Facility Master Plan

Downey Unified School District

2022

This plan is the outcome of a 6 month process in collaboration with a multi-disciplinary team of planning and architectural professionals. With support from the Downey Unified School District Board of Education and input from engaged community members, users and stakeholders; this plan reflects our vision for the alignment of our facilities with educational outcomes.

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Acknowledgments

We would like to acknowledge and thank the following people for their participation in the development of this facilities master plan.

Steering Committee		
Cabinet	Superintendent	Dr. John A. Garcia, Jr. Ph.D.
	Assoc. Superintendent, Business Services	Christina Aragon
	Asst. Superintendent, Secondary Education	Dr. Roger Brossmer, Ed.D.
	Asst. Superintendent, Elementary Education	Dr. Wayne Shannon, Ed.D.
	Asst. Superintendent, Human Resources	Alyda Mir
Facilities Planning & Development	DUSD, Senior Director Facilities	Vince Madsen
	DUSD, Program Manager	Luis Torres
Facilities Master Plan Committee		
Board of Education	Member	Giovanna Perez-Saab
	Member	Jose J. Rodriguez
	Member	Linda Salomon Saldaña
Cabinet	Superintendent	Dr. John A. Garcia, Jr. Ph.D.
	Asst. Superintendent, Secondary	Dr. Roger Brossmer, Ed.D.
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	DUSD, Rio San Gabriel ES Principal	David Cid
	DUSD, Williams ES Principal	Cary Calvo
DEA	Teacher Union Representative	Anna Beth Fishman
	Teacher Union Representative	Jim Mogen
	Teacher Union Representative	Danielle Mendenhall
Bargaining Unit	Classified Union Representative, Unit I	Marisol Alarid
	Classified Union Representative, Unit II	John Torres
PTA	Downey Council PTA Representative	Yobana Sanchez
Business/Community	Representative	Carrie Uva
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	Representative	Eric Pierce
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	Representative	Willie Medina
City	City of Downey Mayor	Blanca Pacheco
	Downey City Council Alternate	Claudia Frometa
	Downey City Community Development	Aldo Schindler
Outside Organization	Downey Foundation for Educational Opportunities	Laura Hurtado

Executive Summary.

Introduction

PURPOSE OF THE MASTER PLAN

The purpose of a facilities master plan is to provide a continuous basis for planning educational facilities that will meet the changing needs of a community. The plan is a compilation of information, policies, and statistical data about a school district which addresses facilities needs for changes in enrollment and educational pedagogy.

The plan enables the district to:

- Gather and organize quantitative and qualitative information about a community from which present and future educational program needs can be determined.
- Estimate pupil population make-up including quantity and demographics so that schools may be planned and provided.
- Make objective appraisal of the quality and capacity of existing facilities
- Make more effective decisions regarding the types, amounts, and quality of new and existing school facilities and the disposition of temporary facilities in favor of permanent facilities to accommodate capacity needs
- Coordinate a program of total school and community planning
- Develop a system of educational programmed facilities priorities as an integral part of the educational process.
- Maintain a program of continuous, comprehensive planning and financing of school facilities.

THE MASTER PLAN PROCESS

The development of a Long Range Facility Master Plan is a multi-phases initiative which includes a review of documentation and records related to existing campuses, as well as historical construction and modernization efforts to date; a physical assessment of existing conditions; current space utilization; capacity, enrollment history and future projections; a thorough understanding of educational programs and program-related needs from a District, site and community perspective; as well as current and future grade-specific and site-specific needs.

Data Collection

District Background and Strategic Objectives

The data collection phase establishes the existing context for decision making in the development of the long-term plan. This begins with an understanding of the District and its Strategic Objectives. This information helps the team to understand educational goals and desired outcomes, the history of previous facility planning and building programs and overall priorities. This is the lens through which future decision making is made.

Facility History

An understanding of existing facility history is critically important to making sound, long-term future decisions. The planning team collected historical data regarding existing campus plans and as-built drawings, work order histories, and records of past building system upgrades.

District Standards

A facility master plan should always be cognizant of the long-term implementation of recommendations. To that end, Any available district standards are reviewed to ensure that recommendations conform with operational practices and can be reasonably implemented and maintained over time.

Demographics and Capacity Analysis

A detailed demographics study provides historical and projected enrollment trends for each school site and the District in aggregate. This information is used to determine facility needs as they relate to capacity in the near-term, medium-term, and long-term. The demographics report also provides statistical data regarding facility usage of specific school sites and can inform programmatic decision making.

Condition Assessments

Assessment teams conducted in-depth site walks to evaluate the existing conditions of facilities and building systems. The teams consisted of architectural, building envelope, and mechanical, electrical, plumbing (MEP) specialists who determined the qualitative condition of site elements, building envelopes, building interiors, and infrastructure on a systems-level basis. Facilities were evaluated using a condition rating scale of 1-4 as outlined in the Facility Condition Rating (FCI) rating table below.

Site / Campus Asset Analysis		FCI
Good **1**	**Priority Level: Minor** Modernization, upgrades due to systems failures are a minor priority at this time.	The facility condition index is good for this building / structure. This building / structure has received comprehensive stewardship. The Life-Cycle status is between 0-25% for most major systems.
Fair **2**	**Priority Level: Medium** Modernization, upgrades, replacements due to systems failures are a medium priority at this time. Major systems are beginning to fail and should be scheduled for modernization, upgrades, replacements in the future.	The facility condition index is fair for this building / structure. This building / structure has received managed care. For this study, permanent buildings 30 years old or less are classified in this category. The Life-Cycle status is between 51-75% for most major systems.
Poor **3**	**Priority Level: High** Modernization, upgrades, replacements due to systems failures are a high priority at this time. Major systems are failing and should be scheduled for modernization, upgrades, replacements in the future.	The facility condition index is poor for this building / structure. This building / structure has received reactive management. For this study, permanent buildings 40 years old or less are classified in this category. The Life-Cycle status is between 76-100% for most major systems.
Very Poor **4**	**Priority Level: Very High** Modernization, upgrades, replacements due to systems failures are a very high priority at this time. Major systems are failing and should be scheduled for modernization, upgrades, replacements in the near future.	The facility condition index is very poor for this building / structure. This building / structure is in need of extensive care. For this study, permanent buildings 50 years old or more are classified in this category. The Life-Cycle status is over 100% for most major systems

Establishing the Educational Vision and Goals

The facility master plan seeks to support the district's long term educational goals. To do this, the planning team first develops an understanding of desired outcomes, curriculum frameworks and instructional delivery methodologies. The planning process then establishes a vision for environments, spaces, and adjacencies that support those educational outcomes. This framework serves as the basis of future design and implementation of the plan at each individual site.

Stakeholder Engagement

Stakeholder engagement is a critical component of the master planning process. Users, district leadership, and community members all provide unique perspectives which inform the final plan. They help to establish guiding principles, uncover specific needs, and develop priorities for implementation. The engagement process is layered and iterative, continually gathering input and feedback to build consensus over time and between the various stakeholder groups.

Identifying Scopes of Work and Related Costs

While the condition assessment provides an understanding of the current state of facilities, and the educational vision identifies the desired outcomes and future state of facilities; the scopes of work demonstrate the steps needed to move from current state to future state. Related costs are developed to provide a reasonable budget for implementing the plan over the long term.

Site master plans provide project scopes to address needs identified in the condition assessment, demographics analysis, and stakeholder engagement. Scopes are identified as modernization, reconfiguration of space, and new construction. Specific programmatic-related scopes of work are also identified across each site.

Financial Summary

The financial assessment, which serves as the master budget, provides a summary of projected costs for the recommended facility needs and scopes of work at each site. The report includes life-cycle repair and / or replacement line items as well as proposed modernization and new construction projects.

The master budget identifies costs at a system level basis utilizing master format divisions of work. This program level master budget has been drafted based on 2022 industry costs. Each phase of implementation will require adjustment of escalation and overall market conditions for each year.

Community Engagement

At the outset of the facilities master planning process, the District Leadership team set out to define the roles and responsibilities of the stakeholder participant groups. These groups were refined in the process and ultimately comprised a Steering Committee, a Facilities Master Plan Committee, individual School Site Committees and Focus Group interviews of representatives for specialized topics.

The groups provided input throughout the project, defining educational program goals and offering direction on facilities master planning goals. The input was synthesized and used as the foundation for developing recommendations for scopes of work and priorities

DESCRIPTION OF STAKEHOLDER GROUPS

Steering Committee (SC)

The Steering Committee was comprised of district leadership, including the Superintendent, Associate Superintendent of Business Services, Assistant Superintendent of Human Resources, Assistant Superintendent of Elementary Educational Services, Assistant Superintendent of Secondary Educational Services, Public Information Officer, and the Facilities Planning and Development team.

This group steered and coordinated the process ensuring that input from a range of stakeholders would be optimized. In addition, through regular meetings, the team was responsible for reviewing outcomes from the various groups and providing input on development of the site master plans and estimated budgets to guide the FMP process.

Facilities Master Plan Committee (FMPC)

The FMPC was comprised of a diverse group of District Leadership, school site representatives, civic organizations staff and local community stakeholders. Meetings were held to develop broad visioning concepts and to review and provide input on the development of the site master plans and the proposed prioritization of projects.

School Site Committees (SSC)

School Site Committees were formed to provide the planning team with input on specific site challenges and opportunities. The diverse representation of this group enabled the team collect input from multiple perspectives, including users, parents, and the community. Participants included teachers, students, parents and site administrators.

Program Focus Groups

Focus group meetings were held on an as-needed basis, to focus on particular programs, including overarching topics such as Special Education. Additionally, interviews of key District staff for Maintenance, Operations, Transportation, Food Service, and Information Technology took place to determine facilities needs within their areas of expertise. This examination was performed at both the District wide and individual school site levels to develop a holistic vision of the District’s needs within all areas of operation.

Engagement is a critical component to developing strong, long-term plans that reflect the values of users, stakeholders, and the broader community.

METHODOLOGY

Participants engaged in a variety of structured activities, aimed at soliciting input to develop a vision for aligning facilities with educational outcomes, identifying specific user needs, and developing project priorities.

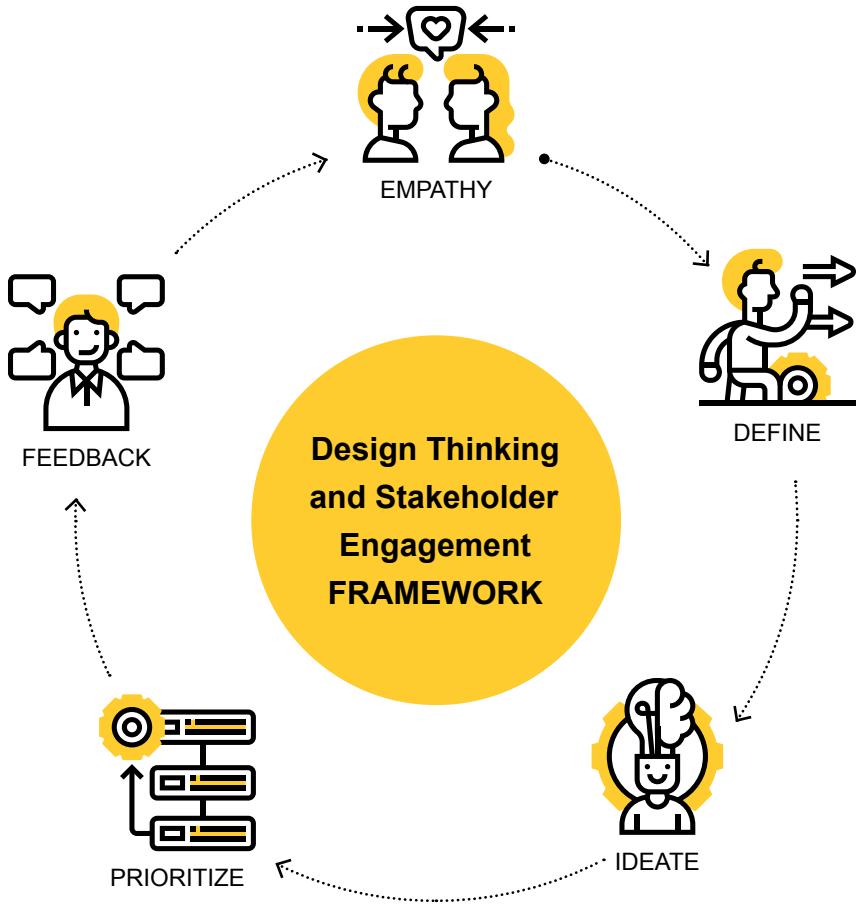
Design Thinking Framework

Design thinking is a process for solving problems which emphasizes an understanding of specific user needs and develops solutions through an iterative process to arrive at a final design. This framework has been customized for the specific needs of the master planning process and includes five stages:

- **Empathize:** develop an understanding of the users' experience, needs, values, and priorities
- **Define:** define the scope of the challenge or problem to be solved, including internal and external influences, context and desired outcomes
- **Ideate:** generate an abundance of ideas which can be evaluated and prioritized
- **Prioritize:** define priorities for review and feedback
- **Test:** present prototype concepts for evaluation and feedback

This process is cyclical and moves through the ideate, prototype and testing phases until consensus is developed around a final solution.

The intent of a community or stakeholder engagement session is to define challenges to be solved, generate ideas, and collect feedback which can then be incorporated into the final plan.



Workshop Principles

While the nuances and needs of each engagement differ, and each principle may not be able to be implemented rigidly and to its fullest extent, these proven principles guide the facilitation of the engagement process and are intended to keep participants focused in order to maximize the useful and meaningful input of the group.

Together, Alone

Often, in open discussions, the person with the most energy, or the one who has the most decision-making authority influences the rest of the group. The group's tendency is to adopt and run with that person's opinion, or not develop any opinion at all. When working "together, alone," participants are not being influenced by others. In turn, this leaves everyone with the time and space to work through a solution.

Provide Opportunities for Anonymity

Anonymity has the advantage of removing any bias that participants might have towards a piece of the solution and allows them to provide input freely and without judgment.

All Ideas are Valid and Considered

Validation is critically important in facilitating meaningful engagement. The role of the facilitator is to ensure that all views and voices are heard and considered. Facilitation is unbiased and the facilitator seeks to help participants frame and make meaning of their arguments without judgment.

ENGAGEMENT SUMMARY

Stakeholders were asked a variety of questions to help uncover specific challenges, needs, and priorities. Their input informed the planning process and was combined with input from district leadership and site users.

As a community member, it is important to me that the Downey school facilities...

"Include and preserve outdoor space"

"Flexible, adaptable space to support diverse learning"

"Represent the transitions we are making in the city and movement into the 21st Century"

"Are safe"

"Meets the needs of all partners and users"

"Are appealing to the neighborhood and community"

"Are innovative, enhance, and enrich learning environments"

Project Priorities

Top 3 Priorities

1. Drop off, Pickup, Vehicle Circulation
2. Safety and Security
3. Student Wellness & Wrap Around Services

Bathrooms

When asked about specific items to be addressed, participants overwhelming identified restroom facilities and infrastructure as a top priority.

Sailboat Activity
Lightning Design

1. Identify what works and what holds us back from achieving the goal of aligning facilities with educational outcomes
2. Vote on the challenges to solve, top vote getters are ranked and grouped
3. Ideate solutions to solve challenges
4. Vote on solutions, top vote getters are ranked and grouped

WHAT WE HEARD

What pushes us towards our goal?

- Improved Safety and Security
- Flexible, Adaptable spaces
- Balance Needs Vs. Wants
- Outdoor Learning
- Technology
- Infrastructure Modernization
- Refreshed landscaping
- Ability to attract and retain staff
- Willingness and vision to create new programming

What challenges hold us back from our goal?

- Implementing temporary fixes in lieu of long-term solutions
- Pick-up, drop-off
- Lack of functional space
- Ongoing maintenance costs
- Outdated technology
- Security
- Potentially losing staples like libraries
- Deteriorating restrooms and plumbing
- Inequity at the elementary schools

TOP PRIORITIES

Challenges to Solve

Challenge	Votes
Address parking and traffic issues at all sites	55
Aging infrastructure	27
More outdoor eating spaces / learning spaces	20
Multipurpose space	10
Key system for security	9
Updated cafeteria	2

TOP PRIORITIES

Potential Solutions

Solution	Votes
Two-story facilities	12
Innovative, modern facilities	9
Using turf in lieu of grass (landscaping)	10
Update building envelope for increased security	6
Demolish portables	6
Create health indoor air quality	4
Wellness Centers	4
Storage	1

Big Ideas: Scopes of Work

General Modernization

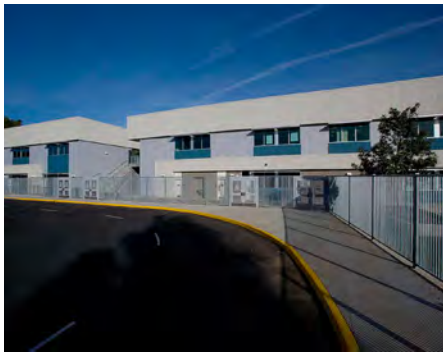
General modernization and life-cycle replacement of building systems, fixtures, and finishes

Expansion for Universal Pre-K

Provide adequate space to accommodate expansion of Universal Transitional Kindergarten.

Wellness and Student Support Services

Co-locate wellness and support services spaces to maximize efficiency and effectiveness.



Parking and Drop Off

Improve and expand parking and drop-off areas.

Single Point of Entry, Site Security

Improve safety and security at administration / entry points, fencing, and parking areas.

Portable Replacement

Replace portable buildings with permanent construction.

Nutrition Services

Improve nutrition services capabilities with expansion of site kitchen spaces.

Cost Summary

Project costs are determined using a database of costs based on a combination of cost estimating resources including RS Means and Sierra West cost estimating manuals; third party cost estimators; recent, comparable bid estimates; as well as estimates provided by local contractors and material suppliers as a benchmark for validation and adjustment.

Unit costs for modernization projects were determined on a cost per square foot basis. This cost per square foot was applied for modernization, reconfiguration, new construction, and modernization of specialty spaces such as restrooms and kitchens. Additional unit costs were used for specific building systems.

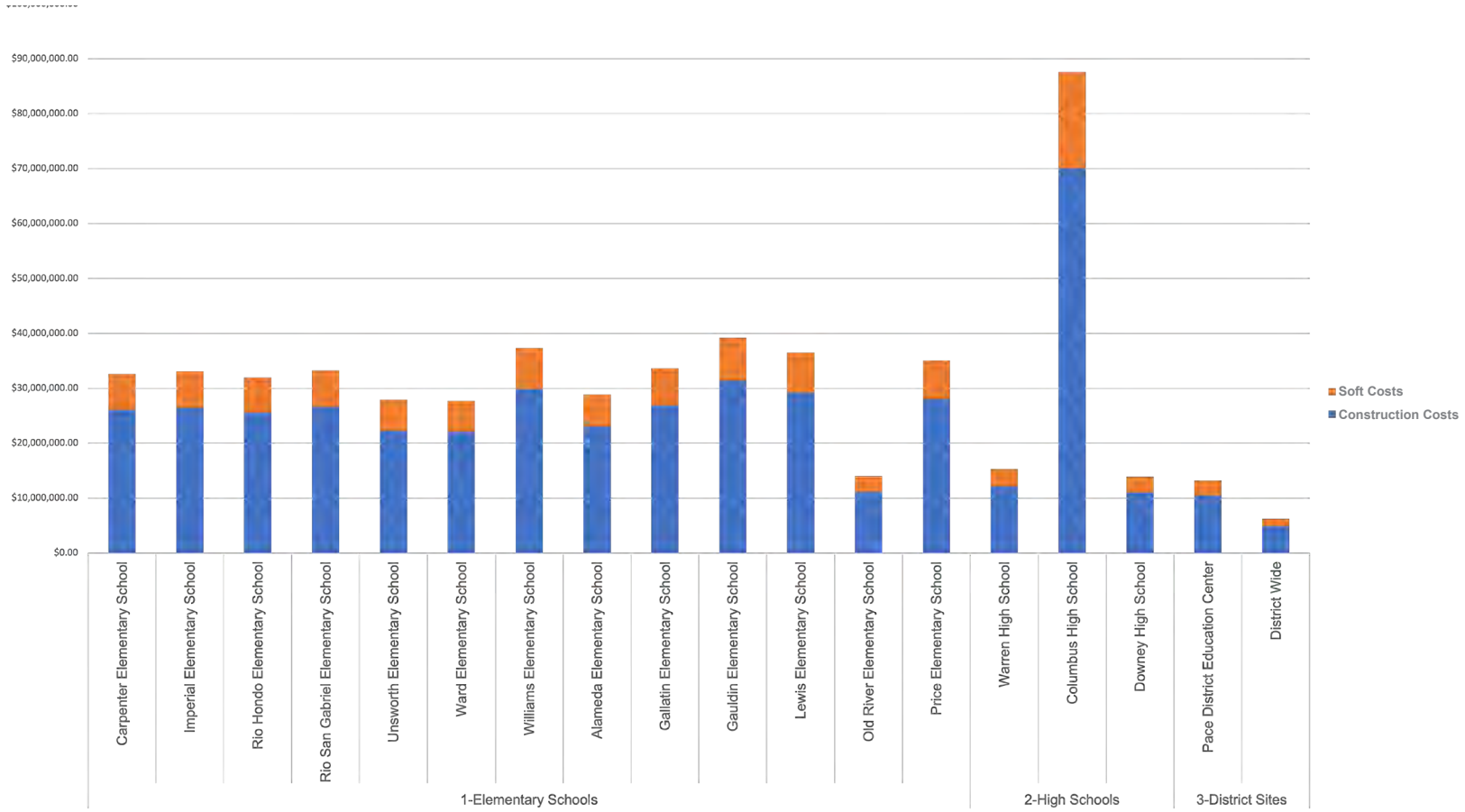
This method of estimation is intended to provide a guide for project budgeting parameters. It is not a detailed estimation of projects costs, as projects have only been identified in broad scope.

The proposed project costs consist of hard construction costs (material and labor), project contingency (10% of construction cost), soft costs (25% of construction cost plus contingency) and an escalation of 8% per annum based on the year of proposed start of construction.

Developing the Project Cost	
Construction Cost	$100
Contingency	$110
Construction Cost plus Soft Costs (25%)	$137.50
With 1 Year Escalation (6%)	$148.50

Construction Costs Include Items Such As:
Demolition
Foundations and Footings
Building Structures, Insulation, and Sheathing
Mechanical, Electrical, and Plumbing Systems
Doors and Windows
Building Exterior Finishes and Paint
Interior Flooring, Walls, and Ceiling Finishes
Furniture, Fixtures, and Equipment
Site Improvements
Safety and Security
ADA Upgrades

Soft Costs Include Items Such As:
Consultant Fees
Agency Review & Inspection Fees
Project Expenses



2022 $	Construction Cost	Project Cost
High Schools	**$93,472,185.90**	**$116,840,232.38**
Warren High School	$12,253,762.50	$15,317,203.13
Downey High School	$11,140,620.00	$13,925,775.00

District Sites	$15,602,269.74	$19,502,837.18
Pace District Education Center	$10,602,269.74	$13,252,837.18
Columbus Site Phase 1	$12,751,000.00	$15,938,750.00
Columbus Site Phase 2	$25,635,103.40	$32,043,879.25
Columbus Site Phase 3	$31,191,700.00	$38,989,625.00
District Wide	$5,000,000.00	$6,250,000.00
Elementary Schools	**$328,994,628.17**	**$411,243,285.21**
Carpenter Elementary School	$26,085,496.32	$32,606,870.40
Imperial Elementary School	$26,459,103.70	$33,073,879.63
Rio Hondo Elementary School	$25,582,784.66	$31,978,480.83
Rio San Gabriel Elementary School	$26,615,197.76	$33,268,997.20
Unsworth Elementary School	$22,318,375.02	$27,897,968.78
Ward Elementary School	$22,191,096.52	$27,738,870.65
Williams Elementary School	$29,871,492.66	$37,339,365.83
Alameda Elementary School	$23,114,464.47	$28,893,080.59
Gallatin Elementary School	$26,887,694.66	$33,609,618.33
Gauldin Elementary School	$31,383,802.22	$39,229,752.78
Lewis Elementary School	$29,217,602.68	$36,522,003.35
Old River Elementary School	$11,223,001.80	$14,028,752.25
Price Elementary School	$28,044,515.70	$35,055,644.63
Grand Total	$438,069,083.81	$547,586,354.76

School Site	Landscaping and Site Improvements	Modernization	Nutrition Services	Office and Support Services Expansion	Parking and Drop-Off	Playgrounds and Hardcourts	Programmatic Improvements
Elementary Schools	**$990,843.75**	**$145,657,599.53**	**$12,041,081.25**	**$25,902,918.75**	**$26,940,875.00**	**$6,896,875.00**	**$2,827,875.00**
Carpenter Elementary School		$13,673,678.90	$722,377.50	$946,512.50	$460,000.00	$687,500.00	
Imperial Elementary School		$11,510,093.38	$961,581.25	$9,260,775.00		$406,250.00	$2,827,875.00
Rio Hondo Elementary School		$11,211,940.33			$1,203,750.00	$231,250.00	
Rio San Gabriel Elementary School		$12,398,404.95		$5,186,150.00	$1,935,000.00	$231,250.00	
Unsworth Elementary School		$8,310,271.90	$1,025,209.38	$4,636,350.00	$3,018,750.00	$687,500.00	
Ward Elementary School		$10,684,789.40	$1,025,209.38	$1,025,209.38	$1,725,000.00	$406,250.00	
Williams Elementary School	$230,062.50	$11,309,100.20	$969,584.38	$969,584.38	$3,889,875.00	$1,250,000.00	
Alameda Elementary School		$14,964,902.53	$957,084.38	$969,584.38	$6,405,500.00	$906,250.00	
Gallatin Elementary School		$9,879,621.20	$969,584.38		$3,300,500.00	$512,500.00	
Gauldin Elementary School	$93,750.00	$9,688,059.03	$969,584.38	$969,584.38	$1,638,750.00	$546,875.00	
Lewis Elementary School	$275,500.00	$10,187,390.85	$1,723,631.88	$969,584.38	$1,926,250.00	$343,750.00	
Old River Elementary School	$252,343.75	$11,551,521.00				$343,750.00	
Price Elementary School	$139,187.50	$10,287,825.88	$2,717,234.38	$969,584.38	$1,437,500.00	$343,750.00	
High Schools	**$93,750.00**	**$17,763,637.50**	**$37,995,875.00**	**$8,097,928.06**			**$900,000.00**
Warren High School							
Columbus High School	$93,750.00	$17,763,637.50	$37,995,875.00	$8,097,928.06			$900,000.00
Downey High School							
District Sites	**$184,625.00**	**$8,483,800.78**	**$969,584.38**	**$1,491,964.53**	**$776,250.00**	**$175,000.00**	
Pace District Education Center	$184,625.00	$8,483,800.78	$969,584.38	$1,491,964.53	$776,250.00	$175,000.00	
District Wide							
Grand Total	$1,269,218.75	$171,905,037.80	$51,006,540.63	$35,492,811.34	$27,717,125.00	$7,071,875.00	$3,727,875.00

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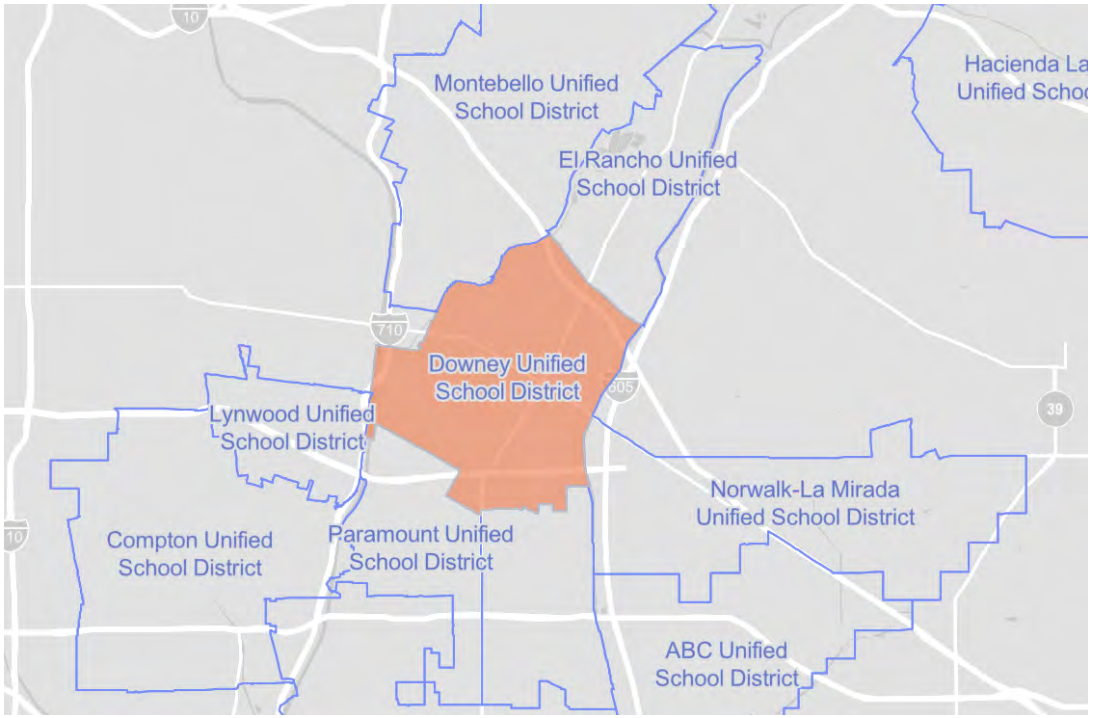
COST SUMMARY (2022 DOLLARS, PROJECT COST SHOWN)

School Site	Replace Portables with Permanent Classrooms	Restrooms	Shade	Student Wellness and Support Services	TK / Kindergarten	Safety and Security	Grand Total
Elementary Schools	**$110,503,722.13**	**$1,885,671.88**	**$7,700,000.00**	**$13,238,106.75**	**$54,398,966.19**	**$2,258,750.00**	**$411,243,285.21**
Carpenter Elementary School	$13,327,000.00		$1,000,000.00	$809,744.00	$980,057.50		$32,606,870.40
Imperial Elementary School			$400,000.00		$7,707,305.00		$33,073,879.63
Rio Hondo Elementary School	$11,927,875.00		$600,000.00	$1,304,845.50	$5,498,820.00		$31,978,480.83
Rio San Gabriel Elementary School			$600,000.00	$1,052,604.75	$11,865,587.50		$33,268,997.20
Unsworth Elementary School	$7,415,012.50		$600,000.00	$970,750.00	$1,234,125.00		$27,897,968.78
Ward Elementary School	$9,347,887.50		$600,000.00	$1,141,125.00	$1,583,400.00	$200,000.00	$27,738,870.65
Williams Elementary School	$12,604,596.88		$600,000.00	$1,453,125.00	$3,148,437.50	$915,000.00	$37,339,365.83
Alameda Elementary School		$1,885,671.88	$600,000.00	$1,453,125.00	$750,962.44		$28,893,080.59
Gallatin Elementary School	$16,894,287.75		$600,000.00	$1,453,125.00			$33,609,618.33
Gauldin Elementary School	$23,270,025.00		$600,000.00		$1,453,125.00		$39,229,752.78
Lewis Elementary School			$600,000.00	$1,199,887.50	$18,914,758.75	$381,250.00	$36,522,003.35
Old River Elementary School			$300,000.00	$1,199,887.50		$381,250.00	$14,028,752.25
Price Elementary School	$15,717,037.50		$600,000.00	$1,199,887.50	$1,262,387.50	$381,250.00	$35,055,644.63
High Schools	**$51,989,041.81**						**$116,840,232.38**
Warren High School	$15,317,203.13						$15,317,203.13
Columbus High School	$22,746,063.69						$87,597,254.25
Downey High School	$13,925,775.00						$13,925,775.00
District Sites		**$490,362.50**	**$300,000.00**			**$6,631,250.00**	**$19,502,837.18**
Pace District Education Center		$490,362.50	$300,000.00			$381,250.00	$13,252,837.18
District Wide						$6,250,000.00	$6,250,000.00
Grand Total	$162,492,763.94	$2,376,034.38	$8,000,000.00	$13,238,106.75	$54,398,966.19	$8,890,000.00	$547,586,354.76

District and Community Profile.

Community Profile



DISTRICT COMMUNITY

The District community includes approximately 120,179 residents within the Downey Unified School District boundaries. The District is located in Los Angeles County, California and serves most of the city of Downey as well as smaller portions of the Cities of Bell Gardens, Bellflower, and South Gate.

The Downey area has a rich aerospace history dating back to World War II serving as a hub for military aircraft production during the war. Today, Downey's economy is comprised of healthcare, education, and consumables manufacturing. The area hosts a diverse population that is relatively young, with over 50% of the population younger than 45 years.

120,179	$75,325	572K	3.9%
POPULATION	MEDIAN HOUSEHOLD INCOME	MEDIAN HOME PRICE	UNEMPLOYMENT RATE

Source: 2020 US Census, American Community Survey

People and Population

MEDIAN AGE

35.6

Median age in Downey Unified School District Boundary

38.2

Median age in the United States

POPULATION BY AGE RANGE IN DOWNEY UNIFIED SCHOOL DISTRICT BOUNDARY

Under 5 years 5.7%

Under 18 years 23.7%

65 years and over 12.8%

Source: 2020 US Census, American Community Survey

Housing

HOUSING UNITS

39,115

Total Housing Units in Downey Unified School District Boundary

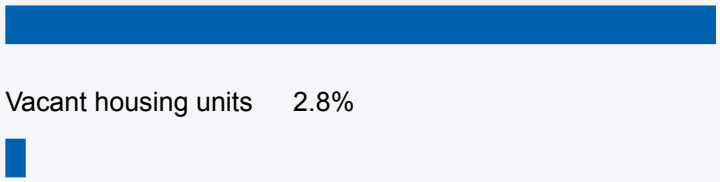
140,498,736

Available housing units in the United States

90.2%

Occupied housing units in the United States

HOUSING OCCUPANCY IN DOWNEY UNIFIED SCHOOL DISTRICT BOUNDARY



Source: 2020 US Census, American Community Survey

Educational Attainment

EDUCATIONAL ATTAINMENT

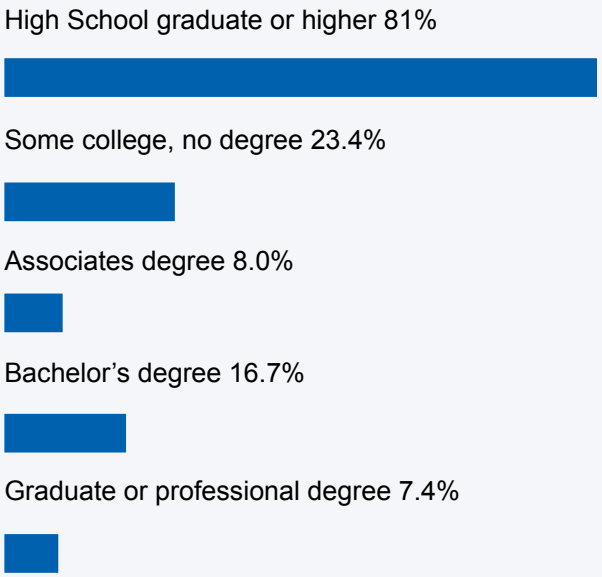
92.5%

Population 25 years and over have a high school graduate or higher degree in Downey Unified School District

91.5%

High school graduate or higher in the United States

EDUCATIONAL ATTAINMENT FOR POPULATION 25 YEARS AND OLDER IN DOWNEY UNIFIED SCHOOL DISTRICT BOUNDARY



Source: 2020 US Census, American Community Survey

Language

LANGUAGE SPOKEN AT HOME

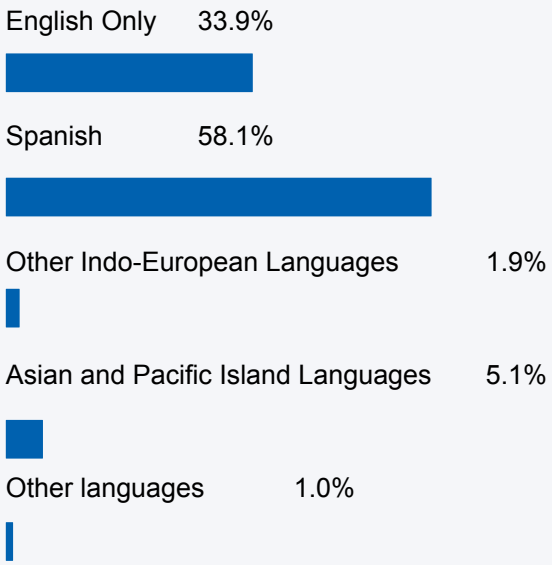
66.1%

Language other than English spoken at home in Downey Unified School District Boundaries

21.5%

Language other than English spoken at home in the United States

LANGUAGES SPOKEN IN THE HOME IN DOWNEY UNIFIED SCHOOL DISTRICT BOUNDARY



Source: 2020 US Census, American Community Survey

District Profile

The Downey Unified School District serves approximately 22,230 students in grades TK-12 across 21 school sites including 13 elementary schools, 4 middle schools, 3 high schools and an adult school. The Downey Unified School District believes that all students must have access to a positive and challenging learning environment. The District emphasizes that the right environment is vital to guiding and inspiring students to realize their individual potentials. The District strives to provide a positive school culture, safe and clean campuses, and knowledgeable and caring staff.

Vision

All students graduate with a 21st Century education that ensures they are college and career ready, globally competitive and citizens of strong character.

Mission

Downey Unified School District is committed to developing all students to be self-motivated learners and productive, responsible and compassionate members of an ever-changing global society. Our highly qualified staff foster meaningful relationships with students, parents, and the community while providing a relevant and rigorous curriculum in facilities that advance teaching and learning.

96.6%
GRADUATION RATE

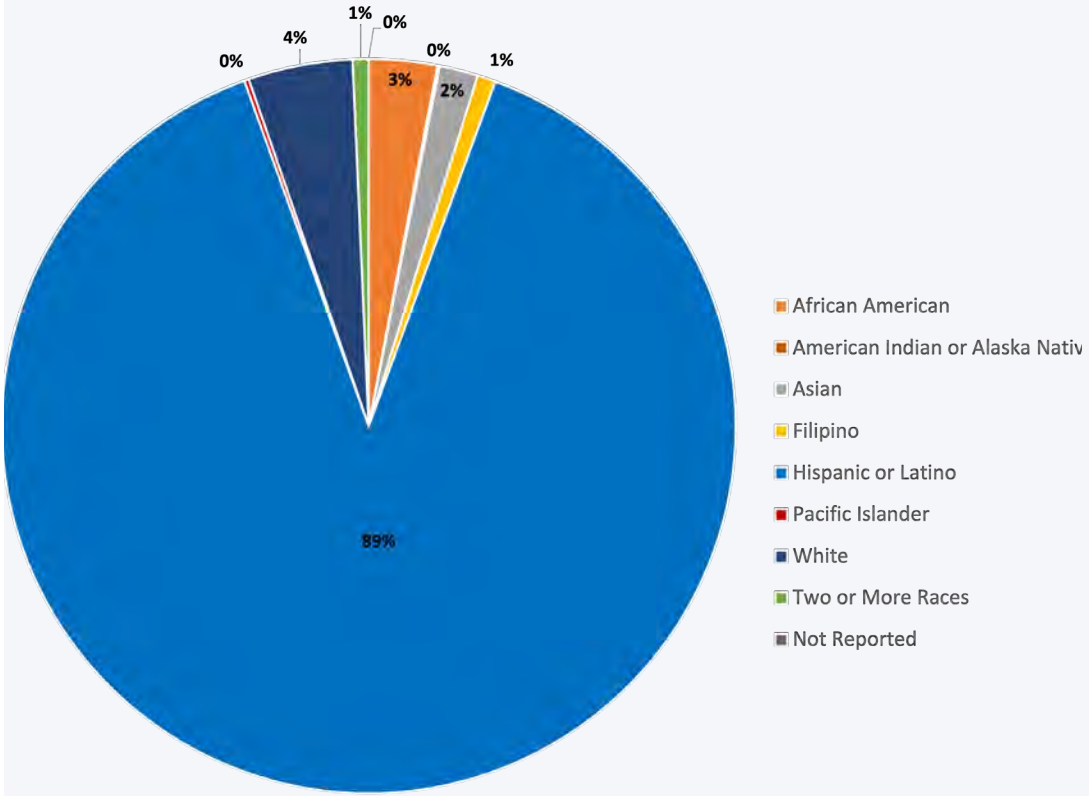
College / Career Readiness

The district has been steadily increasing student college and career readiness

22,230
2021-2022
ENROLLMENT

Source: California Department of Education

DISTRICT DIVERSITY



14% ENGLISH LEARNERS

69% SOCIO-ECONOMICALLY DISADVANTAGED

14% STUDENTS WITH DISABILITIES

0.6% YOUTH FOSTER, HOMELESS

0.0% MIGRANT EDUCATION

Enrollment and Capacity.

Enrollment and Capacity Analysis

ENROLLMENT PROJECTIONS

A demographic and enrollment projections analysis was prepared by King Consulting to supply the District with relevant and accurate information on its demographics and enrollment trends. The detailed report includes a vast array of information to inform the District's long-term decision making.

King Consulting accounts for a range of plausible demographic trends with Low, Moderate, and High projections of DUSD enrollment. While the Low and High projections are useful to see how enrollment could trend if the most extreme recent variables become normalized in the coming years, the Moderate projection is recommended for planning purposes and will be shown here.

Historically, Downey Unified School District enrollment had been decreasing from 2013-14 through 2017-18, with more than a 4% reduction in District-wide enrollment in that time. Beginning in 2018-19, however, DUSD enrollment began to increase despite underlying demographic factors such as lower birth rates, and even through the initial COVID-19 pandemic. Based on spatial analysis of the District's current year students, one factor leading to enrollment gains in the last few years appears to be an increase in the number of students enrolled with DUSD but living outside of the District.

From 2010-2020, based on full-count Census data, the population under 18 residing within DUSD's boundaries decreased by 14.7%; during the same period, DUSD enrollment only decreased 2.8%. While the District has done an exemplary job creating and running attractive schools and programs for its own students and the surrounding communities, the number of school-age children throughout Los Angeles County continues to be fewer each year, and it will be difficult for enrollment to continue growing with a smaller and smaller number of students available each year.

DUSD's future enrollment trends will be affected by three main factors in the coming years:

- **Universal Pre-Kindergarten** Beginning next year, Transitional Kindergarten will being expanding, adding increasingly younger students each year until 2025, when every four year old in the District will be eligible to enroll in what will become an effective new grade level. This will lead to more enrolled UPK students each year of the roll-out, thereby boosting the District's total enrollment in the short-term as newly eligible students enroll.
    - It is important to note, however, that while this program will allow the District to enroll students one year sooner, the number of students in each cohort as it moves into the higher grades is unaffected.
- **Smaller Cohorts from Reduced Birth Rate** - However, the local birth rate has been decreasing since 2007, and the reduced population of children will lead to smaller incoming UPK and kindergarten cohorts compared with recent historical cohorts. Local births in 2017 through 2020 are the four lowest years on record, and these students have not yet enrolled in kindergarten. When they do, even augmented by additional students from other areas, their cohort will replace an older, larger cohort graduating out. Each year that the incoming cohort of students is smaller than the graduating cohort, a decrease in total enrollment is likely, and in the later years of the enrollment projections this factor is the most significant as total enrollment in the District is projected to begin decreasing after the 2025-26 school year, particularly at the elementary schools.
- **Residential Development -** While the cities served by DUSD (primarily Downey) have only a few currently proposed new developments, it is important to remain aware of new housing that may occur later in the projection period. The City of Downey's newly updated Housing Element identifies the City's allocation from the Regional Housing Needs Assessment at more than 6,500 new homes. The City will propose some rezoning to allow for the potential of the homes to be constructed, but specific projects still need to be proposed. It will be important for DUSD to work closely with the City of Downey, as well as the Cities of Bell Gardens, Bellflower, and South Gate, to make sure it is aware of future new housing projects that could boost these projections.

Figure 1. DUSD Moderate Enrollment Projection

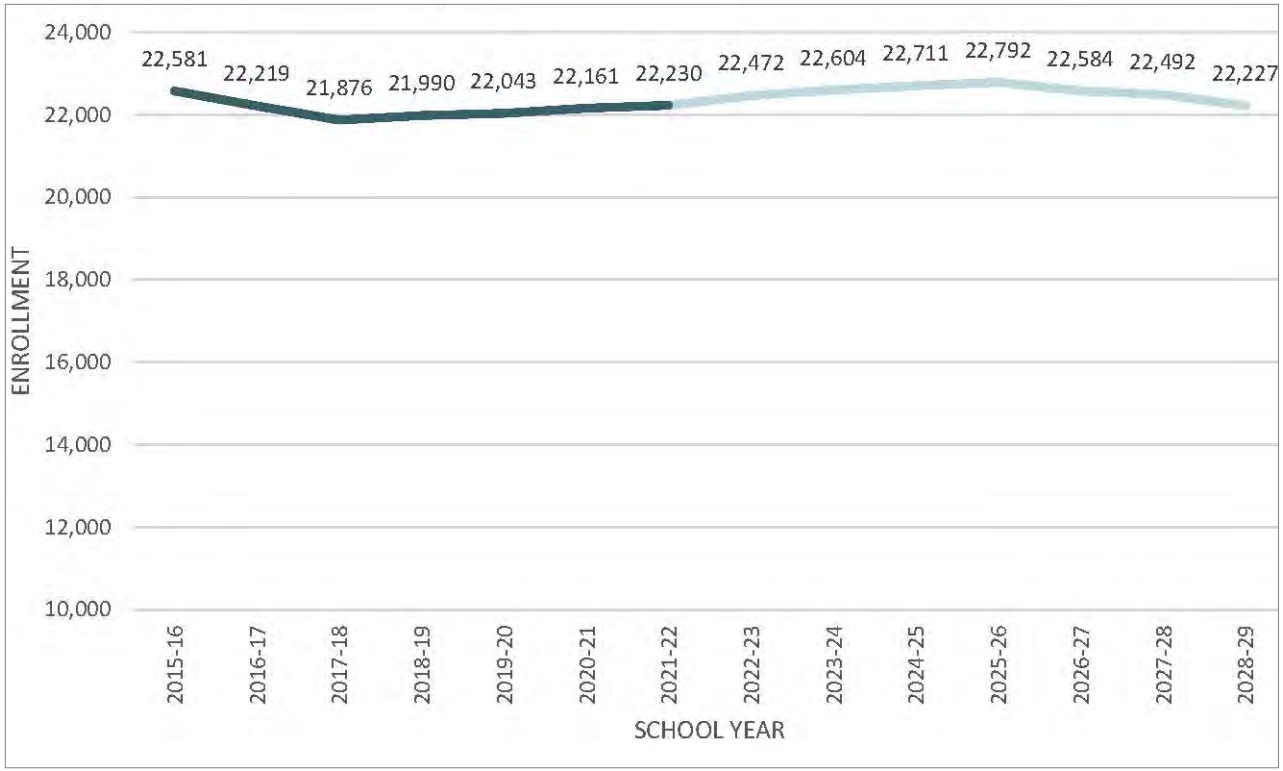


Figure 1 visualizes DUSD's Moderate enrollment projection through the 2028-29 school year, along with several years of recent historical enrollment. Projected enrollment is shown in a lighter color. The chart shows peak projected enrollment in 2025-26 with full Universal UPK implementation, followed by decreasing enrollments as smaller cohorts continue to enter the District without as many offsetting factors. Should additional residential development occur, or births begin increasing again, the totals for the furthest years of the projection period could change significantly.

