



## Master Plan Supporting Data

---

### 6.1 SUPPORTING DATA

This section provides copies of documents that are often referenced in the Facilities Master Plan text. The documents are:

- Draft School Prototype Standards from Concordia, 2000
- Draft Evaluation Standards (ES/MS/HS) derived from Hawkins and Lilley *Guide for School Facilities Appraisal* (also referenced in the 1991 MP) by ARC in 2005
- The district's 1991 *Master Plan for Planning and Managing District Facilities in the Decade 1991 - 2001 (1991 MP)* with follow-up *Revision #1 May 1993*

*This page is intentionally blank.*

## ELEMENTARY SCHOOL PROTOTYPE

---

Educational research indicates that student's early school experiences affect them for the remainder of their lives. "The years from kindergarten through grade six are a time of uninhibited wonder, enthusiasm for learning, and breathtakingly rapid growth. The social, emotional, physical, and intellectual identities children construct for themselves during this period go far toward determining the subsequent trajectories of their lives."

*It's Elementary*

Abridged Version

California Department of Education 1994

Educational reform addresses the changing population shifts and trends and the rapid changes in research on how students learn as well as what they are learning. The Elementary Grades Task Force convened by the California State Superintendent of Public Instruction identified significant trends in what constitutes excellent practice in the design of elementary schools for the twenty-first century.

*Here They Come: Ready or Not!* and *It's Elementary*, both prepared by the California Department of Education, identify eleven basic concepts and their design implications to consider for elementary schools:

# ELEMENTARY SCHOOL PROTOTYPE AREA SUMMARY

## 19 Parking/Vehicular Access

Provide adequate parking for staff and visitors as site allows. It is suggested 10 spaces/100 students for staff parking and 5 spaces/100 for visitor parking. The administrative area should have access from visitor parking and pedestrian traffic flow, providing an inviting atmosphere and enhancing communication and control. Approximately 4-6 handicap spaces should be designated.

60 Parking Spaces for Staff	
30 Parking Spaces for Parents/Visitors	
90 Total Parking Spaces	

## 20 Parent Drop Off

Plan for at least 10 vehicles within a clearly marked area as site allows.

## 21 Play Areas

Kindergarten Play Yard	10,000 sf (Including turf, paved, & apparatus areas)
Field Area	90' X 120'
Hardcourt Area	60' X 75'
Apparatus Area	3200 sf
Field Area	180' X 180'
Field Area	120' X 180'
Hardcourt Area	80' X 100'
Walking Trails	Trails w/ exercise stations throughout the site.

## 22 Signs

Exterior display cases for advertising upcoming events and activities should be provided. They should be easily changeable with appropriate lighting.

## 23 Waste Disposal/Service

Space adjacent to both the dining area and the street should be made available for the placement of the waste containers, service area, and deliveries. Ideally, it should be visually shielded from view, but easily accessible. Space for multiple waste containers as well as recycling containers should be included.

# ELEMENTARY SCHOOL PROTOTYPE AREA SUMMARY

## OUTDOOR ENVIRONMENTS AND FACILITIES

Enrollment Capacity: 425-600

10 Acres based upon 600 students

### ACTIVITY AREA

**12 Bicycle Racks and Storage**

Provide 25-30 spaces with an enclosure that can be locked during the day.

**13 Bus Area**

Marked loading area for at least 3 buses.  
40' parking spaces for each bus.

**14 Courtyards**

Quiet, contemplative space should be developed as site allows. Courtyards, picnic areas, and places to sit and/or eat are essential.

**15 Drinking Fountains**

At least 2 water fountains at each outdoor play area.

**16 Fencing**

Provide a secure system of fencing with gates as needed for circulation to play areas and school.

**17 Gardens**

Provide a series of educational gardens that can be used for teaching a variety of subjects such as Ecology, Biology, and Geometry.

**18 Lighting**

Per IES parking and Pedestrian illuminance recommendations  
(0.9 footcandles for a paved area)

# ELEMENTARY SCHOOL PROTOTYPE AREA SUMMARY

**11 Grooming & Toiletry**

Student Toilets	n/a	4	@	300	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: right;">1,200</td> </tr> <tr> <td style="border-top: 1px solid black; text-align: right;">1,200</td> </tr> </table>	1,200	1,200
1,200							
1,200							

---

	54,138
Total Learning Environments	
Interior Circulation, Walls, Mechanical (28%)	15,159

---

	69,297
Total Square footage for Elementary School	

# ELEMENTARY SCHOOL PROTOTYPE AREA SUMMARY

## SUPPORT AREAS

Enrollment Capacity: 425-600

69,297 sf based upon 600 students

ACTIVITY AREA	OCCUPANCY	QTY.		PROTOTYPE Sq. Ft.	TOTAL NET Sq. Ft.
<b>8 Administrative Center</b>					
Reception/Waiting	10	1	@	200	200
Principal's Office	4	1	@	200	200
Administrative Support Office	2	1	@	200	200
Secretarial	2	1	@	150	150
Clerical & Support	2	1	@	200	200
Conference Room	12	1	@	300	300
Records	n/a	1	@	150	150
Materials Storage	n/a	1	@	100	100
Workroom	n/a	1	@	300	300
Teacher's Lounge & Toilets	25	1	@	600	600
Wellness Center	8	1	@	300	300
Staff Toilets	n/a	2	@	200	400
					<hr style="width: 100%; border: 0.5px solid black;"/> 3,100
<b>9 Food Service</b>					
Dining Hall/Multi-Use	350	1	@	3,500	3,500
Chair/Table Storage	n/a	1	@	300	300
Kitchen/Food Prep	4	1	@	1,000	1,000
Serving Areas	4	1	@	400	400
Office	1	1	@	100	100
Dry Storage	n/a	1	@	200	200
Refrigerator	n/a	1	@	50	50
Freezer	n/a	1	@	50	50
Dishwashing	1	1	@	100	100
Delivery Service Area	n/a	1	@	300	300
Garbage/Disposal	n/a	1	@	100	100
Recycling Area	n/a	1	@	50	50
Staff Toilet	n/a	1	@	50	50
					<hr style="width: 100%; border: 0.5px solid black;"/> 6,200
<b>10 Maintenance</b>					
Central Custodial Room	1	1	@	100	100
Satellite Custodial Closets	n/a	6	@	50	300
Electrical	n/a	1	@	30	30
Mechanical	n/a	1	@	30	30
Telephone	n/a	1	@	30	30
					<hr style="width: 100%; border: 0.5px solid black;"/> 490

# ELEMENTARY SCHOOL PROTOTYPE AREA SUMMARY

## COMMONS

Enrollment Capacity: 425-600

69,297 sf based upon 600 students

ACTIVITY AREA	OCCUPANCY	QTY.		PROTOTYPE Sq. Ft.	TOTAL NET Sq. Ft.
<b>7 The Commons</b>					
Community/Shared Use	80	1	@	800	800
Parent Center	8	1	@	300	300
After School Programs	8	1	@	300	300
Storage	n/a	1	@	200	200
Library	75	1	@	1,300	1,300
Computer Area	16	1	@	400	400
Audio/Visual Lab	8	1	@	400	400
Planning	2	1	@	150	150
Material Checkout	2	1	@	150	150
Central Control for CCTV	n/a	1	@	200	200
Community Services (ie. Healthy Start)	16	1	@	900	900
Presentation Space	n/a	1	@	300	300
					5,400



# ELEMENTARY SCHOOL PROTOTYPE AREA SUMMARY

## FLEX LABS

Enrollment Capacity: 425-600

69,297 sf based upon 600 students

ACTIVITY AREA	OCCUPANCY	QTY.		PROTOTYPE Sq. Ft.	TOTAL NET Sq. Ft.
<b>5 Project Lab E-1 (Art/Design/Science)</b>					
Art Lab	24	1	@	1,200	1,200
Storage	n/a	1	@	200	200
Teacher Planning Center	2	1	@	300	300
Ceramics w/ Kiln Enclosure	10	1	@	400	400
					<hr style="width: 100%; border: 0.5px solid black;"/> 2,100
<b>6 Project Lab E-2 (Music/Performing Arts)</b>					
Music/Dance/Drama Lab	24	1	@	1,200	1,200
Instrument Storage	n/a	1	@	200	200
Practice Rooms	1	3	@	36	108
Music Library/Storage	n/a	1	@	200	200
Teacher Planning Center	3	1	@	300	300
					<hr style="width: 100%; border: 0.5px solid black;"/> 2,008

# ELEMENTARY SCHOOL PROTOTYPE AREA SUMMARY

## CLASSROOM LEARNING ENVIRONMENTS

Enrollment Capacity: 425-600

69,297 sf based upon 600 students

ACTIVITY AREA	OCCUPANCY	QTY.		PROTOTYPE Sq. Ft.	TOTAL NET Sq. Ft.
<b>1 Kindergarten</b>					
Learning Environments with Work Sinks and Drinking Fountain	20	3	@	1,350	4,050
Child Size Toilet	n/a	6	@	220	1,320
Teacher Planning Center	4	1	@	300	300
Storage	n/a	1	@	100	100
Pre-Kindergarten	16	1	@	1,350	1,350
					<hr style="width: 100%; border: 0.5px solid black;"/> 7,120
<b>2 Lower Elementary Classrooms</b>					
Grades 1-3 with Work Sinks and Drinking Fountain	20	13	@	960	12,480
Small Group Instruction	8	2	@	240	480
Teacher Planning Center	4	3	@	300	900
Storage	n/a	3	@	100	300
					<hr style="width: 100%; border: 0.5px solid black;"/> 14,160
<b>3 Upper Elementary Classrooms</b>					
Grades 4-6 with Work Sinks with Drinking Fountain	33	8	@	960	7,680
Small Group Instruction	8	2	@	240	480
Teacher Planning Center	4	3	@	300	900
Storage	n/a	3	@	100	300
					<hr style="width: 100%; border: 0.5px solid black;"/> 9,360
<b>4 Special Education</b>					
Learning Environment	18	1	@	1,000	1,000
Teacher Planning Center	4	1	@	300	300
Resources	6	1	@	300	300
Special Day Classes	6	1	@	500	500
Severely Handicap Area	6	1	@	500	500
Speech	4	1	@	200	200
Storage	n/a	1	@	200	200
					<hr style="width: 100%; border: 0.5px solid black;"/> 3,000

## MIDDLE SCHOOL INTRODUCTION

---

"Middle grade schools are potentially society's most powerful force to recapture millions of youth adrift, and help every young person thrive during early adolescence. Many middle grade schools today fall far short of meeting the critical educational, health, and social needs of millions of your adolescents. An unacceptable number of students leave the middle grades without the abilities necessary to contribute to the economy as adults and meet their obligations as citizens."

"The early adolescent years are crucial in determining the future success or failure of millions of American youth. All sectors of the society must be mobilized to build a national consensus to make the transformation of the middle grade schools a reality... we call upon all those deeply concerned about young adolescents' future, and the future of this nation, to begin now to create the nationwide constituency required to give American young adolescents the preparation they need for life in the twenty-first century."

Carnegie Council on Adolescent Development  
*Turning Point:  
Preparing American Youth for the 21st Century*  
1990

Students become more interested in education if they see its relevancy to real life. As a result, the traditional school building is being challenged as learners have increased access to advanced information and communication technology.

In the review of *Here They Come: Ready or Not!*, the California Department of Education identifies 7 basic concepts and design implications for Middle School modernization.

# MIDDLE SCHOOL PROTOTYPE AREA SUMMARY

## 23 Parking/Vehicular Access

Provide adequate parking for staff and visitors as site allows. It is suggested 10 spaces/100 students for staff parking and 5 spaces/100 for visitor parking. The administrative area should have access from visitor parking and pedestrian traffic flow, providing an inviting atmosphere and enhancing communication and control. Approximately 4-6 handicap spaces should be designated.

95 Parking Spaces for Staff  
48 Parking Spaces for Parents/Visitors  

---

143 Total Parking Spaces

## 24 Parent Drop Off

Plan for at least 10 vehicles within a clearly marked area as site allows.

## 25 Play Areas

Field Area	180' X 180'
Field Area	260' X 260'
Field Area	260' X 460'
Field Area	240' X 300'
Hardcourt Area	90' X 100'
Hardcourt Area	100' X 120'
Apparatus Area	1,000 sf
Walking Trails	Trails w/exercise stations throughout the site.

## 26 Signs

Exterior display cases for advertising upcoming events and activities should be provided. They should be easily changeable with appropriate lighting.

## 27 Waste Disposal/Service

Space adjacent to both the dining area and the street should be made available for the placement of the waste containers, service area, and deliveries. Ideally, it should be visually shielded from view, but easily accessible. Space for multiple waste containers as well as recycling containers should be included.

# MIDDLE SCHOOL PROTOTYPE AREA SUMMARY

## OUTDOOR ENVIRONMENTS AND FACILITIES

Enrollment Capacity: 850-950

118,797 sf based upon 950 students

### ACTIVITY AREA

**16 Bicycle Racks and Storage**

Provide 25-30 spaces with an enclosure that can be locked during the day.

**17 Bus Area**

Marked loading area for at least 3 buses.  
40' parking spaces for each bus.

**18 Courtyards**

Quiet, contemplative space should be developed as site allows. Courtyards, picnic areas, and places to sit and/or eat are essential.

**19 Drinking Fountains**

At least 2 water fountains at each outdoor play area.

**20 Fencing**

Provide a secure system of fencing with gates as needed for circulation to play areas and school.

**21 Gardens**

Provide a series of educational gardens that can be used for teaching a variety of subjects such as Ecology, Biology, and Geometry.

**22 Lighting**

Per IES parking and Pedestrian illuminance recommendations  
(0.9 footcandles for a paved area)

# MIDDLE SCHOOL PROTOTYPE AREA SUMMARY

## 13 Food Service

Kitchen/Food Prep	4	1	@	900	900
Dry Storage	n/a	1	@	750	750
Serving Areas	4	1	@	300	300
Office	1	1	@	100	100
Delivery Service Area	n/a	1	@	350	350
Dishwashing	1	1	@	100	100
Refrigerator	n/a	1	@	50	50
Freezer	n/a	1	@	50	50
Garbage Disposal	n/a	1	@	200	200
Recycling Area	n/a	1	@	50	50
Staff Toilet	n/a	1	@	150	150
					3,000

## 14 Maintenance

Central Custodial Room	n/a	1	@	200	200
Satellite Custodial Closets	n/a	8	@	50	400
Flammable Storage	n/a	1	@	100	100
Receiving Storage	n/a	1	@	100	100
Telephone	n/a	1	@	30	30
Electrical	n/a	1	@	30	30
Mechanical	n/a	1	@	30	30
					890

## 15 Grooming & Toiletry

Student Toilets	n/a	6	@	300	1,800
					1,800

---

Total Learning Environments	92,810
Circulation, Walls, and Mechanical (28%)	25,987

---

Total Square footage for Middle School	118,797
--	---------

# MIDDLE SCHOOL PROTOTYPE AREA SUMMARY

## SUPPORT AREAS

Enrollment Capacity: 850-950

118,797 sf based upon 950 students

ACTIVITY AREA	OCCUPANCY	QTY.		PROTOTYPE Sq. Ft.	TOTAL NET Sq. Ft.
<b>10 Faculty</b>					
Teacher's Workroom	10	1		400	400
Teacher's Lounge	15	1		700	700
Toilets	n/a	2		180	360
					<hr style="width: 100%; border: 0.5px solid black;"/> 1,460
<b>11 Administrative Center</b>					
Reception/Waiting	10	1	@	200	200
Principal's Office	4	1	@	200	200
Secretarial	2	1	@	150	150
Vice Principal's Office	4	1	@	200	200
Clerical & Support	2	1	@	150	150
Attendance	2	1	@	200	200
Bookkeeping/Cashier	2	1	@	300	300
Workroom	n/a	1	@	200	200
Conference Room	14	1	@	280	280
Records	n/a	1	@	150	150
Wellness Center	8	1	@	300	300
Staff Toilets	n/a	2	@	180	360
Storage	n/a	1	@	200	200
					<hr style="width: 100%; border: 0.5px solid black;"/> 2,890
<b>12 Student Guidance Center</b>					
Student Reception	6	1	@	200	200
Counselor's Office	4	1	@	200	200
Secretarial	2	1	@	150	150
Records	n/a	1	@	200	200
College & Career Center	20	1	@	500	500
Speech/Psychologist	1	1	@	200	200
Hearing Testing	4	1	@	150	150
Security Office	1	1	@	150	150
Conference Room	8	1	@	160	160
					<hr style="width: 100%; border: 0.5px solid black;"/> 1,910

# MIDDLE SCHOOL PROTOTYPE AREA SUMMARY

## THE COMMONS

Enrollment Capacity: 850-950

118,797 sf based upon 950 students

ACTIVITY AREA	OCCUPANCY	QTY.		PROTOTYPE Sq. Ft.	TOTAL NET Sq. Ft.
<b>7 The Commons</b>					
Project/Community Use/Dining	350	1	@	4,000	4,000
Chair/Table Storage	n/a	1	@	200	200
Stage	n/a	1	@	500	500
Stage Work Area/Service	n/a	1	@	200	200
Stage Storage	n/a	1	@	200	200
Toilets	n/a	2	@	100	200
Dressing Room/Lockers	8	2	@	150	300
Audio/Visual Area	n/a	1	@	200	200
Gallery/Presentation Space	n/a	1	@	300	300
School Store	n/a	1	@	200	200
Child Care	10	1	@	400	400
Before/After School Activity	10	1	@	400	400
Parent Center	10	1	@	300	300
Healthy Start	10	1	@	400	400
					<hr style="width: 100%; border: 0.5px solid black;"/> 7,800
<b>8 Library/Media Center</b>					
Library	100	1	@	2,000	4,000
Material Checkout Area	2	1	@	150	150
Storage	n/a	1	@	200	200
Computer Area	12	1	@	400	400
Audio/Visual Lab	8	1	@	400	400
Conference	10	1	@	120	120
Central Control for CCTV	n/a	1	@	200	200
Copying Room	n/a	1	@	200	200
Viewing Room	n/a	1	@	200	200
Director's Office	4	1	@	200	200
Secretarial Office	2	1	@	120	120
Clerical Work Area	2	1	@	150	150
					<hr style="width: 100%; border: 0.5px solid black;"/> 6,340
<b>9 Physical Education</b>					
Gymnasium	1,000	1	@	9,400	9,400
Lockers (Boys & Girls)	60	2	@	1,150	2,300
Showers (Boys & Girls)	n/a	2	@	200	400
Drying Areas (Boys & Girls)	n/a	2	@	80	160
Toilets (Boys & Girls)	n/a	2	@	150	300
Laundry/Towel Area	n/a	1	@	200	200
Equipment Storage	n/a	1	@	500	500
Lobby	n/a	1	@	150	150
Public Toilets	n/a	2	@	150	300
Teacher Planning Center	4	1	@	300	300
Teacher Shower/Toilet	n/a	2	@	100	200
PE Learning Environment	30	1	@	2,000	2,000
					<hr style="width: 100%; border: 0.5px solid black;"/> 16,210



# MIDDLE SCHOOL PROTOTYPE AREA SUMMARY

## FLEX LABS

Enrollment Capacity: 850-950

118,797 sf based upon 950 students

ACTIVITY AREA	OCCUPANCY	QTY.	@	PROTOTYPE Sq. Ft.	TOTAL NET Sq. Ft.
<b>3 Project Lab M-0 (Science/Technology/Design Labs)</b>					
Science Rooms	30	4	@	960	3,840
Science Labs	26	2	@	1,200	2,400
Material Storage	n/a	2	@	200	400
Project Storage	n/a	2	@	200	400
Prep Area	n/a	2	@	200	400
Teacher Planning Center	2	2	@	300	600
					<hr style="width: 100%; border: 0.5px solid black;"/> 8,040
<b>4 Project Lab M-1 (Art/Design Studios)</b>					
Art Labs	30	2	@	1,200	2,400
Teacher Planning Center	2	1	@	300	300
Storage	n/a	1	@	300	300
Ceramics w/ Kiln Enclosure	10	1	@	400	400
					<hr style="width: 100%; border: 0.5px solid black;"/> 3,400
<b>5 Project Lab M-2 (Performing Arts)</b>					
Instrumental/Vocal Lab	35	1	@	1,800	1,800
Piano Room	n/a	1	@	200	200
Practice Rooms	1	3	@	60	180
Instrument Storage	n/a	1	@	450	450
Storage	n/a	1	@	200	200
Dance Lab	30	1	@	1,200	1,200
Music Library/Storage	n/a	1	@	200	200
Teacher Planning Center	2	1	@	300	300
Drama/Speech Lab	30	1	@	1,200	1,200
					<hr style="width: 100%; border: 0.5px solid black;"/> 5,730
<b>6 Project Areas M-3</b>					
Flex Labs (Science Lab)	40	1	@	2,500	2,500
Flex Labs (Industrial Technology Lab)	30	2	@	1,200	2,400
Flex Labs (Consumer Science)	28	1	@	1,000	1,000
					<hr style="width: 100%; border: 0.5px solid black;"/> 5,900

# MIDDLE SCHOOL PROTOTYPE AREA SUMMARY

## CLASSROOM LEARNING ENVIRONMENTS

Enrollment Capacity: 850-950

118,797 sf based upon 950 students

ACTIVITY AREA	OCCUPANCY	QTY.		PROTOTYPE Sq. Ft.	TOTAL NET Sq. Ft.
<b>1 Academic Classrooms</b>					
English	30	7	@	960	6,720
Mathematics	30	7	@	960	6,720
Social Studies	30	6	@	960	5,760
Foreign Language	30	4	@	960	3,840
Small Group	8	3	@	200	600
Teacher Planning Center	4	3	@	300	900
Storage	4	3	@	200	600
					25,140
<b>2 Special Education</b>					
Teacher Planning Center	4	1	@	300	300
Resources	4	1	@	200	200
Special Day Classes	15	1	@	900	900
Severely Handicap Area	6	1	@	500	500
Speech Therapist	4	1	@	200	200
Department Storage	n/a	1	@	200	200
					2,300

# HIGH SCHOOL PROTOTYPE AREA SUMMARY

## CLASSROOM LEARNING ENVIRONMENTS

Enrollment Capacity: 1200-1600

236,147 sf based upon 1,600 students

ACTIVITY AREA	OCCUPANCY	QTY.	@	PROTOTYPE Sq. Ft.	TOTAL NET Sq. Ft.
<b>1 Language Arts</b>					
English	28	12	@	960	11,520
Foreign Language	28	4	@	960	3,840
Speech/Public Speaking	28	2	@	960	1,920
Remedial Reading	15	1	@	500	500
Journalism	28	1	@	960	960
Journalism Storage	n/a	1	@	200	200
Yearbook Office	3	1	@	200	200
Teacher Planning Center	4	5	@	300	1,500
Department Storage	n/a	2	@	200	400
					<hr style="width: 100%; border: 0.5px solid black;"/> 21,040
<b>2 Business/Information Services</b>					
Economics/Government	28	2	@	960	1,920
Accounting	28	2	@	960	1,920
Business	28	2	@	960	1,920
Computer Lit/Keyboarding	28	4	@	1,200	4,800
Teacher Planning Center	3	1	@	300	300
Department Storage	n/a	1	@	300	300
					<hr style="width: 100%; border: 0.5px solid black;"/> 11,160
<b>3 Math/Geometry</b>					
Math Classrooms	28	12	@	960	11,520
Teacher Planning Center	3	2	@	300	600
Department Storage	n/a	2	@	200	400
					<hr style="width: 100%; border: 0.5px solid black;"/> 12,520
<b>4 Social Studies</b>					
Social Studies	28	8	@	960	7,680
Teacher Planning Center	2	2	@	300	600
Department Storage	n/a	2	@	200	400
					<hr style="width: 100%; border: 0.5px solid black;"/> 8,680
<b>5 Special Education</b>					
Resources	4	1	@	200	200
Speech Therapist	4	1	@	200	200
Special Day Classes	15	1	@	900	900
Severely Handicap Area	6	1	@	500	500
Teacher Planning Center	3	1	@	300	300
Department Storage	n/a	1	@	200	200
					<hr style="width: 100%; border: 0.5px solid black;"/> 2,300

# HIGH SCHOOL PROTOTYPE AREA SUMMARY

## FLEX LABS

Enrollment Capacity: 1200-1600

236,147 sf based upon 1,600 students

ACTIVITY AREA	OCCUPANCY	QTY.	@	PROTOTYPE Sq. Ft.	TOTAL NET Sq. Ft.
<b>6 Project Lab H-0 (Science/Technology/Design)</b>					
General Science & Technology Labs	28	2	@	1,200	2,400
General Science Storage	n/a	1	@	200	200
Biology Labs	24	2	@	1,200	2,400
Biology Prep	n/a	2	@	300	600
Biology Storage	n/a	2	@	200	400
Greenhouse	n/a	1	@	500	500
Physiology Labs	24	2	@	1,200	2,400
Physics Labs	24	2	@	1,200	2,400
Chemistry Labs	24	2	@	1,200	2,400
Chemical Storage	n/a	1	@	200	200
Teacher Planning Center	3	3	@	300	900
Department Storage	n/a	2	@	200	400
					15,200
<b>7 Project Lab H-1 (Art/Design Studios)</b>					
Art Labs	28	3	@	1,500	4,500
Ceramics/Sculpture Lab	28	1	@	1,000	1,000
Kiln Enclosure	n/a	1	@	70	70
Photography Lab	15	1	@	500	500
Darkroom	6	1	@	300	300
Department Storage	n/a	1	@	300	300
Teacher Planning Center	3	1	@	300	300
					6,970
<b>8 Project Lab H-2 (Performing Arts)</b>					
Instrumental Lab	40	1	@	2,000	2,000
Instrument Storage	n/a	1	@	600	600
Uniform Storage	n/a	1	@	400	400
Practice Rooms	1	6	@	50	300
Music Library/Storage	n/a	1	@	300	300
Vocal Lab	30	1	@	1,200	1,200
Robe Storage	n/a	1	@	200	200
Drama Lab	30	1	@	1,200	1,200
Teacher Planning Center	3	1	@	300	300
					6,500
<b>9 Project Areas H-3</b>					
Flex Labs (School within a School)	40	2	@	2,500	5,000
Flex Labs (School within a School)	30	4	@	1,200	4,800
Flex Labs (School within a School)	28	4	@	1,000	4,000
					13,800

# HIGH SCHOOL PROTOTYPE AREA SUMMARY

## THE COMMONS

Enrollment Capacity: 1200-1600

236,147 sf based upon 1,600 students

ACTIVITY AREA	OCCUPANCY	QTY.	PROTOTYPE Sq. Ft.	TOTAL NET Sq. Ft.
<b>10 The Commons</b>				
Project/Community Use/Dining	450	1	@ 6,750	6,750
Conference	6	1	@ 200	200
School Store	n/a	1	@ 300	300
Activity Director	2	1	@ 150	150
Student Body Officers	3	1	@ 150	150
Cashier's Office	1	1	@ 150	150
Adult Education	8	1	@ 300	300
Student Organizations	8	1	@ 300	300
Parent Center	8	1	@ 300	300
				<hr style="width: 100%; border: 0.5px solid black;"/> 8,600
<b>11 Auditorium</b>				
Stage	n/a	1	@ 3,500	3,500
Tickets	2	1	@ 200	200
Stage Work Area/Service	n/a	1	@ 200	200
Stage Storage	n/a	1	@ 200	200
Audio/Visual Area	n/a	1	@ 200	200
Foyer	n/a	1	@ 3,000	3,000
Seating Area	?	1	@ 9,000	9,000
Dressing/Makeup	5	2	@ 200	400
Costume/Prop Storage	n/a	1	@ 600	600
Toilets	n/a	2	@ 200	400
				<hr style="width: 100%; border: 0.5px solid black;"/> 17,700
<b>12 Library/Media Center</b>				
Library	40	1	@ 4,000	4,000
Material Checkout Area	2	1	@ 150	150
Computer Area	12	1	@ 400	400
Audio/Visual Lab	12	1	@ 400	400
Conference	12	1	@ 400	400
Central Control for CCTV	n/a	1	@ 200	200
Media Production Lab	28	1	@ 1,200	1,200
Copying Room	n/a	1	@ 200	200
Viewing Room	n/a	1	@ 200	200
Director's Office	4	1	@ 200	200
Secretarial	2	1	@ 120	120
Clerical Work Area	2	1	@ 300	300
Toilets	n/a	2	@ 50	100
				<hr style="width: 100%; border: 0.5px solid black;"/> 7,870

# HIGH SCHOOL PROTOTYPE AREA SUMMARY

## 13 Physical Education

Gymnasium	600+	1	@	12,000	12,000
Support Gym (Dance/Aerobics)	400+	1	@	6,400	6,400
Lockers (Boys & Girls)	n/a	2	@	3,000	6,000
Showers (Boys & Girls)	n/a	2	@	200	400
Drying Area (Boys & Girls)	n/a	2	@	80	160
Laundry	n/a	1	@	200	200
Weight Room	30	1	@	2,000	2,000
Team Room	18	2	@	800	1,600
Gymnastics	28	1	@	3,300	3,300
Gymnastic Storage	n/a	1	@	200	200
Physical Education Classroom	28	1	@	960	960
Athletic Storage	n/a	1	@	200	200
Lobby/Ticket Booth	2	1	@	150	150
Concessions	n/a	1	@	300	300
Public Toilets	n/a	2	@	150	300
Student Toilets	n/a	2	@	150	300
Teacher Planning Center	3	2	@	150	300
Teacher Shower/Toilet	n/a	2	@	100	200
					34,970

# HIGH SCHOOL PROTOTYPE AREA SUMMARY

## SUPPORT AREAS

Enrollment Capacity: 1200-1600

236,147 sf based upon 1,600 students

ACTIVITY AREA	OCCUPANCY	QTY.	@	PROTOTYPE Sq. Ft.	TOTAL NET Sq. Ft.
<b>14 Administrative Center</b>					
Reception/Waiting	15	1	@	400	400
Principal's Office	4	1	@	200	200
Secretarial	2	1	@	150	150
Vice Principal's Office	4	3	@	200	600
Clerical Areas	2	1	@	150	150
Bookkeeping/Cashier	2	1	@	150	150
Production Room	6	1	@	200	200
Conference Room	14	1	@	280	280
Teacher's Workroom/Mail	n/a	1	@	500	500
Teacher's Lounge	15	1	@	700	700
Staff Toilets	n/a	2	@	180	360
Vault/Records	n/a	1	@	150	150
Attendance Clerk	2	1	@	200	200
Storage	n/a	1	@	200	200
					<hr style="width: 100%; border: 0.5px solid black;"/> 4,240
<b>15 Student Guidance Center</b>					
Student Reception	6	1	@	200	200
Secretarial	2	1	@	150	150
Counselor's Office	4	3	@	200	600
Psychologist's Office	4	1	@	200	200
Speech/Hearing	4	1	@	200	200
Conference	8	1	@	300	300
Storage	n/a	1	@	200	200
Security Office	2	1	@	100	100
College & Career Center	14	1	@	600	600
Career Library	n/a	1	@	200	200
Storage	n/a	1	@	200	200
					<hr style="width: 100%; border: 0.5px solid black;"/> 2,950
<b>16 Wellness Center</b>					
Waiting	4	1	@	100	100
Office	2	1	@	150	150
Cot Room	3	1	@	200	200
Toilet	n/a	1	@	50	50
					<hr style="width: 100%; border: 0.5px solid black;"/> 500

# HIGH SCHOOL PROTOTYPE AREA SUMMARY

## 17 Food Services

Chair/Table Storage	n/a	1	@	300	300
Faculty Dining		1	@	300	300
Kitchen/ Food Prep	n/a	1	@	1,500	1,500
Serving Areas	18	1	@	300	300
Office	2	1	@	150	150
Dry Storage	n/a	1	@	1,000	1,000
Refrigerator	n/a	1	@	100	100
Freezer	n/a	1	@	100	100
Dishwashing	1	1	@	200	200
Change Room/Lockers	2	1	@	150	150
Delivery Service Area	n/a	1	@	350	350
Garbage Disposal	n/a	1	@	200	200
Recycling Area	n/a	1	@	50	50
Staff Toilets	n/a	1	@	150	150
					4,850

## 18 Maintenance

Custodial Office	n/a	1	@	200	200
Central Custodial Room	n/a	1	@	100	100
Satellite Custodial Closets	n/a	8	@	50	400
Flammable Storage	n/a	1	@	100	100
Electrical	n/a	1	@	30	30
Receiving Storage	n/a	1	@	100	100
Telephone	n/a	1	@	30	30
Mechanical	n/a	1	@	30	30
Computer Equipment	n/a	1	@	50	50
					1,040

## 19 Grooming & Toiletry

Students	n/a	12	@	300	3,600
					3,600

---

Total Learning Environments	184,490
Circulation, Walls, and Mechanical (28%)	51,657

---

Total Square footage for High School	236,147
--------------------------------------	---------



# HIGH SCHOOL PROTOTYPE AREA SUMMARY

## OUTDOOR ENVIRONMENTS AND FACILITIES

Enrollment Capacity: 1,200-1,600

236,147 sf based upon 1,600 students

### ACTIVITY AREA

#### 20 Bicycle Racks and Storage

Provide 25-30 spaces with an enclosure that can be locked during the day.

#### 21 Bus Area

Marked loading area for at least 3 buses.  
40' parking spaces for each bus.

#### 22 Courtyards

Quiet, contemplative space should be developed as site allows. Courtyards, picnic areas, and places to sit and/or eat are essential.

#### 23 Drinking Fountains

At least 2 water fountains at each outdoor play area.

#### 24 Fencing

Provide a secure system of fencing with gates as needed for circulation to play areas and school.

#### 25 Gardens

Provide a series of educational gardens that can be used for teaching a variety of subjects such as Ecology, Biology, and Geometry.

#### 26 Lighting

Per IES parking and Pedestrian illuminance recommendations  
(0.9 footcandles for a paved area)

# HIGH SCHOOL PROTOTYPE AREA SUMMARY

## 27 Parking/Vehicular Access

Provide adequate parking for staff and visitors as site allows. It is suggested 10 spaces/100 students for staff parking, 5 spaces/100 for visitor parking and 25 spaces/100 for driving students. The administrative area should have access from visitor parking and pedestrian traffic flow, providing an inviting atmosphere and enhancing communication and control. Approximately 12 handicap spaces should be designated.

160 Parking Spaces for Staff  
 80 Parking Spaces for Parents/Visitors  
 400 Parking Spaces for Students  


---

 640 Total Parking Spaces

## 28 Parent Drop Off

Plan for at least 10 vehicles within a clearly marked area as site allows.

## 29 Play Areas

Field Area	260' X 260'
Field Area	260' X 460'
Hardcourt Area	100' X 120'
Field Area	360' X 360'
Field Area	300' X 750'
Hardcourt Area	100' X 110'
Field Area	200' X 360'
Apparatus Area	1,000 sf
Stadium/Bleachers	At least home team bleachers w/ Press Box
Field House	For Varsity Athletics and Weights
Pool Complex	Pools for swimming and diving
Walking Trails	Trails w/exercise stations throughout the site

## 30 Signs

Exterior display cases for advertising upcoming events and activities should be provided. They should be easily changeable with appropriate lighting.

## 31 Waste Disposal/Service

Space adjacent to both the dining area and the street should be made available for the placement of the waste containers, service area, and deliveries. Ideally, it should be visually shielded from view, but easily accessible. Space for multiple waste containers as well as recycling containers should be included.

**Sacramento City Unified School District  
Facilities Master Plan**



**Elementary School  
Planning Standards**

REV 02/2005



# Contents

---

## Elementary School Site and Facility Standards

<b>Introduction</b> .....	<b>1</b>
Major Ideas .....	3
Prototypical Elementary School .....	5
<b>1.0 Site Standards</b> .....	<b>11</b>
<b>2.0 Plant Assessment</b> .....	<b>26</b>
<b>3.0 Adequacy and Environment for Education</b> .....	<b>42</b>
<b>Appendices</b> .....	<b>64</b>
a. Criteria for Assignable Square Footage .....	64
b. Needs Analysis for a Prototypical Elementary School .....	67
c. Handicapped Accessibility Checklist .....	72
d. Facility Planning Issues .....	74



# Site and School Guidelines

---

## Introduction

This document contains policies and standards that guide the design and evaluation of elementary schools in the Albuquerque Public School District. The document is divided into three sections covering:

- 1.0 The School Site
  - Size, Location and Quality
  - Site Accessibility
  - Site Features
- 2.0 School Plant Assessment
  - Exterior and Interior Building Components
  - Heating/Ventilation/Air Conditioning
  - Plumbing
  - Electrical/Telecommunications
  - Safety/Security
  - School Plant Maintainability
- 3.0 Adequacy and Environment for Education
  - Adequacy (Size and Relationships)
  - Environment

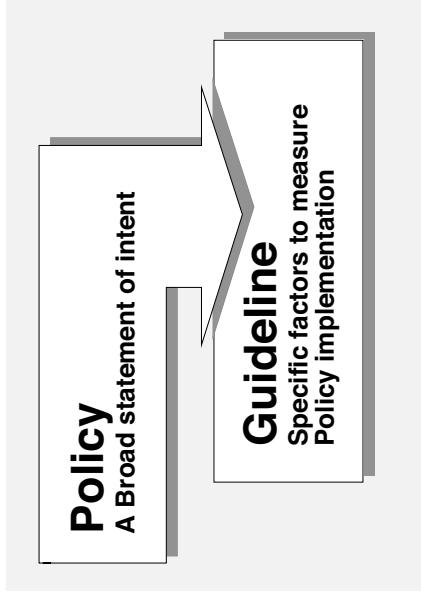
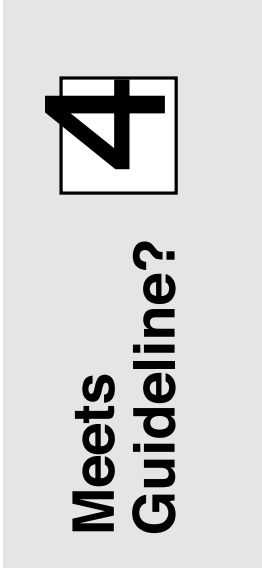
### Facility Planning Standards and Policies

Schools serve a vital role in the community. Their design impacts the lives of thousands of people daily: as a learning environment for our children; a place of employment for teachers, administrators and staff; and as a focus of neighborhood and community activities. For all endeavors, APS seeks to provide facilities that are safe and appropriate for the activities taking place.

APS facility policies and standards are explicit statements about how school facilities should perform to support the educational and other needs of the district. The facility policies and standards are used for a variety of purposes:

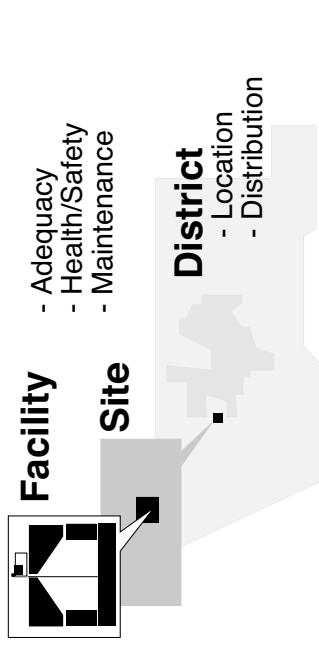
- To serve as a checklist to evaluate existing schools. This analysis will result in a comparative permanent record of buildings and grounds;
- To identify capital outlay needs for bring all schools to minimum standards;
- To serve as a basis for new school design.

Facility **policies** are broad statements of intent while **standards** are specific factors to measure the implementation of the policies. All standards are based on the assumption that facilities exist to support the instructional (curricular) needs of the district.



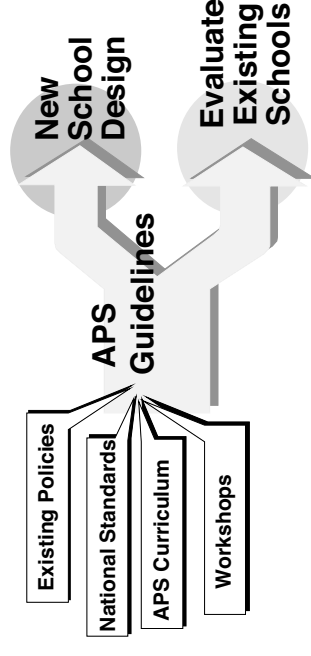


The policies and standards address concerns at the district-wide scale (primarily the location and distribution of facilities) and at the site and facility scale (primarily concerned with the adequacy and environment of the spaces provided, health/safety issues and maintenance concerns). It is anticipated an encouraged that the policies and standards will be reviewed and refined as time goes on. The intent of this document is to make explicit the ideas that are important in our facilities. Policies are indicated in bold type. Standards are indented and written in italics. Illustrations and explanatory notes are in the right-hand column.



### Guidelines address different scales of concerns

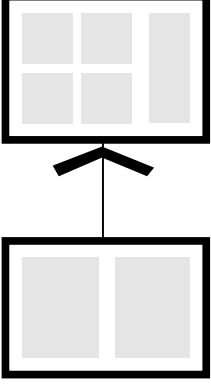
The policies and standards contained in this document are compiled from an assessment of national standards, current APS facility and curriculum practices and input from Task Forces composed of key APS administrative personnel, Curriculum Center representatives, principals, teachers and community representatives. The standards owe a large debt to the *Guide for School Facility Appraisal* developed by Harold L. Hawkins, Ed.D. and H. Edward Lilley, Ph.D., in cooperation with the Council of Educational Facility Planners International. This guide served as the conceptual base from which adaptations were made in order to adjust to the unique characteristics of APS. *The Facility Condition Survey Standards* developed by the Jefferson County Public Schools in Colorado were also an excellent resource.



## **Major Site and Facility Ideas**

Major ideas within this document include:

- Schools should be located in areas convenient to the student population in a manner that minimizes busing and promotes student, parent and community access to the school.
- Schools should be safely accessible to pedestrians and vehicles and provide a clear and safe separation of:
  - Buses
  - Parent drop-off/pick-up
  - Service access.
- Site and facilities should provide an environment that promotes learning opportunities to the extent possible.
- Site and facilities should provide a safe and healthy environment for learning in accordance with appropriate codes and ordinances.
- Site and grounds should be designed for cost effective operation and ease of maintenance.
- School facilities should provide opportunities to adjust to programmatic (instructional and community) and technological changes. This includes:
  - Flexibility of existing spaces to meet a number of purposes
  - Ability to expand
  - Ability to accommodate new communication and information technologies into learning environments.



Provide Flexibility To Meet  
New Circumstances

- School sites and facilities should be organized in a clear and consistent manner that:
  - Centralizes common use facilities to the population(s) served (media center, cafeteria/kitchen, rest rooms, workrooms)
  - Provides natural light to learning areas
  - Separates "noisy" from "quiet" activities
  - Promotes ease of supervision and security (controlled building access - control of functions, after hour use)
  - Considers special accessibility needs
  - Provides covered (protected) circulation
  
- School facilities should provide the opportunity for community and after hour use.
  
- School spaces should meet instructional and functional needs of the activities taking place.
  
- School sites and buildings should provide a pleasant environment for students and staff and be a positive addition to the community.

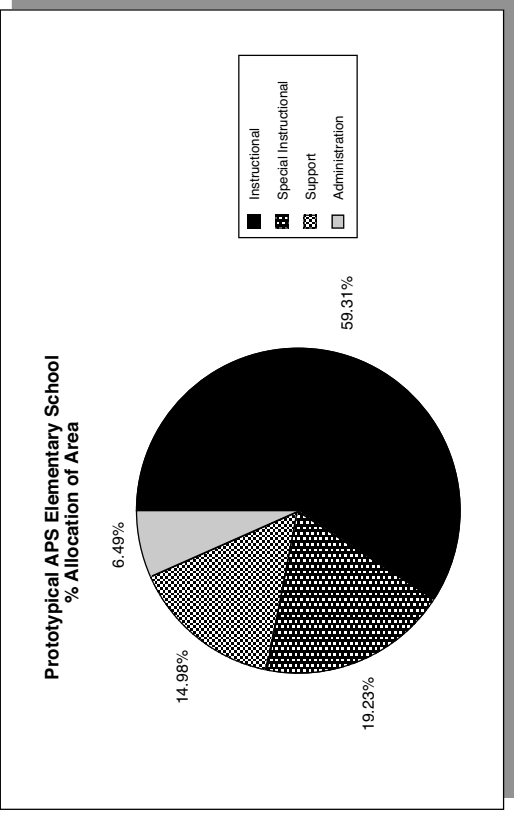
# Prototype APS Elementary School

Through an evolutionary process, APS has developed a prototypical elementary school. This school will vary somewhat in response to specific enrollment characteristics but has many common features. Many of the standards and criteria in this document reflect ideas embodied within this school.

A prototypical elementary school:

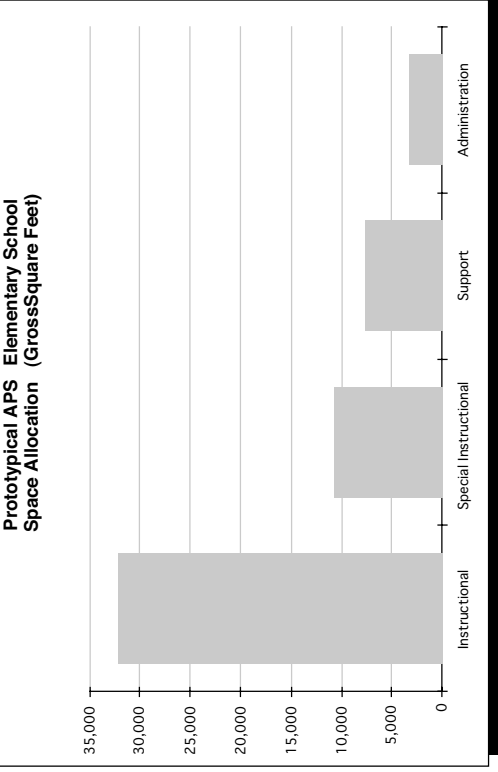
- Accommodates 550-750 permanent enrollment and provides the ability to add 6 to 8 portable classrooms.
- Ranges from 45,000-55,000 square feet in total gross area (depending upon number of permanent classrooms and specialized programs).
- Costs about \$3.9 million without land.
- Is situated on about eight to ten acres of land in a primarily residential area.
- Provides for on-site staff and visitor parking, separate parent and school bus pick-up and drop off areas and exterior play areas.
- Devotes about 78% of its interior space to direct instructional use; about 19% of its space to instructional support activities (media center, cafeteria); and about 6.5% of its space to administrative functions.
- Has 24 full sized permanent classrooms which includes:

	Assignable Area (Square Feet)		Percent
	Net	Gross Total	
Instructional (Permanent)	23,040	32,914	59.3%
Special Instructional Support	7,470	10,671	19.2%
Administration	5,820	8,314	15.0%
	2,520	3,600	6.5%
	38,850	55,500	100.0%

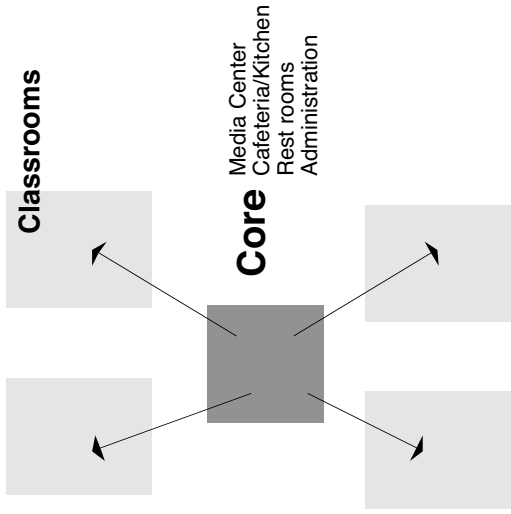


- 2 Kindergarten classrooms
- 20 regular classrooms (grades 1-5)
- Special Education "C" level classroom (number is variable upon need)
- Special Education "D" level classrooms with a time out room (number is variable upon need)
- Has 6 one-half sized classrooms that can be used for a variety of purposes including:
  - 1 Special Education "B" level gifted room
  - Speech room
  - Parents room
  - Bilingual education room
  - Resource specialists room
  - Counselor
- Has special instructional spaces for fine arts, computers, and physical education.
- Has general instructional support spaces such as a library/media center and teacher's workroom.
- Has other support areas such as a cafeteria, kitchen (for serving of food prepared at the APS central kitchen), teacher's lounge and storage.
- Has administrative spaces for the principal, school secretary, reception and nurse.

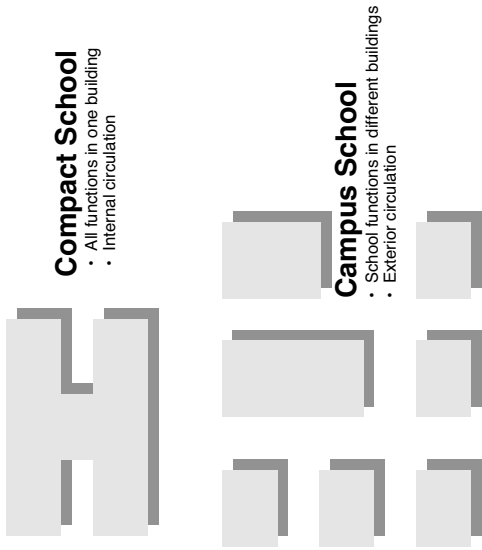
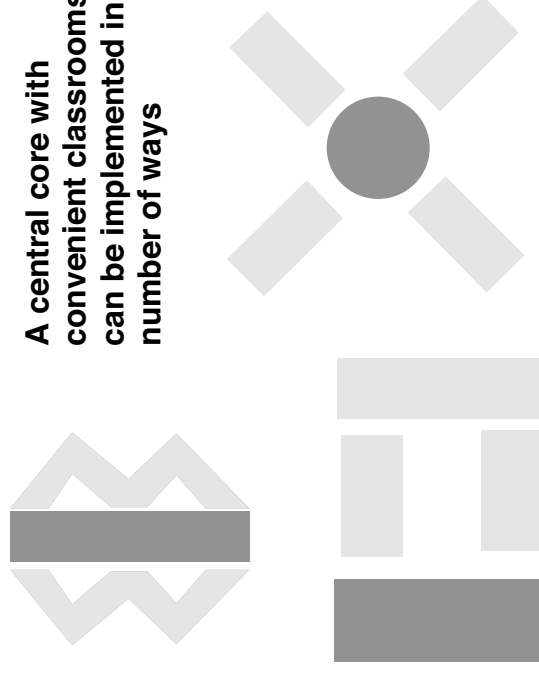
A detailed listing of spaces in a prototypical school is found in the appendix. Examples of recent APS schools follow.



APS schools come in many shapes and sizes. There are many different facility design options to meet the facility policies and standards contained in this document.



A central core with convenient classrooms can be implemented in a number of ways



*This is the schematic floor plan of the Westside Elementary school that was not funded because of the mill levy failure. It represents APS' latest thinking about elementary school design and reflects the policies and standards included in this document.*

*This plan is included for information purposes only. Please note that APS facility planning policies and standards can also be met by a variety of school designs.*

*Some of the positive features of this design are:*

- Permanent construction with interior circulation to school areas*
- A central "core" of administration, workroom, media center and cafeteria*
- Classrooms distributed around the "core" area in a manner that insures natural light and access to the outside*
- Demountable partitions in each classroom wing to allow some flexibility in classroom use*
- Bathrooms distributed in a manner to be convenient to students and staff*
- A mini-gymnasium*
- A music room.*

*This is the site plan for Martin Luther King Elementary School. The latest permanent elementary school built by APS.*

*This site plan is included for information purposes only. Please note that APS facility planning policies and standards can also be met by a variety of site designs.*

*Some of the positive features of this site design are:*

- *Separated bus and parent pick-up and drop off areas.*
- *Extensive staff and visitor parking.*
- *Extensive site developed and hard surfaced play areas.*
- *A separate kindergarten play area.*
- *A grassed recreation field.*
- *A variety of courtyards that can be used for educational purposes.*
- *An area preplanned for portable classrooms.*



# 1.0 The School Site

This section discusses standards for the school site in terms of:

- Location/Surroundings/Size
- Pedestrian and Vehicular Accessibility
- Site Features
- Safety/Security
- Maintenance

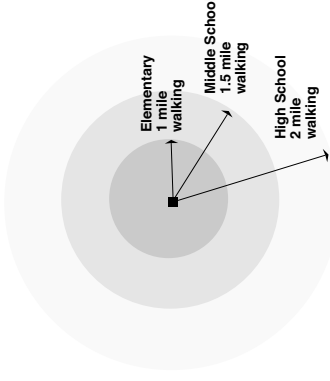
## ***Policy 1.1 School Location*** **Schools should be conveniently located for the student populations they serve.**

Schools serve as an important part of a residential neighborhood. Schools should be located in areas convenient to the student population in a manner that minimizes busing and promotes student, parent and community access to the school.

State regulations identify school bus eligibility based on a walking radius of students to their school:

- Elementary School children should not walk more than 1 mile to school;
- Middle Schools a 1.5 mile radius;
- High Schools within a two mile radius.

Past these distances, students are eligible for bus transportation. Most students within APS travel no more than 15-20 minutes on the bus.



Students living greater than these distances are eligible for bus transportation.

**Schools should be located conveniently for the populations they serve.**

Existing APS policy dictates the primary considerations that govern the establishment of a school attendance area. They are:

1. The instructionally effective use of each school's physical capacity.
2. The geographic location of each school in relationship to the surrounding student population.
3. The optimization of safe walking patterns consistent with school district transportation policy. Where possible, major thoroughfares and natural barriers will be used as boundaries.
4. The preservation of neighborhood integrity.
5. The equivalence of educational experiences and programs available to the students at the schools involved.
6. The establishment of boundaries for individual schools and high school articulation areas with the objective of achieving the pure feeder concept.
7. Within the school size guidelines of the district, the promotion of excellence in the quality of the educational experience, instructional programs, and other services available to the students at the schools involved.

**Standard 1.1.1 Site Location**

*Site should be central to and easily accessible to the present and/or future population.*

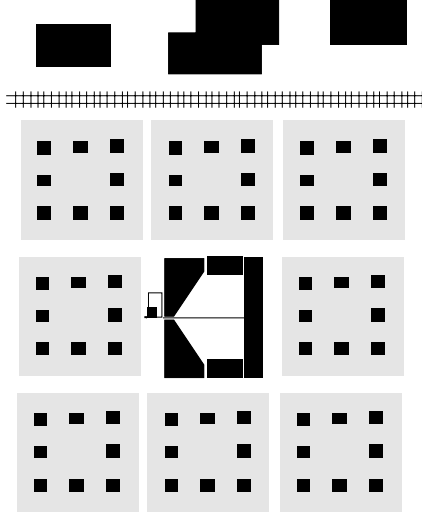
**Policy 1.2 Surrounding Environment**

**The environment surrounding school facilities should be compatible with education needs and development.**

Generally, elementary schools should be located in predominantly residential settings (areas zoned residential under the City of Albuquerque Zoning Code or comparable) and should be a compatible use with the surrounding area. The area should be free of undesirable characteristics such as excessive noise, pollution and dust.

**Standard 1.2.1 Surrounding Environment**

*Location should be removed from undesirable business, industry and traffic.*



**Schools located in residential settings**

**Policy 1.3 Size of Site**

**School sites should be large enough to accommodate present and anticipated programs and the population served.**

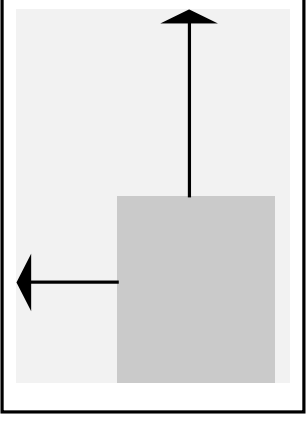
There is no hard and fast rule that dictates the correct size for any school site. Required site sizes can vary according to:

- Urban vs. rural location
- Proximity of recreational and cultural facilities
- Character of the site (amount of the site that can be used)
- Nature of specialized programs.

Each site should provide capability to accommodate adopted APS enrollment ranges by either addition of portables, permanent additions or purchase of adjacent land without interference with essential programs (e.g. on-site playgrounds or athletic fields). APS school size ranges are:

Elementary Schools	300 to 750 students
Middle Schools	600 to 1000 students
High Schools	1500 to 2200 students

In general, the larger the site, the more inherent flexibility there is to respond to future requirements. Larger sites, however, entail increased maintenance expense. Based on a review of existing APS school sites and commonly accepted national standards, the following standards for minimum sizes (net acres, e.g. not including unusable area due to excessive slopes, drainage etc.) for each level are:



**School sites are sized to accommodate present and anticipated programs**

	Net Acres		
	Low	Ideal	High
Elementary Schools	7.5	10	15
Middle Schools	15	20	30
High Schools	30	40	50

Where schools are located adjacent to a joint school-park site, the size of the joint site should be counted toward the total acreage of the school site.

**Standard 1.3.1 Elementary School Site Size**

*Site should be of adequate size for school level and specialized program needs.*

**Standard 1.3.2 Expansion Options**

*Campus should allow options for on-site expansion of facilities.*

Factors to evaluate the capacity to expand:

- Size of site
- Infrastructure (water, sewer, gas, electricity) to serve portables or new structures.
- Ability to accommodate a minimum of 8 portables without disrupting essential site functions
- Relationship to other site activities.

Site Requirements	#	Area (S.F.)	Acres
Permanent Buildings*	8	840	1.18
Portable Buildings			0.15
Visitor/Staff Parking	85	400	0.78
Bus Pick-up/Drop Off Play Areas	1		0.69
Kindergarten			0.19
Asphalt Play Area			0.58
Grassed Field (1- 180' x 320')			1.32
Concrete Pad (2- 40' x 60')			0.11
Softball Fields	2		0.74
<hr/>			<hr/>
		Net	5.75
		Tare** at 35%	3.10
		Total Minimum	8.84 acres

\* Assuming one story construction  
 \*\* Roadways, landscaping, walks

**Exhibit**

*Size required for a typical new APS elementary School.*

**Size of Sites of Selected APS Elementary Schools:**

Corrales	6.2 acres
Dolores Gonzales	2.8 acres
Longfellow	4.8 acres
Martin Luther King	9.43 acres
Mary Anne Binford	10 acres
Monte Vista	5.7 acres
Los Padillas	16.3 acres
Wherry	19 acres

**Policy 1.4 Site Accessibility**  
Elementary schools should be safely accessible by pedestrians and vehicles.

**Sub-Policy 1.4.1 Off-Site Student Pedestrian Access**  
There should be clear and safe pedestrian access to a school in accordance with State and APS policy.

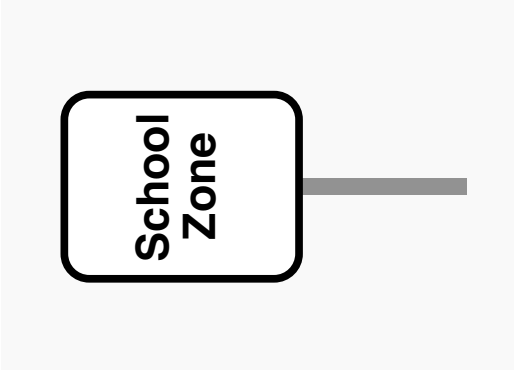
All major streets exceeding 55 vehicles/minute or 70 vehicles/minute within 1 mile distance from elementary schools should have either:

- A pedestrian crossing area with crossing guard and standardized signage (provided by City and County Police)
- Appropriate traffic signals (provided by City and County Police); or
- Provision for student bus transportation.

APS works closely with the City Police Department, County Sheriff's Department and City and County Transportation Planners to identify and eliminate any hazardous walking conditions.

**Standard 1.4.1.a Access Streets**  
*Access streets should have sufficient signals and signs to permit safe pedestrian entrance to and exits from the school area.*

**Standard 1.4.1.b Off-site Sidewalks**  
*Off-site sidewalks should be available for safety of pedestrians.*



**Notes:**  
*The APS Transportation Department has provided safety and traffic issues for each site.*

*See Appendix C for a list of specific State Statutes applicable to barrier free access.*

**Sub-Policy 1.4.2 On-Site Pedestrian Access**  
There should be paved sidewalks connecting all school activity areas (to avoid undue maintenance in interior areas).

**Standard 1.4.2.a On-Site Sidewalks**  
The school site should provide adequate and accessible on-site sidewalks between school areas.

**Standard 1.4.2.b Handicapped Accessibility**  
Handicapped access facilities such as ramps, handrails, and curb cuts should be available at building entrances, parking areas, playgrounds and pedestrian walks in accordance with American National Standards Institute (ANSI), Specifications for making buildings and Facilities Accessible to and Usable by Physically Handicapped People with the objective of achieving program accessibility.

**Note:**  
A draft Handicapped Accessibility checklist is provided in Appendix C.

**Standard 1.4.2.c. Main Entry**  
The main entrance to buildings or building complexes should be clearly defined through the use of building design, landscaping, signage or other method and communicate a positive image of the school.

**Sub-Policy 1.4.3 Vehicular Access**

There should be clear, separate, distinct and safe on-site circulation paths for: pedestrians, buses, staff, visitor and service vehicles.

**Standard 1.4.3.a Bus Loading/Unloading**

There should be separate bus loading/unloading zones on the school site accommodating the required number of buses for that school that does not conflict with other vehicular or pedestrian pathways and provides for the safe loading and unloading of students.

**Standard 1.4.3.b Student Drop-Off/Pick-up**

There should be a separate area for the drop-off and pick-up of students by parents on the school site that does not conflict with other vehicular or pedestrian pathways and provides for the safe loading and unloading of students.

**Standard 1.4.3.c Kindergarten Drop-Off/Pick-up**

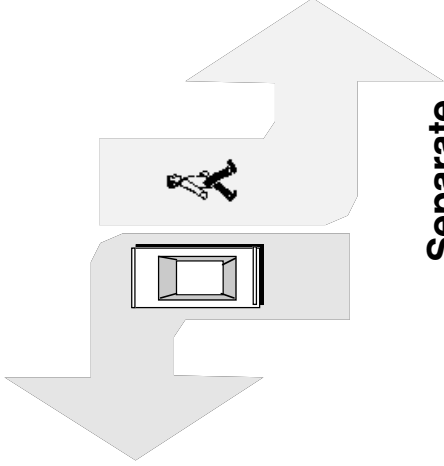
There should be a separate, safe and convenient drop-off and pick-up area for kindergarten students on the school site.

**Standard 1.4.3.d Vehicular Entrances/Exits**

Vehicular entrances and exits should be safe for traffic flow.

**Standard 1.4.3.e Service/Emergency Access**

There should be appropriate access to all areas of the site by service and emergency vehicles properly identified.



**Separate Vehicular and Pedestrian and Circulation**

**Note:**

There is available from the APS Transportation department information about potential traffic issues.

**Standard 1.4.3.f Street/Parking Area Condition**

Streets and parking areas should be well designed with solid surfaces.

**Standard 1.4.3.g Portable Buildings**

There should be sufficient room for ingress and egress of portable buildings to the site.

**Sub-Policy 1.4.4 Parking**

There should be adequate parking for staff and visitors at all APS schools. Parking areas should be paved and separate from other access ways.

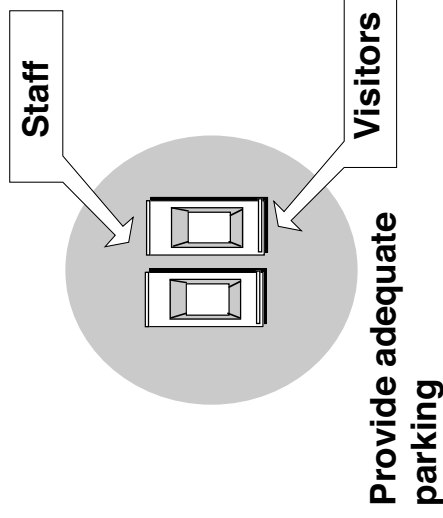
Parking standards are:

- One space for each teacher and staff member (for maximum planned enrollment levels).
- Ten spaces for visitors conveniently located near the school office.
- 4% of parking spaces should be handicapped designated and dispersed in staff and visitor lots.
- There should be 1,000 sf of pad and enclosure for bicycle storage that can be easily supervised (e.g. near administrative offices).

Typically for an elementary school there should be about 85 spaces (Staff Parking - 75 spaces, Visitors - 10 spaces) although some schools may require more or less depending upon location.

**Standard 1.4.4.a Parking**

There should be adequate staff and visitor parking on the site. Parking areas should be paved and separate from other access ways.





**Standard 1.4.4.b Special Event Parking**

*There should be ability to accommodate visitor parking for special events (on-site and off-site) without creating nuisance or safety hazards to the surrounding neighborhood.*

**Policy 1.5 Site Development**  
**School sites should be developed to enhance the educational environment and the image of the school to the surrounding community.**

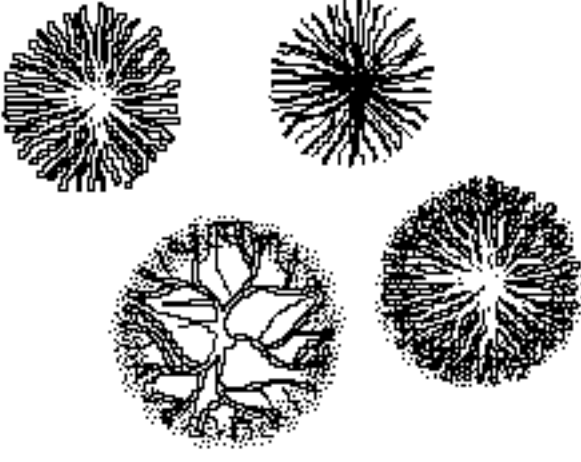
Elements of site development include the harmonious blend of

- Landscaping (plant material)
- Planting areas
- Pedestrian areas

for the school site, perimeters, parking lots and adjacent streets. The aesthetic appeal and subsequent maintenance are important concerns.

**Standard 1.5.1 Plant Material**  
*Plant material should provide shade, visual screening, wind protection and aesthetic qualities for the building and surrounding area. From 7% to 15% of the school site should be landscaped with trees or grass (not including a grassed playing field). Shrubs and ground cover are discouraged because of high maintenance requirements. The following areas should be landscaped:*

- Parking lots
- Perimeters of the school facing public right-of-ways
- Public areas
- Outside learning areas.



**Issue:**

*Landscape issues include:*

- Ease of maintenance
- Types and placement of plantings
- Amount of site to be landscaped
- Specific guidance re:
  - Parking lot landscaping
  - Entrance landscaping
  - Playing fields
- Irrigation systems
- Storage for exterior maintenance
- Adequacy and condition

**Standard 1.5.2**      **Walkways/Gathering Areas**  
High pedestrian traffic areas should have paved surfaces.

**Note:**

Walkway slopes should not exceed 1:20 and cross slope should not exceed 1:50.

**Standard 1.5.3**      **Student Seating**  
There should be seating areas available in high pedestrian areas.

**Standard 1.5.4**      **Irrigation Systems**  
There should be fully automatic underground sprinkler systems with vandal-proof sprinkler heads that cover all play fields, lawns and planting areas.

**Standard 1.5.5**      **Developed Area**  
The school site should be developed as much as practical with building area, landscaping, parking, hard-surfaced play areas and pedestrian ways with the intent of minimizing vacant, dirt areas.

**Policy 1.6**      **Drainage:**  
The site should be graded to insure good drainage and yet avoid soil erosion. Drainage should be directed away from the buildings and avoid student traffic and congregation areas.

**Standard 1.6.1**      **Drainage**  
School sites should be well-drained and free from erosion.

- Drainage considerations are:
- Water should not discharge over sidewalks except by sheet flow.
  - Drainage should be removed by adequate catch basins and drainpipes.

- Roof drainage should be directed away from the building.
- Recreation and play areas should be properly drained.
- Drainage into public rights-of-way should be avoided.

**Note:**

*APS athletic and physical education requirements are largely determined by administrative procedural directives.*

**Policy 1.7 Site Recreation**

**The school site should provide outdoor recreation and learning areas suitable for age of student population served.**

**Standard 1.7.1 Playground Location**

*Playgrounds should be conveniently located for student population and removed from streets and parking areas.*

**Standard 1.7.2 Playground Equipment**

*Playgrounds should be well equipped to serve all students: .*

Playgrounds should reflect both the needs of primary (1 to 3) and intermediate (4 and 5) grades. Required equipment at playgrounds include:

- Chinning Bars (1 per 200 students)
- 2 mountain climbers
- 3 rainbow climbers and/or horizontal climbers
- 5 swing sets (6 swings each)
- 4 softball backstops
- 12 tetherball poles

Other items to consider:

- Walls designed to throw balls against
- Soft, sand areas

**Note:**

*The Procedural Directives call for an obstacle course (10 station) at each school but this is rarely provided.*

- Play structures

**Standard 1.7.3 Kindergarten Playground**

*There should be a fenced kindergarten area with appropriate equipment scaled to kindergarten use including:*

- A climber
- Play structures
- Tables and sitting areas
- Hard and soft surfaces
- Water availability

**Standard 1.7.4 Playground Safety**

*The playground equipment should be located and designed to minimize hazards.*

*Factors to consider include:*

- *Proper spacing between equipment*
- *Cushioned 'soft' ground surfaces beneath the equipment*
- *Metal or plastic rather than wood play structures to minimize hazards of splinters and minimize maintenance*
- *Designs that are free of obstacles.*

**Standard 1.7.5**      **Hard Surfaced Play Areas**

*There should be hard surfaced play areas located near the building with southern sun exposure. Areas should include:*

- 1 concrete pad (60' x 80") or 2 pads (each 40' x 60") with 12 basketball goals (6 around each pad)
- Asphalt play area (25,000 sf, or about 160' x 160') with painted game lines.

**Standard 1.7.6**      **Grass Playing Field**

*There should be one grassed game field not to exceed 180' x 320' with a 8'-10' running track around the perimeter located near the playgrounds.*

**Note:**

*A track is a suggested addition to the administrative procedural directive for Standard 1.7.6.*

**Standard 1.7.6**      **Playground Supervision**

*Playgrounds should be organized to minimize the number of supervisory personnel required.*

**Policy 1.8 Safety/Security**

**The site should be a safe and secure environment for student population served.** The school site should be free from on-site and off-site hazards.

**Standard 1.8.1 Safety/Security Hazards**

*Site should be free of safety or security hazards (e.g. ice on sidewalks, excessive slope, dangerous play equipment, improperly designed stairs).*

**Note:**

*Older schools will not meet this standard (electric service underground).*

**Standard 1.8.2 Electric Service**

*Electric service should be underground.*

**Standard 1.8.3 Fencing**

*Safety security fences should be provided to protect students from hazard of traffic, railroad, steep terraces; to protect adjacent properties from trespass by students and to discourage passerbys from walking onto the campus. There should be pedestrian access at convenient locations.*

**Standard 1.8.4 Security Lighting**

*Sites should have illuminated parking areas, walks, entrances and exterior building areas for both safety and security purposes.*

**Standard 1.8.5 Drain Fields**

*Septic tanks and drainage fields should be located away from sand/digging play areas where possible.*

**Policy 1.9 Maintenance**  
School site should be able to be maintained by APS maintenance personnel.

**Standard 1.9.1 Electrical Equipment**  
*Outdoor light fixtures, electric outlets, equipment and other fixtures should be accessible for repair and replacement.*

**Standard 1.9.2 Water**  
*Outside water supply should be adequate for normal usage.*

**Standard 1.9.3 Landscaping**  
*Site landscaping should be reasonably maintained and is water conservative.*

**Standard 1.9.4 Gas Lines**  
*Site gas piping should be accessible for repair.*

**Standard 1.9.5 Garbage Collection**  
*Each school should have a designated garbage collection area meeting the City of Albuquerque standards, located near the kitchen and accessible to a service access.*

- 142 sf min (13'-4" wide x 10'-8" deep) concrete pad
- 5' minimum wall around 3 sides
- Bollards placed to protect wall.

## 2.0 School Plant Assessment

---

This section establishes policies and minimum standards for adequacy and condition of:

- Exterior and Interior Building Components
- Heating/Ventilation/Air Conditioning
- Electrical/Telecommunications
- Safety/Security
- School Plant Maintainability

Assessment of condition is a matter for the most part of age and maintenance. Adequacy of many of these areas is largely governed by state and local building codes that set minimum standards with the intent of protecting occupant health and safety.

Applicable codes include:

- Uniform Building Code (Accessibility and Exits)
- NFPA 101 Code for Safety to Life from Fire in Buildings and Structures, 1988 (Exits, Fire Protection equipment)
- Uniform Plumbing Code (numbers and location of rest rooms and fixtures, drinking fountains).
- Uniform Mechanical Code
- American National Standards Institute (ANSI), Specifications for making buildings and Facilities Accessible to and Usable by Physically Handicapped People (Handicapped Accessibility)
- Uniform Code for Building Conservation (Energy Conservation)



School facilities are required to meet the codes adopted by the local government during plan review prior to construction. There have been numerous changes in state and local code requirements since many APS schools have been constructed. Although an existing school is not required to comply with each new code modification, it is good planning policy to strive to meet new standards when possible during normal plant maintenance and certainly during any facility renovation and new construction. The intent of the facility evaluation is not to conduct a formal code search, but to indicate potential problem areas to be addressed in more detailed studies.

**Note:**

*Condition of building components is largely determined by age and maintenance. Evaluators will take this into account by assigning points based on the weighted average age of the original building and all additions or last extensive remodeling program.*

**Policy 2.1 Health/Safety**

Site and Facilities should provide a safe and healthy environment for learning in accordance with appropriate codes and ordinances.

**Sub-Policy 2.1.1 Structural Building Components**

The structural condition of the school should provide a safe and sound educational environment that permits reasonable opportunity for internal flexibility and adaptability to meet new circumstances.

*Indicators of structural problems:*

- Do any outside walls show signs of cracking?
- Are foundations strong and stable?
- Are there any areas with unusual floor problems (e.g. cracking, uneven surface)?
- Are there any doors in the facility that have persistent closing/opening problems.

**Standard 2.1.1.a Foundations**

Foundations and basement walls should be free of structural cracks, water damage or defective mortar. There should not be signs of shifting or settling.

**Standard 2.1.1.b Floors**

Floors should be level, rigid and free of decay and be of adequate strength to support structural loads imposed.

**Standard 2.1.1.c Walls**

Walls should be plumb, with junctures aligned and free of structural cracks, water damage and loose or defective mortar. Walls should be impervious to moisture, seepage and show no signs of deterioration.

**Standard 2.1.1.d Structural System Flexibility**

Structural system should permit flexibility to adjust to program requirements.

Standard 2.1.1.d may be hard to satisfy in older schools.

**Standard 2.1.1.e Sound Transmission**

Wall and ceiling design should retard transmission of unwanted sound.

**Standard 2.1.1.f Roofs**

Roofs should be structurally sound, have positive drainage and be weather tight.

**Sub-Policy 2.1.2 Interior Building Components**

The interior building components of the school should provide a safe and sound educational environment.

**Standard 2.1.2.a Walls**

Interior walls and partitions should be:

- Sound absorbent
- Clean without breaks, cracks or holes.

**Standard 2.1.2.b Floors**

Interior floors:

- Surfaces should be non-skid, attractive in appearance, easy to maintain and free from projections.
- Carpet, tile, concrete and other floor finishes should be clean, in good condition and without worn, broken or frayed areas.

**Standard 2.1.2.c**

**Ceilings**

- Ceiling heights should range from 8 feet to 14 feet for economy of heating, air conditioning, illumination and ventilation.
- Ceiling surfaces should be clean and without holes, cracks and missing or broken, yellowed tile.
- Ceiling design should minimize noise.

**Sub-Policy 2.1.3. Energy Conservation**

School facility should be energy conservative.

**Standard 2.1.3.a**

**Energy Conservation**

Facility should meet energy conservation standards:

Factors to consider include:

- Adequacy and condition of caulking and weatherstripping around all windows, doors, conduits, piping, exterior joints and other areas of infiltration.
- Adequacy and condition of insulation in walls and roof.
- All exterior main ingress/egress doors are equipped with properly designed vestibules (excluding emergency only exits and exits from individual classrooms).
- Solar heat gain through windows.
- Heat loss through windows.

**Sub-Policy 2.1.4 Mechanical System (Heating/Cooling/Ventilation)**  
Mechanical Systems should provide for a reliable year-round comfortable environment in a cost efficient manner in conformance to local health and safety codes.

**Standard 2.1.4.a Year-Round Comfort**

*There should be provision for year-round comfortable temperature throughout the building (70 degrees in winter and 78 degrees in summer).*

**Standard 2.1.4.b Ventilation**

*Ventilating system should provide adequate year-round circulation of fresh air.*

**Standard 2.1.4.c Mechanical System Reliability**

*Mechanical systems should be reliable and should not require frequent repair.*

**Standard 2.1.4.d Mechanical System Noise**

*Mechanical systems should run quietly and not have obtrusive noises.*

**Standard 2.1.4.e Heating Unit Location**

*The central heating plant unit(s) should be located away from student occupied areas in accordance with local building codes.*

**Standard 2.1.4.f Mechanical System Accessibility**

*Mechanical equipment should be easily accessible for normal maintenance.*

**Sub-Policy 2.1.5 Plumbing**

Plumbing Systems and fixtures should reliably supply water and meet wastewater requirements for the population served in a cost efficient manner and in conformance with local health and safety codes.

**Standard 2.1.5.a Rest Room Fixtures**

Number and size of rest rooms and fixtures should meet or exceed code requirements.

The number of fixture should conform to the following minimum standards (Uniform Plumbing Code):

<b>Fixture</b>	<b>Standard</b>
Schools - Elementary	Male* 1:30 1:75 1:35 1:75
Water Closets	Female 1:25
Urinals	-
Lavatories	1:35
Drinking Fountains	1:75
Schools - Staff Use	Male 1:1-15 2:16-35 3:36-55
Water Closets	Female 1:1-15 2:16-35 3:36-55
Urinals	1:50
Lavatories	1:40

\* Whenever urinals are provided, one (1) less than

**Note**  
Typical Number of Required Fixtures for a Range of Elementary School Sizes (Uniform Plumbing Code)

	375		600		750	
	M	F	M	F	M	F
<b>Elementary School</b>						
Water Closets	7	8	10	12	13	15
Urinals	3	-	4	-	5	-
Lavatories	6	6	9	9	10	10
Drinking Fountains	3	3	4	4	5	5
<b># of Staff</b>	70		80		85	
<b>Staff</b>	M	F	M	F	M	F
Water Closets	2	2	3	3	3	3
Urinals	1	-	1	-	1	-
Lavatories	1	1	1	1	2	2

APS practice has been to seek a code modification to reduce the number of water closets for boys and to provide more urinals. Since more women tend to work in elementary schools, APS has provided more water closets for females employees than is required by code (eg. 9 instead of 2 required). Shaded area indicates that elementary school bathrooms should generally try to meet highest feasible enrollment pattern.

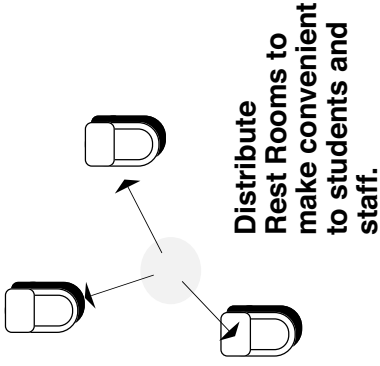
the number specified may be provided for each urinal installed, except the number of water closets in such cases shall not be reduced to less than two thirds (2/3) of the minimum specified.

Each separate restroom for staff and students should have at least one accessible fixture of each type provided.

**Standard 2.1.5.b Distribution of Rest Rooms**

*Rest rooms should be properly distributed for staff and student populations including rest room access from:*

- Permanent building
- Portable buildings
- Outside play areas



**Standard 2.1.5.c Drinking Fountains**

*There should be an adequate number of drinking fountains and they should be appropriately placed with access available for the handicapped.*

Drinking fountains should be furnished at no less than 1 per 75 students. Location of fountains should be at central and convenient points on each floor, or wing of the school, near portables and in the playground areas (vandal proof).

**Standard 2.1.5.d Plumbing Fixtures**

*Plumbing fixtures (water closets, lavatories, urinals, drinking fountains) should be in good repair and condition. There should be privacy stalls for male and female water closets.*

**Standard 2.1.5.e Water Supply**

*Internal building water supply should be adequate, with sufficient pressure and treated to meet health and safety needs.*

**Standard 2.1.5.f Waste Water System**

*Waste water (sewer) systems should be properly maintained and meet or exceed code requirements.*

**Standard 2.1.5.g Plumbing System Reliability**

*Plumbing systems should be reliable and not require frequent repair.*

**Standard 2.1.5.g Plumbing System Maintenance**

*Cut-off valves should be accessible for normal maintenance.*



**Sub-Policy 2.1.6 Electrical/Emergency/ Telecommunications**  
 There should be adequate Electrical/Emergency/ Telecommunications services to permit effective and safe program instruction in accordance with proper codes.

**Standard 2.1.6.a Electrical Service**  
*Electrical service should be adequate for existing and projected load.*

**Standard 2.1.6.b Electrical Outlets**  
*Each learning/teaching area should have two duplex outlets per wall.*

**Standard 2.1.6.c Lighting**  
*Well maintained light sources, properly placed, should provide adequate lighting.*

*(See following recommended illumination levels).*

**Standard 2.1.6.d Emergency Alarm Systems**  
*Emergency systems should be properly maintained and meet or exceed code requirements including:*

- An automatic and manual fire alarm system with a distinctive sound and a flashing light.
- Fire alarm horns located to provide sound coverage throughout the building.
- Alarm pull stations located at points of egress.
- Properly functioning and located smoke detectors as required.

**Note**

- Ask teachers and custodians if they have problems in their classrooms with power outages. With all lights and equipment powered, test the breaker boxes for excess heat.
- To determine the adequate load to support additional portables one must compare the maximum KVA usage at site to the size of the transformer (Bud Telk would have calculation needed for remaining capacity).

**Note:**

*The quality of light is an important consideration to provide a healthy learning environment. Both general illumination and task lighting requirements vary according to activity. In general, as much natural light as possible is recommended augmented by light sources replicating the natural spectrum. See also 3.5.6.*

**Recommended Illumination Levels**

Source: Guide for Facility Appraisal

The following guidelines are recommended illumination levels (foot candles/square foot) provided by the Illumination Engineering Society and the "practiced" levels based on actual use in New York City Schools:

	<b>Foot Candles/Square Foot Recommended</b>	<b>Practiced</b>
<b>Libraries</b>		
Reading rooms and carrels	70	30
Stacks	30	30
Book repair and bindings	70	-
Check in and out, catalogs, card files	50	30
<b>Offices</b>		
Designing, detailed drafting	110	50
Accounting, bookkeeping, and business	85	30
Regular Office work	70	30
Corridors and stairways	20	15
Washroom	20	15
<b>Classroom Space</b>		
Regular classroom work	50	30
Chalk boards	100	50
Drafting rooms	100	50
<b>Auditoriums</b>		
Assembly	20	15
Study hall	50	30
<b>Laboratories</b>		
General Work	50	30
Close work	100	50
<b>Lecture Rooms</b>		
General	50	30
Special/Demonstration/exhibit	100	50
<b>Exterior</b>		
Parking areas	5	5
Roadways	5	5

**Standard 2.1.6.e Security System**

Security systems should be adequate and functioning, reflecting the individual needs of each school.

**Note:**

Security systems vary depending upon the design of the school but will have the following characteristics:

- Door or passive infrared sensors;
- A central control unit that is operated from and communicates to the APS Security office.

*APS Security Department will provide an evaluation of the security systems at each school.*

**Standard 2.1.6.f Special Systems**

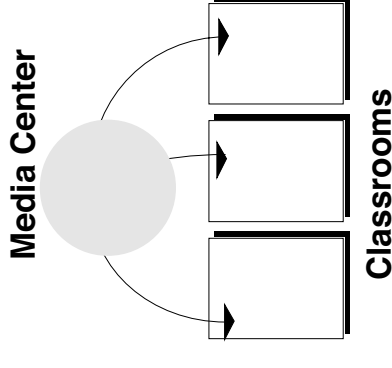
School should have a functioning and adequate:

- Intercom System
  - Intercom system should be adequate and functioning with provision for voice calling to individual loud speakers and two-way voice communications with loudspeakers located in all offices, learning and support areas.
  - All call answering should be provided from the console to all speakers by means of a single operating control.
- Clock System. Clocks should be located in the following areas:
  - Office area
  - All teaching areas
  - Cafeteria
  - Teacher's lounge
- Closed Circuit TV. Each school should have cable TV hookups and all teaching stations should have conduits for closed circuit television to allow for central distribution from the media center.

**Standard 2.1.6.g Telephones**

An adequate and functioning six line key telephone system should be provided with phones provided in the following areas:

- Principal's Office
- Assistant Principal's office
- Secretary area
- Nurse's area
- Counselor's office
- Teachers' Lounge
- Cafeteria (Separate line provided by Food Service Department)
- Special Education Classrooms (Separate line provided by the Special Education Department as required).



**Conduits for TV to each classroom**

**Standard 2.1.6.h**

**Computers**

- External: Every school should have a dedicated data (phone line) link to the central APS computer.
- Internal: Every classroom and office area should have conduit with a conveniently located computer port that can eventually be connected to a central computer file server.

**Policy 2.2 Accessibility/Safety**  
 School facilities should be program accessible to all populations in normal and emergency situations.

**Standard 2.2.1 Exterior Doors**  
*Exterior doors should open outward and be equipped with panic hardware.*

**Standard 2.2.2 Classroom Doors**  
*Classroom doors should be recessed, open outward and have smoke seals as required.*

**Standard 2.2.3 Exit Corridors - Projections**  
*Fixed projections in the traffic areas should not extend more than 8 inches from the corridor wall.*

**Standard 2.2.4 Exit Corridors - Termination**  
*Corridors should terminate at an exit or a stairway leading to an egress.*

**Standard 2.2.5 Exit Lights**  
*Exits should be clearly marked with lighted exit signs that remain lighted during power outages.*

**Standard 2.2.6 Emergency Exits**  
*There should be at least two independent exits to safety from any circulation point in the building.*

**Standard 2.2.7 Stairways**  
*Stairways and/or exits should be of fire-resistant material.*

**Basic Categories for Barrier-Free Evaluation:**  
 (Guide to Facility Evaluation)

- **Site Considerations**  
 Parking Spaces  
 Curb Cuts  
 Sidewalks  
 Running and cross slopes  
 Signage
- **Doors**  
 Width and clearance  
 Opening Pressure  
 Threshold
- **Floors and Halls**  
 Width  
 Surface Covering  
 Obstructions and Hazards
- **Operating Mechanisms and Controls**  
 Height  
 Ease of Manipulation
- **Water Fountains**  
 Height  
 Controls
- **Changes in Levels**  
 Ramps  
 Elevators  
 Lifts  
 Handrails
- **Rest Rooms**  
 Location  
 Size  
 Stall Width and Depth  
 Grab Bars and Accessories
- **Seating**  
 Space for Wheelchairs  
 Traffic Circulation
- **Telephones**  
 Height  
 Volume Control

**Standard 2.2.8 Glass**

Glass should be properly located and protected to prevent accidental student contact. Safety glass or wire glass is used where required by code.

