



# FACILITIES MASTER PLAN

SANTA ROSA CITY SCHOOLS

*DRAFT 2.0 Presented for Board Approval December 13, 2023*

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# EXECUTIVE SUMMARY

DRAFT 2.0 Presented for Board Approval December 13, 2023



This Executive Summary is provided to give a quick overview of the Facilities Master Plan (FMP) document including the process for developing it and the recommendations it contains.

The FMP was developed by Quattrocchi Kwok Architects (QKA) in collaboration with the leadership of Santa Rosa City Schools over the course of 2023.

# FACILITIES MASTER PLAN SCHEDULE

## FACILITIES MASTER PLAN SCHEDULE

SPRING 2023	
Information gathering	<ul style="list-style-type: none"> <li>Site Committee Input on Needs</li> <li>Update Educational Facilities Guidelines</li> <li>Capacity Analysis</li> </ul>
SUMMER 2023	
Planning and Design	<ul style="list-style-type: none"> <li>Analyze input and information</li> <li>Develop Draft Site Master Plans</li> <li>Develop preliminary Project Lists</li> </ul>
FALL 2023	
Review and Finalize	<ul style="list-style-type: none"> <li>Site Committee input on Draft Plan, Projects and Prioritization</li> <li>Board of Education Review and Input</li> <li>Community Forum Presentations</li> <li>Development of Final FMP Documents</li> </ul>
<b>COMPLETION: NOVEMBER/DECEMBER 2023</b>	

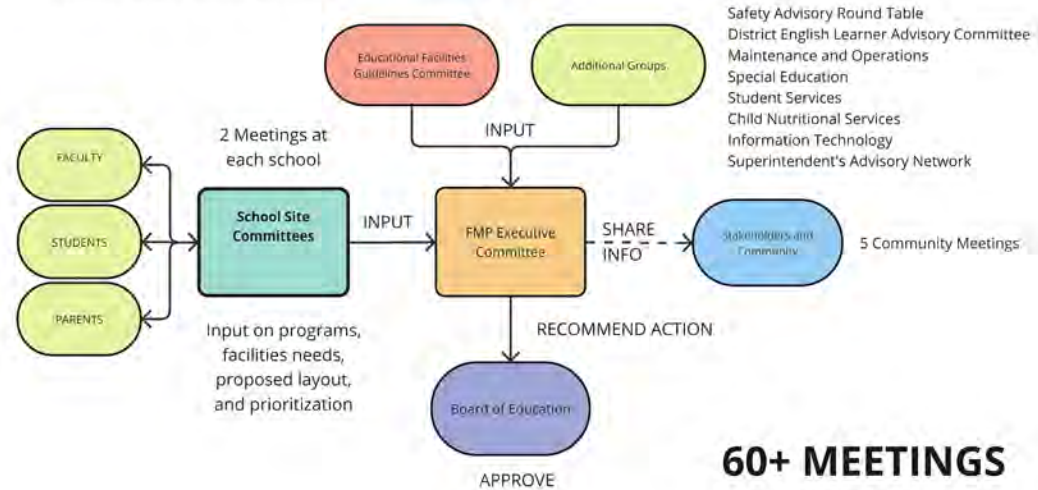
# FACILITIES MASTER PLANNING PROCESS

The FMP was developed using an inclusive process that focused on transparency, inclusivity and equity as key goals. There were multiple opportunities for community engagement on many levels including School Site Committees, Community Forums, Board Presentations, a feedback survey and meetings with associated groups. All together nearly 70 community engagement meetings were held and the input from those who participated guided every aspect of the development of the FMP.

This document is the result of the hard work of everyone who participated in these meetings and we thank them for their attention, passion and ideas.

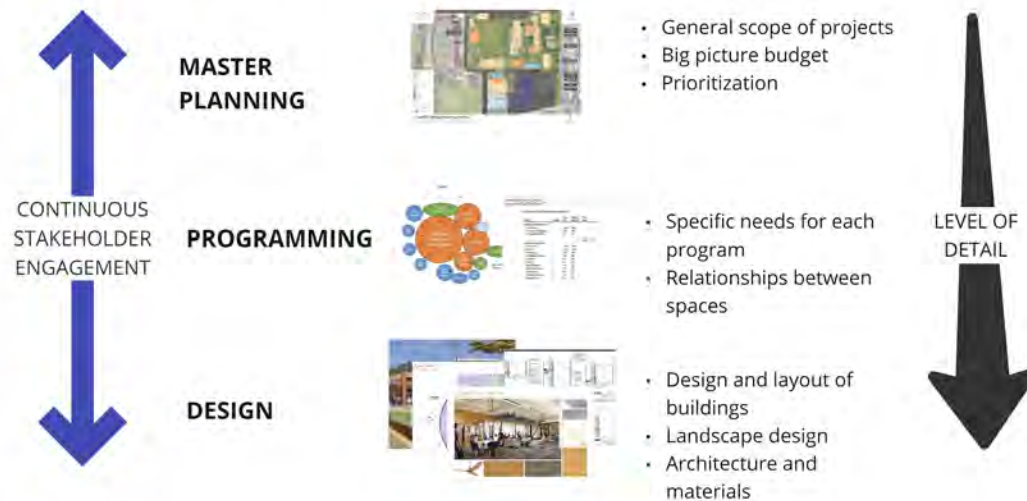
The FMP is intended to provide high level guidance to the development of facilities on each campus over the next 10 years. It is a living document and is intended to be updated and revised as conditions change throughout that time. The goal of the FMP is to define the general scope, budget and priority of the improvements needed to meet the educational needs of each school campus. As projects are funded and proceed into design and construction there will be additional engagement with the community, including students, teachers, staff, parents and community members, to get additional input on the design as additional detail is added to the design and the project is eventually constructed.

## FACILITIES MASTER PLANNING ENGAGEMENT PROCESS



**60+ MEETINGS**

## PROJECT DEVELOPMENT PROCESS



# IDENTIFICATION OF NEEDS

The FMP identified almost \$1.4 billion in needed improvements across the District. These improvements address a wide variety of needs ranging from replacing aging portable classrooms, adding fencing and reconfiguring offices to create secure campus perimeters, modernizing existing permanent buildings and improving outdoor spaces.

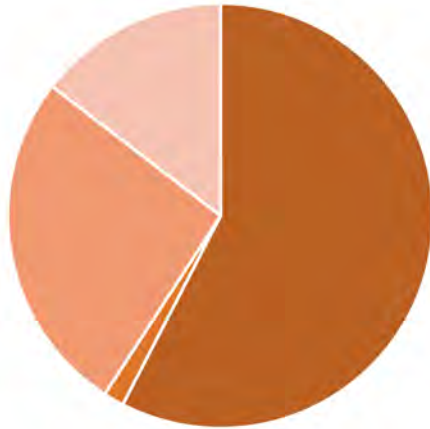
Elementary District Campus	Estimated Project Cost
Albert Biella Elementary	\$16,242,000
Abraham Lincoln Elementary	\$46,324,800
Brook Hill Elementary	\$37,396,200
Early Childhood Education	\$24,095,200
Helen Lehman Elementary	\$41,300,000
Hidden Valley Elementary	\$20,626,500
James Monroe Elementary	\$31,540,000
Luther Burbank Elementary	\$19,744,400
Proctor Terrace Elementary	\$41,200,000
Santa Rosa Charter for the Arts	\$23,682,000
SRCS District Office and Maintenance Yard (75%)	\$15,975,000
Steele Lane Elementary	\$50,609,000
<b>Total</b>	<b>\$368,735,100</b>

High School District Campus	Estimated Project Cost
Cesar Chavez Language Academy	\$86,077,700
Elsie Allen High School	\$57,052,700
Herbert Slater Middle School	\$74,539,500
Hilliard Comstock Middle School	\$80,118,000
Maria Carillo High School	\$86,419,000
Montgomery High School	\$200,082,600
Piner High School	\$94,280,000
Ridgway High School	\$33,420,000
Rincon Valley Middle School	\$56,292,500
Santa Rosa Accelerated Charter	\$21,650,000
Santa Rosa High School	\$125,522,300
Santa Rosa Middle School	\$60,061,000
SRCS District Office and Maintenance Yard (75%)	\$47,925,000
<b>Total</b>	<b>\$1,023,440,300</b>

# PROJECTS BY TYPE

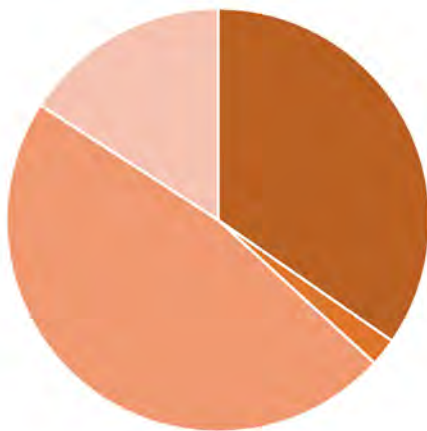
The proposed projects have been categorized as New Construction, Modernization and Site Improvements. There are significant needs in all categories, but the majority of facilities needs in both the Elementary and High School Districts is in the modernization of existing buildings.

## HIGH SCHOOL DISTRICT



Modernization	\$589,546,000	58%
New Construction / Additions	\$269,085,600	26%
Site Improvements	\$148,978,700	15%
Safety and Security	\$15,830,000	2%

## ELEMENTARY SCHOOL DISTRICT



Modernization	\$127,857,500	35%
New Construction / Additions	\$174,575,200	47%
Site Improvements	\$58,475,400	16%
Safety and Security	\$7,827,000	2%

# FMP COSTS COMPARED TO BOND FUNDS

Unfortunately, the facilities improvements identified in the FMP exceed the funds available from bond measures C and G. Both bonds provide between 34-40% of the needed funding.



# PROJECTS BY INDICATOR OF QUALITY SCORE RANGE

To help prioritize which projects will have the greatest impact on education, the FMP evaluates each proposed project in six categories called Indicators of Quality (IOQ). Each category is weighted to reflect its importance and each project is given a score out of a total of 120 points. The distribution of those scores at each campus gives an indication of how the level of need varies by school.

## HIGH SCHOOL DISTRICT



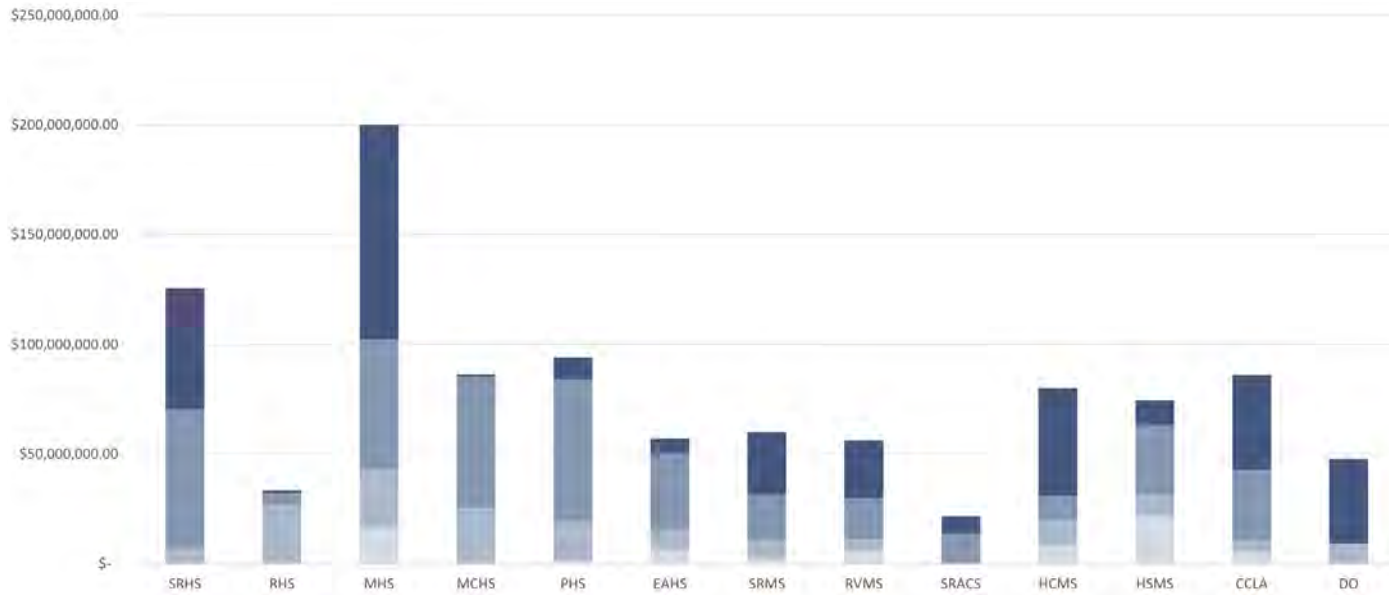
	IOQ Range	Level of Need	Estimated Cost	%
1	0-70	LOW	\$68,230,000	7%
2	71-85	MEDIUM	\$162,226,000	16%
3	86-100	HIGH	\$416,541,700	41%
4	101-120	HIGHEST	\$376,442,600	37%

## ELEMENTARY SCHOOL DISTRICT

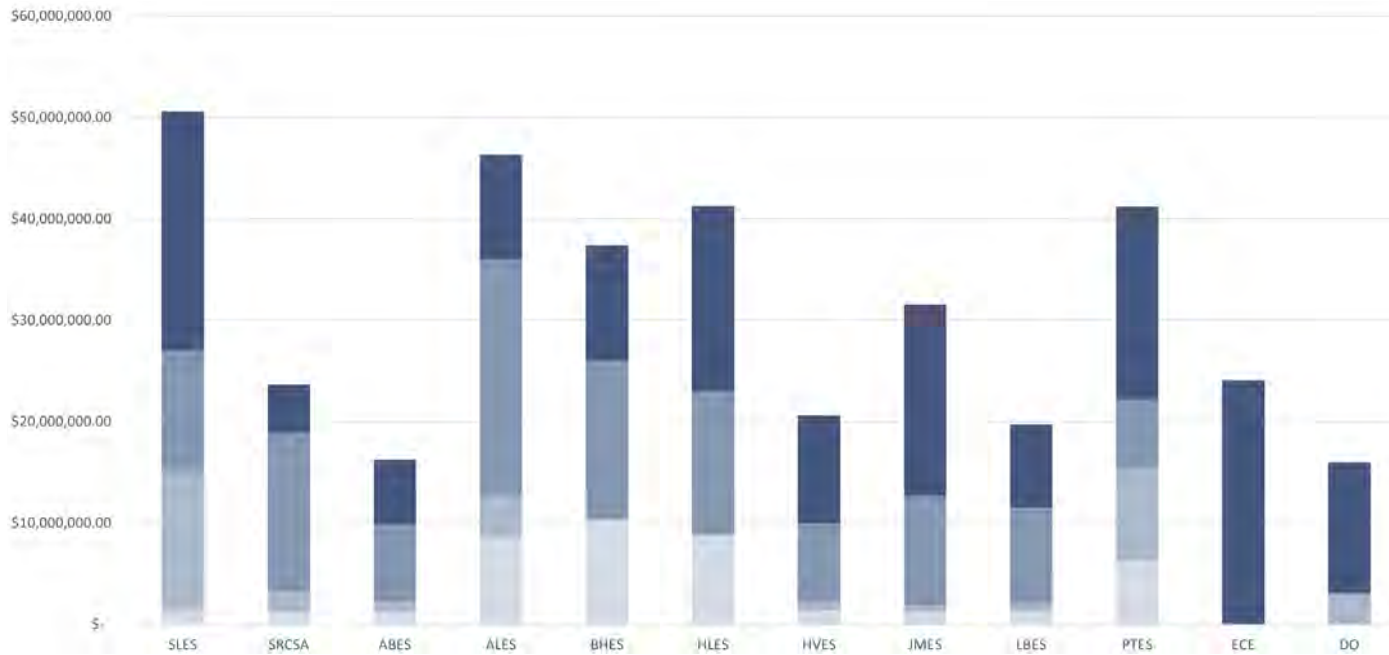


	IOQ Range	Level of Need	Estimated Cost	%
1	0-70	LOW	\$42,180,000	11%
2	71-85	MEDIUM	\$34,977,500	9%
3	86-100	HIGH	\$123,225,400	33%
4	101-120	HIGHEST	\$168,352,200	46%

## HIGH SCHOOL DISTRICT



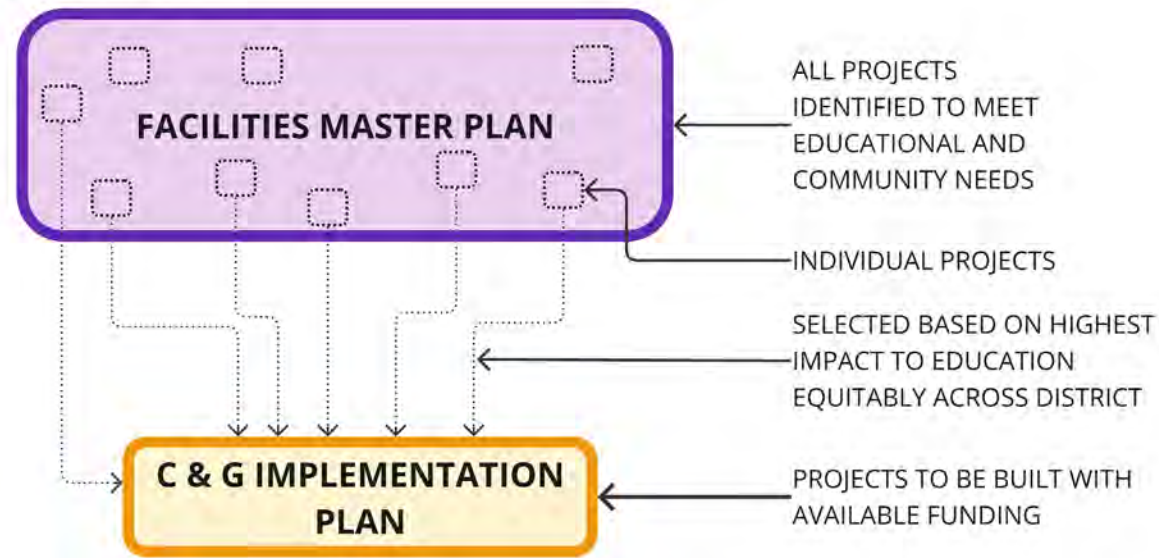
## ELEMENTARY SCHOOL DISTRICT



# PROJECT SELECTION

The loQ was an important factor in prioritizing projects and determining which projects are the best use of available funds and will make the most impact on education. The projects from the FMP to be funded by Measures C and G are outlined in a separate document called the Implementation Plan which is also approved by the SRCS Board of Directors.

## PROJECT SELECTION



**C & G Funding can only be used for facilities improvements.**

Once the FMP and Measures C and G Implementation Plan are approved, the design, approval and construction of projects can begin. The projects will proceed in stages over 8-10 years to match the pace that funding is available and the rate at which it is feasible to execute the projects. Both the FMP and Implementation Plan are living documents that will be updated and revised as conditions change and facilities needs evolve.

# INTRODUCTION

DRAFT 2.0 Presented for Board Approval December 13, 2023



In 2015 and 2016 QKA worked with Santa Rosa City Schools (SRCS) to develop a Facilities Master Plan to understand all of the facilities needs across the district and guide decision making for the implementation of the bond funding provided by Measures I and L passed in November 2014. In November 2022 the voters of SRCS passed two new bond measures C and G to provide additional facilities funding. SRCS and QKA have partnered to update this Facilities Master Plan to continue to guide facilities decision making for Measures C and G and beyond.

Over the past 10 months QKA has worked hand in hand with District staff to develop and implement a master planning process that is aligned with the District's goals and which includes all representatives from all members of the Santa Rosa City Schools community. This process has included over 70 meetings with committees representing the community of each school in the District and including teachers, staff, students, parents, administrators and community members. The FMP is the result of their time, effort and viewpoints. Their contribution is acknowledged in the list of participants in Appendix 1.

The FMP establishes a long term vision for improving the facilities of Santa Rosa City Schools and continuing the transformation of each school into a place that provides a high quality learning environment that is supportive of 21st century education and its community. The FMP identifies the projects needed to realize this vision. However, facilities needs in Santa Rosa City Schools, like many school districts in California, are much greater than the amount of funding that can be raised in two sets of bond measures. For this reason we developed and updated the the Indicators of Quality (IoQ) as a tool for comparing different facilities projects and evaluating those that have the greatest impact on student achievement.

The FMP is intended to be a living document. To the best that we can we have endeavored to evaluate facilities needs far into the future. We have sized facilities in accordance with the District's demographic projections for 2030 and planned for flexible facilities that can adapt to change in educational needs. However, no plan can anticipate the future of education. It is recommended that the FMP be updated periodically to reflect changes in the conditions of the facilities, due to age and improvement projects, and to changes in facilities needs stemming from changes to the educational programs or the demographics of the District.

## **MISSION: IDENTIFY, PLAN AND PRIORITIZE IMPROVEMENTS NEEDED FOR ALL FACILITIES TO MEET THE EDUCATIONAL NEEDS OF THE SCHOOL AND EQUITABLY SUPPORT STUDENT ACHIEVEMENT AND WELL BEING.**

### **GOALS**

The FMP was developed in a way that is responsive to the goals established by the School District, as identified in the Santa Rosa City Schools Strategic Planning Document, and the District's Local Control Accountability Plans. The plan has also been developed to respond to the needs of the communities in which the District serves. The underlying goals of this plan are:

- Providing all students with a core set of knowledge and skills across all subject areas in order to ensure each student is College and Career Ready.
- Providing all students with a Balanced Education that promotes healthy growth intellectually, socially, and mentally.
- Serving all Students with a fair, just and equitable distribution of resources: personnel, financial, and instructional.
- Providing Learning Environments and Resources that are supported by clean, safe, and inviting facilities with relevant learning materials, technologies, and support staff.

# MASTER PLANNING PROCESS

This Facilities Master Plan was prepared through a comprehensive process to provide a long term vision for all facilities needs at each of the schools within Santa Rosa City Schools. In order to respond to District goals and achieve success, the master plan process was designed around the following guiding principles:

- **Transparency:** The process, communication, and decision making should be available to all participants.
- **Inclusive and thorough:** The process should encourage anyone interested in the process to participate at the appropriate level and should include representatives from throughout all parts of the District. Meetings were conducted bi-lingually when requested to ensure all could participate.
- **Equity:** The same standards, approaches and practices will be used at each school site so that each school's facilities are evaluated in the same way and planned to the same standards.

## ORGANIZATION

This Project Management Plan aims to be inclusive, transparent, and thorough. Committees will be created to ensure that a consistent level of attention is applied to each grade level, each school, and each community. See diagram of the organizational plan (right).

The following Committees will be established to carry out the plan:

**FMP Executive Committee:** The Executive Committee, working directly under the School Board, lead the Master Planning efforts. The Committee included District leadership,

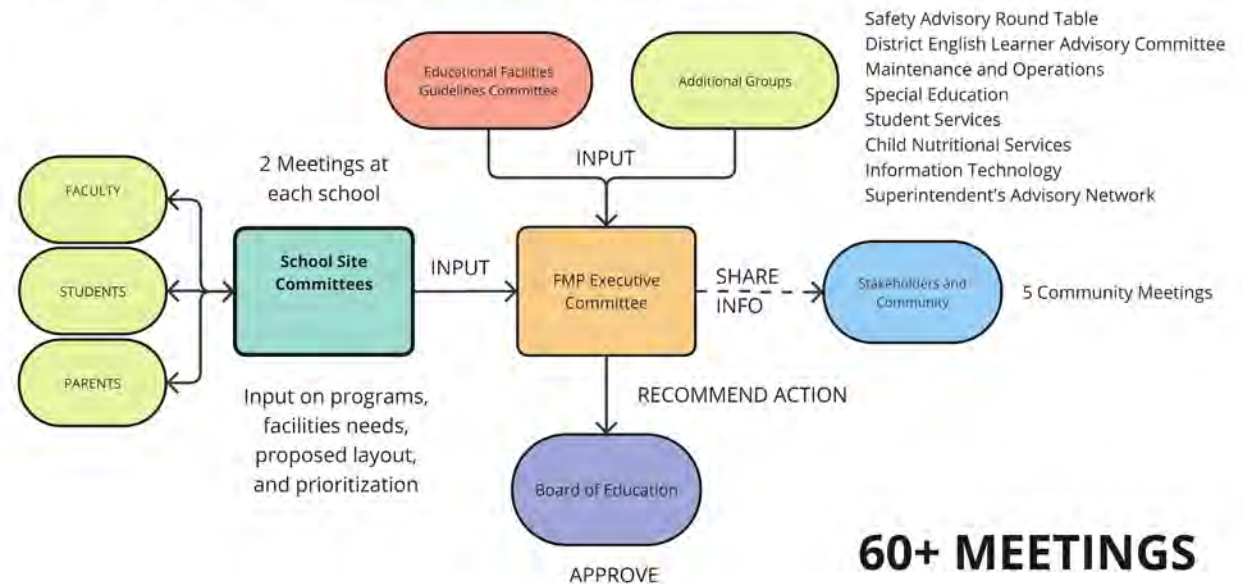
Directors of Curriculum, Director of Technology, Director of Facilities, the FMP Architect (QKA) and the Bond Program Manager (Van Pelt Construction Services). The Executive Committee was responsible for;

- Ensuring that the process and final master plans are supportive of the goals established in previous exercises, including the Strategic Plan.
- Developing and implementing the facilities master planning process.
- Updating the Education Facilities Guidelines
- Establishing and facilitating Site Committee Meetings
- Coordinating outreach to school communities and communications with the Board
- Reviewing and approving all documents prior to presenting to the Board for review, comment and approval

**School Site Committees:** Each school had its own site committee, established by each school's Principal. Each Site Committee was recommended to include administrators, teachers, parents, staff and community members to represent the entire school community. The Site Committees were organized by school site Principals and responsible for:

- Providing feedback and identifying site shortcomings that impact the school's ability to support their educational programs.
- Representing the school community in the development of the FMP
- Review and comment upon FMP for their school site
- Encouraging participation from students, teachers, parents, and community members.

## FACILITIES MASTER PLANNING ENGAGEMENT PROCESS



**60+ MEETINGS**

## COMMUNITY ENGAGEMENT

**School Site Meetings:** Two meetings were held at each school site. The meetings were led by QKA and the Executive Committee. The focus of the first meeting was to introduce the committee to the FMP process and to gather information from the committee on the facilities improvements that are needed at their school site and conditions that may have changed since the 2016 FMP. The information gathered was used in the development of the master plan drawings and documents. The focus of the second meeting was the presentation of a preliminary master plan and the solicitation of feedback on that plan and input on which projects would have the greatest impact on education. The feedback will be used to refine the master plan documents as well as prioritize the improvements at each site.

**Community Meetings:** Upon completion of the draft FMP an additional series of Community meetings was held to present the Draft Master Plans and receive feedback that can be used to refine the plans prior to final completion. Five Community Meetings were held between late October and early November 2023 at each High School campus. At each meeting, the draft FMP for that high school and surrounding middle schools and elementary schools were presented to the community. The community was requested to ask questions and provide input on which projects would be most impactful at the schools they are familiar with. The School Site Committees and Principals have lead the effort to encourage participation in these Community Meetings.

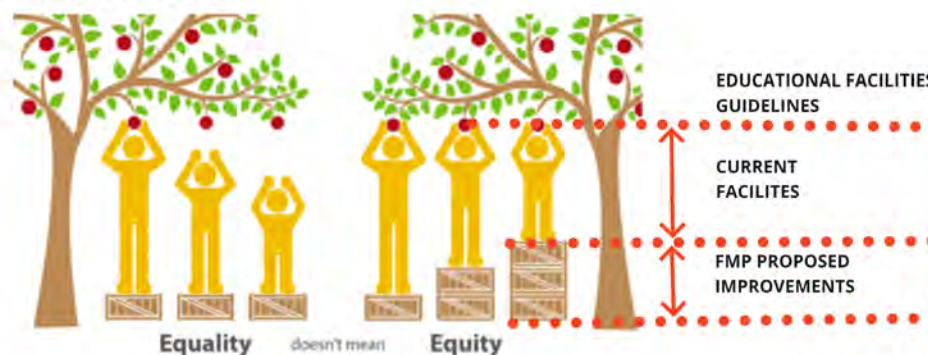
**Educational Facilities Guidelines (EFG):** The Educational Specifications are an important, foundational piece of the overall Master Planning process. They serve as a benchmark used to evaluate all schools within the District equitably and to focus on facilities improvements that

### EDUCATIONAL FACILITIES GUIDELINES

A set of common expectations for facilities at each type of school (high school, middle school, elementary school) across the District.

- Developed by a committee of stakeholders from across the District.
- Intended to guide facilities master planning to provide an equity of educational experience
- Allows for variation between schools to reflect unique programs and communities and their needs

### APPROACH TO EQUITY



have a direct link to the educational process. The EFG were originally developed in 2016 and updated in the Spring of 2023 with input from the District Cabinet and leadership to reflect current priorities, programs and educational approach. The updated EFG was used as a critical benchmark to establish a common goal for facilities of each school type across the District. This was critical to the FMP's approach to equity throughout the process. Using the benchmark of the EFG the FMP strives to identify the improvements needed at each campus to reach that same benchmark. These improvements may be different at each campus depending on the existing conditions.

**Feedback Survey:** In November of 2023 SRCS conducted a survey to gain input on which proposed FMP projects were seen as having the biggest impact on education. Invitations to participate in the survey were sent out to

students, staff, parents and community members through ParentSquare and other communication methods. SRCS received over 1,100 responses. This feedback was important to the process of prioritizing projects, summarized in the Indicators of Quality section below.

### FACILITY ASSESSMENTS

The development of the 2016 FMP included a detailed assessment of all school sites to establish existing conditions and facilities improvement needs. For the 2023 update the QKA team toured each school site and reviewed existing conditions and improvements made since the 2016 plan with District Maintenance and Operations staff. The current facilities conditions are reflected in the updated Facilities Conditions Assessments at the beginning of each school's FMP section.

## COST ESTIMATING

The importance of reliable project costs is of equal to the identification of needed facilities improvements.

An estimated construction cost, as of 2023, has been provided for each proposed facility improvement by Van Pelt Construction Services (VPCS) in coordination with QKA. These estimated costs are based upon the following assumptions:

- All the improvements agreed to by the District are included.
- All costs are based on conceptual descriptions of facility improvements. Detailed plans and specifications have not been developed at this time.
- The construction will be completed using one of three methods common in CA school construction: Design-Bid-Build, Lease-leaseback or Design-build. In all cases the District team and their Program and Construction Managers will work to ensure a competitive selection process for General and sub-contractors and a high degree of quality control.
- Costs are based upon a separate contractor for each campus
- All costs are based upon prevailing wages as of 2016
- Temporary/Interim Housing costs are not included
- Project costs were developed using a dollar per square foot methodology. QKA provided the square footage of each proposed project, new construction, site work or modernization. VPCS developed per square foot costs for a variety of project types, including multiple types of new buildings, based on their ongoing work with 20+ different Northern California school districts. These costs are based on actual costs for projects under construction or recently completed and are the most accurate way to estimate project costs at a Master Planning stage.

**Project Cost Inclusions:** The master plan identifies proposed construction projects, which are the basis for the construction cost estimates. To provide for those additional items that will be identified during programming and design services, a design contingency has been added to the base estimates. In addition to the construction costs, other necessary costs have been included to determine accurate project costs. These include a construction contingency, design fees, construction management costs, Division of the State Architect and California Department of Education fees, hazardous materials abatement, and inspection fees as well as testing laboratory, bidding and other attendant costs. The Project Cost indicated for each project identified in the FMP includes all of these costs which are shown on a percentage basis in this graph. (insert pie chart showing construction cost, change order contingency and operational cost)

**Public School Construction Costs:** Inherent in public school construction costs are issues that are not encountered in private and most commercial construction. Essential facilities and prevailing wage laws are directly responsible for the significantly higher costs associated with public school new construction and modernization. Due to the importance of their occupants, school buildings are designated as “Essential Facilities” by law and require a greater level of structural safety and engineering, which results in additional cost. Prevailing wage law also increases the cost of public school construction as compared to private sector work. The Prevailing Wage law increases the hourly wage rate of workers as compared to non-union wages. The combination of these issues increases public school construction costs by 25 to 30% or more relative to general commercial construction.

## IMPLEMENTATION PLAN

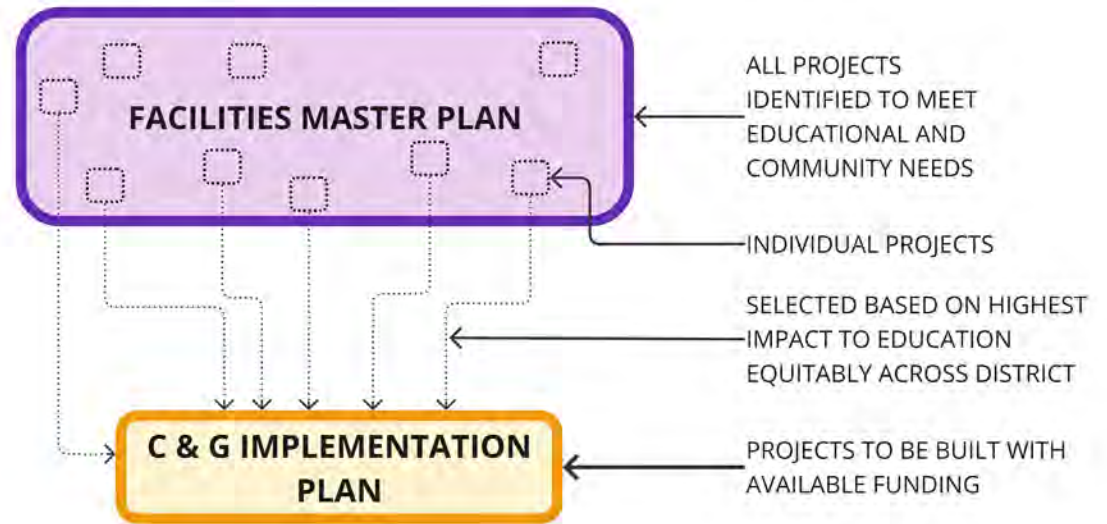
The FMP identifies all proposed improvements necessary to meet the requirements of the Educational Facilities Guidelines and campus or community needs. As discussed above, we know that the cost of all identified projects will far exceed the funding available from bond measures C and G. The Implementation Plan identifies which projects from the FMP are the best use of the Measure C and G funds, and any other available facilities funding. Projects are selected based on the importance assigned to them in the Indicators of Quality and other factors such as construction logistics, code requirements, qualification for additional funding and other factors.

The Implementation Plan will then be used to guide the development of Measure C and G projects and will be updated as conditions or needs change and/or additional funding becomes available and is published as a separate document and revised to reflect changing conditions throughout the implementation of the bond program. The Implementation plan is developed and presented as a separate document.

## FMP TIMELINE

The FMP was developed over 2023 with the following timeline of milestone dates (see chart on right):

### PROJECT SELECTION



**C & G Funding can only be used for facilities improvements.**

### FACILITIES MASTER PLAN SCHEDULE

SPRING 2023	
Information gathering	Site Committee Input on Needs Update Educational Facilities Guidelines Capacity Analysis
SUMMER 2023	
Planning and Design	Analyze input and information Develop Draft Site Master Plans Develop preliminary Project Lists
FALL 2023	
Review and Finalize	Site Committee input on Draft Plan, Projects and Prioritization Board of Education Review and Input Community Forum Presentations Development of Final FMP Documents
<b>COMPLETION: NOVEMBER/DECEMBER 2023</b>	

# SPECIAL CONSIDERATIONS

Throughout the course of the development of the Facilities Master Plan (FMP) there are a few topics that required special consideration and evaluation. They are summarized here and applied to all schools within the District.

## Right Sizing School Facilities

An important goal for the FMP was to make sure each school was appropriately sized to meet the needs of its projected enrollment. Enrollment and demographics have changed significantly in Santa Rosa since most of the schools were originally planned and designed. We discussed these issues and the approach described below in our second Site Committee Meeting with each school. The goals of this effort are:

- Concentrate funding where it is needed most and will have the greatest impact
- Plan each school site to provide spaces needed to support future enrollment and programs
- Replace the portables and modernize the buildings that we need based on future enrollment
- Make sure that we are not building more new classrooms than necessary because this will take funding away from other much needed improvements

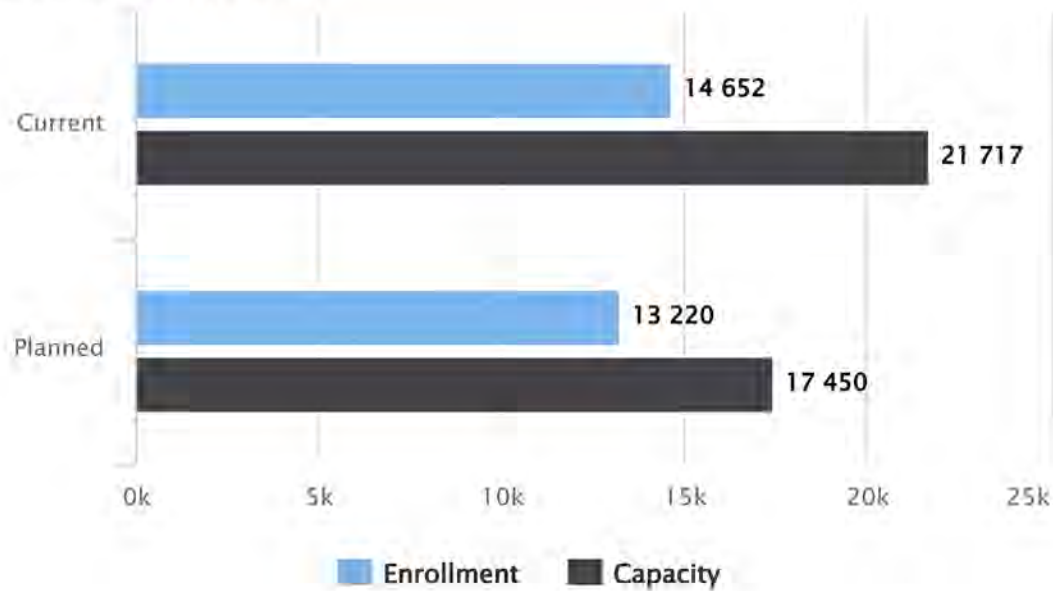
There were three major steps to right sizing the schools in the FMP:

- **Demographic Analysis and Projections:** Our partner King Consulting analyzed demographics to guide the planning process. The report (summarized below and attached as Appendix 2) provided year by year enrollment projections for each school through the 2029-30 school year. It incorporated factors such as overall birth rate, historic transfer rates between schools and districts, as well as current and planned residential development. There are three major takeaways from this analysis that informed the FMP:
  - » Fewer Students: Birth rates have declined across CA and Sonoma County since a high in 2006. Rates have stabilized and showed slight growth in 2022, but are ~25% lower than in 2007. This means significantly fewer children are being born and entering the school system
  - » Elementary School District: Some of the enrollment decline in lower grades has already happened and the District is implementing universal Transitional Kindergarten. Elementary School Enrollment is projected to decline slightly ~3-5% between now and 2030.
  - » High School District: The impact is more dramatic for older students. MS and HS Enrollment is projected to decline more significantly ~15% as smaller incoming smaller cohorts born after 2007 result in smaller class sizes. This will result in approximately 1,450 fewer students in 2030, with most of that decline coming after 2026

- **Capacity Analysis:** The QKA team calculated the capacity for each campus using a standard methodology used by planners and state agencies. This methodology is intended to determine the number of students a campus could reasonably serve at full capacity based on the number of classrooms and how they are used. It accommodates spaces for special programs such as ES Physical Education and Music as well as for teacher prep periods in the classroom at MS and HS campuses.
- **Incorporate into Facilities Master Planning:** The demographics and capacity information were used in the development of the FMP to determine the appropriate number of classrooms on each campus and which classrooms might be able to be repurposed for other uses. One of the primary goals of this effort was to eliminate portable classrooms and replace only those classrooms that are needed to support the future enrollment. It is always the goal to have the capacity be larger than the projected enrollment to allow for flexibility. However, we want to avoid building additional classrooms where they are not needed and will take funding away from other improvements that would have a bigger impact on education.

The end result of this process is that the FMP plans for the schools to have fewer classrooms and less capacity than they do now. However, there will still be significantly additional capacity beyond what enrollment is projected to be. This will allow flexibility to accommodate future demographic changes and to use some spaces less efficiently to support educational and community programs.

## RIGHT SIZING SCHOOL FACILITIES



## PORTABLE CLASSROOMS

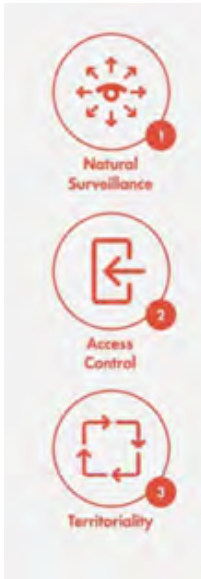
SRCS, like most school districts in California, possesses a significant number of Portable Classrooms. These are stand alone classrooms that are pre-manufactured and delivered to the school sites on trucks. They are typically installed on non-permanent foundations with metal ramps. They are an inexpensive and quick way to provide classroom space. The Portable Classrooms in the District have a wide range of ages and conditions, but most are in a state of significant disrepair.

Because of the nature of their construction and their inexpensive nature, it does not generally make sense to renovate existing portable classrooms. Therefore we did not include the Portable Classrooms in our Facilities Assessment. We did, however, discuss the Portable Classrooms at each campus' Master Planning Meetings. We have included in each campus' Master Plan the removal (if no longer needed) or replacement of all Portable Classrooms with permanent, site-built facilities.

Much of the reduction of capacity is planned to come from the removal of all aging portable classrooms and replacing only those that are needed. Across the District there are approximately 230 Portable Classrooms, almost all of which are well beyond their useful life and do not provide ideal learning environments.

The FMP plans for the construction of 88 new classrooms across the District to replace some of those classrooms. Primarily the new classrooms will provide appropriate spaces for programs that are not well served by the current facilities such as Transitional Kindergarten and Career Technical Education at High Schools. This will allow more funding to go to modernizing existing buildings and grounds rather than building additional classrooms that may not be needed.

## SCHOOL SAFETY AND SECURITY



One of the primary concerns from the FMP Executive Committee, School Site Committees and other groups that we spoke to, such as the Safety Advisory Round Table, was improving campus safety and security. This is a significant issue for schools across CA and the US and one that we looked at carefully as part of the FMP and discussed in all of our meetings. Throughout this process we maintained a holistic approach to safety and security that considered the social and emotional health and wellbeing of students, staff and teachers along with their physical safety. We also considered and discussed safety in a

variety of situations and contexts including, but not limited to, lockdown scenarios. In addition to analysis by QKA and discussion with Site Committees and other community groups a systematic Security and Threat Analysis was completed by a consultant specializing in this work to inform this process as well as school site operations and policies. There were a few major areas of focus in our approach to school site safety and security:

- **Physical Environment:** To analyze the physical infrastructure of the school we used a protocol called Crime Prevention through Environmental Design (CPTED) that was originally created in 1971 and is the industry standard approach for analyzing the security of schools and other facilities. CPTED has three main principles:

- » **Access Control:** This is the most important principle for schools and establishes the primary goal of creating campuses where during school hours the only way to enter the school is through a secured and monitored main office.
- » **Natural Surveillance:** The goal here is to have visibility between spaces on a campus so that there is always passive adult supervision of all areas of the campus. For example, windows between classrooms and a courtyard or hallway make sure that activity in those areas can be monitored and supervised.
- » **Territoriality:** By creating a strong sense of identity and entry to the school and by improving and maintaining the exterior it is clear to everyone that schools are places of importance to the community
- **Wellness:** It is also important to support student physical and emotional well being and health in schools. In facilities this can be done by creating welcoming and convenient spaces for student support services and counseling, supporting additional programs such as restorative justice and by creating and supporting community wellness partnerships on school campuses.
- **Calming Environments:** We can also support safety and security when we design new spaces or renovate older ones by doing our best to create learning environments that are calming and supportive by providing balanced light, views to nature, ample ventilation, and well designed outdoor spaces. All of these are show to reduce stress and support learning.

## SEISMIC HAZARDS

The City of Santa Rosa lies in a potentially active seismic zone with the Rogers Creek Fault bisecting the city. The California Geologic Survey (CGS) maps earthquake faults and hazard zones associated with them which establish criteria for the structural design of buildings. CGS also reviews and approves geo-hazards reports evaluating the condition of the soils for all school projects. The map below shows the seismic hazard zones and school site locations for Santa Rosa (see next page).

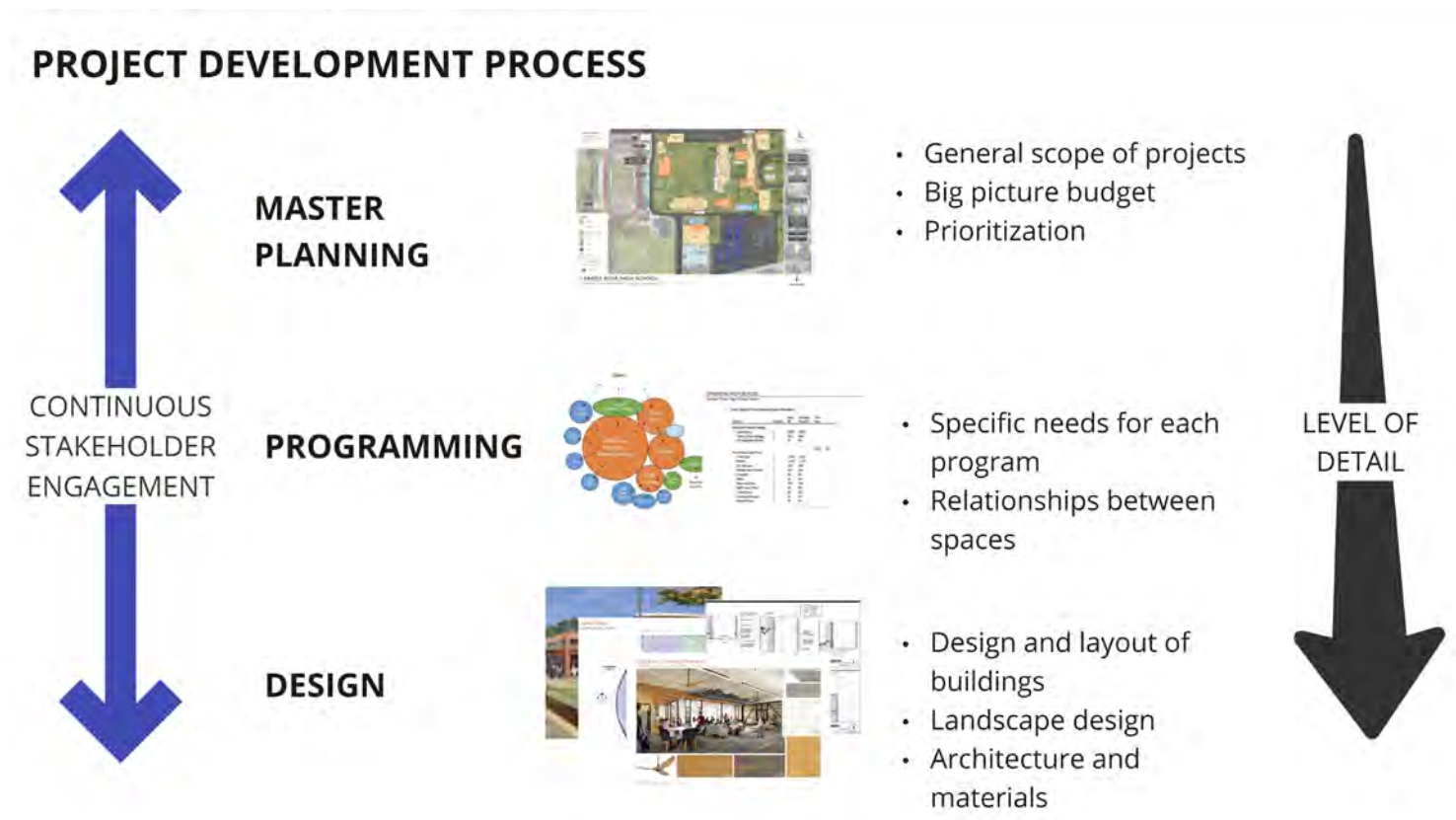
The zone closest to the fault line is designated the Alquist-Priolo Zone. This area is not expected to experience more shaking than adjacent areas but has a risk of ground fault rupture. For that reason construction, rehabilitation or relocation of school facilities is not allowed within this zone (within fifty feet of an active fault) Only the French American Charter School falls completely within the Alquist Piolo Zone. For this reason no new facilities have been shown in the FMP at the French American Charter School and the District is evaluating options to re-locate the school to an alternate site to best provide facilities that meet the educational needs of the program. That process is ongoing and will include input from stakeholders from the school community. It is important to understand that this designation does not affect any existing buildings and is not any indication of the safety of those buildings. No school building has ever sustained a structural failure during a seismic event in California.

Other school sites lie close to this zone and may require additional geotechnical study prior to approval of new or significantly renovated facilities. This includes Proctor Terrace Elementary and Brook Hill Elementary Schools.



# PROJECT DEVELOPMENT PROCESS

To understand the Facilities Master Plan (FMP) and how it is used, it is helpful to understand the overall process for developing a school facilities project and how the FMP fits into that process. Development of the FMP is the first step in the completion of a school facilities project. Engagement of staff, students, parents and other community members is a critical part of the development of the FMP and it will continue to be a critical part of the process of designing and developing projects that are approved for construction. There are three major stages of the design and development of a facilities project: Master Planning, Programming, and Design.



**Master Planning:** The FMP is a high level overview of the facilities needs, proposed improvement projects to meet those needs, and their estimated costs. Using the process described below, the FMP team has worked to engage the community to identify those needs, develop conceptual projects to meet them and prioritize those projects. At this stage it is not necessary to work out all of the details of the design or how the project is executed. We need to understand and quantify the general scope of the proposed project, an estimated budget and the impact it will have on education through the Indicator of Quality (IoQ) score. This will provide us with the necessary information to create the FMP and to develop the Measure C and G Implementation Plan, and to decide which projects will be constructed with the available funding.

**Example:** An elementary school has inadequate facilities for Transitional Kindergarten and has aging portable classrooms that need to be replaced. The FMP identifies four new TK Classrooms and indicates that they need to be approximately 1,300-1,400 sf and include a dedicated restroom connected to the classroom. It also identifies a location on the site adjacent to a play area and existing Kindergarten Classrooms

**Programming:** Once a project is approved for construction, additional detail on more specific facilities needs and requirements will be developed through a programming process. This is done through additional meetings with the specific members of the school community who can best provide that information and can help provide input on the design throughout the project. Typically a project design committee would be formed including the teachers directly involved, school site leadership and potentially students and parents depending on the project. In the Programming phase this group works with the design team to identify the specific needs for the project and confirm they align with the project budget and schedule. This will include areas of spaces, technical requirements (such as technology infrastructure, storage, etc.) and design goals (such as how the building relates to the site, architectural style, etc.). This information allows us to have a clear understanding of the design problem and confirm that it aligns with the project budget and schedule before we get too far into the project design process.

**Example:** After the TK building is selected for construction a design committee is formed including two of the TK teachers, one Kindergarten Teacher, the Principal, and a parent from the School's ELAC that has small children. They meet with the design team and District Facilities team and develop more detailed requirements for the classroom including the size of the restrooms and classrooms, storage cabinetry required, desire for windows that look out onto the TK/K play area and a clear connection to the parking and drop-off area. The District Facilities team confirms that these requirements align with the project budget and schedule.

**Design:** Once the Program is approved for the project it moves into the design phase. During the design phases the design committee continues to work with the Architect and design team to provide feedback and input on the project design as it develops. This will include review of building drawings such as floor plans and elevations to provide input on layout and functionality, input on site and landscape plans to provide input on the outdoor spaces and review and input on renderings and color and material boards to guide what the buildings look like. This input is focused in the early stages of the project's design so it can be easily incorporated into the project.

**Example:** The design committee meets with the Architect and design team multiple times during the development of the design to provide input on layout options presented, playground layout and equipment, interior finishes and other aspects of the project, ensuring the finished project meets the needs of the staff and students who will use it.

As the project moves into the construction phase the design committee will continue to get updates from the District, design team and contractor on the project's development as well as the impact of construction on the campus and measures in place to maintain safety and minimize the impact on the school.

# INDICATORS OF QUALITY (IOQ)

A common issue faced by all School Districts when developing a Facilities Master Plan is that the facilities improvement needs developed during the process far outweigh the funding that is currently available. Prioritization of projects within the Master Plan becomes a critical task. This prioritization must be done in a way that is objective, transparent and provides equity across the School District. The Executive Committee and QKA have developed the Indicators of Quality as a way to evaluate each project objectively in six separate categories to gauge the relative benefit of each proposed project. The development and use of the Indicators of Quality will provide an equitable and transparent way of evaluating the proposed improvements of different types and at different schools to determine those that provide the greatest benefit. The Indicators of Quality are focused on identifying and prioritizing those improvements that have the highest long term impact on improving the educational environment for students. The IoQ's are intended to work together to create a holistic assessment of the relative importance of a proposed project. The IoQ's are all interrelated and it is intended that each proposed project have value in many if not all IoQ's. There will be very few projects that score a zero in an IoQ.

## Indicators of Quality Definitions

The Indicators of Quality were developed starting with the goals and priorities identified in the SRCS Strategic Plan, the School Transformation Plan, and the Local Control Accountability Plan (LCAP). They were also influenced by the views of SRCS Parents, Faculty, Staff and Students as expressed in the Educational Facilities Committee and each of the School Site Committees. Based on this input QKA recommends the following six Indicators of Quality:

**IoQ 1. Supports Educational Programs:** The facilities of a school should provide the technical, logistical and technological infrastructure necessary for faculty and staff to provide excellent instruction to all students. Appropriate facilities should be provided at each school site to provide an equity of educational experience and provide the spaces needed for students and teachers to successfully implement 21st Century educational programs. This IoQ will assess the degree to which a proposed project supports educational programs.

### Examples of projects which would rate highly:

- Modernize existing building to provide additional Science Classrooms at a Middle School to meet the needs of Next Generation Science Standards
- Renovated Career Technical Education (CTE) facility at a High School
- Classrooms renovated to provide a variety of 21st Century Learning environments

**IoQ 2. Community Support:** Schools are community resources and School facilities should have appropriate features to allow safe and appropriate use by both formal and informal community functions. Examples include meeting spaces and offices for the Full Service Community Schools program, sports and play facilities with appropriate public access, Multi-Use rooms which can accommodate community groups, a clear entry and welcoming appearance to encourage community engagement, etc. This IoQ will assess the degree to which a proposed project supports community use and programs.

### Examples of projects which would rate highly:

- Renovate fields and playgrounds for student and community use
- Construct new Elementary School Multi-Purpose Room to provide improved spaces for community performing arts and athletic activities

**IoQ 3. Quality Learning Environment:** The facilities of each school should provide learning spaces that are dry, well ventilated, well lit, and comfortable. Learning environments should also provide appropriate acoustics, technology and materials that are of appropriate quality and condition. Providing quality learning environments is important to reduce stress factors for students and teachers and support learning. This IoQ will assess the degree to which a proposed project improves the quality of the learning environment.

Examples of projects which would rate highly:

- Modernize existing building with additional windows to provide daylight and ventilation to classrooms
- Replace portable classrooms with permanent buildings that provide a better learning environment

**IoQ 4. Maintenance and Operations:** It is important that school facilities are in good condition and that they do not present a disproportionate financial or logistical burden on the District for maintenance or utility costs. It is important to address long term maintenance issues to protect the integrity of the buildings, prevent larger maintenance issues and reduce maintenance costs. It is also important to reduce operational costs through projects that reduce energy use. This IoQ will assess the degree to which a proposed project addresses long term maintenance issues and reduces future maintenance and operations costs.

Examples of projects which would rate highly:

- Replace worn out building floor wall and ceiling finishes
- Renovate aging restrooms which are worn and difficult to keep clean and functional

**IoQ 5. Safety and Security:** The school facilities should provide, as much as possible, a safe and secure environment for teachers and students. Teacher and student safety is important to protect and to provide a school environment that is conducive to learning. This IoQ will assess the degree to which a proposed project improves student and teacher safety and security.

Examples of projects which would rate highly:

- Install perimeter fencing and gates to create a secure perimeter to a school campus
- Install electronic locks at exterior doors

**IoQ 6. Code Compliance:** The school facilities should meet current building and health code requirements. This includes requirements for accessibility, structural safety, fire and life safety and food preparation safety. This IoQ will assess the degree to which a proposed project addresses code compliance issues.

Examples of projects which would rate highly:

- Modernize building to address accessibility issues at restrooms, entrances and classrooms
- Replace exterior paving and landscaping in a courtyard which does not provide an accessible path to existing buildings

**Use of Indicators of Quality**

Not all Indicators are of equal importance. Therefore, a weighting factor, from 2-5, has been assigned for each Indicator to adjust its relative importance within the overall IoQ score. The weighting factors were assigned after the evaluation of input received through the Educational Facilities Committee and the School Site Committees. The weighting factors are intended to quantify what is most important to the students, staff, teachers, Board of Trustees and community of Santa Rosa City Schools. Each proposed project in the FMP is given a 0-10 score for each IoQ, which is multiplied by the weighting factor to calculate the total score in that IoQ. The individual IoQ's are totaled to calculate the total score for the proposed project, with 120 possible points. The table on the right indicates the weighting for each IoQ and the total points possible:

Indicators of Quality	Weighting (x10)	Maximum Score
<b>IoQ 1:</b> Supports Ed. Programs	2	20
<b>IoQ 2:</b> Community Support	1	10
<b>IoQ 3:</b> Quality Learning Env.	3	30
<b>IoQ 4:</b> Maintenance and Ops.	2	20
<b>IoQ 5:</b> Safety and Security	3	30
<b>IoQ 6:</b> Code Compliance	1	15
<b>Total</b>		<b>120</b>

## Indicators of Quality Scoring

Each project identified in the Facilities Master Plan was given an IoQ score by the QKA team based on the feedback we have received from a variety of sources throughout the development of the FMP. This score is intended to reflect the input we have received from a variety of sources and provide an overall evaluation of the impact of the project in these six areas, as described above. There were four major sources of input that we considered in this process:

**Site Committee Meetings:** We conducted two meetings with a committee at each school site with members representing the school community. In our second meeting we conducted a prioritization exercise where we ranked the relative impact of the different projects that were identified. This gave our team critical insight into what was most important for the school Community. See below for an example of one of the prioritization charts.

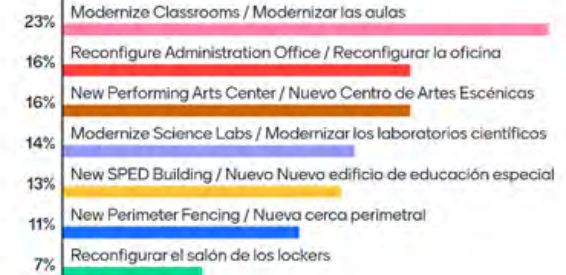


- From the site committees we saw consistent feedback that projects such as security fencing, classroom modernizations, reconfiguring Administration Offices and constructing new classrooms to replace portables were seen as most impactful. Other improvements such as improving outdoor spaces and modernizing or replacing other buildings such as Libraries, athletic facilities and Multipurpose Rooms were important but not quite as impactful on education.
- Community Meetings:** At the Community Meetings in late October and early November of 2023 live polling data was collected for each school to gauge attendees feelings on which projects would make the largest impact on education.

## EXAMPLE OF SITE COMMITTEE PRIORITIZATION INPUT



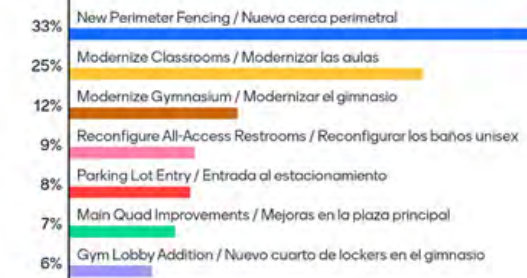
Which projects at Herbert Slater MS will have the biggest impact?  
¿Qué proyectos en Herbert Slater MS tendrán el mayor impacto?



Which projects at James Monroe ES will have the biggest impact?  
¿Qué proyectos en James Monroe ES tendrán el mayor impacto?



Which projects at Piner HS will have the biggest impact?  
¿Qué proyectos en Piner HS tendrán el mayor impacto?



Although there were variations from school to school, this input consistently showed priorities similar to what we heard from the Site Committees. The projects rated most impactful were the modernization of classrooms, replacement of portable classrooms, covered eating areas and perimeter fencing were seen as the highest priorities.

- District Survey:** In November of 2023 the District distributed a survey to collect feedback on the draft FMP that was presented to the Board. We received over 1,100 responses to the 8 questions on the survey where respondents were asked to provide input on the importance of typical improvements proposed for schools across the District. This survey provided a wealth of information on what community members felt were the most important improvements to make to school facilities.

The survey respondents represented staff, parents and students from all schools in the District, although some schools were more represented than others:

District Affiliation / Relación con el Distrito Escolar.

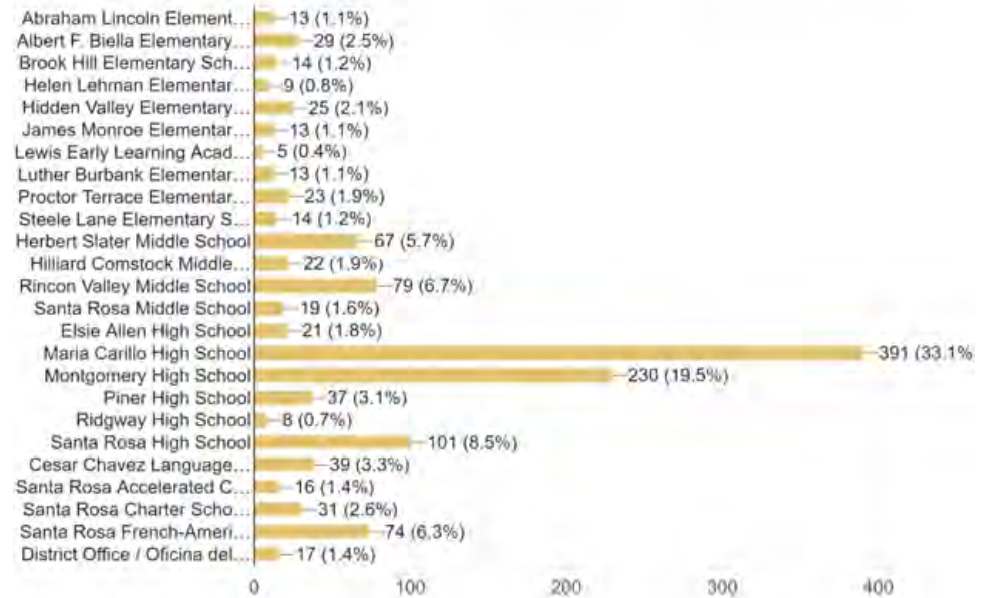
1,182 responses



- SRCS Student / Estudiante del distrito escolar SRCS
- SRCS Family / Familia en el distrito escolar SRCS
- SRCS Staff / Personal del distrito escolar SRCS
- SRCS Community Member / Miembro de la comunidad del distrito escolar SRCS

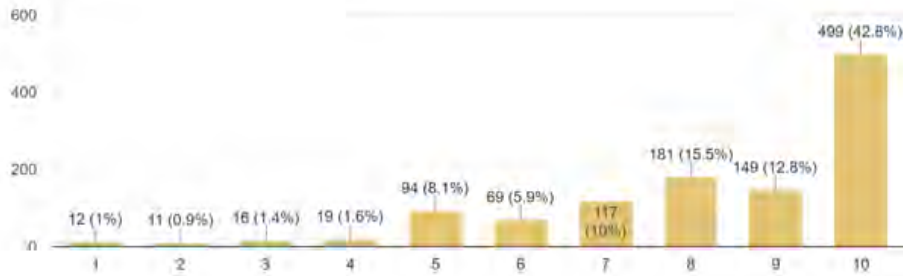
What school site(s) do you work at or does your child(ren) attend? / ¿A cuáles escuelas asiste(n) su(s) hijo(s)?

1,182 responses

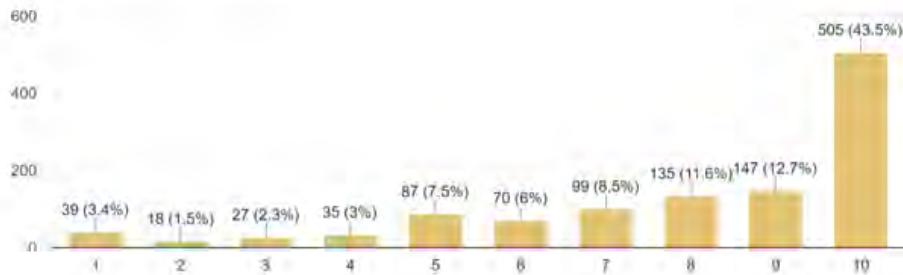


For each of eight potential projects respondents were asked to rank the level of impact on education from 1-10. The projects that were most highly supported in the survey were modernizing classrooms and replacing portable classrooms.

Renovate classrooms to replace worn out finishes, cabinetry, lighting, windows, furniture, etc. to improve the quality of the learning spaces. / Renov...ara mejorar la calidad de los espacios educativos.  
1,167 responses



Remove or replace deteriorating portable classrooms so that all students have higher quality learning spaces. / Eliminar o reemplazar aulas por...tes tengan espacios educativos de mayor calidad.  
1,162 responses

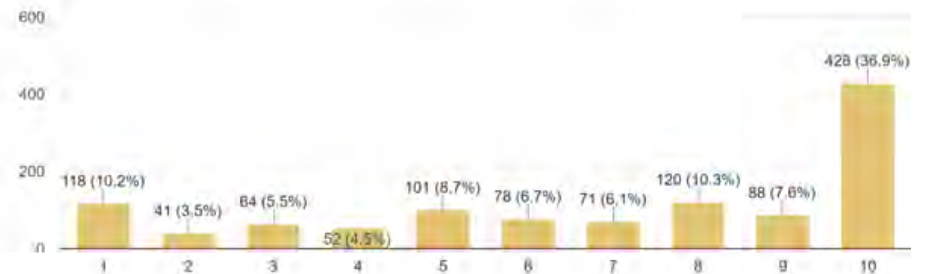


Upgrading campus safety and security was also seen as highly important by most respondents with almost 55% rating it 8 or higher.

- Maintenance and Operations:** Another important source of data for evaluating the projects was input from the District Maintenance and Operations team. Their priorities were broadly to address long term deferred maintenance needs to allow limited M&O staff to more quickly respond to day to day issues. This includes the following:
  - » **Modernization:** Replacing worn out finishes and materials that are at the end of their useful life in buildings across the District including furniture
  - » **Site Utilities:** Replace aging underground utility lines to address ongoing maintenance issues
  - » **Remove/Replace Portable Classrooms:** Replace portables that are long past their useful life to reduce maintenance and operations costs
  - » **Safety and Security:** Implement fencing and electronic locks to control access and improve security
  - » **Improve Exterior Environments:** Upgrade playgrounds, fields, blacktop areas and courtyards to make them easier to maintain

All of these data sources were considered carefully as the team scored each project according to the Indicators of Quality rubric described above. These scores were used as a significant source of information when prioritizing projects and developing the Measures C and G Implementation Plan along with construction logistics, state funding eligibility and other factors.

Improve campus safety and security by building fencing and modifying school offices to create a single controlled point of entry during school hours ... los visitantes solo puedan ingresar por la oficina.  
1,161 responses



## **ASSOCIATED DOCUMENTS**

### **Demographics Analysis, Enrollment Projections & Capacity Study:**

This study was completed by King Consulting concurrently with the development of the FMP and presented to the Board on June 28, 2023. The Study estimates future enrollment at each school site and the District as a whole by evaluating a wide range of data sources to account for demographic trends, student transfers and residential development. This information has played an important role in developing the FMP. We have used the projected enrollment in 2030 to determine how many classrooms each campus should include to provide adequate space for all programs but avoid investing in new facilities that are not needed. In some cases this required adding additional classrooms and in others it required removing, or not replacing portable classrooms that are beyond their useful life. Should demographics or demographic projections change the FMP should be revised accordingly. The studies for both the Elementary and High School Districts are included as Appendix 2.

### **SAFETY AND SECURITY ANALYSIS:**

At the request of the District, QKA engaged a specialty consultant to conduct a detailed assessment review of safety and security at all campuses. Guidepost Solutions, conducted an extensive security review of physical infrastructure, operations and procedures at each site. This included day and night on-site investigations at each site, interviews with the school site Principal and staff and review of security procedures. Their findings and recommendations were included in a detailed report provided to the District in October 2023. The facilities recommendations are included within the recommended improvement projects within the FMP. The report is confidential and not included in the FMP due to security concerns.

# EDUCATIONAL FACILITIES GUIDELINES

v2.0 Draft for Board Approval December 13, 2023



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## INTRODUCTION

Santa Rosa City Schools District has selected Quattrocchi Kwok Architects to create a comprehensive Facilities Master Plan for the District. One of the first steps in this process is the creation of the Educational Facilities Guidelines. The purpose of the Educational Facilities Guidelines is to identify and standardize the required facilities to meet the District's intended educational program at each type of school: Elementary Schools, Middle Schools and High Schools. The intent is not to define exactly what facilities each school campus should have, but instead, provide a clear set of facility standards to serve as a benchmark for all schools. The Educational Facilities Guidelines also help to provide equity across all schools throughout the development of the Facilities Master Plan by providing a clear set of standards for all schools. The completed Educational Facilities Guidelines will be an important piece of the overall Facilities Master Planning Process. We will work with a Site Committee at each school, who represents the stakeholders in the school community, to create a long term Facilities Master Plan and identify the best way for each school to meet or exceed these standards at their school.

## PROCESS

The SRCS Educational Facilities Guidelines was developed in collaboration with a diverse group of stakeholders from across the District. This included representatives from schools across the District, teachers, administrators, classified staff, District leadership and parents. The primary collaboration occurred with the Educational Facilities Committee which held 7 meetings in September, October and November of 2015. This included one general meeting and two focused meetings on Elementary, Middle and High Schools. Additional meetings were also held with the District Food Service and Special Services teams to get their input on the needs for their programs at each school. Throughout these meetings, QKA served as a facilitator to lead the discussion and develop a clear understanding of the educational programs across the District and what facilities are needed to support them. Agendas and minutes for each meeting were generated by the QKA team and posted in the shared Google Drive folder for review and comment by all members of the committee. Additionally, a Google Form was created to accept additional feedback from committee members. The first draft of this document was distributed to all members of the Educational Facilities Committee for their review and comment in December of 2015. After incorporating all comments and making final revisions a final draft of the Educational Facilities Guidelines will be submitted to the Board of Trustees for review, comment and approval.

## ACKNOWLEDGEMENTS

The task of developing the SRCS Educational Facilities Guidelines could not have been accomplished without the dedication and contributions of the members of the Educational Facilities Committee. Please see Appendix 1 - Acknowledgments for their contribution of time, leadership, and direction.

## APPLICABLE STANDARDS AND POLICIES

The Educational Facilities Guidelines were developed in the context of and with reference to a variety of existing standards, requirements, and policies. These include state regulatory agencies, District policies and programs. They also include the education industry guidelines developed by state or national organizations to guide school design and construction which are described below.

### **California Department of Education (CDE)**

CDE and the California Education Code provide guidelines for the planning and development of Educational Facilities. These guidelines provide information to assist school districts and their communities in creating well-planned, K-12 learning environments in safe, clean, and up-to-date schools. Where applicable the committee referred to these standards in developing the Educational Facilities Guidelines. It is the intent of the Educational Facilities Guidelines for all schools to comply with CDE facility recommendations wherever possible. Information regarding CDE facilities guidelines is available here: <http://www.cde.ca.gov/lr/fa/>.

### **Collaborative for High Performance Schools (CHPS)**

CHPS is a non-profit, national organization focused on making schools a better place to learn by facilitating the design, construction, and operation of high performance schools. The committee recognized that creating high performance facilities was a benefit to the environment, the students and teachers that will use the facility, and to the financial well being of the District. The Collaborative for High Performance Schools (CHPS) Best Practices Manuals and Criteria provide a guideline for implementing high performance concepts in the design of school facilities. The CHPS guidelines encourage the design of schools to provide environments that are energy and resource efficient, provides an excellent educational environment, and link the physical environment to the educational mission of the building. The CHPS Best Practices Manuals and Criteria also provide the flexibility needed to adapt these concepts to the specific context of each school campus and each projects goals, scope of work, and budget. CHPS shall serve as a guideline for the development of Campus Master Plans and for the design of future facilities improvement projects. Additional information about CHPS can be found at [www.chps.net](http://www.chps.net).

## Division of the State Architect (DSA)

Approval of project construction documents for all school renovations and additions are required from the Division of the State Architect. All requirements for code compliance, including compliance with the Americans with Disabilities Act (ADA) and requirements for emergency vehicle access will be addressed in the development of Campus Master Plans. All campuses should comply with the requirements of the current edition of the California Building Code as adopted by DSA.

## SRCS Board Goals

The SRCS Board of Trustees has four stated goals for the District:

- Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students.
- Increase student and family wellness and engagement through the full-service community school model.
- Serve all students with a fair, just and equitable distribution of resources: personnel, financial, and instructional.
- Provide safe and inviting facilities with current technology.

These goals are reflected in the Educational Facilities Guidelines and in the Facilities Master Plan.

## SRCS Strategic Plan

In 2019, the SRCS Board of Trustees adopted an updated SRCS Mission, Vision and Strategic Plan to create a long-term plan (roughly 5 years) for the district that enables Santa Rosa City Schools to serve the children of Santa Rosa by building real and lasting relationships with the community at large. The Strategic Plan includes seven Strategic Priorities that were vetted through a thoughtful dialogue with the public and district staff. The seven priorities are 1) Life Ready Learners, 2) Whole Person Focus 3) High Quality Staff, 4) Teaching and Learning Environment and Resources, 5) Equity and Excellence, 6) Family Engagement and Community Partnerships and 7) Sustainable Funding. The Strategic Plan and these Goals and Community Values served as a guide for the development of this Educational Facilities Guideline as well.

## SRCS Career Technical Education (CTE):

Santa Rosa City Schools has a variety of Career Technical Education (CTE) programs at the High Schools designed to offer students an opportunity to explore career options and acquire technical skills that prepare them for further education after high school. The CTE programs, also referred to as “Career Pathways” consist of a set of three year-long career/technical courses, which are designed to offer students an opportunity to explore career options,

participate in work-based learning experiences, acquire technical and employability skills, and prepares them for their future—college and career.

## LCAP (Local Control Accountability Plan)

In 2013, California adopted a new formula for deciding how much money each school district gets, called the Local Control Funding Formula (LCFF). School districts will decide how to use the funds, but under the new system, they must get input from their local communities. They also have to tie their budgets to improvement goals by creating a Local Control and Accountability Plan (LCAP).

Our LCAP has three main goals, and here are a few things that we are doing to support each of those goals:

Goal 1: SRCS will provide student-centered teaching and learning opportunities by increasing programs and services that maximize student growth toward meeting or exceeding standards with an emphasis on the areas of English Language Arts and Math:

Goal 2: SRCS, in partnership with our community, commits to developing safe, inclusive, culturally responsive learning environments to promote social-emotional wellness and address the physical needs of students, families, and staff.

Goal 3: SRCS commits to providing high-quality, relevant staff development that promotes professional growth and collaboration to increase student engagement. SRCS Education & Technology Master Plan

The District prepared an Educational & Technology Plan in 2013. This plan addresses educational technology from the standpoint of curriculum, professional development, infrastructure, and hardware. This document provided guidance to the Educational Facilities Guidelines technology needs.

## DISTRICT WIDE STANDARDS

The following topics apply throughout the District to all school campuses. Any requirements in these areas specific to one of the school types will be addressed in that section.

## 21st Century Learning Environments

One of the most important questions we discussed with the Educational Facilities Committee

was how school facilities should respond to and support the changes that education has undergone over the first 15 years of this century and will continue to undergo in the future. Through a robust discussion with the committee, four main design strategies were identified to guide the development of the FMP at each school site. These strategies formed many of the facilities guidelines in this document. They are as follows:

- **Integrated Technology:** Robust technology access is a foundational element of 21st Century education. Schools should be provided with access to the internet, computers and other educational technology to support rich learning experiences. This is addressed further in the Technology section below.
- **Variety of Learning Spaces:** One of the most important aspects of 21st Century Learning is the recognition that students have different learning styles and preferences. Education is evolving to find better ways to serve each student within each class and school by differentiating teaching and learning. To support that, school facilities need to provide a variety of learning spaces for different activities. This includes traditional classroom sized spaces, small group instructional spaces, spaces for individual study and larger group instructional spaces and outdoor learning environments. It also includes spaces with a variety of environmental conditions to meet the needs of different students. These different spaces need to be designed to take into account supervision, acoustics, technology and other considerations to make them functional learning spaces.
- **Multi-level Flexibility:** One of the most important aspects of 21st Century school design is creating spaces that are flexible. Education is undergoing dramatic change and will continue to evolve into the future. Our educational facilities need to have the flexibility to work in today's conditions but also to respond to change and continue to provide great learning environments far into the future. We plan for this flexibility on a number of levels. First, by designing spaces that can each be used to support a number of different learning styles and activities through flexible furniture and different lighting and material conditions. This allows the same space to more easily be used in a variety of ways. Second, by providing a variety of learning spaces in each facility as discussed above. Third, by designing spaces to be easily adapted through the use of operable partitions, transparency and doors of different types. This allows the facilities to adapt to different requirements throughout a school day, week or year. The fourth level is the long term flexibility to modify the facility to support future educational needs through the easy re-configuration of the physical components of the facility. This includes strategies such as building steel framed buildings so that walls can be more easily re-configured without changes to the building structure.
- **High Performance Learning Environments:** It is also important that school facilities be designed to provide the best learning environment. Research has shown a strong link

between the proper design of school facilities and academic performance. School facilities should be designed to provide proper lighting, comfort, air quality, acoustics and materials to provide a learning environment that does not create stress factors which can impact student learning. The Collaborative for High Performance Schools (CHPS) Criteria referenced above provides a clear, research based, set of best practices and criteria for designing schools which meet this goal. The CHPS Criteria shall serve as a guideline throughout the development of the FMP.

## **Technology**

It is the goal of SRCS and the Educational Facilities Guidelines Committee to strategically integrate technology into the educational environment to support teachers and students and enhance student learning. The District has implemented significant technology upgrades over the past few years including a 1:1 computer to student ratio across the District and to provide better access to technology for all students. The goal of the Facilities Master Plan is to identify areas where technology infrastructure needs to be upgraded, replaced or supplemented focused on the following areas:

- **Wireless Access Points:** Seamless internet access is a core component of modern educational facilities infrastructure. Wireless internet should be provided in all areas of campus with the bandwidth to support a minimum of one active device per student and staff member.
- **Audio-Visual (AV) Systems:** The design of the components of AV Systems is constantly changing and will continue to evolve in the future. The system should be designed using the best available components at the time of installation. Therefore, we will not specify equipment, but rather the functionality of the AV System. AV systems shall be provided in all classrooms, large group instruction spaces, multi-purpose rooms, and small group instruction spaces. The AV system should also have the flexibility to address special education needs. Each AV system shall have the following functionality:
  - Large format visual display (projector or screen, monitor, etc.) appropriately sized for the space.
  - Speakers for audio playback. Larger spaces shall have a more sophisticated sound system.
  - Wireless connectivity to allow the teacher to access from anywhere in the room, as well as, the display of student content.
  - Possibility of voice amplification, especially at larger spaces.
  - Ability to display physical media through a document camera or other device.
- **Computer Labs:** The District has moved to a 1:1 computing model with all students having access to chromebooks. Therefore Computer Labs are no longer necessary

except for some specialized programs with specific needs for desktop computers. The updated FMP will not plan for Computer Labs at campuses except for these specific programs and will plan for repurposing existing Computer Labs for other educational uses.

## **Campus Safety and Security**

Student safety and Security is a primary concern of SRCS and an important consideration in any facilities planning decision. This topic has been an important part of all of the community engagement meetings conducted as part of the Facilities Master Planning process. This includes the school site committee meetings, Safety Advisory roundtable, Superintendent's Advisory Network and District English Language Advisory Committee. These discussions all started with the acknowledgement that campus safety and security is not just about violence prevention, but a holistic approach to creating campuses that are welcoming, supportive and safe and create places for students to thrive. This includes physical security measures below, but also approaches to support student wellness and social-emotional learning as well as calming physical environments that support these goals.

The FMP process also included a detailed security and threat assessment conducted by Guidepost Solutions who specializes in safety and security design and consulting for a wide variety of schools and other facilities. The Guidepost teams conducted on-site evaluations of each school site and provided a detailed report identifying both suggested infrastructure and operations improvements to improve security. The infrastructure improvements will be incorporated into the FMP projects and the operational suggestions have been provided to the District for their use in ongoing efforts to improve campus security.

For our approach to the physical aspects of safety and security we referred to a strategy called Crime Prevention Through Environmental Design (CPTED) which provides a balanced approach to safety and security. An overview of CPETD was provided to each committee member and is attached as Appendix A. These conversations touched on many aspects of security, including, preventing unauthorized access to schools during the school day, preventing vandalism and theft and maintaining student safety on campus during the school day. There is a fundamental need to maintain the school as a safe space for students and this was the primary focus of our discussions. We also discussed the need for school campuses to feel open and inviting while maintaining this security. Maintaining connection between the campus, the community and between spaces on each campus is also an important part of maintaining security and supervision on a day to day basis. One of the main themes that we discussed was the need to strike an appropriate balance between this need for security and the need for openness and connection. As a result of this discussion, guided by CPTED, we identified the

following principal security requirements for all schools:

- **Secure Perimeter:** Each campus should have a fenced and secure perimeter. The perimeter shall allow for only one point of entry (at high school campuses 2-3 points of entry may be necessary), at the main office, during school hours. Wherever possible the campus buildings shall be used to create the secure perimeter to minimize the use of fencing and present a more inviting image to the community and to students. Fencing shall be a minimum of six feet tall and include lockable gates. Fencing at the front and main entries of the school shall be ornamental iron or other fencing designed to create an appealing and welcoming entry. Fencing design shall minimize the number of gates to make securing the school as easy as possible. The secure perimeter shall include field and asphalt play areas, where they are school property.
- **Access to fields and playgrounds:** Community access shall be provided to all fields and playgrounds. Gates shall be provided in the perimeter fencing and unlocked at the end of the school day to allow community access. A second line of fencing may be provided to separate the buildings, courtyards, and spaces around the buildings from the play area to prevent vandalism and theft at the buildings during non-school hours. However, this is a secondary concern and should be addressed at each campus.
- **Video Surveillance:** Each campus shall have an appropriate video surveillance system. Improvements required to these systems will be coordinated with the District Technology Department. (Video surveillance systems were installed under previous bond program)
- **Communications:** Each campus shall have an effective and operational communications system. The communication system needs to provide the ability to broadcast announcements to all areas of the campus simultaneously, including, all teaching spaces, offices and outdoor areas. Ideally the system could be accessed to make these announcements from anywhere on campus. The system shall also provide the ability for District Office staff to notify school sites in an emergency. In addition each campus shall be provided with radios for on-campus communications including boosters to increase their effectiveness.
- **Doors and Windows:** All classroom doors should be provided with a window or sidelight to provide visibility of the outside of that door. All classroom doors should have hardware that allows the classroom to be locked from the inside with a key. (All existing classroom door hardware was upgraded under previous bond program) All windows (including those in entry doors) shall have functioning blinds which can be closed easily to prevent visibility into classrooms from the outside.
- **Visual Supervision:** To the extent feasible, all areas of the campus should be visually supervised from adjacent classrooms or other spaces through windows. This passive supervision of the campus is an important component of daily safety and security. As

noted above, all windows shall have blinds, or other appropriate window treatments for security in the event of a lock down situation.

- **Intrusion Alarm:** Each campus shall have a functional intrusion alarm system. Ideally all schools would be connected on the same District wide system. (Intrusion Alarm systems were installed under previous bond program) Additionally, each campus shall have secure areas or rooms for technology storage that include additional security measures to prevent theft.
- **Fire Alarm System:** All fire alarm systems shall be brought up to current code as improvements are made (per DSA requirements). Wherever possible a single system shall be created on each campus. Where multiple systems occur on a campus they should be connected together.
- **Safe Routes to School:** SRCS participates in the Safe Routes to School program with the Sonoma County Transportation Authority. The Safe Routes to School program is a collaborative program where multiple agencies work together to ensure that students have a safe path to and from school campuses. The program evaluates school campuses, identifies issues with the routes to the school, and works with the agencies involved to design and implement solutions to those problems. SRCS has worked collaboratively with the City of Santa Rosa on a number of Safe Routes to School projects and continues to actively work with the program to address all of the school sites.

### **Campus Visual Appearance (Curb Appeal)**

- The visual appearances of school campuses are important. How campuses appear and how they relate to the community affect the connection between the school and its community. The initial impression that people get from the exterior of a school can have a lasting impact on their perception of that school and its value in the community. These impressions also have an impact on students and how they perceive schools and how much their community values their education. School campuses should present a warm and inviting image to the community to make people feel welcome coming to the school and supporting the school community. In the process of Site Master Planning each school should include the following components to improve the visual appearance of the school and the connection to its community:
- **Sense of Entry:** Each school should have a single, main point of entry, as discussed under security above. The design of the school shall make that entry clear and inviting, leading people to that main entry point. This may include features of the building design or landscape design to make an inviting entry. Signage shall support the identification of the main entry for visitors and improve wayfinding.
- **Marquee Signs:** Each school should have a marquee sign with the school name and a

method for displaying school events and announcements. Marquee sign size and quality should be equitable across the District. This has been addressed through Measures I and L.

- **Finish Materials:** Durable and attractive finish materials should be used so that the facility can be maintained and the appearance kept up over the long term. Surfaces, such as painted stucco, brick veneer and aluminum window systems are good examples of materials that are durable and can provide an attractive appearance for many years with a relatively low amount of maintenance.
- **Landscaping and Grounds:** The condition of a school's landscaping and grounds has a significant impact on the appearance of the school. Although the FMP does not address ongoing maintenance, the FMP will identify areas at each school where landscaping should be replaced or improved to create a better visual appearance.

### **Special Education**

There are a variety of Special Education spaces throughout the District. Non-Severely Handicapped students are generally integrated into mainstream classrooms with a Resource Specialist providing additional support. The facilities for many of the Special Ed programs are inadequate and some do not meet State Standards. As part of the Master Planning process each Special Ed program should be matched to the most appropriate facilities at schools throughout the District. All Special Ed classrooms should be accessible and located as close as possible to the accessible drop-off area. Special Ed facilities should also be integrated into the campus so that they do not feel separate. The District goal is to have Severely Handicapped classrooms located at schools throughout the District. These classrooms have the following specific features:

- Sized appropriately to accommodate the number of students.
- Access to specialized restroom and changing facilities, preferably directly from the classroom.
- Overhead lifts should be provided where needed by the program.

### **Child Nutritional Services**

The District has a robust and successful food service program that serves students throughout the District and in surrounding areas. The program currently produces a balance of packaged meals composed of both processed and cooked from scratch food items. At the Elementary Schools all food is prepared at the central kitchen facility and distributed to sites as pre-packaged meals. At the Middle and High Schools food is prepared on site and delivered as a combination of pre-packaged and served fresh items. The District is working to reduce the amount of processed and pre-packaged foods, but is limited by available labor and by

inadequate facilities. The District would also like to increase the number of meals served to students so that more students have the nutrition that they need during the school day. In order to achieve both of these goals for students it is necessary to expand kitchen and serving facilities at most school sites. Dining facilities are also in need of renovation, expansion and repair at most sites. However, improvements to serving areas and kitchens will have a greater impact, as many students prefer to eat outside. Specific facilities needs are noted below for each type of school.

## Covered Walkways

Many schools within the District have exterior circulation between buildings. Covered walkways and overhangs are provided in many buildings to provide protection from weather for staff and students as they travel between buildings. These covered areas are also often used as informal eating and gathering areas during times of inclement weather. Wherever possible and practical, covered walkways and overhangs should be provided between all major buildings to provide protection from rain and sun.

## ELEMENTARY SCHOOLS

### Parking and Drop-off

Elementary Schools throughout the District have a variety of parking and drop-off configurations and conditions. In general the following features should be provided:

- On-site Parking should be provided for each staff member plus an additional 10% for visitors where possible. On-site accessible parking should be provided at all schools.
- Clearly marked and signed drop-off areas should be provided. Where possible these drop-off areas should be off of the street and on the school campus. Where site conditions do not allow on-site drop off, drop off should be provided in a clearly designated area on the street curb. Clear curb striping and signage should be provided to direct traffic flow. A safe route for students from the drop-off to the school should be provided to minimize or eliminate the need for students to cross vehicle traffic areas.
- Provide a separate Special Education drop-off area where possible. The accessible drop-off areas should be provided at the Special Ed drop-off where possible.

### Learning Environments

Elementary Schools include a variety of learning environments which should be designed for maximum flexibility to accommodate changing educational programs, policy, and demographics. Elementary School learning environments should include the following features:

- The basic size for an Elementary School Classroom is 960 square feet per District and State standards and guidelines.
- Special Education classrooms should be sized according to the specific needs and enrollment of each program. Wherever possible, Special Education classrooms should include a single occupancy restroom accessible from the classroom or be immediately adjacent to restroom facilities that are within visual supervision of the classrooms.
- Transitional Kindergarten and Kindergarten classrooms should also be larger than standard classrooms at approximately 1,200 square feet. Wherever possible Transitional Kindergarten and Kindergarten classrooms should include a single occupancy restroom accessible from the classroom or from an adjacent hallway.
- Classroom technology and audio-visual systems should be provided in all classrooms as discussed above.
- Each classroom shall have a minimum of two 16' marker boards or equivalent writable wall surface. Tackable wall surfaces shall also be provided on a minimum of two walls for the display of student work, but should be balanced with window areas.
- To support GLAD and project based learning, ample space should be provided for the display of student work both within the classroom and in the public areas of the school. This includes providing tackable wall surfaces as noted above and display cases or bulletin boards in public areas. This may also include digital displays in public areas to showcase student work.
- Classrooms shall be provided with adequate electrical infrastructure including a minimum of 6 functioning electrical outlets.
- Each classroom should have a sink with a drinking fountain bubbler wherever possible. Resilient flooring shall be provided around all sinks.
- Storage cabinetry shall be provided in each classroom. The amount of storage cabinetry should be balanced with the need to not take up too much floor area and to maintain flexibility within the classroom. A minimum of one four foot wide full height teacher cabinet, one four foot wide full height storage cabinet and six to eight feet of base cabinet with countertop (including sink) and upper cabinets should be provided. Additional storage can be provided through furniture with additional flexibility.
- All learning environments should provide an acoustic environment supportive of teaching in compliance with the CHPS acoustics standards for background noise and reverberation.
- All learning environments shall be provided with mechanical systems to provide appropriate comfort and indoor air quality levels in compliance with the CHPS standards.
- All learning environments, if possible, should be provided with natural light and views to the outdoors. Natural light should be provided through windows and skylights, and should

be controlled to prevent glare and heat gain, and to allow spaces to be darkened.

- Flexible and functional furniture should be provided in each space. The furniture should be easy to move and re-configure to enable the use of a variety of teaching styles throughout the school day.
- To provide flexibility and promote collaboration adjacent classrooms should be provided with means to connect either through doors or operable partitions.

**Flex Classroom:** Each Elementary School should have a Flex Classroom to provide space and resources for special programs such as project based learning, music, art and/or science. The Flex Classroom will not be assigned to a single teacher or class so that it is available to all classes. The Flex Classroom should have the following features:

- Where possible provide a large space able to accommodate more than 32 students. Approximately 1,200 - 1,600 square feet.
- Provide one or more sinks with hot and cold water where possible. One should be a large free standing project sink for washing materials and equipment..
- Cabinetry and/or storage rooms for the storage of materials and projects.
- Durable water-resistant finishes to accommodate messy and wet activities, such as, experiments and art projects. Flooring should be linoleum or polished concrete.
- Large areas of writable wall surface that extend to the floor for student collaboration.
- The space should be centrally located and have access to outdoor space.
- Additional electrical infrastructure to support tools and equipment including overhead cord reel type power outlets.
- Classroom AV systems for teacher display and use during student projects.
- Moveable, flexible and durable furniture to support a variety of activities and age groups.

**Small Group Instruction:** Spaces should be provided to support pull out programs and groups of students working on projects. These spaces should be located adjacent to classrooms and have large window areas to be as easily supervised from adjacent classroom spaces. They should be large enough to accommodate 6-10 people, approximately 200-300 square feet. Flexible furniture, a small AV system and a white board should be provided in each room. Small Group Instruction spaces should be located throughout the campus and provided at a rate of one for every three to four classrooms.

**Special Education:** A small classroom/office should be provided for the Resource Specialist of approximately 400-600 square feet. It should be located in a central area of campus

and easily accessible to all students. Access should also be provided to adjacent or nearby restrooms, conference rooms for meetings and testing small private space for students in need of a calm environment. The Special Education spaces should be integrated into the campus so that they are a core part of the school and do not feel separate.

**Outdoor Learning Spaces:** Functional and accessible outdoor spaces should be provided throughout each campus. These should be spaces for exploration, discovery learning, and allow students to interact directly and indirectly with nature. They should be easily visible for supervision from adjacent classroom spaces, but designed to minimize disruption to adjacent classrooms. A covered outdoor area should be provided and sized to accommodate a full class. The covered outdoor area should have power and wireless internet access.

**School Garden:** Each Elementary School should identify a location for a school garden. Some sites currently have active school garden programs which can be supported and encouraged. Other sites will need to identify areas to develop a garden in conjunction with the School Community. School Gardens should all have secure fencing to protect them from vandalism and should have irrigation supply and controls. Ideally, School Gardens should be located adjacent to the covered outdoor learning area and be made accessible for all students to participate. Construction and maintenance of School Gardens will be completed by the School Site Community and Volunteers.

#### Library

Identical, new, modular Library buildings were provided at each Elementary School in the last bond program in the late 1990's. Although these buildings still serve an important role on campus they are in need of modernization to both repair what is worn and better serve the elementary school campuses. The role of the Library at an Elementary School is changing as we fully embrace concepts of 21st Century Learning. With these thoughts in mind the following improvements are recommended at each Elementary School Library:

- With the move to 1:1 computing the existing computer lab area can be repurposed to provide more flexible space within the Library or space to support student wellness.
- Replace furniture with more flexible tables and chairs with wheels that can be easily re-configured for different activities.
- Provide a covered connection to the main campus area where not already provided.
- Upgrade finishes, mechanical system and other components of the building that have reached the end of their useful life.
- Consider options for repurposing some of the office areas to better uses and creating more connection to the outdoors and adjacent campus areas.

## Multi-Use Room

As their name implies, Multi-Use rooms support a wide variety of programs and activities within each Elementary School. Among the major uses are; food service, after school programs, physical education, large group learning, performance venue, and as a community gathering space. It is critical that these spaces are flexible, have sufficient areas and amenities to support this variety of activities. Multi-Use Rooms should have the following features:

- Large flexible and open space sized to accommodate 1/3 to 1/2 of the student body for lunch. For most schools this will be approximately 4,000 - 4,500 square feet. This will provide space for approximately 200-250 people in tables and chairs and 350-400 in chairs only.
- Adjacent covered outdoor eating area to provide additional seating space.
- Flexible, age appropriate and safe dining tables with a dedicated storage area. In-wall tables are not preferred as they are not flexible and present some safety concerns as they age.
- Warming Kitchen with appropriate appliances and serving areas to provide healthy foods and areas to serve them efficiently and safely. The serving area should be within the Kitchen and not require the use of serving carts located on the MPR floor area. The Kitchen should also have clear and easy access for deliveries from the District's central kitchen facilities. All food service equipment should be able to be stored in the Kitchen. Access to outdoor sink should also be provided to support recycling and composting programs.
- Dedicated storage for PE equipment and materials.
- Stage, or raised platform to serve as a stage, for performances and presentations.
- Mechanical systems that are functional and appropriately designed to serve the intended uses.
- A/V system for presentations and performances. The A/V system should include equipment for large format video presentations, audio amplification, and playback, as well as simple stage lighting.
- Acoustic treatment to allow space to be effectively used for performances and presentations. Acoustic materials must be durable enough to hold up to PE, but not basketball or other ball sports.
- Durable finishes throughout the room, such as, high impact gypsum board, corner guards, linoleum flooring, and cleanable wall panels.
- Dedicated storage space for after school programs.
- Easily accessible by the community for events. Controlled access to allow outside groups to use the facility without accessing the remainder of the campus.

## Administration

The Administration area of an Elementary School serves many functions. It is the main entry to the school welcoming students, parents and community members. It is the point of entry and security for the campus. It is the workplace of the school's staff and the primary hub of staff activity on campus. The Administration area should clearly serve as the point of entry to the school and should be architecturally expressed for a good impression and clear point of entry, as discussed above under Campus Visual Appeal. At the point of entry, the Administration area should have a lobby or waiting area for parents and visitors with a reception desk that also serves as the work space for the school administrative staff. The Administration area should also be centrally located within the campus to provide good visibility of the campus for supervision and for easy accessibility by the students. In addition to these general items, the Administration area should have the following specific features:

- Principal's Office of approximately 200 square feet to provide space for a desk and a small meeting table. The office should be close to the Office/Reception area and be connected to or close to a conference room.
- Office/Reception area with workstations for 2-3 people located at the main entry to the administration area and with visual supervision of the main entry to the school. There should also be a reception counter facing a waiting area with seating for students and visitors.
- Nurse's Office of approximately 150-200 square feet easily accessible from the main campus area. The Nurse's office should have a sink and storage cabinetry for first aid supplies and be adjacent to a restroom. It should also be located away from the main entry/reception area.
- Two Conference Rooms for meetings, IEP's, and for use by the Community Schools Program. One large enough to accommodate 10-12 people, approximately 250 square feet. The other Conference Room can be smaller, approximately 150-200 square feet. The large conference room should be provided with an AV system and marker board. The smaller rooms should just have a marker board.
- Counselor Office of approximately 150 square feet for use by the elementary school Counselor to meet with students and parents.
- Three private offices for use by itinerant staff of approximately 120 square feet each. These offices are to be used by the Psychologist, Speech Therapist, Community Schools Program and other staff when they are on campus.
- Lockable storage area for records.
- Teacher Collaboration Room of approximately 450-500 square feet. The Teacher Collaboration Room should be easily accessible from the main area of campus. There should be a small kitchen area, storage cabinets and an open area for tables and chairs. Staff restrooms should be located nearby.
- Teacher Work Room of approximately 250-300 square feet. The Work Room should

be easily accessible from the campus and connected to the main Administration area. There should be storage cabinets, and counters for materials and equipment and space for large copiers. Ideally the Teacher Work Room should be connected to the Teacher Collaboration Room.

#### Playgrounds

The playground areas, both landscape and hardscape (asphalt) are an important part of every Elementary School campus. All Elementary Schools should be provided with safe, accessible, visible for supervision, and usable landscape and hardscape play areas. Wherever possible, play areas shall meet CDE guidelines for recommended areas for the student population. Hardscape areas should be striped for a variety of games and include basketball hoops and other appropriate play equipment. At fields, trash cans and dispensers for dog waste bags should be provided to encourage the community to take care of the school. Accessible hydration stations should be provided at the playground areas with bottle refilling capabilities. Outdoor storage for PE and recess equipment shall be provided and designed to be safely accessible to students. A separate play area should be provided for Kindergarten classrooms and Preschool programs. Where possible these areas should be separated from the rest of the playground by buildings or a short fence.

A minimum of two play structures shall be provided at each school. One designed for lower grade students, PK-2 and one for upper grade students, 3-6. Each play structure shall have an appropriate resilient surface surrounding the play structure. Poured in place synthetic surface is preferred, but synthetic tiles or wood chips are also acceptable and more affordable.

## MIDDLE SCHOOLS

### Organization

SSRCS Middle Schools are organized in a departmental structure. Teachers within each department often collaborate and work closely together to develop curriculum and instructional strategies and to provide each other with support. Wherever possible, classrooms for each department should be located in the same area of the campus to support and facilitate this collaboration. Additionally, each department should have a common Staff Workroom. The Departmental Workrooms should have storage and space for supplies, materials and equipment and a common workspace. Workrooms will vary in size depending on the size of the department, but should generally be 300-400 square feet. They should be located in a way that they are easy for staff to access both from within the department and any other neighboring areas of the campus.

### Parking and Drop-off

All Middle Schools should have a safe, off-street drop-off area that provides a clear path for students on campus without crossing traffic. Signage should be provided to encourage parents to obey traffic laws and school rules when dropping off students. A separate dedicated drop-off area should be provided for Special Education Buses. Off-street, paved parking should be provided for all faculty and staff. Visitor parking should be provided off-street as well. Asphalt play areas should be available for use as overflow parking areas for special events.

### Security

In addition to the general security requirements described under District Wide Standards above, Middle Schools also have a number of public use facilities. Both the gymnasiums and auditoriums at the middle schools are frequently used by community groups. Where possible, fencing and security features should be designed to allow access to these facilities without allowing access to the rest of the school campuses. Also, door hardware providing card key access should be provided to these spaces to allow for better control of access by community groups.

### Learning Environments

Middle Schools contain a variety of learning spaces to serve their varied curriculums. All learning environments should be designed for maximum flexibility to accommodate changing educational programs, policy and demographics. Middle Schools are generally organized in a departmental structure. Wherever possible, classrooms for each department should be located adjacent to each other to facilitate better collaboration among teachers. Middle School learning environments should include the following features:

- The basic size for a Middle School Classroom is 960 square feet per District and State standards.
- Classrooms should be connected to the outdoors wherever possible.
- Special Education classrooms should be sized according to their specific needs and enrollment, but should typically be larger than a standard classroom, approximately 1,200 square feet.
- Classroom technology and audio-visual systems should be provided in all classrooms as discussed above.
- Each classroom shall have a minimum of two 16' marker boards or equivalent writeable wall surface. Tackable wall surfaces shall also be provided on a minimum of two walls for the display of student work, but should be balanced with window areas.
- Classrooms shall be provided with adequate electrical infrastructure including a minimum of 6 functioning electrical outlets.
- Each classroom should have a sink with a drinking fountain bubbler wherever

possible. Resilient flooring shall be provided around all sinks.

- Storage cabinets shall be provided in each classroom. The amount of storage cabinetry should be balanced with the need to not take up too much floor area and to maintain flexibility within the classroom. A minimum of one four foot wide full height teacher cabinet, one four foot wide full height storage cabinet and six to eight feet of base cabinet with counter top (including sink) and upper cabinets should be provided. Additional storage can be provided through furniture with additional flexibility.
- All learning environments should provide an acoustic environment supportive of teaching in compliance with the CHPS acoustics standards for background noise and reverberation.
- All learning environments shall be provided with mechanical systems to provide appropriate comfort and indoor air quality levels in compliance with the CHPS standards.
- All learning environments, if possible, should be provided with natural light and views to the outdoors. Natural light should be provided through windows and skylights, and should be controlled to prevent glare and heat gain, and to allow spaces to be darkened.
- Flexible and functional furniture should be provided in each space. The furniture should be easy to move and re-configure to enable the use of a variety of teaching styles throughout the school day. Providing more flexible furniture, rather than traditional desks, will create more usable areas in the classrooms.
- To provide flexibility and promote collaboration, adjacent classrooms should be provided with means to connect either through doors or operable partitions.

**Maker Space:** Each Middle School should have at least one dedicated Maker Space for use by all teachers to provide space and resources for project based learning. The term Maker Space refers to a place for hands-on learning which can support teachers and students in achieving a deeper level of learning in a variety of subject areas. It comes from what is often called the "Maker Culture" which emphasizes learning by doing in a social environment. ([https://en.wikipedia.org/wiki/Maker\\_culture](https://en.wikipedia.org/wiki/Maker_culture)) This culture has gained traction in the educational environment as a way to engage students of all learning styles in a different way than traditional classroom instruction and develop 21st century skills. For schools with an enrollment of greater than 500 students two Maker Spaces shall be provided. One of these spaces will not be assigned to a single teacher or class so that it is available to all classes for project based learning. The Maker Spaces should have the following features:

- Large, open space of approximately 1,500 - 2,000 square feet to accommodate two classes at a time.
- High ceilings and durable water-resistant finishes to accommodate messy and wet activities, such as, experiments and art projects. Flooring should be linoleum or polished

concrete.

- High ceilings and durable finishes.
- Power and data access distributed throughout the space including in the floor or via overhead reels.
- Adjacent and connected outdoor workspace.
- A minimum of four sinks with hot and cold water. One should be a large free standing project sink.
- Storage cabinetry or separate storage room to house materials for multiple classes as well as tools and equipment.
- Appropriate ventilation to accommodate activities such as woodworking with hand tools, soldering, etc.
- Flexible furniture, such as, work tables and chairs that can be easily moved and re-configured.
- Primary and secondary AV systems for teacher display and use during student projects.
- Large areas of writable wall surface for student collaboration.

**Science Classrooms:** Science instruction is an important part of Middle School. Under the Next Generation Science Standards that importance is increased with each middle school student expected to be enrolled in a Science course. Also, SRCS has adopted an integrated model to middle school science that requires all science classes to have a common level of facilities. To accommodate the Science Classrooms should be provided at a rate of approximately one per every 200 students. All Middle School Science Classrooms should have at minimum the following features:

- Classroom space of approximately 1,400 square feet each.
- Perimeter casework with countertops and 8 lab sinks. Sinks should have hot and cold water and gas supply. Upper storage cabinets provided where possible. Countertops to be a durable solid surface material. Epoxy resin countertops are recommended, but not required.
- Work tables and chairs/stools with wheels that can be easily moved and configured for a lecture, project work or be positioned adjacent to the perimeter casework to create a lab station.
- Demonstration table at the front of the classroom with sink and gas outlet. Demonstration table shall have the ability to shut off gas at all lab stations. Grommets shall be provided in the demonstration table for the attachment of additional equipment such as mirrors for visibility of experiments and other equipment.
- Emergency eye-wash station.
- Classroom AV system as described above.

- Adjacent Preparation Room, shared by two or more labs, approximately 200 square feet, including appropriate storage cabinets for chemicals.

Small Group Instruction: Spaces should be provided to support pull out programs and groups of students working on projects. These spaces should be located adjacent to classrooms and have large window areas to be as easily supervised from adjacent classroom spaces. They should be large enough to accommodate 6-10 people, approximately 200-300 square feet. Flexible furniture, a small AV system and a white board should be provided in each room. Small Group Instruction spaces should be located throughout the campus and provided at a rate of one for every three to four classrooms.

Outdoor Learning Spaces: Functional outdoor learning spaces should be provided throughout each campus. These should be designed to serve a variety of needs including: quiet study, small groups, formal classes, exploration and discovery learning. They should be easily supervised from adjacent classroom spaces and located carefully to minimize disruption to adjacent classrooms. A covered outdoor area should be provided and sized to accommodate a full class. The covered outdoor area should have power and wireless internet access.

School Garden: Each Middle School should identify a location for a school garden. Some sites currently have active school garden programs which can be supported and encouraged. Other sites will need to identify areas to develop a garden in conjunction with the School Community. School Gardens should all be accessible, have irrigation & controls and have secure fencing to protect them from vandalism. Ideally School Gardens should be located adjacent to the covered outdoor learning area.

### **Special Education:**

There are a variety of Special Education spaces throughout the Middle Schools. Non-Severely Handicapped students are generally integrated into mainstream classrooms with a Resource Specialist providing additional support. Small Group Learning spaces can be used to provide this support and additional instruction. Additionally, adequate office space should be provided within the Administration area of the campus to support Special Education staff.

### **Library**

All Middle Schools currently have Libraries, however, the use and program for those spaces is changing. The Library should be a technology-rich and focused space for accessing information. Robust technology infrastructure should be provided to support student access and the possible future transition to digital books. Technology should be the focal point of the space with mobile computers and flexible seating for students working in groups and using digital

devices. Current amounts of stacks are adequate, but books need to be updated. Libraries need to be able to provide a variety of learning environments to serve different needs while maintaining flexibility. Each Library should have the following spaces:

Main Library space with books placed at the periphery of the space to create an open and flexible space at the core of the Library. This area should be provided with flexible furniture with wheels that can be quickly re-configured to support individual study, presentations or group activities. This space should also have an AV system so that it can function as a large group instruction area.

Classroom type space that can be separated from the main Library space with a glazed operable partition so that a teacher can bring a class into the Library without disrupting other students in the space. This space should be outfitted with a Classroom AV system and have technology infrastructure to serve as a computer lab using laptops. This classroom space would also function as an accessory testing facility. By connecting this space to the main Library space with an operable partition it can also provide overflow space for larger events.

Spaces for quiet individual study should also be provided in the Library. This could be provided in a variety of ways, including, comfortable chairs within the stacks area, window seats, individual study carrels or other means.

College and Career Center space with materials and resources to expose students and their families to college and career options. This could be a space within the main library spaces and does not need to be a separate room.

### **Performing & Visual Arts**

Performing & Visual Arts are a significant part of the Middle School experience at each of the schools. Music and Drama are very active programs which are important to the Community and students and provide an important part of the academic experience. A dedicated instructional space should be provided for the Music and Drama programs at each school. The following spaces should be provided at each school:

Music Classroom: Each campus should have a dedicated classroom for Band and Chorus instruction and practice. The Music Classroom should have the following features:

- Approximately 1,800 - 2,000 square foot space to accommodate classes up to 60 students.
- Dedicated storage space for sheet music, instruments and uniforms.
- Acoustic environment supportive of music instruction.
- Classroom AV System
- Sound system for audio playback
- Acoustically separated from adjacent spaces to prevent disruption of other

classrooms.

- Located adjacent to Performance space.
- Portable seating risers for band and choral practice and performance

Art Classroom: At least one dedicated Art Classroom should be provided to support visual arts and ceramics programs. These spaces should in combination provide the following features:

- Approximately 1,800 - 2,000 square foot space to accommodate classes up to 60 students.
- Dedicated work and storage spaces with appropriate cabinetry for storage of materials and projects.
- Art sinks with paint traps. At spaces used for Ceramics provide large sinks with clay traps.
- Area (can be a dedicated room or covered outdoor area) for ceramics kiln with required venting.
- Natural daylight.
- Gallery Area for display of student artwork

### **Cafeteria/Multi-Use Room**

As their name implies, Cafeteria/Multi-Use Rooms support a wide variety of programs and activities within each Middle School. Among the major uses are; food service, after school programs, large group learning, overflow Physical Education space and as a community gathering space. It is critical that these spaces are flexible, have sufficient areas and amenities to support this variety of activities. A shift in the aesthetics of the Cafeteria/Multi-Use Rooms is desired from an institutional feel to more of a restaurant/café experience. Although the primary use of these spaces has been for Food Service, it is desired that they be more accessible and welcoming to support student gathering and learning throughout the school day, as well as, before and after school. To serve these many uses Cafeteria/Multi-Use Rooms should have the following features:

- Large flexible and open space of approximately 4,000 - 4,500 square feet. This will provide space for 200-250 people in tables and chairs and 450-450 in chairs only.
- Open and direct connection to outdoor space to allow free movement of students in and out of the space and provide a strong connection to the campus. Where appropriate consider an overhead glass door.
- Adjacent covered outdoor eating area to provide additional seating space.
- Flexible, age appropriate and safe tables with a dedicated storage area.
- Dedicated storage space for after school programs.
- Durable finishes, such as, high impact gypsum board walls and polished concrete or

linoleum floors.

- AV system with large projection screen and dedicated sound system. Provide window blinds as necessary to darken room for projection.
- Easily accessible by the community for events. Where possible, provide controlled access to allow outside groups to use the facility without accessing the remainder of the campus.
- Kitchen with appropriate space and equipment to support from scratch cooking of all food items. This should include adequate equipment for food preparation including ranges, ovens and other equipment, as well as, required hoods and ventilation. The Kitchen should also have adequate preparation and dishwashing areas including a three compartment sink and automatic dishwasher/sanitation system. Areas for the storage of dry, frozen and refrigerated food ingredients should also be provided. A walk-in refrigerator/freezer is not required as large quantities of ingredients could still be kept at the Central Kitchen facility. The Kitchen should also have clear and easy access to deliveries from the District's central kitchen facilities.
- Serving Area with service counters and appropriate equipment, such as, steam tables and warmers, to serve fresh prepared meals in an efficient and presentable manner.
- A separate secondary serving area/snack bar to provide better and quicker service to students and to locate service near natural student gathering areas.

### **Lockers**

Each Middle School campus has student lockers for the storage of textbooks, notebooks and personal items. There was a discussion of whether lockers would continue to be needed in the future but no clear consensus among the committee, or Middle School Site Committees. It was clear that the use of lockers is less than it once was. Therefore, it is recommended that the issue of lockers be discussed at each middle school site. Where possible, lockers should be removed from areas where they obstruct traffic or obstruct the ability to create transparent connections between hallways and classrooms or between classrooms and exterior spaces. In all cases care should be taken to locate lockers to minimize congestion of pathways and hallways wherever possible. Hallways with lockers should be wide enough to allow adequate circulation area, as well as, area to access the lockers.

### **Administration**

The Administration area of each Middle School serves as the main entry to the school welcoming students, parents, and community members. It is the point of entry and security for the campus. It is the workplace of the school's staff and the primary hub of staff activity on campus. The Administration area should clearly serve as the point of entry to the school. It should be architecturally expressed to create a good impression to the community and create

a sense of entry, as discussed above under Campus Visual Appeal. At the point of entry, the Administration area should have a lobby or waiting area for parents and visitors which provides a welcoming environment. The Lobby should provide a clear space for Parents to wait when visiting the campus and a Reception Desk for control of visitors entering the campus. The Reception Desk serves as the work space for the school administrative staff, typically 2 workstations. The Lobby should also include an Attendance Desk accessible to students and parents. The Administration area should also be centrally located within the campus to provide good visibility of the campus for supervision and for easy accessibility by the students. Where Charter Schools exist on Middle School campuses, Administration spaces should be provided as well.

In addition to these general items, the Administration area should have the following specific features:

- Principal's Office of approximately 200 square feet to provide space for a desk and a small meeting table. The office should be close to the main lobby and be connected to or close to a conference room.
- Assistant Principal's Office of approximately 120 square feet adjacent to the Principal's office where possible.
- Nurse's Office of approximately 150 square feet easily accessible from the main campus area. The Nurse's office should have a sink and storage cabinetry for first aid supplies.
- Three Conference Rooms for meetings, IEP's and for use by the Community Schools Program. One Conference Room should be large enough to accommodate 10-12 people, approximately 250 square feet. The other Conference Rooms can be smaller, approximately 150-200 square feet. The large conference room should be provided with an AV system and marker board. The smaller rooms should just have a marker board.
- Resource Specialist Office of approximately 120 square feet to provide workspace for Resource Specialists. (Work with students to take place in additional spaces, such as, Small Group Instruction spaces)
- Two Counselor's Offices of 150 square feet each. These offices are for counselors to meet with students and parents, and need speech privacy.
- Three to five private offices for use by itinerant staff of approximately 120 square feet each. These offices are to be used by the Psychologist, Speech & Language Pathologist, SRCS Counselors, Full Service Community Schools Program and other staff when they are on campus.
- Minimum of two lockable storage areas for records. One area dedicated for Special Education.
- Teacher Collaboration/Work Room of approximately 350-400 square feet. The Work Room should be easily accessible from the campus and connected to the main Administration area. There should be a small kitchen area, storage cabinets and counters for

materials and equipment, space for large copiers and work tables. Staff restrooms should be located nearby.

- Teacher Lunch Room of approximately 350-400 square feet. The Lunch Room should be easily accessible from the food service area of the campus. There should be a small kitchen area, storage cabinets and an open area for tables and chairs. An outdoor covered eating area should be provided. Staff restrooms should be located nearby.

## **Gymnasium**

Each Middle School has a dedicated Gymnasium space for Physical Education and Athletics. The main gymnasium space should be sized for competition basketball and volleyball courts with cross-courts as space allows. Bleachers should be provided for spectator seating and events. Existing bleachers should be renovated or replaced, as necessary, to provide safe operation and seating surfaces. Locker rooms should be provided adjacent to or connected to the Gymnasium. Locker rooms should have PE lockers to hold uniforms and backpacks. Locker rooms should be laid out to provide adequate supervision of the locker room. Two Physical Education Classrooms should also be provided, ideally adjacent to the Gymnasium, fields and/or playground.

Gymnasiums should also include:

- Stage or raised platform to serve as a stage for performances and presentations.
- A/V system for presentations and performances. The A/V system should include equipment for large format video presentations, audio amplification, and playback, as well as, simple stage lighting.
- Acoustic treatment to allow space to be effectively used for performances and presentations. Acoustic materials must be durable enough to hold up to PE, but not basketball or other ball sports.
- Durable finishes throughout the room, such as, high impact gypsum board, corner guards, linoleum flooring, and cleanable wall panels. Wood gym floors should be provided in main gym area and re-finished on a regular maintenance schedule.
- Provide glass backboards with breakaway rims at all basketball courts.
- Provide at least one drinking fountain with bottle fillers adjacent to the Gym in the lobby or other appropriate space.
- Provide divider curtain to allow space to be divided for multiple uses.
- Community restrooms that can be used after hours without compromising security on the campus.
- Adequate heating and ventilation including large ceiling fans and capabilities for night flushing to cool down the space overnight on hot days. (air conditioning is not provided in gyms)

- Locker Rooms should have 2-4 individual shower stalls.

### **Play Areas & Fields**

Each Middle School should have hardscaping and field areas to accommodate Physical Education and Athletics activities. The CDE Facilities Standards can be used as a general guideline for appropriate field and play areas. The fields should be safe and well maintained to minimize the risk of injury.

- A large asphalt play area should be provided with basketball courts with functional backboards and rims with metal nets. Asphalt surface should be in good condition without major cracks or defects.
- Middle schools should be equipped with all-weather tracks to assist with both Physical Education and interscholastic sport activities wherever physical space allows..
- Artificial turf field inside the track would be preferred.
- A dedicated storage space should be provided that will accommodate all of the outdoor athletics equipment.

## **HIGH SCHOOLS**

### **Parking and Drop-Off**

A safe off-street student drop-off area should be provided on each campus. There should be a clear, safe connection to the campus from the drop off area with minimal interaction between students and vehicles. The drop-off area should also be easily supervised and designed to minimize impacts to street traffic. There should also be a clear, safe path of travel from nearby public transit stops. Each campus should provide adequate and safe off-street parking for students, staff and visitors. Student parking should be provided for 15-20% of the student population of the campus. The student parking area should be easily supervised and secure. After hours access and traffic speed should be controlled as much as possible. Staff parking should be provided for all teachers and staff, but does not need to be separated from student parking. Visitor parking should be located adjacent to the Administration Building.

### **Security**

In addition to the general security requirements described under District Wide Standards above, High Schools also have a number of facilities used by community groups. Where possible, fencing should be designed to allow access to these facilities without allowing access to the rest of the school campus.

### **Learning Environments**

High Schools contain a variety of learning spaces to serve their varied curriculums. All learning environments should be designed for maximum flexibility to accommodate changing educational programs, policy and demographics. Learning environments should also be designed to create flexible spaces that can adapt to future programs, pedagogy and future career paths. Opportunities to create larger group learning environments should also be explored. SRCS High Schools are organized with a departmental structure and there are no plans to change that organizational model in the future. Wherever possible, classrooms for a department should be grouped together to facilitate collaboration among teachers and the sharing of resources.

All classrooms and other spaces should be designed to provide high performance learning environments to support students and teachers. As discussed previously, the CHPS Criteria shall be used as a guideline for achieving this goal. Three requirements that are of special importance are providing an acoustic environment with appropriate levels of background noise and reverberation, mechanical systems which provide appropriate comfort and indoor air quality levels, and access to natural light and views to the outdoors.

At each High School the following learning spaces shall be provided:

Typical Classrooms: High School classrooms should include the following features:

- The basic size for a High School Classroom is 960 square feet per District and State standards. Special Education classrooms should be sized according to their specific needs and enrollment, but should typically be larger than a standard classroom, approximately 1,200 square feet.
- Classrooms should be connected to the outdoors wherever possible.
- Classroom technology and audio-visual systems should be provided in all classrooms as discussed above.
- Each classroom shall have a minimum of two 16' marker boards or equivalent writable wall surface. Tackable wall surfaces shall also be provided on a minimum of one wall for the display of student work, but should be balanced with window areas.
- Classrooms shall be provided with adequate electrical infrastructure including a minimum of 6 functioning electrical outlets.
- Storage cabinets shall be provided in each classroom. The amount of storage cabinetry should be balanced with the need to not take up too much floor area and to maintain flexibility within the classroom. A minimum of one four foot wide full height teacher cabinet, one four foot wide full height storage cabinet and six to eight feet of base cabinet with counter top and upper cabinets should be provided. Additional storage can be provided through furniture with added flexibility.
- Flexible and functional furniture should be provided in each space. The furniture

should be easy to move and re-configure to enable the use of a variety of teaching styles throughout the school day. Providing more flexible furniture, rather than traditional desks, will create more usable area in the classrooms.

- To provide flexibility and promote collaboration adjacent classrooms should be provided with means to connect either through doors or operable partitions.

**Small Group Instruction:** Spaces should be provided to support pull out programs and groups of students working on projects. These spaces should be located adjacent to classrooms and have large window areas to be as easily supervised from adjacent classroom spaces. They should be large enough to accommodate 6-10 people, approximately 200-300 square feet. Flexible furniture, a small AV system and a white board should be provided in each room. Small Group Instruction spaces should be located throughout the campus and provided at a rate of one for every three to four classrooms.

**Outdoor Learning Spaces:** Functional outdoor learning spaces should be provided throughout each campus. These should be designed to serve a variety of needs including: quiet study, small groups, formal classes, exploration and discovery learning. They should be easily supervised from adjacent classroom spaces and located carefully to minimize disruption to adjacent classrooms. A covered outdoor area should be provided and sized to accommodate a full class. The covered outdoor area should have power and wireless internet access.

**School Garden:** Each High School should identify a location for a school garden. Some sites currently have active school garden programs which can be supported and encouraged. Other sites will need to identify areas to develop a garden in conjunction with the School Community. School Gardens should all be accessible, have irrigation & controls and have secure fencing to protect them from vandalism. Ideally School Gardens should be located adjacent to the covered outdoor learning area.

**Special Education:** There are a variety of Special Education spaces throughout the High Schools. Non-Severely Handicapped students are generally integrated into mainstream classrooms with a Resource Specialist providing additional support. The facilities for many of the Special Ed programs are inadequate and some do not meet State Standards. As part of the Master Planning process each Special Ed program should be matched to the most appropriate facilities at schools throughout the District. All Special Ed classrooms should be accessible and located as close as possible to the accessible drop-off area. Special Ed facilities should also be integrated into the campus so that they do not feel separate. The District goal is to have classrooms for Students with Extensive Support Needs located at schools

throughout the District. These classrooms have the following specific features:

- Sized appropriately to accommodate the number of students.
- Access to specialized restrooms and changing facilities, preferably directly from the classroom.
- Overhead lifts should be provided where needed by the program

#### Science Classrooms

A variety of science courses are offered at the High School level including Advanced Placement and International Baccalaureate courses. Courses are offered in Biology, Environmental Science, Physics and Chemistry. Each of these classes has different, but related requirements. Science classes are an important part of preparing High School students to be college and career ready, especially in STEM related fields. To accommodate an adequate number of courses Science Classrooms should be provided at a rate of approximately one per every 200 students. Science Classrooms for High Schools can be designed to two different standards depending on the courses they are intended for. Physical Science classrooms are appropriate for Physics, Life Science Classrooms are appropriate for Biology, and Environmental Science and Chemistry Classrooms are required for Chemistry courses. Each campus should have an adequate number of each type with each campus having no less than one Chemistry lab per 800 students. The requirements for each type of Science Lab are as follows:

Physical Science Classrooms should have the following features:

- Classroom space of approximately 1,200 square feet each.
- Perimeter casework with countertops on at least two sides of the room. Adjacent to the casework should be two large project sinks. Sinks should have hot and cold water. Upper storage cabinets provided where possible for the storage of materials. Countertops to be a durable solid surface material. Epoxy resin countertops are recommended, but not required.
- Work tables and chairs/stools with wheels that can be easily moved and configured for a lecture or project work. Tables can be placed adjacent to the perimeter countertops to create lab stations when necessary.
- Classroom AV system as described above.
- Teaching wall area at the front of the classroom with sixteen foot wide sliding marker boards.
- Adjacent Preparation Room, shared by two or more labs, approximately 150 square feet for the storage of materials and supplies.

Life Science Classrooms should have the following features:

- Classroom space of approximately 1,200 square feet each.

- Perimeter casework with countertops on at least two sides of the room with 4 lab sinks. Sinks should have hot and cold water. Upper storage cabinets provided where possible for the storage of materials. Countertops to be a durable solid surface material. Epoxy resin countertops are recommended, but not required.
- Natural Gas supply jets should be provided adjacent to each sink. There should be a central shut-off valve for all natural gas jets at the front of the classroom.
- Work tables and chairs/stools with wheels that can be easily moved and configured for a lecture or project work.
- Classroom AV system as described above.
- Adjacent Preparation Room, shared by two or more labs, approximately 200 square feet for storage and preparation of materials. Prep Room should have a refrigerator and icemaker.

Chemistry Classrooms can be configured in two different ways. Option one is to configure each Chemistry Classroom to contain both lab and lecture areas within the same room. This allows the teacher and students to move back and forth between lecture and lab activities quickly and fluidly within a class period. For this type the following specific items are required:

- Classroom/Lab space of approximately 1,600 square feet each.
- Perimeter casework providing 8 peninsula type lab stations. Each station shall have a lab sink with hot and cold water and cover, electrical outlets and gas supply. Upper cabinets provided where possible for storage of materials and supplies. Countertops shall be epoxy resin. Lab stations shall be configured around the perimeter of the room to leave a space in the center of the room large enough for lecture and project work.
- Demonstration table at the front of the classroom with sink and gas outlet. Demonstration table shall have the ability to shut off gas at all lab stations.

The other configuration option for Chemistry Classrooms is to have two lecture spaces that are configured as typical classrooms which share a separate lab space. This allows two teachers to share one lab area and set-up lab experiments ahead of time without concern for disruption or distraction during lecture times. For this type of configuration the following specific items are required:

- Two classroom spaces of approximately 960 square feet, configured as a typical classroom.
- One shared Lab space of approximately 1,200 square feet.
- Within the Lab perimeter, casework will provide 8 peninsula type lab stations. Each station shall have a lab sink with hot and cold water and cover, electrical outlets and gas supply. Upper cabinets provided where possible for storage of materials and supplies. Countertops shall be epoxy resin. Lab stations shall be configured around the perimeter of the

room to leave a space in the center of the room large enough for lecture and project work.

- The Lab shall also have a demonstration table at the front of the classroom with sink and gas outlet. Demonstration table shall have the ability to shut off gas at all lab stations. In both options the following additional features are required:
  - Work tables and chairs/stools with wheels that can be easily moved and configured for a lecture or project work.
  - One Fume Hood with natural gas, cold and hot water, as well as adequate ventilation.
  - Emergency eye-wash station.
  - Classroom AV system as described above.
  - Adjacent Preparation Room, shared by two or more labs, approximately 300 square feet including appropriate storage cabinetry for chemicals. The Prep Room should also have a refrigerator, ice maker, emergency eyewash and dishwasher. The Preparation Room shall also have a Fume Hood.

Career Technical Education:

SRCS has established Career Technical Education (CTE) programs at each of the comprehensive high schools to provide hands-on instruction in a variety of career pathways to prepare students for College and Careers in specific areas of the 21st Century Workforce. Each school has specific programs established. Each of these programs should have the necessary facilities to support the educational programs. Each campus CTE facilities should also be designed to be as flexible as possible so that educational programs and facilities requirements can still support them. The specific requirements of each CTE Program will be discussed at each School Site Committee.

## Library

The Library in a High School campus serves increasingly diverse roles. It will continue to function as an important location to access information and resources, but it is becoming much more of an active and collaborative space. The Library should provide a variety of work and study spaces for individuals, small groups, large groups, and even full classes. The Library should be a technology rich environment with the infrastructure and equipment to support a future transition to digital textbooks. The Library should also be equipped to be a space for presentations and other large group activities. Libraries should be designed to support student use throughout the school day including before and after classes. Each Library should have the following features:

- Stacks area for storage of books. Number of volumes to be housed to be determined by each school. Bookshelves should be arranged at the perimeter of the room

wherever possible to provide more open and flexible space.

A central open area with tables and chairs that can be used in a variety of ways including small group work, presentations and individual study.

Two to four small group rooms at the periphery of the central open area of the library. These small rooms should hold between 8 and 12 people and have a marker board. At least half of them should have either a monitor or projector.

Reception desk with work area for Librarian. The Reception desk should be positioned to supervise the Library and monitor entrance and exit.

## Performing & Visual Arts

Performing & Visual Arts are a significant part of the High School experience at each of the schools. Art, Band, Choral and Drama are very active programs which are important to the Community. A dedicated instructional space should be provided for the Art, Band, Choral and Drama programs at each school. A dedicated and accessible Performing Arts Theater for performances with adequate backstage facilities for two dressing rooms, restrooms and scene shop with durable and comfortable finishes should also be provided. Performing Arts Theaters are also used as instructional and event spaces supporting guest lecturers, awards nights and many other events. The seating capacity of the theaters at each high school will vary according to the specific needs at that site and the available space and facilities. Wherever possible, seating capacity at each Performing Arts Theater should be adequate to hold one quarter of the student population.

Band & Choral Classrooms each should have the following features:

- Approximately 1,800 - 2,000 square foot space to accommodate classes up to 60 students.
- Dedicated storage space for instruments and uniforms.
- Acoustic environment supportive of music instruction, including adequate separation from adjacent spaces.
- Adjacent to the Auditorium wherever possible.
- Nearby to the Band and Choral Classrooms provide 2-4 practice rooms for small groups of students.

Drama Classroom should have the following features:

- Approximately 1,800 - 2,000 square foot space to accommodate classes up to 60 students.
- Dedicated storage space.
- Acoustic environment supportive of drama instruction & performance.
- Up to date AV system for practices and performances.

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Art Classrooms should have the following features:

- Approximately 1,200 – 1,400 square feet.
- Perimeter casework for storage. Configuration should be customized to support the types of projects and materials being stored.
- 2 large Art/Project sinks with paint traps
- Access to well-balanced natural light, preferably from north facing windows to provide an ideal environment. .
- Gallery Area on campus for display of artwork, ideally this is close to the Art Classrooms

Digital Media and Production Lab: This Lab is an increasingly important part of each high school both as a course offering and as a resource for project based learning in other subjects. Each school should have a Lab with the following features:

Main Classroom space of approximately 1,200 - 1,400 square feet with space for 36 desktop computer stations with large displays. Built in countertops or workstations are not recommended, instead, appropriate furniture should be provided for computer workstations.

Classroom AV system

Data infrastructure to support the intense use including wired connections through floor outlets or other means for each workstation.

An adjacent studio space large enough to accommodate 4-6 performers for recording. The Studio should have a green screen wall and be configured for basic overhead lighting and for sound recording. It also needs to be separated acoustically from adjacent spaces. The Studio should provide an audio recording studio and a window to the adjacent classroom. A separate Control Room is optional and controls can also be located in the classroom below the window.

## Administration

The main campus Administration will continue to house a large portion of the administrative team for each High School and will continue to be the main entry point for the campus. The main Administration should be an open and inviting space with a strong connection to the community. It should be architecturally expressed to create a clear sense of entry. There should be an open and welcoming Lobby and waiting area with a reception desk which serves as a workspace for some of the administrative team. The main Administration area should provide work spaces for all of the administrative team, including, the Principal, Assistant Principals, Campus Supervisors, Attendance Office, Psychologist and other staff. The space should be designed to be open and minimize the number of enclosed offices.

In addition to these general items, the Administration area should have the following specific features:

- Principal's Office of approximately 200 square feet to provide space for a desk and a small meeting table. The office should be close to the main lobby and be connected to or close to a conference room.
- Assistant Principal's Offices of approximately 120 square feet each adjacent to the Principal's office where possible.
- Nurse's Office of approximately 200 square feet easily accessible from the main campus area. The Nurse's office should have a sink and storage cabinetry for first aid supplies.
- Three to four Conference Rooms for meetings, IEP's and for use by the Community Schools Program. One Conference Room should be large enough to accommodate 10-12 people, approximately 250 square feet. The other Conference Rooms can be smaller, approximately 150-200 square feet. The large conference room should be provided with an AV system and marker board. The smaller rooms should just have a marker board.
- Resource Specialist Office of approximately 120 square feet to provide workspace for Resource Specialist. (Work with students to take place in additional spaces, such as, Small Group Instruction spaces)
- Five to six private offices for use by itinerant staff of approximately 120 square feet each. These offices are to be used by the Psychologist, Speech & Language Pathologist, Counselor, Community Schools Program and other staff when they are on campus.
- Four to six private offices for use by counselors. The offices should be connected with a lobby and waiting area. Offices should be constructed to preserve speech privacy between offices and adjacent areas. There should be a separate entrance to the Counseling area if possible to preserve the privacy of students.
- Minimum of two lockable storage areas for records of 200 square feet each. One area dedicated for Special Education. These should have a one hour fire separation to protect records from damage.
- Teacher Work Room of approximately 350-400 square feet. The Work Room should be easily accessible from the campus and connected to the main Administration area. There should be storage cabinets and counters for materials and equipment, space for large copiers and work tables. Staff restrooms should be located nearby.
- Teacher Collaboration Room of approximately 450-600 square feet. It should be connected to the Teacher Work Room but a separate space. There should be a small kitchen area, storage cabinets and an open area for tables and chairs. An outdoor covered eating area should be provided, where possible. Staff restrooms should be located nearby.

## College and Career Center

The College and Career Center serves an important role in connecting students to their future and should have a central location on campus that makes it easily accessible and visible to students. The College and Career Center should provide a central location for all college and career information for students. There should also be easy public access for parents and family members. The College and Career Center should have the following features:

The main space should be approximately 1,000 square feet with tables and chairs that can be easily re-configured for presentations, independent student research or meetings with students.

AV System for digital presentations.

Provide a chromebook cart for parents and students to access information and resources

Tables, shelves and other furniture for display of informational materials.

Tackable wall areas for display

Work area for College and Career Center Staff. This could be a desk area within the main space in an adjacent office connected to the main space.

Adjacent small storage room/closet of approximately 50-100 square feet for the storage of materials.

## Physical Education and Athletics Facilities

Each High School should have appropriate facilities to support Physical Education and Athletics activities, as well as Community Use. All athletic facilities should be provided equally for both boys and girls in compliance with Title 9 regulations. Each school should have the following spaces:

Main Gym: The Main Gym is sized to support multiple sports and is the venue for competition in all sports and most public use. It should have the following features:

- Sized for competition basketball and volleyball courts with cross-courts as space allows.
- Renovate court surface and update for safety and quality of playing surface. Court floors are aging and need to have higher quality of surface finish for safety and facilities upkeep.
- Retractable basketball hoops with glass backboards and in floor inserts for volleyball and badminton.
- Functional and appropriate HVAC and ventilation systems to improve air quality and air flow for events and classes. Provide local control of ventilation.
- Bleachers should be provided for spectator seating and events. Bleacher capacity should be determined by space allowed. Ideally, adequate bleacher capacity to seat the entire student body for events and assemblies would be provided. Bleachers should be in

good working condition and not present a maintenance or safety concern.

- A public Lobby should be provided for events. The Lobby should include restrooms for public use, a ticket booth and small concession area.
- Adjacent and connected to the Locker Rooms.
- A/V system for presentations and performances. The A/V system should include equipment for large format video presentations, audio amplification, and playback.
- Acoustic treatment to allow space to be effectively used for performances and presentations. Acoustic materials must be durable enough to hold up to physical education and athletic competitions including basketball and volleyball.
- Durable finishes throughout the building, such as, high impact gypsum board, corner guards, and cleanable wall panels. The Gym space should have a cushioned and vented wood floor assembly.
- Adequate heating and ventilation

**Practice Gym:** A second, smaller gym should be provided to support practices for volleyball, basketball, wrestling and other sports, as well as, Physical Education classes. It should be sized for a regulation size high school basketball court and volleyball court where possible, but not full size cross courts. Cross court hoops should be provided for practice purposes. The Practice Gym should also have a cushioned wood floor. Renovate court surface and update for safety and quality of playing surface. Court floors are aging and need to have higher quality of surface finish for safety and facilities upkeep.

**Locker Rooms:** Boys and Girls Locker Rooms should be provided adjacent to or connected to the Main Gym. Locker rooms should have PE lockers to hold uniforms and backpacks. Lockers should be provided for all students enrolled in PE. Locker rooms should be laid out to provide adequate supervision by teachers and coaches. There shall be equitable facilities provided for both the male and female students. Shower and restroom facilities should be provided within the locker rooms. Four to five individual shower stalls should be provided in each locker room rather than large shower areas. Ventilation and HVAC systems should be installed to provide healthy and appropriate air quality.

**Team Rooms:** Two dedicated Team Rooms accessible directly from the Main Gymnasium without going through a Locker Room. Provide whiteboards and AV System with flexible furniture. Space for up to 20 people.

**Athletics and PE Offices:** Office space should be provided for the Athletic Director, coaches and PE teachers. This can be one open office area shared by this group of staff, but should be sized to provide a work space for four staff members. Ideally, the offices are located close to

the Locker Rooms for supervision and a separate office for Coaches to keep student information private. .

**Physical Education Classroom:** One PE Classroom should also be provided, ideally adjacent to the Gymnasium and/or fields. These Classrooms should be configured similarly to typical classrooms, but with resilient flooring. AV systems should be provided.

**Storage:** Adequate storage should be provided for both indoor and outdoor athletic equipment. Permanent storage facilities should be provided that protect equipment from the elements and provide appropriate access to equipment. This storage can be provided in many ways, but will in most cases, be provided through storage rooms within the Gymnasiums for indoor equipment and separate storage buildings near the fields for the storage of outdoor athletic equipment. In most cases this will represent around 2,000 sf of storage space.

**Weight Room:** Each campus should have a dedicated Weight Room for use by both athletic programs and Physical Education. It should be approximately 1,000 to 1,500 square feet with appropriate fitness and strength training equipment. It should be provided with appropriate HVAC and ventilation for the level of activity. Cushioned sports flooring should be provided and the Weight Room should be located near Locker Rooms and other Physical Education spaces.

**Training Room:** Space for 2-3 treatment tables, physical therapy area, sink, ice machine, refrigerator, cold tub, connected or adjacent single occupancy restroom, locking storage cabinetry for equipment. Office space/desk area with locking files for medical records, provide a separate office if possible. Resilient sports flooring and durable wall surfaces and adequate ventilation. Approximately 1,000 sf total space. .

**Wrestling/Group Fitness/Exercise Room:** Each campus should have an additional PE space that can serve a variety of functions. These include Wrestling practice, exercise classes, cheer and dance. The room should be approximately 2,000 square feet and should be provided with appropriate ventilation for the level of activity. It should have a cushioned resilient sports flooring and durable, cleanable wall surfaces, such as, high impact gypsum board or laminate panels. Appropriate A/V equipment should be installed for the needs of both classes and events. An adjacent storage room should be provided for equipment.

### **Athletics & Playfields**

Each school should have adequate outdoor facilities for physical education and athletic practices and events. CDE guidelines should be used as a minimum amount of space

required. Equal facilities must be provided for men's and women's sports. All fields and courts should be accessible, well-maintained, and safe. The following field and court areas should be provided at each of the comprehensive High School Campuses:

Stadium with all-weather track and synthetic turf field. Bleachers for home and visitors should be provided along with facilities for concessions and restrooms. Lighting should be provided at all stadiums for night games and events. Each stadium should have a press box, ideally located as part of the home side bleachers. The press box and bleachers should be updated to meet ADA and OSHA requirements, as well as contain appropriate A/V connections and equipment to support events.. Coaches access should be provided to the Press Box Roof for viewing games. The track shall be competition length and 8 lanes wide.

Stadium fields should contain functioning electrical access on the field to support events that require electronic timing and other necessary equipment at track finish line and sidelines.

Baseball and softball competition fields with covered dugouts, bleachers and permanent fencing with outfield warning tracks and foul poles. Lighting does not need to be provided. A minimum of one field should be provided per sport with additional field areas provided as space allows. Provide electronic scoreboards for one field for each sport.

Tennis courts with court surfacing and appropriate chain link fencing around and between courts. A minimum of 6 courts should be provided.

Asphalt court area with basketball hoops and striping, as well as, additional striping and equipment as necessary for physical education.

Adequate restroom facilities to support public events and regular attendance with supplemental portable restrooms for large events.

## **Lockers**

Student lockers are still in use at High Schools, although less frequently than in the past. Adequate lockers should be provided for all students that want them. Specific approaches and quantities will be reviewed with each site committee. All lockers are to be located in central, well-lit areas that can be supervised. Lockers in interior hallways should be avoided but where they occur should be installed on one side only to minimize congestion.

## **Outdoor Spaces**

The outdoor spaces on a high school campus are important as learning environments, as discussed above, but also as social spaces. Outdoor spaces at each school should be designed and maintained to provide comfortable and appropriate spaces to support a variety of student activities. This includes small study groups, rallies, club days, individual study and many other activities. Spaces that are protected from the sun and from rain should be provided

throughout the campuses. Each campus should have a central outdoor gathering space that can serve as the heart of the school and as a place for larger events. Ideally, the quad should be located adjacent to student-use spaces such as the Cafeteria, Library, and College and Career Center. Smaller outdoor spaces should also be created and maintained to provide social spaces for smaller groups of students.

## SCHOOL DATA

Address: 850 West Ninth Street  
Santa Rosa, CA 95401

Established: 1970  
Site Area: 6.15 acres

### CURRENT CONDITIONS

Students in 2022-23 School Year: 299  
Building Area: 43,179 sq. ft.  
Permanent Classrooms: 19  
Portable Classrooms: 8  
Student Capacity: 428

### MASTER PLAN

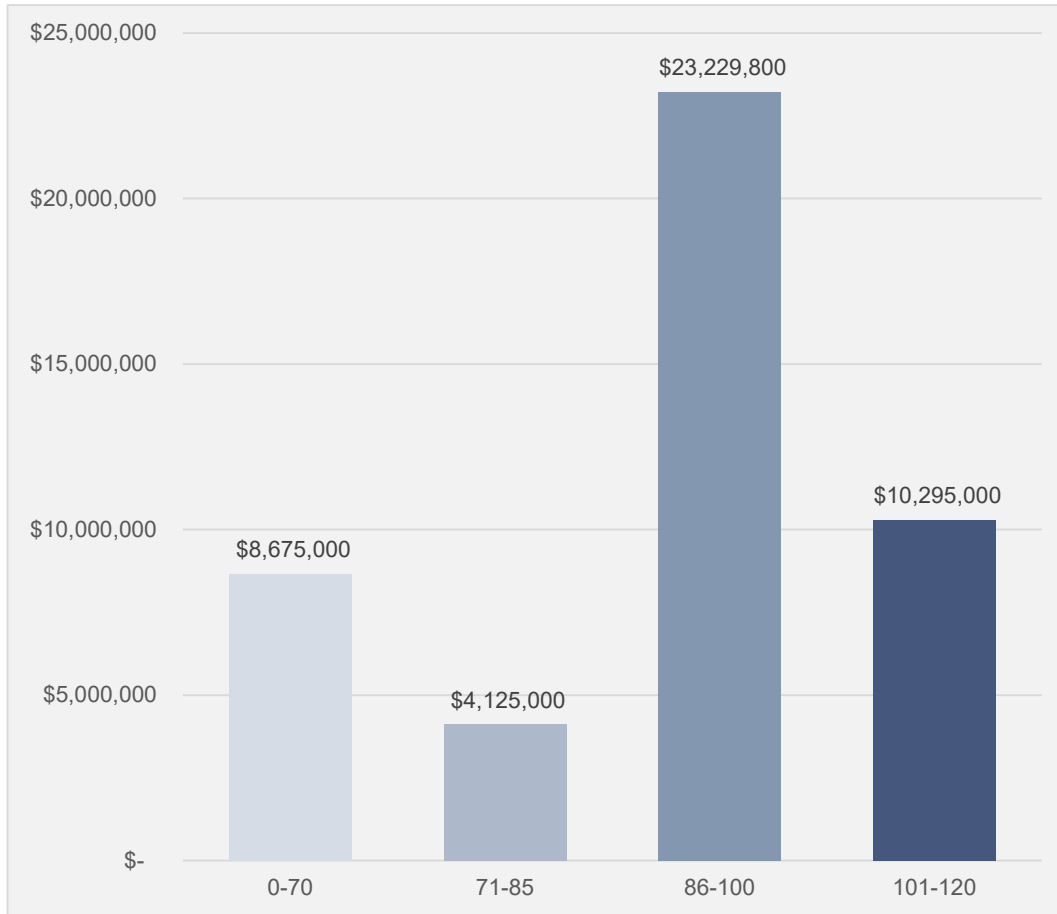
Projected Students in 2029-30: 334  
Planned Classrooms: 22  
Planned Student Capacity: 356



v2.0 Draft for Board Approval: December 13, 2023

# ABRAHAM LINCOLN ELEMENTARY SCHOOL

# SUMMARY

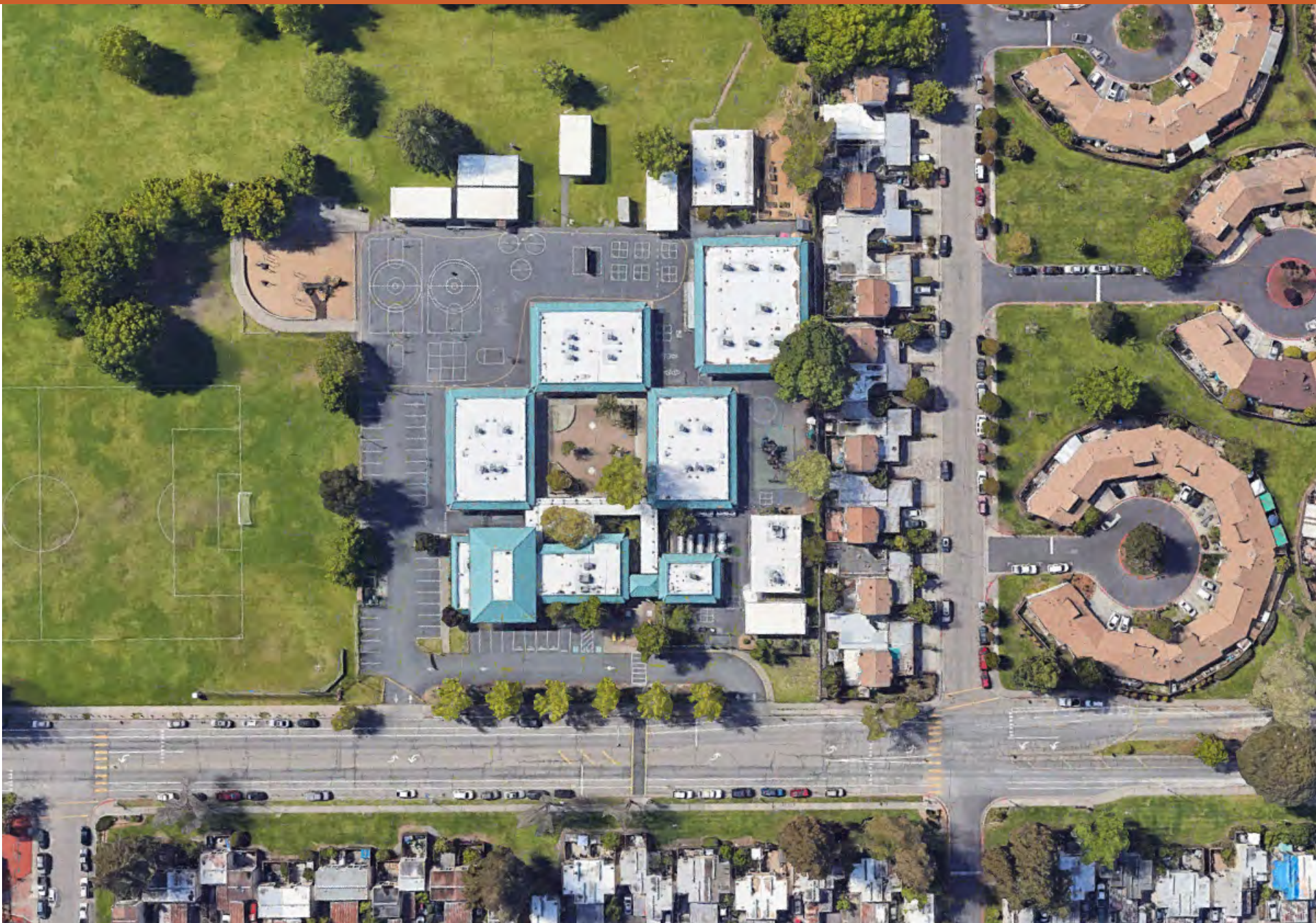


IQ SCORE RANGE	LEVEL OF NEED	ESTIMATED COST
0-70	LOW	\$8,675,000
71-85	MEDIUM	\$4,125,000
86-100	HIGH	\$23,229,800
101-120	HIGHEST	\$10,295,000
TOTAL COST		\$46,324,800

## MAJOR FACILITY NEEDS

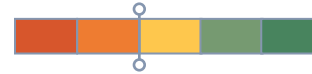
- Campus security including secure perimeter with adjacent park
- Aging classroom and administration buildings that need modernization
- Portable classrooms that are past their service life and need replacement
- Multi-Use Room is undersized and does not serve campus needs adequately
- Egress and accessibility insufficiencies throughout the campus

# AERIAL VIEW



### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



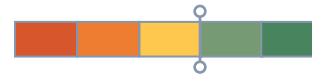
Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

- No accessible student drop off provided
- Accessible path of travel slopes exceed allowable across campus
- Noncompliant ramps and landings throughout campus
- Missing ADA signage for path of travel and rooms
- Existing drinking fountains are not accessible
- Existing paving at play area, trash enclosure, parking and driveway in need of general maintenance
- Existing play equipment and play surfaces are not universally-accessible
- Existing Portables in poor condition

### OPPORTUNITIES

- Revitalize landscaping
- Enhance working garden and raised beds
- Enhance existing outdoor Quad area
- Provide shade at playground area
- Improve school entrance with new marquee
- Improve site security



School Entrance



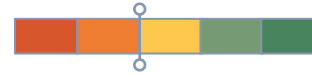
Outdoor Quad Area

# ABRAHAM LINCOLN ELEMENTARY SCHOOL PERMANENT CLASSROOM BUILDINGS

## EXISTING CONDITIONS SUMMARY

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



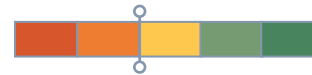
Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

- Aging buildings in need of modernization
- Exterior finishes in poor condition
- Permanent buildings made of concrete masonry units
- Potential non-compliant accessibility entry points

### OPPORTUNITIES

- Existing pod-type buildings offer opportunity for small group instruction
- Enhance existing natural lighting
- Update finishes and furniture for modern day classroom



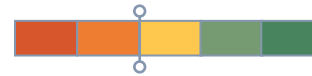
Classroom Interior



Interior Quad

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



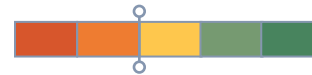
Educational Appropriateness



Technology Infrastructure



Building Finish Materials



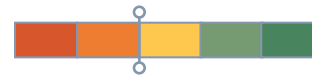
Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security

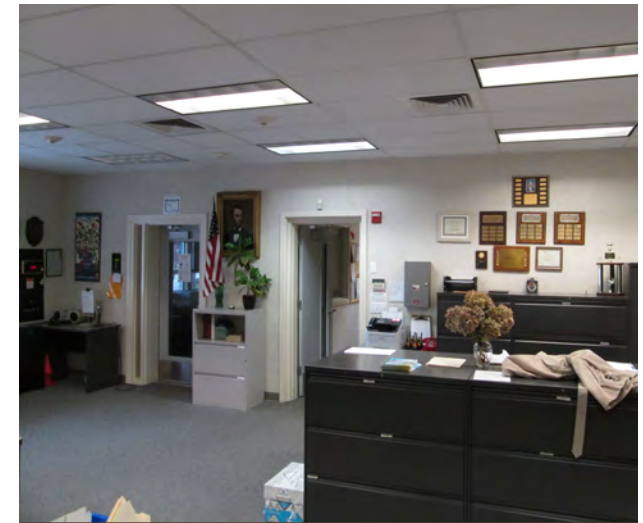


### CHALLENGES

- Permanent building made of concrete masonry units
- Aging buildings in need of general modernization
- Evidence of water intrusion
- Potential non-compliant accessibility entry points

### OPPORTUNITIES

- MPR provides opportunity for group instruction
- Community meeting space
- Reconfiguration of office can provide control access point of entry for the campus



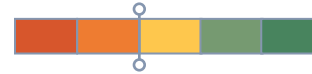
Administration Interior



MPR Interior

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



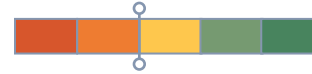
Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



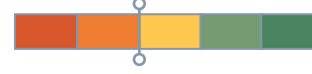
Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

- Aging building in need of modernization
- Exterior finishes in poor condition
- Evidence of water intrusion
- Circulation counter not ADA compliant

### OPPORTUNITIES

- Community meeting space
- Small group instruction
- Reconfigure Library into a better support and flexible space for school



Library Interior



Library Reception & Media Center

**SCHOOL CAPACITY**

2022-2023 ENROLLMENT: 299  
 2029-30 PROJECTED ENROLLMENT: 334  
 EXISTING: 428  
 PROPOSED: 358

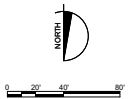
**LEGEND**

- NEW FACILITY
- HEAVY MODERNIZATION / REMODEL
- GENERAL MODERNIZATION
- NEW SHADE STRUCTURE / COVERED AREA
- COVERED WALKWAY
- SITE IMPROVEMENT
- PLAYGROUND
- ASPHALT PAVING
- SOLAR PANEL ARRAY
- EXISTING ORNAMENTAL FENCING
- EXISTING CHAIN LINK FENCING
- NEW ORNAMENTAL FENCING
- NEW CHAIN LINK FENCING
- TREE / VEGETATION



**> ABRAHAM LINCOLN ELEMENTARY SCHOOL**

> SANTA ROSA CITY SCHOOLS DISTRICT | FACILITIES MASTER PLAN | 2177.00



# ABRAHAM LINCOLN ELEMENTARY SCHOOL

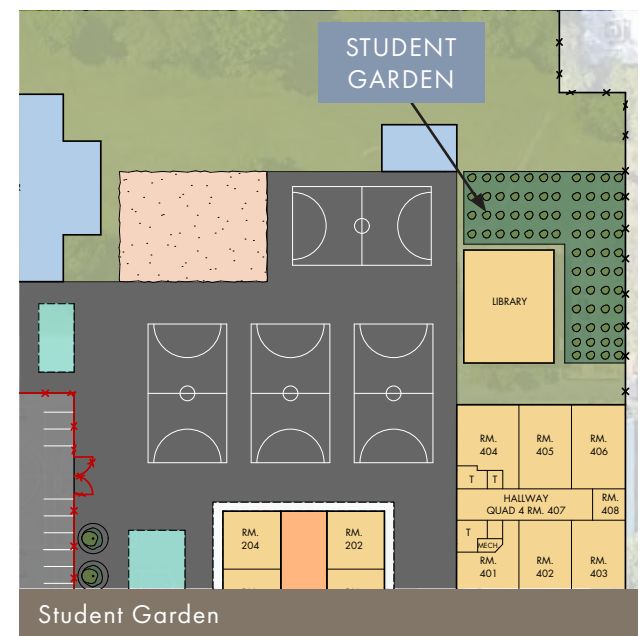
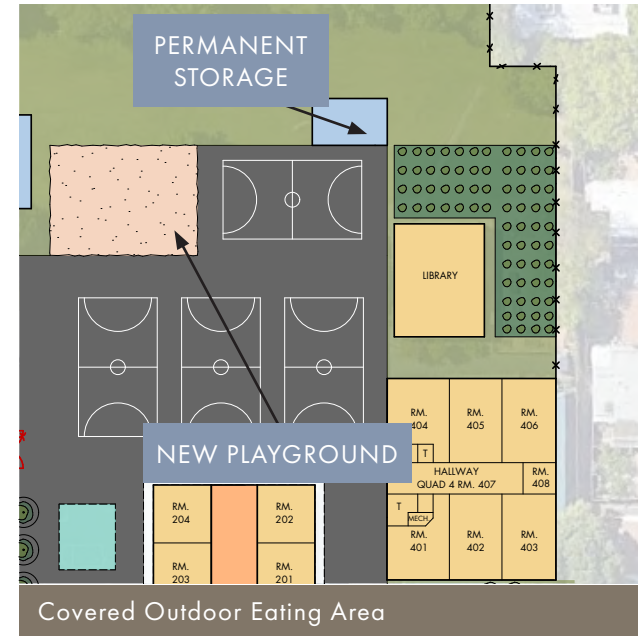
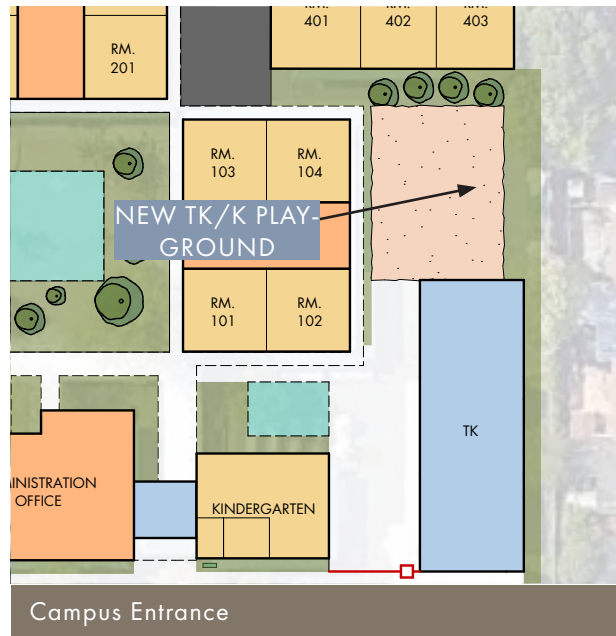
## CAMPUS WIDE SITE IMPROVEMENTS

\$9,054,800

Improvements across the campus to address site issues and improve outdoor areas for students, parents, and staff.

