

Executive Summary

PURPOSE

The Facilities Master Plan data and process serve as a guide for making capital improvement decisions about the physical assets of the district, determining housing of students, and prioritizing facility needs for funding strategies, and also serve as an aid in tracking approved projects. The district is completing an important modernization process at nearly all schools. In comparison to the state of the facilities in the late 1990s, the buildings and sites of the district have generally received an extension of the life expectancy of building systems of 20+ years. This extension provides an opportunity to make capital decisions without burdening available funding with the problems of system failures, worn surfaces, and facility image issues.

Where do we want to be?

The goals are to:

- Have safe, vibrant, educationally supportive facilities and sites throughout the district
- Support a proactive maintenance system
- Invest in facilities to preserve the asset and enhance the education and work environment
- Revisit educational specification standards for school design to set the level of programmatic space quality, size, and offering needed for the currently used education model and for planning by the district
- Support the transition programs currently under development for e21, etc. — part of this goal is to track the future role of all-day kindergarten and universal day care, the role of social services and health providers in the schools, and changes in requirements for PE in the schools
- Plan for efficient use of facilities, which may include studying which facilities have better uses and which sites are better replaced or consolidated in a new facility

Where are we now?

The state of the facilities is relatively good, with the near completion of the 1999-2007 modernization program. Both the school side and the administrative facility side have benefited from improvements. There are still poor administrative sites and schools in need of continued modernization. However, good roofing, year-round HVAC, technology connectivity, refurbished spaces, new lighting, replacement of poor portables, and playground upgrades have had a large, positive impact overall. The average score for school facilities is 79.44%, an average reflecting a building inventory with a median age of 44 years. The district implemented most of the findings of the 1991 Master

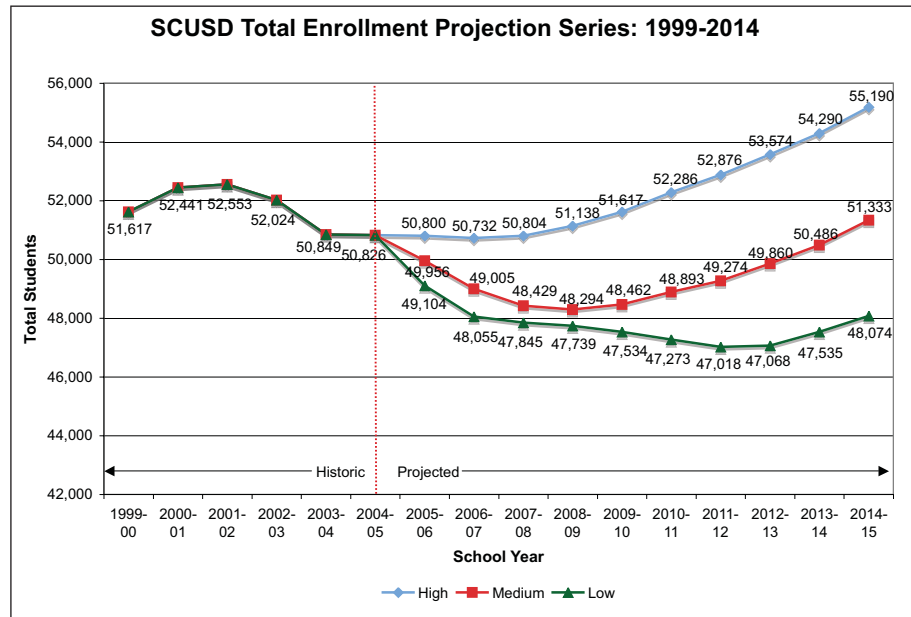
Plan. There has been considerable change in the district since 1991: declining enrollment (not forecast), the addition of 14 facilities, and planning for four more small program facilities.

The educational model has changed with the addition of year-round schools, K-8 choice, pre-kindergarten program expansion, small high schools, charter schools, more open enrollment options, and expansion of adult education program offerings. Changes are continuing with e21 and the evolution of small learning communities at the MS and HS levels.

Where are we going?

