

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT Long-Range Facilities Master Plan

August 2022



Prepared for the South San Francisco Unified School District

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Section I

Executive Summary



EXECUTIVE SUMMARY

A Long-Range Facility Master Plan (LRFMP) is an essential tool for reviewing a school district's facilities, determining recommended improvements, and exploring available resources. The LRFMP is also an important District tool to identify facility needs related to the educational program and projected student enrollment, calculate classroom capacity, assess facility conditions, identify improvements needed, and identify funding options and opportunities.

Highlights and a summary of the LRFMP include:

- As of the 2021-22 school year, the District served a population of 7,933 students at nine elementary schools, three middle schools, two comprehensive high schools and one continuation high school;
- EH&A used data supplied by the Planning Division of the City of South San Francisco.
- EH&A used historical trends in developing a ratio between the number of students enrolled and the number of housing units in the District;
- In developing EH&A's projections, the Student Generation Factor (SGF) for each grade span was applied to the number of units estimated to be completed each year and then adding that number of students to that year's enrollment projection;
- The projected construction of approximately 2,950 dwelling units over the next decade is expected to add approximately 1,027 new SSFUSD enrollees. Significant attention will have to be paid to both the sufficiency and adequacy of the District's current inventory of teaching stations. While the influx of students is likely to not be immediate, facilities planning needs to be undertaken immediately;
- Absent residential development the District could expect its student population to decline by as much as 1,050 to 1,200 students over the next 10 years;
- Based on historical trends the District is likely to see a continued decline in the number of births within the District's "sphere of influence" which has contributed to its enrollment decline. This decline in births is an ongoing trend and has been documented throughout much of California;
- As of 2020-21, the South San Francisco Unified School District had 455 learning spaces throughout its campuses;
- Of that total, 226 are located at the elementary schools, 99 at the middle schools and 130 at the high schools;
- The 455 spaces are comprised of 437 permanent learning spaces and 18 portable spaces – which represent 4.0% of the total inventory;



- Using the District's loading standards, the District's capacity calculates to be 9,571 students; and,
- Based on both a current assessment, as well as data extracted from the 2017 Facility Master Plan indicate capital improvement needs for the District of approximately \$800 million. A summary of those needs, by school site are included in this document.

Looking forward, it is recommended that the SSFUSD Superintendent and Board of Trustees:

- Finalize facility improvements identified in the LRFMP based on SSFUSD priorities and potential funding;
- Strategize on solving facility deficiencies in terms of seeking funds to solve the district facility challenges;
- Engage architects and cost estimators to identify the total costs of all projects identified;
- Authorize the development of a facility project implementation plan, to include phasing of projects, and develop a schedule of activities;
- Authorize applications be completed and filed with the Office of Public-School Construction (OPSC) and the State Allocation Board (SAB) and monitor events at the state level that would position the District to maximize local funding;
- Aggressively pursue all funding sources available both State and Local to satisfy facility needs;
- Utilize the LRFMP to continue to develop and improve the teaching and learning environment and determine the direction for improving the Bonsall Unified real estate and facility assets; and,
- Periodically review and update the Long-Range Facility Master Plan including the educational specifications, enrollment projections, classroom inventories, condition assessment of facilities, and funding options.

EH&A appreciates the opportunity to be of service to the South San Francisco Unified School District. The District is to be commended for taking the time and effort to fundamentally assist in the development of a Long-Range Facility Master Plan. The diligent effort of the staff and the Board of Trustees is evident in the efforts the District has expended in focusing on school facilities.



INTRODUCTION

MISSION STATEMENT

“The mission of the South San Francisco Unified School District, through collaboration with home and community, is to graduate responsible, productive, and environmentally aware citizens who have the academic and social skills necessary to contribute to a changing global society, through active participation in a quality instructional program defined by a challenging and creative curriculum which ensures opportunities for a diverse population to experience individual expression and collaborative problem solving in a safe and stimulating environment.”

BOARD GOALS

- Goal 1:** *Ensure all students thrive and capitalize on life’s opportunities*
- Goal 2:** *Ensure equity throughout the district by means of:*
- *Raising academic achievement for all students*
 - *Assuring fiscal responsibility and accountability*
 - *Providing the facilities to ensure an environment for successful teaching and learning*
- Goal 3:** *Enhance relationships with all families, partner agencies and all other constituents for the benefit of all students.*

The South San Francisco Unified School District (SSFUSD) is located in South San Francisco, San Mateo County, California and serves the cities of South San Francisco, a portion of San Bruno and the Serramonte District in Daly City

There are 15 schools that is located within the community of approximately 11.5 square miles in a diverse urban setting – serving approximately 8,182 K-12 students as of the 2020-21 school year. The District is comprised of nine (9) Elementary Schools (grades K-5), three middle schools (grades 6-8), two comprehensive high schools (grades 9-12) and one continuation high school (9-12).

The South San Francisco Unified School District contracted with Eric Hall & Associates (EH&A) to prepare this Long-Range Facilities Master Plan (LRFMP).



The purpose of the LRFMP includes:

- projecting student enrollment by understanding the District’s enrollment history and how these patterns relate to the projection of future enrollment;
- assessing the SSFUSD’s capacity for housing students and whether the need for additional classrooms is projected by calculating classroom capacity;
- determining the repairs, modernizations, upgrades, and additions needed by school site, support facilities, and Districtwide operating facilities, to achieve SSFUSD’s goals;
- identifying education specifications and improvements needed;
- identifying areas/locations and types of development projects, if any, that are planned within the District’s boundaries and their likely impacts upon the need for additional school facilities or the modification of existing facilities;
- identifying potential sources of funding for new construction or modernization of existing school facilities within the District including identifying activities to maximize potential funding from the state School Facilities Program (SFP); and
- developing a plan for periodically updating the LRFMP.

This document will best serve South San Francisco Unified School District if it is updated periodically. The Plan will provide a current identification of opportunities and challenges associated with changes in pupil enrollment, housing development, and the condition of facilities.



HISTORY OF SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

The first major school built in the area was the Baden Avenue School, built in 1885. In 1907, the Grand Avenue School was built to replace the former site on Baden.

Established in 1913, South San Francisco High School graduated its first class in 1917 (with 3 graduating seniors) at its new campus on Spruce Avenue. Following the flu epidemic of 1918, all schools in the area were closed and the high school was converted to a soup kitchen. In the 1920s, the city added Martin School and the Magnolia School (1925) next door to Grand Avenue School. An annex was added to the high school campus in 1926 for industrial arts and a boys' gymnasium. The building was later expanded in 1934 to hold classrooms and a girls' gymnasium.

Following the opening of the new South San Francisco High School campus on B Street in 1951, the old campus was renamed Spruce School and used for intermediate grades (4-8). A significant portion of the main building was demolished in 1959 with the remaining structure modernized in 1958 and 1966 to house Spruce Elementary School. Grand Avenue School was demolished in 1954.

Major housing construction in South San Francisco following World War II created a shortage of schools for the post-war baby boom. The 1950s saw the city's population double to 39,418, 40% of which was under the age of 18. To meet growing enrollment which had swelled to 10,124 in 1960, the District embarked upon several school building projects including the completion of the following: Parkway Intermediate (1961), El Camino High School (19 July 1961), Ponderosa Elementary (1961), Serra Vista Elementary (1961), Monte Verde School (1966), Foxridge Elementary (1966), and Skyline Elementary (1967).

Around that time, two older sites – Magnolia Elementary and part of Spruce Elementary – were closed due to seismic concerns. Avalon and El Rancho were closed in the late 1970s, both of which were later sold and developed into housing.

In the 1980s, Southwood Junior High School (the current site of Baden Continuation High School) closed and the remaining junior high schools—Parkway, Alta Loma, and Westborough were converted to a middle school format following the removal of sixth grade classes from the elementary sites. At that time, Parkway Intermediate School changed to Parkway Heights Middle School to avoid otherwise unfortunate initials.

Both Foxridge and Serra Vista were closed in 1992 after years of declining enrollment. Hillside Elementary was closed in 2005.

Section II

Demographics & Enrollment Projections



DEMOGRAPHICS AND ENROLLMENT PROJECTIONS

DEMOGRAPHICS

DATA COLLECTION

This demographic/enrollment study utilizes data derived from a number of sources. These include:

The United States Census Bureau collects and retains both historical and current information on various topics, including detailed demographic information. Beginning with the 2010 U.S. Census, the Census Bureau started collecting data on a more granular level to include data specific to areas encompassed by school district boundaries; and in this case, the South San Francisco Unified School District. At the same time, the Census also collects data by Zip Code Tabulation Areas (ZCTAs) which is particularly useful in obtaining information about housing and major industries. ZCTAs are statistical entities developed by the U.S. Census Bureau for tabulating summary statistics. These were introduced with Census 2000 and have continued with Census 2010 and beyond. ZCTAs are generalized area representations of the United States Postal Service (USPS) ZIP code service areas; but are different from ZIP codes.

Statewide enrollment data provided by the State of California Department of Finance Demographics Research Unit.

The California Department of Public Health (CDPH) provided information both current and historical on births by ZCTA.

The California Longitudinal Pupil Achievement Data System (CALPADS) data and statistics were collected and used to provide other enrollment data and highlight trends.



DEMOGRAPHICS

POPULATION

South San Francisco Unified School District ("District") is located in the northern section of San Mateo County. The District is bordered to the north east by the Jefferson and Brisbane Elementary School District (feeders to the Jefferson Union High School District);

to the east by the San Francisco Bay; to the south by the San Bruno Park Elementary School District; and to the west by the Laguna Salada Union Elementary School District. In 2010, the population of the area generally represented by the South San Francisco Unified SD boundary was 77,916. The 2019 estimate of population within the District is 84,539. This would represent an increase of 6,623 or 8.5%. This is on a par with the 8.4% population growth for all of San Mateo County over the same period.

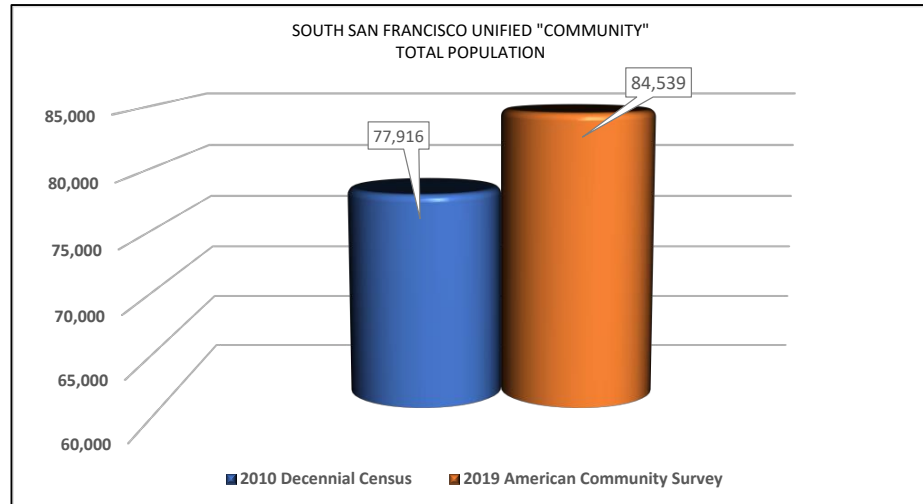


Figure 1 Total Population - SSFUSD "Community"

AGE DISTRIBUTION

The period from 2010 to 2019 was witness to a number of changes in the District's overall population distribution. The median age rose from 39.4 years in 2010 to 43.7 – an increase of 4.3 years. This compares to California's median age which increased from 35.2 years to 36.7 years over the same period! The last decade saw a general aging of the District's population with the percent of the population in the 0- to 19-year age groups dropping from 23.3% of the population to 15.0% based on 2019 estimates. At the same time, the population in the 45- to 64-year age groups rose from 27.7% of the population to 30.7% of the population. In addition, the 65- to 84-year age groups showed a significant increase moving from 11.6% to 15.9% of the total population. Many factors contribute to this shift including the steady decline of births throughout the region. Irrespective of the general aging of the District's general population, close attention should be paid to the impact on the school district's student population with a projected 2,900+ dwelling units planned for construction over the next 5-7 years as well as



indications from the City of South San Francisco's Planning Department that suggest that there will be more economic and residential development over the next 20 years.

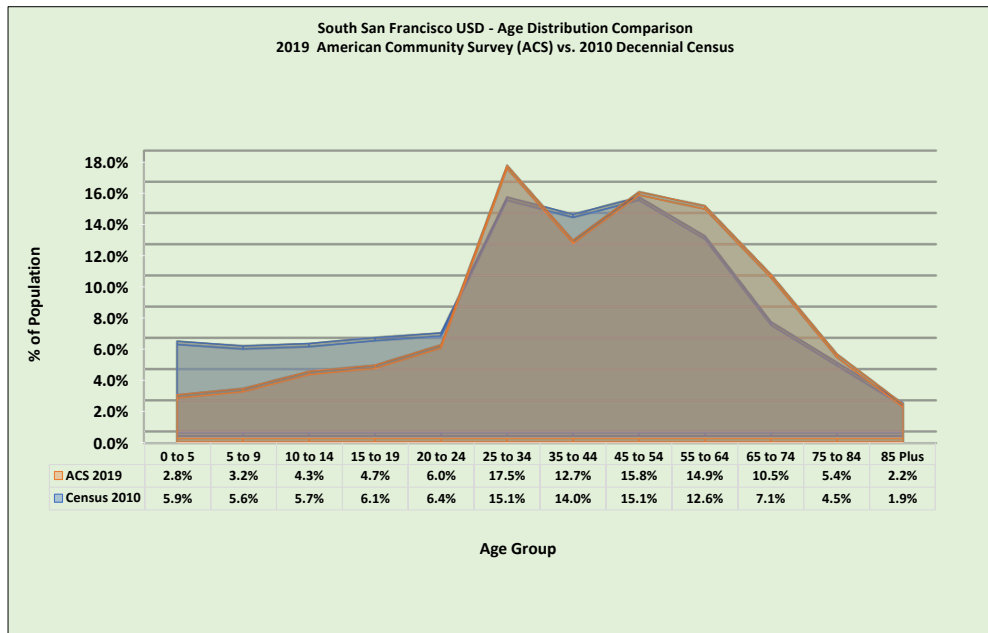
Figures 2& 3 below depict the comparison of the 2010 age distributions to the 2019 age distribution in both a table format as well as through "overlapping" area charts. From the chart you will notice that there has been a significant shift to the "right" i.e., the resident population within the District continues to get older. Of particular note is the drop in the 0- to 5-year age group that has shrunk by 53% over the 10-year period.

FIGURE 2 COMPARATIVE AGE DISTRIBUTION - SSFUSD "COMMUNITY"

Age Distribution – South San Francisco Unified School District Resident Population			
Age Group	Census 2010 % of Population	2019 American Community Survey % of Population	Change from 2010
0 to 5	5.9%	2.8%	(3.1%)
5 to 9	5.6%	3.2%	(2.4%)
10 to 14	5.7%	4.3%	(1.4%)
15 to 19	6.1%	4.7%	(1.4%)
20 to 24	6.4%	6.0%	(0.4%)
25 to 34	15.1%	17.5%	2.4%
35 to 44	14.0%	12.7%	(1.3%)
45 to 54	15.1%	15.8%	0.7%
55 to 64	12.6%	14.9%	2.3%
65 to 74	7.1%	10.5%	3.4%
75 to 84	4.5%	5.4%	0.9%
85 Plus	1.9%	2.2%	0.6%
Median Age	39.4	43.7	+4.3
CA Median Age	35.2	36.7	+1.5



FIGURE 3 SSFUSD - AGE DISTRIBUTION COMPARISON



DIVERSITY OF POPULATION

Figures 4 & 5 compares the ethnic diversity of the SSFUSD student population for 2019-20 as compared to 2016-17.

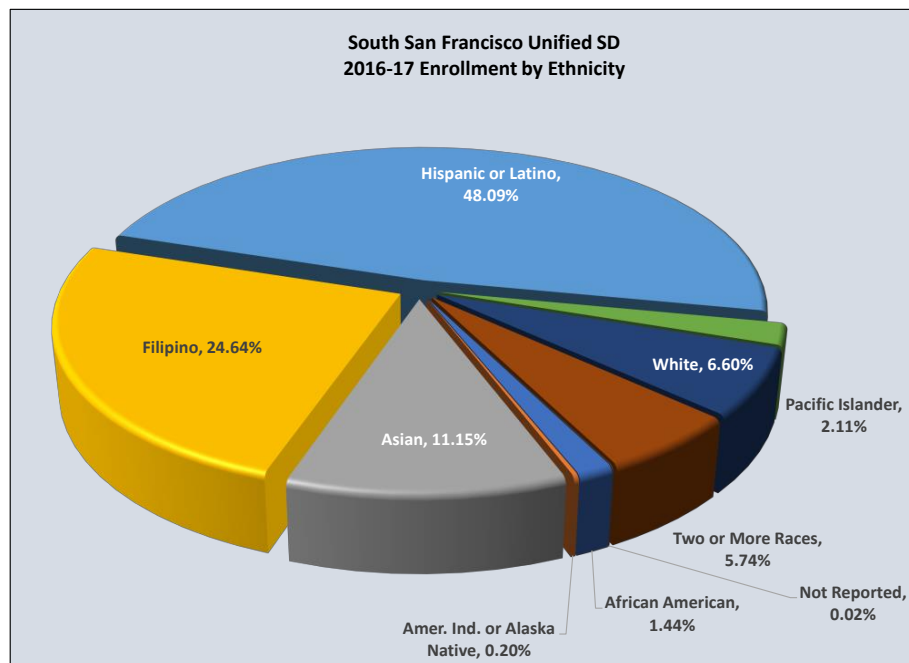


Figure 4 2016-17 Ethnic Distribution



As you can see, the ethnic diversity has remained relatively constant over the past five years with the Hispanic/Latino student population remaining at about 48%, followed by the Filipino population at approximately 22% and the Asian population at approximately 14%.

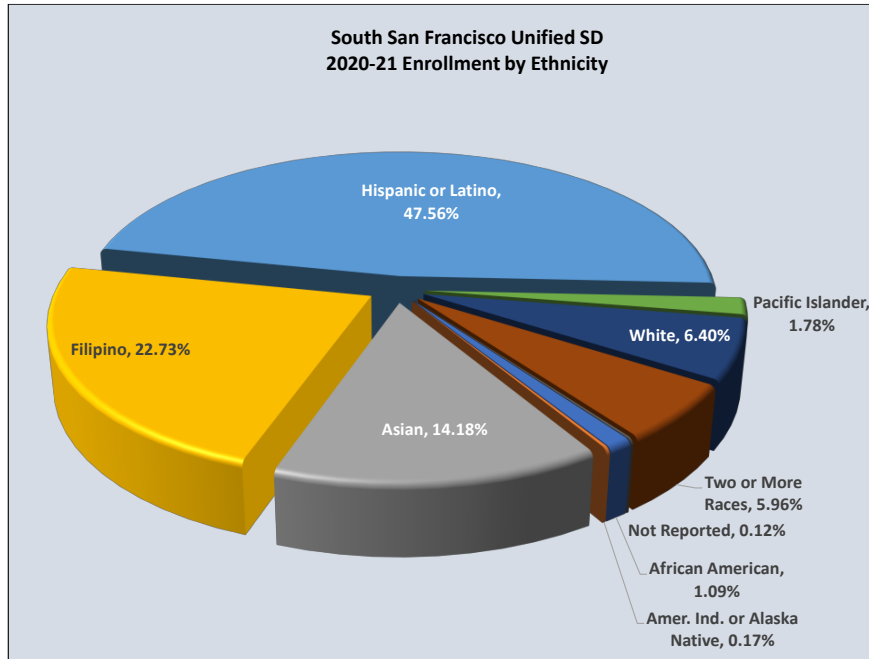


Figure 5 2020-21 Ethnic Distribution



HOUSING AND MOBILITY

The 2010 Census data indicates that there were 26,335 housing units within South San Francisco of which 25,297 (96.1%) were occupied and 1,038 (3.9%) vacant. The American Community Survey (ACS) estimates that as of 2019, (latest year of data available), there were 28,429 housing units of which 27,477 (96.7%) were occupied and 952 (3.3%) vacant. There is no current data available for the number of individuals in households in 2019; but in 2010, the average household size was between 2.97 and 3.15 persons depending on whether the household was owner-occupied, or renter occupied.

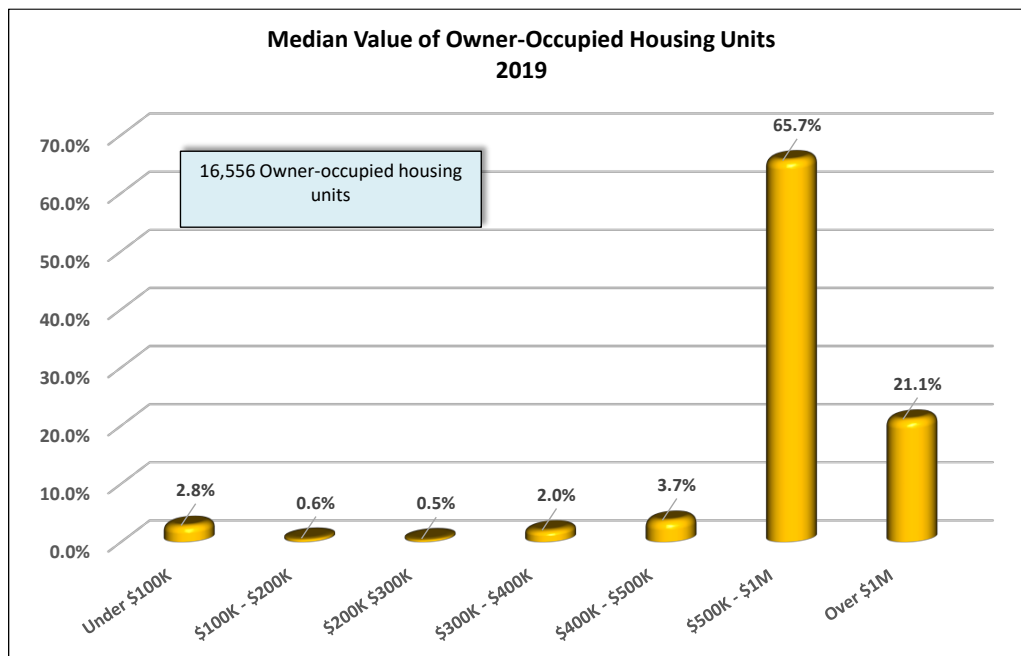


FIGURE 6 MEDIAN VALUE OF OWNER-OCCUPIED HOUSING UNITS

The median value of owner-occupied housing units in 2019 was \$965,300 within the boundaries of SSFUSD. This value is about 80% of the amount in San Mateo County (\$1,233,600) but more than 1.5 times the amount in California (\$568,500). Given the recent trends in the statewide housing market, one can expect that these values have risen considerably since 2019.



With respect to geographic mobility, approximately 7.6% of the residents have moved since the previous year (2018). This is about two-thirds the rate in San Mateo County (11.9%) and about three-fifths of the rate in California (12%).

EDUCATIONAL ATTAINMENT

Within the SSFUSD boundaries approximately 88.8% of the population have graduated from High School or better. This is on par with the overall average for San Mateo County and slightly higher than the statewide rate. Approximately 40.7% of the population has attained a Bachelor's degree or higher. This is slightly lower than the entire San Mateo County (52.3%) but is higher than the California rate as a whole (35%).

EMPLOYMENT

The economy of the greater South San Francisco area is primarily focused on Transportation & warehousing; wholesale trade; and real estate, rental & leasing. The largest industries in the area are healthcare & social assistance; retail trade; accommodation & food service; and professional, scientific, and technology. The highest paying industries are utilities; professional, scientific, & technology services; and management of companies & enterprises.

Within the greater South San Francisco USD "area", it is estimated that in the 16 years and over age group of approximately 75,398 people, 52,854 (70.1%) were in the labor force while 22,544 were not. This data is based on the **2019 American Community Survey 1-Year Estimate** (last year of available data).

RESIDENTIAL DEVELOPMENT

EH&A was able to access information related to planned residential development for the City of South San Francisco (<http://construction.ssf.net/>) as well as receiving information directly from the Director and staff of the City's Economic and Community Development Department. This research revealed a number of planning residential development projects that are detailed in the Appendix of this Plan. Our research of these residential projects revealed that an anticipated 2,950 new dwelling units are to be constructed within the District's boundaries within the next 5-10 years. The enrollment impacts of these planned dwelling units have been incorporated into the enrollment projections contained in this document.

District staff should also periodically, and regularly maintain ongoing communications with city planners to ensure that the District has the most current data on new dwelling units with respect to timing, locations and phasing of new projects. With the potential of 2,950 new dwelling units in the next 5-10 years, the impact on District resources will be significant, in that based on historical student generation factors, these new residences could inject as much as 1,000 new students over the 10-year projection horizon. This influx of new students could put significant pressure on District facilities



Furthermore, the City’s Director of Economic and & Community Development Department indicated that, while no firm plans yet exist, there is the “potential” for a **significantly** greater number of new dwelling units to be constructed within the City’s borders over the next 20 years. Monitoring this potential growth in District enrollment will demand a high degree of vigilance on the District’s part in order to ensure that sufficient facilities are available to accommodate the influx of students.

The preferred method for calculating the impact to student enrollment of this development would be to identify the number of residential units to be constructed each year and multiply the number by a factor, commonly referred to as the Student Generation Factor (“SGF”). Data was collected from the District as well as the U.S. Census that were used in the development of these factors for the purposes of developing enrollment projections.

Notwithstanding the above, District staff should review and revisit development schedules annually with the respective planning departments as part of the District’s internal enrollment projection analysis processes.

BIRTH DATA

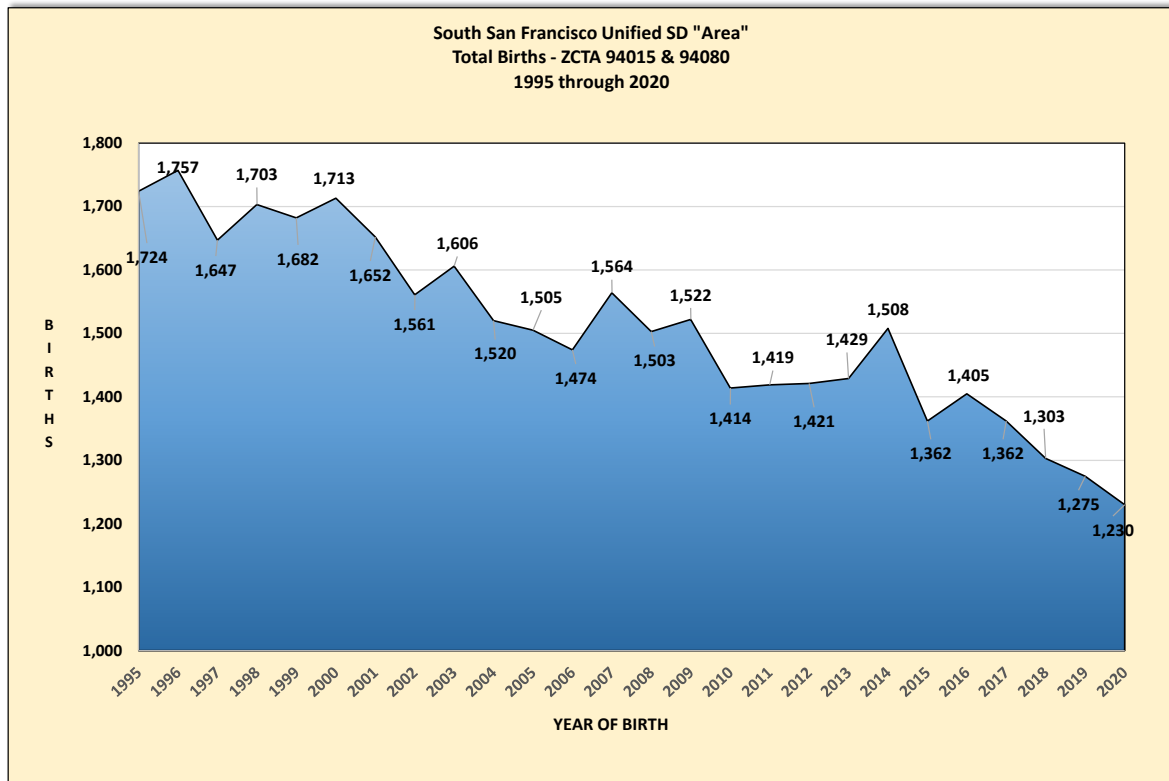
One of the many factors in growing the student population is the number of live births that occur in the area. While there are other factors such as “in-migration”; and students coming to the District from other educational institutions, births remain an important factor. A review of 2019 data (last year available) indicates that the fertility rate within the SSFUSD population for women 15-50 years of age was 1.9%. This compares to San Mateo County (4.1%) and California (4.7%)

This is no more evident than a historical perspective of births in the SSFUSD “community” since 1995. Data regarding births was obtained through the California Department of Public Health (CDPH). One of a number of ways this data is available is by Zip Code Tabulation Area (ZCTA).

While there is no specific data maintained for births for the precise South San Francisco USD boundary area, there is data available for ZCTAs 94015 and 94080 which cover the predominant share of the District’s boundaries. The District’s boundaries also overlap two other ZCTAs, 94015 and 94066; but these two only represent a small portion of the District’s “area” and have not been included in this analysis. Over the past 23 years, the numbers of births in this region has reflected mixed results with years of both increases and decreases from the prior year; but in general, the trend has continued downward. Births ranged from a high of 1,757 in 1996 to 1,230 in 2020 (most recent year available) – a decrease from their peak level of 30%.



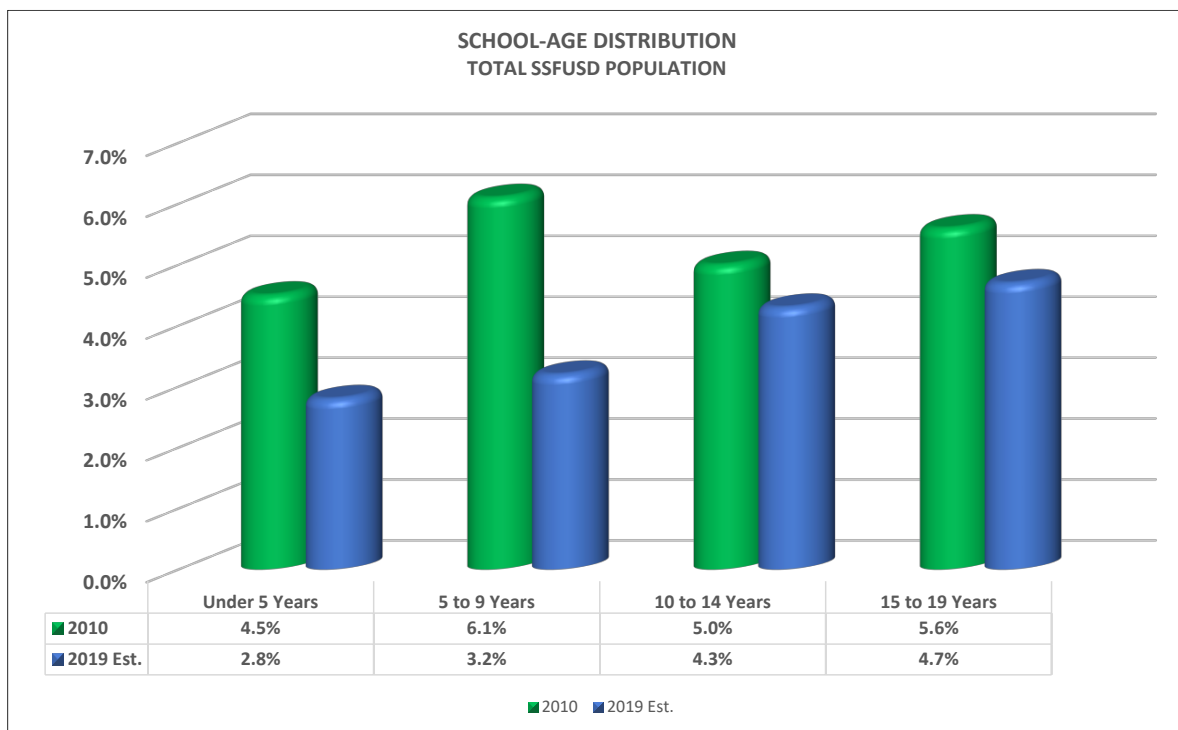
Figure 7 Births in Selected ZIP Codes



This downward trend in births is built into the assumptions that govern the enrollment projections presented in this report.



Figure 8 School-Age Population Distribution



RELATIONSHIP OF BIRTHS TO TK/K POPULATION

SSFUSD's share of the births in the area (as measured by kindergarten enrollment) has varied over the last 10 years – ranging from 45.6% in the 2007 birth year to 54.8% in 2010 birth year. Most recently, the percentage of K enrollees to births (five years prior) within the ZIP Codes referenced earlier has been approximately 50.4%. Both tabular and graphical evidence of this relationship are depicted in Figures 9 & 10. It would be of benefit to the District to monitor this data element as a leading indicator of potential changes, positive or negative, in K enrollment estimates.

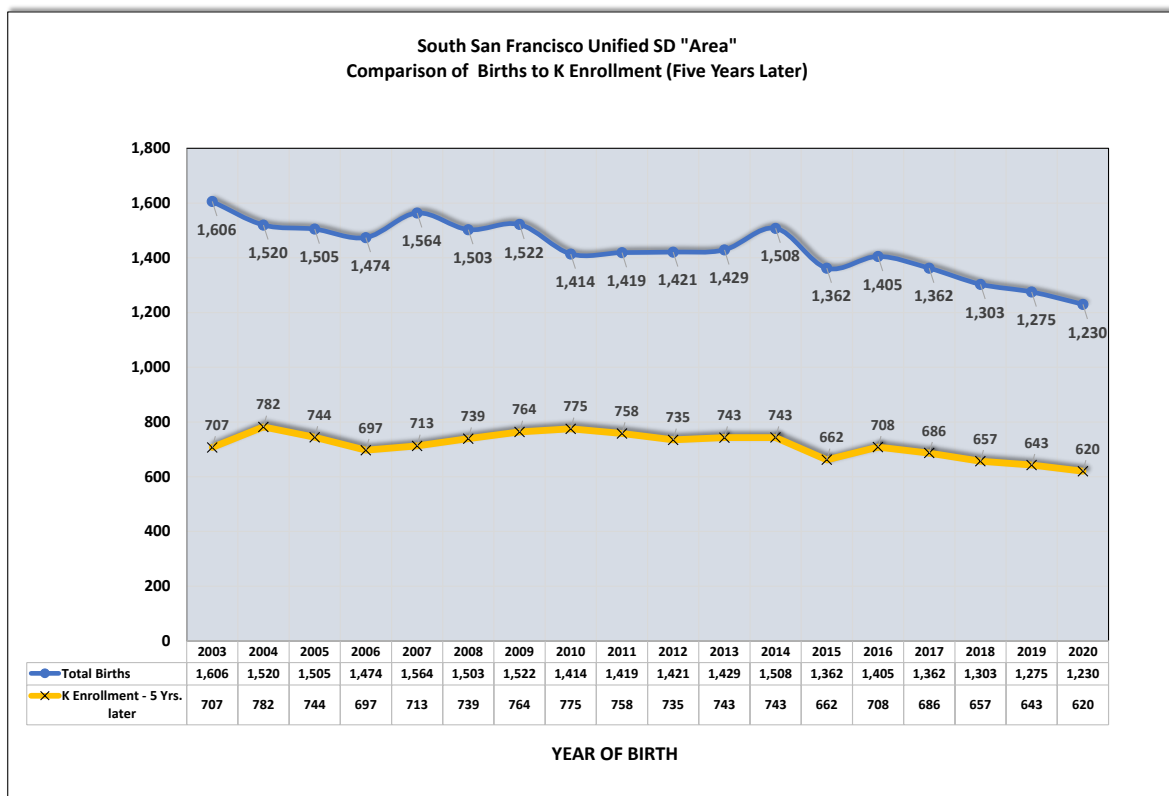


Figure 9 Comparison of Births to K Enrollment

Three of the last four years have witnessed to a slight increase in the proportion of children born in the greater SSFUSD “community” who are now entering kindergarten in the District. This trend was broken in the 2020-21 school year; and may have been the result of the pandemic. While the most current year’s trend has been downward, there is still evidence of a relative stability in the number of kindergarteners entering the District despite a continuing decline in births. At this time, it remains uncertain as to whether there will be a reversion to the pre-pandemic, more positive trends in the relationship between births and kindergarten students (five years in the future). A trend in this matter will become more apparent as we conclude the 2021-22 school year.

In addition, over the past two years, the absolute number of annual births has dropped by approximately 100 children (1,303 in 2018 against 1,230 in 2020) which all other elements being equal will likely result in declines in the number of K students between 2023 and 2025.



Birth Year	# of Births	Incr./ Decr. from Prior Year	Kinder Year	K Enrollment	Ratio of K's to Births
2004	1,520	(5.35%)	2009	782	51.4%
2005	1,505	(0.99%)	2010	744	49.4%
2006	1,474	(2.06%)	2011	697	47.3%
2007	1,564	6.11%	2012	713	45.6%
2008	1,503	(3.90%)	2013	739	49.2%
2009	1,522	1.26%	2014	764	50.2%
2010	1,414	(7.10%)	2015	775	54.8%
2011	1,419	0.35%	2016	758	53.4%
2012	1,421	0.14%	2017	735	51.7%
2013	1,429	0.56%	2018	743	52.0%
2014	1,508	5.53%	2019	743	49.3%
2015	1,362	(9.68%)	2020	662	48.6%

FIGURE 10 TABLE OF BIRTHS TO TK/K STUDENT POPULATION (FIVE YEARS LATER)

SOUTH SAN FRANCISCO USD DISTRICT ENROLLMENT AND PROJECTIONS

STATE ENROLLMENT PROJECTIONS

According to the Demographic Research Unit of the California Department of Finance, K-12 enrollment in California will decrease over the next six years from the 2018-19 certified enrollment level of 6,186,279 to 6,032,698 students, by 2024-25 – a decrease of 2.5%.

Kindergarten enrollment statewide is expected to continue to decrease (-2.7%) due to decreasing births **throughout the state**.

Over the next five years, overall K-12 enrollment in San Mateo County is anticipated to decrease by approximately 4.3%. This represents a further erosion from the prior year's statewide projection that anticipated only a 3.9% decrease in the County's student population. It should be noted that this is a county-wide number and individual results within Districts will vary as a result of a number of factors including births, residential development and both in-migration and/or out-migration.



Notwithstanding the above, this document will rely on the individual demographic trends being observed within the South San Francisco Unified School District to more accurately project future enrollment levels.

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT ENROLLMENT HISTORY

As of the 2020-21 school year, the District served a population of 8,182 students at nine elementary schools, three middle schools, two comprehensive high schools and one continuation high school. Like many districts throughout San Mateo County South San Francisco USD continues to experience enrollment declines – having seen the student population drop from 9,312 in 2010-11 to 8,438 in 2019-20. This is a loss of 974 students or 9.4% over that ten-year period. This pattern has continued as reflected in 2020-21's enrollment level of 8,182 – an additional loss of 256 students over the prior year.

The District's enrollment history is depicted below. The enrollment history by grade is shown in Figure 12; the enrollment history by school is shown in Figure 13; and the annual percent change in enrollment by school is depicted in Figure 14.

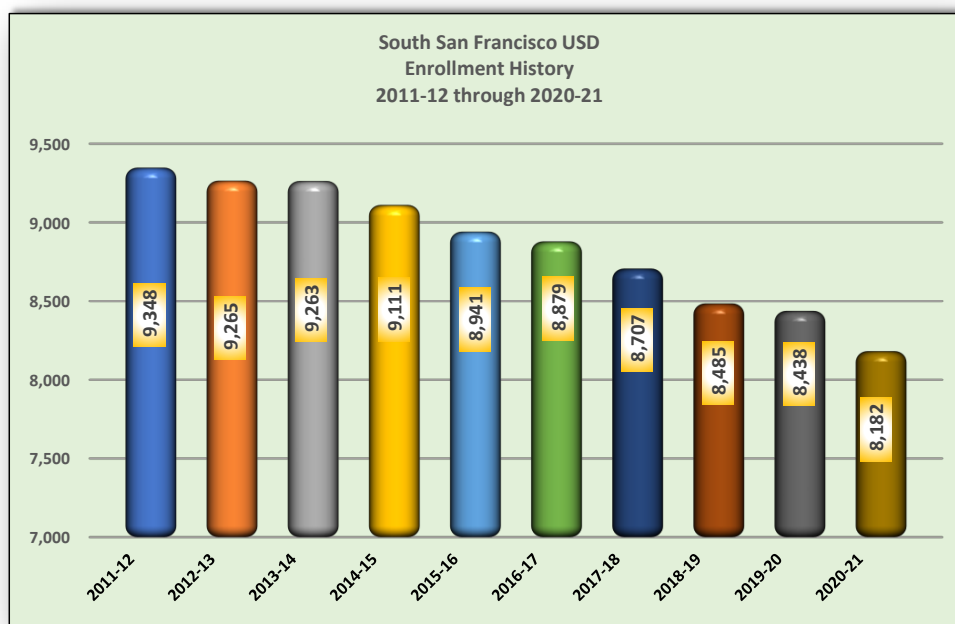


Figure 11 10-Year Enrollment History



FIGURE 12 TEN-YEAR ENROLLMENT HISTORY BY GRADE LEVEL

GRADE	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
K	697	713	739	764	775	758	735	743	743	662
1	719	680	675	661	637	679	654	604	633	617
2	713	710	682	680	652	625	663	623	600	607
3	684	704	695	698	659	665	625	645	618	594
4	665	685	691	682	694	644	638	604	646	607
5	682	671	679	673	662	687	636	628	607	639
6	707	662	667	678	674	649	694	624	621	592
7	713	710	660	678	669	667	638	675	621	583
8	634	697	700	661	657	667	646	631	677	606
9	749	709	767	724	697	676	683	668	654	683
10	849	740	728	775	725	703	665	687	663	645
11	790	859	772	721	757	720	710	671	692	650
12	746	725	808	716	683	739	720	682	663	697
TOTAL	9,348	9,265	9,263	9,111	8,941	8,879	8,707	8,485	8,438	8,182

NOTE: Decreases from the prior year in this and future tables are reflected in RED



SCHOOL	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
Buri Buri	626	624	638	625	619	598	600	601	621	607
Junipero Serra	362	346	361	345	321	307	301	314	308	310
Los Cerritos	305	306	300	279	274	299	309	304	296	285
Martin	405	443	423	439	436	436	419	404	411	385
Monte Verde	537	558	568	551	547	559	542	530	538	563
Ponderosa	441	441	440	441	432	428	415	411	400	381
Skyline	404	388	379	419	419	424	424	402	410	396
Spruce	683	645	654	652	626	590	551	516	500	466
Sunshine Gdns.	394	410	394	405	402	410	385	360	361	328
Alta Loma	789	809	779	746	702	687	701	700	721	672
Parkway Hts.	559	567	592	628	639	630	617	614	589	557
Westborough	703	683	653	640	658	666	654	611	602	545
Baden (Cont.)	128	134	101	86	96	101	93	107	103	129
El Camino	1479	1442	1486	1430	1387	1357	1277	1267	1254	1231
S. San Francisco	1516	1442	1471	1403	1363	1366	1388	1321	1294	1303
NPS	14	14	8	11	11	9	15	16	21	18
CDS & DO	3	13	16	11	9	12	16	7	9	6
TOTAL	9,348	9,265	9,263	9,111	8,941	8,879	8,707	8,485	8,438	8,182

FIGURE 13 TEN-YEAR ENROLLMENT HISTORY BY SCHOOL



FIGURE 14 PERCENT ANNUAL CHANGE IN ENROLLMENT FROM PRIOR YEAR, BY SCHOOL

SCHOOL	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
Buri Buri	(0.3%)	2.2%	(2.0%)	(1.0%)	(3.4%)	0.3%	0.2%	3.3%	(2.3%)
Junipero Serra	(4.4%)	4.3%	(4.4%)	(7.0%)	(4.4%)	(2.0%)	4.3%	(1.9%)	0.6%
Los Cerritos	0.3%	(2.0%)	(7.0%)	(1.8%)	9.1%	3.3%	(1.6%)	(2.6%)	(3.7%)
Martin	9.4%	(4.5%)	3.8%	(0.7%)	0.0%	(3.9%)	(3.6%)	1.7%	(6.3%)
Monte Verde	3.9%	1.8%	(3.0%)	(0.7%)	2.2%	(3.0%)	(2.2%)	0.0%	100.0%
Ponderosa	0.0%	(0.2%)	0.2%	(2.0%)	(0.9%)	(3.0%)	(1.0%)	(2.7%)	(4.8%)
Skyline	(4.0%)	(2.3%)	10.6%	0.0%	1.2%	0.0%	(5.2%)	2.0%	(3.4%)
Spruce	(5.6%)	1.4%	(0.3%)	(4.0%)	(5.8%)	(6.6%)	(6.4%)	(3.1%)	(6.8%)
Sunshine Gdns.	4.1%	(3.9%)	2.8%	(0.7%)	2.0%	(6.1%)	(6.5%)	0.3%	(9.1%)
Alta Loma	2.5%	(3.7%)	(4.2%)	(5.9%)	(2.1%)	2.0%	(0.1%)	3.0%	(6.8%)
Parkway Hts.	1.4%	4.4%	6.1%	1.8%	(1.4%)	(2.1%)	(0.5%)	(4.1%)	(5.4%)
Westborough	(2.8%)	(4.4%)	(2.0%)	2.8%	1.2%	(1.8%)	(6.6%)	(1.5%)	(9.5%)
Baden (Cont.)	4.7%	(24.6%)	(14.9%)	11.6%	5.2%	(7.9%)	15.1%	(3.7%)	25.2%
El Camino	(2.5%)	3.1%	(3.8%)	(3.0%)	(2.2%)	(5.9%)	(0.8%)	(1.0%)	(1.8%)
S. San Francisco	(4.9%)	2.0%	(4.6%)	(2.9%)	0.2%	1.6%	(4.8%)	(2.0%)	0.7%
NPS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
CDS & DO	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A



DECLINING ENROLLMENT

The decreases in enrollment over the past decade can often be attributed to several factors including. For SSFUSD this includes:

- A steady decline in births. Over the ten-year period beginning with the 2005 births (2010 kindergarteners) and ending with the 2015 births (2020 kindergarteners), births declined on average by **191 births per year** vs. the **preceding ten-year period** (1995 to 2004). Taking into account that SSFUSD only captures approximately 51% of the births in the area, the school district has essentially lost, on average, 98 potential kindergarteners each year due to this decline in births. It also should be noted that 2015 births (K class of 2020) were 146 below 2014's births which accounts, in part for a smaller K class in 2020 (662) versus the 2019 K class of 743. It is also likely that part of this drop was the result of the impact of the pandemic upon parents' thinking;
- Insufficient "in-migration" of new families;
- A loss of students through attrition particularly between 11th and 12th grade. Figure XX reflects this attrition of students as a reduced "cohort survival rate".