- Total DUSD enrollment is projected to increase from 22,230 in the current year to a peak of 22,792 by 2025-26 (plus 562), before decreasing back to 22,227 by 2028-29.
- TK-5th grade enrollment will increase from 8,970 to a peak of 9,226 in 2025-26 (plus 256), before decreasing to 8,556 by 2028-29
- 6th-8th grade enrollment will increase from 5,152 to a peak of 5,379 in 2027-28 (plus 227).
- 9th-12th grade enrollment will increase from 8,108 to a peak of 8,434 by 2027-28 (plus 326).

The District's current estimated capacity, which acknowledges a wide range of specialized uses for rooms at DUSD elementary schools, is sufficient to continue accommodating projected enrollment; however, this capacity level is dependent on portable classrooms that are only intended as temporary facility solutions. While there is currently sufficient capacity to house current and projected students, the District should plan to replace portable classrooms with permanent facilities so that this capacity can reliably be available for all future students.

Conclusions and Recommendations

Downey USD enrollment has increased in recent years, fueled by the choice of a large number of families who reside outside DUSD to enroll in the District's highly regarded programs. However, as local birth rates continue to decrease there are fewer children to enroll and incoming cohorts of students are projected to be smaller than outgoing cohorts each year. There will simply be fewer school age children living in the District and surrounding areas and total enrollment will reflect that demographic shift. However these furthest years of the projection are highly subject to change based on local development trends or shifting demographics and birth trends.

The Downey Unified School District has undertaken this study to assist in proactive planning for current and future facility needs for its student population. Based on the analysis prepared for this study, the following steps are recommended for the Downey Unified School District to meet its future facility needs. However, it is important to note that these recommendations may be constrained by broader fiscal and policy issues.

1. The District should plan for how it will house the additional Pre-Kindergarten students it will enroll, whether at its elementary schools or in a centralized location.
2. Incorporate the information in this plan into a more detailed Facilities Master Plan that includes age and condition of all buildings, and a plan to replace portable classrooms with permanent facilities whenever possible to convert temporary capacity to long-term capacity to serve future students.
3. Continue to closely monitor residential development throughout the District, as new zoning could lead to more projects, and increased enrollments in one school boundary can impact existing school facilities.
4. The District should consider, develop and adopt educational specifications for all school sites.
5. Continue to implement innovative programs to stabilize enrollment to the greatest extend possible.
6. Consider how after school programs could lead to increased family engagement and increased enrollment.

CAPACITY ANALYSIS

To determine the ability of the District's facilities to adequately serve enrollments and residents, King Consulting prepared facility capacity calculations to provide a comparison with enrollment projections. This section identifies the adequacy of the Downey Unified School District's existing facilities to accommodate the Moderate projected enrollment.

Capacity was estimated based on common assumptions for District schools concerning which classrooms to load with students and how many students to load per classroom. Each site's available classroom count was obtained from site maps with current year (2021-22) utilizations. Undersized classrooms, preschool rooms, and leased out spaces were automatically excluded. At the elementary schools, where many sites are utilizing rooms for important purposes beyond teaching stations, all such rooms (such as art and science rooms, resource rooms, speech therapists, book rooms, staff development rooms, etc.) were left unloaded. This allows the District to ascertain how well it can move ahead with its current utilizations. However, it is important to note that this means the elementary sites can all reach a higher capacity should some of these rooms be converted to classrooms again. Since secondary students move classes throughout the day, all available classroom spaces were loaded at the middle schools and high schools.

Loading per classroom is based on the District's current contract with its teachers, which calls for an average ratio of 25 students per classroom at grades UPK and kindergarten, 27 students per classroom at grades 1st through 3rd, and 34 students per classroom for grades 4th through 12th. Special education classrooms, or SDC, were loaded at an average size of 12 students per classroom, as the contract provides multiple potential class sizes depending on the type of SDC program.

Table 17 identifies each site's target capacity compared to its highest and lowest projected enrollment. Table 18 provides a more detailed summary of the loaded room counts at each site. Elementary students in the DUSD Online program are not included, nor are independent study students at the Pace Education Center. Future 3rd through 5th grade classrooms at Carpenter Elementary were added in proportion with current 1st and 2nd grade classrooms, with the assumption that other uses in the rooms this year can be relocated as the Carpenter program continues to expand.

Table 17. Facility Capacities Compared to Current Enrollments

School	Estimated Capacity	Highest Projected Enrollment	Lowest Projected Enrollment
Alameda ES	774	731	594
Carpenter ES	832	829	557
Gallatin ES	731	719	659
Gauldin ES	678	640	603
Imperial ES	535	533	506
Lewis ES	813	811	742
Old River ES	648	620	514
Price ES	821	801	742
Rio Hondo ES	781	780	729
Rio San Gabriel ES	720	689	601
Unsworth ES	710	666	623
Ward ES	586	550	494
Williams ES	643	648	610
Elementary School Totals	*9,272*	*8,784*	*8,291*
Doty MS	1,490	1,337	1,389
Griffiths MS	1,500	1,295	1,264
Stauffer MS	1,612	1,404	1,333
Sussman MS	1,920	1,229	1,142
Middle School Totals	*6,522*	*5,316*	*5,100*
Columbus Continuation/Woodruff CDS	818	376	359
Downey HS	4,840	4,285	4,144
Warren HS	4,014	3,782	3,527
High School Totals	*9,672*	*8,412*	*8,101*

Table 18. Detailed Utilization Summary

School	TK-K Classrooms	1st-3rd Classrooms	4th-12th Classrooms	SDC Classrooms	Rooms Not Loaded
Alameda ES	5	13	7	5	18
Carpenter ES	7	13	9	0	2
Gallatin ES	5	14	6	2	12
Gauldin ES	5	9	7	6	7
Imperial ES	4	13	0	7	11
Lewis ES	4	15	8	3	14
Old River ES	0	0	18	3	5
Price ES	5	14	9	1	10
Rio Hondo ES	5	12	8	5	13
Rio San Gabriel ES	5	11	7	5	8
Unsworth ES	4	12	7	4	8
Ward ES	5	9	5	4	5
Williams ES	7	16	0	3	13
Elementary School Totals	*61*	*151*	*91*	*48*	*126*
Doty MS	0	0	41	8	0
Griffiths MS	0	0	42	6	0
Stauffer MS	0	0	46	4	0
Sussman MS	0	0	54	7	0
Middle School Totals	*0*	*0*	*183*	*25*	*0*
Columbus/Woodruff	0	0	136	18	0
Downey HS	0	0	111	20	0
Warren HS	0	0	23	3	0
High School Totals	*0*	*0*	*270*	*41*	*0*

As shown in Table 18, DUSD currently has sufficient total capacity across the District and at each site to accommodate its current and projected enrollment levels and retain all current room uses if desired, even with the addition of more UPK students. However, a measure of this capacity comes from portable classrooms that are not intended as long term facility solutions and are meant to be temporary housing. Until such time as the District can house all its students in permanent facilities, it will have capital facility needs. Figures 2 through 4 provide visualizations of Downey USD's most likely projected enrollment compared to its current estimated capacity (including portable classrooms) for each type of school.

In addition to the inadequacy of portable classrooms as long-term facility solutions, it is also important to consider that UPK students require specialized spaces, so the greater proportion of the youngest students who will make up elementary enrollment should also be considered when planning for facilities.

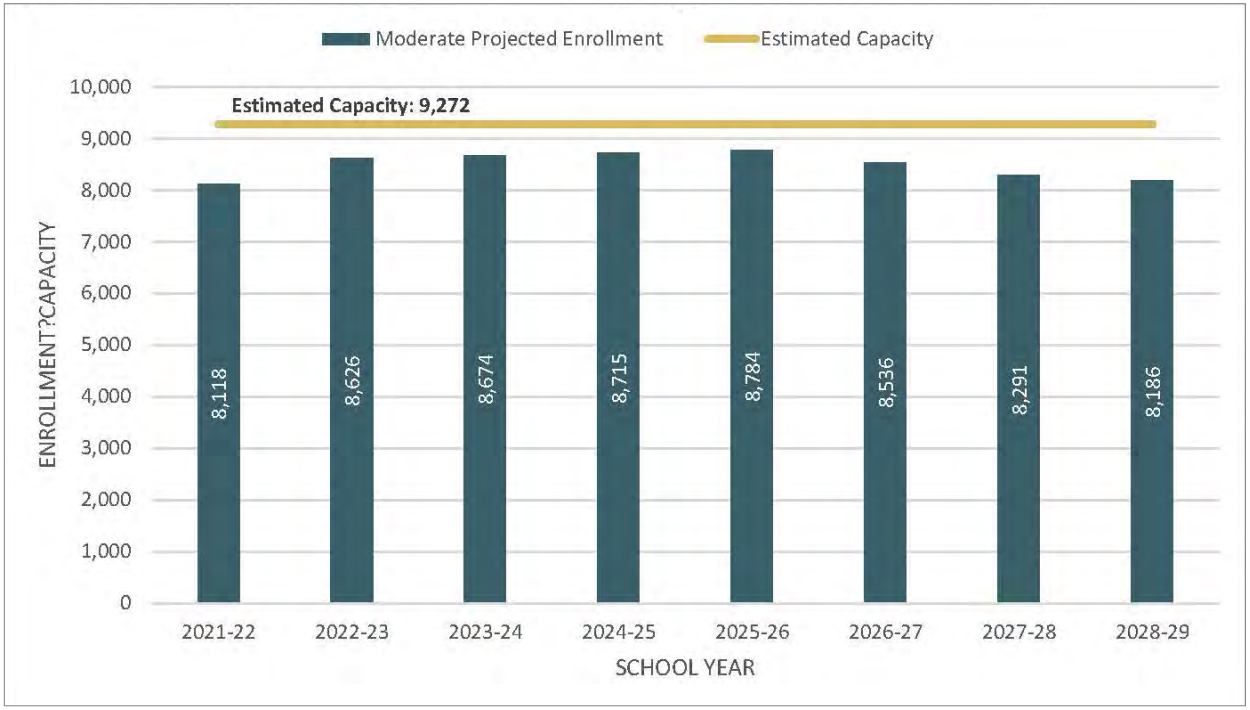


Figure 2. Elementary School Projected Enrollment vs. Capacity (does not include Online students)

Figure 3. Middle School Projected Enrollment vs. Capacity (does not include Online students)

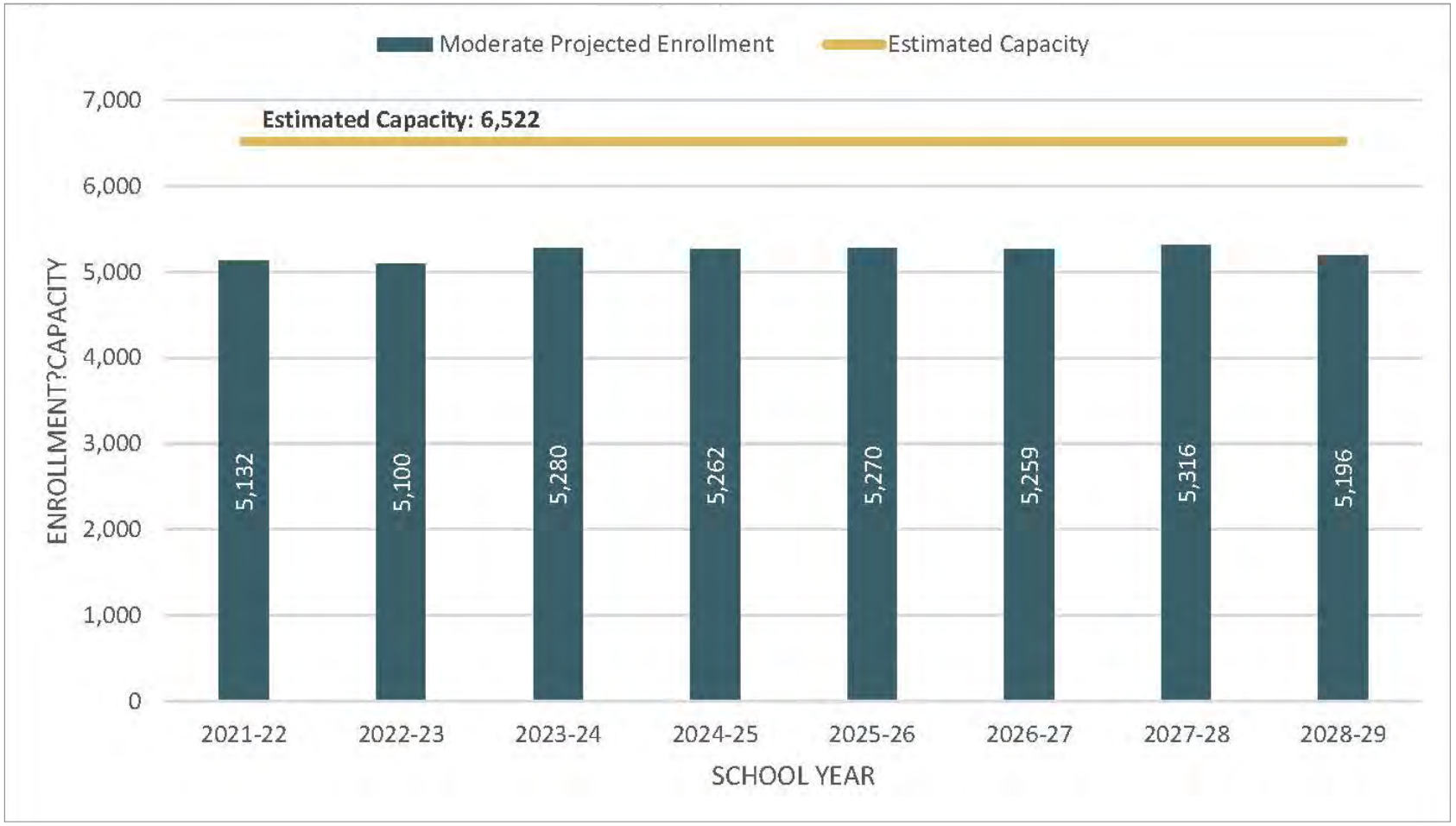
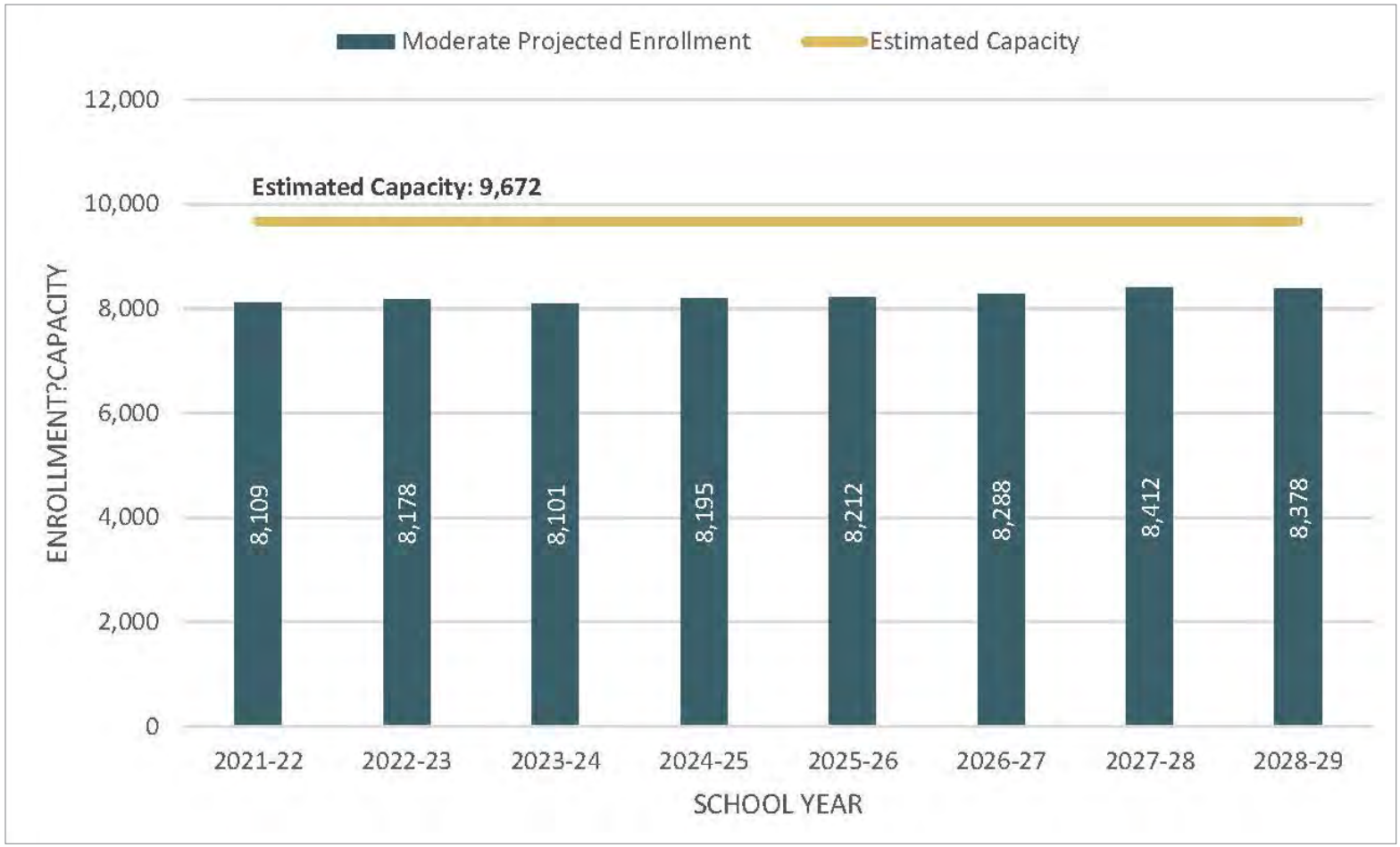
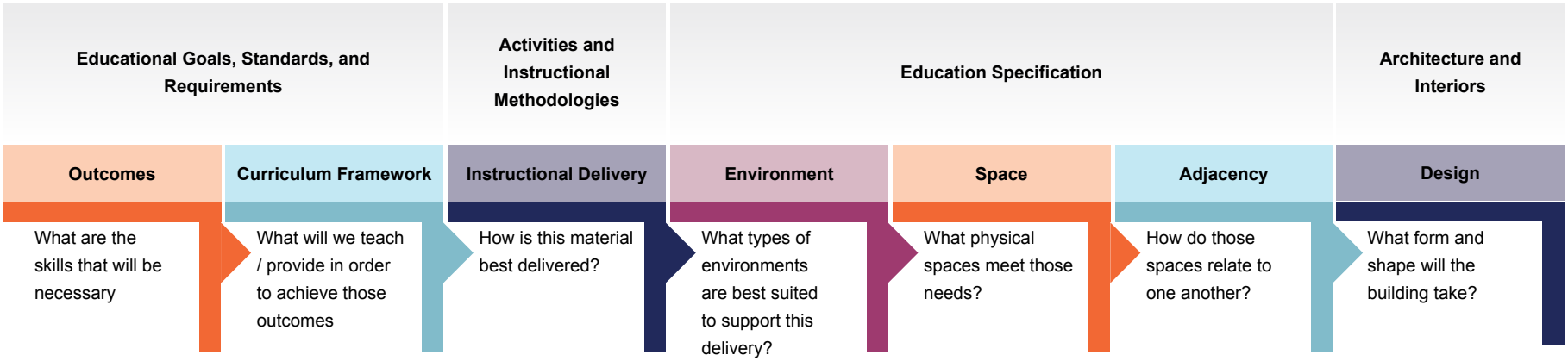


Figure 4. High School Projected Enrollment vs. Capacity (does not include Online students)




Educational
Vision.

Educational Vision



Education specifications are the link between facilities and the educational program. They communicate to architects, building professionals, and the public what educators believe is required of a proposed facility to support educational programs.

The following education specification outlines the outcomes, curriculum framework, instructional delivery methodologies, environments, space, and adjacency standards for the Downey Unified School Districts. It provides an understanding of the educational goals, standards and requirements for student success; the activities and instructional methodologies employed to achieve those outcomes and the relationship between building systems, components, and physical attributes that best support those methodologies.

The nature of school facilities and the inherent differentiation across a district may prohibit the application of an education specification in exactness; however, the specifications identified herein are intended to be used as a framework, or guide, for architect teams in developing more detailed design concepts. The application of the education specification across campuses may be unique, but the end goal in supporting educational pedagogy and outcomes should remain.

Outcomes, Framework & Delivery

In August 2010, the State of California's adopted The Common Core State Standards. These standards are research-based, internationally benchmarked, and designed to prepare every student for success in college and the workplace. In conjunction with implementing state standards, the California Department of Education has developed curriculum frameworks for the delivery of education in order to meet the adopted standards. These frameworks guide the classroom instruction for students in California and are used here as a guide to understanding the desired outcomes and related activities which must be supported by learning facilities.

KEY CONCEPTS

Curriculum frameworks have been developed for all subject areas and reflect the content standards and desired skill sets of each subject area. Common to all the frameworks; however, are some key concepts:

- Relationships are central and learning is social
- The context for learning should reflect the cognitive stages of growth and abilities
- Learning is integrated and multi-disciplinary
- Intentional teaching enhances learning experiences
- Family and community partnerships create meaningful connections and networks of support
- Individualization of learning includes all students
- Responsiveness to culture and language supports learning
- Time for reflection and planning enhances teaching

Relationships are central and learning is social

Learning is a social activity and opportunities should be provided for a multitude of connections and collaboration. This includes Teacher to student, peer to peer, small group, and large group instruction. Parent and community relationships are also valued in creating whole-child supports.

The context for learning should reflect the cognitive stages of growth and abilities

The context for learning moves from the concrete to the abstract. Early learners learn through play and making meaning of the world they see. As they develop, students begin to fold in logical thought and organization of information, preparing them for abstract thought and deeper learning which draws on making connections between ideas and concepts.

Learning is integrated and multi-disciplinary

Multi-disciplinary learning is encouraged across all subject areas. Content standards are organized around the use of essential questions which allow for cross-disciplinary concepts and investigations.

Intentional teaching enhances learning experiences

California's curriculum frameworks encourage teaching which is differentiated to students' unique needs and abilities. An emphasis on placed on thoughtful, intentional teaching which is flexible and adaptable to the active environment.

Family and community partnerships create meaningful connections and networks of support

Learning is not isolated and student support and connection to their family and

community is critical to success. The curriculum frameworks stress the importance of creating and encouraging these important connections.

Individualization of learning includes all students

Not only should instruction be differentiated, it should be accessible to all students and employ the ethos of universal design, which ensures that all students no matter their cognitive or physical ability be able to participate.

Responsiveness to culture and language supports learning

Diversity is respected and there is an emphasis on responding to the unique cultural influences and perspectives that each child brings to the learning environment.

Time for reflection and planning enhances teaching

The ability for teachers to create meaningful learning experiences with time, support, and resources enhances teaching.

Environments, Space, and Adjacencies

SITE CONSIDERATIONS

Vehicle Circulation

Parent drop off, bus loading areas, and parking shall be separated to allow students to enter and exit the school grounds safely unless these features are unavailable due to limited acreage in urban areas or restrictive locations, specifically:

- Buses do not pass through parking areas to enter or exit school site unless a barrier is provided that prevents vehicles from backing directly into the bus loading area.
- Parent drop off area is adjacent to school entrance and separate from bus area and parking.
- Vehicle traffic pattern does not interfere with foot traffic patterns. Foot traffic does not have to pass through entrance driveways to enter school. Crosswalks are clearly marked to define desired foot path to school entrance.
- Parking stalls are not located so vehicles must back into bus or loading areas used by parents. Island fencing or curbs are used to separate parking areas from loading/unloading areas.
- To provide equal access to insure the purposes of the least restrictive environment, bus drop off for handicapped students is in the same location as for regular education students.

Playground and Field Areas

Adequate physical education teaching stations shall be available to accommodate course requirements for the planned enrollment, specifically:

- A variety of physical education teaching stations are available to provide a comprehensive physical education program in accordance with the district's adopted course of study (including hardcourt, field area and indoor spaces).
- The physical education teaching stations are adequate for the planned student enrollment to complete the minimum instruction and course work defined in Education Code sections 5210(g), 51220(d), and 51225.3(a)(1)(F)
- Supervision of playfields is not obstructed by buildings or objects that impair observation.
- Joint use for educational purposes with other public agencies is explored. Joint use layout with parks is not duplicative and fulfills both agencies' needs.

Delivery and Utility Areas

Delivery and service areas shall be located to provide vehicular access that does not jeopardize the safety of students and staff:

- Delivery/utility vehicles have direct access from the street to the delivery area without crossing over playground or field areas or interfering with bus or parent loading unless a fence or other barrier protects students from large vehicle traffic on playgrounds.
- Trash pickup is fenced or otherwise isolated and away from foot traffic areas.

Future Expansion

Site layouts shall have capability for expansion without substantial alterations to existing structures or playgrounds:

- Site layout designates area(s) for future permanent or temporary additions that are compatible with the existing site plans for playground layout and supervision.
- Utilities to the expansion area are included in the plans and have the capacity to accommodate anticipated growth.
- Exits, corridors, stairs, and elevators are located to accommodate capacity of additions, particularly in such buildings added as the multi-purpose/cafeteria, administration, gymnasium/or auditorium.

Placement of Buildings

Building placement shall consider compatibility of the various functions on campus and provide optimum patterns of foot traffic flow around and within buildings. Site layout of buildings, parking, driveways, and physical education areas shall be adequate to meet the instructional, security and service needs of the educational programs:

- Building placement is compatible with other functions on campus; e.g., band room is not next to library.
- Physical relationship of classrooms, auxiliary, and support areas allows unobstructed movement of staff and students around the campus.
- Building placement has favorable orientation to wind, sun, rain, and natural light.
- Restrooms are conveniently located, require minimum supervision, and, to the extent possible, are easily accessible from playground and classrooms.
- Parking spaces are sufficient for staff, visitors, and students (where applicable).
- The campus is secured by fencing and electronic devices such as code entries, electronic monitoring or motion sensors when needed.

Outdoor Learning

- All sites should include covered outdoor learning/meeting spaces.
- Community gardens should be considered
- Consideration should be given to creating direct connections with outdoor learning spaces to extend the learning environment

BUILDING SYSTEMS

Lighting

Light design shall generate an illumination level that provides comfortable and adequate visual conditions in each educational space; special consideration should be given to emphasizing day-lighting whenever possible, specifically:

- Ceilings and walls are white or light colored for high reflectance unless function of space dictates otherwise.
- Lights do not produce glare or block the line of sight.
- Window treatment allows entrance of daylight but does not cause excessive glare or heat gain.
- Fixtures provide an even light distribution throughout the learning area.
- Light design follows the California Electrical Code found in Part 3 of Title 24 of the California Code of Regulations.
- Motion Activated

Acoustical

Hearing conditions shall complement the educational function by good sound control in school buildings, specifically:

- The sound-conditioning in a given space is acoustically comfortable to permit instructional activities to take place in this classroom.
- Sound is transmitted without interfering with adjoining instructional spaces; e.g., room partitions are acoustically designed to minimize noise.
- The ventilation system does not transmit an inordinate sound level to the instructional program.

Plumbing

- Restroom stalls shall be sufficient to accommodate the maximum planned enrollment and shall be located on campus to allow for supervision.
- Refer to Part 5, Title 24, of the California Code of Regulations
- Outdoor restrooms having direct outside access are located in areas that are visible from playground and are easily supervised.

Technology

- All interior spaces should accommodate full wireless coverage
- FSR ceiling vaults installed at all classroom space with power and network ports
- Classroom projection system with controls at teaching wall and ancillary flat panel display mounted on opposite/ adjacent walls
- Large group instruction area with document camera
- Audio enhancement system
- Apple TV
- Phone located near entry door
- Incorporate redundancy of systems to ensure safety and security

Furniture, Fixtures & Equipment

- Furniture should support flexible learning environments
- Movement of furniture to design different spaces for different needs and ways to support various types of learning
- Right-sized storage to allow for storage of materials without encouraging over-accumulation

Building and Site Maintenance

- Low maintenance flooring similar to what we have going in now.
- Designing and integrating new larger trash receptacles now that we have paper towels in our restrooms.
- Anti vandalism products or resistant to vandalism for doors and windows is important.
- Promotes health, safety, and cleanliness

Safety and Security

Safety and security includes facilities considerations in combination with operational practices. Measures include physical and technological components, specifically:

- Single point of entry at main office to control visitor access
- Electronic key access to buildings
- Perimeter fencing

Elementary School

The following education specifications were developed by LPA Architects and adopted by the Downey Unified School District in June 2014.

SITE SUMMARY

Space Program Totals:

Kindergarten		
Kindergarten Classrooms		4,480 SF
Kinder Support		1,020 SF
Circulation		550 SF
	Sub-Total	**6,050 SF**
Grades 1 - 5		
Classroom Clusters		20,160 SF
Shared Commons		4,800 SF
Classroom Support		1,395 SF
Circulation		2,635 SF
	Sub-Total	**28,990 SF**
Student Support Services		
Learning Center		3,840 SF
Circulation		385 SF
	Sub-Total	**4,225 SF**
Special Education		
Special Education Classrooms		1,920 SF
Special Education Support		590 SF
Circulation		250 SF
	Sub-Total	**2,760 SF**
Design Lab		
Design Lab		1,900 SF
	Sub-Total	**1,900 SF**
Campus Hub		
Library / Media Center		2,400 SF
Computer Labs		1,920 SF
Technology Support		450 SF
Circulation		475 SF
	Sub-Total	**5,245 SF**
Campus Activity Center		
Multipurpose Room		6,100 SF
Food Service Program		950 SF
Custodial Services		200 SF
Circulation / Support		725 SF
	Sub-Total	**7,975 SF**
Administration		
Main Office / Lobby		1,450 SF
Staff Support		2,385 SF
Health Suite		415 SF
Circulation		630 SF
	Sub-Total	**4,880 SF**
Parent Resource Center		
Parent Resource Center		960 SF
	Sub-Total	**960 SF**
	TOTAL	**62,985 SF**

NOTE:
The square footages above are a guideline to ensure parity for district-wide improvements. It is understood that existing building spaces may restrict in achieving these exact square footages.

These are not rigid numbers that need to be met exactly but are intended to be a guideline for overall program comparisons between existing and proposed master plan scope strategies.

Any significant deviations from this specification that may impact the budgets, prioritization and design intent should be approved by the District before proceeding into schematic design.

Each program sub-total has a circulation factor that is applied to the net square footage. See program section for circulation factor. This factor is used to account for internal circulation pathways, student restrooms, custodial, mechanical and electrical systems, building support rooms and wall framing thickness. The square footages in the Educational Specifications program are net areas.

KINDERGARTEN

A. Space Program

Kinder Classrooms	
(varies at K-3 / K-5 school sites)	
(3) Classrooms	3,360 SF
(6) Toilets	390 SF
(2) Shared Workrooms	400 SF
TK Classroom	
(varies at K-3 / K-5 school sites)	
(1) Classrooms	1,120 SF
(2) Toilet	150 SF
(1) Shared Workroom	incl. above
Kinder Support	
Outdoor Storage	100 SF
Shade Structure	1,200 SF
Total	**6,720 SF**

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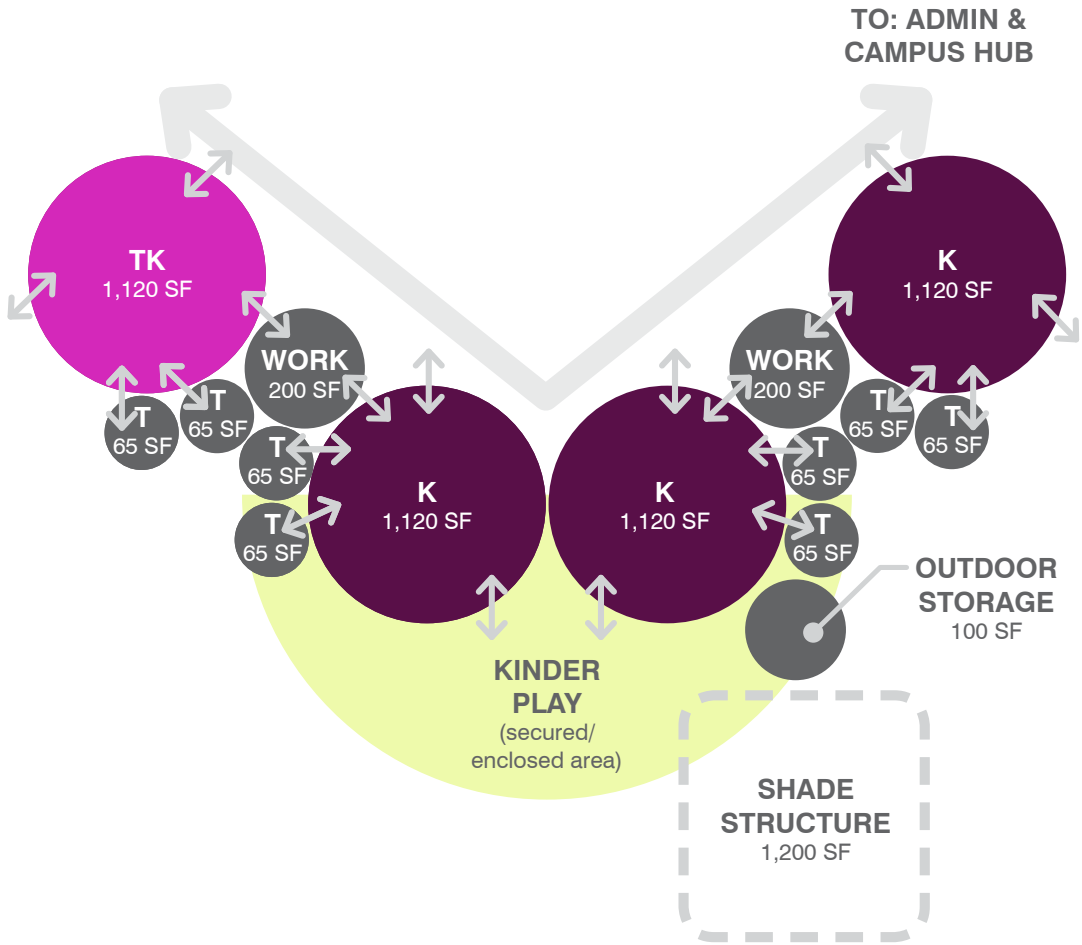
B. Adjacency Diagram



KINDERGARTEN

C. Program Activities

- Instructional activities
- Group and individual work
- Active and passive spaces that encourage different types of learning
- 'Wet' Area (for arts and crafts type activities) with sink

D. Design Objectives

- Group kindergarten and transitional kindergarten classrooms together with:
  - Shared storage
  - Shared workrooms
- Locate near drop-off and bus loading
- Access to kindergarten play yard equipped with appropriate play equipment
- Direct access to student toilets. Fixtures mounted at appropriate heights
- Environmental Considerations:
  - High indoor air quality
  - High efficiency HVAC systems
  - Individual control of HVAC at each classroom
  - Balance daylighting with efficient lighting system
    - Automatic controls and manual override switch adjacent to entry door
    - Motion sensors
    - Window coverings
  - Acoustical separation between classrooms
  - Acoustics within classrooms
- Integrated technology
  - Audio system for presentations
  - Wireless access
  - Document camera, tablet and hardwired computer for teacher
  - Laptop charging cart

E. Finishes, Casework & Equipment

Classroom

- Floor finishes: 2/3 carpet and 1/3 resilient flooring with rubber base
- Wall finishes: (2) walls tackable surface and paint
- Ceiling finish: Suspended acoustical tile
- Variety of casework including upper and base cabinets, sink base cabinet, tall cabinets, mobile storage
- Exterior backpack hooks or mobile backpack storage unit
- 16' Markerboard
- Ceiling mounted projector and recessed projection screen or large format TV
- Media cabinet with mobile device charging infrastructure and AV components

Independent Distribution Frame (IDF)

- Floor finishes: Concrete
- Walls: Painted gypsum board
- Ceiling: Exposed
- Provide air-conditioning and acoustic control
- Outdoor access

Storage Room

- Floor finishes: Sealed concrete
- Walls: Painted gypsum board
- Ceiling: Painted gypsum board
- Full height adjustable open shelving

Workroom / Conference Room

- Floor finishes: Carpet
- Wall finishes: Painted gypsum board, whiteboard
- Ceiling finish: Suspended acoustical tile
- Wireless access and hardwired data drop
- Telephone

ADMINISTRATION

A. Space Program

Main Office / Lobby	
Principal's Office	200 SF
Office	150 SF
Office (Flex)	150 SF
Office (Flex)	150 SF
Conference Room	250 SF
Clerical Assistant	75 SF
Extra Work Area	75 SF
Lobby	400 SF
Staff Support	
Staff Lounge	810 SF
Kitchenette	150 SF
Staff Workroom	960 SF
Staff Restrooms	390 SF
Storage	75 SF
Health Suite	
Health Technician / Cot Room	350 SF
Toilet	65 SF
Total	**4,250 SF**

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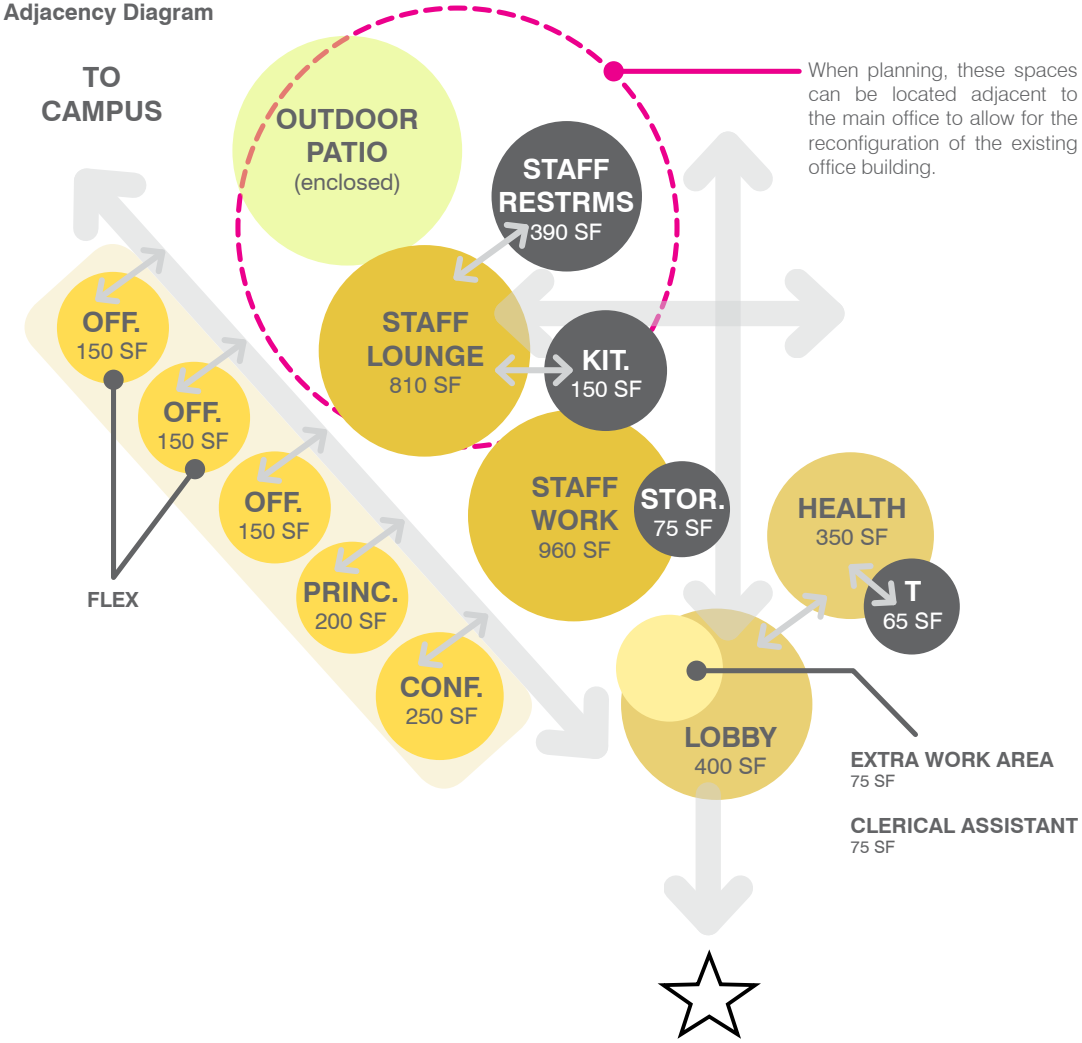


ADMINISTRATION

C. Program Activities

- Check-in/ Front entry/ 'Welcome Center'
- Administrative duties
- Conference
- Discipline
- Staff collaboration
- Supply and Records storage

D. Design Objectives

- Define a clear entry for campus and establish school pride
- Area for student artwork display
- Single-point entry
- Limited access to 'Private' staff spaces
- Allow for staff communication and collaboration
- Adequate sized staff lounge and administrative areas
- Meet CDE standards for health office
- Storage for record files and office supplies
- 3 SF per pupil (min. 600 SF) per California Department of Education

E. Finishes, Casework & Equipment

Lobby and Reception

- Floor finishes: Durable flooring such as tile or resilient flooring
- Wall finishes: Paint
- Ceiling finishes: Suspended acoustical tile
- Modular furniture systems, comfortable seating
- Media cabinet and display wall for digital display
- Standing height counter for parent check in/out station

Offices and Conference Rooms

- Floor finishes: Carpet with rubber base
- Wall finishes: Paint with areas of tackable wall surface
- Ceiling finish: Suspended acoustical tile
- Modular furniture systems

Workroom, Supply, Storage, and Lounge

- Floor finishes: Resilient flooring with rubber base
- Wall finishes: Paint with areas of tackable wall surface
- Ceiling finish: Suspended acoustical tile
- 10 LF Standing height counter with lower and upper cabinets. Double sink with garbage disposal, hot and cold water
- Group tables and chairs (moveable and can be arranged into multiple configurations)
- Mobile lockable storage
- Mailboxes to accommodate staff (verify number at site) with lower cabinets below

Work/ Main Copy Room

- Standing height counter with lower and upper cabinets, provide a portion of deep counters for office equipment

Health Suite

- Floor finishes: Resilient flooring with rubber base
- Wall finishes: Paint with areas of tackable wall surface
- Ceiling finish: Suspended acoustical tile
- 6 LF minimum standing height counter with lower and upper cabinets (lockable) – for storage of medication and medication supplies (e.g. nebulizers and diabetic supplies) and small medical devices, tape, bandages, splints
- Student medications stored in (1) upper cabinet (lockable) with cubbies to separate individual student medications – cubby size approx. 4-inch high x 5-inch wide
- Sink with hot and cold water
- (2) Cots – for students
- Refrigerator (full size residential) with ice maker
- Computer and Printer for Health Clerk
- Lockable file cabinets for student health record storage (1 file per student)
- Weight scale, height scale (wall mounted), wheelchair, emergency stretcher
- Location for Health Technician desk

Kitchenette/ Vending

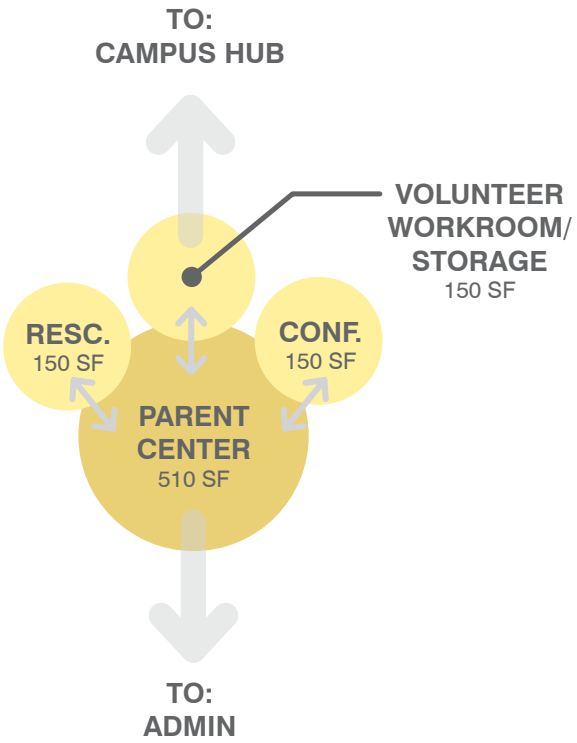
- Standing height counter with lower and upper cabinets
- Double sink with garbage disposal, hot and cold water

PARENT RESOURCE CENTER

A. Space Program

Parent Center	510 SF
Conference Room	150 SF
Volunteer Workroom / Storage	150 SF
Resource Room	150 SF
Total	**960 SF**

B. Adjacency Diagram



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PARENT RESOURCE CENTER

C. Program Activities

- Place for parent groups to meet
- Additional meeting room when not used by parents
- Small group instruction

D. Design Objectives

- Area to store parent resources
- Technology access
- Near public entrance and Main Office
- Access for public (voting location)

E. Finishes, Casework & Equipment

Parent Center

- Floor: Sheet vinyl flooring, welded seam
- Walls: Tackable surface, whiteboard wall for collaboration
- Ceiling: Suspended ACT
- 10 LF Standing height counter with lower and upper cabinets. Double sink with garbage disposal, hot and cold water
- Group tables and chairs (moveable and can be arranged into multiple configurations)
- Mobile storage
- Refrigerator (full size residential)
- Microwave
- Coffee maker
- Computer (2)
- Printer
- Fixed whiteboard
- LCD projector and projector screen or large format TV

Volunteer Workroom

- Floor: Vinyl flooring, painted
- Wall: Gypsum board, tackable surface
- Ceiling: Suspended ACT
- Computer
- Fixed whiteboard

Conference Room

- Floor: Carpet
- Walls: Painted gypsum board, tackable surface
- Ceiling: Suspended ACT
- Counter with storage below
- Conference tables/chairs
- Fixed whiteboard
- LCD projector and projector screen or large format TV
- Electrical/data/phone at conference table
- Floor power/data at conference table

Resource Room

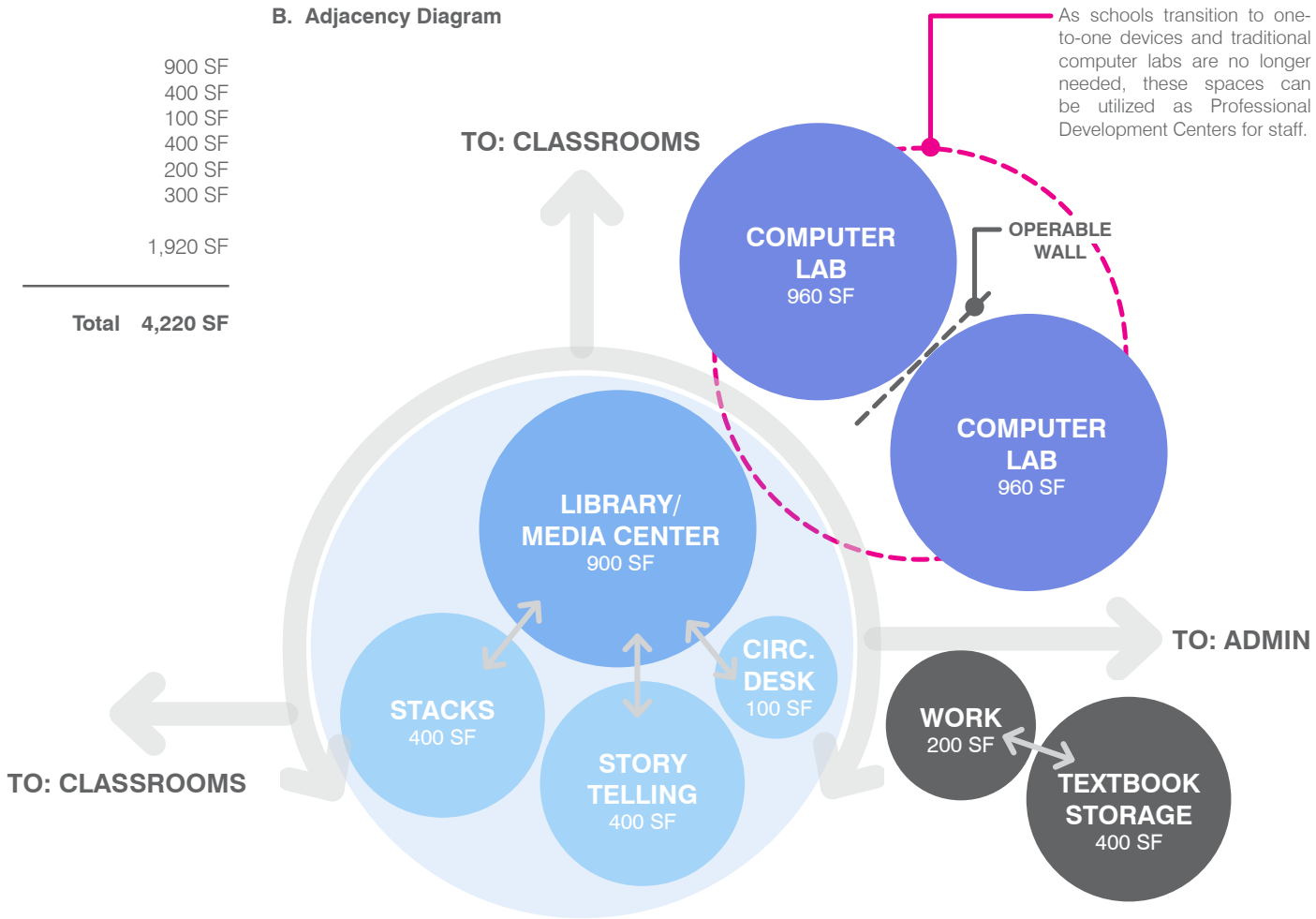
- Floor: Resilient flooring
- Walls: Painted gypsum board
- Ceiling: Suspended ACT/ painted gypsum board
- Open shelving