Improvements may include:

- Addressing drainage issues
- Paving and driveway maintenance
- Accessible student drop-off and path of travel
- Revitalizing campus entrance and appearance
- Incorporate outdoor learning areas
- New covered outdoor eating area
- Enhance student garden
- New accessible play equipment
- Remove portables and add hardcourt
- Renovate fields
- Revitalize landscaping and courtyards
- New play structure
- New TK/K Playground



INDICATORS OF QUALITY	
Ed. Programs	14
Community	10
Learning Env.	24
Maintenance	18
Safety and Security	18
Code Comp.	5
<b>Total</b>	<b>89/120</b>

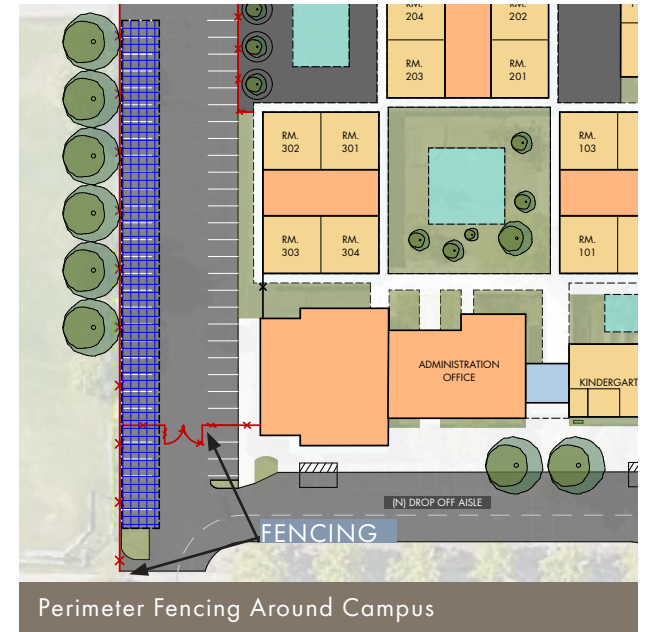
CAMPUS WIDE SAFETY AND SECURITY UPGRADES

\$960,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	10
Learning Env.	24
Maintenance	18
Safety and Security	30
Code Comp.	10
<b>Total</b>	<b>112/120</b>

Improvements across the campus to improve overall security and safety for students and staff. Improvements may include:

- New perimeter fencing and gates at play areas
- Improvements to drop-off to separate students and cars
- Improve exterior lighting
- New window at Administration to better supervise campus entry
- Electronic locks on exterior doors



MODERNIZATION OF EXISTING CLASSROOMS

\$12,800,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	9
Learning Env.	27
Maintenance	20
Safety and Security	18
Code Comp.	6
<b>Total</b>	<b>100/120</b>

Modernize existing classroom buildings, including shared quad spaces. Modernization of each space may include:

- Repair or replace existing wall, floor and hardware finishes
- Flexible furniture including movable worktables
- Storage cabinetry for projects and materials
- 1 sink with a drinking fountain bubbler
- Replace damaged acoustical ceiling tiles and casework
- Repair or replace plumbing systems as necessary
- Modernize existing student and staff restrooms



MODERNIZATION OF EXISTING LIBRARY

\$1,200,000

INDICATORS OF QUALITY	
Ed. Programs	16
Community	4
Learning Env.	24
Maintenance	14
Safety and Security	3
Code Comp.	5
<b>Total</b>	<b>66/120</b>

Modernize existing library. Modernization of the library may include:

- Repurpose and reconfigure existing Computer Lab area
- Repair or replace existing wall, floor and hardware finishes
- Flexible furniture including movable worktables
- Efficient storage stacks for books
- Replace damaged acoustical ceiling tiles and casework
- Repair or replace plumbing systems as necessary



## MODERNIZATION OF ADMINISTRATION

\$4,070,000

Modernize existing administration area and expand to create a secured access point of entry. Administration area may include:

- Expansion to control campus entry
- Conference Room of approximately 250 sf
- Counselor Office of approximately 150 sf
- 3 private offices of approximately 120 sf each for itinerant staff
- Modernize existing Teacher Work Room



INDICATORS OF QUALITY	
Ed. Programs	20
Community	10
Learning Env.	18
Maintenance	20
Safety and Security	30
Code Comp.	5
<b>Total</b>	<b>103/120</b>

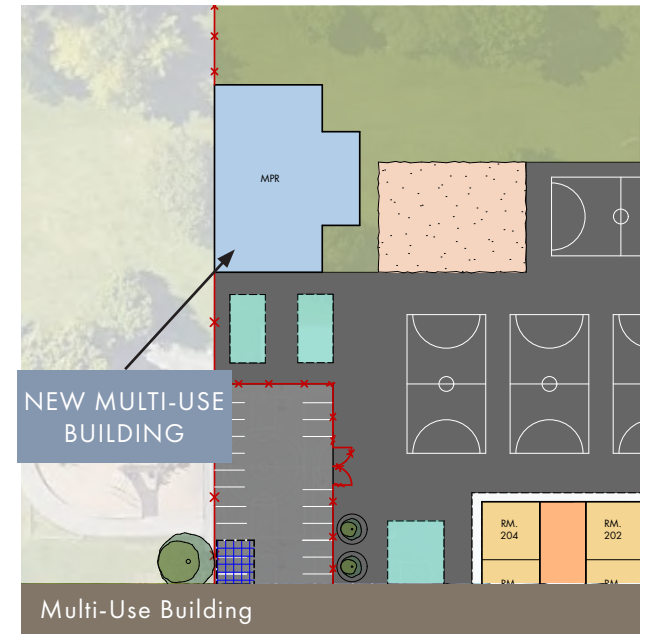
## NEW MULTI-USE BUILDING

\$7,475,000

INDICATORS OF QUALITY	
Ed. Programs	10
Community	8
Learning Env.	21
Maintenance	10
Safety and Security	9
Code Comp.	4
<b>Total</b>	<b>68/120</b>

Provide new Multi-Use Building of approximately 5750 square feet. The Multi-Use Building may include:

- Large flexible space of approximately 4000 sf with durable finishes and acoustic materials
- Adjacent covered outdoor eating area
- Flexible dining tables with dedicated storage
- Separate kitchen space with serving area
- Stage for presentations and performances
- Dedicated storage space



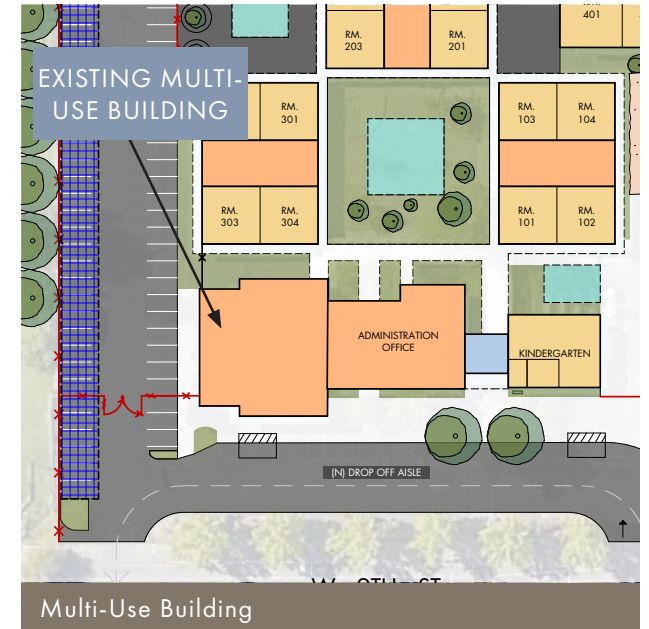
## MODERNIZE EXISTING MULTI-USE BUILDING

\$4,125,000

INDICATORS OF QUALITY	
Ed. Programs	12
Community	5
Learning Env.	18
Maintenance	16
Safety and Security	18
Code Comp.	5
<b>Total</b>	<b>74/120</b>

Modernization of existing Multi-Use Building may include:

- Reconfigure into a PE flex classroom



## SHADE STRUCTURES

Shade Structures across campus:

- Shade Structure adjacent to MPR
- Revitalize existing shade structure for the central courtyard
- Shade structure for TK/ Kindergarten
- Shade structure near visitor/staff parking lot

\$1,375,000

INDICATORS OF QUALITY	
Ed. Programs	14
Community	10
Learning Env.	24
Maintenance	18
Safety and Security	24
Code Comp.	6
<b>Total</b>	<b>96/120</b>



## NEW TK CLASSROOM BUILDING

\$5,265,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	10
Learning Env.	30
Maintenance	20
Safety and Security	21
Code Comp.	8
<b>Total</b>	<b>107/120</b>

Provide 3 new TK classrooms of approximately 1400 sf each.

Each 1,400 sf classroom may include:

- Flexible furniture including movable worktables
- Storage cabinetry for projects and materials
- 1 sink with a drinking fountain bubbler
- Connection to outdoor learning area if possible
- Technology and AV systems
- Adequate electrical infrastructure
- Minimum of (2) 16' markerboards or equivalent
- Tackable wall surface on minimum of one wall
- Dedicated student restroom connected to classroom
- Operable partitions in adjacent classrooms



## SCHOOL DATA

Address: 2140 Jennings Ave  
Santa Rosa, CA 95401

Established: 1990  
Site Area: 8.61 acres

### CURRENT CONDITIONS

Students in 2022-23 School Year: 215  
Building Area: 42,259 sq. ft.  
Permanent Classrooms: 14  
Portable Classrooms: 12  
Student Capacity: 524

### MASTER PLAN

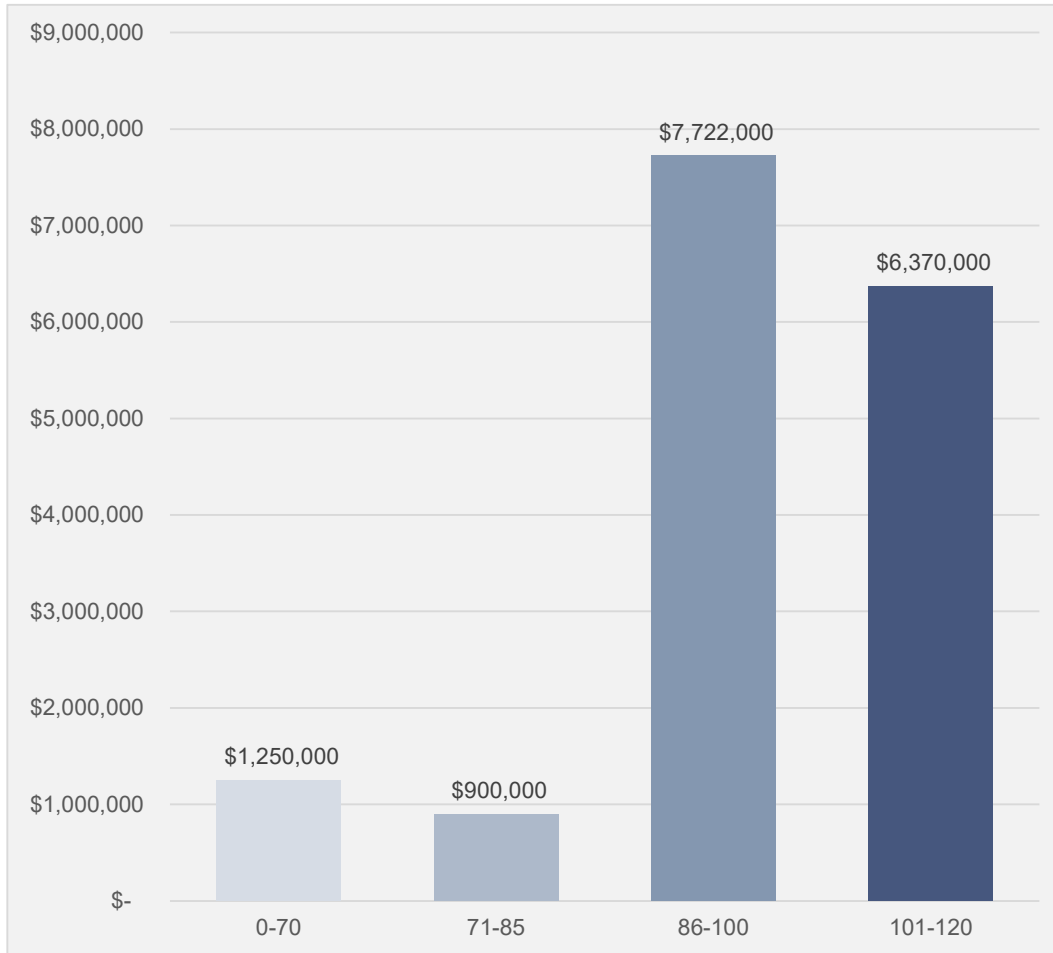
Projected Students in 2029-30: 142  
Planned Classrooms: 14  
Planned Student Capacity: 316



v2.0 Draft for Board Approval: December 13, 2023

# ALBERT F. BIELLA ELEMENTARY SCHOOL

# SUMMARY



IQQ SCORE RANGE	LEVEL OF NEED	ESTIMATED COST
0-70	LOW	\$1,250,000
71-85	MEDIUM	\$900,000
86-100	HIGH	\$7,722,000
101-120	HIGHEST	\$6,370,000
TOTAL COST		\$16,242,000

## MAJOR FACILITY NEEDS

- Site Security – Unsecured access from adjacent park, lack of exterior lighting
- School office not located at front of school and over crowded
- Site has many portables that are beyond their service life
- Existing core facilities (office, multi-use room, and restrooms) are undersized
- Parking / drop-off lane and pedestrian access difficult to control

AERIAL IMAGE



## CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



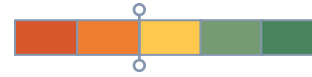
Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



## CHALLENGES

- Limited on-site parking
- No accessible student drop off provided
- Existing play area and driveway paving in need of general maintenance
- Accessible path of travel slopes exceed allowable across campus
- Lacking ADA signage for path of travel and rooms
- Large number of portable classrooms in poor condition and lack ADA compliant ramps

## OPPORTUNITIES

- Adjacent to City Park
- Revitalize landscaping
- Planting area at central courtyard could be exterior stage



Play Area



Central Courtyard

# ALBERT F. BIELLA ELEMENTARY SCHOOL CLASSROOMS, MPR, & ADMINISTRATION

## EXISTING CONDITIONS SUMMARY

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

- Aging facilities in need of modernization
- Permanent buildings made of concrete masonry units
- Classroom entrances not ADA compliant
- Some sinks, toilets and workstations not ADA compliant
- Evidence of water intrusion

### OPPORTUNITIES

- Central resource room opportunity for small group instruction
- Additional staff work spaces



Water Damage at MPR Ceiling



IMC Room

# ALBERT F. BIELLA ELEMENTARY SCHOOL LIBRARY

## EXISTING CONDITIONS SUMMARY

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



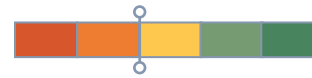
Technology Infrastructure



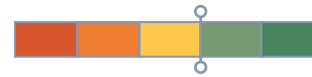
Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

- Aging building in need of modernization
- Exterior finishes in poor condition
- Exterior entry & Circulation Desk not ADA compliant

### OPPORTUNITIES

- Community meeting space
- Small group instruction spaces



Exterior Elevation



Library Interior

**SCHOOL CAPACITY**

2022-2023 ENROLLMENT: 215  
 2029-30 PROJECTED ENROLLMENT: 142  
 EXISTING: 524  
 PROPOSED: 316



**> ALBERT BIELLA ELEMENTARY SCHOOL**

> SANTA ROSA CITY SCHOOLS DISTRICT | FACILITIES MASTER PLAN | 2177.00



0 30' 60'

# ALBERT F. BIELLA ELEMENTARY SCHOOL

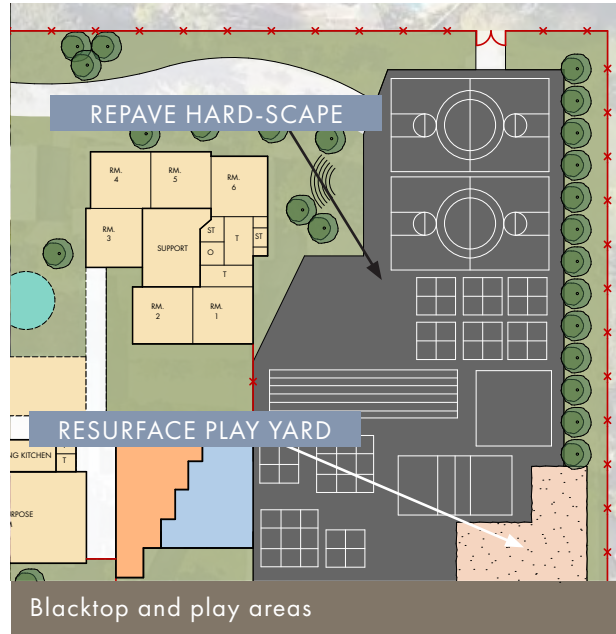
## CAMPUS SITE IMPROVEMENTS

\$2,877,000

Improvements across the campus to address site issues and improve outdoor areas for students, parents, and staff.

Improvements may include:

- Addressing drainage issues throughout campus
- Paving and walkway maintenance
- Re-developed parking lot with drop-off lane
- Revitalizing campus entrance and appearance
- Incorporate more outdoor learning areas
- Resurface black-top and play areas
- Renovate landscaping and courtyards
- Revitalize school garden
- New outdoor amphitheater



INDICATORS OF QUALITY	
Ed. Programs	16
Community	10
Learning Env.	21
Maintenance	14
Safety and Security	21
Code Comp.	5
<b>Total</b>	<b>87/120</b>



# ALBERT F. BIELLA ELEMENTARY SCHOOL

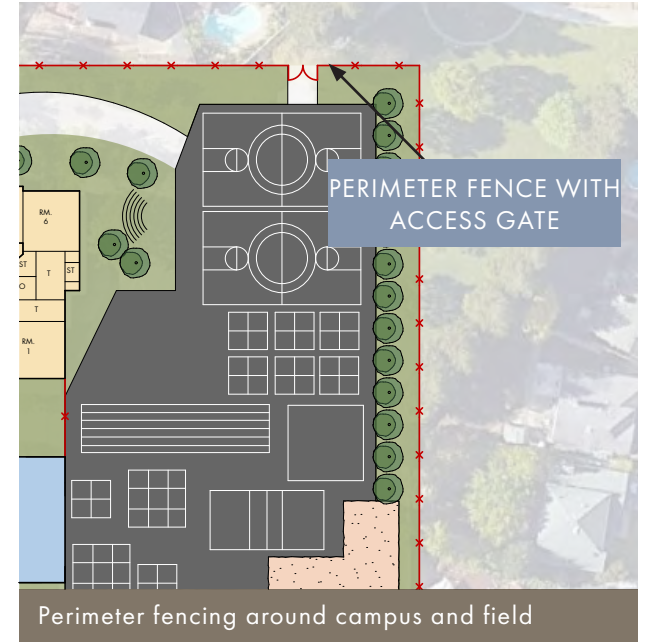
## CAMPUS WIDE SAFETY AND SECURITY UPGRADES

\$1,020,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	10
Learning Env.	24
Maintenance	18
Safety and Security	30
Code Comp.	10
<b>Total</b>	<b>112/120</b>

Improvements across the campus to improve overall security and safety for students and staff. Improvements may include:

- New perimeter fencing surrounding the campus and fields
- Limited gate access
- Improve exterior lighting throughout core of campus
- Electronic locks on exterior doors



# ALBERT F. BIELLA ELEMENTARY SCHOOL

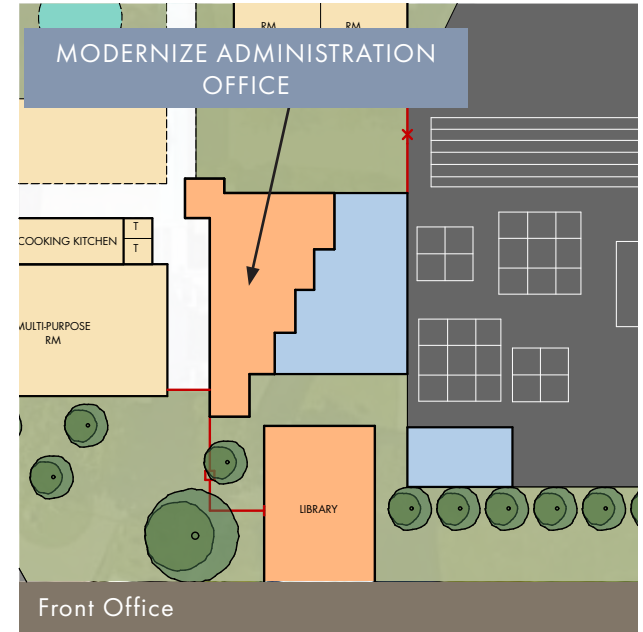
## MODERNIZATION/ EXPANSION OF ADMIN OFFICE

\$5,350,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	10
Learning Env.	18
Maintenance	18
Safety and Security	30
Code Comp.	5
<b>Total</b>	<b>101/120</b>

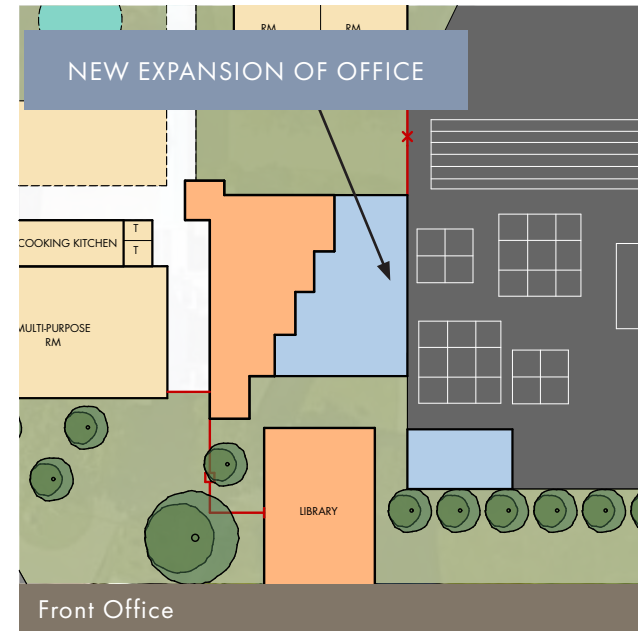
Modernize existing administration office to incorporate more office spaces and reposition the entrance. Modernization may include:

- Repurpose existing workspaces into office space
- Relocate entrance to the front of campus
- Provide sufficient storage for supplies
- Repair/refinish flooring and wall finishes
- Provide additional staff restrooms
- Replace window and door casings
- Ensure ADA compliance



New expansion to administration office will house additional staff offices and meeting spaces. The expansion may include:

- Reception area
- (6) offices, each approximately 100 sf
- (2) large conference rooms, each approximately 200 sf
- (3) private conference rooms, each approximately 100 sf
- (1) Break room to accommodate 25 persons with kitchenette
- Large windows for playground visibility
- Flexible furniture
- Sufficient storage for supplies
- Provide energy efficient lighting and occupant controlled switches



# ALBERT F. BIELLA ELEMENTARY SCHOOL

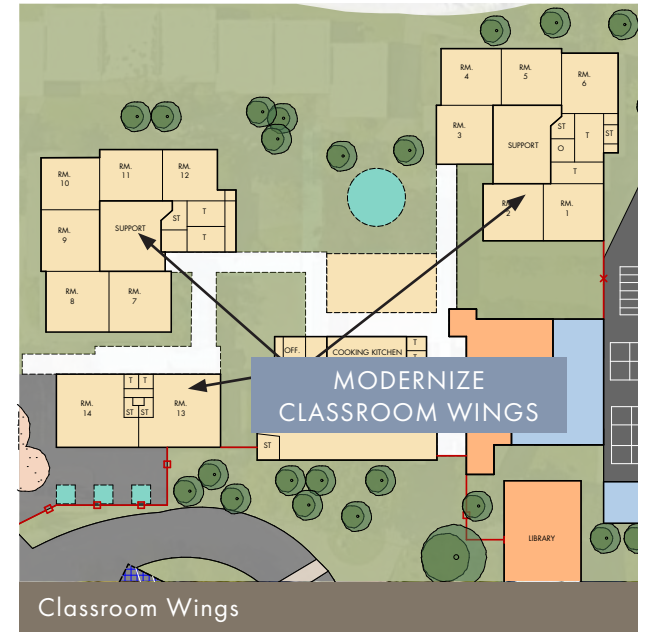
## MODERNIZATION OF CLASSROOM WINGS

\$4,245,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	9
Learning Env.	27
Maintenance	20
Safety and Security	18
Code Comp.	6
<b>Total</b>	<b>100/120</b>

Modernize classroom wings. Modernization of these spaces may include:

- Repair/replace existing wall, floor and hardware finishes
- Flexible furniture including movable worktables
- Increase classroom storage
- Replace damaged acoustical ceiling tiles and casework
- Repair plumbing systems as necessary
- Provide energy efficient lighting and occupant controlled switches



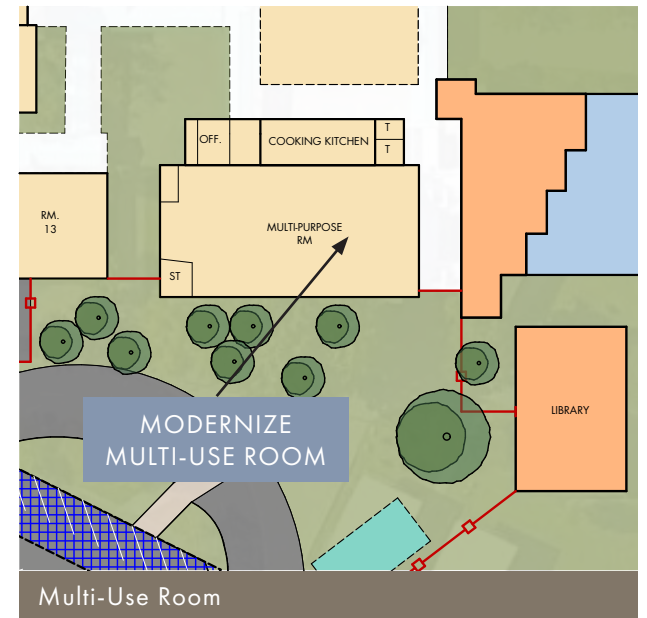
## MODERNIZATION OF MULTI-USE ROOM

\$900,000

INDICATORS OF QUALITY	
Ed. Programs	12
Community	5
Learning Env.	18
Maintenance	16
Safety and Security	18
Code Comp.	5
<b>Total</b>	<b>74/120</b>

Modernize multi-use building and services. Modernization of the space may include:

- Repair/replace existing wall, floor and hardware finishes
- Flexible furniture including movable worktables
- Additional storage cabinetry for supplies
- Provide shade structure
- Replace damaged acoustical ceiling tiles and casework
- Repair plumbing systems as necessary



# ALBERT F. BIELLA ELEMENTARY SCHOOL

## MODERNIZATION OF LIBRARY

\$1,250,000

INDICATORS OF QUALITY	
Ed. Programs	16
Community	4
Learning Env.	24
Maintenance	14
Safety and Security	3
Code Comp.	5
<b>Total</b>	<b>66/120</b>

Modernize library. Modernization of these spaces may include:

- Repurpose existing Computer Lab area
- Repair/replace existing wall, floor and hardware finishes
- Flexible furniture including movable worktables
- Efficient storage stacks for books
- Replace damaged acoustical ceiling tiles and casework



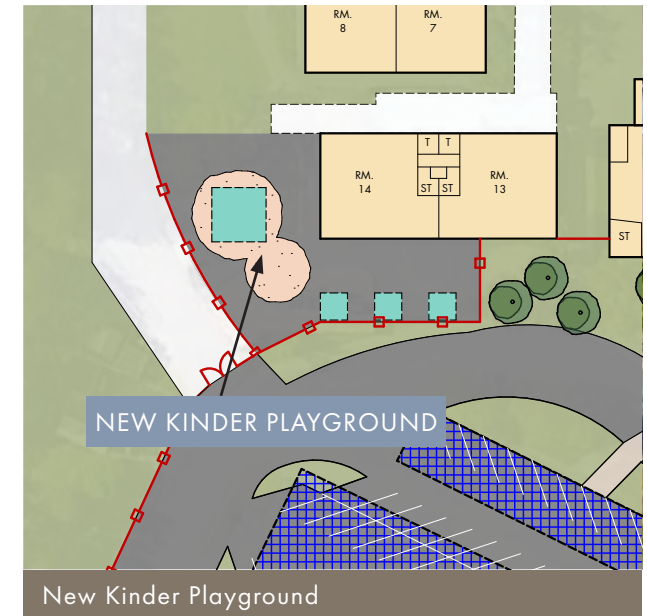
## NEW KINDERGARTEN PLAYGROUND

\$300,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	8
Learning Env.	24
Maintenance	16
Safety and Security	21
Code Comp.	8
<b>Total</b>	<b>97/120</b>

New Kinder Playground. Construction of this space may include:

- Play Structures
- Install rubber playground tiles



# ALBERT F. BIELLA ELEMENTARY SCHOOL

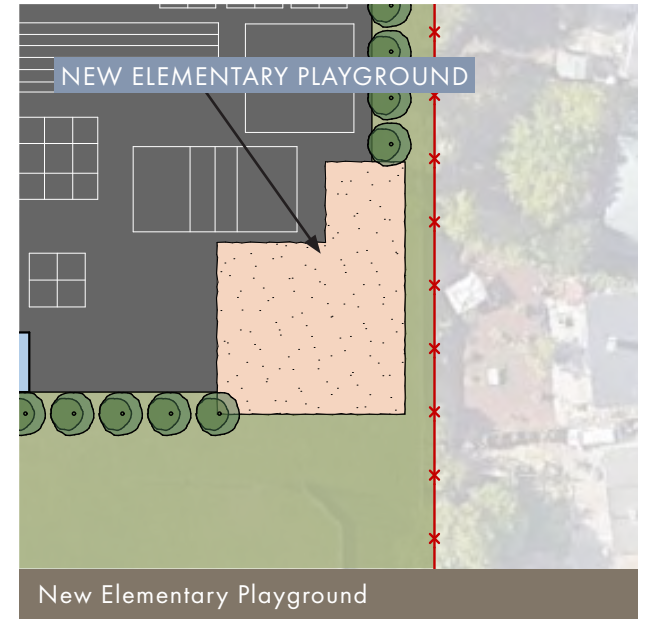
## NEW ELEMENTARY PLAYGROUND

\$300,000

INDICATORS OF QUALITY	
Ed. Programs	18
Community	10
Learning Env.	24
Maintenance	16
Safety and Security	24
Code Comp.	8
<b>Total</b>	<b>100/120</b>

New Elementary Playground. Construction of this space may include:

- Play Structures
- Install rubber playground tiles



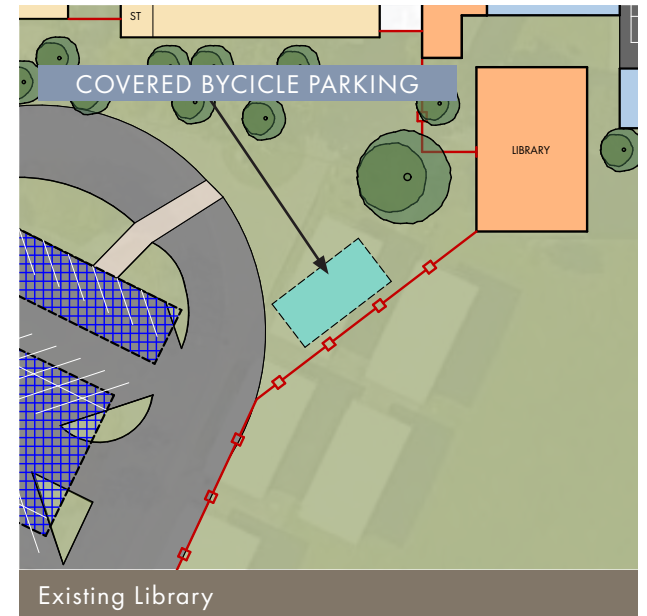
## COVERED BICYCLE PARKING

INDICATORS OF QUALITY	
Ed. Programs	8
Community	10
Learning Env.	9
Maintenance	10
Safety and Security	24
Code Comp.	3
<b>Total</b>	<b>64/120</b>

## INCLUDED IN SITE IMPROVEMENTS

New construction of this space may include:

- Bicycle racks
- Security door with lock
- Sensor lighting



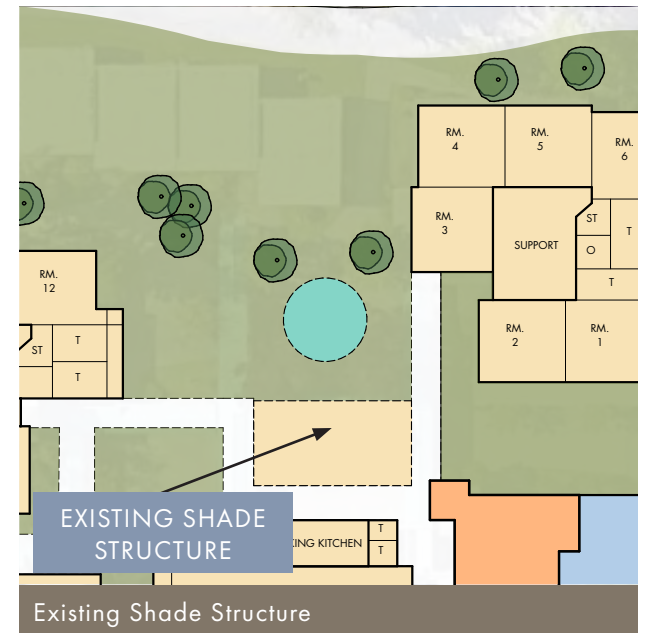
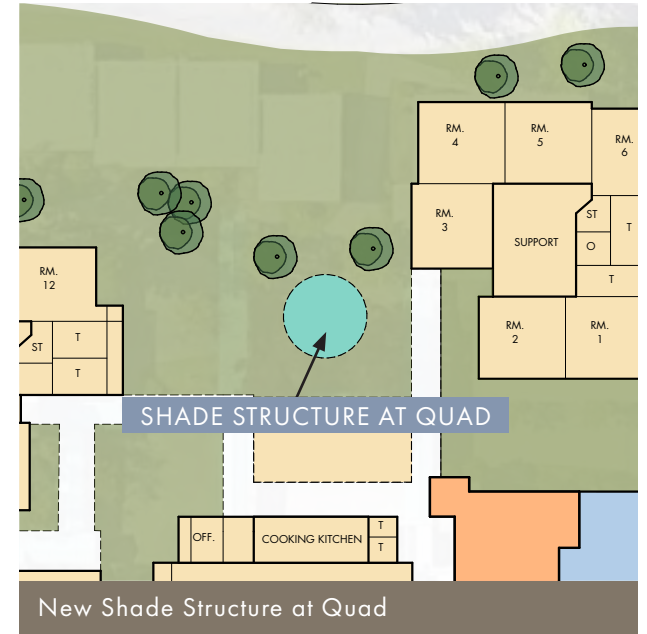
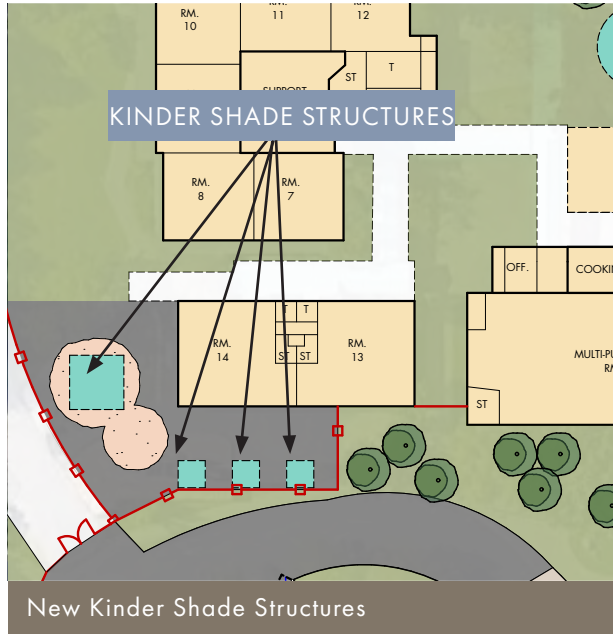
# ALBERT F. BIELLA ELEMENTARY SCHOOL

## COVERED STRUCTURES

Improvements across the campus to address site issues and improve outdoor areas for students, parents, and staff. Shading structures may be located in the following areas:

- Kinder playground
- Elementary quad
- Existing shade structure to remain as is

## INCLUDED IN SITE IMPROVEMENTS



INDICATORS OF QUALITY	
Ed. Programs	14
Community	10
Learning Env.	24
Maintenance	18
Safety and Security	24
Code Comp.	6
<b>Total</b>	<b>96/120</b>

## SCHOOL DATA

Address: 1850 Vallejo St.  
Santa Rosa, CA 95404

Established: 1963  
Site Area: 6.98 acres

### CURRENT CONDITIONS

Students in 2022-23 School Year: 303  
Building Area: 39472 sq. ft.  
Permanent Classrooms: 13  
Portable Classrooms: 14  
Student Capacity: 514

### MASTER PLAN

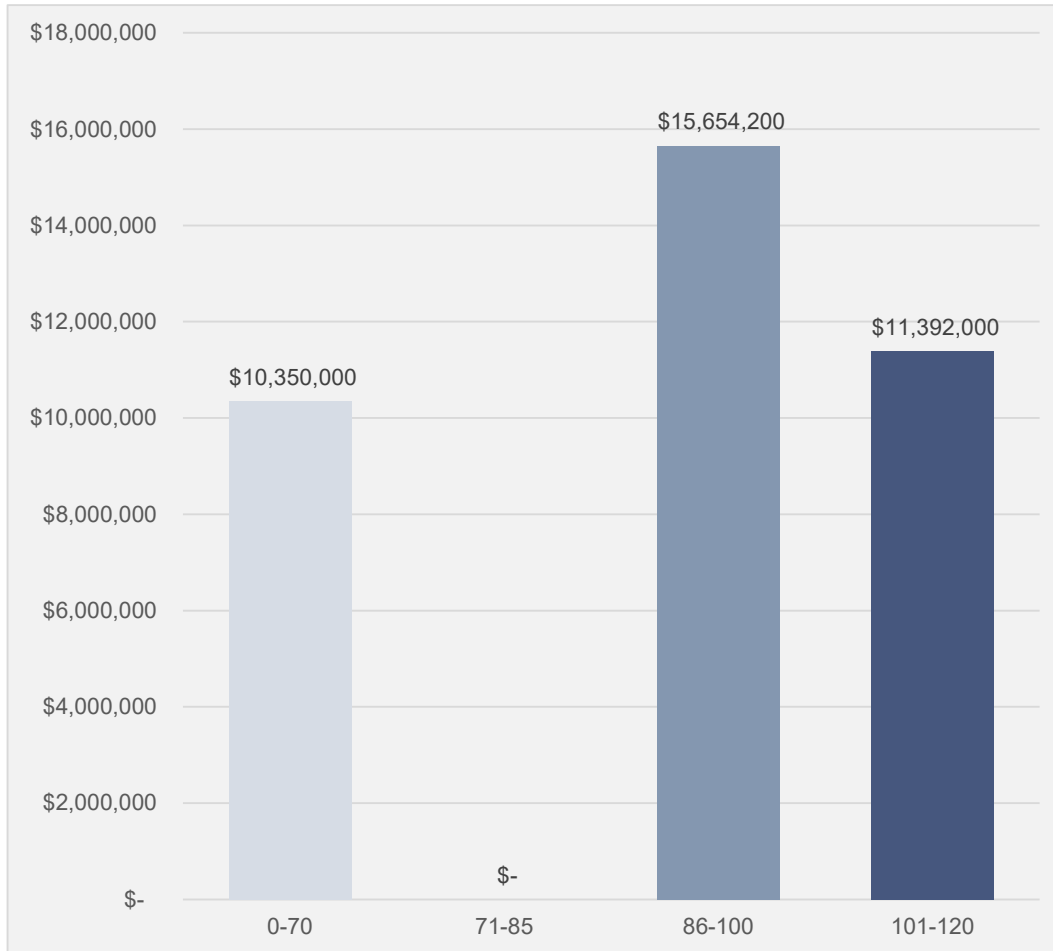
Projected Students in 2029-30: 294  
Planned Classrooms: 16  
Planned Student Capacity: 366



v2.0 Draft for Board Approval: December 13, 2023

# BROOK HILL ELEMENTARY SCHOOL

# SUMMARY



IQQ SCORE RANGE	LEVEL OF NEED	ESTIMATED COST
0-70	LOW	\$10,350,000
71-85	MEDIUM	\$ -
86-100	HIGH	\$15,654,200
101-120	HIGHEST	\$11,392,000
TOTAL COST		\$37,396,200

## MAJOR FACILITY NEEDS

- Campus security including secure perimeter, supervision of the campus entry and rear entry to the campus
- New covered eating space
- New classroom building
- Modernize classrooms and restrooms
- Reconfigure and modernize admin

AERIAL IMAGE



## CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



## CHALLENGES

- Lacking ADA signage for path of travel and rooms
- Accessible path of travel slopes exceed allowable across campus
- No accessible student drop off provided
- No on-site parking
- Existing play area paving in general need of maintenance
- Existing play equipment is not universally accessible
- Lacks covered outdoor eating area
- Portable classrooms past their useful life

## OPPORTUNITIES

- Adjacent to City Park
- Revitalize mature trees and landscaping
- Outdoor amphitheater provides opportunity for small group instruction



Play Areas



Outdoor Eating Area

# BROOK HILL ELEMENTARY SCHOOL CLASSROOMS, MPR & ADMINISTRATION

## EXISTING CONDITIONS SUMMARY

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

- Aged facilities in need of some modernization
- Permanent buildings made of concrete masonry units
- Some sinks and restrooms not ADA compliant
- Evidence of water intrusion
- Large number of portables on site

### OPPORTUNITIES

- Improve school entry and make Main Office more visible
- Interior hallways and interior rooms provide opportunity for small group instruction



Interior Hallway



Classroom Interior

# BROOK HILL ELEMENTARY SCHOOL MODULAR LIBRARY

## EXISTING CONDITIONS SUMMARY

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

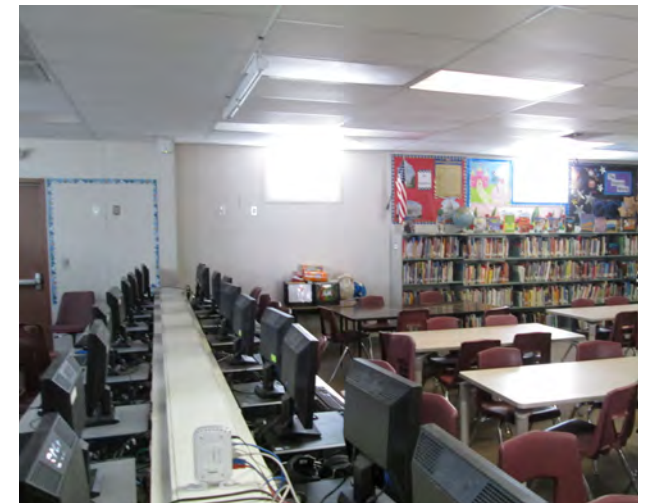
- Aging building in need of modernization
- Exterior finishes in poor condition
- Some evidence of water intrusion
- Circulation desk not ADA compliant

### OPPORTUNITIES

- Opportunity for small group instruction
- Community meeting space



Library Exterior

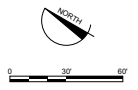


Library Interior



# > BROOK HILL ELEMENTARY SCHOOL

> SANTA ROSA CITY SCHOOLS DISTRICT | FACILITIES MASTER PLAN | 2177.00



# BROOK HILL ELEMENTARY SCHOOL

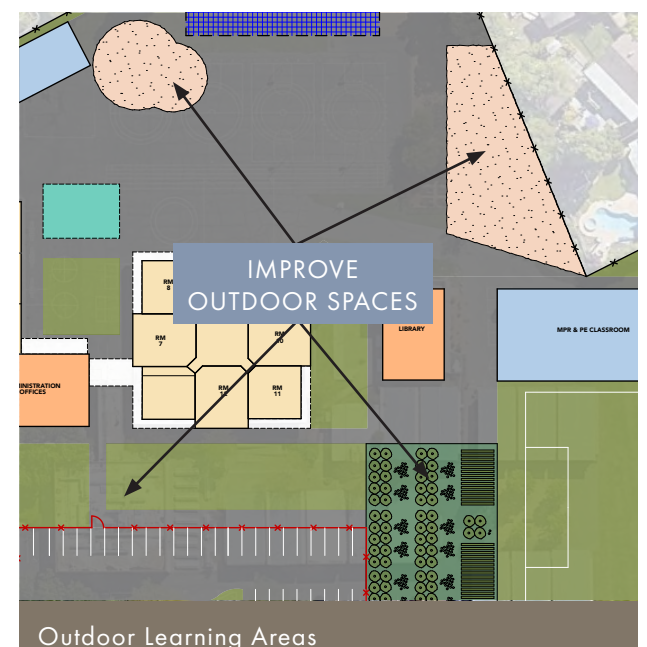
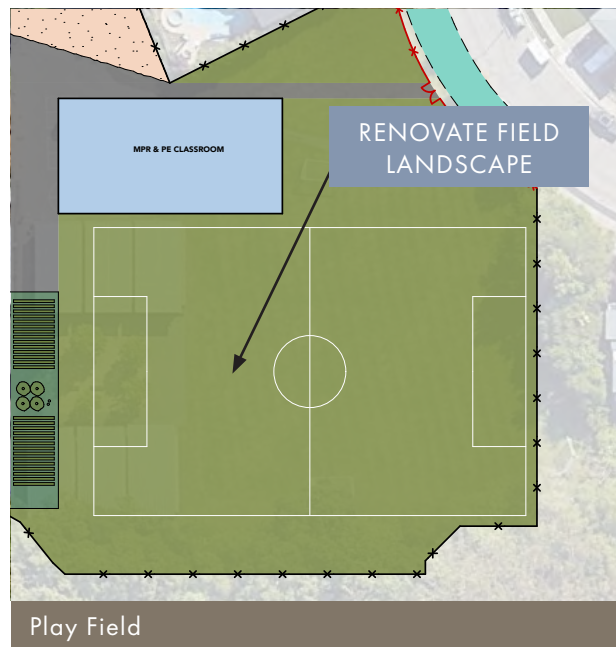
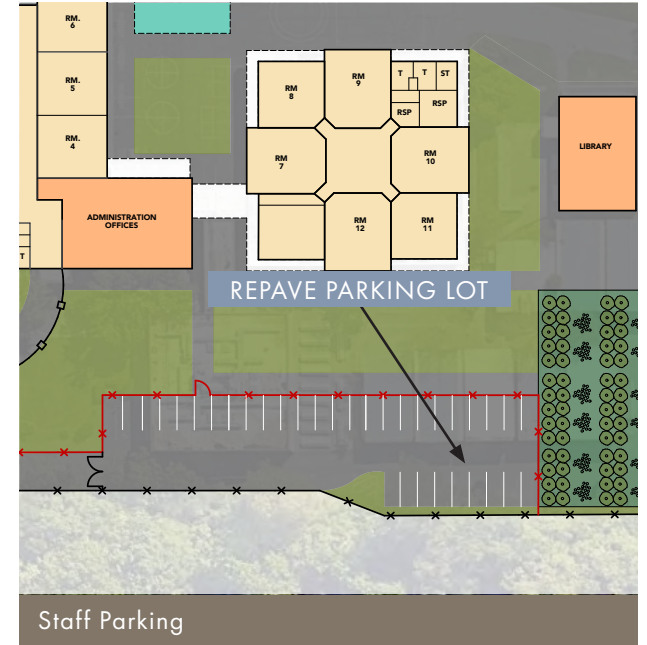
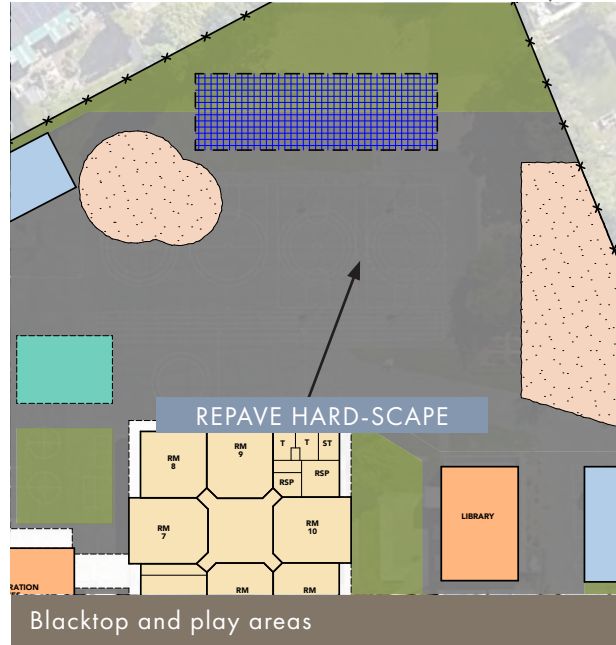
## CAMPUS SITE IMPROVEMENTS

Improvements across the campus to address site issues and improve outdoor areas for students, parents, and staff.

Improvements may include:

- Addressing drainage issues throughout campus
- Paving and walkway maintenance
- Renovate landscaping and courtyards
- Re-surface parking lots
- Revitalizing campus entrance and appearance
- Incorporate more outdoor learning areas
- Resurface black-top and play areas
- Renovate field landscape
- Revitalize school garden

\$300,000



INDICATORS OF QUALITY	
Ed. Programs	16
Community	10
Learning Env.	21
Maintenance	14
Safety and Security	21
Code Comp.	5
<b>Total</b>	<b>87/120</b>

# BROOK HILL ELEMENTARY SCHOOL

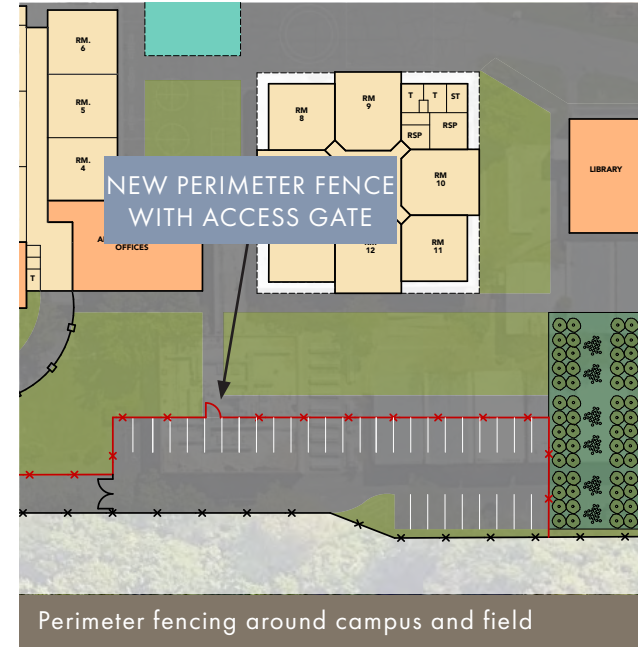
## CAMPUS WIDE SAFETY AND SECURITY UPGRADES

\$552,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	10
Learning Env.	24
Maintenance	18
Safety and Security	30
Code Comp.	10
<b>Total</b>	<b>112/120</b>

Improvements across the campus to improve overall security and safety for students and staff. Improvements may include:

- New perimeter fencing surrounding the campus and fields
- Limited gate access at back fence
- Improve exterior lighting throughout core of campus
- Electronic locks on exterior doors



# BROOK HILL ELEMENTARY SCHOOL

## RECONFIGURE ADMINISTRATION OFFICE

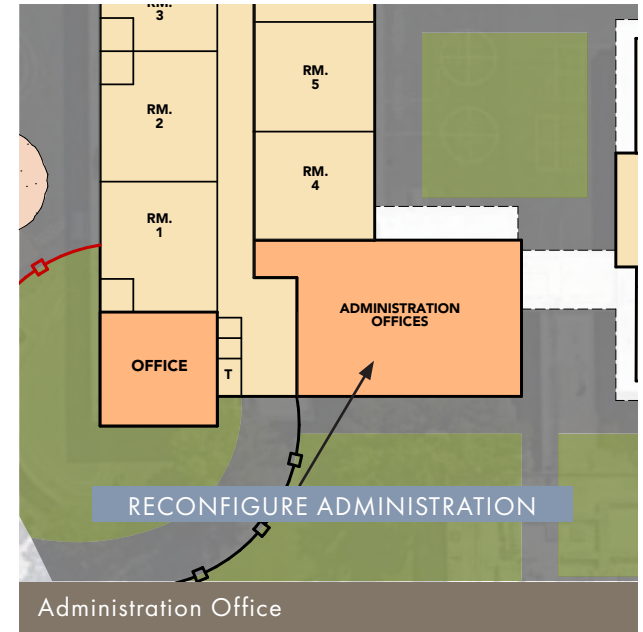
\$5,250,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	10
Learning Env.	18
Maintenance	18
Safety and Security	30
Code Comp.	5
<b>Total</b>	<b>101/120</b>

Modernize existing administration area and repurpose Kindergarten into additional administration space.

Modernization may include:

- Reorganize workspaces and offices for a more sufficient layout
- Provide sufficient storage for supplies
- Repair/refinish flooring and wall finishes
- Provide restroom facilities for Boys, Girls, and Staff
- Replace window and door casings
- Ensure ADA compliance
- Reconfigure entry to provide access control for visitors



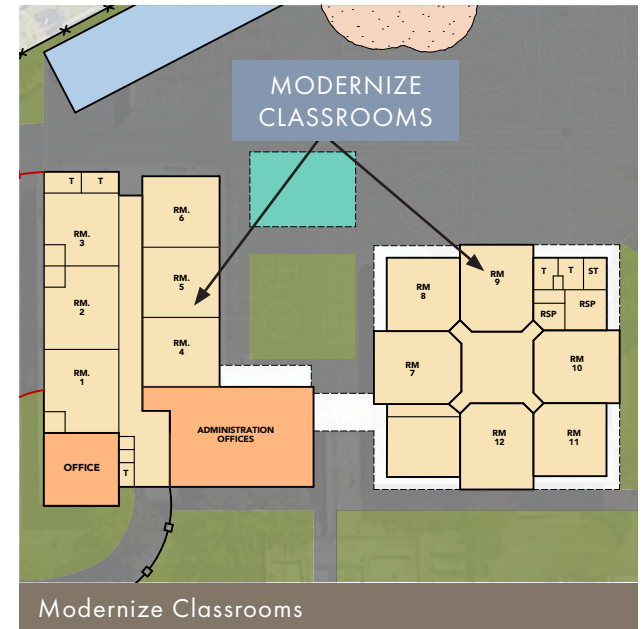
## MODERNIZATION OF CLASSROOMS

\$9,500,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	9
Learning Env.	27
Maintenance	20
Safety and Security	18
Code Comp.	6
<b>Total</b>	<b>100/120</b>

Modernize classrooms to incorporate more efficient use of space and programs. Modernization may include:

- Provide sufficient storage for supplies
- Repair/refinish flooring and wall finishes
- Replace window and door casings
- Ensure ADA compliance
- Flexible furniture including movable worktables



# BROOK HILL ELEMENTARY SCHOOL

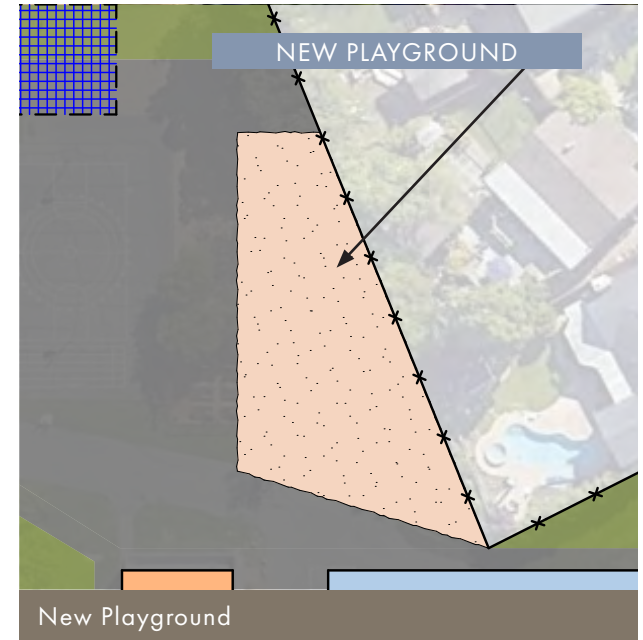
## NEW PLAYGROUND

\$300,000

INDICATORS OF QUALITY	
Ed. Programs	14
Community	8
Learning Env.	24
Maintenance	16
Safety and Security	30
Code Comp.	6
<b>Total</b>	<b>98/120</b>

Move play area to other side of Library. New playground may include:

- Relocation of existing play structures



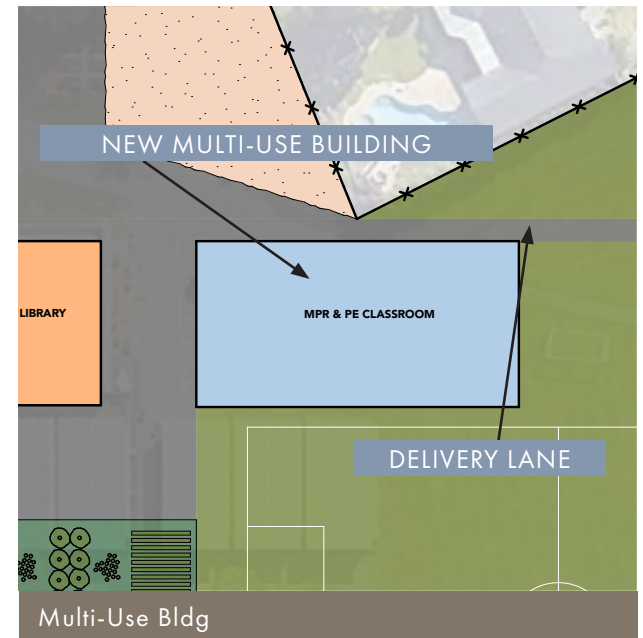
## NEW MULTI-USE BUILDING

\$9,100,000

INDICATORS OF QUALITY	
Ed. Programs	16
Community	8
Learning Env.	21
Maintenance	10
Safety and Security	9
Code Comp.	6
<b>Total</b>	<b>70/120</b>

New multi-use building of approximately 7,000-sf. New space may include:

- Large flexible space of approximately 4,000 sf with durable materials
- PE dedicated classroom
- New kitchen and service area
- Provide sufficient storage for supplies
- Provide new shade structure for covered eating
- New Performance Stage
- Provide interior entrance into existing restroom facilities
- Provide service drop-off parking



# BROOK HILL ELEMENTARY SCHOOL

## NEW TK CLASSROOM BUILDING

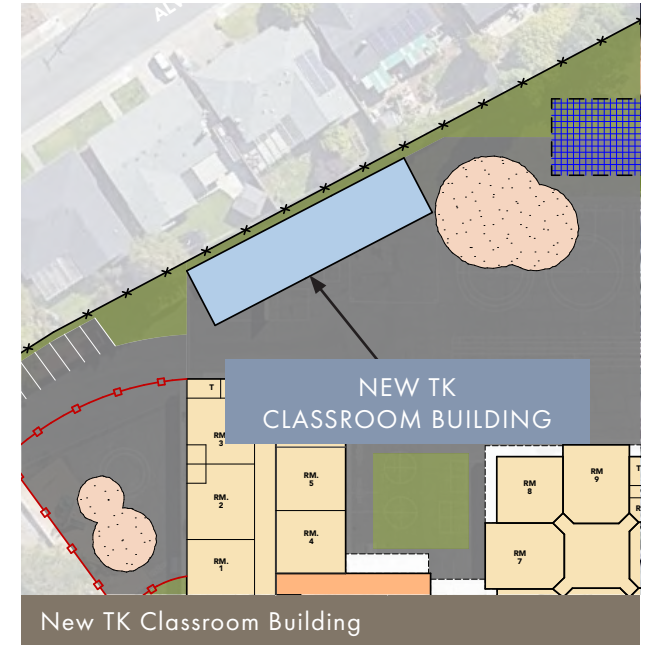
\$5,590,000

Provide 3 new TK classrooms of approximately 1,400 sf each.

INDICATORS OF QUALITY	
Ed. Programs	20
Community	8
Learning Env.	30
Maintenance	20
Safety and Security	21
Code Comp.	8
<b>Total</b>	<b>107/120</b>

Each 1,400 sf classroom may include:

- Flexible furniture including movable worktables
- Storage cabinetry for projects and materials
- 1 sink with a drinking fountain bubbler
- Connection to outdoor learning area if possible
- Technology and AV systems
- Adequate electrical infrastructure
- Adequate markerboards and teaching wall space
- Tackable wall surface on minimum of one wall
- Operable partitions in adjacent classrooms
- Dedicated student restroom connected to classroom



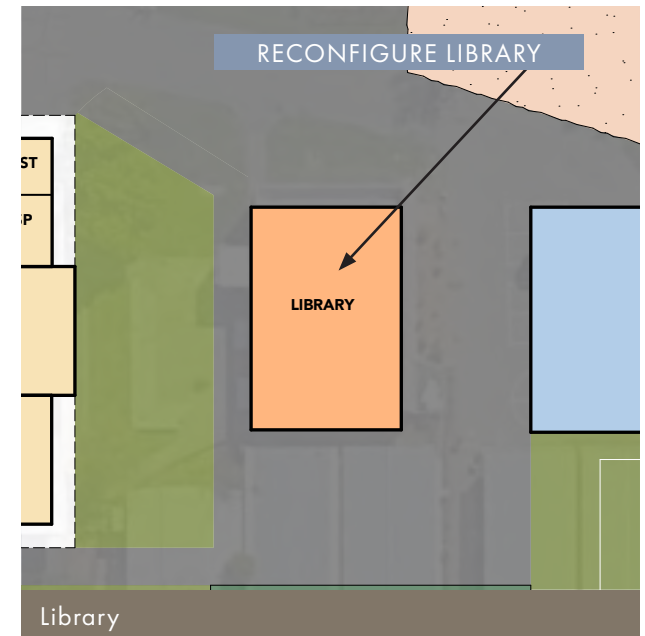
## RECONFIGURE LIBRARY

\$1,250,000

Reconfigure the library. Modernization of this space may include:

- Repurpose existing computer Lab area into additional workspace
- Repair/replace existing wall, floor and hardware finishes
- Flexible furniture including movable worktables
- Efficient storage stacks for books
- Replace damaged acoustical ceiling tiles and casework
- Repair plumbing systems as necessary
- Ensure a sufficient amount of electrical outlets

INDICATORS OF QUALITY	
Ed. Programs	16
Community	6
Learning Env.	24
Maintenance	14
Safety and Security	3
Code Comp.	5
<b>Total</b>	<b>68/120</b>



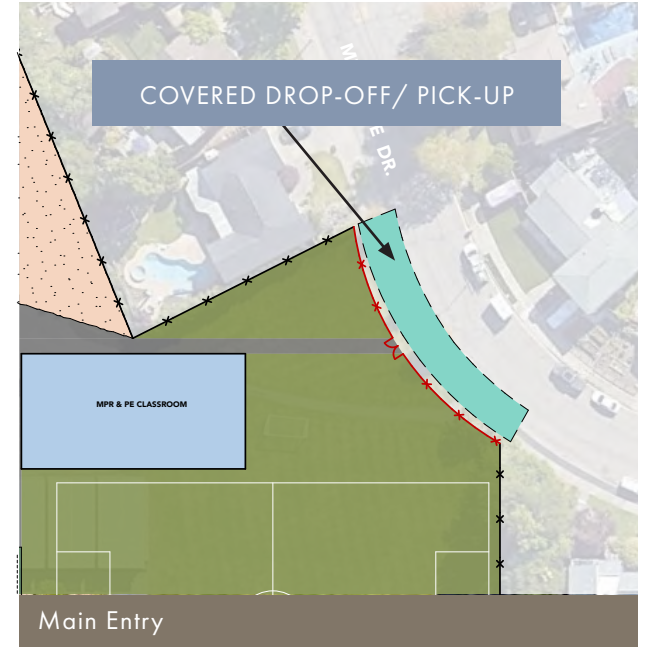
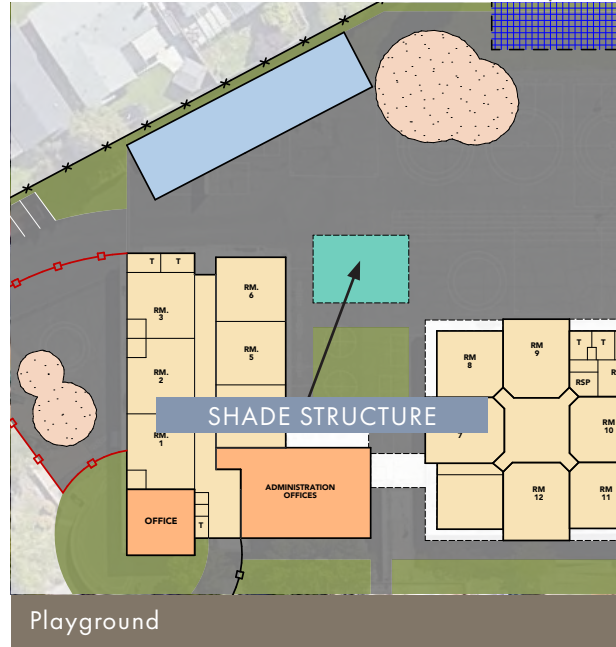
# BROOK HILL ELEMENTARY SCHOOL

## SHADE STRUCTURES

Improvements across the campus to address site issues and improve outdoor areas for students, parents, and staff. Improvements may include a shade structure with seating in the following areas:

- Playground
- Main Entry

\$275,000



INDICATORS OF QUALITY	
Ed. Programs	14
Community	10
Learning Env.	24
Maintenance	18
Safety and Security	24
Code Comp.	6
<b>Total</b>	<b>96/120</b>

## SCHOOL DATA

Address: 1700 Jennings Avenue  
Santa Rosa, CA 95401

Established: 1970  
Site Area: 6.15 acres

### CURRENT CONDITIONS

Students in 2022-23 School Year: 411  
Building Area: 35,587 sq. ft.  
Permanent Classrooms: 13  
Portable Classrooms: 11  
Student Capacity: 532

### MASTER PLAN

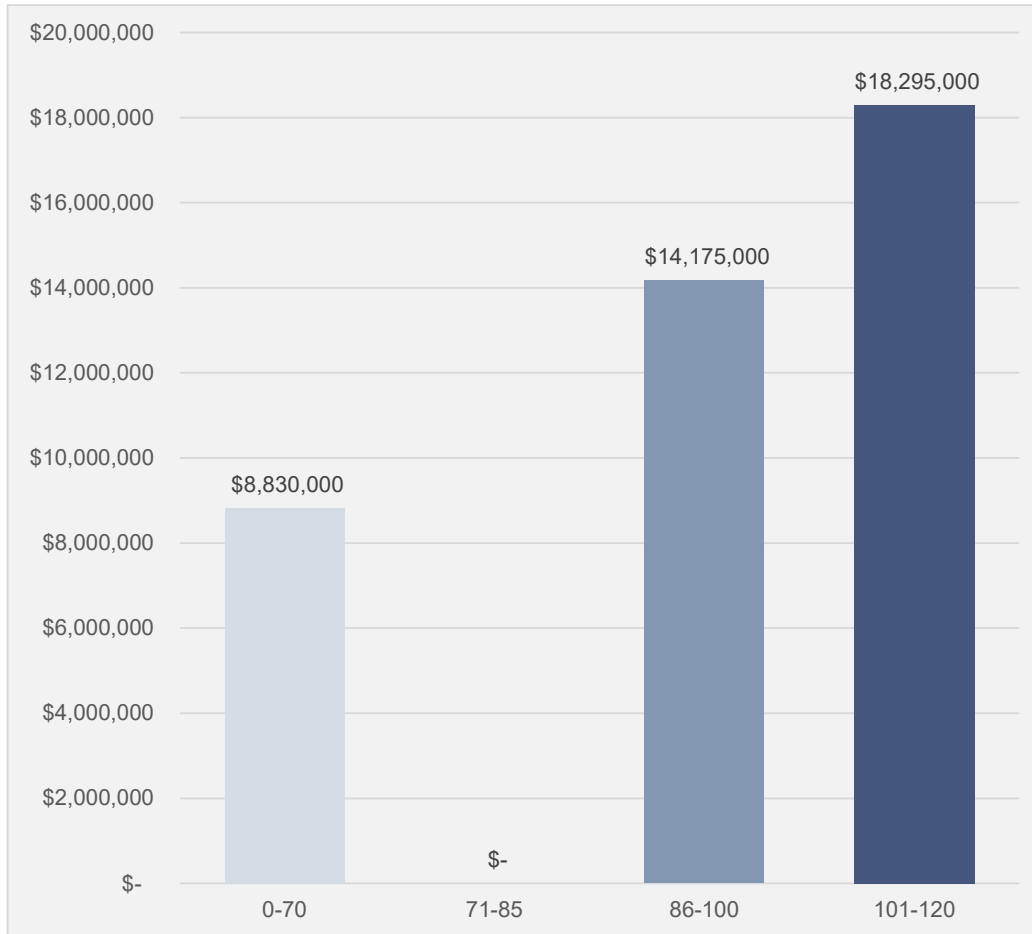
Projected Students in 2029-30: 472  
Planned Classrooms: 23  
Planned Student Capacity: 516



v2.0 Draft for Board Approval: December 13, 2023

# HELEN LEHMAN ELEMENTARY SCHOOL

# SUMMARY



IQ SCORE RANGE	LEVEL OF NEED	ESTIMATED COST
0-70	LOW	\$8,830,000
71-85	MEDIUM	\$-
86-100	HIGH	\$14,175,000
101-120	HIGHEST	\$18,295,000
TOTAL COST		\$41,300,000

## MAJOR FACILITY NEEDS

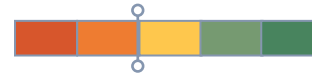
- New perimeter fencing
- Modernize classrooms
- New classrooms and student restrooms
- New TK/K building
- Modernize administration
- Administration addition
- Repurpose existing MPR to PE classrooms, flex classroom, & storage
- New MPR

# HELEN LEHMAN ELEMENTARY SCHOOL AERIAL IMAGE



### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

- Overall site security and adjacent park.
- Security of core facility spaces.
- Limited onsite parking and drop off lane.
- Lack of school office presence. Office not at front of school.
- Existing construction type (CMU) complicates additions/modifications to various buildings.
- Numerous portable classrooms.
- Restroom quantity and location.
- Undersized school office and lack of meeting space.

### OPPORTUNITIES

- Refreshed central courtyard can provide opportunity for outdoor classroom areas.
- Adjacency to city park.
- Available space to increase size of school office and number of meeting spaces.
- Reconfiguration of existing front plaza area can define front of school and office location.
- Strategic locations of fencing can secure core facilities and courtyard while keeping playgrounds available to community after hours.



Central Courtyard



Entrance walkway

CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



CHALLENGES

- School office not located clearly at front of school.
- School office lacks sufficient meeting spaces for staff, parents and students.
- Construction type (CMU) makes alterations to these facilities complex and costly.
- Facilities are in need of modernization
- Evidence of water intrusion at various locations.
- Multi-purpose building too small to accommodate P.E. activities during bad weather.

OPPORTUNITIES

- Available space to develop additional P.E. activity room that can also be used by after school programs.
- Available space on campus to increase number of meeting / collaboration spaces and staff restrooms.



Multi-Purpose Room



Main office

# HELEN LEHMAN ELEMENTARY SCHOOL CLASSROOM BUILDINGS

## EXISTING CONDITIONS SUMMARY

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)

Educational Appropriateness

Technology Infrastructure

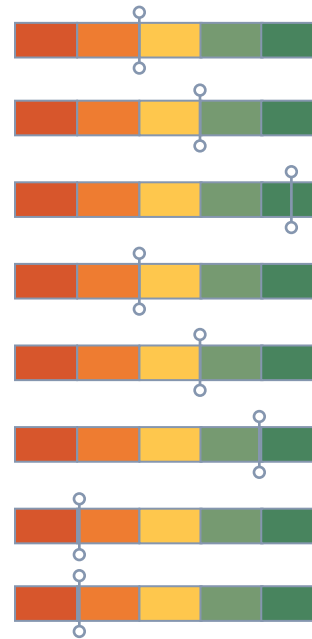
Building Finish Materials

Building Systems (Mechanical & Plumbing, Utilities)

Lighting and Electrical Systems

Environmental Quality (Indoor & Outdoor)

Safety and Security



### CHALLENGES

- Many of the classrooms are older portables.
- Original classroom pods are older and in need of modernization.
- Exterior finishes in poor condition
- Some exterior entries, Kindergarten restrooms and sinks not ADA compliant

### OPPORTUNITIES

- New site built classrooms.
- Good natural light in existing classrooms.
- Opportunity for small group instruction and collaboration spaces in original classroom pods.



Exterior Elevation



Typical Classroom Interior

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

- Existing layout does not support plans for more flexible use of space.
- Library is modular construction.

### OPPORTUNITIES

- Building can be reconfigured to support current and future technology.
- Existing computer lab can be transformed into flexible work area.
- Location at front of school is good for community use.



Exterior Elevation



Circulation Desk

**SCHOOL CAPACITY**

2022-2023 ENROLLMENT: 411  
 2029-30 PROJECTED ENROLLMENT: 397  
 EXISTING: 470  
 PROPOSED: 516

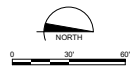
**LEGEND**

- NEW FACILITY
- HEAVY MODERNIZATION / REMODEL
- GENERAL MODERNIZATION
- NEW SHADE STRUCTURE / COVERED AREA
- COVERED WALKWAY
- SITE IMPROVEMENT
- PLAYGROUND
- ASPHALT PAVING
- SOLAR PANEL ARRAY
- EXISTING ORNAMENTAL FENCING
- EXISTING CHAIN LINK FENCING
- NEW ORNAMENTAL FENCING
- NEW CHAIN LINK FENCING
- TREE / VEGETATION



# > HELEN LEHMAN ELEMENTARY SCHOOL

> SANTA ROSA CITY SCHOOLS DISTRICT | FACILITIES MASTER PLAN | 2177.00



# HELEN LEHMAN ELEMENTARY SCHOOL

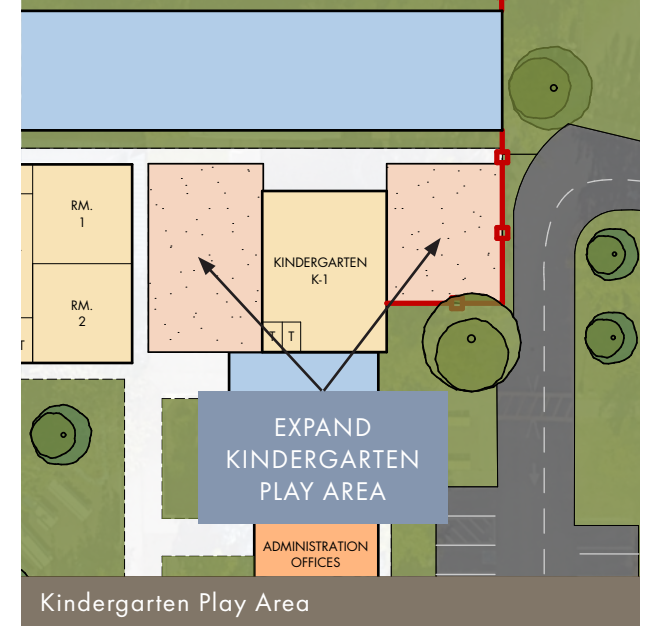
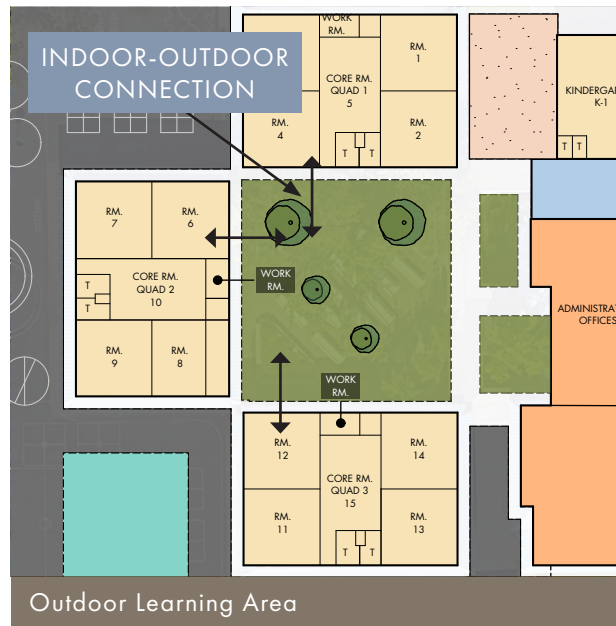
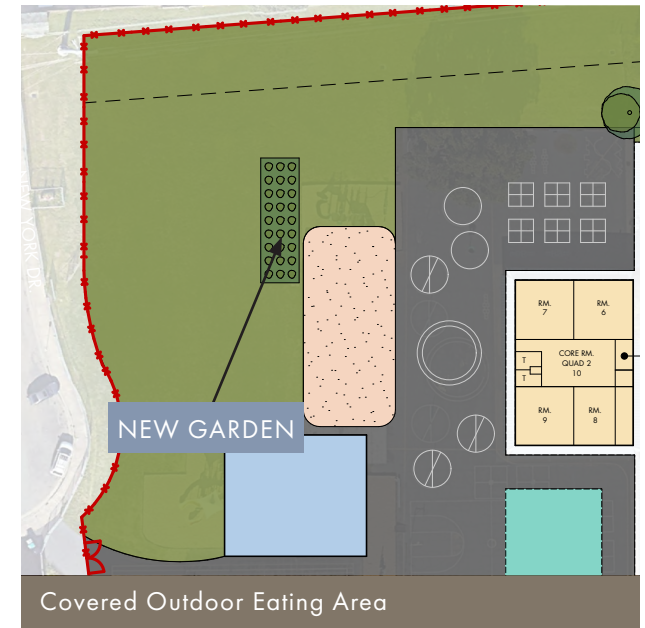
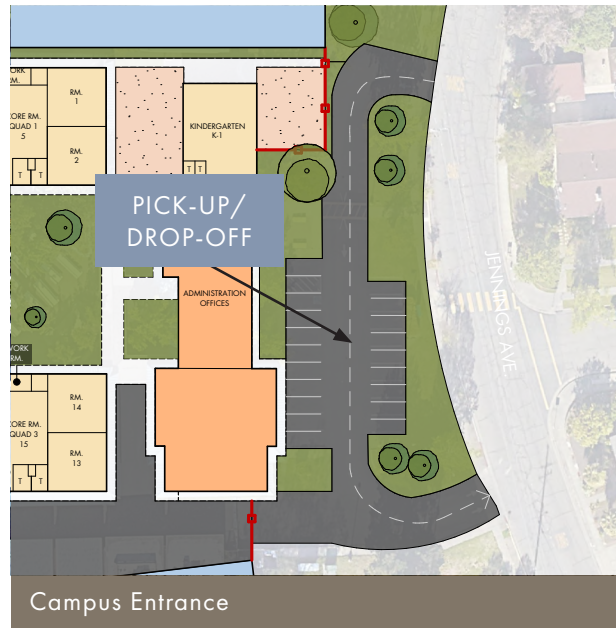
## CAMPUS WIDE SITE IMPROVEMENTS

\$2,225,000

Improvements across the campus to address site issues and improve outdoor areas for students, parents, and staff.

Improvements may include:

- Addressing drainage issues
- Paving and driveway maintenance
- Accessible student drop-off and path of travel
- Revitalizing campus entrance and appearance
- New school marquee
- Provide bike parking
- Incorporate outdoor learning areas
- New covered outdoor eating area
- Enhance student garden
- New accessible play equipment
- Expand Kindergarten play area
- Remove portables
- New elementary play area



### INDICATORS OF QUALITY

Ed. Programs	16
Community	10
Learning Env.	21
Maintenance	14
Safety and Security	21
Code Comp.	5
<b>Total</b>	<b>87/120</b>

# HELEN LEHMAN ELEMENTARY SCHOOL

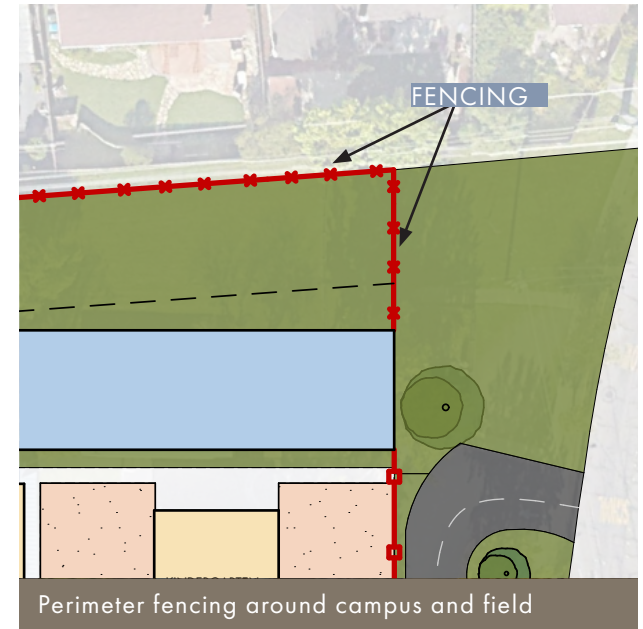
## CAMPUS WIDE SAFETY AND SECURITY UPGRADES

\$705,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	10
Learning Env.	24
Maintenance	18
Safety and Security	30
Code Comp.	10
<b>Total</b>	<b>112/120</b>

Improvements across the campus to improve overall security and safety for students and staff. Improvements may include:

- New perimeter fencing and gates at play areas
- Improvements to drop-off to separate students and cars
- Improve exterior lighting
- New window at Administration to better supervise campus entry
- New window blinds at classroom windows
- Electronic locks on all exterior doors



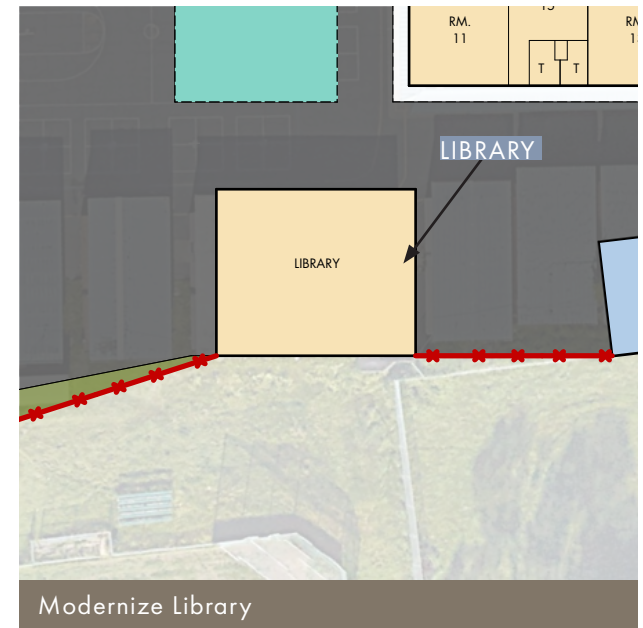
## MODERNIZE LIBRARY

\$1,550,000

INDICATORS OF QUALITY	
Ed. Programs	16
Community	4
Learning Env.	24
Maintenance	14
Safety and Security	3
Code Comp.	5
<b>Total</b>	<b>66/120</b>

Modernize existing Library for use by all teachers and students, and as a new flexible meeting space that can be used by after school programs. These upgrades may include:

- Open, flexible space with durable finishes and acoustic materials
- Flexible furniture including movable worktables
- Storage cabinetry and rooms for projects and materials
- Efficient storage stacks for books
- Additional electrical infrastructure



# HELEN LEHMAN ELEMENTARY SCHOOL

## MODERNIZATION OF EXISTING CLASSROOMS

\$8,900,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	9
Learning Env.	27
Maintenance	20
Safety and Security	18
Code Comp.	6
<b>Total</b>	<b>100/120</b>

Modernize existing classroom buildings including shared pod spaces. Modernization of each space may include:

- Repair or replace existing wall, floor and hardware finishes
- Flexible furniture including movable worktables
- Storage cabinetry for projects and materials
- 1 sink with a drinking fountain bubbler
- Replace damaged acoustical ceiling tiles and casework
- Repair plumbing systems as necessary



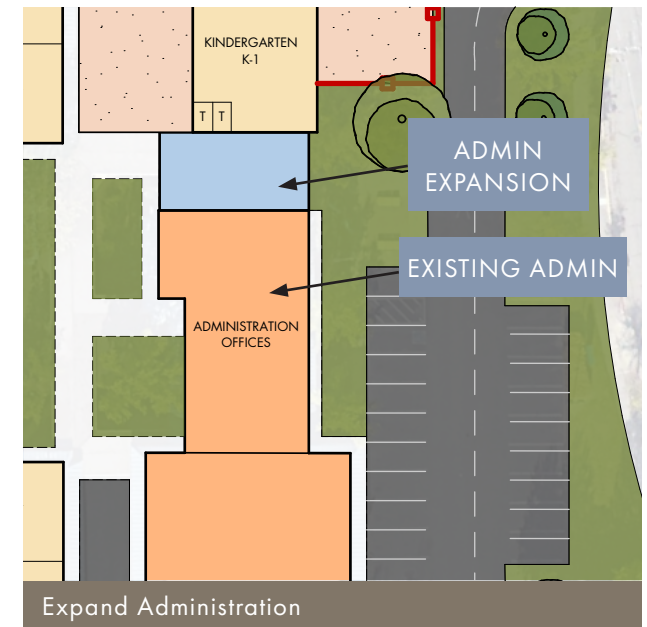
## MODERNIZATION OF ADMINISTRATION

\$3,810,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	10
Learning Env.	18
Maintenance	18
Safety and Security	30
Code Comp.	5
<b>Total</b>	<b>101/120</b>

Modernize existing administration area, and expand between existing Kindergarten classroom. Administration area may include:

- Reconfigure layout to better supervise campus entry
- Conference Room of approximately 250 sf
- Counselor Office of approximately 150 sf
- 3 private offices of approximately 120 sf each for itinerant staff
- Modernize existing Teacher Work Room



# HELEN LEHMAN ELEMENTARY SCHOOL

## NEW TK-K CLASSROOM BUILDING

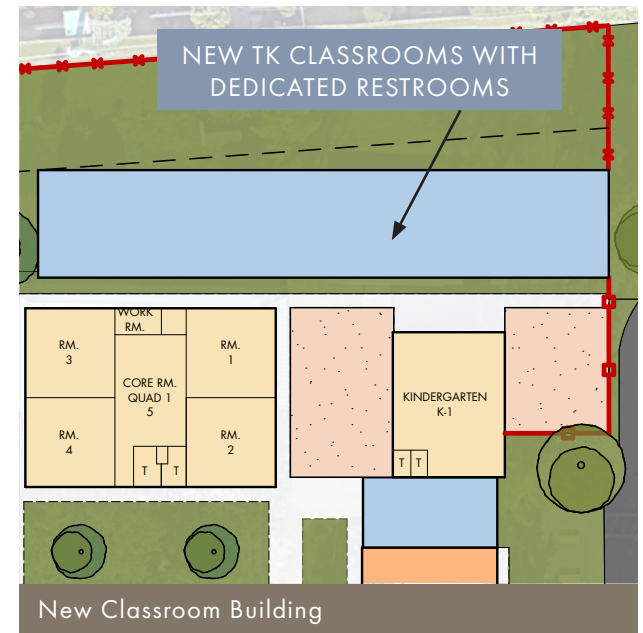
\$9,100,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	8
Learning Env.	30
Maintenance	20
Safety and Security	21
Code Comp.	10
<b>Total</b>	<b>109/120</b>

Provide new 5 classroom building of approximately 7,000

sf. Each 1400 sf classroom may include:

- Flexible furniture including movable worktables
- Storage cabinetry for projects and materials
- 1 sink with a drinking fountain bubbler
- Connection to outdoor learning area if possible
- Technology and AV systems
- Adequate electrical infrastructure
- Adequate 16' markerboards and teaching wall space
- Tackable wall surface on minimum of one wall
- Dedicated student restroom connected to classrooms
- Operable partitions in adjacent classrooms



New Classroom Building

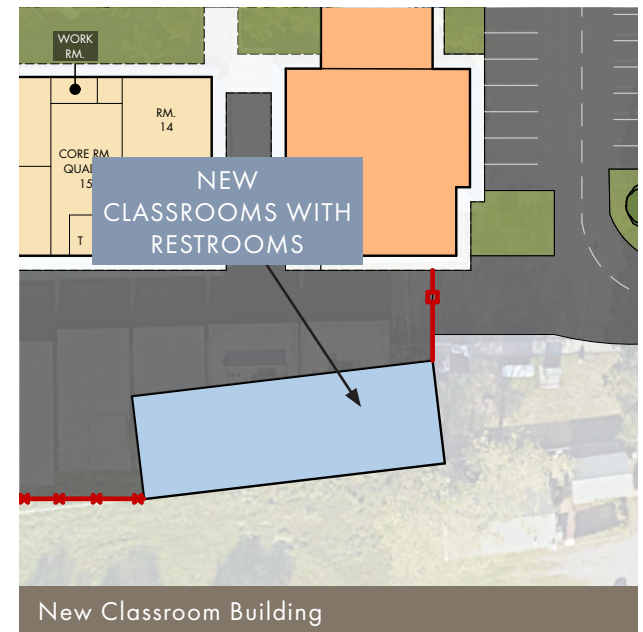
## NEW CLASSROOM BUILDING

\$4,680,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	8
Learning Env.	30
Maintenance	20
Safety and Security	21
Code Comp.	8
<b>Total</b>	<b>107/120</b>

Provide new single-story, 3 student classroom building of approximately 3,600 sf with restrooms. Each classroom may include:

- Flexible furniture including movable worktables
- Storage cabinetry for projects and materials
- 1 sink with a drinking fountain bubbler
- Connection to outdoor learning area if possible
- Technology and AV systems
- Adequate electrical infrastructure
- Adequate markerboards and teaching wall space
- Tackable wall surface on minimum of one wall
- Operable partitions in adjacent classrooms



New Classroom Building

# HELEN LEHMAN ELEMENTARY SCHOOL

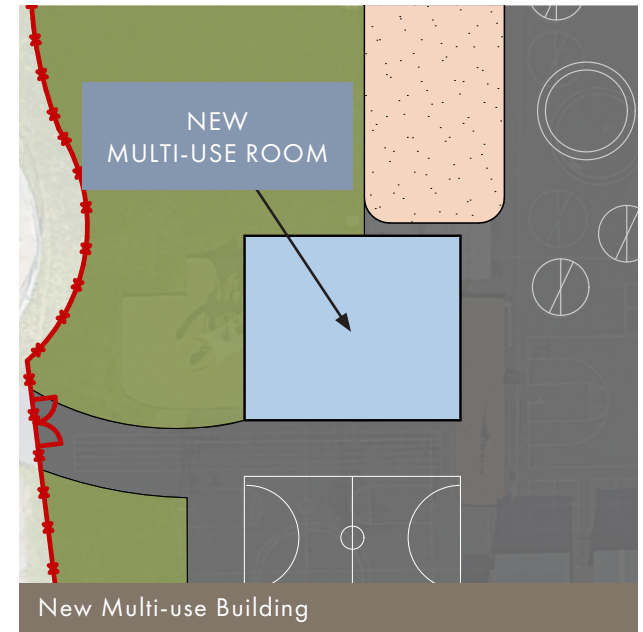
## NEW MULTI-USE BUILDING

\$7,280,000

INDICATORS OF QUALITY	
Ed. Programs	16
Community	8
Learning Env.	21
Maintenance	10
Safety and Security	9
Code Comp.	4
<b>Total</b>	<b>68/120</b>

Provide new Multi-Use Building of approximately 5750 square feet. The Multi-Use Building may include:

- Large flexible space of approximately 4000 sf with durable finishes and acoustic materials
- Adjacent covered outdoor eating area
- Flexible dining tables with dedicated storage
- Separate kitchen space with serving area
- Stage for presentations and performances
- Dedicated storage space



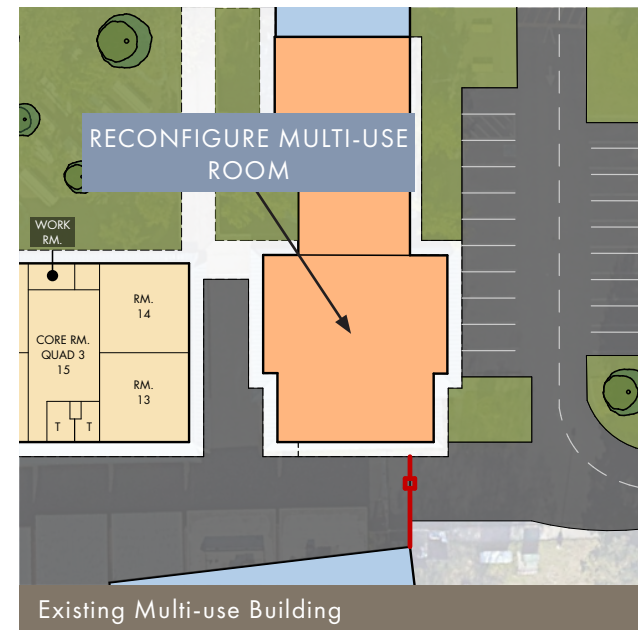
## REMODEL EXISTING MULTI-USE BUILDING

\$2,775,000

INDICATORS OF QUALITY	
Ed. Programs	16
Community	8
Learning Env.	21
Maintenance	18
Safety and Security	21
Code Comp.	5
<b>Total</b>	<b>89/120</b>

Modernization of existing Multi-Use Building may include:

- PE/Flex classroom to support PE, After-school and other programs
- Music classroom to support music programs for all grades
- Storage for campus supplies and equipment



# HELEN LEHMAN ELEMENTARY SCHOOL

## SHADE STRUCTURES

Shade Structures across campus:

- Shade Structure adjacent to Classroom Buildings
- Shade structures for the central courtyard

\$275,000

INDICATORS OF QUALITY	
Ed. Programs	14
Community	10
Learning Env.	24
Maintenance	18
Safety and Security	24
Code Comp.	6
<b>Total</b>	<b>96/120</b>



## SCHOOL DATA

Address: 3435 Bonita Vista  
Santa Rosa, CA 95404

Established: 1975

Site Area: 9.88 acres

### CURRENT CONDITIONS

Students in 2022-23 School Year: 449

Building Area: 11,040 sq. ft.

Permanent Classrooms: 27

Portable Classrooms: 6

Student Capacity: 632

### MASTER PLAN

Projected Students in 2029-30: 390

Planned Classrooms: 24

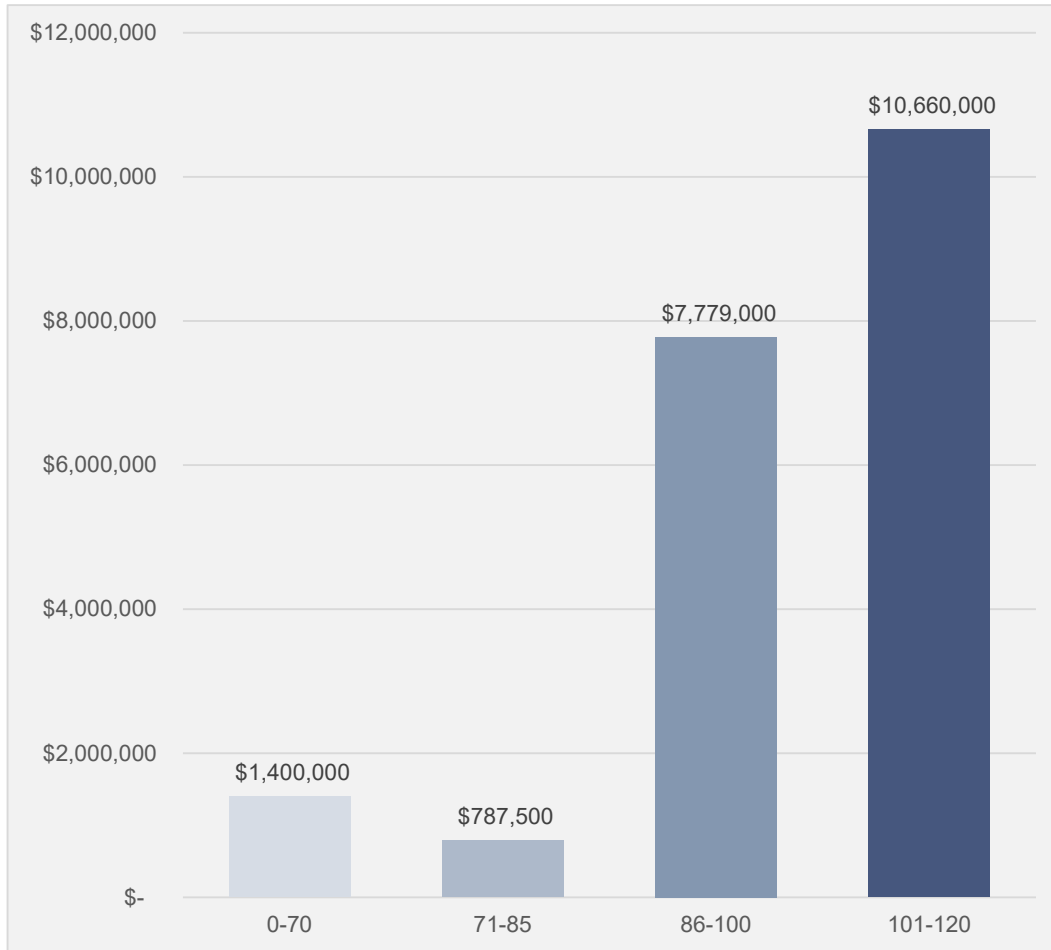
Planned Student Capacity: 416



v2.0 Draft for Board Approval: December 13, 2023

# HIDDEN VALLEY ELEMENTARY SCHOOL

# SUMMARY



IQ SCORE RANGE	LEVEL OF NEED	ESTIMATED COST
0-70	LOW	\$1,400,000
71-85	MEDIUM	\$787,000
86-100	HIGH	\$7,779,000
101-120	HIGHEST	\$10,660,000
TOTAL COST		\$20,626,500

## MAJOR FACILITY NEEDS

- New perimeter fencing
- New shade structure
- Modernize classrooms
- Administration relocation/2 classroom remodel
- TK playground improvements
- New classroom building

# HIDDEN VALLEY ELEMENTARY SCHOOL AERIAL IMAGE



# HIDDEN VALLEY ELEMENTARY SCHOOL SITE

## EXISTING CONDITIONS SUMMARY

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



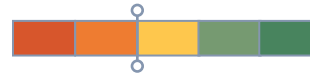
Educational Appropriateness



Technology Infrastructure



Building Finish Materials



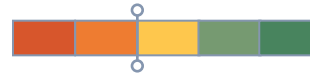
Building Systems (Mechanical & Plumbing, Utilities)



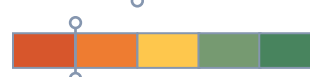
Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

- Site security
- Limited room for expansion
- Parking lot and drop-off lane are small and land locked
- Site supervision
- The school office is in the center of the campus
- Access to the site from Chanate road is unsupervised
- Access is complicated due to gently sloping site

### OPPORTUNITIES

- Space available to develop a new school office off the parking lot or convert "The Hall" into the school office
- Area between the school office and "The Hall" can make a great out space for covered lunch, performances, and small group study areas



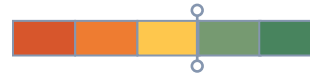
Covered Walkway



Outdoor Eating Area

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

- School office is in poor location and is significantly undersized
- Aging facilities in need of modernization
- Major water intrusion at rooftop mechanical wells
- Accessibility to all areas

### OPPORTUNITIES

- Relocation of the main office
- Central resource room is great opportunity to bolster 21st Century learning
- Classroom adjacency to the quad and outdoor classroom areas



Multi-Purpose Exterior



Classroom Exterior

# HIDDEN VALLEY ELEMENTARY SCHOOL

## MODULAR CLASSROOMS

# EXISTING CONDITIONS SUMMARY

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)

Educational Appropriateness

Technology Infrastructure

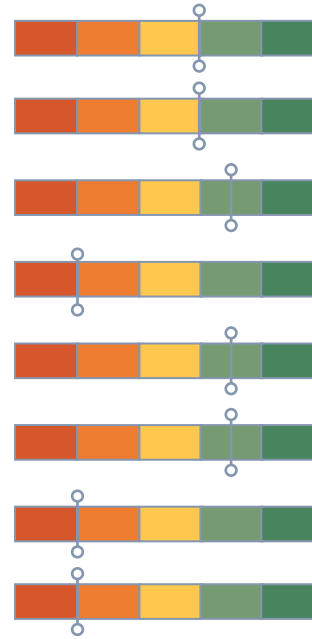
Building Finish Materials

Building Systems (Mechanical & Plumbing, Utilities)

Lighting and Electrical Systems

Environmental Quality (Indoor & Outdoor)

Safety and Security



### CHALLENGES

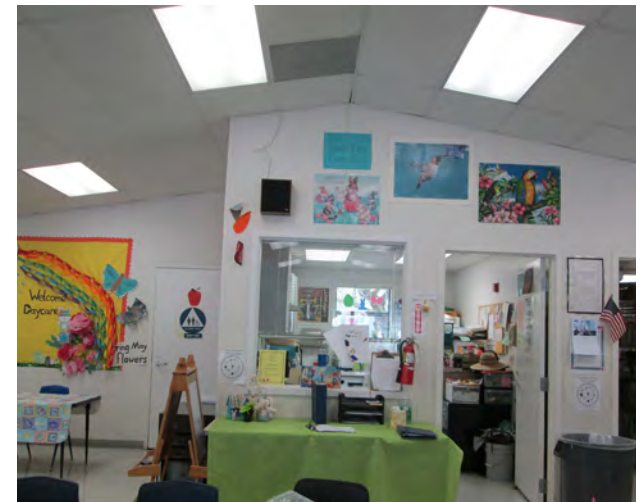
- Classrooms are beyond their useful service life and should be replaced
- Student and staff restrooms are insufficient
- Evidence of water intrusion at various locations
- Access to these rooms, from other parts of the campus does not meet ADA requirements due to site slopes

### OPPORTUNITIES

- Replacement with permanent classrooms



Modular Classroom Exterior



Modular Classroom Interior

## GYM

# EXISTING CONDITIONS SUMMARY

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

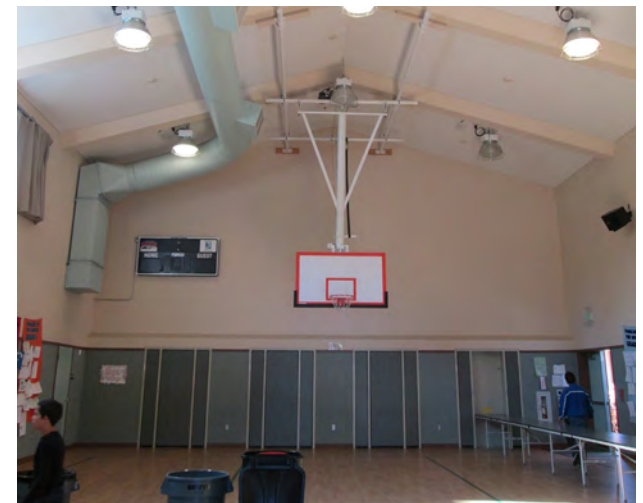
- Restrooms are accessed from the exterior of the building
- Building is not large enough to accommodate indoor eating for all
- Kitchen/serving area is small
- Access to the front entrance of the building is unsupervised

### OPPORTUNITIES

- Community meeting space
- Small group instruction



Gym Exterior



Gym Interior

# HIDDEN VALLEY ELEMENTARY SCHOOL LIBRARY

## EXISTING CONDITIONS SUMMARY

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

- Aging building in need of modernization
- Exterior finishes in poor condition
- Evidence of water intrusion
- Accessibility issues throughout

### OPPORTUNITIES

- Community meeting space
- Small group instruction



Exterior Elevation



Library Interior

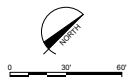
**SCHOOL CAPACITY**

2022-2023 ENROLLMENT: 449  
 2025-30 PROJECTED ENROLLMENT: 390  
 EXISTING: 632  
 PROPOSED: 416



**> HIDDEN VALLEY ELEMENTARY SCHOOL**

> SANTA ROSA CITY SCHOOLS DISTRICT | FACILITIES MASTER PLAN | 2177.00



# HIDDEN VALLEY ELEMENTARY SCHOOL

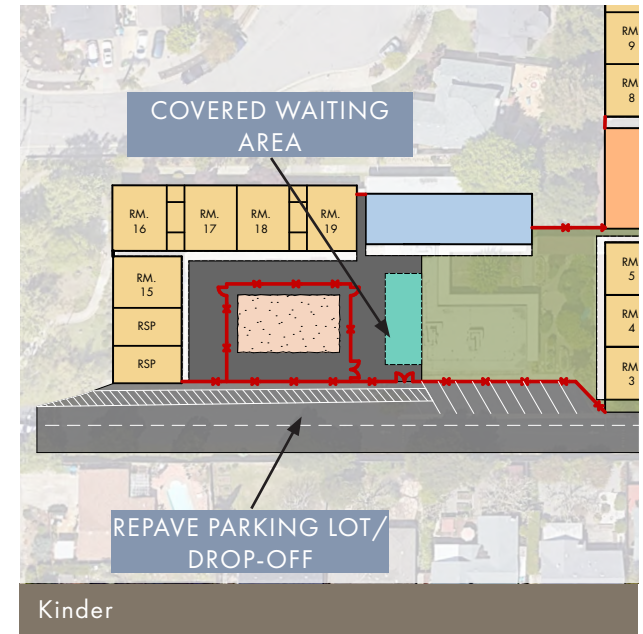
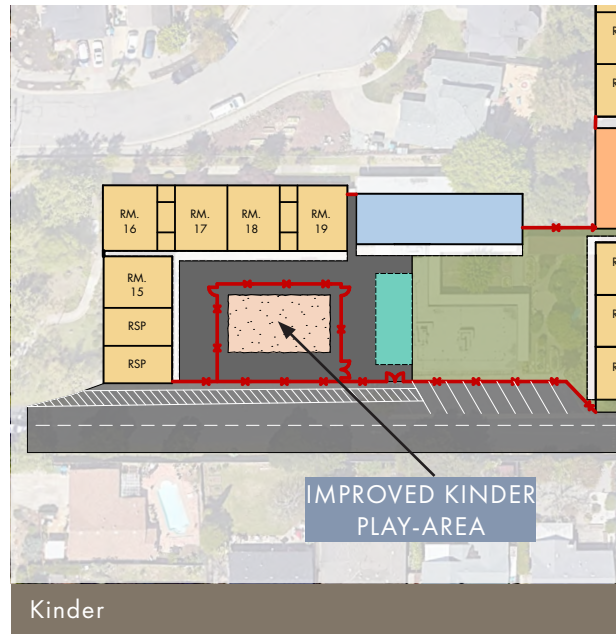
## CAMPUS SITE IMPROVEMENTS

Improvements across both the campus to address site issues and improve outdoor areas for students, parents, and staff. Improvements may include:

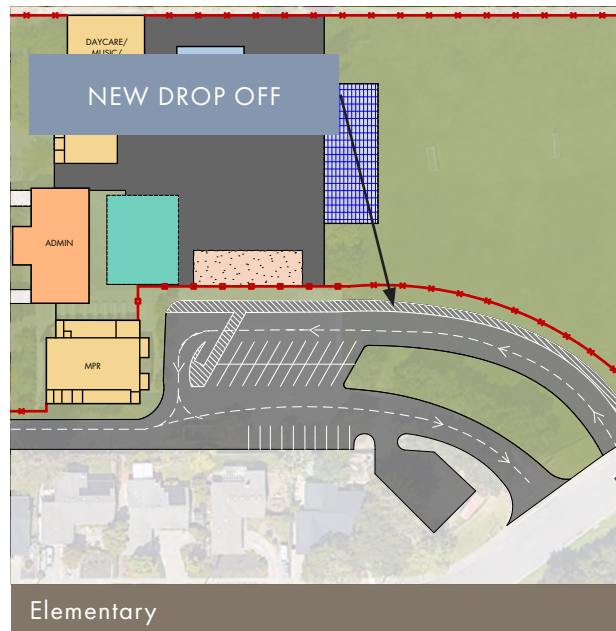
Improvements may include:

- Resurface basketball courts and hardscape
- Resurface play area with structures
- Provide a covered waiting area for drop-off and pick-up
- Repave parking lots with additional parking spaces
- Address flooding and drainage issues throughout field landscape
- Providing more covered seating throughout campus with individual covered areas or shade structures
- Incorporate more outdoor learning areas between classroom buildings
- New permanent storage

\$3,579,000



INDICATORS OF QUALITY	
Ed. Programs	16
Community	10
Learning Env.	21
Maintenance	14
Safety and Security	21
Code Comp.	5
<b>Total</b>	<b>87/120</b>



# HIDDEN VALLEY ELEMENTARY SCHOOL

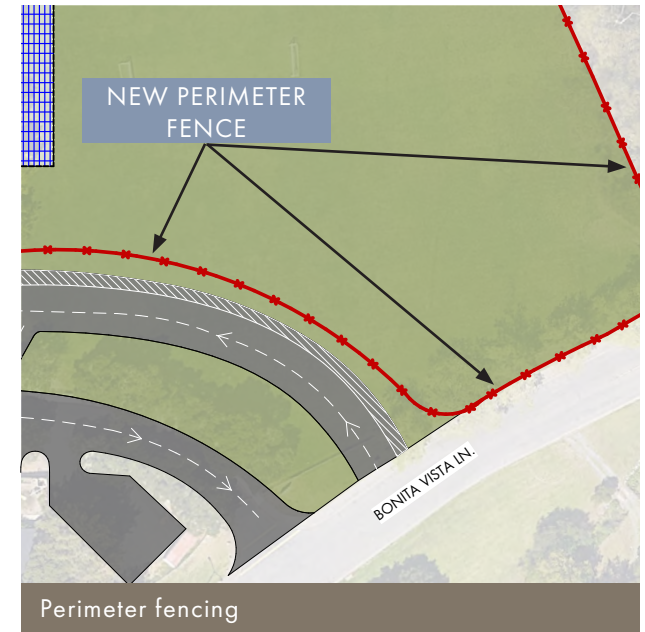
## CAMPUS WIDE SAFETY AND SECURITY UPGRADES

\$960,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	10
Learning Env.	24
Maintenance	18
Safety and Security	30
Code Comp.	10
<b>Total</b>	<b>112/120</b>

Improvements across the campus to improve overall security and safety for students and staff. Improvements may include:

- New perimeter fencing enclosing the core of the campus and fields
- Electronic locks at all exterior doors



Perimeter fencing

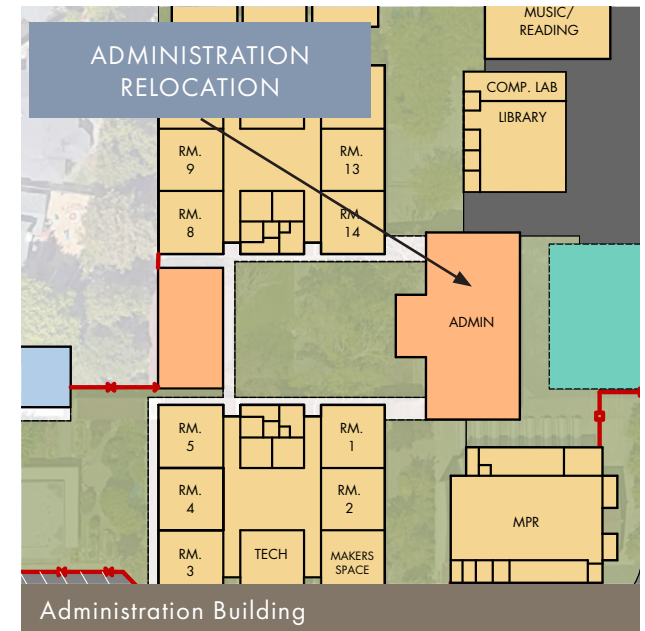
## ADMINISTRATION RELOCATION

\$2,625,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	10
Learning Env.	18
Maintenance	18
Safety and Security	30
Code Comp.	5
<b>Total</b>	<b>101/120</b>

Modernize the multi-use room into a new administration building. Modernization may include:

- Provide sufficient storage for supplies
- Repair/refinish flooring and wall finishes
- Provide restroom facilities for Boys, Girls, and Staff
- Ensure ADA compliance at existing entrances
- Secure entry for visitors
- Conference Rooms
- Offices for Principal support staff



Administration Building

# HIDDEN VALLEY ELEMENTARY SCHOOL

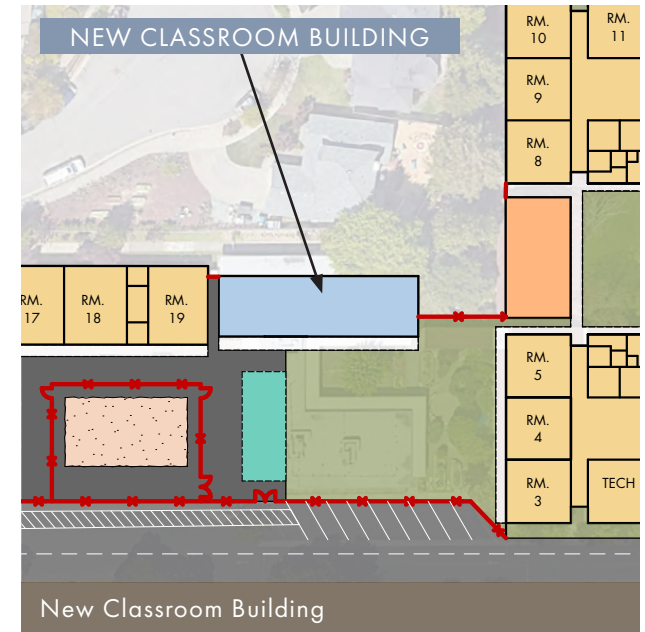
## NEW CLASSROOM BUILDING

\$5,200,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	8
Learning Env.	30
Maintenance	20
Safety and Security	21
Code Comp.	10
<b>Total</b>	<b>109/120</b>

New 4000 sf of new general classrooms in order to replace retired buildings. New construction may include:

- (3) new general classrooms, each approximately 1200 sf
- Provide new restroom facilities for Boys, Girls, and Staff
- Provide covered walkway with connection to existing buildings
- Flexible furniture
- Cabinetry for storage of supplies
- Optimal use of natural lighting and ventilation
- Provide water fountains with water bottle refill stations
- Storage for custodial supplies and equipment



## CONVERSION OF ADMINISTRATION TO CLASSROOMS

\$1,875,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	8
Learning Env.	30
Maintenance	20
Safety and Security	21
Code Comp.	8
<b>Total</b>	<b>107/120</b>

Modernize the administration office into general classrooms to provide a more efficient use of the facilities during new construction of administration office. Modernization may include:

- (2) new classrooms, each approximately 960 sf.
- Repair/refinish flooring and wall finishes
- Improve interior lighting
- Repair/Replace casework and storage
- Provide storage space for supplies
- Add new covered walkway with connection to existing buildings
- Ensure a sufficient amount of electrical outlets



# HIDDEN VALLEY ELEMENTARY SCHOOL

## MODERNIZATION OF MPR

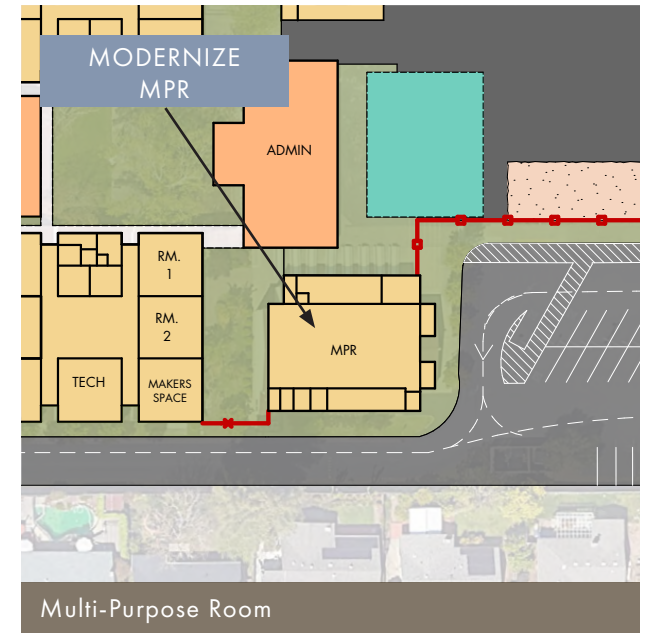
\$787,500

INDICATORS OF QUALITY	
Ed. Programs	12
Community	5
Learning Env.	18
Maintenance	16
Safety and Security	18
Code Comp.	5
<b>Total</b>	<b>74/120</b>

Modernize existing multi-use building and services to better protect the well-being of the students and faculty.

Modernization of the space may include:

- Repair/replace existing wall and floor finishes
- Flexible furniture including movable dining tables
- Additional storage for supplies
- Replace damaged acoustical ceiling tiles and casework



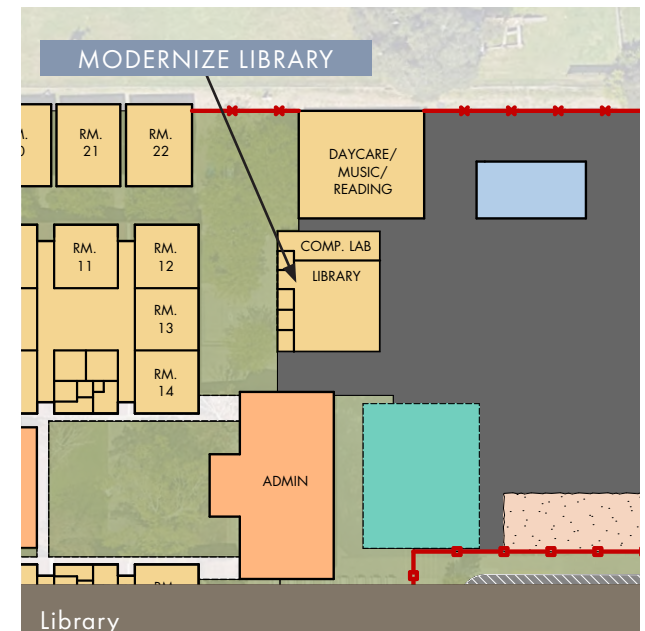
## MODERNIZATION OF LIBRARY

\$1,400,000

INDICATORS OF QUALITY	
Ed. Programs	16
Community	4
Learning Env.	24
Maintenance	14
Safety and Security	3
Code Comp.	5
<b>Total</b>	<b>66/120</b>

Modernize existing library to have a better use of the facility's program. Modernization of this space may include:

- Repurpose and reconfigure existing computer Lab area into additional workspace
- Repair/replace existing wall and floor finishes
- Flexible furniture including movable worktables
- Efficient storage stacks for books
- Replace damaged acoustical ceiling tiles and casework



# HIDDEN VALLEY ELEMENTARY SCHOOL

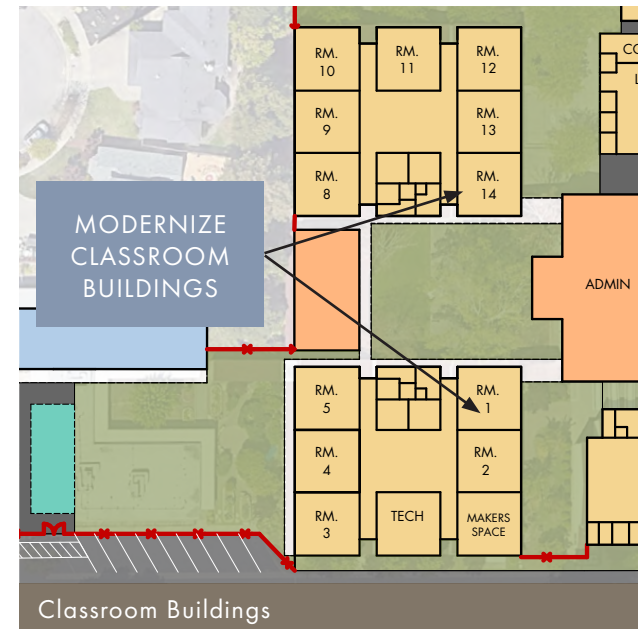
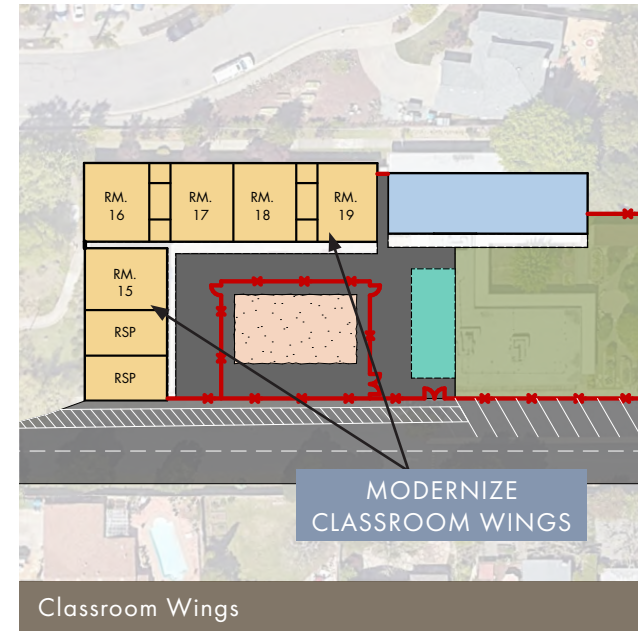
## MODERNIZE CLASSROOM WINGS AND BUILDINGS

\$3,375,000

INDICATORS OF QUALITY	
Ed. Programs	18
Community	9
Learning Env.	27
Maintenance	20
Safety and Security	18
Code Comp.	6
<b>Total</b>	<b>98/120</b>

Modernize existing classrooms to provide better serve students and faculty. Modernization of these spaces shall include:

- Repair/replace existing wall, floor and hardware finishes
- Flexible furniture including movable worktables
- Replace damaged acoustical ceiling tiles and casework
- Modernize all restroom facilities
- Repair plumbing systems as necessary
- Provide new central play area with seating and shade
- Ensure ADA Compliance



# HIDDEN VALLEY ELEMENTARY SCHOOL

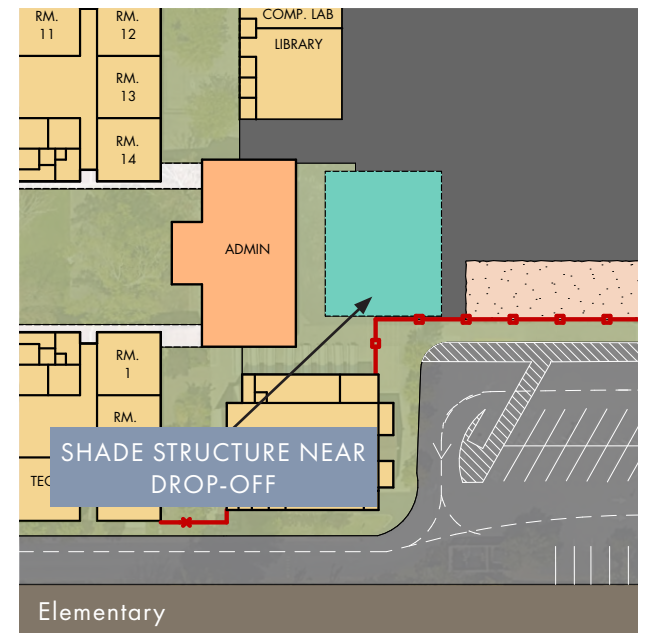
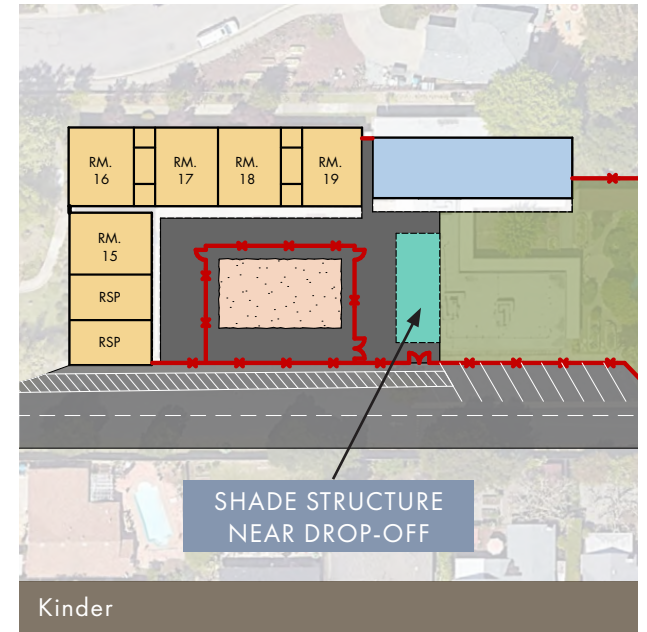
## SHADE STRUCTURES

\$825,000

INDICATORS OF QUALITY	
Ed. Programs	14
Community	10
Learning Env.	24
Maintenance	18
Safety and Security	24
Code Comp.	6
<b>Total</b>	<b>96/120</b>

Construct new shade structures for elementary and Kinder sections. Construction shall include:

- Covered seating within the gated area



## SCHOOL DATA

Address: 203 South A Street  
Santa Rosa, CA 95401

Established: 1958

Site Area: 5.47 acres

## CURRENT CONDITIONS

Students in 2022-23 School Year: 308

Building Area: 35,791 sq. ft.

Permanent Classrooms: 22

Portable Classrooms: 1

Student Capacity: 480

## MASTER PLAN

Projected Students in 2029-30: 277

Planned Classrooms: 20

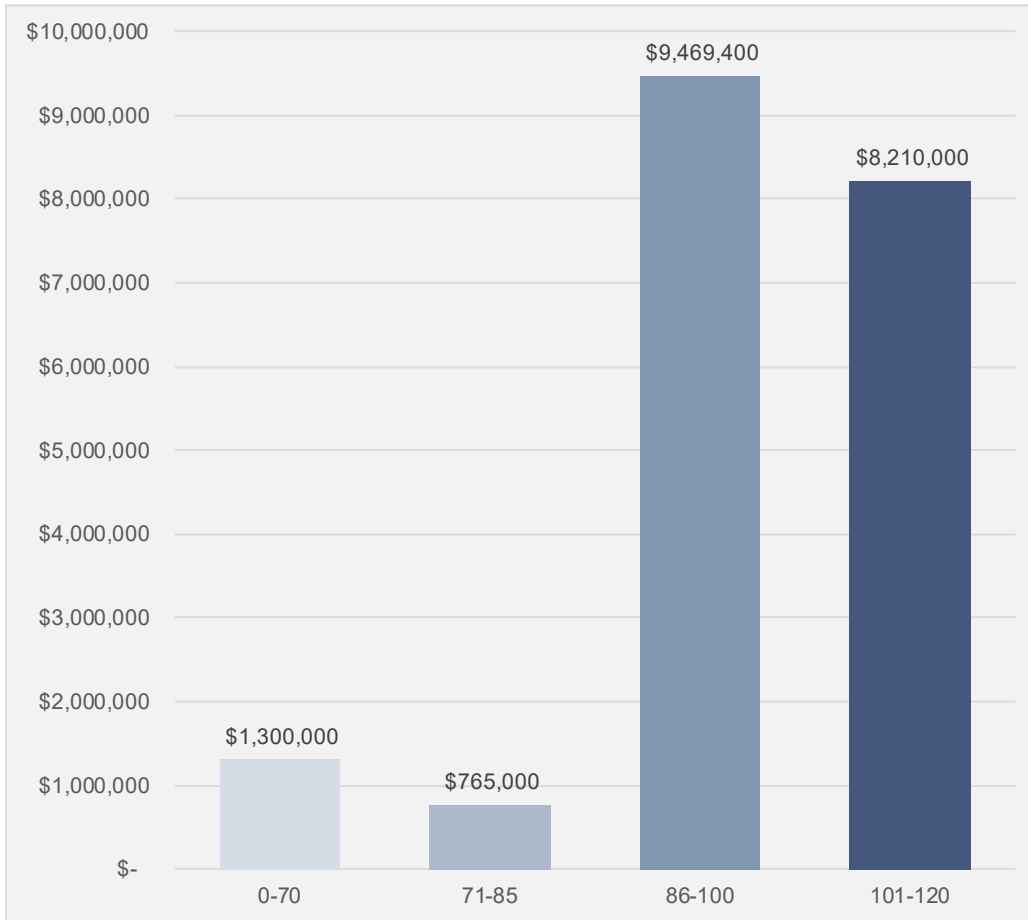
Planned Student Capacity: 340



v2.0 Draft for Board Approval: December 13, 2023

# LUTHER BURBANK ELEMENTARY SCHOOL

# SUMMARY



IQ SCORE RANGE	LEVEL OF NEED	ESTIMATED COST
0-70	LOW	\$1,300,000
71-85	MEDIUM	\$765,000
86-100	HIGH	\$9,469,400
101-120	HIGHEST	\$8,210,000
TOTAL COST		\$19,744,400

## MAJOR FACILITY NEEDS

- New perimeter fencing
- Modernize classrooms
- Reconfigure Administration
- New shade structure
- New kindergarten play area
- New classroom and restroom building
- New storage building
- New pick-up/drop-off

LUTHER BURBANK ELEMENTARY SCHOOL

AERIAL IMAGE



## CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



## CHALLENGES

- No accessible student drop off provided
- Accessible path of travel slopes exceed allowable across campus
- Missing ADA signage for path of travel and rooms
- Existing paving at play area, parking and driveway in need of general maintenance
- Existing play equipment and play surfaces are not universally-accessible
- Inadequate fire protection at some areas of campus
- Limited onsite parking

## OPPORTUNITIES

- Adjacent to City Park
- Large play fields on site
- Revitalize mature trees and landscaping
- Outdoor amphitheater opportunity for small group instruction
- Provide outdoor covered eating area



Paved Play Area



Outdoor Courtyard Area

# LUTHER BURBANK ELEMENTARY SCHOOL MAIN CLASSROOM, ADMIN & MPR BUILDINGS

## EXISTING CONDITIONS SUMMARY

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

- Aging buildings in need of modernization
- Some sinks and restrooms not ADA compliant
- Evidence of water intrusion
- Fire Alarm System does not meet current code

### OPPORTUNITIES

- Interior courtyard opportunity for small group instruction
- Provide new folding tables and chairs at MPR



Classroom Interior



Multi Purpose Room Interior

# LUTHER BURBANK ELEMENTARY SCHOOL MODULAR LIBRARY & CLASSROOMS 8 - 24

## EXISTING CONDITIONS SUMMARY

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

- Newer modular buildings in need of some modernization
- Some evidence of water intrusion
- Circulation desk at Library not ADA compliant

### OPPORTUNITIES

- Computer lab could be small group instruction as technology becomes more mobile
- Community meeting space at Library
- Outdoor courtyard area opportunity for small group instruction



Exterior Elevation at Modular Classrooms

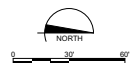


Modular Classroom Interior



# > LUTHER BURBANK ELEMENTARY SCHOOL

> SANTA ROSA CITY SCHOOLS DISTRICT | FACILITIES MASTER PLAN | 2177.00



# LUTHER BURBANK ELEMENTARY SCHOOL

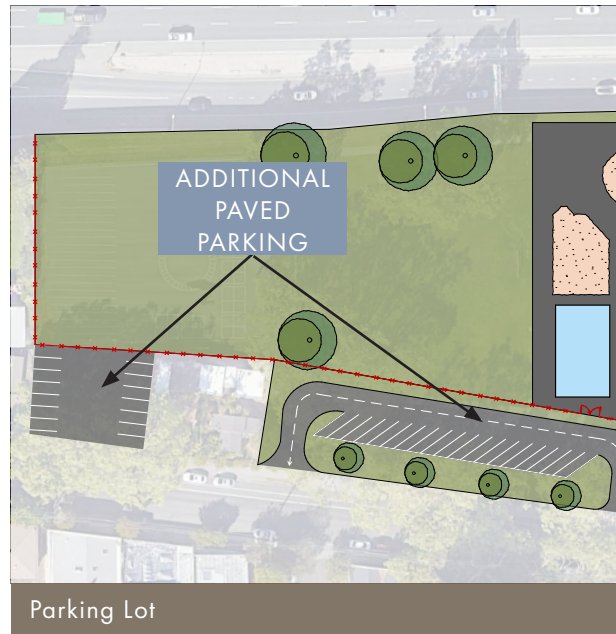
## CAMPUS WIDE SITE IMPROVEMENTS

\$3,569,400

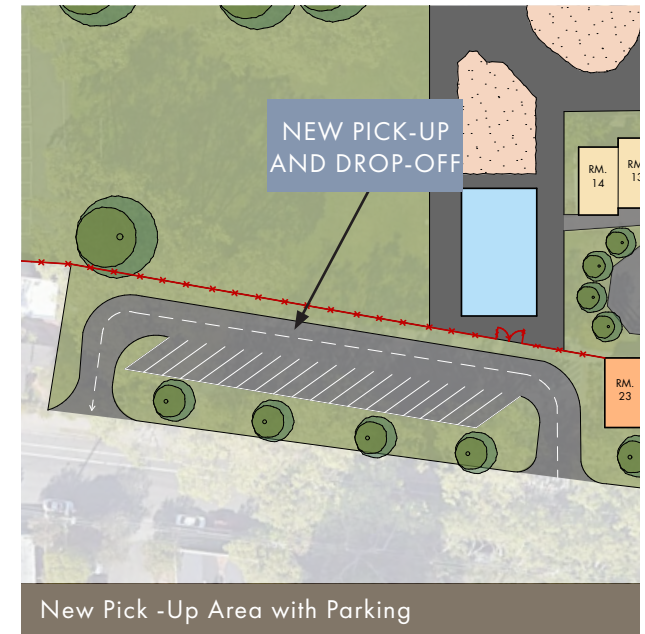
Improvements across the campus to address site issues and improve outdoor areas for students, parents, and staff.

Improvements may include:

- Addressing drainage issues
- Paving and driveway maintenance
- Accessible student drop-off and path of travel
- Provide new parking lot and driveway
- Revitalizing campus entrance and appearance
- New school marquee
- Incorporate outdoor learning areas
- New covered outdoor eating area
- Enhance student garden
- New accessible play equipment
- Provide outdoor covered area at hardcourt
- Reverse current field and hardcourt locations
- Provide new kindergarten playground

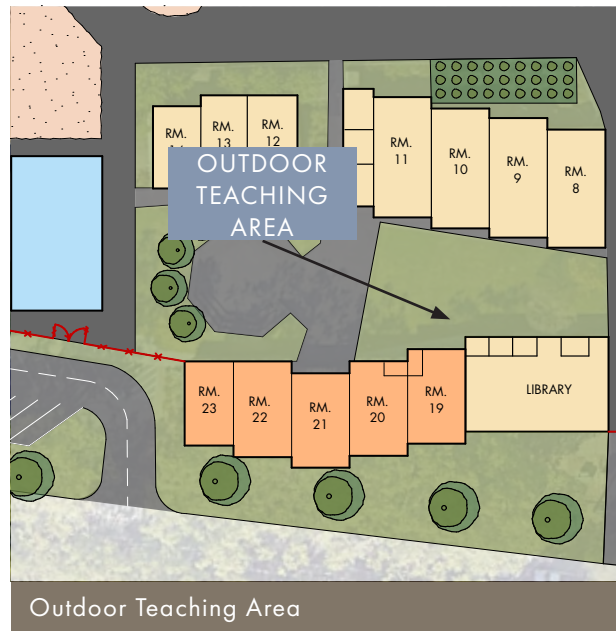


Parking Lot

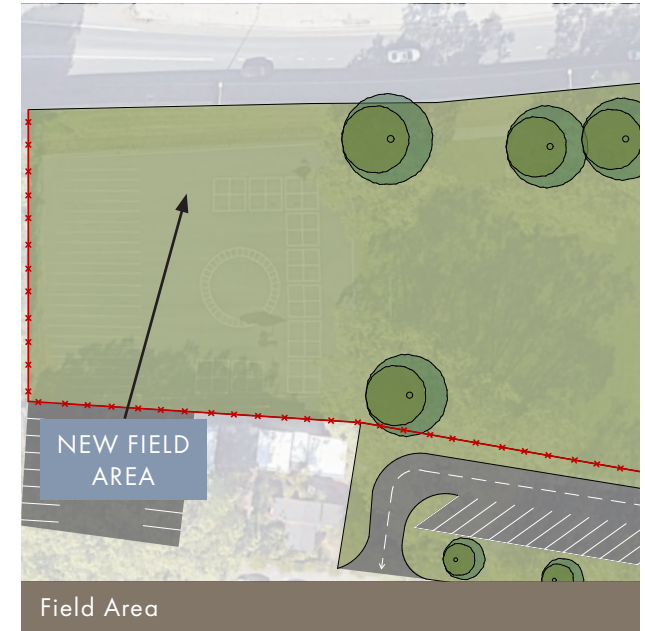


New Pick -Up Area with Parking

INDICATORS OF QUALITY	
Ed. Programs	16
Community	10
Learning Env.	21
Maintenance	14
Safety and Security	21
Code Comp.	5
<b>Total</b>	<b>87/120</b>



Outdoor Teaching Area



Field Area

# LUTHER BURBANK ELEMENTARY SCHOOL

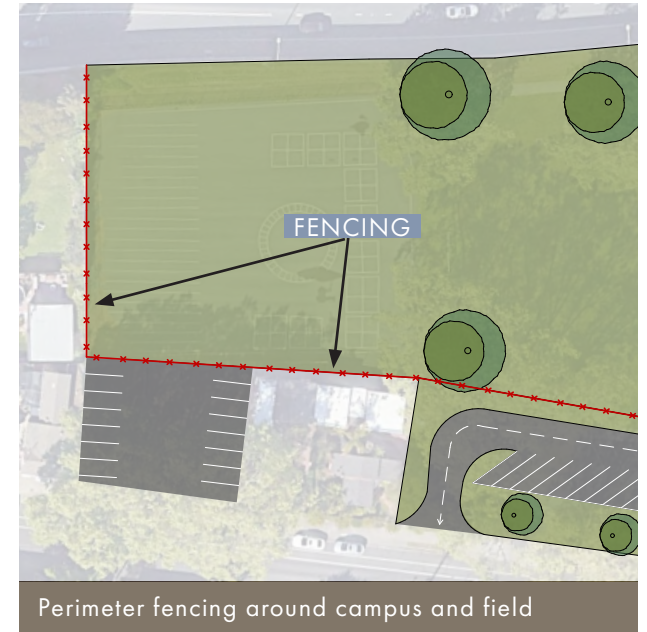
## CAMPUS WIDE SAFETY AND SECURITY UPGRADES

\$510,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	10
Learning Env.	24
Maintenance	18
Safety and Security	30
Code Comp.	10
<b>Total</b>	<b>112/120</b>

Improvements across the campus to improve overall security and safety for students and staff. Improvements may include:

- New perimeter fencing and gates at play areas
- Improvements to drop-off to separate students and cars
- New window at Administration to better supervise campus entry
- New window blinds at classroom windows
- Electronic locks on all exterior doors



# LUTHER BURBANK ELEMENTARY SCHOOL

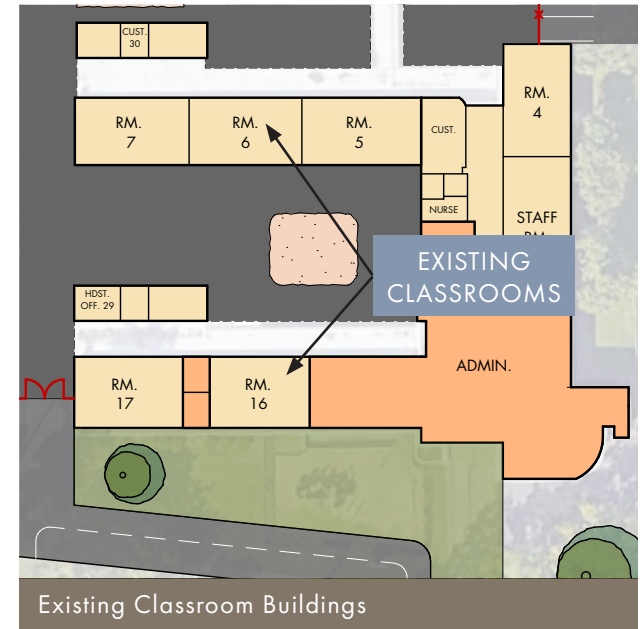
## MODERNIZATION OF PERMANENT CLASSROOMS

\$1,150,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	9
Learning Env.	27
Maintenance	20
Safety and Security	18
Code Comp.	6
<b>Total</b>	<b>100/120</b>

Modernize existing permanent classrooms. Modernization of each space may include:

- Repair or replace existing wall, floor and hardware finishes
- Flexible furniture including movable worktables
- Storage cabinetry for projects and materials
- 1 sink with a drinking fountain bubbler
- Replace damaged acoustical ceiling tiles and casework
- Repair plumbing systems as necessary
- Repurpose existing staff room to classroom space



## MODERNIZATION OF MODULAR CLASSROOMS

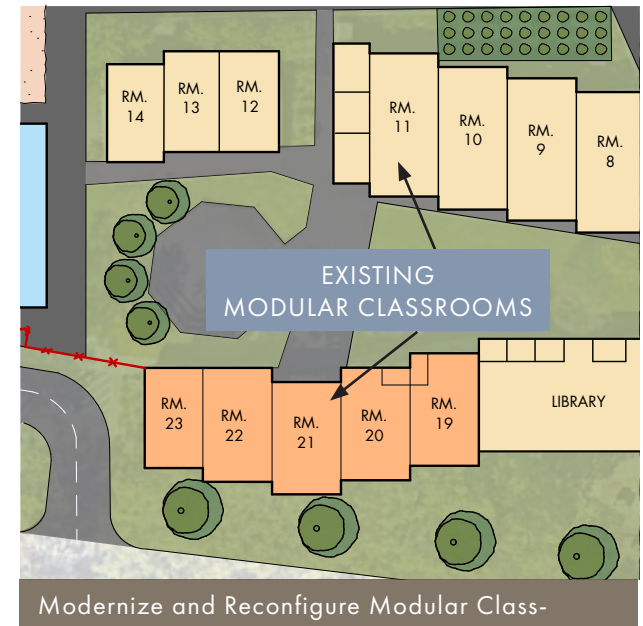
\$4,200,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	9
Learning Env.	27
Maintenance	16
Safety and Security	18
Code Comp.	6
<b>Total</b>	<b>96/120</b>

Modernize existing modular classroom buildings.

