Request for Proposals

Facility Assessment and Master Planning Services

Proposal Deadline: March 8, 2019, 4:00pm

Contact: Jessica Sulli, Contract Specialist

Sacramento City Unified School District

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Administrative Information

Questions/Requests for Information

Questions regarding this Request for Proposals must be submitted by email to Jessica Sulli, Contract Specialist, Jessica-Sulli@scusd.edu by February 25, 2019. Responses will be posted on the District's website at www.scusd.edu/rfp by March 4, 2019.

Attachments: Exhibit 1

Due Date

Proposals must be submitted by March 8, 2019, no later than 4:00pm (local time). See "Instructions" in the Submission Requirements section of this document for details.

Schedule of Events

• Request for proposal issued	February 15, 2019
• Written questions due	February 25, 2019
• Response to written questions	March 4, 2019
• Proposals due (4:00pm)	March 8, 2019
• Proposal evaluation	Week of March 11, 2019
• Notification to short-listed firms	By March 15, 2019
• Oral presentations (if applicable)	Week of March 18, 2019
• Contract negotiations	Late March 2019
• Notification to successful firm	Late March 2019
• Board approval date	April 2019

Project Overview

Services Requested

Sacramento City Unified School District ("District") requests proposals from professional services firms for a Facility Condition Assessment (FCA) and Master Planning services as described in Scope of Work section(s). The services provided must meet objectives as described herein.

Facilities and Infrastructure to be Assessed

The assessment will include all existing District facilities as indicated in Exhibit 1.

Objectives

1. Identify and quantify all deficient conditions in terms of Deferred Maintenance, Capital Renewal, and Plant Adaptation (including building and fire/life safety and code

compliance issues). Architects, Engineers, and other Facilities Professionals shall perform inspections.

2. Provide clearly and accurately the cause or nature of each deficient condition and devise methods of correction for each deficient condition (correction projects).
3. Classify, rank and prioritize all deficient conditions and associated correction projects and associate information concerning associated building systems and deficiency classifications by severity and anticipated life-cycle in a Windows supported database.
4. Identify, prioritize, and schedule Deferred Maintenance projects that best take advantage of available funds and improve facility functions—Deferred Maintenance.
5. Identify the resources needed to maintain the operability, suitability, and value of the physical assets given their current function—Facility Renewal.
6. Identify what is necessary to adapt the facilities to meet the facility requirements of the institution, the requirements of today's standards and codes, and the needs of changing technology as it impacts space—Plant Adaptation.
7. Develop a long-range comprehensive financial planning process that properly identifies the optimum reinvestment rates to preserve (or enhance) the value of the institution's facility assets.
8. Develop a maintainable continuously updated facilities database for Current Replacement Value, and Facilities Condition Needs Index that reflect Deferred Maintenance, Plant Renewal, and Plant Adaptation projects as they are implemented. Identify all projects by building name, building number, and floor number, and locate projects on facility floor plan drawings created in the latest version of AutoCAD, Autodesk Revit or ArcGIS for MS Windows.
9. Develop a full function Windows compatible database for maintaining all project data, modeling existing data to determine future funding requirements, and monitor ongoing code compliance/plant adaptation issues. Database shall be capable of storing, analyzing, printing, and updating the facility condition data.
10. The computerized system(s) developed as part of this project shall provide the ability to aggregate corrective actions into contract packages or bundles of projects for cost-effective contracting, purchasing, and correction.
11. Computerized systems shall have the ability to project and analyze costs for Deferred Maintenance, Preventative Maintenance and Capital Renewal.
12. All assessment data shall be stored in a database that supports project objectives and requirements as described in this document. The database and other systems and procedures shall provide district with the capability to continually update all data, manage Deferred Maintenance, Preventative Maintenance and predict future capital renewal.

Scope of Work – Base Services

5-Year Facility Master Plan

The consultant will work with the District and seek input from various stakeholders to develop a 5-year master plan to serve as a basis for future facilities planning and to provide rationale to the school community and public at large for facility initiatives. The master plan will include a general overview of the school district and include specific components: educational program

plans and facility standards based on existing and/or future needs, facility condition and suitability assessments of all schools and ancillary buildings, capacity and utilization analyses, enrollment projections, demographics study, and capital availability analysis.