CAMPUS HUB

A. Space Program

Library / Media Center	900 SF
Stacks	400 SF
Circulation Desk	100 SF
Story Telling	400 SF
Workroom	200 SF
Textbook Storage	300 SF
(2) Computer Labs	1,920 SF
Total	**4,220 SF**

B. Adjacency Diagram



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CAMPUS HUB

C. Program Activities

- Reading
- Story area
- Circulation of materials and resources
- Research
- Small and large group instruction
- Community access for use of Computer Labs if campus layout allows; e.g. parent education classes

D. Design Objectives

- *Referenced from the "Standards and Guidelines for Strong School Libraries" by the California School Library Association.*
  - The library media center facility affords physical and intellectual access to information and ideas.
  - Provides functional spaces for a variety of needs.
  - Provides collaborative teaching and meeting spaces.
  - Supports lifelong learning.
  - The library media center's physical systems are adjustable and effective.
  - Provides areas for the display, celebration, and validation of the learning community's products and ideas.
  - The library media center has a digital infrastructure, appropriate shelving and furniture, a workroom, and storage areas.
  - The library media center has the potential for growth.
  - Recommended Exemplary Quantitative Standards:

Storytelling	15 SF per child
Pleasure Reading	32 - 45 SF per seat
Computing	36-45 SF per workstation

- Shelving LF: 21 books/student at 1" per book
- 2.3 SF/pupil plus 600 SF per California Department of Education
- Display area for student artwork
- Incorporate technology
- Acoustically adequate for reading, studying, research, and instructional activities
- Visibility of space from circulation desk
- Direct access to computer lab
- Adequate lighting balanced with daylighting, for reading activities

E. Finishes, Casework & Equipment

Library/ Media Center

Circulation Desk, Reading Room and Stacks

- Floor: Carpet
- Walls: Acoustic wall panels, vinyl wall covering over gypsum board
- Ceiling: Exposed high ceilings, acoustical roof deck or panels, gypsum board in limited areas
- 4-6 person tables and chairs (moveable with castors, adjustable height and easily grouped) for study and small group work
- Soft seating (flexible and mobile) for storytelling nook
- (8-10) computer stations for online access
- (1) Interactive whiteboard or large format TV, adjustable height
- (2) Fixed whiteboards on opposite walls
- Wireless access sensors
- Flat screen TV for digital display

Circulation Desk

- Custom reception/ circulation desk with work surface for two staff members, book drop, and drawers
- Lockable drawers
- Cabinet with adjustable shelves
- Money drawer
- File storage
- Book carts that can be easily stored below circulation desk and out of the way
- Printer supply storage

- Book hold storage near check out station
- Book drop near check out station
- Large work surface
- (2) computers
- (2) Barcode scanners (1 wireless)
- Theft prevention system
- Printer

Librarian Workroom

- Floor: Vinyl flooring
- Walls: Painted gypsum board, vision window into Library from Work Room
- Ceiling: Suspended ACT
- Deep set counter to accommodate paper cutters and various equipment
- Standing height counter with lower and upper cabinets, sink with hot and cold water
- Printer
- Large Copier
- Computer
- Fixed markerboard
- Telephone

Computer Labs

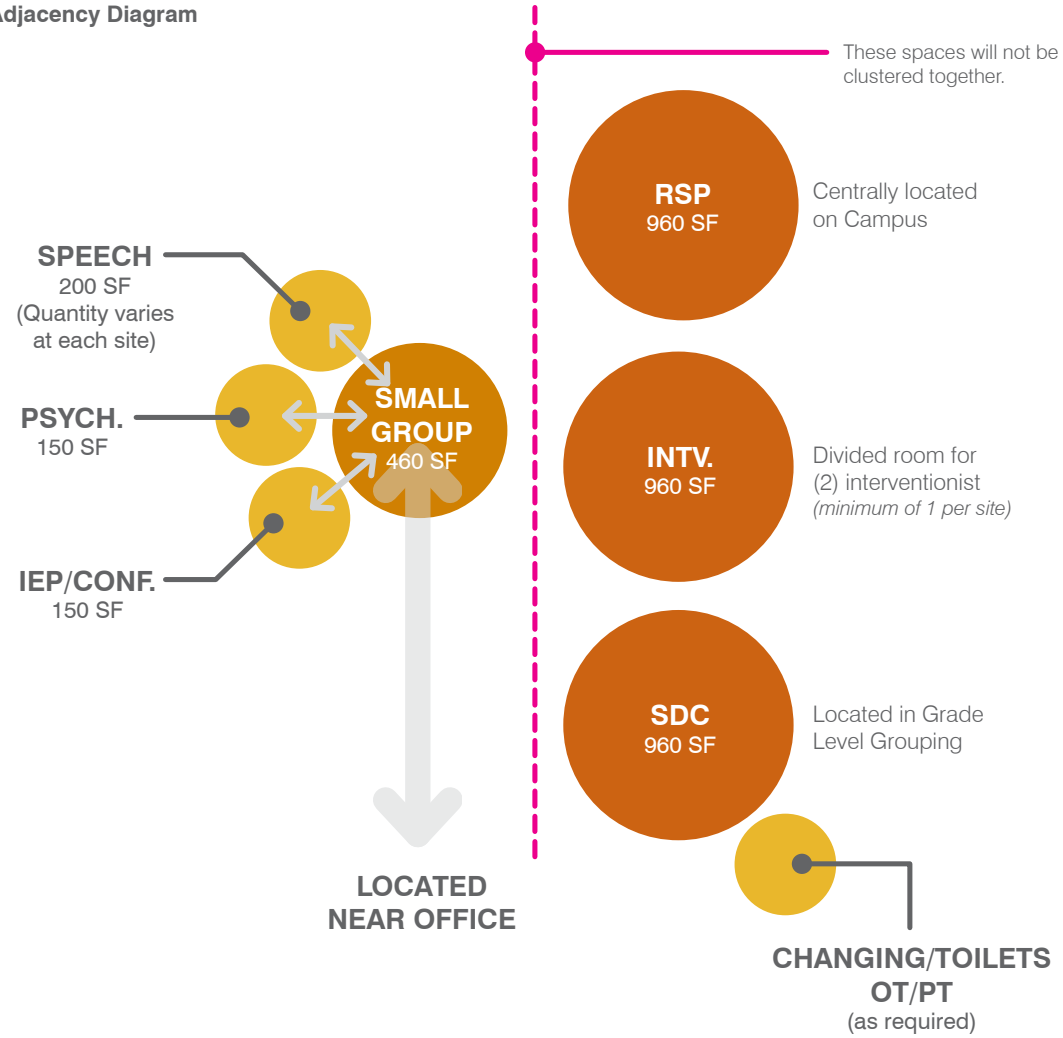
- Floor: Carpet
- Walls: Painted gypsum board, full height marker wall surface for writing and projection, wallcovering surface
- Ceiling: Exposed high ceiling, acoustical roof deck or high lay in tile ceilings
- Media cabinet
- Adjustable height “nesting” tables on lockable casters (for 35-40 students)
- Light weight adjustable height seats with castors
- Technology enabled furniture
- (35) “Huddle boards” with storage cart, perimeter track along all four walls for “gallery walk” activities
- Wireless access
- Ceiling mounted speakers
- Intrusion detection system
- Audio visual - MP3 Docking station, DVD & CD players
- Lockable mobile devices charging station on casters

LEARNING CENTER

A. Space Program:

Resource Specialist Classroom (RSP)	960 SF
Intervention (INTV.)	960 SF
Special Day Classroom (SDC)	960 SF
Small Group Area	460 SF
Speech Therapist Office	200 SF
Psychologist Office	150 SF
Individualized Education Program (IEP) / Conference Room	150 SF
Total	**3,840 SF**

B. Adjacency Diagram



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LEARNING CENTER

C. Program Activities

- One-on-one instruction
- Small group instruction
- Tutoring
- Counseling

D. Design Objectives

- Centrally located on campus adjacent to the Library / Media Center
- Offices to provide for private counseling sessions
- Small group room to be provided for breakout activities

E. Finishes, Casework & Equipment

SDC / RSP / INTV. Classroom

- Floor finishes: 2/3 carpet and 1/3 resilient flooring with rubber base
- Wall finishes: (2) walls tackable surface and paint
- Ceiling finish: Suspended acoustical tile
- Variety of casework including upper and base cabinets, sink base cabinet, tall cabinets, media and laptop charging cabinet, mobile storage
- Exterior backpack hooks or mobile backpack storage unit
- 16' Markerboard
- Ceiling mounted projector and recessed projection screen or large format TV

Small Group Area

- Floor: Carpet
- Walls: Tackable wall surfaces, markerboards
- Ceiling: Suspended acoustical tile (ACT)
- Soft seating (flexible and moveable)
- Work tables and chairs (flexible, moveable, easily grouped)
- Student carrel desks with chairs for (2) areas of 2-4 students
- Technology-enabled furnishings
- (2) Fixed markerboards
- Projector screen or large format TV
- Lockable mobile devices charging station on casters

IEP / Office / Conference Room

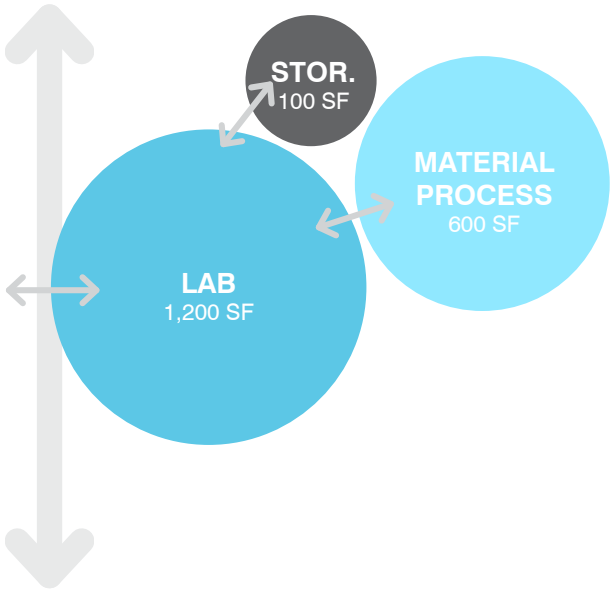
- Floor finishes :Carpet
- Wall finishes: Painted gypsum board, tackable wall surface
- Ceiling finish: Suspended acoustical tile
- Electrical / data / phone at desk
- Electrical / data, at conference area
- Projector/screen, or large format TV at conference area

DESIGN LAB

A. Space Program:

Lab	1,200 SF
Material Processing	600 SF
Storage	100 SF
Total	**1,900 SF**

B. Adjacency Diagram



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DESIGN LAB

C. Program Activities

- Hands-on Art and Science projects

D. Design Objectives

- Hands on opportunities for students
- Flexible space & furnishings
- Facilitates Science & Art programs & student projects
- Centrally located on Campus

E. Finishes, Casework & Equipment

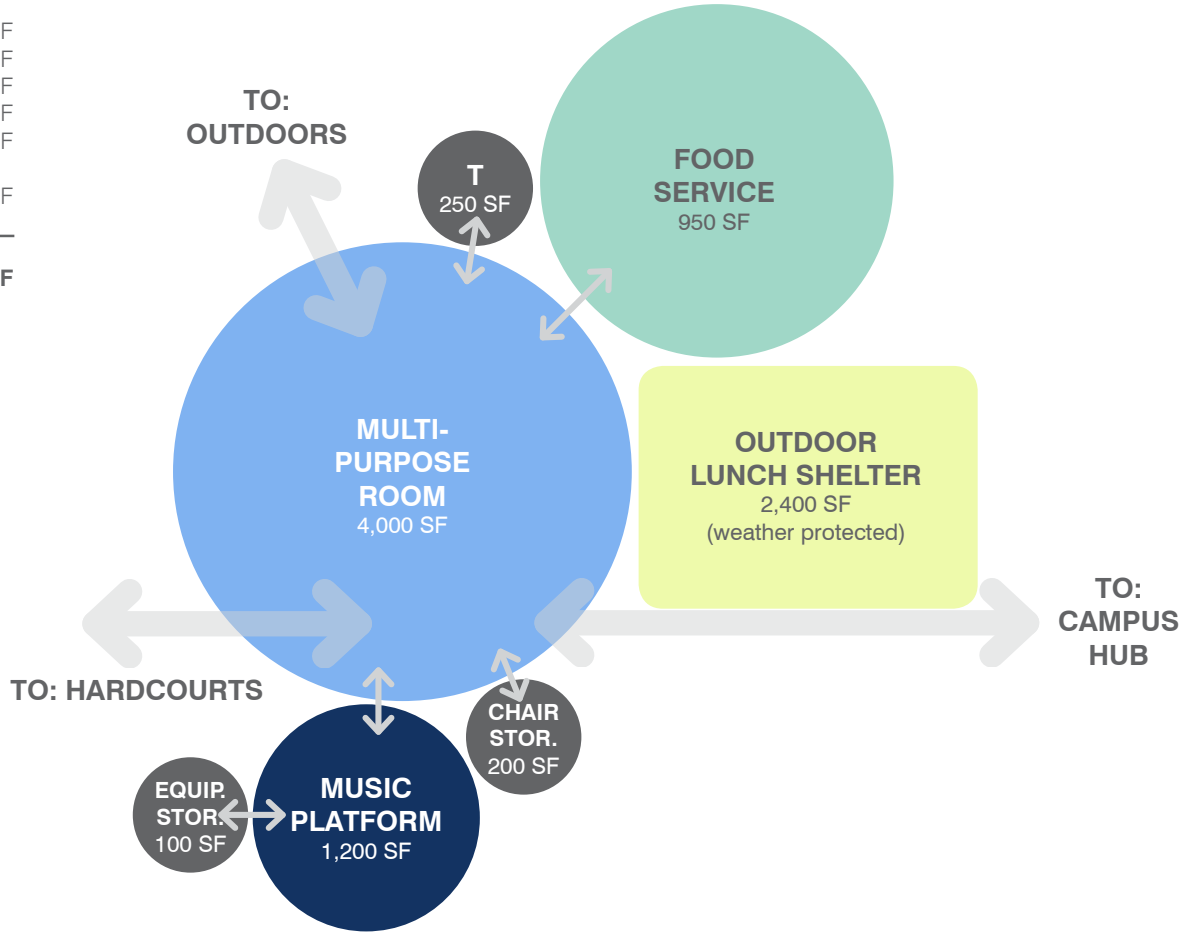
- Floor finishes: Resilient flooring
- Walls: Tackable surface, full height wall white boards, small tool wall hanging system
- Ceiling: Exposed high ceiling, acoustical roof deck
- Media cabinet
- 6’ counter and below-counter storage
- Adjustable height tables on lockable casters
- Adjustable height seats
- (2) Industrial sinks in different locations
- Projector and screen, or large format TV
- Overhead retractable power cords
- (1) Flush, floor-mounted data outlet

MULTIPURPOSE ROOM

A. Space Program

Multipurpose Program	
Multipurpose Room	4,000 SF
Music Platform	1,200 SF
Equipment Storage	200 SF
Chair Storage	200 SF
Public Toilets	500 SF
Food Service	950 SF
Total	**7,050 SF**

B. Adjacency Diagram



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MULTIPURPOSE ROOM

C. Program Activities

- Instructional activities
- Assemblies and large group performances and presentations
- Community Use
- Food Service
- Fitness Activities
- Music Instrumental Classes

D. Design Objectives:

- Assembly and P.E. activities (mini-gym)
- Approximately 4 SF/student for the Lunch Shelter area
- Student queuing into the serving area should be located off a covered area to protect students from the weather and sun. There should be clear views into the serving room to better manage flow. Separate entrance and exits from the serving line should be one-way and flow into the serving area (not through serving windows).
- Access to restrooms should be adjacent to the lunch and fitness areas.
- The placement of the MPR should be on the perimeter of the campus and adjacent to parking to enable community joint-use opportunities.

E. Finishes, Casework & Equipment:

Multipurpose Room

- Main Room
  - Floor: Sports floor for Basketball / Volleyball, striping 50' x 74'
  - Walls: Acoustic wall panels, vinyl wall covering over gypsum board
  - Ceiling: Suspended acoustical panels or tile, high ceilings, gypsum board in limited areas
  - 28' clear to ceiling
  - One side bleachers (approx. 4 seats high)
  - Heating, ventilation and air-conditioning systems

- Chair/ Table Storage
  - Floor: Sheet vinyl flooring
  - Walls: Painted gypsum board
  - Ceiling: High ceiling, suspended acoustical ceiling tile (ACT)
  - Hanging rod system for hanging Choral Robes, above chair storage below

- Control Room
  - Floor: Carpet
  - Walls: Painted gypsum board, operable window into MPR
  - Ceiling: Suspended ACT
  - Deep set counter for AV equipment
  - Computer
  - Dimmable lighting over counter

Music Platform
- Floor: Carpet or raised wood floor
- Walls: Acoustic wall panels, vinyl wall covering over gypsum board, acoustic operable walls on (2) walls of the music platform.
- Ceiling: Suspended acoustical panels or tile, high ceilings, gypsum board in limited areas
- Room configuration: design spaces for optimal acoustic performance. Platform to be a long rectangular shape to provide "wing" space on either side of the proscenium opening to the MPR.
- Tall media cabinet
- 6' Counter and below counter storage - water resistive substrate for sink
- Small instrument lockable storage shelving
- 40-80 Stackable chairs

Instrument Storage
- Floor: Sheet vinyl flooring
- Walls: Painted gypsum board
- Ceiling: Suspended ACT
- Instrument shelving for various size instruments

Food Service

Finishes typical for all rooms, unless noted otherwise
- Floor: Quarry tile
- Walls: Semi-gloss painted gypsum board
- Ceiling: Washable suspended acoustical tile (ACT)

Food Preparation/ Kitchen
- Walls: Smooth fiberglass reinforcement panel (FRP), stainless steel wall flashing
- Microwave oven stand, mobile
- Mobile speed line basket dollies and baskets
- 3'x8' table
- Microwave oven
- Mobile Double convention oven
- Type 2 exhaust hood
- 2 burner range top (optional)
- Combination oven/steamer (optional)
- 3 compartment sink with integral drain boards on either side, with garbage disposal – total length 10'
- Hand wash sink
- Paper Towel and Soap dispenser

- Floor sink and floor drain
- Corner guards, as needed
- Mobile hot holding cabinets
- 2 mobile kiosks and POS connections around campus. Confirm locations with District
- Overhead air curtain at doors

Serving Area

- Walls: Smooth FRP
- 9' long plastic laminate base cabinet: provide open space for desk area, (2) 18" L. drawer sections, (1) 36" L. base cabinet with adjustable shelves and doors
- 9' long plastic laminate upper cabinet with adjustable shelves and doors
- (2) mobile tray shelves
- (4) mobile cold food speed line cabinet
- (2) mobile frozen food speed line cabinet
- (2) mobile hot food speed line cabinet
- (2) mobile cash stands
- (2) POS system locations
- Overhead air curtain at doors
- Hand wash sink
- Paper Towel and Soap dispenser
- Stainless steel counter at serving window
- Floor drain

Lockers

- (5) Metal Wardrobe lockers on concrete curb

Physical Education Equipment Storage

- Floor: Sealed concrete
- Walls: Painted gypsum board
- Ceiling: painted gypsum board
- Full height adjustable shelving, open

Custodial Spaces

- Floor: Sealed concrete or resilient flooring
- Walls: Painted gypsum board
- Ceiling: Painted gypsum board
- Industrial type metal shelving, full height, adjustable open shelving,
- Full height plastic laminate lockable cabinet, with adjustable shelves and drawers

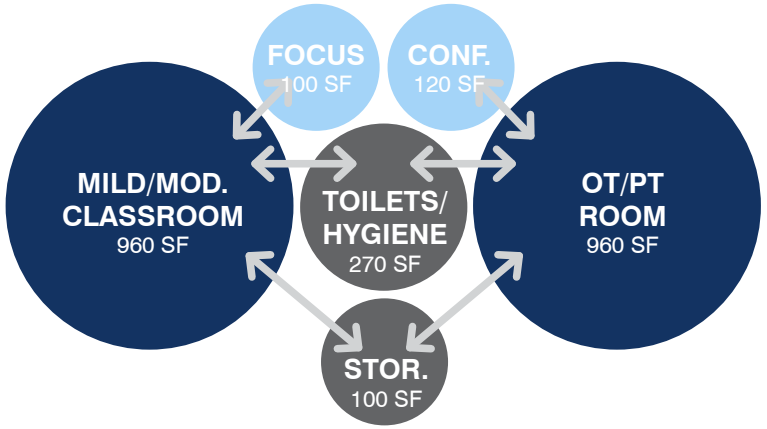
MILD/MODERATE SPECIAL EDUCATION CLASSROOMS

A. Space Program

Mild/Moderate Classroom*	960 SF
Occupational Therapy / Physical Therapy Classroom	960 SF
Focus Room	100 SF
Conference Room	120 SF
Toilet / Hygiene Room	270 SF
Laundry / Storage Room	100 SF
Total	**2,510 SF**

*Quantity of Mild/Moderate Classrooms may vary depending on needs of each school site. This will affect total square footage required.

B. Adjacency Diagram



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SPECIAL EDUCATION

C. Program Activities

- Individualized physical education activities
- Specialized training or technical support for the incorporation of assistive devices
- Aural rehabilitation
- Monitoring of hearing levels
- Development and improvement of language and communication skills
- Sensory activities and physical therapy

D. Design Objectives

- Integrate special education (SE) into campus – "Least Restrictive Environment" to have full inclusion of SE students on a campus
- Collaborative team Teaching in which a special education teacher and a general instructor teach a class together that includes both general and special education students.
- Instructional support provided by a special education teacher or instructional aide to help students with special needs in their classes through and Individual Education Program IEP.
- Monitoring of students by a special education teacher
- Provide more efficient layout and equipment to ease the teachers interaction with the students e.g. larger rooms, break out focus rooms, built in casework and lifts at changing rooms.

E. Finishes, Casework & Equipment:

Moderate to Severe (M/S) Classroom

- Floor: Carpet
- Walls: Vinyl wallcovering over gypsum board
- Ceiling: Suspended ACT
- 15 LF tall storage cabinets, one with media and mobile device/ equipment charging. A portion to accommodate roll-in tube feeding equipment, as required (verify with Site)
- 8 LF base and upper storage cabinets
- 8 LF countertop, plastic laminate
- Specialty equipment as required
- Markerboard
- Ceiling mounted projector and projection screen within classroom or large format TV
- Provide a lighting system that is dimmable. Consider color rendering index of 85 or higher, correlated color temperature of 3000K to minimize student sensitivities.

Integrated Living Skills (ILS) Area

- Floor: Sheet vinyl or other resilient flooring
- Walls: Painted gypsum board
- Ceiling: Washable acoustical lay-in tiles or painted gypsum board
- 10'-20' L x 24" D base cabinets, 15" D upper cabinets. Counter with double sink (hot and cold water) at Kitchen
- Residential appliances including full-size refrigerator, stove and oven with exhaust, and microwave

Toilet/ Shower/ Changing

- Floors: Ceramic/ porcelain tile
- Walls: Ceramic/ porcelain tile
- Ceiling: Painted gypsum board
- Work counter with sinks; a portion to have lockable base cabinets, a portion to have cubbies to store extra clothes (24 total)
- Support transfer station at restroom

Focus Room / Conference Room

- Focus room to have visual connections to classrooms but not to exterior
- Ability to darken classroom
- Floors: Carpet with rubber base
- Walls: Painted gypsum board with tackable wall surface
- Ceiling: Suspended acoustical tile
- Large format TV in Conference Room

Laundry/ Storage

- Floor: Sheet vinyl or other resilient flooring
- Walls: Painted gypsum board
- Ceiling: Suspended ACT or painted gypsum board
- Counter with sink to provide a working area
- Upper storage cabinets
- Washer/dryer, acoustically separated so that equipment sounds do not disturb the classroom activities

Special Education Support Services

Learning Center Components

Offices (Typical for All)

- Floor: Carpet
- Walls: Painted gypsum board, tackable surface
- Ceiling: Suspended ACT

SPECIAL EDUCATION

- Computer and printer

Breakout Area

- Floor: Carpet
- Walls: Tackable wall surfaces, markerboard wall covering
- Ceiling: Suspended ACT
- Interactive whiteboard
- Fixed markerboard
- LCD projector
- Ceiling speakers
- Voice amplification system

Storage:

- Floor: Sheet vinyl or other resilient flooring
- Walls: Painted gypsum board
- Ceiling: Suspended ACT
- Adjustable shelving

SITE ELEMENTS

A. Site Layout

- Parking drop off, bus loading areas, and parking shall be separated to allow students to enter and exit the school grounds safely, where feasible.
- Parking spaces are sufficient for staff and visitors. Provide a minimum of 2.25 parking stalls per teaching station, and accessible spaces per code.
- Identify placement for future solar panel carports.
- Locate site storage areas in places that do not obstruct supervision.
- Perimeter fencing and security to be evaluated on a school by school basis.

B. Playground and Field Areas

- Adequate physical education teaching stations shall be available to accommodate course requirements for the planned enrollment
- Supervision of playfields is not obstructed by buildings or objects that impair observation.
- Weather protected shade structures to be provided over play equipment (at elementary schools) and outdoor lunch areas.
- Rubberized play equipment surface, at elementary schools.
- Restrooms with direct access from the fields.

C. Delivery and Utility Areas

- Delivery and service areas shall be located to provide vehicular access that does not impact the safety of students and staff.
- Trash pickup is fenced or otherwise isolated and away from foot traffic areas.

D. Placement of Buildings

- Building placement shall consider compatibility of the various functions on campus and provide optimum patterns of pedestrian flow around and within buildings.
- Restrooms are conveniently located, require minimum supervision, and to the extent possible, are easily accessible from playground, classrooms and child care. The restroom count should meet current plumbing fixture code requirements.
- Student entry points into Classrooms from the playground shall be carefully planned to optimize supervision.

E. Outdoor Learning Courts

- Protected areas near classrooms to allow for outdoor classroom activities.
- This space should have landscaping and seating for student gathering.

Middle School

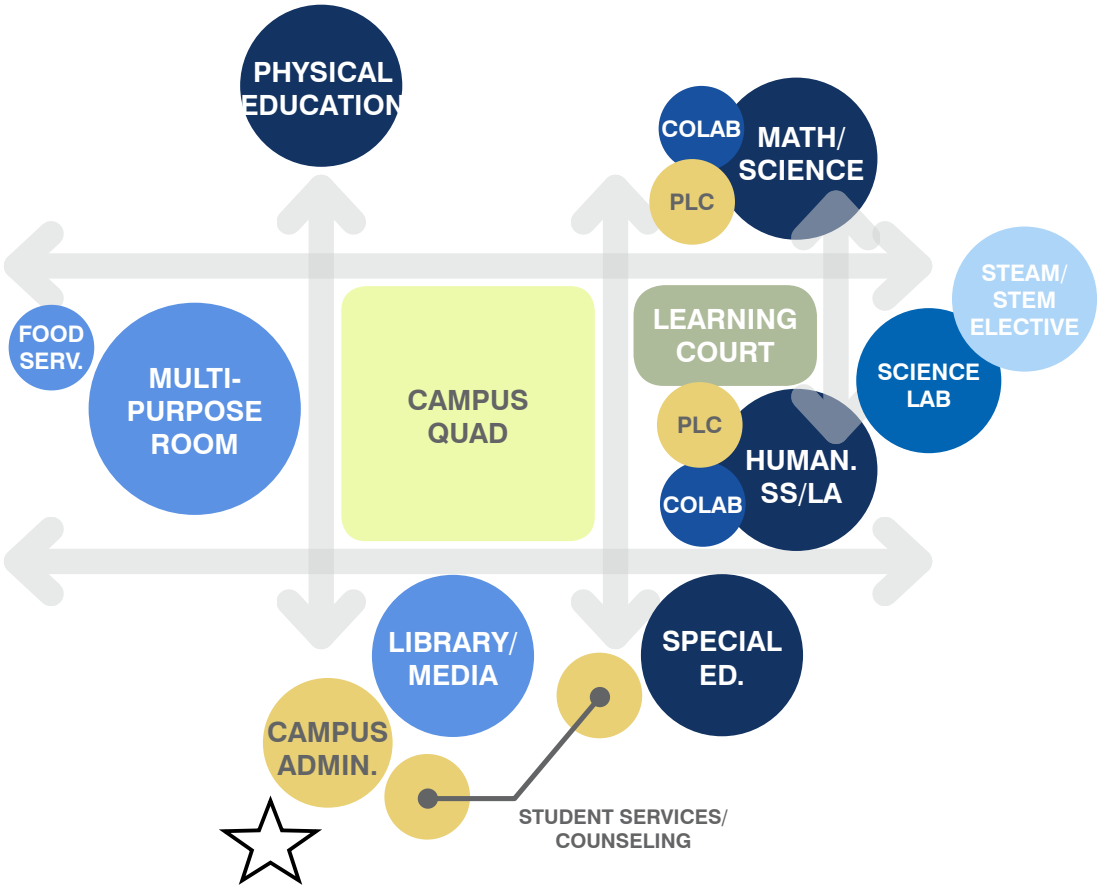
PROGRAM STANDARDS

1300 Student School

7th / 8th Grade Academic Classrooms	24
Science Labs	8
Electives	2
STEM / STEAM Electives	4
Music: Band / Choir & Drama	2
Total Teaching Stations	**40**

Other Programs

RSP / SDC	6
Title 1 / ELD	1
Computer Labs	2
Total Base Program	**48**



SITE SUMMARY

Space Program Totals:

Academic Programs	
6th-8th Classroom Clusters	25,040 SF
6th-8th Science Labs	20,400 SF
Special Education	1,920 SF
Special Education Support	910 SF
Circulation	4,825 SF
Sub-Total	**53,095 SF**
STEAM / STEM Electives	
Program Labs	4,800 SF
Small Group / Resource Spaces	1,000 SF
Circulation	580 SF
Sub-Total	**6,380 SF**
Student Support Services	
Learning Center	1,330 SF
Circulation	130 SF
Sub-Total	**1,460 SF**
Administration	
Main Office / Lobby	1,600 SF
Staff Support	2,310 SF
Health Suite	465 SF
Parent Center	400 SF
Counseling Area	975 SF
Circulation	860 SF
Sub-Total	**6,610 SF**
Library / Media Center	
Library / Media Center	2,600 SF
Library Support	850 SF
Library / Media Center (Cont.)	
Computer Labs	1,920 SF
Technology Support	450 SF
Circulation	580 SF
Sub-Total	**6,400 SF**
Campus Activity Center	
Multipurpose Room	6,750 SF
Food Service Program	1,700 SF
ASB Program	1,920 SF
Custodial Services	200 SF
Circulation / Support	1,060 SF
Sub-Total	**11,630 SF**
Performing Arts Center	
Band / Orchestra Room	1,800 SF
Band / Orchestra Support	750 SF
Choral Room	1,200 SF
Choral Support	655 SF
Circulation	440 SF
Sub-Total	**4,845 SF**
Physical Education	
Gymnasium	7,000 SF
Fitness Rooms	2,400 SF
Locker Rooms / Support	3,500 SF
Occupational / Physical Therapy	1,350 SF
Circulation	1,425 SF
Sub-Total	**15,675 SF**
TOTAL	**106,095 SF**

NOTE:
The square footages above are a guideline to ensure parity for district-wide improvements. It is understood that existing building spaces may restrict in achieving these exact square footages.

These are not rigid numbers that need to be met exactly but are intended to be a guideline for overall program comparisons between existing and proposed master plan scope strategies.

Any significant deviations from this specification that may impact the budgets, prioritization and design intent should be approved by the District before proceeding into schematic design.

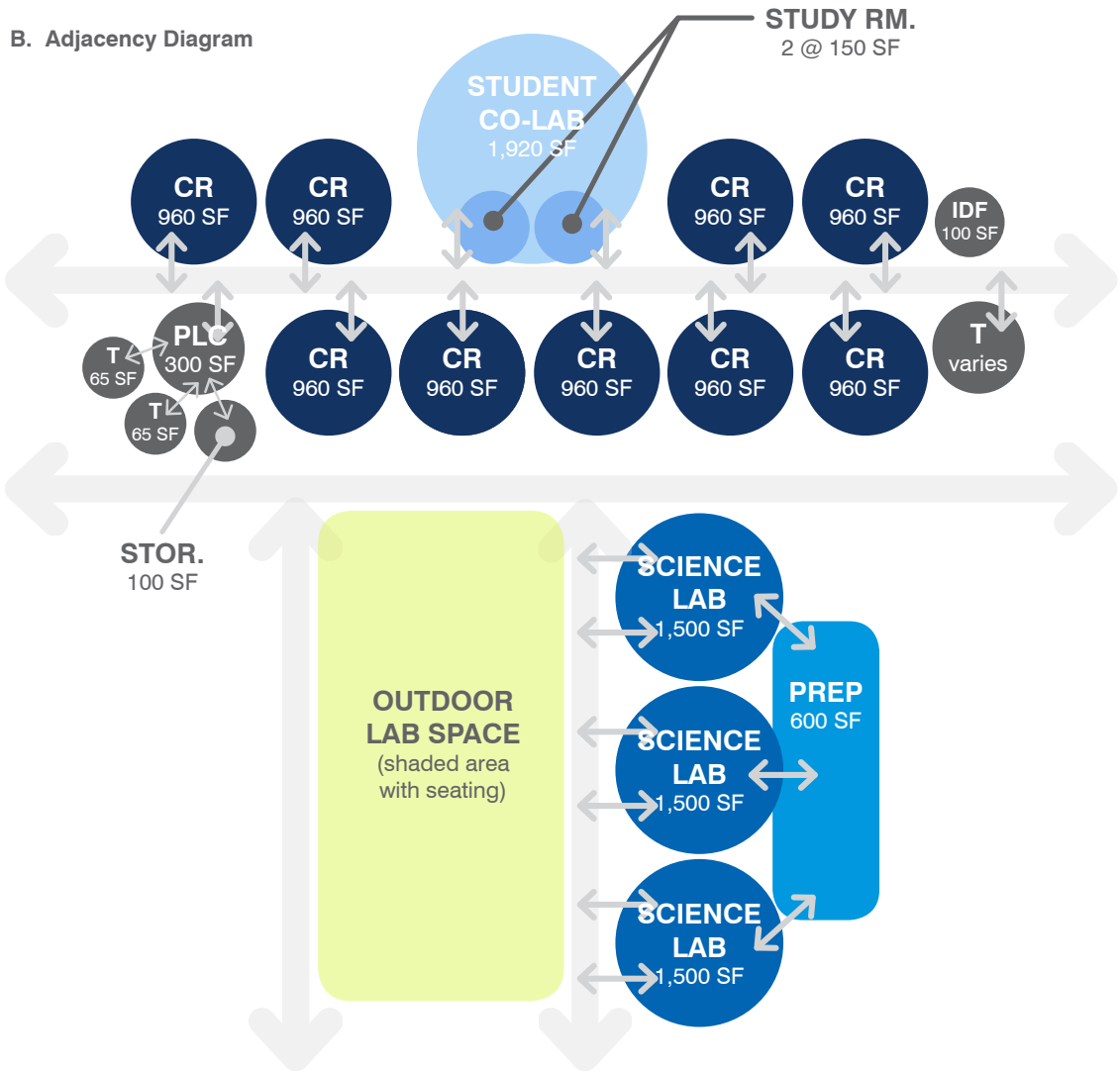
Each program sub-total has a circulation factor that is applied to the net square footage. See program section for circulation factor. This factor is used to account for internal circulation pathways, student restrooms, custodial, mechanical and electrical systems, building support rooms and wall framing thickness. The square footages in the Educational Specifications program are net areas.

COLLABORATION AREA / PLC

A. Space Program

Academic Core	
Classrooms (9)	9,600 SF
Student Co-Lab	1,920 SF
Study Rooms (2)	300 SF
PLC Staff Support	300 SF
Storage	100 SF
Restrooms	varies
Independent Distribution Frame	100 SF
STEAM / STEM Elective Classrooms	
Science Labs (3)	4,500 SF
Prep Rooms (3)	600 SF
Total	**>17,420 SF**

B. Adjacency Diagram



NOTE:
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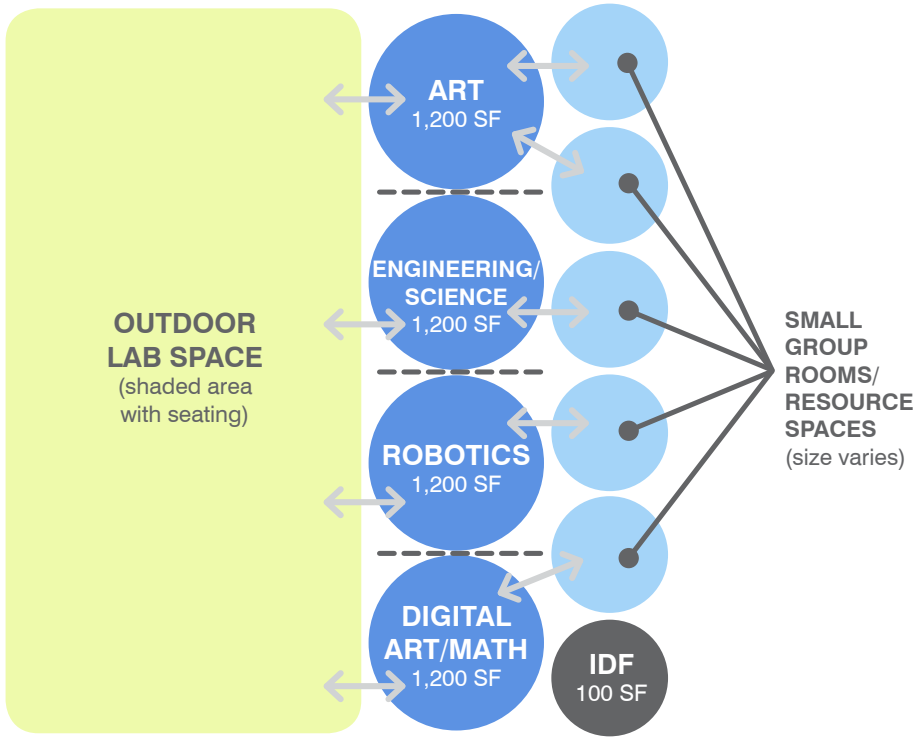
STEAM/STEM ELECTIVE CLUSTER

C. Space Program

Art Lab	1,200 SF
Engineering / Science lab	1,200 SF
Robotics Lab	1,200 SF
Digital Art / Math Lab	1,200 SF
Independent Distribution Frame	100 SF
Small Group Rooms / Resource Spaces	varies
Total	**> 4,900 SF**

E. Adjacency Diagram



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CLASSROOMS

F. Program Activities

- Interdisciplinary, learner-centered instruction with full-integration of technology
- Active and passive learning activities
- Large lecture to small group to individual work
- Core subject instruction: Language Arts, Social Studies, Math and Science

G. Design Objectives

- Classrooms to be organized in a cluster around a central collaboration space
- Ability to open to the outdoor Learning Court
- Ability to support diverse grouping strategies, encourage interdisciplinary teaching with visibility to adjoining classrooms and shared collaboration areas
- The Co-Lab is a flexible space with moveable and group-able furniture.
- Spaces will be designed with appropriate charging stations, outlets and wireless technology for integration of mobile devices
- Provide areas of display in which students can feel a sense of ownership and pride

H. Finishes, Casework & Equipment

General
- All sheet vinyl flooring to have welded seams
- All gypsum board walls to have vinyl wallcovering

Classrooms
- Typical for all
  - Floor: Carpet with Linoleum at sink/ wet area, integrated entry floor mats
  - Walls: Vinyl wallcovering over gypsum board
  - Ceiling: Suspended acoustical tile (ACT)
  - 9 LF Lower and upper cabinets and tall cabinet, near teacher desk location
  - Tall media cabinet with mobile device charging
  - Counter with lower cabinets, flat file storage and open areas for mobile storage units
  - Backpack hooks or mobile backpack storage unit
  - Mobile student desks and chairs
  - Teacher desk and chair
  - Mobile lecturn (option)
  - Mobile storage, file cabinets
  - Sliding markerboard
  - LCD projector and projection screen or large format TV
  - DVD and CD player
  - Document reader
  - Audio Video Input Panel for MP3 Player Device/ Camera
  - Computer Interface
  - Video Switcher
  - Ceiling Speakers
  - Wall Mounted Control Interface
  - Handheld IR Remote Control
  - Printer

Student Co-Lab
- Floor: Carpet and Linoleum
- Walls: Painted gypsum board, vinyl wall covering/ tackable wall surface, markerboard walls, wall for digital display
- Ceiling: Suspended ACT and painted gypsum board
- Base cabinet with sink (cold water)
- Bench type seating areas for small group work
- Moveable, group-able, technology enabled tables and chairs
- Soft furnishings
- Retractable, motor operable partition
- Transparent writeable surface

Professional Learning Community Area (PLC)
- Floor: Carpet
- Walls: Painted gypsum board, whiteboard wall for collaboration, acoustical treatment for privacy
- Ceiling: Suspended ACT
- Standing height counter with lower and upper cabinets, lockable
- Sink at base cabinet (hot and cold water)
- Conference table and chairs
- Copier
- Paper shredder
- Printer
- Fixed whiteboard
- LCD projector and projection screen with large format TV
- Ceiling Speakers
- Computer Interface
- Video Switcher
- Video Conferencing capabilities

Storage Room
- Floor: Sealed concrete
- Walls: Painted gypsum board
- Ceiling: Painted gypsum board
- Full height adjustable open shelving

Restrooms
- Typical for all:
  - Floors: Ceramic/ porcelain tile

CLASSROOMS

- Walls: Ceramic/ porcelain tile
- Ceiling: Painted gypsum board
- Hand dryers

Science Lab

- Floor: Resilient flooring or epoxy coated concrete
- Walls: Vinyl wallcovering over gypsum board or tackable surface, acoustical wall treatment
- Ceiling: Suspended ACT
- Tall media cabinet with mobile device charging
- (6) sinks minimum (hot and cold water); perimeter counters (chemical safe) with base and upper cabinets
- Teacher demonstration table: fixed portion with chemical safe top, sink, gas, data /electrical, mobile portion for demonstration
- 18 (2) student tables (with chemical safe surface for Science) and chairs: total 36 seats
- Mobile teacher demonstration table
- Moveable, group-able, adjustable furniture
- Sectional roll-up door with full vision glass for visual connection to outdoor learning court (option)
- LCD projector with ability to rotate and project on 2 different sides of classroom
- Prep. Room:
  - Counter (chemical safe) with base cabinets and upper cabinets; sink with hot and cold water
  - Refrigerator

Typical for all Labs

- Sliding markerboard
- Ceiling-mounted LCD projector and projection screen or large format TV
- DVD and CD player
- Document reader
- Audio Video Input Panel for MP3 Player Device/ Camera
- Computer Interface
- Video Switcher
- Ceiling Speakers
- Wall Mounted Control Interface
- Handheld IR Remote Control
- Printer

Support Spaces

(Includes Storage Rooms, the Broadcast room, and Editing Room)

- Typical for all:
- Floor: Sheet vinyl flooring
- Walls: Painted gypsum board, tackable walls in Editing and Material Processing Rooms only
- Ceiling: Suspended ACT

Technology Lab

- Floor: Resilient flooring
- Walls: Tackable surface, full height wall white, magnetic board, small tool wall hanging system
- Ceiling: Exposed high ceiling, acoustical roof deck
- Media cabinet
- 6’ Counter and below counter storage - water resistive sub- straight for sink
- Work tables that fold-away into the wall when not in use (option)
- (2) Industrial sinks in different locations
- LCD projector and projector screen or large format TV
- Overhead retractable power cords

Art Lab

- Floor: Resilient flooring
- Walls: Tackable surface on all walls to allow for pin up on “gallery walk” activities
- Ceiling: Exposed high ceiling, acoustical roof deck
- 24”x 36” Flat storage (100-150 drawers)
- Vertical mat board storage
- Display case (lockable or accessible form inside class, visible from exterior hallway)
- Standing height counter tops and base cabinets
- Shelving and drying rack above sink

ADMINISTRATION

A. Space Program

Main Office / Lobby	
Lobby	400 SF
Reception Staff (2)	150 SF
Attendance Clerk	150 SF
Principal's Office	200 SF
Vice Principal's Office	150 SF
V.P. Secretary	75 SF
Admin. Secretary	75 SF
Conference Room	250 SF
Flex Office	150 SF
Staff Support	
Staff Lounge	810 SF
Kitchenette	150 SF
Workroom	960 SF
Staff Restrooms	390 SF
Health Suite	
Cot Room	400 SF
Toilet	65 SF
Parent Center	
Parent Center	300 SF
Resource / Storage	100 SF
Counseling Area	
Counseling Offices (3)	450 SF
Guidance Clerks (3)	225 SF
Break-out Room	300 SF
Total	**5,750 SF**

