

San Carlos School District

Long Range Facility Master Plan

2023



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San Carlos Board of Education

Sarah Cassanego, President

Ben Kornell, Vice President

Neil Layton, Clerk

Tracy Park, Trustee

Sarah Johnson Kinahan, Trustee

Superintendent's Office

Jennifer Frentress, Superintendent

Veronica Rickson, Executive Assistant to
Superintendent, School Board & Senior Management

District Steering Committee

Ben, Kornell, Board Vice President

Neil Layton, Board Clark

Jennifer Frentress, Superintendent

Denice LaCroix, Chief Financial Officer

Amber Farinha, Director, Enterprise & Community
Relations

Jennifer Gaboury, Chief Operations Officer

Eric Chiu, Director of Facilities, Maintenance &
Operations

District Visioning Committee

Ada Lee

Alejandro Gutierrez

Amanda Kanabe

Amber Farinha

Amy Newby

Angela Holloszy

Ben Kornell

Betsy Koefoed

Brenda Lando

Camala Umbenhaur

Colleen Nuffer

Dan Liner

Diedrich Bonemeyer

Donna Avanzino

Emily McLuhan

Eric Chiu

Eve Daskalakis

Fran Dickinson

Garrett Miller

Georganne Morin

Gina Kiyuna

Hans Barber

Ilana Yakubovich

Jamie Baxter

Jayne Tinney

Jean Dehner

Jeff Maltbie

Jen Heinschel

Jennifer Frentress

Jennifer Gaboury

Jill Sebben

Kathy Parmer Lohan

Katie Hultgren

Kelly Earlywine

Kenny Meade

Kristen Ugrin

Laura Teutschel

Liz Benedict

Lyndsey Kneebone

Marcy Corea

Meagan Vizier

Melissa Schmidt

Neil Layton

Nick Puccinelli

Peter Cazanis

Ramesh Kamath

Sue Dawley

Suzanne Fast

Tatiana Martino

Theresa McDermit

Tin Fan

Veronica Rickson

Site Administrators

Jennifer Gaboury, Arundel Elementary

Mindy Shelton, Arroyo Elementary

Suzzane Fast, Brittan Acres Elementary

Diederich Bonemeyer, Heather Elementary

Leah Scholer, White Oaks Elementary

Theresa Fox, Mariposa Elementary

Tom Domer, Central Middle School

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Charu Gulati, Tierra Linda Middle School

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Students

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Community

The planning team would like to thank and acknowledge the San Carlos community for their participation in-person and virtual engagement sessions.

Planning Team



PBK, Berkeley

Loren Gachen, Managing Principal

Jackie Bassman, Principal

Jeff Johnson, Principal, Design Director



Foresight Planning & Development

Kristen Rose, Founder

Alexandria Bozzo, Executive Assistant



Bureau Veritas

Mary Venable, Lead Project Manager

Erik Piller, Senior Vice President



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Executive Summary

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Executive Summary

ABOUT THE MASTER PLAN



Purpose of the Master Plan

The purpose of a facilities master plan is to provide a continuous basis for planning educational facilities that will meet the changing needs of a community. The plan is a compilation of information, policies, and statistical data about a school district which addresses facilities needs for changes in enrollment and educational pedagogy. Facility master plans are not intended to be static; but rather, provide a snapshot of needs, vision, and a plan for implementation. The facility master plan should be updated regularly to reflect project progress, changes in enrollment, changes in program requirements, and changes in priorities.

The plan enables the district to:

- Gather and organize historical data which can be used to evaluate existing conditions

- Compare available space to required space based on estimated pupil populations
- Form objective conclusions regarding the condition of existing building systems and necessary repairs for life-cycle replacement and building code compliance
- Make more effective decisions regarding the types, amounts, and quality of facilities needed to support the desired educational program
- Incorporate community priorities, initiatives, and feedback
- Estimate the cost of proposed improvements
- Develop and maintain a program of continuous, comprehensive planning, and financing of school facilities.

MASTER PLAN METHODOLOGY

Data Collection

The data collection phase establishes the existing context for decision making in the development of the long-term plan. This begins with an understanding of the District and its Strategic Objectives. This information helps the team to understand educational goals and desired outcomes, the history of previous facility planning and building programs, and overall priorities. This is the lens through which future decision-making is made.

Facility History

An understanding of existing facility history is critically important to making sound, long-term future decisions. The planning team collected historical data regarding existing campus plans and as-built drawings, work-order histories, and records of past building system upgrades.

District Standards

A facility master plan should always be cognizant of the long-term implementation of recommendations. To that end, any available District standards are reviewed to ensure that recommendations conform with operational practices and can be reasonably implemented and maintained over time.

Demographics and Capacity Analysis

A detailed demographics study provides historical and projected enrollment trends for each school site and the District in aggregate. This information is used to determine facility needs as they relate to capacity in the near-term, medium-term, and long-term. The demographics report also provides statistical data regarding facility usage of specific school sites and can inform programmatic decision making.

Condition Assessments

Assessment teams conducted in-depth site walks to evaluate the existing conditions of facilities and building systems. The teams consisted of assessment

specialists who determined the qualitative condition of site elements, building envelopes, building interiors, and infrastructure on a systems-level basis. Facilities were evaluated using a condition rating on a five point scale.

Facility Condition Ratings

5	Excellent	No visible defects, new or near new condition, may still be under warranty if applicable
4	Good	Good condition, but no longer new, may be slightly defective or deteriorated, but is overall functional
3	Adequate	Moderately deteriorated or defective, but has not exceeded useful life
2	Marginal	Defective or deteriorated in need of replacement, exceeded useful life
1	Poor	Critically damaged or in need of immediate repair, well past useful life

The analysis includes all cost observations ranked by Priority Classes and associated recommendations for proposed year of completion.

Priority 1: Currently Critical (Immediate)

Priority 2: Potentially Critical (Year 1)

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

Priority 4: Recommended (Years 6-10, 15, 20)

Priority 5: Does Not Meet Current Code but “Grandfathered” (No action required at this time, but should substantial work be undertaken correction would be required)

A Facility Condition Index is calculated for each building. This index is a function of required repairs compared to building replacement costs.

Facility Condition Index (FCI) Scale

0-5%	<i>In new or well-maintained condition, with little or no visual evidence of wear or deficiencies.</i>
5-10%	<i>Subjected to wear but is still in a serviceable and functioning condition.</i>
10-30%	<i>Subjected to hard or long-term wear, nearing the end of its useful or serviceable life.</i>
30% and above	<i>Has reached the end of its useful or serviceable life. Renewal is now necessary.</i>

Establishing the Educational Vision and Goals

The facility master plan seeks to support the District's long term educational goals. To do this, the planning team first develops an understanding of desired outcomes, curriculum frameworks and instructional delivery methodologies. The planning process then establishes a vision for environments, spaces, and adjacencies that support those educational outcomes. This framework serves as the basis of future design and implementation of the plan at each individual site.

Stakeholder Engagement

Stakeholder engagement is a critical component of the master planning process. Users, District leadership, and community members all provide unique perspectives which inform the final plan. They help to establish guiding principles, uncover specific needs, and develop priorities for implementation. The engagement process is layered and iterative, continually gathering input and feedback to build consensus over time and between the various stakeholder groups.

Identifying Scopes of Work and Related Costs

While the condition assessment provides an understanding of the current state of facilities, and the educational vision identifies the desired outcomes and future

state of facilities; the scopes of work demonstrate the steps needed to move from current state to future state. Related costs are developed to provide a reasonable budget for implementing the plan over the long term.

Site master plans provide project scopes to address needs identified in the condition assessment, demographics analysis, and stakeholder engagement. Scopes are identified as modernization, reconfiguration of space, and new construction. Specific programmatic-related scopes of work are also identified across each site.

Financial Summary and Implementation

The financial assessment, which serves as the master budget, provides a summary of projected costs for the recommended facility needs and scopes of work at each site. The report includes life-cycle repair and/or replacement line items as well as proposed modernization and new construction projects.

The master budget identifies costs at a system level basis utilizing master format divisions of work. This program level master budget has been drafted based on 2023 industry costs. Each phase of implementation will require adjustment of escalation and overall market conditions for each year.

Project costs are determined using a database of costs based on a combination of cost estimating resources including RS Means and Sierra West Cost Estimating manuals; third party cost estimators; recent, comparable bid estimates; as well as estimates provided by local contractors and material suppliers as a benchmark for validation and adjustment.

This method of estimation is intended to provide a guide for project budgeting parameters. It is not a detailed estimation of project costs, as projects have only been identified in broad scope.

When reviewing associated cost estimates, it is important to note that project costs differ from construction cost estimates because they included both "hard" and "soft costs".

Hard construction costs include the cost of labor and materials for the contemplated on-site improvements along with a reasonable multiplier for the contractor's administration, overhead, and profit. An additional contingency is included to account for any unforeseen conditions and potential changes as are typical over the course of design and construction. An additional multiplier has been included to account for required improvements to meet changes in building code and ADA (American with Disabilities Act) requirements.

Soft costs are in addition to hard construction costs and generally include design, plan review, inspection, and agency fees.

Finally, an escalation factor is applied to each project phase to account for the inflation in construction cost over time. Escalation is factored to the midpoint of construction.

Multipliers:

ADA improvements: 20% of all improvements

General Conditions: 10%

Bonds & Insurance: 2%

Overhead and Profit: 5%

Design Contingency: 20%

Soft Costs: 33%

Phase 1 Escalation: 15.6% to mid construction in 2025

Phase 2 Escalation: 35% to mid construction in 2028

Phase 3 Escalation: 49% to mid construction in 2030

Phase 4 Escalation: 64% to mid construction in 2032

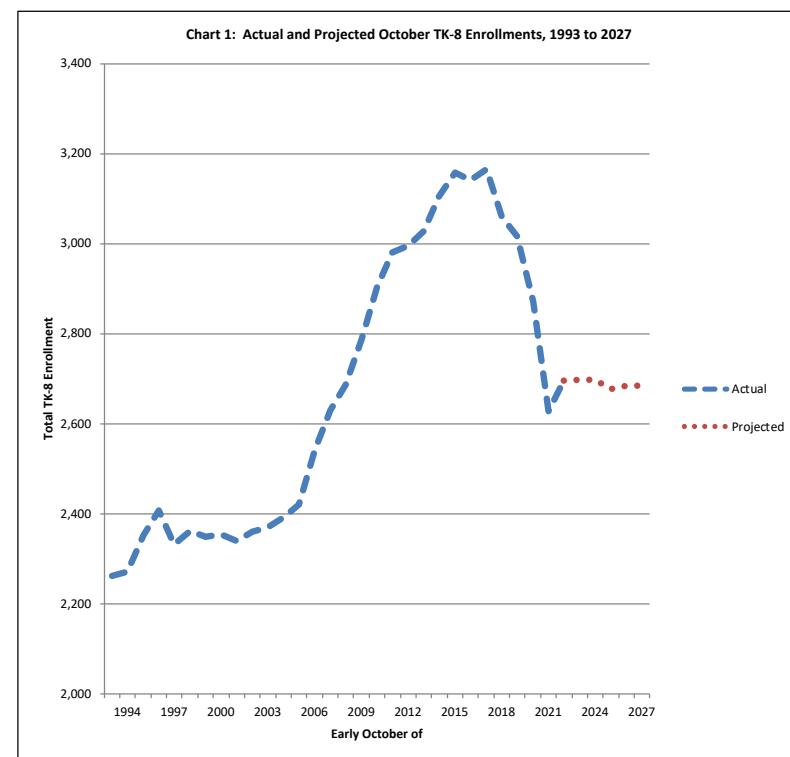
SUMMARY OF FINDINGS AND RECOMMENDATIONS

- Enrollment in the San Carlos School District is higher than predicted. The district has the overall capacity to absorb these additional students; however, utilization of space must be factored into any planning decisions.*
- School facilities are well-maintained and the district has an opportunity to focus on projects which enhance existing spaces to support the educational program.*
- The vision for the future of facilities emphasizes climate readiness, flexible-adaptable learning spaces, expansion of programs such as Universal Transitional Kindergarten, and creating strong school communities.*
- Master plan scopes of work have been grouped within categories (Climate ready projects, Transitional Kindergarten and Building Systems, Dynamic Learning Environments, Future Ready Projects) which balance the facility needs identified in the condition assessment with the vision for the future.*

Enrollment and Capacity

An enrollment forecast study was commissioned by the San Carlos Board of Education and completed by Enrollment Projection Consultants in February of 2023. The findings provided in this summary serve as the basis for capacity analysis and long-term planning for the required quantity of spaces to deliver basic educational programs. This study is one of many input factors that inform the master plan.

The enrollment forecast study uses historical data to predict future trends, forecasting a steady student population. The District's actual enrollment; however, has been higher than predicted, in contrast to historical indicators. Overall, the District has the capacity to absorb additional students, but should closely monitor the utilization of available space to maximize use and efficiency. With that in mind, the facility master plan focuses on providing adequate space for expansion of programs such as Transitional Kindergarten, while maintaining existing available space for all other grade levels and programs, including dedicated space for after school programs.



Facility Condition Assessment

Overall, San Carlos schools are well maintained and in good condition. The average FCI rating across the district is less than 2%. The district can expect to plan for more significant capital improvements in 5 to 10 years.

As it relates to the facilities master plan, this means that the District can place more of its resources towards maximizing the educational adequacy of its facilities rather than applying them towards retroactive maintenance and repairs.

District Wide Facility Condition Index

Facility (year built)	Cost/SF	Total SF	Replacement Value	Current		3-Year		5-Year		10-Year	
Arroyo School (1950)	\$838	21,800	\$18,260,000	0.0%	\$4,600	1.6%	\$299,700	3.2%	\$584,200	7.4%	\$1,343,600
Arundel School (1955)	\$826	44,144	\$45,336,180	1.3%	\$600,800	2.9%	\$1,317,200	6.5%	\$2,925,400	10.3%	\$4,677,300
Brittan Acres School	\$850	39,548	\$33,615,800	0.0%	\$1,700	3.9%	\$1,299,100	8.1%	\$2,717,400	12.4%	\$4,181,100
Central Middle School (1960)	\$850	78,000	\$66,300,000	0.0%	\$0	2.0%	\$1,347,500	4.8%	\$3,162,800	10.7%	\$7,112,200
District Office (1983)	\$700	12,247	\$8,572,900	0.0%	\$0	1.6%	\$141,300	2.8%	\$236,700	11.5%	\$989,400
Heather School (1965)	\$788	53,200	\$41,920,000	0.0%	\$9,900	1.5%	\$619,600	2.4%	\$1,017,300	7.4%	\$3,113,200
Mariposa School (1965)	\$850	25,706	\$21,850,100	0.0%	\$0	7.5%	\$1,646,500	12.2%	\$2,661,500	60.9%	\$13,309,800
San Carlos Charter Learning Center (2019)	\$823	35,617	\$29,299,450	0.4%	\$122,000	0.9%	\$256,400	1.2%	\$351,600	4.0%	\$1,170,700
Tierra Linda Middle School (1965)	\$836	66,849	\$55,858,650	1.9%	\$1,087,000	4.7%	\$2,607,100	6.9%	\$3,833,100	11.6%	\$6,455,200
White Oaks School (1946)	\$835	48,800	\$40,760,000	0.0%	\$0	1.3%	\$522,700	2.9%	\$1,200,300	10.3%	\$4,193,700

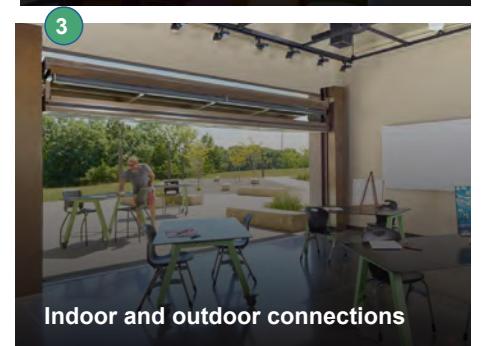
The Facility Condition Index (FCI) provides a theoretical objective indication of a building's overall condition. By definition, the FCI is defined as the ratio of the cost of current needs divided by current replacement value (CRV) of the facility.