On a positive note, kindergarten enrollment has remained relatively constant over the last five years which may help mitigate general enrollment losses within the District's higher grades. Also, the indications from the City of South San Francisco's Community and Economic Development Department that a substantial number of residential dwelling units could be constructed over the next 20 years could bode well for future enrollment levels.

In addition, there does seem to be apposite trend between the number of students leaving the 8th grade and moving to the 9th grade. The "cohort survival" rate between these two populations has been in excess of 100% continuously over the past 10 years. While it remains unclear as to the precise reason(s) for this increase, there are a number of possibilities including transfers of students from other districts, private schools or neighboring charters; increased residential development throughout the area affecting the upper grades predominantly; and/or general "in-migration". While this may be the result of some of the phenomena previously mentioned, this trend should be researched further to understand better its origin(s). Sustaining this positive trend could be highly instrumental in decreasing the extent of enrollment drops for the District; and conversely, were this trend to cease, the impact on the District's enrollment levels would be significant.

These data points are identified in the table below:



GRADE SPAN ENROLLMENTS

Figures 15 and 16 depict the enrollment history over the past ten years by major grade span illustrated both as the number of enrollees as well the percentage of the total student population.¹

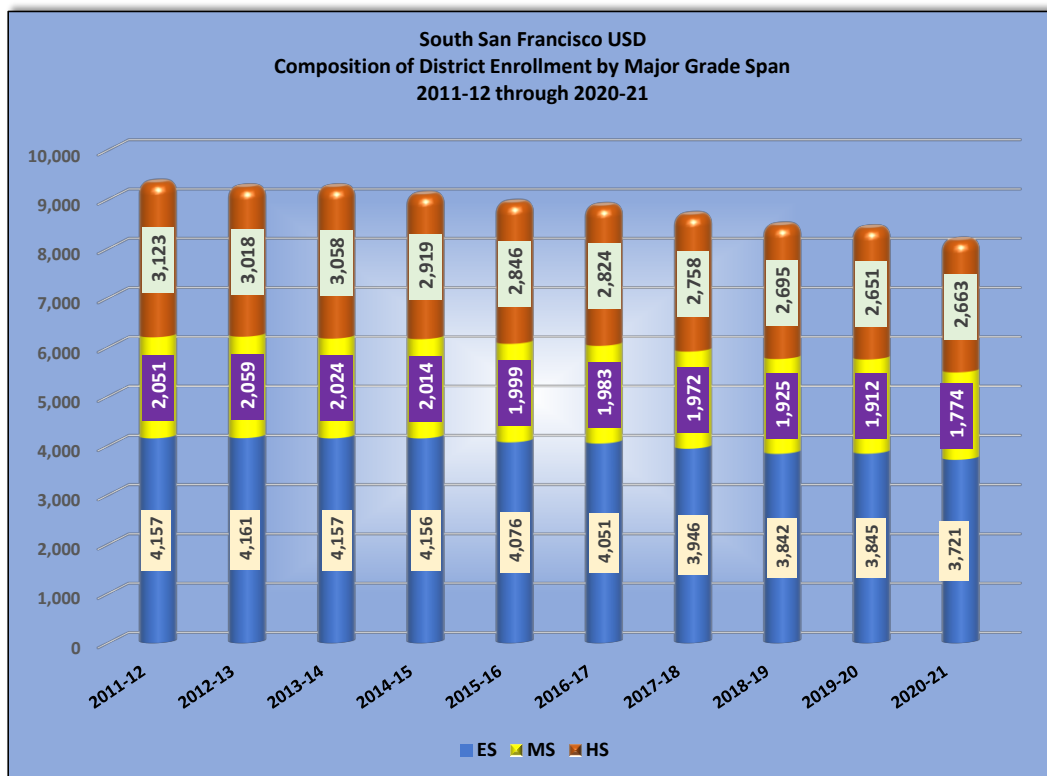


Figure 15 History of Enrollment by Grade Span

Since 2011-12, the District has declined in enrollment by 436 students (10.5%) at the elementary school level; by 277 students (13.5%) at the middle school level; and by 460 students (14.6%) at the high school level. For the District in total, this represents a drop in enrollment of 1,173 or 12.6% over the 10-year period.

¹ All detailed grade span enrollment data, unless specified, do not include NPS, CDS or D.O. enrollees (20 to 30 students)

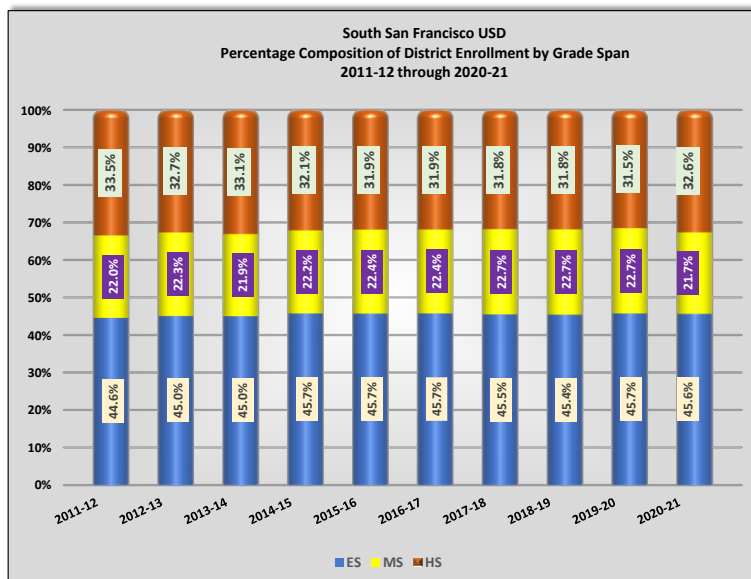


FIGURE 16 COMPOSITION OF GRADE SPANS TO TOTAL ENROLLMENT

Figures 17 and 18 illustrate enrollment history for SSFUSD's elementary schools. The elementary school population has decreased over the past ten years from a population of 4,157 in 2011-12 to 3,721 in 2020-21.

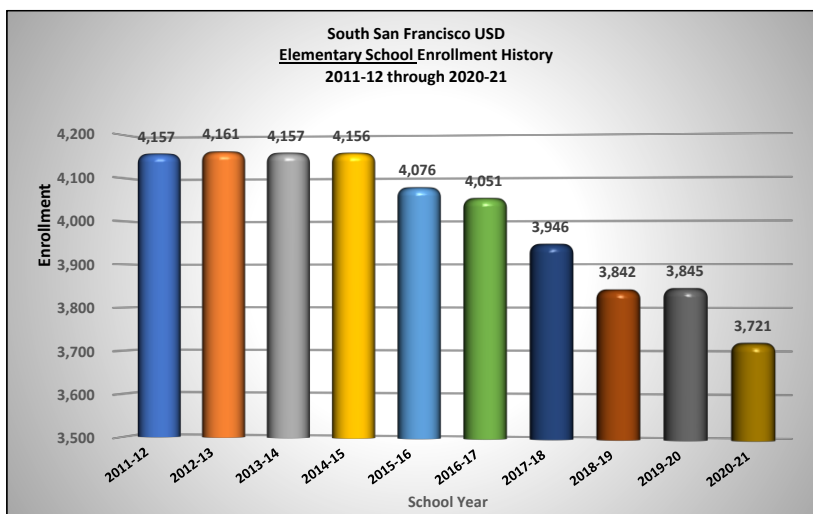


FIGURE 17 ELEMENTARY SCHOOLS ENROLLMENT HISTORY

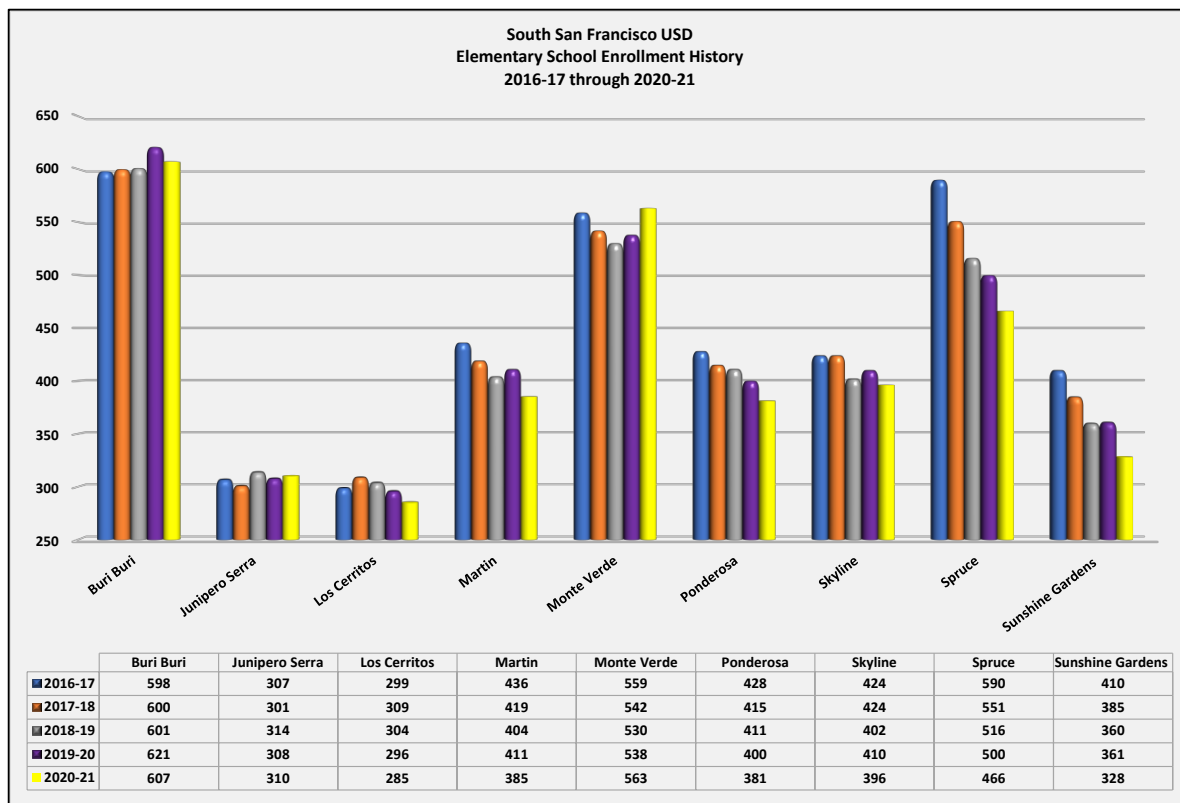


FIGURE 18 COMPARISON OF ELEMENTARY SCHOOL POPULATIONS

The chart above depicts the enrollment trends for all nine elementary schools over the past five years. The graph suggests that the decline in population at the elementary grade levels is not equally spread amongst all nine schools and appears to be more pronounced at some schools.

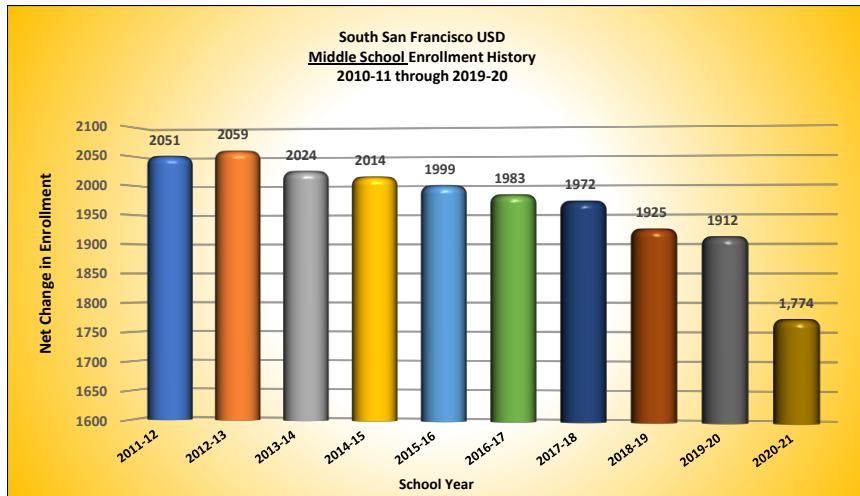


FIGURE 19 ENROLLMENT HISTORY MIDDLE SCHOOLS

The middle school grade span's population has also been decreasing and has become a smaller share of the District's total population because over the last ten years, this grade span's population has decreased by approximately 13.5%. In 2011-12, the middle school population was 2,051 and by 2020-21 this group has dropped to

1,774. While the pandemic is likely to have played a role in the enrollment drop at all the District's grade levels, there is yet insufficient data to assess whether this drop (-138 students from 2019-20) represents the beginning of a more severe and sustained drop in enrollment; or if the District will see a "bounce back" in enrollment as we begin the 2021-22 school year.

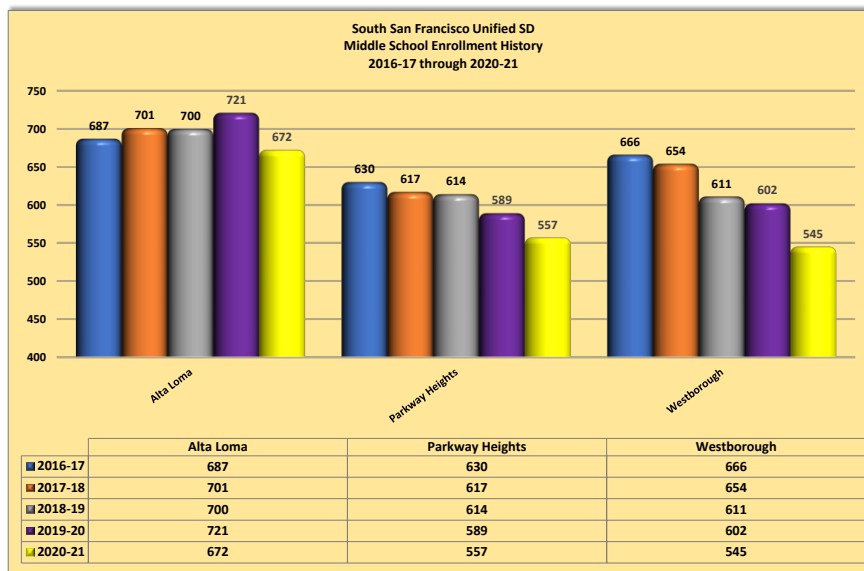


FIGURE 20 COMPARISON OF MIDDLE SCHOOL POPULATIONS

At the middle school level, we see that two of the three middle schools appear to be losing population at a greater rate than the third. Again, the enrollment loss, like that of the elementary schools is not equally spread among the schools.

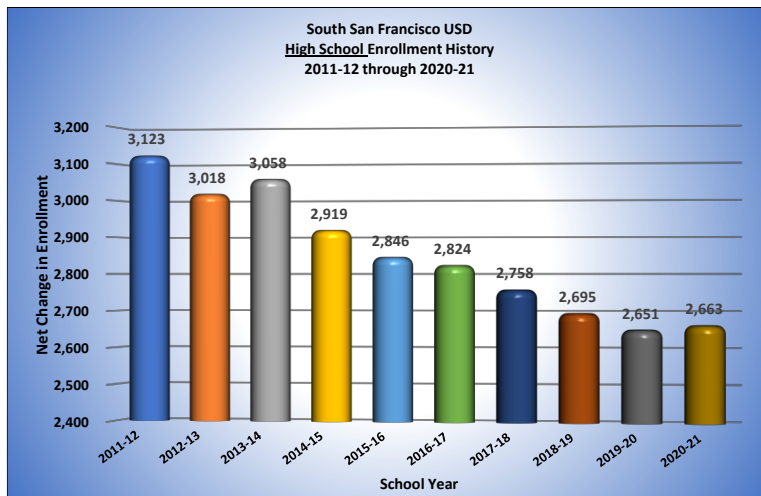


FIGURE 21 ENROLLMENT HISTORY HIGH SCHOOLS

Over the past ten years, the high school population has experienced the largest decrease among the three District grade spans – both from an absolute number standpoint as well as from a percentage standpoint. In 2011-12, the high school population was 3,123. The high schools' population, as of the 2020-21 school year has decreased to 2,663. That represents a decrease of 460 students or 14.6%. It is worth noting that

between 2019-20 and 2020-21, the population within this grade span rose by 12 students. This may be the result of high school students, despite the pandemic, wanting to continue on through high school.

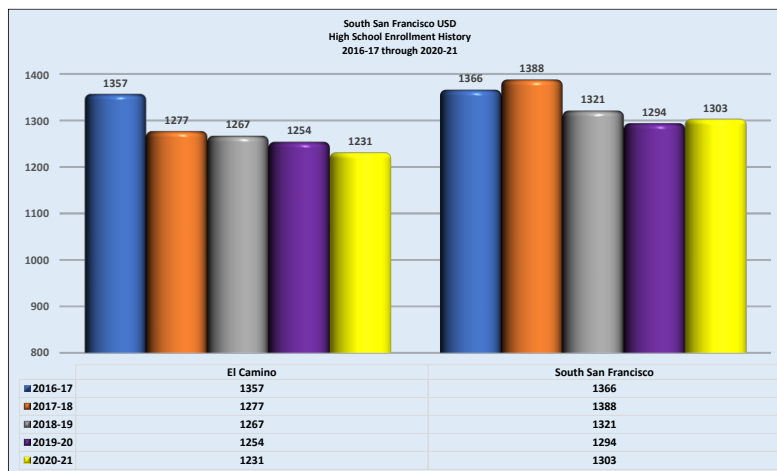


FIGURE 22 COMPARISON OF HIGH SCHOOL POPULATIONS

While we see that at the high school level, both of the comprehensive high schools are losing population over the last five years; it appears to be at a slower rate than either the elementary or middle schools.



HOUSING DEVELOPMENT

There are currently a significant number of approved and tentative residential development projects that are anticipated to be constructed over the next five years to ten years within the South San Francisco USD boundary. Details the potential development in the area as provided to EH&A by planning documents made available from the City of South San Francisco as well as direct conversations with Planning Department senior staff are provided in the Appendix.

These developments and their impact upon the student population have been factored into our enrollment projections. Because specific phasing schedules of these projects was tentative, EH&A has made assumptions as to occupancy timeframes.

These new residential developments are anticipated to have a significant impact on future enrollment patterns as is indicated in the Appendix. Positive cohort survival trends between 8th and 9th grade students as well as cohort losses between 11th and 12th grades combined with the extent and pace of newly constructed dwelling units as previously mentioned are likely to have the most significant impact on future enrollment levels in the District. It remains critical that the District engage both the City of South San Francisco Planning staff as well as local developers (if possible) periodically to assess the current, and projected state of residential development within the District's boundary. This review will better inform and clarify future enrollment forecasts and will be instrumental in focusing future facilities planning efforts.



ENROLLMENT PROJECTIONS

EH&A has considered a number of interwoven historical trends in developing the South San Francisco USD enrollment projections for the next ten years. Much depends on a number of converging factors including:

- the impact of the pandemic on both short- and long-term enrollment trends
- Both the extent of, and timing related to residential development in the greater South San Francisco area in concert with the land use policies promulgated by the various local and regional governing bodies
- the extent of any “out-migration” from the area to other areas of California as well as out-migration to other states
- the health of both the local and state economy
- the ability for the District to continue to retain its student population from grade to grade as demonstrated by high cohort survival rates; and at the same time seemingly benefiting from “in migration” into the region.

Together these factors will continue to make assessing future enrollment trends more complicated.

ENROLLMENT PROJECTION METHODOLOGY

The methodology used to project enrollment for the District’s K-12 population is typically referred to as the “grade progression, cohort survival” method. This process involves mathematically “moving” each student up one year, while at the same time recognizing that 100% of the students in one grade’s cohort do not automatically ascend to the next higher grade the subsequent year. The “survival” of the cohort from year to year is typically dependent upon a number of factors including family relocations, inter-district transfers, movements to and from a charter or private school, residential development, etc. The cohort survival rate can sometime be referred to as an “attrition” rate or a “mobility” rate, in direct reference to the reality that students leave the District for a number of reasons.

EH&A’s method does not use “matched” data – that is, we do not follow a particular student; but we do recognize that there are historical trends and patterns that can be measured and tracked to identify the percentage of students in one particular grade that progress on to the next grade.

Several assumptions were made in the development of the enrollment projections presented in Figures 27-29. These assumptions include:



- The impact of the pandemic was considered in the development of enrollment projections but was also partially mitigated by the use of a multi-year approach in determining the impact of cohort survival rates.
- Official enrollment data for the 2011-12 through 2020-21 school years was extracted from the State's **CALPADS** (enrollment data) system.
- Birth rates are expected to continue to decline slightly hovering in the mid-1200s per year throughout the projection period which may help to stabilize the kindergarten enrollment levels going forward.
- Within the grade progression, cohort survival projection model, four different mathematical techniques have been employed:
 - ✓ Two methods using a three-year average of student "survival" rates; and,
 - ✓ Two methods using a five-year average of "survival" rates
- Within each of the three-year and five-year methodologies used, two different approaches were employed:
 - ✓ The use of three- and five-year weighted averages (i.e., the most recently completed year in either the three- or five-year average is weighted more heavily than the preceding year; and so forth); and,
 - ✓ The use of three- and five-year simple average (i.e., all years in both the three- and five-year period carry equal "weight")
- For purposes of the District-wide total projection (only) as identified in this document, the average of the four methodologies was used. For projections on a school-by- school basis the five-year weighted average was used in an effort to both acknowledge the reality of the pandemic's impact on enrollment; while at the same time going back five years so as not to unduly influence future projections as a result of the current year's larger-than-normal enrollment drop.



DISTRICT-WIDE ENROLLMENT PROJECTIONS FOR K-12 STUDENTS

COHORT SURVIVAL FACTORS

Four district-wide enrollment projections were calculated – two using three-year averages and two using a five-year averages. Both the three-year and five-year averages are used in our calculations to better assess the impact of either recent; **or** more distant trends that can potentially skew underlying enrollment patterns.

As you will note later in this document, the enrollment projections using five-year averages yielded the highest enrollment projections while the projections using the three-year averages yielded the lower projections. A close inspection of the raw data reveals that in calculating future enrollment with the five-year models yielded slightly higher projections year-to-year because of the significant impact that 2020-21 has had on enrollment trends. Given the drop in enrollment that occurred in the 2020-21 school year, it will be of great importance to have enrollment projections performed annually so as to either confirm or refute this most recent year's data points.

The table below highlights both the cohort survival rate between two adjacent grades identified, as well as the net change in the student population (in parentheses) over a five-year period.



	Current Year minus 4		Current Year minus 3		Current Year minus 2		Current Year minus 1		Current Year	
From/ To Grades	from 2015-16 to 2016-17		from 2016-17 to 2017-18		from 2017-18 to 2018-19		from 2018-19 to 2019-20		from 2019-20 to 2020-21	
Kinder to 1 st	87.6%	(96)	86.3%	(104)	82.2%	(131)	85.2%	(110)	83.0%	(126)
1 st to 2 nd	98.1%	(12)	97.6%	(16)	95.3%	(31)	99.3%	(4)	95.9%	(26)
2 nd to 3 rd	102.0%	13	100.0%	0	97.3%	(18)	99.2%	(5)	99.0%	(6)
3 rd to 4 th	97.7%	(15)	95.9%	(27)	96.6%	(21)	100.2%	1	98.2%	(11)
4 th to 5 th	99.0%	(7)	98.8%	(8)	98.4%	(10)	100.5%	3	98.9%	(7)
5 th to 6 th	98.0%	(13)	101.0%	7	98.1%	(12)	98.9%	(7)	97.5%	(15)
6 th to 7 th	99.0%	(7)	98.3%	(11)	97.3%	(19)	99.5%	(3)	93.9%	(38)
7 th to 8 th	99.7%	(2)	96.9%	(21)	98.9%	(7)	100.3%	2	97.6%	(15)
8 th to 9 th	102.9%	19	102.4%	16	103.4%	22	103.6%	23	100.9%	6
9 th to 10 th	100.9%	6	98.4%	(11)	100.6%	4	99.3%	(5)	98.6%	(9)
10 th to 11 th	99.3%	(5)	101.0%	7	100.9%	6	100.7%	5	98.0%	(13)
11 th to 12 th	97.6%	(18)	100.0%	0	96.1%	(28)	98.8%	(8)	100.7%	5

FIGURE 23 COHORT SURVIVAL RATES OVER THE PAST FIVE PERIODS IN GRADES K THROUGH 12

Figure 24 illustrates the relative relationships among all the cohort survival rates moving from highest to lowest and is illustrated by the various color gradations moving from green to red with green cells being the highest survival rates and progressing downward.



COHORT SURVIVAL RATES EXPRESSED AS A PERCENTAGE - K through 8									
	from 11-12 to 12-13	from 12-13 to 13-14	from 13-14 to 14-15	from 14-15 to 15-16	from 15-16 to 16-17	from 16-17 to 17-18	from 17-18 to 18-19	from 18-19 to 19-20	from 19-20 to 20-21
K to 1st	97.6%	94.7%	89.4%	83.4%	87.6%	86.3%	82.2%	85.2%	83.0%
1st to 2nd	98.7%	100.3%	100.7%	98.6%	98.1%	97.6%	95.3%	99.3%	95.9%
2nd to 3rd	98.7%	97.9%	102.3%	96.9%	102.0%	100.0%	97.3%	99.2%	99.0%
3rd to 4th	100.1%	98.2%	98.1%	99.4%	97.7%	95.9%	96.6%	100.2%	98.2%
4th to 5th	100.9%	99.1%	97.4%	97.1%	99.0%	98.8%	98.4%	100.5%	98.9%
5th to 6th	97.1%	99.4%	99.9%	100.1%	98.0%	101.0%	98.1%	98.9%	97.5%
6th to 7th	100.4%	99.7%	101.6%	98.7%	99.0%	98.3%	97.3%	99.5%	93.9%
7th to 8th	97.8%	98.6%	100.2%	96.9%	99.7%	96.9%	98.9%	100.3%	97.6%

COHORT SURVIVAL RATES EXPRESSED AS A PERCENTAGE - 9 through 12									
	from 11-12 to 12-13	from 12-13 to 13-14	from 13-14 to 14-15	from 14-15 to 15-16	from 15-16 to 16-17	from 16-17 to 17-18	from 17-18 to 18-19	from 18-19 to 19-20	from 19-20 to 20-21
8th to 9th	111.8%	110.0%	103.4%	105.4%	102.9%	102.4%	103.4%	103.6%	100.9%
9th to 10th	98.8%	102.7%	101.0%	100.1%	100.9%	98.4%	100.6%	99.3%	98.6%
10th to 11th	101.2%	104.3%	99.0%	97.7%	99.3%	101.0%	100.9%	100.7%	98.0%
11th to 12th	91.8%	94.1%	92.7%	94.7%	97.6%	100.0%	96.1%	98.8%	100.7%

FIGURE 24 RELATIVE RELATIONSHIPS OF COHORT SURVIVAL RATES 2012 THROUGH 2020

In general, the cohort survival rates indicated are the result of a number of factors including in-migration to, or out-migration from the District; policy changes with respect to new programs – either initiated or eliminated by the District; students entering or leaving as well as students transferring in or out of the District for various reasons as well as gains or losses resulting from student movement out of, or in to charter schools.

As the chart above indicates, there are several trends that have positively impacted the District's enrollment levels. The cohort survival rates in the elementary levels have moved slightly higher. Whether that is the result of transfers in from outside the District or students leaving private or charter schools in the area; or reduced out-migration from the District, this trend has been beneficial to the District.

Particularly worth noting is the cohort survival rate between grades eight and nine that may warrant further research to determine its origin simply because it appears to be a sustained positive trend that should be leveraged going forward. The cohort survival factors depicted have been considered in the development of the enrollment projections.



SOUTH SAN FRANCISCO SCHOOL DISTRICT ENROLLMENT

PROJECTIONS

Figure 25 reflects the “baseline” or underlying enrollment trends of the District and is based upon several factors including historical enrollment levels, and cohort survival rates; and also considers both a three- and five-year “look-back” with respect to enrollment trends. Figure 12 does not reflect the impact of anticipated residential development in the area.

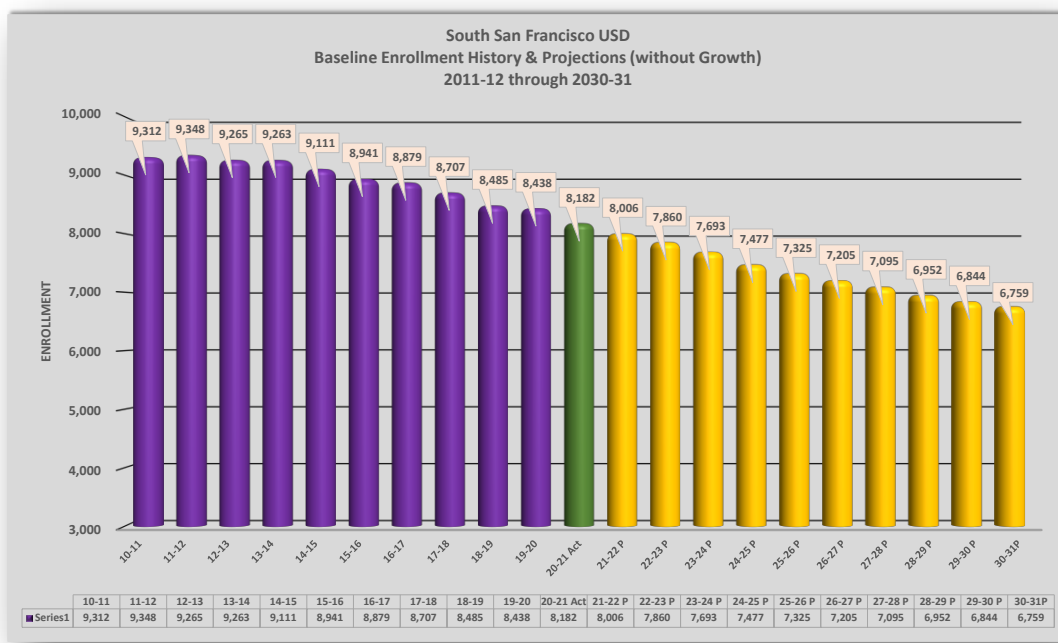


FIGURE 25 TEN-YEAR ENROLLMENT PROJECTIONS NOT INCLUDING ENROLLMENT GROWTH FROM FUTURE RESIDENTIAL DEVELOPMENT)

Our projections, without consideration for any enrollment growth resulting from residential development, suggest that over the next ten years, the District’s enrollment would otherwise decrease anywhere between 1050 and 1200 students – which translates to an average loss of between 105 to 120 students per year.



IMPACT OF RESIDENTIAL DEVELOPMENT ON STUDENT GENERATION

In determining the impact of residential development on the student population, three factors are typically considered:

- Number of projected new residential units to be constructed
- Planned phasing schedule (best estimates)
- Student Generation Factor (SGF)

As mentioned earlier, EH&A used data supplied primarily by the Economic and Community Development Department (ECD) of the City of South San Francisco. With respect to the phasing, the ECD did provide some “rough” estimates as to construction start dates. Because the exact phasing of all projects in detail was unknown, EH&A made assumptions as to when various residential units would be completed and subsequently occupied.

With respect to the Student Generation Factor, EH&A was provided historical information created for the District indicating the SGF for all three grade spans within the District. The information in Figure X below reflects the number of students generated by the addition of **one (1)** housing unit.

School Type	Students Generated per New Residential Housing Unit
Elementary School	.1584
Middle School	.0784
High School	.1112
TOTAL	.3480

FIGURE 26 STUDENT GENERATION FACTORS

The SGFs above, when applied to 2,950 new residential housing units anticipated to be constructed over the projection period, are anticipated to yield approximately 467 elementary students, 231 middle school students and 328 high school students for a total of 1,027 new South San Francisco USD enrollees.

In developing EH&A’s projections, the SGF for each grade span was applied to the number of units estimated to be completed each year and then adding that number of students to that year’s enrollment projection.



FINAL ENROLLMENT PROJECTIONS

After including the impact of potential residential development and applying the appropriate SGF to the 2,950 projected residential units, Figure 27 & 28 reflect both the details as well as a graph illustrating projected enrollment levels over the next 10 years. For comparison purposes, a baseline illustrating enrollment levels without growth, using the 5-year weighted average, has been included to highlight the impact to enrollment levels of new dwelling units in the area.

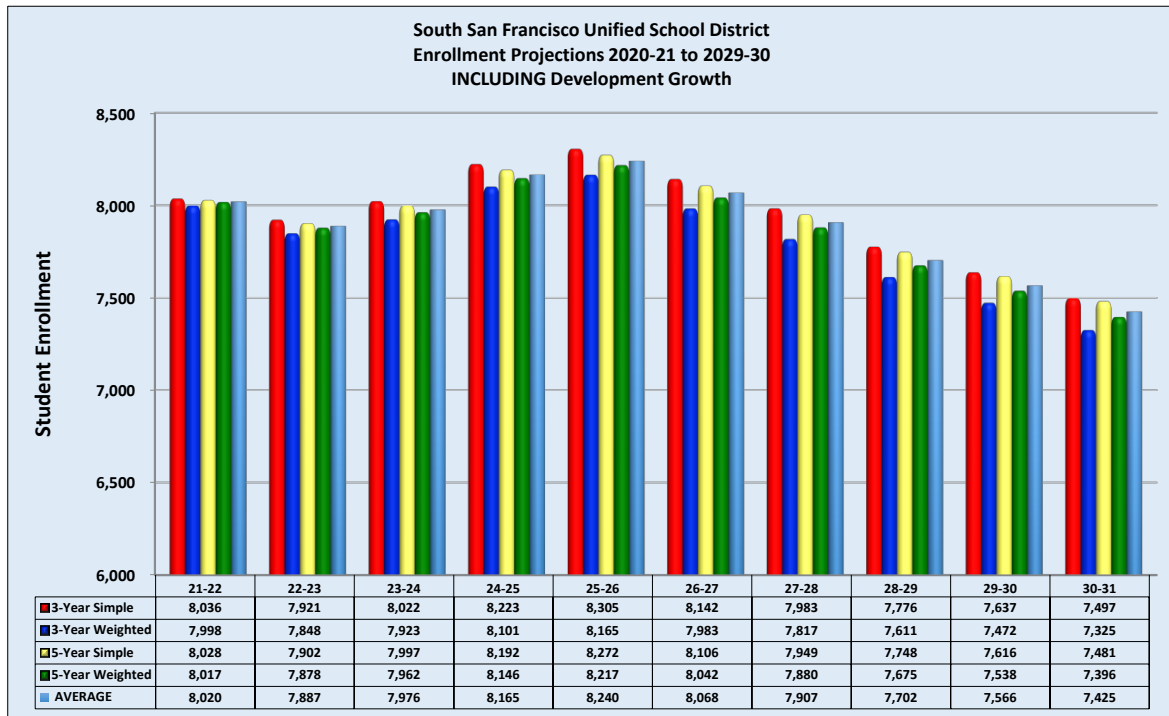


FIGURE 27 TEN-YEAR ENROLLMENT PROJECTIONS INCLUDING GROWTH FROM RESIDENTIAL DEVELOPMENT



METHODOLOGY	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30	30-31
3-Yr. Simple Avg.	8,036	7,921	8,022	8,223	8,305	8,142	7,983	7,776	7,637	7,497
3-Yr. Weighted Avg.	7,998	7,848	7,923	8,101	8,165	7,983	7,817	7,611	7,472	7,325
5-Yr. Simple Avg.	8,028	7,902	7,997	8,192	8,272	8,106	7,949	7,748	7,616	7,481
5-Yr. Weighted Avg.	8,017	7,878	7,962	8,146	8,217	8,042	7,880	7,675	7,538	7,396
Avg of Four Methods	8,020	7,887	7,976	8,165	8,240	8,068	7,907	7,702	7,566	7,425

FIGURE 28 TEN-YEAR ENROLLMENT PROJECTIONS (**INCLUDING** ENROLLMENT GROWTH FROM DEVELOPMENT)

Figure 29 reflects the enrollment projections for the District on a school-by-school basis. Because of a difference in the methodologies used in the development of school-by-school projections versus those employed in developing District-wide projections, the sum of the enrollment projections by school, as represented in Figure 15 will not reconcile precisely with the Districtwide projections for any given year. Notwithstanding the above, the school-level projections are intended to be used primarily in the development of the District's Long-Range Facilities Master Plan and the implications those projections have on existing facilities.

The enrollment projections presented below reflect enrollment projections that include the impact of enrollment growth as a result of residential development in the region.



FIGURE 29 10-YEAR ENROLLMENT PROJECTIONS - BY SCHOOL

SCHOOL	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30	30-31
Buri Buri	606	617	607	617	592	594	580	580	571	560
Junipero Serra	298	281	267	261	247	250	244	246	242	238
Los Cerritos	301	315	325	368	453	512	463	435	394	353
Martin	351	337	338	381	355	348	329	322	311	300
Monte Verde	540	518	488	475	458	453	437	431	425	418
Ponderosa	369	351	333	334	318	317	306	307	304	301
Skyline	396	406	402	388	394	394	407	406	399	392
Spruce	461	437	435	430	425	430	436	438	430	424
Sunshine Gdns.	322	318	320	319	389	428	411	395	369	344
Alta Loma	665	645	643	638	642	646	636	625	615	593
Parkway Hts.	563	579	562	587	660	706	693	677	669	652
Westborough	548	548	544	528	521	505	498	487	485	469
Baden (Cont.)	101	100	96	98	92	93	89	91	87	85
El Camino	1233	1193	1139	1157	1173	1193	1162	1168	1128	1114
S. San Francisco	1288	1244	1190	1289	1332	1354	1322	1322	1273	1265
NPS	21	21	21	21	21	21	21	21	21	21
CDS & DO	9	9	9	9	9	9	9	9	9	9

DEMOGRAPHIC SUMMARY

- The District continues to benefit from cohort survival rates in excess of 100% between a number of different grade levels. Whether that is the result of “in-migration” or transfers into the District remains unclear. Should those positive attrition rates lessen, enrollment levels can be expected to decline at a faster pace.
- As illustrated in Figure 28, the two projections based on a five-year “lookback” reflect a more moderate decline in enrollment levels when not consider the impacts of residential development; while conversely, the three-year trends are more conservative. this is due, in large measure, to the impacts of the pandemic. It will remain to be evaluated once 2021-22 enrollment data is available as to whether this year’s more drastic drop in enrollment continues ; or whether there is a bounce back of enrollment to “pre-pandemic” levels.



- Births in the South San Francisco “sphere of influence” have dropped over the last three years. A sustained decline in the absolute number of births in area will continue to serve as a negative leading indicator as to the number of kindergarteners the District can expect to see five years later. This is likely the result of the continuing aging of the region’s population as illustrated in Figure 1.
- The population in the region has continued to age which likely contributes to the decline. Despite a slight decrease in the median age within the District’s “sphere of influence” from 2010 to 2017 and a relatively stable number of births, the District’s enrollment will continue a gradual decline. This decline will continue as long as those trends persist.
- Like is the case for all school districts, a resurgence in residential development in the area could have a stabilizing impact on current enrollment levels. The District should continue to maintain an ongoing dialogue with local developers and revisit and review residential development plans semi-annually to identify new development as well as assess the viability, accuracy and timing of construction schedules. This review will inform and clarify future enrollment forecasts and will be instrumental in future facilities planning efforts.

These enrollment projections can also be affected by any number of unanticipated changes including both local and state economies as well as further demographic changes within the District such as specific economic factors affecting the greater Covina community.