Modernization of each space may include:

- Repair or replace existing wall, floor and hardware finishes
- Flexible furniture including movable worktables
- Storage cabinetry for projects and materials
- 1 sink with a drinking fountain bubbler
- Replace damaged acoustical ceiling tiles and casework
- Repair plumbing systems as necessary
- Reconfigure RM 19-23 into Special Education Cluster Classrooms



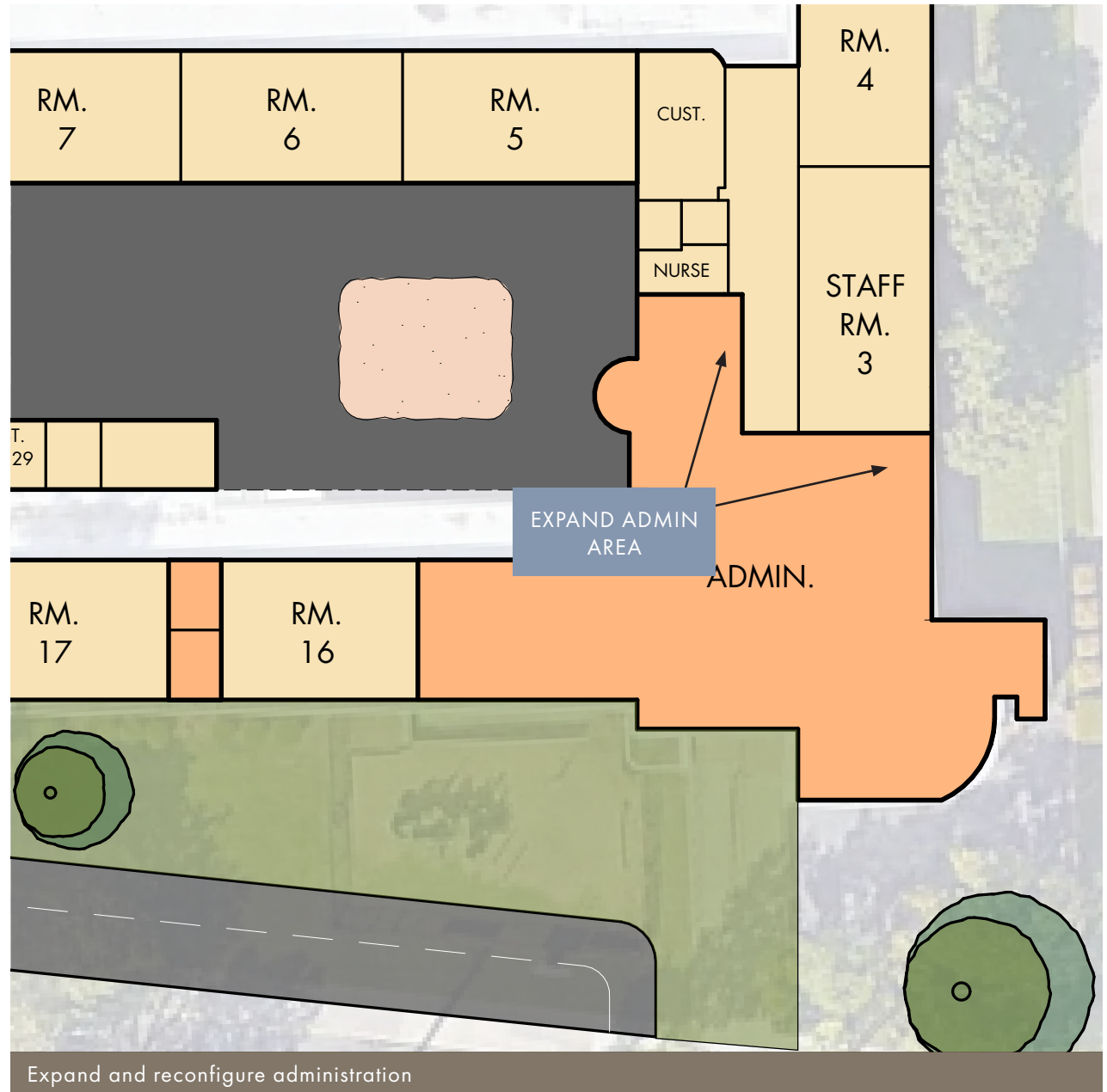
# LUTHER BURBANK ELEMENTARY SCHOOL

## MODERNIZATION OF ADMINISTRATION

\$4,125,000

Repurpose existing classrooms 1 & 2 to additional administration space. Administration Space may include:

- New window to better supervise campus entry
- Conference Room of approximately 250 sf
- Counselor Office of approximately 150 sf
- 3 private offices of approximately 120 sf each for itinerant staff
- Control of entry into the campus through the Administration Lobby
- Relocate staff room



INDICATORS OF QUALITY	
Ed. Programs	20
Community	10
Learning Env.	18
Maintenance	18
Safety and Security	30
Code Comp.	5
<b>Total</b>	<b>101/120</b>

# LUTHER BURBANK ELEMENTARY SCHOOL

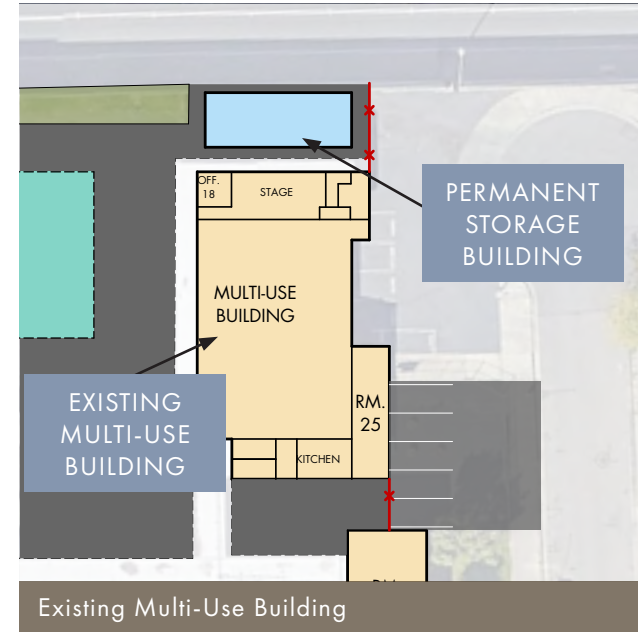
## MODERNIZATION OF EXISTING MULTI-USE BUILDING

\$765,000

INDICATORS OF QUALITY	
Ed. Programs	12
Community	5
Learning Env.	18
Maintenance	16
Safety and Security	18
Code Comp.	5
<b>Total</b>	<b>74/120</b>

Modernize existing Multi-Use Building. Modernization of Multi-Use Building may include:

- Repair or replace existing wall, floor and hardware finishes with durable finishes and acoustic material
- Adjacent covered outdoor eating area
- Flexible dining tables with dedicated storage
- Separate kitchen space with serving area
- Provide new AV and lighting for performances
- Dedicated storage space
- Repair plumbing systems as necessary



## MODERNIZATION OF EXISTING LIBRARY

\$1,300,000

INDICATORS OF QUALITY	
Ed. Programs	16
Community	4
Learning Env.	24
Maintenance	14
Safety and Security	3
Code Comp.	5
<b>Total</b>	<b>66/120</b>

Modernize existing library. Modernization of the library may include:

- Repurpose and reconfigure existing Computer Lab area
- Repair or replace existing wall, floor and hardware finishes
- Flexible furniture including movable worktables
- Efficient storage stacks for books
- Replace damaged acoustical ceiling tiles and casework
- Repair plumbing systems as necessary



# LUTHER BURBANK ELEMENTARY SCHOOL

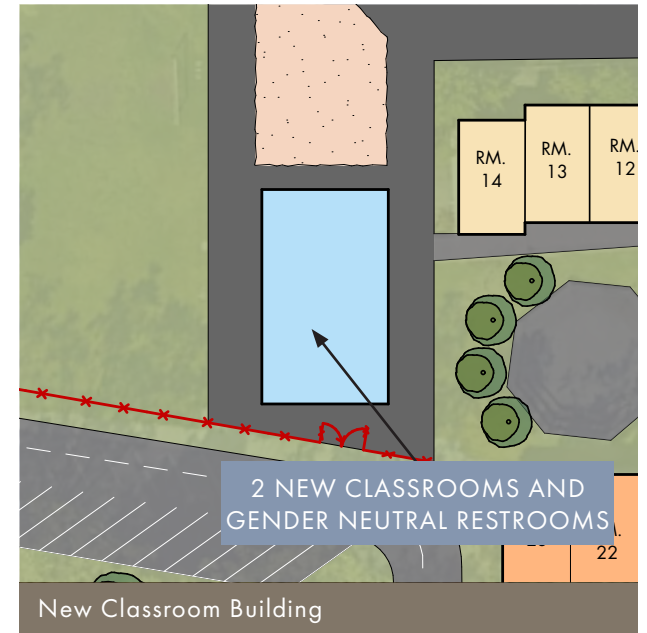
## NEW CLASSROOM BUILDING

\$3,575,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	8
Learning Env.	30
Maintenance	20
Safety and Security	21
Code Comp.	10
<b>Total</b>	<b>109/120</b>

Provide new single-story, 2 student classroom building with gender neutral restrooms. Each classroom may include:

- Flexible furniture including movable worktables
- Storage cabinetry for projects and materials
- 1 sink with a drinking fountain bubbler
- Connection to outdoor learning area if possible
- Technology and AV systems
- Adequate electrical infrastructure
- Adequate markerboards and teaching wall space
- Tackable wall surface on minimum of one wall
- Operable partitions in adjacent classrooms



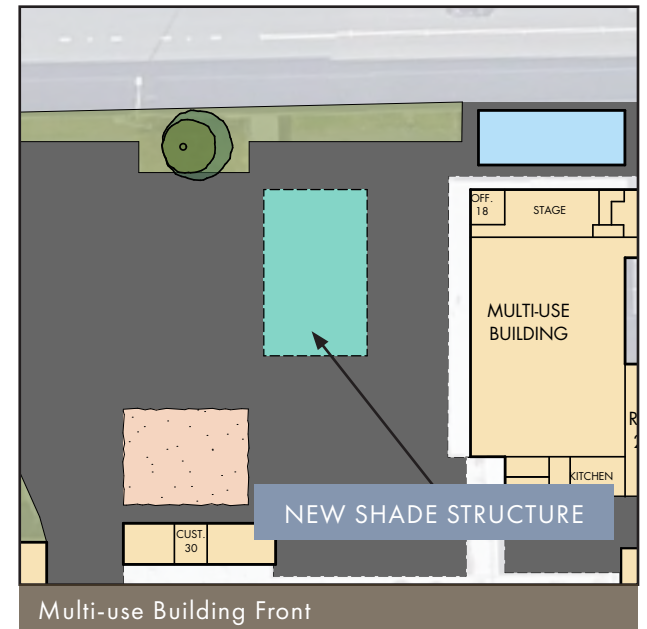
## NEW SHADE STRUCTURE

\$550,000

INDICATORS OF QUALITY	
Ed. Programs	14
Community	10
Learning Env.	24
Maintenance	18
Safety and Security	24
Code Comp.	6
<b>Total</b>	<b>96/120</b>

Construction of new shade structure may include:

- new outdoor seating (ex. picnic tables)



## SCHOOL DATA

Address: 2567 Marlow Road  
Santa Rosa, CA 95403

Established: 1961  
Site Area: 12.40 acres

### CURRENT CONDITIONS

Students in 2022-23 School Year: 361  
Building Area: 45,946 sq. ft.  
Permanent Classrooms: 19  
Portable Classrooms: 11  
Student Capacity: 622

### MASTER PLAN

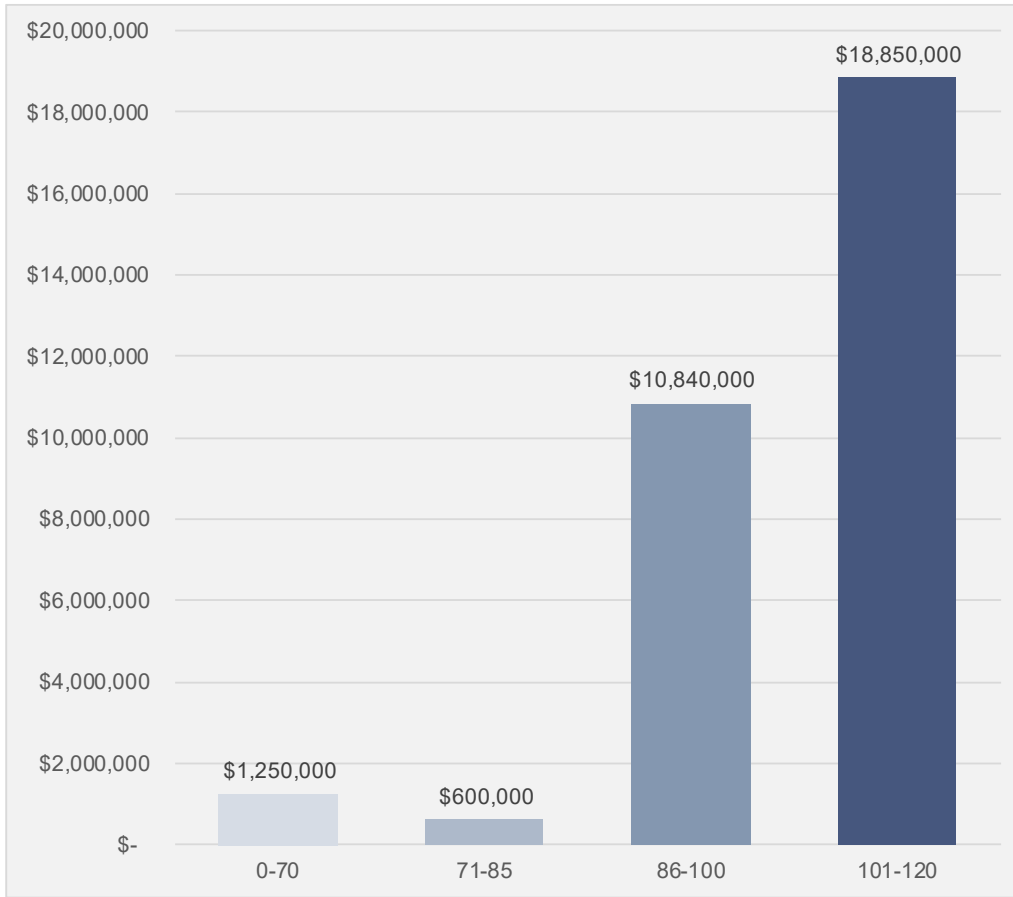
Projected Students in 2029-30: 437  
Planned Classrooms: 26  
Planned Student Capacity: 508



v2.0 Draft for Board Approval: December 13, 2023

# JAMES MONROE ELEMENTARY SCHOOL

# SUMMARY



IQ SCORE RANGE	LEVEL OF NEED	ESTIMATED COST
0-70	LOW	\$1,250,000
71-85	MEDIUM	\$600,000
86-100	HIGH	\$10,840,000
101-120	HIGHEST	\$18,850,000
TOTAL COST		\$31,540,000

## MAJOR FACILITY NEEDS

- Modernization of existing classroom spaces
- Updated Playground areas
- Repaved and restriped blacktop
- New TK + Classroom buildings

JAMES MONROE ELEMENTARY SCHOOL

AERIAL IMAGE



## CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



## CHALLENGES

- Accessible path of travel slopes exceed allowable across campus
- Existing play area & and some driveway paving areas in general need of repair
- Lacking ADA signage for path of travel and rooms
- Limited onsite parking
- All portable classrooms are past their useful life and lack ADA compliant ramps
- Inadequate fire protection at the northwest area of campus
- Site furnishings in poor condition

## OPPORTUNITIES

- Revitalize landscaping
- Improve exterior lighting
- Improve play structures



School Street Entry



Play Area

**CONDITIONS RATINGS**

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



**CHALLENGES**

- Aging facilities in need of modernization
- Fire Alarm System does not meet requirements for visual coverage
- Some classroom entrances are not ADA compliant
- Evidence of water intrusion
- Classrooms 9-12 too close to parking spaces
- Wood Entry porches at rooms 17-19 in poor condition

**OPPORTUNITIES**

- Provide additional administration work spaces
- Provide full size Kindergarten classrooms
- Exterior courtyard areas offer outdoor learning opportunities



Exterior Courtyard



Classroom Interior

# JAMES MONROE ELEMENTARY SCHOOL MODULAR LIBRARY

## EXISTING CONDITIONS SUMMARY

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



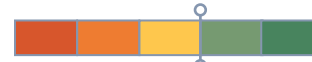
Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

- Aging building in need of modernization
- Exterior finishes in poor condition
- Some evidence of water intrusion
- Circulation Desk not ADA compliant

### OPPORTUNITIES

- Community meeting space
- Small group instruction



Exterior Elevation



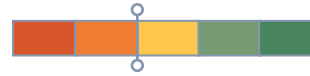
Library Interior

# JAMES MONROE ELEMENTARY SCHOOL MODULAR CLASSROOM BUILDING

## EXISTING CONDITIONS SUMMARY

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



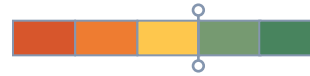
Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

- Aging building in need of modernization
- Exterior finishes in poor condition
- Exterior entries not ADA compliant
- Building too close to parking spaces on south side

### OPPORTUNITIES

- Community meeting space
- Small group instruction



Exterior Classroom Entrance 17-19

















Classroom Interior

**SCHOOL CAPACITY**

2022-2023 ENROLLMENT: 361  
 2029-30 PROJECTED ENROLLMENT: 437  
 EXISTING: 622  
 PROPOSED: 508



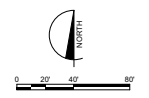
**LEGEND**

-  NEW FACILITY
-  HEAVY MODERNIZATION / REMODEL
-  GENERAL MODERNIZATION
-  NEW SHADE STRUCTURE / COVERED AREA
-  COVERED WALKWAY
-  SITE IMPROVEMENT
-  PLAYGROUND
-  ASPHALT PAVING
-  SOLAR PANEL ARRAY
-  EXISTING ORNAMENTAL FENCING
-  EXISTING CHAIN LINK FENCING
-  NEW ORNAMENTAL FENCING
-  NEW CHAIN LINK FENCING
-  TREE / VEGETATION



**> JAMES MONROE ELEMENTARY SCHOOL**

> SANTA ROSA CITY SCHOOLS DISTRICT | FACILITIES MASTER PLAN | 2177.00



# JAMES MONROE ELEMENTARY SCHOOL

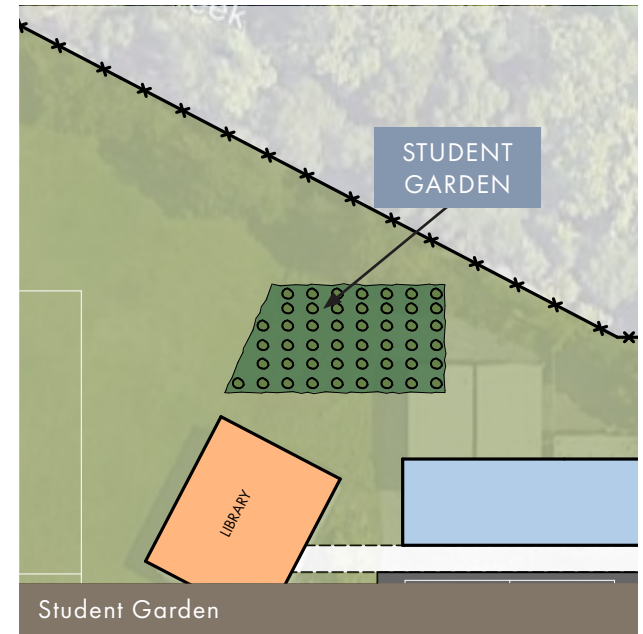
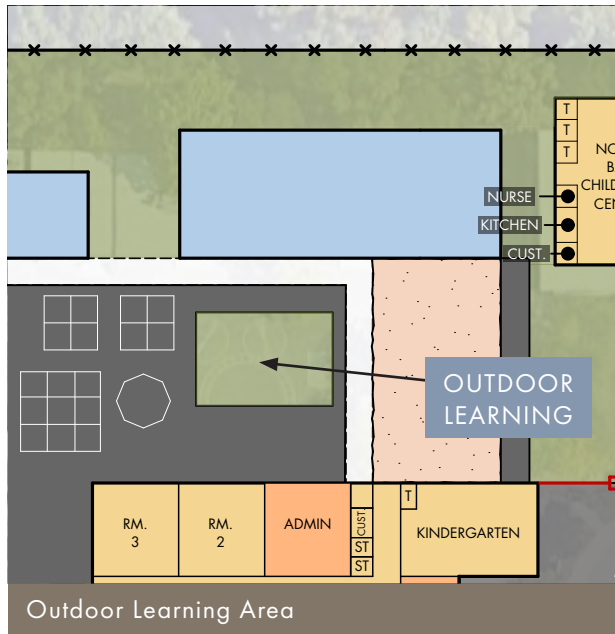
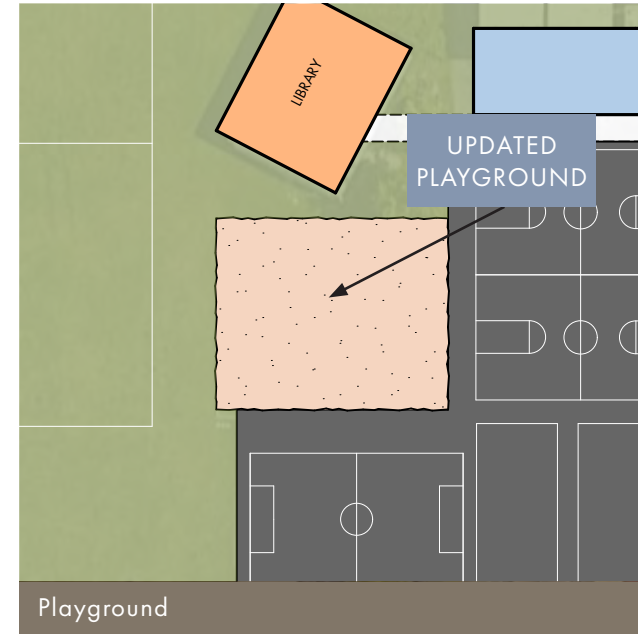
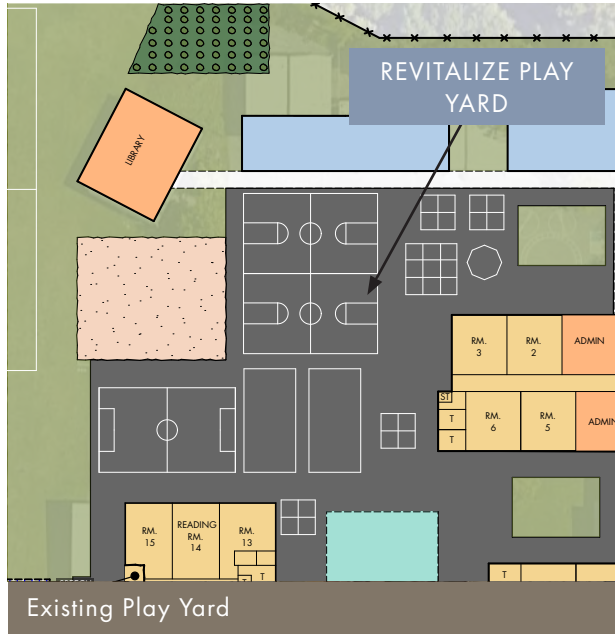
## CAMPUS WIDE SITE IMPROVEMENTS

\$7,805,000

Improvements across the campus to address site issues and improve outdoor areas for students, parents, and staff.

Improvements may include:

- Addressing drainage issues
- Paving and driveway maintenance
- Accessible student drop-off and path of travel
- Revitalizing campus entrance and appearance
- Incorporate outdoor learning areas
- Enhance student garden
- Remove portables
- Renovate fields
- Revitalize landscaping and courtyards
- Repave and restripe existing play yard
- Update Kindergarten play yard



INDICATORS OF QUALITY	
Ed. Programs	16
Community	10
Learning Env.	21
Maintenance	14
Safety and Security	21
Code Comp.	5
<b>Total</b>	<b>87/120</b>

# JAMES MONROE ELEMENTARY SCHOOL

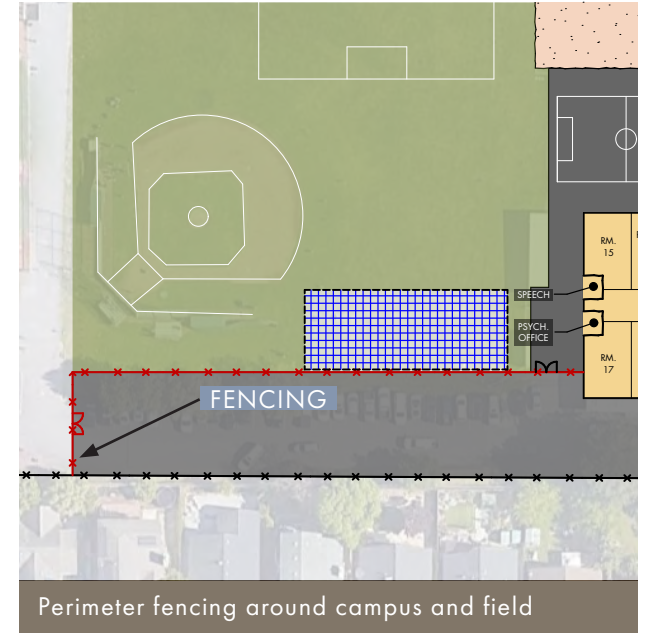
## CAMPUS WIDE SAFETY AND SECURITY UPGRADES

\$465,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	10
Learning Env.	24
Maintenance	18
Safety and Security	30
Code Comp.	10
<b>Total</b>	<b>112/120</b>

Improvements across the campus to improve overall security and safety for students and staff. Improvements may include:

- New perimeter fencing and gates at play areas
- Improvements to drop-off to separate students and cars
- Improve exterior lighting
- New window at Administration to better supervise campus entry
- New window blinds at classroom windows
- Electronic locks at all exterior doors



# JAMES MONROE ELEMENTARY SCHOOL

## MODERNIZATION OF EXISTING CLASSROOMS

\$2,760,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	9
Learning Env.	27
Maintenance	20
Safety and Security	18
Code Comp.	6
<b>Total</b>	<b>100/120</b>

Modernize existing classroom buildings including existing restrooms. Modernization of each space may include:

- Repair or replace existing wall, floor and finishes
- Flexible furniture including movable worktables
- Storage cabinetry for projects and materials
- 1 sink with a drinking fountain bubbler
- Replace damaged acoustical ceiling tiles and casework
- Repair or replace plumbing systems as necessary
- Modernize existing restrooms



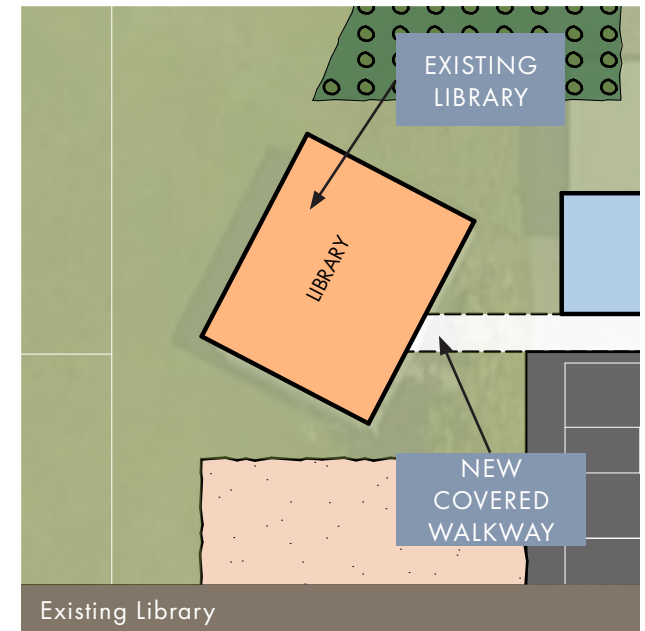
## MODERNIZATION OF EXISTING LIBRARY

\$1,250,000

INDICATORS OF QUALITY	
Ed. Programs	16
Community	4
Learning Env.	24
Maintenance	14
Safety and Security	3
Code Comp.	5
<b>Total</b>	<b>66/120</b>

Modernize existing library. Modernization of the library may include:

- Repurpose and reconfigure existing Computer Lab area
- Repair or replace existing wall, floor and hardware finishes
- Flexible furniture including movable worktables
- Efficient storage stacks for books
- Replace damaged acoustical ceiling tiles and casework
- Repair or replace plumbing systems as necessary
- Provide new covered walkway



# JAMES MONROE ELEMENTARY SCHOOL

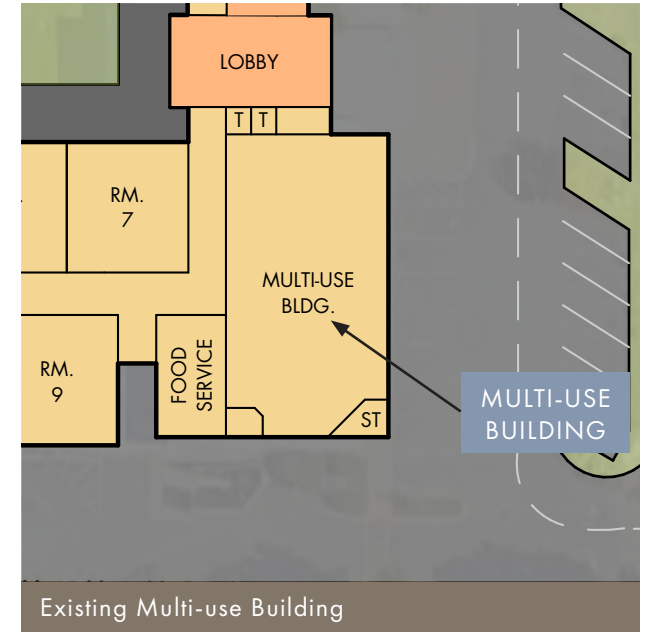
## MODERNIZATION OF EXISTING MULTI-USE BUILDING

\$600,000

INDICATORS OF QUALITY	
Ed. Programs	12
Community	5
Learning Env.	18
Maintenance	16
Safety and Security	18
Code Comp.	5
<b>Total</b>	<b>74/120</b>

Modernize existing Multi-Use Building including food service area. Modernization of Multi-Use Building may include:

- Repair or replace existing wall, floor and hardware finishes with durable finishes & acoustic material
- Adjacent covered outdoor eating area
- Flexible dining tables with dedicated storage
- Separate kitchen space with serving area
- Stage for presentations and performances
- Dedicated storage space
- Replace damaged acoustical ceiling tiles and casework



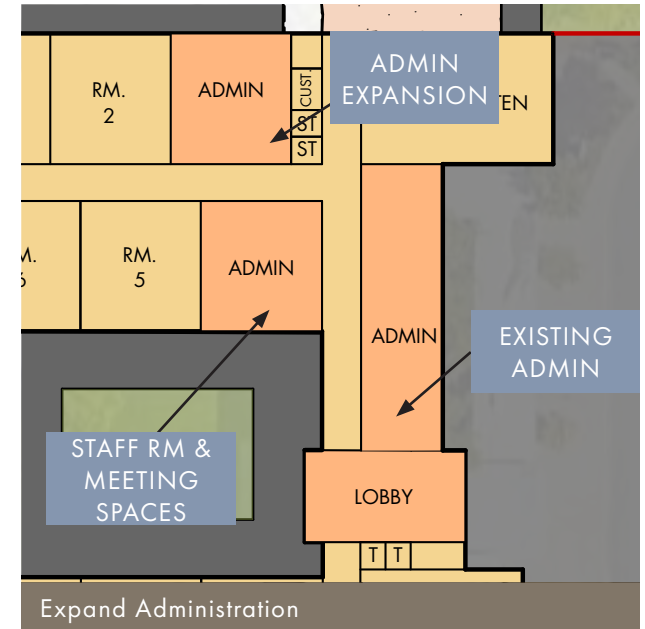
## MODERNIZATION OF ADMINISTRATION

\$5,775,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	10
Learning Env.	18
Maintenance	18
Safety and Security	30
Code Comp.	5
<b>Total</b>	<b>101/120</b>

Repurpose existing kindergarten classroom to additional administration space. Administration Space may include:

- New window to better supervise campus entry
- Conference Room of approximately 250 sf
- Counselor Office of approximately 150 sf
- 3 private offices of approximately 120 sf each for itinerant staff



# JAMES MONROE ELEMENTARY SCHOOL

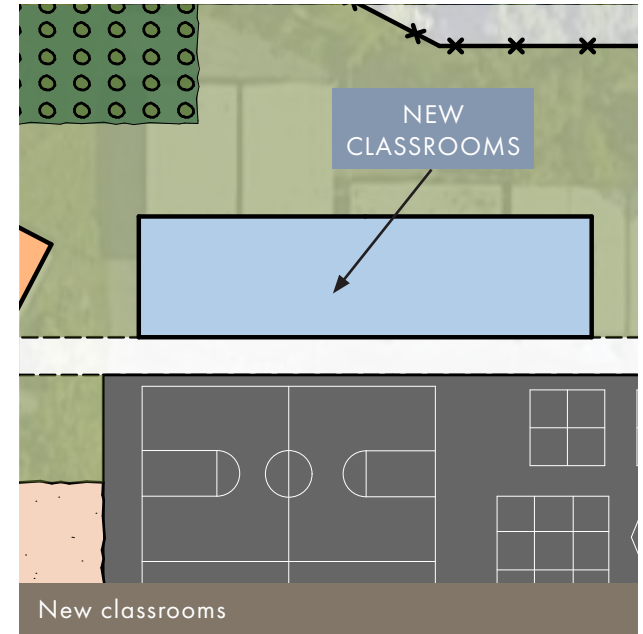
## NEW CLASSROOMS

\$5,330,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	8
Learning Env.	30
Maintenance	20
Safety and Security	21
Code Comp.	8
<b>Total</b>	<b>107/120</b>

Provide 4 new classrooms to new building. New classrooms are replacing existing portables and modular buildings. Each 960 sf classroom may include:

- Flexible furniture including movable worktables
- Storage cabinetry for projects and materials
- 1 sink with a drinking fountain bubbler
- Connection to outdoor learning area if possible
- Technology and AV systems
- Adequate electrical infrastructure
- Minimum of (2) 16' markerboards or equivalent
- Tackable wall surface on minimum of one wall
- Operable partitions in adjacent classrooms



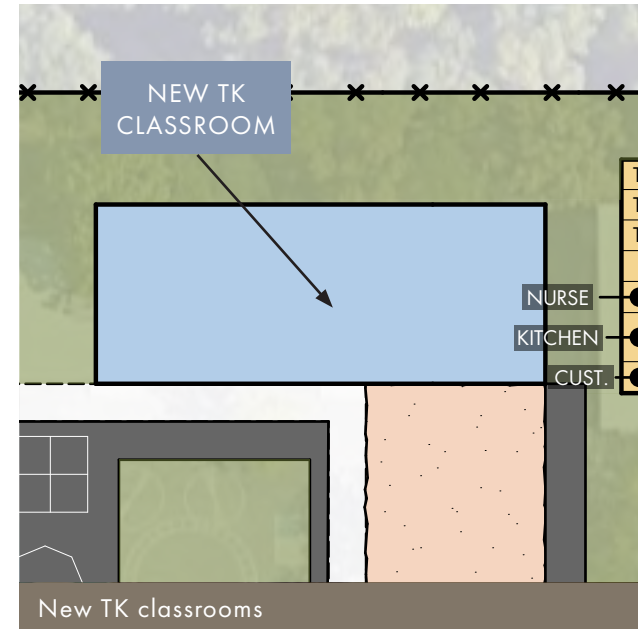
## NEW TK CLASSROOMS

\$7,280,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	10
Learning Env.	30
Maintenance	20
Safety and Security	21
Code Comp.	8
<b>Total</b>	<b>109/120</b>

Provide 4 new TK/K classrooms of approximately 1,400 sf each. Each classroom may include:

- Flexible furniture including movable worktables
- Storage cabinetry for projects and materials
- 1 sink with a drinking fountain bubbler
- Connection to outdoor learning area if possible
- Technology and AV systems
- Adequate electrical infrastructure
- Adequate markerboards and teaching wall space
- Tackable wall surface on minimum of one wall
- Operable partitions in adjacent classrooms
- Dedicated student restrooms connected to classroom



# JAMES MONROE ELEMENTARY SCHOOL

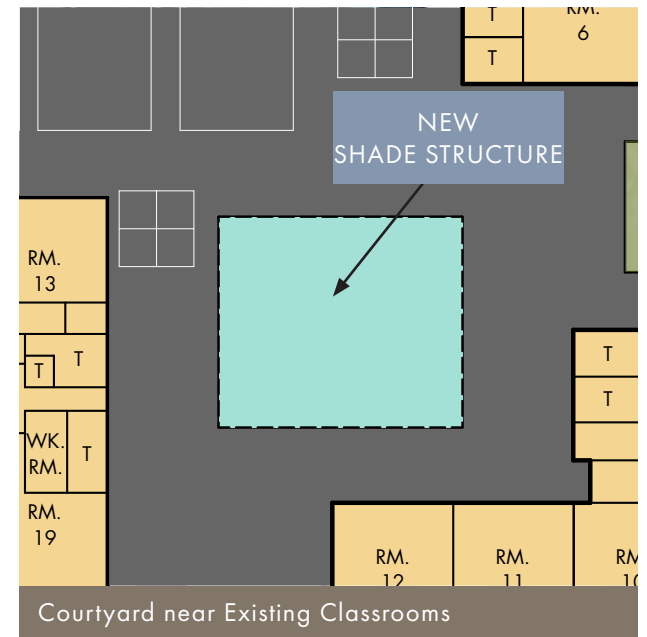
## NEW SHADE STRUCTURE

\$275,000

INDICATORS OF QUALITY	
Ed. Programs	14
Community	10
Learning Env.	24
Maintenance	18
Safety and Security	24
Code Comp.	6
<b>Total</b>	<b>96/120</b>

Construction of new shade structure may include:

- outdoor seating (ex. picnic tables)



## SCHOOL DATA

Address: 1711 Bryden Lane  
Santa Rosa, CA 95404

Established: 1950  
Site Area: 5.18 acres

### CURRENT CONDITIONS

Students in 2022-23 School Year: 335  
Building Area: 40,262 sq. ft.  
Permanent Classrooms: 13  
Portable Classrooms: 9  
Student Capacity: 424

### MASTER PLAN

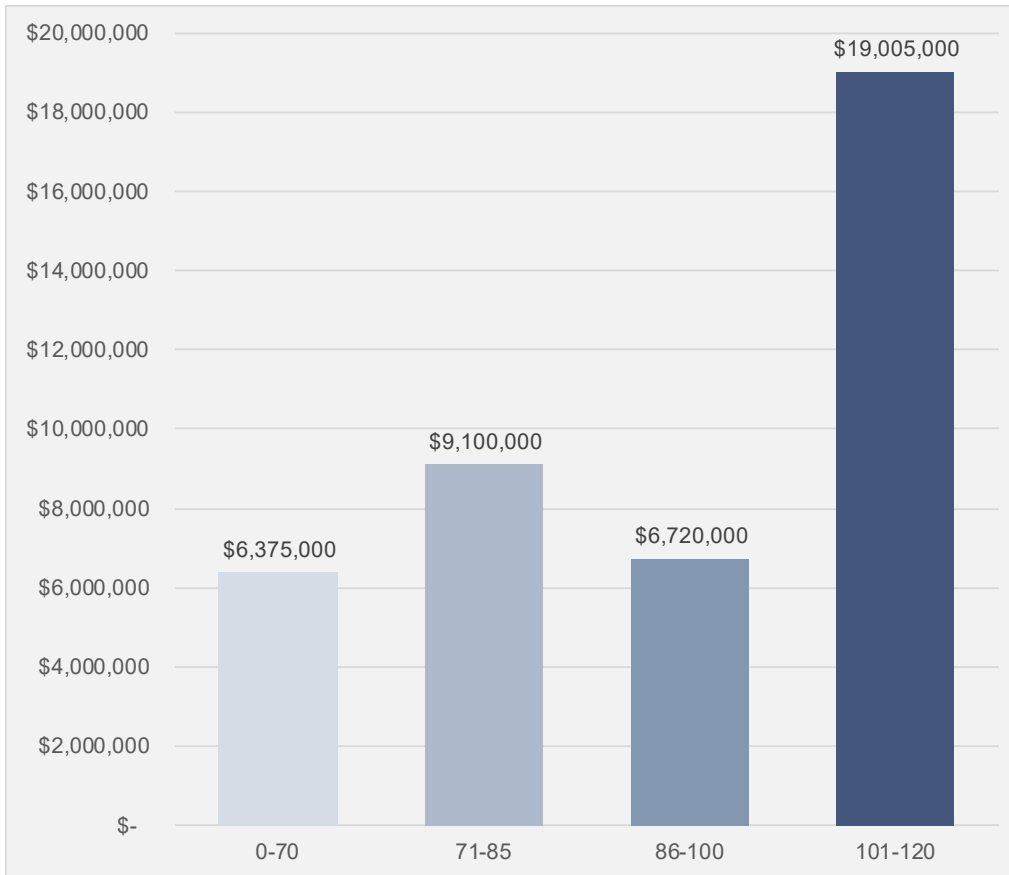
Projected Students in 2029-30: 315  
Planned Classrooms: 20  
Planned Student Capacity: 408



v2.0 Draft for Board Approval: December 13, 2023

# PROCTOR TERRACE ELEMENTARY SCHOOL

# SUMMARY

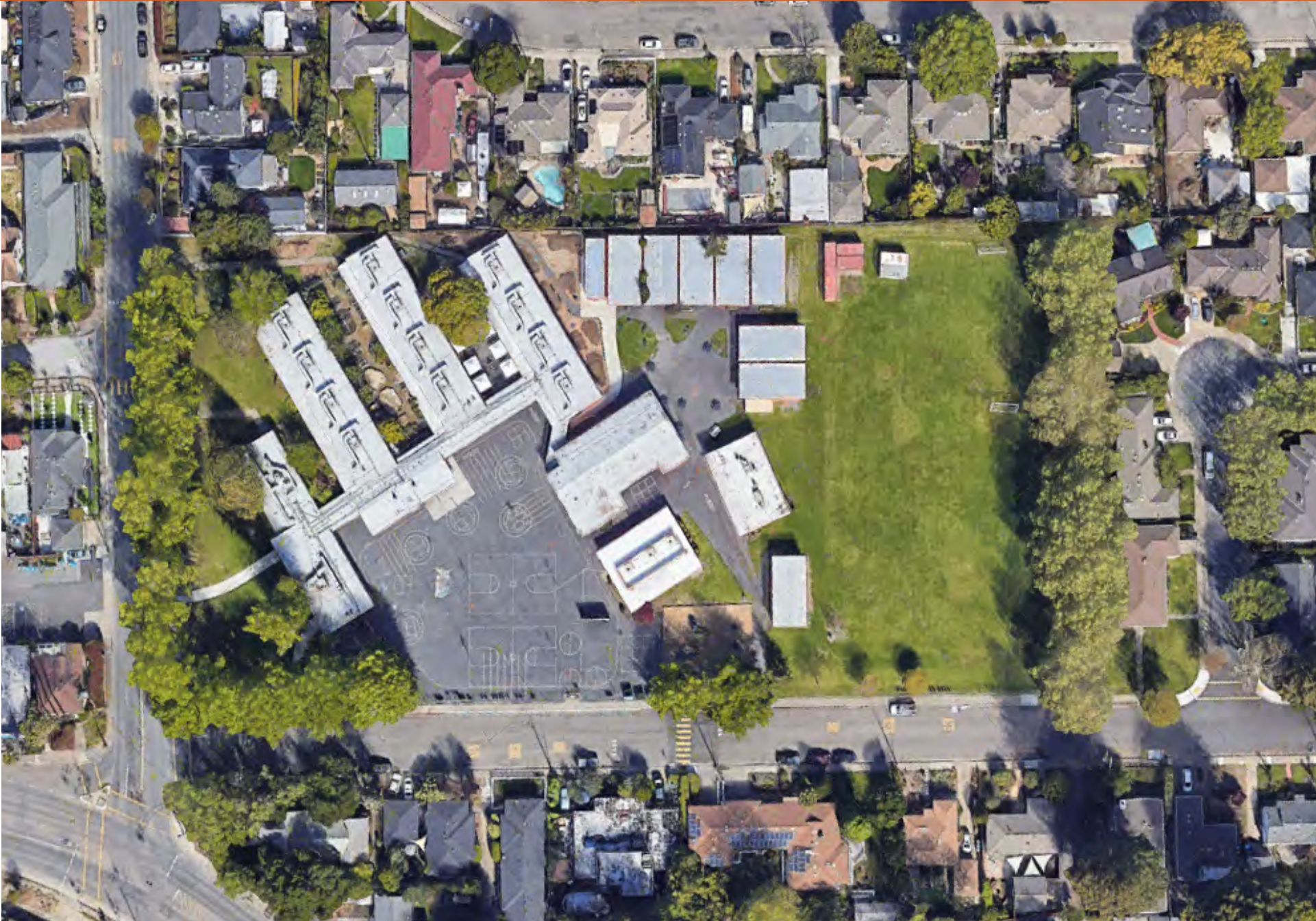


IQ SCORE RANGE	LEVEL OF NEED	ESTIMATED COST
0-70	LOW	\$6,375,000
71-85	MEDIUM	\$9,100,000
86-100	HIGH	\$6,720,000
101-120	HIGHEST	\$19,005,000
TOTAL COST		\$41,200,000

## MAJOR FACILITY NEEDS

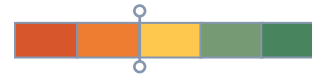
- New Perimeter Fencing
- Modernize Classrooms
- New Classroom Building
- New TK/K Building
- Reconfigure Restrooms
- New Multi-Purpose Room
- Administration Office Addition

# AERIAL IMAGE



CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



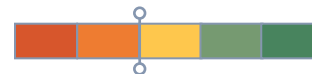
Building Systems (Mechanical & Plumbing, Utilities)



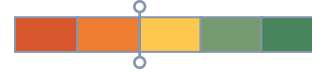
Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



CHALLENGES

- Small site on busy intersection
- Severe site drainage issues
- No onsite parking
- Main campus entry is not at the front of the school
- Multiple points of entry onto the campus
- Placement of portable classrooms makes site supervision difficult
- Play area paving in general need of maintenance
- Lacks covered outdoor eating area
- Accessible path of travel slopes exceed allowable across campus

OPPORTUNITIES

- Space available to create a main access on Grosse Avenue
- Nice space between classroom wings to create outdoor small group instruction areas
- Portables can be moved to open paved play area to the grass field
- Space available for covered eating area



Classroom Entry



Play Area

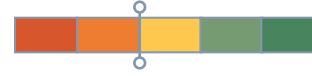
# CLASSROOMS, MPR, & ADMINISTRATION

## CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



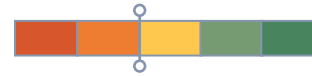
Educational Appropriateness



Technology Infrastructure



Building Finish Materials



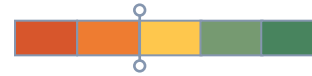
Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



## CHALLENGES

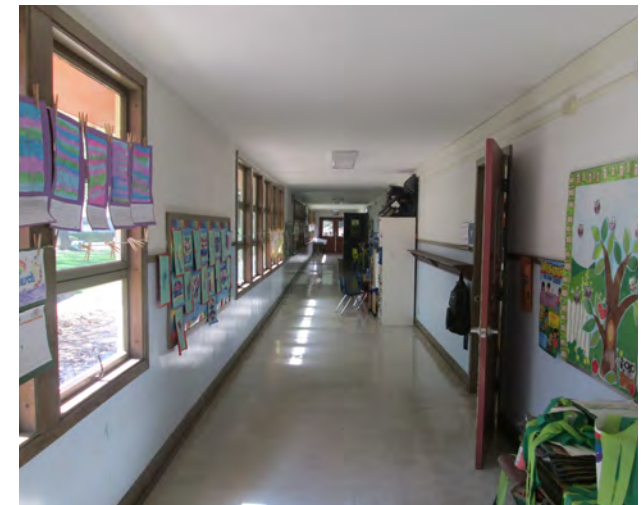
- Insufficient number of restrooms
- Aged facilities in need of modernization
- Classroom entrances not ADA compliant
- Sinks and restrooms not ADA compliant
- Water pressure lacking at toilets
- Evidence of water intrusion
- Fire alarm system does not meet code for audible and visual coverage

## OPPORTUNITIES

- Addition of small group instructional space at classroom
- Internal corridors offer opportunity for pull out instructional space



Classroom Interior



Internal Corridor

# LIBRARY

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

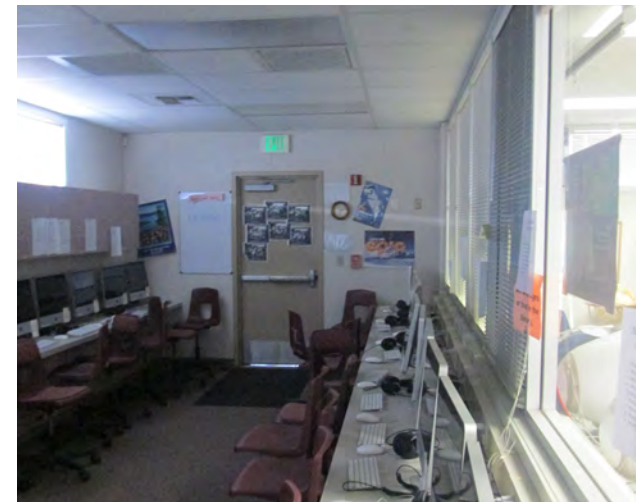
- Aging building in need of modernization
- Exterior finishes in poor condition
- Exterior entry & Circulation Desk not ADA compliant

### OPPORTUNITIES

- Community meeting space
- Small group instruction



Exterior Elevation



Computer Lab

**SCHOOL CAPACITY**

2022-2023 ENROLLMENT: 335  
 2029-30 PROJECTED ENROLLMENT: 315  
 EXISTING: 424  
 PROPOSED: 408



**LEGEND**

- NEW FACILITY
- HEAVY MODERNIZATION / REMODEL
- GENERAL MODERNIZATION
- NEW SHADE STRUCTURE / COVERED AREA
- COVERED WALKWAY
- SITE IMPROVEMENT
- PLAYGROUND
- ASPHALT PAVING
- EXISTING ORNAMENTAL FENCING
- EXISTING CHAIN LINK FENCING
- NEW ORNAMENTAL FENCING
- NEW CHAIN LINK FENCING
- TREE / VEGETATION



**> PROCTOR TERRACE ELEMENTARY SCHOOL**

> SANTA ROSA CITY SCHOOLS DISTRICT | FACILITIES MASTER PLAN | 2177.00



CAMPUS WIDE SAFETY AND SECURITY UPGRADES

\$825,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	10
Learning Env.	24
Maintenance	18
Safety and Security	30
Code Comp.	10
<b>Total</b>	<b>112/120</b>

Improvements across the campus to improve overall security and safety for students and staff. Improvements may include:

- New perimeter fencing and gates at play areas
- Improvements to drop-off to separate students and cars
- Improve exterior lighting
- New window at Administration to better supervise campus entry
- New window blinds at classroom windows
- Electronic locks on all exterior doors



Perimeter fencing around campus and field

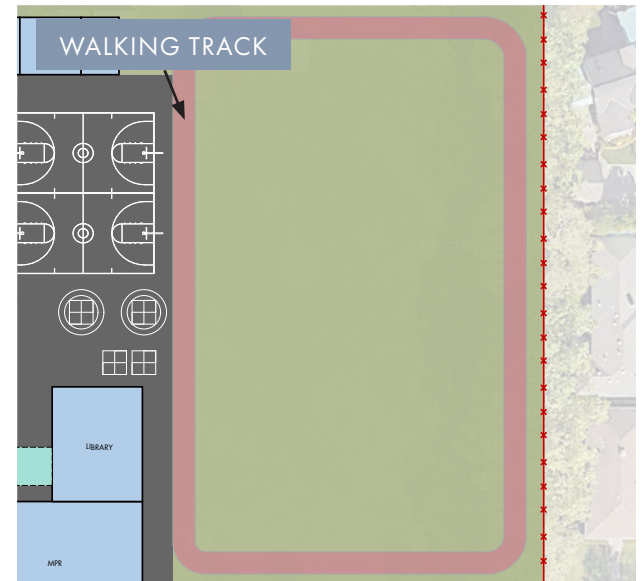
RENOVATED FIELD AND WALKING TRACK

\$1,500,000

INDICATORS OF QUALITY	
Ed. Programs	14
Community	8
Learning Env.	15
Maintenance	10
Safety and Security	18
Code Comp.	1
<b>Total</b>	<b>66/120</b>

Improvements on the walking track and field may include:

- All-weather track
- Renovated field
- Public access after school hours
- Electronic locks on all exterior doors



Walking Track and Field

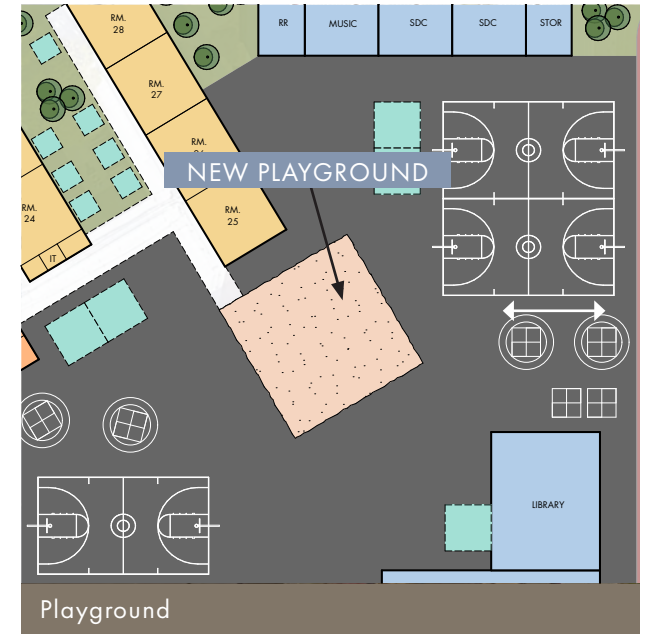
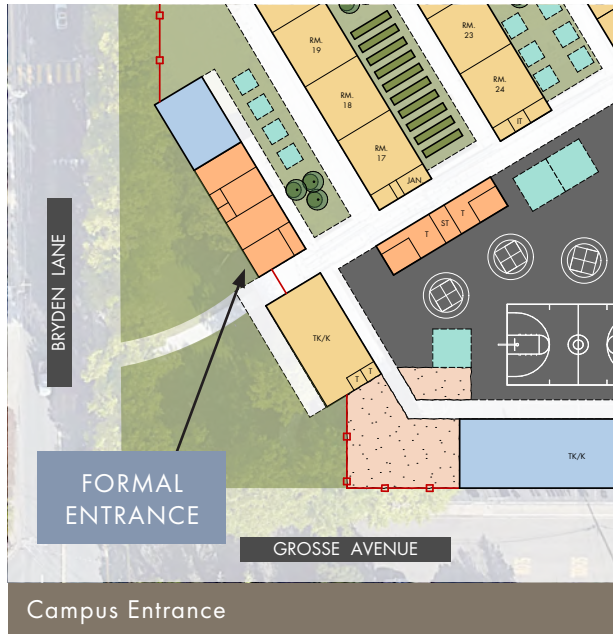
CAMPUS WIDE SITE IMPROVEMENTS

\$5,670,000

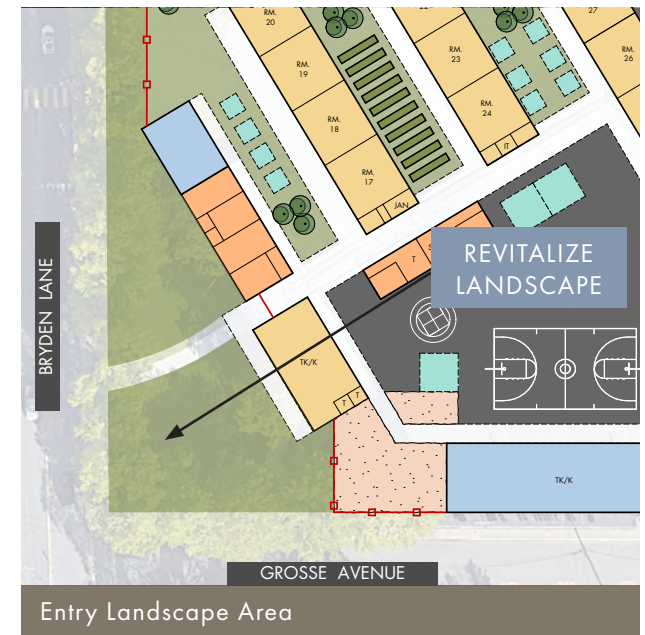
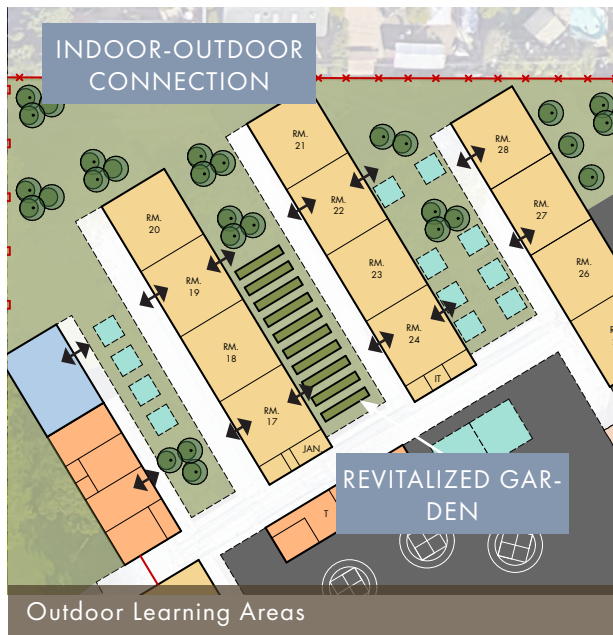
Improvements across the campus to address site issues and improve outdoor areas for students, parents, and staff.

Improvements may include:

- Addressing drainage issues
- Accessible student drop-off and path of travel
- Revitalizing campus entrance and appearance
- Incorporate outdoor learning areas
- Revitalize landscaping & courtyards
- Enhance student garden
- New accessible play equipment
- Repave and stripe hardcourt areas
- Remove portables
- Renovate existing field



INDICATORS OF QUALITY	
Ed. Programs	14
Community	10
Learning Env.	24
Maintenance	18
Safety and Security	18
Code Comp.	5
<b>Total</b>	<b>89/120</b>



MODERNIZATION OF EXISTING CLASSROOMS

\$1,050,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	9
Learning Env.	27
Maintenance	20
Safety and Security	18
Code Comp.	6
<b>Total</b>	<b>100/120</b>

Modernize existing classroom wings. Modernization of each space may include:

- Repair or replace existing wall and floor finishes
- Flexible furniture including movable worktables
- Storage cabinetry for projects and materials
- 1 sink with a drinking fountain bubbler
- Replace damaged acoustical ceiling tiles and casework
- Repair or replace plumbing systems as necessary
- Reconfigure and modernize existing student restrooms



NEW 3 CLASSROOM BUILDING

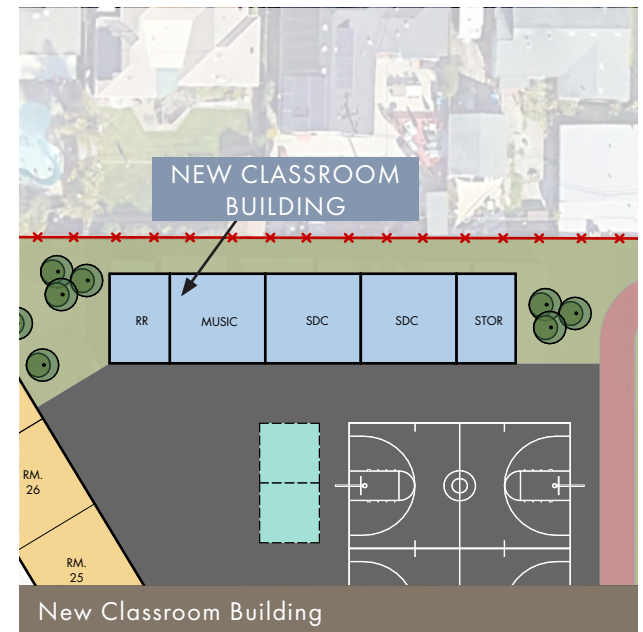
\$5,850,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	8
Learning Env.	30
Maintenance	20
Safety and Security	21
Code Comp.	5
<b>Total</b>	<b>104/120</b>

Provide new single story, 3-classroom building of approximately 4,500 sf with restrooms and small group learning areas.

Each 960 sf classroom may include:

- Flexible furniture including movable worktables
- Storage cabinetry for projects and materials
- 1 sink with a drinking fountain bubbler
- Connection to outdoor learning area if possible
- Technology and AV systems
- Adequate electrical infrastructure
- Adequate markerboards and teaching wall space
- Tackable wall surface on minimum of one wall
- Operable partitions in adjacent classrooms
- Dedicated storage room, approximately 1,000 sf



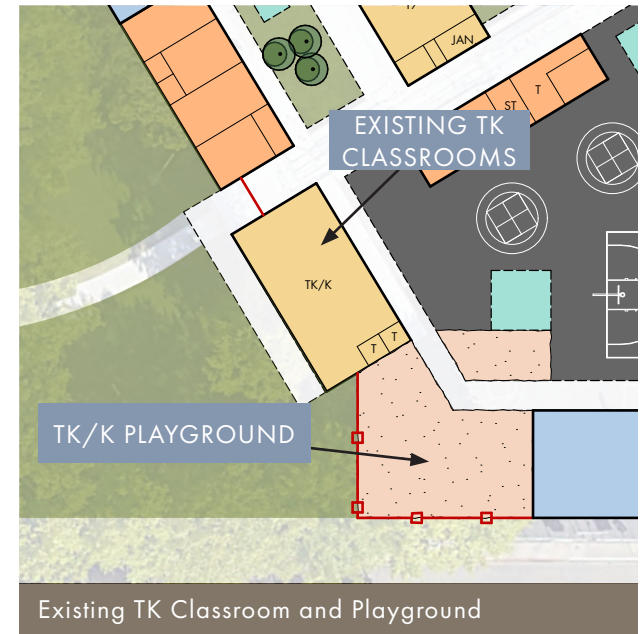
MODERNIZATION OF EXISTING TK CLASSROOM

INDICATORS OF QUALITY	
Ed. Programs	20
Community	9
Learning Env.	27
Maintenance	20
Safety and Security	18
Code Comp.	6
<b>Total</b>	<b>100/120</b>

Modernize existing TK classroom. Modernization of TK classroom may include:

- Repair or replace existing wall, floor and hardware finishes
- Single occupancy restroom accessible from the classroom
- Flexible furniture including movable worktables
- Storage cabinetry for projects and materials
- 1 sink with a drinking fountain bubbler
- Storage cabinetry for projects and materials
- Replace damaged acoustical ceiling tiles and casework
- Repair or replace roofing and plumbing systems
- Provide new outdoor Kindergarten play area adjacent to Kindergarten building

INCLUDED IN CLASSROOM MODERNIZATION



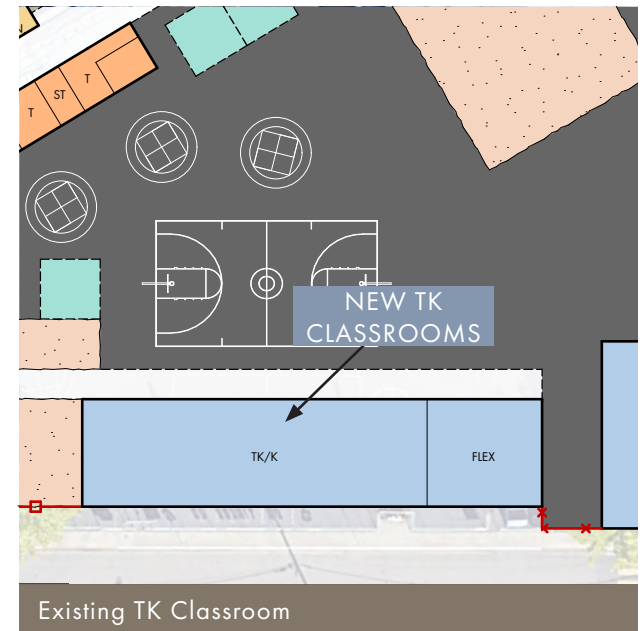
NEW TK CLASSROOM BUILDING

INDICATORS OF QUALITY	
Ed. Programs	20
Community	10
Learning Env.	30
Maintenance	20
Safety and Security	21
Code Comp.	8
<b>Total</b>	<b>109/120</b>

\$8,880,000

Provide new 4 TK classroom building of approximately 6,600 sf. Each 1,400-sf TK classroom may include:

- Single occupancy restroom accessible from the classroom
- Flexible furniture including movable worktables
- Storage cabinetry for projects and materials
- 1 sink with a drinking fountain bubbler
- Classroom security locks
- Technology and AV systems
- Adequate electrical infrastructure
- Adequate markerboards and teaching wall space
- Tackable wall surface on minimum of one wall
- New outdoor Kindergarten play area adjacent to Kindergarten building
- Additional 960 sf Flex Classroom to support PE and other programs



ADMINISTRATION ADDITION AND MODERNIZATION

\$3,450,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	10
Learning Env.	18
Maintenance	20
Safety and Security	30
Code Comp.	5
<b>Total</b>	<b>103/120</b>

Provide a new 1500 sf administration expansion and reconfiguration of existing space. The new administration area may include:

- Conference Room of approximately 250 sf
- Counselor Office of approximately 150 sf
- Nurse’s Office of approximately 200 sf
- 3 private offices of approximately 120 sf each for itinerant staff

Modernize existing Administration Area. Modernization of Administration Area may include:

- Repair or replace existing wall, floor and hardware finishes
- Storage cabinetry for projects and materials
- 1 sink with a drinking fountain bubbler
- Replace damaged acoustical ceiling tiles and casework



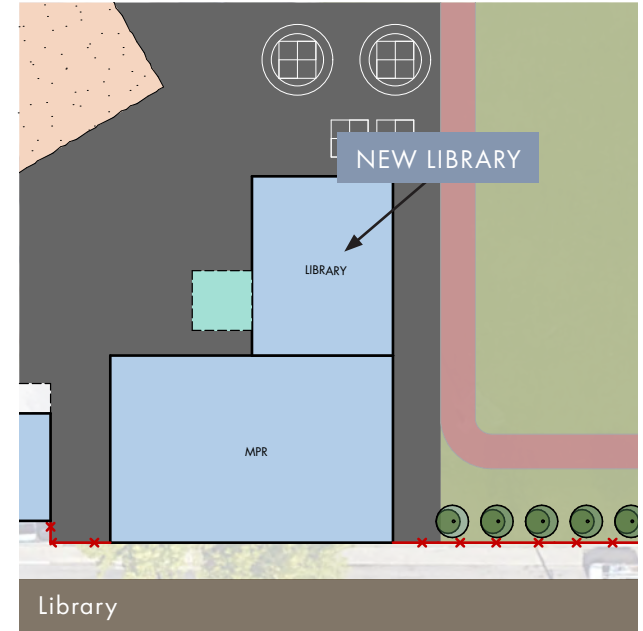
NEW LIBRARY BUILDING

\$4,875,000

INDICATORS OF QUALITY	
Ed. Programs	16
Community	6
Learning Env.	24
Maintenance	14
Safety and Security	3
Code Comp.	5
<b>Total</b>	<b>68/120</b>

Provide a new library of approximately 3750 sf. The new library may include:

- Open, flexible space for student collaboration
- Classroom type space with a glazed operable partition, and AV and electrical infrastructure
- 3 to 5 small group learning / work rooms of approximately 200 sf each with glazed walls for visibility
- Flexible furniture including movable worktables
- Efficient storage for books at periphery of space to create a flexible space at library core
- Security locks
- Acoustical finishes for quiet learning space



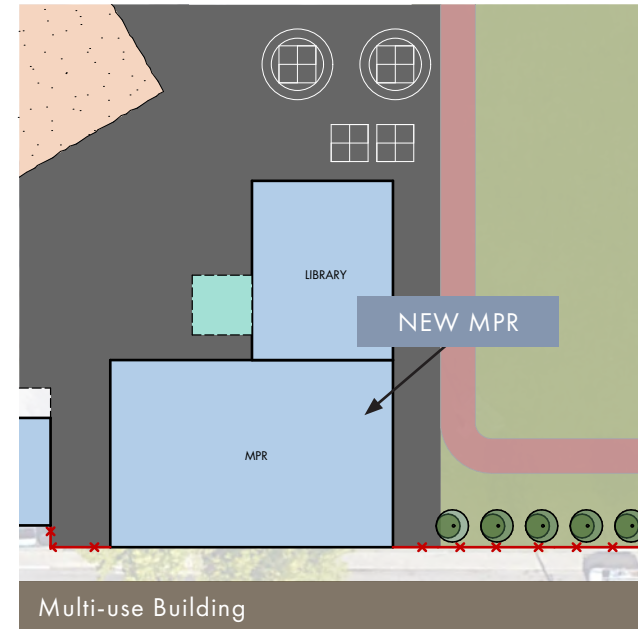
NEW MULTI-USE BUILDING

\$9,100,000

INDICATORS OF QUALITY	
Ed. Programs	16
Community	8
Learning Env.	21
Maintenance	16
Safety and Security	18
Code Comp.	4
<b>Total</b>	<b>83/120</b>

Provide new Multi-Use building of approximately 7000 square feet. The Multi-Use building may include:

- Large flexible space with durable finishes and acoustic materials
- Adjacent covered outdoor eating area
- Flexible dining tables with dedicated storage
- Separate kitchen space with serving area
- Stage for presentations and performances
- Dedicated storage space



## SCHOOL DATA

Address: 301 Steele Ln  
Santa Rosa, CA 95403

Established: 1951  
Site Area: 8.95 acres

### CURRENT CONDITIONS

Students in 2022-23 School Year: 378  
Building Area: 91,702 sq. ft.  
Permanent Classrooms: 16  
Portable Classrooms: 12  
Student Capacity: 514

### MASTER PLAN

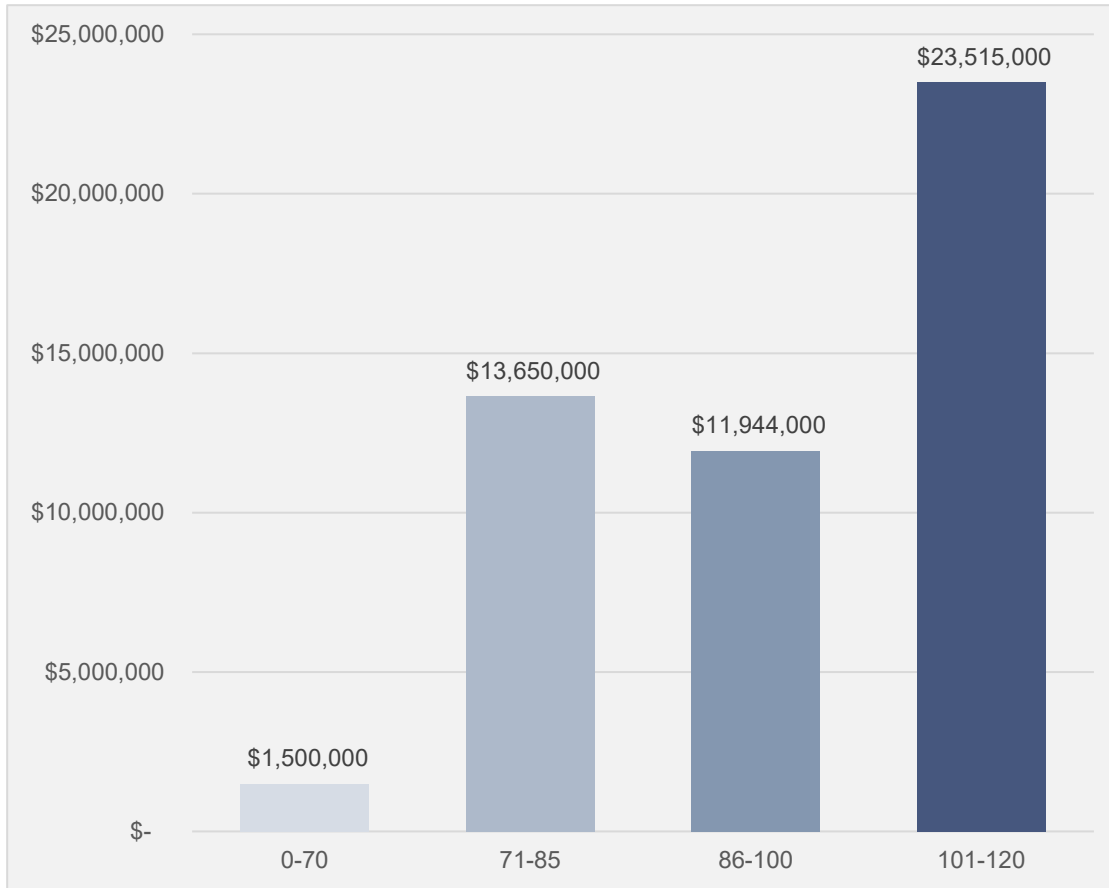
Projected Students in 2029-30: 415  
Planned Classrooms: 23  
Planned Student Capacity: 516



v2.0 Draft for Board Approval: December 13, 2023

# STEELE LANE ELEMENTARY SCHOOL

# SUMMARY



IQ SCORE RANGE	LEVEL OF NEED	ESTIMATED COST
0-70	LOW	\$1,500,000
71-85	MEDIUM	\$13,650,000
86-100	HIGH	\$11,944,000
101-120	HIGHEST	\$23,515,000
TOTAL COST		\$50,609,000

## MAJOR FACILITY NEEDS

- New Perimeter Fencing
- Modernize Classroom Buildings
- New TK/K Building
- Expand Playground
- New Parking Lot and Drop-off
- New Administration Office
- New Classroom Building

# AERIAL VIEW



CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



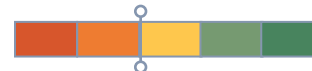
Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



CHALLENGES

- Emergency vehicular access does not exist
- Parking lot location requires visitors to walk through campus to get to school office
- Transients entering the rear of the site and leaving hazardous trash
- Perimeter driveways are too narrow between school buildings and property line fencing
- Driveways cause problems during peak hours due to single lane width for in and out
- No accessible student drop off provided
- Existing play area paving in need of resurfacing
- Existing play equipment is not accessible
- Traffic noise from Steele Lane
- Site lacks covered outdoor eating area
- Portable classrooms randomly located on site
- Large old oak trees
- Drop off lane is on busy thoroughfare

OPPORTUNITIES

- Large grass play fields
- Mature trees and landscaping
- School site security could be easily achievable
- Unused areas between classroom wings provides opportunity for outdoor classroom spaces
- Site is large enough to reduce parking and drop-off on Steele Lane



School Sign



Perimeter Driveway

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

- Facilities are old and in need of modernization
- Most exterior doors, sinks, and restrooms are not ADA compliant
- Insufficient quantity of restrooms for students and staff
- School office and multi-purpose room are too small to accommodate needs
- Many classrooms are older portables that should be replaced with new site built structures
- Covered walkways between many buildings does not exist

### OPPORTUNITIES

- Convert existing admin into full sized kindergarten classrooms with restrooms
- Exterior areas between classroom wings could be opportunity for small group learning instruction
- Good natural light in classrooms
- Site is large enough to accommodate larger multi-purpose room, with outdoor covered eating
- Site is large enough to accommodate larger school office and kindergarten building



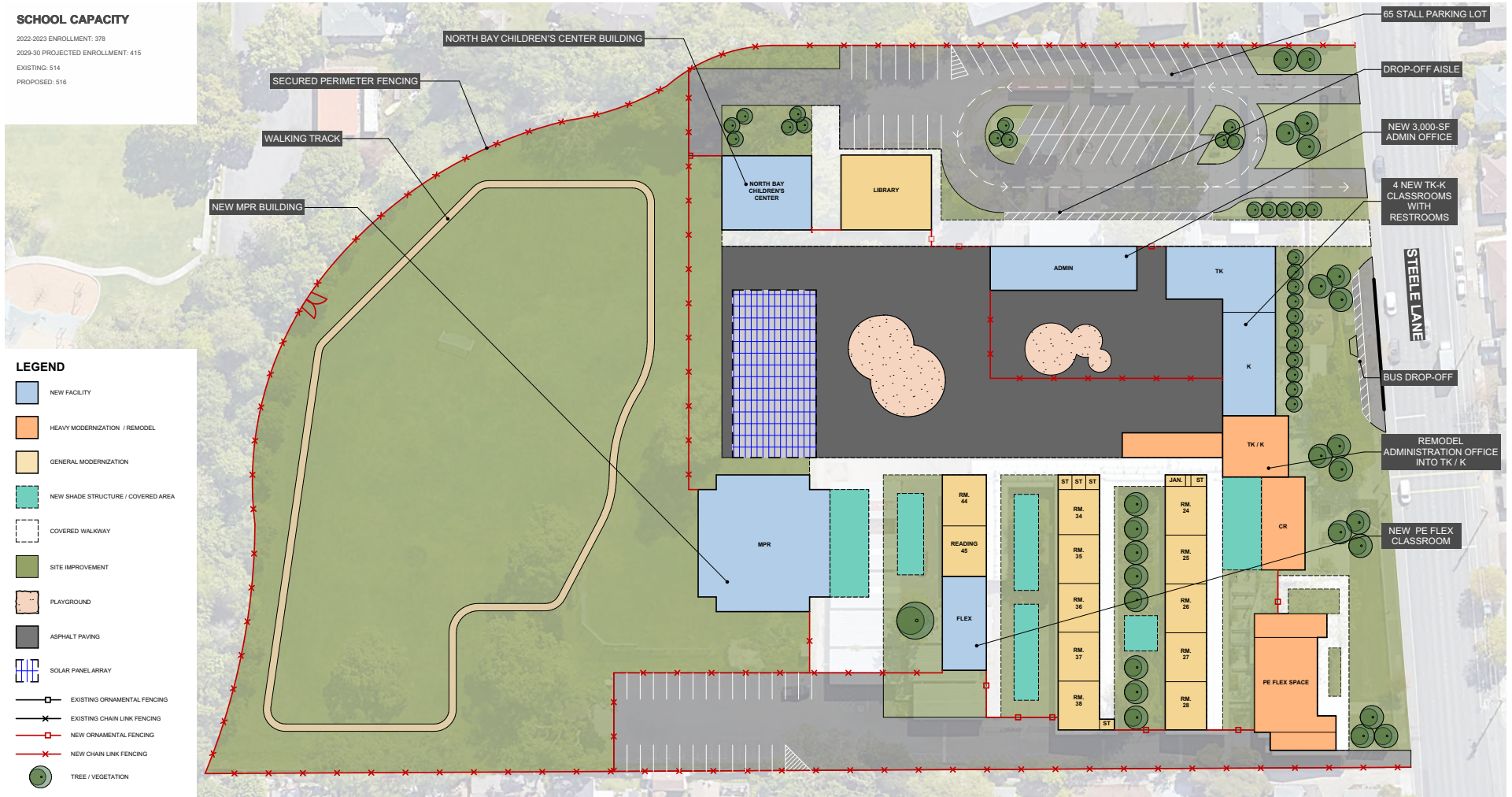
Kindergarten Classroom



Garden Area Between Classrooms

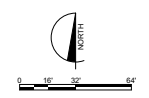
**SCHOOL CAPACITY**

2022-2023 ENROLLMENT: 378  
 2029-30 PROJECTED ENROLLMENT: 415  
 EXISTING: 514  
 PROPOSED: 516



**> STEELE LANE ELEMENTARY SCHOOL**

> SANTA ROSA CITY SCHOOLS DISTRICT | FACILITIES MASTER PLAN | 2177.00



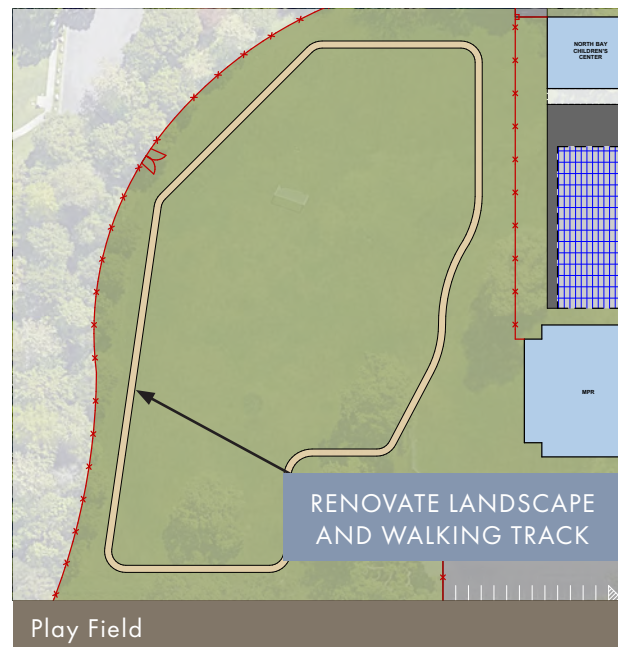
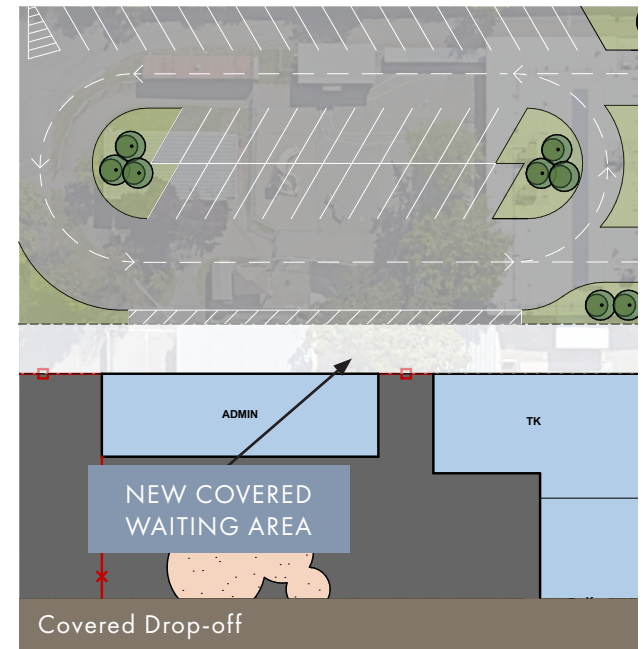
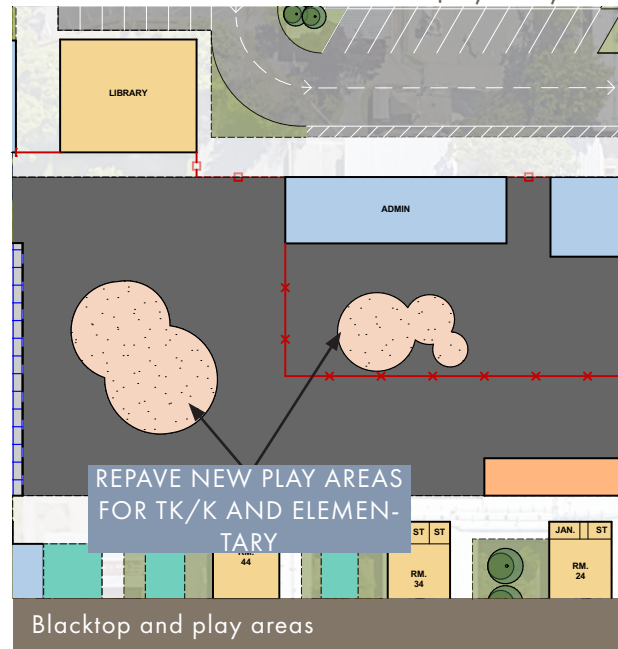
# STEELE LANE ELEMENTARY SCHOOL

## CAMPUS SITE IMPROVEMENTS

Improvements across the campus to address site issues and improve outdoor areas for students, parents, and staff. Improvements may include:

- Addressing drainage issues throughout campus
- Paving and driveway maintenance
- Covered waiting area for vehicle drop-off/pick-up at new parking lot
- Revitalize campus entrance and appearance
- Incorporate outdoor learning areas
- Preserve existing school garden and tree-life
- Resurface black-top and play areas
- Renovate field landscape

\$4,725,000



INDICATORS OF QUALITY	
Ed. Programs	16
Community	10
Learning Env.	21
Maintenance	14
Safety and Security	21
Code Comp.	5
<b>Total</b>	<b>87/120</b>

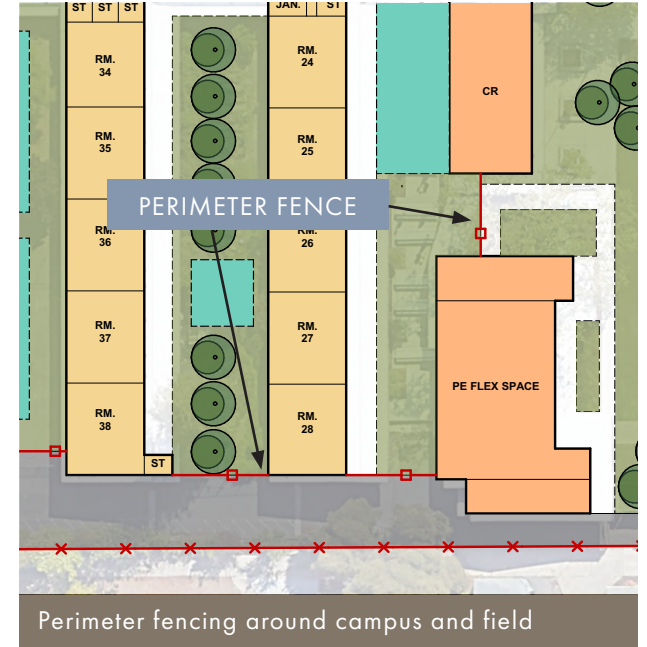
CAMPUS WIDE SAFETY AND SECURITY UPGRADES

\$990,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	10
Learning Env.	24
Maintenance	18
Safety and Security	30
Code Comp.	10
<b>Total</b>	<b>112/120</b>

Improvements across the campus to improve overall security and safety for students and staff. Improvements shall include:

- New perimeter fencing surrounding the campus and fields
- Limited gate access at back fence
- Improve exterior lighting throughout core of campus
- Electronic locks at all exterior doors

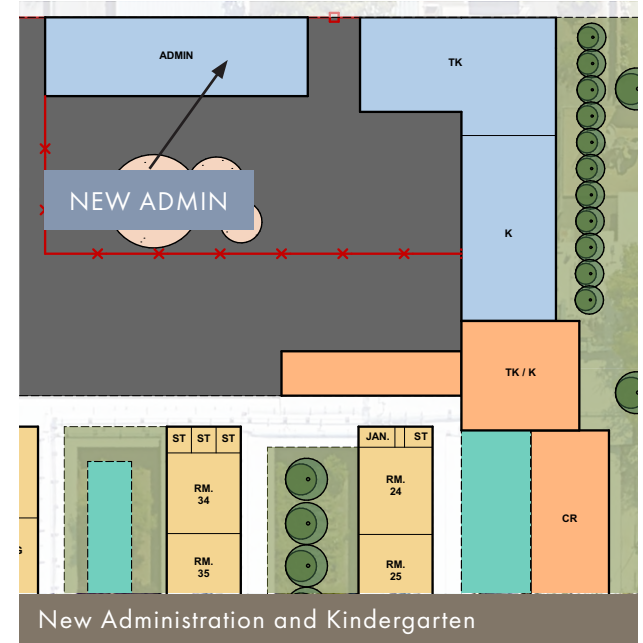


NEW ADMINISTRATION OFFICE WITH KINDERGARTEN \$3,900,000

INDICATORS OF QUALITY	
Ed. Programs	18
Community	10
Learning Env.	27
Maintenance	18
Safety and Security	30
Code Comp.	6
<b>Total</b>	<b>109/120</b>

Provide a new 3,000-sf administration building. New construction may include:

- Restroom facilities for Boys, Girls, and Staff
- Reception area
- (6) offices, each approximately 100 sf
- (2) large conference rooms, each approximately 200 sf
- (3) private conference rooms, each approximately 100 sf
- Provide break room to accommodate 25 persons
- Large windows for playground visibility
- Flexible furniture
- Sufficient storage for supplies

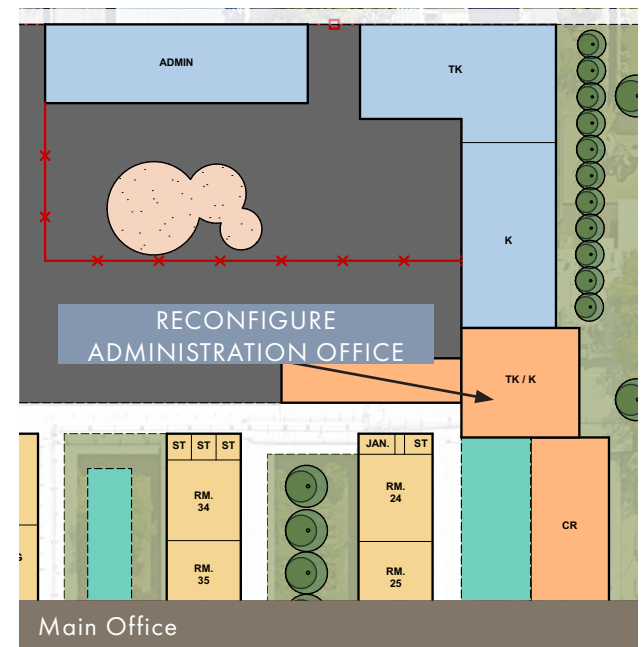


CONVERSION OF ADMIN INTO CLASSROOMS \$4,875,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	8
Learning Env.	30
Maintenance	20
Safety and Security	24
Code Comp.	5
<b>Total</b>	<b>107/120</b>

Repurpose existing administration office into TK/K classrooms. Modernization may include:

- Provide sufficient storage for supplies
- Repair/refinish flooring and wall finishes
- Improve interior lighting
- Replace window and door casings
- Ensure ADA compliance

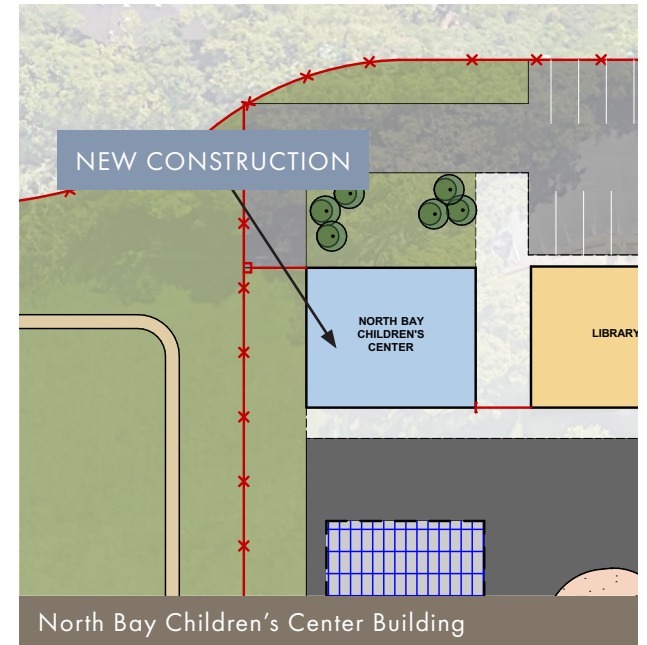


NORTH BAY CHILDREN’S CENTER BUILDING

\$3,900,000

INDICATORS OF QUALITY	
Ed. Programs	8
Community	7
Learning Env.	24
Maintenance	16
Safety and Security	18
Code Comp.	5
<b>Total</b>	<b>78/120</b>

New construction of North Bay Children’s Center may include:



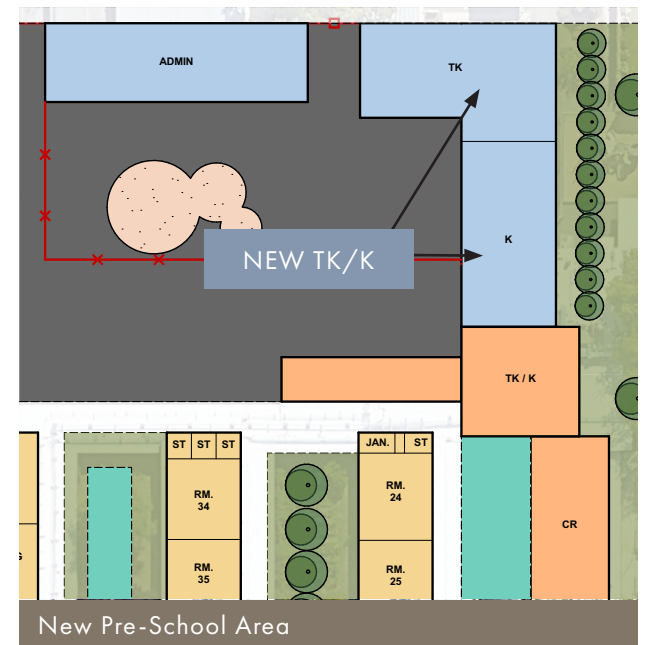
NEW TK/K CLASSROOM BUILDING

\$7,750,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	8
Learning Env.	30
Maintenance	20
Safety and Security	24
Code Comp.	8
<b>Total</b>	<b>110/120</b>

Provide a new 4 TK/K classroom building expansion to existing the kindergarten with a play area. New construction may include:

- (4) TK/K classrooms, each approximately 1,200 sf
- Dedicated in-classroom restroom facilities
- Accessible play area
- Front drop-off and pick-up area
- Large windows for playground visibility
- Flexible furniture
- Sufficient storage for supplies



## NEW MULTI-USE BUILDING

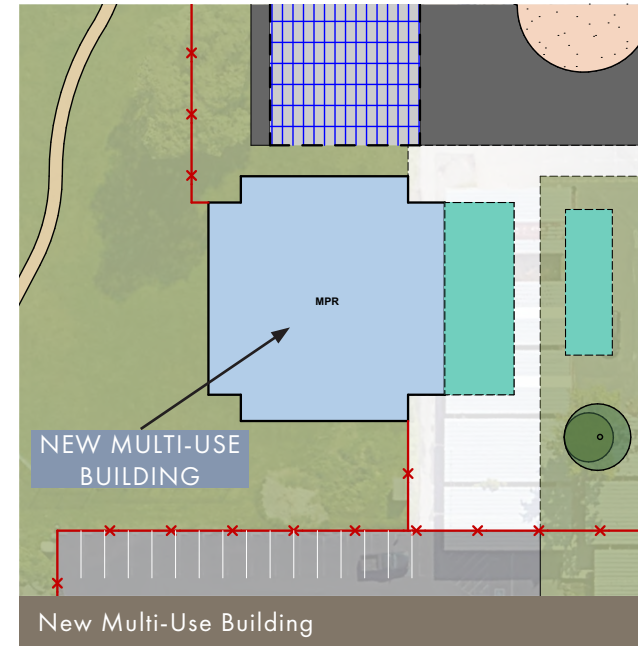
\$9,750,000

INDICATORS OF QUALITY	
Ed. Programs	16
Community	8
Learning Env.	21
Maintenance	12
Safety and Security	18
Code Comp.	4
<b>Total</b>	<b>79/120</b>

Provide a new 8000 sf. multi-use building with outdoor stage.

New construction may include:

- Multi-Purpose space
- New shade structure for outdoor eating area
- Restroom facilities for Boys, Girls, and Staff
- Kitchen and service window
- Performance stage
- Large windows for natural light
- Storage for supplies
- High-impact flooring and wall material
- Durable tack-wall interior finish



New Multi-Use Building

## CONVERSION OF EXISTING MPR TO P.E./FLEX

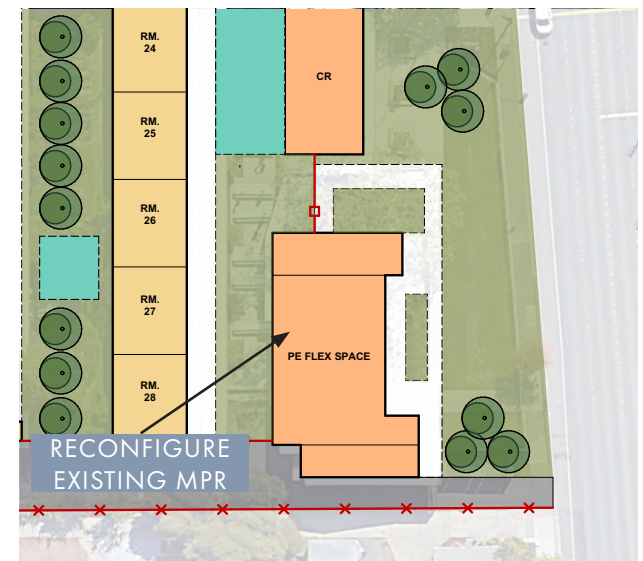
\$1,820,000

INDICATORS OF QUALITY	
Ed. Programs	16
Community	6
Learning Env.	27
Maintenance	16
Safety and Security	18
Code Comp.	5
<b>Total</b>	<b>88/120</b>

Reconfigure and modernize the existing MPR to a P.E. Flex Space.

New renovation may include:

- Durable floor and wall finishes
- Technology and AV supply
- Sufficient day and artificial lighting
- Flexible furniture
- Cabinetry for storage



RECONFIGURE EXISTING MPR

New P.E. Flex Space

# STEELE LANE ELEMENTARY SCHOOL

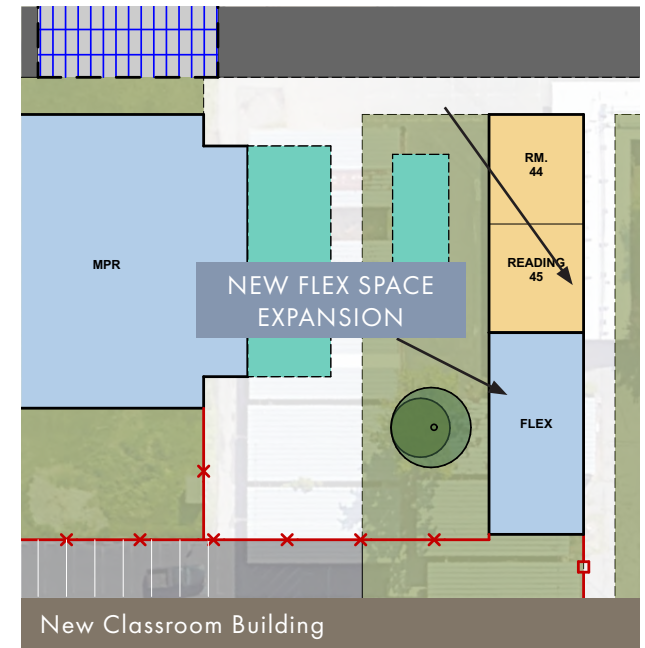
## NEW FLEX CLASSROOM EXPANSION

\$4,125,000

INDICATORS OF QUALITY	
Ed. Programs	16
Community	6
Learning Env.	27
Maintenance	16
Safety and Security	21
Code Comp.	4
<b>Total</b>	<b>90/120</b>

Provide a new flex space expansion to existing classroom building of approximately 1200 sf. The building may include:

- Durable floor and wall finishes
- Technology and AV supply
- Sufficient day and artificial lighting
- Flexible furniture
- Cabinetry for storage



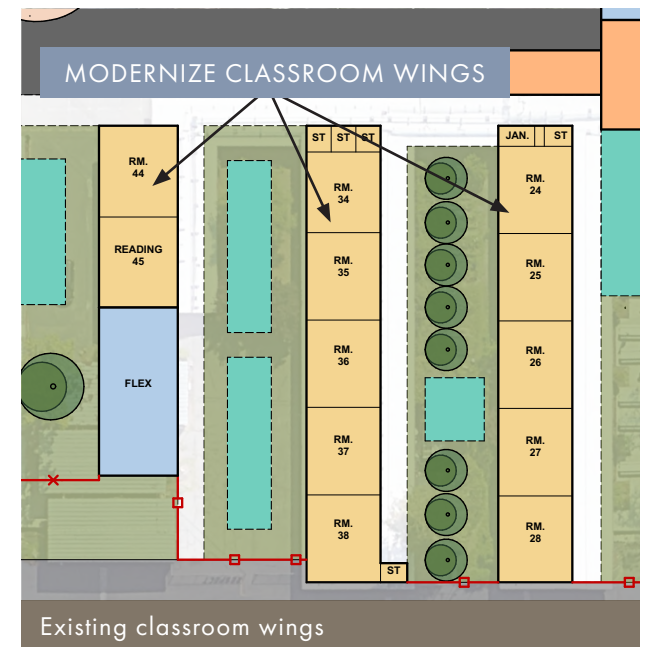
## MODERNIZATION OF CLASSROOM WINGS

\$6,000,000

INDICATORS OF QUALITY	
Ed. Programs	16
Community	8
Learning Env.	27
Maintenance	20
Safety and Security	24
Code Comp.	6
<b>Total</b>	<b>101/120</b>

Modernize existing classrooms to better support students and staff. Modernization of these spaces may include:

- Repair/replace existing wall, floor
- Flexible furniture including movable worktables
- Increase classroom storage
- Replace damaged acoustical ceiling tiles and casework
- Repair/replace plumbing systems as necessary



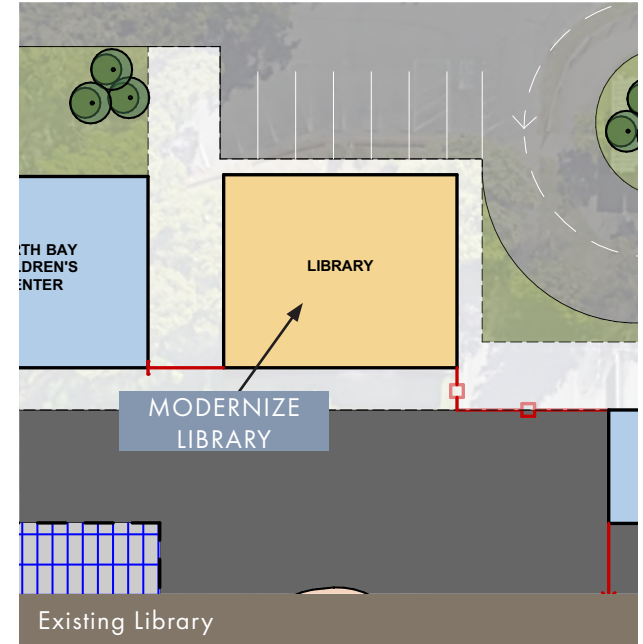
## MODERNIZATION OF EXISTING LIBRARY

\$1,500,000

INDICATORS OF QUALITY	
Ed. Programs	16
Community	4
Learning Env.	24
Maintenance	14
Safety and Security	3
Code Comp.	5
<b>Total</b>	<b>66/120</b>

Modernize existing Library for use by all teachers and students, and as a new flexible meeting space that can be used by after school programs. These upgrades may include:

- Open, flexible space with durable finishes and acoustic materials
- Flexible furniture including movable worktables
- Storage cabinetry and rooms for projects and materials
- Efficient storage stacks for books
- Additional electrical infrastructure



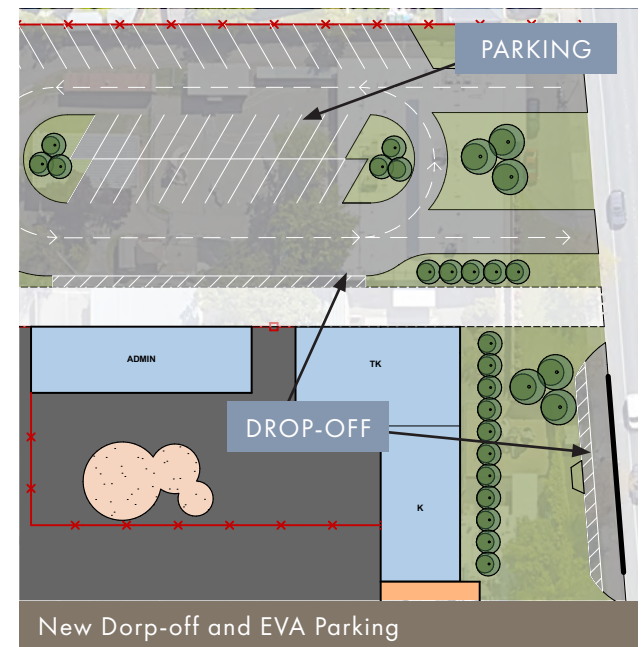
## NEW DROP-OFF AND BUS PARKING

\$1,274,000

INDICATORS OF QUALITY	
Ed. Programs	10
Community	10
Learning Env.	15
Maintenance	20
Safety and Security	30
Code Comp.	10
<b>Total</b>	<b>95/120</b>

New upgrades may include:

- New bus drop-off on the front of the campus adjacent to the main street
- New parking
- Improve traffic flow
- Private drop-off for parents

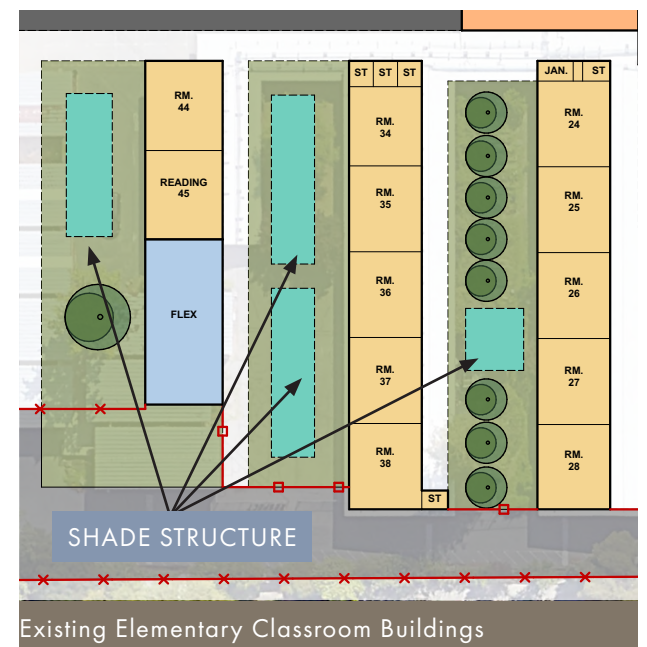
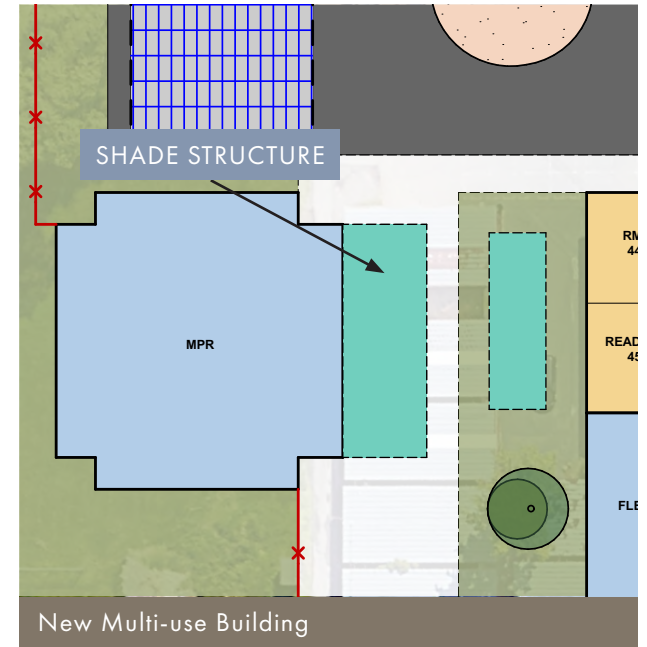
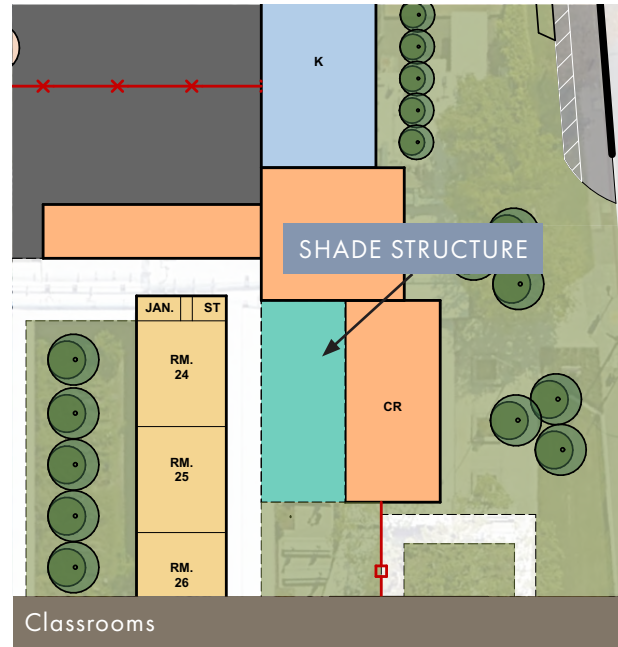


## NEW SHADE STRUCTURES

Improvements of outdoor areas for students, parents, and staff include shade structures with covered seating. Proposed locations may include:

- Adjacent to Classrooms
- Adjacent to MPR
- Between existing elementary classroom wings

## INCLUDED IN SITE IMPROVEMENT



### INDICATORS OF QUALITY

Ed. Programs	14
Community	10
Learning Env.	24
Maintenance	18
Safety and Security	24
Code Comp.	6
<b>Total</b>	<b>96/120</b>

## SCHOOL DATA

Address: 211 Ridgway Avenue, Santa Rosa, CA 95401

Established:  
Site Area:

### CURRENT CONDITIONS

Students in 2022-23 School Year:

Building Area:

Permanent Classrooms:

Portable Classrooms:

Student Capacity:

### MASTER PLAN

Projected Students in 2029-30:

Planned Classrooms:

10

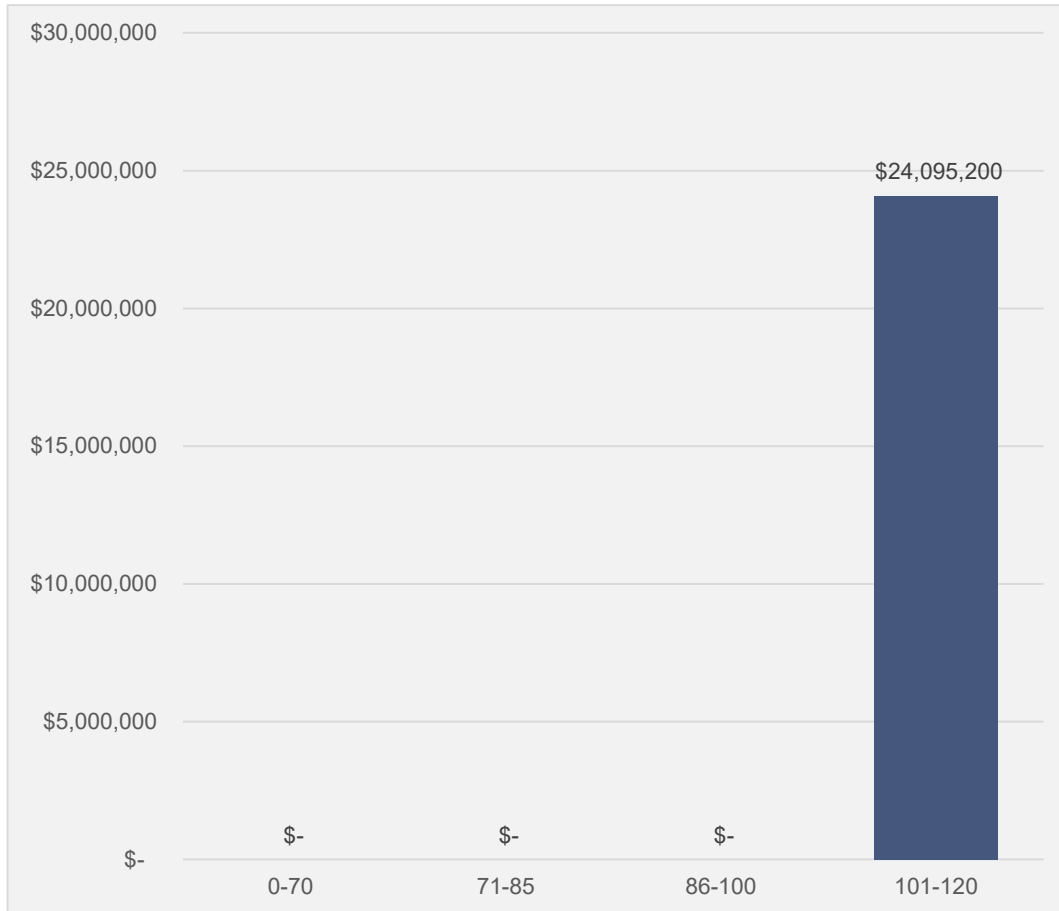
Planned Student Capacity:



v2.0 Draft for Board Approval: December 13, 2023

# EARLY CHILDHOOD EDUCATION

# SUMMARY

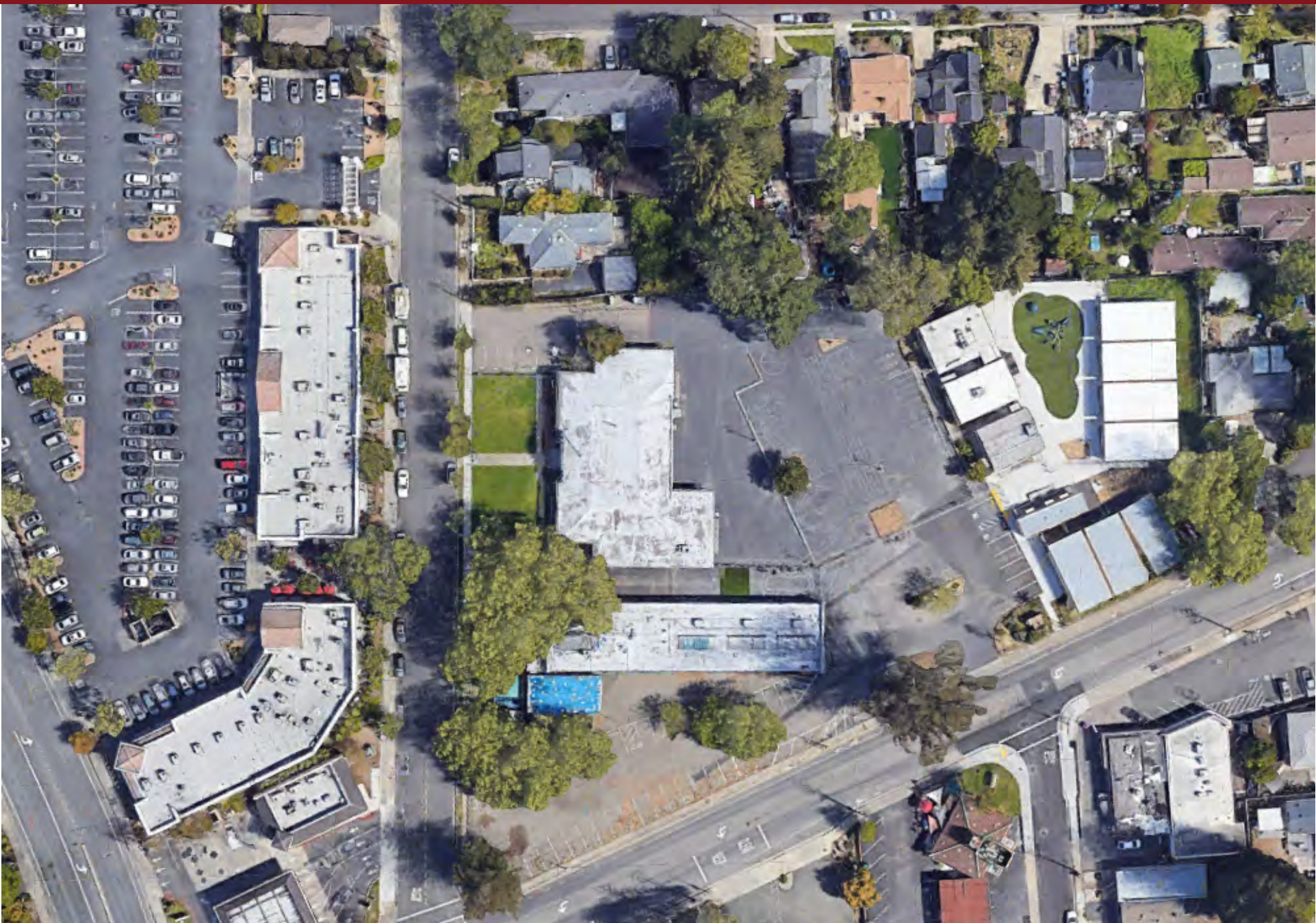


IQ SCORE RANGE	LEVEL OF NEED	ESTIMATED COST
0-70	LOW	\$-
71-85	MEDIUM	\$-
86-100	HIGH	\$-
101-120	HIGHEST	\$24,095,200
TOTAL COST		\$24,095,200

## MAJOR FACILITY NEEDS

- Lewis Early Learning Academy School needs to relocate to new District Office site due to hazardous leakage issues
- Classroom Building
- Central Play Yard
- Off-street Parking Lot
- Drop-off Parking
- 25,000 s.f. of Administration and Support Offices

EARLY CHILDHOOD EDUCATION (PREVIOUSLY LELA)  
AERIAL IMAGE



# LEWIS EARLY LANGUAGE ACADEMY CURRENT CONDITIONS SITE

## EXISTING CONDITIONS SUMMARY

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

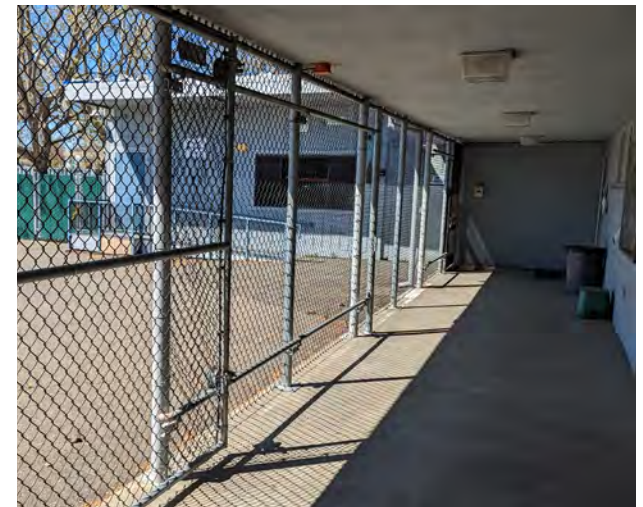
- Non-compliant ADA parking, signage, and drinking fountains
- Existing asphalt play area & driveway paving in poor condition
- Playgrounds in need of renovation
- Fire alarm system does not meet current requirements for audible and visual coverage

### OPPORTUNITIES

- Property sufficiency for relocation



Parking Lot



Covered Walkway

# LEWIS EARLY LANGUAGE ACADEMY CURRENT CONDITIONS ADMINISTRATION

## EXISTING CONDITIONS SUMMARY

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)

Educational Appropriateness

Technology Infrastructure

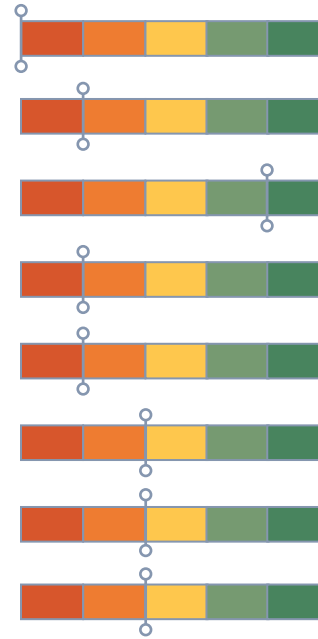
Building Finish Materials

Building Systems (Mechanical & Plumbing, Utilities)

Lighting and Electrical Systems

Environmental Quality (Indoor & Outdoor)

Safety and Security



### CHALLENGES

- Aging facilities in urgent need of re-construction
- Evidence of water intrusion in many locations

### OPPORTUNITIES

- Property sufficiency for relocation



Administration Interior



Administration Interior

# LEWIS EARLY LANGUAGE ACADEMY CURRENT CONDITIONS

## CLASSROOM BUILDINGS

## EXISTING CONDITIONS SUMMARY

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)

Educational Appropriateness

Technology Infrastructure

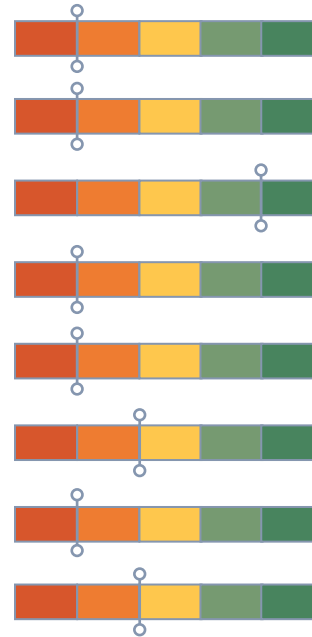
Building Finish Materials

Building Systems (Mechanical & Plumbing, Utilities)

Lighting and Electrical Systems

Environmental Quality (Indoor & Outdoor)

Safety and Security



### CHALLENGES

- Aging facilities in urgent need of re-construction
- Evidence of water intrusion in many locations

### OPPORTUNITIES

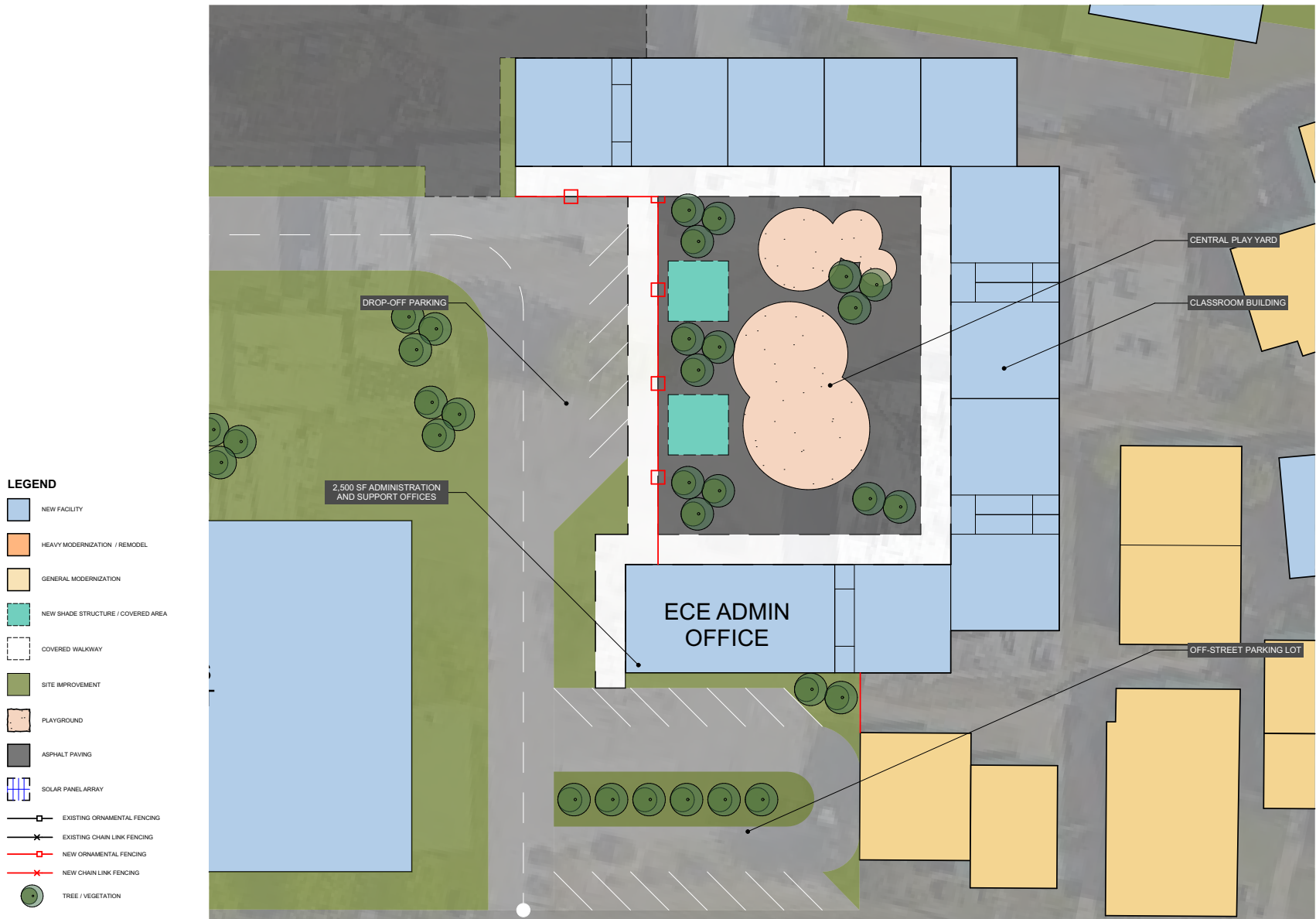
- Property sufficiency for relocation and a redesigned building to meet students' and staffs' needs



Classroom Building Exterior



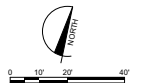
Classroom Interior



- LEGEND**
- NEW FACILITY
  - HEAVY MODERNIZATION / REMODEL
  - GENERAL MODERNIZATION
  - NEW SHADE STRUCTURE / COVERED AREA
  - COVERED WALKWAY
  - SITE IMPROVEMENT
  - PLAYGROUND
  - ASPHALT PAVING
  - SOLAR PANEL ARRAY
  - EXISTING ORNAMENTAL FENCING
  - EXISTING CHAIN LINK FENCING
  - NEW ORNAMENTAL FENCING
  - NEW CHAIN LINK FENCING
  - TREE / VEGETATION

## > EARLY CHILDHOOD EDUCATION

> SANTA ROSA CITY SCHOOLS DISTRICT | FACILITIES MASTER PLAN | 2177.00



# EARLY CHILDHOOD EDUCATION

## CAMPUS SITE

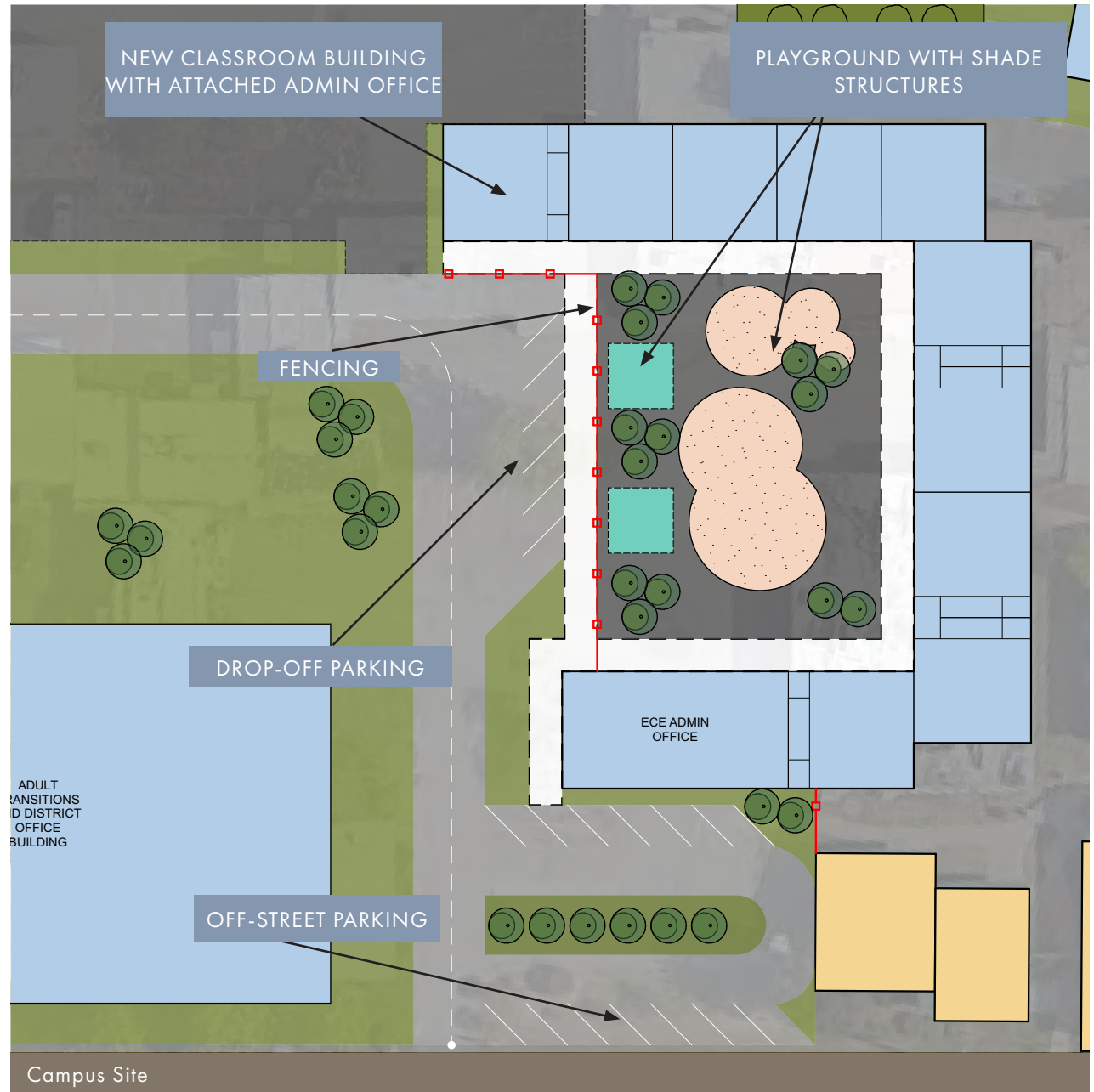
Improvements across the campus to address site issues and improve outdoor areas for students, parents, and staff.

Improvements may include:

- New playgrounds
- Covered seating in the quad area
- New landscaping
- Off-street Parking lot
- Drop-off Parking
- Address flooding and drainage issues throughout the property

INDICATORS OF QUALITY	
Ed. Programs	16
Community	10
Learning Env.	21
Maintenance	18
Safety and Security	30
Code Comp.	10
<b>Total</b>	<b>105/120</b>

\$3,945,200



# EARLY CHILDHOOD EDUCATION

## NEW ADMIN OFFICE AND CLASSROOMS

\$20,150,000

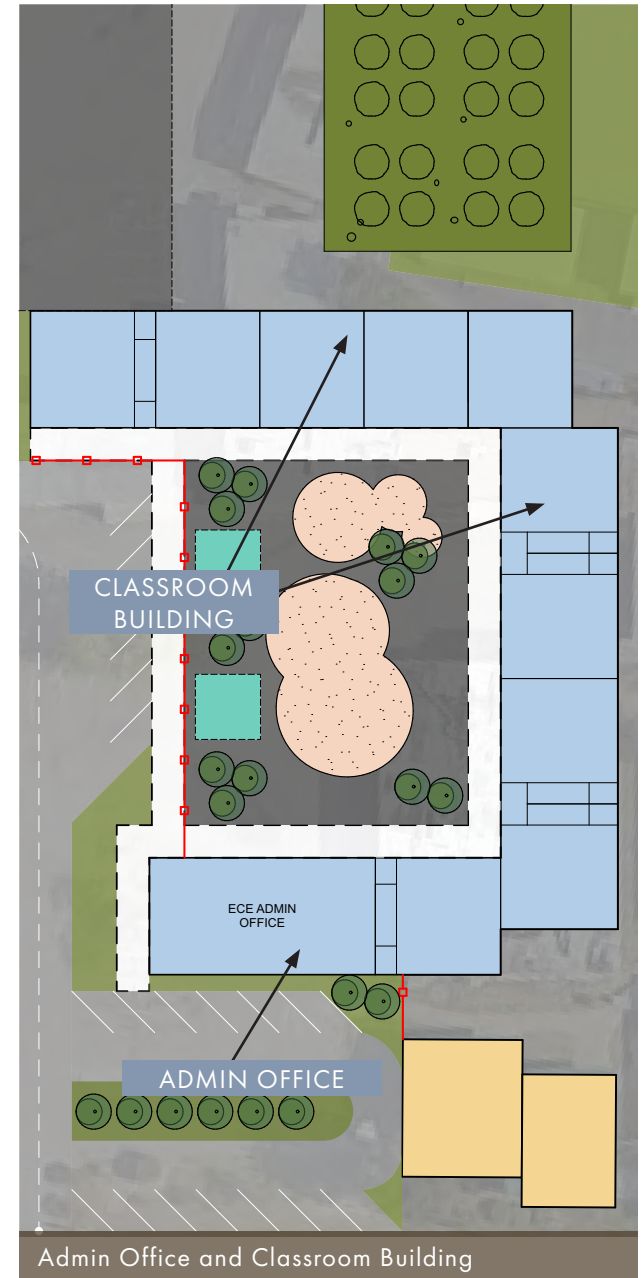
INDICATORS OF QUALITY	
Ed. Programs	20
Community	10
Learning Env.	30
Maintenance	20
Safety and Security	24
Code Comp.	10
<b>Total</b>	<b>114/120</b>

Provide a new administration office space of approximately 25,000 sf to accommodate administration offices and support programs. New construction shall include:

- Layout office spaces for administrative and support services
- Include large and private conference rooms
- Provide sufficient storage spaces
- Provide restroom facilities for Boys, Girls, and Staff
- Provide adequate Interior lighting and Natural Lighting
- Provide HVAC systems
- Security locks
- Covered walkways

Provide a new, 1--story classroom building to accommodate facility capacity for expected enrollment. New construction shall include:

- (10) Classrooms, each approximately 960 sf
- Flexible furniture
- Cabinetry for storage in each classroom
- Provide storage space for supplies
- Provide restroom facilities for Boys, Girls, and Staff
- Optimal use of natural light and interior lighting
- Roll-down Blinds
- Provide HVAC systems
- Classroom security locks
- Covered walkways
- Adjacent to outdoor learning areas



## SCHOOL DATA

Address: 4650 Badger Rd, Santa Rosa, CA  
95409

Established: 1921  
Site Area: 18.56 acres

### CURRENT CONDITIONS

Students in 2022-23 School Year: 128

Building Area: 82,251 sq. ft.  
Permanent Classrooms: 2  
Portable Classrooms: 5  
Student Capacity: 108

### MASTER PLAN

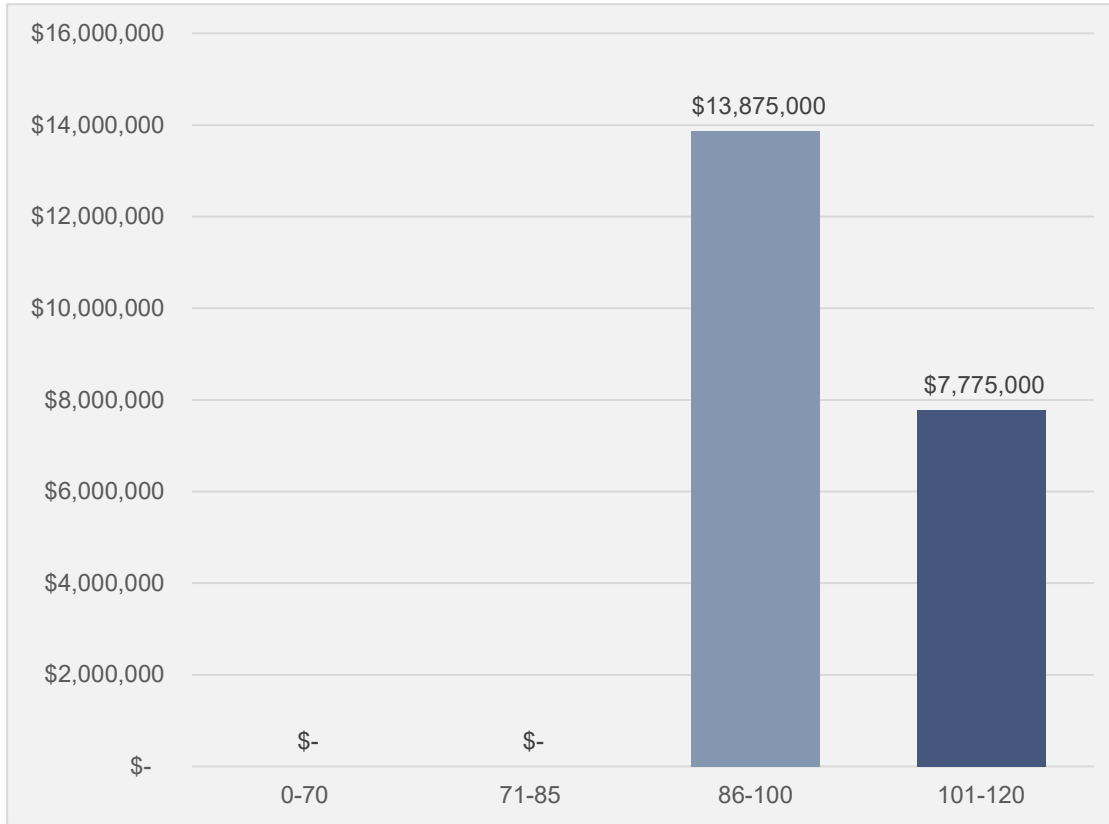
Projected Students in 2029-30: 128  
Planned Classrooms: 4  
Planned Student Capacity: 135



v2.0 Draft for Board Approval: December 13, 2023

# SANTA ROSA ACCELERATED CHARTER

# SUMMARY



IQ SCORE RANGE	LEVEL OF NEED	ESTIMATED COST
0-70	LOW	\$-
71-85	MEDIUM	\$-
86-100	HIGH	\$13,875,000
101-120	HIGHEST	\$7,775,000
TOTAL COST		\$21,650,000

## MAJOR FACILITY NEEDS

- New Classroom Building
- New Multi-Use Room
- New parking lot
- New garden
- New Shade Structures

# SANTA ROSA ACCELERATED CHARTER AERIAL IMAGE



# SANTA ROSA ACCELERATED CHARTER SITE

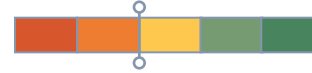
## EXISTING CONDITIONS SUMMARY

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



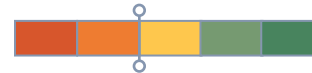
Educational Appropriateness



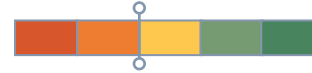
Technology Infrastructure



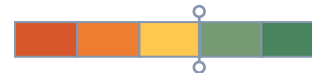
Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

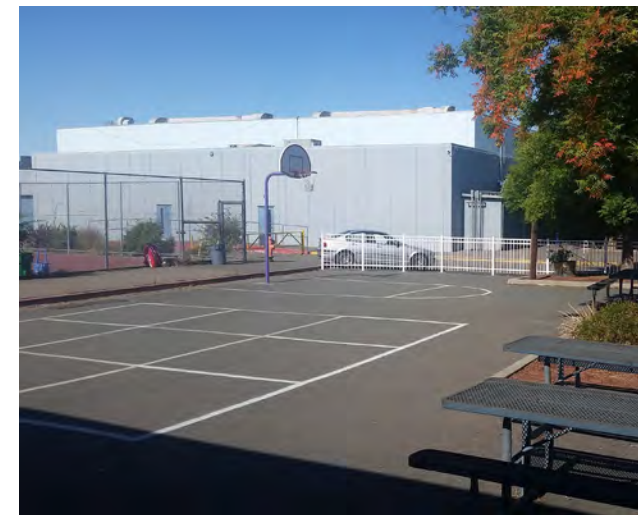
- No accessible student drop off provided
- Lacks appropriately sized playground
- Lacks division between classrooms and parking lot

### OPPORTUNITIES

- Portables could be replaced with permanent construction classrooms
- Has the space to construct an adequate and secure learning space with a parking lot on the side



Parking Lot



Playground

# SANTA ROSA ACCELERATED CHARTER CLASSROOMS & MULTI-PURPOSE BLDGS

## EXISTING CONDITIONS SUMMARY

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

- Existing portables are at the end of their useful life
- No clear safe line between classrooms and parking lot

### OPPORTUNITIES

- Has the space to construct an adequate and secure learning space with a parking lot on the side



Covered Eating Area



Existing Portables

**SCHOOL CAPACITY**

2022-2023 ENROLLMENT: 128  
 2029-30 PROJECTED ENROLLMENT: 128  
 EXISTING: 108  
 PROPOSED: 135



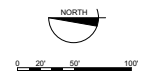
**LEGEND**

- NEW FACILITY
- HEAVY MODERNIZATION / REMODEL
- GENERAL MODERNIZATION
- NEW SHADE STRUCTURE / COVERED AREA
- COVERED WALKWAY
- SITE IMPROVEMENT
- PLAYGROUND
- ASPHALT PAVING
- SOLAR PANEL ARRAY
- EXISTING ORNAMENTAL FENCING
- EXISTING CHAIN LINK FENCING
- NEW ORNAMENTAL FENCING
- NEW CHAIN LINK FENCING
- TREE / VEGETATION



**> SANTA ROSA ACCELERATED CHARTER SCHOOL**

> SANTA ROSA CITY SCHOOLS DISTRICT | FACILITIES MASTER PLAN | 2177.00



# SANTA ROSA ACCELERATED CHARTER

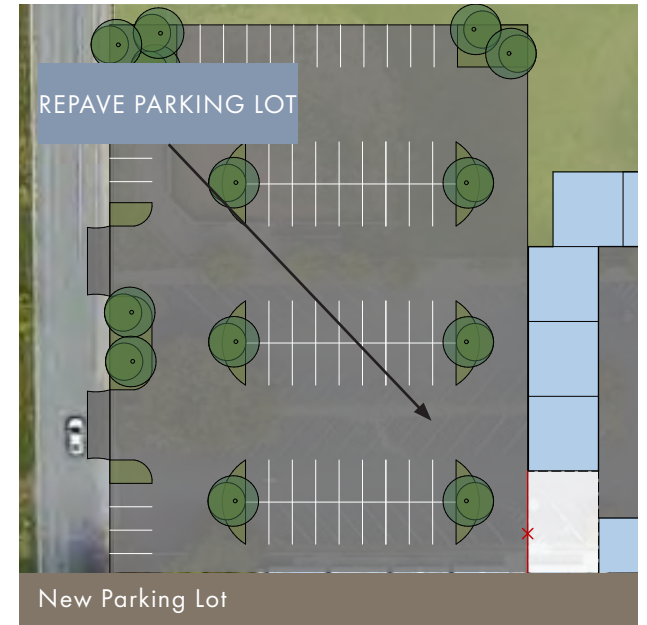
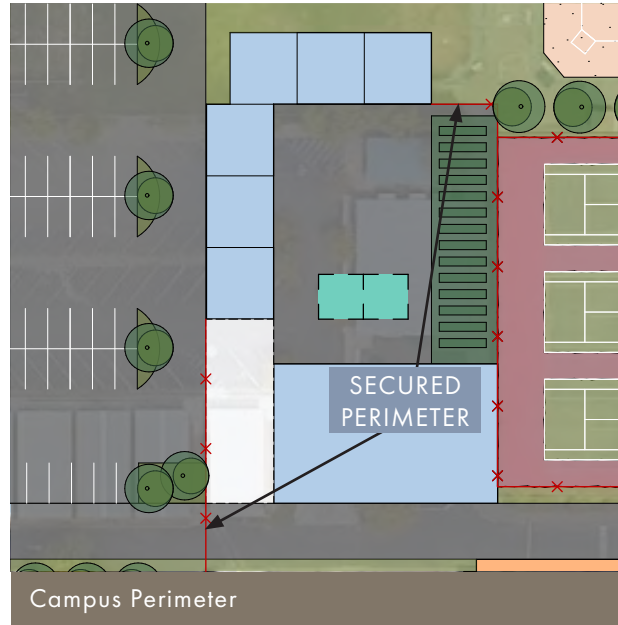
## CAMPUS SITE IMPROVEMENTS

\$6,075,000

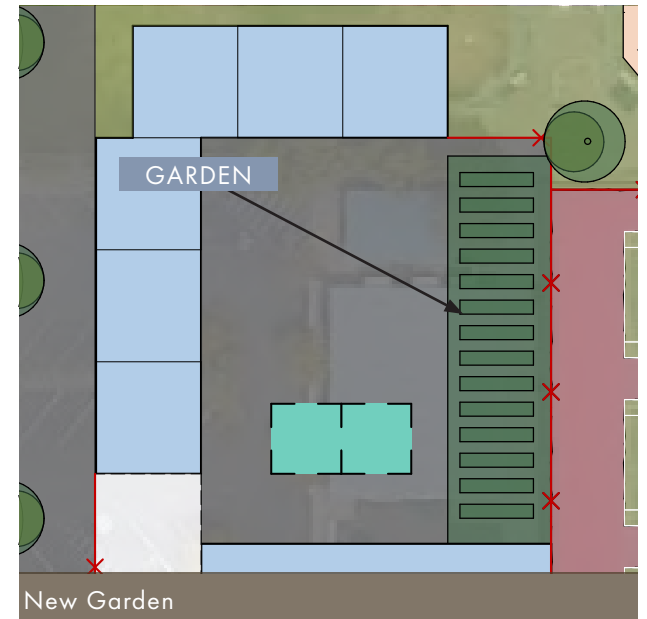
Improvements across the campus to address site issues and improve outdoor areas for students, parents, and staff.

Improvements may include:

- New School Marquee
- Secure perimeter across campus
- Relocate parking lot
- Incorporate more outdoor learning areas
- Provide designated area of landscape for gardening
- New Play Area



INDICATORS OF QUALITY	
Ed. Programs	14
Community	10
Learning Env.	24
Maintenance	18
Safety and Security	18
Code Comp.	5
<b>Total</b>	<b>89/120</b>



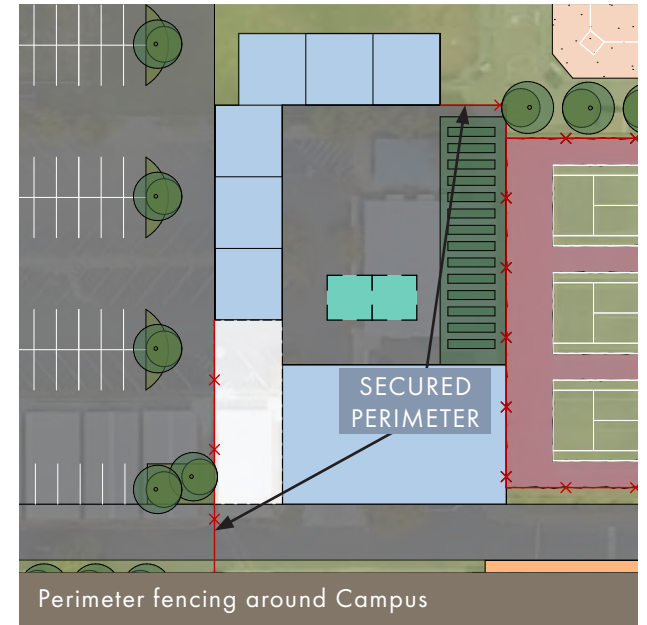
## CAMPUS WIDE SAFETY AND SECURITY UPGRADES

\$300,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	10
Learning Env.	24
Maintenance	18
Safety and Security	30
Code Comp.	10
<b>Total</b>	<b>112/120</b>

Improvements across the campus to improve overall security and safety for students and staff. Improvements may include:

- New perimeter fencing surrounding the campus and fields
- Limited gate access onto the campus
- Improve exterior lighting throughout campus
- Provide electronic locks at all exterior doors



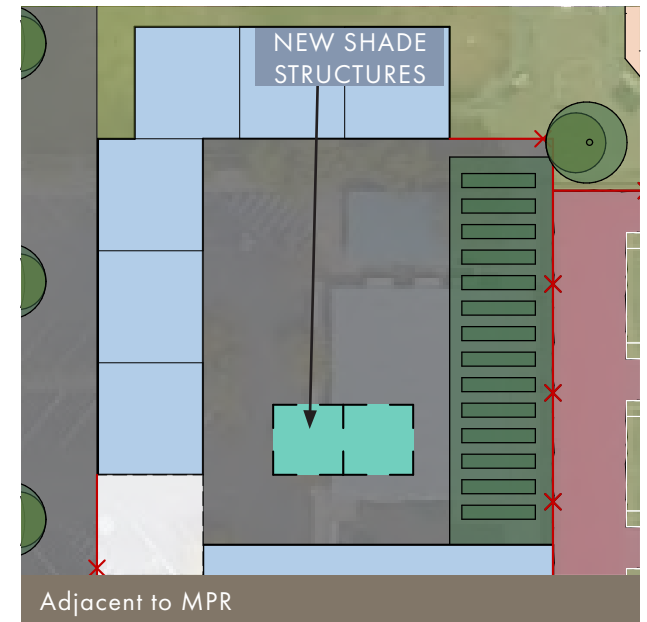
## NEW SHADE STRUCTURES

INDICATORS OF QUALITY	
Ed. Programs	14
Community	10
Learning Env.	24
Maintenance	18
Safety and Security	24
Code Comp.	6
<b>Total</b>	<b>96/120</b>

## INCLUDED IN SITE IMPROVEMENTS

New Shade Structures may include seating and will be located in the following areas:

- Adjacent to the MPR



## NEW MULTI-USE ROOM

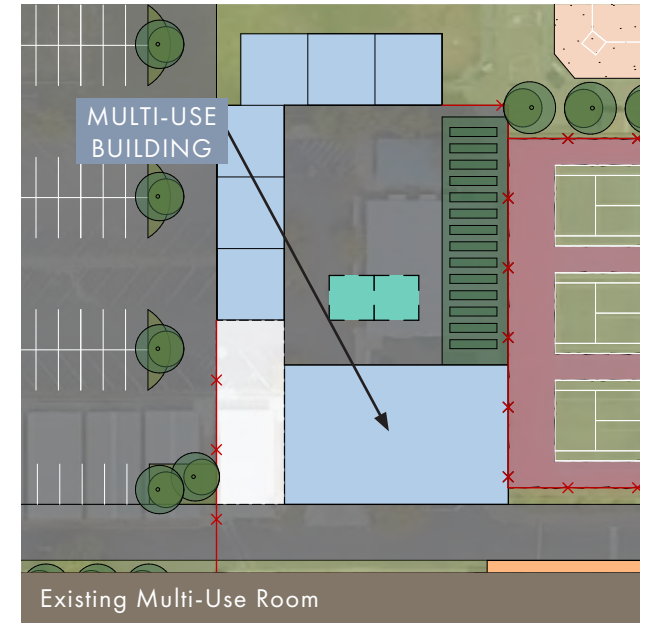
\$7,800,000

INDICATORS OF QUALITY	
Ed. Programs	18
Community	8
Learning Env.	24
Maintenance	20
Safety and Security	18
Code Comp.	5
<b>Total</b>	<b>93/120</b>

Provide a New Multi-use Building for school events.

Construction of the space may include:

- Large flexible space with durable finishes and acoustic materials
- Adjacent covered eating area
- Flexible furniture
- Dedicated storage space
- Stage for presentations and performances



Existing Multi-Use Room

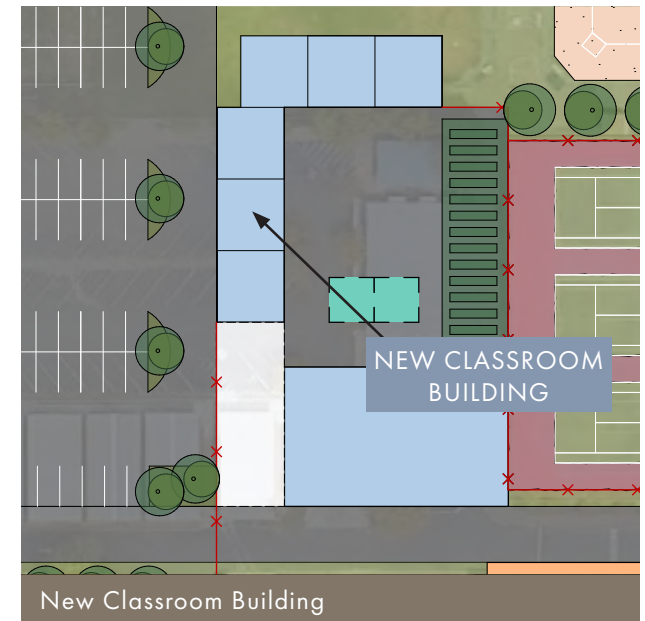
## NEW CLASSROOM BUILDING

\$7,475,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	8
Learning Env.	30
Maintenance	20
Safety and Security	24
Code Comp.	6
<b>Total</b>	<b>108/120</b>

Provide a new single story classroom building of approximately 6000 sf to replace existing portables. The building may include:

- (5) Classrooms, each approximately 960 sf
- (1) office for Admin
- Flexible furniture
- Sufficient storage in all classrooms
- 1 sink with a drinking fountain bubbler
- Connection to outdoor learning area
- Technology and AV Systems
- Adequate markerboards and teaching wall space



New Classroom Building

## SCHOOL DATA

Address: 756 Humboldt St.  
Santa Rosa, CA 95404

Established: 1921  
Site Area: 4.06 acres

### CURRENT CONDITIONS

Students in 2022-23 School Year: 391

Building Area: 28,297 sq. ft.  
Permanent Classrooms: 16  
Portable Classrooms: 5  
Student Capacity: 504

### MASTER PLAN

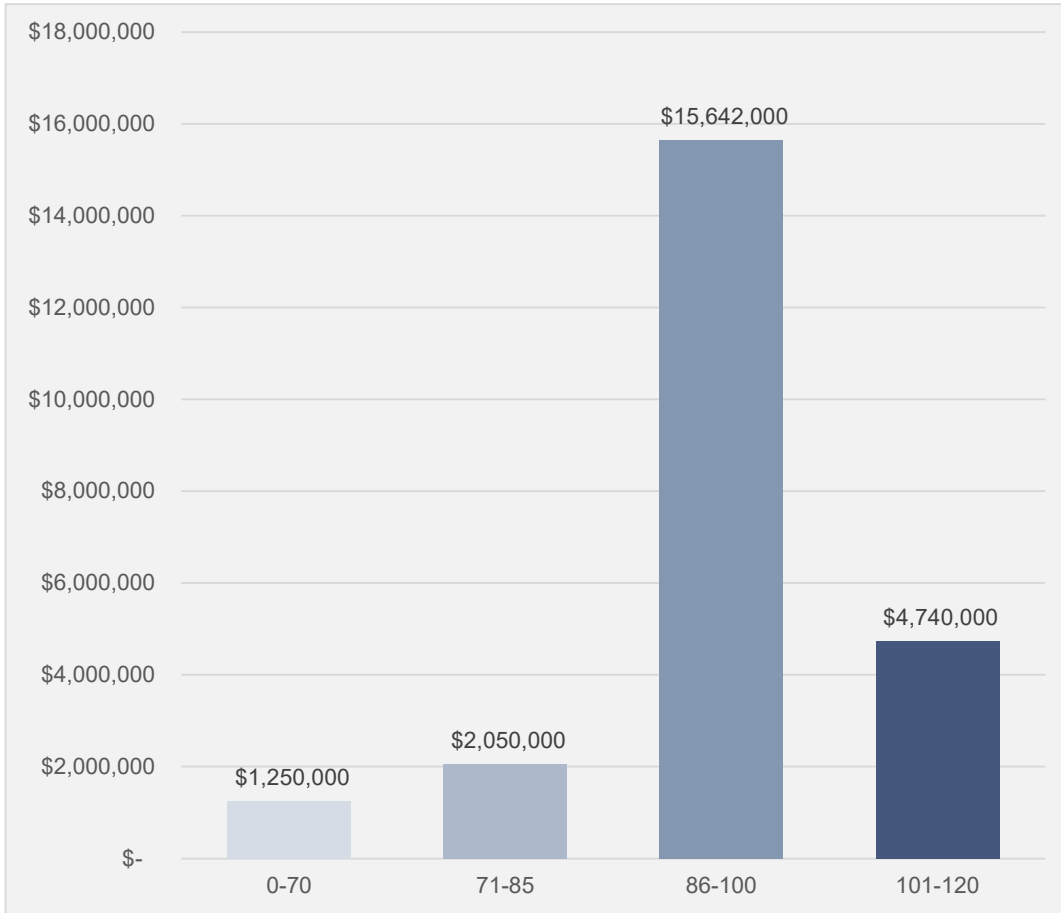
Projected Students in 2029-30: 426  
Planned Classrooms: 25  
Planned Student Capacity: 524



v2.0 Draft for Board Approval: December 13, 2023

# SANTA ROSA CHARTER FOR ARTS

# SUMMARY



IQ SCORE RANGE	LEVEL OF NEED	ESTIMATED COST
0-70	LOW	\$1,250,000
71-85	MEDIUM	\$2,050,000
86-100	HIGH	\$15,642,000
101-120	HIGHEST	\$4,740,000
TOTAL COST		\$23,682,000

## MAJOR FACILITY NEEDS

- New shade structure
- New perimeter fencing
- Modernize classrooms
- New middle school classroom building
- TK/K playground area

# SANTA ROSA CHARTER FOR THE ARTS ELEMENTARY SCHOOL AERIAL IMAGE



Image Landsat / Copernicus

# SANTA ROSA CHARTER FOR THE ARTS ELEMENTARY SCHOOL SITE

## EXISTING CONDITIONS SUMMARY

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

- Small site
- No accessible student drop off provided
- Existing play equipment is not universally accessible
- Lacks covered outdoor eating area
- Lacking ADA signage for path of travel and rooms

### OPPORTUNITIES

- Portables could be replaced with permanent construction classrooms



Central play area



Existing portables

# SANTA ROSA CHARTER FOR THE ARTS ELEMENTARY SCHOOL CLASSROOMS & MULTI-PURPOSE BLDGS

## EXISTING CONDITIONS SUMMARY

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

- Aged facilities in need of some modernization
- Some sinks and restrooms not ADA compliant
- Evidence of water intrusion
- Fire alarm system does not meet code for audible and visual coverage

### OPPORTUNITIES

- Revise exterior colors to match new construction



Multi-Purpose Building Exterior



Classroom Interior

# SANTA ROSA CHARTER FOR THE ARTS ELEMENTARY SCHOOL LIBRARY

## EXISTING CONDITIONS SUMMARY

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

- Aging building in need of modernization
- Exterior finishes in poor condition
- Some evidence of water intrusion
- Circulation desk not ADA compliant

### OPPORTUNITIES

- Community meeting space
- Small group instruction



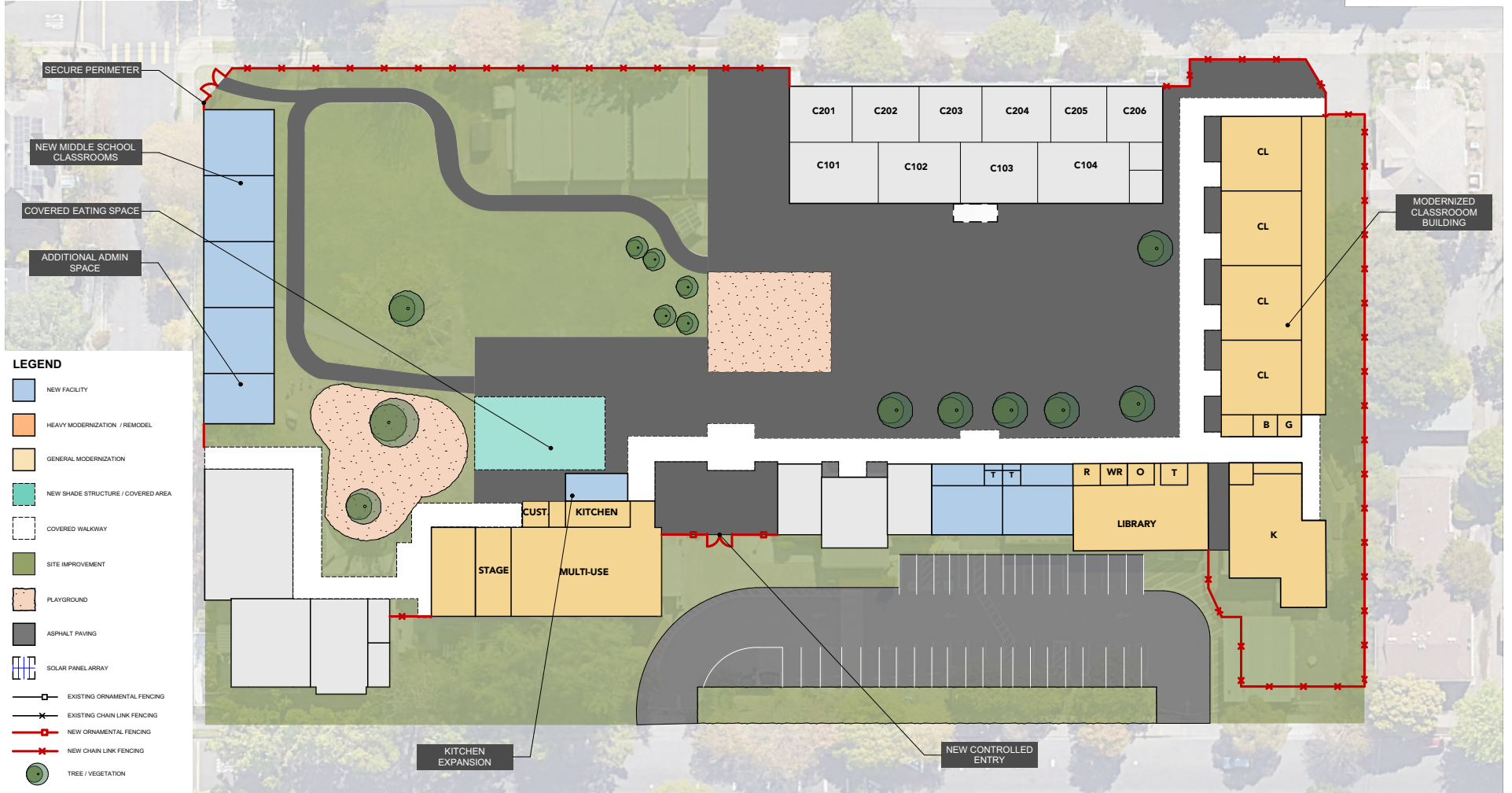
Library Exterior Elevation



Library Interior

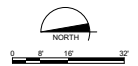
**SCHOOL CAPACITY**

2022-2023 ENROLLMENT: 391  
 2029-30 PROJECTED ENROLLMENT: 426  
 EXISTING: 504  
 PROPOSED: 532



**> SANTA ROSA CHARTER SCHOOL FOR THE ARTS**

> SANTA ROSA CITY SCHOOLS DISTRICT | FACILITIES MASTER PLAN | 2177.00



# SANTA ROSA CHARTER FOR THE ARTS ELEMENTARY SCHOOL

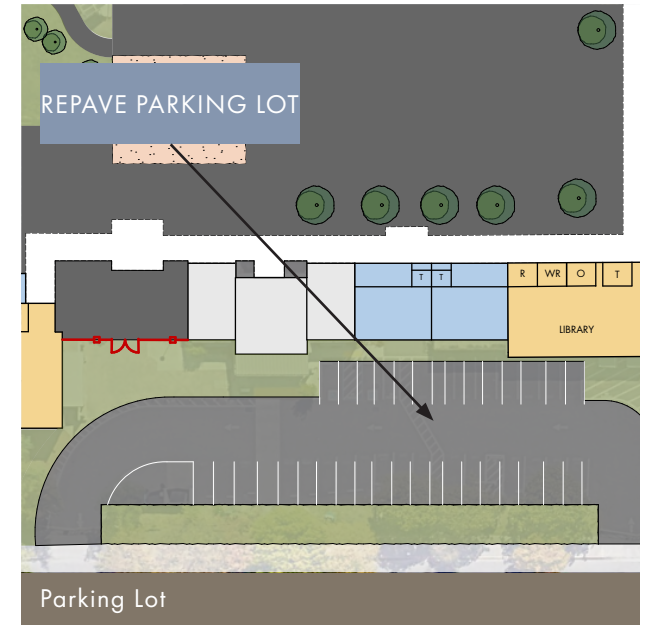
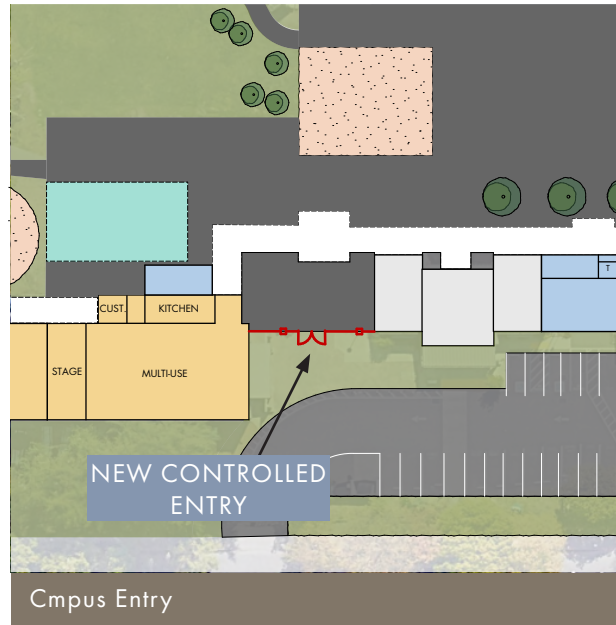
## CAMPUS SITE IMPROVEMENTS

Improvements across the campus to address site issues and improve outdoor areas for students, parents, and staff.

