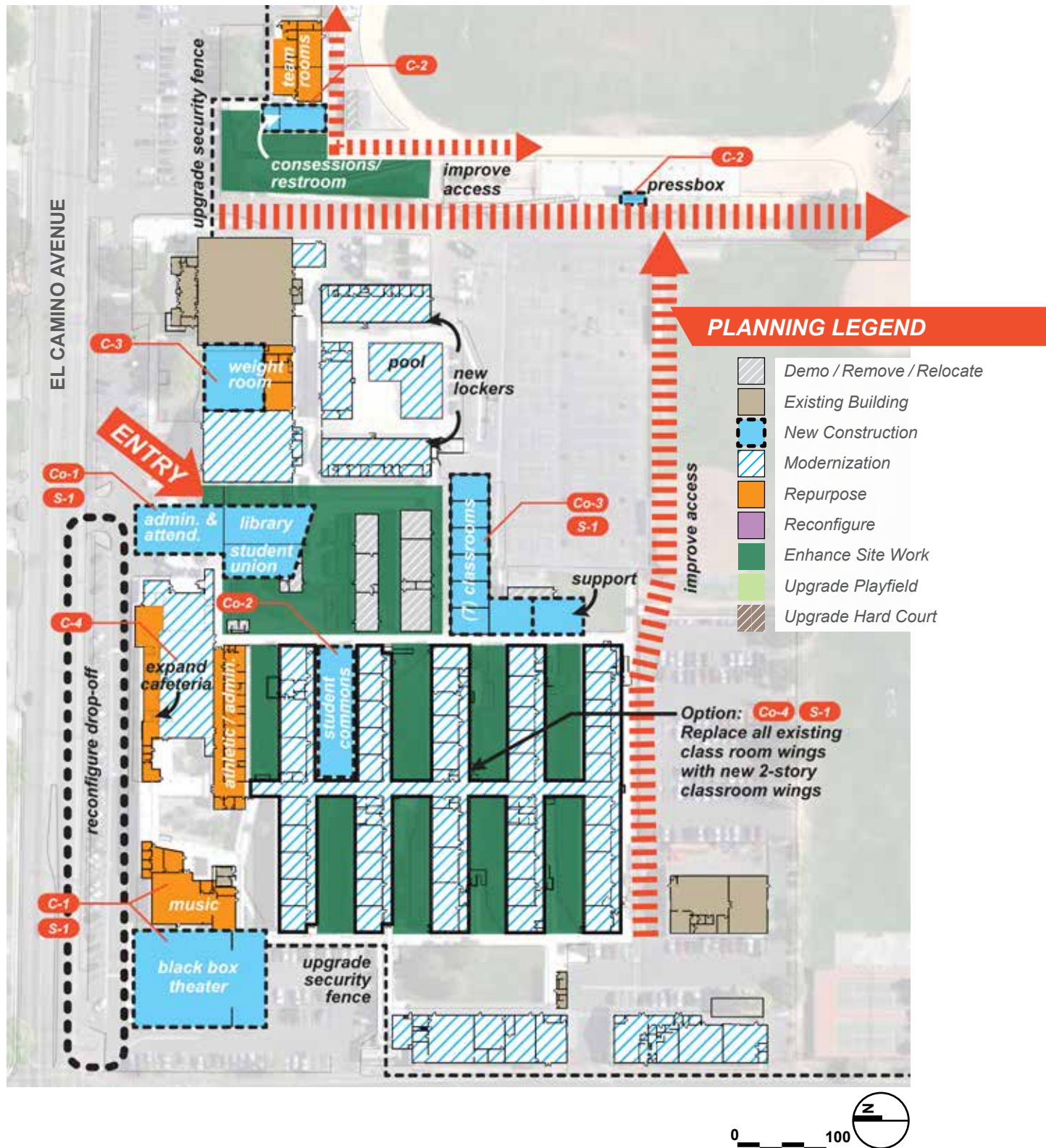
- L-1 Outdoor Access & Group Area Upgrades
- L-2 Track & Field Upgrade
- L-3 New Central Quad
- L-4 Relocate Tennis Courts / Parking Lot



PROPOSED MASTER FLOOR PLAN

El Camino Fundamental High School

4300 El Camino Avenue, Sacramento, CA 95821



PROPOSED MASTER SITE AERIAL PLAN

Encina Preparatory High School

1400 Bell Street, Sacramento, CA 95825



DESIGN PRINCIPLES

C COMMUNITY

- C-1 Community Fitness / Aquatic Center
- C-2 New Wrestling / PE Room
- C-3 Relocate Early Learning Center

S SUSTAINABILITY

- S-1 PV Package

Co COLLABORATION

- Co-1 Library Upgrade / Expansion
- Co-2 21st-century Learning Environment Pod Redesign
- Co-3 Expand / Modernize Science Building
- Co-4 Reconfigure as Student Union

L OUTDOOR LEARNING

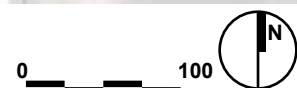
- L-1 Outdoor Access & Group Area Upgrades
- L-2 Track & Field Turf Upgrade w/ Restroom & Concessions Building
- L-3 Covered Dining Shade Structure



PROPOSED MASTER FLOOR PLAN

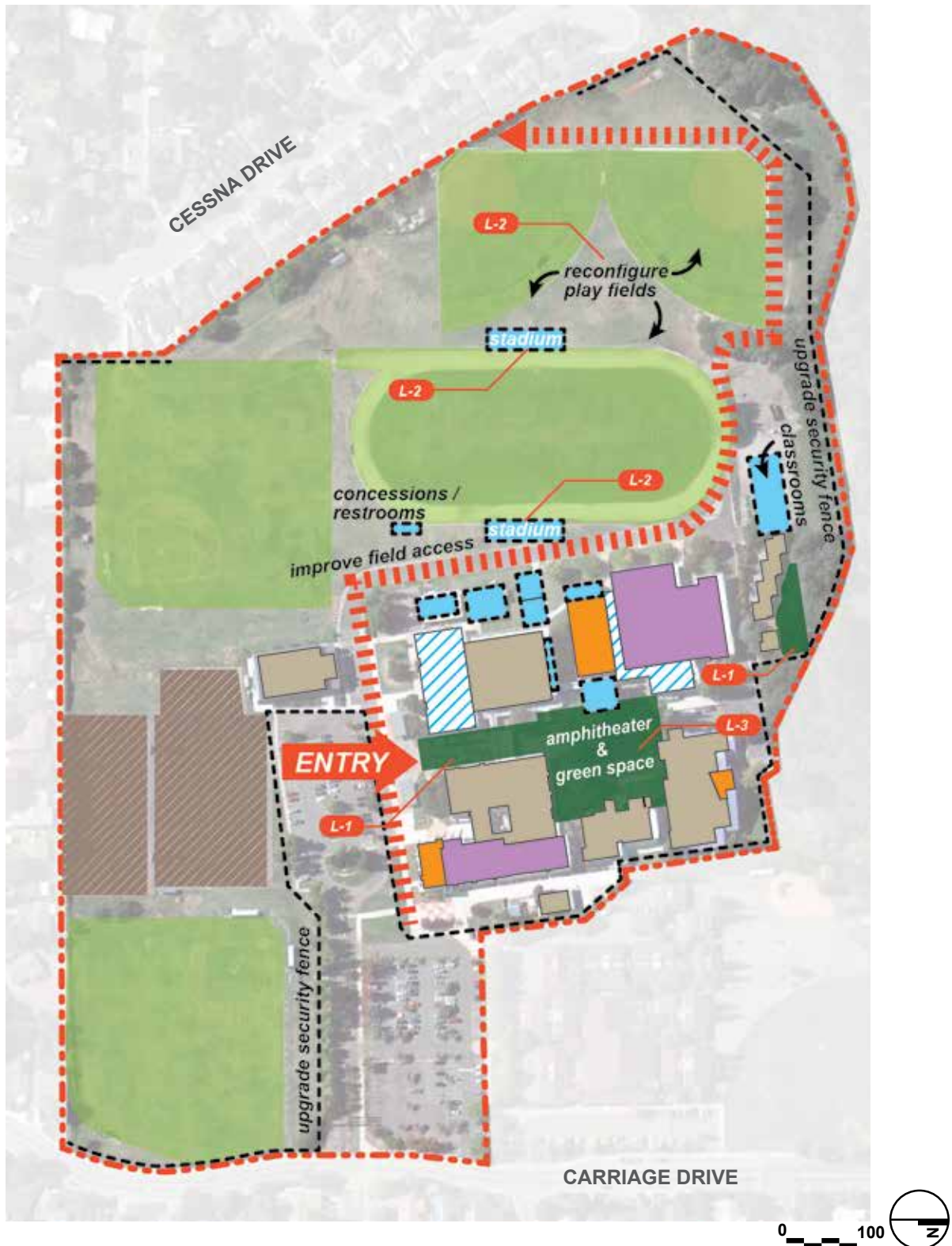
Encina Preparatory High School

1400 Bell Street, Sacramento, CA 95825



PROPOSED MASTER SITE AERIAL PLAN

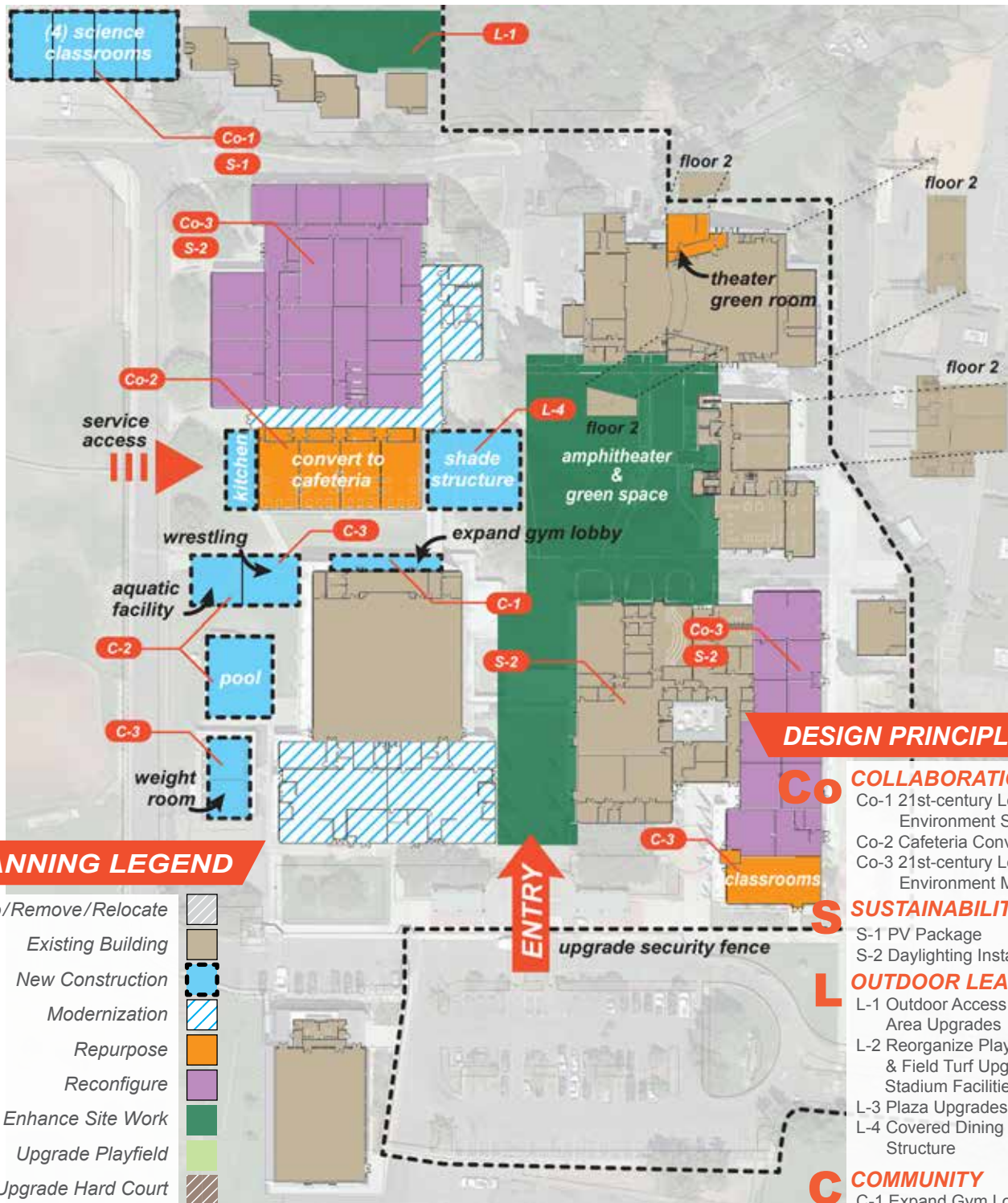
Mesa Verde High School
7501 Carriage Drive, Citrus Heights, CA 95621





PROPOSED MASTER FLOOR PLAN

Mesa Verde High School
7501 Carriage Drive, Citrus Heights, CA 95621



PLANNING LEGEND

Demo/Remove/Relocate	
Existing Building	
New Construction	
Modernization	
Repurpose	
Reconfigure	
Enhance Site Work	
Upgrade Playfield	
Upgrade Hard Court	

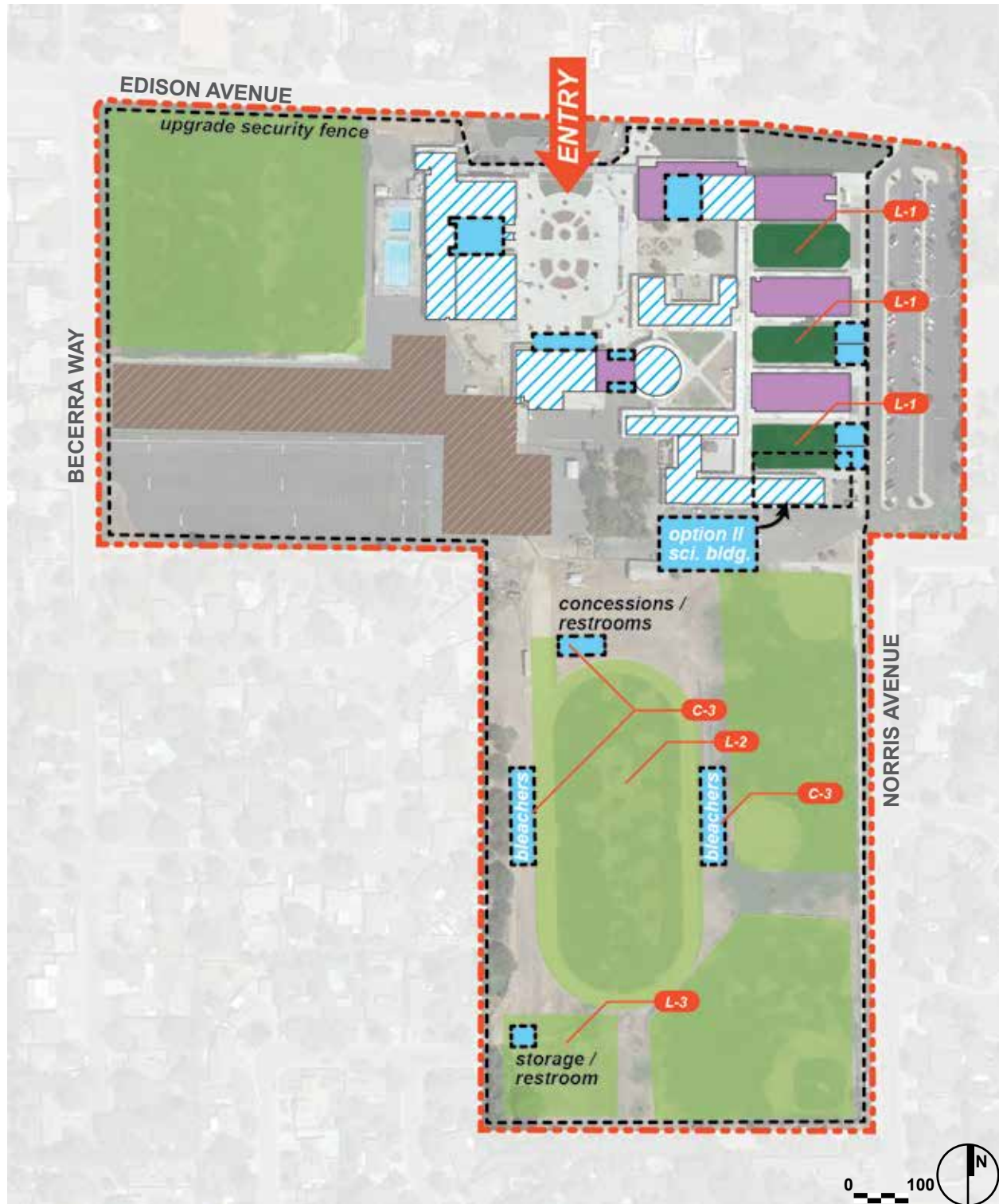
DESIGN PRINCIPLES

- Co** **COLLABORATION**
- Co-1 21st-century Learning Environment Science Wing
 - Co-2 Cafeteria Conversion
 - Co-3 21st-century Learning Environment Mod.
- S** **SUSTAINABILITY**
- S-1 PV Package
 - S-2 Daylighting Installation
- L** **OUTDOOR LEARNING**
- L-1 Outdoor Access & Group Area Upgrades
 - L-2 Reorganize Playfields / Track & Field Turf Upgrade / Stadium Facilities
 - L-3 Plaza Upgrades
 - L-4 Covered Dining Shade Structure
- C** **COMMUNITY**
- C-1 Expand Gym Lobby
 - C-2 Aquatic Facility
 - C-3 Repurpose to Classrooms / Add Weight Room & Wrestling



PROPOSED MASTER SITE AERIAL PLAN

Mira Loma High School
4000 Edison Avenue, Sacramento, CA 95821





PROPOSED MASTER FLOOR PLAN

Mira Loma High School
4000 Edison Avenue, Sacramento, CA 95821



PLANNING LEGEND

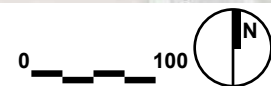
Demo/Remove/Relocate	
Existing Building	
New Construction	
Modernization	
Repurpose	
Reconfigure	
Enhance Site Work	
Upgrade Playfield	
Upgrade Hard Court	

DESIGN PRINCIPLES

C COMMUNITY
C-1 Black Box Modernization / Addition
C-2 Prefunction Atrium Addition
C-3 Stadium Facilities

S SUSTAINABILITY
S-1 PV Package

Co COLLABORATION
Co-1 Science Wing Additions
Co-2 21st-century Learning Environment Science Mod.
Co-3 Student Union Addition & Admin. Remodel
Co-4 21st-century Learning Environment Mod.
Co-5 **OPTION II: 2-Story Science Complex**



L OUTDOOR LEARNING
L-1 Outdoor Access & Group Area Upgrade
L-2 Track & Field Turf Upgrade
L-3 Enhance Garden / Storage
L-4 Covered Dining Shade Structure

PROPOSED MASTER SITE AERIAL PLAN

Rio Americano High School
4540 American River Drive, Sacramento, CA 95864



DESIGN PRINCIPLES

- C COMMUNITY**
- C-1 New Performing Arts (350 Seats)
 - C-2 Stadium Facilities
 - C-3 Black Box Theater Expansion / Mod.
 - C-4 Weight Room

- S SUSTAINABILITY**
- S-1 PV Package
 - S-2 PV Shade Structure at Parking

- Co COLLABORATION**
- Co-1 New Library / Student Union
 - Co-2 Cafeteria Expansion
 - Co-3 21st-century Classroom Bldg.
 - Co-4 21st-century Learning Environment Mod.
 - Co-5 Expand & Modernize Admin. Offices
 - Co-6 *Option II : New Campus*

- L OUTDOOR LEARNING**
- L-1 Upgrade Amphitheater, Plaza & Outdoor Dining
 - L-2 Outdoor Access & Group Area Upgrade
 - L-3 Track & Field Turf Upgrade
 - L-4 Reconfigure Fields
 - L-5 Shade Structure



PROPOSED MASTER FLOOR PLAN

Rio Americano High School

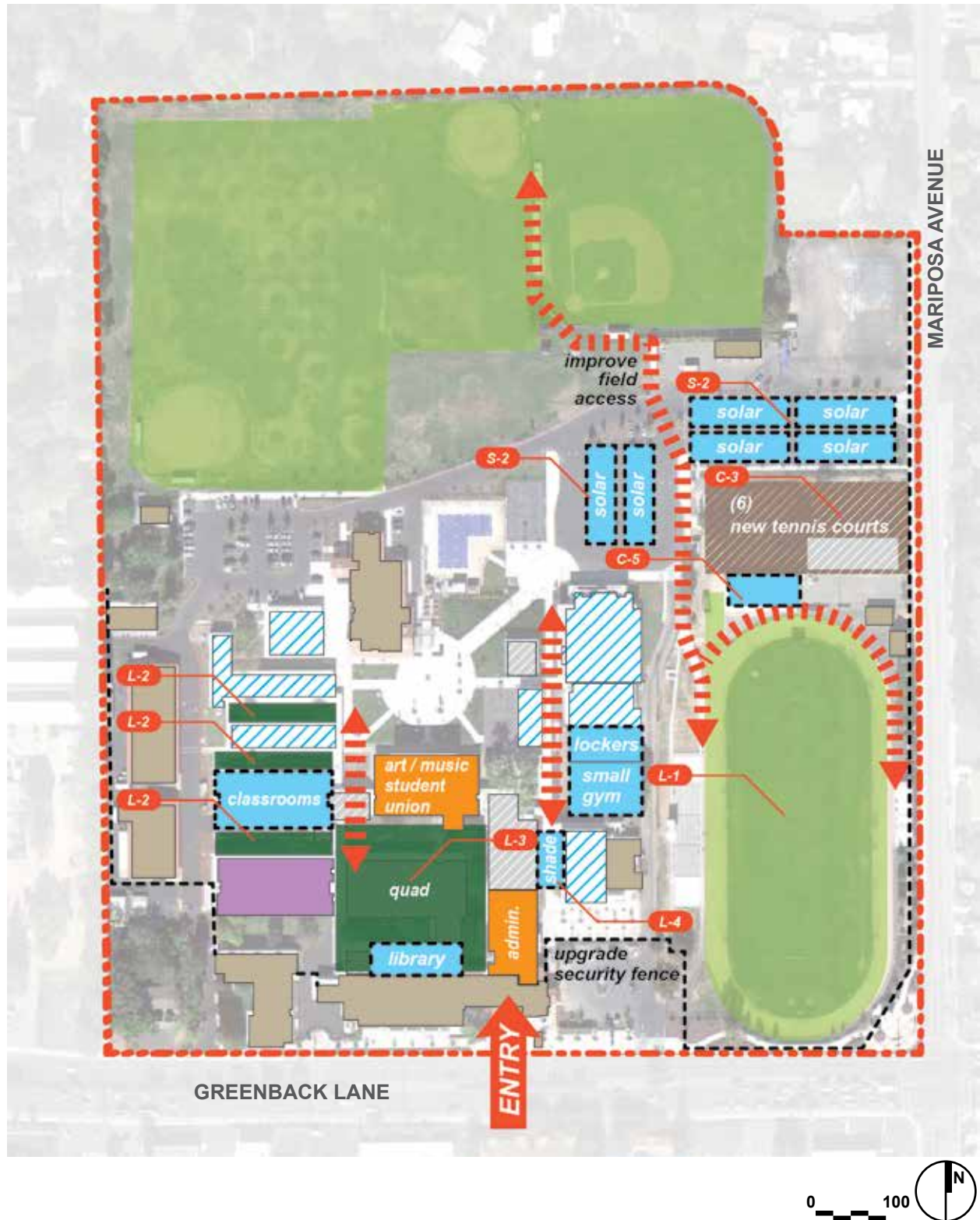
4540 American River Drive, Sacramento, CA 95864



PROPOSED MASTER SITE AERIAL PLAN

San Juan High School

7551 Greenback Lane, Citrus Heights, CA 95610

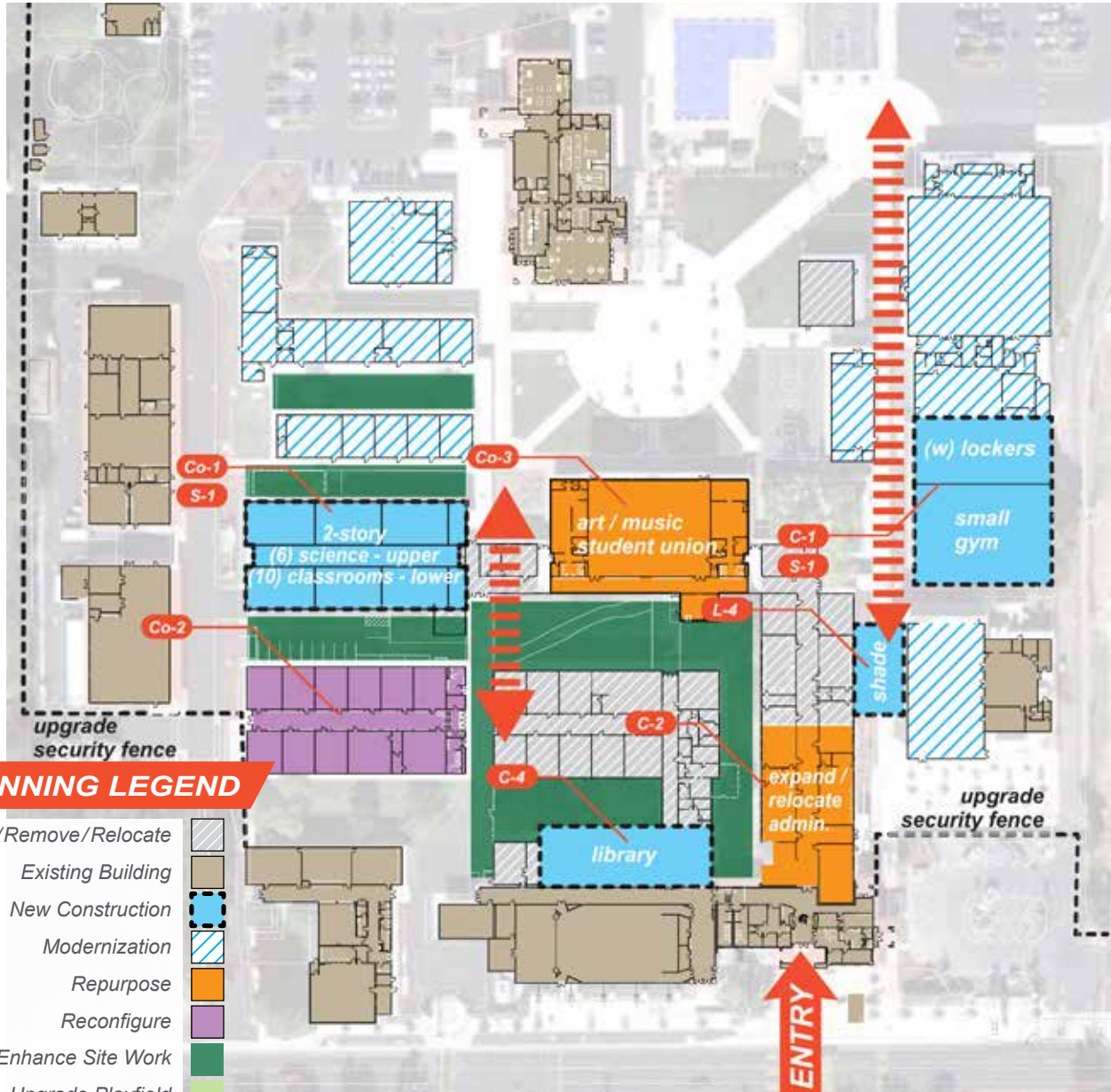




PROPOSED MASTER FLOOR PLAN

San Juan High School

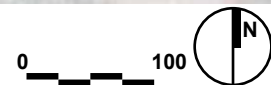
7551 Greenback Lane, Citrus Heights, CA 95610



PLANNING LEGEND

Demo/Remove/Relocate	
Existing Building	
New Construction	
Modernization	
Repurpose	
Reconfigure	
Enhance Site Work	
Upgrade Playfield	
Upgrade Hard Court	

DESIGN PRINCIPLES



C COMMUNITY

- C-1 New Small Gymnasium & Women's Locker Rm.
- C-2 Expand / Modernize Admin. Offices
- C-3 Relocate Tennis Courts
- C-4 New Library

S SUSTAINABILITY

- S-1 PV Package
- S-2 PV Shade Structure at Parking Lot

Co COLLABORATION

- Co-1 21st-century Learning Env. Science & Classroom Bldg.
- Co-2 21st-century Learning Environment Mod.
- Co-3 Repurpose to Music, Art & Student Union

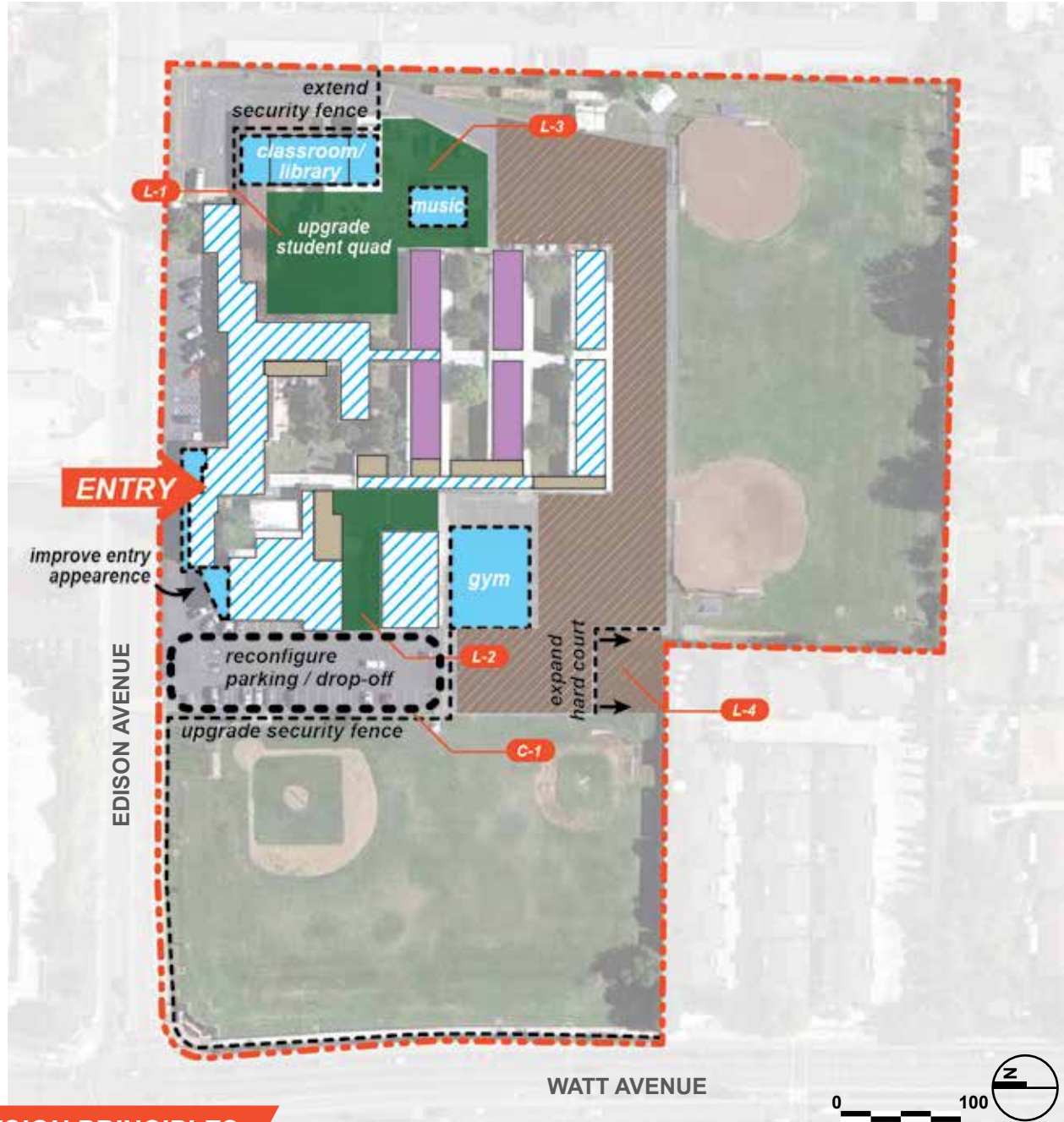
L OUTDOOR LEARNING

- L-1 Track & Field Turf Upgrade
- L-2 Outdoor Access & Group Area Upgrade
- L-3 New Quad
- L-4 Shade Structure

PROPOSED MASTER SITE AERIAL PLAN

Arcade Fundamental Middle School

3500 Edison Avenue, Sacramento, CA 95821



DESIGN PRINCIPLES

C COMMUNITY

- C-1 Reconfigure Parking & Drop-off
- C-2 Enhance Entry Visual Appearance

S SUSTAINABILITY

- S-1 PV Package

Co COLLABORATION

- Co-1 Library / Media Center & Classroom Replacement
- Co-2 New Music / Choral Room
- Co-3 New Gymnasium
- Co-4 21st-century Learning Environment Mod.

L OUTDOOR LEARNING

- L-1 New Student Quad
- L-2 Improve Site & Bicycle Storage
- L-3 Outdoor Access & Group Area Upgrades
- L-4 Expand Hard Court

PROPOSED MASTER FLOOR PLAN

Arcade Fundamental Middle School

3500 Edison Avenue, Sacramento, CA 95821



PROPOSED MASTER SITE AERIAL PLAN

Arden Middle School

1640 Watt Avenue, Sacramento, CA 95864





PROPOSED MASTER FLOOR PLAN

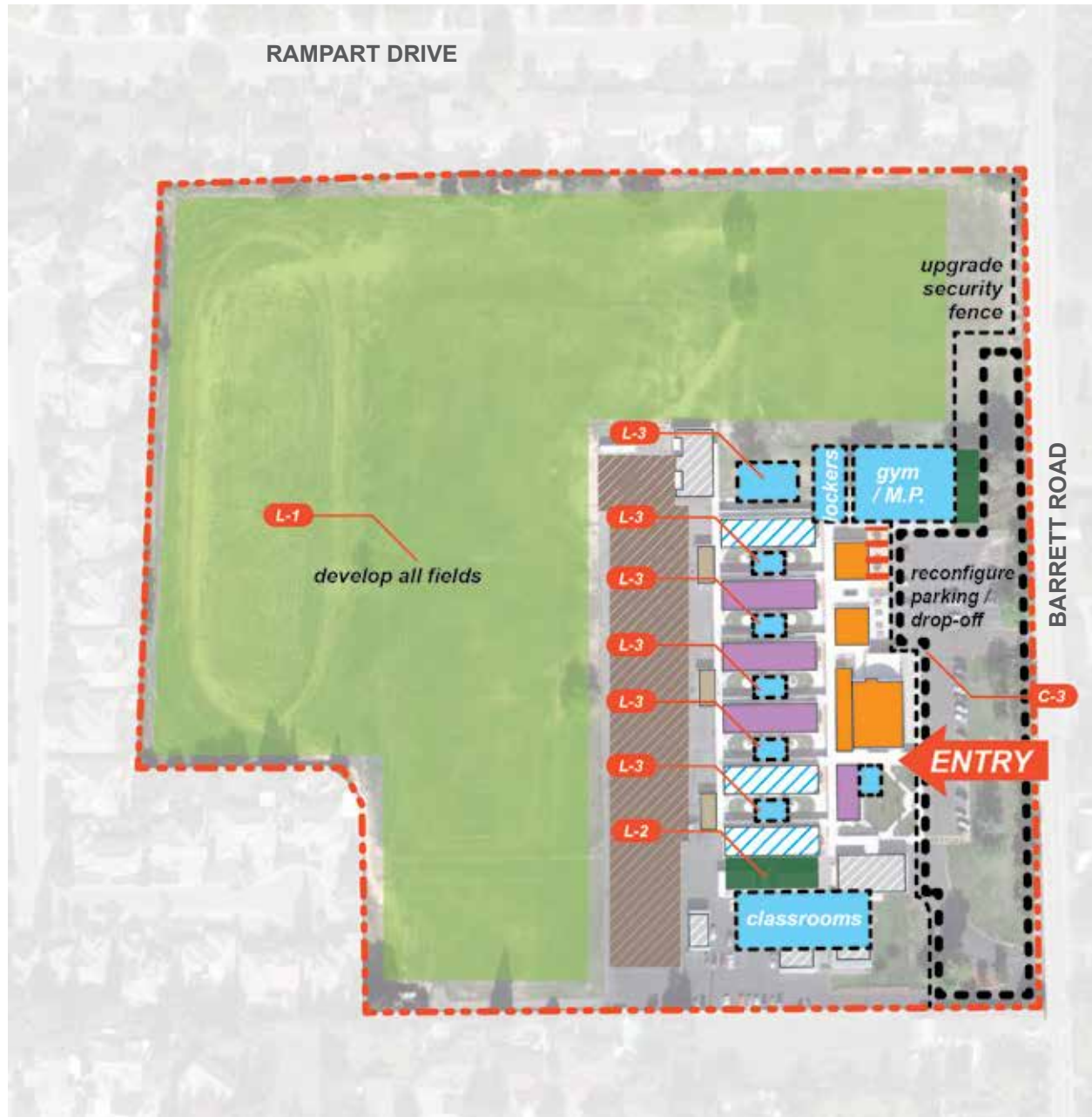
Arden Middle School

1640 Watt Avenue, Sacramento, CA 95864



PROPOSED MASTER SITE AERIAL PLAN

John Barrett Middle School
4243 Barrett Road, Carmichael, CA 95608

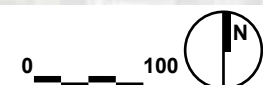


DESIGN PRINCIPLES

C COMMUNITY
C-1 New Gym / P.A. & Locker Rooms
C-2 Remodel Entry & Expand Office
C-3 Reconfigure Parking / Drop-off

S SUSTAINABILITY
S-1 PV Package

Co COLLABORATION
Co-1 21st-century Learning Environment Classroom Bldg.
Co-2 21st-century Learning Environment Mod.
Co-3 Repurpose to Library / Media Center
Co-4 Repurpose Music & Staff Rooms



L OUTDOOR LEARNING
L-1 Develop Play Fields
L-2 Outdoor Access & Group Area Upgrades
L-3 Covered Dining / Shade Structures



PROPOSED MASTER FLOOR PLAN

John Barrett Middle School

4243 Barrett Road, Carmichael, CA 95608



PROPOSED MASTER SITE AERIAL PLAN

Andrew Carnegie Middle School

5820 Illinois Avenue, Orangevale, CA 95662



DESIGN PRINCIPLES

C COMMUNITY
C-1 New Gymnasium

S SUSTAINABILITY
S-1 PV Package
S-2 Improve Daylighting

Co COLLABORATION
Co-1 Reconfigure Media Center for 21st-century Learning
Co-2 21st-century Learning Environment Mod.
Co-3 Repurpose for Student Lounge