Visioning - Alignment of Facilities and Educational Outcomes

The visioning process identified “big ideas” which serve to guide the master plan scopes of work. Master plan scopes of work have been grouped within categories, balancing the facility needs identified in the condition assessment with the vision for the future, and funding for implementation.

- 1** Climate Ready Projects
- 2** Transitional Kindergarten and Building Systems (short-term building life-cycle replacements)
- 3** Dynamic Learning Environments
- 4** Site Improvements and Long-Term Projects (long-term building life-cycle replacements)

Big Ideas



Cost Summary

Cost Summary by Site and Project

Sites	Phase 1	Phase 2	Phase 3	Phase 4	Grand Total
Arroyo Elementary School	\$3,083,208	\$6,798,370	\$17,108,201	\$11,463,429	\$38,453,208
Arundel Elementary School	\$11,404,232	\$23,879,644	\$26,425,696	\$7,537,385	\$69,246,957
Brittan Acres Elementary School	\$29,887,753	\$16,954,895	\$34,568,270	\$5,921,989	\$87,332,907
Central Middle School	\$4,599,362	\$7,225,176	\$11,312,735	\$12,191,098	\$35,328,371
Heather Elementary School	\$18,377,676	\$27,089,769	\$5,372,386	\$1,967,738	\$52,807,569
Mariposa Upper Elementary School	\$11,333,313	\$17,366,836	\$2,710,151	\$2,243,967	\$33,654,268
San Carlos Charter Learning Center	\$1,251,974	\$3,716,121	\$0	\$16,823,538	\$21,791,633
Tierra Linda Middle School	\$4,690,599	\$8,909,233	\$24,013,152	\$11,794,083	\$49,407,067
White Oaks Elementary School	\$9,554,780	\$10,666,487	\$9,211,559	\$3,207,429	\$32,640,254
Grand Total	\$94,182,898	\$122,606,531	\$130,722,149	\$73,150,656	\$420,662,234

1 Climate ready projects

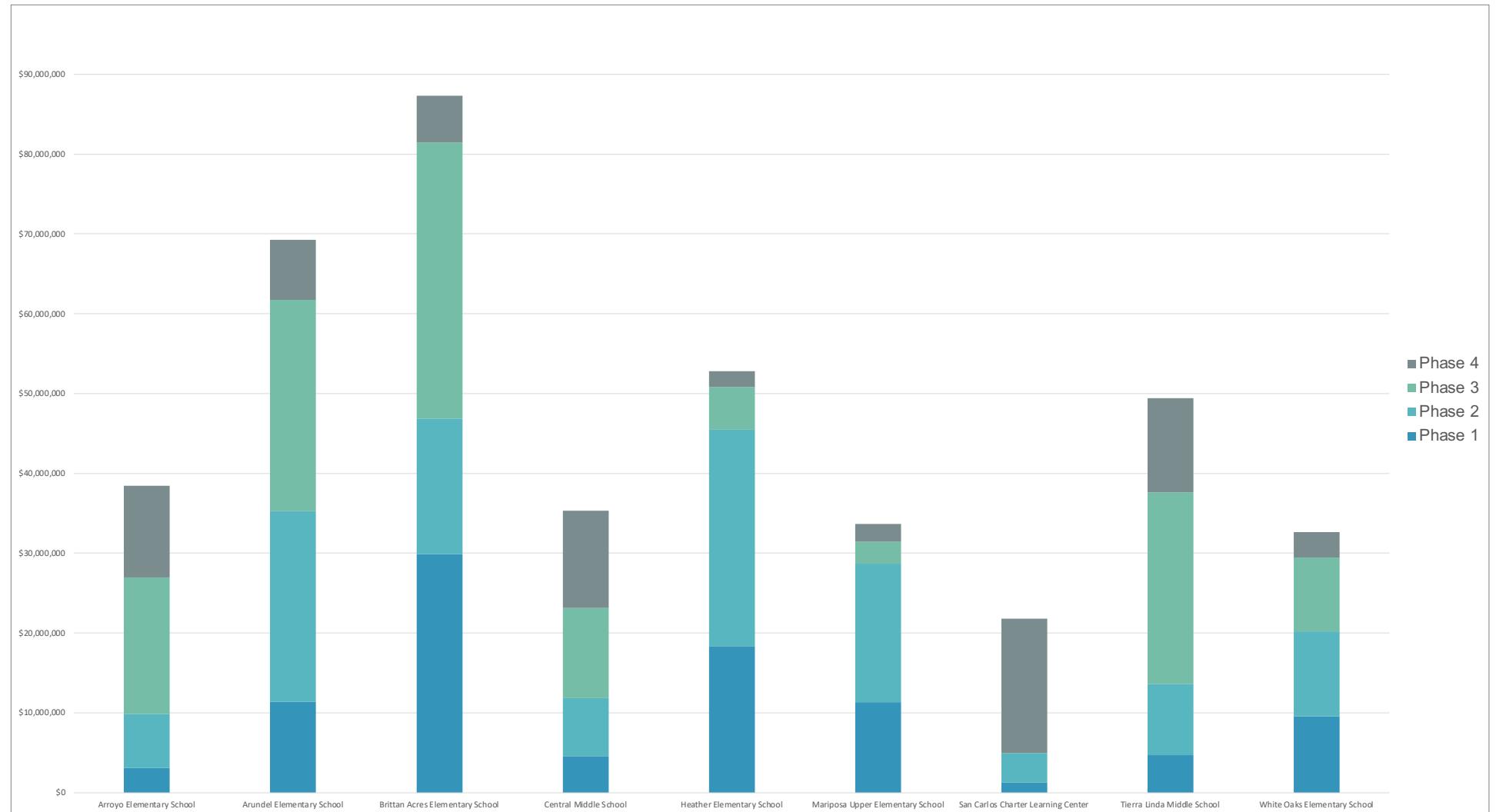
2 Transitional Kindergarten and Building Systems (short-term building life-cycle replacements)

3 Dynamic Learning Environments

4 Future Ready Projects (long-term building life-cycle replacements)

Cost Summary

Cost Summary by Site and Project





District and Community Profile

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Community Profile



DISTRICT COMMUNITY

The San Carlos School District, located in San Carlos, California, was founded in 1916 and encompasses an area of approximately six square miles in San Mateo County. The San Carlos community is a vibrant and diverse neighborhood located between San Francisco and San Jose, in the heart of Silicon Valley. It is characterized by a strong sense of community engagement and a dedication to education. The district serves not only the residents of San Carlos, but also parts of neighboring communities, including Redwood City and Belmont. The community actively supports the District's schools through parent involvement, volunteer work, and partnerships with local businesses and organizations. The San Carlos area offers a rich array of recreational opportunities, with numerous parks, open spaces, and outdoor activities; making it an attractive place for families and individuals seeking a balanced lifestyle.

**28,953**

POPULATION

**\$199,336**MEDIAN
HOUSEHOLD
INCOME**2.2M**MEDIAN
HOME
PRICE**69%**EMPLOYMENT
RATE

Source: US Census 2020 Decennial Census; 2021 American Community Survey 5-Year Estimate



MEDIAN AGE

40.3

Median age in San Carlos
School District Boundary

37.6

Median age in California

*Source: 2021 ACS 5-Year
Estimates Subject Tables*

People and Population

POPULATION BY AGE RANGE IN SAN CARLOS SCHOOL DISTRICT BOUNDARY

Under 5 years 5.6%



Under 18 Years 24.2%



18 Years and over 75.8%



65 Years and Over 15.3%





HOUSING UNITS

11,595

Total Housing Units in
San Carlos School District
Boundary

14,392,140

Available housing units in
California

93.6%

Occupied housing units in
California

*Source: 2020 US Census,
American Community Survey*

Housing

HOUSING OCCUPANCY IN SAN CARLOS SCHOOL DISTRICT BOUNDARY

Occupied housing units 96.1%



Vacant housing units 3.9%





EDUCATIONAL
ATTAINMENT

67.6%

Population 25 years and over
have a Bachelor's Degree or
Higher in San Carlos School
District

36.2%

Bachelor's Degree or higher in
California

*Source: 2020 US Census,
American Community Survey*

Educational Attainment

EDUCATIONAL ATTAINMENT FOR POPULATION 25 YEARS AND OLDER IN SAN CARLOS SCHOOL DISTRICT BOUNDARY

High School or equivalent 7.3%



Some college, no degree 15.9%



Associates degree 6.1%



Bachelor's degree 31.8%



Graduate or professional degree 35.7%





LANGUAGE SPOKEN AT
HOME

24.9%

Language other than English
spoken at home in San Carlos
School District Boundaries

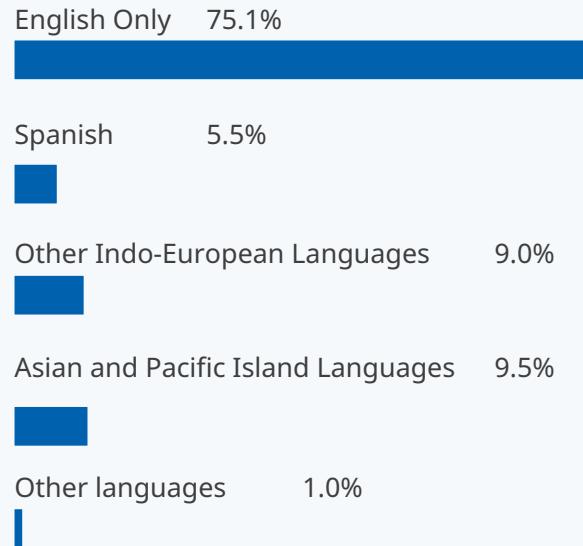
43.9%

Language other than English
spoken at home in California

*Source: 2020 US Census,
American Community Survey*

Language

LANGUAGES SPOKEN IN THE HOME IN SAN CARLOS SCHOOL DISTRICT BOUNDARY



District Profile

ABOUT THE DISTRICT

The San Carlos School District includes nine school facilities including four lower elementary schools, two upper elementary schools, two middle schools, and one K-8 charter school which holds the distinction of being the first charter school in California and the second in the nation. San Carlos School District serves approximately 2,800 TK-8th grade and 200 preschool students across eight campuses.

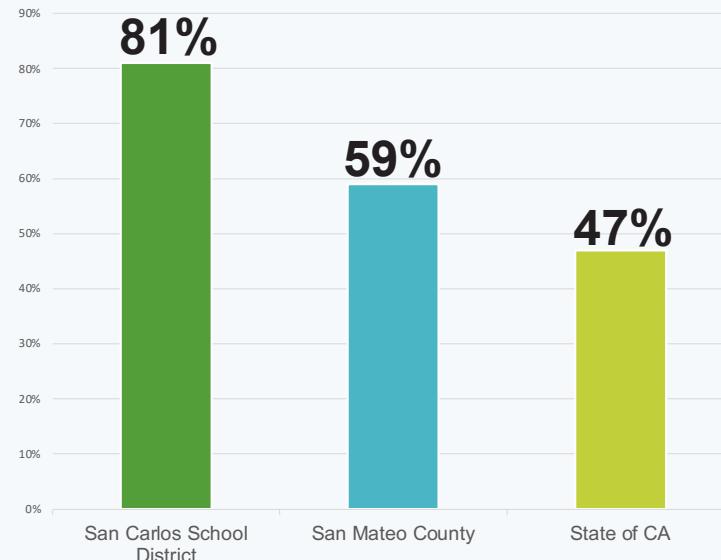
The District prides itself on providing a high-quality education to its students, emphasizing academic excellence, social-emotional well-being, and the development of critical thinking skills. The San Carlos School District is known for its commitment to innovation in education, offering various programs and initiatives to support student growth and success.

San Carlos School District Facilities

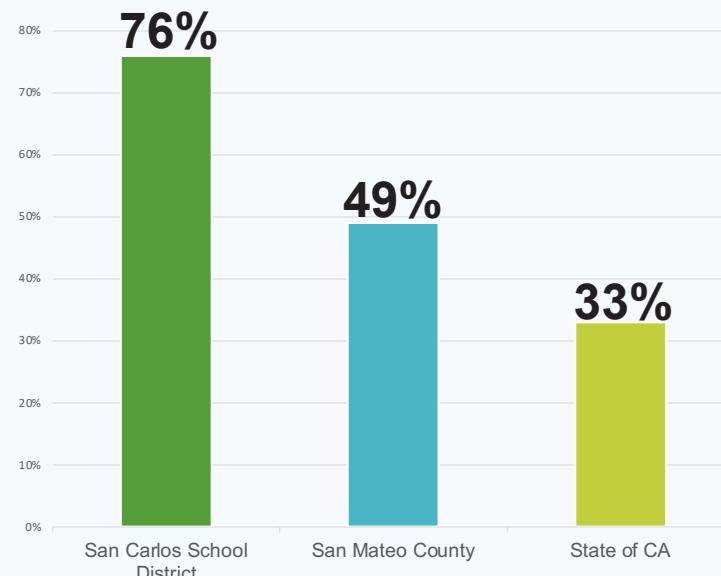
- Arundel Elementary Preschool-3
- Brittan Acres Elementary Preschool-3
- Heather Elementary Preschool-3
- White Oaks Elementary Preschool-3
- Arroyo Upper Elementary 4-5
- Mariposa Upper Elementary 4-5
- Central Middle School 6-8
- Tierra Linda Middle School 6-8
- San Carlos Charter School K-8