**Standard 2.2.9 Barrier-Free**

Structure should meet or exceed all barrier free requirements, both externally and internally in accordance with American National Standards Institute (ANSI), Specifications for making buildings and Facilities Accessible to and Usable by Physically Handicapped People with the objective of achieving program accessibility.



**Policy 2.3 Cost-Effective Maintenance**  
**Site and grounds should be designed for cost effective operation and ease of maintenance by APS maintenance personnel.**

**Note:**  
*Please refer to the Handicapped Accessibility checklist contained in Appendix C.*

**Standard 2.3.1 Windows, Doors, Walls**

Windows, doors and walls should be of material and finish requiring minimum maintenance.

**Standard 2.3.2 Floor Coverings**

Classroom floor covering(s) should require a minimum of care.

**Standard 2.3.3 Ceilings**

Ceilings and walls should require minimum care.

**Standard 2.3.4 Built-in Equipment**

Built-in equipment should be designed and constructed for ease of maintenance and durability.

**Standard 2.3.5 Floors in Special Areas**

*Floors in rest rooms, kitchens, cafeterias and corridors should require a minimum of daily maintenance.*

**Standard 2.3.6 Rest Room Fixtures**

*Rest room fixtures should be wall mounted and of quality finish.*

**Standard 2.3.7 Custodial Areas**

*Adequate custodial storage spaces with water and mop sink should be in proximity to all areas.*

**Standard 2.3.8 Electrical Availability for Maintenance**

*Adequate electric outlets that are properly protected from young children and power should be available in every area to permit routine cleaning.*

### **3.0 Adequacy and Environment for Education**

The policies and standards in this section assess the adequacy of the school structures to support educational and curriculum requirements while providing an environment conducive for learning.

The adequacy of the school areas can be quantitatively measured by examining the types, areas and relationships between other functions of the spaces provided. The "ideal" that serves as the basis for measurement results from lessons learned and practical experience of designing and constructing schools over the years. It is an evolutionary rather than revolutionary process. Periodic review and analysis of these policies and standards is to be anticipated and encouraged.

The environment for education is an assessment of the qualitative factors that make a school a pleasant place to learn.

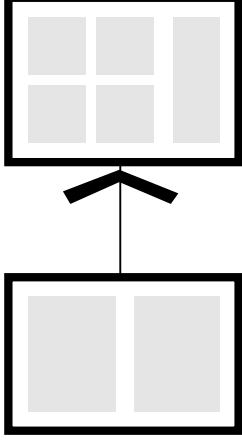


### **Policy 3.1 Plan for Flexibility**

**School facilities should provide ability to adjust to programmatic (instructional and community) and technological change.**

School facilities must provide a learning environment supportive of the District's educational programs and curricula. While it may be impossible to predict with certainty the types of programs and technological changes that may occur in the future, it is a realistic goal to build into our facilities opportunity to adjust to many demands including:

- Internal flexibility
- Ability to expand and contract
- Ability to accommodate future technology.



**Provide Flexibility To Meet New Circumstances**

#### **Standard 3.1.1 Flexibility of Classrooms**

*Educational areas should allow internal flexibility for program adaptations: Factors to consider include:*

- Classrooms are sized to allow a variety of grade levels.
- Classrooms and support areas are designed to allow different programs to occur.
- Classrooms can be varied in size through use of demountable partitions.
  - 1/2 size classrooms that can be made into full classrooms;
  - Full classrooms that can be made into double size (for team teaching)
  - Appropriate plumbing stub-outs
- Classrooms that allow the positive use of walls and ceilings
- Flexibility in furniture arrangement.

#### **Note:**

*In recent APS schools there are classrooms with demountable partitions in each "wing" of the school to allow some classrooms to expand to meet new purposes.*

**Standard 3.1.2 Ability to Add Permanent or Portable Classrooms**

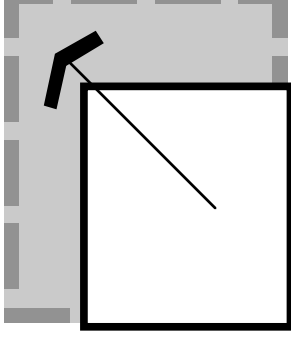
Every elementary school should have the ability to serve at least 750 students by the addition of permanent or portable classrooms.

**Standard 3.1.3 Expansion Capability of Core Support Facilities**

Support facilities (e.g. cafeterias, rest rooms, media center) should have the inherent capability to support anticipated expansion of the school population or have infrastructure potential for unexpected enrollment.

**Standard 3.1.4 Communication and Information Technologies**

Learning and office spaces should have the capability to accommodate communication and information technologies.



**Plan for Expansion of Facilities**

**Note:**

It is recommended that core facilities should be sized to support a maximum of 800 students. This is based on a cafeteria limitation of 200 students per period with a maximum number of 4 lunch periods.

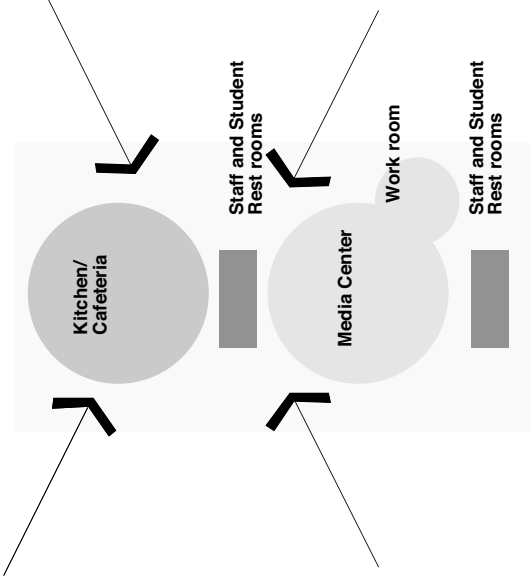
**Policy 3.2 Site/Facility Organization**

School sites and facilities should be organized in a clear and consistent manner that is conducive to learning and allows proper supervision (see exhibits on following pages).

**Standard 3.2.1 Centralization of Common Use Facilities**

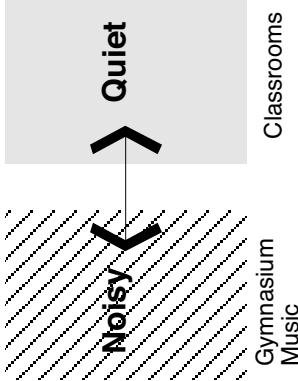
Common use facilities should be centralized to population served:

- Media Center
- Work Room
- Cafeteria
- Student Rest Rooms
- Staff Rest Rooms



**Standard 3.2.2 Noisy-Quiet Separation**

"Noisy" activities (gymnasium, music, assembly areas) are separated from learning areas.



**Centralize key support activities**

**Standard 3.2.3 Kindergarten Pick-up/Drop-Off**

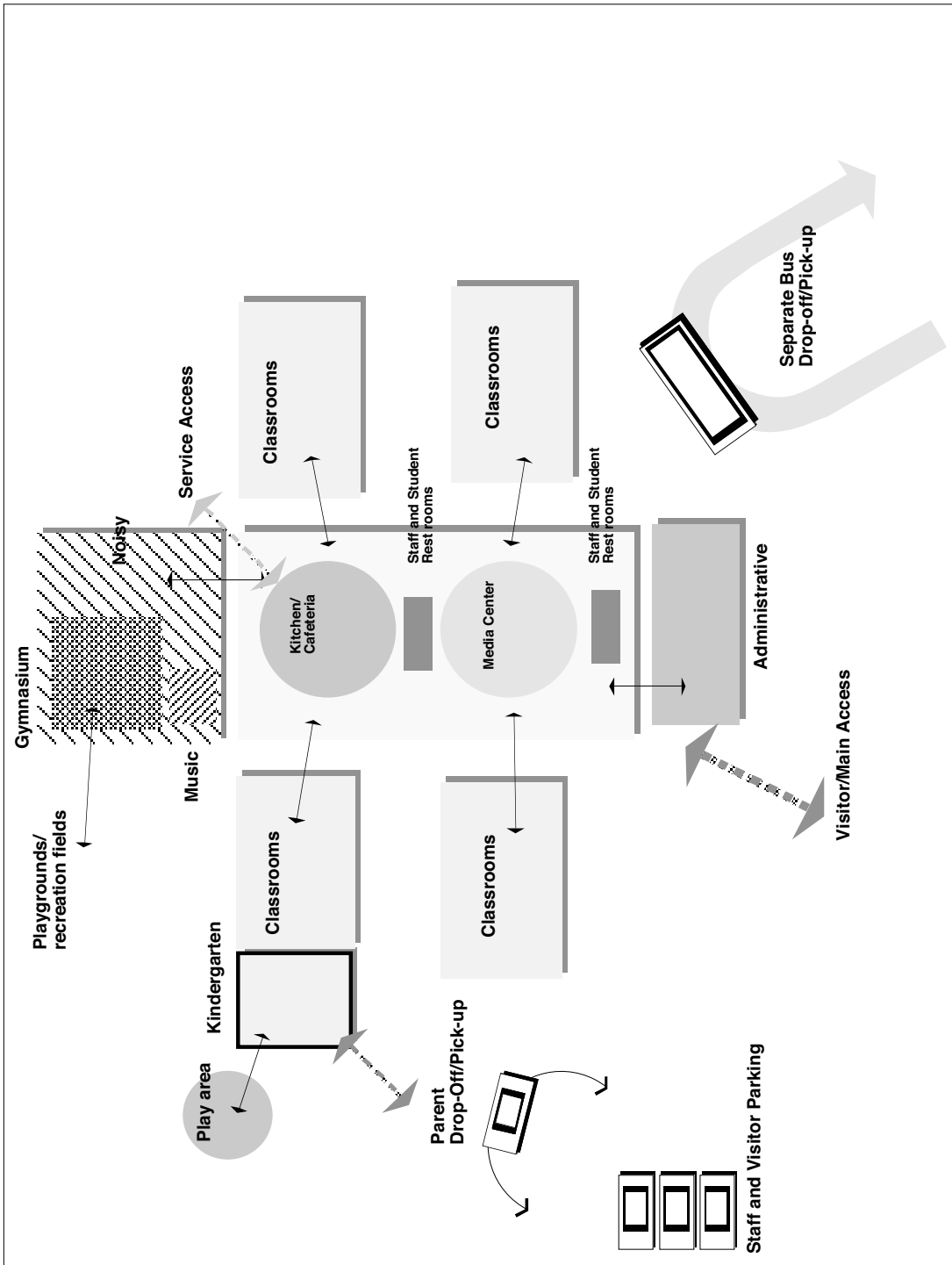
Kindergarten classrooms should be close to parent pick-up/drop-off areas.

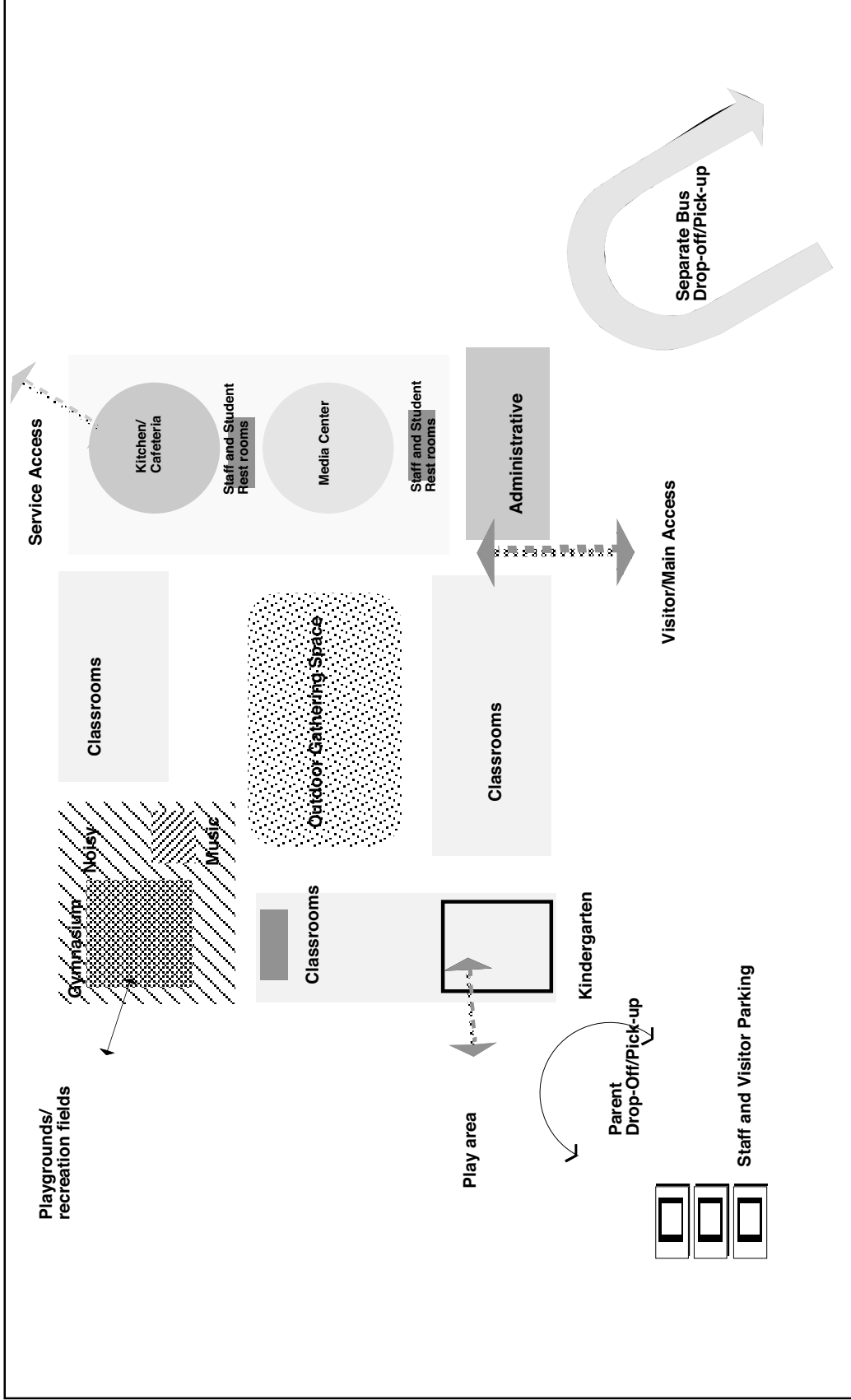
**Standard 3.2.4 Covered Circulation**

Covered circulation with hard surfaced sidewalks should connect all school activity areas.

**Separate Noisy Activities from Quiet Activities**

This a schematic relationship diagram of an APS prototypical elementary school.





This is an alternate schematic relationship diagram of an APS prototypical elementary school. This diagram differs from the previous one by grouping classrooms around an outdoor activity area.

**Standard 3.2.5** **Entrance/Exit Location**

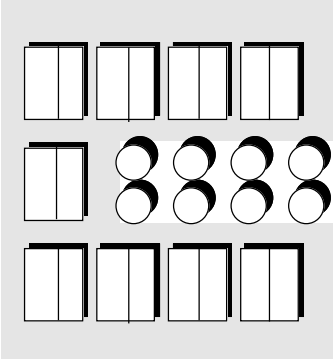
Entrances and exits should be located to permit efficient student traffic flow.

**Standard 3.2.6** **Portable Classroom Location**

Portable classroom buildings should be integrated with other academic learning areas and have equal access to school support facilities.

**Standard 3.2.7** **Supervision of Large Group Areas**

Large group areas (cafeteria, media center, outside gathering areas) should be designed for effective supervision.



**Use Portables In  
A  
Positive Way.**

**Note:**

There are a lot of potential portable discussion issues (e.g. Access, security, condition, room for expansion, total number of portables on-site). In general:

- Portable classroom location should be defined prior to the needs.
- Measures of more economic installation should be explored.
- Integrated open space should be provided.
- Infrastructure support should be provided.

**Policy 3.3 Community/After Hour Use**  
**School facilities should provide the opportunity for community and after hour use.**

The APS Board of Education endorses the philosophy and goals of community education as a district-wide program to the extent that resources are available, within current federal and state statutes and State Department of Education regulations. The public investment in school plants and sites and the general community welfare justifies the use of school buildings and grounds by local citizen groups for educational, cultural, civic and recreational purposes outside of school hours or when such use will not conflict with or interfere with the school program.

**Standard 3.3.1 Community Education**

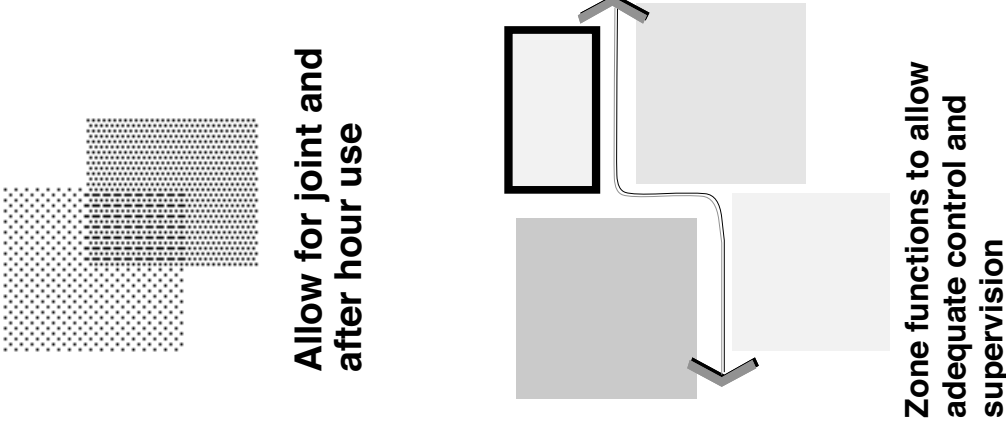
*Joint-use space should be safe, secure, and include separately keyed activity spaces (gym, cafeteria, classroom), accessible rest rooms and storage areas.*

**Standard 3.3.2 Joint-Use Facilities**

*Joint-use facilities (parks, swimming pools, libraries, etc.) should be integrated into campus in a safe and secure manner.*

**Standard 3.3.3 After Hour Use**

*The facility should permit use of some portions of the school without impacting security of other portions of the school.*



**Policy 3.4 Spaces Meet Instructional Needs**  
**All school areas should provide an environment that meets instructional and functional needs of the activities taking place there.**

The size and nature of the following areas should meet standards specifications. The size range of all areas discussed are provided in the appendix.

**Standard 3.4.1. Standard Classrooms**

**A. Size:**  
*Standard Classroom size is roughly determined by assessment of State Pupil Teacher Ratios (PTR's), a size allocation per student and practical experience. In practice (to leave options for moving classes for different grade levels), the following size ranges are suggested:*

<b>Square Feet</b>	<b>Low</b>	<b>Medium</b>	<b>High</b>
<b>Type</b>			
Kindergarten	900	1050	1200
Full Size Classrooms	700	800	900
1/2 Size Classrooms	350	400	450

The larger the classroom, the more flexible are the options for different programs.

- B. General Needs for all elementary classroom spaces:**
- *Located conveniently to common resources (media center, cafeteria, PE facility)*
  - *Natural light*
  - *Cross ventilation*

The allocation of permanent classrooms in a new Elementary School will vary according to need but the following is typical:

- 24 Full sized classrooms which includes
- 2 Kindergarten classrooms
  - 20 regular classrooms (grades 1-5)
  - 1 Special Education "C" level classroom
  - 1 Special Education "D" level classrooms with a time out room

6 1/2 sized classrooms that can be used for a variety of purposes including but not limited to:

- Special Education "B" level gifted
- Speech
- Parents room
- Bilingual education
- Resource specialists
- Counselor

**State Pupil Teacher Ratios (PTR)**

Regular Education	1:20
Kindergarten	1:20
1 Grade	1:26
2-3 Grade:	1:26
4-5 Grade	1:29

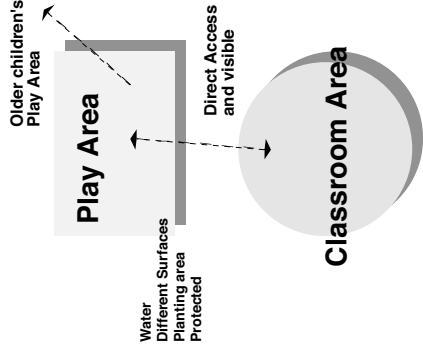
Special Education	
A and B Levels	1:16 Full Classroom (1:8 for half classroom)
C Level	1:16 Full Classroom (1:8 for half classroom)
D Level	1:8 Full Classroom



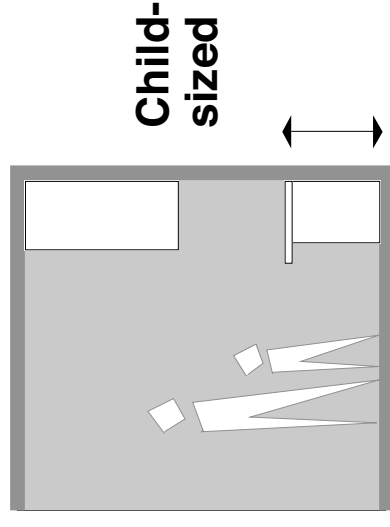
- A minimum of two duplex outlets per wall
- Easily maintainable surfaces
- A large sink with hot and cold running water
- Sufficient Storage (174 cubic feet) organized to avoid clutter:
  - Wardrobe/Storage (95 cf, 6'-6" x 7'-4" x 2'-0")
  - Sink storage cabinets (25 cf base, 2'-6" x 5' x 2'; 8.3 cf upper, 2'-6" x 2'-6" x 1'-4"; 20 cf corner cabinet)
  - Paper Storage (27.6 cf flat storage, 3' x 4' x 2'-4")
  - Shelves (9 cf, 3' x 3' x 1')
- Standard blackboard and tack board set-ups (128 sf, 2- 16' x 4' , with tackstrip on top)
- A separate area for coats that does not clutter the classroom areas and avoids safety issues of hooks
- Carpeted areas as much as possible with a tile area around the sink (proportion of at least 70% carpet to 30% tile).

**C. Special needs for Kindergarten**

- Minimum of 900 square feet
- Easy or direct access to the outside
- A separate kindergarten play area (with water available, variety of play materials) directly accessible from the classroom space
- Convenient rest rooms designated and designed for Kindergarten use
- Location near a convenient parent pick-up and drop-off space.



**Inside-Outside "Discovery" Environment**



**Provide ample storage**

*Ability to accommodate a computer cart and storage of globes in a standard classroom?*

- Access to oven/stove and refrigerator
- Carpeting in central areas and tile in paint/water areas
- Furniture and cabinets scaled to kindergarten heights
- Doors designed so that little children can use them.
- Additional natural light.

**Standard 3.4.2. Special Education Spaces**

Special Education requirements are the same as the regular classrooms except where noted. The allocation for each elementary school will vary according to the specific enrollment needs, but the following is typically minimum:

- 1/2 classroom for B level gifted programs
- 1 classroom for C level programs
- 1 classroom for D level programs. D level programs require a time out room (25 sf, with floors and walls carpeted, door with window, light switch and electricity on the outside)
- 1/2 classroom for speech (sound isolated).

**Note:**

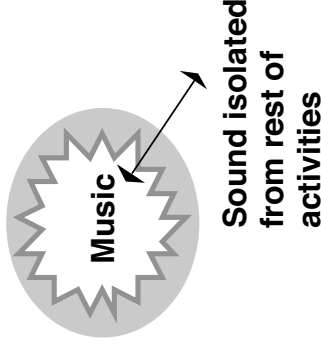
Side-by-Side programs are mostly D level severely handicapped students. These schools have more specialized facilities with occupational and physical therapy, special rest rooms with changing table and medical facilities.

**Standard 3.4.3.**

**Fine Arts/Music**

Fine Arts and Music are currently taught by itinerant teachers that periodically cycle to each elementary schools.

- A. Music/Dance
  - Every elementary school should have a separate music room sized in the same range as a regular classroom.
  - The music room should be sound-isolated (with sufficient sound insulation and entry vestibule) or located away from regular classroom areas.
- B. Art
  - A kiln for the art program is required. Normally this is in the teachers' work room.



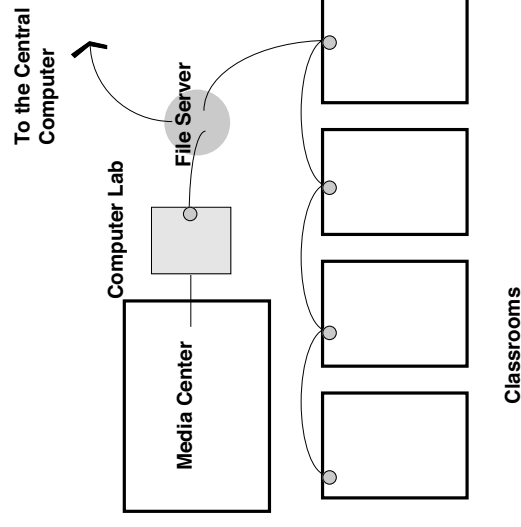
**Note:**

As of 1/1/88 a kiln is not allowed in the workroom, per Fire Marshall's orders. This means the kiln must be located elsewhere. Where?

**Standard 3.4.4.**

**Computer Learning Center**

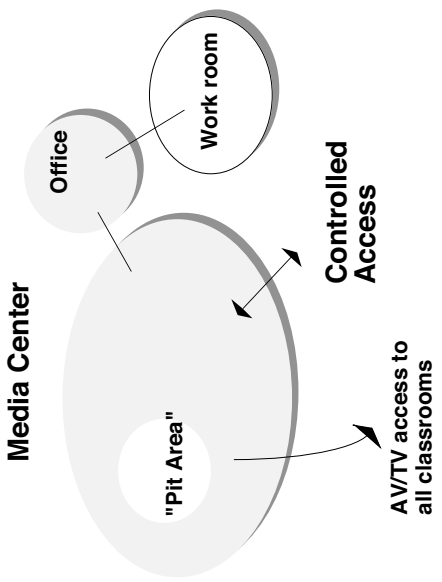
- Every school should have the capacity to establish a computer laboratory accommodating 15 computer stations.
- The computer laboratory should be centrally located near the media center.
- Every classroom should be able to accommodate a computer and printer.
- There should be conduit into every classroom with a convenient computer port that can eventually be connected to a central file server.
- There should be appropriate electrical outlets and surge protection in each classroom to support computer use.



**Standard 3.4.5.**

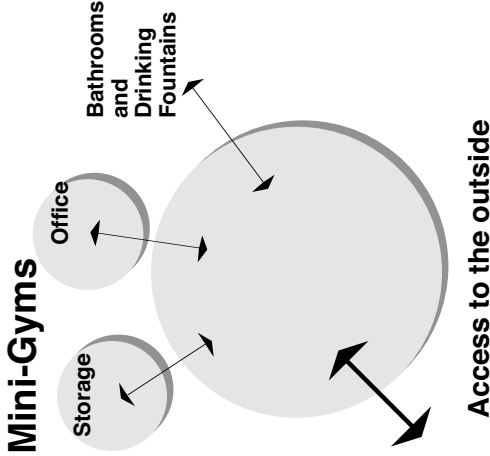
**Library/Media Center**

- Library/Media Center should be centrally located and convenient to all students.
- A library should seat about 10% of the student body. Allowing 30 sf/student, an average sized library is about 2,400 sf in size.
- Electrical outlets are needed on every wall and in the floor.
- Space should be able to be darkened. Lights should be in individually controlled banks that allow dimming.
- Appropriate wiring for audio visual and computer equipment is required. Eventually, the media center will be the central distribution source for AV/TV programming to classrooms.
- Space should allow for different room arrangements and programs to occur at one time.
- There should be an area for story telling, movies and special presentations (this is usually a pit area accessible by a ramp for all students, parents and staff).
- There should be limited, controlled access.
- There should be tackstrip area above the shelves and around the pit area.
- There should be an adjacent office for the librarian.
- There should be direct access to the work room.



**Standard 3.4.6 Physical Education (Interior Area)**

- An indoor "mini-gym" of a minimum of 2,400 sf net area (40' x 60' with 20' ceiling and tile floor minimum) is required.
- The gym should have two basketball goals (adjustable with wall pads, wall eye bolts for net activities, and a climbing rope attachment. (Two additional basketball goals in the gym are recommended.) A minimum of six feet of space



- between the baskets and the wall is required.
- Floor inserts for volleyball are recommended.
- The "mini-gym" should be located near the exterior playgrounds and recreation fields and away from classrooms.
- An office is required and sufficient storage is required (400 sf, minimum).

The exterior physical education specifications are discussed in Policy 1.7.

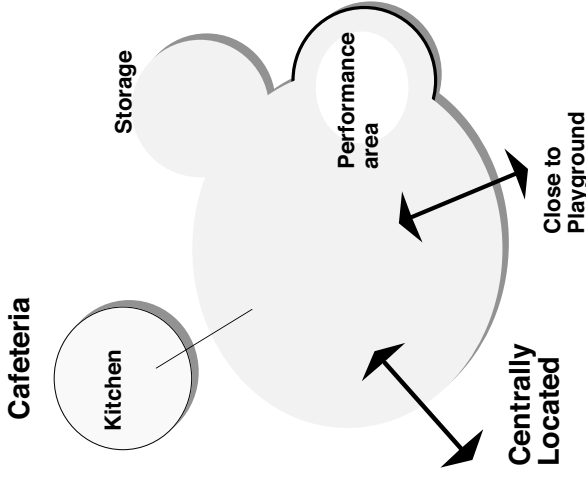
**Standard 3.4.7. Cafeteria**

Cafeterias serve as a food serving area as well as a multi-purpose area for school activities.

- The cafeteria should be centrally located to the student population.
- The cafeteria should be sized to seat 200 students at one sitting (a maximum of 4 lunch periods). Allowing 10-15 sf/seat student an average cafeteria is about 3,000 sf in size.
- There should be ample storage available to store folding tables and chairs for special events (250 - 500 sf).
- There should be an area for performances and presentations with adjacent storage and appropriate access.
- The ceiling should be acoustically treated to absorb sound.
- An effort should be made to create a "non - institutional" environment.
- There should be windows to the outside.
- There should be an opportunity to self-serve as well as cafeteria serve.

**Note:**  
Design Committees on the recent APS Portable Schools have said that 175 is the maximum number of students in the cafeteria at one time.

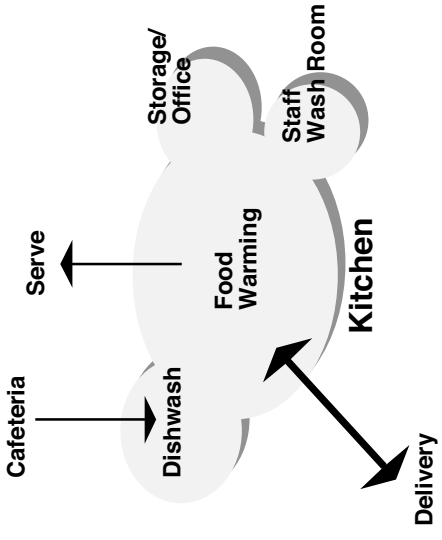
APS Food Service Department has provided an evaluation of all APS kitchen facilities.



**Standard 3.4.8. Kitchen**

Most schools are served from the APS central kitchen, although some schools have on-site food preparation.

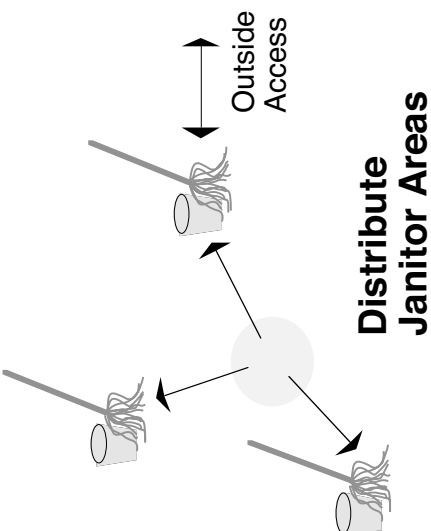
- The kitchen should be about 1,000 sf and include the following areas:
  - Food preparation area (requires a 3 compartment sink).
  - Serving area (unless there is a buffet in cafeteria area)
  - Dishwashing area
  - Cold Storage
  - Hot Storage
  - Dry storage (this area can share space with the office).
  - Rest room for the staff with lockers
  - Office with telephone
  - Janitor closet
- There should be an 18" min. backsplash around stoves, sinks, and dirty tray drop-off.
- The area should be free of any hazards to students (e.g. hot serving line surfaces)
- There should be sufficient access for delivery vehicles
- There should be sufficient access for trash pick-up
- There should be a separate, shielded exterior trash area nearby to the Kitchen
- Surfaces should be able to be disinfected.



**Standard 3.4.9. Utility/Storage**

**A. Custodial Storage**

- There should be 2-3 interior custodial areas per elementary school.
- They should be distributed in a manner that is appropriate to serve all school areas in a convenient manner.
- Each custodial closet should be from 120-200 sf in size and have a janitors mop sink.
- There should be sufficient shelves for storage
- There should be access to the roof from one of the custodial storage areas.



**B. Facility Storage**

There should be as much storage in the school as possible. Newer APS elementary schools devote about 3% of the net area to storage including:

- Assigned storage associated with specific rooms (Gym, cafeteria, classrooms).
- Unassigned storage (2 areas 80-200 sf each) that can be used for a variety of purposes including book storage.
- Exterior storage of 120-200 sf in size directly accessible to the outside.

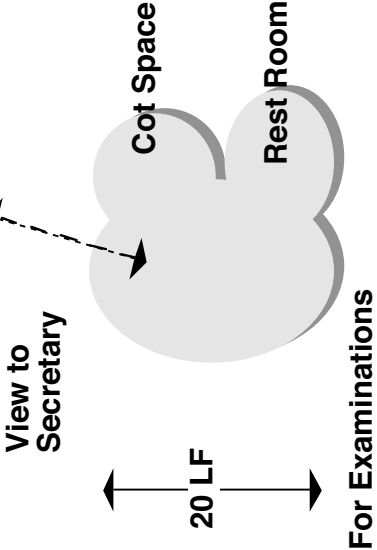
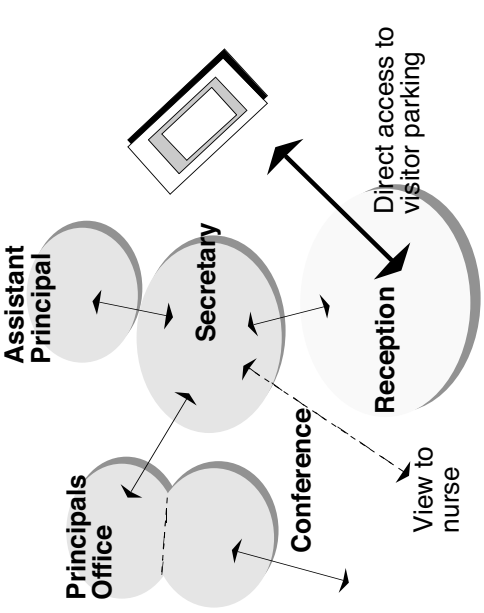
**Note:**

Year-round schools will require additional storage for teachers.

**Standard 3.4.10. Administrative/Support Areas**

**A. Administrative Offices**

- There should be available a suitable reception area for students, teachers and visitors. There should be a display area for student art.
- The Principal's office should be easily found by visitors.
- Administration area should have a principal's office, an assistant principal office (if required), conference room (directly accessible to the principals office and to the school), office, storage , reception area, secretarial and nurses area.
- The secretary should have a clear view of the nurses office from the reception area or wherever the secretary is located.
- There should be ample and conveniently located storage that includes a secure place for permanent records (fire files are supplied).
- A small safe set into the floor for petty cash.
- There should be ability to connect the administrative office to the Central Office computer.



**B. Nurse's Office**

The Health room should be adjacent to and entered by way of the school's central control area. The area should be:

- Sized from 250 to 350 sf.
- In the administration cluster area. The school secretary should have direct visual contact with

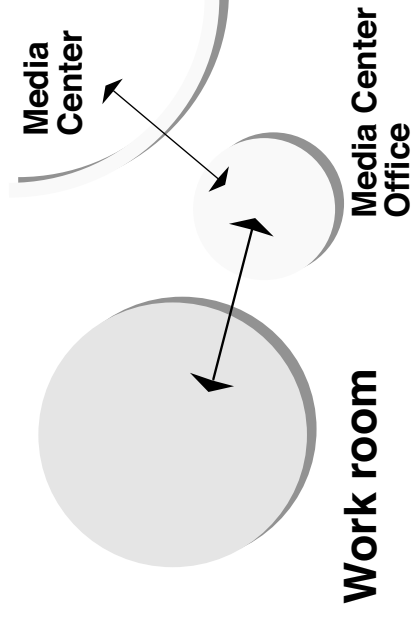


- nurse's reception area.
- Adequate reception area for students and visitors.
- Sufficient space (20 linear feet) to conduct eye examinations.
- A desk area for the nurse with a telephone (separate line).
- Sufficient cot space (1 cot per 250 students).
- A sink area with lockable cabinets.
- A lockable medication cabinet.
- Be handicapped accessible.
- Able to be easily cleaned
- Proper equipment present (Icemaker and refrigerator)
- Adequate rest rooms for functions performed (1 water closet, 1 lavatory minimum).

### C. Workroom

- The workroom should be about 800 sf in size.
- It should be centrally located with direct access to the Media Center.
- There should be sufficient permanent lockable storage (268 cubic feet minimum):
  - Base cabinets (180 cf, 10 units, 3'0" high x 3'0" wide x 2'0" deep)
  - Upper cabinets (87.8 cf, 11 units, 2'0" high x 3'0" wide x 1'4" deep)
- There should be a sink area.
- There should be sufficient storage area for up to 10 rolling carts.
- It should accommodate a variety of shelving systems for storage of books, supplies and audio-visual material.
- It should have the ability to accommodate a desk for

### Centrally Located



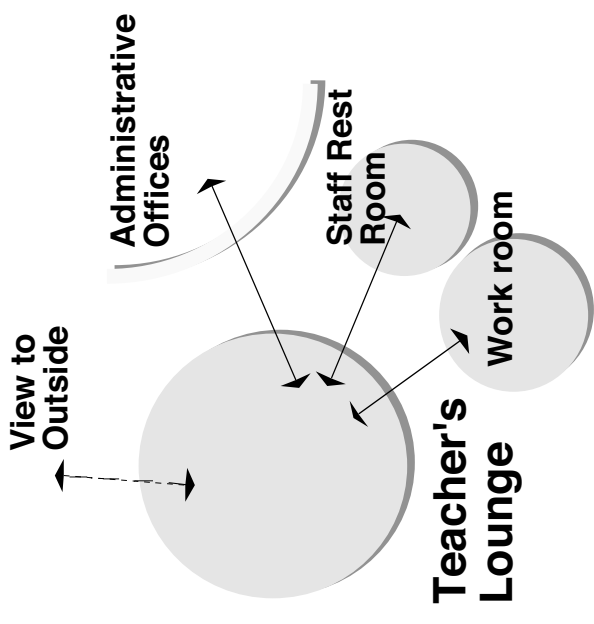
### Note:

Newer schools have a kiln in the work room. The fire marshall objects to this location. This issue is still being investigated (12/1/88).

an educational assistant.

**D. Teachers' Lounge**

- *The Teachers' lounge should be located near the administrative offices, work room and staff rest rooms.*
- *The lounge should be 800 sf minimum in size.*
- *There should be a small kitchen with a refrigerator, microwave oven, hot plate and sink.*
- *There should be space for two vending machines*
- *There should be a telephone and means to afford privacy during telephone conversations.*
- *There should be staff mail boxes.*
- *There should be windows and, ideally, access to an outside patio area.*
- *Walls should be able to accommodate tack boards and various displays.*



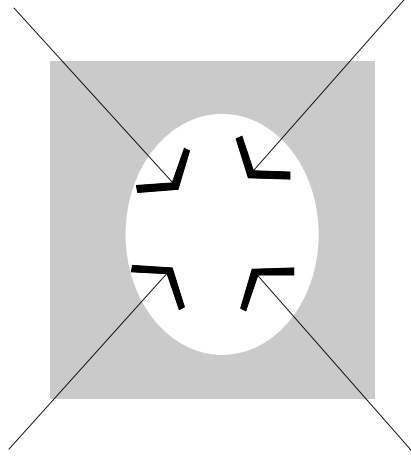
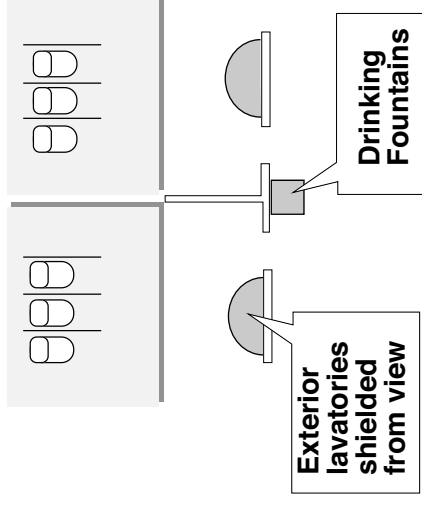
**E. Rest Rooms**

- Rest rooms should be located so that they are accessible to both staff and students:
  - Student rest rooms central to all activities (access to all wings)
  - Separate rest rooms convenient to the kindergarten
  - Rest rooms convenient to portables
  - Rest rooms convenient to playgrounds
  - At least one of each fixture in each rest room will be accessible.
  
- Student Rest Rooms
  - Newer APS elementary schools have grouped the boys and girls rest rooms adjacent to each other. The lavatories are directly accessible from the hallway but shielded from direct view and physically separated from the toilet facilities. This concept allows more efficient supervision.
  
- Staff Rest Rooms
  - Staff rest rooms should be central to all activities.
  - Plumbing fixtures should be determined to reflect the fact that more women than men generally teach at the elementary level.

**Standard 3.4.11. Outside Gathering Areas**

There should be exterior space central to school users that permits social gathering of students during leisure time and for group presentations (e.g. commons area, amphitheater).

**Student Rest rooms**



**Provide outside gathering areas**

**Policy 3.5 Environment for Education**  
School should provide a pleasant environment for students and staff and a positive contribution to the community.

**Standard 3.5.1 Overall Design**  
*Overall design should be pleasing to age group served.*

**Standard 3.5.2 Positive Addition to the Community**  
*Facility should provide an attractive and positive addition to the community.*

**Standard 3.5.3 Materials**  
*Facility materials should provide attractive color and texture.*

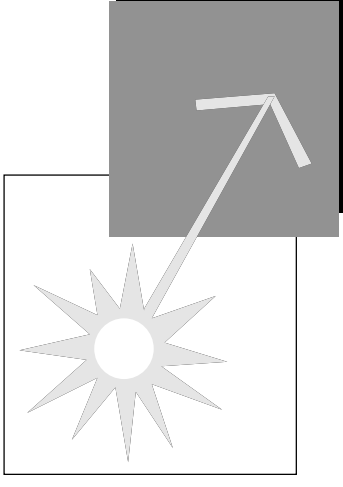
**Standard 3.5.4 School Entrance**  
*Entrance of facility should be easily identified.*

**Standard 3.5.5 Sheltered Entrances**  
*Entrances and walkways should provide shelter from sun and inclement weather.*

**Standard 3.5.6 Natural Light**  
*Learning areas should provide natural light.*

**Standard 3.5.7 Operable Windows**  
*Learning areas should have operable windows.*

**Standard 3.5.8 Exterior Noise**  
*Exterior noise should not be a distraction in the classroom.*



**Maximize Natural Light into Learning Areas**

**Standard 3.5.9**      **Color Schemes**

*Color schemes, building materials and decor should provide an impetus to learning.*

**Standard 3.5.10**      **Furniture and Equipment**

*Furniture and equipment should provide a pleasing atmosphere.*

**Standard 3.5.11**      **Use of Outdoors for Instructional Purposes**

*Facility and site design allows classrooms to use outdoors for instructional purposes (e.g. outdoor courtyards or patios near classrooms available for use).*



**Sacramento City Unified School District  
Facilities Master Plan**

**Middle School  
Planning Standards**

REV 02/2005



# Contents

---

**Middle School Site and Facility Guidelines**

**Introduction** ..... 1

    Major Ideas ..... 3

    Prototypical Middle School ..... 6

**1.0 Site Guidelines** ..... 11

**2.0 Plant Assessment** ..... 24

**3.0 Adequacy and Environment for Education** ..... 40

**Appendices** ..... 67

    a. Criteria for Assignable Square Footage ..... 67

    b. Needs Analysis for a Prototypical Middle School ..... 70

    c. Handicapped Accessibility Checklist ..... 75

    d. Planning Issues ..... 77





# Site and School Standards

---

## Introduction

This document contains policies and standards for the design and evaluation of middle schools in the Albuquerque Public Schools. The document is divided into three sections covering:

- 1.0 The School Site
  - Size, Location and Quality
  - Site Accessibility
  - Site Features
- 2.0 School Plant Assessment
  - Exterior and Interior Building Components
  - Heating/Ventilation/Air Conditioning
  - Plumbing
  - Electrical/Telecommunications
  - Safety/Security
  - School Plant Maintainability
- 3.0 Adequacy and Environment for Education
  - Adequacy (Size and Relationships)
  - Environment

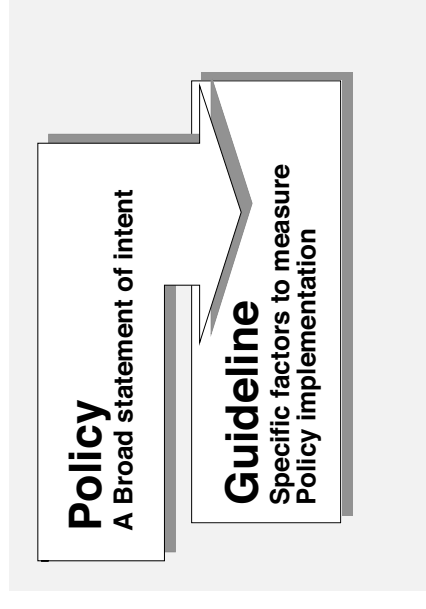
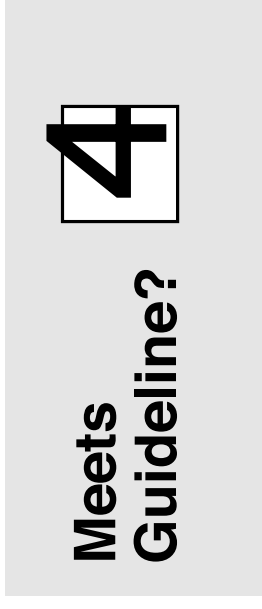
### Facility Planning Standards and Policies

Schools serve a vital role in the community. Their design affects the lives of thousands of people daily: as a learning environment for our children; a place of employment for teachers, administrators, and staff; and as a focus of neighborhood and community activities. For all endeavors, APS seeks to provide facilities that are safe and appropriate for the activities taking place.

APS facility policies and standards are explicit statements about how school facilities should perform to support the educational and other needs of the district. The facility policies and standards are used for a variety of purposes:

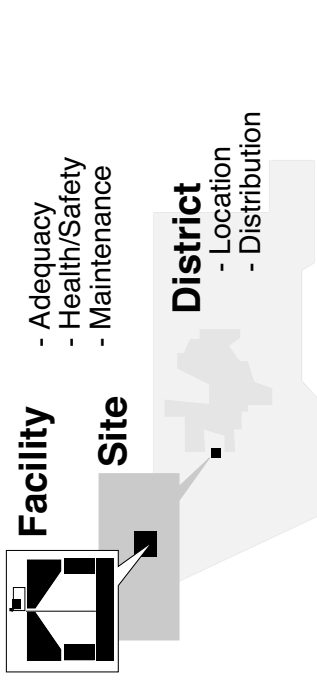
- To serve as a checklist to evaluate existing schools. This analysis will result in a comparative permanent record of buildings and grounds;
- To identify capital outlay needs to bring all schools to minimum standards;
- To serve as a basis for new school design.

Facility **policies** are broad statements of intent while **standards** are specific factors to measure the implementation of the policies. All standards are based on the assumption that facilities exist to support the instructional (curricular) needs of the district.

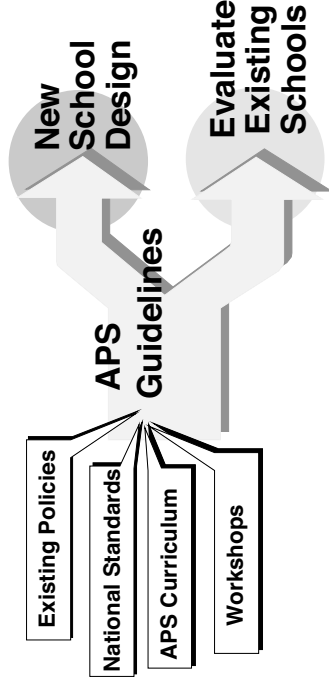


The policies and standards address concerns at the district-wide scale (primarily the location and distribution of facilities) and at the site and facility scale (primarily concerned with the adequacy and environment of the spaces provided, health/safety issues, and maintenance concerns). It is anticipated and encouraged that the policies and standards will be reviewed and refined as time goes on. The intent of this document is to make explicit the ideas that are important in our facilities. Policies are indicated in bold type. Standards are indented and written in italics. Illustrations and explanatory notes are in the right-hand column.

The policies and standards contained in this document are compiled from an assessment of national standards, current APS facility and curriculum practices, and input from task forces composed of key APS administrative personnel, Instructional Support Services representatives, principals, teachers, and community representatives. The standards owe a large debt to the *Guide for School Facility Appraisal* developed by Harold L. Hawkins, Ed.D. and H. Edward Lilley, Ph.D., in cooperation with the Council of Educational Facility Planners International. This guide served as the conceptual base from which adaptations were made in order to adjust to the unique characteristics of APS. *The Facility Condition Survey Standards* developed by the Jefferson County Public Schools in Colorado was also an excellent resource.



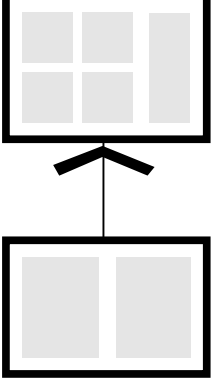
### Guidelines address different scales of concerns



## **Major Site and Facility Ideas**

Major ideas within this document include:

- Schools should be located in areas convenient to the student population in a manner that minimizes busing and promotes student, parent, and community access to the school.
- Schools should be safely accessible to pedestrians and vehicles and provide a clear and safe separation of:
  - Buses
  - Parent drop-off/pick-up
  - Service access.
- Site and facilities should provide an environment that promotes learning opportunities to the extent possible.
- Site and facilities should provide a safe and healthy environment for learning in accordance with appropriate codes and ordinances.
- Site and grounds should be designed for cost effective operation and ease of maintenance.
- School facilities should provide opportunities to adjust to programmatic (instructional and community) and technological changes, including the following:
  - Flexibility of existing spaces to meet a number of purposes
  - Ability to expand
  - Ability to accommodate new communication and information technologies into learning environments.



Provide Flexibility To Meet  
New Circumstances

- School sites and facilities should be organized in a clear and consistent manner that:
  - Centralizes common use facilities to the population(s) served (media center, cafeteria/kitchen, rest rooms, workrooms)
  - Provides natural light to learning areas
  - Separates "noisy" from "quiet" activities
  - Promotes ease of supervision and security (controlled building access - control of functions, after hour use)
  - Considers special accessibility needs
  - Provides covered (protected) circulation
  
- School facilities should provide the opportunity for community and after-hour use.
  
- School spaces should meet instructional and functional needs of the activities taking place.
  
- School sites and buildings should provide a pleasant environment for students and staff and be a positive addition to the community.

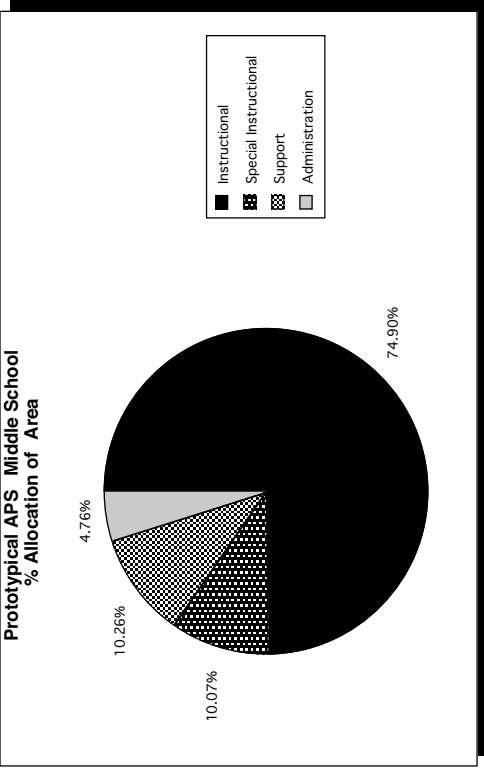
# Prototype APS Middle School

Through an evolutionary process, APS has developed a prototypical middle school. This school will vary somewhat in response to specific enrollment characteristics but has many common features. Many of the standards and criteria in this document reflect ideas embodied within this school.

A prototypical middle school:

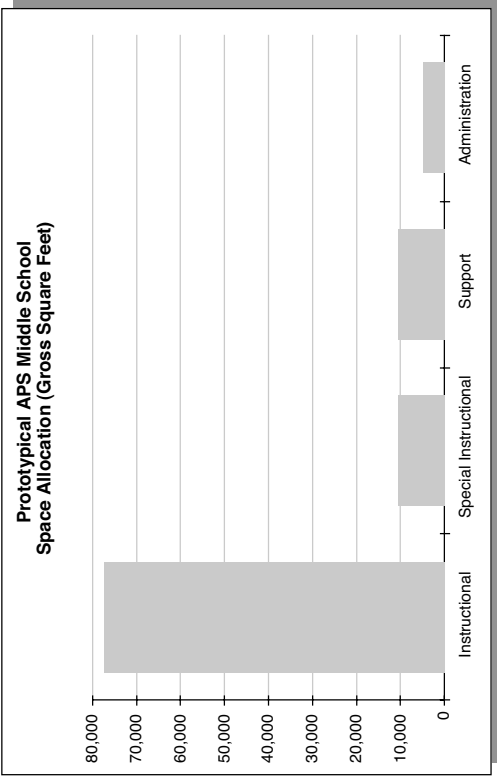
- Accommodates 750 permanent enrollment and provides the ability to add 10-14 portable classrooms.
- Is about 103,000 square feet in total gross area (depending upon number of permanent classrooms and specialized programs).
- Costs about \$8,000,000 without land.
- Is situated on about 15 acres of land in a primarily residential area.
- Provides for on-site staff and visitor parking, separate parent and school bus pick-up and drop-off areas, and exterior play areas.
- Devotes about 85% of its interior space to direct instructional use; about 10.3% of its space to instructional support activities (media center, cafeteria); and about 4.8% of its space to administrative functions.
- Has 26 full-sized permanent classrooms
- Has 4 one-half-sized classrooms that can be used for a variety of purposes

	(Square Feet)		Percent Total Gross
	Net	Gross	
Instructional Areas	50,935	77,174	74.9%
Special Instructional Areas	6,850	10,379	10.1%
Support	6,980	10,576	10.3%
Administration	3,235	4,902	4.8%
<b>Total</b>	<b>68,000</b>	<b>103,030</b>	<b>100.0%</b>

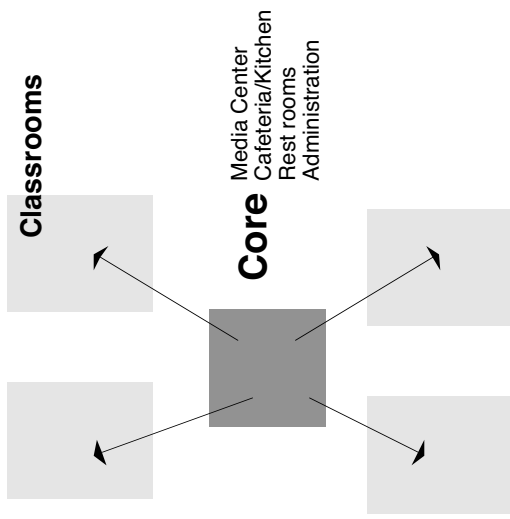


- Has special instructional spaces for occupational arts, music and art, science, and physical education.
- Has general instructional support spaces such as a library/media center and teachers' workroom.
- Has other support areas such as a cafeteria, kitchen (for serving of food prepared at the APS Central Kitchen), teacher's lounge and storage.
- Has administrative spaces for the principal, school secretary, reception, counseling, and nurse.

A detailed listing of spaces in a prototypical school is found in the appendix. Examples of recent APS schools follow.

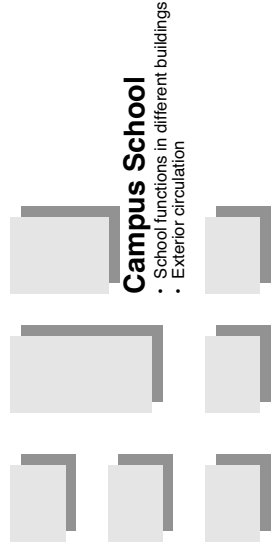
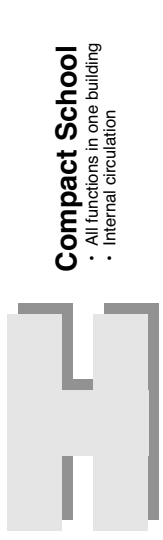
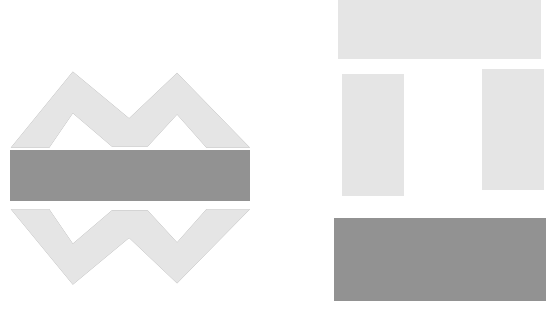






APS schools come in many shapes and sizes. There are many different facility design options to meet the facility policies and standards contained in this document.

**A central core with convenient classrooms can be implemented in a number of ways**



*This is the floor plan of Lincoln Middle School. It represents APS' s latest thinking about middle school design and reflects the policies and standards included in this document.*

*This plan is included for information purposes only. Please note that APS facility planning policies and standards can also be met by a variety of school designs.*

*Some of the positive features of this design are:*

- *Permanent construction with interior circulation to school areas*
- *"Core" classrooms distributed around the media center/library*
- *Specialized classrooms and laboratories are centralized.*
- *High activity areas (e.g. gymnasium, cafeteria, student lockers) separated from other learning areas.*

*This is the site plan of Lincoln Middle School.*

# 1.0 The School Site

This section discusses standards for the school site in terms of:

- Location/Surroundings/Size
- Pedestrian and Vehicular Accessibility
- Site Features
- Safety/Security
- Maintenance

## **Policy 1.1 School Location**

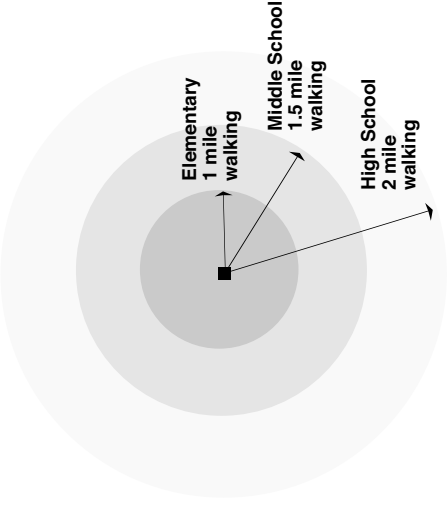
**Schools should be conveniently located for the student populations they serve.**

Schools serve as an important part of a residential neighborhood. Schools should be located in areas convenient to the student population in a manner that minimizes busing and promotes student, parent, and community access to the school.

State regulations identify school bus eligibility based on a walking radius of students to their school:

- Elementary school children should not walk more than 1 mile to school;
- Middle schools, a 1.5 mile radius;
- High schools, a two mile radius.

Past these distances, students are eligible for bus transportation. Most students within APS travel no more than 15-20 minutes on the bus.



Students living greater than these distances are eligible for bus transportation.

**Schools should be located conveniently for the populations they serve.**

Existing APS policy dictates the primary considerations that govern the establishment of a school attendance area. They are:

1. The instructionally effective use of each school's physical capacity.
2. The geographic location of each school in relationship to the surrounding student population.
3. The optimization of safe walking patterns consistent with school district transportation policy. Where possible, major thoroughfares and natural barriers will be used as boundaries.
4. The preservation of neighborhood integrity.
5. The equivalence of educational experiences and programs available to the students at the schools involved.
6. The establishment of boundaries for individual schools and high school articulation areas with the objective of achieving the pure feeder concept.
7. Within the school size guidelines of the district, the promotion of excellence in the quality of the educational experience, instructional programs, and other services available to the students at the schools involved.

**Standard 1.1.1 Site Location**

*Site should be central to and easily accessible to the present and/or future population.*

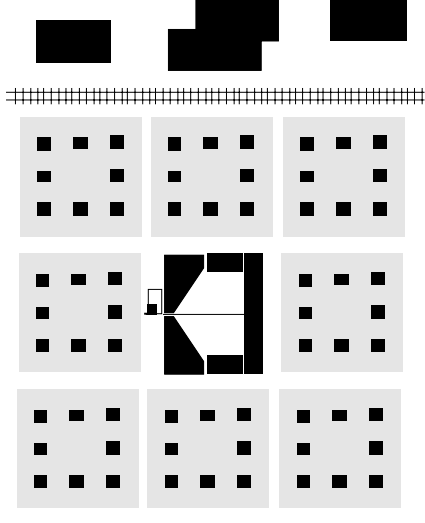
**Policy 1.2 Surrounding Environment**

**The environment surrounding school facilities should be compatible with education needs and development.**

Generally, middle schools should be located in predominantly residential settings (areas zoned residential under the City of Albuquerque Zoning Code or comparable) and should be compatible with the surrounding area uses. The area should be free of undesirable characteristics such as excessive noise, pollution and dust.

**Standard 1.2.1 Surrounding Environment**

*Location should be removed from undesirable business, industry, and traffic.*



**Schools located in residential settings**

**Policy 1.3 Size of Site**

**School sites should be large enough to accommodate present and anticipated programs and the population served.**

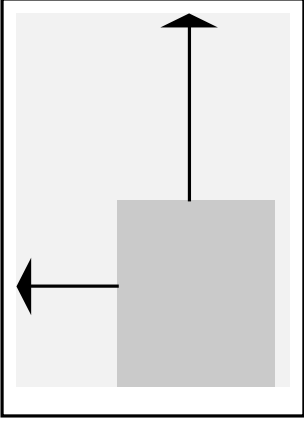
There is no hard and fast rule that dictates the correct size for any school site. Required site sizes can vary according to:

- Urban vs. rural location
- Proximity of recreational and cultural facilities
- Character of the site (amount of the site that can be used)
- Nature of specialized programs.

Each site should provide capability to accommodate adopted APS enrollment ranges by either addition of portables, permanent additions, or purchase of adjacent land without interference with essential programs (e.g. on-site playgrounds or athletic fields). APS school size ranges are:

Elementary schools	300 to 750 students
Middle schools	600 to 1000 students
High schools	1500 to 2200 students

In general, the larger the site, the more inherent flexibility there is to respond to future requirements. Larger sites, however, entail increased maintenance expense. Based on a review of existing APS school sites and commonly accepted national standards, the following standards for minimum sizes (net acres, e.g. not including unusable area due to excessive slopes, drainage etc.) for each level are:



**School sites are sized to accommodate present and anticipated programs**

	Net Acres		
	Low	Ideal	High
Elementary Schools	7.5	10	15
Middle Schools	12.5	15	20
High Schools	30	40	50

Where schools are located adjacent to a joint school-park site, the size of the joint site should be counted toward the total acreage of the school site.

**Standard 1.3.1 Middle School Site Size**

*Site should be of adequate size for school level and specialized program needs.*

**Standard 1.3.2 Expansion Options**

*Campus should allow options for on-site expansion of facilities.*

Factors to evaluate the capacity to expand:

- Size of site
- Infrastructure (water, sewer, gas, electricity) to serve portables or new structures.
- Ability to accommodate a minimum of 10 - 14 portables without disrupting essential site functions
- Relationship to other site activities.

Site Requirements	#	(S.F.)	Acres
Permanent Buildings*		103,030	2.37
Portable Buildings	14	840	0.27
Visitor/Staff Parking	100	400	0.92
Recreation Fields			
Grassed Main Field (1 - 550' x 250')			3.16
Grassed Auxillary Field (1 - 275' x 250')			1.58
Hard Surfaced Courts (2 - 104' x 74')			0.35
Bus Pick-Up/Drop-Off			0.70
<b>Net</b>			<b>9.34</b>
<b>Tare** at 35%</b>			<b>5.03</b>
<b>Total Minimum</b>			<b>14.37</b>

\* Assuming one story construction  
 \*\* Roadways, landscaping, walks

*Size required for a typical new APS Middle School.*

Size of Sites of Selected APS Middle Schools:	
Adams	20.0 acres
Garfield	14.7 acres
Harrison	53.4 acres
Jefferson	14.4 acres
Lincoln	21.0 acres
Wilson	12.8 acres

**Policy 1.4 Site Accessibility**

Middle schools should be safely accessible by pedestrians and vehicles.

**Sub-Policy 1.4.1 Off-Site Student Pedestrian Access**

There should be clear and safe pedestrian access to a school in accordance with state and APS policy.

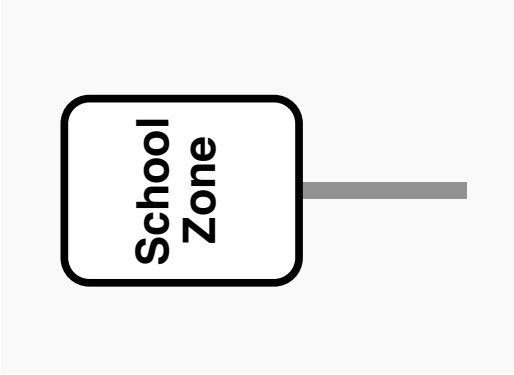
APS works closely with the Albuquerque Police Department, Bernalillo County Sheriff's Department and city and county transportation planners to identify and eliminate any hazardous walking conditions.

**Standard 1.4.1.a Access Streets**

Access streets should have sufficient signals and signs to permit safe pedestrian entrance to and exits from the school area.

**Standard 1.4.1.b Off-site Sidewalks**

Off-site sidewalks should be available for safety of pedestrians.



**Notes:**  
The APS Transportation Department has provided safety and traffic issues for each site.  
See Appendix C for a list of specific state statutes applicable to barrier-free access.



**Sub-Policy 1.4.2 On-Site Pedestrian Access**

The site should have paved sidewalks connecting all school activity areas (to avoid undue maintenance in interior areas).

**Standard 1.4.2.a On-Site Sidewalks**

The school site should provide adequate and accessible on-site sidewalks between school areas.

**Standard 1.4.2.b. Handicapped Accessibility**

Handicapped access facilities such as ramps, handrails, and curb cuts should be available at building entrances, parking areas, playgrounds, and pedestrian walks in accordance with American National Standards Institute (ANSI), specifications for making buildings and facilities accessible to and usable by physically handicapped people, with the objective of achieving program accessibility.

**Note:**

A draft handicapped accessibility checklist is provided in Appendix C.

**Standard 1.4.2.c. Main Entry**

The main entrance to buildings or building complexes should be clearly defined through the use of building design, landscaping, signage, or other method and communicate a positive image of the school.

**Sub-Policy 1.4.3 Vehicular Access**

The site should have clear, separate, distinct, and safe on-site circulation paths for: pedestrians, buses, staff, visitor, and service vehicles.

**Standard 1.4.3.a Bus Loading/Unloading**

The site should have separate bus loading/unloading zones accommodating the required number of buses for that school that do not conflict with other vehicular or pedestrian pathways and provide for the safe loading and unloading of students.

**Standard 1.4.3.b Student Drop-Off/Pick-Up**

The site should have a separate area for the drop-off and pick-up of students by parents that does not conflict with other vehicular or pedestrian pathways and provides for the safe loading and unloading of students.

**Standard 1.4.3.c Vehicular Entrances/Exits**

Vehicular entrances and exits should be safe for traffic flow.

**Standard 1.4.3.d Service/Emergency Access**

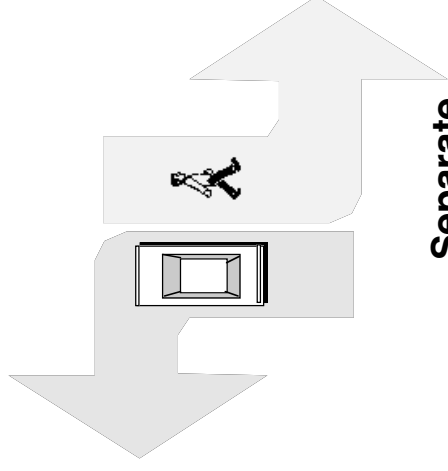
The site should have appropriate, properly identified access to all areas by service and emergency vehicles.

**Standard 1.4.3.e Street/Parking Area Condition**

Streets and parking areas should be well designed with solid surfaces.

**Standard 1.4.3.f Portable Buildings**

The site should have sufficient room for ingress and egress of portable buildings.



**Separate Vehicular and Pedestrian and Circulation**

**Note:**

The APS Transportation Department has information available about potential traffic issues.

**Sub-Policy 1.4.4 Parking**

**All APS sites should have adequate parking for staff and visitors. Parking areas should be paved and separate from other access ways.**

- Parking standards include:
- One space for each teacher and staff member (for maximum planned enrollment levels).
  - Ten spaces for visitors, conveniently located near the school office.
  - 4% of parking spaces handicapped-designated.
  - 1,000 sf of pad and enclosure for bicycle storage that can be easily supervised (e.g. near administrative offices).

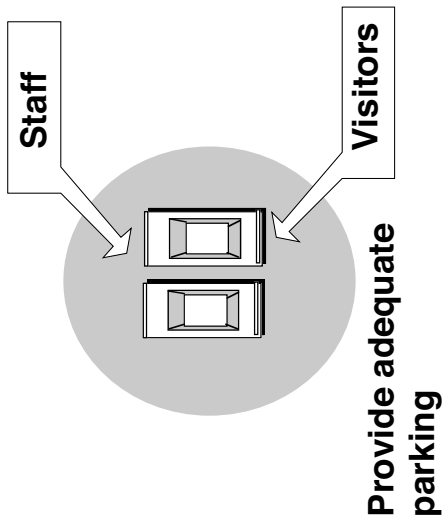
Typically, for a middle school there should be about 100 spaces (staff parking 85 spaces, visitors - 15 spaces) although some schools may require more or less depending upon location.

**Standard 1.4.4.a Parking**

*The site should have adequate staff and visitor parking. Parking areas should be paved and separate from other access ways.*

**Standard 1.4.4.b Special Event Parking**

*The site should have the ability to accommodate visitor parking for special events (on-site and off-site) without creating nuisance or safety hazards to the surrounding neighborhood.*

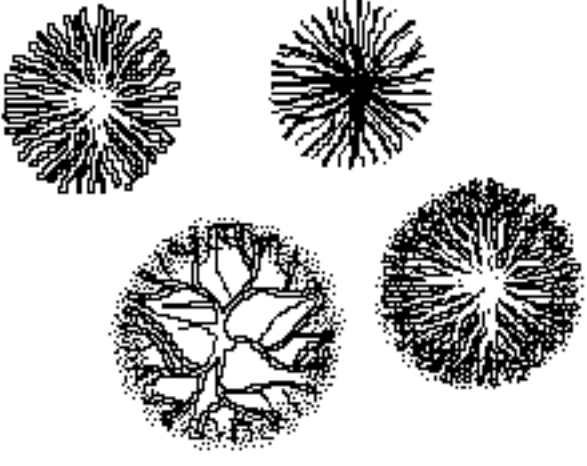


**Policy 1.5 Site Development**  
**School sites should be developed to enhance the educational environment and the image of the school to the surrounding community.**

Elements of site development include the harmonious blend of

- Landscaping (plant material)
- Planting areas
- Pedestrian areas

for the school site, perimeters, parking lots, and adjacent streets. The aesthetic appeal and subsequent maintenance are important concerns.



**Standard 1.5.1 Plant Material**

*Plant material should provide shade, visual screening, wind protection and aesthetic qualities for the building and surrounding area. From 7% to 15% of the school site should be landscaped with trees or grass (not including a grassed playing field). Shrubs and ground cover are discouraged because of high maintenance requirements. The following areas should be landscaped:*

- Parking lots
- Perimeters of the school facing public right-of-ways
- Public areas
- Outside learning areas.

**Standard 1.5.2 Walkways/Gathering Areas**

*High pedestrian traffic areas should have paved surfaces.*

**Standard 1.5.3 Student Seating**

*Seating should be available in high pedestrian areas.*

**Issue:**

*Landscaping issues include:*

- Ease and economy of maintenance
- Types and placement of plantings
- Amount of site to be landscaped
- Specific guidance re:
  - Parking lot landscaping
  - Entrance landscaping
  - Playing fields
- Irrigation systems
- Storage for exterior maintenance
- Adequacy and condition

**Standard 1.5.4 Irrigation Systems**

The site should have fully automatic underground sprinkler systems with vandal-proof sprinkler heads that cover all play fields, lawns, and planting areas.

**Note:**

Walkway slopes should not exceed 1:20 and cross slopes should not exceed 1:50.

**Standard 1.5.5 Developed Area**

The school site should be developed as much as practical with building area, landscaping, parking, hard-surfaced play areas, and pedestrian ways with the intent of minimizing vacant, dirt areas.

**Policy 1.6 Drainage:**

The site should be graded to insure good drainage and yet avoid soil erosion. Drainage should be directed away from the buildings and avoid student traffic and congregation areas.

**Standard 1.6.1 Drainage**

School site should be well drained and free from erosion.

Drainage considerations include the following:

- Water should not discharge over sidewalks except by sheet flow.
- Drainage should be removed by adequate catch basins and drainpipes.
- Roof drainage should be directed away from the building.
- Recreation and play areas should be properly drained.
- Drainage into public rights-of-way should be avoided.

**Policy 1.7 Site Recreation**

The school site should provide outdoor recreation and learning areas suitable for age of student population served.

**Standard 1.7.1 Main Field**

The site should have a grassed playing field with a surrounding 400 meter track (about 3.2 acres, 550 feet x 250 feet).

**Standard 1.7.2 Auxiliary Field**

The auxiliary field should be a square/rectangle multi-purpose grassed area of about 50% of the size of the main field (about 1.6 acres, 275 feet x 250 feet).

**Note:**

APS athletic and physical education requirements are largely determined by administrative procedural directives.

**Standard 1.7.3 Hard Surfaced Recreation Courts**

Concrete pads should be available sized to accommodate eight basketball goals (about .35 acres, 104 feet x 148 feet).

**Policy 1.8 Safety/Security**

The site should be a safe and secure environment for student population served. The school site should be free from on-site and off-site hazards.

**Standard 1.8.1 Safety/Security Hazards**

Site should be free of safety or security hazards (e.g. ice on sidewalks, excessive slope, dangerous play equipment, improperly designed stairs).

**Standard 1.8.2 Electric Service**

Electric service should be underground.

**Standard 1.8.3 Fencing**

Safety security fences should be provided to protect students from hazard of traffic, railroad, steep terraces; to protect adjacent properties from trespass by students; and to discourage passersby from walking onto the campus. There should be pedestrian access at convenient locations.

**Standard 1.8.4 Security Lighting**

Sites should have illuminated parking areas, walks, entrances, and exterior building areas for both safety and security purposes.

**Standard 1.8.5 Drain Fields**

Septic tanks and drainage fields should be located away from sand/digging play areas where possible.

**Policy 1.9 Maintenance**

School site should be able to be maintained by APS maintenance personnel.

**Standard 1.9.1 Electrical Equipment**

Outdoor light fixtures, electric outlets, equipment, and other fixtures should be accessible for repair and replacement.

**Standard 1.9.2 Water**

Outside water supply should be adequate for normal usage.

**Standard 1.9.3 Landscaping**

*Site landscaping should be reasonably maintained and be water conservative.*

**Standard 1.9.4 Gas Lines**

*Site gas piping should be accessible for repair.*

**Standard 1.9.5 Garbage Collection**

*Each school should have a designated garbage collection area meeting the City of Albuquerque standards, located near the kitchen, and accessible to a service access.*

- 142 sf minimum (13'-4" wide x 10'-8" deep) concrete pad
- 5' minimum wall around 3 sides
- Bollards placed to protect wall



## 2.0 School Plant Assessment

---

This section establishes policies and minimum guidelines for adequacy and condition of:

- Exterior and Interior Building Components
- Heating/Ventilation/Air Conditioning
- Electrical/Telecommunications
- Safety/Security
- School Plant Maintainability

Assessment of condition is a matter for the most part of age and maintenance. Adequacy of many of these areas is largely governed by state and local building codes that set minimum standards with the intent of protecting occupant health and safety.

Applicable codes include:

- Uniform Building Code (accessibility and exits)
- NFPA 101 Code for Safety to Life from Fire in Buildings and Structures, 1988 (exits, fire protection equipment)
- Uniform Plumbing Code (numbers and location of rest rooms and fixtures, drinking fountains).
- Uniform Mechanical Code
- American National Standards Institute (ANSI), specifications for making buildings and facilities accessible to and usable by physically handicapped people (handicapped accessibility)
- Uniform Code for Building Conservation (energy conservation)

School facilities are required to meet the codes adopted by the local government during plan review prior to construction. There have been numerous changes in state and local code requirements since many APS schools have been constructed. Although an existing school is not required to comply with each new code modification, it is good planning policy to strive to meet new standards when possible during normal plant maintenance and certainly during any facility renovation and new construction. The intent of the facility evaluation is not to conduct a formal code search, but to indicate potential problem areas to be addressed in more detailed studies.

**Policy 2.1 Health/Safety**

Site and facilities should provide a safe and healthy environment for learning in accordance with appropriate codes and ordinances.

**Sub-Policy 2.1.1 Structural Building Components**

The structural condition of the school should provide a safe and sound educational environment that permits reasonable opportunity for internal flexibility and adaptability to meet new circumstances.

*Indicators of structural problems:*

- Do any outside walls show signs of cracking?
- Are foundations strong and stable?
- Are there any areas with unusual floor problems (e.g. cracking, uneven surface)?
- Are there any doors in the facility that have persistent closing/opening problems?

**Guideline 2.1.1.a Foundations**

Foundations and basement walls should be free of structural cracks, water damage, or defective mortar. There should not be signs of shifting or settling.

**Guideline 2.1.1.b Floors**

Floors should be level, rigid, and free of decay and be of adequate strength to support structural loads imposed.

**Guideline 2.1.1.c Walls**

Walls should be plumb, with junctures aligned and free of structural cracks, water damage, and loose or defective mortar. Walls should be impervious to moisture, seepage, and show no signs of deterioration.

**Guideline 2.1.1.d Building Systems Flexibility**

Building systems should permit flexibility to adjust to program requirements.

*Guideline 2.1.1.d may be hard to satisfy in older schools.*

**Guideline 2.1.1.e Sound Transmission**

Wall and ceiling design should retard transmission of unwanted sound.

**Guideline 2.1.1.f Roofs**

Roofs should be structurally sound, have positive drainage, and be weather-tight.

**Sub-Policy 2.1.2 Interior Building Components**

The interior building components of the school should provide a safe and sound educational environment.

**Guideline 2.1.2.a Walls**

Interior walls and partitions should be

- Sound absorbent
- Clean without breaks, cracks or holes.

**Guideline 2.1.2.b Floors**

Interior floors:

- Surfaces should be non-skid, attractive in appearance, easy to maintain, and free from projections.
- Carpet, tile, concrete, and other floor finishes should be clean, in good condition, and without worn, broken, or frayed areas.

**Guideline 2.1.2.c Ceilings**

- Ceiling heights should range from 8 feet to 14 feet for economy of heating, air conditioning, illumination, and ventilation.
- Ceiling surfaces should be clean and without holes, cracks, and missing or broken, yellowed tile.
- Ceiling design should minimize noise.

**Sub-Policy 2.1.3. Energy Conservation**

School facility should be energy conservative.

**Guideline 2.1.3.a Energy Conservation**

Facility should meet energy conservation standards.

Factors to consider include:

- Adequacy and condition of caulking and weatherstripping around all windows, doors, conduits, piping, exterior joints, and other areas of infiltration.
- Adequacy and condition of insulation in walls and roof.
- All exterior main ingress/egress doors should be equipped with properly designed vestibules (excluding emergency only exits and exits from individual classrooms).
- Solar heat gain through windows.
- Amount of heat loss through windows.

**Sub-Policy 2.1.4 Mechanical System (Heating/Cooling/Ventilation)**  
Mechanical Systems should provide for a reliable year-round comfortable environment in a cost efficient manner in conformance to local health and safety codes.

**Guideline 2.1.4.a Year-Round Comfort**

*There should be provision for year-round comfortable temperature throughout the building (70 degrees in winter and 78 degrees in summer).*

**Guideline 2.1.4.b Ventilation**

*Ventilating system should provide adequate year-round circulation of fresh air.*

**Guideline 2.1.4.c Mechanical System Reliability**

*Mechanical systems should be reliable and should not require frequent repair.*

**Guideline 2.1.4.d Mechanical System Noise**

*Mechanical systems should run quietly and not have obtrusive noises.*

**Guideline 2.1.4.e Heating Unit Location**

*The central heating plant unit(s) should be located away from student-occupied areas in accordance with local building codes.*

**Guideline 2.1.4.f Mechanical System Accessibility**

*Mechanical equipment should be easily accessible for normal maintenance.*

**Sub-Policy 2.1.5 Plumbing**

Plumbing Systems and fixtures should reliably supply water and meet wastewater requirements for the population served in a cost efficient manner and in conformance with local health and safety codes.

**Guideline 2.1.5.a Rest Room Fixtures**

Number and size of rest rooms and fixtures should meet or exceed code requirements.

The number of fixture should conform to the following minimum standards (Uniform Plumbing Code):

<b>Fixture</b>	<b>Standard</b>
Schools - Secondary	Male* 1:40 1:35 1:40 1:75
Water Closets	Female 1:25 -
Urinals	1:40
Lavatories	1:75
Drinking Fountains	
Schools - Staff Use	Male 1:1-15 2:16-35 3:36-55
Water Closets	Female 1:1-15 2:16-35 3:36-55
Urinals	1:50
Lavatories	1:40

\* Whenever urinals are provided, one less than the

**Note**

Typical Number of Required Fixtures for a Range of Middle School Sizes (Uniform Plumbing Code)

# of Students	600		750		1000	
	M	F	M	F	M	F
<b>Middle School</b>						
Water Closets	8	12	10	13	13	20
Urinals	9	-	11	-	15	-
Lavatories	8	8	10	10	13	13
Drinking Fountains	4	4	5	5	7	7
# of Staff	70		80		90	
<b>Staff</b>						
Water Closets	M	F	M	F	M	F
Urinals	2	2	3	3	3	3
Lavatories	1	-	1	-	1	-
	1	1	1	1	2	2

Since more women tend to work in middle schools, some districts provide more water closets for females employees than is required by code (e.g., 9 instead of 2 required). Shaded area indicates that elementary school bathrooms should generally try to meet highest feasible enrollment pattern.

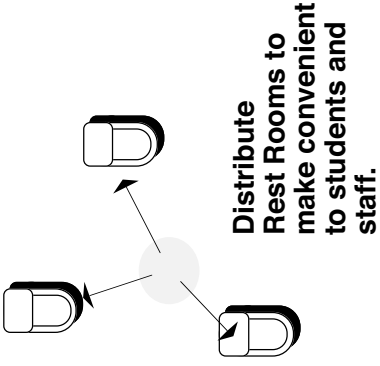
number specified may be provided for each urinal installed, except the number of water closets in such cases shall not be reduced to less than two-thirds of the minimum specified.

Each separate rest room for staff and students should have at least one accessible fixture of each type provided.

**Guideline 2.1.5.b Distribution of Rest Rooms**

*Rest rooms should be properly distributed for staff and student populations including rest room access from:*

- Permanent building
- Portable buildings
- Outside recreation areas



**Guideline 2.1.5.c Drinking Fountains**

*There should be an adequate number of drinking fountains, appropriately placed with access available for the handicapped.*

Drinking fountains should be furnished at no less than 1 per 75 students. Location of fountains should be at central and convenient points on each floor, or wing of the school, near portables, and in the playground areas (vandal-proof).

**Guideline 2.1.5.d Plumbing Fixtures**

*Plumbing fixtures (water closets, lavatories, urinals, drinking fountains) should be in good repair and condition. There should be privacy stalls for male and female water closets.*



**Guideline 2.1.5.e Water Supply**

*Internal building water supply should be adequate, with sufficient pressure, and treated to meet health and safety needs.*

**Guideline 2.1.5.f Waste Water System**

*Waste water (sewer) systems should be properly maintained and meet or exceed code requirements.*

**Guideline 2.1.5.g Plumbing System Reliability**

*Plumbing systems should be reliable and not require frequent repair.*

**Guideline 2.1.5.h Plumbing System Maintenance**

*Cut-off valves should be accessible for normal maintenance.*

**Sub-Policy 2.1.6 Electrical/Emergency/Telecommunications**  
There should be adequate electrical/emergency/ telecommunications services to permit effective and safe program instruction in accordance with proper codes.

**Guideline 2.1.6.a Electrical Service**  
Electrical service should be adequate for existing and projected load.

**Guideline 2.1.6.b Electrical Outlets**  
Each learning/teaching area should have two duplex outlets per wall.

**Guideline 2.1.6.c Lighting**  
Well maintained light sources, properly placed, should provide adequate lighting.

(See following recommended illumination levels).

**Guideline 2.1.6.d Emergency Alarm Systems**  
Emergency systems should be properly maintained and meet or exceed code requirements including:

- An automatic and manual fire alarm system with a distinctive sound and a flashing light.
- Fire alarm horns located to provide sound coverage throughout the building.
- Alarm pull stations located at points of egress.
- Properly functioning and located smoke detectors as required.