SOURCES

California Department of Education, *Classroom Definition Policy*, March 19, 2009

California Longitudinal Pupil Achievement Data System, South San Francisco Unified School District, *Enrollment by Grade Data – 2012-13 through 2021-22*

Department of General Services, Office of Public School Construction, *Regulation Section 1859.30 through 1859.35*

South San Francisco Unified School District, *District Documents*, received 2019 through 2021

Official California Legislative Information, *Education Code Section 17071.10-17071.46*

California Department of Public Health, Number of Live Births, 2001 through 2018

United States Census Bureau, 2019 American Community Survey 1-Year Estimates; Population and Housing Unit Estimates

United States Census Bureau, Decennial Census Age Distribution, 2010

U.S. Department of Commerce. United States Census Bureau Population Projections, 2019

City of South San Francisco, Economic and Community Development, Alex Greenwood, *Future Residential Development & Dwelling Unit Information*

Section III

Capacity & Capacity Utilization



CAPACITY & CAPACITY UTILIZATION

The objective of a school Capacity Analysis is to evaluate current inventory and use of classroom spaces and to serve as a tool to guide the District in facility planning, student transfer policies, and program expansion. The study can also serve as a basis for state eligibility for funding of school facility construction and modernization.

The Capacity Analysis can be the foundation for board policy and administrative regulations. This analysis is intended to assist the Board, Superintendent, and the District in exploring solutions in providing effective and permanent space to optimize the learning environment. It can also be used to develop policies and regulations identifying optimal enrollment capacities at each school site. Factors such as programs offered, academic standards, school safety, configuration, and size of libraries, business, bathroom, physical education, and other support facilities should be taken into consideration in establishing school site capacities.

In developing the Capacity Analysis, classrooms were identified and loaded utilizing State and District loading standards. EH&A worked closely with SSFUSD staff in determining District loading standards (see below, “Classroom Capacity – SSFUSD Standards”). The capacity analysis counts all spaces that meet criteria pursuant to the California Department of Education (CDE) “Classroom Definition Policy” (March 19, 2009). The capacity analysis and site plans for each school site are provided in Exhibit B.

This section examines and compares the capacity and utilization rates of the South San Francisco Unified School District’s facilities

FUNCTIONAL CAPACITY

The functional capacity of an educational facility is defined as the number of students the facility can accommodate. More specifically, a school’s capacity is the number of students which can be accommodated given the specific educational programs, the class schedules, the student-teacher ratios, and the size of the rooms. The *utilization rate* of a facility is calculated by dividing the current or projected enrollment of the educational facility by the capacity. The utilization rate is used to determine if the facility has excess space or if it is lacking sufficient space for the given enrollment.

The functional capacity used by EH&A is calculated using an instructional space model. This approach counts the number of the various types of instructional rooms and multiplies that number by the maximum students-per-room or the loading factor as identified by the District in either Board policy or through negotiated agreements with the employee bargaining unit to identify the functional capacity for the school.

For both middle and high schools, the gross capacity is multiplied by a scheduling factor, which takes into account the realities of how the space is used. Typically, not all classrooms are scheduled for every period at either a middle school or high school. For example middle school,



as well as high school students typically move from room to room and enroll in a variety of courses. As a result, some rooms will sit empty; or will be less than fully occupied at any given time. Teacher preparation periods also contribute to rooms not being used for instruction at a particular time. Therefore, EH&A typically uses an 83% scheduling factor at both middle and high schools that results in the reduction of gross capacity of the building to reflect those unused rooms. An elementary school has a much more static and consistent daily use; so EH&A has chosen to retain a 100% scheduling factor for elementary schools.

CLASSROOM CAPACITY

The number of students that can be housed in the District's educational program was obtained by inventorying & counting instructional classrooms and loading them at the District's standards.

Classrooms are utilized for various programs and the SSFUSD standards for loading classrooms by program are as follows:

- Transitional Kindergarten (TK) programs operate with a ratio of 24:1 students per classroom.
- Kindergarten programs operate with a ratio of 24:1 students per classroom.
- Grade levels one through three programs operate with a ratio of 24:1 students per classroom.
- Grade levels four through five programs operate with a ratio of 30:1 students per classroom.
- Grade levels six through eight programs operate with a ratio of 28:1 students per classroom.
- Grade levels nine through twelve programs operate with a ratio of 28:1 students per classroom.
- Non-severe special education programs operate with a ratio of 13:1 students per classroom.
- Severe special education programs operate with a ratio of 9:1 students per classroom.



	District Program Loading Number of Classrooms			State Eligibility Loading Number of Classrooms		
	Permanent	Portable	Total	Permanent	Portable	Total
Buri Buri	29	0	29	29	3	32
Junipero Serra	17	0	17	22	0	22
Los Cerritos	17	1	18	17	1	18
Martin	22	0	22	22	3	25
Monte Verde	25	0	25	25	2	27
Ponderosa	24	0	24	24	4	28
Skyline	22	1	23	22	1	23
Spruce	26	0	26	27	0	27
Sunshine Gardens	21	0	21	21	3	24
Subtotal Elementary:	203	2	205	209	17	226
Alta Loma	33	1	34	34	1	35
Parkway Heights	29	0	29	35	0	35
Westborough	27	0	27	29	0	29
Subtotal Middle:	89	1	90	98	1	99
El Camino	58	0	58	58	0	58
South San Francisco	62	0	62	65	0	65
Baden	6	0	6	7	0	7
Subtotal High:	126	0	126	130	0	130
Total Classrooms:	418	3	421	437	18	455

FIGURE 30 DISTRICT VS. STATE CLASSROOM COUNTS

As of 2020-21, the South San Francisco Unified School District Unified School District has 455 learning spaces throughout its campuses. Of that total, 226 are located at the elementary schools, 99 at the middle school and 130 at the high school. The 455 learning spaces are comprised of 437 permanent learning spaces and 18 portable spaces. These portables represent 4% of the total inventory. Using the District's loading standards, the District's capacity calculates to be 9,571 students. Exhibits in the Appendix provide details as to 'the calculations involved.



SCHOOL SITE	GRADE CONFIGURATION	DISTRICT PROGRAM CAPACITY	2020-2021 OFFICIAL ENROLLMENT
<u>Elementary Schools</u>			
Buri Buri	K-5	705	607
Junipero Serra	K-5	388	310
Los Cerritos	K-5	412	285
Martin	K-5	520	385
Monte Verde	K-5	625	563
Ponderosa	K-5	545	381
Skyline	K-5	583	396
Spruce	K-5	622	466
Sunshine Gardens	K-5	512	328
Subtotal - Elementary Schools		4,912	3,721
<u>Middle Schools</u>			
Alta Loma	6-8	715	672
Parkway Heights	6-8	599	557
Westborough	6-8	553	545
Subtotal - Middle Schools		1,867	1,774
<u>High Schools</u>			
El Camino	9-12	1,273	1,231
South San Francisco	9-12	1,391	1,303
Baden	9-12	127	129
Subtotal - High Schools		2,791	2,663
<u>Other</u>			
District Office and NPS		-	24
Subtotal - Other		-	24
<u>GRAND TOTAL</u>		9,571	8,182

FIGURE 31 SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT, DISTRICT CAPACITY VS. CURRENT ENROLLMENT



The criteria for counting instructional spaces varies depending upon whether the District is calculating its functional capacity in providing sufficient instructional spaces for its students or whether the classroom count is being used for purposes of determining State eligibility for funding under the State’s School Facilities Program (SFP). The distinctions are identified below. The criteria listed under “State Capacity Standard” are pursuant to the California Department of Education’s (CDE) “Classroom Definition Policy” (March 19, 2009): 1) larger than 700 square feet in size; 2) built as a classroom; and, 3) used as a teaching station for the last 5 years.

	State Capacity Standard	District Capacity Standard
Classrooms >700 sq. ft.	Yes	Yes
<u>Add</u> Instructional Spaces that are:		
Shops	Yes	No
Science Labs	Yes	No
Computer Labs	Yes	No
Computer Classrooms	Yes	No
Closed School Classrooms	Yes	No
Used for Community Day School	Yes	No
SDC or Resource Spec.	Yes	Yes
<u>Exclude</u> spaces used for:		
Child Care/Pre-School	Yes	Yes
Adult Education	Yes	Yes
Classrooms leased to another District	Yes	Yes
Classrooms < 700 sq. ft.	Yes	Yes
Portables > 25% of total permanent Classrooms	Yes	No
Equals Total Inventory		

FIGURE 32 CRITERIA FOR CALCULATION OF CLASSROOM INVENTORY FOR STATE AND DISTRICT CAPACITY



CAPACITY UTILIZATION RATES - CURRENT & PROJECTED

School Site	District Capacity	2024-25		2027-28		2030-31	
		Projected Enrollment	Utilization	Projected Enrollment	Utilization	Projected Enrollment	Utilization
<u>Elementary Schools</u>							
Buri Buri	705	617	88%	580	82%	560	79%
Junipero Serra	388	261	67%	244	63%	238	61%
Los Cerritos	412	368	89%	463	112%	353	86%
Martin	520	381	73%	329	63%	300	58%
Monte Verde	625	475	76%	437	70%	418	67%
Ponderosa	545	334	61%	306	56%	301	55%
Skyline	583	388	67%	407	70%	392	67%
Spruce	622	430	69%	436	70%	424	68%
Sunshine Gardens	512	319	62%	411	80%	344	67%
Subtotal	4,912	3,573	73%	3,614	74%	3,331	68%
<u>Middle Schools</u>							
Alta Loma	715	638	89%	636	89%	593	83%
Parkway Heights	599	587	98%	693	116%	652	109%
Westborough	553	528	96%	498	90%	469	85%
Subtotal	1,868	1,753	94%	1,827	98%	1,714	92%
<u>High Schools</u>							
El Camino	1,273	1,157	91%	1,162	91%	1,114	87%
South San Francisco	1,391	1,289	93%	1,322	95%	1,265	91%
Baden	127	98	77%	89	70%	85	67%
Subtotal	2,791	2,544	91%	2,573	92%	2,463	88%
<u>Other</u>							
None							
Subtotal	0						
GRAND TOTAL	9,571	7,870	82%	8,014	84%	7,508	78%

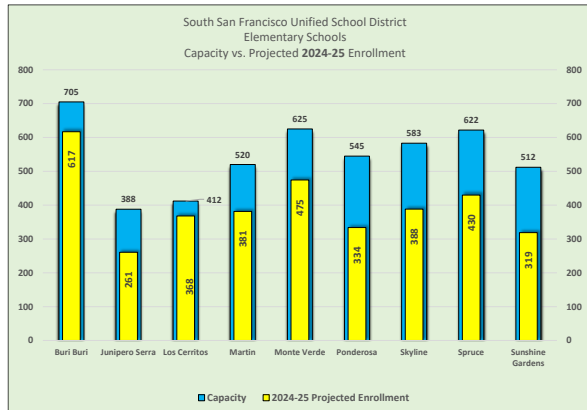
FIGURE 33 UTILIZATION RATES CURRENT & PROJECTED

	Equal to, or greater than 90% Capacity Utilization
	Greater than 79.99%; but less than 90%
	Between 60% and 79.99%
	Equal to, or greater than 50%; but less than 60%
	Less than 50%



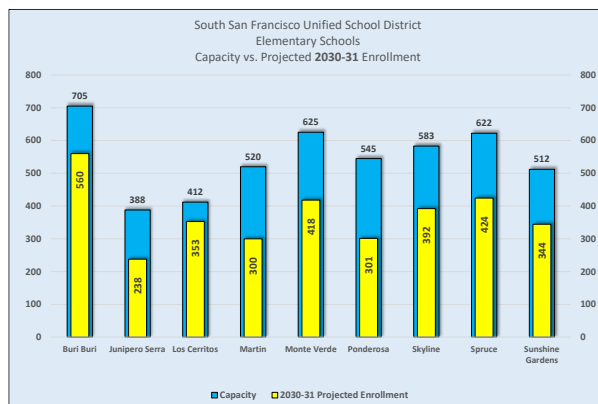
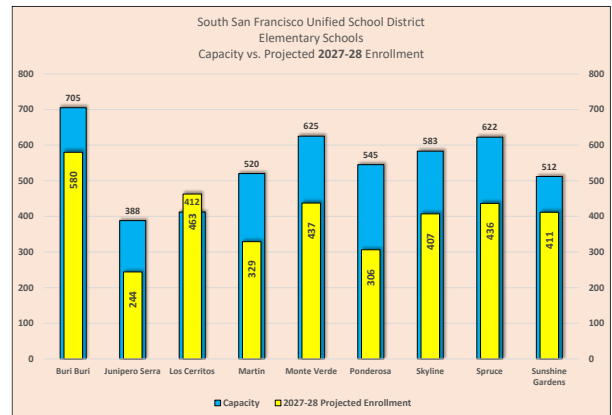
COMPARISON OF EXISTING CAPACITY TO ENROLLMENT PROJECTIONS

ELEMENTARY SCHOOLS



2024-25 Projected			
School	Enrollment	Capacity	% Utilization
Buri Buri	617	705	88%
Junipero Serra	261	388	67%
Los Cerritos	368	412	89%
Martin	381	520	73%
Monte Verde	475	625	76%
Ponderosa	334	545	61%
Skyline	388	583	67%
Spruce	430	622	69%
Sunshine Gardens	319	512	62%
TOTAL	3,573	4,912	73%

2027-28 Projected			
School	Enrollment	Capacity	% Utilization
Buri Buri	580	705	82%
Junipero Serra	244	388	63%
Los Cerritos	463	412	112%
Martin	329	520	63%
Monte Verde	437	625	70%
Ponderosa	306	545	56%
Skyline	407	583	70%
Spruce	436	622	70%
Sunshine Gardens	411	512	80%
TOTAL	3,614	4,912	74%

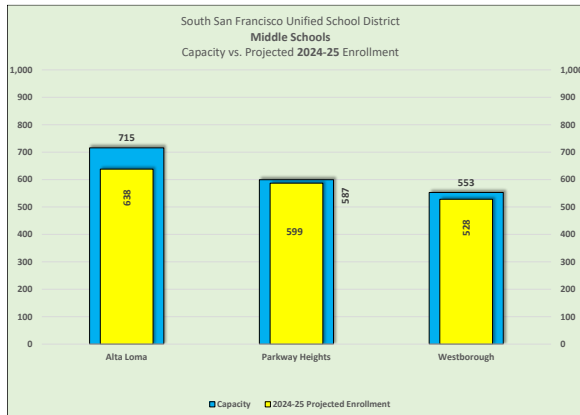


2030-31 Projected			
School	Enrollment	Capacity	% Utilization
Buri Buri	560	705	79%
Junipero Serra	238	388	61%
Los Cerritos	353	412	86%
Martin	300	520	58%
Monte Verde	418	625	67%
Ponderosa	301	545	55%
Skyline	392	583	67%
Spruce	424	622	68%
Sunshine Gardens	344	512	67%
TOTAL	3,331	4,912	68%



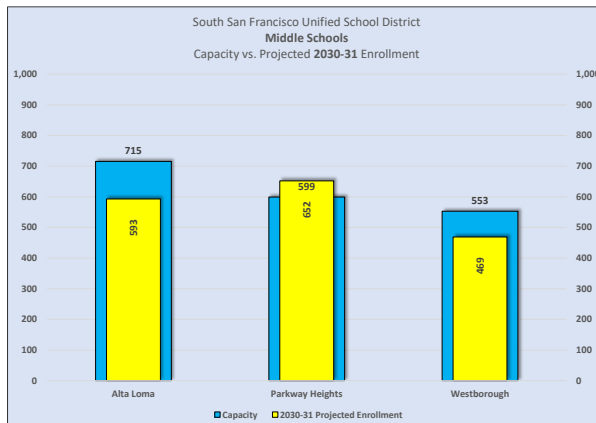
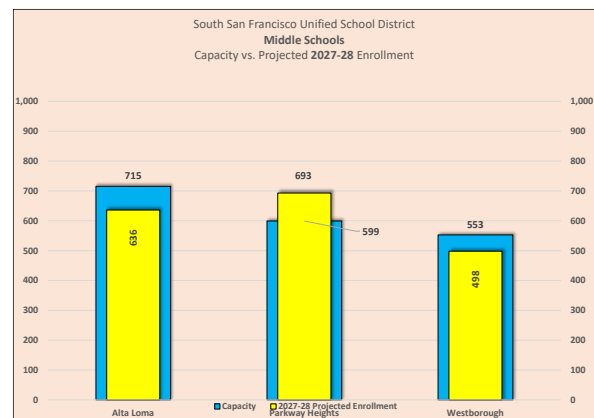
COMPARISON OF EXISTING CAPACITY TO ENROLLMENT PROJECTIONS

MIDDLE SCHOOLS



School	2024-25 Projected Enrollment	Capacity	% Utilization
Alta Loma	638	715	89%
Parkway Heights	587	599	98%
Westborough	528	553	96%
TOTAL	1,753	1,868	94%

School	2027-28 Projected Enrollment	Capacity	% Utilization
Alta Loma	636	715	89%
Parkway Heights	693	599	116%
Westborough	498	553	90%
TOTAL	1,827	1,868	98%

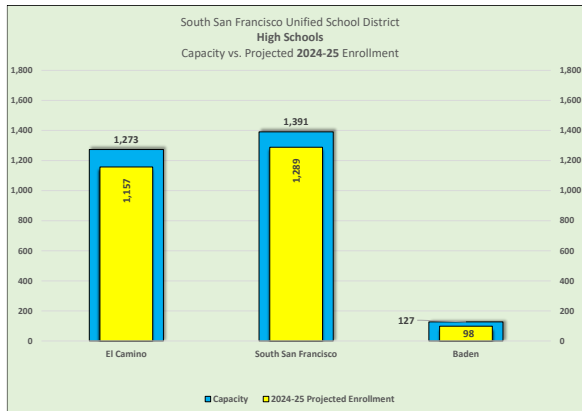


	2030-31 Projected Enrollment	Capacity	% Utilization
Alta Loma	593	715	83%
Parkway Heights	652	599	109%
Westborough	469	553	85%
TOTAL	1,714	1,868	92%



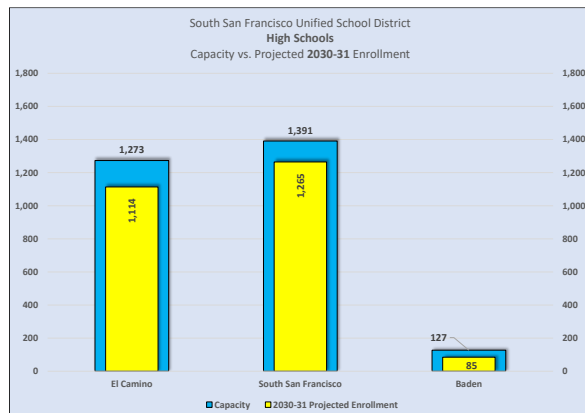
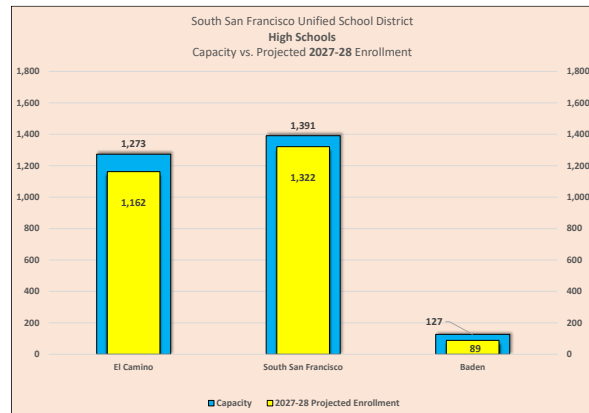
COMPARISON OF EXISTING CAPACITY TO ENROLLMENT PROJECTIONS

HIGH SCHOOLS



School	2024-25 Projected Enrollment	Capacity	% Utilization
El Camino	1,157	1,273	91%
South San Francisco	1,289	1,391	93%
Baden	98	127	77%
TOTAL	2,544	2,791	91%

School	2027-28 Projected Enrollment	Capacity	% Utilization
El Camino	1,162	1,273	91%
South San Francisco	1,322	1,391	95%
Baden	89	127	70%
TOTAL	2,573	2,791	92%



	2030-31 Projected Enrollment	Capacity	% Utilization
El Camino	1,114	1,273	87%
South San Francisco	1,265	1,391	91%
Baden	85	127	67%
TOTAL	2,463	2,791	88%



Please note that the previous charts and graphs compare current functional capacity to 2027-28 projected enrollment levels within all three SSFUSD grade spans. While this comparison is currently accurate, it can be influenced by a number of factors including:

- A change in the functional capacity of the site as dictated by either leadership decisions or by changes to the District's classroom loading factors;
- The timing and cadence of residential development in the greater South San Francisco "community"

CAPACITY/CAPACITY UTILIZATION SUMMARY

Over the next ten years, it is projected that over 2,900 new dwelling units will be constructed within the District's boundaries which are anticipated to generate approximately 1,055 students.

- Based on the projected construction and occupancy schedule of the 2,900 dwelling units, both the middle schools and high schools will be the most impacted as we move through the decade.
- This impact will be somewhat mitigated by the underlying trend of a reduced number of births in the area.
- The data suggests that the elementary schools will be able to withstand the influx of students from residential development with the exception of Los Cerritos, where a considerable number of the new students are anticipated to attend.
- It is recommended that the District remain in contact with the developers of new residential dwelling units given the potential for changes in both the local and national economy.

Section IV

DISTRICT BOUNDARY MAPS



ELEMENTARY SCHOOL BOUNDARIES

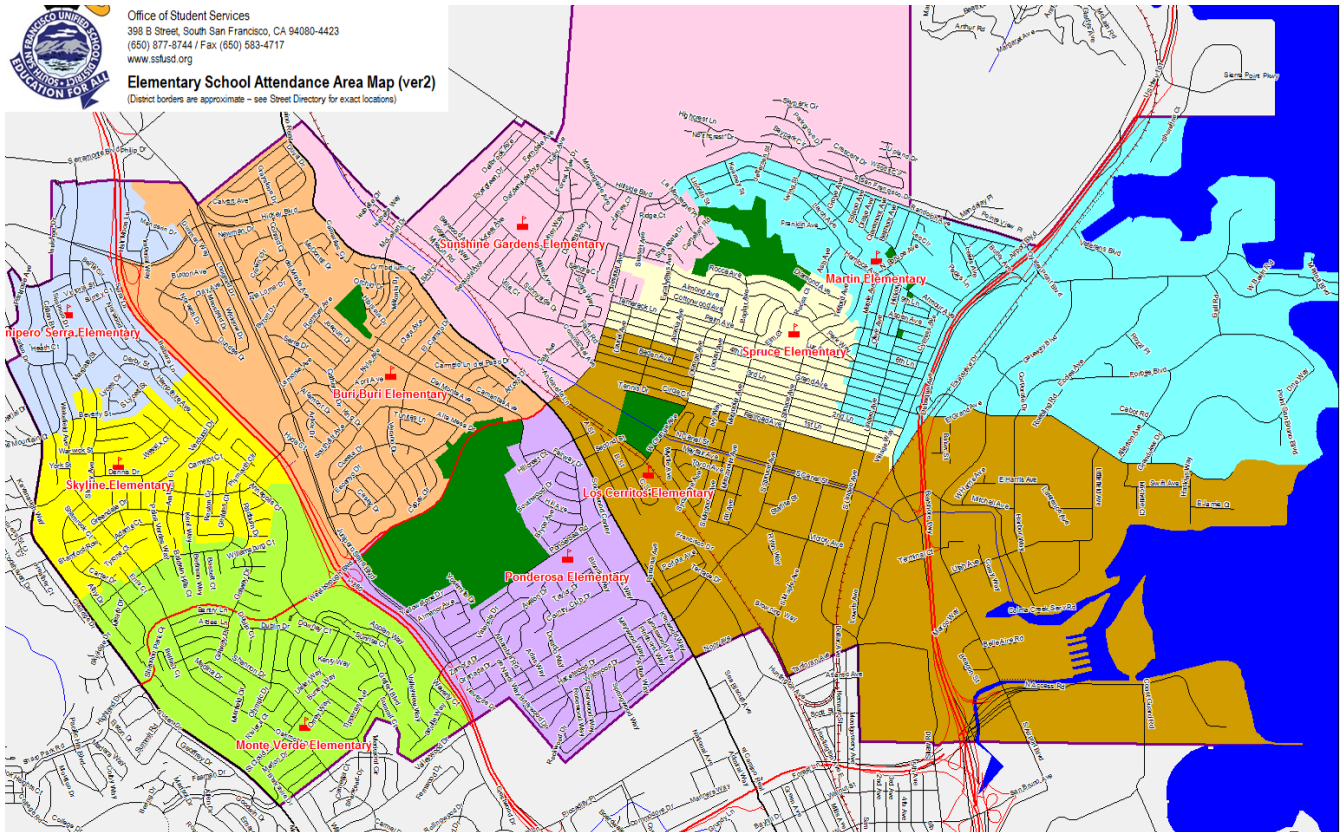


FIGURE 34 ELEMENTARY SCHOOL BOUNDARIES



MIDDLE SCHOOL BOUNDARIES

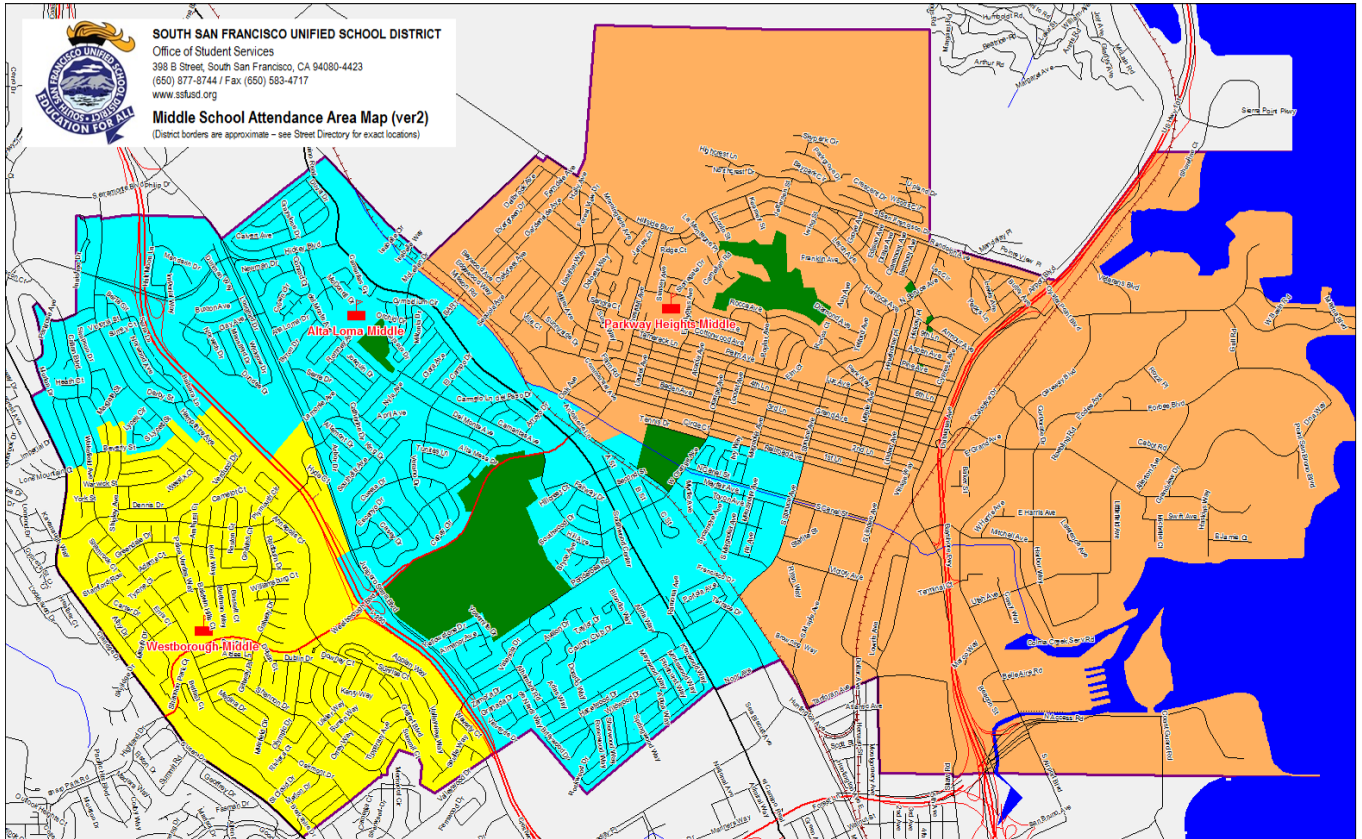


FIGURE 35 MIDDLE SCHOOL BOUNDARIES



HIGH SCHOOL BOUNDARIES

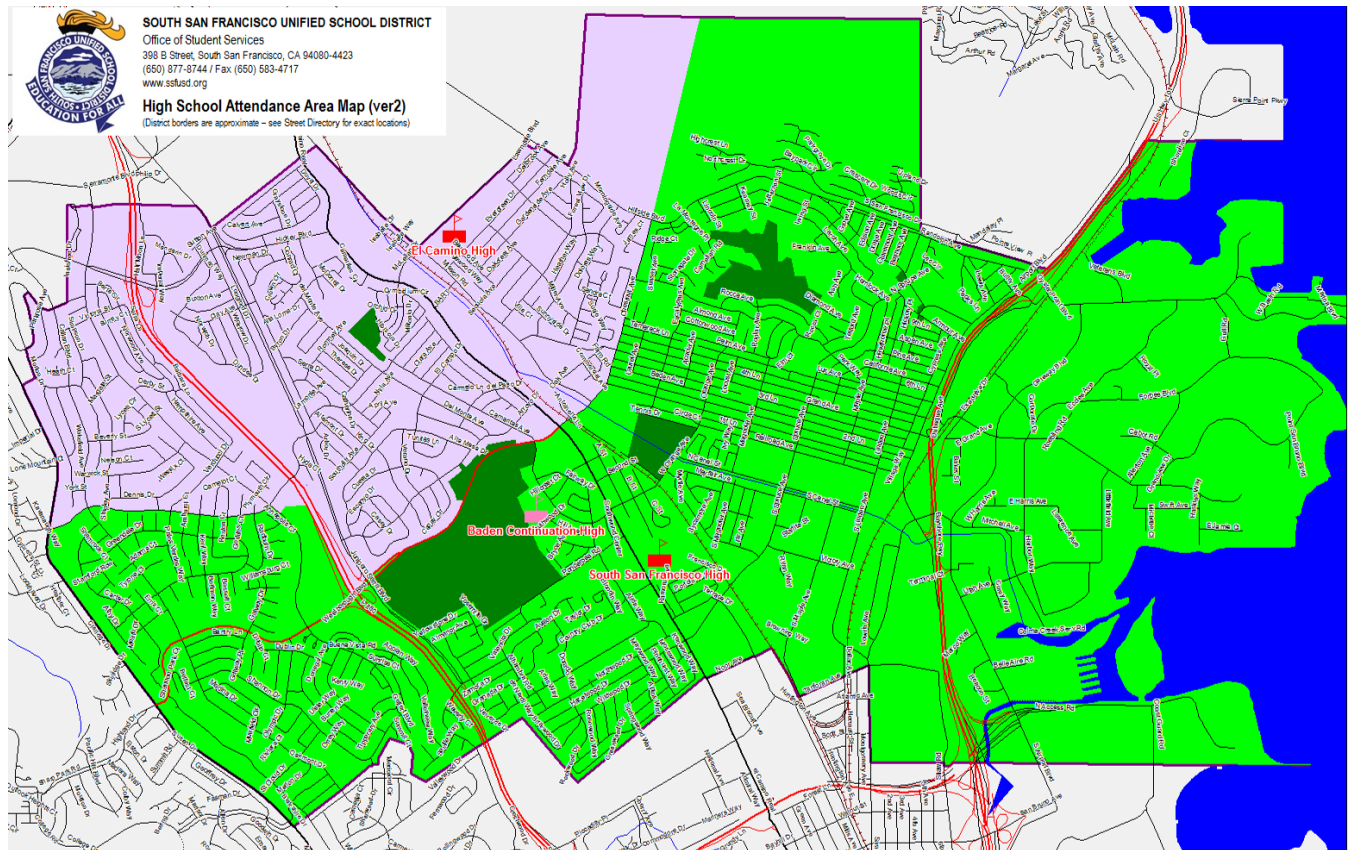


FIGURE 36 HIGH SCHOOL BOUNDARIES

Section V

SITE ASSESSMENT ANALYSIS



SITE ASSESSMENT ANALYSIS

The underlying basis for the site assessment process and analyses used to develop the District's capital improvement needs was the detailed site needs assessment conducted by **Hamilton & Aitken Architects** dated January 26, 2017, to which was added the input and feedback by both site administrators and the Facilities Department of the District.

The District's needs were, and continue to be categorized into five distinct levels as follows:

- Priority Projects --> As originally identified the 2010 Facility Advisory Committee
 - ✓ Replace relocatable classrooms with modular buildings
 - ✓ New learning resource centers
 - ✓ Outdoor learning environments
- Group 1 --> Critical Facility Needs
 - ✓ Student and Staff Safety: Immediate life safety and structural issues
 - ✓ Repairs ensuring code compliance
 - ✓ Accessibility upgrades including path of travel, restroom modernizations, signage, drinking fountains and parking
- Group 2 --> Secondary Facility Needs
 - ✓ Repair less significant structural problems
 - ✓ Campus Security
 - ✓ Infrastructure (water, gas, and HVAC)
- Group 3 --> Educational Program Needs
 - ✓ Interior Learning Environments (finishes and casework)
 - ✓ Exterior Learning Environments (outdoor learning spaces)
 - ✓ Technology
- Group 4 --> Future Facility Needs
 - ✓ Recently improved but will require maintenance in the future.
 - ✓ Expansion: Meeting future enrollment capacity
 - ✓ Energy Efficiencies

Subsequent to the items identified by Hamilton and Aitken, EH&A received feedback from both site administration as well as the Facilities Department leadership with respect to other projects that needed to be considered based on the changing educational needs of the District since the 2016 Plan was developed. These included:

- Mechanical and electrical systems (e.g., HVAC)
- Roofing and building envelope integrity
- Window replacements
- Temporary Housing (during construction)



- Teacher Housing
- Districtwide technology
- Districtwide furniture, furnishings, and equipment (FF&E)

The costing of each individual project identified in the 2016 site assessment was provided by the **Cumming Group**. The cost data provided by the Cumming Group was then escalated from its original basis of 2016 dollars to 2025 dollars which was determined to be the likely midpoint of construction of the projects. The cost of the additional projects noted above was based on estimates of the likely current costs.

Details of the Facility Master Plan and its costing can be accessed through the SSFUSD's Facilities Department.

A site-by-site detail of the District's facilities needs is depicted in the following Summary:



SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

FACILITIES MASTER PLAN

BOND PRIORITY PROJECTS
SITE PROFILES

AUGUST 22, 2022

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT		
EXECUTIVE SUMMARY - BOND PRIORITY PROJECT BUDGETS		
	BOND PROJECTS PRIORITY LIST	NOTES/COMMENTS (On Bond Projects Priority List)
Buri Buri	\$720,585	Security Systems, Covered Walkways
Junipero Serra	\$9,383,096	Modernization, Infrastructure Upgrades
Los Cerritos	\$20,308,833	New Exploratorium & Library, Modernization, TK
Martin	\$2,350,000	A Building Modernization, Site Security
Monte Verde	\$10,493,434	Site Infrastructure, Modernization
Ponderosa	\$10,592,661	Site Infrastructure, Field, Modernization
Skyline	\$10,800,571	Site Infrastructure, Playground, Modernization
Spruce	\$18,693,995	Site Infrastructure, Playground, Modernization
Sunshine Gardens	\$25,520,011	New Exploratorium & Library (Reflected in Priority), Fields
Total Elementary	\$108,863,185	ELEMENTARY PROJECTS TOTAL BUDGET
Alta Loma	\$20,650,375	Site Infrastructure, Field, Modernization
Parkway Heights	\$21,621,899	Site Infrastructure, Hardcourts, Modernization, New Gym
Westborough	\$29,459,340	Site Infrastructure, Field, Modernization, Parking/Drop Off
Total Middle	\$71,731,615	MIDDLE SCHOOL PROJECTS TOTAL BUDGET
Baden	\$7,993,966	Site Infrastructure, Modernization, Baden & Adult Ed.
El Camino	\$49,906,411	Site Infrastructure, Modernization, Seismic, Theater, Café
South SF	\$83,351,213	Site Infrastructure, Modernization, New PE Athletic Facilities
Total High	\$141,251,590	HIGH SCHOOL PROJECTS TOTAL BUDGET
District Offices	\$5,854,517	Portables replaced
Children's Center	\$2,127,000	Rehabilitate Portable Classrooms & Offices
Adult Education	\$0	Adult Ed Classrooms in Baden Modernization work
Total Other	\$7,981,517	OTHER DISTRICT SITES TOTAL BUDGET
Foxridge	\$0	Future District Workforce Housing site--no modernization
Hillside	\$5,172,094	Modernize District wing & Office Portables
Serra Vista	\$1,000,000	Limited renovations to leased site.
Total Other Sites	\$6,172,094	CLOSED/LEASED SITES TOTAL BUDGET
Central Kitchen	\$10,000,000	Renovate, upgrade District wide Food Service Kitchen
Workforce Housing	\$70,000,000	Workforce Housing Construction Costs
Districtwide Technology	\$4,000,000	Next generation technology with projects
Districtwide FF&E	\$3,000,000	Updated site furniture for renovated classes
Program Management	\$8,000,000	Program-wide management costs
Program Contingency	\$5,000,000	Risk reserve
Grand Total	\$436,000,000	TOTAL PROPOSED BOND BUDGETS
2022 Proposed Bond Amount		

TOTAL SITE IMPROVEMENTS BUDGET: \$720,585

BURI BURI ELEMENTARY SCHOOL

325 DEL MONTE AVENUE, SOUTH SAN FRANCISCO, CA

1. **Priority Project:** Campus covered walkways
2. **Campus Modernization:** Additional Security Cameras
3. **Site Work:** New Outdoor Learning area

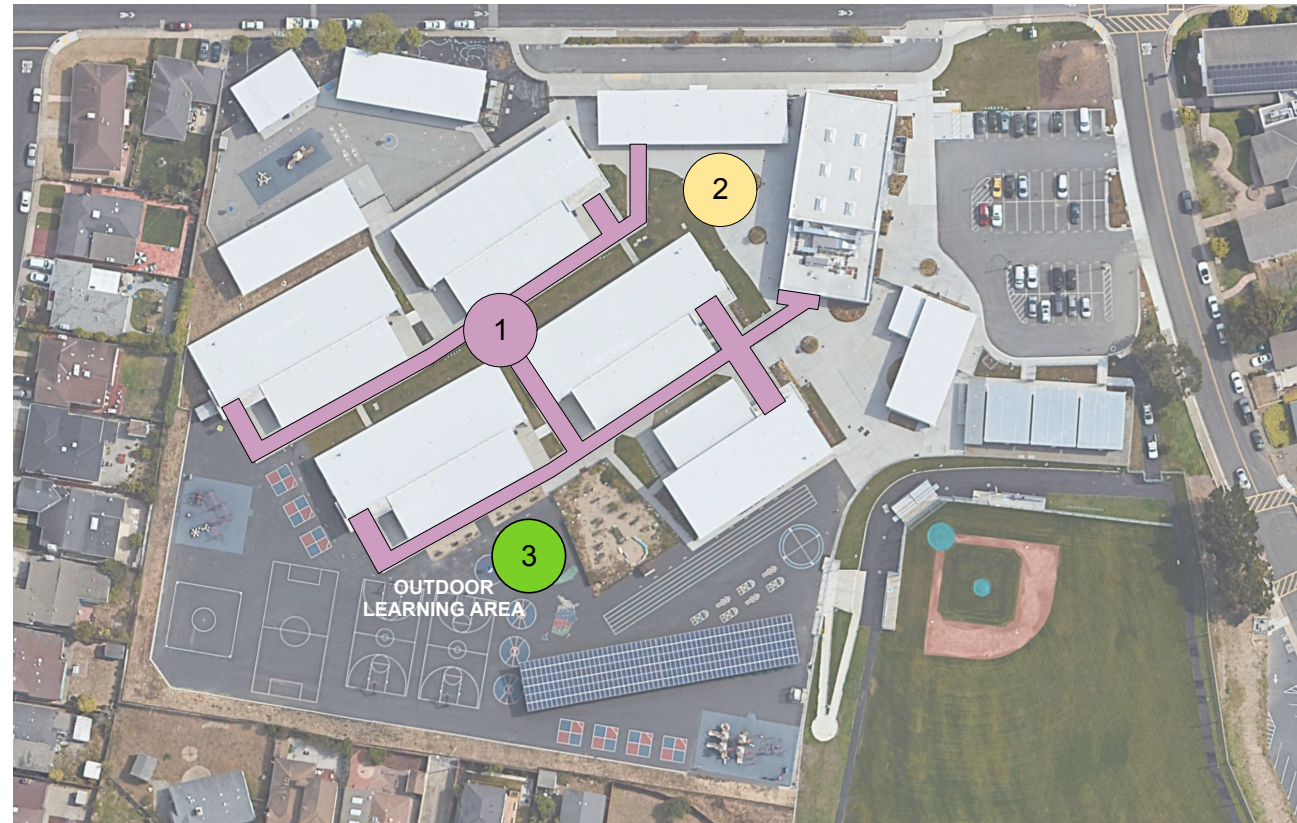
Facilities Summary

The school was completely rebuilt under the previous bond measure. The classrooms were occupied in 2016, with the MPR and Library/Exploratorium completed in 2018. The field was completed in 2020. One of the missing elements in the new school is a covered walkway system to connect the classrooms and Admin/MPR. That would be the proposed focus of work on this campus.

PRIORITY PROJECTS

MODERNIZATION

SITE WORK



SOUTH SAN FRANCISCO
UNIFIED SCHOOL DISTRICT

ELEMENTARY SCHOOLS

TOTAL SITE IMPROVEMENTS BUDGET: \$9,383,096

JUNIPERO SERRA ELEMENTARY SCHOOL

151 VICTORIA STREET, DALY CITY, CA

- 1. Classroom and Campus Modernization:** Fire Alarm & Security Systems Upgrades, Accessibility Upgrades—including doors & hardware, lighting replacements, HVAC systems upgraded, windows replacement, classroom finishes and systems upgrades, campus painting
- 2. Program Space Renovations:** Serving Kitchen and Multi-Purpose Building, Administration Building Renovations
- 3. Site Infrastructure:** Electrical, Gas, Water, Drainage Systems upgrades
- 4. Site Work:** New Outdoor Learning area, Shade Structure, Playground Rehabilitation

Facilities Summary

The school was built in 1970, and modernized in the late 1990's. New modular classrooms, Library and Exploratorium were installed to replace portables under the last bond measure in 2010. Modernization of the original campus buildings is critical, along with exterior renovation to refresh the aging appearance of the school. The Multi-Purpose building and Kitchen need upgrades to meet needs of the District's expanded nutrition services program. The Admin area needs updating and reconfiguration to meet the evolving program and community services needs at the site.