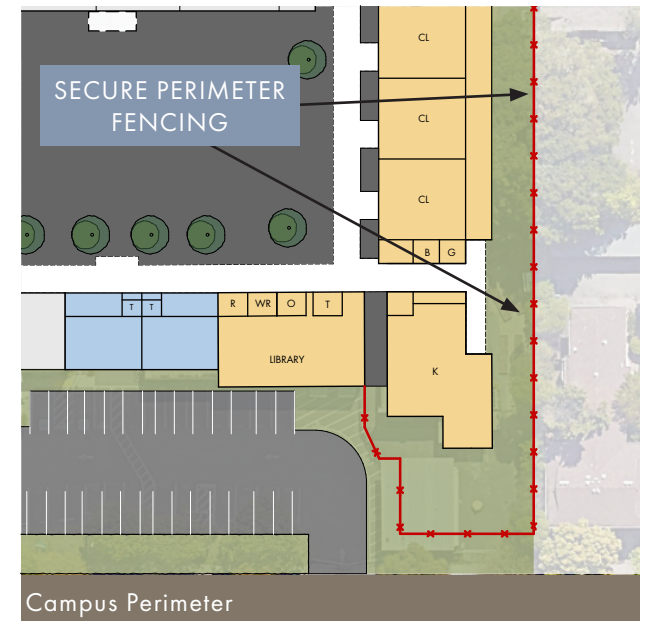
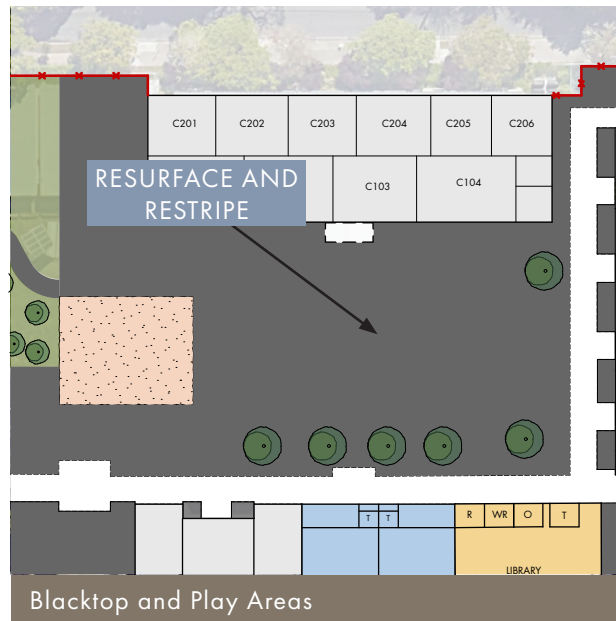
Improvements may include:

- Addressing drainage issues throughout campus
- Paving and walkway maintenance
- Repaving parking lot and providing sidewalk connected to Humboldt Ave
- Incorporate more outdoor learning areas
- Resurface black-top and play areas
- Provide designated area of landscape for gardening and horticulture programs
- Secure perimeter fencing

\$5,867,000



INDICATORS OF QUALITY	
Ed. Programs	16
Community	10
Learning Env.	21
Maintenance	14
Safety and Security	21
Code Comp.	5
<b>Total</b>	<b>87/120</b>



# SANTA ROSA CHARTER FOR THE ARTS ELEMENTARY SCHOOL

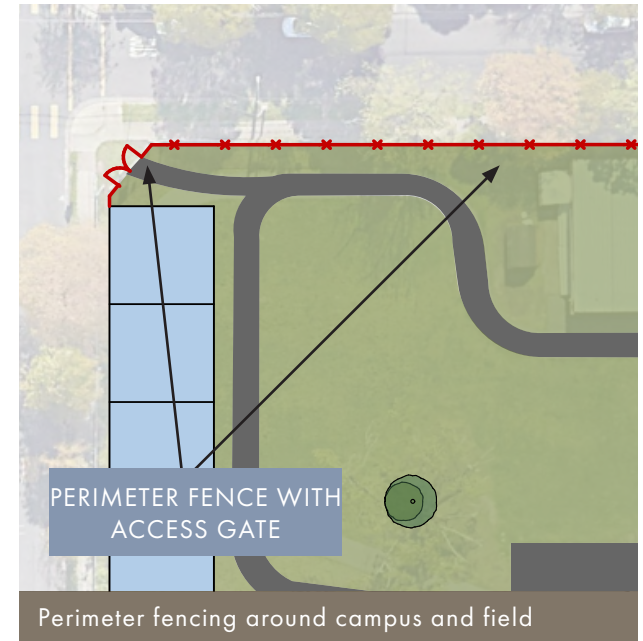
## CAMPUS WIDE SAFETY AND SECURITY UPGRADES

\$840,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	10
Learning Env.	24
Maintenance	18
Safety and Security	30
Code Comp.	10
<b>Total</b>	<b>112/120</b>

Improvements across the campus to improve overall security and safety for students and staff. Improvements may include:

- New perimeter fencing surrounding the campus and fields
- Limited gate access onto the campus
- Improve exterior lighting throughout campus
- Provide electronic locks at all exterior doors



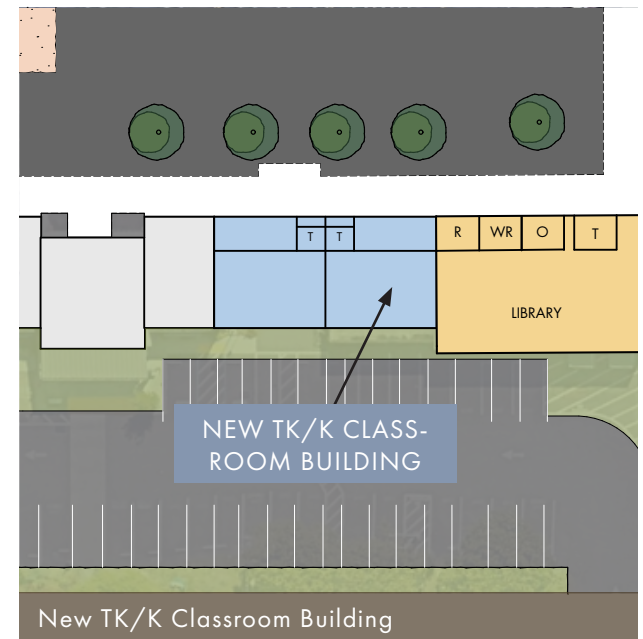
## NEW TK/K CLASSROOM BUILDING

\$3,900,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	8
Learning Env.	27
Maintenance	18
Safety and Security	21
Code Comp.	9
<b>Total</b>	<b>103/120</b>

Provide a new single story classroom building of approximately 2800 sf to replace existing portables. The building may include:

- (2) Classrooms, each approximately 1200 sf
- New single occupancy restrooms
- Flexible furniture
- Sufficient storage in all classrooms



# SANTA ROSA CHARTER FOR THE ARTS ELEMENTARY SCHOOL

## MODERNIZATION OF MULTI-USE ROOM

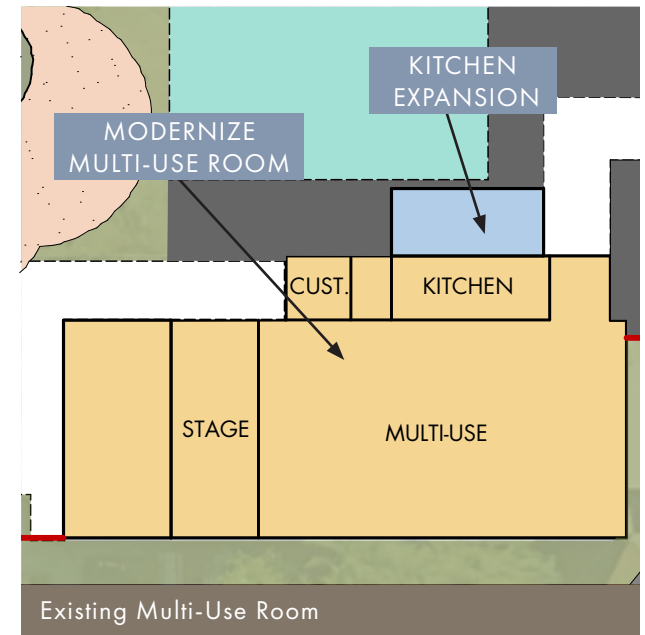
\$2,050,000

INDICATORS OF QUALITY	
Ed. Programs	12
Community	6
Learning Env.	18
Maintenance	16
Safety and Security	18
Code Comp.	9
<b>Total</b>	<b>79/120</b>

Modernize existing Multi-use Building and services.

Modernization of the space may include:

- Repair/Replace existing wall and floor finishes
- Flexible furniture including movable dining tables
- Additional storage cabinetry for supplies and equipment
- Replace damaged acoustical ceiling tiles and casework
- Repair/Replace plumbing systems as necessary
- Ensure a sufficient amount of electrical outlets
- Addition to expand kitchen and provide appropriate facilities for cooking and serving



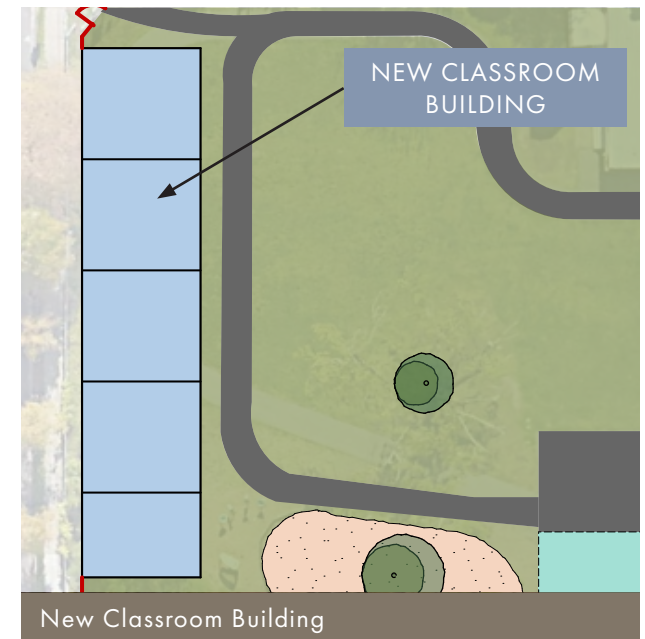
## NEW CLASSROOM BUILDING

\$6,500,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	8
Learning Env.	24
Maintenance	16
Safety and Security	21
Code Comp.	8
<b>Total</b>	<b>97/120</b>

Provide a new single story classroom building of approximately 5000 sf to replace existing portables. The building may include:

- (4) Classrooms, each approximately 960 sf
- (1) office for Admin
- Flexible furniture
- Sufficient storage in all classrooms
- 1 sink with a drinking fountain bubbler
- Connection to outdoor learning area
- Technology and AV Systems
- Adequate markerboards and teaching wall space



# SANTA ROSA CHARTER FOR THE ARTS ELEMENTARY SCHOOL

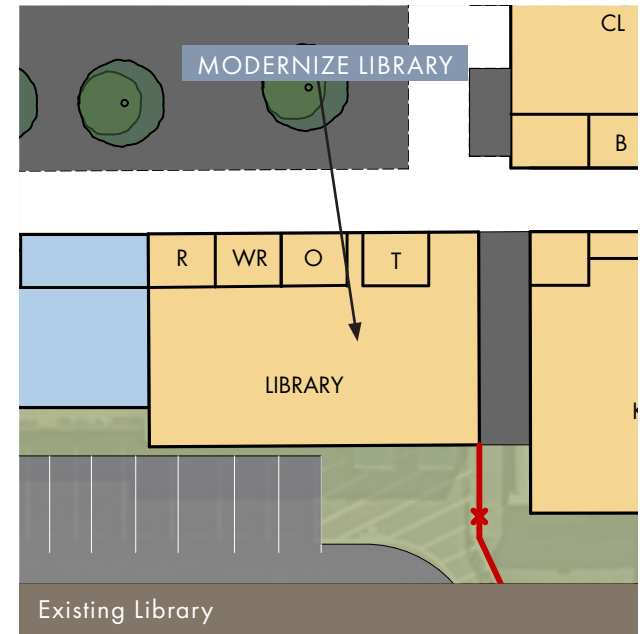
## MODERNIZATION OF LIBRARY

\$1,250,000

INDICATORS OF QUALITY	
Ed. Programs	16
Community	4
Learning Env.	24
Maintenance	14
Safety and Security	3
Code Comp.	5
<b>Total</b>	<b>66/120</b>

Modernize existing library to support educational programs and student engagement. Modernization of these spaces may include:

- Repair/replace existing wall and floor finishes
- Flexible furniture including movable worktables
- Efficient storage stacks for books
- Replace damaged acoustical ceiling tiles and casework
- Repair/replace plumbing systems as necessary
- Provide energy efficient lighting and occupant controlled switches
- Ensure ADA compliance



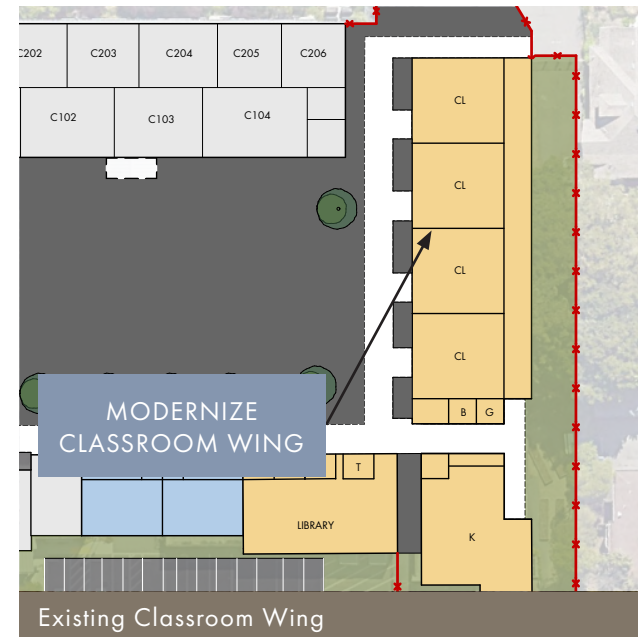
## MODERNIZATION OF CLASSROOM WING

\$3,000,000

INDICATORS OF QUALITY	
Ed. Programs	18
Community	9
Learning Env.	27
Maintenance	20
Safety and Security	18
Code Comp.	6
<b>Total</b>	<b>98/120</b>

Modernize existing classrooms to better serve students and faculty. Modernization of these spaces may include:

- Repair/replace existing wall and floor finishes
- Flexible furniture including movable worktables
- Increase classroom storage
- Replace damaged acoustical ceiling tiles and casework
- Repair/replace plumbing systems as necessary
- Provide energy efficient lighting and occupant controlled switches



# SANTA ROSA CHARTER FOR THE ARTS ELEMENTARY SCHOOL

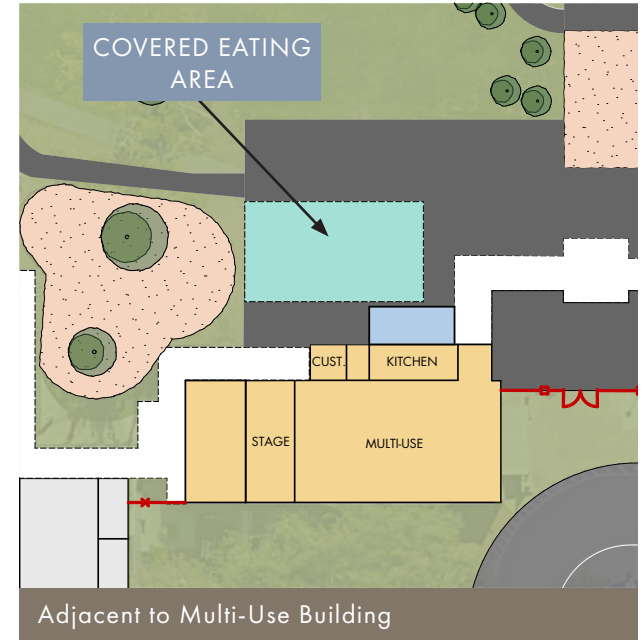
## NEW SHADE STRUCTURE

\$275,000

INDICATORS OF QUALITY	
Ed. Programs	14
Community	10
Learning Env.	21
Maintenance	16
Safety and Security	24
Code Comp.	5
<b>Total</b>	<b>90/120</b>

Construction of New Shade Structure may include:

- Adjacency to Kitchen, Multi-Use Room, and Drop-Off
- Outdoor seating and tables for eating
- Roof to protect from weather conditions



## SCHOOL DATA

Address: 1350 Sonoma Ave.  
Santa Rosa, CA 95405

Established: 1951  
Site Area: 3.80 acres

### CURRENT CONDITIONS

Students in 2022-23 School Year: 436  
Building Area: 38,492 sq. ft.  
Permanent Classrooms: 16  
Portable Classrooms: 7  
Student Capacity: 464

### MASTER PLAN

Projected Students in 2029-30: 466



v2.0 Draft for Board Approval: December 13, 2023

# SANTA ROSA FRENCH-AMERICAN CHARTER

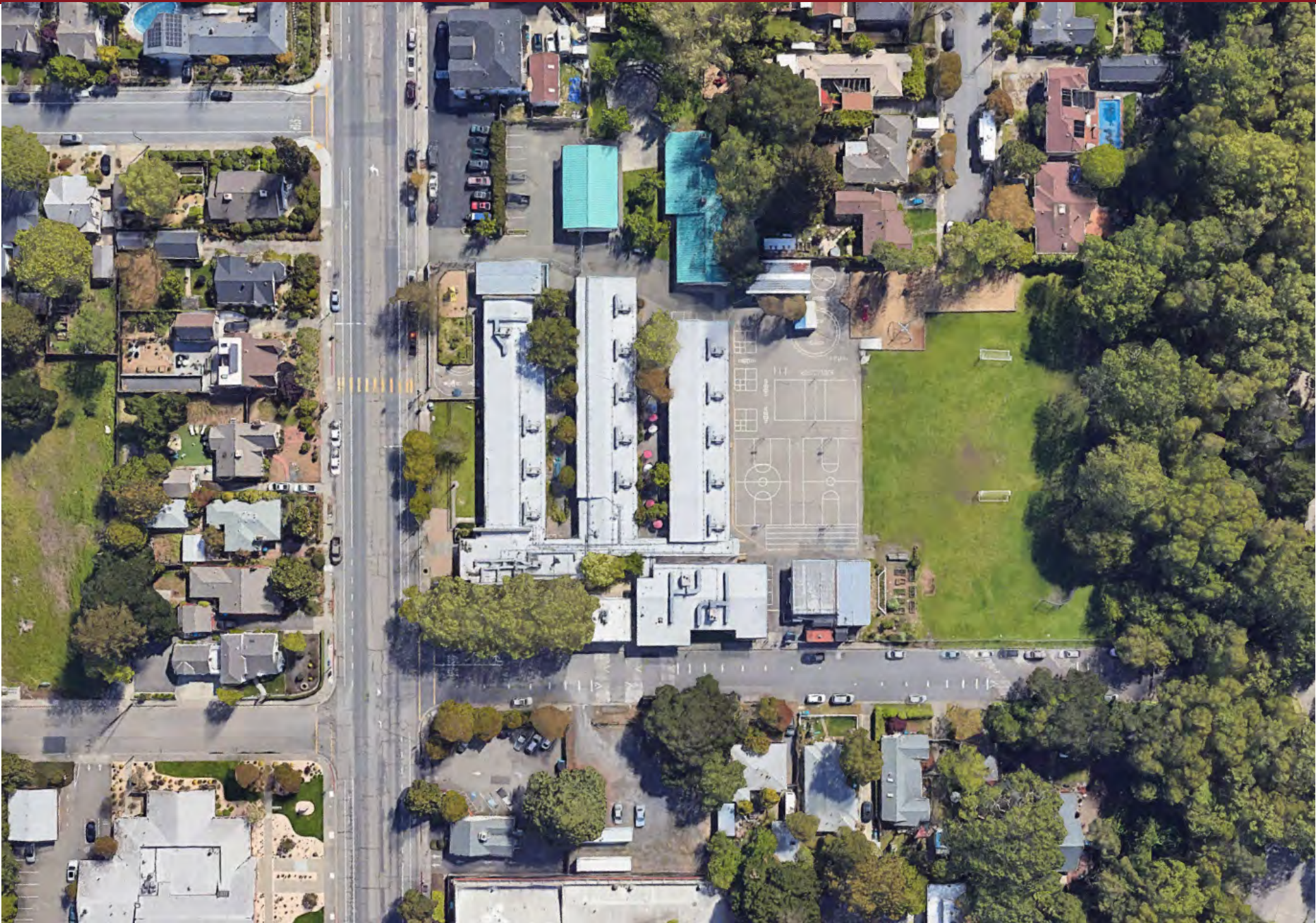
# SUMMARY

IQ SCORE RANGE	LEVEL OF NEED	ESTIMATED COST
0-70	LOW	\$-
71-85	MEDIUM	\$-
86-100	HIGH	\$-
101-120	HIGHEST	\$-
TOTAL COST		\$-

## MAJOR FACILITY NEEDS

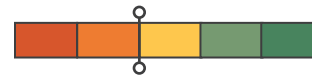
- Aging classroom and administration buildings that need modernization
- Need of general site-work improvements
- Aging multi-use room needs modernization
- Resurface blacktop/hard-court areas

# AERIAL IMAGE



CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



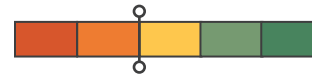
Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



CHALLENGES

- Accessible path of travel slopes exceed allowable across campus
- Existing play area paving in general need of maintenance
- Existing play equipment is not universally accessible
- Lacks covered outdoor eating area
- Inadequate fire protection on some areas of campus
- Portable classrooms past useful life
- Lacking ADA signage for path of travel and rooms
- Limited on-site parking

OPPORTUNITIES

- Large amphitheater area opportunity for small group instruction
- Large field play area
- Mature trees and landscaping in need of renovation
- Renovate street frontage
- Preserve clear sense of entry to school and Administration



Front Entry



Amphitheater

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security

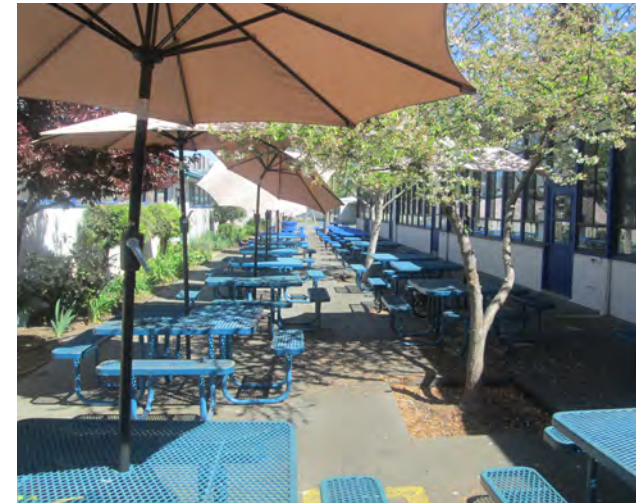


### CHALLENGES

- Aging facilities in need of modernization
- Some exterior doors, sinks and restrooms not ADA compliant

### OPPORTUNITIES

- Full sized kindergarten classrooms
- Exterior courtyard between classroom wings could be opportunity for small group learning instruction
- Good natural light in classrooms



Exterior Courtyard



Natural Light at Classrooms

# MULTI-PURPOSE BUILDING

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

- Aging building in need of modernization
- Exterior finishes in poor condition
- Exterior entry, drinking fountain and restrooms not ADA compliant

### OPPORTUNITIES

- Raised accessible stage area
- Centrally located on campus
- Good natural light



Stage



Exterior Elevation

CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



CHALLENGES

- Aging building in need of modernization
- Exterior finishes in poor condition

OPPORTUNITIES

- Community meeting space
- Small group instruction



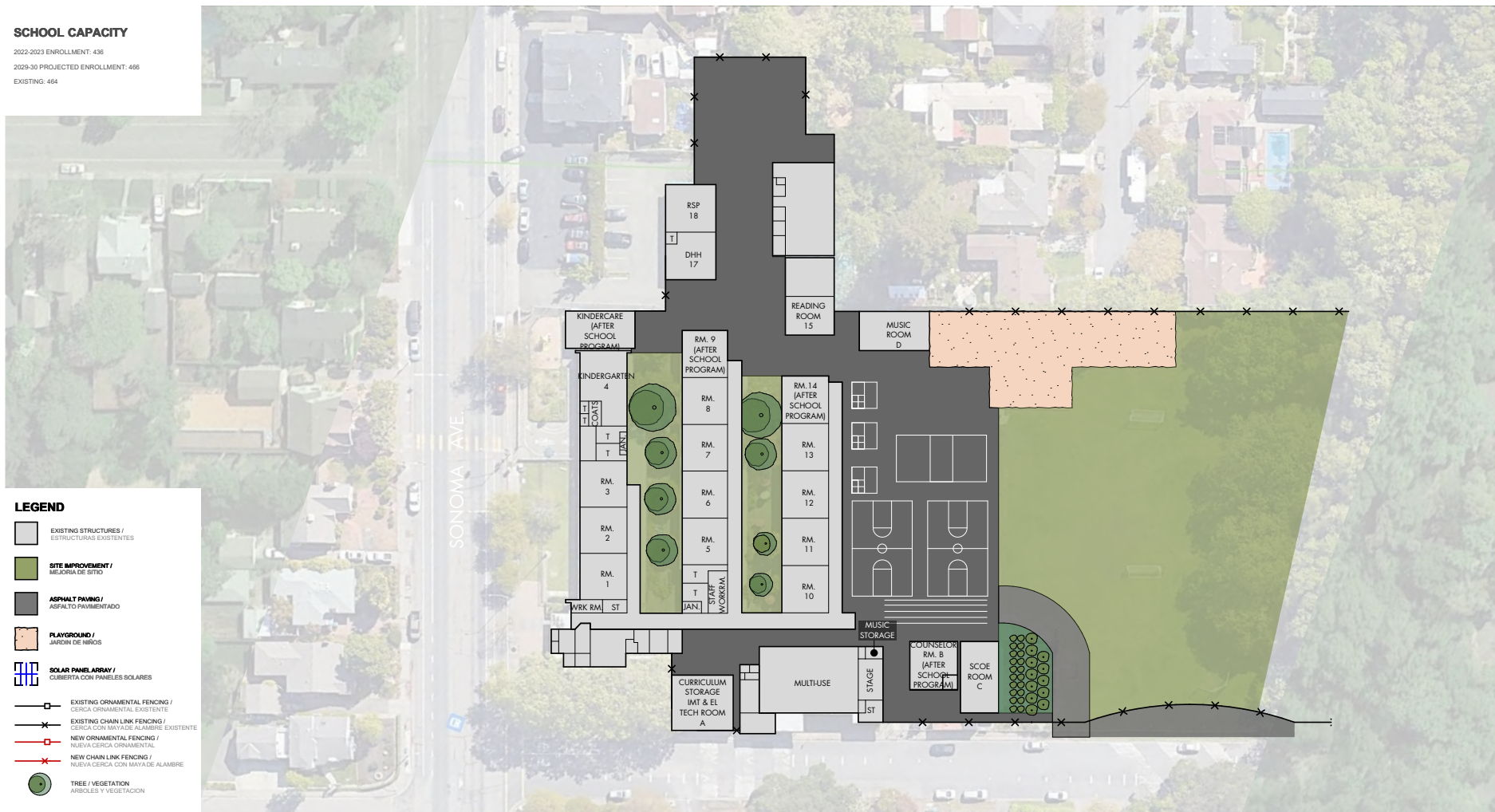
Exterior Soffit



Exterior Elevation

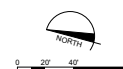
### SCHOOL CAPACITY

2022-2023 ENROLLMENT: 436  
2029-30 PROJECTED ENROLLMENT: 466  
EXISTING: 464



## > SANTA ROSA FRENCH AMERICAN CHARTER SCHOOL

> SANTA ROSA CITY SCHOOLS DISTRICT | FACILITIES MASTER PLAN | 2177.00





The Santa Rosa French American Charter School site is located within a special seismic zone directly adjacent to an active earthquake fault. This is a significant restriction on future construction and facilities improvements on this site. This is not an evaluation of or a statement on the safety of the existing buildings on this site. However, it is a significant limitation on future development. For this reason SRCS is evaluating options for SRFACS to meet the educational needs of the school. That process has not been completed and is ongoing in collaboration with the SRFACS leadership, FMP Executive Committee team and Structural and Geo-technical engineers to further evaluate options for facilities improvements.

## SCHOOL DATA

Address: 2480 Sebastopol Rd  
Santa Rosa, CA 95407

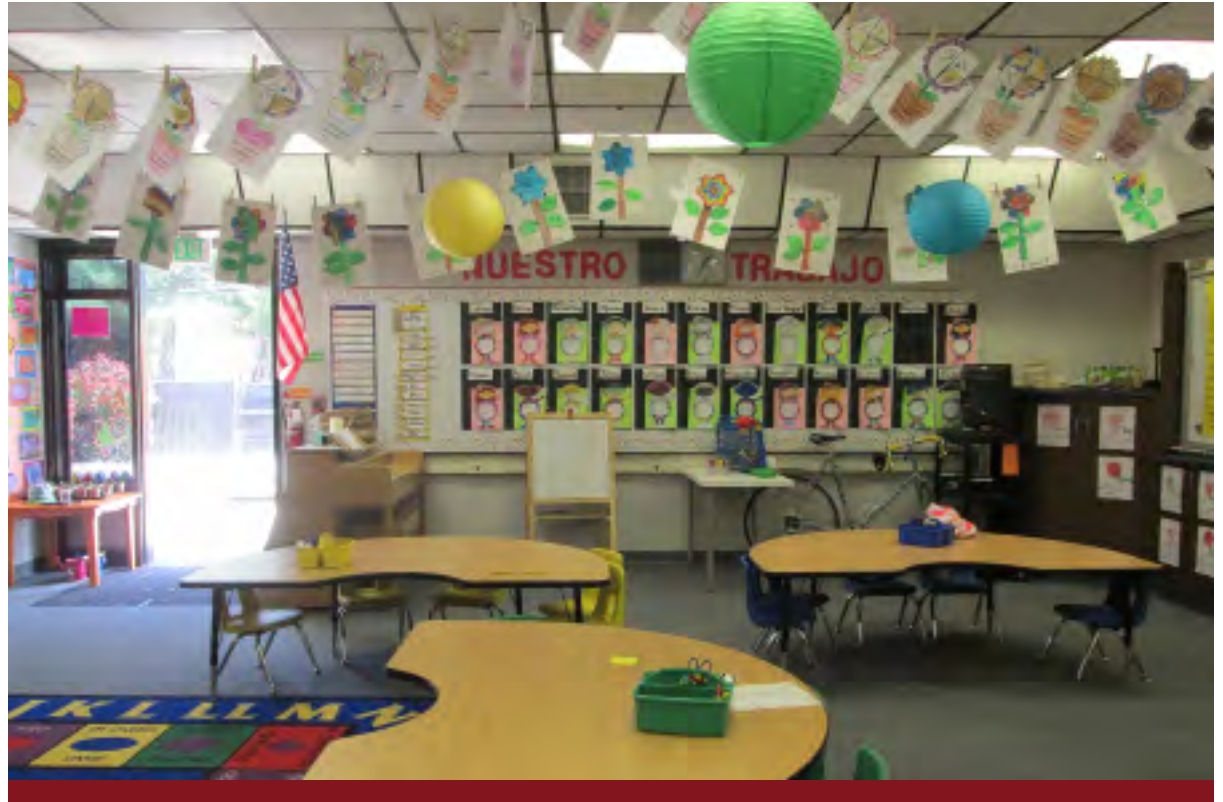
Established: Campus - 1959, CCLA - 2013  
Site Area: 24.08 acres

## CURRENT CONDITIONS

Students in 2022-23 School Year: 853  
Building Area: 95,021 sq. ft.  
Permanent Classrooms: 34  
Portable Classrooms: 16  
Student Capacity: 1,199

## MASTER PLAN

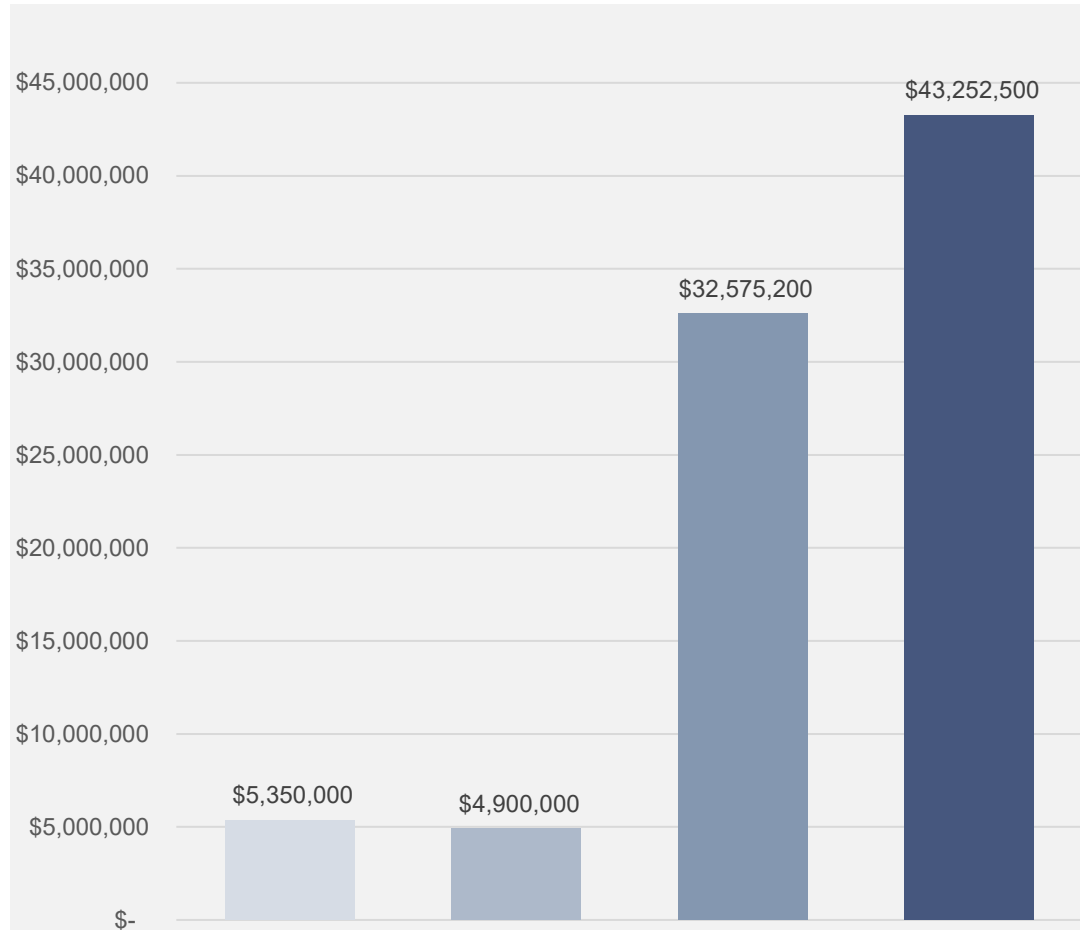
Projected Students in 2029-30: 807  
Planned Classrooms: 43  
Planned Student Capacity: 1,010



v2.0 Draft for Board Approval: December 13, 2023

# CESAR CHAVEZ LANGUAGE ACADEMY

# SUMMARY

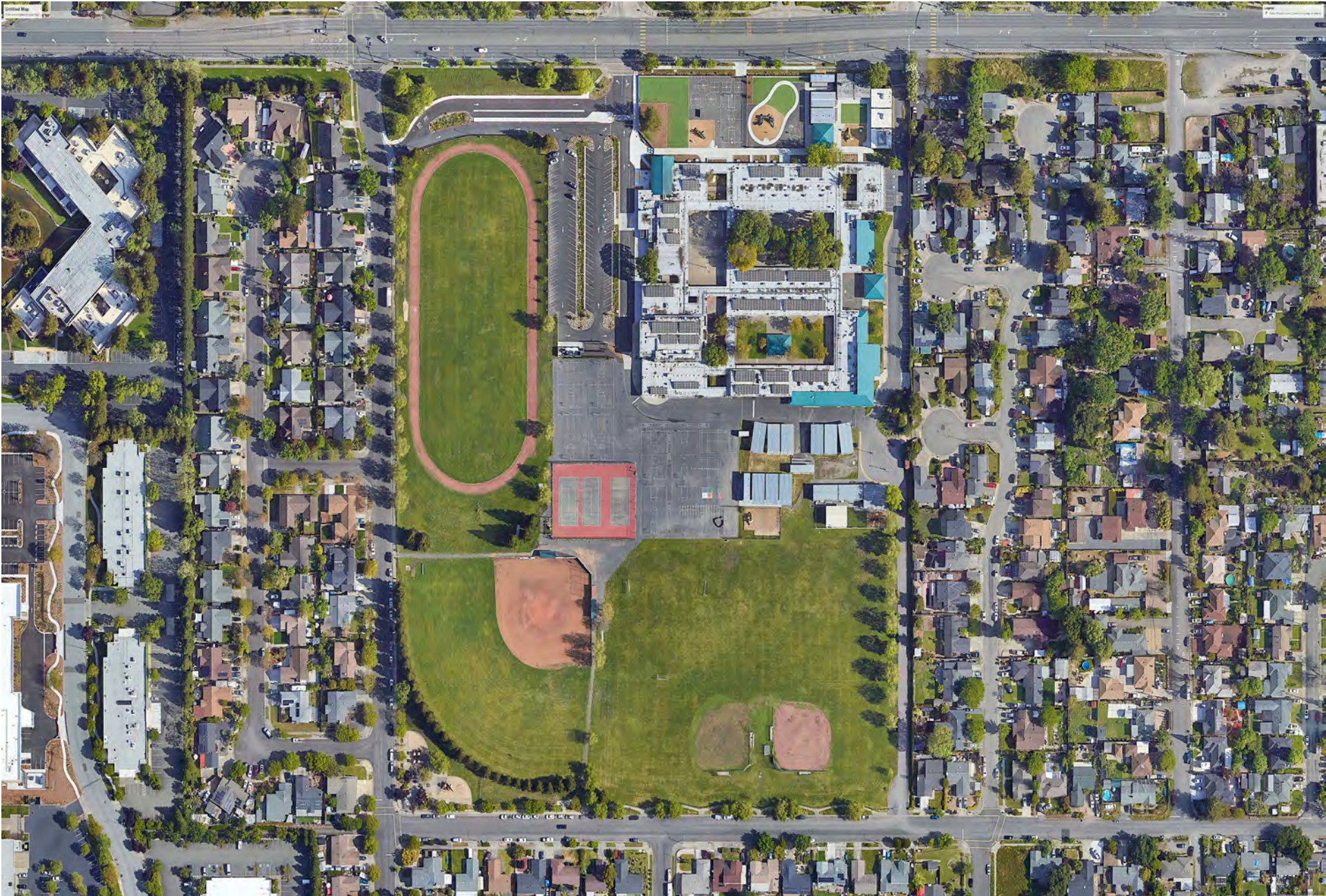


IQ SCORE RANGE	LEVEL OF NEED	ESTIMATED COST
0-70	LOW	\$5,350,000
71-85	MEDIUM	\$4,900,000
86-100	HIGH	\$32,575,200
101-120	HIGHEST	\$43,252,500
TOTAL COST		\$86,077,700

## MAJOR FACILITY NEEDS

- Administration Office Reconfiguration and Expansion
- Modernize Classrooms
- New Middle School Building
- New TK/K Building
- New Perimeter Fencing
- Covered Drop-off
- New Drop-off Lane

CESAR CHAVEZ LANGUAGE ACADEMY  
AERIAL IMAGE



CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



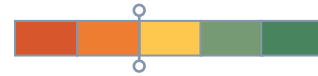
Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



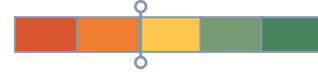
Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



CHALLENGES

- Accessible path of travel slopes exceed allowable across campus
- Existing play area and driveway paving in general need of replacement
- Lacking ADA signage for path of travel
- Mature trees and landscaping in need of renovation
- Traffic congestion at parking and drop-off
- Inadequate access control at main office and back of campus
- Inadequate perimeter fencing
- No covered drop-off

OPPORTUNITIES

- Interior courtyards opportunities for small group instruction
- Large play field areas
- Increased street presence on Sebastopol Rd



School Office Entrance



Driveway

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

- Aged facility in need of some modernization
- Office is not properly located for access control
- Reception is not efficient for circulation

### OPPORTUNITIES

- Reconfiguration of office to provide additional and function workspaces
- Relocate reception for better access control at campus entrance



Office



Principal Office View of Courtyard

# CLASSROOM WINGS

## CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security

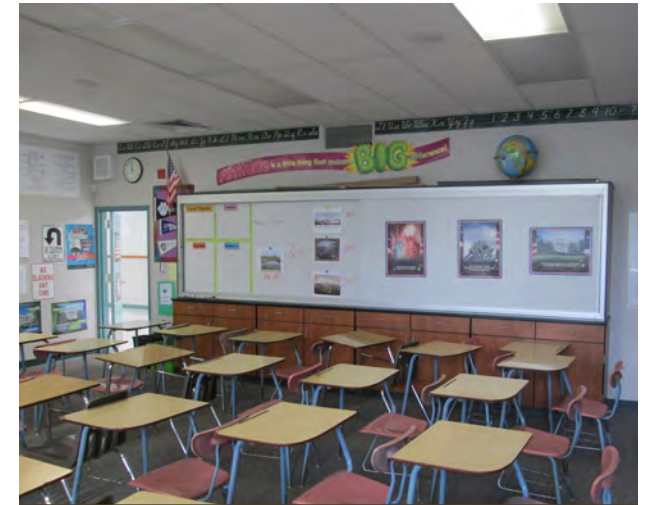


## CHALLENGES

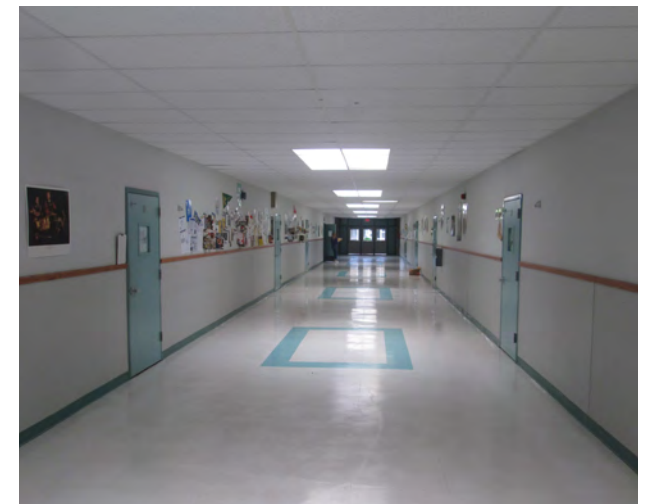
- Aged facility in need of some modernization
- Multiple points of entry into classrooms
- Many classrooms are undersized
- Hallways are underutilized and difficult to supervise

## OPPORTUNITIES

- Reconfiguration of unused interior corridors to support break out spaces
- Modernize current facilities



Classroom



Interior Corridor

# MULTI-PURPOSE AND CAFETERIA

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

- Aged facility in need of some modernization
- Insufficient space to house current enrollment

### OPPORTUNITIES

- Reconfiguration of food service to serve outdoor eating area
- Modernize current facilities



MULTI-PURPOSE ROOM



FOOD SERVICE

CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



CHALLENGES

- Aged facility in need of some modernization
- Insufficient space to house current enrollment
- Stage is need of modernization
- AV upgrades for gatherings

OPPORTUNITIES

- Update AV equipment
- Modernize current facilities



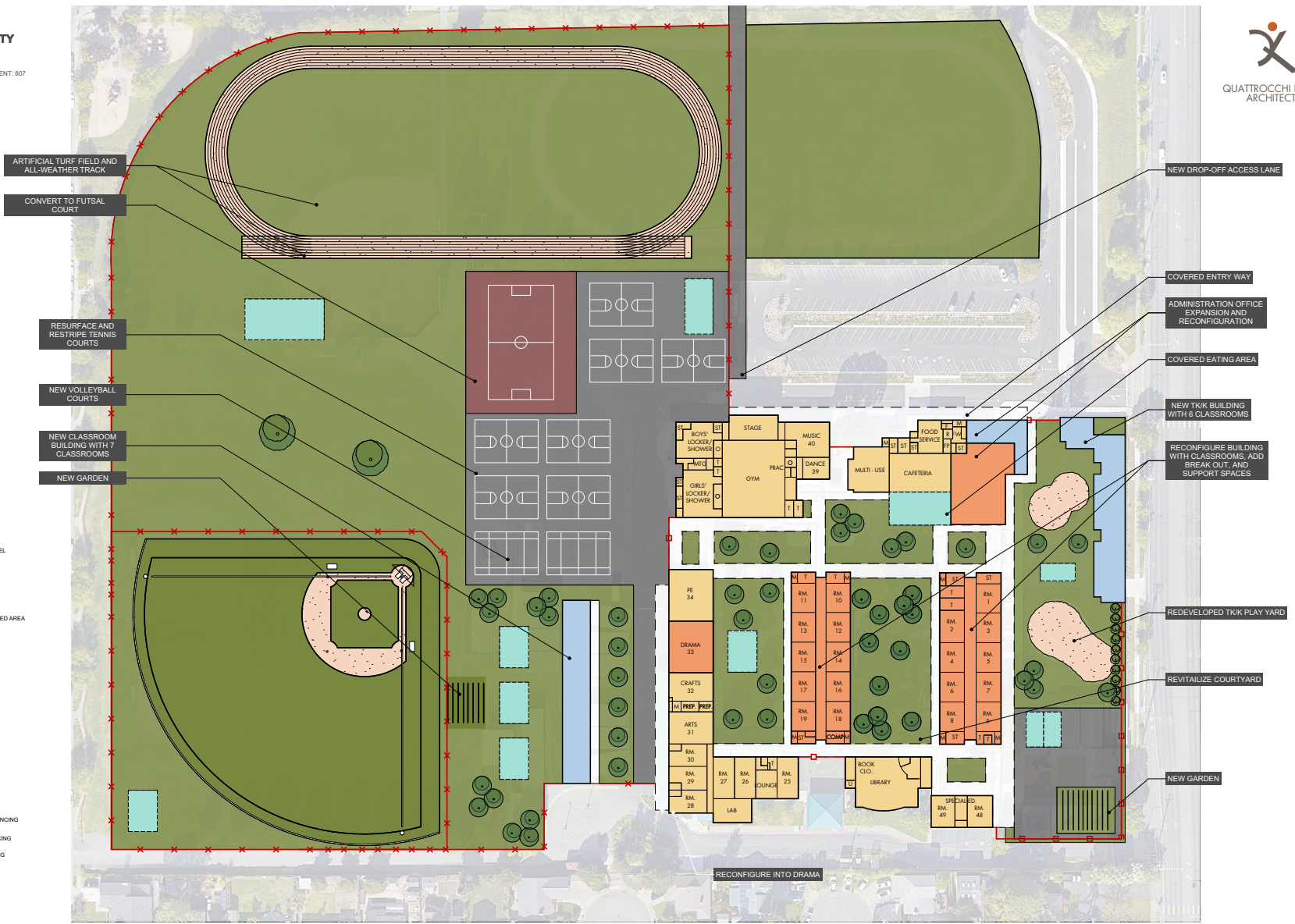
Gymnasium



Stage

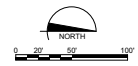
**SCHOOL CAPACITY**  
 2022-2023 ENROLLMENT: 853  
 2026-30 PROJECTED ENROLLMENT: 807  
 EXISTING: 1199  
 PROPOSED: 1077

- LEGEND**
- NEW FACILITY
  - HEAVY MODERNIZATION / REMODEL
  - GENERAL MODERNIZATION
  - NEW SHADE STRUCTURE / COVERED AREA
  - COVERED WALKWAY
  - SITE IMPROVEMENT
  - PLAYGROUND
  - ASPHALT PAVING
  - SOLAR PANEL ARRAY
  - EXISTING ORNAMENTAL FENCING
  - EXISTING CHAIN LINK FENCING
  - NEW ORNAMENTAL FENCING
  - NEW CHAIN LINK FENCING
  - TREE / VEGETATION



# > CESEAR CHAVEZ LANGUAGE ACADEMY MIDDLE SCHOOL

> SANTA ROSA CITY SCHOOLS DISTRICT | FACILITIES MASTER PLAN | 2177.00



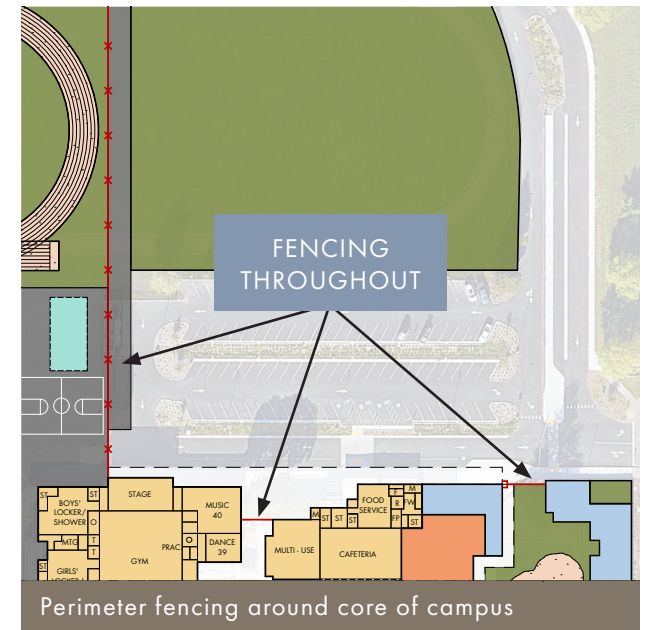
CAMPUS WIDE SAFETY AND SECURITY UPGRADES

\$1,100,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	10
Learning Env.	24
Maintenance	18
Safety and Security	30
Code Comp.	10
<b>Total</b>	<b>112/120</b>

Improvements across the campus to improve overall security and safety for students and staff. Improvements may include:

- New perimeter fencing and gates at play areas
- New window blinds at classroom windows
- Electronic access control at all exterior doors



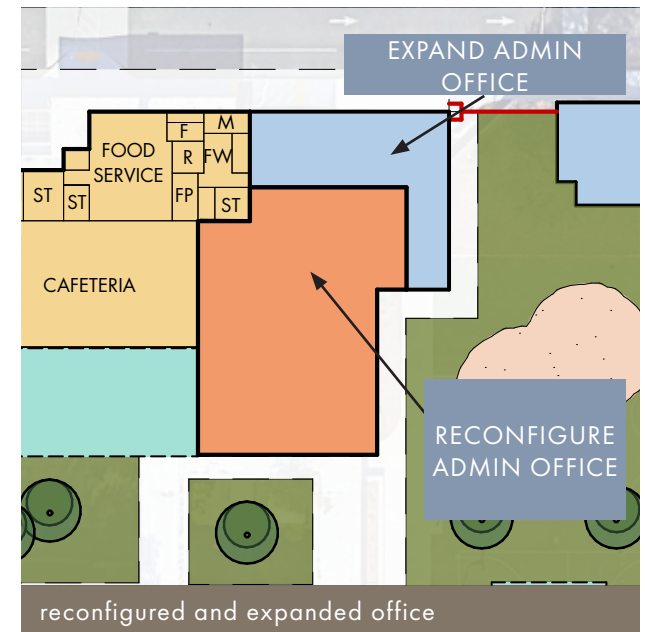
RECONFIGURED AND EXPANDED ADMINISTRATION OFFICE

\$7,902,500

INDICATORS OF QUALITY	
Ed. Programs	20
Community	10
Learning Env.	18
Maintenance	18
Safety and Security	30
Code Comp.	5
<b>Total</b>	<b>101/120</b>

Reconfigure and expand administration office to promote controlled access and provide dedicated workspaces for all admin:

- Large and small conference spaces
- Sufficient office spaces for all administration staff
- Relocate entrance and reception for controlled access
- Sufficient storage and workspaces for staff
- Dedicated staff lounge and break room with kitchenette
- Overhang for covered drop-off



CAMPUS WIDE SITE IMPROVEMENTS

\$6,775,200

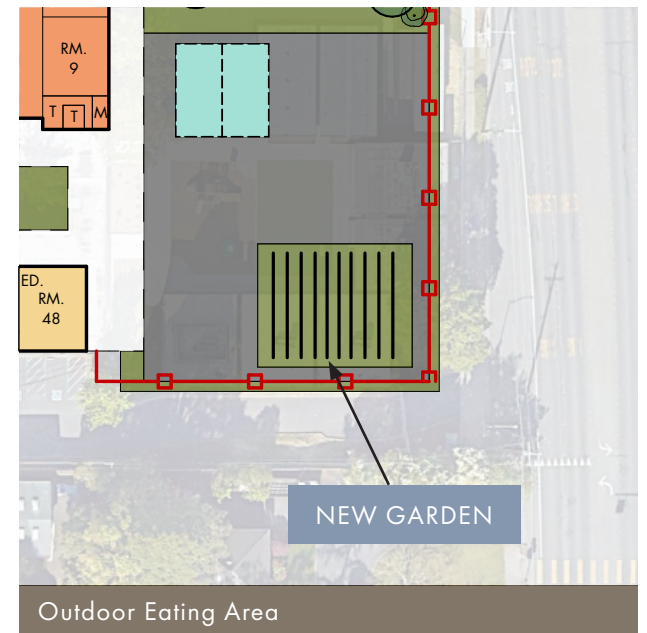
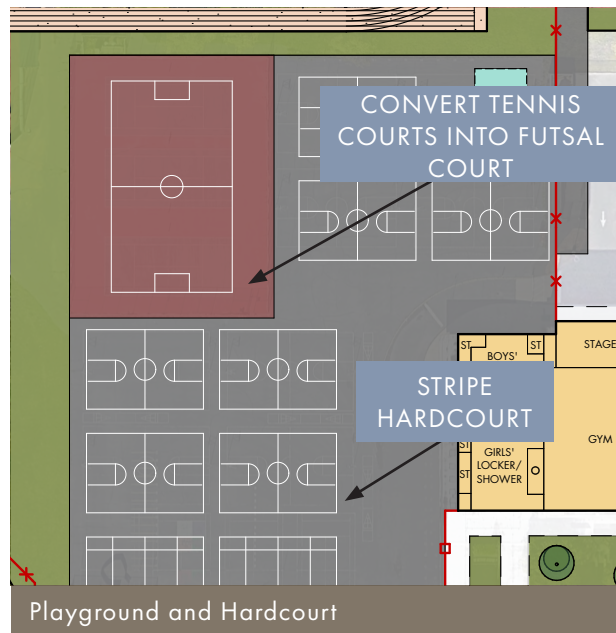
Improvements across the campus to address site issues and improve outdoor areas for students, parents, and staff.

Improvements may include:

- Addressing drainage issues
- New drop-off lane connection to improve traffic flow
- Relocate campus entrance and revitalize appearance with new entry plaza
- Provide school marquee at street and entrance
- Pave and stripe new hardcourt area
- Improve outdoor learning areas
- Provide multiple covered outdoor eating areas



INDICATORS OF QUALITY		
Ed. Programs	16	
Community	10	
Learning Env.	21	
Maintenance	14	
Safety and Security	21	
Code Comp.	5	
<b>Total</b>	<b>87/120</b>	



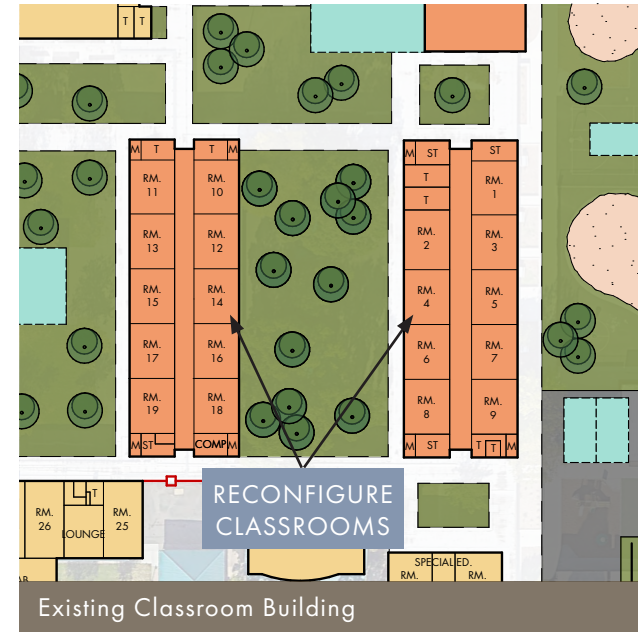
MODERNIZATION OF EXISTING CLASSROOMS

\$30,000,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	9
Learning Env.	30
Maintenance	18
Safety and Security	18
Code Comp.	6
<b>Total</b>	<b>101/120</b>

Modernize existing classrooms to support students at CCLA across all grades. Modernization of classrooms may include:

- Repair or replace existing wall, floor and hardware finishes
- Flexible furniture including movable worktables
- Storage cabinetry for projects and materials
- Repurpose interior corridor and insufficiently sized classrooms to small group learning areas
- Replace damaged acoustical ceiling tiles and casework
- Re-configure classrooms to create full size classrooms



MODERNIZATION OF EXISTING LIBRARY

\$2,600,000

INDICATORS OF QUALITY	
Ed. Programs	16
Community	4
Learning Env.	24
Maintenance	14
Safety and Security	3
Code Comp.	5
<b>Total</b>	<b>66/120</b>

Modernize existing Library to support CCLA students across all grades. Modernization of the Library may include:

- Repair or replace existing finishes
- Open, flexible space for student collaboration
- Flexible furniture including movable worktables
- Efficient storage for books at periphery of space to create a flexible space at library core
- Acoustical finishes for quiet learning space
- Replace damaged acoustical ceiling tiles and casework



NEW CLASSROOM WING

\$4,250,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	8
Learning Env.	30
Maintenance	20
Safety and Security	21
Code Comp.	8
<b>Total</b>	<b>107/120</b>

New classroom wing to serve 7-8th grade students of approximately 7,500 sf or 7 classrooms. New facility shall include:

- Durable finishes and equipment
- Sufficient storage and cabinetry
- Dedicated teaching wall with projection
- Sufficient lighting and air quality control
- Glazing for visual supervision inside and outside of the building
- Adjacent break out space on the exterior



NEW TK-KINDERGARTEN CLASSROOM WING

\$9,750,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	8
Learning Env.	24
Maintenance	16
Safety and Security	21
Code Comp.	8
<b>Total</b>	<b>97/120</b>

New classroom wing to serve TK-K grade students of approximately 9,000 sf or 6 classrooms. New facility shall include:

- Durable finishes and equipment
- Sufficient storage and cabinetry
- Dedicated teaching wall with projection
- Sufficient lighting and air quality control
- Glazing for visual supervision inside and outside of the building
- Adjacent playyard with age appropriate play structure
- Dedicated interior restrooms for students



MODERNIZATION OF GYM BUILDING

\$2,700,000

INDICATORS OF QUALITY	
Ed. Programs	12
Community	5
Learning Env.	18
Maintenance	16
Safety and Security	18
Code Comp.	5
<b>Total</b>	<b>74/120</b>

New classroom wing to serve 7-8th grade students of approximately 7,500 sf or 7 classrooms. New facility shall include:

- Durable finishes and equipment
- Sufficient storage and cabinetry
- Dedicated teaching wall with projection
- Sufficient lighting and air quality control
- Glazing for visual supervision inside and outside of the building
- Adjacent break out space on the exterior



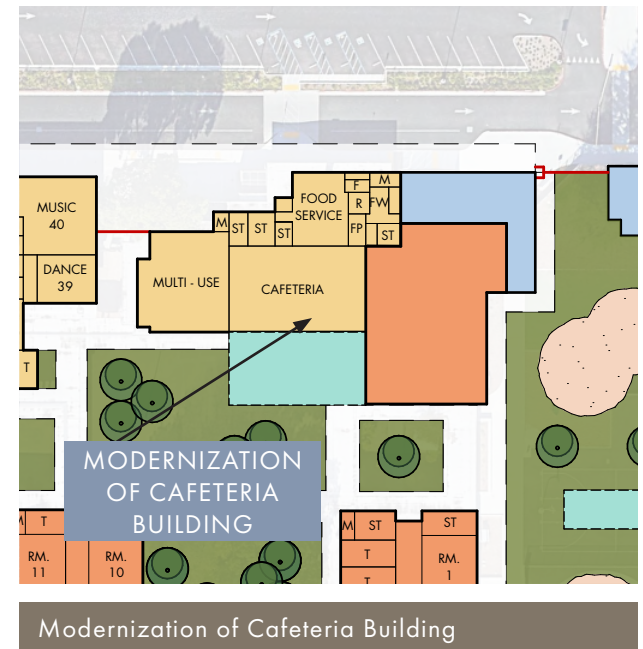
MODERNIZATION OF CAFETERIA BUILDING

\$3,750,000

INDICATORS OF QUALITY	
Ed. Programs	16
Community	8
Learning Env.	21
Maintenance	18
Safety and Security	21
Code Comp.	5
<b>Total</b>	<b>89/120</b>

New classroom wing to serve TK-K grade students of approximately 9,000 sf or 6 classrooms. New facility shall include:

- Durable finishes and equipment
- Sufficient storage and cabinetry
- Dedicated teaching wall with projection
- Sufficient lighting and air quality control
- Glazing for visual supervision inside and outside of the building
- Adjacent playyard with age appropriate play structure
- Dedicated interior restrooms for students

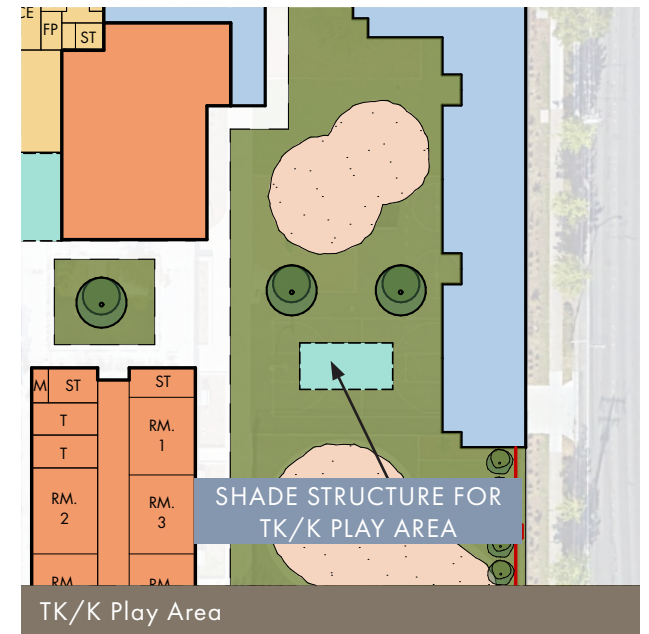
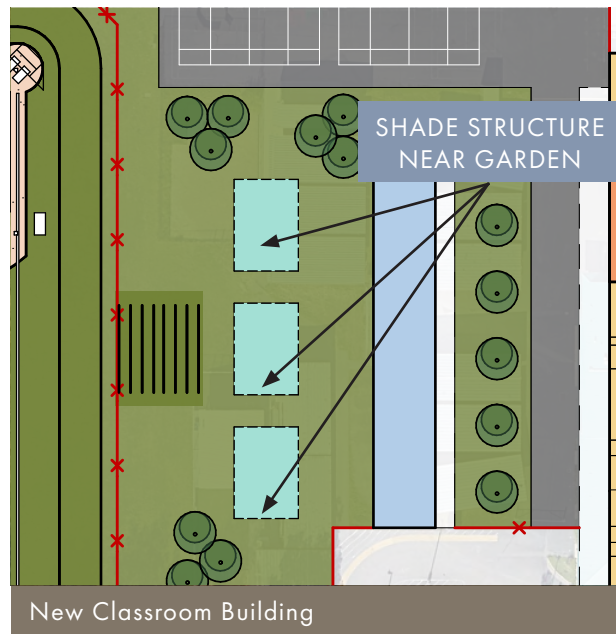
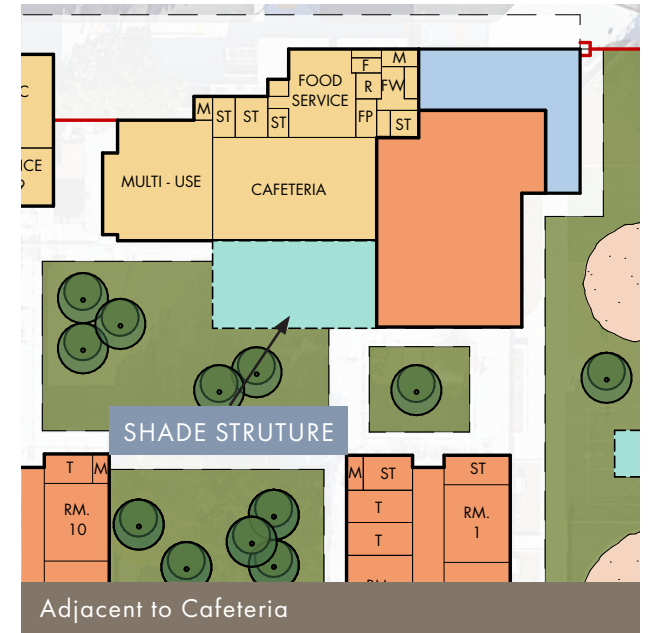
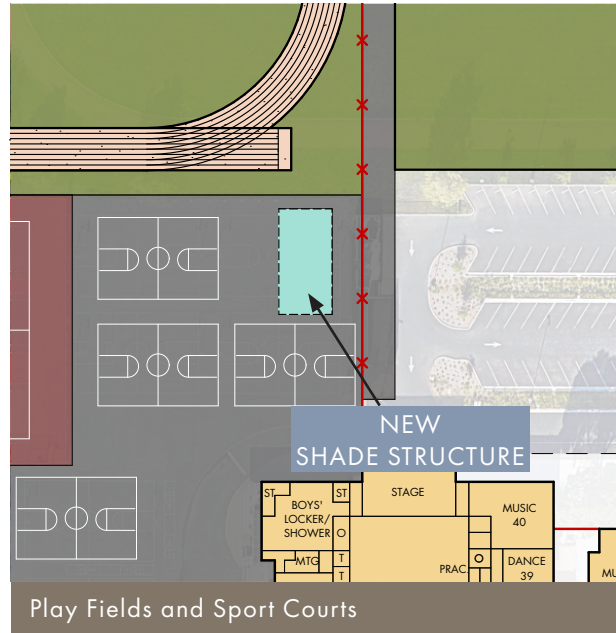


## SHADE STRUCTURES

New shade structures may include outdoor seating. Construction may be done in the proposed areas:

- TK/K playground
- Adjacent to the cafeteria
- Adjacent to the new classroom building
- Adjacent to play fields and sport courts

\$2,200,000



INDICATORS OF QUALITY	
Ed. Programs	14
Community	6
Learning Env.	24
Maintenance	16
Safety and Security	18
Code Comp.	1
<b>Total</b>	<b>79/120</b>

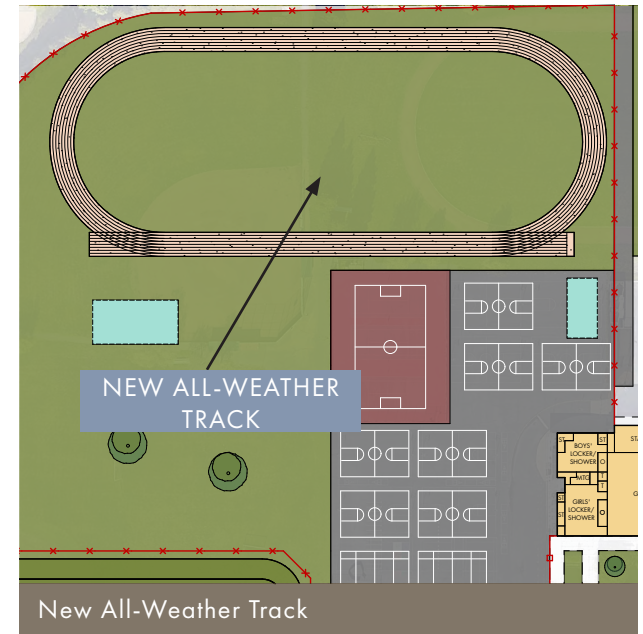
ARTIFICIAL TURF FIELD AND ALL WEATHER TRACK

\$2,750,000

INDICATORS OF QUALITY	
Ed. Programs	10
Community	8
Learning Env.	15
Maintenance	16
Safety and Security	15
Code Comp.	1
<b>Total</b>	<b>65/120</b>

New athletic facility shall include:

- Install artificial Turf Field
- New all-weather track



## SCHOOL DATA

Address: 3500 Sonoma Avenue  
Santa Rosa, CA 95405

Established: 1954  
Site Area: 20.24 acres

### CURRENT CONDITIONS

Students in 2022-23 School Year: 716  
Building Area: 91,702 sq. ft.  
Permanent Classrooms: 37  
Portable Classrooms: 6  
Student Capacity: 1,041

### MASTER PLAN

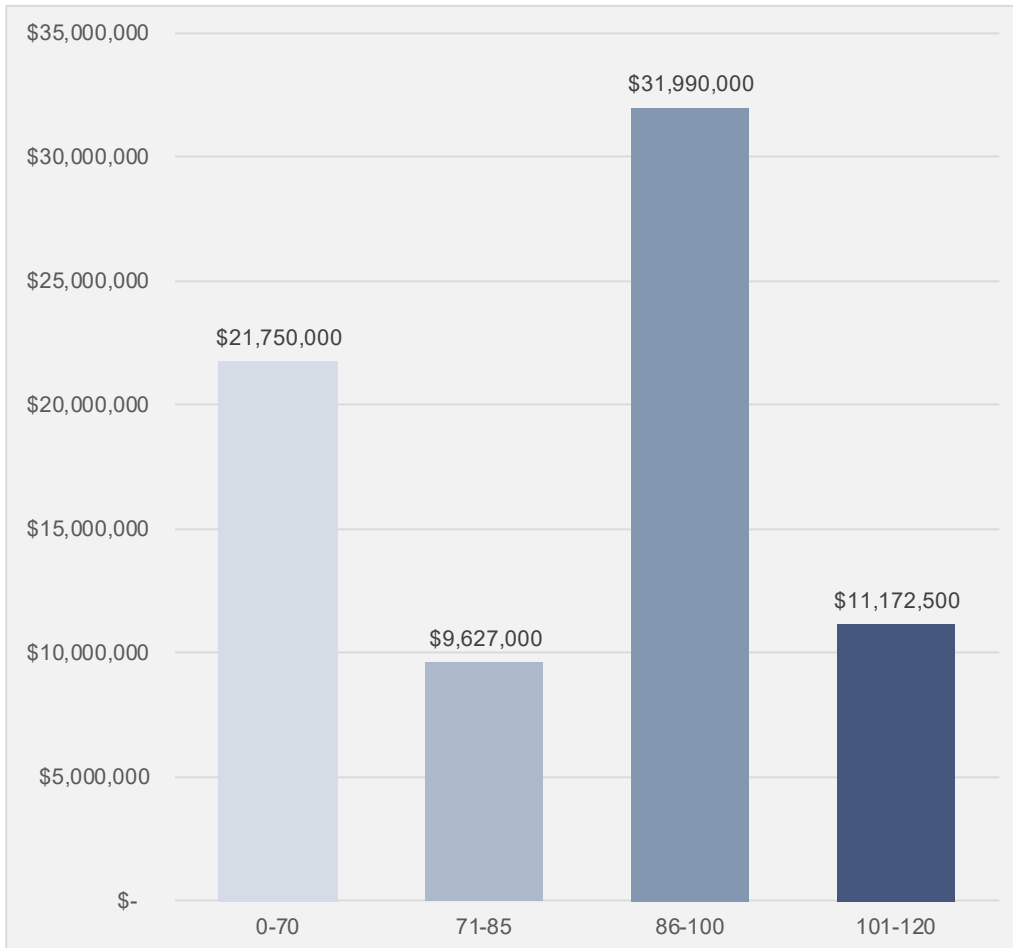
Projected Students in 2029-30: 612  
Planned Classrooms: 39  
Planned Student Capacity: 948



v2.0 Draft for Board Approval: December 13, 2023

# HERBERT SLATER MIDDLE SCHOOL

# HERBERT SLATER MIDDLE SCHOOL SUMMARY



IQ SCORE RANGE	LEVEL OF NEED	ESTIMATED COST
0-70	LOW	\$21,750,000
71-85	MEDIUM	\$9,627,000
86-100	HIGH	\$31,990,000
101-120	HIGHEST	\$11,172,500
TOTAL COST		\$74,539,500

## MAJOR FACILITY NEEDS

- Secured Perimeter fencing for controlled entry access
- Modernization of existing classroom spaces
- Inadequate administration space, and no clear sense of entry and supervision access points
- No central gathering area and inadequate covered eating area for students
- Inadequate space for performing arts

# HERBERT SLATER MIDDLE SCHOOL AERIAL IMAGE



### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

- No accessible student drop off provided
- Accessible path of travel slopes exceed allowable across campus
- Lacking ADA signage for path of travel
- Existing play area & driveway paving in general need of maintenance
- Mature trees, landscaping and play fields in need of renovation
- Foundation settling at classroom wings

### OPPORTUNITIES

- Interior courtyards areas provide opportunities for small group instruction
- Provide storm water drainage away from buildings along Sonoma Avenue
- Provide more site storage and remove shipping containers



School Entry on Sonoma



Interior Courtyard

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

- Aged facilities in need of some modernization
- Evidence of water intrusion in some locations
- Lacking ADA compliant room signage
- Foundation settlement along South edges of Classroom wings

### OPPORTUNITIES

- Repurpose Sewing Room and Computer Rooms
- Improve natural lighting & ventilation
- Remodel food classroom to be ADA compliant
- Refinish outdated Finishes, Furnishings, and Equipment



Internal Classroom Corridor



Classroom Interior

# HERBERT SLATER MIDDLE SCHOOL CAFETERIA

## EXISTING CONDITIONS SUMMARY

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)

Educational Appropriateness

Technology Infrastructure

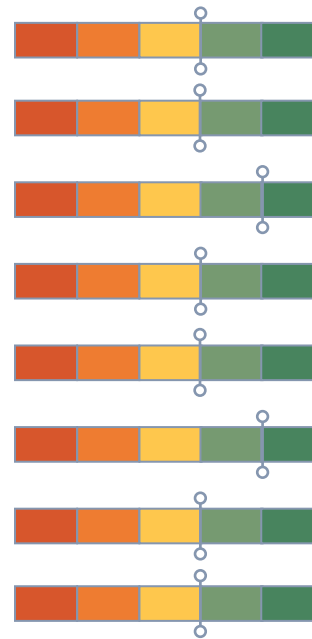
Building Finish Materials

Building Systems (Mechanical & Plumbing, Utilities)

Lighting and Electrical Systems

Environmental Quality (Indoor & Outdoor)

Safety and Security



### CHALLENGES

- Aged facilities in need of some modernization
- Evidence of water intrusion in some locations
- Lacks ADA compliant room signage
- Telescoping tables and benches in poor condition

### OPPORTUNITIES

- New Multi-purpose Room with additional performing arts



Cafeteria Interior



Staff Dining Interior

# HERBERT SLATER MIDDLE SCHOOL MUSIC AND DRAMA BUILDING

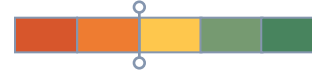
## EXISTING CONDITIONS SUMMARY

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

- Aging building in need of modernization
- Lacks real stage and theater seating
- Lacks ADA compliant room signage
- Exterior southwest entry at Drama Room not ADA compliant

### OPPORTUNITIES

- Repurposing Vending Area
- Provide Choral Room
- Provide permanent risers in Music Room



Drama Room Interior



Music Room Interior

### CONDITIONS RATINGS

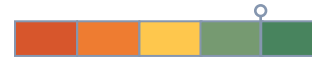
Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

- Aged facilities in need of modernization
- Door thresholds are not ADA compliant
- Evidence of water intrusion in ceiling
- Locker rooms lack ADA compliant lockers
- Lacks ADA compliant room signage
- Telescoping bleachers in poor condition

### OPPORTUNITIES

- Replace wrestling mat storage
- Improve light and ventilation
- Provide accessible exterior entry to Stage



Gymnasium Interior



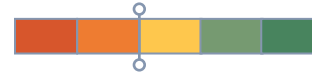
Dance Room Interior

# HERBERT SLATER MIDDLE SCHOOL INDUSTRIAL TECH BUILDING

## EXISTING CONDITIONS SUMMARY

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



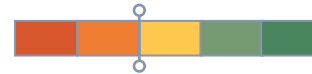
Educational Appropriateness



Technology Infrastructure



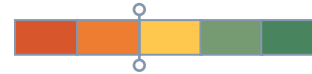
Building Finish Materials



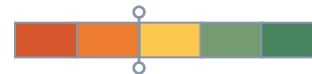
Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

- Aged facilities in need of modernization
- Evidence of water intrusion in ceiling
- Lacks ADA compliant room signage
- Second Floor loft not ADA compliant

### OPPORTUNITIES

- Revitalize spaces
- Consolidate storage



Art Room Interior



Storage Room Interior

# HERBERT SLATER MIDDLE SCHOOL MODULAR CLASSROOMS

## EXISTING CONDITIONS SUMMARY

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

- Aged facilities in need of some modernization
- Evidence of water intrusion in ceiling
- Lacks ADA compliant room signage

### OPPORTUNITIES

- Courtyard areas provide opportunity for group instruction



Modular Interior



Modular Exterior Courtyard

**SCHOOL CAPACITY**

2022-2023 ENROLLMENT: 716  
 2029-30 PROJECTED ENROLLMENT: 612  
 EXISTING: 1041  
 PROPOSED: 828

**LEGEND**

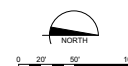
- NEW FACILITY
- HEAVY MODERNIZATION / REMODEL
- GENERAL MODERNIZATION
- NEW SHADE STRUCTURE / COVERED AREA
- COVERED WALKWAY
- SITE IMPROVEMENT
- ASPHALT PAVING
- SOLAR PANEL ARRAY
- EXISTING ORNAMENTAL FENCING
- EXISTING CHAIN LINK FENCING
- NEW ORNAMENTAL FENCING
- NEW CHAIN LINK FENCING
- TREE / VEGETATION



- RECONFIGURE INTO FLEX SPACE
- 2 NEW STEAM LABS
- NEW OUTDOOR QUAD WITH SHADE STRUCTURES
- NEW BLACK BOX THEATER, MPR AND ALL-ACCESS RESTROOMS
- RECONFIGURE TO ALL-ACCESS RESTROOMS
- NEW CENTRAL STAFF ROOM
- ADMIN MODERNIZATION AND EXPANSION
- MODERNIZE CULINARY
- SECURE PERIMETER OF CAMPUS
- RECONFIGURE INTO YOGA / WELLNESS
- RECONFIGURE LOCKER ROOMS
- RECONFIGURE STAGE TO STORAGE
- NEW PAVE AND RESTRIPE BLACKTOP

**> HERBERT SLATER MIDDLE SCHOOL**

> SANTA ROSA CITY SCHOOLS DISTRICT | FACILITIES MASTER PLAN | 2177.00



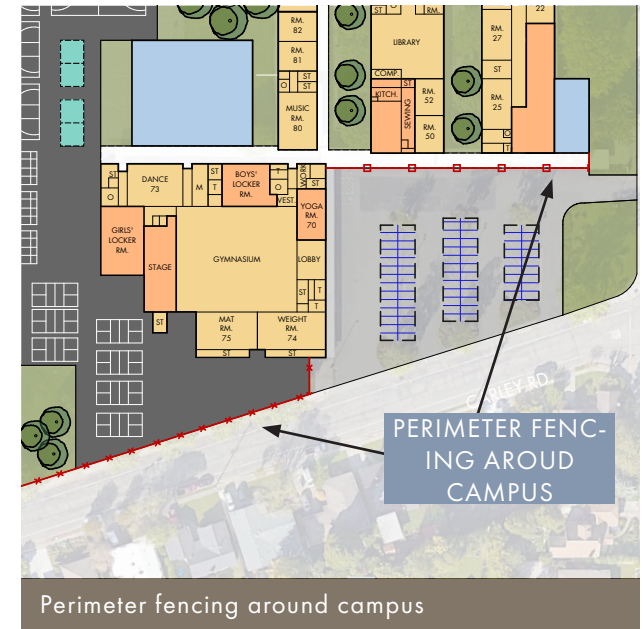
CAMPUS WIDE SAFETY AND SECURITY UPGRADES

\$1,460,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	10
Learning Env.	24
Maintenance	18
Safety and Security	30
Code Comp.	10
<b>Total</b>	<b>112/120</b>

Improvements across the campus to improve overall security and safety for students and staff. Improvements may include:

- New perimeter fencing surrounding campus
- Improve exterior lighting
- New window at Administration to better supervise campus entry
- New window blinds at classroom windows
- Provide electronic locks at all exterior doors



Perimeter fencing around campus

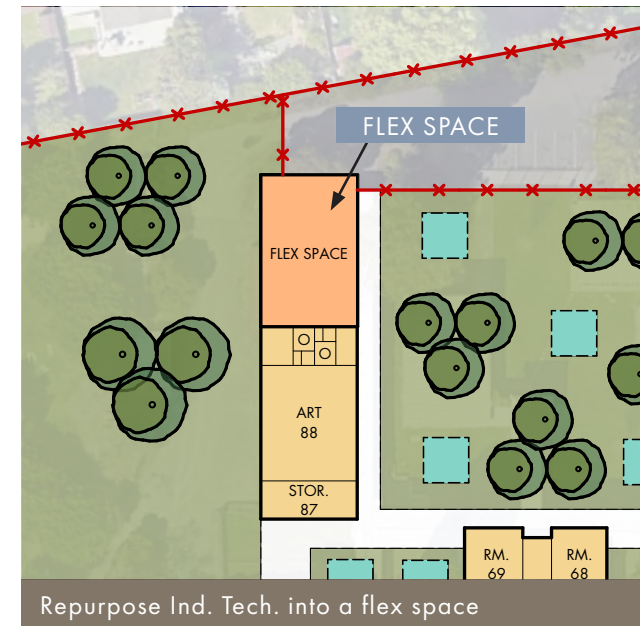
REMODELED FLEX SPACE

\$2,100,000

INDICATORS OF QUALITY	
Ed. Programs	14
Community	6
Learning Env.	27
Maintenance	18
Safety and Security	21
Code Comp.	5
<b>Total</b>	<b>91/120</b>

Repurpose existing Industrial Tech. Room to a new dedicated Flexible Space for use by all teachers and students. The Flex Space of approximately 2800 sf may include:

- Open, flexible space with durable materials
- Flexible furniture including movable worktables
- Large areas of writable wall surface for students
- Storage cabinetry and rooms for projects and materials
- Power & data access distributed throughout space
- Primary and secondary AV systems
- 4 Large project sinks with hot and cold water
- Emergency eye wash station
- Appropriate ventilation to accommodate activities such as woodworking, soldering, etc.
- Adjacent outdoor workspace



Repurpose Ind. Tech. into a flex space

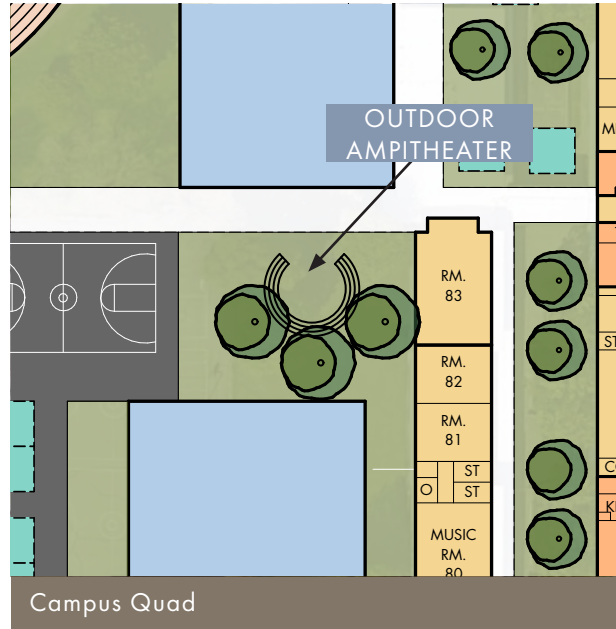
## CAMPUS WIDE SITE IMPROVEMENTS

\$9,627,000

Improvements across the campus to address site issues and improve outdoor areas for students, parents, and staff.

Improvements may include:

- Addressing drainage issues
- Paving and driveway maintenance
- Accessible student drop-off and path of travel
- Create campus entry plaza adjacent to administration expansion
- Improve outdoor learning areas
- Revitalize landscaping and courtyards
- Provide Amphitheater
- Renovate natural turf fields

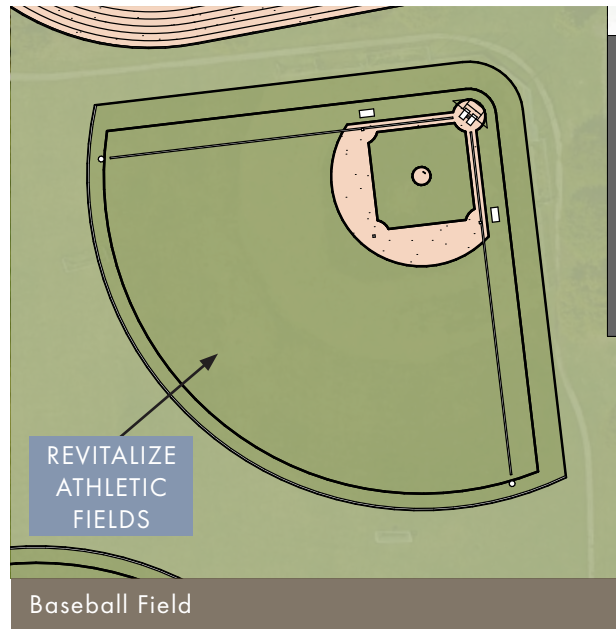


Campus Quad

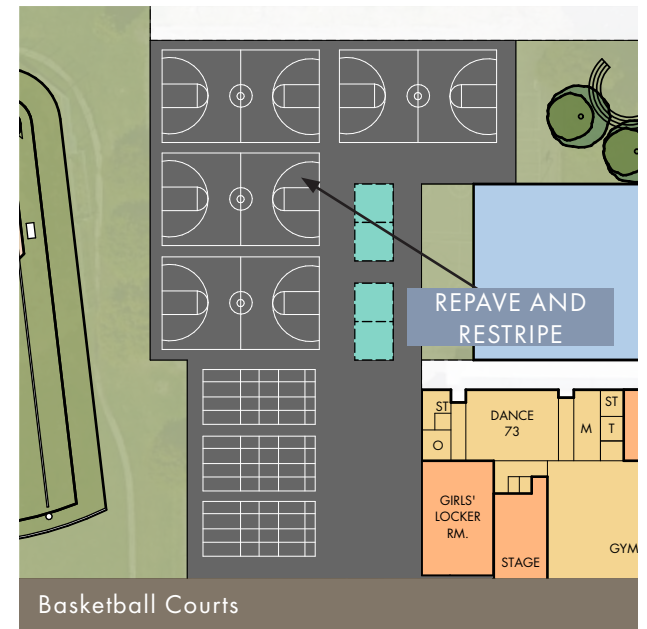


All-Weather Track and Field

INDICATORS OF QUALITY	
Ed. Programs	14
Community	8
Learning Env.	24
Maintenance	16
Safety and Security	18
Code Comp.	1
<b>Total</b>	<b>81/120</b>



Baseball Field



Basketball Courts

MODERNIZATION OF EXISTING CLASSROOMS

\$4,462,500

INDICATORS OF QUALITY	
Ed. Programs	20
Community	10
Learning Env.	27
Maintenance	20
Safety and Security	18
Code Comp.	6
<b>Total</b>	<b>101/120</b>

Modernize existing classroom buildings including shared quad spaces. Modernization of each space may include:

- Repair or replace existing wall and floor finishes
- Flexible furniture including movable worktables
- Storage cabinetry for projects and materials
- Replace damaged acoustical ceiling tiles and casework
- Repair or replace plumbing systems as necessary
- Small group learning areas



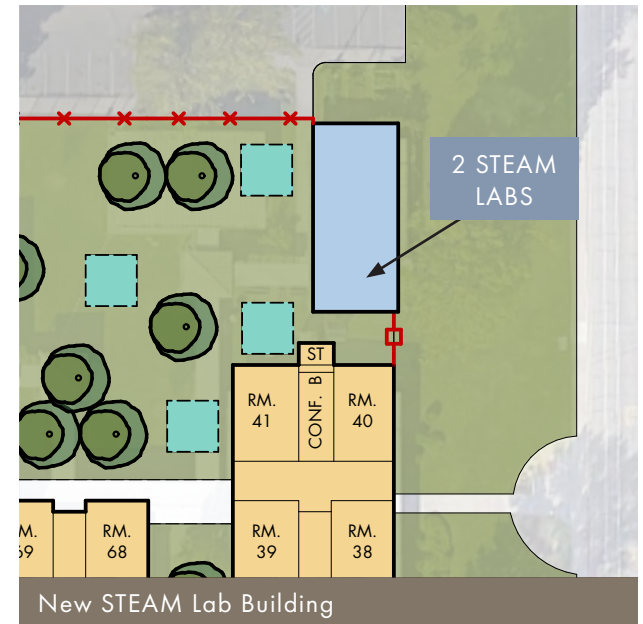
2 NEW STEAM LABS

\$3,640,000

INDICATORS OF QUALITY	
Ed. Programs	16
Community	6
Learning Env.	27
Maintenance	12
Safety and Security	21
Code Comp.	5
<b>Total</b>	<b>87/120</b>

Provide a new 2 lab building. Each 960 sf classroom may include:

- Flexible furniture including movable worktables
- Storage cabinetry for projects and materials
- 1 sink with a drinking fountain bubbler
- Connection to outdoor learning area if possible
- Technology and AV systems
- Adequate electrical infrastructure
- Markerboards
- Tackable wall surface on minimum of one wall

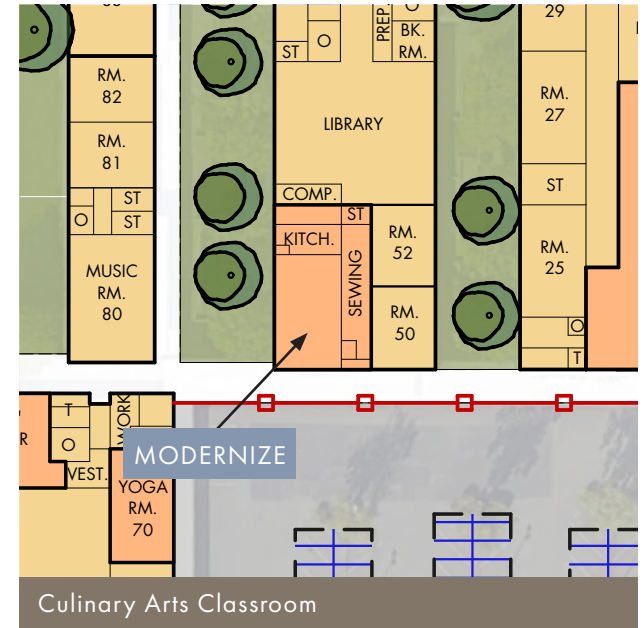


MODERNIZE CULINARY ARTS CLASSROOM

\$900,000

INDICATORS OF QUALITY	
Ed. Programs	18
Community	6
Learning Env.	27
Maintenance	18
Safety and Security	21
Code Comp.	5
<b>Total</b>	<b>95/120</b>

- Modernization of the Culinary Classroom and kitchen may include:
- Large flexible space with durable finishes and acoustic materials
  - Flexible dining tables with dedicated storage
  - Separate kitchen space with serving area
  - Provide a storage room



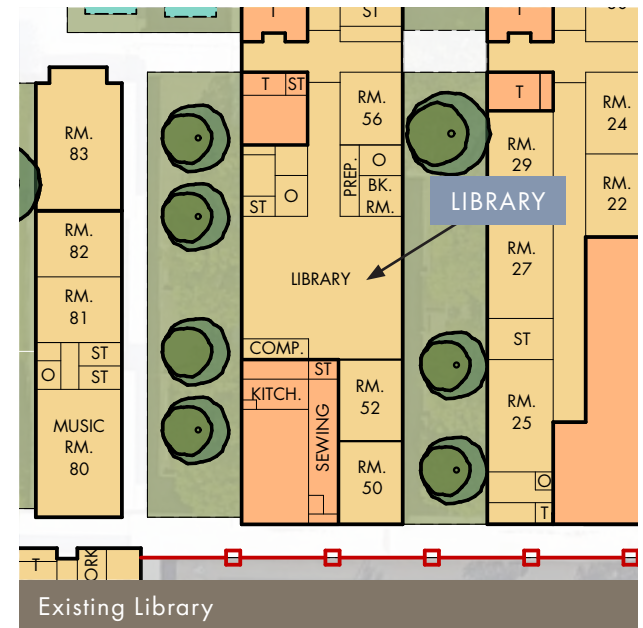
Culinary Arts Classroom

MODERNIZATION OF EXISTING LIBRARY

\$750,000

INDICATORS OF QUALITY	
Ed. Programs	18
Community	8
Learning Env.	24
Maintenance	20
Safety and Security	18
Code Comp.	5
<b>Total</b>	<b>93/120</b>

- Modernize existing library. Modernization of the library may include:
- Repurpose and reconfigure existing Computer Lab area
  - Repair or replace existing wall and floor finishes
  - Flexible furniture including movable worktables
  - Efficient storage stacks for books
  - Replace damaged acoustical ceiling tiles and casework
  - Repair or replace plumbing systems as necessary



Existing Library

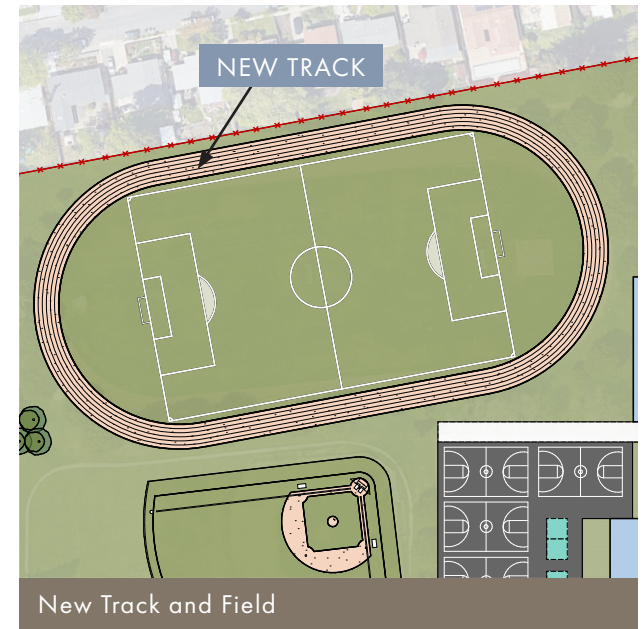
NEW ALL-WEATHER TRACK AND FIELD

\$2,250,000

INDICATORS OF QUALITY	
Ed. Programs	10
Community	8
Learning Env.	15
Maintenance	16
Safety and Security	12
Code Comp.	1
<b>Total</b>	<b>62/120</b>

Construction of All-Weather track and Field may include:

- Install an All-Weather Track
- Install artificial grass for sports field
- Provide landscaping methods for shade



New Track and Field

NEW MULTI-USE BUILDING

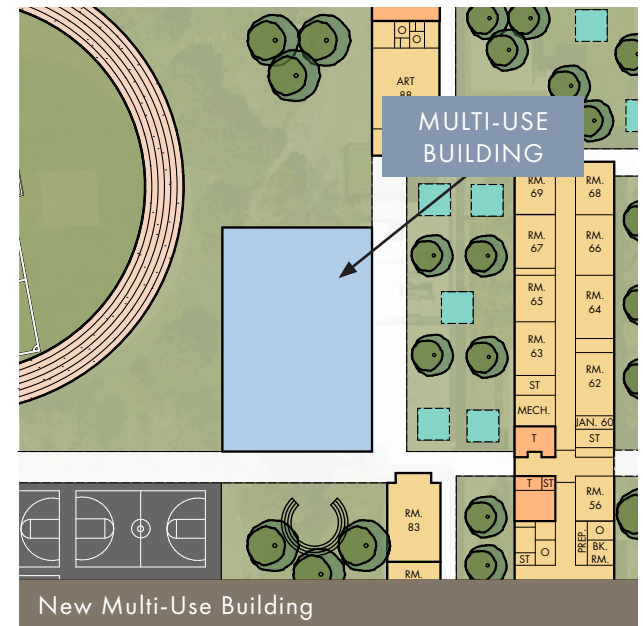
\$7,800,000

INDICATORS OF QUALITY	
Ed. Programs	16
Community	9
Learning Env.	24
Maintenance	16
Safety and Security	24
Code Comp.	7
<b>Total</b>	<b>96/120</b>

Provide new Multi-use Building of approximately 7500 sf.

The new Multi-use Building may include:

- Large flexible space with durable finishes and acoustic materials
- Flexible dining tables with dedicated storage
- Stage for presentations and performances
- Dedicated storage space
- A/V system with large projection screen and dedicated sound system. Provide window blinds as necessary to darken room for projection
- Separate kitchen space with serving area of approximately 1000 sf
- A separate secondary serving area/snack bar to provide better and quicker service to students and to locate service near student gathering areas



New Multi-Use Building

NEW BLACKBOX THEATER & QUAD

\$7,800,000

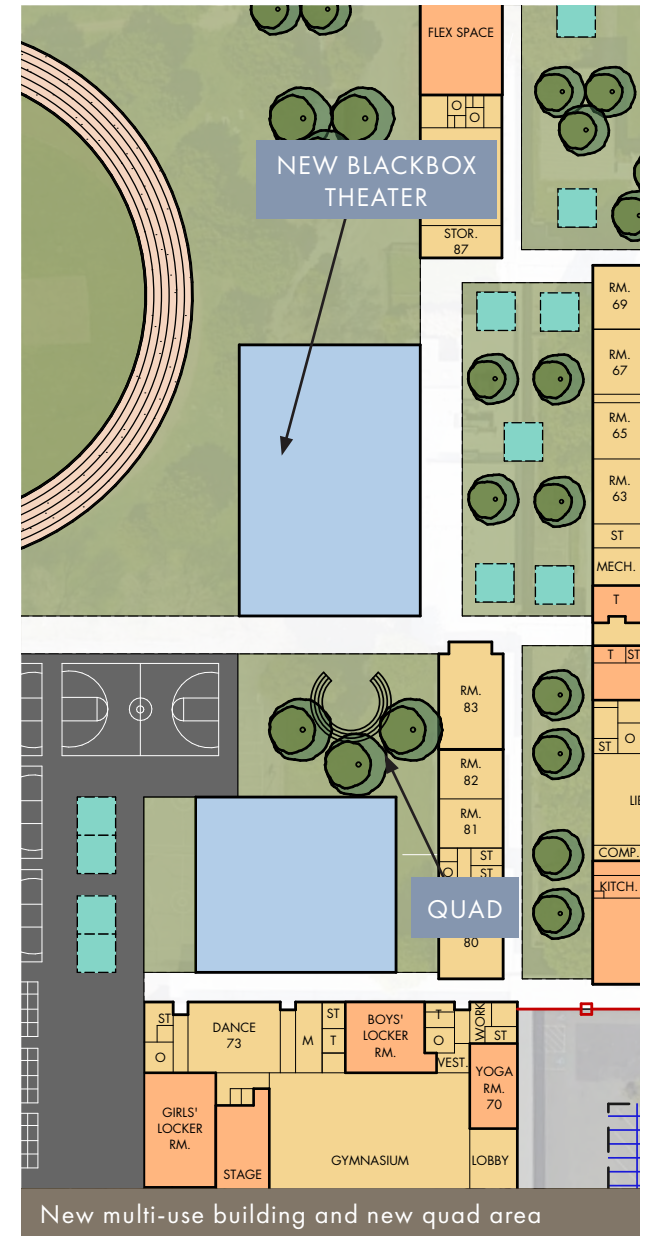
INDICATORS OF QUALITY	
Ed. Programs	14
Community	8
Learning Env.	21
Maintenance	2
Safety and Security	9
Code Comp.	1
<b>Total</b>	<b>55/120</b>

Provide new blackbox theater the new multi-use building to support students across all grades. The new theater of approximately 2500 sf may include:

- A flat floor with built in risers for seating and portable chairs provided for additional seating
- A portable performance stage system that can be used in multiple configurations
- A basic stage lighting and sound system including control booth connected to the space
- Back stage facilities including outdoor space for set construction and adequate facilities for two dressing rooms with durable and comfortable finishes
- Acoustic environment supportive of drama instruction and performance
- Perimeter drapery to conceal walls and adjust acoustical environment
- Dedicated storage space for chairs, portable stage, costumes and equipment
- Up to date AV system
- Classroom security locks

Provide new Quad area to support students across all grades. The new Quad of approximately 24,000 sf may include:

- Multiple covered outdoor eating areas
- Landscaping and seatwalls
- Outdoor amphitheater adjacent to drama classroom



## MODERNIZATION AND REMODELING OF EXISTING GYM \$13,050,000

Modernize existing gymnasium building. Modernization of the gymnasium may include:

- Repair or replace existing wall and floor finishes
- Replace bleachers
- Replace operable wall
- Dedicated storage space
- Repair or replace plumbing systems as necessary
- Remodel Stage area into storage
- Renovate Locker Rooms
- Renovate yoga classroom

INDICATORS OF QUALITY	
Ed. Programs	14
Community	10
Learning Env.	21
Maintenance	20
Safety and Security	18
Code Comp.	5
<b>Total</b>	<b>88/120</b>



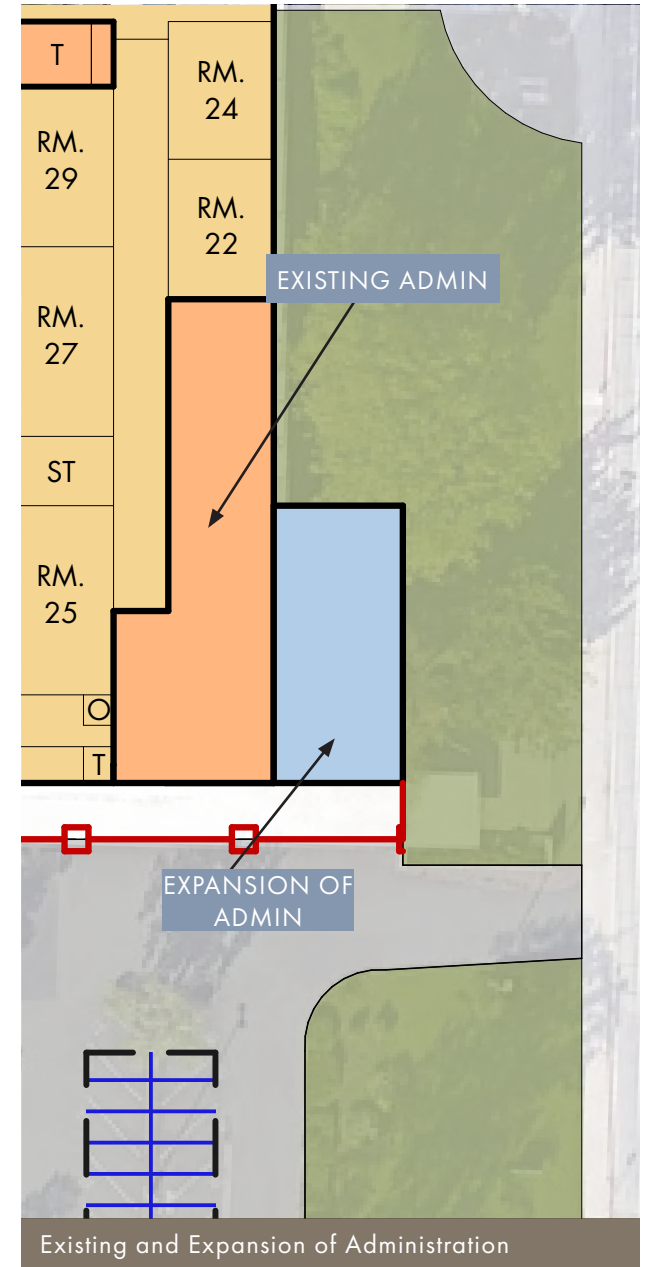
MODERNIZATION OF ADMIN

\$5,250,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	10
Learning Env.	18
Maintenance	20
Safety and Security	30
Code Comp.	5
<b>Total</b>	<b>103/120</b>

Modernize existing administration space of approximately 3200 sf and add an adjacent new administration space of approximately 2000 sf. Administration space may include:

- New window to better supervise campus entry
- Conference Room of approximately 250 sf
- Counselor Office of approximately 150 sf
- 3 private offices of approximately 120 sf each for itinerant staff
- Teacher Collaboration Room of approximately 450-500 sf
- Building addition to create clear point of entry to the school



NEW AUXILIARY GYMNASIUM

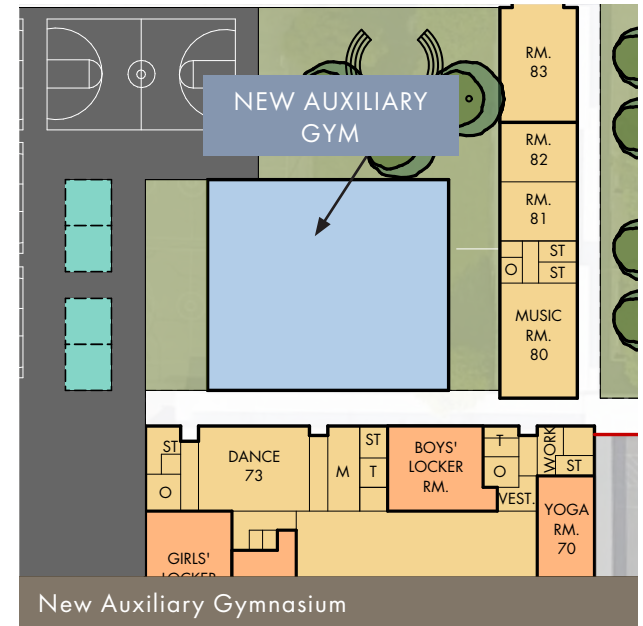
\$11,700,000

INDICATORS OF QUALITY	
Ed. Programs	4
Community	6
Learning Env.	12
Maintenance	6
Safety and Security	3
Code Comp.	1
<b>Total</b>	<b>32/120</b>

New auxiliary gymnasium for physical education program.

Construction may include:

- Regulation basketball court
- Regulation volleyball courts
- Dedicated equipment storage
- All-Access restrooms
- Office Spaces



New Auxiliary Gymnasium

NEW ALL ACCESS-RESTROOMS

\$3,750,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	8
Learning Env.	15
Maintenance	18
Safety and Security	30
Code Comp.	8
<b>Total</b>	<b>99/120</b>

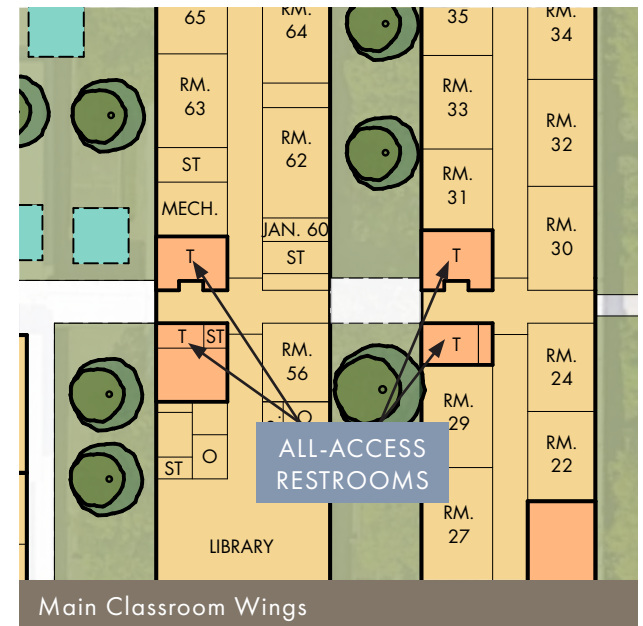
Reconfigure existing space into All-Access Restrooms.

Construction may include:

- Reconfigure walls as necessary to improve efficiency and ease of use
- Replace mechanical, electrical, and plumbing systems as necessary
- Modernize wall, floor, and ceiling finishes

New All-Access Restrooms may be located in:

- MPR
- Main Classroom Wings



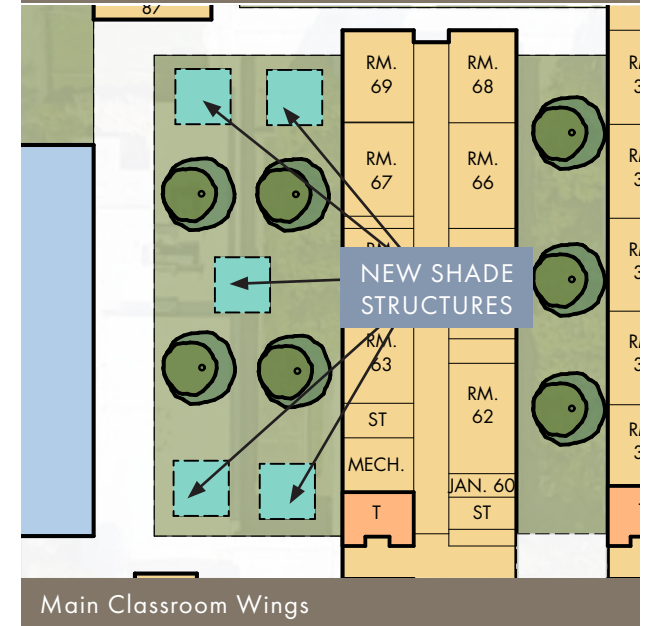
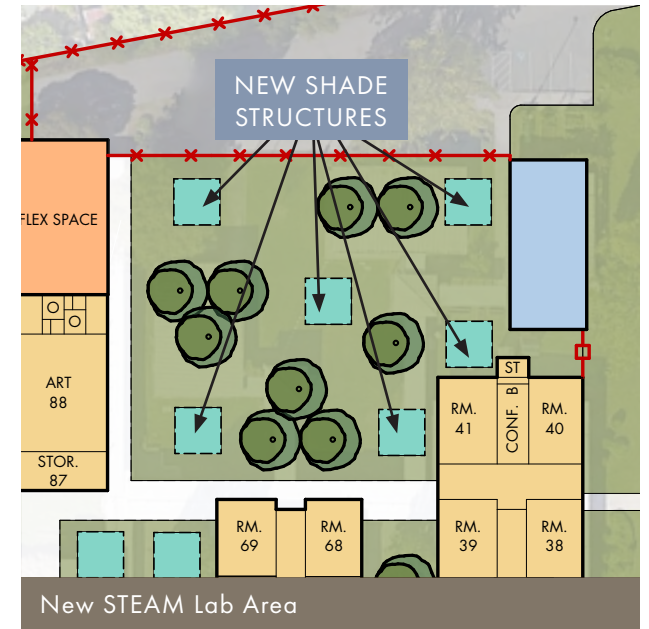
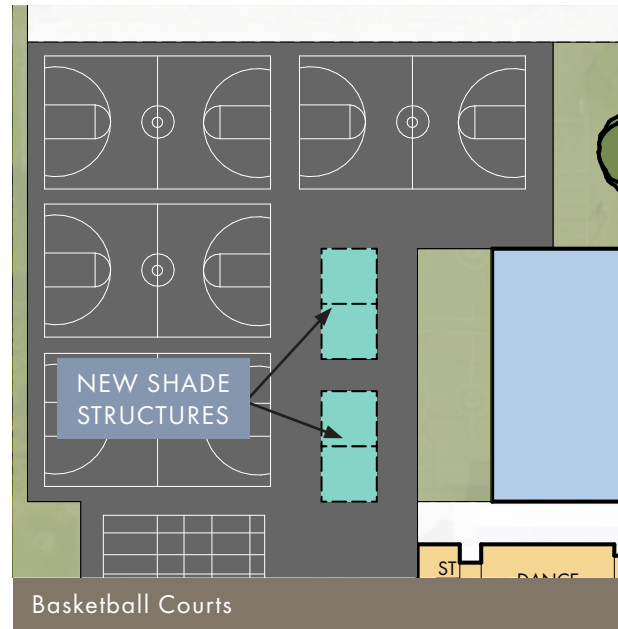
Main Classroom Wings

## NEW SHADE STRUCTURES

New Shade Structures may include seating and may be located in the following areas:

- Between Flex Space and New Steam Labs
- Adjacent to Main Classroom Wings
- Basketball Courts

## INCLUDED IN SITE IMPROVEMENT



INDICATORS OF QUALITY	
Ed. Programs	14
Community	10
Learning Env.	24
Maintenance	18
Safety and Security	24
Code Comp.	6
<b>Total</b>	<b>96/120</b>

## SCHOOL DATA

Address: 2750 West Steele Lane  
Santa Rosa, CA 95403

Established: 1972  
Site Area: 24.08 acres

### CURRENT CONDITIONS

Students in 2022-23 School Year: 434

Building Area: 95,021 sq. ft.  
Permanent Classrooms: 34  
Portable Classrooms: 5  
Student Capacity: 963

### MASTER PLAN

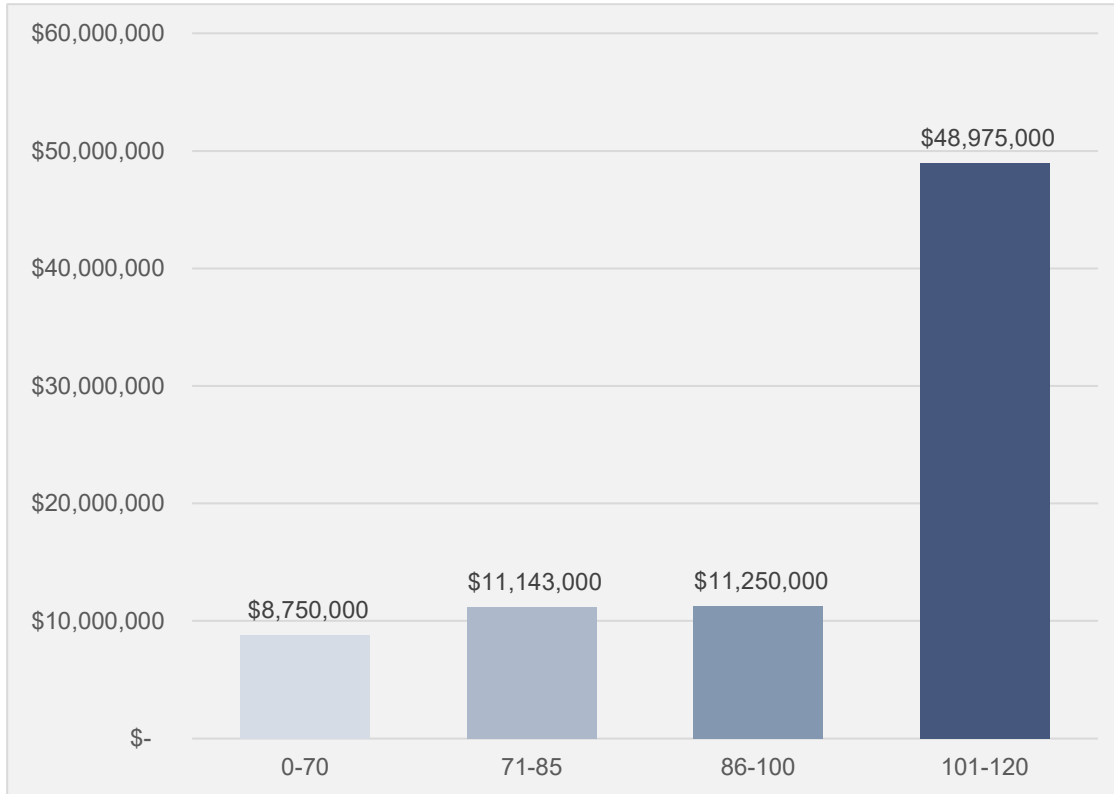
Projected Students in 2029-30: 373  
Planned Classrooms: 23  
Planned Student Capacity: 675



v2.0 Draft for Board Approval: December 13, 2023

# HILLIARD COMSTOCK MIDDLE SCHOOL

# SUMMARY



IOQ SCORE RANGE	LEVEL OF NEED	ESTIMATED COST
0-70	LOW	\$8,750,000
71-85	MEDIUM	\$11,143,000
86-100	HIGH	\$11,250,000
101-120	HIGHEST	\$48,975,000
TOTAL COST		\$80,118,000

## MAJOR FACILITY NEEDS

- Site security - unsecured access from adjacent park and lack of exterior lighting
- Core facilities (school office, library, cafeteria) lack space to accommodate small groups
- Older facilities in need of modernization (performing arts, labs, gym, cafeteria)
- Outdoor spaces could be used more efficiently

HILLIARD COMSTOCK MIDDLE SCHOOL  
AERIAL IMAGE



CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)

Educational Appropriateness

Technology Infrastructure

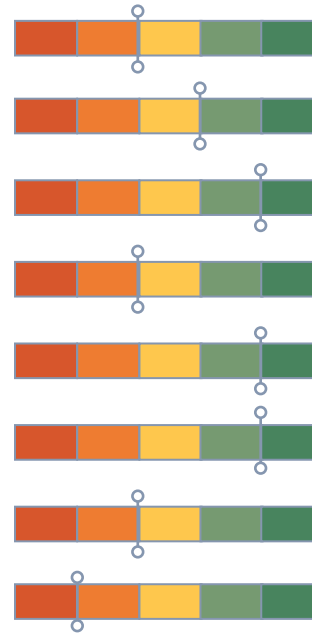
Building Finish Materials

Building Systems (Mechanical & Plumbing, Utilities)

Lighting and Electrical Systems

Environmental Quality (Indoor & Outdoor)

Safety and Security



CHALLENGES

- Proximity to popular park and lack of security fencing
- Parking and traffic through the site
- Masonry construction with very few windows
- Lacking ADA signage and accessible paths of travel
- Facility age and condition of utilities (fire alarm, etc.)
- Old portables

OPPORTUNITIES

- Quad and other outdoor areas are opportunities for small group instruction
- Adjacent City Park provides larger play field areas
- Opportunity to increased street presence on West Steele Lane (entrance to campus)
- Facility upgrades can attract students.



Driveway



Central Quad

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security

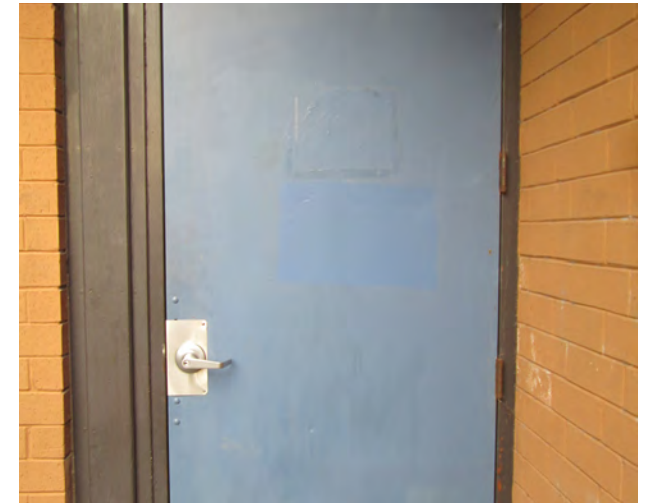


### CHALLENGES

- Aged facilities in need of some modernization
- Accessibility issues throughout
- Evidence of water intrusion in some locations
- Lack windows at some classrooms, lack of sufficient natural light at many others
- Latest remodel of the school office didn't address many issues.
- Lack of spaces to conduct sensitive meetings with students and parents.

### OPPORTUNITIES

- Re-energized internal courtyards offer opportunity for small group instruction and meeting space.
- Larger spaces, such as the library, can be reconfigured to be more flexible.
- Library as large group meeting or instructional space



Classroom Entry



Classroom View of Courtyard

# BUILDING B: CAFETERIA

## CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



## CHALLENGES

- Cafeteria is not utilized by students as potentially could be
- Lack of good options to eat, such as covered outdoor areas
- Poor acoustics and lighting
- Serving lines are not efficient
- Facility is old and utilities are in poor condition
- Accessibility issues throughout
- Evidence of water intrusion in some locations

## OPPORTUNITIES

- Available room to expand the cafeteria size
- Improving the outdoor eating areas can relieve congestion in the cafeteria
- Direct access to outdoor eating area
- Centrally located on campus



Cafeteria Interior



Cafeteria View to Exterior

# BUILDING D: GYMNASIUM

## EXISTING CONDITIONS SUMMARY

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



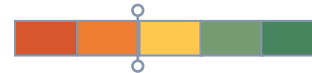
Educational Appropriateness



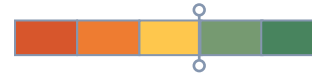
Technology Infrastructure



Building Finish Materials



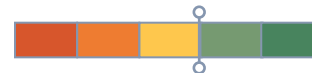
Building Systems (Mechanical & Plumbing, Utilities)



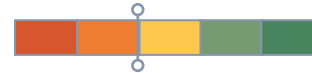
Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

- Aged facilities in need of major modernization
- No storage for PE and athletic equipment
- Lacks a stage for performances and large audiences
- Lack of ventilation
- Accessibility issues throughout
- Evidence of water intrusion
- Locker rooms lack ADA compliant lockers
- Telescoping bleachers in poor condition
- Separation of locker rooms

### OPPORTUNITIES

- Available space to add stage with storage rooms for PE and athletic equipment
- Wrestling mat could be stored beneath a raised stage
- Proximity to quad for large gatherings
- Reconfigured locker rooms to better serve students



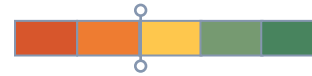
Gymnasium Ceiling



Gymnasium Interior

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

- Aging modular building nearing the end of its service life
- Lacks real stage and theater seating
- No windows and very little natural light
- Accessibility issues throughout

### OPPORTUNITIES

- Available space to construct a fully functioning theater with a stage and seating, outdoor performance space, and accessory spaces.
- Large open floor plan provides flexibility
- Location on campus is ideal for evening and weekend events.



View from Temporary Stage

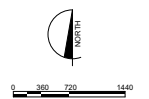


Backstage View



# > HILLIARD COMSTOCK MIDDLE SCHOOL

> SANTA ROSA CITY SCHOOLS DISTRICT | FACILITIES MASTER PLAN | 2177.00



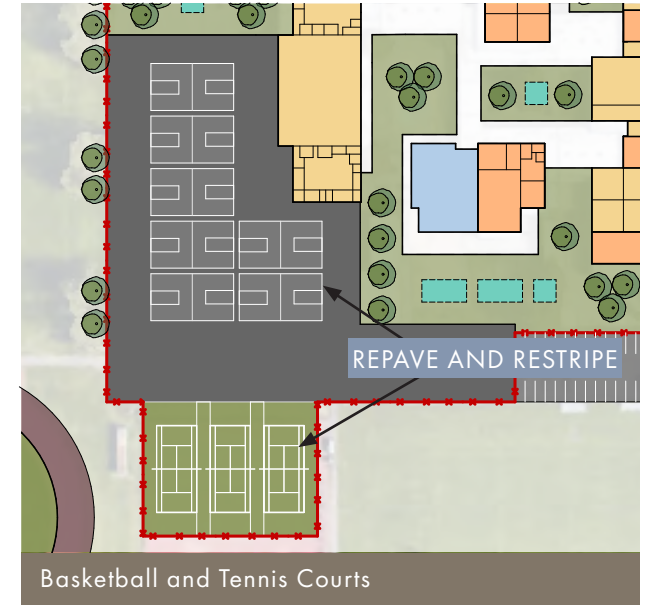
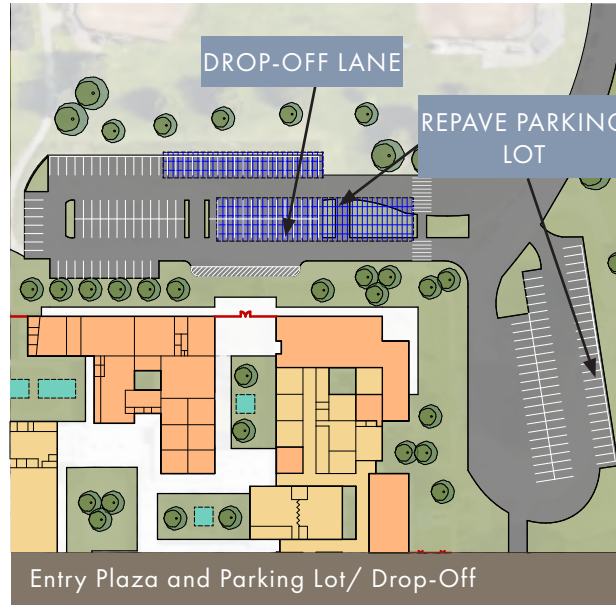
CAMPUS WIDE SITE IMPROVEMENTS

\$7,393,000

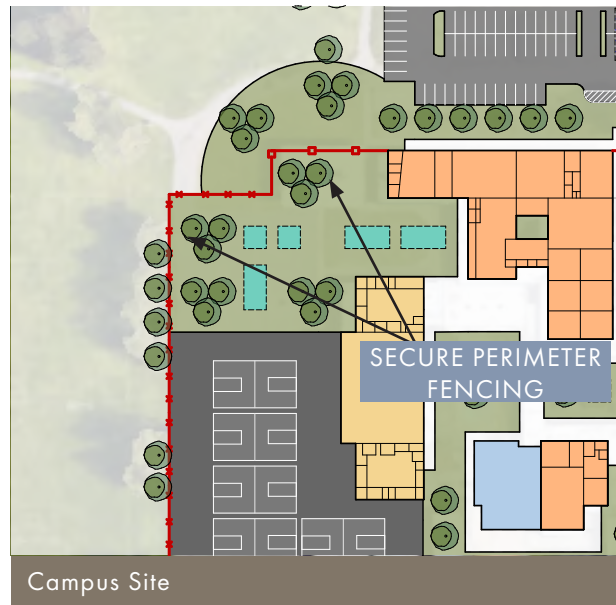
Improvements across the campus to address site issues and improve outdoor areas for students, parents, and staff.

Improvements may include:

- Addressing drainage issues
- Paved driveway and parking lots
- Accessible student drop-off and path of travel
- Relocate campus entrance and revitalize appearance with new entry plaza
- Improve outdoor learning areas
- Provide multiple covered outdoor eating areas
- Revitalize Quad area and provide seating
- Remove portables that are past useful life
- Re-pave and re-stripe hardscape
- Renovate natural turf fields



INDICATORS OF QUALITY	
Ed. Programs	14
Community	8
Learning Env.	24
Maintenance	16
Safety and Security	18
Code Comp.	1
<b>Total</b>	<b>81/120</b>

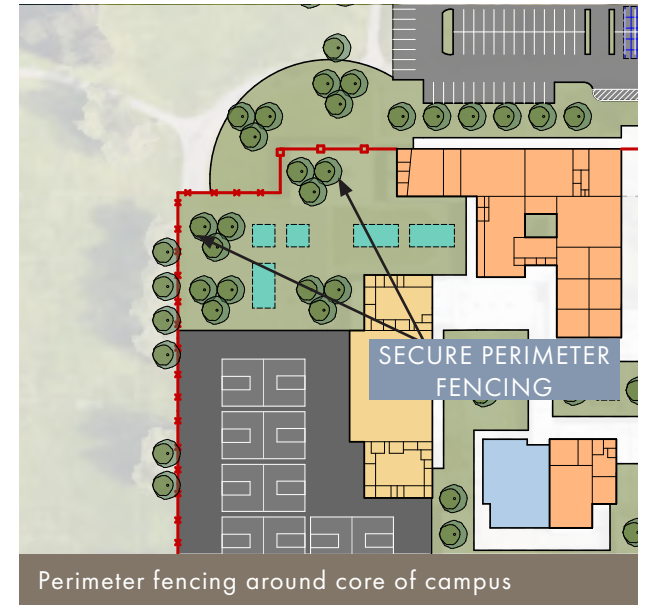


CAMPUS WIDE SAFETY AND SECURITY UPGRADES

\$1,100,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	10
Learning Env.	24
Maintenance	18
Safety and Security	30
Code Comp.	10
<b>Total</b>	<b>112/120</b>

- Improvements across the campus to improve overall security and safety for students and staff. Improvements may include:
- New perimeter fencing and gates surrounding campus
  - Improvements to parking lot to separate students and cars
  - Improve exterior lighting
  - New drop-off with relocated administration office for access control
  - Provide electronic locks at all exterior doors



MODERNIZATION OF EXISTING CLASSROOMS

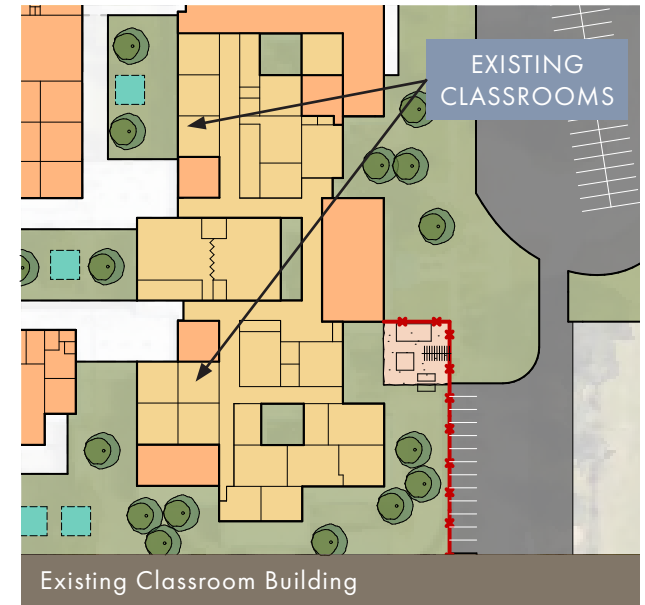
\$23,875,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	10
Learning Env.	27
Maintenance	20
Safety and Security	18
Code Comp.	6
<b>Total</b>	<b>101/120</b>

Modernize existing classrooms including existing lab spaces.

Modernization of classrooms may include:

- Repair or replace existing wall, floor and hardware finishes
- Flexible furniture including movable worktables
- Storage cabinetry for projects and materials
- Replace damaged acoustical ceiling tiles and casework



Existing Classroom Building

RECONFIGURATION OF CLASSROOM WING

\$16,500,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	10
Learning Env.	30
Maintenance	20
Safety and Security	18
Code Comp.	6
<b>Total</b>	<b>101/120</b>

Reconfiguration of existing classroom and shops wing.

Reconfiguration of wing may include:

- Repair or replace existing wall, floor and hardware finishes with durable finishes
- Provide dedicated and sufficient space for Mark/Art Space; Band; Weight Room; Culinary; 4 Science Labs with Prep Space
- Flexible furniture including movable worktables
- Efficient storage for projects and materials
- Replace damaged acoustical ceiling tiles and casework



Existing Classroom and Shops Wing

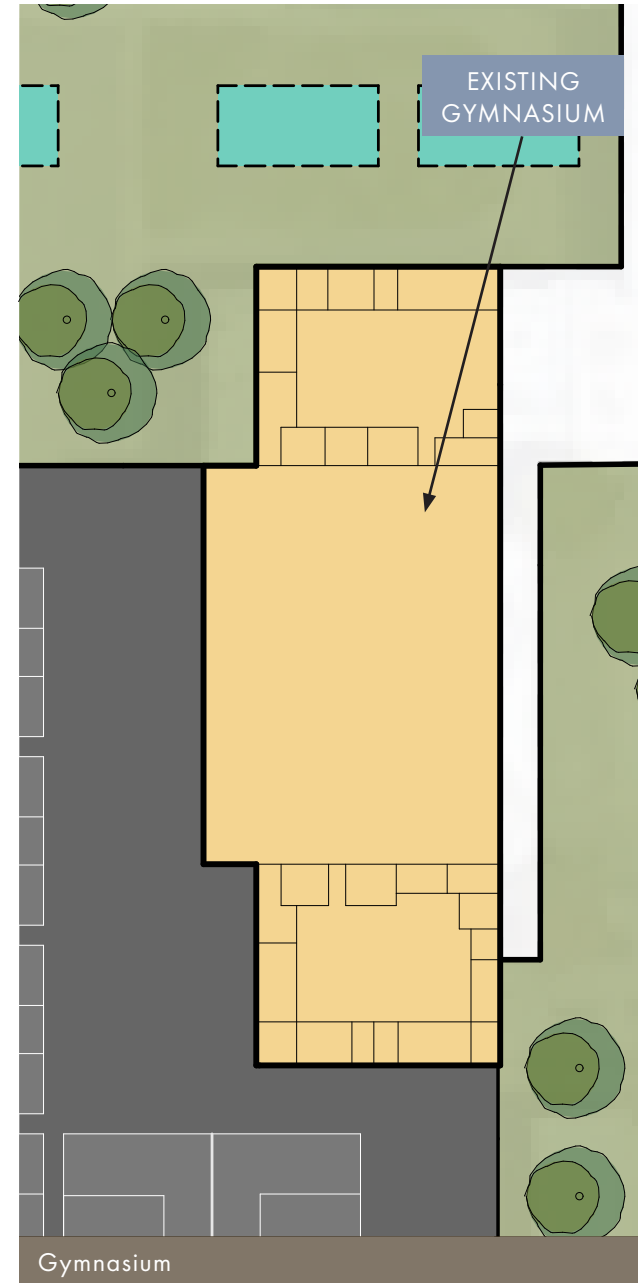
MODERNIZATION OF EXISTING GYMNASIUM

\$7,500,000

INDICATORS OF QUALITY	
Ed. Programs	14
Community	10
Learning Env.	21
Maintenance	20
Safety and Security	18
Code Comp.	5
<b>Total</b>	<b>88/120</b>

Modernize existing gymnasium building. Modernization of gymnasium building may include:

- Repair or replace existing wall, floor and hardware finishes with durable finishes
- Replace bleachers
- Replace operable wall
- Dedicated storage space
- Replace plumbing fixtures and lockers
- Provide non-gendered changing spaces and all-access restroom



NEW ADMINISTRATION AREA

\$2,250,000

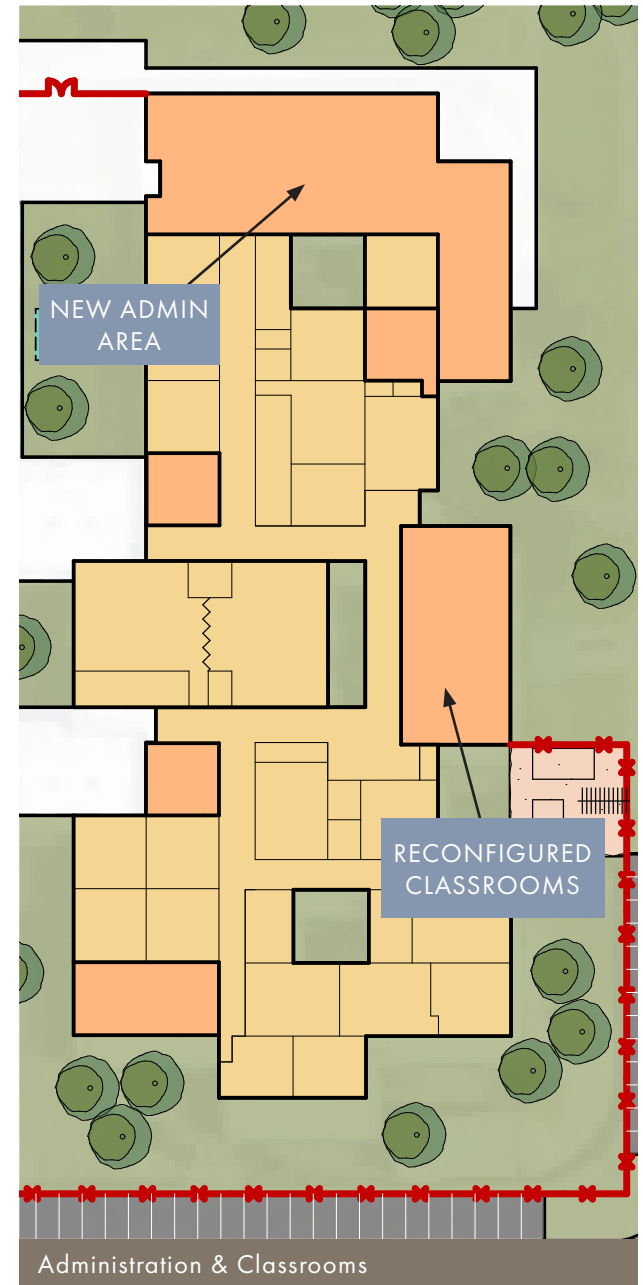
INDICATORS OF QUALITY	
Ed. Programs	20
Community	6
Learning Env.	27
Maintenance	18
Safety and Security	21
Code Comp.	5
<b>Total</b>	<b>97/120</b>

Repurpose existing classrooms to new administration area of approximately 3,500 sf. Administration area may include:

- Repair or replace existing wall, floor and hardware finishes
- Reception desk area
- Principal’s Office of approximately 200 sf
- Assistant Principal’s Office of approximately 120 sf
- Nurse’s Office of approximately 150 sf with a sink and storage cabinetry for first aid supplies
- One conference room of approximately 250 sf
- 8-10 offices/conference rooms of approximately 150 sf
- (2) lockable storage areas for records
- Teacher work and lunch room of approximately 700 sf

Repurpose existing administration into (3) classrooms of approximately 2,880 sf. The classrooms may include:

- Durable finishes and equipment
- Sufficient storage and cabinetry
- Dedicated teaching wall with projection
- Sufficient lighting and air quality control
- Glazing for visual supervision inside and outside of the building



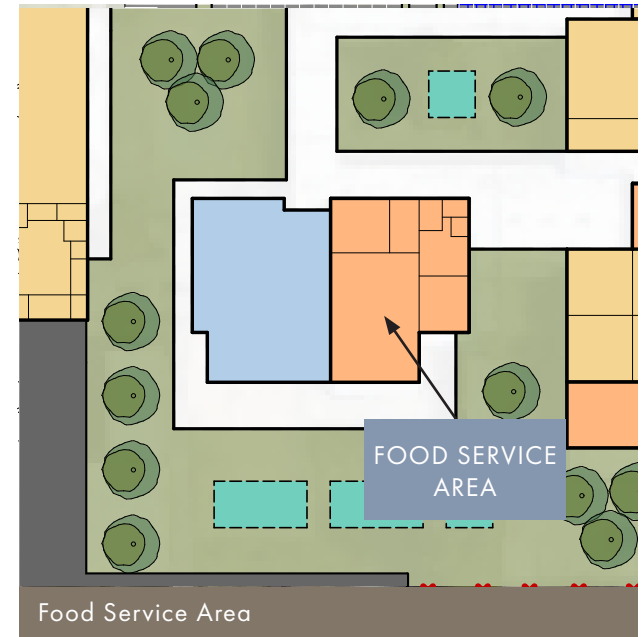
RECONFIGURATION OF EXISTING FOOD SERVICE

\$3,750,000

INDICATORS OF QUALITY	
Ed. Programs	12
Community	8
Learning Env.	18
Maintenance	14
Safety and Security	18
Code Comp.	5
<b>Total</b>	<b>75/120</b>

Heavily modernize existing cafeteria and food service area of approximately 4250 sf to function as a kitchen to serve students. Modernization of the food service area may include:

- Redesign kitchen space for efficiency
- Serving Area with service counters and appropriate equipment, such as steam tables and warmers, to serve fresh prepared meals in an efficient and presentable manner
- Durable finishes
- Dedicated storage space
- Dedicated Staff Lounge



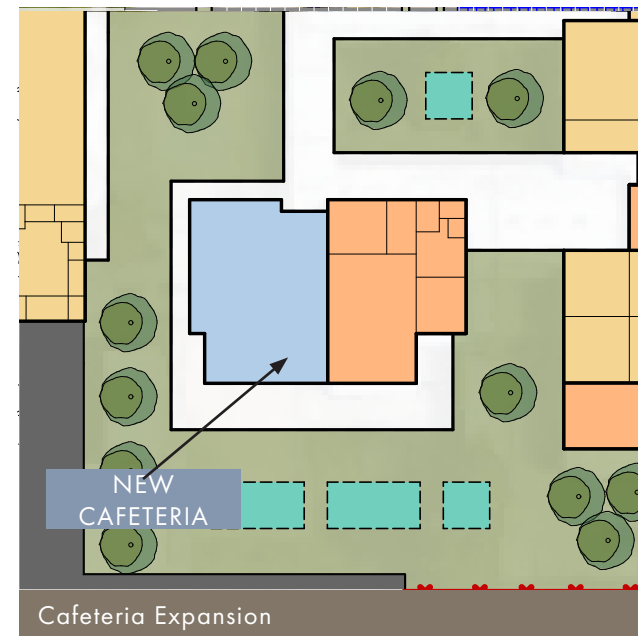
NEW CAFETERIA EXPANSION

\$6,500,000

INDICATORS OF QUALITY	
Ed. Programs	12
Community	8
Learning Env.	18
Maintenance	8
Safety and Security	3
Code Comp.	1
<b>Total</b>	<b>50/120</b>

Provide new cafeteria of approximately 4,500 sf to support student. The new cafeteria may include:

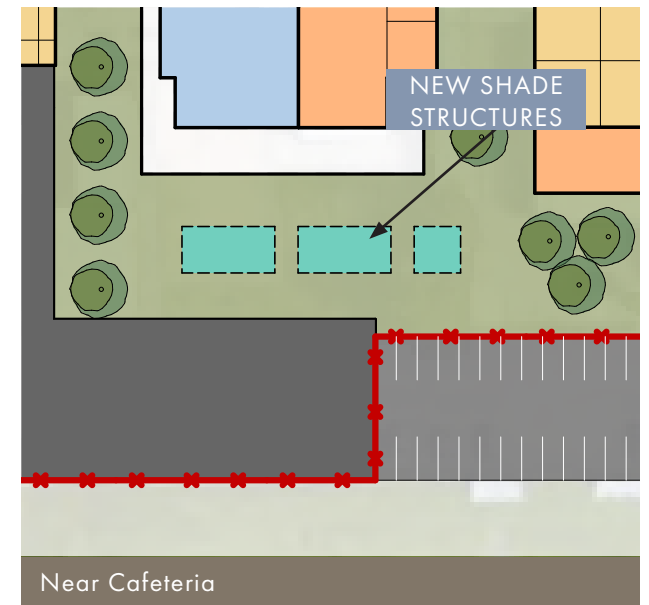
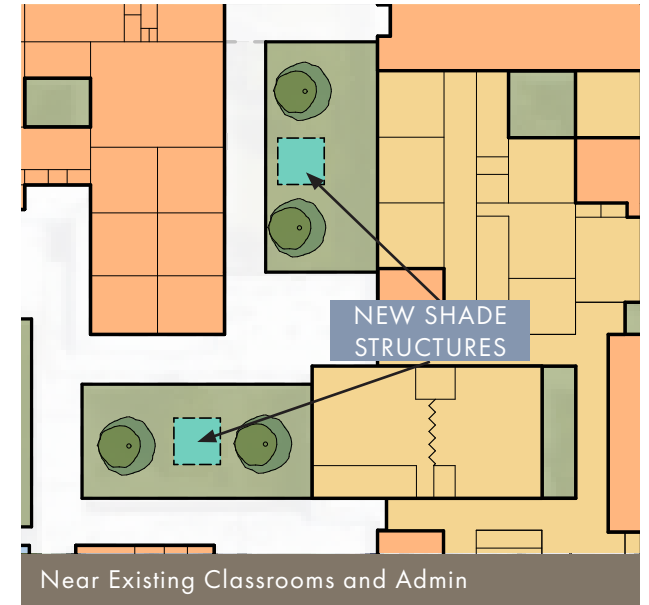
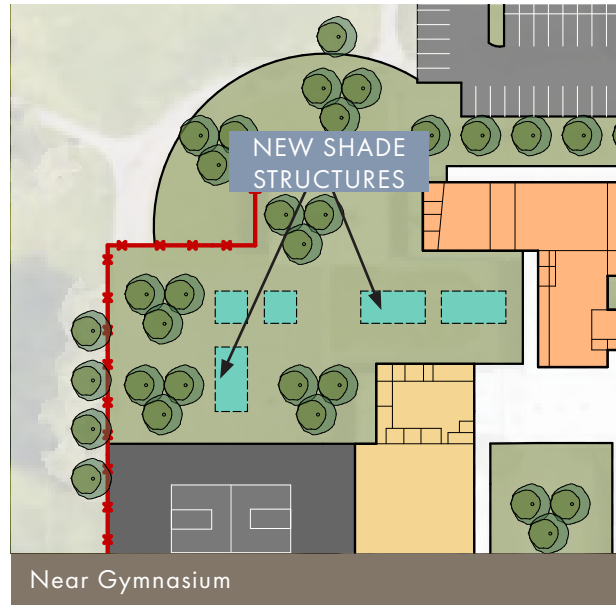
- Open, flexible space
- Connection to quad for outdoor student gathering
- Provide operable walls and large window areas with glass doors to enhance connection to outdoor space
- Provide connection to the kitchen / food service area
- Flexible, safe dining tables with dedicated storage
- Durable finishes
- AV system with large projection screen and dedicated sound system
- Window blinds



## NEW SHADE STRUCTURES

Construction of New Shade Structures may include seating and will be located:

## INCLUDED IN SITE IMPROVEMENT



INDICATORS OF QUALITY	
Ed. Programs	14
Community	10
Learning Env.	24
Maintenance	18
Safety and Security	24
Code Comp.	6
<b>Total</b>	<b>96/120</b>

RECONFIGURE ALL-ACCESS RESTROOMS

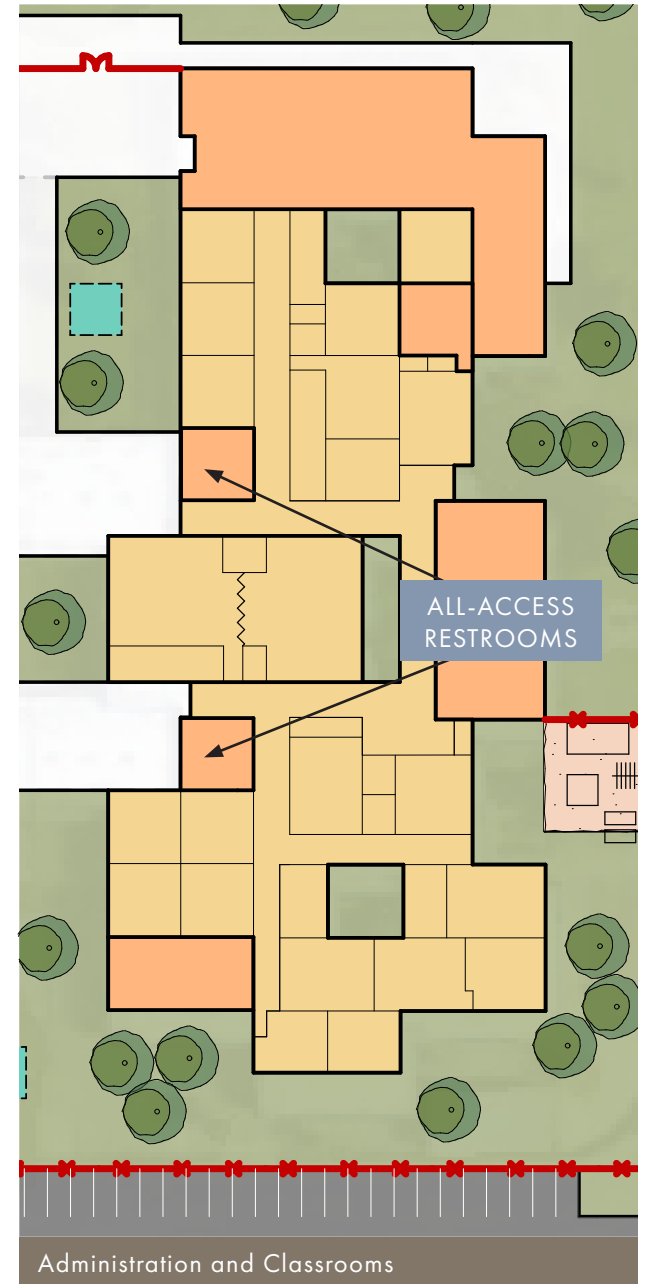
\$1,500,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	8
Learning Env.	15
Maintenance	18
Safety and Security	30
Code Comp.	8
<b>Total</b>	<b>99/120</b>

Reconfigure existing space into All-Access Restrooms.

Construction may include:

- Reconfigure walls as necessary to improve efficiency and ease of use
- Replace mechanical, electrical, and plumbing systems as necessary
- Modernize wall, floor, and ceiling finishes



NEW ALL-WEATHER TRACK AND FIELD

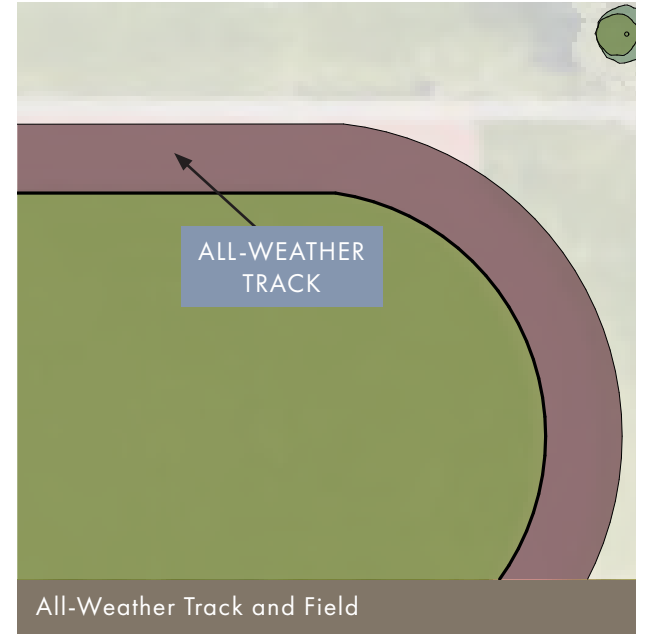
\$2,250,000

INDICATORS OF QUALITY	
Ed. Programs	10
Community	8
Learning Env.	15
Maintenance	16
Safety and Security	12
Code Comp.	1
<b>Total</b>	<b>62/120</b>

Replace old track with a new All-Weather Track and Field.