**Note**

- Ask teachers and custodians if they have problems in their classrooms with power outages. With all lights and equipment powered, test the breaker boxes for excess heat.
- To determine the adequate load to support additional portables one must compare the maximum KVA usage at site to the size of the transformer.

**Note:**

The quality of light is an important consideration to provide a healthy learning environment. Both general illumination and task lighting requirements vary according to activity. In general, as much natural light as possible is recommended augmented by light sources replicating the natural spectrum.  
See also 3.5.6.

**Recommended Illumination Levels**

Source: *Guide for Facility Appraisal*

The following guidelines are recommended illumination levels (foot candles/square foot) provided by the Illumination Engineering Society and the "practiced" levels based on actual use in New York City Schools:

	<b>Foot Candles/Square Foot Recommended</b>	<b>Practiced</b>
<b>Libraries</b>		
Reading rooms and carrels	70	30
Stacks	30	30
Book repair and bindings	70	-
Check in and out, catalogs, card files	50	30
<b>Offices</b>		
Designing, detailed drafting	110	50
Accounting, bookkeeping, and business	85	30
Regular Office work	70	30
Corridors and stairways	20	15
Washroom	20	15
<b>Classroom Space</b>		
Regular classroom work	50	30
Chalk boards	100	50
Drafting rooms	100	50
<b>Auditoriums</b>		
Assembly	20	15
Study hall	50	30
<b>Laboratories</b>		
General Work	50	30
Close work	100	50
<b>Lecture Rooms</b>		
General	50	30
Special/demonstration/exhibit	100	50
<b>Exterior</b>		
Parking areas	5	5
Roadways	5	5

**Guideline 2.1.6.e Security System**

Security systems should be adequate and functioning, reflecting the individual needs of each school.

**Note:**

Security systems vary depending upon the design of the school but will have the following characteristics:

- Door or passive infrared sensors;
- A central control unit that is operated from and communicates to the APS Security office.

*APS Security Department will provide an evaluation of the security systems at each school.*

**Guideline 2.1.6.f Special Systems**

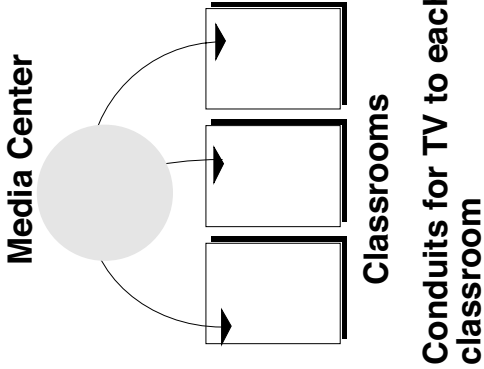
School should have a functioning and adequate:

- Intercom System
  - Intercom system should be adequate and functioning with provision for voice calling to individual loud speakers and two-way voice communications with loudspeakers located in all offices, learning, and support areas.
  - All call answering should be provided from the console to all speakers by means of a single operating control.
- Clock System. Clocks should be located in the following areas:
  - Office area
  - All teaching areas
  - Cafeteria
  - Teachers' lounge
- Closed Circuit TV. Each school should have cable TV hookups, and all teaching stations should have conduits for closed circuit television to allow for central distribution from the media center.

**Guideline 2.1.6.g Telephones**

An adequate and functioning five lines (maximum of 10 telephones) key telephone system should be provided with phones provided in the following areas:

- Principal's office
- Assistant Principal's office
- Principal's secretary
- Nurse's area
- Counselor's office
- Counselor's secretary
- Attendance clerk
- Teachers' lounge
- Cafeteria (separate line provided by Food Service Department)
- Special Education classrooms (separate line provided by the Special Education Department as required).



**Guideline 2.1.6.h Computers**

- External: Every school should have a dedicated data (phone line) link to the central APS computer.
- Internal: Every classroom and office area should have conduit with a conveniently located computer port that can eventually be connected to a central computer file server.

**Policy 2.2 Accessibility/Safety**

School facilities should be accessible to all populations in normal and emergency situations.

**Guideline 2.2.1 Exterior Doors**

Exterior doors should open outward and be equipped with panic hardware.

**Guideline 2.2.2 Classroom Doors**

Classroom doors should be recessed, open outward, and have smoke seals as required.

**Guideline 2.2.3 Exit Corridors - Projections**

Fixed projections in the traffic areas should not extend more than 8 inches from the corridor wall.

**Guideline 2.2.4 Exit Corridors - Termination**

Corridors should terminate at an exit or a stairway leading to an egress.

**Guideline 2.2.5 Exit Lights**

Exits should be clearly marked with lighted exit signs that remain lighted during power outages.

**Guideline 2.2.6 Emergency Exits**

There should be at least two independent exits to safety from any circulation point in the building.

**Guideline 2.2.7 Stairways**

Stairways and/or exits should be of fire-resistant material.

**Basic Categories for Barrier-Free Evaluation:**  
(Guide to Facility Evaluation)

- **Site Considerations**  
Parking spaces  
Curb cuts  
Sidewalks  
Running and cross slopes  
Signage
- **Doors**  
Width and clearance  
Opening pressure  
Threshold
- **Floors and Halls**  
Width  
Surface covering  
Obstructions and hazards
- **Operating Mechanisms and Controls**  
Height  
Ease of manipulation
- **Water fountains**  
Height  
Controls
- **Changes in levels**  
Ramps  
Elevators  
Lifts  
Handrails
- **Rest rooms**  
Location  
Size  
Stall width and depth  
Grab bars and accessories
- **Seating**  
Space for wheelchairs  
Traffic circulation
- **Telephones**  
Height installed  
Volume control

**Guideline 2.2.8 Glass**

Glass should be properly located and protected to prevent accidental student contact. Safety glass or wire glass should be used where required by code.

**Guideline 2.2.9 Barrier-Free**

Structure should meet or exceed all barrier free requirements, both externally and internally in accordance with American National Standards Institute (ANSI), specifications for making buildings and facilities accessible to and usable by physically handicapped people with the objective of achieving program accessibility.



**Policy 2.3 Cost-Effective Maintenance**  
Site and grounds should be designed for cost effective operation and ease of maintenance by APS maintenance personnel.

**Note:**  
Please refer to the Handicapped Accessibility checklist contained in Appendix C.

**Guideline 2.3.1 Windows, Doors, Walls**

Windows, doors and walls should be of material and finish requiring minimum maintenance.

**Guideline 2.3.2 Floor Coverings**

Classroom floor covering(s) should require a minimum of care.

**Guideline 2.3.3 Ceilings**

Ceilings should require minimum of care.

**Guideline 2.3.4 Built-in Equipment**

Built-in equipment should be designed and constructed for ease of maintenance and durability.

**Guideline 2.3.5 Floors in Special Areas**

Floors in rest rooms, kitchens, cafeterias, and corridors should require a minimum of daily maintenance.

**Guideline 2.3.6 Rest Room Fixtures**

Rest room fixtures should be wall mounted and of quality finish.

**Guideline 2.3.7 Custodial Areas**

Adequate custodial storage spaces with water and mop sink should be in proximity to all areas.

**Guideline 2.3.8 Electrical Availability for Maintenance**

Adequate electric outlets that are properly protected from young children should be available in every area to permit routine cleaning.



### **3.0 Adequacy and Environment for Education**

The policies and guidelines in this section assess the adequacy of the school structures to support educational and curriculum requirements while providing an environment conducive for learning.

The adequacy of the school areas can be quantitatively measured by examining the types, areas, and relationships between other functions of the spaces provided. The "ideal" that serves as the basis for measurement results from lessons learned and practical experience of designing and constructing schools over the years. It is an evolutionary rather than revolutionary process. Periodic review and analysis of these policies and guidelines is to be anticipated and encouraged.

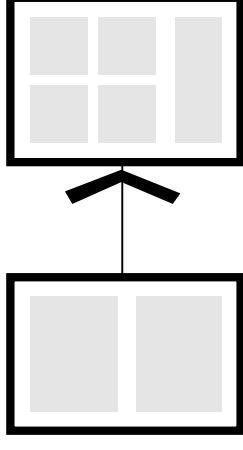
The environment for education is an assessment of the qualitative factors that make a school a pleasant place to learn.

### **Policy 3.1 Plan for Flexibility**

**School facilities should provide ability to adjust to programmatic (instructional and community) and technological change.**

School facilities must provide a learning environment supportive of the District's educational programs and curricula. While it may be impossible to predict with certainty the types of programs and technological changes that may occur in the future, it is a realistic goal to build into our facilities the opportunity to adjust to many demands including the following:

- Internal flexibility
- Ability to expand and contract
- Ability to accommodate future technology.



**Provide Flexibility To Meet  
New Circumstances**

#### **Guideline 3.1.1 Flexibility of Classrooms**

*Educational areas should allow internal flexibility for program adaptations. Factors to consider include the following:*

- Classrooms are sized to allow a variety of grade levels.
- Classrooms and support areas are designed to allow different programs to occur.
- Classrooms can be varied in size through use of demountable partitions.
  - 1/2 size classrooms that can be made into full classrooms;
  - Full classrooms that can be made into double size (for team teaching)
  - Appropriate plumbing stub-outs.
- Classrooms that allow the positive use of walls and ceilings.
- Flexibility in furniture arrangement to allow a variety of teaching styles.

#### **Note:**

*In recent APS schools there are classrooms with demountable partitions in each wing of the school.*

**Guideline 3.1.2 Ability to Add Permanent or Portable Classrooms**

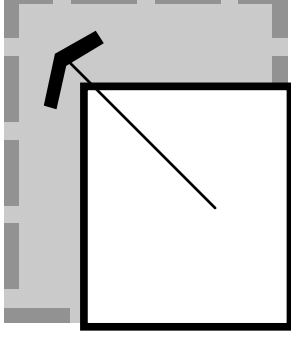
*Every middle school should have the ability to serve at least 1000 students by the addition of permanent or portable classrooms.*

**Guideline 3.1.3 Expansion Capability of Core Support Facilities**

*Support facilities (e.g., cafeterias, rest rooms, media center) should have the inherent capability to support anticipated expansion potential of the school population or have infrastructure potential for unexpected enrollment.*

**Guideline 3.1.4 Communication and Information Technologies**

*Learning and office spaces should have the capability to accommodate communication and information technologies.*



**Plan for Expansion of Facilities**

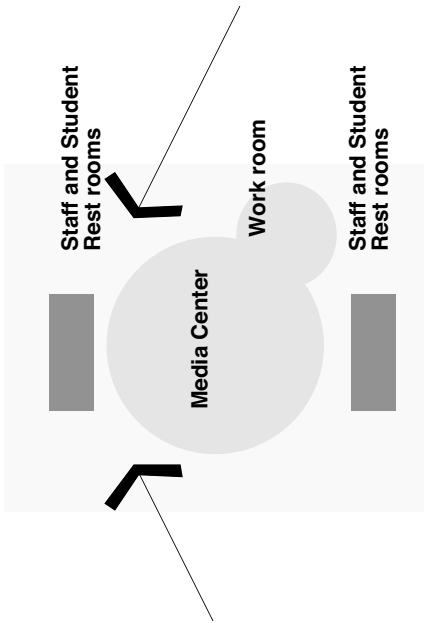
**Policy 3.2 Site/Facility Organization**

School sites and facilities should be organized in a clear and consistent manner that is conducive to learning and allows proper supervision (see exhibits on following page).

**Guideline 3.2.1 Centralization of Common Use Facilities**

Common use facilities should be centralized to population served:

- Media center
- Work room
- Student rest rooms
- Staff rest rooms

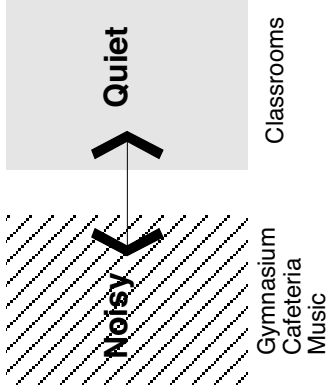


**Centralize key support activities**

**Guideline 3.2.2 Noisy-Quiet Separation**  
"Noisy" activities (gymnasium, music, cafeteria areas, student lockers) are separated from learning areas.

**Guideline 3.2.3 Grouping of Learning Areas**  
Like learning areas should be grouped together and be located near the media center:

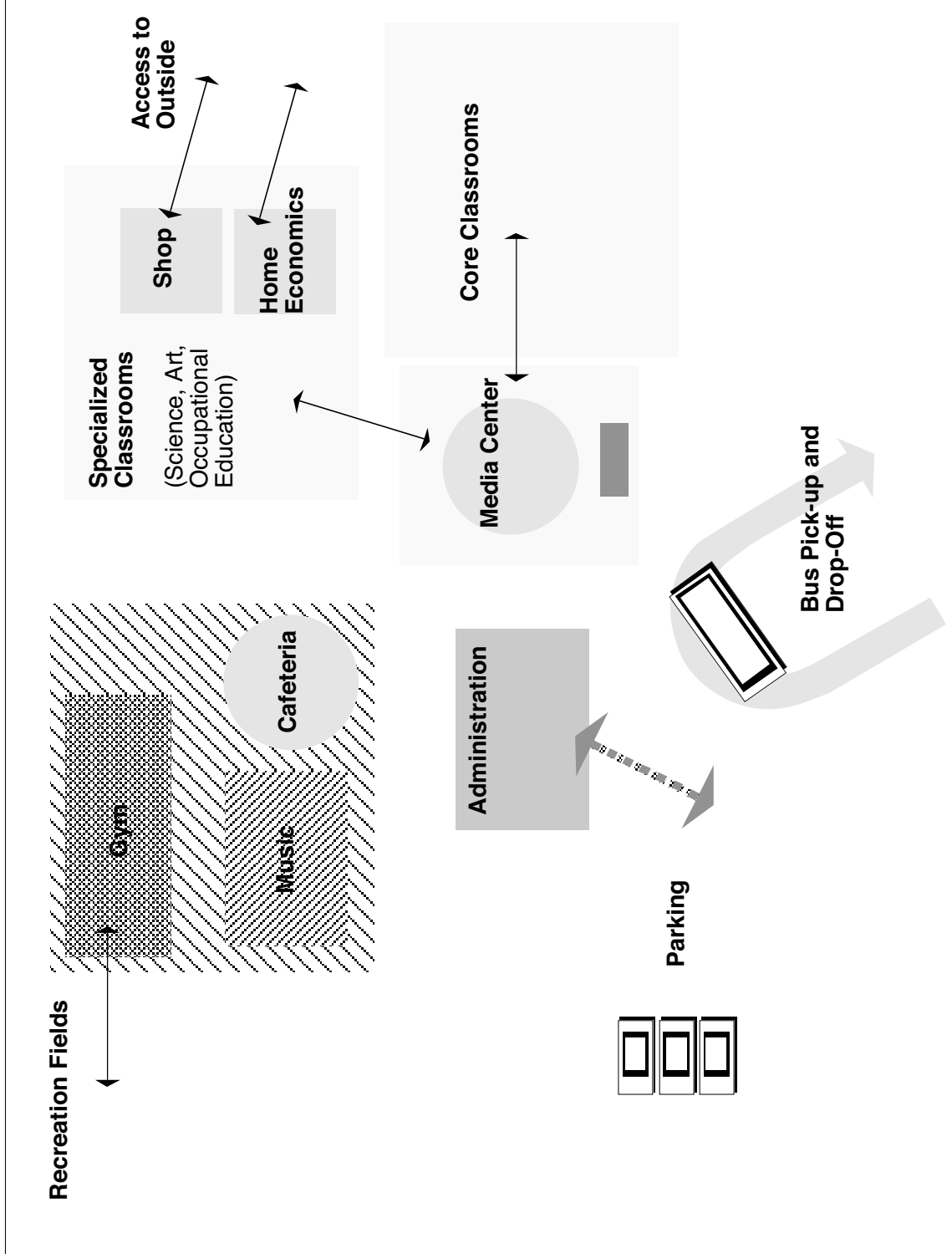
- Standard classrooms
- Specialized classrooms (science laboratories, occupational education laboratories).



**Guideline 3.2.4 Covered Circulation**  
Covered circulation with hard surfaced sidewalks should connect all school activity areas.

**Separate Noisy Activities from Quiet Activities**

This an schematic relationship diagram of an APS prototypical middle school.



**Guideline 3.2.5**

**Entrance/Exit Location**

Entrances and exits should be located to permit efficient student traffic flow.

**Guideline 3.2.6**

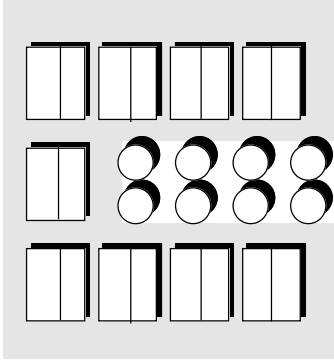
**Portable Classroom Location**

Portable classroom buildings should be integrated with other academic learning areas and have equal access to school support facilities.

**Guideline 3.2.7**

**Supervision of Large Group Areas**

Large group areas (cafeteria, media center) should be designed for effective supervision.



**Use Portables In  
A  
Positive Way.**

**Policy 3.3 Community/After Hour Use**  
**School facilities should provide the opportunity for community and after hour use.**

The APS Board of Education endorses the philosophy and goals of community education as a district-wide program to the extent that resources are available, within current federal and state statutes and State Department of Education regulations. The public investment in school plants and sites and the general community welfare justifies the use of school buildings and grounds by local citizen groups for educational, cultural, civic and recreational purposes outside of school hours or when such use will not conflict with or handicap the school program.

**Guideline 3.3.1 Community Education**

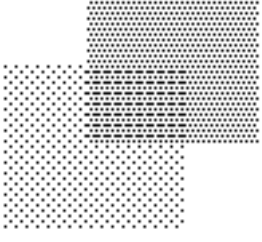
*Joint-use space should be safe, secure, and include separately keyed activity spaces (gym, cafeteria, classroom), accessible rest rooms and storage areas.*

**Guideline 3.3.2 Joint-Use Facilities**

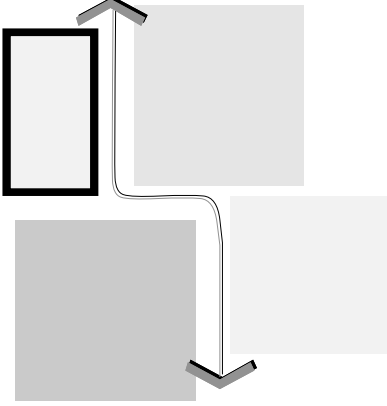
*Joint-use facilities (parks, swimming pools, libraries, etc.) should be integrated into campus in a safe and secure manner.*

**Guideline 3.3.3 After Hour Use**

*The facility should permit use of some portions of the school without affecting security of other portions of the school.*



**Allow for joint and after hour use**



**Zone functions to allow adequate control and supervision**

**Policy 3.4 Spaces Meet Instructional Needs**

**All school areas should provide an environment that meets instructional and functional needs of the activities taking place there.**

The size and nature of the following areas should meet standard specifications. The size range of all areas discussed are provided in the appendix.

**Guideline 3.4.1. Standard Classrooms**

**A. Size:**

*Standard classroom size is roughly determined by assessment of state pupil teacher ratios (PTR's), a size allocation per student and practical experience. The following size ranges are suggested:*

	<b>Square Feet</b>		
<b>Type</b>	<b>Low</b>	<b>Medium</b>	<b>High</b>
Full Size Classrooms	700	800	900
1/2 Size Classrooms	350	400	450

Types of programs taking place in standard classrooms include:

- Language arts
- Social studies
- Literature
- History
- Math
- Languages

The larger the classroom, the more flexible are the options for different programs.

The allocation of permanent classrooms in a new middle school will vary according to need but the following is typical:

**State Pupil Teacher Ratios (PTR)**

Middle Schools have 6 periods in one day. Students attend 5 periods and one period is used for preparation.

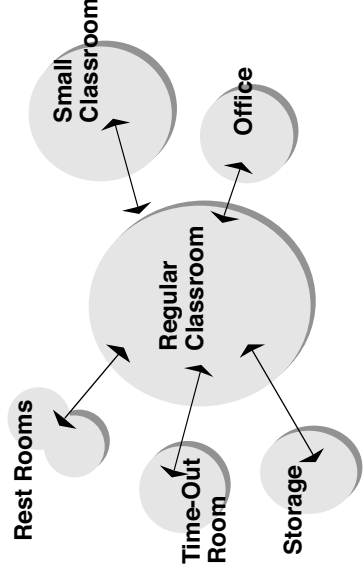
State PTR Ratios

6 to 12 Grade	150 students per day 135 students per day for language arts 5 periods/day equals 1:30/1:27
Middle School	
Special Education A and B Levels	112 students per day 1:16 full classroom (1:8 for half classroom)
C Level	112 students per day 1:16 full classroom (1:8 for half classroom)
D Level	56 students per day 1:8 full classroom



- B. General needs for all core classroom spaces:**
- Located conveniently to common resources (media center)
  - Natural light
  - Cross ventilation
  - A minimum of two duplex outlets per wall
  - Easily maintainable surfaces
  - Sufficient storage (130 cubic feet) organized to avoid clutter:
    - Wardrobe/storage (52 cf)
    - Cabinets and file storage (70 cubic feet)
    - Book case (15 cf or 18 lf of shelf area)
  - Standard blackboard and tack board set-ups (96 sf, 2-12' x 4' , and 1 -12' x 4' tack board)
  - Floors that can be easily maintained.
  - Allow use of computer "mini-labs" (3 rolling carts with computers and printer).

**Special Education D Level Suite**



- Guideline 3.4.2. Special Education Spaces**  
 Special Education requirements are the same as the regular classrooms except for the D level , which requires a timeout room. The allocation for each middle school will vary according to the specific enrollment needs, but will typically include:
- 2 - A level classrooms (1/2 size)
  - 2 - B level classrooms (1/2 size)
  - C and D level full size classrooms (numbers vary).

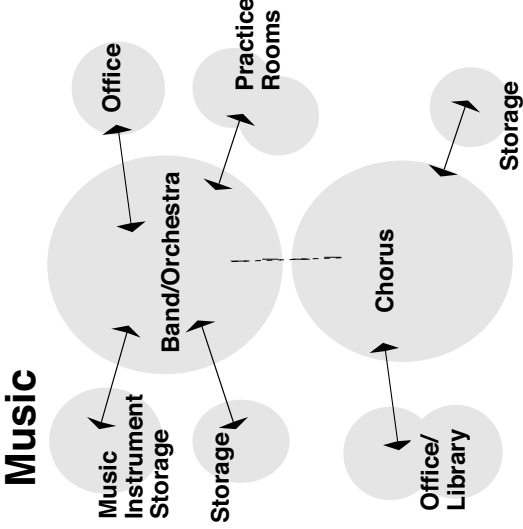
Newer middle schools (Washington and Lincoln) have one D Level suite that includes:

- A classroom of about 500-600 square feet
- A small classroom of about 200 square feet
- An office of about 80 square feet
- A storage area of about 40 square feet
- Small bathrooms (1 water closet, 1 lavatory) for male and female students

**Note:**  
 Side-by-Side programs are mostly D level severely handicapped students. These schools have more specialized facilities with occupational and physical therapy, special rest rooms with changing table, and medical facilities.

**Guideline 3.4.3. Fine Arts/Music**

- A. Music**  
 Music education requires facilities for band/orchestra and chorus including:
  - **Band/Orchestra**  
 Band/Orchestra requires about 1,600 to 1,800 square feet with the following areas:
    - A classroom of about 1,300 to 1,500 square feet for group practice. This space should be properly wired for sound and provide appropriate acoustic performance.
    - The area should be sound isolated from adjacent activity areas (sound attenuating construction and vestibules).
    - A music storage area of about 200-250 square feet.
    - A storage area of about 120 square feet.
    - 2 individual practice rooms of about 30-60 square feet.
    - An office about 80 to 100 square feet.



**Note:**  
 There are evaluations of all music and art facilities in individual school folders.

- **Chorus**

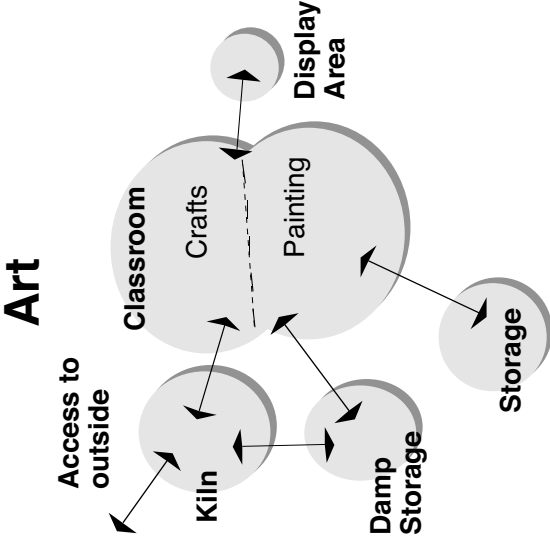
Chorus requires about 1,200 to 1,400 square feet with the following areas:

- A classroom of about 600 square feet for group practice. This space should be properly wired for sound and provide appropriate acoustic performance.
- This area should be sound isolated from adjacent activity areas (sound attenuating construction and vestibules).
- An office about 80 to 100 square feet with an associated library area of about 120 square feet.

- **B. Art**

Art requires about 1,600 to 1,800 square feet with the following individual areas:

- A classroom of about 1,300 to 1,500 square feet. The classroom area should:
  - Allow a separation between crafts and painting activities
  - Provide a space for a portable stage for still life arrangements with suitable spot lighting
  - Provide sufficient power outlets (e.g., power strips around the room, floor, ceiling)
  - Provide an overhead mirror in the teacher demonstration area
  - All furniture and equipment should be as portable as possible
- The classroom requires storage for student art work and supplies (about 400 cubic feet of storage)



- *Materials and paper storage (200 cf)*
- *Student art lockers (200 cf allowing for vertical storage of student work; 150 students to be accommodated)*
- *2 large sinks with multiple faucets*
- *A separate kiln area of about 120 square feet with direct access to the outside and proper ventilation.*
- *A damp storage area of about 120 square feet accessible from the kiln area and the classroom.*
- *A storage area of about 150 to 200 square feet.*
- *A chalkboard (32 square feet , 8' x 4')*
- *A lockable display case in hallway near the art room.*
- *Natural lighting is important.*

**Guideline 3.4.4. Occupational Education**

Occupational education includes specialized classrooms for typing, cooking/sewing, and shop. Please consult the *Occupational Education/Practical Arts Facility Planning Guide* for more detailed description of these areas.

**A. Typing and Computers (World of Business)**

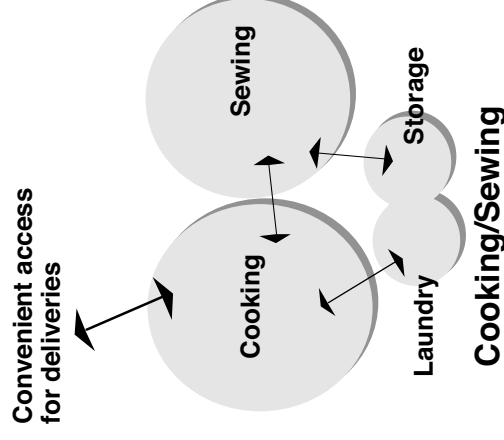
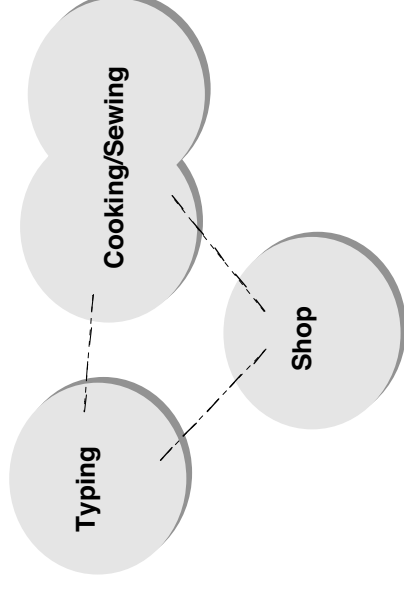
- There should be one laboratory of 1,200 to 1,400 square feet in size.
- Each laboratory should accommodate 36 CRT stations (24" x 36").
- A minimum of 4-120 v. outlets at each student station (surge protected, wall or desk mounted) with duplex outlets spaced every six feet around the room.
- A minimum of 12 feet of counter-top cabinets, storage cabinets or overhead cabinets, all with lockable doors and adjustable shelving should be provided.
- A minimum of 12 linear feet of chalk board and tack board should be provided.

**B. Cooking and Sewing (Home Economics/Sewing and Textiles)**

Two specialized classrooms for cooking and sewing should be provided. These areas are usually combined into one large area (because there is usually a single instructor) but can be separate classrooms.

- Cooking (home economics)
  - One laboratory of 1,600 to 1,800 square feet is required

# Occupational Education



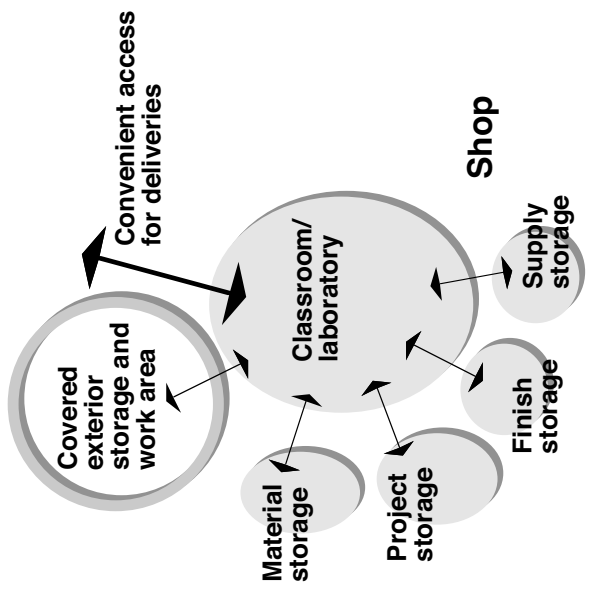
- A separate storage area of about 64 square feet should be provided (can be shared by cooking and sewing).
- A separate laundry area of about 80 square feet (this can be shared by cooking and sewing)
- Direct access to the outside is required for deliveries
- Six student kitchen stations and one instructor kitchen should be provided. There should be an overhead mirror at the instructor's station.
- Sewing (clothing and textiles)
  - One laboratory of 1,300 to 1,500 square feet is required
  - Office area of 100 square feet is desirable
  - Fitting areas of 72 square feet (male and female) should be available
  - Storage area of about 48 square feet (can be shared by cooking and sewing)
  - Laundry area of about 80 square feet (can be shared by cooking and sewing)

**C. Shop (Construction and Manufacturing)**

There should be one multi-purpose classroom to accommodate construction and manufacturing curricula.

There should be:

- A laboratory of 1,600 to 2,400 square feet. In this area there should be opportunity to setup:
  - a classroom (of about 600 square feet)
  - an office (of about 100 square feet)
- Material storage of about 300 square feet



- *Equipment storage area of 300 square feet*
- *Project storage of 350 square feet*
- *Supply storage of 200 square feet*
- *Finish area of 150 square feet*
- *A covered outdoor construction slab of about 600 square feet*

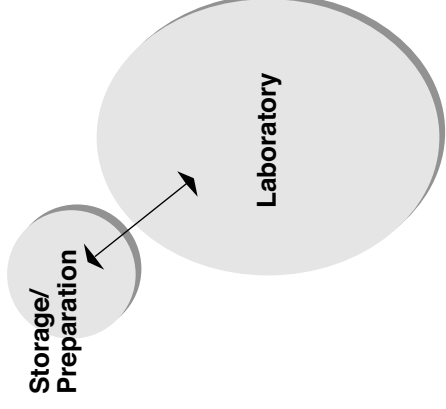
**Note:**

There is an evaluation of each middle school science facility (conducted in 1988) available in each individual school folder.

**Guideline 3.4.5. Science Laboratories**

- *Every school should have one science laboratory for each 167 students maximum. For most middle schools, this number equates to three laboratories.*
- *Each laboratory should be from 900 to 1,300 square feet in area. A double portable classroom may be used.*
- *Each science laboratory should have:*
  - *A science demonstration desk equipped with gas, hot and cold water, a sink, an eyewash station, and hardware for mounting vertical support bars.*
  - *Student stations should accommodate 2 students.*
  - *Tables should not exceed 29 inches in height and be movable. Tables should not have hardware, drawers, or book cubicles.*
  - *Forty-five linear feet of counter space should be provided. Counters should not exceed 30 inches in height. Electrical outlets should be provided every 6 linear feet. Counters should have a minimum of five sinks (8" deep x 12" x 14") hot and cold water, and gas outlets. Table and counter tops should withstand normal student use (not necessarily acid or chemical resistant)*
  - *There should be classroom cabinets (with lockable*

**Science Laboratory**



- drawers and cabinets) for life science, a microscope cabinet, and a skeleton cabinet; for physical sciences, there should be a triple beam balance cabinet. Each laboratory should have display cabinets with glass sliding doors. Book cases should be provided.
- A minimum of 16 feet of blackboard and 8 feet of bulletin board should be provided.
- Life science classrooms should have windows or a skylight suitable for growing plants.
- Each laboratory should have a wall-mounted screen for A-V work and provisions for darkening classrooms.
- Dual light switches should be located and operable from each end of the classroom.
- There should be a storage and preparation area of about 400 square feet accessible from each science laboratory. The storage and preparation area should have:
  - A minimum of 200 square feet of wooden shelving
  - A built-in chemical storage cabinet lined with corrosion proof material
  - A two burner electric stove top, a refrigerator with automatic ice-maker, large sink (8" deep x 21 inches x 16 inches), spray hose, and drain-board
  - An ultra-violet sterilizing cabinet for goggles is required.
  - Storage areas should be vented independently of air circulating through other classrooms.

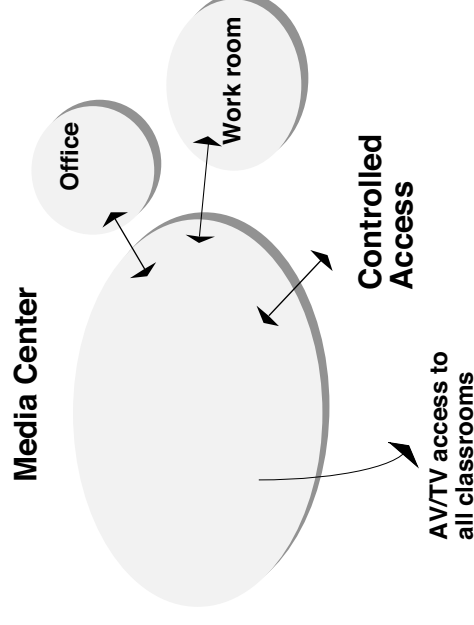


**Guideline 3.4.6. Computer Learning**

- Every classroom should be able to accommodate a computer and printer.
- Every classroom should have a conduit with a convenient computer port that can eventually be connected to a central file server.
- Appropriate electrical outlets and surge protection should be located in each classroom to support computer use.
- Every classroom should be able to support a computer "mini-lab" consisting of 3 rolling carts including computers and a printer.
- Every middle school should have a computer center accommodating 15 computer stations and a printer.

**Guideline 3.4.7. Library/Media Center**

- The library/media center should be centrally located and convenient to all students.
- A library should seat about 15% of the student body. Allowing 30 sf/student, an average sized library is about 4,500 to 5,200 square feet in size.
- Electrical outlets are needed on every wall and in the floor.
- Space should be able to be darkened. Lights should be in individually controlled banks that allow dimming.
- Appropriate wiring for audio visual and computer equipment is required. Eventually, the media center will be the central distribution source for AV/TV programming to classrooms.
- Space should allow for different room arrangements and programs to occur at one time.
- There should be an area for movies and special

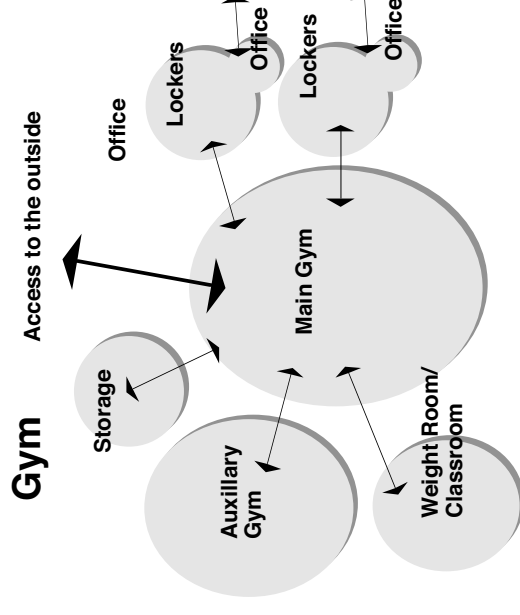


**Note:**

APS Library Services has begun to prepare a library master plan for the district.

- presentations .
  - There should be limited, controlled access.
  - There should be an adjacent office for the librarian.
  - There should be direct access to the work room.
- Guideline 3.4.8 Physical Education (Interior Area)**  
 There are three indoor teaching stations; the main gym, the auxiliary gym and the weight room/classroom.
- The main gym should have minimum area of 5,200 square feet without assembly use, and 6,650 square feet when used for assemblies, with 24 foot ceilings with:
    - Six basketball goals with electric lifts.
    - Scoreboard.
    - Bleachers or seating for 500 plus 40 Side-by-side if used for assemblies. If not an assembly space, bleachers for 50 should be provided.
    - A performance platform if used for assemblies (a portable platform is recommended).
    - Acoustical treatment will vary if used as assembly space.

- The width and depth proportions should be carefully studied to maximize usable space. Hardwood or good quality composition floor (tartan) is recommended.
- An auxiliary activity room with a minimum area of 2,640 square feet (40 feet wide x 66 feet long) with 20 foot ceilings. Good quality composition floor (tartan) is recommended.
- Equipment storage rooms with a minimum area of 900 square feet. Storage rooms have double doors and a 7'-6" interior clearance. The equipment storage room should be located at the end of the auxiliary activity room to facilitate program changes during and after school. Twenty-three large pieces of equipment will fill this space.



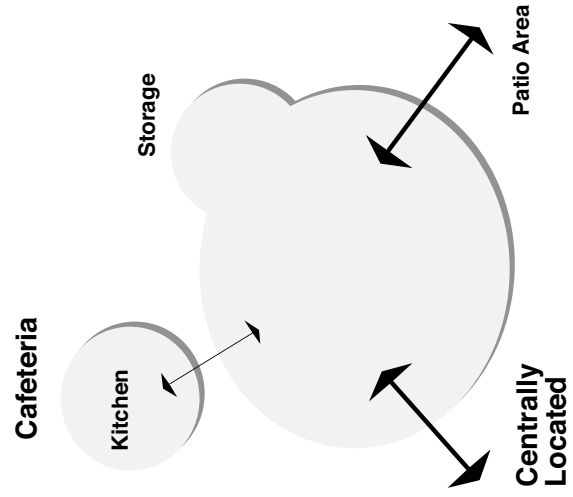
- Two dressing rooms with ability to accommodate 100 lockers in the boys and girls area. Lockers should be the 6 and 1 type, raised above the floor to facilitate cleaning. Dressing rooms should be approximately 700 square feet in area.
- One shower and appropriate rest rooms should be immediately accessible to each dressing area.
- Two offices of about 150 square feet should be provided, with one office immediately accessible to each dressing room and hallway. Each office should have an adjacent shower. Offices should be large enough to accommodate a desk, chair, and filing cabinet for three teachers and storage for expensive supplies.
- There should be a weight/room classroom that can accommodate a universal weight machine. The floor should be tartan or pro-gym (not tile).

The exterior physical education specifications are discussed in Policy 1.7.

**Guideline 3.4.9. Cafeteria**

Cafeterias serve as a food serving area as well as a multi-purpose area for school activities.

- The cafeteria should be centrally located to the student population.
- The cafeteria should be sized to seat 250 students at one sitting (a maximum of 4 lunch periods). Allowing 10-15 sf/seat/student, an average cafeteria is about 4,000 sf in size.
- There should be storage available (250 - 500 sf).
- The ceiling should be acoustically treated to absorb sound.
- An effort should be made to create a "non - institutional"

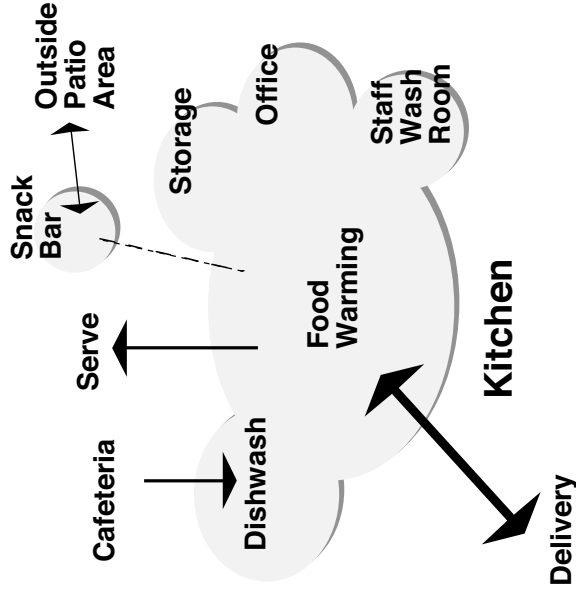


- environment.
- There should be windows to the outside.
- There should be an opportunity for self-service as well as cafeteria service.
- Ideally, there should be access to an adjacent outside patio for outside eating in good weather.

**Guideline 3.4.10. Kitchen**

Although some schools have on-site food preparation, most schools are served from the APS central kitchen.

- The kitchen should be about 1,600 square feet and include the following areas:
  - Food preparation area
  - Serving area
  - Dishwashing area
  - Cold Storage
  - Hot Storage
  - Dry storage (this area can share space with the office)
  - Rest room for the staff with lockers
  - Office with telephone
  - Janitor closet
- Snack bar area open to the outside patio area
- An 18" min. backsplash around stoves, sinks, and dirty tray drop-off
- The area should be free of any hazards to students (e.g. hot serving line surfaces)
- Sufficient access for delivery vehicles
- Sufficient access for trash pick-up
- A separate, shielded exterior trash area nearby to the kitchen
- Surfaces should be able to be disinfected.



**Guideline 3.4.11. Utility/Storage**

**A. Custodial Storage**

- There should be 4-5 interior custodial areas per middle school.
- They should be distributed in a manner that is appropriate to serve all school areas in a convenient manner.
- Each custodial closet should be from 120-200 sf in size and have a janitors' mop sink.
- There should be sufficient shelves for storage
- There should be access to the roof from one of the custodial storage areas.

**B. Facility Storage**

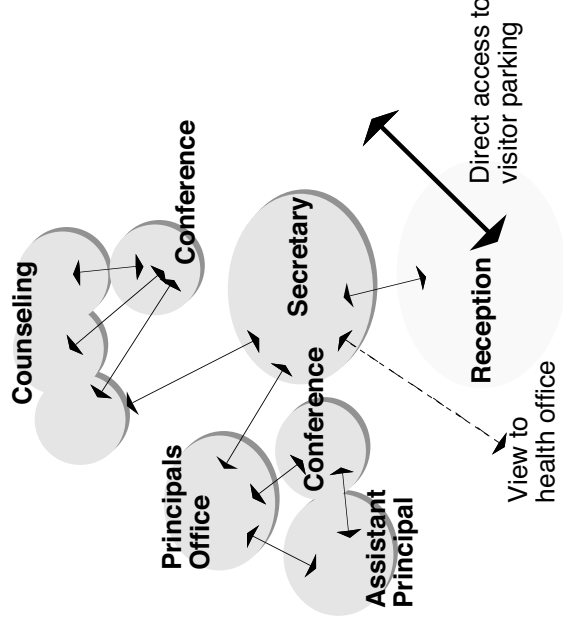
There should be as much storage in the school as possible. Newer APS middle schools devote about 3% of the net area to storage including:

- Assigned storage associated with specific rooms (gym, cafeteria, classrooms).
- Unassigned storage (2 areas 80-200 sf each) that can be used for a variety of purposes including book storage.
- Exterior storage of 120-200 sf in size directly accessible to the outside.

**Guideline 3.4.12. Administrative/Support Areas**

**A. Administrative Offices**

- *There should be available a suitable reception area for students, teachers and visitors, with a display area for student art.*
- *The principal's office should be easily found by visitors.*
- *Administration area should have a principal's office, an assistant principal's office, and a conference room (directly accessible to the principal's office and to the school).*
- *The secretary should have a clear view of the health office from the reception area or wherever the secretary is located.*
- *There should be a counseling area that includes 3-5 offices, a conference room, and a secretary.*
- *There should be ample and conveniently located storage that includes a secure place for permanent records (fire files supplied).*
- *A small safe should be set into the floor for petty cash.*
- *There should be ability to connect the administrative office to the Central Office computer.*



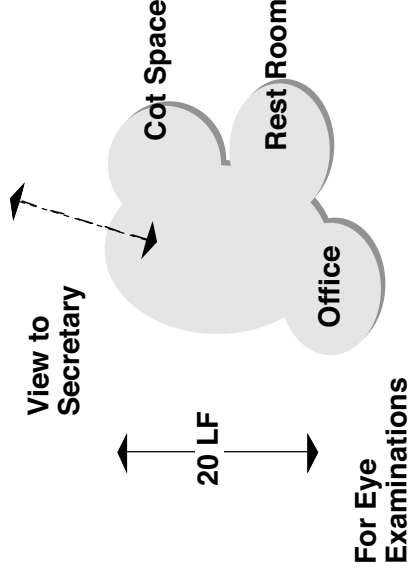
## B. Health Office

The health room should be adjacent to and entered by way of the school's central control area. The area should have:

- A size from 450 to 500 square feet and be located in the administration cluster area. The school secretary should have direct visual contact with health reception area.
- Adequate reception area for students and visitors.
- Sufficient space (20 linear feet) to conduct eye examinations.
- A private office area for the nurse or nurse's aide (about 100 square feet) with a telephone (separate line).
- Sufficient cot space (1 cot per 250 students).
- A sink area with lockable cabinets.
- A lockable medication cabinet.
- Handicapped accessibility.
- Able to be easily cleaned.
- Proper equipment present (icemaker and refrigerator).
- Adequate rest rooms for functions performed (1 water closet, 1 lavatory minimum).

## C. Workroom

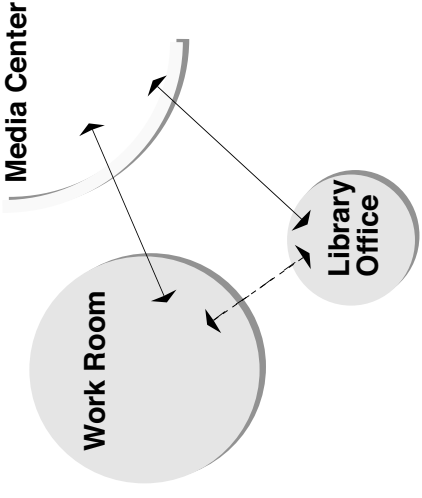
- The workroom should be about 800 sf in size.
- It should be centrally located with direct access to the Media Center.
- There should be sufficient permanent lockable storage



## Health Office

- (150 cubic feet minimum):
- Base cabinets (132 cf, 8 units, 30" high x 3'0" wide x 2'0" deep)
- Upper cabinets (18 cf, 3 units, 2'0" high x 3'0" wide x 1'4" deep)
- There should be a double sink.
- There should be sufficient storage area for up to 10 rolling carts.
- It should accommodate a variety of shelving systems for storage of books, supplies, and audio-visual material.
- It should have the ability to accommodate a desk for an educational assistant.

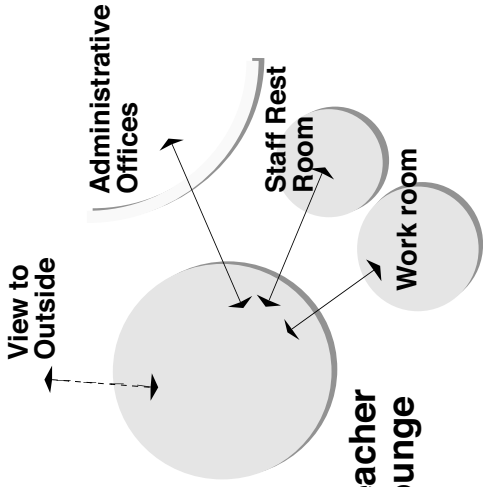
**Work Room**



**D. Teachers' Lounge**

- The teachers' lounge should be located near the administrative offices, work room, and staff rest rooms.
- The lounge should be 800 sf minimum in size.
- There should be a small kitchen with a refrigerator, microwave oven, hot plate, and sink.
- There should be space for two vending machines
- There should be a telephone and means to afford privacy during telephone conversations.
- There should be staff mail boxes.
- There should be windows and, ideally, access to an outside patio area.
- Walls should be able to accommodate tack boards and various displays.

**Teacher Lounge**



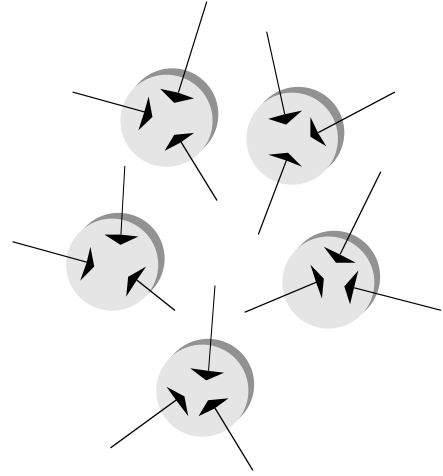
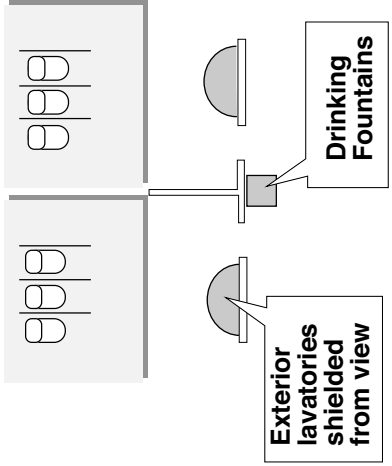


- E. Rest Rooms**
- Rest rooms should be located so that they are accessible to both staff and students:
  - Student rest rooms central to all activities (access to all wings)
  - Rest rooms convenient to portables
  - Rest rooms convenient to exterior recreation areas
- Student Rest Rooms
  - Newer APS middle schools have located lavatories and mirrors in the hallways adjacent to, and physically separated from, the toilet areas. The concept allows for more efficient supervision.
- Staff Rest Rooms
  - Staff rest rooms should be central to all activities.

**Guideline 3.4.13. Student Locker Areas**  
 There should be sufficient lockers to serve the student population. Lockers should be large enough to accommodate student books and winter coats. Lockers should be organized for effective supervision.

**Guideline 3.4.14. Outside Gathering Areas**  
 There should be exterior spaces that permit social gathering of small groups of students during leisure time. All exterior areas should allow effective supervision.

**Student Rest rooms**



**Provide small gathering areas**

**Policy 3.5 Environment for Education**

School should provide a pleasant environment for students and staff and a positive contribution to the community.

**Guideline 3.5.1 Overall Design**

Overall design should be pleasing to age group served.

**Guideline 3.5.2 Positive Addition to the Community**

Facility should provide an attractive and positive addition to the community.

**Guideline 3.5.3 Materials**

Facility materials should provide attractive color and texture.

**Guideline 3.5.4 School Entrance**

Entrance of facility should be easily identified.

**Guideline 3.5.5 Sheltered Entrances**

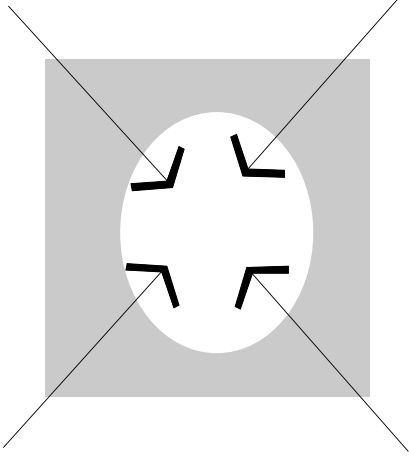
Entrances and walkways should provide shelter from sun and inclement weather.

**Guideline 3.5.6 Natural Light**

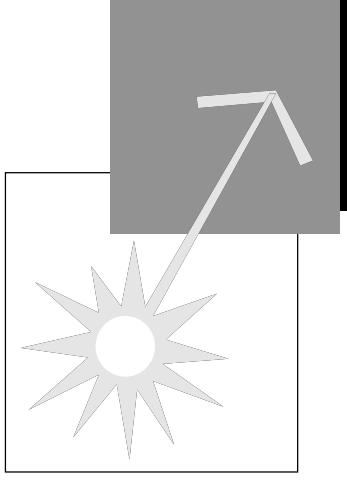
Learning areas should provide natural light.

**Guideline 3.5.7 Operable Windows**

Learning areas should have operable windows.



**Provide outside gathering areas**



**Maximize natural light into learning areas**

- Guideline 3.5.8 Exterior Noise**  
*Exterior noise should not be a distraction in the classroom.*
- Guideline 3.5.9 Color Schemes**  
*Color schemes, building materials, and decor should provide an impetus to learning.*
- Guideline 3.5.10 Furniture and Equipment**  
*Furniture and equipment should provide a pleasing atmosphere.*
- Guideline 3.5.11 Use of Outdoor for Instructional Purposes**  
*Facility and site design allows classrooms to use outdoors for instructional purposes (e.g. outdoor courtyards or patios near classrooms available for use).*

# Appendix A

## Middle School Criteria for Assignable Square Feet

---

**Site**

Site Size (acres)

	Low	Average	High
Elementary Schools	7.5	10	15
Middle Schools	12.5	15	20
High Schools	30	40	50

**Parking**

- One space for each teacher and staff member (for maximum planned enrollment levels).
- Five spaces for visitors conveniently located near the school office.
- Spaces for 50% of the student enrollment [high school]. Student parking should be separated from staff and visitor parking.
- 4% of parking spaces should be handicapped designated.
- There should be some way to accommodate parking for special events.



# **Sacramento City Unified School District Facilities Master Plan**

## **High School Planning Standards**

REV 02/2005



# Contents

---

## High School Site and Facility Standards

<b>Introduction</b> .....	<b>1</b>
Major Ideas.....	3
Prototypical High School.....	6
<b>1.0 Site Standards</b> .....	<b>11</b>
<b>2.0 Plant Assessment</b> .....	<b>24</b>
<b>3.0 Adequacy and Environment for Education</b> .....	<b>40</b>
<b>Appendices</b> .....	<b>76</b>
a. Criteria for Assignable Square Footage .....	76
b. Needs Analysis for a Prototypical High School.....	79
c. Handicapped Accessibility Checklist .....	88
d. Planning Issues.....	90





# Site and School Guidelines

---

## Introduction

This document contains policies and guidelines that guide the design and evaluation of high schools in the Albuquerque Public Schools. The document is divided into three sections covering:

- 1.0 The School Site
  - Size, Location and Quality
  - Site Accessibility
  - Site Features
- 2.0 School Plant Assessment
  - Exterior and Interior Building Components
  - Heating/Ventilation/Air Conditioning
  - Plumbing
  - Electrical/Telecommunications
  - Safety/Security
  - School Plant Maintainability
- 3.0 Adequacy and Environment for Education
  - Adequacy (Size and Relationships)
  - Environment

### Facility Planning Guidelines and Policies

Schools serve a vital role in the community. Their design affects the lives of thousands of people daily: as a learning environment for our children; a place of employment for teachers, administrators, and staff; and as a focus of neighborhood and community activities. For all endeavors, APS seeks to provide facilities that are safe and appropriate for the activities taking place.

APS facility policies and guidelines are explicit statements about how school facilities should perform to support the educational and other needs of the district. The facility policies and guidelines are used for a variety of purposes:

- To serve as a checklist to evaluate existing schools. This analysis will result in a comparative permanent record of buildings and grounds;
- To identify capital outlay needs to bring all schools to minimum standards;
- To serve as a basis for new school design.

Facility **policies** are broad statements of intent while **guidelines** are specific factors to measure the implementation of the policies. All guidelines are based on the assumption that facilities exist to support the instructional (curricular) needs of the district.

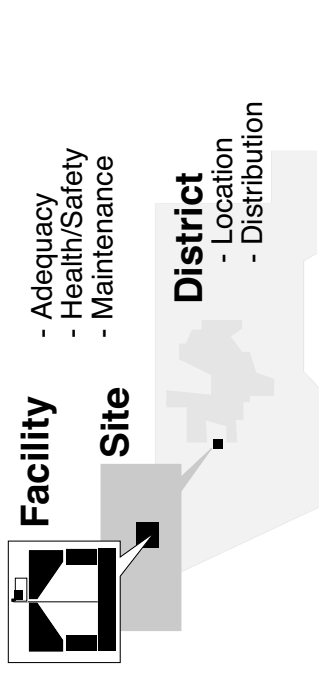
## Meets Guideline?

# 4

**Policy**  
A Broad statement of intent

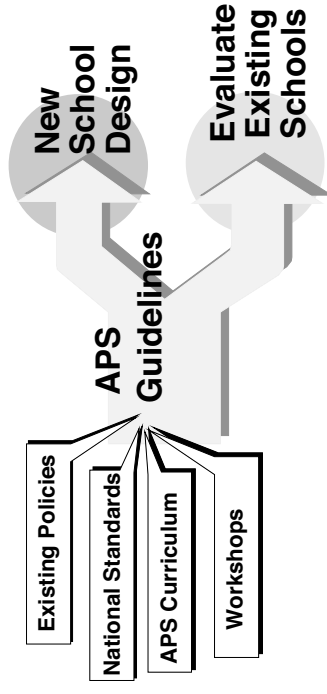
**Guideline**  
Specific factors to measure  
Policy implementation

The policies and guidelines address concerns at the district-wide scale (primarily the location and distribution of facilities) and at the site and facility scale (primarily concerned with the adequacy and environment of the spaces provided, health/safety issues, and maintenance concerns). It is anticipated and encouraged that the policies and guidelines will be reviewed and refined as time goes on. The intent of this document is to make explicit the ideas that are important in our facilities. Policies are indicated in bold type. Guidelines are indented and written in italics. Illustrations and explanatory notes are in the right-hand column.



The policies and guidelines contained in this document are compiled from an assessment of national standards, current APS facility and curriculum practices, and input from task forces composed of key APS administrative personnel, Instructional Support Services representatives, principals, teachers, and community representatives. The guidelines owe a large debt to the *Guide for School Facility Appraisal* developed by Harold L. Hawkins, Ed.D. and H. Edward Lilley, Ph.D., in cooperation with the Council of Educational Facility Planners International. This guide served as the conceptual base from which adaptations were made in order to adjust to the unique characteristics of APS. *The Facility Condition Survey Standards* developed by the Jefferson County Public Schools in Colorado was also an excellent resource.

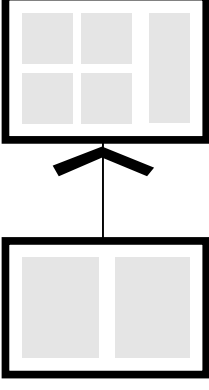
### Guidelines address different scales of concerns



**Major Site and Facility Ideas**

Major ideas within this document include:

- Schools should be located in areas convenient to the student population in a manner that minimizes busing and promotes student, parent, and community access to the school.
- Schools should be safely accessible to pedestrians and vehicles and provide a clear and safe separation of:
  - Buses
  - Parent drop-off/pick-up
  - Service access.
- Site and facilities should provide an environment that promotes learning opportunities to the extent possible.
- Site and facilities should provide a safe and healthy environment for learning in accordance with appropriate codes and ordinances.
- Site and grounds should be designed for cost effective operation and ease of maintenance.
- School facilities should provide opportunities to adjust to programmatic (instructional and community) and technological changes, including the following:
  - Flexibility of existing spaces to meet a number of purposes
  - Ability to expand
  - Ability to accommodate new communication and information technologies into learning environments.



Provide Flexibility To Meet New Circumstances

- School sites and facilities should be organized in a clear and consistent manner that:
  - Centralizes common use facilities to the population(s) served (media center, cafeteria/kitchen, rest rooms, workrooms)
  - Provides natural light to learning areas
  - Separates "noisy" from "quiet" activities
  - Promotes ease of supervision and security (controlled building access - control of functions, after hour use)
  - Considers special accessibility needs
  - Provides covered (protected) circulation
  
- School facilities should provide the opportunity for community and after-hour use.
  
- School spaces should meet instructional and functional needs of the activities taking place.
  
- School sites and buildings should provide a pleasant environment for students and staff and be a positive addition to the community.

# Prototype APS High School

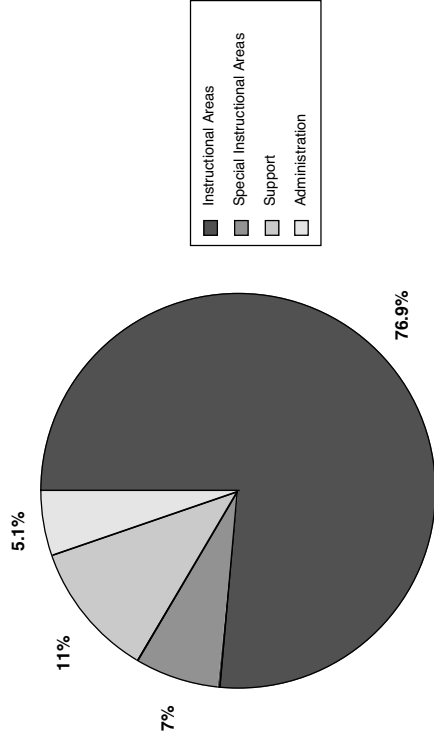
Through an evolutionary process, APS has developed a prototypical high school. This school will vary somewhat in response to specific enrollment characteristics but has many common features. Many of the guidelines and criteria in this document reflect ideas embodied within this school.

A Prototypical high school:

- Accommodates 2,000 permanent enrollment and provides the ability to add 10-14 portable classrooms.
- Is about 345,000 square feet in total gross area (depending upon number of permanent classrooms and specialized programs).
- Costs about \$26,500,000 without land.
- Is situated on about 40 acres of land located in an area that is non-distracting to the student population.
- Provides for on-site staff, student and visitor parking, separate parent and school bus pick-up and drop off areas, and exterior recreation areas.
- Devotes about 84% of its interior space to direct instructional use; about 11% of its space to instructional support activities (media center, cafeteria); and about 5% of its space to administrative functions.
- Has 40 full-sized permanent classrooms.

	(Square Feet)		Percent Total Gross
	Net	Gross	
Instructional Areas	159,286	265,476	76.9%
Special Instructional Areas	14,400	24,000	7.0%
Support	22,755	37,925	11.0%
Administration	10,659	17,765	5.1%
<b>Total</b>	<b>207,100</b>	<b>345,166</b>	<b>100.0%</b>

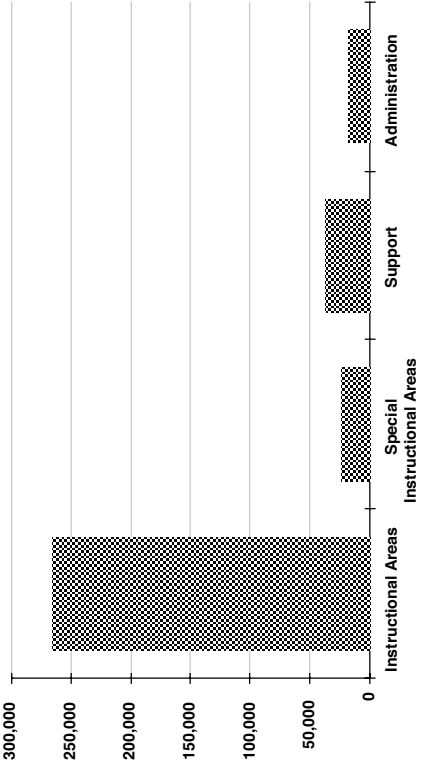
Prototypical APS High School  
Percent Allocation of Gross Area



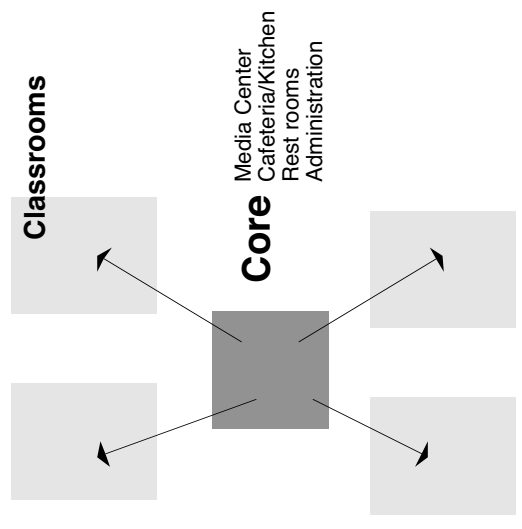
- Has 4 one-half-sized classrooms that can be used for a variety of purposes.
- Has special instructional spaces for occupational arts, music and art, science, and physical education.
- Has general instructional support spaces such as a library/media center and teachers' workroom.
- Has other support areas such as a cafeteria, kitchen (for serving of food prepared at the APS Central Kitchen), teachers' lounge and storage.
- Has administrative spaces for the principal, assistant principals, registrar, bookkeeper, attendance clerk, data processing, reception, counseling, and nurse.

A detailed listing of spaces in a prototypical school is found in the appendix. Examples of recent APS schools follow.

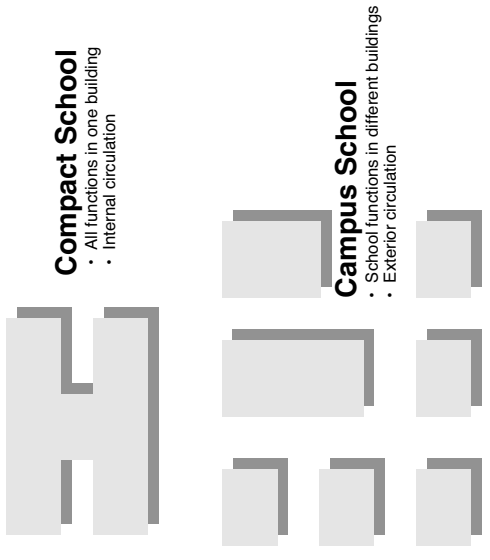
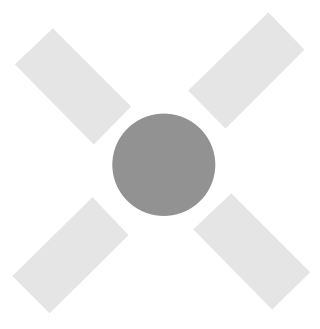
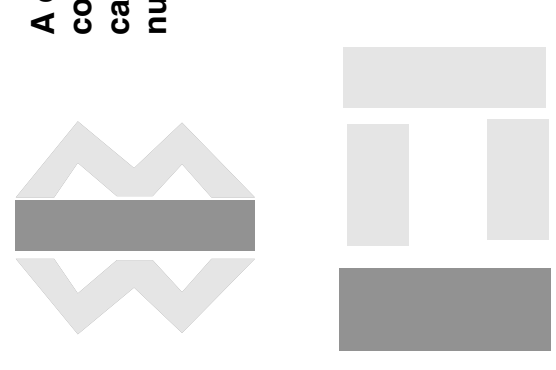
APS Prototypical High School Area Allocations (Gross Square Feet)



APS schools come in many shapes and sizes. There are many different facility design options to meet the facility policies and standards contained in this document.



**A central core with convenient classrooms can be implemented in a number of ways**





**Please note:** This floor plan does not include Phase III improvements (additional PE facilities, Occupational Education or ROTC).

*This is the floor plan of La Cueva High School. It represents APS' latest thinking about high school design and reflects the policies and standards included in this document.*

*This plan is included for information purposes only. Please note that APS facility planning policies and standards can also be met by a variety of school designs.*

*Some of the positive features of this design are:*

- *Permanent construction with interior circulation to school areas*
- *All instructional areas distributed around a central interior "commons" area.*
- *Specialized classrooms and laboratories are centralized.*
- *High activity areas (e.g. gymnasium, cafeteria, student lockers) separated from other learning areas.*

*This is the site plan of Cibola High School, the second youngest APS high school.*

# 1.0 The School Site

This section discusses standards for the school site in terms of:

- Location/Surroundings/Size
- Pedestrian and Vehicular Accessibility
- Site Features
- Safety/Security
- Maintenance

## Policy 1.1 School Location

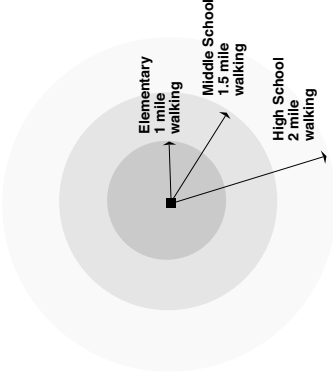
**Schools should be conveniently located for the student populations they serve.**

Schools serve as an important part of a residential neighborhood. Schools should be located in areas convenient to the student population in a manner that minimizes busing and promotes student, parent, and community access to the school.

State regulations identify school bus eligibility based on a walking radius of students to their school:

- Elementary school children should not walk more than 1 mile to school;
- Middle schools, within a 1.5-mile radius;
- High schools, within a two-mile radius.

Past these distances, students are eligible for bus transportation. Most students within APS travel no more than 15-20 minutes on the bus.



Students living greater than these distances are eligible for bus transportation.

**Schools should be located conveniently for the populations they serve.**

Existing APS policy dictates the primary considerations that govern the establishment of a school attendance area. They are:

1. The instructionally effective use of each school's physical capacity.
2. The geographic location of each school in relationship to the surrounding student population.
3. The optimization of safe walking patterns consistent with school district transportation policy. Where possible, major thoroughfares and natural barriers will be used as boundaries.
4. The preservation of neighborhood integrity.
5. The equivalence of educational experiences and programs available to the students at the schools involved.
6. The establishment of boundaries for individual schools and high school articulation areas with the objective of achieving the pure feeder concept.
7. Within the school size guidelines of the district, the promotion of excellence in the quality of the educational experience, instructional programs, and other services available to the students at the schools involved.

**Standard 1.1.1 Site Location**

Site should be central to and easily accessible to the present and/or future population.

**Policy 1.2 Surrounding Environment**

The environment surrounding school facilities should be compatible with education needs and development.

Generally, high schools should be located in areas buffered from attractive nuisances and other factors distracting to the student population. The area should be free of undesirable characteristics such as excessive noise, pollution and dust.

**Standard 1.2.1 Surrounding Environment**

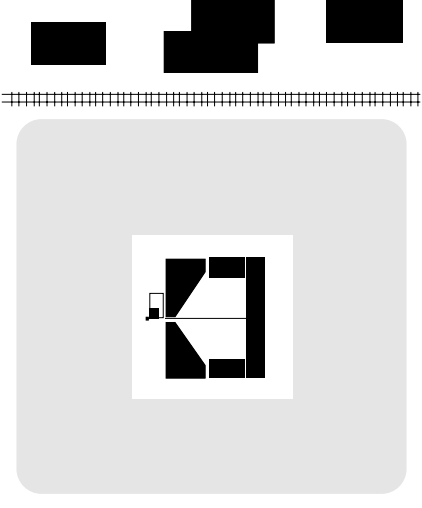
Location should be removed from undesirable business, industry, and traffic.

**Policy 1.3 Size of Site**

School sites should be large enough to accommodate present and anticipated programs and the population served.

There is no hard and fast rule that dictates the correct size for any school site. Required site sizes can vary according to:

- Urban vs. rural location
- Proximity of recreational and cultural facilities
- Character of the site (amount of the site that can be used)
- Nature of specialized programs.



**High Schools located in non-distracting settings**

**Note:**

The High School Task Force did not believe that location of a High School in a predominantly residential neighborhood was of prime importance.

Each site should provide capability to accommodate adopted APS enrollment ranges by either addition of portables, permanent additions, or purchase of adjacent land without interference with essential programs (e.g. on-site playgrounds or athletic fields). APS school size ranges are:

Elementary Schools	300 to 750 students
Middle Schools	600 to 1000 students
High Schools	1500 to 2200 students

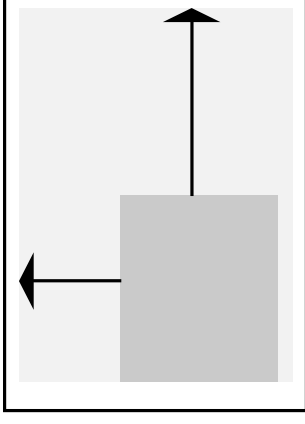
In general, the larger the site, the more inherent flexibility there is to respond to future requirements. Larger sites, however, entail increased maintenance expense. Based on a review of existing APS school sites and commonly accepted national standards, the following standards for minimum sizes (net acres, e.g. not including unusable area due to excessive slopes, drainage etc.) for each level are:

	Net Acres		
	Low	Ideal	High
Elementary schools	7.5	10	15
Middle schools	12.5	15	20
High schools	30	40	50

Where schools are located adjacent to a joint school-park site, the size of the joint site should be counted toward the total acreage of the school site.

**Standard 1.3.1 High School Site Size**

*Site should be of adequate size for school level and specialized program needs.*



**School sites are sized to accommodate present and anticipated programs**

**Standard 1.3.2 Expansion Options**

*Campus should allow options for on-site expansion of facilities.*

Factors to evaluate the capacity to expand:

- Size of site
- Infrastructure (water, sewer, gas, electricity) to serve portables or new structures.
- Ability to accommodate a minimum of 10 - 25 portables without disrupting essential site functions
- Relationship to other site activities.

Site Requirements	#	(S.F.)	Acres
Permanent Buildings*		345,166	7.92
Portable Buildings	14	840	0.27
Visitor/Staff/Student Parki	755	400	6.93
Recreation Fields			
Grassed Main Field (1- 570' x 250)			3.27
Grassed Auxiliary Field (1- 350' x 200')			1.61
Grass/Dirt Auxiliary Field (1)			1.00
Baseball Field			4.50
Softball Field			1.60
Tennis Courts			1.00
		<b>Net</b>	<b>28.11</b>
		<b>Tare** at 30%</b>	<b>12.05</b>
		<b>Total Minimum</b>	<b>40.15</b>

\* Assuming one story construction  
 \*\* Roadways, landscaping, walks

*Size required for a typical new APS High School.*

**Size of Sites of Selected APS High Schools:**

Albuquerque	39 acres
Cibola	50 acres
Highland	29.6 acres
La Cueva	48.7 acres
Rio Grande	38.18 acres
Valley	41 acres
West Mesa	35 acres

Average size of a APS High School Site is 42.27 acres

**Policy 1.4 Site Accessibility**

**High schools should be safely accessible by pedestrians and vehicles.**

**Sub-Policy 1.4.1 Off-Site Student Pedestrian Access**

**There should be clear and safe pedestrian access to a school in accordance with state and APS policy.**

APS works closely with the Albuquerque Police Department, Bernalillo County Sheriff's Department and city and county transportation planners to identify and eliminate any hazardous walking conditions.

**Standard 1.4.1.a Access Streets**

Access streets should have sufficient signals and signs to permit safe pedestrian entrance to and exits from the school area.

**Standard 1.4.1.b Off-site Sidewalks**

Off-site sidewalks should be available for safety of pedestrians.

**Sub-Policy 1.4.2 On-Site Pedestrian Access**

The site should have paved sidewalks connecting all school activity areas (to avoid undue maintenance in interior areas).

**Standard 1.4.2.a On-Site Sidewalks**

The school site should provide adequate and accessible on-site sidewalks between school areas.

**Standard 1.4.2.b. Handicapped Accessibility**

Handicapped access facilities such as ramps, handrails, and curb cuts should be available at building entrances, parking areas, playgrounds, and pedestrian walks in accordance with American National Standards Institute (ANSI), specifications for making buildings and facilities accessible to and usable by physically handicapped people with the objective of achieving

**Notes:**

The APS Transportation Department has provided safety and traffic issues for each site.

See Appendix C for a list of specific state statutes applicable to barrier free access.

The requirement for pedestrian access bridges at high schools should be explored.



**Note:**

A draft Handicapped Accessibility checklist is provided in Appendix C.

program accessibility.

**Standard 1.4.2.c. Main Entry**

The main entrance to buildings or building complexes should be clearly defined through the use of building design, landscaping, signage, or other method and communicate a positive image of the school.

**Sub-Policy 1.4.3 Vehicular Access**

The site should have clear, separate, distinct, and safe on-site circulation paths for pedestrians, buses, staff, student, visitors, and service vehicles.

**Standard 1.4.3.a Bus Loading/Unloading**

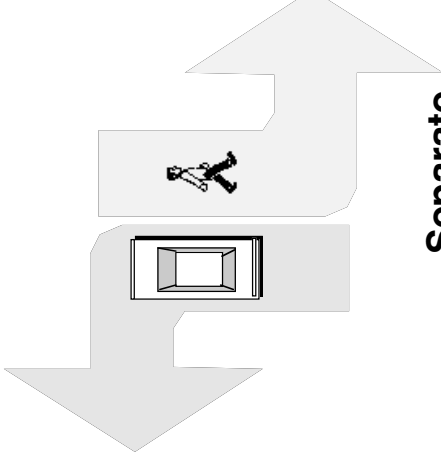
The site should have separate bus loading/unloading zones accommodating the required number of buses for that school that do not conflict with other vehicular or pedestrian pathways and provide for the safe loading and unloading of students.

**Standard 1.4.3.b Student Drop-Off/Pick-up**

The site should have a separate area for the drop-off and pick-up of students by parents that does not conflict with other vehicular or pedestrian pathways and provides for the safe loading and unloading of students.

**Standard 1.4.3.c Vehicular Entrances/Exits**

Vehicular entrances and exits should be safe for traffic flow.



**Separate Vehicular and Pedestrian Circulation**

**Note:**

The High School Task Force noted that student pick-up and drop-off areas need to be extremely functional in design or they will not be used.



**Standard 1.4.3.d Service/Emergency Access**

*The site should have properly identified, appropriate access to all areas for service and emergency vehicles.*

**Standard 1.4.3.e Street/Parking Area Condition**

*Streets and parking areas should be well-designed with solid surfaces.*

**Standard 1.4.3.f Portable Buildings**

*The site should have sufficient room for ingress and egress of portable buildings.*

**Sub-Policy 1.4.4 Parking**

**All APS sites should have adequate parking for staff, students and visitors. Parking areas should be paved and separate from other access ways.**

Parking standards include:

- One space for each teacher and staff member (for maximum planned enrollment levels).
- 1 space for every 4 students
- Thirty spaces for visitors conveniently located near the school office.
- 4% of parking spaces handicapped-designated.
- 1,000 sf of pad and enclosure for bicycle storage that can be easily supervised (e.g. near administrative offices).

Typically for a high school there should be about 700-800 spaces (staff

**Note:**  
*The APS Transportation Department has information available about potential traffic issues.*

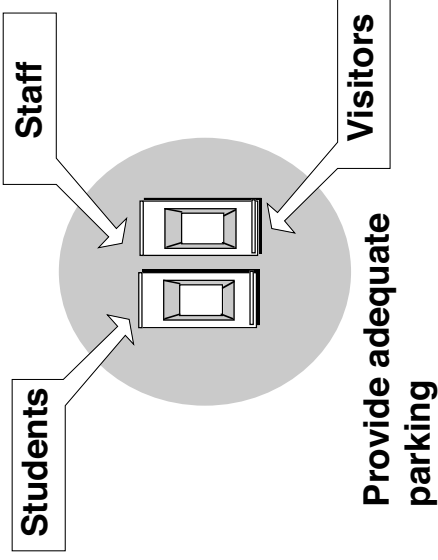
parking-225 spaces, students-500 spaces, visitors-30 spaces) although some schools may require more or less depending upon location.

**Standard 1.4.4.a Parking**

*The site should have adequate staff and visitor parking. Parking areas should be paved and separate from other access ways.*

**Standard 1.4.4.b Special Event Parking**

*The site should have ability to accommodate visitor parking for special events (on-site and off-site) without creating nuisance or safety hazards to the surrounding neighborhood.*



**Policy 1.5 Site Development**

**School sites should be developed to enhance the educational environment and the image of the school to the surrounding community.**

Elements of site development include the harmonious blend of

- Landscaping (plant material)
- Planting areas
- Pedestrian areas

for the school site, perimeters, parking lots and adjacent streets. The aesthetic appeal and subsequent maintenance are important concerns.

**Standard 1.5.1 Plant Material**

Plant material should provide shade, visual screening, wind protection, and aesthetic qualities for the building and surrounding area. From 7% to 15% of the school site should be landscaped with trees or grass (not including a grassed playing field). Shrubs and ground cover are discouraged because of high maintenance requirements. The following areas should be landscaped:

- Parking lots
- Perimeters of the school facing public right-of-ways
- Public areas
- Outside learning areas.

**Standard 1.5.2 Walkways/Gathering Areas**

High pedestrian traffic areas should have paved surfaces.

**Standard 1.5.3 Student Seating**

Seating areas should be available in high pedestrian area to accommodate small groups of students.

**Standard 1.5.4 Irrigation Systems**

The site should have fully automatic underground sprinkler systems with vandal-proof sprinkler heads that cover all play fields, lawns, and planting areas.

**Standard 1.5.5 Developed Area**

The school site should be developed as much as practical with building area, landscaping, parking, hard-surfaced play areas and pedestrian ways with the intent of minimizing vacant, dirt areas.

**Issue:**

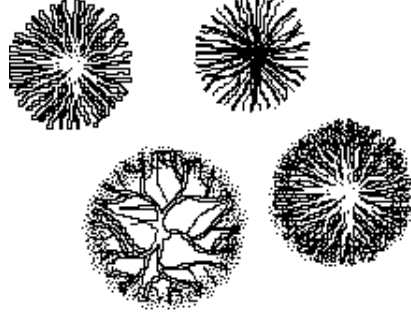
Landscaping issues include:

- Ease and economy of maintenance
- Types and placement of plantings
- Amount of site to be landscaped
- Specific guidance re:
  - Parking lot landscaping
  - Entrance landscaping
  - Playing fields
- Irrigation systems
- Storage for exterior maintenance
- Adequacy and condition

**Note:**

Walkway slopes should not exceed 1:20 and cross slopes should not exceed 1:50.

See also Standard 3.4.1.5 Outside gathering areas.



**Policy 1.6 Drainage:**

The site should be graded to insure good drainage and yet avoid soil erosion. Drainage should be directed away from the buildings and avoid student traffic and congregation areas.

**Standard 1.6.1 Drainage**

*School site should be well drained and free from erosion.*

Drainage considerations include the following:

- Water should not discharge over sidewalks except by sheet flow.
- Drainage should be removed by adequate catch basins and drainpipes or retained on-site.
- Roof drainage should be directed away from the building.
- Recreation and play areas should be properly drained.
- Drainage into public rights-of-way should be avoided.

**Policy 1.7 Outdoor Instructional Areas**

The school site should provide outdoor recreation and learning areas suitable for age of student population served.

**Standard 1.7.1 Main Field**

*The site should have a grassed playing field with a surrounding 400 meter/ 440 yard track (about 3.27 acres, 570 feet x 250 feet). There should be 4 flickerball goals on half of the field and typical amenities for track and field.*

**Standard 1.7.2 Grassed Playing Field**

*There should be a grassed playing field (multi-purpose) for soccer*

and other uses (about 1.6 acres, 350 feet x 200 feet).

**Standard 1.7.3 Baseball/Softball Fields**

There should be one grassed baseball field (about 4.5 acres) and one softball field about (1.6 acres), each with bleachers to accommodate about 200 people, and two dugouts with electrical outlets.

**Standard 1.7.4 Tennis Courts**

There should be 6 tennis courts. There should be backboard on 2 of the courts (about 1 acre).

**Standard 1.7.5 Auxiliary Grass/Dirt Field**

An auxiliary grass/dirt field suitable for lower level athletic team practices and golf (about 1 acre) located near main fields is desirable.

**Note:**

This field is a new requirement.

**Policy 1.8 Safety/Security**

**The site should be a safe and secure environment for student population served.** The school site should be free from on-site and off-site hazards.

**Standard 1.8.1 Safety/Security Hazards**

Site should be free of safety or security hazards (e.g. ice on sidewalks, excessive slope, improperly designed stairs, retaining walls).

**Standard 1.8.2 Electric Service**

Electric service should be underground.

**Standard 1.8.3 Fencing**

*Safety security fences should be provided to protect students from hazard of traffic, railroad, steep terraces; to protect adjacent properties from trespass by students; and to discourage passersby from walking onto the campus. There should be pedestrian access at convenient locations.*

**Standard 1.8.4 Security Lighting**

*Sites should have illuminated parking areas, walks, entrances, and exterior building areas for both safety and security purposes.*

**Standard 1.8.5 Drain Fields**

*Septic tanks and drainage fields should be located away from recreational areas where possible.*

**Policy 1.9 Maintenance**

**School site should be able to be maintained by APS maintenance personnel.**

**Standard 1.9.1 Electrical Equipment**

*Outdoor light fixtures, electric outlets, equipment, and other fixtures should be accessible for repair and replacement.*

**Standard 1.9.2 Water**

*Outside water supply should be adequate for normal grounds maintenance usage.*

**Standard 1.9.3 Landscaping**

Site landscaping should be reasonably maintained and is water conservative.

**Standard 1.9.4 Gas Lines**

Site gas piping should be accessible for repair.

**Standard 1.9.5 Garbage Collection**

Each school should have a designated garbage collection area(s) meeting the City of Albuquerque standards located near the kitchen, and accessible to a service access.

- 142 sf minimum (13'-4" wide x 10'-8" deep) concrete pad
- 5' minimum wall around 3 sides
- Bollards placed to protect wall

**Note:**

High schools will require multiple garbage collection areas.

## 2.0 School Plant Assessment

---

This section establishes policies and minimum standards for adequacy and condition of:

- Exterior and Interior Building Components
- Heating/Ventilation/Air Conditioning
- Electrical/Telecommunications
- Safety/Security
- School Plant Maintainability

Assessment of condition is a matter for the most part of age and maintenance. Adequacy of many of these areas is largely governed by state and local building codes that set minimum standards with the intent of protecting occupant health and safety.

Applicable codes include:

- Uniform Building Code (accessibility and exits)
- NFPA101 Code for Safety to Life from Fire in Buildings and Structures, 1988 (exits, fire protection equipment)
- Uniform Plumbing Code (numbers and location of rest rooms and fixtures, drinking fountains).
- Uniform Mechanical Code
- American National Standards Institute (ANSI), specifications for making buildings and facilities accessible to and usable by physically handicapped people (handicapped accessibility)
- Uniform Code for Building Conservation (energy conservation)



School facilities are required to meet the codes adopted by the local government during plan review prior to construction. There have been numerous changes in state and local code requirements since many APS schools have been constructed. Although an existing school is not required to comply with each new code modification, it is good planning policy to strive to meet new standards when possible during normal plant maintenance and certainly during any facility renovation and new construction. The intent of the facility evaluation is not to conduct a formal code search, but to indicate potential problem areas to be addressed in more detailed studies.