2021-2022 SCHOOL YEAR SCSD ACADEMIC ACHIEVEMENT STATE ASSESSMENT RESULTS

English Language Arts



Mathematics



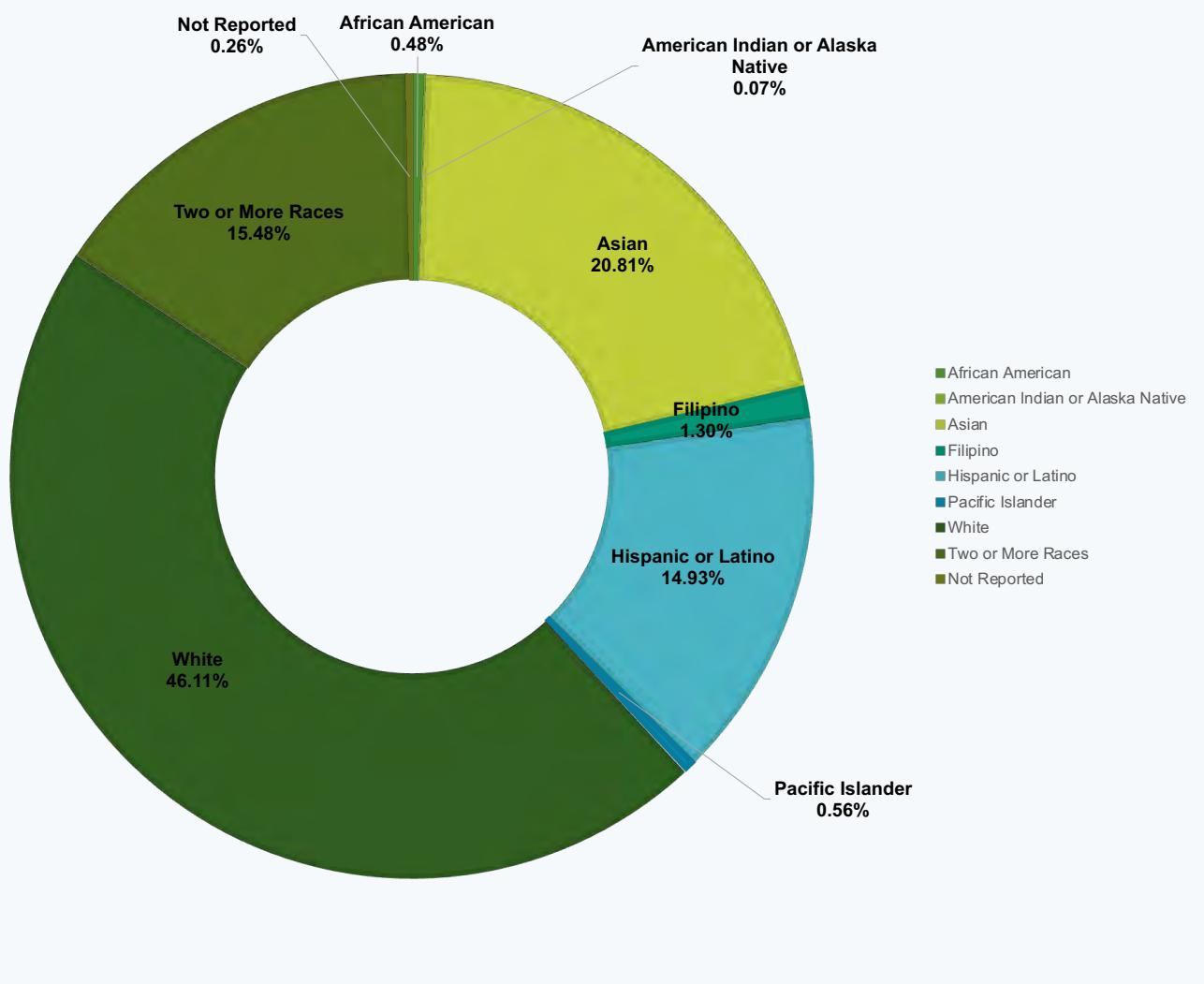
DISTRICT DIVERSITY

 6.7%	ENGLISH LEARNERS
 10.1%	SOCIO-ECONOMICALLY DISADVANTAGED
 8.7%	STUDENTS WITH DISABILITIES
 1.3%	FOSTER, HOMELESS YOUTH
 0.0%	MIGRANT EDUCATION

Source: California Department of Education

Staffing

	Qty.	%
Certificated (SCTA)	162	48.2%
Classified (CSEA)	95	28.3%
Management (Classified and Certificated)	33	9.9%
Confidential	1	0.2%
Enterprise (Preschool and TKELP)	45	13.4%



Awards and Recognition



**National Blue Ribbon
School** Central Middle
School



California Distinguished Schools

- Arroyo Upper Elementary
- Arundel Elementary
- Brittan Acres Elementary
- Heather Elementary
- Mariposa Elementary
- White Oaks Elementary
- Central Middle School
- Tierra Linda Middle School



US News Ranked **White
Oaks Elementary #5**
Best Elementary School
in California



San Mateo County
School Boards
Association **Kent
Awards** Exemplary
Program



2023-2028 STRATEGIC PLAN

The facility master plan supports the San Carlos School District (SCSD) in achieving its aspirations by providing a road map for aligning facilities to support educational outcomes that honors the District's mission and values while looking to the future to adapt to the changing needs of students, teachers, staff, administrators, and the community. The District has outlined these aspirations in their 2023-2028 Strategic Plan.

Vision

The San Carlos School District shall provide an innovative and engaging learning experience that fosters the development of the Whole Child to ensure all students are well-prepared for success in the future, as evidenced by

- Reaching their highest academic, social, emotional, intellectual, and physical potential;
- Becoming problem solvers, curious self-aware learners, and kind citizens; and
- Developing into empathetic citizens and leaders who are responsible stewards of their world and care about equity and justice, both locally and worldwide

Guiding Principles

The following principles support the implementation and monitoring of the plan:

- Developing and delivering learner-centered, innovative and engaging curriculum and instruction.
- Leveraging human capital to support staff as adaptive educators.
- Building learning environments that reflect, support, and sustain future-ready learners.
- Committing to continuous improvement at all levels.





The image shows four students in a library. From left to right: a girl in a black and white striped shirt holding a book; a girl in a light purple hoodie holding an open book; a boy in a green t-shirt with a farm logo holding a book; and a girl in a white hoodie holding a book. Shelves filled with books are visible in the background.

Curious Problem Solvers INTELLECTUAL	Self-Aware Learners INTRAPERSONAL	Kind Citizens INTERPERSONAL
SCSD learners are curious and innovative problem-solvers who take ownership for their learning using a positive growth mindset.	SCSD learners are confident in their abilities, open for reflection, and flexible and responsive to changing circumstances.	SCSD learners are kind citizens who empathize with others, demonstrate compassion, and collaborate and communicate respectfully in all aspects of their learning and interactions.
<ul style="list-style-type: none">• Problem Solving• Ownership• Growth Mindset	<ul style="list-style-type: none">• Reflective• Self Awareness• Adaptability	<ul style="list-style-type: none">• Collaboration• Citizenship• Communication

The Learner Profile

SCSD learners are curious problem solvers, self-aware learners, and kind citizens. They understand that learning is not only about acquiring knowledge but also about developing strong interpersonal skills, taking ownership of their learning, developing the ability to adapt and reflect, and being prepared to contribute to their community and the world at large.

Curious Problem Solvers

Intellectual

SCSD learners are curious and innovative problem solvers who take ownership for their learning using a positive growth mindset.

Problem Solving

SCSD learners are critical thinkers who analyze ideas, information, and data carefully to form reasoned conclusions.

Ownership

SCSD learners demonstrate responsibility for their academic and personal growth by embracing challenges and using feedback.

Growth Mindset

SCSD learners approach obstacles as opportunities to learn and grow and are committed to continual improvement.

Self-Aware Learners

Intrapersonal

SCSD learners are confident in their abilities, open for reflection, and flexible and responsive to changing circumstances.

Reflective

SCSD learners reflect on their academic and social emotional experiences. They are able to set goals for themselves and use feedback as an opportunity for growth.

Self Awareness

SCSD learners are self-aware of their actions and consider the impact their behavior has on themselves as well as the people and environment around them.

Adaptability

SCSD learners are able to adapt to new situations and changes with flexibility and resilience.

Kind Citizens

Interpersonal

SCSD learners are kind citizens who empathize with others, demonstrate compassion, and collaborate and communicate respectfully in all aspects of their learning and interactions.

Collaboration

SCSD learners collaborate constructively with peers, sharing ideas, skills, and perspectives in academic and non academic settings to build knowledge and develop a sense of community.

Citizenship

SCSD learners demonstrate civic engagement, cultural awareness, and environmental responsibility to make a positive impact in their community and the world around them.

Communication

SCSD learners are active listeners and effective communicators able to express themselves clearly and confidently in a variety of contexts academically and socially.

The Educator

Educators are reflective learners who collaborate and team broadly within and across school and community, and adaptive facilitators of relevant, integrated, equitable learning experiences.



Success Indicators:

1. Educators collaborate with teams to plan, deliver, and calibrate standards-based instruction.
2. Educators inspire the joy of learning through innovative, relevant learning experiences.
3. Educators use culturally responsive practices to meet the diverse needs of all students.
4. Educators plan and differentiate their instruction to meet the social, emotional, and academic needs of the whole child.
5. Educators partner with parents, caregivers and the community for the education of their children.
6. Educators deepen their own practice through ongoing learning, feedback, and reflection to grow professionally and model their love of learning.



Success Indicators:

1. School infrastructures are adaptive and robust to meet the evolving climate and learning needs.
2. School outreach includes welcoming families, clear and inclusive communication with parents and caregivers, and developing partnerships with the community.
3. Schools innovate and design to meet future ready student needs - both in and out of the classroom/school day.
4. School facilitates teacher growth and development with professional learning and collaboration time.
5. School offers integrated learning where academics, real-world, and joyful experiences engage learners.
6. School prioritizes the whole child's needs through comprehensive, supportive interventions.

The School

The School is a flexible, climate ready environment that welcomes all (learners, staff, families, community), and enables an engaging and innovative teaching and learning experience so that all learners reach their full potential.

The Community

The Community supports learners through collaborative school and district-level partnerships, engagement in and support for integrated curriculum and project-based learning, and advocacy and funding for responsive programming.



Success Indicators:

1. Community (local businesses, community-based organizations, high schools, and city agencies) volunteers, collaborates, supports, and partners with the District.
2. Community engages with schools to foster academic, career, real-world and project-based learning opportunities.
3. Community advocates and provides funding for responsive programming and equitable resources.
4. The Community values and is an ambassador for the District as an important partner in the education of the children.
5. Community and the District communicate on decisions that affect both parties.

DISTRICT PROGRAMS



Early Learning and Preschool Program

Philosophy

San Carlos School District Early Learning Center is built on the principle that children learn best through play. In this rich, developmentally appropriate environment, positive self-identities and proactive communication skills develop through hands-on experiences. As children engage in multi-sensory activities they are involved in experiences which build awareness of varied viewpoints. Children are encouraged to explore, invent, and discover ways to create their own unique understanding of the world. The program values family traditions and

family involvement in the ongoing education of young children. The San Carlos School District believes in building a strong community through mutual respect, cooperation, understanding, and open communication.

Developmentally Appropriate Practice

SCSD follows Developmentally Appropriate Practice, which is a guideline for educators designed by the National Association for the Education of Young Children (NAEYC). It is a guideline for maintaining a high-quality program. The basics of these guidelines are as follows:

- Curriculum based on knowledge of how children learn.
- Activities and learning experiences reflect concepts and ideas that are relevant to the child's world.
- Teachers understand the sequence of development, and that children develop at their own, unique rate.
- Individual and cultural variation is celebrated.
- Teachers provide many opportunities for children to work in small groups to practice problem-solving.
- Teachers provide opportunities for children to choose their own activities from varied learning areas based on program goals and information teachers have collected about each child.

Universal Pre-Kindergarten and Expanded Learning Opportunities Program

Universal Pre-Kindergarten Vision

The San Carlos School District vision for Universal Pre-Kindergarten (UPK) builds on and links the district's well-established pre-school programming provided to San Carlos 3-4 year olds for the past 13 years. SCSD's vision is to provide a developmentally appropriate early learning environment for the youngest learners in the district and create a seamless P-3 alignment for our students. SCSD has a goal to close achievement and opportunity gaps and plans to leverage UPK as an important strategy to meeting that goal.

Universal Pre-Kindergarten and Expanded Learning Opportunities Program

On June 16, 2022 Director Sue Dawley and Principal Leah Scholer provided an update on the planning for implementation of Universal Pre-Kindergarten (UPK) in SCSD with a focus on UTK in 2022-23. In December 2022, the Board was updated on the SCSD response to the California initiative to provide Transitional Kindergarten to all 4-year-olds by 2025-26. The SCSD plan begins with the addition of one TK

classroom in 2022-2023, but builds up to 12 classrooms across the district at full implementation. SCSD has a strong Preschool program and TK-3 programs and we are very excited about the expansion. Read more on our UPK Planning and Learning Grant.

The SCSD Expanded Learning Opportunities Program provides activities that support the whole child, and students' Social and Emotional Learning (SEL) and development. "Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. Expanded learning programs are pupil-centered, results-driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year.

Student Support

Programs and Services

San Carlos School District (SCSD) provides support to students with identified disabilities and is committed to providing a Free Appropriate Public Education (FAPE) to all preschoolers and school-age students that qualify according to the laws and regulations outlined by the state and federal governments. Special Education Services offer specialized instruction that benefit students with an Individualized Education Plan (IEP) within the least restrictive environment (LRE). SCSD provides an innovative and engaging learning experience within the continuum of services across varying environments.

SCSD strives to collaborate with parents and all team members to create successful environments for the academic, social, and emotional development of the whole child. As professional educators, whether the role is in general education, special education, or administration, SCSD believes it is the District's collective responsibility to support students who receive special education services to meet the District standards and their individualized education plans.

Student Support

SCSD offers a variety of support services to meet all students' educational needs (e.g. learning, behavioral, emotional, etc.) Through both general and special education. A continuum of support is provided through targeted instruction by the general education teachers as well as through strategic and intensive special education services.

All campuses have a team support of general education teachers, Educational Specialists, Speech Language Pathologists, Occupational Therapists, Counselors, Mental Health Associates, and Para-Educators to support student learning. In addition, all elementary campuses have additional literacy support provided by District Literacy Associates in coordination with site staff and administration.

Project Based Learning

SCSD's Strategic Plan places an emphasis on Project-Based Learning (PBL) where students learn by engaging in rigorous projects (usually in teams) that are carefully planned, managed, and assessed to help students learn key academic content, practice 21st Century skills, and create high-quality, authentic products and presentations. This project-based, technology-infused approach to teaching and learning features real world, meaningful design challenges and is infused throughout the whole curriculum (often cutting across traditional subject areas).

Through PBL, students learn problem solving, collaboration, critical-thinking skills, and time management skills. Most importantly, students are often the catalysts for project ideas and design, thus promoting greater student engagement and "ownership" of their own learning. In support of the classroom curriculum, SCSD has enlisted PBLWorks to deliver professional development support to prepare teachers to design and orchestrate PBL projects that incorporate Common Core State Standards and technology infused 21st Century learning skills. SCSD offers some specific PBL programs outside of the daily curriculum.

Technology Infused Learning

Children today are born into a world where digital access to information is commonplace. "Technology" has become a seamless aspect of their normal way of interacting with the world. Access to technology, both hands on and digital, is not enough. The ubiquitous infusion of technology fosters a need for developing students' Technological Literacy. The International Technology and Engineering Educators Association (ITEEA) states "in order to be a technologically literate citizen, a person should understand what technology is, how it works, how it shapes society and in turn how society shapes it. Moreover, a technologically literate person has some abilities to "do" technology that enables them to use their inventiveness to design and build things and to solve practical problems that are technological in nature."