DEMOGRAPHICS: The region supporting the district is expected to keep growing, but at a slower pace than was prevalent during 2004-5, with the inflationary spiral of costs during that period. The demographic make up of the district will likely see larger families in many school areas and a slow increase in births for the district area. Historically, the district captures about 85% of the children born five years before for its kindergarten programs. Together with expected growth on the northwest and south areas of the district, there should be a flattening and then an increase beginning with elementary aged students towards the end of the ten-year period. The district is in a declining enrollment cycle anticipated to continue for the next three to four years, noted in the following chart.

Exhibit ES-1
SCUSD Total Enrollment Projection Series, 1999-2014



The same ES trend applies to middle schools. However, high school enrollment other than at Rosemont HS is expected to sustain a declining trend until the upswing in middle school students passes into the high school after 2016. Projections show that the student count levels of pre-2003 may be recovered, but with a different distribution.

Exhibit ES-2
Thematic Mapping of Growth Impact Indicators

This map illustrates the analysis data for demographics, growth projections and capacity. The darker the area, the more issues exist relative to recent and projected development potential, crowding, and projected enrollment impact on the school area. Schools without boundaries are not shown, but the color of the area surrounding their location would also reflect their status.

Nearly all of the core white areas, as well as the south central edge areas, represent the older established neighborhoods from the 1950s and 1960s. As with such established areas of a city, there is recent interest in redevelopment of poorly used or blighted sections of neighborhoods. Such redevelopment is healthy for sustaining a school's population.

The FMP has considerable improvements for all of the schools, despite the color designation. With the final review of information and district determination of priorities, such indicators can be used to focus funding on the most impacted areas.