MODERNIZATION



PROGRAM RENOVATIONS



SITE INFRASTRUCTURE



SITE WORK



TOTAL SITE IMPROVEMENTS BUDGET: \$20,308,833

LOS CERRITOS ELEMENTARY SCHOOL

210 WEST ORANGE AVENUE, SOUTH SAN FRANCISCO, CA

- 1. Priority Projects:** New Exploratorium and Library, removal of existing portables, new Transitional Kindergarten Classrooms
- 2. Classrooms and Campus Modernization:** Fire Alarm & Security Systems Upgrades, Accessibility Upgrades—including doors & hardware, lighting replacements, HVAC systems upgraded, windows replacement, classroom finishes and systems upgrades, campus painting
- 3. Program Space Renovations:** Serving Kitchen and Multi-Purpose Building, Administration Renovations
- 4. Site Infrastructure:** Electrical, Gas, Water, Drainage Systems upgrades
- 5. Site Work:** New Outdoor Learning area, Shade Structures, Kinder play area upgrades

Facilities Summary

Los Cerritos was initially built in 1948, with rear classroom wings added in 1956 and 1960. The school was modernized in the late 1990's. The playground, parking and site hardscape areas were upgraded in 2021. The site was not touched during the last bond and lacks educational program spaces provided for the District's other elementary sites. The classrooms, Administration and Multi-Purpose Building/Kitchen need major modernization, and reconfiguration to provide a 21st century learning environment and appropriate support spaces for the school community.

PRIORITY PROJECTS

- 1a – NEW LIBRARY
- 1b – NEW EXPLORATORIUM
- 1c – TRANSITIONAL KINDERGARTEN

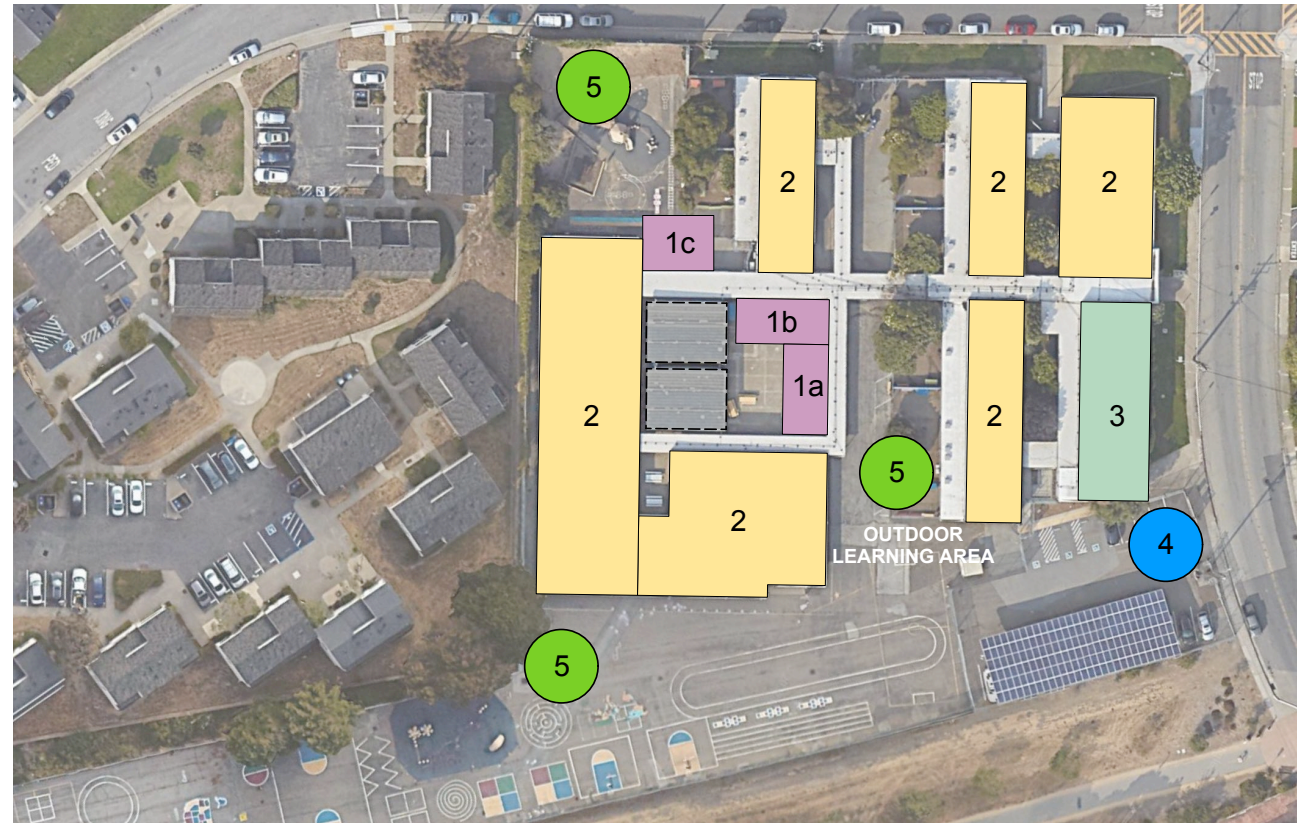
MODERNIZATION

PROGRAM RENOVATIONS

SITE INFRASTRUCTURE

SITE WORK

RELOCATABLE REMOVAL



SOUTH SAN FRANCISCO
UNIFIED SCHOOL DISTRICT

ELEMENTARY SCHOOLS

TOTAL SITE IMPROVEMENTS BUDGET: \$2,350,000

MARTIN ELEMENTARY SCHOOL

35 SCHOOL STREET, SOUTH SAN FRANCISCO, CA

1. **Classroom and Campus Modernization:** Building A
2. **Program Space Renovations:** Administration Building and Multi-Purpose Building Renovations
3. **Site Work:** Playground rehabilitation, Playground surfacing

Facilities Summary

Martin's Building A, built in 1921, is one of the oldest school buildings in the District. The remainder of the main campus buildings were added in 1948 and 1952, and modernized in the 1990's. A partial modernization was completed from 2017-2021 using non-bond funds. The focus of the proposed work on this campus is to complete the modernization of Building A, the Multi-Purpose building and renovate and reconfigure the Administration Building in order to provide better community and family support services.

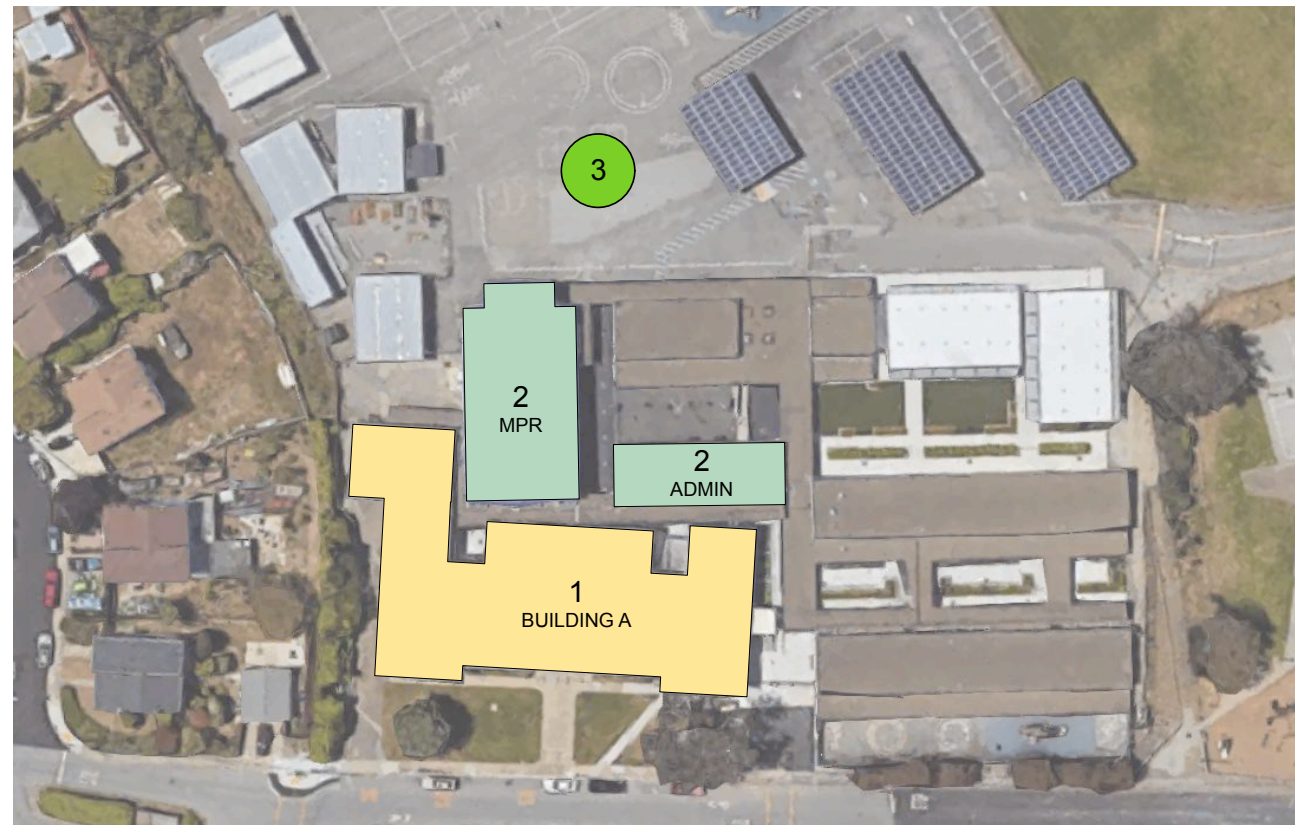
MODERNIZATION



PROGRAM RENOVATIONS



SITE WORK



TOTAL SITE IMPROVEMENTS BUDGET: \$10,493,434

MONTE VERDE ELEMENTARY SCHOOL

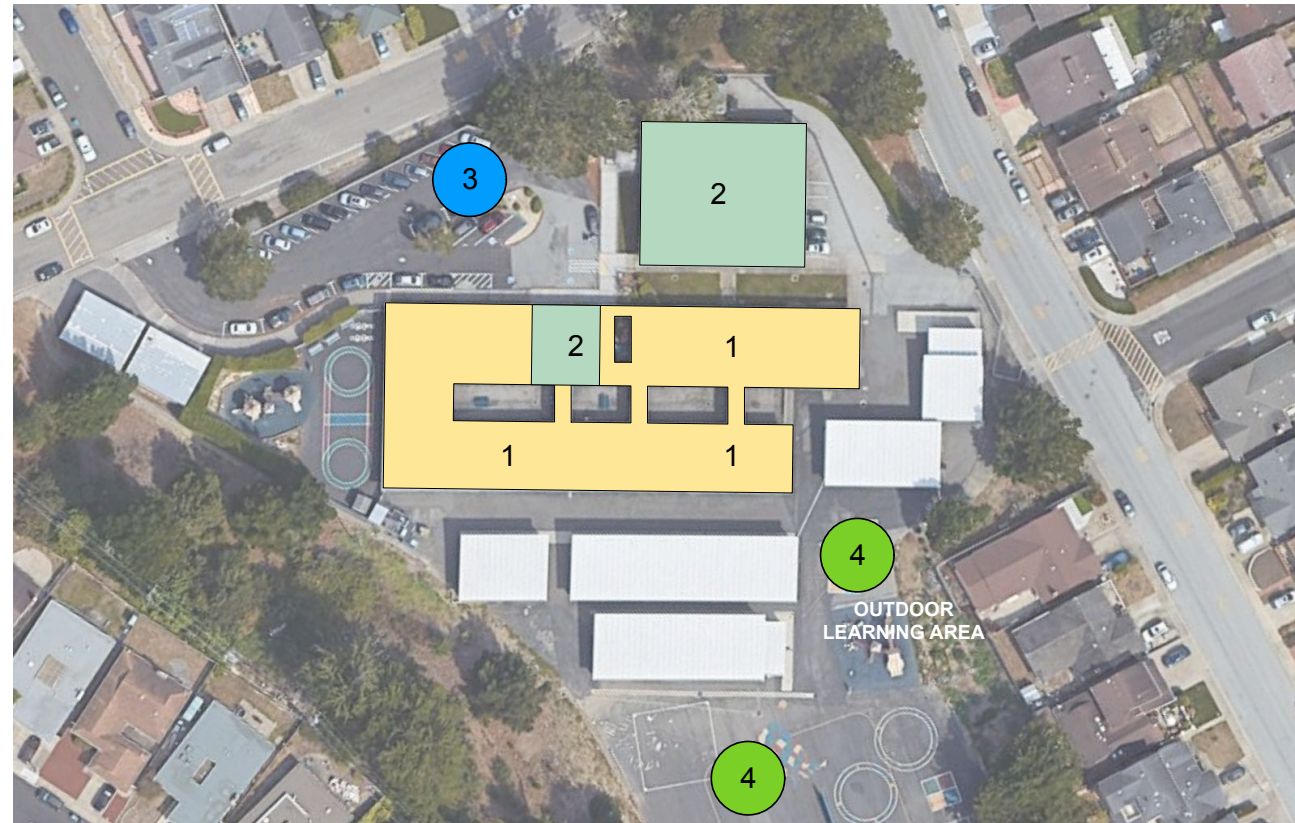
2551 SAINT CLOUD DRIVE, SAN BRUNO, CA

- 1. Classroom and Campus Modernization:** Fire Alarm & Security Systems Upgrades, Accessibility Upgrades—including doors & hardware, lighting replacements, HVAC systems upgraded, windows replacement, classroom finishes and systems upgrades, campus painting
- 2. Program Space Renovations:** Serving Kitchen and Multi-Purpose Building, Administration Renovations
- 3. Site Infrastructure:** Electrical, Gas, Water, Drainage Systems upgrades
- 4. Site Work:** New Outdoor Learning area, Shade Structure, Playground rehabilitation

Facilities Summary

The campus was built in 1963, and modernized in the late 1900's. Most portables were removed and replaced with new buildings under the last bond measure, but the existing original campus buildings need significant modernization. The Administration area needs reconfiguration to accommodate updated program and community support needs. The Multi-Purpose Building and Kitchen need modernization and reconfiguration for expanded nutrition services. Site upgrades including drainage, outdoor learning areas, and shade structures are a priority at the site.

MODERNIZATION	
PROGRAM RENOVATIONS	
SITE INFRASTRUCTURE	
SITE WORK	
RELOCATABLE REMOVAL	



TOTAL SITE IMPROVEMENTS BUDGET: \$10,592,661

PONDEROSA ELEMENTARY SCHOOL

295 PONDEROSA ROAD, SOUTH SAN FRANCISCO, CA

- 1. Classroom and Campus Modernization:** Fire Alarm & Security Systems Upgrades, Accessibility Upgrades—including doors & hardware, lighting replacements, HVAC systems upgraded, windows replacement, classroom finishes and systems upgrades, campus painting
- 2. Program Space Renovations:** Serving Kitchen and Multi-Purpose Building, Administration Building Renovations
- 3. Site Infrastructure:** Electrical, Gas, Water, Drainage Systems upgrades
- 4. Site Work:** new Outdoor Learning area, Shade Structure, Field upgrade

Facilities Summary

The school was built in 1960, and the Multi-Purpose Building in 1965, with many portables added over time. The campus was modernized in the late 1900's. Most portables were removed and replaced with new buildings under the last bond measure. The existing original campus buildings are in need of significant modernization. The Administration area needs reconfiguration to accommodate updated program and community support needs. The Multi-Purpose Building and Kitchen need modernization and reconfiguration for expanded nutrition services. Site upgrades including drainage, outdoor learning areas, Field Upgrades and shade structures are a priority at the site.

MODERNIZATION



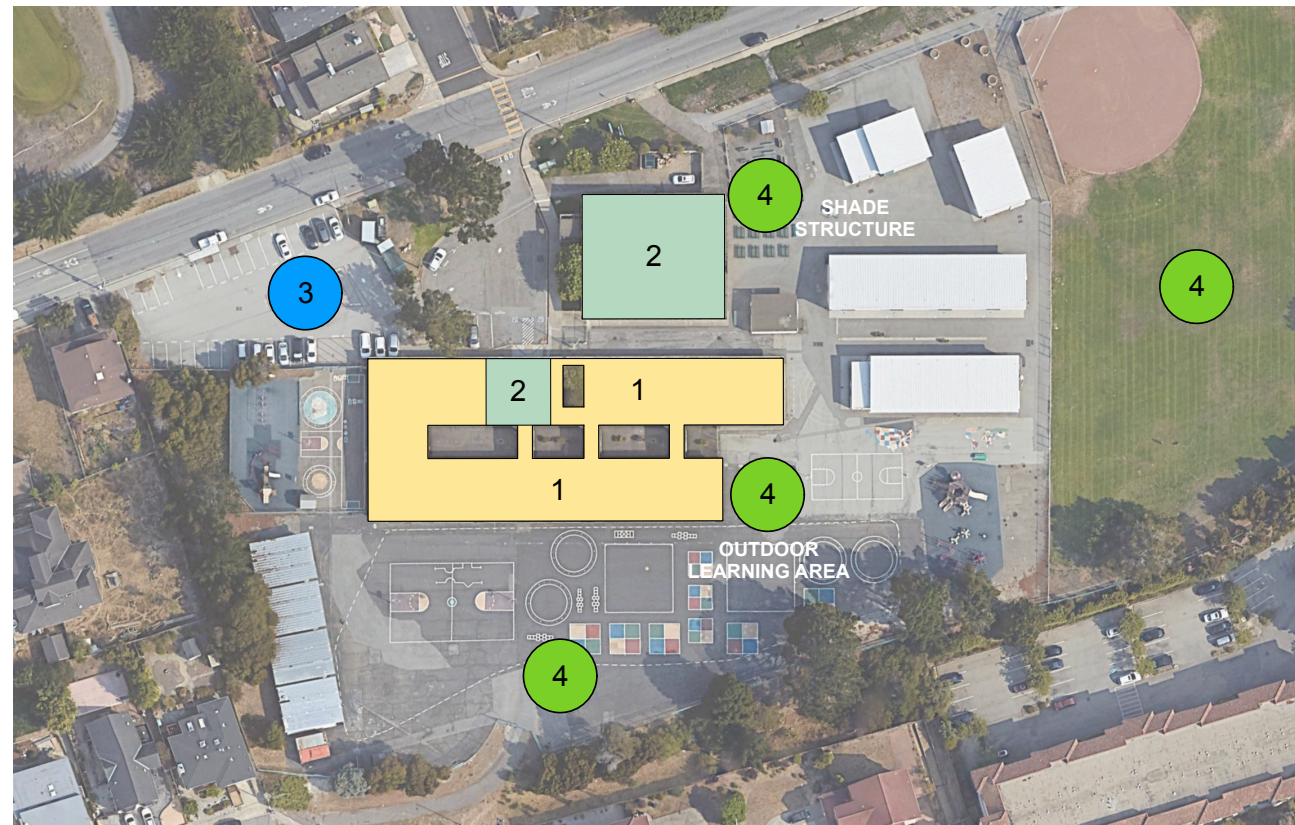
PROGRAM RENOVATIONS



SITE INFRASTRUCTURE



SITE WORK



SOUTH SAN FRANCISCO
UNIFIED SCHOOL DISTRICT

ELEMENTARY SCHOOLS

TOTAL SITE IMPROVEMENTS BUDGET: \$10,800,571

SKYLINE ELEMENTARY SCHOOL

55 CHRISTEN AVENUE, DALY CITY, CA

- 1. Classroom and Campus Modernization:** Fire Alarm & Security Systems Upgrades, Accessibility Upgrades—including doors & hardware, lighting replacements, HVAC systems upgraded, windows replacement, classroom finishes and systems upgrades, campus painting, remove and replace existing portables
- 2. Program Space Renovations:** Serving Kitchen and Multi-Purpose Building, Administration Building Renovations
- 3. Site Infrastructure:** Electrical, Gas, Water, Drainage Systems upgrades
- 4. Site Work:** Playground Rehabilitation, New Outdoor Learning area, Shade Structure

Facilities Summary

The school was built in 1966, and modernized in the late 1900's. Most portables were removed and replaced with new buildings under the last bond measure. The original campus buildings are in need of significant modernization. The Administration area needs reconfiguration to accommodate updated program and community support needs. The Multi-Purpose Building and Kitchen need modernization and reconfiguration for expanded nutrition services. Site upgrades including drainage, outdoor learning areas, and shade structures are a priority at the site. Removal of old portables, and as-needed replacement of the remaining portables is a priority.

MODERNIZATION	
PROGRAM RENOVATIONS	
SITE INFRASTRUCTURE	
SITE WORK	
RELOCATABLE REMOVAL	



TOTAL SITE IMPROVEMENTS BUDGET: \$18,693,995

SPRUCE ELEMENTARY SCHOOL

501 SPRUCE AVENUE, SOUTH SAN FRANCISCO, CA

- 1. Priority Projects:** Gym Renovation, new Transitional Kindergarten Classrooms
 - 2. Classrooms and Campus Modernization:** Fire Alarm & Security Systems Upgrades, Accessibility Upgrades—including doors & hardware, lighting replacements, HVAC systems upgraded, windows replacement, classroom finishes and systems upgrades, campus painting
 - 3. Program Space Renovations:** Serving Kitchen and Multi-Purpose Building, Administration Building Renovations
 - 4. Site Infrastructure:** Electrical, Gas, Water, Drainage Systems upgrades
 - 5. Site Work:** Playground Rehabilitation, New Outdoor Learning area, Shade Structures
- The adjacent Children's Center site is addressed in a separate site profile.

Facilities Summary

Spruce was built as a high school in 1933 and is larger than most District elementary schools, with other buildings added in 1956 and 1968. It was modernized in the late 1900's. Many portables were added over time, and most were replaced with new buildings under the last bond measure. The original campus buildings are in need of significant modernization. The Administration area needs to be updated for program and community support needs. The Cafeteria and Kitchen need reconfiguration for expanded nutrition services, and the Gym needs modernization. Site upgrades including playground rehabilitation, outdoor learning areas, and shade structures are a priority at the site.

PRIORITY PROJECTS

1a – GYM RENOVATION
1b – TRANSITIONAL
KINDERGARTEN

MODERNIZATION

PROGRAM RENOVATIONS

SITE INFRASTRUCTURE

SITE WORK



SOUTH SAN FRANCISCO
UNIFIED SCHOOL DISTRICT

ELEMENTARY SCHOOLS

TOTAL SITE IMPROVEMENTS BUDGET: \$25,520,011

SUNSHINE GARDENS ELEMENTARY SCHOOL

1200 MILLER AVENUE, SOUTH SAN FRANCISCO, CA

- 1. Priority Projects:** New Exploratorium and Library, removal and replacement of existing portables, new and renovated Transitional Kindergarten Classrooms
- 2. Classrooms and Campus Modernization:** Fire Alarm & Security Systems Upgrades, Accessibility Upgrades—including doors & hardware, lighting replacements, HVAC systems upgraded, windows replacement, classroom finishes and systems upgrades, campus painting
- 3. Program Space Renovations:** Serving Kitchen and Multi-Purpose Building, Administration Building Renovations
- 4. Site Infrastructure:** Electrical, Gas, Water, Drainage Systems upgrades
- 5. Site Work:** New Outdoor Learning area, Shade Structures, Playground Rehabilitation, TK and Kinder play area upgrades, Fields upgrades and Accessibility improvements

Facilities Summary

The school was built in the 1950's and was previously modernized in the 1990's. The site was not touched during the last bond and lacks educational program spaces provided for the District's other elementary sites. The classrooms, administration and Multi-Purpose Building need major modernization to provide a 21st century learning environment and appropriate support spaces for the school community. Playgrounds and fields need significant rehabilitation for safety and enhanced quality of outdoor learning areas.

PRIORITY PROJECTS

- 1a – NEW LIBRARY
- 1b – NEW EXPLORATORIUM
- 1c – TRANSITIONAL KINDERGARTEN

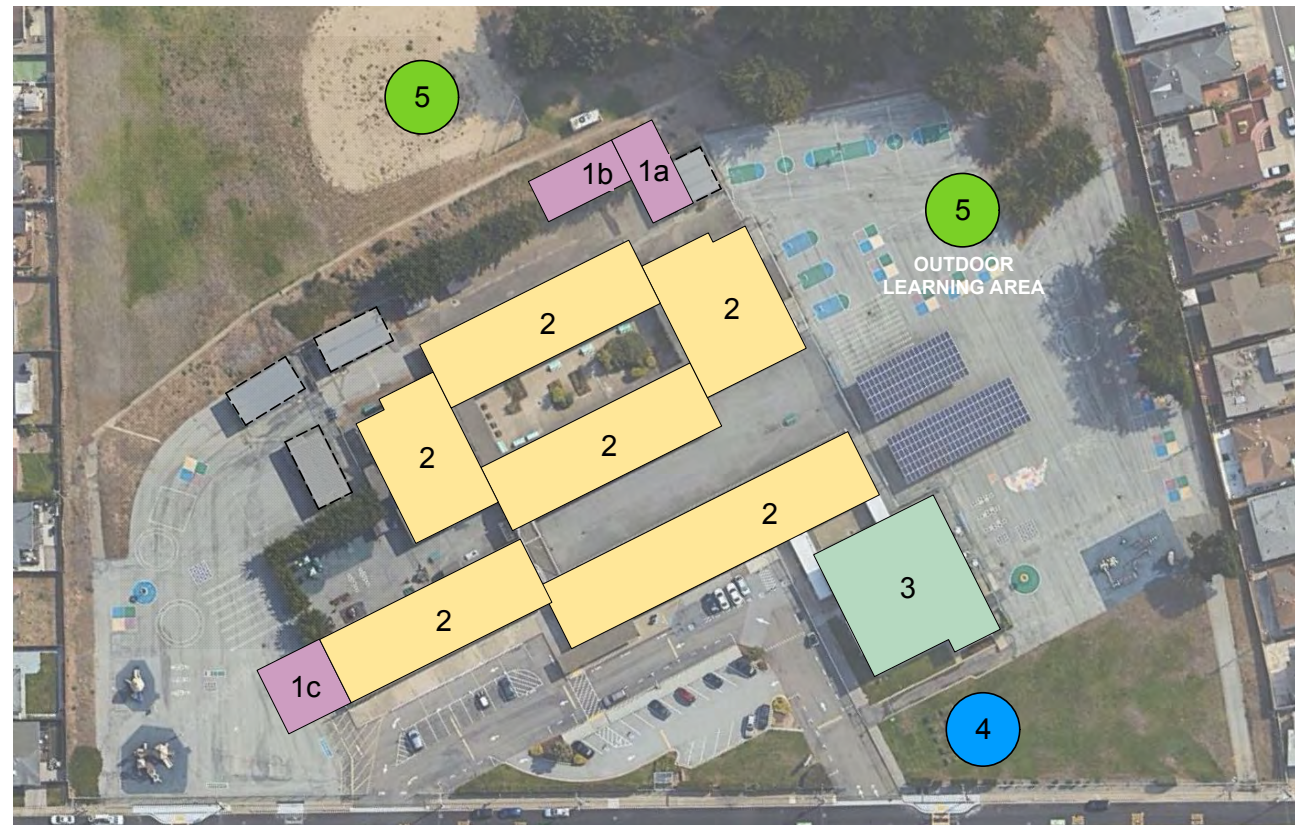
MODERNIZATION

PROGRAM RENOVATIONS

SITE INFRASTRUCTURE

SITE WORK

PORTABLE REMOVAL



TOTAL SITE IMPROVEMENTS BUDGET: \$20,650,375

ALTA LOMA MIDDLE SCHOOL

116 ROMNEY AVENUE, SOUTH SAN FRANCISCO, CA

- 1. Priority Projects:** New Gym, New Outdoor Learning Amphitheater, Soccer & Baseball Fields rehabilitated, new Shade Structure, campus Landscape
- 2. Classrooms and Campus Modernization:** Fire Alarm & Security Systems Upgrades, Accessibility Upgrades—including doors & hardware, lighting replacements, HVAC systems upgraded, windows replacement, classroom finishes and systems upgrades, campus painting
- 3. Program Space Renovations:** Serving Kitchen and Multi-Purpose Building, Administration Building Renovations
- 4. Site Infrastructure:** Electrical, Gas, Water, Drainage Systems upgrades
- 5. Site Work:** Accessibility Improvements, Hard Court areas rehabilitated

Facilities Summary

The campus was built in 1957–59, with additional program buildings added between 1960 and 1969. Many portables were added over time. The campus was modernized in the late 1990's. While most portables were replaced with new buildings under the last bond measure, remaining buildings are in need of significant modernization. The campus needs a Gym to support the PE program. The Administration area needs renovation for program and community support needs. The Multi-Purpose Building and Kitchen need modernization for expanded nutrition services. Site upgrades including drainage, outdoor learning areas, field upgrades and shade structures are a priority at the site.

PRIORITY PROJECTS

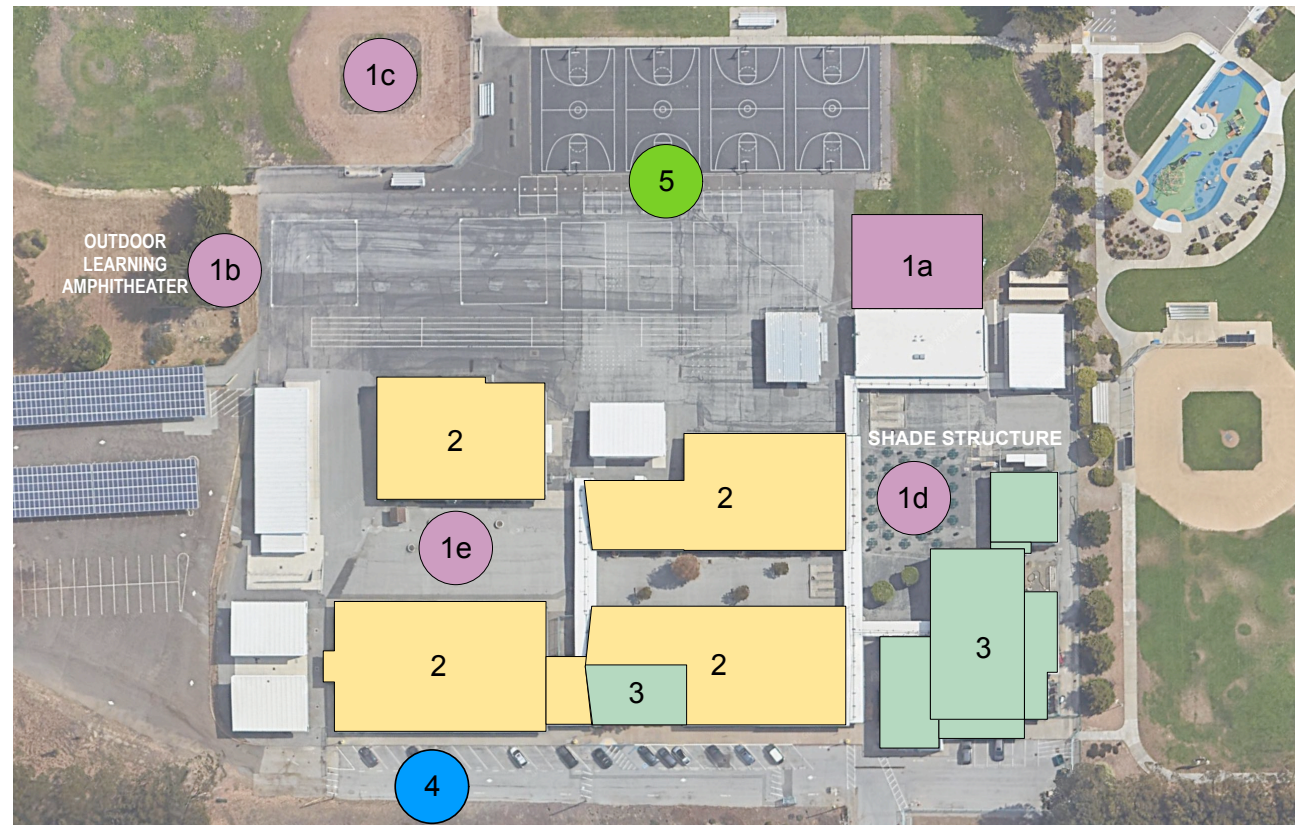
- 1a – NEW GYM
- 1b – OUTDOOR LEARNING AMPHITHEATER
- 1c – ATHLETIC FIELDS
- 1d – SHADE STRUCTURE
- 1e – CAMPUS LANDSCAPE

MODERNIZATION

PROGRAM RENOVATIONS

SITE INFRASTRUCTURE

SITE WORK



TOTAL SITE IMPROVEMENTS BUDGET: \$21,621,899

PARKWAY HEIGHTS MIDDLE SCHOOL

650 SUNSET AVENUE, SOUTH SAN FRANCISCO, CA

- 1. Priority Projects:** New Middle School Gymnasium and PE Support Spaces, Administration Building expansion & Renovation
- 2. Classrooms and Campus Modernization:** Fire Alarm & Security Systems Upgrades, Accessibility Upgrades—including doors & hardware, lighting replacements, HVAC systems upgraded, windows replacement, classroom finishes and systems upgrades, campus painting
- 3. Program Space Renovations:** Serving Kitchen & Cafeteria, Library
- 4. Site Infrastructure:** Electrical, Gas, Water, Drainage Systems Upgrades
- 5. Site Work:** Accessibility Improvements, Outdoor Learning Amphitheater, Shade Structures, Hardcourt Areas Rehabilitated

Facilities Summary

The campus was built 1953-1954, with additional buildings constructed during the 1960's. The campus was modernized the late 1990's. During the last bond measure new buildings were added, including a Science wing and classroom wings. The campus entry was landscaped, and site accessibility was addressed in 2018-19. The site lacks a middle school gym and the Administration wing is undersized, lacking adequate program spaces for student and community support. Existing older buildings need significant modernization. Site hardscape areas need rehabilitation and expansion to support middle school PE.

PRIORITY PROJECTS

- 1a – NEW GYMNASIUM
- 1b – ADMIN EXPANSION

MODERNIZATION

PROGRAM RENOVATIONS

SITE INFRASTRUCTURE

SITE IMPROVEMENTS



SOUTH SAN FRANCISCO
UNIFIED SCHOOL DISTRICT

MIDDLE SCHOOLS

TOTAL SITE IMPROVEMENTS BUDGET: \$29,459,340

WESTBOROUGH MIDDLE SCHOOL

2570 WESTBOROUGH AVENUE, SOUTH SAN FRANCISCO, CA

1. **Priority Projects:** Soccer Field & Track Reconstruction, Drop-off & Parking Reconfiguration
2. **Classrooms and Campus Modernization:** Fire Alarm & Security Systems Upgrades, Accessibility Upgrades—including doors & hardware, lighting replacements, HVAC systems upgraded, windows replacement, classroom finishes and systems upgrades, campus painting
3. **Program Space Renovations:** Reconfigure & Upgrade Gym, Locker, PE Support Spaces, Serving Kitchen and Cafeteria Renovations, Administration Renovations
4. **Site Infrastructure:** Electrical, Gas, Water, Drainage Systems Upgrades
5. **Site Work:** Accessibility Improvements, Hardcourt Area Rehabilitated, Campus Landscape, Outdoor Learning Amphitheater

Facilities Summary

Most of the campus was built in 1968, with the upper wing added in 1972. A few portables were added over the years. The campus was modernized in the late 1990's. During the last bond measure portables were replaced by two new classroom buildings and the Science wing was renovated and modernized. The other existing original buildings need significant modernization. Drop-off and parking at the site needs to be reconfigured for safety and accessibility. The hardscape and existing play areas need major rehabilitation. The lower field needs reconstruction and accessibility upgrades for PE programs.

PRIORITY PROJECTS

- 1a – FIELD RECONSTRUCTION
- 1b – DROP-OFF AND PARKING

MODERNIZATION

PROGRAM RENOVATIONS

SITE INFRASTRUCTURE

SITE IMPROVEMENTS

PORTABLE REMOVAL



TOTAL SITE IMPROVEMENTS BUDGET: \$7,993,966

BADEN HIGH SCHOOL

825 SOUTHWOOD DRIVE, SOUTH SAN FRANCISCO, CA

1. **Priority Projects:** Hardcourt Rehabilitation for High School PE
2. **Classrooms and Campus Modernization:** Fire Alarm & Security Systems Upgrades, Accessibility Upgrades—including doors & hardware, lighting replacements, HVAC systems upgraded, windows replacement, classroom finishes and systems upgrades, campus painting
3. **Program Space Renovations:** New Project-Based Learning Classroom, replace existing portable classrooms
4. **Site Infrastructure:** Electrical, Gas, Water, Drainage Systems Upgrades
5. **Site Work:** Accessibility Improvements, Shade Structure, Outdoor Learning Area

Facilities Summary

The Baden HS campus houses the Continuation High School and the District's Adult Education program. The Baden campus was built between 1953 and 1957. Other buildings were added in the 1960's. While the campus has been modernized in the late 1990's, they are in need of significant upgrades to meet current standards. The hardcourt areas of the site need major rehabilitation. There are ongoing site infrastructure needs to address. Remaining older portables need to be replaced. Renovations to support project-based learning are proposed.

PRIORITY PROJECT

1 – HARD COURT
REHABILITATION

MODERNIZATION

PROGRAM RENOVATIONS

SITE INFRASTRUCTURE

SITE WORK

PORTABLE REMOVAL



SOUTH SAN FRANCISCO
UNIFIED SCHOOL DISTRICT

HIGH SCHOOLS

TOTAL SITE IMPROVEMENTS BUDGET: \$49,906,411

EL CAMINO HIGH SCHOOL

1320 MISSION ROAD, SOUTH SAN FRANCISCO, CA

- 1. Priority Projects:** Renovation and Seismic Upgrade of Gym, Cafeteria, Theater Buildings, Security Fencing around entire campus.
- 2. Classrooms and Campus Modernization:** Fire Alarm & Security Systems Upgrades, Accessibility Upgrades—including doors & hardware, lighting replacements, HVAC systems upgraded, windows replacement, classroom finishes and systems upgrades, campus painting
- 3. Program Space Renovations:** Kitchen & Cafeteria Reconfiguration, Theater Rehabilitation, Project-Based Learning classrooms, remove aging Portables
- 4. Site Infrastructure:** Electrical, Gas, Water, Drainage Systems Upgrades
- 5. Site Work:** Accessibility Improvements, Outdoor Learning Amphitheater, Shade Structures, campus Landscape

Facilities Summary

All of the major buildings were built between 1960 and 1962. The campus was most recently modernized at the end of the 1990's, and two new 2-story Science wings were added during the last bond measure. Artificial turf football/soccer field and a new softball field have also been completed. The original buildings are in need of significant modernization, including window replacement and classroom upgrades to support 21st century learning. Critical seismic upgrades are needed at the Gym and Cafeteria / Kitchen wings. The theater renovations are critical to support the school's performing arts programs. Site work to increase accessibility is an ongoing issue at El Camino.

PRIORITY PROJECTS

- 1a – GYM SEISMIC UPGRADE
- 1b – CAFETERIA SEISMIC UPGRADE
- 1c – THEATER SEISMIC UPGRADE

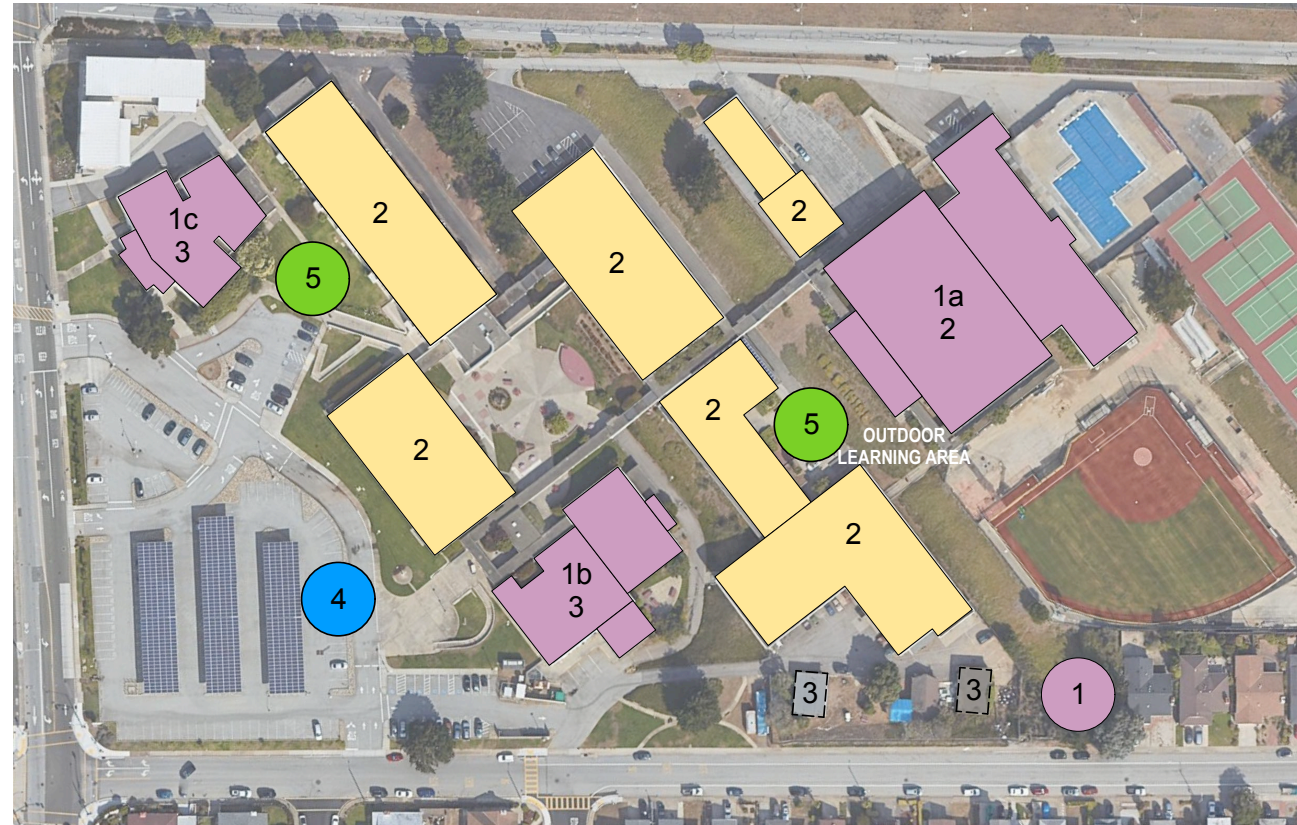
MODERNIZATION

PROGRAM RENOVATIONS

SITE INFRASTRUCTURE

SITE IMPROVEMENTS

PORTABLE REMOVAL



SOUTH SAN FRANCISCO
UNIFIED SCHOOL DISTRICT

HIGH SCHOOLS

TOTAL SITE IMPROVEMENTS BUDGET: \$83,351,213

SOUTH SAN FRANCISCO HIGH SCHOOL

400 B STREET, SOUTH SAN FRANCISCO, CA

- 1. Priority Projects:** New Gymnasium & PE/Athletic Support Building; Rebuild Aging Shops Wing with New Career Tech/STEM Wing
- 2. Classrooms and Campus Modernization:** Fire Alarm & Security Systems Upgrades, Accessibility Upgrades—including doors & hardware, lighting replacements, HVAC systems upgraded, windows replacement, classroom finishes and systems upgrades, campus painting
- 3. Program Space Renovations:** Kitchen & Cafeteria Reconfiguration, Theater Modernization
- 4. Site Infrastructure:** Electrical, Gas, Water, Drainage Systems Upgrades
- 5. Site Work:** Accessibility Improvements, Outdoor Learning Amphitheater, Shade Structures, Campus Landscape, Hardscape Rehabilitation

Facilities Summary

The campus was constructed in 1950-51 with added Library in 1962 and Administration building in 1968. Many portable classrooms were placed over time, mostly replaced by new 2-story classroom wings under the last bond. The campus was modernized most recently in the late 1990's. The original buildings need significant modernization and classroom upgrades to support 21st century learning. Unfortunately, some of the buildings are beyond their useful life. A new Gym/Locker/PE and Athletic facility is a priority to support those programs. In addition, replacement of the shop wing is proposed with a new CTE/STEM wing. Renovation of the Performing Arts spaces is also a priority.