San Carlos School District is committed to fostering Technological Literacy in all students as well as providing robust 21st Century Learning environments where students seamlessly employ digital tools as part of their in and out of class work. SCSD has adopted the International Society for Technology in Education (ISTE) Standards for Students for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.

The Arts

SCSD has a long history of focus on the arts and has extensive programs in instrumental music, choral music, visual arts, and drama. A majority of our students take advantage of one or more of these programs, most of whom have no prior experience. The focus on the arts is an integral part of the District's Whole Child approach by embracing the emotional, social, physical, cognitive, academic, and technical elements of discipline in the arts. SCSD programs are aligned with the District's Strategic Plan for 21st Century Learning as these programs require an emphasis on communication, collaboration, critical thinking, and problem solving.

Extended Learning Programs

The demand for quality education and reliable childcare has never been higher. SCSD Extended Learning Programs serve as a vital space, addressing the unique needs of dual-income working families. Our facilities offer a safe and enriching environment where children can continue to learn, explore, and grow outside of traditional school hours. Having dedicated space for each of our programs is critical to its success.

For parents juggling the demands of their careers, extended-day programming provides a reassuring solution. It ensures that children receive not only academic support but also a range of engaging activities that promote social, emotional, and cognitive development. This dedicated space becomes a bridge between school and home, fostering a seamless transition that minimizes stress for both parents and children.

By offering extended hours of care and educational engagement, it eases the challenges faced by working parents, allowing them to pursue their professional aspirations without compromising on the quality of their children's education and well-being.

Sustainability and the Environment

The San Carlos School District is committed to sustainability and environmental stewardship. Each school site has active programs to provide hands-on learning around environmental education and implements sustainable operational practices. This includes:

- Each school has weekly compost pickup. The district is currently working on a district-wide campaign to ensure that all students and staff understand proper composting.
- Several schools have gardens and environmental education is part of the curricula.

- The District is partnering with Green Schooyards for several of its schools to transition concrete and asphalt into green, forest-like environments.
- Upper elementary and middle school students attend Outdoor Education to get connected to each other and the environment.
- The District utilizes Safe Routes to School curricula in education, and supports students in walking, scooting, and biking to school.
- Several of the schools have environmental clubs that are developing sustainable projects, from recycle sorting to vegan bake sales.
- In late 2021/early 2022, the District partnered with Alta Vista Planning to complete Walk Audits at each of each school site, to continue the process of making school surroundings safer and more friendly to walkers and bikers.

Parents and Community Partnerships

The San Carlos Education Foundation (SCEF) and School Site PTA organizations provide support for the District's schools in distinct but complementary ways. SCEF is a 501(c)3 nonprofit parent-led fundraising organization which grants over \$3 million annually to the District's public schools. PTAs are school-specific parent and teacher organizations focusing on community building, site needs and education advocacy.

SCEF helps the San Carlos School District provide a well-rounded public education for all students. It works in partnership with parents and the community to support innovative and core programs that are vital to an exceptional education. Donations to SCEF benefit every child, every day, in every classroom which ensures parity among the district schools, fosters solidarity throughout the San Carlos community, and encourages generous donations for the benefit of all San Carlos schools. Current SCEF grants support social-emotional programs and counselors, elementary music and physical education, technology associates, chromebooks and iPads, middle school electives including band and orchestra, librarians, and teacher professional development.

Donations to SCEF also support school PTAs providing them with a budget to provide school supplies and materials, assemblies, community building events, and activities to enhance school climate and culture.

PTA

Parent-Teacher Associations (PTAs) are non-profit organizations that advocate for children, build community for families and provide volunteer support and activities at each school. The PTAs at San Carlos School District's elementary schools and middle schools fund critical site-specific needs.

San Carlos PTAs work with school Principals to support many site-specific programs. PTA's use their allocation from SCEF to fund teacher grants, school supplies, library books, student assemblies and emergency preparation, coordinate assemblies, community events, art programs, and school celebrations to enhance and enrich the school day. PTAs also advocate at the state level for stronger public schools.

Community Use

The San Carlos School District, as one of the largest land owners in the community, is uniquely positioned to serve as a partner in providing space for community programs. The District routinely partners with organizations such as the San Carlos Little League, American Youth Soccer Organization (AYSO), San Carlos Youth Softball Association, City of San Carlos Parks and Recreation, San Carlos United Soccer Program, and community summer camps.

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Climate Readiness and the Road to Carbon Neutral Schools

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Climate Readiness and the Road to Carbon Neutral Schools

INTRODUCTION

Achieving Net Zero Energy, Net Zero Carbon and Sustainable School Facilities

Successive California state legislation has set goals for sustainability which includes increasing school facility energy efficiency and reducing greenhouse gas emissions with each new construction and modernization project, leading to a net zero energy and net zero carbon future for school buildings.

California Governor's Executive Orders

- **Executive Order B-16-12** – Set goal of 1 million zero-emissions vehicles (ZEVs) by 2020.
- **Executive Order B-30-15** – Sets interim target of greenhouse gas emissions 40 percent less than 1990 levels by 2030.
- **Executive Order B-55-18** – Achieve statewide carbon neutrality by 2045.
- **Executive Order N-19-19** – Require every aspect of state government to redouble its efforts to reduce greenhouse gas emissions and mitigate the impacts of climate change while building sustainable, inclusive economy.
- **Executive Order N-79-20** – Requires that 100 percent of in-state sales of new passenger cars and trucks by zero-emission by 2035.

In addition to these targets, the state of California is the first state to enact a green building standards code. Part 11 of the Title 24 Building Standards Code is the California Green Building Standards Code, also known as the CalGreen Code. This code provides stringent minimum standards for energy and water efficiency which support the state's overall goals for net zero energy and net zero carbon. The Division of the State Architect (DSA) is responsible for implementing these standards in schools through the construction document approval process.

The Division of the State Architect (DSA), which oversees the approval of school construction projects, is working closely with districts throughout the state to develop strategies for implementing initiatives to achieve these goals.

The New Buildings Institute (NBI) and DSA's sustainability Education and Outreach Program has developed a roadmap for district to assist them in achieving net zero energy and zero carbon across their portfolio.

Strategies for decarbonization prioritize building envelope, HVAC, lighting, and removal of fossil fuel infrastructure to ensure all projects are designed to be as energy and carbon efficient as possible. Where opportunities arise modernizations will prioritize replacement of end-of-life roofs, windows, or heating systems, wherever possible. Deferred maintenance projects support energy and carbon goals by upgrading building elements as they reach their end of useful life.

FIGURE 1: DECARBONIZATION ROADMAP TO GET TO ZERO OVER TIME IN K-12 SCHOOLS



Source: New Buildings Institute, "Decarbonization Roadmap Guide," 2022

Integrated Design

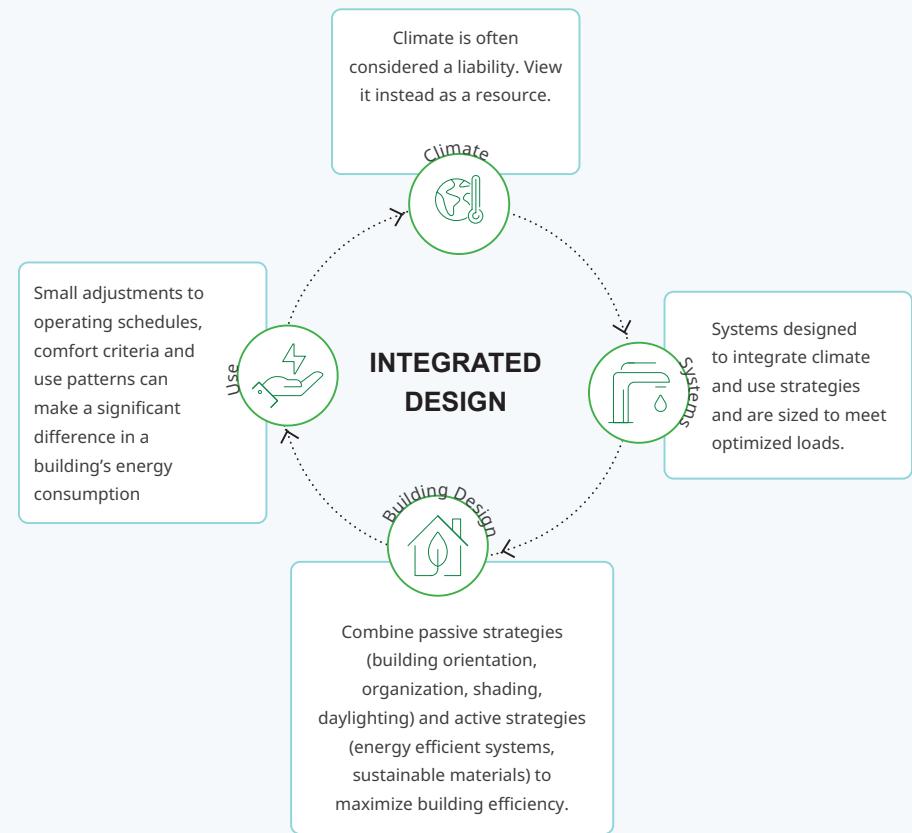
Retrofitting existing buildings in the District to meet ambitious energy and carbon goals can be challenging, especially when it comes to updating certain aspects like insulation levels within existing walls. Despite these challenges, modernization and retrofit projects are essential opportunities for improving energy efficiency and reducing carbon emissions over time.

The primary focus of integrated design for energy and carbon emission reduction is to prioritize load reduction. This involves a strategic hierarchy that emphasizes reducing energy consumption, primarily through improvements in the building envelope and lighting. This sequencing approach often yields better returns on investment and savings.

The strategic implementation hierarchy emphasizes balancing energy load reduction, giving attention to building envelope and lighting improvements before or in conjunction with HVAC upgrades. Prioritizing heating load reduction before replacing existing systems helps prevent equipment oversizing and allows for the use of more efficient and fossil fuel-free options where feasible.

In modernization projects, envelope commissioning is a top priority. It begins with assessments like blower door tests and thermal imaging to identify areas of concern regarding air leakage. Based on testing results, envelope improvements are prioritized to maximize performance enhancement. Design teams can refer to the Advanced Energy Design Guide for K-12 School Buildings for detailed guidance on building and building envelope commissioning.

The specific elements incorporated into each modernization and retrofit project, as well as those considered on a case-by-case basis, depend on factors like the project's scope, available funding, and site-specific design parameters.



Modernization Recommended Scopes of Work

The New Buildings Institute, with the support of the Division of the State Architect recommend the following scopes of work to be included in modernization projects:

Scope	Description
Envelope	Air sealing and insulating walls and openings
Roofs	Insulation, rainwater collection
Glazing & Shading	Heat minimization, high performance windows
Lighting	LED lighting and controls
Electrical	Energy monitoring
Metering	Sub metering
Kitchen	Electrification and Energy Star energy-efficient equipment
Heating	Electrification and maintainability
Ventilation	Heat recovery and filtration
Controls	Building automation systems, set points and operating hours
Domestic Hot Water	Recirculation pumps and pipe insulation

Scope	Description
Plug Loads	Plug loads measured and controlled
Water	Backflow device and high-efficiency fixtures
Schoolyard	Green schoolyards, storm water management, and rainwater collection
Materials	CalGreen Code of Regulations, CA Section 01350 and CA Buy Clean standards
Renewables	On site solar photo voltaic, storage
Zero Energy Ready	Roof solar readiness

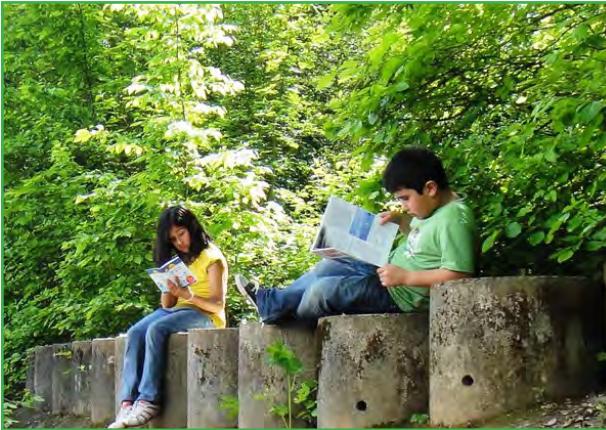
The facility master plan takes into consideration each of these items and is costed to adhere to the standards of the Title 24 California Green Code.

SUSTAINABLE DESIGN CONCEPTS



Location & Transportation

- Walkability: Consider walkability within and around the site, with special attention paid to developing safe routes to school
- Sustainable Transportation: In line with CALGreen Tier 1 requirements, new construction or reconfiguration of parking lots should incorporate electric vehicle charging stations.



Sustainable Sites

- Feature vibrant and connected exterior space to promote social interaction
- Support biodiversity through native and adaptive plantings.
- Minimize the impacts of micro-climates and local heat islands with light color paving that allows users to enjoy outdoor spaces year-round.
- Support natural wildlife sleep patterns by employing light pollution reduction strategies



Water Efficiency

- Reduction of potable water through sustainable landscape design
- Indoor water use reduction through plumbing fixtures selection



Materials & Resources

Prioritize materials that have:

- Health Product Declarations, which provide a full disclosure of the potential chemicals of concern in products
- Environmental Product Declaration, which reports data that describes environmental performance from a life cycle perspective
- Cradle-2-Cradle Certification, which assesses products for environmental and social performance across five critical sustainability categories: material health, material reuse, renewable energy and carbon management, water stewardship, and social fairness
- Declare Label, which includes information on a product's origins, materials, and end-of-life destination



Indoor Environmental Quality

- Wet-applied products and finishes to meet the California Department of Health's emissions testing standard
- Interior lighting operable by occupants, allowing users to adjust lighting levels
- Pollutant reduction strategies—such as walk-off mats at entrances, CO₂ monitors, and negative pressurization in rooms storing hazardous chemicals—to safeguard indoor air quality



Energy & Atmosphere

- Design to drive efficiencies within the building envelope, lighting power densities, hot water systems and mechanical system selection
- Commissioning to verify that the project is still operating as intended one year after completion.
- Energy submeters that capture the energy use of the building systems that consume over 10% of the total annual energy use to aid in the ongoing monitoring.
- Identify opportunities to further drive energy consumption down to maximize available on-site renewable energy to move toward Zero Net Energy.



Community Engagement Summary



120+

Contributing Voices

Using a variety of engagement methodologies, input was collected from over 120 voices across multiple stakeholder groups.