Thematic Mapping of Growth Impact Indicators

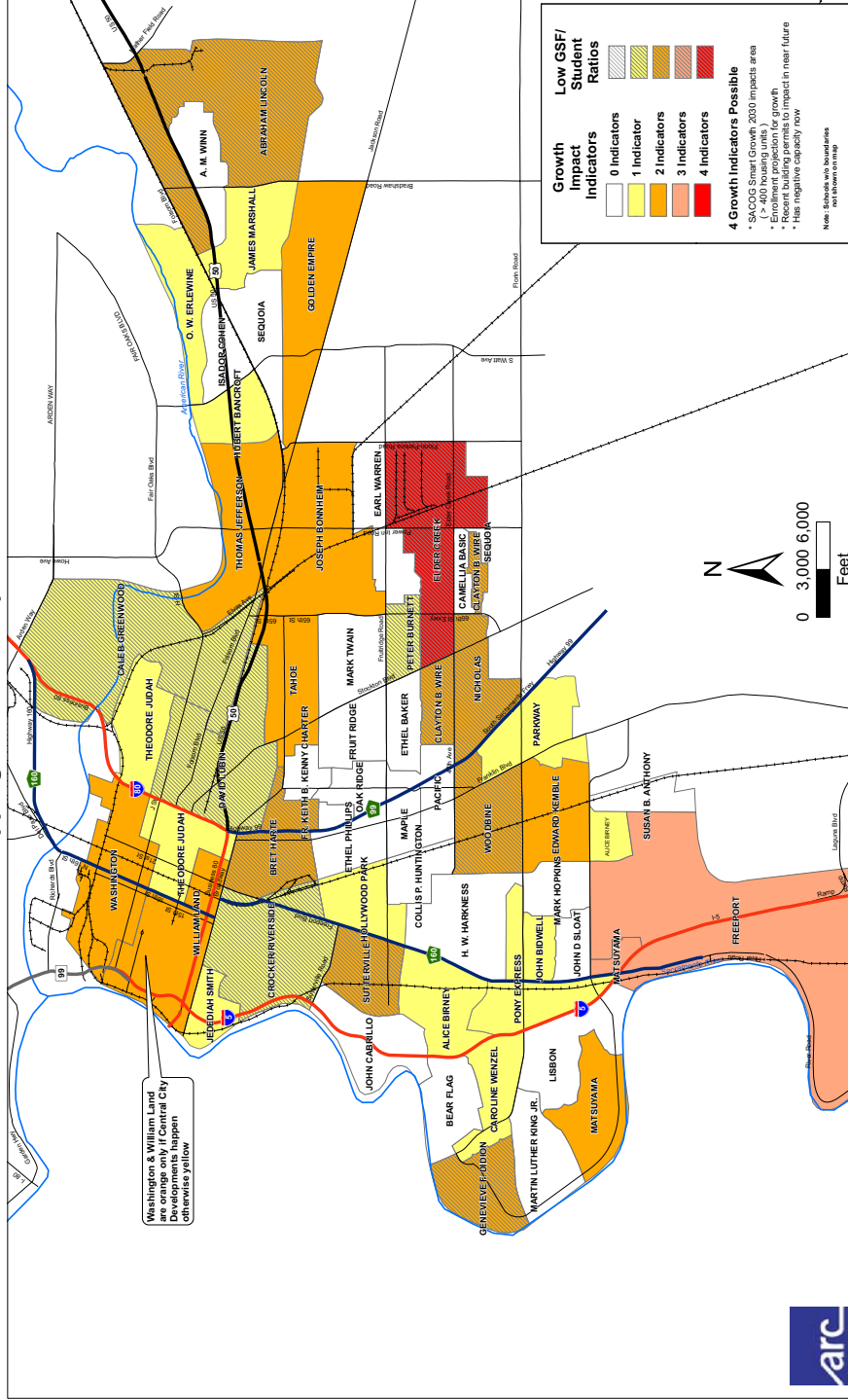
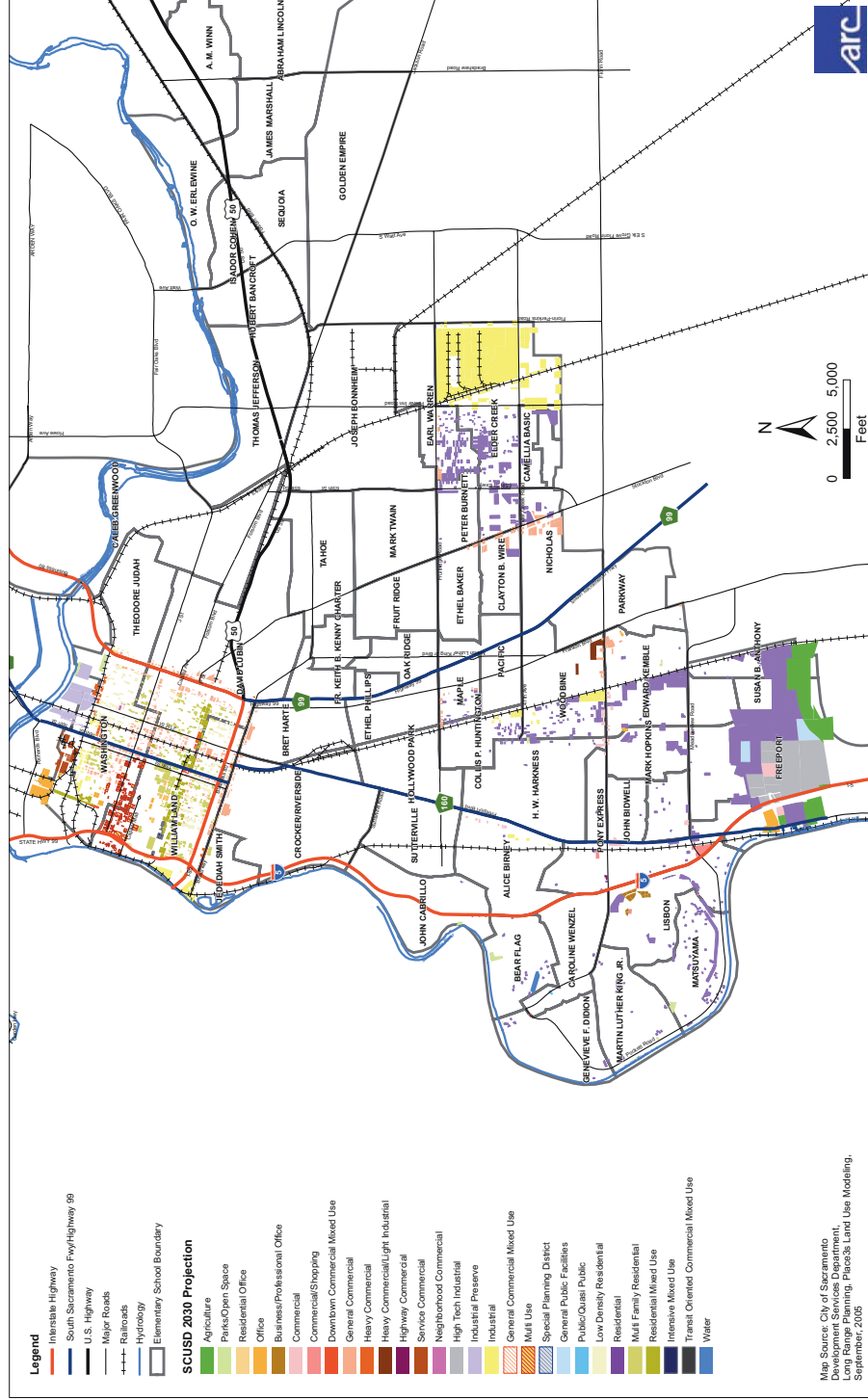