**Policy 2.1 Health/Safety**

Site and facilities should provide a safe and healthy environment for learning in accordance with appropriate codes and ordinances.

**Sub-Policy 2.1.1 Structural Building Components**

The structural condition of the school should provide a safe and sound educational environment that permits reasonable opportunity for internal flexibility and adaptability to meet new circumstances.

*Indicators of structural problems:*

- Do any outside walls show signs of cracking?
- Are foundations strong and stable?
- Are there any areas with unusual floor problems (e.g. cracking, uneven surface)?
- Are there any doors in the facility that have persistent closing/opening problems

**Standard 2.1.1.a Foundations**

Foundations, basement walls and retaining walls should be free of structural cracks, water damage, or defective mortar. There should not be signs of shifting or settling.

**Standard 2.1.1.b Floors**

Floors should be level, rigid, and free of decay and be of adequate strength to support structural loads imposed.

**Standard 2.1.1.c Walls**

Walls should be plumb, with junctures aligned and free of structural cracks, water damage, and loose or defective mortar. Walls should be impervious to moisture, seepage, and show no signs of deterioration.

**Standard 2.1.1.d Building Systems Flexibility**

Building systems should permit flexibility to adjust to program requirements.

Guideline 2.1.1.d may be hard to satisfy in older schools.

**Standard 2.1.1.e Sound Transmission**

Wall and ceiling design should retard transmission of unwanted sound.

**Standard 2.1.1.f Roofs**

Roofs should be structurally sound, have positive drainage, and be weather tight.

**Sub-Policy 2.1.2 Interior Building Components**

The interior building components of the school should provide a safe and sound educational environment.

**Standard 2.1.2.a Walls**

Interior walls and partitions should be

- Sound absorbent
- Clean without breaks, cracks, or holes.

**Standard 2.1.2.b Floors**

Interior floors:

- Surfaces should be non-skid, attractive in appearance, easy to maintain, and free from projections.
- Carpet, tile, concrete, and other floor finishes should be clean, in good condition, and without worn, broken, or frayed areas.

**Standard 2.1.2.c**

**Ceilings**

- Ceiling heights should range from 8 feet to 14 feet for economy of heating, air conditioning, illumination, and ventilation.
- Ceiling surfaces should be clean and without holes, cracks, and missing or broken, yellowed tile.
- Ceiling design should minimize noise.

**Note:**

High Schools have a greater proportion of high ceiling spaces than other school levels.

**Sub-Policy 2.1.3. Energy Conservation**

School facility should be energy conservative.

**Standard 2.1.3.a**

**Energy Conservation**

Facility should meet energy conservation standards.

Factors to consider include:

- Adequacy and condition of caulking and weatherstripping around all windows, doors, conduits, piping, exterior joints and other areas of infiltration.
- Adequacy and condition of insulation in walls and roof.
- All exterior main ingress/egress doors equipped with properly designed vestibules (excluding emergency only exits and exits from individual classrooms).
- Solar heat gain through windows.
- Minimizing heat loss through windows.

**Sub-Policy 2.1.4 Mechanical System(Heating/Cooling/Ventilation)**  
Mechanical Systems should provide for a reliable year-round comfortable environment in a cost efficient manner in conformance to local health and safety codes.

**Standard 2.1.4.a Year-Round Comfort**

There should be provision for year-round comfortable temperature throughout the building (70 degrees in winter and 78 degrees in summer).

**Note:**  
Mechanical system should be adequate to supply year-round comfort. Maintenance issues of these systems are covered in 2.1.4.c and .d.

**Standard 2.1.4.b Ventilation**

Ventilating system should provide adequate year-round circulation of fresh air.

**Standard 2.1.4.c Mechanical System Reliability**

Mechanical systems should be reliable and should not require frequent repair.

**Standard 2.1.4.d Mechanical System Noise**

Mechanical systems should run quietly and not have obtrusive noises.

**Standard 2.1.4.e Heating Unit Location**

The central heating plant unit(s) should be located away from student-occupied areas in accordance with local building codes.

**Standard 2.1.4.f Mechanical System Accessibility**

Mechanical equipment should be easily accessible for normal maintenance.

**Sub-Policy 2.1.5 Plumbing**

Plumbing Systems and fixtures should reliably supply water and meet wastewater requirements for the population served in a cost efficient manner and in conformance with local health and safety codes.

**Standard 2.1.5.a Rest Room Fixtures**

Number and size of rest rooms and fixtures should meet or exceed code requirements.

The number of fixture should conform to the following minimum standards (Uniform Plumbing Code):

<b>Fixture</b>	<b>Standard</b>
Schools - Secondary	Male* Female
Water Closets	1:40 1:25
Urinals	1:35 -
Lavatories	1:40 1:40
Drinking Fountains	1:75 1:75
Schools - Staff Use	Male Female
Water Closets	1:1-15 1:1-15
	2:16-35 2:16-35
	3:36-55 3:36-55
Over 55, add 1 fixture for each additional 40 persons	
Urinals	1:50 -
Lavatories	1:40 1:40

**Note**

Typical Number of Required Fixtures for a Range of High School Sizes (Uniform Plumbing Code)

	1500		1850		2200	
	M	F	M	F	M	F
<b>High School</b>						
Water Closets	19	30	24	37	28	44
Urinals	22	-	27	-	32	-
Lavatories	19	19	24	24	28	28
Drinking Fountains	10	10	13	13	15	15
# of Staff	125		175		225	
<b>Staff</b>	M	F	M	F	M	F
Water Closets	4	4	4	4	5	5
Urinals	2	-	2	-	3	-
Lavatories	2	2	2	2	3	3

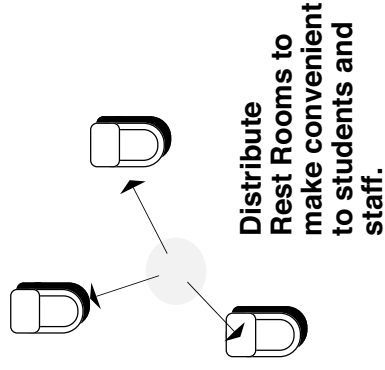
Shaded area indicates that high school bathrooms should generally try to meet highest feasible enrollment pattern.

\* Whenever urinals are provided, one less than the number specified may be provided for each urinal installed, except the number of water closets in such cases shall not be reduced to less than two-thirds of the minimum specified.

Each separate rest room for staff and students should have at least one accessible fixture of each type provided.

**Standard 2.1.5.b Distribution of Rest Rooms**  
*Rest rooms should be properly distributed for staff and student populations including rest room access from:*

- Permanent building
- Portable buildings
- Outside recreation areas



**Standard 2.1.5.c Drinking Fountains**  
*There should be an adequate number of drinking fountains, appropriately placed with access available for the handicapped.*

Drinking fountains should be furnished at no less than 1 per 75 students. Location of fountains should be at central and convenient points on each floor, or wing of the school, near portables and in the outdoor recreation areas (vandal-proof).

**Note:**  
*APS is systematically replacing regular drinking fountains with electric water coolers.*

**Standard 2.1.5.d**

**Plumbing Fixtures**

*Plumbing fixtures (water closets, lavatories, urinals, drinking fountains) should be in good repair and condition. There should be privacy stalls for male and female water closets.*

**Standard 2.1.5.e**

**Water Supply**

*Internal building water supply should be adequate, with sufficient pressure, and treated to meet health and safety needs.*

**Standard 2.1.5.f**

**Waste Water System**

*Waste water (sewer) systems should be properly maintained and meet or exceed code requirements.*

**Standard 2.1.5.g**

**Plumbing System Reliability**

*Plumbing systems should be reliable and not require frequent repair.*

**Standard 2.1.5.h**

**Plumbing System Maintenance**

*Cut-off valves should be accessible for normal maintenance.*



**Sub-Policy 2.1.6 Electrical/Emergency/ Telecommunications**  
There should be adequate electrical/emergency/telecommunications services to permit effective and safe program instruction in accordance with proper codes.

**Standard 2.1.6.a Electrical Service**  
Electrical service should be adequate for existing and projected load.

**Standard 2.1.6.b Electrical Outlets**  
Each learning/teaching area should have two duplex outlets per wall.

**Standard 2.1.6.c Lighting**  
Well maintained light sources, properly placed, should provide adequate lighting.

(See following recommended illumination levels).

**Standard 2.1.6.d Emergency Alarm Systems**  
Emergency systems should be properly maintained and meet or exceed code requirements including:

- An automatic and manual fire alarm system with a distinctive sound and a flashing light.
- Fire alarm horns located to provide sound coverage throughout the building.
- Alarm pull stations located at points of egress.
- Properly functioning and located smoke detectors as required.

**Note**

- Ask teachers and custodians if they have problems in their classrooms with power outages. With all lights and equipment powered, test the breaker boxes for excess heat.
- To determine the adequate load to support additional portables, one must compare the maximum KVA usage at site to the size of the transformer .

**Note:**

The quality of light is an important consideration to provide a healthy learning environment. Both general illumination and task lighting requirements vary according to activity. In general, as much natural light as possible is recommended augmented by light sources replicating the natural spectrum. See also 3.5.6.

### Recommended Illumination Levels

Source: *Guide for Facility Appraisal*

The following guidelines are recommended illumination levels (foot candles/square foot) provided by the Illumination Engineering Society and the "practiced" levels based on actual use in New York City Schools:

	Foot Candles/Square Foot Recommended	Practiced	Additional Notes on Illumination levels for Athletic facilities (Source Illuminating Engineering Society of North America)
<b>Libraries</b>			
Reading rooms and carrels	70	30	
Stacks	30	30	
Book repair and bindings	70	-	
Check in and out, catalogs, card files	50	30	
<b>Offices</b>			
Designing, detailed drafting	110	50	
Accounting, bookkeeping, and business	85	30	
Regular Office work	70	30	
Corridors and stairways	20	15	
Washroom	20	15	
<b>Classroom Space</b>			
Regular classroom work	50	30	
Chalk boards	100	50	
Drafting rooms	100	50	
<b>Auditoriums</b>			
Assembly	20	15	
Study hall	50	30	
<b>Laboratories</b>			
General Work	50	30	
Close work	100	50	
<b>Lecture Rooms</b>			
General	50	30	
Special/demonstration/exhibit	100	50	
<b>Exterior</b>			
Parking areas	5	5	
Roadways	5	5	
			<b>Gymnasiums</b>
			Gen. Recreation
			Lockers
			Gymnastics
			Basketball
			Weight Rooms
			Wrestling
			FC on Task
			35
			30
			50
			80
			50
			50

**Standard 2.1.6.e Security System**

Security systems should be adequate and functioning, reflecting the individual needs of each school.

Security systems vary depending upon the design of the school but will have the following characteristics:

- Door or passive infrared sensors;
- A central control unit that is operated from and communicates to the APS Security office.

**Note:**

APS Security Department will provide an evaluation of the security systems at each school.

**Standard 2.1.6.f Special Systems**

School should have a functioning and adequate:

- Intercom System
  - Intercom system should be adequate and functioning with provision for voice calling to individual loud speakers and two-way voice communications with loudspeakers located in all offices, learning, and support areas.
  - All call answering should be provided from the console to all speakers by means of a single operating control.
- Clock System. Clocks should be located in the following areas:
  - Office area
  - All teaching areas
  - Cafeteria
  - Teachers' lounge

- Closed Circuit TV. Each school should have cable TV hookups, and all teaching stations should have conduits for closed circuit television to allow for central distribution from the media center.

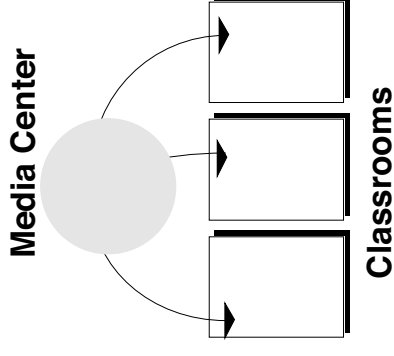
**Standard 2.1.6.g Telephones**

An adequate and functioning key telephone system should be provided (a minimum of 11 lines with 65 phones on the PBX system) with phones provided in the following areas:

- 4 in the administrative and attendance area
- 6 on the switchboard to all of the school
- 1 to the guidance counselor connected to the Career Enrichment Center (CEC)
- 1 for the computer (paid for by IMS)
- 1 for cafeteria (paid for by Food Service Department)

**Standard 2.1.6.h Computers**

- External: Every school should have a dedicated data (phone line) link to the central APS computer.
- Internal: Every classroom and office area should have conduit with a conveniently located computer port that can eventually be connected to a central computer file server.
- Every computer laboratory should have access to a telephone line.



**Conduits for TV to each classroom**

**Policy 2.2**      **Accessibility/Safety**  
 School facilities should be accessible to all populations in normal and emergency situations.

**Standard 2.2.1**      **Exterior Doors**  
*Exterior doors should open outward and be equipped with panic hardware.*

**Standard 2.2.2**      **Classroom Doors**  
*Classroom doors should be recessed, open outward, and have smoke seals as required (except if facility is sprinklered).*

**Standard 2.2.3**      **Exit Corridors - Projections**  
*Fixed projections in the traffic areas should not extend more than 8 inches from the corridor wall.*

**Standard 2.2.4**      **Exit Corridors - Termination**  
*Corridors should terminate at an exit or a stairway leading to an egress.*

**Standard 2.2.5**      **Exit Lights**  
*Exits should be clearly marked with lighted exit signs that remain lighted during power outages.*

**Standard 2.2.6**      **Emergency Exits**  
*There should be at least two independent exits to safety from any circulation point in the building.*

**Standard 2.2.7**      **Stairways**  
*Stairways and/or exits should be of fire-resistant material.*

**Basic Categories for Barrier-Free Evaluation:**  
 (Guide to Facility Evaluation)

- **Site Considerations**  
 Parking spaces  
 Curb cuts  
 Sidewalks  
 Running and cross slopes  
 Signage
- **Doors**  
 Width and clearance  
 Opening pressure  
 Threshold
- **Floors and halls**  
 Width  
 Surface covering  
 Obstructions and hazards
- **Operating Mechanisms and Controls**  
 Height  
 Ease of manipulation
- **Water fountains**  
 Height  
 Controls
- **Changes in levels**  
 Ramps  
 Elevators  
 Lifts  
 Handrails
- **Rest Rooms**  
 Location  
 Size  
 Stall width and depth  
 Grab bars and accessories
- **Seating**  
 Space for wheelchairs  
 Traffic circulation
- **Telephones**  
 Height of installation  
 Volume control

**Standard 2.2.8 Glass**

Glass should be properly located and protected to prevent accidental student contact. Safety glass, wire glass or alternate methods should be used where required by code.

**Standard 2.2.9 Barrier-Free**

Structure should meet or exceed all barrier free requirements, both externally and internally in accordance with American National Standards Institute (ANSI), specifications for making buildings and facilities accessible to and usable by physically handicapped people with the objective of achieving program accessibility.



**Policy 2.3 Cost-Effective Maintenance**  
**Site and grounds should be designed for cost effective operation and ease of maintenance by APS maintenance personnel.**

**Note:**  
*Please refer to the Handicapped Accessibility checklist contained in Appendix C.*

**Standard 2.3.1 Windows, Doors, Walls**

Windows, doors, and walls should be of material and finish requiring minimum maintenance.

**Standard 2.3.2 Floor Coverings**

Classroom floor covering(s) should require a minimum of care.

**Standard 2.3.3 Ceilings**

Ceilings should require minimum of care.

**Standard 2.3.4 Built-in Equipment**

Built-in equipment should be designed and constructed for ease of maintenance and durability.

**Standard 2.3.5 Floors in Special Areas**

Floors in rest rooms, kitchens, cafeterias, student commons, and corridors should require a minimum of daily maintenance.

**Standard 2.3.6 Rest Room Fixtures**

Rest room fixtures should be wall mounted and of quality finish.

**Standard 2.3.7 Custodial Areas**

Adequate custodial storage spaces with water and mop sink should be in proximity to all areas.

**Standard 2.3.8**

**Electrical Availability for Maintenance**

Adequate electric outlets should be available in every area to permit routine cleaning.

### **3.0 Adequacy and Environment for Education**

The policies and standards in this section assess the adequacy of the school structures to support educational and curriculum requirements while providing an environment conducive for learning.

The adequacy of the school areas can be quantitatively measured by examining the types, areas and relationships between other functions of the spaces provided. The "ideal" that serves as the basis for measurement results from lessons learned and practical experience of designing and constructing schools over the years. It is an evolutionary rather than revolutionary process. Periodic review and analysis of these policies and standards is to be anticipated and encouraged.

The environment for education is an assessment of the qualitative factors that make a school a pleasant place to learn.

**Please note:**

*There will be some variation in programs between High Schools. These variations reflect the response of the school to student and community requests.*

*The planning guidelines in this document describe the common elements offered at all schools.*

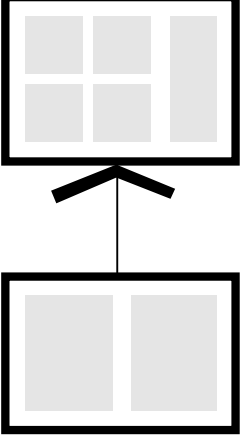


**Policy 3.1 Plan for Flexibility**

**School facilities should provide ability to adjust to programmatic (instructional and community) and technological change.**

School facilities must provide a learning environment supportive of the District's educational programs and curricula. While it may be impossible to predict with certainty the types of programs and technological changes that may occur in the future, it is a realistic goal to build into our facilities the opportunity to adjust to many demands including:

- Internal flexibility
- Ability to expand and contract
- Ability to accommodate future technology.



**Provide Flexibility To Meet New Circumstances**

**Standard 3.1.1 Flexibility of Classrooms**

*Educational areas should allow internal flexibility for program adaptations. Factors to consider include:*

- *Classrooms and support areas are designed to allow different programs to occur.*
- *Classrooms can be varied in size through use of demountable partitions.*
  - *1/2 size classrooms that can be made into full classrooms;*
  - *Full size classrooms that can be converted into 1/2 size classrooms;*
  - *Full classrooms that can be made into double size (for team teaching)*
  - *Appropriate plumbing stub-outs*
- *Classrooms that allow the positive use of walls and ceilings*
- *Flexibility in furniture arrangement to allow a variety of teaching styles.*

**Standard 3.1.2 Ability to Add Permanent or Portable Classrooms**

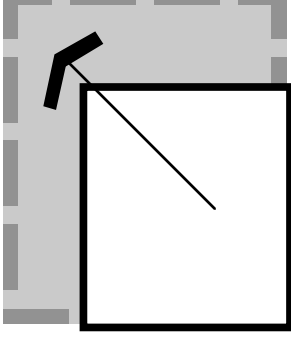
*Every high school should have the ability to serve at least 2200 students by the addition of permanent or portable classrooms.*

**Standard 3.1.3 Expansion Capability of Core Support Facilities**

*Support facilities (e.g. cafeterias, rest rooms, media center) should have the inherent capability to support anticipated expansion potential of the school population or have infrastructure potential for unexpected enrollment.*

**Standard 3.1.4 Communication and Information Technologies**

*Learning and office spaces should have the capability to accommodate communication and information technologies.*



**Plan for Expansion of Facilities**

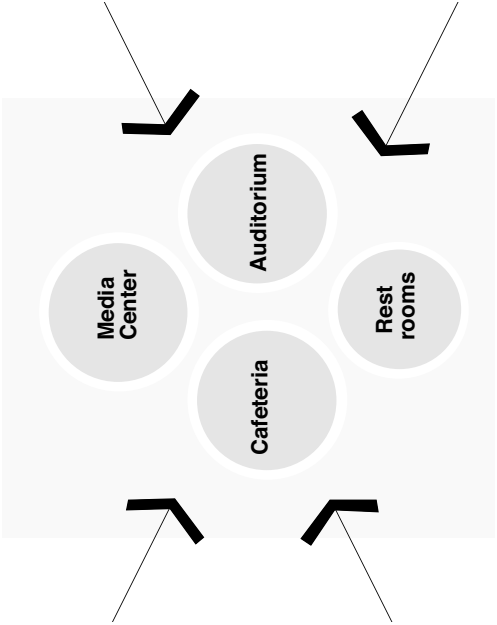
**Policy 3.2 Site/Facility Organization**

School sites and facilities should be organized in a clear and consistent manner that is conducive to learning and allows proper supervision (see exhibits on following page).

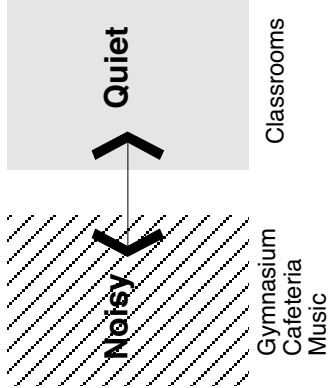
**Standard 3.2.1 Accessibility of Common Use Facilities**

Common use facilities should be easily accessible to population served:

- Media Center
- Auditorium
- Cafeteria
- Work Room
- Student Rest Rooms
- Staff Rest Rooms



**Make easily accessible key support spaces**



**Separate Noisy Activities from Quiet Activities**

**Standard 3.2.2 Noisy-Quiet Separation**

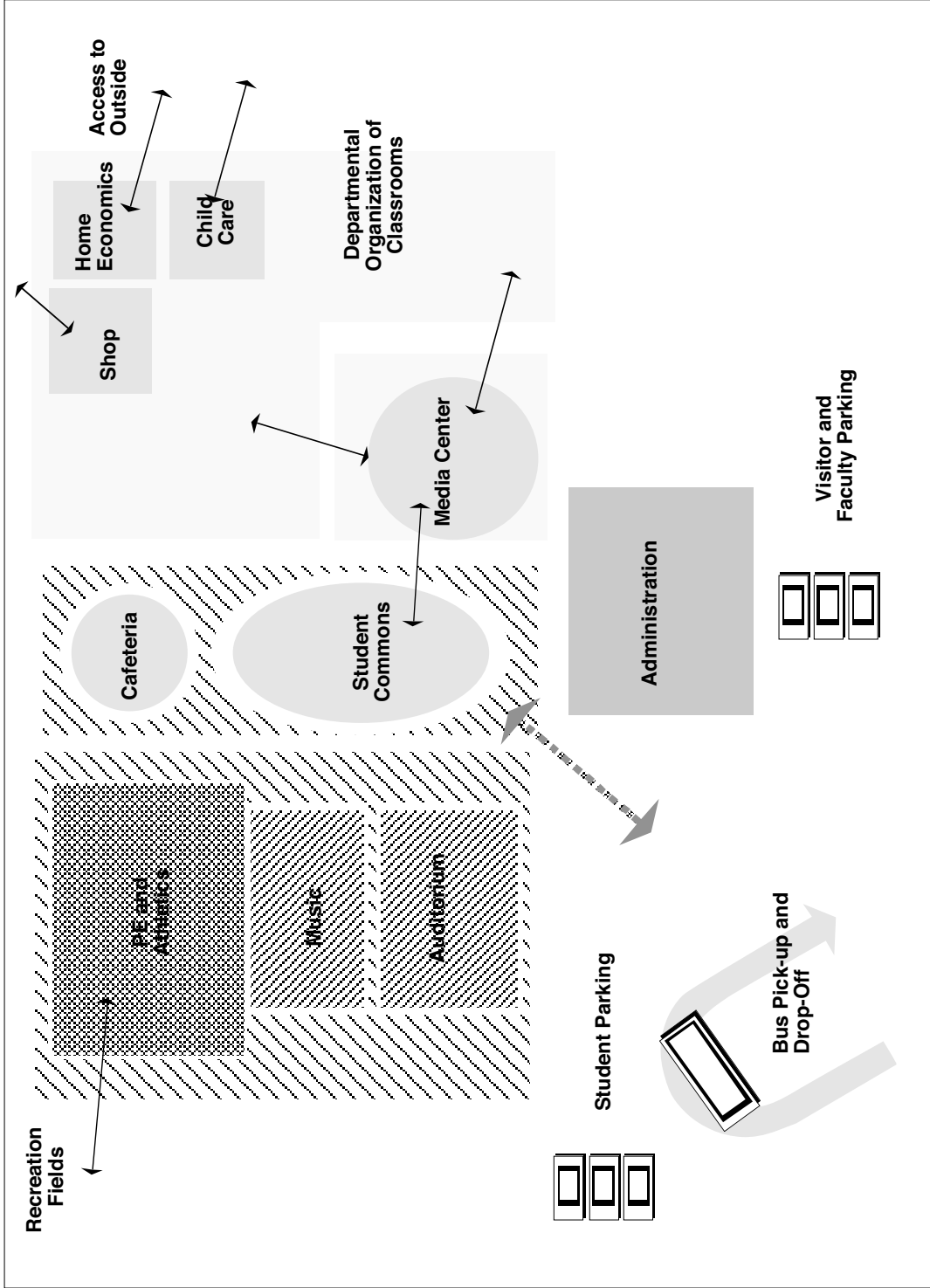
"Noisy" activities (gymnasium, music, cafeteria areas, student lockers, student commons) are separated from learning areas.

**Standard 3.2.3 Departmental Grouping of Learning Areas**

Learning areas of each academic department should be grouped together as much as possible.

To the degree possible, like learning areas should be grouped together while respecting specific functional and environmental classroom requirements.

This is a schematic relationship diagram of an APS prototypical high school.



**Standard 3.2.4**

**Covered Circulation**

Covered circulation with hard surfaced sidewalks should connect all school activity areas.

**Note:**

Standard 3.2.4 is not emphasized at the High School level.

**Standard 3.2.5**

**Entrance/Exit Location**

Entrances and exits should be located to permit efficient student traffic flow.

**Standard 3.2.6**

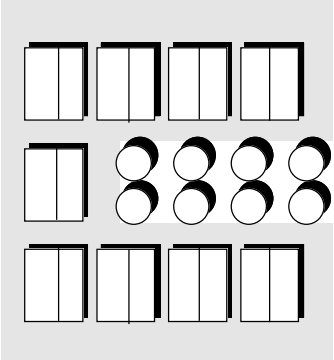
**Portable Classroom Location**

Portable classroom buildings should be integrated with other academic learning areas and have equal access to school support facilities.

**Standard 3.2.7**

**Supervision of Large Group Areas**

Large group areas (performing arts, cafeteria, lecture hall, media center, student commons) should be designed for effective supervision.



**Use Portables In  
A  
Positive Way.**

**Policy 3.3 Community/After Hour Use**  
**School facilities should provide the opportunity for community and after hour use.**

The APS Board of Education endorses the philosophy and goals of community education as a district-wide program to the extent that resources are available, within current federal and state statutes and State Department of Education regulations. The public investment in school plants and sites and the general community welfare justifies the use of school buildings and grounds by local citizen groups for educational, cultural, civic and recreational purposes outside of school hours or when such use will not conflict with or handicap the school program.

**Standard 3.3.1 Community Education**

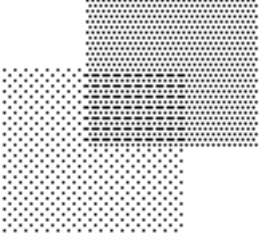
*Joint-use space should be safe, secure, and include separately keyed activity spaces (gym, cafeteria, classroom), accessible rest rooms and storage areas.*

**Standard 3.3.2 Joint-Use Facilities**

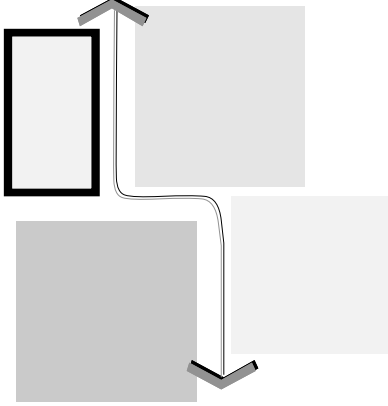
*Joint-use facilities (parks, swimming pools, libraries, etc.) should be integrated into campus in a safe and secure manner.*

**Standard 3.3.3 After Hour Use**

*The facility should permit use of some portions of the school without impacting security of other portions of the school.*



**Allow for joint and after hour use**



**Zone functions to allow adequate control and supervision**

**Policy 3.4 Spaces Meet Instructional Needs**  
**All school areas should provide an environment that meets instructional and functional needs of the activities taking place there.**

The size and nature of the following areas should meet standard specifications. The size range of all areas discussed are provided in the appendix.

**Standard 3.4.1. Standard Classrooms**

**A. Size:**  
*Standard Classroom size is roughly determined by assessment of State Pupil Teacher Ratios (PTR's), a size allocation per student and practical experience. The following size ranges are suggested:*

<b>Type</b>	<b>Square Feet</b>		
	<b>Low</b>	<b>Medium</b>	<b>High</b>
Full Size Classrooms	700	800	900
1/2 Size Classrooms	350	400	450

Types of programs taking place in standard classrooms include:

- Language Arts
- Social Studies
- Literature
- History
- Math
- Languages
- Health Education

The larger the classroom, the more flexible are the options for different programs.

The allocation of permanent classrooms in a new Middle School will vary according to need but the following is typical:	
<b>State Pupil Teacher Ratios (PTR)</b>	High Schools have 6 periods in one day. Students attend 5 periods and one period is used for preparation.
<b>State PTR Ratios</b>	
6 to 12 Grade High Schools	160 students per day 5 periods/day equals 1:32
<b>Special Education</b>	
A and B Levels	112 students per day 1:16 Full Classroom (1:8 for half classroom)
C Level	112 students per day 1:16 Full Classroom (1:8 for half classroom)
D Level	56 students per day 1:8 Full Classroom

**B. General Needs for all core classroom spaces:**

- Located conveniently to common resources (media center)
- Natural light
- Cross ventilation
- A minimum of two duplex outlets per wall
- Easily maintainable surfaces
- Sufficient Storage (130 cubic feet) organized to avoid clutter:
  - Wardrobe/Storage (52 cf)
  - Cabinets and file storage (70 cubic feet)
  - Book case (15 cf or 18 lf of shelf area)
- Standard blackboard and tack board set-ups (96 sf, 2-12' x 4' , and 1 -12' x 4' tack board, minimum. Some classrooms may require more)
- Floors that can be easily maintained
- Allow use of computer "mini-labs" (3 rolling carts with computers and printer).

**Standard 3.4.2. Special Education Spaces**

Special Education requirements are the same as the regular classrooms except for the D level , which requires a timeout room. The allocation for each High school will vary according to the specific enrollment needs, but will typically include some proportion of:

- A level classrooms (1/2 size)
- B level classrooms (1/2 size)
- C and D level full size classrooms (numbers vary).
- Vocational Assessment Laboratory (1/2 size). This space is

**Note:**

Side-by-Side programs are mostly D level severely handicapped students. These schools have more specialized facilities with occupational and physical therapy, special rest rooms with changing table and medical facilities.



- often located in a portable building. It should be located near the Special Education Shop (Career Exploration Shop) Special Education Shop. This space should be about 1,500 square feet and include:
  - A classroom/laboratory area with areas for welding and painting (about 1,400 square feet)
  - An office (about 110 square feet)
  - Storage
  - A covered outdoor work area (200 square feet min.)

**Note:**  
There are evaluations of all music and art facilities in individual school folders.

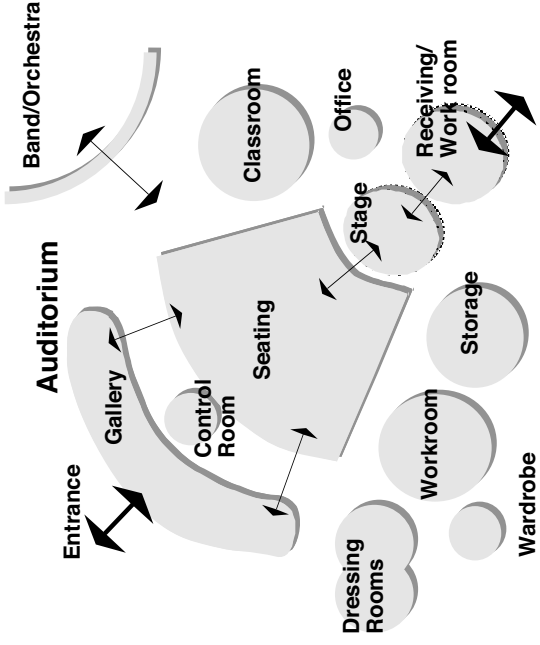
**Standard 3.4.3. Fine Arts/Music**

**A. Music**

Music education requires performance and practice facilities for Band/Orchestra and Chorus including:

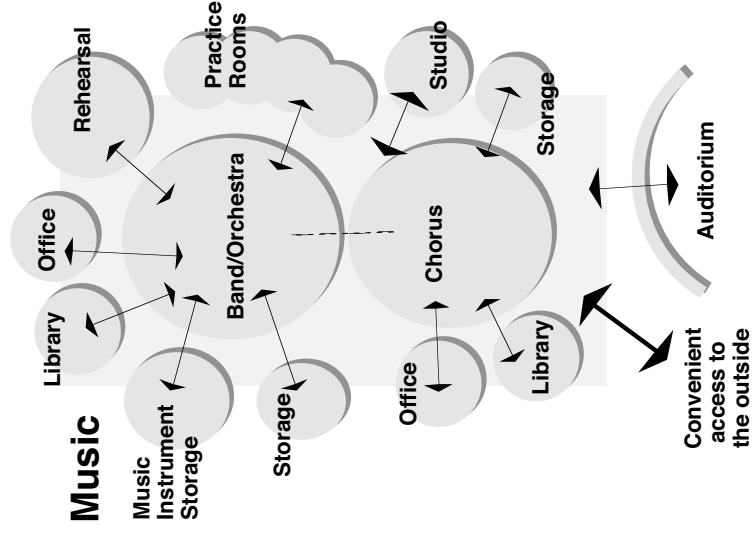
• **Auditorium**

- Every High School requires an auditorium of about 15,000 square feet in total area where performances can be held. This facility requires:
  - A gallery area provided in lobby for student art work (about 2,500 square feet)
  - Seating areas for about 430 persons or more
  - A stage and pit area
  - A control room
  - Work room areas (about 1,600 square feet)
  - Two dressing rooms (about 600 square feet)
  - Storage (about 500 square feet total)
  - Receiving
  - An associated classroom (about 950 square feet)



- A small office (about 135 square feet)
- The auditorium should be properly wired for sound and provide appropriate acoustic performance and stage lighting.
- **Band/Orchestra**  
Band/Orchestra requires about 4,500 square feet with the following areas:
  - A classroom of about 1,800 square feet for group practice. This space should be properly wired for sound and provide appropriate acoustic performance.
  - The area should be sound isolated from adjacent activity areas (sound attenuating construction and vestibules).
  - Music storage areas totaling about 660 square feet.
  - Storage areas of about 400 square feet.
  - 5 individual practice rooms of about varying sizes (80 to 170 square feet).
  - An office about 80 to 100 square feet.
  - A library area
  - A rehearsal area of about 900 to 1,000 square feet. This room should be wired so that computers and electronic music instruments can be used anywhere in the room.
- **Chorus**  
Chorus requires about 2,200 square feet with the following areas:
  - A classroom of about 1800 square feet for group practice. This space should be properly wired for sound and provide appropriate

**Note:**  
The Music Specialists report that an ideal size of a band room is like that at Highland HS. This room is 4,250 sf, more than twice the size of the band room at La Cueva.

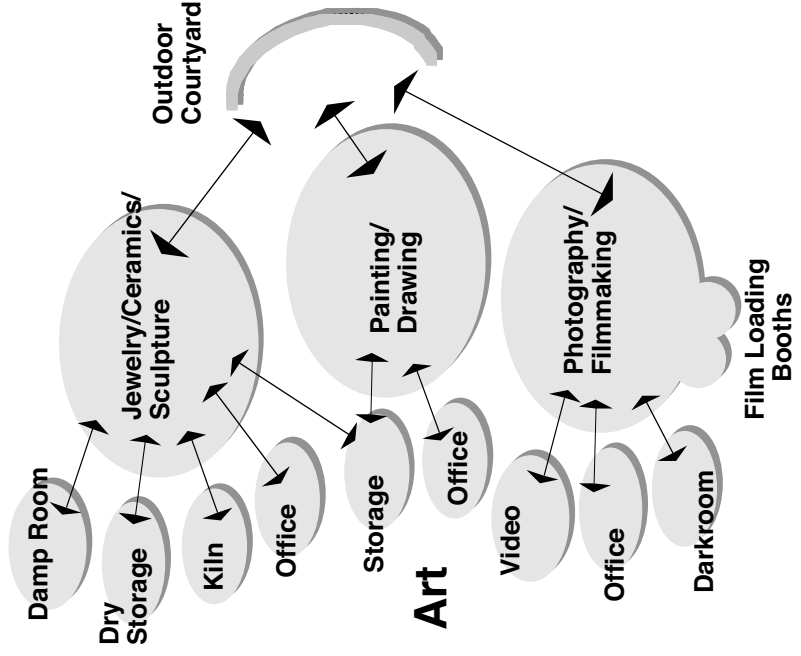


- acoustic performance.
- The area should be sound isolated from adjacent activity areas (sound attenuating construction and vestibules).
- An office about 80 to 100 square feet with an associated library area of about 120 square feet.

**B. Art**

Art requires about 5,500 square feet. All areas should be designed for intense use and easy maintenance. The following individual areas are required:

- Jewelry/Ceramics/Sculpture
  - A classroom of about 1,800 square feet.
  - A separate kiln room
  - A demonstration area with an overhead mirror
  - Areas for dry and damp storage
  - An office
- Painting/Drawing
  - Sufficient power outlets (e.g. power strips around the room, floor, ceiling)
  - A minimum of two, deep industrial type sinks
  - Sufficient storage (300 cubic feet lower, 80 cubic feet upper)
  - Able to accommodate various piece of specialized equipment
  - Access to an outside courtyard
  - Natural lighting is important
- Photography/Filmmaking
  - A classroom of about 1,200 square feet.
  - An office



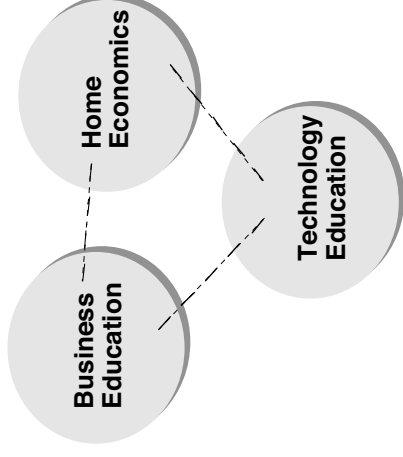
- Sufficient power outlets (e.g. power strips around the room, floor, ceiling)
- A minimum of one, deep industrial type sink
- Sufficient storage for supplies and student art work
- *Photography/Filmmaking*
  - A classroom of about 1,200 square feet.
  - An office
  - A video room
  - A darkroom (8 enlargers and workstations)
  - Two film loading booths
  - Sufficient power outlets (e.g. power strips around the room, floor, ceiling)
  - A minimum of three sinks are required (1 industrial type sink, 1 dark room sink, 1 circular motion sink)
  - Sufficient storage for supplies and student art work
  - Natural lighting is important

**Standard 3.4.4.**

**Occupational Education**

Occupational Education includes specialized classrooms Office Education, Home Economics, Child Development, Health Occupations and Technology Education. Please consult the **Occupational Education/Practical Arts Facility Planning Guide** for more detailed description of these areas.

# Occupational Education

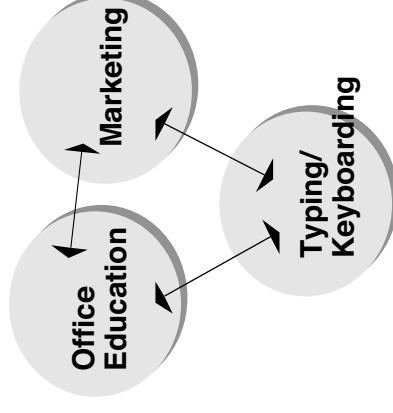


**A. Business Education (Office Education, Typing, Marketing, Shorthand, Accounting)**

These are relatively standard classrooms to accommodate the following:

- Office Education
  - There should be one laboratory of about 1,400 square feet with:
    - A minimum of 4 -120 v. outlets at each student station. Room should be equipped with two master switches to allow complete shut-down of room by the instructor (with exception of dedicated lines).
    - Conduit for self-contained instructional telephone system
    - Outlets with dedicated lines are required for microcomputers
    - A sink is required
  - An office of about 100 square feet is required.
- Typing/Keyboarding
  - Two laboratories of about 1,200 square feet are required
  - A minimum of 4 -120 v. outlets at each student station (36 stations). Room should be equipped with two master switches to allow complete shut-down of room

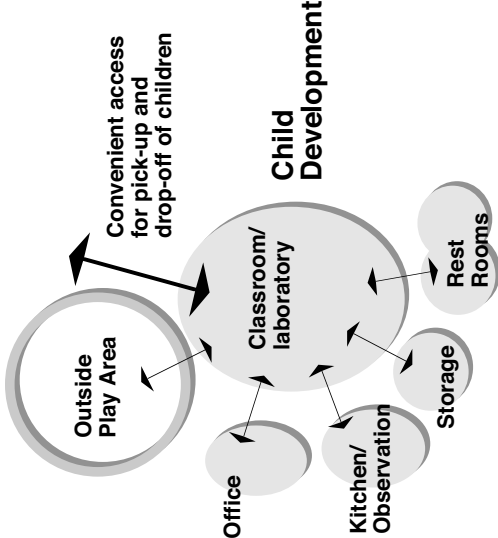
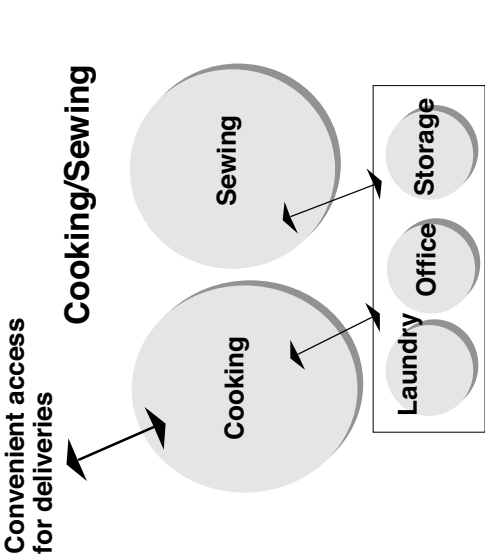
# Office Education



- by the instructor.
- A minimum of 12 lf of lockable storage
- A sink is optional
- A minimum of 12 lf of chalkboard and tack board
- Marketing Education (Distributive Education)
  - There should be one laboratory of 1,400 square feet
  - There should be a classroom of about 720 square feet
  - There should be an office of about 100 square feet
  - There should be a storage area of about 180 square feet
- A two compartment sink with hot and cold water is recommended.
- Shorthand/Accounting
  - There should be two laboratories of about 1,200 square feet with:
    - A minimum of 4 -120 v. outlets at each student station (36 stations). Room should be equipped with two master switches to allow complete shut-down of room by the instructor.
- A minimum of 12 lf of lockable storage
- A sink is optional
- A minimum of 12 lf of chalkboard and tack board

**B. Home Economics (Food and Nutrition, Child Development, Clothing and Textiles, Health Occupations)**

- **Food and Nutrition**
  - There should be a food laboratory of about 1,400 - 1,800 square feet. This area should include four student kitchen stations and one instructor kitchen. There should be an overhead mirror at the instructor's station.
  - A separate lockable storage area of about 64 square feet should be provided (this can be shared by cooking and sewing).
  - A separate laundry area of about 80 square feet (this can be shared by cooking and sewing) should be provided.
  - A separate office is required (two persons). This may be shared with the sewing laboratory.
  - Direct access to the outside is required for deliveries
- **Sewing (Clothing and Textiles)**
  - One laboratory of 1,300 to 1,500 square feet is required
  - Office area of 100 square feet is desirable
  - Fitting areas of 72 square feet (male and female) should be available
  - Storage area of about 48 square feet (this can be shared by cooking and sewing)
  - Laundry area of about 80 square feet (this can be shared by cooking and sewing)

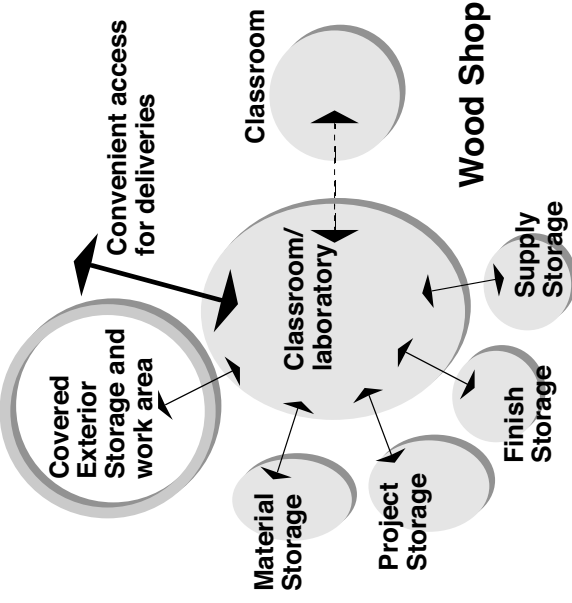


- *Child Development*
  - *One laboratory of 1,100 to 1,500 square feet is required*
  - *An observation area and full kitchen of 128 square feet is required*
  - *Office area of 100 square feet is desirable*
  - *A rest room facility (male and female) for pre-school children and adults (80 - 100 square feet)*
  - *An outdoor area, preferably on the south side of the laboratory should be easily accessible from the laboratory. The play area should be enclosed by a six foot high fence or wall with a locked gate. 75 square feet per child should be allocated in play area. There should be least 1,000 square feet of outdoor play area.*
  
- *Health Occupations*
  - *One laboratory of 720 to 900 square feet with four sink areas is required*
  - *Office area of 100 square feet is required*
  - *A classroom of 600 square feet is required*
  - *A storage room of 150 square feet is required*

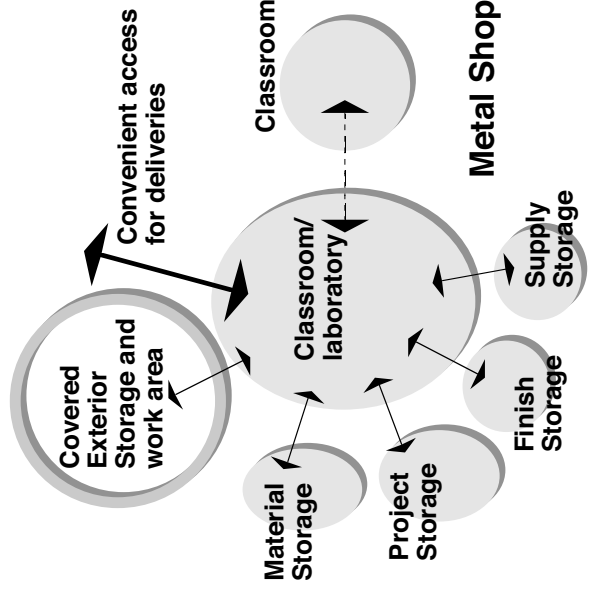


**C. Technology Education (Drafting, Graphic Arts, Woods Technology, Metals Technology, Transportation, Industrial Cooperative Training)**

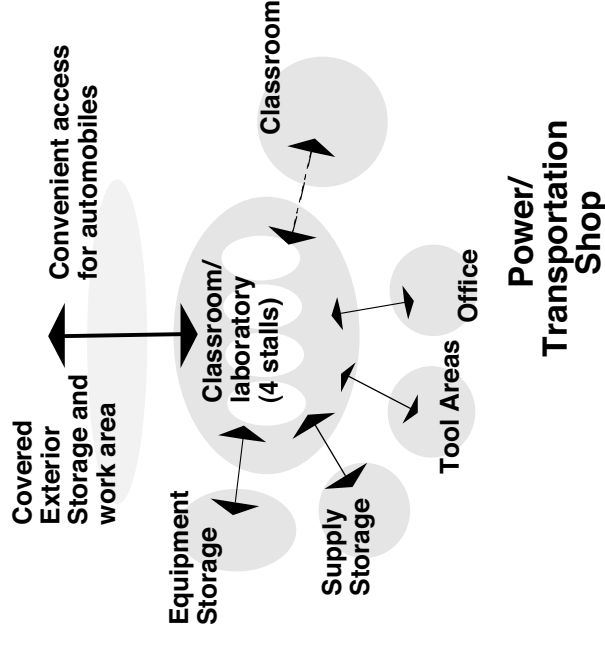
- *Drafting/Graphic Arts*  
 Required in this area is:
  - A laboratory of 1,600 square feet (including CAD workstations)
  - An office area of 100 square feet
  - A storage area of 150 square feet
- *Woods Technology (Production Laboratory, about 4,500 square feet)*  
 Required in this area is:
  - A laboratory of about 2,400 square feet.
  - Classroom/drawing (of about 1,000 square feet) that can be shared with other occupational education laboratories
  - An office (of about 100 square feet)
  - Material storage of about 300 square feet
  - Project storage of 400 square feet
  - Supply storage of 200 square feet
  - Finish area of 150 square feet
  - A covered outdoor construction slab of about 600 square feet
  - 120 v and 240 v electrical service is required with master switch shutdown for emergencies. Special services (water, gas, compressed area, electrical services) are required in specific areas



- *Metals Technology (Production Laboratory, about 4,550 square feet)*  
*Required in this area is:*
  - *A laboratory of about 3,000 square feet. In this area there should be ability to accommodate specialized equipment including:*
    - *A welding area (600 sf)*
    - *Foundry and forge area (600 sf)*
    - *Sheet and bench metal area (800 sf)*
    - *Pattern making area (200 sf)*
    - *Machine tool area (800 sf)*
  - *120 v and 240 v electrical service is required in the laboratory with master switch shutdown for emergencies. Special services (water, gas, compressed area, electrical services) are required in specific areas*
  - *Classroom (of about 600 square feet) that can be shared with other occupational education laboratories*
  - *An office (of about 100 square feet)*
  - *Material storage of about 300 square feet*
  - *Project storage of 400 square feet*
  - *Supply storage of 200 square feet*
  - *Finish area of 150 square feet (with water available)*
  - *An exterior covered work area is optional.*



- **Power/Transportation Laboratory**  
Required in this area is:
  - A laboratory of 3,300 square feet. This includes:
    - A stall area of 2,400 square feet (4 stalls)
    - A bench area of 900 square feet
  - A classroom of 600 square feet that can be shared with other occupational education laboratories
  - An office of 100 square feet
  - A special tool area room of 180 square feet
  - A tool crib of 180 square feet
  - Supply storage of 130 square feet
  - Equipment storage of 135 square feet
  - 120 v and 240 v. electrical service is required in the laboratory with master switch shutdown for emergencies. Special services (water, gas, compressed area, electrical services) are required in specific areas
  - A covered exterior work area is optional
- **Industrial Cooperative Training**  
Required in this area is:
  - A classroom of 1,000 square feet
  - An office of 100 square feet
  - Storage/library room 100 square feet



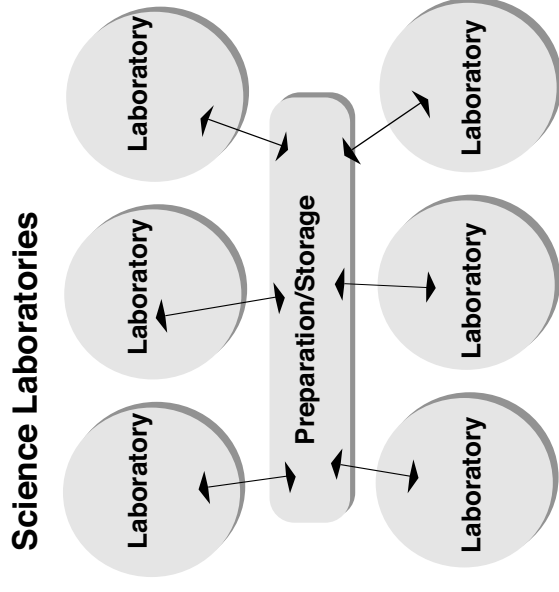
**Note:**  
There is an evaluation of each high school science facility (conducted in 1989 ) available in each individual school folder.

**Standard 3.4.5. Science Laboratories**  
 Every school should have one science laboratory for each 160 students maximum. For most high schools this equates to 10 to 15 laboratories. Please see **APS Standards of High School Science Facilities** for more detailed descriptions of individual science area requirements.

- Each laboratory should be from 1,300 to 1,500 square feet in area. A double portable classroom may be used.
- Each science laboratory should have:
  - A science demonstration desk equipped with water, gas, electricity and sink
  - A minimum of 16 lf of blackboard space
  - Electrical outlets distributed around at least three walls, one outlet for every 4-6 feet of wall space and above-counter space
  - Mounted screen for audio-visual work
  - Provisions for darkening classroom

Specific requirements for each science area include:

- Physical Science/Geology/Biology
  - A maximum of 30 student laboratory stations consisting of two student tables of suitable height and without any hardware.
  - Windows, skylight or grow lights for a plant growing area.
  - Access to a storage room
- Chemistry
  - A maximum of 30 laboratory stations equipped with



**Note:**

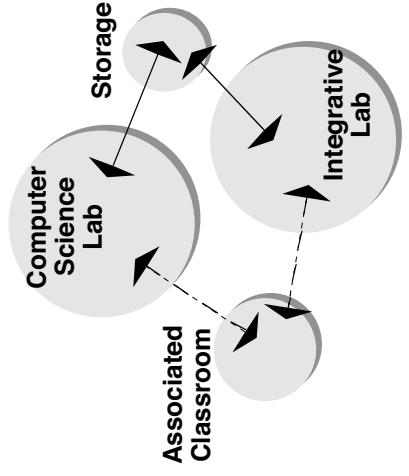
There is an evaluation of each high school science facility (conducted in 1989 ) available in each individual school folder.

- sinks, hot and cold water, electrical outlets and gas. An island arrangement that allows students to share sinks is preferred.
- Sufficient lockable drawer space to accommodate 150 students
- An emergency shower with drain
- Access to a general storage area
- Dedicated storage room for chemicals, equipped with grounded and vented inflammable cabinet. Small counter and sink should be provided for preparing solutions
- Physics
  - Laboratory stations accommodating four students equipped with AC/DC variable power supply and housing for vertical bar supports
- Greenhouse
  - There should be a greenhouse of about 1,400 square feet with provisions for controlling the amount of sunlight, temperature and humidity. There should be a large sink.

**Standard 3.4.6. Computer Learning**

- General Requirements
  - Every classroom should be able to accommodate a computer and printer.
  - There should be conduit into every classroom with a convenient computer port that can eventually be connected to a central file server.
  - There should be appropriate electrical outlets and surge protection in each classroom to support computer use.

**Computer Science**

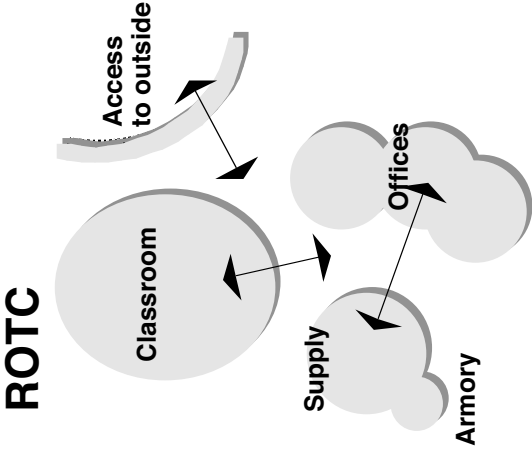


- Every classroom should be able to support a computer "min-lab" consisting of 3 rolling carts including computers and a printer.
- Specific
  - Every High School should be able to support a variety of specialized computer laboratories in science, math, home economics, drafting, and office/business.
  - There should be two dedicated computer science laboratories (Computer Science - 18 stations, Integrative Laboratory - 30 stations). Each laboratory should have:
    - A minimum of 4 -120 v. outlets at each student station
    - A minimum of 12 lf of lockable storage
    - A minimum of 12 lf of chalkboard and tack board
    - Telephone line to each laboratory
- Storage
- Associated classroom

**Standard 3.4.7. ROTC**

Every high school should have the ability to support a ROTC program (Reserve Officer Training Candidates). Required facilities include:

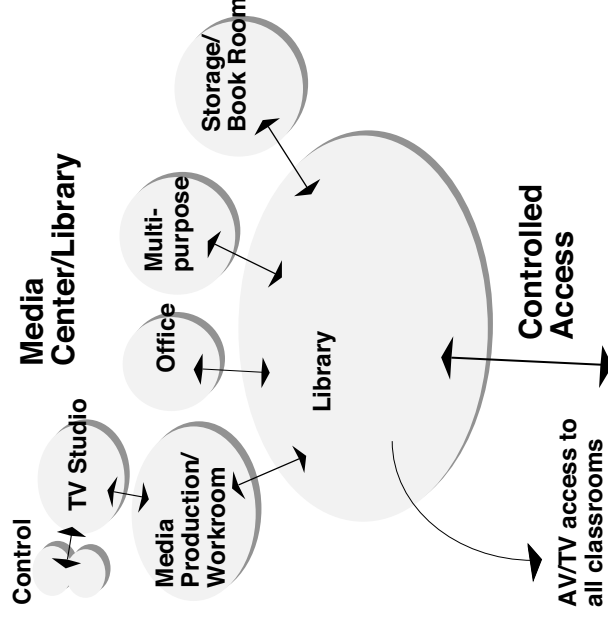
- A classroom (about 1,000 square feet)
- A supply room (about 420 square feet)
- An armory (about 72 square feet)
- Three offices (about 120 square feet)
- There should be convenient access to the outside.



**Standard 3.4.8.**

**Library/Media Center**

- Library/Media Center should be centrally located and convenient to all students.
- A library should seat about 10-15% of the student body. Allowing 30 sf/student, an average sized library is about 8,400 square feet in size.
- Electrical outlets are needed on every wall and in the floor.
- Space should be able to be darkened. Lights should be in individually controlled banks that allow dimming.
- Appropriate wiring for audio visual and computer equipment is required. Eventually, the media center will be the central distribution source for AV/TV programming to classrooms.
- Space should allow for different room arrangements and programs to occur at one time.
- There should be limited, controlled access.
- There should be a multi-purpose area (about 600-700 square feet) for movies and special presentations .
- There should be an adjacent administrative area ( about 340 square feet) for the librarian.
- There should be a media production room (about 1,800 square feet) with direct access to the library. This area often serves as the work room for the school.
- There should be a TV studio and adjacent control facilities (about 1,100 square feet).
- There should be a storage/book room (about 2,000 square feet)
- There should be small rest rooms available for the staff.



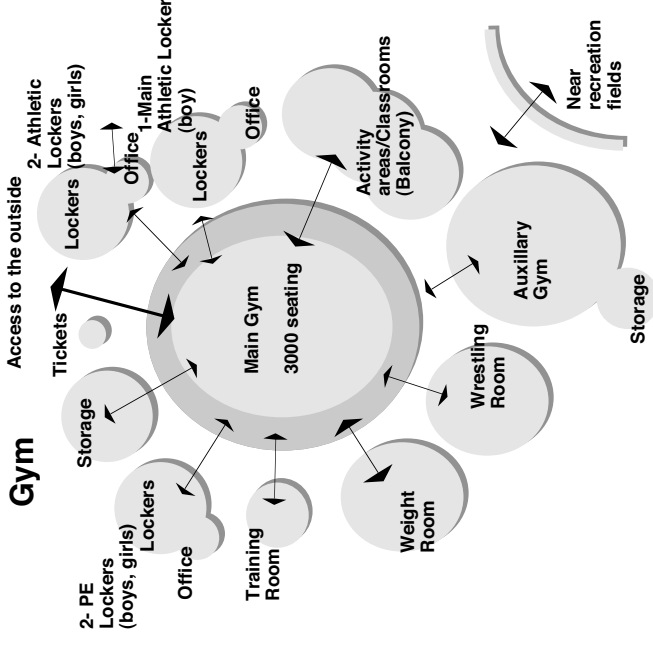
**Note:**

APS Library Services has begun to prepare a library master plan for the district.

**Standard 3.4.9 Physical Education (Interior Area)**

There are seven indoor teaching stations; the main gym, the auxiliary gym, the weight room, the wrestling room and three multi-purpose/classroom areas. Requirements for these areas are:

- Main Gymnasium
  - The main gym should have minimum playing surface of 13,200 (110' x 120'):
    - 1 main basketball court, 2 cross courts (6 roll up baskets) and safety pads under the main baskets
    - 1 main volleyball court and 2 cross courts (with appropriate floor plates)
    - Fittings for gymnastic apparatus
    - Two scoreboards
    - Automatic bleachers (upstairs and downstairs)
    - Hardwood (maple) floor is required.
  - There should be bleacher seating for 3000 (minimum) on floor level and balcony. Upper bleachers should fold towards the gym floor to allow a balcony teaching station.
- An Auxiliary Gymnasium should accommodate:
  - 1 full sized basketball court (with 2 cross courts, 6 baskets). There should be safety pads under the main baskets
  - Hardwood (Maple) floor
  - Fittings for volley ball (1 center and 2 cross courts)
  - Adjacent storage
  - Small scoreboard
- A Weight Room with 40 foot x 60 foot minimum dimensions. There should be a smooth tartan or Pro-Gym flooring.





- Should allow space for 2 universal gyms and a small storage/office area adjacent.
  - A wrestling room with a 40' x 80' minimum dimension (to accommodate two 40' x 40' wrestling mats). Door opening into the room should allow clearance over the mats. There should be an adjacent office.
- Multi-purpose/Classroom Areas (three).
  - These areas serve as instructional areas for dance, aerobics, gymnastics and similar activities.
  - Two of these areas often are situated in the gymnasium balcony (but this design is optional). If so, then the area should be capable of being secured from other areas and be sound-proofed from the main gym floor. There should be reasonable access to storage for gymnastics equipment.
- There should be storage room(s) with a minimum area of 700 square feet adjacent to the main activity areas. Storage rooms have double doors and a 7'-6" interior clearance. Storage areas should be secure and divided into separate areas for each sport.
  - There are five locker rooms.
    - Two physical education (boys and girls) accommodating 100 lockers (6 and 1 combination)
    - Two athletic dressing rooms (boy and girl) accommodating 160 lockers (Half lockers)
    - Boys' Main Athletic Locker Room accommodating 200 lockers (full size).
- The boys and girls physical education and athletic locker areas should:
  - Be about 1,700 square feet in area.

- *Provide one shower and appropriate rest rooms immediately accessible to each dressing area.*
- *Provide two offices of about 150 square feet, with one office immediately accessible to each dressing room and hallway. Each office should have an adjacent shower. Offices should be large enough to accommodate a desk, chair and filing cabinet for three teachers and storage for expensive supplies.*
- *There should be a training room with a minimum area of 900 square feet providing for the following:*
  - *A wet treatment area with a sink and ability to accommodate an ice machine, refrigerator, freezer, and two whirlpools (min.)*
  - *A dry treatment area with ability to accommodate four treatment tables and associated counters.*
  - *A rehabilitation area*
  - *A secured storage area*
  - *An office area and associated rest room. A telephone should be available in the office.*

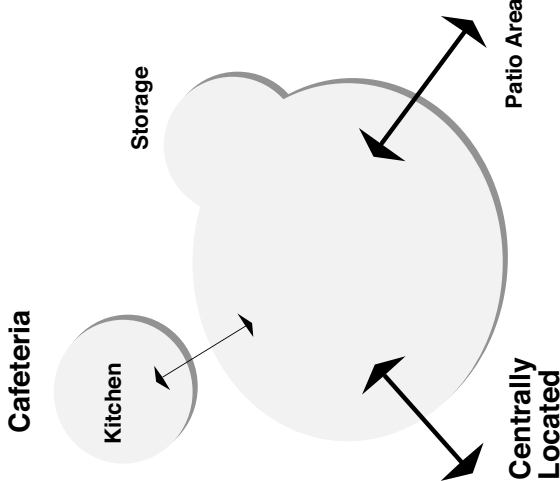
The exterior physical education specifications are discussed in Policy 1.7.

**Standard 3.4.10.**

**Cafeteria**

Cafeterias serve as a food serving area as well as a multi-purpose area for school activities.

- The cafeteria should be centrally located to the student population.
- The cafeteria should be sized to seat 625 students at one sitting (a maximum of 4 lunch periods). Allowing 10-15 sf/seat student an average cafeteria is about 9,400 sf in size.
- There should be storage available (250 - 500 sf).
- The ceiling should be acoustically treated to absorb sound.
- An effort should be made to create a "non - institutional" environment.
- There should be windows to the outside.
- There should be an opportunity to self-serve as well as cafeteria serve.
- Ideally, there should be access to an adjacent outside patio for outside eating in good weather.

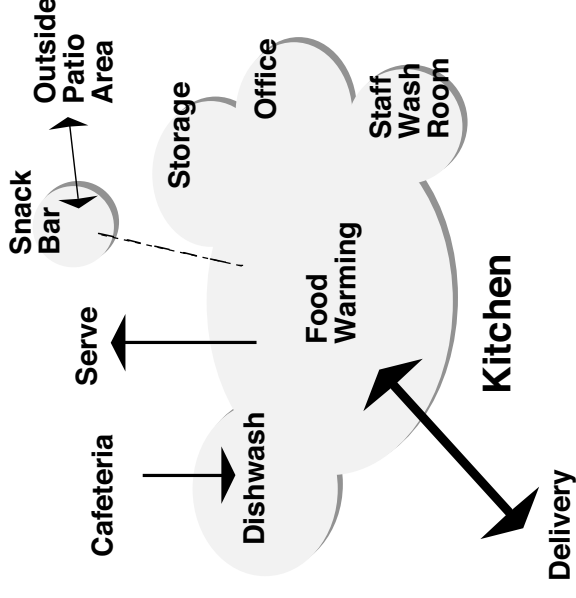


**Standard 3.4.11. Kitchen**

Most schools are served from the APS central kitchen, although some schools have on-site food preparation.

- The kitchen should be about 1,700 square feet and include the following areas:

- Food preparation area.
  - Serving area
  - Dishwashing area
  - Cold Storage
  - Hot Storage
  - Dry storage (this area can share space with the office).
  - Rest room for the staff with lockers
  - Office with telephone
  - Janitor closet
- Snack bar area open to the outside patio area.
- There should be an 18" min. backsplash around stoves, sinks, and dirty tray drop-off.
- The area should be free of any hazards to students (e.g. hot serving line surfaces)
- There should be sufficient access for delivery vehicles
- There should be sufficient access for trash pick-up
- There should be a separate, shielded exterior trash area nearby to the kitchen
- Surfaces should be able to be disinfected.



**Standard 3.4.12. Utility/Storage**

**A. Custodial Storage**

- There should be interior custodial areas distributed in a manner that is appropriate to serve all school areas in a convenient manner.
- Each custodial closet should be from 120-200 sf in size and have a janitors' mop sink.
- There should be sufficient shelves for storage
- There should be access to the roof from one of the custodial storage areas.

**B. Facility Storage**

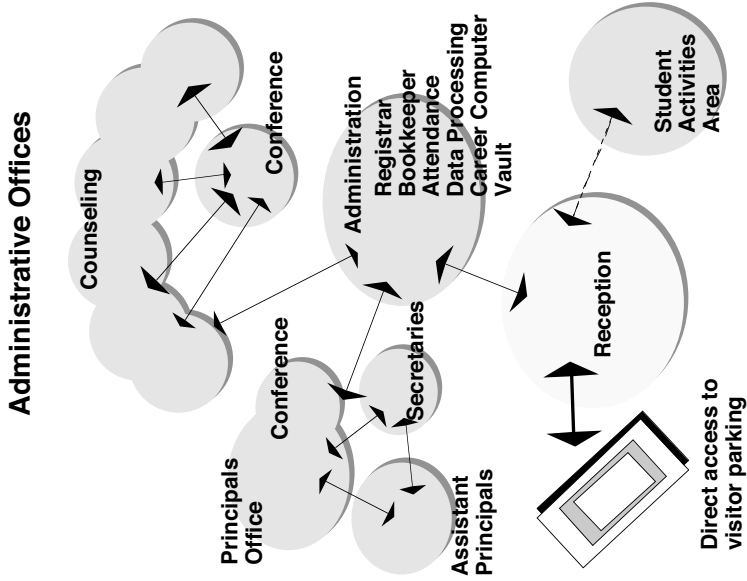
There should be as much storage in the school as possible. Newer APS High schools devote about 3% of the net area to storage including:

- Assigned storage associated with specific rooms (Gym, cafeteria, classrooms).
- Unassigned storage (2 areas 200-400 sf each) that can be used for a variety of purposes .
- Exterior storage of 200-400 sf in size directly accessible to the outside.

**Standard 3.4.13. Administrative/Support Areas**

**A. Administrative Offices**

- There should be available a suitable reception area for students, teachers and visitors. There should be a display area for student art.
- The Principal's office should be easily found by visitors.
- Administration area should have a principal's office, assistant principal offices, secretarial area (3 work stations) and a conference room (directly accessible to the principals office and to the school).
- There should be a Counseling area that includes 3-5 offices, a conference room and a secretary.
- There should be 2-3 offices available for other functions (e.g. Athletic Director, special programs)
- There should be administrative offices to accommodate bookkeeping, attendance, registrar, career computer and data processing.
- There should be ample and conveniently located storage that includes a secure place for permanent records (fire files are supplied).
- A separate vault area (about 100 square feet).
- There should be ability to connect the administrative office to the Central Office computer.
- There should be a student activities area (about 1,500 square feet) which may be separate from the other administrative functions. This should include a multi-purpose area where snacks can be sold, a storage area, office and bookstore.



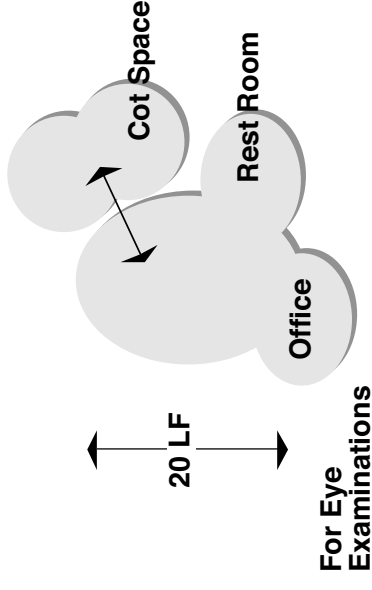
### **B. Nurse's Office**

The Health room should be adjacent to and entered by way of the school's central control area. The area should be:

- Located in the administration cluster area.
- Adequate reception area for students and visitors.
- Sufficient space (20 linear feet) to conduct eye examinations.
- A private office area for the nurse (about 100 square feet) with a telephone (separate line).
- Sufficient cot space (1 cot per 250 students).
- A sink area with lockable cabinets.
- A lockable medication cabinet.
- Be handicapped accessible.
- Able to be easily cleaned
- Proper equipment present (Icemaker and refrigerator)
- Adequate rest rooms for functions performed (1 water closet, 1 lavatory minimum).

### **C. Workroom**

- The workroom should be about 800 sf in size.
- The workroom should be directly adjacent to the media center/library.
- There should be sufficient permanent lockable storage (150 cubic feet minimum):
  - Base cabinets (132 cf, 8 units, 3'0" high x 3'0" wide x 2'0" deep)
  - Upper cabinets (18 cf, 3 units, 2'0" high x 3'0" wide x 1'4" deep)
- There should be a double sink.



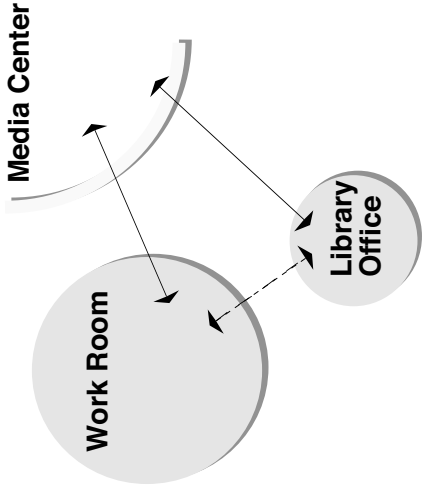
### **Nurses Area**

#### **Note:**

Some High Schools have Birth Control Clinics.

- There should be sufficient storage area for up to 10 rolling carts.
- It should accommodate a variety of shelving systems for storage of books, supplies and audio-visual material.
- It should have the ability to accommodate a desk for an educational assistant.

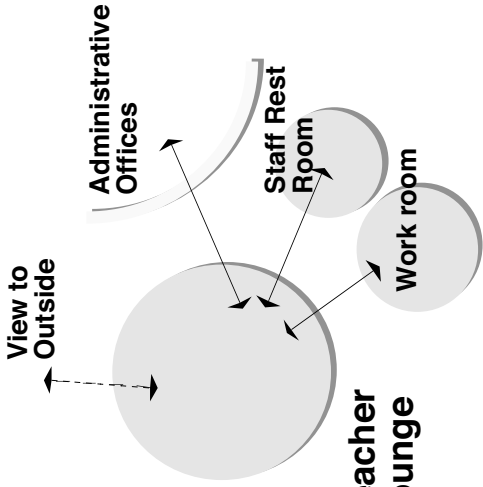
**Work Room**



**D. Teachers' Lounge**

- The Teachers' lounge should be located near the administrative offices, work room and staff rest rooms.
- The lounge should be 800 sf minimum in size.
- There should be a small kitchen with a refrigerator, microwave oven, hot plate and sink.
- There should be space for two vending machines
- There should be a telephone and means to afford privacy during telephone conversations.
- There should be staff mail boxes.
- There should ideally be windows and access to an outside patio area.
- Walls should be able to accommodate tack boards and various displays.
- There should be access to the school computer network.

**Teacher Lounge**





**E. Rest Rooms**

- Rest rooms should be located so that they are accessible to both staff and students:
  - Student rest rooms central to all activities (access to all wings)
  - Rest rooms convenient to portables
  - Rest rooms convenient to exterior recreation areas

**Standard 3.4.14**

**Student Locker Areas**

There should be sufficient lockers to serve the student population. Lockers should be large enough to accommodate student books and winter coats. Lockers should be organized for effective supervision.

**Standard 3.4.15**

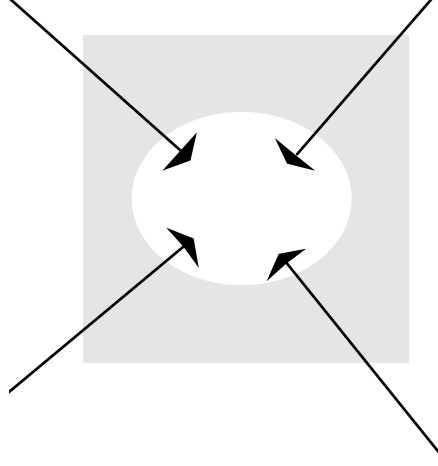
**Student Commons**

There should be an area that permits formal and informal gathering of a large number of students.

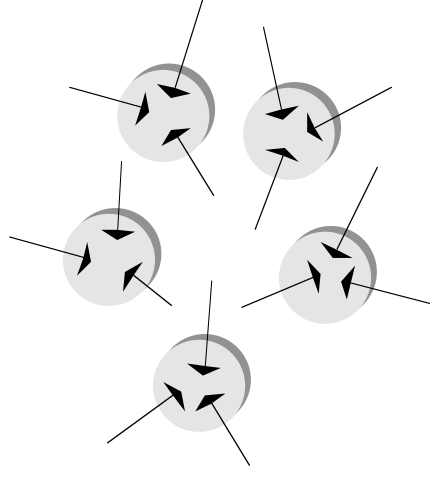
**Standard 3.4.16**

**Outside Gathering Areas**

There should be exterior spaces that permit social gathering of small groups of students during leisure time. All exterior areas should allow effective supervision.



Provide a central area for gathering of large number of students



Provide small gathering areas

**Policy 3.5 Environment for Education**

School should provide a pleasant environment for students and staff and a positive contribution to the community.

**Standard 3.5.1 Overall Design**  
*Overall design should be pleasing to age group served.*

**Standard 3.5.2 Positive Addition to the Community**  
*Facility should provide an attractive and positive addition to the community.*

**Standard 3.5.3 Materials**  
*Facility materials should provide attractive color and texture.*

**Standard 3.5.4 School Entrance**  
*Entrance of facility should be easily identified.*

**Standard 3.5.5 Sheltered Entrances**  
*Entrances and walkways should provide shelter from sun and inclement weather.*

**Standard 3.5.6 Natural Light**  
*Learning areas should provide natural light.*

**Standard 3.5.7 Operable Windows**  
*Learning areas should have operable windows.*

**Standard 3.5.8 Exterior Noise**  
*Exterior noise should not be a distraction in the classroom.*

**Standard 3.5.9 Color Schemes**

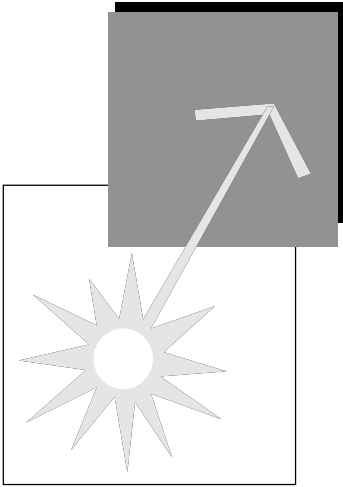
*Color schemes, building materials and decor should provide an impetus to learning.*

**Standard 3.5.10 Furniture and Equipment**

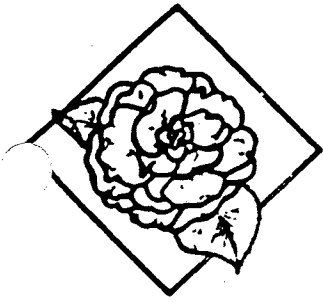
*Furniture and equipment should provide a pleasing atmosphere.*

**Standard 3.5.11 Use of Outdoor for Instructional Purposes**

*Facility and site design allows classrooms to use outdoors for instructional purposes (e.g. outdoor courtyards or patios near classrooms available for use).*



**Maximize Natural Light into Learning Areas**



Sacramento City Unified School District

# Facilities - 2001

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

**Working Papers**

**Facilities Services Division  
Adopted July 8, 1991**





# Facilities - 2001

## A Master Plan for Planning and Managing District Facilities in the Decade 1991 - 2001

### Working Papers

*Facilities Services Division*

Adopted July 8, 1991

---

---

### Contents

<u>Section A--Community Analysis</u>	<u>A-1</u>	<u>Section F--Capacity Analysis</u>	<u>F-1</u>
<u>Section B--Demographics</u>	<u>B-1</u>	<u>Section G--Options/Alternatives</u>	<u>G-1</u>
<u>Section C--Educational Program Review</u>	<u>C-1</u>	<u>Section H--Financial Analysis</u>	<u>H-1</u>
<u>Section D--School Design Guidelines</u>	<u>D-1</u>	<u>Section I--Asset Property Management Program</u>	<u>I-1</u>
<u>Section E--Facilities Conditions</u>	<u>E-1</u>	<u>Section J--Capital Improvement Plan</u>	<u>J-1</u>

---



**ELEMENTS OF THE MASTER PLAN  
MAJOR FINDINGS  
KEY RECOMMENDATIONS  
PROPOSED ACTIONS**

---

**ELEMENTS OF FACILITIES - 2001**

- |                      |                               |
|----------------------|-------------------------------|
| 1. Community         | 6. Facilities Conditions      |
| 2. Demographics      | 7. Options/Alternatives       |
| 3. Program Review    | 8. Financial Analysis         |
| 4. Design Standards  | 9. Property Management (CAMP) |
| 5. Capacity Analysis | 10. Capital Improvement Plan  |
- 

**MAJOR FINDINGS**

1. The community will continue to grow and improve.
  2. The enrollment will increase 27% for a total of 63,000 by 2001.
  3. Changes in the instructional program will impact future facilities.
  4. Design standards need to be updated or developed.
  5. A total of 271 additional classrooms will be needed by 2001.
  6. A qualitative facilities conditions assessment is needed. There is substantial need for increased maintenance and modernization. The Administration Building and Skills Center need to be relocated.
  7. Year-round school is a viable option/alternative.
  8. The district has the bonding capacity to fund certain capital improvements.
  9. The district has no comprehensive asset management plan.
-



---

## KEY RECOMMENDATIONS

1. Additional classrooms will be needed to accommodate community growth.
2. Classrooms will be needed for an additional 13,369 students by 2001. (K-6 = 8,768; 7-8 = 2,155; 9-12 = 2,446)
3. The optimum learning environment should be provided by equal facilities.
4. School Design Guidelines of adequacy and appropriateness are needed.
5. Classroom capacity must be increased by 2001 with 144 elementary, 39 middle school, 69 high school, and 19 special education classrooms.
6. The 35 schools over 30 years old must be modernized. A condition assessment is needed. The Administration Building and Skills Center need to be relocated.
7. Planning for the implementation of year-round school should include input from the Facilities Services Division.
8. State aid applications, collection of developer fees, general obligations bonds, and Mello-Roos financing should be continued or considered.
9. A comprehensive asset management plan should be developed.

---

## PROPOSED ACTIONS

### Develop Liaisons

- City/County Planning
- District Instructional Program

### Monitor

- District Demographics
- District Classroom Capacities

### Develop and Implement

- School Design Guidelines
- District Financial Plan
- Capital Asset Management Plan
- Year-Round School

### Survey

- District Support Service Facilities
  - Facilities Condition Assessment
-

## EXECUTIVE SUMMARY

*Facilities - 2001*, a facilities master plan for the period 1991-2001, has been developed for the Sacramento City Unified School District. This report is a compilation of information, analysis, and recommendations concerning facilities.

The elements of a facility master plan consist of an analysis of the community, an examination of the district's demographics, the educational philosophy, the instructional program, the facilities standards, condition assessment, and classroom capacities, as well as an exploration of the options/alternatives for housing students, a financial analysis and a system for property management. These elements are summarized, and recommendation are made in a final section, Capital Improvement Plan.

### Community

- The diversity of the area's economy assures future population growth.
- Additional classrooms will be needed as a result of both infilling and planned communities such as Delta Shores.

### Demographics

- Enrollment will increase 27% to nearly 63,000 students by 2001.
- The increases can be seen in the following comparison.

	1990-1991 ENROLLMENT	2000-2001 ENROLLMENT	GAIN
K-6	30,958	39,726	8,768
7-8	7,017	9,172	2,155
9-12	11,582	14,028	2,446
Total	49,557	62,926	13,369

### Educational Program

- The development of a culturally inclusive curriculum and the increased used of technology will continue to influence facilities needs and requirements.

## School Design Guidelines

- School facilities standards of adequacy and appropriateness need to be developed and adopted.

## Classroom Capacity

- A total of 271 new classrooms will be needed by the year 2001.
- The needs can be seen in the following:

	1995	2001	TOTAL
Grades K-6	22	122	144
Grades 7-8	4	35	39
Grades 9-12	32	37	69
Special Education	9	10	19
Total Classrooms	67	204	271

- Greatest number of unhoused elementary students by 2001 will occur in Area II (1,739) and Area IV (1,506).
- Greatest number of unhoused middle school students by 2001 will be Will C. Wood (426) and Charles M. Goethe (393).
- The most dramatic number of unhoused high school students by 2001 will occur at Hiram Johnson (1,373).

## Facilities Conditions

- A district-wide facilities conditions assessment is needed.
- Rehabilitation/modernization of the 35 schools over thirty years old needs immediate attention.
- A new Administration Building and a new Skills Center are needed.

## Options/Alternatives

- New construction, portable classrooms, and year-round schools are viable solutions to meeting unhoused students.

## Financial Analysis

- A combination of general obligation bonds, Mello-Roos Facilities Districts, State aid for deferred maintenance and modernization, and developer fees are traditional sources used to finance needed capital improvements.

**Property Management**

- A comprehensive Capital Asset Management Plan is needed to better manage and control district investments.

**Cost of Housing Options** (Select only ONE)

Permanent Classrooms 271 rooms @ \$270,000*	.....	\$73,170,000
Portable Classrooms 271 rooms @ \$51,000	.....	\$13,500,000
Year-Round Education Total Air-Conditioning	.....	\$18,000,000
Total Implementation	.....	<u>1,349,000</u>
		\$19,349,000 . . . . . \$19,349,000

\*Based on Fr. Kenny and Matsuyama construction.

Combination of the above (EXAMPLE ONLY)

Permanent Classrooms

- K-6, 20 room school  
4 @ \$5,000,000 w/o land . . . . . \$20,000,000
- 7-8, 32 room school  
1 @ \$20,000,000 w/o land . . . . . 20,000,000
- 9-12, 60 room school  
1 @ \$40,000,000 w/o land . . . . . 40,000,000

Portable Classrooms

- 36 @ \$51,000 . . . . . 1,836,000

Year-Round Schools

- 17 room school  
3 @ \$269,000 (A/C, Imp.) . . . . . 807,000
- \$82,643,000 . . . . . \$82,643,000

**Rehabilitation/Modernization**

35 schools @ \$1,000,000 . . . . . \$35,000,000

**Condition Assessment**

6,000,000 sq. ft. @ \$.04 - \$.06 . . . . . \$300,000

**Relocation Administration Building/Skills Center** . . . . . \$13,500,000

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT**

**Board of Education**

Louise Perez, President  
Bill Camp, Vice President  
Jo Ann Yee, 2nd Vice President  
Nancy Findeisen  
Michelle Masoner  
Ida Russell  
Mary Wimberly  
Bayliss Camp (Student)

**Administration**

Rudolph F. Crew, Superintendent  
Charles K. Miura, Deputy Superintendent  
Instruction/Support Services  
Lyle E. Eickert, Deputy Superintendent  
Business Services

**Facilities Services Division**

Ray Rodriguez, Administrator  
Colin Croas, Director  
Asbestos Control & Industrial Hygiene Branch  
Keith Gosling, Engineer, Building Program Branch  
Richard Niday, Supervisor, Maintenance Branch  
Tom Medellin, Supervisor, Operations Branch  
Jay Kenagy, School Facilities Planner

**Non-Discrimination**

"The Sacramento City Unified School District is committed in all of its activities, policies, programs, and procedures to provide equal opportunity for all to avoid discrimination against any person regardless of race, sex, religion, color, national origin, disability, marital status, or age."