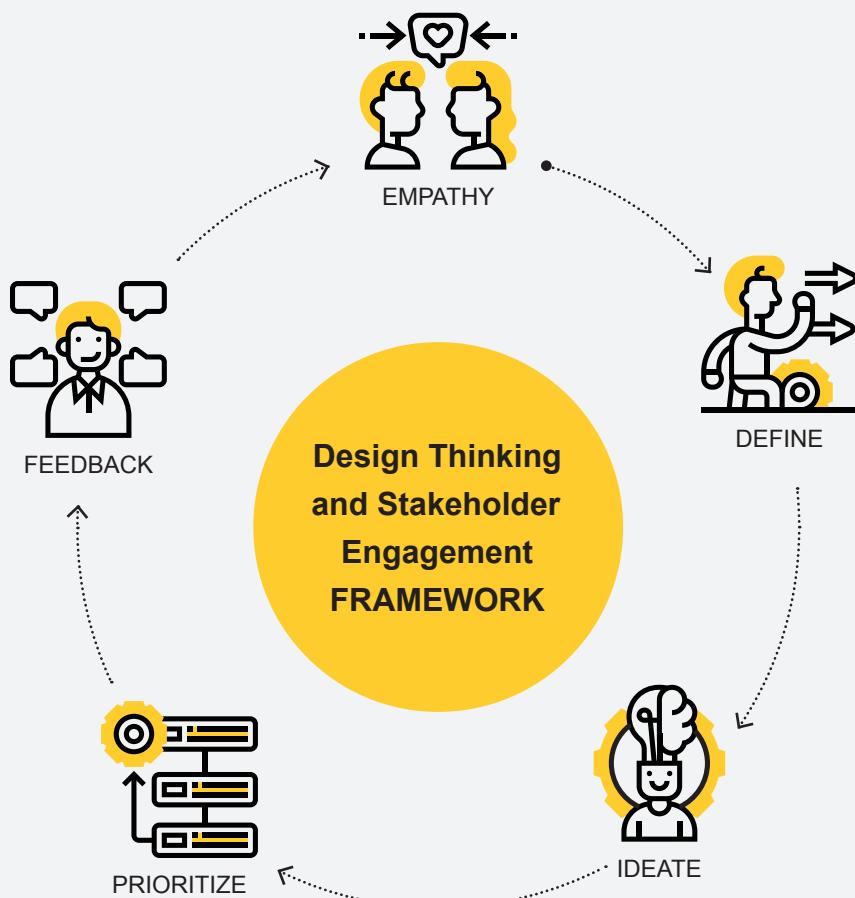
At the outset of the facilities master planning process, the District Leadership team set out to define the roles and responsibilities of the stakeholder participant groups. These groups were refined in the process and include a Steering Committee to set the direction of the plan and synthesize input; a Visioning Committee to align strategic planning, facilities, and educational outcomes; Focus groups to provide insight into specific programs; site administrators to add a granular understanding of need at each site; users including teachers, staff, and students to better understand the user experience; and the community to provide input on values and priorities.

The groups provided input throughout the project, defining educational program goals and offering direction on facilities master planning. The input was synthesized and used as the foundation for developing recommendations for scopes of work and priorities.

Engagement is a critical component to developing strong, long-term plans that reflect the values of users, stakeholders, and the broader community.

Stakeholder Engagement

METHODOLOGY



Participants engaged in a variety of structured activities, aimed at soliciting input to develop a vision for aligning facilities with educational outcomes, identifying specific user needs, and developing project priorities.

Design Thinking Framework

Design thinking is a process for solving problems which emphasizes an understanding of specific user needs and develops solutions through an iterative process to arrive at a final design. This framework has been customized for the specific needs of the master planning process and includes five stages:

- **Empathize:** develop an understanding of the users' experience, needs, values, and priorities
- **Define:** define the scope of the challenge or problem to be solved, including internal and external influences, context and desired outcomes
- **Ideate:** generate an abundance of ideas which can be evaluated and prioritized
- **Prioritize:** define priorities for review and feedback
- **Test:** present prototype concepts for evaluation and feedback

This process is cyclical and moves through the ideate, prototype and testing phases until consensus is developed around a final solution.

The intent of a community or stakeholder engagement session is to define challenges to be solved, generate ideas, and collect feedback which can then be incorporated into the final plan.

Workshop Principles

While the nuances and needs of each engagement differ, and each principle may not be able to be implemented rigidly and to its fullest extent, these proven principles guide the facilitation of the engagement process and are intended to keep participants focused in order to maximize the useful and meaningful input of the group.

Together, Alone

Often, in open discussions, the person with the most energy or the one who has the most decision-making authority influences the rest of the group. The group's tendency is to adopt and run with that person's opinion, or not develop any opinion at all. When working "together, alone," participants are not being influenced by others. In turn, this leaves everyone with the time and space to work through a solution.

Provide Opportunities for Anonymity

Anonymity has the advantage of removing any bias that participants might have towards a piece of the solution and allows them to provide input freely and without judgment.

All Ideas are Valid and Considered

Validation is critically important in facilitating meaningful engagement. The role of the facilitator is to ensure that all views and voices are heard and considered. Facilitation is unbiased and the facilitator seeks to help participants frame and make meaning of their arguments without judgment.





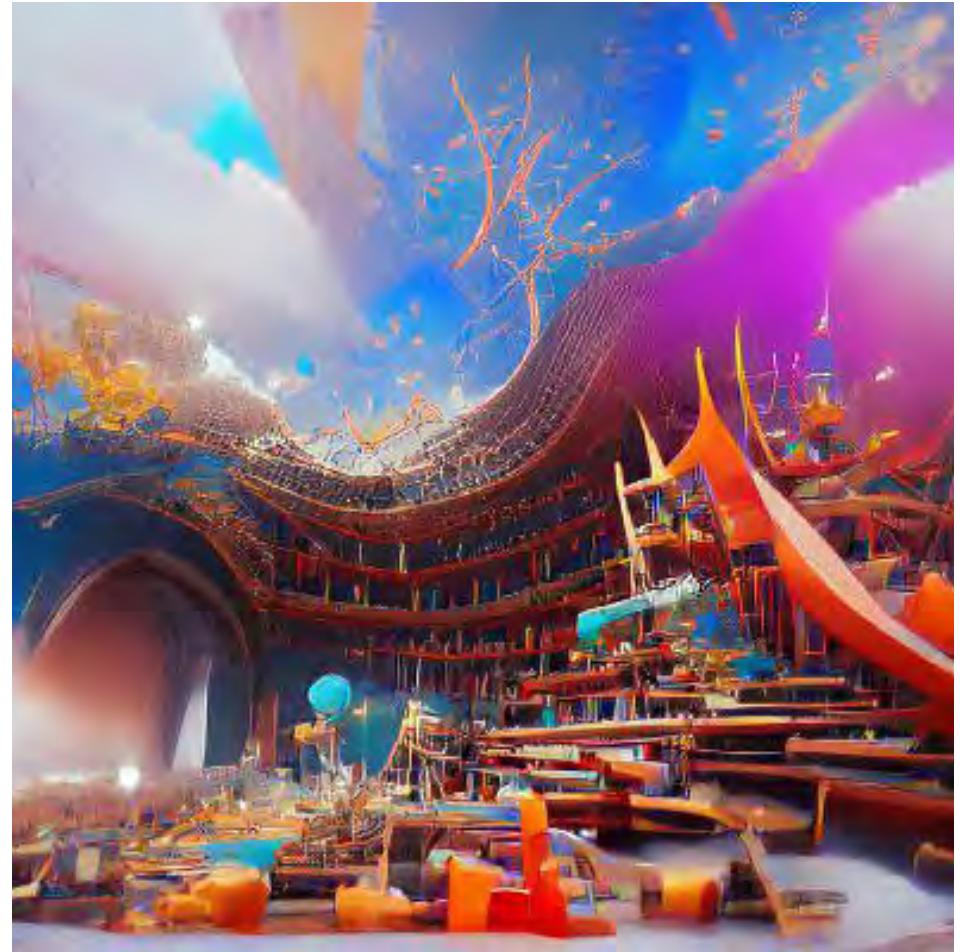
Visioning Sessions

Participants engaged in a variety of structured activities aimed at aligning educational outcomes and facilities. This was an opportunity for the visioning committee to explore new ideas, stretch their thinking and shift their perspective in order to set goals, frame challenges, develop ideas, evaluate solutions, and develop priorities to shape the facility master plan.

Participants were asked to re-express ideas and associations of a “library” using words, senses, or actions. These exercises helped to build an openness to new ways of thinking while developing concepts around a key component of the facility master plan.



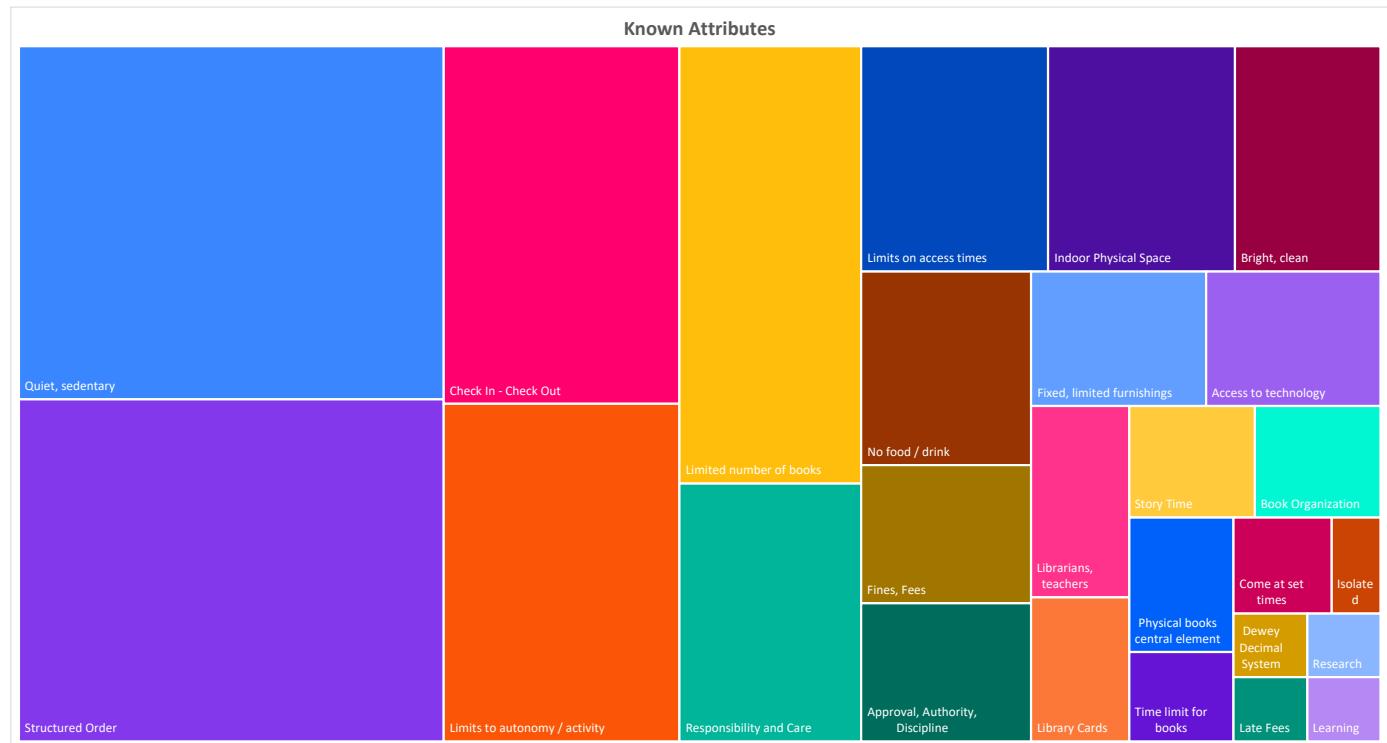
A word cloud demonstrates the frequency of ideas generated by the group. For participants, ideas like connection, retreat, comfort, and freedom were top of mind.



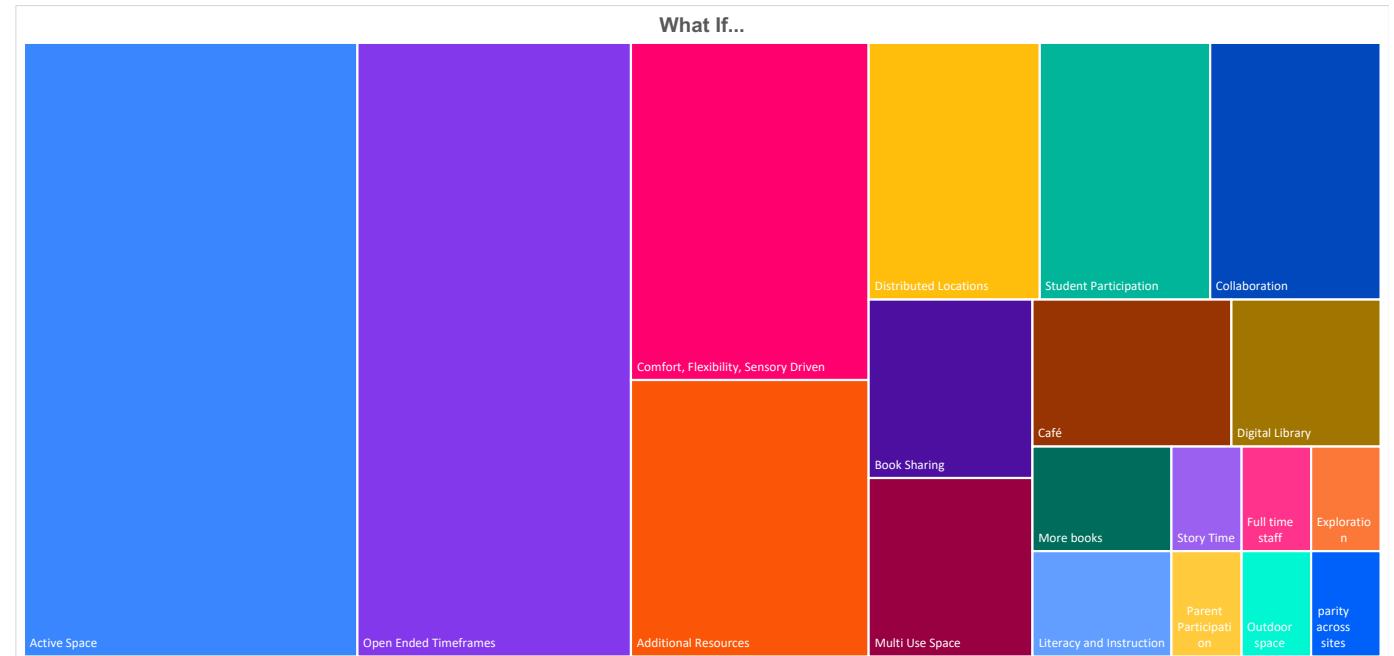
This text to art AI generated image provides a visual interpretation of the concepts and metaphors that the group developed around the library space. Examples of re-expression ideas the group developed include: “a concert hall for the mind”, “a fuel station for knowledge”, “a monument to the written word”, “a portal into literature”

Participants were asked to challenge known attributes by asking “what if...”