Among other things, the master plan needs to:

1. Identify expansion, remodeling, new schools and site acquisition needed to meet the projected student enrollment and the instructional goals of the education program and identify opportunities for combined schools, closures, or attendance boundary changes.
2. Be based on assessments of each facility, including condition, educational suitability, and technology infrastructure.
3. Identify missing, current, and future facility gaps.
4. Define strategies to improve site circulation, safety, security, and functionality of school grounds.
5. Provide a yearly schedule of projected facility needs and their associated costs.
6. Include community engagement from the school community, including school board, staff and community members regarding the facility issues.
7. Provide cost estimates for all recommendations.

Facility Condition Assessment (FCA)

Data Collection

In consultation with District Staff, the consultant will define facility condition data standards and collection standards. The consultant will use these standards to assess and report conditions for the following property elements:

- Site: building proper, utility connections and shut-offs, paving systems, stairs, retaining walls, exterior lighting, and other "landscaping" elements.
- Exterior Systems: roofs, walls, window systems, exterior doors and structural components
- Interior Systems: walls, doors, floors and ceilings, visible structure, and finishes.
- Health/Fire/Life Safety Issues
- Handicap Accessible (ADA) Requirements
- Vertical Transportation Systems
- Heating, Ventilation and Air Conditioning
- Electrical and Electrical Distribution
- Plumbing and Irrigation Systems
- Fire Protection
- Special Construction
- Storm Water Management Ponds and Surface Drainage Structures
- Non-Building Campus Infrastructure: underground utilities, paving systems, roads, walks, utilities, exterior lighting, flagpoles, fences, gates, awnings, and other "landscaping" elements.
- Outdoor Athletic and Accessory Facilities: running track, baseball field, softball fields and football stadiums, concession stands, ticket booths, restroom facilities, tennis courts, storage buildings, etc. Review existing High School Athletic Master Plan and update to make it current to present day costs and create a plan for elementary and middle schools.

Condition Assessment Tasks:

1. Perform a walk-through survey of each facility to become familiar with its construction, equipment, operation, and maintenance and conditions of all systems and components.
2. Meet with District Facilities staff and site staff to become familiar with their evaluation of problem areas.
3. Review existing data, such as work order histories, previous reports, etc., provided by the District.
4. Photograph all conditions and prepare drawings and notes on all site visits.
5. Identify and quantify all deficient conditions in terms of Deferred Maintenance, Preventative Maintenance, Capital Renewal, and Plant Adaptation (including building and fire/life safety code noncompliance issues).
6. Define clearly and accurately the cause or nature of each deficient condition and propose methods of correction for each deficient condition.
7. Classify and rank all deficient conditions and associated correction projects and associate information concerning associated building systems and deficiency classifications by severity and anticipated life-cycle in a Windows compatible database.
8. Identify the resources needed to maintain the operability, suitability, and value of the physical assets given their current function.
9. Identify what is necessary to adapt the facilities to meet the facility requirements of the District, the requirements of today's standards and codes, and the needs of changing technology as it impacts space.
10. Provide data entry in a format to ensure an updated facilities database using the District's current facilities work order and work planning system, "**SchoolDude"** for use in determining Current Replacement Value, criticality of need and other planning criteria.
11. Database, pre-approved by the Facilities Department, shall be capable of storing, analyzing, printing, and updating the facility condition data and shall have the ability to project and analyze costs for Deferred Maintenance, Preventative Maintenance and Capital Renewal.
12. All assessment data shall be stored in Windows supported database, pre-approved by the District, that supports project objectives and requirements as described in this document. The software and other systems and procedures shall provide district with the capability to continually update all data, manage Deferred Maintenance, Preventative Maintenance and predict future Capital Renewal.
13. The final report will be based on assessments of each facility, including condition, educational suitability, and technology infrastructure.
14. The process will include community engagement from the school community, including school board, staff and community members regarding the facility issues.
15. Cost estimates must be provided for all recommendations.