PRIORITY PROJECTS

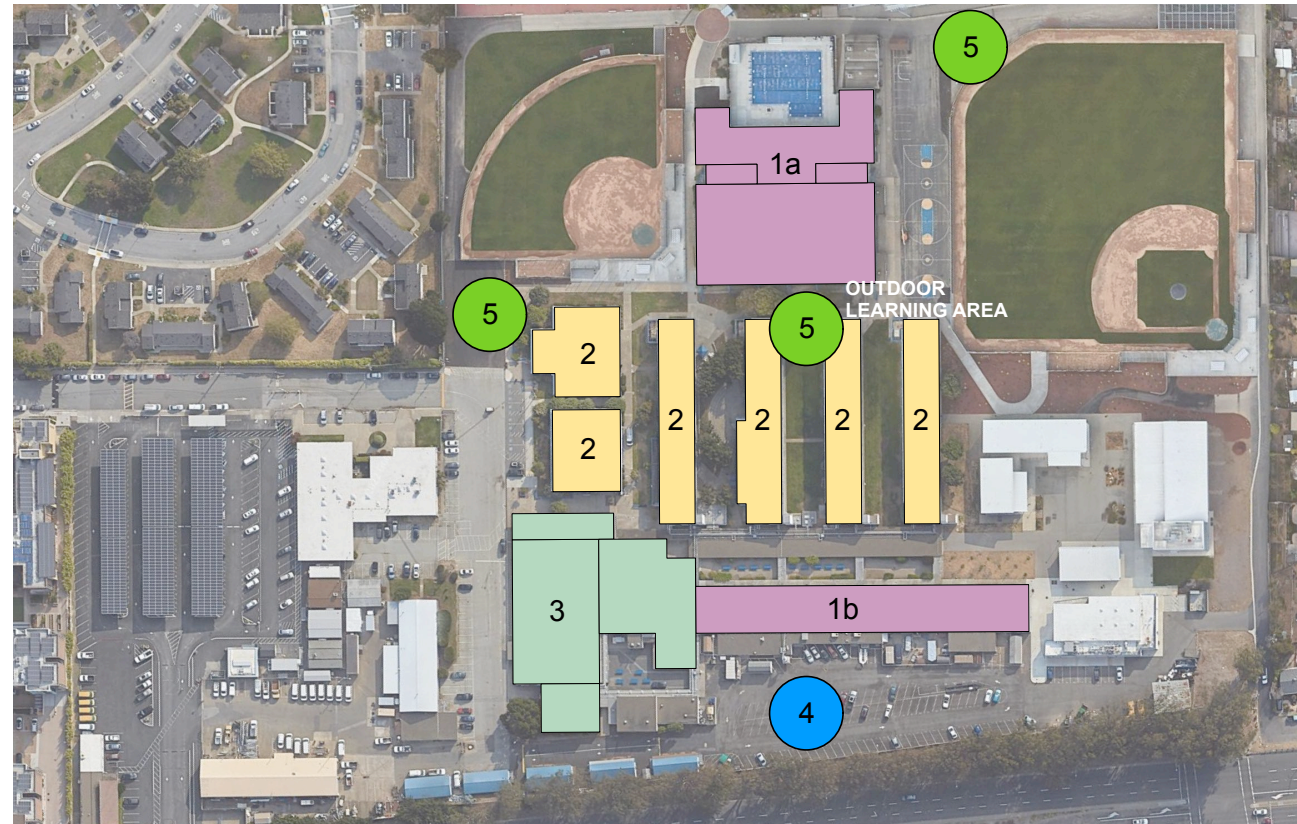
- 1a – NEW GYM
- 1b – NEW CTE / STEM WING

MODERNIZATION

PROGRAM RENOVATIONS

SITE INFRASTRUCTURE

SITE WORK



SOUTH SAN FRANCISCO
UNIFIED SCHOOL DISTRICT

HIGH SCHOOLS

TOTAL SITE IMPROVEMENTS BUDGET: \$2,127,000

CHILDREN'S CENTER

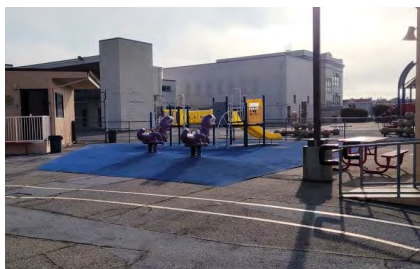
530 TAMARACK LANE, SOUTH SAN FRANCISCO, CA

1. Priority Projects: Rehabilitate existing portables including roof system replacement, repairs to interiors, accessibility upgrades, fire alarm and low-voltage systems upgrades.

Facilities Summary

The Children's Center provides Pre-School and After School programs. It is located on the Spruce site and includes 5 portables and a dedicated parking area. There are a total of 5 Pre-School Classrooms and two office/support buildings. The campus was built between 1997- 2006. The buildings are nearing the end of their useful life and need significant modernization work to continue in use.

PRIORITY PROJECTS



SOUTH SAN FRANCISCO
UNIFIED SCHOOL DISTRICT

OTHER FACILITIES

TOTAL SITE IMPROVEMENTS BUDGET: \$5,854,517

DISTRICT OFFICES

398 B STREET, SOUTH SAN FRANCISCO, CA

1. **Priority Projects:** Demolish all existing District Office portables, and the Special Education building. Rebuild with a new two story office building in the same location.
2. **Modernization:** Modernize the original permanent District Office buildings.

Facilities Summary

The South San Francisco Unified School District Offices are located adjacent to South San Francisco High School. The first permanent building dates from 1949, the larger north side addition was built in 1961. Over the course of the next 50 years the District added seven portables and one small permanent building to house the growing District services teams. All of the buildings that make up the District Offices complex have significant deficiencies. The portables are far beyond their useful life and need immediate replacement. A new replacement building can provide for a more efficient work environment and better serve students, staff and our community.

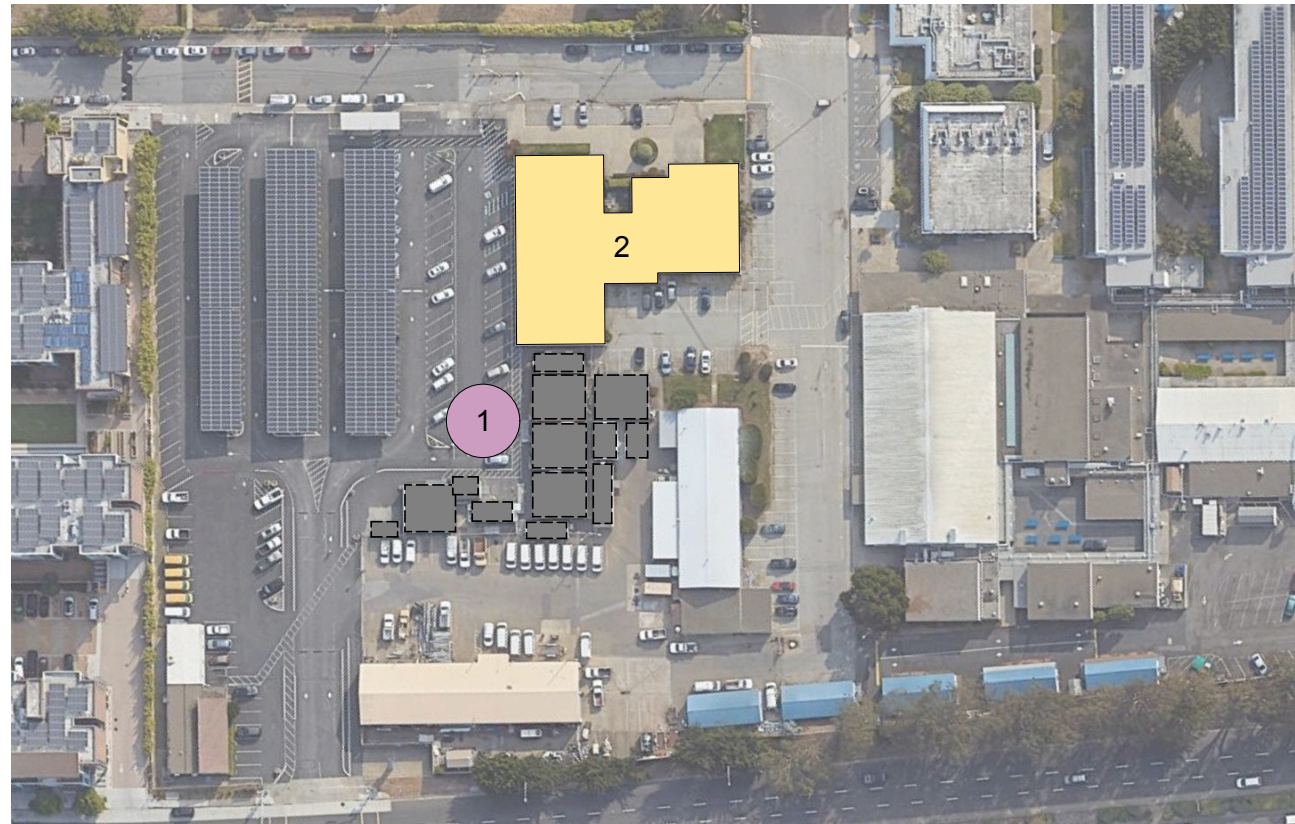
PRIORITY PROJECTS



MODERNIZATION



PORTABLE REMOVAL



SOUTH SAN FRANCISCO
UNIFIED SCHOOL DISTRICT

OTHER FACILITIES

TOTAL SITE IMPROVEMENTS BUDGET: \$70,000,000

FOXRIDGE WORKFORCE HOUSING

2525 WEXFORD AVENUE, SOUTH SAN FRANCISCO, CA

1. Priority Projects: Demolish existing school and develop Workforce Housing project on site, with over 125 units of varying types, Childcare Center, landscaping, and parking.

Facilities Summary

Foxridge Elementary School was built in 1967. It has been closed for over 15 years and is partially leased for a private Pre-School and used by the District for storage. The buildings have not been modernized or upgraded since the 1990's. The site is in poor condition. As the District considered possible construction of Workforce Housing, the Foxridge site stood out as appropriately sized and well located for the development of a new affordable housing community for our educators, classified staff and their families.

PRIORITY PROJECTS



TOTAL SITE IMPROVEMENTS BUDGET: \$5,172,094

HILLSIDE ELEMENTARY SCHOOL

1400 HILLSIDE BOULEVARD, SOUTH SAN FRANCISCO, CA

1. Priority Projects: Modernization of District's 8 Classroom wing and Office Portables. Accessibility improvements at site including playground areas and parking drop-off.

Facilities Summary

Hillside Elementary School was built in 1970. The buildings were most recently modernized in the late 1990's. The school was closed in 2005, and a major portion of the site is leased to a private school. The District utilizes the south wing with eight classrooms as a Pre-School and Special Education program facility. Portables have been added over time adjacent to this wing to house site staff and District Special Education staff functions. The buildings are in need of significant modernization. There are accessibility issues with the site and related to the portable offices. The District needs to work with the leasee to implement plans to modernize the leased areas of the site.

PRIORITY PROJECTS



TOTAL SITE IMPROVEMENTS BUDGET: \$1,000,000

SERRA VISTA ELEMENTARY SCHOOL

257 LONGFORD DRIVE, SOUTH SAN FRANCISCO, CA

1. Priority Projects: Limited Modernization for building fire and life safety. Site and Building limited Modernization for accessibility.

Facilities Summary

Serra Vista Elementary was built in 1960, the Cafeteria / Kitchen added in 1965. The school is closed and the site is partially leased for a private school, with a portion used by the District for professional development. The buildings are in poor condition. The proposed work at this site is to maintain the asset and provide safe spaces with upgraded accessibility.

PRIORITY PROJECTS



SOUTH SAN FRANCISCO
UNIFIED SCHOOL DISTRICT

OTHER FACILITIES

Section VI

Facility Improvements for 21st Century



Educational Specifications ELEMENTARY SCHOOLS

Prepared for South San Francisco Unified School District
May 2022

EDUCATIONAL SPECIFICATIONS ELEMENTARY SCHOOLS

DISTRICT MISSION

The **mission** of the *South San Francisco Unified School District*, through collaboration with home and community, is to graduate responsible, productive, and environmentally aware citizens who have the academic and social skills necessary to contribute to a changing global society, through active participation in a quality instructional program defined by a challenging and creative curriculum which ensures opportunities for a diverse population to experience individual expression and collaborative problem solving in a safe and stimulating environment.

DISTRICT VISION

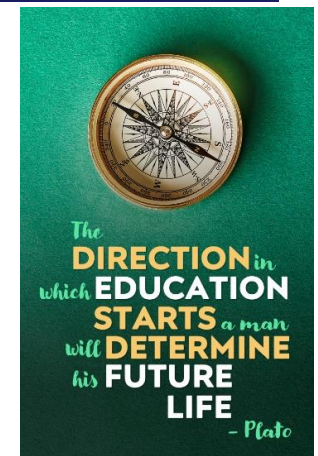
In South San Francisco Unified School District, we pride ourselves on providing students with relevant learning **EXPERIENCES**, giving them opportunities to **EXPLORE** and cultivate innovation and collaboration. We will foster and **EMBRACE** diversity of people and diversity of thought, while pushing all students to **EXCEL** in order for them to grow into resilient and confident people.

OVERVIEW AND BACKGROUND

The **Educational Specification's** ultimate mission is fostering cost effective and invigorating facilities improvements that meet the goals and aspirations of the students, educators, and the community of South San Francisco Unified School District. While the specifications cannot provide all the information needed to design a facility, this educational specification provides critical information to commence a very productive first step in the planning and design of quality educational facilities.

The California Department of Education (CDE) document Educational Specification: *Linking Design of School Facilities to Educational Program* states "Educational specification are interrelated statements that communicate (or specify) to the architect, the public, and other interested parties what educators believe is required of a proposed educational facility to support a specific educational program."

Educational specifications can also be used to evaluate a district's existing facilities to determine what changes need to be made to facilitate the delivery of the changing educational program. The educational program can be reviewed on a site by site basis in conjunction with the educational specifications to determine what modifications can be made.







These specifications were developed using the following California Department of Education publications:

- *Title 5 regulations.*
- *Guide to School Site Analysis and Development, 2000 Edition.*
- *Linking Design of School Facilities to Educational Program.*

This document defines the standards that will be used to provide educational specification, adequacy, and technology requirements for schools in the South San Francisco Unified School District. The standards were developed in collaboration with educators from the school district and based on the California Department of Education standards and the district's adopted programs. The modernization and new construction projects will support the instructional programs in the schools. This is not an assessment of the physical condition of the school – the roofing, the windows, etc., which rates the various building systems, rather criteria for learning spaces necessary to deliver educational programs at the schools.

For each type of instructional space, the following four components are considered:

- ♦ **Learning Environment** - Provide an inviting, stimulating, and flexible environment for learning, including lighting, HVAC, acoustics, etc.
- ♦ **Area** – Meet the size standard set by the district/state.
- ♦ **Location** – Appropriately located based on the program needs: quiet, noisy, near entrance, administrative services, etc.
- ♦ **Storage and Fixed Equipment** – Appropriate fixed equipment and storage for teacher/ student materials for each instructional program.

This document includes some exterior elements of a building/school site, e.g., traffic patterns, parking and access to the school, safety (lighting, signage, secure entrances), play and athletic areas, and infrastructure that supports the technology programs.

The district will use this document to specify facilities improvement projects that provide adequate spaces for safe, stimulating, and equitable environments for students.

The District will need to evaluate new residential development, if any, to determine if new facilities are needed in conjunction with that development based on what areas within the District are impacted; however, the primary focus of these specifications will be to review the existing facilities to determine the adequacy for delivering the District's educational program and contemplate modifications necessary to deliver the programs at the schools.

ELEMENTARY SCHOOL GENERAL CLASSROOM

The general classroom is the most primary component of any school. It is the place where students and teachers spend the majority of their day. Many concepts for teaching spaces have evolved over the years yet the core concept of a rectangular space with a focus on instructional / teaching wall(s) remains. The technology of delivering instruction within a classroom continues to change rapidly. Therefore, the elements of the classroom should remain flexible by minimizing built-in cabinetry and, instead, maximizing furnishings/moveable cabinetry. Assume a built-in teaching wall at the front of the classroom and a built-in cabinet and single sink at a side or rear wall location. The other storage and cabinetry needs could be considered for designation as mobile furniture systems to fulfill the goal of long term room flexibility. If lacking viable portable furnishings storage alternatives, then built-in cabinetry can be considered. Maximizing natural light while not forfeiting tackable wall space may be considered.

System	Component	Description	Features
General Classrooms	Environment	The rooms should provide an inviting and stimulating environment for learning.	Spatial Configuration (immovable): Rooms adequate to meet the program requirements with flexible interior and exterior spaces for small and large group learning. Doors/Windows/Ventilation: Appropriate natural light/lighting levels. Skylights and/or solar tubes where appropriate. Clerestory windows where appropriate. Window coverings for room darkening and safety per District Standards. Vision windows in doors with thumb-turn lock from inside of room. Operable windows where appropriate. The room is properly ventilated with consistent and adequate climate control. Air conditioning and Building Management System (BIM) required. Cabinetry/Sinks/Plumbing: Adult and student height countertops and sinks. Drinking fountain at student sink. Toilets appropriately sized for elementary aged students. Teaching wall at least 18' wide with lockable wardrobe closet and high quality magnetic markerboards per District Standards. Student backpack cubbies (in room) 32 count. Consider backpack hooks at entry wall or in hallway. Consider mobile storage furnishings to maximize flexibility. Floors: Resilient flooring per District Standards. Patchcraft over resilient



			flooring for carpeted areas. Technology/Electrical and Low Voltage: Electronic display for whole class viewing with two local origination inputs. Eight double-duplex outlets per classroom with adequate circuit distribution for electrical load. Wifi per District Standards. Six-ten data ports per classroom. Clock/Speaker location to be at side of classroom for visibility by both teacher and students. Walls: Maximize tackable surfaces. Markerboards of high quality magnetic markerboards per District Standards.
	Area	The rooms should meet the square footage standards.	ES (Gr. 2-5): 960 SF. Traditional 30'x32' rectangle.
	Location	The rooms should be appropriately located for the program.	The rooms should be near other classrooms and shielded from noise-producing activities or functions with easy access to play areas and specialized academic support programs. The rooms should be near to appropriate restroom facilities.
	Storage/Fixed Equipment	The rooms should have adequate storage space and fixed equipment appropriate to the program.	Storage: Permanent casework and space for teaching materials and records. Fixed Equipment: Rooms at all school levels should have secured storage of 50-100 SF.



Examples of General Classrooms:



GENERAL LEARNING ENVIRONMENTS

System	Component	Description	Features
Learning Environment	Learning Style Variety	The school should have flexible learning spaces.	Space is provided to allow for various group sizes, projects, individual workstations, as well as general classrooms. Spaces are flexible, allowing for differentiated instruction to accommodate multiple teaching and learning styles. These may be gathering/ collaboration areas off of hallways, nooks, niches, etc.
	Interior Environment	The school should provide an inviting and stimulating environment for learning.	Spatial Configuration (immovable): The areas are adequate to meet the program and supervision requirements. Acoustics: The space is conducive to hearing with little to no noise transfer between classrooms or from mechanical systems. The large spaces, e.g., vestibules, halls, cafeteria, etc. should be acoustically treated. Aesthetics: The room finishes are up-to-date and free from damage/wear. HVAC/Temperature: The room is properly ventilated with consistent and adequate climate control.
	Exterior Environment	Schools should have outdoor areas for learning and social gathering opportunities that are secure and shielded from the public.	Examples include outdoor science/nature learning labs, covered or open instructional areas, and social gathering spaces. Accommodation/consideration for various technology equipment and project sharing.



Examples of Learning Environments:





TRANSITIONAL KINDERGARTEN AND KINDERGARTEN

Kindergarten and first grade classrooms should be in permanent buildings and designed to be general classrooms with additional considerations and features (e.g. in-room toileting, teacher resource, storage room, separated play area) and be in proximity to administrative services.



System	Component	Description	Features
Kindergarten	Environment	The room should provide an inviting and stimulating environment for learning.	Spatial Configuration (immovable): Rooms adequate to meet the program requirements with flexible interior and exterior spaces for small and large group learning. Doors/Windows/Ventilation: Appropriate natural light/lighting levels. Skylights and/or solar tubes where appropriate. Clerestory windows where appropriate. Window coverings for room darkening and safety per District Standards. Vision windows in doors with thumb-turn lock from inside of room. Operable windows where appropriate. The room is properly ventilated with consistent and adequate climate control. Air conditioning and Building Management System (BIM) required. Cabinetry/Sinks/Plumbing: Adult and student height countertops and sinks. Drinking fountain at student sink. In-room toilets appropriately sized for transitional kindergarten and kindergarten students. Consider two kindergarten classrooms share a common toileting facility. Sinks outside toileting area for teacher to monitor handwashing. Teaching wall at least 18' wide with lockable wardrobe closet and high quality magnetic markerboards per District Standards. Student backpack cubbies (in room) 20-32 count. Consider backpack hooks at entry wall or in hallway. Consider mobile storage furnishings to maximize flexibility. Floors: Resilient flooring per District Standards. Patchcraft over resilient flooring for carpeted areas. Technology/Electrical and Low Voltage: Electronic display for whole class viewing with two local origination inputs. Eight double-duplex outlets per classroom with adequate circuit distribution for electrical load. Wifi per District Standards. Six-ten data ports per classroom. Clock/Speaker location to be at side of classroom for visibility by both teacher and students. Walls: Maximize tackable surfaces. Markerboards of high quality magnetic markerboards per District Standards.



	Area	The rooms should meet the square footage standards.	1,350 SF (includes single occupancy, unisex restrooms and teacher resource/storage room)
	Location	The room should be appropriately located for the program.	The room should be appropriately located, shielded from noise-producing activities or functions, and located close to administration (health office), parent drop-off/pick-up, and bus loading areas. Kindergarten is to be located on the ground floor and near other primary grade classrooms (e.g. first grade).
	Storage/Fixed Equipment	The room should have adequate storage space and fixed equipment appropriate to the program.	Storage: Storage space for teaching materials and records; and for children's clothing and personal items. Storage, casework, and learning stations are functionally designed for use in free play and structured activities, e.g., shelves are open for frequent use of manipulative materials. Fixed Equipment: There should be a wet area with sink and drinking fountain. Counters, furniture, and other fixtures should be appropriate height for kindergarten-aged students.

Examples of kindergarten classrooms:





MILD/MODERATE AND MODERATE/SEVERE SPECIAL EDUCATION [VARIATIONS FROM GENERAL ELEMENTARY CLASSROOMS]

Mild/Moderate and Moderate/Severe Special Education spaces should be available where programs are required and should be in permanent buildings.

System	Component	Description	Features
Self-Contained Special Education	Environment	The room should provide an inviting/stimulating environment for learning.	The following variations to the general classroom: Cabinetry/Sinks/Plumbing: <u>Mild/Moderate:</u> Consider in-room toilet facilities with hot water. Consider kitchenette facility for Average Daily Living (ADL) Skill development. <u>Moderate/Severe:</u> In-room toilet, sink, and changing facility appropriately sized for elementary aged students with hot water. Consider kitchenette facility for Average Daily Living (ADL) Skill development. Student backpack cubbies (in room) 10-15 count.
	Area	The room should meet the square footage standards.	Consider auxiliary spaces in proximity to support Special Education Programs: Classroom(s): 960 SF ea Sensory Room: 300 SF Related Services Suite/Speech-Language/Psychology/Guidance: 450 SF with assessment/student areas Small Group / Tutor / Resource Room (SEC): 450 SF or 960 SF with easily operable room divider(s) Conference Room: 300 SF seating for 14-16 adults and projection capability
	Location	The room should be appropriately located for the program.	The special education classroom(s) should be shielded from noise-producing activities or functions, located centrally, and close to administration (health office), parent drop-off/pick-up, and bus loading areas.
	Storage/Fixed Equipment	The room should have adequate storage space and fixed equipment appropriate to the program.	Storage: Room(s) have adequate permanent casework; teacher and student storage. Fixed Equipment: The classrooms should have special needs equipment and technology equipment appropriate to the program. Each room should have a restroom with hot water, shower, and changing area. Consider a washer/dryer in a convenient location.



Examples of Self-Contained Special Education classrooms:





MEDIA CENTER

All elementary schools should have a Media Center which should be in a permanent building and centrally located within the campus.

System	Component	Description	Features
Media Center	Environment	The room should provide an inviting/stimulating environment for learning. The room is primarily an active teaching space that may also be used to accommodate staff and community meetings and presentations. There should be space for instruction, research, and quiet reading.	Spatial Configuration (immovable): Rooms adequate to meet the program requirements with flexible interior and exterior spaces for small and large group learning. Doors/Windows/Ventilation: Appropriate natural light/lighting levels. Clerestory windows where appropriate. Window coverings for room darkening and safety per District Standards. Vision windows in doors with thumb-turn lock from inside of room. Operable windows where appropriate. The room is properly ventilated with consistent and adequate climate control. Air conditioning and Building Management System (BIM) required. Cabinetry/Sinks/Plumbing: Teaching wall at least 18' wide with lockable wardrobe closet and high quality magnetic markerboards per District Standards. Consider mobile storage furnishings to maximize flexibility. Confirm stack counts and layouts during design. Floors: Patchcraft over resilient flooring for carpeted areas. Technology/Electrical and Low Voltage: Electronic display for large group viewing (up to 75 people) with two local origination inputs. Twelve double-duplex outlets with adequate circuit distribution for electrical load. Consider placement of floor outlets as appropriate. Wifi per District Standards. Twenty-Thirty data ports including telephone. Clock/Speaker location to be at side of the room for visibility by both teacher and students. Walls: Maximize tackable surfaces. Markerboards of high quality magnetic markerboards per District Standards.

	Area	The room should meet the square footage standards.	Room 2,000 – 3,000 SF Space to include: Circulation Desk within materials check-out area: 120 SF Independent Workroom/Librarian Resource Center: 150 SF Media Center Office: 200 SF AV Production/Book/Other Storage: 650 SF Collaborative Learning Lab: 4/100 SF ea Technology: Space for at least twelve student computers that are easily monitored by staff Technology Storage: 250 SF
	Location	The room should be appropriately located for the program.	The media center should be centrally located to support access of all students and shielded from noise-producing activities and functions. The media center should be easily accessible by the community for after-hours use. Consider securing the room from other areas of campus during community use events.
	Storage/Fixed Equipment	The room should have adequate storage space and fixed equipment appropriate to the program.	Storage: Adequate permanent casework and enough storage for materials and technology. Fixed Equipment: Space and capability for computer terminals for student use, research, and report writing. Equipment should be properly secured. Book stacks are ideally located on the perimeter or are low enough to allow supervision. The space should include a sink in the workroom, high ceilings, flexible spaces.

Examples of Media Centers:



COMPUTER CLASSROOMS



Required space at all levels. Computer rooms should be in permanent buildings.

System	Component	Description	Features
Computers	Environment	The rooms should provide an inviting and stimulating environment for learning.	The following are variations to the general classroom: Technology/Electrical and Low Voltage: Twelve double-duplex outlets with adequate circuit distribution for electrical load. Consider placement of floor outlets as appropriate. Wifi per District Standards. Thirty-Forty data ports including telephone. NOTE: This specialty classroom may be used as a regular classroom to accommodate unexpected student population growth.
	Area	The space should meet the following square footage standards.	Room 960 SF (Total) Accommodates up to 36 students in a lab setting.
	Location	The rooms should be appropriately located for the program.	Room should be located directly adjacent to the media center with windows for visibility and potential staff monitoring between spaces.
	Storage/Fixed Equipment	The room should have adequate storage space and fixed equipment appropriate to the program.	Storage: Room(s) have adequate permanent casework, appropriate materials, and project storage. Fixed Equipment: computer tables, scanning/printing capability, mobile device storage carts and charging

Examples of Computer classrooms:



VISUAL ARTS CLASSROOMS

Required space at all levels. Art rooms should be in permanent buildings.

System	Component	Description	Features
Visual Arts	Environment	The rooms should provide an inviting and stimulating environment for learning.	Other than increased square footage noted in “Area”, the following are variations to the general classroom: Cabinetry/Sinks/Plumbing: Three in-room utility sinks with clay traps and hot water. Provide space for drying racks and specialty cabinetry for storage of art supplies. NOTE: This specialty classroom may be used as a regular classroom to accommodate unexpected student population growth.
	Area	The space should meet the following square footage standards.	Room 1,450 SF (Total) Classroom: 1,150 Storage: 150 SF Kiln Room: 150 SF Outside Art Workspace: 250 SF
	Location	The rooms should be appropriately located for the program.	Rooms should be centrally located on an exterior wall with windows for natural light.
	Storage/Fixed Equipment	The room should have adequate storage space and fixed equipment appropriate to the program.	Storage: Room(s) have adequate permanent casework, appropriate materials, and project storage. Fixed Equipment: Drying and display space, hard surfaced flooring, easily cleanable surfaces, and technology equipment.

Examples of Visual Arts classrooms:



SCIENCE/EXPLORATORIUM CLASSROOMS

Required space at all levels. Science/Exploratorium rooms should be in permanent buildings.

System	Component	Description	Features
Science/ Exploratorium	Environment	The rooms should provide an inviting and stimulating environment for learning.	Other than increased square footage noted in "Area", the following are variations to the general classroom: Cabinetry/Sinks/Plumbing: Three in-room utility sinks with traps and hot water. Provide specialty cabinetry for storage of science equipment and supplies. NOTE: This specialty classroom may be used as a regular classroom to accommodate unexpected student population growth.
	Area	The space should meet the following square footage standards.	Room 1,300 SF (Total) Classroom: 1,150 Storage: 150 SF Outside Science Workspace: 250 SF
	Location	The rooms should be appropriately located for the program.	Rooms should be centrally located on an exterior wall with windows for natural light.
	Storage/Fixed Equipment	The room should have adequate storage space and fixed equipment appropriate to the program.	Storage: Room(s) have adequate permanent casework, appropriate materials, and project storage. Fixed Equipment: Display space, hard surfaced flooring, easily cleanable surfaces, and technology equipment.

Examples of Science/Exploratorium classrooms:



MUSIC ROOMS



All schools are required to have a Music space.

System	Component	Description	Features
Music	Environment	The rooms should provide an inviting and stimulating environment for learning.	Other than increased square footage noted in “Area”, the following are variations to the general classroom: Spatial Configuration (immovable): Size and height of room should be sufficient to allow for movement of students and instruments and allow for various presentation arrangements. Acoustics: Size and height of room should be sufficient to allow for acoustic quality with hard surfaced flooring. NOTE: This specialty classroom may be used as a regular classroom to accommodate unexpected student population growth.
	Area	The space should meet the following square footage standards (including storage).	Room 1,300 SF Classroom: 1,150 SF Storage: 150 SF
	Location	The rooms should be appropriately located for the program.	All music rooms shall be located remotely from other classrooms to minimize sound transmission, should have convenient access to the auditorium, and classrooms allowing for adequate supervision.
	Storage/Fixed Equipment	The room should have adequate storage space and fixed equipment appropriate to the program.	Storage: Room(s) have adequate casework (cabinets and bookshelves), and appropriate storage. Consider locking storage areas. Fixed Equipment: There should be storage, appropriate to each type of musical program. The spaces should have high ceilings, acoustical treatments, and risers.

Examples of Music classrooms:







MULTI-PURPOSE ROOM

The Multi-Purpose Room (MPR) is used for instruction, music/drama, food service/cafeteria, and recreational purposes.

System	Component	Description	Features
Multi-Purpose Room	Environment	The room should provide an inviting/stimulating environment for learning. The room is primarily an active teaching space that may also be used to accommodate food service/dining, staff and community meetings and presentations.	Spatial Configuration (immovable): Room adequate to meet the program requirements with flexible interior and exterior spaces for small and large group activities. Doors/Windows/Ventilation: Appropriate natural light/lighting levels. Clerestory windows where appropriate. Window coverings for room darkening and safety per District Standards. Vision windows in doors with thumb-turn lock from inside of room. Operable windows where appropriate. The room is properly ventilated with consistent and adequate climate control. Air conditioning and Building Management System (BIM) required. Cabinetry/Sinks/Plumbing: Consider mobile storage furnishings to maximize flexibility. Multi-stall restroom directly adjacent to accommodate adults. Drinking fountain and/or bottle filling station. Floors: Consider sports flooring per District Standards. Technology/Electrical and Low Voltage: Electronic display(s) for large group viewing with two local origination inputs. Twelve double-duplex outlets with adequate circuit distribution for electrical load. Consider placement of floor outlets as appropriate. Wifi per District Standards. Data ports evenly distributed around room including telephone. Clock/Speaker location to be at side of the room for visibility by both teacher and students. Stage lighting and platform with storage underneath. Walls: Maximize tackable surfaces. Markerboards of high quality magnetic markerboards per District Standards.
	Area	The room should meet the square footage standards.	Room 3,900 SF
	Location	The room should be appropriately located for the program.	The MPR should be centrally located to support access of all students and directly adjacent to the campus hard surface play areas, restrooms including drinking fountain, music classroom, PE storage, outside covered lunch area, food serviced kitchen, food service deliveries, and parking lot for after-hours

			community activities. Consider securing the MPR from other areas of campus during community use events. Consider an area/room for parent volunteer and/or PTA activity/storage shared with other MPR storage of chairs and tables (est 400 SF).
	Storage/Fixed Equipment	The room should have adequate storage space and fixed equipment appropriate to the program.	Storage: Adequate permanent casework and enough storage for materials. Consider mobile, folding lunch tables for dining. Fixed Equipment: Space and capability for sports, dining, performances, etc. The space should include high ceilings, powered basketball backboards, a stage for performances including related audio equipment and lighting. Resilient/sports flooring, acoustical treatments, and wall pads as applicable.

Examples of Multi-Purpose Room:





NON-INSTRUCTIONAL SPACES

System	Component	Description	Features
Non-Instructional	Administration/General Office	Administrative spaces should be configured and equipped appropriately. There should be active control of the front door.	Administrative office/clerical space appropriate for the school size and include a reception/secretarial area with two work stations; principal's office with conference space and restroom; administrative conference room that seats 20; restrooms multi-stall and single occupancy. Assistant principal's office (appropriately located). Principal and assistant principal offices to have visual connection to assistants, entrance door, and parking lot. Teachers' mailboxes in the administration area and not accessible to the public. Minimum SF requirements: General Office: 800 SF Principal's Office: 180 SF Conference Room: 180 SF MDF/IDF: 100 SF ea; distributed appropriately based on campus layout
	Health Clinic	Each school should have a health clinic directly adjacent to the general office with visibility from clerical area.	A health service area with space for two nurse desks (one within the clinic area, one in private office) patient beds (two), filing cabinets, sink for hand washing, ice maker, and both dry (locked) and refrigerated medication storage with an ADA accessible restroom and shower. Minimum SF requirements: Health Clinic: 200 SF
	Faculty Workspace and Breakroom	The faculty should have a space for dining with a separate a work area.	The faculty space should be sized appropriately for the school. There should also be workspace equipped for copying and other instructional materials preparation. Faculty mailboxes may be in this space if not in the main office. Staff Workroom: 400 SF Staff Breakroom: 800 SF
	Staff Restrooms	Restroom stalls shall be sufficient to accommodate the maximum number of staff on campus.	Restrooms should be appropriately located and adequate in number, well-ventilated, and the fixtures are appropriate with toilet and urinal partitions in place. Floor and wall surfaces are washable. Ventilation system included in Building Management System (BIM) Provide hot and cold water. Ceramic mosaic floor tile with wainscot. Gender designated with a bias to additional female toilets. Provide single



			occupancy non-gender specific restroom. Consider outside organization use when placing restrooms.
	Student Restrooms	Restroom stalls shall be sufficient to accommodate the maximum planned enrollment and shall be located on campus to allow for supervision.	Restrooms should be appropriately located and adequate in number, well-ventilated, and the fixtures are appropriate with toilet and urinal partitions in place. Floor and wall surfaces are washable. Ventilation system included in Building Management System (BIM) Provide single occupancy non-gender specific restroom.
	Food Service and Preparation	Food service and preparation spaces (kitchen, freezer, cooler, office, restrooms, lockers etc.) are sized and located appropriately. The kitchen area has separate areas for pickup and delivery, have adequate storage, and fixed equipment. Design follows Health Department requirements.	Preparation Area/Kitchen: 1,350 SF Spatial Configuration (immovable): Design of the kitchen reflects its planned function (e.g., whether for food preparation or warming only). Space should be available for: storing, refrigeration, warming, and preparation of foods to accommodate maximum number of students planned for the school, kitchen managers office, laundry room/lockers, and single occupancy unisex restroom area for food preparation staff which complies with local department of health requirements. Safety equipment is available. The delivery area is separate from other traffic and does not provide an unsecured access point into the school. Doors/Windows/Ventilation: Appropriate natural light/lighting levels. Clerestory windows where appropriate. Window coverings for room darkening and safety per District Standards. Vision windows in doors with thumb-turn lock from inside of room. The room is properly ventilated with consistent and adequate climate control. Air conditioning and Building Management System (BIM) required. Doors to meet Health Department requirements. Consider an oversized door for deliveries (42"-48"), a doorbell/buzzer, and peephole at access door with direct access to trash and recycling receptacles. Cabinetry/Sinks/Plumbing: As required by Health Department. Near drinking fountain or bottle filling station, lunch area, and MPR. Confirm grease trap. Provide water heater dedicated to food service activities. Floors: As required by Health Department. Technology/Electrical and Low Voltage: Electronic display(s) for menu viewing with two local origination inputs. Electrical as required by Health Department. Consider placement of floor outlets or outlets suspended from ceiling as appropriate. Wifi per District Standards. Data ports including telephone.



			Clock/Speaker location to be at side of the room for visibility by staff and diners. Walls: Maximize tackable surfaces. Markerboards of high quality magnetic markerboards per District Standards.
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	After School Programs	After School Programs generally offered by outside agency.	After School Programs generally require at least two classrooms (portable classrooms) fully powered with data connections, telephone, and plumbed. These classrooms are often adjacent to student multi-stall restrooms, the MPR, drop-off/pick-up areas, and play area(s).
	Custodial and Maintenance	Space for custodial workroom/office, and custodial closets with floor mop sink in each major building area.	The receiving area should be on the ground floor with direct access from delivery truck loading/unloading area and should have shelving for bulk storage of equipment and supplies. Restroom supply storage located close to restrooms. Custodial Workroom/Office/Lockers: 120 SF Custodial Storage: 120 SF Custodial Closets: Qty 5-6 (depending on school and site layout) Exterior Grounds Storage: 120 SF

Examples of non-instructional spaces:





OUTSIDE SPACES/SITE DESIGN

System	Component	Description	Features
Outside	Vehicular Traffic	Traffic routing should be safe with good separation.	Bus, parent, and service lanes are "off-street" and do not conflict with each other, the playground, or parking areas. Bus loading and special education transportation services are separate and near entrances to the building. Waiting areas directly adjacent to the bus loading area and the parent drop-off/pick-up area. Provide area for cars to queue at drop-off/pick-up times. Provide gathering/waiting area for kindergarten parents that is visually shielded and in the front of the school. Place trash enclosure in a well-screened area accessible to food service, custodial staff, and the front of the school. Consider trash service schedules and access to driveways, etc.
	Pedestrian Traffic	Pedestrian traffic routing is safe with good separation from vehicular traffic.	Include safe walking/rolling routes (sidewalks and marked crosswalks) that direct students and the public to appropriate entrances with minimal use of crosswalks.
	Parking	Parking should be adequate in size and marked.	Provide adequate "off-street" paved, marked, and lighted parking for staff and visitors for daily operations (not events). Parking lots have reasonable access to school entrances that are clearly marked with signage. Consult with CDE for minimum adequate parking spaces (e.g. 2.25 cars per teaching station) with an additional six visitor spaces. Parking should be adequate and separated from bus loading, visitor, deliveries, and staff parking.
	Bicycle Storage	Depending on each school neighborhood and community traffic, determine the appropriate amount of bicycle and wheeled equipment storage.	Provide bicycle and wheeled equipment storage for .15 units per student. Consider skateboard/scooter locking racks and bicycle racks. Storage area visible to the Administrative Office, behind the security fencing, and without conflict with vehicular traffic.
	Landscape and Irrigation	Drought resistant, durable, and maximize low maintenance and indigenous plan materials wherever practical.	Consider landscape to be a buffer at parking lot, vehicular, and playground areas. Consider synthetic turf at courtyard areas and/or other high pedestrian traffic areas. Irrigation system and controls to be centralized and have a hard-wired data connection.
	Community Use	Outside use of Fields and Site Areas	Confirm joint-use agreements and use by non-school entities (City, non-profits, etc.) prior to designing site work. Otherwise provide for maximum hard top while concurrently considering the needs of Little League, Soccer Leagues, other community organizations.



	Play Spaces/Fields	Play spaces should be adjacent to the school, adequate in size, and allow for free and organized play time which can be supervised without visual obstruction. All with ADA accessible pathways to the play spaces.	Areas include hard surface, grass, shade, ball walls, and playground equipment keeping supervision in mind. Kindergarten play space with play structure is adjacent to kindergarten classrooms and contain an outside restroom facility, equipment storage, and drinking fountain. Grades 1-6 play areas to include a hard surface area, grass area, shade, ball walls, and playground equipment. Outside restrooms and drinking fountain adjacent to lunch area, play area, and easily supervised with direct connection to health office and play equipment storage. Grass play fields to contain two baseball/softball areas with backstops, and a minimum of one age-appropriately sized soccer field. Provide paved play surfaces and related striping per California State Department of Education and district standards. Consider a measured running track, tether ball courts, four-square, and basketball layouts.
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Examples of outside spaces:



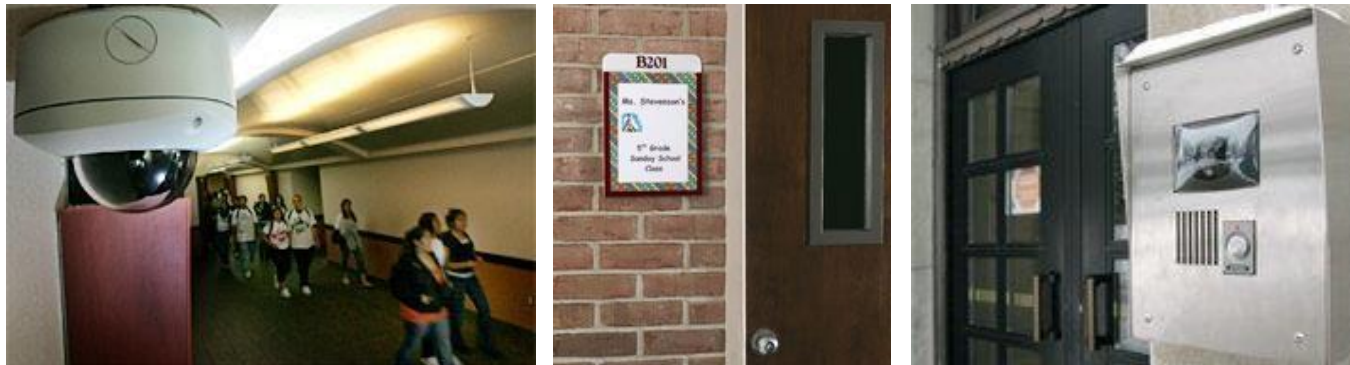


SCHOOL SECURITY & SUPERVISION

System	Component	Description	Features
Security and Supervision	Fencing	The school site should be appropriately fenced – perimeter fencing at 7.5 feet.	The school site is fenced for safety and security. Entrances and egresses are labeled and limited, where appropriate. All access gates installed with panic hardware and self-closing hinges. Consider electronic lock mechanisms and/or doorbells for specifically identified areas. Campuses are generally accessible during non-school hours. However, buildings should be designed to allow for limiting/removing access and providing closure during nights and weekends, where applicable.
	Signage & Way Finding	Interior and exterior signage adequate for the needs of the school.	Adequate signage or graphics direct the public to major spaces (e.g. entrance, office, gym, auditorium, etc.) of the school and grounds. Traffic and parking signs are adequate to direct visitors. All rooms are identified with numbers/signs. Required signs include: <i>All Visitors Must Report to the Main Office</i> , and street address numbers.
	Controlled Entrances	Points of entry should be controlled for student, visitor, and staff safety.	School design or configuration should allow for control of entrances to the school where public entrances are easily supervised and controlled. Some entrances may also include surveillance cameras and a security vestibule.
	Ease of Supervision	The building layout and equipment that enhances building supervision.	Supervision is enhanced through proper sightlines, few or no "hiding areas," appropriate interior/exterior lighting, good direct visibility or via security cameras both inside and outside the building. Kindergarten classrooms are designed to allow supervision of play spaces (unless prevented by site shape or size) and all areas of the classroom. Outdoor restrooms having direct outside access and are located in areas that are visible from playground and are easily supervised.
	Controlled Entrances	Points of entry should be controlled for student, visitor, and staff safety.	School design or configuration should allow for control of entrances to the school where public entrances are easily supervised and controlled. Some entrances may also include surveillance cameras and a security vestibule.