Known Attribute	Count
Quiet, sedentary	32
Structured order	31
Check in-check out	18
Limits to autonomy / activity	17
Limited number of books	17
Responsibility and care	10
Limits on access times	9
Indoor physical space	9
Bright, clean	7
No food / drink	7
Fines, fees	5
Approval, authority, discipline	5
Fixed, limited furnishings	5
Access to technology	5
Librarians, teachers	4
Library cards	3
Story time	3
Book organization	3
Physical books central element	3
Time limit for books	2
Come at set times	2
Isolated	1
Dewey Decimal system	1
Late fees	1
Research	1
Learning	1



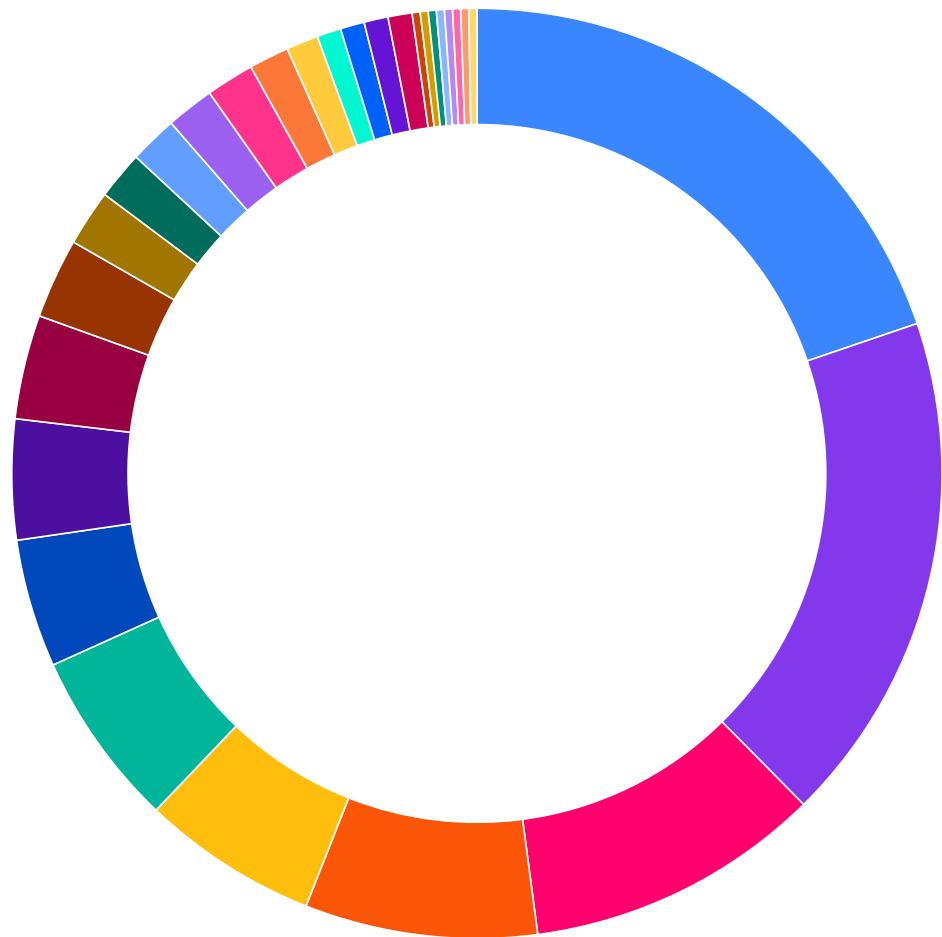
What If...	Votes
Active space	28
Open ended time frames	23
Comfort, flexibility, sensory driven	11
Additional resources	9
Distributed locations	6
Student participation	6
Collaboration	6
Book sharing	4
Multi-use space	4
Café	4
Digital library	3
More books	2
Literacy and instruction	2
Story time	1
Full time staff	1
Exploration	1
Parent participation	1
Outdoor space	1
Parity across sites	1



Sailboat

Understand how facilities are helping us move toward our desired outcomes and how they are stopping us from achieving our goals.



Sailboat Activity Summary

Priority Category	Votes
Environmental comfort	71
Outdoor learning and play	64
Space	37
Funding	29
Flexible spaces	22
Collaboration	22
Accessibility	16
Traffic and vehicle circulation	15
Safety and security	13
Operational practices	10
Community engagement	7
Maker spaces- PBL support	6
Instruction methodologies	6
Large group gathering	6
Technology	6
Infrastructure	5
Early Childhood Education	4
Constraints	3
Parity across school sites - amenities available	3
Vision for the future	3
Attracting and retaining high quality teachers	3
Established priorities	1
Parent involvement	1
Size / configuration	1
Programs	1
Sustainability	1
Library/resource center	1
Sensory basedlearning	1
Staff commitment	1
Social space	
Building as learning tool	
Professional development	

How Might We...

Turn a problem or observation into a solvable question by asking "How Might We."



How Might We...

Improve Accessibility to ensure all students can access all areas?

Create spaces that foster collaboration?

Provide spaces for Early Childhood Education?

Access funding for school facilities?

Improve Operational Efficiencies?

Create engaging outdoor learning and play areas?

Provide spaces to support Project Based Learning (PBL)?

Ensure schools are safe and secure?

Utilize, manage, or expand our existing space?

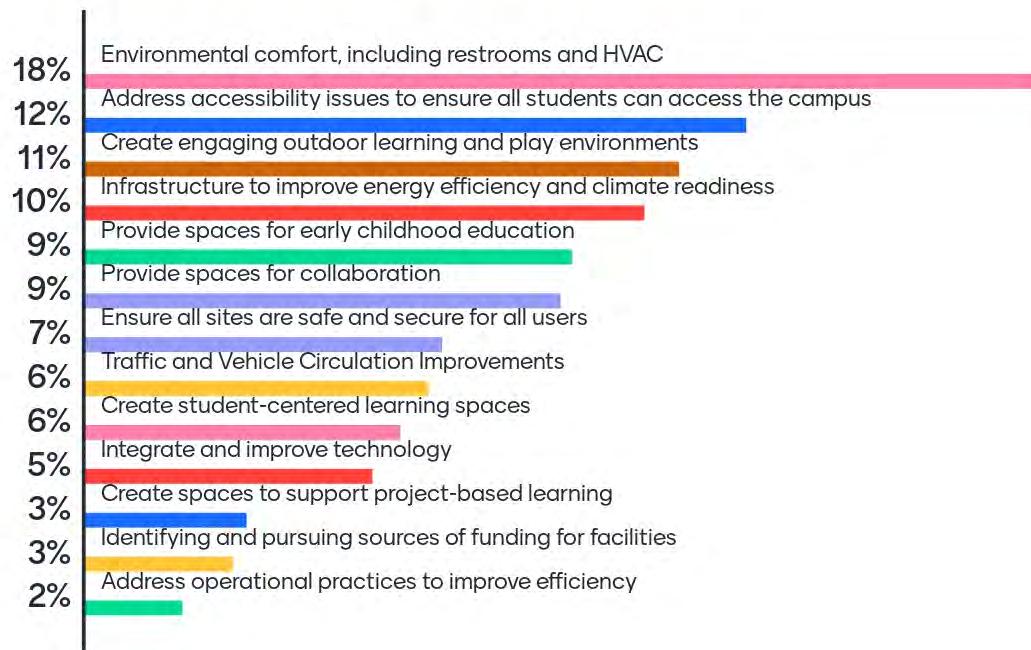
Create student-centered learning spaces?

Create climate ready schools?

Integrate and update technology?

Improve Vehicle traffic and circulation?

HMW 100 Points Distribution



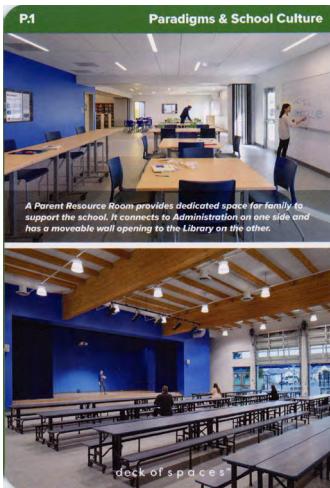
Using live polling software, participants were asked to evaluate and prioritize the HMW statements to begin to narrow in on the most important challenges to be solved.

Deck of Spaces

Explore spaces, experiences, and paradigms to generate new ideas around school facilities.



A Universal Design for Learning Deck of Spaces was used to serve as a thought starter and idea generator for small groups. Each deck includes imagery and pedagogy descriptions for a variety of learner experiences, educator experiences, and paradigm concepts.



School as a community resource

Your school should invite parent and family engagement and foster community belonging.

Consider accommodating the following spaces (partnering with local agencies):

- Parent resource rooms
- Food pantries
- Health clinics within the school

Reducing gaps in access to fundamental resources and services for families directly impacts disparities in educational outcomes for students. (32)

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Engage family members with hospitality

Create a sense of hospitality for the front of the school. This space should cultivate relationships and present an inclusive first impression—"ALL are welcome here."

Security or control should not be the first impression. Security and hospitality can co-exist.

When family members feel engaged (through feeling welcome), they take more ownership in the management of their student's education.

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Paradigms and School Culture Cards

These are ideas that challenge typical paradigms, patterns, and/or interactions that take place in learning spaces. Are we holding on to outdated ideas about how certain spaces function, which may be creating unnecessary barriers to learning?



Showcase community successes

Allow all to celebrate the progress of the school community and celebrate meaningful connections between students and educators.

Spaces should:

- Make faculty leaders visible and approachable; let them be seen and showcase their excellent practices.
- Facilitate casual pathways that help administrators, coaches and peer teachers come and go, without obtrusive disruption.

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Defeat the stigma of school—create a safe culture to dream

Create learning spaces that communicate different rules and expectations than traditional classrooms.

Passion for learning happens when students can follow their interests and create ideas that are uniquely their own. (33, 34)

Recognize not all students experience feeling secure at school in the same way, especially when considering race and socioeconomic status. Make spaces safe and inspiring for each student. (35)

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Celebrate cultural diversity within your school

Take cultural representation beyond artifacts on display—create spaces that allow students to share aspects of their culture:

- Embed multicultural symbols, practices and curricular content in all the materials and experiences.
- Consider spaces for dance, step squad, drum core and cultural festivities. These activities may have critical dimensions, special flooring or acoustic treatments.
- Consider paint color—different cultures have different reactions to colors.

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Create a “maker ethos” throughout the school

The act of making should be allowed to happen anywhere, anytime—not just in designated maker spaces.

Formal maker spaces can limit the act of making. Think of “making” expansively and inclusively: storytelling, sewing & weaving, street or performance art.

Maker education must not be seen as a ready fit within formal schooling. It requires sustained support and is an important aspect of supporting learner variability. (36)

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Connective neighborhoods

Thinking of the linkages between learner groups as "neighborhoods" helps frame spatial concepts directed at mixing of groups with differing variabilities:

- Class collaboration between ages—peer mentorship & teaching
- Collaboration between disciplines
- Increase connection for students in special education with informal collaboration opportunities.

Spaces that allow visibility and connectivity between these groups boosts student sense of place and stimulates a greater sense of inclusion and belonging.

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Library as the heart of the community

Libraries democratize access of resources for all (regardless of access to intergenerational wealth or social capital) and can amplify different voices in the community.

With the library near the front door of the school, public access can be managed (without compromising school security) to fully utilize it as a community resource.

How can space help showcase a diverse group of authors and creators?

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Library as "kitchen" vs. library as "grocery store"

Think of your library as a source of resources and support (like a kitchen), rather than a place to simply pick up finished products (a grocery store).

Adapting your library to a true media center - hosting spaces for print, audio and visual art in many forms—addresses learner variability and allows for collaboration in all mediums.

The library should also expand teachers' methods in teaching to support these student variabilities.

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Convert STEM to STEAM for improved accessibility

Integrating "Art" within STEM (Science, Technology, Engineering and Math) can serve as an on-ramp for reluctant learners.

Going beyond conventional representations of STEM concepts offers multiple paths to understanding abstract ideas. This is especially true for students with disabilities affecting sensory processing.

Think of "Art" expansively—visual arts, language arts and performing arts, etc.

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Engage students in real world problems

Extend learning experiences to include solving real world problems in service of others, building service learning and activism into the curriculum.

- Make space in your school to host local organizations. Becoming a community resource can connect students to ongoing local projects.
- Seek opportunities to partner with community service organizations to encourage development of engagement skills.

Develop for practice of self-regulation

Develop student skills in interpersonal interactions, managing energy states and processing emotions in healthy ways.

Create an environment that offers choice and shows respect for students.

Exercising executive function requires opportunities for students to move in response to their emotional state.

Use natural materials and patterns

Biophilic design inspires a sense of ease and well-being—spaces can embody nature using natural materials, as well as natural shapes and forms.

- Daylight provides an immediate and direct natural connection.
- Indoor and outdoor plants increase connection to nature and improve air quality.
- Using sustainable and safe materials improves the health of the physical environment.

Reflect your classroom purpose and values

Consider the message your physical spaces send to students, families and staff.

Let your space communicate your teaching expectations to build trust with students.

For example, if you value warmth and connection, create spaces for students to relax and share pieces of their personality.

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Faculty collaboration studio

We have seen shared faculty collaboration studios help boost camaraderie, collaboration, and professional growth among educators.

- Teachers need places for individual and collaborative work, like all professionals.
- These spaces are essential in the context of a learning suite with combined sections. When all teachers work equally with every student, it's critical to have this space to share and reflect.

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Faculty "scrum space"

Create a culture of learning and problem solving among faculty, and give them a space to think deeply and co-create solutions. Allow this space to host content that can be left up on the walls.

Consider how this space might support:

- Data analysis of student work (data wall)
- Professional learning communities
- Planning & staff goal setting
- Affinity groups: build upon shared experiences and enrich teachers' communities of practice.

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Informal space to share and reflect

Consider spaces that are convenient for teachers to touch down and do some planning work or conduct informal meetings:

- Meet with colleagues
- Meet with families
- Meet with students
- Meet with instructional coaches

Support collaborative professionalism in space separate from the classroom and faculty break room—akin to comfortable breakout space seen in many workplace environments.

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Think of the classroom as a "stage set"

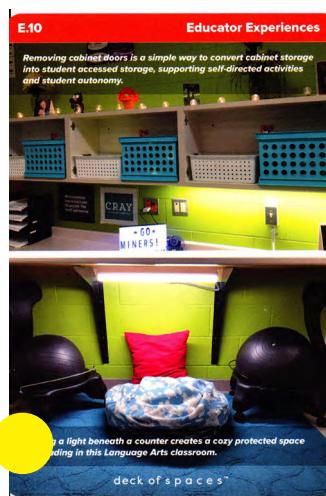
Allow faculty to discover how the classroom might act similar to a stage set—how does it adapt to each "scene of learning" and elicit behaviors favorable to desired learning goals?

- When given the chance to exercise this creativity, teachers have described finding a newfound sense of freedom and versatility with their space.
- Engage students in configuring the classroom. It gives them ownership and saves time.
- Acknowledge that it takes time to adapt to new classroom management concepts.

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Educator Experience Cards

These are ideas that impact educator experiences within their spatial environments. They can help educators understand how space is influencing their mindsets, abilities, and behaviors, thereby impacting their practices. They are ideas to help administrators empower their teachers and staff.



Make space within space

Creating smaller, temporary spaces can be a tool for responding to emotional vulnerability and sensory sensitivities, placing small instructional groupings in intimate and protected settings.

- Use mobile storage units, markerboards and furniture to subdivide space.
- Rugs, other furniture elements, color and lighting can further define space.

This approach can also improve school-wide space utilization by breaking larger classrooms down to right-sized units for small classes, discussion groups or meeting spaces.