Construction may include:

- Install All-weather track
- Install artificial grass
- Stripe grass field



## SCHOOL DATA

Address: 4650 Badger Rd  
Santa Rosa, CA 95409

Established: 1962  
Site Area: 18.56 acres

### CURRENT CONDITIONS

Students in 2022-23 School Year: 786

Building Area: 82,251 sq. ft.  
Permanent Classrooms: 33  
Portable Classrooms: 5  
Student Capacity: 1,005

### MASTER PLAN

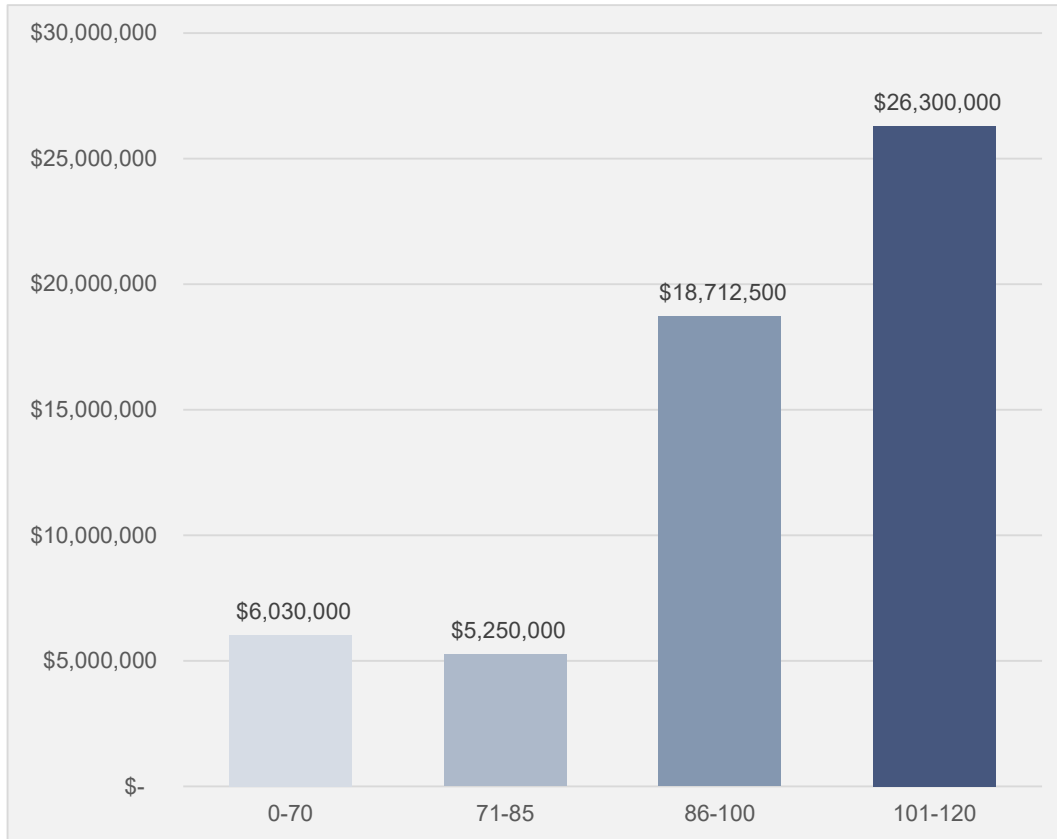
Projected Students in 2029-30: 672  
Planned Classrooms: 35  
Planned Student Capacity: 924



v2.0 Draft for Board Approval: December 13, 2023

# RINCON VALLEY MIDDLE SCHOOL

# SUMMARY



IQ SCORE RANGE	LEVEL OF NEED	ESTIMATED COST
0-70	LOW	\$6,030,000
71-85	MEDIUM	\$5,250,000
86-100	HIGH	\$18,712,500
101-120	HIGHEST	\$26,300,000
TOTAL COST		\$56,292,500

## MAJOR FACILITY NEEDS

- Quantity of parking and drop-off lane configuration is insufficient – portables in parking lot
- Congestion in corridors – too many lockers too close together
- Existing facilities are in need of modernization – science classroom
- Outdoor sports facilities are inadequate
- Drama and PE facilities are over crowded
- Shares facilities with SRACS

# AERIAL IMAGE



### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



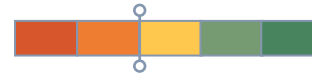
Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

- Campus is crowded and shares a site with Santa Rosa Accelerated Charter School (SRACS)
- Parking and student drop-off lanes do not function well -- need for more parking
- Security can be a problem due to lack of fencing and multiple points of entry
- ADA compliance issues throughout
- Running track is not regulation size
- Rooftop mechanical equipment and ductwork is unattractive and insufficient
- Paving at basketball courts is in need of overlay
- Fire Alarm system does not meet current requirements for audible and visual coverage
- Site drainage is inadequate

### OPPORTUNITIES

- Abundant outdoor space between classroom wings to create outdoor classroom and gathering areas for students and teachers
- Sufficient space to develop additional parking and drop-off areas



School Entrance



Central Quad Area

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

- Aged facilities in need of modernization
- Insufficient storage and work-space
- Evidence of water intrusion in ceiling and floor
- ADA compliance issues throughout
- Cafeteria and kitchen too small to accommodate current student needs

### OPPORTUNITIES

- Adjacent outdoor quad area can accommodate covered outdoor eating area
- Roofing and HVAC Modernization scheduled for summer of 2024



Main Office Lobby



Office Interior

# RINCON VALLEY MIDDLE SCHOOL CLASSROOM BUILDINGS C-G

## EXISTING CONDITIONS SUMMARY

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

- Facilities in need of minor renovation
- Too many lockers in corridors create overcrowding and concerns with bullying and safety
- Classrooms are too small to accommodate current class sizes
- Science classrooms are not equipped with utilities needed to function as lab space
- Science classrooms are too small
- ADA compliance issues throughout
- Evidence of water intrusion at various locations

### OPPORTUNITIES

- Provide centralized work-spaces
- Available space between classroom wings to make existing classrooms larger
- Additional outdoor space to develop locker kiosks to eliminate corridor overcrowding
- Available space to add exterior classroom doors to reduce corridor overcrowding and provide strong connection to outdoor classroom or group study areas
- Available space to add student and staff restrooms
- Roofing and HVAC Modernization scheduled for summer of 2024



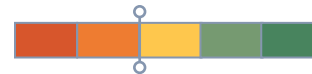
Classroom Interior



Classroom Hallway

CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



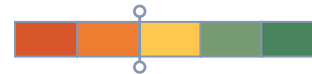
Educational Appropriateness



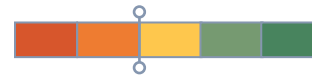
Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



CHALLENGES

- Aged facilities in need of renovation
- ADA compliance issues throughout
- Retractable bleachers & dividing curtain in poor condition
- Insufficient number of lockers
- Difficult space to share between P.E. and Drama, particularly when ongoing performances need space for longer durations
- Flooring is in poor condition

OPPORTUNITIES

- Dividing curtains can accommodate multiple uses
- Available space to accommodate additional storage, office, and team rooms
- Space available to expand Drama and Music Rooms
- Roofing and HVAC Modernization scheduled for summer of 2024



Gym Interior



Locker Rooms

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

- Aged facilities in need of minor renovation
- Evidence of water intrusion
- Minor ADA compliance issues
- Upgrades needed to transform library into media center

### OPPORTUNITIES

- Central location on campus and adjacent to outdoor quad area
- Available space to develop small group instructional spaces
- Available space to develop additional storage, office, and work space for staff
- Roofing and HVAC Modernization scheduled for summer of 2024



Library Interior



Library Work Space

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

- Aged facility in need of renovation
- Proximity to locker rooms is not ideal
- Evidence of water intrusion at ceiling
- ADA compliance issues throughout

### OPPORTUNITIES

- Work with SRACS master plan to move weightroom into space closer to locker rooms and convert existing weightroom into Drama department maker space
- Improve quality of fitness equipment and space
- Roofing and HVAC Modernization scheduled for summer of 2024



Weight Room Interior



Weight Room Interior

**SCHOOL CAPACITY**

2022-2023 ENROLLMENT: 786  
 2029-30 PROJECTED ENROLLMENT: 872  
 EXISTING: 1113  
 PROPOSED: 1005



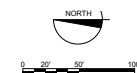
**LEGEND**

- NEW FACILITY
- HEAVY MODERNIZATION / REMODEL
- GENERAL MODERNIZATION
- NEW SHADE STRUCTURE / COVERED AREA
- COVERED WALKWAY
- SITE IMPROVEMENT
- PLAYGROUND
- ASPHALT PAVING
- SOLAR PANEL ARRAY
- EXISTING ORNAMENTAL FENCING
- EXISTING CHAIN LINK FENCING
- NEW ORNAMENTAL FENCING
- NEW CHAIN LINK FENCING
- TREE / VEGETATION



**> RINCON VALLEY MIDDLE SCHOOL**

> SANTA ROSA CITY SCHOOLS DISTRICT | FACILITIES MASTER PLAN | 2177.00



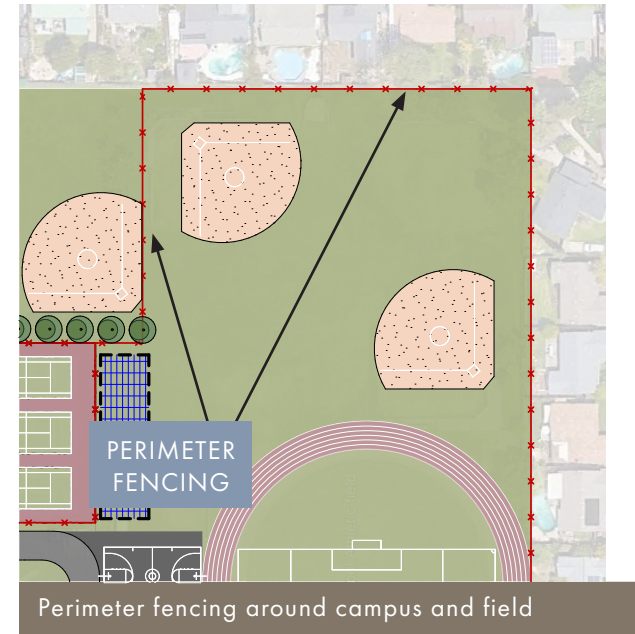
CAMPUS WIDE SAFETY AND SECURITY UPGRADES

\$1,050,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	10
Learning Env.	24
Maintenance	18
Safety and Security	30
Code Comp.	10
<b>Total</b>	<b>112/120</b>

Improvements across the campus to improve overall security and safety for students and staff. Improvements may include:

- New perimeter fencing and limit gate access
- Improvements to drop-off zone to separate students and vehicles
- Improve exterior lighting
- Provide electronic locks at all exterior doors



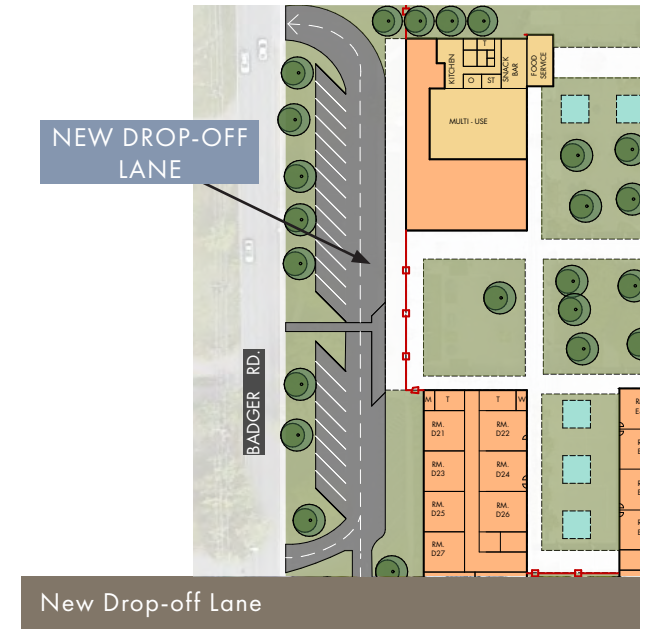
## CAMPUS WIDE SITE IMPROVEMENTS

\$5,250,000

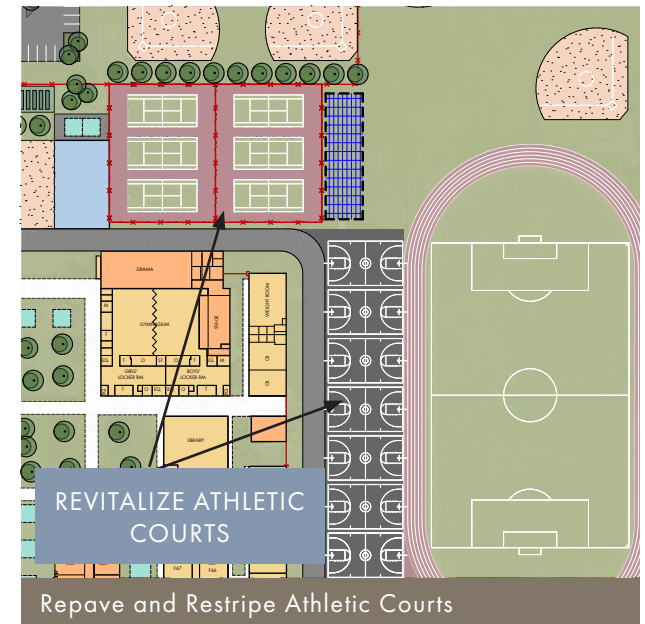
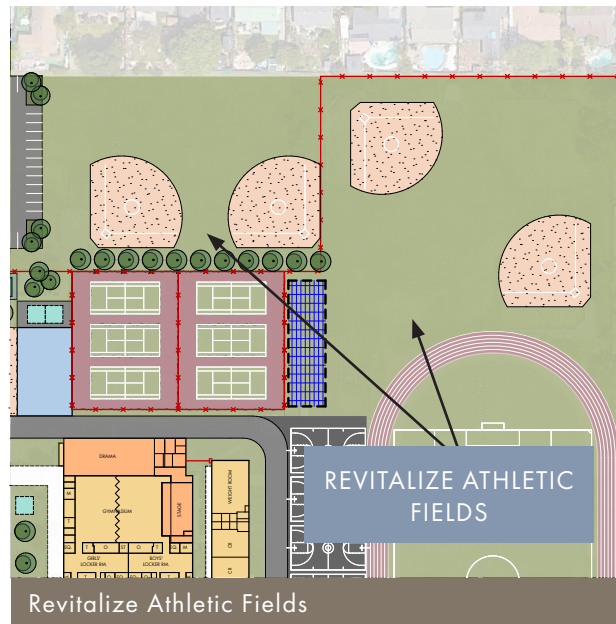
Improvements across the campus to address site issues and improve outdoor areas for students, parents, and staff.

Improvements may include:

- Addressing drainage issues
- Paving and driveway maintenance
- Accessible student drop-off and path of travel
- Renovate campus entrance and appearance
- New Parking Lot
- New student garden
- Renovate existing landscape areas and athletic fields
- Repave and Restripe Athletic Courts



INDICATORS OF QUALITY	
Ed. Programs	14
Community	8
Learning Env.	24
Maintenance	16
Safety and Security	18
Code Comp.	1
<b>Total</b>	<b>81/120</b>



## NEW SPORT FACILITIES AND IMPROVEMENTS

\$6,030,000

Improvements may include:

- New All-Weather Track and Field
- Revitalize Athletic Fields
- Repave and Restripe Basketball Courts
- Resurface and Restripe Basketball Courts
- New Garden



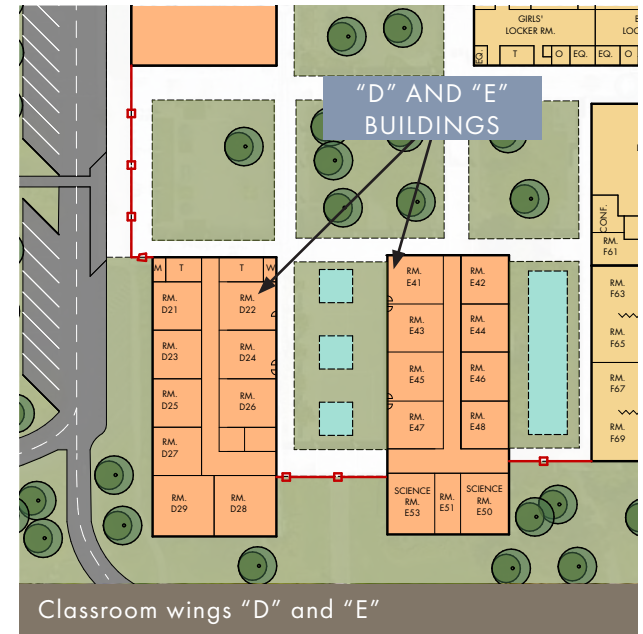
INDICATORS OF QUALITY	
Ed. Programs	10
Community	8
Learning Env.	15
Maintenance	16
Safety and Security	15
Code Comp.	2
<b>Total</b>	<b>66/120</b>

MODERNIZATION OF CLASSROOM WINGS "D" AND "E" \$18,000,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	9
Learning Env.	27
Maintenance	20
Safety and Security	21
Code Comp.	6
<b>Total</b>	<b>103/120</b>

Modernize classrooms to minimize congestion in hallways between class periods and relocate an equal amount of lockers to exterior of the building. Heavy Modernization may include:

- Remove shared interior wall between classrooms and create more spacious classroom.
- Replace all lockers with single-standing lockers placed inside and outside of building
- Repair/refinish flooring and wall finishes
- Improve interior lighting
- Repair/Replace casework and storage
- Add adjacent storage rooms to previous space in corridor
- Add new covered walkways to exterior of classroom building

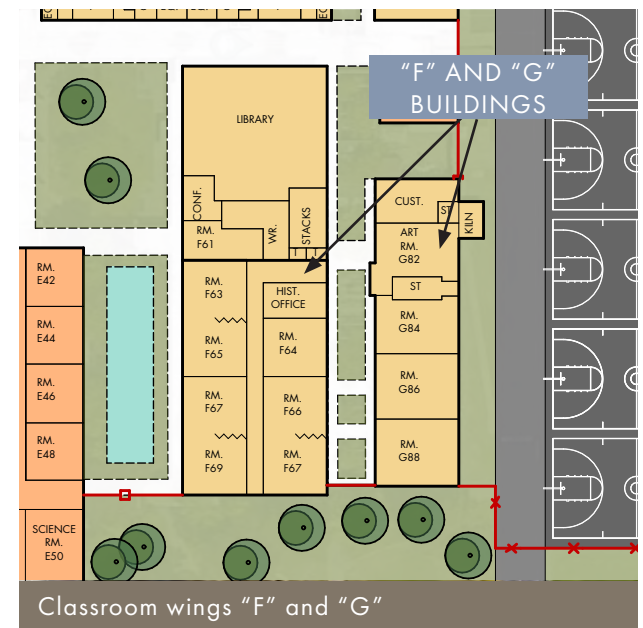


MODERNIZATION OF CLASSROOM WINGS "F" AND "G" \$825,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	9
Learning Env.	24
Maintenance	20
Safety and Security	15
Code Comp.	6
<b>Total</b>	<b>94/120</b>

Modernize classroom wing for better support for students and staff. Modernization may include:

- Repair/refinish flooring and wall finishes
- Improve interior lighting
- Repair/Replace casework and storage
- Repair/replace plumbing systems as necessary



MODERNIZATION OF GYM AND ADJACENT SPACES

\$14,137,500

INDICATORS OF QUALITY	
Ed. Programs	14
Community	10
Learning Env.	21
Maintenance	20
Safety and Security	18
Code Comp.	5
<b>Total</b>	<b>88/120</b>

Modernize Gymnasium and repurpose existing classrooms to better serve specialty classes.

The Gym modernization may include:

- Repair/replace existing wall and floor finishes
- Additional storage cabinetry for supplies
- Replace damaged acoustical ceiling tiles and casework
- Repair/replace plumbing systems as necessary
- Repair/replace non-functioning windows and non-ADA compliant doors
- Replace partition wall

The Music modernizations may include:

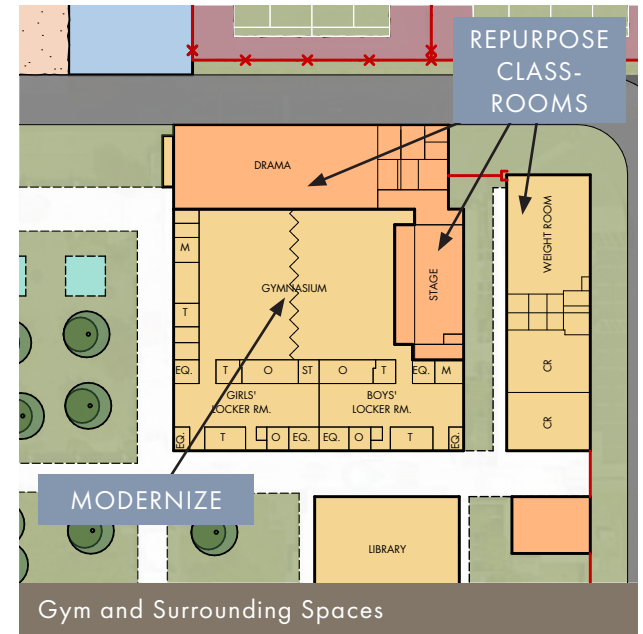
- Expanded room space to accommodate students and music instruments
- Install music instrument lockers
- Provide (3), 60-100 sf practice rooms
- Provide (1), 100 sf office space
- Provide sound-proofing between adjacent spaces

Drama modernizations may include:

- Relocate Drama classroom to existing Weight Room
- Provide a 200 sf storage closet for supplies
- Refinish flooring material
- Replace overhead lighting
- Provide a 100 sf office
- Provide sound-proofing between adjacent spaces
- Provide covered walkway between new location and stage
- Provide small, raised platform for practice and workshops

Weight Room modernizations may include:

- Relocate Weight Room into the combined rooms C77 and C78



- Provide durable, high-impact flooring and finishes
- Replace lighting and electrical outlet
- Provide covered walkway to locker rooms

Stage modernizations may include:

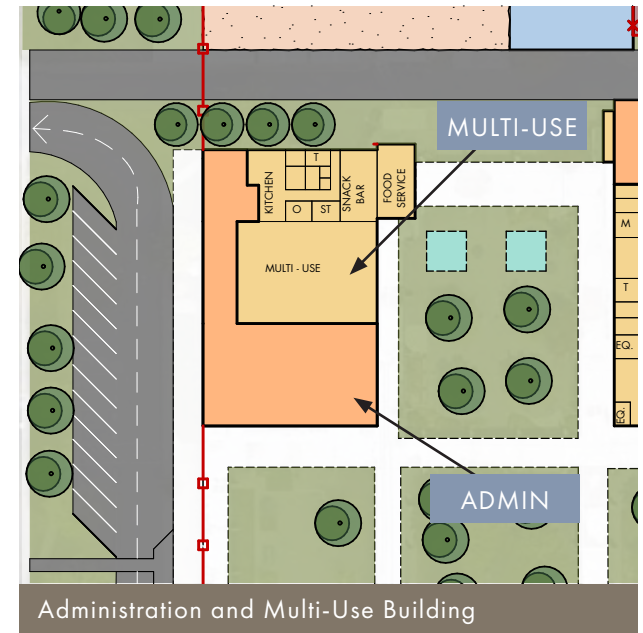
- Resurface stage
- Expand stage outward an additional 10 ft
- Replace performance curtain
- Replace overhead lighting

MODERNIZATION OF ADMINISTRATION AND MULTI-USE \$7,250,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	10
Learning Env.	18
Maintenance	20
Safety and Security	30
Code Comp.	5
<b>Total</b>	<b>103/120</b>

Modernize existing administration building including multi-use building and services. Modernization of each space may include:

- Repair/replace existing wall and floor finishes
- Flexible furniture including movable worktables
- Additional storage cabinetry for supplies
- Security locks on exterior doors
- Replace damaged acoustical ceiling tiles and casework
- Repair/replace plumbing systems as necessary
- Repair/replace non-functioning windows and non-ADA compliant doors.



MODERNIZATION OF LIBRARY \$1,500,000

INDICATORS OF QUALITY	
Ed. Programs	18
Community	8
Learning Env.	24
Maintenance	20
Safety and Security	18
Code Comp.	5
<b>Total</b>	<b>93/120</b>

Modernize classrooms and library. Modernization of these spaces may include:

- Repurpose existing computer Lab area in Library
- Repair/replace existing wall and floor finishes
- Flexible furniture including movable worktables
- Efficient storage stacks for books
- Replace damaged acoustical ceiling tiles and casework
- Repair/replace plumbing systems as necessary



## RECONFIGURE ALL-ACCESS RESTROOM

\$2,250,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	6
Learning Env.	27
Maintenance	18
Safety and Security	21
Code Comp.	5
<b>Total</b>	<b>97/120</b>

Provide a new restroom stall and storage unit at the east-end of campus. The building may include:

- Demolition of existing storage unit
- New Boys, Girls, and Staff restroom facilities
- Accessible custodial storage space
- Covered walkways to the building from existing adjacent buildings



## NEW COVERED OUTDOOR LOCKER BAY INCLUDED IN SITE IMPROVEMENT

INDICATORS OF QUALITY	
Ed. Programs	16
Community	9
Learning Env.	24
Maintenance	16
Safety and Security	24
Code Comp.	1
<b>Total</b>	<b>90/120</b>

Construction of New Outdoor Locker Bay may include:

- New lockers
- New roof shade structure to prevent leakage onto lockers during rainy seasons



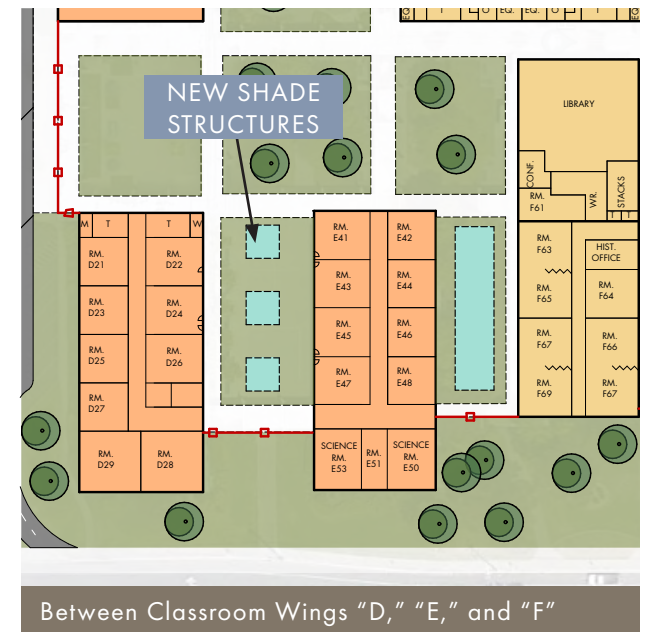
## NEW SHADE STRUCTURES

INDICATORS OF QUALITY	
Ed. Programs	14
Community	10
Learning Env.	24
Maintenance	18
Safety and Security	24
Code Comp.	6
<b>Total</b>	<b>96/120</b>

## INCLUDED IN SITE IMPROVEMENT

New Shade Structures may include seating and will be located in the following areas:

- Between MPR and Gym
- Between Classroom Wings "D," "E," and "F"



## SCHOOL DATA

Address: 500 E Street  
Santa Rosa, CA 95404

Established: 1949  
Site Area: 10.20 acres

### CURRENT CONDITIONS

Students in 2022-23 School Year: 466  
Building Area: 84,865 sq. ft.  
Permanent Classrooms: 30  
Portable Classrooms: 9  
Student Capacity: 1,012

### MASTER PLAN

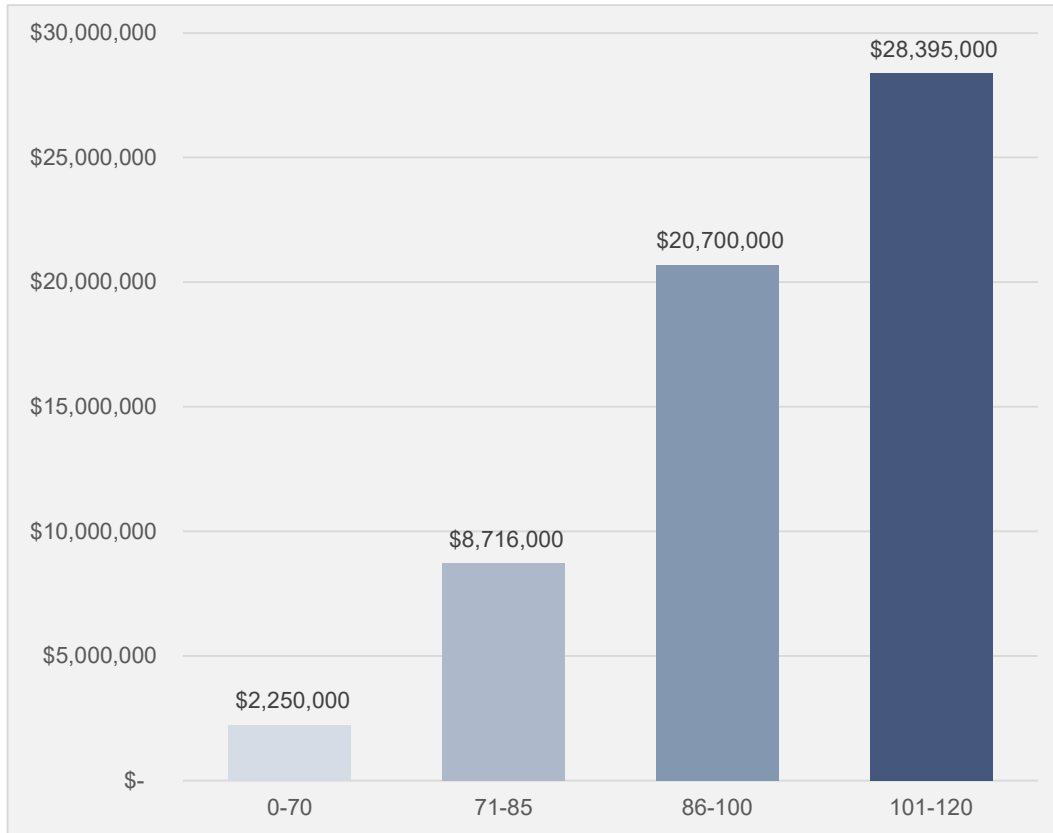
Projected Students in 2029-30: 400  
Planned Classrooms: 26  
Planned Student Capacity: 657



v2.0 Draft for Board Approval: December 13, 2023

# SANTA ROSA MIDDLE SCHOOL

# SUMMARY

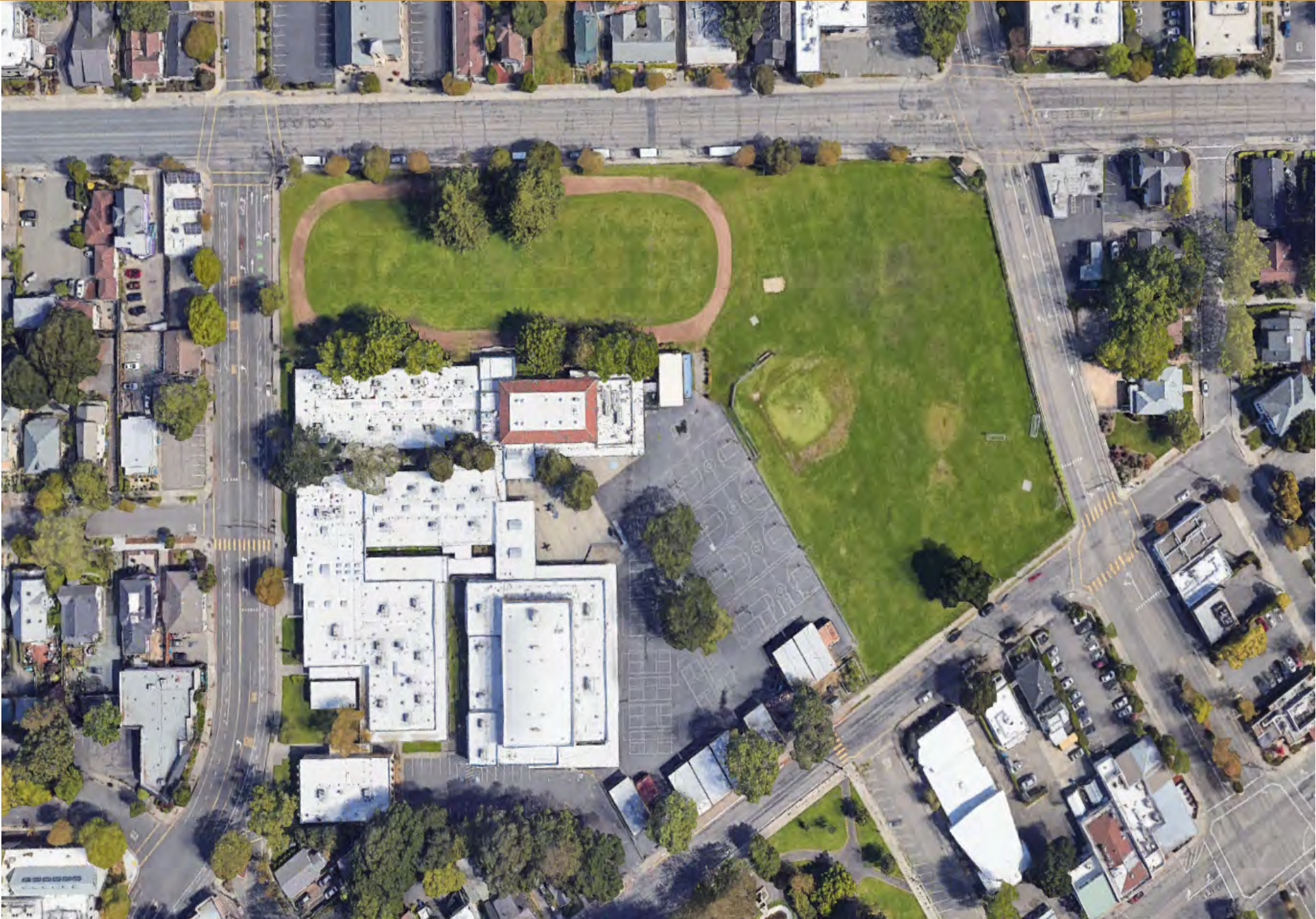


IQ SCORE RANGE	LEVEL OF NEED	ESTIMATED COST
0-70	LOW	\$2,250,000
71-85	MEDIUM	\$8,716,000
86-100	HIGH	\$20,700,000
101-120	HIGHEST	\$28,395,000
TOTAL COST		\$60,061,000

## MAJOR FACILITY NEEDS

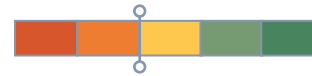
- Campus security including secure perimeter fencing, locks and security cameras
- Existing buildings in need of modernization
- Inadequate spaces for performance, drama, dining and large group instruction
- Portable classrooms are past their service life and detached from main campus
- Outdoor areas need renovation to create better learning and gathering areas
- Inadequate Staff and Visitor Parking

# AERIAL IMAGE

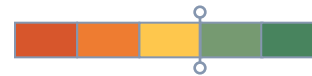


CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



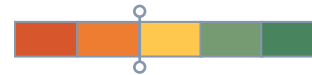
Educational Appropriateness



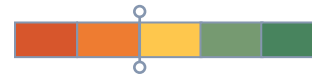
Technology Infrastructure



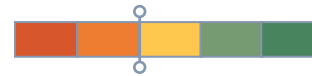
Building Finish Materials



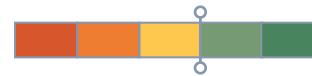
Building Systems (Mechanical & Plumbing, Utilities)



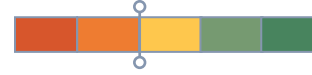
Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



CHALLENGES

- Accessible path of travel slopes exceed allowable across campus
- No accessible student drop off provided
- Limited onsite parking
- Fencing types and locations disrupt interior site circulation
- Existing parking area, play area and driveway paving in general need of maintenance.
- Portables in poor condition and most are past their useful life

OPPORTUNITIES

- Revitalize Interior quad to provide outdoor eating, gathering, and performance areas
- Revitalize courtyards between wings for outdoor learning
- Develop site fields and strengthen neighborhood access
- Enliven the main campus entry



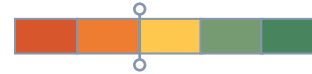
School Entry



Interior Courtyard

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



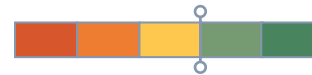
Technology Infrastructure



Building Finish Materials



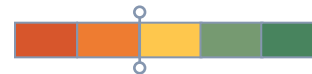
Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

- Aged facilities in need of modernization
- Some entries not ADA compliant
- Evidence of water intrusion

### OPPORTUNITIES

- Improve natural light and ventilation
- Replace bleachers



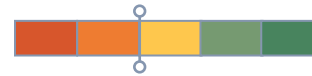
Gym Exterior



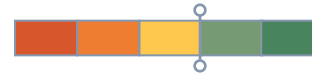
Gym Interior

CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



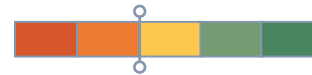
Educational Appropriateness



Technology Infrastructure



Building Finish Materials



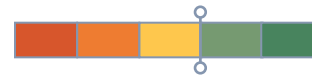
Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



CHALLENGES

- Aged facilities in need of modernization
- Some entries not ADA compliant
- Evidence of water intrusion

OPPORTUNITIES

- Improve natural light at entries
- Community meeting space
- Small group instruction



Library Exterior



Library Interior

CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



CHALLENGES

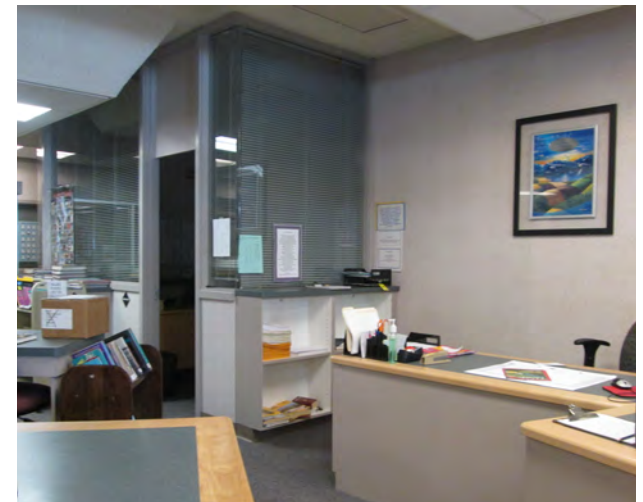
- Aged facilities in need of modernization
- Some entries not ADA compliant
- Evidence of water intrusion

OPPORTUNITIES

- Improve connection between the Administration and Library



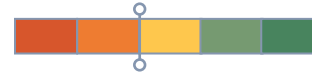
Administration Exterior



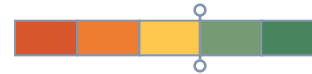
Administration Interior

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



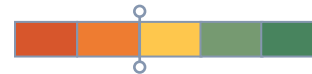
Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

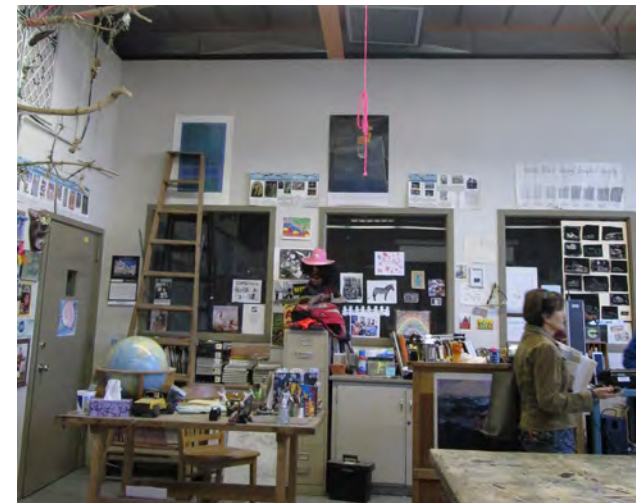
- Aged facilities in need of modernization
- Some entries not ADA compliant
- Evidence of water intrusion

### OPPORTUNITIES

- High ceilings, availability of natural light
- Opportunity for Display of student projects



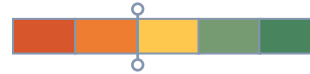
Art & Tech Building Exterior



Art Room Interior

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



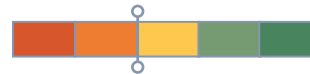
Educational Appropriateness



Technology Infrastructure



Building Finish Materials



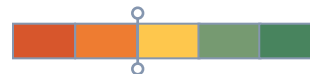
Building Systems (Mechanical & Plumbing, Utilities)



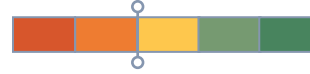
Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

- Aged facilities in need of modernization
- Evidence of water intrusion at ceilings and walls
- High ceilings, wide corridors, exterior covered walkways provide good framework for modernization
- Some entries not ADA compliant

### OPPORTUNITIES

- Wide corridors opportunity for small group study areas and display of student projects.
- Recapture original main entry.
- High ceilings & skylights in classrooms provide opportunity for natural light
- Classroom configuration affords access for outdoor learning



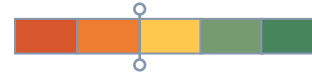
Classroom Interior



Interior Corridor

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



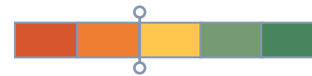
Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

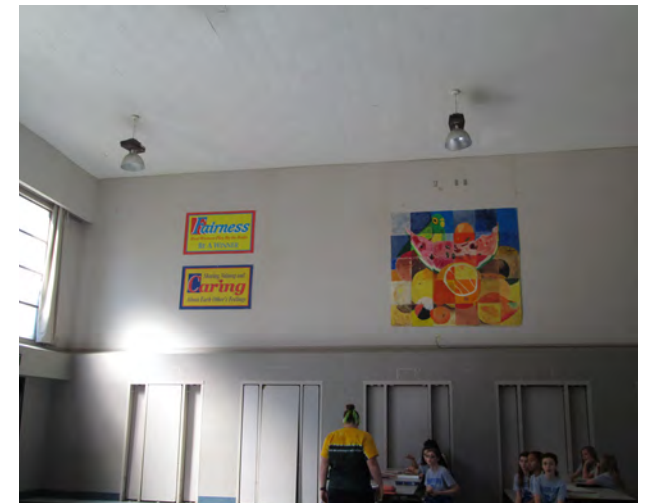
- Aged facilities in need of modernization
- Evidence of water intrusion at ceilings

### OPPORTUNITIES

- Improve outdoor courtyard space
- Provide outdoor covered eating area



Exterior Benches at Covered Walk



Cougars' Den Interior

**SCHOOL CAPACITY**

2022-2023 ENROLLMENT: 466  
 2029-30 PROJECTED ENROLLMENT: 400  
 EXISTING: 1012  
 PROPOSED: 657

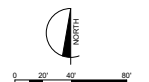


QUATTROCCHI KWOK  
 ARCHITECTS



**> SANTA ROSA MIDDLE SCHOOL**

> SANTA ROSA CITY SCHOOLS DISTRICT | FACILITIES MASTER PLAN | 2177.00



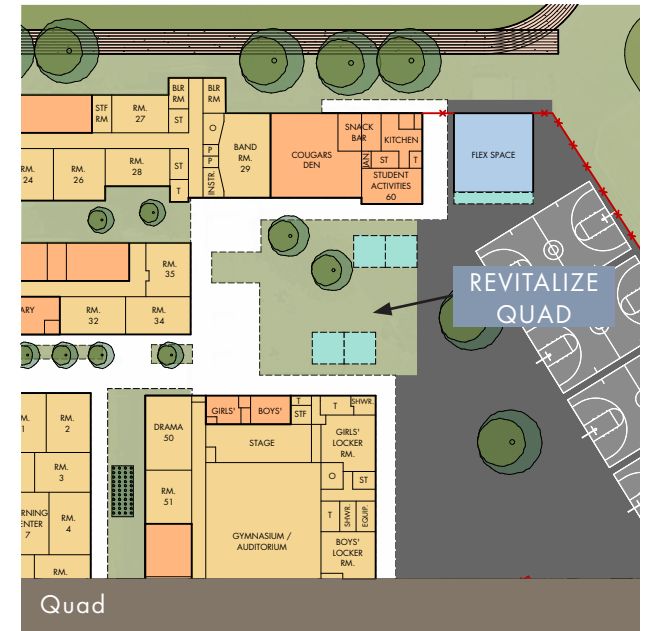
## CAMPUS WIDE SITE IMPROVEMENTS

\$8,716,000

Improvements across the campus to address site issues and improve outdoor areas for students, parents, and staff.

Improvements may include:

- Addressing drainage issues
- Paving and driveway maintenance
- New parking lot
- Accessible student drop-off and path of travel
- Revitalizing campus entrance and appearance
- Improve outdoor learning areas
- Revitalize landscaping and courtyards
- Enhance student garden
- Remove portables and add hardcourt
- Rotate softball field location
- Renovate natural turf fields



INDICATORS OF QUALITY		
Ed. Programs	14	
Community	8	
Learning Env.	24	
Maintenance	16	
Safety and Security	18	
Code Comp.	1	
<b>Total</b>	<b>81/120</b>	



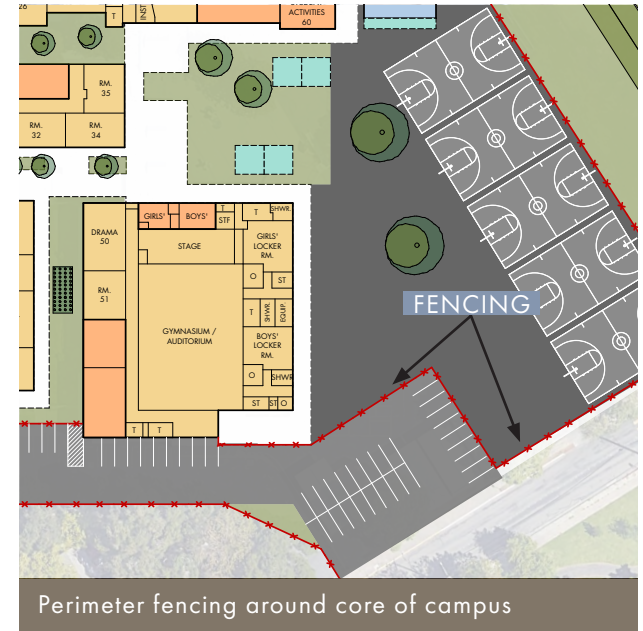
CAMPUS WIDE SAFETY AND SECURITY UPGRADES

\$1,370,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	10
Learning Env.	24
Maintenance	18
Safety and Security	30
Code Comp.	10
<b>Total</b>	<b>112/120</b>

Improvements across the campus to improve overall security and safety for students and staff. Improvements may include:

- Classroom security locks for all classrooms
- New perimeter fencing and gates at play areas
- Improvements to parking lot to separate students and cars
- Improve exterior lighting
- Additional security cameras
- New window at Administration to better supervise campus entry
- New window blinds at classroom windows
- Electronic locks on all exterior doors



Perimeter fencing around core of campus

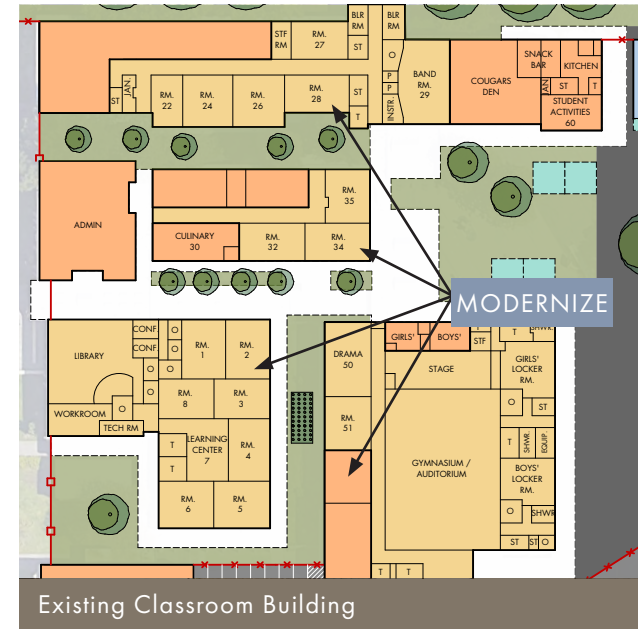
MODERNIZATION OF EXISTING CLASSROOMS

\$17,087,500

INDICATORS OF QUALITY	
Ed. Programs	20
Community	10
Learning Env.	30
Maintenance	20
Safety and Security	18
Code Comp.	6
<b>Total</b>	<b>104/120</b>

Modernize existing classroom buildings. Modernization of each space may include:

- Repair or replace existing wall and floor finishes
- Flexible furniture including movable worktables
- Storage cabinetry for projects and materials
- 1 sink with a drinking fountain bubbler
- Replace damaged acoustical ceiling tiles and casework
- Repair or replace plumbing systems as necessary



MODERNIZATION OF EXISTING LIBRARY

\$750,000

INDICATORS OF QUALITY	
Ed. Programs	18
Community	8
Learning Env.	24
Maintenance	20
Safety and Security	18
Code Comp.	5
<b>Total</b>	<b>93/120</b>

Modernize existing library. Modernization of the library may include:

- Repurpose and reconfigure existing Computer Lab area
- Repair or replace existing wall and floor finishes
- Flexible furniture including movable worktables
- Efficient storage stacks for books
- Replace damaged acoustical ceiling tiles and casework
- Repair or replace plumbing systems as necessary



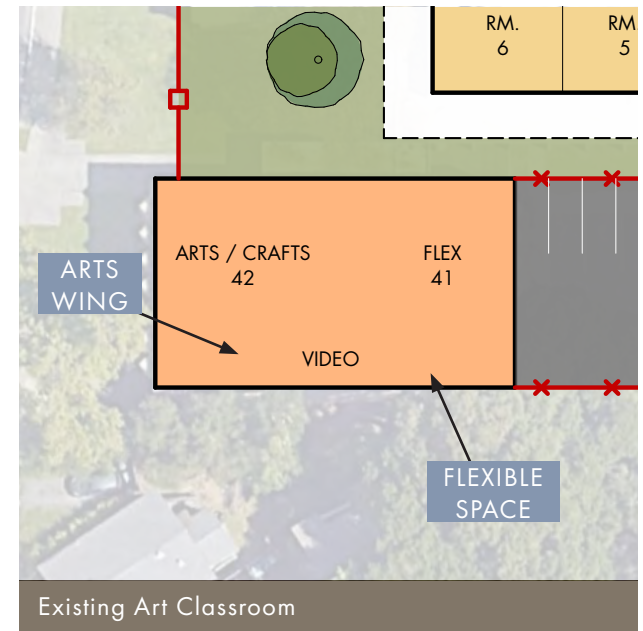
## RECONFIGURATION OF ARTS BUILDING

\$4,312,500

INDICATORS OF QUALITY	
Ed. Programs	20
Community	10
Learning Env.	27
Maintenance	20
Safety and Security	18
Code Comp.	6
<b>Total</b>	<b>101/120</b>

Modernize existing Art Classroom to support visual arts and ceramics programs. Modernization of the Art Classroom may include:

- Repair or replace existing wall and floor finishes with durable finishes
- Dedicated work and storage spaces with appropriate cabinetry for storage of materials and projects
- Large art sinks with paint traps or clay traps
- Area (can be dedicated room or covered outdoor area) for ceramics kiln with required venting
- Natural daylight
- Gallery Area for display of student artwork
- Flexible furniture including movable worktables
- Provide adjacent outdoor learning area



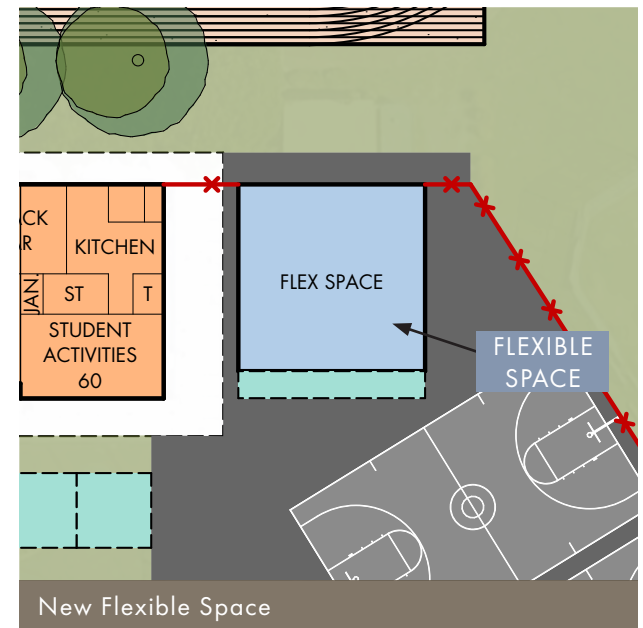
## NEW FLEX SPACE

\$3,575,000

INDICATORS OF QUALITY	
Ed. Programs	16
Community	8
Learning Env.	27
Maintenance	16
Safety and Security	18
Code Comp.	6
<b>Total</b>	<b>91/120</b>

Repurpose existing Industrial Tech. Room to a new dedicated Flex Space for teachers and students. The Flex Space may include:

- Open, flexible space with durable materials
- Flexible furniture including movable worktables
- Large areas of writable wall surface for students
- Storage cabinetry and rooms for projects and materials
- Power & data access distributed throughout space
- Primary and secondary AV systems
- 4 Large project sinks with hot and cold water
- Emergency eye wash station
- Appropriate ventilation
- Adjacent outdoor workspace



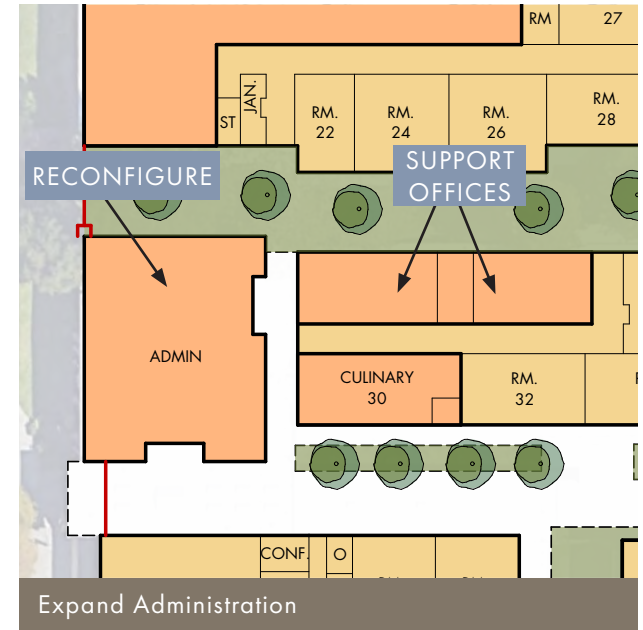
MODERNIZATION OF ADMINISTRATION

\$5,625,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	10
Learning Env.	18
Maintenance	20
Safety and Security	30
Code Comp.	5
<b>Total</b>	<b>103/120</b>

Modernize existing administration space and repurpose part of existing Computer Center 31 to additional administration space. Combined administration space of approximately 5500 sf may include:

- New window to better supervise campus entry
- Conference Room of approximately 250 sf
- Counselor Office of approximately 150 sf
- 3 private offices of approximately 120 sf each for itinerant staff
- Teacher Collaboration Room of approximately 450-500 sf



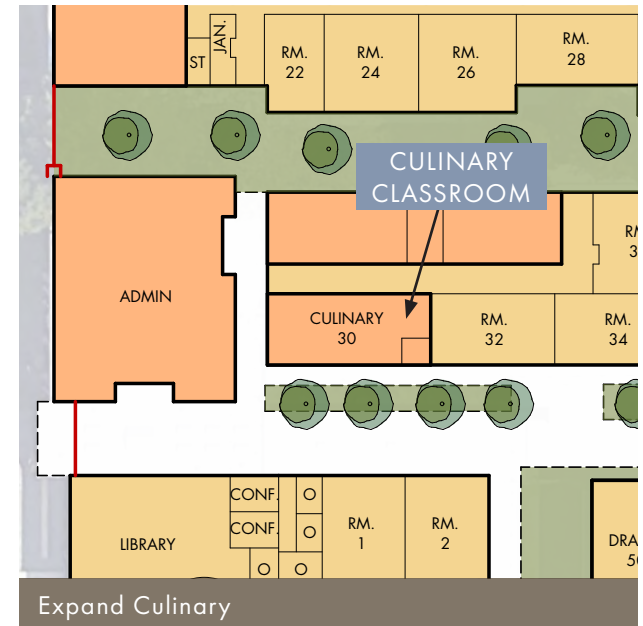
MODERNIZATION OF HOME ECONOMICS

INCLUDED IN CLASSROOM MODERNIZATION

INDICATORS OF QUALITY	
Ed. Programs	20
Community	10
Learning Env.	30
Maintenance	20
Safety and Security	21
Code Comp.	7
<b>Total</b>	<b>108/120</b>

Modernize existing Home Economics classroom. Modernization of Home Economics space may include:

- Open, flexible space with durable materials
- Flexible furniture including movable worktables
- A kitchennette area for the preparation of food (ideally grown in the garden) and nutritional instruction including a residential style stove and refrigerator



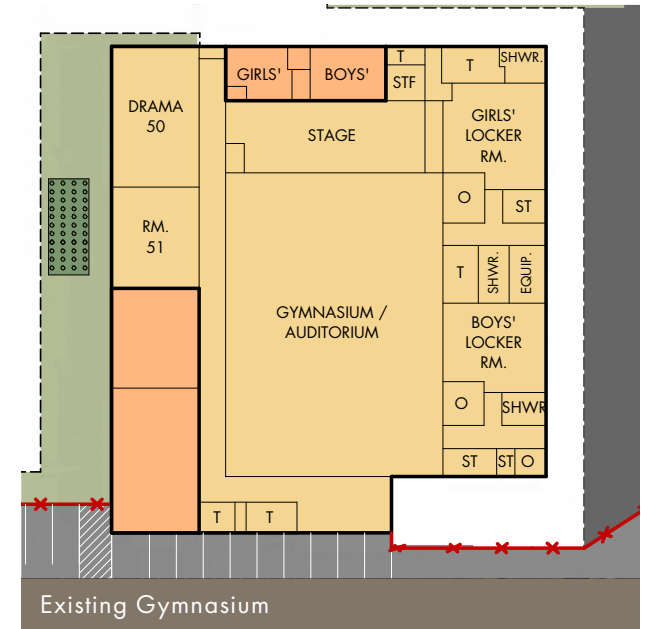
MODERNIZATION OF EXISTING GYMNASIUM

\$10,000,000

INDICATORS OF QUALITY	
Ed. Programs	14
Community	10
Learning Env.	21
Maintenance	20
Safety and Security	18
Code Comp.	5
<b>Total</b>	<b>88/120</b>

Modernize the existing Gymnasium building to better support student P.E. and athletics. Modernization of Gymnasium may include:

- Repair or replace durable finishes and acoustic materials
- Renovate or replace existing bleachers
- Renovate locker rooms and P.E. lockers
- Provide or renovate stage for presentations and performances
- A/V system including related equipment and stage lighting
- Dedicated storage space
- Community restrooms
- Identify a clear designated point of entry to gym
- Provide new lockers at gym exterior



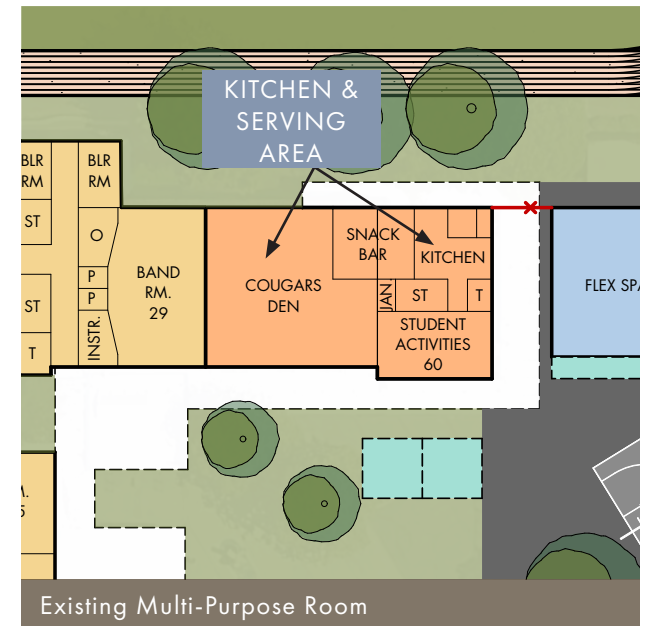
MODERNIZATION OF EXISTING MPR & KITCHEN

\$4,125,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	10
Learning Env.	24
Maintenance	20
Safety and Security	18
Code Comp.	6
<b>Total</b>	<b>98/120</b>

Modernize the existing Multi-Purpose Room and kitchen to be more efficient for serving and to provide a more flexible learning area. Modernization of the MPR and kitchen may include:

- Large flexible space with durable finishes and acoustic materials
- Flexible dining tables with dedicated storage
- Stage for presentations and performances
- Dedicated storage space
- A/V system with large projection screen and dedicated sound system. Provide window blinds as necessary to darken room for projection
- Separate kitchen space with serving area
- A separate secondary serving area/snack bar to provide better and quicker service to students and to locate service near student gathering areas



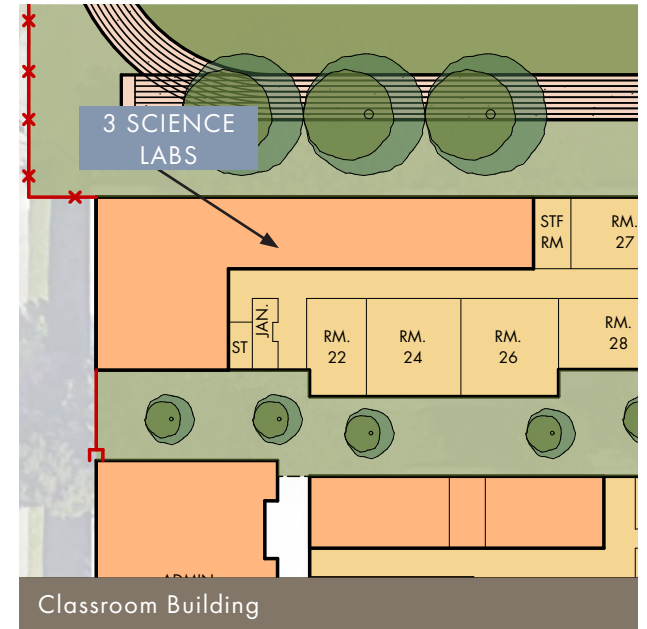
RECONFIGURATION FOR 3 SCIENCE LABS AND PREP SPACES INCLUDED IN CLASSROOM MODERNIZATION

INDICATORS OF QUALITY	
Ed. Programs	20
Community	10
Learning Env.	30
Maintenance	20
Safety and Security	21
Code Comp.	7
<b>Total</b>	<b>108/120</b>

Reconfigure wing to provide 3 science labs with prep spaces.

Each 960 sf classroom may include:

- Flexible furniture including movable worktables
- Storage cabinetry for projects and materials
- 1 sink with a drinking fountain bubbler
- Connection to outdoor learning area if possible
- Technology and AV systems
- Adequate electrical infrastructure
- Markerboards
- Tackable wall surface on minimum of one wall
- Operable partitions in adjacent classrooms



RECONFIGURE INTO ALL-ACCESS RESTROOMS

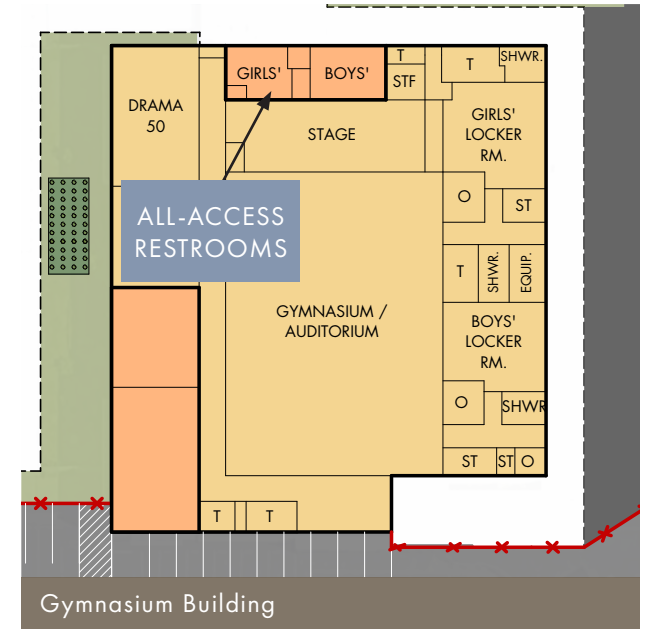
\$2,250,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	8
Learning Env.	15
Maintenance	18
Safety and Security	30
Code Comp.	8
<b>Total</b>	<b>99/120</b>

Reconfigure existing space into All-Access Restrooms.

Construction may include:

- Reconfigure walls as necessary to improve efficiency and ease of use
- Replace mechanical, electrical, and plumbing systems as necessary
- Modernize wall, floor, and ceiling finishes



NEW ALL-WEATHER TRACK

\$2,250,000

INDICATORS OF QUALITY	
Ed. Programs	10
Community	8
Learning Env.	15
Maintenance	16
Safety and Security	15
Code Comp.	2
<b>Total</b>	<b>66/120</b>

Construction of All-Weather track and Field may include:

- Install an All-Weather Track
- Install artificial grass for sports field
- Provide landscaping methods for shade



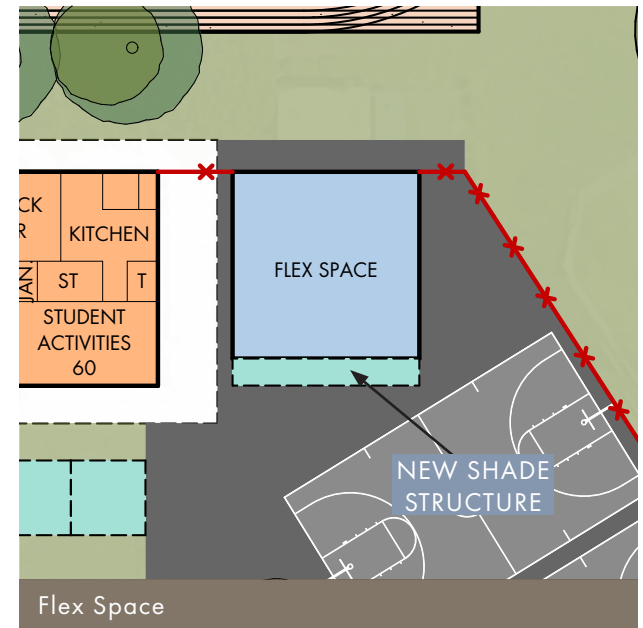
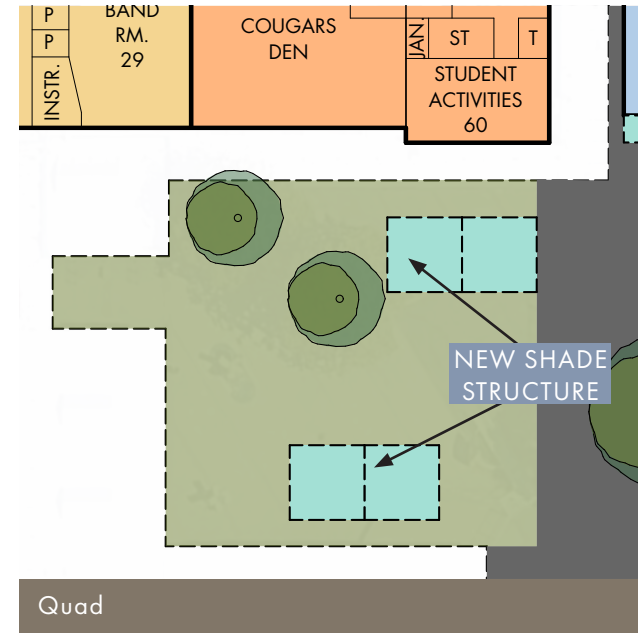
### NEW SHADE STRUCTURES

INDICATORS OF QUALITY	
Ed. Programs	14
Community	10
Learning Env.	24
Maintenance	18
Safety and Security	24
Code Comp.	6
<b>Total</b>	<b>96/120</b>

### INCLUDED IN SITE IMPROVEMENT

New Shade Structures may include seating and will be located in the following areas:

- Quad
- Flex Space



## SCHOOL DATA

Address: 599 Bellevue Ave  
Santa Rosa, CA 95407

Established: 1995

Site Area: 40.75 acres

### CURRENT CONDITIONS

Students in 2022-23 School Year: 1,055

Building Area: 174,924 sq. ft.

Permanent Classrooms: 59

Portable Classrooms: 19

Student Capacity: 2,097

### MASTER PLAN

Projected Students in 2029-30: 909

Planned Classrooms: 55

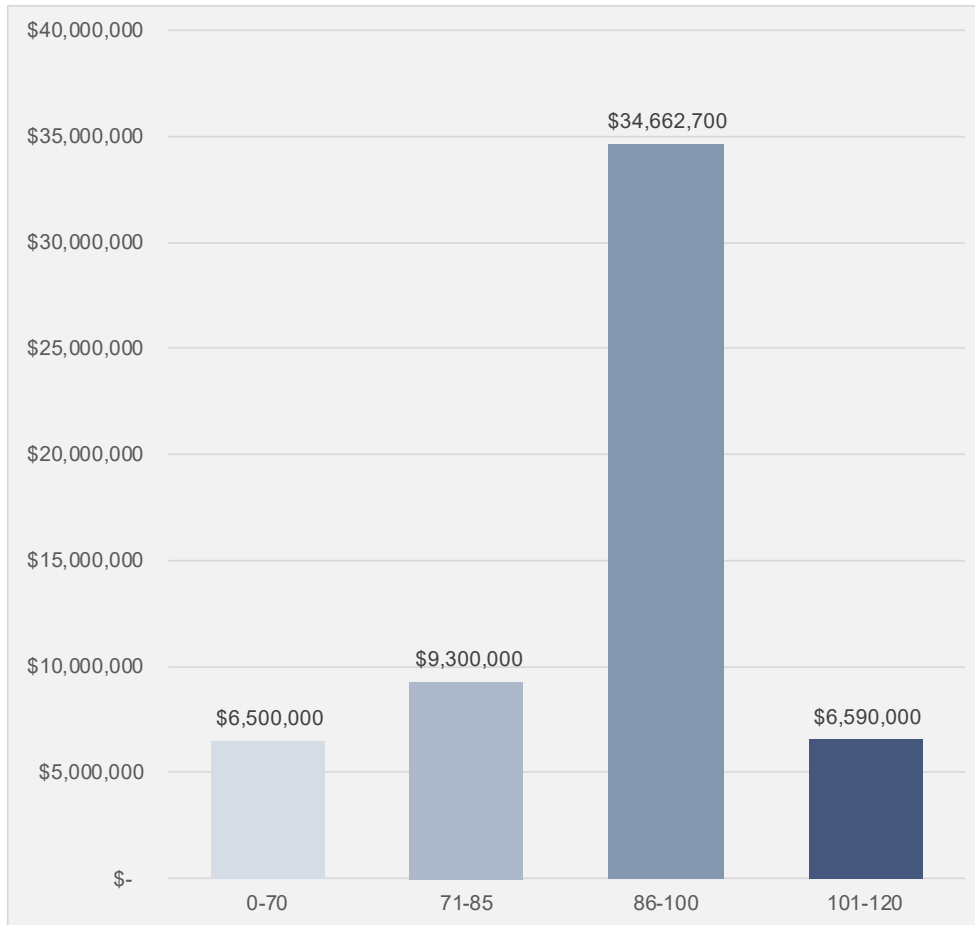
Planned Student Capacity: 1,449



v2.0 Draft for Board Approval: December 13, 2023

# ELSIE ALLEN HIGH SCHOOL

# ELSIE ALLEN HIGH SCHOOL SUMMARY



IQ SCORE RANGE	LEVEL OF NEED	ESTIMATED COST
0-70	LOW	\$6,500,000
71-85	MEDIUM	\$9,300,000
86-100	HIGH	\$34,662,700
101-120	HIGHEST	\$6,590,000
TOTAL COST		\$57,052,700

## MAJOR FACILITY NEEDS

- Inadequate perimeter fencing to maintain access control
- Administration layout inefficient
- Central quad is difficult to supervise and does not have shade
- Theater lighting system does not function well
- Inadequate classrooms for CTE Programs

# ELSIE ALLEN HIGH SCHOOL AERIAL IMAGE



### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



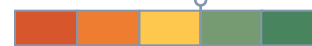
Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

- Accessible path of travel slopes exceed allowable across campus
- Non-compliant ADA parking, signage, and drinking fountains
- No accessible path of travel to the bleachers at the softball field
- Existing asphalt play area & driveway paving in poor condition
- Play fields, running track, and landscaping in need of renovation
- Fire alarm system does not meet current requirements for audible and visual coverage

### OPPORTUNITIES

- Renovate landscaping
- Courtyards & Quad areas opportunities for small & large group instruction



Central Quad



Courtyard between Buildings

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

- Aging facilities in need of modernization
- Evidence of water intrusion in some locations
- Lacking ADA compliant room signage

### OPPORTUNITIES

- Repurposing of rooms for current needs and uses



Administration Exterior



Internal Skylight

# ELSIE ALLEN HIGH SCHOOL GYM AND FOOD SERVICES

## EXISTING CONDITIONS SUMMARY

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



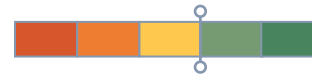
Educational Appropriateness



Technology Infrastructure



Building Finish Materials



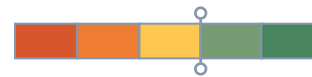
Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

- Aging facilities in need of modernization
- Evidence of water intrusion
- Locker room lack ADA compliant lockers
- Lacking ADA compliant room signage
- Food Service lacks dry storage area
- Gym bleachers not ADA compliant
- Lacking gender neutral changing space

### OPPORTUNITIES

- Improve ventilation
- Improve natural light
- Provide ADA compliant food serving line
- Improve Food Services exterior storage bay
- Provide gender neutral changing space



Gym Interior



Exterior Covered Eating Area

# ELSIE ALLEN HIGH SCHOOL PERFORMING ARTS

## EXISTING CONDITIONS SUMMARY

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



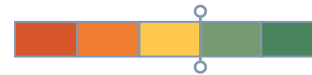
Educational Appropriateness



Technology Infrastructure



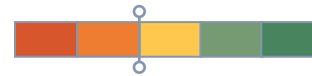
Building Finish Materials



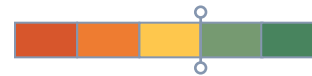
Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security

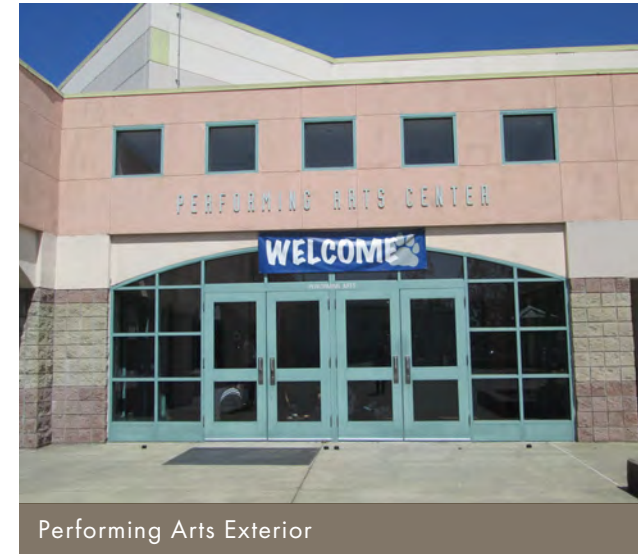


### CHALLENGES

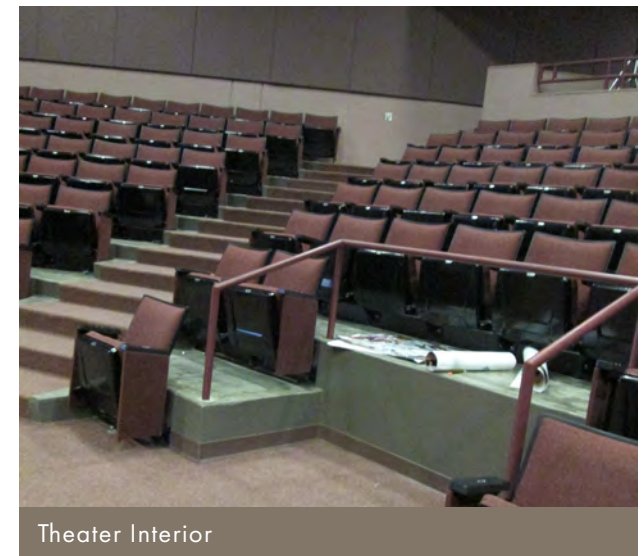
- Aging facilities in need of modernization
- Evidence of water intrusion
- Ticket window not ADA compliant
- Lacking ADA compliant room signage
- Theatrical lighting system needs to be replaced

### OPPORTUNITIES

- Improve acoustics
- Provide additional storage
- Provide new seats at Theater
- Reconfigure to add band and piano classrooms



Performing Arts Exterior



Theater Interior

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

- Aging facilities in need of modernization
- Some evidence of water damage
- Library Circulation Desk and some sinks & doors not ADA compliant
- Lacking ADA compliant room signage
- Elevator in poor condition
- Exterior deck at second floor in poor condition

### OPPORTUNITIES

- Repurpose Computer Lab into large group instructional space



Exterior deck at Second Floor



Library Circulation Desk

# ELSIE ALLEN HIGH SCHOOL CLASSROOM BUILDINGS E - I & K - O

## EXISTING CONDITIONS SUMMARY

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

- Aging facilities in need of modernization
- Some evidence of water damage
- Lacking ADA compliant room signage

### OPPORTUNITIES

- Repurpose Computer Lab into large group instructional spaces
- Provide Art Gallery area
- Provide additional storage at Shop areas
- Repurpose existing spaces to better accommodate school needs



Classroom Building Exterior



Classroom Interior

# ELSIE ALLEN HIGH SCHOOL MODULAR CLASSROOM BUILDINGS R-1 THRU R-15 AND R-22 THRU R-25

## EXISTING CONDITIONS SUMMARY

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

- Aging facilities in need of modernization
- Some evidence of water damage

### OPPORTUNITIES

- Provide outdoor learning areas in courtyards outside of classrooms



Modular Classroom Exterior



Modular Classroom Interior

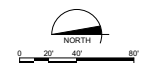
**SCHOOL CAPACITY**

2022-2023 ENROLLMENT: 1055  
 2029-30 PROJECTED ENROLLMENT: 909  
 EXISTING: 2187  
 PROPOSED: 1539



# > ELSIE ALLEN HIGH SCHOOL

> SANTA ROSA CITY SCHOOLS DISTRICT | FACILITIES MASTER PLAN | 2177.00



# ELSIE ALLEN HIGH SCHOOL

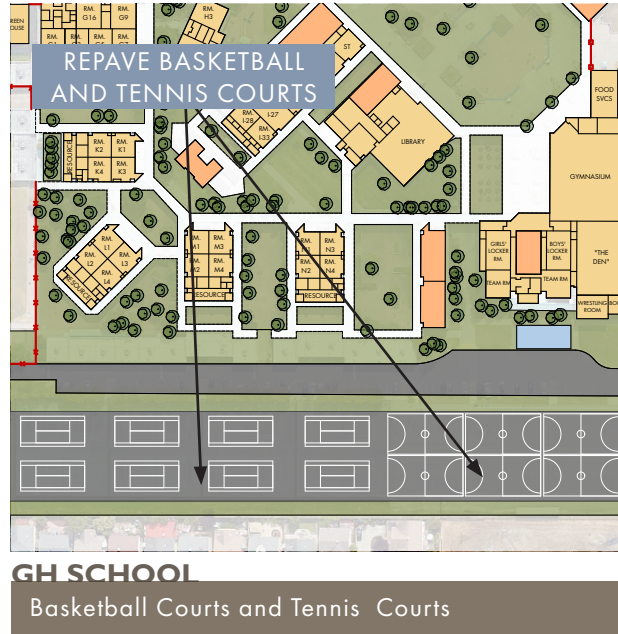
## CAMPUS SITE IMPROVEMENTS

Improvements across the campus to address site issues and improve outdoor areas for students, parents, and staff.

Improvements may include:

- Resurface basketball courts and tennis courts
- Resurface asphalt on parking lots
- Renovate landscaping and quad-areas
- Renovate natural turf field landscape
- Provide a new entrance at the East parking lot
- Address flooding and drainage issues throughout field landscapes
- Providing more individual covered seating throughout quad areas
- Incorporate more outdoor learning areas between classroom wings

\$15,341,200



INDICATORS OF QUALITY		
Ed. Programs		16
Community		10
Learning Env.		21
Maintenance		14
Safety and Security		21
Code Comp.		5
<b>Total</b>		<b>87/120</b>



# ELSIE ALLEN HIGH SCHOOL

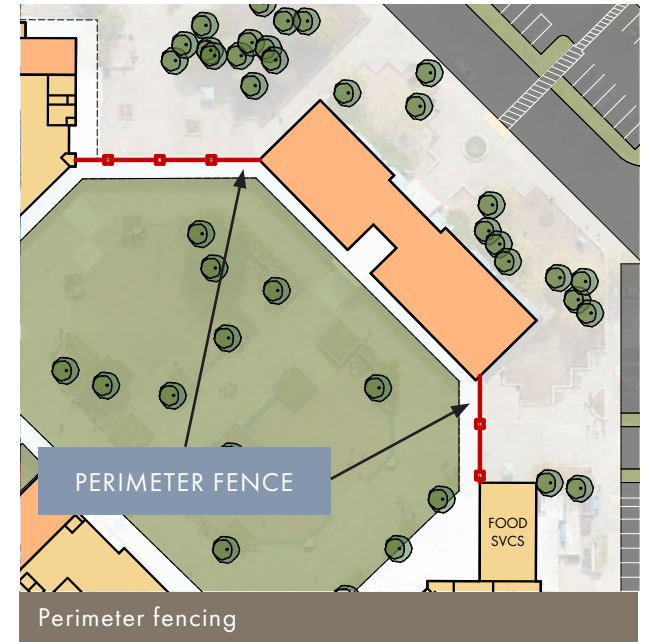
## CAMPUS WIDE SAFETY AND SECURITY UPGRADES

\$1,140,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	10
Learning Env.	24
Maintenance	18
Safety and Security	30
Code Comp.	10
<b>Total</b>	<b>112/120</b>

Improvements across the campus to improve overall security and safety for students and staff. Improvements may include:

- New perimeter fencing enclosing the core of the campus
- Improve exterior lighting throughout of campus
- Provide electronic locks at all exterior doors



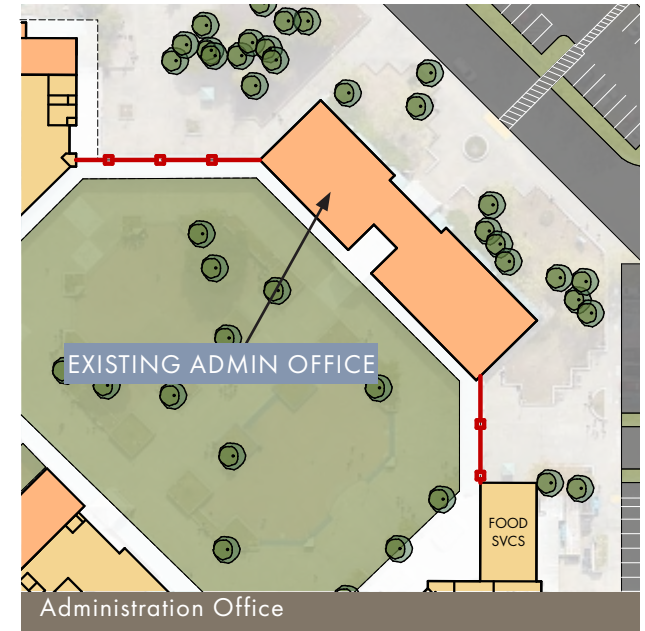
## MODERNIZATION OF ADMINISTRATION OFFICE

\$4,625,000

INDICATORS OF QUALITY	
Ed. Programs	16
Community	9
Learning Env.	18
Maintenance	14
Safety and Security	30
Code Comp.	5
<b>Total</b>	<b>92/120</b>

Modernize existing Administration office to incorporate more efficient use of space and programs. Modernization may include:

- Reconfigure layout of office spaces and for more efficient circulation
- Reprogram large workspaces into large and private conference rooms
- Provide sufficient storage for supplies
- Repair/refinish flooring and wall finishes
- Provide restroom facilities for Staff
- Improve interior lighting



Administration Office

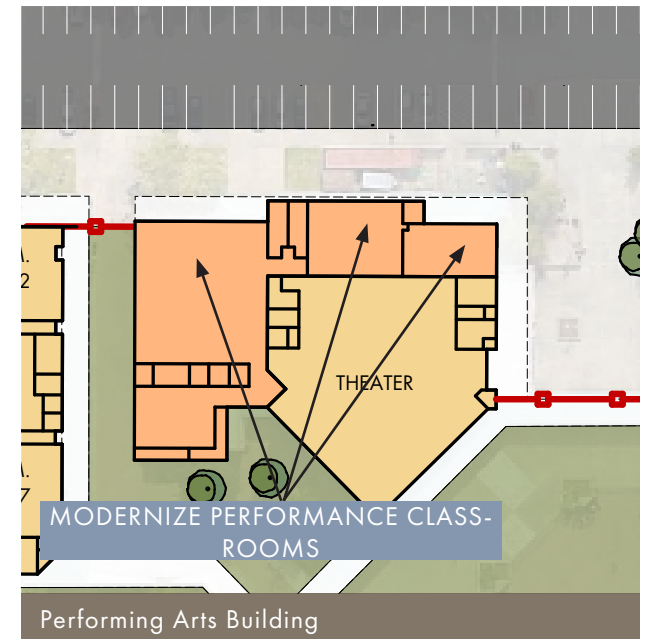
## MODERNIZATION OF PERFORMING ARTS CLASSROOMS

\$9,671,500

INDICATORS OF QUALITY	
Ed. Programs	16
Community	9
Learning Env.	24
Maintenance	16
Safety and Security	18
Code Comp.	5
<b>Total</b>	<b>88/120</b>

Modernize Rms. D-23, D-31, and D-13 to increase floor space and provide better use of space for storage and supplies. Modernization may include:

- Reconfiguring spaces to better serve all music programs
- Remodel restroom facilities to increase number of toilets/stalls
- Repair/refinish flooring and wall finishes
- Improve interior lighting
- Repair/Replace casework and storage
- Provide more storage space for supplies



Performing Arts Building

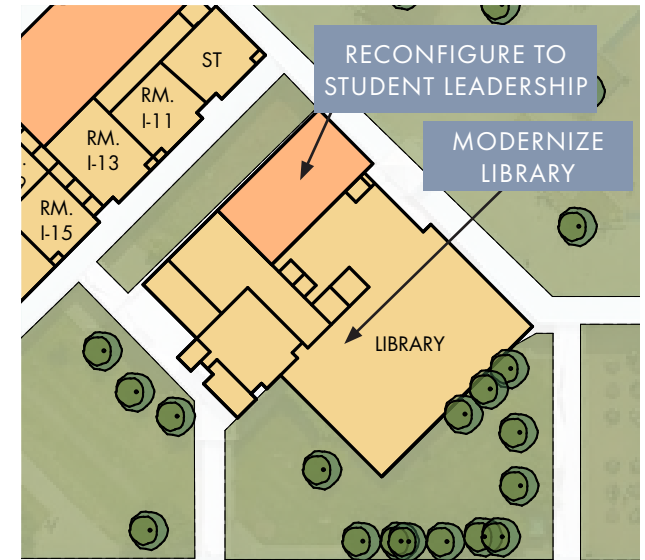
# ELSIE ALLEN HIGH SCHOOL

## MODERNIZATION OF LIBRARY AND SUPPORT SPACES \$3,900,000

INDICATORS OF QUALITY	
Ed. Programs	16
Community	4
Learning Env.	24
Maintenance	14
Safety and Security	3
Code Comp.	5
<b>Total</b>	<b>66/120</b>

Modernize library and classrooms to incorporate more efficient use of space and programs. Modernization may include:

- Reconfigure Computer Lab into Student Leadership with connection to Quad
- Remodel second floor into staff workspace
- Provide more sufficient storage for supplies
- Repair/refinish flooring and wall finishes
- Improve interior lighting



Library and Support Spaces

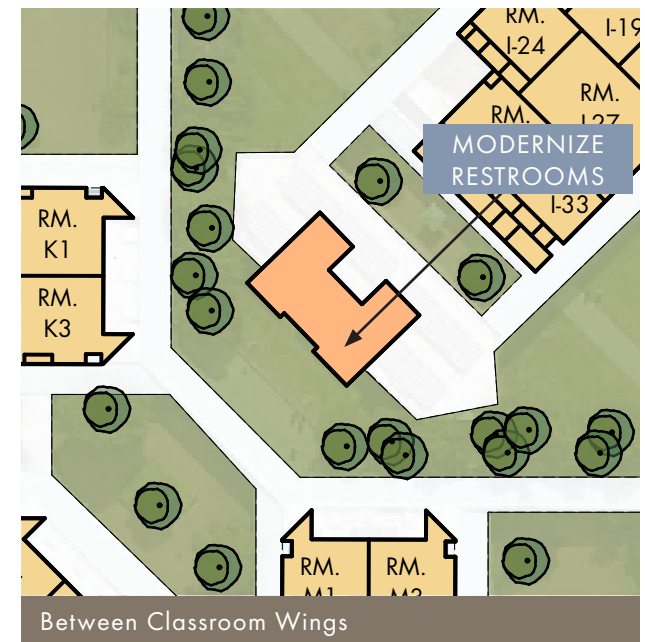
## ALL ACCESS RESTROOMS

INDICATORS OF QUALITY	
Ed. Programs	20
Community	8
Learning Env.	15
Maintenance	18
Safety and Security	30
Code Comp.	8
<b>Total</b>	<b>99/120</b>

\$1,200,000

Reconfigure existing space into All-Access Restrooms. Construction may include:

- Reconfigure walls as necessary to improve efficiency and ease of use
- Replace mechanical, electrical, and plumbing systems as necessary
- Modernize wall, floor, and ceiling finishes



Between Classroom Wings

# ELSIE ALLEN HIGH SCHOOL

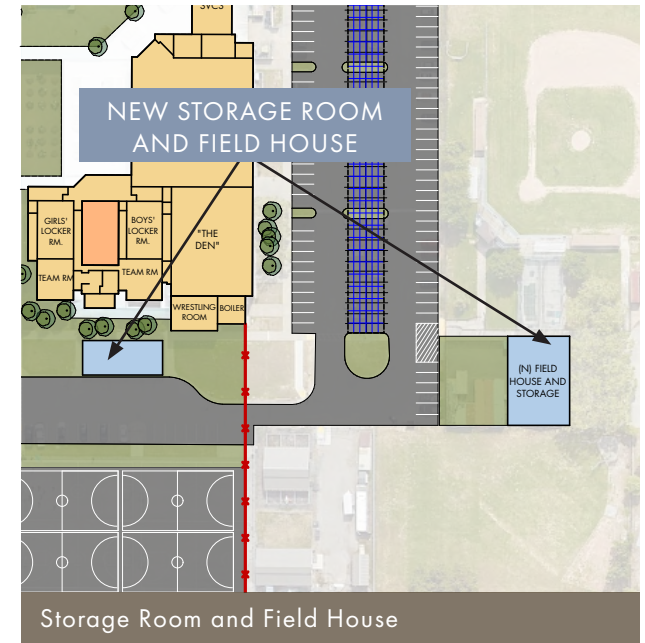
## NEW STORAGE AND FIELD HOUSE

\$2,600,000

INDICATORS OF QUALITY	
Ed. Programs	12
Community	7
Learning Env.	6
Maintenance	18
Safety and Security	21
Code Comp.	5
<b>Total</b>	<b>69/120</b>

Provide a new 4000 sf weight room with adjacent field storage space. New spaces may include:

- (1) Weight training room, approximate 3000 sf
- (1) field storage space, approximately 500 sf
- Provide restroom facilities for Boys, Girls, and Staff
- Sufficient storage for equipment and supplies
- (2) Office Spaces, each approximately 100 sf
- Provide high-impact flooring
- Provide sufficient natural lighting
- Provide covered walkway for protected access from outdoor space



Storage Room and Field House

## MODERNIZATION OF CLASSROOM WINGS

\$3,825,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	9
Learning Env.	24
Maintenance	14
Safety and Security	18
Code Comp.	6
<b>Total</b>	<b>91/120</b>

Modernize classroom wings to better support teachers and students. Modernization of these spaces may include:

- Repair/replace existing wall and floor finishes
- Repair/replace roofing and plumbing systems as necessary
- Replace damaged acoustical ceiling tiles and casework



Existing Classroom Buildings

## MODERNIZE BUILDING "O" INTO DANCE AND WEIGHT ROOM \$2,000,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	8
Learning Env.	30
Maintenance	14
Safety and Security	21
Code Comp.	8
<b>Total</b>	<b>101/120</b>

Modernize Building "O" into Dance Room and Weight Room. Modernization may include:

- Repair/Replace for adequate flooring and wall finishes
- Provide storage space for supplies
- Provide more sufficient natural ventilation



## MODERNIZE BUILDING "I" INTO 2 CTE LAB CLASSROOMS \$3,450,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	8
Learning Env.	30
Maintenance	14
Safety and Security	21
Code Comp.	8
<b>Total</b>	<b>101/120</b>

Modernize Building "I" into 2 CTE Lab Classrooms.

Modernization of this spaces may include:

- Repair/replace existing wall and floor finishes
- Replace damaged acoustical ceiling tiles
- 1 sink with a drinking fountain bubbler
- Provide storage space for supplies
- Provide more sufficient natural ventilation
- Repair or replace plumbing systems as necessary
- New furniture



# ELSIE ALLEN HIGH SCHOOL

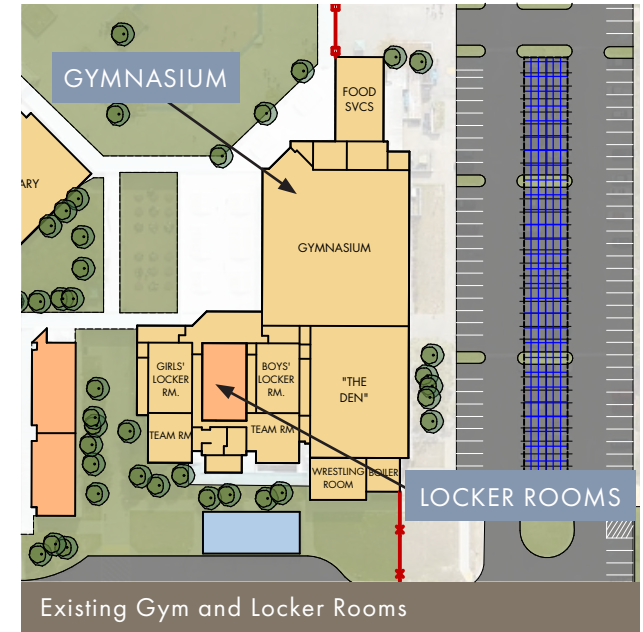
## MODERNIZATION OF GYM AND LOCKER ROOM \$9,300,000

\$9,300,000

INDICATORS OF QUALITY	
Ed. Programs	12
Community	5
Learning Env.	18
Maintenance	14
Safety and Security	18
Code Comp.	5
<b>Total</b>	<b>72/120</b>

Modernize the Gym to provide sufficient space and use of the facility. Modernization may include:

- Replace all lockers with single standing lockers
- Repair/Replace flooring and wall finishes
- Repurpose showers into more efficient storage for Gym
- Incorporate additional office spaces for instructors
- Provide storage space for custodial supplies
- Provide more sufficient natural ventilation



Existing Gym and Locker Rooms

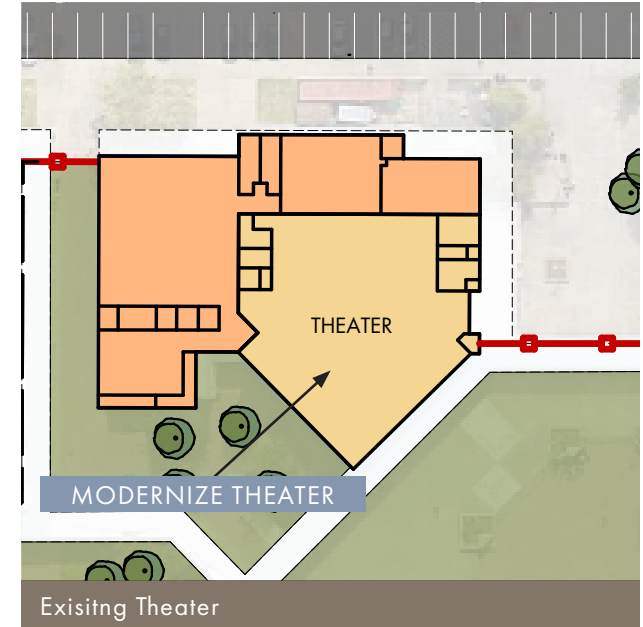
## MODERNIZATION OF PERFORMING ARTS THEATER \$9,671,500

\$9,671,500

INDICATORS OF QUALITY	
Ed. Programs	16
Community	9
Learning Env.	24
Maintenance	16
Safety and Security	18
Code Comp.	5
<b>Total</b>	<b>88/120</b>

Modernize the theater to support performances and events held within. Modernization of this spaces may include:

- Repair/replace existing wall and floor finishes
- Replace theatrical lighting and control system
- Replace damaged acoustical ceiling tiles and any casework
- Ensure ADA compliance



Existing Theater

## SCHOOL DATA

Address: 6975 Montecito Blvd.  
Santa Rosa, CA 95409

Established: 1995

Site Area: 39.97 acres

### CURRENT CONDITIONS

Students in 2022-23 School Year: 1,591  
Building Area: 154,334 sq. ft.  
Permanent Classrooms: 68  
Portable Classrooms: 0  
Student Capacity: 1,800

### MASTER PLAN

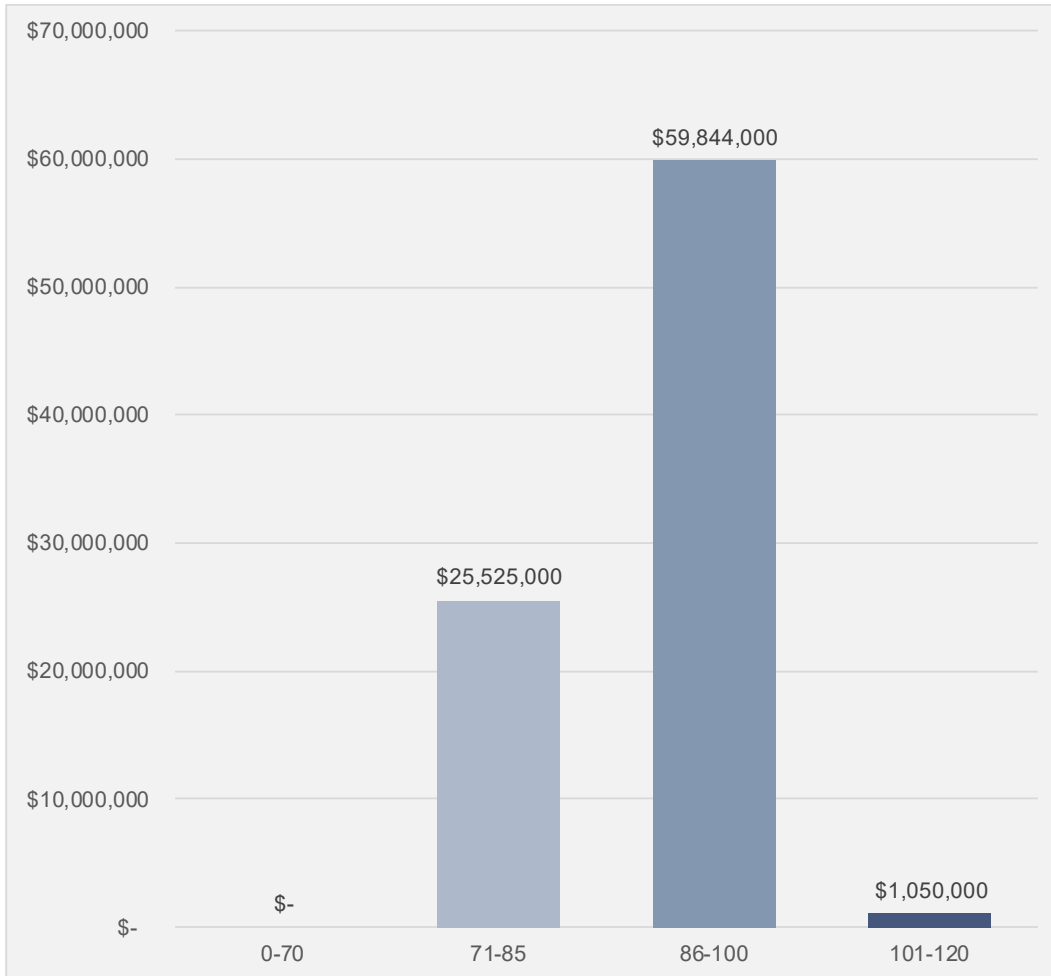
Projected Students in 2029-30: 1,363  
Planned Classrooms: 68  
Planned Student Capacity: 1,800



v2.0 Draft for Board Approval: December 13, 2023

# MARIA CARRILLO HIGH SCHOOL

# SUMMARY



IQ SCORE RANGE	LEVEL OF NEED	ESTIMATED COST
0-70	LOW	\$-
71-85	MEDIUM	\$25,525,000
86-100	HIGH	\$59,844,000
101-120	HIGHEST	\$1,050,000
TOTAL COST		\$86,419,000

## MAJOR FACILITY NEEDS

- Facilities have many electrical and mechanical items that continually break and repair
- Insufficient covered outdoor lunch areas and restrooms
- Several classrooms no longer used as originally intended and need renovation

CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



CHALLENGES

- No cafeteria or indoor dining options
- Poor condition of irrigation system at fields makes maintenance a challenge
- Lack of restrooms at stadium and ball fields
- Press box at stadium and ball fields was constructed without state approvals
- Covered outdoor eating areas needed
- Existing quads and other outdoor areas in need of general paving repairs

OPPORTUNITIES

- Space is available in the quad to expand covered eating areas
- Space available to provide additional restroom facilities at the stadium and ball fields
- Campus Security can be readily achievable
- Clear sense of entry and school identity



Covered Outdoor Eating Area



Interior Quad

**CONDITIONS RATINGS**

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



**CHALLENGES**

- Facility modifications have not kept up with changing programs or new programs
- Programs are housed in facilities designed for different purposes
- Lack of flexible space to accommodate large groups for testing
- Mechanical and electrical issues throughout

**OPPORTUNITIES**

- The site has space available to accommodate multi-purpose spaces and maker labs
- Courtyards can be used for small group instruction, and flexible meeting spaces
- vSpace available between classrooms to develop additional collaboration spaces, restrooms, or outdoor gathering areas
- Many existing classroom configurations allow adaptation to include collaborative/shared spaces



Classroom Interior



Classroom Exterior Courtyard

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



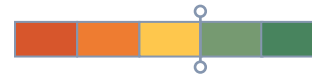
Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

- Library lacks restroom facilities
- Circulation and reception desks not accessible

### OPPORTUNITIES

- Centrally located on Campus
- Access to outdoor areas
- Availability of natural light
- Availability of display areas for student work
- Interior garden courtyard at Administration



Library Circulation Desk



Interior Courtyard

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



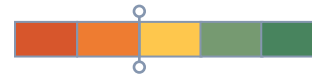
Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

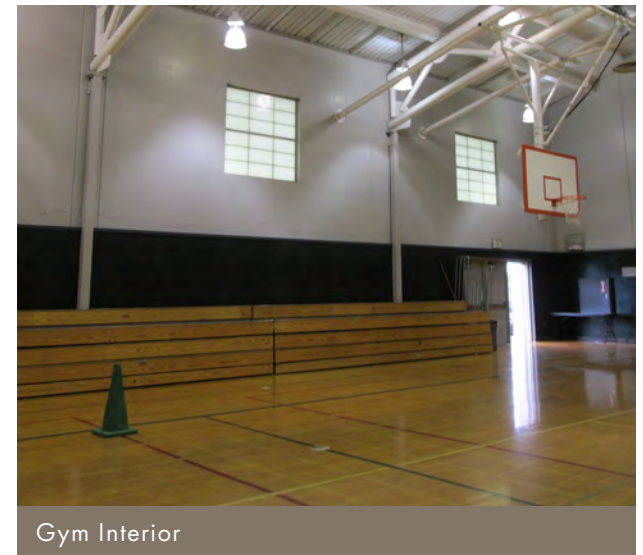
- Evidence of moisture at exterior finishes
- Interior finishes are in poor condition
- Replacement or repair of bleachers
- Resurfacing of tennis courts

### OPPORTUNITIES

- Space available to consolidate sports related programs (Sports Medicine, Dance, etc.) adjacent to the gym and weight room
- Space available to increase size of the weight room
- Restrooms can be used for students during school hours



Gym Exterior



Gym Interior

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



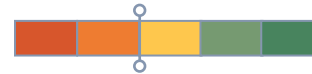
Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

- Interior finishes are worn out -- building need minor modernization
- Poor lighting leveles and lack of lecture hall seating prohibits the theater to be used for large group testing

### OPPORTUNITIES

- Space available to have outdoor set building area share space with a new maker space
- The theater can be used for more than performances
- Open up and enliven lobby/exterior entry, stage opportunity at central courtyard
- Outdoor access from Art Classrooms



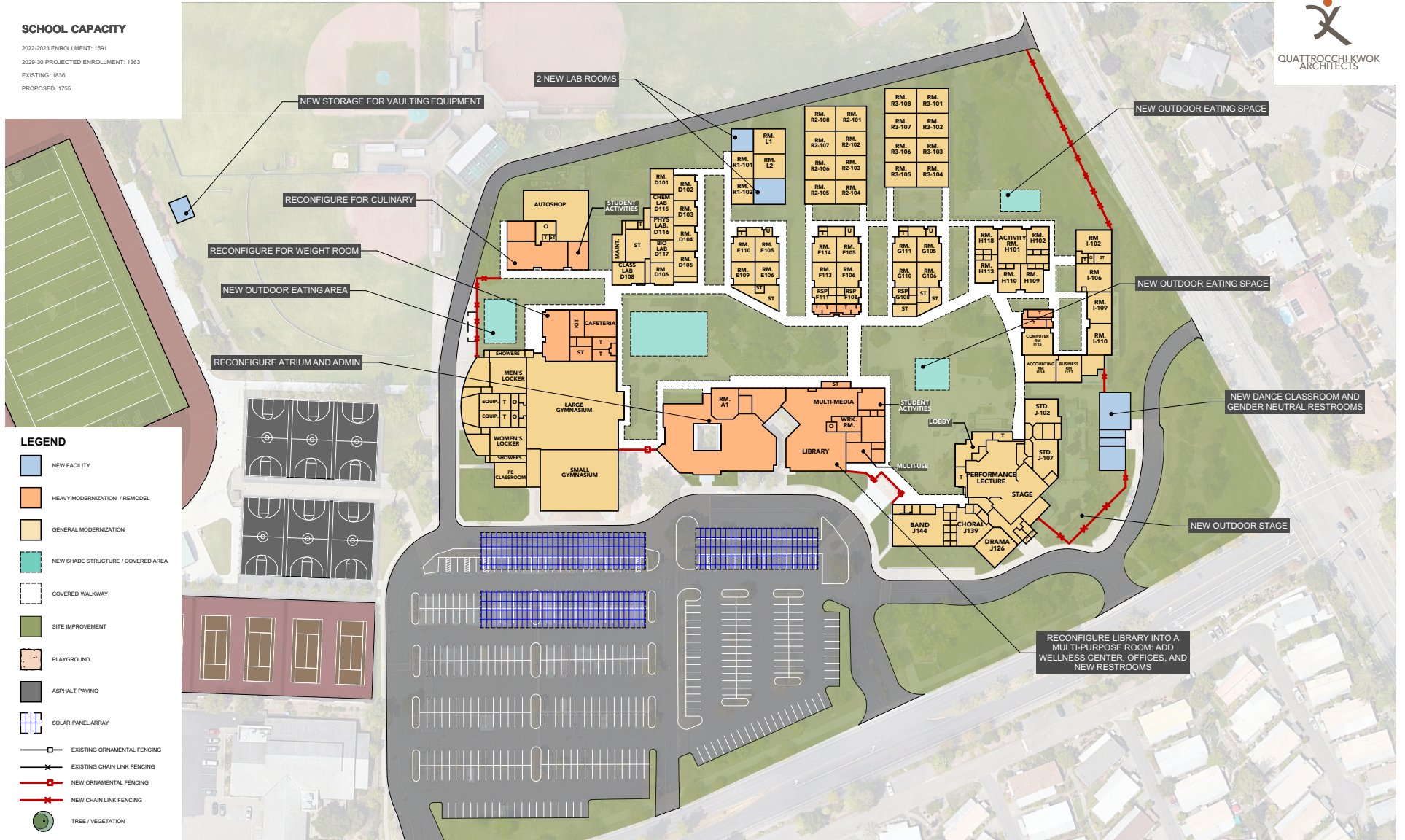
Art Room Interior



Performing Arts Entry

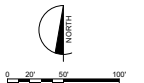
**SCHOOL CAPACITY**

2022-2023 ENROLLMENT: 1591  
 2029-30 PROJECTED ENROLLMENT: 1363  
 EXISTING: 1836  
 PROPOSED: 1755



**> MARIA CARRILLO HIGH SCHOOL**

> SANTA ROSA CITY SCHOOLS DISTRICT | FACILITIES MASTER PLAN | 2177.00



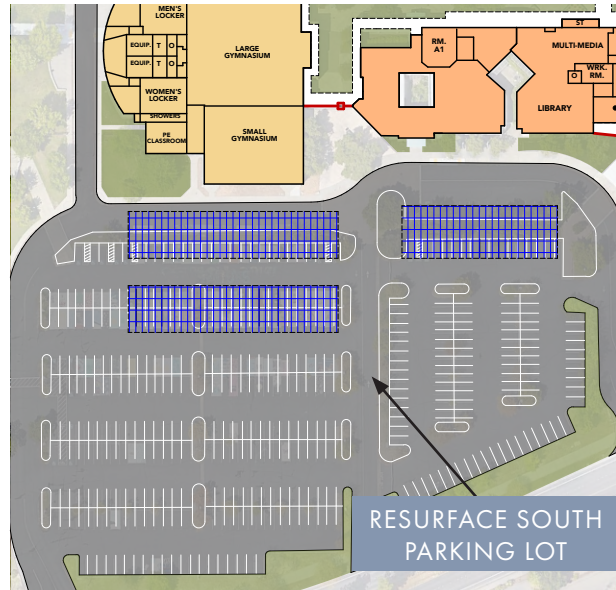
### CAMPUS SITE IMPROVEMENTS

Improvements across the campus to address site issues and improve outdoor areas for students, parents, and staff.

Improvements may include:

- Resurface tennis courts
- Repave and restripe basketball courts
- Repave parking lot
- Address flooding and drainage issues throughout field landscapes
- Add a new outdoor stage
- Incorporate more outdoor learning areas between classroom wings
- Provide a new storage for vaulting equipment near the track and field

\$19,774,000



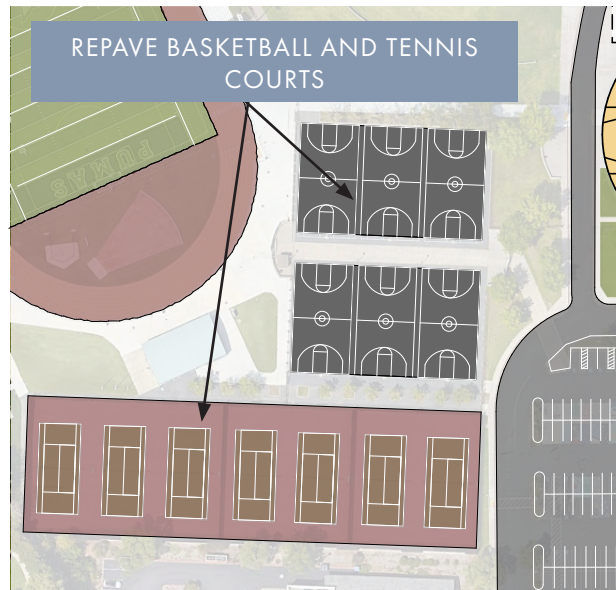
RESURFACE SOUTH PARKING LOT

Parking Lot



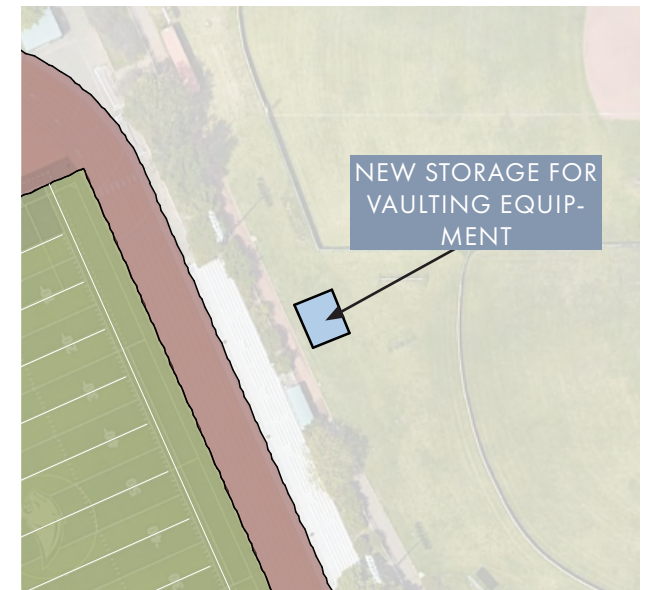
NEW OUTDOOR STAGE

Outdoor Gathering Area



REPAVE BASKETBALL AND TENNIS COURTS

Basketball Courts and Tennis Courts



NEW STORAGE FOR VAULTING EQUIPMENT

Sports Fields

INDICATORS OF QUALITY	
Ed. Programs	16
Community	10
Learning Env.	21
Maintenance	14
Safety and Security	21
Code Comp.	5
<b>Total</b>	<b>87/120</b>

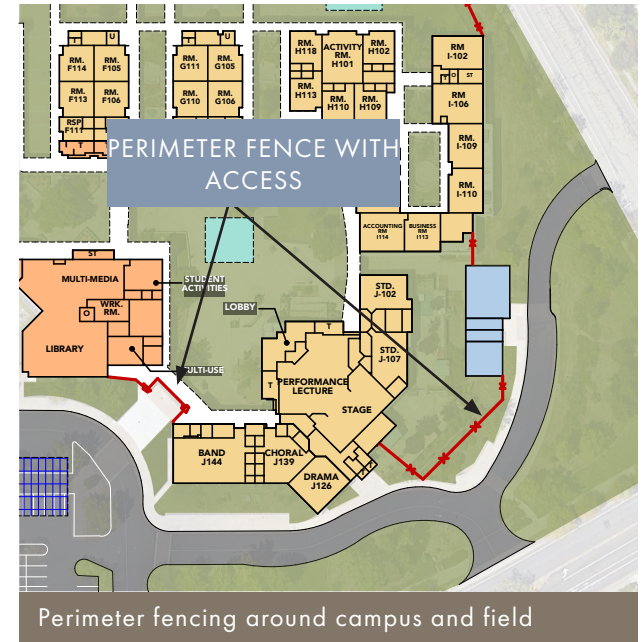
CAMPUS WIDE SAFETY AND SECURITY UPGRADES

\$1,050,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	10
Learning Env.	24
Maintenance	18
Safety and Security	30
Code Comp.	10
<b>Total</b>	<b>112/120</b>

Improvements across the campus to improve overall security and safety for students and staff. Improvements may include:

- New perimeter fencing enclosing the core of the campus
- Improve exterior lighting throughout of campus
- Provide electronic locks at all exterior doors



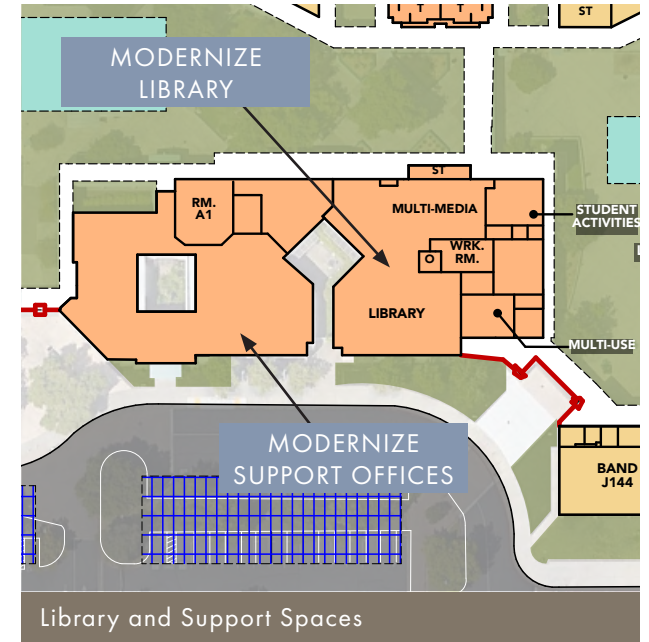
MODERNIZATION OF LIBRARY AND SUPPORT SPACES

\$11,250,000

INDICATORS OF QUALITY	
Ed. Programs	16
Community	6
Learning Env.	27
Maintenance	14
Safety and Security	18
Code Comp.	5
<b>Total</b>	<b>86/120</b>

Modernize existing library and classrooms to Modernization may include:

- Repurpose existing library space into a Student Union assembly area
- Reprogram adjacent rooms into meeting spaces and study rooms
- Provide sufficient storage for supplies
- Repair/refinish flooring and wall finishes
- Provide restroom facilities for Boys, Girls, Non-Gendered, and Staff
- Improve interior lighting



Library and Support Spaces

NEW LAB ROOMS

\$3,250,000

INDICATORS OF QUALITY	
Ed. Programs	18
Community	9
Learning Env.	27
Maintenance	12
Safety and Security	18
Code Comp.	5
<b>Total</b>	<b>89/120</b>

Construct two new lab classrooms on the ends of the existing "L" building. Construction may include:

- New lab workstations
- Provide emergency rinse and wash center
- Provide adequate flooring, wall, and hardware finishes
- New casework and storage
- Provide storage space for supplies



New Lab Rooms

MODERNIZATION OF CULINARY AND SHOP

\$3,250,000

INDICATORS OF QUALITY	
Ed. Programs	18
Community	8
Learning Env.	24
Maintenance	14
Safety and Security	21
Code Comp.	8
<b>Total</b>	<b>93/120</b>

Modernize Culinary Lab and Auto Shop. Modernization may include :

- Repair/refinish flooring and wall finishes
- Redesign cooking/learning space for efficiency
- Serving area with service counters and appropriate equipment
- Durable finishes
- Dedicated storage space



Culinary Lab and Auto Shop

RECONFIGURE FOOD AND DINING

\$8,475,000

INDICATORS OF QUALITY	
Ed. Programs	14
Community	10
Learning Env.	18
Maintenance	18
Safety and Security	21
Code Comp.	7
<b>Total</b>	<b>88/120</b>

Modernize Building "B" and reconfigure the Kitchen and Cafeteria spaces. Modernization may include :

- Redesign kitchen space for efficiency
- Serving area with service counters and appropriate equipment, such as steam tables, and warmers, to serve fresh prepared meals in an efficient and presentable manner
- Durable finishes
- Dedicated storage space
- Dedicated staff lounge



Food and Dining Areas

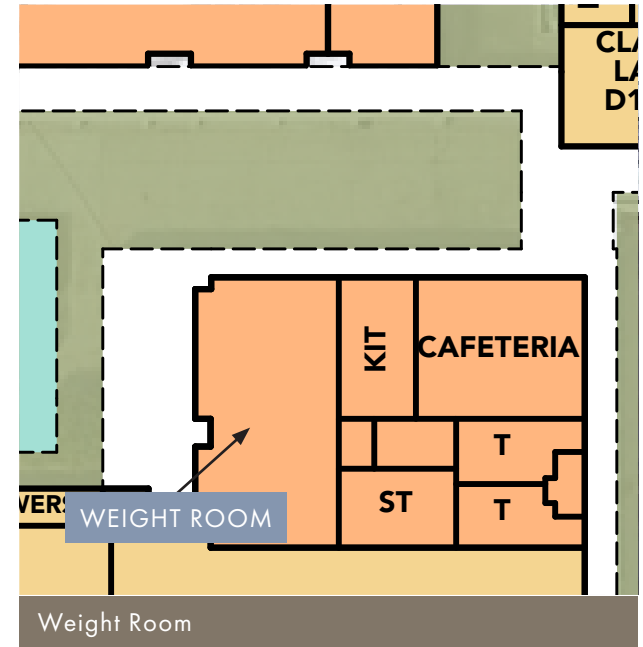
RECONFIGURE WEIGHT ROOM

INDICATORS OF QUALITY	
Ed. Programs	12
Community	5
Learning Env.	18
Maintenance	16
Safety and Security	18
Code Comp.	5
<b>Total</b>	<b>74/120</b>

INCLUDED IN GYM COSTS

Reconfiguration and Modernization of Weight Room may include:

- Provide sufficient storage for supplies
- Repair/refinish flooring and wall finishes
- Reconfigure equipment for space efficiency
- Adjacency to covered walkways



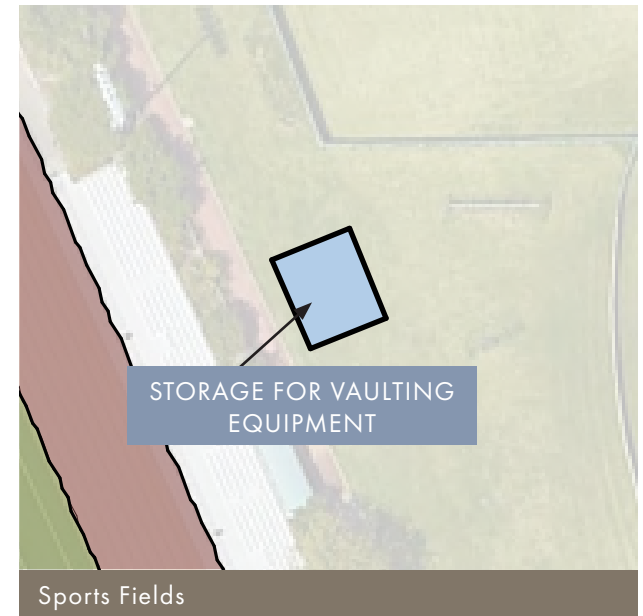
NEW STORAGE

INDICATORS OF QUALITY	
Ed. Programs	16
Community	10
Learning Env.	21
Maintenance	14
Safety and Security	21
Code Comp.	5
<b>Total</b>	<b>87/120</b>

INCLUDED IN SITE IMPROVEMENTS

Create new storage room for vaulting equipment in the Sports Fields area. New construction may include:

- Shelving and hooks for storing efficiently
- Locks on doors
- Large doors for efficiency



NEW DANCE STUDIO

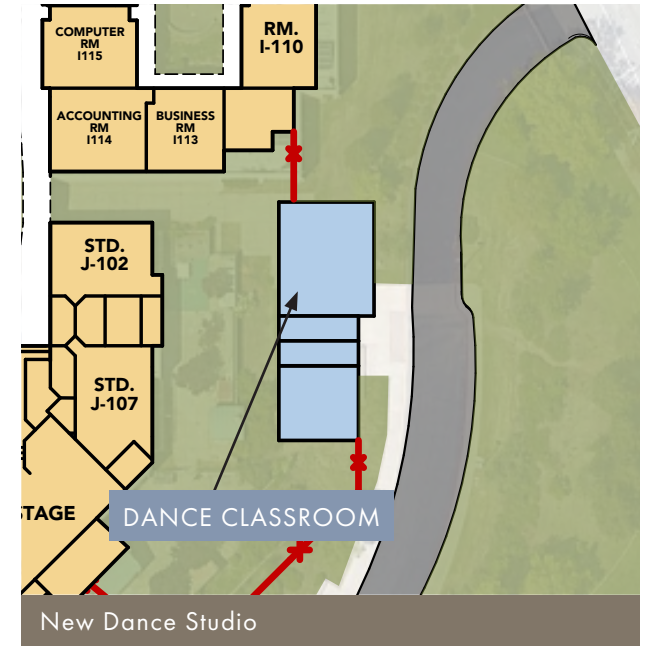
\$5,525,000

INDICATORS OF QUALITY	
Ed. Programs	16
Community	8
Learning Env.	27
Maintenance	12
Safety and Security	18
Code Comp.	5
<b>Total</b>	<b>86/120</b>

Provide a new dance studio adjacent to other VPA space

New construction may include:

- Provide a new 2800 sf. studio classroom
- Provide full interior wall mirrors
- Provide high-impact flooring
- Sufficient windows for natural lighting
- Provide overhead lights
- Provide storage space for supplies



MODERNIZATION OF PERFORMING ARTS BUILDING

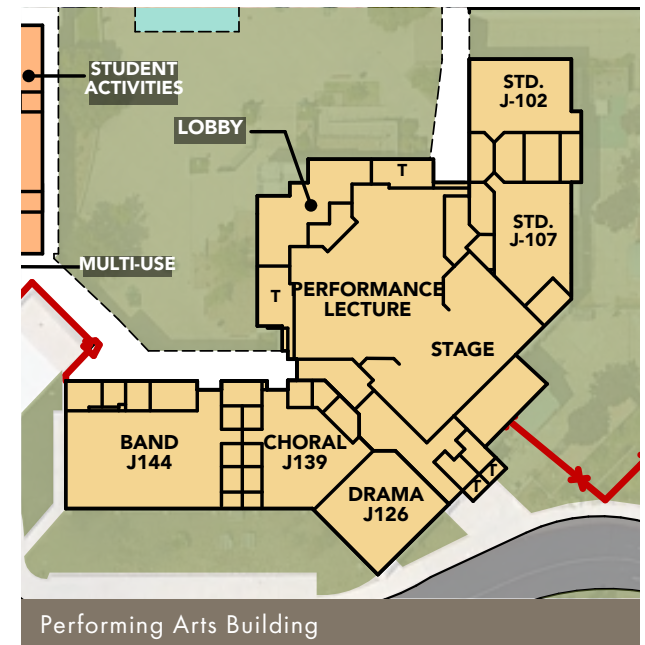
\$2,100,000

INDICATORS OF QUALITY	
Ed. Programs	18
Community	9
Learning Env.	27
Maintenance	12
Safety and Security	18
Code Comp.	5
<b>Total</b>	<b>89/120</b>

Modernize existing theater and adjacent classrooms.

Modernization of these spaces may include:

- Repair/replace existing wall and floor finishes
- Replace seating in auditorium
- Repair/Replace stage flooring
- Replace damaged acoustical ceiling tiles and casework
- Repair/Replace window and door openings
- Includes Band, choral, and drama classrooms



MODERNIZATION OF CLASSROOM WINGS

\$8,475,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	9
Learning Env.	27
Maintenance	14
Safety and Security	18
Code Comp.	5
<b>Total</b>	<b>93/120</b>

Modernize existing classrooms. Modernization of these spaces may include:

- Repair/replace existing wall, floor and hardware finishes
- Replace damaged acoustical ceiling tiles and casework
- Repair/Replace window and door openings



Classroom Wings

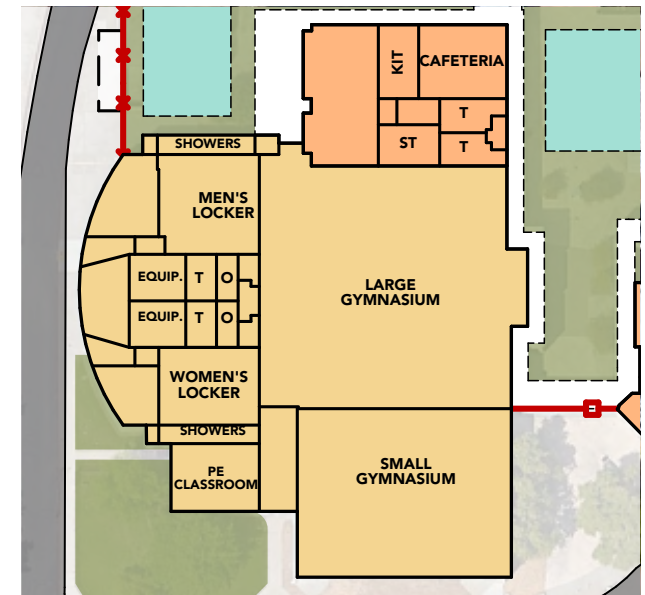
MODERNIZATION OF GYM

\$18,025,000

INDICATORS OF QUALITY	
Ed. Programs	12
Community	5
Learning Env.	18
Maintenance	16
Safety and Security	18
Code Comp.	5
<b>Total</b>	<b>74/120</b>

Provide modernization to Gym to provide sufficient space and use of the facility. Modernization may include:

- Replace all lockers with single-standing lockers
- Repair/Replace flooring and wall finishes
- Repair/Replace interior lighting
- Increase storage space
- Provide more sufficient natural ventilation
- Renovate showers into storage



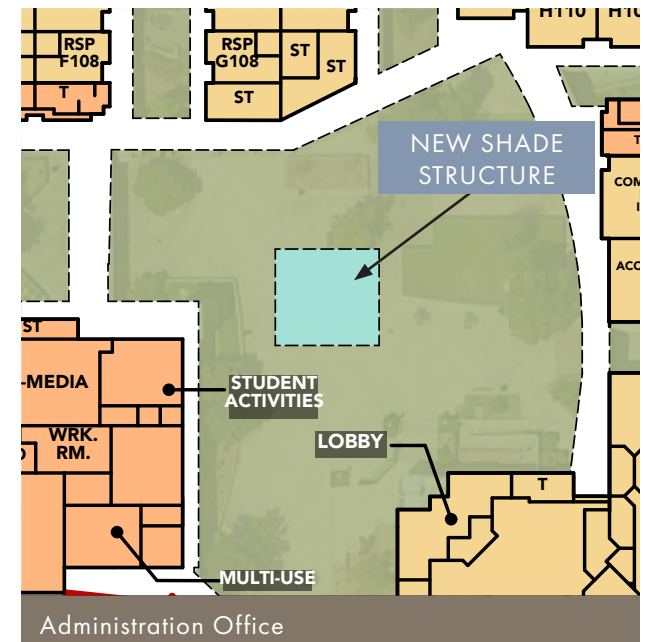
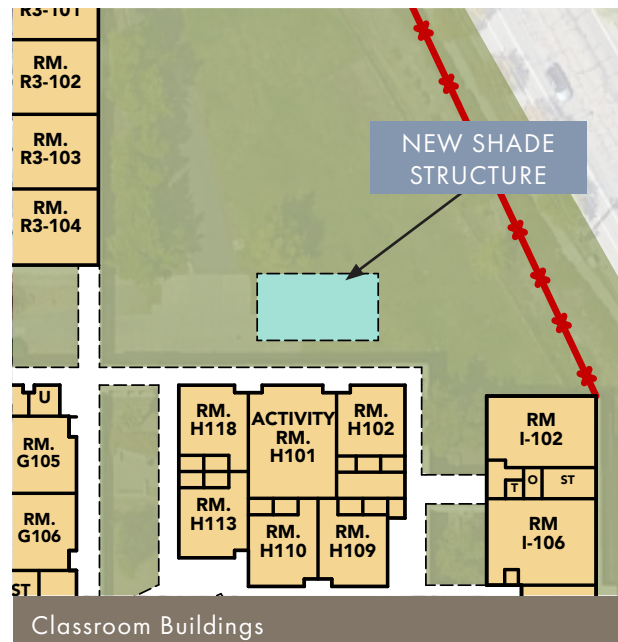
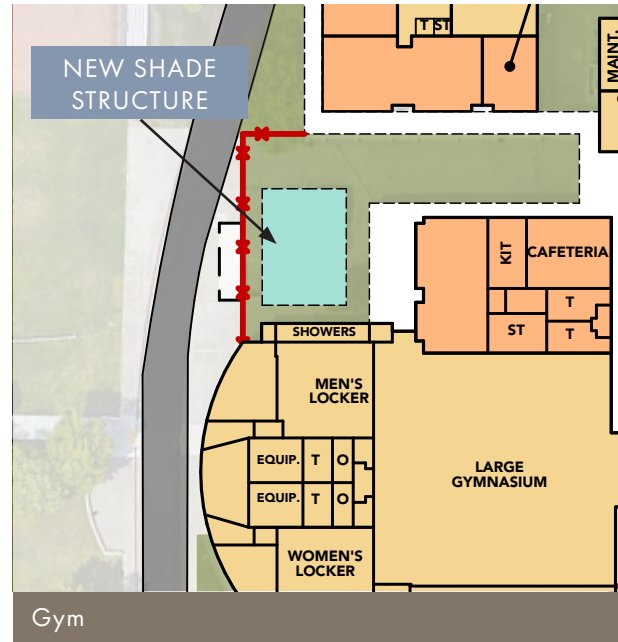
Existing Gym

## NEW SHADE STRUCTURES

New Shade Structures may include seating and will be located in:

- Resurface tennis courts
- Repave parking lot
- Address flooding and drainage issues throughout field landscapes
- Incorporate more outdoor learning areas between classroom wings

\$1,375,000



INDICATORS OF QUALITY	
Ed. Programs	14
Community	9
Learning Env.	24
Maintenance	16
Safety and Security	18
Code Comp.	5
<b>Total</b>	<b>86/120</b>

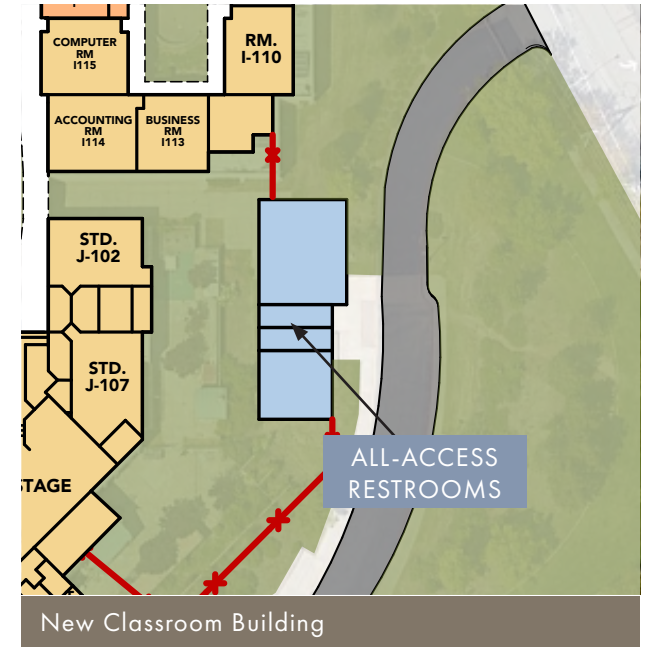
NEW ALL-ACCESS RESTROOMS

\$3,750,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	8
Learning Env.	15
Maintenance	18
Safety and Security	30
Code Comp.	8
<b>Total</b>	<b>99/120</b>

Construction of new All-Access Restrooms may include:

- Provide adequate wall, floor, and hardware finishes
- Provide mechanical, electrical, and plumbing systems
- Provide spaces of efficiency and ease of use



## SCHOOL DATA

Address: 1250 Hahman Dr.  
Santa Rosa, CA 95405

Established: 1958  
Site Area: 40.70 acres

### CURRENT CONDITIONS

Students in 2022-23 School Year: 1572  
Building Area: 174,756 sq. ft.  
Permanent Classrooms: 51  
Portable Classrooms: 33  
Student Capacity: 2,145

### MASTER PLAN

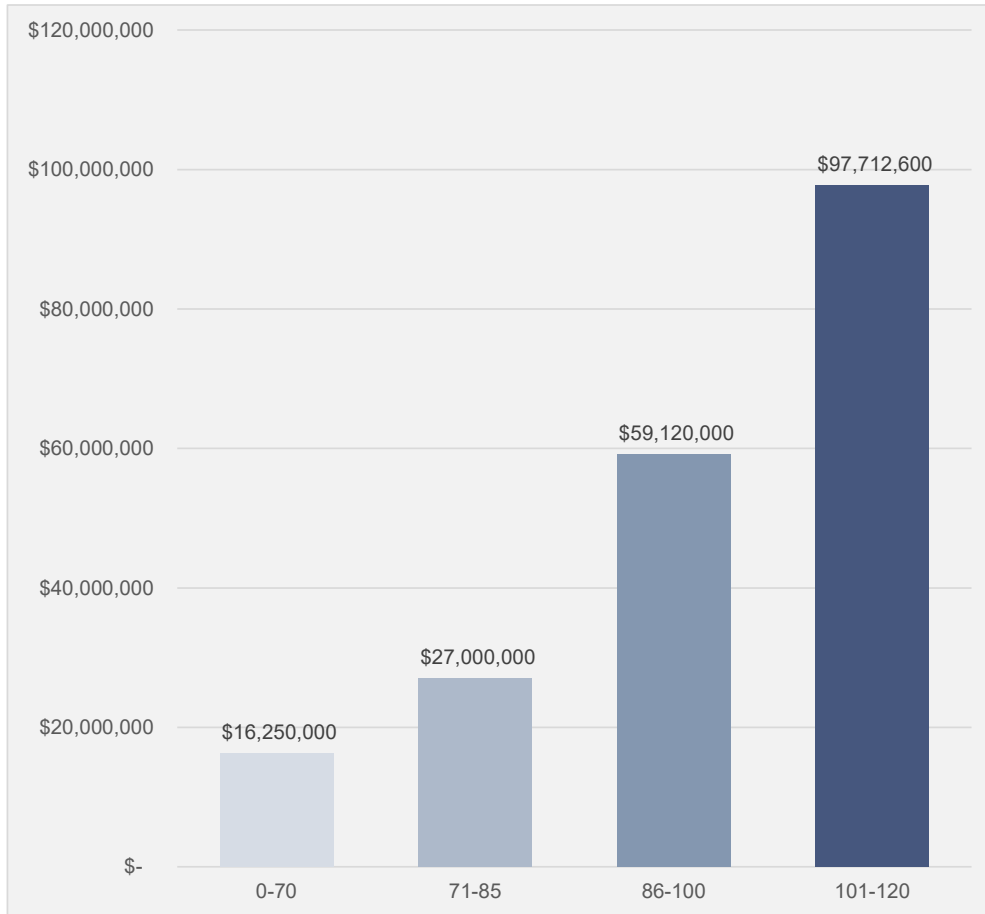
Projected Students in 2029-30: 1,313  
Planned Classrooms: 62  
Planned Student Capacity: 1,674



v2.0 Draft for Board Approval: December 13, 2023

# MONTGOMERY HIGH SCHOOL

# SUMMARY



IQ SCORE RANGE	LEVEL OF NEED	ESTIMATED COST
0-70	LOW	\$16,250,000
71-85	MEDIUM	\$27,000,000
86-100	HIGH	\$59,120,000
101-120	HIGHEST	\$97,712,600
TOTAL COST		\$200,082,600

## MAJOR FACILITY NEEDS

- Old classroom wings and core facilities (restrooms, gyms, locker rooms, cafeteria) in need of major modernization
- Campus has many portables that are well beyond their useful service life
- Performing arts facility iVs too small – need new facility to consolidate programs
- Insufficient facilities to accommodate PE activities, classes, locker rooms, storage
- Outdoor areas (courtyard, areas between classroom buildings, paved play areas) need significant upgrades

# AERIAL IMAGE



CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)

Educational Appropriateness

Technology Infrastructure

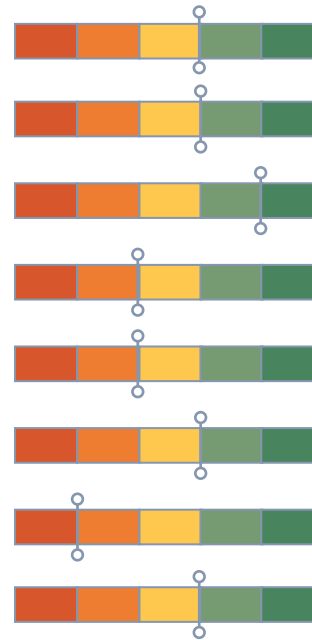
Building Finish Materials

Building Systems (Mechanical & Plumbing, Utilities)

Lighting and Electrical Systems

Environmental Quality (Indoor & Outdoor)

Safety and Security



Central Quad



Portable Classrooms

CHALLENGES

- Accessible parking and path of travel slopes exceed allowable across campus
- Existing paved play area and driveway paving in general need of maintenance
- Large number of portable classrooms with non-compliant ramps
- Landscaping in need of replenishment
- Portables: D, K, L, M, N, O, P, Q, R, S, & 60-76 past useful life
- Drinking fountains in poor condition and most not ADA compliant
- Fire alarm system does not meet current code requirements

OPPORTUNITIES

- Outdoor classrooms and gathering spaces between existing classroom wings

CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



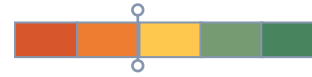
Technology Infrastructure



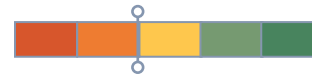
Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



CHALLENGES

- Aged facilities in need of significant remodel
- Evidence of water intrusion and dry rot in many locations
- ADA compliance issues throughout
- Significant cracks in walls and floors in 20s and 40s Wings
- Many windows are no longer operational
- Insufficient amount of science laboratories
- Student restrooms in need of significant remodel
- Insufficient amount of student and staff restrooms
- Insufficient amount of student and staff meeting space
- Mechanical and electrical systems not functioning properly

OPPORTUNITIES

- Remodel science labs to support curriculum delivery methods
- Develop additional needed lab space and consolidate labs
- Take advantage of building orientation to control natural lighting and add solar arrays
- Develop strong connection with outdoor space

between classroom wings



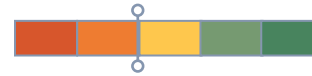
Computer Classroom



Classroom Interior

CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



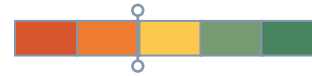
Educational Appropriateness



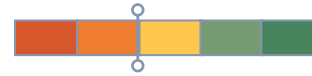
Technology Infrastructure



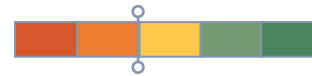
Building Finish Materials



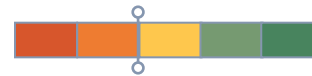
Building Systems (Mechanical & Plumbing, Utilities)



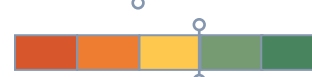
Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



CHALLENGES

- Aged facilities in need of renovation
- Evidence of water intrusion and dry rot in various locations
- ADA compliance issues throughout
- Exterior storage and kiln enclosure past useful service life
- Art sinks and cabinetry in poor condition
- Mechanical and electrical systems not functioning properly. Many have exceeded their useful service life

OPPORTUNITIES

- Large shop rooms can repurposed to be Flex Spaces



Exterior Storage Enclosure



Art Classroom Interior

CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



CHALLENGES

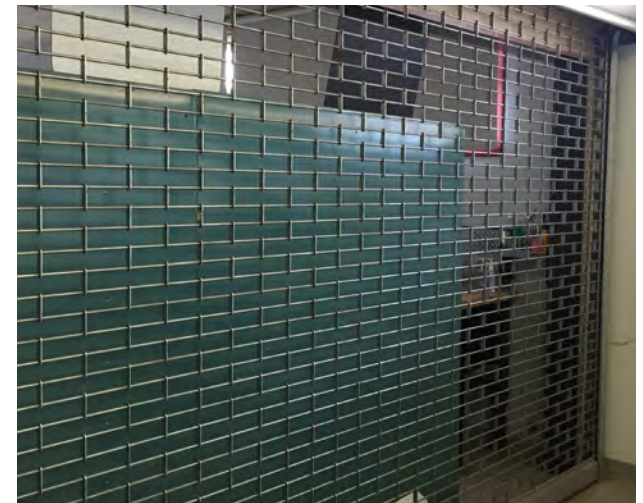
- Aged facilities in need of renovation
- Lacking ADA compliant room signage
- Evidence of water intrusion in some locations
- Facility is too small to provide adequate service to current student population
- Mechanical and electrical systems not functioning properly
- Service side of cafeteria is the practical front side of the campus

OPPORTUNITIES

- Direct access to quad and outdoor eating area
- Centrally located on campus
- Space available for expansion
- Space available for outdoor covered eating area
- Space can be multi-purpose space when not serving meals



Cafeteria Interior



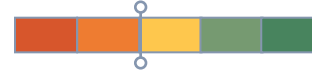
Storage Room at Teacher's Dining Room

CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



CHALLENGES

- The facility is too small to support the programs
- Programs that need access to this facility are spread throughout the campus
- Facility in need of minor modernization
- Evidence of water intrusion in various locations
- Some doors not ADA compliant
- Facility lacks ADA compliant room signage
- Interior acoustics are not good
- Facility lacks amenities needed to support programs

OPPORTUNITIES

- Campus has available space to increase facility size, or add another facility, to support program needs
- Easy to improve acoustics at Performing Arts spaces
- Larger (or new) facility could enhance the front of school and provide big impact



Band Room



Choral Room

CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



CHALLENGES

- Aged facilities in need of major remodel
- Evidence of water intrusion in ceilings
- Retractable bleachers in poor condition
- Locker rooms lack ADA compliant lockers
- Gym floors are worn and need to be replaced
- Insufficient number of girl's lockers (150 more needed)
- Doors missing from girl's locker room
- No collaboration opportunities between coaches
- No sharing of equipment due to location of storage rooms (inside boy's locker room)
- Insufficient space for P.E. activities, such as spin, yoga, and rock climbing

OPPORTUNITIES

- Space between existing gyms can accommodate many of the changes needed to improve conditions with regards to gender equality, collaboration between coaches, sharing of equipment, and P.E. activity space
- Space available to consolidate all P.E. activities for wrestling
- Restore main stage area and provide separate space



Girls' Locker Room



South Gym Interior

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

- Facilities in need of minor modernization
- Evidence of water intrusion in ceiling
- Lacks ADA compliant room signage

### OPPORTUNITIES

- Space available to expand if necessary to create additional meeting space for students, parents, and teachers



Library Interior



Administration Interior

**SCHOOL CAPACITY**

2022-2023 ENROLLMENT: 1572  
 2029-30 PROJECTED ENROLLMENT: 1313  
 EXISTING: 2145  
 PROPOSED: 1470

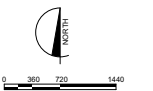


**LEGEND**

- NEW FACILITY
- HEAVY MODERNIZATION / REMODEL
- GENERAL MODERNIZATION
- NEW SHADE STRUCTURE / COVERED AREA
- COVERED WALKWAY
- SITE IMPROVEMENT
- PLAYGROUND
- ASPHALT PAVING
- SOLAR PANEL ARRAY
- EXISTING ORNAMENTAL FENCING
- EXISTING CHAIN LINK FENCING
- NEW ORNAMENTAL FENCING
- NEW CHAIN LINK FENCING
- TREE / VEGETATION

**> MONTGOMERY HIGH SCHOOL**

> SANTA ROSA CITY SCHOOLS DISTRICT | FACILITIES MASTER PLAN | 2177.00



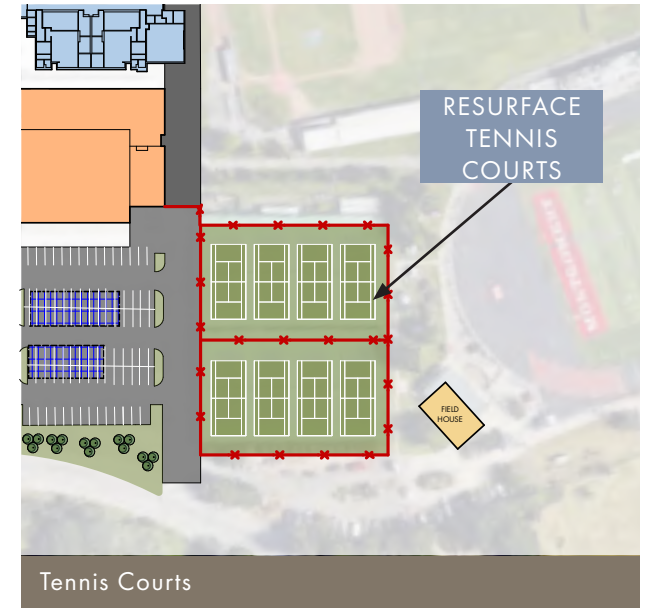
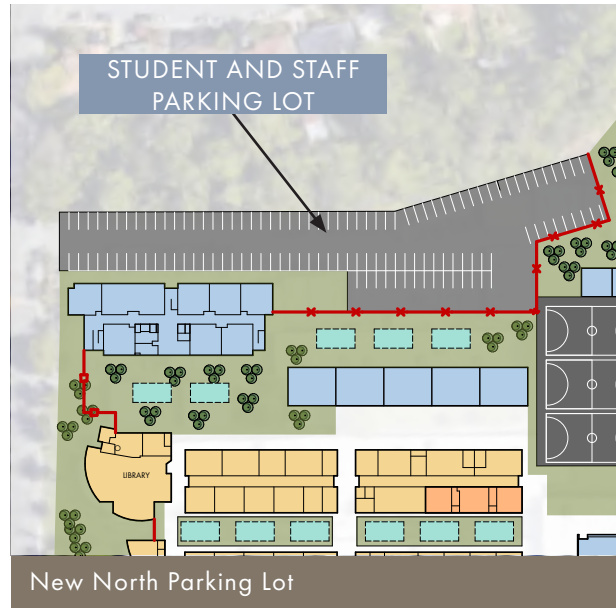
CAMPUS SITE IMPROVEMENTS

\$11,920,000

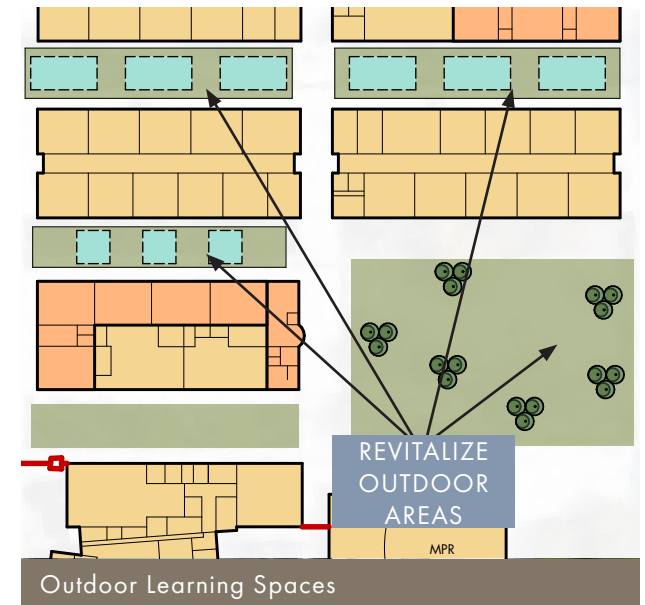
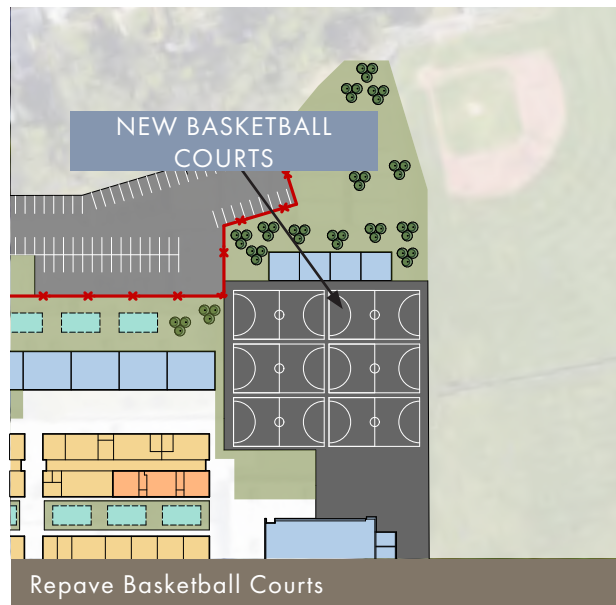
Improvements across the campus to address site issues and improve outdoor areas for students, parents, and staff.