Existing Data Integration

In addition to facility conditions identified during the assessment, District-supplied facility condition data must be incorporated into the assessment database, analytical studies, and reports. All District-supplied facility condition data will be identified as such and may include if applicable:

- Engineering studies
- Roofing inspections
- Hazardous materials audits
- Accessibility studies
- Williams Act Inspections
- Deferred Maintenance Plan
- Student Enrollment Projections/ Demographic Analysis
- High School Athletic Assessments
- Modular/Portable Inventory
- Previous assessment data

Corrective Actions: Cost Estimating, Budgeting, and Scheduling

Corrective actions shall be recommended for each deficient condition identified and include cost estimates and details of the work required for repair. Alternative green or sustainable corrective actions should be proposed when applicable. The data shall be updateable.

1. Provide cost estimates for correction of each project identified by industry standards, published construction and facilities maintenance, construction and repair cost estimating data, reflecting appropriate adjustments for local labor and material costs. The cost estimating system shall be embedded within the overall database.
2. Calculate the costs for each deficient condition utilizing nationally recognized estimating standards such as R. S. Means Corporation's published construction and remodeling cost estimating data. Costs shall be appropriately adjusted to reflect local and real unit costs based on actual location design/bidding experience in the appropriate metropolitan area. Costs shall include customary soft costs for Architect/Engineering (A/E), Program Management (PM) fees and Project Labor Agreement (PLA).
3. The computerized system will automate annual updating of correction costs based on published inflation rate indices.
4. Provide specific work scopes and cost estimates for each individual item in all categories.
5. The use of life cycle cost analysis and remaining useful life will be used to determine if an item should be repaired or replaced.
6. Calculate the Facility Replacement Cost (FRC) for each facility and site.
7. Provide an automated means of inflating FRCs over time.
8. Calculate the Facility Condition Needs Index (FCNI) for each facility and site.
9. Develop all project deficiencies by Facility/building specific report format.

Deficiency Characterization

To reduce Deferred Maintenance backlog, the assessment database must help identify and manage future construction contracts or work orders. Deficiencies in the database will be categorized by, at least, the following characteristics:

- Construction Specification Institute (CSI) code
- Deficiency priority (defined below)
- Deficiency category (defined below)
- Facility type
- Facility location

- Correction type
- Repair cost

Deficiency Prioritization

Before data collection begins, the consultant and the District will establish prioritization standards. The assessment software must be customizable to support these standards. An example of priority standards is as follows.

Priority 1 – Currently Critical (Immediate)

Priority 1 projects pose an identifiable and immediate health and safety risk to either students, staff or other school site users.

- Correct a cited safety hazard
- Stop accelerated deterioration
- Return a facility to operation

Priority 2 – Potentially Critical (year 1)

Priority 2 projects, if not addressed within the next year, have a high probability of resulting in health and safety risks (Priority 1 projects).

- Intermittent operations
- Rapid deterioration
- Potential life safety hazards

Priority 3 – Necessary/Not Yet Critical (years 2-5)

Priority 3 projects, if not addressed within the next five years, have a high probability of resulting in damage to building envelope, site conditions, or systems (priority 2 projects). These projects typically include systems that are still operational, but have exceeded operational lifecycles.

- Predictable deterioration
- Potential downtime
- Associated damage or higher costs if deferred further

Priority 4 – Recommended (years 6-10)

Priority 4 projects are not hierarchical, meaning that if they are not addressed they will not escalate to either priority 1, 2 or 3 projects. Priority 4 projects are specific to improving the delivery of the educational program.

- Sensible improvement to existing conditions that is not required for the basic function of the facility
- Overall usability improvement
- Long term maintenance cost reduction

Priority 5 – Does Not Meet Current Codes but "Grandfathered"

Priority 5 projects are not hierarchical, meaning that if they are not addressed they will not escalate to either priority 1, 2 or 3 projects. Priority 5 projects are eligible Deferred Maintenance projects that do not fit into any of the other priority categories.