L OUTDOOR LEARNING
L-1 Provide Shade Structure
L-2 Outdoor Access & Group Area Upgrades

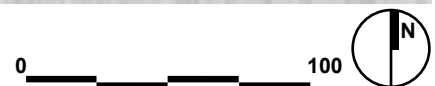
PROPOSED MASTER FLOOR PLAN

Andrew Carnegie Middle School

5820 Illinois Avenue, Orangevale, CA 95662

PLANNING LEGEND

Demo/Remove/Relocate	
Existing Building	
New Construction	
Modernization	
Repurpose	
Reconfigure	
Enhance Site Work	
Upgrade Playfield	
Upgrade Hard Court	



PROPOSED MASTER SITE AERIAL PLAN

Winston Churchill Middle School

4900 Whitney Avenue, Carmichael, CA 95608



DESIGN PRINCIPLES

C COMMUNITY
C-1 New Admin. Building
C-2 Improve Entry
C-3 New Gymnasium

S SUSTAINABILITY
S-1 PV Package

Co COLLABORATION
Co-1 21st-century Learning Environment Classroom Addition
Co-2 21st-century Learning Environment Mod.
Co-3 Media Center Expansion & Office Repurpose to Tech Center

L OUTDOOR LEARNING
L-1 Outdoor Access & Group Area Upgrades
L-2 Running Track / PAR Course
L-3 Outdoor Science Learning Upgrade
L-4 Shade Structure



PROPOSED MASTER FLOOR PLAN

Winston Churchill Middle School

4900 Whitney Avenue, Carmichael, CA 95608

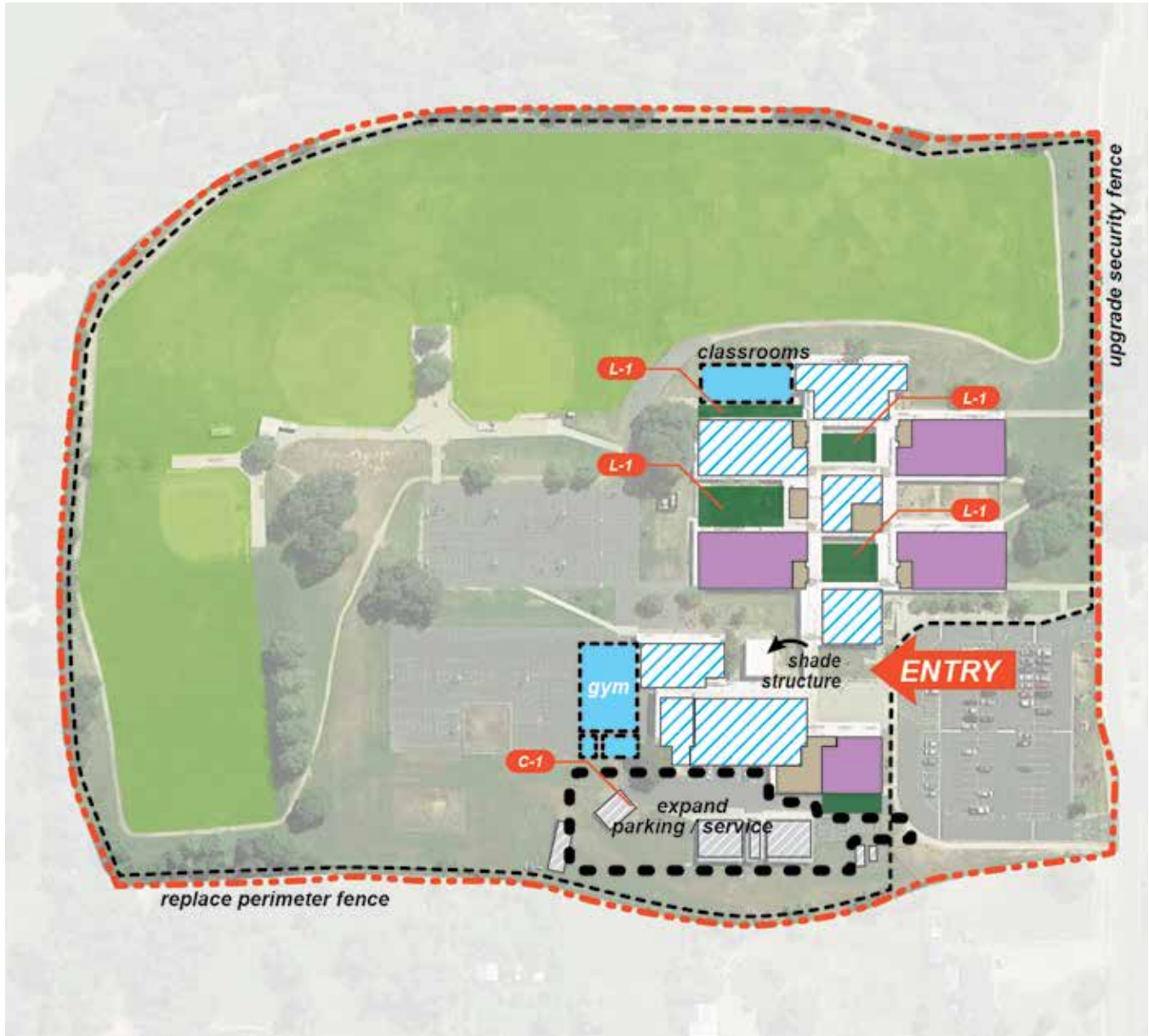
PLANNING LEGEND

Demo/Remove/Relocate	
Existing Building	
New Construction	
Modernization	
Repurpose	
Reconfigure	
Enhance Site Work	
Upgrade Playfield	
Upgrade Hard Court	



PROPOSED MASTER SITE AERIAL PLAN

Louis Pasteur Middle School
8935 Elm Avenue, Orangevale, CA 95662



DESIGN PRINCIPLES



C COMMUNITY
C-1 Expand Parking, Service,
& Bicycle Area
C-2 New Gymnasium / Wrestling

S SUSTAINABILITY
S-1 PV Package

Co COLLABORATION
Co-1 21st-century Learning
Environment Classroom
Building
Co-2 21st-century Learning
Environment Mod.
Co-3 Reconfigure Art / Woodshop
with Outdoor Work Area

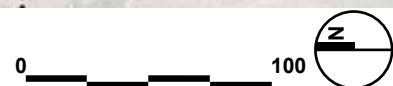
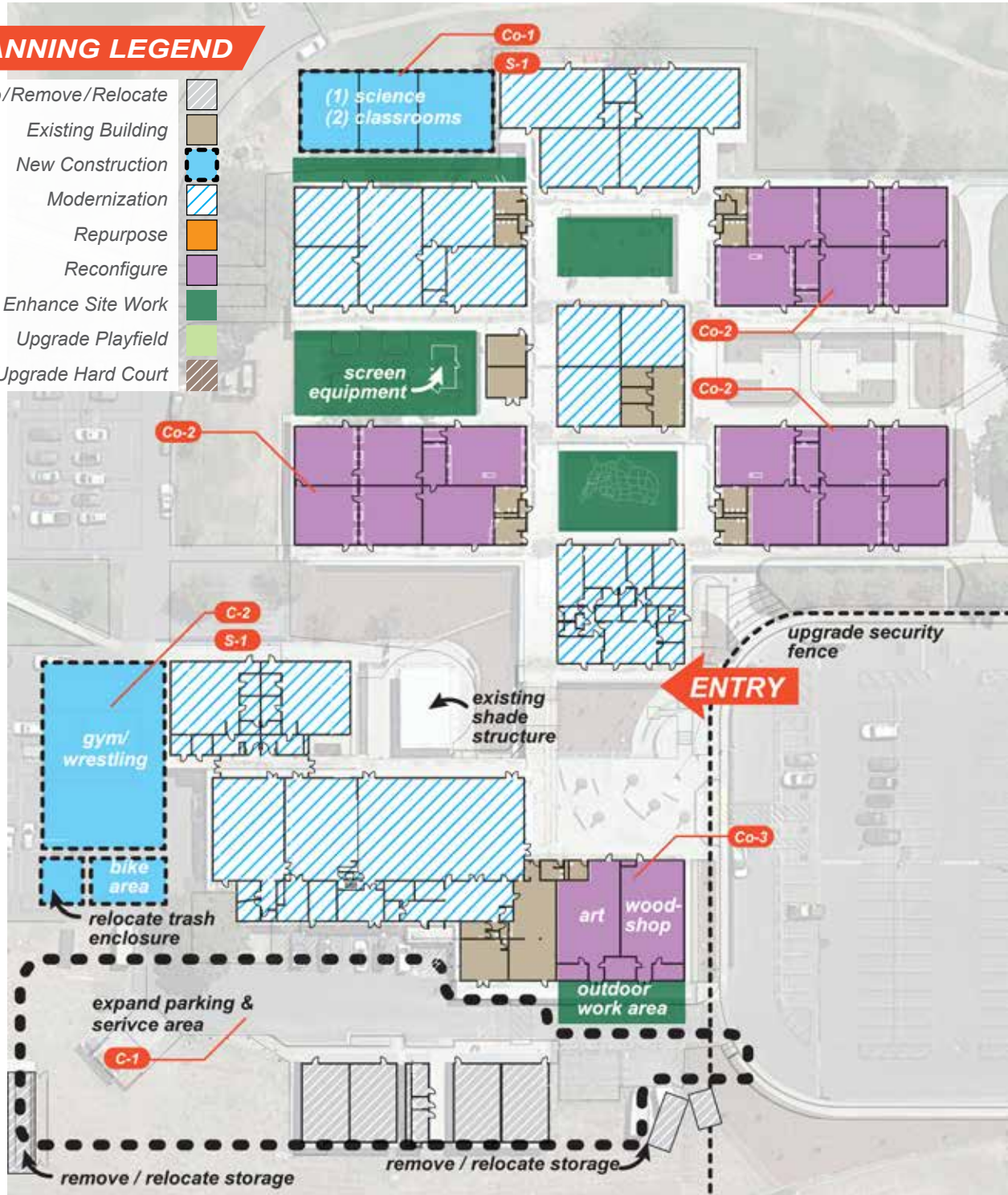
L OUTDOOR LEARNING
L-1 Outdoor Access and Group
Meeting Area Upgrades

PROPOSED MASTER FLOOR PLAN

Louis Pasteur Middle School
 8935 Elm Avenue, Orangevale, CA 95662

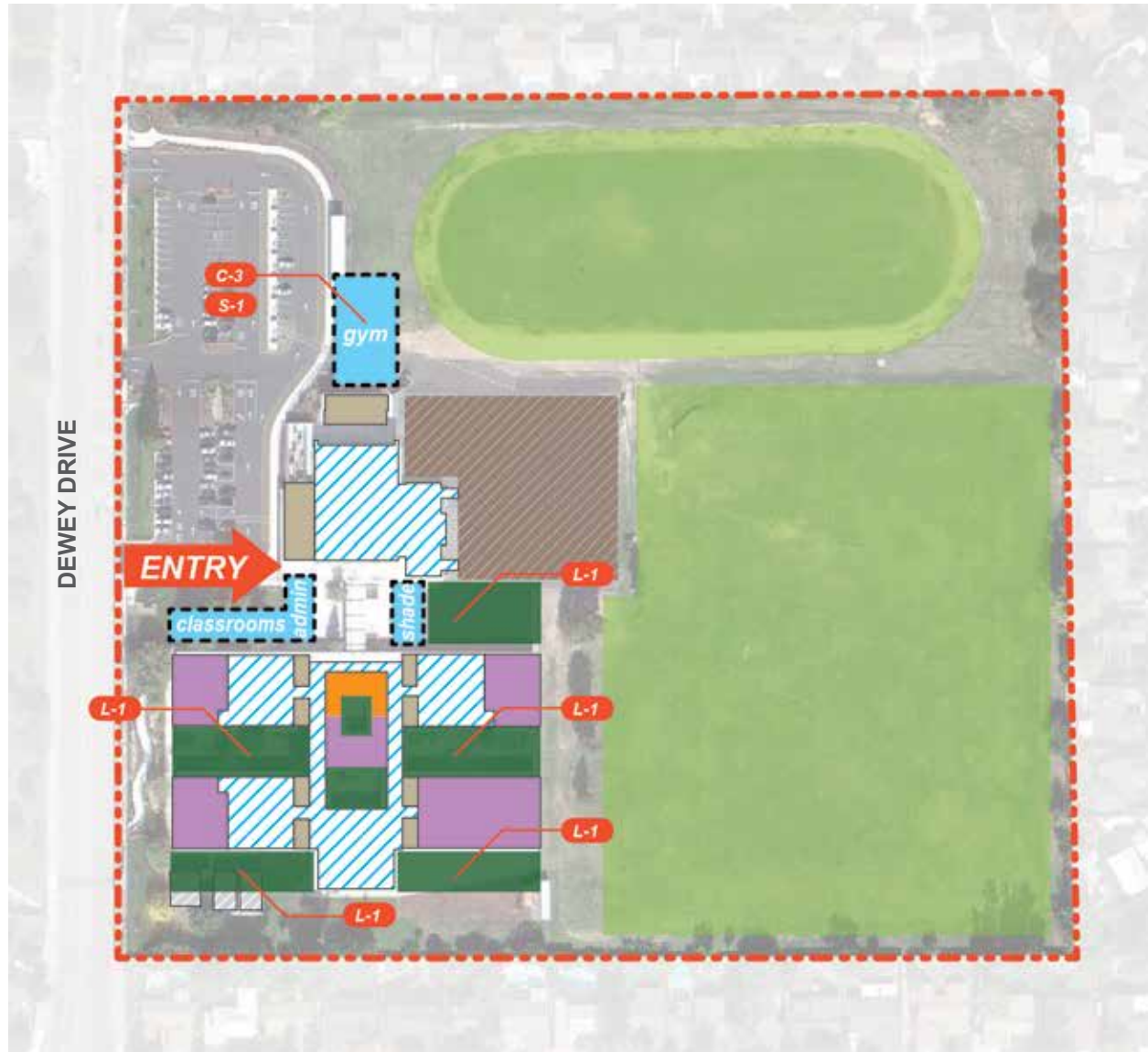
PLANNING LEGEND

Demo/Remove/Relocate	
Existing Building	
New Construction	
Modernization	
Repurpose	
Reconfigure	
Enhance Site Work	
Upgrade Playfield	
Upgrade Hard Court	



PROPOSED MASTER SITE AERIAL PLAN

Will Rogers Middle School
4924 Dewey Drive, Fair Oaks, CA 95628



DESIGN PRINCIPLES

C COMMUNITY
C-1 New Admin/Attendance
C-2 Improve Entry
C-3 New Gymnasium / P.E.

S SUSTAINABILITY
S-1 PV Package

Co COLLABORATION
Co-1 New 21st-century Learning Environment Classroom Addition
Co-2 21st-century Learning Environment Mod.
Co-3 Media Center Expansion & Repurpose Admin. to Counseling

L OUTDOOR LEARNING
L-1 Outdoor Access & Group Upgrades
L-2 Shade Structure



PROPOSED MASTER FLOOR PLAN

Will Rogers Middle School

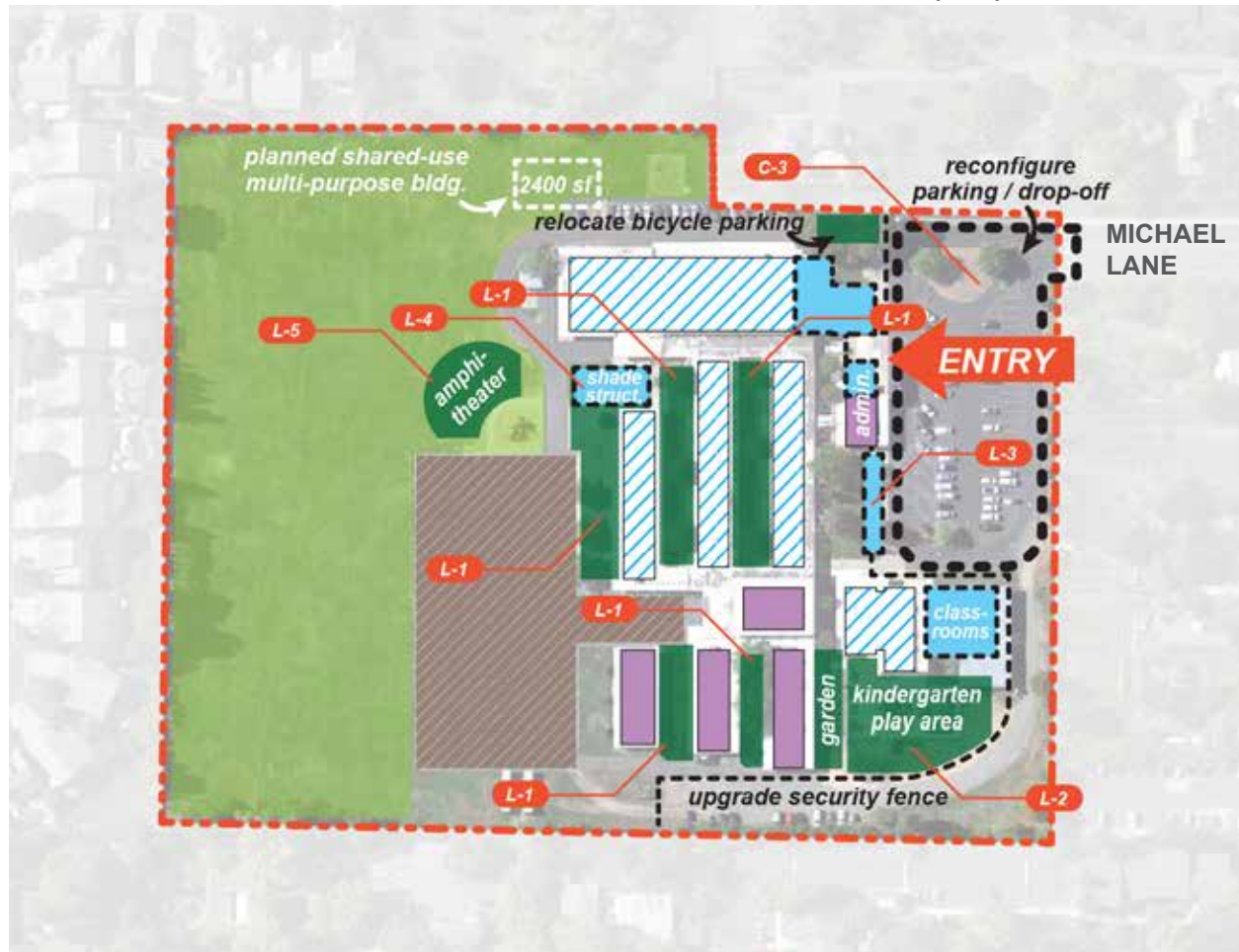
4924 Dewey Drive, Fair Oaks, CA 95628



PROPOSED MASTER SITE AERIAL PLAN

Thomas Edison Language Institute

2950 Hurley Way, Sacramento, CA 95865



DESIGN PRINCIPLES

C COMMUNITY

- C-1 Expand Admin. Office
- C-2 Reconfigure for Middle School Classroom Use
- C-3 Reconfigure Parking / Drop-Off
- C-4 Expand M.P. Bldg. & Add Lobby & Restrooms

S SUSTAINABILITY

- S-1 PV Package

Co COLLABORATION

- Co-1 21st-century Learning Environment Classroom Bldg.

L OUTDOOR LEARNING

- L-1 Outdoor Access & Group Area Upgrades
- L-2 Expand & Upgrade Kindergarten Play Area
- L-3 Drop-Off Canopy
- L-4 Covered Dining Shade Structure
- L-5 Outdoor Amphitheater



PROPOSED MASTER FLOOR PLAN

Thomas Edison Language Institute

2950 Hurley Way, Sacramento, CA 95865



PROPOSED MASTER SITE AERIAL PLAN

Gold River Discovery Center

2200 Roaring Camp Drive, Rancho Cordova, CA 95670



DESIGN PRINCIPLES

C COMMUNITY

- C-1 Expand / Reconfigure Admin. Office
- C-2 Expand / Modernize Kitchen
- C-3 Locker Room Addition
- C-4 Reconfigure for Staff Room Use

S SUSTAINABILITY

- S-1 PV Package

Co COLLABORATION

- Co-1 New 21st-century Learning Environment Middle School Bldg. w/ Science & Art Rooms
- Co-2 New 21st-century Learning Environment Classroom Addition

L OUTDOOR LEARNING

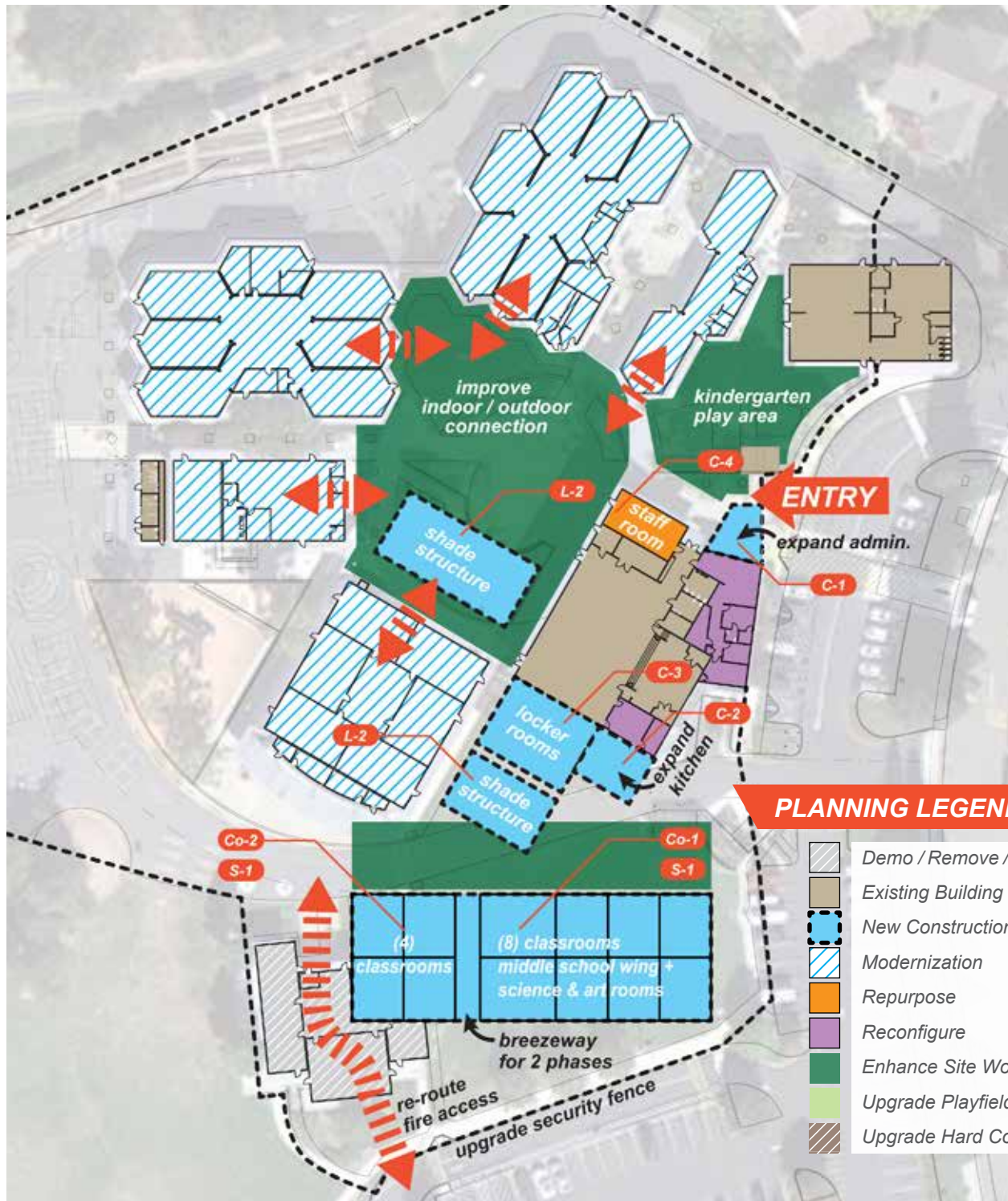
- L-1 Outdoor Access & Group Meeting Area Upgrade
- L-2 Shade Structures
- L-3 Upgrade Kindergarten Play Area



PROPOSED MASTER FLOOR PLAN

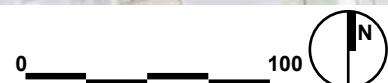
Gold River Discovery Center

2200 Roaring Camp Drive, Rancho Cordova, CA 95670



PLANNING LEGEND

- Demo / Remove / Relocate
- Existing Building
- New Construction
- Modernization
- Repurpose
- Reconfigure
- Enhance Site Work
- Upgrade Playfield
- Upgrade Hard Court



PROPOSED MASTER SITE AERIAL PLAN

Kingswood K-8

5700 Primrose Drive, Citrus Heights, CA 95610



DESIGN PRINCIPLES

C COMMUNITY

- C-1 New Gymnasium
- C-2 New Admin. Office w/ Entry Plaza
- C-3 New Staff Parking
- C-4 Reconfigure / Expand Parking & Drop-off

S SUSTAINABILITY

- S-1 PV Package

Co COLLABORATION

- Co-1 21st-century Learning Environment Classroom Wing (Upper Grades)
- Co-2 New Media Center / Library
- Co-3 Relocated Kindergarten / Modify Existing Rooms to Art & Science

L OUTDOOR LEARNING

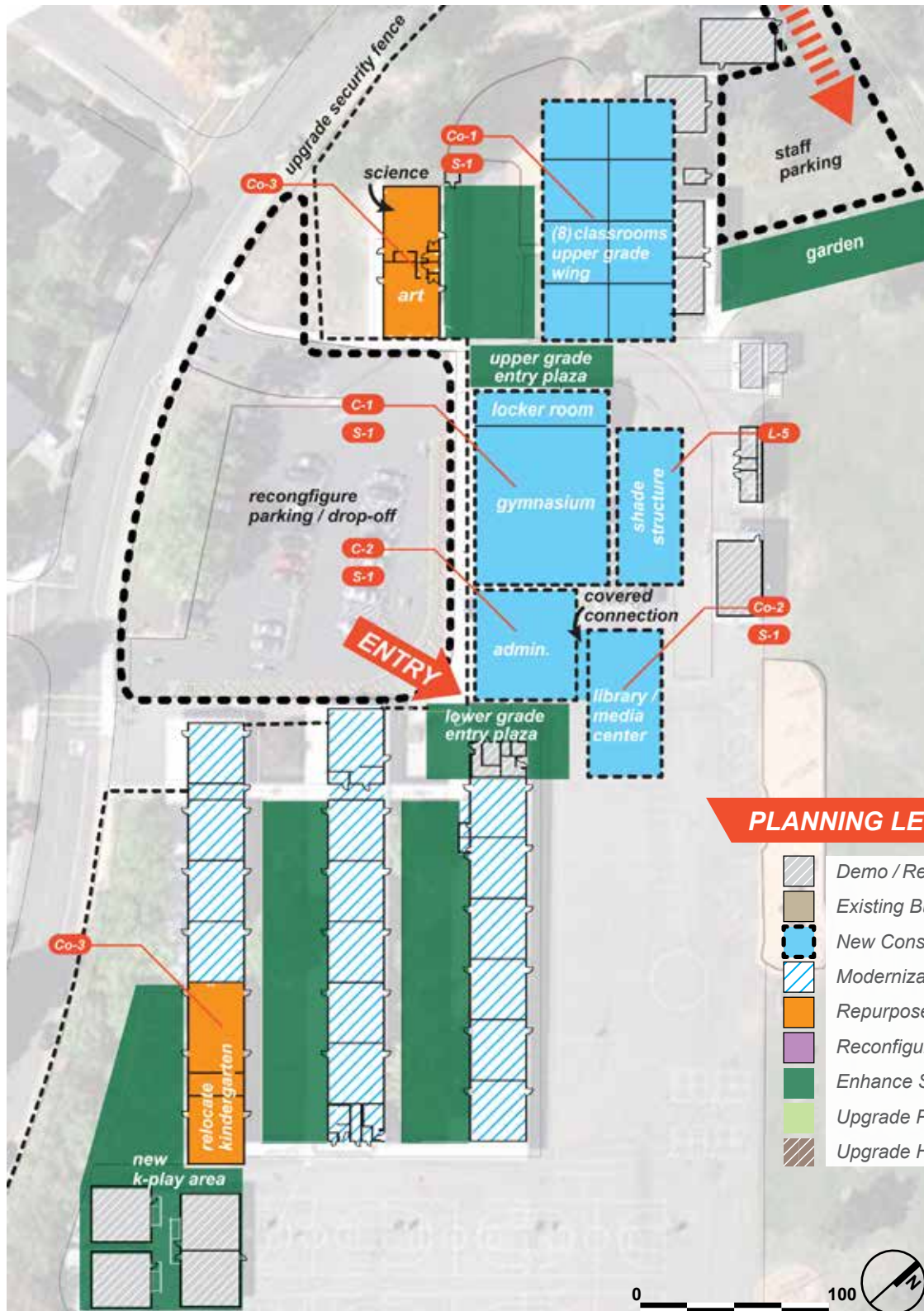
- L-1 New Kindergarten Play Area
- L-2 Outdoor Access & Group Meeting Area Upgrade
- L-3 New Running Course
- L-4 New Student Garden
- L-5 Shade Structure



PROPOSED MASTER FLOOR PLAN

Kingswood K-8

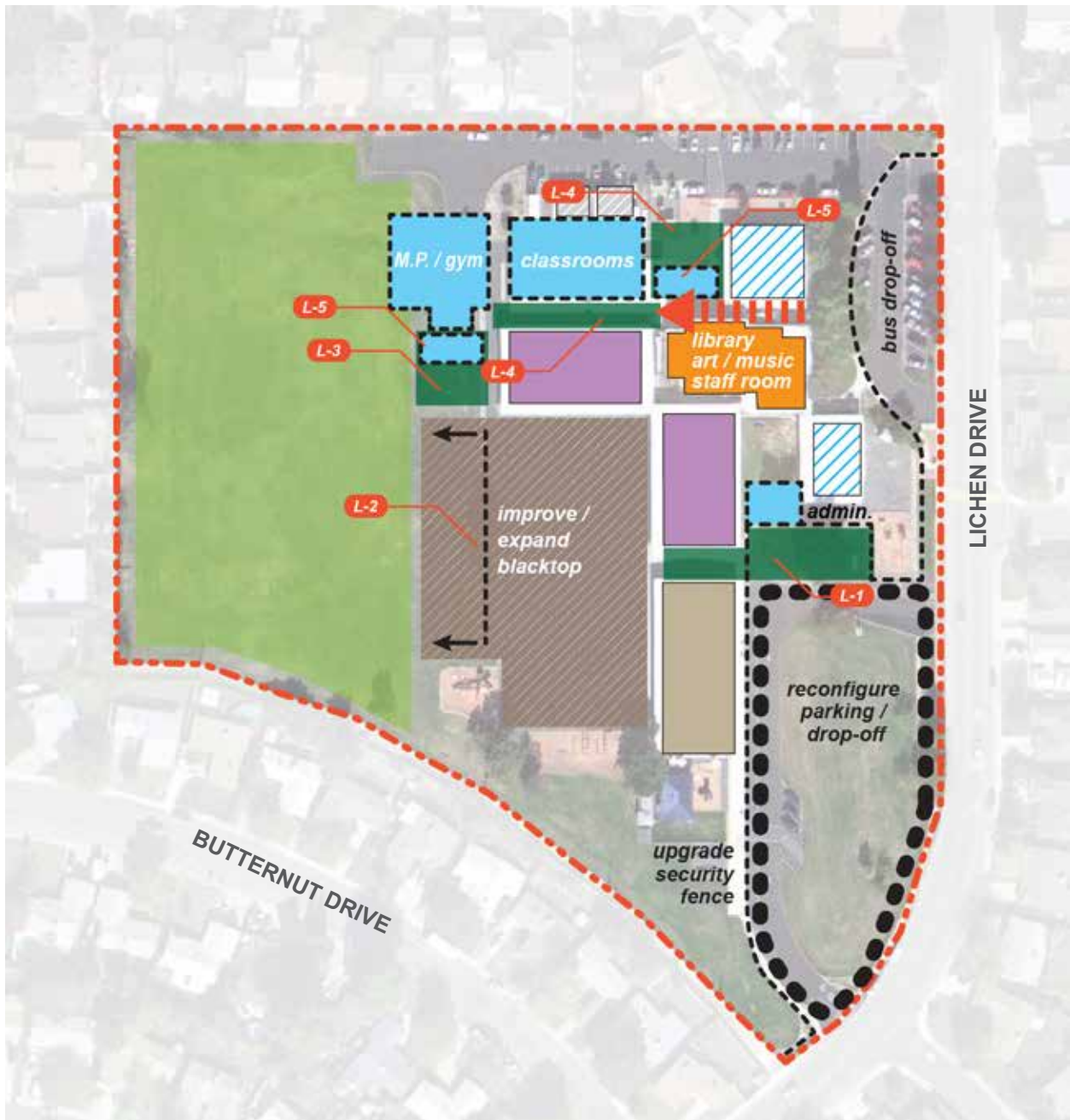
5700 Primrose Drive, Citrus Heights, CA 95610



PROPOSED MASTER SITE AERIAL PLAN

Lichen K-8 School

8319 Lichen Drive, Citrus Heights, CA 95621



DESIGN PRINCIPLES

C COMMUNITY

- C-1 New M.P. / Gymnasium
- C-2 New Admin. / Entry
- C-3 Reconfigure for Music, Arts, and Staff Room

S SUSTAINABILITY

- S-1 PV Package

Co COLLABORATION

- Co-1 21st-century Learning Environment Middle School Classroom Bldg.
- Co-2 Repurpose to Library / Media Center
- Co-3 21st-century Learning Environment Mod.