	Security Cameras	Ingress and egress areas on the campus to have security cameras	Provide infrastructure for surveillance/security cameras to cover the exterior campus, ingress and egress locations. Provide one interior camera at the main entrance to the school masking employees working in the area as much as possible. Consider providing monitor for the main office staff if building layout blocks viewing of the front of the campus and parking lot. Provide storage capacity to maintain as least 14-days of footage for forensic review. Provide capability for district office staff to view cameras and retrieve data.
	Exterior lighting	Points of entry, walkways, and parking lots	Provide night lighting in parking lots and around buildings. Select fixtures that provide down light in parking lots, wall packs or down light fixtures for buildings. Lighting system included in Building Management System (BIM). Consider lighting schedule, with motion sensors, and automatic dimming.

Examples of Security & Supervision:





TECHNOLOGY

Standard: wireless capability throughout the school, fiber access to each school, and eight hardwire connections to each classroom (two opposite walls) and four hardwired connections for display capabilities (ceiling potentially).

System	Component	Description	Features
Technology Readiness	Communication and Technology Equipment	Communications and technology equipment (switches and routers) should be in a climate-controlled environment that is secure and accessible.	Equipment located in a place designed for communications and technology equipment and is properly climate-controlled, secure, easily accessed. The area should contain adequate storage, utilities, and fixed equipment which is free of clutter. The HVAC zoned separately to keep servers in a ventilated and humidity-controlled environment 24/7.
	Electrical Power	Sufficient electrical power to provide for each student and staff operation of multiple devices.	Two double duplex outlets per wall in all classrooms while taking into consideration the charging of laptop/mobile device storage carts. There should be no power strips, extension cords, plug-in outlet extenders.
	Cooling	Classrooms and computer lab/technology equipment should be in a climate-controlled environment.	Each classroom or computer lab should have sufficient HVAC capacity for the equipment present. Consider HVAC zone controls by space requirements.
	Network Connectivity	All schools should be connected to the Local Area Network with adequate network access to provide for ubiquitous wireless in all instructional spaces.	Each area (classrooms, media center, computer lab, and support areas) should have adequate network access for computers, applicable instructional technology devices, and telephones through either network drops and/or dense wireless.
	Network Performance	Network should allow for educational, administrative, and operational programs to run in a fashion that does not impede teacher, students, and staff from performing their daily functions and responsibilities.	Cabling and network configurations should be sized to meet the technical requirements.
	Video Distribution	All schools should have capability to stream live internet feeds or other video sources without disruption to other network functions.	The building should have the ability to host electronic presentation devices in each learning space. Each space should have the necessary equipment (such as interactive projector) to share student work and/or streamed video with a classroom of students.
	Voice Distribution	All schools should have the capability to direct contact each classroom, support, and office spaces. Capability to have building-wide paging and announcements. Voicemail capabilities for office and administrative staff.	Paging system should be heard in all spaces; inside the building and parking lot areas as well as bus drop off area, and playgrounds and fields. Paging speaker should be present in every building. Emergency backup paging facilities should be considered in the event of power outage. Telephone and voice communications in every classroom and workspace to support internal and external communications.



	Faculty/Staff	Faculty and Staff: All faculty and staff should have fixed equipment for classroom instruction and possibly wireless equipment with docking stations.	Internet connection that is either hardwired or wireless connection. Electrical power to accommodate device charging.
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SUSTAINABILITY OPPORTUNITIES

To reach sustainability goals, determine potential strategies and initiatives which would achieve the aspirations in support of the district's commitment to environmental stewardship. The following list of opportunities and initiatives for each of the six categories (Culture, Energy, Building Materials, Water, Waste, and Transportation) itemizes the strategies which were considered the most pertinent.

System	Component	Description	Features
Sustainability Opportunities	Culture	Behavior, Education, Policy, and Programs	Teach students, staff, parents, and community to be environmental stewards Encourage global awareness for sustainability Consciousness of the impact of behaviors
	Energy	Efficient energy resource management can be achieved through simple yet effective upgrades and modifications to buildings.	Reduce energy consumption by 50% by 2030 Move toward zero energy consumption Consider Temperature Setpoints, Cool Roof Installations, Natural Ventilation, Lighting, Lighting Automation, Power Management on Electronic and HVAC Devices, Building Envelope/Glazing
	Building Materials	By using low or no VOC (volatile organic compound) building materials, indoor finishes, and cleaning products, the quality of indoor air can be greatly improved.	Increase use of recyclable materials that are flexible, adaptable, and durable Strive to create a hypo-allergenic environment
	Water	Reduce irrigation water consumption by 25% Reduce building water consumption by 50%	Consider turf reduction and drought tolerant landscape and time/weather sensors on irrigation systems Manage storm water runoff, capture and treatment Explore recycled water and greywater opportunities Plumbing fixtures and automated operation
	Waste	Reduce, Reuse, and Recycle	Reduce non-recyclable waste by 50% Establish a system for recycling items Reduce use of 1-time plastics Consider a path to zero waste campuses Consider composting (food and green waste)
	Transportation	Provide alternatives to automobiles, such as walking, biking, or rolling, to promote healthier lifestyle habits while reducing carbon emissions.	Increase the use of bikes, walking, rolling, and carpooling Encourage alternative use of transportation Provide safe and secure area for equipment storage



Educational Specifications MIDDLE SCHOOLS

Prepared for South San Francisco Unified School District
May 2022



EDUCATIONAL SPECIFICATIONS MIDDLE SCHOOLS

DISTRICT MISSION

The **mission** of the *South San Francisco Unified School District*, through collaboration with home and community, is to graduate responsible, productive, and environmentally aware citizens who have the academic and social skills necessary to contribute to a changing global society, through active participation in a quality instructional program defined by a challenging and creative curriculum which ensures opportunities for a diverse population to experience individual expression and collaborative problem solving in a safe and stimulating environment.

DISTRICT VISION

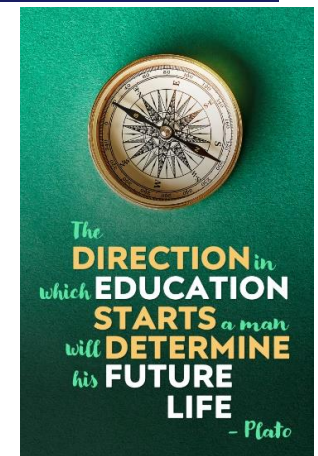
In South San Francisco Unified School District, we pride ourselves on providing students with relevant learning **EXPERIENCES**, giving them opportunities to **EXPLORE** and cultivate innovation and collaboration. We will foster and **EMBRACE** diversity of people and diversity of thought, while pushing all students to **EXCEL** in order for them to grow into resilient and confident people.

OVERVIEW AND BACKGROUND

The **Educational Specification's** ultimate mission is fostering cost effective and invigorating facilities improvements that meet the goals and aspirations of the students, educators, and the community of South San Francisco Unified School District. While the specifications cannot provide all the information needed to design a facility, this educational specification provides critical information to commence a very productive first step in the planning and design of quality educational facilities.

The California Department of Education (CDE) document *Educational Specification: Linking Design of School Facilities to Educational Program* states "Educational specification are interrelated statements that communicate (or specify) to the architect, the public, and other interested parties what educators believe is required of a proposed educational facility to support a specific educational program."

Educational specifications can also be used to evaluate a district's existing facilities to determine what changes need to be made to facilitate the delivery of the changing educational program. The educational program can be reviewed on a site by site basis in conjunction with the educational specifications to determine what modifications can be made.





These specifications were developed using the following California Department of Education publications:

- *Title 5 regulations.*
- *Guide to School Site Analysis and Development, 2000 Edition.*
- *Linking Design of School Facilities to Educational Program.*

This document defines the standards that will be used to provide educational specification, adequacy, and technology requirements for schools in the South San Francisco Unified School District. The standards were developed in collaboration with educators from the school district and based on the California Department of Education standards and the district's adopted programs. The modernization and new construction projects will support the instructional programs in the schools. This is not an assessment of the physical condition of the school – the roofing, the windows, etc., which rates the various building systems, rather criteria for learning spaces necessary to deliver educational programs at the schools.

For each type of instructional space, the following four components are considered:

- ♦ **Learning Environment** - Provide an inviting, stimulating, and flexible environment for learning, including lighting, HVAC, acoustics, etc.
- ♦ **Area** – Meet the size standard set by the district/state.
- ♦ **Location** – Appropriately located based on the program needs: quiet, noisy, near entrance, administrative services, etc.
- ♦ **Storage and Fixed Equipment** – Appropriate fixed equipment and storage for teacher/ student materials for each instructional program.

This document includes some exterior elements of a building/school site, e.g., traffic patterns, parking and access to the school, safety (lighting, signage, secure entrances), play and athletic areas, and infrastructure that supports the technology programs.

The district will use this document to specify facilities improvement projects that provide adequate spaces for safe, stimulating, and equitable environments for students.

The District will need to evaluate new residential development, if any, to determine if new facilities are needed in conjunction with that development based on what areas within the District are impacted; however, the primary focus of these specifications will be to review the existing facilities to determine the adequacy for delivering the District's educational program and contemplate modifications necessary to deliver the programs at the schools.





MIDDLE SCHOOL GENERAL CLASSROOM

The general classroom is the most primary component of any school. It is the place where students and teachers spend the majority of their day. Many concepts for teaching spaces have evolved over the years yet the core concept of a rectangular space with a focus on instructional / teaching wall(s) remains. The technology of delivering instruction within a classroom continues to change rapidly. Therefore, the elements of the classroom should remain flexible by minimizing built-in cabinetry and, instead, maximizing furnishings/moveable cabinetry. Assume a built-in teaching wall at the front of the classroom and a built-in cabinet and single sink at a side or rear wall location. The other storage and cabinetry needs could be considered for designation as mobile furniture systems to fulfill the goal of long term room flexibility. If lacking viable portable furnishings storage alternatives, then built-in cabinetry can be considered. Maximizing natural light while not forfeiting tackable wall space may be considered.



System	Component	Description	Features
General Classrooms	Environment	The rooms should provide an inviting and stimulating environment for learning.	Spatial Configuration (immovable): Rooms adequate to meet the program requirements with flexible interior and exterior spaces for small and large group learning. Doors/Windows/Ventilation: Appropriate natural light/lighting levels. Skylights and/or solar tubes where appropriate. Clerestory windows where appropriate. Window coverings for room darkening and safety per District Standards. Vision windows in doors with thumb-turn lock from inside of room. Operable windows where appropriate. The room is properly ventilated with consistent and adequate climate control. Air conditioning and Building Management System (BIM) required. Cabinetry/Sinks/Plumbing: Adult and student height countertops and sinks. Drinking fountain at student sink. Teaching wall at least 18' wide with lockable wardrobe closet and high quality magnetic markerboards per District Standards. Student backpack cubbies (in room) 32 count. Consider backpack hooks at entry wall or in hallway. Consider mobile storage furnishings to maximize flexibility. Floors: Resilient flooring per District Standards. Patchcraft over resilient flooring for carpeted areas. Technology/Electrical and Low Voltage: Electronic display for whole class viewing with two local origination inputs. Eight double-duplex outlets per classroom with adequate circuit distribution for electrical load. Floor outlets in two locations. Wifi per District Standards. Six-ten data ports per classroom. Clock/Speaker location to be at side of classroom for visibility by both teacher and students. Audible reinforcement with in-room speakers. Walls: Maximize tackable surfaces. Markerboards of high quality magnetic markerboards per District Standards.
	Area	The rooms should meet the square footage standards.	MS: 960 SF. Traditional 30'x32' rectangle.



	Location	The rooms should be appropriately located for the program.	The rooms should be near other classrooms and shielded from noise-producing activities or functions with easy access to play areas and specialized academic support programs. The rooms should be near to appropriate restroom facilities.
	Storage/Fixed Equipment	The rooms should have adequate storage space and fixed equipment appropriate to the program.	Storage: Permanent casework and space for teaching materials and records. Fixed Equipment: Rooms at all school levels should have secured storage of 50-100 SF.

Examples of General Classrooms:





GENERAL LEARNING ENVIRONMENTS

System	Component	Description	Features
Learning Environment	Learning Style Variety	The school should have flexible learning spaces.	Space is provided to allow for various group sizes, projects, individual workstations, as well as general classrooms. Spaces are flexible, allowing for differentiated instruction to accommodate multiple teaching and learning styles. These may be gathering/ collaboration areas off of hallways, nooks, niches, etc.
	Interior Environment	The school should provide an inviting and stimulating environment for learning.	Spatial Configuration (immovable): The areas are adequate to meet the program and supervision requirements. Acoustics: The space is conducive to hearing with little to no noise transfer between classrooms or from mechanical systems. The large spaces, e.g., vestibules, halls, cafeteria, etc. should be acoustically treated. Aesthetics: The room finishes are up-to-date and free from damage/wear. HVAC/Temperature: The room is properly ventilated with consistent and adequate climate control.
	Exterior Environment	Schools should have outdoor areas for learning and social gathering opportunities that are secure and shielded from the public.	Examples include outdoor science/nature learning labs, covered or open instructional areas, and social gathering spaces. Accommodation/consideration for various technology equipment and project sharing.

Examples of Learning Environments:





MILD/MODERATE AND MODERATE/SEVERE SPECIAL EDUCATION [VARIATIONS FROM GENERAL MIDDLE SCHOOL CLASSROOMS]

Mild/Moderate and Moderate/Severe Special Education spaces should be available where programs are required and should be in permanent buildings.

System	Component	Description	Features
Self-Contained Special Education	Environment	The room should provide an inviting/stimulating environment for learning.	The following variations to the general classroom: Cabinetry/Sinks/Plumbing: <u>Mild/Moderate:</u> Consider in-room toilet facilities with hot water. Consider kitchenette facility for Average Daily Living (ADL) Skill development. Student backpack cubbies (in room) 10-15 count. <u>Moderate/Severe:</u> In-room toilet, sink, and changing facility appropriately sized for middle school aged students with hot water. Consider specialized equipment to safely lift students. Consider kitchenette facility for Average Daily Living (ADL) Skill development. Student backpack cubbies (in room) 10-15 count.
	Area	The room should meet the square footage standards.	Consider auxiliary spaces in proximity to support Special Education Programs: Classroom(s): 960 SF ea Sensory Room: 300 SF Related Services Suite/Speech-Language/Psychology/Guidance: 450 SF with assessment/student areas Small Group / Tutor / Resource Room (SEC): 450 SF or 960 SF with easily operable room divider(s) Conference Room: 300 SF seating for 14-16 adults and projection capability
	Location	The room should be appropriately located for the program.	The special education classroom(s) should be shielded from noise-producing activities or functions, located centrally, and close to administration (health office), library/media services, classrooms, parent drop-off/pick-up, and bus loading areas.
	Storage/Fixed Equipment	The room should have adequate storage space and fixed equipment appropriate to the program.	Storage: Room(s) have adequate permanent casework; teacher and student storage. Fixed Equipment: The classrooms should have special needs equipment and technology equipment appropriate to the program. Consider each room to have a restroom with hot water, shower, and changing area. Consider a washer/dryer in a convenient location.



Examples of Self-Contained Special Education classrooms:



Examples of program support rooms:





VISUAL ARTS CLASSROOMS

Required space at all levels. Art rooms should be in permanent buildings. This space is designed to serve all middle school students in a lab environment.

System	Component	Description	Features
Visual Arts	Environment	The rooms should provide an inviting and stimulating environment for learning.	Other than increased square footage noted in “Area”, the following are variations to the general classroom: Cabinetry/Sinks/Plumbing: Three in-room utility sinks with clay traps and hot water. Provide space for drying racks, student work display, and specialty cabinetry for storage of art supplies. Cabinetry to accommodate specialized art supplies and equipment. NOTE: This specialty classroom may be used as a regular classroom to accommodate unexpected student population growth.
	Area	The visual art space should meet the following square footage standards.	MS: 1,450 SF (Total) Classroom: 1,150 Storage: 150 SF Kiln area/Room: 150 SF Outside Art Workspace: 250 SF
	Location	The rooms should be appropriately located for the program.	Rooms should be centrally located on an exterior wall with windows for natural light.
	Storage/Fixed Equipment	The room should have adequate storage space and fixed equipment appropriate to the program.	Storage: Room(s) have adequate permanent casework, appropriate materials, and project storage. Fixed Equipment: Drying and display space, hard surfaced flooring, easily cleanable surfaces, and technology equipment.

Examples of Visual Arts classrooms:





SCIENCE/EXPLORATORIUM/ELECTIVE CLASSROOMS

Required space at all levels. Multiple rooms per middle school campus to offer Science, Exploratorium, and/or Elective courses. Rooms should be in permanent buildings.

System	Component	Description	Features
Science/ Exploratorium	Environment	The rooms should provide an inviting and stimulating environment for learning. Consider: Science, Exploratorium, Career Technical Education, Agriculture, and other Elective courses.	Other than increased square footage noted in “Area”, the following are variations to the general classroom: Cabinetry/Sinks/Plumbing: Three in-room utility sinks with traps and hot water. Provide specialty cabinetry for storage of science equipment and supplies. Room layout with classroom style seating in front and lab setting in rear with peninsula wet stations (nine) from the continuous perimeter science counters with overhead storage cabinets. Consider the teacher’s demonstration table located in center of classroom between the lecture and lab area. Consider hot water (insta-hot) at sink locations. Fume hood in teacher’s preparation room only. Preparation room is shared between two science classrooms. NOTE: This specialty classroom may be used as a regular classroom to accommodate unexpected student population growth.
	Area	The spaces should meet the following square footage standards. Note: Quantity to be determined based on size of middle school and identified programming.	Rooms 1,500 SF (Total) Classroom: 1,350 Storage: 150 SF Outside Science Workspace: 250 SF
	Location	The rooms should be appropriately located for the program.	Rooms should be centrally located on an exterior wall with windows for natural light.
	Storage/Fixed Equipment	The rooms should have adequate storage space and fixed equipment appropriate to the program.	Storage: Room(s) have adequate permanent casework, appropriate materials, and project storage. Fixed Equipment: Display space, hard surfaced flooring, easily cleanable surfaces, and technology equipment. Secure chemical storage.



Examples of Science, Exploratorium and/or Elective Course classrooms:





MEDIA CENTER

All middle schools should have a Media Center which should be in a permanent building and centrally located within the campus.

System	Component	Description	Features
Media Center	Environment	The room should provide an inviting/stimulating environment for learning. The room is primarily an active teaching space that may also be used to accommodate staff and community meetings and presentations. There should be space for instruction, research, and quiet reading.	Spatial Configuration (immovable): Rooms adequate to meet the program requirements with flexible interior and exterior spaces for small and large group learning. Doors/Windows/Ventilation: Appropriate natural light/lighting levels. Clerestory windows where appropriate. Window coverings for room darkening and safety per District Standards. Vision windows in doors with thumb-turn lock from inside of room. Operable windows where appropriate. The room is properly ventilated with consistent and adequate climate control. Air conditioning and Building Management System (BIM) required. Cabinetry/Sinks/Plumbing: Teaching wall at least 18' wide with lockable wardrobe closet and high quality magnetic markerboards per District Standards. Consider mobile storage furnishings to maximize flexibility. Confirm stack counts and layouts during design. Floors: Patchcraft over resilient flooring for carpeted areas. Technology/Electrical and Low Voltage: Electronic display for large group viewing (up to 75 people) with two local origination inputs. Twelve double-duplex outlets with adequate circuit distribution for electrical load. Consider placement of floor outlets as appropriate. Wifi per District Standards. Multiple data ports for student and staff workstations including telephone. Clock/Speaker location to be at side of the room for visibility by both teacher and students. Walls: Maximize tackable surfaces. Markerboards of high quality magnetic markerboards per District Standards.



	Area	The room should meet the square footage standards.	MS: 2,400 SF Space to include: Circulation Desk within materials check-out area: 120 SF Independent Workroom/Librarian Resource Center: 150 SF Media Center Office: 200 SF AV Production/Book/Other Storage: 650 SF Collaborative Learning Lab: 4/100 SF ea Technology: Space for at least twelve student computers that are easily monitored by staff Technology Storage: 250 SF
	Location	The room should be appropriately located for the program.	The media center should be centrally located to support access of all students and shielded from noise-producing activities and functions. The media center should be easily accessible by the community for after-hours use. Consider securing the room from other areas of campus during community use events.
	Storage/Fixed Equipment	The room should have adequate storage space and fixed equipment appropriate to the program.	Storage: Adequate permanent casework and enough storage for materials and technology. Fixed Equipment: Space and capability for computer terminals for student use, research, and report writing. Equipment should be properly secured. Book stacks are ideally located on the perimeter or are low enough to allow supervision. The space should include a sink in the workroom, high ceilings, flexible spaces.

Examples of Media Centers:





COMPUTER CLASSROOMS

Required space at all levels. Computer rooms should be in permanent buildings.

System	Component	Description	Features
Computers	Environment	The rooms should provide an inviting and stimulating environment for learning. Consider computer education, programming, AutoCAD, and robotics.	The following are variations to the general classroom: Technology/Electrical and Low Voltage: Twelve double-duplex outlets with adequate circuit distribution for electrical load. Consider placement of floor outlets as appropriate. Wifi per District Standards. Thirty-Forty data ports including telephone. NOTE: This specialty classroom may be used as a regular classroom to accommodate unexpected student population growth.
	Area	The space should meet the following square footage standards.	Room 960 SF (Total) Accommodates up to 36 students in a lab setting.
	Location	The rooms should be appropriately located for the program.	Room should be located directly adjacent to the media center with windows for visibility and potential staff monitoring between spaces.
	Storage/Fixed Equipment	The room should have adequate storage space and fixed equipment appropriate to the program.	Storage: Room(s) have adequate permanent casework, appropriate materials, and project storage. Fixed Equipment: computer tables, scanning/printing capability, mobile device storage carts and charging

Examples of Computer classrooms:



MUSIC ROOMS

All schools are required to have a Music space.

System	Component	Description	Features
Music	Environment	The rooms should provide an inviting and stimulating environment for learning.	Other than increased square footage noted in “Area”, the following are variations to the general classroom: Spatial Configuration (immovable): Size and height of room should be sufficient to allow for movement of students and instruments and allow for various presentation arrangements. Acoustics: Size and height of room should be sufficient to allow for acoustic quality with hard surfaced flooring. NOTE: This specialty classroom may be used as a regular classroom to accommodate unexpected student population growth.
	Area	The rooms should meet the following square footage standards (including storage).	MS: 1,500 SF Classroom: 1,350 SF Storage: 150 SF Practice rooms – consider additional acoustical wall treatments
	Location	The rooms should be appropriately located for the program.	All music rooms shall be located remotely from other classrooms to minimize sound transmission with direct access to the multi-purpose building and stage area.



	Storage/Fixed Equipment	The room should have adequate storage space and fixed equipment appropriate to the program.	Storage: Room(s) have adequate casework (cabinets and bookshelves), and appropriate storage. Consider locking storage areas. Fixed Equipment: There should be storage, appropriate to each type of musical program. The spaces should have high ceilings, acoustical treatments, and risers.
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Examples of Music classrooms:





MULTI-PURPOSE ROOM

The Multi-Purpose Room (MPR) is used for instruction, music/drama, performing arts, food service/cafeteria, and recreational purposes.

System	Component	Description	Features
Multi-Purpose Room	Environment	The room should provide an inviting/stimulating environment for learning. The room is primarily an active teaching space that may also be used to accommodate food service/dining, staff and community meetings and presentations.	Spatial Configuration (immovable): Room adequate to meet the program requirements with flexible interior and exterior spaces for small and large group activities. Doors/Windows/Ventilation: Appropriate natural light/lighting levels. Clerestory windows where appropriate. Window coverings for room darkening and safety per District Standards. Vision windows in doors with thumb-turn lock from inside of room. Operable windows where appropriate. The room is properly ventilated with consistent and adequate climate control. Air conditioning and Building Management System (BIM) required. Cabinetry/Sinks/Plumbing: Consider mobile storage furnishings to maximize flexibility as determined by program. Multi-stall restroom directly adjacent to accommodate students and adults. Drinking fountain and/or bottle filling station. Floors: Consider resilient flooring per District Standards. Stage/Platform with two entry doors to be fixed hard surface with chair storage below. Technology/Electrical and Low Voltage: Electronic display(s) for large group viewing with two local origination inputs. Twelve double-duplex outlets with adequate circuit distribution for electrical load. Consider placement of floor outlets as appropriate. Conduit for future scoreboard. Wifi per District Standards. Data ports evenly distributed around room including telephone. Clocks/Speakers location to be at side of the room for visibility by both teacher and students. Stage lighting and platform with storage underneath. Walls: Maximize tackable surfaces. Markerboards of high quality magnetic markerboards per District Standards. Equipment and Furnishings: Consider powered basketball backboards where platform stage visibility may be affected. Consider fixed backboards on other walls.



	Area	The room should meet the square footage standards.	Room 6,500 SF Stage/Platform: 1,000 SF Chair/Table Storage: TBD
	Location	The room should be appropriately located for the program.	The MPR should be centrally located to support access of all students and directly adjacent to the campus hard surface play areas, restrooms including drinking fountain, music classroom, PE storage, outside covered lunch area, food serviced kitchen, food service deliveries, and parking lot for after-hours community activities. Consider securing the MPR from other areas of campus during community use events. Consider an area/room for parent volunteer and/or PTA activities.
	Storage/Fixed Equipment	The room should have adequate storage space and fixed equipment appropriate to the program.	Storage: Adequate permanent casework and enough storage for materials. Consider mobile, folding lunch tables for dining. Fixed Equipment: Space and capability for sports, dining, performances, etc. The space should include high ceilings, powered basketball backboards, a stage for performances including related audio equipment and lighting. Resilient/sports flooring, acoustical treatments, and wall pads as applicable.

Examples of Multi-Purpose Room:





PHYSICAL EDUCATION

Middle schools are expected to have a Physical Education space for classroom learning and outdoor activities.

System	Component	Description	Features
Physical Education	Environment	The room should provide an inviting/stimulating environment for learning. Consider in addition to a Multi-Purpose Building for the middle school program.	Spatial Configuration (immovable): Room adequate to meet the program requirements with flexible interior and exterior spaces for small and large group activities. Doors/Windows/Ventilation: Appropriate natural light/lighting levels. Clerestory windows where appropriate. Window coverings for room darkening and safety per District Standards. Vision windows in doors with thumb-turn lock from inside of room. Operable windows where appropriate. The room is properly ventilated with consistent and adequate climate control. Air conditioning and Building Management System (BIM) required. Cabinetry/Sinks/Plumbing: Multi-stall restroom directly adjacent to accommodate adults. Drinking fountain and/or bottle filling station. Floors: Consider gymnasium flooring per District Standards. Technology/Electrical and Low Voltage: Electronic display(s) for large group viewing with two local origination inputs. Twelve double-duplex outlets with adequate circuit distribution for electrical load. Conduit for future scoreboard. Wifi per District Standards. Some data ports evenly distributed around room including telephone. Clocks/Speakers location to be at side of the room for visibility by occupants. Walls: Durable to withstand sports activities. Consider padding. Equipment and Furnishings: Consider powered basketball backboards where applicable. Consider fixed backboards on other walls.
	Area	The room should meet the square footage standards.	MS: 9,400 SF - P.E Teacher's Office: 200 SF (w/restroom) 2 Health Classrooms: 960 SF each (no variation from General Classrooms) - Boy/Girl Lockers: 1,550 SF each, with restrooms/showers - Storage: 3 Spaces, 500 SF each - Exercise studio or weight room: 1,500 SF 450 Seats in Bleachers



	Location	The room should be appropriately located for the program.	The gymnasium should be secured from other parts of the campus for evening and weekend events or for public use purposes with access to public restrooms and directly adjacent to play fields and hard scape play areas.
	Storage/Fixed Equipment	The room should have adequate storage space and fixed equipment appropriate to the program.	Storage: There should be adequate and appropriate storage. Fixed Equipment: Drinking fountains and fixed equipment (backboards, safety padding, and bleachers down one side as a minimum).

Examples of physical education spaces:





NON-INSTRUCTIONAL SPACES

System	Component	Description	Features
Non-Instructional	Administration/General Office	Administrative spaces should be configured and equipped appropriately. There should be active control of the front door.	Administrative office/clerical space appropriate for the school size and include a reception/secretarial area with two work stations; principal's office with conference space and restroom; administrative conference room that seats 20; restrooms multi-stall and single occupancy. Assistant principal's office (appropriately located). Principal and assistant principal offices to have visual connection to assistants, entrance door, and parking lot. Provide two entrances for Student Services area – public entrance and campus entrance. Consider a space for a small wardrobe and a space for small appliances to allow staff to retrieve refreshments without leaving the area. Teachers' mailboxes in the administration area and not accessible to the public. Minimum SF requirements: - General Office: 800 SF - Principal's Office: 150 SF (location oriented toward front office) - Vice Principal's Office: 150 SF (location oriented toward student/campus entrance) - Conference Room: 200 SF seating for 10-16 people - Counseling Offices: 120 SF each with acoustical privacy - Reception Area for Public entrance: SF TBD - Reception Area for Counseling Offices: SF TBD - Public Restroom: as required - MDF/IDF: 100 SF ea; distributed appropriately based on campus layout
	Health Clinic	Each school should have a health clinic directly adjacent to the general office with visibility from clerical area.	A health service area with space for two nurse desks (one within the clinic area, one in private office), patient beds (two), filing cabinets, sink for hand washing, ice maker, and both dry (locked) and refrigerated medication storage with an ADA accessible restroom and shower. Minimum SF requirements: Health Clinic: 200 SF
	Faculty Workspace and Breakroom	The faculty should have a space for dining with a separate a work area.	The faculty space should be sized appropriately for the school. There should also be workspace equipped for copying and other instructional materials preparation. Faculty mailboxes may be in this space if not in the main office. Faculty Breakroom is used for dining, formal and informal collaboration space, and professional development. Appliances should



		include multiple microwave ovens and refrigerators. Consider electronic presentation capability. Faculty Workroom: 800 SF Faculty Breakroom: 900 SF Instructional Supply Room: 200 SF directly adjacent to the staff workroom and breakroom.
	Staff Restrooms	Restroom stalls shall be sufficient to accommodate the maximum number of staff on campus. Restrooms should be appropriately located and adequate in number, well-ventilated, and the fixtures are appropriate with toilet and urinal partitions in place. Floor and wall surfaces are washable. Ventilation system included in Building Management System (BIM) Provide hot and cold water. Ceramic mosaic floor tile with wainscot. Gender designated with a bias to additional female toilets. Provide single occupancy non-gender specific restroom. Consider outside organization use when placing restrooms.
	Student Restrooms	Restroom stalls shall be sufficient to accommodate the maximum planned enrollment and shall be located on campus to allow for supervision. Restrooms should be appropriately located and adequate in number, well-ventilated, and the fixtures are appropriate with toilet and urinal partitions in place. Floor and wall surfaces are washable. Ventilation system included in Building Management System (BIM) Provide single occupancy non-gender specific restroom.
	Food Service and Preparation	Food service and preparation spaces (kitchen, freezer, cooler, office, restrooms, lockers, etc.) are sized and located appropriately. The kitchen area has separate areas for pickup and delivery, have adequate storage, and fixed equipment. Preparation Area/Kitchen: 2,100 SF Design of the kitchen reflects its planned function (e.g., whether for food preparation or warming only). Space should be available for: storing, refrigeration, warming and preparation of foods to accommodate maximum number of students planned for the school, kitchen managers office, laundry room/lockers, and single occupancy unisex restroom area for food preparation staff is available and shall comply with local department of health requirements. Safety equipment is available. The delivery area is separate from other traffic and does not provide an unsecured access point into the school. Doors/Windows/Ventilation: Appropriate natural light/lighting levels. Clerestory windows where appropriate. Window coverings for room darkening and safety per District Standards. Vision windows in doors with thumb-turn lock from inside of room. The room is properly ventilated with consistent and adequate climate control. Air conditioning and Building Management System (BIM) required. Doors to meet Health Department requirements. Consider an oversized door for deliveries (42"-48"), a doorbell/buzzer, and peephole at access door with direct access to trash and recycling receptacles. Cabinetry/Sinks/Plumbing:



		As required by Health Department. Near drinking fountain or bottle filling station, lunch area, and MPR. Confirm grease trap. Provide water heater dedicated to food service activities. Floors: As required by Health Department. Technology/Electrical and Low Voltage: Electronic display(s) for menu viewing with two local origination inputs. Electrical as required by Health Department. Consider placement of floor outlets or outlets suspended from ceiling as appropriate. Wifi per District Standards. Data ports including telephone. Clock/Speaker location to be at side of the room for visibility by staff and diners. Walls: Ceramic tile, FRP, and/or Stainless Steel according to local health department requirements.
	After School Programs	After School Programs generally offered by outside agency. After School Programs generally require at least two classrooms (portable classrooms) fully powered with data connections, telephone, and plumbed. These classrooms are often adjacent to student multi-stall restrooms, the MPR, drop-off/pick-up areas, and play area(s).
	Custodial and Maintenance	There should be a custodial workroom/office, custodial toilet, and custodial closets with floor mop sink in each major building area. The receiving area should be on the ground floor with direct access from delivery truck loading/unloading area and should have shelving for bulk storage of equipment and supplies. Restroom supply storage located close to restrooms. Custodial Workroom/Office/Lockers: 120 SF Custodial Storage: 150 SF Custodial Closets: Qty 7-8 (depending on school and site layout) Exterior Grounds Storage: 200 SF

Examples of non-instructional spaces:





OUTSIDE SPACES/SITE DESIGN

System	Component	Description	Features
Outside	Vehicular Traffic	Traffic routing should be safe with good separation.	Bus, parent, and service lanes are "off-street" and do not conflict with each other, the playground, or parking areas. Bus loading and special education transportation services are separate and near entrances to the building. Waiting areas directly adjacent to the bus loading area and the parent drop-off/pick-up area. Provide area for cars to queue at drop-off/pick-up times. Place trash enclosure in a well-screened area accessible to food service, custodial staff, and the front of the school. Consider trash service schedules and access to driveways, etc.
	Pedestrian Traffic	Pedestrian traffic routing is safe with good separation from vehicular traffic.	Include safe walking/rolling routes (sidewalks and marked crosswalks) that direct students and the public to appropriate entrances with minimal use of crosswalks.
	Parking	Parking should be adequate in size and marked.	Provide adequate "off-street" paved, marked, and lighted parking for staff and visitors for daily operations (not events). Parking lots have reasonable access to school entrances that are clearly marked with signage. Consult with CDE for minimum adequate parking spaces (e.g. 2.25 cars per teaching station) with an additional six visitor spaces. Parking should be adequate and separated from bus loading, visitor, deliveries, and staff parking.
	Bicycle Storage	Depending on each school neighborhood and community traffic, determine the appropriate amount of bicycle and wheeled equipment storage.	Provide bicycle and wheeled equipment storage for .15 units per student. Consider skateboard/scooter locking racks and bicycle racks. Storage area visible to the Administrative Office, behind the security fencing, and without conflict with vehicular traffic.
	Possible Classroom Expansion	Plan for potential portable classroom installations.	Provide room and utility stub-outs for at least three portable classrooms to be located near multi-purpose building and parent drop-off/pick-up. As well as an additional three portable classrooms to be located near other classrooms in the event the school experiences an enrollment increase.
	Landscape and Irrigation	Drought resistant, durable, and maximize low maintenance and indigenous plan materials wherever practical.	Consider landscape to be a buffer at parking lot, vehicular, and playground areas. Consider synthetic turf at courtyard areas and/or other high pedestrian traffic areas. Irrigation system and controls to be centralized and have a hard-wired data connection.



	Community Use	Outside use of Fields and Site Areas	Confirm joint-use agreements and use by non-school entities (City, non- profits, etc.) prior to designing site work. Otherwise provide for maximum hard top while concurrently considering the needs of Little League, Soccer Leagues, other community organizations.
	Play Spaces/Fields	Play spaces should be adjacent to the school, adequate in size, and allow for free and organized play time which can be supervised without visual obstruction. There should be an ADA accessible path up to the play spaces.	Areas include hard surface, grass, shade, ball walls, and playground equipment keeping supervision in mind. Middle school play areas should include baseball/softball field, measured running track, tetherball, four-square basketball, ball wall courts, apparatus per District Standards, equipment storage, public restrooms, and drinking fountains. Consider a PA system, outdoor amphitheater, garden area, shade, and equipment storage.
	Emergency Supply Container	Plan for a space to locate emergency readiness supplies.	Provide concrete pad designed to hold a boxcar container which is located within the school grounds, with proximity to the identified safe student assembly area, and away from buildings and trees to accommodate a container for emergency readiness supplies.

Examples of outside spaces:





SCHOOL SECURITY & SUPERVISION

System	Component	Description	Features
Security and Supervision	Fencing	The school site should be appropriately fenced – perimeter fencing at 7.5 feet.	The school site should appropriately fenced. Entrances and egresses are labeled and limited, where appropriate.
	Signage & Way Finding	Interior and exterior signage should be adequate for the needs of the school.	Adequate signage or graphics direct the public to major spaces (e.g. entrance, office, gym, auditorium, etc.) of the school and grounds. Traffic and parking signs are adequate to direct visitors. All rooms are identified with numbers/signs. Required signs include: <i>All Visitors Must Report to the Main Office.</i>
	Ease of Supervision	The building layout and equipment should enhance building supervision.	Supervision is enhanced through proper sightlines, few or no "hiding areas," appropriate interior/exterior lighting, good direct visibility or via security cameras both inside and outside the building Kindergarten classrooms should be designed to allow supervision of play spaces (unless prevented by site shape or size) and all areas of the classroom. Outdoor restrooms having direct outside access are located in areas that are visible from playground and are easily supervised.
	Controlled Entrances	Points of entry should be controlled for student, visitor, and staff safety.	School design or configuration should allow for control of entrances to the school where public entrances are easily supervised and controlled. Some entrances may also include surveillance cameras and a security vestibule.

Examples of Security & Supervision:





TECHNOLOGY

Standard: wireless capability throughout the school, fiber access to each school, and eight hardwire connections to each classroom (two opposite walls) and four hardwired connections for display capabilities (ceiling potentially).

System	Component	Description	Features
Technology Readiness	Communication and Technology Equipment	Communications and technology equipment (switches and routers) should be in a climate-controlled environment that is secure and accessible.	Equipment should be located in a place designed for communications and technology equipment and is properly climate-controlled, secure, easily accessed. The area should contain adequate storage, utilities, and fixed equipment which is free of clutter. The HVAC zoned should be zoned separately to keep servers in a ventilated and humidity-controlled environment 24/7.
	Electrical Power	Sufficient electrical power to provide for each student and staff operation of multiple devices.	Two double duplex outlets per wall in all classrooms while taking into consideration the charging of laptop/mobile device storage carts. There should be no power strips, extension cords, plug-in outlet extenders, etc.
	Cooling	Classrooms and computer lab/technology equipment should be in a climate-controlled environment.	Each classroom or computer lab should have sufficient HVAC capacity for the equipment present. Consider HVAC zone controls by space requirements.
	Network Connectivity	All schools should be connected to the Local Area Network with adequate network access to provide for ubiquitous wireless in all instructional spaces.	Each area (classrooms, media center, computer lab, and support areas) should have adequate network access for computers, applicable instructional technology devices, and telephones through either network drops and/or dense wireless.
	Network Performance	Network should allow for educational, administrative, and operational programs to run in a fashion that does not impede teacher, students, and staff from performing their daily functions and responsibilities.	Cabling and network configurations should be sized to meet the technical requirements.
	Video Distribution	All schools should have capability to stream live internet feeds or other video sources without disruption to other network functions.	The building should have the ability to host electronic presentation devices in each learning space. Each space should have the necessary equipment (such as interactive projector) to share student work and/or streamed video with a classroom of students.



	Voice Distribution	All schools should have the capability to direct contact each classroom, support, and office spaces. Capability to have building-wide paging and announcements. Voicemail capabilities for office and administrative staff.	Paging system should be heard in all spaces; inside the building and parking lot areas as well as bus drop off area, and playgrounds and fields. Paging speaker should be present in every building. Emergency backup paging facilities should be considered in the event of power outage. Telephone and voice communications in every classroom and workspace to support internal and external communications.
	Faculty/Staff	Faculty and Staff: All faculty and staff should have fixed equipment for classroom instruction and possibly wireless equipment with docking stations.	Internet connection that is either hardwired or wireless connection. Electrical power to accommodate device charging.

SUSTAINABILITY OPPORTUNITIES

To reach sustainability goals, determine potential strategies and initiatives which would achieve the aspirations in support of the District's commitment to environmental stewardship. The following list of opportunities and initiatives for each of the six categories (Culture, Energy, Building Materials, Water, Waste, and Transportation) itemizes the strategies which were considered the most pertinent.