- No action is required at this time

Deficiency Categorization

Each correction project identified will be assigned to one or more of the following categories:

- Life-safety code compliance
- Building code compliance
- Building integrity
- Educational adequacy standards
- Handicap Accessibility
- Appearance
- Energy

Facility Renewal Forecasting

Because long-range funding for facilities is accomplished by identifying the rate of renewal required to maintain components of each facility as it depreciates and becomes unusable, the consultant must:

1. Analyze and model the standard life cycle deterioration of each facility and report on the annual reinvestment rate to replace components as they become unusable.
2. Establish the cost to replace/refurbish each component/system as it reaches the end of its economically useful life span.
3. Have the ability to analyze multiple year outlooks and various combinations of building type reinvestment rates.
4. Provide a system capable of generating multi-level financial modeling based on the identified facilities renewal backlog and selected time frames. Systems should be capable of analyzing and projecting funding for time periods up to 20 years.
5. Establish a building component life-cycle model to forecast renewal investment rates required to maintain facilities over time. The database shall enable graphical reporting of renewal requirements for individual facilities or grouped facilities, and shall provide life cycle evaluation.
6. Provide multi-level financial modeling capabilities and the ability to benchmark facility condition to other campus buildings. Systems should be capable of tracking and modeling for current situations as well as the future.
7. Project and analyze costs for facilities renewal. Identify the current Facility Replacement Cost (FRC) and the Facility Condition Needs Index (FCNI) of all facilities.

Educational Specifications Assessment

The consultant must be knowledgeable of current state and national curriculum, programs, and future educational trends, including California environmental literacy guidelines and standards. The consultant will work with the District to develop and prioritize educational adequacy standards incorporating any existing District and state standards. These standards will be used to assess educational adequacy and technology infrastructure in order to determine needed facility upgrades and to promote parity and equity among schools.

The consultant will measure and report adequacy of all instructional spaces and sites, including athletic facilities and administrative spaces.

The educational specifications review will include but is not limited to the elements identified below. The consultant will work with the District to define the specific types and characteristics of spaces for the assessment.

- **Facility curriculum support:** Survey how facilities meet standards and support specific functions, including both instructional areas (i.e., classrooms, labs, media center, gym) and other areas (i.e., administration, clinic, counseling, cafeteria, schoolyard, etc.).
- **Space characteristics:** Determine how room sizes and configurations do or do not support the room's function and the educational process.
- **Learning environment:** Evaluate light levels, acoustics and other characteristics.
- **Relationships of spaces:** Evaluate how well educational, administrative and other areas relate to each other.
- **Storage and Equipment:** Survey the adequacy of teacher and student storage and availability of necessary program equipment (i.e., science safety equipment, kilns, CTE equipment).
- **Security:** Measure security and safety to standards.
- **Site:** Evaluate parking, traffic, and outdoor spaces, including play and athletic areas.

Zero Net Energy Assessment

The consultant will direct and assist the district in a Zero Net Energy (ZNE) Assessment of all designated District Campuses. This assessment will be used to determine recommended facility upgrades and renewable energy systems necessary to meet the California Energy Efficiency Strategic Plan of 50 percent ZNE by 2030 and must be recorded in the assessment database.

The District and the Department of General Services definition of zero net energy as the following:

ZNE campus – An energy-efficient campus where, on a source energy basis, the actual annual consumed energy is less than or equal to the on-site renewable generated energy. **Provide ZNE Assessment:** This includes a detailed field and energy engineering analysis and a solar PV potential analysis. A breakdown of the historic energy use and cost for each building will be provided. An energy analysis will identify and provide a savings and cost analysis with a high level of accuracy of all practical capital improvement measures that meet the owner's constraints and economic criteria, along with a discussion of any changes to operation and maintenance procedures. A solar PV potential analysis will identify the amount of solar necessary and the available space to install solar at each District Campus. The consultant will collect data on the condition and life-cycle of all major building systems. When appropriate, energy efficiency recommendations will be made on the following systems:

- Building Envelope
- Foundations and Floors
- Doors and Windows
- Skylights
- Lighting
- Daylighting
- Interior Electric Lighting
- Building Automation and Controls
- Cooling Equipment Efficiencies

- Heating Equipment Efficiencies
- Ducts, Supply Fans and Ventilation Control
- Service Water Heating
- Equipment efficiencies

The energy assessment shall be performed on building specific equipment and will not include special process equipment. Equipment excluded from this assessment includes:

- Kitchen equipment
- Manufacturing process equipment
- Computers, printers, copiers and other office equipment
- Welders, assembly line and special handling equipment