L OUTDOOR LEARNING

- L-1 New Entry Plaza
- L-2 Expand Hardcourts
- L-3 Outdoor Amphitheater
- L-4 Outdoor Access & Group Meeting Area Upgrades
- L-5 Shade Structures





PROPOSED MASTER FLOOR PLAN

Lichen K-8 School

8319 Lichen Drive, Citrus Heights, CA 95621

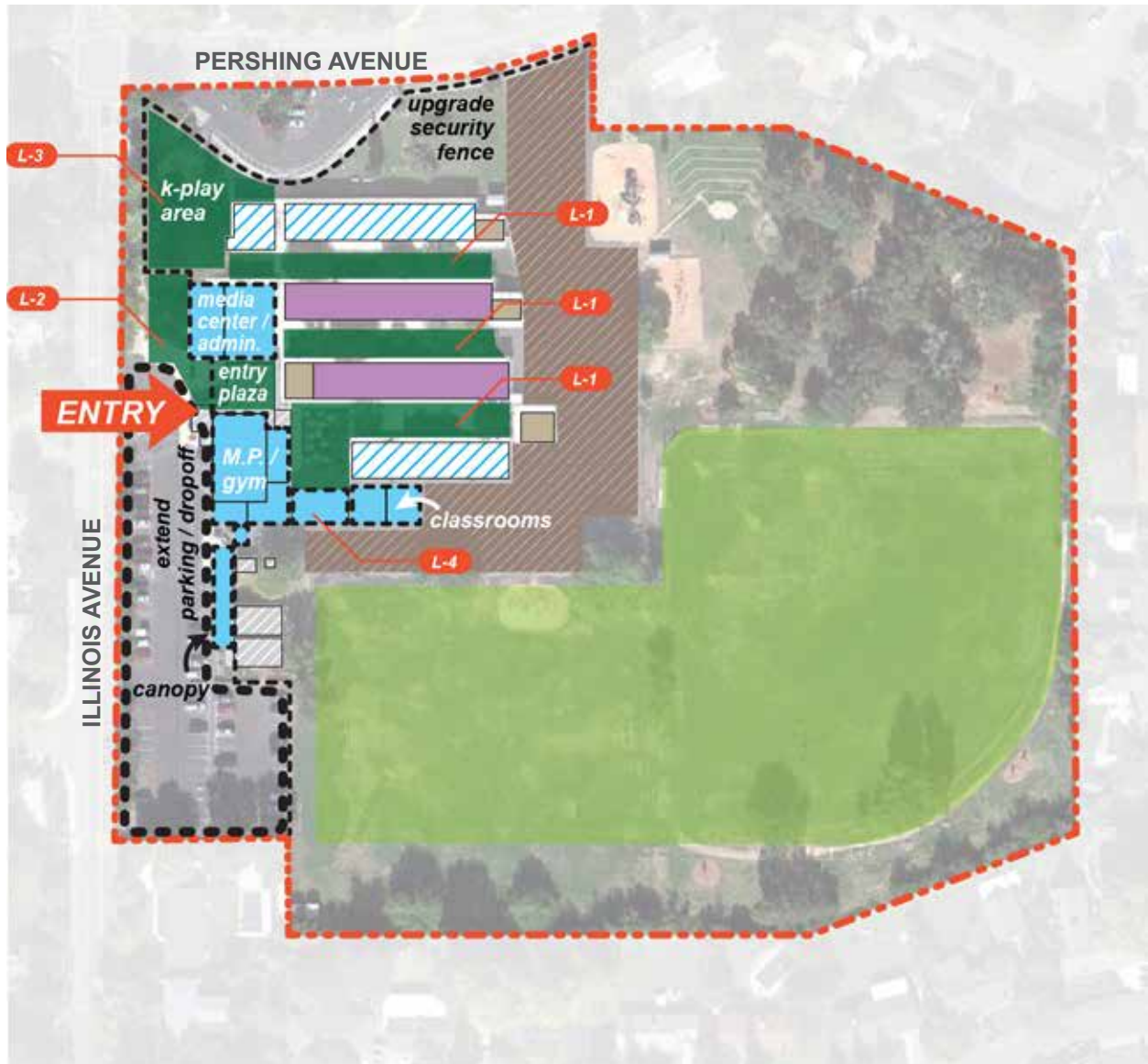


PLANNING LEGEND

Demo/Remove/Relocate	
Existing Building	
New Construction	
Modernization	
Repurpose	
Reconfigure	
Enhance Site Work	
Upgrade Playfield	
Upgrade Hard Court	

PROPOSED MASTER SITE AERIAL PLAN

Orangevale Open K-8 School
5630 Illinois Avenue, Fair Oaks, CA 95628



DESIGN PRINCIPLES

C COMMUNITY
C-1 New M.P. / Gymnasium
C-2 Extend Parking / Drop-Off and Provide Canopy

S SUSTAINABILITY
S-1 PV Package

Co COLLABORATION
Co-1 21st-century Learning Environment Classroom Addition
Co-2 21st-century Learning Environment Mod.
Co-3 New Admin. Office & Library / Media Center

L OUTDOOR LEARNING
L-1 Outdoor Access & Group Area Upgrades
L-2 New Entry Plaza
L-3 Enhance Kindergarten Play Area
L-4 Shade Structure



PROPOSED MASTER FLOOR PLAN

Orangevale Open K-8 School
5630 Illinois Avenue, Fair Oaks, CA 95628



PROPOSED MASTER SITE AERIAL PLAN

Sierra Oaks K-8 School
171 Mills Road, Sacramento, CA 95864



DESIGN PRINCIPLES

C COMMUNITY

C-1 Reconfigure / Expand Admin Office

S SUSTAINABILITY

S-1 PV Package

Co COLLABORATION

Co-1 21st-century Learning Environment Classroom Wing for Middle School
Co-2 New Library / Media Center
Co-3 ECE Classroom Wing
Co-4 Locker Room Addition
Co-5 21st-century Learning Environment Classroom Wing Addition

L OUTDOOR LEARNING

L-1 Canopy Addition to Existing Classroom Wing
L-2 Replace Existing Canopy
L-3 Outdoor Dining Shade Structure
L-4 Outdoor Access & Group Meeting Area Upgrade



PROPOSED MASTER FLOOR PLAN

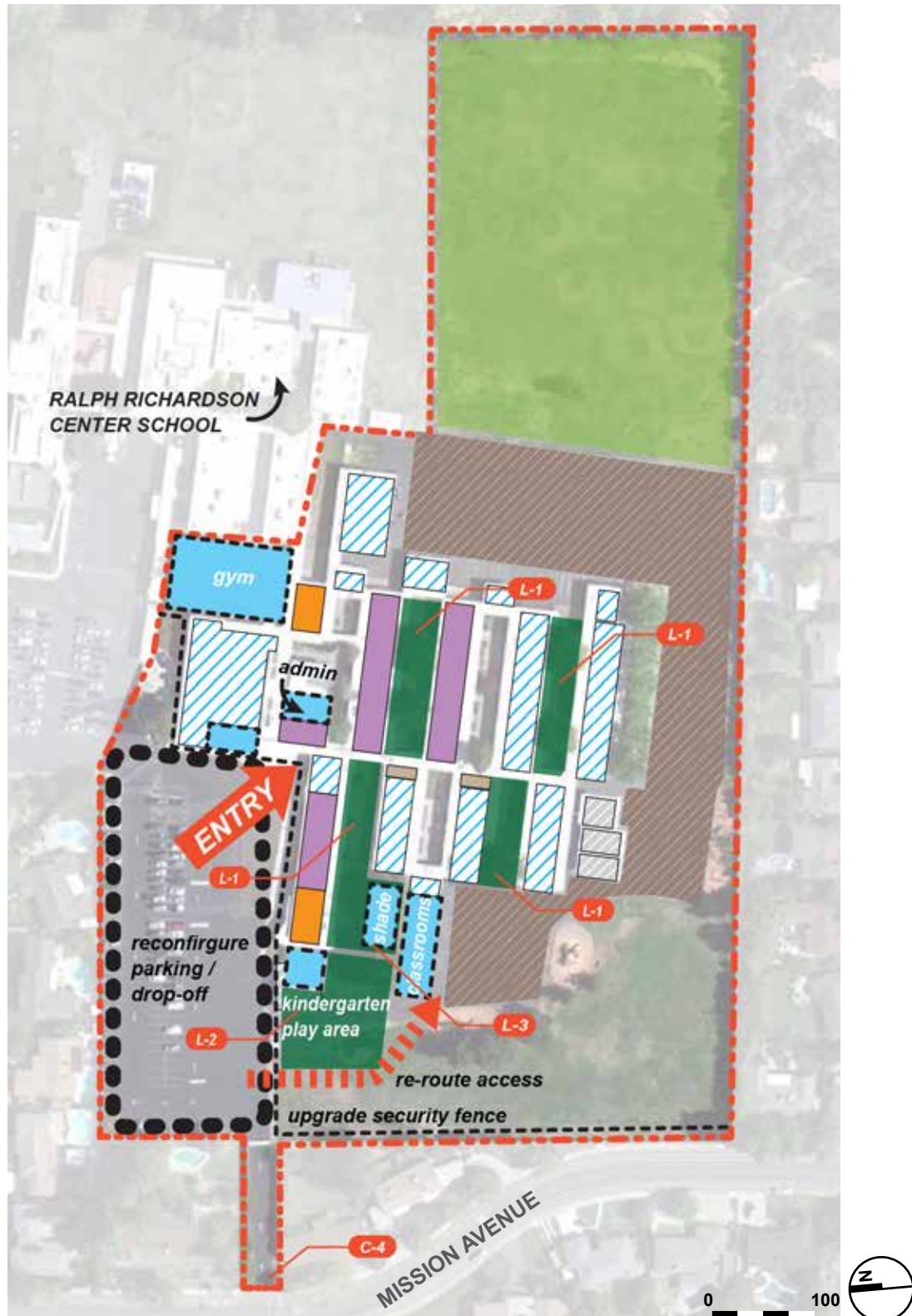
Sierra Oaks K-8 School
171 Mills Road, Sacramento, CA 95864



PROPOSED MASTER SITE AERIAL PLAN

Starr King K-8 School

4848 Cottage Way, Carmichael, CA 95608





PROPOSED MASTER FLOOR PLAN

Starr King K-8 School

4848 Cottage Way, Carmichael, CA 95608



PLANNING LEGEND

- Demo / Remove / Relocate
- Existing Building
- New Construction
- Modernization
- Repurpose
- Reconfigure
- Enhance Site Work
- Upgrade Playfield
- Upgrade Hard Court

DESIGN PRINCIPLES

- C COMMUNITY**
- C-1 New Gymnasium
 - C-2 Expand Admin.
 - C-3 Stage Addition
 - C-4 Provide Signage at Property Frontage
 - C-5 Repurpose for Parent Room

- S SUSTAINABILITY**
- S-1 PV Package

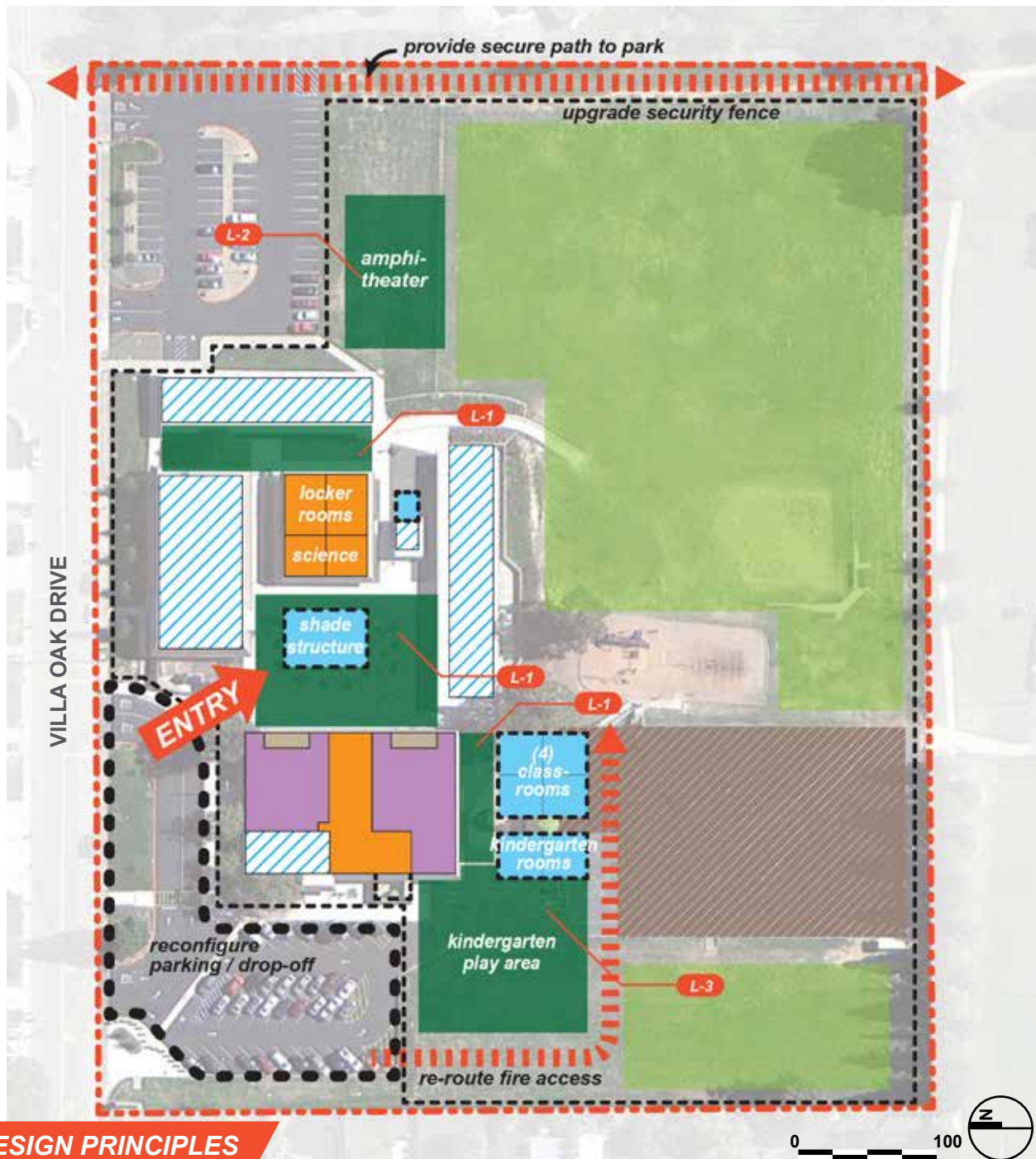
- Co COLLABORATION**
- Co-1 21st-century Learning Environment Classroom Addition
 - Co-2 21st-century Learning Environment Mod.
 - Co-3 New Kindergarten Bldg.
 - Co-4 Reconfigure Library / Media Center

- L OUTDOOR LEARNING**
- L-1 Outdoor Access & Group Area Upgrades
 - L-2 New Kindergarten Play Area
 - L-3 Shade Structure

PROPOSED MASTER SITE AERIAL PLAN

Woodside K-8 School

8248 Villa Oak Drive, Citrus Heights, CA 95610



DESIGN PRINCIPLES

C COMMUNITY

- C-1 Improve Fenced Equipment Area
- C-2 Staff Restroom Addition

S SUSTAINABILITY

- S-1 PV Package
- S-2 Improve Daylighting

Co COLLABORATION

- Co-1 21st-century Learning Environment Classroom Bldg.
- Co-2 Repurpose to Locker Rooms & Science Classrooms
- Co-3 21st-century Learning Environment Mod.
- Co-4 Repurpose / Reconfigure Media Center / Computer Lab

L

OUTDOOR LEARNING

- L-1 Outdoor Access & Group Area Upgrades
- L-2 Outdoor Amphitheater
- L-3 Expand Kindergarten Play Area
- L-4 Shade Structure



PROPOSED MASTER FLOOR PLAN

Woodside K-8 School

8248 Villa Oak Drive, Citrus Heights, CA 95610



PLANNING LEGEND

Demo/Remove/Relocate	
Existing Building	
New Construction	
Modernization	
Repurpose	
Reconfigure	
Enhance Site Work	
Upgrade Playfield	
Upgrade Hard Court	



PROPOSED SITE AERIAL PLAN

Arlington Heights Elementary School

6401 Trenton Way, Citrus Heights, CA 95621



DESIGN PRINCIPLES

C COMMUNITY

- C-1 Reconfigure Parking / Drop-off
- C-2 Expand Admin. Office

S SUSTAINABILITY

- S-1 PV Package

Co COLLABORATION

- Co-1 Library / Media Center & Classroom Bldg. Addition
- Co-2 Classroom Bldg. Addition
- Co-3 Repurpose Media Center to Kindergarten & Kindergarten to Standard Classroom
- Co-4 21st-century Learning Environment Mod.

L OUTDOOR LEARNING

- L-1 Outdoor Access & Group Area Upgrades
- L-2 Expand & Upgrade Kindergarten Play Area
- L-3 Covered Dining Shade Structure

PROPOSED MASTER FLOOR PLAN

Arlington Heights Elementary School

6401 Trenton Way, Citrus Heights, CA 95621



PROPOSED MASTER SITE AERIAL PLAN

Cambridge Heights Elementary School

5555 Fleetwood Drive, Citrus Heights, CA 95621



DESIGN PRINCIPLES

C COMMUNITY
C-1 Expand Parking

S SUSTAINABILITY
S-1 PV Package

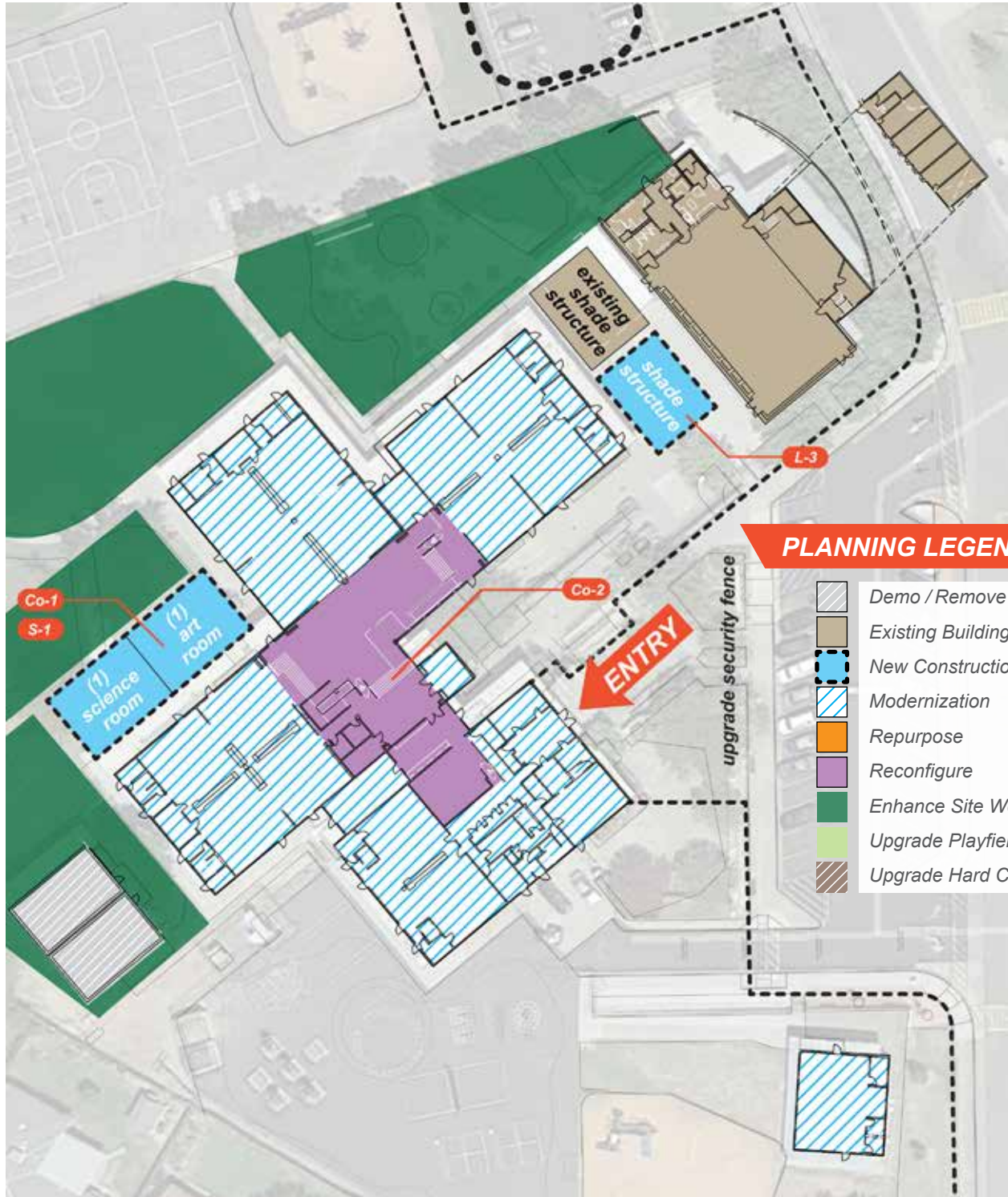
Co COLLABORATION
Co-1 Art & Science Classroom Bldg. Addition
Co-2 21st-century Learning Environment Mod.

L OUTDOOR LEARNING
L-1 Outdoor Access & Group Area Upgrades
L-2 Outdoor Amphitheater
L-3 Shade Structure
L-4 Enhance Garden

PROPOSED MASTER FLOOR PLAN

Cambridge Heights Elementary School

5555 Fleetwood Drive, Citrus Heights, CA 95621



PLANNING LEGEND

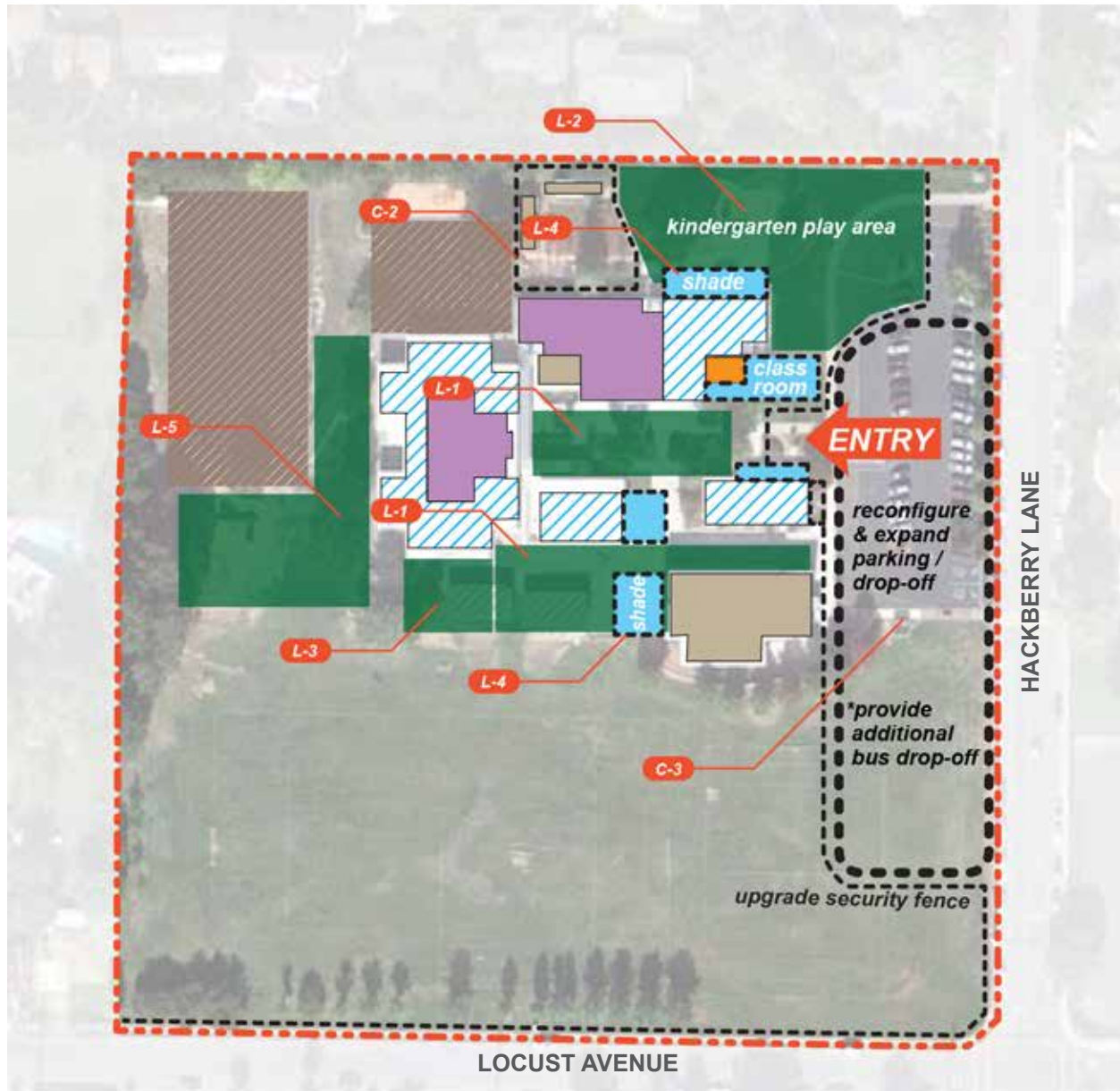
- Demo / Remove / Relocate
- Existing Building
- New Construction
- Modernization
- Repurpose
- Reconfigure
- Enhance Site Work
- Upgrade Playfield
- Upgrade Hard Court

0 100

PROPOSED MASTER SITE AERIAL PLAN

Cameron Ranch Elementary School

4333 Hackberry Lane, Carmichael, CA 95608



DESIGN PRINCIPLES

- C COMMUNITY**
- C-1 Provide Campus Signage & Canopy at Admin. Entry
 - C-2 Improve Security Fence at Garden
 - C-3 Expand Parking & Drop-off / Create Bus Drop-off

- S SUSTAINABILITY**
- S-1 Improve Daylighting

- Co COLLABORATION**
- Co-1 Classroom Addition
 - Co-2 Repurpose & Expand for Kindergarten Room Use & Add ECE Room
 - Co-3 21st-century Learning Environment Mod.
 - Co-4 Reconfigure Media Center for 21st-century Learning

- L OUTDOOR LEARNING**
- L-1 Outdoor Access & Group Area Upgrades
 - L-2 Expand Kindergarten Play Area
 - L-3 Outdoor Amphitheater
 - L-4 Shade Structure
 - L-5 Improve Landscape at Slope & Replace Play Structure



PROPOSED MASTER FLOOR PLAN

Cameron Ranch Elementary School

4333 Hackberry Lane, Carmichael, CA 95608

PLANNING LEGEND

Demo/Remove/Relocate	
Existing Building	
New Construction	
Modernization	
Repurpose	
Reconfigure	
Enhance Site Work	
Upgrade Playfield	
Upgrade Hard Court	



PROPOSED MASTER SITE AERIAL PLAN

Carmichael Elementary School

6141 Sutter Avenue, Carmichael, CA 95608



DESIGN PRINCIPLES

C COMMUNITY
C-1 Multi-Purpose Building
C-2 Repurpose to Library / Media Center, Art & Music
C-3 Repurpose to Classrooms

S SUSTAINABILITY
S-1 PV Package

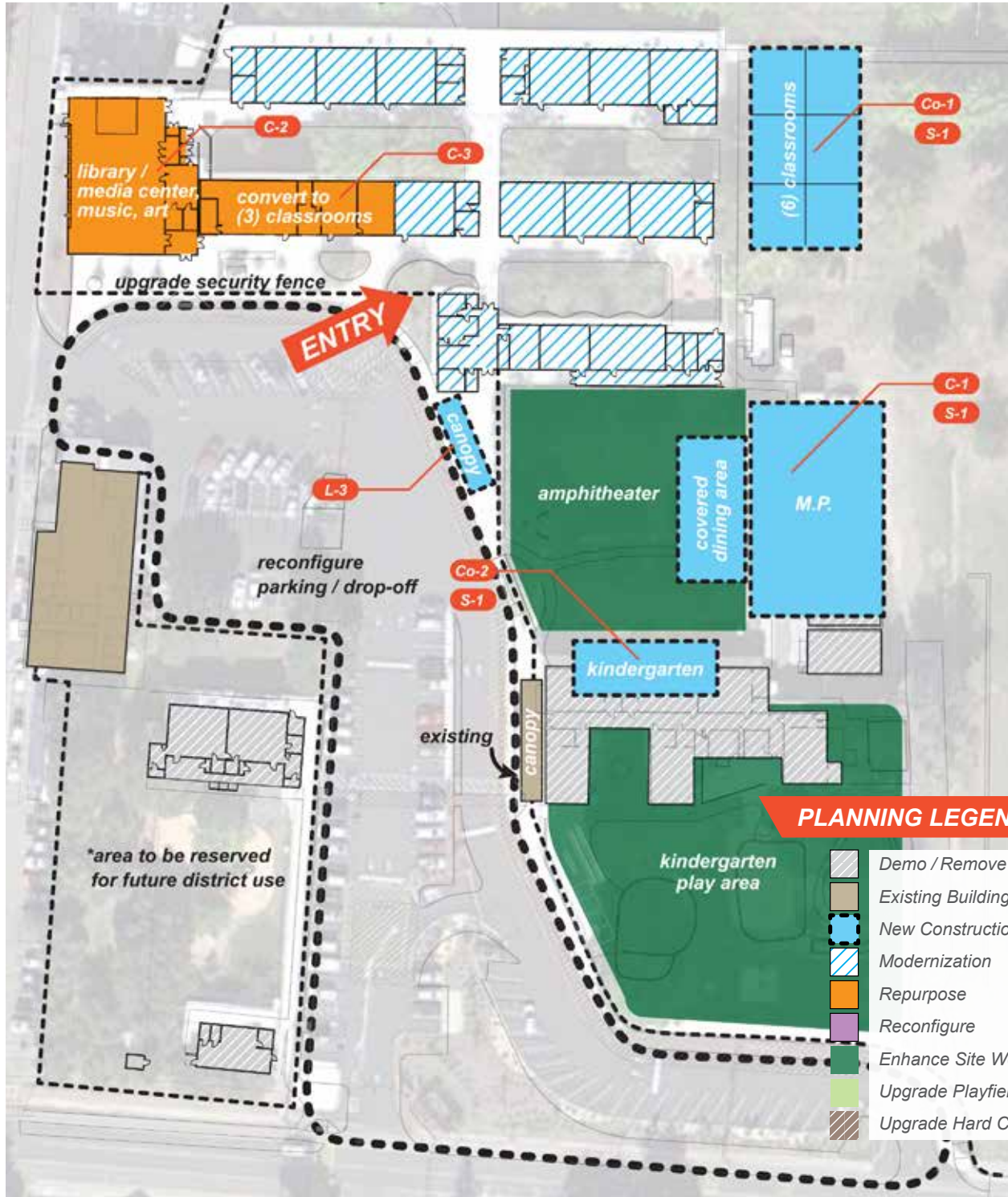
Co COLLABORATION
Co-1 21st-century Learning Environment Classroom Building
Co-2 Kindergarten Building

L OUTDOOR LEARNING
L-1 New Quad & Amphitheater
L-2 Expand Kindergarten Play Area
L-3 Drop-Off Canopy
L-4 Running Track / Course
L-5 Covered Dining Shade Structure

PROPOSED MASTER FLOOR PLAN

Carmichael Elementary School

6141 Sutter Avenue, Carmichael, CA 95608



PROPOSED MASTER SITE AERIAL PLAN

Carriage Drive Elementary School

7519 Carriage Drive, Citrus Heights, CA 95621



DESIGN PRINCIPLES

C COMMUNITY

- C-1 Enlarge Stage & Add Black-Out Curtains
- C-2 Reconfigure Admin. for Secure Public Entry

S SUSTAINABILITY

- S-1 PV Package

Co COLLABORATION

- Co-1 21st-century Learning Environment Mod.

L OUTDOOR LEARNING

- L-1 Outdoor Access & Group Area Upgrades (Shade Structures Where Possible)
- L-2 Secure & Enhance Kindergarten Play Area
- L-3 Secure & Enhance Special Ed. Play Area
- L-4 Covered Dining Shade Structure

PROPOSED MASTER FLOOR PLAN

PLANNING LEGEND

Demo/Remove/Relocate	
Existing Building	
New Construction	
Modernization	
Repurpose	
Reconfigure	
Enhance Site Work	
Upgrade Playfield	
Upgrade Hard Court	

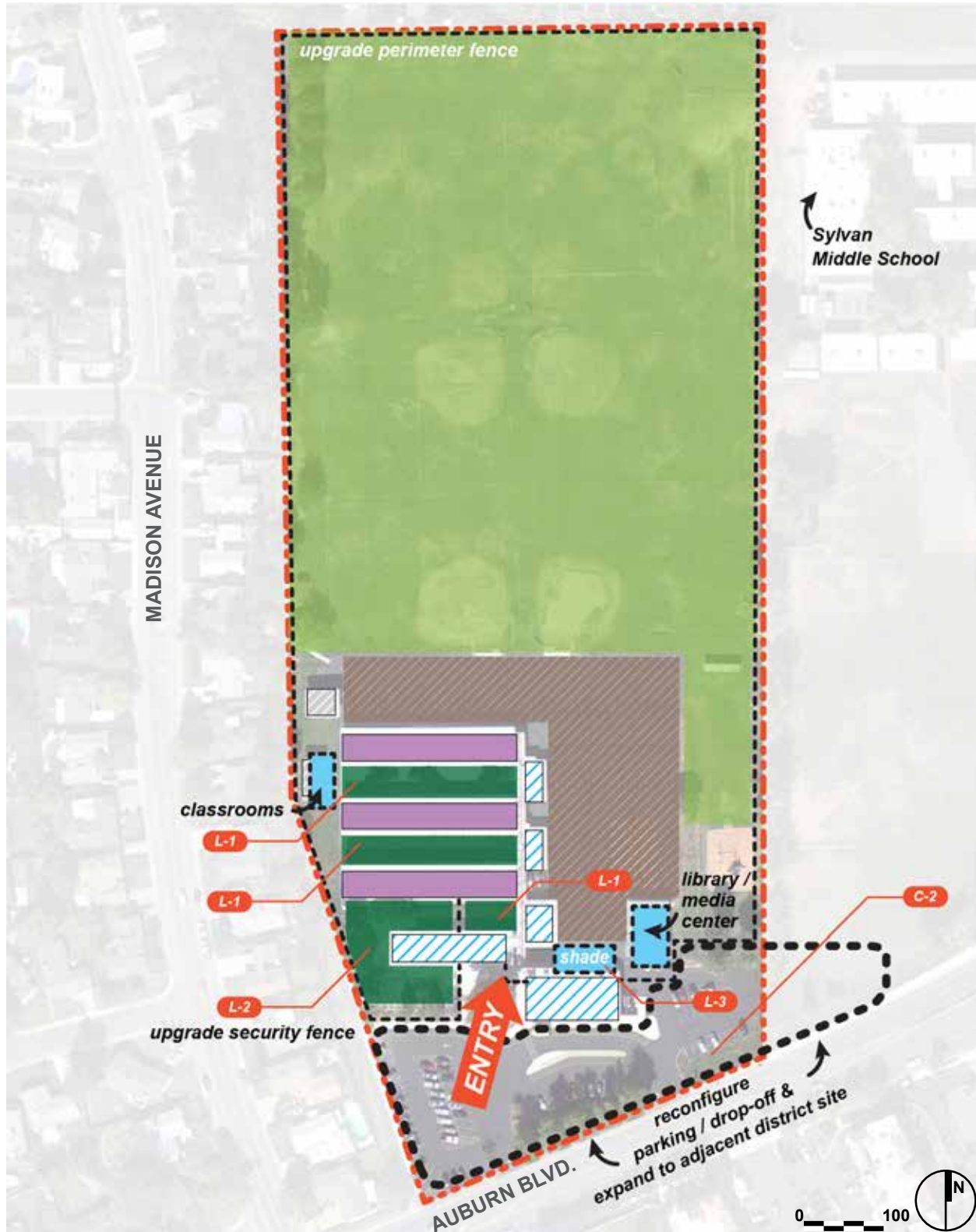
Carriage Drive Elementary School

7519 Carriage Drive, Citrus Heights, CA 95621



PROPOSED MASTER SITE AERIAL PLAN

Citrus Heights Elementary School
7085 Auburn Blvd., Citrus Heights, CA 95621





PROPOSED MASTER FLOOR PLAN

Citrus Heights Elementary School
7085 Auburn Blvd., Citrus Heights, CA 95621



C COMMUNITY

C-1 New Media Center
C-2 Reconfigure Parking / Drop-off & Expand to Adjacent District Site

S SUSTAINABILITY

S-1 PV Package

Co COLLABORATION

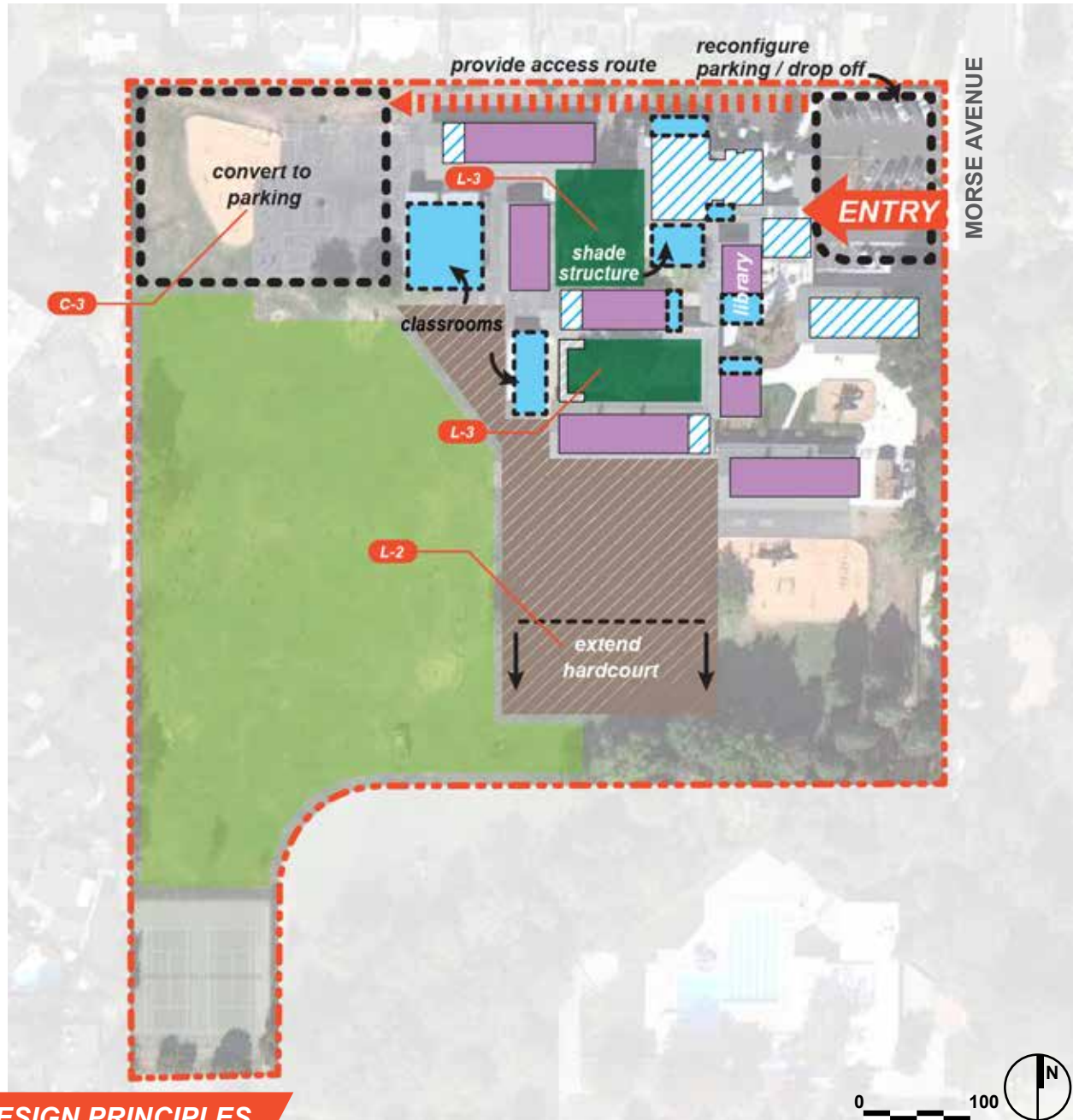
Co-1 New Classroom Bldg.
Co-2 21st-century Learning Environment Mod.

