

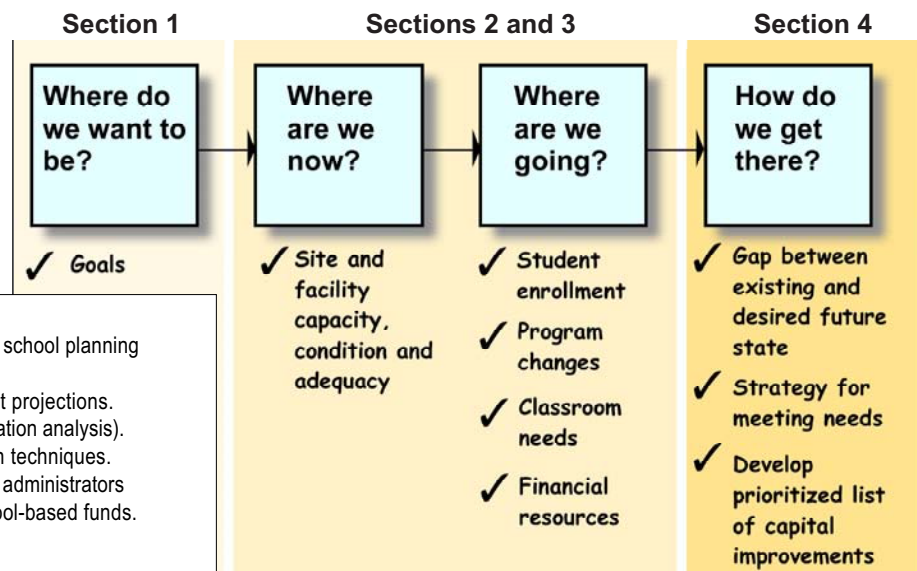
# Introduction

## OVERVIEW

This ten-year 2006 - 2015 Facilities Master Plan (FMP) continues where the 2000 assessment by 3D/I and partial development of prototype school standards by Concordia ended. Together, the 2006 FMP and 2000 documents fulfill long-range goals from the district's 1991 *Master Plan for Planning and Managing District Facilities in the Decade 1991 - 2001 (1991 MP)*. The current facilities master planning process by Architectural Research Consultants, Inc. (ARC) involved the evaluation of all schools and administration sites from January to September 2005, with a subsequent synthesis and analysis phase during the following year. Follow-up evaluations were conducted in August 2006 for sites modernized after September 2005.

The FMP process methodically approaches capital asset management issues by addressing four major questions noted in the following chart:

**Exhibit I-1**  
*Facilities Master Planning Process*



**Based on:**

- Assessment of all schools using school planning standards.
- Short and long-range enrollment projections.
- Assessment of school use (utilization analysis).
- School and classroom projection techniques.
- Comments from schools and site administrators
- Combination of District and school-based funds.

**Results:**

- Prioritized list of capital project needs (data base).
- Implementation and monitoring procedures that control authorization of funds, scheduling of projects and budgets.
- Keeping promises made to the community.

The FMP was prepared using a *systematic* process that strives to identify needs and wisely allocate capital resources to bring district facilities up to standards and maintain them at a high level. The process addresses:

- Enrollment dynamics for pending growth and decline areas, including provision for handling new growth areas (new schools, additions, remodeling, site acquisition, design planning studies)
- Life/health/safety needs
- Educational/programmatic needs (additions and remodeling to meet educational standards), including but not limited to small learning communities, early childhood programs, athletic fields,

- media centers, special programs, etc.
- Renewal needs (replacement schools, remodeling, refurbishing, planning studies, major system replacement)
  - Educational technology needs, both on site and districtwide including computer equipment renewal
  - Maintenance needs, especially capabilities to broaden response, extend systems' life spans, and expand preventive maintenance
  - District support needs, including bus transportation, food service, warehousing of material for schools, supplementing library book upgrades, etc.