Specific Requirements of the Assessment

1. Analyze historic utility data to determine an energy utilization index (EUI) for each designated District Campus.
2. Perform a walk-through survey of each campus to become familiar with its construction, equipment, operation, and maintenance.
3. Meet with District Energy Manager and Facilities Department staff to learn of special problems or needs of all facilities. Determine if any maintenance problems and/or practices may affect efficiency.
4. Identify low-cost/no-cost changes to the facility operating and maintenance procedures and determine the savings that will result from these changes.
5. Review mechanical and electrical system installed condition, maintenance practices, and operating methods.
6. Review existing operating and maintenance problems.
7. Measure key operating parameters and compare to standard design levels, for example, operating schedules, heating/cooling water temperature, supply air temperature, space temperature and humidity, ventilation quantities, and light level at the task. Such measurements will be taken on a spot basis as determined by the field surveyor.
8. List possible modifications to equipment and operations that would save energy. Select those that might be considered practical by the District. List preliminary cost and savings estimates.
9. Identify practical capital improvement measures to improve energy efficiency and list preliminary costs and savings estimates.
10. Provide simplified manual calculations to fully detailed computer simulation as required for the identification of capital improvements.
11. Estimate the impact of each practical capital improvement measure on building operations, maintenance costs, and non-energy operating costs.
12. Estimate the combined energy savings from implementing all practical operational and capital improvement measures for each District campus.
13. Conduct a solar PV analysis to determine the amount of solar necessary to meet ZNE requirements after all practical operational and capital improvement measures are completed.
14. Review each District Campus building and property to determine feasibility and location for solar PV including parking lots and rooftops.
15. List preliminary cost estimates for solar PV.

16. Prepare a financial evaluation of the estimated total potential investment to complete all practical operational and capital improvement measures and proposed solar PV.
17. Create a database to prioritize District campuses based on the cost and savings estimates from all measures, deficiency priority of equipment and District Sustainability Program Participation.
18. Following submission of the report of the ZNE Assessment, meet with the District to discuss priorities.

Technology Readiness Assessment

The consultant should be knowledgeable about current technology trends and work with the District to develop and prioritize technology readiness standards, incorporating any existing District and state standards. These standards will be used to assess technology infrastructure in each instructional building.

Demographic, Capacity and Utilization Analysis

Working with the District's Staff and demographer, utilize existing demographic data and enrollment projections to identify and project student populations by attendance area, school, and grade level in order to define future facility needs. The analysis should include a review of demographic trends, city and county building or growth plans, and District grade span analysis. The analysis should include a review of current methods and estimates of school capacity calculations and enrollment projections. The analysis should include a review of the space inventory of each assessed facility and the number of students served in each type of space. The analysis should include evaluation of space utilization at all elementary and secondary schools and associated short-term and long-term recommendations for improved use of space within or among school facilities.

Capacity/Utilization Analysis

The capacity planning analysis will include the following:

1. An evaluation of current methods and estimates of school capacity calculations and enrollment projections.
2. A review of the space inventory of each assessed facility and the number of students served in each type of space.
3. An analysis of space utilization at our elementary and secondary schools and associated short-term and long-term recommendations for improved use of space within or among school facilities.
4. An analysis of school types, grade level configuration and school size as it relates to school capacity. It is expected the consultant will work with District personnel to determine District goals and priorities relating to the above factors.

Stakeholder Engagement

Stakeholder engagement is an important component in any successful facility program. The consultant will work with District Staff to identify key individuals and groups and develop a plan to engage District stakeholders through varied methods, including interviews, focus groups, community meetings, and online surveys. Consultant shall create and disseminate a survey for community feedback. Consultant shall collect and compile data and present results to the

District. Stakeholder meetings will be held at times and locations appropriate for community wide participation.

Database and Technology Requirements

The Windows supported database must support the data collected and services provided as described in the section, *Scope of Work - Base Services*. To summarize briefly the consultant must provide an appropriate Windows supported database system and procedures that enable the District to continue to update all data, manage Deferred Maintenance, Preventative Maintenance, predict future Capital Renewal and support strategic work planning.