Exhibit ES-3
SACOG Smart Growth 2030

City of Sacramento Smart Growth Scenario 2030 Forecast of New Development by SCUSD Elementary School Attendance Areas



The 2030 development scenario in the draft City Smart Growth plan forecasts substantial residential growth for SCUSD through the Place3s land use model. Elementary school attendance areas with the greatest growth are highlighted in yellow. A total increase of over 95,000 persons is the preliminary forecast, if all plans materialize.

This trend indicates that some shifting of space, and even construction of some new space to handle newcomers will be needed, while the normal neighborhood cycle of decline and resurgence will sustain most existing neighborhood schools near their capacities. Embedded in these projections are the development impacts from the SACOG 2030 “Smart Growth” scenario and the expectation that the large Delta Shores development area, as well as the Railyards, Docks, and Towers developments of the Central City, will be in only the early stages of sales and in-fill. The capital program addresses the likelihood of a faster development time frame, but the current summer 2006 housing market seems to be softening.

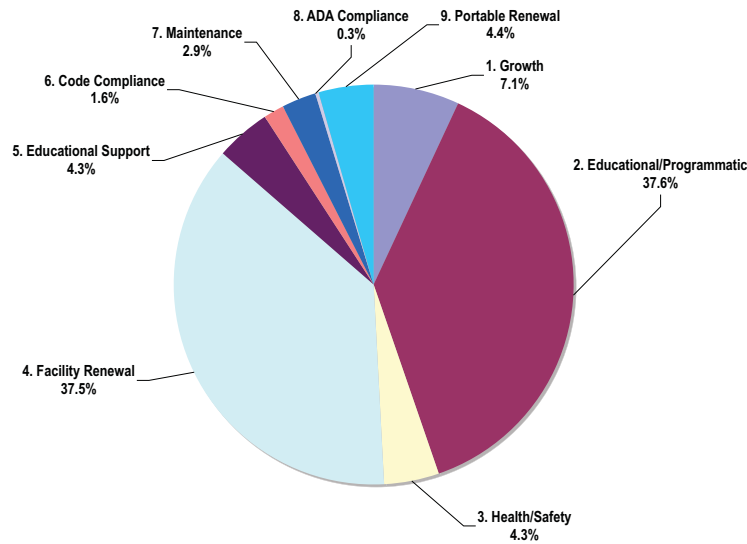
A key element of the enrollment projections by individual school is the increasing mobility factor (student transfers into schools outside their attendance areas) for the levels of students. Average mobility of students between schools is 32.6% for elementary schools, 37.0% for middle schools, about 26.2% for comprehensive high schools, and up to 46.4%, including transfers, into small and charter high school programs. The district “choice” policy has created so many options for parents and students that redefining boundaries for all schools is needed to assist in planning optimal school sizes and layouts.

UTILIZATION AND CAPACITY: All school levels have capacity. But as the declining enrollment “inverse” bubble passes through the district, the numbers begin to return to 2002-2003 levels near the end of the planning period for elementary schools (ES). Therefore, the apparent large number of available ES classrooms in the coming five years may be mostly erased districtwide by 2015. Both middle and high schools continue to have capacity. As the small high schools are completed and grow to their target capacities, the high schools will continue to gain capacity. Districtwide, elementary and middle schools each have a capacity potential of about +2,500 students and the high schools have a +3,200 potential student capacity above the schools’ working capacities.