# TABLE OF CONTENTS

	<u>Page</u>
Acknowledgements . . . . .	i
Foreword . . . . .	ii
Preface . . . . .	iii
Introduction -- "Where Are We Now? . . . . .	1
Section A -- Community Analysis . . . . .	A-1
Section B -- Demographics . . . . .	B-1
Section C -- Educational Program Review . . . . .	C-1
Section D -- School Design Guidelines . . . . .	D-1
Section E -- Facilities Conditions . . . . .	E-1
Section F -- Capacity Analysis . . . . .	F-1
Section G -- Options/Alternatives . . . . .	G-1
Section H -- Financial Analysis . . . . .	H-1
Section I -- Asset Property Management Program . . . . .	I-1
Section J -- Capital Improvement Plan . . . . .	J-1

# INDEX TO APPENDIX I

## I. APPENDIX

- A - Student Yield Factors/Neighborhood Change Cycles
- B - Summary of Findings of Facilities Review - 1985
- C - Ten Year Enrollment Projections - May, 1991
- D - Sacramento County General Plan - Section IV
- E - Special Site Problems/Options

## II. TABLES

- I - District-wide Projected Enrollment by Year (1990-1991 to 2000-2001)
- II - Total Elementary Enrollment Projections by Year (1990-1991 to 2000-2001)
- III - Total Middle School Enrollment Projections by Year (1990-1991 to 2000-2001)
- IV - Total High School Enrollment Projections by Year (1990-1991 to 2000-2001)
- V - Projected Enrollment of Elementary Schools by Year (1990-1991 to 2000-2001)
- VI - Projected Enrollment of Middle Schools by Year (1990-1991 to 2000-2001)
- VII - Projected Enrollment of High Schools by Year (1990-1991 to 2000-2001)
- VIII - A Area I Elementary School Enrollment Projections Changes (1990-1991 to 2000—2001)
  - B Area II Elementary School Enrollment Projections Changes (1990-1991 to 2000-2001)
  - C Area III Elementary School Enrollment Projections Changes (1990-1991 to 2000-2001)
  - D Area IV Elementary School Enrollment Projections Changes (1990-1991 to 2000-2001)
  - E Area V Elementary School Enrollment Projections Changes (1990-1991 to 2000-2001)
- IX - Middle School Enrollment Projections Changes (1990-1991 to 2000-2001)
- X - High School Enrollment Projections Changes (1990-1991 to 2000-2001)
- XV through XVII - see Section F - Capacity Analysis
- XVIII - Assessed Evaluation: 1947-1948 to 1969-1970
- XIX - Potential Enrollment From Delta Shores
- XX - Sacramento Area Council of Governments Growth Projections

## **INDEX TO APPENDIX II**

Index available at the Facilities Services Division office.

- I. A Capital Asset Management Program**  
A Systematic Approach
- II. Recommendations for Long-Range Facilities Planning - 1989**  
District Master Plan Facilities Advisory Committee
- III. A.B.87 - Year-Round School Grant Program**
- IV. School Accountability Report**  
Elementary, Middle School, High School sample
- V. Building Facilities Short and Long-Range Plan - 1985**  
Index (only)
- VI. Interim Master Plan for Facilities Utilization - 1986-87**
- VII. Facility Survey Report - 1986**  
Summary of Findings
- VIII. Delta Shores Village:**  
Draft Environmental Impact Report - 1983  
Project Description/Location  
Development Potential in the Airport-Meadowview Community - 1991
- IX. Cost of New Facilities Per Pupil - 1990**  
School Facility Fee Justification Report



## ACKNOWLEDGEMENTS

This report was prepared through the generous cooperation and assistance of many persons in the district and community. In addition, the report reflects information obtained from other agencies in California and elsewhere. Facilities, construction, maintenance, operations and risk management personnel throughout California have been engaged in a deliberate program to improve school facilities and this report reflects that thrust. We express our appreciation to all those who have contributed to the advancement of these programs.

Three earlier studies have been used as the foundation of this study. The three reports were Building Facilities - Short and Long-Range Plan - 1985, Interim Master Plans for Facilities Utilization - 1987, and Long-Range Facilities Planning (District Master Plan Advisory Committee) - 1989. A special thanks is expressed to all of those people who contributed to these reports.

A special thanks is given to the Sacramento Metropolitan Chamber of Commerce and the Sacramento Association of Realtors; the Sacramento Area Council of Governments; Ernest Lehr of Educational Environments; Arthur Thayer and Associates; Rob Corley, Consultant; SCUSD Research and Evaluation Office, John Schneider; Word Processing Section, Joyce Garcia and Susie Yoshizuka; and Facilities Services Division, Jo Ann Sulli.

Appreciation is expressed to the Area Superintendents, Alicia Meza, Jacki Cottingim, Verna Cole, William Ellerbee, and Robert Parker; Members of the Superintendent's Executive Staff, Nancy Law, Garner Mihata, Clyde Kidd, and Charles Miura.

## **FOREWORD**

During this decade, the district enrollment will increase to the highest level in its history. New schools and classrooms must be provided. Many of the district's facilities have reached the stage where modernization and extensive maintenance are essential. Requirements for educational programs are changing and impacting facilities. The condition of facilities does have a significant impact on the performance of students and staff.

Now is the time to reflect on our total school housing condition and needs. This report provides background information about our community and schools. It also describes a new approach to management of our capital assets.

I urge that you study this report and give your support to providing adequate, well-maintained, and modern schools and support facilities.

The condition of our schools affects the well being of our children and staff; our schools are a constant, visible evidence of pride in our community.

Rudolph F. Crew  
Superintendent

## PREFACE

Management of land, buildings, and equipment is generally called school facilities planning, and it is an important function of every school district. Facilities planning anticipates future trends and manages facilities to best support the educational programs. Generally, school facilities planning has concentrated on planning for increased enrollment. Maintenance, operations, and other facilities considerations have usually been separate concerns and programs. It is clear that substantial investments in new schools and in modernization and maintenance of older schools must be coordinated and viewed from a long-term perspective. The schools built today will be here for decades.

This report is intended to be a comprehensive review and planning document to assist the board, administration and staff in improving the conditions and management procedures for the long term. It includes historical information as well as current information, projections, options, and alternatives.

The district faces increasing enrollment and need for more schools, classrooms, and support space. There are extensive maintenance needs; operations programs can be improved. Increased cost for utilities is expected. Older schools must be modernized or perhaps even replaced by new facilities. New educational programs, requirements and technologies affect facilities management and planning. The investment in capital assets is substantial; substantial additional funds and resources are needed.

There are several significant questions: What facilities are needed and where should they be located? What options are available? What schools should be modernized and what is the cost? What is the condition of the building sub-systems?

Monies to be committed to respond to these questions will affect the education of thousands of children for years to come. This report is prepared to assist in the decision making process now and for the future.

# INTRODUCTION

A brief overview of the district in terms of present enrollment, present facilities, and educational program.

The Sacramento City Unified School District occupies 67 square miles in the western portion of Sacramento County. Bordered by the Sacramento River on the west, the district extends south and east from the Old City. Four-fifths of the district falls within the corporate limits of the City of Sacramento with the remaining one-fifth in the County of Sacramento. The district is affected by the planning decisions of both the City and the County.

Enrollment in the district reached a figure over 53,000 in 1969, following a period of population growth and the annexation of several small surrounding school districts. Enrollment declined between 1969 and 1979, when it reached a low of 39,300. Since 1979, there has been a steady increase in enrollment each succeeding year. The total enrollment reported as of the second school month ending October 26, 1990, was 49,557. This total was reported as follows:

Kindergarten . . . . .	4,521
Grades 1 - 3 . . . . .	13,691
Grades 4 - 6 . . . . .	11,947
Special Education K-6 . . . . .	799
Total Kindergarten - 6 . . . . .	30,958
Grades 7 - 8 . . . . .	6,704
Opportunity Program . . . . .	81
Special Education 7-8 . . . . .	232
Total Grades 7 - 8 . . . . .	7,017
Grades 9 - 12 . . . . .	10,789
Continuation Program . . . . .	361
Special Education 9 - 12 . . . . .	432
Total Grades 9 - 12 . . . . .	11,582
Total District . . . . .	49,557

The current instructional programs and support services are housed in a wide variety of facilities situated on varying sizes of sites. There are 56 kindergarten through grade 6 elementary schools, one kindergarten through grade 7 elementary school, one grade 4 - 8 elementary school, one grade 6 - 8 middle school, seven grade 7 - 8 middle schools, five grade 9 - 12 high schools, two continuation high schools, four centers for adult education and six administrative and support facilities.

Two additional elementary schools, Fr. Keith B. Kenny and Matsuyama, are to be built and ready for occupancy in September, 1992, and September, 1993, respectively.

Like many school districts in California, the district's school and support facilities represent a wide range of types of buildings built over several decades which are now in varying condition. At least 26 schools are over 30 years old and require substantial support which impacts the district's limited maintenance and operation resources. The questions to be asked are: What facilities will be needed to match an increased enrollment? Where will new facilities be needed? To what degree do many of the older existing facilities need to be replaced or renovated?

The district has established a varied and complex educational program. A comprehensive core curriculum program is offered at the elementary, middle and high school level. The kindergarten through sixth grade schools offer the first connections children make with formal learning and lay the foundation upon which their education will be built. The instructional program is geared to address students' ethnic diversity, as well as linguistic and economic backgrounds. Students not only learn basic skills but also concepts and thinking skills through English-language arts, mathematics, history, physical education, science, social science, music and art instruction. In addition, students develop respect for work, an appreciation for cultural heritage, a sense of responsibility for themselves and others, and a recognition of a functioning and fluid democracy.

The middle school philosophy is to build on the elementary experience; to provide a strong foundation in literature, writing, history, geography, science, and the arts; to assist the

student in developing critical thinking and problem-solving skills, character education, and ethical values. The focus of the middle school is the academic development in mathematics, science, reading and writing skills in all subject areas. Other essential elements are study skills and use of the library, technology, leadership opportunities, comprehensive guidance programs, opportunity programs, exploratory electives, sports and related activities.

The high schools are comprehensive in that they provide education experiences to meet the needs of all boys and girls of high-school age. These schools seek to give students who plan to continue their education in colleges and universities a sound academic foundation. Students who expect to terminate their education upon leaving high schools have an opportunity to develop vocational skills. All students receive a broad, general education. Among the goals of the high school, is the development of good character and good citizenship.

In addition to these comprehensive core programs, there is a variety of magnet/alternative programs throughout the district. It is important to note that while these programs emphasize educational options, they are also important factors in the district's effort to provide an excellent, equal, and integrated educational opportunity.

**Elementary / Magnet / Alternative Programs (K-8)**

GATE . . . . .	Edward Kemble, Isador Cohen, Peter Burnett, Phoebe Hearst, Sutterville
Basic Education . . . . .	Camellia, John Sloat, Phoebe Hearst
Literary Arts Academy . . . . .	Abraham Lincoln
Literary Arts Academy Through Technology . . . . .	Jedediah Smith
Math/Science Magnet . . . . .	Hubert Bancroft, John Bidwell
Interdisciplinary Arts/Sciences . . . . .	Leonardo da Vinci (K-7)
Visual/Performing Arts . . . . .	John Still (4-8)
University/School Partnership . . . . .	Mark Hopkins

**Middle / Magnet / Alternative Programs (7-8)**

Every Student An Author . . . . .	Albert Einstein
Math/Science Technology . . . . .	Charles Goethe
Basic Education . . . . .	Fern Bacon
GATE . . . . .	Sutter

**High / Magnet / Alternative Programs (9-12)**

Humanities/International Studies . . . . .	C. K. McClatchy
Corporate Academy . . . . .	Hiram Johnson
School of Business/Technology/Management . . . . .	Hiram Johnson - West
Teacher Education/Preparation . . . . .	Hiram Johnson - West
Academy of Math/Science/Engineering . . . . .	Luther Burbank
Visual/Performing Arts . . . . .	Sacramento
Junior Air Force ROTC . . . . .	C. K. McClatchy, Hiram Johnson
Junior Marine Corps ROTC . . . . .	John F. Kennedy
Junior Navy ROTC . . . . .	Luther Burbank
Law Enforcement/Community Service . . . . .	John F. Kennedy

The question to be asked is what impact will these magnet/alternative programs have in the future. Will there be any implications for facilities if these specialized programs escalate or change in the coming decade?

Planning for the future is a process not a task subject to a completion date. The future is unpredictable; who would have forecast the events of 1990? What changes are yet to come? By looking at major trends one might better plan for the future. By noting enrollment trends, curriculum trends, and facilities conditions, one establishes a context for thinking about the future. At some point in the process, decisions are made based on the best information and

analysis available. Decisions to construct new schools or do major modernization of older facilities affect district operations for decades to come. This report is a composite of past reports, present information, and estimates for the future. It emphasizes a system which reflects a life-cycle approach to school facilities. This is a dynamic, vital, engaging process always changing and always moving forward to provide the best public education program for the community.





## SECTION A

### COMMUNITY ANALYSIS

The function of a community analysis is to establish the characteristics and trends that will influence the district's capital improvement plan. One way to approach this analysis is to examine the community in terms of land acquisition, growth of population, and growth and status of the community's economy.

## SECTION A

### COMMUNITY ANALYSIS

The City of Sacramento is located near the western edge of the Sacramento metropolitan area, extending eastward from the confluence of the American and Sacramento Rivers to the foothills of the Sierra Nevada Mountains. In addition to the City of Sacramento, the metropolitan area includes the cities of Folsom, Roseville, West Sacramento, as well as the urbanized portion of Sacramento County. The City of Sacramento is also part of a regional planning area including El Dorado, Placer, Sacramento and Yolo Counties.

The City of Sacramento was incorporated in 1849, with a population of 9,078 and an area of 4.5 square miles. The original City area, encompassing what is now known as the Central City, did not expand until 1911 when the City annexed the East Sacramento, Oak Park and Riverside/Land Park neighborhoods. No additional annexations occurred until 1946, when River Park and three smaller areas in East Sacramento were annexed.

From 1946 to 1970, annexation occurred on almost an annual basis. Large annexations occurred in the 1950s and the early 1960s. In 1964, Sacramento and the City of North Sacramento consolidated to add another 6.6 square miles and 16,350 residents to the City of Sacramento. The last large annexation occurred in 1965, when East Folsom Boulevard was added to the City. Smaller annexations or reorganizations continued. The district encompasses 67 square miles.

Sacramento County's population growth rate during the early 1900s was below that of the state. After the 1940s, the County's population began to grow at a faster rate than that of the state. Rapid growth occurred between 1950-1960 due to the expansion of the aerospace industry and the growth of military installations and government services. The City's share of the County population rose from 38.1 percent in 1960, to 40.5 percent in 1970. The 1970s saw the City's population decrease to 35.2 percent as the County's growth outpaced that of the City. Since 1980, however, the City's annual growth rate has exceeded that of the County. In 1985, the

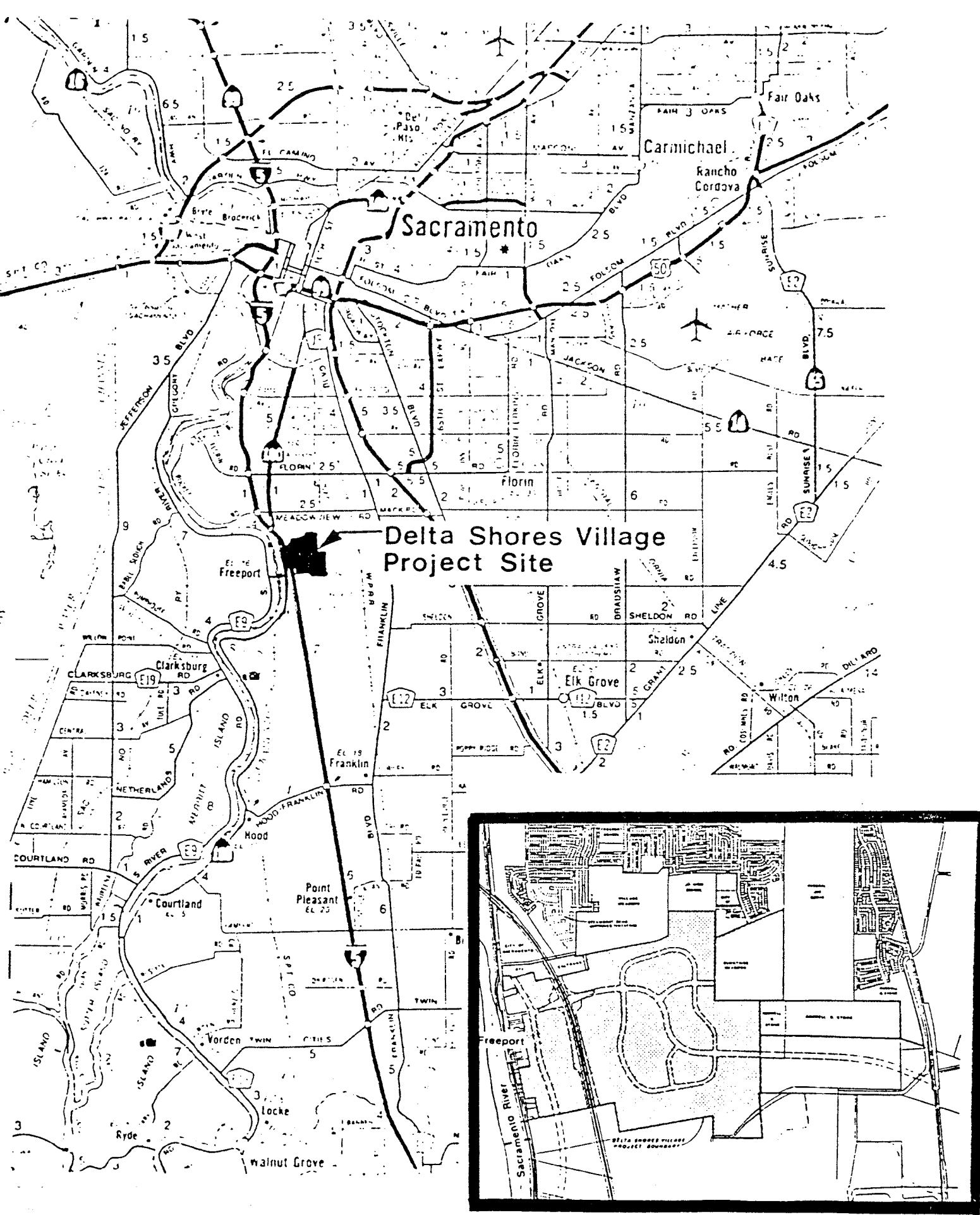
California Department of Finance estimated approximately 1,262,300 people residing in the four County area of El Dorado, Placer, Sacramento and Yolo Counties. An increase of 49 percent to 1,880,600 is projected for this area by the year 2005. A similar 40 percent (437,300) increase is projected for the City of Sacramento by 2005.

In 1989, it was estimated by the Sacramento Area Council of Governments that by the year 2010 over 16,500 new households will be added to the Sacramento City Unified School District. By using the 1990 district-wide yield factors (K-6 = .258, 7-8 = .057, and 9-12 = .096), this increase could result in an additional 4,257 elementary-aged pupils, 940 middle school students and 1,584 high school students. Please see Table XX in the Appendix.

During the past 25 years, the area has experienced rapid population growth occurring mainly in the suburban areas lying between Interstate 80 and the Highway 50 corridors. The growth has been fueled by the general rise in inland economic activity due to lower land, labor and housing costs compared to coastal urban areas.

Future construction in the City will occur within the existing developed areas and in the planned, new growth communities. Construction infill will occur in developed areas and will result in a general increase in densities. The Sacramento Housing and Redevelopment Agency has designated Redevelopment and Conservation areas for both residential and commercial revitalization. New growth is planned in the communities of North Natomas, North Sacramento, South Natomas, the Southern Pacific Railroad site, South Sacramento, Airport-Meadowview, and East Broadway. However, only the Airport-Meadowview, Southern Pacific Railroad site, and East Broadway communities are within the Sacramento City Unified School District boundaries.

The potential growth of the Airport-Meadowview community is mostly associated with the residential infill and the Delta Shores Project. A total of 1,100 housing units can be accommodated in this area on sites/areas designated for infill development. It has been estimated that as many as 7,000 residential units could be constructed in the Delta Shores



Delta Shores Development in the Airport-Meadowview Community

development by the year 2010. Delta Shores is a 700 acre development designed as a master-planned development integrating residential, commercial, office and research-oriented uses.

The East Broadway community is one of Sacramento City's manufacturing and warehouse districts. Increased development opportunities will be realized with the completion of the Light Rail Transit along Folsom Boulevard. An infill of possibly 2,300 housing units could eventually be realized in this area over the next 20 years.

To plan for growth and to manage quality of life elements for the City and County of Sacramento, each agency has developed general plans. These plans not only refer directly to public education but to other areas such as transportation. Participation in the development and amendment to general and specific plans is an activity which should receive continuing attention by district staff. Items from the general plans are included below for reference and discussion.

The General Plan for the City of Sacramento includes many policy statements regarding growth, land use, housing, as well as public facilities and services. The City's role in school planning involves reserving school sites in developing areas, and coordinating and cooperating with school districts in helping to provide school facilities. Currently, the City coordinates efforts for the joint use of park facilities and recreational programs immediately adjacent to existing and planned school sites.

The process of reserving school sites within the City usually takes place with approval of new community plans and during subdivision review of individual development projects. Presently, the City is using the following criteria:

- K - 6 . . . . . 8 acres  
6 acres if adjacent to City Park
- 7 - 8 . . . . . 20 acres
- 9 - 12 . . . . . 40 acres

The City also requires schools to be located in areas that are safely and conveniently accessible, free from heavy traffic, excessive noise, and incompatible land uses. The City

attempts to get the school districts involved at the beginning of the planning process in order to ensure that school facilities will be provided as development occurs in the City. The City can then ensure that needed schools are properly located and sites reserved according to minimum size standards.

To assist school districts in providing quality education facilities, the City of Sacramento has adopted the following General Plan policies for education:

Policy 1 - Assist school districts with school financing plans and methods to provide permanent schools in existing and newly developing areas of the City.

Policy 2 - Involve school districts in the early stages of the land use planning process for the future growth of the City.

Policy 3 - Designate school sites on the General Plan and applicable specific plans of the City to accommodate school district needs.

Policy 4 - Continue to explore ways of utilizing existing school facilities for non-school related and child care activities.

Policy 5 - Continue to assist in reserving school sites based on each district's criteria and upon the City's additional locational criteria as follows:

Locate elementary schools on sites that are safely and conveniently accessible, and free from heavy traffic, excessive noise and incompatible uses.

Locate schools beyond the elementary level adjacent to major streets. Streets that serve as existing or planned transit corridors should be considered priority locations.

Locate all school sites centrally with respect to their planned attendance areas.

The County's General Plan also refers to schools, as is evident in the following statement: School financing fees shall be a condition of project approval unless the local school district verifies that adequate school facilities exist. The conservation element of the general plan has a goal of utilizing water resources with maximum feasible conservation and reuse. Installation of water meters is recommended. Trees are to be preserved and protected. An ordinance requiring **xeriscaping** can be anticipated. The transportation element of the plan emphasizes regional planning and coordination with all affected agencies and jurisdictions. Finally, the transportation element notes that, "*No planning document can be prepared with perfect knowledge about future conditions.*"

(Please see Appendix I-E for the February, 1991, draft of the Sacramento County General Plan Public Facilities Element, Section IV, Public School Facilities.)

The City of Sacramento is the regional employment and trade center for over a million people in the four County area of El Dorado, Placer, Sacramento and Yolo Counties. Nearly one-third of this region's and one-half of the Sacramento County's labor force work within the City of Sacramento.

Early Sacramento has been described as a three-industry town--state government and the railroad for permanent employment and the local fruit or vegetable canneries for temporary, seasonal jobs. By 1980, however, the trade and services provided 40 percent of all jobs in the County, and government accounted for another 33 percent with the largest manufacturing activity (food processing) ranked next at 13 percent. Today, governmental employment still dominates but at a 29 percent level. The service sector is second with 22 percent of the jobs with retail trades close in third place with 20 percent. Manufacturing claims a 7.5 percent share of all the area jobs. During the 1980s period, the unemployment rate fell from 8.1 percent in 1985 to 5.4 percent in 1989.

The California Employment Development Department predicts for the 1985-1995 period that Sacramento's greatest proportional job expansion will be in finance, insurance and real estate with a 20 to 50 percent growth. In the same time frame, construction, transportation,



communications and utilities will grow between 20 to 40 percent. The picture is encouraging in many other sectors. While many jobs have been lost in the food processing industry, those firms that remain in the area are prospering. In communications, Sacramento ranks 21st out of 212 largest television markets, and 31st out of 216 national radio markets. It also supports two daily newspapers and three telephone companies. Many well-known, high-tech industries are represented in the area with several dozen firms producing a wide variety of software packages. By 1988, the volume of residential construction had tripled the 1980 amount and there were corresponding gains in the square feet of office, industrial and retail space. Sacramento continues to be served by 14 locally based banks, savings and loan companies, credit unions, as well as the world's largest public pension fund. Of the 59,400 government jobs, 29,200 are federally employed mainly at the two Air Force bases and the Army Depot.

A similar examination of Greater Sacramento's significant economic sectors of manufacturing, retail sales, real estate, tourism and transportation, reveals the region and the City in particular as possessing a growing, diverse, strong economy.

## **Findings**

*From this very brief survey, two major trends and assumptions emerge.*

- *While some areas in the four County region will grow at a greater rate than other areas, it may be assumed that the projected infilling and proposed planned communities within the Sacramento City Unified School District will require additional school housing in the next ten years.*
- *While the local four County region may experience changes or shifts in the economy, it may be assumed that the economy of the area is diversified to the extent that the future population growth is assured for the next ten years.*

Assuming that these are correct assumptions, what are the specific implications for the Sacramento City Unified School District in the decade ahead?

## SECTION B

### DEMOGRAPHICS

The purpose of the demographic study is to provide a forecast of the student enrollment by year, grade level and location within the district. This demographic study consists of a ten-year enrollment projection (1990-1991 to 2000-2001) based on the State Department of Finance Data reported by district, grade segment, individual school and high school area. Please see Appendix I-C for an explanation of the current district demographics in greater detail.

## SECTION B DEMOGRAPHICS

Enrollment in California Public School Districts is expected to increase by approximately 230,000 students each year during the period from 1990 to 1995. According to the California State Department of Finance Demographic Research Center, the million student increase in enrollment during the 1980s will double in the 1990s. This department also projected a ten year increase in the K-12 public school enrollment in Sacramento County of 84,593 students from an enrollment in 1989-90 of 167,996 to 252,589 in 1999-2000. The Center for Policy Analysis for California Education has calculated that the growth in school enrollment in the 1990-1999 period will require 46,000 more teachers and classrooms, 2,100 new school buildings and that tens of billions of dollars will be needed to pay for classroom construction.

The Sacramento City Unified School District can be expected to experience the same trend in the next ten years. According to information supplied by the district Research and Evaluation Office (May 23, 1991), the 1990-1991 Second Month Enrollment of 49,557 students will grow to 62,926 students by the school year 2000-2001. In terms of projected enrollment by grade segment, this growth will occur as follows:

	SECOND MONTH 1990-1991	ENROLLMENT 2000-2001	GAIN
Grades K-6	30,958	39,726	8,768
Grades 7-8	7,017	9,172	2,155
Grades 9-12	11,582	14,028	2,446
Totals	49,557	62,926	13,369

Ten-year district and grade segment projections may be found in Tables I through IV which may be found in Appendix I.

An important consideration in facilities planning is determining geographically where future enrollment growth will occur. The district's high school attendance areas afford one way

to examine. The following map shows the five high school attendance areas with the additional number of students that are projected for each high school by the year 2000. (See Map B-1.) Similarly, Map B-2 shows the expected ten-year projected enrollment growth at each middle school. Map B-3 shows the same projected growth for all elementary schools within the high school attendance areas. More detailed information for each individual school may be found in Tables V through X located in the Appendix.

**Airport-Meadowview Community**

As mentioned in the section on Community Analysis, the Delta Shores development is an area of great potential growth. As of February 1991, the City of Sacramento Planning and Development Department has estimated of the development potential of Delta Shores to be a population of 15,878 by the year 2010. Since Delta Shores is a planned community, it can be assumed that the infrastructure costs including schools will be financed by the development, probably through a Mello-Roos arrangement. Because several key items of information are not yet available concerning this project, it is difficult to project public school needs. However, based on a student yield study of the area by Rob Corley (March, 1991), Delta Shores could yield as many as 3,508 students by 2010. The chart below shows a general grade level distribution, and Table XIX in the Appendix provides greater detail.

**Potential Enrollment From Delta Shores Using .65/.25 Student Yield for 1995, 2000, 2005, and 2010**

	<b>K-6</b>	<b>7-8</b>	<b>9-12</b>	<b>TOTAL</b>
<b>YIELD FACTOR SF/MF</b>	<b>.45 / .17</b>	<b>.08 / .03</b>	<b>.12 / .05</b>	<b>.65 / .25</b>
<b>1995</b>	<b>605</b>	<b>107</b>	<b>164</b>	<b>877</b>
<b>2000</b>	<b>1,210</b>	<b>215</b>	<b>329</b>	<b>1,754</b>
<b>2005</b>	<b>1,815</b>	<b>322</b>	<b>493</b>	<b>2,631</b>
<b>2010</b>	<b>2,421</b>	<b>430</b>	<b>658</b>	<b>3,508</b>

JGHS SCHOOLS  
1990-91

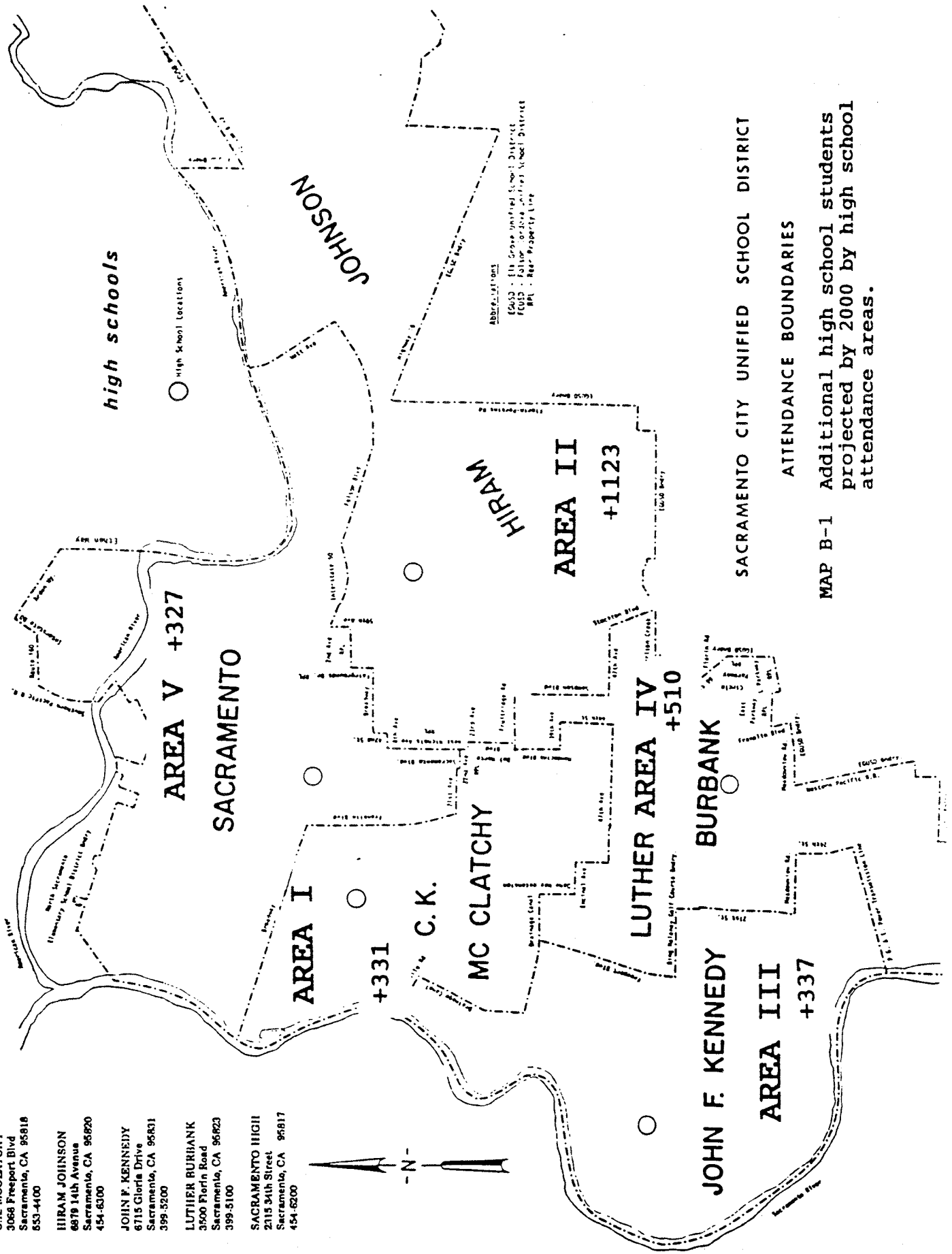
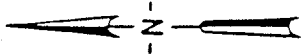
C.K. MCCLATCHY  
3068 Freepart Blvd  
Sacramento, CA 95818  
653-4400

HIRAM JOHNSON  
6879 14th Avenue  
Sacramento, CA 95820  
454-6300

JOHN F. KENNEDY  
8715 Gloria Drive  
Sacramento, CA 95831  
399-5200

LUTHER BURBANK  
3500 Florin Road  
Sacramento, CA 95823  
399-5100

SACRAMENTO HIGH  
2115 34th Street  
Sacramento, CA 95817  
454-6200



JOHN F. KENNEDY

AREA III

+337

BURBANK

LUTHER AREA IV

+510

MC CLATCHY

+331

C. K.

AREA II

+1123

HIRAM

AREA V

SACRAMENTO

+327

high schools

○ High School Locations

Abbreviations  
EUSD - Elk Grove Unified School District  
FUSD - Folsom Unified School District  
HPI - Hill Property Line

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

ATTENDANCE BOUNDARIES

MAP B-1 Additional high school students projected by 2000 by high school attendance areas.

**MIDDLE SCHOOLS  
1990-91**

Albert Einstein  
2325 Alvarado Drive  
Sacramento, CA 95826  
334-6450

California  
1600 Vallejo Way  
Sacramento, CA 95818  
333-4350

Charles M. Goethe  
2250 Faith Avenue  
Sacramento, CA 95822  
399-5400

Fern Bacon Basic  
2140 Cundy Avenue  
Sacramento, CA 95823  
399-3000

John Still  
2250 John Still Drive  
Sacramento, CA 95832  
399-5375

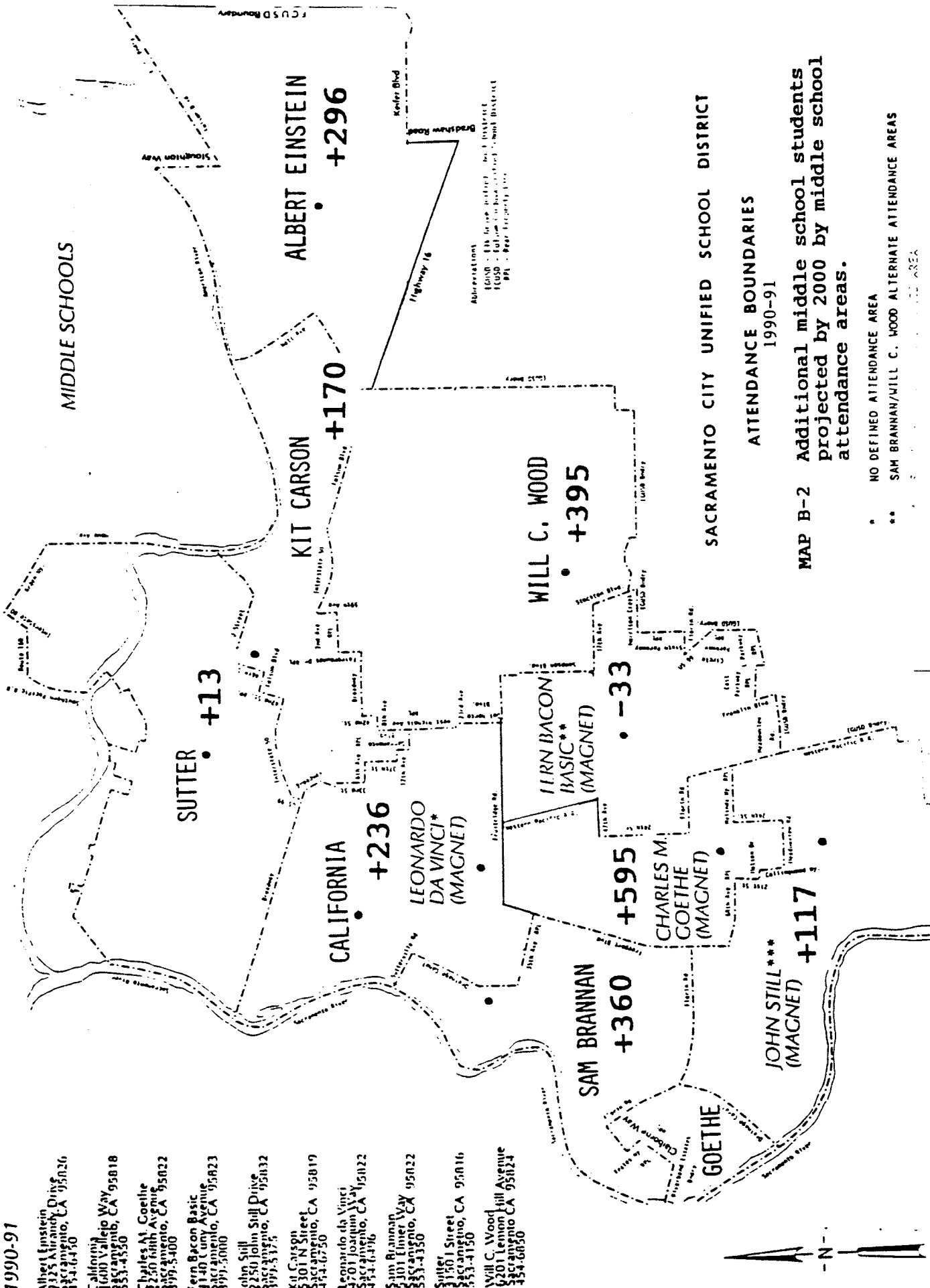
Kit Carson  
3301 N Street  
Sacramento, CA 95819  
454-6750

Leonardo da Vinci  
500 Joaquin Way  
Sacramento, CA 95822  
454-4476

Sam Brannan  
2301 Elmer Way  
Sacramento, CA 95822  
333-4350

Sutter  
3180 J Street  
Sacramento, CA 95816  
333-4150

Will C. Wood  
6201 Lennon Hill Avenue  
Sacramento CA 95824  
334-6850

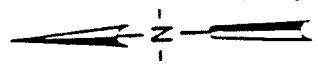


Abbreviations:  
 (MAGNET) - Magnet District  
 (BASIC) - Basic District  
 (MAGNET) - Magnet District  
 (MAGNET) - Magnet District

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT**  
**ATTENDANCE BOUNDARIES**  
 1990-91

**MAP B-2 Additional middle school students projected by 2000 by middle school attendance areas.**

- \* NO DEFINED ATTENDANCE AREA
- \*\* SAM BRANNAN/WILL C. WOOD ALTERNATE ATTENDANCE AREAS
- \*\*\* UNDEFINED AREA





A second aspect of school demographics is the study of minority population projections. The total elementary enrollment is projected at over 70 percent minority by 2000-2001. A similar minority enrollment level of 71.4 percent in 2000-2001 is projected for the middle schools. The total high school minority enrollment is projected at 71.5 percent by 2000-2001. Detailed information concerning minority enrollment is available at the district Research and Evaluation Office.

Special education projected enrollment is 219 additional students. The following chart shows that the additional growth will be at the elementary level.

	<b>1990-1991 ENROLLMENT</b>	<b>2000-2001 ENROLLMENT</b>	<b>TOTAL GAIN</b>
Grades K-6	799	984	185
Grades 7-8	232	260	28
Grades 9-12	432	438	6
<b>Totals</b>	<b>1,463</b>	<b>1,682</b>	<b>219</b>

### **Findings**

- According to current projections (May 23, 1991), district-wide enrollment will increase by twenty-seven percent in the next ten years.
- The K-6 segment will increase twenty-eight percent (8,766 students) by 2001. The grades 7-8 segment will grow by thirty-one percent (2,155 students), and grades 9-12 will increase by twenty-one percent (2,446 students).
- Special education enrollment will grow from 1,463 students this year to 1,682 by the 2001.

### **Recommendations**

- The district needs to plan for the housing of over 13,500 additional students by 2001.





## SECTION C

### EDUCATIONAL PROGRAM REVIEW

The purpose of an educational program review is to establish the impact that the future curriculum may have on school facilities. Most educational program reviews examine a school district's mission statement, goals and programs. These reviews also include board-adopted statements that identify the optimum and maximum class size by grade levels, school site enrollments and site requirements.

## SECTION C

### EDUCATIONAL PROGRAM REVIEW

*"To build an integrated learning community that educates and empowers children and adults to reach their fullest potential and to participate fully in a continuously changing world"*

This is the mission statement of the Sacramento City Unified School District. To prepare students for the reality of life in our community, society, and the world by providing for the education of the total individual, the Board of Education has adopted the following student goals and institutional goals.

#### **Student Goals**

To develop the basic skills of reading, writing, speaking, listening, and computing, and to apply these skills to life situations.

To develop a positive self-image and a sense of worth, self-discipline, a desire to learn, and a feeling of success.

To develop the full potential of each student in relation to his/her ability.

To create an awareness of a wide range of career opportunities and an appreciation and understanding of the contributions of all cultures.

To develop an understanding of the democratic process and the ability to operate effectively as a responsible member of our society.

To encourage an understanding of the past, to identify with the present, and to develop competence to meet the future with flexibility.

To develop habits of physical fitness, health, and safety.

To develop an appreciation of the fine arts.

To develop an interest in a variety of leisure-time activities.

To develop an understanding of and an ability to practice the skills of family living.

To develop a respect for the world's natural resources, and an understanding of the responsible care of the earth and its environment.

To develop an understanding of the physical and natural sciences.

To develop sportsmanship and fair play in all activities.

## **Institutional Goals**

To establish more workable teacher-pupil ratios in all K-12 schools which would be more conducive to learning.

To provide prior to school entry, and as a continuing process, an evaluation program to assist the staff in determining individual problems, needs, and abilities of all students.

To provide a full complement of staff and adequate supplies, materials and equipment according to each school's individual needs.

To establish a learning environment wherein students, teachers, and administrators develop trust, mutual respect, and an understanding of each other through open communication.

To develop procedures for actively seeking and considering student opinion in the learning process.

To develop, with the cooperation of the community, an adequate safety program, that would protect students at school and on their way to and from school.

To insure the existence of an effective system for evaluating and improving the quality of all district personnel.

In September, 1988, the Sacramento City Unified School District adopted a strategic plan to implement the mission statement, student goals and institutional goals, so as to prepare students in the district for the twenty-first century. The plan, call Opportunity 21 -- A Guide to the 21st Century, presented the objectives for the district based on the analysis of future trends and the recommendations from the community. The strategic plan included the following objectives:

### **Student Achievement**

To improve the performance of all students by providing a system of curriculum and instruction which establishes achievement expectancies based upon standards of excellence, supports diversity, develops life preparation skills, and utilizes new technology.

### **Human Resources**

To establish and maintain a positive work environment by promoting employee conductivity, recognition and wellness, opportunities for professional growth and development, cooperative relationships and fairness, and the recruitment, retention and promotion of a diverse, quality staff in a climate of open communication and caring.

**Integrated Education**

To provide integrated education programs which empowers all student to participate fully and effectively as members of a culturally diverse society.

**Organizational Effectiveness**

To increase organizational effectiveness by communicating a clear district mission, promoting employee productivity and participation, and interaction on all levels, and utilizing a strategic planning process which facilitates adoption to a changing world.

**Community Involvement**

To promote community participation which builds understanding and support for the vision and goals of the school district and to establish partnerships throughout the community that support the achievement of district goals.

**Financial Resources**

To establish financial and capital resource management systems which ensure integrity, accountability and efficiency, direct available resources to support strategic goals of the district, and pursue alternative funding sources.

**At-Risk Students**

To retain students from early childhood through adult levels and reduce the drop-out rate by ensuring the maximizing supportive services, unique educational programs, and instructional methodologies by establishing and promoting the belief that all children can learn.

More recently, the Sacramento City Unified School District has begun a process of "Restructuring" through partnerships with certificated staff, classified staff, school board members, parents, students and community representing the demographics and cultural diversity of the City of Sacramento. This "Restructuring" is based on shared decision making process at all levels and at all sties. The results of this "Restructuring" is to reach the district goals of the following:

improving student achievement and developing productive citizens through an empowerment of school sites,

improvement of organizational and individual effectiveness and accountability, and

increased community involvement.

The district has further determined goals in the areas of curriculum, methodology, technology, staff training and utilization, budget and resource allocation, facility use and maintenance, and the partnership with parents, business and community. District and site responsibilities have been determined for each of these goals. These goals and responsibilities are listed on the following pages.

In order to ensure the implementation of the Board of Education goals, a core curriculum has been adopted for all students. At the kindergarten to grade 6 level, students are instructed to speak and write correctly, to read effectively, to understand the basic principles of arithmetic, and to use these skills accurately. Pupils will learn democratic procedures and grow in their knowledge of history and geography. Pupils will learn to solve problems, plans, create, and evaluate their efforts. The school will develop pupils' respect for work, skills in performance, and ability to carry tasks to completion.

Middle school education builds on the elementary experiences of students while providing opportunities to improve personal knowledge. The core curriculum or required courses at grades 7-8 include instruction of the language arts, mathematics including algebra, health and science, and physical education. The middle school program of studies is complemented with a wide variety of electives from such areas as the visual/performing arts, foreign languages, and leadership.

At the high school level, the Board of Education's goals are reflected in district's graduation requirements. A total of 225 credits must be earned by each graduating student. Specific requirements by subject areas are as follows: Consumer Education - 5 credits; English - 40 credits; Fine Arts - 10 credits; Science - 20 credits; Mathematics - 20 credits; Physical Education - 20 credits; Social Science - 20 credits; Electives - 80 credits.

## CURRICULUM - METHODOLOGY - TECHNOLOGY

*To provide a richer core curriculum which is relevant, involves "real-life" learning, reflects goals shared by the community, ensures community, ensures community input, and acknowledges the contributions of both men and women and diverse socioeconomic & ethnic groups.*

<b>District Responsibilities</b>	<b>Site Responsibilities</b>
<p>Bring parents and community members into curriculum development process.</p> <p>Ensure that each student, pre-school through adult education, receives a richer core curriculum and has access to all areas of curriculum.</p> <p>Provide cultural inclusion in curriculum development.</p> <p>Develop shared ideas for:</p> <ul style="list-style-type: none"> <li>- career development</li> <li>- "real-life" learning</li> <li>- vocational education</li> <li>- hands-on relevant activities</li> <li>- multiple intelligences</li> <li>- individualized instruction</li> </ul>	<p>Bring parents and community members into the educational process.</p> <p>Ensure that each student, pre-school through adult education, receives a richer core curriculum and has access to all areas of curriculum.</p> <p>Provide methodologies and understanding of cultural and/or socioeconomic differences.</p> <p>Develop a "richer" core curriculum.</p> <ul style="list-style-type: none"> <li>- teaching to different modalities</li> </ul>

*To change instructional methodologies to meet the needs of changing student populations, these changes must be backed up by adequate time for training and retraining staff (i.e., 20 training days added to the contract year), responsiveness from governing and administrative structures, and communication with and support from parents and the public.*

<b>District Responsibilities</b>	<b>Site Responsibilities</b>
<p>Establish, in cooperation with Board and sites, curriculum goals and district-wide student outcomes and measurements.</p> <p>Develop, support and make available to sites a program of appropriate training activities allowing choice among activities at the site level.</p> <p>Operate as service agencies to school sites.</p> <p>Develop processes to provide flexibility and allow coordination of categorical programs and other contract and legal issues based on school plan.</p>	<p>Develop instructional plan based on district goals and particular student and site needs.</p> <p>Establish, in cooperation with board and district, school-wide student outcomes, over and above district outcomes.</p> <p>Evaluate and analyze student performance in relation to goals and report to district and community.</p> <p>Determine needed changes in instructional methodology and plan cooperatively with district services.</p> <p>Operate as service agencies to their communities, with clear and frequent communication.</p> <p>Assume accountability for operating programs.</p>

*To enable all students to use technology as an integral part of their educational program by acquiring state of the art technology accompanied by staff training on a continuous basis.*

<b>District Responsibilities</b>	<b>Site Responsibilities</b>
<p>Select hardware and software based on identified site needs and uses.</p> <p>Implement and evaluate use of technology.</p> <p>Provide information and technical information and technical assistance regarding hardware, software and staff training based on site needs.</p> <p>Design training programs and support staff development needs according to site plans.</p> <p>Provide central ordering as feasible.</p> <p>Provide central installation and maintenance.</p>	<p>Identify needs and uses of technology.</p> <p>Evaluate technology needs and provide input to district technology plan.</p> <p>Integrate technology to enrich and expand curriculum.</p> <p>Develop and implement a plan to integrate technology into instructional programs.</p> <p>Evaluate use of technology.</p>



## STAFF TRAINING AND UTILIZATION

*To develop a staffing plan by establishing personnel selection procedures, identifying selection criteria, developing classification specifications, and identifying district level and site level responsibilities which include accountability processes.*

<p><b>District Responsibilities</b></p> <p>Establish diverse applicant pool by facilitating opportunities for professional growth of all staff and establishing and maintaining a focused outreach program.</p>	<p><b>Site Responsibilities</b></p> <p>Select and maintain a diverse staff. Establish criteria for selection.</p>
---	---

*To implement staffing options through the improved use of present staff, specialists, experts, paraprofessionals, business people, linguists and other professionals.*

<p><b>District Responsibilities</b></p> <p>Facilitate staffing options.</p>	<p><b>Site Responsibilities</b></p> <p>Plan and implement a variety of staffing options based on an assessment of student needs.</p>
---	--

*To implement a comprehensive staff development program based on a needs assessment of all staff.*

<p><b>District Responsibilities</b></p> <p>Assist sites in the development and implementation of needs assessments. Provide training opportunities for new and continuing staff at the site to address the cultural diversity and unique needs of the student population. Provide training opportunities for all staff in the area of cultural diversity in order to address changing demographics in the district. Facilitate and coordinate staff development. Provide comprehensive training opportunities for staff.</p>	<p><b>Site Responsibilities</b></p> <p>Develop and implement a timely needs assessment process at each site.</p>
--	--

**BUDGET AND RESOURCES ALLOCATION  
FACILITIES USE AND MAINTENANCE**

*To provide a safe, well-maintained, up-to-date physical environment conducive to learning and working.*

<p><b>District Responsibilities</b></p> <p>Establish a process for development of site/program priorities.</p> <p>Create options for meeting school/program facilities and maintenance priorities in a timely manner.</p> <p>Commit to actively support the restructuring process and site based decisions.</p>	<p><b>Site Responsibilities</b></p> <p>Establish facilities/maintenance priorities.</p>
---	---

*To make the most effective and efficient use of available human resources.*

<p><b>District Responsibilities</b></p> <p>Utilize technology for E-mail, student records, administration/business operations, instruction.</p> <p>Identify/create options for "time" (flexible days/longer years) for planning, decision making, evaluation, innovation.</p> <p>Develop comprehensive training and development program (staff and community) that is research based, focuses on skill development for the collaborative environment, supports changing roles and examines cultural/linguistic diversity.</p> <p>Seek funding and negotiate with bargaining units for an extension of the teacher work year to allow for planning and training.</p> <p>Tap community/business resources and expertise, integrating community services and resources with those of the district.</p> <p>Establish PR program for outreach.</p> <p>Develop a plan that encourages innovative utilization of "staff."</p> <p>Establish shared/collaborative decision making process.</p>	<p><b>Site Responsibilities</b></p> <p>Utilize technology.</p> <p>Establish training/professional development plan based on site priorities.</p> <p>Establish local "neighborhood"/community outreach program.</p> <p>Utilize staff "creatively."</p>
---	---

*To provide budget allocations which fully support site/program priorities.*

<b>District Responsibilities</b>	<b>Site Responsibilities</b>
<p>Identify current district budget process.</p> <p>Establish process for identifying site/program/district priorities.</p> <p>Establish timeline for budget development.</p> <p>Establish allocation process with opportunities for input.</p> <p>Establish district budget committee representing all staff, schools and the community.</p> <p>Establish communication process regarding budget timeline, process, allocations.</p> <p>Create system for expanding available funding options (legislative actions, grants, partnerships).</p> <p>Conduct ongoing evaluation of effectiveness of allocations in meeting site/district priorities.</p>	<p>Select member/representative to district budget committee.</p> <p>Establish site budget process that involves staff and community collaboration.</p>

**PARTNERSHIPS WITH PARENTS  
BUSINESS AND THE COMMUNITY**

*To ensure an opportunity for meaningful understanding, participation and involvement in the educational process for all "parents" (grandparents, stepparents, other adults).*

<p><b>District Responsibilities</b></p> <p>Establish a well-defined and ongoing plan of communication to achieve optimal participation.</p> <p>Organize a district-wide process, such as, a "parent forum" to empower representatives from every school to establish priorities, act on major issues and concerns and encourage parent involvement.</p> <p>Develop a method to review the timeliness and effectiveness of the district and parent involvement process.</p> <p>Establish an "alternative" parenting pool involving mentors, community resources and other parents.</p>	<p><b>Site Responsibilities</b></p> <p>Establish an ongoing communication and understanding of the plan to meet the unique needs of the school site.</p> <p>Designate district "forum" representative(s) for communicating site specific concerns.</p> <p>Establish school site council or parent group to participate in site-based decision making.</p> <p>Develop a method to review the timeliness and effectiveness of the school organization and parent involvement process.</p> <p>Establish creative outreach between all levels of education.</p>
---	---

*To establish partnerships with business and the community to ensure success of students in Sacramento City Unified.*

<p><b>District Responsibilities</b></p> <p>Establish a district partnership office to link the school district with the community.</p> <p>Identify resources needed</p> <p>Identify resources available.</p> <p>Establish a network and philosophy of sharing, while providing equal opportunity for all schools.</p> <p>Coordinate, facilitate, and make training available for partnerships enhancing district objectives.</p> <p>Evaluate overall partnership programs.</p> <p>Communicate, recognize and reward partnership programs and outcomes.</p>	<p><b>Site Responsibilities</b></p> <p>Utilize district partnership office as clearing house.</p> <p>Establish site liaison for partnerships with business and community.</p> <p>Identify partnership needs.</p> <p>Encourage a local network of sharing.</p> <p>Evaluate partnership objectives and results.</p> <p>Communicate, recognize and reward partnership programs and outcomes.</p>
--	---

## **Findings**

These curricular requirements and the instructional methodologies are key items in good facilities planning. In recent discussions with curriculum leaders a number of significant trends affecting the curriculum and instructional methodologies were identified.

- The number, type, and design of all classrooms will continue to be influenced by the greater utilization of computers/technology.
- Future curriculum and instruction designed to meet the needs of all students in the decade ahead will significantly impact the facilities requirements at all levels.
- Classrooms and multimedia centers must be equipped to accommodate the trend towards greater use of technology at an early age.
- Increased space must be devoted to display of student work as well as instructional materials.
- Improved acoustical treatment of stage areas, cafeterias, and multipurpose rooms to accommodate an increased emphasis on oral language.
- Increase space devoted to the specialized curriculum associated with a magnet school or an "open enrollment" secondary program.
- Increased storage space of student and teacher materials to accommodate year-round-education programs.
- Use of specialized "laboratories" for science or mathematics at the elementary level.
- Centralization of all audiovisual, computers, and specialized equipment in one location in each classroom.

## **Recommendations**

As a result of the district's mission statement and philosophy of education, the student and institutional goals, the required program of studies, and the recent instructional trends, the following statements are recommended for adoption by the Sacramento City Unified School District.

- Provide an optimum learning environment for all students through equal educational facilities.
- Provide an optimum school site of 10 acres for elementary, 20 acres for middle and 40 acres for high school campuses.
- Provide an optimum school site enrollment of 500-600 students for elementary; 700-750 students for middle school; and 1500-1800 students for high school.
- Provide a wide variety of classroom settings which accommodate various instructional styles in a conducive educational atmosphere.
- Provide flexibility in design to accommodate changes in the future educational program.
- Provide built-in design to accommodate the latest in educational technological advances.



## **SECTION D**

### **SCHOOL DESIGN GUIDELINES**

**School Design Guidelines are statements that reflect the adequacy and appropriateness of physical facilities for all instructional situations.**



## SECTION D

### SCHOOL DESIGN GUIDELINES

One very traditional way of measuring the adequacy of school facilities is in terms of the square feet per student standard. Most school districts throughout the nation establish their own standards and as a result there are substantial variations in schools with regard to size, space utilization, and quality. Such variations may be seen in a comparison of state-funded building requirements. From the chart below, it is evident that the square foot per student allowances in California State funded school facilities are among the lowest nation-wide.

<b>COMPARISON OF STATE SQUARE FOOT PER STUDENT STANDARD</b>			
California	59	80	92
Delaware	67-76	100-129	108-140
Illinois	62-76	100-120	110-140
Kentucky	70	90	100
Maryland	80-103	110-120	125-140
Massachusetts	115	135	155
New Jersey	85	120	155
New York	85	110	125
Texas	60-100	70-115	90-135
Washington	80	110	120
Wisconsin	97	115	157
Wyoming	100	125	150

A more detailed square foot per pupil allocation in California State funded schools may be seen in the following:

## State Recommended Square Footage Allowances

### Elementary (K and 1st - 6th) State Aid Maximum 59 Square Feet Per Unhoused Pupil

Classrooms . . . . .	32
Small Group Rooms . . . . .	2.5
Library . . . . .	2.5
Multipurpose/Kitchen . . . . .	7
Office . . . . .	3
Exterior Covered Walk/Corridor . . . . .	6
Toilets . . . . .	3
Storage/Custodial/Heater Room . . . . .	3
<b>Total</b>	<b>59 Square Feet Per Pupil (Unhoused)</b>

### Junior High (7th and 8th)

Classrooms (including shops and special rooms such as Art, Science, Homemaking, and Music) . . . . .	37
Small Group Rooms . . . . .	2
Library . . . . .	3
Multipurpose, Type II (Large Group/Resource) . . . . .	3
Multipurpose/Kitchen . . . . .	7
Gym . . . . .	7
Shower/Locker Room . . . . .	4
Office . . . . .	3
Toilets . . . . .	4
Storage/Custodial/Heater Room . . . . .	4
Exterior Covered/Student Locker/Shelter . . . . .	6
<b>Total</b>	<b>80 Square Feet Per Pupil (Unhoused)</b>

### High School (9th - 12th)

Square footage allowable varies, depending on the size of school, to a minimum of 91 square feet per pupil. Some examples:

500 pupils . . . . .	113.0 square feet per pupil
1,000 pupils . . . . .	96.5 square feet per pupil
2,000 pupils . . . . .	91.6 square feet per pupil
3,000 pupils . . . . .	91.4 square feet per pupil

A typical and approximate breakdown at 92 square feet per pupil would be about as follows:

Classroom (including shops and special rooms such as Art, Science, Business, & Homemaking) . . . . .	40
Small Group Rooms . . . . .	2
Library . . . . .	4
Multipurpose, Type II/Large Group/ Resource/Little Theatre . . . . .	3
Multipurpose/Kitchen . . . . .	8
Gym . . . . .	8
Shower/Locker Rooms . . . . .	5
Office/Counsel/Student Activities . . . . .	4
Toilets . . . . .	5
Storage/Custodial/Heater Room . . . . .	5
Exterior Covered/Student Locker/Shelter . . . . .	8
<b>Total</b>	<b>92 Square Feet Per Pupil (Unhoused)</b>

Sacramento City Unified School District is one of approximately 450 school districts that do not participate in the California State Building Program and, therefore, is not subject to these restrictions. Historically, the district schools exceed the State allocations. Most recently, the Fr. Keith B. Kenny Elementary School to be opened in September, 1992, represents approximately five square feet per student above the State standard. Based on the history of the district and current practice, the design standards of adequacy will continue to exceed the State standard.

The second aspect of school design guidelines deals with the standard of appropriateness. These standards are less quantitative and much more qualitative than the adequacy standards. Unlike the adequacy standards, most districts do not develop their own standards but rely on current research to provide such standards. A Guide for School Facilities Appraisal, developed by Harold Hawkins and H. Edward Lilley in 1986, may be considered the best guidelines for the appropriateness standards for districts which have not developed their own.

## **Appraisal Criteria for the School Site (1.00)**

A school site is more than merely a building location. It is an integral part of the school facility and one of the basic tools in the educational process. The planned educational experiences as well as many community functions will be enhanced, or limited, by the adequacy of the school site.

- 1.1 Site is central to and easily accessible to the present and/or future population.
- 1.2 Location is removed from undesirable business, industry and traffic.
- 1.3 Site is large enough to meet educational needs determined by the state/district.
- 1.4 Campus is large enough for future on-site expansion.
- 1.5 Topography is varied enough to provide desired appearance but without steep inclines.
- 1.6 Site is well landscaped.
- 1.7 Site has well drained soil free of erosion.
- 1.8 Campus is suitable for special needs, e.g., nature study, school gardens, restricted play areas, or outdoor learning laboratories.
- 1.9 Pedestrian services include adequate sidewalks with designated crosswalks, curb cuts, and correct slopes.
- 1.10 Sufficient on-site solid surface parking for faculty, staff, students and community is provided.
- 1.11 Playgrounds are removed from streets and parking; intramural athletic areas are removed from streets and parking; and athletic areas are adequate with sufficient parking space.
- 1.12 Elementary playgrounds are well equipped for age levels. Intramural areas are provided for a variety of youth activities as the middle school. Street and parking areas are well designed with solid surfaces at the high school.

## **Appraisal Criteria for Structural/Mechanical Features (2.00)**

Structural and mechanical features are basic to all functions of a school plant. These features determine future maintenance costs, capability of expansion, and feasibility of making changes to meet new requirements in education.

- 2.1 Structure meets or exceeds all barrier free requirements both externally and internally.
- 2.2 Foundations are strong and stable with proper expansion joints.
- 2.3 Exterior/interior walls are free of deterioration.
- 2.4 Roofs are structurally sound, have positive drainage and are weather tight.
- 2.5 Entrances and exits are located so as to permit efficient student traffic flow.
- 2.6 Building "envelope" meets energy use code requirements.
- 2.7 Well maintained ceilings adequately retard sound.
- 2.8 Walls permit sufficient flexibility for a variety of class sizes.
- 2.9 Interior is free of friable asbestos and/or toxic materials.
- 2.10 Electrical service is underground.
- 2.11 Electrical controls are safely protected with disconnect switches easily accessible.
- 2.12 Outside water supply is adequate for normal usage.
- 2.13 Label electric system is not subject to overheating.
- 2.14 Each learning/teaching area has four or more convenient wall outlets.
- 2.15 Well maintained light sources, properly placed, provide adequate lighting.
- 2.16 There is adequate number and placement of properly maintained drinking fountains.
- 2.17 Number and size of restrooms meet or exceed code requirements.
- 2.18 Internal building water supply is adequate with sufficient pressure to meet health and safety needs.
- 2.19 Drainage systems are properly maintained to meet or exceed code requirements.

- 2.20 Fire alarms, smoke detectors, and sprinkler systems are properly maintained and meet or exceed code requirements.
- 2.21 Intercommunication systems consist of a central unit that allows dependable two-way communication between the office and each room.

### **Appraisal Criteria for Plant Maintainability (3.00)**

Local school officials have a responsibility to preserve and protect the physical properties of the district. Buildings should be maintained, as nearly as possible, in their original state. Time, the elements, and normal wear will cause deterioration which can be lessened by effective operational and maintenance procedures.

- 3.1 Windows, doors and walls are of materials and finish requiring minimum maintenance.
- 3.2 Outdoor lighting fixtures, electric outlets, equipment and other fixtures are accessible for repair and replacement.
- 3.3 Classroom floor coverings require a minimum of care.
- 3.4 Ceiling and walls are easily cleaned and resistant to stain.
- 3.5 Built-in equipment is designed and constructed for ease of maintenance.
- 3.6 Floors on restrooms, kitchens, cafeterias, and corridors require a minimum of maintenance.
- 3.7 Wall and ceilings in service areas can be easily cleaned.
- 3.8 Restroom fixtures are wall mounted of quality finish.
- 3.9 Adequate custodial storage space with water and drain is accessible to all areas.
- 3.10 Adequate electric outlets and power are available in every area to permit routine cleaning.

## **Appraisal Criteria for School Building Safety (4.00)**

School districts have no greater responsibility than to provide and maintain school plants in the safest possible condition. Complete safety cannot always be assured, but every effort must be made to achieve and maintain the highest level of safety that is possible. Safety hazards in school buildings may relate to site location, building design, selection of materials or poor operational practice.

- 4.1 Access streets have sufficient signals and sign to permit safe entrance to and exit from school area.
- 4.2 Off-site sidewalks are available for safety of pedestrians.
- 4.3 On-site sidewalks and steps are protected by proper signs and signals.
- 4.4 Vehicular entrances and exits are safe for traffic flow.
- 4.5 Student loading areas are segregated from other vehicular traffic and pedestrian walkways.
- 4.6 Location and types of playground equipment are free from hazard.
- 4.7 The heating unit(s) is located away from students occupied areas in accordance with local building code.
- 4.8 Classroom doors are recessed and open outward.
- 4.9 Exterior doors open outward and are equipped with panic hardware.
- 4.10 Exits are marked with lighted exit signs on separate electrical circuits.
- 4.11 Glass is properly located and protected to prevent accidental student contact--safety glass or wire glass where code requires.
- 4.12 Emergency lighting is provided throughout the building.
- 4.13 Flooring (including ramps) is maintained in a nonslip condition.
- 4.14 Stair risers do not exceed 7-1/2 inches and range in number from 3--16.
- 4.15 Multi-story buildings have at least two stairways.
- 4.16 Fixed projections in the traffic areas do not extend more than 8 inches from the corridor wall.
- 4.17 Traffic areas terminate at an exit or a stairway leading to an egress.

- 4.18 Automatic and manual fire alarm system with a distinctive sound and a flashing light is provided.
- 4.19 There are at least two independent exits to safety from any point in the building.
- 4.20 Stairways and/or exits are of fire-resistant material.
- 4.21 Noncombustible and/or fire-resistant materials are used throughout the structure.
- 4.22 Adequate fire safety equipment is properly located.
- 4.23 Ample space is provided in traffic and protected areas for student safety in the event of natural disasters.

### **Appraisal Criteria for Educational Adequacy (5.00)**

Educational adequacy of the school building reflects the entire appraisal process. Schools exist primarily to serve the educational needs of a community and school district. The adequacy of the facility must be derived from the relationship between program and physical structure. The environment provided by the school building will deter or enhance the instructional program.

- 5.1 Size of academic learning areas meets minimum standard specifications.
- 5.2 Learning areas are located near related educational activities.
- 5.3 Academic learning areas are situated away from noisy areas such as cafeterias and gyms.
- 5.4 Storage for student materials is adequate.
- 5.5 Storage for teacher materials is adequate.
- 5.6 Design of learning areas is compatible with instructional need.
- 5.7 Special learning area(s) meets minimum standards for size.
- 5.8 Gymnasium (or covered P.E. area) serves the elementary program; gymnasium adequately serves the needs of the middle school; and gymnasium, athletic fields and auxiliary facilities adequately serve the needs of the high school program.
- 5.9 Library/Resource/Media Center provides an appropriate and attractive space.



- 5.10 The music program is provided separate storage and sound treated instrumental space.
- 5.11 Prekindergarten and kindergarten programs are in space appropriate for the nature of instruction and age of student.
- 5.12 Appropriate space is provided for small groups and/or individual instruction and remedial programs.
- 5.13 Storage space for student materials in special learning areas is adequate.
- 5.14 Storage space for teacher materials in special learning areas is adequate.
- 5.15 Design of learning areas is compatible with instructional needs.
- 5.16 Chalkboards, fixed projection screen and display areas are easily visible.
- 5.17 Vocational programs are housed in space that meets standards.
- 5.18 Administrative offices provide the personnel with sufficient work space and privacy.
- 5.19 Suitable reception area for students, teachers, and visitors is available.
- 5.20 Ample and conveniently located storage includes secure space for permanent records.
- 5.21 Cafeteria/multipurpose room is attractive with sufficient space for service delivery, storage and food preparation.
- 5.22 Clinic area is near administrative offices and equipped to meet elementary, middle, or high school requirements.
- 5.23 Teacher's lounge and work area provide teachers a place for rest and preparation.
- 5.24 Counselor's office insures privacy and sufficient storage.
- 5.25 Clothing/book storage area are of sufficient size and number to serve student needs.
- 5.26 Book room and general storage space near administrative offices are adequate for books, supplies, and equipment.
- 5.27 Student activity area permits social gathering of students during leisure time.

## **Appraisal Criteria for Environment for Education (6.00)**

Building environment is the sum total of the factors which affect one's feeling about the facility. Does the school look inviting to both children and adults? Is the general appearance conducive to learning? Since the physical environment of a school includes both exterior as well as interior conditions, emphasis should be placed on physical comfort, ease of movement, and aesthetic qualities.

- 6.1 Overall design is aesthetically pleasing to young children (elementary), to the age group served (middle and high school).
- 6.2 Site and building are well landscaped.
- 6.3 Building materials provide attractive color and texture.
- 6.4 Entrances are appealing to students of the age and maturity of the students served.
- 6.5 Entrances and walkways are sheltered from sun and inclement weather.
- 6.6 Interior stairways and ramps have handrails that meet code requirements.
- 6.7 Movement areas permit ease and control of traffic areas.
- 6.8 Areas for students to congregate are suitable to the age group (elementary). Common areas provide ample space for movement and accommodations for sitting, as well as standing (high school).
- 6.9 Large group areas are designed for effective control of young children (elementary). Large group areas are designed for effective student control (high school).
- 6.10 There is provision for year around comfortable temperature throughout the building.
- 6.11 Ventilating system provides adequate circulation of clean air.
- 6.12 Fenestration contributes to a pleasant environment.
- 6.13 Lighting system provides proper intensity, diffusion and distribution of illumination.
- 6.14 Acoustical treatment of ceiling, walls, and floors provides effective sound control.
- 6.15 Exterior noise is not a distraction in the classroom.

- 6.16 Color schemes, building materials and decor provide an impetus to learning.
- 6.17 Furniture and equipment provide a pleasing atmosphere.
- 6.18 Drinking fountains and restrooms facilities are conveniently located.

### **Findings**

The district has in the past and will continue to exceed the State Building Program's recommended square foot per student standard used to determine the school design guideline of adequacy. In addition, school design guidelines of appropriateness have not been developed and adopted by the district.

### **Recommendation**

- School design guidelines of **adequacy** and **appropriateness** should be developed and adopted by the district.

## **SECTION E**

### **FACILITIES CONDITIONS**

The district is responsible for providing and maintaining schools and other facilities. There are many old buildings and some new ones and conditions vary. Policies, procedures, management, and support are essential elements of property ownership.

## SECTION E

### FACILITIES CONDITIONS

It is estimated that the district owns approximately 1,100 acres and that there are about 6,000,000 square feet of buildings. The value of the buildings and grounds is considerable. The replacement cost of buildings at an average cost of \$100 per square foot is approximately \$600 million.

According to accounting records, the total actual investment in sites is \$7,241,888, with an additional cost of \$7,141,950 for site improvements. The cost for construction and capital improvements up to 1989 is \$128,844,767. This is the historical cost. Thus, there is a substantial difference between the historical cost and the replacement cost of the buildings.

A building's service lifetime is the period of years over which the building provides shelter and an environment supportive of the activities that it houses. While buildings can have lifetimes that last for decades or centuries, parts of the building may change many times over that period. Maintenance is necessary to recognize the originally anticipated useful life of the building, but it does not prolong the designed service life nor does it add to the value of the asset. However, lack of maintenance can reduce the value because it can lead to a premature breakdown of equipment and failure of the building's sub-systems, eventually leading to a shortened useful life.

What is the useful life of an elementary school or a portable classroom, or a roof, or an air conditioner? Useful life expectancies have not been established by the district, but it is evident from the deferred maintenance program that buildings and building sub-systems are at or beyond the estimated life cycle. Modernization of facilities to meet program needs and to meet current building codes is also needed. The district has many old buildings which are in stark contrast to the newly constructed facilities. The purpose of a condition assessment is to determine the actual condition of buildings according to certain standards. With this information

it is possible to determine the cost for improvements and whether a facility should be replaced rather than repaired and modernized.

According to national studies, it is recommended that between two to four percent of the replacement cost be allocated to maintenance so as to obtain the full design life of the facility. This percentage would reflect a design life of from 25 to 50 years.

It must be noted that this recommended allocation to maintenance is after all deferred maintenance needs have been met. It also is separate and distinct from minor capital outlay activities which are frequently included in a maintenance budget or at least provided by maintenance if not accounted for as a capital improvement.

To determine the maintenance and modernization needs, a district may conduct a comprehensive facility condition assessment. The purpose of such study is to ascertain maintenance needs for all equipment and building subsystems. It is important that the exact purposes of the survey be determined prior to the conduct of the study. Substantial data may be obtained regarding the facilities, and it must be part of a management system. If information is organized according to a rating scale of one to five, the average of all buildings can not be used for budget planning. Specific unit and cost information is needed.

### Previous Assessments

Sacramento City Unified has had facilities assessment studies done in 1985, 1987, and 1989.

In 1985, a Management Information System (MIS) Steering Committee was formed to plan, develop, and implement a variety of studies. This Steering Committee suggested that a Facilities Review Group be formed to implement and monitor the facilities data acquisition process. This committee was composed of district personnel in Maintenance, Operations and Construction; Building Program; Maintenance and Operations Sections, as well as school secretaries, instructional aides, principals, teachers, and parents.

This Facilities Review Committee selected the survey items, determined the rating scales, planned the implementation procedures, and selected two review teams, one for the elementary and one for secondary schools. Retired principals, retired teachers, and retired maintenance and operations personnel were selected.

The Facilities Review Committees visited each school and, using a scale of one for inadequate to five for superior, rated each site in the following areas: Instructional Space, Environmental Concerns, Support Space, Equipment, Maintenance, and Site Concerns. Each school visitation included an interview with the principal. Results of this survey were reported in the two areas of Learning Environments and Facilities.

The mean score using a range of one to five for all elementary schools was 3.41, better than average. Eight schools, or 15 percent were rated less than adequate, three schools or five percent were rated better than adequate, and 42 schools or 80 percent were in the adequate range.

The mean score for secondary schools was 3.77, slightly better than the mean for the elementary schools. Within this group, the middle schools had a mean of 3.88, and the score for the high schools was 3.66. Four of the middle schools, or 44 percent were ranked better than adequate. One high school and one continuation high school were rated better than adequate.

Additional information and ratings are included in Appendix B.

The 1987 and 1989 surveys updated information from the 1985 condition assessment. The 1989 report indicated that approximately \$140,000,000 was needed to meet facilities needs, as described in that report.

### Current Status

In the fall of 1990, the district began an effort to update information for possible participation in the state school facilities program and to enable the district to submit a plan to the voters to meet some of the facilities needs.

The first step involved an inventory of land. The purpose of this study was to verify site records because there have been agreements regarding parks and other uses, changes in district

needs, and other possibilities which should be checked. Further, by this site analysis it was possible to determine if land might be declared surplus and used a resource to meet building needs. A number of items were noted and specific suggestions are included in the Appendix I-E. The County Assessor's parcel file was examined to obtain a list of all of the district owned property and parcel maps. This information was then compared with information from the accounting office, fixed asset account group, and the risk management files. Finally, information was compared with information on the individual school report cards, as issued in accordance with Proposition 98. As a result of this effort, the district has a parcel data base.

It was not feasible to conduct a detailed condition assessment of facilities so as to provide information for this report. Therefore, historical information and information from the Deferred Maintenance Program have been included and are considered adequate at this moment in time for this report.

It was determined not to conduct a facilities condition survey as a part of the preparation of this report. Historical information and information from the Deferred Maintenance Program were considered sufficient at this time to meet the needs of the report and process.

### Age of Schools

A quick method of appraising the condition of schools is to identify the age of each school. Although there is some agreement about useful life of school facilities, just because a facility is a certain age may not be an indicator of its condition. It is expected that a permanent facility will have a serviceable life of at least 40 years and that a portable classroom will be serviceable for 20 years. The following table indicates that the district has a large number of schools which are between 30 and 39 years old. A few schools are even older.



**SCHOOLS OVER 50 YEARS OLD**

C. K. McClatchy (1936)(1981)  
Fruit Ridge (1937)  
Theodore Judah (1937)

**SCHOOLS BETWEEN 40 AND 49  
YEARS OLD**

Mark Twain (1947)  
Caleb Greenwood (1948)  
Earl Warren (1949)  
Tahoe (1949)  
American Legion (1950)  
John Cabrillo (1950)

**SCHOOLS BETWEEN 30 AND 39  
YEARS OLD**

Ethel Phillips (1951)  
Sutterville (1951)  
Peter Burnett (1951)  
Pacific (1952)  
Maple (1952)  
Ethel I. Baker (1952)  
Jedediah Smith (1953)  
Oak Ridge (1953)  
Elder Creek (1953)  
Clayton B. Wire (1953)  
Parkway (1953)  
Woodbine (1953)  
Johnson-West (1954)  
Phoebe Hearst (1954)  
C. P. Huntington (1956)  
Hollywood Park (1956)  
John Bidwell (1957)  
Bowling Green (1957)  
H. W. Harkness (1957)  
Joseph Bonnheim (1958)  
Newcomer Center (1959)  
Hiram Johnson (1959)  
Alice Birney (1959)  
Sutter Middle (1959)  
Sequoia (1960)  
Freeport (1960)  
Mark Hopkins (1960)



Since the district can be expected to go to the voters for funds for new construction and modernization, another facilities condition assessment should be completed to provide a current picture of all facilities needs. Prior to embarking on this task, it is essential that decisions be made as to the procedure for collecting information and reporting results. For the information to be useful, data must be organized, quantified, and calculated as they are collected. For example, standardized calculations for costs of roofing, painting, and other needs should be used by the specially designated and trained staff who are making the assessment.

It is recommended that the information be prioritized into four categories: critical, necessary, deferrable, and desirable. Urgent work should be accomplished immediately. An example of this would be a leaking gas valve. Work which is critical has a higher priority than that which is necessary. Desirable improvements can be at the option of the district at some time in the future.

It is recommended that the data then be organized according to service level: elementary, middle school, high school, adult school, and support services.

It is recommended that the data also be displayed by geographic area according to the above categories.

It is recommended that the items be classified according to accounting categories so that costs for like items can be aggregated.

Finally, it is recommended that a listing be prepared for each school according to the categories mentioned above. This information will be essential for the voters to understand what the district is proposing and to ensure that the first increment of the action plan is completed as was stated. It is assumed that the total cost to bring the facilities up to a desired standard will far exceed the funds which would be requested in the initial proposal to the voters. Therefore, subsequent proposals will be made and the support of the voters will be determined to a large degree by the evidence that the district has executed the proposed plan as it was presented.

## **Deferred Maintenance**

The State Deferred Maintenance Program reflects needs over a five-year period. These needs are defined as "deferred" in that if there had been sufficient funds, the maintenance would have been accomplished at an earlier date. Projecting maintenance needs as well as needs for capital outlay involves decisions as to life-cycles. For example, carpet may be expected to last 12 years according to usual usage. If a school goes to a year-round schedule or there are other changes from those when the carpet was purchased, a life-cycle change may be required. An example of this might be an inadvertent use of the wrong chemicals during the carpet cleaning process which would shorten the expected life of the materials.

In addition to deferred maintenance needs, the district has regular maintenance needs which include preventive maintenance, emergency maintenance, life-cycle maintenance, and maintenance required by changes in the law or regulations. An analogy using an automobile will illustrate aspects of maintenance. The car is to be lubed, oil changed, filters changed at various time or mileage intervals. This is preventive maintenance. Failure to maintain the oil level could lead to a motor failure which would result in capital outlay to replace the engine. During the time of operation there could be a tire puncture or a fan belt could fail and these would be examples of emergency maintenance. A smog check is an example of maintenance required by law; if a new law is enacted which requires a modification of the vehicle that cost should be accounted for separately from the other classifications of maintenance. Finally, tires, for example, are expected to wear a certain number of miles and then they must be replaced. This is an example of life-cycle maintenance. These are categories of maintenance which should be budgeted and accounted for as separate functions.

Failure to account for separate categories or functions in a maintenance program makes facilities program management a difficult process. For example, if preventive maintenance is accounted for separately, it can easily be determined if the functions have been performed and the degree to which there is performance. Premature failure of major components can be traced to decisions to ignore preventive maintenance needs. Similarly, without accounting information

it is difficult to determine if the components of facilities have lived up to their expected life-cycles.

It is beneficial to account for separate categories or functions in a maintenance program as part of the facilities program management function. The district has a work order system which is automated, but the data are not organized so as to provide information in the format suggested above. It is recommended that the system be adjusted so as to reflect information in the above categories or those which are preferred by the district.

The district has applied for deferred maintenance matching funds from the state. Although the state match was on a dollar-for-dollar basis up to one percent of the general fund budget, the amount of state funds has been declining. The district five-year plan which is the basis for the application indicates planned expenditures of approximately \$1,600,000 each year.

The following chart shows the amount budgeted by the district, state matching funds actually received, and the shortfalls for the period 1981 through 1990:

YEAR	DISTRICT CONTRIBUTION	STATE MATCH	SHORTFALL
1981	\$368,295	\$368,295	\$ 0
1982	543,892	543,892	0
1983	422,449	233,849	188,600
1984	450,000	450,000	0
1985	634,495	634,495	0
1986	722,351	722,351	0
1987	800,000	793,400	6,600
1988	800,000	569,208	230,792
1989	800,000	688,068	111,932
1990	800,000	704,896	95,104

Another way of displaying maintenance costs is to show estimated needs by site as planned in the deferred maintenance Program for the period 1990-1994.

OVER \$200,000	BETWEEN \$150 - 200,000	BETWEEN \$100 - 150,000	BETWEEN \$75 - 100,000
John F. Kennedy Sam Brannan John H. Still Sacramento	Jedediah Smith Hiram Johnson Hiram Johnson-West Charles M. Goethe Luther Burbank Fern Bacon Kit Carson Caleb Greenwood	C. K. McClatchy Collis P. Huntington Ethel Phillips Fruit Ridge Hollywood Park Will C. Wood James Marshall Joseph Bonnheim Alice Birney John D. Sloat Pony Express Bowling Green	California Pacific A. M. Winn Earl Warren Elder Creek Golden Empire Isador Cohen Mark Twain O. W. Erlewine Caroline Wenzel Genevieve Didion John Bidwell John Cabrillo C. B. Wire H. W. Harkness Mark Hopkins Nicholas Susan B. Anthony Woodbine American Legion Hubert H. Bancroft Phoebe Hearst Tahoe Thomas Jefferson

Exact maintenance needs of district facilities can be determined only through a condition assessment conducted by specialists who can quantify and cost out the data.

### Modernization

In addition to deferred maintenance needs, certain schools should be modernized. Although detailed data are not available, it is possible that costs to modernize certain of the older schools would almost equal the cost for new construction. According to state authorities, once the modernization costs approach 75 percent of the replacement cost, it is advisable to proceed with new construction.

The district annexed a number of schools which were built in a spartan fashion. Further, they have very limited electrical systems. The heating system is probably a boiler with radiant heating in the floor. The pipes have deteriorated and replacement is not an alternative. Other major subsystems are in similar states of deterioration.

A detailed condition assessment will be needed to assist in making the determination as to whether to attempt a modernization of a particular school or to replace the facility.

### **Operations Program**

The operations program involves housekeeping functions and groundskeeping. In addition to these costs, the utility costs are usually included in this budget category. Conditions of facilities are also affected by the quality of the operations program.

The school housekeeping function has been delegated to the principals of the schools. This is done in many districts, but there is an obligation on the part of the district to provide training and assistance so that the principals can best perform their responsibilities. These responsibilities are changing. For example, it is mandatory that the supplies used by custodians be clearly and carefully labeled. Storage of these supplies is an important consideration. Also, custodians are now required to have training with regard to the asbestos management plan. In short, as with many other aspects of school management, there are more complications and opportunities to make improvements with the latest supplies and techniques.

It is recommended that there be a study of the custodial functions in conjunction with a condition assessment.

### **Utilities**

A part of the condition assessment must be an evaluation of utilities. A significant factor today and surely one to be more significant in the future is the cost of electricity, natural gas, petroleum products, water, sewage, solid waste removal, and telephone and other electronic communications. The district budgets and expends considerable sums for utilities for facilities and additional amounts for fuel for the pupil transportation program. It is expected that all of these items will increase in price, probably faster than the overall rate of inflation. For example, landfill options are decreasing so there may be extra increases for the more costly alternatives in this industry. Water costs may increase as a method of encouraging waste conservation.

A frequently overlooked utility cost is that of the telephone. Since deregulation, the cost arrangement has changed; new systems and functions have come on-line. Management over the system is essential to control costs. As new programs are introduced and new services provided, school districts are called upon to add more phones and costs increase.

Utility costs will increase as the service schedule increases. A year-round program with more air-conditioning units will increase costs. More child care/preschool programs which use air-conditioning will increase costs as these services are program expansion.

There are many reports which document the importance of maintenance to control utility and system costs. Air conditioning systems, while quite durable, do need preventive maintenance because they will have to work harder and will wear out sooner if they are not cleaned and serviced. A dirty system will run longer in an effort to maintain the environment called for by the thermostat.

Although utilities can be budgeted separately, they are a part of the operations program.

The district has implemented energy conservation measures to some degree. It is clear that additional efforts are needed and would be cost effective. The telephone system and rate schedule is now being addressed. It is recommended that energy conservation be involved in the facilities condition assessment.

Further, all utilities should be reviewed to determine the nature of district management controls and possible options to reduce costs.

### **16th and N Administration Building and Skills Center**

Although *Facilities - 2001* focuses attention on the classroom needs of the district, there is one notable exception. In the process of reviewing the use and function of district facilities, it is very apparent that for quite some time the 16th and N Administration Building and the Skills and Business Center on Stockton Boulevard have represented an inefficient use of district assets.



The facility located at 16th and N Streets consists of the former Thomas Jefferson Elementary School, which was remodeled in 1949, for use as the main administrative facility for the Sacramento City Unified School District. The administrative and support staff moved into this facility in June, 1950. A two-story warehouse was constructed at 16th and N, and started its operation in the fall of 1950. In 1960, a larger warehouse was built on Redding Avenue, and the district's warehouse facility was moved to that location. The building formerly used as the warehouse at 16th and N Streets has since been altered and now houses administrative and support staff.