Photographs

Provide digital photographs for each facility and deficiency and include these in the Final Report. Exterior photographs will be used for campus identification and documentation of structural problems, major site deficiencies, or special conditions. Interior photographs will be used to document critical and unusual conditions. Photographs will be used to explain and/or justify the prioritization of corrective actions.

Documentation

The consultant shall provide written documentation of processes, inspection methods, cost data, adopted standards, Windows supported database to enable District Staff to continue to use and update the information and systems as a permanent planning tool.

1. Provide training for staff in all aspects of the process and program including updating information and generating reports based on various budget options.
2. Provide written reports as directed for documentation of progress and for final presentation.

Jurisdictional Review Meetings

The consultant shall conduct or attend meetings as directed by the District which may include:

- Potential public sessions to explain the purpose, strategy and methods for information gathering and to solicit input from review authorities and community members on standards and specific needs.
- Presentations to Board Members; orientation and final presentation.
- Progress meetings with the District Staff.

Deliverables

The following items shall be delivered as part of this project:

- Comprehensive facility assessment report and assessment reports for each facility assessed (electronic copy and four hard copies).
- 5-Year Facility Master Plan
- Functional, multi-user assessment windows supported database system. Formal, multi-media presentation of results

Safety and Security Assessment

Provide an analysis of safety and security upgrades that are necessary at school sites to be in compliance with Crime Prevention through Environmental Design (CPTED) principles.

Equipment Inventory

The consultant should provide an inventory of fixed, visibly-accessible building equipment to include the following suggested list:

Equipment List

Boilers
Condensing Units
Pumps
Variable speed drives
Building electrical service entrances, transformers, panels and switchgear
Moto control centers
Unit air conditioners (excluding window units)
Chillers
Air handling units, fan coil units and other unit ventilators
Packaged roof top units
Return air fans, roof fans, and exhaust fans (excluding small inline duct fans)
Generators
Cooling towers
Building Control Systems (Main Panel)
Energy Management Systems (Main Panel)
Fire suppression systems (wet, dry, gas and chemical)
Dry sprinklers
Building distribution panels, lighting panels, power panels
Elevator equipment, pumps, motors, controls
Fire alarm systems (Main and Auxiliary Panels)
Wet Sprinkler system
Automatic (Chemical/Gas) fire suppression
Building utility meters
Intrusion Alarms
Intercom Systems
CCTV (Close Circuit Television)
LCD Projectors

The consultant will collect the following data where applicable for each equipment component:

Equipment Data

Serial Number
Horsepower
Locations by facility, building, floor, room
Inventory tag number (durable weather resistant bar-coded tag directly attached to the component)
Manufacturer and Model
Capacities
Voltage
Date placed in service, if available
Refrigerant type, if applicable and available

The consultant shall collect data designated by the district and affix a highly durable barcode tag to each piece of equipment. Barcode tags shall be able to synchronize with district's Computerized Maintenance Management System (CMMS) or Computer-aided Facility Management (CAFM) system and consultant's software programs. If necessary, consultant shall verify and update the existing CMMS equipment inventory list. The updated, verified inventory list will be provided in a format acceptable to District's existing CMMS for uploading of data.

Inventory data will be housed in consultant's assessment database for future transfer to CMMS application and for equipment capital renewal budgeting. District will have the ability to download data to an MS Excel format from the contractor database.

Space Inventory

Space to be inventoried includes total facility portfolio, subtotal by building area, and subtotal by type of space. Type of space includes:

- Instructional
- Custodial
- Administrative
- Facility support

Services Excluded

At this time the District does not anticipate including any of the following in the Scope of Work:

- Inventory of furniture and equipment not related to building operation
- Any work related to buildings not owned by the District
- Evaluation of conditions concealed by construction
- Destructive investigation
- Materials testing
- Condition analysis of underground utilities