The district has enough space, but the distribution of schools will not match the likely location of students and the dominant number of small pre-1960s schools (16 similar elementary schools and the old 1958 annexed schools) are nearly all in the central and south area of the district. These schools are all candidates for continued significant improvements or rethinking of housing. Examples of small older schools with facilities that need significant programmatic upgrades are: Leonardo da Vinci K-8/Hollywood Park ES; Bear Flag ES/Alice Birney ES; C. P. Huntington ES/Maple ES; John D. Sloat ES/Mark Hopkins ES; and Pony Express ES/H. W. Harkness ES.

ASSESSMENT RESULTS: The evaluation identified about \$1,600,000,000 worth of facility-related needs in the district. This figure is an escalated value to 2010 to accommodate the uncertain construction costs in the area. Capital projects were described and coded into a database to allow for sorting of the data. The pie chart below shows the general distribution of capital needs by category of work. More detailed information is presented in Section 4.

Exhibit ES-4
Distribution of Capital Need



There has been significant progress in improving facility conditions and systems upgrades across the district. This value of work reflects addressing program space deficiencies between schools, adding some new schools if high density development occurs on the north and south edges of the district, and the need to continue the modernization process. Because the FMP is a long-range ten-year view of facilities, the perspective will change with subsequent reevaluations and change in School Boards.

How do we get there?

For the purpose of guiding the district through the capital improvements planning process, we are providing recommendations for two Funding Strategy Options to consider and discuss. The recommendations are intended to present a means for taking \$1,600,000,000 worth of need and segmenting the work into two approximately \$375-million funding programs. (The amount of \$375 million was selected as a target level for a capital program considering the \$420 million level bonded between Measures E and I. This level requires additional discussion and input from the Chief Financial Officer and Bond Advisor for the district.)