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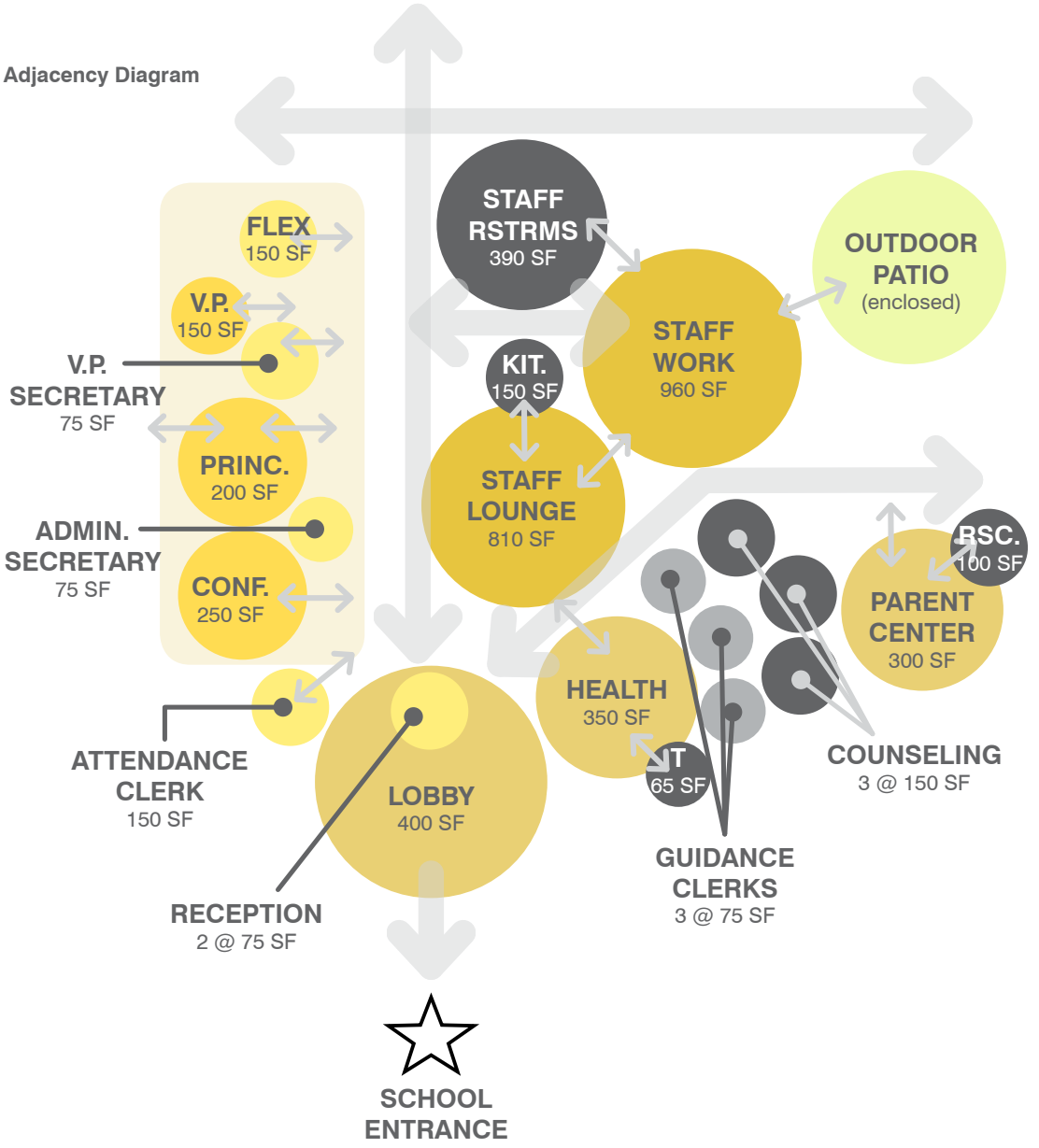
B. Adjacency Diagram



ADMINISTRATION

A. Program Activities

- Check-in/ Front entry/ 'Welcome Center'
- Administrative duties
- Conference
- Discipline
- Counseling
- Health support
- Staff collaboration
- Attendance, enrollment, supply and records storage

B. Design Objectives

- Define a clear entry for campus and establish school pride
- Area for student artwork display
- Single-point entry
- Limited access to 'Private' staff spaces
- Clearly defined 'Public' spaces (lobby and waiting area)
- Allow for staff communication and collaboration
- Adequate sized staff lounge and administrative areas
- Meet CDE standards for health office
- Storage for record files and office supplies
- Parent / volunteer workroom
- 3 SF per pupil (min. 600 SF) per California Department of Education

C. Finishes, Casework & Equipment

Administration

Lobby/ Waiting
- Floor: Carpet.
- Wall: Painted gypsum board, tackable wall surface
- Ceiling: Suspended acoustical tile
- Modular furniture systems
- Media cabinet and display wall for digital display
- Standing height counter for parent check in/out stations
- Computer stations (2) for parent check in/out
- Literature Pamphlet rack
- LCD display panel – for digital display

Reception/ Clerical
- Floor: Carpet
- Wall: Painted gypsum board
- Ceiling: Suspended Acoustical Tile (ACT) and/or gypsum board soffits
- Modular furniture systems
- Computer and printer for reception and each assistant

Principal's Office
- Floor: Carpet
- Walls: Painted gypsum board, tackable surface
- Ceiling: Suspended Acoustical Tile (ACT)
- Counter with storage below
- Tall Storage (option)
- Computer and printer

Offices
- Floor: Carpet
- Walls: Painted gypsum board, tackable surface
- Ceiling: Suspended ACT
- Conference Room:
  - Counter with storage below
  - Fixed whiteboard
  - LCD Projector
  - Projector screen

Work/ Main Copy Room
- Floor: Vinyl flooring
- Walls: Painted gypsum board, tackable surface, whiteboard wall for collaboration activities
- Ceiling: Suspended ACT
- Standing height counter with lower and upper cabinets, provide a portion of deep counters for office equipment
- Large copier
- Paper shredder
- Paper cutters
- Printer

Health Suite
- Floor: Vinyl flooring
- Walls: Wainscot tile/ FRP and painted gypsum board
- Ceiling: Suspended ACT
- 6 LF minimum standing height counter with lower and upper cabinets (lockable) – for storage of medication and medication supplies (e.g. nebulizers and diabetic supplies) and small medical devices, tape, bandages, splints
- Student medications stored in (1) upper cabinet (lockable) with cubbies to separate individual student medications

ADMINISTRATION

– cubby size approx. 4-inch high x 5-inch wide
- Sink with hot and cold water
- (3) Cots – for students
- Refrigerator (full size residential) with ice maker
- Computer and Printer for Health Clerk
- Lockable file cabinets for student health record storage (1 file per student)
- Weight scale, height scale (wall mounted), wheelchair, emergency stretcher
- Location for Health Technician desk

Restrooms
- Floor/ Walls: Ceramic/ porcelain tile
- Ceiling: Painted gypsum board

Faculty / Staff

Staff Workroom/ Lounge
- Floor: Carpet
- Wall: Painted gypsum board, tackable surface
- Ceiling: Suspended ACT
- Mailboxes to accommodate staff (verify number at site) with lower cabinets below
- Computer
- Printers (2)
- Fixed whiteboard
- LCD projector
- Projector screen

Kitchenette/ Vending
- Floor: Linoleum/ Composition tile
- Walls: Painted gypsum board
- Ceiling: Painted gypsum board

Toilets
- Floor/ Walls: Ceramic Tile
- Ceiling: Painted gypsum board
- Standing height counter with lower and upper cabinets
- Double sink with garbage disposal, hot and cold water
- Refrigerator (full size residential)
- Stove with oven and exhaust hood
- Microwave
- Coffee maker
- Vending machine (option)

Parent/ Conference Center

Multi-Purpose Workroom
- Floor: Vinyl flooring
- Walls: Tackable surface, whiteboard wall for collaboration activities
- Ceiling: Suspended ACT
- 10 LF Standing height counter with lower and upper cabinets. Double sink with garbage disposal, hot and cold water
- Refrigerator (full size residential)
- Microwave
- Coffee maker
- Computer (2)
- Printer
- Fixed whiteboard
- LCD projector
- Projector screen
- Copier

Storage
- Floor: Sealed concrete
- Walls: Painted gypsum board
- Ceiling: Suspended ACT/ painted gypsum board
- Open shelving

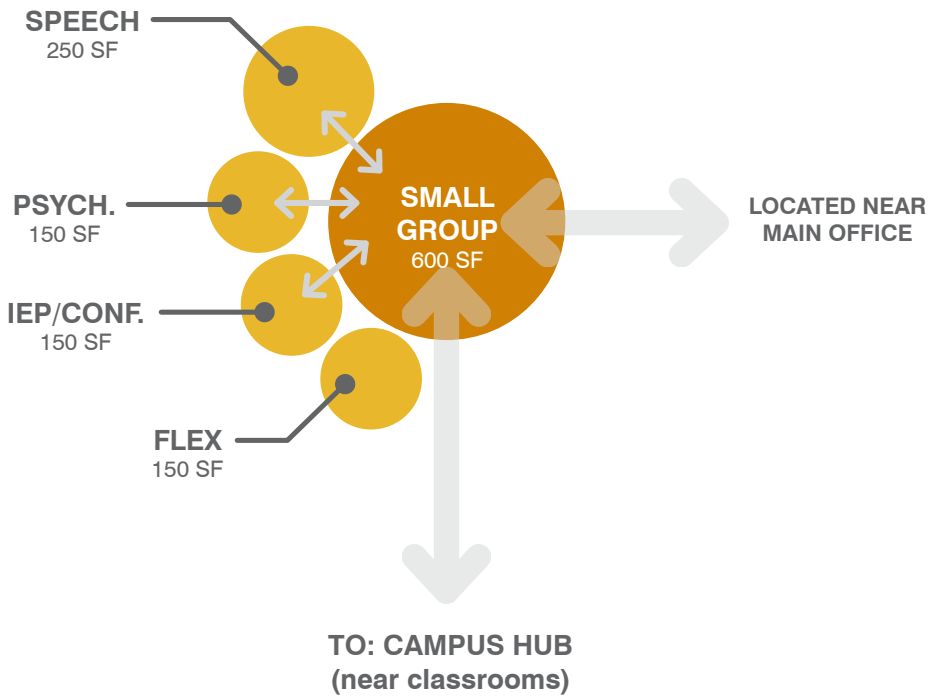
LEARNING CENTER

A. Space Program:

Small Group Area	600 SF
Speech Therapist Office	250 SF
Psychologist Office	150 SF
Flex Office	150 SF
Individualized Education Program (IEP) / Conference Room	150 SF
Total	**1,330 SF**

(1) Special Education Learning Center per Junior High School located near campus hub and Classroom clusters.

B. Adjacency Diagram



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LEARNING CENTER

C. Program Activities

- One-on-one instruction
- Small group instruction
- Tutoring
- Counseling

D. Design Objectives

- Centrally located on campus adjacent to the Library / Media Center
- Offices to provide for private counseling sessions
- Small group room to be provided for breakout activities

E. Finishes, Casework & Equipment

Small Group Area

- Floor: Carpet
- Walls: Tackable wall surfaces, markerboards
- Ceiling: Suspended acoustical tile (ACT)
- Soft seating (flexible and moveable)
- Work tables and chairs (flexible, moveable, easily grouped)
- Student carrel desks with chairs for (2) areas of 2-4 students
- Technology-enabled furnishings
- (2) Fixed markerboards
- Projector screen or large format TV
- Lockable mobile devices charging station on casters

IEP / Office / Conference Room

- Floor finishes :Carpet
- Wall finishes: Painted gypsum board, tackable wall surface
- Ceiling finish: Suspended acoustical tile
- Electrical / data / phone at desk
- Electrical / data, at conference area
- Projector/screen, or large format TV at conference area

SPECIAL EDUCATION

A. Space Program

Mild/Moderate Classroom* (2)	1,920 SF
Focus Room	100 SF
Conference Room	120 SF
Toilet / Hygiene Room	270 SF
Laundry / Storage Room	100 SF
Living Skills	320 SF
Total	**2,830 SF**

*Quantity of Mild/Moderate Classrooms may vary depending on needs of each school site. This will affect total square footage required. **Refer to pg. 13.**

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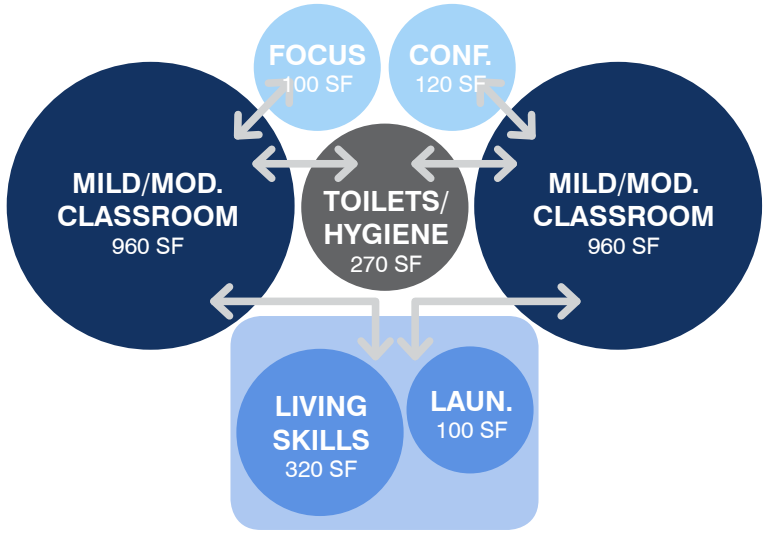

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SPECIAL EDUCATION

C. Program Activities

- Individualized physical education activities
- Specialized training or technical support for the incorporation of assistive devices
- Aural rehabilitation
- Monitoring of hearing levels
- Development and improvement of language and communication skills

D. Design Objectives

- Integrate special education (SE) into campus – "Least Restrictive Environment" to have full inclusion of SE students on a campus
- Collaborative team Teaching in which a special education teacher and a general instructor teach a class together that includes both general and special education students.
- Instructional support provided by a special education teacher or instructional aide to help students with special needs in their classes through and Individual Education Program IEP.
- Monitoring of students by a special education teacher
- Provide more efficient layout and equipment to ease the teachers interaction with the students e.g. larger rooms, break out focus rooms, built in casework and lifts
- Consultation between a special education teacher and general education teacher(s)

C. Finishes, Casework & Equipment:

Moderate to Severe (M/S) Classroom
- Floor: Carpet
- Walls: Vinyl wallcovering over gypsum board
- Ceiling: Suspended ACT
- 15 LF tall storage cabinets, one with media and mobile device/ equipment charging. A portion to accommodate roll-in tube feeding equipment, as required (verify with Site)
- 8 LF base and upper storage cabinets
- 8 LF countertop, plastic laminate
- Specialty equipment as required
- Markerboard
- Ceiling mounted projector and projection screen within classroom or large format TV
- Provide a lighting system that is dimmable. Consider color rendering index of 85 or higher, correlated color temperature of 3000K to minimize student sensitivities.

Integrated Living Skills (ILS) Area
- Floor: Sheet vinyl or other resilient flooring
- Walls: Painted gypsum board
- Ceiling: Washable acoustical lay-in tiles or painted gypsum board
- 10'-20' L x 24" D base cabinets, 15" D upper cabinets. Counter with double sink (hot and cold water) at Kitchen
- Residential appliances including full-size refrigerator, stove and oven with exhaust, and microwave

Toilet/ Shower/ Changing
- Floors: Ceramic/ porcelain tile
- Walls: Ceramic/ porcelain tile
- Ceiling: Painted gypsum board
- Work counter with sinks; a portion to have lockable base cabinets, a portion to have cubbies to store extra clothes (24 total)
- Support transfer station at restroom

Focus Room / Conference Room
- Focus room to have visual connections to classrooms but not to exterior
- Ability to darken classroom
- Floors: Carpet with rubber base
- Walls: Painted gypsum board with tackable wall surface
- Ceiling: Suspended acoustical tile
- Large format TV in Conference Room

Laundry/ Storage
- Floor: Sheet vinyl or other resilient flooring
- Walls: Painted gypsum board
- Ceiling: Suspended ACT or painted gypsum board
- Counter with sink to provide a working area
- Upper storage cabinets
- Washer/dryer, acoustically separated so that equipment sounds do not disturb the classroom activities

Special Education Support Services

Learning Center Components

Offices (Typical for All)
- Floor: Carpet
- Walls: Painted gypsum board, tackable surface
- Ceiling: Suspended ACT
- Computer and printer

SPECIAL EDUCATION

Breakout Area

- Floor: Carpet
- Walls: Tackable wall surfaces, markerboard wall covering
- Ceiling: Suspended ACT
- Interactive whiteboard
- Fixed markerboard
- LCD projector
- Ceiling speakers
- Voice amplification system

Storage:

- Floor: Sheet vinyl or other resilient flooring
- Walls: Painted gypsum board
- Ceiling: Suspended ACT
- Adjustable shelving

LIBRARY / MEDIA CENTER

C. Program Activities

- Reading
- Circulation of materials and resources
- Display student work
- Research
- Small and large group instruction
- Community access (if applicable)

D. Design Objectives

- Create a "Campus Hub" for the school
- Centrally located to promote staff, student and community social interactions
- Wayfinding techniques should orient people to the overall layout of the school
- The library/media center should be a welcoming, comfortable, informal, stimulus-rich, well-lit environment that support multiple concurrent activities
- Located adjacent to the Innovation Lab to support computer-based programs, on-line learning and virtual instruction
- 3.3 SF per pupil plus 600 SF per California Department of Education

E. Finishes, Casework & Equipment

Library/ Media Center

Main Room with Control Desk, Reading and Stacks:

- Floor: Carpet
- Walls: Acoustic wall panels, vinyl wall covering over gypsum board
- Ceiling: Exposed high ceilings, acoustical roof deck or panels, gypsum board in limited areas
- Control Desk:
  - Custom reception/ circulation desk with work surface for two staff members, book drop, and drawers
  - Lockable drawers
  - Cabinet with adjustable shelves
  - Money drawer
  - File storage
  - Book carts that can be easily stored below circulation desk and out of the way
  - Printer supply storage
  - Book hold storage near check out station
  - Book drop near check out station
  - Large work surface
  - Easily accessible
- Reading and Stacks:
  - 12 LF counter for student online catalog stations/ internet (option)
- *Referenced from the "Standards and Guidelines for Strong School Libraries" by the California School Library Association.*
  - Recommended Exemplary Quantitative Standards:

Pleasure Reading	32 - 45 SF per seat
Computing	36-45 SF per workstation

- (8-10) computer stations for online catalogue
- (1) Interactive whiteboard, adjustable height or large format TV
- (2) Fixed whiteboards on opposite walls
- LCD projector
- Recessed, motorized projection screen
- Wireless access sensors
- Flat screen TV for digital display
- (2) computers
- (2) Barcode scanners (1 wireless)
- Theft prevention system
- Printer

Librarian Workroom

- Floor: Sheet vinyl flooring
- Walls: Painted gypsum board, vision window into Library, operable optional, if needed
- Ceiling: Suspended ACT
- Deep set counter to accommodate paper cutters and various equipment
- Standing height counter with lower and upper cabinets, sink with hot and cold water
- Printer
- Large Copier
- Computer
- Fixed markerboard
- Telephone

Storage & Textbook Storage Rooms

- Floor: Sheet vinyl flooring
- Walls: Painted gypsum board
- Ceiling: Suspended acoustical ceiling tile (ACT)
- Open shelving and high-density shelving

IT Workroom

- Floor: Vinyl flooring
- Walls: Painted gypsum board
- Ceiling: Suspended ACT
- Metal shelving with adjustable shelves
- Data, power outlets for imaging computers
- Telephone

LIBRARY / MEDIA CENTER

Main Distribution Frame (MDF)

- Floor: Sealed concrete
- Ceiling: Exposed, air conditioned

IT Equipment Storage / Librarian Office / Storage

- Floor: Vinyl flooring
- Walls: Painted gypsum board
- Ceiling: Suspended ACT
- Metal shelving with adjustable shelves

Innovation Lab

- Floor: Carpet
- Walls: Painted gypsum board, full height marker wall surface for writing and projection, wallcovering surface
- Ceiling: Exposed high ceiling, acoustical roof deck or high lay in tile ceilings
- Media cabinet
- 35 Backpack cubbies
- Adjustable height “nesting” tables on lockable casters (for 35-40 students)
- Light weight adjustable height seats with castors
- Technology enabled furniture
- (35) “Huddle boards” with storage cart, perimeter track along all four walls for “gallery walk” activities
- Wireless access
- Ceiling mounted speakers
- Intrusion detection system
- Audio visual - MP3 Docking station, DVD & CD players
- Lockable mobile devices charging station on casters

CAMPUS ACTIVITY CENTER

A. Space Program

MPR Program	
Multi-Purpose Room	4,400 SF
Music Platform	1,400 SF
Instrument Storage	200 SF
Chair Storage	300 SF
Control Room / Storage	200 SF
Toilets	250 SF
ASB Program	
ASB Classroom	960 SF
ASB Store	400 SF
ASB Project Storage	400 SF
ASB Book Keeper	80 SF
Storage	80 SF
Drama	1,200 SF
Storage	200 SF
Music	1,800 SF
Practice Room (3)	675 SF
Storage	200 SF
Lunch Shelter	3,600 SF
Total	**16,345 SF**

NOTE:
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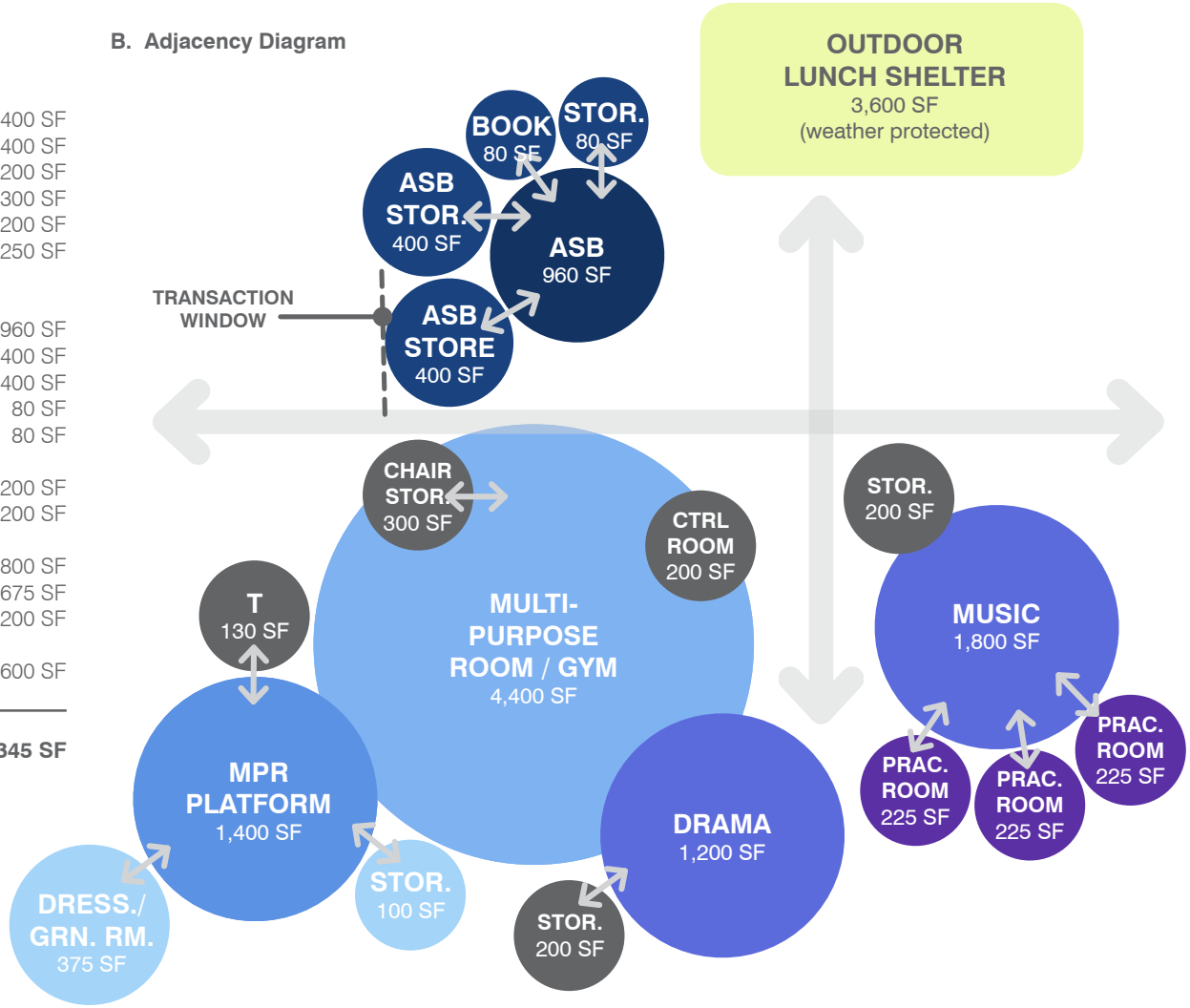
B. Adjacency Diagram



CAMPUS ACTIVITY CENTER

A. Program Activities

- Instructional activities
- Assemblies and large group performances and presentations
- Community Use
- Food Service
- Fitness Activities
- Music Instrumental Classes

B. Design Objectives:

- Approximately 5.3 SF/student, minimum 5,00 SF (CDE recommendation) for the Multi-purpose Room
- Approximately 4 SF/student for the Lunch Shelter area
- Student queuing into the serving area should be located off a covered area to protect students from the weather and sun. There should be clear views into the serving room to better manage flow. Separate entrance and exits from the serving line should be one-way and flow into the serving area (not through serving windows).
- Access to restrooms should be adjacent to the lunch and fitness areas.
- The placement of the MPR should be on the perimeter of the campus and adjacent to parking to enable community joint-use opportunities.
- Provide quality sound, lighting and acoustic systems and built-in control room functions

C. Finishes, Casework & Equipment:

Multi-Purpose Room

Main Room
- Floor: Carpet
- Walls: Acoustic wall panels, vinyl wall covering over gypsum board
- Ceiling: Suspended acoustical panels or tile, high ceilings, gypsum board in limited areas
- Stacking folding chairs and "nesting" tables with lockable casters

Chair/ Table Storage
- Floor: Sheet vinyl flooring
- Walls: Painted gypsum board
- Ceiling: High ceiling, suspended acoustical ceiling tile (ACT)
- Hanging rod system for hanging Choral Robes or costumes, above chair storage below

Control Room
- Floor: Carpet
- Walls: Painted gypsum board, operable window into MPR
- Ceiling: Suspended ACT
- Deep set counter for sound and lighting board equipment
- High cabinet for storing lamps and light fixtures
- Sound board
- Lighting board
- Computer
- Microphone paging system to communicate with platform and dressing rooms etc.
- Dimmable lighting over counter
- TV/ video monitor

Music Platform
- Floor: Carpet or raised wood floor
- Walls: Acoustic wall panels, vinyl wall covering over gypsum board, acoustic operable walls on (2) walls of the music platform.
- Ceiling: Suspended acoustical panels or tile, high ceilings, gypsum board in limited areas
- Room configuration: design spaces for optimal acoustic performance. Platform to be a long rectangular shape to provide "wing" space on either side of the proscenium opening to the MPR.
- Tall media cabinet
- 6' Counter and below counter storage - water resistive substrate for sink
- High density sheet music cabinet
- Small instrument lockable storage shelving
- 40-80 Stackable chairs
- Portable risers for choral

Instrument Storage
- Floor: Sheet vinyl flooring
- Walls: Painted gypsum board
- Ceiling: Suspended ACT
- Instrument shelving for various size instruments, coordinate types with program needs

ASB Program

ASB Classroom
- Floor: Polished concrete
- Walls: Painted gypsum board
- Ceiling: Suspended ACT
- Wireless access

ASB Project Storage
- Floor: Sheet vinyl flooring
- Walls: Painted gypsum board
- Ceiling: Suspended ACT

CAMPUS ACTIVITY CENTER

ASB Store

- Floor: Sheet vinyl flooring or other resilient flooring that is easily cleanable
- Wall: Painted gypsum board
- Ceiling: Suspended ACT
- Standing height counter with lower and upper cabinets (lockable); solid surface countertop
- Base cabinet with solid surface countertop at pass through window
- POS stations (2)
- Above counter electrical outlets to support various appliances, as required

Storage

- Floor: Sheet vinyl flooring
- Walls: Painted gypsum board
- Ceiling: Suspended ACT
- Metal shelving, as required

Drama Program

Storage

- Floor: Sheet vinyl flooring
- Walls: Painted gypsum board
- Ceiling: Suspended ACT
- Metal shelving, as required

Music Program

Storage

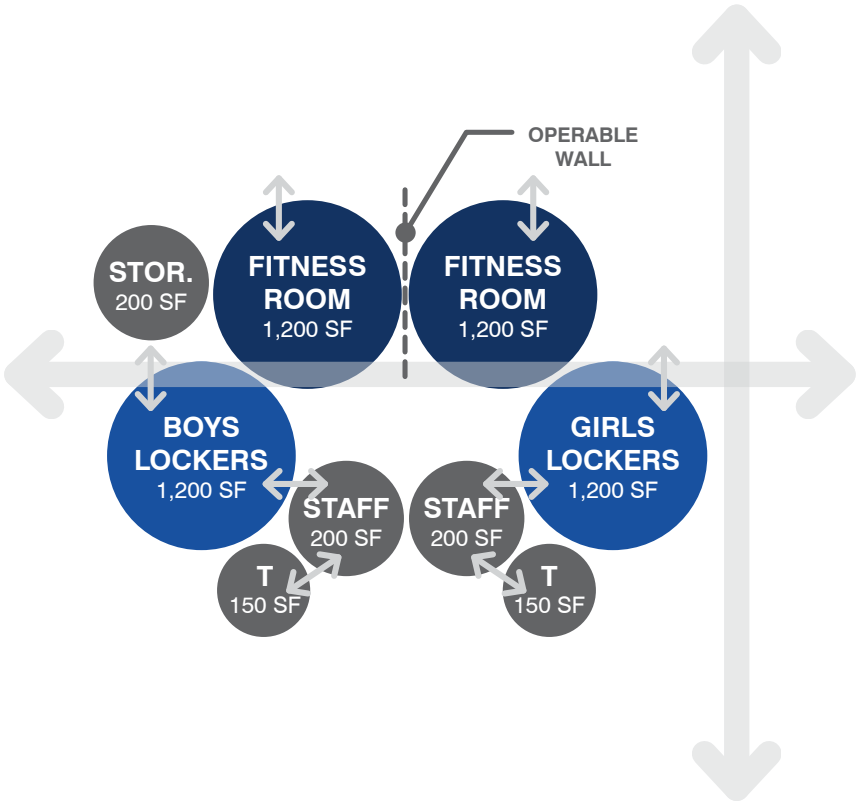
- Floor: Sheet vinyl flooring
- Walls: Painted gypsum board
- Ceiling: Suspended ACT
- Metal shelving, as required

PHYSICAL EDUCATION

A. Space Program

Fitness Rooms (2)	2,400 SF
Boys Locker Room	1,200 SF
Girls Locker Room	1,200 SF
Staff (2)	400 SF
Toilets (2)	300 SF
Storage	200 SF
Total	**10,300 SF**

B. Adjacency Diagram



Note:
These Education Specifications reflect the standards for spaces developed in phase 1 in 2014, phase 2 educational specifications will be updated in the coming months.

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PHYSICAL EDUCATION

A. Program Activities

- Instructional activities
- Assemblies and large group performances and presentations
- Community Use
- P.E. / Athletics
- Health Classroom instruction

B. Design Objectives

- Proper sound system
- Wood flooring at gym
- Access to building near parking

C. Finishes, Casework & Equipment

Fitness Lab
- Floor: Rubberized sports flooring
- Walls: Painted gypsum board, mirrors, vinyl wall covering, acoustical panels
- Ceiling: Suspended ACT or acoustical decking, high ceiling
- Media cabinet; Wireless connection, Audio Visual - MP3 Docking station, DVD & CD players, ceiling speakers
- Marker Boards
- Tackable boards

P.E. Storage
- Floor: Sealed concrete
- Walls: Painted gypsum board
- Ceiling: painted gypsum board
- Full height adjustable shelving, open

Student Lockers/Shower
- Floor: Sealed Concrete/ Epoxy Ceramic Tile (in Shower)
- Walls: Low-sheen paint, Ceramic Tile (in Shower)
- Ceiling: Gyp. Bd. or exposed. Water resistant (at wet areas), 10'-0" minimum ceiling height, skylights or high clearstory, translucent windows
- 3 tier lockers with sloped top on 6" concrete curb, quality
- Bench (with resin tops)
- Tackable wall surface (+42" to Top of Door Height) at exits
- Mirrors at end of aisles
- Mirrors at corners of ceiling for supervision
- Provide total # of lockers based on enrollment (1/2 boys and 1/2 girls)
- Provide accessible locker areas per code

Staff Office
- Floor: Resilient Tile
- Walls: Painted gypsum board, tackable surface
- Ceiling: Suspended ACT

Staff Locker/ Toilet
- Floor: Ceramic tile
- Walls: Painted gypsum board
- Ceiling: Painted gypsum board
- (2) Metal Wardrobe lockers on concrete curb

SITE ELEMENTS

A. Site Layout

- Parking drop off, bus loading areas, and parking shall be separated to allow students to enter and exit the school grounds safely, where feasible.
- Parking spaces are sufficient for staff and visitors. Provide a minimum of 2.25 parking stalls per teaching station, and accessible spaces per code.
- Identify placement for future solar panel carports.
- Locate site storage areas in places that do not obstruct supervision.
- Perimeter fencing and security to be evaluated on a school by school basis.

B. Playground and Field Areas

- Adequate physical education teaching stations shall be available to accommodate course requirements for the planned enrollment
- Supervision of playfields is not obstructed by buildings or objects that impair observation.
- Weather protected shade structures to be provided over play equipment (at elementary schools) and outdoor lunch areas.
- Rubberized play equipment surface, at elementary schools.
- Restrooms with direct access from the fields.

C. Delivery and Utility Areas

- Delivery and service areas shall be located to provide vehicular access that does not impact the safety of students and staff.
- Trash pickup is fenced or otherwise isolated and away from foot traffic areas.

D. Placement of Buildings

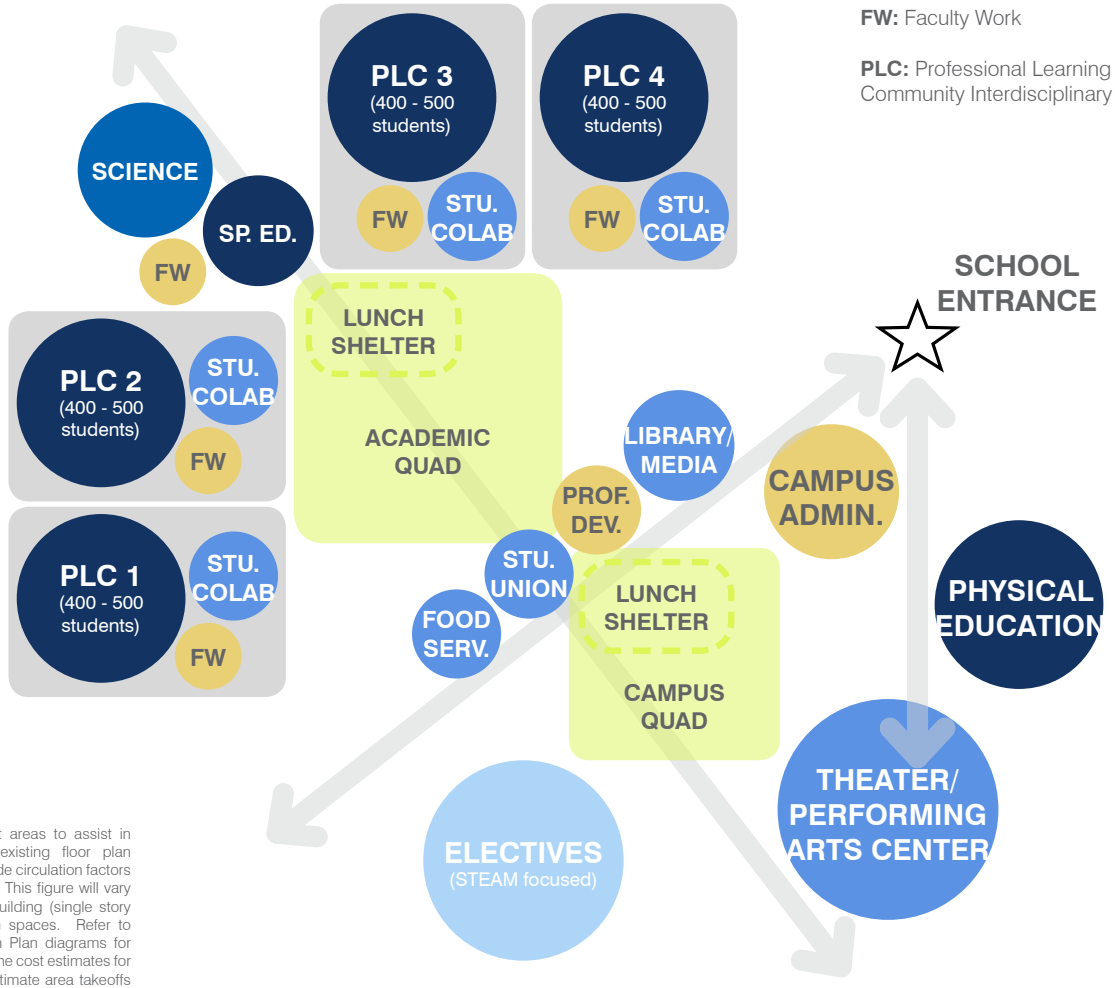
- Building placement shall consider compatibility of the various functions on campus and provide optimum patterns of pedestrian flow around and within buildings.
- Restrooms are conveniently located, require minimum supervision, and to the extent possible, are easily accessible from playground, classrooms and child care. The restroom count should meet current plumbing fixture code requirements.
- Student entry points into Classrooms from the playground shall be carefully planned to optimize supervision.

E. Outdoor Learning Courts

- Protected areas near classrooms to allow for outdoor classroom activities.
- This space should have landscaping and seating for student gathering.

High School

CAMPUS ORGANIZATION - TYPE 1

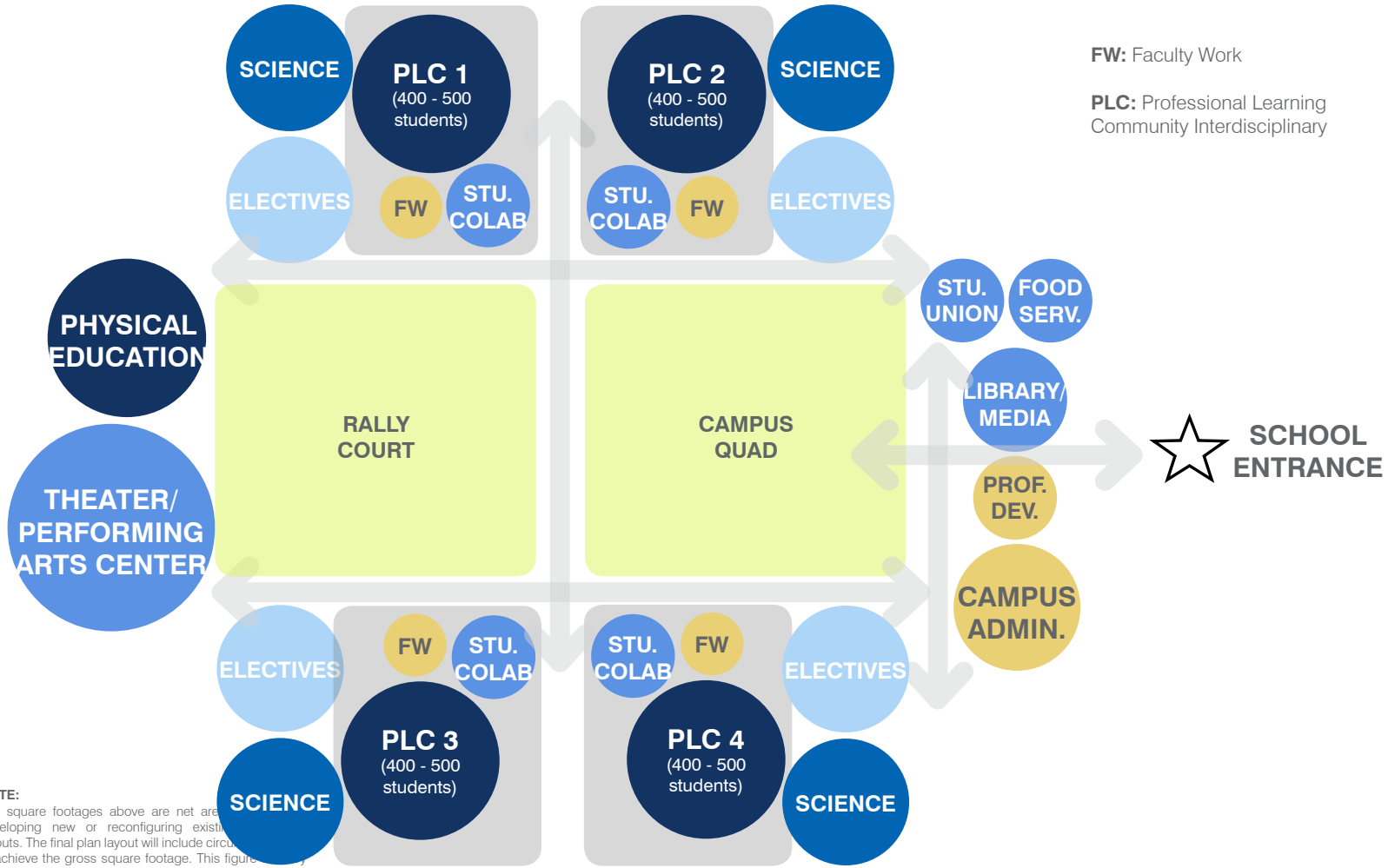


FW: Faculty Work

PLC: Professional Learning Community Interdisciplinary

NOTE:
The square footages above are net areas to assist in developing new or reconfiguring existing floor plan layouts. The final plan layout will include circulation factors to achieve the gross square footage. This figure will vary depending upon the layout of the building (single story or multi-story) and type of program spaces. Refer to the individual school Implementation Plan diagrams for specific program improvements and the cost estimates for square footage takeoffs. The cost estimate area takeoffs include a circulation factor (gross areas).

CAMPUS ORGANIZATION - TYPE 2



FW: Faculty Work

PLC: Professional Learning Community Interdisciplinary

NOTE:
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developing new or reconfiguring existi
layouts. The final plan layout will include circu
to achieve the gross square footage. This figure
depending upon the layout of the building (single story
or multi-story) and type of program spaces. Refer to
the individual school Implementation Plan diagrams for
specific program improvements and the cost estimates for
square footage takeoffs. The cost estimate area takeoffs
include a circulation factor (gross areas).

SITE SUMMARY

Space Program Totals:

Academic Programs	
Classroom Clusters (PLCs)	56,200 SF
Science Labs	21,000 SF
Special Education	1,920 SF
Special Education Support	1,325 SF
Circulation	8,044 SF
Sub-Total	**88,489 SF**
Electives	
Performing Arts	16,720 SF
Visual Arts	7,400 SF
Technical Arts	8,150 SF
Circulation	3,227 SF
Sub-Total	**35,497 SF**
Administration	
Public Administration	2,225 SF
Site Administration / Discipline	1,400 SF
Main Copy Room	800 SF
Attendance Office	500 SF
Circulation	493 SF
Sub-Total	**5,418 SF**
Student Support Services	
Health Office	600 SF
Counseling / College & Career	3,450 SF
Circulation	405 SF
Sub-Total	**4,455 SF**
Student Union / Library	
Library / Media Center	7,200 SF
Innovation Lab	1,200 SF
Student Union	750 SF
Technology Support	2,060 SF
Student Collaboration	6,200 SF
Parent Volunteer Center	400 SF
Circulation	1,781 SF
Sub-Total	**11,627 SF**
Food / Faculty Services	
Kitchen / Food Prep	4,945 SF
Custodial Support Services	1,200 SF
Faculty Services	4,550 SF
Circulation	1,070 SF
Sub-Total	**11,765 SF**
Physical Education	
3-Cross Court Gymnasium	17,500 SF
Weight Rooms	5,200 SF
Wrestling Room	1,800 SF
Locker Rooms / Support	6,000 SF
Circulation	3,050 SF
Sub-Total	**33,550 SF**
TOTAL	**190,801 SF**

NOTE:
The square footages above are a guideline to ensure parity for district-wide improvements. It is understood that existing building spaces may restrict in achieving these exact square footages.

These are not rigid numbers that need to be met exactly but are intended to be a guideline for overall program comparisons between existing and proposed master plan scope strategies.

Any significant deviations from this specification that may impact the budgets, prioritization and design intent should be approved by the District before proceeding into schematic design.

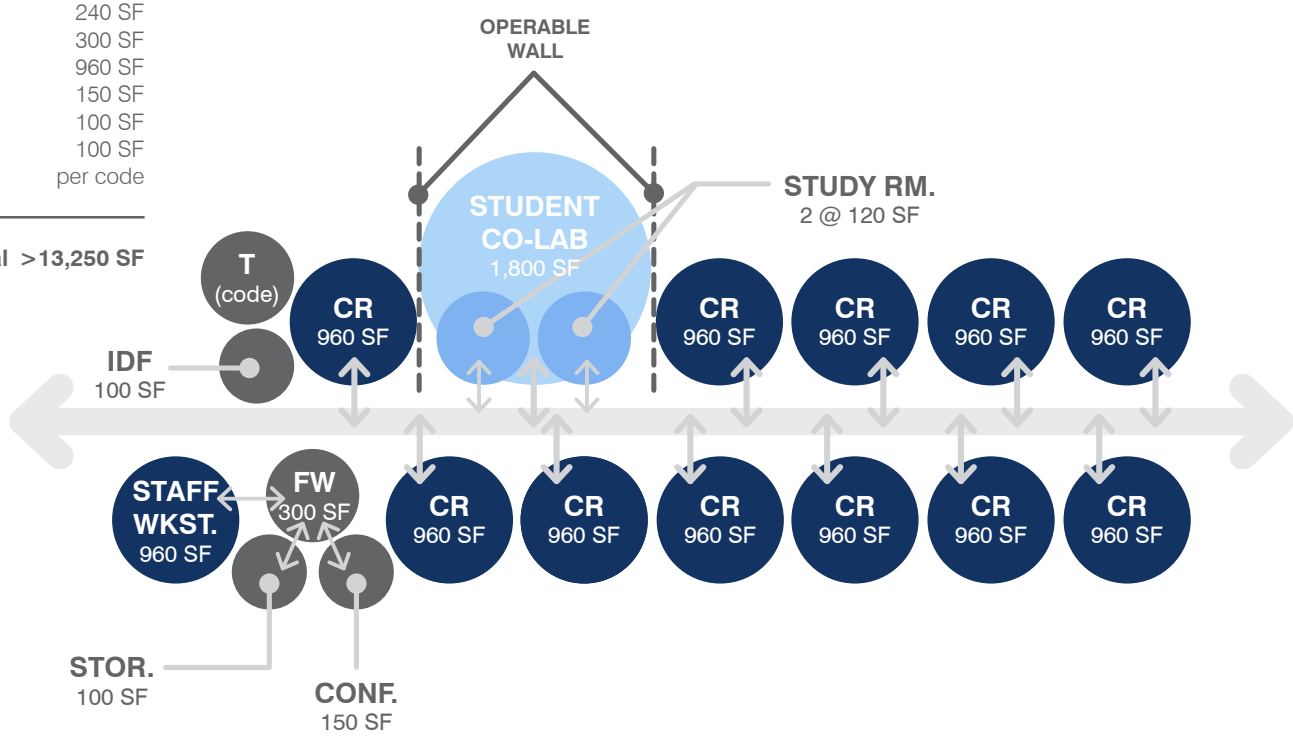
Each program sub-total has a circulation factor that is applied to the net square footage. See program section for circulation factor. This factor is used to account for internal circulation pathways, student restrooms, custodial, mechanical and electrical systems, building support rooms and wall framing thickness. The square footages in the Educational Specifications program are net areas.