Improvements may include:

- Addressing drainage issues throughout campus
- Paving and driveway maintenance
- Renovate campus landscapes and quad areas to incorporate more outdoor learning areas
- New covered outdoor eating areas
- Repave uneven walkways
- Relocate basketball courts further north
- Replace artificial turf on football field
- Resurface tennis courts



INDICATORS OF QUALITY	
Ed. Programs	16
Community	10
Learning Env.	21
Maintenance	14
Safety and Security	21
Code Comp.	5
<b>Total</b>	<b>87/120</b>



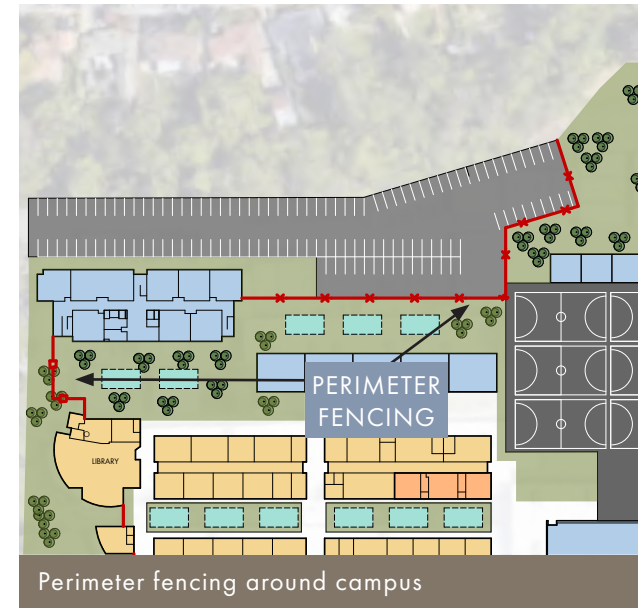
CAMPUS WIDE SAFETY AND SECURITY UPGRADES

\$3,675,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	10
Learning Env.	24
Maintenance	18
Safety and Security	30
Code Comp.	10
<b>Total</b>	<b>112/120</b>

Improvements across the campus to improve overall security and safety for students and staff. Improvements may include:

- New perimeter fencing and gates to enclose the core campus
- Improve exterior lighting
- New window blinds at classroom windows
- Provide electronic locks at all exterior doors



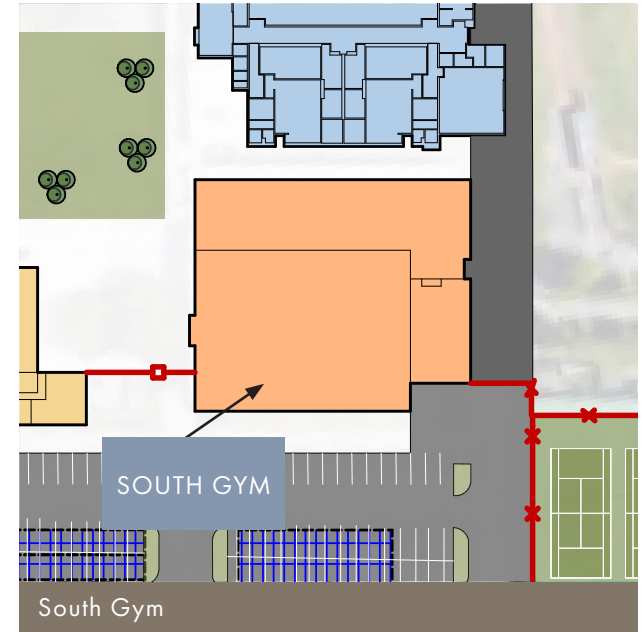
MODERNIZATION OF SOUTH GYM

\$18,750,000

INDICATORS OF QUALITY	
Ed. Programs	12
Community	5
Learning Env.	18
Maintenance	20
Safety and Security	18
Code Comp.	5
<b>Total</b>	<b>78/120</b>

Major modernizations and renovation of South Gym to provide sufficient space and use of the facility. Modernization may include:

- Ensure ADA compliance throughout the facility
- Replace all lockers with single-standing lockers
- Replace flooring and wall finishes
- Replace interior lighting
- Increase storage space
- Replace bleachers
- Provide proper air ventilation into locker rooms
- Renovate showers into storage and offices
- Provide Team rooms to be used by athletes during sport season
- Repair court mechanical equipment
- Replace HVAC with improved system



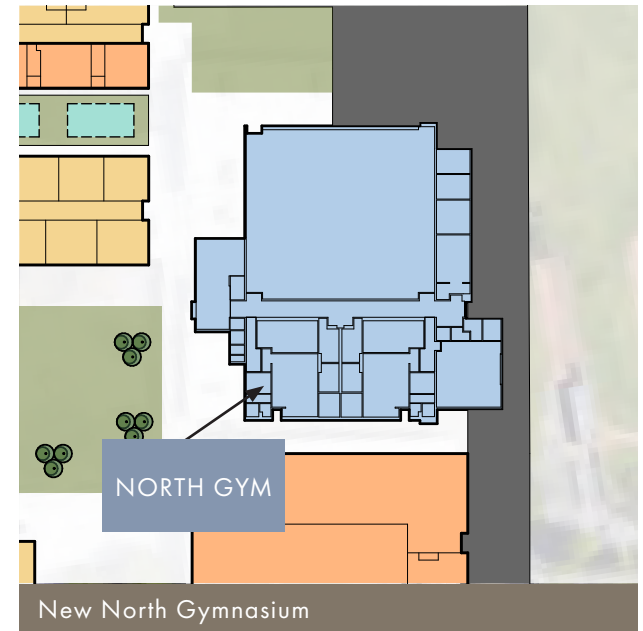
NEW GYMNASIUM

\$37,700,000

INDICATORS OF QUALITY	
Ed. Programs	12
Community	10
Learning Env.	18
Maintenance	20
Safety and Security	24
Code Comp.	8
<b>Total</b>	<b>92/120</b>

Provide new competition vGymnasium building including the following spaces:

- Competition Basketball and Volleyball Courts
- Practice cross courts for basketball and volleyball
- All-Access Locker Room and Restroom facilities for
- Sufficient storage
- Office Spaces
- Covered walkways from all entrances
- Adjacent connections to existing North and South Gyms
- Lobby space including restrooms and concessions
- Dedicated Weight Room
- Bleachers for minimum of 1200 people for events
- AV System for presentations



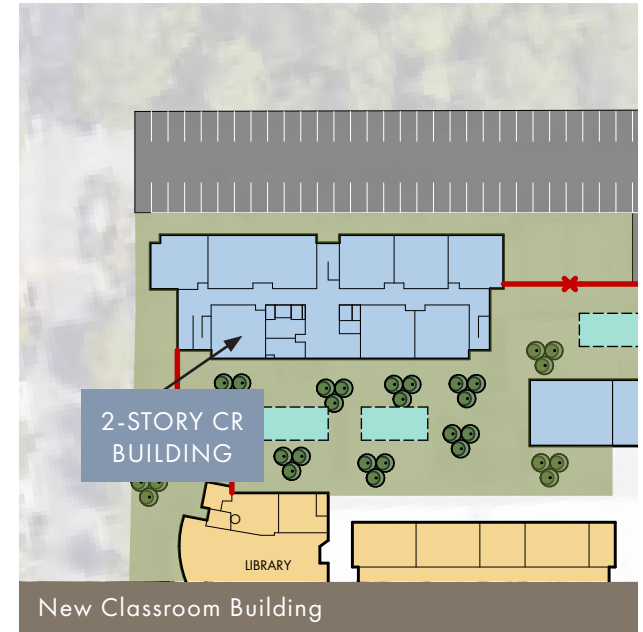
NEW 2-STORY CR BUILDING

\$34,920,600

INDICATORS OF QUALITY	
Ed. Programs	20
Community	10
Learning Env.	30
Maintenance	20
Safety and Security	24
Code Comp.	10
<b>Total</b>	<b>114/120</b>

Provide a 2-story classroom building. The new buildings are to replace retired portable classrooms and may include:

- Boys and Girls Restroom facilities
- Staff restroom facilities
- Covered walkways
- Flexible furniture
- Cabinetry for storage in each classroom
- Adjacent to outdoor learning areas



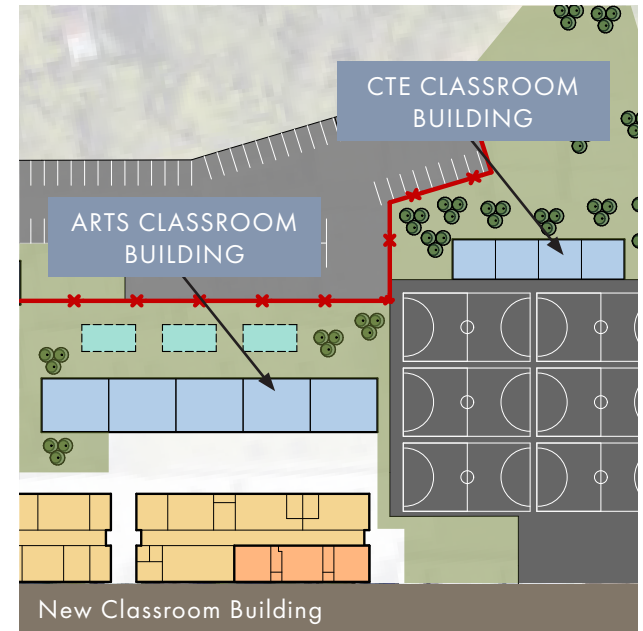
NEW ARTS AND CTE BUILDING

\$8,775,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	9
Learning Env.	27
Maintenance	20
Safety and Security	18
Code Comp.	10
<b>Total</b>	<b>104/120</b>

Provide (1) single-story classroom building and (1) SPED classroom building. The new buildings are to replace retired portable classrooms and may include:

- Boys and Girls Restroom facilities
- Staff restroom facilities
- Covered walkways
- Flexible furniture
- Cabinetry for storage in each classroom
- Adjacent to outdoor learning areas



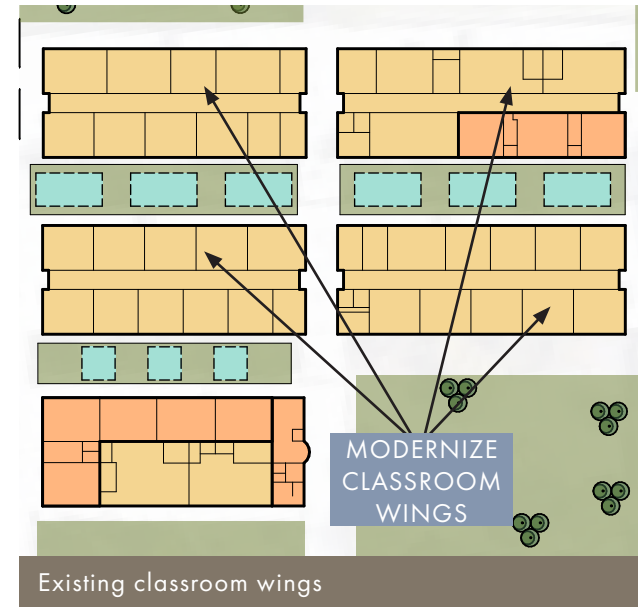
MODERNIZATION OF CLASSROOM WINGS

\$43,842,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	9
Learning Env.	27
Maintenance	20
Safety and Security	18
Code Comp.	10
<b>Total</b>	<b>104/120</b>

Modernize existing classroom wings. Modernization of these spaces may include:

- Repair/replace existing wall and floor finishes
- Replace damaged acoustical ceiling tiles and casework
- Repair/Replace window and door openings



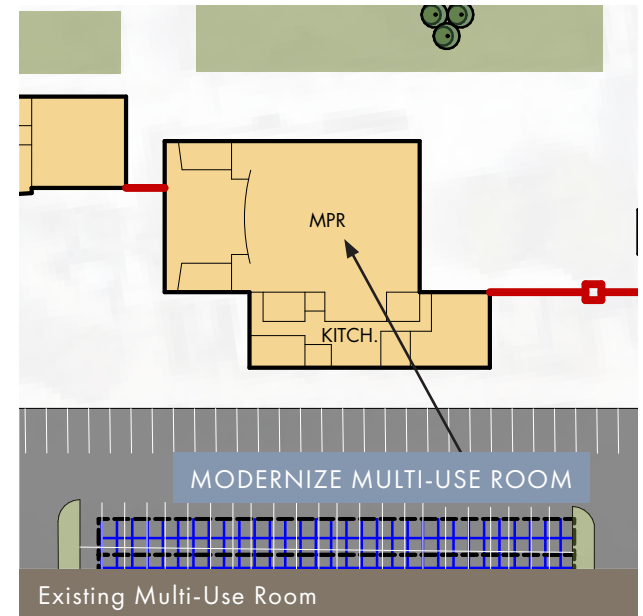
MODERNIZATION OF MULTI-USE BUILDING

\$5,500,000

INDICATORS OF QUALITY	
Ed. Programs	12
Community	7
Learning Env.	21
Maintenance	20
Safety and Security	21
Code Comp.	8
<b>Total</b>	<b>89/120</b>

Modernize existing multi-use building. Modernization of these spaces may include:

- Repair/replace existing wall and floor finishes
- Provide security locks to all entrances
- Replace damaged acoustical ceiling tiles and casework
- Repair/Replace window and door openings



MODERNIZATION OF PERFORMING ARTS THEATER

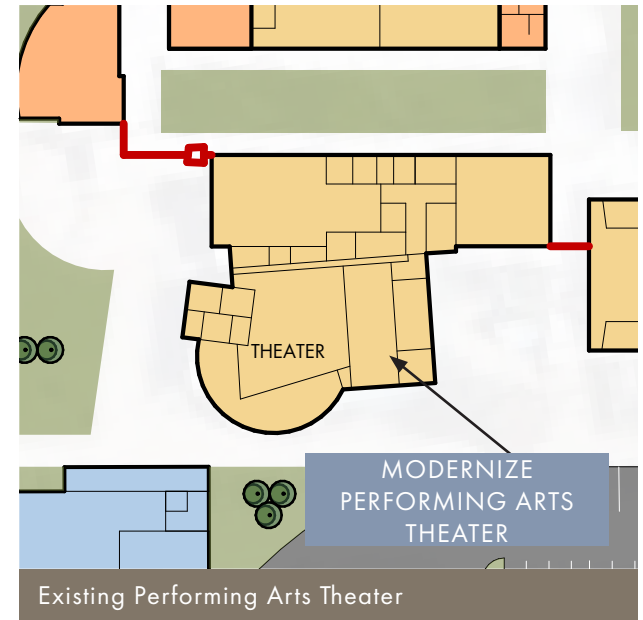
\$5,250,000

INDICATORS OF QUALITY	
Ed. Programs	16
Community	7
Learning Env.	21
Maintenance	16
Safety and Security	18
Code Comp.	5
<b>Total</b>	<b>83/120</b>

Modernize existing theater and adjacent classrooms.

Modernization of these spaces may include:

- Repair/replace existing wall and floor finishes
- Replace seating in auditorium
- Repair/Replace stage flooring
- Repair/Replace lighting in auditorium
- Replace damaged acoustical ceiling tiles and casework
- Repair/Replace window and door openings



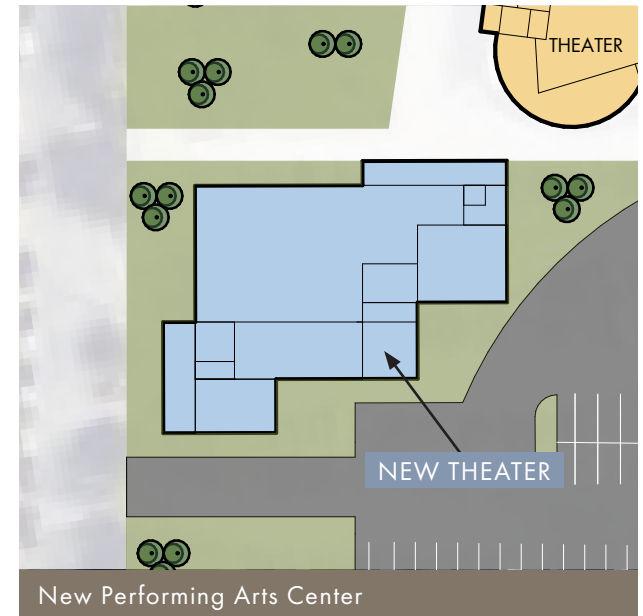
NEW PERFORMING ARTS CENTER

\$16,250,000

INDICATORS OF QUALITY	
Ed. Programs	8
Community	7
Learning Env.	21
Maintenance	10
Safety and Security	3
Code Comp.	1
<b>Total</b>	<b>50/120</b>

Provide a new 11,400 sq. ft. performing arts center to house visual and musical performances. The new construction should include:

- A theater auditorium housing 400 seating capacity
- Stage and backstage spaces
- Front reception
- (2) Performance Classrooms
- Restroom facilities for Boys, Girls, and Staff
- Storage spaces
- ADA access



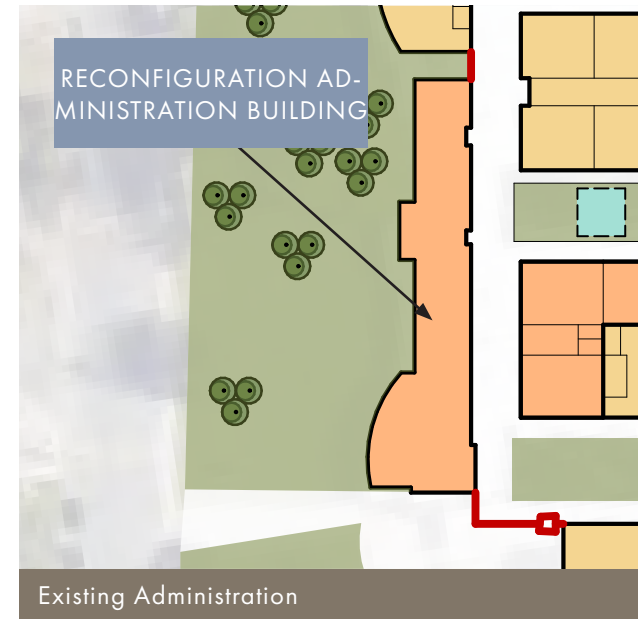
RECONFIGURATION OF ADMINISTRATION

\$3,000,000

INDICATORS OF QUALITY	
Ed. Programs	16
Community	8
Learning Env.	18
Maintenance	16
Safety and Security	18
Code Comp.	5
<b>Total</b>	<b>81/120</b>

Modernize existing administration building. Modernization of these spaces may include:

- Reconfiguration of building to provide better and efficient use of space
- Repair/replace existing wall and floor finishes
- Provide security locks to entrances of wings
- Replace damaged acoustical ceiling tiles and casework
- Repair/Replace window and door openings



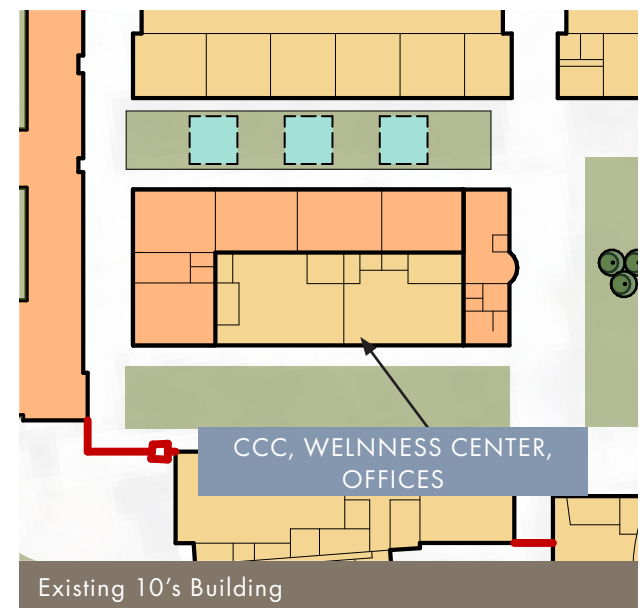
RECONFIGURE OFFICES

INCLUDED IN CLASSROOM MODERNIZATION

INDICATORS OF QUALITY	
Ed. Programs	20
Community	9
Learning Env.	27
Maintenance	20
Safety and Security	18
Code Comp.	10
<b>Total</b>	<b>104/120</b>

Reconfiguration of these spaces may include:

- Reconfiguration of building to provide better and efficient use of space
- Repair/replace existing wall and floor finishes
- Provide security locks to entrances of wings
- Replace damaged acoustical ceiling tiles and casework
- Repair/Replace window and door openings



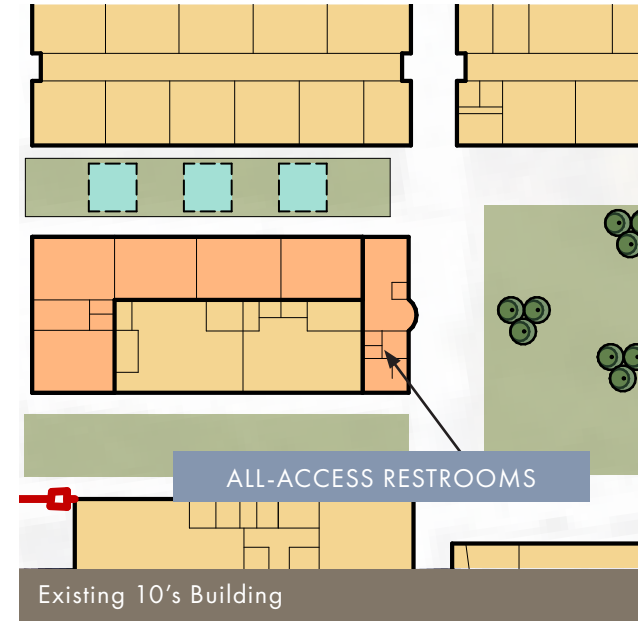
RECONFIGURE INTO ALL-ACCESS RESTROOMS

\$1,125,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	8
Learning Env.	15
Maintenance	18
Safety and Security	30
Code Comp.	8
<b>Total</b>	<b>99/120</b>

New All-Access Restrooms will be located in:

- Building 10's



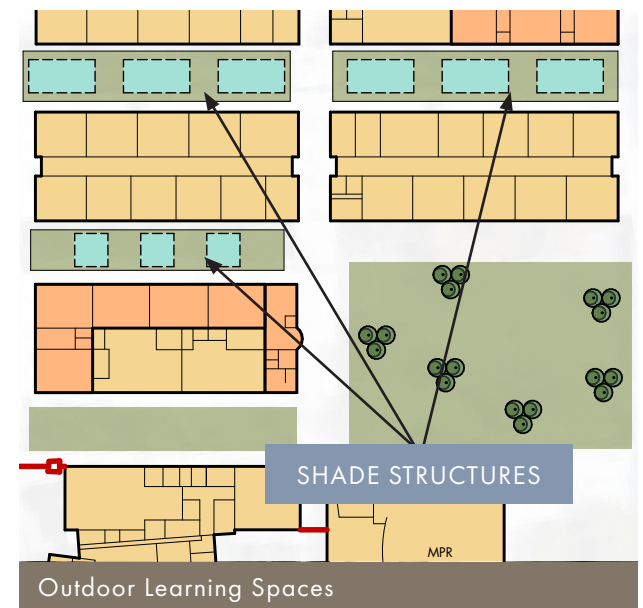
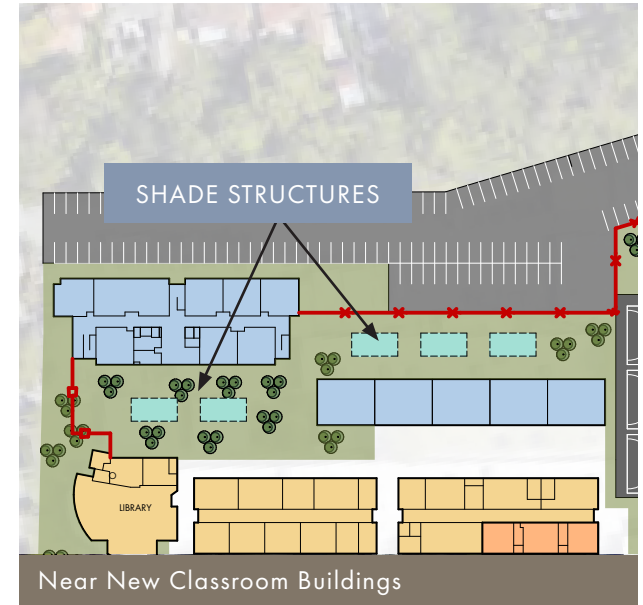
NEW SHADE STRUCTURES

INDICATORS OF QUALITY	
Ed. Programs	14
Community	9
Learning Env.	24
Maintenance	16
Safety and Security	18
Code Comp.	5
<b>Total</b>	<b>86/120</b>

INCLUDED IN SITE IMPROVEMENTS

New shade structures may include seating and will be located in:

- Near New Classroom Buildings
- Outdoor Learning Spaces



## SCHOOL DATA

Address: 1700 Fulton Road  
Santa Rosa, CA 95403

Established: 1966  
Site Area: 40.00 acres

### CURRENT CONDITIONS

Students in 2022-23 School Year: 1361

Building Area: 178,509 sq. ft.  
Permanent Classrooms: 64  
Portable Classrooms: 13  
Student Capacity: 1,887

### MASTER PLAN

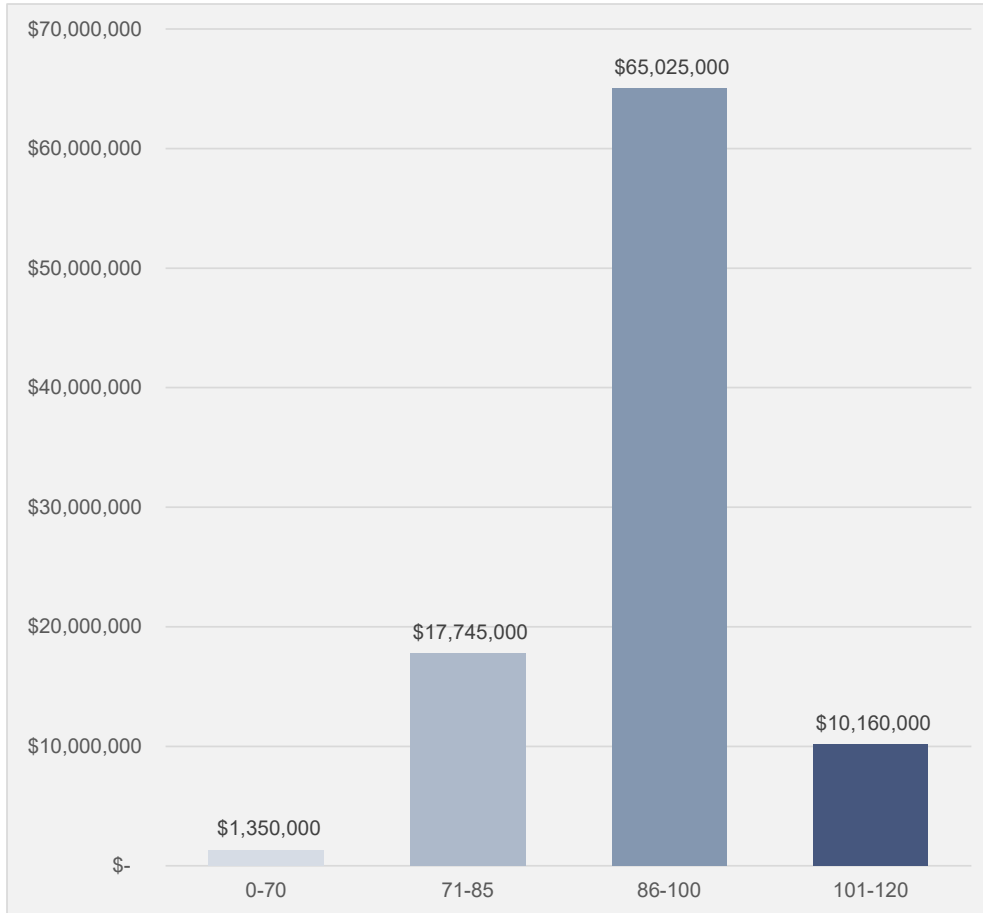
Projected Students in 2029-30: 1193  
Planned Classrooms: 62  
Planned Student Capacity: 1509



v2.0 Draft for Board Approval: December 13, 2023

# PINER HIGH SCHOOL

# SUMMARY



IQ SCORE RANGE	LEVEL OF NEED	ESTIMATED COST
0-70	LOW	\$1,350,000
71-85	MEDIUM	\$17,745,000
86-100	HIGH	\$65,025,000
101-120	HIGHEST	\$10,160,000
TOTAL COST		\$94,280,000

## MAJOR FACILITY NEEDS

- New Perimeter Fencing
- Tennis Court Perimeter and Improvements
- All-Access Restrooms
- Modernize Classrooms
- Modernize Gymnasium
- Gym Lobby Addition
- Parking Lot Entry
- Main Quad Improvements

# AERIAL IMAGE



Google Earth

500 ft

CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



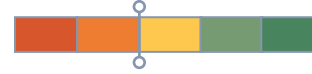
Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



CHALLENGES

- No accessible student drop off provided
- Non complaint ADA parking, signage and drinking fountains
- Existing asphalt play area & driveway paving in need of general maintenance
- Accessible path of travel slopes exceed allowable across campus
- Reported flooding of Performing Arts Building & Building D during heavy rainfall
- Play fields, running track and landscaping in need of renovation
- Wood wall at tennis courts in poor condition
- Covered walks in poor condition
- Fire alarm system does not meet current requirements for audible and visual coverage
- Main Quad lower area not permanently accessible
- Portables: Fitness Room, PE 1, Storage G58, CUM Room G59, Storage G60, H79, H80, H81, H82, I94 & I95 past useful life

OPPORTUNITIES

- Courtyards and Quad areas opportunities for small and large group instruction
- Stage area at Main Quad



Play Field



Central Quad

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

- Aged facilities in need of modernization
- Exterior wood siding clearance to concrete problematic
- Evidence of water intrusion in some locations
- Lacking ADA compliant room signage
- Entry at Cafeteria & some Classrooms not ADA compliant

### OPPORTUNITIES

- Internal courtyard areas offer small group instruction
- Create spaces for gathering and to display artwork



Classroom Entry



Internal Courtyard

CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



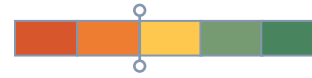
Educational Appropriateness



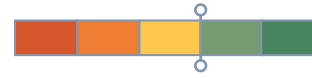
Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



CHALLENGES

- Aged facilities in need of modernization
- Evidence of water intrusion in ceiling & floor
- Retractable bleachers in poor condition and not ADA compliant
- Locker rooms lack ADA compliant lockers
- Lacks ADA compliant room signage
- No lobby, public restrooms, or concession areas

OPPORTUNITIES

- Improve ventilation
- Additional storage, office and team rooms



Gym Floor Damage



Gym Interior

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

- Newer facilities in need of modernization in the future

### OPPORTUNITIES

- Repurpose Computer Lab in Library



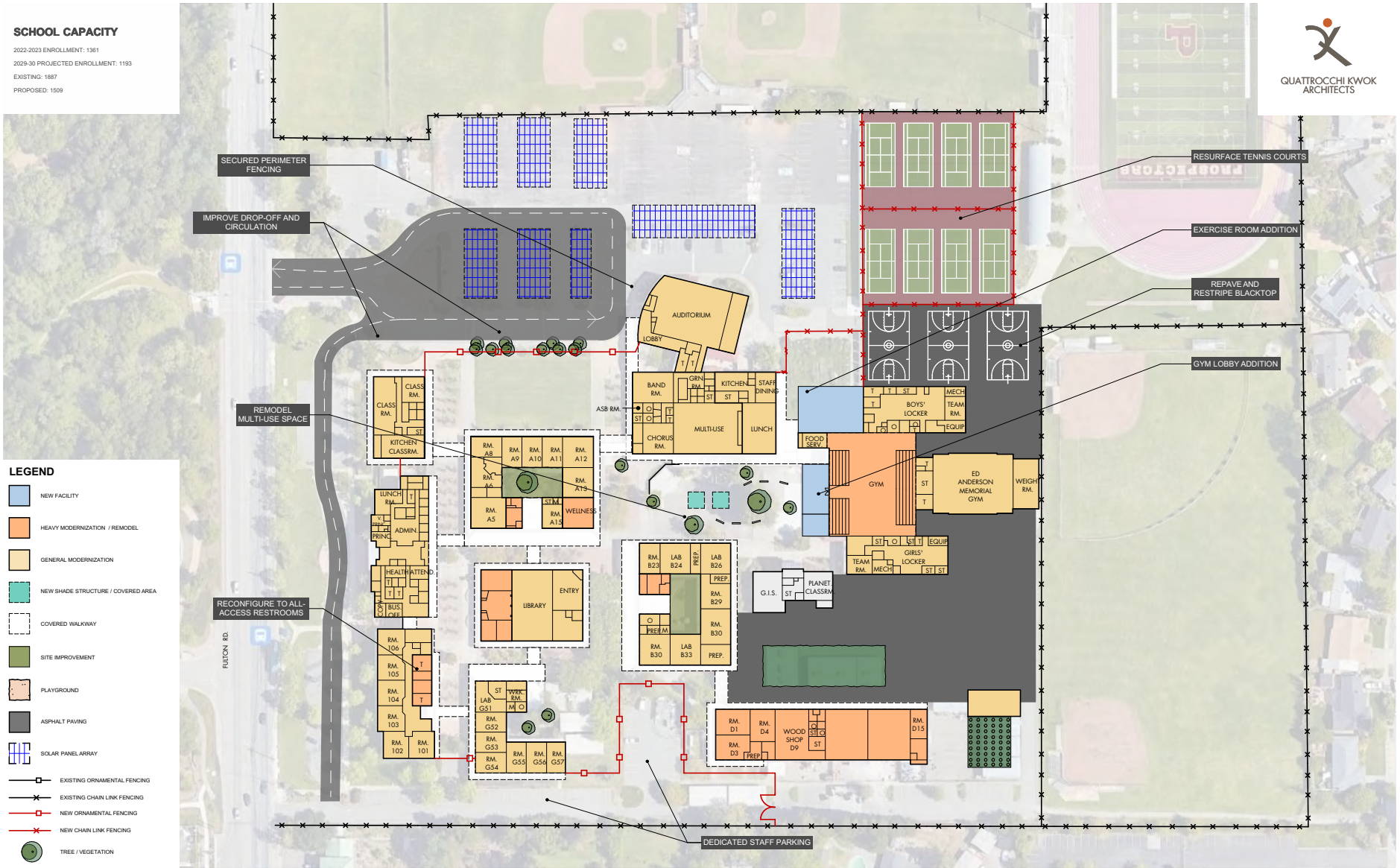
Main Office & Lobby



Library Interior

**SCHOOL CAPACITY**

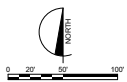
2022-2023 ENROLLMENT: 1381  
 2029-30 PROJECTED ENROLLMENT: 1193  
 EXISTING: 1887  
 PROPOSED: 1509



- LEGEND**
- NEW FACILITY
  - HEAVY MODERNIZATION / REMODEL
  - GENERAL MODERNIZATION
  - NEW SHADE STRUCTURE / COVERED AREA
  - COVERED WALKWAY
  - SITE IMPROVEMENT
  - PLAYGROUND
  - ASPHALT PAVING
  - SOLAR PANEL ARRAY
  - EXISTING ORNAMENTAL FENCING
  - EXISTING CHAIN LINK FENCING
  - NEW ORNAMENTAL FENCING
  - NEW CHAIN LINK FENCING
  - TREE / VEGETATION

**> PINER HIGH SCHOOL**

> SANTA ROSA CITY SCHOOLS DISTRICT | FACILITIES MASTER PLAN | 2177.00



### CAMPUS WIDE SAFETY AND SECURITY UPGRADES

\$1,410,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	10
Learning Env.	24
Maintenance	18
Safety and Security	30
Code Comp.	10
<b>Total</b>	<b>112/120</b>

Improvements across the campus to improve overall security and safety for students and staff. Improvements may include:

- New perimeter fencing and gates at play areas
- Improvements to parking lot to separate students and cars
- Improve exterior lighting
- New window at Administration to better supervise campus entry
- New window blinds at classroom windows
- Complete perimeter fencing between buildings to create a secure perimeter
- Provide electronic locks at all exterior doors



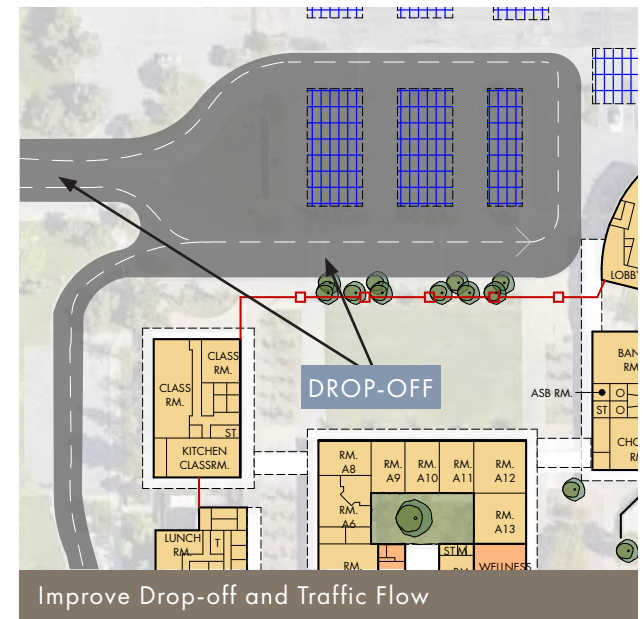
### IMPROVE PICK-UP AND DROP-OFF

\$1,350,000

INDICATORS OF QUALITY	
Ed. Programs	10
Community	9
Learning Env.	3
Maintenance	10
Safety and Security	24
Code Comp.	6
<b>Total</b>	<b>62/120</b>

Improve and reconfigure drop-off and campus entry to improve traffic flow and safety. Significant traffic congestion caused at area to the northwest of the Culinary Arts Building. Additional engineering required to identify specific modifications that will improve traffic flow. Improved design should:

- Improve intersection of main entry and drop-off loop
- Add an accessible drop-off area
- Allow access to parking areas without conflict with drop-off traffic



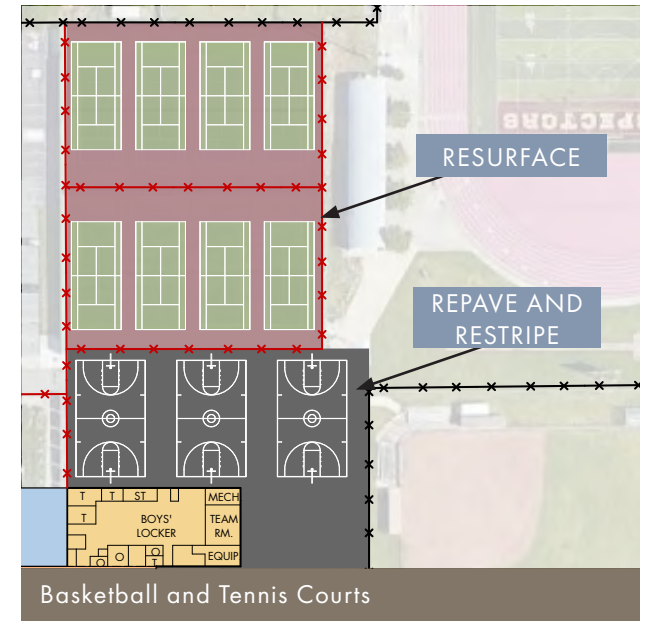
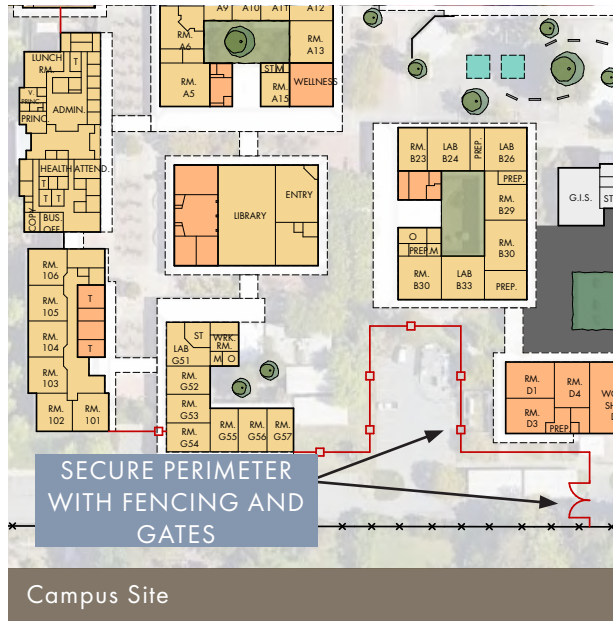
## CAMPUS WIDE SITE IMPROVEMENTS

\$12,165,000

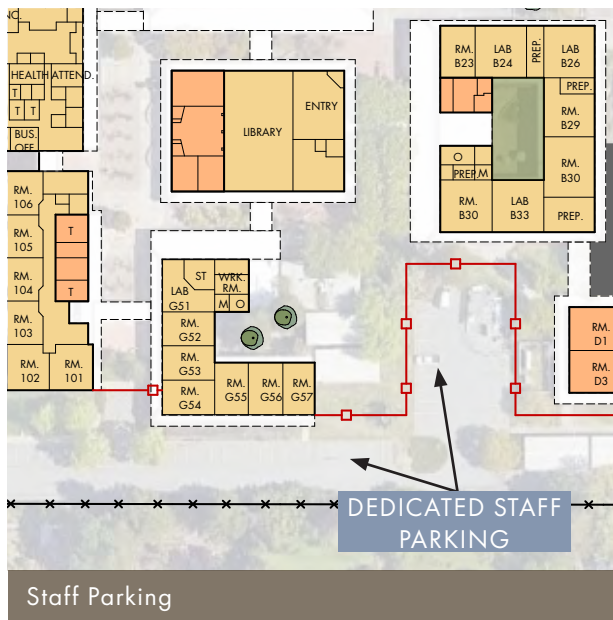
Improvements across the campus to address site issues and improve outdoor areas for students, parents, and staff.

Improvements may include:

- Addressing drainage issues
- Paving and driveway maintenance
- Provide multiple covered outdoor eating areas
- Revitalize Quad area and provide seating
- Relocate student garden and provide adjacent greenhouse
- Remove portables that are past useful life
- Renovate natural turf fields
- Renovate courtyards at classroom buildings for outdoor learning
- Expand landscaped area where portables are removed



INDICATORS OF QUALITY		
Ed. Programs	16	
Community	10	
Learning Env.	21	
Maintenance	14	
Safety and Security	21	
Code Comp.	5	
<b>Total</b>	<b>87/120</b>	

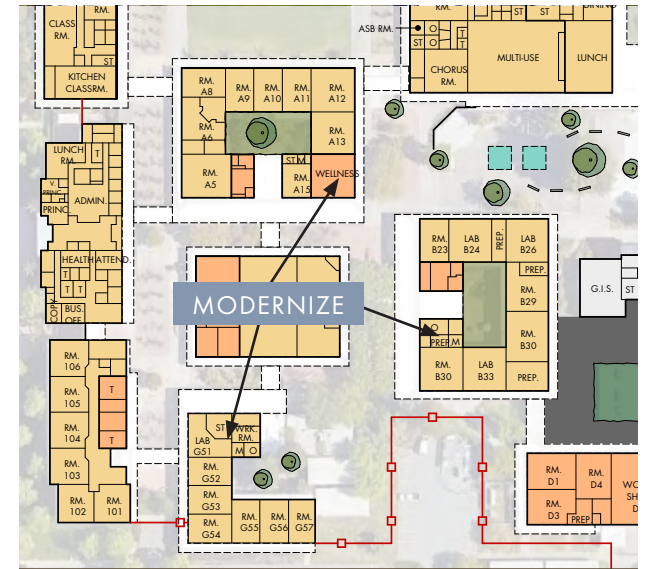


MODERNIZATION OF EXISTING CLASSROOM BUILDINGS A, B, AND G \$19,550,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	9
Learning Env.	27
Maintenance	18
Safety and Security	18
Code Comp.	5
<b>Total</b>	<b>97/120</b>

Modernize existing classroom buildings including buildings A, B, and G. Modernization of classrooms may include:

- Repair or replace existing wall and floor finishes
- Flexible furniture including movable worktables
- Storage cabinetry for projects and materials
- Replace damaged acoustical ceiling tiles and casework
- Repair or replace plumbing systems as necessary
- Modernization of labs in buildings B and G



Existing Classroom Building

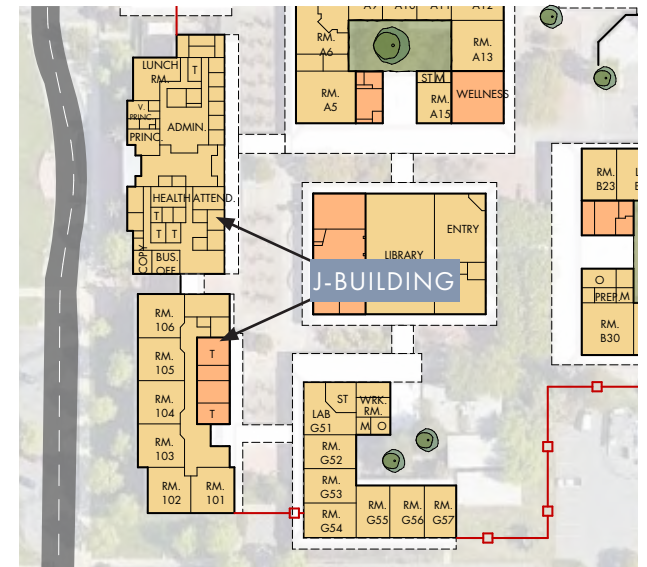
MODERNIZATION OF J BUILDING

\$1,800,000

INDICATORS OF QUALITY	
Ed. Programs	16
Community	7
Learning Env.	24
Maintenance	10
Safety and Security	18
Code Comp.	5
<b>Total</b>	<b>80/120</b>

Modernize existing J Building. Modernization of the J Building may include:

- Repair or replace existing wall and floor finishes
- Flexible furniture including movable worktables
- Replace damaged acoustical ceiling tiles
- Repair or replace plumbing systems



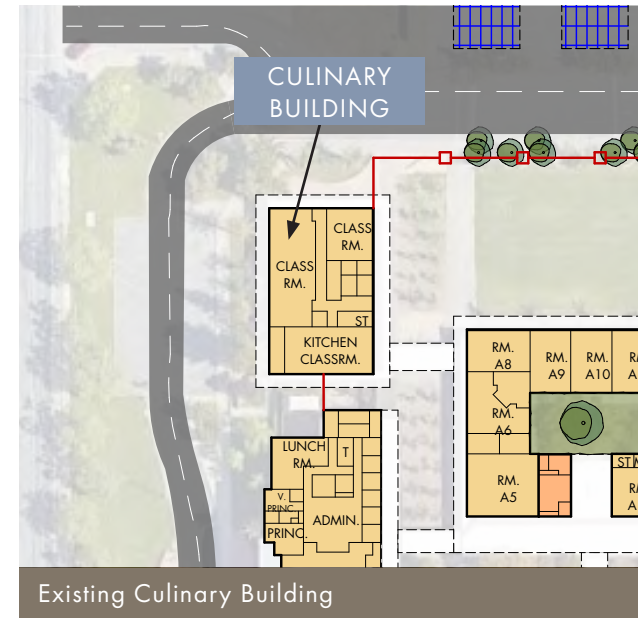
Existing J Building

MODERNIZATION OF EXISTING CULINARY BUILDING \$1,050,000

INDICATORS OF QUALITY	
Ed. Programs	18
Community	7
Learning Env.	24
Maintenance	12
Safety and Security	15
Code Comp.	4
<b>Total</b>	<b>80/120</b>

Modernize existing Culinary Building. Modernization of Culinary Building may include:

- Repair or replace existing wall and floor finishes
- Storage cabinetry for projects and materials
- Replace damaged acoustical ceiling tiles and casework
- Repair or replace plumbing systems
- Replace aging appliances

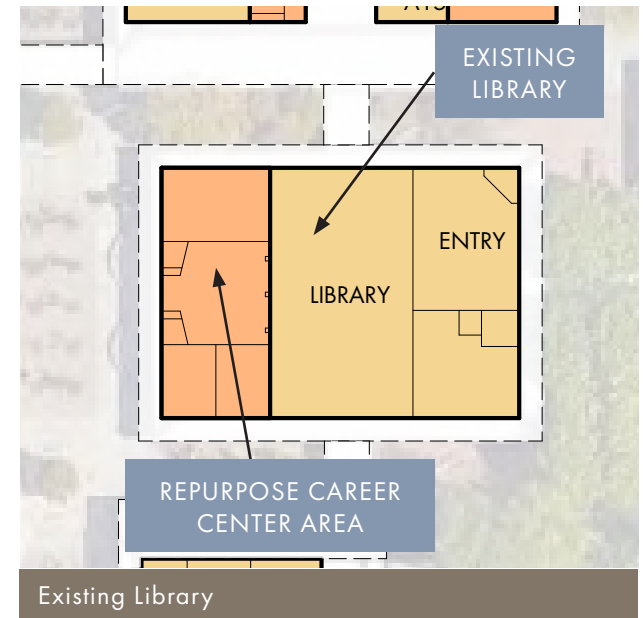


MODERNIZATION OF EXISTING LIBRARY \$12,120,000

INDICATORS OF QUALITY	
Ed. Programs	16
Community	6
Learning Env.	24
Maintenance	12
Safety and Security	18
Code Comp.	5
<b>Total</b>	<b>81/120</b>

Modernize existing library. Modernization of the library may include:

- Repurpose and reconfigure existing Computer Lab area
- Repair or replace existing wall and floor finishes
- Flexible furniture including movable worktables
- Efficient storage stacks for books
- Replace damaged acoustical ceiling tiles and casework
- Repair or replace plumbing systems as necessary



MODERNIZATION OF CHOIR & BAND CLASSROOMS

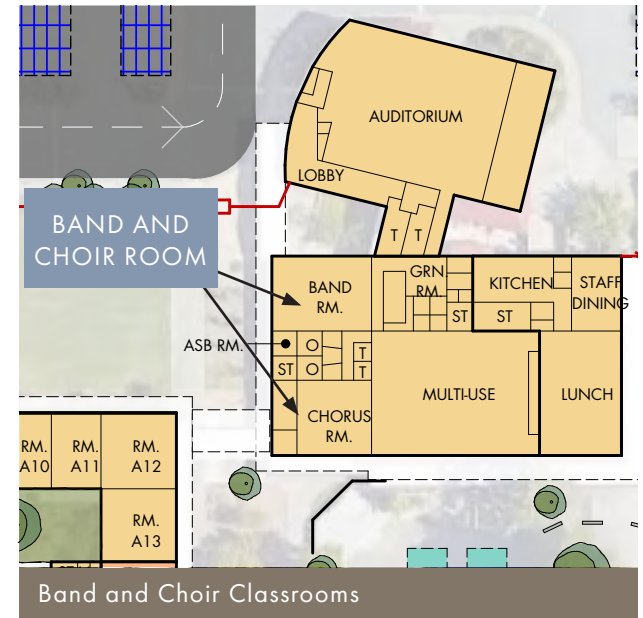
\$750,000

INDICATORS OF QUALITY	
Ed. Programs	16
Community	9
Learning Env.	21
Maintenance	16
Safety and Security	18
Code Comp.	5
<b>Total</b>	<b>85/120</b>

Modernize existing band and choir classrooms.

Modernization of band and choir classrooms may include:

- Repair or replace existing wall and floor finishes
- Flexible furniture including movable worktables
- Dedicated storage for instruments and uniforms
- Acoustic environment supportive of music instruction
- 2-4 practice rooms for small group instruction
- Repair or replace plumbing systems as necessary



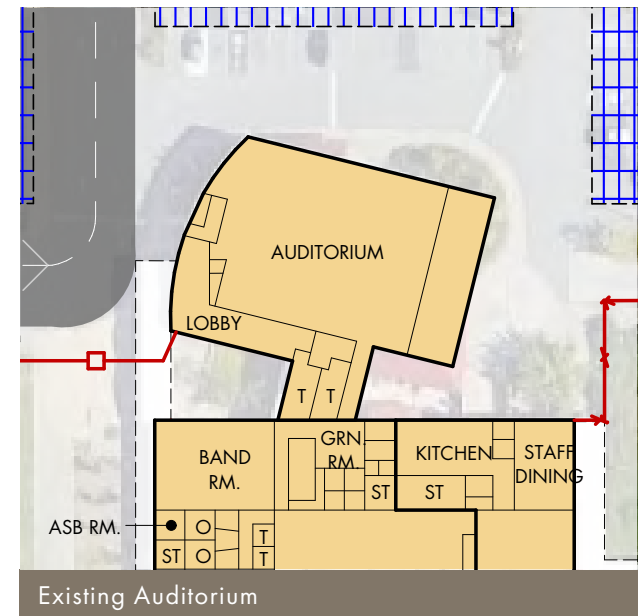
MODERNIZATION OF AUDITORIUM

\$2,800,000

INDICATORS OF QUALITY	
Ed. Programs	16
Community	9
Learning Env.	21
Maintenance	18
Safety and Security	18
Code Comp.	5
<b>Total</b>	<b>87/120</b>

Modernize existing Auditorium. Modernization of Auditorium may include:

- Repair or replace existing wall and floor finishes
- Acoustic environment supportive of performances
- Repair or replace plumbing systems as necessary
- Replace outdated theatrical lighting fixtures and control systems
- Upgrade projection system for presentations



MODERNIZATION OF MULTI-USE ROOM AND LUNCH SERVE AREA \$2,025,000

INDICATORS OF QUALITY	
Ed. Programs	16
Community	8
Learning Env.	18
Maintenance	18
Safety and Security	18
Code Comp.	7
<b>Total</b>	<b>85/120</b>

Modernize existing Multi-Use Room. Modernization of the Multi-Use Room may include:

- Flexible furniture
- Rolling door to create indoor-outdoor connection
- Adjacent covered outdoor eating area
- Repair or replace plumbing systems as necessary

Modernize existing lunch-serve area. Modernization of the lunch-serve area may include:

- Redesign kitchen space with serving area for efficiency
- Serving Area with service counters and appropriate equipment, such as steam tables and warmers, to serve fresh prepared meals in an efficient and presentable manner

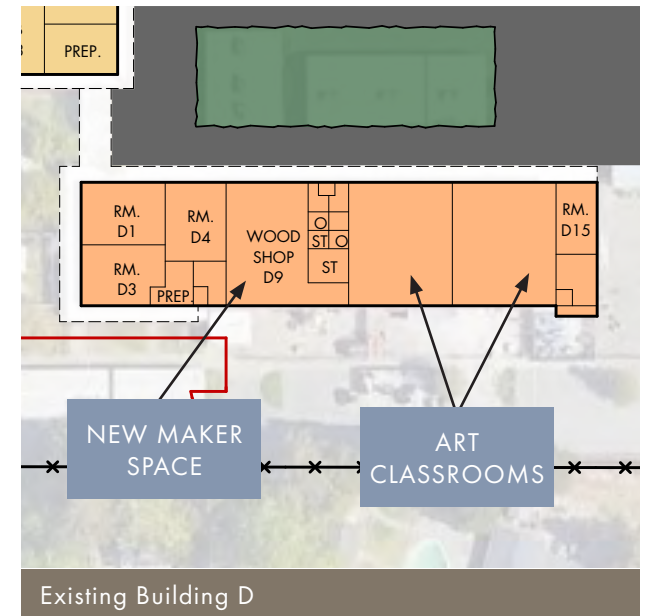


MODERNIZATION OF BUILDING D & MAKER SPACE \$8,750,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	9
Learning Env.	27
Maintenance	18
Safety and Security	21
Code Comp.	8
<b>Total</b>	<b>103/120</b>

Modernize existing Wood Shop and Art Classrooms. Reconfigure east end of building into classrooms or CTE Labs including:

- Repair or replace existing wall and floor finishes with durable finishes
- Flexible furniture including movable worktables
- Storage cabinetry and rooms for projects and materials
- Additional electrical infrastructure
- Replace damaged acoustical ceiling tiles and casework
- Repair or replace plumbing systems as necessary
- 4 Large project sinks with hot water
- Adjacent outdoor work yard



MODERNIZATION AND EXPANSION OF GYMNASIUM \$27,110,000

INDICATORS OF QUALITY	
Ed. Programs	16
Community	10
Learning Env.	18
Maintenance	20
Safety and Security	24
Code Comp.	8
<b>Total</b>	<b>96/120</b>

Modernization of Existing Locker Rooms, Weight Room, and Practice Gym may include:

- Replace and repair existing wall, ceiling, and floor finishes as necessary
- Replace plumbing fixtures, finishes, partitions, and accessories in restrooms
- Renovate Gym floor

Modernization of Existing Main Gym may include:

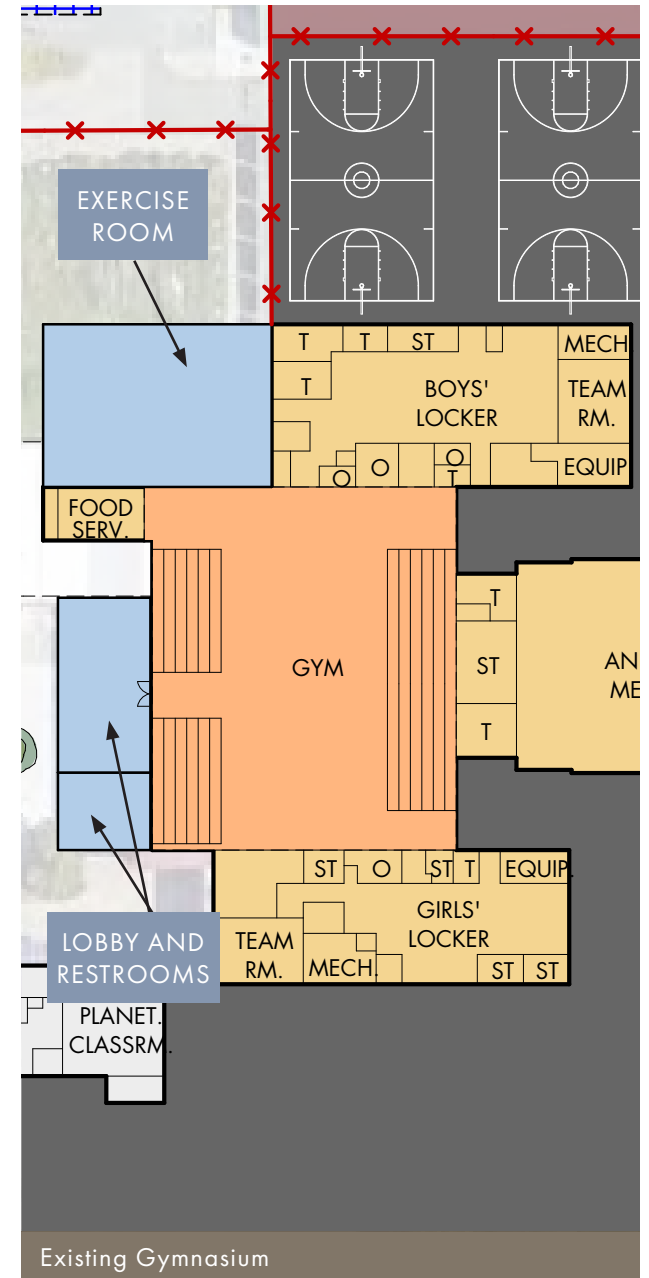
- Replace existing bleachers with new bleachers including ADA seating and aisles
- Renovate gym floor
- Upgrade lighting, AV, and Sound Systems
- New scoreboard
- Modernize existing wall and ceiling finishes as needed

New Lobby addition of approximately 3200 sf including the following features:

- New main entry into the gym for events connected to main quad
- Trophy and display cases
- Public restrooms
- Modernized food service area for concessions

New Exercise Room Addition of 4-5000 sf including:

- Space for PE Classes and activities as well as athletic team practices
- Cushioned athletic flooring
- Durable wall and ceiling materials
- Connection to Gym



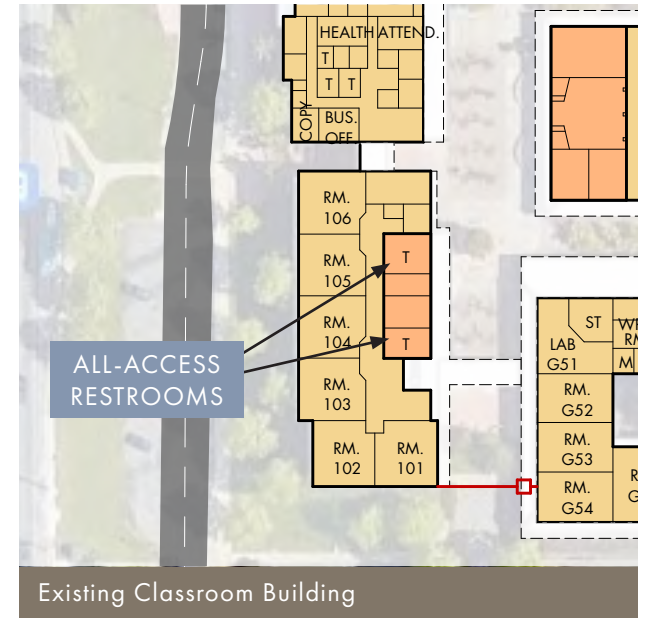
RECONFIGURE INTO ALL-ACCESS RESTROOMS

\$1,200,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	8
Learning Env.	15
Maintenance	18
Safety and Security	30
Code Comp.	8
<b>Total</b>	<b>99/120</b>

New All-Access Restrooms will be located in:

- Building 100



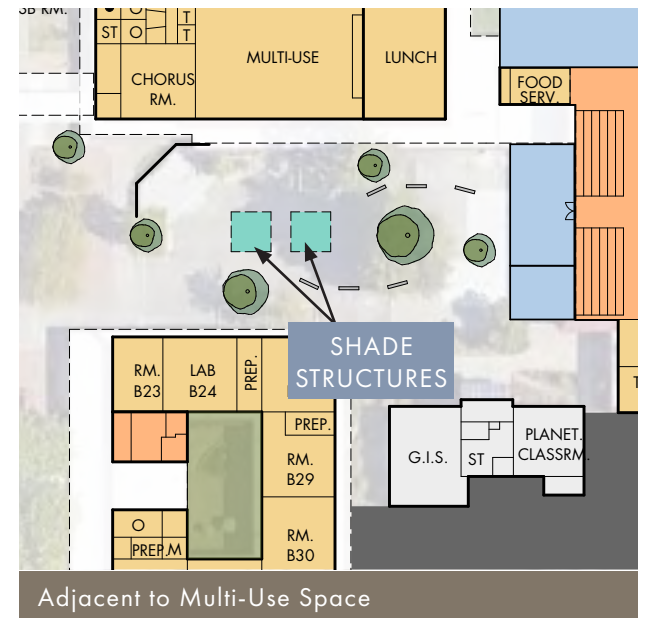
NEW SHADE STRUCTURES

\$2,200,000

INDICATORS OF QUALITY	
Ed. Programs	14
Community	9
Learning Env.	24
Maintenance	16
Safety and Security	18
Code Comp.	5
<b>Total</b>	<b>86/120</b>

New shade structures may include seating and will be located in:

- Multi-use Space



## SCHOOL DATA

Address: 325 Ridgway Avenue  
Santa Rosa, CA 95401

Established: 2002  
Site Area: 3.05 acres

### CURRENT CONDITIONS

Students in 2022-23 School Year: 250  
Building Area: 30,656 sq. ft.  
Permanent Classrooms: 17  
Portable Classrooms: 2  
Student Capacity: 380

### MASTER PLAN

Projected Students in 2029-30: 250  
Planned Classrooms: 17  
Planned Student Capacity: 340

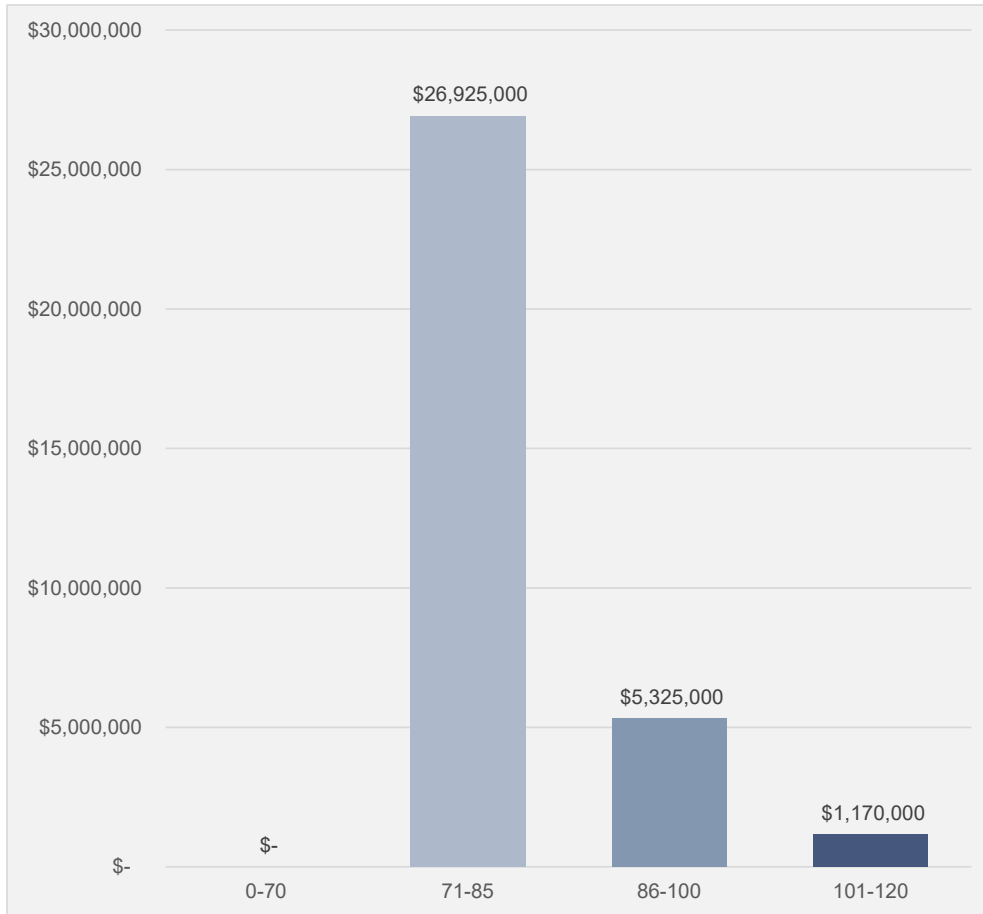


v2.0 Draft for Board Approval: December 13, 2023

# RIDGWAY HIGH SCHOOL

# RIDGWAY HIGH SCHOOL

## SUMMARY



IQ SCORE RANGE	LEVEL OF NEED	ESTIMATED COST
0-70	LOW	\$-
71-85	MEDIUM	\$26,925,000
86-100	HIGH	\$5,325,000
101-120	HIGHEST	\$1,170,000
TOTAL COST		\$33,420,000

### MAJOR FACILITY NEEDS

- General Classroom Modernization
- Minor modifications of fencing and Admin to create secure perimeter
- Improved student gathering areas with shade
- Multi-purpose building for events, lunch, and student gathering

# AERIAL VIEW



## CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



## CHALLENGES

- Accessible path of travel slopes exceed allowable across campus
- No accessible student drop off provided
- Existing play area paving in general need of maintenance.
- Lacking ADA signage for path of travel and rooms
- Limited onsite parking

## OPPORTUNITIES

- Central courtyard area opportunity for small group instruction
- Revitalize existing landscaping
- Clear sense of entry to school and Administration
- Secure perimeter of campus



School Entrance



Outdoor Quad Area

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

- Aging facilities in need of some modernization
- Some room entries not ADA compliant
- Evidence of water intrusion on interior
- Damage to exterior siding from irrigation overspray

### OPPORTUNITIES

- Provide covered walkways
- Provide athletic flooring at Multi Use Building



Multi Purpose Room Interior



Classroom Building Exterior

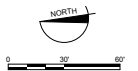
**SCHOOL CAPACITY**

2022-2023 ENROLLMENT: 250  
 2029-30 PROJECTED ENROLLMENT: 250  
 EXISTING: 380  
 PROPOSED: 340



**> RIDGWAY HIGH SCHOOL**

> SANTA ROSA CITY SCHOOLS DISTRICT | FACILITIES MASTER PLAN | 2177.00



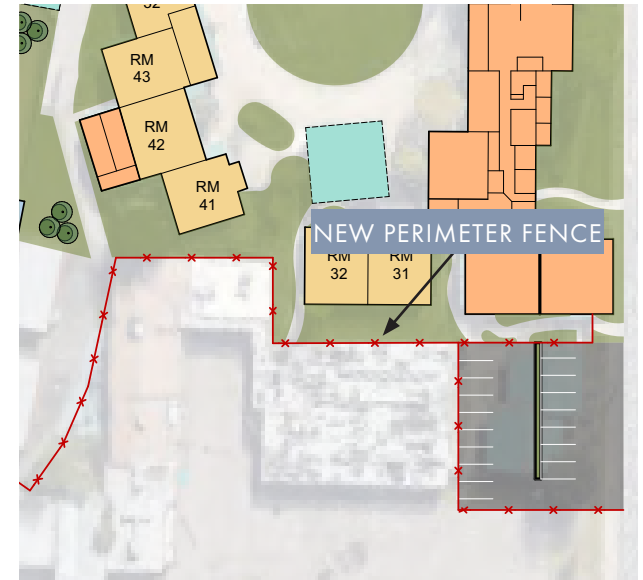
## CAMPUS WIDE SAFETY AND SECURITY UPGRADES

\$1,170,000

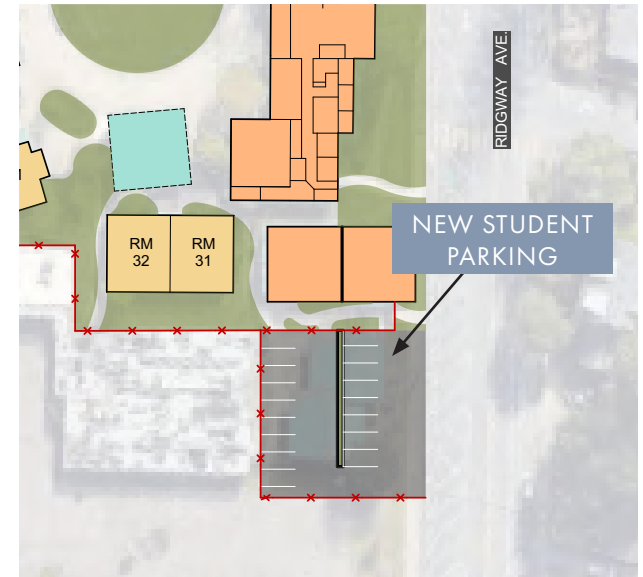
INDICATORS OF QUALITY	
Ed. Programs	20
Community	10
Learning Env.	24
Maintenance	18
Safety and Security	30
Code Comp.	10
<b>Total</b>	<b>112/120</b>

Improvements across the campus to improve overall security and safety for students and staff. Improvements may include:

- New perimeter fencing and gates at play areas
- Student parking lot
- Improve exterior lighting
- New window blinds at classroom windows
- Complete perimeter fencing between buildings to create a secure perimeter
- Provide electronic locks at all exterior doors



Perimeter fencing around campus and field



Student Parking Lot

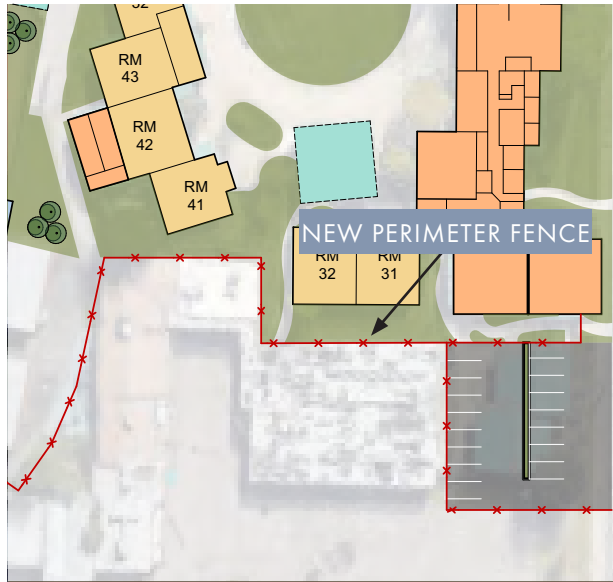
## CAMPUS WIDE SITE IMPROVEMENTS

\$7,575,000

Improvements across the campus to address site issues and improve outdoor areas for students, parents, and staff.

Improvements may include:

- Addressing drainage issues
- Revitalize Quad area
- Revitalize landscaping & courtyards
- Provide bike parking
- Incorporate outdoor learning areas
- Relocate outdoor basketball court
- Renovate natural turf fields



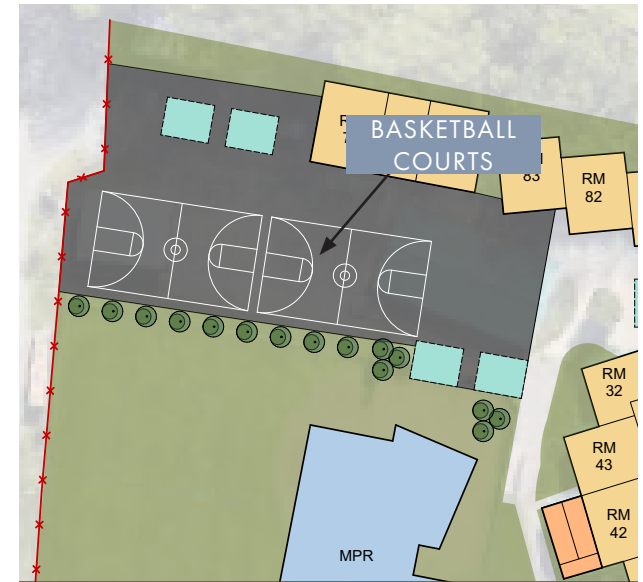
New Perimeter Fencing



Revitalize Central Quad



Revitalize Garden



Repaved and Restriped AC Paving

### INDICATORS OF QUALITY

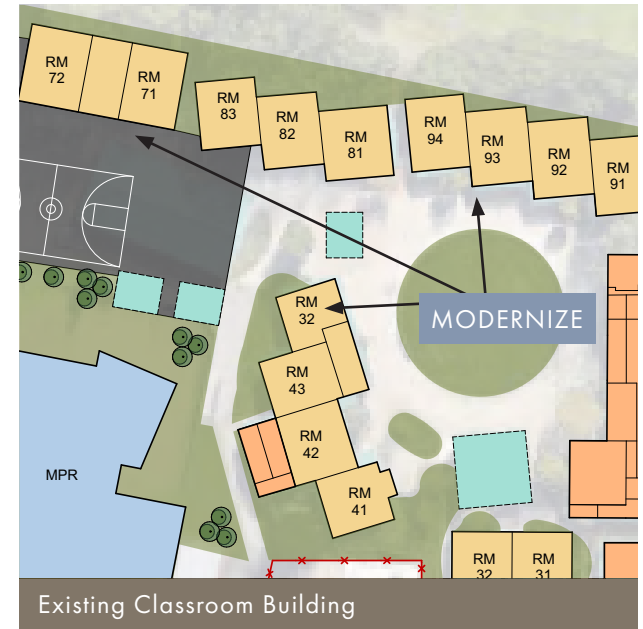
Ed. Programs	16
Community	8
Learning Env.	21
Maintenance	12
Safety and Security	21
Code Comp.	5
<b>Total</b>	<b>83/120</b>

MODERNIZATION OF EXISTING CLASSROOM BUILDINGS \$1,125,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	9
Learning Env.	24
Maintenance	14
Safety and Security	15
Code Comp.	5
<b>Total</b>	<b>87/120</b>

Modernize existing classroom buildings. Modernization of each space may include:

- Repair or replace existing wall and floor finishes
- Flexible furniture including movable worktables
- Storage cabinetry for projects and materials
- Replace damaged acoustical ceiling tiles and casework
- Repair or replace plumbing systems as necessary

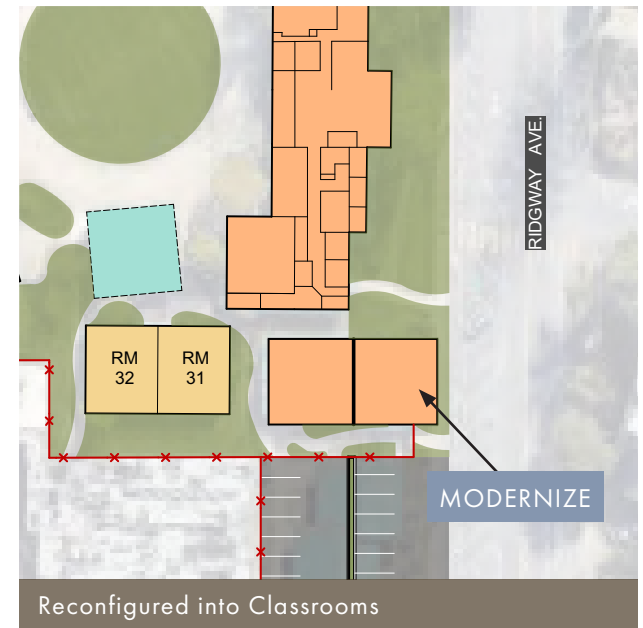


RECONFIGURATION OF INDEPENDENT STUDY TO CR \$2,250,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	8
Learning Env.	27
Maintenance	16
Safety and Security	21
Code Comp.	4
<b>Total</b>	<b>96/120</b>

Demolish existing offices and create two classrooms with independent study spaces. Each space may include:

- Repair or replace existing wall and floor finishes
- Flexible furniture including movable worktables
- Storage cabinetry for projects and materials
- Replace damaged acoustical ceiling tiles and casework



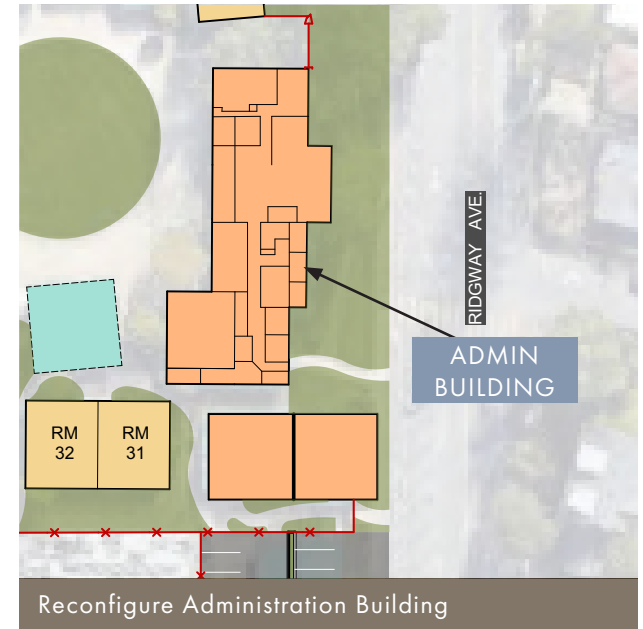
RECONFIGURE ADMINISTRATION BUILDING

\$3,750,000

INDICATORS OF QUALITY	
Ed. Programs	16
Community	6
Learning Env.	24
Maintenance	12
Safety and Security	18
Code Comp.	5
<b>Total</b>	<b>81/120</b>

Modernize and reconfigure Administration building to provide more efficient use of space and appropriate office and meeting space for all staff:

- Reconfigure walls as necessary to improve efficiency and ease of use
- Replace mechanical, electrical, and plumbing systems as necessary
- Modernize wall, floor, and ceiling finishes
- Reconfigure campus entry to provide secure access control



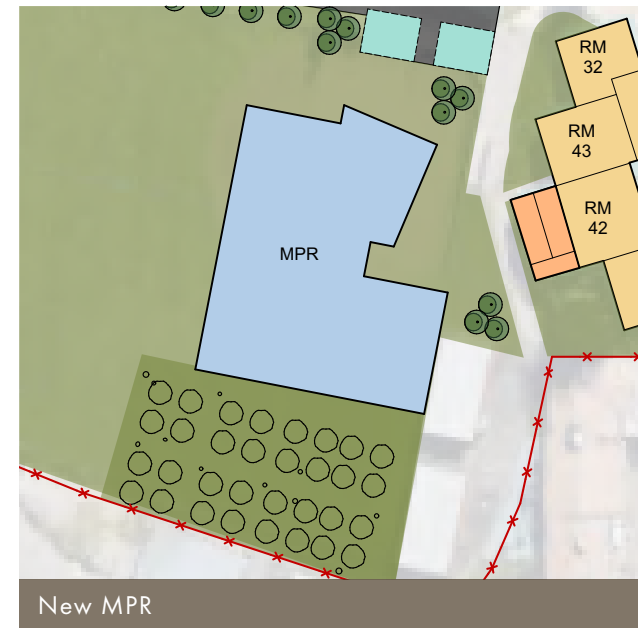
NEW MULTI-PURPOSE ROOM WITH FOOD SERVICE

\$15,600,000

INDICATORS OF QUALITY	
Ed. Programs	16
Community	8
Learning Env.	24
Maintenance	12
Safety and Security	18
Code Comp.	6
<b>Total</b>	<b>84/120</b>

Provide new Multi-Use building of approximately 8750 square feet. The Multi-Use building may include:

- Large flexible space to accommodate school events and physical education
- Durable finishes and acoustic materials
- Stage for presentations and performances
- Dedicated storage space
- Flexible Student Union space with tables
- Separate kitchen space with serving area
- Dedicated storage space



## RECONFIGURE INTO ALL-ACCESS RESTROOMS

\$1,950,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	8
Learning Env.	15
Maintenance	18
Safety and Security	30
Code Comp.	8
<b>Total</b>	<b>99/120</b>

Reconfigure existing space into All-Access Restrooms.

Construction may include:

- Reconfigure walls as necessary to improve efficiency and ease of use
- Replace mechanical, electrical, and plumbing systems as necessary
- Modernize wall, floor, and ceiling finishes



## SCHOOL DATA

Address: 1235 Mendocino Ave  
Santa Rosa, CA 95401

Established: 1924 at current location  
Site Area: 36.86 acres

### CURRENT CONDITIONS

Students in 2022-23 School Year: 1682  
Building Area: 243,589 sq. ft.  
Permanent Classrooms: 72  
Portable Classrooms: 20  
Student Capacity: 2232

### MASTER PLAN

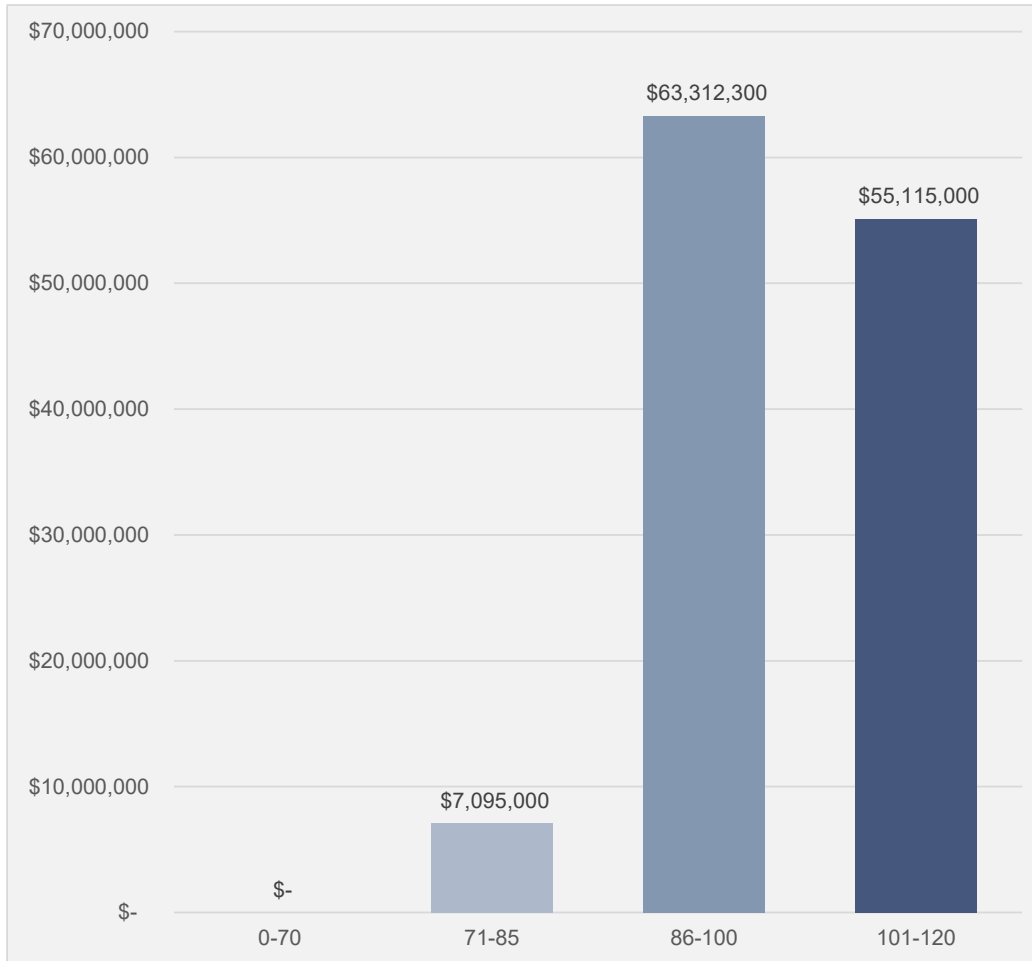
Projected Students in 2029-30: 1391  
Planned Classrooms: 68  
Planned Student Capacity: 1695



v2.0 Draft for Board Approval: December 13, 2023

# SANTA ROSA HIGH SCHOOL

# SANTA ROSA HIGH SCHOOL SUMMARY



IQQ SCORE RANGE	LEVEL OF NEED	ESTIMATED COST
0-70	LOW	\$-
71-85	MEDIUM	\$7,095,000
86-100	HIGH	\$63,312,300
101-120	HIGHEST	\$55,115,000
TOTAL COST		\$125,522,300

## MAJOR FACILITY NEEDS

- Lack of a secure perimeter to provide campus access control
- Portable classrooms and Artquest facilities past their useful life
- Courtyards and quads in disrepair and do not provide covered areas for students
- Permanent buildings in need of modernization
- Challenging parking and Drop-Off

# AERIAL VIEW

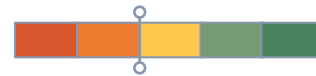


### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



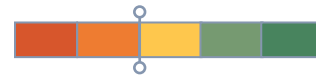
Technology Infrastructure



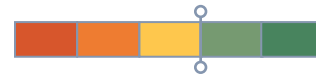
Building Finish Materials



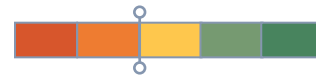
Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

- Fire alarm system does not meet current requirements
- Accessible path of travel lacking throughout campus
- Announcer's booth at Football Field booth not ADA compliant
- Covered and non-covered outdoor eating areas needed
- Existing parking area and driveway paving in need of maintenance
- Storm drainage issues across campus
- Mature trees and landscaping in need of revitalization

### OPPORTUNITIES

- Clear sense of entry and school identity
- Variety of Quads provide potential for gathering, outdoor learning, and performance activities



Exterior Eating Area



Quad Behind Administration

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)

Educational Appropriateness

Technology Infrastructure

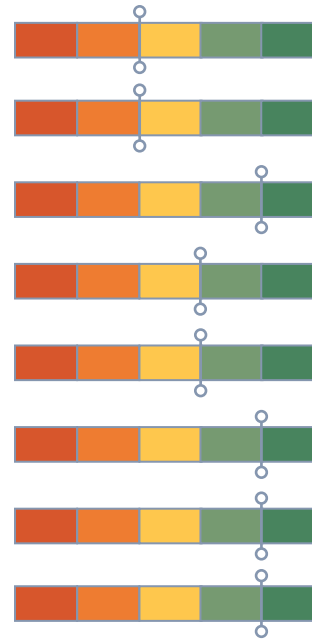
Building Finish Materials

Building Systems (Mechanical & Plumbing, Utilities)

Lighting and Electrical Systems

Environmental Quality (Indoor & Outdoor)

Safety and Security



Administration Rear Exit



Entry Lobby

### CHALLENGES

- Serious water/moisture intrusion at basement level
- Basement level not habitable
- Extensive Accessibility updates required throughout
- Extensive Accessibility updates required throughout
- Admin configuration does not control access to the building
- Repair and restoration needed on historic exterior

### OPPORTUNITIES

- Enhance front entry and provide ADA compliant entrance
- Acoustical and natural lighting enhancements
- Large corridors provide opportunity for display, small group instruction

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)

Educational Appropriateness

Technology Infrastructure

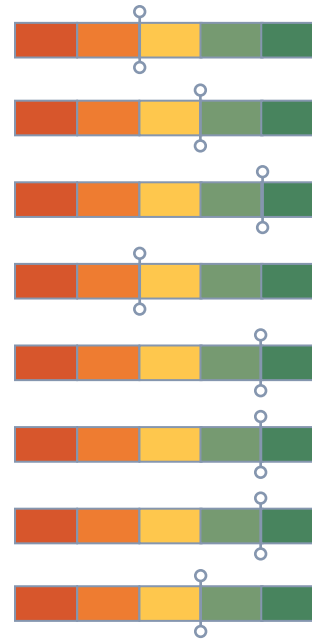
Building Finish Materials

Building Systems (Mechanical & Plumbing, Utilities)

Lighting and Electrical Systems

Environmental Quality (Indoor & Outdoor)

Safety and Security



North Gymnasium Entry



North Gymnasium Interior

### CHALLENGES

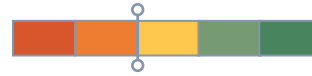
- Interior accessibility while maintaining existing spatial quality
- Repair and restoration needed on historic exterior

### OPPORTUNITIES

- Make second floor accessible
- Large community meeting or group instructional space
- Ample natural light

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



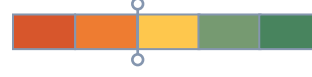
Technology Infrastructure



Building Finish Materials



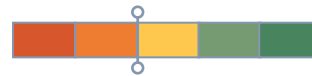
Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

- Theater needs comprehensive modernization
- Extensive accessibility updates required throughout
- Repair and restoration of historic exterior

### OPPORTUNITIES

- Provide accessible entry at front of auditorium
- Provide more direct access from exterior to backstage area
- Improve lobby/reception area



Auditorium Interior



Auditorium Entry

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



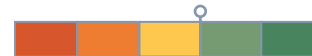
Educational Appropriateness



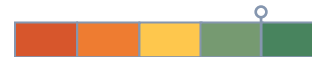
Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

- Aged facilities in need of modernization
- Evidence of water intrusion in some locations
- Lacking ADA compliant room signage
- Exterior of food service barren and lacks character

### OPPORTUNITIES

- Classroom and teacher workroom configuration can be reconfigured for shared space
- Opportunity for physical or visual connectivity between spaces
- Access to covered and open outdoor learning
- Improve natural lighting



Food Service Exterior



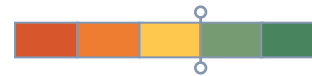
Chemistry Lab Interior

### CONDITIONS RATINGS

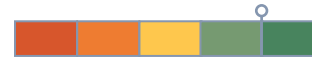
Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

- Newer building in need of future modernization
- Re-purposing Computer Room as technology becomes more mobile

### OPPORTUNITIES

- Central Location and overall building condition and configuration
- Integrate spaces into cohesive whole and connect to outside



Computer Room Interior



Library Entry

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

- Aged buildings in need of modernization
- Non ADA compliant door hardware, sinks, restrooms & drinking fountains

### OPPORTUNITIES

- Adjacent outdoor work areas support outdoor learning
- Improve natural light and ventilation



Wood Shop Interior



Shop Building Exterior

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

- Newer building with little modernization needed

### OPPORTUNITIES

- Improve light in classrooms
- Reconfigure existing restrooms to create All-Access Restrooms



Building Exterior



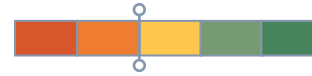
Classroom Interior

# SANTA ROSA HIGH SCHOOL MUSIC BUILDING

## EXISTING CONDITIONS SUMMARY

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



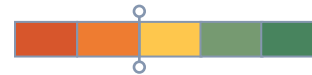
Educational Appropriateness



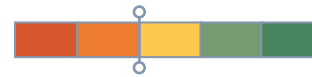
Technology Infrastructure



Building Finish Materials



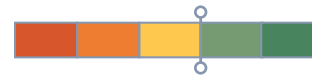
Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

- Aged facilities in need of modernization
- Evidence of water intrusion in some locations
- Lacking ADA compliant access and room signage
- Repair and restoration of historic exterior

### OPPORTUNITIES

- Brighten interior spaces



Building Exterior



Dance Room Interior

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

- Aged facilities in need of modernization
- Girl's locker room located at North Gym
- Lacking ADA compliant room signage

### OPPORTUNITIES

- Provide ADA access to Coaches offices
- Repurpose shower areas
- Improve light and ventilation in Locker & Team Rooms



South Gymnasium Exterior Entry



Coaches Office

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)

Educational Appropriateness

Technology Infrastructure

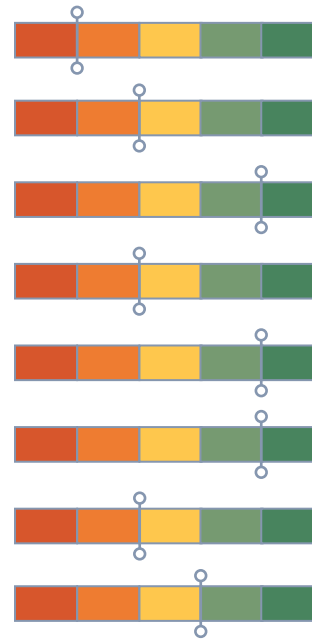
Building Finish Materials

Building Systems (Mechanical & Plumbing, Utilities)

Lighting and Electrical Systems

Environmental Quality (Indoor & Outdoor)

Safety and Security



### CHALLENGES

- Aged facilities in need of major modernization
- Classroom entry doors are not ADA accessible
- Black Box Theater is not ADA accessible

### OPPORTUNITIES

- Outdoor spaces provide opportunity for outdoor learning
- Improve signage at Drama Building for increased street presence
- Develop outdoor sculpture area



Art Classroom Interior



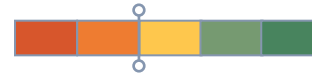
Art Classroom Exterior

### CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



Technology Infrastructure



Building Finish Materials



Building Systems (Mechanical & Plumbing, Utilities)



Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



### CHALLENGES

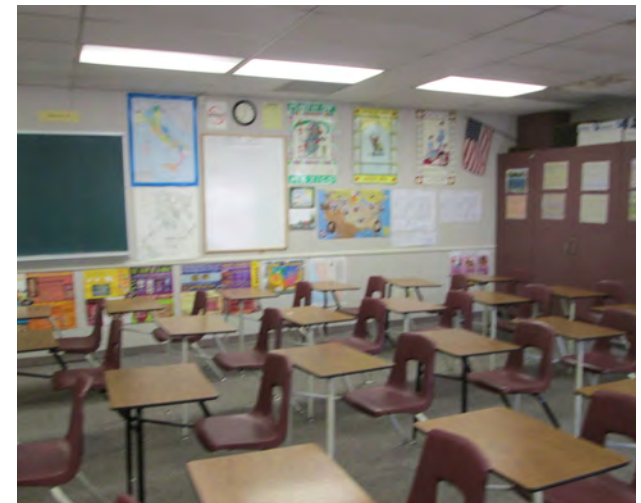
- Portable Classroom Clusters: Rooms 15 – 19 & rooms 53 – 59 entries not ADA compliant
- Portable Classroom Clusters: Room 15 – 19 & 53 – 59 aging structures in need of replacement
- Mesa Necessary School: Portable Classrooms 32, 33 & 34 past useful life

### OPPORTUNITIES

- Replace with permanent construction buildings



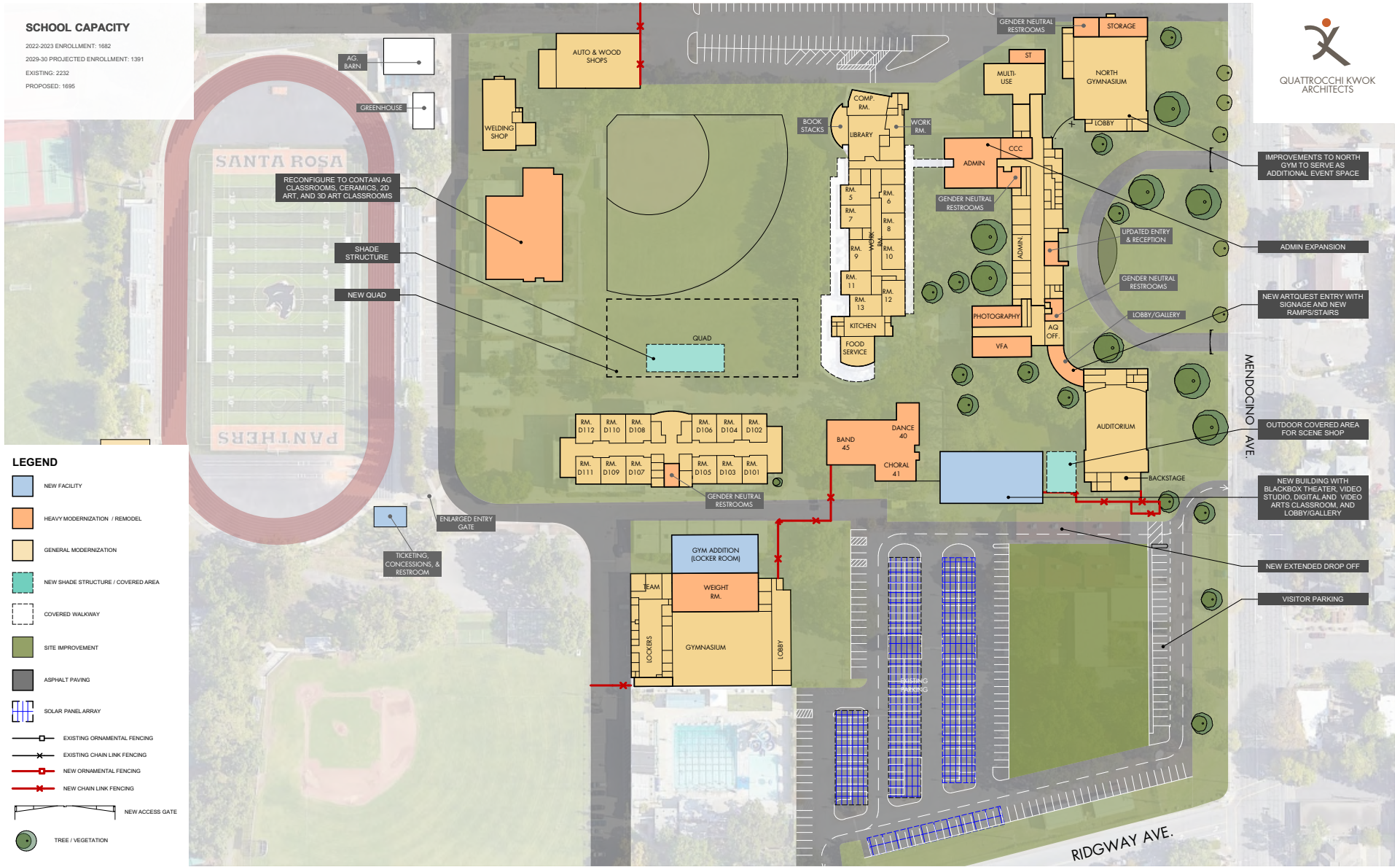
Portable Building Exterior



Portable Classroom Interior

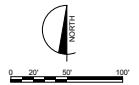
**SCHOOL CAPACITY**

2022-2023 ENROLLMENT: 1682  
 2029-30 PROJECTED ENROLLMENT: 1391  
 EXISTING: 2232  
 PROPOSED: 1695



**> SANTA ROSA HIGH SCHOOL**

> SANTA ROSA CITY SCHOOLS DISTRICT | FACILITIES MASTER PLAN | 2177.00



# SANTA ROSA HIGH SCHOOL

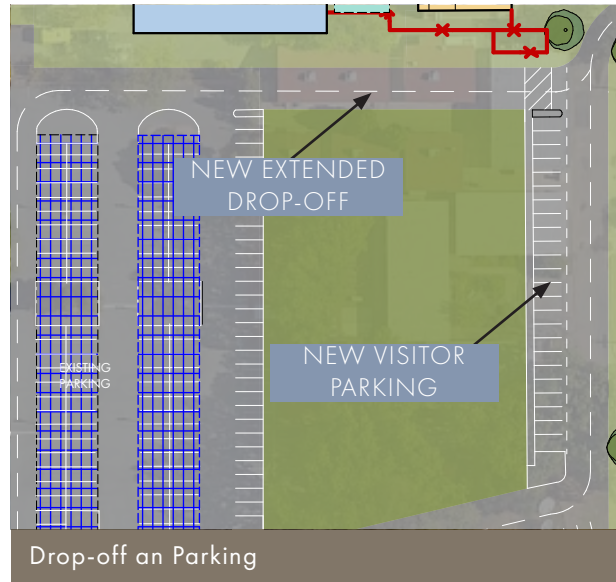
## CAMPUS WIDE SITE IMPROVEMENTS

\$15,712,300

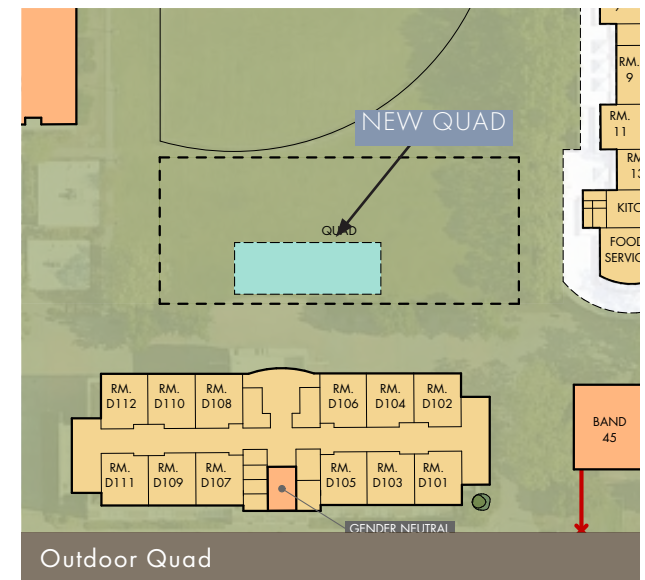
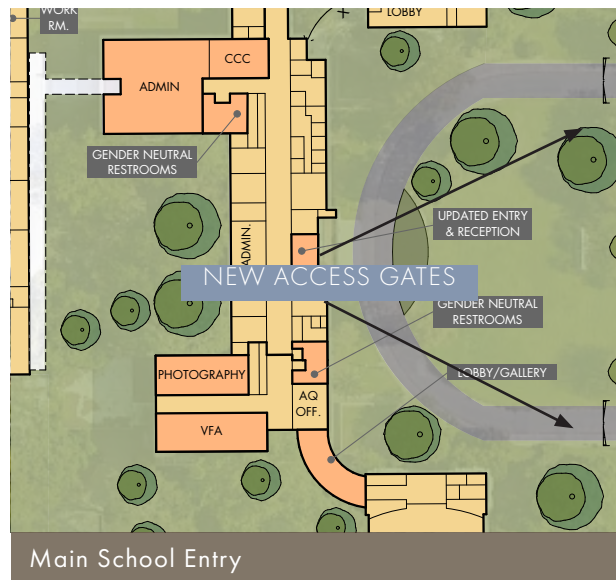
Improvements across the campus to address site issues and improve outdoor areas for students, parents, and staff.

Improvements may include:

- Addressing drainage issues
- Paving and driveway maintenance
- Accessible student drop-off and path of travel
- Revitalizing campus entrance and appearance
- Incorporate outdoor learning areas
- Revitalize landscaping and courtyards
- Enhance student garden
- Remove portables and add hardcourt
- Renovate natural turf fields



INDICATORS OF QUALITY		
Ed. Programs		16
Community		10
Learning Env.		21
Maintenance		14
Safety and Security		21
Code Comp.		5
<b>Total</b>		<b>87/120</b>



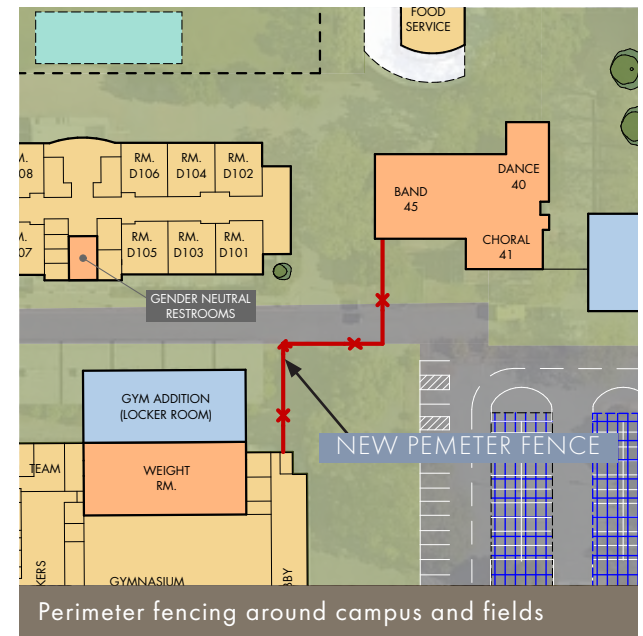
CAMPUS WIDE SAFETY AND SECURITY UPGRADES

\$1,005,000

INDICATORS OF QUALITY	
Ed. Programs	20
Community	10
Learning Env.	24
Maintenance	18
Safety and Security	30
Code Comp.	10
<b>Total</b>	<b>112/120</b>

Improvements across the campus to improve overall security and safety for students and staff. Improvements may include:

- New perimeter fencing and gates at field areas
- Improvements to drop-off to separate students and cars
- Improve exterior lighting
- New window blinds at classroom windows
- Complete perimeter fencing between buildings to create a secure perimeter
- Provide electronic locks at all exterior doors



Perimeter fencing around campus and fields

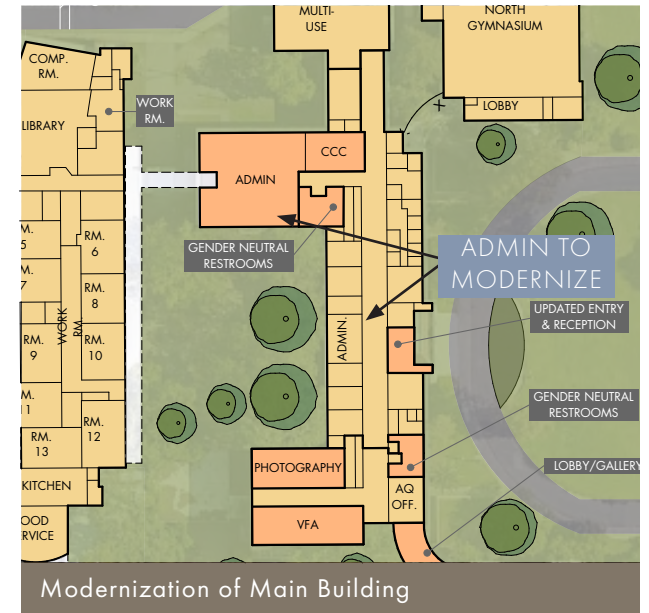
MODERNIZATION OF MAIN BUILDING

\$20,750,000

INDICATORS OF QUALITY	
Ed. Programs	16
Community	9
Learning Env.	27
Maintenance	16
Safety and Security	18
Code Comp.	5
<b>Total</b>	<b>91/120</b>

Modernize existing Main building. Modernization of each space may include:

- Add office spaces for administration staff
- Repair or replace existing wall and floor finishes
- Replace damaged acoustical ceiling tiles and casework
- Repair or replace plumbing systems as necessary
- Convert existing classrooms to Visual Fine Arts and Photography classrooms
- Create Artquest entry between Auditorium and Main Building and Artquest Office
- Reconfigure admin entry to provide access control
- Renovate and preserve historical building exterior
- New furniture



Modernization of Main Building

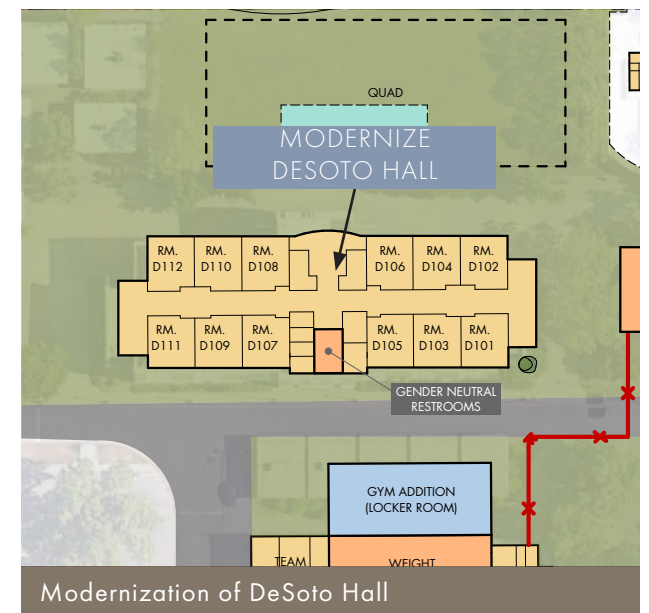
MODERNIZATION OF DESOTO BUILDING

\$5,850,000

INDICATORS OF QUALITY	
Ed. Programs	16
Community	7
Learning Env.	24
Maintenance	14
Safety and Security	18
Code Comp.	5
<b>Total</b>	<b>84/120</b>

Modernization of existing classrooms building:

- Replace aging wall, floor, ceiling finishes as needed
- Repair or replace cabinetry where damaged or worn out
- New furniture



Modernization of DeSoto Hall

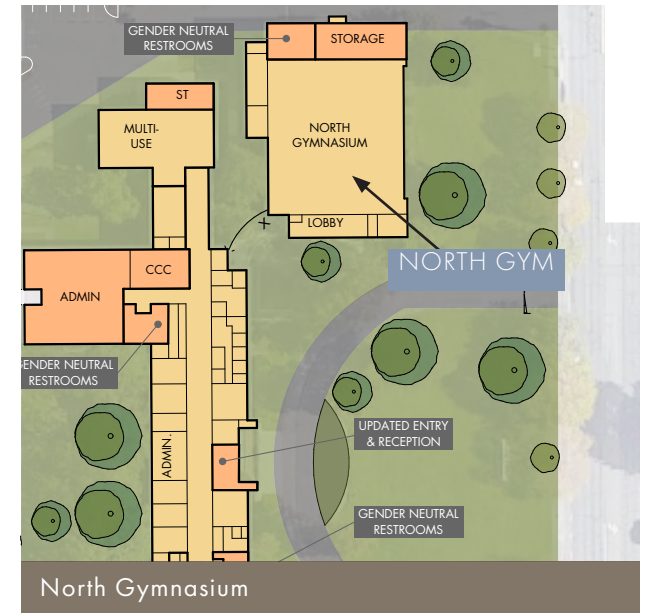
MODERNIZATION OF NORTH GYM

\$3,675,000

INDICATORS OF QUALITY	
Ed. Programs	16
Community	8
Learning Env.	24
Maintenance	18
Safety and Security	24
Code Comp.	6
<b>Total</b>	<b>96/120</b>

Modernization of North Gym:

- Repair or replace existing wall and floor finishes as needed
- Provide new AV system and electrically operated window shades for use as presentation space
- Reconfigure Locker Room to storage space
- Reconfigure restrooms to create All-Access Restrooms
- Renovate and preserve historical building exterior



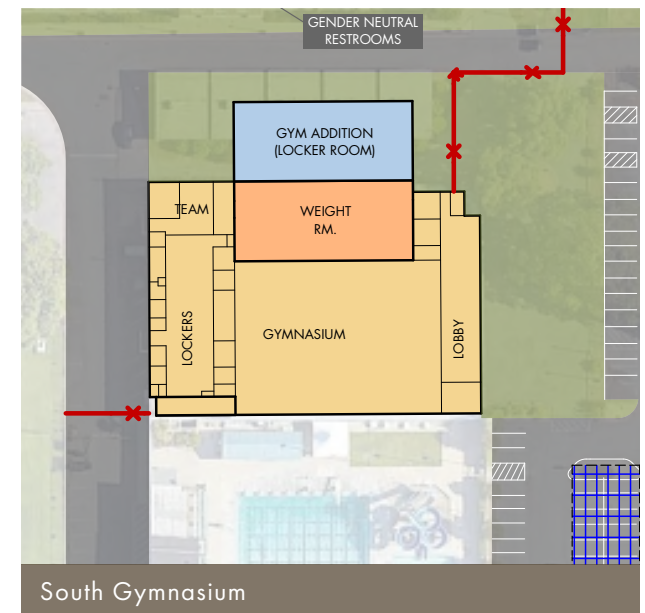
MODERNIZATION AND EXPANSION OF SOUTH GYM

\$26,360,000

INDICATORS OF QUALITY	
Ed. Programs	16
Community	10
Learning Env.	24
Maintenance	18
Safety and Security	24
Code Comp.	10
<b>Total</b>	<b>102/120</b>

Modernization and Expansion of South Gym:

- Repair or replace existing wall and floor finishes as needed
- Modernize existing Boy's Locker Room and Team Room
- Reconfigure Weight Room to create Girl's Locker Room and Team Room
- Construct Addition to create new Weight Room and Athletic Training Room



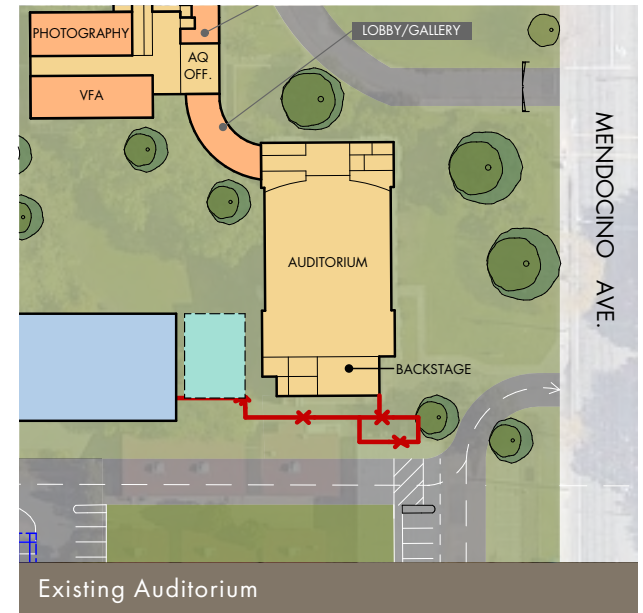
MODERNIZATION OF EXISTING AUDITORIUM

\$5,750,000

INDICATORS OF QUALITY	
Ed. Programs	16
Community	10
Learning Env.	21
Maintenance	20
Safety and Security	21
Code Comp.	10
<b>Total</b>	<b>98/120</b>

Modernize existing Auditorium. Modernization of Auditorium may include:

- Repair or replace existing wall and floor finishes
- Improve to meet accessibility requirements
- Replace seating and provide accessible seating to comply with ADA
- Repair or replace plumbing systems as necessary
- Replace theatrical lighting and control systems
- Replace theatrical rigging systems
- Improve access to backstage storage area
- Renovate and preserve historical building exterior



MODERNIZATION OF EXISTING MUSIC BUILDING

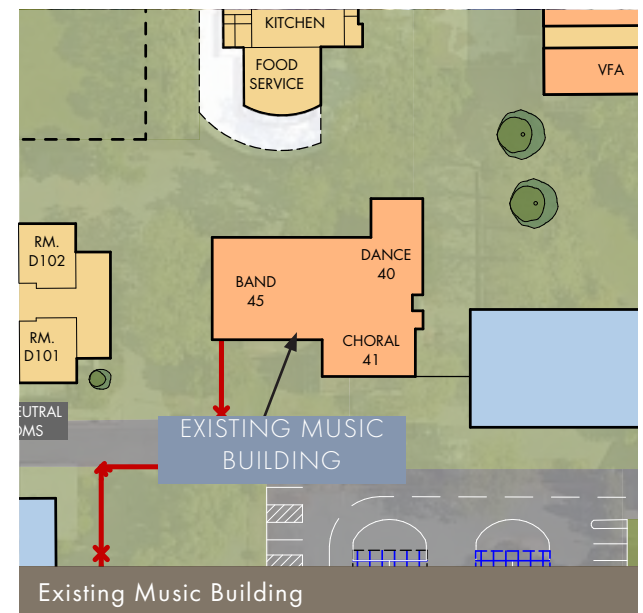
\$6,675,000

INDICATORS OF QUALITY	
Ed. Programs	18
Community	9
Learning Env.	27
Maintenance	20
Safety and Security	21
Code Comp.	9
<b>Total</b>	<b>104/120</b>

Modernize existing music building to better support the vocal and instrumental music related curriculum across all grades.

Modernization of music building may include:

- Repair or replace existing wall and floor finishes
- Student work room
- Provide additional secure storage space
- Improve acoustic environment
- Repair or replace plumbing systems as necessary
- Renovate and preserve historical building exterior
- Upgrade mechanical and electrical systems as needed
- Provide ADA compliant access to building
- New furniture



MODERNIZATION OF EXISTING WELDING SHOP

\$1,245,000

INDICATORS OF QUALITY	
Ed. Programs	16
Community	7
Learning Env.	21
Maintenance	16
Safety and Security	18
Code Comp.	7
<b>Total</b>	<b>85/120</b>

Modernize existing welding shop building. Modernization of welding shop space may include:

- Repair or replace existing wall and floor finishes
- Improve facility layout for efficiency and flexibility
- Provide additional storage space
- Repair or replace plumbing systems as necessary
- Improve infrastructure in order to run welders and manufacturing machinery
- New furniture



Existing Welding Shop

MODERNIZE AUTO AND WOOD SHOP BUILDING

\$4,000,000

INDICATORS OF QUALITY	
Ed. Programs	18
Community	8
Learning Env.	24
Maintenance	18
Safety and Security	18
Code Comp.	8
<b>Total</b>	<b>94/120</b>

Modernize existing auto and wood shop building.

- Repair or replace existing wall and floor finishes
- Improve facility layout for efficiency and flexibility
- Provide additional storage space
- Replace damaged acoustical materials
- Repair or replace plumbing systems as necessary
- Upgrade electrical and mechanical systems to meet current code requirements
- New furniture



Modernize Auto and Wood Shop Building

NEW ARTS BUILDING

\$11,700,000

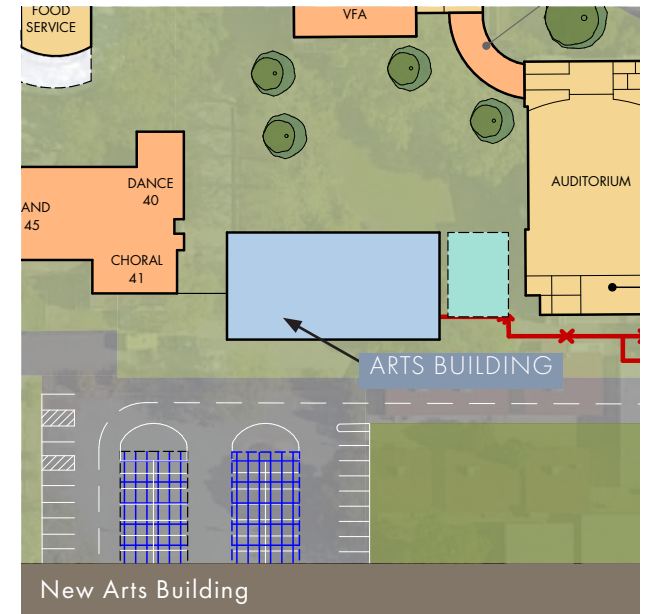
INDICATORS OF QUALITY	
Ed. Programs	16
Community	10
Learning Env.	27
Maintenance	20
Safety and Security	21
Code Comp.	10
<b>Total</b>	<b>104/120</b>

New 9,000 sf single-story Arts building including the following spaces:

- Blackbox theater
- Video studio and control room
- Digital and Video Arts classroom
- Gallery for student work
- Technical support spaces

Nearby Spaces will be heavily modernized to hold:

- VFA
- Photography
- Lobby with student Art Gallery
- Outdoor learning and work areas
- Band, Dance, Choral rooms



MODERNIZE AGRICULTURE BUILDING

\$9,375,000

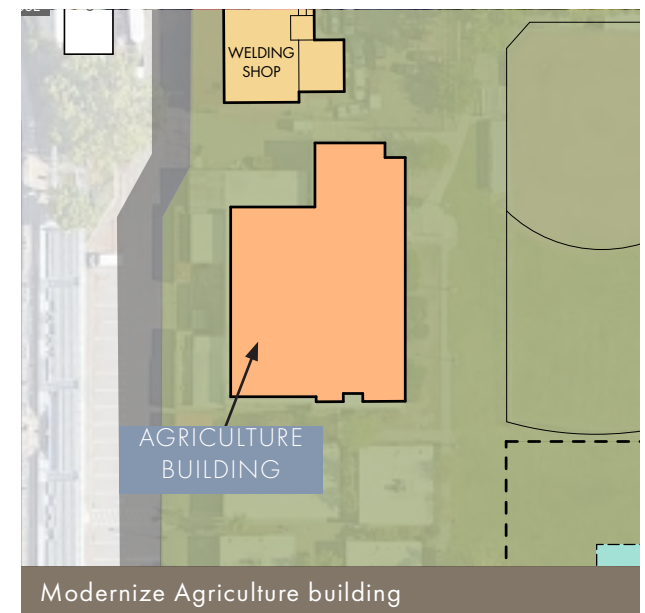
INDICATORS OF QUALITY	
Ed. Programs	18
Community	9
Learning Env.	27
Maintenance	18
Safety and Security	24
Code Comp.	7
<b>Total</b>	<b>103/120</b>

Modernize existing classrooms buildings. Modernization of each space may include:

- Repair or replace existing wall and floor finishes
- Flexible furniture including movable worktables
- Replace damaged acoustical ceiling tiles and casework
- Repair or replace plumbing systems as necessary
- New furniture

Reconfigure building to provide learning spaces designed to support the following programs:

- 2 Agriculture classrooms/ Labs
- Ceramics studio
- 2D Art Classroom
- 3D Art Classroom
- Floriculture Classroom/ Lab



# SANTA ROSA HIGH SCHOOL

## NEW ALL-ACCESS RESTROOMS

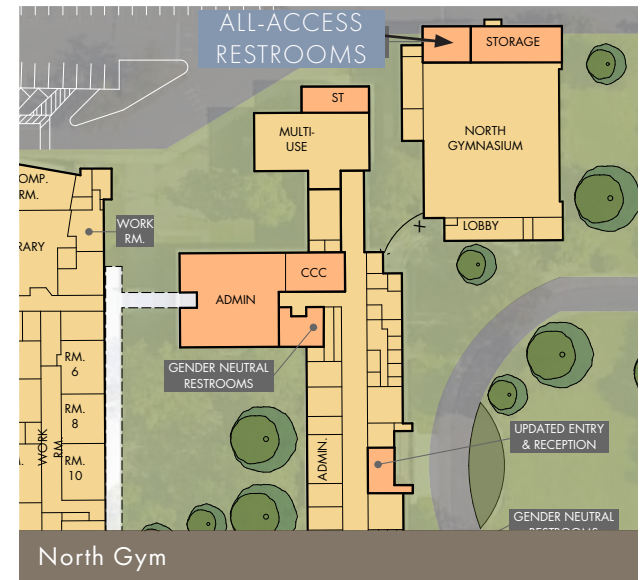
\$1,425,000

New All-Access Restrooms will be located in:

- Main Building
- DeSoto Hall
- North Gym
- Athletic Field



INDICATORS OF QUALITY	
Ed. Programs	20
Community	8
Learning Env.	15
Maintenance	18
Safety and Security	30
Code Comp.	8
<b>Total</b>	<b>99/120</b>



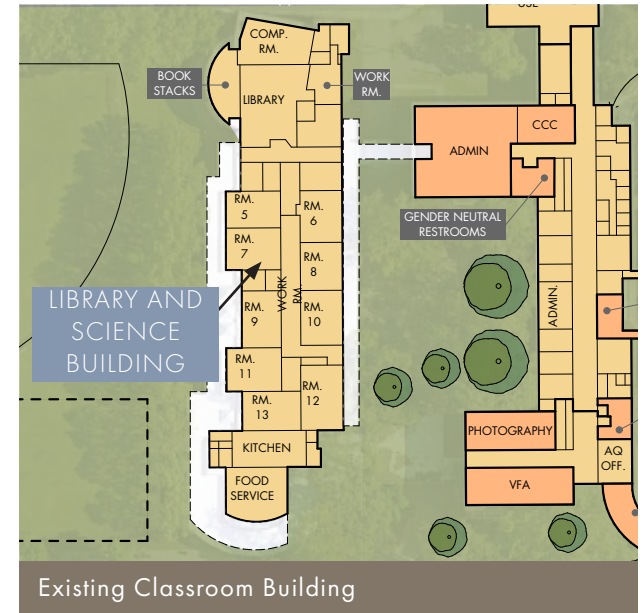
MODERNIZE LIBRARY AND SCIENCE BUILDING

\$12,000,000

INDICATORS OF QUALITY	
Ed. Programs	16
Community	8
Learning Env.	27
Maintenance	16
Safety and Security	18
Code Comp.	5
<b>Total</b>	<b>90/120</b>

Modernization of each space may include:

- Repair or replace existing wall and floor finishes
- Flexible furniture including movable worktables
- Storage cabinetry for projects and materials
- 1 sink with a drinking fountain bubbler
- Replace damaged acoustical ceiling tiles and casework
- Repair or replace plumbing systems as necessary
- Replace and reconfigure Science classroom cabinetry to create more flexible learning environments



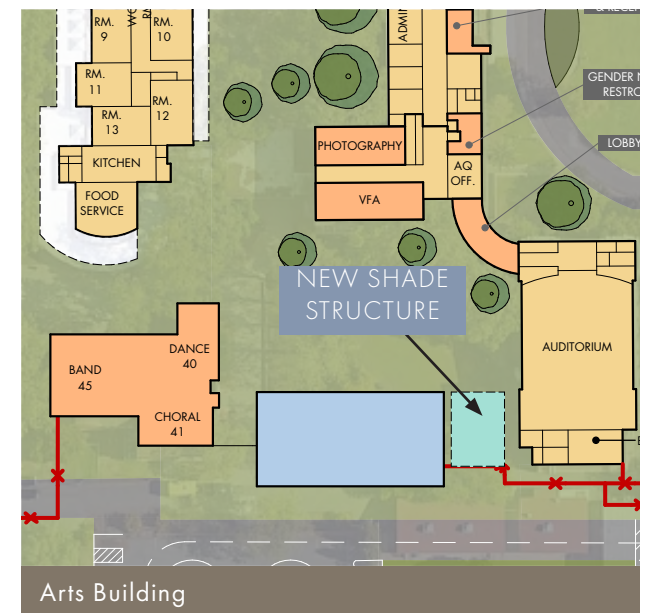
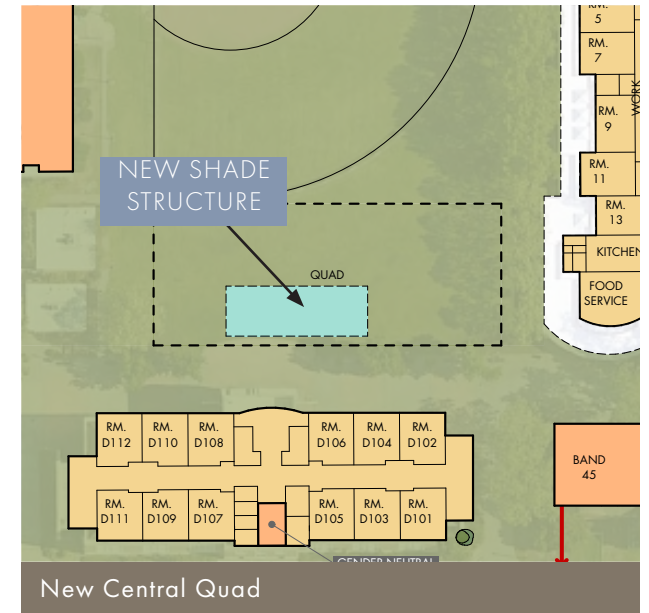
## NEW SHADE STRUCTURES

INDICATORS OF QUALITY	
Ed. Programs	16
Community	10
Learning Env.	21
Maintenance	14
Safety and Security	21
Code Comp.	5
<b>Total</b>	<b>87/120</b>

## INCLUDED IN SITE IMPROVEMENTS

New Shade Structures may include seating and will be located in the following areas:

- New Main Quad
- Adjacent to New Arts Building and Drop-Off



## SCHOOL DATA

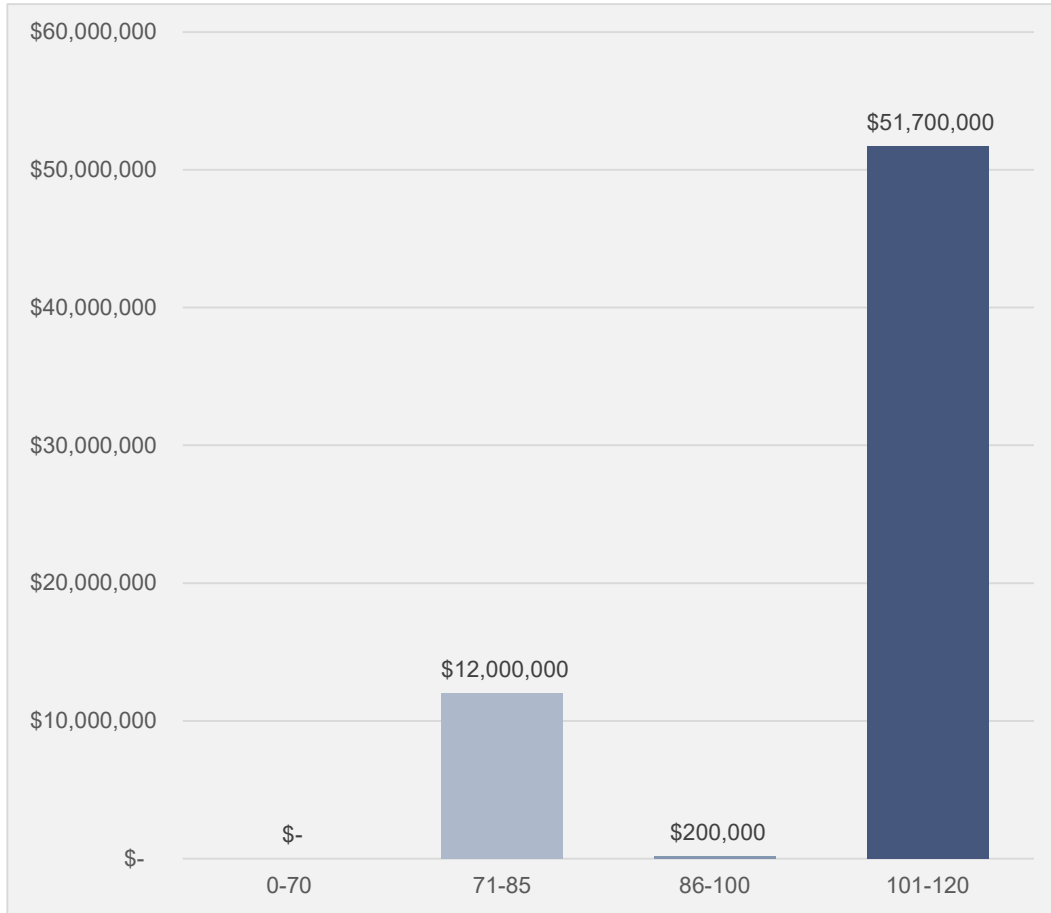
Address: 211 Ridgway Ave  
Santa Rosa, CA 95401



v2.0 Draft for Board Approval: December 13, 2023

# SANTA ROSA CITY SCHOOL DISTRICT OFFICE

# SUMMARY



IQ SCORE RANGE	LEVEL OF NEED	ESTIMATED COST
0-70	LOW	\$-
71-85	MEDIUM	\$12,000,000
86-100	HIGH	\$200,000
101-120	HIGHEST	\$51,700,000
TOTAL COST		\$63,900,000

## MAJOR FACILITY NEEDS

- Site has many portables that are very beyond their service life
- Insufficient parking and site access for staff, parents, and emergency vehicles

SANTA ROSA CITY SCHOOLS DISTRICT OFFICE  
AERIAL IMAGE



# SANTA ROSA CITY SCHOOLS DISTRICT OFFICE DISTRICT OFFICE

## CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



Educational Appropriateness



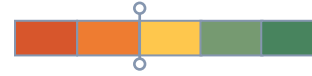
Technology Infrastructure



Building Finish Materials



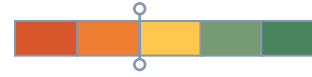
Building Systems (Mechanical & Plumbing, Utilities)



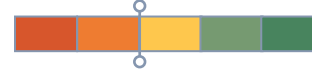
Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



## CHALLENGES

- Non-compliant ADA parking, signage, and drinking fountains
- Existing asphalt for driveway paving in poor condition
- Fire alarm system does not meet current requirements for audible and visual coverage

## OPPORTUNITIES

- Property sufficiency for relocation

# SANTA ROSA CITY SCHOOLS DISTRICT OFFICE WAREHOUSE

## CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)

Educational Appropriateness

Technology Infrastructure

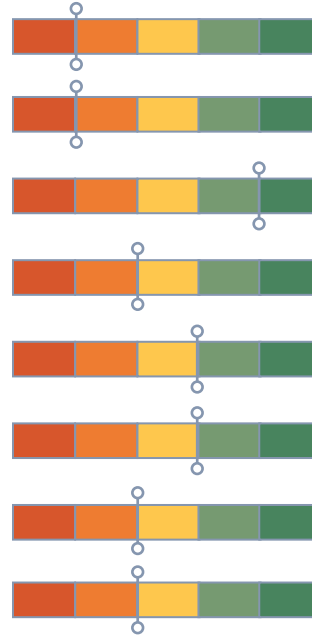
Building Finish Materials

Building Systems (Mechanical & Plumbing, Utilities)

Lighting and Electrical Systems

Environmental Quality (Indoor & Outdoor)

Safety and Security



## CHALLENGES

- Evidence of water intrusion in some locations

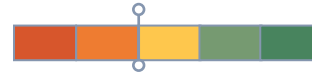
## OPPORTUNITIES

- Property sufficiency for relocation

# SANTA ROSA CITY SCHOOLS DISTRICT OFFICE CENTRAL KITCHEN

## CONDITIONS RATINGS

Code Compliance (Accessibility, Structural, Life Safety)



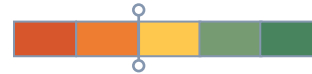
Educational Appropriateness



Technology Infrastructure



Building Finish Materials



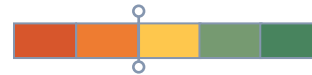
Building Systems (Mechanical & Plumbing, Utilities)



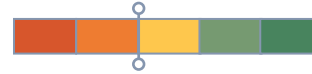
Lighting and Electrical Systems



Environmental Quality (Indoor & Outdoor)



Safety and Security



## CHALLENGES

- Evidence of water intrusion in some locations

## OPPORTUNITIES

- Property sufficiency for relocation

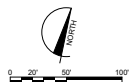
**LEGEND**

- NEW FACILITY
- HEAVY MODERNIZATION / REMODEL
- GENERAL MODERNIZATION
- NEW SHADE STRUCTURE / COVERED AREA
- COVERED WALKWAY
- SITE IMPROVEMENT
- PLAYGROUND
- ASPHALT PAVING
- SOLAR PANEL ARRAY
- EXISTING ORNAMENTAL FENCING
- EXISTING CHAIN LINK FENCING
- NEW ORNAMENTAL FENCING
- NEW CHAIN LINK FENCING
- TREE / VEGETATION



# > SANTA ROSA CITY SCHOOLS DISTRICT OFFICE CAMPUS

> SANTA ROSA CITY SCHOOLS DISTRICT | FACILITIES MASTER PLAN | 2177.00



## NEW DISTRICT OFFICE BUILDING AND PARKING

\$46,900,000

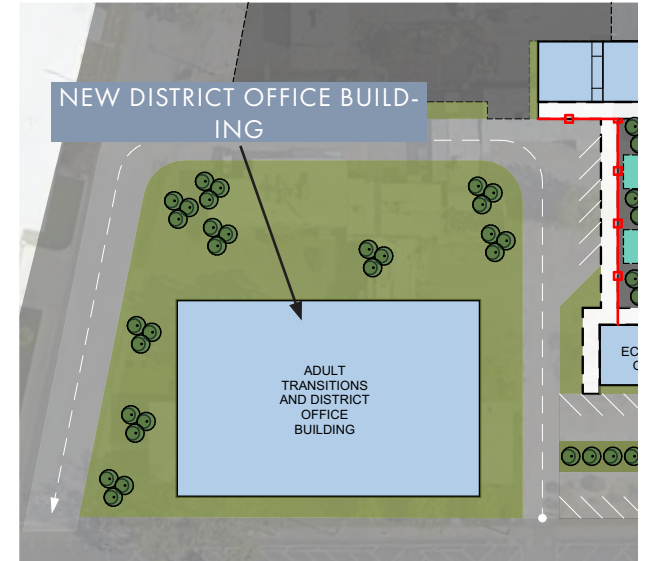
INDICATORS OF QUALITY	
Ed. Programs	18
Community	8
Learning Env.	18
Maintenance	20
Safety and Security	30
Code Comp.	10
<b>Total</b>	<b>104/120</b>

New two-story building approximately 30,000 sf to replace existing portables past useful life. New construction may include:

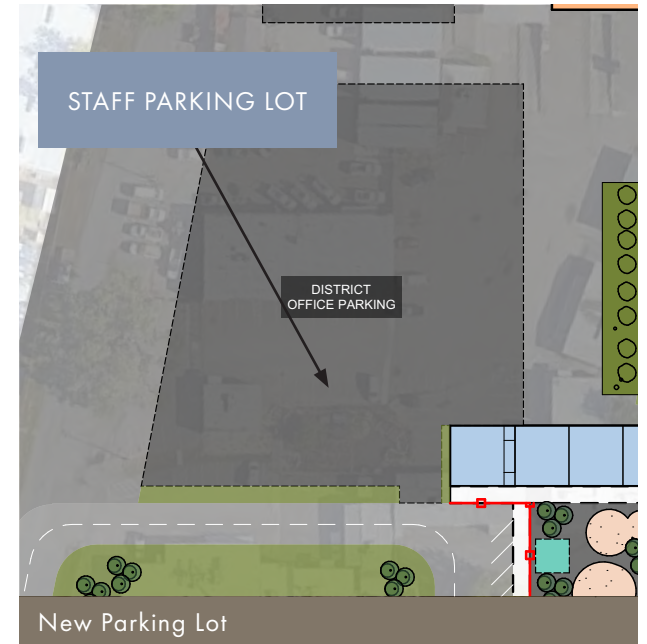
- Office spaces for staff and administration
- Restrooms for Men, Women, Unisex
- Sufficient storage for supplies
- Conference rooms
- Large and small meeting rooms
- Adequate interior and natural lighting
- Board Room
- Classrooms and offices for Adult Transitions Special education Program

New parking lot for new District Office building. Spaces to include:

- Staff, Maintenance, Early Childhood, Visitor Spots
- EV Charging Stations
- Accessible Parking Stalls
- Planter Areas



New District Office



New Parking Lot

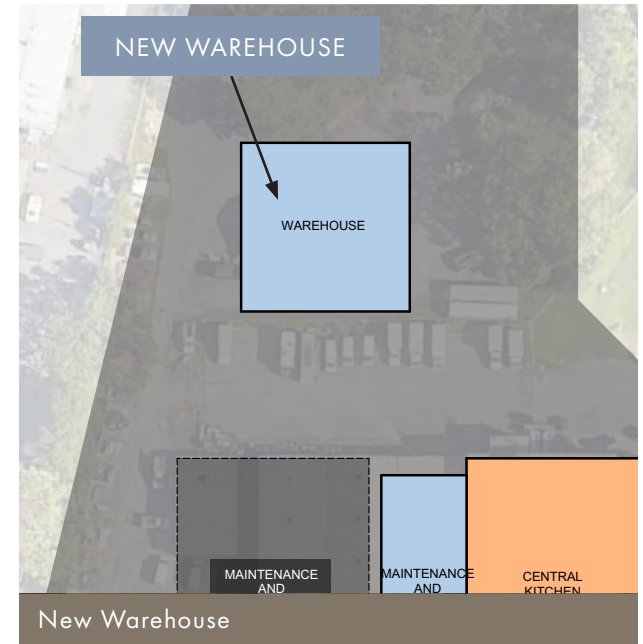
NEW WAREHOUSE

\$200,000

INDICATORS OF QUALITY	
Ed. Programs	12
Community	7
Learning Env.	18
Maintenance	20
Safety and Security	24
Code Comp.	10
<b>Total</b>	<b>91/120</b>

New construction may include:

- Storage Space
- Office spaces and a meeting room for staff
- Restrooms for Men, Women, Unisex



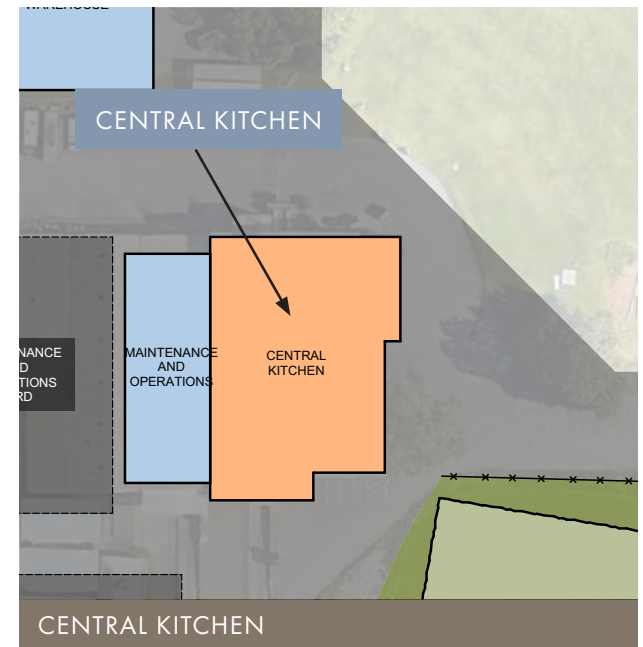
MODERNIZATION OF CENTRAL KITCHEN BUILDING

\$12,000,000

INDICATORS OF QUALITY	
Ed. Programs	14
Community	7
Learning Env.	15
Maintenance	20
Safety and Security	15
Code Comp.	8
<b>Total</b>	<b>79/120</b>

Modernization of Central Kitchen may include:

- Reconfigure layout
- New cabinetry
- Dedicated storage space
- Adequate lighting
- Repair or replace plumbing systems
- Repair or replace existing wall and floor finishes



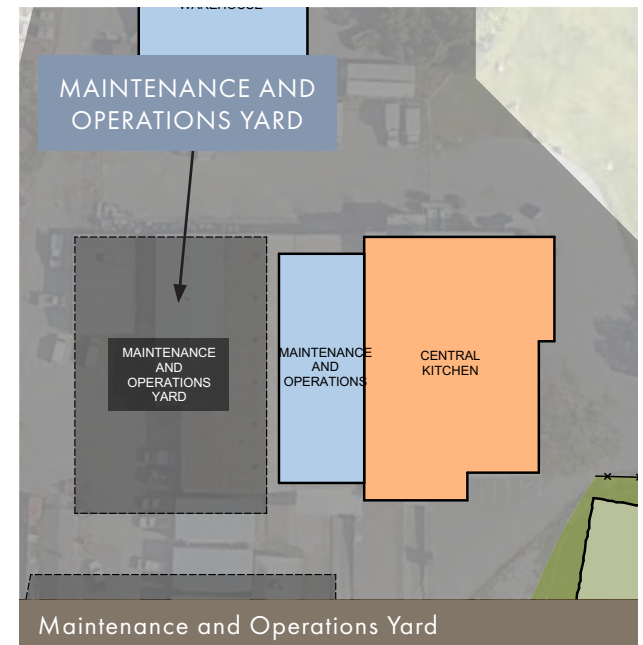
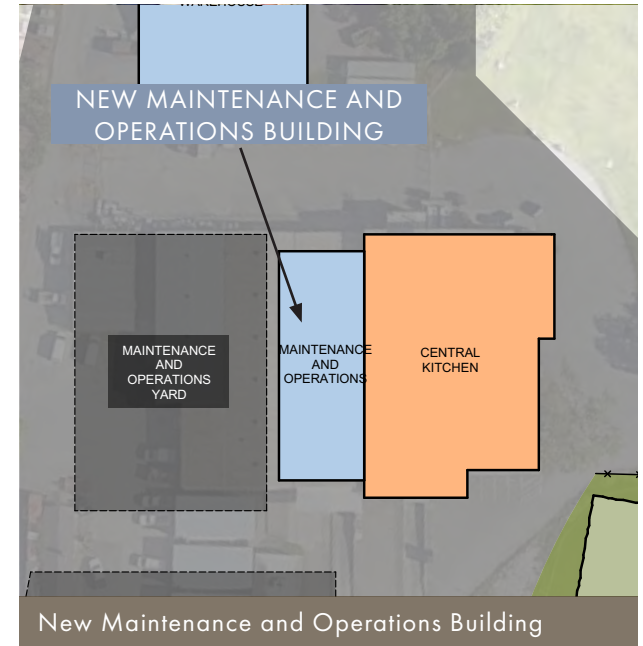
NEW MAINTENANCE AND OPERATIONS BUILDING

\$4,800,000

INDICATORS OF QUALITY	
Ed. Programs	16
Community	8
Learning Env.	24
Maintenance	20
Safety and Security	24
Code Comp.	10
<b>Total</b>	<b>102/120</b>

New two-story building to replace existing portables past useful life. New construction may include:

- Office spaces for staff and administration
- Restrooms for Men, Women, Unisex
- Sufficient storage for supplies
- Conference rooms
- Large and small meeting rooms





# Demographic Analysis & Enrollment Projections Study

**Santa Rosa City Schools**

May 2023

**Prepared for:**  
**Santa Rosa City Schools**  
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## EXECUTIVE SUMMARY

This Demographic Analysis and Enrollment Projections Study for Santa Rosa City Schools (SRCS) was prepared by King Consulting to supply the District with relevant and accurate information on its demographics, enrollment trends, and facilities. The report contains a vast array of information that District staff in many areas will find useful and informative. This Executive Summary provides the most pertinent findings as they relate to the District's near-term enrollment trends and facility planning.

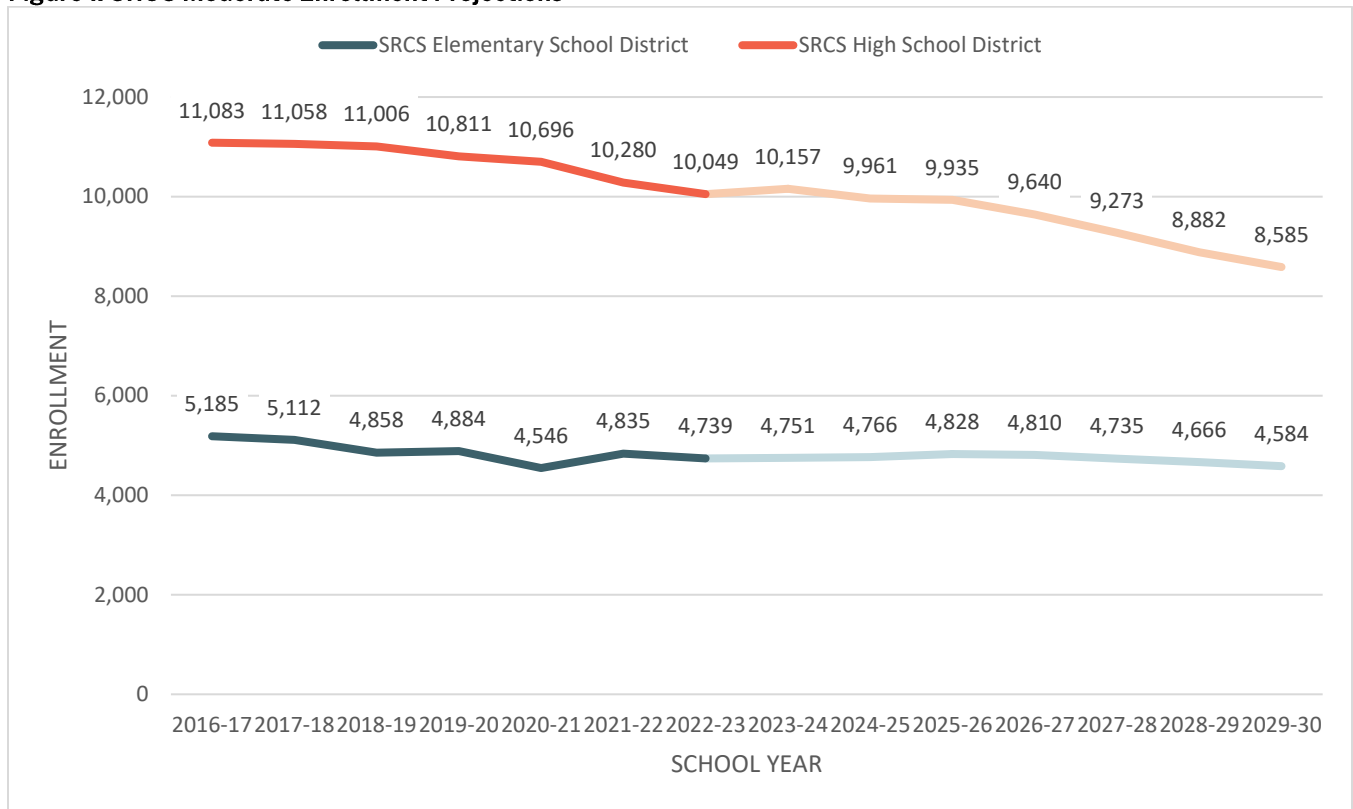
King Consulting takes a comprehensive approach to SRCS's projected enrollment. Since SRCS is comprised of two distinct school districts, a smaller elementary school district and a larger high school district that also serves eight other feeder elementary school districts, demographics and enrollment trends were compiled separately for each district. Each will be presented separately through most of this report, but a total combined projection for all SRCS students will also be shown.

King Consulting accounts for a range of plausible demographic trends with Low, Moderate, and High projections for each district. For long term planning, the Moderate projection is used for both districts, but since there has been a range of grade-to-grade cohort growth trends and in the ratio of births that lead to kindergarten enrollment five years later, it is helpful to see a range of plausible future enrollment trajectories in the short term, while still focusing and planning around the long-term Moderate projection.

It is important to note what is included and excluded from the enrollment projections presented in this document. All SRCS historical enrollments shown are certified figures from the California Department of Education (CDE) for grades TK through 12, which are based on Census Day enrollments as of October each year. These enrollments do not include independent charter school enrollment or SRCS Non-Public School (NPS) students.

Figure 1 visualizes the recent enrollment and projected enrollment for both the SRCS Elementary School District and SRCS High School District. Projected enrollment is shown through the 2029-30 school year along with seven years of recent certified enrollment. It is important to note that historical enrollment between the two districts shifted after the 2020-21 school year, when Lawrence Cook Middle School was closed in the high school district, and much of its enrollment went to the expanded 7-8 program at Cesar Chavez Language Academy in the elementary school district. This is why the elementary school district's enrollment appears to increase in 2021-22, but this was a one-time occurrence and not indicative of any future growth. Projected enrollment is shown in a lighter color.

**Figure 1. SRCS Moderate Enrollment Projections**



The Moderate enrollment projection for the SRCS Elementary School District shows a short term increase in total enrollment due to natural demographics decreases due to declining births being more than offset by a combination of TK expansion and residential development impact. However, after 2025-26 when universal TK is fully implemented, SRCS Elementary School District enrollment will begin to decrease each year, as the impact of residential development alone cannot offset the loss of enrollment that occurs when smaller incoming cohorts take the place of larger, older cohorts matriculating out of the District.

- In total, SRCS Elementary School District enrollment is projected to decrease between 2022-23 and 2029-30 from 4,739 students to 4,584 students (minus 155, or 3.3%).
- TK-6<sup>th</sup> grade enrollment is projected to decrease from 4,241 to 4,126 (minus 115, or 2.7%).
- 7<sup>th</sup>-8<sup>th</sup> grade enrollment is projected to decrease from 498 to 458 (minus 40, or 8.0%).

In the SRCS High School District, the demographic decrease due to smaller cohorts entering the District is still underway, as some of the cohorts still in high school originated as younger students when enrollments were growing. This means the SRCS High School District has yet to go through all the enrollment decrease due to cohort replacement that has already occurred at its feeder elementary school districts, and that there is much more potential for future decrease.

Consequently, the Moderate enrollment projection for the SRCS High School District shows steady year-over-year enrollment decreases through 2029-30, as the impact of residential development cannot come close to

offsetting the loss of enrollment that occurs when smaller incoming cohorts continually take the place of larger, older cohorts matriculating out of the District. Furthermore, the new cohorts entering the District in future years will be even smaller than the cohorts entering now, meaning the pattern will continue until such time as enrollments in the feeder elementary school districts begins to stabilize.

- In total, SRCS High School District enrollment is projected to decrease between 2022-23 and 2029-30 from 10,049 students to 8,585 students (minus 1,464, or 14.6%).
- TK-6<sup>th</sup> grade enrollment is projected to decrease from 153 to 151 (minus 2, or 1.3%).
- 7<sup>th</sup>-8<sup>th</sup> grade enrollment is projected to decrease from 2,402 to 2,057 (minus 40, or 14.4%).
- 9<sup>th</sup>-12<sup>th</sup> grade enrollment is projected to decrease from 7,494 to 6,377 (minus 1,117, or 14.9%).

As noted above, SRCS can expect the construction of thousands of new homes, which will in turn generate hundreds of new students to be accommodated in SRCS schools. Without these new students, however, the projected enrollment shown in this report would be even lower. It is therefore crucial for SRCS to monitor residential development trends, as a significant slowdown in the housing economy could have an outside impact on future enrollment. Conversely, a more rapid buildout could infuse more students more quickly. That said, even with new students from development, SRCS's demographic profile indicates that avoiding continuing enrollment decline will be unlikely, especially in the high school district.

Across both the elementary school district and high school district, total SRCS enrollment is projected to decrease from 14,788 in the current year to 13,168 by 2029-30, a decrease of 11%.

Given that recent historical enrollments are higher than current and projected enrollments, SRCS has adequate capacity to accommodate students in its existing facilities. However, given the large number of portable classrooms present on some campuses, SRCS can assess its room utilization to determine where some portables can be removed in order to increase outdoor space on some campuses. The Facility Analysis section of this document provides a detailed summary of classroom counts by type and capacities compared to enrollments for all SRCS sites in both districts.

### **Conclusion and Recommendations**

SRCS continues to experience increasingly smaller cohorts of students entering the District each year, whether at kindergarten, or in its high school district at grades 7 and 9. Since the cohorts currently set to matriculate from each district originated as larger cohorts, the difference in size between new incoming cohorts and those outgoing cohorts is substantial right now, and every year this disparity causes a drop in total enrollment for the District. New residential development and expanded transitional kindergarten enrollment at the elementary school district are not enough to outweigh this natural demographic decrease over time, and there is currently little indication of this pattern stabilizing with consistently sized, much less growing cohorts.

Even in a few years when the graduating cohorts are not as large as now, the incoming cohorts are projected to be even smaller, especially for the high school district, meaning the pattern is set to continue throughout the seven-year projection period. SRCS has excess capacity across all grade levels, and with enrollment

projected to continue to decrease for several years to come, there is an opportunity to explore excess capacity, especially from older portable classrooms that could be removed to gain back field and outdoor space.

Based on the analysis contained in this report, the following steps are recommended for the District to consider as it works to meet its future facility needs, keeping in mind that some recommendations may be constrained by broader fiscal and policy issues:

1. Incorporate these findings into the SRCS Facility Master Plan.
2. Additional Recommendations will be added to this draft in coordination with SRCS staff.

### **Santa Rosa City Schools Demographic Analysis & Enrollment Projections Study 2022-23**

This report is divided into eight components:

- A. Introduction
- B. District and Community Demographics
- C. Student Generation Rates
- D. Residential Development
- E. Spatial Analysis
- F. Enrollment Projections
- G. Facility Analysis
- H. Conclusion and Recommendations

# SECTION A: INTRODUCTION

Santa Rosa City Schools (SRCS) is located in Sonoma County, California. SRCS is comprised of two distinct districts: a smaller elementary school district generally serving grades TK-6, and a larger high school district generally serving grades 7-12. The SRCS elementary district feeds into the SRCS high school district, along with several other local elementary school districts in addition to the SRCS elementary schools. Since the two SRCS school districts report enrollments to the State Department of Education separately, they will be shown distinctly throughout this report. However, total enrollment for all SRCS schools will also be shown.

The high school district serves the City of Santa Rosa, small portions of the City of Rohnert Park and the Town of Windsor, and surrounding areas of unincorporated Sonoma County. The elementary district serves a smaller extent that is almost entirely within the City of Santa Rosa. Figures 2 and 3 show the extent of both SRCS districts and the locations of their school sites, respectively.

The SRCS elementary school district serves grades TK-6 at its elementary schools, with three district charter schools also serving grades 7-8. The elementary district has a total enrollment of 4,739 students as of October 2022 and operates nine elementary schools and three dependent charter schools. It is important to note that the Kid Street Learning Center independent charter school and Non-Public School (NPS) students are not included in the demographic analysis enrollments. Table 1 details the SRCS elementary school district school sites and current year enrollments.

The SRCS high school district serves grades 7-8 at its middle schools, grades 9-12 at its high schools, and operates charter programs that also serve a relatively small number of students at grades K-6. The high school District has total enrollment of 10,049 students as of October 2022 and operates four middle schools, five comprehensive high schools, one continuation high school, and two dependent charter schools. As with the elementary district, NPS students are not included in the enrollment for the demographic analysis. Table 2 details the SRCS high school district school sites and current year enrollments.