L OUTDOOR LEARNING

L-1 Outdoor Access & Group Area Upgrades (Shade Structures Where Possible)
L-2 Expand Kindergarten Play Area
L-3 Covered Dining Shade Structure

PROPOSED MASTER SITE AERIAL PLAN

Cottage Elementary School
2221 Morse Avenue, Sacramento, CA 95825



DESIGN PRINCIPLES

C COMMUNITY

- C-1 Expand M.P. Foyer
- C-2 Stage Addition to Multi-Purpose Bldg.
- C-3 Develop Additional Parking & Provide Access Route

S SUSTAINABILITY

- S-1 PV Package

Co COLLABORATION

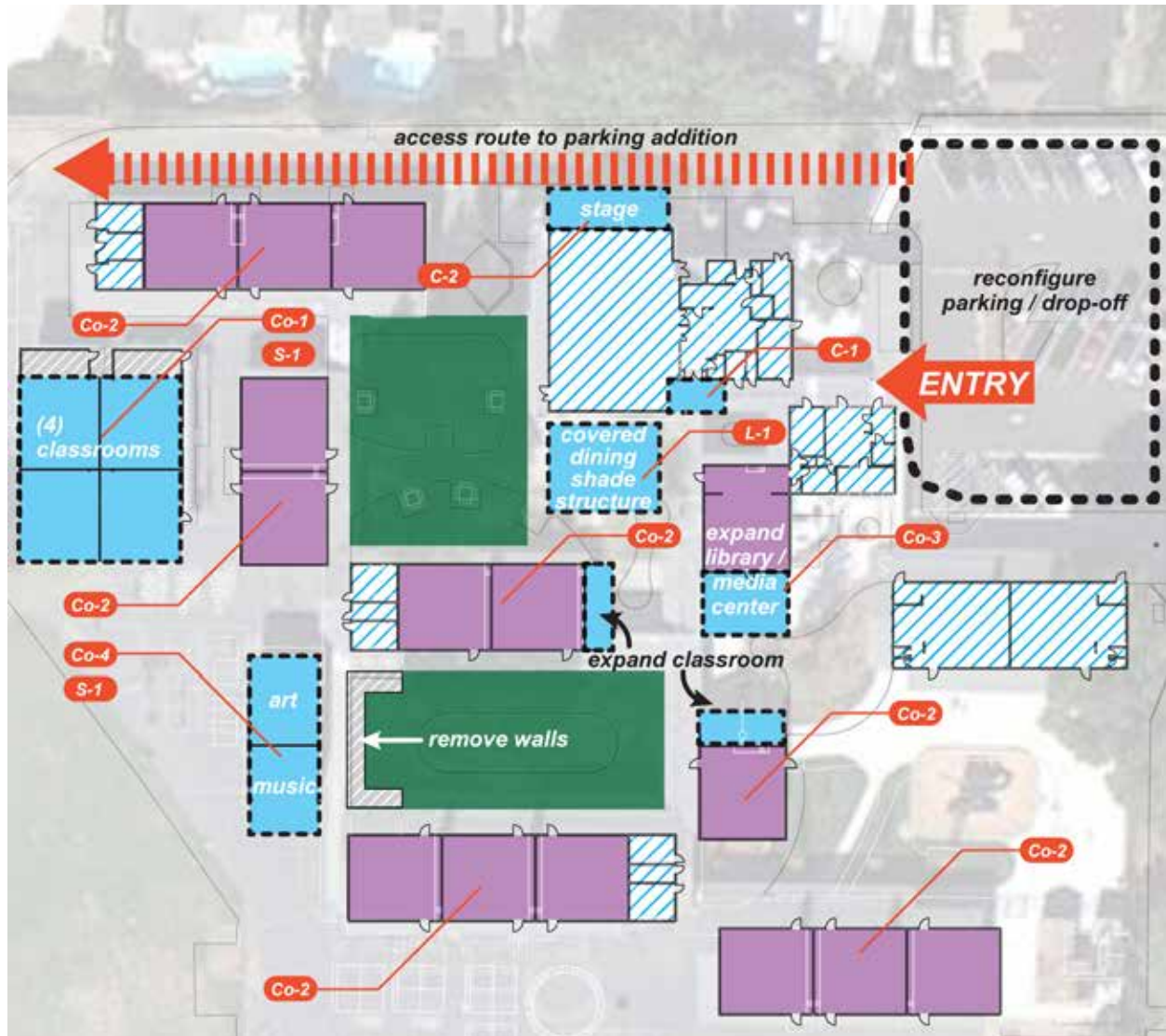
- Co-1 21st-century Learning Environment Classroom Bldg.
- Co-2 21st-century Learning Environment Mod. (Expand Where Shown)
- Co-3 Reconfigure & Expand Library
- Co-4 Art / Music Building Addition

L OUTDOOR LEARNING

- L-1 Covered Dining Shade Structure
- L-2 Extend Hardcourts
- L-3 Outdoor Access & Group Area Upgrades

PROPOSED MASTER FLOOR PLAN

Cottage Elementary School
2221 Morse Avenue, Sacramento, CA 95825



PLANNING LEGEND

- Demo / Remove / Relocate
- Existing Building
- New Construction
- Modernization
- Repurpose
- Reconfigure
- Enhance Site Work
- Upgrade Playfield
- Upgrade Hard Court

PROPOSED MASTER SITE AERIAL PLAN

Cowan Fundamental School

3350 Becerra Way, Sacramento, CA 95821



DESIGN PRINCIPLES

C COMMUNITY
C-1 Stage Addition to M.P.
C-2 Provide Storage
C-3 Repurpose to Classroom

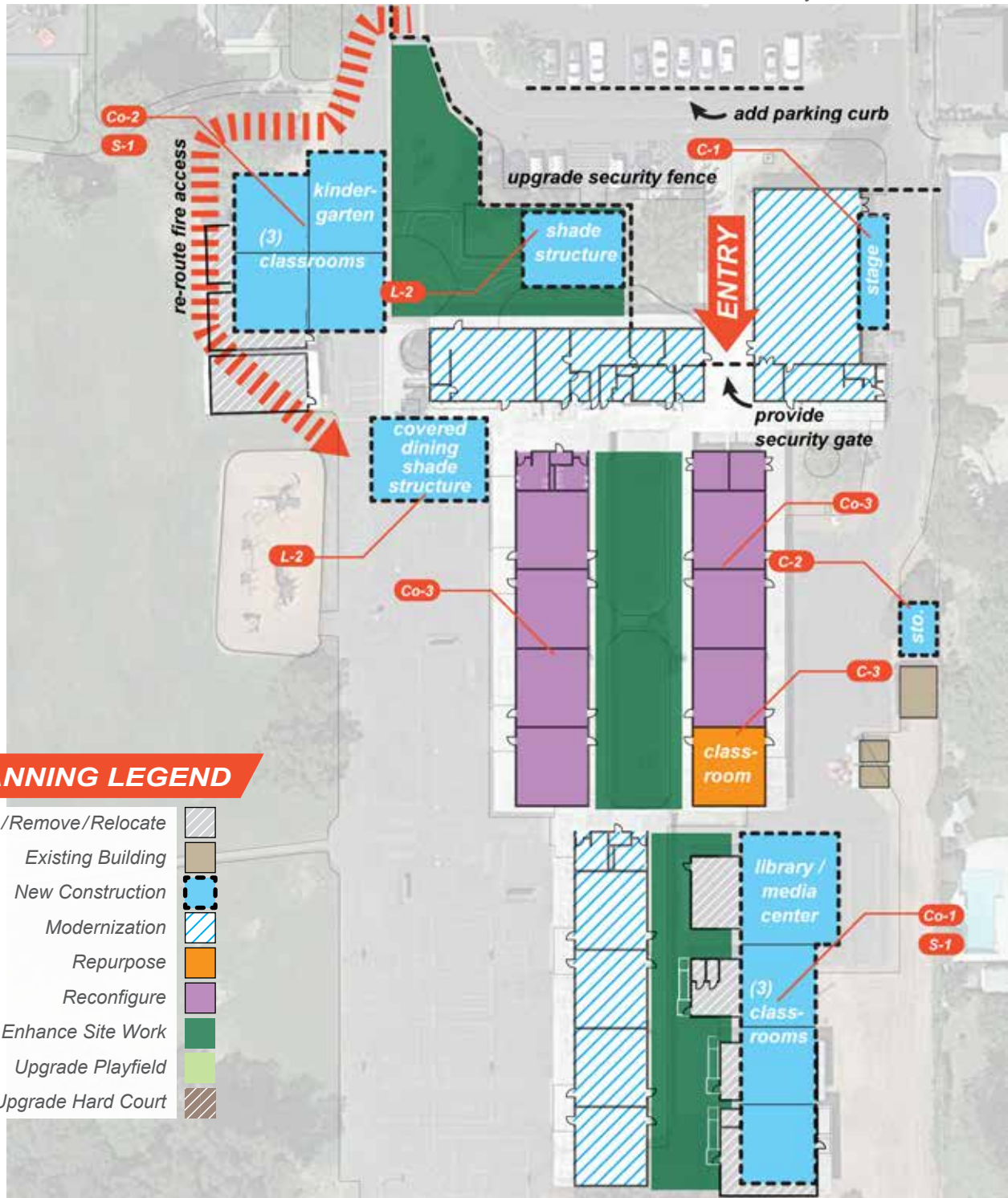
S SUSTAINABILITY
S-1 PV Package

Co COLLABORATION
Co-1 Classroom Bldg. Addition & Library / Media Center
Co-2 Classroom Bldg. Addition w/ Kindergarten Room
Co-3 21st-century Learning Environment Mod.

L OUTDOOR LEARNING
L-1 Outdoor Access & Group Area Upgrades
L-2 Shade Structure
L-3 Enhance Kindergarten Play Area

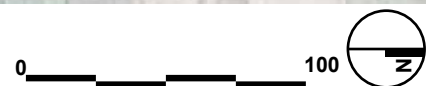
PROPOSED MASTER FLOOR PLAN

Cowan Fundamental School
3350 Becerra Way, Sacramento, CA 95821



PLANNING LEGEND

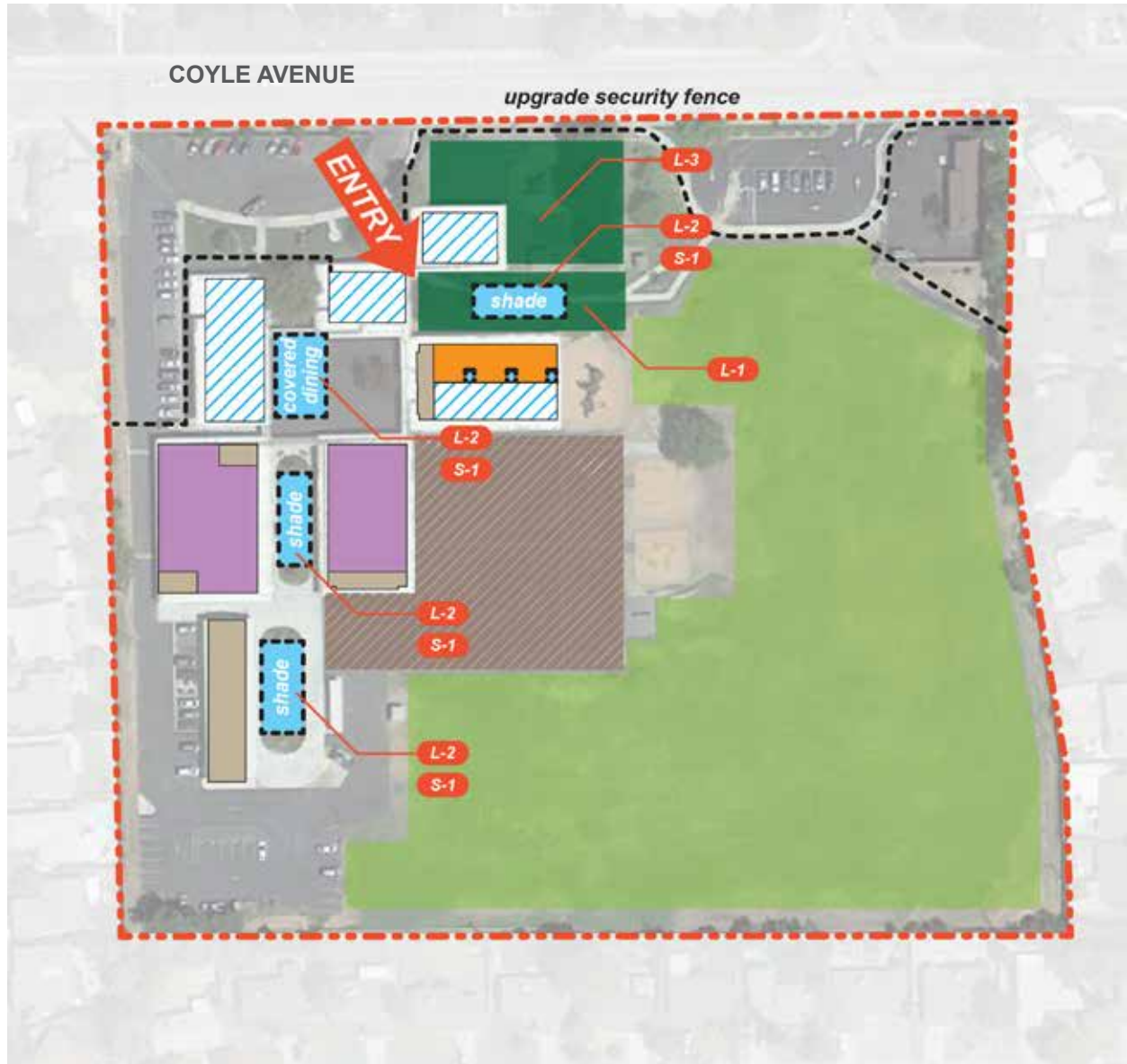
Demo/Remove/Relocate	
Existing Building	
New Construction	
Modernization	
Repurpose	
Reconfigure	
Enhance Site Work	
Upgrade Playfield	
Upgrade Hard Court	



PROPOSED MASTER SITE AERIAL PLAN

Coyle Avenue Elementary School

6330 Coyle Avenue, Carmichael, CA 95608



DESIGN PRINCIPLES

C COMMUNITY

C-1 Reconfigure to Special Ed.
Classrooms & Provide
Restroom in Each

S SUSTAINABILITY

S-1 PV Package

Co **COLLABORATION**
Co-1 21st-century Learn

Co-1 21st-century Learning Environment Mod.

L OUTDOOR LEARNING
L-1 Outdoor Access & Group

L-1 Outdoor Access & Group Area Upgrades
L-2 Covered Dining / Shade Structures



PROPOSED MASTER FLOOR PLAN

Coyle Avenue Elementary School

6330 Coyle Avenue, Carmichael, CA 95608



PROPOSED MASTER SITE AERIAL PLAN

Del Dayo Elementary School
1301 McClaren Drive, Carmichael, CA 95608



DESIGN PRINCIPLES

C COMMUNITY
C-1 Admin, Media Center, Art, Music & Science Bldg.
C-2 Repurpose to Special Ed. Room
C-3 Expand Parking

S SUSTAINABILITY
S-1 PV Package
S-2 Enhance Daylighting
S-3 PV Shade Structure

Co COLLABORATION
Co-1 New Classroom Bldg.
Co-2 21st-century Learning Environment Mod.

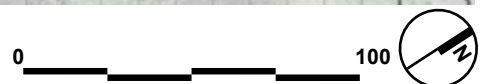
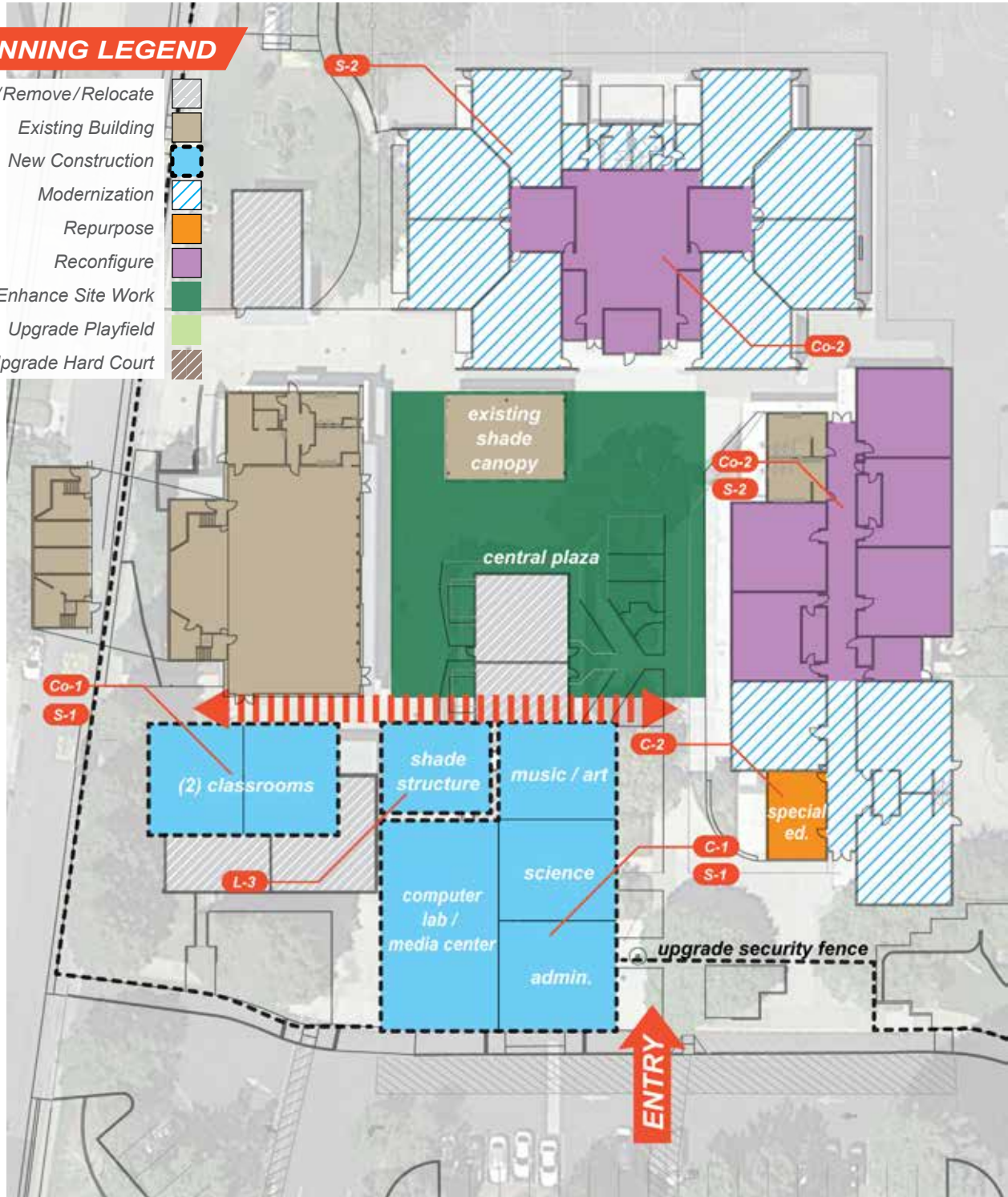
L OUTDOOR LEARNING
L-1 Develop Central Plaza
L-2 Enhance Kindergarten Play Area
L-3 Shade Structure

PROPOSED MASTER FLOOR PLAN

Del Dayo Elementary School
1301 McClaren Drive, Carmichael, CA 95608

PLANNING LEGEND

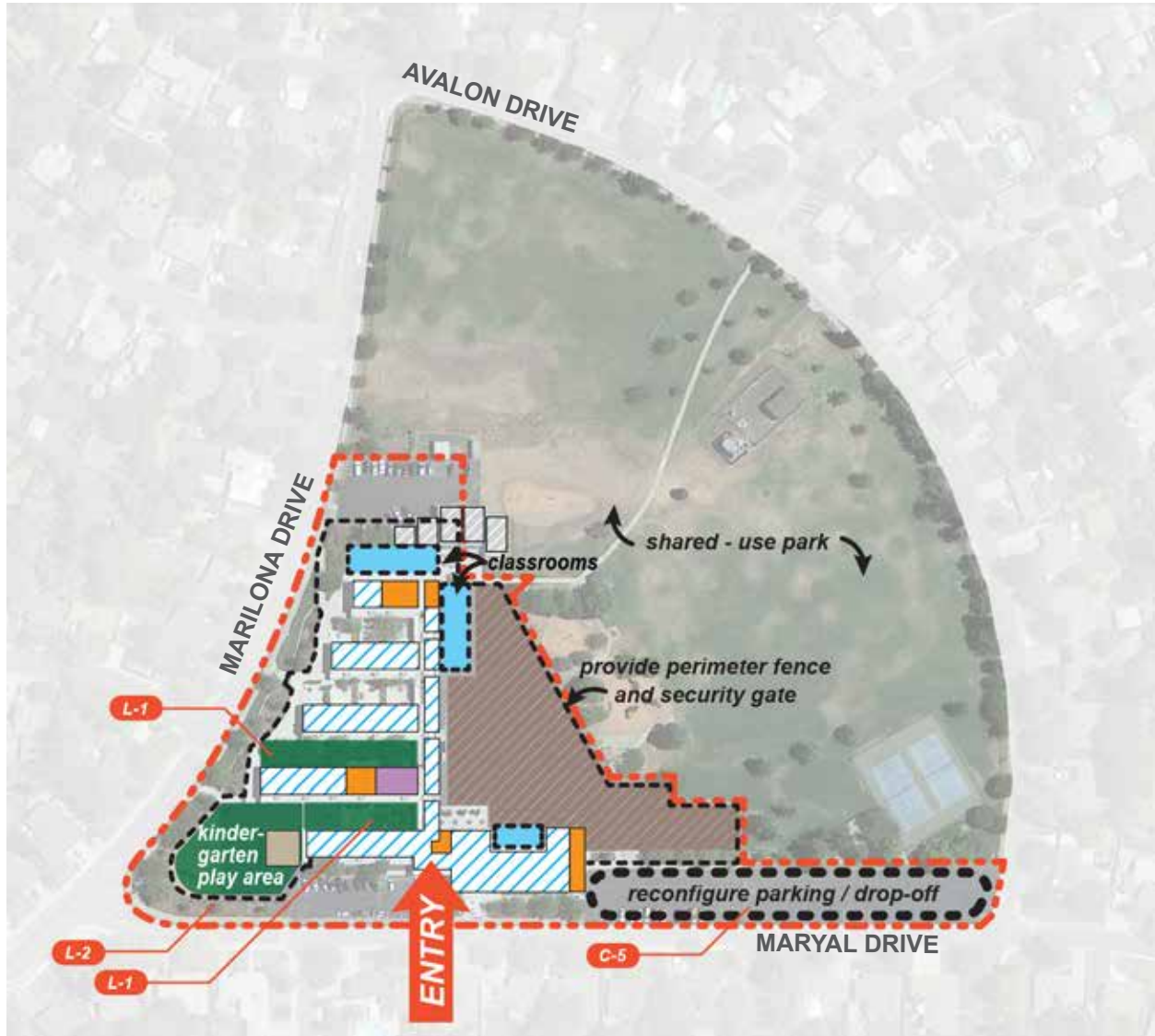
- Demo/Remove/Relocate
- Existing Building
- New Construction
- Modernization
- Repurpose
- Reconfigure
- Enhance Site Work
- Upgrade Playfield
- Upgrade Hard Court



PROPOSED SITE AERIAL PLAN

Del Paso Manor Elementary School

2700 Maryal Drive, Sacramento, CA 95821



DESIGN PRINCIPLES

C COMMUNITY

- C-1 Improve Facade
- C-2 Repurpose for Theater Storage / Parent Resource
- C-3 Reconfigure & Expand Library / Media Center & Add Computer Lab
- C-4 Repurpose & Create Breeze-Way Connection
- C-5 Reconfigure Parking / Drop-Off
- C-6 Repurpose & Expand Admin.

S SUSTAINABILITY

- S-1 PV Package

Co COLLABORATION

- Co-1 New Classroom Bldg.
- Co-2 Repurpose to Classroom

L OUTDOOR LEARNING

- L-1 Outdoor Access & Group Area Upgrades
- L-2 Improve Kindergarten Play Area
- L-3 Shade Structure

PROPOSED FLOOR PLAN

Del Paso Manor Elementary School

2700 Maryal Drive, Sacramento, CA 95821



PLANNING LEGEND

- Demo / Remove / Relocate
- Existing Building
- New Construction
- Modernization
- Repurpose
- Reconfigure
- Enhance Site Work
- Upgrade Playfield
- Upgrade Hard Court

0 100

PROPOSED MASTER SITE AERIAL PLAN

Mary A. Deterding Elementary School
6000 Stanley Avenue, Carmichael, CA 95608



DESIGN PRINCIPLES

C COMMUNITY

- C-1 Parking Addition
- C-2 Repurpose M.P. for Admin. & Library / Media Center
- C-3 Repurpose Admin. to Counseling
- C-4 Repurpose Library to Classroom

S SUSTAINABILITY

- S-1 PV Package

Co COLLABORATION

- Co-1 New Multi-Purpose Bldg. w/ Class & Music Rooms
- Co-2 21st-century Learning Environment Mod.

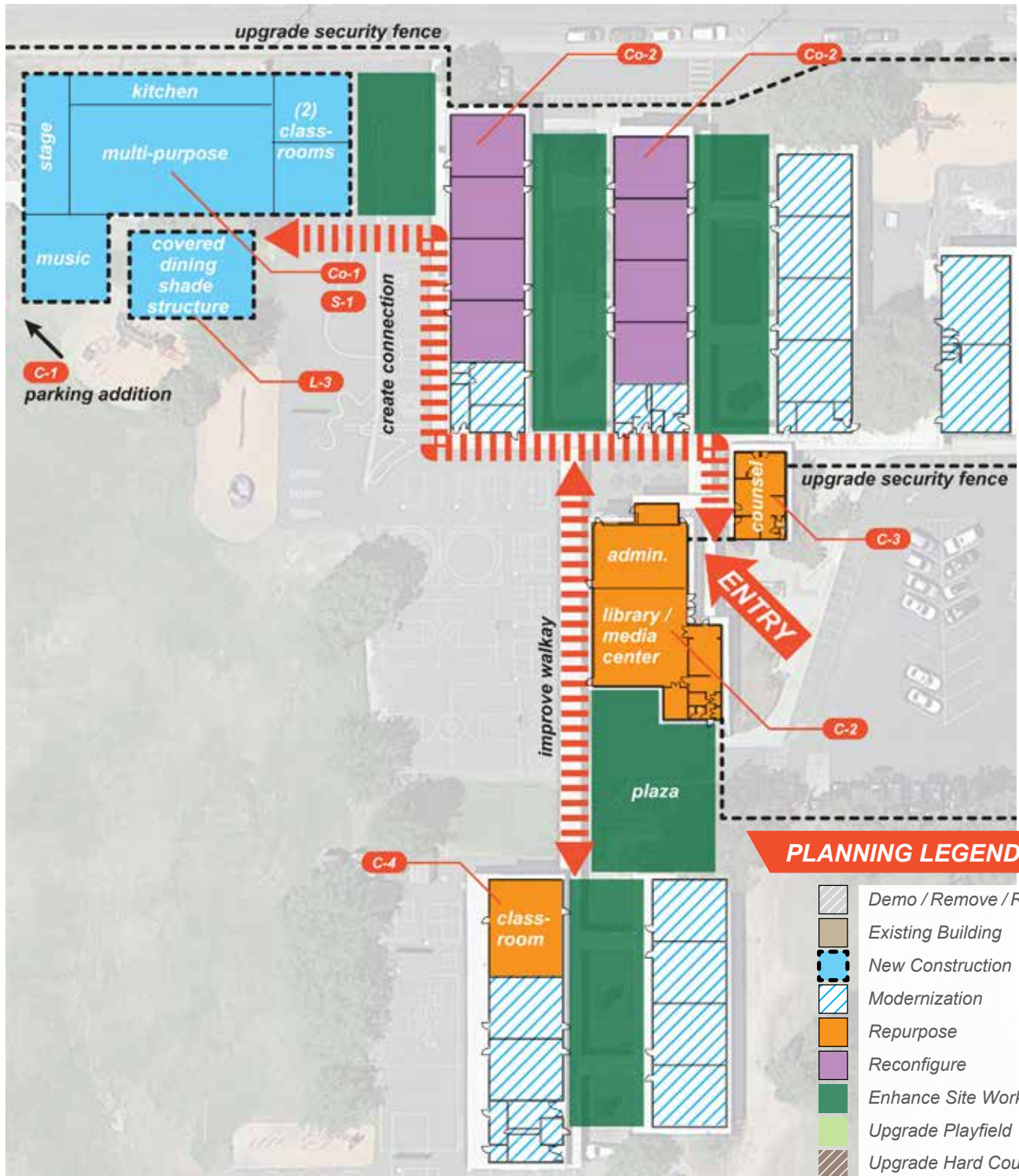
L OUTDOOR LEARNING

- L-1 Outdoor Access & Group Area Upgrades
- L-2 Plaza Addition
- L-3 Covered Dining / Shade Structure
- L-4 Outdoor Amphitheater
- L-5 Relocate Garden
- L-6 Relocate Play Structure



PROPOSED MASTER FLOOR PLAN

Mary A. Deterding Elementary School
 6000 Stanley Avenue, Carmichael, CA 95608



PROPOSED MASTER SITE AERIAL PLAN

Harry Dewey Fundamental School

7025 Falcon Road, Fair Oaks, CA 95628



DESIGN PRINCIPLES

C COMMUNITY
C-1 New Multi-Purpose Building
C-2 Repurpose to Classroom

S SUSTAINABILITY
S-1 PV Package

Co COLLABORATION
Co-1 21st-century Learning Environment Mod.
Co-2 Repurpose Existing M.P. to Library / Media Center, Staff Room & Classroom

L OUTDOOR LEARNING
L-1 Outdoor Access & Group Area Upgrade
L-2 Expand Kindergarten Play Area
L-3 Outdoor Amphitheater
L-4 Running / PAR Course
L-5 Enhance for Picnic Area
L-6 Shade Structure

PROPOSED MASTER FLOOR PLAN

Harry Dewey Fundamental School

7025 Falcon Road, Fair Oaks, CA 95628



PLANNING LEGEND

Demo/Remove/Relocate	
Existing Building	
New Construction	
Modernization	
Repurpose	
Reconfigure	
Enhance Site Work	
Upgrade Playfield	
Upgrade Hard Court	

0 100



PROPOSED MASTER SITE AERIAL PLAN

Dyer-Kelly Elementary School
2236 Edison Avenue, Sacramento, CA 95821

DESIGN PRINCIPLES

C COMMUNITY

- C-1 New Multi-purpose Building
- C-2 Improve Facade
- C-3 Repurpose Media & Resource Centers / Classroom
- C-4 Reconfigure Admin. Office
- C-5 Parking Addition

S SUSTAINABILITY

- S-1 PV Package

Co COLLABORATION

- Co-1 21st-century Learning Environment Classroom Bldg.
- Co-2 *OPTION II: New Campus Reoriented on Site*

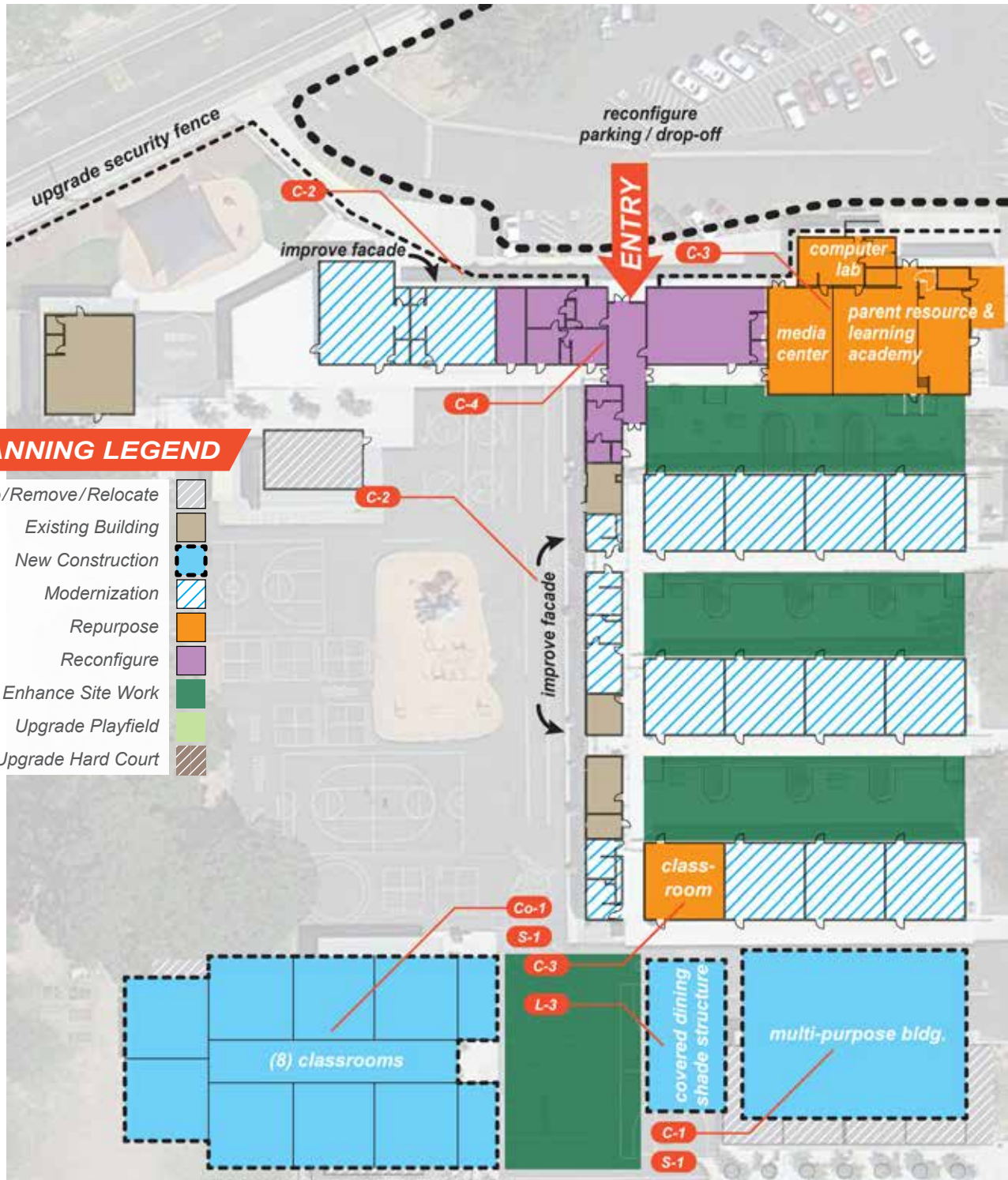
L OUTDOOR LEARNING

- L-1 Outdoor Access & Group Area Upgrades
- L-2 Running Track / PAR Course
- L-3 Covered Dining / Shade Structure



PROPOSED MASTER FLOOR PLAN

Dyer-Kelly Elementary School
2236 Edison Avenue, Sacramento, CA 95821



PROPOSED MASTER SITE AERIAL PLAN

Grand Oaks Elementary School
7901 Rosswood Drive Citrus Heights, CA 95621



DESIGN PRINCIPLES

C COMMUNITY

- C-1 New Admin. Office Bldg.
- C-2 Repurpose to Library & Expand for Computer Lab
- C-3 Expand & Reconfigure Parking / Drop-off

S SUSTAINABILITY

- S-1 PV Package

Co COLLABORATION

- Co-1 New Classroom
- Co-2 21st-century Learning Environment Mod.

L OUTDOOR LEARNING

- L-1 Outdoor Access & Group Area Upgrades
- L-2 Expand & Upgrade Kindergarten Play Area
- L-3 Shade Structure
- L-4 Outdoor Amphitheater
- L-5 Garden & Storage Shed



PROPOSED FLOOR PLAN

Grand Oaks Elementary School
 7901 Rosswood Drive Citrus Heights, CA 95621



PROPOSED MASTER SITE AERIAL PLAN

Green Oaks Fundamental School

7145 Filbert Avenue, Orangevale, CA 95662



DESIGN PRINCIPLES

C COMMUNITY
C-1 New Admin. Building
& Library / Media Center
C-2 Expand Parking

S SUSTAINABILITY
S-1 PV Package
S-2 Increase Daylight

Co COLLABORATION
Co-1 Repurpose for Special
Education Learning
Environment
Co-2 21st-century Learning
Environment Mod.
Co-3 Repurpose for Science

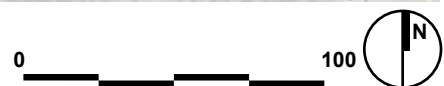
L OUTDOOR LEARNING
L-1 Outdoor Access & Group
Area Upgrades
L-2 Expand Hardcourts
L-3 Shade Structure
L-4 Expand Kindergarten Play Area
L-5 Outdoor Amphitheater



PROPOSED MASTER FLOOR PLAN

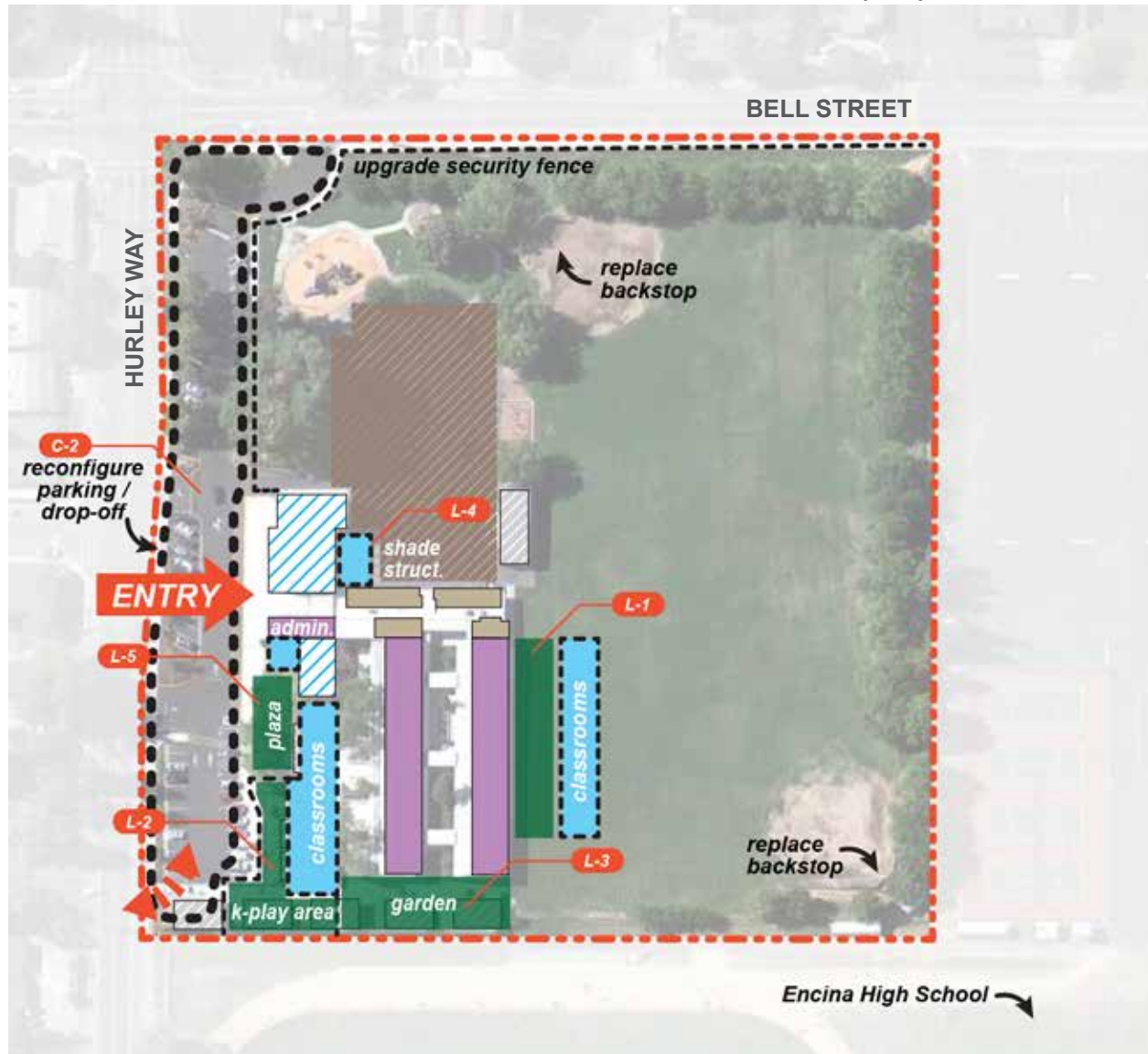
Green Oaks Fundamental School

7145 Filbert Avenue, Orangevale, CA 95662



PROPOSED MASTER SITE AERIAL PLAN

Greer Elementary School
2301 Hurley Way, Sacramento, CA 95825



DESIGN PRINCIPLES

C COMMUNITY

C-1 Expand Admin. Office
C-2 Reconfigure Parking / Drop-Off

S SUSTAINABILITY

S-1 PV Package

Co COLLABORATION

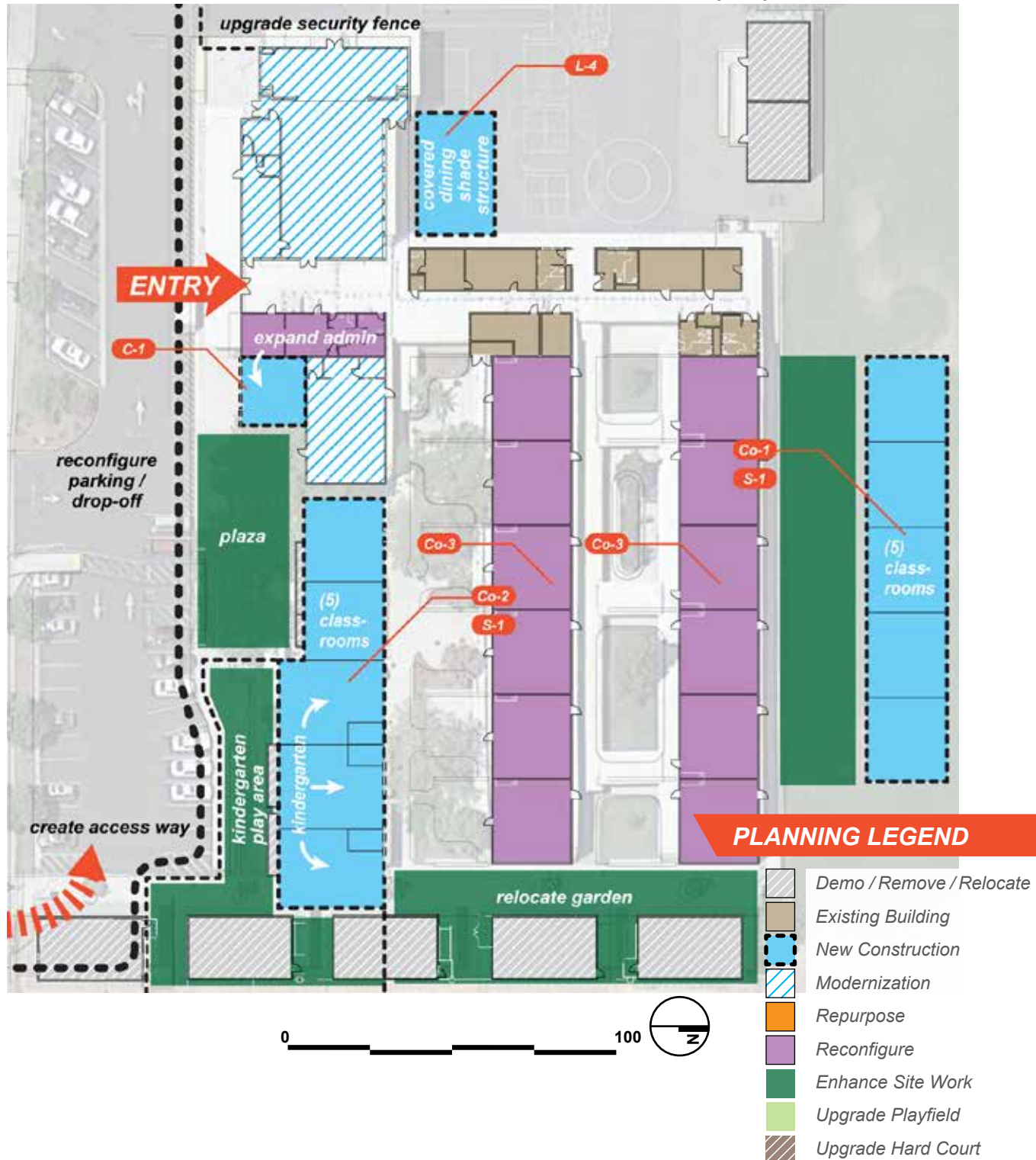
Co-1 21st-century Learning Environment Classroom Bldg.
Co-2 21st-century Learning Environment Classroom Bldg. w/ 3 Kindergarten Rooms
Co-3 21st-century Learning Environment Mod.