PROFESSIONAL LEARNING COMMUNITY (PLC)

A. Space Program

Classrooms (10)	9,600 SF
Student Co-Lab	1,800 SF
Small Project Rooms (2)	240 SF
Faculty Workroom	300 SF
15 Staff Workstations	960 SF
Conference Room	150 SF
Storage Room	100 SF
Independent Distribution Frame	100 SF
Restrooms	per code
Total	**>13,250 SF**

B. Adjacency Diagram



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PROFESSIONAL LEARNING COMMUNITY (PLC)

C. Program Activities

- Student-centered planning
- Assessment and instruction in the least restrictive environments
- Development of and improvement of communication and language skills
- Assistive technology and communications devices for those in need
- Basic vocational skill building
- Instructional program includes transition planning

D. Design Objectives

- Typical classrooms organized to maximize flexibility and evolve over time
- Program to include Mathematics, English, History, Social Science and Language Arts
- Interdisciplinary, learner-centered instructional approach with full integration of technology
- Active and passive spaces
- Large lecture to small group to individual accommodations
- Classrooms are organized in clusters near a collaboration area with flexible, moveable and easily grouped furnishings
- Ability to team teach, utilize student colab space for project activities
- Colab can also be a schedule-in space
- 15 teacher workstation allows for classrooms to be freed up for greater utilization and flexibility

E. Finishes, Casework & Equipment

Standard Classrooms

- Typical for all:
  - Floor: Carpet
  - Walls: Vinyl wallcovering over gypsum board
  - Ceiling: Suspended acoustical ceiling tile (ACT)
  - 3 LF Tall storage cabinet with media
  - 8 LF Upper storage cabinets
  - 8 LF Plastic laminate countertop
  - Sliding markerboard and fixed markerboard on adjacent walls
  - LCD projector
  - Ceiling mounted projection screen, offset from main markerboard teaching wall
  - DVD and CD player
  - Document reader
  - Audio Video Input Panel for MP3 Player Device/ Camera
  - Computer Interface
  - Video Switcher
  - Ceiling Speakers
  - Wall Mounted Control Interface
  - Handheld IR Remote Control
  - Printer

Shared Commons (Colab)

- Floor: Carpet and vinyl at sink areas
- Walls: Painted gypsum board, vinyl wall covering/ tackable wall surface, markerboard walls, wall for digital display
- Ceiling: Suspended ACT and painted gypsum board
- (2) Fixed markerboards or markerboard wall surface
- LCD projector and projection screen or large format TV
- Retractable, motor operable partition (option)
- Huddleboard track (option)
- Printers (2)
- Flexible, movable chairs/tables to allow for easy reconfiguration of the Colab
- Study rooms technology ready, large format TV, with visibility into Colab and exterior
- (2) Sinks on opposite walls

Faculty Workroom

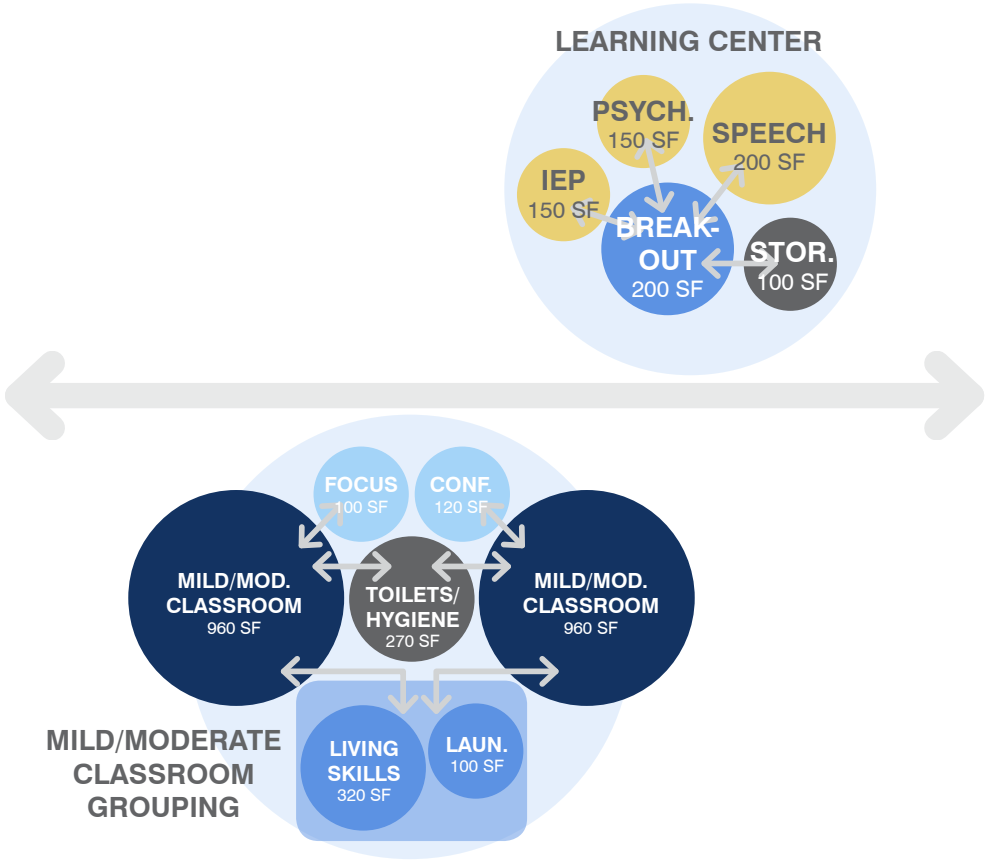
- Floor: Sheet vinyl flooring
- Walls: Painted gypsum board, tackable surface
- Ceiling: Suspended ACT
- Standing height counter with lower and upper cabinets, provide a portion of deep counters for office equipment
- Double sink with hot and cold water, garbage disposer
- Dishwasher
- Large copier
- Paper shredder
- Printer
- Paper cutters
- Microwave
- Coffee maker
- Under-counter refrigerator

SPECIAL EDUCATION

A. Space Program

Mild / Moderate, S.E. Classroom (2)	1,920 SF
Living Skills Area	350 SF
Laundry and Storage	100 SF
Toilet / Changing Area	100 SF
Breakout Area	200 SF
IEP Conference Room	150 SF
Psychologist Office	125 SF
Speech Office	200 SF
Storage	100 SF
Total	**3,245 SF**

B. Adjacency Diagram



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SPECIAL EDUCATION

A. Program Activities

- Individual Educational Program (IEP)
- Student-centered planning
- Assessment and instruction in the least restrictive environments
- Development of and improvement of communication and language skills
- Assistive technology and communications devices for those in need
- Basic and vocational skill building
- Instructional program includes transition planning

B. Design Objectives

- Integrate special education (SE) into campus – "Least Restrictive Environment" to have full inclusion of SE students on a campus
- Collaborative team Teaching in which a special education teacher and a general instructor teach a class together that includes both general and special education students.
- Instructional support provided by a special education teacher or instructional aide to help students with special needs in their classes through and Individual Education Program IEP.
- Monitoring of students by a special education teacher
- Provide more efficient layout and equipment to ease the teachers interaction with the students e.g. larger rooms, break out focus rooms, built in casework and lifts

C. Finishes, Casework & Equipment:

Mild / Moderate, S.E. Classroom
- Floor: Carpet
- Walls: Vinyl wallcovering over gypsum board
- Ceiling: Suspended ACT
- 15 LF tall storage cabinets, one with media and mobile device/ equipment charging. A portion to accommodate roll-in tube feeding equipment, as required (verify with Site)
- 8 LF base and upper storage cabinets
- 8 LF countertop, plastic laminate
- Specialty equipment as required
- Markerboard
- Ceiling mounted projector and projection screen within classroom or large format TV
- Provide a lighting system that is dimmable. Consider color rendering index of 85 or higher, correlated color temperature of 3000K to minimize student sensitivities.

Integrated Living Skills (ILS) Area
- Floor: Sheet vinyl or other resilient flooring
- Walls: Painted gypsum board
- Ceiling: Washable acoustical lay-in tiles or painted gypsum board
- 10'-20' L x 24" D base cabinets, 15" D upper cabinets. Counter with double sink (hot and cold water) at Kitchen
- Residential appliances including full-size refrigerator, stove and oven with exhaust, and microwave

Toilet/ Shower/ Changing
- Floors: Ceramic/ porcelain tile
- Walls: Ceramic/ porcelain tile
- Ceiling: Painted gypsum board
- Work counter with sinks; a portion to have lockable base cabinets, a portion to have cubbies to store extra clothes (24 total)
- Support transfer station at restroom

Focus Room / Conference Room
- Focus room to have visual connections to classrooms but not to exterior
- Ability to darken classroom
- Floors: Carpet with rubber base
- Walls: Painted gypsum board with tackable wall surface
- Ceiling: Suspended acoustical tile
- Large format TV in Conference Room

Laundry/ Storage
- Floor: Sheet vinyl or other resilient flooring
- Walls: Painted gypsum board
- Ceiling: Suspended ACT or painted gypsum board
- Counter with sink to provide a working area
- Upper storage cabinets
- Washer/dryer, acoustically separated so that equipment sounds do not disturb the classroom activities

Special Education Support Services

Learning Center Components

Offices (Typical for All)
- Floor: Carpet
- Walls: Painted gypsum board, tackable surface
- Ceiling: Suspended ACT
- Computer and printer

SPECIAL EDUCATION

Breakout Area

- Floor: Carpet
- Walls: Tackable wall surfaces, markerboard wall covering
- Ceiling: Suspended ACT
- Interactive whiteboard
- Fixed markerboard
- LCD projector
- Ceiling speakers
- Voice amplification system

Storage:

- Floor: Sheet vinyl or other resilient flooring
- Walls: Painted gypsum board
- Ceiling: Suspended ACT
- Adjustable shelving

SCIENCE LABS

A. Space Program

Science Labs	
Biology (3)	4,800 SF
Environmental Science (1)	1,600 SF
Physics (4)	6,400 SF
Chemistry (4)	6,400 SF
Prep Room (200 SF per lab)	1,200 SF
Faculty Workroom (2)	600 SF
Total	**21,000 SF**

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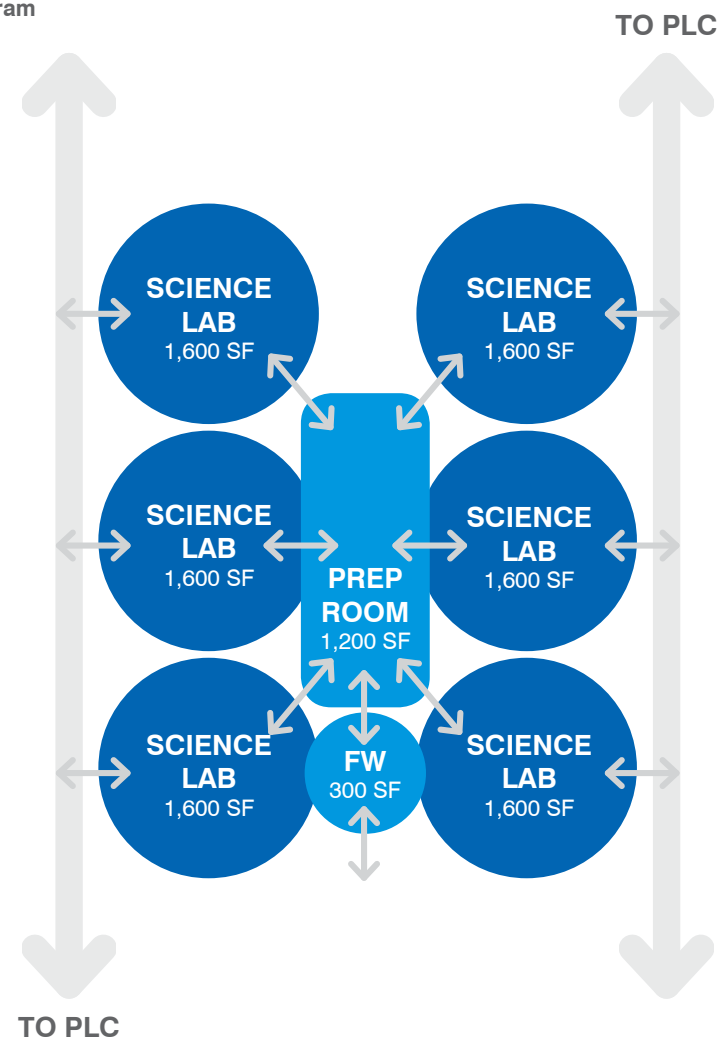


SCIENCE LABS

A. Program Activities

- Hands-on lab experiments
- Small group working sessions
- Full classroom lectures

B. Design Objectives

- Option to group Science Labs together or distribute within each PLC area
- Coordinate location of other electives with Science Labs to facilitate in STEAM / STEM activities

C. Finishes, Casework & Equipment:

Science Lab:

- Floor: Resilient flooring or epoxy coated concrete
- Walls: Vinyl wallcovering over gypsum board or tackable surface
- Ceiling: Suspended ACT
- All casework/ countertops to be chemical resistant and science grade. Cabinets to be lockable. Hot and cold water at lab sinks
- Science Lab (Earth Science & Physics):
- Tall storage cabinets; 1 with media and mobile device charging
- Peninsula style workstations. Working countertops with lower and upper cabinets; upper cabinets are a combination of cabinets and open shelving; science lab sinks, electrical, and gas. Fixed casework at perimeter
- ADA height workstation per code requirements
- Goggle storage and apron storage
- 4 person student lab workstations (moveable)
- Teacher's demonstration station; fixed portion with lab sink, gas, and electrical, emergency gas shut off, scale locks. Maximize storage below. Moveable demonstration table
- Equipment same as Standard Classroom
- Power/ data/ gas, as required. Consider ceiling retractable to maximize flexibility
- LCD projector with ability to rotate and project on 2 different sides of classroom
- Recessed emergency eyewash and shower
- Computer workstation and printer at teacher demonstration table
- Prep/ Storage Room:
- Power/ data/ gas, as required
- Fume hood (for Chemistry or as required)
- Refrigerator, full size

Prep/ Storage Room:

- Floor: Resilient flooring or epoxy coated concrete
- Walls: Painted gypsum board
- Ceiling: Suspended ACT
- Counter with lower and upper cabinets; upper cabinets are a combination of cabinets and open shelving
- Chemical Storage cabinets; flammable, corrosive, acid and nitric acid (for Chemistry)
- (3-4) lab sinks with hot and cold water

ELECTIVES

A. Space Program

Performing Arts
- Theater
- Drama / Black Box
- Dance
- Choral
- Instrumental Music
- Digital Music

Digital Media
- TV Broadcast Studio
- Digital Photography
- Video Production / Editing

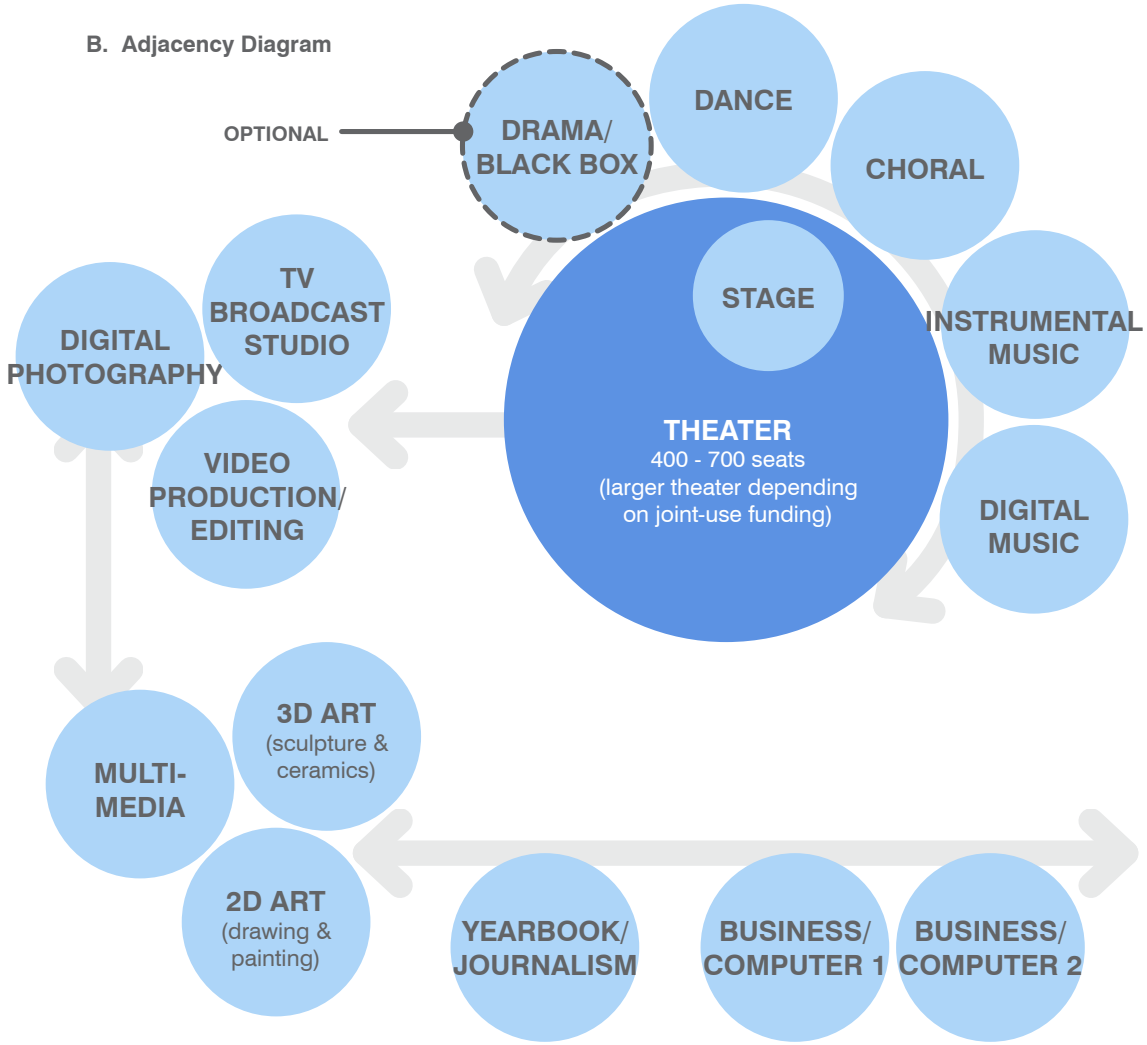
Fine Arts
- Multi-Media
- 3D Art - Sculpture & Ceramics
- 2D Art - Drawing & Painting

Yearbook / Journalism

Business / Computer 1
Business / Computer 2

NOTE:
The square footages above are net areas to assist in developing new or reconfiguring existing floor plan layouts. The final plan layout will include circulation factors to achieve the gross square footage. This figure will vary depending upon the layout of the building (single story or multi-story) and type of program spaces. Refer to the individual school Implementation Plan diagrams for specific program improvements and the cost estimates for square footage takeoffs. The cost estimate area takeoffs include a circulation factor (gross areas).

B. Adjacency Diagram



VISUAL ARTS

A. Space Program

Digital Photography	1,200 SF
Storage / Work Area	200 SF
2D Multi-media	1,600 SF
Storage / Work Area	200 SF
2D Drawing & Painting	1,600 SF
Storage / Work Area	200 SF
3D Sculpture & Ceramics	1,800 SF
Kiln	100 SF
Project Storage (2)	300 SF
Storage / Work Area	200 SF
Total	**7,400 SF**

NOTE:
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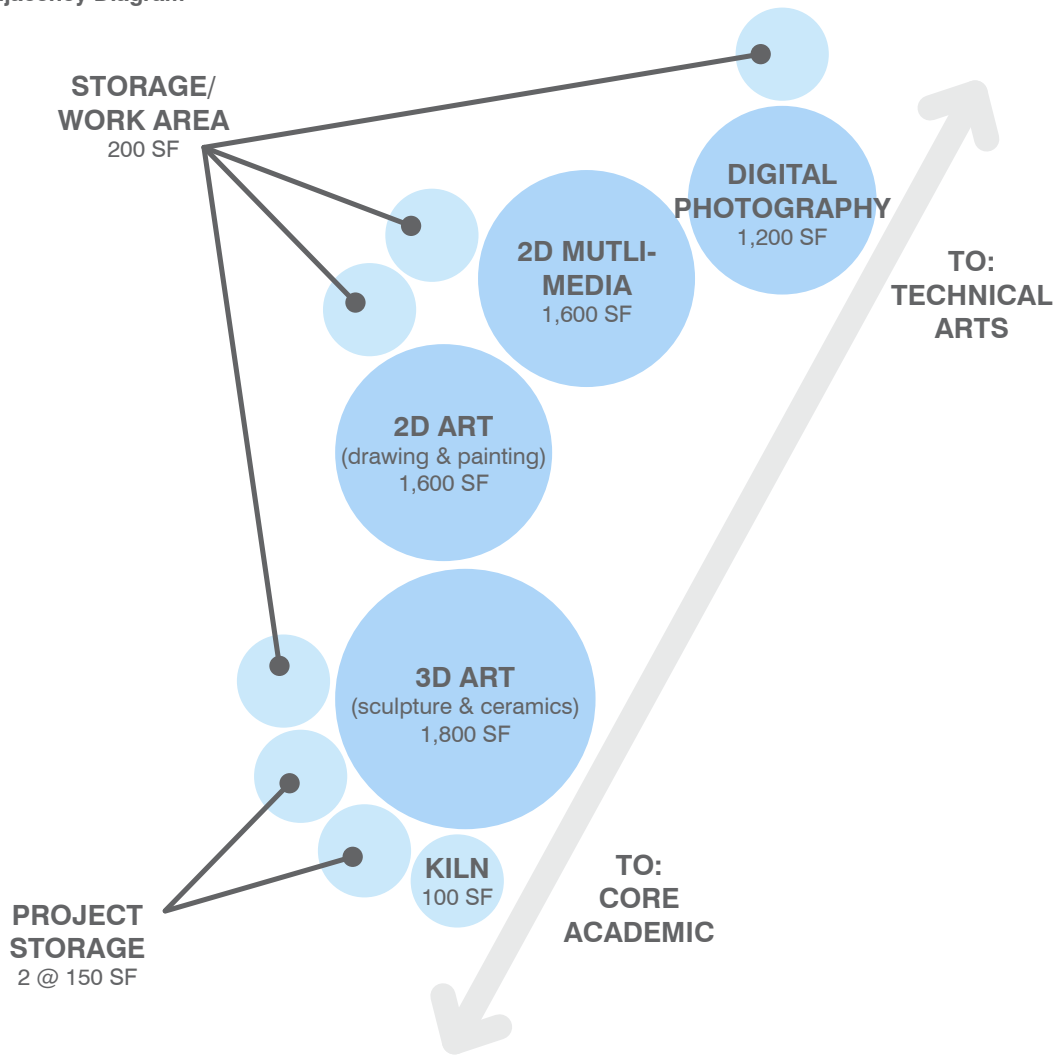
B. Adjacency Diagram



TECHNICAL ARTS

A. Space Program

Video Production	1,200 SF
Foley Sound Stage	600 SF
Editing Rooms (4)	800 SF
Control Room	150 SF
Screening Room	900 SF
Control Room	150 SF
TV / Video Broadcast Studio	1,600 SF
Prop and Equipment Storage	400 SF
Control Room	150 SF
Storage / Workroom	200 SF
Journalism / Yearbook	1,200 SF
Storage / Workroom	200 SF
Staff Work	300 SF
Conference	200 SF
Storage	100 SF
Total	**8,150 SF**

NOTE:
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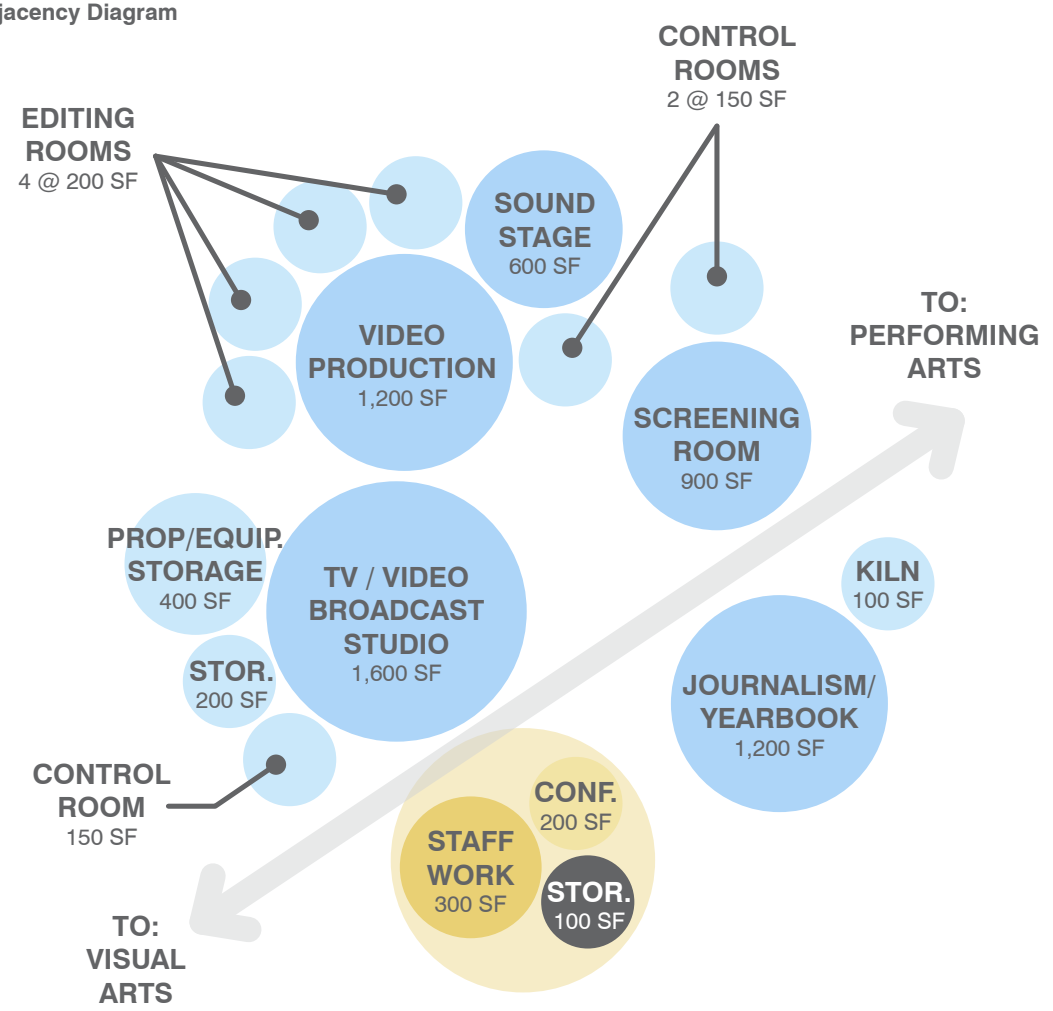
B. Adjacency Diagram



ELECTIVES

C. Program Activities

Visual Arts

- Instructional activities
- Group and individual project based learning
- Discussion of design theory and principles of design
- Sketching of designs
- Presentation of artwork/ Curate an art exhibit
- Build a portfolio
- Presentation of artwork
- 2D drawing/ sketching/ painting /multi-media
- Digital illustration, photo manipulation
- Digital painting
- Logo/ Cover design
- Collages
- Photo/video composition and editing
- Basis of Lighting
- Journalism/ Yearbook
- Research Artists
- Web Design
- Wheel throwing, slab construction
- Color theory, application, and firing process of glazes

Technical Arts

- Photo Composition
- Editing
- Video Camera Handling
- Video Editing
- Basis of Lighting
- Video Composition
- Yearbook
- Video Production
- Studio Production and Control Room
- Film Lab/Editing Bay

D. Design Objectives

Provide spaces that support the following curriculum goals:

Visual Arts

- Analyze and discuss/ plan and create complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.
- Analyze works of art to describe personal direction and style.
- Create and demonstrate in their own original works of art an increasing complexity and skill in a variety of media that reflect the student's own personal style that communicates an idea, theme, emotion, mood or feelings and points of view.
- Select works of art from their art portfolio and discuss the intent of the work and the use of the media.
- Analyze the works of a well-known artist as to the art media selected and the effect of that selection of the artist's own style.
- Solve a visual/ media arts problem that involves the effective use of the elements of art and the principles of design.
- Prepare a portfolio of original 2D and/ or 3D works of art that reflects refined craftsmanship and technical skills.
- Develop and refine skills in the manipulation of digital imagery

Technical Arts

- Develop skills in photo development and composition in conjunction with producing their own portfolio
- Understand current photographic technologies, process, and materials used in the graphic arts.
- Students learn the fundamentals of the art and technique of black and white photography.
- Produce black and white and color images under natural and studio lighting conditions

Video Production and TV Broadcasting

- Create a challenging work environment that replicates real time technologies
- Provide skill sets for the entertainment industry
- Compare and contrast similar styles of work of art done in electronic media with those done with materials traditionally used in visual arts
- Know the component steps and skills requires to design, edit, and produce a production for audio, video, electronic, or printed presentation

E. Finishes & Casework:

Visual Arts (2D Studios)

2D Art Lab

- Floor: Epoxy coated concrete with slip and stain resistance
- Walls: Tackable surface on all walls to allow for "gallery" display of student work
- Ceiling: Exposed high ceiling, acoustical metal deck
- 3 LF tall storage cabinet with media
- 20 LF Flat file storage and open upper shelving

- Vertical mat board storage
- 30 LF countertop with open workstation for student reference stations
- 60 LF countertop with lower storage cabinets; 7 deep hand sinks or trough sink (divided into 2 stations) + 1 ADA compliant 2-compartment sink
- Shelving and drying rack above sink
- Teacher demonstration station; sink
- Display case, lockable and accessible from inside classroom, visible from exterior
- Countertops to be solid surface

Storage/Work Room
- Floor: Epoxy coated concrete with slip and stain resistance
- Walls: Painted gypsum board
- Ceiling: Suspended Acoustical ceiling tile (ACT)
- 9 LF Tall storage
- 15 LF countertop with lower and upper storage cabinets; sink
- Countertops to be solid surface

Visual Arts (3D Studios)

3D Art Lab
- Floor: Epoxy coated concrete with slip and stain resistance; with floor drains
- Walls: Vinyl wallcovering over gypsum board, tackable surface, large format porcelain tile at 'wet' areas
- Ceiling: Exposed high ceiling, acoustical metal deck
- 3 LF tall storage cabinet with media
- Small drawers for small projects
- 7 deep hand sinks or trough sink (divided into 2 stations) + 1 ADA compliant sink; clay traps
- Shelving and drying rack above/ near sink
- Teacher demonstration station; sink
- Display case, lockable and accessible from inside classroom, visible from exterior

Kiln
- Floor: Epoxy coated concrete with slip and stain resistance
- Walls: Painted gypsum board
- Ceiling: Painted gypsum board

Clay/ Project Storage Room
- Floor: Epoxy finished concrete with slip and stain resistance
- Walls: Painted gypsum board, porcelain tile
- Ceiling: Suspended ACT

Storage/Work Room
- Same as Clay/ Project Storage Room
- 4 LF Tall, deep storage cabinet
- Tall adjustable open shelving
- 9 LF countertop with lower and upper storage cabinets; sink
- Countertops to be solid surface

Visual Arts (Digital Photography)

Design/ Photography Lab
- Floor: Epoxy coated concrete. Consider anti-static properties
- Walls: Tackable surface on all walls to allow for "gallery" display of student work
- Ceiling: Exposed high ceiling, acoustical metal deck
- 3 LF tall storage cabinet with media
- Lockable tall storage cabinets
- Tall vertical mat board storage
- 30 LF flat file storage and some with lockable doors and shelves; provide deep enough to accommodate cutters
- 20 LF countertop with open workstation for student reference stations
- Display case, lockable and accessible from inside classroom, visible from exterior

Storage/Work Room
- Floor: Resilient flooring
- Walls: Painted gypsum board
- Ceiling: Suspended ACT
- 15 LF countertop with lower and upper storage cabinets; large sink
- Lockable tall cabinets for digital camera and equipment storage
- Film drying cabinet
- Chemical storage

Technical Arts (TV/ Video Production)

General Note
- Final finishes and acoustic treatment to be reviewed and approved by acoustical consultant

TV/ Broadcast Studio
- Floor: Resilient flooring. Consider polished concrete
- Walls: Vinyl wallcovering over gypsum board, tackable surface for pinup, acoustic treatment
- Ceiling: Exposed high ceiling, acoustical metal deck

TV Switcher/ Control Room
- Floor: Carpet
- Walls: Painted gypsum board, acoustic treatment
- Ceiling: Suspended ACT
- Open countertop for equipment
- Lockable tall storage cabinets

Video Production Lab
- Same as TV/ Broadcast Studio

Multimedia/ Editing Room
- Floor: Carpet
- Walls: Painted gypsum board
- Ceiling: Exposed high ceiling, acoustical metal deck

Foley Sound Stage/ Audio Studio
- Floor: Carpet
- Walls: Painted gypsum board, acoustic treatment
- Ceiling: Exposed high ceiling, acoustical metal deck

Control Room (Typical for All)
- Floor: Carpet
- Walls: Painted gypsum board, acoustic treatment
- Ceiling: Suspended ACT
- Open countertop for equipment

Screening Room
- Floor: Carpet
- Walls: Painted gypsum board, acoustic treatment and paneling. Design appropriate wall angles for best acoustic and sound properties
- Ceiling: Exposed high ceiling with acoustic "clouds" or suspended acoustic ceiling panels

Prop/ Equipment Storage
- Floor: Sealed concrete
- Walls: Painted gypsum board
- Ceiling: Suspended Acoustical Ceiling Tile (ACT)
- 40 LF Tall storage cabinets

Storage/ Workroom
- Floor: Resilient flooring or sealed concrete
- Walls: Painted gypsum board
- Ceiling: Suspended ACT
- Tall storage cabinets
- Countertop with lower storage cabinets; sink

Journalism/ Yearbook

Classroom/Lab
- Floor: Resilient flooring. Consider anti-static properties
- Walls: Painted gypsum board, tackable surface
- Ceiling: Exposed high ceiling, acoustical metal deck
- 6 LF tall storage cabinet, 1 with media
- 15 LF counter with lower and upper cabinets and open shelving; sink

Storage/ Workroom
- Floor: Resilient flooring
- Walls: Painted gypsum board
- Ceiling: Suspended ACT
- Standing height counter with lower and upper cabinets, sink
- Open shelving

F. Equipment

Labs, Typical
- Sliding markerboard and fixed markerboard on adjacent walls
- Interactive whiteboard
- LCD projector
- Ceiling mounted projection screen, offset from main markerboard teaching wall, Size of Viewing Surface: 16:9 aspect ration, Height 60", Width 106.8", mounted 48" off the floor
- DVD and CD player
- Document reader
- Audio Video Input Panel for MP3 Player Device/ Camera
- Computer Interface and printer for teacher
- Video Switcher
- Ceiling Speakers
- Wall Mounted Control Interface
- Handheld IR Remote Control
- Web-Based remote monitoring, scheduling and control
- Printers (2)
- Huddleboard track (option)
- Blackout window treatment on all windows

Visual Arts (2D Studios)

2D Art Lab
- See Labs, typical

Storage/Work Room
- Above counter outlets
- Printer

Visual Arts (3D Studios)

3D Art Lab
- See Art Labs, typical
- 12 Potter wheels
- Slab roller
- Plug mill
- Wedging boards (2 portable or fixed)
- 5 gallon buckets at glazing area

Kiln
- Electric kiln
- Gas kiln

Clay/ Project Storage Room
- Shelving for clay/ projects/ materials

Storage/Work Room
- Adjustable shelving for project storage

Visual Arts (Digital Photography)

Design/ Photography Lab
- See Labs, typical
- Student computers to accommodate whole class
- Large format printer
- Scanners
- Matt cutter
- Mounting press
- Curtains at alcove and roll-up backdrop for portraits
- "Highglide" rail system lighting; portable lamps
- Profoto adjustable lighting or equal
- Track display lighting at student work display/ gallery wall
- Blackout window treatment on all windows

Storage/Work Room
- Shelving

Technical Arts (TV/ Video Production)

General Note
- All equipment and technology shall be evaluated and specified by Audio/ Visual consultant

TV/ Broadcast Studio
- Curtains
- Flat "Chromakey" green screen
- Pipe grid (4'-5' at different widths)
- Huddleboard track with portable whiteboard
- LCD projector
- Ceiling mounted projection screen, motorized
- TV Switcher/ Control Room:
- Sound system controls
- Lighting board
- Computers
- Video Production Lab:
- Computers
- Printers
- Wall mounted monitor
- Video/ audio
- Multimedia/ Editing Room
- Computers
- Printers
- Wall mounted TV monitor and speakers
- Video/ audio
- Foley Sound Stage/ Audio Studio:
- Video/ audio system
- Recording system
- Computers
- Microphones
- Built in speakers

Control Room (Typical for All)
- Sound system controls
- Lighting board
- Computers

Screening Room
- LCD projector
- Ceiling mounted, motorized, large format projection screen
- Built in surround sound speakers
- DVD, CD, MP3 player
- Audio Video Input Panel
- Computer interface
- Dimmable lighting
- Portable markerboard

Journalism / Yearbook

Classroom/ Lab
- See Labs, typical
- Student computer workstations
- Printers
- Large format printer
- Teacher computer and printer

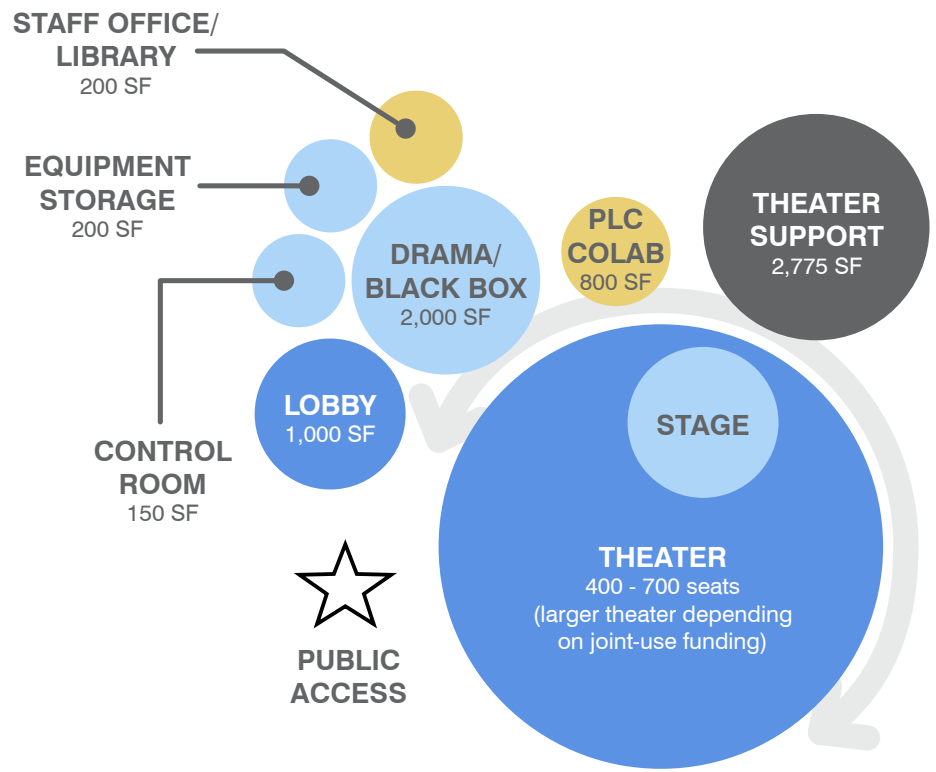
Storage/ Workroom
- Printer
- Paper cutters

PERFORMING ARTS

A. Space Program

Theater	7,200 SF
Stage	2,400 SF
Theater Support	2,775 SF
Black Box	2,000 SF
PLC Colab	800 SF
Staff Office / Library	200 SF
Equipment Storage	200 SF
Control Room	150 SF
Lobby	1,000 SF
Total	**16,720 SF**

B. Adjacency Diagram



NOTE:

Note:
These Education Specifications reflect the standards for spaces developed in phase 1 in 2014, phase 2 educational specifications will be updated in the coming months.

The square footages above are net areas to assist in developing new or reconfiguring existing floor plan layouts. The final plan layout will include circulation factors to achieve the gross square footage. This figure will vary depending upon the layout of the building (single story or multi-story) and type of program spaces. Refer to the individual School Implementation Plan diagrams for specific program improvements and the cost estimates for square footage take-offs. The cost estimate area takeoffs include a circulation factor (gross areas).

PERFORMING ARTS

C. Program Activities

- Hands-on experience through rehearsals and after-school performances
- Development of technical abilities and improvisation techniques
- Ability to rehearse and record in the main classrooms and practice/ensemble rooms
- Ability to broadcast live audio to other parts of the campus and theater lobby

D. Design Objectives

Main Theater
- Fixed seating with sloped floor
- Catwalk to access lighting grid
- Acoustical Performance Criteria: to be designed by acoustical consultant
- Room Volume and Reverberation:
  - The multi-purpose use of the theater will dictate an average ceiling height of approximately 35'-0" relative to the stage and it will be necessary to change the reverberant conditions of the space to accommodate both music and assembly requirements. Variable absorption can be achieved through the use of acoustical curtains or more acoustically efficient absorptive panels
- Wall and Ceiling Shaping
  - Ceiling and wall surfaces should be profiled to provide sound reflections back into the seating area. Surfaces must be angle so that there are no direct reflections back to the front of the theater or to the stage.
- Room Shape
  - The plan form of the side walls must be, for the most part, parallel to the centerline. A fan-shaped room, or a room which is wider than it is deep, will not work well acoustically.
- Mechanical System Noise Criteria
  - The basic design should incorporate separate zones for the house and stage. The background noise level for the theater should be NC-20 to 25. The mechanical units should be remote and not located on the roof of the theater or stage and the air flow velocities must be low.

Control Room
- Operable window into theater
- At cross aisle provide infrastructure and space for portable sound and lighting boards to be placed for smaller events

Stage
- Proscenium opening approximately 50 ft. wide x 22 ft. tall (ability to trim down to 40'-0" wide opening)
- Main stage floor space 50 ft. wide by 30 ft. deep from upstage to back wall
- Wing space should be minimum 20 ft. wide by 40 ft. deep
- Double doors or roll up doors between performance space and back-of-house support circulation
- Area to store Orchestra Shell

Costume Storage
- High ceilings for stacked hanging storage

Lobby/Display
- Restrooms in lobby may be only accessible during performances to reduce supervision issues, student restrooms would be located in the back-of-house area
- Gallery space for 2D/3D display and digital display (live performances on LCD screens)
- Consider external courtyard as an extension of lobby
- Black Box should have a primary entrance off the main Lobby to utilize the common support spaces such as concessions, public restrooms and the ticket booth. This would allow for a small performance to occur at the same time as the Main Theater is being used.

Concessions
- Internal access and transaction window
- Roll-up window for exterior access

Ticket Booth
- Internal and/or external access for cueing
- Coordinate exterior cueing with weather protection area

Black Box (optional) / Drama Classroom
- Smaller entry lobby area for public and secondary entries for performers from back-of-house circulation and dressing room/green room functions (consider adjacent to student restrooms to function as dressing rooms)
- High ceiling with lighting grid and cat walk
- Raised control room with accessible lift
- Flexible platforms to allow for various

staging and seating configurations

E. Finishes & Casework:

General
- All sheet vinyl flooring to have welded seams
- All gypsum board walls to have vinyl wallcovering in classrooms only

Theater

Main Room
- Floor: Carpet
- Walls: Acoustic wall panels, vinyl wall covering over gypsum board
- Ceiling: acoustical clouds, cat walk and lighting grid

Lobby/Display Gallery
- Floor: Stone or Tile Flooring
- Walls: Painted gypsum board
- Ceiling: High ceiling, suspended acoustical ceiling tile (ACT)
- Materials will vary depending on design aesthetics
- Glass enclosed display case, adjustable shelves, tackable panels

Control Room
- Floor: Carpet
- Walls: Painted gypsum board, operable window into MPR
- Ceiling: Suspended ACT
- Tall storage cabinets with adjustable shelves along back wall to store surplus light fixtures and filters
- Counter, 12' minimum of counter space for lighting, audio & control manager, open below, verify depth of counter with equipment specs.

Concessions and Ticket Booth
- Floor: Sheet Vinyl
- Walls: Painted gypsum board
- Ceiling: Painted gypsum board
- Under counter base cabinets with drawers with counter top space

Stage
- Floor: Wood subfloor with masonite top, painted black
- Walls: Painted gypsum board
- Ceiling: Orchestra Shell Ceiling Panel. Full fly loft.
- Room configuration: design spaces for optimal acoustic performance. Stage to be a long rectangular shape to provide "wing" space on either side of the proscenium opening to the house
- Tall storage with adjustable shelves along one side wing to store pipes, lights and cables

Orchestra Pit (if required)
- Floor: Carpet
- Walls: Painted gypsum board

Scene Shop/Construction Lab
- Floor: A portion sealed concrete, portion wood floor for building sets
- Walls: Painted gypsum board, acoustical assembly, peg board along the perimeter to hang small tools
- Ceiling: Open to structure above

Tools & Materials Storage, Prop Storage, Costume Storage and Equipment Storage:
- Floor: Sealed Concrete
- Walls: Painted gypsum board
- Ceiling: Open to structure above
- Lockable tall storage with adjustable shelves for small tools and equipment
- Tall storage, open adjustable shelves for small and medium sized props
- Perimeter shelf to store hats above hanging rod system
- Double height stacked hanging rod systems
- Lockable tall storage with adjustable shelves

Dressing/ Markup Rooms
- Floor: Sheet Vinyl
- Walls: Mirrors at makeup counter, painted gypsum board
- Ceiling: Suspended ACT
- Seated height, make-up station counters with drawers
- Perimeter shelf above mirrors to store hats and small props

Black Box Theater
- Floor: Wood masonite floor (painted black)
- Walls: Painted black gypsum board
- Ceiling: Exposed ceiling with acoustical treatment

Staff Offices/Library
- Floor: Sheet Vinyl
- Walls: Tackable walls
- Ceiling: Suspended ACT

Band/Orchestra Room
- Floor: Sheet Vinyl
- Walls: Acoustic wall panels, painted gypsum board, tackable wall surface for announcements, acoustical panel treatment
- Ceiling: high angled ceilings for optimal acoustical performance, acoustical panel treatment
- Media cabinet
- 6' long base cabinet

Group Ensemble Room and Practice Rooms
- Floor: Carpet
- Walls: Acoustic wall panels, wall assemblies to ensure acoustical separation and suitable for recording
- Ceiling: Suspended ACT

Instrument Storage, Uniform and Robe and Costume Storage
- For Music, Drama, Dance Components
- Floor: Sheet Vinyl
- Walls: Painted gypsum board
- Ceiling: High ceilings, Suspended ACT

Vocal/ Choral Room and Digital Music Lab
- Floor: Carpet
- Walls: Acoustic wall panels, painted gypsum board, tackable wall surface for announcements, acoustical panel treatment
- Ceiling: Suspended ACT
- Media cabinet

Dance Studio
- Floor: Wood flooring (sprung with Marley Top)
- Walls: Mirrors, tackable wall surface for announcements, acoustical panel treatment, curtains to be used during performance
- Ceiling: High ceiling, acoustical surface, pipe grid for lighting to be used during small performances

Locker Rooms
- Floor: Sheet Vinyl
- Walls: Painted gypsum board
- Ceiling: Painted gypsum board

PLC Teaming Area

Conference Room/Green Room
- Floor: Carpet
- Walls: tackable wall surface for announcements, painted gypsum board
- Ceiling: Suspended ACT
- Standing height counter and base cabinet

Staff Workroom and Storage
- Floor: Sheet Vinyl
- Walls: Painted gypsum board, white board surfaces
- Ceiling: Suspended ACT
- Lockable tall storage with adjustable shelves

F. Equipment

Main Theater and Stage Lighting Equipment: to be designed by specialty consultant.

Stage Lighting System
- Approx. (160) branch load circuits terminating at dimmer panels located in a conditioned electrical room; all stage lighting circuits will be 20 amps. Designed based on a dimmer per circuit layout, utilizing a single solid state 2.4 kw dimmer for each circuit.

Control System
- Computerized memory console located in the lighting control booth, include additional console receptacles at the center of house and on stage.