Capital Funding Strategy Option A Scenario

Decision Making Guideline Type	School / Project at School	Notes	Estimated Total Project Cost (TFC)	Potential State Share*	Potential District Share*
Complete Projects in Planning					
1.1	Consent Decree Small HS		\$ 13,975,012	\$ -	\$ 13,975,012
1.2	16th and N Property	Lowest scoring facility	\$ 11,690,850	\$ -	\$ 11,690,850
			\$ 2,284,162	\$ -	\$ 2,284,162
Provide District Funds					
2.1	Computer Refresh Fund / Band Width, Server Space		\$ 121,906,649	\$ 12,849,716	\$ 109,056,934
2.2	Bus Replacement Fund	Assume 50% state help	\$ 26,698,431	\$ -	\$ 26,698,431
2.3	Book Purchase Fund		\$ 7,276,710	\$ -	\$ 7,276,710
2.4	Painting / Lead Management Fund		\$ 14,074,484	\$ -	\$ 14,074,484
2.5	Asticides / Mold / Hazardal Fund		\$ 5,903,285	\$ -	\$ 5,903,285
2.6	Planning Funds		\$ 3,294,397	\$ -	\$ 3,294,397
2.7	Program Equipment Upgrades	50% Option	\$ 11,228,500	\$ -	\$ 11,228,500
2.8	Maintenance Supplies / Equip. / Vehicle Funds	50% Option	\$ 28,390,332	\$ -	\$ 28,390,332
Health / Safety projects					
3.1	Transportation Complex Replacement		\$ 65,999,952	\$ -	\$ 65,999,952
3.2	Security Systems Projects		\$ 14,704,559	\$ -	\$ 14,704,559
3.3	Intrusion Alarm Fund		\$ 4,398,377	\$ -	\$ 4,398,377
3.4	Drop-Off / Pick-up Zone Improvements		\$ 2,658,513	\$ -	\$ 2,658,513
3.5	Remaining Health / Safety Projects	Mostly renovation	\$ 17,687,020	\$ -	\$ 17,687,020
Address Growth / Housing Students					
4.1	New South Area ES 1		\$ 26,551,483	\$ -	\$ 26,551,483
4.2	New South Area ES 2		\$ 29,901,084	\$ -	\$ 29,901,084
4.3	New South Small HS		\$ 30,982,942	\$ -	\$ 30,982,942
4.4	New Central City ES 1	Land Purchase	\$ 22,588,551	\$ -	\$ 22,588,551
4.5	New Central City ES 2	Study only	\$ 29,469,760	\$ -	\$ 29,469,760
Expand Educational Mission					
5.1	Centers for Early Intervention for Autistic Children		\$ 41,813	\$ -	\$ 41,813
5.2	Life Skills / Training Center		\$ 34,617,787	\$ -	\$ 34,617,787
5.3	Expand OT / PT		\$ 6,901,267	\$ -	\$ 6,901,267
5.4	Expand Local School Emotionally/ Disturbed Student Programs		\$ 2,156,377	\$ -	\$ 2,156,377
5.5	Add Pre-kindergarten programs to 15+ sites	Reduce scope / retrofit	\$ 720,112	\$ -	\$ 720,112
5.6	A. Warren McCleary Adult Center		\$ 649,890	\$ -	\$ 649,890
Critical Systems Projects with Priority / Timing					
6.1	Roofing Projects Priority 1		\$ 19,437,659	\$ -	\$ 19,437,659
6.2	Roofing Projects Priority 2		\$ 4,752,482	\$ -	\$ 4,752,482
6.3	HVAC Projects Priority 1		\$ 186,812,706	\$ -	\$ 186,812,706
6.4	HVAC Projects Priority 2		\$ 12,311,773	\$ -	\$ 12,311,773
6.5	HVAC Energy Management System		\$ 18,588,381	\$ -	\$ 18,588,381
6.6	Electrical Upgrades Priority 1 including Clock Systems		\$ 52,892,922	\$ -	\$ 52,892,922
6.7	Electrical Upgrades Priority 2		\$ 18,121,142	\$ -	\$ 18,121,142
6.8	Upgrade Paving Areas Priority 1		\$ 5,614,250	\$ -	\$ 5,614,250
6.9	Upgrade Paving Areas Priority 2		\$ 4,552,667	\$ -	\$ 4,552,667
7.1	Facility housing St. Hope PS-7 School	Selected work from CIPs	\$ 12,690,508	\$ -	\$ 12,690,508
7.2	8th and V. St. Leland Stanford Annex with Success Academy	Selected work from CIPs	\$ 21,071,063	\$ -	\$ 21,071,063
7.3	Old Marshall School	Selected work from CIPs	\$ 32,685,610	\$ -	\$ 32,685,610
7.4	Oak Ridge ES	Selected work from CIPs	\$ 5,029,552	\$ -	\$ 5,029,552
7.5	Freepoint ES	Selected work from CIPs	\$ 2,013,219	\$ -	\$ 2,013,219
7.6	Woodbine ES	Selected work from CIPs	\$ 3,739,602	\$ -	\$ 3,739,602
7.7	Woodbine ES	Selected work from CIPs	\$ 10,736,112	\$ -	\$ 10,736,112
7.8	Woodbine ES	Selected work from CIPs	\$ 4,628,561	\$ -	\$ 4,628,561
7.9	Woodbine ES	Selected work from CIPs	\$ 6,538,564	\$ -	\$ 6,538,564
Key Educational / Programmatic					
8.1	Rosemont Classroom Addition	Consider modular constr.	\$ 283,175,285	\$ -	\$ 283,175,285
8.2	Improve Kitchens Level 1		\$ 16,070,446	\$ -	\$ 16,070,446