After 42 years, the administrative facility at 16th and N Streets has had very little maintenance or rehabilitation, and as a result, the building is rapidly deteriorating and becoming obsolete, in that it does not meet the earthquake safety standards, nor does it meet all standards for the handicapped. During the last school year, the Maintenance Branch logged 348 repair requests for the 16th and N site and 276 repair requests for the Skills and Business Center site. The completed repairs represent 3,869 man-hours and, coupled with materials costs, the total spent to maintain these sites came to approximately \$120,000. Both of these sites need extensive and expensive repairs. Current estimates show that over the next five years we will spend in excess of \$1 million just to maintain their current operations. The 16th and N Administration Building and the Skills and Business Center have constituted a significant drain on the limited resources of the district.

As stated in the Long-Range Facilities Planning (District Master Plan Advisory Committee) - 1987:

*"The acquisition of a new administrative facility which will house all of the functions currently at 16th and N and those currently placed at Joaquin Miller is an essential part of the total facilities plan."*

## **Summary**

Management of the district's extensive investment in land and buildings must include a current condition assessment including conformance to program criteria. Previous surveys are obsolete and insufficient for present needs. A new survey should be organized according to priority needs, geographic areas, and education levels. The assessment should be linked to standardized cost allowances. Data from the assessment and from current operations and capital improvement efforts should be part of an overall facilities management data base and management information system.

## **Findings**

- A condition assessment of all schools need to be completed so as to better determine facilities needs and to assist in establishing an improved property management program.
- There is substantial need for modernization/rehabilitation of older schools.
- The 16th and N Administration Building and Skills and Business Center constitute a significant financial drain.

## **Recommendations**

- All schools over thirty years old should be rehabilitated.
- The Administration and Skills and Business Center should be relocated.



## SECTION F

### CAPACITY ANALYSIS

The purpose of the capacity analysis is to identify the probable future facilities needs trends over the five and ten year periods. This study begins with the various definitions of capacity. Next the current classroom capacity is calculated and compared to the projected five and ten-year enrollment figures to determine future classroom needs.

## SECTION F

### CAPACITY ANALYSIS

There are three general methods for determining the enrollment capacity of a school. One method establishes the capacity of a school as the product of the total number of classrooms times a set number of students per room. For example, ten classrooms times 30 students per class yields a capacity of 300. A second method defines capacity as the total number of square feet in a building divided by a given number of square feet per student. Again for example, a building of 22,500 square feet divided by 75 square feet per student yields a capacity of 300. A final method relates the capacity of a building to the nature of the instructional program by taking into account specialized rooms or rooms not used as everyday teaching stations. A school with ten classrooms plus a classroom used as a library, another classroom used as a computer laboratory, and a third classroom used as a teacher workroom would still have a capacity of 300 (based on 30 students per class) even though there are thirteen classrooms. It is the last definition of capacity that was used to determine the enrollment capacity of the schools in the district.

#### Elementary Schools

Any study of capacities at the elementary level must be separated into an examination of kindergarten capacity and grades 1-6 capacity. This distinction is needed because of the district practice of utilizing one classroom for both a morning session and an afternoon session. Thus the capacity of one kindergarten room is double the capacity of a grade one room. Without this distinction, a school could be at capacity in grades 1-6, but far below capacity in the kindergarten and yet show room to house an additional thirty students--all of which might be at the kindergarten level.

The results of a separate kindergarten study appear in Table XI. It would appear that the district has the capacity to house all additional kindergarten students in the next ten years if all

classrooms presently being used for kindergarten are utilized. It is interesting to note, however, that Area IV will be the only area experiencing a shortage of kindergarten space by 2000. This is a reflection of the proposed growth in the Delta Shores area.

The results of the grades 1-6 study appearing on Table XII presents a much different situation than the kindergarten. Increases in all areas may be expected except in Area V. The total number of 1,753 unhoued students projected in 1995-1996 is reduced to 653 with the opening of Fr. Keith B. Kenny and Matsuyama Elementary Schools. The number of unhoued students, grades 1-6, grows to an impressive 4,314 by the year 2000. Using the pupils-per-classroom average of 30, the 1995-1996 unhoued total of 653 would translate to a need of an additional 22 classrooms, and the 2000-2001 unhoued total of 4,314 would translate to a need of an additional 144 classrooms.

**Table XI**  
**Comparison of Present Capacity to Projected**  
**Kindergarten Enrollments by Attendance Areas**

	ENROLLMENT CAPACITY	1995-1996 ENROLLMENT	UNHOUSED STUDENTS	2000-2001 ENROLLMENT	UNHOUSED STUDENTS
Area I	1,472	1,117	(355)	1,225	(247)
Area II	1,472	1,192	(280)	1,395	(77)
Area III	1,216	950	(266)	1,064	(152)
Area IV	1,280	1,245	(35)	1,381	101
Area V	1,216	913	(303)	994	(222)
Totals	6,656	5,417	(1,199)	6,059	(597)

FSD: May, 1991

Method: Each elementary school was surveyed (May, 1991) to determine the number of rooms currently being used as kindergartens. That total was multiplied by two to allow for a morning and an afternoon session meeting in the same room. The total number of sessions was multiplied by 32, the maximum number of students allowed per session. Detailed working papers are available at Facilities Service Division.

Projections: Research and Evaluation, May 25, 1991.

**Table XII**  
**Comparison of Present Capacity to Projected**  
**Grades 1-6 Enrollments by Attendance Areas**

	ENROLLMENT CAPACITY	1995-1996 ENROLLMENT	UNHOUSED STUDENTS	2000-2001 ENROLLMENT	UNHOUSED STUDENTS
Area I	5,773	5,910	137	6,593	820
Area II	6,386	6,931	545	8,125	1,739
Area III	4,914	5,299	385	5,970	1,056
Adj #1	5,414	5,299	(115)	5,970	556
Area IV	5,841	6,584	743	7,347	1,506
Area V	4,811	4,754	(57)	5,104	293
Adj #2	5,411	4,754	(657)	5,104	(307)
Totals	27,725	29,478	1,753	33,139	5,414
Adjusted Totals	28,825	29,478	653	33,139	4,314

FSD: May, 1991  
Adj #1: With the opening of Fr. Keith B. Kenny, September, 1992.  
Adj #2: With the opening of Matsuyama, September, 1993.  
Method: Each elementary school was surveyed (May, 1991) to determine the number of rooms currently being used by primary and intermediate classes. These totals were multiplied by 31 for the primary and 33 for the intermediate class. These totals were combined to obtain enrollment capacity. Working papers including individual school surveys are available at the Facilities Service Division.  
Projections: Research and Evaluation, May 25, 1991.

### Middle Schools

The middle schools present unique results. First, it must be noted that Fern Bacon, John Still, and Leonardo da Vinci are schools with a capped or limited enrollment. Second, of the remaining seven schools, greatest growth can be seen at Will C. Wood, Charles M. Goethe, and Sam Brannan, while Sutter projected as under enrolled in 2001. California and Kit Carson will experience growth that should be manageable, while Albert Einstein join Will C. Wood, Charles M. Goethe, and Sam Brannan as school sites which merit further study. Immediate planning

will be needed for Charles M. Goethe's expected 1995-1996 increase of 162 students and Will C. Wood's expected 1995-1996 increase of 323 students. Table XIII shows the comparison of current capacity with projected five and ten-year enrollments.

Again, it would appear that use of various options/alternatives including the use of portable classrooms would allow the district to house the 143 students projected by 1995-1996. However, the projected unhoused total of 995 in 2000-2001 will require careful consideration and monitoring of future projections. If projections remain constant, the 995 unhoused students would need 29 classrooms by 2000.

**Table XIII**  
**Comparison of Present Capacity to Projected**  
**Middle School Enrollments by School**

	ENROLLMENT CAPACITY	1995-1996 ENROLLMENT	UNHOUSED STUDENTS	2000-2001 ENROLLMENT	UNHOUSED STUDENTS
A. Einstein	1,096	1,175	79	1,287	191
California	997	980	(17)	1,045	48
C.M. Goethe	812	974	162	1,205	393
F. Bacon*	868	740	(128)	740	(128)
John Still*	492	420	(72)	420	(72)
Kit Carson	672	630	(42)	721	49
S. Brannan	974	1,025	51	1,186	212
Sutter	857	644	(213)	693	(164)
W. C. Wood	1,008	1,331	323	1,434	426
L. da Vinci*	180	180	0	180	0
<b>Totals</b>	<b>7,956</b>	<b>8,099</b>	<b>143</b>	<b>8,911</b>	<b>995</b>

\*Magnet Schools with capped enrollments.

FSD: May, 1991  
 Method: Each middle school was surveyed (October, 1990) to determine the current room utilization. The number of rooms was multiplied by 28 or 35 depending on either the seven period or six period instructional day. This product is listed as the enrollment capacity. Working papers for each school: available at the Facilities Service Division.  
 Projections: Research and Evaluation, May 25, 1991.



## **High Schools**

The specialized instructional programs at each of the high schools make enrollment projections and capacity studies very speculative. The changing status of off-campus programs, independent study, and open enrollment present real challenges. A recent Board of Education adopted study on the justification of developer fees done by Rob Corley suggested that the district high schools were at 103% capacity. Here, again, the many variables including early-late classes complicates the determination of capacity.

Using a capacity total of 10,572, there is a projected unhoused high school student total of 1,468 for 1995-1996 which will nearly double to 2,836 by 2000-2001. This growth is rapid and extreme, but most dramatic at Hiram Johnson where the projected enrollment of 3,313 by 2000 will create an unhoused population of 1,373. At the other end of the scale, it would appear that the merging of the American Legion and Argonaut High Schools will not cause overcrowding with a projected 1995-1996 combined enrollment of 276 and a 2000-2001 combined enrollment of 204.

Despite the decline in those two high schools, the remainder of the high school capacity study indicates a serious need for classrooms. Even after allowing for a three percent additional capacity due to the various variables mentioned above, the 1995-1996 unhoused student total remains at 1,100 unhoused students, which in turn means a need for 32 additional classrooms by 1995-1996. Similarly, the three percent over-capacity figure applied to the projected 2000-2001 enrollment of 13,408 still results in an unhoused student total of over 2,400 or the need for 69 additional classrooms.

Table XIV shows greater details by individual school.

**Table XIV**  
**Comparison of Present Capacity to Projected**  
**Grades 9-12 Enrollments by Schools**

	ENROLLMENT CAPACITY	1995-1996 ENROLLMENT	UNHOUSED STUDENTS	2000-2001 ENROLLMENT	UNHOUSED STUDENTS
Amer. Legion	254	165	(89)	122	(132)
Argonaut	254	111	(143)	82	(172)
McClatchy	1,820	2,079	259	2,280	460
H. Johnson	1,940	2,862	922	3,313	1,373
Johnson, West	800	736	(64)	820	20
J.F. Kennedy	1,889	2,143	318	2,381	492
L. Burbank	1,870	1,772	(98)	2,049	179
Sacramento	1,745	2,108	363	2,361	616
<b>Totals</b>	<b>10,572</b>	<b>11,976</b>	<b>1,468</b>	<b>13,408</b>	<b>2,836</b>

FSD: May, 1991

Method: All high schools were individually surveyed, and principals or designee were interviewed during July, 1990. A follow-up survey was made by telephone May, 1991.

Projections: Research and Evaluation, May 25, 1991.

### Special Education

Special attention must be given to housing the additional students in special education. Past practice has been for the Special Education Department to find and use classrooms that were vacant. With the overall increase in enrollment in the decade ahead, it is imperative that special education projections and corresponding classroom needs must be considered.

	1990-1991 ENROLLMENT	1995-1996 ENROLLMENT	CHANGE ROOMS	NEEDED	2000-2001 ENROLLMENT	CHANGE ROOMS	NEEDED
K-6	799	889	90	8	984	185	16
7-8	232	248	16	1	260	28	2
9-12	432	437	5	0	438	6	1
<b>Totals</b>	<b>1,463</b>	<b>1,574</b>	<b>111</b>	<b>9</b>	<b>1,682</b>	<b>219</b>	<b>19</b>

As can be seen by the chart on the previous page, special education enrollment has been projected to increase by 111 in 1995-1996 and by 219 by 2000. This increase in turn will require an additional nine classrooms by 1995 and another 10 classrooms by 2000.

### **Findings**

- The district will have the classroom capacity to house the projected increase in enrollment at the kindergarten level.
- The district will need to provide an additional 22 classrooms for grades one through six by 1995-1996 and will need to add another 122 classrooms by 2000.
- The district should be able to house an additional 143 students expected by 1995-1996, but an additional 29 classrooms by 2000.
- The district will need to provide an additional 32 classrooms by 1995-1996 to house the increased high school enrollment. An additional 37 classrooms will be needed by 2000.
- The areas of greatest unhoused elementary students by 2000 will be Area II (1,739) and Area IV (1,506). The greatest unhoused middle schools by 2000 will be Will C. Wood (426) and Charles M. Goethe (393). The most dramatic growth of unhoused high school students will occur at Hiram Johnson (1,373) by 2001.
- The district's Special Education Department will need nine new classrooms by 1995-1996 to house the increased enrollment and another 10 classrooms by the year 2000.

### **Recommendation**

- The district begin immediately to plan for the construction of a high school in the eastern area and for the corresponding boundary line adjustments needed to balance enrollments.

## **SECTION G**

### **OPTIONS / ALTERNATIVES**

**The purpose of this section is to identify and evaluate various options and alternatives available for providing the classroom needed in the next decade.**

## **SECTION G**

### **OPTIONS / ALTERNATIVES**

There are numerous possible solution strategies available to deal with a growing student enrollment and the need for additional classroom facilities. These solutions can be categorized as solutions involving administrative district-wide decisions and those on-site individual school alternatives.

#### **Boundary Line Changes**

There are specific boundaries to designate the attendance of students at a certain district school. Any changes to these designations can affect the enrollment in schools. This solution is possible when classroom space exists at a near-by school. Demographic studies of projected enrollments would suggest that there will be very few if any available classroom spaces. The strategies may be further complicated by boundary changes due to desegregation considerations.

#### **Increasing Class Sizes**

This solution is based on simply adding students to each class. By placing three additional students in each of ten different classrooms, the need for one classroom with thirty students has been eliminated. While this strategy may be an easy solution to the need for additional classroom space, it is not a viable educational consideration. The disadvantage of this proposal is further highlighted by the Board of Education policy seeking a more workable teacher-pupil ratio to improve the learning atmosphere.

#### **Restructuring Grade - Level Organization**

This solution deals with a change in the basic K-Grade 6, Grade 7-8, and Grade 9-12 organization. One change occurred in Sacramento City Unified School District as it moved from

K-6, 7-9, 10-12 structure to a K-6, 7-8, 9-12 organization. While the impetus for this change may have been a housing solution, the change had a sound educational foundation in moving the ninth grade to the high school to improve continuity of instruction and curriculum. Aside from needing a sound education reason, this solution, like boundary line changes, is dependent on the availability of "vacant" classrooms.

### **Busing Students**

This involuntary solution provides for temporarily busing students individually or by groups to another school when the school of residence has reached maximum capacity. Again, the success of this option is dependent on available space, stable enrollment projections, and integration considerations, as well as the availability of transportation and the financial resources to maintain the required transportation.

### **Open Enrollment**

This strategy is based on students selecting the school of attendance based on a specialized program or and focused instructional curriculum. Again, this option assumes that each school's program will attract the number of students that will match the set capacity of each school. The plan is dependent, again, on classrooms being available district wide.

### **Joint Use/Leased Space**

The joint use solution calls for arrangements to use nearby public facilities, such as another school district, college space, or City/County owned buildings. Similarly, the leased space solution leases private space such as a store front building to house classes and/or administrative offices. These are viable options based on the availability of space and financial resources.

### **Extended Day**

This solution provided for a lengthened day with some students attending early classes and other students attending late classes. All students receive a full instructional day, but they may be on campus several hours with free time between classes. While some specialized courses have limited availability, the major disadvantage appears to be the large number of unsupervised students on the campus.

### **Double Sessions**

In this solution, students are divided into two groups as two separate schools, one attending in the morning and one attending in the afternoon with no overlap of time between the two groups. Students are placed on a minimum day and receive less than a full instructional day or begin classes at 6:00 a.m. or 7:00 a.m. or attending classes until 6:00 p.m. or 7:00 p.m. The obvious problem with this solution would be the early or late times at the elementary level and the after-school activity program at the secondary level. Parents and students tend to accept this solution on a temporary basis until new facilities are completed, but tend to reject such a solution on a permanent basis.

### **Adding Temporary Portable Classrooms**

While this solution has been popular as the most commonly strategic plan to relieve increasing student enrollment, there are a number of very real constraints. The addition of portable classrooms must consider 1) the size of the site, 2) the capacity of existing facilities such as the restrooms, cafeteria, media center, specialty labs, and 3) the capacity of the utilities systems (water, electricity, sewer). There is a point at which it is not sound educational practice to simply add portables.

## **Remodeling Existing Structures**

This solution requires modification of existing buildings to accommodate additional students. This option also includes refurbishing of older schools to contribute to a positive learning climate. This structure depends on 1) the existence of such structures suitable for modification, and 2) the availability of funds to finance such projects.

## **Addition to Existing Building/New Construction**

New construction is the most apparent solution strategy to house new student enrollment. Unfortunately, means of financing large number of needed classrooms is very limited. In addition, the time needed to complete new construction is a major factor in delaying the utilization of new or additional construction.

## **Multi-Track Year-Round Education**

This solution utilizes existing facilities 11 or 12 months a year with a schedule that allows a different group of students to be on vacation all year long. This solution provides relief either by allowing a school to accommodate more students or by reducing the total number of students on campus. Potential increase of capacity ranges from twenty-five to thirty percent. The research seems to indicate that YRE can operate successfully at both the elementary and secondary level. There is always the potential problem of equalizing the student enrollment in each track. Other considerations must be the need for additional teacher and student storage when they are on vacation and the desire for air-conditioned facilities.

In December 1990, a feasibility study on the year-round education was prepared to be submitted to the State Facilities Planning Division (State of California). This study reaffirmed that fact that multi-track year-round education can increase the student capacity of a given school by twenty percent and could be a viable alternative to solve a shortage of classrooms.



The study also found that it is educationally and financially feasible for the district to operate multi-track year-round schools.

In general, districts do not keep complete accounting records of the financial impact of year-round schools. Because year-round schools so clearly demonstrate a major cost saving over new construction, detailed analysis often appears unneeded. Historically, the majority of the studies which have focused on year-round costs have look at excess costs on a per-school basis. As a result, a misconception exists that year-round programs are necessarily more expensive to operate than traditional programs. Stanford Research Institute's study of Parajo Valley Unified School District (1988) found a four percent cost saving, while studies of the Oxnard Elementary School District (1985, 1986) found a cost saving over traditional programs of nine percent.

Any analysis of cost for year-round education must take into account four major factors: avoided costs, transition costs, projected operating costs, and incidental differences in operating expenses resulting from unexpected conversion from traditional to year-round programs.

Avoided Costs: Multi-track year-year programs are commonly employed to alleviate the effects of overcrowding or anticipated enrollment growth. Other options which may serve the same purpose include building new schools, using portables, converting to double sessions, and transporting students to schools with available space.

The cost of new construction has been estimated at \$140 per square foot, while the cost of the purchase and installation of portable classrooms has been estimated at \$54 per square foot. For the average 960 square foot classroom using in the district, this translates into a permanent classroom cost of \$134,400 and a portable classroom cost of \$51,840. This cost can be multiplied by the number of classrooms needed. As applied to the additional classrooms needed in the district by 1995-1996, cost would be as follows:

Permanent Classrooms: 69 rooms @ \$134,400 = \$9,273,600

Portable Classrooms: 69 rooms @ \$ 51,840 = \$3,576,960

It must be noted that the cost of the permanent classrooms does not include the cost of cafeterias, toilet facilities, libraries, staff and administrative rooms, computer labs, etc., that would be required in new construction. Likewise, the cost of the portable classrooms does not include similar facilities if needed.

While these are one-time costs, the source of funding is at best uncertain and always complex. New construction also results in boundary changes, and the addition of portables may be limited by the site size and the capacity of the existing auxiliary facilities.

**Transitional Costs:** Transitional costs include those expenses clearly associated with the introduction of year-round schooling and are usually one-time expenses. A feasibility study may be needed as well as administrative time for planning and implementation. Teacher inservicing and communicating with the community are other examples of transitional costs.

Most districts participating in year-round programs have experienced a need to purchase portable storage units and filing cabinets. A 1987 State Department of Education estimate was placed at \$900 per classroom for a one-time cost for storage facilities. New elementary schools to be constructed in the district (Kenny and Matsuyama) will be built to include year-round storage facilities.

The major costs associated with the transition to year-round education is the cost of air-conditioning classrooms. A 1988 district survey of schools found some schools with no air-conditioning, some schools with partial air-conditioning, and a few schools with virtually complete air-conditioning. Newly constructed permanent schools and added portables are air-conditioned. The 1988 total estimated cost was \$16,057,000.

Expenses incurred during a transition to year-round schooling should be compared with the costs of moving and installing portable classrooms or to a portion of the costs of opening a new school. With the exception of air-conditioning costs, these transitional costs appear minimal.

**Projected Operating Costs:** Operating expenses can be divided into fixed and variable costs. Fixed costs are those that are independent of the size of the population served. Variable costs are incurred on a per student or a per day basis. Differences might be seen in utility costs during the summer that would exceed the heating cost for those same students if used at other sites during the winter. In other words, it may cost more to keep students "cool" during the summer than "warm" during the winter.

Variable costs include salaries/wages for teachers, administrators, clerical and maintenance personnel; utilities, supplies; and transportation. A 1990 district YRE feasibility study (Thayer) found that the only increased salaries/wages per school would be as follows:

Administrative . . . . .	\$11,500
Clerical . . . . .	5,100
Custodial . . . . .	2,000
<hr/>	
Total . . . . .	\$18,600

Other personnel are assigned on the basis of number of students. Therefore, an increase of 20% enrollment due to year-round school would result in a one-fifth increase in allocation of nurse time, special education support personnel, maintenance, custodians, etc. The same would be true of textbook budgets, instructional supplies, library books, etc. Transportation costs have been figured as not increasing with the year-round program. With fewer students attending at any one time, the number of buses and drivers can be reduced from the September to June need and drivers reassigned work schedules consistent with the students' track calendar. In other words, money allocations follow students as they move from traditional programs to year-round education.

**Incidental Differences in Operating Expenses:** A number of districts with year-round education programs have reported unexpected factors have contributed to cost differences

between traditional and year-round programs. The Oxnard Elementary School District reported a reduction in student absences for year-round tracks. Similarly, there was a reported reduction in vandalism and burglary. Many of the surveyed administrators reported markedly better teacher attendance.

**Incentives:** In 1983, the State Legislature enacted Senate Bill 81 and Senate Bill 813 which provided financial incentives for year-round programs initiated by districts experiencing overcrowding which were willing to utilize existing facilities rather than use state-supported new construction. This incentive expired on January 1, 1988.

At the present time, the year-round incentive program is not clear. The Legislature passed and the Governor signed AB 87. Guidelines of this legislation would provide for the following:

- 1) New State Allocation Board priorities.
- 2) Gives preference to multi-track year-round school programs.
- 3) Allocates money by the State Allocation board to districts for air-conditioning.
- 4) Establishes an implementation grant and an operational grant.

**Summary of Costs:** A very detailed feasibility study done for the district (Thayer, 1990) concluded):

*... "the cost to implement any of the year-round school plans in this study (45-15, 60-20, 90-30, Concept 6) would be less than in a traditional school brought to the same size through the use of portable classrooms."*

The savings would range from \$40 to \$82 per pupil in the year-round school over the traditional school. Information in Figures 4 and 2 are taken from this feasibility study. These savings exclude the use of state incentive money.

In Figure 4, it would appear that the additional salaries (a-e), portable cost (f), utilities (g), and maintenance costs (h) associated with year-round school would be less than the addition of portable classrooms (A).

**Figure 1**

**Costs of Year-Round School  
(45-15, 60-20, and 90-30)**

Compared to Traditional: 920 Capacity

**Example 1**

<b>POSITION / ITEM</b>	<b>(180 DAYS) TRADITIONAL</b>	<b>(240 DAYS) YRS</b>
Teachers' Salaries (31 @ avg. \$32,000 w/benefits)	\$ 992,000	\$ 992,000
Principal Salary	55,000	60,500 (a)
Administrative Intern	32,000	38,000 (b)
School Nurse**	32,000	40,000
Secretary	19,000	20,900 (c)
School Clerk	16,000	17,600 (d)
Instructional Aides*	- 0 -	- 0 -
Portable Carts	- 0 -	6,000 (f)
Attendance Services	- 0 -	333
Custodian	75,000	77,000 (e)
Cafeteria (self-supporting)	- 0 -	- 0 -
Portable CRs and Equipment (8 x \$9,642) (5 yr. amort. avg.)	77,131 A	- 0 -
Utilities	34,501	39,667 (g)
Maintenance	28,573	31,536 (h)
Materials and Supplies @ \$25	23,000	23,000
Crossing Guards	- 0 -	- 0 -
Playground Supervisors	- 0 -	- 0 -
<b>TOTAL</b>	<b>\$1,384,205</b>	<b>\$1,347,536</b>
<b>COST PER PUPIL</b>	<b>\$ 1,505</b>	<b>\$ 1,465</b>

\*No cost to district's General Fund.

\*\*Usually these costs increase as the number of pupils increase. Wenzel would have 920 students on campus at one time with a traditional calendar and only 692 as a year-round school.

In this illustration, when the costs of leasing-purchasing portable classrooms is included to compare equal size student capacities, the year-round school costs \$36,669 less to operate than the traditional school when the extra facilities are prorated over seven years.

<b>LIMITED SITE SIZE</b>		
Bret Harte	Ethel Phillips	Tahoe
Caleb Greenwood	James Marshall	Theodore Judah
Crocker/Riverside	Maple	Washington
David Lubin	Marian Anderson	William Land

<b>PROJECTED ENROLLMENTS OVER 720</b>		
Edward Kemble	Mark Hopkins	Peter Burnett
Elder Creek	Nicholas	
Golden Empire	Oak Ridge	

**Findings**

In summary, it would appear that while there are numerous strategic solutions to providing needed facilities, many are not viable answers. Increasing class sizes, restructuring grade-level organization, extended day, and double sessions are unacceptable in terms of their effect on the educational program and student achievement. The options of busing students, open enrollment, and boundary line changes are possible only if sufficient "vacant" classrooms exist in the district. The joint use/leased space is usually available only to a limited extent. Adding temporary portable classrooms are limited by existing common facilities, site considerations, and utilities limitations. Remodeling and new construction are costly and subject to long time delays. The year-round education program appears to be the most feasible option.

**Recommendations**

Consideration should be given for possible implementation of year-round education at the elementary schools which are located on small school sites which do not have the option of adding portable classrooms and/or schools with projected enrollment of over 720 students.

## **SECTION H**

### **FINANCIAL ANALYSIS**

**This section is a brief overview of various funding sources which are available to school districts to meet facilities needs and the history of financing in the district.**

## **SECTION H**

### **FINANCIAL ANALYSIS**

Until 1978, most school districts in California funded facilities needs through bond issues which were submitted for voter approval. When districts reached their debt limit, as many did after World War II, the state made loans through the state building program. After 1978, when it was no longer possible to levy taxes on value of property, districts turned to the state for grants and relied on local developers for funding. In 1986, the school facilities program changed and local agencies were again permitted to levy taxes on assessed value for capital outlay purposes. The state building program also permitted the levy of developer fees as part of a state and local partnership to fund school construction needs. In addition, there are various other options for funding facilities which were not available prior to 1978.

The purpose of this section is to briefly describe the methods school districts may use to fund facility needs and to outline the history of financing school facilities in the Sacramento City Unified School District.

#### **General Funds**

School districts may use their general funds to meet school facility needs. However, since the concept of revenue limit funds excludes funding for capital outlay for facilities, most districts use all of their general funds for instructional purposes and other operational costs including maintenance, operations, fixed charges, etc.

#### **General Obligation Bonds**

This traditional method of financing school construction was reauthorized in 1986. Taxes to repay bonds are levied on assessed value of property in the entire school district. Approval by two-thirds of the voters is required.



### **Mello-Roos District**

Enacted in 1982, this legislation permits a school district to designate the entire district or a portion of the district as a "community facilities district" in order to issue bonds for school construction. To establish a community facilities district two-thirds of the voters in the designated area or a majority of landowners if less than 12 must approve the proposal. Typically, this method is used with new developments wherein the growth pays for the additional infrastructure.

### **State School Facilities Program**

The state school building program, commonly referred to the Leroy Greene Lease-Purchase program, has evolved into a very complex method of providing state aid to school districts for the following purposes: new construction, modernization and rehabilitation, deferred maintenance, asbestos removal, air conditioning, emergency portables, and incentives for non-construction alternatives such as conversion to year-round education programs which house more students. The program is administered by the State Allocation Board with assistance of the staff in the Office of Local Assistance and the Department of Education. To obtain funds, districts must submit applications and demonstrate eligibility. The program limits the amount of square feet per pupil and establishes various cost allowances. Although voters have approved many billions of dollars for this program, demand has far exceeded money available and no additional funds will become available until the next bond measure is approved in 1992. There is every evidence that the legislature will make major changes in the state program prior to that date. Therefore, although no funds are currently available for new applications, many districts will keep applications on file in the hope that funding and terms and conditions will be such as to make state aid available.

## **Developer Fees**

School districts participating in the state facilities program are required to either levy developer fees at a certain rate on residential or commercial construction or provide the equivalent matching amount as part of the state and local partnership. These fees may be levied and used for construction pending approval of the local application at which time the state requires the matching amount. Sacramento City has levied developer fees and used proceeds for new construction.

During February and March of 1987, the Board of Education approved the implementation of developer fees to be used for the construction, reconstruction, and acquisition of facilities related to enrollment growth. These funds are being used to purchase portable facilities and are reserved for the construction of the Fr. Keith B. Kenny Elementary School. Developer fee revenues for the fiscal year 1990-91, are currently estimated at \$1.2 million.

## **Year-Round Education Program**

Implementation of a year-round education program is a financing option in that it is a cost avoidance action and there is some actual state aid potential. Enactment of AB 87 in the closing days of the 1990 session made adoption of year-round education a prerequisite to obtain state school facilities aid for most school districts. In return, districts are to receive certain funds to offset the cost of the program. However, an appropriation for that purpose has not been made and the state is presently collecting information to determine need. It should be pointed out that whether there is any state aid or not, a district may increase facility utilization by moving to a year-round program and thus decrease its facilities needs.

## **District Surplus Properties**

The district has certain properties--land and buildings--which are not currently used for preschool, K-12 programs, adult education programs, or for support services. Any decision to sell property must be given very careful consideration. In the event that the area undergoes a

change and schools are needed again, it may be practically impossible to obtain land or obtain it at a reasonable price. Leases avoid that disadvantage, but must be limited term. With appropriate escalation clauses, leases can be a long-term revenue producing arrangement. All proceeds from such sale or lease must be used for capital outlay purposes according to state law. Please see Appendix I-E for details.

### **Tax Increment Financing (Redevelopment Agencies)**

California law permits local agencies to establish redevelopment projects in areas of blight. In 1986, legislation was enacted to require that school districts participate in the redevelopment planning process. There are now several redevelopment areas within district boundaries. Just recently another project was proposed for the City and County area generally along Franklin Boulevard to Florin Road. To some degree the district benefits from the project in terms of actual dollars and in the improvements made in the area. These improvements can and do affect enrollment and school facilities. (See map)

On July 18, 1990, a \$500 million plan to redevelop a 1,130 acre area including the Richards Boulevard and Southern Pacific rail yards was approved by the Sacramento City Council meeting as the Sacramento Housing and Redevelopment Agency. The Grant Union High School District, the North Sacramento School District, the Sacramento City School District, the Los Rios School District, and the Sacramento County Office of Education filed a suit in superior court asking that the project be set aside. These five districts claimed that City officials had inadequately evaluated and provided for the "impact that the area's growth will have on the local school systems." City and redevelopment agency officials denied that the districts will suffer financially. "There is no evidence that redevelopment will create a needs for new school," the City maintained. The court gave the City until March 1991, to respond to the suit.

# South city, county area slated for redevelopment

By Bill Lindelof  
Bee Staff Writer

Redevelopment could move into some southern city and county neighborhoods for the first time under a plan being proposed by the Sacramento Housing and Redevelopment Agency.

Portions of a 3,800-acre area extending from the Union Pacific railroad yards near Curtis Park to Florin Road could become the next redevelopment zone. Included

would be neighborhoods in parts of the Fruitridge area, and stretches of Stockton and Franklin boulevards.

"Somebody has got to check that deterioration down there or it is only going to get worse," said Sacramento Housing and Redevelopment Director Bob Smith.

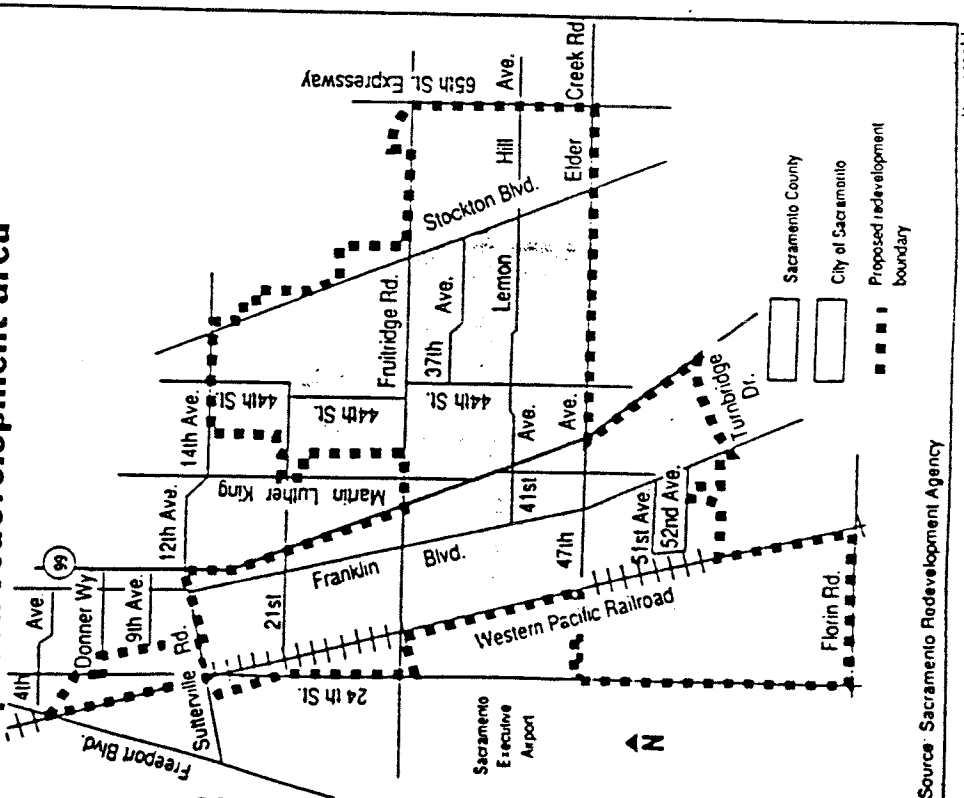
It would be the first time an area would include city and county land in one zone.

The redevelopment commission is scheduled to vote Wednesday on the agency staff's wish to study the area. The request

explore the proposal will go to the City Council and Board of Supervisors early next month.

The staff estimates it would take 2½ years to complete the study and cost \$500,000. If the study favors a redevelopment area, the proposed boundaries and key projects would then be presented to the council and board again for their consideration.

## Proposed redevelopment area



Source: Sacramento Redevelopment Agency

Map Graphic

## Redevelop

Continued from page D1

The area is predominantly residential with some retail shops on Franklin and Stockton boulevards. It also includes the Union Pacific train yards — an area that some day may be developed.

"What we are proposing is that the future property taxes paid by those families be plowed back into the area in the form of rehabilitation home loans, grants and economic incentives to spur local businesses," Smith said. "We want to really revitalize the area."

Among the projects envisioned by Smith are rehabilitated homes and apartments that are now shabby or vacant and new shopping centers in tired commercial districts.

"There are some Vietnamese enclaves — perhaps on Stockton Boulevard — where you could envision a kind of a culturally oriented shopping center that would be attractive regionwide," Smith said.

"In addition, there is some seriously deteriorated housing in that area. That is what sparked our interest."

In past years, neighborhood redevelopment has focused on Del Paso Heights, Alkali Flat and Oak Park. The end of redevelopment activity for those areas — although years away — is in sight.

Now, with the southeastern area study and working on the Fruitridge development area in the Richards

Boulevard area and the proposed North Sacramento redevelopment study area, the agency is moving on to new frontiers.

"This is our next generation of redevelopment areas," said agency official Anne Moore.

In a redevelopment project, future property tax increases go to the local redevelopment agency, rather than to city and county general funds or school districts.

Critics said Richards area landowners should have had to foot the bill for all improvements, just as developers in suburban Laguna and North Natomas must pay for roads, sewers and freeway ramps.

Critics charged that the Richards project did not fulfill the original intent of redevelopment law — to provide public assistance for truly blighted and needy areas. It is not anticipated that any southeastern redevelopment area would draw the same criticism.

"I think it is in the area of neighborhood-oriented rehabilitation program," Smith said. "One that people will be more receptive."

Smith said that the proposal is in its early stages. "It is important to say that nothing will be done without first having community meetings," he said. "The proposal to look at the neighborhood does not necessarily mean that there will be a redevelopment."

### **State Deferred Maintenance Program**

The State Deferred Maintenance program began in 1980 in recognition of the huge maintenance needs. Funding was made available from repayment of facilities loans. The program matched the district's contribution on a dollar-for-dollar basis until recently when the loan repayments decreased. The district has participated in the program since its inception and has received substantial aid from the state.

### **Financial History**

It has been the policy and practice of the district to provide new facilities through local taxes. The attached table shows the date and amount of bonds approved by voters of the district:

**History of District Bond Issued, Revenue  
Limit Increase and Purpose of Expenditures**

L	BOND ISSUES	AMOUNT	PURPOSE
	1952-A	\$ 2,750,000	These issues were used to build facilities for enrollment growth through the 1950s and 1960s.
	1952-B	3,750,000	
	1955-A	4,000,000	
	1955-B	7,000,000	
	1955-C	2,500,000	
	1959-A	10,000,000	
	1959-B	10,000,000	
	1959-C	5,500,000	
	1965-A	12,840,000	
	1974-A	6,700,000	
	1975-A	2,430,000	Repair, replacement or construction of two (2) continuation and one multihandicapped school.

**History of District Bond Issues, Revenue  
Limit Increase and Purpose of Expenditures**

<b>II. REVENUE LIMIT INCREASES</b>	<b>AMOUNT</b>	<b>PURPOSE</b>
<p>1977 - Measure "G"</p> <p>(Provided \$10,400,000 initially, plus interest.)</p>	<p>\$52.00/ADA (1977-78 to 1981-82)</p>	<ol style="list-style-type: none"> <li>1. Acquire four (4) elementary school sites.</li> <li>2. Construct three (3) elementary schools.</li> <li>3. Construct central facilities for two (2) portable schools.</li> <li>4. Provide monies to meet safety and handicapped requirements in existing schools.</li> <li>5. Add to or replace school instructional equipment.</li> <li>6. Upgrade existing school buildings and improve lighting in existing schools.</li> </ol>
<p>1976 - McClatchy High Renovation</p> <p>(Provided \$9,500,000 for this facility.)</p>	<p>\$38.00/ADA (1975-76 to 1979-80)</p>	<p>Rehabilitation and renovation of C. K. McClatchy High School to bring it up to standard of other high schools.</p>

A tax on the assessed valuation of real property was the basis upon which the bonds were funded. In 1978, with the enactment of Proposition 13, local agencies were precluded from raising funds based on valuation of real property. However, in 1986, this provision was eliminated from the Constitution and school districts are again able to use assessed valuation as the basis for raising funds for capital outlay. Assessed valuation is based on full market value at the time the property is sold. Prior to 1978, property was valued at 25 percent of market value.

Since the district has repaid almost all of its long-term debt and the assessed valuation has grown dramatically, the district is in the position of being able to raise considerable sums if voters approve. In the 1960s, the district had reached the limit of its debt capacity which was 10 percent of the assessed valuation. If voters of the district authorized taxes to the limit of the current debt capacity of 2.5 percent of assessed valuation, it is estimated that more than \$250,000,000 would be available.

Retirement of the bonds issued after World War II also means that the tax rate for education has declined. Under the concept of a commitment to the cost of ownership, the tax necessary to maintain the facilities for their anticipated service life would continue to be provided.

Figures for assessed valuation were compiled and reported annually by the state prior to 1978 because of their significance to the financial affairs of school districts. However, when assessed valuation was no longer a vital factor to raise funds, reporting of the assessed valuation was discontinued. A special report on assessed valuation was prepared by the Legislative Analyst in 1989, but it is not an official statement of values and it is now out of date. However, that report indicated that the assessed valuation for Sacramento City Unified was \$8,967,212,521. It is assumed that the value of real property increased at a rate of at least six percent per year so it must be well over nine billion dollars at the present time.

Although incomplete, the following table shows the available information on assessed valuation and long-term debt.



**Sacramento City Unified School District  
Assessed Valuation and Long-Term Debt 1956 - 1990**

YEAR	ASSESSED VALUATION	LONG-TERM DEBT
1956	\$ 228,325,200	\$13,907,000
1958	238,285,340	20,112,000
1959	278,731,572	22,715,000
1960	318,397,920	31,986,000
1961	355,635,660	30,660,000
1962	385,485,140	39,095,000
1963	400,419,190	42,963,000
1964	413,803,170	41,022,000
1965	435,579,285	51,883,000
1966	460,361,207	49,341,000
1967	486,928,584	46,817,000
1968	481,335,909	44,388,000
1969	483,257,279	41,859,000
1970	487,917,165	39,431,000
1971	568,288,044	36,885,000
1972	562,512,053	34,328,000
1973	594,717,467	31,890,000
1974	636,362,922	36,085,000
1975	681,723,797	33,181,000
1976	743,430,420	32,920,000
1977	784,620,853	30,525,000
1978	864,141,511	27,991,000
1979	875,655,365	25,359,000
1980	987,930,164	22,642,000
1981	1,103,591,091	18,167,502
1982		17,220,000
1983		14,470,000
1984		
1985		9,780,000
1986		8,055,000
1987		6,330,000
1988		5,155,000
1989	\$8,967,212,521*	3,980,000

On July 1, 1965, Sacramento City College separated from the district and became part of Los Rios Junior College District.

Assessed valuation was calculated at 25% of market value prior to enactment of Proposition 13 in 1978; however, above figures after 1978 have not been adjusted to full market value.

\*Based on data compiled by the Legislative Analyst as a part of a special study.

Legal long-term debt limit is 2.5% of assessed valuation (for 1989 the limit would be \$224,180,180,312).

### **Special Reserve Fund**

The income for this fund was generated from the 1976 Measure G Bond Issue, special Field Act levies, and earned interest on cash balances. Measure G funds for construction of an elementary school and the purchase of an elementary school site in the South Pocket area were also budgeted in this fund. The remaining fund balance has been designated for the acquisition of a new central administration facility.

### **South Pocket Facilities Fund**

On November 3, 1987, the qualified voters of the Community Facilities District No. 1 passed Measure B, a proposition to incur bond indebtedness to finance construction of three elementary schools in that defined boundary area and community known locally as the South Pocket area. The \$4,890,000 authorized Series A bonds sold on May 6, 1988, was part of a \$9,500,000 authorization approved under Measure B. Proceeds from the sale of the Series A bonds were used to fund the construction and equipping of Martin Luther King, Jr., and Lisbon Elementary Schools, which opened in the fall of 1988 and 1989 respectively. In the fiscal year 1990-1991, Series B bonds in the amount of \$3,640,000 will be issued in anticipation of beginning construction for the Matsuyama Elementary School.

### **Findings**

The district has facilities needs which can be financed by a combination of methods.

- General Obligation bonds or Mello-Roos Facilities District should be utilized to address current and anticipated needs.
- The district should continue to participate in state programs such as Deferred Maintenance, growth, modernization, and asbestos removal so long as the "trade-off" with developer fees is favorable.
- The district should continue with developer fees.
- The district should consult with financial experts to devise the optimum and alternative financing plans.

## **Recommendations**

The district should appeal to the voters for the funds necessary to build additional facilities to meet growth, modernize and rehabilitate older facilities, and to improve maintenance and operations programs. The district has ample debt capacity.

## **SECTION I**

### **ASSET PROPERTY MANAGEMENT PROGRAM: A NEW APPROACH TO THE MANAGEMENT OF LAND, BUILDINGS, AND EQUIPMENT**

**An essential element of a facilities master plan is the management of district property in the most effective and efficient manner. This section is a brief overview of an asset property management program.**

## **SECTION I**

### **ASSET PROPERTY MANAGEMENT PROGRAM: A NEW APPROACH TO THE MANAGEMENT OF LAND, BUILDINGS, AND EQUIPMENT**

School districts own land, buildings, and equipment which are called capital assets. Investment in these assets is substantial; a commitment of substantial additional funds for new construction, modernization, maintenance, operations, and improvements is needed. The Board of Education is the steward for these investments on behalf of the citizens of the community and the state.

In the past school districts have employed persons as school facilities planners. Their primary function was to plan for new schools to accommodate increasing enrollment. Maintenance and operations functions were assigned to other positions. Now, there is again a need for more classrooms to house more students, and there is a need to modernize and improve facilities which were built many years ago.

By changing technology from facilities planning to property management, there is a recognition of the importance of good planning, maintenance, operations, health and safety, and changing program needs which may extend to decisions regarding properties which may not currently be needed in certain areas. Also, appropriate consideration must be given to annual and long-term financing.

An asset property management program is not a one-time study of schools; it is a coordinated, continuous management approach.

School buildings and sites reflect pride, attitude, and expertise of the trustees, staff, and students. Every day, voters and visitors look at the buildings and grounds and form opinions about stewardship and, by inference, the effectiveness of the total educational program. A property management program is evidence of a commitment to the cost of ownership and to the needs of the community.

Components of a property management program are listed below. The organizational structure and reporting requirements will develop as program managers and staff work with the new approach.

I. Agency Mission, Philosophy, and Policies

What quality level is desired (luxury, moderate, spartan)?

Will standards be maintained throughout the agency?

What are the policies for school size, grade level configuration, and distance between schools?

II. Agency Organization

How is the agency organized to manage real property?

III. Inventory of Real Property

Land

Buildings

Equipment

Does the agency have an inventory including parcel number, acreage, clear title, historical costs, and cross-check with risk management coverage and the annual financial report?

IV. Inventory of Real Property

Community Characteristics

Population data: sex, race, totals

Marital status

Household characteristics

Educational characteristics

Occupational information

Income information

Housing and construction

Employment and employers

Transportation

Enrollment Projections and System

Support System Projections

V. Capacities of Facilities

Site Information

Size size policies  
Date acquired, cost, parcel number, map  
Major improvements, date, cost  
Capacities of water, sewer, electrical  
Special factors

Facility Capacities

District loading policy  
Minimum capacity  
Maximum capacity  
Actual use

Support Services Facilities

Standards/policies  
Capacities  
Maximums

VI. Facilities Uses

Education Program--Current and Projected

General education  
Special education  
Vocational education  
Special projects/programs  
Adult education  
Support services

Non-Educational Uses

Preschool  
Community use  
Vacant  
Lease, rental, sale

VII. Acquisition, Design, and Construction Program

Facilities Planning

Educational specifications development

Site Procurement

Rehabilitation

Modernization

New Construction

Value engineering

**Post-Occupancy Evaluation**

**Performance  
Function  
Economy**

**Does the facility conform to specifications?  
Do the specifications describe what is wanted?**

**VIII. Operations Program**

**Utilities  
Custodial  
Grounds Keeping  
Security  
Risk Management  
Energy Conservation**

**IX. Maintenance Program**

**Code  
Emergency  
Preventive  
Scheduled  
Deferred**

**Does the agency have a 25-30 year maintenance  
and modernization program?**

**X. Health and Safety**

**Fire Prevention  
Earthquake Safety  
Asbestos  
Gases  
Noxious Fumes  
Toxic Chemicals  
Radioactive Materials  
Instructional Supplies  
Thermal Environment  
Visual Environment--Lighting  
Acoustical Environment**



## XI. Financing Program

Annual Budget Process

Long-Term Financing

Assessed valuations

Local Funding

General fund

Special funds/categorical

General obligation bonds

Special facilities district

Rent, lease, sale

Joint use development

Redevelopment agency

Private funding

State and Federal Funding

State facilities program

Asbestos abatement

Energy conservation

Deferred maintenance

Air conditioning

Grants

Other

## Property Management System

Facilities can better be managed, maintained, and controlled when programs which are responsible have the appropriate structure and management and reporting capabilities. Each of the programs in the Facilities Service Division--Planning, Maintenance, Operations, Health and Safety, need long-term data management capability.

This approach should be followed with each of the programs. The district has certain automated systems which provide information or which can be made to provide information in the format desired. Systems can generate reports during the year as well as for a period of years.

The maintenance work order program can be used to provide information according to the categories identified above. This is a minor change, but a major procedural improvement.

In order to implement the system, it is essential that program managers be brought together to discuss the program and to describe their needs and plans. Data may have to be gathered and analyzed. Results can be used by managers to bring their programs up to speed and to interact with the other programs.

It is not anticipated that major new systems will be required. Rather, existing systems will be used to their full capability.

It is obvious that the district will have to make staff adjustments if it enters into a substantial program of facilities construction, modernization and other improvements. Having these programs organized will expedite that process; some additional resources will be required if the district is to improve its existing management effort.

Another element of a positive management program is a good staff development program. Managers need additional training and information. Staff have similar needs. To work more efficiently may require both training and improved equipment and systems. Just as there can be considerable savings from installing new, more efficient lighting fixtures, there are other savings which can be identified in other programs. District staff should be encouraged to keep abreast of new developments by a deliberate staff development program.

In summary, in addition to the direct facilities needs, the district should adopt a Capital Asset Management Program and ensure that managers have the systems which enable them to provide the leadership which is expected. There must be an investment in systems development and in continuing staff development.

**SECTION J**  
**CAPITAL IMPROVEMENT PLAN**

**This section summarizes the findings of the previous sections and recommends the options available for meeting the classroom needs in the decade ahead.**

## SECTION J

### CAPITAL IMPROVEMENT PLAN

The Sacramento City Unified School District owns over 1,100 acres and over 6,000,000 square feet of building area. The estimated value of these properties approaches one billion dollars.

It is expected that the district will reach a new high in enrollment. The present growth is predicted to continue with the district-wide enrollment to pass 60,000 by the end of the decade.

More schools and classrooms will be needed to house new students. Older facilities must be modernized. Preventive maintenance, energy saving improvements, improved control of utility costs, elimination of the need for deferred maintenance, and toxic substance abatement are the concerns of this decade.

#### A Summary of Findings

While the local region may experience changes or shifts in its economy, it may be assumed that economy of the area is diversified to the extent that the future population growth in our **community** is assured for the next ten years. While some areas in the region will grow at a greater rate than other areas, it may be assumed that the projected infilling and proposed planned communities within the Sacramento City Unified School District will require additional school housing in the next ten years.

According to the most current projections (May, 1991), district-wide enrollment will increase by twenty-seven percent (27%) in the next ten years. The district **demographics** call for a ten-year increase of 8,766 K-6 students, 2,155 middle school students, and 2,446 high school students. The district's special education enrollment will increase by 219 additional students (1991 to 2000). This represents a total enrollment increase of 13,369 students in the next ten years.

An increase in the number and diversity of the district's students demand an ever-expanding and culturally inclusive **educational program** in terms of curriculum, instruction, and facilities. The use of computers and technology will continue to influence facility requirements.

The district will continue to exceed the California State Building Program's recommended square-foot-per-student standard used to determine the **School Design Guideline** of adequacy. In addition, the School Design Guidelines of appropriateness have not been developed and adopted by the district.

Management of the district's extensive investment in the land and buildings must include a current **condition assessment** including compliance to program criteria. All previous surveys are now obsolete and insufficient for present needs. A new survey should emphasize priority needs, geographic areas, and educational levels and should be linked to standardized costs allowances. Data from this assessment and from current operations and capital improvement efforts should be an overall facilities management data base and management information system. Finally, the 16th and N Administration Building and the Skills and Business Center constitute a significant drain on limited district resources.

The district has the current **capacity** to house approximately 50,000 students. Estimated growth to the year 2001 will require an additional 67 classrooms by 1995, and another 204 classrooms by the year 2000. The district will need to increase its classroom capacity of grades 1-6 by 22 by 1995, and by another 122 by 2000; grades 7-8 by four by 1995, and by an additional 35 by 2000; grades 9-12 by 32 by 1995, and an additional 37 by 2000; and special education by nine by 1995, and an additional 10 by 2000. In summary the district must increase its classroom capacity by 271 by the year 2000.

While there are numerous **options/alternatives** to providing needed facilities, many are not viable. Increasing class sizes, restructuring grade-level organization, extended day, and double sessions are generally unacceptable in terms of their effect on the educational program and student achievement. The options of bussing students, open enrollment, and boundary line

changes are solutions only if sufficient "vacant" classrooms presently exist in the district. The joint use/lease space is usually available to a very limited extent. Adding temporary portable classrooms is limited by the existing common facilities, size of site, and utilities availability. Remodeling and new construction are costly and subject to long time delays. The year-round education appear to be the most feasible option for needed student housing.

The district has facilities needs which can be **financed** by a combination of methods. General obligation bonds or Mello-Roos Facilities District can be utilized to address current anticipated needs. The district can continue to participate in State programs such as Deferred Maintenance, growth modernization and asbestos removal.

Facilities can better be managed, maintained, and controlled when programs which are responsible have the appropriate structure and management and reporting capabilities. There is a district-wide need for a **Capital Asset Management Plan (CAMP)**. Such a program using a permanent data base will enable the district to efficiently and effectively manage material and personnel resources.

### A Summary of Recommendations

- The district should develop a closer liaison with City/County Planning Departments to better assess **community** growth.
- According to the current **demographics**, the district should plan housing for 13,000 additional students by 2000.
- The district should continue to review the **education program** in order to provide an optimum learning environment for all students through equal educational facilities.
- Develop a working relationship between the **educational program** and the Facilities Service Division.
- **School Design Guidelines** of adequacy and appropriateness should be developed.
- The district should plan to increase classroom **capacity** by 271 by 2000.
- The district should aggressively plan to modernize/rehabilitate all schools over 30 years as part of the **facilities conditions** study. A condition assessment should be made as another element.

- The Facilities Service Division should actively participate in year-round education implementation as one **option/alternative**.
- A **financial analysis** indicates the district's continued use of state aid, developer fees, Mello-Roos, and general obligation bonds. A district Financial Master Plan is needed.
- A comprehensive **Capital Asset Management Plan (CAMP)** should be developed and implemented.

**Summary of Capital Improvements**

**Rehabilitation/Modernization**

Schools Over 30 Years Old  
 35 schools @ \$1,000,000 . . . . . \$35,000,000

**Needed Classrooms**

Permanent Classrooms  
 271 rooms @ \$270,000 . . . . . \$73,170,000

OR

Portable Classrooms  
 271 rooms @ \$51,000 . . . . . \$13,500,000

OR

Year-Round Education  
 Air conditioning . . . . . 18,000,000

Implementation  
 71 schools @ \$19,000 . . . . . 1,349,000  
 \$19,349,000 . . . . . \$19,349,000

OR

to  
 \$82,643,000

**Combination  
 Permanent Elementary**

K-6 room schools  
 4 @ \$5,000,000 . . . . . \$20,000,000

7-8 room schools  
 1 @ \$20,000,000 . . . . . 20,000,000

9-12 room schools  
 1 @ \$40,000,000 . . . . . 40,000,000

Portable Classrooms  
 36 @ \$51,000 . . . . . 1,836,000

Year-Round Schools  
 3 (21 rooms each)  
 @ \$269,000 each . . . . . 807,000  
 \$82,643,000

**Relocation of Facilities**

Administration Building . . . . .	\$ 9,000,000
Skills and Business Center . . . . .	\$ 4,500,000

**Condition Assessment**

6,000,000 square feet @ \$.04 to \$.06 per sq. ft. . . . .	\$ 300,000
---	------------



# INDEX TO APPENDIX I

## I. APPENDIX

- A - Student Yield Factors/Neighborhood Change Cycles
- B - Summary of Findings of Facilities Review - 1985
- C - Ten Year Enrollment Projections - May, 1991
- D - Sacramento County General Plan - Section IV
- E - Special Site Problems/Options

## II. TABLES

- I - District-wide Projected Enrollment by Year (1990-1991 to 2000-2001)
- II - Total Elementary Enrollment Projections by Year (1990-1991 to 2000-2001)
- III - Total Middle School Enrollment Projections by Year (1990-1991 to 2000-2001)
- IV - Total High School Enrollment Projections by Year (1990-1991 to 2000-2001)
- V - Projected Enrollment of Elementary Schools by Year (1990-1991 to 2000-2001)
- VI - Projected Enrollment of Middle Schools by Year (1990-1991 to 2000-2001)
- VII - Projected Enrollment of High Schools by Year (1990-1991 to 2000-2001)
- VIII - A Area I Elementary School Enrollment Projections Changes (1990-1991 to 2000—2001)
  - B Area II Elementary School Enrollment Projections Changes (1990-1991 to 2000-2001)
  - C Area III Elementary School Enrollment Projections Changes (1990-1991 to 2000-2001)
  - D Area IV Elementary School Enrollment Projections Changes (1990-1991 to 2000-2001)
  - E Area V Elementary School Enrollment Projections Changes (1990-1991 to 2000-2001)
- IX - Middle School Enrollment Projections Changes (1990-1991 to 2000-2001)
- X - High School Enrollment Projections Changes (1990-1991 to 2000-2001)
- XV through XVII - see Section F - Capacity Analysis
- XVIII - Assessed Evaluation: 1947-1948 to 1969-1970
- XIX - Potential Enrollment From Delta Shores
- XX - Sacramento Area Council of Governments Growth Projections

## APPENDIX A

### Student Yield Factors/Neighborhood Change Cycles

The numbers of student living in different types of dwelling units in the Sacramento City Unified School District are a function of neighborhood dynamics. When new single family units are built (so the theory goes) younger couples move in with larger numbers of younger children. This causes growth and then decline over the course of years as new housing is built out and then occupied. Eventually the "old" housing is supposed to turn over to younger families and the cycle starts over. Multiple dwelling units have a different flow and turnover of occupants.

If there is a modest turnover and a good mix of housing units, these cycles provide the schools with a stable and gradually increasing school population. If there is little or no housing turnover, school population may decrease.

The Sacramento City Unified School District school population grew over the years, through the baby boom, until 1969. At that time student yield rates were very high, often approaching an average of one child per dwelling unit. A gradual decline then occurred due to lack of housing turnover and other factors. Today, enrollments are increasing again, many more factors than ever before describe what is occurring. There is a general migration of families to sunbelt states, California included. Birth rates are increasing. Families of modest to average income may live in multiple housing units as their children mature. In the Sacramento City Unified School District there is a resurgence of younger families moving into older homes. Taken together, the history of neighborhood growth and change, economic factors, migration and birth rate increase, and industrial growth--all these define the student yield rates in the Sacramento City Unified School District.

**FACILITIES SERVICES DIVISION  
SCHOOL FACILITIES PLANNING**

**COMPARISON OF "YIELD" OR "GENERATION" FACTORS BY DISTRICTS\***  
(Single family dwelling)

DISTRICT	ELEMENTARY		MIDDLE SCHOOL		HIGH SCHOOL		TOTAL
Lodi (Central)	K-6	0.6800	7-8	0.1500	9-12	0.2500	1.0800
(N. Stockton)	K-6	0.5500	7-8	0.1400	9-12	0.2700	0.9600
(Rural)	K-6	0.4500	7-8	0.1200	9-12	0.2300	0.8000
Modesto	K-6	0.6100	7-8	0.0800	9-12	0.2500	0.9400
Tracy	K-5	0.4400	6-8	0.2000	9-12	0.3000	0.9400
Center/Elverta							0.7400
Fairfield	K-6	0.4060	7-8	0.1060	9-12	0.1920	0.7040
Elk Grove	K-6	0.3436	7-8	0.1145	9-12	0.2290	0.6871
Vallejo	K-6	0.3900	7-9	0.1500	10-12	0.1400	0.6800
San Juan**	K-6	0.3000	7-8	0.1000	9-12	0.2000	0.6000
Rio Linda	K-6	0.3400	7-8	0.0900	9-12	0.1560	0.5860
Fresno	K-6	0.3100	7-8	0.1000	9-12	0.1300	0.5400
Natomas	K-8	0.3500			9-12	0.0800	0.4300
SCUSD	K-6	0.2580	7-8	0.0570	9-12	0.0960	0.4110

\*Compiled from telephone survey, February 1991.

\*\*1980 yield factor study from San Juan.

BOUNDYLD.WK1

STUDENT YIELDS BY SCHOOL  
Density Report of 6/30/91

June 30, 1991

SCHOOL	Addr. Total	K-6 Stdt	7-8 Stdt	9-12 Stdt	K-6 Yield	7-8 Yield	9-12 Yield
A. M. WINN	1563	466	129	124	0.298	0.083	0.079
ABRAHAM LINCOLN	1801	586	125	157	0.325	0.069	0.087
ALICE BIRNEY	1941	486	133	210	0.250	0.069	0.108
BEAR FLAG	1559	462	164	226	0.296	0.105	0.145
BOWLING GREEN	2030	861	161	295	0.424	0.079	0.145
BRET HARTE	2873	702	180	255	0.244	0.063	0.089
C. P. HUNTINGTON	1107	269	46	109	0.243	0.042	0.098
CALEB GREENWOOD	3204	473	106	159	0.148	0.033	0.050
CAMELLIA	1144	639	178	262	0.559	0.156	0.229
CAROLINE WENZEL	1789	450	184	329	0.252	0.103	0.184
CLAYTON B. WIRE	823	434	82	118	0.527	0.100	0.143
CROCKER/RIVERSIDE	4624	494	137	279	0.107	0.030	0.060
DAVID LUBIN	3442	689	124	191	0.200	0.036	0.055
EARL WARREN	994	424	87	129	0.427	0.088	0.130
EDWARD KEMBLE	1250	745	140	217	0.596	0.112	0.174
ELDER CREEK	1336	1025	220	382	0.767	0.165	0.286
ETHEL I. BAKER	1513	724	123	165	0.479	0.081	0.109
ETHEL PHILLIPS	1845	685	161	267	0.371	0.087	0.145
FREEPORT	1182	705	169	233	0.596	0.143	0.197
FRUIT RIDGE	2007	758	152	212	0.378	0.076	0.106
GENEVIEVE DIDION	1987	543	114	227	0.273	0.057	0.114
GOLDEN EMPIRE	2195	785	197	245	0.358	0.090	0.112
H. W. HARKNESS	1150	367	94	157	0.319	0.082	0.137
HOLLYWOOD PARK	2121	461	107	213	0.217	0.050	0.100
HUBERT BANCROFT	1384	286	58	136	0.207	0.042	0.098
ISADOR COHEN	908	434	85	116	0.478	0.094	0.128
JAMES MARSHALL	2060	692	201	248	0.336	0.098	0.120
JEDEDIAH SMITH	655	565	100	169	0.863	0.153	0.258
JOHN BIDWELL	983	318	91	147	0.323	0.093	0.150
JOHN CABRILLO	1990	437	145	165	0.220	0.073	0.083
JOHN D. SLOAT	* 854	410	90	139	0.480	0.105	0.163
JOSEPH BONNHEIM	2405	621	121	234	0.258	0.050	0.097
LEONARDO DA VINCI	None	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
LISBON	3038	702	66	231	0.231	0.022	0.076
MAPLE	619	296	47	75	0.478	0.076	0.121
MARION ANDERSON	5222	1104	217	341	0.211	0.042	0.065
MARK HOPKINS	1202	793	169	227	0.660	0.141	0.189
MARK TWAIN	2685	638	105	207	0.238	0.039	0.077
M. L. KING, Jr.	3119	585	60	174	0.188	0.019	0.056
NEWCOMER	None	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
NICHOLAS	1287	753	129	178	0.585	0.100	0.138
O. W. ERLEWINE	1857	431	116	148	0.232	0.062	0.080
OAK RIDGE	1225	841	166	237	0.687	0.136	0.193
PACIFIC	1050	727	112	176	0.692	0.107	0.168
PARKWAY	1741	634	124	202	0.364	0.071	0.116
PETER BURNETT	1325	378	72	131	0.285	0.054	0.099
PHOEBE HEARST	None	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
PONY EXPRESS	1917	314	77	174	0.164	0.040	0.091
SQUOIA	1793	605	138	200	0.337	0.077	0.112

STUDENT YIELDS BY SCHOOL					June 30, 1991		
SCHOOL	Addr. Total	K-6 Stdt	7-8 Stdt	9-12 Stdt	K-6 Yield	7-8 Yield	9-12 Yield
SUSAN B. ANTHONY	505	504	105	162	0.998	0.208	0.321
SUTTERVILLE	1920	348	89	171	0.181	0.046	0.089
TAHOE	3593	779	160	223	0.217	0.045	0.062
THEODORE JUDAH	4944	498	102	169	0.101	0.021	0.034
THOMAS JEFFERSON	1503	181	56	115	0.120	0.037	0.077
WASHINGTON	3191	564	121	198	0.177	0.038	0.062
WILLIAM LAND	3217	549	106	229	0.171	0.033	0.071
WOODBINE	768	343	74	117	0.447	0.096	0.152
DISTRICT	104440	30563	6615	10600	0.293	0.063	0.101

Sources provided by Research and Development:

Grid Code Directory (11-19-90)

Density Report (5-22-91)

Grid Codes and Attendance (6-4-91)

APPENDIX B  
SUMMARY OF FINDINGS OF FACILITIES REVIEW - 1985

Appendix B-1

1 = Inadeqt. 5 = superior	Overall Average	Instructional Spaces	Support Spaces	Environment	Equipment	Maintenance	Site Quality
------------------------------	--------------------	-------------------------	-------------------	-------------	-----------	-------------	-----------------

**AREA I**

Bret Harte	4.03	3.87	2.83	4.18	4.33	3.75	4.03
C. P. Huntington	3.61	3.97	3.13	3.11	3.70	3.65	3.61
Crocker/ Riverside	3.62	3.82	3.01	3.68	3.40	2.15	3.62
Ethel Phillips	3.15	3.57	2.88	3.12	3.00	2.30	3.15
Fruit Ridge	2.66	2.77	2.31	2.35	2.63	3.00	2.66
Hollywood Park	3.10	3.00	2.17	3.04	3.10	2.50	3.10
Jedediah Smith	3.36	3.87	2.76	3.17	2.95	3.40	3.36
Maple	3.09	3.35	2.82	3.21	3.48	2.25	3.09
Oak Ridge	2.83	2.95	2.43	2.91	2.48	3.00	2.82
Pacific	3.71	3.90	3.48	3.57	3.28	3.55	3.71
Sutterville	3.65	4.00	3.16	3.64	3.65	3.15	3.65

1 = Inadeqt. 5 = superior	Overall Average	Instructional Spaces	Support Spaces	Environment	Equipment	Maintenance	Site Quality
------------------------------	--------------------	-------------------------	-------------------	-------------	-----------	-------------	-----------------

## AREA II

Abraham Lincoln	3.53	4.45	2.37	3.34	3.75	3.50	3.53
A. M. Winn	3.04	4.25	2.75	3.30	3.15	2.80	3.04
Earl Warren	3.48	3.12	1.90	3.17	3.58	3.40	3.48
Elder Creek	2.87	2.95	2.22	4.75	3.28	2.65	2.87
Golden Empire	3.85	4.82	3.52	3.55	3.85	3.00	3.85
Isador Cohen	3.39	2.70	2.23	3.59	3.23	3.55	3.39
James Marshall	3.13	2.92	2.13	3.17	2.95	3.40	3.36
Joseph Bonnheim	3.38	4.00	2.70	3.26	2.75	3.15	3.38
Mark Twain	2.98	3.57	2.46	2.84	2.85	2.05	2.98
O. W. Erlewine	3.26	3.70	2.57	3.31	3.23	3.40	3.26
Peter Burnett	3.18	3.17	2.65	3.10	2.95	3.15	3.18
Sequoia	3.67	3.02	2.92	3.76	3.15	3.50	3.67

1 = Inadeq. 5 = superior	Overall Average	Instructional Spaces	Support Spaces	Environment	Equipment	Maintenance	Site Quality
-----------------------------	--------------------	-------------------------	-------------------	-------------	-----------	-------------	-----------------

## AREA III

Alice Birney	3.67	4.25	2.75	3.67	3.18	3.50	3.67
Bear Flag	3.45	2.70	3.35	3.49	3.40	3.55	3.45
Caroline Wenzel	2.92	2.82	2.42	3.00	2.88	3.25	2.92
Freeport	3.09	3.90	2.65	2.93	2.95	2.90	3.09
Genevieve Didion	3.32	3.87	2.16	3.35	3.48	3.15	3.32
John Bidwell	3.33	3.70	2.80	3.05	3.40	2.90	3.33
John Cabrillo	2.92	3.07	1.88	3.13	2.58	3.40	2.92
John Sloat	3.20	3.15	2.48	3.20	3.23	2.90	3.20
Pony Express	3.22	3.70	2.60	3.03	2.78	3.55	3.22

## AREA IV

Bowling Green	3.30	2.97	2.53	3.12	3.28	3.20	3.30
Camellia	3.66	3.07	2.81	3.26	3.60	3.15	3.66
Clayton B. Wire	3.30	4.10	2.86	3.13	3.10	3.15	3.30
Edward Kemble	3.35	3.00	2.61	3.11	3.28	3.55	3.35
Ethel Baker	3.19	3.42	2.92	3.13	3.00	3.00	3.19
H. W. Harkness	3.23	4.15	2.11	2.89	3.15	3.01	3.23
Nicholas	3.58	4.75	3.48	3.22	2.93	3.15	3.58
Parkway	3.19	3.72	2.80	3.15	2.93	2.85	3.19
Susan B. Anthony	2.95	3.32	2.56	3.08	2.83	2.15	2.95
Woodbine	3.17	3.27	1.97	3.07	3.41	3.15	3.17



1 = Inadeqt. 5 = superior	Overall Average	Instructional Spaces	Support Spaces	Environment	Equipment	Maintenance	Site Quality
------------------------------	--------------------	-------------------------	-------------------	-------------	-----------	-------------	-----------------

## AREA V

Caleb Greenwood	3.49	3.75	3.03	3.68	3.05	2.90	3.49
David Lubin	3.85	4.10	2.43	3.99	4.10	3.65	3.85
Hubert Bancroft	4.27	3.41	3.23	4.28	3.90	4.05	4.27
Marian Anderson	4.18	2.45	2.20	3.81	4.35	3.75	4.18
Phoebe Hearst	3.68	4.00	3.16	3.36	3.68	3.30	3.68
Tahoe	3.18	3.32	2.56	3.20	3.05	2.40	3.18
Theodore Judah	2.84	3.02	2.26	3.07	3.08	3.15	2.84
Thomas Jefferson	3.31	3.87	2.41	3.34	2.83	3.40	3.31
Washington	3.20	4.00	2.36	2.96	2.93	3.65	3.20
William Land	3.56	3.07	2.32	3.62	3.55	3.90	3.56

Similarly, ratings are available from this study for the middle schools of the district.

**SUMMARY RATINGS -- FACILITIES APPRAISAL STUDY  
MIDDLE SCHOOLS, 1985**

	Albert Einstein	California	Charles M. Goette	Fern Bacon	John Stib	Kit Carson	Sam Brannan	Sulter	Will C. Wood
INSTRUCTIONAL SPACES	4.18	2.13	4.23	1.50	4.63	4.81	4.25	4.00	4.60
SUPPORT SPACES	3.13	2.52	3.19	1.54	3.00	3.79	3.25	3.50	3.80
ENVIRONMENT	2.62	3.65	3.27	2.20	3.85	3.40	3.30	3.30	3.70
EQUIPMENT	3.90	2.00	3.42	3.00	3.25	3.88	3.25	3.30	3.80
MAINTENANCE	3.35	4.25	3.35	3.00	3.25	3.75	2.25	3.00	3.20
SITE QUALITY	4.02	3.86	3.94	3.80	4.11	4.21	3.75	3.80	3.80
OVERALL AVERAGE	4.02	3.86	3.94	3.28	4.11	4.21	3.75	3.75	4.17

Finally, abbreviated results sheets follow for each of the district's seven high schools.

Sacramento City Unified School District Administrative and Evaluation Services		PRELIMINARY RESULTS--SECONDARY SCHOOL FACILITIES May 16, 1986							
REGULAR CLASSROOM FACILITIES		A.LEGION	ARGONAUT	McCLATCHY	H.JOHNSON	W.CAMPUS	KENNEDY	BURBANK	SACRAMENTO
1.	Facilities for Large Group Instruction (Permanent - 900 sq. foot minimum)	4.0	3.0	2.0	4.5	4.5	2.0	3.5	3.7
2.	Facilities for Large Group Instruction (Portable - 900 sq. foot minimum)	5.0	--	2.0	5.0	5.0	2.0	3.5	5.0
3.	Facilities for Small Group Instruction (Permanent - less than 900 sq. feet)	4.3	4.0	3.5	4.0	4.0	2.5	4.0	4.0
4.	Facilities for Small Group Instruction (Portable - less than 900 sq. feet)	4.0	4.5	3.0	4.5	5.0	2.5	4.0	4.3
5.	Library/Media Services	4.7	2.7	4.0	3.0	4.0	2.0	4.5	4.3
6.	Media Facilities	4.5	3.0	2.0	1.0	4.0	1.0	5.0	4.7
7.	Career Center	4.3	3.5	3.5	4.0	4.0	2.0	4.0	3.7
8.	Guidance Center	4.5	4.0	4.0	4.0	3.5	1.0	5.0	4.5
<u>SCIENCE FACILITIES</u>									
9.	Chemistry	4.5	4.0	4.0	4.0	2.0	4.4	4.5	4.0
10.	Physics (Lab)	4.5	3.0	4.0	4.0	2.0	4.4	4.5	4.0
11.	Biology/Life Sciences	4.0	4.0	4.5	4.0	3.0	4.4	4.5	4.0
12.	Computer Lab: Non-Business	4.5	--	2.0	4.5	4.0	4.4	4.5	4.0
<u>INDUSTRIAL ARTS FACILITIES</u>									
25.	Auto Shop	3.7	--	4.5	4.0	3.7	4.0	4.0	4.3
26.	Metal Shop	4.0	4.0	4.0	3.0	2.5	3.5	4.0	4.3
27.	Wood Shop	4.0	4.3	4.0	3.0	2.5	3.5	4.0	4.3
28.	Drafting	--	4.0	4.5	4.5	3.0	3.5	4.0	4.3
<u>ART FACILITIES</u>									
29.	Ceramics	3.7	4.0	4.0	4.0	4.0	3.5	4.0	4.0
30.	Art 1 - Painting and Drawing	3.0	3.5	3.5	4.0	3.0	4.0	4.0	4.0
31.	Photo (if included)	4.0	4.0	4.0	4.0	3.0	5.0	5.0	4.3
32.	Other (Crafts, print shops, etc.)	--	--	3.5	2.0	--	4.0	4.0	4.0
33.	Facilities for Specialized/Unique class	4.0	3.5	--	--	4.0	5.0	4.5	4.3
<u>FAMILY AND CONSUMER STUDIES (HOME ECONOMICS)</u>									
34.	Foods	4.0	4.0	3.0	4.0	2.0	3.5	4.0	4.3
35.	Sewing	3.5	--	3.0	4.0	2.0	4.0	4.0	4.3
36.	Decorative Arts	5.0	--	3.0	3.5	5.0	3.0	5.0	4.0
37.	Preschool/Child Care	4.7	3.7	4.0	3.5	--	4.0	3.0	4.7

REMEDIAL CLASS FACILITIES

39. Reading Lab	4.5	4.0	--	5.0	--	5.0	4.0	4.3
40. Resource Program	5.0	--	3.5	4.0	--	3.5	4.0	4.7

BUSINESS EDUCATION FACILITIES

42. Typing Class	4.0	3.0	3.0	4.0	3.7	4.0	4.0	4.3
43. Machine Classes	4.0	--	3.0	4.0	3.7	4.0	4.0	4.3
44. Computer Classes	4.0	--	2.5	4.0	4.0	4.5	4.5	4.3
46. Music Facilities	--	--	4.0	4.5	3.0	4.5	4.5	4.3
47. Multipurpose/Cafeteria Facility	4.0	3.0	1.5	4.0	4.3	3.5	4.0	4.7
48. Other - Handicapped Access/Facilities	4.0	3.5	3.0	1.5	4.0	4.0	4.5	4.7
49. Special Education Facilities	--	3.0	3.5	4.0	4.0	3.0	4.5	4.7

ENVIRONMENTAL

59. Weather Protection at Entrance Ways	4.0	3.7	3.0	2.5	4.0	4.0	2.5	3.7
60. Sound--Interior (Insulation/absorbants)	3.7	3.3	3.5	4.5	4.0	4.0	4.0	3.7
61. Sound--Exterior (Site planning)	4.3	3.7	3.5	4.5	2.7	4.5	4.0	4.3
62. Light--Classroom (Equivalent of 55 fcandles)	4.3	3.7	3.5	3.5	1.7	2.0	2.0	4.3
63. Light--Exterior (Safety)	3.7	3.3	3.0	2.5	3.7	4.0	2.0	4.3
64. Light--Brightness	3.3	3.0	3.5	3.5	1.7	2.0	2.0	3.3
65. Light--Audiovisual Darkening	3.7	3.0	3.5	4.0	2.3	4.5	3.0	3.0
56. Heat	4.3	3.7	3.0	4.0	3.3	4.5	4.0	4.3
67. Air Conditioning	3.7	2.3	3.0	1.0	3.3	4.0	3.0	4.3
68. Ventilation	3.3	3.0	3.5	2.0	3.3	4.0	4.0	4.0

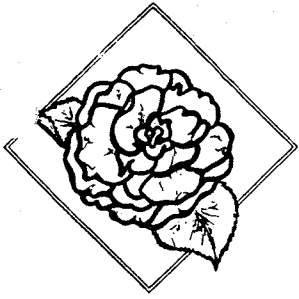
EQUIPMENT

77. Furniture	4.0	3.7	3.0	4.0	3.7	4.0	4.0	4.0
78. Intrusion Alarm	4.0	4.0	2.5	2.5	3.7	2.0	2.0	4.3
79. Audiovisual	4.0	3.0	3.0	3.5	4.0	3.0	4.0	3.7
80. Copy Equipment	3.0	3.7	3.0	2.5	3.7	4.0	4.0	4.3

MAINTENANCE

82. Appearance of Interior Spaces	4.7	3.0	4.5	4.0	2.7	2.5	4.5	3.7
83. Roofing (walls, ceilings, floors)	2.7	3.3	3.0	2.5	2.7	2.0	2.5	1.7
TOTAL AVERAGED RATING:	4.05	3.51	3.3	3.58	3.41	3.48	3.89	4.13

\*\*\*rating scale: 1= inadequate; 5=superior



# Sacramento City Unified School District

June 5, 1991

**Research and Evaluation Office**  
**Series: 1990-91**  
**Information Report: TEN YEAR ENROLLMENT PROJECTIONS**

**No. 33**  
 (REVISED July 16, 1991)

## BACKGROUND

Each year ten-year projections of Sacramento City Unified School District enrollment by individual school are prepared by the Research and Evaluation Office.

This year projections are based on the following sources: Demographic Research Unit, Department of Finance, State of California Public K-12 Enrollment Projections; Sacramento Area Council of Governments, Growth Projections for Sacramento County School Districts; Population and Housing Data by Community Plan Area, City of Sacramento, Department of Planning and Development, March, 1991; and the adjusted past five years of enrollment history of each school in the Sacramento City Unified School District. Elementary enrollment was adjusted to return CONCAP students to their home schools.

Calculations for the Ten Year Projections Considered:

1. The past five years of enrollment history at each school and the past five years of Sacramento County enrollment history.
2. Historical patterns of enrollment growth or decline at each school site.
3. The increasing birthrates in Sacramento County, but the minimal effect on the past four years of kindergarten enrollment in SCUSD. The expectation that birthrates will decline after the year 1995 is built into the Department of Finance projections.
4. Trends showing a small increase in student enrollments from year to year in grades 1 and 2, while a greater increase in enrollment is shown from year to year in grades 3 through 8.
5. The effects of a potential economic recession (suburban decline, urban increase), planning for potential new housing developments, and migration.

### How Individual School Ten Year Projections Were Calculated:

The weighted average was calculated as a proportion of the individual school's past five year enrollment (year by year) compared to the actual Sacramento County enrollment for each past year. This process yields a weighted average of the last five years proportion of individual school enrollment to the Sacramento County enrollment.

Future year calculations were based upon an adjusted weighted average for each school as described in the above paragraph. Recent years were given more weight. Adjustments to future year calculations were created based upon the growth or decline of the school's enrollment over the past five years, and as previously stated, a comparison of each school's enrollment versus the countywide enrollment.

As a part of this calculation, further adjustments were made on some individual school projections where enrollment was judged to be subject in the future to unusually greater or lesser growth due to projected new housing development, student transfers, and/or the impact of migration.

The enrollment history portion for each elementary school was adjusted to consider CONCAP students. Yearly enrollment history totals reflect the return of CONCAP students placed outside of the home school and their numbers added to the total at the home school.

On the accompanying spreadsheet, magnet schools are identified by an (M). Enrollment at magnet schools was not projected but estimated based upon stability of the program.

## OVERALL DISTRICT RESULTS

The following table provides a summary of the ten-year projections for the school years 1991-92 to 2000 -01. Individual school projections for this period can be found in the attached projection spreadsheets (Attachment #1) at the end of this report.

Numerical growth in elementary (K-6) should rise so that by the school year 1993-94 growth expectations should double. Enrollment increases should peak during the 1995-96 school year, and begin a slow decline to the end of the decade.

Middle school growth should continue for the next several years. Fewer middle school students each succeeding year should occur beginning in the 1993-94 school year until the 1998-99 school year. At that time middle school enrollment should grow once again.

High school enrollments should continue to rise at various rates over the first half of the decade. (Some high schools are expected to grow at higher rates than others.) However, during the latter half of the decade, growth at all high schools should occur.

### SUMMARY

ELEMENTARY PROJECTIONS										
	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-20	20-01
SUB-TOTAL (ELEM)	30706	31691	32725	33816	34919	35910	36726	37557	38240	38742
SPECIAL EDUCATION	826	837	840	849	889	927	957	973	980	984
ALL ELEMENTARY	31532	32528	33565	34665	35808	36837	37683	38530	39220	39726
GAIN	574	996	1036	1100	1143	1029	846	847	689	506

MIDDLE SCHOOL PROJECTIONS										
	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-20	20-01
SUB-TOTAL (MIDDLE)	7133	7453	7675	7905	8100	8304	8437	8622	8761	8912
SPECIAL EDUCATION	239	240	242	244	248	250	253	257	260	260
ALL MIDDLE SCHOOL	7372	7693	7917	8149	8348	8554	8690	8879	9021	9172
GAIN	355	321	224	232	199	206	135	190	142	151

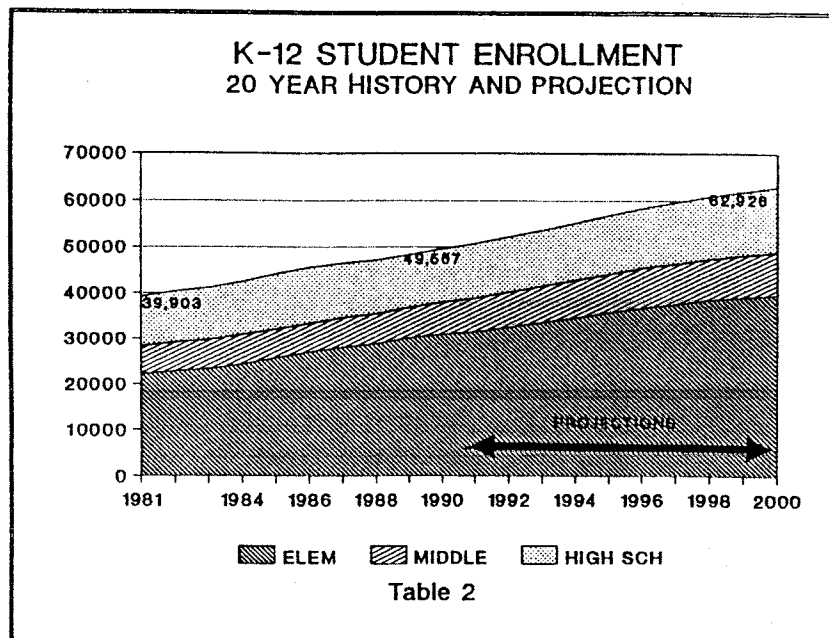
  

HIGH SCHOOL PROJECTIONS										
	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-20	20-01
SUB-TOTAL (HIGH)	11379	11547	11756	11963	12228	12493	12796	13025	13264	13590
SPECIAL EDUCATION	433	435	430	436	437	438	438	438	438	438
ALL HIGH SCHOOL	11812	11982	12186	12399	12665	12931	13234	13463	13702	14028
GAIN	230	170	204	213	266	266	303	229	239	326

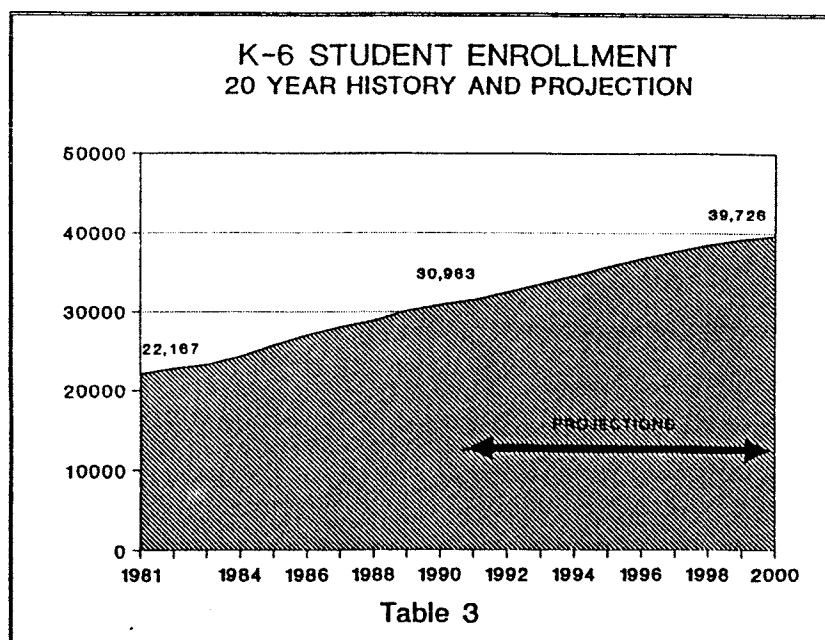
  

DISTRICT PROJECTIONS										
	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-20	20-01
DISTRICT TOTAL	50716	52203	53668	55213	56821	58322	59607	60872	61943	62926
GAIN	1159	1487	1465	1546	1608	1501	1285	1266	1070	983

**Total District Enrollment.** It is projected that the Sacramento City Unified School District's total student enrollment will increase by 2.3%, or by 1,159 students, between Fall 1990 and Fall 1991. During the ten year period from 1991 to the year 2000 overall enrollment should grow by 24% or 12,210 students. Table 2 compares the increasing enrollment of each segment grade level over a twenty year period.