L OUTDOOR LEARNING

L-1 Outdoor Access & Group Area Upgrades
L-2 Provide Kindergarten Play Area
L-3 Relocate Teaching Garden
L-4 Shade Structure
L-5 Entry Plaza

PROPOSED FLOOR PLAN

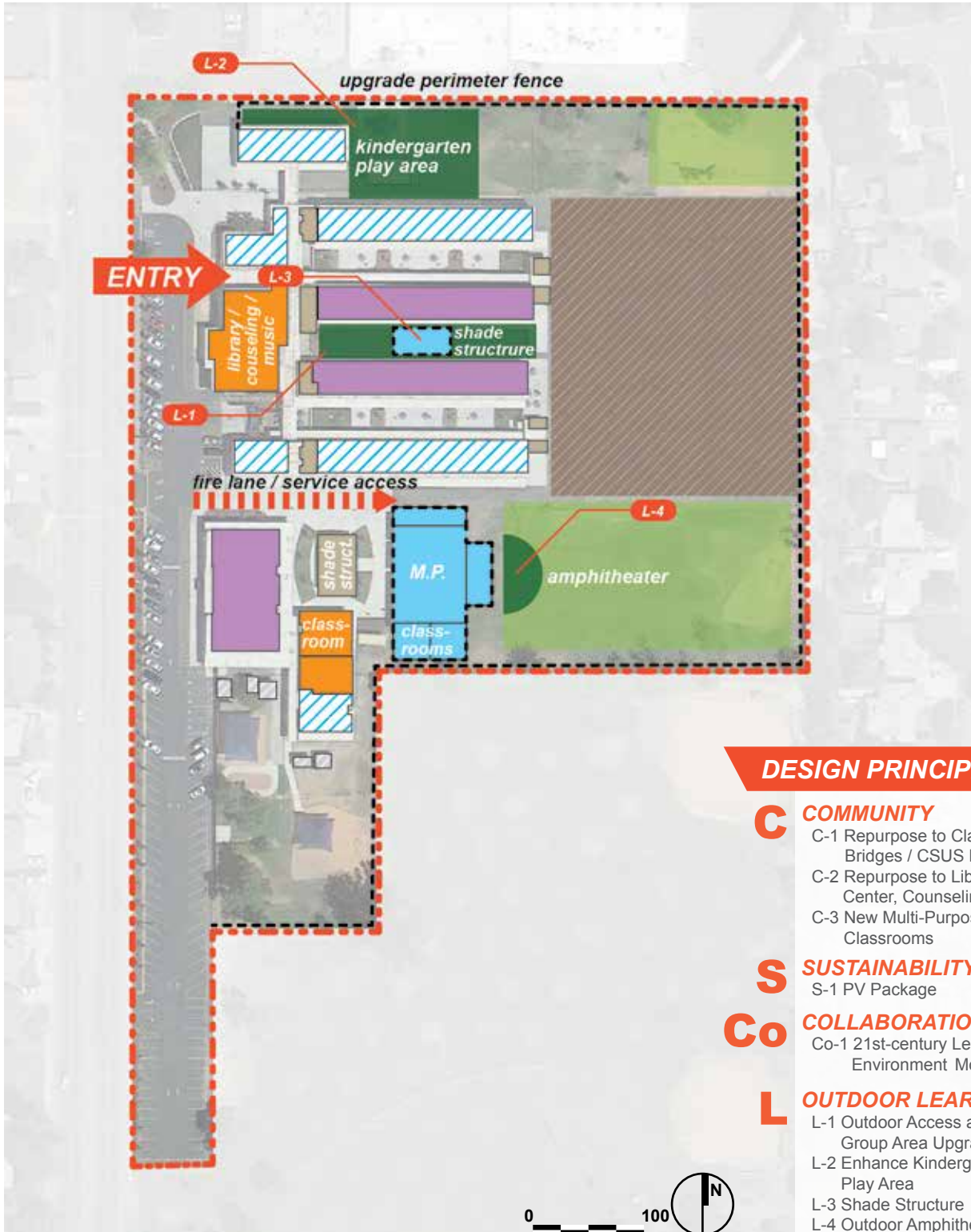
Greer Elementary School
2301 Hurley Way, Sacramento, CA 95825



PROPOSED MASTER SITE AERIAL PLAN

Howe Avenue Elementary School

2404 Howe Avenue, Sacramento, CA 95825



DESIGN PRINCIPLES

C COMMUNITY

- C-1 Repurpose to Classroom / Bridges / CSUS Program
- C-2 Repurpose to Library / Media Center, Counseling & Music
- C-3 New Multi-Purpose w/ Two Classrooms

S SUSTAINABILITY

- S-1 PV Package

Co COLLABORATION

- Co-1 21st-century Learning Environment Mod.

L OUTDOOR LEARNING

- L-1 Outdoor Access and Group Area Upgrades
- L-2 Enhance Kindergarten Play Area
- L-3 Shade Structure
- L-4 Outdoor Amphitheater



PROPOSED MASTER FLOOR PLAN

Howe Avenue Elementary School

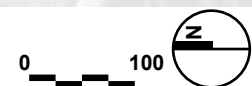
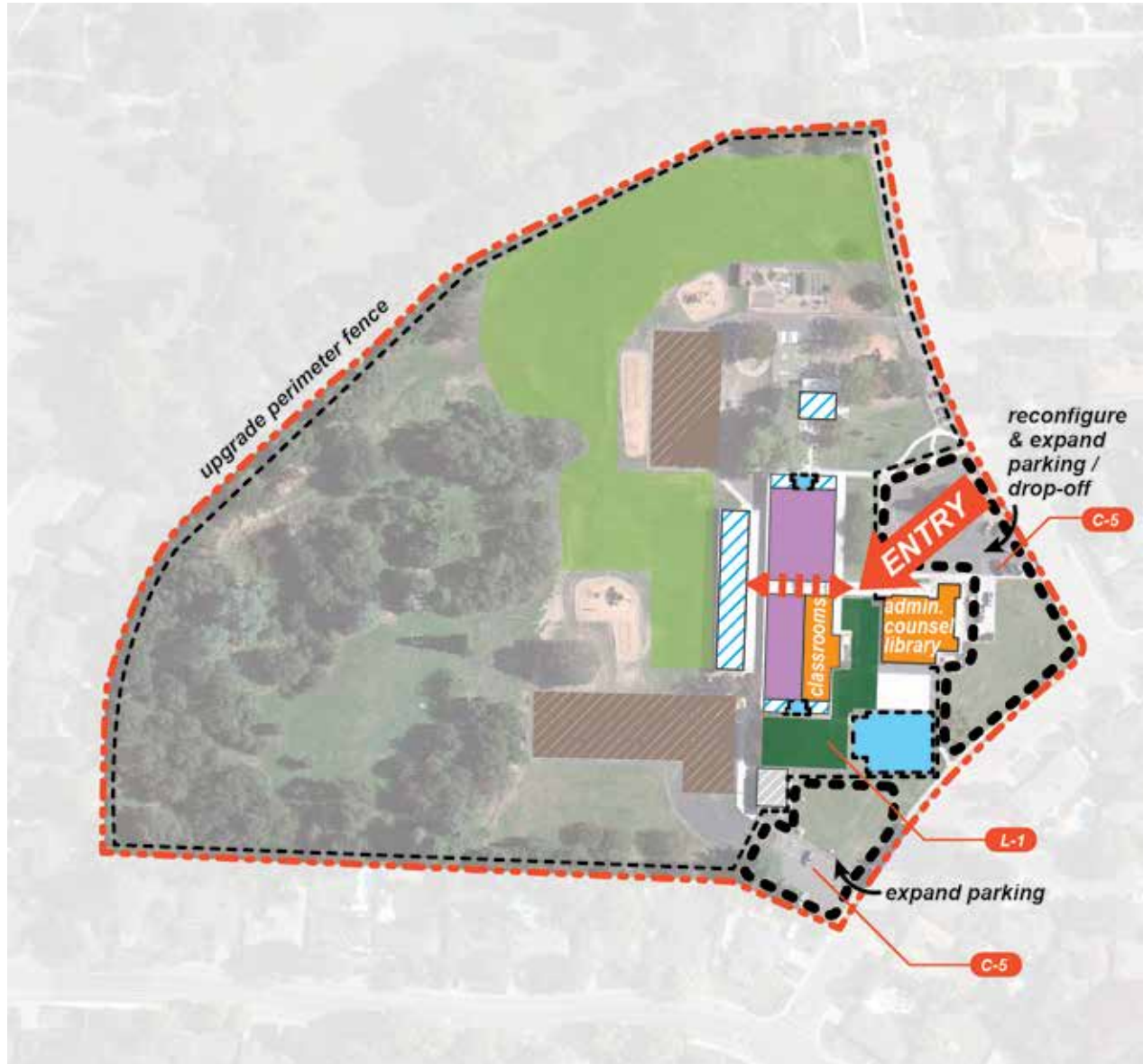
2404 Howe Avenue, Sacramento, CA 95825



PROPOSED MASTER SITE AERIAL PLAN

Thomas Kelly Elementary School

6301 Moraga Drive, Carmichael, CA 95608



DESIGN PRINCIPLES

C COMMUNITY

- C-1 New Multi-Purpose Bldg.
- C-2 Repurpose M.P. to Admin., Library / Media Center, Counseling
- C-3 Add Foyer to Classroom Bldg.
- C-4 Repurpose to Classrooms
- C-5 Expand & Reconfigure Parking / Drop-Off

S SUSTAINABILITY

- S-1 PV Package

Co COLLABORATION

- Co-1 21st-century Learning Environment Mod. w/ Passage Way

L OUTDOOR LEARNING

- L-1 Outdoor Access & Group Area Upgrades



PROPOSED MASTER FLOOR PLAN

Thomas Kelly Elementary School

6301 Moraga Drive, Carmichael, CA 95608

PLANNING LEGEND

- Demo/Remove/Relocate
- Existing Building
- New Construction
- Modernization
- Repurpose
- Reconfigure
- Enhance Site Work
- Upgrade Playfield
- Upgrade Hard Court



PROPOSED MASTER SITE AERIAL PLAN

Earl Legette Elementary School

4623 Kenneth Avenue, Fair Oaks, CA 95628



DESIGN PRINCIPLES

C COMMUNITY
C-1 Stage Addition to Existing M.P.

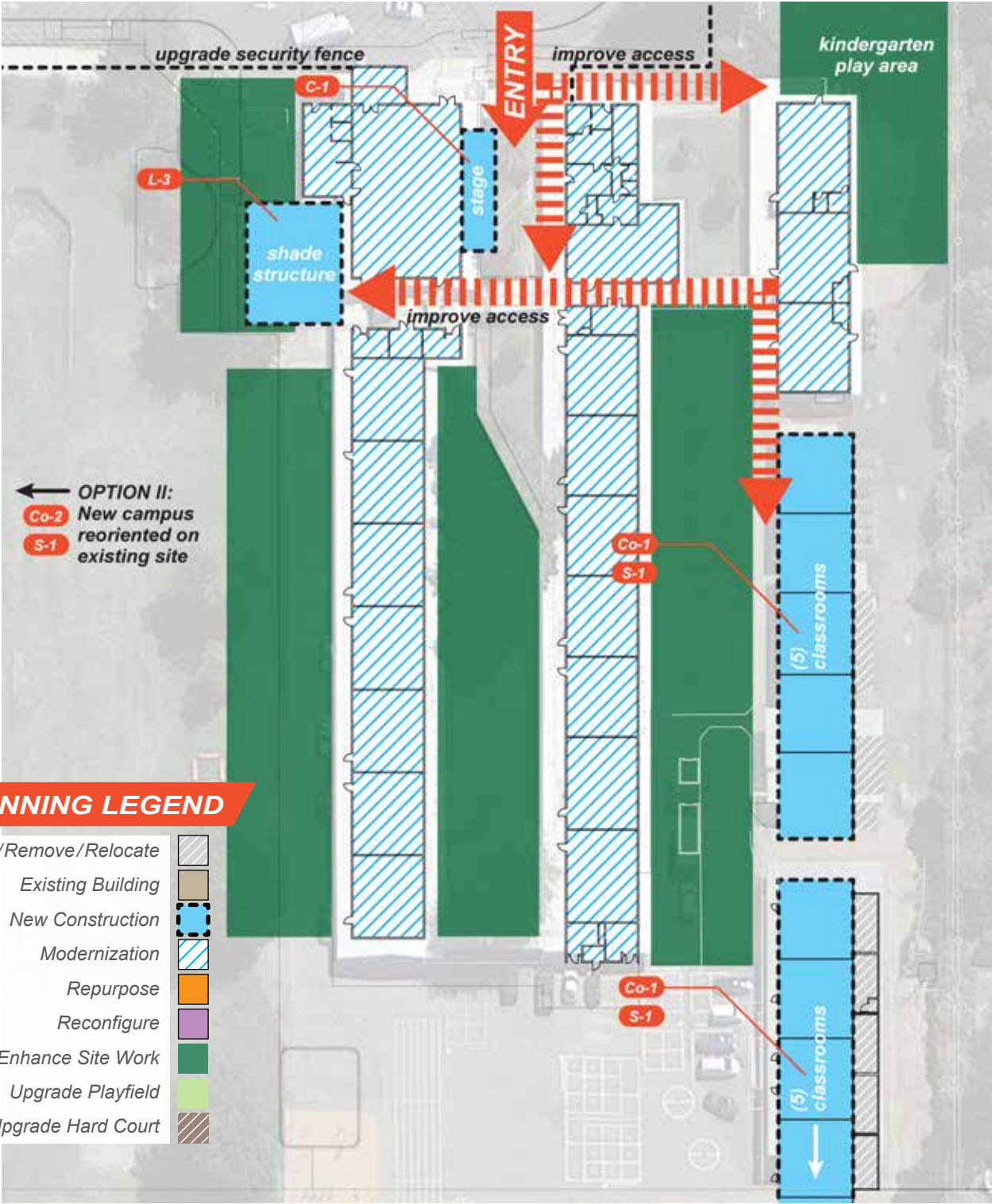
S SUSTAINABILITY
S-1 PV Package

Co COLLABORATION
Co-1 21st-century Learning Environment Classroom Bldg.
Co-2 *OPTION II: New School Campus Reoriented on Site (Playfields to be sited on existing campus buildings)*

L OUTDOOR LEARNING
L-1 Outdoor Access & Group Area Upgrades
L-2 Upgrade Kindergarten Play Area
L-3 Shade Structure

PROPOSED MASTER FLOOR PLAN

Earl Legette Elementary School
 4623 Kenneth Avenue, Fair Oaks, CA 95628



PLANNING LEGEND

Demo/Remove/Relocate	
Existing Building	
New Construction	
Modernization	
Repurpose	
Reconfigure	
Enhance Site Work	
Upgrade Playfield	
Upgrade Hard Court	



1401 Corta Way, Sacramento, CA 95864



- C-1 New Multi-Purpose Bldg.,
Library / Media Center,
Art & Music
- C-2 Expand Admin. for Speech
& Special Education
- C-3 New Discovery Club

S-1 PV Package

Co-1 21st-century Learning
Environment Classroom
Building Addition

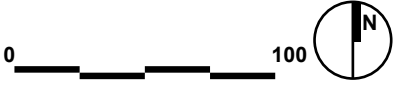
- L-1 Outdoor Access & Group Area Upgrades
- L-2 Outdoor Amphitheater
- L-3 Enhance Kindergarten Play Area
- L-4 Shade Structure



PROPOSED MASTER FLOOR PLAN

Mariemont Elementary School

1401 Corta Way, Sacramento, CA 95864



PROPOSED MASTER SITE AERIAL PLAN

Mariposa Avenue Elementary School

7940 Mariposa Avenue, Citrus Heights, CA 95610



DESIGN PRINCIPLES



COMMUNITY

- C-1 Reconfigure / Expand Admin.
- C-2 Reconfigure Parking / Drop-Off



SUSTAINABILITY

- S-1 PV Package



COLLABORATION

- Co-1 21st-century Learning Environment Classroom Bldg. w/ Library / Media Center
- Co-2 21st-century Learning Environment Mod.



OUTDOOR LEARNING

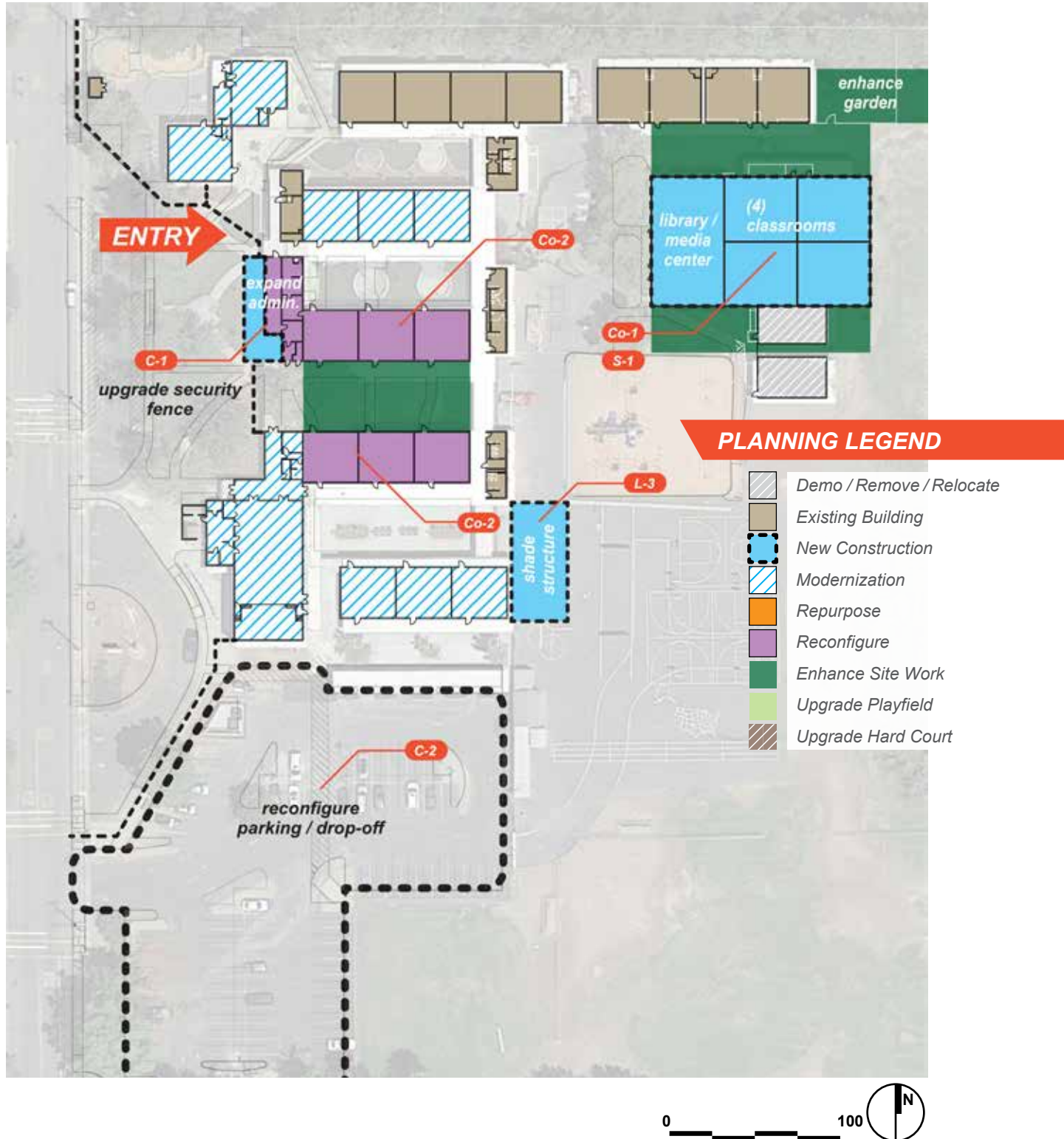
- L-1 Outdoor Access & Group Area Upgrades
- L-2 Enhance Garden / Relocate Storage
- L-3 Shade Structure
- L-4 Outdoor Amphitheater



PROPOSED MASTER FLOOR PLAN

Mariposa Avenue Elementary School

7940 Mariposa Avenue, Citrus Heights, CA 95610



PROPOSED MASTER SITE AERIAL PLAN

Mission Avenue Open School
2925 Mission Avenue, Carmichael, CA 95608

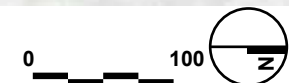


DESIGN PRINCIPLES

C COMMUNITY
C-1 Reconfigure to Classroom
C-2 Multi-Purpose Building
w/ Stage

S SUSTAINABILITY
S-1 PV Package

Co COLLABORATION
Co-1 21st-century Learning
Environment Classroom
Building
Co-2 Repurpose M.P. Building
to Library / Media Center,
Admin. & Classroom
Co-3 21st-century Learning
Environment Mod.



L OUTDOOR LEARNING
L-1 Outdoor Access & Group
Area Upgrades
L-2 Enhance Garden &
Relocate Storage
L-3 Shade Structure



PROPOSED MASTER FLOOR PLAN

Mission Avenue Open School
2925 Mission Avenue, Carmichael, CA 95608

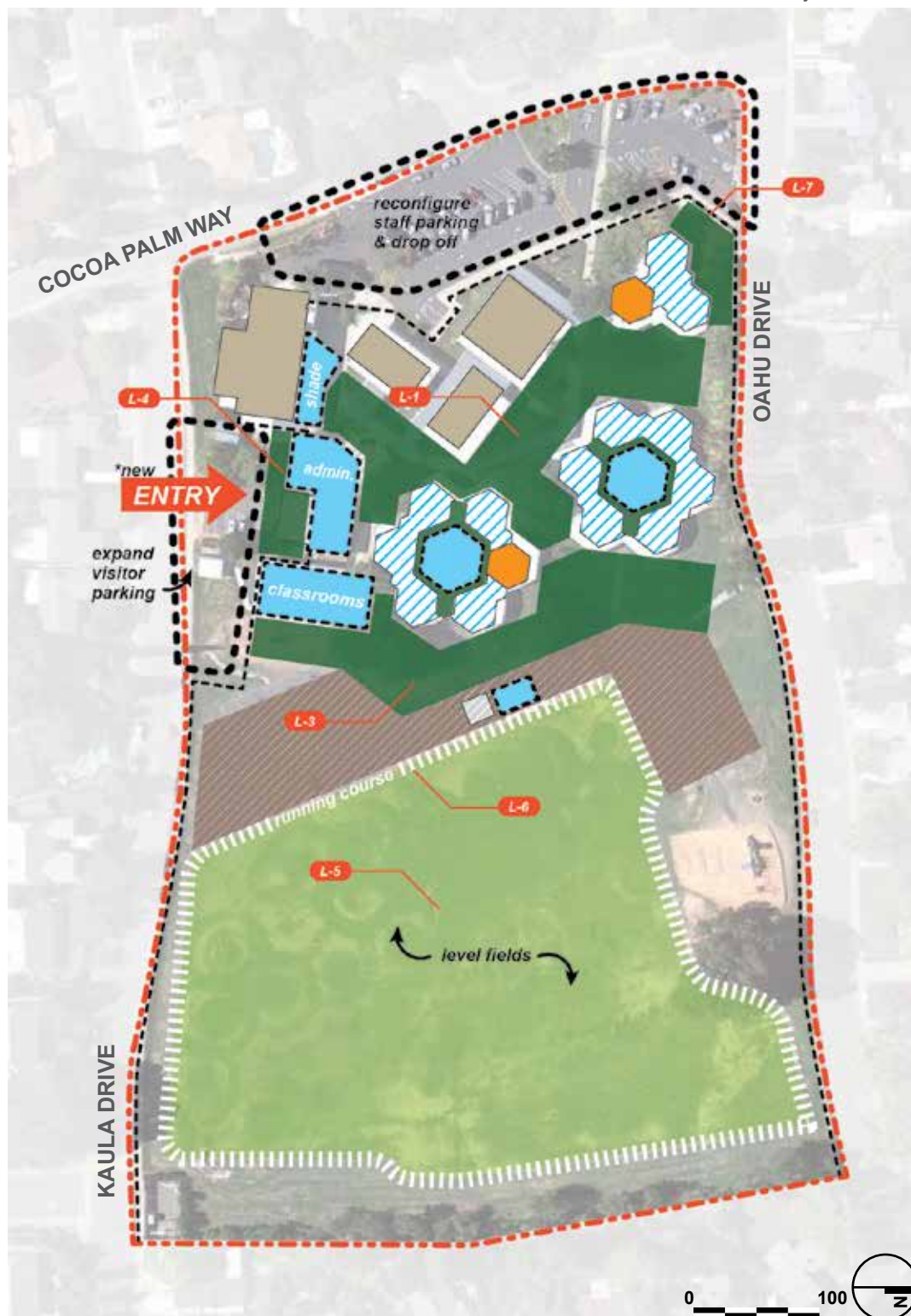
PLANNING LEGEND

- Demo / Remove / Relocate
- Existing Building
- New Construction
- Modernization
- Repurpose
- Reconfigure
- Enhance Site Work
- Upgrade Playfield
- Upgrade Hard Court



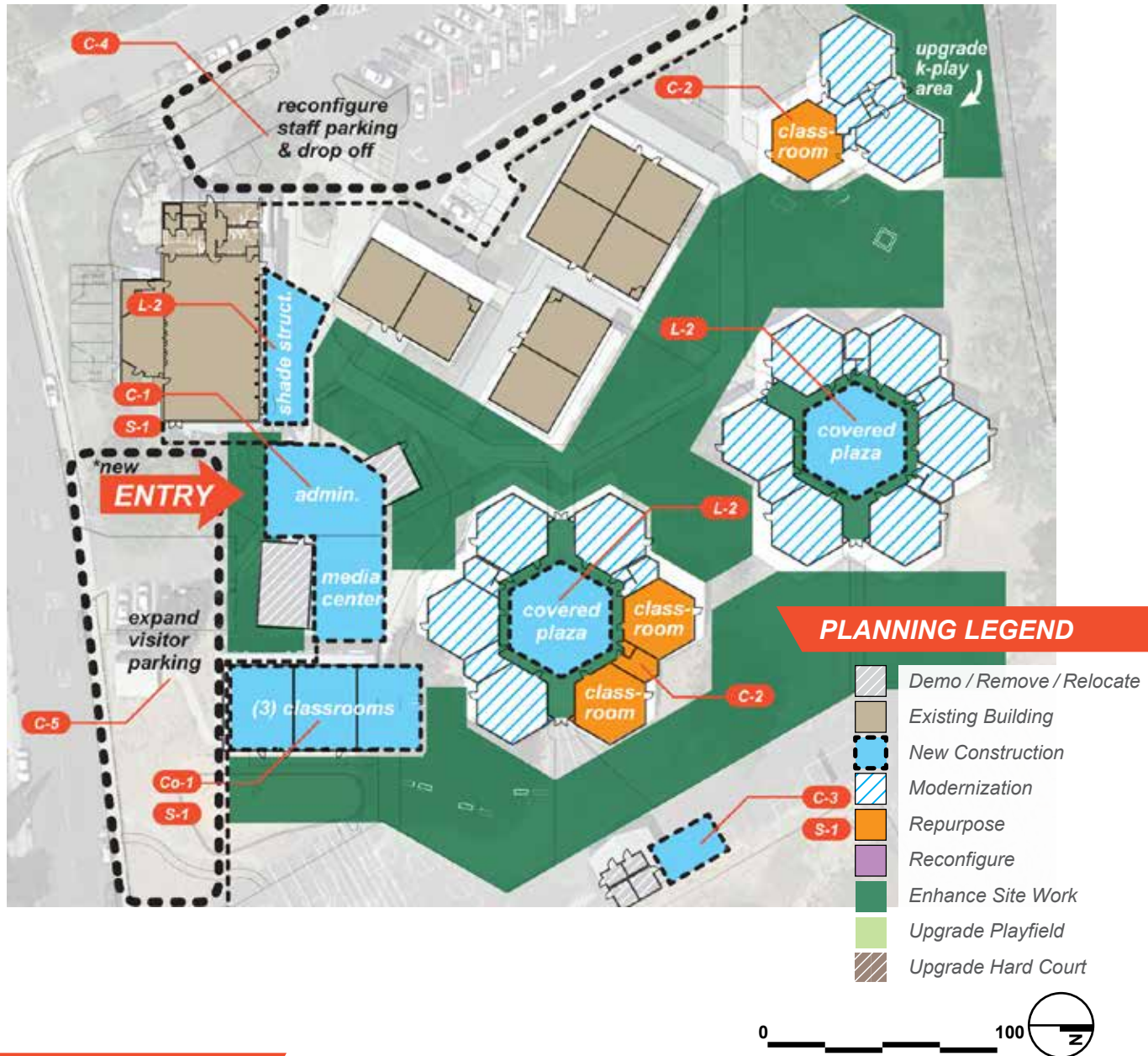
PROPOSED MASTER SITE AERIAL PLAN

Northridge Elementary School
5150 Cocoa Palm Way, Fair Oaks, CA 95628



PROPOSED MASTER FLOOR PLAN

Northridge Elementary School
5150 Cocoa Palm Way, Fair Oaks, CA 95628



DESIGN PRINCIPLES

C COMMUNITY

- C-1 New Library/Admin.
- C-2 Repurpose for Classroom Use
- C-3 Field House / Restroom
- C-4 Reconfigure Staff Parking & Drop-off
- C-5 Expand Visitor Parking

S SUSTAINABILITY

- S-1 PV Package

Co COLLABORATION

- Co-1 21st-century Learning Environment Classroom Building

L OUTDOOR LEARNING

- L-1 Outdoor Access & Group Area Upgrades
- L-2 Shade Structure / Plaza Cover
- L-3 Improve Ground Cover
- L-4 New Entry Plaza
- L-5 Level & Repair Play Fields
- L-6 Running Track / PAR Course
- L-7 Upgrade Kindergarten Play Area

PROPOSED MASTER SITE AERIAL PLAN

Oakview Community Elementary School

7229 Beech Avenue, Orangevale, CA 95662



DESIGN PRINCIPLES

C COMMUNITY
C-1 New Admin. Bldg.

S SUSTAINABILITY
S-1 PV Package
S-2 Improve Daylighting

Co COLLABORATION
Co-1 21st-century Learning Environment Classroom Bldg.
Co-2 21st-century Learning Environment Mod.
Co-3 New Library / Media Center

L OUTDOOR LEARNING
L-1 Outdoor Access & Group Area Upgrades
L-2 Shade Structure / Covered Outdoor Dining
L-3 Expand / Upgrade Kindergarten Play Area
L-4 Amphitheater & Stage
L-5 Running Track



PROPOSED MASTER FLOOR PLAN

Oakview Community Elementary School

7229 Beech Avenue, Orangevale, CA 95662

PLANNING LEGEND

Demo/Remove/Relocate	
Existing Building	
New Construction	
Modernization	
Repurpose	
Reconfigure	
Enhance Site Work	
Upgrade Playfield	
Upgrade Hard Court	



PROPOSED MASTER SITE AERIAL PLAN

Ottomon Elementary School
9460 Ottomon Way, Orangevale, CA 95662



DESIGN PRINCIPLES

C COMMUNITY
C-1 Parking Addition
C-2 Reconfigure Admin. /
Entry for Secure
Public Access

S SUSTAINABILITY
S-1 PV Package
S-2 Add Daylighting

Co COLLABORATION
Co-1 New Classroom / Rest-
room Bldg.
Co-2 21st-century Learning
Environment Mod.
Co-3 Media Center / Library
21st-century Learning
Environment Mod.

L OUTDOOR LEARNING
L-1 Outdoor Access & Group
Area Upgrades
L-2 Outdoor Amphitheater
L-3 Covered Dining Shade
Structure



PROPOSED MASTER FLOOR PLAN

Ottomon Elementary School
9460 Ottomon Way, Orangevale, CA 95662

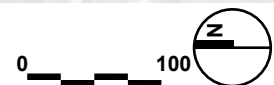
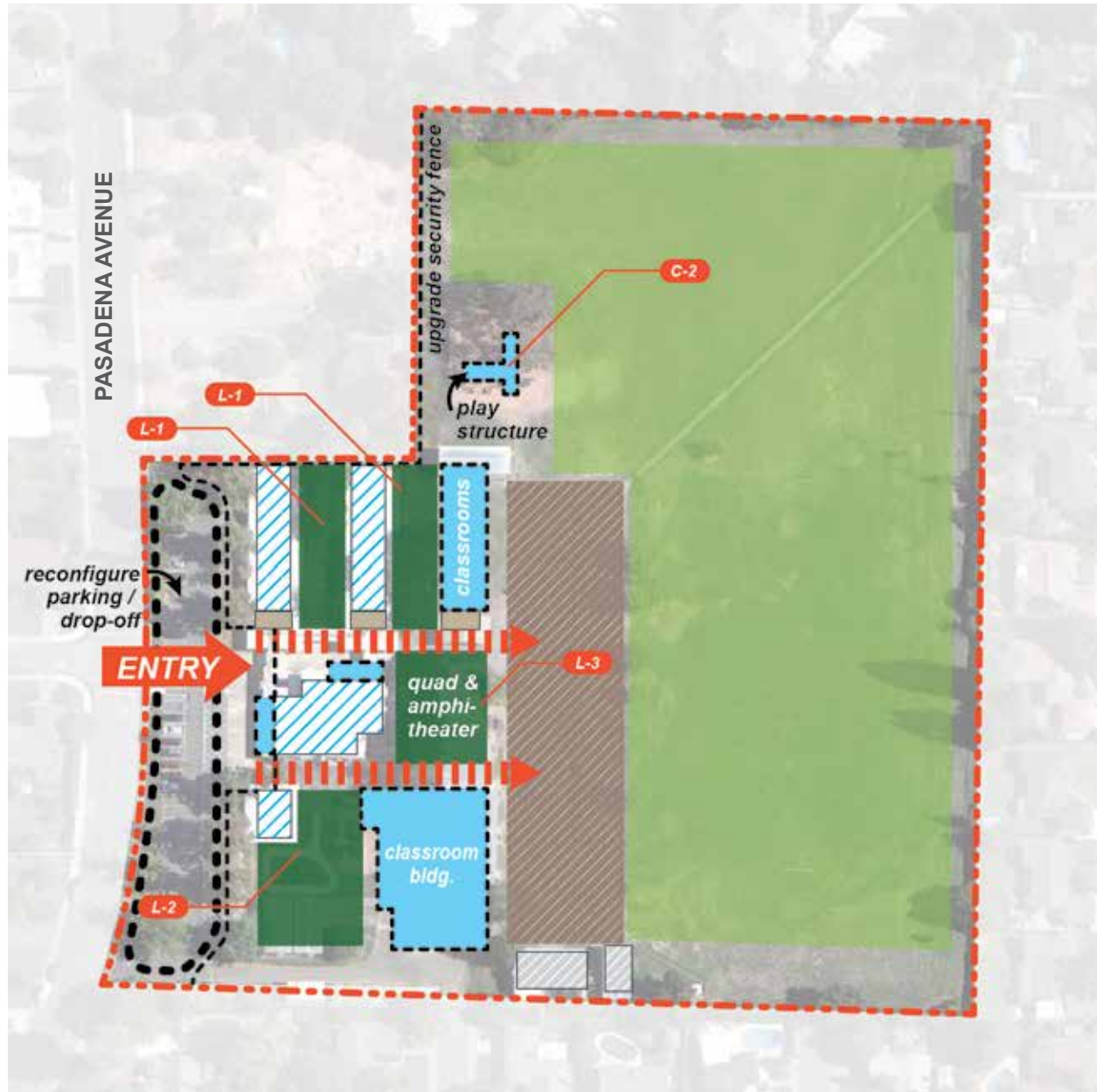
PLANNING LEGEND

- Demo/Remove/Relocate
- Existing Building
- New Construction
- Modernization
- Repurpose
- Reconfigure
- Enhance Site Work
- Upgrade Playfield
- Upgrade Hard Court



PROPOSED MASTER SITE AERIAL PLAN

Pasadena Avenue Elementary
4330 Pasadena Avenue, Sacramento, CA 95821



DESIGN PRINCIPLES

C COMMUNITY

C-1 Stage Addition to M.P.
C-2 Replace Play Structure
C-3 Admin. Office Addition

S SUSTAINABILITY

S-1 PV Package

Co COLLABORATION

Co-1 New Classroom Building
Co-2 New 21st-century Learning Environment Classroom Building & Media Center

L OUTDOOR LEARNING

L-1 Outdoor Access & Group Area Upgrades
L-2 Expand Kindergarten Play Area
L-3 New Quad & Amphitheater

PROPOSED MASTER FLOOR PLAN

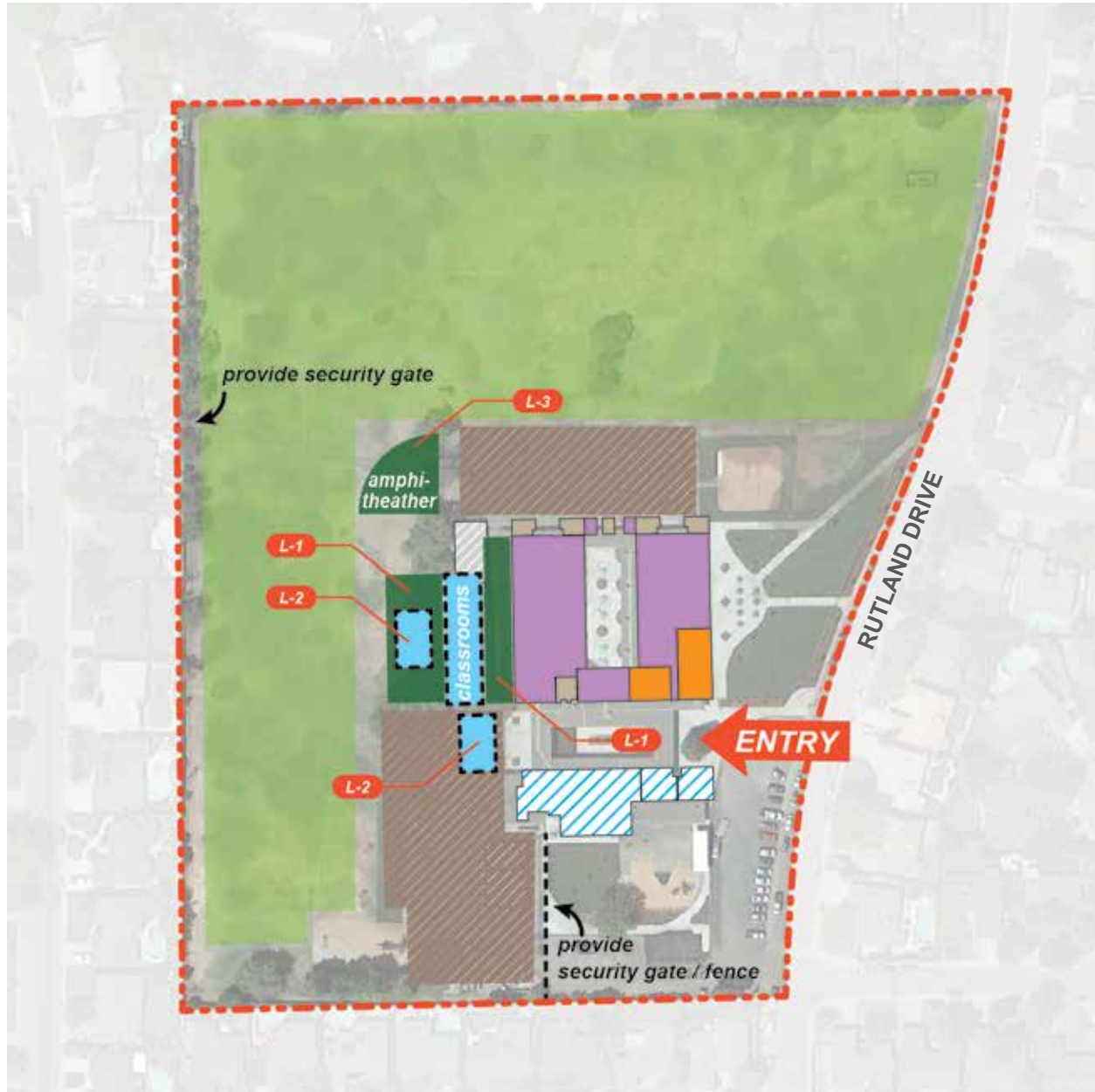
Pasadena Avenue Elementary
 4330 Pasadena Avenue, Sacramento, CA 95821



PROPOSED MASTER SITE AERIAL PLAN

Charles Peck Elementary School

6230 Rutland Drive, Carmichael, CA 95608



DESIGN PRINCIPLES

C COMMUNITY

- C-1 Repurpose Admin. to Speech & Resource, Mod. & Expand Library
- C-2 Repurpose Classrooms for Admin. Office
- C-3 Enclose Storage

S SUSTAINABILITY

- S-1 PV Package

Co COLLABORATION

- Co-1 Classroom Bldg. w/ 21st-century Learning Environment
- Co-2 21st-century Learning Environment Mod.