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## ORGANIZATION OF DOCUMENT

This master plan document contains seven sections in five binders having three levels of information: overview, summarized findings and detailed explanatory data.

### Binder 1

**Section 1 – Goals / Process** presents information about district goals and the master planning process.

**Section 2 – Historic and Existing Facilities** presents information about district facilities, changes in programs and facilities, and role of maintenance and the use of portables.

**Section 3 – Demographics and Growth Analysis** presents an analysis of demographics, enrollment, utilization and capacity.

**Section 4 – Capital Improvement Plan** presents information about capital needs, technology issues, capital resources, district priorities and capital strategies.

**Section 5 – Site Development Master Planning Process** presents detailed information about the process and results of creating site development master plans for Elder Creek Elementary School, Will C. Wood Middle School, and Luther Burbank High School.

**Section 6 – Supporting Data** presents background information about supportive planning, demographics, draft standards independent studies, cost estimating, etc.

## Binders 2-5

**Section 7 – Facilities Master Plan Facility Data Files** provides detailed capital needs information about district school and support facilities. Contents of the binders are:

Binders 2-3: Evaluations for elementary schools

Binder 4: Evaluations for K-8 and middle schools

Binder 5: Evaluations for comprehensive high schools, alternative and small high schools, adult schools, child development, special needs and administrative/district sites

*This section defines acronyms and uncommon terms.*

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## ACRONYMS / DEFINITIONS

1991 MP - *Master Plan for Planning and Managing District Facilities in the Decade 1991 - 2001*

3D/I - Company that conducted condition-only assessment in 1999

Building Efficiency – the ratio of net assignable square feet to gross square feet (NASF/GSF)

CIP – Capital improvement project

Concordia – Education specifications firm from Louisiana

CPA – Community planning areas

CSR – Class size reduction

DIS – Designated instruction and services, such as audiology

DSA – Division of the State Architect

e21 – Education 2100, a high school reinvention process

e-Rate – A program established as a result of the Telecommunications Act of 1996, provides schools and libraries with discounted telecommunications and other technologies

EETT – Enhancing Education Through Technology

EPSS – Educational Program for Student Success

ES – Elementary school. Can be configured as a K-5, K-6, or K-8 school

FACS – Family and consumer science, formerly known as home ec or home economics

FCI – Facility Condition Index, a ratio of facility value to cost of improvements

FMP – Facilities Master Plan

GATE – Gifted and talented education

GIS – Geographic information system

GSF – Gross square feet, or the sum of net assignable square feet plus all other building areas that are not assignable. “The area remaining” is called “tare.” Tare includes areas such as hallways, mechanical areas, restrooms, and the space occupied by interior and exterior walls

Hazmat – Hazardous material

HS – High school

HVAC – Heating, ventilation and air conditioning

IT – Information technology

JHS – Junior high school

K-8 – A school that houses programs for students from kindergarten to 8th grade, generally classified as an elementary school due to low numbers of 6, 7, and 8th graders

LSU – Learning support unit. There are four administrative units in SCUSD encompassing all levels of education in each unit and assigned an associate superintendent for oversight

MACC – Maximum allowable construction cost, or a project’s construction budget. This cost is comparable to the contractor’s bid.

MEC – Materials, equipment and commodities

MS – Middle school

NASF – Net assignable square feet, or the total of all assignable areas in square feet from the prototype or building facility program

NCLB – No Child Left Behind

OH – Orthopedically handicapped

OT/PT – Occupational and physical therapy

PE – Physical education

Pre-K – Prekindergarten programs including two-, three- and four-year-old special needs students, pre-school, and infant care programs

PTR – Pupil/teacher ratio

RSP – Resource specialist program

SACOG – Sacramento Area Council of Governments

SCUSD – Sacramento City Unified School District

SDC – Special day class

SLC – Small learning community

SPED – Spec. ed. or special education

TPC – Total project cost, or the total cost of the project including fees, moveable equipment, land acquisition (if any), administration, and contingencies