8.3	Improve Kitchens Level 2		\$ 6,108,495	\$ -	\$ 6,108,495
8.4	Science Improvements to K-8, MS, and HS	Change scope / retrofit	\$ 19,208,364	\$ -	\$ 19,208,364
8.5	Media Centers at ES	Change scope / retrofit	\$ 43,146,965	\$ -	\$ 43,146,965
8.6	Gym spaces in K-8 Schools	Do 1/4 of MC	\$ 86,006,990	\$ -	\$ 86,006,990
8.7	Upgrade Portable / Modular Stairs	Change scope / retrofit	\$ 14,735,800	\$ -	\$ 14,735,800
Implement Athletic Fields and Grass Area Upgrades					
9.1	Purchase Mowing Equipment		\$ 97,300,225	\$ -	\$ 97,300,225
9.2	Modern Controlled Irrigation Time Clock System		\$ 662,614	\$ -	\$ 662,614
9.3	Athletic Fields / Grass Area Improvements	Begin upgrading process	\$ 1,482,336	\$ -	\$ 1,482,336
Contingency Allowance (1/3 for unidentified roofing problems)					
			\$ 56,250,000	\$ -	\$ 56,250,000
			\$ 47,892,988	\$ -	\$ 47,892,988
			\$ 502,175,059	\$ 12,849,716	\$ 489,325,344
					\$ 889,325,344
					\$ 12,849,716
					\$ 889,325,344
					\$ 56,250,000
					\$ 47,892,988
					\$ 502,175,059
					\$ 12,849,716
					\$ 889,325,344
					\$ 56,250,000
					\$ 47,892,988
					\$ 502,175,059
					\$ 12,849,716
					\$ 889,325,344
					\$ 56,250,000
					\$ 47,892,988
					\$ 502,175,059
					\$ 12,849,716
					\$ 889,325,344
					\$ 56,250,000
					\$ 47,892,988
					\$ 502,175,059
					\$ 12,849,716
					\$ 889,325,344
					\$ 56,250,000
					\$ 47,892,988
					\$ 502,175,059
					\$ 12,849,716
					\$ 889,325,344
					\$ 56,250,000
					\$ 47,892,988
					\$ 502,175,059
					\$ 12,849,716
					\$ 889,325,344
					\$ 56,250,000
					\$ 47,892,988
					\$ 502,175,059
					\$ 12,849,716
					\$ 889,325,344
					\$ 56,250,000
					\$ 47,892,988
					\$ 502,175,059
					\$ 12,849,716
					\$ 889,325,344
					\$ 56,250,000
					\$ 47,892,988
					\$ 502,175,059
					\$ 12,849,716
					\$ 889,325,344
					\$ 56,250,000
					\$ 47,892,988
					\$ 502,175,059
					\$ 12,849,716
					\$ 889,325,344
					\$ 56,250,000
					\$ 47,892,988
					\$ 502,175,059
					\$ 12,849,716
					\$ 889,325,344
					\$ 56,250,000
					\$ 47,892,988
					\$ 502,175,059
					\$ 12,849,716
					\$ 889,325,344
					\$ 56,250,000
					\$ 47,892,988
					\$ 502,175,059
					\$ 12,849,716
					\$ 889,325,344
					\$ 56,250,000
					\$ 47,892,988
					\$ 502,175,059
					\$ 12,849,716
					\$ 889,325,344
					\$ 56,250,000
					\$ 47,892,988
					\$ 502,175,059
					\$ 12,849,716
					\$ 889,325,344
					\$ 56,250,000
					\$ 47,892,988
					\$ 502,175,059
					\$ 12,849,716
					\$ 889,325,344
					\$ 56,250,000
					\$ 47,892,988
					\$ 502,175,059
					\$ 12,849,716
					\$ 889,325,344
					\$ 56,250,000
					\$ 47,892,988
					\$ 502,175,059
					\$ 12,849,716
					\$ 889,325,344
					\$ 56,250,000
					\$ 47,892,988
					\$ 502,175,059
					\$ 12,849,716
					\$ 889,325,344
					\$ 56,250,000
					\$ 47,892,988
					\$ 502,175,059
					\$ 12,849,716
					\$ 889,325,344
					\$ 56,250,000
					\$ 47,892,988
					\$ 502,175,059
					\$ 12,849,716
					\$ 889,325,344
					\$ 56,250,000
					\$ 47,892,988
					\$ 502,175,059
					\$ 12,849,716
					\$ 889,325,344
					\$ 56,250,000
					\$ 47,892,988
					\$ 502,175,059
					\$ 12,849,716
					\$ 889,325,344
					\$ 56,250,000
					\$ 47,892,988
					\$ 502,175,059
					\$ 12,849,716
					\$ 889,325,344
					\$ 56,250,000
					\$ 47,892,988
					\$ 502,175,059
					\$ 12,849,716
					\$ 889,325,344
					\$ 56,250,000
					\$ 47,892,988
					\$ 502,175,059
					\$ 12,849,716
					\$ 889,325,344
					\$ 56,250,000
					\$ 47,892,988
					\$ 502,175,059
					\$ 12,849,716
					\$ 889,325,344
					\$ 56,250,000
					\$ 47,892,988
					\$ 502,175,059
					\$ 12,849,716
					\$ 889,325,344
					\$ 56,250,000
					\$ 47,892,988
					\$ 502,175,059
					\$ 12,849,716
					\$ 889,325,344
					\$ 56,250,000
					\$ 47,892,988
					\$ 50