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Review spatial power dynamics

Places of power in a classroom—like an off-limits teacher's desk or prestigious teaching wall—can be a symbol of power and control. These spatial relationships reinforce hierarchical power dynamics and position students as non-engaged receivers of knowledge. Non-hierarchical arrangements support students as co-creators of knowledge, reinforcing sense of belonging. (27)

Consider the teacher's lounge or collaboration studio as the main space for teacher storage; preserve the classroom as community space.

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Do It Yourself—hack your space

How can you look at your current classroom as a hackable kit-of-parts—something to tinker with and put together in a new way?

- Add by subtraction—remove legs from chairs or take down cabinet doors to make materials more visible and accessible.
- Find new capabilities—windows and tabletops offer new markerboard surfaces.
- Small additions for big impact—simply adding small shelves, rugs, and movable walls to create new space.

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Audio/acoustics for wellness

Proper sound distribution in a learning space affects both teacher wellness and student success outcomes. Teachers are professional users of their voice, which puts them at increased risk of vocal strain that can lead to hoarseness, benign vocal fold lesions and even the need for vocal cord surgery. (31)

Consider soundfield systems for even distribution of verbal communication to support all learners and those with hearing disabilities.

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Celebrate student diversity with diverse classroom design

Diversity in the design of our physical space is a wonderful way to support diversity of people within the student population.

This variability of designs not only supports the different ways students learn—it simultaneously affirms the different lived experiences they bring into the classroom based on diverse family and cultural heritage.

Welcome these variances and let your spaces be as equally varied.

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Engage active learning

Active learning environments help increase student-teacher exchanges via the interactive nature of the learning and access to every student thereby developing interpersonal skills.

Active learning has been shown to promote student participation among different genders, especially in STEM fields. (1, 2)

Students in active learning spaces are more supportive of each other, bolstering emotional safety. Active learning spaces also benefit historically under represented groups. (3)

Allow students to "make space"

Encouraging students to create their own spaces allows them to express their individual identities as part of a learning community.

- Think about furniture as a "kit of parts"
- Develop student agency by teaching students to become effective designers of their own space to support their learning.
- Create learning opportunities by having students reflect on their design choices.

Shape space with light

Make intentional lighting choices:

- Consider when to use soft and cozy lighting vs. energizing task light. Harsh, flickering or buzzing lights can set off sensory triggers.
- Quality daylighting, interior lighting with dimmers and sensors help students perform at their highest potential. (5)
- Daylight harvesting, while keeping artificial lights off, tends to promote calm, focused behaviors.
- Well-designed lighting can lend a warm, home-like environment that helps students feel safe and welcome.

Student Experience Cards

These are ideas that impact students' experiences within their spatial environments. They help to think about how space influences behaviors, mindsets, and student engagement. Consider how space communicates the types of processes or behaviors that are to take place within them.



Use every square foot for learning

Allow teachers and students to explore beyond their classroom. When connected by clear sightlines, teachers can expand their range of learning activities to space beyond the classroom.

Students can claim space during unstructured time in these public spaces.

Letting students utilize these spaces can promote the formation of student nuclei after school, offering places for various social groups to gather.

Embrace fidgeting and movement

Support students as they move around and fidget while they learn. Small fidgeting movements stimulate neurons in the brain that help keep us attentive. (6)

Include furniture and space design in your class that allow standing, sitting, perching, and other natural postures. This can provide allowances for learner variability while disrupting expectations of conformity.

Leverage the floor as a learning space

Provide low-style furniture so students can easily shift from floor-based work to accessible task surfaces without standing up.

When doing projects on the floor, it is helpful to have low work surfaces for laptops, markerboards, and craft tools to help avoid these things getting stepped on.

Design your negative space

It's easy to get focused on creating groupings of students such that we forget to design pathways through the space—"negative space"—creating clear access for students with mobility and visual disabilities.

Students with ADHD, who build mental maps in their heads, can especially benefit from consistent pathways.

As more schools use instructional coaches and do more in-person peer modeling, negative space becomes important to allow these classroom visitors to easily flow in and out of the room without disrupting the learning.

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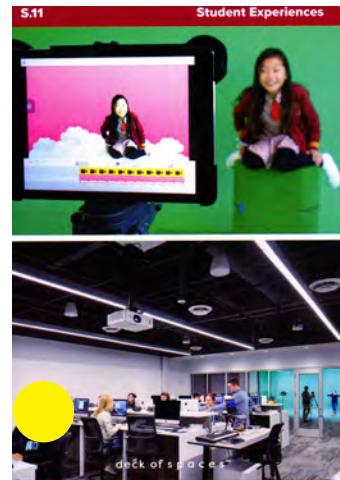
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Student access to tools and resources

Self-directed access to tools and resources presents an opportunity to develop self-directed learning and ownership a teacher may not have anticipated.

Tools and materials should support a range of means and methods for creation.

Keep resources visible using transparent bins to aid accessibility and to discourage hoarding. Use labels for ease of returning materials to the proper location.

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Digital story-telling studio

Digital literacy and digital citizenship help students better navigate an increasingly complex world of online media.

Provide tools and space to support digital storytelling and alternative representations of student learning -- it can help students create meaning and a sense of belonging in their learning.

These flexible spaces should offer compartmentalized acoustic and lighting control.

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Make student thinking and creativity visible in multiple mediums

Embrace communication that extends beyond Euro-centric models. Create a space that supports oral, written and visual story-telling.

Choice in medium offers new avenues of engagement and expression--when students are offered choice, they feel empowered. (7)

Written, signed, and tactile methods support students with disabilities.

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Student agency aids in creative mindsets

Consider environments where students can create their own work settings.

- Give students permission to try out new spaces that help them do their best learning. (8)
- Avoid institutional/non-creative design elements that emphasize normativity. Many future career fields will require creativity and empathy. (9)
- Student agency can help trauma sensitive students author their own level of engagement to maintain a sense of safety.

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Varied spaces for varied team sizes and learning goals

Students learn in groups but not as groups. (10) Design spaces to support varying needs. Spaces can range from independent to collaborative, quiet to loud, tech-free to tech-rich. Provide space for sensory ability variances and different levels of autonomy.

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Engage with any surface

Expand the concept of where students can engage with the environment around them. A range of seating and erasable surfaces enhances inclusive collaboration by supporting new geometries for group formation.

Convert wall space that is within reach for content creation by adding magnetic boards, pin-up space, and functional décor. Adding color to differentiate writable surfaces from non-writable surfaces can establish boundaries to this idea.

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Real world learning via living laboratories

Living laboratories are flexible shared spaces that can be set up like various career environments to create authentic, real world learning opportunities. Living laboratories can host visits from regional partners to create in-school "field trips" and mirror professional settings.

A space designed around this concept allows these classroom set-ups to extend that real world learning experience for the duration of the learning unit. Afterwards, they can be converted into a new type of real world environment.

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Integrate natural design principles for wellness

Biophilic design, using direct and indirect representations of nature, increases health and well-being. (11, 12)

Biophilic design also includes the use of natural finishes and color palettes, even representations of natural concepts like the passage of time and fractal geometries, which also bring benefits for wellness. (13)

Exposure to nature has known benefits for students on the spectrum. (14)

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Wake up student senses

Think about how space can be more stimulating to sight, sound, smell, and touch to engage more of the learning brain. (15)

Using all senses also means keeping all senses in a comfortable zone—indoor air quality, ambient noise levels, light levels without glare or flicker, and lack of noxious odors.

Engaging with all senses is beneficial for students with neurodiversity disorders. (16)

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Tie learning to natural systems

Building environmental literacy—awareness of how natural systems must maintain a balance—helps students connect to world issues such as environmental justices, the climate crisis, and global economic issues. It helps create meaning and relevance in their learning.

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Teach stewardship via building science

The school building can provide teachable connections between environmental stewardship practices and real-time building performance data.

- Allow students to see how their actions directly impact energy and water conservation efforts.
- Use the building as a catalyst for discussion of regional environmental and social issues.

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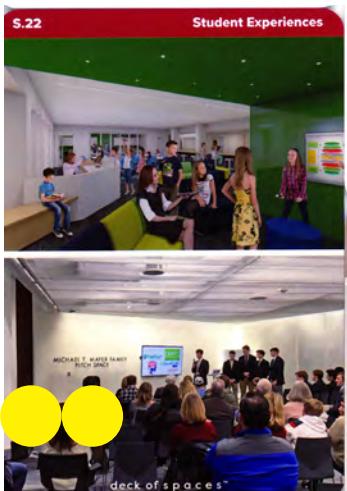
Playgrounds as outdoor learning spaces

Outdoor learning is an excellent opportunity to promote socio-emotional development.

Creative outdoor learning can make play experiences more inclusive while also supporting curriculum in passive and active ways.

Use color palettes, graphics, and play prompts that avoid gender stereotypes in equipment and space use.

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Pitch space

Create a place to share original ideas with authentic audiences, including business partners from the community.

Flexible small presentation spaces can facilitate more comfortable multilingual meetings, including virtually hosting a sign interpreter.

Live captioning and remote engagement can offer multimodal engagement options for more inclusive presentations and meetings.

Shelter and refuge spaces

Predictability, safety, positivity and consistency offer opportunities for refuge for all students including trauma-affected learners. These students are often hypervigilant and need options to retreat. Refuge spaces contribute to socio-emotional development and healing.

- Design chill zones, peace corners or refill stations for students—places to relax and restore balance.
- Think about the use of color, lighting, soft music and soft furniture (rugs and cushions).
- Apply sound-absorbing materials and variable lighting, if possible.

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Student check-in zone

Informal meeting spaces within the classroom are helpful for “ungrading” approaches that rely on regular conversation as a replacement for conventional point-based grading. (17)

Having a place to step aside from peers and have personalized attention from the teacher is important for educators and students to come together to set goals, plan, reflect, exchange feedback, and monitor progress.

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Trauma-informed learning design

For students affected by trauma, this design approach provides consistency and stability.

The environment must communicate safety by providing clarity in how it invites the student to participate in his or her learning. “Layers of learning” help trauma-affected learners retreat, observe and participate.

Provide protected spaces for more targeted interventions and one-on-one time that still communicates inclusion and belonging—rather than being separated or isolated. (18, 19, 20)

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Transparency to enhance community

Studies have shown racially segregated schooling negatively impacts educational outcomes. (21, 22) Thoughtful use of transparency allows students to see beyond the peers in their nearby space and grow their connections with peers who may not look like them.

Design space together to reflect who we are and what our community means to us.

- Windows—spaces to see each other
- Mirrors—spaces that reflect us
- Glass doors—spaces that transport us
- Technology—space that extends us

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Inclusive mindset in design

Traditional classroom designs reinforce messages of status quo and can further marginalize learners in historically excluded groups.

Recent studies show representations of both femininity and masculinity are not mutually exclusive. Students reported one of the highest senses of belonging in such spaces that are gender inclusive. (23)

Design learning spaces to go beyond gendered norms by using more diverse color palettes, collaborative furniture that avoids an implied classroom hierarchy, and biophilic design elements that embrace the beauty and complexity of nature.

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Trust-building spaces and environments

Create spaces to connect as a community and engage in restorative practices—spaces that support trust building, relationship building, showing care, and providing an emotionally safe environment.

Disrupt the hierarchy in a space by moving the center of the room from a teacher-focused wall to student-focused centers of discussion. This disrupts normative practices of learning that can inhibit sense of inclusion. (24)

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Peer mentoring

Peer mentoring is a great research-based strategy to enhance learning and develop socio-emotional skills. It can also personalize understanding of diversity by connecting students with peers with different lived experiences. (25)

Create places where students can peer mentor one another. Where could visiting mentors and mentees share feedback and collaborate?

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Space for sharing

Sharing is a universal way to bridge cultures, languages, beliefs, ages and break down barriers between students.

Most communities are not homogeneous. Therefore, it's important to create welcoming places that are conducive for sharing experiences—sharing food, stories, customs and more.

Create settings that demonstrate intentional representation of "many" to cultivate broader student awareness and a greater sense of communal ownership.

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Tranquility/recharge space

Sometimes it's helpful to remove oneself from the classroom and capture a moment to recharge, calm down, and collect oneself—a space for emotional and mental recharging.

Being in a space distinctly separate from the classroom allows a student to fully relax from the pressure of being part of a large group. Such a space can be filled with soothing elements—peaceful music, soft furniture, aromatherapy diffusers, plants, and lots of sunshine.

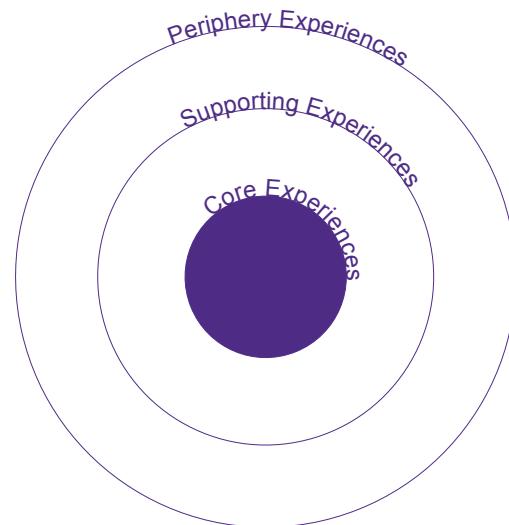
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Academic hub

Many students lack access to internet and technology at home or simply lack good study environments outside of school. Many more are latchkey kids with two working parents and lack the benefit of a supervised place to go after school.

Having a place where students can study after school, or even during free periods, provides more equitable access and a place to receive tutoring by faculty, staff, or peers.

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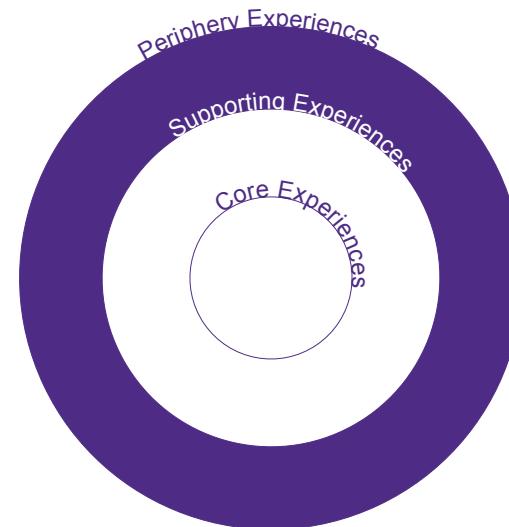
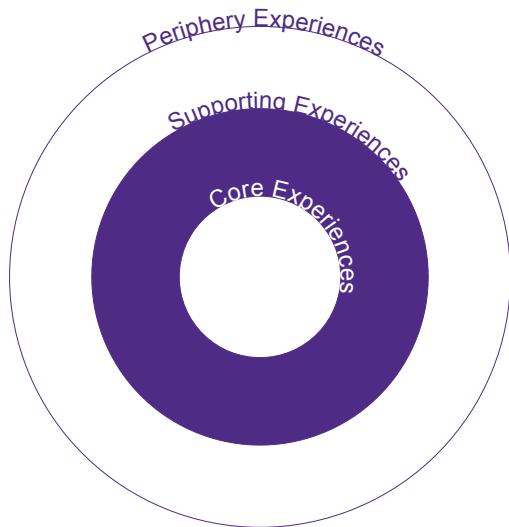


Groups were asked to align their UDL cards with core experiences, supporting experiences and periphery experiences to establish priorities and relationships between spaces and user experiences.