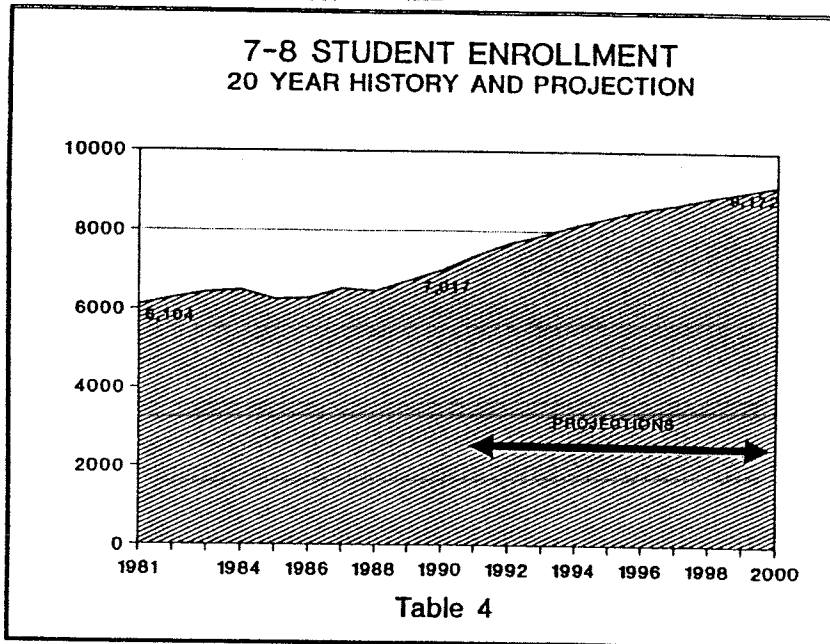
**Elementary Enrollment.** Student growth should rise over the next year by 1.9%, or 574 students and over the decade by 26% or 8,194 students. Table 3 below shows the growth over a twenty year period.



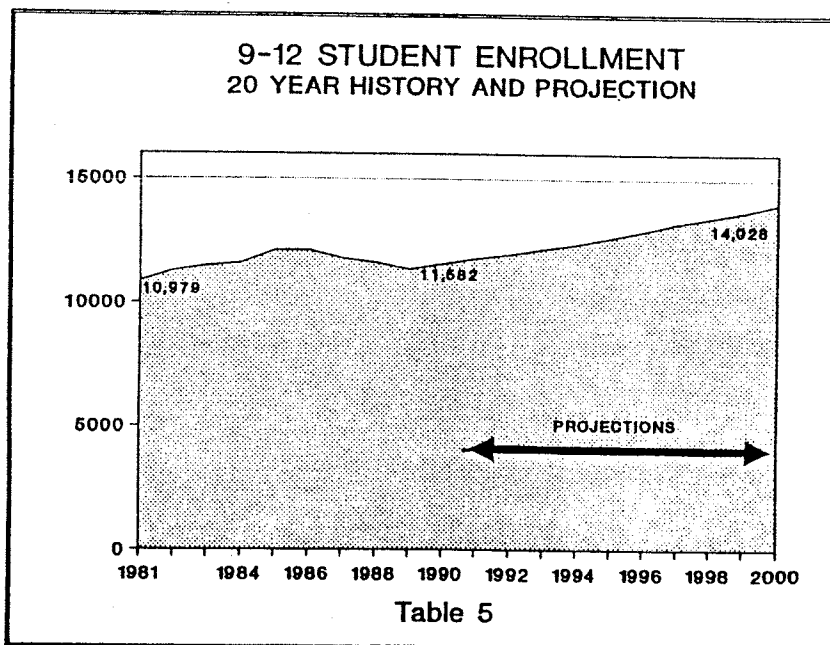


**Middle School Enrollment.** This group will expand over the next year by 5.0% or 355 students. Over the next ten years the middle school numbers should increase by 24.4% or 1,800 students.

Table 4 below shows the growth over a twenty year period.



**High School Enrollment.** This group will grow over the next school year by 2% or 230 students and over the ten year period increases should total 18.8% or 2,216 students. Table 5 below shows the growth over a twenty year period.



## DISCUSSION

The bases for these ten-year enrollment projections are the Report from the Demographic Research Unit, State Department of Finance, and the past five years of enrollment history from district schools. These calculations are adjusted for each year using factors such as historical patterns of enrollment growth or decline at each school, county birthrates, economic effects, new housing developments, and migration.

The projection method used by the State Department of Finance is the cohort survival method (advancing from grade to grade). This method is also applied by the Research and Evaluation Office to project one year into the future, in this case school year 1991-92. The remainder of the future years are projected by reference to Sacramento County data, five years of history and other adjustments mentioned in paragraph 1.

Enrollment growth for K-12 over the decade ahead is attributed to several influences; increases in the number of births in the County, rising significantly since 1982; housing unit construction in the school district, and to continuing migration.

Expectations are for the number of Sacramento County births to peak during the 1994-95 school year. The already high birth rate should continue to produce a slowly rising number of elementary students who will enter our schools primarily in the second or third grade rather than kindergarten and first grade. We are below the county percentage from birth to kindergarten and/or first grade enrollment.

For the past four years, the grade levels with the highest percentage of growth have been grades 4, 5, 6, 7, 8. Our ten-year enrollment projections include this continuing trend. We are above the county percentage for these grade levels of movement from level to level.

It is not clear if the growth from grades 3 thru 8 is a result of migration, or a result of county students finally entering our schools. It is also not clear why the proportion of county births to kindergarten and or first grade enrollment is so low in this school district.

Elementary school enrollment growth increases should peak during the 1995-96 school year. From that point on elementary enrollment will increase at a lesser rate.

Growth in some portions of the school district is expected to decline near the end of the ten year period, due to assumed rising housing costs and unknown migration factors.

Middle school enrollments are likely to stay at high levels for several years with slowly declining numbers beginning with the 1994-95 school year. Sixth grade enrollment is growing and increasing numbers of students seem to be moving from the elementary schools into the middle schools. It is not clear how many of these students are moving from grade to grade and how many are enrolling who were not in our elementary intermediate grades.

High school enrollment is once again growing and should peak in the 1996 to 1998 school years. This represents the current larger wave of middle school students who will enter high school next year and the following five to eight years.

One of the most perplexing questions centers around the stability or instability of enrolled students. This stability factor varies widely from school to school. Compilation of individual school transfers for the school year 1989-90 show that the district average for students enrolling and dis-enrolling is 69.3%. Table 1 shows some selected schools and their individual rates.

**TABLE 1**  
**THE NUMBER OF STUDENT TRANSFERS BY (SELECTED) SCHOOLS\***  
**FOR THE 1989-90 SCHOOL YEAR**  
**GRADES K - 6**

NAME OF SCHOOL	10 MONTH AVERAGE ENROLLMENT GRADE K-6	NUMBER OF TRANSFERS IN AND OUT GRADE K-6	MAGNITUDE OF TRANSFERS AS A PERCENT OF			
			SCHOOL ENROLLMENT		ALL K-6 TRANSFERS	
			%	RANK	%	RANK
SUTTER	304	406	133.6	3	1.9	23.5
SUTTERVILLE	466	120	25.8	54	0.5	53
TAHOE	732	592	80.9	26	2.7	10.5
THEODORE JUDAH	687	419	61.0	32	1.9	23.5
THOMAS JEFFERSON	377	279	74.0	28	1.3	39
WASHINGTON	415	568	136.9	1	2.6	12
WILLIAM LAND	355	333	93.8	16	1.5	32
WOODBINE	324	279	86.1	20	1.3	39
<b>ELEMENTARY TOTAL</b>	<b>30,126</b>	<b>21,844</b>	<b>72.5</b>		<b>100.0</b>	

**GRADES 7 - 8**

NAME OF SCHOOL	10 MONTH AVERAGE ENROLLMENT GRADE 7-8	NUMBER OF TRANSFERS IN AND OUT GRADE 7-8	MAGNITUDE OF TRANSFERS AS A PERCENT OF			
			SCHOOL ENROLLMENT		ALL 7-8 TRANSFERS	
			%	RANK	%	RANK
JOHN STILL	420	358	85.2	2	8.1	7
KIT CARSON	531	379	71.4	5	8.5	6
SAM BRANNAN	761	239	31.4	9	5.4	9
SUTTER	581	447	76.9	4	10.1	4.5
WILL C. WOOD	939	760	80.9	3	17.1	2
<b>MIDDLE SCHOOL TOTAL</b>	<b>6,621</b>	<b>4,445</b>	<b>67.1</b>		<b>100.0</b>	

**GRADES 9 - 12**

NAME OF SCHOOL	10 MONTH AVERAGE ENROLLMENT GRADE 9-12	NUMBER OF TRANSFERS IN AND OUT GRADE 9-12	MAGNITUDE OF TRANSFERS AS A PERCENT OF			
			SCHOOL ENROLLMENT		ALL 9-12 TRANSFERS	
			%	RANK	%	RANK
C. K. McCLATCHY	1,905	1,167	61.3	3	18.7	3
HIRAM JOHNSON	2,171	1,452	66.9	2	23.2	2
HIRAM JOHNSON W. C.	575	122	21.2	6	2.0	6
JOHN F. KENNEDY	2,024	827	40.9	5	13.2	5
LUTHER BURBANK	1,526	1,646	107.9	1	26.3	1
SACRAMENTO	1,950	1,036	53.1	4	16.6	4
<b>HIGH SCHOOL TOTAL</b>	<b>10,151</b>	<b>6,250</b>	<b>61.6</b>		<b>100.0</b>	

**SPECIAL SCHOOLS**

NAME OF SCHOOL	10 MONTH AVERAGE ENROLLMENT GRADE 9-12	NUMBER OF TRANSFERS IN AND OUT GRADE 9-12	MAGNITUDE OF TRANSFERS AS A PERCENT OF			
			SCHOOL ENROLLMENT		ALL 9-12 TRANSFERS	
			%	RANK	%	RANK
AMERICAN LEGION	233	516	221.5	1	53.3	1
ARGONAUT	231	452	195.7	2	46.7	2
<b>TOTAL</b>	<b>464</b>	<b>968</b>	<b>208.6</b>		<b>100.0</b>	

\* Enrollment and transfer data include Special Education.

A brief study of a few elementary schools with a low transfer rate (high stability) has shown the pattern of greater number of students than one would expect in grades 3 to 6, and fewer students than one would expect in grades kinder through 2. This familiar pattern is also repeated in some elementary schools with a higher transfer rate (low stability). It is not clear how the school's transfer rate affects the enrollment projections.

## RECOMMENDATIONS

Ten-year enrollment projections need to be completed each year in order to use the latest past history and the most recent demographic assumptions to help guide the future projections.

Our experience has been that the more factors we can consider in making predictions the more accurate our projections will become. For these reasons we think that several studies should be considered. These studies may uncover additional factors which may assist in answering questions raised by observing certain enrollment patterns, and the influence of demographic trends which seem to affect these enrollment patterns.

1. A study should be undertaken to determine why enrollment from birth to kindergarten/first grade, fourth grade through eighth and ninth grade does not follow the expected cohort percentages.
2. A study should be initiated to determine the influence of migration of children into the schools of our district.
3. A study should be begun which focuses on the influence of transfer rates (student's enrolling and disenrolling) in one year upon the projection of future enrollment in individual schools.

John E. Schneider  
Research Specialist  
Research and Evaluation Office

Approved:  
Nancy Law  
Administrator  
Research and Evaluation Office

### Attachments

#### Non-Discrimination

"The Sacramento City Unified School District is committed in all of its activities, policies, programs and procedures to provide equal opportunity for all to avoid discrimination against any person regardless of race, sex, religion, color, national origin, disability, marital status, or age."

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
Research and Evaluation Office  
MAY 24, 1991

SACRAMENTO COUNTY DATA		ACTUAL ENROLLMENT										PROJECTIONS														
SACRAMENTO COUNTY SCHOOLS		86-87	87-88	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	20-01										
ELEMENTARY K-6		86537	90489	94048	99938	105494	110333	114989	119322	122991	128900	130884	134457	137768	140300	142879										
(From State Dept of Finance, Demographic Research Unit)		5283	3952	3590	5819	6556	4839	4656	4333	3869	3909	3784	3773	3311	2532	2579										
		GAIN FR PREVIOUS YR																								

ELEMENTARY PROJECTIONS

CD	SCHOOL	5 YEAR HISTORY--2ND MONTH ENROLLMENT															PROJECTIONS														
		86-87	87-88	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	20-01	WEIGHTED AVERAGE	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	20-01				
097	ABRAHAM LINCOLN	500	481	555	544	568	0.0053062	573	585	608	654	678	720	732	754	793	0.0053062	573	585	608	654	678	720	732	754	788	793				
004	ALICE BIRNEY	389	396	411	429	428	0.0040966	424	448	466	481	494	508	522	535	554	0.0040966	424	448	466	481	494	508	522	535	546	554				
010	A. M. WINN	411	408	391	425	404	0.0042102	392	417	433	492	528	548	567	585	607	0.0042102	392	417	433	492	528	548	567	585	597	607				
017	BEAR FLAG	413	432	429	442	433	0.0044219	435	440	444	451	460	465	472	475	489	0.0044219	435	440	444	451	460	465	472	475	480	489				
024	BOWLING GREEN	676	645	638	660	744	0.0067311	767	814	861	892	917	945	961	977	986	0.0067311	767	814	861	892	917	945	961	977	986	995				
029	BRET HARTE	537	557	600	623	606	0.0060041	605	609	613	622	633	645	656	666	674	0.0060041	605	609	613	622	633	645	656	666	674	677				
032	CALEB GREENWOOD	500	522	533	572	597	0.0055040	597	609	617	625	636	647	657	667	674	0.0055040	597	609	617	625	636	647	657	667	674	677				
035	CAMELLIA	369	379	370	348	479	0.0037520	515	520	526	538	551	560	563	566	566	0.0037520	515	520	526	538	551	560	563	566	566	566				
037	CAROLINE WENZEL	620	610	527	471	423	0.0056346	375	400	412	423	436	444	457	470	481	0.0056346	375	400	412	423	436	444	457	470	481	490				
040	CLAYTON B. WIFE	498	522	586	630	561	0.0058236	532	551	568	588	605	623	640	657	683	0.0058236	532	551	568	588	605	623	640	657	672	683				
043	COLLIS P. HUNTINGTON	294	297	305	321	304	0.0031438	297	306	308	319	329	339	349	359	368	0.0031438	297	306	308	319	329	339	349	359	368	374				
300	CROCKER/RIVERSIDE	483	489	468	485	461	0.0048455	458	467	476	488	504	520	536	552	577	0.0048455	458	467	476	488	504	520	536	552	566	577				
059	DAVID LUBIN	616	621	587	616	653	0.0062672	671	689	711	722	735	750	763	767	771	0.0062672	671	689	711	722	735	750	763	767	777	781				
095	EARL WARREN	331	393	334	415	374	0.0038118	365	378	385	398	410	422	433	445	462	0.0038118	365	378	385	398	410	422	433	445	455	462				
100	EDWARD KEMBLE	637	696	682	663	677	0.0068798	666	678	692	717	738	753	767	779	794	0.0068798	666	678	692	717	738	753	767	779	789	794				
	EDWARD KEMBLE GATE	119	102	124	137	138	0.0012565	140	140	140	140	140	140	140	140	140	0.0012565	140	140	140	140	140	140	140	140	140	140				
104	ELDER CREEK	598	601	709	744	851	0.0069114	917	976	1017	1054	1085	1119	1152	1184	1234	0.0069114	917	976	1017	1054	1085	1119	1152	1184	1213	1234				
108	ETHEL I. BAKER	635	623	618	625	673	0.0064258	705	714	725	736	758	781	803	825	859	0.0064258	705	714	725	736	758	781	803	825	845	859				
110	ETHEL PHILLIPS	504	503	572	585	588	0.0056164	596	606	611	619	622	640	657	674	688	0.0056164	596	606	611	619	622	640	657	674	688	699				
114	FREPORT	550	577	599	629	624	0.0060936	617	625	765	864	977	1060	1108	1176	1221	0.0060936	617	625	765	864	977	1060	1108	1176	1202	1221				
122	FRUIT RIDGE	551	565	573	607	671	0.0059311	711	746	799	828	850	873	896	918	936	0.0059311	711	746	799	828	850	873	896	918	936	950				
350	GENEVIEVE DIDION	518	542	501	524	508	0.0053519	512	517	520	527	537	547	557	573	588	0.0053519	512	517	520	527	537	547	557	573	588	599				

ELEMENTARY PROJECTIONS

CD	SCHOOL	5 YEAR HISTORY--2ND MONTH ENROLLMENT										PROJECTIONS									
		86-87	87-88	88-89	89-90	90-91	AVERAGE	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-20	20-01				
		749	750	779	775	753		769	776	791	845	960	1000	1031	1060	1086	1106				
130	GOLDEN EMPIRE	410	423	368	338	305	0.0078649	293	306	307	316	327	335	336	342	352	360				
139	H. W. HARKNESS	378	393	426	417	415	0.0039045	422	428	431	446	457	470	483	494	502	502				
142	HOLLYWOOD PARK	385	367	367	414	420	0.0041700	426	423	426	425	425	425	425	425	425	425				
144	HUBERT BANCROFT	418	457	432	417	421	0.0039629	415	426	434	450	464	478	493	507	519	529				
146	ISADOR COHEN	159	160	161	160	153	0.0044168	153	150	150	150	150	150	150	150	150	150				
305	JAMES MARSHALL	728	701	689	678	676	0.0016454	673	685	699	709	714	747	770	794	814	831				
111	JEDEDIAH SMITH	492	491	588	556	565	0.0071643	578	590	606	615	626	637	648	658	665	675				
153	JOHN BIDWELL	265	312	310	331	363	0.0055138	335	362	388	390	390	390	390	390	390	390				
163	JOHN CABRILLO	498	551	483	506	475	0.0031553	442	458	478	484	499	509	518	526	540	550				
168	JOHN D. SLOAT	379	390	362	309	324	0.0052212	310	328	330	330	330	330	330	330	330	330				
183	JOHN STILL VAPAC	0	0	0	0	90	0.0036542	180	180	200	220	240	250	260	270	280	280				
183	JOSEPH BONNHEIM	532	551	561	629	582	0.0058948	583	593	610	632	650	670	688	707	723	735				
151	LEONARDO DA VINCI	300	359	419	429	444	0.0039372	446	446	446	446	446	446	446	446	446	446				
284	LISBON	0	0	431	652	734	0.0032064	813	862	919	937	960	979	988	996	1005	1013				
223	MAPLE	285	276	253	249	258	0.0027117	265	271	278	283	286	289	292	294	302	305				
111	MARIAN ANDERSON	497	541	536	526	626	0.0054012	642	678	704	712	723	734	753	763	777	788				
229	MARK HOPKINS	519	588	584	682	757	0.0061746	812	878	910	946	968	991	1012	1033	1049	1060				
235	MARK TWAIN	462	496	514	549	532	0.0052374	542	560	576	584	606	631	648	665	679	690				
138	MARTIN LUTHER KING	0	0	365	569	655	0.0027686	732	812	869	934	972	1008	1022	1031	1039	1043				
255	NEWCOMER	193	186	189	247	239	0.0021290	242	240	240	240	240	240	240	240	240	240				
262	NICHOLAS	639	666	678	659	688	0.0067957	705	728	750	777	800	824	848	871	891	906				
265	OAK RIDGE	614	641	633	671	734	0.0066024	775	817	848	877	900	926	950	973	994	1008				
267	O. W. ERLEWINE	348	342	393	394	372	0.0038299	364	389	395	409	419	431	442	454	463	470				
269	PACIFIC	618	567	579	611	568	0.0061169	591	608	632	653	671	689	707	725	741	751				
272	PARKWAY	627	639	540	525	528	0.0059190	545	569	591	610	627	644	661	677	692	702				
277	PETER BURHETT	559	578	590	649	599	0.0061556	584	596	619	640	657	676	693	711	725	736				
111	PETER BURHETT GATE	101	123	116	126	132	0.0012053	135	132	135	135	135	135	135	135	135	135				
282	PHOEBE HEARST	356	358	332	334	361	0.0035312	361	358	360	360	360	360	360	360	360	360				
285	PHOEBE HEARST GATE	146	140	132	150	151	0.0014634	146	146	148	148	148	148	148	148	148	148				
285	PONY EXPRESS	293	294	296	301	283	0.0030479	288	292	303	309	317	326	334	343	350	355				
327	SEQUOIA	491	488	534	564	580	0.0053867	602	618	629	650	667	679	696	714	729	740				
101	SUSAN B ANTHONY	323	339	422	430	429	0.0039572	450	459	461	547	670	751	804	857	875	887				
490	SUTTER	312	295	296	305	171	0.0031061	0	0	0	0	0	0	0	0	0	0				
354	SUTTERVILLE	278	301	296	289	288	0.0029644	294	306	309	314	318	322	330	339	346	351				
359	SUTTERVILLE GATE	149	146	147	151	153	0.0015264	150	150	153	153	153	153	153	153	153	153				
363	TAHOE	668	717	752	811	684	0.0076502	689	705	717	726	745	766	786	806	823	835				
363	THEODORE JUDAH	298	232	242	263	408	0.0026604	525	533	544	551	566	577	584	599	605	614				
375	THOMAS JEFFERSON	306	335	345	352	308	0.0034584	312	318	330	341	351	360	370	379	387	393				

ELEMENTARY PROJECTIONS																
SACRAMENTO CITY UNIFIED SCHOOL DISTRICT (based upon returned CONCAP enrollment) 5 YEAR HISTORY--2ND MONTH ENROLLMENT																
CD	SCHOOL	PROJECTIONS										WEIGHTED AVERAGE				
		86-87	87-88	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96		96-97	97-98	98-99	99-20
379	WASHINGTON	392	438	440	417	399	394	401	413	424	436	448	459	473	483	490
384	WILLIAM LAND	390	408	323	351	430	506	517	525	533	542	550	559	567	572	587
390	WOODBINE	260	249	278	298	322	347	361	375	387	398	409	420	430	439	446
	HOME TEACHING	3	5	5	6	7										
	JOHN MORSE		224													
	SUB-TOTAL (ELEM)	26579	27478	28288	29455	30159	30706	31691	32725	33816	34919	35910	36726	37557	38240	38743
	SPECIAL EDUCATION	585	631	675	706	799	826	837	840	849	889	927	957	973	980	984
	ALL ELEMENTARY	27137	28109	28963	30161	30958	31532	32528	33565	34665	35808	36837	37683	38530	39220	39727
	GAIN	1334	972	854	1198	797	574	996	1036	1100	1143	1029	846	847	689	507
	(M) MAGNET SCHOOLS															

\* Additional growth from housing developments expected within present attendance boundary.

MIDDLE SCHOOL PROJECTIONS

SACRAMENTO COUNTY DATA	ACTUAL ENROLLMENT										PROJECTIONS																			
	86-87	87-88	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-20	20-01	86-87	87-88	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-20	20-01
SACRAMENTO COUNTY SCHOOLS	11077	11837	11877	12556	13187	14180	14878	15522	16262	16980	17081	17646	18208	18772	19058	11077	11837	11877	12556	13187	14180	14878	15522	16262	16980	17081	17646	18208	18772	19058
MIDDLE 7	10412	10643	10981	11319	11939	12476	13425	14147	14781	15520	15676	16372	16950	17524	17824	10412	10643	10981	11319	11939	12476	13425	14147	14781	15520	15676	16372	16950	17524	17824
MIDDLE 8	21489	22280	22838	23875	25126	26836	29068	31043	31910	32757	34018	35186	36300	36882	36882	21489	22280	22838	23875	25126	26836	29068	31043	31910	32757	34018	35186	36300	36882	36882
TOTAL	422	791	558	1037	1251	1510	1966	1374	687	847	1261	1141	1141	682	682	422	791	558	1037	1251	1510	1966	1374	687	847	1261	1141	1141	682	682

(From State Dept of Finance, Demographic Research Unit)

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

(based upon returned CONCAP enrollment)

5 YEAR HISTORY --2ND MONTH ENROLLMENT

CD SCHOOL	5 YEAR HISTORY --2ND MONTH ENROLLMENT										WEIGHTED AVERAGE	PROJECTIONS																	
	86-87	87-88	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96		96-97	97-98	98-99	99-20	20-01													
410 ALBERT EINSTEIN	917	892	896	955	891	1029	1061	1105	1147	1175	1207	1227	1247	1261	1287	0.039857	1029	1061	1105	1147	1175	1207	1227	1247	1261	1287			
415 CALIFORNIA	892	863	881	946	900	909	924	943	967	980	985	1000	1015	1024	1045	0.0346978	909	924	943	967	980	985	1000	1015	1024	1045			
420 CHARLES M. GOETHE	434	452	480	505	610	750	797	855	914	974	1039	1087	1129	1166	1205	0.0266982	750	797	855	914	974	1039	1087	1129	1166	1205			
430 FERN BACON	609	671	635	633	773	715	740	740	740	740	740	740	740	740	740	0.0229876	715	740	740	740	740	740	740	740	740	740			
431 FERN BACON BASIC	287	293	292	293	303	375	420	420	420	420	420	420	420	420	420	0.0340975	375	420	420	420	420	420	420	420	420	420			
445 JOHN STILL	330	336	370	393	551	555	588	605	622	630	654	672	697	714	721	0.0230744	555	588	605	622	630	654	672	697	714	721			
450 KIT CARSON	538	616	557	511	826	922	953	974	1000	1025	1054	1070	1111	1149	1186	0.042065	922	953	974	1000	1025	1054	1070	1111	1149	1186			
480 SAM BRANNAN	678	723	708	732	826	608	614	627	629	644	655	664	682	689	695		608	614	627	629	644	655	664	682	689	695			
490 SUTTER	512	524	506	586	682	1111	1176	1226	1285	1331	1369	1377	1401	1419	1434		1111	1176	1226	1285	1331	1369	1377	1401	1419	1434			
495 WILL C WOOD	744	816	823	906	1039	159	180	180	180	180	180	180	180	180	180		159	180	180	180	180	180	180	180	180	180			
LEONARDO DA VINCI																													
OTHER	93	55	54	10	21																								
SUB-TOTAL (MIDDLE)	6034	6261	6202	6470	6785	7133	7453	7675	7905	8100	8304	8437	8622	8761	8913		7133	7453	7675	7905	8100	8304	8437	8622	8761	8913			
SPECIAL EDUCATION	258	269	275	260	232	239	240	242	244	248	250	253	257	260	260		239	240	242	244	248	250	253	257	260	260			
ALL MIDDLE SCHOOL	6292	6530	6477	6730	7017	7372	7693	7917	8149	8348	8554	8690	8879	9021	9173		7372	7693	7917	8149	8348	8554	8690	8879	9021	9173			
GAIN	25	238	-53	253	287	355	321	224	232	199	206	135	190	142	152		355	321	224	232	199	206	135	190	142	152			
(M) MAGNET SCHOOL																													

\* Additional growth from housing developments expected within present attendance boundary.



HIGH SCHOOL PROJECTIONS

PROJECTIONS

ACTUAL ENROLLMENT

SACRAMENTO COUNTY DATA

SACRAMENTO COUNTY SCHOOLS	ACTUAL ENROLLMENT												PROJECTIONS																		
	86-87	87-88	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	20-01	86-87	87-88	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	20-01	
HIGH 9	12507	12337	12416	12733	13051	13928	14554	15601	16482	17243	18105	18978	19899	19605	19959	12507	12337	12416	12733	13051	13928	14554	15601	16482	17243	18105	18978	19899	19605	19959	
HIGH 10	12272	11663	11570	11752	11982	12240	13062	13649	14687	15467	16171	16978	17150	17656	18062	12272	11663	11570	11752	11982	12240	13062	13649	14687	15467	16171	16978	17150	17656	18062	
HIGH 11	11835	11890	11359	11078	11321	11839	11859	12834	13179	14156	14882	15633	16280	16996	17510	11835	11890	11359	11078	11321	11839	11859	12834	13179	14156	14882	15633	16280	16996	17510	
HIGH 12	8641	9341	9588	8620	9086	9129	9388	9583	10188	10827	11415	12001	12528	13098	13518	8641	9341	9588	8620	9086	9129	9388	9583	10188	10827	11415	12001	12528	13098	13518	
TOTAL	45255	45231	44933	44183	45450	48938	48861	51507	54548	57493	60373	62797	65055	67353	69043	45255	45231	44933	44183	45450	48938	48861	51507	54548	57493	60373	62797	65055	67353	69043	
	-281	-24	-298	-750	1287	1486	1925	2646	3039	2947	3080	2224	2258	2268	1690																

(From State Dept of Finance, Demographic Research Unit)

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

(based upon returned CONCAP enrollment)  
5 YEAR HISTORY -- 2ND MONTH ENROLLMENT

PROJECTIONS

WEIGHTED AVERAGE

CD SCHOOL	86-87	87-88	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	20-01
570 AMERICAN LEGION	176	251	218	212	182	216	198	183	170	165	151	160	140	130	122
575 ARGONAUT	232	231	213	194	179	144	132	121	119	111	105	98	96	87	82
510 C. K. MCCLATCHY	2079	2004	2025	1917	1949	1965	1984	2003	2023	2079	2101	2168	2198	2227	2280
520 HIRAM JOHNSON	2361	2236	1964	2186	2334	2464	2565	2670	2759	2862	2953	3078	3123	3200	3313
521 HJ WEST CAMPUS	423	485	563	580	676	696	706	720	736	755	796	820	820	820	820
525 JOHN F. KENNEDY	2226	2135	2143	2072	2044	2030	2049	2090	2113	2143	2184	2221	2275	2329	2381
530 LUTHER BURBANK	1626	1599	1668	1521	1539	1585	1622	1655	1709	1772	1848	1864	1932	1979	2049
550 SACRAMENTO	2054	2033	1991	1939	1984	2026	2058	2080	2103	2108	2122	2157	2209	2260	2311
OTHER (STANFORD)	82	0	0	0	0	221	200	200	200	200	200	200	200	200	200
IND. STUDY COMB	409	381	426	320	200	32	32	32	32	32	32	32	32	32	32
OFF CAMPUS, HOME TCHING	47	53	53	34	63	11379	11547	11756	11963	12228	12493	12796	13025	13264	13590
SUB-TOTAL (HIGH)	11715	11408	11264	10975	11150	11379	11547	11756	11963	12228	12493	12796	13025	13264	13590
SPECIAL EDUCATION	398	400	375	391	432	433	435	430	436	437	438	438	438	438	438
ALL HIGH SCHOOL	12113	11809	11639	11366	11582	11812	11982	12186	12399	12665	12931	13234	13463	13702	14028
GAIN	-9	-304	-170	-273	216	230	170	204	213	266	266	303	229	239	326
(M) MAGNET SCHOOLS															

\* Additional growth from housing developments expected within present attendance boundary.

DISTRICT TOTAL	45542	46448	47079	48257	49557	50716	52203	53668	55213	56821	58322	59607	60872	61943	62928
GAIN	1350	906	631	1178	1300	1159	1487	1465	1545	1608	1501	1285	1266	1070	985

JES  
FUTYR.WK1

John E. Schneider  
Research Specialist  
Research and Evaluation Office

**Sacramento City Unified School District****Research and Evaluation Office**

---

---

**A D D E N D U M****INFORMATION REPORT: TEN YEAR ENROLLMENT PROJECTIONS****SERIES: 1990-91****NO. 33****IMPACT OF LOWERING THE DROPOUT RATE ON HIGH SCHOOL ENROLLMENT**

A study was made of the impact a declining dropout rate would have on the projections for high school enrollment. The graphic and the table on the reverse present the high school enrollment impact when a variable dropout rate was used to compute the increase in enrollment.

The increase in enrollment is based upon two assumptions. The first assumption is that the enrollment projection for each 9th grade class will equal the growth factor developed for the ten-year high school projections. The second assumption is that the annual dropout rate will decline by 1 percent each year for the next ten years.

Based upon these assumptions, the additional increase in high school enrollment due to lowering the dropout rate would be 2,469 students. This increase in enrollment, in addition to the 2,446 already projected, would double the high school enrollment projection to 4,915 students--nearly 5,000 additional high school students by the school year 2000-01.

Attachment: Graphic and table presented on reverse.

Addendum prepared by:

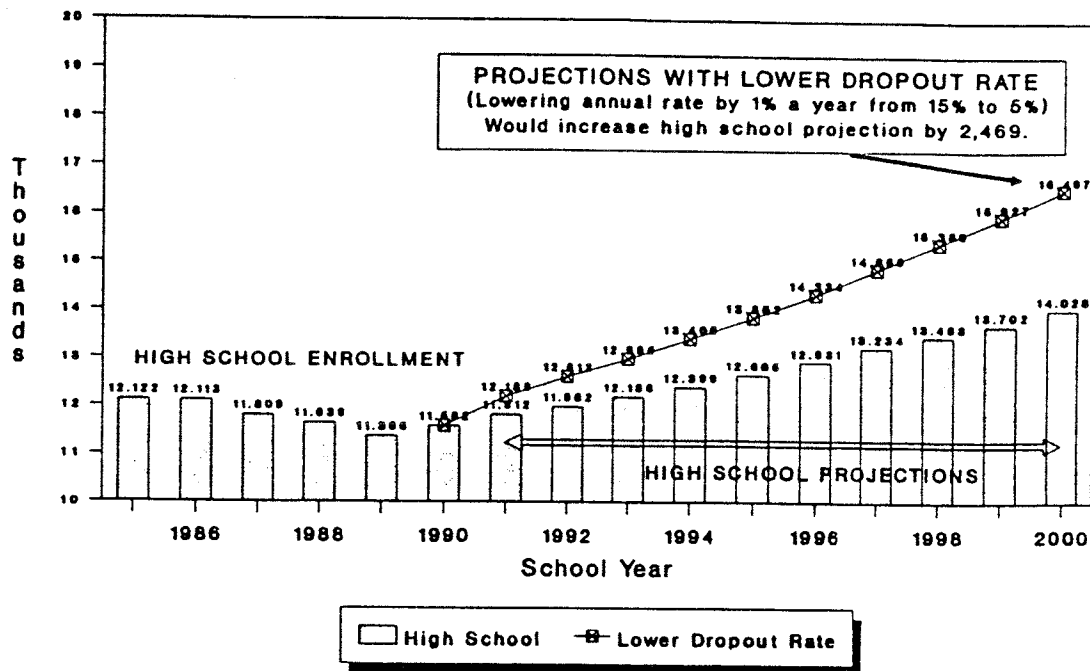
Nancy Law   
Administrator

Research and Evaluation Office

NEL:7-15-91

W#3:ADDM7-15

### Sacramento City Unified School District HIGH SCHOOL ENROLLMENTS AND PROJECTIONS IMPACT OF LOWERING THE DROPOUT RATE



NO:LEMLP/JS  
REL:7/10/91

### DROPOUT IMPACT ON TOTAL HIGH SCHOOL ENROLLMENT VARIABLE DROPOUT RATE

YEAR	ANNUAL DROPOUT RATE	GRADE LEVEL				ENROLLMENT		ENROLLMENT CHANGE		DERIVED DROPOUT RATE	
		9	10	11	12	TOTAL	* PROJEC.	DIFF.	% INCREASE	3-YEAR	4-YEAR
1990-91	15%	3817	3235	2594	1936	11,582	11,582	0	0.0%	38.6%	47.8%
1991-92	14%	3893	3283	2782	2231	12,188	11,812	376	3.2%	36.4%	45.3%
1992-93	13%	3949	3387	2856	2420	12,612	11,982	630	5.3%	34.1%	42.7%
1993-94	12%	4016	3475	2980	2513	12,985	12,186	799	6.6%	31.9%	40.0%
1994-95	11%	4086	3574	3093	2652	13,406	12,399	1007	8.1%	29.5%	37.3%
1995-96	10%	4174	3678	3217	2783	13,852	12,665	1187	9.4%	27.1%	34.4%
1996-97	9%	4262	3798	3347	2927	14,334	12,931	1403	10.8%	24.6%	31.4%
1997-98	8%	4361	3921	3494	3079	14,855	13,234	1621	12.3%	22.1%	28.4%
1998-99	7%	4437	4056	3646	3250	15,389	13,463	1926	14.3%	19.6%	25.2%
1999-2000	6%	4516	4171	3813	3427	15,927	13,702	2225	16.2%	16.9%	21.9%
2000-2001	5%	4623	4290	3962	3622	16,497	14,028	2469	17.6%	14.3%	18.5%

NOTE: \* The enrollment projections to 2001 were reported in Research and Evaluation Office Information Report:  
TEN YEAR ENROLLMENT PROJECTIONS by Dr. John Schneider (Series 1991-92, No. 33, June 5, 1991).

APPENDIX I - D  
SACRAMENTO COUNTY GENERAL PLAN  
PUBLIC FACILITIES ELEMENT

SECTION IV

Public School Facilities

**Goal:** New public schools which serve as a neighborhood focus and maintain a quality learning environment for Sacramento County's children as the County population increases.

INTRODUCTION

Comprised of roughly 265 school facilities, the eighteen elementary school, high school and unified school districts of Sacramento County serve the primary and secondary educational needs of the approximately 182,000 students enrolled in county schools. The Sacramento and San Juan Unified school districts constitute the two largest districts with more than 80 schools and 46,000 students each. But these figures are likely to change in the upcoming decade as the increasing student age population in the County will necessitate that additional school facilities be constructed.

Since 1980, the school age population in Sacramento County has risen 18 percent, and current estimates project that the school age population will rise another 17 percent by the year 2000. To accommodate the demand for public school facilities created by this population growth, officials forecast that more than 320 schools will be needed to adequately serve the school age population. Because there currently exist only 265 schools, it will be necessary to construct roughly 60 additional schools within the next ten years if the county is to comply with state service level standards for the number of students per classroom. Equally important, this new school facility construction will likely be concentrated in the Elk Grove, Roseville, and Grant Union School Districts since a disproportionate amount of the increase in the student age population is occurring in this area.

To finance the construction of these new school facilities and expand and modernize existing ones, it appears that school districts are going to have to seek out more local support. As it stands, statewide funding is about \$5.5 billion short while the backlog of approved and unfunded projects continues to grow. These complications at the state level are especially pertinent to Sacramento County schools, for they have relied on state funding for more than 50 percent of their construction costs.

Considering that the construction for an elementary, middle, and high school costs about \$5 million, \$8.8 million, and \$30 million respectively, the school district for Sacramento County will have to find roughly \$700 million within the next five to seven years if the needed 13 high schools, 9 middle schools, and 53 elementary school facilities are to be in place by the year 2000. Because of the funding shortage at the state level, school districts will have to seek more local support if they are to manage this imbalance in school facility supply and demand. However, existing local financing mechanisms have thus far been ineffectual in meeting the current demand.

School districts rely on developer fees to provide about one-third of the construction costs for new or upgraded school facilities. Likewise, if a school district adopts year round programming, they could free up another 10 to 20 percent of their facility capacity, thus reducing the costs associated with the construction of new facilities. Mello-Roos bond financing, which few districts have successfully established, may provide another five to ten percent of the costs. Nevertheless, this existing financing, even with the inclusion of year-round programming, still leaves school funding about 30 to 60 percent short.

With these issues in mind, the goal enumerated in this section of the Public Facilities Element has been formulated to ensure that this future demand is managed in ways that enable school districts to supply the needed facilities. More specifically, this section: 1) establishes guidelines and standards for adequate provision of public school facilities; 2) encourages greater coordination amongst school districts for the purpose of instituting countywide public school facility planning.

The policies and programs which follow provide mechanisms which will assist school districts in their efforts to meet this future demand in a sufficient manner under the following objectives:

1. Public schools physically and functionally integrated with their surrounding neighborhoods.
2. School facilities planning coordinated between school districts.
3. Service levels equal to or exceeding state standards for classroom size, school enrollment, and school site size for all of Sacramento's public schools.
4. Adequate funds to construct and/or renovate schools to keep pace with urban growth.
5. School facilities constructed and completed timely with the construction of new residential projects.

#### NEIGHBORHOOD INTEGRATION

**Objective:** Public schools physically and functionally integrated with their surrounding neighborhoods.

**Intent:** Schools are an important part of any neighborhood. In addition to their central educational role, they serve as a place for meetings, special programs, after-school play, soccer and little league games, and precinct voting. How well the school functions in these various roles depends very much on the school's location with respect to other community uses and how accessible it is. However, all too often the location of schools is the consequence of negotiated agreements during development approval without regard to the full range of design and locational opportunities in the community.

Unlike General Plans, in many other jurisdictions, the scale of Sacramento's General Plan doesn't permit identifying all existing and planned school sites.

on the land use diagram (although it does identify existing high school sites). The community plans for the unincorporated area provide a much more appropriate scale for delineating new schools and ensuring their thoughtful location with respect to surrounding land uses. The following policies recognize the community planning focus of school siting and provide direction in planning for schools, with the intent that schools should be a key element of a neighborhood planning effort. There remain many opportunities for design innovation and good, sensible planning to achieve neighborhoods which better integrate the school into the fabric of neighborhood life. Additional policies concerning school location are included in the TOD guidelines.

Policies:

- PF-25. Community plans shall identify all existing and planned school sites and shall include guidelines and conceptual examples for incorporating new schools into overall neighborhood design.
- PF-26. Schools shall be planned as a focal point of neighborhood activity and interrelated with neighborhood retail uses, churches, parks, greenways and off-street paths whenever possible.
- PF-27. New elementary schools shall be planned so that almost all residences within the urban area will be within walking distance of the school (one mile or less) and within two miles of all residences.
- PF-28. New elementary and junior high schools shall be planned adjacent to neighborhood and community parks and designed to promote joint use of appropriate facilities.
- PF-29. Elementary and junior high schools shall not be located along arterials and thoroughfares.
- PF-30. High schools within the urban service boundary shall be located along arterial or thoroughfare streets, with high priority to location adjacent transportation corridors identified on the Transportation Plan Map.
- PF-31. New schools should link with planned bikeways, pedestrian paths wherever possible.

Implementation Measure:

- A. Amend individual community plans to show the location of all existing and planned schools and to reflect General Plan policies regarding school and neighborhood design. FY 1991-93. (Planning Department)

COORDINATED PLANNING BETWEEN DISTRICTS

Objective: School facility planning coordinated between school districts.

Intent: State law requires that all schools prepare and adopt a school facilities master plan, with a minimum five-year time horizon, which identifies districts' facility needs. Within Sacramento County, there is considerable

variability in student projection methods, planning horizons, and plan detail. The comprehensiveness of plans is a function of a district's size, management capability, and rate of growth. In the Natomas area, the presence of several districts, each with different approaches to determining facility needs, has complicated efforts to develop a comprehensive infrastructure plan in a new urban growth area. When the Planning Department asked Folsom, Cordova and Elk Grove School Districts to estimate school needs for a hypothetical community in the Vineyard area, they each used yield ratios characteristic of their built areas to arrive at different student estimates for a new growth area.

There needs to be better coordination between school districts and consistency in their facilities plans. We need a Countywide assessment of school needs for a common time horizon. The County Office of Education, City and County Planning staff, and SACOG, which provides demographic and development data, need to be more involved in the school planning process. The Placer County Office of Education has recognized this need by hiring a facilities planner to improve coordination between districts and to assist smaller districts. The policies and measures below represent a beginning toward the accomplishment of this objective.

#### Policies:

- PF-32. Support the establishment of a Countywide public schools planning program.
- PF-33. Review district school facility plans with respect to their relationship to Countywide school facility planning objectives in conjunction with Board of Supervisors' adoption of supplemental financing programs.

#### Implementation Measures:

- A. Establish a coordinating committee of district facility planners, City and County Planning representatives, and SACOG to identify problems, discuss issues, explore solutions, and identify criteria to improve school facility planning in Sacramento County. FY 1991-92. (County Office of Education)
- B. Evaluate the feasibility of establishing a facilities planning program to provide coordination and assist smaller districts in developing plans. FY 1992-93. (County Office of Education)

#### SERVICE LEVELS

**Objective: Service levels equal to or exceeding state standards for classroom size, school enrollment and school site size for all of Sacramento schools.**

**Intent:** The goal of achieving a quality learning environment for Sacramento's children has many aspects. But from a school facilities perspective, classroom size, school enrollment and the size of the school site are basic requirements. The state has established minimum standards (see background section), and for the most part school districts strive to meet

them. They are incorporated here to provide a quantitative measure of achieving the overall goal. However, in growing districts the problems of timely school construction and, above all, funding new school demands resolution in order to achieve this objective.

Although the state has the primary role of seeing that school districts achieve standards, the County can and should reinforce its support of service level standards where supplemental mitigation funding programs are under consideration. Moreover, the subdivision review process frequently involves decisions regarding the dedication or reservation of school sites. The following policies provide specific direction.

Policies:

- PF-34. Land dedications or reservations for schools shall meet or exceed state standards for school parcel size. Where more than one owner or development project is involved, there shall be appropriate assurances and conditions to assure that requisite acreage can and will be assembled to meet facility site requirements.
- PF-35. Development projects shall not be approved unless the hearing body finds that provisions for reservation of school sites are adequate to meet the needs of the school district.

Implementation Measures:

- A. Provide an annual report to the Board of Supervisors on the status of individual school district compliance with state service level standards and their efforts to resolve problem areas. Ongoing. (County Office of Education)
- B. Address the need for dedication reservation of school sites in all subdivision and parcel maps. Ongoing. (Planning Department)

FUNDING

Objective: Adequate funds to construct and/or renovate schools to keep pace with urban growth.

Intent: As the introduction to this section makes clear, inadequate funds for school construction are the key roadblock to achieving the County's goal. While there is widespread recognition that the State must do more to fulfill its funding responsibilities, the County cannot stand by as the crowding situation in districts deteriorates for lack of resources to build new schools. There are two approaches available to the County to resolve the crisis: 1) enact ordinances to generate supplemental funding for schools through developer fees or special districts, and 2) limit new construction when school capacity is not available. The County's preferred approach is to focus on supplemental funding yet growth restrictions must remain as a last resort should all other courses of action be unavailable. Regardless, the County must pursue all political and if necessary, legal opportunities to argue for greater state financing responsibility, and in particular for assurances that the state will not reallocate bond funding priorities based on availability of local supplemental mitigation fees to fund school construction.



The following policies reflect an approach resulting from lengthy discussions with the Elk Grove School District and the development community. They recognize that the County's policy commitment to enact supplemental funding legislation requires a like commitment from relevant school districts that they are working to implement other school facility objectives and policies in this section and that they are pursuing all other funding opportunities and efficiency measures which might be available. Finally, they are crafted so that the prospect or opportunity of growth limitation will not influence the willingness or ability of local districts to pursue local funding options or the local populace to support them.

Policies:

- PF-36. Supplemental mitigation fees may be established by the Board of Supervisors provided they and that supplemental fees are critical and necessary to meet the facility funding needs of a school district and that traditional methods of school financing are not adequate.
- PF-37. No building permit for new residential or commercial construction shall be issued when there is a Board of Supervisors certified school district financing plan for any applicable school district, which provides for mitigation fees supplemental to the requirements of Government Code Section 65995 lakes and until the applicant has contributed all required mitigation fees.
- PF-38. The Board of Supervisors shall not enact any ordinance authorizing the collection of mitigation fees supplemental to those required pursuant to Government Code Section 65995 unless it has certified that the school district has:
- a. Adopted a facilities plan consistent with the time horizon of the County General Plan.
  - b. Adopted a school financing plan delineating the source and amount of funds required to fully implement the facilities plan.
  - c. Implemented year-round schools within the service area where mitigation fees would be applied, and
  - d. Participated in and is in compliance with the State School Construction Bond Program.
- PF-39. Supplemental mitigation fees established by County Ordinance shall, together with other reasonably assured sources of funding identified in the school facilities financing plan, be sufficient to implement the adopted school facilities plan.
- PF-40. The calculation of supplemental mitigation fees shall utilize the square footage methodology established pursuant to Government Code Section 65995, and shall be adjusted for inflation each January 1, based on the change in the Engineering News Record Construction Cost Index for the prior year.

PF-41. Support state legislative efforts to secure additional state funding for school construction and ensure maintenance of local district priorities for funds in the state school bond program.

Implementation Measures:

- A. Conduct a review of school district facility plans and master economic plans to determine status of plans, need for supplemental funding, and consistency with General Plan policies. FY 1991-92. (Planning Department and County Office of Education)
- B. Develop procedures and criteria for implementing policies. FY 1991-92. (Planning Department and County Office of Education)
- C. Develop an advocacy program to advance County objectives in the State Legislature and State Education Department. FY 1991-92. (County Legislative Advocate and County Office of Education)

CONSTRUCTION SCHEDULE

Objective: School facilities constructed and completed timely with the construction of new residential projects.

Intent: This objective is straightforward and necessary: we do not want residential growth to occur before schools are completed to accommodate new students. The following policies establish this basic principle within the practical context of timing growth and facility construction. If plans and financing for necessary schools are in place, they should not present formidable obstacles. However, given the current school financing crisis, achieving the objective presents very important challenges, for it gets to the crux of the school funding issue. Without new funds schools cannot be constructed in a timely manner and residential construction in overcrowded school service areas should not proceed. Yet, the prospect of slowed residential growth could jeopardize local support for school financing measures necessary to construct new schools. Policies throughout this plan affirm the County commitment to providing essential services prior to granting entitlements for new growth, and schools should not be an exception.

Policies:

- PF-42. Residential projects proposed prior to completion of planned school facilities shall include phasing conditions, which ensure that the project does not generate students in excess of available capacity at relevant district schools within five miles of the project, so long as the school district is proceeding in good faith to complete the timely construction of needed facilities. Development agreements may be appropriate to confirm reciprocal obligations.
- PF-43. Residential rezone and general plan amendment requests shall not be approved unless accompanied by a finding that school facilities to accommodate projected students consistent with service level standards

will be available in a timely manner to serve the project or that the project includes phasing conditions to ensure coordination of residential construction and school construction consistent with policy.

- PF-44. School facility financing plans for new urban growth areas designated by this plan and shall be jointly adopted by the appropriate school districts and the Board of Supervisors.

Implementation Measures:

- A. Coordinate County, City, and school district development monitoring efforts to ensure that school districts have early knowledge of all proposed residential projects, the ability to project combined effects of projects on school attendance, utilize consistent analytical approaches, and effectively convey information regarding the ability to accommodate new students to City and County Planning and Environmental Departments. Ongoing, beginning 1991-92 (Planning Department)
- B. Develop conditions and development agreement provisions to implement residential phasing policy. FY 1991-92. (Planning Department and County Counsel)
- C. Monitor implementation of residential growth timing policies in relation to funding programs and report on their effectiveness. FY 1992-93. (Planning Department)

RB:eag/kg

## APPENDIX I - E

### Special Site Problems/Options

The district has certain sites which have unique problems or which pose potential advantages. For example, the district has certain vacant properties which could be used for new schools, leased, sold, or used in some other way. Given the need for funds for facilities, these properties must be given special study. Special recommendations are made for the following sites.

### Recommendations:

#### **John Still Site:**

John Still has some acreage which could be used for an elementary school or park. Growth is predicted for the area. There is a possibility that the property could be traded for a more appropriate site in development farther south.

Recommendation: Retain site and continue discussions on possible trade.

#### **Belle Coolidge High School Site:**

The site was purchased for a high school and is appropriate for this use and needed to house the anticipated enrollment.

Recommendation: Retain for future high school.

#### **La Riviera Site:**

This site was purchased for an elementary and junior high school complex. Roughly 22 of the 28 acres have been sold. The remaining six acres may be needed for an elementary school. There is increasing student population projected for the area.

Recommendation: Retain the site for possible use as an elementary school.

**Sojourner Truth Site:**

This site of about 11 acres is in a newly developed area and was acquired for use as a junior high school. It is not needed for that purpose during the period 1991 to 2001 according to demographic estimates. The City owns an adjacent park and may seek additional acres for park expansion. Otherwise, use for single family residences is the only feasible option.

Recommendation: Consider use as a possible resource if growth exceeds estimates.

**Bowling Green Elementary Site:**

Bowling Green Elementary fronts on Franklin Boulevard which is a commercial street. Approximately three acres could be available for commercial use.

Recommendation: Determine best lot configuration, rezone, and lease or sell property. Given recent growth in the area, a lease with an appropriate escalator clause seems most advantageous to the district.

**Argonaut Site:**

In 1977, the district entered into a 15-year lease with the City for 4.2 acres for park use. Otherwise, the site could be used for residential purposes. However, this is a low income area so the value of the land is not great. It is possible that the property could be sold or traded to the City.

Recommendation: Retain the site pending decisions as to the status of the school building.

**Fruit Ridge Site:**

Adjacent to the main school site is a one acre parcel which is not essential for program needs. There is a question as to the life-cycle condition of the school building. If it is determined that the building should be replaced or modernized, the one acre parcel may be valuable for parking, playground, or for portables. This is in a low income area zoned for residential purposes.

Recommendation: Retain the site pending decisions as to the status of the school building.

**Sierra Elementary Site:**

This elementary school does not meet Field Act requirements and has been leased at no cost to the Neighborhood Association. The playground is used for park and recreation purposes. The area is zoned single family residential; rezoning is a possibility. Given neighborhood interest in the area, it is doubtful that the district could easily dispose of the property. Growth projections for the area do not indicate an immediate need for the site for school purposes.

Recommendation: Investigate possible sale or exchange of property to City or other agency.

**Leland Stanford Site, John Morse Site, Administration Building:**

These three facilities house administrative staff and will not be needed as such when a new administrative facility is in place. These sites may be needed for future educational programs.

Recommendation: Stanford and Morse should be retained for future use. The administration building should be evaluated for best use, including joint venture development, or sale.

**Jedediah Smith Site:**

The site has approximately 17 acres of which about seven acres could be determined as excess. The excess area adjoins industrial/commercial property and it is possible that a compatible use and lease could be arranged.

Recommendation: Consider leasing a portion of the site to an appropriate/compatible use.

**Mollie Joyce Site (Amador County):**

A former district employee has deeded about 72 acres to the district on condition that it be used for environmental/outdoor education purposes. The Amador Board of Supervisors objects to such use of the property. The property could be used for both residential and commercial/industrial purposes.

Recommendation: It is doubtful that the district will ever be able to use the site for the designated purpose. Therefore, it is recommended that the district see if the benefactor would consider giving the district clear title in exchange for another mutually satisfactory arrangement.

**Tahoe Site:**

The district owns approximately one acre across 8th Avenue and separate from the school site. It is part of a City Park and includes a portion of a lighted ball field. The district will have no use for the property.

Recommendation: Negotiate with the City for sale or trade of the property.

**John Bidwell Site:**

The district owns a small area, approximately one acre, separated from the other district site by a 2.75 acre parcel owned by the City and used for a playground and park. The area can only be used for park purposes.

Recommendation: Consider this for possible sale/trade to the City for other property.

**Old Marshall Site:**

This site and building at 27th & G Streets is not Field Act safe and is currently leased to a private firm. The building has a historical designation. It appears that at the present time, this is the highest and best use for the property.

Recommendation: Continue to lease the facility.

**Edward Kelly Site:**

This school has been restored as a historical site. It is used for a preschool program. It does not appear that there is any other option other than to maintain the site as is.

Recommendation: Continue present use.

**Newcomer Site:**

This site and building were annexed by the district. The building has deteriorated; students are bussed to the site. A condition assessment is needed to determine future use.

Recommendation: Consider modernizing/closing the school and converting the site to better use.

**Strawberry Lane Site:**

A 2.5 acre parcel of land adjacent to the Newcomer Center has received preliminary subdivision map approval.

Recommendation: This property is best suited for residential development.



**Skills Center:**

This site has approximately 12 acres and there is interest in use of this site for hospital/commercial purposes. There is some toxic contamination which must be corrected prior to sale or lease. Relocation of the Skills Center would have to be part of the package in a decision on this site. However, continued use for Skills Center purposes seems questionable.

Recommendation: It is recommended that estimates on toxic abatement, value at highest and best use, and possible Skills Center relocation costs be obtained so as to facilitate future discussion on the disposition of this site.

**Maple Site:**

The Maple School site is separated by 37th Avenue. The kindergarten and tennis courts are on the south side of 37th Avenue and the remainder of the school and playground are on the north side of this street. The total site is about five acres. The school buildings are old and need modernization. There is growth in the area.

Recommendation: A condition assessment of the facility should be completed. If possible, the kindergarten should be relocated in improved facilities on the same site and the abandoned site leased or sold.

**Undersized Sites:**

The district owns several sites, such as William Land, Washington, and Crocker/Riverside, which are overcrowded and do not meet state site size guidelines. The buildings on these sites vary in condition. Continued use of the facilities will depend on population estimates and condition assessments.

Recommendation: As decisions on housing are made, each of these schools should be analyzed for highest and best use.

TABLE I  
 SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
 1991 - 2001  
 PROJECTED K - 12 ENROLLMENT\*

YEAR	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001
PROJECTED ENROLLMENT	49557	50716	52203	53667	55213	56821	58323	59607	60872	61943	62928
INCREASE	-----	1159	1487	1464	1546	1608	1502	1284	1265	1071	985
CUMULATIVE INCREASE	-----	1159	2646	4110	5656	7264	8766	10050	11315	12386	13371

\*SCUSD/R&E 5-23-91

TABLE II  
 SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
 1991 - 2001  
 PROJECTED K - 6 ENROLLMENT\*

YEAR	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001
PROJECTED ENROLLMENT	30958	31532	32528	33565	34665	35808	36837	37683	38530	39220	39727
INCREASE	-----	574	996	1037	1100	1143	1029	846	847	690	507
CUMULATIVE INCREASE	-----	574	1570	2607	3707	4850	5879	6725	7572	8262	8769

\*SCUSD/R&E 5-23-91

TABLE III  
 SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
 1991 - 2001  
 PROJECTED GRADES 7 & 8 / MIDDLE SCHOOL ENROLLMENT\*

YEAR	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001
PROJECTED ENROLLMENT	7017	7372	7693	7917	8149	8348	8554	8690	8879	9021	9173
INCREASE	-----	355	321	224	232	199	206	136	189	142	152
CUMULATIVE INCREASE	-----	355	676	900	1132	1331	1537	1673	1862	2004	2156

\*SCUSD/R&E 5-23-91

TABLE IV  
 SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
 1991 - 2001  
 PROJECTED GRADES 9 - 12 ENROLLMENT\*

YEAR	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001
PROJECTED ENROLLMENT	11582	11812	11982	12186	12399	12665	12931	13234	13463	13702	14028
INCREASE	-----	230	170	204	213	266	266	303	229	239	326
CUMULATIVE INCREASE	-----	230	400	604	817	1083	1349	1652	1881	2120	2446

\*SCUSD/R&E 5-23-91

TABLE V  
 Projected Enrollments of Elementary Schools by Year  
 1991-1992 to 2000-2001

	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01
A. M. WINN	392	417	433	492	528	548	567	585	597	607
ABRAHAM LINCOLN	573	585	608	654	678	720	732	754	788	793
ALICE BIRNEY	424	448	466	481	494	508	522	535	546	554
BEAR FLAG	435	440	444	451	460	465	472	475	480	489
BOWLING GREEN	767	814	861	892	917	945	961	977	988	995
BRET HARTE	605	609	613	622	633	645	656	666	674	684
C. P. HUNTINGTON	297	306	308	319	329	339	349	359	368	374
CALEB GREENWOOD	597	609	617	625	636	647	657	667	674	677
CAMELLIA	515	520	526	538	551	560	563	566	567	566
CAROLINE WENZEL	375	400	412	423	436	444	457	470	481	490
CLAYTON B. WIRE	532	551	568	588	605	623	640	657	672	683
CROCKER/RIVERSIDE	458	467	476	488	504	520	536	552	566	577
DAVID LUBIN	671	689	711	722	735	750	763	767	777	781
EARL WARREN	365	378	385	398	410	422	433	445	455	462
EDWARD KEMBLE	806	818	832	857	878	893	907	919	929	934
ELDER CREEK	917	976	1017	1054	1085	1119	1152	1184	1213	1234
ETHEL I. BAKER	705	714	725	736	758	781	803	825	845	859
ETHEL PHILLIPS	596	606	611	619	622	640	657	674	688	699
FREEPORT	617	625	765	864	977	1060	1108	1176	1202	1221
FRUIT RIDGE	711	746	799	828	850	873	896	918	936	950
GENEVIEVE DIDION	512	517	520	527	537	547	557	573	588	599
GOLDEN EMPIRE	769	776	791	845	960	1000	1031	1060	1086	1106
H. W. HARKNESS	293	306	307	316	327	335	336	342	352	360
HOLLYWOOD PARK	422	428	431	446	449	457	470	483	494	502
HUBERT BANCROFT	426	423	426	425	425	425	425	425	425	425
ISADOR COHEN	568	576	584	600	614	628	643	657	669	679
JAMES MARSHALL	673	685	699	709	714	747	770	794	814	831
JEDEDIAH SMITH	578	590	606	615	626	637	648	658	665	675
JOHN BIDWELL	335	362	388	390	390	390	390	390	390	390
JOHN CABRILLO	442	458	478	484	499	509	518	526	540	550
JOHN D. SLOAT	310	328	330	330	330	330	330	330	330	330
JOHN STILL	180	180	200	220	230	240	250	260	270	280
JOSEPH BONNHEIM	583	593	610	632	650	670	688	707	723	735
LEONARDO DA VINCI	446	446	446	446	446	446	446	446	446	446
LISBON	813	862	919	937	960	979	988	996	1005	1013
MAPLE	265	271	278	283	286	289	292	294	302	305
MARION ANDERSON	642	678	704	712	723	734	753	763	777	788
MARK HOPKINS	812	878	910	946	968	991	1012	1033	1049	1060
MARK TWAIN	542	560	576	584	606	631	648	665	679	690
M. L. KING, Jr.	732	812	869	934	972	1008	1022	1031	1039	1043
NEWCOMER	242	240	240	240	240	240	240	240	240	240
NICHOLAS	705	728	750	777	800	824	848	871	891	906
O. W. ERLEWINE	364	389	395	409	419	431	442	454	463	470
OAK RIDGE	775	817	848	877	900	926	950	973	994	1008
PACIFIC	591	608	632	653	671	689	707	725	741	751
PARKWAY	545	569	591	610	627	644	661	677	692	702
PETER BURNETT	719	728	754	775	792	811	828	846	860	871
PHOEBE HEARST	507	504	508	508	508	508	508	508	508	508
PONY EXPRESS	288	292	303	309	317	326	334	343	350	355
SEQUOIA	602	618	629	650	667	679	696	714	729	740

TABLE V  
 Projected Enrollments of Elementary Schools by Year  
 1991-1992 to 2000-2001

(con't)

	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01
SUSAN B. ANTHONY	450	459	461	547	670	751	804	857	875	887
SUTTERVILLE	444	456	462	467	471	475	483	492	499	504
TAHOE	689	705	717	726	745	766	786	806	823	835
THEODORE JUDAH	525	533	544	551	566	577	584	599	605	614
THOMAS JEFFERSON	312	318	330	341	351	360	370	379	387	393
WASHINGTON	394	401	413	424	436	448	459	473	483	490
WILLIAM LAND	506	517	525	533	542	550	559	567	572	587
WOODBINE	347	361	375	387	398	409	420	430	439	446

SCUSD/R&E (5-24-91)

TABLE VI  
Projected Enrollments of Middle Schools by Year  
1991-1992 to 2000-2001

	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01
ALBERT EINSTEIN	1029	1061	1105	1147	1175	1207	1227	1247	1261	1287
CALIFORNIA	909	924	943	967	980	985	1000	1015	1024	1045
CHARLES M. GOETHE	750	797	855	914	974	1039	1087	1129	1166	1205
FERN BACON BASIC	715	740	740	740	740	740	740	740	740	740
JOHN STILL	375	420	420	420	420	420	420	420	420	420
KIT CARSON	555	588	605	622	630	654	672	697	714	721
SAM BRANNAN	922	953	974	1000	1025	1054	1070	1111	1149	1186
SUTTER	608	614	627	629	644	655	664	682	689	695
WILL C. WOOD	1111	1176	1226	1285	1331	1369	1377	1401	1419	1434
LEONARDO DA VINCI	159	180	180	180	180	180	180	180	180	180

SCUSD/R&E (5-24-91)

TABLE VII  
Projected Enrollments of High Schools by Year  
1991-1992 to 2000-2001

	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01
AMERICAN LEGION	216	198	183	170	165	151	160	140	130	122
ARGONAUT	144	132	121	119	111	105	98	96	87	82
C.K. McCLATCHY	1965	1984	2003	2023	2079	2101	2168	2198	2227	2280
HIRAM JOHNSON	2464	2565	2670	2759	2862	2953	3078	3123	3200	3313
HJ WEST CAMPUS	696	706	720	736	755	796	820	820	820	820
JOHN F. KENNEDY	2030	2049	2090	2113	2143	2184	2221	2275	2329	2381
LUTHER BURBANK	1585	1622	1655	1709	1772	1848	1864	1932	1979	2049
SACRAMENTO	2026	2058	2080	2103	2108	2122	2157	2209	2260	2311

SCUSD/R&E (5-24-91)

TABLE VIII-A  
SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
AREA I  
1991 - 2001  
PROJECTED ELEMENTARY SCHOOL ENROLLMENTS\* AND CHANGES\*\*

SCHOOL	1990 1991	1995 1996	5 yr CHANGE	1990 1991	2000 2001	10 yr CHANGE
BRET HARTE	606	633	27	606	684	78
C.P. HUNTINGTON	304	329	25	304	374	70
CROCKER/RIVERSIDE	461	504	43	461	577	116
ETHEL PHILLIPS	588	622	34	588	699	111
FRUIT RIDGE	671	850	179	671	950	279
HOLLYWOOD PARK	417	449	32	417	502	85
JEDEDIAH SMITH	565	626	61	565	675	110
LEONARDO DA VINCI	444	446	2	444	446	2
MAPLE	258	286	28	258	305	47
NEWCOMER	239	240	1	239	240	1
OAK RIDGE	734	900	166	734	1008	274
PACIFIC	588	671	83	588	751	163
SUTTERVILLE	441	471	30	441	504	63
TOTAL	6316	7027	711	6316	7715	1399

\* 1990 SECOND MONTH ENROLLMENT (SCUSD/R&E 10-26-90)

\*\*1995, 2000 PROJECTED ENROLLMENTS (SCUSD/R&E 5-23-91)

TABLE VIII-B  
SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
AREA II  
1991 - 2001  
PROJECTED ELEMENTARY SCHOOL ENROLLMENTS\* AND CHANGES\*\*

SCHOOL	1990 1991	1995 1996	5 yr CHANGE	1990 1991	2000 2001	10 yr CHANGE
ABRAHAM LINCOLN	568	678	110	568	793	225
A.M. WINN	404	528	124	404	607	203
EARL WARREN	374	410	36	374	462	88
ELDER CREEK	851	1085	234	851	1234	383
GOLDEN EMPIRE	753	960	207	753	1106	353
ISADOR COHEN	574	614	40	574	679	105
JAMES MARSHALL	676	714	38	676	831	155
JOSEPH BONNHEIM	582	650	68	582	735	153
MARK TWAIN	532	606	74	532	690	158
O.W. ERLEWINE	372	419	47	372	470	98
PETER BURNETT	731	792	61	731	871	140
SEQUOIA	580	667	87	580	740	160
TOTAL	6997	8123	1126	6997	9218	2221

\* 1990 SECOND MONTH ENROLLMENT (SCUSD/R&E 10-26-90)

\*\* 1995, 2000 PROJECTED ENROLLMENTS (SCUSD/R&E 5-23-91)

TABLE VIII-C  
 SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
 AREA III  
 1991 - 2001  
 PROJECTED ELEMENTARY SCHOOL ENROLLMENTS\* AND CHANGES\*\*

SCHOOL	1990 1991	1995 1996	5 yr CHANGE	1990 1991	2000 2001	10 yr CHANGE
ALICE BIRNEY	428	494	66	428	554	126
BEAR FLAG	433	460	27	433	489	56
CAROLINE WENZEL	423	436	13	423	490	67
FREEPOR	624	977	353	624	1221	597
GENEVIEVE DIDION	508	537	29	508	599	91
JOHN BIDWELL	363	390	27	363	390	27
JOHN CABRILLO	475	499	24	475	550	75
JOHN D. SLOAT	324	330	6	324	330	6
LISBON	734	960	226	734	1013	279
MARTIN L. KING	655	972	317	655	1043	388
PONY EXPRESS	283	317	34	283	355	72
TOTAL	5250	6372	1122	5250	7034	1784

\* 1990 SECOND MONTH ENROLLMENT (SCUSD/R&E 10-26-90)

\*\* 1995, 2000 PROJECTED ENROLLMENTS (SCUSD/R&E 5-23-91)

TABLE VIII-D  
 SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
 AREA IV  
 1991 - 2001  
 PROJECTED ELEMENTARY SCHOOL ENROLLMENTS\* AND CHANGES\*\*

SCHOOL	1990 1991	1995 1996	5 yr CHANGE	1990 1991	2000 2001	10 yr CHANGE
BOWLING GREEN	744	917	173	744	995	251
CAMELLIA	479	551	72	479	566	87
CLAYTON B. WIRE	561	605	44	561	683	122
EDWARD KEMBLE	815	878	63	815	934	119
ETHEL I. BAKER	673	758	85	673	859	186
H.W. HARKNESS	305	327	22	305	360	55
JOHN STILL	90	230	140	90	280	190
MARK HOPKINS	757	968	211	757	1060	303
NICHOLAS	688	800	112	688	906	218
PARKWAY	528	627	99	528	702	174
SUSAN B. ANTHONY	429	670	241	429	887	458
WOODBINE	322	398	76	322	446	124
TOTAL	6391	7729	1338	6391	8678	2287

\* 1990 SECOND MONTH ENROLLMENT (SCUSD/R&E 10-26-90)

\*\*1995, 2000 PROJECTED ENROLLMENTS (SCUSD/R&E 5-23-91)



TABLE VIII-E  
 SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
 AREA V  
 1991 - 2001  
 PROJECTED ELEMENTARY SCHOOL ENROLLMENTS\* AND CHANGES\*\*

SCHOOL	1990 1991	1995 1996	5 yr CHANGE	1990 1991	2000 2001	10 yr CHANGE
CALEB GREENWOOD	587	636	49	587	677	90
DAVID LUBIN	653	735	82	653	781	128
HUBERT BANCROFT	420	425	5	420	425	5
MARIAN ANDERSON	626	723	97	626	788	162
PHOEBE HEARST	512	508	-4	512	508	-4
SUTTER	171	0	-171	171	0	-171
TAHOE	684	745	61	684	835	151
THEODORE JUDAH	408	566	158	408	614	206
THOMAS JEFFERSON	308	351	43	308	393	85
WASHINGTON	399	436	37	399	490	91
WILLIAM LAND	430	542	112	430	587	157
TOTAL	5198	5667	469	5198	6098	900

\* 1990 SECOND MONTH ENROLLMENT (SCUSD/R&E 10-26-90)

\*\* 1995, 2000 PROJECTED ENROLLMENTS (SCUSD/R&E 5-23-91)

TABLE IX  
 SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
 1991 - 2001  
 PROJECTED MIDDLE SCHOOL ENROLLMENTS\* AND CHANGES\*\*

SCHOOL	1990 1991	1995 1996	5 yr CHANGE	1990 1991	2000 2001	10 yr CHANGE
ALBERT EINSTEIN	991	1175	184	991	1287	296
CALIFORNIA	900	980	80	900	1045	145
CHARLES M. GOETHE	610	974	364	610	1205	595
FERN BACON	773	740	-33	773	740	-33
JOHN STILL	303	420	117	303	420	117
KIT CARSON	551	630	79	551	721	170
SAM BRANNAN	826	1025	199	826	1186	360
SUTTER	682	644	-38	682	695	13
WILL C. WOOD	1039	1331	292	1039	1434	395
LEONARDO DA VINCI	89	180	91	89	180	91
SUBTOTAL	6764	8099	1335	6764	8913	2149
OTHER/S. E.	253	248	-5	253	260	7
TOTAL	7017	8347	1330	7017	9173	2156

\* 1990 SECOND MONTH ENROLLMENT (SCUSD/R&E 10-26-90)

\*\* 1995, 2000 PROJECTED ENROLLMENTS (SCUSD/R&E 5-23-91)

TABLE X  
 SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
 1991 - 2001  
 PROJECTED HIGH SCHOOL ENROLLMENTS\* AND CHANGES\*\*

SCHOOL	1990 1991	1995 1996	5 yr CHANGE	1990 1991	2000 2001	10 yr CHANGE
AMERICAN LEGION	182	165	-17	182	122	-60
ARGONAUT	179	111	-68	179	82	-97
C.K. MCCLATCHY	1949	2079	130	1949	2280	331
HIRAM JOHNSON	2334	2862	528	2334	3313	979
H. JOHNSON WEST	676	755	79	676	820	144
JOHN F. KENNEDY	2044	2143	99	2044	2381	337
LUTHER BURBANK	1539	1772	233	1539	2049	510
SACRAMENTO	1984	2108	124	1984	2311	327
SUBTOTAL	10887	11719	1193	10887	13358	2471
INDEPENDENT STUDY	200	200	0	200	200	0
SPECIAL EDUCATION	432	437	5	432	438	6
OFF CAMPUS/HOME	63	32	-31	63	32	-31
TOTAL	11582	12356	1198	11582	14028	2446

\* 1990 SECOND MONTH ENROLLMENT (SCUSD/R&E 10-26-90, REVISED 11-29-90) —  
 \*\* 1995, 2000 PROJECTED ENROLLMENTS (SCUSD/R&E 5-23-91)

TABLE XVIII

Assessed Valuation; General Fund Budget, Resources and Expenditures; ADA

	Assessed Valuation of District	Adopted Budget	Actual Income and Beginning Balance	Actual Expenditures	Average Daily Attendance	Total Tax Rate Per \$100 AV
1969-70*	\$487,917,165	\$40,282,460.00	\$ - -	\$ - -	53,981	\$4.914
1968-69*	483,257,279	40,194,750.00	39,034,937.12	38,085,403.34	52,998	5.013
1967-68*	481,335,909	37,090,235.00	37,040,597.64	36,142,424.77	53,689	4.59
1966-67*	486,928,584	33,574,832.28	33,370,874.11	32,260,407.28	52,631	4.28
1965-66*	460,361,207	30,115,970.15**	30,520,540.07**	29,016,200.79**	51,576**	4.13**
1964-65*	435,579,285	30,578,683.11	30,651,027.82	29,100,616.67	55,937	4.46
1963-64*	413,803,170	27,118,214.45	27,412,672.69	26,179,839.58	53,600	4.32
1962-63	400,419,190	24,340,963.00	25,042,308.82	23,832,089.37	51,203	4.11
1961-62	385,485,140	23,415,727.50	23,115,746.53	22,059,463.15	49,110	3.98
1960-61	355,635,660	21,405,464.00	21,478,196.52	21,056,444.51	46,957	4.03
1959-60	318,397,920	20,095,252.00	20,805,359.55	19,622,767.12	45,244	3.70
1958-59	278,731,572	17,883,422.00	18,262,023.68	17,187,174.10	41,796	3.54
1957-58	238,285,340	13,395,735.78	13,721,218.62	13,091,761.31	33,593	3.16
1956-57	228,325,200	12,446,025.28	12,704,332.29	11,965,986.26	32,238	3.06
1955-56	201,835,380	11,017,771.55	11,311,563.18	10,754,217.85	30,507	2.72
1954-55	195,869,850	10,327,609.59	10,680,244.40	9,934,281.54	29,019	2.72
1953-54	191,072,155	8,984,143.24	9,523,540.04	8,744,385.81	25,985	2.32
1952-53	176,399,121	7,717,119.00	8,307,976.29	7,589,081.62	22,772	2.56
1951-52	159,135,318	6,936,970.00	7,295,410.57	6,801,059.32	22,479	2.42
1950-51	151,922,610	6,208,748.00	6,628,488.81	6,050,343.30	20,198	2.43
1949-50	145,964,420	5,869,397.00	6,019,400.93	5,704,950.49	21,242	2.36
1948-49	134,433,460	5,366,094.00	5,486,938.35	5,257,276.35	19,746	2.36
1947-48	126,229,350	4,557,680.00	4,989,493.76	4,648,913.95	19,009	1.96
<u>Growth or Increase:</u>						
<u>5 Years:</u> 1965-66 to 1969-70	<u>5.39%</u>		<u>27.35%</u>	<u>30.87%</u>	<u>5.25%</u>	<u>18.98%</u>
1964-65 to 1968-69		<u>33.76%</u>				
<u>10 Years:</u> 1960-61 to 1969-70	<u>37.20%</u>		<u>87.62%</u>	<u>94.09%</u>	<u>17.14%</u>	<u>21.94%</u>
1959-60 to 1968-69		<u>88.19%</u>				
<u>20 Years:</u> 1950-51 to 1969-70	<u>221.16%</u>		<u>548.49%</u>	<u>567.59%</u>	<u>149.50%</u>	<u>102.22%</u>
1949-50 to 1968-69		<u>548.80%</u>				

\*Assessment rolls for these years do not include the increase in the valuation of the redevelopment area.

\*\*Effective July 1, 1965, Sacramento City College was separated from the Sacramento City Unified School District and became part of Los Rios Junior College District. Statistics for 1965-1966 show a drop because of this.

**TABLE XIX**

**POTENTIAL ENROLLMENT FROM DELTA SHORES\***

		1995	2000	2005	2010	
K-6	Single Family	0.45	495	990	1,485	1,980
	Multi-Family	0.17	110	220	330	441
	<b>Total</b>		605	1,210	1,815	2,421
7-8	Single Family	0.08	88	176	264	352
	Multi-Family	0.03	19	39	58	78
	<b>Total</b>		107	215	322	430
9-12	Single Family	0.12	132	264	396	528
	Multi-Family	0.05	32	65	97	130
	<b>Total</b>		164	329	493	658
<b>Total</b>			877	1,754	2,631	3,508

\*Based on student yield factor study (Corley, March 1991) and 1,100 single-family/648 multi-family growth in each five-year period (Ziegenfuss, February 1991).

**TABLE XX**

**SACRAMENTO AREA COUNCIL OF GOVERNMENTS**

**GROWTH PROJECTIONS**

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT**

<b>YEAR</b>	<b>TOTAL HOUSING</b>	<b>SINGLE FAMILY</b>	<b>MULTIPLE FAMILY</b>	<b>MOBILE Home</b>	<b>TOTAL Pop</b>	<b>HSEHLD YEAR</b>	<b>GQ Pop</b>
1990	130,089	79,908	47,370	2,811	309,267	300,405	8862
1995	134,395	82,486	49,098	2,811	317,124	308,135	8989
2000	139,399	86,305	50,275	2,819	326,809	317,703	9106
2005	143,384	89,248	51,316	2,820	328,910	319,683	9227
2010	146,649	91,610	52,221	2,818	330,364	321,087	9277



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

---

## Facilities -- 2001

### A Master Plan for Planning and Managing District Facilities in the Decade 1991 - 2001

Revision #1, May 1993

Working Papers

*Facilities Services Division*

---

#### Contents

Section A--Community Analysis	A-1	Section F--Capacity Analysis	F-1
Section B--Demographics	B-1	Section G--Options/Alternatives	G-1
Section C--Educational Program Review	C-1	Section H--Financial Analysis	H-1
Section D--School Design Guidelines	D-1	Section I--Asset Property Management Program	I-1
Section E--Facilities Conditions	E-1	Section J--Capital Improvement Plan	J-1

---



## EXECUTIVE SUMMARY

Facilities-2001, a facilities master plan for the period 1991-2001, was developed for Sacramento City Unified School District. The report is a compilation of information, analysis, and recommendations concerning facilities.

Facilities-2001 (Update 1993) includes a review of each Section, analysis of findings and recommendations, and presentation of new recommendations.

**In general, the findings and recommendations of Facilities - 2001 (1991) are still valid.** Some changes have occurred but the need for additional space to house projected enrollment and need to modernize and maintain existing facilities are urgent.

One recommendation is paramount: The District should develop a financial strategy to meet high priority facilities needs and implement the plan as soon as possible.

Facilities needs have been reported in several earlier studies. Facilities - 2001 recommended a condition assessment to determine facilities needs based on a formal examination. The assessment has not been done-it is costly and would take about a year to complete. Meanwhile, there are sufficient high priority, health and safety, modernization, and growth needs for a proposal to be developed and submitted to the voters.

The District has over \$300,000,000 in bond capacity available for facilities needs.

Of major significance is the fact that the City projects build-out by the year 2016. Build-out means that there is no vacant land upon which to build. Most of the School District is within the City. Most growth is forecast for the southern portion of the District. This means that the District should move now, in concert with the City and County, to have in place its vision of the educational system by the time of build-out. While planning for growth and new facilities is exciting; the vast majority of students are currently housed in facilities which are, generally, quite old and in need of modernization and maintenance. Maintenance of the infrastructure is a greater problem than planning new facilities for growth. System-wide planning is needed.

Finally, it is recommended that the District implement a Capital Asset Management Program for coordinated management of land, buildings, and equipment--capital investments.

## SECTION A

### COMMUNITY ANALYSIS

The community of Sacramento is basically the same as was described in the Facilities 2001 Report issued June 1991. It still is a most desirable place to live according to national surveys, the most recent of which is one completed in 1992 by "The Livable Cities Almanac." Sacramento ranks among the 10 best cities in the United States. This is a high tribute and should be remembered when there is focus on needs or areas of desired improvement.

It is also important to remember that Sacramento and the metropolitan area are subject to national and world-wide events and trends. In spite of its problems, California is still a desired destination. The National Center for Education Statistics projects a 5 percent increase in the 5 - 13 year old population, from 31,793,000 in 1989-90 to 33,483,000 in 2001. According to the California Department of Finance Demographic Research Unit as of April 1991, the forecast was for a population of 38,980,000 by 2005 with Sacramento County growing from 1,051,400 in 1990 to 1,533,100 in 2005. In January 1993, first time home buyers had a significant impact on the local residential resale market. Homes were more affordable in terms of total price and through lower interest rates. The median price for existing homes is still 46 percent higher than it was five years ago. But, the interest rate nationally is more than 2 percent lower than it was just a year ago. Sacramento is an affordable community for the growing population of the state and nation.

Long term growth is as certain as are short term fluctuations. This is the significant point to remember when thinking about school facilities. One must think in the long term as facilities are long term investments. It is a certainty that Sacramento will become built-out and whether the date is 2016, as suggested by City planners, or a few years later, or earlier is of little consequence. Further, as the time to build-out draws closer, opportunities for school facility space becomes much more limited. In fact, because schools require a large site, there are only a few possibly suitable locations still available. The change in the economy of the nation and of California is the most significant change to report. The general decline in the economy was well described in the Presidential election campaign.

The new President has submitted an economic plan to the nation. In 1992 the State budget was approved in September, and the interval from the start of the fiscal year to budget approval was highlighted with the issuance of warrants. Uncertainty about the State budget along with actual reductions adversely affected cities, counties, and school districts. Reductions in revenue and income meant program and personnel cuts. The federal budget

picture is grim; the State budget crisis is not over. As presented, the State allocation for schools for 1994 is held constant, but this amounts to a decrease as inflation continues at a modest pace. And, the battle of the 1994 California budget is far from over.

Evidence of economic stress abounds. Mather Field and the Army Signal Depot will be closed and McClellan Field is a candidate for closure too. This would mean about 15,000 jobs directly affected with another number, MORE THAN TWICE that large, indirectly affected. Unemployment is at record high levels. Housing starts and sales are off. There is substantial vacant apartment, office and retail space. The projected enrollment of the District was approximately 1,400 students more than the actual number by the third month. Planning for the 1994 school year is effected by the general state of the economy and its specific implications. A decrease of 500 students is estimated.

Reports show that the Sacramento area is dominated by government support. The economic base is described as being 46.8 percent State, 8.7 Department of Defense, 7.3 percent State education, 6.1 percent federal government for a total of almost 70 percent government related. In terms of government jobs, there has been a decline from 37 percent in 1972 to 29 percent in 1993 of the 618,200 persons employed. Leaders continue to say that the level of government employment is still too high. The economic base must be diversified. Government has been a dominant employer but economic pressures have changed so that there may be manpower cuts in government employment rather than growth experienced in the past.

Since base closure is a biennial task, leaders of the community are emphasizing the need to diversify now. While closure may have been averted this year, apparently, downsizing of the military is projected to continue and McClellan will be reexamined.

There is another large employer in the area. It is noted that Campbell Soup has a plant employing some 1,800 workers and there has been some concern that the company may move those operations. The plant was built in the 1940's in a rural area which is now surrounded by development. This is a significant point to remember in that build-out is projected in about two decades which is a short time when considering the age of the Campbell Soup investment.

Community leaders can be expected to move aggressively to diversify the economic base and bring in new industry to counterbalance government employment. All this portends growth for the region.

In spite of reductions and uncertainties, there is continuing growth. The birth rate is still high although it has levelled. In-migration is high. Home construction and sales, while slower, do continue. The most favorable interest rates make more people

eligible to own homes. The median price of a home in the Sacramento area has declined. The Pocket area has experienced rapid growth and construction of many new homes and apartments. Growth in the South area is continuing partly due to the relatively low median sales price and partly due to the fact that Natomas and other close-in areas are nearing built-out status. South Sacramento has an abundant supply of industrial, warehouse, and commercial land. Although the pace of growth has slowed there is growth.

How to deal with growth has been the subject of much discussion. The County's General Plan is still under review. It was mentioned in the Facilities 2001 Report. In the draft of the General Plan, the Introduction to the Public Schools Facilities Background Report stated, "California is one of the lowest per-pupil expenditure states in the nation. State funding for local schools is horribly inadequate and state laws stifle opportunities to raise local funds to meet school facility needs....Our children of the next century may indeed have schools without walls. Schools Without Walls is a working paper designed to develop the public schools component of the General Plan Public Facilities Element. As a working paper it should describe, analyze and evaluate all the intricate parts of providing public school facilities in Sacramento County." A copy of the document is attached to this update as well as recent charts and tables reflecting changes in the economy.