System	Component	Description	Features
	Culture	Behavior, Education, Policy, and Programs	Teach students, staff, parents, and community to be environmental stewards Encourage global awareness for sustainability Consciousness of the impact of behaviors
	Energy	Efficient energy resource management can be achieved through simple yet effective upgrades and modifications to buildings.	Reduce energy consumption by 50% by 2030 Move toward zero energy consumption Consider Temperature Setpoints, Cool Roof Installations, Natural Ventilation, Lighting, Lighting Automation, Power Management on Electronic and HVAC Devices, Building Envelope/Glazing
	Building Materials	By using low or no VOC (volatile organic compound) building materials, indoor finishes, and cleaning products, the quality of indoor air can be greatly improved.	Increase use of recyclable materials that are flexible, adaptable, and durable Strive to create a hypo-allergenic environment



Sustainability Opportunities	Water	Reduce irrigation water consumption by 25% Reduce building water consumption by 50%	Consider turf reduction and drought tolerant landscape and time/weather sensors on irrigation systems Manage storm water runoff, capture and treatment Explore recycled water and greywater opportunities Plumbing fixtures and automated operation
	Waste	Reduce, Reuse, and Recycle	Reduce non-recyclable waste by 50% Establish a system for recycling items Reduce use of 1-time plastics Consider a path to zero waste campuses Consider composting (food and green waste)
	Transportation	Provide alternatives to automobiles, such as walking, biking, or rolling, to promote healthier lifestyle habits while reducing carbon emissions.	Increase the use of bikes, walking, rolling, and carpooling Encourage alternative use of transportation Provide safe and secure area for equipment storage



Educational Specifications HIGH SCHOOLS

Prepared for South San Francisco Unified School District
May 2022



EDUCATIONAL SPECIFICATIONS HIGH SCHOOLS

DISTRICT MISSION

The **mission** of the *South San Francisco Unified School District*, through collaboration with home and community, is to graduate responsible, productive, and environmentally aware citizens who have the academic and social skills necessary to contribute to a changing global society, through active participation in a quality instructional program defined by a challenging and creative curriculum which ensures opportunities for a diverse population to experience individual expression and collaborative problem solving in a safe and stimulating environment.

DISTRICT VISION

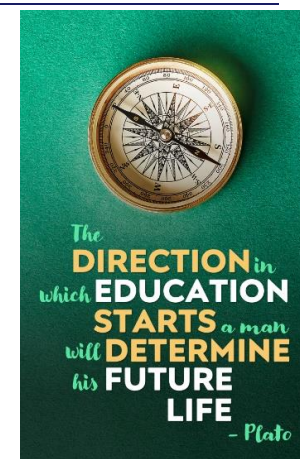
In South San Francisco Unified School District, we pride ourselves on providing students with relevant learning **EXPERIENCES**, giving them opportunities to **EXPLORE** and cultivate innovation and collaboration. We will foster and **EMBRACE** diversity of people and diversity of thought, while pushing all students to **EXCEL** in order for them to grow into resilient and confident people.

OVERVIEW AND BACKGROUND

Educational specifications can also be used to evaluate a district's existing facilities to determine what changes need to be made to facilitate the delivery of the changing educational program. The educational program can be reviewed on a site by site basis in conjunction with the educational specifications to determine what modifications can be made.

The **Educational Specification's** ultimate mission is fostering cost effective and invigorating facilities improvements that meet the goals and aspirations of the students, educators, and the community of South San Francisco Unified School District. While the specifications cannot provide all the information needed to design a facility, this educational specification provides critical information to commence a very productive first step in the planning and design of quality educational facilities.

The California Department of Education (CDE) document Educational Specification: *Linking Design of School Facilities to Educational Program* states "Educational specification are interrelated statements that communicate (or specify) to the architect, the public, and other interested parties what educators believe is required of a proposed educational facility to support a specific educational program."





These specifications were developed using the following California Department of Education publications:

- *Title 5 regulations.*
- *Guide to School Site Analysis and Development, 2000 Edition.*
- *Linking Design of School Facilities to Educational Program.*
-

This document defines the standards that will be used to provide educational specification, adequacy, and technology requirements for schools in the South San Francisco Unified School District. The standards were developed in collaboration with educators from the school district and based on the California Department of Education standards and the district's adopted programs. The modernization and new construction projects will support the instructional programs in the schools. This is not an assessment of the physical condition of the school – the roofing, the windows, etc., which rates the various building systems, rather criteria for learning spaces necessary to deliver educational programs at the schools.

For each type of instructional space, the following four components are considered:

- ♦ **Learning Environment** - Provide an inviting, stimulating, and flexible environment for learning, including lighting, HVAC, acoustics, etc.
- ♦ **Area** – Meet the size standard set by the district/state.
- ♦ **Location** – Appropriately located based on the program needs: quiet, noisy, near entrance, administrative services, etc.
- ♦ **Storage and Fixed Equipment** – Appropriate fixed equipment and storage for teacher/ student materials for each instructional program.

This document includes some exterior elements of a building/school site, e.g., traffic patterns, parking and access to the school, safety (lighting, signage, secure entrances), play and athletic areas, and infrastructure that supports the technology programs.

The district will use this document to specify facilities improvement projects that provide adequate spaces for safe, stimulating, and equitable environments for students.

The District will need to evaluate new residential development, if any, to determine if new facilities are needed in conjunction with that development based on what areas within the District are impacted; however, the primary focus of these specifications will be to review the existing facilities to determine the adequacy for delivering the District's educational program and contemplate modifications necessary to deliver the programs at the schools.



HIGH SCHOOL GENERAL CLASSROOM

The general classroom is the most primary component of any school. It is the place where students and teachers spend the majority of their day. Many concepts for teaching spaces have evolved over the years yet the core concept of a rectangular space with a focus on instructional / teaching wall(s) remains. The technology of delivering instruction within a classroom continues to change rapidly. Therefore, the elements of the classroom should remain flexible by minimizing built-in cabinetry and, instead, maximizing furnishings/moveable cabinetry. Assume a built-in teaching wall at the front of the classroom. The other storage and cabinetry needs could be considered for designation as mobile furniture systems to fulfill the goal of long term room flexibility. If lacking viable portable furnishings storage alternatives, then built-in cabinetry can be considered. Maximizing natural light while not forfeiting tackable wall space may be considered. All high school classrooms to have video, data, internet, and video accessibility.



System	Component	Description	Features
General Classrooms	Environment	The rooms should provide an inviting and stimulating environment for learning.	Spatial Configuration (immovable): Rooms adequate to meet the program requirements with flexible interior and exterior spaces for small and large group learning. Doors/Windows/Ventilation: Appropriate natural light/lighting levels. Skylights and/or solar tubes where appropriate. Clerestory windows where appropriate. Window coverings for room darkening and safety per District Standards. Vision windows in doors with thumb-turn lock from inside of room. Operable windows where appropriate. The room is properly ventilated with consistent and adequate climate control. Air conditioning and Building Management System (BIM) required. Cabinetry/Sinks/Plumbing: Adult height countertops and sinks. Drinking fountain at student sink. Teaching wall at least 18' wide with lockable wardrobe closet and high quality magnetic markerboards per District Standards. Consider mobile storage furnishings to maximize flexibility. Floors: Resilient flooring per District Standards. Patchcraft over resilient flooring for carpeted areas. Technology/Electrical and Low Voltage: Electronic display for whole class viewing with two local origination inputs. Eight double-duplex outlets per classroom with adequate circuit distribution for electrical load. Wifi per District Standards. Six-ten data ports per classroom. Clock/Speaker location to be at side of classroom for visibility by both teacher and students. Audible reinforcement with in-room speakers. Walls: Maximize tackable surfaces. Markerboards of high quality magnetic markerboards per District Standards.
	Area	The rooms should meet the square footage standards.	HS: 960 SF. Traditional 30'x32' rectangle. Classrooms by department with shared faculty preparation/office space for each department.



	Location	The rooms should be appropriately located for the program.	The rooms should be clustered by department or subject matter and near other classrooms and shielded from noise-producing activities or functions with easy access to play areas and specialized academic support programs. The rooms should be near to appropriate restroom facilities.
	Storage/Fixed Equipment	The rooms should have adequate storage space and fixed equipment appropriate to the program.	Storage: Permanent casework and space for teaching materials and records. Fixed Equipment: Rooms at all school levels should have shared teacher workroom areas (sized to accommodate department staff) and secured storage of 50-100 SF.

Examples of General Classrooms:





GENERAL LEARNING ENVIRONMENTS

System	Component	Description	Features
Learning Environment	Learning Style Variety	The school should have flexible learning spaces.	Space is provided to allow for various group sizes, projects, individual workstations, as well as general classrooms. Spaces are flexible, allowing for differentiated instruction to accommodate multiple teaching and learning styles. These may be gathering/ collaboration areas off of hallways, nooks, niches, etc.
	Interior Environment	The school should provide an inviting and stimulating environment for learning.	Spatial Configuration (immovable): The areas are adequate to meet the program and supervision requirements. Acoustics: The space is conducive to hearing with little to no noise transfer between classrooms or from mechanical systems. The large spaces, e.g., vestibules, halls, cafeteria, etc. should be acoustically treated. Aesthetics: The room finishes are up-to-date and free from damage/wear. HVAC/Temperature: The room is properly ventilated with consistent and adequate climate control. Air conditioning and Building Management System (BIM) required.
	Exterior Environment	Schools should have outdoor areas for learning and social gathering opportunities that are secure and shielded from the public.	Examples include outdoor science/nature learning labs, covered or open instructional areas, and social gathering spaces. Accommodation/consideration for various technology equipment and project sharing.

Examples of Learning Environments:





MILD/MODERATE AND MODERATE/SEVERE SPECIAL EDUCATION [VARIATIONS FROM GENERAL HIGH SCHOOL CLASSROOMS]

Mild/Moderate and Moderate/Severe Special Education spaces should be available where programs are required and should be in permanent buildings.

System	Component	Description	Features
Self-Contained Special Education	Environment	The room should provide an inviting/stimulating environment for learning.	The following variations to the general classroom: Cabinetry/Sinks/Plumbing: <u>Mild/Moderate:</u> Consider in-room toilet facilities with hot water. Consider kitchenette facility for Average Daily Living (ADL) Skill development. <u>Moderate/Severe:</u> In-room toilet, sink, and changing facility appropriately sized for high school aged students with hot water. Consider kitchenette facility for Average Daily Living (ADL) Skill development. Student backpack cubbies (in room) 10-15 count.
	Area	The room should meet the square footage standards.	Consider auxiliary spaces in proximity to support Special Education Programs: Classroom(s): 960 SF ea Sensory Room: 300 SF Related Services Suite/Speech-Language/Psychology/Guidance: 450 SF with assessment/student areas Small Group / Tutor / Resource Room (SEC): 450 SF or 960 SF with room easily operable room divider Conference Room: 300 SF seating for 14-16 adults and projection capability
	Location	The room should be appropriately located for the program.	The special education classroom(s) should be shielded from noise-producing activities or functions, located centrally, and close to administration (health office), parent drop-off/pick-up, and bus loading areas.
	Storage/Fixed Equipment	The room should have adequate storage space and fixed equipment appropriate to the program.	Storage: Room(s) have adequate permanent casework; teacher and student storage. Fixed Equipment: The classrooms should have special needs equipment and technology equipment appropriate to the program. Each room should have a restroom with hot water, shower, and changing area. Consider a washer/dryer in a convenient location.



Examples of Self-Contained Special Education classrooms:



MEDIA CENTER

All high schools should have a Media Center which should be in a permanent building and centrally located within the campus. The media center serves a dual role – a place to conduct research and learning as well as to serve as a technological information base/technology distribution center.

System	Component	Description	Features
Media Center	Environment	The room should provide an inviting/stimulating environment for learning. The room is primarily an active teaching space that may also be used to accommodate staff and community meetings and presentations. There should be space for instruction, research, and quiet reading.	Spatial Configuration (immovable): Rooms adequate to meet the program requirements with flexible interior and exterior spaces for small and large group learning. Doors/Windows/Ventilation: Appropriate natural light/lighting levels. Clerestory windows where appropriate. Window coverings for room darkening and safety per District Standards. Vision windows in or next to doors with thumb-turn lock from inside of room. Operable windows where appropriate. The room is properly ventilated with consistent and adequate climate control. Air conditioning and Building Management System (BIM) required. Cabinetry/Sinks/Plumbing: Teaching wall at least 18' wide with lockable wardrobe closet and high quality magnetic markerboards per District Standards. Consider mobile storage furnishings to maximize flexibility. Confirm stack counts and layouts during design. Floors: Patchcraft over resilient flooring for carpeted areas. Technology/Electrical and Low Voltage: Electronic display for large group viewing (up to 75 people) with two local origination inputs. Twelve double-duplex outlets with adequate circuit distribution for electrical load. Consider placement of floor outlets as appropriate. Wifi per District Standards. Twenty-Thirty data ports including telephone. Clock/Speaker location to be at side of the room for visibility by both



			teacher and students. Walls: Maximize tackable surfaces. Markerboards of high quality magnetic markerboards per District Standards.
	Area	The room should meet the square footage standards.	Room 8,000 – 10,000 SF Space to include: Circulation Desk within materials check-out area: 180 SF Independent Workroom/Librarian Resource Center: 180 SF Media Center Office: 200 SF AV Production/Book/Other Storage: 1,200 SF Collaborative Learning Lab: 4/150 SF ea Technology: Space for at least twelve student computers that are easily monitored by staff Technology Storage: 250 SF Electronic Media Studio: space to accommodate the school's video control systems, media, and perhaps a video broadcast/production studio depending on program requirements.
	Location	The room should be appropriately located for the program.	The media center should be centrally located to support access of all students and shielded from noise-producing activities and functions. The



			media center should be easily accessible by the community for after-hours use. Consider securing the room from other areas of campus during community use events.
	Storage/Fixed Equipment	The room should have adequate storage space and fixed equipment appropriate to the program.	Storage: Adequate permanent casework and enough storage for materials and technology. Fixed Equipment: Space and capability for computer terminals for student use, research, and report writing. Space to accommodate large, medium, and small group activities. Equipment should be properly secured. Book stacks are ideally located on the perimeter or are low enough to allow supervision. The space should include a sink in the workroom, high ceilings, flexible spaces.

Examples of Media Centers:





COMPUTER CLASSROOMS

Required space at all levels. Computer rooms should be in permanent buildings.

System	Component	Description	Features
Computers	Environment	The rooms should provide an inviting and stimulating environment for learning.	The following are variations to the general classroom: Technology/Electrical and Low Voltage: Twelve double-duplex outlets with adequate circuit distribution for electrical load. Consider placement of floor outlets as appropriate. Wifi per District Standards. Thirty-Forty data ports including telephone. Consider storage areas for robotics or other emerging technology. NOTE: This specialty classroom may be used as a regular classroom to accommodate unexpected student population growth.
	Area	The space should meet the following square footage standards.	Room 1,200 SF ea x 2 Accommodates up to 36 students in a lab setting. Storage: 300 SF
	Location	The rooms should be appropriately located for the program.	Room should be located directly adjacent to the media center and/or in appropriate department wing with windows for visibility and potential staff monitoring between spaces. The space should allow students to work independently and collaboratively as well as accept instruction.
	Storage/Fixed Equipment	The room should have adequate storage space and fixed equipment appropriate to the program.	Storage: Room(s) have adequate permanent casework, appropriate materials, and project storage. Fixed Equipment: computer tables, scanning/printing capability, mobile device storage carts and charging

Examples of Computer classrooms:





VISUAL ARTS CLASSROOMS

Required space at all levels. Art rooms should be in permanent buildings.

System	Component	Description	Features
Visual Arts	Environment	The rooms should provide an inviting and stimulating environment for learning.	Other than increased square footage noted in “Area”, the following are variations to the general classroom: Cabinetry/Sinks/Plumbing: Three in-room utility sinks with clay traps and hot water. Provide space for drying racks and specialty cabinetry for storage of supplies. Provide additional ventilation for dust control. NOTE: This specialty classroom may be used as a regular classroom to accommodate unexpected student population growth.
	Area	The visual art space should meet the following square footage standards.	Room 3,300 SF ea x 2 Classroom: 1,400 x2 Storage: 200 SF x 2 Kiln Room: 100 SF with adequate ventilation (hood and fan) Outside Art Workspace: 250 SF
	Location	The rooms should be appropriately located for the program.	Rooms should be centrally located on an exterior wall with windows for natural light and in close proximity to performing arts and core academic spaces. The spaces should support activities in sculpture, ceramics, 3-D and 2-D projects as well as critique of art.
	Storage/Fixed Equipment	The room should have adequate storage space and fixed equipment appropriate to the program.	Storage: Room(s) have adequate permanent casework, appropriate materials, and project storage. Fixed Equipment: Drying and display space, hard surfaced flooring, easily cleanable surfaces, and technology equipment.

Examples of Visual Arts classrooms:





SCIENCE CLASSROOMS

Required space at all levels. Science/Exploratorium rooms should be in permanent buildings.

System	Component	Description	Features
Science/ Exploratorium	Environment	The rooms should provide an inviting and stimulating environment for learning.	Other than increased square footage noted in “Area”, the following are variations to the general classroom: Cabinetry/Sinks/Plumbing: Three in-room utility sinks with traps and hot water. Provide specialty cabinetry for storage of science equipment and supplies. Room layout with classroom style seating in front and lab setting in rear with peninsula wet stations (nine) from the continuous perimeter science counters with overhead storage cabinets. Consider the teacher’s demonstration table located in center of classroom between the lecture and lab area. Consider hot water (insta-hot) at sink locations. Fume hood. Exhaust fan. Preparation room is shared between two science classrooms. NOTE: This specialty classroom may be used as a regular classroom to accommodate unexpected student population growth.
	Area	The space should meet the following square footage standards.	Room 1,600 SF ea x 4-8 depending on enrollment Classroom: 1,400 SF Storage: 200 SF Outside Science Workspace: 250 SF
	Location	The rooms should be appropriately located for the program.	Rooms should be centrally located on an exterior wall with windows for natural light. Spaces designed for activities such as cooperative learning, hands-on experiments, demonstrations, long-term projects, independent study, interdisciplinary team teaching, and computer-based instruction.
	Storage/Fixed Equipment	The room should have adequate storage space and fixed equipment appropriate to the program.	Storage: Room(s) have adequate permanent casework, appropriate materials, and project storage. Fixed Equipment: Display space, hard surfaced flooring, easily cleanable surfaces, and technology equipment.



Examples of Science/Exploratorium classrooms:





MUSIC ROOMS

All schools are required to have a Music space.

System	Component	Description	Features
Music	Environment	The rooms should provide an inviting and stimulating environment for learning.	Other than increased square footage noted in “Area”, the following are variations to the general classroom: Spatial Configuration (immovable): Size and height of room should be sufficient to allow for movement of students and instruments and allow for various presentation arrangements. Acoustics: Size and height of room should be sufficient to allow for acoustic quality with hard surfaced flooring. NOTE: This specialty classroom may be used as a regular classroom to accommodate unexpected student population growth.
	Area	The rooms should meet the following square footage standards (including storage).	Room 1,600 SF x 3 Classroom: 1,300 (Qty 2 performing arts, Qty 1 band) Storage: 300 SF Practice rooms: 50 SF x 4
	Location	The rooms should be appropriately located for the program.	All music rooms shall be located remotely from other classrooms to minimize sound transmission, should have convenient access to the auditorium, and classrooms allowing for adequate supervision. Spaces designed to support music, choral, orchestra, mini labs, as well as rehearsals and recitals. Spaces secure for after-hours community use.
	Storage/Fixed Equipment	The room should have adequate storage space and fixed equipment appropriate to the program.	Storage: Room(s) have adequate casework (cabinets and bookshelves), and appropriate storage. Consider locking storage areas. Fixed Equipment: There should be storage, appropriate to each type of musical program. The spaces should have high ceilings, acoustical treatments, and risers.



Examples of Music classrooms:



MULTI-PURPOSE ROOM

The Multi-Purpose Room (MPR) is used for instruction, music/drama, food service/cafeteria, and recreational purposes.

System	Component	Description	Features
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Multi-Purpose Room	Environment	The room should provide an inviting/stimulating environment for learning. The room is primarily an active teaching space that may also be used to accommodate food service/dining, staff and community meetings and presentations.	Spatial Configuration (immovable): Room adequate to meet the program requirements with flexible interior and exterior spaces for small and large group activities. Doors/Windows/Ventilation: Appropriate natural light/lighting levels. Clerestory windows where appropriate. Window coverings for room darkening and safety per District Standards. Vision windows in doors with thumb-turn lock from inside of room. Operable windows where appropriate. The room is properly ventilated with consistent and adequate climate control. Air conditioning and Building Management System (BIM) required. Cabinetry/Sinks/Plumbing: Consider mobile storage furnishings to maximize flexibility. Confirm stack counts and layouts during design. Multi-stall restroom directly adjacent to accommodate adults. Drinking fountain or bottle filling station. Floors: Patchcraft over resilient flooring for carpeted areas. Technology/Electrical and Low Voltage: Electronic display for large group viewing (up to 75 people) with two local origination inputs. Twelve double-duplex outlets with adequate circuit distribution for electrical load. Consider placement of floor outlets as appropriate. Wifi per District Standards. Twenty-Thirty data ports including telephone. Clock/Speaker location to be at side of the room for visibility by both teacher and students. Stage lighting and platform with storage underneath. Analog telephone service to monitor refrigeration units. Walls: Maximize tackable surfaces. Markerboards of high quality magnetic markerboards per District Standards.
	Area	The room should meet the square footage standards.	Room 3,900 SF
	Location	The room should be appropriately located for the program.	The MPR should be centrally located to support access of all students and directly adjacent to the campus hard surface play areas, restrooms including drinking fountain, music classroom, PE storage, outside covered lunch area, food serviced kitchen, food service deliveries, and parking lot for after-hours community activities. Consider securing the MPR from other areas of campus during community use events.



	Storage/Fixed Equipment	The room should have adequate storage space and fixed equipment appropriate to the program.	Storage: Adequate permanent casework and enough storage for materials. Consider mobile, folding lunch tables for dining. Fixed Equipment: Space and capability for sports, dining, performances, etc. The space should include high ceilings, powered basketball backboards, a stage for performances including related audio equipment and lighting. Resilient/sports flooring, acoustical treatments, and wall pads as applicable.
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Examples of Multi-Purpose Room:





PERFORMING ARTS

High schools are required to have a Performing Arts space.

System	Component	Description	Features
Performing Arts	Environment	The room should provide an inviting/stimulating environment for learning.	Spatial Configuration (immovable): Room adequate to meet the program requirements with flexible interior and exterior spaces for small and large group activities. Doors/Windows/Ventilation: Appropriate natural light/lighting levels. Clerestory windows where appropriate. Window coverings for room darkening and safety per District Standards. Vision windows in doors or side lights with thumb-turn lock from inside of room. Operable windows where appropriate. The room is properly ventilated with consistent and adequate climate control. Air conditioning and Building Management System (BIM) required. Cabinetry/Sinks/Plumbing: Consider mobile storage furnishings to maximize flexibility as determined by program. Multi-stall restroom directly adjacent to accommodate students and adults. Drinking fountain and/or bottle filling station. Floors: Consider resilient flooring per District Standards. Stage/Platform with two entry doors to be fixed hard surface with consideration for chair storage. Technology/Electrical and Low Voltage: Electronic display(s) for large group viewing with two local origination inputs. Twelve double-duplex outlets with adequate circuit distribution for electrical load. Consider placement of floor outlets as appropriate. Wifi per District Standards. Data ports evenly distributed around room including telephone. Clocks/Speakers location to be at side of the room for visibility by audience, staff, and students. Stage lighting and platform with storage underneath. Walls: Acoustically treated. May consider tackable surfaces and/or markerboards of high quality magnetic markerboards per District Standards. Equipment and Furnishings: theater seating



	Area	The rooms should meet square footage standards (including storage).	Auditorium 17,500 SF (includes Lobby) Art Gallery/Lobby: 2,000 SF Lecture Auditorium: 625 seats Performing Arts spaces should include auditorium, stage, seating, green room, make-up/dressing rooms, sound booth, lighting booth, and restrooms. Storage: For scenery, props, and costume
	Location	The room should be appropriately located for the program.	The Performing Arts space should be located on the ground floor and acoustically isolated from other quiet spaces. There should be convenient public & after-hours access with the means to restrict access to other spaces and easy access to restrooms and drinking fountains.
	Storage/Fixed Equipment	The room should have adequate storage space and fixed equipment appropriate to the program.	The Performing Arts space should have adequate and appropriate storage, curtain, lighting, sound system, and technology equipment appropriate to the program. Space for scenery, props, and costume.

Examples of Performing Arts spaces:





GYMNASIUM/PHYSICAL EDUCATION

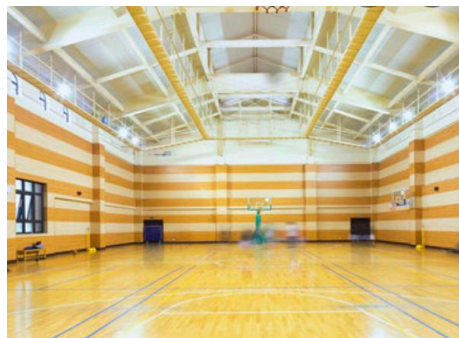
The gymnasium is used for instruction, physical education, and recreational purposes.

System	Component	Description	Features
Gymnasium	Environment	The room should provide an inviting/stimulating environment for active learning activities.	Spatial Configuration (immovable): Room adequate to meet the program requirements with flexible interior and exterior spaces for small and large group activities. Doors/Windows/Ventilation: Appropriate natural light/lighting levels. Clerestory windows where appropriate. Window coverings for room darkening and safety per District Standards. Vision windows in doors with thumb-turn lock from inside of room. Operable windows where appropriate. The room is properly ventilated with consistent and adequate climate control. Air conditioning and Building Management System (BIM) required. Cabinetry/Sinks/Plumbing: Consider mobile storage furnishings to maximize flexibility. Confirm stack counts and layouts during design. Multi-stall restroom directly adjacent to accommodate adults. Drinking fountain or bottle filling station. Floors: Sports flooring. Technology/Electrical and Low Voltage: Electronic display for large group viewing (up to 75 people) with two local origination inputs. Twelve double-duplex outlets with adequate circuit distribution for electrical load. Consider placement of floor outlets as appropriate. Wifi per District Standards. Twenty-Thirty data ports including telephone. Clock/Speaker location to be at side of the room for visibility by both teacher and students. Digital scoreboard with centralized control panel Walls: Maximize tackable surfaces. Markerboards of high quality magnetic markerboards per District Standards.
	Area	The room should meet the square footage standards.	Room 10,000 SF with seating for 2,000 - Weight Room - Fitness Area - Dance Room - PE/Health Classroom - Concessions - Storage (Various)



	Location	The room should be appropriately located for the program.	The gymnasium should be located to support access of all students and directly adjacent to the campus hard surface play areas, outdoor athletic equipment, restrooms/showers including drinking fountain/bottle filling station, PE storage, caching offices, locker rooms, and parking lot for after-hours community activities. Consider securing the gymnasium from other areas of campus for community use events.
	Storage/Fixed Equipment	The room should have adequate storage space and fixed equipment appropriate to the program.	Storage: Adequate permanent casework and enough storage for materials and equipment. Fixed Equipment: Space and capability for sports, performances, etc. The space should include high ceilings, powered basketball backboards, game markings, and bleachers. Resilient/sports flooring, acoustical treatments, and wall pads as applicable.

Examples of Gymnasium/Physical Education Space





NON-INSTRUCTIONAL SPACES

System	Component	Description	Features
Non-Instructional	Administration/General Office	Administrative spaces should be configured and equipped appropriately. There should be active control of the front door.	Administrative office/clerical space appropriate for the school size and include a reception/secretarial area with two workstations; principal's office with conference space and restroom; administrative conference room that seats 20; restrooms multi-stall and single occupancy. Assistant principal's office (appropriately located). Principal and assistant principal offices to have visual connection to assistants, entrance door, and parking lot. Teachers' mailboxes in the administration area and not accessible to the public. Minimum SF requirements: General Office: 800 SF Reception Area for Public entrance: SF TBD Reception Area for Counseling Offices: SF TBD Principal's Office: 180 SF Vice Principal's Office: 150 SF Conference Room: 180 SF Clerical Support Offices: 150 SF x 4 Counseling Offices: 150 SF x7 each with acoustical privacy Resources Officer's Office: 150 SF x 2 Career Center: 300 SF Public Restroom: as required MDF/IDF: 100 SF ea; distributed appropriately based on campus layout
	Health Clinic	Each school should have a health clinic directly adjacent to the general office with visibility from clerical area.	A health service area with space for two nurse desks (one within the clinic area, one in private office), patient beds (two), filing cabinets, sink for hand washing, ice maker, and both dry (locked) and refrigerated medication storage with an ADA accessible restroom and shower. Minimum SF requirements: Health Clinic: 300 SF
	Faculty Workspace and Breakroom	The faculty should have a space for dining with a separate a work area.	The faculty space should be sized appropriately for the school. There should also be workspace equipped for copying and other instructional materials preparation. Faculty mailboxes may be in this space if not in the main office. Faculty Breakroom is used for dining, formal and informal collaboration space, and professional development. Appliances should include multiple microwave ovens and refrigerators. Consider electronic presentation capability.



			Faculty Workroom: 800 SF Faculty Breakroom: 900 SF Instructional Supply Room: 300 SF directly adjacent to the staff workroom and breakroom.
	Staff Restrooms	Restroom stalls shall be sufficient to accommodate the maximum number of staff on campus.	Restrooms should be appropriately located and adequate in number, well-ventilated, and the fixtures are appropriate with toilet and urinal partitions in place. Floor and wall surfaces are washable. Ventilation system included in Building Management System (BIM) Provide hot and cold water. Ceramic mosaic floor tile with wainscot. Gender designated with a bias to additional female toilets. Provide single occupancy non-gender specific restroom. Consider outside organization use when placing restrooms.
	Student Restrooms	Restroom stalls shall be sufficient to accommodate the maximum planned enrollment and shall be located on campus to allow for supervision.	Restrooms should be appropriately located and adequate in number, well-ventilated, and the fixtures are appropriate with toilet and urinal partitions in place. Floor and wall surfaces are washable. Ventilation system included in Building Management System (BIM) Provide single occupancy non-gender specific restroom.
	Food Service and Preparation	Food service and preparation spaces (kitchen, freezer, cooler, office, restroom, lockers, etc.) are sized and located appropriately. The kitchen area has separate areas for pickup and delivery, have adequate storage, and fixed equipment. Student dining contains various styles of seating and a vending area.	Preparation Area/Kitchen: 3,800 SF Design of the kitchen reflects its planned function (e.g., whether for food preparation or warming only). Space should be available for: storing, refrigeration, warming and preparation of foods to accommodate maximum number of students planned for the school, kitchen managers office, laundry room/lockers, and single occupancy unisex restroom area for food preparation staff is available and shall comply with local department of health requirements. Safety equipment is available. The delivery area is separate from other traffic and does not provide an unsecured access point into the school. Consider a doorbell/buzzer and peephole at access door with direct access to trash receptacles. Doors/Windows/Ventilation: Appropriate natural light/lighting levels. Clerestory windows where appropriate. Window coverings for room darkening and safety per District Standards. Vision windows in doors with thumb-turn lock from inside of room. The room is properly ventilated with consistent and adequate climate control. Air conditioning and Building Management System (BIM) required. Doors to meet Health Department requirements. Consider an oversized door for deliveries (42"-48"), a doorbell/buzzer, and peephole at access door with



		direct access to trash and recycling receptacles. Cabinetry/Sinks/Plumbing: As required by Health Department. Near drinking fountain or bottle filling station, lunch area, and MPR. Confirm grease trap. Provide water heater dedicated to food service activities. Floors: As required by Health Department. Technology/Electrical and Low Voltage: Electronic display(s) for menu viewing with two local origination inputs. Electrical as required by Health Department. Consider placement of floor outlets or outlets suspended from ceiling as appropriate. Wifi per District Standards. Data ports including telephone. Clock/Speaker location to be at side of the room for visibility by staff and diners. Walls: Ceramic tile, FRP, and/or Stainless Steel according to local health department requirements.
	After School Programs	After School Programs generally offered by outside agency. After School Programs generally require at least two classrooms (e.g. portable classrooms) fully powered with data connections, telephone, and plumbed. These classrooms are often adjacent to student multi-stall restrooms, the MPR, drop-off/pick-up areas, and activity area(s).
	Custodial and Maintenance	There should be a custodial workroom/office, custodial toilet, and custodial closets with floor mop sink in each major building area. The receiving area should be on the ground floor with direct access from delivery truck loading/unloading area and should have shelving for bulk storage of equipment and supplies. Restroom supply storage located close to restrooms. Custodial Workroom/Office/Lockers: 300 SF Custodial Storage: 300 SF Custodial Closets: Qty 8-10 (depending on school and site layout) Exterior Grounds Storage: 200 SF

Examples of non-instructional spaces:





OUTSIDE SPACES/SITE DESIGN

System	Component	Description	Features
Outside	Vehicular Traffic	Traffic routing should be safe with good separation.	Bus, parent, student, and service lanes are "off-street" and do not conflict with each other, the playground, or parking areas. Bus loading and special education transportation services are separate and near entrances to the building. Waiting areas directly adjacent to the bus loading area and the parent drop-off/pick-up area. Provide area for cars to queue at drop-off/pick-up times. Pedestrian and vehicular traffic must be separated. Place trash enclosure in a well-screened area accessible to food service, custodial staff, and the front of the school. Consider trash service schedules and access to driveways, etc.
	Pedestrian Traffic	Pedestrian traffic routing is safe with good separation from vehicular traffic.	Include safe walking/rolling routes (sidewalks and marked crosswalks) that direct students and the public to appropriate entrances with minimal use of crosswalks.
	Parking	Parking should be adequate in size and marked.	Provide adequate "off-street" paved, marked, and lighted parking for staff, students, and visitors for daily operations (not events). Parking lots have reasonable access to school entrances that are clearly marked with signage. Consult with CDE for minimum adequate parking spaces (e.g. 2.25 cars per teaching station) with additional visitor spaces. Parking should be adequate and separated from bus loading, visitor, deliveries, and staff parking.
	Bicycle Storage	Depending on each school neighborhood and community traffic, determine the appropriate amount of bicycle and wheeled equipment storage.	Provide bicycle and wheeled equipment storage for .15 units per student. Consider skateboard/scooter locking racks and bicycle racks. Storage area visible to the Administrative Office, behind the security fencing, and without conflict with vehicular traffic.
	Possible Classroom Expansion	Plan for potential portable classroom installations.	Provide room and utility stub-outs for at least three portable classrooms to be located near multi-purpose building and parent drop-off/pick-up. As well as an additional three portable classrooms to be located near other classrooms in the event the school experiences an enrollment increase.
	Landscape and Irrigation	Drought resistant, durable, and maximize low maintenance and indigenous plant materials wherever practical.	Consider landscape to be a buffer at parking lot, vehicular, and playground areas. Consider synthetic turf at courtyard areas and/or other high pedestrian traffic areas. Irrigation system and controls to be centralized and have a hard-wired data connection.





	Community Use	Outside use of Fields and Site Areas	Confirm joint-use agreements and use by non-school entities (City, non- profits, etc.) prior to designing site work. Otherwise provide for maximum hard top while concurrently considering the needs of Little League, Soccer Leagues, other community organizations.
	Play Spaces/Fields	Play spaces should be adjacent to the school, adequate in size, and allow for free and organized play time which can be supervised without visual obstruction. There should be an ADA accessible path up to the play spaces.	Areas include hard surface, grass, shade, ball walls, and playground equipment keeping supervision in mind. Middle school play areas should include baseball/softball field, measured running track, tetherball, four-square basketball, ball wall courts, apparatus per District Standards, equipment storage, public restrooms, and drinking fountains. Consider a PA system, outdoor amphitheater, garden area, shade, and equipment storage.
	Emergency Supply Container	Plan for a space to locate emergency readiness supplies.	Provide concrete pad designed to hold a boxcar container which is located within the school grounds, with proximity to the identified safe student assembly area, and away from buildings and trees to accommodate a container for emergency readiness supplies.

Examples of outside spaces:





SCHOOL SECURITY & SUPERVISION

System	Component	Description	Features
Security and Supervision	Fencing	The school site should be appropriately fenced – perimeter fencing at 7.5 feet.	The school site should appropriately fenced. Entrances and egresses are labeled and limited, where appropriate.
	Signage & Way Finding	Interior and exterior signage should be adequate for the needs of the school.	Adequate signage or graphics direct the public to major spaces (e.g. entrance, office, gym, auditorium, etc.) of the school and grounds. Traffic and parking signs are adequate to direct visitors. All rooms are identified with numbers/signs. Required signs include: <i>All Visitors Must Report to the Main Office.</i>
	Ease of Supervision	The building layout and equipment should enhance building supervision.	Supervision is enhanced through proper sightlines, few or no "hiding areas," appropriate interior/exterior lighting, good direct visibility or via security cameras both inside and outside the building Kindergarten classrooms should be designed to allow supervision of play spaces (unless prevented by site shape or size) and all areas of the classroom. Outdoor restrooms having direct outside access are located in areas that are visible from playground and are easily supervised.
	Controlled Entrances	Points of entry should be controlled for student, visitor, and staff safety.	School design or configuration should allow for control of entrances to the school where public entrances are easily supervised and controlled. Some entrances may also include surveillance cameras and a security vestibule.

Examples of Security & Supervision:



TECHNOLOGY

Standard: wireless capability throughout the school, fiber access to each school, and eight hardwire connections to each classroom (two opposite walls) and four hardwired connections for display capabilities (ceiling potentially).

System	Component	Description	Features
Technology Readiness	Communication and Technology Equipment	Communications and technology equipment (switches and routers) should be in a climate-controlled environment that is secure and accessible.	Equipment should be located in a place designed for communications and technology equipment and is properly climate-controlled, secure, easily accessed. The area should contain adequate storage, utilities, and fixed equipment which is free of clutter. The HVAC zone should be zoned separately to keep servers in a ventilated and humidity-controlled environment 24/7.
	Electrical Power	Sufficient electrical power to provide for each student and staff operation of multiple devices.	Two double duplex outlets per wall in all classrooms while taking into consideration the charging of laptop/mobile device storage carts. There should be no power strips, extension cords, plug-in outlet extenders, etc.
	Cooling	Classrooms and computer lab/technology equipment should be in a climate-controlled environment.	Each classroom or computer lab should have sufficient HVAC capacity for the equipment present. Consider HVAC zone controls by space requirements.
	Network Connectivity	All schools should be connected to the Local Area Network with adequate network access to provide for ubiquitous wireless in all instructional spaces.	Each area (classrooms, media center, computer lab, and support areas) should have adequate network access for computers, applicable instructional technology devices and telephones through either network drops and/or dense wireless.
	Network Performance	Network should allow for educational, administrative, and operational programs to run in a fashion that does not impede teacher, students, and staff from performing their daily functions and responsibilities.	Cabling and network configurations should be sized to meet the technical requirements.
	Video Distribution	All schools should have capability to stream live internet feeds or other video sources without disruption to other network functions.	The building should have the ability to host electronic presentation devices in each learning space. Each space should have the necessary equipment (such as interactive projector) to share student work and/or streamed video with a classroom of students or schoolwide.
	Voice Distribution	All schools should have the capability to direct contact each classroom, support, and office spaces. Capability to have building-wide paging and announcements. Voicemail capabilities for office and administrative staff.	Paging system should be heard in all spaces; inside the building and parking lot areas as well as bus drop off area, and playgrounds and fields. Paging speaker should be present in every building. Emergency backup paging facilities should be considered in the event of power outage. Telephone and voice communications in every classroom and workspace to support internal and external communications.

	Faculty/Staff	Faculty and Staff: All faculty and staff should have fixed equipment for classroom instruction and possibly wireless equipment with docking stations.	Internet connection that is either hardwired or wireless connection. Electrical power to accommodate device charging.
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SUSTAINABILITY OPPORTUNITIES

To reach sustainability goals, determine potential strategies and initiatives which would achieve the aspirations in support of the District's commitment to environmental stewardship. The following list of opportunities and initiatives for each of the six categories (Culture, Energy, Building Materials, Water, Waste, and Transportation) itemizes the strategies which were considered the most pertinent.

System	Component	Description	Features
Sustainability Opportunities	Culture	Behavior, Education, Policy, and Programs	Teach students, staff, parents, and community to be environmental stewards Encourage global awareness for sustainability Consciousness of the impact of behaviors
	Energy	Efficient energy resource management can be achieved through simple yet effective upgrades and modifications to buildings.	Reduce energy consumption by 50% by 2030 Move toward zero energy consumption Consider Temperature Setpoints, Cool Roof Installations, Natural Ventilation, Lighting, Lighting Automation, Power Management on Electronic and HVAC Devices, Building Envelope/Glazing
	Building Materials	By using low or no VOC (volatile organic compound) building materials, indoor finishes, and cleaning products, the quality of indoor air can be greatly improved.	Increase use of recyclable materials that are flexible, adaptable, and durable Strive to create a hypo-allergenic environment
	Water	Reduce irrigation water consumption by 25% Reduce building water consumption by 50%	Consider turf reduction and drought tolerant landscape and time/weather sensors on irrigation systems Manage storm water runoff, capture and treatment Explore recycled water and greywater opportunities Plumbing fixtures and automated operation
	Waste	Reduce, Reuse, and Recycle	Reduce non-recyclable waste by 50% Establish a system for recycling items Reduce use of 1-time plastics Consider a path to zero waste campuses Consider composting (food and green waste)
	Transportation	Provide alternatives to automobiles, such as walking, biking, or rolling, to promote healthier lifestyle habits while reducing carbon emissions.	Increase the use of bikes, walking, rolling, and carpooling Encourage alternative use of transportation Provide safe and secure area for equipment storage



Funding Alternatives

Prepared for South San Francisco Unified School District

May 2022



FUNDING ALTERNATIVES

The information in this section identifies a variety of funding mechanisms that may be available to the District as resources to fund improvements to existing facilities and/or construction of new facilities within the District.

SCHOOL DISTRICT PARTICIPATION IN THE STATE'S SCHOOL FACILITY PROGRAM (SFP)

The recently-approved Kindergarten through Community College Public Education Facilities Bond Act of 2016 (Proposition 51) authorized \$7 billion in state general obligation bonds for K-12 schools. The state had not passed a bond since 2006 and these funds are now depleted.

This measure preserved the current Leroy F. Greene School Facilities Program's major elements. This measure provided matching funds to K-12 school districts and charter schools for new construction, modernization, hardships, and emergencies. The measure provided \$3 billion for new construction; \$3 billion for modernization; \$500 million for Career Technical Education (CTE); and \$500 million for Charter Schools.

The SFP is a per pupil grant program providing funding for new construction on a 50/50 state/local basis and for modernization on a 60/40 state/local basis. The District can participate in both the 50/50 new construction and 60/40 modernization programs after establishing baseline eligibility.