Fixtures and Accessories
- (48) Ellisoidal fixtures, sizes to be determined
- (48) source four PARNel fixtures or equal
- (24) Four PAR fixtures
- (8) Cyc fixtures
- (36) Morphenus M Color Fader 3 CMY Color Mixing Scroller for Par Fixtures
- (24) Morphenus S Color Fader3 CMY Color Mixing Scroller for Ellipsoidal Fixtures
- (1) 1200w follow spots

Lighting and Dimming
(For Main Theater and Black Box)
- Full assortment of cables- 5f, 10ft, 25ft, 50ft
- Full assortment of 5 Pin DMX cables- 5f, 10ft, 25ft, 50ft
- Full assortment of 4 Pin DMX Scroller cables- 5f, 10ft, 25ft, 50ft
- DMX 5 pin data & ethernet path point around theater
- Quartz rehearsal lights to simulate stage lighting during rehearsals
- Fluorescent work lights over stage
- Backstage fluorescent work light & blue running lights for use during

performances (hallways, stage wings)
- Ethernet drops around house & stage for future lighting (terminating in control room)

House Lighting
- House lighting design per architect and electrical engineer; dimming of house lights can be incorporated into spare capacity of stage lighting dimmer rack; include control panel in lighting control booth and on stage.

Stage
- Industrial sink

Stage Rigging System
- Conventional manual counterweight rigging with approx. (30) operable linesets. Include complete T-Wall for (5) future linesets with tee's spaced at 9" o.c.; under hung loft blocks and headlocks; 48-foot long pipe battens with 5-line pickup; min. 6-foot tall counterweight arbors.

Safety Curtain
- Motorized straight lift Proscenium fire-safety curtain; manual emergency release combined with automatic release system.

Stage Curtains
- (1) heavy weight valor house curtain and valance
- (2) sets of side legs
- (3) masking borders
- (1) intermediate traveler
- (1) rear curtain
- (1) cyclorama
- (1) scrim

Stage
- Stage Manager Position:
- LCD touch panel "House" lighting control
- Microphone paging system for stage, dressing rooms & back hallways
- TV/video monitor, stage safe light

Scene Shop/Construction Lab
- Large industrial sink
- Project locker storage
- Bench with electrical outlets
- Vacuum hook ups

Tools & Material Storage
- Miter/chop saw
- Table saw
- Band saw
- Welder
- Vertical ply saw
- Eye wash station

Concessions
- Under counter refrigerator
- Sink

Control Room
- Wheel chair lift, if needed for sight line to stage
- Sound system controls
- Lighting board controls
- Computers (2)
- Microphone paging system for stage, dressing rooms & back hallways
- Fluorescent work lights
- Incandescent dimmable lighting over counters
- TV/ video monitor

Costume Shop (if required for program)
- Washer/dryer
- Sewing machines

Lobby
- Security cameras
- LCD display

Ticket Box
- Audio and lighting controls for lobby
- TV/video monitor

Black Box (optional)

Black Box
- Portable projection surface
- Portable whiteboard
- Ceiling mounted LCD Projector
- Dimmable lighting
- Perimeter catwalk (u-shaped)
- (ceiling height with catwalk, 17-18' to pipe grid), (ceiling height without catwalk, 15' to pipe grid)
- Portable stage platform
- Scrimi
- Genie Lift
- Lighting
  - Approx. (96) branch load circuits terminating at dimmer panels located in a conditioned electrical room; all stage lighting circuits will be 20 amps. Designed based on a dimmer per circuit layout, utilizing a single solid state 2.4 kw dimmer for each circuit.
- Rigging
  - 1.5" diameter std. pipe grid @ 4' o.c. hung at 18' A.F.F

- (3) 16’0”x35’0” traveler curtains including related track and hardware.
- Fixtures and Accessories
  - (36) Ellisoidal fixtures, sizes to be determined
  - (36) source four PARNel Fixtures or equal
  - (12) Four PAR Fixtures
  - (24) Morphenus M Color Fader 3 CMY Color Mixing Scroller for Par Fixtures
  - (12) Morphenus S Color Fader3 CMY Color Mixing

Dressing Room
- Vertical LED lights at make-up stations, provide pure white light
- Sink
- Drinking Fountain (within proximity of back-of-house circulation)

Green Room
- Wall mounted monitor, video/audio

Conference/ Green Room
- TV/video monitor
- 8’X4’ white board

Staff Office/ Library
- 8’X4’ white board

Choral Room
- (2) Fixed whiteboards, one with music staff lines
- LCD projector
- Grand Piano

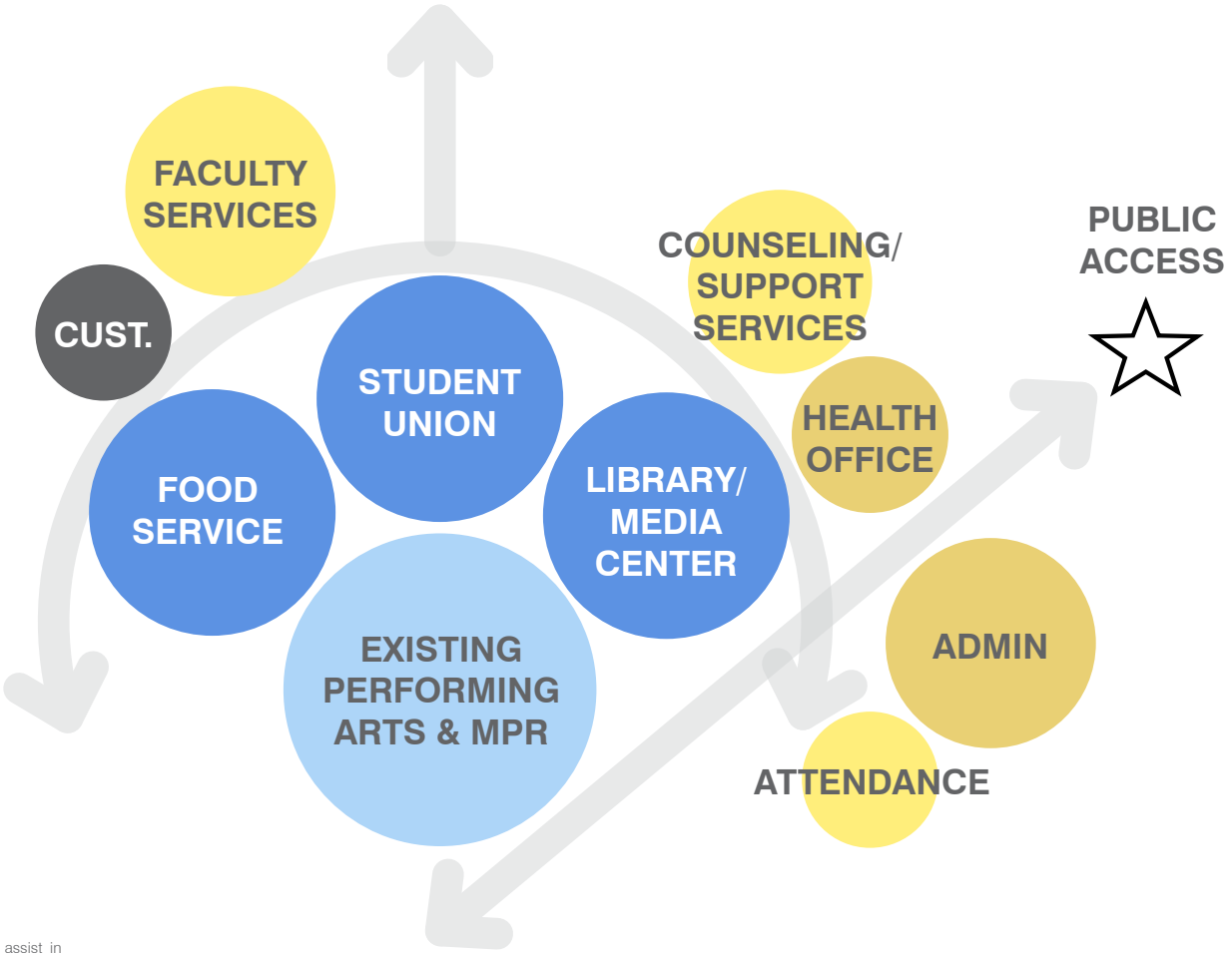
Digital Music Lab
- (2) Fixed whiteboards, one with music staff lines
- LCD projector
- Digital pianos

Portable Riser Storage
- Wenger riser carts

Group Ensemble Room and Practice Rooms
- Stand up piano with casters

Dance Studio
- Projection screen
- (2) Portable whiteboards
- LCD Projector (positioned to light performance area)

SUPPORT SERVICES



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ADMINISTRATION

A. Space Program

Public Administration	
Public Lobby / Reception	400 SF
Receptionist / Clerical Support	150 SF
Principal's Office	250 SF
Principal's Secretary	75 SF
Conference Room	250 SF
Flex Office (2)	250 SF
Admin Work / Staff Mailboxes	400 SF
Supply Storage	200 SF
Toilet (2)	250 SF
Site Administration / Discipline	
Student Reception / Waiting Area	300 SF
Receptionist / Clerical Support	150 SF
Assistant Principal's Office (3)	450 SF
School Resource Office (SRO)	125 SF
Campus Supervisor	75 SF
Conference Room (2)	300 SF
Main Copy Room	
Xerox / Copy Center	600 SF
Supply Storage	200 SF
Attendance	
Attendance Office	300 SF
Current Records Storage	200 SF
Total	**4,925 SF**

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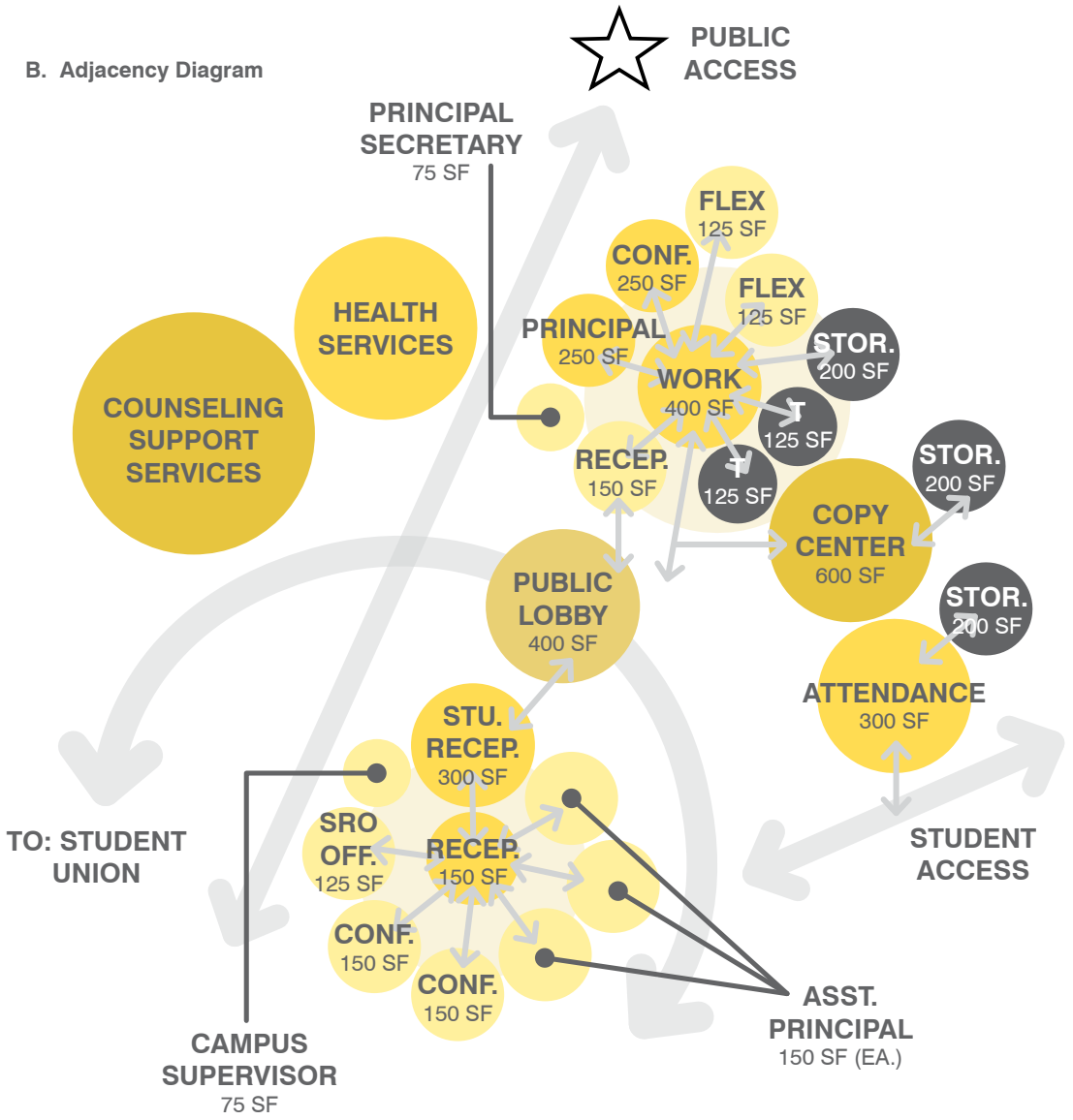
B. Adjacency Diagram



ADMINISTRATION

C. Program Activities

- Check-in/ Front entry/ 'Welcome Center'
- Administrative duties
- Conference
- Discipline
- Staff collaboration
- Attendance, enrollment, supply and records storage

D. Design Objectives

- Define a clear entry for campus and establish school pride
- Area for student artwork display
- Single-point entry
- Limited access to 'Private' staff spaces
- Clearly defined 'Public' spaces (lobby and waiting area)
- Allow for staff communication and collaboration
- Adequate sized staff lounge and administrative areas
- Meet CDE standards for health office
- Storage for record files and office supplies
- Parent / volunteer workroom

E. Finishes, Casework & Equipment:

Public Administration

Lobby/ Reception/Student Reception/Waiting
- Floor: Carpet (Consider polished concrete). Metal grate walk-off mat at main entry exterior
- Wall: Vinyl wall covering over gypsum board, tackable wall surface
- Ceiling: Wood inlays, consider acoustical properties
- Modular furniture systems
- Media cabinet and display wall for digital display
- Standing height counter for parent check in/out stations
- Literature pamphlet rack
- LCD display panel – for digital display
- Computer stations (2) for parent check in/out

Reception / Clerical
- Floor: Carpet
- Wall: Vinyl wall covering, over gypsum board
- Ceiling: Wood or Suspended Acoustical Tile (ACT) and gypsum board soffits
- Modular furniture system
- Computer and printer for reception and each assistant

Principal's Office:
- Floor: Carpet
- Walls: Vinyl wallcovering, tackable surface; consider wood accent
- Ceiling: Suspended Acoustical Tile (ACT)
- Counter with storage below
- Tall Storage (option)
- Interactive whiteboard
- Computer and printer

Offices (Counselor's/College/Career Center/ Registrar/Flex/):
- Floor: Carpet
- Walls: Painted gypsum board, tackable surface
- Ceiling: Suspended ACT
- Modular furniture system
- Computer and printer

Conference Room (small and large):
- Same as Offices
- Counter with storage below
- Conference tables/chairs
- Interactive whiteboard at large conference
- Fixed whiteboard at small conference

Principal's Secretary Workstation:
- Floor: Carpet
- Walls: Painted gypsum board, tackable surface
- Ceiling: Suspended ACT
- Modular furniture system
- Computer

Admin Work/Staff Mailboxes:
- Floor: Sheet vinyl flooring, welded seam
- Walls: Painted gypsum board, tackable surface, whiteboard wall for collaboration
- Ceiling: Suspended ACT
- Standing height counter with lower and upper cabinets, provide a portion of deep counters for office equipment
- Mailboxes to accommodate staff with lower cabinets below
- Paper shredder
- Paper cutters

Supply Storage/Long-term Records Storage/ Secure Testing Materials Storage:
- Floor: Linoleum/ Composition tile
- Walls: Painted gypsum board
- Ceiling: Suspended ACT/ painted gypsum board

ADMINISTRATION

Main Copy Room

Xerox/Copy Center
- Floor: Sheet vinyl flooring, welded seam
- Walls: Tackable surface, whiteboard wall for collaboration
- Ceiling: Suspended ACT
- Standing height counter with lower and upper cabinets, provide a portion of deep counters (or work island) for large office equipment
- Large copier (2)
- Paper shredder
- Paper cutters
- Printer

Supply Storage
- See Public Administration

Site Administration/Discipline

Student Reception/Waiting Area
- See Public Administration
- Modular furniture systems
- Standing height counter for parent check in/out stations
- Literature Pamphlet rack

Receptionist/Clerical Support
- See Public Administration

Assistant Principal's Office
- See Principal's Office for finishes
- Counter with storage below
- Tall Storage
- Computer and printer

School Resource Officer Office (SRO)
- Floor: Carpet
- Walls: Vinyl wallcovering, tackable surface
- Ceiling: Suspended Acoustical Tile (ACT)

Campus Supervisor Workstation (CCA)
- Floor: Carpet
- Walls: Painted gypsum board
- Ceiling: Suspended ACT

Small Conference
- Floor: Carpet
- Walls: Painted gypsum board, tackable surface
- Ceiling: Suspended ACT

Attendance

Attendance Office
- See Public Administration
- Modular furniture systems
- Standing height reception counter
- Computer stations
- Printers

Current Records Storage
- See Public Administration
- File storage system

Faculty Work/Lounge

Staff Workroom
- Floor: Carpet
- Wall: Vinyl wall covering over gypsum board, tackable surface
- Ceiling: Suspended ACT
- Standing height counter with lower and upper cabinets
- Paper shredder
- Paper cutters

Staff Lounge/Dining
- Floor: Sheet vinyl flooring, welded seam
- Wall: Vinyl wall covering over gypsum board, tackable surface
- Ceiling: Suspended ACT/ painted gypsum board
- Standing height counter with lower and upper cabinets
- Double sink with garbage disposal, hot and cold water
- (1-2) Refrigerator (full size residential)
- Vending machine
- Undercounter dishwasher
- Microwave
- Coffee maker

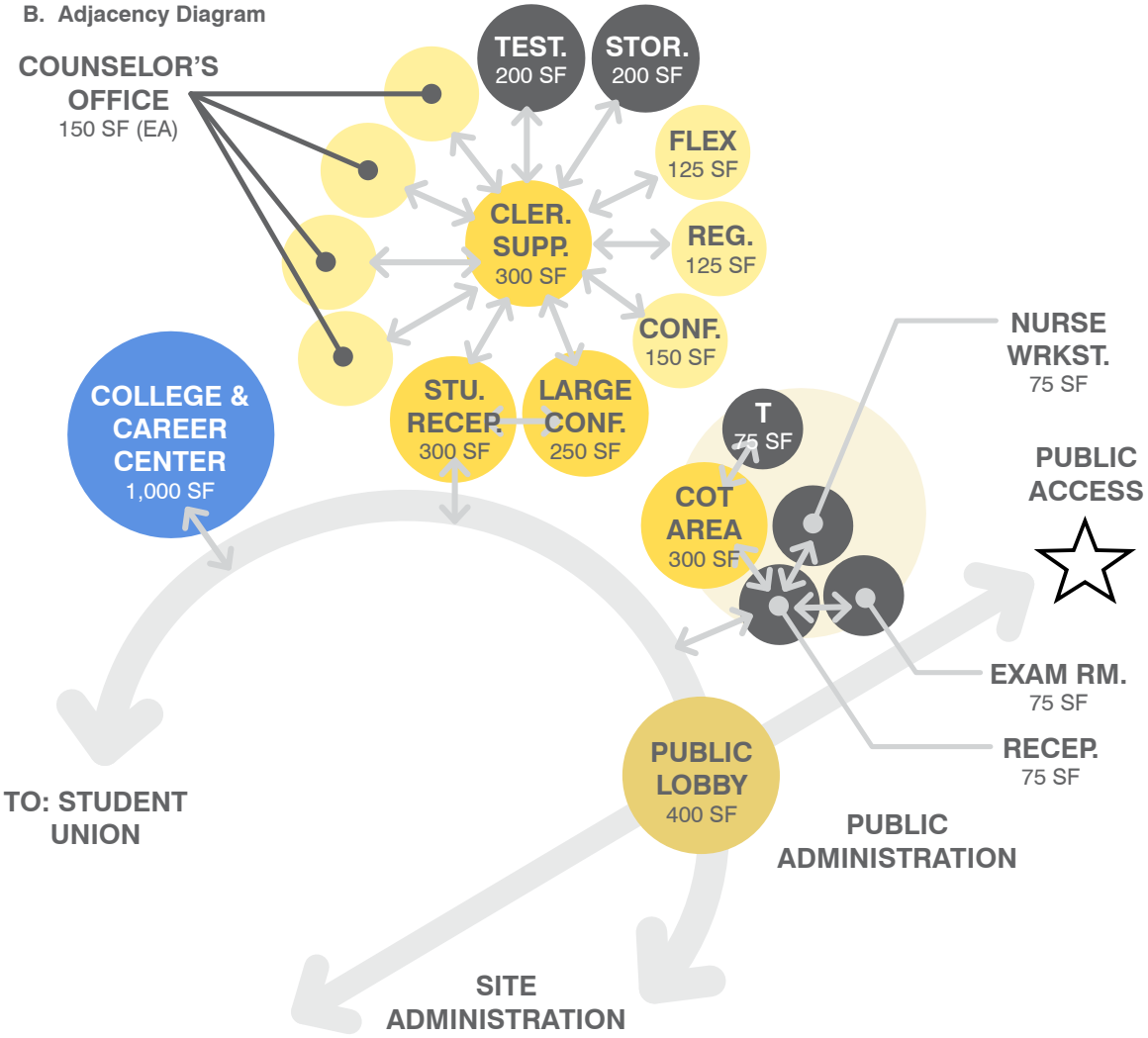
Table/Chair Storage
- Floor: Sealed concrete
- Walls: Painted gypsum board
- Ceiling: Painted gypsum board

STUDENT SUPPORT SERVICES

A. Space Program

Health Office	
Student Reception / Waiting Area	75 SF
Screening / Exam / Isolation Room	75 SF
Nurse / Health Aid Workstation	75 SF
Cot Area	300 SF
Toilet	75 SF
Counseling / College & Career Center	
Student Reception / Waiting Area	300 SF
Clerical Support / Counseling	300 SF
Counselor's Office	600 SF
College & Career Center	1,000 SF
Registrar's Office	125 SF
Flex Office	125 SF
Small Conference	150 SF
Large Conference / Workroom	250 SF
Long-term Records Storage	200 SF
Secure Testing Materials	200 SF
Storage	200 SF
Total	**4,050 SF**

B. Adjacency Diagram



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STUDENT SUPPORT SERVICES

C. Program Activities

- Counseling
- Health support

D. Design Objectives

- NEEDS TO BE FILLED IN

E. Finishes, Casework & Equipment:

Health Office

Student Reception/Waiting
- Floor: Carpet
- Wall: Vinyl wall covering, over gypsum board
- Ceiling: Wood or Suspended Acoustical Tile (ACT) and gypsum board soffits
- Literature pamphlet rack

Screening/Exam/Isolation Room
- Floor: Sheet vinyl flooring, welded seam
- Walls: Wainscot tile/ FRP and vinyl wall covering over gypsum board
- Ceiling: Suspended ACT
- 9 LF (minimum) standing height counter with lower and upper cabinets (lockable); sink with hot and cold water
- Under counter refrigerator for health supplies

Nurse/Health Aid Workstation
- Same as Screening/Exam/ Isolation Room
- Computer and printer

Cot Area
- Floor: Sheet vinyl flooring, welded seam
- Walls: Wainscot tile/ FRP and vinyl wall covering over gypsum board
- Ceiling: Suspended ACT
- Standing height counter with lower and upper cabinets

Restrooms
- Typical for all:
- Floors: Ceramic/ porcelain tile
- Walls: Ceramic/ porcelain tile
- Ceiling: Painted gypsum board

Counselors' Offices
- Floor: Carpet
- Walls: Painted gypsum board, tackable surface
- Ceiling: Suspended ACT

STUDENT UNION / LIBRARY

A. Space Program

Library / Media Center	
Circulation Desk	200 SF
Librarian's Office	125 SF
Work / Processing Room	300 SF
Textbook Storage / Distribution	1,200 SF
Reference / On-line Catalog Stations	600 SF
Reading Room	1,800 SF
Stacks	1,800 SF
Reference / Periodical Stacks	400 SF
Conference Room (2)	300 SF
Professional Development Library	400 SF
Staff Toilet (1)	75 SF
Open Computer Commons	
Innovation Lab	1,200 SF
Technology Support	
Technology Director's Office	150 SF
Technology Workroom	200 SF
Equipment Storage Room	200 SF
Data / Control Room	200 SF
Student Union	
Student Activities Director's Office	150 SF
Athletic Director's Office	150 SF
Accounting Office	125 SF
Accounting Clerk Workstation	75 SF
Activities Storage Room	100 SF
ASB Room	960 SF
Student Store / Vending	400 SF
ASB Storage	100 SF
	6,000 SF
	200 SF
	300 SF
	100 SF
Total	**17,810 SF**

Note:
These Education Specifications reflect the standards for spaces developed in phase 1 in 2014, phase 2 educational specifications will be updated in the coming months.

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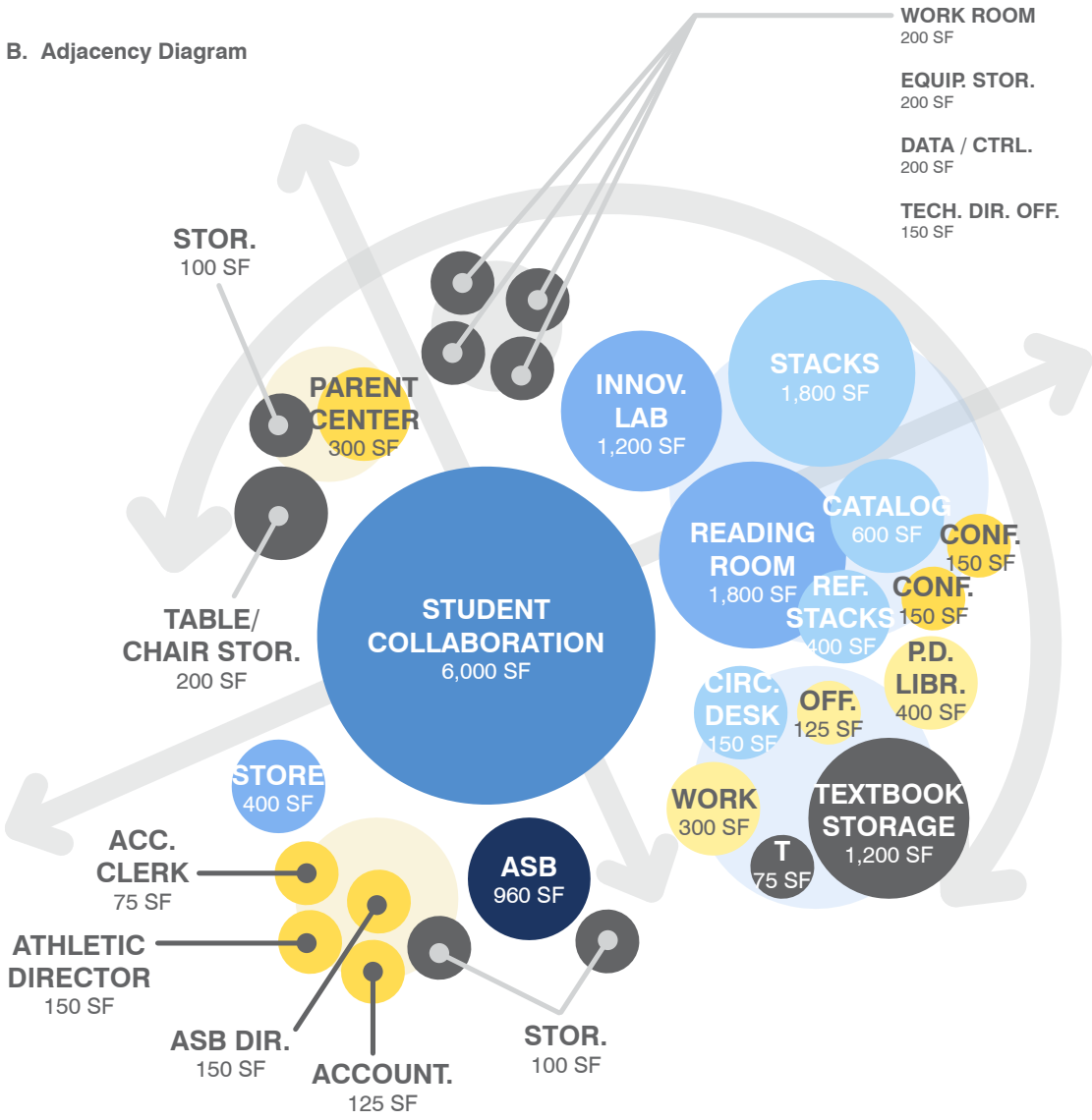

STUDENT UNION

C. Program Activities

- Main, central gathering space for students
- Promote staff, student and community social interactions
- Display student work and promote current events at the school

D. Design Objectives

- Provide a high flexible space for collaboration and multimodal learning
- Provide ubiquitous access to mobile technologies
- Provide spaces for the display of student work and revolving thematic displays
- Provide a clear "line of sight" to all student areas for supervision
- Provide a dedicated space for the community and parents to work and prep for activities

E. Finishes, Casework & Equipment:

Library

Circulation Desk
- Floor: Polished concrete, epoxy coated concrete, or other resilient flooring
- Ceiling: Per design, consider acoustical properties
- Librarian's Office:
- Floor: Carpet
- Walls: Painted gypsum board, tackable surface, vision window into Library, operable (optional)
- Ceiling: Suspended acoustical ceiling tile (ACT)

Work/Processing Room
- Floor: Sheet vinyl flooring
- Walls: Painted gypsum board
- Ceiling: Suspended ACT

Textbook Storage/ Distribution Room
- Floor: Sheet vinyl flooring or polished concrete
- Walls: Painted gypsum board
- Ceiling: Suspended ACT

Reference/ On-Line Catalog Stations
- Floor: Carpet
- Walls: Painted gypsum board, tackable surface
- Ceiling: Per design, consider acoustical properties

Reading Room/ Stacks
- Floor: Carpet
- Walls: Painted gypsum board, tackable surface
- Ceiling: Per design, consider acoustical properties

Reference/ Periodical Stacks/ Professional Development Library
- Floor: Carpet
- Walls: Painted gypsum board
- Ceiling: Per design, consider acoustical properties

Conference Room
- Floor: Carpet
- Walls: Painted gypsum board, tackable surface
- Ceiling: Suspended ACT

Staff Toilet
- See Restrooms, typical.

Open Computer Commons

Innovation Lab
- Floor: Carpet
- Walls: Glass door/ curtain wall, painted gypsum board, writing and projection surface
- Ceiling: Exposed high ceiling, acoustical roof deck or suspended ACT

ASB Program

Offices
- Floor: Carpet
- Walls: Painted gypsum board, tackable surface
- Ceiling: Suspended ACT

Accounting Clerk Workstation
- Same as Offices

Activities Storage Room w/ Safe
- Floor: Sheet vinyl flooring
- Walls: Painted gypsum board
- Ceiling: Suspended ACT

ASB Room
- Floor: Polished concrete
- Walls: Painted gypsum board
- Ceiling: Suspended ACT

Student Store/ Vending
- Floor: Sheet vinyl flooring or other resilient flooring that is easily cleanable
- Wall: Painted gypsum board
- Ceiling: Suspended ACT

STUDENT UNION

ASB Storage Room
- Floor: Sheet vinyl flooring
- Walls: Painted gypsum board
- Ceiling: Suspended ACT

Student Union

Student Collaboration
- Floor: Polished concrete; walk off mats at entries
- Walls: Painted gypsum board, tackable surface, markerboard/ projection surface, acoustical treatment
- Ceiling: Per design; consider exposed acoustical roof deck
- Table/ Chair Storage
- Floor: Sheet vinyl flooring
- Walls: Painted gypsum board
- Ceiling: Suspended ACT

Parent Volunteer Center

PTO Work/ Conference Room
- Floor: Carpet and/or resilient flooring
- Wall: Painted gypsum board, tackable wall surface
- Ceiling: Suspended ACT

Storage Room
- Floor: Sheet vinyl flooring
- Wall: Painted gypsum board
- Ceiling: Suspended ACT

Restrooms - Typical for all
- Floors: Ceramic/ porcelain tile
- Walls: Ceramic/ porcelain tile
- Ceiling: Painted gypsum board

FOOD SERVICE / FACULTY SERVICES

A. Space Program

Kitchen / Food Prep	
Kitchen / Food Prep	2,350 SF
Dry Storage	250 SF
Walk-in Refrigerator / Freezer	250 SF
Serving Line (2)	1,600 SF
Serving Windows	150 SF
Changing Room / Toilet	95 SF
Food Service Director Office	150 SF
Receiving	100 SF
Custodial Support Services	
Custodian Office	100 SF
Custodian / Maintenance Workroom	300 SF
Supply / Grounds Storage	400 SF
Golf Cart Garage / Storage	400 SF
Faculty Services	
Staff Lounge	1,500 SF
Staff Workroom	1,500 SF
Copy Center	600 SF
Supply Storage	200 SF
Table / Chair Storage	200 SF
Toilet	550 SF
Total	**10,695 SF**

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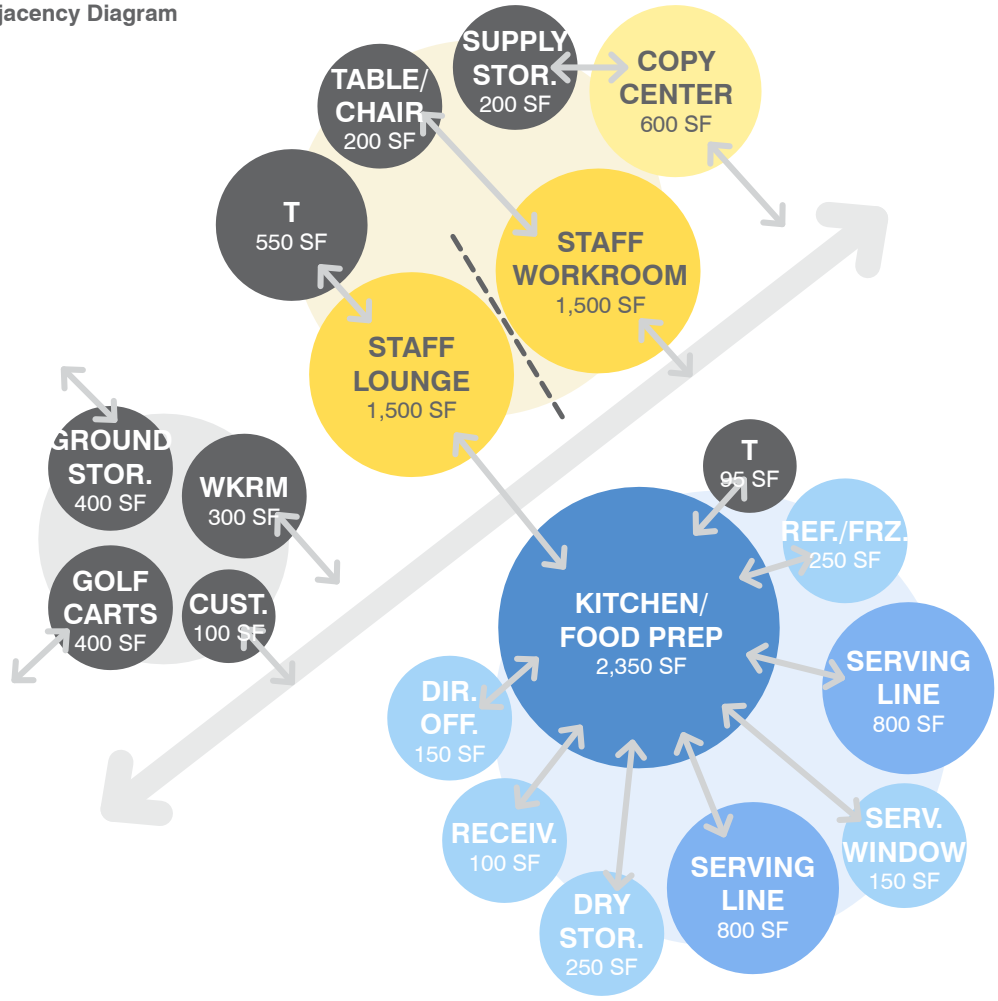

FOOD SERVICE

C. Program Activities

- Food Service
- Student Dining/Gathering
- Staff Dining

D. Design Objectives

- Proper acoustics and durability
- Adequate circulation flow and queing areas
- Access to restrooms

E. Finishes, Casework & Equipment:

Food Service

Kitchen/ Food Prep
- Floor: Quarry Tile with minimum 6" high continuous base with 3/8" radius
- Wall: FRP; 18 gauge stainless steel wall flashing at Cooking and Ware Washing
- Ceiling: Painted gypsum board or EHS approved lay-in ceiling
- Microwave oven stand, mobile
- Mobile speed line basket dollies and baskets
- 2'x8' tables
- Range top with adequate exhaust hood
- Double stacked convection ovens
- High temperature steam jacketed kettle (with mixing arm)
- Rack oven (for scratch baking, no proofing)
- 60 quart mixer
- Blast chiller
- Power drops
- Mobile hot carts for transport of hot products (minimum 7)
- Automatic ware washing and pot washing, verify with site
- 3 compartment sink with integral drain boards on either side, with garbage disposal – total length 10'
- Hand wash sink
- Prep sink
- Paper Towel and Soap dispenser
- Floor sink and floor drain
- Corner guards, as needed
- Mobile kiosks and POS connections around campus. Confirm locations with site
- Overhead air curtain at doors

Dry Storage Area
- Floor: Quarry tile with minimum 6" high continuous base with 3/8" radius
- Wall: FRP
- Ceiling: Painted gypsum board or EHS approved lay-in ceiling
- 18"x48" (5 tier) mobile shelving sections; standard wire shelving to accommodate dry storage requirements of daily operation

Walk-in Refrigerator/ Freezer
- Floor: Quarry tile with minimum 6" high continuous base with 3/8" radius
- Walls: 18 ga stainless steel (exposed); 18 ga galvanized steel (unexposed)
- Ceiling: 18 ga stainless steel
- Protective surface at exposed walls and doors: Diamond Tread
- Shelving provided by manufacturer; adequate amount to accommodate daily food storage requirements
- WI Refrigerator
- WI Freezer

Changing Room/ Toilet
- Floor: Polished concrete
- Wall: Ceramic/ porcelain tile
- Ceiling: Painted gypsum board
- Lockers (3 tier)

Office
- Floor: Polished concrete
- Walls: Painted gypsum board, tackable surface
- Ceiling: Suspended ACT
- Computer station and printer

Serving
- Floor: Polished Concrete
- Wall: FRP or Ceramic/ porcelain tile
- Ceiling: Painted gypsum board or EHS approved lay-in ceiling
- (2) mobile tray shelves
- (4) mobile cold food speed line cabinet
- (2) mobile frozen food speed line cabinet
- (2) mobile hot food speed line cabinet
- (2) mobile cash stands
- (2) POS system locations
- Overhead air curtain at doors
- Hand wash sink
- Paper Towel and Soap dispenser
- Stainless steel counters and tables
- Floor drain

Student Union/ Dining
- Floor: Polished concrete; walk off mats at entries
- Walls: Painted gypsum board, tackable surface
- Ceiling: Per design

FOOD SERVICE

Staff Support Services

Staff Lounge/ Dining
- Floor: Polished concrete
- Walls: Painted gypsum board
- Ceiling: Suspended ACT

Kitchen/ Vending Alcove
- Floor: Polished concrete
- Walls: Painted gypsum board
- Ceiling: Painted gypsum board or EHS approved lay-in ceiling

Custodial Support Services

Custodial/Maintenance Workroom
- Floor: Linoleum Tile
- Wall: Painted gypsum board
- Ceiling: Open to structure
- Open shelving
- Electrical outlets in various locations to support and charge power tools and maintenance equipment

Garage/ Storage
- Floor: Polished concrete
- Wall: Painted gypsum board
- Ceiling: Open to structure
- Golf carts (2) with charging stations
- Open shelving

Site M&O Office
- Floor: Polished concrete
- Wall: Painted gypsum board
- Ceiling: Suspended ACT
- Computer workstation and printer

Restrooms
- Typical for all:
- Floors: Polished concrete
- Walls: Ceramic/ porcelain tile
- Ceiling: Painted gypsum board

PHYSICAL EDUCATION

A. Space Program

3-Cross Court Gymnasium	17,500 SF
P.E. Weight Room	3,600 SF
Athletic Weight Room	1,600 SF
Wrestling Room	1,800 SF
Boys Locker Room	2,400 SF
Girls Locker Room	2,400 SF
Lobby “Hall of Champions“	1,000 SF
Storage	200 SF
Total	**30,500 SF**

2-Cross Court Gymnasium	12,000 SF
Practice Gymnasium	6,500 SF
P.E. Weight Room	3,600 SF
Athletic Weight Room	1,600 SF
Wrestling Room	1,800 SF
Boys Locker Room	2,400 SF
Girls Locker Room	2,400 SF
Lobby “Hall of Champions“	1,000 SF
Storage	200 SF
Total	**31,500 SF**

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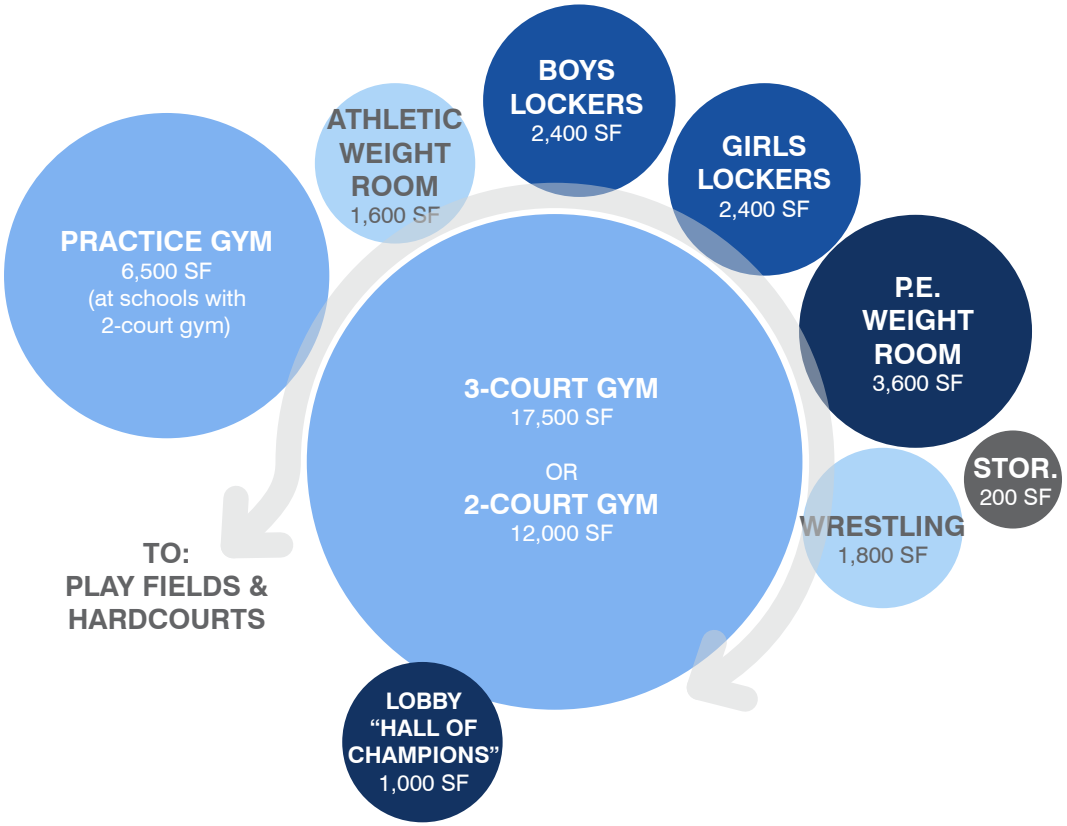


PHYSICAL EDUCATION

C. Program Activities

- Instructional activities
- Assemblies and large group performances and presentations
- Community Use
- P.E. / Athletics

D. Design Objectives

- Proper acoustics & durability
- Wood flooring at gym
- Access to building near parking

E. Finishes, Casework & Equipment:

3-Cross Court, Practice Gym:
- Floor: Bio-cushion wood flooring with court striping
- Wall: Impact wall pads, tackable surface, acoustical treatment
- Ceiling: Open and exposed to structure; acoustical roof deck
- Motorized, retractable basketball backstops with shot clock
- Digital scoreboards (2)
- Divider curtain
- Retractable bleachers

Lobby
- Floor: Epoxy coated concrete
- Wall: Painted gypsum board or natural finish
- Ceiling: Per design
- Display cabinets
- LCD display panel (optional)

Concessions:
- Floor: Epoxy coated concrete
- Walls: Painted gypsum board/ FRP/ other easy to maintain/ washable wall surface
- Ceiling: Painted gypsum board or lay-in ceiling
- Standing height counter with lower and upper cabinets
- Counter with lower cabinets at transaction window
- Open Shelving
- POS station
- Under-counter refrigerator, microwave, and other concessions equipment as required by site
- Fixed marker board

Ticket Booth:
- Floor: Epoxy coated concrete
- Walls: Painted gypsum board or natural finish, tackable surface
- Ceiling: Suspended ACT
- Standing height counter with lower and upper cabinets
- Counter with lower cabinets at transaction window
- Computer station and printer

Gym Storage, Uniform Storage, Athletic Equipment Storage, Wrestling Storage:
- Floor: Epoxy coated concrete
- Wall: Exposed natural finish of CMU block, concrete or other high impact wall system/Painted gypsum board where required
- Ceiling: Painted gypsum board or Suspended ACT
- Open metal shelving
- Computer station
- Uniform racks
- High-density storage
- Washer/dryer

Locker Rooms, Typical:
- Floor: Epoxy coated concrete
- Wall: Exposed natural finish of CMU block, concrete or other structural wall system/minimize gypsum board except for thermal protection or where required by mechanical, electrical and plumbing/ ceramic or porcelain tile at shower locations
- Ceiling: Open to structure
- Lockers - varied per program storage / quantity needs

Athletic Teaching Stations:

PE Fitness Room, Athletic Weight Room:
- Floor: Rubber sports flooring appropriate for weight rooms
- Walls: Painted gypsum board, acoustical treatment
- Ceiling: Open to structure, acoustical roof deck
- Tall storage with media (lockable)
- AV system
- Aerobic machines
- Cardiovascular machines
- Various weight lifting equipment
- Free weights
- LCD projector and projection screen

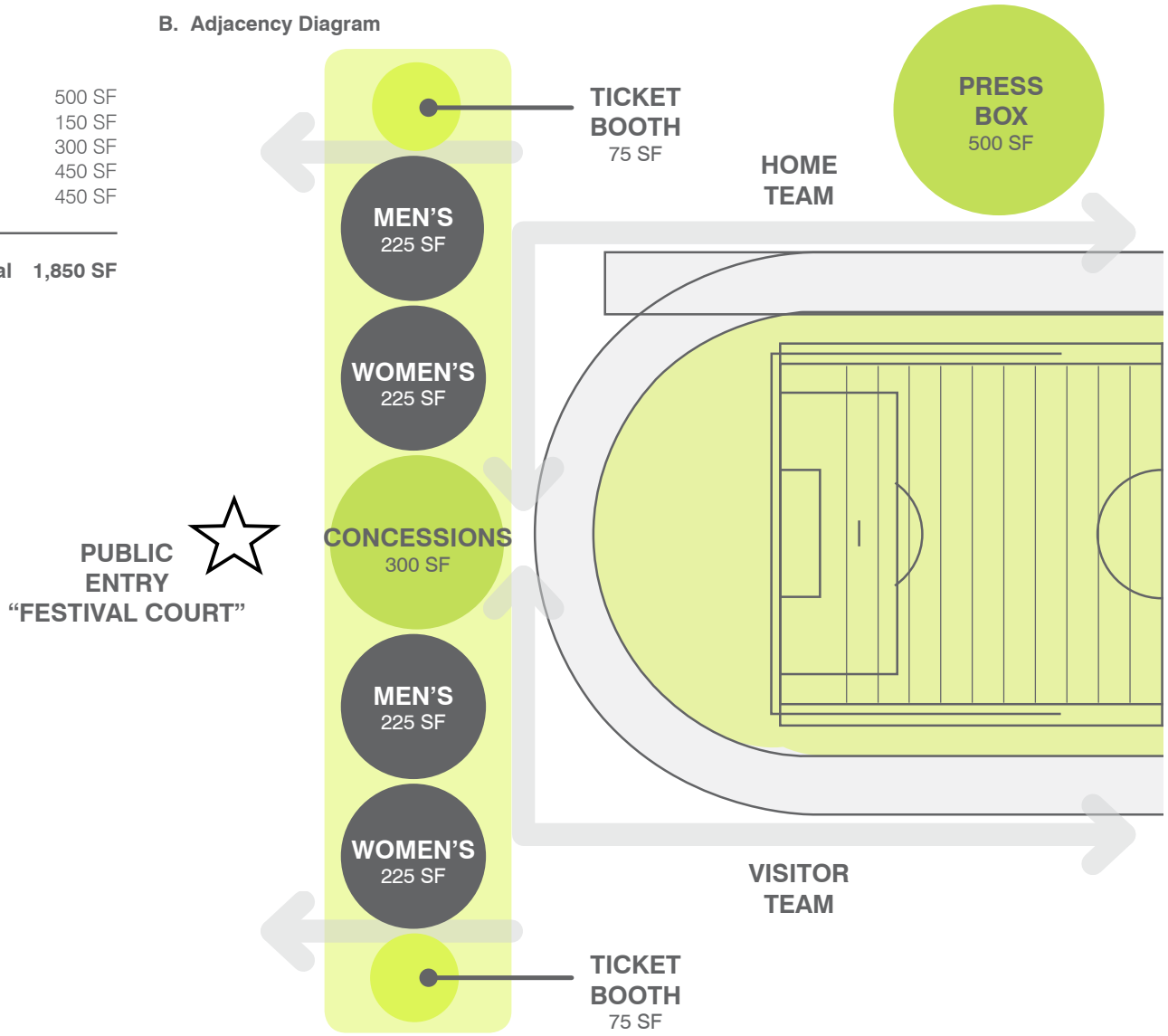
Wrestling Room:
- Floor: Epoxy coated concrete
- Wall: Impact wall pads, tackable surface, acoustical treatment, mirrors
- Ceiling: Open and exposed to structure; acoustical roof deck
- Wrestling mats

STADIUM / FIELDHOUSE

A. Space Program

Track and Field	
Press Box	500 SF
Ticket Booth (2)	150 SF
Concessions	300 SF
Women's Restrooms (2)	450 SF
Men's Restrooms (2)	450 SF
Total	**1,850 SF**

B. Adjacency Diagram



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TADIUM / FIELD HOUSE

Program Activities

- Athletics
- Community Use

Design Objectives

- Define clear and separate entrances for home and visitor
- Locate adjacent to parking

Finishes, Casework & Equipment:

Stadium/Field House:

Shared Concessions:

- Floor: Epoxy coated concrete
- Walls: Painted gypsum board / FRP/ other easy to maintain/ washable wall surface
- Ceiling: Painted gypsum board or lay-in ceiling
- Standing height counter with lower and upper cabinets
- Counter with lower cabinets at transaction window
- Open shelving
- POS station
- Under counter refrigerator, microwave, and other concession equipment as required by site
- Fixed marker board

Press Box

- Floor: Epoxy coated concrete
- Walls: Painted Gypsum Board
- Ceiling: Suspended ACT
- Sitting height counter with clear floor space for chairs
- AV system
- Computer station and printer

SITE ELEMENTS

A. Site Layout

- Parking drop off, bus loading areas, and parking shall be separated to allow students to enter and exit the school grounds safely, where feasible.
- Parking spaces are sufficient for staff and visitors. Provide a minimum of 2.25 parking stalls per teaching station, and accessible spaces per code.
- Identify placement for future solar panel carports.
- Locate site storage areas in places that do not obstruct supervision.
- Perimeter fencing and security to be evaluated on a school by school basis.