L OUTDOOR LEARNING

- L-1 Outdoor Access & Group Area Upgrades
- L-2 Covered Dining / Shade Structures
- L-3 Outdoor Amphitheater



PROPOSED MASTER FLOOR PLAN

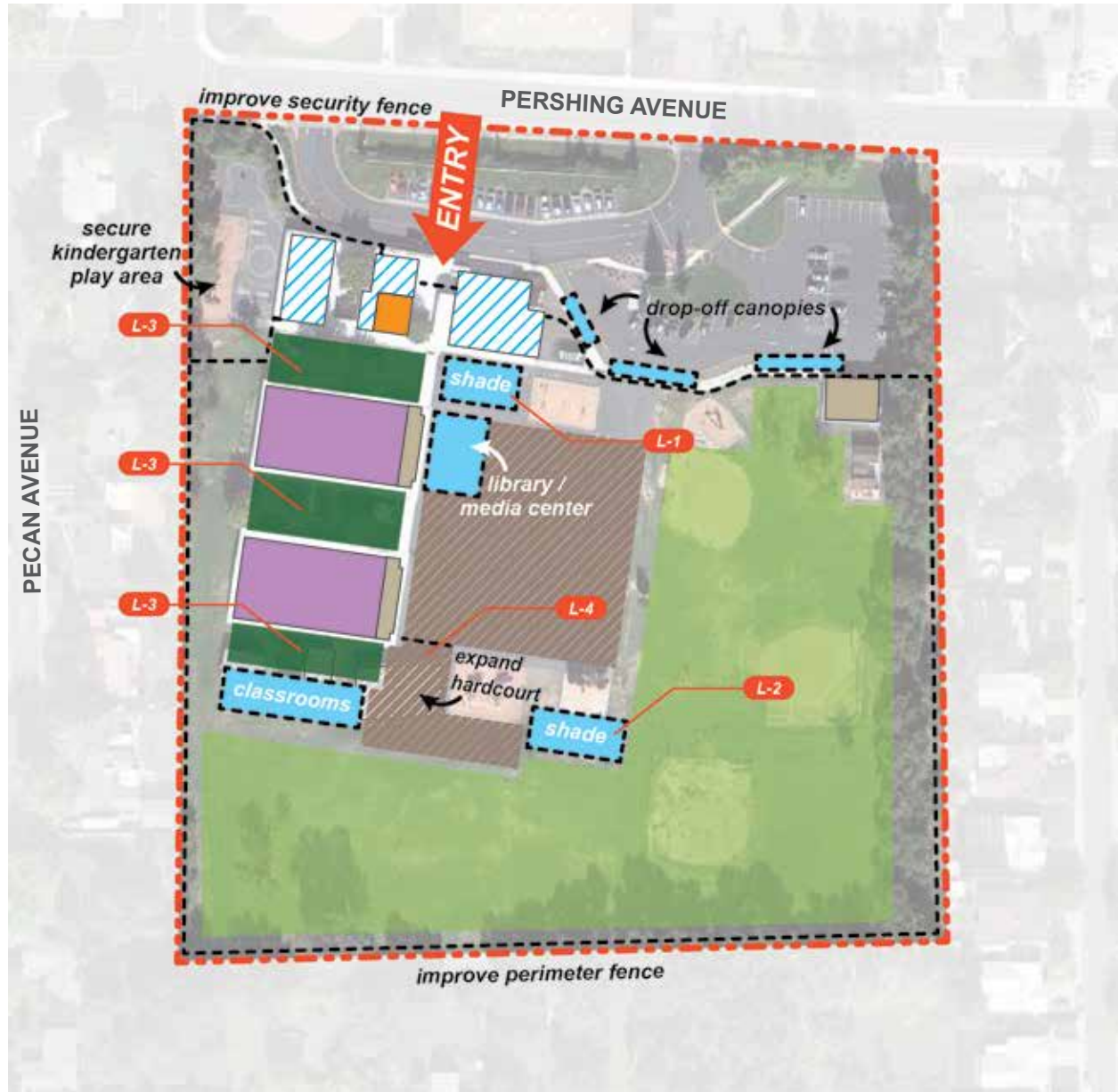
Charles Peck Elementary School

6230 Rutland Drive, Carmichael, CA 95608



PROPOSED MASTER SITE AERIAL PLAN

Pershing Elementary School
9010 Pershing Avenue, Orangevale, CA 95662



DESIGN PRINCIPLES

C COMMUNITY

- C-1 Drop-Off Shade Canopies
- C-2 Expand Admin. Office

S SUSTAINABILITY

- S-1 PV Package

Co COLLABORATION

- Co-1 21st-century Learning Environment Mod.
- Co-2 Library Addition / Media Center & Computer Lab
- Co-3 New Classroom Building

L OUTDOOR LEARNING

- L-1 Expand Covered Outdoor Dining, Level Area & Increase Seating
- L-2 Shade Structure at Amphitheater
- L-3 Outdoor Access & Group Area Upgrades
- L-4 Expand Hardcourt

PROPOSED MASTER FLOOR PLAN

Pershing Elementary School
 9010 Pershing Avenue, Orangevale, CA 95662



PLANNING LEGEND

- Demo / Remove / Relocate
- Existing Building
- New Construction
- Modernization
- Repurpose
- Reconfigure
- Enhance Site Work
- Upgrade Playfield
- Upgrade Hard Court



PROPOSED MASTER SITE AERIAL PLAN

Albert Schweitzer Elementary School

4350 Glenridge Drive, Carmichael, CA 95608



DESIGN PRINCIPLES

- C COMMUNITY**
- C-1 Expand & Reconfigure Admin. & Library / Media Center
 - C-2 Expand & Reconfigure Parking / Drop-off & Add Bus Drop-Off Area

- S SUSTAINABILITY**
- S-1 PV Package
 - S-2 PV Shade Structure
 - S-3 Improve Daylighting

- Co COLLABORATION**
- Co-1 Replace Portable Classroom Bldgs. w/ New Modular Classroom Bldgs.
 - Co-2 21st-century Learning Environment Mod.

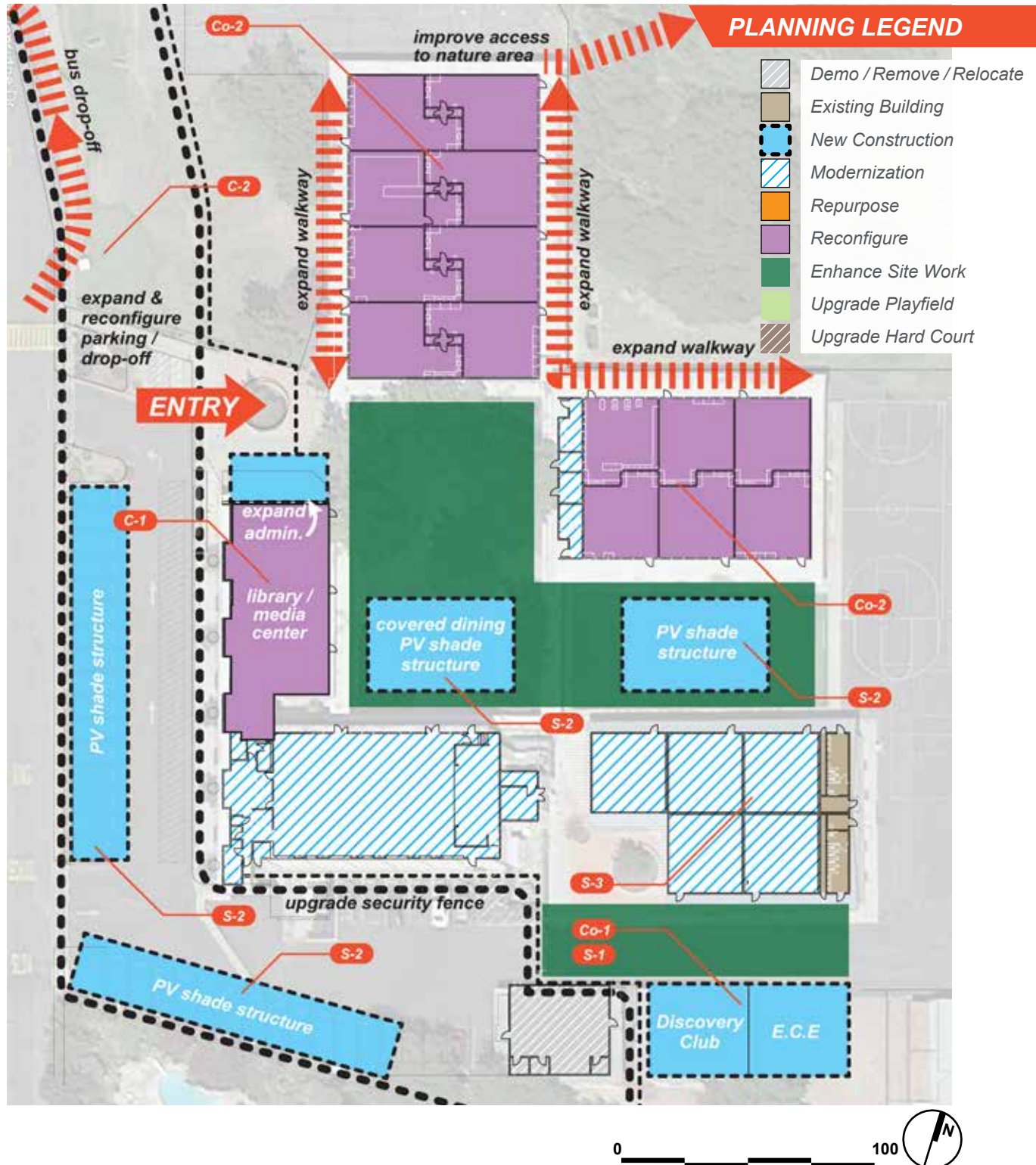
- L OUTDOOR LEARNING**
- L-1 Outdoor Access & Group Area Upgrades
 - L-2 Reconfigure Kindergarten Play Area
 - L-3 Outdoor Amphitheater



PROPOSED MASTER FLOOR PLAN

Albert Schweitzer Elementary School

4350 Glenridge Drive, Carmichael, CA 95608



PROPOSED MASTER SITE AERIAL PLAN

Skycrest Elementary School
5641 Mariposa Avenue, Citrus Heights, CA 95610



DESIGN PRINCIPLES

C COMMUNITY
C-1 Outdoor Amphitheater
C-2 Expand Admin. Office

S SUSTAINABILITY
S-1 PV Package

Co COLLABORATION
Co-1 21st-century Learning Environment Classroom & Library Bldg.
Co-2 21st-century Learning Environment Mod.

L OUTDOOR LEARNING
L-1 Outdoor Access & Group Area Upgrades
L-2 Enhance Kindergarten Play Area
L-3 Expand Hardcourts
L-4 Shade Structure
L-5 Drop-Off Canopy

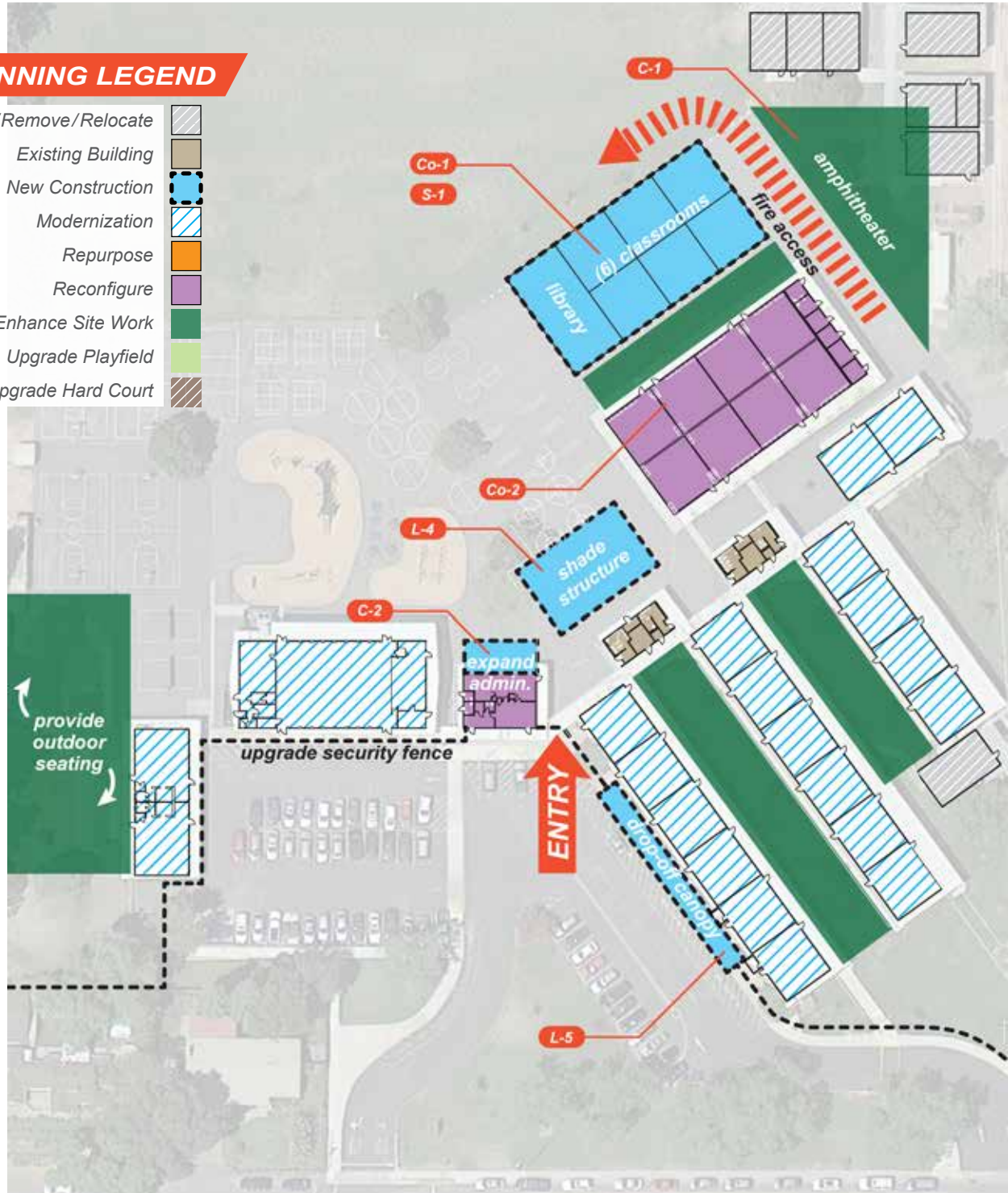


PROPOSED MASTER FLOOR PLAN

Skycrest Elementary School
5641 Mariposa Avenue, Citrus Heights, CA 95610

PLANNING LEGEND

Demo/Remove/Relocate	
Existing Building	
New Construction	
Modernization	
Repurpose	
Reconfigure	
Enhance Site Work	
Upgrade Playfield	
Upgrade Hard Court	



PROPOSED MASTER SITE AERIAL PLAN

Trajan Elementary School
6601 Trajan Drive, Orangevale, CA 95662



DESIGN PRINCIPLES

C COMMUNITY

- C-1 Reconfigure Admin. for Secure Entry
- C-2 Reconfigure / Expand Parking & Drop-off
- C-3 Reconfigure to Classrooms

S SUSTAINABILITY

- S-1 PV Package

Co COLLABORATION

- Co-1 21st-century Learning Environment Mod.
- Co-2 Reconfigure for Library / Media Center & Computer Lab with 21st-century Learning Environment

L OUTDOOR LEARNING

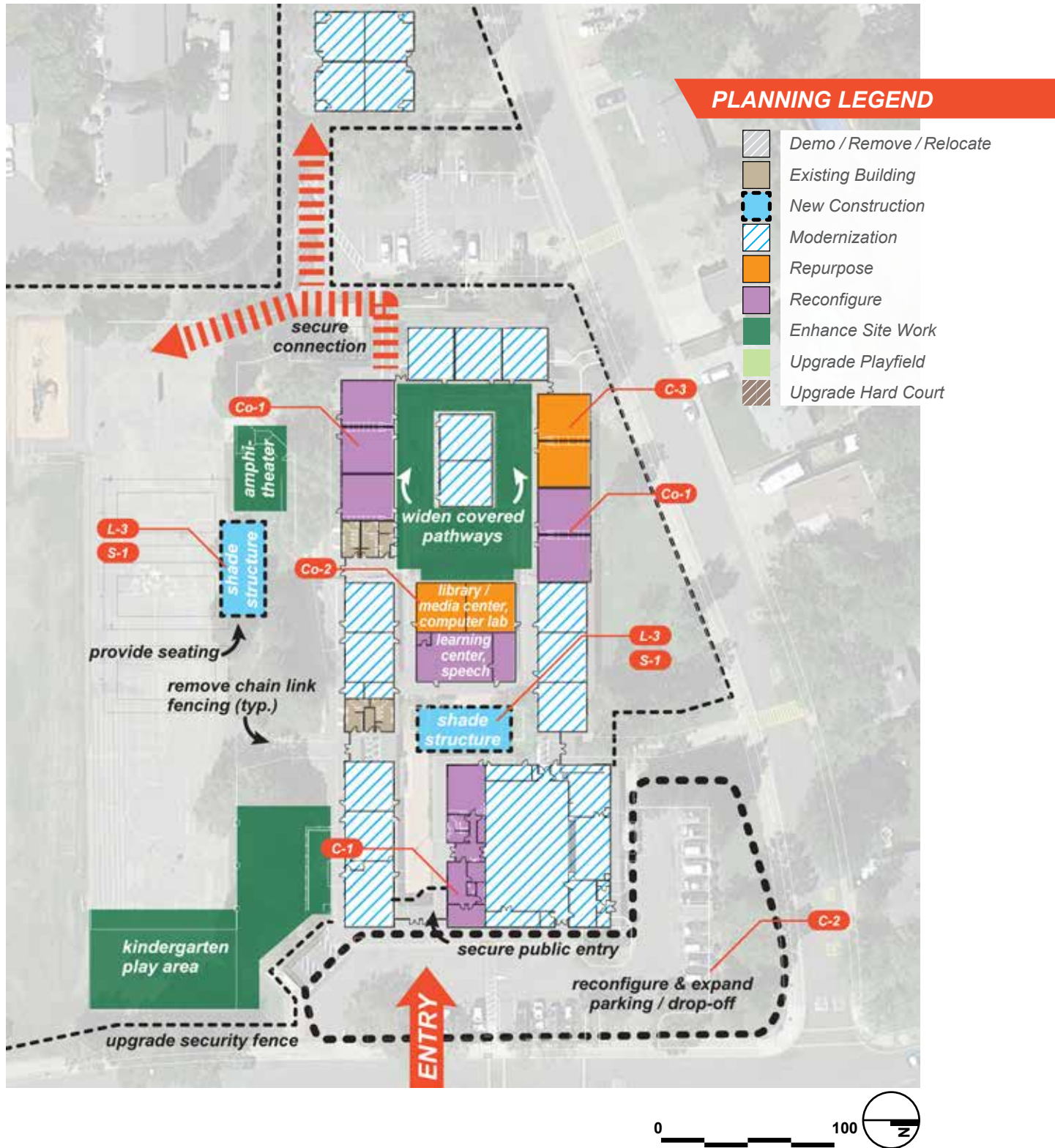
- L-1 Outdoor Access & Group Area Upgrades
- L-2 Enhance Kindergarten Play Area
- L-3 Shade Structure
- L-4 Running Track
- L-5 Outdoor Amphitheater





PROPOSED MASTER FLOOR PLAN

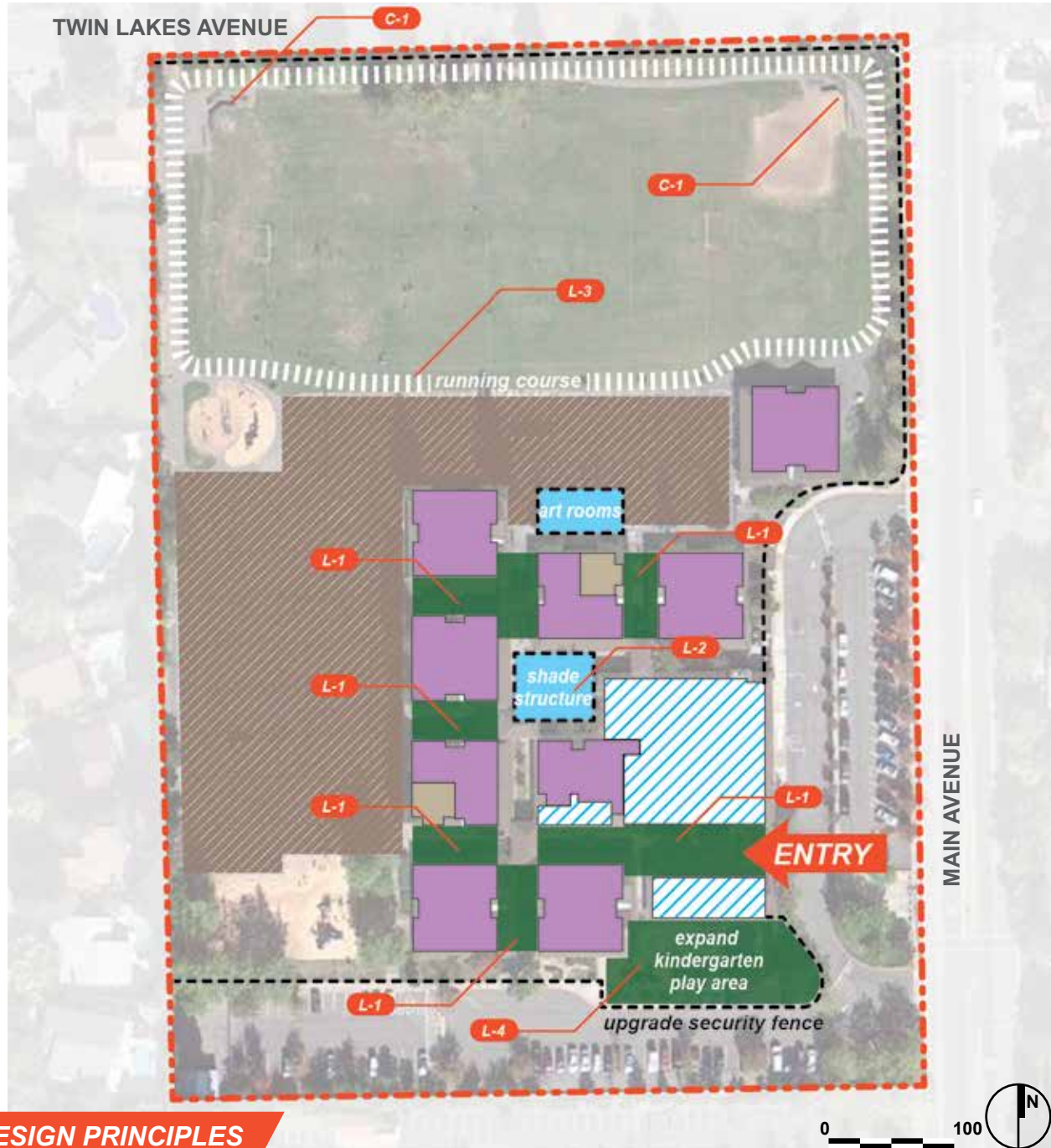
Trajan Elementary School
6601 Trajan Drive, Orangevale, CA 95662



PROPOSED MASTER SITE AERIAL PLAN

Twin Lakes Elementary School

5515 Main Avenue, Orangevale, CA 95662



DESIGN PRINCIPLES

C COMMUNITY
C-1 Replace Backstops

S SUSTAINABILITY
S-1 Provide Daylighting
S-2 PV Package

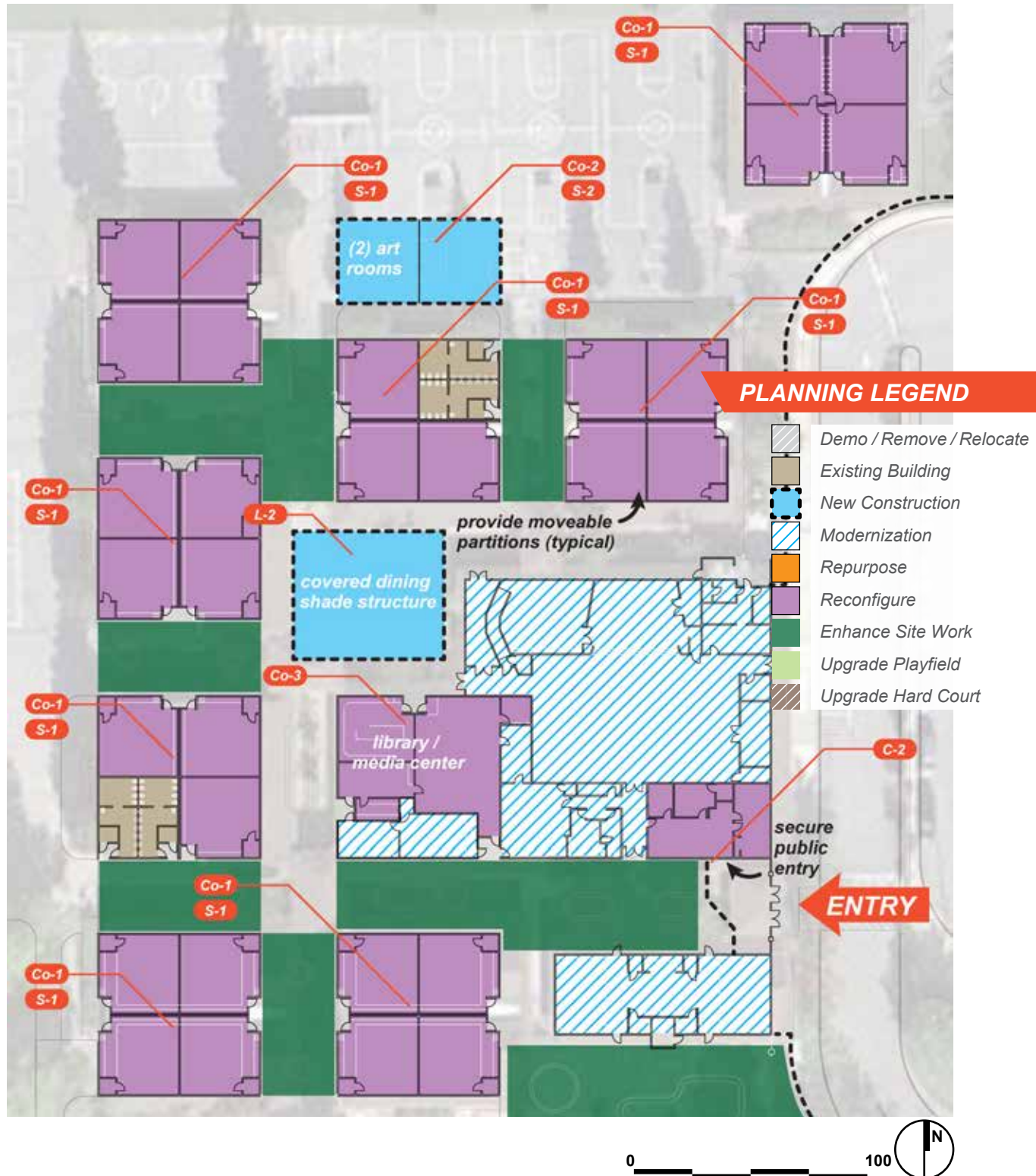
Co COLLABORATION
Co-1 21st-century Learning Environment Mod.
Co-2 New Art Rooms Addition
Co-3 Media Center Mod. w/ 21st-century Learning Environment

L OUTDOOR LEARNING
L-1 Outdoor Access & Group Area Upgrades (Shade Structures Where Possible)
L-2 Covered Dining Shade Structure
L-3 Running Track / PAR Course

PROPOSED MASTER FLOOR PLAN

Twin Lakes Elementary School

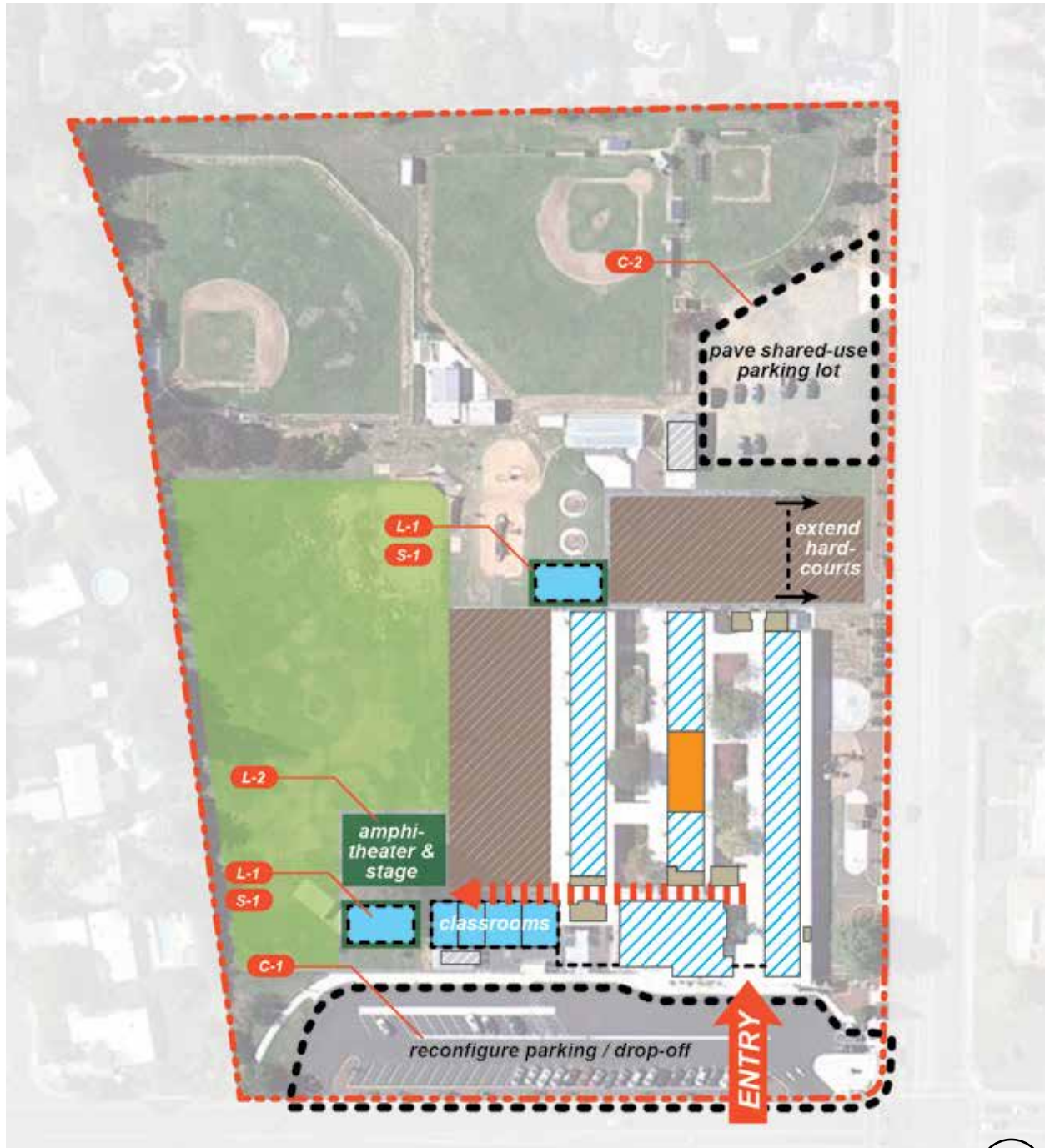
5515 Main Avenue, Orangevale, CA 95662



PROPOSED MASTER SITE AERIAL PLAN

Whitney Avenue Elementary School

4248 Whitney Avenue, Sacramento, CA 95821



DESIGN PRINCIPLES



COMMUNITY

- C-1 Reconfigure Parking / Drop-off
- C-2 Pave Shared-Use Parking
- C-3 Facade Upgrade



SUSTAINABILITY

- S-1 PV Package



COLLABORATION

- Co-1 New Classroom Bldg.
- Co-2 Repurpose for Library / Media Center



OUTDOOR LEARNING

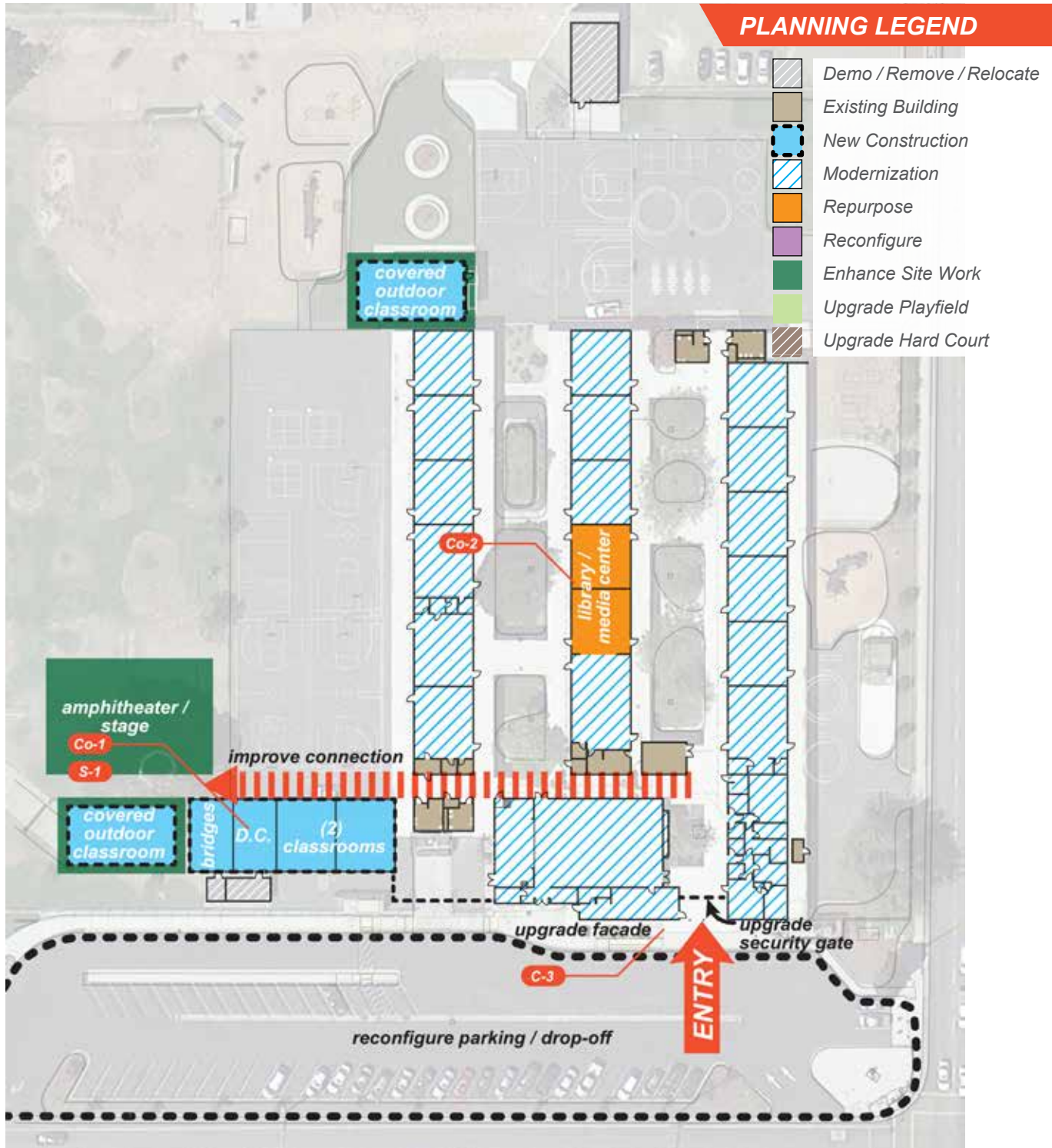
- L-1 Covered Outdoor Classroom
- L-2 Amphitheater & Stage Addition



