The facility has been maintained in fairly good condition, but the fifty plus year old school was built with little consideration for energy efficiency. Improvements could be made through the use of more efficient windows, lighting and mechanical systems. Benefits could also be gained through more effective energy control systems. The school has had some upgrades for barrier free access to restrooms but is not fully compliant with current codes. In addition to the above-noted issues, the school is not well suited to contemporary teaching tools and electronics. The classrooms are small for the number of students and storage is severely limited.

There are three small outdoor areas available for class functions and teaching, but the plan does not accommodate a gathering area central to the campus. The paved play areas are in reasonably good condition, but small for this size school. The play fields are also limited and are in fair condition. The landscaping and playfields could be more water efficient with drought tolerant planting and updated irrigation systems.

Narrative Summary

The site is approximately 6.7 acres in a fully developed older neighborhood and is bounded on all sides by streets. It is a small site for a K-8 school serving 566 students. Designed as a “finger” or “wing” plan, the school was built in 1950. Portable buildings have been added and now account for more than half of the classrooms.

There are no designated parent and bus loading and unloading areas and student drop off takes place on three sides of the campus. Parent & bus drop off areas are combined in the street right of way and traffic is impacted on Callister Avenue, Camellia Drive and Carlson Drive. While this helps reduce congestion, it limits security and controlled access to the campus. Additionally, there are no designated barrier free accessible loading or unloading areas and no curb ramps or warnings at crossings.

Staff & visitor parking is insufficient with two on-site lots. On street parking is sometimes necessary. One lot has inadequate backup space and impact sidewalk and vehicle traffic on Carlson Drive.

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Based on the opportunities, facility conditions and code issues identified in this report, Caleb Greenwood Elementary School appears to be in fair condition and suitable for further modernization although upgrades required for code compliance could be extensive.

School Mission Statement

Caleb Greenwood continues to provide a safe, secure learning environment that promotes the successful academic and social development of all students.
**Sustainable Sites**

**School Entry/Drop Off**
Congested parent & bus drop off areas combined in street right of way creates hazardous conditions.

**Outdoor Activity**
Poor surface condition poses safety risk.

**Campus Core**
This area does not promote education and informal gathering opportunities.

**School Entry/Drop Off**
Congested parent & bus drop off areas combined in street right of way creates hazardous conditions.

**Outdoor Activity**
Poor surface condition poses safety risk.

**Campus Core**
This area does not promote education and informal gathering opportunities.

---

**Water Efficiency**

**Exterior**
School gardens are irrigated using hose bibb.

**Interior**
Fixtures are not “low flow” rated.

**Energy & Atmosphere**
Older, low efficiency equipment exist. Energy management system needs evaluation.

**Materials & Resources**

**Exterior**
Roofing and drainage need improvements.

**Interior**
Flooring replacement is needed.

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**High Performance Transformation**

**Leadership, Education & Innovation**
Encourage innovation in high performance school design creating safe, motivating and sustainable learning environments that reduce dependence on non-sustainable resources.

**Sustainable Sites**
Create safe, barrier free outdoor learning environments incorporating efficient and effective storm water management, landscaping, lighting and surfaces.

**Water Efficiency**
Improve the efficiency of fixtures, appliances and irrigation systems to reduce domestic water usage.

**Energy & Atmosphere**
Optimize energy efficiency and performance to minimize environmental impacts and reduce operational costs associated with fossil fuels.

**Materials & Resources**
Improve the learning environment and extend the lifecycle of facilities while encouraging the use of efficient sustainable materials and reducing waste.

**Indoor Environmental Quality**
Enhance air quality, thermal comfort, daylight, acoustic performance and physical environments free reducing pollutants. Provide a safe, healthy, functional environment to help motivate students and encourage attendance.
The following is a site organizational concept of Caleb Greenwood K-8 School to implement the Strategic Plan 2010-2014: Putting Children First and the Common Core Standards.

SAFE & WELCOMING SCHOOL
- Dedicated Drop-Off
- Visitor/Staff Parking
- Outdoor Learning Courts.

CAREER & COLLEGE READY
- Academic House Transformation (U)
  - Grades 7 & 8 Classroom Houses,
  - Includes Core Academic, Active Learning Labs, Science & Technology Labs & Teacher Planning Centers.
- Specialized Project Learning Transformation & Expansion, (K-6 @ 2,200 s.f./7-8 @ 3,840 s.f.)
  - Project Labs (PL); Art/Music/Tech.

SPECIFIC SPACE TRANSFORMATION
- Support Spaces - distributed.
- FAMILY & COMMUNITY ENGAGEMENT
  - Technology Center (TC) Transformation (5,000 s.f.)
    - Media Center & Computer Lab
    - Parent Center & Conference Room
    - Teacher Planning Center
  - Note: Transformation of (E) MP
- Multi-Purpose (MP) Expansion (7,536 s.f.)
  - Dining / Gym / Assembly / Stage
  - Restrooms / Kitchen / Storage

ORGANIZATIONAL TRANSFORMATION
- Classroom Conversion / Expansion (23,700 s.f.)
  - Portable to Permanent and CR
  - Expansion to meet modified (2 E. S. classrooms per grade) Campus Capacity Goal of 632 – 744 students.

'Student Centered Education'
School Site Facility(s) Needs
The following list was provided by the school's principal which was generated from school site council and community meetings:

- list pending input from school

CHPS Summary
Collaborative for High Performance Schools
Supports the idea that “a well-designed facility can truly enhance performance and make education more enjoyable and rewarding...and a productive learning experience.”

In accordance with the Green and Grid Neutral Model Schools Policy Initiative-BP 3511 and Resolution No. 2583; Adopting the Collaborative for High Performing Schools (CHPS) Criteria, the following summary characterizes how the Schools align with the Best Practices Criteria.

<table>
<thead>
<tr>
<th>CHPS Categories</th>
<th>Eligible</th>
<th>Actual</th>
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<tbody>
<tr>
<td>Leadership, Education &amp; Innovation</td>
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<td>1</td>
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<tr>
<td>Sustainable Sites</td>
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<tr>
<td>Water Efficiency</td>
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<tr>
<td>Energy &amp; Atmosphere</td>
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<td>1</td>
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<tr>
<td>Climate</td>
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<td>Indoor Environmental Quality</td>
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<td>TOTAL</td>
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Assessment Total $692,250 $2,380,300 $20,238,790 $23,311,340

Cost Summary reflects Total Project Cost Estimate, inclusive of Construction Cost and Soft Cost

Campus Assessment Summary

<table>
<thead>
<tr>
<th>Sustainable Sites</th>
<th>Water Efficiency</th>
<th>Energy &amp; Atmosphere</th>
<th>Materials &amp; Resources</th>
<th>Indoor Environmental Quality</th>
<th>Leadership, Education &amp; Innovation</th>
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<td>- Site Utilities &amp; Infrastructure</td>
<td>- Central Plant</td>
<td>- Signage</td>
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<td>- Plumbing Systems</td>
<td>- HVAC Systems</td>
<td>- Door Hardware</td>
<td>- Career &amp; College Ready</td>
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<td>- Specialty Systems</td>
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<td>- Interior Space</td>
<td>- Family &amp; Community Engagement</td>
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<td>- Campus Core</td>
<td>- Utilities &amp; Infrastructure</td>
<td>- Low Voltage Systems</td>
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<td>- Organizational Transformation</td>
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SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Sustainable Facilities Master Plan
June 2012