Content

1. **About your firm:** Provide firm name, address, contact, and number of years providing facility condition and functional adequacy assessment services and master planning services Include statement of capability to complete the scope of work.
2. **Project team:** Include an organizational chart that depicts reporting responsibilities of proposed team members—from company officers to professional field staff. Include resumes for each team member. Please list possible consultants you might use.
3. **Project experience:** Provide a brief description of Facility Condition Assessment, Deferred Maintenance, Preventative Maintenance Planning experience and master planning services. Provide three examples of projects ongoing or completed within the last three years that include(d) Facility Condition Assessment, and Deferred Maintenance Planning and Preventative Maintenance services. List references and provide phone numbers of owner's representatives. Please include at least two examples of public K-12 districts, preferably more, that were located in California.
4. **Optional services:** Describe your firm's ability to provide the following services (see descriptions in the Optional Services section of this document):
    - Safety and Security Assessments
    - Equipment Inventory
    - Space Inventory
5. **Technical approach and management plan:** Provide the firm's technical approach and management plan.
6. **Schedule:** Provide a proposed schedule that includes at least the following:
    - Initial Date Available to Start
    - Reviews with District key staff
    - Field data collection
    - Project planning
    - Budget development
    - Project building workshop with District Staff and other appropriate individuals or groups.
    - Final report draft
    - Final report
    - Final presentation (must be completed on or before: October 31, 2019).
    - Training
7. **Sample deliverables:** Submit brief, hard copy samples of deliverables that will be provided to Sacramento City Unified School District at project completion.
8. **Fee Proposal:** Use the attached form for proposed cost of services.

Instructions

Please submit one original and 9 copies of proposal in a sealed envelope marked, "RFP for Facility Assessment and Master Planning Services," no later than 4:00pm (local time) on March 8, 2019 to:

Jessica Sulli, Contracts Office, SCUSD
5735 47th Avenue, Sacramento, CA 95824

Telephone, electronic or facsimile proposals will not be considered. Proposals received after the time and date of closing will not be considered.

Evaluation Criteria

The Sacramento City Unified School District will use the following criteria in evaluating proposals received in response to this RFP. The successful proposal will be the proposal submitted in response to this RFP by the submittal deadline that is the most advantageous to the District. A review and selection committee composed of key District officials will evaluate proposals. The evaluation of proposals and the selection of the successful proposal will be based on the information provided by the Proposer in its proposal, including without limitation, the Proposer's qualifications. Consideration may also be given to any additional information helpful to the District. The District is not bound to accept the lowest priced proposal if that proposal is not the most advantageous to the District as determined by the selection committee.

Completeness of Proposal: Any proposal that does not contain each element described in this RFP, fully completed, initialed or executed, as appropriate, may be judged to be incomplete and may not be considered further.

Scoring Criteria:

- 30% Firm experience and staff
- 10% Technical approach and management plan
- 30% Sample deliverables
- 10% Proposed schedule
- 20% Proposed fee

Oral Presentation: At the District's discretion oral interviews may be scheduled.

Fee Proposal

Firm name: _____

Date of proposal: _____

Base services:

5-Year Facilities Master Plan	_____
Facility Condition Assessment	_____
Educational Specification Assessment	_____
Zero Net Energy Assessment	_____
Technology Readiness Assessment	_____
Demographic, Capacity and Utilization Analysis	_____
Stakeholder Engagement	_____
Database and Technology	_____

Optional services:

Safety and Security Assessment	_____
Equipment Inventory	_____
Space Inventory	_____