The District has an even greater stake in the development and approval of City and County General Plans than is represented in statements regarding schools. The way in which growth is managed will influence the investment in the core of the community. As more and more development occurs in the outskirts of the City there will be even less interest in central infrastructure. Light is made of the fact that school district boundaries in the State do not resemble, conform, or remotely reflect municipal boundaries. Yet, this complicates coordination and makes planning more difficult. Further, water, air, transportation, utility, etc. concerns are not respecters of any arbitrary agency boundary. Schools are and will be increasingly affected by regional concerns. If growth in the form of sprawl continues it means that light rail, for example will be even more difficult to provide. If higher densities are encouraged to save scarce infrastructure dollars, the District which serves the core of the metropolitan area will be affected even more than it is now. There are various options in planning the metropolitan agenda. The District is involved/affected whether it participates and has a policy or not.

To continue its most desirable community status, attention to public schools is a factor as is reflected in both the City and County General Plans. To attract new industry, the community will emphasize positive features and schools will be one of the items on the list. City and County governments have a substantial stake in the quality of public schools.

The Findings of Facilities 2001 are valid:

"While some areas in the four County region will grow at a greater rate than other areas, it may be assumed that the projected infilling and proposed planned communities within the Sacramento City Unified School District will require additional school housing in the next ten years."

"While the local four County region may experience changes or shifts in the economy, it may be assumed that the economy of the area is diversified to the extent that the future population growth is assured for the next ten years."

Since build-out is forecast within another two decades, it is most appropriate to engage the community in developing the dream for the future so that the material expression can emerge.

Recommendations:

1. The District should continue and increase its participation in City and County planning activities and policies. Responsibility for such coordination should be officially assigned and support provided.
2. The District should adopt policies to implement the vision of the system at build-out.

## SECTION B

### DEMOGRAPHICS

Facilities 2001, 1991, recommends that the District plan for housing of an additional 13,000 students by the year 2001.

Growth in the number of people in the State, County and City is certain. The recent downturn in the economy was unanticipated as was the historic change in the world order. Clearly, the nation and world are on a different course which is unprecedented and which can only be described as evolving. However, population growth is certain based on national, state and local reports.

According to a 1991 National Center for Health Statistics report, the number of births in the United States increased dramatically during the first 7 months of 1990. Nationally, the number rose by 4.5 percent from 1989 to July 1990. However, in California the number increased by 11 percent, more than double the national average. There were a total of 609,228 babies born in 1991 so there was a drop of 0.4 percent from the previous 1990 high. The slight decline is the first such decline noted since 1973. And for the first time the number of minority babies born in California exceeded the number of white babies. Revised 1993-1994 average daily attendance projections from the California Department of Finance shows an increase to 5,199,700 students. Bear in mind that average daily attendance figures are used for budget computations and are lower than enrollment by some 3 percent. Growth for school districts is assumed to be about half of the rate used for the prior year, at least for State budgeting purposes.

An August 12, 1992 District report on trends shows that the district had 44,008 students in 1960, 51,641 in 1966 and then faced a decline to 39,347 in 1979. Since 1979, enrollment has increased each year to a level of 50,751 in 1991. By the third month of 1992, the enrollment had decreased to 50,550, and by the fifth month the trend had continued to 50,304. The August 1992 report included a projected enrollment of 62,928 by the year 2000. However, the recent average increase of about 2 percent has not continued into the 1993 year.

The racial/ethnic composition of students has changed dramatically in the past two decades. While whites comprised 62 percent of the enrollment in 1971, they were only 34 percent by 1991 and are expected to decrease to 27 percent by 2001. The Asian-American population has increased from 6 percent to 24 percent in 1991, and they will reach an estimated 31 percent by 2001. Data from the Department of Education show that the number of non-English speaking students has risen from about 400,000 in 1987 to over 980,000 in 1991.

While the recent decrease in enrollment is a significant budget issue, the long term projections remain about the same. According to the Sacramento Area Council of Governments, it was discovered during the course of the 1990 census that persons per household were quite low for the City of Sacramento. More persons per household are expected as the nature of the population changes and the total estimated population for the years 2010 and 2015 were increased accordingly. Although the District and City boundaries are not exactly the same, it is important to note that from a 1992 population of 385,127 the City will grow to 569,000 by 2015. Similarly, the unincorporated portion of the County will grow from 665,541 in 1992 to 1,021,100 in 2015. These figures were based on a SACOG draft report dated January 8, 1993.

SACOG December 15, 1992 census information by tract have been examined and analyzed. Without including Delta Shores and the Railyard developments, it is estimated that there will be over 17,000 new homes with probably 7,000 additional school age children living within the District. In some cases block data were tallied to arrive at this projection.

It was noted that significant increases are projected for certain census tracts which are now built-out. There will be some conversion from single family to multiple family units, probably apartments, which will not house many children. However, an increase in single family homes is also forecast but the reason for this is not certain. There is some question as to whether there are vacant lots in the area which can be improved.

Of greatest significance is the conclusion that the City of Sacramento will be built-out by the year 2016. This means that new development and infill will have reached the stage that construction or allocation of space by the District should be in place. Neighborhoods or Community Plan Areas may change but not because of new construction. It is cautioned that build-out has occurred in other metropolitan areas only to be followed by shifts in population. Areas which were built-out in the 1930 - 1950 decades and where schools were constructed for the yield for family characteristics at the time are now greatly overcrowded due to influx of new families with greater numbers of children and even extended families or multiple families occupying the same dwelling. Naturally, schools are overcrowded because there is no room for either expansion or accommodation of the large numbers of children. It is possible that this could occur in Sacramento. Some of the District's school sites are very small and are even overcrowded today. Thus, there is potential for severe impaction in future years.

As is discussed in Section J, Capital Asset Management Program, a vital function of the District is demographics. This is a vital function of other government agencies, and in business the marketing function probably includes demographics as a significant

subset of data. The District needs to have data which are as reliable as possible. It is noted that the person who had this responsibility for many years recently retired and no one was appointed to that position, although this may occur in the near future. The District's efforts should be coordinated with other agencies and can be made more efficient and effective by doing so. Further, there is a real need for demographic information to be available to plan for pupil housing. Even if no new schools were needed, some shifts in attendance must be expected along with either adjustments in attendance area boundaries or transfer of portable classrooms.

There have been a number of recent enrollment projections. In September 1990 there was a projection of 55,716 students by 1997 and almost 63,000 by 2010. In November 1990 a cohort projection indicated 56,464 students by 1996. In March 1991, a report to the Finance and Facilities Committee suggested an enrollment of 57,344 by 2000. The June 1991 long range report projected 62,926 students by 2001. The Facilities 2001 used data from this long range report. Analysis of the SACOG 1992 data suggests an addition of about 6,600 new students or a total of 56,600 by 2010 not counting Delta Shores or the Railyard. SACOG data are essentially the same for 2010 and 2015 as would be expected in a built-out condition. Differences in projections are significant; there is no way to make demographic projections firm. Constant attention and analysis is the nature of demographic work.

Recommendations:

1. The District needs to assign demographic responsibilities and support the assignment as required to perform the function.
2. The District needs to plan for a long range increase in enrollment in spite of the slight decrease noted this year.
3. Census tract data and District demographic files and models should be analyzed along with school capacity and program information to update enrollment projections and facility needs.



TABLE 1  
 DATA FROM  
 SACRAMENTO AREA COUNCIL OF GOVERNMENTS  
 Total Housing

Census Tract	1989 Data			1992 Data		
	1990	2010	diff	1992	2010	diff
1	1702	1703	+1	1730	1730	0
2	1786	1786	0	1786	2604	818
3	1580	1584	0	1583	1583	0
4	2394	2394	0	2308	2309	0
5	1990	2165	175	1931	2036	105
6	675	688	13	537	563	26
7	315	315	0	459	459	0
8	1139	1139	0	1181	1181	0
9	180	180	0	186	186	0
10	84	84	0	388	388	0
11	930	1084	154	698	890	192
12	2260	2267	7	2388	2388	0
13	2124	2122	0	2138	2138	0
14	1678	1678	0	1756	1756	0
15	2361	2370	9	2356	3125	769
16	2578	2591	13	2575	2596	21
17	2630	2708	78	2559	2710	151
18	2135	2187	52	2181	2237	56
19	1750	1752	2	1721	1721	0
20	1399	1401	2	1406	1407	0
21	1197	1440	243	1090	1244	154
22	1820	1828	8	1869	1869	0
23	1672	1672	0	1654	1654	0
24	2113	2156	43	2114	2170	56
25	732	732	0	740	1179	439
26	1277	1277	0	1279	1279	0
27	1587	1603	16	1650	1650	0
28	1181	1194	13	1189	1193	0
29	2175	2407	232	2258	2527	269
30	2661	2816	155	2763	2824	61
31.01	1269	1288	19	1250	1288	38
31.02	1092	1248	156	1125	1248	123
32.01	2109	4610	2501	1951	4610	2659
32.02	1712	2236	524	1678	2236	558
33	1909	1933	24	1928	1932	0
34	1712	1721	9	1706	1814	108
35.01	1265	1265	0	1250	1266	16
35.02	1318	1318	0	1321	1321	0
36	1049	1248	199	1015	1248	233
37	1345	1376	31	1375	1380	5
38	1897	1897	0	1797	1862	65
39	1708	1753	45	1658	1751	93
40.01	2796	2941	145	2790	2800	10

40.02	4246	4408	162			
40.03	8103	9577	1474			
40.04				2606	2606	0
40.05				2052	2068	16
40.06				2108	2108	0
40.07				6305	7176	871
40.08				1541	1569	28
41	1503	2265	762	1492	2265	773
42.01	1727	1813	86	1711	1813	102
42.02	1631	1945	314	1640	1945	305
42.03	1374	1966	592	1329	1966	637
43	1812	3500	1688	1599	3500	1899
44.01	1524	2197	673	1519	1519	0
44.02	1332	1852	520	1308	1308	0
45	3106	3588	482	2777	3471	694
46.01	2325	2910	585	2464	3087	623
46.02	1677	1695	18	1626	1750	124
47	2794	3144	350	1343	1939	596
48	1422	3004	1582			
48.01				1514	1514	0
49.01	4002	4729	727			
49.03				2111	2309	198
49.04				1406	1594	188
50	641	6504	5863	0	0	0
51	1586	3995	2409			
51.03				38	148	110
52.01	966	966	0	969	1017	48
52.03	3182	3206	24	3206	3283	76
53	291	389	98	19	19	0
54.02	1105	1474	369	648	648	0
88	316	1267	951	0?	0?	
90	1044	9474	8430			
90.01				2659	3147	488
90.02				1819	3064	1245
91.01	3918	4597	479			
91.02	4001	4000	-1			
91.03	1038	1213	175	1057	1176	119
91.04	3134	3160	26	3502	3537	35
91.05				1149	1149	0
91.06				1984	1984	0
91.07				1273	2157	884
91.08				1386	1387	1
91.09				1776	1776	0
91.10				798	798	0
Totals	130445	164354	33909	130051	147149	17084
53 (Railyard)						
96.01 (Delta Shores)				0	3508	3508

specifications and space for new magnet schools that would harmonize student, parent, staff, and community." The District should be proud of this award and should carefully follow up to see how the building performs.

The District, therefore, has through its construction program developed a new design for an elementary school.

The middle school and high school segments do not have new designs and the educational specifications are old. Replacement of Kit Carson and California are the most recent middle schools. A high school has not been constructed since Kennedy was built in the 1970's. Just the development of educational specifications is a positive influence in terms of thinking for the future. Given the possibility for modernization and the possibility for construction of more schools at every segment, thought should be given to starting the school design process now.

The award for Kenny Elementary comes from a source which includes award winning designs from around the nation. As was mentioned in the beginning, California has the most spartan square footage allowances of any state. Merely looking at California construction, especially state aided construction will give a distorted view of what is current in education. The descriptions in "American School and University" and other publications should be reviewed for ideas and plans. And there are some schools in California which have been built to local specifications such as the new high school in Modesto.

Recommendations:

1. A post-occupancy evaluation of the two new elementary schools should be completed prior to the end of the first year of school.
2. A value engineering phase should be added to the design schedule, especially for all buildings which exceed the State allowance.
3. The development of educational specifications for middle schools and high schools should begin immediately and should include research from outside the state.

(previously 55) times 600. This is a State allowance but not a standard derived through systematic and orderly process of analysis of the educational program. Sacramento Unified, along with many other California districts, is to be commended for not accepting this allowance. This commendation is justified based on what many states and school districts across the nation provide. Unfortunately, this added space now becomes a disadvantage when an application is made for state aid.

The District's plan for Father Kenny exceeds the state allowance and the Board adopted and filed a resolution acknowledging this fact. All classrooms are permanent. Interestingly, Lisbon, King, and Matsuyama have all portable classrooms and use permanent facilities for the multi/administration, kindergarten and some restrooms and storage.

The District has just completed two elementary schools (Lisbon and King) and will complete two more this year. The District may add additional elementary schools and even use these designs to replace schools which are very old. One of the procedures in other states is to require a post-occupancy evaluation. The question to be answered is whether the physical effect (building, grounds, and relationships) meet the educational specifications--visions of the planners. Will the facility perform, function, and is it efficient?

It is recommended that a post-occupancy evaluation of the facilities completed this year be done before the end of the first school year of use. It is suggested that a team of persons including staff from the District, the Department of Education, community members and others be asked to perform this evaluation.

Second, it is recommended that a value engineering study as is done in the State of Washington be conducted of future designs. In Washington, staff are brought together to look at drawings and plans when they are about 35 percent complete. A critical look at this time has saved money and made the facility much better. The incentive in Washington is that of all of the savings, the District may retain half for project improvements and the state saves half which is credited to the state building fund. This experience can be used in California even if the present law does not have a shared savings provision. Perhaps such a provision could be advanced to the Allocation Board.

Construction of facilities which cost upwards of \$5,000,000 without a value engineering study or a post-occupancy evaluation is not advisable, especially when a reuse of plans is being considered.

The District received an award for the design of Father Kenny. This award was received from American School and University, a publication which specializes in school construction. As described in the magazine, "The task was to develop educational

## SECTION D

### SCHOOL DESIGN GUIDELINES

Facilities 2001 reviewed school design allowances and criteria, and recommended that, "School design guidelines of **adequacy** and **appropriateness** should be developed and adopted by the district."

Design guidelines are the equivalent of educational specifications which are prepared to give to the architect to design the building. It is observed that the District has exceeded State building program allowances, but that guidelines of adequacy and appropriateness have yet to be developed, unless the most recent construction is the guideline.

There are changing concerns regarding sites. Site size guidelines have been the same for decades but, in some areas the available land is very limited and guidelines can not be met. There are many new concerns about appropriateness of a site. There are environmental concerns such as vernal pools, for example. Location near high voltage transmission lines is being studied. Toxic and other hazards must be identified and mitigated. How does the site fit into the specific and general plans for the area?

And, building designs are changing. Both new and old buildings must conform to new requirements for persons with disabilities. These concerns will be addressed when planning for new facilities. However, while the District may build only five or six new schools, it will modernize or rehabilitate/retrofit all 82 existing facilities. Clearly, the magnitude of the problem is with existing stock. Some of the facilities may be so poorly designed in light of today's standards that proper modernization with beneficial life cycle cost is not possible.

A major consideration has to do with the decision to participate in the State school building program. The State program has changed over the years but some items have held relatively constant. Perhaps the most critical is the State allowance for square footage per student. Although the allowance was increased by about 7 percent in 1986, this is the first increase since the late 1940's. This allowance should not be considered a standard. Facilities 2001 includes a table with per pupil square footage in other states.

It is reported that the allowance in California was set by the Legislature by dividing in half a recommended standard. Thus, the recommendation for 110 square feet per elementary child was reduced to 55. Other grade levels were similarly reduced as well. This means that when an application is made for housing of 600 elementary school children the total square footage is about 59

The purpose of the District is to provide the educational program. Sometimes, however, those who are engaged in the educational program are so enthusiastic and intense that they may overlook facilities considerations. The objective of the Facilities Services Division is to support and encourage the educational process while ensuring that facilities needs are given appropriate consideration.

In Texas, for example, after some decisions were made at the legislative level which had a material effect on facilities, there was a requirement that within 90 days after submittal of a educational change proposal the equivalent of an environmental impact statement would be expected. The California mandated cost consideration in state legislation is a variation on this theme. It may be appropriate for the Board to request that proposals for educational change always include facilities and support service considerations.

Facilities 2001 includes findings of significant trends affecting the curriculum and instructional methodologies. Certain statements were recommended for adoption by the Board. Included were site size acreage optimums and enrollment optimums. These optimums will be subject to review as applications for state aid for modernization and building are developed.

Recommendations:

1. The District should prepare a system design to parallel build-out of the community. This includes locations, grade groupings, school sizes, site sizes, and support facilities and should include consideration of cooperative arrangements with other public entities.
2. The District should reconcile the current schedule and school size desires and policies with the year round school program.
3. Improved liaison with instructional staff should be encouraged and instructional changes should include facility and support service impact information.

construed as a response to facilities concerns more than anything else.

One of the recommendations is that the Facilities Division emphasize and develop liaison with the instructional staff and management. This is a valid objective and would be a recommendation for almost every district. Since staff change, there must be constant attention to maintenance of good relationships with the instructional leaders. New leaders and persons in different roles need to be informed about facilities and need to inform and work with facilities personnel.

It must be pointed out that the District moved to a middle school concept using junior high schools designed specifically for grades 7 through 9. All of the middle schools are of the 1960 era and about 30 years old. The thirty year age is the time at which facilities are eligible for modernization aid from the State. If the middle school concept for grades 7 and 8 is to continue and if modernization of these facilities is planned, there should be a review of the educational specifications so that the modernization can, to the extent possible, address the educational program objectives.

There is new legislation which authorizes charter schools on an experimental basis. Individual schools may be approved by the State Board of Education as charter schools upon request by a local group. This is new legislation and only 100 such schools are allowed; as of March 1993, only about ten such schools have been approved. The Bowling Green Elementary School group has submitted a proposed Charter and one of the conditions has to do with enrollment. If the school is approved as a charter school it may affect other schools if enrollment has been limited.

The District has a number of magnet schools which emphasize different educational objectives and there are a variety of categorical and special programs. As recently as February 16, 1993, a new Efficacy program was approved. Again, this is a approach which will use existing facilities.

The "School Choice" initiative will be a statewide ballot issue. The District has issued a position paper on this topic which describes the various efforts by the District to meet educational needs.

Finally, the District and the City have entered into agreements regarding use of facilities and grounds. These cooperative agreements enhance the efforts of both agencies. A listing from the City's inventory of property has been prepared and should be monitored so that the agreements and arrangements are kept current.

## SECTION C

### EDUCATIONAL PROGRAM REVIEW

The District's educational program is gradually changing. Some of the change is innovation and some is due to budget considerations. Other changes come from new understandings and new conditions. If viewed from a facilities perspective, there appear to be no significant or material changes in the educational program. It is suggested that budget constraints limit changes and that any changes which are made are done so with the understanding that there will not be a significant capital outlay. One could envision elaborate and complex technological changes but not without money.

However, the mission statement of the District is to enable each child to reach fullest potential and to participate fully in the continuously changing world. Stated positively, a good teaching and learning environment is a prerequisite. If facilities are overcrowded or in very poor condition, it does not seem reasonable to expect that the staff and the students will be able to attain such goals.

A number of trends are identified in Facilities 2001 and to the degree that the District moves with the trend there will have to be facilities changes. For example, the trend toward use of more electronic equipment will mean that electrical service to some schools will have to be upgraded because they are at maximum capacity now. Electrical service upgrades are expensive. So too are changes in the electrical system within the school. A move to year round education will require air conditioning which will require additional electricity-capacity and use. The year round school also requires storage space so that the teachers who are off track can store their materials.

It was suggested that the District adopt certain statements as to site requirements and optimum school enrollments. The District has schools of various sizes both in enrollment and site acreage. In some circumstances there are practically no options for increasing site size or housing more children on the site.

The recommendations for enrollment goals must be reconciled with year round school decisions. Optimum size for year round elementary schools on four tracks will be in the 800 plus enrollment range. The decision to move schools to year round is both a facilities issue and an educational program consideration. Educational considerations regarding year round usually do not include achievement scores as evidence suggests that there is neither increase nor decline in attainment. Given the lack of significant dollar and educational differences, year round must be



Pocket areas are 98%, 98%, and 89% built out as of 1990. Planners usually consider a high 90% improved land figure to be practically equivalent to built out when used for demographic purposes.

COMMENT

Although Sacramento Unified has built several schools in the area of greatest forecast growth, much of the area was annexed and schools were built with State funds and according to State allowances. This means that they are smaller and more cheaply constructed than those built by the District. Further, they are quite old and, generally, have substantial maintenance/modernization needs. Therefore, a decision to modernize or replace should include analysis of location and size of facility, and other factors.

Growth in Tracts 5 and 15 are in the older parts of the City; growth of the magnitude forecast by SACOG deserves close attention. Since much of the growth is multi-family units, few students might be generated so the need for additional space in school could be minimal.

Census Tracts 46.01 and 46.02

These two Tracts extend from Martin Luther King Jr. Boulevard on the West, along 47th Avenue on the South to Stockton Boulevard and are bounded on the North by Fruitridge Road. The Tracts are divided by 44th Street. A total of **623** units is projected for the East Tract (.01) and 124 for Tract .02. Pacific serves Tract .02 and C. B. Wire serves tract .01. The growth in Tract 46.01 is 358 single and 265 multi family dwelling units.

Census Tract 49.03

This Tract extends from the WP tracks on the West to Franklin Boulevard on the East and from Florin to Meadowview. This tract borders on Tract 42.03, mentioned previously. Growth of **198** units (45 single and 153 multi family) is projected, and the area is served generally by Bowling Green.

Census Tracts 90.01 and 90.02

Census Tract 90.02 extends from Folsom Boulevard toward Mather Field. Tract 90.01 is bounded on the West by Bradshaw Road and on the South by Jackson Road. The boundary turns Westerly along Kiefer Boulevard until it turns North through Mather Field. The North/South boundary is parallel to the runway on Mather. While growth of **488** units (131 single and 354 multi) is anticipated on Tract .02, the future of Mather may well change that forecast. The growth along Folsom Boulevard of **1,245** units (100 single family and 1,145 multi family) can be expected as infill to this well travelled area. Golden Empire, Lincoln and Winn are the schools most likely to serve this area.

Census Tract 91.07

This Tract is bounded by Mayhew on the West, Highway 50 on the South, and Bradshaw on the East. The American River is the Northern boundary. The District's boundary extends from the American River to Folsom Boulevard along Linda Rio Drive so approximately the Northeast one quarter of the Tract is outside the District. Substantial growth is slated for the area: 119 single family and **765** multifamily units are forecast. Because of the split of the Tract, careful monitoring of growth in the area is urged.

The Planning Department of the City of Sacramento also prepares demographic reports which utilize SACOG data. Latest reports still use 1989 SACOG data but a new report is expected in April 1993.

Analysis of City reports suggests that the central city community plan area will not change. Perhaps 400 additional multi family units will be added during the 1995 to 2010 interval. The area is described as 97 percent built out. Greatest growth will occur in the Airport/Meadowview, East Broadway, and South Sacramento community plan areas. These areas are 67%, 94% and 65% built out respectively. Conversely, the East Sacramento, Land Park, and

#### Census Tracts 32.01 and 32.02

These two Tracts cover the area between Stockton Boulevard and the SP railroad tracks on the East between 47th Avenue and Fruitridge. Tract .02 is West of the 65th Street Expressway and Tract .01 is on the East. A total of **2,659** dwelling units is projected for Tract .01 (2,341 single and 318 multi) on the East and another **558** units (372 single and 185 multi) in Tract .02. This area is served by Earl Warren, Elder Creek and Peter Burnett Elementary Schools.

#### Census Tract 40.07

The Pocket Area is practically built out, however this tract is scheduled for **871** single family units as of the time of the data collection in 1992. The Tract is bounded by the Sacramento River, Interstate 5, Florin Road and Gloria Drive. This Area could be served by the new Matsuyama School. Note that the proposed boundary for Matsuyama crosses Interstate 5.

#### Census Tract 41

This Tract is bounded by 24th Street, Florin Road, the WP tracks and 35th Avenue. This is part of the unincorporated area of the County and is served by Woodbine and Huntington schools. It is estimated that **773** dwellings (716 single and 57 multi) will be added to this area by 2010. Woodbine is a small school and permanent facilities are old.

#### Census Tracts 42.01, 42.02, 42.03

These tracts extend from Freeport Boulevard to the WP tracks between Florin Road and Meadowview. While tracts .01 and .02 are largely infill, there is room for considerable new construction in tract .03 (419 single and 218 multi). The projected new dwellings are **102, 305 and 637** for these Tracts. The area is served by John Sloat, John Hopkins and Edward Kemble schools. The North-South dividing line between the Tracts is 21st Street and 24th Street.

#### Census Tract 43

This Tract is immediately South of Tracts 42.01 - 03, and is served by Freeport Elementary. New growth in the area is projected in the developments called Delta Shores and Steamboat Bend. A total of **1,899** (1,492 single and 409 multi) units is forecast for this area. Space for an elementary school has been reserved for some time adjacent to the John Still Middle School. The Middle School has capacity to absorb some growth.

#### Census Tract 45

This Tract is East of Tract 41 and shares a common Western boundary--the WP tracks. It is bordered on the South by Florin Road and on the East by Highway 99. The Northern boundary is Fruitridge Road. This is a large Tract and is served by Bowling Green, Pacific, and Maple Elementary Schools. A total of **694** new housing units is projected (235 single and 459 multi).

monitor planning for Mather very closely and propose boundary changes if appropriate to the development. It would be most unfortunate if Mather Field were developed without regard for school boundaries.

#### Implications

According to these data, certain schools in the District will experience considerable growth. The analysis which follows indicates Census Tracts which have potential for considerable growth and the schools which might be expected to serve the areas.

#### Census Tract 2

This Tract is bounded by Alhambra Boulevard, H Street and the SP Railroad on the North and East. A total of 818 new dwelling units is projected and children would be in the Caleb Greenwood zone. The forecast indicates 748 single family and 70 multi-family units.

#### Census Tract 15

This Tract is bounded by Alhambra Boulevard, R Street, 42nd Street and H Street. A total of 719 new units is expected and would be in the D. Lubin area for the most part. This reflects growth associated with light rail on the R Street corridor. A total of 481 multi and 288 single family units is forecast.

#### Census Tract 25

This Tract is the vacated WP Railroad Yard and is bounded by those tracks on the West, 12th Avenue on the South, Franklin and Vallejo Way. A total of 439 units (220 single and 219 multi) is projected. Students from this area would probably attend Bret Harte.

#### Census Tract 36

This Tract is to the South of Tract 25 and is bounded by the WP tracks, Fruitridge Road, Franklin and 12th Avenue. Only 233 units are projected and would be in the Ethel Phillips zone.

#### Census Tract 29

This Tract is from Stockton Boulevard along 14th Avenue to the SP tracks on the East and Broadway on the North. A total of 269 units are forecast. This area is served mostly by Joseph Bonnheim.

#### Census Tract 30

Census Tract 30 is immediately below Tract 29 from Stockton Boulevard along 21st Avenue to the tracks and bounded by 14th Avenue on the North. Only 61 units are projected and children might attend Bonnheim or Mark Twain.

ANALYSIS OF SACOG CENSUS INFORMATION DATED JANUARY 8, 1993

SACOG issued a draft report on January 8, 1993 which reports the growth for Sacramento City and the unincorporated area of the County. Data are compiled by Census Tract and show total housing, single family, multiple family, and mobile homes. Total population is also shown on SACOG reports. Generally, growth will occur along the Southern portion of the District below Fruitridge Road from the Sacramento River to Florin-Perkins Road, the Eastern boundary. Some growth is expected on the Eastern edge adjacent to Mather Field. The Railyard Development and growth along the R Street Corridor are conversions of already built out areas.

Buildout of the City is projected for the year 2016. The District includes unincorporated area but buildout for these areas within the District boundary also seems certain by the same date. The reasons for this conclusion are that the area is closer to the center of town and there is less space to fill .

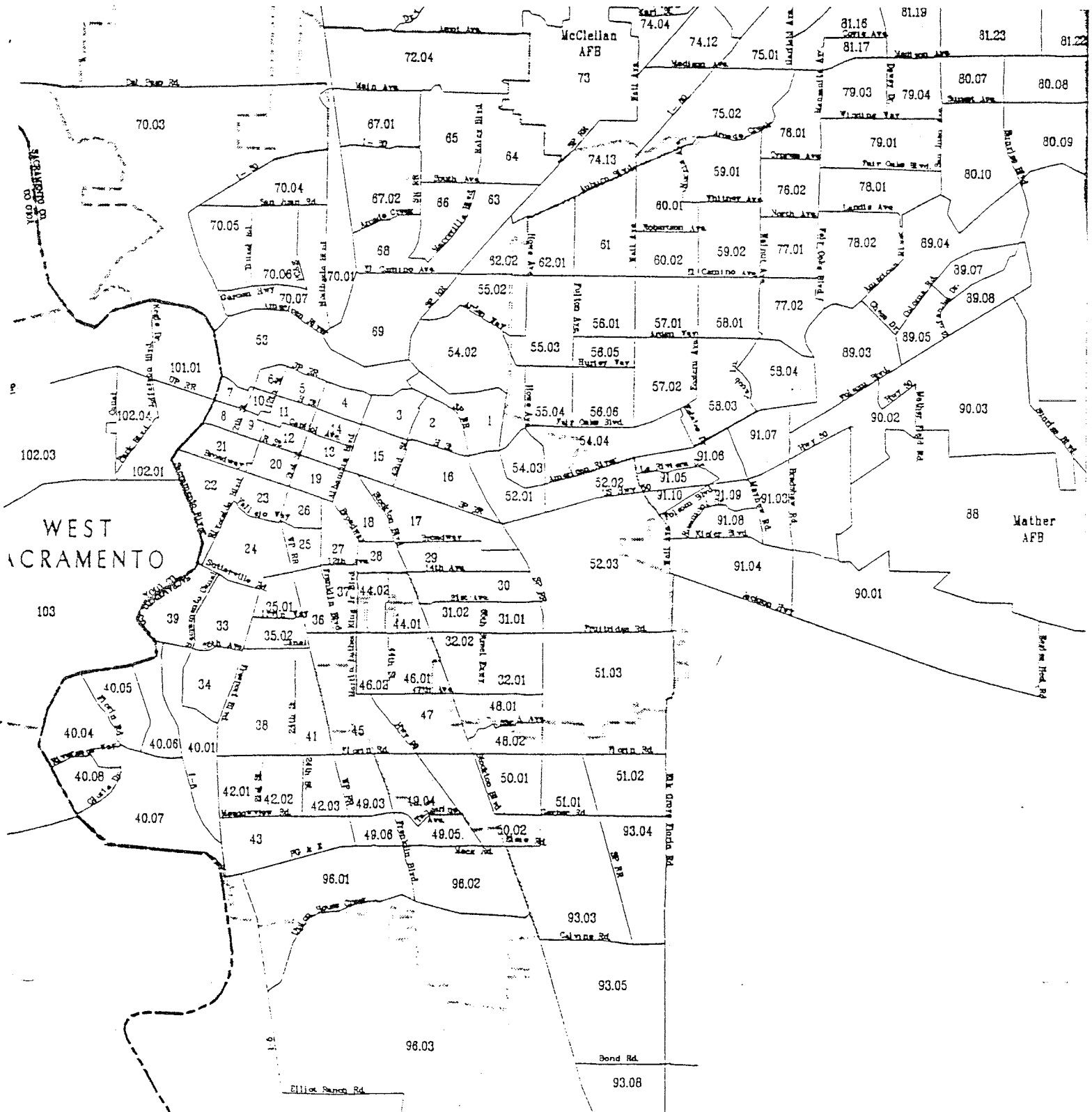
The boundaries of Sacramento City Unified are not exactly the same as the Census Tracts. Therefore, detail reports by Census Tract were examined to identify the number of homes according to block number and to add or subtract as appropriate. Some open areas such as at Mather Field or in the South area are so sparsely populated that there are no numbered blocks or streets. The amount of housing in these areas is minimal, but the areas may be developed at a later date.

The following table shows information from a 1989 Census study by SACOG and the more recent 1992 information pertinent to the area within Sacramento City Unified. Note that a large number of apartments is forecast and the yield from these units is not as great as that from single family homes. Note also that there may be some conversion from single family to multiple family dwellings in the older part of the City, and that in-migration of larger families with more children may occur in lower cost housing areas. Growth will occur and it is important to monitor trends on a continuing basis.

According to SACOG information there could be 17,084 new dwellings within the District. Mobile homes were not tallied; the number of children coming from mobile homes is believed to be very small.

Note that the new Railroad Development and the Delta Shores Development have not been included in the table. These developments are large and should be treated separately so as to give special attention to the number of school age children who may reside in these Developments and the reservation of land to serve such children.

Mather Field is special concern. The District's boundary practically follows a North/South runway. The District should



## SECTION E

### FACILITIES CONDITIONS

In Facilities 2001, it was recommended that (1) all schools over thirty years old should be rehabilitated, and (2) that the Administration and Skills and Business Center be relocated.

**These recommendations are still valid.**

An application to obtain modernization funding from the State has been prepared and would amount to about \$1,000,000 for each of 31 schools designated. That application is moving forward. If the State allocates all funds prior to the approval of the Sacramento application there is a possibility that measures now before the Legislature for new bond issues in 1994 will be approved and can be the source of funding. The outcome of the legislation and bond measures must be left to the future.

Negotiations are underway regarding relocation of the Administrative offices and the Skills and Business Center.

The annual Deferred Maintenance application to the State has been prepared and submitted although at a reduced level because of a reduction in District matching funds.

Much of the Section in Facilities 2001 was devoted to condition assessment of facilities. One of the Findings of Facilities 2001 is that, "A condition assessment of all schools needs to be completed so as to better determine facilities needs and to assist in establishing an improved property management program." The District is facing severe budget shortfalls and has not moved forward on a formal condition assessment. It is estimated that it would cost about \$300,000 for the assessment by architects, engineers, and others experienced in facilities systems. Unfortunately, facilities continue to age and funding for maintenance continues to decline. The inevitable conclusion is that without appropriate maintenance the District will experience an increasing cost.

Some parents have organized fund raising efforts to support school facilities needs. For example, parents at Crocker Riverside Elementary school want to purchase playground equipment to replace the current equipment which is described as 20 years old and unsafe according to state and federal standards. In addition, the playground equipment is "woefully inadequate and is vastly undersized for a school of 500..." The estimated cost is \$45,000. Sutterville and Cabrillo have replaced equipment with some private funding and through this process the District found that costs increased in order to comply with the Americans with Disabilities Act.

This update of Facilities 2001 includes a recommended list of items which have been identified as health and safety items, growth, and modernization needs which could serve as the basis for a strategic financing plan including a bond proposal. Certain needs can be identified upon which there should be general agreement. The District has such needs and they can be identified without a complete condition assessment. A bond issue could include funds for a condition assessment so that a subsequent bond issue could be based on that information. It is assumed that the District will seek an amount to get started with the highest priority items. It will take three to four years to complete the work and use the funds. This work on specific items will demonstrate to the community that the District can proceed in a timely manner and thereby justify approval of additional taxes for additional work. It would be appropriate to sequence the effort so that the experience and staff needed to implement the first increment are still with the District so as to avoid a time consuming and costly shut down of one effort and then another start-up.

The recommendations regarding highest priority items for the first bond issue are contained in Section J, the Capital Improvement Plan.

This update to Facilities 2001 includes a listing of schools by age and shows the number of square feet of permanent construction and the number and square footage of portables at each site. Note that the age of the portable square footage is not shown on this table. This is because portables have been moved to sites at various times without regard for their age. A separate listing shows age of portables by year and another listing shows the number of portables at each school along with the age--year of construction--of the portable. This listing differs slightly from Facilities 2001 in that the plans were reexamined and some differences were noted.

The current Deferred Maintenance Plan is added as an appendix to the report. The table showing District contribution and State match has been updated. A copy of the Building Research Council report entitled, "Committing to the Cost of Ownership" is attached for reference as it directly addresses the maintenance problem across the nation and the recommendations are viewed as most valid for the District.

Data for the Operations Program have been reviewed and analyzed. Each year for the past two decades the California Association of School Business Officers formula for determining staff needs has been used by the District. Unfortunately, there is no exact way to determine square footage in the District for each of these years and this is an important element when looking at the number of custodians. For example, California Junior High was replaced but there is no readily available information as to the square footage of the earlier building. While this information would be useful, just the tabulation of number of custodians and maintenance



personnel over the years is instructive. The number of custodians in 1966 was 303 and the number for 1993 is 251. This is a net decrease in staff while there is an increase in the amount of square footage.

The budget for custodial supplies is noted on these worksheets. The actual amount in dollars since 1974 has increased from \$98,377 to \$192,256. During this time the cost of supplies--purchasing power--has decreased substantially as can be seen by looking at the Consumer Price Index. In addition, during this time facilities have been built and all have deteriorated so there is a presumed need for an increased total amount of supplies.

Further, the District now has about 2,000,000 square feet of carpet. The time to clean a carpeted room is estimated to be about 5 minutes greater than to clean a room with a tile floor. In addition to more time, the District needs different, more costly carpet cleaning equipment. This equipment has its own life cycle and must be maintained. If carpets are not cleaned properly they will wear out sooner. The decision to install carpet includes purchase of cleaning equipment and allocation of labor.

On the positive side, the District has determined that graffiti will not be tolerated. Although it took some time and expense, it appears that the message has been communicated and less and less graffiti is noticed. Again, graffiti is a detractor to a good educational setting. If graffiti is not tolerated and removed at once, those responsible are less and less apt to try. There is little advantage or satisfaction if the graffiti is removed as quickly as it appears. This is a very important point to note. The District can accomplish specific objectives if there is a determination to do so. This is a most positive example.

It was noted that utility costs have increased. Utility costs include not only electricity and gas, but also auto fuel, bus fuel, waste removal, water, and telephone services. Conversion to energy efficient lights, motors and heaters can save the District money if an initial investment is made. Various agencies and businesses such as SMUD, PG&E, Honeywell, California Energy Extension Service, etc., provide information, rebates, and assistance. Given the severe budget shortages, these costs should be examined and financing options reviewed so as to determine if the conversion costs can be prorated against the savings. If the payback is only months or two or three years, it is possible that some financing can be negotiated.

This update also includes information on district vehicles used by the maintenance staff. This is the one area where there are good records as to age of equipment. The District has replaced some vehicles but there are others which are very old. A life cycle chart has been prepared but without a life cycle standard. How long should the District use its vehicles? The District could

refer to standards of the State or of the City or County. Even with the severe budget, there may be vehicles which will fail and the cost of repair will be in excess of the value of the vehicle. The chart showing age of the fleet can be used to plan a replacement budget.

Finally, staff development is again emphasized. Staff need time to attend seminars and meet with vendors regarding new products, new materials, and new advances in technology. The procedure for cleaning carpets is not the same as for cleaning tile. There are newer and more effective products for cleaning both. Replacement of a gym floor with carpet is planned. This is a major item in cost and in maintenance. The carpet was determined to be the best alternative for the floor including considerations of maintenance. Reference materials on building systems, materials, procedures and District reports can be contained in a library which would be of benefit to all. Even though funds are short, merely emphasizing the appropriateness of staff development in the form of self improvement is a positive step. It appears that staff sincerely want the buildings to look good and systems to operate properly, and a staff development program and other incentives are appropriate.

Adoption of the concept of a Capital Asset Management Program gives a new perspective. That perspective can be translated to routine reports which are vital to the concept. Even if the Board does not have the money for certain needs, data should be reported. For example, prior budgets reported assessed valuation, consumer price index, tax rates and long term debt. This information has been discontinued but is essential for management. And it needs to be reported to the Board and to the community. Along with tables included in this report are other schedules which are used in another state which show how life cycle information is reported. Also, the California Real Estate Department's manual on how to determine homeowner association maintenance costs is a valuable reference. It was determined that retrieval of life cycle data is a District decision and beyond the scope of this study.

The new automated work order system is capable of recording costs according to various categories. This does not substitute for a condition assessment but can be used to begin to aggregate information and begin the process of organizing and reporting information on maintenance activities. The system will aggregate expenditures in a variety of ways.

Recommendations:

1. Applications for modernization of facilities over thirty years old should be submitted to the State and funds used as expeditiously as possible.
2. The Facilities Division should annually report life cycle needs for school facilities.

## SECTION F

### CAPACITY ANALYSIS

Facilities 2001 recommends that the District "begin immediately to plan for the construction of a high school in the eastern area and for corresponding boundary line adjustments needed to balance enrollments."

In spite of variations in enrollment projections, the recommendation for a high school in the eastern area is valid. It takes about 5 years from the date of initiation to actual opening of a high school. Sacramento is looking at build-out by 2016. Certainly, there will be additional pupil population coming from this area especially with the conversion of Mather field to civilian uses. The District has had the student population to justify the high school for some years; Hiram Johnson has been impacted almost from the time of its opening. The real question seems to be one of policy as to size. At recent meetings of the Board there has been discussion about keeping schools small. Given the anticipated enrollment increase in the east area of the District, Johnson High will be overcrowded and another high school would be appropriate.

The current slight decline in enrollment for the District should not be interpreted as a trend. Facilities are built for the long term. The long term projection is for the increase in enrollment mentioned previously. Facilities take a long time to build. Even the "temporary portables" built just after World War II are still in use. About 400 portables were acquired by the District during the period 1952 through 1960. State policy requires use of portables. The capacity of the District, using existing policies, is simply not adequate for the long term.

Recent experience with leasing of portables provides flexibility and is a cost effective means of dealing with growth. The District has leased about 30 portables pending completion of new schools. Now that the schools are ready for occupancy, the District has returned them to the vendor, or will do so shortly.

Enrollment is significant determinant of capacity but cannot be taken as the only data source. If a decision is made to change the pupil teacher ratio there will be a facility impact. If the decision is made to decrease the dropout rate, there will be more students in the upper grades. If a decision is made to change to year round, the capacity of a given school could increase by 20 percent. If the Board decides to limit school size either in terms of minimum enrollment or maximum enrollment, there will be a facilities impact. Type of class, number of periods, and other factors need to be considered when calculating capacity.

Preliminary budget discussions for 1993-94 mention the possibility of closing some small schools, increasing class size, and limiting the number of periods in high school. Also, it is expected that there will be changes in the special education program. All of this indicates change, but the information in Facilities 2001 in terms of capacity is fundamentally sound.

The Facilities Division has established a school profile data base. During this update to Facilities 2001, the profiles were checked and corrected where needed. Information was used to estimate facilities needs for 1993-94. One deficiency in the data is lack of information regarding utility capacity. Addition of portables may be impossible because of electrical or other utility limits. Addition of this information to the data base would be helpful in determining capacity of a given site.

Assuming build-out of the community and constant or even slightly increasing yield, additional classes and schools will be needed. Consideration of the effects on facilities must be a part of the decision making process.

Anticipated growth in the south area can be expected to exceed capacity of John Still and Goethe Middle Schools. A middle school site and name, Sojourner Truth, have been selected for the Pocket area. Given enrollment and capacities of nearby middle schools, planning for construction of Sojourner Truth is advisable. As mentioned earlier, the District can use this opportunity to create a unique middle school design.

The District has developed a much improved facility data base including school capacity information. These school profiles show the number of permanent rooms, number of portables, room uses and enrollment. This is a significant accomplishment and is a valuable tool for planning. District forecasts for future enrollment are also indicated on the profiles.

A final point should be made with regard to capacity. Conversion to a year-round program is technically possible with at least 360 children in grades 1 through 6. However, this more of a technical/mathematical possibility than a practical matter. The optimum conversion point for year-round is when schools have about 720 children in these grades (four classes of an average of 30 pupils in each grade) This means that there can be four classes at each grade level during each of four tracks. Obviously, closing of schools and adjustment of boundaries to make certain schools year-round with the optimum number of pupil or more is an alternative to offset facility construction.

Information regarding capacity for housing children in appropriate facilities must be matched with demographic information and district policies. Information in Section C Demographics has been used to project facilities needs based on 1992-93 policies. The

Implementation Plan has been updated based on the same information. In short, the District, with a temporary decline in enrollment, has adequate capacity for 1993-94 to house pupils even with elimination of leased portables and trailers. Move of some portables may be required and other alternatives include adjustment of boundaries or transportation of pupils. It is not the purpose of this report to make school by school recommendations for 1993-94; it is the purpose of this Update to make recommendations for the long term and this is done in the Implementation Plan.

In Facilities 2001, 1991, it was recommended that the District adopt policies which apply to site size, enrollment, and space utilization. These policy statements were derived from the mission statement and philosophy of education and institutional goals, the required program of studies, and instructional trends. These policy statements are:

1. Provide an optimum school site of 10 acres for elementary, 20 acres for middle and 40 acres for high school campuses.
2. Provide an optimum school site enrollment of 500-600 students for elementary; 700-750 students for middle school; and 1,500-1,800 students for high school.
3. Provide an optimum learning environment for all students through equal educational facilities.
4. Provide a wide variety of classroom settings which accommodate various instructional styles in a conducive educational atmosphere.

The following additional policies are suggested:

1. Any elementary school with a planned enrollment of 700 students or more will convert to a multi-track, year round program within two years.
2. Elementary schools with a planned enrollment of less than 300 students for a period of 4 years will be closed.
3. New elementary schools will be planned to open when projected attendance area enrollment exceeds 250 students.

Recommendations:

1. Maintain the School Profile data base.
2. Add site utility information to the profile.
3. Policies regarding use should be reviewed, developed if necessary, or amended and then adopted and published.

## SECTION G

### OPTIONS/ALTERNATIVES

Facilities 2001 reviewed options and alternatives to deal with the growing student enrollment. Those options and alternatives are still valid although, as stated in the Section, some are not viable solutions for the District. If growth is as predicted by the year 2001, the bottom line is the District will need additional facilities for students.

Year round programs are possible in some schools; increasing class size does not seem possible. The report recommended consideration of year round education at elementary schools which are located on small sites to which portables can not be added and for schools with enrollment of over 720 students. The change to year round programs at certain schools is a viable option to respond to increasing enrollment. Also, if the District expects to receive State financial aid for schools, a year round program must be in place.

It is exciting to plan for new schools and new schools are needed for the projected enrollment. However, the bulk of the District's pupils are in buildings, most of which are in need of repair and improvement. Further, there are continuing problems with access, toxic materials, and other code requirements which must be addressed.

The District operates a number of schools which have "low" enrollment. Should the District continue to operate these schools or should they be combined? If combined, what savings are expected? Would transportation costs increased? When should they be reopened? Should the site be sold? Or, is it possible to rent or lease facilities to increase income? Consideration of these questions is urged.

This Section in Facilities 2001 did not address facilities conditions. For example, there are some schools which are so old and have so many deficiencies that they should be considered for closure. For example, Woodbine is a very small school on a very small site with old permanent buildings. It is probably not cost effective to modernize; utility hookups are at maximum. A formal condition assessment is needed to determine life cycle probability after modernization. There is some growth in this school's attendance area, but declining enrollment in neighboring schools. The issue is complex and the District will probably need a plan using several options simultaneously.

The District has managed growth with portables, but many portables

are now so old that it is doubtful that any move could be cost effective.

This Section did not mention joint agreements with neighboring districts. It is possible that through an open enrollment agreement some of the secondary students in the eastern portion of the District might opt to attend a high school in another district which would have space. This option was considered in the past and was not adopted but reconsideration should be mentioned. Obviously, moving students means that funding and staff are also affected so it is not a simple issue.

The District has some magnet programs which might be moved to schools with more space if the community around the magnet school is growing.

The District has moved to establish a committee to review school sites. The committee should develop priorities and make recommendations for highest and best use. This may mean sale of property but that option should be exercised only if it is very clear that this is the best decision. The City has also moved on an asset management program. Information from the City should be used to as background for the committee and the committee should seek help from the City's staff.

Changes in the State facilities program can be anticipated. State funding may vary if available at all. Regulations may change. The Constitution of the State may be amended so as to require a simple majority rather than a 2/3rds vote for bonds. Choice in schools could be another change to the Constitution. Charter schools have already been authorized. Applications for funding now pending may be approved but funding may not be available. Additional state-wide bonds for facilities have been proposed for 1994. Options and alternatives are subject to change and change is certain.

All of the options and alternatives for housing anticipated growth should be tested against the District's long range plan. What is the Board's vision for the system when the area is built-out? If the plan is for neighborhood schools as is indicted in the County General Plan, a plan should be developed to assure that there is a school for a defined neighborhood. This could include a definition as to designated attendance area which gives priority to residents in that area and optional attendance to residents on the borders of the area. Capacity of each school is known and could be adjusted through use of portables as was done in the past. The question is not which option or alternative or combination thereof, but rather what is the vision of the system at build-out?



Finally, any comprehensive plan to address needs will require money. Money can come from a variety of sources, some of which have been identified and some which may become available in the future. The District has built schools with local bond funds and it is logical that proceeds from new bonds will be used to rehabilitate and modernize. There is no question that funds are needed now for rehabilitation and modernization. The question is to what degree other funds such as State aid may be available to offset local support. However, the uncertainty as to availability of other resources should not be used to delay a request for new bond money. Therefore, a comprehensive plan or strategy using all resources and options, describing needs as specifically as possible, and including a timeline is justified.

Recommendations:

1. Expand the year round program as an option to meet increasing enrollment and because it is required for State aid.
2. Continue to prepare and submit applications for State financial aid for new construction, modernization, and air conditioning.
3. Include comments from County and City Planning staff regarding the District's vision at build-out.
4. A timeline for submission of a bond proposal to the voters should be adopted and appropriate steps taken for that event.

## SECTION H

### FINANCIAL ANALYSIS

Facilities 2001 recommends that, "The district should appeal to the voters for the funds necessary to build facilities to meet growth, modernize and rehabilitate older facilities, and to improve maintenance and operations programs. The District has ample debt capacity."

**This recommendation is still valid.**

Use of General Obligation Bonds is one of many resources in the **strategy** to meet capital outlay and maintenance needs. Other resources include State funding for new facilities, modernization, air conditioning, toxics, and deferred maintenance; local developer fees; Mello Roos Special Assessment Districts; joint use agreements with the City, County or other agencies; sale, lease, rental of property; energy saving conversions including rebates and incentives, and neighborhood and other gifts and support. All of these and more must be part of the financing **strategy**.

Voters can approve over \$300,000,000 in bonds for capital outlay and the District will still be within its legal debt limit. The legal limit is equal to 2.5 percent of the assessed valuation. The District has paid off all of the bonds used to build and renovate facilities over the past decades; the "mortgage" has been paid. For many years the District was at or near the legal limit because new schools were needed for new enrollment. Funds are again needed for growth. And, funds are needed to modernize and repair school buildings built years ago from proceeds of these earlier bonds. To obtain bond funds, the District must go to the voters as it did in the past. Funds can not be budgeted; voters must approve these obligations. This is an accepted method in California and in most states for paying for school land and buildings. For a short period from 1978 through 1986, Proposition 13 prohibited levy of taxes based on value of property. That Constitutional provision was removed in 1986, and the policy for paying for capital outlay is the same as it has been for decades.

The District has a long history of successful elections for general obligation bonds.

The District has other Mello-Roos debt which is about \$15,000,000 incurred for building of Pocket area schools. Technically, this is also long term debt but since it is levied against a portion of the district, the balance is not chargeable when calculating the legal debt limit.

The State has funds for new construction, modernization, maintenance, air conditioning, and asbestos removal. With the

exception of the Deferred Maintenance Program, the District has not participated in the State facilities program and has not gone to the voters for approval of a tax for capital outlay. Voters in the County have consistently approved state-wide school facilities bond proposals.

In 1993, the Governor vetoed several bills designed to change the State school facilities program and asked that the subject be analyzed and a new approach be submitted. The June 1994 ballot will include a proposed Constitutional amendment to lower the threshold for approval of local bond measures from a 2/3rds to a simple majority vote. That measure, if approved, also repeals the existing State school facilities program. Money for the program has been obligated and legislation on additional state-wide school facilities bonds is pending.

The District has submitted applications to the State for modernization and has eligibility for new construction. The application for deferred maintenance does not take advantage of all of the District's eligibility.

If the District is, for some reason, unable to take advantage of the State program it will have to rely more on local resources. If that is the case, the District would be hard pressed to show support for the State program because its residents would be paying taxes for two purposes: a local tax to meet local needs and State taxes which benefit other districts.

The District has some surplus properties which can be converted into dollars for facilities needs. However, the State's Naylor Act (EC 39390) requires that the District advertize availability of the property to other public agencies and, if requested, sell at a fraction of the value. The law does not give the District a reciprocal position with land of other public agencies. While there could be some income, it seems probable that the amount is relatively small and the probability of quick access is remote. The process to reach a decision to dispose of property and make the actual transfer is typically a lengthy matter. Also, unless converted into land or buildings, the proceeds must, by law, be used to offset any loans the District might obtain from the State. It is important to understand that proceeds from sale of property must be used for capital outlay and there are many limitations on the District.

The District might decide to keep all property and gain income through rent or lease. While the District is not in the land speculation business, property can be leased or rented and this is a realistic option to be used when planning for future needs. Proceeds must be used for capital outlay, not for the general fund of the District.

Specifically, The District has accomplished several tasks since the original Facilities 2001 report was issued:

1. The District, in concert with the City of Sacramento, has reached agreement on a District-wide Mello Roos Special Assessment District, and this is part of the overall financing strategy. Persons planning new construction must meet with the District and negotiate a financing arrangement which could involve participation in the Mello Roos District or payment of developer fees.

2. The District has analyzed fee revenue and cost of growth on schools and has increased developer fees by \$1.00 per square foot as authorized by 1992 legislation.

3. The District has proceeded with preparation of applications for State aid and is eligible for new construction and for modernization projects, assuming multi-track year round education is in place.

4. The District has continued to consult with financial experts as to the best course regarding financing of school facility needs. This is evidenced by the adoption of Mello Roos Districts and the efforts to apply for State financing. Further, the District has sampled voter attitudes for facilities funding and for additional funds for instructional support.

5. Because of severe budget limitations the District has reduced the match for the State Deferred Maintenance program. District maintenance needs continue to increase as facilities age, however, funding for deferred maintenance has been reduced in order to balance the annual budget. The State Deferred Maintenance Program matches local funds on a dollar for dollar basis and this is one of the few ways the District has to increase its resources. Maintenance has been deferred so every effort should be made to take advantage of the full amount of this State program.

6. The District has been involved in negotiations regarding acquisition of a site and building for relocation of all administrative functions. This effort is continuing and, hopefully, will result in a centralization of staff for improved coordination and greater productivity in a modern facility.

7. The District has established a school profile data base, upgraded the work management system, and made numerous improvements which will be helpful for management and to better inform the public.

8. The District is continuing its efforts to reduce energy consumption.

It is noted that the State, County, City, and various other agencies are all involved in financing strategies. For example, the County is considering a tax increase under the Landscaping and Lighting Act of 1972 which requires only a simple majority vote. Several park districts are also considering tax hikes. The City is planning a fee increase. Staff have discussed feasibility of a Maintenance Assessment District to obtain revenue for maintenance of school playgrounds and athletic fields.

Citizens realize the need and some are even organizing to raise funds for certain school projects.

What is lacking is a detailed listing of needs by area by priority. This information would be derived from a condition assessment which was recommended in Facilities 2001. In the absence of a condition assessment, the District can, as other California districts have done, involve the community in a process to update the existing list of very high priority needs. Many districts in California have been successful with this approach.

Recommendations:

1. The District should prioritize capital outlay needs.
2. The District should develop a master plan or strategy for financing identified high priority capital outlay needs.

## SECTION I

### CAPITAL ASSET MANAGEMENT PROGRAM: A NEW APPROACH TO THE MANAGEMENT OF SCHOOL LAND, BUILDINGS AND EQUIPMENT

Facilities 2001, 1991, noted that the District "should adopt a Capital Asset Management Program and ensure that managers have the systems which enable them to provide the leadership which is expected. There must be an investment in systems development and in continuing staff development." **This suggestion is still valid.** The text of the report and elements of the Capital Asset Management Program are repeated below with some technical corrections. Also, suggested goals and objectives of the Program are presented along with a comments regarding status and implementation.

School districts own land, buildings, and equipment which are called capital assets. Investment in these assets is substantial; a commitment of substantial additional funds for new construction, modernization, maintenance, operations and improvements is needed. The Board of Education is the steward for these investments on behalf of the citizens of the community and the state.

In the past, school districts have employed persons as school facility planners. Their primary function was to plan for new schools to accommodate increasing enrollment. Maintenance and operations functions were assigned to other positions. Now, there is again a need for more classrooms to house more students, and there is a need to modernize and improve facilities which were built many years ago.

By changing terminology from facilities planning to capital asset management, there is a recognition of the importance of good planning, maintenance, operations, health and safety, and changing program needs which may extend to decisions regarding properties which may not be currently needed in certain area. Also, appropriate consideration must be given to annual and long-term financing.

A Capital Asset Management program is not a one-time study of schools; it is a coordinated, continuous management approach.

School buildings and sites reflect pride, attitude, and expertise of the trustees, staff, and students. Every day, voters and visitors look at the buildings and grounds and form opinions about stewardship and, by inference, the effectiveness of the total educational program. A capital asset management program is evidence of a commitment to the cost of ownership and to the needs of the community.

Components of a Capital Asset Management Program are listed as follows. Note that the second item listed is the way in which the District is organized to administer the program. Most districts have many of the elements to some degree but lack focus.

## COMPONENTS

of a

### CAPITAL ASSET MANAGEMENT PROGRAM

- I. Agency Mission, Philosophy, Policies, Rules, Procedures
- II. Agency Organization
- III. Inventory of Real Property
  - Land
    - Title, Parcel Number, Map, Cost
  - Buildings
    - Identification, Location, Cost, Construction Date, Plans and Specifications
  - Equipment
    - Name, Identification, Location, Cost, Life-cycle Data
- IV. Demographics
  - County/City General Plans
  - Community Characteristics
  - Enrollment Projections and System
  - Facility Support System Projections
- V. Capacities
  - Site Information
    - Useable land, Improvements, Special Features
  - Building Information
    - District Loading Policy, Minimum Capacity, Maximum Capacity, Current Use, Projected Use
  - Support Services Facilities
    - Policies and Standards, Capacities, Maximums
- VI. Facility Uses
  - Educational Program
  - Non-Educational Program--Civic Center, Etc.
- VII. Acquisition, Design, and Construction
  - Facilities Planning--Educational Specifications
  - Site Selection
  - Construction
  - Modernization
  - Value Engineering
  - Post-Occupancy Evaluation

- VIII. Operations Program
  - Utilities
  - Custodial
  - Grounds
  - Security
  - Risk Management
  - Energy Conservation
  
- IX. Maintenance Program
  - Code/Legal
  - Emergency
  - Vandalism
  - Preventive
  - Scheduled
  - Deferred
  
- X. Health and Safety
  - Fire Prevention
  - Earthquake Safety
  - Sanitary Facilities/Protection
  - Asbestos
  - Gases
  - Noxious Fumes/Air Quality
  - Toxic Chemicals and Materials
  - Electro Magnetic Force Fields
  - Radioactive Materials
  - Instructional Chemicals/Supplies
  - Thermal Environment
  - Visual Environment
  - Acoustical Environment
  
- XI. Financing Program
  - Annual Budget
  - Long Term Financing
  - Sale, Rent, Lease, Trade
  - Joint Use
  - Private Funding/Contributions
  - State Aid
  - Federal Aid



ADMINISTRATION OF THE  
CAPITAL ASSET MANAGEMENT PROGRAM

How is the District organized to administer each of the components of a Capital Asset Management Program?

At present, Sacramento Unified has not adopted the concept of a Capital Asset Management Program and until it does an effort to organize duties and responsibilities is somewhat premature. However, the District does perform most of the functions involved in each element and has made progress in developing information essential to a Capital Asset Management Program. Assuming a desire to implement a Capital Asset Management Program as outlined, it would be appropriate for staff, the Board and the Community to come together to share ideas and plans for implementation since it is another way of looking at Facilities 2001. This is an important function; there are other important and high priority calls on staff and Board Members' time and facilities considerations is included on that list. The following comments are to provide assist in the analysis.

## Goals and Objectives of a Capital Asset Management Program

Goal 1. There is a specific locus for Capital Asset Management policy.

### Objectives:

- 1.1 Current utilization of assets is monitored.
- 1.2 Long term asset use is projected.
- 1.3 Long term asset needs are projected.
- 1.4 Benefit and risk of options is calculated.
- 1.5 An asset inventory is maintained on a data base.

Goal 2. District Capital Assets are used to further the mission of the District

### Objectives:

- 2.1 The community has a good school system image.
- 2.2 There is coordination with growth and infrastructure.
- 2.3 Incompatible growth is promptly discouraged.
- 2.4 Educational changes include asset considerations.

Goal 3. Assets are recognized as an economic resource.

### Objectives:

- 3.1 Highest and best use is applied to all assets.
- 3.2 There is investment for long term needs.
- 3.3 Capital assets are protected for capital uses.
- 3.4 Income/revenue is optimized from all sources.

Goal 4. There is operational effectiveness of all assets.

### Objectives:

- 4.1 Assets comply with health and safety requirements.
- 4.2 A preventive maintenance program is established.
- 4.3 A life cycle maintenance system is established.
- 4.4 Utilities are monitored for efficiency.
- 4.5 Data on operations are reported at least annually.

The District's organization chart should reflect how Capital Asset Management duties and responsibilities are assigned. Certain functions belong in the Facilities Division and some belong elsewhere. For example, it is not essential or perhaps even appropriate that the Capital Asset Manager have responsibility for demographic projections. Nor should the manager develop educational specifications and determine educational program methodology. However, those responsible for the educational program should understand that changes in the educational program can mean changes in facilities. The recent national goal of reducing the dropout rate is laudable and desirable. Successful programs translate into need for additional facilities. It is hard to visualize a successful program if there is no space to house the additional enrollment. The Asset Manager needs a mission statement, policies, rules and procedures and a definite place in the organizational structure at a level which is meaningful for District decision making.

A Capital Asset Management Program is both a new approach and a new system. Probably the most significant changes are the need for data and responsibility for reporting. A first step is to look at each of the elements and review the status. What information is available? Who is responsible? What are the duties?

Generally, districts have neglected maintenance of facilities. Editorials in the local papers have mentioned the deteriorating state of facilities of several local districts. The community not only knows that facilities have not been cared for in ways one could expect, there is obvious concern about how districts will be able to intervene and when. Some facilities were described in the media as being close to a hazardous condition. There is a dilemma in this appraisal because once designated as hazardous, the District has no choice but to take appropriate action which may include closing the site for use by children. Reassignment of students can be difficult. How extensive is this neglect and what is the magnitude of the effect? As mentioned before, a condition assessment is needed. Once the assessment is in hand, action should be taken to both address needs and to manage and report. If the management and reporting capabilities are overlooked, the condition assessment will soon be outdated. Some districts have no system of reporting maintenance expenditures for separate maintenance programs. Few have any life cycle policies or information. The District has converted to an automated work order system which can produce reports very easily. Even if the information from the District's data base is less than complimentary, it would only be consistent with popular expressions of substantial need for maintenance and modernization.

The District does have a mission statement, policies and procedures. Whether these are adequate to implement the Capital Asset Management Program is questionable. Submitted with this report are copies of policies and regulations from other agencies. More examples can be obtained. There has not been a concerted effort to collect information for a library or research file for facilities. With this information the District can proceed and can supplement as needs dictate. Just the awareness of the need for and benefits of such information will expedite the District's approach.

The District has made marked improvement in collection of information about the District. Parcel maps and an inventory of land have been completed. School profiles have been developed and checked. The fact that there is a file on each school regarding capacity, use of facilities, type of facilities, age of facilities, etc. is significant. Since new elementary schools have been constructed in the last few years, there is information as to educational specifications. Educational specifications can be translated back into policy. There is an automated asbestos management system which is coordinated with the work management (work order) system. Not only is this a major improvement in management of staff and workload, it has the capability for providing reporting information and making management changes.

The automated work management system has additional capabilities. It is not practical to research files to determine facility maintenance experience. Such files have not been maintained over the years and data which might be obtained with much difficulty were not organized for that purpose. However, the existing system can be used to display annual maintenance by school by component so as to apply life cycle criteria. Should there ever be a condition assessment, these reports could be amended to provide a complete picture. Until then, the system, with almost no additional effort can provide data in the desired format. Over the years this can become a life-cycle display to indicate maintenance and modernization needs. The California Department of Real Estate publication, "Operating Cost Manual for Homeowner Associations." is an excellent source of information as to what might be expected for the District's program. Also, a report of facilities conditions for all of the Districts in Ohio is available for illustrative purposes. Other examples are available. The Sacramento Housing and Development Agency has recently requested proposals for a condition assessment of properties. Response to this request is a reference for the District in the event that the District decides to implement the recommendation for a condition assessment as contained in Facilities 2001 and as supported in this update.

Further, there are various other reports which should be prepared for the Board on a routine basis. The Capital Asset Management Program should be able to update routine reports on an annual

basis. For example, for budget planning it is important to have charts and tables showing historical information. Each year the District seems to add additional square footage which should require additional custodial staff. There should be a chart to display such information over time. Each year there is a budget for custodial supplies. This could be compared to square footage and to the consumer price index. The same dollar amount will not buy the same materials in an inflationary economy. The District has converted many square feet of floor space from tile to carpet. The life-cycle of carpet is shorter; it requires more time to clean using different cleaning techniques. If there is no preventive maintenance budget, will the carpets be cleaned as they should so as to obtain the expected useful life? While preventive maintenance is usually related to more mechanical items, absence of a preventive maintenance budget, or lack of staff for preventive maintenance should be subject to an annual report. There should be graphs and tables as to vandalism costs and maintenance expenditures required by law or regulation which are not part of the life-cycle considerations.

It is said that student performance might increase by ten percent in new and modern facilities. There is a great deal of time and money expended on assessment of pupil progress. Assessment of the conditions of facilities is a legitimate and desirable effort.

The District has started to develop this information and should continue to do so in spite of budget constraints. Absence of facilities information only makes it much more difficult to deal with the issues. With information a plan can be developed. Some of the information can be collected as a part of regular duties.

Recommendations:

1. The District should adopt a Capital Asset Management Program and approach.
2. Data regarding facilities should be collected and reported to the Board on an annual basis.
3. Annual assessment of facilities conditions should be included in the planning process.

## SECTION J

### CAPITAL IMPROVEMENT PLAN

**Findings and Recommendations as presented in Facilities 2001, 1991, have not materially changed.**

Build-out of the City is forecast by the year 2016 and this will mean additional students and need for additional classrooms and support facilities. Existing facilities must be maintained and modernized because the bulk of the pupil population will be housed in old facilities. The economy of the area has declined slightly and enrollment has decreased rather than increased as expected, but these changes are viewed as temporary fluctuations.

The District's educational program can be expected to change as it has changed in past years. The composition of the population to be served and their needs continues to change. The educational program will include special programs and more emphasis on technology. Multi-track, year round school is a viable alternative to some construction needs and will require some program changes. However, the philosophy of the Facilities Division is that it is a support service to the educational program. Functions in the Facilities Division are to serve and enhance the educational program.

The District has capacity to house about 50,000 pupils with the existing facilities and program. Two new elementary schools will be completed in 1993. Some schools have additional capacity; some schools are at or over capacity. The slight decrease in enrollment is expected to continue for another year.

Applications for State aid for new construction and modernization have been prepared. The District has established a Mello Roos Facilities District and has developer fee income. Long term debt has been retired and the assessed valuation has increased so the District has over \$300,000,000 in long term debt capacity.

A Capital Asset Management Program is proposed and a number of actions have been taken toward this end. A conference which focused on facilities issues was well attended and many issues including an overview of asset management were discussed. The District has established school facility profiles and has greatly increased its efficiency and capability by use of an automated work order/management system. Important elements of the data base have been collected.

Major issues facing the District, in addition to need for new space and modernization, are in the area of health and safety. New requirements for access, response to toxic and environmental

concerns, and continued management of asbestos are costly and there appears to be no outside source of funds to offset these costs.

### **SUMMARY OF CAPITAL IMPROVEMENTS**

Facilities 2001, 1991 included a summary of recommended capital improvements. An updated list has been prepared along with an action outline and calendar.

#### Action Plan and Calendar

The objective is to complete capital improvements by the year 2001.

It is recommended that the Board appoint a select committee to review the proposed list of improvements and to recommend a financing strategy. The committee should complete the work by the end of 1993.

Meanwhile, the Board can consider the action plan necessary to present the committee report to the community, and provide information for the financing strategy.

By the end of February 1994, the capital improvement plan should be approved by the Board. This plan includes the financing strategy.

The financing strategy includes State aid for new construction, modernization, air conditioning and Deferred Maintenance; Mello Roos Districts, Developer Fees, mitigation agreements, joint use agreements, energy rebates, proceeds from sale, lease, or rent of surplus property, and bonds.

Submit a bond proposal to the voters in November 1994.

#### Summary of Capital Improvements and Financing

##### A. Health and Safety Improvements

Americans with Disabilities Act .....	\$12,000,000
Survey and Alterations	
Playground Safety Act .....	500,000
Remove and Replace Equipment	
Other Environmental Requirements .....	750,000
Asbestos, Lead, Freon, Halon, etc.	

Funding: GO Bonds

##### B. Modernization/Rehabilitation

Schools over 30 years old .....	\$50,000,000
---------------------------------	--------------

Funding: State Facilities Program  
GO Bonds

C. Schools and Classrooms for Additional Pupils		
High School .....	\$40,000,000	
Middle School .....	10,000,000	
Elementary Schools ..	12,000,000	
Portable Classrooms .	10,000,000	
Total .....		\$72,000,000

Funding: State Facilities Program  
GO Bonds  
Developer Fees/Mitigation/Mello Roos

D. Energy Conservation		
Staff and Materials .....		\$1,000,000
(Five year funding)		

Funding: State Facilities Program  
GO Bonds  
Energy Savings/Rebates

E. Deferred Maintenance Program		
Full State Eligibility .....		\$5,000,000
(Five year funding)		

Funding: General Fund  
GO Bonds  
State Funds

F. Relocation of Skills Center and Administration		
Relocation costs .....		\$3,000,000

Funding: Property Exchange  
GO Bonds  
General Fund

G. Facility Condition Assessment .....		250,000
--	--	---------

Funding: General Fund  
Fees

H. Facility Planner and Support .....		400,000
(Five year funding)		

Explanatory notes:

A facility condition survey is needed to determine health/safety/access conditions. A condition assessment can be accomplished at the same time at a cost savings.

The current State facilities program requires that the District match State aid and move to a multi track year round program. In the event that the State or the District is unable to satisfy this



requirement, general obligation bonds would be used for the shortfall. Note that when the District participates in the State program all developer fees are garnered by the State until the project is finished.

The District needs portables for new space and will need some buildings to replace portables which should no longer be used.

Energy conservation becomes a long term saving to the District, especially when costs are expected to increase. The District did have an energy specialist and that position should be filled; savings can be used to offset costs.

Modernization involves those facilities now 30 years old and those which will become that age during this time. Modernization deferred maintenance, asbestos, etc., overlap to some extent.

#### **OTHER RECOMMENDATIONS**

In addition to the Capital Improvement Plan, Facilities 2001, 1991, contained other recommendations. These recommendations are reported here along with brief updates.

1. The district should develop a closer liaison with City/County Planning Departments to better assess **community** growth.

The new Mayor of the City has promised to work closely with the District. This is a significant development since it sets the policy and encourages and enables staff to work together. Unfortunately, the District's demographic specialist retired and the position is vacant. There are plans to hire an experienced person. However, even an experienced person will require some time to become familiar with the District before actually becoming productive with analytical information. This is significant since the District's budget is based in large part on anticipated enrollment and enrollment forecasts form the basis of much of the facility work. The unanticipated change in the economy, slight decline in enrollment, and possible closure of McClellan are just a few items which support the need for closer working relationships and personnel to perform these functions.

2. According to the current **demographics**, the district should plan housing for 13,000 additional students by 2000.

The need for additional housing for additional students is valid. All of the forecasts indicate growth. Also, growth in certain areas is predictable; infill is less certain. The District has added two new elementary schools and a number of new portables. The Pocket area is nearing a built-out condition. Given the addition of new schools and portables, the number of additional students is probably much less than the projection of 13,000 and

the timing of the need given the state of the economy may change. This simply emphasizes the need for constant attention and analysis of demographic data.

3. The district should continue to review the **education program** in order to provide an optimum learning environment for all students through equal educational facilities.

The District has recognized the need for modernization of many facilities and has prepared applications for state aid. Also, the District implemented strategies for fees to support school facility costs. Two new elementary schools are being constructed and should be studied regarding optimum learning environment.

4. Develop a working relationship between the **educational program** and the Facilities Service Division.

The Facilities Service Division has established a much improved working relationship with educational program leaders. Changes to the educational program can have a material effect on facilities.

The Facilities Division recognizes that it is their responsibility to serve the educational program; facilities should enhance, not constrain or detract from, the educational mission of the District. It is important that educators understand and recognize facilities implications of educational change. A routine, regular working relationship between facilities and instructional staff is helpful. Retirement of the facility planner who was a long time teacher and building administrator and who had a great deal of background regarding the District has adversely affected implementation of the recommendation for improving the working relationships. This relationship extends to design guidelines, program changes, the year-round program, and routine facility management decisions. An adequate staff to manage an investment of approximately one billion dollars is an important priority.

5. **School Design Guidelines** of adequacy and appropriateness should be developed.

The development of educational specifications for Fr. Kenny and Matsuyama reflect the District's policy for adequacy and appropriateness at elementary level. It is noted that the District received national recognition for the Kenny design. This facility exceeds State allowances and this fact was acknowledged by the Board. Need for another middle school and a high school will provide an opportunity to develop guidelines for these levels of the educational program.

The Facilities Division of the California Department of Education is currently working on a publication describing facilities implications in the Department's recent publications regarding restructuring. District facilities and instructional staff should participate in reviewing the draft from the Department. It is important that educational program needs--excellence in education in California--define facilities rather than facility allowances.

A review of newest facilities in other states is urged.

6. The district should plan to add 271 classrooms (**capacity**) by 2000.

As indicated above, the enrollment of the District has declined slightly and the forecast for 1994 is for another slight decline. New homes are being built but at a much slower rate. The community will be built-out in the near future so the need for additional facilities is certain. Even with the year round program, additional classrooms will be needed. Some old portables are well beyond the life cycle so continued use of that space is uncertain. Recommendations as to the precise number of classrooms required at what date is the task of the demographics unit of the District, in coordination with other District managers. The Facilities Division has not been assigned responsibility for demographic forecasts. There should be a clear delineation of that responsibility along with timelines which recognize steps in the building process.

7. The district should aggressively plan to modernize/rehabilitate all schools over 30 years as part of the **facilities conditions** study. A condition assessment should be made as another element.

Applications for modernization have been submitted. A condition assessment of all facilities has not been authorized.

8. The Facilities Service Division should actively participate in year round education implementation as one option/alternative.

The implementation of year round education as a condition of receipt of state aid for facilities is understood. The Division is participating in the planning which is related to applications for state financial aid. Decisions regarding the District's applications will be made in the near future. The state facilities program has expended currently available bond funds, and there is legislation to change the program. The Facilities Division continues to be attuned to the State program and be involved in District planning.

9. A financial analysis indicates the district's continued use of state aid, developer fees, Mello-Roos, general obligation bonds, and other resources. Preparation of a financial master plan or strategy showing how all resources are utilized is recommended. A financial master plan or strategy to finance facilities needs has not been prepared. State funding for education is limited, and the budget for 1994 is yet to be adopted. The District has proposed budget reductions which affect maintenance and operations budgets and the deferred maintenance program.

A financial plan depends on sound information as to need. The Financial Master Plan should be prepared in response to documented needs, shown in order of priority. Clearly, pupil enrollment will increase so there is a need for more classrooms and support facilities. Clearly, existing facilities need maintenance and modernization; facilities must comply with new legal requirements. How much will all of this cost and what are the alternatives? A condition assessment has been recommended but not completed. Earlier studies have identified District needs. Facilities 2001 recommends that a Capital Asset Management Plan be developed and implemented. The basis for the Financial Master Plan is implicit in the Capital Asset Management Plan.

10. A comprehensive Capital Asset Management Plan (CAMP) should be developed and implemented.

A Capital Asset Management Program as presented in Facilities 2001 has not been adopted.

Recommendations contained in this 1993 update are as follows:

Section A: Community Analysis

1. The District should continue and increase its participation in City and County planning activities and policies. Responsibility for such coordination should be officially assigned and support provided.

2. The District should adopt policies to implement the vision of the system at build-out.

Section B: Demographics

1. The District needs to assign demographic responsibilities and support the assignment as required to perform the function.

2. The District needs to plan for a long range increase in enrollment in spite of the slight decrease noted this year.

3. Census tract data and District demographic files and models should be analyzed along with school capacity and program information to update enrollment projections and facility needs.

Section C: Educational Program Review

1. The District should prepare a system design to parallel build-out of the community. This includes locations, grade groupings, school sizes, site sizes, and support facilities and should include consideration of cooperative arrangements with other public entities.

2. The District should reconcile the current schedule and school size desires and policies with the year round program.

Section I: Capital Asset Management Program

1. The District should adopt a Capital Asset Management Program and approach.

2. Data regarding facilities should be collected and reported to the Board on an annual basis.

3. Annual assessment of facilities conditions should be included in the planning process.

MEMBERS OF THE COMMITTEE, LADIES AND GENTLEMEN

First, I want to express my appreciation and thanks to Mr. Rodriguez, Mr. Hudson, and Mr. Niday in particular and to the support staff for their many courtesies and help. It is a pleasure to work with such fine people.

There is more than the report. During the course of the work I have examined, questioned, and commented about a variety of topics and concerns. I have prepared an Appendix, not included in the report, and it and the material are on the table. This is in addition to materials already submitted.

I like to talk about school facilities. School land, buildings, and equipment--capital investments-- are important. A great deal of money has been invested; the District's assets are worth about a billion dollars; time and attention are fully justified.

In addition, we know that modern, comfortable schools make for improved learning.

This Report "makes a point." You have heard that expression. In this case I simply want to emphasize one recommendation and make sure that it is remembered, that it stands out and doesn't get lost in the other words. The Executive summary is brief because I want this point, this recommendation to stand out.

Please refer to paragraph 4 of the Executive Summary.  
(Review Executive Summary)

Conclusion:

The logic is that there is financial capacity to address urgent and legitimate capital asset needs.

A responsible course of action is: (My point) Develop a financial strategy to meet high priority facilities needs and implement that plan as soon as you can.

Procedurally, I suggest that you ask that the detailed implementation plan--committee, timeline, etc--be prepared.

# APPENDIX



**APPENDIX--TABLE OF CONTENTS**

List, District Facilities by Age with Square Footage and Number of Portables

Table and Charts, Assessed Valuation, Long Term Debt, Tax Rates

"Committing to the Cost of Ownership," National Research Council, 1990

"A Study of Voter Thresholds and Approval Rates of School Capital Outlay Issues," Ernest Lehr, 1991

"Value Engineering," Superintendent, State of Washington

"Post Occupancy Evaluation," Superintendent, Florida

Facilities Assessments (Ohio, Washington, Texas)

Facilities Assessment, Washington DC

RFP, Facility Needs Assessments, Sacramento Housing and Redevelopment Agency

General Plan, Sacramento County

Facilities Program, Asset Management, City of Sacramento

Facilities Inventory List, City of Sacramento

Population and Housing Report, City of Sacramento

Population Projections, Sacramento Council of Governments

**SECTION A**

"Hometown Profile," Comstock, September 1992

"Statistics that Forecast the Economy,"

"Consumer Price Index," Bee, Feb. 19, 1993

"Inflation," Bee, March 18, 1993

"Economic Diversity," Bee, March 14, 1993

"Base Closings," Bee

"Campbell Soup," Bee, March 18, 1993

"January MLS Statistics," Sacramento Association of Realtors

"Mortgage Trends," Bee, Feb. 28, 1993

"Consumer Confidence," Bee, February 24, 1993

**APPENDIX--TABLE OF CONTENTS, Cont'd**

**SECTION B**

Revised 1993-94 Average Daily Attendance Projections  
District Enrollment Projections  
District Student Transfers and Mobility  
State Allocation Board Enrollment Projection Modifications for  
Rapidly Growing Districts  
California Department of Finance Population Projections, 1990-  
2005

**SECTION C**

Magnet School Recruitment Fair  
District Position Paper, "Schools of Choice"

**SECTION D**

Father Kenny Award, March 2, 1993  
American School and University, November 1992, February 1993

**SECTION E**

List of District Portables by school with date of Construction  
"Run-down Schools," Bee, March 1, 1993  
"Repairing San Juan," Bee  
Washington State Facility Maintenance  
"Ball Field," Bee, February 25, 1993  
"Crocker Riverside Playground Fund Raising," Jan. 21, 1993  
Jefferson County, Colorado, Facilities Classifications  
District Vehicle Maintenance List  
Park Maintenance Cost Comparisons  
"Life Cycle Costing," IMeg/Building Systems Management

**SECTION F**

District School Profiles

**SECTION G**

"Asset Development," Newport Resource Management  
"Opportunity Analysis, Grant High School," Newport Resource  
Management

**SECTION H**

"Bond Measure Analysis," Government Financial Strategies  
District Tax Rates, 1963-73, 1960-69  
District Bonding Capacity. 1979-80  
District Assessed Valuation, 1970-80  
"Facilities Plan," Government Financial Strategies  
Modernization, Construction, Air Conditioning Project List  
"Mello Roos Financing," California Debt Advisory Commission  
"An Exercise in Utility," American School and University,  
Feb. 93

FACILITIES BY AGE, SQUARE FOOTAGE, AND NUMBER OF PORTABLES IN 1993

NAME	CONSTRUCTION DATE	PERMANENT SQUARE FEET	PORTABLES #	Sq. Ft. (NOT BY AGE)
Edward Kelly	1869	2,843	0	0
Old Marshall	1903	32,601	0	0
Fremont	1921	51,168	3	?
McClasky/ElDorado	1921	36,387	3	2,948
Sierra Community	1921	40,006	1	3,562
Skills Center	1929	145,405	0	0
Administration	1923/49	45,233	0	0
C. K. McClatchy	1936/78	226,252	22	22,084
Sacramento High	1937/74	262,495	15	14,741
Fruit Ridge	1937	33,859	7	6,794
T. Judah	1937	31,740	8	8,661
Crocker/Riverside	1939/48	33,143	2	1,943
		941,132		60,733
L. Stanford	1942	18,679	0	0
Tahoe	1947	43,840	5	4,800
Newcomers Center	1948	22,187	3	2,926
Earl Warren	1948	29,818	6	5,760
Mark Twain	1949	35,577	7	6,660
Caleb Greenwood	1950/52	31,918	11	10,636
John Cabrillo	1950	21,988	8	7,758
Sutterville	1950	23,828	9	8,751
Peter Burnett	1950	22,837	14	13,440
Ethel Baker	1950	37,970	7	6,764
T. Marshall/Arg't	1950	26,157	2	1,966
Leonardo daVinci	1950/60	109,701	5	4,892
Ethel Phillips	1951	42,273	7	4,800
J. Bonnheim	1951	28,759	15	14,011
Pacific	1951	30,979	7	7,038
Maple	1952	18,086	7	7,814
Jed Smith	1952	46,569	6	5,783
Oak Ridge	1953	24,015	16	15,780
Elder Creek	1953	22,000	19	18,744
C. B. Wire	1953	22,225	11	10,641
Woodbine	1953	14,051	5	4,891
Phoebe Hearst	1953	30,864	5	4,830
		704,321		168,685
Parkway	1954	25,831	11	10,080
Johnson West	1954	115,203	0	0
Freeport	1954	28,112	18	17,305
C. P. Huntington	1956	29,025	5	4,763
Hollywood Park	1956	29,025	4	3,886
Bowling Green	1956	30,850	15	12,625
Maintenance	1956	50,324	0	0
H. W. Harkness	1957	29,273	11	10,588
John Bidwell	1957	29,932	6	5,760
Sutter Middle	1957	109,888	0	0
Hiram Johnson	1959	247,140	27	26,821
Alice Birney	1959	29,974	6	5,829

Sequoia	1960	29,025	10	9,849
John Morse	1960	23,403	11	10,606
Mark Hopkins	1960	29,360	15	11,621
C. M. Goethe Middle	1960	117,075	0	0
Fern Bacon Middle	1960	116,630	6	5,896
Will C. Wood Middle	1960	117,075	6	5,760
Camellia	1961	32,983	6	5,700
John Sloat	1961	28,354	4	3,840
Sam Brannan Middle	1961	116,179	0	0
L. Burbank High	1961	244,706	7	6,720
Nicholas	1962	29,055	15	14,545
Warehouse	1962/85	127,896	0	0
Edward Kemble	1963	30,800	22	21,552
Thomas Jefferson	1963	30,800	4	3,747
		1,827,918		197,493
A. Einstein	1964	117,423	5	4,620
Hubert Bancroft	1964	32,100	9	9,404
Bear Flag	1964	31,026	5	4,643
Pony Express	1964	30,760	6	5,640
A. M. Winn	1965	29,025	8	7,837
O. W. Erlewine	1965	30,634	6	5,850
J. F. Kennedy	1966	224,860	14	13,029
Caroline Wenzel	1967	29,937	9	4,915
John Still	1967	116,042	0	0
Isador Cohen	1968	29,139	8	7,680
		670,946		63,618
Bret Harte	1975	36,858	1	983
California Middle	1975	92,477	3	2,880
David Lubin	1975	36,839	6	5,814
Washington	1975	34,315	1	983
William Land	1975	30,031	4	3,867
James Marshall	1976	5,961	27	27,393
Kit Carson	1976	68,713	2	1,920
Marion Anderson	1976	34,315	10	9,711
American Legion	1977	37,712	0	0
Susan B Anthony	1977	17,800	13	13,665
Golden Empire	1977	23,955	14	14,400
Abraham Lincoln	1978	24,470	10	9,757
G. Didion	1980	7,561	22	22,559
		451,007		113,932
Lisbon	1988	26,940	24	23,040
M. L. King Jr.	1988	26,940	24	23,040
Fr. Kenny	1993	45,501 @ \$136.30		
Matsuyama	1993	19,560		18,739
		118,941		64,819
		4,714,265		669,280
GRAND TOTAL		5,383,545		