PROPOSED MASTER FLOOR PLAN

Whitney Avenue Elementary School

4248 Whitney Avenue, Sacramento, CA 95821



PROPOSED MASTER SITE AERIAL PLAN

La Vista Center School
4501 Bannister Road, Fair Oaks, CA 95628



DESIGN PRINCIPLES

COMMUNITY

C-1 Expand Admin. Office
C-2 Expand & Reconfigure
Parking / Drop-Off

S SUSTAINABILITY

S-1 PV Package

Co COLLABORATION

Co-1 21st-century Learning
Environment Classroom
Building w/ P.E. Room

L OUTDOOR LEARNING

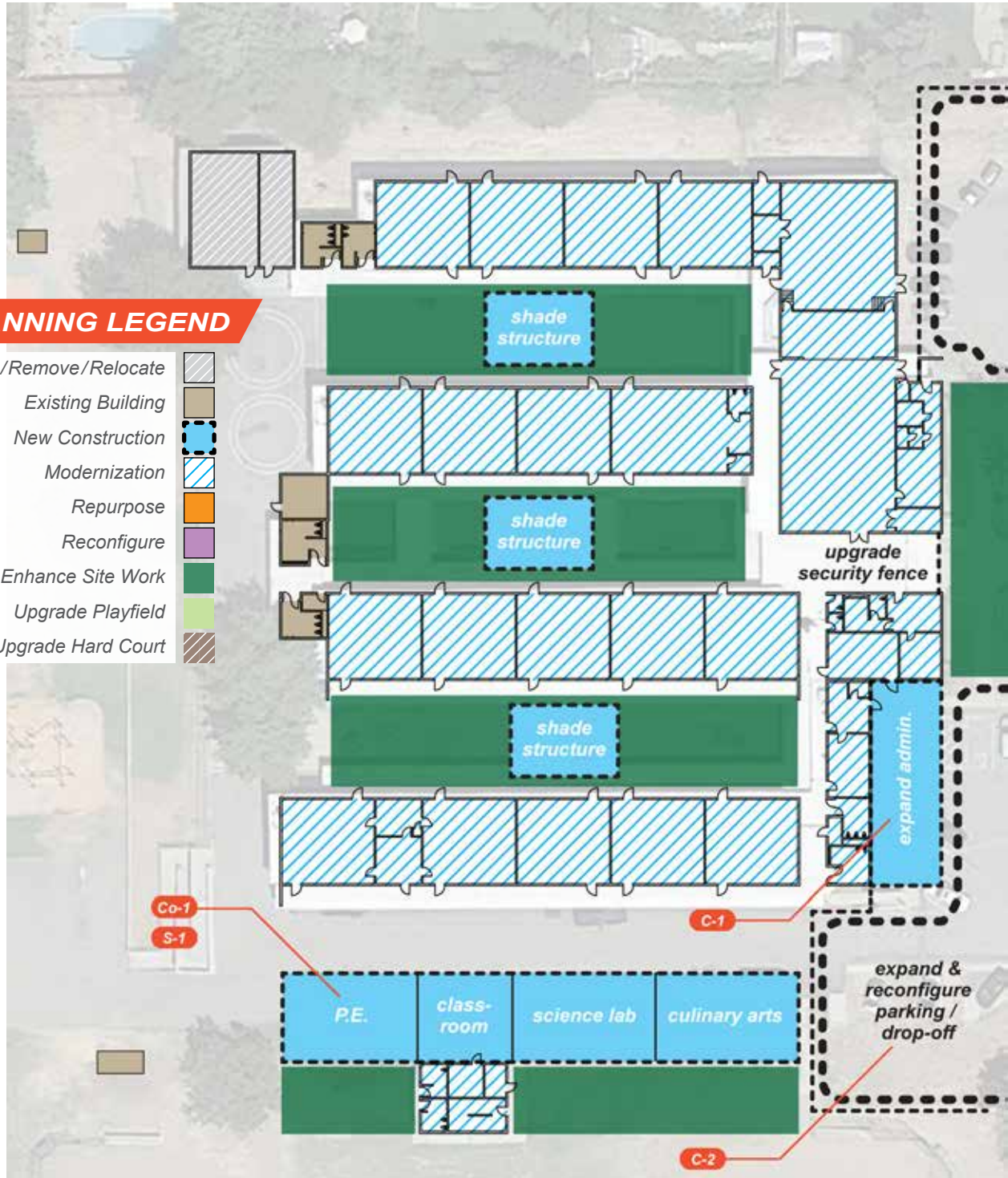
L-1 Outdoor Access &
Group Area Upgrades
L-2 Outdoor Recreation / P.E. Area
L-3 Shade Structure

PROPOSED FLOOR PLAN

La Vista Center School
4501 Bannister Road, Fair Oaks, CA 95628

PLANNING LEGEND

Demo/Remove/Relocate	
Existing Building	
New Construction	
Modernization	
Repurpose	
Reconfigure	
Enhance Site Work	
Upgrade Playfield	
Upgrade Hard Court	



PROPOSED MASTER SITE AERIAL PLAN

Laurel Ruff Center School
5325 Garfield Avenue, Sacramento, CA 95841

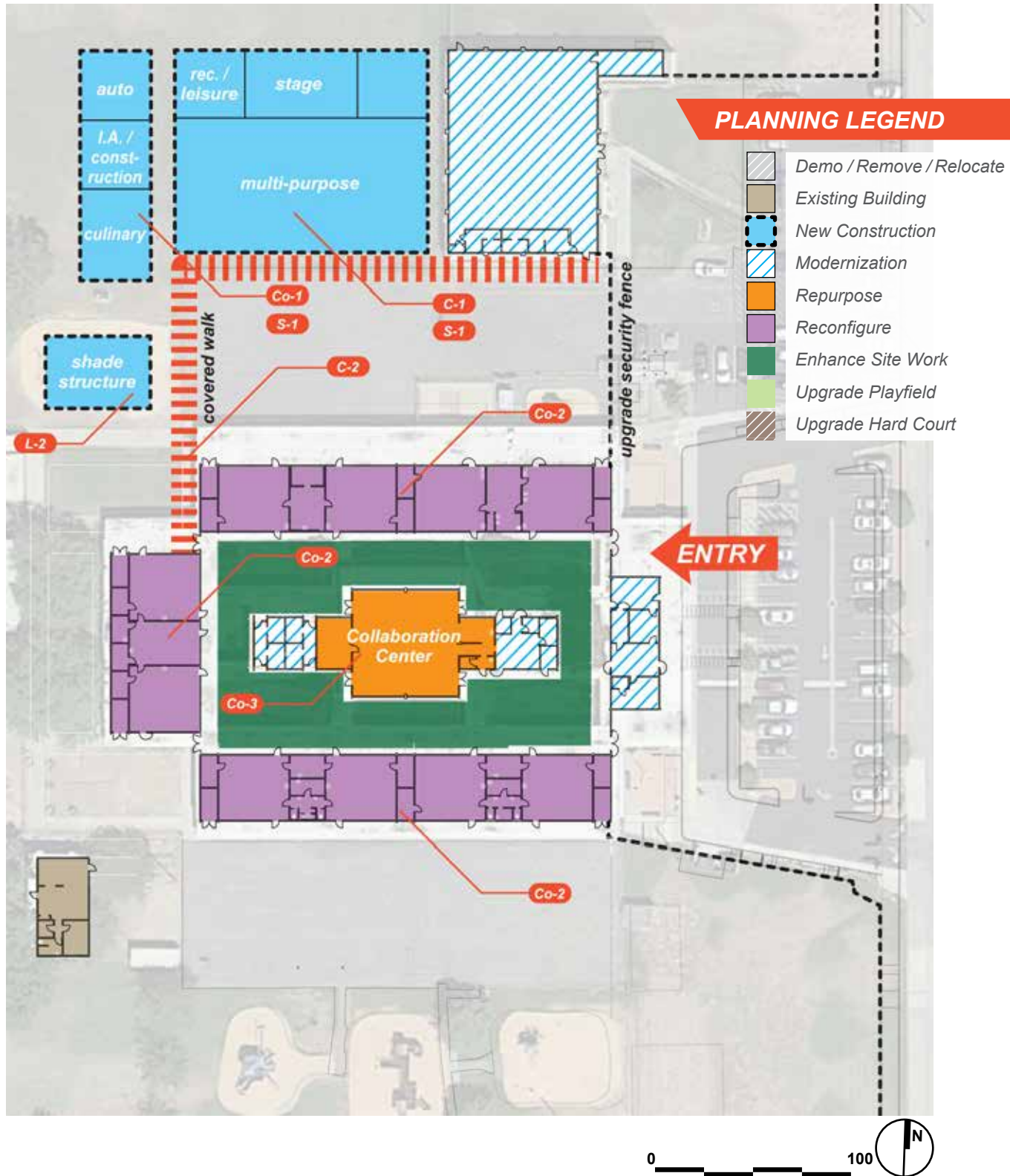


DESIGN PRINCIPLES

- | | | | |
|--|---|--|---|
| <p>C COMMUNITY</p> <ul style="list-style-type: none"> C-1 New Multi-Purpose Bldg. w/ Classroom C-2 Covered Walk | <p>S SUSTAINABILITY</p> <ul style="list-style-type: none"> S-1 PV Package | <p>Co COLLABORATION</p> <ul style="list-style-type: none"> Co-1 21st-century Learning Environment Classroom Building Co-2 21st-century Learning Environment Mod. Co-3 Repurpose M.P. to Collaboration Center | <p>L OUTDOOR LEARNING</p> <ul style="list-style-type: none"> L-1 Outdoor Access & Group Area Upgrade L-2 Shade Structure |
|--|---|--|---|

PROPOSED FLOOR PLAN

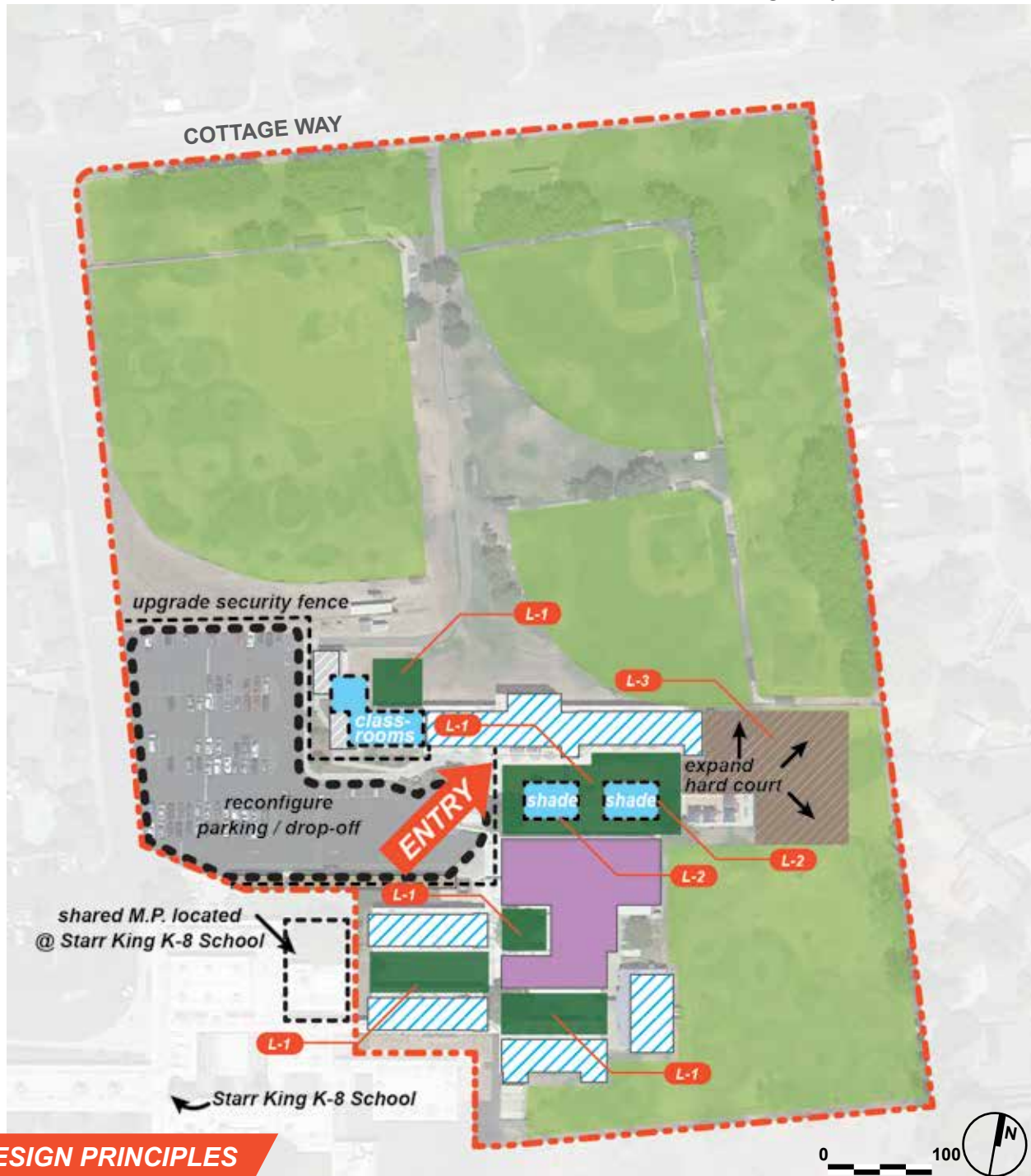
Laurel Ruff Center School
5325 Garfield Avenue, Sacramento, CA 95841



PROPOSED MASTER SITE AERIAL PLAN

Ralph Richardson Center School

4848 Cottage Way, Carmichael, CA 95608



DESIGN PRINCIPLES

C COMMUNITY

C-1 Reconfigure Parking / Drop-Off

S SUSTAINABILITY

S-1 PV Package

Co COLLABORATION

Co-1 21st-century Learning Environment Mod.
Co-2 New Classroom Building

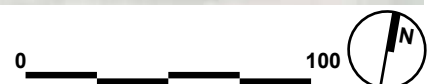
L OUTDOOR LEARNING

L-1 Outdoor Access & Group Area Upgrades
L-2 Shade Structure
L-3 Expand Hard Court

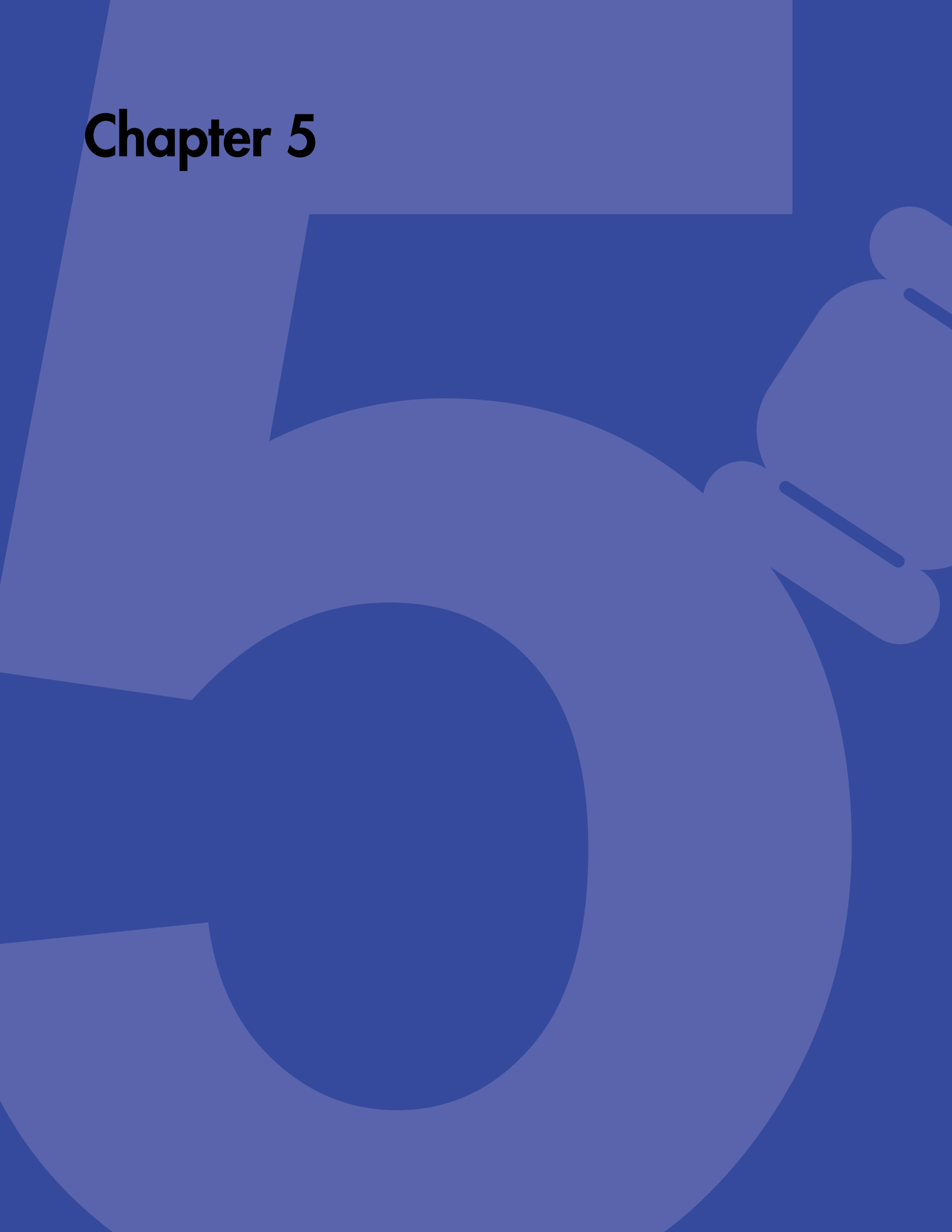
PROPOSED FLOOR PLAN

Ralph Richardson Center School

4848 Cottage Way, Carmichael, CA 95608



Chapter 5





IMPLEMENTATION





5.1 Introduction and Process

After the Master Plans were developed for each site, the questions asked were: “Where do we go from here?” and “How do we use the information?” These are the questions that were answered in the finalization and implementation phase of the FMP process for San Juan Unified School District, which includes the identification of specific projects, costing of the projects and the establishment of project prioritization guidelines to apply moving forward.

To finalize this phase, all elements of the master plan were reviewed, checked and corrected and the reports printed and compiled into the final three volume binders. The culmination of the process was a presentation to the Board of Trustees in a workshop for feedback on April 22, 2014 followed by a review and approval of Measure N projects and prioritization on May 13, 2014.

The following is an overview of the key components developed during the finalization and implementation phase.





5.2 The Project Lists

The first critical step in this phase was the development of the two types of project lists. The projects identified are significant in size and nature and often encompass multiple components of work identified in the facility assessment process. As an example, a modernization project could include fire alarm, technology, HVAC systems and finishes so each of the projects listed do not match the individual items on the RCI costing but rather includes numerous RCI line items.

Each project list provides three classifications of projects, identified as A, B, and C priority projects. The “A” priority group indicates immediate need projects that should be undertaken within the next one to four years. Classification “B” indicates short-term need projects that should be accomplished in the next five to ten years. The “C” group projects indicate long-term needs that are more than ten years out. These priorities are based on physical assessment results, educational and functional adequacy evaluations and community input and are intended merely as a measurement for timing of campus improvements. However, the final prioritization of projects will be determined as noted in Section 5.4.

Additionally, projects shown in red on the lists indicate those identified by the community as a “Top Three” project.

The two types of projects are defined as follows:

5.2.1 Facility Conditions Improvement Projects (FCIP)

These projects are also known as the “needs” projects because they represent upgrades to existing building and site components on each campus. These upgrades are based on the findings and deficiencies outlined in the physical assessments of the site deficiencies and those items depicted in the “Replacement Cost Index” costing.

The types of projects include: security fencing upgrades, parking and drop-off reconfigurations and expansions, field upgrades, hard court upgrades, facade improvements, restroom upgrades, air conditioning additions, outdoor area



upgrades, play areas upgrades, modernizations, repurposing and reconfiguring of spaces, including creation of 21st-century learning environments.

Building modernization projects are identified by level with regards to extent of work. The levels are as follows:

Level 1—Minor modifications. The approximate anticipated scope includes: removal of loose furnishings to all floors, walls and ceilings; demolition with protection of casework or fixtures to remain; removal of floor finishes, hardware, lighting; new door hardware; modified door thresholds; new flooring, painting, white boards, lighting; and new technology which will include appropriate power and data drops. The base cost is \$55/square foot prior to contractor burden and contingency (20%) with a \$10,000 technology allowance per classroom.

Level 2—Moderate modifications. The approximate anticipated scope includes: all items in level 1; floor and ceiling hazmat removal allowance; casework refurbishment or replacement; removal and replacement of single-glazed windows. The base cost is \$77.50/square foot prior to contractor burden and contingency (20%).

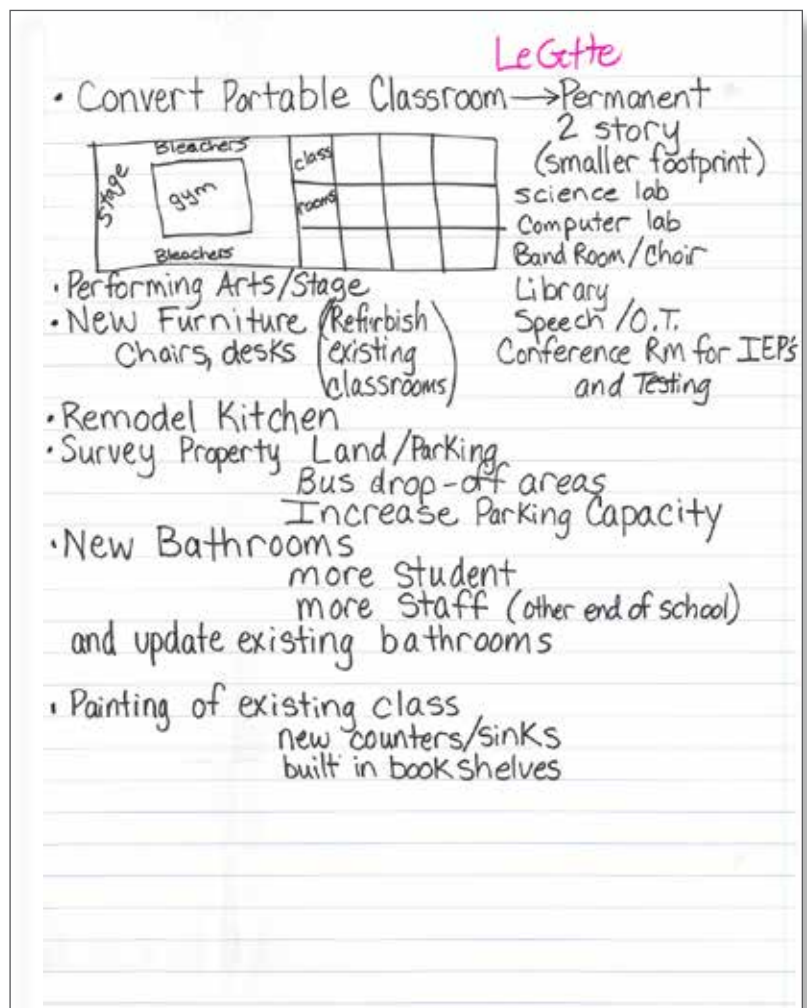
Level 3—Major modifications. The approximate anticipated scope includes: all items in level 1 and 2; new HVAC equipment and distribution; new plumbing equipment and distribution; concealing conduits; repurpose space to 21st-century learning environment. The base cost is \$122.50/ square foot prior to contractor burden and contingency (20%).

Where science dry and wet labs are modernized, the work shall include all that is included in level 3 plus additional casework, plumbing, gas, sinks, instructional table and peninsula casework. The base costs are \$195/ square foot for dry labs and \$295/square foot for wet labs plus contractor burden and contingency (20%).

5.2.2 Master Plan Improvement Projects (MPIP)

These projects are also known as the “wants” projects because they represent new construction projects and additions to the campus. In some cases, these projects may be replacement projects for portables or other existing facilities that have been deemed functionally or physically inadequate.

The types of projects include: 21st-century learning environment classroom buildings, science buildings and additions, multi-purpose buildings, gymnasiums, administrative offices, library/media centers, shade structures, amphitheaters, stages and other building additions.



5.3 What Does it Cost?

A “roadmap” for the future of the San Juan Unified School District would not be complete without knowing the costs to navigate the road to a new San Juan school district. Each of the projects noted on the lists have been provided with a “construction” cost and a “total project” cost. The “construction” cost represents the actual cost of the construction (which includes the contractor burden and contingency at 20%), also known as “hard costs.” The “total project” costs include the hard construction costs plus “soft costs” which include: architectural and engineering fees, agency fees, testing and inspections, contingencies, minor escalation, administrative fees, legal fees, reproduction and advertising expenses. The soft costs are provided at 35% of the total construction costs.

With the assistance of John Moreno of Sierra West Cost Estimators, the project costs were developed. Sierra West used their extensive database of similar projects to provide a basis for costs of the master plan projects. The following is a summary of project costs for each site that has been master planned:

5.3.1 High Schools	FCIP	MPIP	Total
Bella Vista	\$18,463,097	\$57,025,860	\$75,488,958
Casa Roble	\$21,712,652	\$18,346,078	\$40,058,730
Del Campo	\$29,154,686	\$19,289,562	\$48,444,248
El Camino	\$22,613,924	\$64,668,765	\$87,282,689
Encina	\$19,788,305	\$27,035,782	\$46,824,087
Mesa Verde	\$14,054,663	\$24,758,595	\$38,813,258
Mira Loma	\$22,490,253	\$39,440,331	\$61,930,584
*Rio Americano, Option 1	\$25,138,036	\$32,833,28	\$57,971,319
*Rio Americano, Option 2 (New Campus)	\$4,139,168	\$89,194,500	\$93,333,668
San Juan	\$13,469,005	\$39,122,685	\$52,591,691
TOTALS	\$165,885,753	\$378,882,158	\$544,767,913

5.3.2 Middle Schools	FCIP	MPIP	Total
Arcade	\$8,813,976	\$9,518,141	\$18,332,117
*Arden, Option 1	\$7,679,084	\$10,991,218	\$18,670,502
*Arden, Option 2 (New Campus)	\$1,319,163	\$36,546,316	\$37,865,479
John Barrett	\$8,362,191	\$20,008,112	\$28,370,303
Andrew Carnegie	\$12,095,439	\$6,139,249	\$18,234,688
Winston Churchill	\$8,606,004	\$18,088,313	\$26,694,317
Louis Pasteur	\$14,952,208	\$9,977,281	\$24,929,490
Will Rogers	\$16,506,765	\$10,552,275	\$27,059,040
Totals	\$ 70,655,746	\$ 110,829,687	\$181,485,434

* Where campuses have two options, Option 2 (New Campus) is the figure included in the total.



5.3.3 K-8 Schools

	FCIP	MPIP	Total
Gold River	\$5,820,930	\$13,418,089	\$19,239,019
Kingswood	\$6,491,781	\$17,869,599	\$24,361,380
Lichen	\$6,618,004	\$15,270,764	\$21,888,768
Orangevale Open	\$6,334,051	\$10,741,829	\$17,075,880
Sierra Oaks	\$4,554,096	\$11,518,211	\$16,072,307
Starr King	\$11,505,345	\$11,268,633	\$22,773,978
Woodside	\$6,868,388	8,498,945 \$	\$15,367,334
Edison Language Institute	\$8,654,087	\$7,177,529	\$15,831,616
Totals	\$56,846,682	\$95,763,599	\$152,610,282

5.3.4 Elementary Schools

	FCIP	MPIP	Total
Arlington Heights	\$7,420,937	\$4,960,222	\$12,381,159
Cambridge Heights	\$6,005,894	\$2,563,178	\$8,569,072
Cameron Ranch	\$6,080,574	\$2,983,500	\$9,064,074
Carmichael	\$6,768,794	\$13,235,178	\$20,003,971
Carriage Drive	\$10,731,888	\$784,688	\$11,516,576
Citrus Heights	\$9,188,836	\$3,474,563	\$12,663,398
Cottage	\$7,584,284	\$7,314,638	\$14,898,922
Cowan	\$5,695,778	\$6,932,250	\$12,628,028
Coyle Avenue	\$6,972,945	\$2,486,363	\$9,459,307
Del Dayo	\$5,224,129	\$7,365,938	\$12,590,066
Del Paso Manor	\$9,651,261	\$4,096,980	\$13,748,241
Mary A. Deterding	\$5,448,046	\$10,244,290	\$15,692,336
Harry Dewey	\$6,004,776	\$6,287,625	\$12,292,401
*Dyer-Kelly, Option 1	\$7,106,338	\$11,166,525	\$18,272,863
*Dyer-Kelly, Option 2 (New Campus)	\$0	\$21,271,950	\$21,271,950
Grand Oaks	\$11,352,142	\$3,795,188	\$15,147,330
Green Oaks	\$7,156,245	\$4,997,363	\$12,153,608
Greer	\$4,909,253	\$8,839,639	\$13,748,892
Howe Avenue	\$7,833,881	\$7,591,091	\$15,424,972
Thomas Kelly	\$6,813,716	\$6,169,500	\$12,983,216
*Earl LeGette (Option 1)	\$7,366,071	\$7,220,812	\$14,586,883
*Earl LeGette (New Campus)	\$0	\$21,958,713	\$21,958,713
Mariemont	\$6,328,588	\$10,793,912	\$17,122,499
Mariposa Avenue	\$5,459,223	\$5,832,338	\$11,291,561
Mission Avenue	\$4,316,415	\$8,599,790	\$12,916,205

* Where campuses have two options, Option 2 (New Campus) is the figure included in the total.

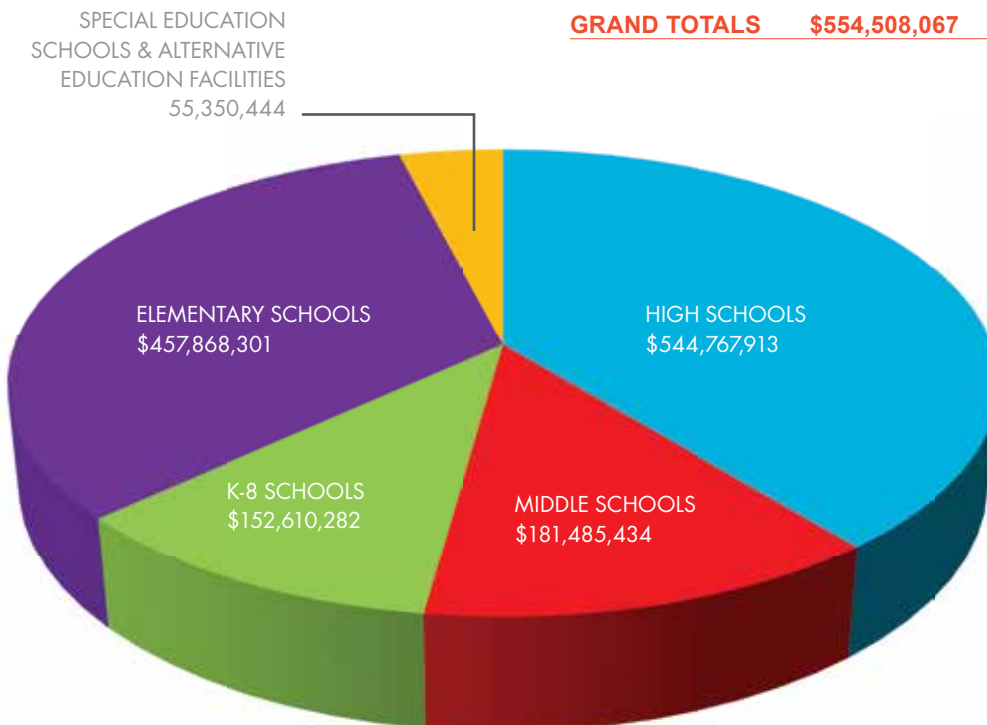
5.3.4 Elementary Schools *(continued)*

	FCIP	MPIP	Total
Northridge	\$6,125,368	\$6,019,650	\$12,145,018
Oakview Community	\$7,551,704	\$8,926,200	\$16,477,904
Ottomon	\$7,000,348	\$2,720,250	\$9,720,598
Pasadena Avenue	\$5,846,008	\$10,674,788	\$16,520,796
Charles Peck	\$6,422,478	\$5,769,617	\$12,192,095
Pershing	\$8,150,974	\$4,962,263	\$13,113,236
Albert Schweitzer	\$7,065,225	\$5,065,875	\$12,131,100
Skycrest	\$7,441,421	\$6,859,988	\$14,301,408
Trajan	\$8,460,567	\$938,925	\$9,399,492
Twin Lakes	\$10,219,417	\$1,820,813	\$12,040,230
Whitney Avenue	\$7,176,027	\$3,123,900	\$10,299,927
Totals	\$228,407,142	\$229,461,166	\$457,868,301

5.3.5 Special Education Schools and Alternative Education Facilities

	FCIP	MPIP	Total
La Vista Center	\$5,317,180	\$5,530,163	\$10,847,343
Laurel Ruff Center	\$7,090,061	\$8,489,813	\$15,579,873
Ralph Richardson	\$12,571,683	\$2,237,625	\$14,809,308
La Entrada	\$7,733,820	\$6,380,100	\$14,113,920
Totals	\$32,712,744	\$22,637,701	\$55,350,444

GRAND TOTALS **\$554,508,067** **\$837,574,311** **\$1,392,082,378**





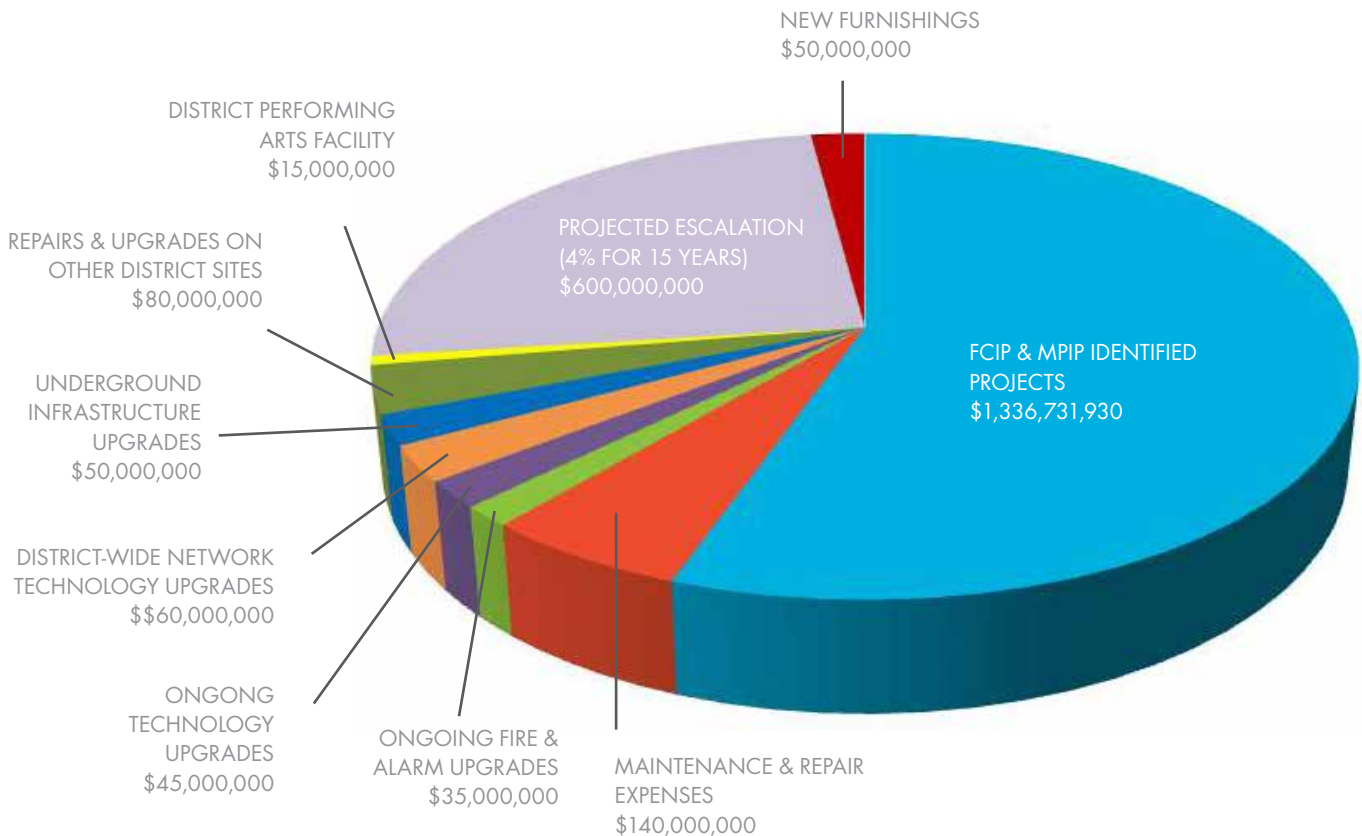
5.3.6 What Does It ALL Cost?

The project lists for the 66 currently active school sites identifies \$1,458,955,981 of repairs, upgrades and new facilities. In addition, there will be ongoing maintenance expenses (i.e., painting, roofing) that may not be done at the same time as identified projects, continuing low voltage fire alarm and technology upgrades, district-wide technology network infrastructure system upgrades, and underground infrastructure upgrades. Additionally, there will be costs associated the ongoing repairs, upgrades, and maintenance on the other 16 District sites.

Escalation of costs over the life of these projects—some 15 to 20 years—as well as new furnishings, will also add to the total costs. A summary of FMP identified and noted costs are as follows:

FCIP and MPIP identified projects	\$1,336,731,930
Maintenance and repair expenses	\$140,000,000
Ongoing fire alarm upgrades	\$35,000,000
Ongoing technology upgrades	\$45,000,000
District-wide network technology upgrades	\$60,000,000
Underground infrastructure upgrades	\$50,000,000
Repairs and upgrades on other District sites	\$80,000,000
District performing arts facility	\$15,000,000
TOTALS	\$1,761,731,930

Projected escalation (4% for 15 years)	\$600,000,000
New furnishings	\$50,000,000
GRAND TOTAL	\$2,414,731,930



5.4 Prioritization of Projects

A prioritization sub-committee of individuals representing a cross section of District interests were selected by Bond Program Manager Brett Mitchell and Superintendent Kent Kern. They were charged with the task of working with the DLR Group team, led by Gary Gery, to establish guidelines for the prioritization of projects identified in the FMP to be completed moving forward, under both Measure N and possible future bonds. The criteria guidelines are intended to be flexible and a living document that may be modified and adapted through the process as issues change and priorities shift.