**Table 1. SRCS Elementary School District School Sites and 2022-23 Enrollments**

SRCS Elementary District Sites	Type	Grade Levels	2022-23 Enrollment
Abraham Lincoln	Elementary	TK-6	299
Albert F. Biella	Elementary	TK-6	215
Brook Hill	Elementary	TK-6	303
Helen M. Lehman	Elementary	TK-6	411
Hidden Valley	Elementary	TK-6	449
James Monroe	Elementary	TK-6	361
Luther Burbank	Elementary	TK-6	308
Proctor Terrace	Elementary	TK-6	335
Steele Lane	Elementary	TK-6	378
Cesar Chavez Language Academy	Charter	TK-8	853
Santa Rosa Charter School for the Arts	Charter	K-8	391
Santa Rosa French-American Charter School	Charter	TK-7	436
<b>District Total</b>			<b>4,739</b>

**Table 2. SRCS High School District School Sites and 2022-23 Enrollments**

SRCS High School District Sites	Type	Grade Levels	2022-23 Enrollment
Herbert Slater	Middle	7-8	716
Hilliard Comstock	Middle	7-8	434
Rincon Valley	Middle	7-8	786
Santa Rosa Middle	Middle	7-8	466
Elsie Allen	High	9-12	1,055
Maria Carrillo	High	9-12	1,591
Montgomery	High	9-12	1,572
Piner	High	9-12	1,361
Santa Rosa High	High	9-12	1,682
Ridgway Continuation	High	10-12	233
Learning House	Magnet	K-4	25
Santa Rosa Accelerated Charter	Charter	5-6	128
<b>Grand Total</b>			<b>10,049</b>
<b>SRCS Grand Total (Elementary and High Districts)</b>			<b>14,788</b>

Figure 2. SRCS Elementary School District

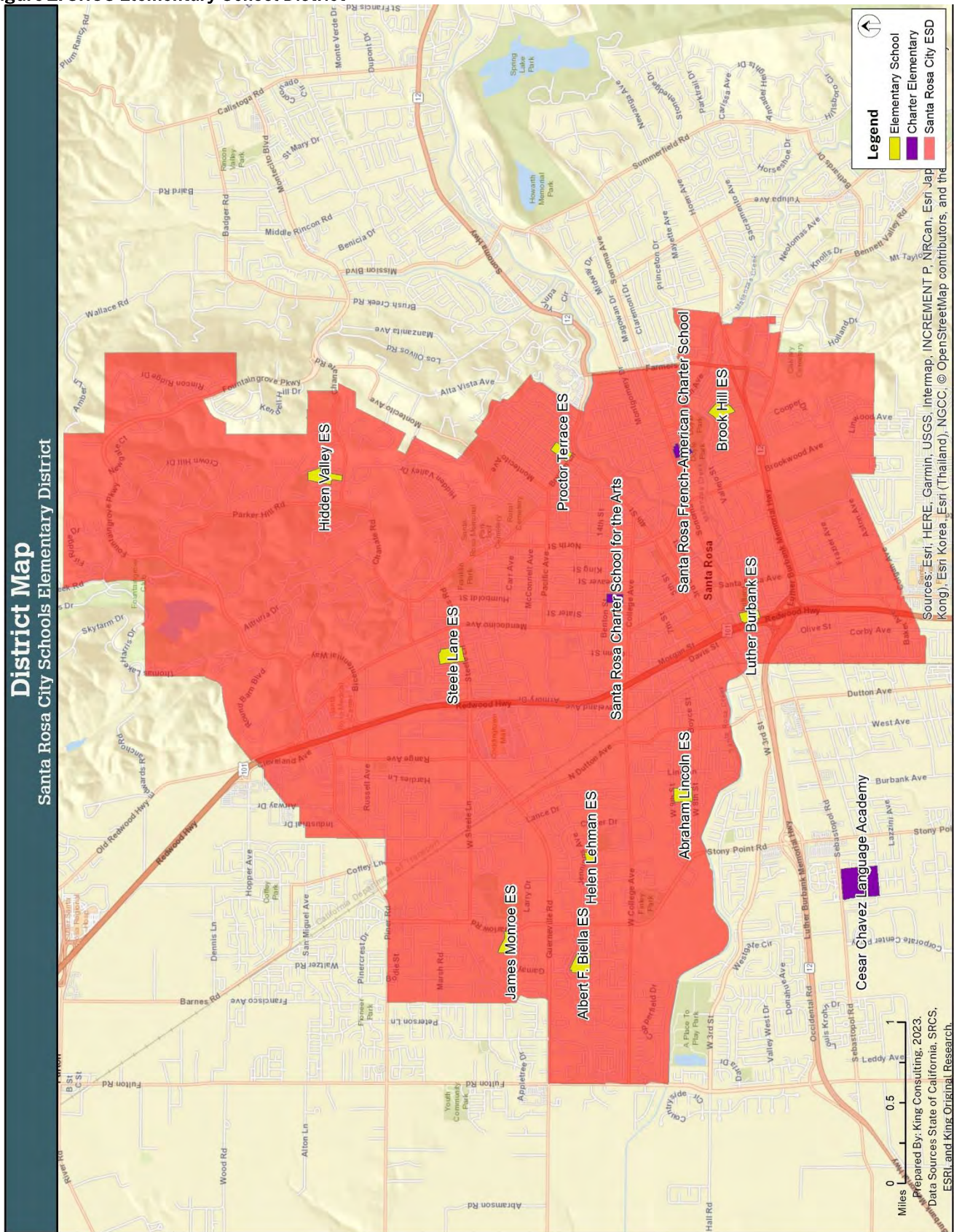
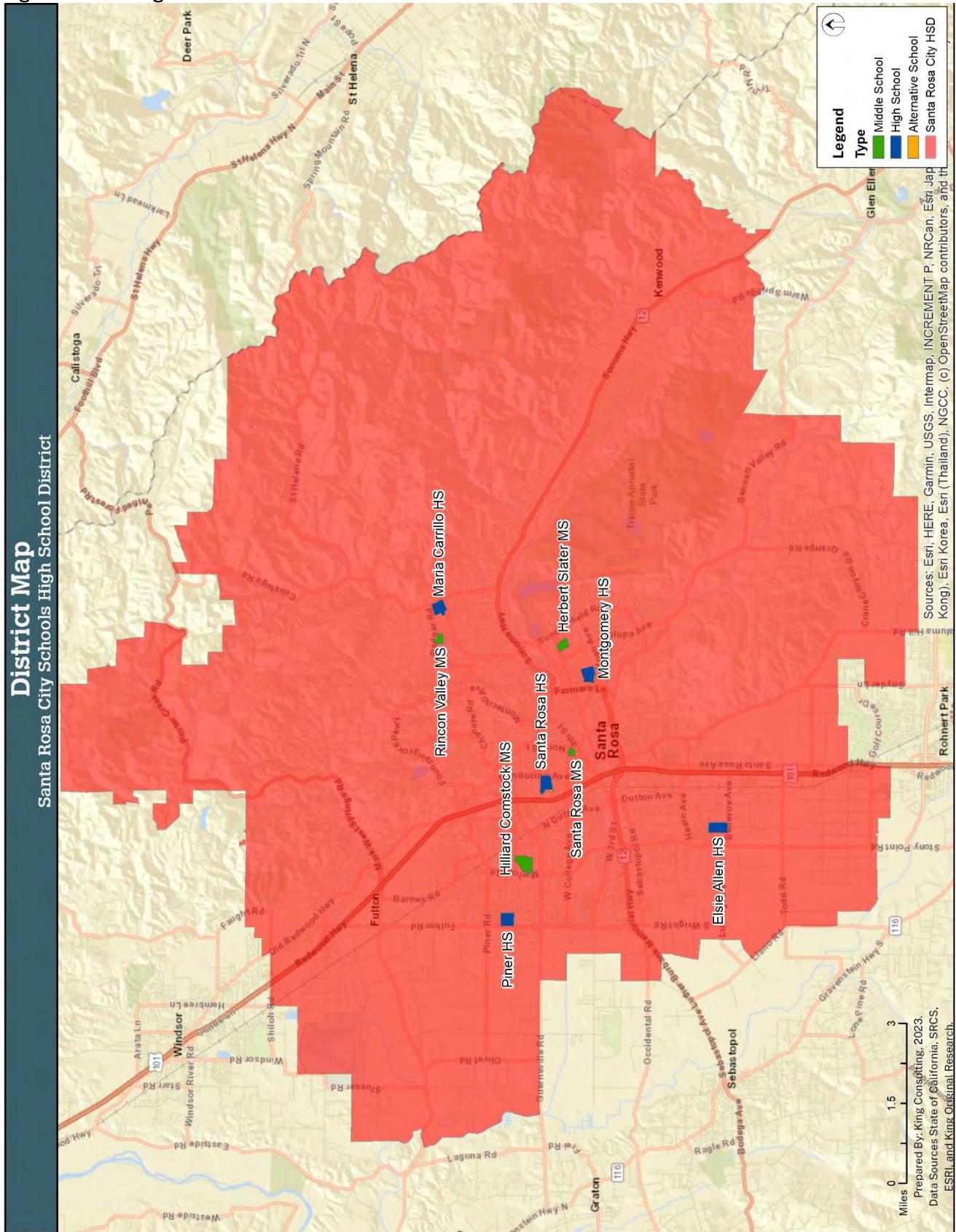


Figure 3. SRCS High School District



## SECTION B: DISTRICT AND COMMUNITY DEMOGRAPHICS

### Elementary School District Enrollment Trends

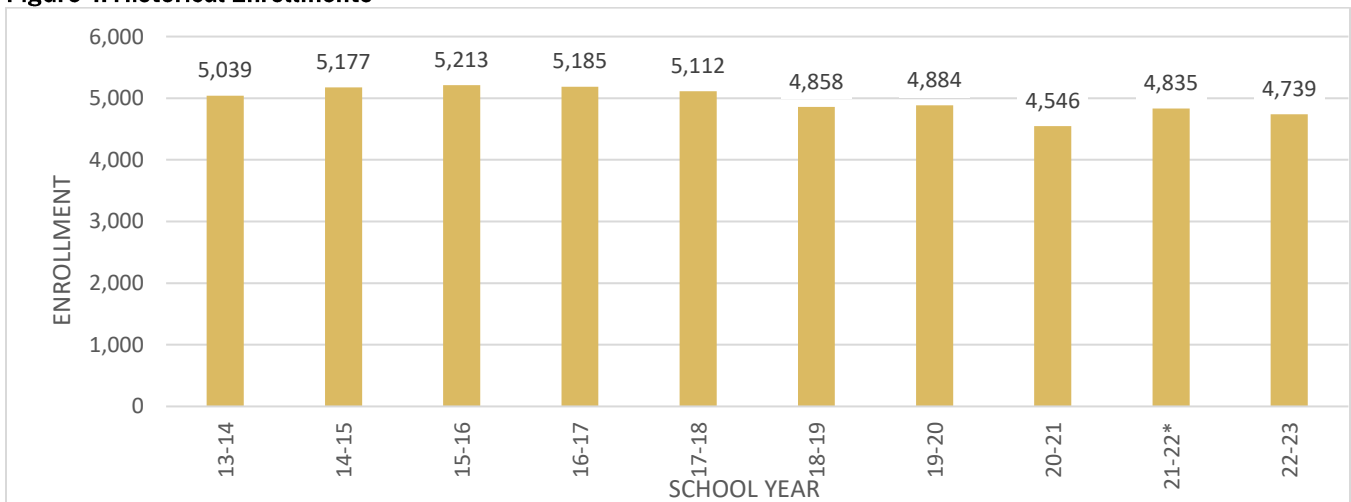
#### **Historical Enrollments**

Like many school districts in California, the SRCS Elementary School District is experiencing declining enrollments in its recent history. Total District enrollment peaked in 2015-16 after a long period of year-over-year increases, then decreased almost every year through 2020-21. Total enrollment then appeared to increase substantially, but this was due to the expansion of the Cesar Chavez Language Academy 7<sup>th</sup> and 8<sup>th</sup> grades to effectively absorb the enrollment from the closed Lawrence Cook Middle School of the SRCS High School District. This unique situation resulted in additional students being counted for SRCS Elementary School District's enrollment. However, TK-6 enrollment continued to decrease in 2021-22 and 2022-23.

The various demographic factors affecting the District's historical enrollments will be discussed in the following sections. Figure 4 illustrates the District's enrollment pattern since 2013-14. Figure 5 provides current year enrollments by school, while Table 3 analyzes the District's enrollment balance across its elementary schools with attendance boundaries. As shown, the District has a wide range of elementary school enrollment, with the largest and smallest schools both being over 30% removed from the District's average school size.

Figure 6 illustrates annual growth/decline in student enrollment and highlights the pattern of consistently decreasing enrollment since 2016, broken up by the heavy growth in the year when expanded Cesar Chavez enrollments were added to SRCS Elementary totals after absorbing former Lawrence Cook students. A closer examination of historical enrollments by grade level demonstrates that traditional elementary school enrollment at grades TK-6 continues to decrease (Figure 7). Table 4 provides historical enrollments by school since 2013-14.

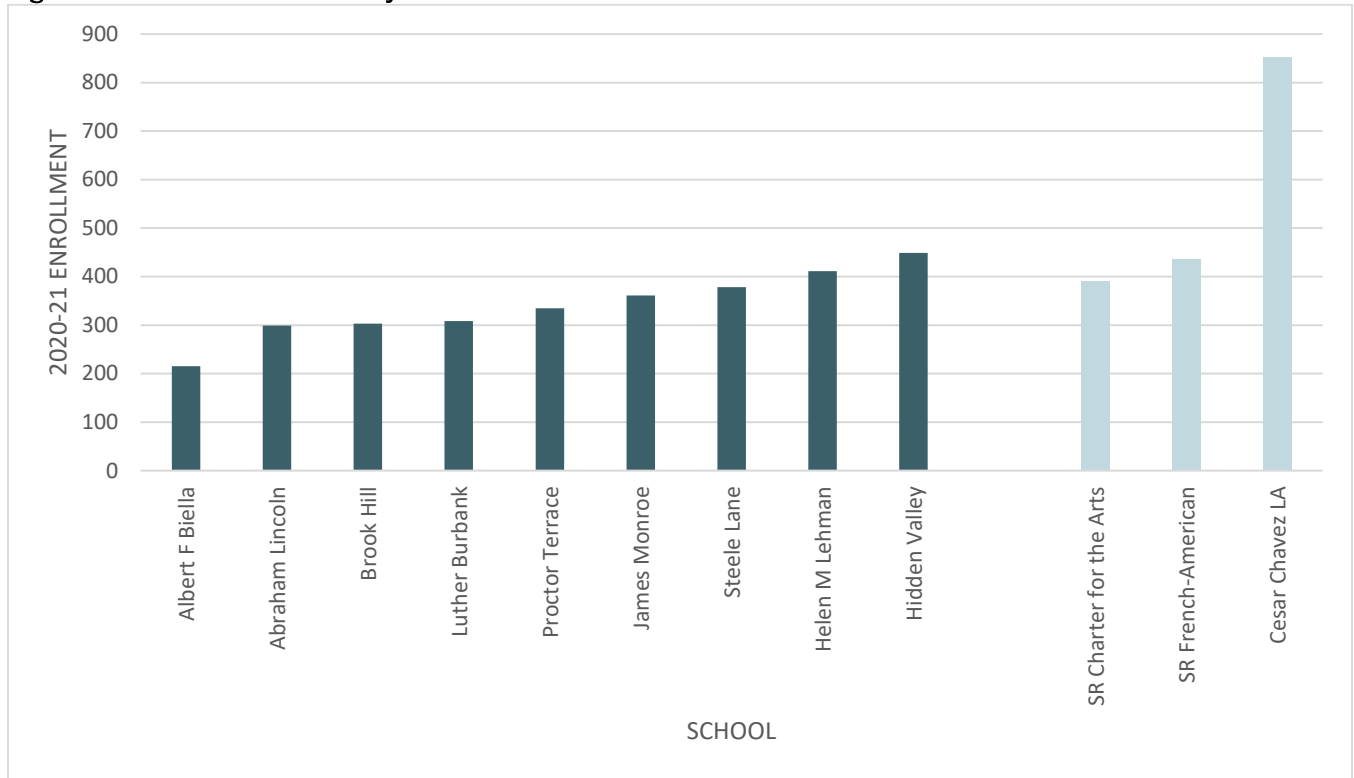
**Figure 4. Historical Enrollments**



Source: California Department of Education.

\*Cesar Chavez Language Academy enrollment expanded in 21-22 to include many more 7-8 students formerly enrolled at SRCS High School District.

**Figure 5. 2022-23 Enrollments by School**

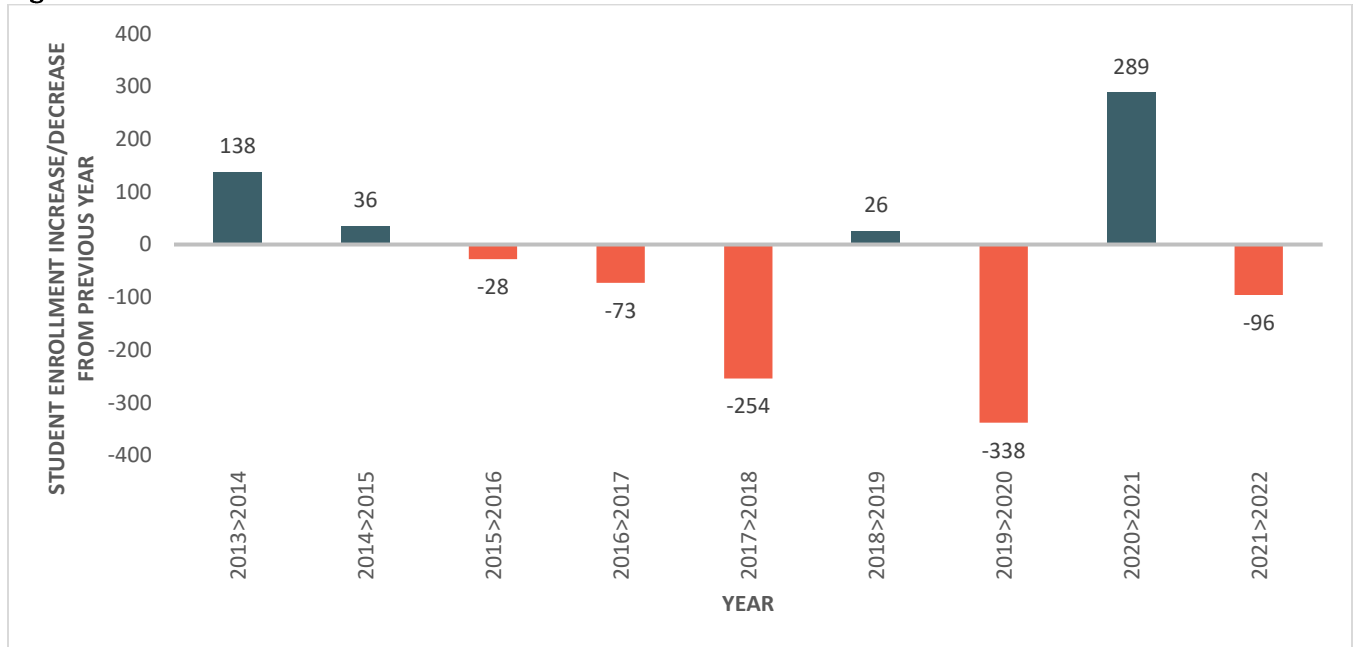


Source: California Department of Education.

**Table 3. SRCS Average Site Enrollments (Only Sites with Boundaries)**

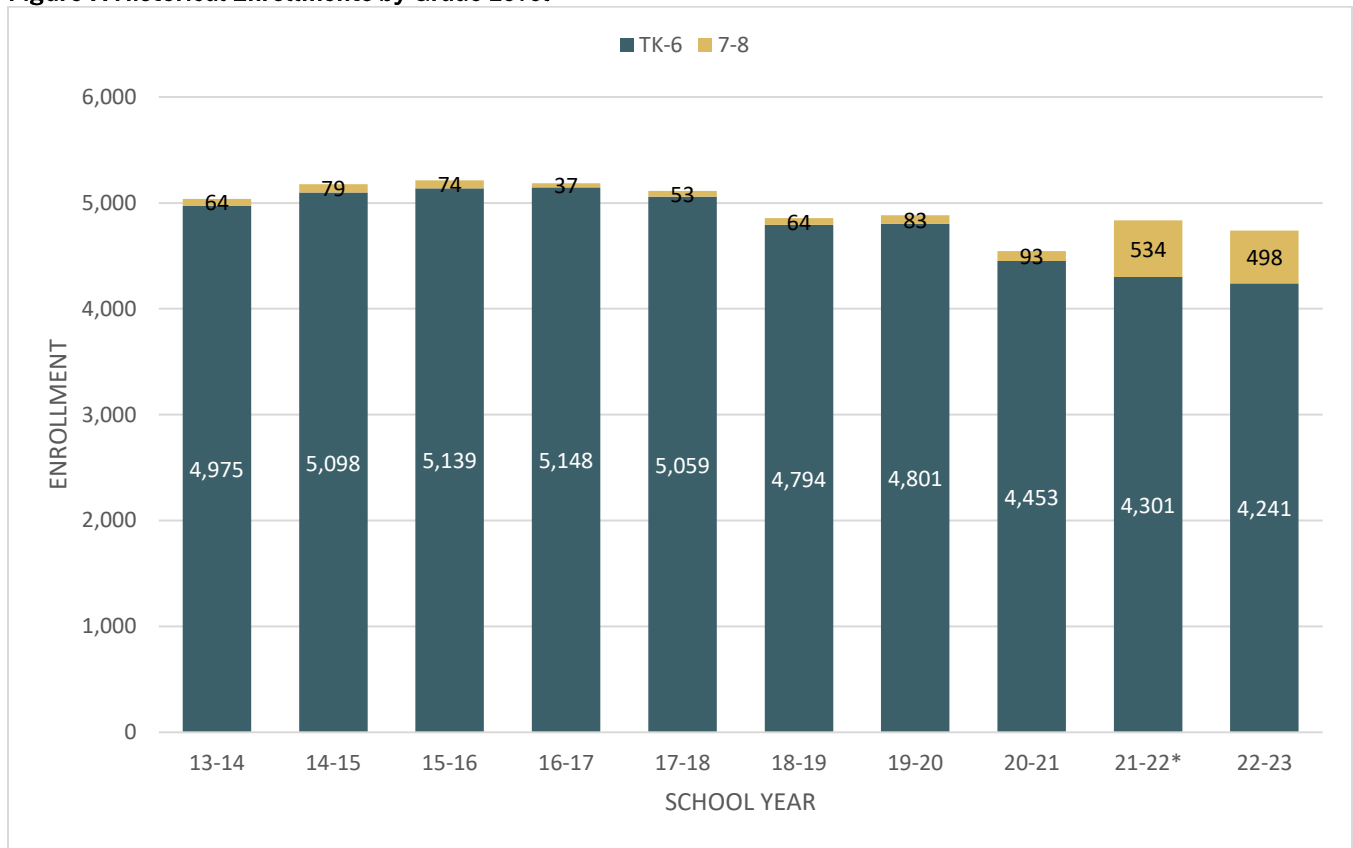
	Average Enrollment	Smallest Enrollment (Deviation)	Largest Enrollment (Deviation)
ES	340	215 (-37%)	449 (+32%)

**Figure 6. Annual Growth in Student Enrollment**



Source: California Department of Education.

**Figure 7. Historical Enrollments by Grade Level**



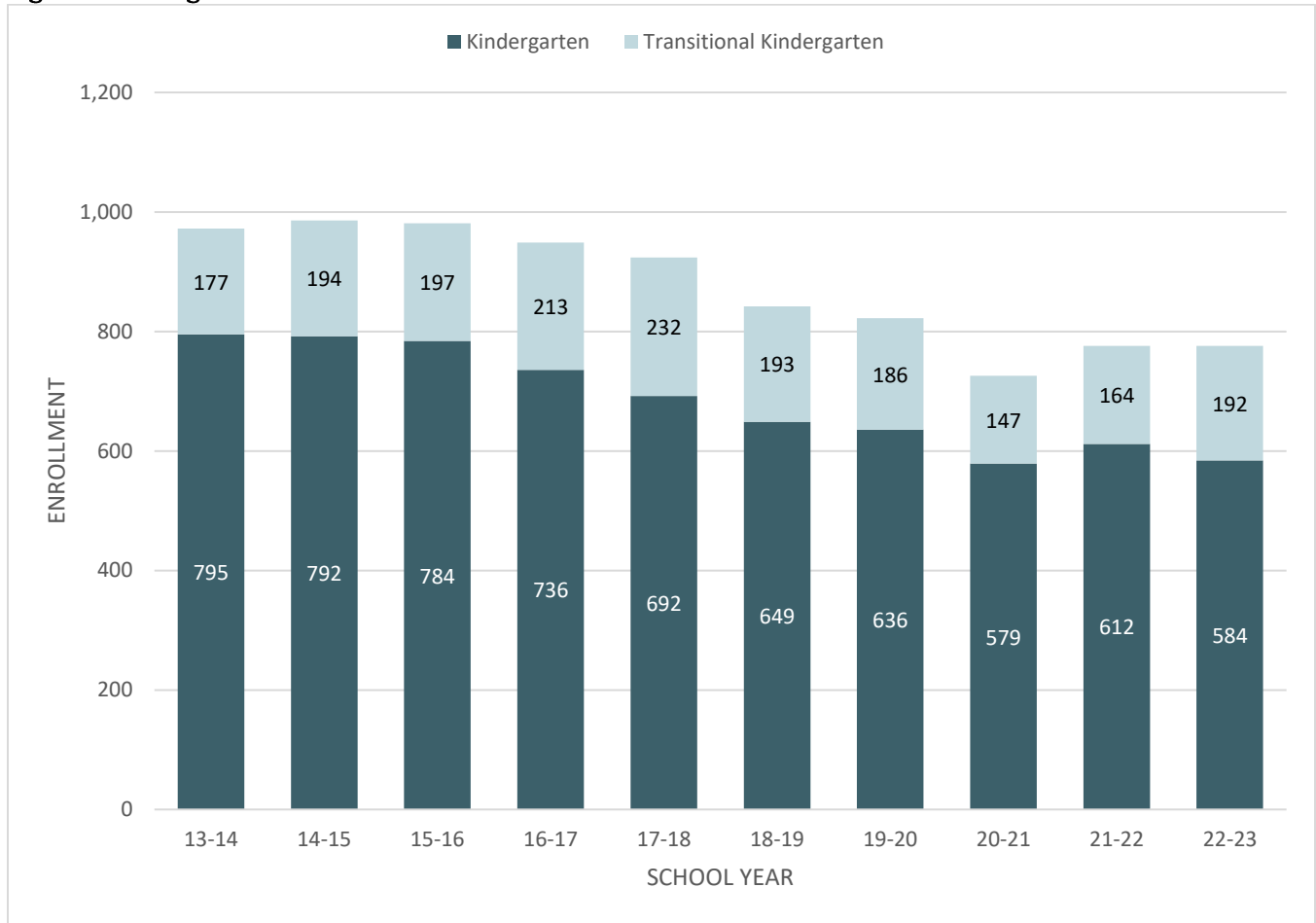
Source: California Department of Education.

\* Cesar Chavez Language Academy enrollment expanded in 21-22 to include many more 7-8 students formerly enrolled at SRCS High School District.

Kindergarten enrollment has decreased almost every year since 2013-14 (Figure 8). The only exception in this period was from 2020-21 to 2021-22, which can be seen more as an adjustment from the artificially low kindergarten total in 2020-21 that resulted from the COVID-19 pandemic. Adjusting for this anomaly, kindergarten enrollment is steadily decreasing. This is the primary reason for the declining elementary enrollments seen in Figure 7, as each time the new cohort entering the District has fewer students than the older cohort matriculating to the high school district, total enrollment will decrease. The smaller kindergarten cohorts are due largely to the decreasing number of local births, which will be discussed further in Section F.

Transitional kindergarten enrollment, however, increased in the current year after years of shrinking enrollments, corresponding with the first year of TK eligibility expansion. The addition of more TK students helped keep total TK and kindergarten enrollment exactly the same as the previous year. However, it is important to note that TK students do not advance to 1<sup>st</sup> grade, so these enrollments are effectively a new cohort enrolling an extra year early, rather than new students the District would not otherwise expect to ever enroll. TK enrollment eligibility will continue to expand through 2025-26 when TK will function as a new grade level for all 4-year-old students, and TK enrollment is expected to continue to increase correspondingly through that time.

**Figure 8. Kindergarten Enrollment**



Source: California Department of Education.

**Table 4. Historical Enrollments by School**

Elementary Schools	Grade Levels	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Abraham Lincoln	TK-6	374	346	358	314	314	289	293	270	273	299
Albert F. Biella	TK-6	437	421	414	369	355	334	332	287	257	215
Brook Hill	TK-6	511	525	494	469	460	396	393	342	329	303
Helen M. Lehman	TK-6	515	520	539	539	534	512	500	482	415	411
Hidden Valley	TK-6	690	672	654	643	624	536	529	500	465	449
James Monroe	TK-6	441	457	428	443	442	408	393	365	373	361
Luther Burbank	TK-6	423	425	387	381	336	319	328	310	294	308
Proctor Terrace	TK-6	461	468	482	469	450	410	404	354	342	335
Steele Lane	TK-6	443	456	418	420	400	420	405	365	370	378
Cesar Chavez LA	TK-8*	58	108	181	256	309	369	423	440	927	853
SR Charter/Arts	K-8	355	362	363	387	413	400	408	401	393	391
SR French-American	TK-7**	331	417	495	495	475	465	476	430	397	436
<b>Grand Total</b>		<b>5,039</b>	<b>5,177</b>	<b>5,213</b>	<b>5,185</b>	<b>5,112</b>	<b>4,858</b>	<b>4,884</b>	<b>4,546</b>	<b>4,835</b>	<b>4,739</b>

\* Cesar Chavez began with kindergarten only in 2013-14, then expanded by one grade level per year. In 2021-22, Cesar Chavez expanded enrollment at grades 7-8 to include many students of the former Lawrence Cook Middle School.

\*\* Santa Rosa French-American Charter added 7<sup>th</sup> grade in 2014-15 and 8<sup>th</sup> grade in 2015-16 only, then reverted to TK-6 in 2016-17 before adding 7<sup>th</sup> grade again in 2022-23.

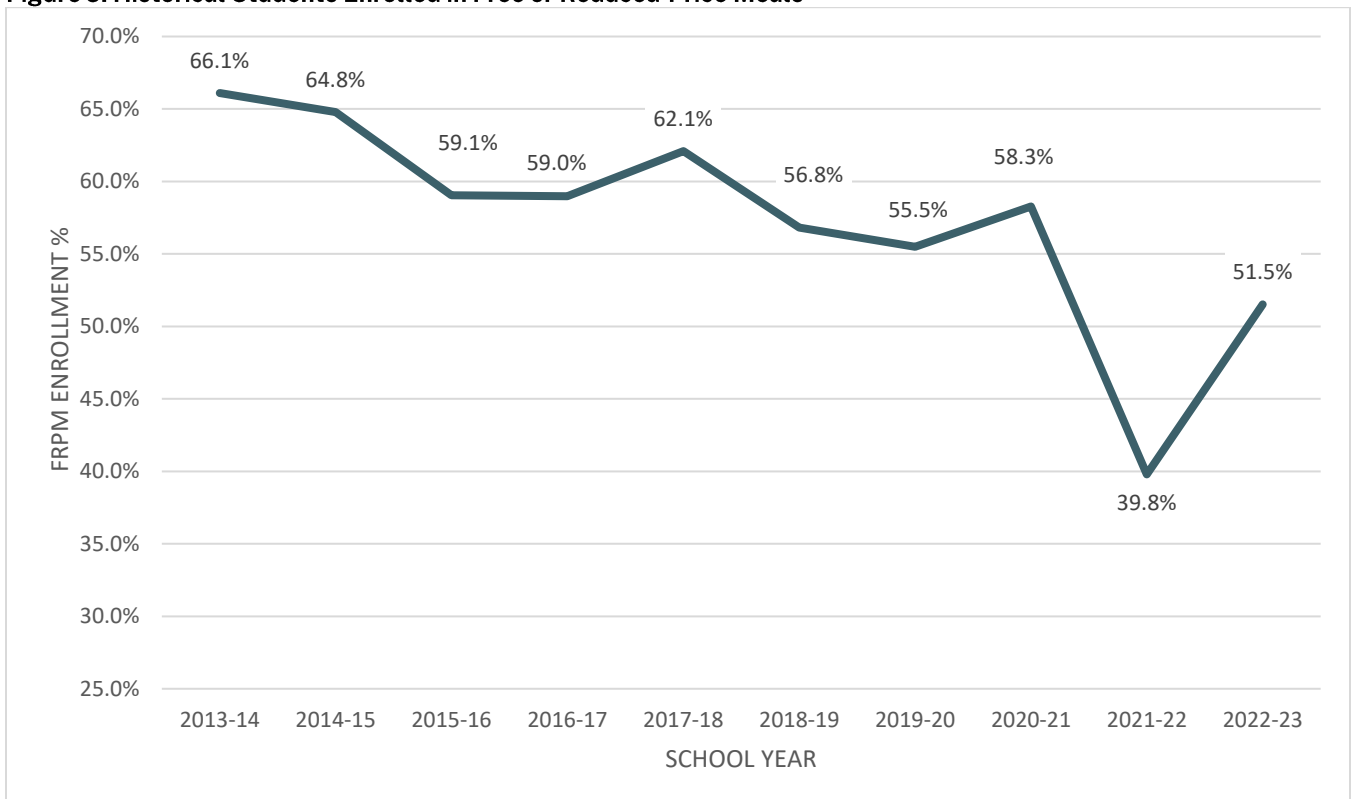
### Historical Enrollment by Socioeconomic Status

To analyze the District's socioeconomic profile, the consultant utilized participation in the Free or Reduced Price Meals (FRPM) program as a socioeconomic indicator. Table 5 provides the number of SRCS Elementary School District students participating in the FRPM program from 2013-14 to 2022-23. The number and proportion of SRCS Elementary School District students in FRPM has generally decreased over the previous decade, dropping from 66% in 2013-14 to 51.5% in the current year. The abnormally low FRPM participation in 2021-22 is likely due to universal free meals and the difficulty many school districts had in getting families to complete FRPM forms in that year. Figure 9 graphically demonstrates the change by year.

**Table 5. Historical Students Enrolled in Free or Reduced Price Meals**

School Year	Students Enrolled in Free or Reduced Price Meals	Percent FRPM
2013-14	3,504	66.1%
2014-15	3,541	64.8%
2015-16	3,202	59.1%
2016-17	3,135	59.0%
2017-18	3,257	62.1%
2018-19	2,836	56.8%
2019-20	2,783	55.5%
2020-21	2,710	58.3%
2021-22	1,966	39.8%
2022-23	2,504	51.5%

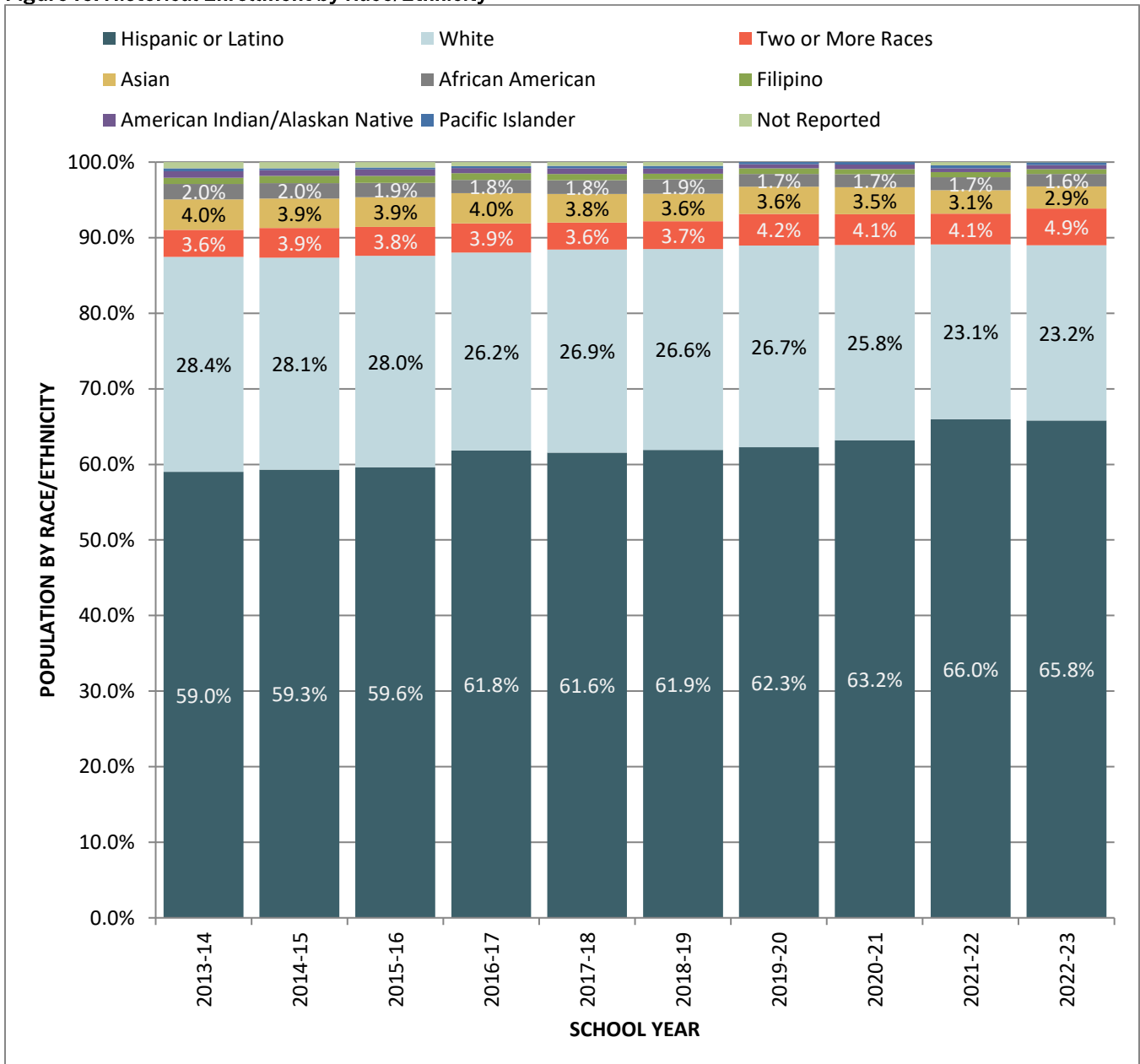
**Figure 9. Historical Students Enrolled in Free or Reduced-Price Meals**



### Historical Enrollment by Ethnicity

To analyze the District's race/ethnicity profile, the 2013-2022 CalPADS enrollments by race/ethnicity were used. Historically, SRCS enrollments have been comprised of a growing majority of Hispanic/Latino students. Aside from students identifying as more than one race, all other race and ethnicity categories decreased in proportional enrollment over the last decade. In 2022-23, Hispanic or Latino students comprised 65.8% of SRCS Elementary School District enrollments. The second largest ethnic group is non-Hispanic White students (23.2%) with students identifying with two or more races being the third largest ethnic group (4.9%). These historical trends are reflective of statewide demographic shifts and are expected to continue. Figure 10 demonstrates the race/ethnicity trends of the District from 2013-14 to the 2022-23 school years.

**Figure 10. Historical Enrollment by Race/Ethnicity**



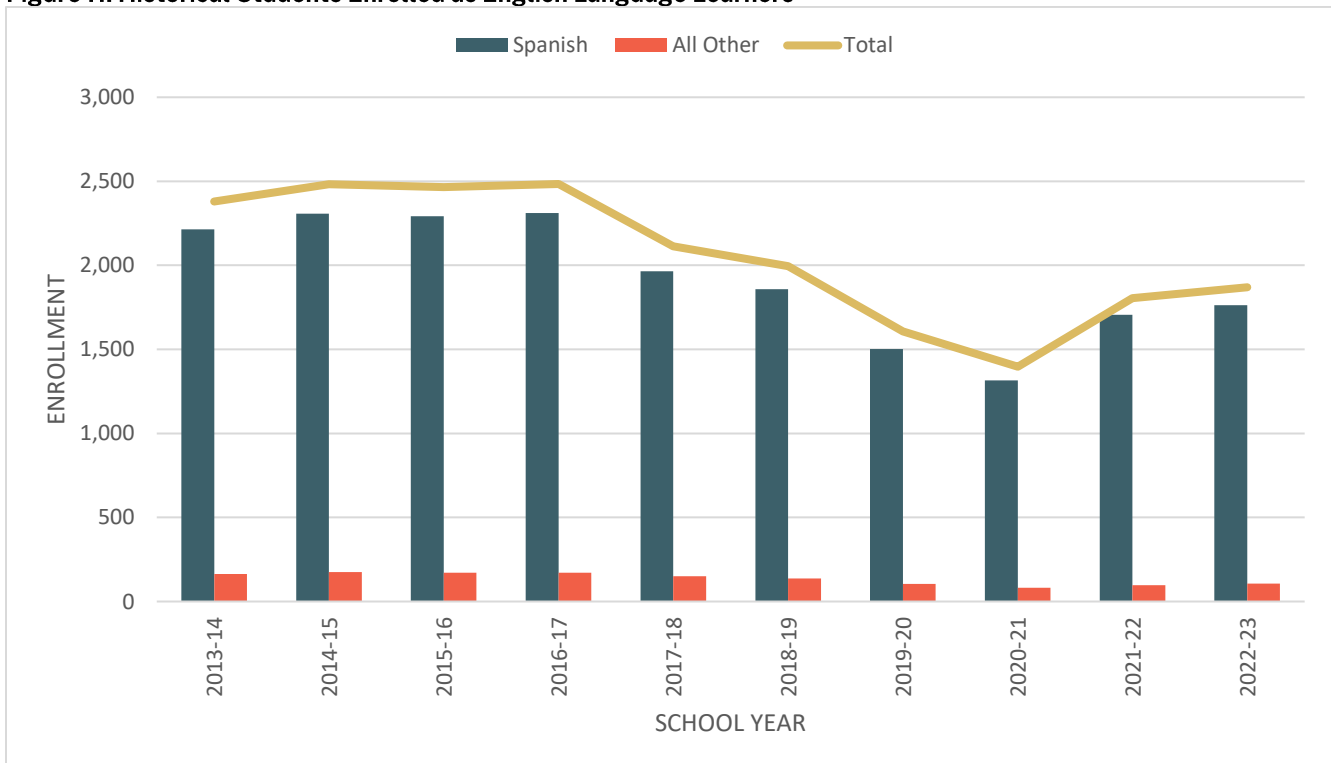
### Historical Enrollment of English Language Learners

CalPADS enrollments of English Language Learners (ELL) were also compiled and analyzed. Table 6 contains the number of SRCS Elementary School District students enrolled as ELL students from 2013-14 to 2022-23, as well as a breakdown by primary language spoken. Total ELL enrollment was decreasing in recent years until the infusion of additional 7<sup>th</sup> and 8<sup>th</sup> grade students in the Cesar Chavez Language Academy, which caused ELL student enrollment to increase again. The composition of the ELL student population has consisted of predominantly Spanish speaking students, with French and Khmer (Cambodian) speakers as the only other languages spoken by more than 10 ELL students in the current year. Figure 11 graphically depicts this trend over time.

**Table 6. Historical Students Enrolled as English Language Learners**

School Year	Total Students Enrolled as ELL	Spanish Speaking	All Other Languages	Percent ELL of Total Enrollment
2013-14	2,379	2,215	164	44.9%
2014-15	2,483	2,308	175	45.4%
2015-16	2,465	2,293	172	45.5%
2016-17	2,484	2,312	172	46.7%
2017-18	2,114	1,964	150	40.3%
2018-19	1,996	1,859	137	40.0%
2019-20	1,607	1,502	105	32.0%
2020-21	1,397	1,315	82	30.0%
2021-22	1,804	1,706	98	36.5%
2022-23	1,870	1,763	107	38.5%

**Figure 11. Historical Students Enrolled as English Language Learners**



## High School District Enrollment Trends

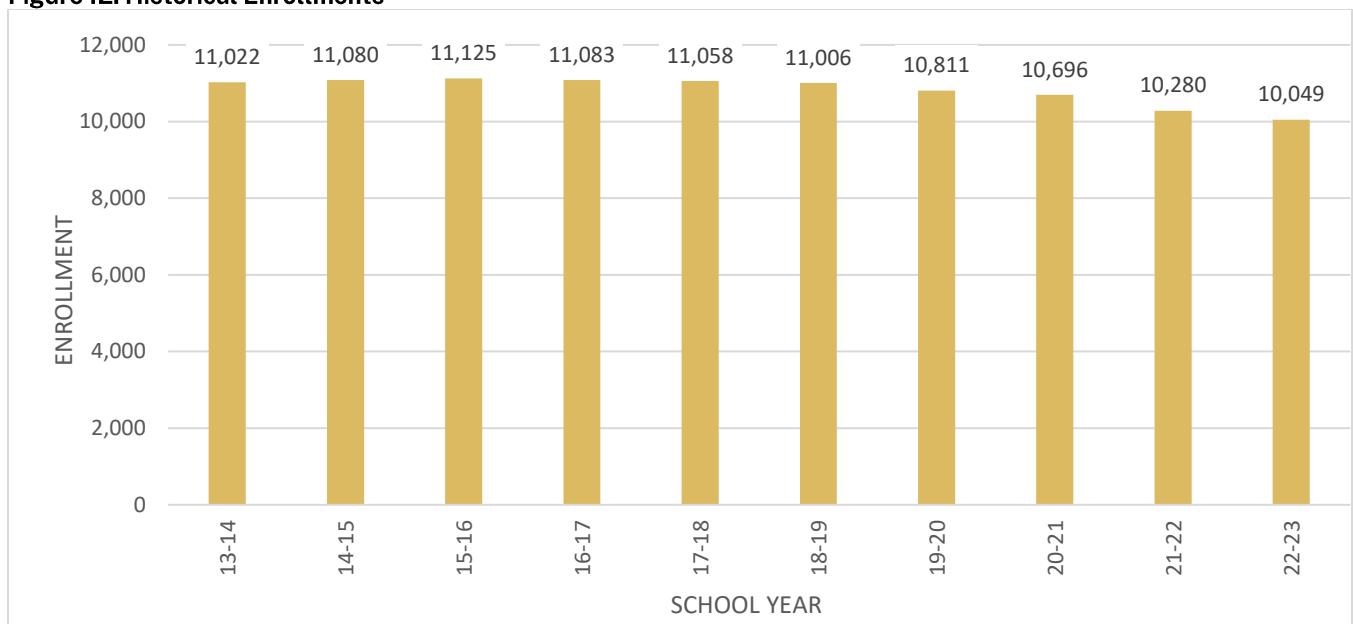
### Historical Enrollments

Unlike in its elementary district, the SRCS High School District experienced longer-term enrollment decrease, with more rapid enrollment decrease occurring during some of the years the elementary district was growing. However, enrollments were more stable through much of the last decade, only decreasing more rapidly in the last few years. Recent District enrollment peaked in 2015-16 after which time enrollment decreased by more than 1,000 students. Inverse to the elementary district, total enrollment that appeared to decrease substantially in 2021-22 was due to the expansion of the Cesar Chavez Language Academy 7<sup>th</sup> and 8<sup>th</sup> grades to effectively absorb the enrollment from the closed Lawrence Cook Middle School. This unique situation resulted in students who used to be counted as SRCS High School District enrollment no longer being counted as such.

The various demographic factors affecting the District's historical enrollments will be discussed in the following sections. Figure 12 illustrates the District's enrollment pattern since 2013-14. Figure 13 provides current year enrollments by school, while Table 7 analyzes the District's enrollment balance across its middle and high schools with attendance boundaries. As shown, the District has a wide range of school enrollment sizes.

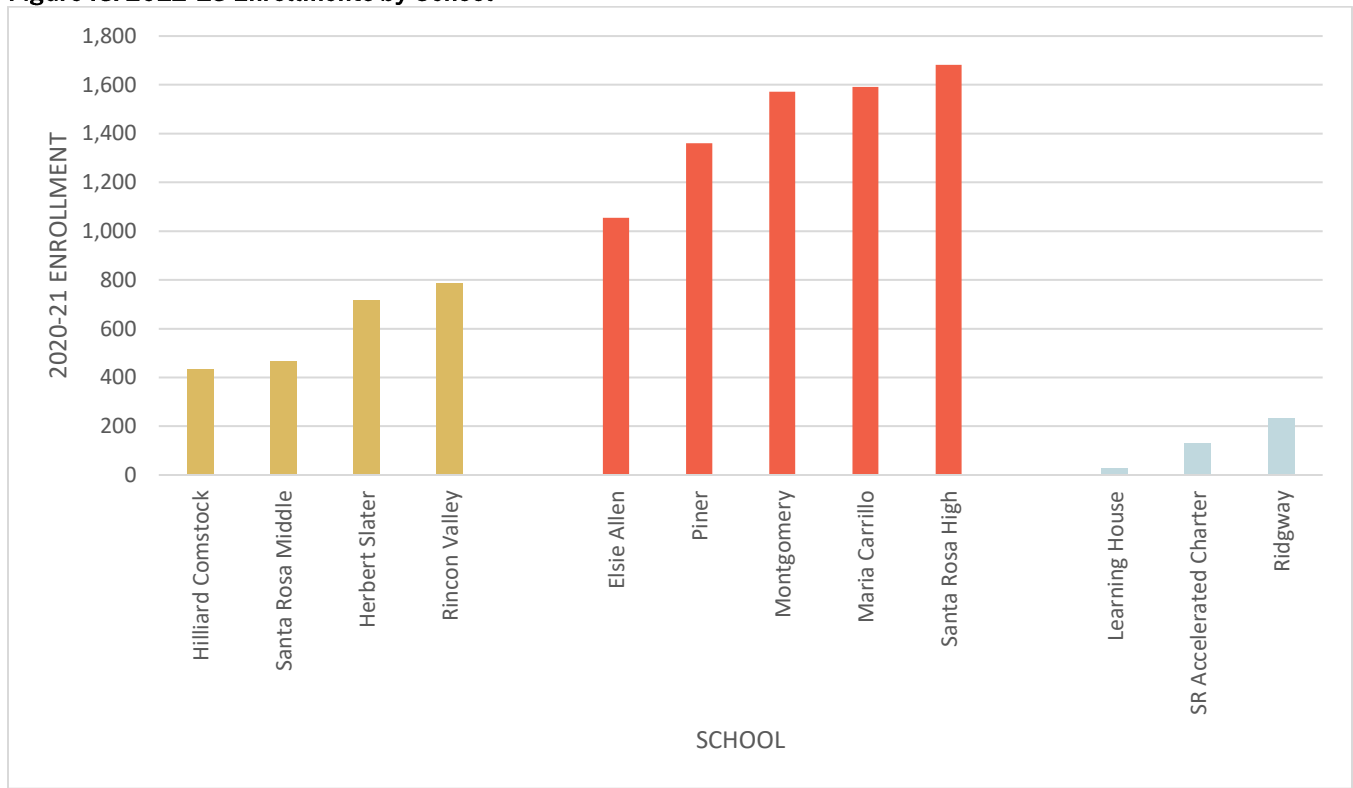
Figure 14 illustrates annual growth/decline in student enrollment and highlights the pattern of more significant decreasing enrollment since 2019. A closer examination of historical enrollments by grade level demonstrates that high school enrollment had been more stable and is only just beginning to see the effects of smaller incoming cohorts driving down enrollment (Figure 15). Table 8 provides historical enrollments by school since 2013-14, including closed schools.

**Figure 12. Historical Enrollments**



Source: California Department of Education.

**Figure 13. 2022-23 Enrollments by School**

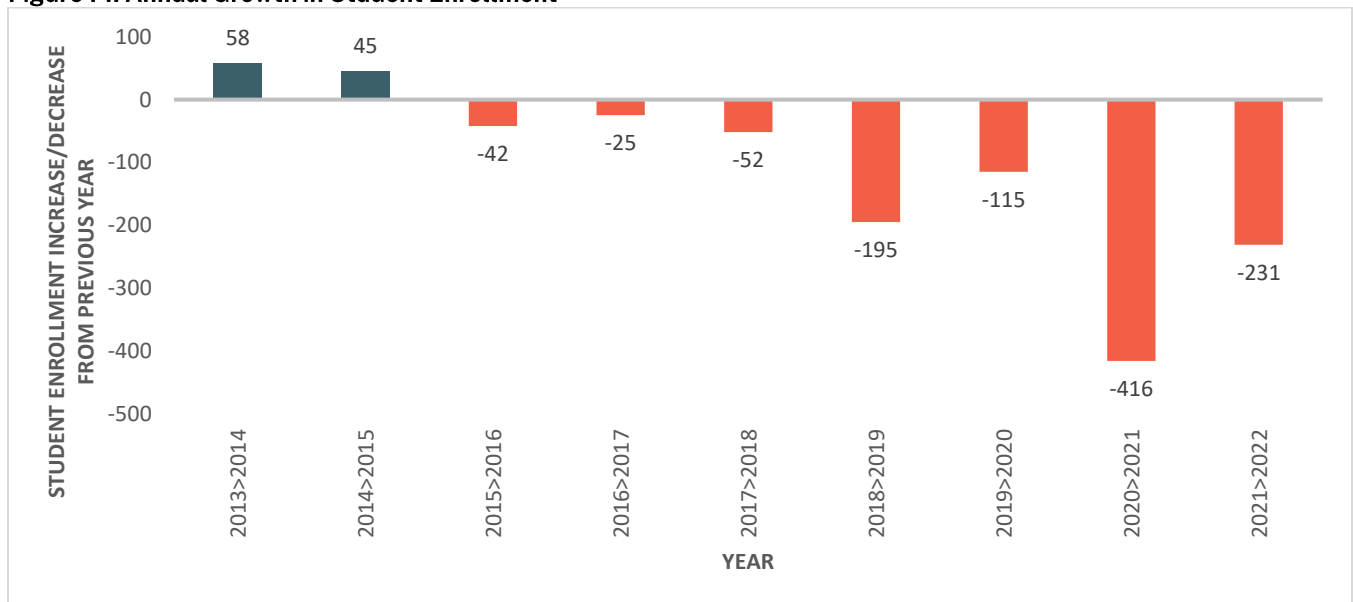


Source: California Department of Education.

**Table 7. SRCS Average Site Enrollments (Only Sites with Boundaries)**

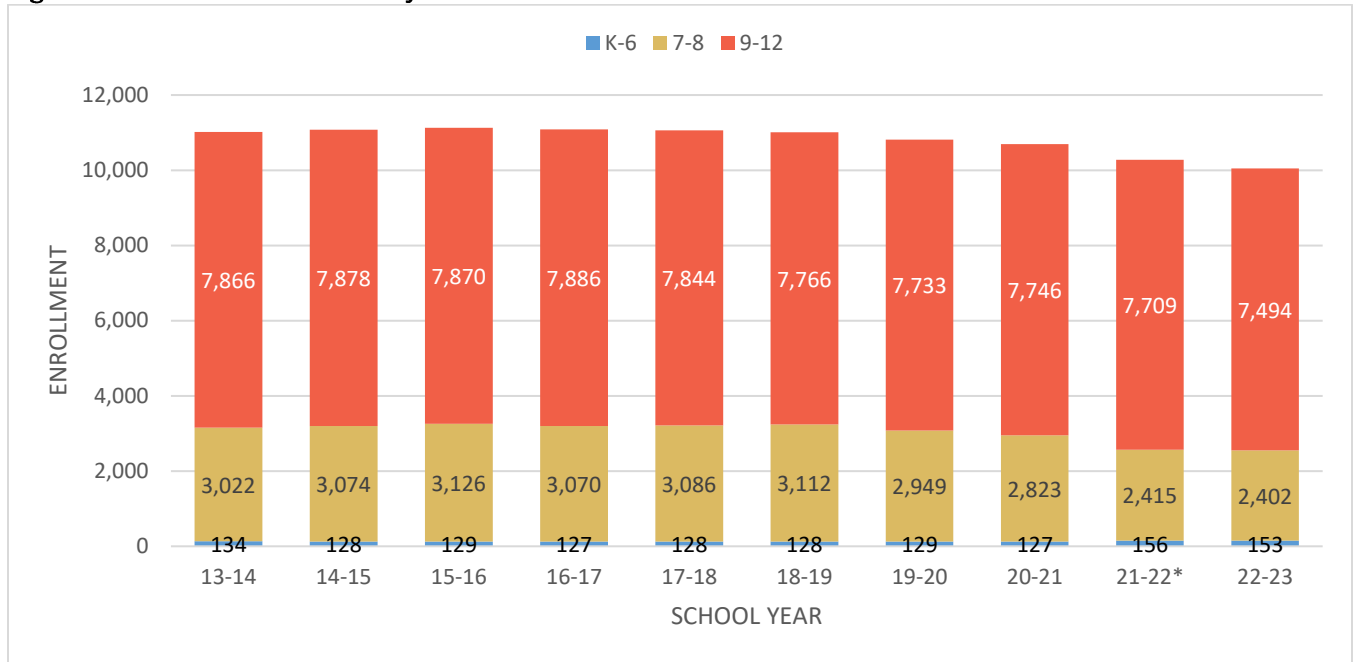
	Average Enrollment	Smallest Enrollment (Deviation)	Largest Enrollment (Deviation)
MS	601	434 (-28%)	786 (+31%)
HS	1,452	1,055 (-27%)	1,682 (+16%)

**Figure 14. Annual Growth in Student Enrollment**



Source: California Department of Education.

**Figure 15. Historical Enrollments by Grade Level**



Source: California Department of Education.

\* Cesar Chavez Language Academy enrollment expanded in 21-22 to include 7-8 students formerly at SRCS High School District.

**Table 8. Historical Enrollments by School**

Middle Schools	Grade Levels	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Herbert Slater	7-8	726	742	759	739	764	766	721	677	701	716
Hilliard Comstock	7-8	382	377	366	370	410	440	412	398	418	434
Rincon Valley	7-8	838	861	908	864	891	899	827	798	802	786
Santa Rosa Middle	7-8	662	675	687	694	581	548	561	502	494	466
Lawrence Cook (clsd)*	N/A	411	411	407	403	440	459	428	448		
High Schools	Grade Levels	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Elsie Allen	9-12	1,034	1,034	1,025	1,093	1,032	1,042	1,030	1,071	1,088	1,055
Maria Carrillo	9-12	1,598	1,570	1,603	1,578	1,560	1,462	1,480	1,495	1,545	1,591
Montgomery	9-12	1,755	1,698	1,624	1,620	1,647	1,642	1,656	1,624	1,591	1,572
Piner	9-12	943	1,053	1,161	1,294	1,357	1,388	1,370	1,399	1,425	1,361
Santa Rosa High	9-12	1,983	2,005	1,988	2,022	1,991	1,948	1,911	1,872	1,814	1,682
Ridgway Cont.	9-12	313	322	294	279	257	284	286	285	246	233
Grace High**	9-12	68	69	66							
Mesa High**	9-12	48	53	49							
Midrose High**	9-12	66	63	60							
Nueva Vista High**	9-12	38									
Other Schools	Grade Levels	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Learning House	K-4									28	25
Lewis Opportunity	7-12	29	19								
SR Accelerated	5-6	128	128	128	127	128	128	129	127	128	128
<b>Grand Total</b>		<b>11,022</b>	<b>11,080</b>	<b>11,125</b>	<b>11,083</b>	<b>11,058</b>	<b>11,006</b>	<b>10,811</b>	<b>10,696</b>	<b>10,280</b>	<b>10,049</b>

\* Lawrence Cook Middle School closed after the 2020-21 school year, with most of its enrollment going to Cesar Chavez Language Academy in the SRCS Elementary School District.

\*\* SRCS operated additional small necessary schools until the 2015-16 school year.

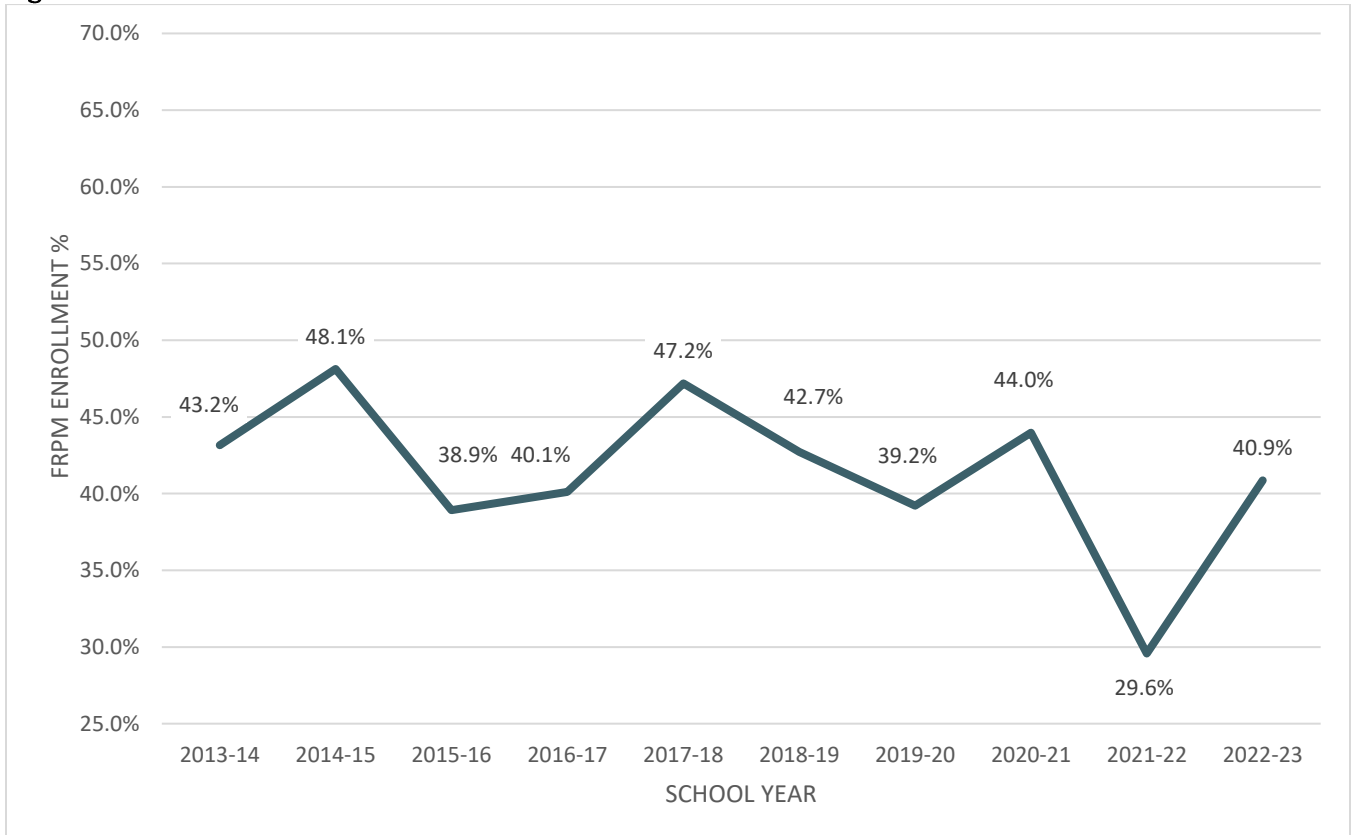
### Historical Enrollment by Socioeconomic Status

Table 9 provides the number of SRCS High School District students participating in the FRPM program from 2013-14 to 2022-23. The number and proportion of SRCS High School District students in FRPM has been more stable and at a lower overall level than in the SRCS Elementary School District. The abnormally low FRPM participation in 2021-22 is also likely due to universal free meals and the difficulty many school districts had in getting families to complete FRPM forms in that year. Figure 16 graphically demonstrates the change by year.

**Table 9. Historical Students Enrolled in Free or Reduced Price Meals**

School Year	Students Enrolled in Free or Reduced Price Meals	Percent FRPM
2013-14	4,831	43.2%
2014-15	5,411	48.1%
2015-16	4,396	38.9%
2016-17	4,517	40.1%
2017-18	5,278	47.2%
2018-19	4,743	42.7%
2019-20	4,290	39.2%
2020-21	4,759	44.0%
2021-22	3,074	29.6%
2022-23	4,159	40.9%

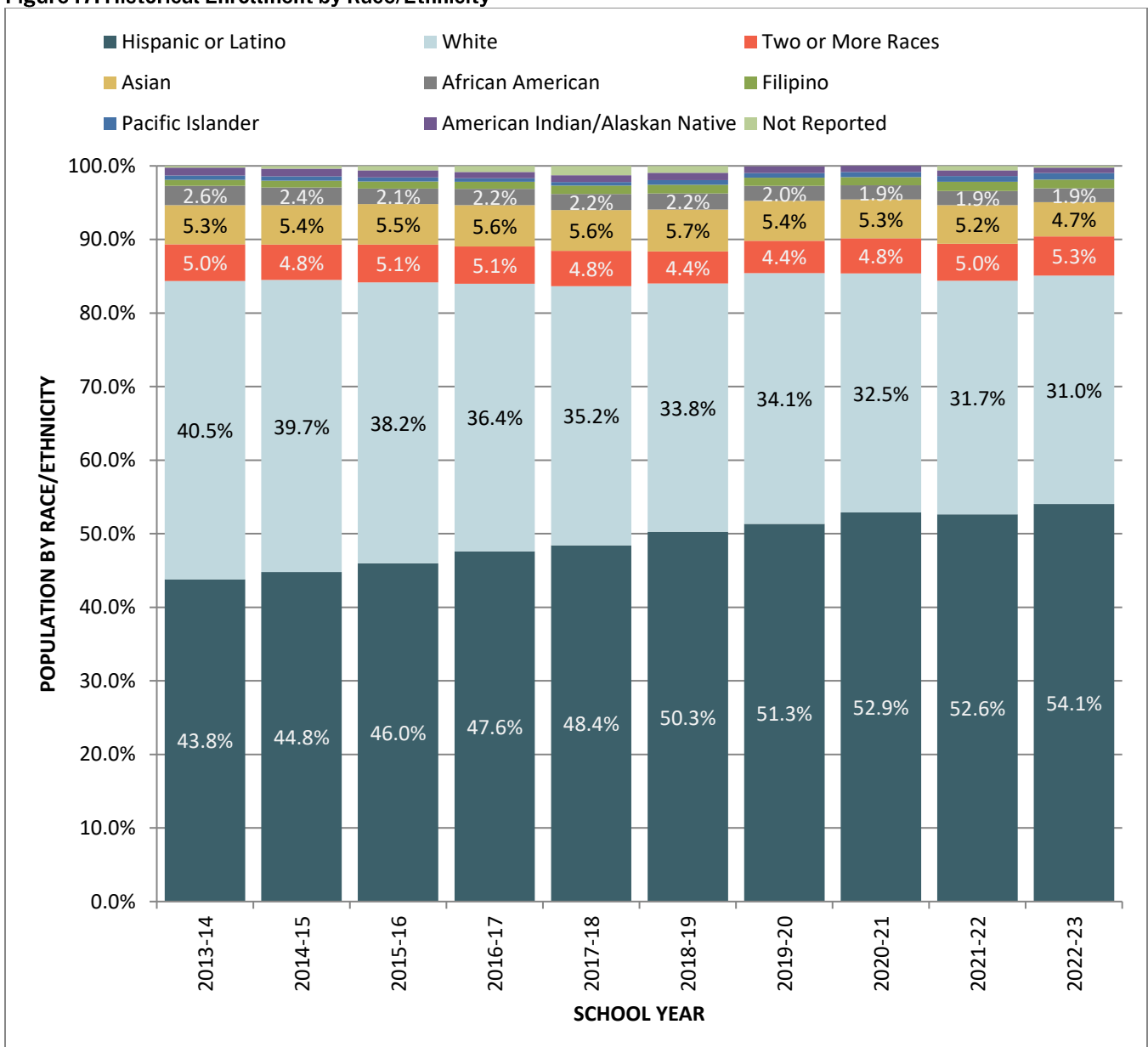
**Figure 16. Historical Students Enrolled in Free or Reduced-Price Meals**



### Historical Enrollment by Ethnicity

To analyze the District's race/ethnicity profile, the 2013-2022 CalPADS enrollments by race/ethnicity were used. Historically, SRCS High School District enrollments have been more diverse than in the Elementary School District, as no one race or ethnicity category made up a majority of enrollment until 2018-19. As in the Elementary School District, however, Hispanic/Latino and students identifying as two or more races are growing proportionally, while all other races are decreasing proportionally with the exception of Pacific Islander enrollment which grew slightly from a low level. In 2022-23, Hispanic or Latino students comprised 54.1% of SRCS High School District enrollments. The second largest ethnic group is non-Hispanic White students (31.0%) with students identifying with two or more races being the third largest ethnic group (5.3%). Figure 17 demonstrates the race/ethnicity trends of the District from 2013-14 to the 2022-23 school years.

**Figure 17. Historical Enrollment by Race/Ethnicity**



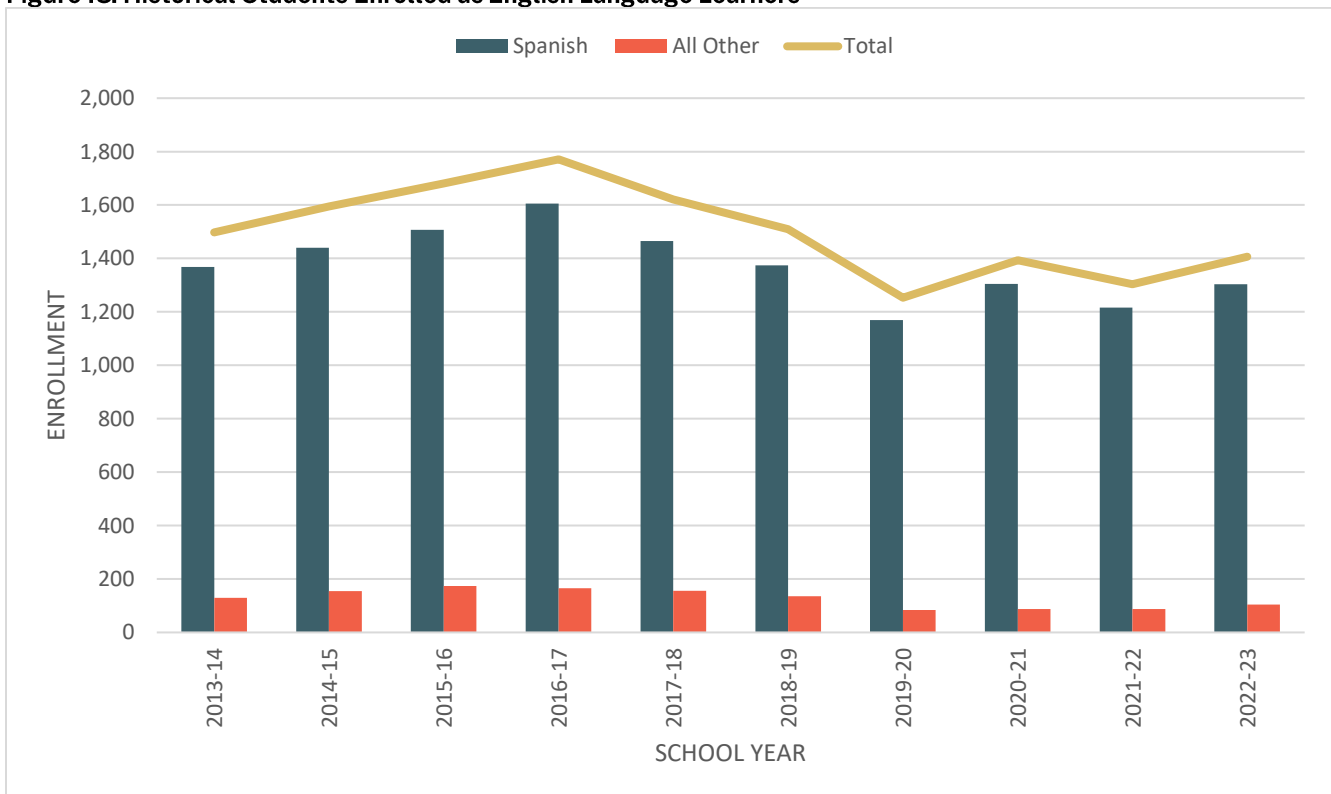
### Historical Enrollment of English Language Learners

CalPADS enrollments of English Language Learners (ELL) were also compiled and analyzed. Table 10 contains the number of SRCS High School District students enrolled as ELL students from 2013-14 to 2022-23, as well as a breakdown by primary language spoken. Total ELL enrollment increased slightly in recent years despite the loss of students from Lawrence Cook Middle School. The composition of the ELL student population has consisted of predominantly Spanish speaking students, with Vietnamese and Filipino speakers as the only other languages spoken by more than 10 ELL students in the current year. Figure 18 graphically depicts this trend over time.

**Table 10. Historical Students Enrolled as English Language Learners**

School Year	Total Students Enrolled as ELL	Spanish Speaking	All Other Languages	Percent ELL of Total Enrollment
2013-14	1,498	1,368	130	13.4%
2014-15	1,595	1,440	155	14.2%
2015-16	1,681	1,507	174	14.9%
2016-17	1,771	1,605	166	15.7%
2017-18	1,621	1,465	156	14.5%
2018-19	1,509	1,374	135	13.6%
2019-20	1,253	1,169	84	11.5%
2020-21	1,393	1,305	88	12.9%
2021-22	1,303	1,216	87	12.5%
2022-23	1,407	1,303	104	13.8%

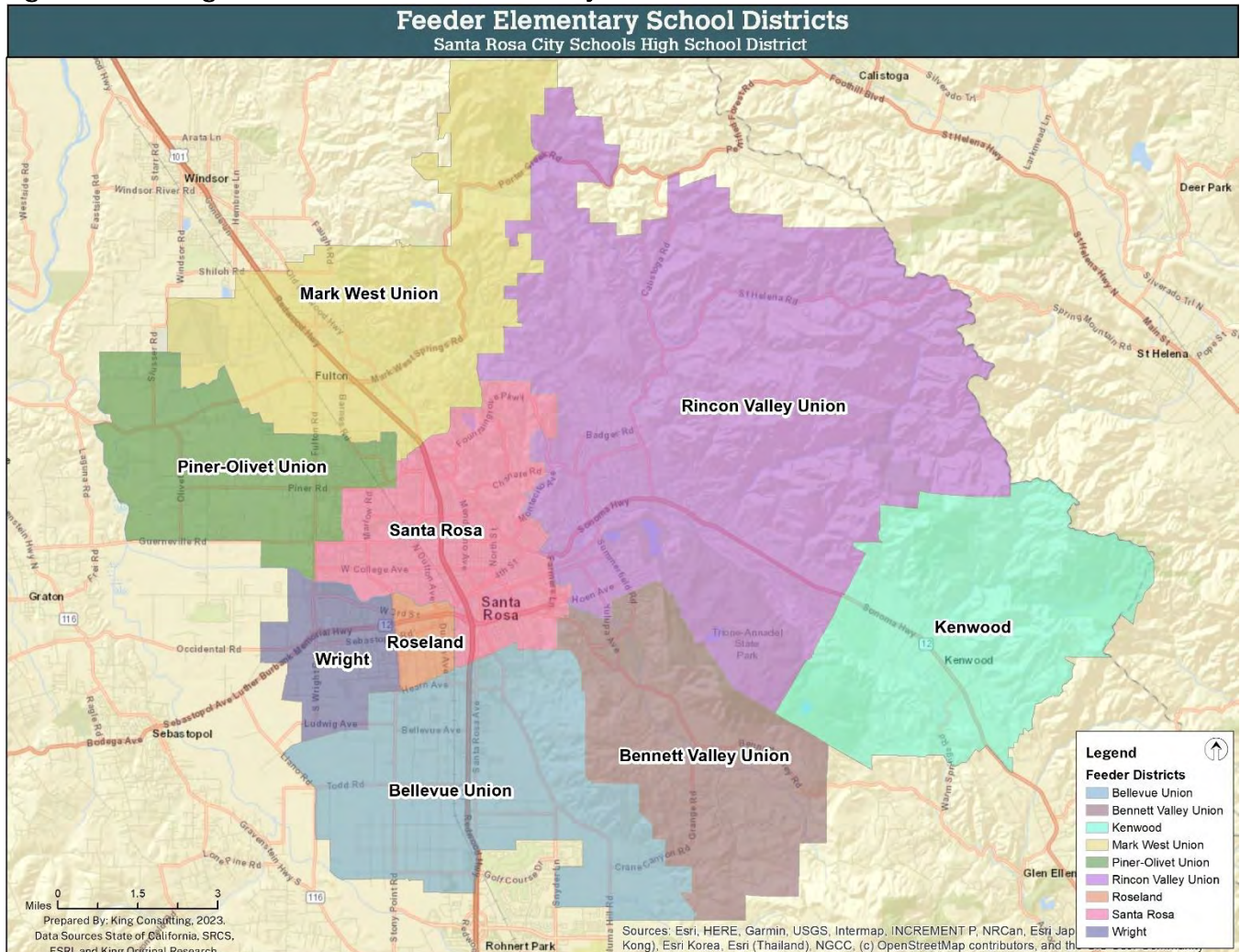
**Figure 18. Historical Students Enrolled as English Language Learners**



### Historical Feeder Elementary School District Enrollments

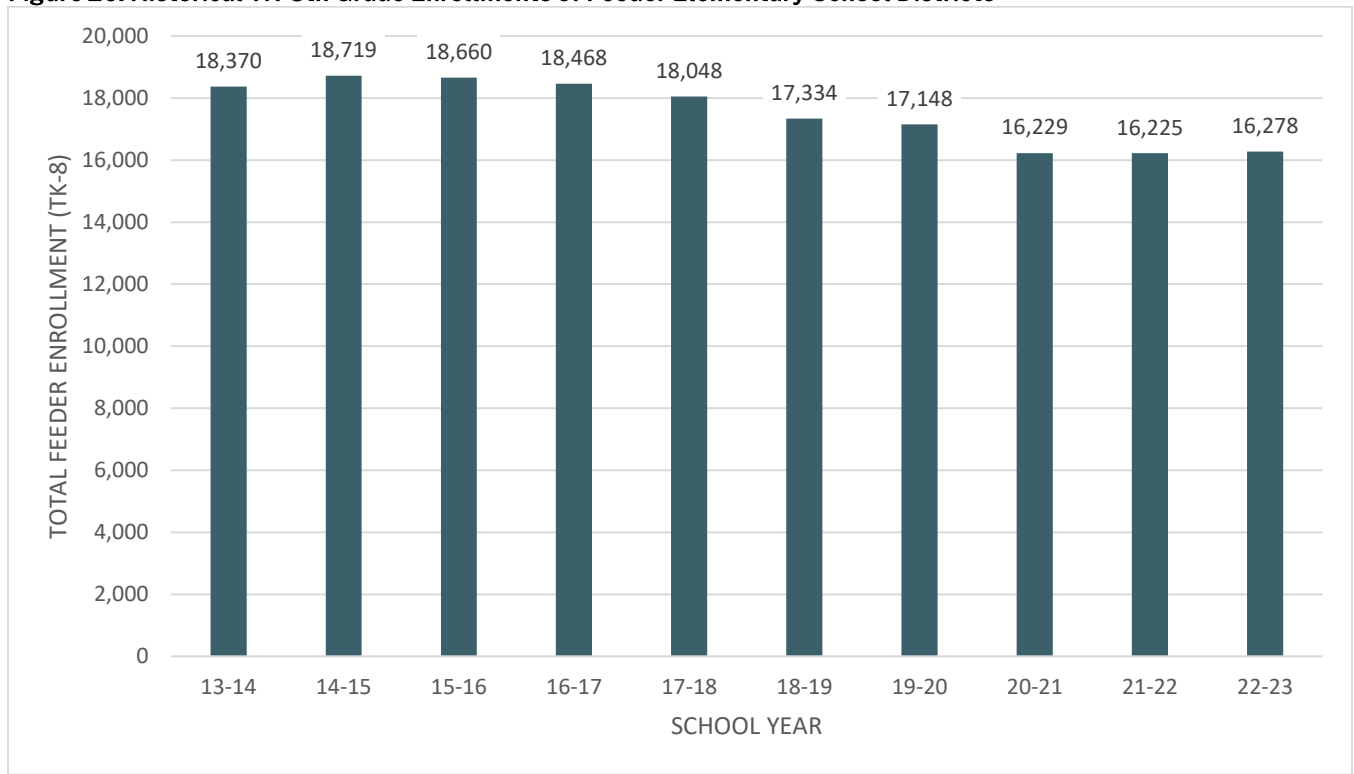
Another demographic factor to be considered when analyzing past and future enrollments for the SRCS High School District is the feeder elementary school district population, as most of these students will become future SRCS High School District students. The high school district has nine feeder elementary school districts, including the SRCS Elementary School District. Figure 19 provides a map of the SRCS High School District feeder elementary school districts included in this analysis.

**Figure 19. SRCS High School District Feeder Elementary School Districts**

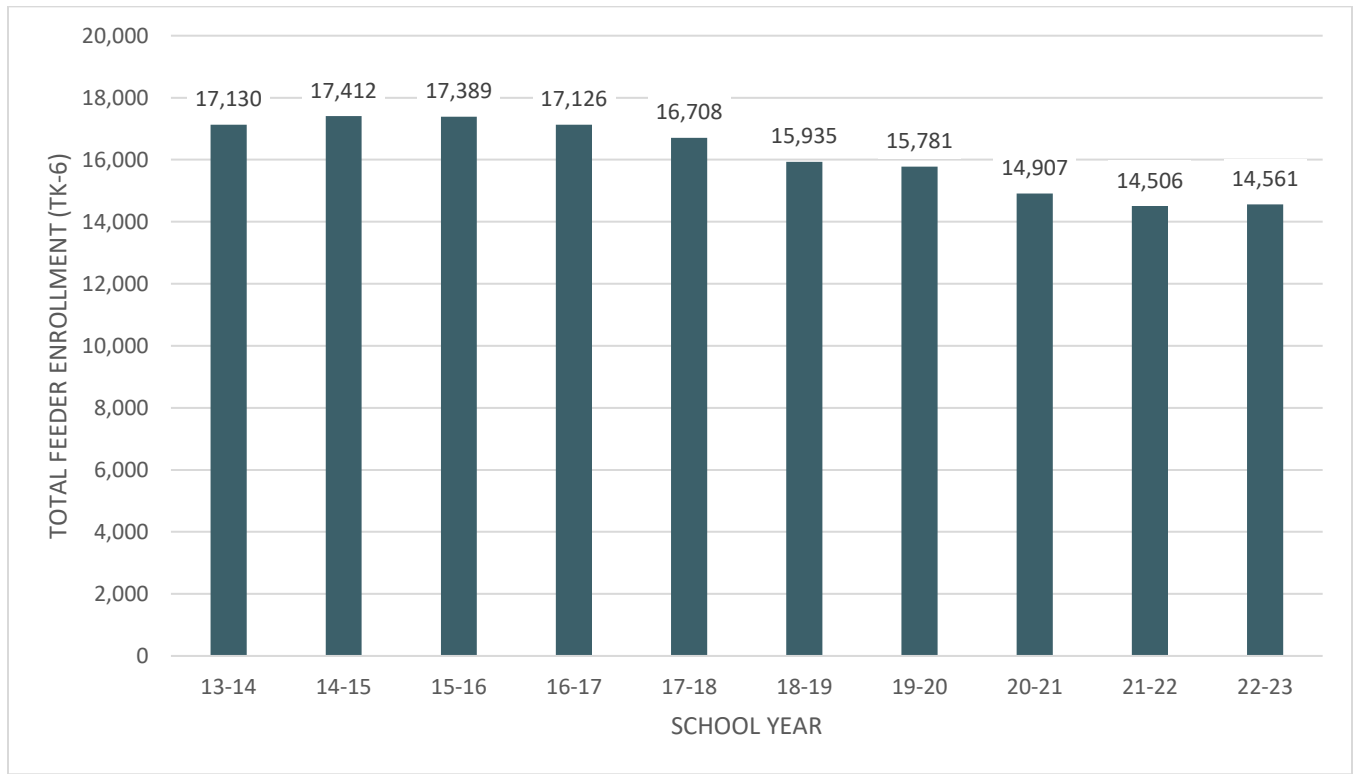


Total TK-8<sup>th</sup> grade enrollments in feeder elementary school districts decreased by 13% between peak levels in 2014-15 and 2022-23 (Figure 20), even with the addition of more TK students in the current year. If only TK-6 enrollments are considered (which excludes the transfusion of students in the SRCS Elementary School District at Cesar Chavez Language Academy), the total decrease elevates to 16.4% since 2014-15 (Figure 21). While there has been some variation between the different feeder districts, all of them decreased at least 8.9% in total enrollments since 2014-15. The Bennett Valley and Mark West districts saw the smallest decreases by percentage, while Kenwood and Wright experienced the largest decreases by percentage.

**Figure 20. Historical TK-8th Grade Enrollments of Feeder Elementary School Districts**



**Figure 21. Historical TK-6th Grade Enrollments of Feeder Elementary School Districts**

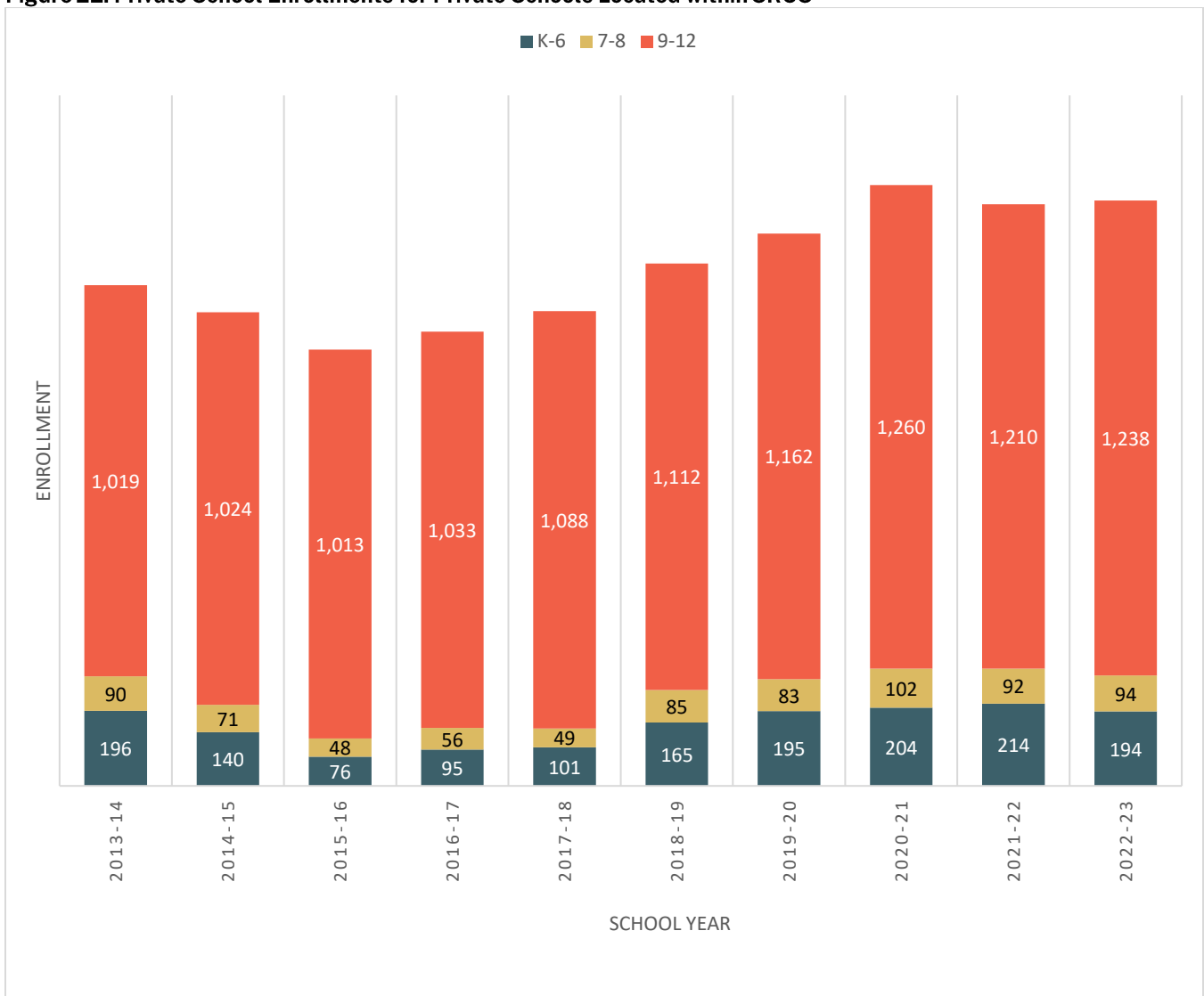


### Private School Trends

While direct public-to-private and private-to-public student transfer data is not readily available, it is possible to compare historical enrollments to determine if there is a significant correlation between public school enrollments as compared to private school enrollments.

Private school enrollments for private schools located within both SRCS districts were collected from the California Department of Education for years 2013-14 to 2022-23. Only elementary schools within the SRCS Elementary School District were included, while all private schools serving grades 7-12 were included. From 2015 to 2020, private school enrollment increased by 37.7% (+382 K-12 students) (Figure 22). Total private school enrollment has remained above 2019 levels for the last two years, despite decreasing slightly. Most private enrollment is made up of high school students, with Cardinal Newman High School and Sonoma Academy comprising the majority of those enrollments.

**Figure 22. Private School Enrollments for Private Schools Located within SRCS**



Source: California Department of Education.

### **Elementary School District Community Demographics**

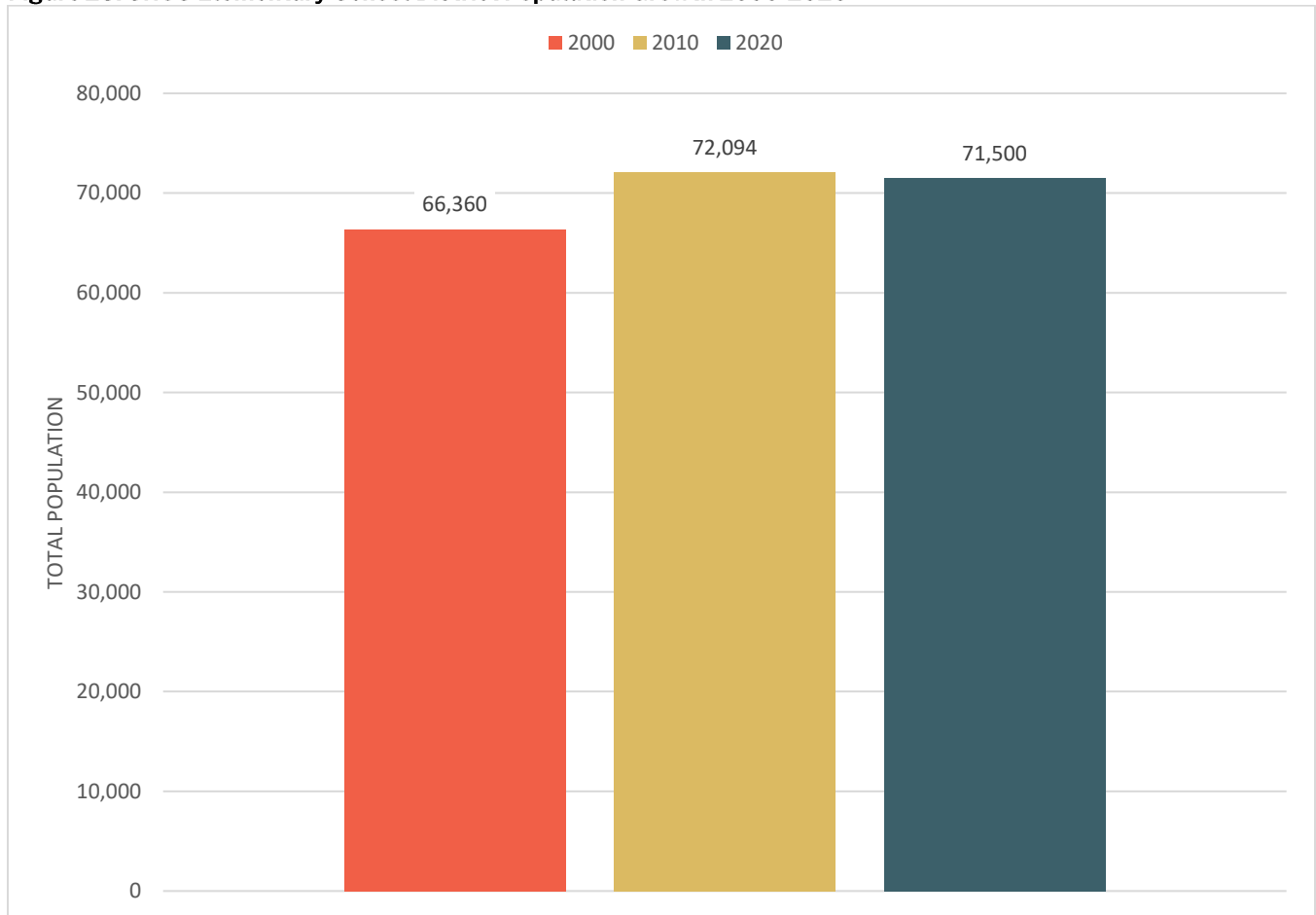
The SRCS Elementary School District serves a large portion of the City of Santa Rosa. This analysis will describe all of the population residing within the SRCS Elementary School District boundary as depicted in Figure 2 in Section A of this document.

#### ***Population Trends (Decennial United States Census)***

The SRCS Elementary School District boundary has a total population of 71,500 according to the 2020 Decennial United States Census. This represents a slight decrease of 0.8% since 2010 (Figure 23).

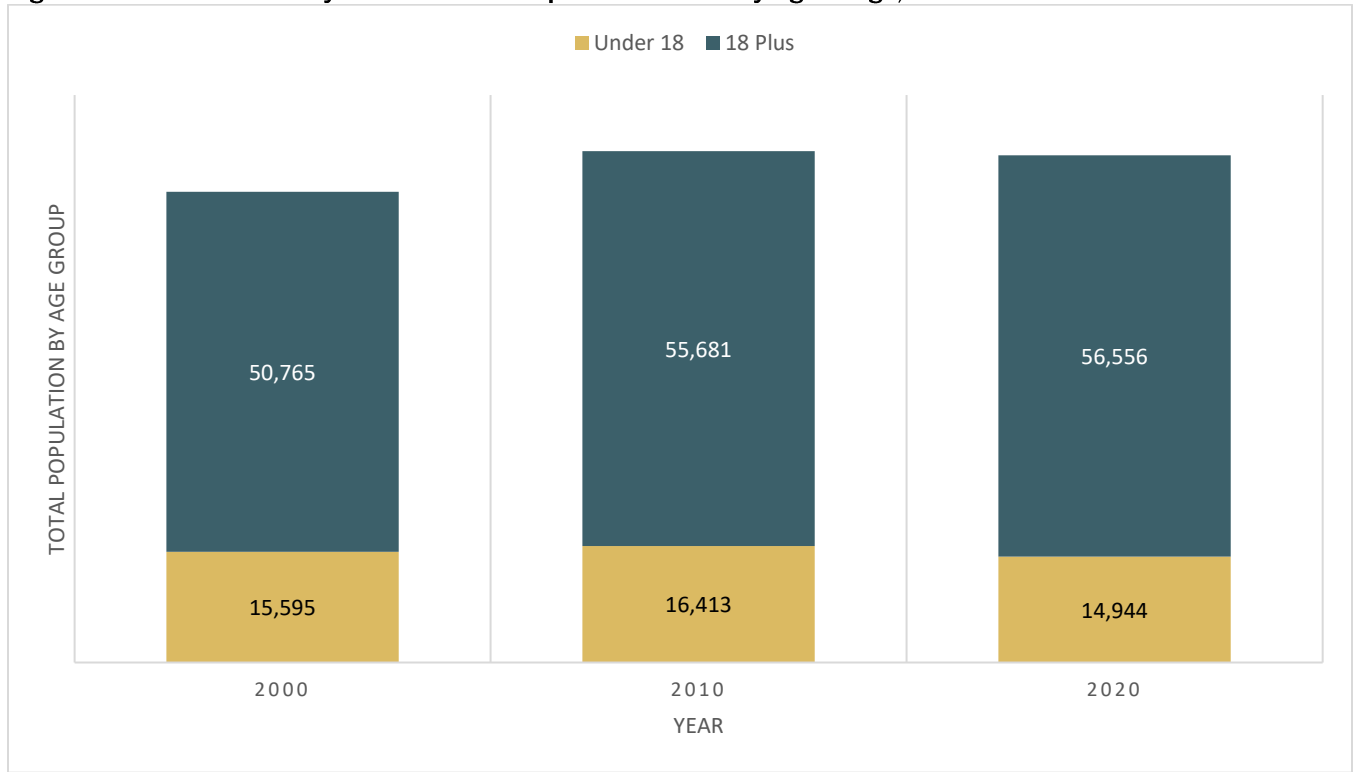
While detailed age data for 2020 is not yet available and previous estimates are less consistent with the confirmed 2020 total, an analysis of the population split between people aged 18 and over and those under 18 years reveals that the relative population stability from 2010 to 2020 masked the fact that the population under 18 years of age decreased by 9%, while the over 18 population actually increased (Figure 24). The SRCS Elementary School District community demonstrates a different racial and ethnic composition than the SRCS Elementary School District population, with a plurality of White residents (47.9%), followed by Hispanic or Latino residents making up a smaller proportion of the community (37.9%) (Figure 25).

**Figure 23. SRCS Elementary School District Population Growth 2000-2020**



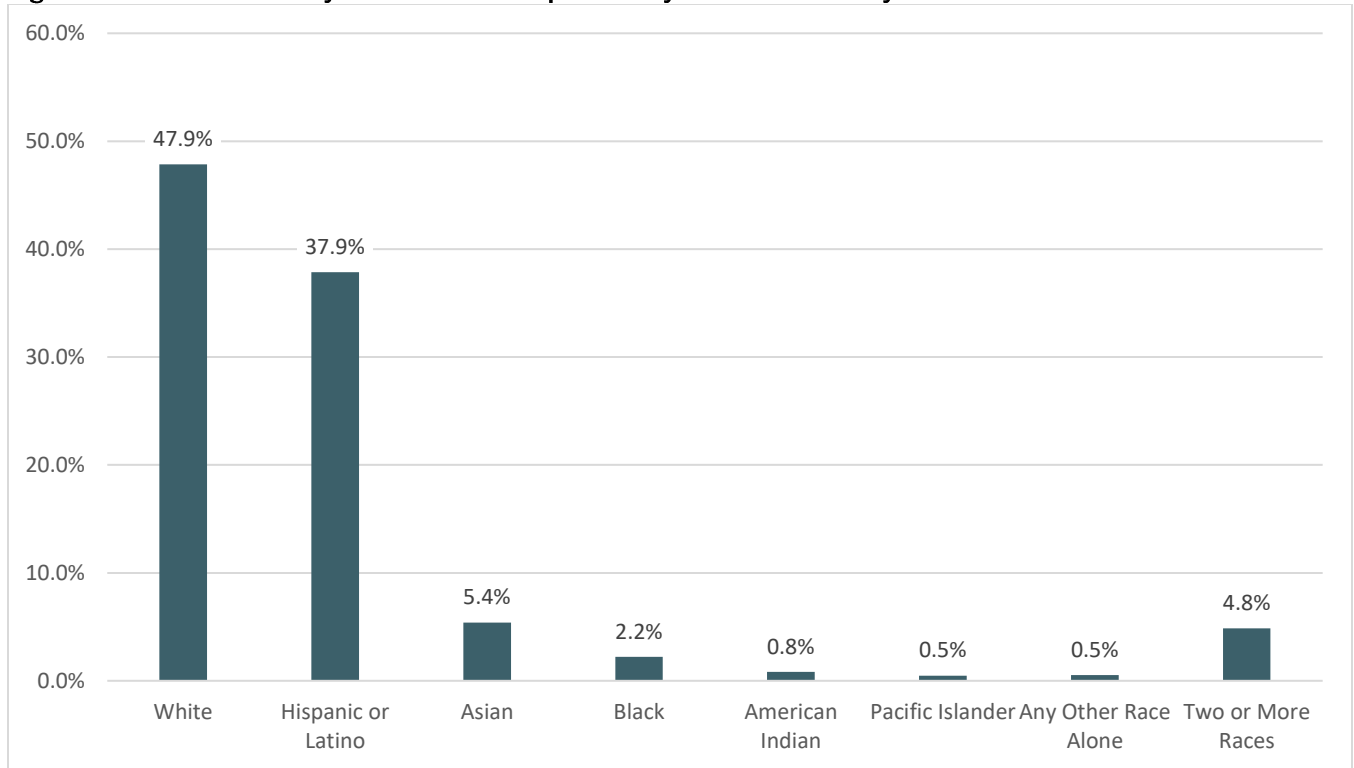
Source: U.S. Census Bureau Decennial Census (2000, 2010, 2020).

**Figure 24. SRCS Elementary School District Population Growth by Age Range, 2000-2020**



Source: U.S. Census Bureau Decennial Census (2000, 2010, 2020).

**Figure 25. SRCS Elementary School District Population by Race and Ethnicity**

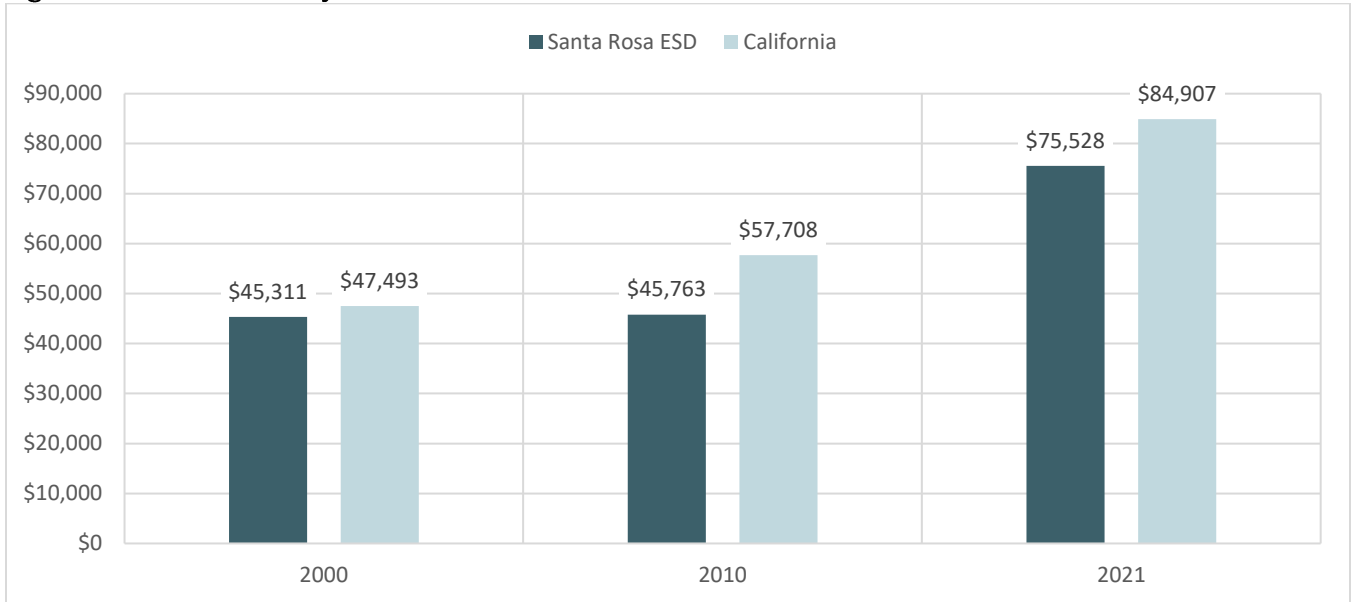


Source: U.S. Census Bureau, 2020 Decennial Census.

**Household Characteristics (Sourced from the American Community Survey or ACS)**

Median household income, based on 2021 American Community Survey (ACS) estimates from the United States Census, is lower in the SRCS ESD when compared to the State as a whole (Figure 26).

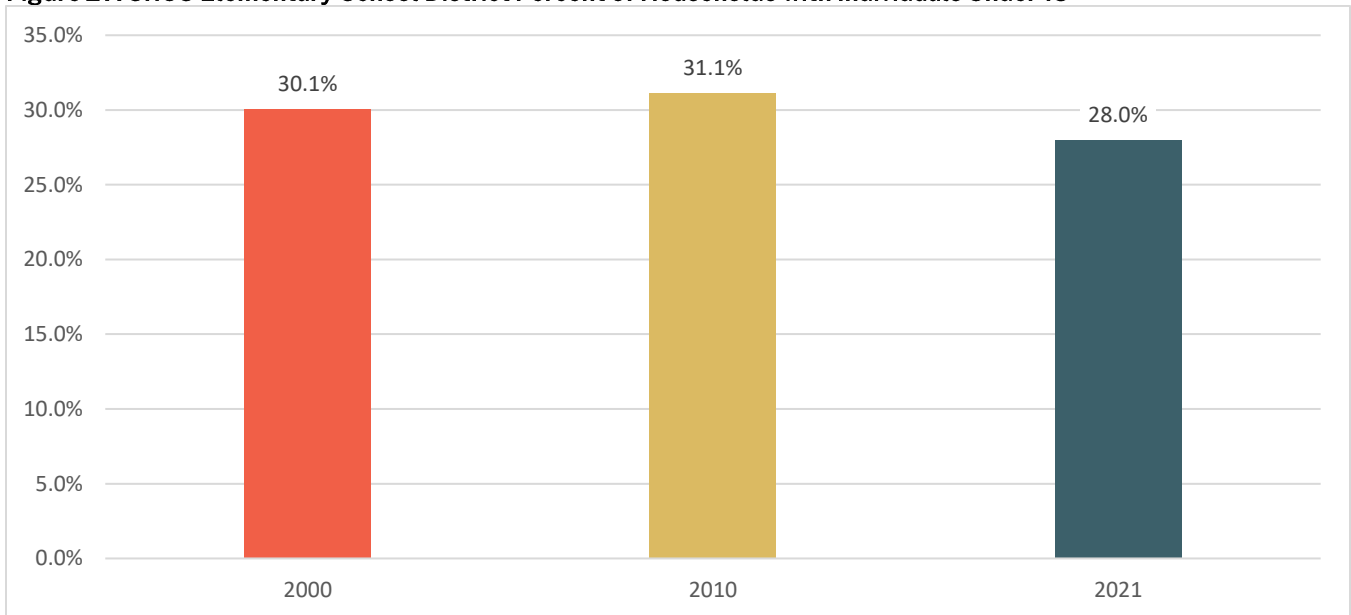
**Figure 26. SRCS Elementary School District Median Household Income**



Source: U.S. Census Bureau Decennial Census (2000, 2010), U.S. Census Bureau, ACS, 2021.

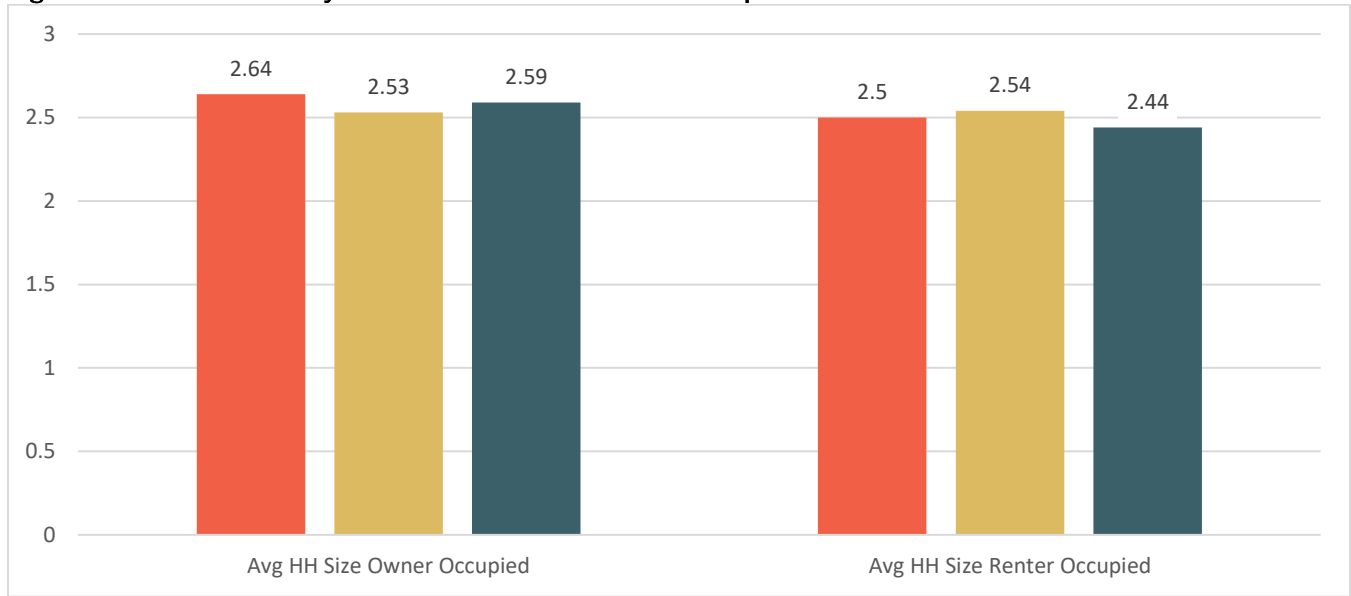
The percent of households with children under 18 decreased from 2010 to 2020, consistent with the imbalanced population growth between the age ranges as previously observed. Meanwhile, the number of persons per household decreased slightly over the last 20 years in both owner-occupied and renter-occupied housing. (Figures 27-28).

**Figure 27. SRCS Elementary School District Percent of Households with Individuals Under 18**



Source: U.S. Census Bureau Decennial Census (2000, 2010), U.S. Census Bureau, ACS, 2021.

**Figure 28. SRCS Elementary School District Number of Persons per Household**

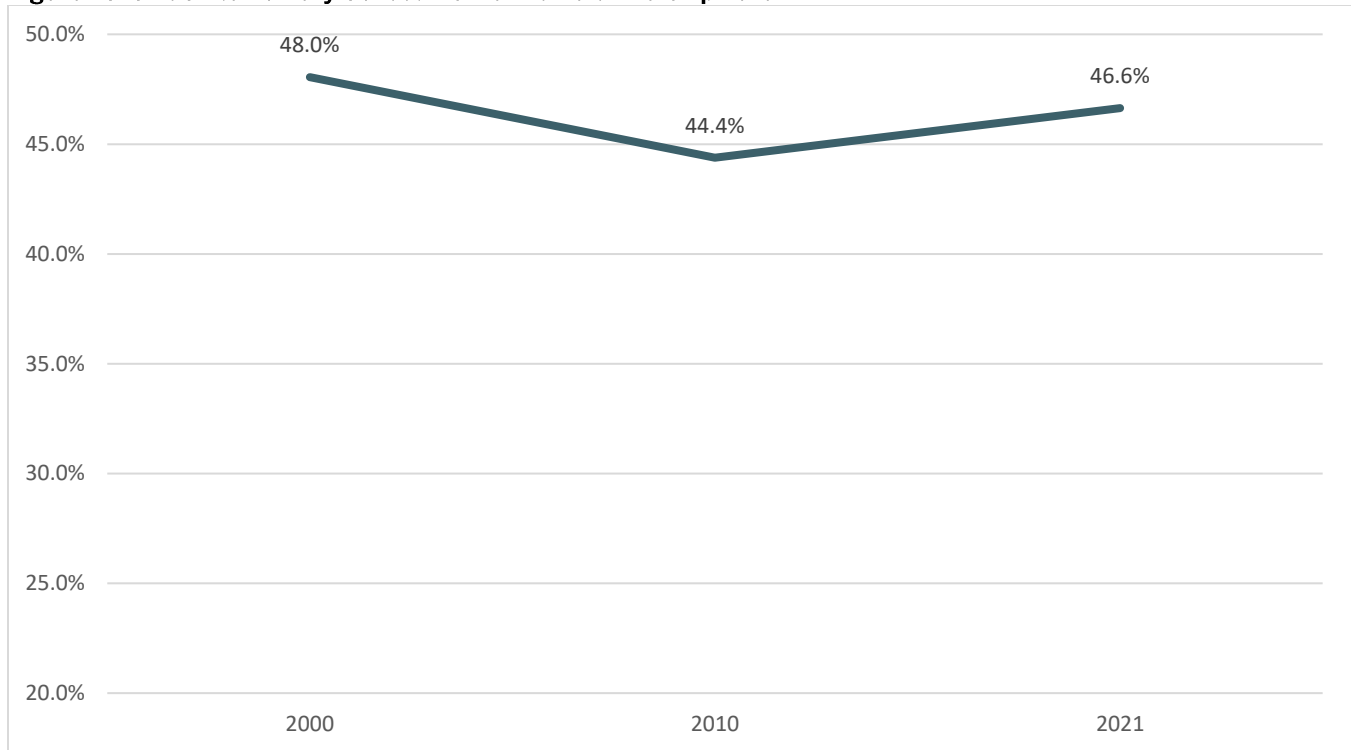


Source: U.S. Census Bureau Decennial Census (2000, 2010), U.S. Census Bureau, ACS, 2021.

**Home Ownership and Median Home Values (American Community Survey)**

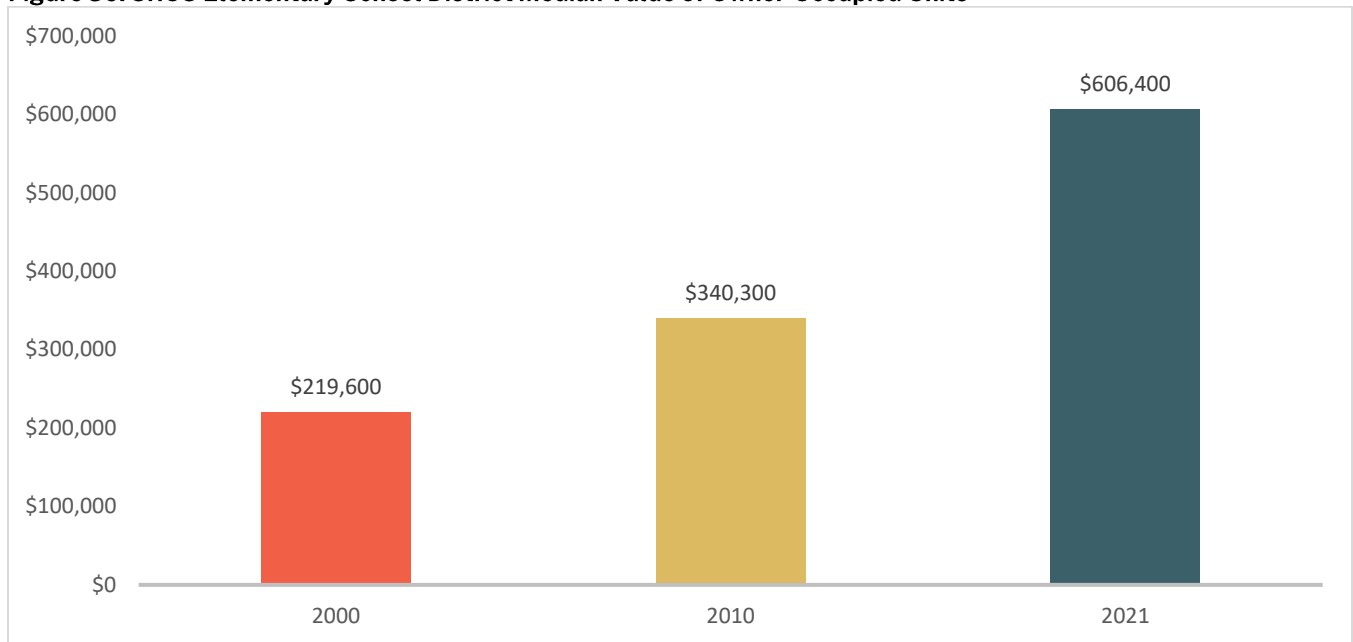
Home-ownership in the District (the percent of non-vacant housing units occupied by the owner) increased slightly since 2010 (Figure 29). The median home value in the District of owner-occupied housing units, according to Census estimates, is currently \$606,400, almost double the median value in 2010 (Figure 30).

**Figure 29. SRCS Elementary School District Home Ownership Rate**



Source: U.S. Census Bureau Decennial Census (2000, 2010), U.S. Census Bureau, ACS, 2021.

**Figure 30. SRCS Elementary School District Median Value of Owner-Occupied Units**



Source: U.S. Census Bureau Decennial Census (2000, 2010), U.S. Census Bureau, ACS, 2021.

The percent of owner-occupied units increased from 2010 to 2020, while the percent of renter-occupied housing units decreased. The vacancy rate also decreased, with most vacant units being units for rent or rented but not yet occupied.

**Figure 31. SRCS Elementary School District Housing Units by Occupancy**



Source: U.S. Census Bureau Decennial Census (2000, 2010), U.S. Census Bureau, ACS, 2021.

### **High School District Community Demographics**

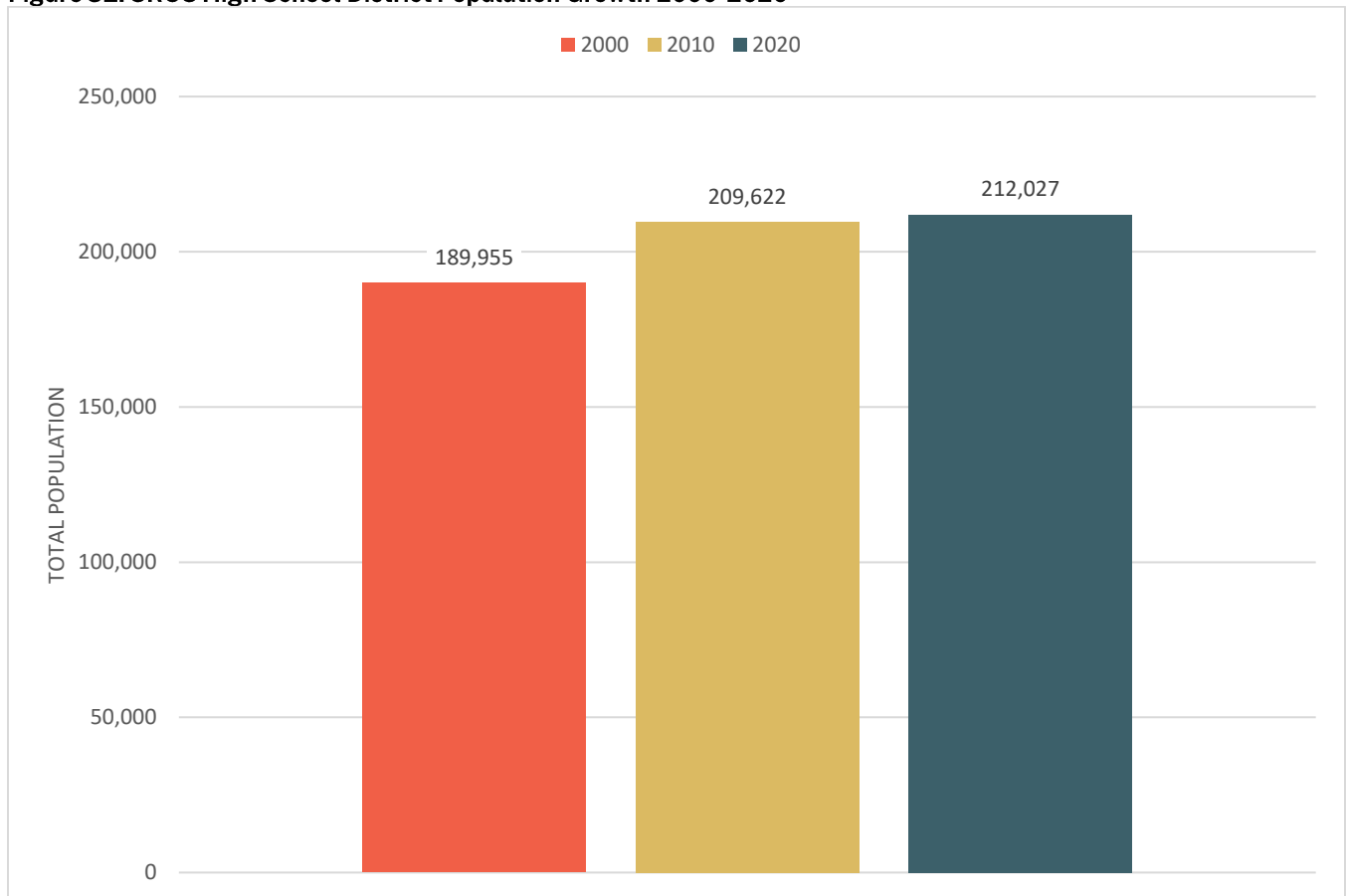
The SRCS High School District serves all of the City of Santa Rosa, along with small portions of the City of Rohnert Park and Town of Windsor, as well as surrounding areas if unincorporated Sonoma County. This analysis will describe all of the population residing within the SRCS High School District boundary as depicted in Figure 3 in Section A of this document.

### ***Population Trends (Decennial United States Census)***

The SRCS High School District boundary has a total population of 212,027 according to the 2020 Decennial United States Census. This represents a slight increase of 1.2% since 2010 (Figure 32).

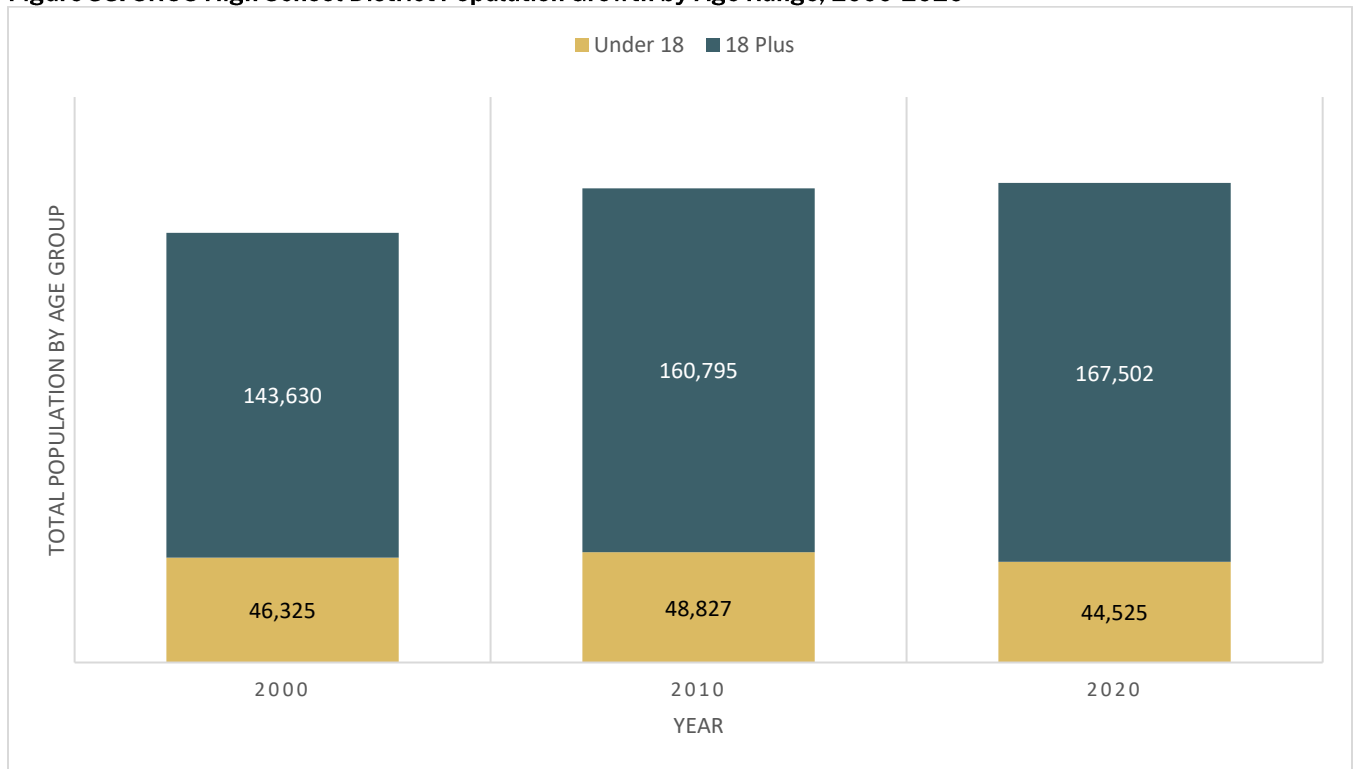
As with the SRCS Elementary School District, an analysis of the population split between people aged 18 and over and those under 18 years reveals that the relative population stability from 2010 to 2020 masked the fact that the population under 18 years of age decreased by 8.9%, while the over 18 population actually increased (Figure 33). The SRCS High School District community also demonstrates the same difference in racial and ethnic composition than the SRCS High School District student population, with a majority of White residents (51.6%), followed by Hispanic or Latino residents making up a smaller proportion of the community (34.2%) (Figure 34).

**Figure 32. SRCS High School District Population Growth 2000-2020**



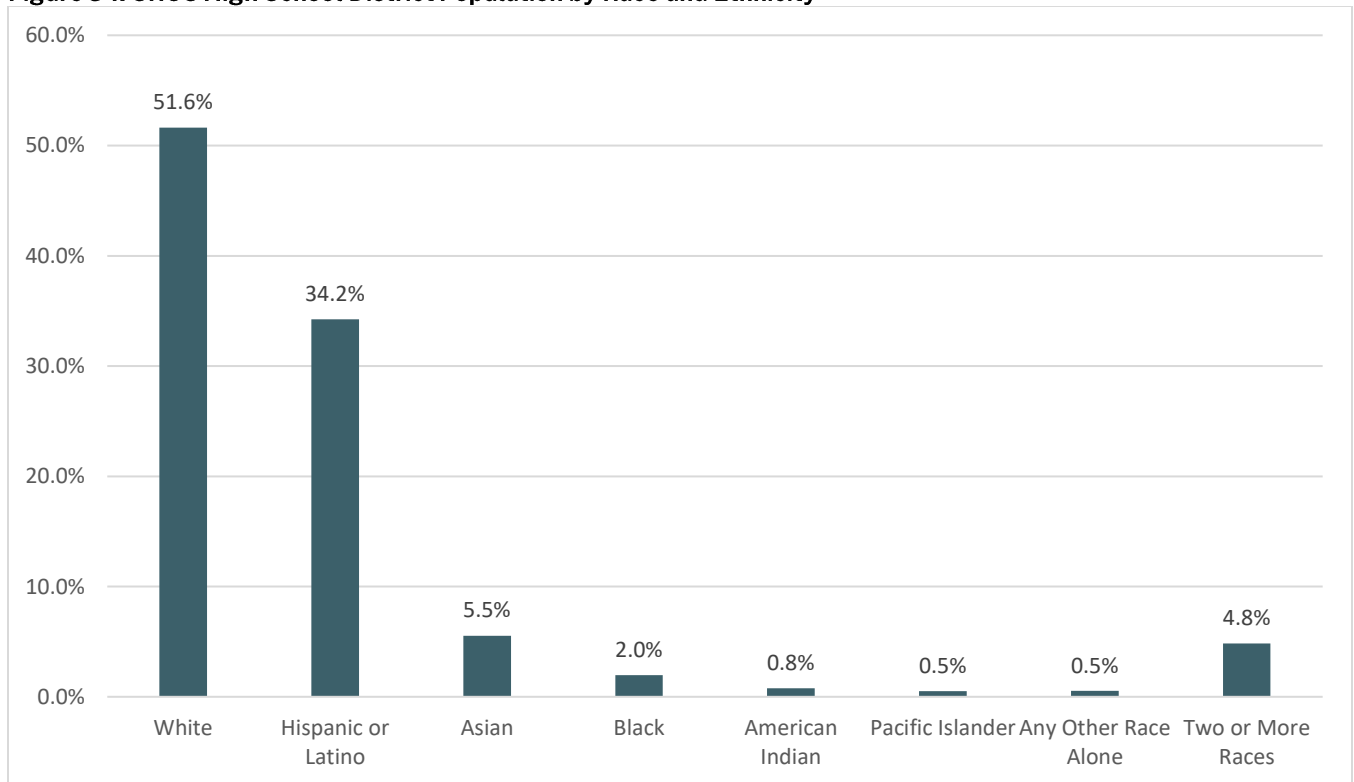
Source: U.S. Census Bureau Decennial Census (2000, 2010, 2020).

**Figure 33. SRCS High School District Population Growth by Age Range, 2000-2020**



Source: U.S. Census Bureau Decennial Census (2000, 2010, 2020).

**Figure 34. SRCS High School District Population by Race and Ethnicity**

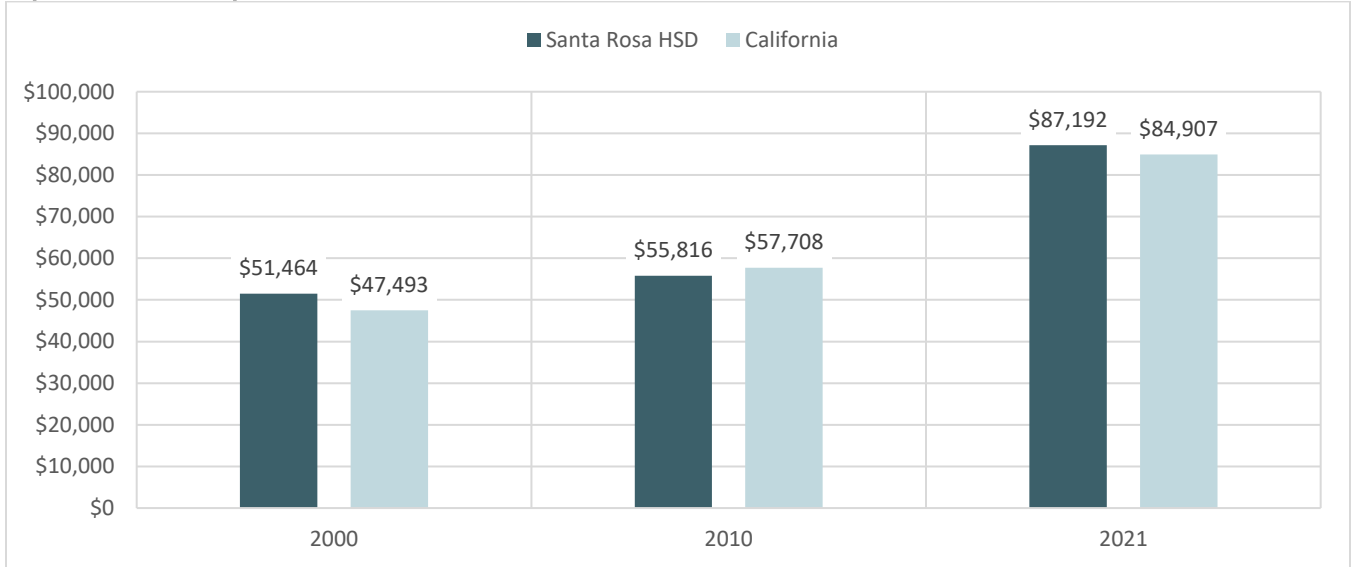


Source: U.S. Census Bureau, 2020 Decennial Census.

**Household Characteristics (Sourced from the American Community Survey or ACS)**

Median household income, based on 2021 American Community Survey (ACS) estimates from the United States Census, is higher in the SRCS ESD when compared to the State as a whole, in contrast with the elementary school district being lower (Figure 35).

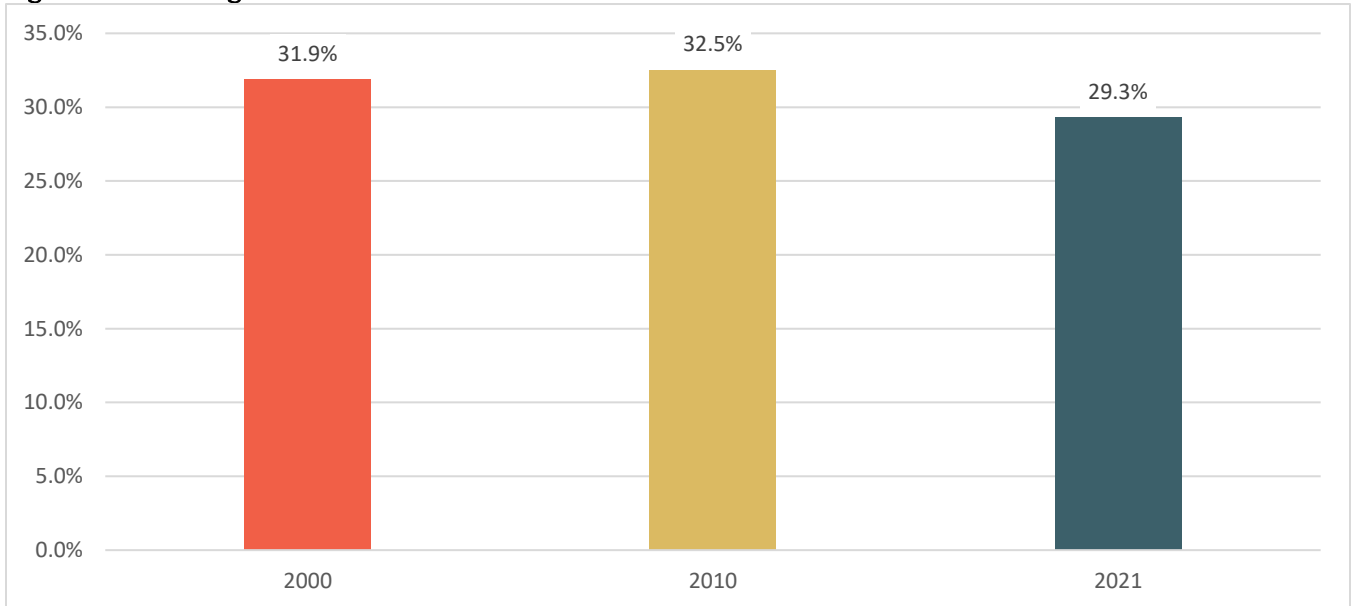
**Figure 35. SRCS High School District Median Household Income**



Source: U.S. Census Bureau Decennial Census (2000, 2010), U.S. Census Bureau, ACS, 2021.

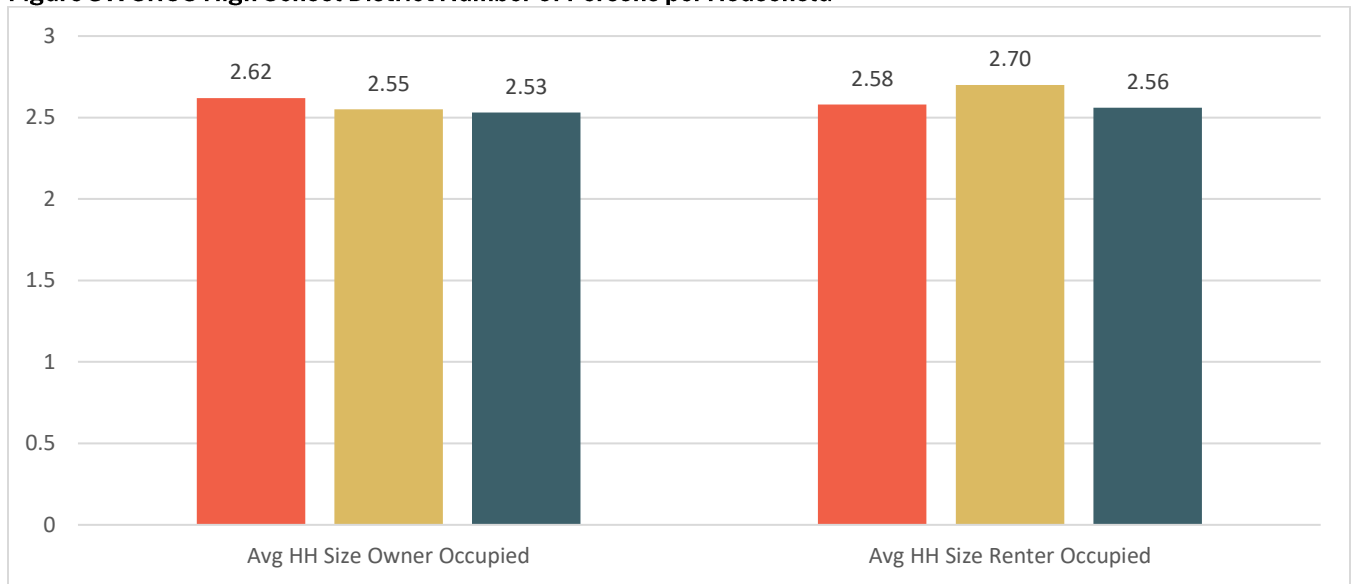
The percent of households with children under 18 decreased from 2010 to 2020, consistent with the imbalanced population growth between the age ranges as previously observed. Meanwhile, the number of persons per household decreased over the last 20 years in both owner-occupied and renter-occupied housing, with more consistent decrease among owner-occupied homes (Figures 36-37).

**Figure 36. SRCS High School District Percent of Households with Individuals Under 18**



Source: U.S. Census Bureau Decennial Census (2000, 2010), U.S. Census Bureau, ACS, 2021.

**Figure 37. SRCS High School District Number of Persons per Household**

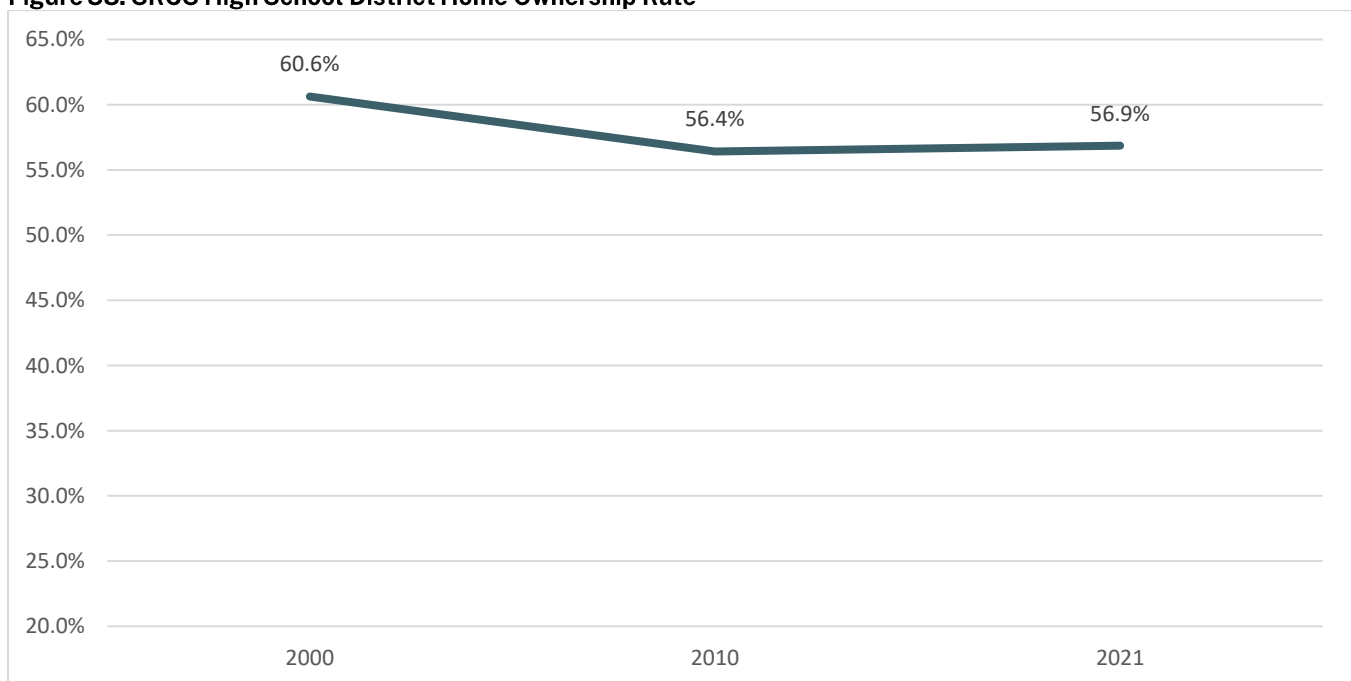


Source: U.S. Census Bureau Decennial Census (2000, 2010), U.S. Census Bureau, ACS, 2021.

**Home Ownership and Median Home Values (American Community Survey)**

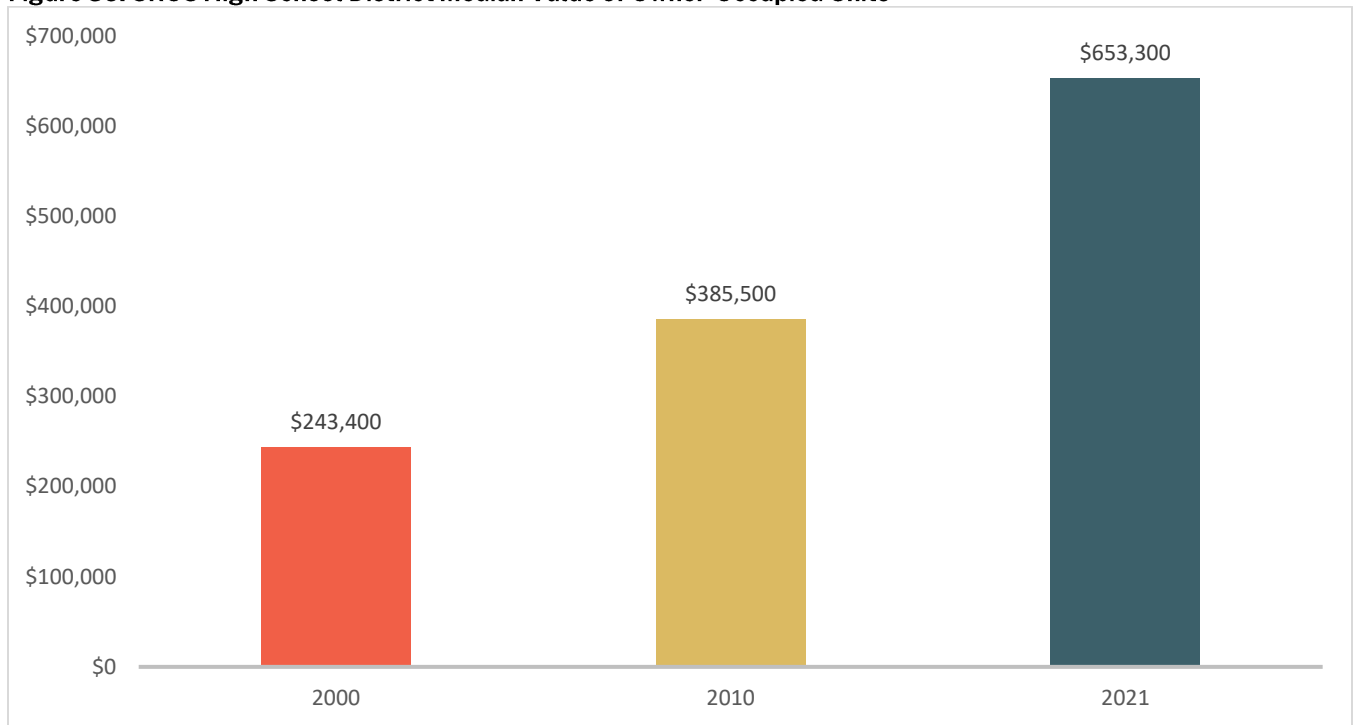
Home-ownership in the District (the percent of non-vacant housing units occupied by the owner) increased slightly since 2010 and is notably higher than in the SRCS Elementary School District (Figure 38). The median home value in the District of owner-occupied housing units, according to Census estimates, is currently \$653,300, higher than in the elementary school district only, and almost triple the median value in 2000 (Figure 39).

**Figure 38. SRCS High School District Home Ownership Rate**



Source: U.S. Census Bureau Decennial Census (2000, 2010), U.S. Census Bureau, ACS, 2021.

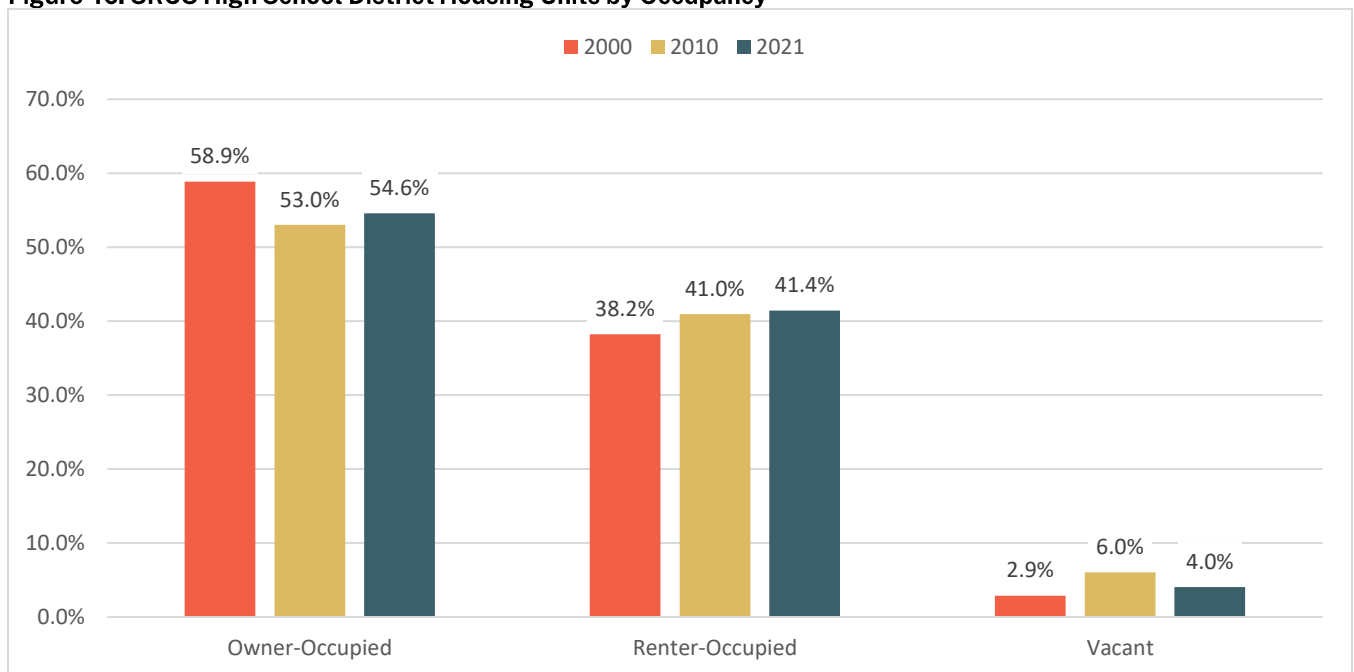
**Figure 39. SRCS High School District Median Value of Owner-Occupied Units**



Source: U.S. Census Bureau Decennial Census (2000, 2010), U.S. Census Bureau, ACS, 2021.

The percent of owner-occupied units increased from 2010 to 2020, while the percent of renter-occupied housing units also increased slightly. The vacancy rate decreased more substantially than in the elementary school district, with most vacant units again being units for rent or rented but not yet occupied.

**Figure 40. SRCS High School District Housing Units by Occupancy**



Source: U.S. Census Bureau Decennial Census (2000, 2010), U.S. Census Bureau, ACS, 2021.

## SECTION C: STUDENT GENERATION RATES

Student generation rates are one of the critical components of facility planning. When analyzing the impacts of future residential development, student generation rates are used to project the number of students the District can expect from planned developments. The data is used to determine if and when new school facilities will be needed and to make critical facility decisions, such as potential boundary adjustments or the addition of new classrooms to existing sites. The housing mix of the planned development, including detached units, attached units, apartments, and affordable units, is compared to similar recently constructed housing in the District to project how many students will reside in the new development. Then, the number of years a new development will take to be completed is calculated with the projected number of students from the various housing types. This determines how many students from each grade level will be generated over the build-out of the new community.

King Consulting accessed a real-estate database to collect records of recently constructed housing units. This database was cross-referenced with the 2022-23 SRCS student list to determine the number of students generated per housing unit by grade level for each housing type. Some units surveyed only send students to the SRCS High School District, which was accounted for in the analysis. In total, 257 single-family detached units, 92 single-family attached units, 765 multi-family units, and 223 affordable units were surveyed that are served by SRCS for all grade levels, with an additional 651 single-family housing units also being surveyed that are only served by the high school district.

As shown in Table 11, student generation rates are highest in designated affordable housing, with more than 72 TK-12 students being generated for every 100 homes built. Single-family housing, whether attached or detached, generates far fewer students, while market rate multi-family housing has the lowest generation rate of all unit types surveyed.

These student generated rates will be combined with the residential development information in Section D to determine how many students SRCS can expect to add to its baseline enrollment projection due to new homes being constructed in the District.

**Table 11. Student Generation Rates: New Construction**

Grade	Single-Family Detached SGR	Single-Family Attached SGR	Multi-Family SGR	Affordable SGR
TK-6	0.047	0.054	0.026	0.323
7-8	0.019	0.022	0.004	0.094
9-12	0.047	0.054	0.031	0.305
<b>Total TK-12</b>	<b>0.113</b>	<b>0.130</b>	<b>0.061</b>	<b>0.722</b>

## SECTION D: RESIDENTIAL DEVELOPMENT

It is imperative to monitor residential development, as new development will generate additional students for the District to house and will affect where and how schools will be constructed as well as the fate of older schools within the District. The SRCS High School District serves all of the City of Santa Rosa as well as small portions of the City of Rohnert Park and Town of Windsor, as well as surrounding areas of unincorporated Sonoma County. The SRCS Elementary School District serves a smaller subset consisting of a portion of the City of Santa Rosa. As such, some projects identified are served only by the high school district, with a different elementary district than SRCS. The planning departments of each City, Town, or County were contacted to provide information and documents regarding current and planned residential development.

Most of the projects identified in Table 12 are in the jurisdiction of the City of Santa Rosa. The City of Rohnert Park has two Specific Plan areas that will be served by the SRCS High School District in the Elsie Allen attendance area. All projects shown include the project’s name, student generation type, number of units, and the school boundaries that will serve the project. Based on each project’s status with planning requirements, an estimate of the years it will generate students is provided, along with the total number of estimated students to be generated during the planning period through the 2029-30 school year. For projects not served by the SRCS Elementary School District, no TK-6 students are included in this total. Projects are organized by high school boundary first, then by elementary school boundary.

**Table 12. Residential Development Projects within SRCS**

Name	Type*	Units	Elementary School Boundary	Middle School Boundary	High School Boundary	Timeline	Total Students Generated
Boyd Street Family Apartments	AFF	46	Luther Burbank	Santa Rosa	Elsie Allen	2023	33
Acme Family Apartments	AFF	77	N/A	Santa Rosa	Elsie Allen	2024	31
Air Center East Ph2	SFD	131	N/A	Hilliard Comstock	Elsie Allen	2027-31	9
Avenue 3111 Storage and Apts	MF	48	N/A	Herbert Slater	Elsie Allen	2026	2
Bellevue Ranch 7	SFD	37	N/A	Hilliard Comstock	Elsie Allen	2027-28	2
Brittain Townhomes	SFA	82	N/A	Hilliard Comstock	Elsie Allen	2027	6
Burbank Ave Sub	SFD	76	N/A	Santa Rosa	Elsie Allen	2026-28	5
Burbank Ave Sub	AFF	62	N/A	Santa Rosa	Elsie Allen	2026	25
Casa Roseland	AFF	75	N/A	Santa Rosa	Elsie Allen	2025	30
Cherry Ranch Development	SFA	67	N/A	Hilliard Comstock	Elsie Allen	2026	5

Name	Type*	Units	Elementary School Boundary	Middle School Boundary	High School Boundary	Timeline	Total Students Generated
Colgan Village	SFD	130	N/A	Hilliard Comstock	Elsie Allen	2026-29	9
Dutton Avenue Residences	MF	107	N/A	Hilliard Comstock	Elsie Allen	2027	4
Dutton Meadow MF Project	MF	70	N/A	Hilliard Comstock	Elsie Allen	2027	2
Dutton Meadows Subdivision	SFD	137	N/A	Hilliard Comstock	Elsie Allen	2025-27	9
Grove Village	SFD	157	N/A	Hilliard Comstock	Elsie Allen	2023-26	10
MCM @ Santa Rosa	MF	138	N/A	Hilliard Comstock	Elsie Allen	2025	5
Meadowood Ranch Sub	SFA	137	N/A	Hilliard Comstock	Elsie Allen	2028-31	10
Park Lane II Apartments	MF	24	N/A	Hilliard Comstock	Elsie Allen	2023	1
Ponderosa Village Sb35 App	AFF	51	N/A	Santa Rosa	Elsie Allen	2025	20
Rohnert Park Northeast SP	All	1,085	N/A	Herbert Slater	Elsie Allen	2030+	0
Rohnert Park Northwest SP	SFA	398	N/A	Hilliard Comstock	Elsie Allen	2029-32	30
Santa Rosa Avenue Apts	AFF	154	N/A	Herbert Slater	Elsie Allen	2023	61
Stony Oaks Apartments	AFF	142	N/A	Santa Rosa	Elsie Allen	2023	57
Stony Point Flats Apartments	AFF	50	N/A	Santa Rosa	Elsie Allen	2025	20
Tierra De Rosas	MF	100	N/A	Santa Rosa	Elsie Allen	2026	4
Acacia Village	SFD	25	N/A	Rincon Valley	Maria Carrillo	2025	2
Liner Village	SFD	16	N/A	Rincon Valley	Maria Carrillo	2023	1
Mahonia Glen	AFF	98	N/A	Rincon Valley	Maria Carrillo	2025-26	39
Bennett Vly Rd Aff. Housing	AFF	62	Brook Hill	Herbert Slater	Montgomery	2025	45
10 E Street MF Units	MF	53	Proctor Terrace	Herbert Slater	Montgomery	2028	3
38 Degrees North Ph3	MF	30	N/A	Herbert Slater	Montgomery	2024	1
Holly Hock Subdiv Plan 2	SFD	16	N/A	Herbert Slater	Montgomery	2024	1
Kawana Meadows	SFA	62	N/A	Herbert Slater	Montgomery	2025	5

Name	Type*	Units	Elementary School Boundary	Middle School Boundary	High School Boundary	Timeline	Total Students Generated
Kawana Meadows 4A/70	SFA	53	N/A	Herbert Slater	Montgomery	2024	4
Lago Fresca Apartments	MF	50	N/A	Herbert Slater	Montgomery	2025	2
Mosaic Apartments	MF	147	N/A	Herbert Slater	Montgomery	2026	5
Penstemon Place	SFD	59	N/A	Herbert Slater	Montgomery	2026	4
Residences at Taylor Mountain	SFA	40	N/A	Herbert Slater	Montgomery	2023	3
The Terraces at Mt. Taylor	SFD	11	N/A	Herbert Slater	Montgomery	2027	1
Yolanda Apartments	MF	252	N/A	Herbert Slater	Montgomery	2023	9
College Creek Apts	AFF	168	Albert F. Biella	Hilliard Comstock	Piner	2023	121
1650 W Steele Lane Apts	AFF	36	Helen Lehman	Hilliard Comstock	Piner	2026	26
Aviara	AFF	136	Helen Lehman	Hilliard Comstock	Piner	2024	98
Katherine Subdivision	SFD	14	Helen Lehman	Hilliard Comstock	Piner	2027	2
Guerneville Road Homes	SFA	15	James Monroe	Hilliard Comstock	Piner	2023	2
Redwood Oaks Village	MF	73	James Monroe	Hilliard Comstock	Piner	2030+	0
Ridley Family Apartments	AFF	50	James Monroe	Hilliard Comstock	Piner	2025	36
Courtney Estates	SFD	54	N/A	Hilliard Comstock	Piner	2029	4
North Village II	SFA	116	N/A	Hilliard Comstock	Piner	2028-29	9
Stonebridge Sub	SFD	108	N/A	Hilliard Comstock	Piner	2025-26	7
Cannery at Railroad Square	AFF	126	A. Lincoln	Santa Rosa	Santa Rosa	2024	91
Deturk Winery Village	AFF	185	A. Lincoln	Santa Rosa	Santa Rosa	2025-26	134
Lillian Ct Subdivision	SFD	10	A. Lincoln	Santa Rosa	Santa Rosa	2030+	0
Smart Village Ph1	MF	114	A. Lincoln	Santa Rosa	Santa Rosa	2025	7
Fountaingrove Inn MF	MF	239	Hidden Valley	Santa Rosa	Santa Rosa	2025-26	15
1 Santa Rosa Ave	MF	119	Luther Burbank	Santa Rosa	Santa Rosa	2026	7

Name	Type*	Units	Elementary School Boundary	Middle School Boundary	High School Boundary	Timeline	Total Students Generated
420 Mendocino	MF	168	Steele Lane	Santa Rosa	Santa Rosa	2024	10
425 Humboldt St Apts	MF	88	Steele Lane	Santa Rosa	Santa Rosa	2028	5
Avenue 320 Apartments	MF	36	Steele Lane	Santa Rosa	Santa Rosa	2027	2
Caritas Village	AFF	128	Steele Lane	Santa Rosa	Santa Rosa	2023-24	92
LMC Santa Rosa	MF	260	Steele Lane	Santa Rosa	Santa Rosa	2024-25	16
Pullman Phase II/Bldg C	MF	40	Steele Lane	Santa Rosa	Santa Rosa	2025	2
Ross St Development	MF	109	Steele Lane	Santa Rosa	Santa Rosa	2024	7
The Flats @ 528 B Street	MF	24	Steele Lane	Santa Rosa	Santa Rosa	2026	1
<b>SRCS Total</b>		<b>6,971</b>					<b>1,209</b>

\*AFF = Affordable; MF = Multi-Family; SFA = Single-Family Attached; SFD = Single-Family Detached

### **Residential Development and Land Use Impact on SRCS**

The area served by Santa Rosa City Schools for at least some grades expects to see the development of numerous projects within the projection period that will add thousands of new homes, which will in turn generate hundreds of new students to be accommodated in SRCS schools. SRCS will need to remain aware of other new projects and work closely with all planning jurisdictions within its boundaries to coordinate adequate school facilities.