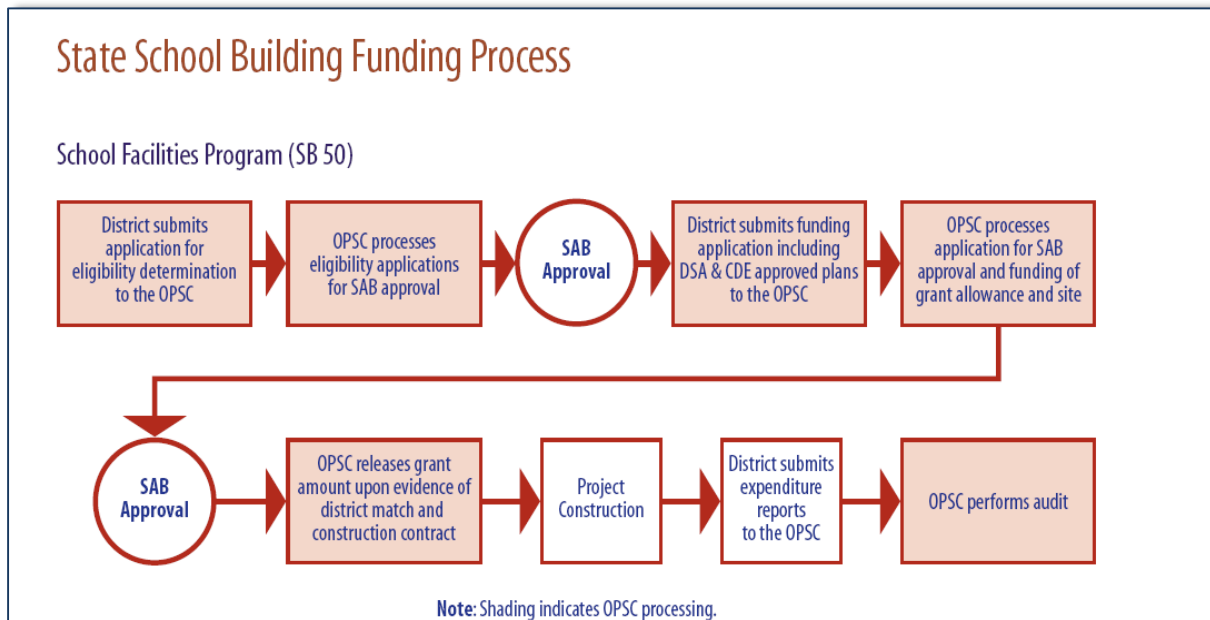
Baseline eligibility for new construction is based upon the number of "un-housed" students projected at the end of five years. Eligibility is established by completing the following State Allocation Board (SAB) forms: *Enrollment Certification/Projection SAB 50-01*; *Existing Building Capacity SAB 50-02*; and *Eligibility Determination SAB 50-03*. Eligibility is determined by subtracting the number of students housed in existing classrooms from the five-year projected enrollment.

The calculation of students housed uses the state "loading" standard of twenty-five students/classrooms for elementary and twenty-seven students/classrooms for secondary grades. The five-year projected enrollment calculation utilizes a "grade progression, cohort survival" methodology. This involves tracking historical trends of enrollment levels between grades and projecting these trends forward. It must be noted that an application for funding requires that the District receive prior approval of plans and specifications from the California Department of Education (CDE) and the Division of the State Architect (DSA).

Based on information posted on the OPSC and DSA websites, the district could receive up to \$2,269,019 in modernization funds listed on the Approved Unfunded list and is approved to receive \$1,884,414 when funding becomes available. The District does not currently have new construction eligibility.



STATE SCHOOL BUILDING FUNDING PROCESS



Source: Office of Public School Construction



DISTRICT PARTICIPATION IN THE STATE SCHOOL FACILITY PROGRAM

The District has historically been successful in pursuing state funding. Between 2000-2010, the District received \$46,684,751 in SFP funding for new construction and modernization projects.

District Code: 69070

Refresh Form

Project Number	District Name	Claim Schedule Number	Date Released	Amount Released
57/69070-00-001	South San Francisco Unified	2000174	11/21/2000	\$867,459
57/69070-00-001	South San Francisco Unified	2000174	11/21/2000	\$129,586
57/69070-00-001	South San Francisco Unified	2000231	1/2/2001	\$867,459
57/69070-00-001	South San Francisco Unified	2000231	1/2/2001	\$129,586
57/69070-00-002	South San Francisco Unified	2000174	11/21/2000	\$866,985
57/69070-00-002	South San Francisco Unified	2000231	1/2/2001	\$866,985
57/69070-00-003	South San Francisco Unified	2000174	11/21/2000	\$944,382
57/69070-00-003	South San Francisco Unified	2000174	11/21/2000	\$75,551
57/69070-00-003	South San Francisco Unified	2000231	1/2/2001	\$944,382
57/69070-00-003	South San Francisco Unified	2000231	1/2/2001	\$75,551
57/69070-00-004	South San Francisco Unified	2001143	12/28/2001	\$401,471
57/69070-00-004	South San Francisco Unified	2001143	12/28/2001	\$5,018,389
57/69070-00-005	South San Francisco Unified	2000174	11/21/2000	\$1,860,387
57/69070-00-005	South San Francisco Unified	2000231	1/2/2001	\$1,860,387
57/69070-00-006	South San Francisco Unified	2000174	11/21/2000	\$946,749
57/69070-00-006	South San Francisco Unified	2000231	1/2/2001	\$946,749
57/69070-00-007	South San Francisco Unified	2000174	11/21/2000	\$1,364,975
57/69070-00-007	South San Francisco Unified	2000174	11/21/2000	\$204,143
57/69070-00-007	South San Francisco Unified	2000231	1/2/2001	\$1,364,975
57/69070-00-007	South San Francisco Unified	2000231	1/2/2001	\$204,143
57/69070-00-008	South San Francisco Unified	2001027	7/31/2001	\$1,818,321
57/69070-00-009	South San Francisco Unified	2000174	11/21/2000	\$4,864,986
57/69070-00-009	South San Francisco Unified	2000174	11/21/2000	\$388,622
57/69070-00-009	South San Francisco Unified	2000231	1/2/2001	\$4,864,986
57/69070-00-009	South San Francisco Unified	2000231	1/2/2001	\$388,622
57/69070-00-010	South San Francisco Unified	2000174	11/21/2000	\$50,204
57/69070-00-010	South San Francisco Unified	2000174	11/21/2000	\$1,673,469
57/69070-00-010	South San Francisco Unified	2000231	1/2/2001	\$50,204
57/69070-00-010	South San Francisco Unified	2000231	1/2/2001	\$1,673,469
57/69070-00-011	South San Francisco Unified	2001027	7/31/2001	\$27,268
57/69070-00-011	South San Francisco Unified	2001027	7/31/2001	\$918,159
57/69070-00-012	South San Francisco Unified	2000174	11/21/2000	\$2,069,055
57/69070-00-012	South San Francisco Unified	2000174	11/21/2000	\$61,523
57/69070-00-012	South San Francisco Unified	2000231	1/2/2001	\$2,069,055
57/69070-00-012	South San Francisco Unified	2000231	1/2/2001	\$61,523
57/69070-00-013	South San Francisco Unified	2001027	7/31/2001	\$856,854
57/69070-00-013	South San Francisco Unified	2001027	7/31/2001	\$25,493
57/69070-00-014	South San Francisco Unified	2000174	11/21/2000	\$1,361,025
57/69070-00-014	South San Francisco Unified	2000174	11/21/2000	\$40,831
57/69070-00-014	South San Francisco Unified	2000231	1/2/2001	\$40,831
57/69070-00-014	South San Francisco Unified	2000231	1/2/2001	\$1,361,025
57/69070-00-015	South San Francisco Unified	2000174	11/21/2000	\$951,534
57/69070-00-015	South San Francisco Unified	2000174	11/21/2000	\$28,546
57/69070-00-015	South San Francisco Unified	2000231	1/2/2001	\$951,534
57/69070-00-015	South San Francisco Unified	2000231	1/2/2001	\$28,546
58/69070-00-001	South San Francisco Unified	2010127	12/21/2010	\$45,200
58/69070-00-002	South San Francisco Unified	2010127	12/21/2010	\$20,811
58/69070-00-002	South San Francisco Unified	2010129	12/21/2010	\$20,811
58/69070-00-003	South San Francisco Unified	2010127	12/21/2010	\$31,950
TOTAL CLAIMS:				\$46,684,751

Source: State School Facility Program Funding



Records with the Office of Public School Construction (OPSC) indicate the District has potential eligibility for modernization grants according to the following table:

Modernization Eligibility

School Name	K-6	Gr 7-8	Gr 9-12	Non-Severe	Severe	SAB Approval Date
Alta Loma MS	0	63	0	13	0	12/12/12
Buri Buri ES	-154	0	0	0	0	12/12/12
El Camino HS	0	0	34	0	0	12/12/12
Hillside ES	0	0	0	0	0	N/A
Junipero Serra ES	-74	0	0	0	14	12/12/12
Los Cerritos ES	0	0	0	0	0	N/A
Martin ES	0	0	0	0	0	N/A
Monte Verde ES	0	0	0	0	0	12/12/12
Parkway MS	0	0	0	0	0	N/A
Ponderosa ES	0	0	0	0	0	12/12/12
Skyline ES	0	0	0	0	0	N/A
South San Francisco HS	0	0	0	0	0	12/12/12
Spruce ES	0	0	0	0	0	12/12/12
Sunshine Gardens ES	0	0	0	13	0	12/12/12
Westborough MS	0	-109	0	20	5	12/12/12
TOTALS	-228	-46	34	46	19	

An evaluation of local District and state records may determine additional eligibility.



BUILDING FUND, FUND 21

This fund exists primarily to account separately for proceeds from the sale of bonds and may not be used for any purposes other than those for which the bonds were issued. Other authorized revenues to the fund are proceeds from the sale or lease-with-option-to-purchase of real property and revenue from rentals and leases of real property specifically authorized for deposit into the fund by the governing board.

The principal revenues and other sources in this fund include:

- Rentals and Leases
- Interest
- Proceeds from the Sale of Bonds
- Proceeds from the Sale or Lease/Purchase of Land and Buildings

Expenditures in Fund 21 are most commonly made against the 6000 object codes (Capital Outlay). Another example of an authorized expenditure in Fund 21 is repayment of State School Building Aid out of proceeds from the sale of bonds. As of June 30, 2021, the balance in this fund was \$5,512,239. Of this amount, approximately \$90,000 is available.

CAPITAL FACILITIES FUND, FUND 25

This fund is used primarily to account separately for moneys received from fees levied on developers or other agencies as a condition of approving a development. Interest earned in this fund is restricted to that fund.

The principal revenues in this fund are the following:

- Interest
- Mitigation/Developer Fees

Expenditures in Fund 25 are restricted to the purposes specified in Government Code §65970–65981 or to the items specified in agreements with the developer (Government Code §66006). Money in this fund can be used to pay for the expansion of existing school facilities and the construction of new school facilities necessary to house students generated from new residential development. Expenditures incurred in another fund may be reimbursed back to that fund by means of an inter-fund transfer. As of June 30, 2021, the balance in this fund was \$6,045,284.



SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS, FUND 40

This fund exists primarily to provide for the accumulation of general fund moneys for capital outlay purposes and may be used to account for any other revenues specifically for capital projects that are not restricted to either Fund 21 or 25. Other authorized resources that may be transferred to this fund are proceeds from the sale or lease-with-option-to-purchase of real property and rentals and leases of real property specifically authorized for deposit to the fund by the governing board. As of June 30, 2021, the balance in this fund was \$4,403,517.

Summary of Funding Resources, Fund Balances as of June 30, 2021

Fund Description	June 30, 2021 Unaudited Actuals
Building Fund – Fund 21	\$5,512,239
Capital Facilities – Fund 25	\$6,045,284
Special Reserves for Capital Outlay Projects – Fund 40	\$4,403,517
GRAND TOTAL	\$15,961,040

LOCAL GENERAL OBLIGATION BOND

A school district can propose a local tax ballot measure to generate funds to build new schools, add to existing facilities, or modernize existing facilities. There are two types of general obligation bonds.

A school district can seek to generate local funds for school facility construction through a super majority ($\frac{2}{3}$ vote) affirmative vote.

Proposition 39, passed by California voters on November 7, 2000, enabled a school district to pass a bond with only a 55% approval rating. In exchange for a lower threshold for passage, Prop. 39 includes accountability requirements, such as audits, specific regulations such as maximum tax rates (the maximum tax rate for elementary school districts is \$30/\$100,000 and high school or unified school districts is \$60/\$100,000 assessed value per parcel), a specific list of projects to be funded in the ballot language, and taxpayer oversight.

The school district is also responsible for the establishment a Citizen's Bond Oversight Committee (CBOC) made up of not less than seven community members. The membership includes a parent of a student in the school district, a member of a parent/teacher/student organization such as the PTA, a representative of the local business community, a senior citizen, and a member of a bona fide taxpayer organization. Members of this committee do not have



authority to approve projects or contracts. Their role is to review projects to assure the voting community that

projects the voters authorized are the projects that were completed. The CBOC also provides assurance to the public that no administrative salaries or other operating expenditures are charged against the bond proceeds.

MELLO ROOS COMMUNITY FACILITIES ACT

A Community Facilities District (CFD), also known as a Mello Roos District, raises money through voter approved special taxes assessed on property owners in the CFD. The tax must be approved by at least two-thirds of voters. The bonds are issued in “lump sum” amounts. Residents in the CFD boundary make annual special tax payments to pay the principal and interest on the bonds. A school district’s general fund is not required to finance any funding shortfall on bond debt service payments.

While general obligation bonds can only fund real property, Mello Roos bonds can also be used for the purchase or improvement to any non-real property (property with a useful life of five years or longer), or to provide services such as maintenance and library services.

CERTIFICATES OF PARTICIPATION

Issuance of Certificates of Participation (COP’s) can be used to fund virtually all facilities related needs. This financing option provides unrestricted expenditure of proceeds on facilities and does not require a voter election. Debt service payments for this type of financing mechanism must be secured through a school district’s general fund.

This mechanism is a loan. Because school districts are tax-exempt, this method has advantages over regular private loans. The COP will have a payment schedule with annual or semi-annual payments.

PARCEL TAX

Parcel taxes are assessed on the characteristics of a parcel, and passage requires a two-thirds majority vote of the property owners in the school district boundary. The funds can be used for a wide variety of purposes. Parcel taxes are frequently used for new developments that want premier school facilities in place when the new homes go to market. The developer owns all the parcels initially, the vote is conducted after negotiation

with the district on what will be included in the tax, and the identification of the facilities that will result. These negotiations typically include timing of the facilities. The requirement to pay the ongoing taxes is then passed to the buyer of each parcel within the development.



SCHOOL FACILITIES IMPROVEMENT DISTRICT

This approach to funding school facility improvements is similar to general obligation bond elections. However, through this approach a district may choose to remove properties from the taxation district or to conduct separate elections in multiple taxation districts. School Facilities Improvement District (SFID) elections are similar to the two-thirds majority bond elections except that the area of the election does not include portions of a district.

SFIDs are used when a district has CFDs that are paying significant developer fees for the schools in their area while other areas do not have CFD funds and need a bond. This mechanism is typically used in communities where senior citizens who may not support school bonds are in the majority. Communities excluded from SFIDs are not taxed and do not vote.



Safety and Security

Prepared for South San Francisco Unified School District
May 2022

SAFETY AND SECURITY

Students and teachers should feel safe anywhere in the school building and on the campus grounds. Schools are critical infrastructure entrusted with the responsibility of creating citizens of tomorrow. A safe and secure environment is a prerequisite for effective teaching and learning. Thus ensuring safety of children, teachers and staff members during disasters is necessary. A secure environment is one that creates opportunities for passive and active security strategies and solutions.

In their formative years, children spend more time at school than anywhere else other than their own home. At school, children need a secure, positive, and comfortable environment to help them learn and grow. A safe learning environment is essential for students of all ages. Without that they are unable to focus on learning the skills needed for a successful education and future. The issue of school safety is a major concern at all levels of government from local to federal. “School Safety” has been defined as creating safe environment for children, starting from their homes to their schools and back. Children require a healthy and supportive environment to grow and develop. Children are to live with dignity and to have access to education in an environment that is safe, protective, and conducive to growth and development. Everyone in school has a role to play in ensuring good safety, healthy, and secure environment within the school; be it teachers, special needs assistants, visitors, and contractors, and students themselves. As children spend a significant part of their childhood and formative years in schools, it is imperative that the ambiance in schools is positive and nurturing, where they feel safe and secure on the premises and with the care providers.

Campuses should be organized with a single point of entry with appropriate way-finding signage and consideration of an electronic entry system. Visitors must enter through the main administration offices before accessing the rest of the campus. Consider security and multipurpose areas for community use when designing an access system. Schools should have a security system with adequate surveillance cameras install in appropriate locations. Surveillance footage should be stored for a period of time (e.g. not less than 14-days) to allow for forensic review in the event of an incident, preferably centralized at the school district office. All doors should have thumb-turn locks so doors can be secured quickly when necessary without the use of keys.



The organization of buildings and site elements should take into consideration supervision and circulation. Provide adequate lighting at parking and exterior circulation areas to allow for safe, after hours staff, custodial, and possible community access. Clear signage should be provided at main entry and around campus.

The information in this section identifies various safety and security considerations for all district schools. In an effort to assess the safety, security, and peacefulness of each campus, EH&A engaged a representative from The Department of Homeland Security to visually inspect the schools.



SUMMARY OF CONSIDERATIONS/RECOMMENDATIONS

Fencing

Most of the elementary school campuses are enclosed with fencing, however portions of the fencing require maintenance attention. To create an effective boundary, fencing should be at least 7.5' high, contain way-finding signage, and, to enhance visibility, be free of vegetation. Depending on neighboring land uses, consider netting or privacy slates on fencing. Some gates around campus are secured with locks and chains. An evaluation of gates and access compliance needs to be conducted.

Parking

District campuses appear to have some open and unmonitored parking lots. Depending on the neighborhood, campus layout, and school activities, consider further securing parking lot access. Also, consider barriers where pedestrians and/or buildings may be vulnerable to vehicular traffic.

Surveillance Cameras

All ingress, egress, and non-supervised areas of campus should have surveillance cameras installed and, depending on district requirements, determine via board policy if the cameras are actively monitored or for forensic purposes only. The cameras should be on the district's wide area network (WAN). All cameras should be cleaned and evaluated on a routine basis.

Mass Notification Systems

The district should verify the operation of all mass notification systems, determine if coverage is adequate, and evaluate site-wide walk-talkies where appropriate. All notification systems should be tested on a routine basis.



Windows and Window Coverings (Glazing)

District schools contain a considerable amount of glazing along classrooms and within doors. Consider window coverings for lock down purposes. The glazing was found to be operable and when open an adult could climb through. Schools have thermally tempered glass which could shatter into small pieces upon impact thus harming occupants. Consider the installation of film and/or replacement.

To further enhance security, the Department of Homeland Security recommends each school site administrative team along with building occupants complete a Cybersecurity and Infrastructure Security Agency (CISA) survey (Exhibit SS-1) and a SAFE Tool Assessments/Questionnaire (Exhibit SS-2) on a regular schedule (e.g. once every two years). This activity could be integrated with the annual Comprehensive Safety Plan as required by Ed Code 32282. A representative from Homeland Security can assist the district in this effort.



Exhibit SS-1: K12-School Security Survey



Homeland Security

Complete Excel Template can be made available upon request

This U.S. Department of Homeland Security (DHS) survey is intended to help K-12 school personnel evaluate their physical security current practices and identify ways to prevent and protect against active-shooter threats. The questions within each section are prioritized, beginning with the most important issue. Each selected answer generates an option outlining a specific course of action that school personnel may wish to consider, based on their existing security practices and the resources they have available, among other factors.

Instructions

1. This workbook works best on a computer running Windows 7 (or later) and Excel 2013 (or later).
2. This workbook contains Macros and automatically opens with a security warning. Click the Enable Content button below the menu bar, or go to File and click the Enable Content button next to Security Warning. Select Enable All Content.
3. The survey is designed to be completed tab by tab going from left to right. Begin with the Security/Emergency Management section.
4. Questions appear in column A. Each question has either three or five answers. Select the answer that most accurately represents your school.
 - An option for consideration (OFC) and score will appear to the right of the range of possible answers for each question, based on the answer you selected.
 - You may need to adjust the zoom setting and/or use the horizontal scroll bar to view a question, all possible answers, and corresponding options for consideration.
 - The overall score for that section appears at the bottom of the worksheet, below all of the questions.
5. Repeat Steps 1 and 2 for each section.
6. The hyperlinks provided in this tool were current as of June 25, 2018. If you cannot access the identified location or file, you may copy and paste the hyperlink text into a browser or conduct an online search for the provided title and author/organization.
7. Click on the Summary tab for a bar chart displaying the normalized scores for each section and a list of all of the options for consideration. The scores have been normalized so they all are on a scale of 0-100 and can be compared to each other easily.
8. Click on the Action Items tab for a complete list of all of the OFCs by category. This worksheet provides a way to prioritize, assign, and track the options for consideration.

Email NICCC@hq.dhs.gov to contact DHS and receive an accessible version of this survey.



Exhibit SS-2: SAFE Tool Assessments/Questionnaire

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Date: **BOLD**

School Name: **BOLD**

Name of person completing the questionnaire: **BOLD**

Contact Email: **BOLD**

Contact Phone: **BOLD**

Information Sharing	Y	N
<u>First Responders</u>		
Has the primary law enforcement agency conducted an onsite visit of the facility?		
Does the facility have interoperable communications with the primary law enforcement agency?		
Has the primary fire response agency conducted an onsite visit of the facility?		
Does the facility have interoperable communications with the primary fire response agency?		
Has the primary emergency medical response agency conducted an onsite visit of the facility?		
Does the facility have interoperable communications with the primary emergency medical response agency?		
Does the facility exchange information with the following? Local or State EMA Local Law Enforcement Local Fusion Center (NCRIC) InfraGard HSIN FBI		



ISAC		
InfraGard		
Other Federal Agencies		
Adjacent Properties, like facilities, etc		
State EMA		
State Law Enforcement		
Local EMA		
Local Law Enforcement		
Plans	Y	N
<u>Security Management</u>		
Does the facility have a designated Security Manager?		
Does the facility have a written security plan?		
Has the facility security plan been coordinated with local Law Enforcement/First Responders?		
Does the facility review and exercise its security plan annually?		
Does the facility train personnel on the security plan initially and annually thereafter?		
Is the facility security plan missing key elements (See below Elements)?		
Possible security risks		
Threats and Vulnerabilities, facility operations and activities		
Key personnel responsible for facility security		
Identification of responsible First Responders		
Identification of critical assets/areas		
Physical security		
Management and use of physical security systems		



Perimeter Security		
Parking/delivery/standoff distance(s)		
Electronic security systems		
Locks and technologies		
CCTV system		
Intrusion detection or alarm system		
Illumination		
Key control program		
Physical security inspection program		
Security Force		
Staffing		
Static Post		
Roving Post		
Equipment		
Training		
Access Control Procedures		
Employees		
Visitors		
Contractors		
Customers		
A security Awareness training program that addresses		
Terrorist incidents		
Active Shooter		



Personnel security Criminal activities (e.g., break-ins) Hostage situations Liaison with response agencies Exercising the plan Plan maintenance (e.g., review and revision) Executive protection Security communications policy or procedures Information protection/OPSEC Procedures for handling suspicious packages Procedures for bomb threats and suspicious items		
Has the facility developed a response plan and training program to provide guidance on how to respond to an active shooter?		
<u>Internal Disturbances (Workplace Violence)</u>		
Has the facility developed a protocol to respond to workplace violence?		
Does the facility provide initial and annual training for all personnel?		
Has the facility developed a checklist of steps to be taken when terminating an employee that includes revoking access to cyber systems, email, etc. and addresses the return of keys, access cards, uniforms, and other property?		
Has the facility implemented a policy that deals with termination procedures for hostile employees?		
Does the facility have a mass notification system or process?		
Does the facility have crisis communications plans and procedures?		
Has the facility tested, exercised or documented its mass notification system?		
Is there a system or process for an employee to report a security concern?		
Are mechanisms in place for employees and volunteers to report behaviors that raise safety concerns to the security force and/or the Facility leadership?		



Does the facility participate in any external security or emergency preparedness working groups?		
Employees	Y	N
Does the facility conduct background checks on all employees?		
Are recurring background checks conducted on facility employees?		
<u>Contract Security Personnel</u>		
Does the facility conduct background checks on contract security personnel?		
Are recurring background checks conducted on contract security personnel?		
<u>Contractors</u>		
Does the facility conduct background checks on contractors?		
Are recurring background checks conducted on contractors?		
<u>Vendors</u>		
Does the facility conduct background checks on vendors?		
Are recurring background checks conducted on vendors?		
<u>Volunteers</u>		
Does the facility conduct background checks on volunteers?		
Resilience Management	Y	N
<u>Business Continuity</u>		
Does the facility have a designated business continuity manager?		
Does the facility have a written business continuity plan?		
Does the facility train personnel on the business continuity plan?		
Does the Facility train all personnel on the business continuity plan?		
Does the facility exercise its business continuity plan annually?		



Does the facility have an alternate site for continuity of business when the primary location is not accessible?		
<u>Emergency Action Plan</u>		
Does the facility have a written emergency operation/emergency action plan?		
Has the facility coordinated the emergency operation/emergency action plan with emergency responders?		
Does the facility train personnel to include volunteers on the emergency operation/emergency action plan?		
Does the facility exercise its emergency operation/emergency action plan annually?		
Physical Security	Y	N
<u>Security Force</u>		
Does the facility have a security force?		
Do facility employees perform security-related duties such as patrols and security checks?		
Does the facility have a security team or threat assessment team to identify potential threats or respond to security incidents?		
Does the facility have a surge capacity plan to provide additional security personnel during special circumstances or elevated threats?		
Does the facility have an onsite security force? The company/organization employs a security force, but security personnel are not stationed at the facility.		
Does the facility security force staff static posts at areas where entry control, monitoring, and/or protection is necessary (e.g., main entrance)?		
Does the security force have communications devices?		
Does the security force receive training on emergency response procedures for: Bomb threats?		



Break-ins?		
Hostage/Barricade situations?		
Fires?		
HAZMAT release?		
Natural Disaster?		
CPR/First Aid?		
Active Shooter attacks?		
IED recognition?		
Does the facility have comprehensive post orders for the security force?		
<u>Perimeter Security</u>		
Does the facility have a perimeter fence? Height?		
Is 100% of the facility enclosed by the fence?		
Is the fence clearly marked or identified with warning signs?		
<u>Entry Control</u>		
Does the facility have access control policies/procedures for employees/students?		
Does the facility have access control policies/procedures for visitors?		
Does the facility have access control policies/procedures for contractors/vendors?		
Does the facility have access control policies/procedures for customers/patrons/public?		
Does the facility have access control policies/procedures special events?		
Does the facility have a badging system?		
Is the facility badging system enforced?		
Does the facility use a proximity card access system?		
Does the facility have keycard (e.g., proximity card, swipe card) control policies and procedures?		



Does the facility have internal access controls in place?		
Does the facility have access controls in place to restrict employee access to sensitive/critical areas (e.g., control rooms, server rooms, fuel or chemical storage areas, utility service areas) to only those with a valid need for admittance?		
What is the construction of exterior doors?		
Does the facility have numerous extraneous access points for ingress, or have numerous access points that are unsecured?		
Does the main entrance into the building allow for unrestricted access into the facility?		
Does the facility lock main entrance/exterior entrance doors during the school day?		
What is the construction of interior doors?		
Can interior doors be locked/secured?		
Does the facility have key control policies and procedures?		
Does the facility have vehicle access control policies/procedures?		
<u>Parking, Delivery and Standoff</u>		
Can Vehicles park within 400 feet of the facility?		
Is uncontrolled parking available adjacent to the facility, on the street?		
Is uncontrolled parking available under the building?		
Is uncontrolled parking available above the building?		
Is parking in the uncontrolled parking area monitored in any way?		
Are there procedures or policies to identify and act on unauthorized vehicles parked in the uncontrolled parking area for an extended period?		
<u>Barriers</u>		
Does the facility use barriers to mitigate high-speed avenues of approach?		
Do one or more unobstructed high-speed avenues of approach lead to significant areas and critical assets of the facility?		



Does the Facility does have a vehicle barrier plan or system to mitigate high speed vehicle intrusion or address heavy traffic flow during special events?		
<u>Building Envelope</u>		
Do ground-floor windows have protective measures to mitigate the hazardous effects of flying glass during an explosive event?		
What is the construction of exterior windows? Can windows be opened?		
Are outside air intakes accessible and susceptible to the introduction of CBR agents?		
Security Systems	Y	N
Does the facility have an interior IDS?		
<u>CCTV</u>		
Does the facility have CCTV?		
What technology, capability and functionality is in use with CCTV?		
Does the Facility CCTV provide coverage of the facility's perimeter?		
Does CCTV provide coverage of areas of concern, such as gates and entryways?		
Does CCTV provide coverage of the main vehicle entrance area?		
Does the facility use real-time monitoring for the CCTV system?		
Does the facility record CCTV?		
Is there a policy for review of recorded information?		
Is the CCTV system maintained according to recommended specifications?		
Does the backup power supply cover most of the cameras?		
<u>Illumination</u>		
Are Facility fences, gates, and/or parking areas illuminated?		
Is lighting for fences, gates, and/or parking areas uneven and dissimilar, causing glare and shadows?		
Does the backup power supply cover most of the existing lighting?		



Does the backup power cover emergency lighting for only critical locations along fences and/or gates and/or in parking areas?		
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PHOTO LOG

PHOTO NUMBER	DEPICTING



SUGGESTED PLAN FOR UPDATING THE SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT LONG-RANGE FACILITIES MASTER PLAN

The Board of Trustees may wish to direct staff to provide an annual facilities update during June or July of each school year that provides:

- Information related to new residential or commercial/industrial development activity planned or occurring within the District that is likely to impact FUSD's facility-related needs;
- Recommendations for short-term and long-term facility-related improvements throughout the FUSD;
- Recommendations relative to planning for new facilities;
- Recommendations relative to utilization of available school facility funding options.

The Board of Education for SSFUSD has invested a considerable amount of resources towards the completion of this Long-Range Facilities Master Plan. This commitment represents a significant investment by the Board toward responsible planning for future facility needs. The policy statements that follow represent the Board of Education's current policy positions on matters pertaining to school facility master planning.

The Board recognizes the importance of long-range planning for school facilities to help meet the changing needs of SSFUSD students and to help ensure that resources are allocated in an efficient and effective manner. To that end, the Board of Trustees directs the superintendent or designee to develop and maintain a master plan for SSFUSD facilities.

- The plan shall describe SSFUSD's anticipated short- and long-term facility needs and priorities, and shall be aligned with FUSD's educational goals;
- The Superintendent or designee shall ensure staff, parents/guardians, students, and business and community representatives are kept informed of the need for construction and modernization of facilities and of SSFUSD's plans for facilities;
- The Superintendent or designee may establish a facilities committee that shall meet at regular intervals to give community members opportunities to provide input into the planning process;
- The committee may consult local governmental and state planning agencies to ensure compliance with local and state standards;
- ❖ Items that the parties may discuss at the meeting include, but are not limited to, methods of coordinating planning with proposed revitalization efforts, recreation, and park

Appendix

PROJECTED RESIDENTIAL DEVELOPMENT

Project	Elementary School	Total # of Units	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2021-2022
488 Linden	Martin	38			38								
255 Cypress	Martin	46			46								
Cadence Phase 2	Martin	195			195								
616 Maple	Martin	5			5								
988 El Camino Real	Los Cerritos	172			172								
818-824 Linden	Martin	7			7								
410 Noor Ave.	Los Cerritos	342				172	170						
645 Baden Avenue	Spruce	8			8								
423 Commercial Ave.	Martin	4			4								
200 Airport Blvd.	Los Cerritos	94			47	47							
124 Airport Blvd.	Los Cerritos	294			147	147							
100 Produce Ave.	Los Cerritos	186				93	93						
7 S. Linden	Los Cerritos	445				225	220						
1051 Mission Rd. (PUC Site)	Sunshine Gardens	800				500	300						
458 Railroad Ave.	Los Cerritos	4			4								
428-432 Baden Ave.	Spruce	36			36								



Project	Elementary School	Total # of Units	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2021-2022
150 Airport	Martin	157			157								
Mission & Mclellan	Buri Buri	20				20							
HiSense	Martin	97			48	49							



SITE CAPACITY CALCULATION DETAILS



Buri Buri ES, K-5

District Program Capacity Calculations			
CR, K, w/out special ed	19		
Students / Rm.	24		
Subtotal	456		
CR, 1-3, w/out special ed			
Students / Rm.	24		
Subtotal	0		
CR, 4-5, w/out special ed	7		
Students / Rm.	30		
Subtotal	210		
Special Ed - Severe	0		
Students / Rm.	9		
Subtotal	0		
Special Ed - Non-Severe	3		
Students / Rm.	13		
Subtotal	39		
			District Capacity 2020-2021 705

State Capacity Calculations			
Gross CR, K-5, w/out special ed	29		
Students / Rm.	25		
Subtotal	725		
Gross CR, Special Ed. - severe	0		
Students/Rm	9		
Subtotal	0		
Gross CR, Special Ed. - non severe	3		
Students/Rm	13		
Subtotal	39		
			State Capacity 2020-2021 764



Junipero Serra ES, K-5

District Program Capacity Calculations		
CR, K, w/out special ed	9	
Students / Rm.	24	
Subtotal		216
CR, 1-3, w/out special ed		
Students / Rm.	24	
Subtotal		0
CR, 4-5, w/out special ed	4	
Students / Rm.	30	
Subtotal		120
Special Ed - Severe	0	
Students / Rm.	9	
Subtotal		0
Special Ed - Non-Severe	4	
Students / Rm.	13	
Subtotal		52
		District Capacity
		2020-2021
		388

State Capacity Calculations		
Gross CR, K-5, w/out special ed	18	
Students / Rm.	25	
Subtotal		450
Gross CR, Special Ed. - severe	0	
Students/Rm	9	
Subtotal		0
Gross CR, Special Ed. - non severe	4	
Students/Rm	13	
Subtotal		52
		State Capacity
		2020-2021
		502



Los Cerritos ES, K-5

District Program Capacity Calculations		
CR, K, w/out special ed	10	
Students / Rm.	24	
Subtotal	240	
CR, 1-3, w/out special ed		
Students / Rm.	24	
Subtotal	0	
CR, 4-5, w/out special ed	4	
Students / Rm.	30	
Subtotal	120	
Special Ed - Severe	0	
Students / Rm.	9	
Subtotal	0	
Special Ed - Non-Severe	4	
Students / Rm.	13	
Subtotal	52	
		District Capacity 2020-2021 412

State Capacity Calculations		
Gross CR, K-5, w/out special ed	14	
Students / Rm.	25	
Subtotal	350	
Gross CR, Special Ed. - severe	0	
Students/Rm	9	
Subtotal	0	
Gross CR, Special Ed. - non severe	4	
Students/Rm	13	
Subtotal	52	
		State Capacity 2020-2021 402



Martin ES, K-5

District Program Capacity Calculations			
CR, K, w/out special ed	12		
Students / Rm.	24		
Subtotal		288	
CR, 1-3, w/out special ed			
Students / Rm.	24		
Subtotal		0	
CR, 4-5, w/out special ed	6		
Students / Rm.	30		
Subtotal		180	
Special Ed - Severe	0		
Students / Rm.	9		
Subtotal		0	
Special Ed - Non-Severe	4		
Students / Rm.	13		
Subtotal		52	
			District Capacity 2020-2021 520

State Capacity Calculations			
Gross CR, K-5, w/out special ed	21		
Students / Rm.	25		
Subtotal		525	
Gross CR, Special Ed. - severe	0		
Students/Rm	9		
Subtotal		0	
Gross CR, Special Ed. - non severe	4		
Students/Rm	13		
Subtotal		52	
			State Capacity 2020-2021 577



Monte Verde ES, K-5

District Program Capacity Calculations		
CR, K, w/out special ed	18	
Students / Rm.	24	
Subtotal	432	
CR, 1-3, w/out special ed		
Students / Rm.	24	
Subtotal	0	
CR, 4-5, w/out special ed	6	
Students / Rm.	30	
Subtotal	180	
		District Capacity 2020-2021 625
Special Ed - Severe	0	
Students / Rm.	9	
Subtotal	0	
Special Ed - Non-Severe	1	
Students / Rm.	13	
Subtotal	13	

State Capacity Calculations		
Gross CR, K-5, w/out special ed	26	
Students / Rm.	25	
Subtotal	650	
Gross CR, Special Ed. - severe	0	
Students/Rm	9	
Subtotal	0	
		State Capacity 2020-2021 663
Gross CR, Special Ed. - non severe	1	
Students/Rm	13	
Subtotal	13	



Ponderosa ES, K-5

District Program Capacity Calculations		
CR, K, w/out special ed	15	
Students / Rm.	24	
Subtotal	360	
CR, 1-3, w/out special ed		
Students / Rm.	24	
Subtotal	0	
CR, 4-5, w/out special ed	4	
Students / Rm.	30	
Subtotal	120	
Special Ed - Severe	0	
Students / Rm.	9	
Subtotal	0	
Special Ed - Non-Severe	5	
Students / Rm.	13	
Subtotal	65	
		District Capacity 2020-2021 545

State Capacity Calculations		
Gross CR, K-5, w/out special ed	23	
Students / Rm.	25	
Subtotal	575	
Gross CR, Special Ed. - severe	0	
Students/Rm	9	
Subtotal	0	
Gross CR, Special Ed. - non severe	5	
Students/Rm	13	
Subtotal	65	
		State Capacity 2020-2021 640



Skyline ES, K-5

District Program Capacity Calculations			
CR, K, w/out special ed	15		
Students / Rm.	24		
Subtotal		360	
CR, 1-3, w/out special ed			
Students / Rm.	24		
Subtotal		0	
CR, 4-5, w/out special ed	7		
Students / Rm.	30		
Subtotal		210	
			District Capacity 2020-2021
			583
Special Ed - Severe	0		
Students / Rm.	9		
Subtotal		0	
Special Ed - Non-Severe	1		
Students / Rm.	13		
Subtotal		13	

State Capacity Calculations			
Gross CR, K-5, w/out special ed	23		
Students / Rm.	25		
Subtotal		575	
Gross CR, Special Ed. - severe	0		
Students/Rm	9		
Subtotal		0	
			State Capacity 2020-2021
			588
Gross CR, Special Ed. - non severe	1		
Students/Rm	13		
Subtotal		13	



Spruce ES, K-5

District Program Capacity Calculations		
CR, K, w/out special ed	15	
Students / Rm.	24	
Subtotal	360	
CR, 1-3, w/out special ed		
Students / Rm.	24	
Subtotal	0	
CR, 4-5, w/out special ed	7	
Students / Rm.	30	
Subtotal	210	
Special Ed - Severe	0	
Students / Rm.	9	
Subtotal	0	
Special Ed - Non-Severe	4	
Students / Rm.	13	
Subtotal	52	
		District Capacity 2020-2021 622

State Capacity Calculations		
Gross CR, K-5, w/out special ed	23	
Students / Rm.	25	
Subtotal	575	
Gross CR, Special Ed. - severe	0	
Students/Rm	9	
Subtotal	0	
Gross CR, Special Ed. - non severe	4	
Students/Rm	13	
Subtotal	52	
		State Capacity 2020-2021 627



Sunshine Gardens ES, K-5

District Program Capacity Calculations		
CR, K, w/out special ed	14	
Students / Rm.	24	
Subtotal		336
CR, 1-3, w/out special ed		
Students / Rm.	24	
Subtotal		0
CR, 4-5, w/out special ed	5	
Students / Rm.	30	
Subtotal		150
Special Ed - Severe	0	
Students / Rm.	9	
Subtotal		0
Special Ed - Non-Severe	2	
Students / Rm.	13	
Subtotal		26
		District Capacity 2020-2021
		512

State Capacity Calculations		
Gross CR, K-5, w/out special ed	22	
Students / Rm.	25	
Subtotal		550
Gross CR, Special Ed. - severe	0	
Students/Rm	9	
Subtotal		0
Gross CR, Special Ed. - non severe	2	
Students/Rm	13	
Subtotal		26
		State Capacity 2020-2021
		576



Alta Loma MS, 6-8

District Program Capacity Calculations		
CR, 6-8, w/out special ed	28	
Students / Rm.	28	
Subtotal		784
Special Ed - Severe	0	District Capacity 2020-2021 862
Students / Rm.	9	
Subtotal		
	0	
Special Ed - Non-Severe	6	
Students / Rm.	13	
Subtotal		
	78	

State Capacity Calculations		
Gross CR, 6-8, w/out special ed	29	
Students / Rm.	27	
Subtotal		783
Gross CR, Special Ed. - severe	0	State Capacity 2020-2021 861
Students/Rm	9	
Subtotal		
	0	
Gross CR, Special Ed. - non severe	6	
Students/Rm	13	
Subtotal		
	78	



Parkway Heights MS, 6-8

District Program Capacity Calculations			
CR, 6-8, w/out special ed	23		
Students / Rm.	28		
Subtotal		644	
Special Ed - Severe	0		District Capacity 2020-2021 722
Students / Rm.	9		
Subtotal		0	
Special Ed - Non-Severe	6		
Students / Rm.	13		
Subtotal		78	

State Capacity Calculations			
Gross CR, 6-8, w/out special ed	29		
Students / Rm.	27		
Subtotal		783	
Gross CR, Special Ed. - severe	0		State Capacity 2020-2021 861
Students/Rm	9		
Subtotal		0	
Gross CR, Special Ed. - non severe	6		
Students/Rm	13		
Subtotal		78	



Westborough MS, 6-8

District Program Capacity Calculations		
CR, 6-8, w/out special ed	21	
Students / Rm.	28	
Subtotal		588
Special Ed - Severe	0	District Capacity 2020-2021 666
Students / Rm.	9	
Subtotal		
	0	
Special Ed - Non-Severe	6	
Students / Rm.	13	
Subtotal		78

State Capacity Calculations		
Gross CR, 6-8, w/out special ed	23	
Students / Rm.	27	
Subtotal		621
Gross CR, Special Ed. - severe	0	State Capacity 2020-2021 699
Students/Rm	9	
Subtotal		
	0	
Gross CR, Special Ed. - non severe	6	
Students/Rm	13	
Subtotal		78



El Camino HS, 9-12

District Program Capacity Calculations		
CR, 9-12, w/out special ed	52	
Students / Rm.	30.5	
Subtotal	1586	
Special Ed - Severe	2	District Capacity 2020-2021 1656
Students / Rm.	9	
Subtotal	18	
Special Ed - Non-Severe	4	
Students / Rm.	13	
Subtotal	52	

State Capacity Calculations			
Gross CR, 9-12, w/out special ed	52		
Students / Rm.	27		
Subtotal	1404		
Gross CR, Special Ed. - severe	0	State Capacity 2020-2021 1482	
Students/Rm	9		
Subtotal	0		
Gross CR, Special Ed. - non severe	6		
Students/Rm	13		
Subtotal	78		



South San Francisco HS, 9-12

District Program Capacity Calculations		
CR, 9-12, w/out special ed	58	
Students / Rm.	30.5	
Subtotal	1769	
Special Ed - Severe	2	District Capacity 2020-2021 1839
Students / Rm.	9	
Subtotal	18	
Special Ed - Non-Severe	4	
Students / Rm.	13	
Subtotal	52	

State Capacity Calculations		
Gross CR, 9-12, w/out special ed	59	
Students / Rm.	27	
Subtotal	1593	
Gross CR, Special Ed. - severe	0	State Capacity 2020-2021 1645
Students/Rm	9	
Subtotal	0	
Gross CR, Special Ed. - non severe	4	
Students/Rm	13	
Subtotal	52	



Baden Continuation HS, 9-12

District Program Capacity Calculations		
CR, 9-12, w/out special ed	5	
Students / Rm.	28	
Subtotal		140
Special Ed - Severe	0	
Students / Rm.	9	
Subtotal		0
		District Capacity 2020-2021 153
Special Ed - Non-Severe	1	
Students / Rm.	13	
Subtotal		13

State Capacity Calculations		
Gross CR, 9-12, w/out special ed	6	
Students / Rm.	27	
Subtotal		162
Gross CR, Special Ed. - severe	0	
Students/Rm	9	
Subtotal		0
		State Capacity 2020-2021 175
Gross CR, Special Ed. - non severe	1	
Students/Rm	13	
Subtotal		13