B. Playground and Field Areas

- Adequate physical education teaching stations shall be available to accommodate course requirements for the planned enrollment
- Supervision of playfields is not obstructed by buildings or objects that impair observation.
- Weather protected shade structures to be provided over play equipment (at elementary schools) and outdoor lunch areas.
- Rubberized play equipment surface, at elementary schools.
- Restrooms with direct access from the fields.

C. Delivery and Utility Areas

- Delivery and service areas shall be located to provide vehicular access that does not impact the safety of students and staff.
- Trash pickup is fenced or otherwise isolated and away from foot traffic areas.

D. Placement of Buildings

- Building placement shall consider compatibility of the various functions on campus and provide optimum patterns of pedestrian flow around and within buildings.
- Restrooms are conveniently located, require minimum supervision, and to the extent possible, are easily accessible from playground, classrooms and child care. The restroom count should meet current plumbing fixture code requirements.
- Student entry points into Classrooms from the playground shall be carefully planned to optimize supervision.

E. Outdoor Learning Courts

- Protected areas near classrooms to allow for outdoor classroom activities.
- This space should have landscaping and seating for student gathering.

Needs Assessment and Master Plan.

Condition Assessment

Facility assessments and long-term plans are essential to the stewardship of facility assets. The information obtained during the assessment process is utilized to maximize the functionality, value, and useful life of Downey Unified School District facilities. Assessment results are leveraged to evaluate both the adequacy and equity of existing facilities; determine future program feasibility; identify imminent facility needs; inform decisions regarding facility reinvestment and/or replacement; and aid in the development and refinement of budgets and capital improvement funding plans.

The Assessment Process

Assessments began with a data collection phase. The team reviewed documentation provided by the Downey Unified School District pertaining to school sites, including existing site plans, construction history, modernization efforts to date, and enrollment and capacity data.

Site walks were completed to conduct condition assessments which documented existing conditions and noted deficiencies of building systems. The assessment team then prepared a facility condition index report highlighting the existing condition of each campus and its related buildings. A facility condition index (FCI) rating quantifies this qualitative assessment and serves as the foundation of the final master plan recommendations.

An educational adequacy and utilization analysis was then conducted to assess the utilization of spaces and the suitability of existing space to support district educational programs.

The condition assessment, capacity analysis, and educational adequacy assessment are then combined with input from stakeholders to assist the team in developing final master plan recommendations. Proposed scopes of work are then aligned to costs and reviewed with District staff to determine final priorities.

Facility Condition Index Ratings	
Good 4	**Priority Level: Minor** Modernization, upgrades due to systems failures are a minor priority at this time.
Fair 3	**Priority Level: Medium** Modernization, upgrades, replacements due to systems failures are a medium priority at this time. Major systems are beginning to fail and should be scheduled for modernization, upgrades, replacements in the future.
Poor 2	**Priority Level: High** Modernization, upgrades, replacements due to systems failures are a high priority at this time. Major systems are failing and should be scheduled for modernization, upgrades, replacements in the future.
Very Poor 1	**Priority Level: Very High** Modernization, upgrades, replacements due to systems failures are a very high priority at this time. Major systems are failing and should be scheduled for modernization, upgrades, replacements in the near future.

FACILITY CONDITION ASSESSMENT SUMMARY

School Site	Accessibility	Asphalt Paving & Hardcourts	Building Envelope	Fencing	Landscaping	Main Entry	Site Improvements	Restrooms	Interiors	FF&E	Plumbing	Electrical	HVAC	Technology	Average of Condition Rating
Alameda Elementary School	3	3	3	3	4	2	4	3	4	3	1	1	1	2	2
Price Elementary School	2	4	3	3	3	2	3	2	3	2	1	1	1	2	2
Gallatin Elementary School	2	3	3	3	3	1	2	2	2	3	1	1	1	1	2
Unsworth Elementary School	2	2	3	4	3	2	2	3	3	3	1	1	1	1	2
Rio San Gabriel Elementary School	3	4	4	4	4	3	4	2	4	4	1	1	1	1	2
Gauldin Elementary School	2	3	3	4	2	3	4	4	3	3	1	1	1	2	2
Pace Elementary School	2	3	3	4	3	3	3	3	3	3	1	1	1	2	2
Lewis Elementary School	3	3	3	4	2	4	3	3	4	4	1	1	1	1	2
Carpenter Elementary School	3	3	4	4	3	3	3	3	4	3	1	1	1	1	2
Ward Elementary School	2	3	4	3	3	2	3	3	3	3	1	1	1	1	2
Imperial Elementary School	3	4	3	4	4	3	3	3	3	3	1	1	1	2	2
Old River Elementary School	3	3	4	4	4	4	4	4	4	4	1	1	1	2	2
Williams Elementary School	2	2	3	4	3	2	3	3	4	4	1	1	1	1	2
Rio Hondo Elementary School	3	3	4	4	3	4	4	4	4	4	1	1	1	2	2
Columbus High School	3	3	2	4	3	3	3	2	2	3	1	1	1	1	2
Average of Condition Rating	2	3	3	4	3	3	3	3	3	3	1	1	1	1	2

ASSESSMENT PROCESS

A

Architecture

The architectural assessment included a walk-through of the entire campus to observe interior and exterior building conditions and to identify potential deficiencies with regard to interior finishes and fixtures such as ceilings, flooring, painted surfaces, casework and mill work, doors and door hardware, walls, windows and window coverings, and over-all structural integrity. A welcoming school campus with well-maintained landscaping and great curb appeal can be a source of pride for both a school and the community. Additionally, wise plant selection along with proper irrigation can reduce operating costs while contributing to a sustainable environment. The architects evaluated curb appeal, signage, way-finding, accessibility (in and around buildings, to, from and throughout the site), as well as over-all aesthetics, design, and functionality. The architectural team looked for observable deficiencies related to, but certainly not limited to the following:

- General condition of ceilings, walls, and floors (including any areas damaged by water or with visible tears, holes, or cracks)
- Missing, damaged, stained, and/or loose ceiling, wall and/or floor tile
- Damaged, worn, chipping, peeling, and/or cracking plaster or paint
- Poorly functioning and/or poorly conditioned doors and/or door hardware; inaccessible door openings;
- Severe cracks in foundation slab, structural walls, columns, and/or beams
- Missing and/or damaged posts, beams or supports (including portable building posts/beams/supports and/or ramps)
- Damage caused by dry rot or mold in structural components
- Sloping or sagging ceilings, floors, and/or roofs
- Leaning and/or bulging walls
- Poor anchorage of non-structural elements (equipment, casework, book cases, etc.)
- Safe and welcoming entries; signage (including marquee)
- Fencing and gates
- Drop-off / pick-up and circulation
- Site signage/way-finding/access
- Over-all condition of landscaping and grounds
- Irrigation system condition and functionality
- Hardcourts and play fields

BE

Building Envelope

The basic function of the exterior enclosure of a building is to protect the covered and/or conditioned spaces within from the surrounding external environment.

As such, the building envelope assessment involved a visual inspection of the protective systems, structures and materials that make up the exterior envelope of each building to include exterior doors and door openings, windows, skylights, canopies and roofs.

During the assessment, the building envelope consultant walked the facility inside and out to observe and document existing conditions and provide prioritized recommendations based on any needs identified. The consultant looked for observable deficiencies that may have included but were not limited to the following:

- Visible damage, deterioration, and/or exposure with regard to roofs and/or exterior windows, doors, masonry, painted surfaces, etc.
- Roof surface areas cluttered with leaves and/or debris
- Ponding water on roof areas
- Missing or damaged system components
- Gutters and/or downspouts improperly anchored to the building; damaged, missing and/or filled with debris
- Active roof leaks and/or visible water damage on ceilings and/or walls
- Sloping or sagging ceilings, floors, and/or roofs
- Foreign substances that could corrode roofing material, sealants, and/or obstruct gutters, drainpipes, air intakes, or exhausts (such as nests or droppings)

M

Mechanical

Properly functioning heating, ventilation, and air conditioning (HVAC) systems are needed to maintain operational facilities with safe, healthy, and comfortable learning environments for both students and staff. HVAC systems are also large consumers of energy and contribute significantly to the total energy usage on school campuses every day.

The mechanical assessment focused on the integrity of building HVAC systems and component systems. The consultant looked for observable deficiencies that included but were not limited to the following:

- Air conditioning and/or heating systems that are poorly functioning or non-functional
- Outdated, inefficient, and/or non-functional HVAC system units and/or controls
- Gaps, holes, or cracks on air intake filters allowing unfiltered air to enter the ventilator
- Loose filters on the air intake
- Obstructed ventilation units
- Damaged or missing vents
- Vibrating or excessively noisy HVAC units
- Strong odors near HVAC systems and equipment such as chemical smells, mildew, or trash/debris
- Dusty or dirty ventilation grills or vents
- Non-functional specialty fans/hoods
- Discomfort, stale air and/or stuffiness in a room or space
- Standing water or condensate in condensate pans
- Signs of refrigerant leakage

E

Electrical

To help ensure the safety of students and staff and the protection of facility assets, the electrical assessment involved a walk-through of the entire site to evaluate the integrity of electrical systems and components to include utility service and switchgear; wiring, conduit and distribution; receptacles and appliances; as well as interior and exterior lighting.

The consultant looked for observable deficiencies that included but were not limited to the following:

- Inadequate power supply and/or distribution
- Switchboards that are in poor condition, lack space and/or capacity
- Improperly mounted, covered or guarded electrical equipment and/or components
- Blocked electrical panels
- Exposed wiring or frayed cords
- Damaged or missing electrical components
- Outdated, inefficient and/or non-functional lighting fixtures, systems and/or controls
- Poorly functioning and/or outdated low voltage systems and equipment
- Damaged or missing light covers or bulbs
- Improper use of extension cords or surge protectors
- Improperly located appliances
- Corrosion of metal system elements exposed to groundwater

P

Plumbing

Properly maintained restrooms and drinking fountains contribute to the health of students and staff and also assist in reducing excessive water consumption.

The plumbing assessment included a walk-through of the entire site to observe the integrity of piping, drainage and distribution systems and related components, with any issues noted and prioritized.

The consultant looked for observable deficiencies that included but were not limited to the following:

- Outdated, inefficient and/or non-functional fixtures, systems and/or controls
- Inaccessible sinks/fountains and other fixtures
- Loose/improperly attached, clogged and/or damaged fixtures
- Signs of leakage and/or contaminants
- Dirty or moldy fixtures
- Improper water pressure
- Missing restroom partitions and/or stall doors
- Inoperable or missing exhaust fans

C

Civil

The civil assessment included a walk-through of each site to observe conditions with regard to drainage and detention, grading, site utilities and paved surfaces. Any observed deficiencies were noted and reviewed with the assessment team and with District representatives to confirm recommendations and timing.

The civil consultants looked for observable deficiencies that included but were not limited to the following:

- Drainage and detention
- Driveways
- Concrete parking areas
- Asphalt paving
- Sidewalks
- Site grading
- Site utilities (Sanitary Sewer, Storm Drain, Domestic Water and Fire Supply)

T

Technology

The technology assessment included a walk-through of each site to observe conditions with regard to a variety of systems and infrastructure including network, Internet, classroom, security and audio visual. Any observed deficiencies were noted, compared to best-practice standards and District standards, discussed with the assessment team and with District representatives to review recommendations and priorities.

The technology consultants looked for observable deficiencies related to the following:

- Network Systems - data cabling, network switches/routers, phone systems, and wireless network
- Classroom Systems - classroom multimedia, telephones, peripherals including document cameras and sound reinforcement
- Internet Systems - routers, firewalls, content filtering and internet connections
- Data Center - servers, storage, virtualization, backups, disaster recovery and room elements (racks, cooling, power, battery backup, generator, etc.)
- Wide Area Network - building-to-building connectivity
- Physical Security Systems - video surveillance cameras, access control components, intrusion, campus entrance/exits
- Audio Visual Systems - sound systems, bell, clock, public address and board room systems
- Student Devices - 1:1, BYOD, computer carts, classroom computers, computer labs

Alameda

Elementary School

Existing Site Plan

Legend

- Permanent Construction
- Portable Building

Alameda

Elementary School

Proposed Classroom Utilization

(5) Kinder Classrooms
(2) New TK Classrooms
(7) Total K/TK Classrooms

(7) EC
(2) SDC Classrooms

(19) Classrooms

Legend

1. Admin. Addition: Secured Entry Lobby, Nurse Area Expansion, and Conference Room
2. Kinder Drop-Off
3. Parent Drop-Off
4. Bus Drop-Off
5. Staff Parking
6. Visitor Parking
7. Kinder Parking
8. Lunch Shelter
9. Student Wellness Support Services
10. Playground Structure
11. Hard Court Play Area
12. Kitchen Addition
13. STEM / Library

Perimeter Fence

New Fence Area

Marquee

Alameda

Elementary School

Proposed Master Plan

Legend

1. Admin. Addition: Secured Entry Lobby, Nurse Area Expansion, and Conference Room
2. Kinder Drop-Off
3. Parent Drop-Off
4. Bus Drop-Off
5. Staff Parking
6. Visitor Parking
7. Kinder Parking
8. Shade Shelter
9. Student Wellness Support Services
10. Playground Structure
11. Hard Court Play Area
12. Kitchen Addition
13. STEM / Library

- Modernization
- Reconfigure
- New Construction
- Perimeter Fence
- New Fence Area
- Marquee

(6) - Portables Removed from this campus
(0) - Portables Remaining on campus

Carpenter

Elementary School

Existing Site Plan

Carpenter

Elementary School

Proposed Classroom Utilization

(2) TK Classrooms
(5) K Classrooms
(5) 1st Grade Classrooms
(5) 2nd Grade Classrooms
(5) 3rd Grade Classrooms
(4) 4th Grade Classrooms
(4) 5th Grade Classrooms
(30) Classrooms

Legend

1. Admin. Addition: Secured Entry Lobby, Nurse Area Expansion, and Conference Room
2. Kinder Drop-Off
3. Parent Drop-Off
4. Bus Drop-Off
5. Staff Parking
6. Visitor Parking
7. Kinder Parking
8. Lunch Shelter
9. Student Wellness Support Services
10. Playground Structure
11. Hard Court Play Area
12. Kitchen Addition
13. STEM / Library

Perimeter Fence

New Fence Area

Marquee

Carpenter

Elementary School

Proposed Master Plan

Legend

1. Admin. Addition: Secured Entry Lobby, Nurse Area Expansion, and Conference Room
2. Kinder Drop-Off
3. Parent Drop-Off
4. Bus Drop-Off
5. Staff Parking
6. Visitor Parking
7. Kinder Parking
8. Shade Shelter
9. Student Wellness Support Services
10. Playground Structure
11. Hard Court Play Area
12. Kitchen Addition
13. STEM / Library

- Modernization
- Reconfigure
- New Construction
- Perimeter Fence
- New Fence Area
- Marquee

(12) - Portables Removed from this campus
(0) - Portables Remaining on campus

Gallatin

Elementary School

Existing Site Plan

Legend

Permanent Construction

Portable Building

Gallatin

Elementary School

Proposed Classroom Utilization

(5) Kinder Classrooms
(2) New Kinder Classrooms
(7) Total Kinder Classrooms

(2) Special Education Classrooms

(17) Classrooms

Legend

1. Admin. Addition: Secured Entry Lobby, Nurse Area Expansion, and Conference Room
2. Kinder Drop-Off
3. Parent Drop-Off
4. Bus Drop-Off
5. Staff Parking
6. Visitor Parking
7. Kinder Parking
8. Lunch Shelter
9. Student Wellness Support Services
10. Playground Structure
11. Hard Court Play Area
12. Kitchen Addition
13. STEM / Library

Perimeter Fence

New Fence Area

Marquee

Gallatin

Elementary School

Proposed Master Plan

Legend

1. Admin. Addition: Secured Entry Lobby, Nurse Area Expansion, and Conference Room
2. Kinder Drop-Off
3. Parent Drop-Off
4. Bus Drop-Off
5. Staff Parking
6. Visitor Parking
7. Kinder Parking
8. Shade Shelter
9. Student Wellness Support Services
10. Playground Structure
11. Hard Court Play Area
12. Kitchen Addition
13. STEM / Library

Modernization

Reconfigure

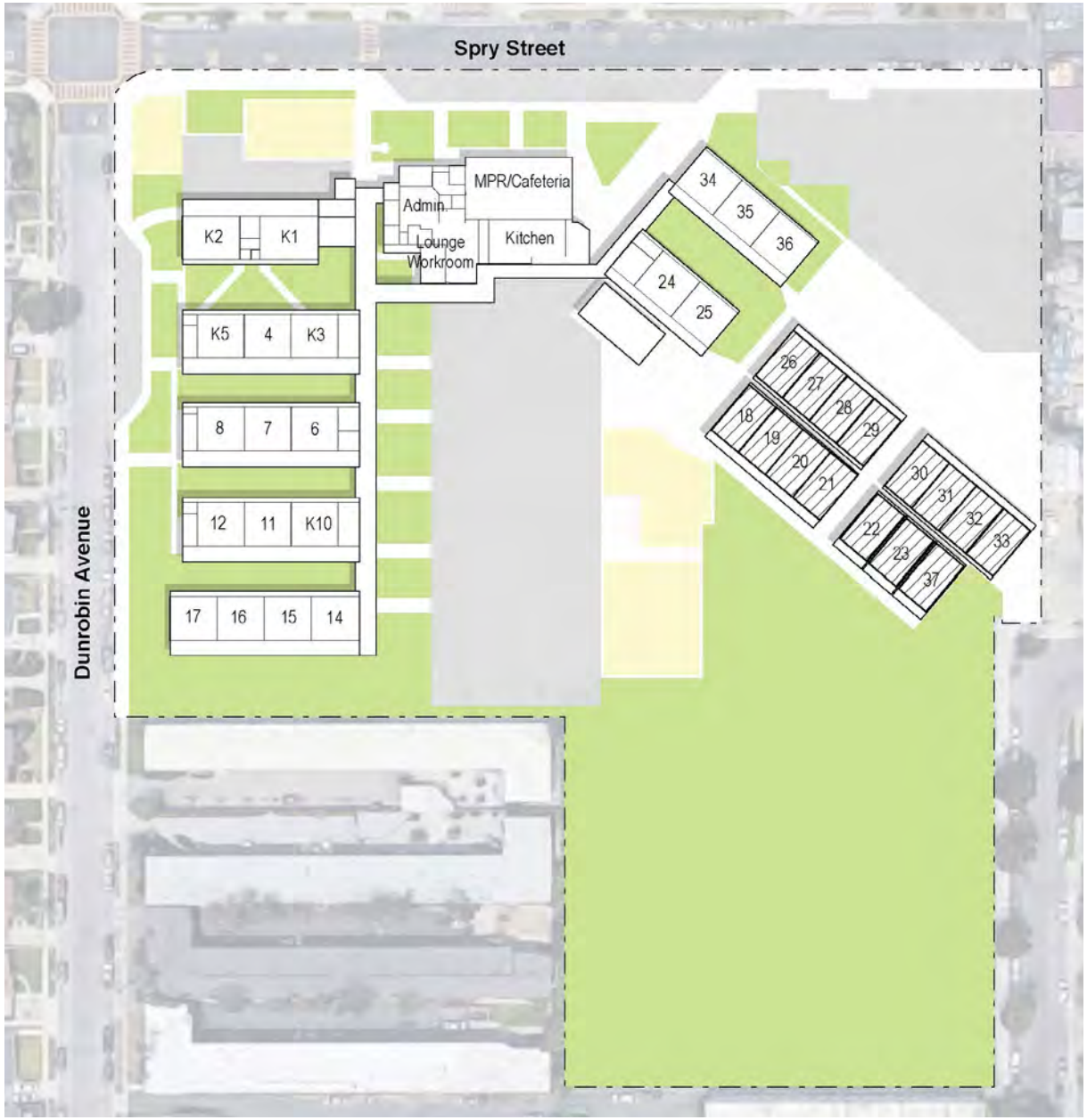
New Construction

Perimeter Fence

New Fence Area

Marquee

(16) - Portables Removed from this campus
(0) - Portables Remaining on campus



Gauldin

Elementary School

Existing Site Plan

Gauldin

Elementary School

Proposed Classroom Utilization

(5) Kinder Classrooms
(2) New Kinder Classrooms
(7) Total Kinder Classrooms

(8) Special Education Classrooms

(16) Classrooms

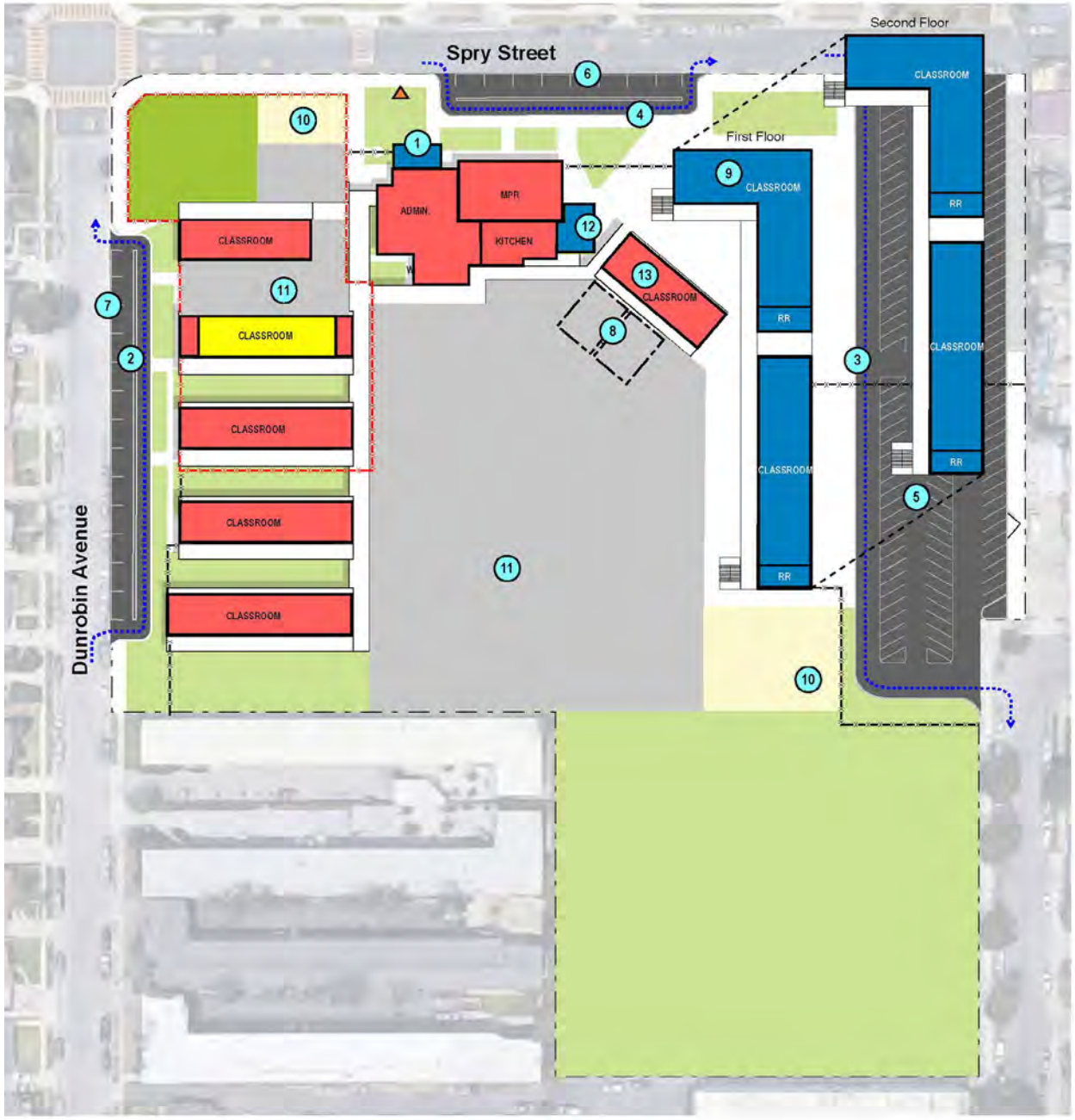
Legend

1. Admin. Addition: Secured Entry Lobby, Nurse Area Expansion, and Conference Room
2. Kinder Drop-Off
3. Parent Drop-Off
4. Bus Drop-Off
5. Staff Parking
6. Visitor Parking
7. Kinder Parking
8. Lunch Shelter
9. Student Wellness Support Services
10. Playground Structure
11. Hard Court Play Area
12. Kitchen Addition
13. STEM / Library

Perimeter Fence

New Fence Area

Marquee



Gauldin

Elementary School

Proposed Master Plan

Legend

1. Admin. Addition: Secured Entry Lobby, Nurse Area Expansion, and Conference Room
2. Kinder Drop-Off
3. Parent Drop-Off
4. Bus Drop-Off
5. Staff Parking
6. Visitor Parking
7. Kinder Parking
8. Shade Shelter
9. Student Wellness Support Services
10. Playground Structure
11. Hard Court Play Area
12. Kitchen Addition
13. STEM / Library

Modernization

Reconfigure

New Construction

Perimeter Fence

New Fence Area

Marquee

(15) - Portables Removed from this campus
(0) - Portables Remaining on campus

Imperial

Elementary School

Existing Site Plan

Legend

- Permanent Construction
- Portable Building

Imperial

Elementary School

Proposed Classroom Utilization

(5) Kinder Classrooms
(3) New Kinder Classrooms
(8) Total Kinder Classrooms

(3) Special Education Classrooms

(23) Classrooms
(2) 4-5 Expansion
(25) Total Classrooms

Legend

1. Admin. Bldg.: Secured Entry Lobby, Nurse Area Expansion, and Conference Room
2. Kinder Drop-Off
3. Parent Drop-Off
4. Bus Drop-Off
5. Staff Parking
6. Visitor Parking
7. Kinder Parking
8. Lunch Shelter
9. Student Wellness Support Services
10. Playground Structure
11. Hard Court Play Area
12. Kitchen Addition
13. STEM / Library

Perimeter Fence

New Fence Area

Marquee

Imperial

Elementary School

Proposed Master Plan

Legend

1. Admin. Bldg.: Secured Entry Lobby, Nurse Area Expansion, and Conference Room
2. Kinder Drop-Off
3. Parent Drop-Off
4. Bus Drop-Off
5. Staff Parking
6. Visitor Parking
7. Kinder Parking
8. Shade Shelter
9. Student Wellness Support Services
10. Playground Structure
11. Hard Court Play Area
12. Kitchen Addition
13. STEM / Library

- Modernization
- Reconfigure
- New Construction
- Perimeter Fence
- New Fence Area
- Marquee

(18) - Portables Removed from this campus
(0) - Portables Remaining on campus

Lewis

Elementary School

Existing Site Plan

Lewis

Elementary School

Proposed Classroom Utilization

(6) Kinder Classrooms
(2) New Kinder Classrooms
(8) Total Kinder Classrooms

(5) Special Education Classrooms

(24) Classrooms

Legend

1. Admin. Addition: Secured Entry Lobby, Nurse Area Expansion, and Conference Room
2. Kinder Drop-Off
3. Parent Drop-Off
4. Bus Drop-Off
5. Staff Parking
6. Visitor Parking
7. Kinder Parking
8. Lunch Shelter
9. Student Wellness Support Services
10. Playground Structure
11. Hard Court Play Area
12. Kitchen Addition
13. STEM / Library

Perimeter Fence

New Fence Area

Marquee

Lewis

Elementary School

Proposed Master Plan

Legend

1. Admin. Addition: Secured Entry Lobby, Nurse Area Expansion, and Conference Room
2. Kinder Drop-Off
3. Parent Drop-Off
4. Bus Drop-Off
5. Staff Parking
6. Visitor Parking
7. Kinder Parking
8. Shade Shelter
9. Student Wellness Support Services
10. Playground Structure
11. Hard Court Play Area
12. Kitchen Addition
13. STEM / Library

- Modernization
- Reconfigure
- New Construction
- Perimeter Fence
- New Fence Area
- Marquee

(10) - Portables Removed from this campus
(0) - Portables Remaining on campus
*TLC Relocated to a more central location

Old River

Elementary School

Existing Site Plan

Legend

Permanent Construction

Portable Building

Old River

Elementary School

Proposed Classroom Utilization

(3) Special Education Classrooms

(18) Classrooms

Legend

1. Admin. Addition: Secured Entry Lobby, Nurse Area Expansion, and Conference Room
2. Kinder Drop-Off
3. Parent Drop-Off
4. Bus Drop-Off
5. Staff Parking
6. Visitor Parking
7. Kinder Parking
8. Lunch Shelter
9. Student Wellness Support Services
10. Playground Structure
11. Hard Court Play Area
12. Kitchen Addition
13. STEM / Library

Perimeter Fence

New Fence Area

Marquee

Old River

Elementary School

Proposed Master Plan

Legend

1. Admin. Addition: Secured Entry Lobby, Nurse Area Expansion, and Conference Room
2. Kinder Drop-Off
3. Parent Drop-Off
4. Bus Drop-Off
5. Staff Parking
6. Visitor Parking
7. Kinder Parking
8. Shade Shelter
9. Student Wellness Support Services
10. Playground Structure
11. Hard Court Play Area
12. Kitchen Addition
13. STEM / Library

- Modernization
- Reconfigure
- New Construction
- Perimeter Fence
- New Fence Area
- Marquee

N/A - Portables Removed from this campus
N/A - Portables Remaining on campus

Pace

Elementary School

Existing Site Plan

Pace

Elementary School

Proposed Master Plan

Legend

1. Admin. Bldg.: Secured Entry Lobby, Nurse Area Expansion, and Conference Room
2. Kinder Drop-Off
3. Parent Drop-Off
4. Bus Drop-Off
5. Staff Parking
6. Visitor Parking
7. Kinder Parking
8. Shade Shelter
9. Student Wellness Support Services
10. Playground Structure
11. Hard Court Play Area
12. Kitchen Addition
13. STEM / Library

- Modernization
- Reconfigure
- New Construction
- Perimeter Fence
- New Fence Area
- Marquee

N/A - Portables Removed from this campus
N/A - Portables Remaining on campus

Price

Elementary School

Existing Site Plan

Price

Elementary School

Proposed Classroom Utilization

(5) Kinder Classrooms
(2) New Kinder Classrooms
(7) Total Kinder Classrooms

(2) Special Education Classrooms

(22) Classrooms

Legend

1. Admin. Addition: Secured Entry Lobby, Nurse Area Expansion, and Conference Room
2. Kinder Drop-Off
3. Parent Drop-Off
4. Bus Drop-Off
5. Staff Parking
6. Visitor Parking
7. Kinder Parking
8. Lunch Shelter
9. Student Wellness Support Services
10. Playground Structure
11. Hard Court Play Area
12. Kitchen Addition
13. STEM / Library

Perimeter Fence

New Fence Area

Marquee

Price

Elementary School

Proposed Master Plan

Legend

1. Admin. Addition: Secured Entry Lobby, Nurse Area Expansion, and Conference Room
2. Kinder Drop-Off
3. Parent Drop-Off
4. Bus Drop-Off
5. Staff Parking
6. Visitor Parking
7. Kinder Parking
8. Shade Shelter
9. Student Wellness Support Services
10. Playground Structure
11. Hard Court Play Area
12. Kitchen Addition
13. STEM / Library

Modernization

Reconfigure

New Construction

Perimeter Fence

New Fence Area

Marquee

(21) - Portables Removed from this campus
(0) - Portables Remaining on campus

Rio Hondo

Elementary School

Existing Site Plan

Legend

Permanent Construction

Portable Building

Rio Hondo

Elementary School

Proposed Room Numbers

(5) Kinder Classrooms
(2) New Kinder Classrooms
(7) Total Kinder Classrooms

(5) Special Education Classrooms

(20) Classrooms

Legend

1. Admin. Addition: Secured Entry Lobby, Nurse Area Expansion, and Conference Room
2. Kinder Drop-Off
3. Parent Drop-Off
4. Bus Drop-Off
5. Staff Parking
6. Visitor Parking
7. Kinder Parking
8. Lunch Shelter
9. Student Wellness Support Services
10. Playground Structure
11. Hard Court Play Area
12. Kitchen Addition
13. STEM / Library

Perimeter Fence

New Fence Area

Marquee

Rio Hondo

Elementary School

Proposed Master Plan

Legend

1. Admin. Addition: Secured Entry Lobby, Nurse Area Expansion, and Conference Room
2. Kinder Drop-Off
3. Parent Drop-Off
4. Bus Drop-Off
5. Staff Parking
6. Visitor Parking
7. Kinder Parking
8. Shade Shelter
9. Student Wellness Support Services
10. Playground Structure
11. Hard Court Play Area
12. Kitchen Addition
13. STEM / Library

- Modernization
- Reconfigure
- New Construction
- Perimeter Fence
- New Fence Area
- Marquee

(21) - Portables Removed from this campus
(0) - Portables Remaining on campus

Rio San Gabriel

Elementary School

Existing Site Plan

Rio San Gabriel

Elementary School

Proposed Classroom Utilization

(5) Kinder Classrooms
(2) New Kinder Classrooms
(7) Total Kinder Classrooms

(5) Special Education Classrooms

(19) Classrooms

Legend

1. Admin. Bldg.: Secured Entry Lobby, Nurse Area Expansion, and Conference Room
2. Kinder Drop-Off
3. Parent Drop-Off
4. Bus Drop-Off
5. Staff Parking
6. Visitor Parking
7. Kinder Parking
8. Lunch Shelter
9. Student Wellness Support Services
10. Playground Structure
11. Hard Court Play Area
12. Kitchen Addition
13. STEM / Library

Perimeter Fence

New Fence Area

Marquee

Rio San Gabriel

Elementary School

Proposed Master Plan

Legend

1. Admin. Bldg.: Secured Entry Lobby, Nurse Area Expansion, and Conference Room
2. Kinder Drop-Off
3. Parent Drop-Off
4. Bus Drop-Off
5. Staff Parking
6. Visitor Parking
7. Kinder Parking
8. Shade Shelter
9. Student Wellness Support Services
10. Playground Structure
11. Hard Court Play Area
12. Kitchen Addition
13. STEM / Library

- Modernization
- Reconfigure
- New Construction
- Perimeter Fence
- New Fence Area
- Marquee

(10) - Portables Removed from this campus
(0) - Portables Remaining on campus

Unsworth

Elementary School

Existing Site Plan

Legend

- Permanent Construction
- Portable Building

Unsworth

Elementary School

Proposed Classroom Utilization

(5) Kinder Classrooms
(2) New Kinder Classrooms
(7) Total Kinder Classrooms

(4) Special Education Classrooms

(19) Classrooms

Legend

1. Admin. Addition: Secured Entry Lobby, Nurse Area Expansion, and Conference Room
2. Kinder Drop-Off
3. Parent Drop-Off
4. Bus Drop-Off
5. Staff Parking
6. Visitor Parking
7. Kinder Parking
8. Lunch Shelter
9. Student Wellness Support Services
10. Playground Structure
11. Hard Court Play Area
12. Kitchen Addition
13. STEM / Library

Perimeter Fence

New Fence Area

Marquee

Unsworth

Elementary School

Proposed Master Plan

Legend

1. Admin. Addition: Secured Entry Lobby, Nurse Area Expansion, and Conference Room
2. Kinder Drop-Off
3. Parent Drop-Off
4. Bus Drop-Off
5. Staff Parking
6. Visitor Parking
7. Kinder Parking
8. Shade Shelter
9. Student Wellness Support Services
10. Playground Structure
11. Hard Court Play Area
12. Kitchen Addition
13. STEM / Library

- Modernization
- Reconfigure
- New Construction
- Perimeter Fence
- New Fence Area
- Marquee

(6) - Portables Removed from this campus
(0) - Portables Remaining on campus

Ward

Elementary School

Existing Site Plan

Ward

Elementary School

Proposed Classroom Utilization

(5) Kinder Classrooms
(2) New Kinder Classrooms
(7) Total Kinder Classrooms

(4) Special Education Classrooms

(14) Classrooms

Legend

1. Admin. Addition: Secured Entry Lobby, Nurse Area Expansion, and Conference Room
2. Kinder Drop-Off
3. Parent Drop-Off
4. Bus Drop-Off
5. Staff Parking
6. Visitor Parking
7. Kinder Parking
8. Lunch Shelter
9. Student Wellness Support Services
10. Playground Structure
11. Hard Court Play Area
12. Kitchen Addition
13. STEM / Library

Perimeter Fence

New Fence Area

Marquee

Ward

Elementary School

Proposed Master Plan

Legend

1. Admin. Addition: Secured Entry Lobby, Nurse Area Expansion, and Conference Room
2. Kinder Drop-Off
3. Parent Drop-Off
4. Bus Drop-Off
5. Staff Parking
6. Visitor Parking
7. Kinder Parking
8. Shade Shelter
9. Student Wellness Support Services
10. Playground Structure
11. Hard Court Play Area
12. Kitchen Addition
13. STEM / Library

- Modernization
- Reconfigure
- New Construction
- Perimeter Fence
- New Fence Area
- Marquee

(9) - Portables Removed from this campus
(0) - Portables Remaining on campus

Williams

Elementary School

Existing Site Plan

Legend

- Permanent Construction
- Portable Building

Williams

Elementary School

Proposed Classroom Utilization

(2) Kinder Classrooms
(2) New Kinder Classrooms
(4) Total Kinder Classrooms

(3) Special Education Classrooms

(22) Classrooms

Legend

1. Admin. Addition: Secured Entry Lobby, Nurse Area Expansion, and Conference Room
2. Kinder Drop-Off
3. Parent Drop-Off
4. Bus Drop-Off
5. Staff Parking
6. Visitor Parking
7. Kinder Parking
8. Lunch Shelter
9. Student Wellness Support Services
10. Playground Structure
11. Hard Court Play Area
12. Kitchen Addition
13. STEM / Library

Perimeter Fence

New Fence Area

Marquee

Williams

Elementary School

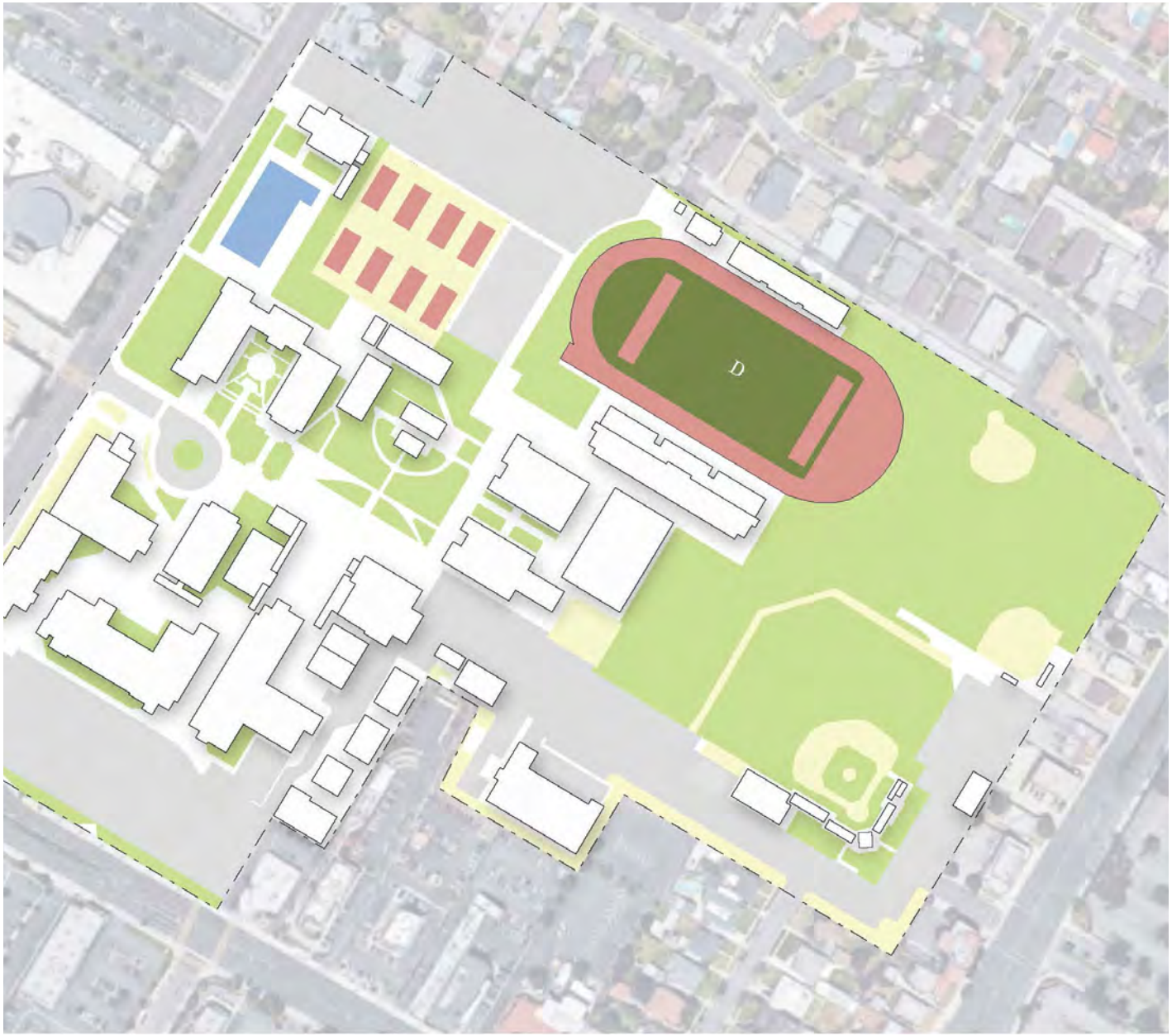
Proposed Master Plan

Legend

1. Admin. Addition: Secured Entry Lobby, Nurse Area Expansion, and Conference Room
2. Kinder Drop-Off
3. Parent Drop-Off
4. Bus Drop-Off
5. Staff Parking
6. Visitor Parking
7. Kinder Parking
8. Shade Shelter
9. Student Wellness Support Services
10. Playground Structure
11. Hard Court Play Area
12. Kitchen Addition
13. STEM / Library

- Modernization
- Reconfigure
- New Construction
- Perimeter Fence
- New Fence Area
- Marquee