Through a series of meetings, the District's facility concerns and priorities were discussed. During the hours of meetings, the sub-committee reviewed the language of the Measure N bond, what was actually printed on the site posters that elicited support for the bond, costs associated with remaining Measure J projects, the proposed five-year technology infrastructure plan and costs, and Citizen Oversight Committee minutes and categories of funding and FMP costs as it relates to specific project types. Drafts were developed by DLR Group for review and modification.

On April 10, 2014, a series of guidelines were agreed to by the sub-committee (with costing input from Superintendent Kern) for presentation to the board for ultimate adoption. The guidelines provide for three major components:

Guidelines

1

Priority ranking of project types.

2

Proposed funding levels under Measure N for the identified project types.

3

A series of questions to ask to evaluate the level of priority of a project and measure against each other.



5.4.1 Prioritization Sub-Committee Members

- Eric Bakke, Chairman, Citizens' Oversight Committee
- Ron Barney, Athletic Director, Mesa Verde High School
- Damaris Canton, Curriculum, Standards, Instructional, and Student Services Committee Representative
- Cherie Chenoweth, CSEA Representative and Accounting Analyst for the Bond Program
- Craig Faniani, Visual and Performing Arts Coordinator
- Carey Galbraith, Administrative Assistant, Operations and School Support
- Gary Gery, Principal Architect, DLR Group
- Brian Grubbs, Facilities, Transportation, and Finance Committee Representative
- Saul Hernandez, Board Member
- Bob Lewis, Manager, Maintenance and Operations
- Nina Mancina, Program Specialist, Special Projects and Grants
- Lisa Mattos, Facilities, Transportation, and Finance Committee Representative
- Judith Meeler, Teacher, Carnegie Middle School, SJTA Representative
- Brett Mitchell, Bond Program Manager
- Tony Oddo, Modernization Coordinator, Safe Schools Manager, and Principal of La Entrada High School
- Dan O'Halloran, Program Manager, Network and Telecommunications
- Jamey Schrey, Director of Professional Learning and Innovation
- Kent Stephens, Chief Financial Officer
- Fedros Yavrom, Facilities, Transportation, and Finance Committee Representative

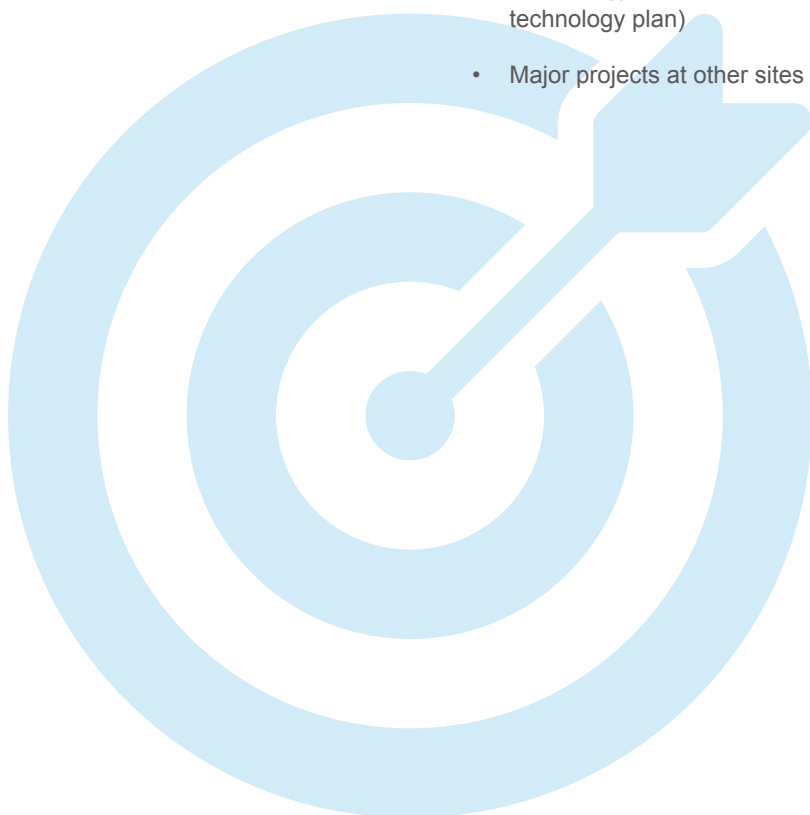
5.4.2 Project Priority Categories

PRIORITY CATEGORIES (IN NO PARTICULAR ORDER)

- Security (includes fencing, gates)
- Student safety (includes signage, parking, and drop-offs)
- Modernize facilities for 21st-century learning (includes tech specific to a project)
- Safety-low voltage improvements (fire alarms, cameras)
- Replace portables with new construction (classrooms, libraries)
- Infrastructure improvements (underground utilities)
- Health concerns (floors, ceilings, restrooms, roofs, lockers)
- System replacements / repair (HVAC, lighting, power, energy efficient)
- Athletic facilities (tracks, fields, stadiums)
- Outdoor education facilities (hard courts, fields, plazas, amphitheaters)

OTHER PROJECT PRIORITY CATEGORIES (IN NO PARTICULAR ORDER)

- High School signature projects (not all sites receiving equal amounts)
- Technology network infrastructure upgrades (funding for 2 years of a 5-year technology plan)
- Major projects at other sites (as identified on Measure N site posters)





5.4.3 Measuring the Priority: The Questions

So what happens when two projects with approximately the same ranked priorities are being considered for implementation? How do we objectively measure which project is a higher priority than another? That was the question the sub-committee asked. In prioritizing projects, a criterion needed to be developed to allow for consistent and objective review, consideration and measurement of each proposed project. The result is that a series of questions were developed by the sub-committee that were tied back to the guiding principles of design.

The nine questions are to be answered “yes” or “no” as to whether they support or promote each of the guiding principles of design of: community, sustainability, collaboration and outdoor learning. With each yes answer, a supporting “why?” response is to be provided. Each of the following questions can achieve one point for each “yes” response (4 points possible with each question- 36 total possible):

Will project improve campus safety?

Will project improve or correct campus code deficiencies?

Will project reduce maintenance?

Will project reduce operational (physical and programmatic) expenses?

Will project improve campus health, climate and culture?

Will project improve campus pride and self-esteem and will people know it?

Will project improve existing infrastructure?

Will project protect campus assets?

Will the project improve or correct campus educational specifications adequacy deficiencies?

Will the project improve teaching and learning?

Since fiscal responsibility is a major concern, the following three questions were developed to specifically address the project with respect to economics. These questions are to be answered “yes” or “no” only with each worth two points (6 points total).

Have the long-term costs associated with operation, maintenance and academic programs been considered and minimized?

Does the project have a long-term life (beyond 15 years)?

Is the project eligible for outside funding?

To establish the ranking of projects, add up all the points from the 12 questions. The higher the point total of a project indicates the stronger need and higher priority. The intent is to have each site respond to the questions to determine the points, while providing a short reason for each yes. These projects will then be submitted and presented to a committee to be determined to analyze and select project priorities.

5.5 Project Funding Opportunities

With the identification of projects, project priority guidelines and the associated costs of the work, it is clear that the \$350 million Measure N general obligation bond approved by San Juan USD voters in 2012 will barely scratch the surface in completing the master plan for school sites. As such, the District needs to consider all other funding opportunities for implementation in order to maximize their program. Although the scope of the San Juan USD Facility Master Plan is not to develop funding mechanisms for projects, it is critically important to identify options to explore as the implementation process moves forward.

5.5.1 State of California School Facilities Construction Program Financing

The State of California has partially funded local school construction through their School Facilities Construction Program which has been in place in its present form for over 20 years. This program relies on the state, through initial implementation by the legislature, gaining voter approval of bonds that are then sold on the open market. The state has continually placed bond measures in front of voters to gain approval every four to six years. The last state bond for school funding, Proposition 1D, was passed in November 2006 for a total of \$10.4 billion. However, due to the economic downturn, the state did not place a bond measure on the 2012 ballot within its regular cycle and, it appears doubtful that one will be placed on the 2014 ballot due to the Governor's lack of support.

Currently, state bond funds are almost expended (through sales that have taken longer than expected due to the Great Recession) and the state is no longer accepting projects for funding approval in most all funding categories. To complicate the situation further, the state has been reassessing the current School Facilities Program and will be developing new guidelines once a future bond is approved. This creates great uncertainty for every District in the state moving forward so the securing of local bond financing is critical to the improvement of District facilities.

There are various categories of state funds that have been available through Proposition 1D; however, these categories are nearly all expended and may not be available in the same form in future bonds.

Those include the following major categories:

New Construction. These funds, \$1.9 billion in Prop 1D, are made available to a district based on growth increases which require additional facilities. The present state program provides for a 50% contribution by both the state and the district based on the state's calculation of facility costs. Unfortunately, the state uses cost factors that are below market reality, especially with new 21st-century technology rich classrooms. This funding is currently unavailable.

Modernization. These funds, \$3.3 billion in Prop 1D, are made available to a district based on the age of facilities. Currently, permanent buildings over twenty five years of age, can qualify for funding based on a 60-40% split with the state providing the higher funding. As with the new construction, the modernization funds use costs that are not in concert with actual costs. This funding is currently unavailable.





High Performance Schools. These funds, \$100 million in Prop 1D, were carved out of the last state bond to provide incentive funding for schools to design more energy efficient facilities. This funding is currently unavailable.

Career Technical Education Facilities. These funds, \$500 million in Prop 1D, were reserved for career educational or CTE Facilities in a commitment to develop a career ready workforce. This funding is currently unavailable.

Joint-use Facilities. These funds, \$29 million in Prop 1D, were designated to promote joint use and funding with other public agencies to create cost savings. This funding is currently unavailable.

Severely Overcrowded. At some \$1 billion in Prop 1D, these funds went to District's severely impacted by rapid growth. This funding is currently unavailable.

Other funding categories include charter schools and emergency repair.

There will likely be funds available from the state at some point in the future. Questions abound as to when, how much, and in what format since the consensus is that funding levels will be reduced from the 50% and 60% levels under the current program with more burden placed on local contributions.

5.5.2 Seismic Mitigation

Currently referred to as AB 300, the state has upwards of \$100 million still available in this program for the upgrading of older buildings to current seismic considerations. As discussed previously in the report, San Juan USD has buildings on numerous campuses identified as potentially seismically deficient. If this is validated by a licensed structural engineer, the District may be eligible for state funds to either upgrade the structure or demolish the building and reconstruct. Since numerous buildings in the District have been noted to be deficient, this may be a valuable resource for future projects and should be considered in the planning and prioritization of projects.

5.5.3 Proposition 39

Passed by California voters in 2012, Prop 39 provides funding for school districts throughout the state for energy related projects, from solar photovoltaic (PV) panels to window replacements and system replacements. San Juan USD is identified to receive \$2,000,000 per year for five years. These types of projects have been incorporated into the master plan, generally as PV systems on buildings and as covered shelters. The further incorporation of these projects and funding should be accounted for in planning future projects as well.



5.5.4 District General Obligation Bond Funding

San Juan USD will need to continue to seek voter approval of future bonds, likely on 6 to 8 year cycles, to fund the renovation and restoration of the District's schools and infrastructure. Therefore, it is critical to the long-term district success of their facilities that the community is engaged and trust is maintained through a transparent process of communication.

Chapter 6



EDUCATIONAL SPECIFICATIONS





6.1 Introduction

The preparation of Educational Specifications was originally an option in the Facility Master Plan that was not selected by the District; however, in December 2013, it was determined to add this option into the process due to the critical nature of the information in development of new projects for Measure N and future bonds. The Educational Specifications were developed for three grade configurations: K through 5th or 6th grade elementary schools; 6th to 8th grade middle schools; and 9th to 12th grade high schools. Consideration was given in the development for requirements of K through 8th grade schools and special education facilities.

The SJUSD Educational Specifications document created is a detailed outline of essential components for each school campus, fostered through a collaborative effort of a team of teachers, administrators, and facility staff, that accounts for what facilities exist today, what is needed for the future in facilities and educational delivery and what are the California Department of Education's current standards and requirements.



6.2 Purpose

The Educational Specification outlines essential educational concepts and detailed facility needs. They include considerations of community values, current and future instructional strategies, the impact of technology on education, California state standards and requirements for education and facilities, sustainability, and cost constraints.

Although the Educational Specifications will be intended to guide the District’s educational goals for the next several years, it should be regarded as a living document, in need of periodic updating. For each separate school project, there is need and opportunity to adjust this document to apply to site specific circumstances. Additionally, the specifics of Educational Specifications should be updated every few years, informed by the experience of the construction of new and renovated buildings, and by changes in educational practices, technology, community values, and state standards and requirements.

This document contains highly articulated ideas of critical components and organizational concepts for successful educational facilities. Some existing school buildings and certain components of others may not be able to be reasonably modified to be in conformance with the Educational Specifications which provides a dilemma of whether those facilities are to continue to remain in service. As such, each specific project will require further detailed consideration, and perhaps adjustment of the Educational Specifications as part of its design process.

Comprehensive SJUSD Educational Specifications link facility design to the educational program and serves as documentation for the completed facility. In future evaluations, understanding the reason that shaped the spaces may be valuable in implementing changes necessitated by new developments in teaching and technology.

Step 2: Facility Condition and Needs Assessments



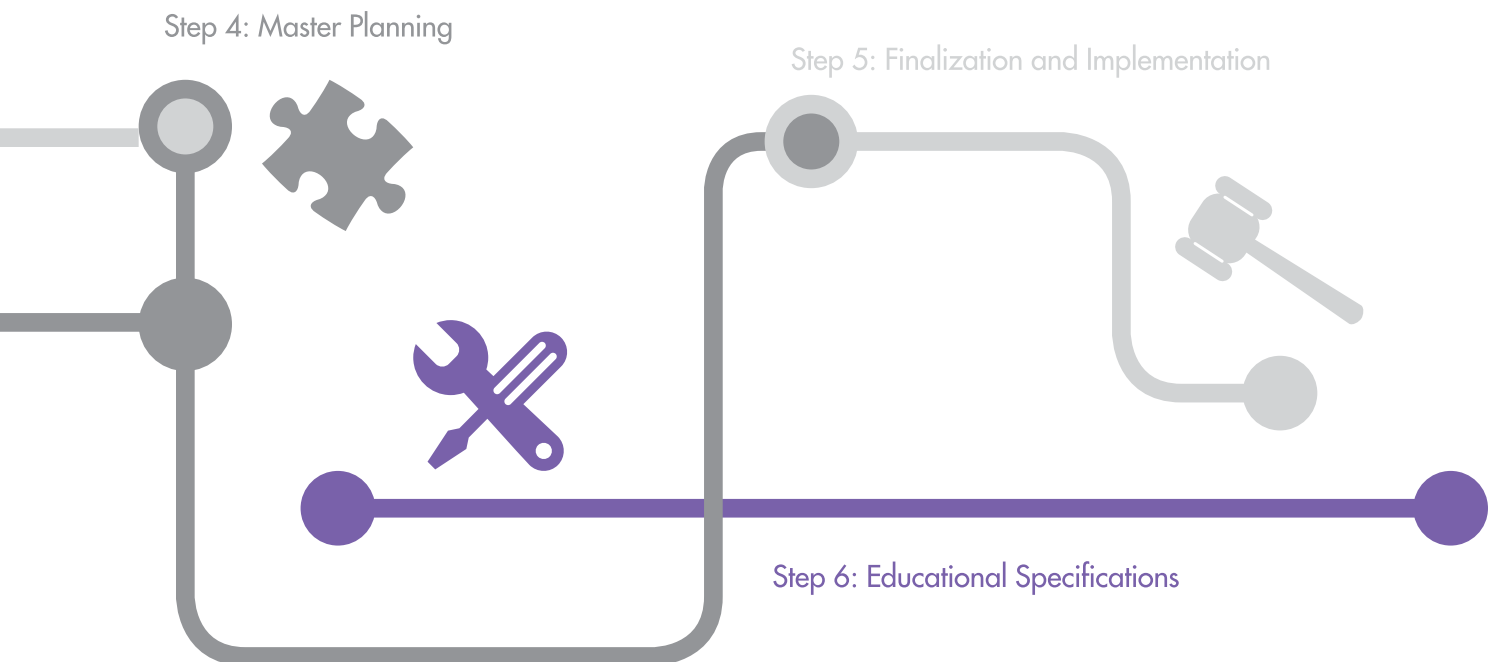


6.3 Process to Develop Educational Specifications

The development of the District Educational Specifications began with a kick-off meeting conducted by DLR Group on December 10, 2013 that included District administrators, including key curriculum staff, to discuss the process, timeline and participants. The first step resulting from the kick off meeting was for DLR Group to develop a survey in conjunction with Nina Mancina of San Juan USD to be pushed out to the District in hopes of getting a cross section of responses about the district facilities.

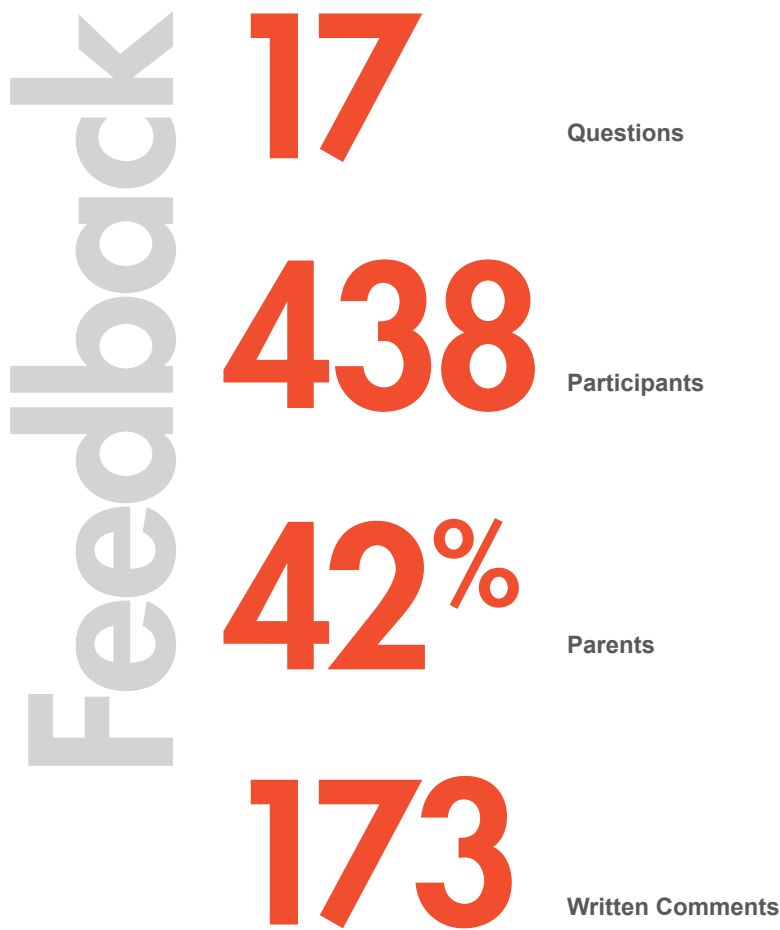
In addition to the initial District wide survey, a series of specific education space related surveys were developed for responses by key District participants to further shape the educational environment. On February 5, 2014, a second meeting was held with District staff to review the process and potential models for educational specifications. DLR Group provided a presentation on 21st-century learning environments as well as a review of worksheets and questionnaires for distribution.

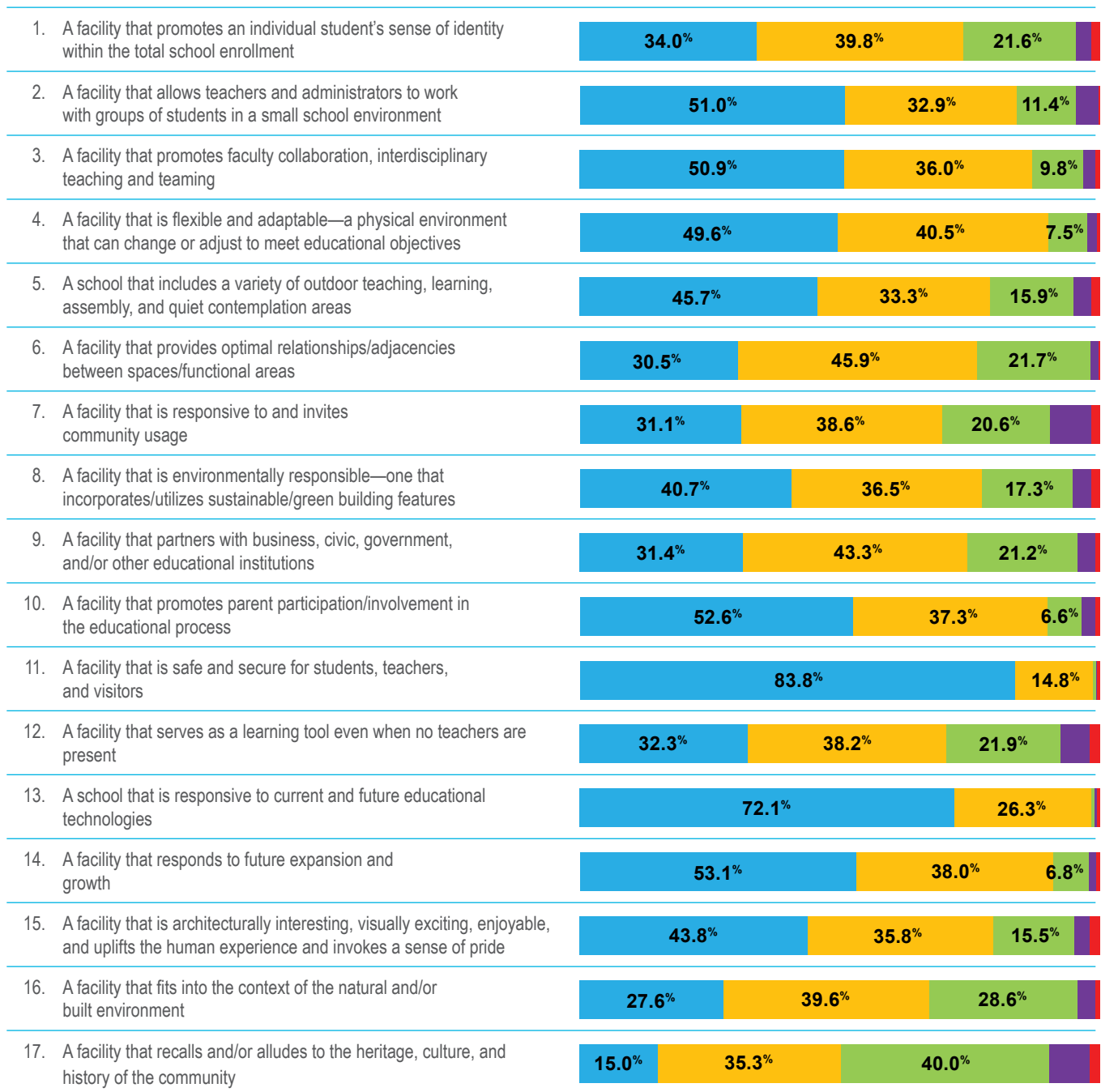
The questionnaires and worksheets were then used to gain specific input from key District staff at various grade levels and in various positions and departments to provide direction in the development of the Educational Specifications. This interactive process with key District staff continued through both formal and informal meetings. Attendance by the DLR Group team at District meetings to discuss 21st-century learning objectives, technology and furnishing options, as well as the Churchill classroom building design, added to the information gathering for developing the Educational Specifications.



6.3.1. Survey Results

The San Juan USD “survey monkey” asked 17 questions about the District’s schools and facilities and **what they should accomplish or represent moving into the future as new or existing renovated facilities are constructed**. The survey elicits responses ranging from “strongly agree” to “strongly disagree”. An eighteenth question was also provided to allow for written input and feedback from the respondents, along with two demographic related questions. A total of 438 people participated in the survey with 184 or 42% being parents. The entire summary of results with written comments from 173 people is provided within the appendix. The following is a summary of the results that were used to assist in the shaping of the District Educational Specifications.





6.4 Key Considerations of the Educational Specifications

The following are the key items considered and included in the Educational Specifications for San Juan Unified School District:

Program Areas. A summary of the types, numbers and sizes of instructional and support spaces for each school site with spatial relationship diagrams.

Program Support Components. A summary of the equipment, casework, miscellaneous components, finishes and materials required in each program space to support the program space use.

21st-century learning. Provides information pertaining to nationally recognized best practices in collaborative-based education, specifically as they relate to program delivery methods and design layouts, and guidelines and layouts for new classroom design and modernized classroom designs.

Technology. What technology will be integrated into the curriculum and the facilities, now and looking into the future?

Safety and Security. Reflections and guidelines for design elements related to the Safety and Security of school sites, including passive and active systems.

Site Issues. Any special circumstances or considerations are important, such as the design, traffic (pedestrian and vehicular) flow, lighting, landscaping, and parking issues.

Outdoor Fields, Courts and Structures. A summary of required types and sizes of physical activity related outdoor elements, including support amenities.

Outdoor Environment and Learning. In response to the “Outdoor Learning” component of the Guiding Principles, guidelines for outdoor space design and use were considered, as well as requirements for shade structures and other elements.

Sustainability. In response to the sustainability component of the Guiding Principles, provide guidelines for the design and construction of sustainable and environmentally responsible building components and systems to be included in new and modernized school facilities.

Aesthetics. The visual appeal of each campus is important, so design parameters are developed for the renovation of existing facilities as well as new projects in order to maintain visual consistency.

Community Use. Understanding community needs and integrating those needs into school facilities, as well as the opportunity for joint use, is an important aspect for all school districts.

SJUSD educators must remain active in facility development because the best projects will evolve from constructive dialogue between the community, the school site, DLR Group and SJUSD staff. The SJUSD Educational Specifications document is organized into distinct sections, containing information necessary for the planning, design, construction, and/or renovation of school facilities.



Re-think Learning Suite

21st-Century Learning Environments

The Educational Specifications being developed as a part of this process addresses various 21st-century collaborative classroom configurations based on various functional designs of each school site. During the assessments, the varying classroom arrangements were noted and a review of the building was done as to future opportunities to create 21st-century learning environments. The final master plans for each site identify areas within each school for these environments. The areas are often limited based on costs for conversion, structural limitations and a phased approach knowing that conversions cannot occur instantly while allowing for flexibility in the learning environment options.

Spaces supporting diverse configurations. A great learning suite can be easily transformed to support multiple learning styles. These diagrams illustrate how simply moving furnishings and partitions allows the suite to support dramatically different spatial uses.

Chapter 7

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MEASURE N

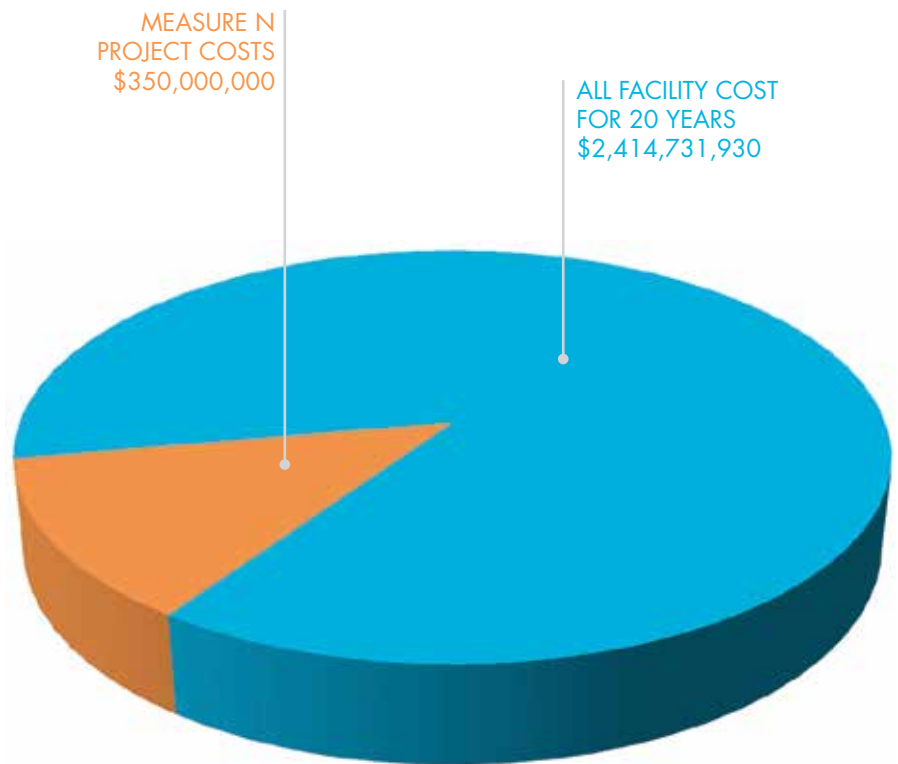




7.1 Introduction

Measure N is the \$350-million general obligation bond passed by San Juan Unified School District voters in November 2012. After developing project priority guidelines in April 2014 during the finalization and implementation phase of the Facility Master Plan, staff will assign a cost to each of the categories. The next step in their process will be to identify specific projects in each category to be completed under Measure N, provide them with rankings, and assign costs.

The following page represents a list of proposed Measure N projects associated with overall costs.



Project Priorities Categories

- Security (Includes fencing, gates)
- Student Safety (includes signage, parking, and drop-offs)
- Modernize facilities for 21st century learning (includes tech specific to a project)
- Safety-Low voltage improvements (fire alarms, cameras)
- Replace portables with new construction (classrooms, libraries)
- Infrastructure improvements (underground utilities)
- Health concerns (continuation of restroom renovations from measure J)
- System improvements (HVAC, lighting, power, energy efficient)
- Athletic Facilities (Del Campo and El Camino)
- Outdoor education facilities (hard courts, fields, plazas, amphitheaters)
- High School Signature projects (Not all sites receiving equal amounts)
- Technology network infrastructure upgrades (Funding for 2 years of a 5 yr tech plan)
- Major Projects at other sites

San Juan USD Facilities Master Plan, Measure N Bond Program | June 2014

ALLOCATION OF FUNDING BASED ON PROJECT TYPE CATEGORIES

Description	Construction only Cost * (2014 Dollars)	Construction Contingency 10%	Total Hard Cost	Soft Cost (25% of Project Cost)	Total Project Cost [†]	Escalated Project Cost [‡]
Project Subtotal Costs	\$132,494,466	\$13,249,447	\$145,743,913	\$51,010,369	\$196,754,282	\$290,695,685
Program Support (6%)	\$21,000,000				\$21,000,000	\$31,026,564
Program Contingency over 16 yrs (8%)[§]	\$28,000,000				\$28,000,000	\$28,000,000
TOTAL	\$181,494,466	\$13,249,447	\$145,743,913	\$51,010,369	\$245,754,282	\$349,722,249
Available Funding (Measure N)						\$350,000,000
Balance						\$277,751
Escalation						\$103,967,967

* Construction cost is based on 2014 costs.

† Total project cost equals cost of construction contracts only in 2014 dollars, plus construction contingency at 10%, and soft costs at 25% of construction cost.

‡ Escalated project costs include total project cost plus escalation at 5% per year (16 yr program).

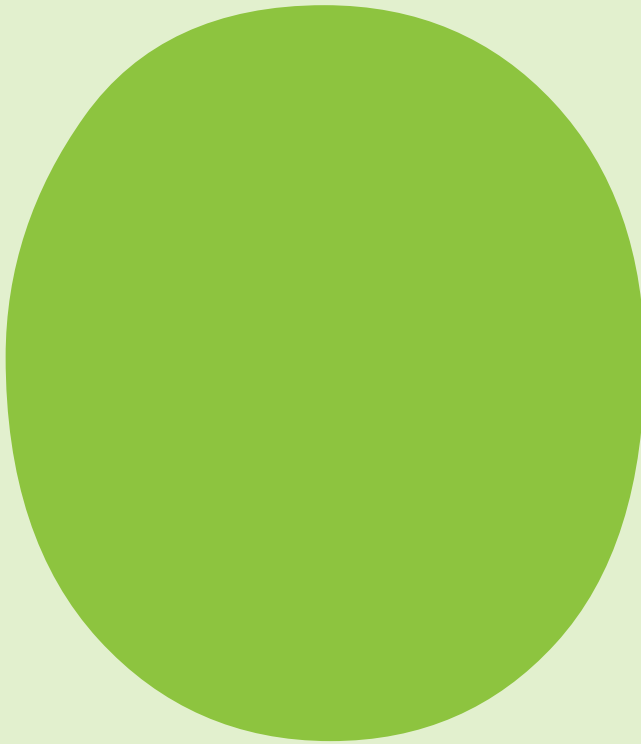
§ Program contingency is not escalated.

SAN JUAN USD FACILITIES MASTER PLAN, MEASURE N BOND PROGRAM | JUNE 2014



Rank	Project Type	Construction only Cost (2014 Dollars)	Construction Contingency 10%	Total Hard Cost	Soft Cost (25% of Project Cost)	Total Project Cost†	Escalated Project Cost
1	Security (Includes fencing, gates)	\$4,000,000	\$400,000	\$4,400,000	\$1,540,000	\$5,940,000	\$8,776,085
2	Student safety (includes signage, parking, and drop-offs)	Identified by Prioritization Committee, addressed in Measure J					
3	Modernize facilities for 21st-century learning (includes tech specific to a project)	\$24,900,000	\$2,490,000	\$27,390,000	\$9,586,500	\$36,976,500	\$54,631,131
4	Safety-low voltage improvements (fire alarms, cameras)	\$4,010,800	\$401,080	\$4,411,880	\$1,544,158	\$5,956,038	\$8,799,781
5	Replace portables with new construction (classrooms, libraries)	\$2,500,000	\$250,000	\$2,750,000	\$962,500	\$3,712,500	\$5,485,053
6	Infrastructure improvements (underground utilities)	\$3,500,000	\$350,000	\$3,850,000	\$1,347,500	\$5,197,500	\$7,679,075
7	Health concerns (continuation of restroom renovations from measure J)	Identified by Prioritization Committee, addressed in Measure J					
8	System improvements (HVAC, lighting, power, energy efficient)	\$8,608,666	\$860,867	\$9,469,533	\$3,314,336	\$12,783,869	\$18,887,597
9	Athletic facilities (Del Campo and El Camino)	\$4,610,000	\$461,000	\$5,071,000	\$1,774,850	\$6,845,850	\$10,114,438
10	Outdoor education facilities (hard courts, fields, plazas, amphitheaters)	Identified by Prioritization Committee, addressed in Measure J					
»	High School Signature projects (not all sites receiving equal amounts)	\$60,500,000	\$6,050,000	\$66,550,000	\$23,292,500	\$89,842,500	\$114,279,660
»	Technology network infrastructure upgrades (funding for 2 years of a 5-year tech plan)	\$14,600,000	\$1,460,000	\$16,060,000	\$5,621,000	\$21,681,000	\$32,032,711
»	Major projects at other sites	\$13,750,000	\$1,375,000	\$15,125,000	\$5,293,750	\$20,418,750	\$30,167,793
Project Subtotal Costs		\$140,979,466	\$14,097,947	\$155,077,413	\$54,277,094	\$209,354,507	\$290,853,325
Program Support (6%)		\$21,000,000				\$21,000,000	\$31,026,564
Program Contingency over 16 yrs (8%) IS NOT GETTING ESCALATED		\$28,000,000				\$28,000,000	\$28,000,000
TOTAL		\$189,979,466	\$14,097,947	\$155,077,413	\$54,277,094	\$258,354,507	\$349,879,890
				Available Funding (Measure N)		\$350,000,000	
				Balance		0	
				Escalation		\$91,645,493	

Chapter 8





MEASURE X-Z FUTURE BONDS

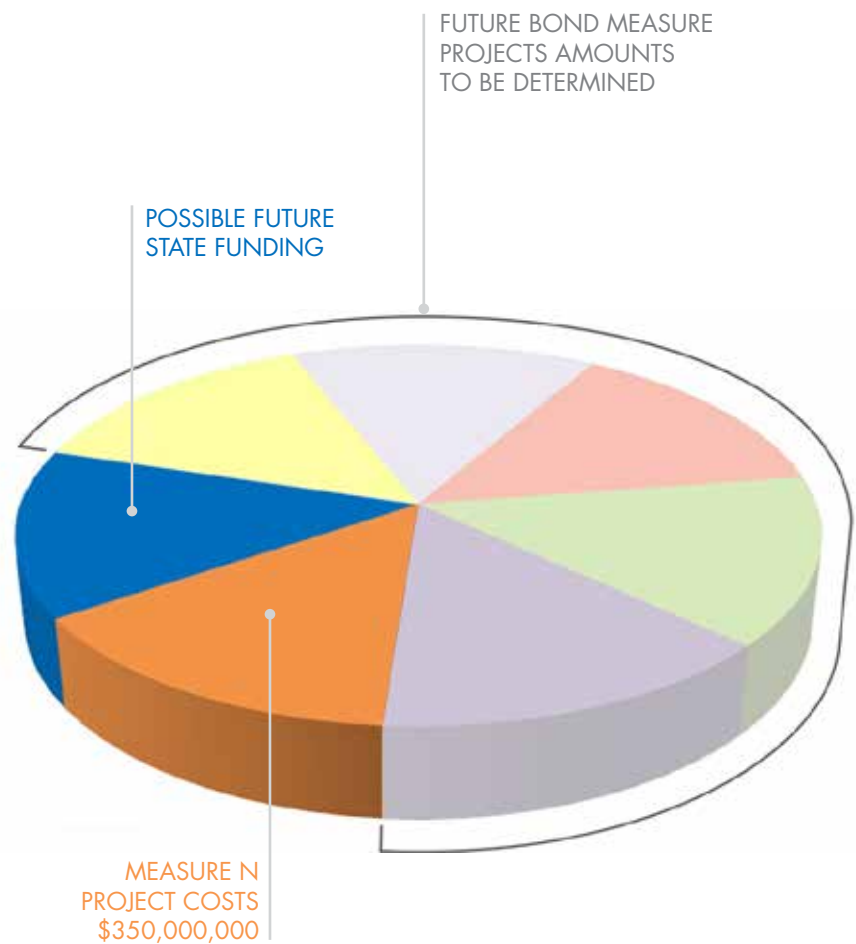




8.1 Introduction

With current and on-going facility “needs” and “wants” costs identified at well over \$2 billion, the \$350 million Measure N general obligation bond passed by San Juan USD voters in November 2012 represents less than 15% of the required funds for the FMP projects. As such, the District will need to consider the passage of future bonds, Measure X and beyond, at varying amounts for funding to close the gap to complete projects. Of course, it is also hoped that the state will provide available funding to reduce the contributions from San Juan USD residents.

ALL FACILITY COST FOR 20 YEARS
\$2,414,731,930





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Community Sustainability Outdoor Learning Collaboration