TOTAL THIS PROPOSAL: _____

_____ _____

Signature of Officer Date

_____

Printed Name and Title

Exhibit 1: Facilities to be Assessed

Site Name	Type	Year Built	Gross SF
Maintenance and Operations	Administration		40,215
Print Shop/Nutrition Services	Administration		59,470
Serna Center	Administration		155,000
A. Warren McClaskey	Adult	1921	26,009
Charles A. Jones	Adult	1998	80,925
Abraham Lincoln	Elementary	1978	39,955
Bowling Green Chacon Language & Science Academy	Elementary	1957	21,600
Bowling Green McCoy Academy for Excellence	Elementary	1957	54,304
Bret Harte	Elementary	1975	50,959
C.B. Wire (Closed and Leased)*	Elementary	1954	49,683
Caleb Greenwood	Elementary	1950	49,440
Camellia Basic	Elementary	1962	49,438
Caroline Wenzel	Elementary	1967	44,716
Cesar E. Chavez	Elementary	2000	26,400
Collis P. Huntington (Closed and Preschool)*****	Elementary	1956	43,105
Crocker/Riverside	Elementary	1939	45,907
David Lubin	Elementary	1975	41,981
Earl Warren	Elementary	1948	29,620
Edward Kemble	Elementary	1963	62,230
Elder Creek	Elementary	1953	49,804
Ethel I. Baker	Elementary	1950	55,775
Ethel Phillips	Elementary	1951	59,611
Fruit Ridge (Closed, Leased and Preschool)*	Elementary	1937	54,501
Golden Empire	Elementary	1977	44,793
H.W. Harkness	Elementary	1957	44,967
Hollywood Park	Elementary	1956	29,696
Hubert H. Bancroft	Elementary	1964	53,019
Isador Cohen	Elementary	1968	38,956
James W. Marshall	Elementary	1976	42,651
John Bidwell	Elementary	1957	35,729
John Cabrillo	Elementary	1950	28,674
John D. Sloat	Elementary	1961	40,630
Leataata Floyd	Elementary	1952	54,832
Maple (Closed and Leased)*	Elementary	1952	28,997
Mark Twain	Elementary	1949	42,237
Matsuyama	Elementary	1993	44,983
New Joseph Bonnheim	Elementary	1951	39,435
Nicholas	Elementary	1962	52,017
O.W. Erlewine	Elementary	1965	43,794
Oak Ridge	Elementary	1953	46,742

Pacific	Elementary	1951	55,167
Parkway	Elementary	1954	40,851
Peter Burnett	Elementary	1950	44,557
Phoebe A. Hearst	Elementary	1953	49,075
Pony Express	Elementary	1964	44,177
Sequoia	Elementary	1960	47,354
Susan B. Anthony	Elementary	1977	37,657
Sutterville	Elementary	1950	40,117
Tahoe	Elementary	1947	42,655
Theodore Judah	Elementary	1939	44,301
Washington	Elementary	1975	42,691
William Land	Elementary	1975	32,895
Woodbine	Elementary	1953	34,299
Yav Pem Suab Academy	Elementary	1988	48,504
American Legion	High	1977	39,538
Arthur A. Benjamin Health Professions	High	2007	39,681
C.K. McClatchy	High	1936	261,112
G.W. Carver School of Arts and Science	High	2007	55,534
Hiram Johnson	High	1954	244,713
John F. Kennedy	High	1966	255,822
Luther Burbank	High	1961	293,801
Rosemont	High	2003	229,000
Sacramento Accelerated Academy	High	2002	42,545
Sacramento Charter High School	High	1937	271,278
Sacramento New Technology	High	1950	51,660
The MET Sacramento	High	1947	26,024
West Campus	High	1954	141,719
A.M. Winn	K-8	1965	49,028
Alice Birney Public Waldorf	K-8	1958	42,341
California Montessori Project - Capitol Campus	K-8	1963	43,275
Capitol Collegiate Academy	K-8	1954	49,568
Fr. Keith B Kenny	K-8	1993	45,944
Genevieve F. Didion	K-8	1980	37,197
John Morse Therapeutic Center	K-8	1956	31,758
John Still Elementary (West Campus)	K-4	2005	95,067
John Still Middle (East Campus)	5-8	1967	94,491
Language Academy of Sacramento	K-8	1976	46,508
Leonardo da Vinci	K-8	1950	114,593
Martin Luther King Jr.	K-8	1988	43,775
Rosa Parks	K-8	1960	138,836
Sol Aureus College Prep	K-8	1965	41,286
Albert Einstein	Middle	1964	139,796
California	Middle	1937	99,218
Fern Bacon	Middle	1960	126,742

Sam Brannan	Middle	1961	134,695
Sutter	Middle	1957	113,728
Will C. Wood	Middle	1960	144,596
Capital City School (Independent Study)	Multiple Grade	2005	35,520
Kit Carson (Middle and High)	Multiple Grade	1976	86,226
School of Engineering and Sciences (Middle & High)	Multiple Grade	2009	40,689
Success Academy	Multiple Grade	1960	50,559
Edward Kelly Preschool	Preschool	1869	3,456
Hiram Johnson Family Education Center*	Preschool	2003	25,440

***Site(s) will require a minimal level of assessment as to be directed by the District.**