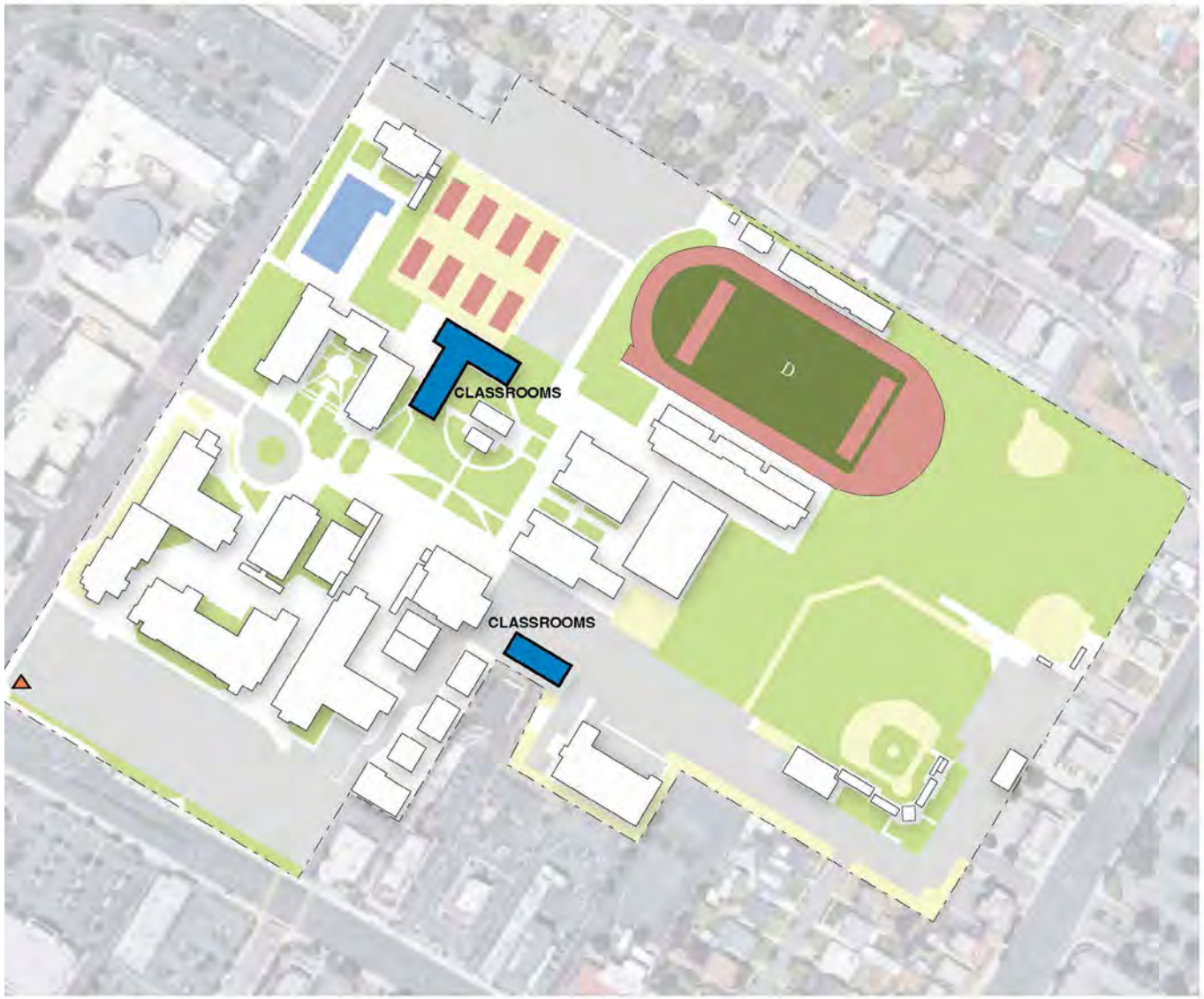
(16) - Portables Removed from this campus
(0) - Portables Remaining on campus



Downey

High School

Existing Site Plan



Downey

High School

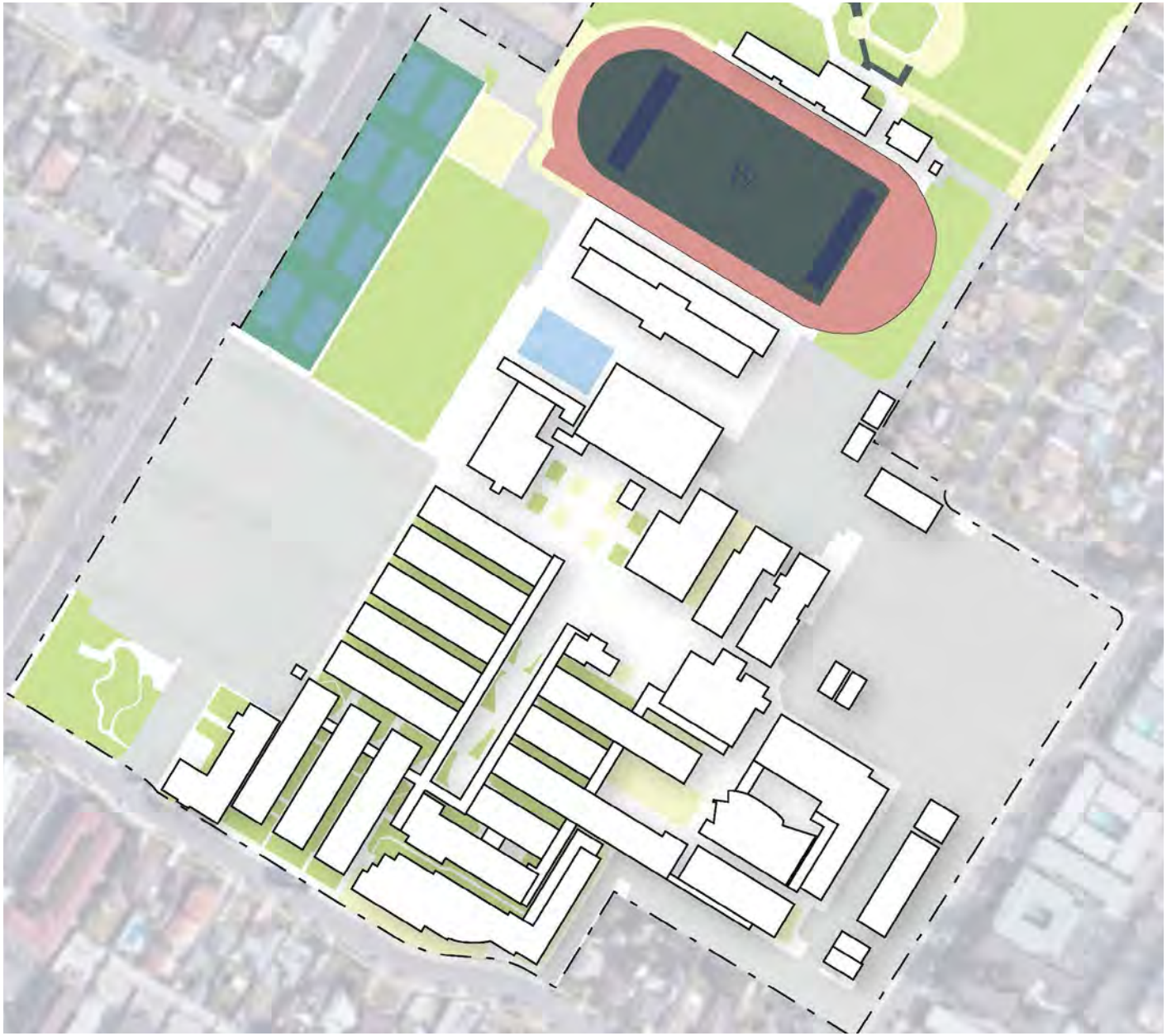
Proposed Master Plan

Legend

1. Admin. Addition: Secured Entry Lobby, Nurse Area Expansion, and Conference Room
2. Kinder Drop-Off
3. Parent Drop-Off
4. Bus Drop-Off
5. Staff Parking
6. Visitor Parking
7. Kinder Parking
8. Shade Shelter
9. Student Wellness Support Services
10. Playground Structure
11. Hard Court Play Area
12. Kitchen Addition
13. STEM / Library

- Modernization
- Reconfigure
- New Construction
- Perimeter Fence
- New Fence Area
- Marquee

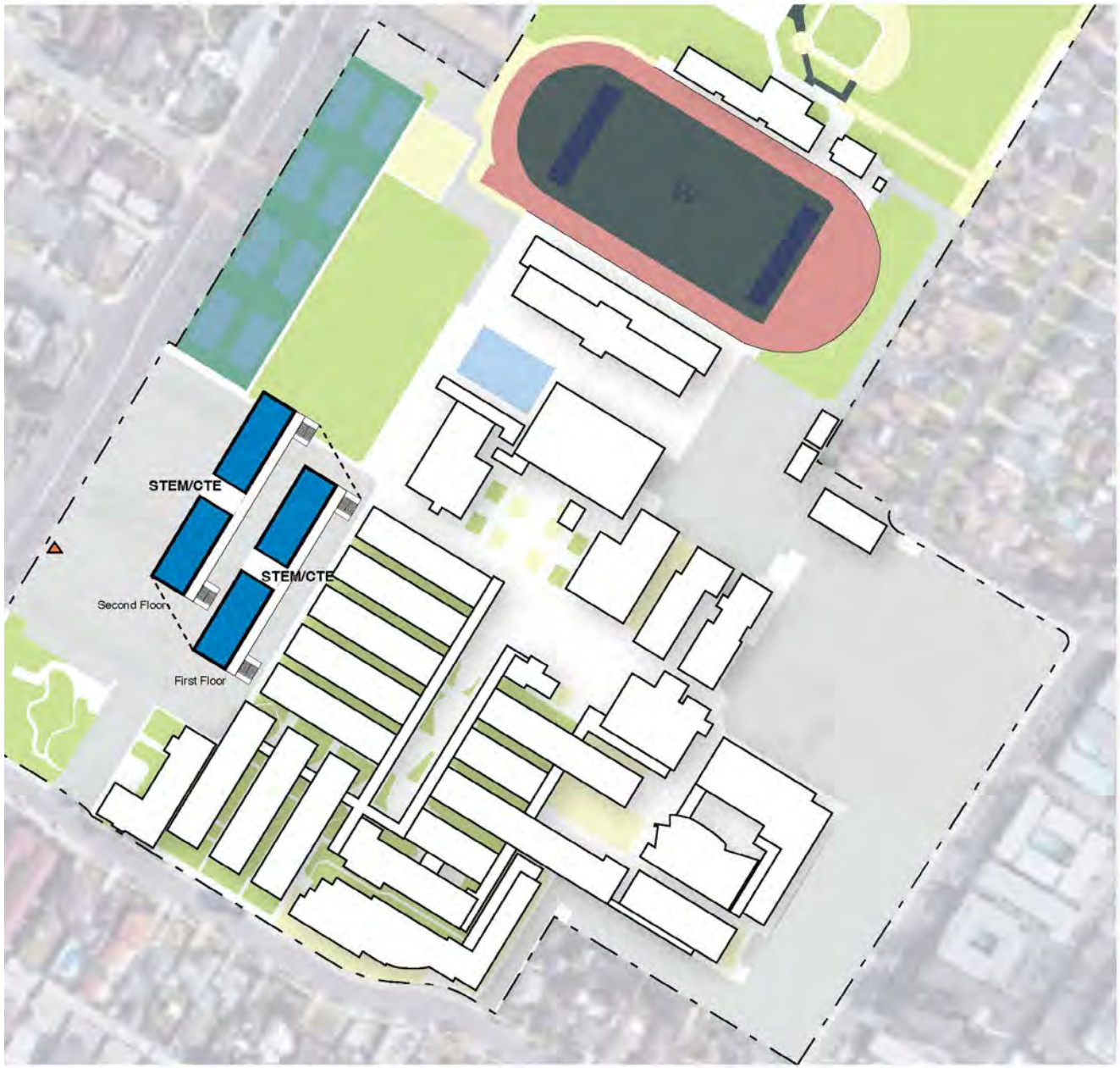
(14) - Portables Removed from this campus
(0) - Portables Remaining on campus



Warren

Elementary School

Existing Site Plan



Warren

High School

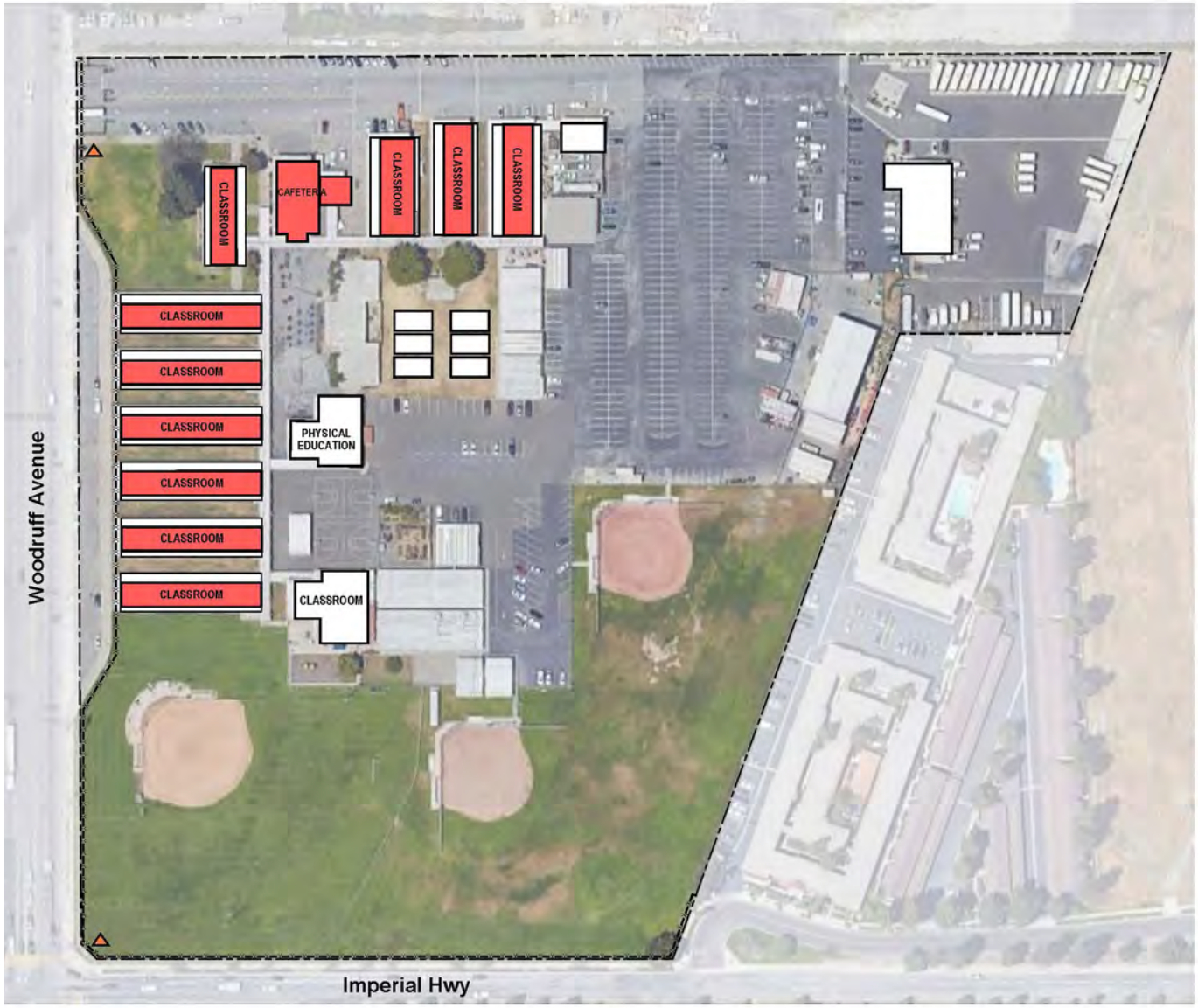
Proposed Master Plan

Legend

1. Admin. Addition: Secured Entry Lobby, Nurse Area Expansion, and Conference Room
2. Kinder Drop-Off
3. Parent Drop-Off
4. Bus Drop-Off
5. Staff Parking
6. Visitor Parking
7. Kinder Parking
8. Shade Shelter
9. Student Wellness Support Services
10. Playground Structure
11. Hard Court Play Area
12. Kitchen Addition
13. STEM / Library

- Modernization
- Reconfigure
- New Construction
- Perimeter Fence
- New Fence Area
- Marquee

(12) - Portables Removed from this campus
(0) - Portables Remaining on campus



Columbus

High School

Proposed Master Plan - Phase 1

Legend

1. Admin. Addition: Secured Entry Lobby, Nurse Area Expansion, and Conference Room
2. Kinder Drop-Off
3. Parent Drop-Off
4. Bus Drop-Off
5. Staff Parking
6. Visitor Parking
7. Kinder Parking
8. Shade Shelter
9. Student Wellness Support Services
10. Playground Structure
11. Hard Court Play Area
12. Kitchen Addition
13. STEM / Library

- Modernization
- Reconfigure
- New Construction
- Perimeter Fence
- New Fence Area
- Marquee

(0) - Portables Removed from this campus
(21) - Portables Remaining on campus

Columbus

High School

Proposed Master Plan - Phase 2

Legend

1. Admin. Addition: Secured Entry Lobby, Nurse Area Expansion, and Conference Room
2. Kinder Drop-Off
3. Parent Drop-Off
4. Bus Drop-Off
5. Staff Parking
6. Visitor Parking
7. Kinder Parking
8. Shade Shelter
9. Student Wellness Support Services
10. Playground Structure
11. Hard Court Play Area
12. Kitchen Addition
13. STEM / Library

- Modernization
- Reconfigure
- New Construction
- Perimeter Fence
- New Fence Area
- Marquee

(21) - Portables Removed from this campus
(0) - Portables Remaining on campus

Columbus

High School

Proposed Master Plan - Phase 3

Legend

1. Admin. Addition: Secured Entry Lobby, Nurse Area Expansion, and Conference Room
2. Kinder Drop-Off
3. Parent Drop-Off
4. Bus Drop-Off
5. Staff Parking
6. Visitor Parking
7. Kinder Parking
8. Shade Shelter
9. Student Wellness Support Services
10. Playground Structure
11. Hard Court Play Area
12. Kitchen Addition
13. STEM / Library

- Modernization
- Reconfigure
- New Construction
- Perimeter Fence
- New Fence Area
- Marquee

Cost Summary.

Cost Summary and Sources of Funding

A long-range facility master plan is a compilation of information, policies, and statistical data about a school district organized to provide a continuous basis for planning educational facilities in order to meet the changing needs of a community. It provides alternatives in allocating resources to achieve the District's facility-related goals and objectives.

The information obtained during the assessment process is utilized to maximize the long-term useful life of the facilities and results are leveraged to evaluate existing adequacy and long-term needs in order to support informed decision-making and project planning. Recommendations are presented with associated costs and proposed priorities which are then evaluated by the District for final implementation.

Cost Estimating and Development of the Financial Plan

The financial plan sets the framework to turn comparative analysis into a strategic plan and position the Downey Unified School District for the future. It enables the District to drive success through better financial analysis; improving the District's ability to evaluate the effectiveness of its strategy, and analyze performance over time and across resources. The plan assesses implications of changes in enrollment, programmatic needs and capital improvement needs to create equity for all schools and, in turn, create more value for the District, its students, stakeholders and community.

FACILITIES FUNDING OVERVIEW

The projected costs in the Long-Range Facilities Master Plan are intended to address facility needs in a manner that recognizes the fiscal and legislative conditions under which the District must operate. As with many California School Districts, the needs of the Downey Unified School District outweigh available funding for these projects. Determining the funding method to finance land acquisition, school construction and modernization is a critical part of any facilities planning process. What might work well for one school district may not be a politically or economically viable option for another district. School districts have several options; however, a single method may not satisfy all the identified need. Resolving school district facility needs is a matter of selecting a combination of approaches which will work best in circumstances particular to that district. Successful implementation of project funding requires an accurate analysis of the district's current facilities, future facility needs, and a knowledge of resources available.

School facility funding relies on three mechanisms, often referred to as the "three-legged stool." These avenues of funding including state/federal dollars through the establishment of state school facilities bonds or specialty state/federal grants; developer fees levied at the time of new housing development to mitigate the impact of residential or commercial development; and local revenues which include local, general obligation bonds or special tax districts.

California School Facilities Program

California's School Facility Program (SFP), established in 1998, provides funding for school district facilities using statewide general obligation bonds. SFP funding is provided in the form of per-pupil grans and is administered by the State Allocation Board (SAB) and the Office of Public School Construction (OPSC).

The SAB is the policy level body for the SFP program. It is responsible for determining the allocation of State resources including proceeds from General Obligation Bond issues and other designated State funds used for the new construction and modernization of public school facilities.

The OPSC, as staff to the SAB, implements and administers the SFP and other programs of the SAB. The OPSC is charged with the responsibility of verifying that all applicant school districts meet specific criteria based on the type of funding

being requested. The OPSC prepares recommendations for the SAB's review and approval.

The SFP provides state funding assistance for two major types of facilities construction: new construction and modernization. The process for accessing the state assistance program is divided into two steps: and application for eligibility and an application for funding.

Applications for eligibility are approved by the SAB and confirms that a school district meets the criteria under the law to receive assistance for new construction or modernization. Eligibility applications do not result in State funding. To receive the funding for eligible projects, a district must file a funding application with OPSC for approval by the SAB.

Modernization projects are site-specific, based on the age of classroom buildings. Per-pupil grants are generated by applying annually adjusted grant amount multipliers to the number of classrooms on a site which have reached a minimum life-cycle threshold (20 years for portable classrooms, 25 years for permanent classrooms).

For new construction, a district must demonstrate that existing capacity is insufficient to house the pupils, current and anticipated, in the district using a five-year project of enrollment. Once the new construction eligibility is determined, a baseline is created that remains in place as the basis of all future applications. The baseline is adjusted for changes in enrollment and facilities added by the district. After a district has established eligibility for a project, the district may request funding for the design and construction of the facility. The program requires a 50% local matching share of the total project cost.

Once funding is approved, the district has acquired a project site, construction documents have been approved by the Division of the State Architect (DSA), and the California Department of Education (CDE) issues a final approval letter; the district may submit a request for final funding. This request must be submitted before the occupancy of any classroom in the construction contract for the project.

Evolution of the School Facility Program

Senate Bill 50 (Greene) was chaptered into law on August 27, 1998, establishing the SFP. The following November, Proposition 1A was approved by voters and legislation required that regulations be approved and in place for acceptance and process of applications. The SFP continues to evolve through legislative and regulatory changes. Significant changes to the program were implemented with subsequent bills and voter approved propositions, including the funding for charter schools, overcrowding relief, energy efficiency, joint-use projects, career technical education, seismic mitigation, 'high-performance enhancements, and portable building replacement.

Funding for projects approved through the SFP comes exclusively from statewide general obligation bonds approved by the voters of California, the most recent being Proposition 51, approved in November 2016. The following is a summary of voter-approved funding for all general obligation bonds by source of authority and program:

California School Facilities Program History

Source of Authority	Bond Allocation
Proposition 1A - Nov 1998	
New Construction	$2,900,000,000
Modernization	$2,100,000,000
Hardship Assistance	$1,000,000,000
Class Size Reduction	$700,000,000
Total	$6.7 Billion
Proposition 47 – Nov 2002	
New Construction	$6,250,000,000
Modernization	$3,300,000,000
Critically Overcrowded Schools	$1,700,000,000
Charter School Facilities	$100,000
Joint-Use Program	$50,000,000
Total	$11.4 Billion
Proposition 55 – Mar 2004	
New Construction	$4,960,000,000
Modernization	$2,250,000,000
Critically Overcrowded Schools	$2,440,000,000
Charter School Facilities	$300,000,000
Joint-Use Program	$50,000,000
Total	$10.0 Billion
Proposition 1D – Nov 2006	
New Construction (Includes Seismic Mitigation)	$1,900,000,000
Modernization	$3,300,000,000
Overcrowding Relief Grant	$1,000,000,000

Source of Authority	Bond Allocation
Career Technical Education Facilities	$500,000,000
Charter School Facilities	$500,000,000
Higher Performance Incentive Grant	$100,000,000
Joint-Use Program	$29,000,000
Total	$7.329 Billion
Proposition 51 – Nov 2016	
New Construction	$3,000,000,000
Modernization	$3,000,000,000
Career Technical Education Facilities	$500,000,000
Charter School Facilities	$500,000,000
Total	$7.0 Billion

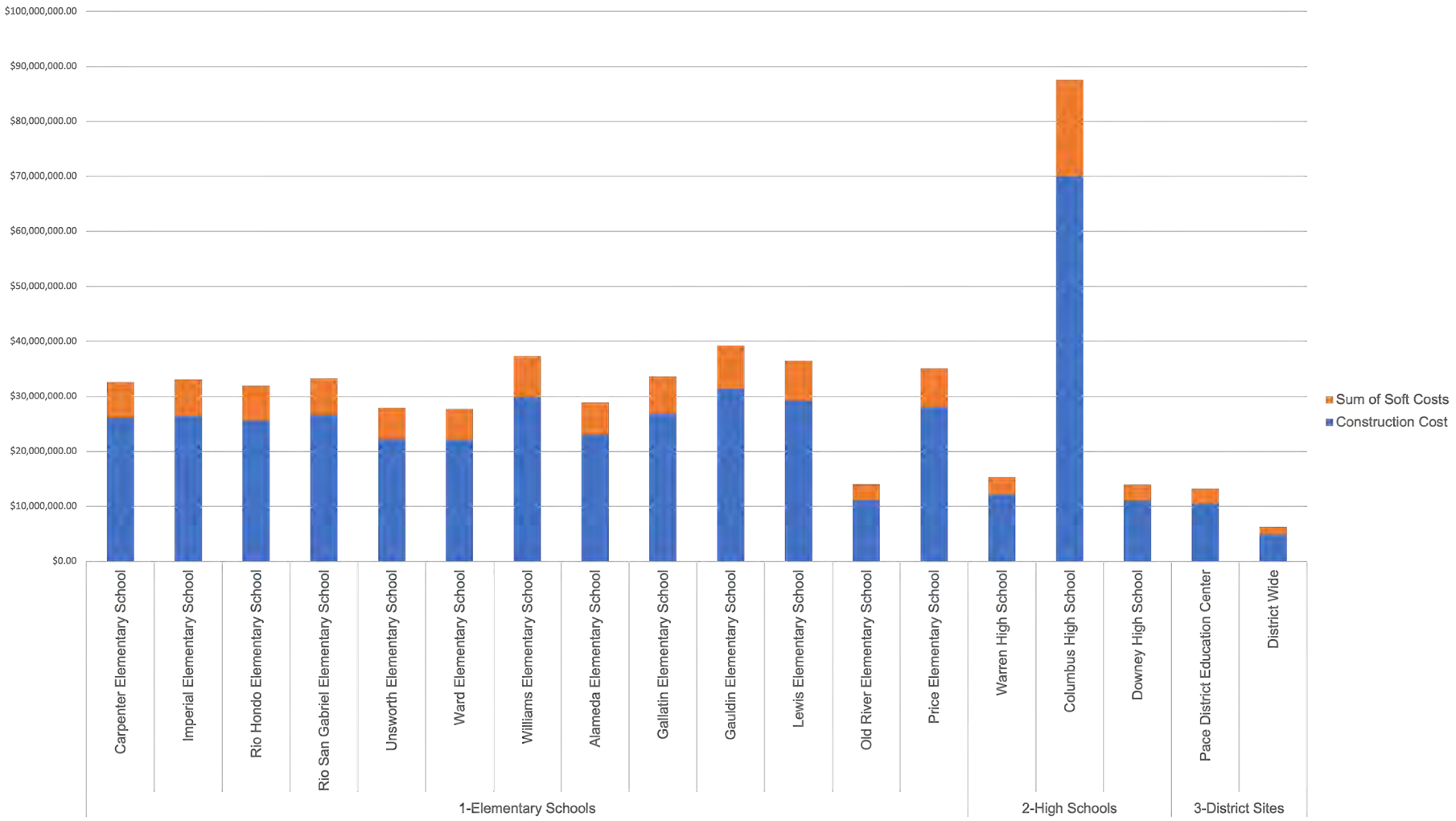
Additional Sources of Funding

Resource	Requirements
General Obligation Bond (GO Bond) Districts may pursue local GO Bonds for capital facilities projects, including land acquisition	55% of 2/3 voter approval (depending on the type)
	District must show bond sales and total interest paid by voters along with a list of projects that will be funded with the proceeds.
General Fund – Routine Restricted Maintenance Account (RRMA) Used to fund standard and preventative maintenance repairs and rehabilitation of buildings, systems, and grounds	EC Section 17979.75 requires school districts that participate in the School Facility Program (SFP) to establish a restricted account within the district's general fund for the exclusive purpose of providing moneys for ongoing and major maintenance of school buildings. Districts are required to deposit a specified amount in each fiscal year, for 20 years, when SFP funds are received.
Building Fund or Capital Outlay Fund Local funding from various district activities such as the sale of land, leases, and rentals	Proceeds from surplus property sales must be used on capital facilities projects.

Resource	Requirements
Developer Fees Fees paid to Districts by property owners / developers to mitigate the impact created by the new developments within the district boundaries and on the school district's facilities. School districts have been authorized since January 1987 to impose impact fees on new residential and commercial / industrial construction.	• The law requires that districts show a reasonable relationship between the impact of the development and the use of the fees. • Districts are prohibited from using these fees for routine or deferred maintenance. • Must be used for construction and reconstruction of school facilities. • Any consideration related to a school district's ability to accommodate enrollment. • Must accommodate student population growth resulting from the new development. • Must show a reasonable relationship between the impact of the new development use of the fee.
General Fund – Deferred Maintenance (DM) – Fund 14 Account within the general fund for the exclusive purpose of providing funds for ongoing and major maintenance of school buildings.	Annual set aside determined by the District
Certificates of Participation (COPs) Pooled financing, combining borrowing by multiple borrowers into a single issuer loan. Certificates of Participation (COPs) are evidence of interests in the debt obligations. Pool Bonds are issued by a joint powers agency.	Must demonstrate general fund or other revenue stream to repay the loan.
Community Facilities District (CFD) Allows for financing of new capital facilities through the establishment of a Community Facilities District	Must finance the construction, expansion, or acquisition of any real or other tangible property with and estimated useful life of five (5) years or more which is or will be constructed, owned, or operated by a public entity.

Cost Summary By School Site

The following chart is a visual representation of the estimated project costs for the recommended master plan projects. Total project cost includes construction costs and soft costs. This data does not included escalation values and is shown in 2022 dollars.



Estimated Cost Summary By School Site

Cost Estimate Detail

School Site	Construction Cost (2022$)	Project Cost (2022$)
High Schools	**$100,947,585.90**	**$126,184,482.38**
Warren High School	$12,253,762.50	$15,317,203.13
Downey High School	$11,140,620.00	$$13,925,775.00
District Sites	**$15,602,269.74**	**$19,502,837.18**
Pace District Education Center	$10,602,269.74	$13,252,837.18
Columbus Site Phase 1	$12,751,000.00	$15,938,750.00
Columbus Site Phase 2	$25,635,103.40	$32,043,879.25
Columbus Site Phase 3	$31,191,700.00	$38,989,625.00
District Wide	$5,000,000.00	$6,250,000.00
Elementary Schools	**$328,994,628.17**	**$411,243,285.21**
Carpenter Elementary School	$26,085,496.32	$32,606,870.40
Imperial Elementary School	$26,459,103.70	$33,073,879.63
Rio Hondo Elementary School	$25,582,784.66	$31,978,480.83
Rio San Gabriel Elementary School	$26,615,197.76	$33,268,997.20
Unsworth Elementary School	$22,318,375.02	$27,897,968.78
Ward Elementary School	$22,191,096.52	$27,738,870.65
Williams Elementary School	$29,871,492.66	$37,339,365.83
Alameda Elementary School	$23,114,464.47	$28,893,080.59
Gallatin Elementary School	$26,887,694.66	$33,609,618.33
Gauldin Elementary School	$31,383,802.22	$39,229,752.78
Lewis Elementary School	$29,217,602.68	$36,522,003.35
Old River Elementary School	$11,223,001.80	$14,028,752.25
Price Elementary School	$28,044,515.70	$35,055,644.63
Grand Total	$438,069,083.81	$547,586,354.76

Cost Detail By School Site

School Site	Construction Cost (2022$)	Project Cost (2022$)
Alameda Elementary School	**$23,114,464.47**	**$28,893,080.59**
Administration Modernization	$782,388.50	$977,985.63
Classroom Modernization	$9,030,562.76	$11,288,203.45
Kitchen and MPR Modernization	$1,681,470.76	$2,101,838.45
Kitchen Expansion	$765,667.50	$957,084.38
Parent Drop Off, Staff Parking	$2,484,000.00	$3,105,000.00
Shade Shelter	$480,000.00	$600,000.00
Playground Structure	$50,000.00	$62,500.00
Hardcourt Play Area	$675,000.00	$843,750.00
Reconfigure Existing Space to Student Wellness Support Services	$1,162,500.00	$1,453,125.00
Bus Drop Off	$110,400.00	$138,000.00
Office and Support Services Expansion	$775,667.50	$969,584.38
Reconfigure Existing Space to Restrooms	$726,930.00	$908,662.50
New Restrooms	$781,607.50	$977,009.38
Expand Existing Kindergarten to Accommodate TK/K Program	$600,769.95	$750,962.44
Kindergarten Parking, Drop Off, Visitor Parking	$2,530,000.00	$3,162,500.00
Kindergarten Play Yard	$477,500.00	$596,875.00

Cost Detail

School Site	Construction Cost (2022$)	Project Cost (2022$)
Carpenter Elementary School	**$26,085,496.32**	**$32,606,870.40**
Administration Modernization	$1,079,708.00	$1,349,635.00
Classroom Modernization	$8,104,536.92	$10,130,671.15
Kitchen and MPR Modernization	$1,754,698.20	$2,193,372.75
Kitchen Expansion	$577,902.00	$722,377.50
New 2-story Classroom Building	$10,661,600.00	$13,327,000.00
Kindergarten Classroom Expansion	$784,046.00	$980,057.50
Kindergarten Parking and Drop Off, Visitor Parking	$115,000.00	$143,750.00
Parent Drop Off, Staff Parking	$184,000.00	$230,000.00
Bud Drop Off	$69,000.00	$86,250.00
Shade Shelter	$800,000.00	$1,000,000.00
Student Wellness Support Services	$647,795.20	$809,744.00
Playground Structure	$100,000.00	$125,000.00
Hardcourt Play Area	$450,000.00	$562,500.00
Office and Support Services Expansion	$757,210.00	$946,512.50

Cost Detail

School Site	Construction Cost (2022$)	Project Cost (2022$)
Gallatin Elementary School	**$26,887,694.66**	**$33,609,618.33**
Administration Modernization	$328,225.80	$410,282.25
Classroom Modernization	$5,540,727.98	$6,925,909.98
Kitchen and MPR Modernization	$2,034,743.18	$2,543,428.98
Kitchen Expansion	$775,667.50	$969,584.38
Shade Shelter	$480,000.00	$600,000.00
Playground Structure	$50,000.00	$62,500.00
Hardcourt Play Area	$360,000.00	$450,000.00
Reconfigure Existing Space to Student Wellness Support Services	$1,162,500.00	$1,453,125.00
Bus Drop Off	$110,400.00	$138,000.00
New Classroom Building	$13,515,430.20	$16,894,287.75
Kindergarten Parking, Drop Off, Staff	$2,530,000.00	$3,162,500.00

Cost Detail

School Site	Construction Cost (2022$)	Project Cost (2022$)
Gauldin Elementary School	**$31,383,802.22**	**$39,229,752.78**
Administration Modernization	$436,323.70	$545,404.63
Classroom Modernization	$5,989,311.04	$7,486,638.80
Kitchen and MPR Modernization	$1,324,812.48	$1,656,015.60
Kitchen Expansion	$775,667.50	$969,584.38
Parent Drop Off, Staff Parking	$1,150,000.00	$1,437,500.00
Shade Shelter	$480,000.00	$600,000.00
Playground Structure	$100,000.00	$125,000.00
Hardcourt Play Area	$337,500.00	$421,875.00
Office and Support Services Expansion	$775,667.50	$969,584.38
Reconfigure Existing Space to Support TK/K Classrooms	$1,162,500.00	$1,453,125.00
Bus Drop Off, Visitor Parking	$80,500.00	$100,625.00
Marquee	$75,000.00	$93,750.00
New Classroom Building	$18,616,020.00	$23,270,025.00
Kindergarten Parking, Drop Off, Staff	$80,500.00	$100,625.00

Cost Detail

School Site	Construction Cost (2022$)	Project Cost (2022$)
Imperial Elementary School	**$26,459,103.70**	**$33,073,879.63**
Classroom Modernization	$7,247,590.70	$9,059,488.38
Kitchen Expansion	$769,265.00	$961,581.25
Shade Shelter	$320,000.00	$400,000.00
Hardcourt Play Area	$225,000.00	$281,250.00
MPR, Kitchen Modernization	$1,960,484.00	$2,450,605.00
Reconfigure existing administration to STEM	$462,300.00	$577,875.00
New Kindergarten Complex	$6,165,844.00	$7,707,305.00
New Administration and 2-Story Classroom Building	$7,408,620.00	$9,260,775.00
Reconfigured Parking and Drop Off	$1,800,000.00	$2,250,000.00
New Play Structure	$100,000.00	$125,000.00

Cost Detail

School Site	Construction Cost (2022$)	Project Cost (2022$)
Lewis Elementary School	**$29,217,602.68**	**$36,522,003.35**
Administration Modernization	$895,546.76	$1,119,433.45
Classroom Modernization	$5,616,192.62	$7,020,240.78
Kitchen and MPR Modernization	$1,638,173.30	$2,047,716.63
Kitchen Expansion	$1,378,905.50	$1,723,631.88
Parent Drop Off, Staff Parking	$1,150,000.00	$1,437,500.00
Shade Shelter	$480,000.00	$600,000.00
Playground Structure	$50,000.00	$62,500.00
Hardcourt Play Area	$225,000.00	$281,250.00
Reconfigure Existing Space to Student Wellness Support Services	$959,910.00	$1,199,887.50
Office and Support Services Expansion	$775,667.50	$969,584.38
Reconfigure Existing Space to Support TK/K Classrooms	$6,282,690.00	$7,853,362.50
Bus Drop Off, Visitor Parking	$230,000.00	$287,500.00
Site Concrete	$49,400.00	$61,750.00
Marquee	$75,000.00	$93,750.00
New Kindergarten Classroom Building	$8,849,117.00	$11,061,396.25
Kindergarten Parking, Drop Off	$161,000.00	$201,250.00
Fencing	$305,000.00	$381,250.00
Landscape	$96,000.00	$120,000.00

Cost Detail

School Site	Construction Cost (2022$)	Project Cost (2022$)
Old River Elementary School	**$11,223,001.80**	**$14,028,752.25**
Administration Modernization	$1,019,596.80	$1,274,496.00
Classroom Modernization	$6,615,379.20	$8,269,224.00
Kitchen and MPR Modernization	$1,606,240.80	$2,007,801.00
Shade Shelter	$240,000.00	$300,000.00
Playground Structure	$50,000.00	$62,500.00
Hardcourt Play Area	$225,000.00	$281,250.00
Reconfigure Existing Space to Student Wellness Support Services	$959,910.00	$1,199,887.50
Site Concrete	$30,875.00	$38,593.75
Safety and Security - Fencing	$305,000.00	$381,250.00
Marquee	$75,000.00	$93,750.00
Landscape	$96,000.00	$120,000.00

Cost Detail

School Site	Construction Cost (2022$)	Project Cost (2022$)
Pace District Education Center	**$10,602,269.74**	**$13,252,837.18**
Classroom Modernization	$5,108,055.06	$6,385,068.83
Kitchen and MPR Modernization	$1,678,985.56	$2,098,731.95
Kitchen Expansion	$775,667.50	$969,584.38
Shade Shelter	$240,000.00	$300,000.00
Playground Structure	$50,000.00	$62,500.00
Hardcourt Play Area	$90,000.00	$112,500.00
Bus Drop Off	$46,000.00	$57,500.00
Office and Support Services Expansion	$775,667.50	$969,584.38
Site Concrete	$24,700.00	$30,875.00
Safety and Security - Fencing	$305,000.00	$381,250.00
Marquee	$75,000.00	$93,750.00
Reconfigure Existing Space to Restrooms	$392,290.00	$490,362.50
Landscape	$48,000.00	$60,000.00
Reconfigure Existing Administration Space	$417,904.12	$522,380.15
Kindergarten Drop Off, Parking, Staff Parking	$345,000.00	$431,250.00
Parent, Visitor Parking	$230,000.00	$287,500.00

Cost Detail

School Site	Construction Cost (2022$)	Project Cost (2022$)
Price Elementary School	**$28,044,515.70**	**$35,055,644.63**
Administration Modernization	$567,411.70	$709,264.63
Classroom Modernization	$6,219,628.92	$7,774,536.15
Kitchen and MPR Modernization	$1,443,220.08	$1,804,025.10
Kitchen Expansion	$2,173,787.50	$2,717,234.38
New 2-story Classroom Building	$12,573,630.00	$15,717,037.50
Shade Shelter	$480,000.00	$600,000.00
Playground Structure	$50,000.00	$62,500.00
Hardcourt Play Area	$225,000.00	$281,250.00
Reconfigure Existing Space to Student Wellness Support Services	$959,910.00	$1,199,887.50
Office and Support Services Expansion	$775,667.50	$969,584.38
Reconfigure Existing Space to Support TK/K Classrooms	$1,009,910.00	$1,262,387.50
Bus Drop Off, Visitor Parking	$115,000.00	$143,750.00
Site Concrete	$12,350.00	$15,437.50
Safety and Security - Fencing	$305,000.00	$381,250.00
Staff Parking	$345,000.00	$431,250.00
Marquee	$75,000.00	$93,750.00
Landscape	$24,000.00	$30,000.00
Kindergarten Parking, Drop Off, Parent Drop Off, Staff Parking	$690,000.00	$862,500.00

Cost Detail

School Site	Construction Cost (2022$)	Project Cost (2022$)
Rio Hondo Elementary School	**$25,582,784.66**	**$31,978,480.83**
Administration Modernization	$388,315.80	$485,394.75
Classroom Modernization	$7,225,301.96	$9,031,627.45
Kitchen and MPR Modernization	$1,355,934.50	$1,694,918.13
Parent Drop Off, Staff Parking	$360,000.00	$450,000.00
Shade Shelter	$480,000.00	$600,000.00
Playground Structure	$50,000.00	$62,500.00
Hardcourt Play Area	$135,000.00	$168,750.00
New Kindergarten Complex	$4,399,056.00	$5,498,820.00
Reconfigure Existing Space to Student Wellness Support Services	$1,043,876.40	$1,304,845.50
Kindergarten Parking Drop Off, Visitor Parking	$540,000.00	$675,000.00
Bus Drop Off	$63,000.00	$78,750.00
New Classroom Building	$9,542,300.00	$11,927,875.00

Cost Detail

School Site	Construction Cost (2022$)	Project Cost (2022$)
Rio San Gabriel Elementary School	**$26,615,197.76**	**$33,268,997.20**
Classroom Modernization	$8,484,411.96	$10,605,514.95
Kitchen and MPR Modernization	$1,434,312.00	$1,792,890.00
Shade Shelter	$480,000.00	$600,000.00
Playground Structure	$50,000.00	$62,500.00
Hardcourt Play Area	$135,000.00	$168,750.00
New Kindergarten Complex	$9,492,470.00	$11,865,587.50
Reconfigure Existing Space to Student Wellness Support Services	$842,083.80	$1,052,604.75
Bus Drop Off	$72,000.00	$90,000.00
New Administration Building	$4,148,920.00	$5,186,150.00
Kindergarten Parking Drop Off, Staff Parking	$1,080,000.00	$1,350,000.00
Parent Drop Off, Visitor Parking	$360,000.00	$450,000.00
Visitor Parking	$36,000.00	$45,000.00
Site Landscaping	$0.00	$0.00

Cost Detail

School Site	Construction Cost (2022$)	Project Cost (2022$)
Unsworth Elementary School	**$22,318,375.02**	**$27,897,968.78**
Administration Modernization	$432,113.24	$540,141.55
Classroom Modernization	$4,893,155.10	$6,116,443.88
Kitchen and MPR Modernization	$1,322,949.18	$1,653,686.48
Kitchen Expansion	$820,167.50	$1,025,209.38
Parent Drop Off, Staff Parking	$1,725,000.00	$2,156,250.00
Shade Shelter	$480,000.00	$600,000.00
Playground Structure	$100,000.00	$125,000.00
Hardcourt Play Area	$450,000.00	$562,500.00
Reconfigure Existing Space to Student Wellness Support Services	$776,600.00	$970,750.00
New Classroom Building	$5,932,010.00	$7,415,012.50
Office and Support Services Expansion	$3,709,080.00	$4,636,350.00
Reconfigure Existing Space to Support TK/K Classrooms	$987,300.00	$1,234,125.00
Kindergarten Parking Drop Off	$460,000.00	$575,000.00
Bus Drop Off, Visitor Parking	$230,000.00	$287,500.00

Cost Detail

School Site	Construction Cost (2022$)	Project Cost (2022$)
Ward Elementary School	**$22,191,096.52**	**$27,738,870.65**
Administration Modernization	$661,719.00	$827,148.75
Classroom Modernization	$5,980,850.52	$7,476,063.15
Kitchen and MPR Modernization	$1,796,212.00	$2,245,265.00
Kitchen Expansion	$820,167.50	$1,025,209.38
Shade Shelter	$480,000.00	$600,000.00
Playground Structure	$100,000.00	$125,000.00
Hardcourt Play Area	$225,000.00	$281,250.00
Reconfigure Existing Space to Student Wellness Support Services	$912,900.00	$1,141,125.00
New Classroom Building	$7,478,310.00	$9,347,887.50
Office and Support Services Expansion	$820,167.50	$1,025,209.38
Reconfigure Existing Space to Support TK/K Classrooms	$1,266,720.00	$1,583,400.00
Parking and Drop Off	$1,380,000.00	$1,725,000.00
Site Concrete	$37,050.00	$46,312.50
Landscaping	$72,000.00	$90,000.00
Safety and Security - Fencing	$160,000.00	$200,000.00

Cost Detail

School Site	Construction Cost (2022$)	Project Cost (2022$)
Williams Elementary School	**$29,871,492.66**	**$37,339,365.83**
Administration Modernization	$530,040.00	$662,550.00
Classroom Modernization	$7,002,667.84	$8,753,334.80
Kitchen and MPR Modernization	$1,514,572.32	$1,893,215.40
Kitchen Expansion	$775,667.50	$969,584.38
Shade Shelter	$480,000.00	$600,000.00
Playground Structure	$100,000.00	$125,000.00
Hardcourt Play Area	$900,000.00	$1,125,000.00
Reconfigure Existing Space to Student Wellness Support Services	$1,162,500.00	$1,453,125.00
Parent Drop Off, Visitor Parking	$239,200.00	$299,000.00
New Classroom Building	$10,083,677.50	$12,604,596.88
Office and Support Services Expansion	$775,667.50	$969,584.38
Reconfigure Existing Space to Support TK/K Classrooms	$2,518,750.00	$3,148,437.50
Site Concrete	$37,050.00	$46,312.50
Landscaping	$72,000.00	$90,000.00
Safety and Security - Fencing	$732,000.00	$915,000.00
Kindergarten Drop Off, Parking	$89,700.00	$112,125.00
Staff Parking	$2,783,000.00	$3,478,750.00
Marquee	$75,000.00	$93,750.00

Cost Detail

School Site	Construction Cost (2022$)	Project Cost (2022$)
Downey High School	**$11,140,620.00**	**$13,925,775.00**
New Classroom Building (1)	$8,037,950.00	$10,047,437.50
New Classroom Building (2)	$3,102,670.00	$3,878,337.50

Cost Detail

School Site	Construction Cost (2022$)	Project Cost (2022$)
Warren High School	**$12,253,762.50**	**$15,317,203.13**
New Classroom CTE Building, 2-Story	$12,253,762.50	$15,317,203.13

Cost Detail

School Site	Construction Cost (2022$)	Project Cost (2022$)
Columbus High School	**$70,077,803.40**	**$87,597,254.25**
Classroom Modernization	$13,251,000.00	$16,563,750.00
New 2-story Classroom Building	$18,196,850.95	$22,746,063.69
Marquee	$75,000.00	$93,750.00
New Administration	$6,478,342.45	$8,097,928.06
Reconfigure Existing Gymnasium Building	$959,910.00	$1,199,887.50
New Central Kitchen	$30,396,700.00	$37,995,875.00
Warehouse	$720,000.00	$900,000.00

Cost Detail

School Site	Construction Cost (2022$)	Project Cost (2022$)
District Wide	**$5,000,000.00**	**$6,250,000.00**
Safety and Security Allowance	$5,000,000.00	$6,250,000.00

Cost Detail