## SECTION E: SPATIAL ANALYSIS

The consultant utilized a computer mapping software, a Geographic Information System (GIS), to map and analyze Santa Rosa City Schools. A GIS is a collection of computer hardware, software, and geographic data that allows for the capture, storage, editing, analysis, and display of all forms of geographic information. Unlike a one-dimensional paper map, a GIS is dynamic in that it links location to information in various layers to spatially analyze complex relationships. For example, within a GIS you can analyze where students live vs. where students attend school.

Combining District-specific GIS data (students, attendance areas, land use data, etc.) with basemap data (roads, rivers, school sites, etc.) enables the District to understand data in new ways and enhance its decision-making processes. Maps showing District school sites and attendance boundaries are provided in Figures 41-43.

Figure 41. 2022-23 Elementary School Boundaries

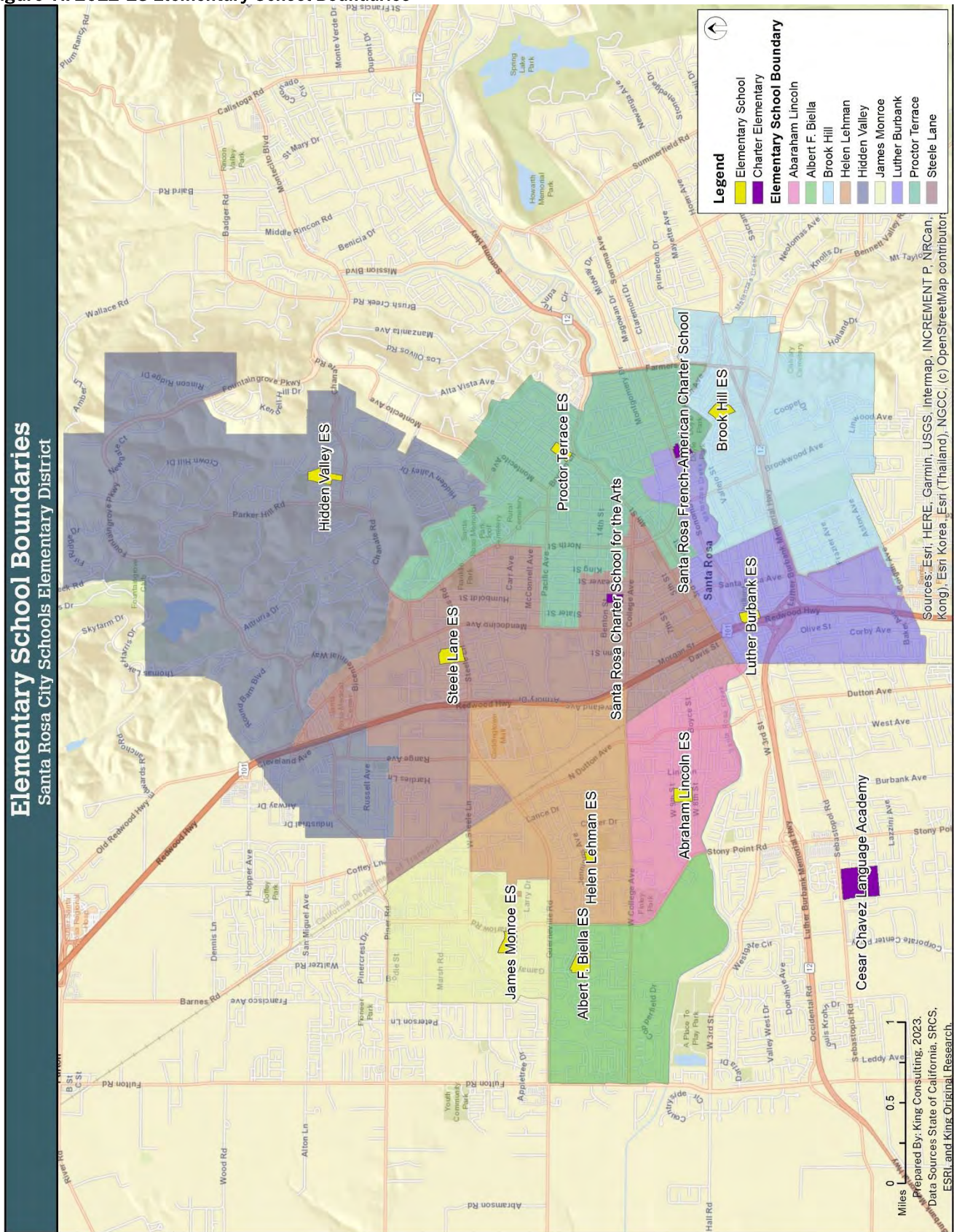


Figure 42. 2022-23 Middle School Boundaries

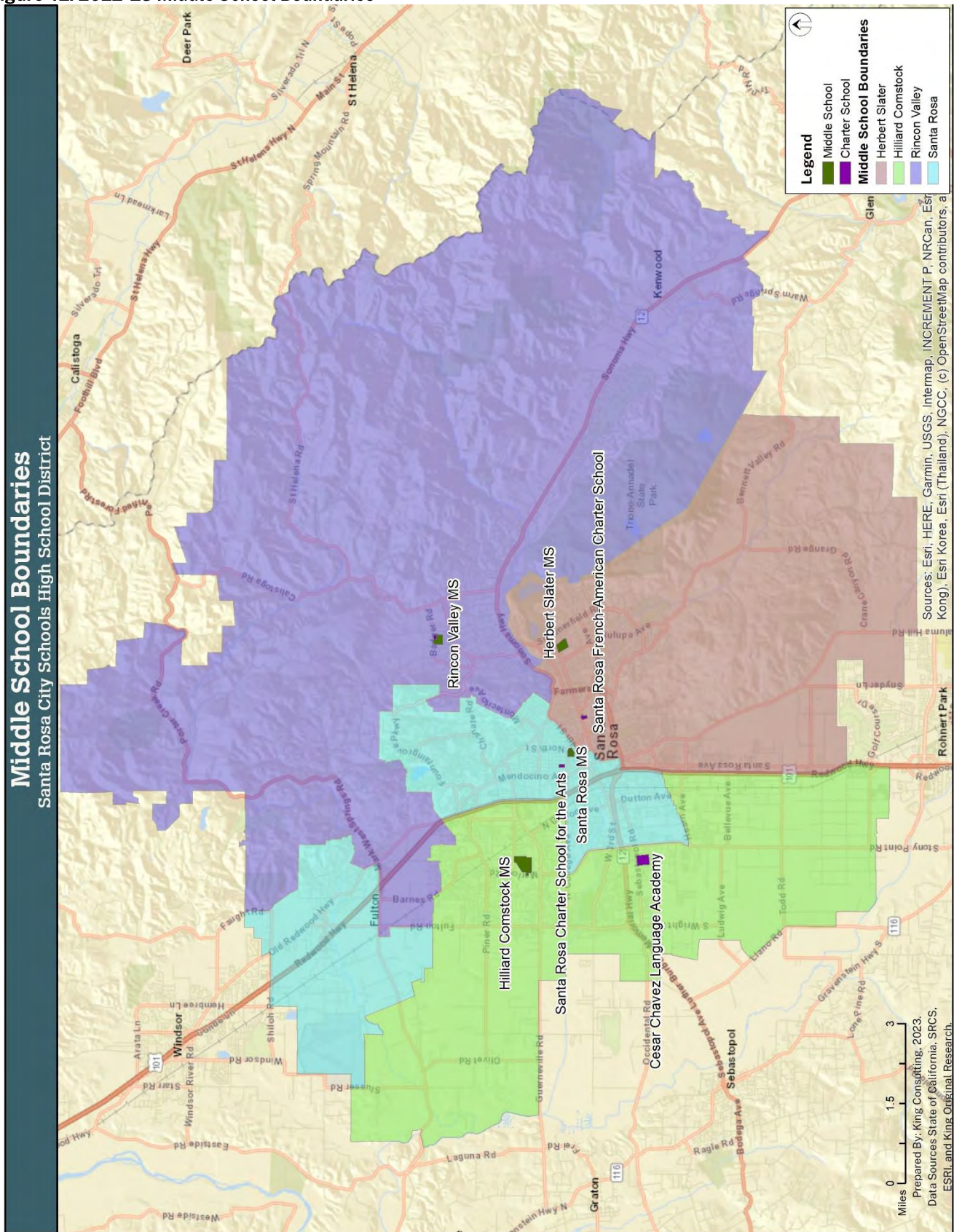
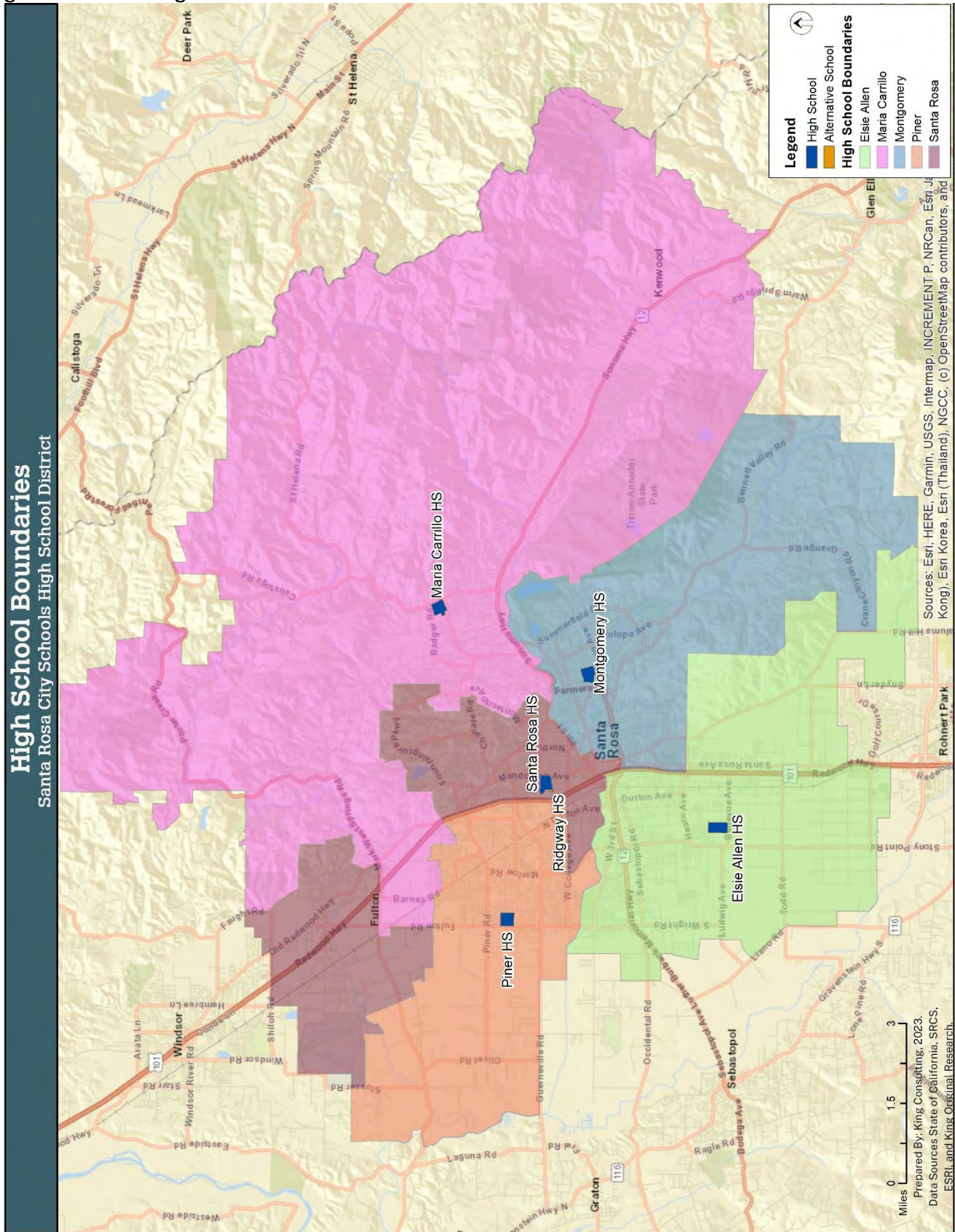


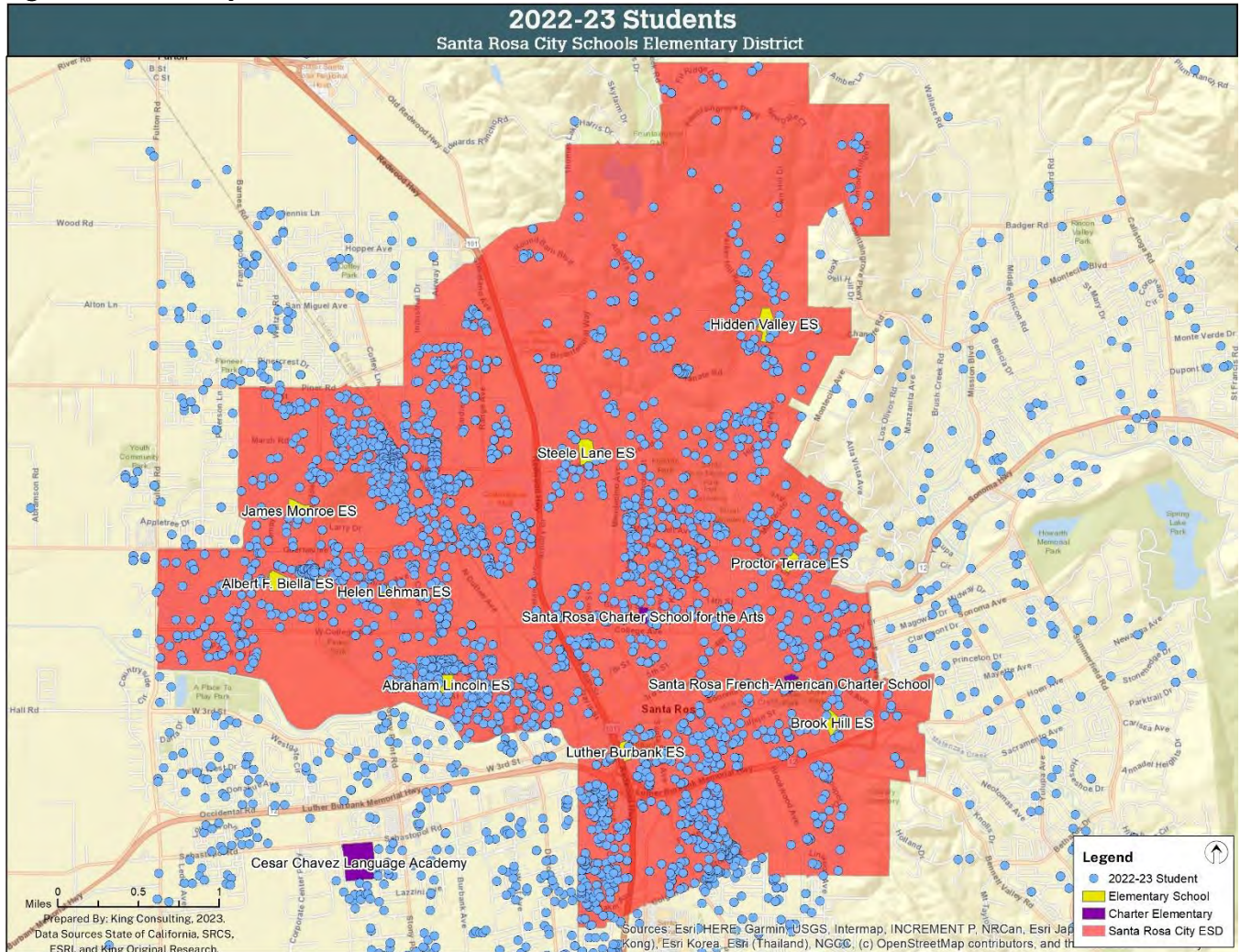
Figure 43. 2022-23 High School Boundaries



### Elementary School District Student Data

King Consulting mapped the 2022-23 student information database by a process called geocoding. The address of each individual SRCS Elementary School District student was matched in the SRCS GIS. This resulted in a point on the map for each student (Figure 44). This map demonstrates the distribution of 2022-23 students (or lack thereof) in the various areas of the District.

Figure 44. Elementary School District 2022-23 Student Distribution

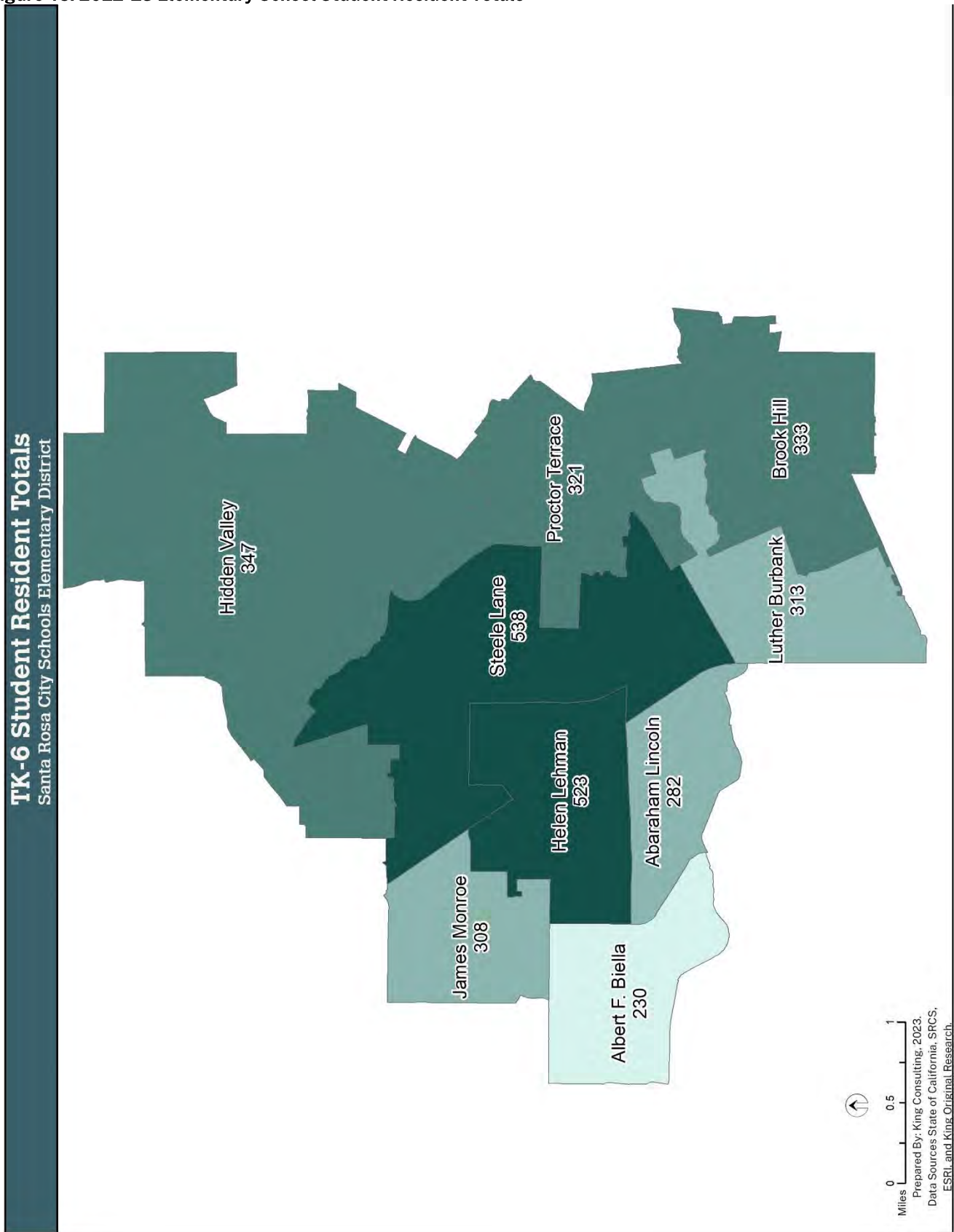


### Student Densities

Once the 2022-23 students were mapped, they were analyzed and displayed by grade level (Figure 45). These layers of information provide tools for analyzing enrollments, determining future enrollments, and promoting diversity District-wide.

1. The highest number of students reside in the Steele Lane and Helen M. Lehman boundaries.
2. The fewest number of students reside in the Albert F. Biella boundary.

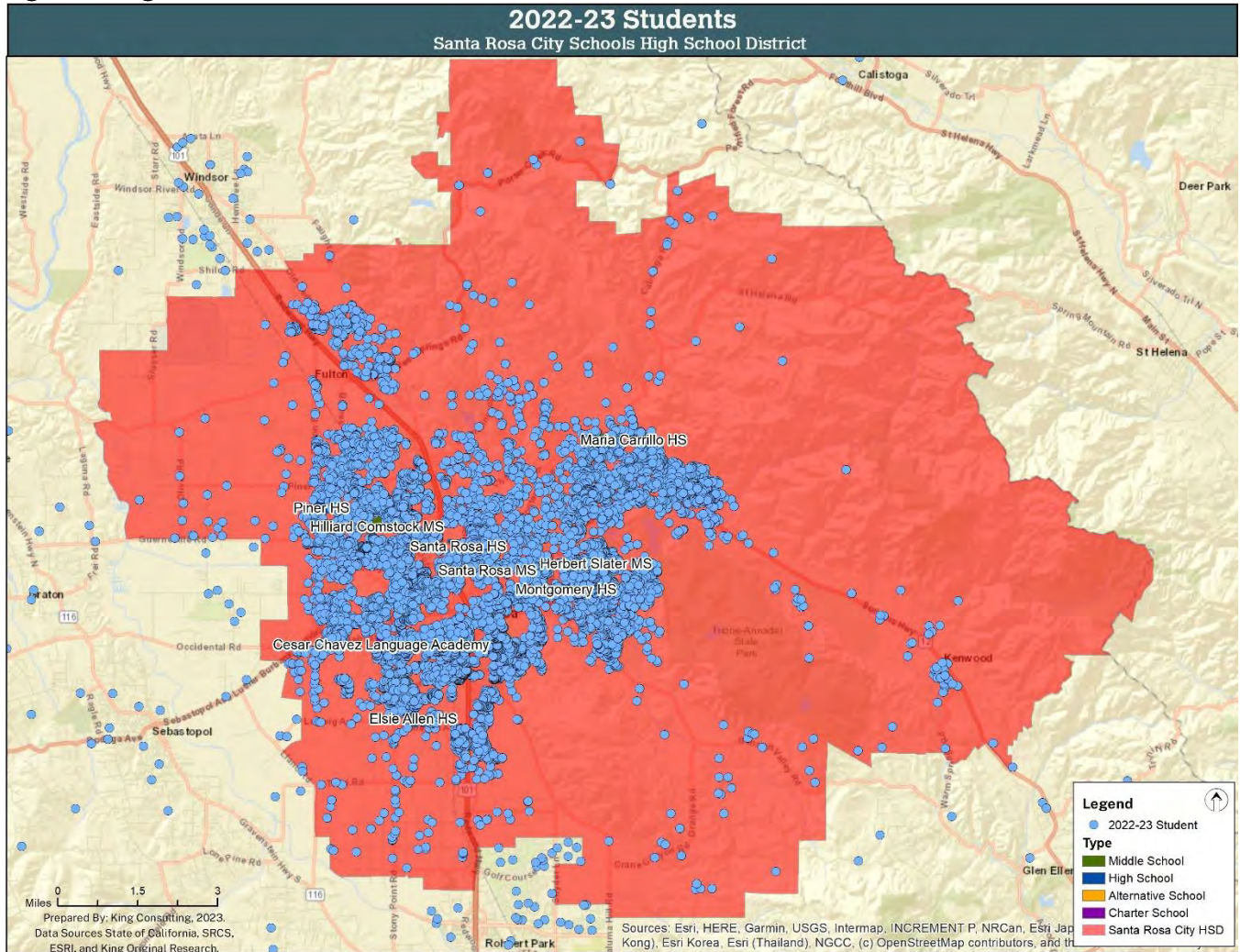
Figure 45. 2022-23 Elementary School Student Resident Totals



### High School District Student Data

King Consulting separately mapped the 2022-23 student information database for the high school district. The address of each individual SRCS High School District student was matched in the SRCS GIS. This resulted in a point on the map for each middle school and high school student (Figure 46). This map demonstrates the distribution of 2022-23 students (or lack thereof) in the various areas of the District.

Figure 46. High School District 2022-23 Student Distribution



### Student Densities

Once the 2022-23 students were mapped, they were analyzed and displayed by grade level (Figures 47-48). These layers of information provide tools for analyzing enrollments, determining future enrollments, and promoting diversity District-wide.

1. The highest number of middle school students reside in the Hilliard Comstock boundary, while the highest number of high school students reside in the Elsie Allen boundary.
2. The fewest number of middle school students reside in the Rincon Valley boundary, while the fewest number of high school students reside in the Santa Rosa High boundary.

Figure 47. 2022-23 Middle School Student Resident Totals

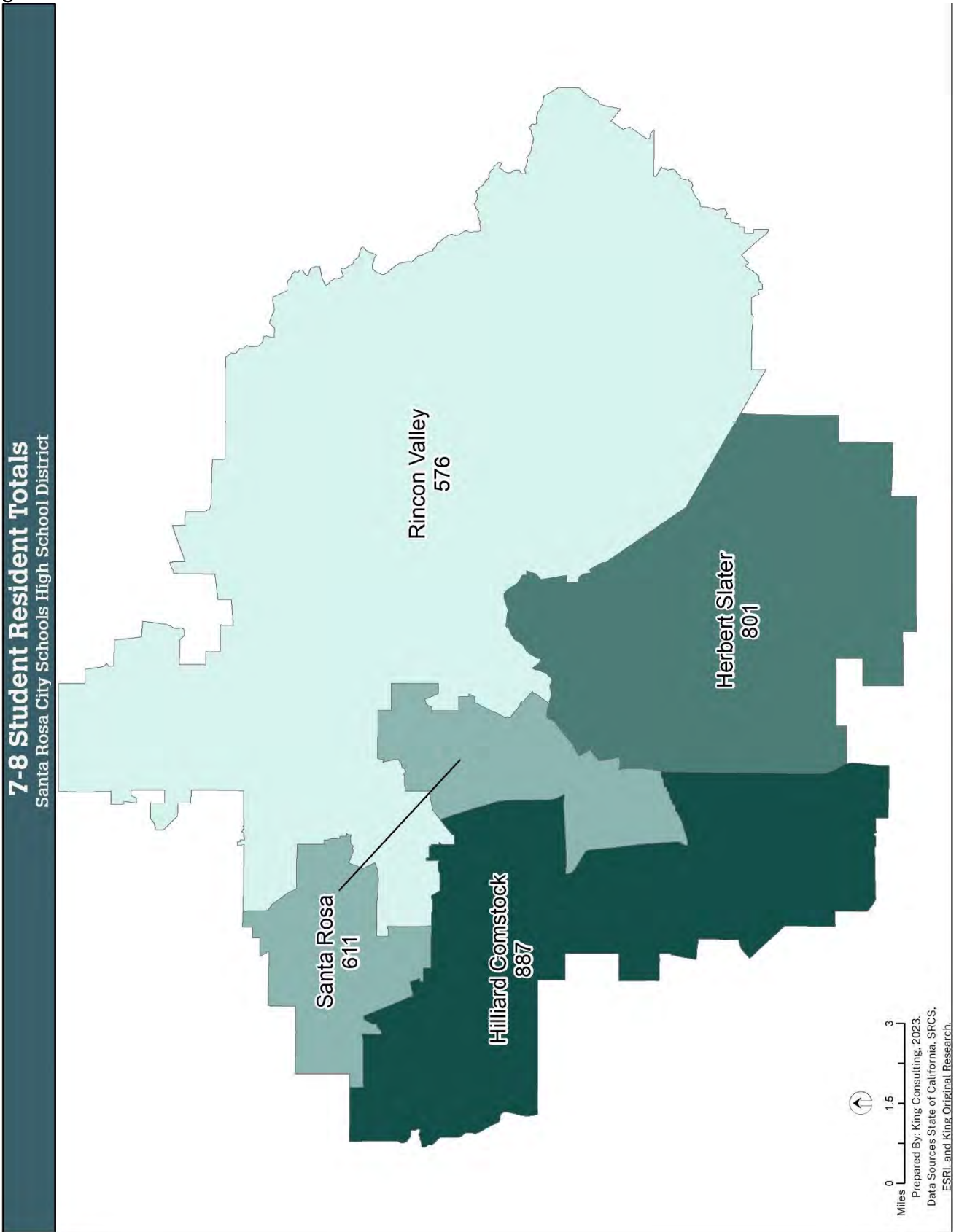
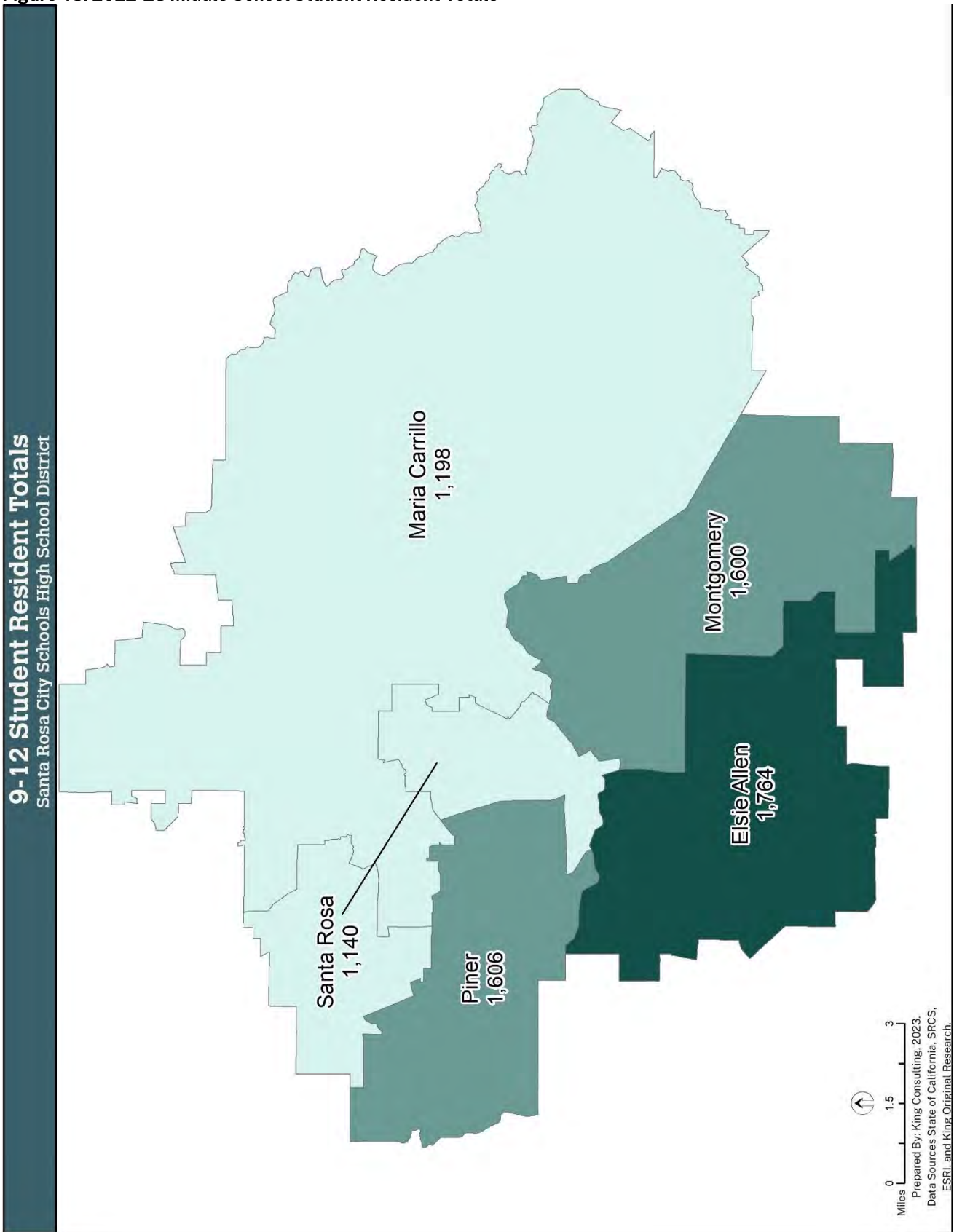


Figure 48. 2022-23 Middle School Student Resident Totals



## **Attendance Matrices**

An important factor in analyzing the SRCS student population is determining how each school is serving its neighborhood population. Attendance matrices are included to provide better understanding of where students reside versus where they attend school. The tables on the following pages compare the 2022-23 SRCS students by their school of residence versus their school of attendance<sup>1</sup>.

In-migration refers to students attending a school but not residing in its zone. Out-migration refers to students leaving their school zone to attend a different SRCS school. Alternative schools with no attendance boundary are included in the analysis of out-migration, while inter-district transfer students who live outside of SRCS are included in the analysis of in-migration. This detailed analysis demonstrates the District is experiencing high rates of in-migration and out-migration across many of its school sites.

### ***Elementary School Matrix***

Table 13 demonstrates the rates of elementary in-migration; from 24.9% at Steele Lane elementary school to 43.1% at Abraham Lincoln elementary school (in other words, 43.1% of Abraham Lincoln enrollment is comprised of students not residing within the Abraham Lincoln boundary).

Likewise, the matrix also demonstrates the rates of elementary out-migration; from 25.6% at Hidden Valley elementary school to 47.4% at Steele Lane elementary school (in other words, 47.4% of the elementary students residing in the Steele Lane elementary school boundary attend a school other than Steele Lane).

Figures 49 and 50 demonstrate the rates of in and out-migration for all elementary schools. Figure 51 demonstrates the elementary school student net migration. Net migration is the difference between the number of students migrating into the school and the number of students migrating out of the school boundary. Net migration only counts students migrating into or out of one of the SRCS elementary schools with an attendance boundary and is meant to compare these schools to each other in terms of where SRCS students are choosing to attend. Inter-district students and students attending alternative schools are not included.

Finally, Learning House and Santa Rosa Accelerated Charter students are included in the elementary school matrix, while any students at an elementary school in grades 7-8 are shown separately in the middle school matrix later in this report.

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<sup>1</sup> These student totals were derived from the geocoded 2022-23 student list and therefore may not precisely match the 2022-23 SRCS enrollment data totals as reported to CDE.

Table 13. Elementary Attendance Matrix

School of Enrollment	School of Residence										Total Enrolled
	Abraham Lincoln	Albert F. Biella	Brook Hill	Helen Lehman	Hidden Valley	James Monroe	Luther Burbank	Proctor Terrace	Steele Lane	Other Districts	
Abraham Lincoln	170	8	16	15	6	8	15	6	19	36	299
Albert F. Biella	5	137	3	16	4	5	2	1	3	39	215
Brook Hill	5	2	221	8	2	3	12	4	7	39	303
Helen Lehman	10	6	3	323	-	10	3	1	12	43	411
Hidden Valley	3	10	8	9	258	19	4	6	21	110	448
James Monroe	6	16	-	32	4	211	3	1	36	52	361
Luther Burbank	11	1	11	7	1	3	206	2	13	53	308
Proctor Terrace	5	7	10	16	4	9	5	201	37	41	335
Steele Lane	9	5	12	28	5	7	10	2	283	16	377
Cesar Chavez Language Academy (TK-6)	29	21	8	41	9	22	22	9	37	259	457
Learning House	1	-	2	2	1	4	5	-	2	8	25
Santa Rosa Accelerated Charter	-	1	3	2	16	-	-	10	3	92	127
Santa Rosa Charter for the Arts (TK-6)	17	10	16	17	13	3	15	37	49	129	306
Santa Rosa French American Charter (TK-6)	11	6	20	7	24	4	11	41	16	278	418
<b>Total Residing K-6</b>	<b>282</b>	<b>230</b>	<b>333</b>	<b>523</b>	<b>347</b>	<b>308</b>	<b>313</b>	<b>321</b>	<b>538</b>	<b>1,195</b>	<b>4,390</b>
<b>% In-Migration</b>	<b>43.1%</b>	<b>36.3%</b>	<b>27.1%</b>	<b>21.4%</b>	<b>42.4%</b>	<b>41.6%</b>	<b>33.1%</b>	<b>40.0%</b>	<b>24.9%</b>		
<b>% Out-Migration</b>	<b>39.7%</b>	<b>40.4%</b>	<b>33.6%</b>	<b>38.2%</b>	<b>25.6%</b>	<b>31.5%</b>	<b>34.2%</b>	<b>37.4%</b>	<b>47.4%</b>		
<b>Net Migration between AAs</b>	<b>39</b>	<b>-16</b>	<b>-20</b>	<b>-86</b>	<b>54</b>	<b>34</b>	<b>-5</b>	<b>70</b>	<b>-70</b>		

Figure 49. Elementary School Student In-Migration

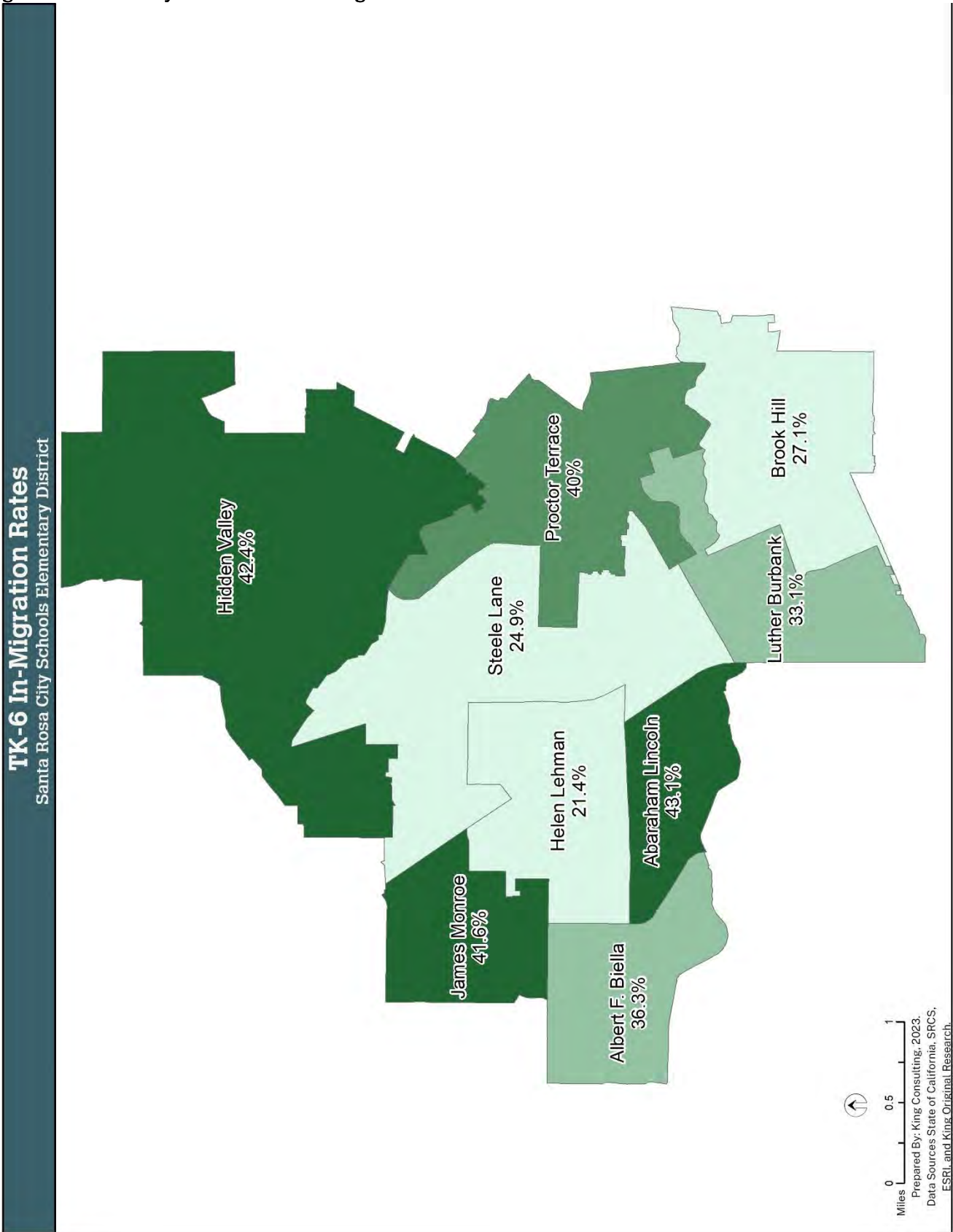


Figure 50. Elementary School Student Out-Migration

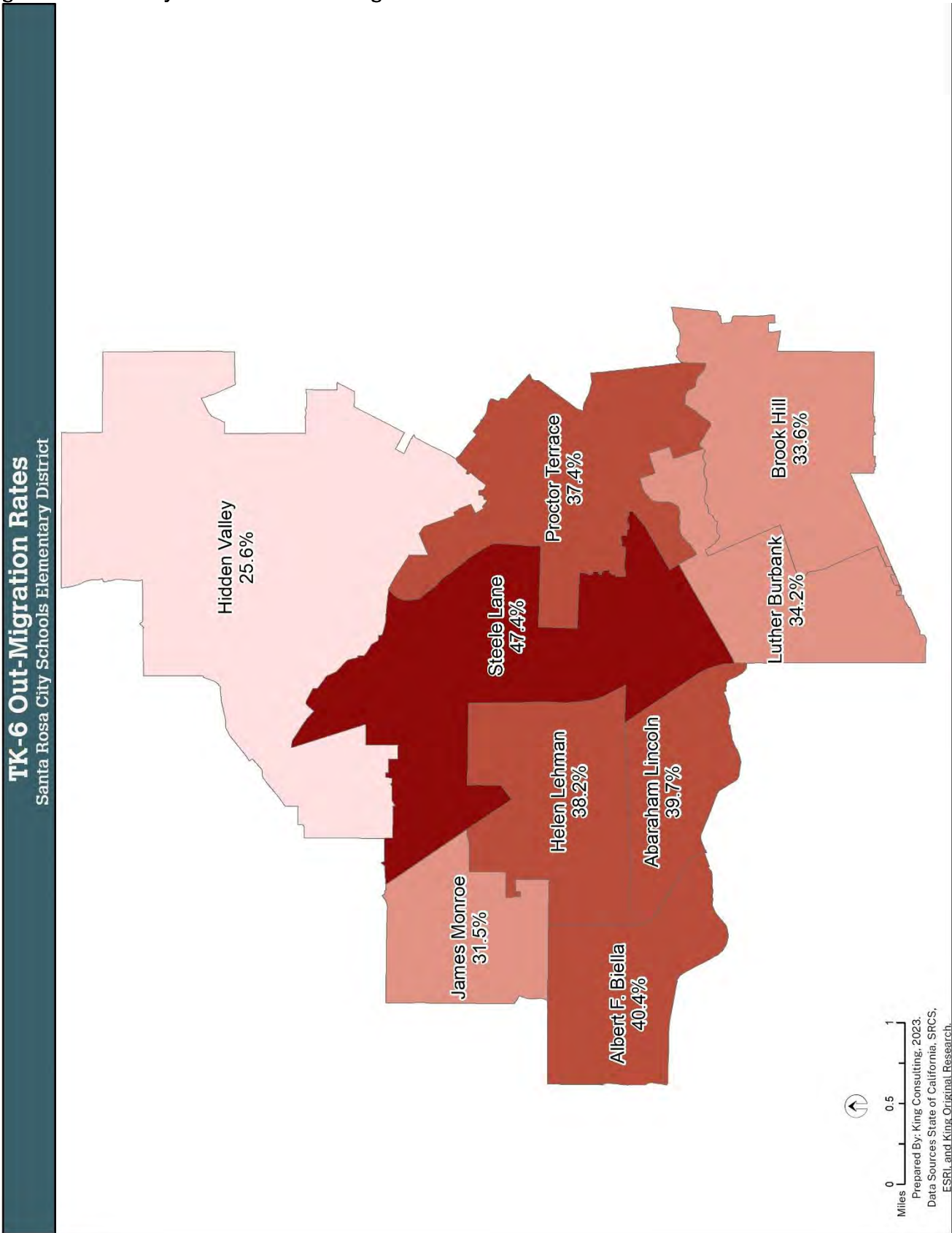
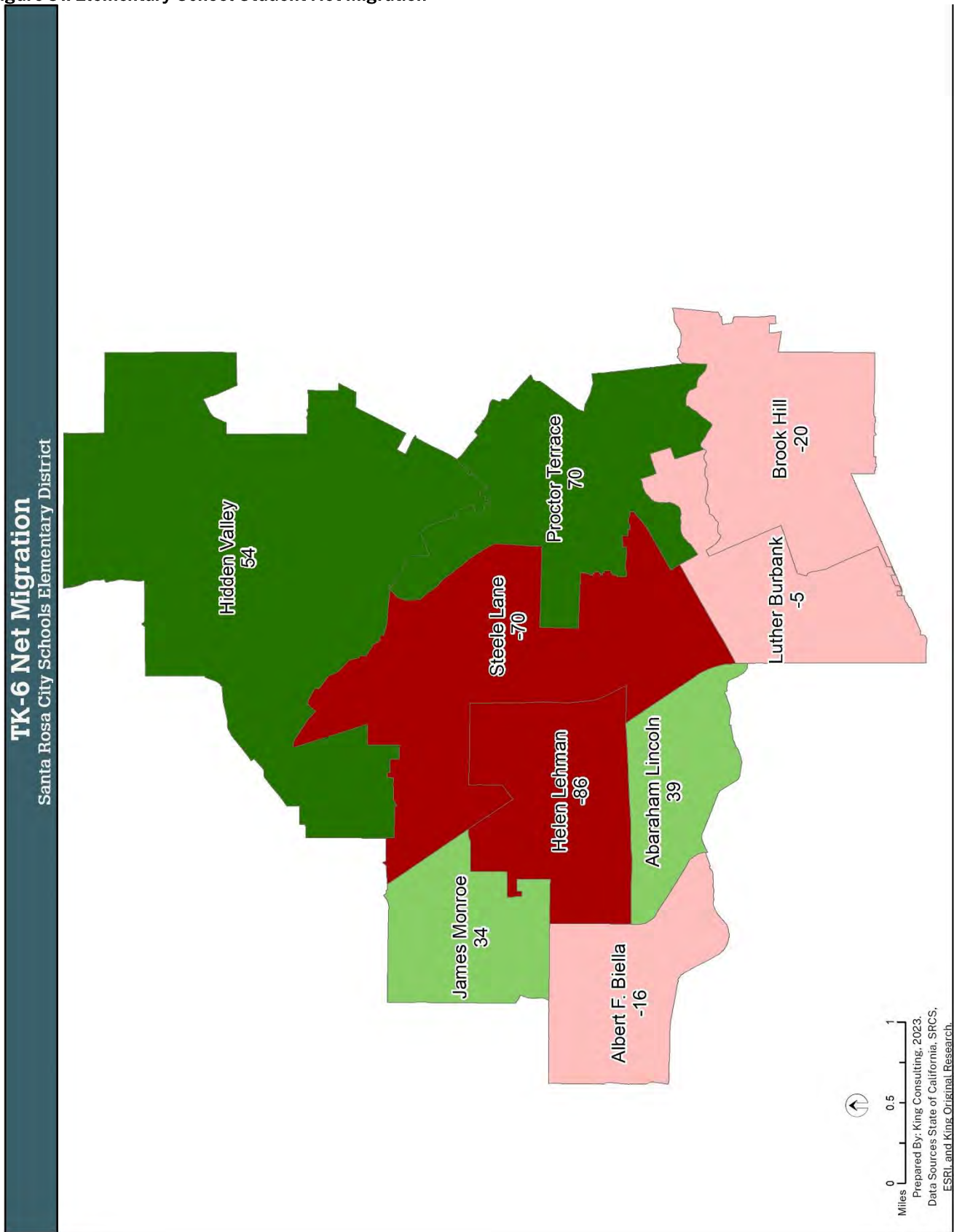


Figure 51. Elementary School Student Net Migration



**Middle School Matrix**

Table 14 demonstrates the rates of 7<sup>th</sup> grade – 8<sup>th</sup> grade in-migration; from 7.6% at Hilliard Comstock Middle School to 33.7% at Santa Rosa Middle School (in other words, 33.7% of Santa Rosa Middle’s enrollment consists of middle school students not residing in the Santa Rosa school boundary).

Likewise, the matrix also demonstrates rates of 7<sup>th</sup> grade – 8<sup>th</sup> grade out-migration; from 5.7% at Rincon Valley Middle School to 54.8% at Hilliard Comstock Middle School (in other words, 54.8% of the middle school students residing in the Hilliard Comstock boundary attend a school other than Hilliard Comstock).

Figures 52 and 53 demonstrate the rates of in- and out-migration for all middle schools. Figure 54 demonstrates the middle school student net migration.

**Table 14. Middle School Attendance Matrix**

		School of Residence					
School of Attendance		Herbert Slater	Hilliard Comstock	Rincon Valley	Santa Rosa	Other Districts	Total Attending
School of Attendance	Herbert Slater	616	54	13	44	7	734
	Hilliard Comstock	7	401	3	20	3	434
	Rincon Valley	61	73	543	94	14	785
	Santa Rosa	51	92	8	309	6	466
	Cesar Chavez Language Academy (7-8)	44	248	5	93	6	396
	Santa Rosa Charter for the Arts (7-8)	14	18	3	44	5	84
	Santa Rosa French American Charter (7-8)	8	1	1	7	1	18
	<b>Total Residing 7-8</b>	<b>801</b>	<b>887</b>	<b>576</b>	<b>611</b>	<b>42</b>	<b>2,917</b>
<b>% In-Migration</b>		16.1%	7.6%	30.8%	33.7%		
<b>% Out-Migration</b>		23.1%	54.8%	5.7%	49.4%		
<b>Net Migration between AAs</b>		-8	-189	204	-7		

Figure 52. Middle School Student In-Migration

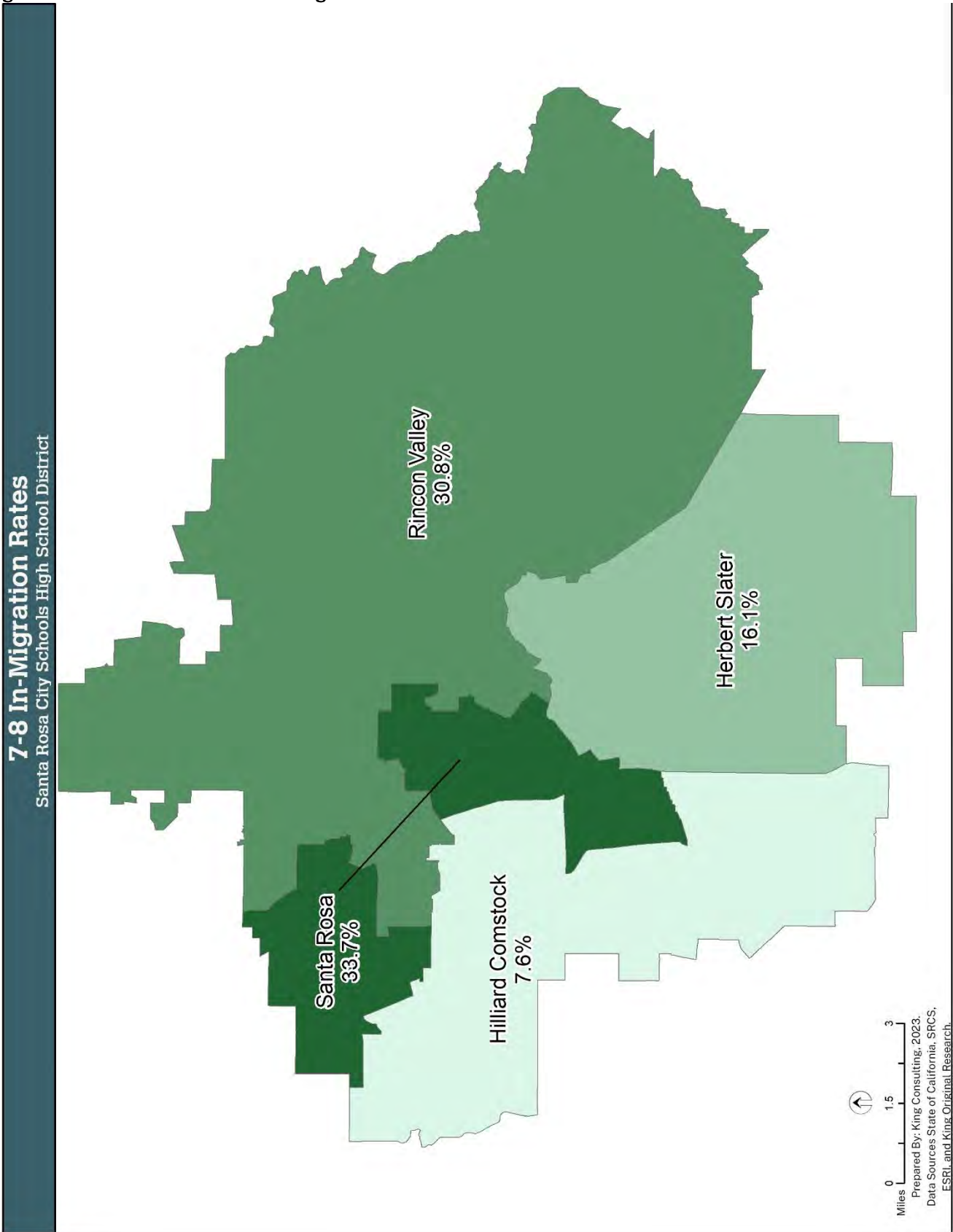


Figure 53. Middle School Student Out-Migration

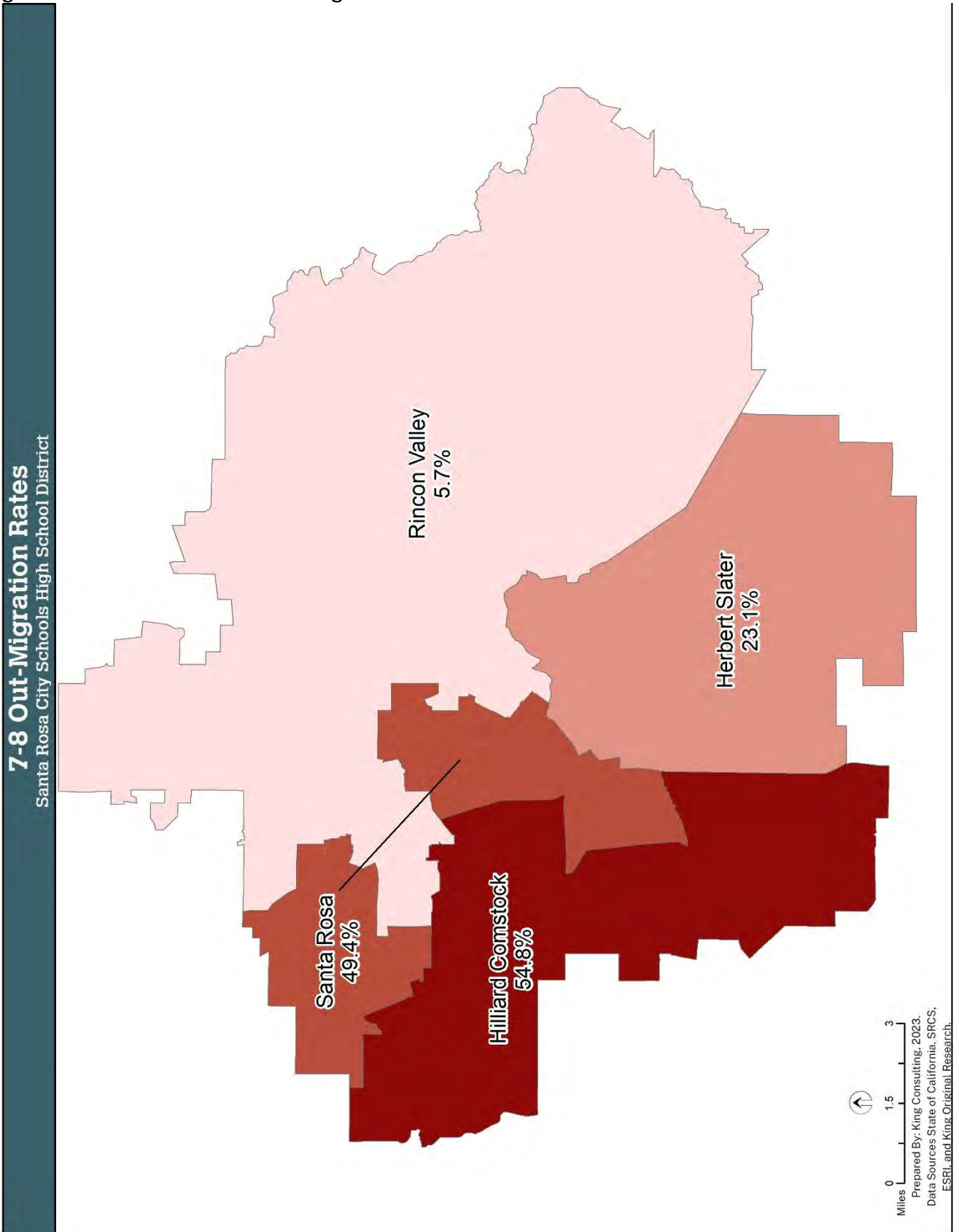
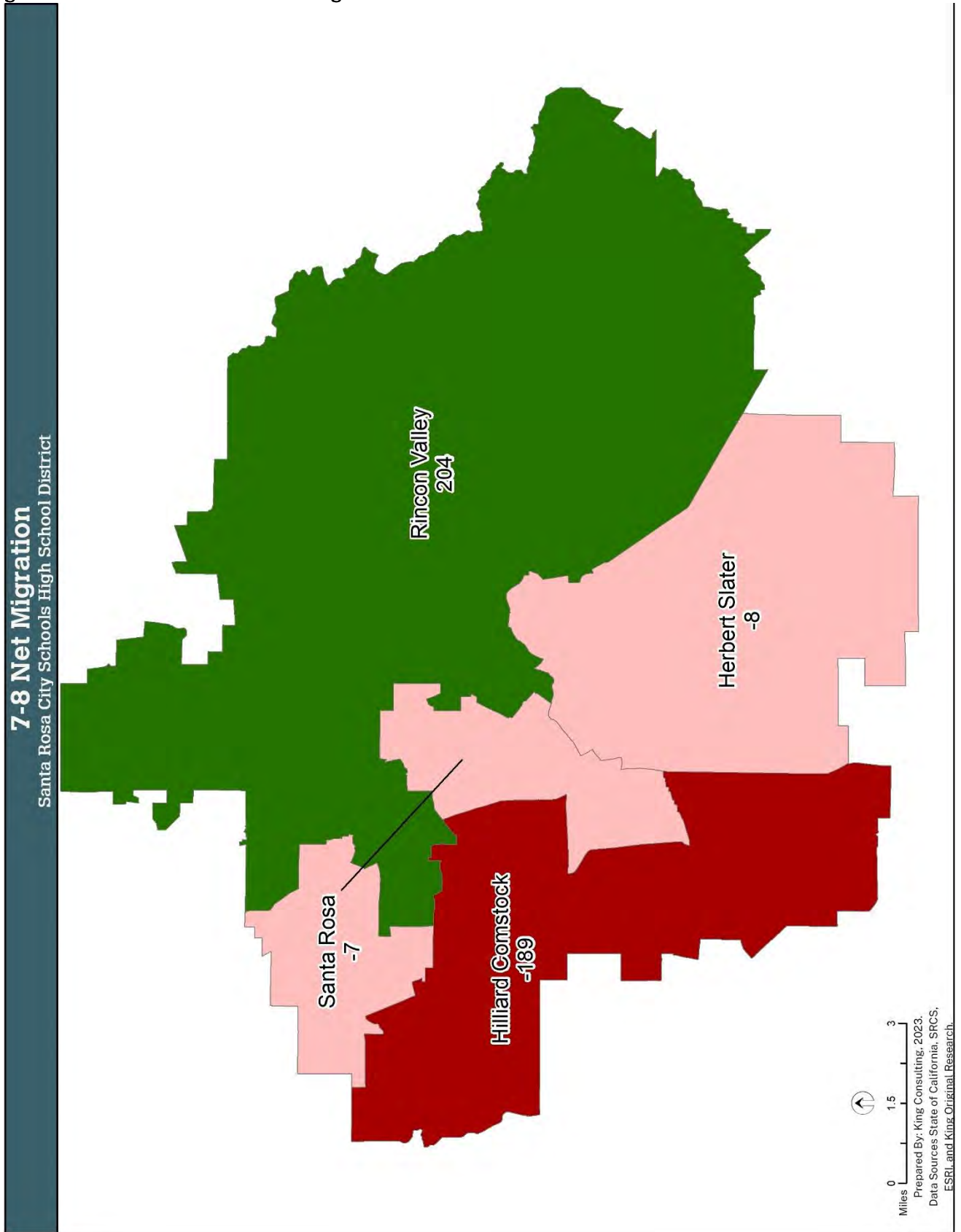


Figure 54. Middle School Student Net Migration



### High School Matrix

Table 15 demonstrates the rates of 9<sup>th</sup> grade - 12<sup>th</sup> grade in-migration; from 7.4% at Elsie Allen High School to 52.8% at Santa Rosa High School (in other words, 52.8% of Santa Rosa High’s enrollment consists of high school students not residing in the Santa Rosa school boundary).

Likewise, the matrix also demonstrates rates of 9<sup>th</sup> grade – 12<sup>th</sup> grade out-migration; from 13.9% at Maria Carrillo High School to 44.5% at Elsie Allen High School (in other words, 44.5% of the high school students residing in the Elsie Allen High School boundary attend a school other than Elsie Allen). Figures 55 and 56 show the rates of in and out-migration for all high schools. Figure 57 demonstrates the high school student net migration.

**Table 15. High School Attendance Matrix**

		School of Residence						
School of Attendance		Elsie Allen	Maria Carrillo	Montgomery	Piner	Santa Rosa	Other Districts	Total Attending
School of Attendance	Elsie Allen	979	-	25	19	20	14	1,057
	Maria Carrillo	86	1,031	152	107	157	56	1,589
	Montgomery	205	41	1,158	69	65	34	1,572
	Piner	194	19	22	1,072	44	16	1,367
	Santa Rosa	248	92	187	289	795	73	1,684
	Ridgway	52	15	56	50	59	4	236
	<b>Total Residing</b>	<b>1,764</b>	<b>1,198</b>	<b>1,600</b>	<b>1,606</b>	<b>1,140</b>	<b>197</b>	<b>7,505</b>
	<b>% In-Migration</b>	7.4%	35.1%	26.3%	21.6%	52.8%		
	<b>% Out-Migration</b>	44.5%	13.9%	27.6%	33.3%	30.3%		
	<b>Net Migration between AAs</b>	-669	350	-6	-205	530		

Figure 55. High School Student In-Migration

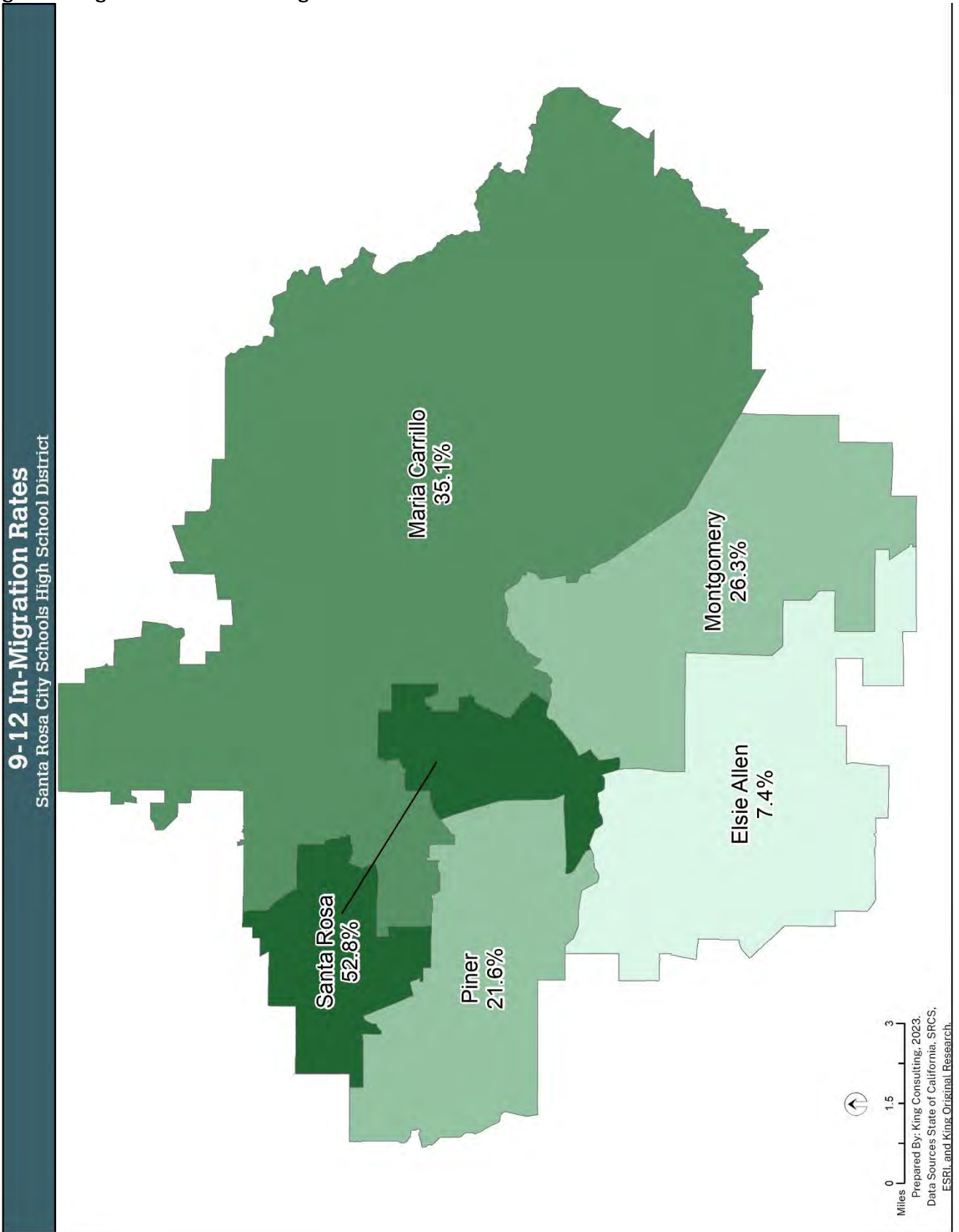


Figure 56. High School Students Out-Migration

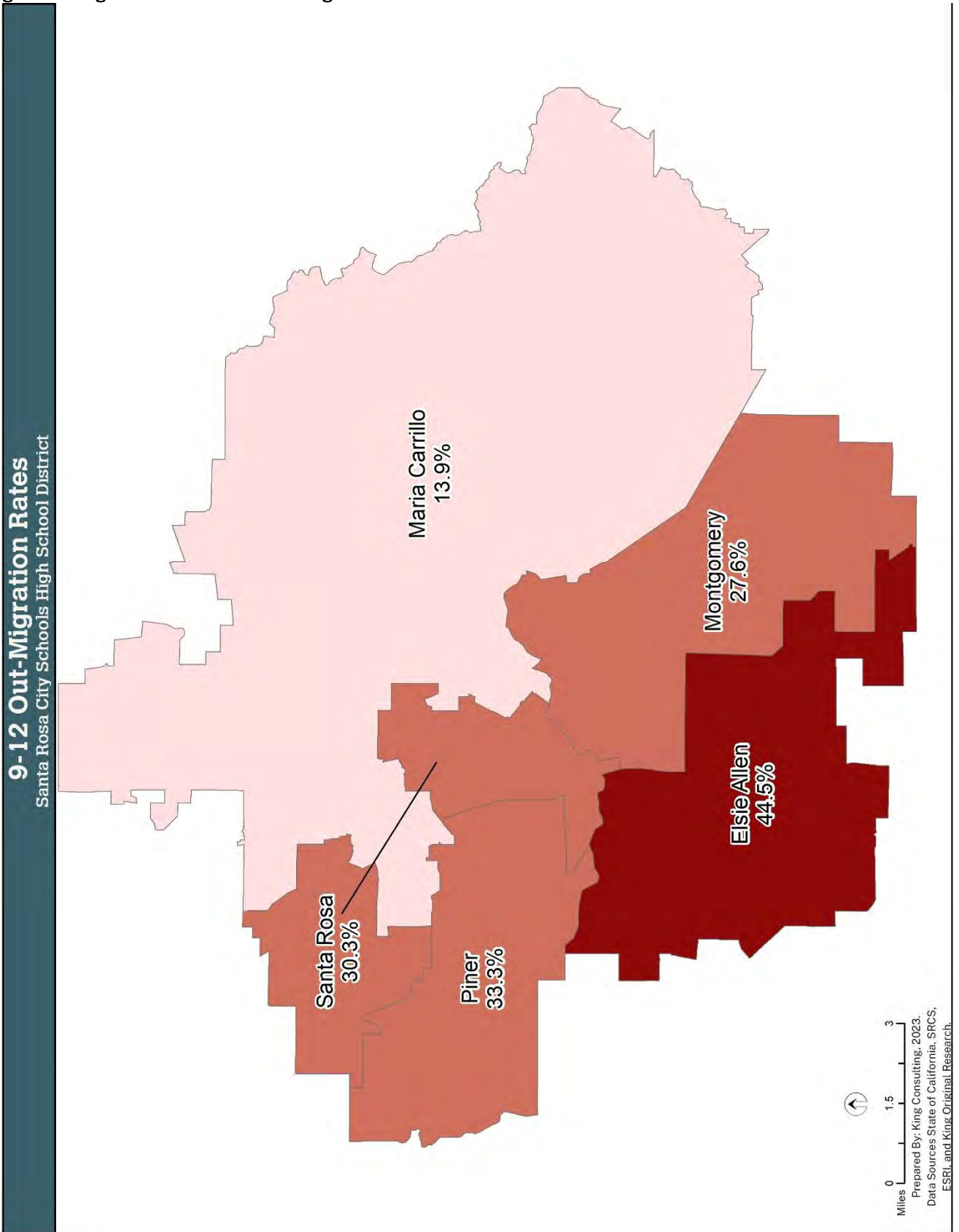
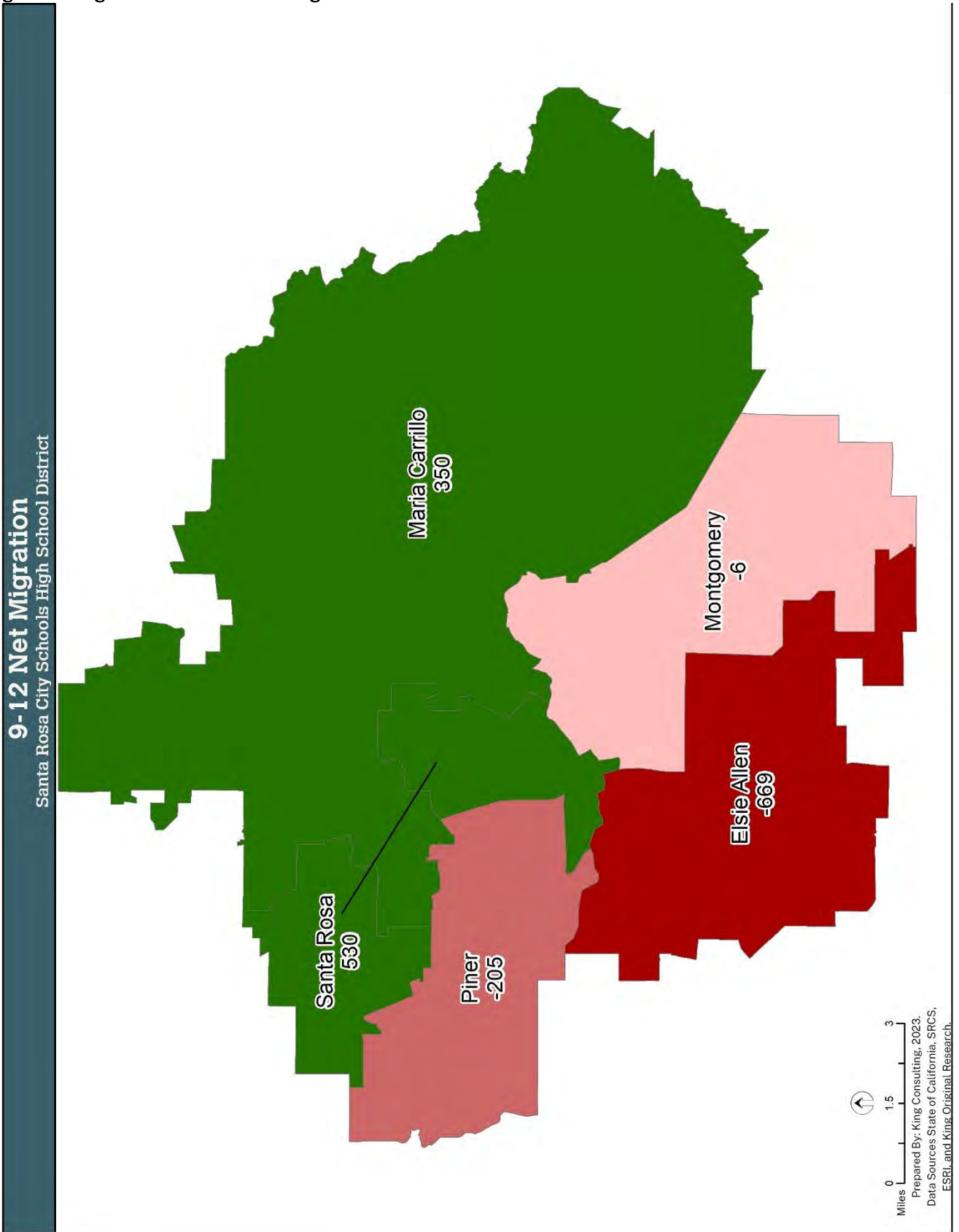


Figure 57. High School Student Net Migration

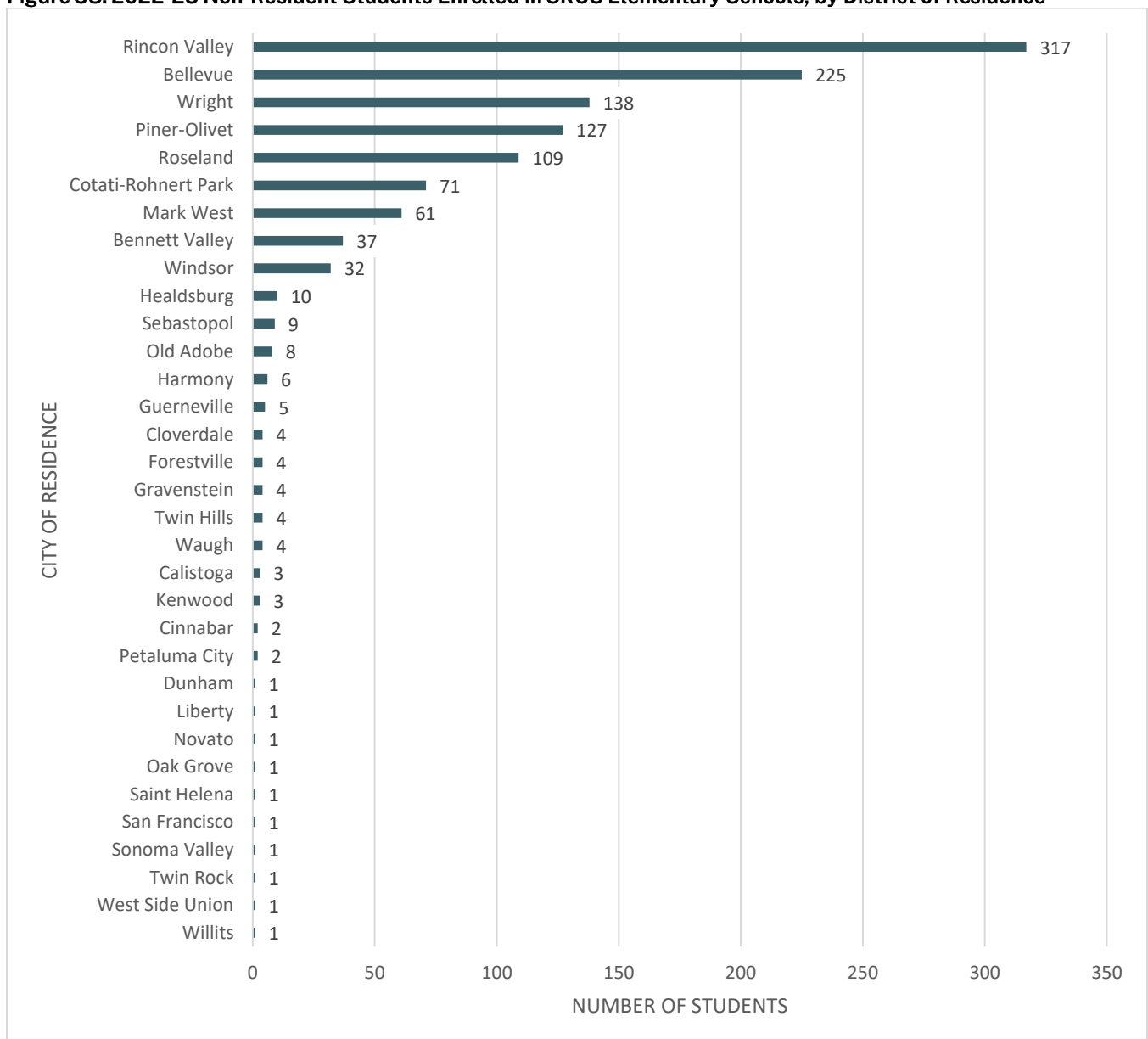


## Non-Resident Student Trends

### Non-Resident Students Enrolled at SRCS Elementary Schools

SRCS TK through 6<sup>th</sup> grade students residing outside of the Elementary School District were isolated and measured for purposes of evaluating the impact to District enrollments and District facilities. Currently, there are 1,195 non-resident students enrolled in the SRCS elementary schools, representing 27.2% of the Districts' 2022-23 TK-6<sup>th</sup> grade enrollment. Figure 58 depicts the current year inter-district students by their elementary or unified school district of residence according to official residence address. In total, 33 school districts provide at least one students to SRCS at the elementary school level; the Rincon Valley, Bellevue, Wright, Piner-Olivet, and Roseland elementary school districts collectively account for more than three-fourths of all the non-resident students enrolled with SRCS elementary schools.

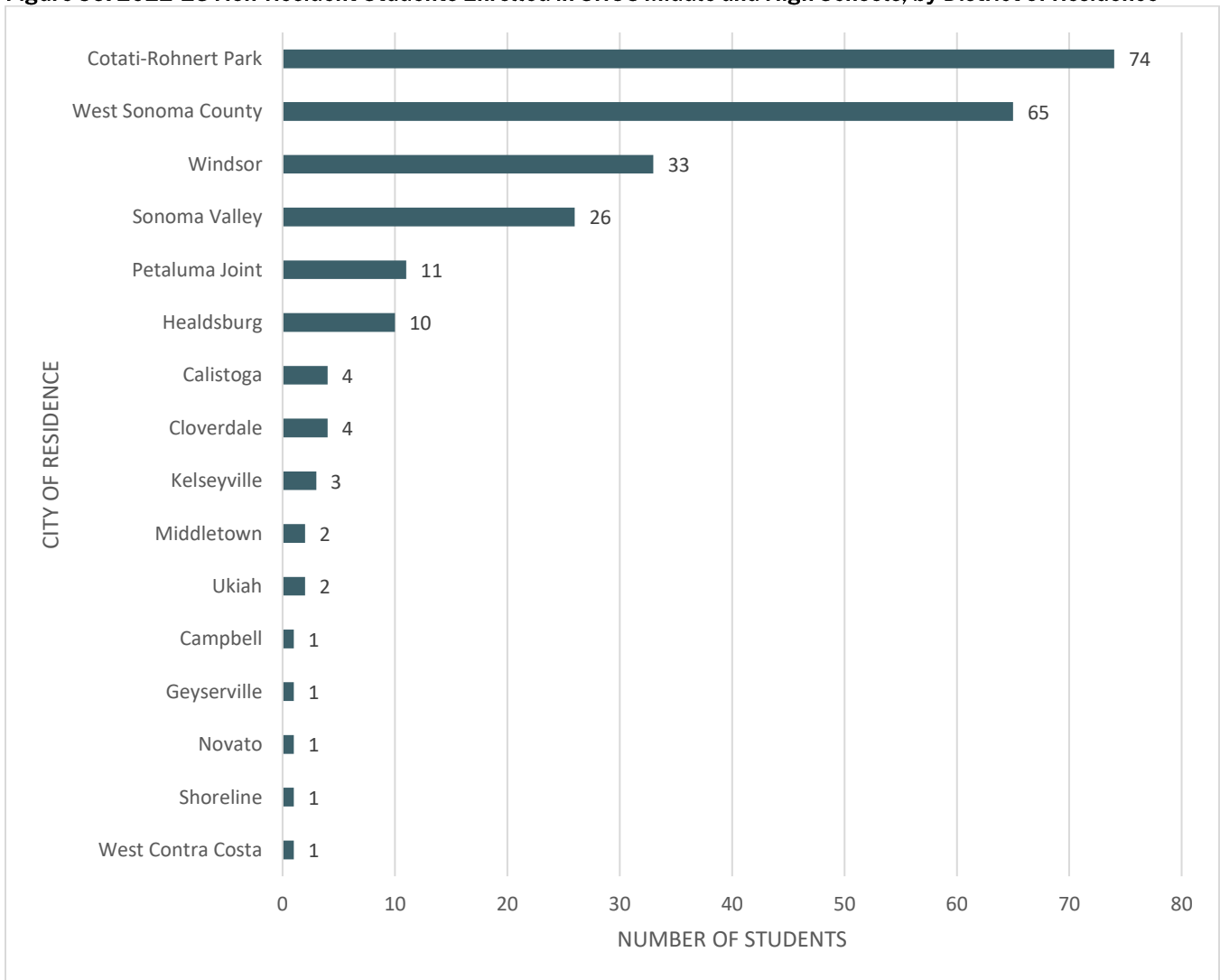
**Figure 58. 2022-23 Non-Resident Students Enrolled in SRCS Elementary Schools, by District of Residence**



**Non-Resident Students Enrolled at SRCS Middle and High Schools**

SRCS 7<sup>th</sup> grade through 12<sup>th</sup> grade students residing outside of the High School District were isolated and measured for purposes of evaluating the impact to District enrollments and District facilities. Currently, there are 239 non-resident students enrolled in the SRCS middle and high schools, representing 2.3% of the Districts’ 2022-23 7<sup>th</sup> grade - 12<sup>th</sup> grade enrollment. Figure 59 depicts the current year inter-district students by their elementary or unified school district of residence according to official residence address. At the secondary grades, SRCS non-resident enrollment comes mainly from the Cotati-Rohnert Park Unified and West Sonoma County High school districts, with almost 60% of all non-resident students coming from one of the two.

**Figure 59. 2022-23 Non-Resident Students Enrolled in SRCS Middle and High Schools, by District of Residence**



## SECTION F: ENROLLMENT PROJECTIONS

To effectively plan for facilities, boundary changes, or policy changes for student enrollments, school district administrators need an enrollment projection. King Consulting prepared 7-year enrollment projections for SRCS utilizing the industry standard cohort “survival” methodology. While based on historical enrollments, the consultant adjusts the calculation for:

1. Historical and projected birth data (used to project future kindergarten students at the Elementary School District);
2. Historical and projected enrollments from other feeder elementary school districts (used to project future 7<sup>th</sup> grade and 9<sup>th</sup> grade cohorts at the High School District);
3. The addition of students generated by residential development;
4. Weighting or de-weighting anomalous years of student migration.

### **Historical and Projected Birth Data**

Close tracking of local births is crucial for projecting future kindergarten students. Births are the single best predictor of the number of future kindergarten students to be housed by the District. Birth data is collected for the Santa Rosa City Schools Elementary School District by the California Department of Health Services using ZIP Codes<sup>2</sup> and is used to project future kindergarten class sizes.

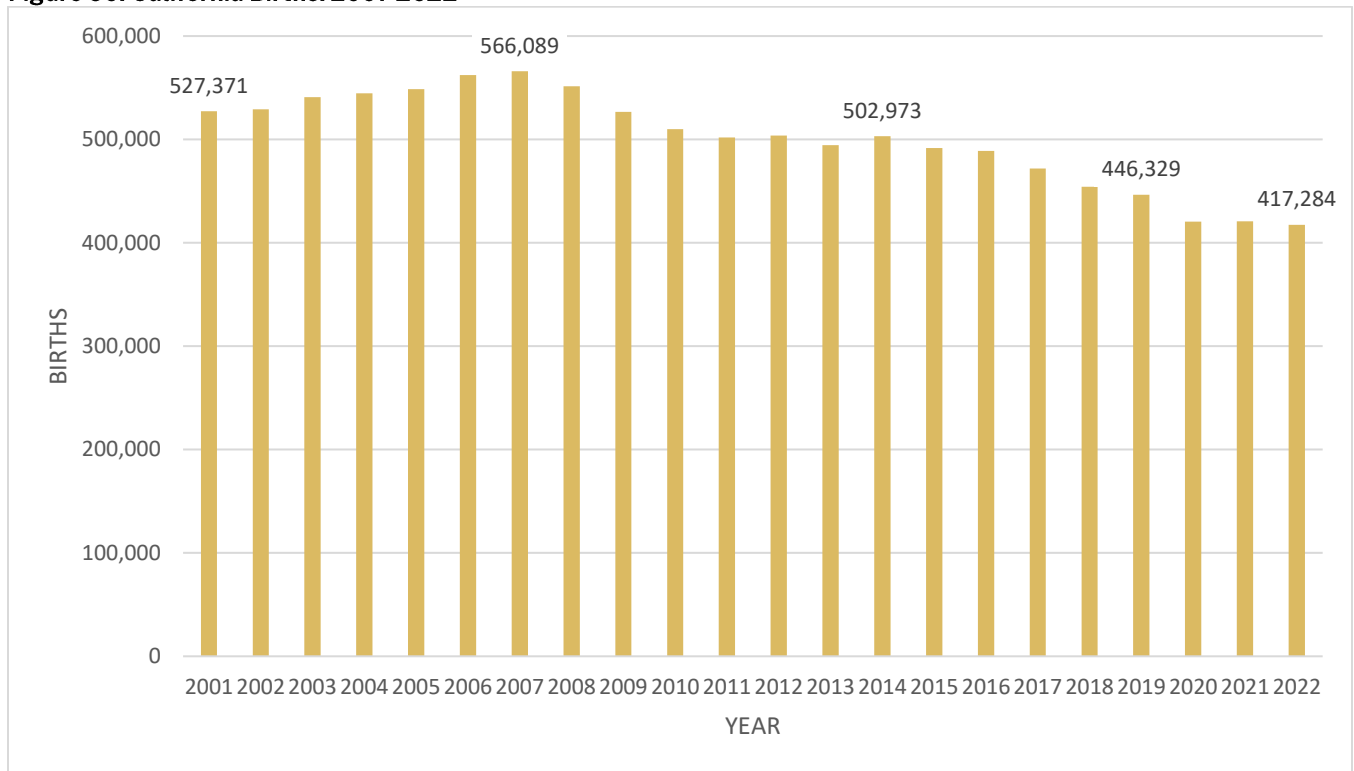
Since peaking in 2007, births in California have declined significantly (Figure 60). In 2022, Californians gave birth to 417,284 children, setting a record low since 1990 and representing the 12<sup>th</sup> time in the last 15 years that the birth total decreased compared to the prior year. This is a 26% decrease since 2007. The one-year decrease in births recorded in 2020 was the largest since 1995. Californians continue to put off having children until later in life. Recent birth rates in California fell for people under 30 giving birth but rose for people 30 and older.

In Sonoma County, births followed a similar pattern with a low point in the late 1990s followed by increasing births peaking in 2006. Unlike California births, however, Sonoma County births, after having previously decreased 26.8% from 2006 to 2020, were higher in 2021 and 2022 than they had been in 2020 (Figure 61). 2022 births in Sonoma County totaled 4,429.

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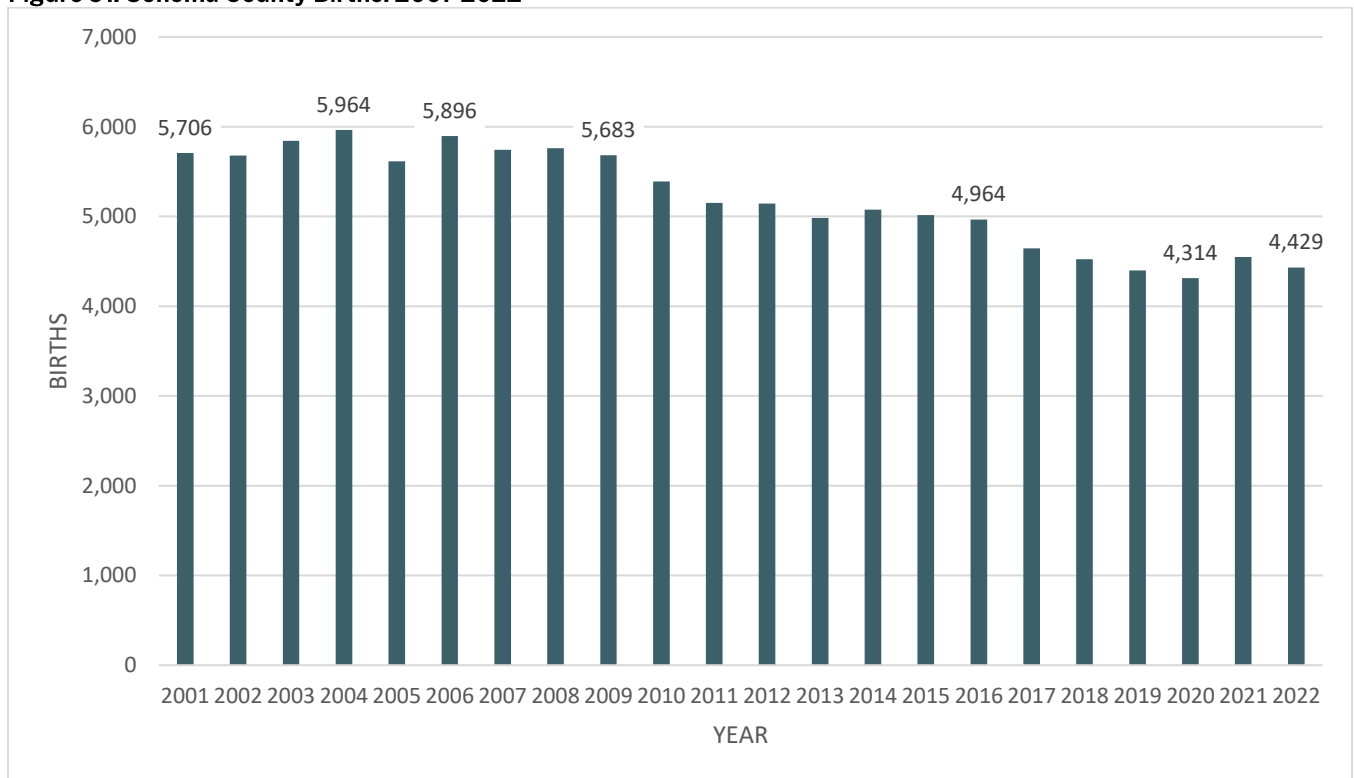
<sup>2</sup> The consultant utilized ZIP Codes 95401, 95403, and 95404.

**Figure 60. California Births: 2001-2022**



Source: California Department of Public Health.

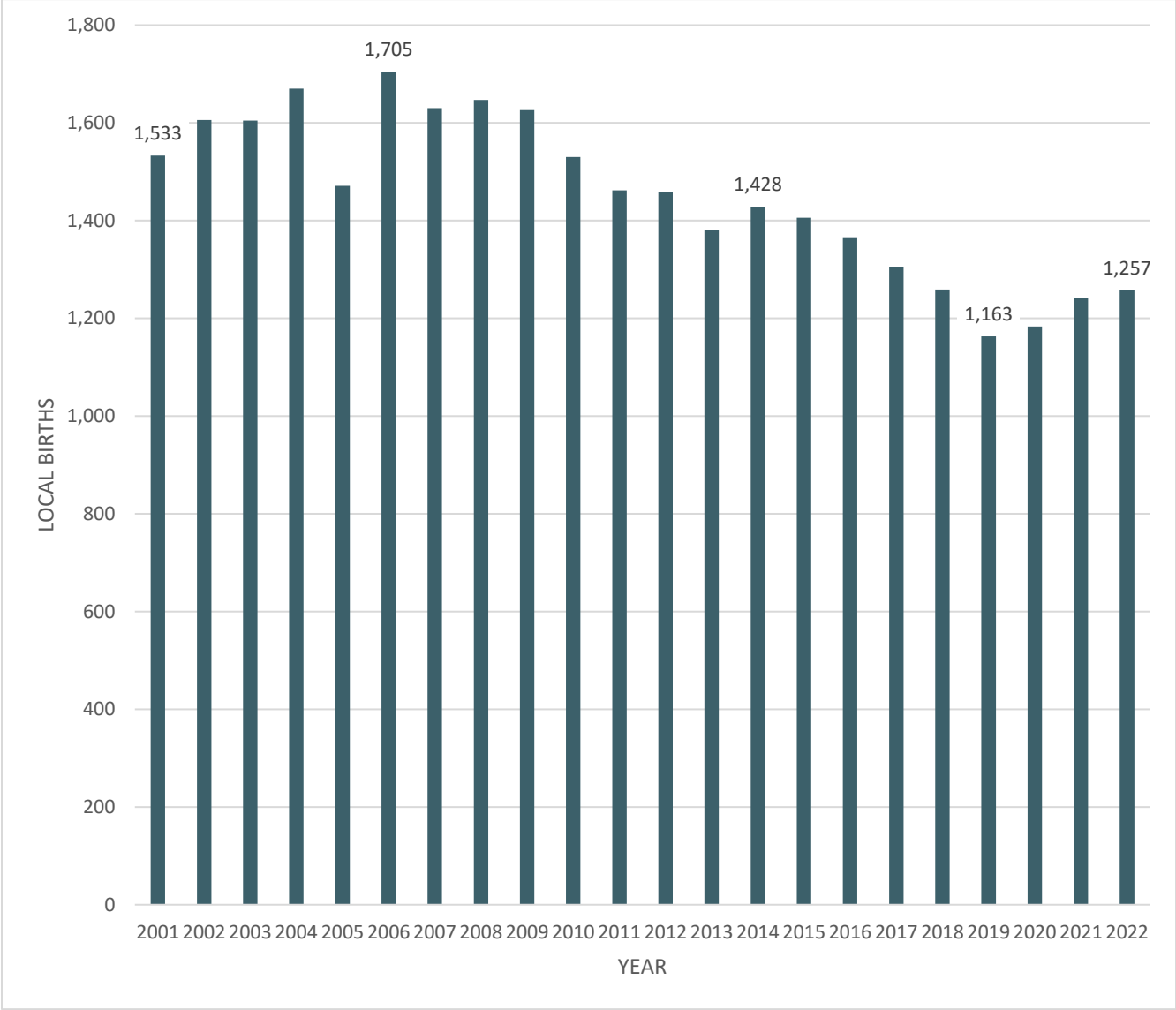
**Figure 61. Sonoma County Births: 2001-2022**



Source: California Department of Public Health.

Births in the SRCS Elementary School District have mirrored County trends. Births increased from 1,533 in 2001 to 1,705 in 2006, and then **declined by 31.8%** to 1,163 in 2019. Local births have then increased from that low point each year, but 2022 birth totals remain slightly lower than the total in 2018. Figure 62 demonstrates the total number of recorded births between 2001 and 2022 in the Santa Rosa City Schools Elementary School District.

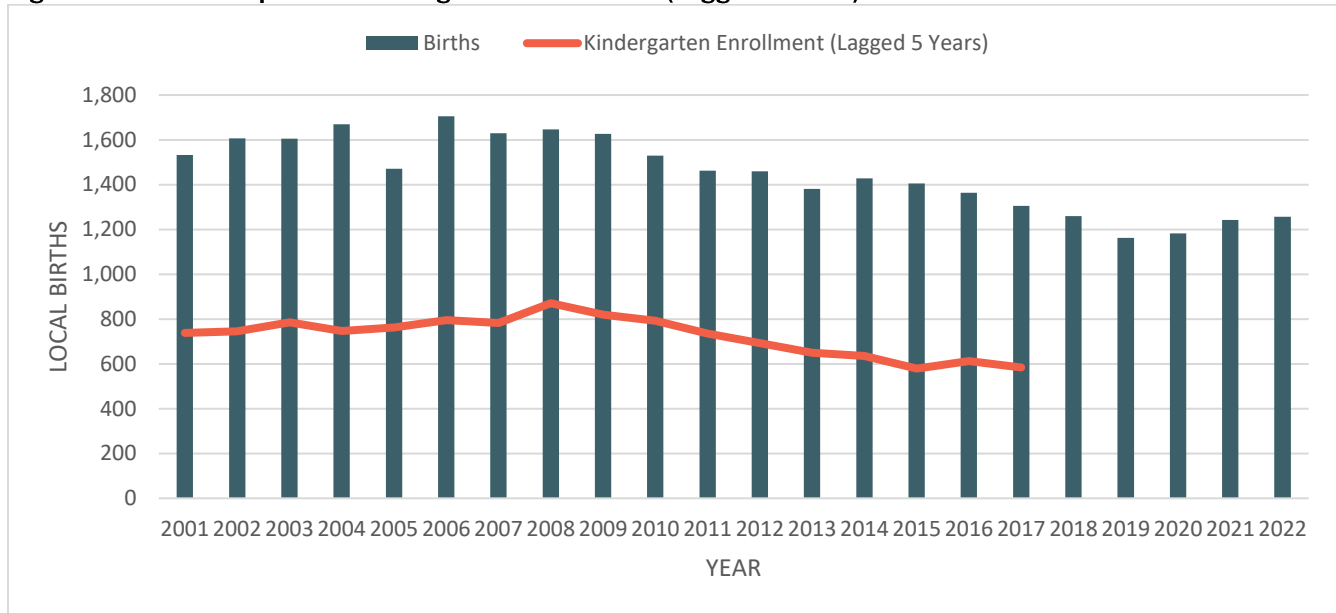
**Figure 62. SRCS Births: 2001-2022**



Source: California Department of Public Health.

The number of children born to parents who live in the SRCS Elementary School District ZIP codes is correlated with the size of the incoming kindergarten cohort five years later. Therefore, King Consulting uses recent birth data as the most important factor when projecting future kindergarten students for SRCS to house. Figure 63 demonstrates this relationship.

**Figure 63. Births Compared to Kindergarten Enrollments (Lagged 5 Years)**



Source: California Department of Public Health and CDE.

There is rarely a one-to-one correspondence between births and subsequent kindergarten enrollments. Table 16 and Figure 64 demonstrate the birth-kindergarten, as well as the birth-transitional kindergarten ratios for the SRCS kindergarten enrollments. The table provides the percentage of births within the District that result in kindergarten enrollments five years later or transitional kindergarten enrollments four years later. It is a net rate because children move both into and out of the District.

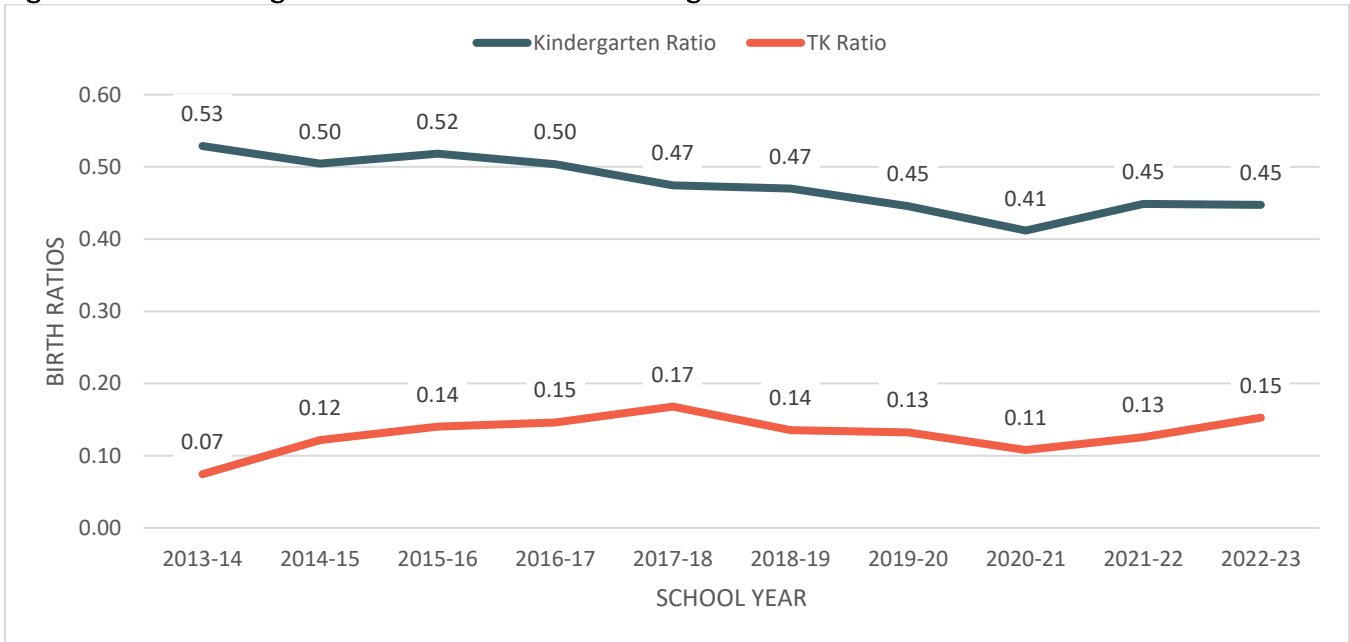
1. From 2015-16 through 2020-21, the ratio of births to kindergarten enrollments consistently decreased, dropping from 0.53 to 0.41 in total. The ratio then increased to 0.45 the last two years, meaning that for every 100 births in 2017, about 45 children enrolled in SRCS for kindergarten five years later in 2022.
2. However, excluding 2020-21 as being particularly affected by the COVID-19 pandemic, the ratio can also be seen as having otherwise stabilized between 0.45 and 0.47 since 2017-18.
3. The transitional kindergarten ratio increased in 2022 due to the first year of expanded eligibility for the grade level, which will continue to occur until all four year old students are eligible in 2025-26. The current ratio is 0.15, meaning that for every 100 births in 2018, about 15 children enrolled in transitional kindergarten in 2022.

These birth-to-kindergarten ratios are analyzed, and statistical calculations are applied to estimate future ratios.

**Table 16. SRCS Elementary School District Birth-Kindergarten and Birth-Transitional Kindergarten Ratios**

Birth Year	Births	Kindergarten Year	Kindergarten Enrollment	Ratio of Births to Kindergarten Enrollment	Transitional Kindergarten Enrollment	Ratio of Births to TK Enrollment
2001	1,514	2006-07	738	0.48		
2002	1,533	2007-08	745	0.46		
2003	1,606	2008-09	786	0.49		
2004	1,605	2009-10	747	0.45		
2005	1,670	2010-11	762	0.52		
2006	1,471	2011-12	795	0.47		
2007	1,705	2012-13	782	0.48	60	0.04
2008	1,630	2013-14	871	0.53	121	0.07
2009	1,647	2014-15	820	0.50	186	0.12
2010	1,626	2015-16	793	0.52	205	0.14
2011	1,530	2016-17	736	0.50	213	0.15
2012	1,462	2017-18	692	0.47	232	0.17
2013	1,459	2018-19	649	0.47	193	0.14
2014	1,381	2019-20	636	0.45	186	0.13
2015	1,428	2020-21	579	0.41	147	0.11
2016	1,406	2021-22	612	0.45	164	0.13
2017	1,364	2022-23	584	0.45	192	0.15
2018	1,306					
2019	1,259					
2020	1,163					
2021	1,183					
2022	1,242					

**Figure 64. Birth-Kindergarten and Birth-Transitional Kindergarten Ratios**



The projected birth-to-kindergarten ratios are multiplied by the number of births each year to project future kindergarten enrollments. King Consulting anticipates the birth to kindergarten ratio will remain in line with recent historical trends. To project kindergarten classes beyond 2027, statistical trends are applied to recent birth rates to estimate births for 2023 and beyond.

### **SRCS High School District Entry Grade Enrollment Trends from Feeder Elementary Districts**

In order to project 7<sup>th</sup> grade and 9<sup>th</sup> grade enrollments at the SRCS High School District, the combined enrollments of all feeders (as shown in Section B of this report) are used to assess what proportion of the feeder 6<sup>th</sup> grade cohort moves into 7<sup>th</sup> grade, and what proportion of the feeder 8<sup>th</sup> grade cohort moves into 9<sup>th</sup> grade.

Since Lawrence Cook Middle School closed after the 2020-21 school year and much of its enrollment went to the Cesar Chavez Language Academy as a feeder school, the proportion of all feeder 6<sup>th</sup> graders who enroll with SRCS for 7<sup>th</sup> grade is about 54%. The proportion of all feeder 8<sup>th</sup> graders who enroll with SRCS for 9<sup>th</sup> grade is about 89%.

To determine the size of these feeder cohorts beyond the current year, feeder enrollments by grade through 2022-23 were used to project future years. Student migration rate analysis, as will be described in the Student Migration Rates heading below, was used to determine how many of the current kindergarten through 5<sup>th</sup> grade feeder students will “survive” to make up the cohorts of 6<sup>th</sup> and 8<sup>th</sup> graders that will inform SRCS High School District enrollment.

### **Student Migration Rates**

The methods of projecting student enrollment in grades 1<sup>st</sup>-6<sup>th</sup>, 8<sup>th</sup>, and 10<sup>th</sup>-12<sup>th</sup> involve the use of student migration rates. A migration rate is simply how a given SRCS cohort changes in size as it progresses to the next grade level.

1. Positive migration occurs when a District gains students from one grade into the next grade the following year. For example, a cohort of 100 1<sup>st</sup> grade students becomes a cohort of 125 2<sup>nd</sup> grade students the following year. In this case, 25 new students enrolled in the District who were not enrolled the prior year<sup>3</sup>.
  - a. Positive migration could be indicative of numerous influences, including the in-migration of families with young children to the District, private to public school transfers, new residential construction, District policy changes, school closures in adjacent Districts, etc.

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<sup>3</sup> These are net measurements.

2. Negative migration occurs when a District loses students from one grade into the next grade the following year. For example, a cohort of 100 1<sup>st</sup> grade students becomes a cohort of 75 2<sup>nd</sup> grade students the following year. In this case, 25 students who were present the prior year are not enrolled in the current year.
  - a. These losses could be indicative of numerous influences including the closure of schools, District policy changes restricting inter-district transfer students, losses to private and charter schools or other Districts, out-migration of families due to economic decline, etc.

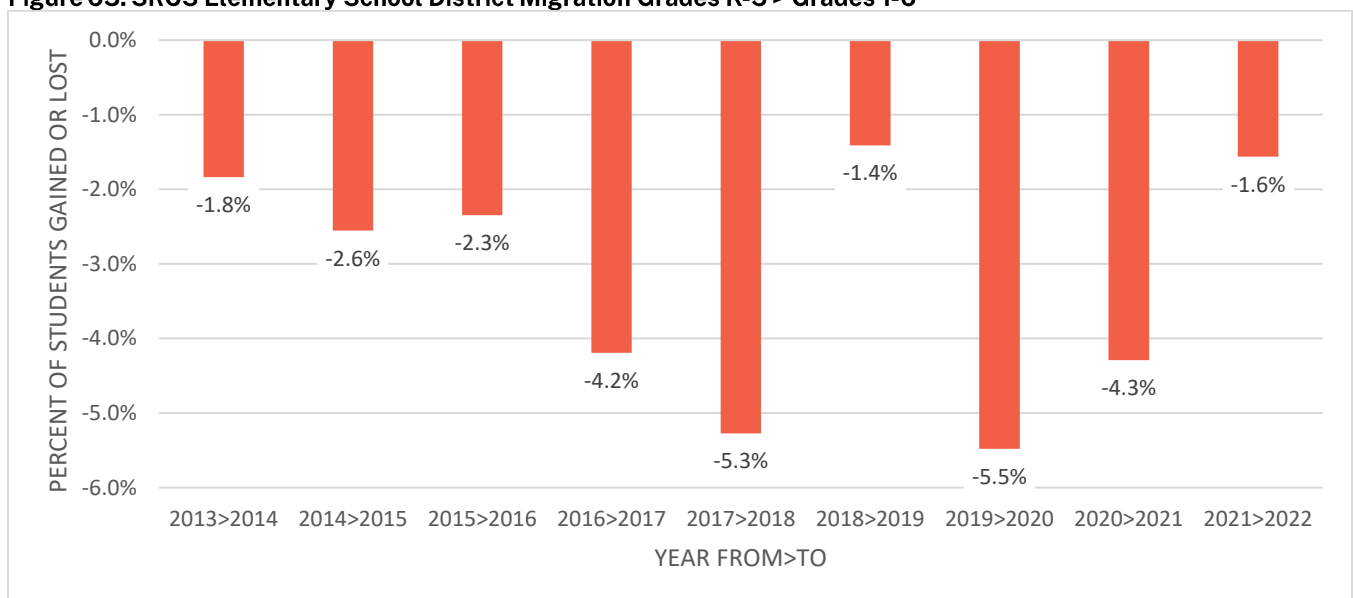
As an example, in 2021-22 the District’s cohort of 4<sup>th</sup> graders contained 594 students. A year later, this cohort became 5<sup>th</sup> graders numbering 563. Using this example, the rate of migration is calculated in the following way:

$$(563-594)/594 = -5.2\%$$

The 5.2% decrease is a measure of the likelihood that a 4<sup>th</sup> grade cohort will become larger or smaller as it advances into 5<sup>th</sup> grade the following year. Migration rates are calculated for all grade levels by year and then analyzed by the current grade level configuration to find an average rate of change.

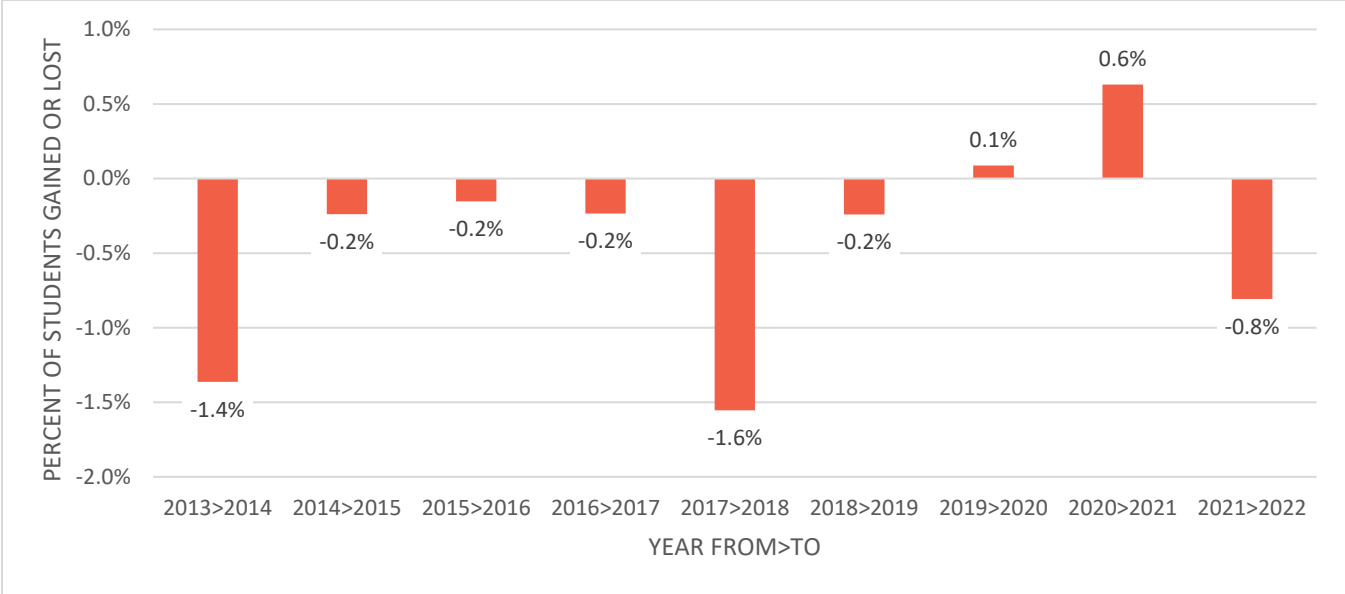
The SRCS Elementary School District experienced entirely negative migration for the last decade (Figure 65). In 2022, migration of the previous year’s grades K-5 into grades 1-6 was a net loss of 1.6%, through this rate has been as high as 5.5% and at least 1.4% every year in the last decade. This indicates that, on net, families with elementary school age children are either moving out of the District or seeking alternatives to remaining enrolled with SRCS.

**Figure 65. SRCS Elementary School District Migration Grades K-5 > Grades 1-6**



At the SRCS High School District, in the middle school level, migration from 7<sup>th</sup> grade into 8<sup>th</sup> grade tends to be slightly positive. However, migration of grades 9-11 into grades 10-12, at the high school level, tends to be slightly negative (Figure 66). After two years of modest cohort growth in 2020 and 2021, high school grade cohort migration was again negative in 2022 at -0.8%.

**Figure 66. SRCS Elementary School District Migration Grades 9-11 > Grades 10-12**



**Enrollment Projections**

The benefit of tracking district demographic trends is the ability to utilize the trend data to project future enrollment. Predicting future enrollment is an important factor affecting many school processes: long-range planning, budgeting, staffing, and anticipating future building and capital needs. King Consulting has utilized several tools to project future enrollment, including the most major factors of cohort growth, birth rates, feeder elementary district patterns, and residential development plans.

The cohort survival method is the standard demographic technique for projecting enrollments. This method was utilized to project enrollments for SRCS. Using this method, the current student body is advanced one grade for each year of the projection. For example, year 2022 first graders become year 2023 second graders, and the following year’s third graders, and so on. As a cohort moves through the grades, its total population will, as demonstrated above, most likely change.

Since the two SRCS school districts cover different geographical extents with different demographics, the enrollment projections for each district were prepared separately. The two distinct projections are then combined to produce the entire SRCS projection.

In addition, King Consulting calculates three distinct enrollment projections for each SRCS district: a Low projection, a Moderate projection, and a High projection. Since recent birth to kindergarten ratios, feeder cohort capture rates, and grade-to-grade migration rates have demonstrated some variability, there is a range of plausible outcomes for the District’s future enrollment over the next few years. By providing a range of

enrollment projections that account for the record high and low input factors observed in the last few years, SRCS can plan for a range of valid possibilities that will be defined by the High and Low projections. SRCS's District-wide projection will be based on the Moderate projections for the two districts.

**Moderate Enrollment Projections**

**Table 17. SRCS Elementary School District Moderate 7-Year Enrollment Projection**

Grade	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30
TK	147	164	192	253	334	462	487	498	518	516
K	579	612	584	573	532	536	558	559	550	544
1	609	580	613	592	585	538	541	555	556	547
2	604	569	579	604	586	575	526	524	536	537
3	616	586	556	575	602	581	565	511	509	521
4	629	594	579	554	574	596	571	549	497	495
5	646	579	563	555	533	546	565	534	515	465
6	623	617	575	559	556	529	538	550	521	502
7	45	261	265	250	240	250	236	243	246	238
8	48	273	233	237	223	215	223	211	217	220
TK-6	4,453	4,301	4,241	4,264	4,303	4,363	4,350	4,281	4,202	4,126
7-8	93	534	498	487	463	464	459	454	463	458
<b>Total</b>	<b>4,546</b>	<b>4,835</b>	<b>4,739</b>	<b>4,751</b>	<b>4,766</b>	<b>4,828</b>	<b>4,810</b>	<b>4,735</b>	<b>4,666</b>	<b>4,584</b>

The Moderate enrollment projection for the SRCS Elementary School District shows a short term increase in total enrollment due to natural demographics decreases due to declining births being more than offset by a combination of TK expansion and residential development impact. However, after 2025-26 when universal TK is fully implemented, SRCS Elementary School District enrollment will begin to decrease each year, as the impact of residential development alone cannot offset the loss of enrollment that occurs when smaller incoming cohorts take the place of larger, older cohorts matriculating out of the District.

- In total, SRCS Elementary School District enrollment is projected to decrease between 2022-23 and 2029-30 from 4,739 students to 4,584 students (minus 155, or 3.3%).
- TK-6<sup>th</sup> grade enrollment is projected to decrease from 4,241 to 4,126 (minus 115, or 2.7%).
- 7<sup>th</sup>-8<sup>th</sup> grade enrollment is projected to decrease from 498 to 458 (minus 40, or 8.0%).

**Table 18. SRCS High School District Moderate 7-Year Enrollment Projection**

Grade	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30
K		5	3	4	4	4	4	4	4	4
1		9	2	2	3	4	3	4	3	4
2		10	10	2	2	3	4	3	4	3
3		4	7	7	2	2	3	5	4	4
4			3	6	6	2	2	3	5	4
5		64	64	67	69	69	66	66	67	68
6	64	64	64	64	64	64	64	64	64	64
7	63	1,166	1,218	1,164	1,067	1,090	1,020	1,006	1,041	1,006
8	1,468	1,249	1,184	1,254	1,192	1,100	1,113	1,029	1,016	1,051
9	1,355	1,807	1,848	1,843	1,901	1,810	1,657	1,658	1,545	1,533
10	1,994	1,998	1,803	1,893	1,875	1,938	1,834	1,657	1,660	1,546
11	1,912	1,887	1,959	1,820	1,897	1,885	1,933	1,809	1,634	1,638
12	1,959	2,017	1,884	2,032	1,879	1,962	1,937	1,965	1,834	1,660
K-6	127	156	153	152	150	148	146	149	151	151
7-8	2,823	2,415	2,402	2,418	2,259	2,191	2,133	2,035	2,057	2,057
9-12	7,746	7,709	7,494	7,587	7,552	7,596	7,361	7,089	6,673	6,377
<b>Total</b>	<b>10,696</b>	<b>10,280</b>	<b>10,049</b>	<b>10,157</b>	<b>9,961</b>	<b>9,935</b>	<b>9,640</b>	<b>9,273</b>	<b>8,882</b>	<b>8,585</b>

In the SRCS High School District, the demographic decrease due to smaller cohorts entering the District is still underway, as some of the cohorts still in high school originated as younger students when enrollments were growing. This means the SRCS High School District has yet to go through all the enrollment decrease due to cohort replacement that has already occurred at its feeder elementary school districts, and that there is much more potential for future decrease.

Consequently, the Moderate enrollment projection for the SRCS High School District shows steady year-over-year enrollment decreases through 2029-30, as the impact of residential development cannot come close to offsetting the loss of enrollment that occurs when smaller incoming cohorts continually take the place of larger, older cohorts matriculating out of the District. Furthermore, the new cohorts entering the District in future years will be even smaller than the cohorts entering now, meaning the pattern will continue until such time as enrollments in the feeder elementary school districts begins to stabilize.

- In total, SRCS High School District enrollment is projected to decrease between 2022-23 and 2029-30 from 10,049 students to 8,585 students (minus 1,464, or 14.6%).
- TK-6<sup>th</sup> grade enrollment is projected to decrease from 153 to 151 (minus 2, or 1.3%).
- 7<sup>th</sup>-8<sup>th</sup> grade enrollment is projected to decrease from 2,402 to 2,057 (minus 40, or 14.4%).
- 9<sup>th</sup>-12<sup>th</sup> grade enrollment is projected to decrease from 7,494 to 6,377 (minus 1,117, or 14.9%).

## Low Enrollment Projections

Table 19. SRCS Elementary School District Low 7-Year Enrollment Projection

Grade	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30
TK	147	164	192	228	301	416	439	449	466	464
K	579	612	584	531	494	497	517	518	510	504
1	609	580	613	587	541	496	499	511	511	503
2	604	569	579	597	576	526	480	478	487	488
3	616	586	556	573	593	568	515	465	463	472
4	629	594	579	549	567	583	554	497	448	447
5	646	579	563	553	527	538	551	517	465	418
6	623	617	575	556	551	520	527	533	501	450
7	45	261	265	244	233	242	227	233	233	224
8	48	273	233	235	216	207	215	201	207	207
TK-6	4,453	4,301	4,241	4,175	4,151	4,146	4,082	3,967	3,852	3,745
7-8	93	534	498	479	449	449	442	434	440	431
<b>Total</b>	<b>4,546</b>	<b>4,835</b>	<b>4,739</b>	<b>4,654</b>	<b>4,600</b>	<b>4,595</b>	<b>4,524</b>	<b>4,401</b>	<b>4,291</b>	<b>4,176</b>

Table 20. SRCS High School District Low 7-Year Enrollment Projection

Grade	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30
K		5	3	4	4	4	4	4	4	4
1		9	2	2	3	4	3	4	3	4
2		10	10	2	2	3	4	3	4	3
3		4	7	7	2	2	3	5	4	4
4			3	6	6	2	2	3	5	4
5		64	64	67	69	69	66	66	67	68
6	64	64	64	64	64	64	64	64	64	64
7	63	1,166	1,218	1,148	1,053	1,076	1,007	993	1,027	992
8	1,468	1,249	1,184	1,222	1,147	1,058	1,070	989	976	1,010
9	1,355	1,807	1,848	1,823	1,852	1,750	1,602	1,601	1,492	1,480
10	1,994	1,998	1,803	1,887	1,849	1,883	1,769	1,597	1,599	1,489
11	1,912	1,887	1,959	1,817	1,888	1,857	1,876	1,741	1,573	1,575
12	1,959	2,017	1,884	2,028	1,872	1,949	1,905	1,903	1,763	1,594
K-6	127	156	153	152	150	148	146	149	151	151
7-8	2,823	2,415	2,402	2,370	2,199	2,134	2,076	1,981	2,003	2,002
9-12	7,746	7,709	7,494	7,554	7,461	7,440	7,151	6,843	6,426	6,139
<b>Total</b>	<b>10,696</b>	<b>10,280</b>	<b>10,049</b>	<b>10,077</b>	<b>9,811</b>	<b>9,722</b>	<b>9,374</b>	<b>8,974</b>	<b>8,580</b>	<b>8,292</b>

## High Enrollment Projections

Table 21. SRCS Elementary School District High 7-Year Enrollment Projection

Grade	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30
TK	147	164	192	278	366	507	535	548	570	567
K	579	612	584	610	567	571	595	596	587	580
1	609	580	613	596	627	576	580	596	597	588
2	604	569	579	607	594	619	566	565	579	580
3	616	586	556	579	609	592	612	554	553	566
4	629	594	579	560	584	610	588	602	545	544
5	646	579	563	555	540	556	579	551	565	510
6	623	617	575	564	562	540	553	569	543	555
7	45	261	265	252	244	254	243	251	256	249
8	48	273	233	238	226	219	228	218	225	230
TK-6	4,453	4,301	4,241	4,350	4,448	4,572	4,608	4,581	4,538	4,490
7-8	93	534	498	490	470	473	471	469	481	479
<b>Total</b>	<b>4,546</b>	<b>4,835</b>	<b>4,739</b>	<b>4,839</b>	<b>4,918</b>	<b>5,045</b>	<b>5,078</b>	<b>5,050</b>	<b>5,019</b>	<b>4,969</b>

Table 22. SRCS High School District High 7-Year Enrollment Projection

Grade	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30
K		5	3	4	4	4	4	4	4	4
1		9	2	2	3	4	3	4	3	4
2		10	10	2	2	3	4	3	4	3
3		4	7	7	2	2	3	5	4	4
4			3	6	6	2	2	3	5	4
5		64	64	67	69	69	66	66	67	68
6	64	64	64	64	64	64	64	64	64	64
7	63	1,166	1,218	1,179	1,081	1,105	1,034	1,020	1,055	1,019
8	1,468	1,249	1,184	1,262	1,215	1,121	1,134	1,049	1,036	1,072
9	1,355	1,807	1,848	1,852	1,918	1,840	1,684	1,685	1,571	1,558
10	1,994	1,998	1,803	1,896	1,887	1,958	1,867	1,687	1,690	1,574
11	1,912	1,887	1,959	1,822	1,902	1,900	1,954	1,842	1,665	1,669
12	1,959	2,017	1,884	2,040	1,888	1,975	1,960	1,995	1,877	1,699
K-6	127	156	153	152	150	148	146	149	151	151
7-8	2,823	2,415	2,402	2,441	2,296	2,226	2,168	2,069	2,091	2,091
9-12	7,746	7,709	7,494	7,610	7,596	7,672	7,465	7,210	6,803	6,501
<b>Total</b>	<b>10,696</b>	<b>10,280</b>	<b>10,049</b>	<b>10,203</b>	<b>10,042</b>	<b>10,046</b>	<b>9,778</b>	<b>9,428</b>	<b>9,045</b>	<b>8,743</b>

## **SRCS Total Projection (Combined Moderate Elementary and High School District Projections)**

**Table 23. SRCS Elementary School and High School District Combined Moderate Projection**

<b>Grade</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>25-26</b>	<b>26-27</b>	<b>27-28</b>	<b>28-29</b>	<b>29-30</b>
TK	147	164	192	253	334	462	487	498	518	516
K	579	617	587	577	536	540	562	563	554	548
1	609	589	615	594	588	542	544	559	559	551
2	604	579	589	606	588	578	530	527	540	540
3	616	590	563	582	604	583	568	516	513	525
4	629	594	582	560	580	598	573	552	502	499
5	710	643	627	622	602	615	631	600	582	533
6	686	681	639	623	620	593	602	614	585	566
7	1,513	1,427	1,483	1,414	1,307	1,340	1,256	1,249	1,288	1,244
8	1,403	1,522	1,417	1,491	1,416	1,315	1,336	1,240	1,233	1,271
9	1,994	1,807	1,848	1,843	1,901	1,810	1,657	1,658	1,545	1,533
10	1,912	1,998	1,803	1,893	1,875	1,938	1,834	1,657	1,660	1,546
11	1,959	1,887	1,959	1,820	1,897	1,885	1,933	1,809	1,634	1,638
12	1,881	2,017	1,884	2,032	1,879	1,962	1,937	1,965	1,834	1,660
TK-5	4,580	4,457	4,394	4,416	4,453	4,511	4,496	4,430	4,353	4,277
6-8	2,916	2,949	2,900	2,904	2,723	2,655	2,592	2,489	2,520	2,515
9-12	7,746	7,709	7,494	7,587	7,552	7,596	7,361	7,089	6,673	6,377
<b>Total</b>	<b>15,242</b>	<b>15,115</b>	<b>14,788</b>	<b>14,908</b>	<b>14,728</b>	<b>14,762</b>	<b>14,450</b>	<b>14,008</b>	<b>13,547</b>	<b>13,168</b>

### **Enrollment Projection Details**

At the end of this report, Appendix A provides additional detailed enrollment projections for each SRCS school.

## SECTION G: FACILITY ANALYSIS

To determine potential future facility needs for Santa Rosa City Schools, it is necessary to identify the ability of the District's existing facilities to adequately serve enrollments. This section will provide information on the classroom capacity of each SRCS site, along with a breakdown of that capacity by permanent buildings and portable classrooms. While capacities are determined based on current room uses, each site will also note a maximum permanent capacity based on utilizing all full sized classrooms in permanent buildings for student loading. All student loading is based on the District's current contract language for class sizes with its teachers union (or State regulations for TK):

- TK through Grade 2 = **24** students per classroom
- Grades 3 through 6 = **32** students per classroom
- Grades 7 through 12 = **27** students per classroom (32 students per classroom, accounting for each classroom not having students for one prep period each day)
- SDC = **12** students per classroom (assuming all SDC rooms should be available for Moderate/Severe SDC students if needed)

### ***Elementary School Capacity***

Each SRCS elementary school (including the Santa Rosa Accelerated Charter that operates under the High School District) provided a map indicating the current year use of each classroom space. Rooms with grade-level teachers or SDC classrooms were loaded based on the students per classroom identified at the beginning of this Section. Pull out programs, such as art, music, PE, or resource rooms were not loaded, as it is assumed the students using these spaces at any given time spend most of their day in another classroom. Table 24 summarizes the SRCS elementary school sites, classrooms, and capacities. Table 25 then compares this capacity with recent and projected enrollment totals.

Two capacities are shown for each school: the Current Utilization Capacity is based on which rooms are staffed and loaded this year, regardless of the classroom being in a portable or not. Rooms that are not loaded (such as art, music, PE, or resource) do not count towards this capacity.

The Maximum Capacity from only Permanent Classrooms demonstrates how much capacity each site has if its portable classrooms are not considered. In this capacity, however, all permanent classrooms are loaded, even if they are currently utilized for some other purpose than a loaded classroom. Since many SRCS sites have permanent classrooms not being utilized as loaded classrooms, when these classrooms are added to the site's potential maximum permanent capacity, this can result in a higher capacity total than what is currently utilized, even with portable classrooms excluded.

It also important to keep in mind that SDC classrooms load at a much lower level than other classrooms, so sites with multiple SDC rooms will have a lower utilization capacity, even if they have the same number of loaded classrooms as another site with no SDC.

**Table 24. SRCS Elementary School Capacity Analysis**

Elementary Schools	Total Classrooms	Portable Classroom Count	Current Loaded Classrooms	Current Utilization Capacity	Maximum Capacity from only Permanent Classrooms
Abraham Lincoln	28	8	17	408	544
Albert F. Biella	26	12	13	384	408
Brook Hill	25	13	17	416	332
Cesar Chavez LA*	53	20	38	969	986
Helen M. Lehman	26	11	17	480	432
Hidden Valley	33	3	22	584	832
James Monroe	29	10	18	512	544
Luther Burbank	24	1	15	392	648
Proctor Terrace	21	8	17	440	312
SR Accelerated	5	3	4	128	64
SR Charter for the Arts*	20	5	17	488	432
SR French-American*	23	8	19	528	376
Steele Lane	27	11	22	512	380
<b>Elementary School Totals</b>	<b>340</b>	<b>111</b>	<b>236</b>	<b>6,241</b>	<b>6,290</b>

\*Also includes students in grades 7-8.

**Table 25. SRCS Elementary School Capacities and Enrollments**

Elementary Schools	2022-23 Enrollment	5-Year Historical Peak Enrollment	2029-30 Projected Enrollment	Current Utilization Capacity	Maximum Capacity from only Permanent Classrooms
Abraham Lincoln	299	299	334	408	544
Albert F. Biella	215	334	142	384	408
Brook Hill	303	396	294	416	332
Cesar Chavez LA*	853	927	807	969	986
Helen M. Lehman	411	512	397	480	432
Hidden Valley	449	536	390	584	832
James Monroe	361	408	362	512	544
Luther Burbank	308	328	277	392	648
Proctor Terrace	335	410	315	440	312
SR Accelerated	128	129	128	128	64
SR Charter for the Arts*	391	408	384	488	432
SR French-American*	436	476	466	528	376
Steele Lane	378	420	415	512	380
<b>Elementary School Totals</b>	<b>4,867</b>	<b>5,583</b>	<b>4,711</b>	<b>6,241</b>	<b>6,290</b>

**Middle School Capacity**

Tables 26 and 27 detail the middle school site capacities and enrollments, not including Cesar Chavez Language Academy, which was already counted with the elementary schools. At middle schools, all classrooms are loaded with students except for resource rooms or designated staff work or meeting rooms. Elementary Music Center rooms at Hilliard Comstock are also not counted towards middle school capacity, while the Santa Rosa Accelerated Charter rooms are excluded from Rincon Valley.

**Table 26. SRCS Middle School Capacity Analysis**

Middle Schools	Total Classrooms	Portable Classroom Count	Current Loaded Classrooms	Current Utilization Capacity	Maximum Capacity from only Permanent Classrooms
Herbert Slater	45	6	41	1,002	897
Hilliard Comstock	43	3	37	924	924
Rincon Valley	37	4	37	924	816
Santa Rosa MS	38	9	36	957	783
<b>Middle School Totals</b>	<b>163</b>	<b>22</b>	<b>151</b>	<b>3,807</b>	<b>3,420</b>

**Table 27. SRCS Elementary School Capacities and Enrollments**

Middle Schools	2022-23 Enrollment	5-Year Historical Peak Enrollment	2029-30 Projected Enrollment	Current Utilization Capacity	Maximum Capacity from only Permanent Classrooms
Herbert Slater	716	766	612	1,002	897
Hilliard Comstock	434	440	373	924	924
Rincon Valley	786	899	672	924	816
Santa Rosa MS	466	561	400	957	783
<b>Middle School Totals</b>	<b>2,402</b>	<b>2,666</b>	<b>2,057</b>	<b>3,807</b>	<b>3,420</b>

### High School Capacity

Tables 28 and 29 show classroom, capacity, and enrollment information for the District’s high schools.

**Table 28. SRCS High School Capacity Analysis**

High Schools	Total Classrooms	Portable Classroom Count	Current Loaded Classrooms	Current Utilization Capacity	Maximum Capacity from only Permanent Classrooms
Elsie Allen	65	0	65	1,695	1,695
Maria Carrillo	69	0	69	1,863	1,863
Montgomery	87	34	79	2,028	1,404
Piner	75	15	65	1,710	1,506
Ridgway	20	1	18	426	468
Santa Rosa HS	96	25	82	2,094	1,593
<b>High School Totals</b>	<b>7,494</b>	<b>75</b>	<b>368</b>	<b>9,816</b>	<b>8,529</b>

**Table 29. SRCS Elementary School Capacities and Enrollments**

High Schools	2022-23 Enrollment	5-Year Historical Peak Enrollment	2029-30 Projected Enrollment	Current Utilization Capacity	Maximum Capacity from only Permanent Classrooms
Elsie Allen	1,055	1,088	909	1,695	1,695
Maria Carrillo	1,591	1,591	1,363	1,863	1,863
Montgomery	1,572	1,656	1,313	2,028	1,404
Piner	1,361	1,425	1,193	1,710	1,506
Ridgway	233	286	207	426	468
Santa Rosa HS	1,682	1,948	1,391	2,094	1,593
<b>High School Totals</b>	<b>7,494</b>	<b>7,994</b>	<b>6,376</b>	<b>9,816</b>	<b>8,529</b>

## SECTION H: CONCLUSION AND RECOMMENDATIONS

SRCS continues to shift demographically, with increasingly fewer births, and therefore, increasingly smaller cohorts of students entering the District each year. Since the cohorts currently set to graduate high school originated as larger kindergarten cohorts more than a decade ago, the difference in size between new incoming kindergarten cohorts and those outgoing cohorts is substantial right now, and every year this disparity causes a drop in total enrollment for the District. New residential development and previous enrollment of non-resident students are not enough to outweigh this natural demographic decrease.

Even in a few years when the graduating cohorts are not as large as now, the incoming kindergarten cohorts are projected to be even smaller, meaning the pattern is set to continue throughout the five-year projection period. SRCS has excess capacity across all grade levels, even with the recent closure of Harvest Middle School, and with enrollment projected to decrease at all grade levels for several years to come, the excess capacity, and the cost of maintaining and operating it, will only become more pronounced.

It is important to note, however, that the spatial analysis conducted as part of this study demonstrates the high level of choice exercised by District families in selecting their children's schools. SRCS should remain aware of the importance of choice to its families as it considers future facility planning.

Based on the analysis contained in this report, the following steps are recommended for the District to consider as it works to meet its future facility needs, keeping in mind that some recommendations may be constrained by broader fiscal and policy issues:

1. Identify how bond funds can be used to maximize impact to students with new or improved facilities.
2. Review options to make the most efficient use of available capacity and resources.

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## APPENDIX A

### Detailed Enrollment Projections

SRCS ESD Moderate Projection

Actual Enrollment				Projected Enrollment							
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	
TK	147	164	192	253	334	462	487	498	518	516	
K	579	612	584	573	532	536	558	559	550	544	
1	609	580	613	592	585	538	541	555	556	547	
2	604	569	579	604	586	575	526	524	536	537	
3	616	586	556	575	602	581	565	511	509	521	
4	629	594	579	554	574	596	571	549	497	495	
5	646	579	563	555	533	546	565	534	515	465	
6	623	617	575	559	556	529	538	550	521	502	
7	45	261	265	250	240	250	236	243	246	238	
8	48	273	233	237	223	215	223	211	217	220	
<i>TK-6</i>	<i>4,453</i>	<i>4,301</i>	<i>4,241</i>	<i>4,264</i>	<i>4,303</i>	<i>4,363</i>	<i>3,812</i>	<i>3,731</i>	<i>3,681</i>	<i>3,624</i>	
<i>7-8</i>	<i>93</i>	<i>534</i>	<i>498</i>	<i>487</i>	<i>463</i>	<i>464</i>	<i>997</i>	<i>1,004</i>	<i>984</i>	<i>960</i>	
<b>Total</b>	<b>4,546</b>	<b>4,835</b>	<b>4,739</b>	<b>4,751</b>	<b>4,766</b>	<b>4,828</b>	<b>4,810</b>	<b>4,735</b>	<b>4,666</b>	<b>4,584</b>	

Abraham Lincoln

	Actual Enrollment			Projected Enrollment							
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	
TK	9	9	16	18	23	32	34	35	36	36	
K	31	45	44	41	38	38	40	40	39	39	
1	40	28	45	44	46	42	42	39	39	39	
2	38	38	36	49	53	54	48	45	43	43	
3	48	36	37	35	52	57	57	46	44	41	
4	41	43	36	36	40	55	59	55	45	43	
5	35	41	45	36	41	45	58	57	53	44	
6	28	33	40	43	39	43	46	54	54	50	
<b>Total</b>	<b>270</b>	<b>273</b>	<b>299</b>	<b>301</b>	<b>333</b>	<b>366</b>	<b>383</b>	<b>372</b>	<b>354</b>	<b>334</b>	

Albert F Biella

	Actual Enrollment			Projected Enrollment							
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	
TK	3	6	7	9	11	16	16	17	18	17	
K	24	24	17	20	18	19	19	19	19	19	
1	39	28	23	24	20	19	19	20	20	20	
2	34	45	26	30	25	21	19	19	20	20	
3	36	28	41	30	27	22	18	17	17	18	
4	43	40	29	49	31	28	23	19	17	18	
5	54	39	35	36	45	29	25	20	17	16	
6	54	47	37	39	33	41	27	23	19	16	
<b>Total</b>	<b>287</b>	<b>257</b>	<b>215</b>	<b>237</b>	<b>211</b>	<b>193</b>	<b>166</b>	<b>154</b>	<b>146</b>	<b>142</b>	

Brook Hill

	Actual Enrollment			Projected Enrollment							
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	
TK	13	17	21	26	35	48	51	52	54	54	
K	47	42	41	41	38	38	40	40	39	39	
1	34	47	39	38	38	39	36	37	37	37	
2	35	30	41	34	33	36	33	31	32	32	
3	49	37	34	43	36	38	38	35	33	34	
4	50	45	37	33	41	36	35	37	34	31	
5	59	49	40	36	32	41	35	33	34	32	
6	55	62	50	41	37	34	42	36	34	35	
<b>Total</b>	<b>342</b>	<b>329</b>	<b>303</b>	<b>292</b>	<b>289</b>	<b>311</b>	<b>311</b>	<b>301</b>	<b>298</b>	<b>294</b>	

Helen M Lehman

Actual Enrollment

Projected Enrollment

	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>		<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>	<b>2027-28</b>	<b>2028-29</b>	<b>2029-30</b>
TK	17	22	15		26	34	48	50	51	53	53
K	55	49	64		56	52	52	54	54	54	53
1	61	51	49		63	61	51	53	53	53	52
2	65	47	53		46	64	57	50	51	50	50
3	72	58	45		50	50	61	55	47	48	48
4	71	69	58		44	54	49	61	54	46	47
5	65	59	65		54	47	50	46	57	50	43
6	76	60	62		65	60	47	52	46	57	50
<b>Total</b>	<b>482</b>	<b>415</b>	<b>411</b>		<b>404</b>	<b>422</b>	<b>414</b>	<b>423</b>	<b>415</b>	<b>412</b>	<b>397</b>

Hidden Valley

	Actual Enrollment			Projected Enrollment							
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	
TK	17	12	20	24	32	44	47	48	50	49	
K	73	76	49	60	56	56	58	58	57	57	
1	71	64	74	46	56	52	53	54	55	54	
2	81	66	66	73	45	56	51	53	54	54	
3	71	77	65	64	71	44	56	50	51	53	
4	68	65	73	61	60	68	41	52	47	48	
5	62	47	54	57	47	47	54	32	41	37	
6	57	58	48	53	56	46	46	53	31	40	
<b>Total</b>	<b>500</b>	<b>465</b>	<b>449</b>	<b>438</b>	<b>423</b>	<b>413</b>	<b>406</b>	<b>400</b>	<b>386</b>	<b>390</b>	

James Monroe

	Actual Enrollment			Projected Enrollment							
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	
TK	16	14	14	21	28	38	40	41	43	43	
K	48	54	50	49	46	46	48	48	47	47	
1	54	52	50	50	49	47	46	48	48	47	
2	40	48	56	48	48	49	45	44	46	46	
3	48	41	44	54	46	48	47	44	42	44	
4	57	52	43	47	56	50	49	49	45	44	
5	53	57	53	43	47	58	50	50	49	46	
6	49	55	51	50	41	48	55	48	47	47	
<b>Total</b>	<b>365</b>	<b>373</b>	<b>361</b>	<b>362</b>	<b>360</b>	<b>384</b>	<b>381</b>	<b>371</b>	<b>368</b>	<b>362</b>	

Luther Burbank

	Actual Enrollment			Projected Enrollment							
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	
TK	5	11	18	19	25	35	36	37	39	39	
K	32	37	33	33	31	31	32	32	32	31	
1	48	33	38	35	33	31	31	32	32	32	
2	41	41	34	39	34	32	31	30	32	32	
3	42	39	45	38	42	37	35	33	32	33	
4	40	43	42	49	40	45	39	37	35	34	
5	49	46	45	46	51	42	47	41	39	36	
6	53	44	53	49	48	54	43	49	43	40	
<b>Total</b>	<b>310</b>	<b>294</b>	<b>308</b>	<b>308</b>	<b>305</b>	<b>306</b>	<b>296</b>	<b>293</b>	<b>283</b>	<b>277</b>	

Proctor Terrace

	Actual Enrollment			Projected Enrollment							
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	
TK	15	16	15	22	30	41	43	44	46	46	
K	45	53	43	45	42	42	44	44	43	43	
1	41	46	52	42	44	41	42	43	43	43	
2	56	40	44	50	41	43	40	40	42	42	
3	49	54	38	41	47	38	40	37	37	39	
4	48	46	57	37	41	46	38	39	36	37	
5	48	40	44	50	32	35	40	33	34	32	
6	52	47	42	45	50	33	36	41	33	35	
<b>Total</b>	<b>354</b>	<b>342</b>	<b>335</b>	<b>333</b>	<b>327</b>	<b>319</b>	<b>322</b>	<b>321</b>	<b>315</b>	<b>315</b>	

Steele Lane

	Actual Enrollment			Projected Enrollment							
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	
TK	13	12	20	23	30	42	44	45	47	47	
K	44	59	60	55	51	52	54	54	53	52	
1	46	47	66	66	63	55	56	58	58	57	
2	50	48	44	67	68	61	54	56	56	56	
3	43	50	43	43	66	64	56	50	52	52	
4	53	42	46	44	45	64	61	53	47	49	
5	57	57	43	49	48	45	64	61	55	47	
6	59	55	56	44	52	48	44	63	61	53	
<b>Total</b>	<b>365</b>	<b>370</b>	<b>378</b>	<b>391</b>	<b>424</b>	<b>430</b>	<b>433</b>	<b>440</b>	<b>429</b>	<b>415</b>	

Cesar Chavez LA

	Actual Enrollment			Projected Enrollment							
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	
TK	21	24	23	34	44	61	65	66	69	68	
K	72	72	70	69	64	64	67	67	66	65	
1	69	72	68	68	66	62	62	65	65	64	
2	63	68	66	64	64	63	59	59	61	61	
3	59	65	66	65	63	63	62	57	58	60	
4	60	61	59	63	62	60	60	59	55	55	
5	57	61	52	55	58	57	56	55	54	51	
6	39	57	53	47	51	53	52	51	50	50	
7		215	201	194	187	187	180	175	180	170	
8		232	195	181	175	169	169	162	159	162	
<b>Total</b>	<b>440</b>	<b>927</b>	<b>853</b>	<b>840</b>	<b>834</b>	<b>839</b>	<b>830</b>	<b>816</b>	<b>816</b>	<b>807</b>	

SR Charter for the Arts

Actual Enrollment				Projected Enrollment						
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
TK										
K	43	41	45	42	39	39	41	41	40	40
1	39	45	43	46	43	40	40	42	42	41
2	41	38	46	43	46	42	39	40	41	41
3	38	46	41	48	45	48	45	41	42	43
4	46	38	48	42	50	46	49	46	43	43
5	50	44	37	46	40	47	44	47	44	41
6	51	54	47	40	50	44	51	48	51	47
7	45	46	46	42	36	45	40	48	46	48
8	48	41	38	38	35	30	38	33	40	38
<b>Total</b>	<b>401</b>	<b>393</b>	<b>391</b>	<b>387</b>	<b>382</b>	<b>381</b>	<b>387</b>	<b>385</b>	<b>388</b>	<b>384</b>

SR French-American Charter

	Actual Enrollment			Projected Enrollment							
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	
TK	18	21	23	31	41	57	60	61	64	63	
K	65	60	68	63	58	59	61	61	60	60	
1	67	67	66	70	65	60	60	63	63	62	
2	60	60	67	61	66	61	56	57	59	59	
3	61	55	57	63	58	62	57	53	54	56	
4	52	50	51	49	56	51	55	50	47	47	
5	57	39	50	46	43	49	45	47	45	41	
6	50	45	36	43	40	38	43	39	41	39	
7			18	14	17	18	17	20	20	20	
8				17	14	16	17	16	19	19	
<b>Total</b>	<b>430</b>	<b>397</b>	<b>436</b>	<b>458</b>	<b>457</b>	<b>470</b>	<b>471</b>	<b>468</b>	<b>471</b>	<b>466</b>	

SRCS HSD Moderate Projection

	Actual Enrollment			Projected Enrollment						
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
K		5	3	4	4	4	4	4	4	4
1		9	2	2	3	4	3	4	3	4
2		10	10	2	2	3	4	3	4	3
3		4	7	7	2	2	3	5	4	4
4			3	6	6	2	2	3	5	4
5	64	64	64	67	69	69	66	66	67	68
6	63	64	64	64	64	64	64	64	64	64
7	1,468	1,166	1,218	1,164	1,067	1,090	1,020	1,006	1,041	1,006
8	1,355	1,249	1,184	1,254	1,192	1,100	1,113	1,029	1,016	1,051
9	1,994	1,807	1,848	1,843	1,901	1,810	1,657	1,658	1,545	1,533
10	1,912	1,998	1,803	1,893	1,875	1,938	1,834	1,657	1,660	1,546
11	1,959	1,887	1,959	1,820	1,897	1,885	1,933	1,809	1,634	1,638
12	1,881	2,017	1,884	2,032	1,879	1,962	1,937	1,965	1,834	1,660
<i>TK-6</i>	<i>127</i>	<i>156</i>	<i>153</i>	<i>152</i>	<i>150</i>	<i>148</i>	<i>146</i>	<i>149</i>	<i>151</i>	<i>151</i>
<i>7-8</i>	<i>2,823</i>	<i>2,415</i>	<i>2,402</i>	<i>2,418</i>	<i>2,259</i>	<i>2,191</i>	<i>2,133</i>	<i>2,035</i>	<i>2,057</i>	<i>2,057</i>
<i>9-12</i>	<i>7,746</i>	<i>7,709</i>	<i>7,494</i>	<i>7,587</i>	<i>7,552</i>	<i>7,596</i>	<i>7,361</i>	<i>7,089</i>	<i>6,673</i>	<i>6,377</i>
<b>Total</b>	<b>10,696</b>	<b>10,280</b>	<b>10,049</b>	<b>10,157</b>	<b>9,961</b>	<b>9,935</b>	<b>9,640</b>	<b>9,273</b>	<b>8,882</b>	<b>8,585</b>

Learning House

	Actual Enrollment			Projected Enrollment							
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	
K		5	3	4	4	4	4	4	4	4	
1		9	2	2	3	4	3	4	3	4	
2		10	10	2	2	3	4	3	4	3	
3		4	7	7	2	2	3	5	4	4	
4			3	6	6	2	2	3	5	4	
5				3	5	5	2	2	3	4	
<b>Total</b>	<b>0</b>	<b>28</b>	<b>25</b>	<b>24</b>	<b>22</b>	<b>20</b>	<b>18</b>	<b>21</b>	<b>23</b>	<b>23</b>	



Herbert Slater MS

	Actual Enrollment			Projected Enrollment							
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	
7	333	362	344	345	316	323	302	298	309	298	
8	344	339	372	357	351	326	329	307	303	314	
<b>Total</b>	<b>677</b>	<b>701</b>	<b>716</b>	<b>702</b>	<b>667</b>	<b>649</b>	<b>631</b>	<b>606</b>	<b>612</b>	<b>612</b>	

Hilliard Comstock MS

Actual Enrollment

Projected Enrollment

	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>		<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>	<b>2027-28</b>	<b>2028-29</b>	<b>2029-30</b>
7	203	200	226		208	190	195	182	180	186	180
8	195	218	208		239	220	201	204	189	186	194
<b>Total</b>	<b>398</b>	<b>418</b>	<b>434</b>		<b>447</b>	<b>411</b>	<b>396</b>	<b>386</b>	<b>368</b>	<b>372</b>	<b>373</b>

Rincon Valley MS

Actual Enrollment

Projected Enrollment

	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>		<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>	<b>2027-28</b>	<b>2028-29</b>	<b>2029-30</b>
7	203	200	226		208	190	195	182	180	186	180
8	195	218	208		239	220	201	204	189	186	194
<b>Total</b>	<b>398</b>	<b>418</b>	<b>434</b>		<b>447</b>	<b>411</b>	<b>396</b>	<b>386</b>	<b>368</b>	<b>372</b>	<b>373</b>

Santa Rosa MS

	Actual Enrollment			Projected Enrollment							
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	
7	428	369	413	381	350	357	334	330	341	330	
8	370	433	373	415	383	354	361	336	331	343	
<b>Total</b>	<b>798</b>	<b>802</b>	<b>786</b>	<b>796</b>	<b>733</b>	<b>712</b>	<b>695</b>	<b>666</b>	<b>673</b>	<b>672</b>	

Elsie Allen HS

	Actual Enrollment			Projected Enrollment							
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	
9	263	239	243	243	251	239	218	219	204	202	
10	275	284	252	287	266	283	265	237	236	221	
11	293	273	296	284	301	289	298	275	245	246	
12	240	292	264	309	279	304	288	294	269	240	
<b>Total</b>	<b>1,071</b>	<b>1,088</b>	<b>1,055</b>	<b>1,123</b>	<b>1,097</b>	<b>1,115</b>	<b>1,069</b>	<b>1,025</b>	<b>953</b>	<b>909</b>	

Maria Carrillo HS

Actual Enrollment

Projected Enrollment

	2020-21	2021-22	2022-23		2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
9	444	404	427		419	432	411	376	377	351	348
10	392	430	382		407	399	416	396	359	359	335
11	344	380	418		371	395	391	408	384	348	348
12	315	331	364		398	353	380	377	388	366	332
<b>Total</b>	<b>1,495</b>	<b>1,545</b>	<b>1,591</b>		<b>1,594</b>	<b>1,579</b>	<b>1,599</b>	<b>1,557</b>	<b>1,508</b>	<b>1,424</b>	<b>1,363</b>

Montgomery HS

Actual Enrollment

Projected Enrollment

	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>		<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>	<b>2027-28</b>	<b>2028-29</b>	<b>2029-30</b>
9	414	387	399		394	407	387	355	355	330	328
10	424	411	387		399	393	410	387	352	353	328
11	403	413	393		373	383	382	395	370	338	338
12	383	380	393		372	353	367	362	373	349	319
<b>Total</b>	<b>1,624</b>	<b>1,591</b>	<b>1,572</b>		<b>1,538</b>	<b>1,536</b>	<b>1,547</b>	<b>1,498</b>	<b>1,450</b>	<b>1,371</b>	<b>1,313</b>

Piner HS

	Actual Enrollment			Projected Enrollment							
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	
9	365	367	364	363	374	356	326	326	304	301	
10	354	375	360	376	372	378	358	325	326	304	
11	357	342	353	353	366	357	361	339	308	310	
12	323	341	284	329	326	332	322	324	304	277	
<b>Total</b>	<b>1,399</b>	<b>1,425</b>	<b>1,361</b>	<b>1,421</b>	<b>1,438</b>	<b>1,423</b>	<b>1,367</b>	<b>1,314</b>	<b>1,243</b>	<b>1,193</b>	

Santa Rosa HS

	Actual Enrollment			Projected Enrollment							
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	
9	508	410	415	425	438	417	382	382	356	353	
10	465	497	422	422	445	450	428	384	385	358	
11	505	441	456	398	409	424	427	399	358	358	
12	394	466	389	415	375	378	390	385	358	322	
<b>Total</b>	<b>1,872</b>	<b>1,814</b>	<b>1,682</b>	<b>1,660</b>	<b>1,667</b>	<b>1,669</b>	<b>1,627</b>	<b>1,549</b>	<b>1,457</b>	<b>1,391</b>	

Ridgway Cont HS

	Actual Enrollment			Projected Enrollment							
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	
9											
10	2	1		1	1	1	1	1	1	1	
11	57	38	43	41	43	42	44	41	37	37	
12	226	207	190	209	193	201	199	202	188	170	
<b>Total</b>	<b>285</b>	<b>246</b>	<b>233</b>	<b>250</b>	<b>236</b>	<b>244</b>	<b>243</b>	<b>243</b>	<b>225</b>	<b>207</b>	