Core Experiences

- Student access to tools and resources
- Leverage the floor as learning space
- Engage students in real-world problems
- Student Access
- Collaboration
- Flexible space
- Movable Furniture
- Multi-Use Storage
- Environmental Literacy
- Tranquil Space
- Recharge
- Student Diversity
- Student Agency
- Trust-Building Spaces



Supporting Experiences

- Tranquility / recharge Space
- Academic hub
- Library
- Inclusive design
- Multiple mediums
- Sensory experiences
- Check in zone
- No hierarchy
- No teacher desk
- No front of room
- Integrate natural design principles, natural materials
- Wake up student senses
- Create a safe culture to dream
- Embrace fidgeting and movement
- Engage with any surface
- Allow students to “make” space
- Make student thinking and creativity visible in multiple mediums

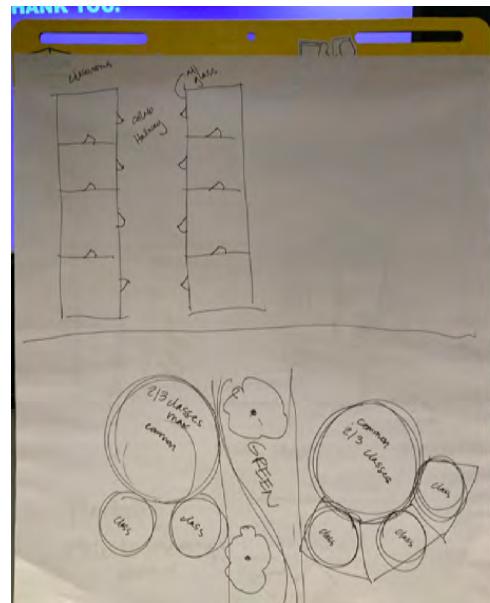
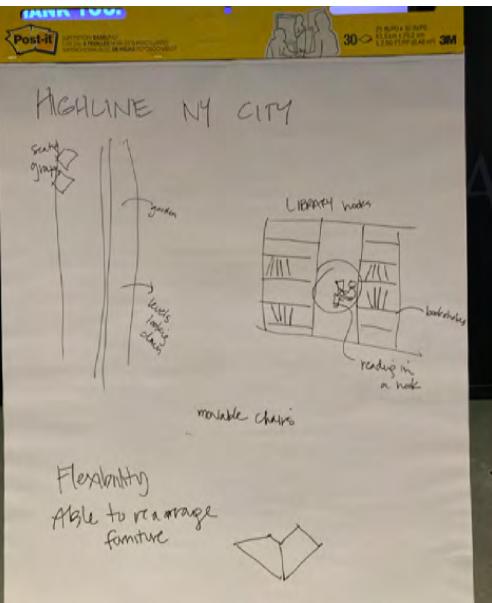
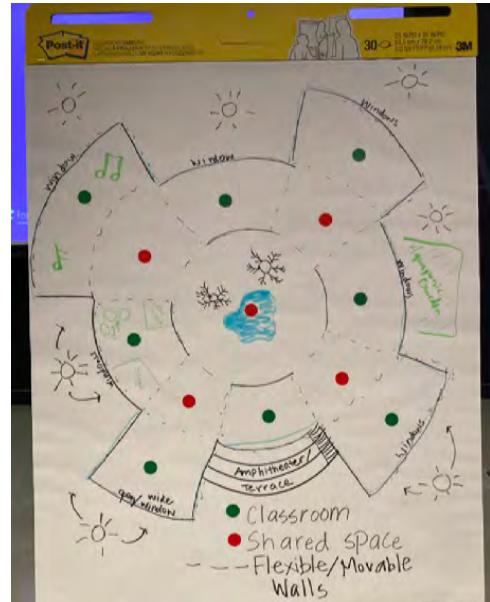
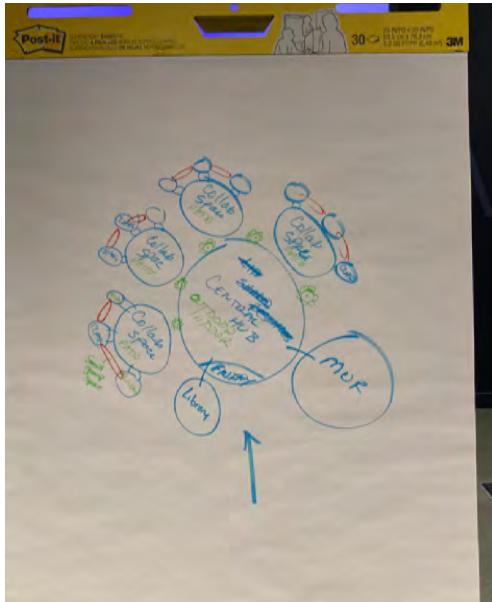
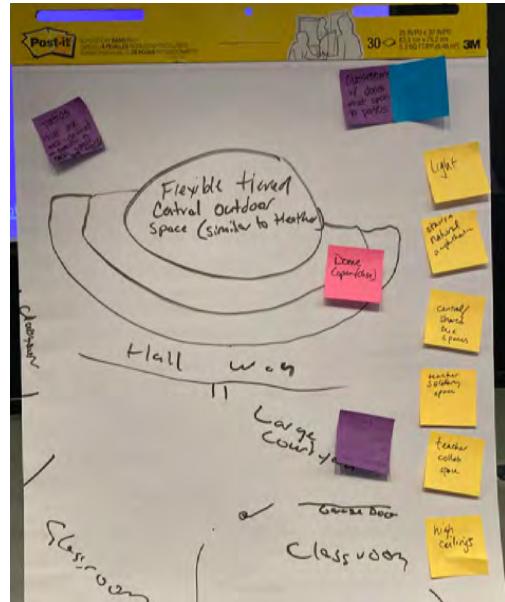
Supporting Experiences

- Inclusive mindset in design
- Tie learning to natural systems
- Classroom as a stage set
- Sensory experiences
- Natural design
- Transparency to enhance creativity
- Varies spaces



Visioning Sessions

Visioning Session 3 focused on developing connections between environments, space, and adjacencies. Building upon previous input, participants were asked to work together to develop



Participants created adjacency diagrams to represent relationships between space typologies and activity areas.

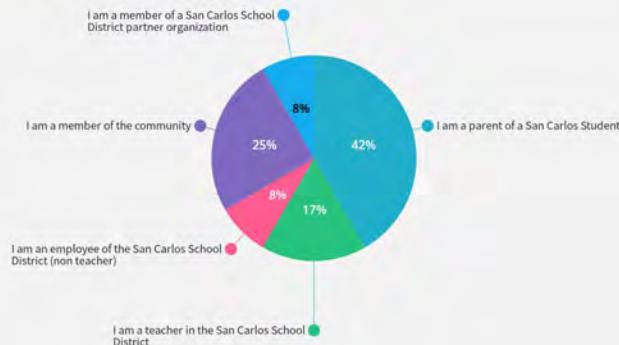
What elements of a space support Project Based Learning?



Participants were asked to dive deeper into specific space typologies to define the elements that make those spaces successful in supporting educational outcomes.

Community Engagement Sessions

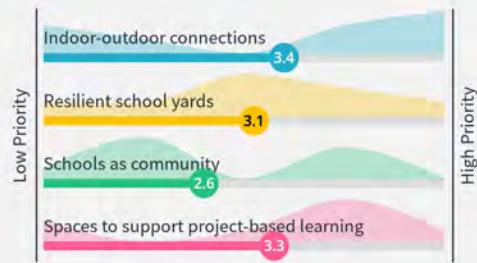
Welcome!



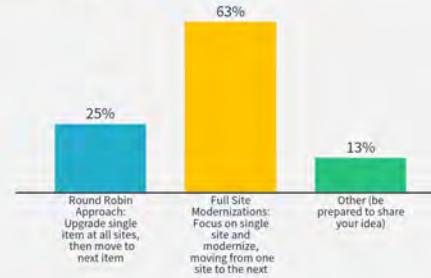
How would you prioritize these big ideas?



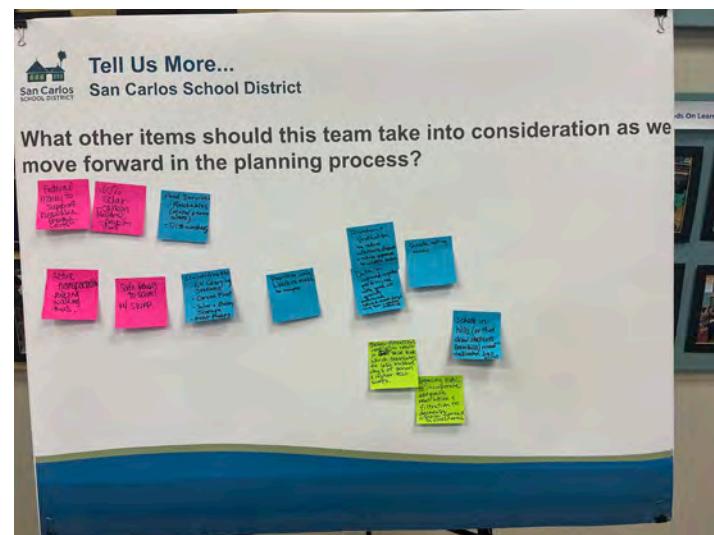
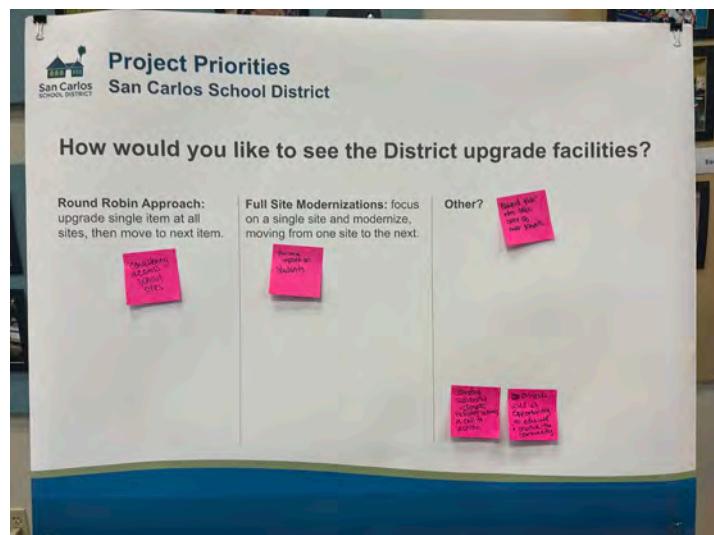
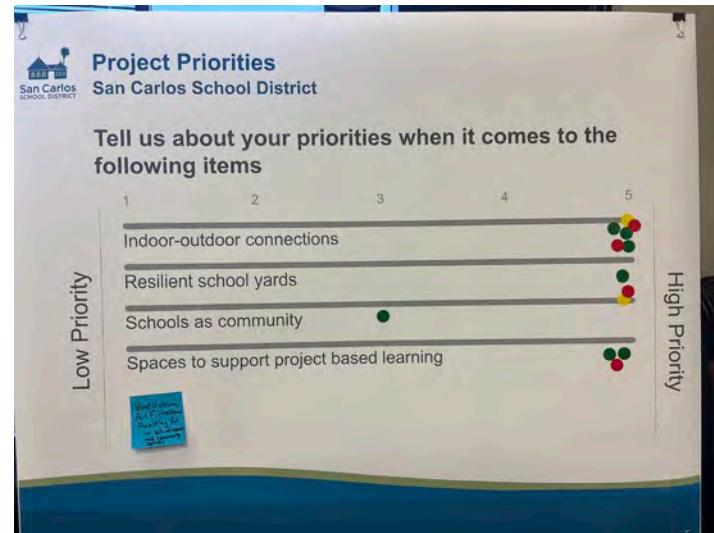
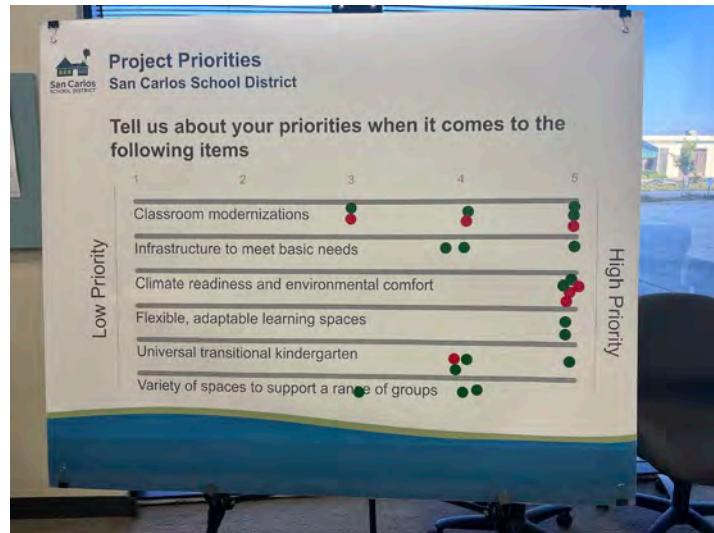
How would you prioritize these big ideas?



How would you like to see the District upgrade facilities?



Community Engagement Sessions were attended by a variety of community members which offered varied perspectives and used live polling to capture values and priorities. The input captured via survey facilitated thoughtful discussion and more detailed input.



Big Ideas



Classroom modernization with focus on building envelopes



Ensure basic needs are met to set the tone for learning



Climate Readiness and Environmental Comfort



Flexible, adaptable learning spaces



Universal, Transitional Kindergarten



Variety of space sizes to support a range of group sizes

Big Ideas

Stakeholders provided input to identify goals, frame challenges, generate ideas, and develop priorities. A synthesis of this input was distilled into a set of “big ideas” or concepts that help guide the master plan and identification of capital improvement projects to support educational outcomes.

This includes:

- Classroom modernizations, particularly building envelope upgrades which include exterior siding, windows, doors, and roofs.

- Ensuring basic needs are met to set the tone for learning, including restroom upgrades and additions, heating, ventilation and air conditioning (HVAC) systems to provide comfortable indoor environments and electrical upgrades to ensure adequate power.
- Environmental comfort, sustainable practice and climate readiness go hand in hand. The building systems that provide environmental comfort directly contribute to the district's climate readiness and should be designed with those goals in mind. These projects set the foundation for long-term sustainable initiatives.



- Flexible adaptable learning spaces to support a variety of activities, which can be changed based on the specific needs of the students and activities being performed.
- Universal transitional kindergarten is a new program being implemented across the state, which essentially adds a grade level to every elementary school. Spaces for transitional kindergarten are required to meet specific education code requirements and existing space will need to be converted or additional space added to meet those requirements.
- Stakeholders also identified a need for shared spaces which can be configured to support a variety of group sizes from 1 on 1 to small group, to whole class, and multi class group sizes.

- There is a desire to extend the learning environment to the outdoors with indoor-outdoor connections and in layering the work the district has already embarked on with the Resilient school yard grant program.
- Schools as community is a big idea that may encompass several different types of projects, the underlying goals being to create a sense of belonging and welcoming to students and the community that supports them.
- Finally, spaces such as maker spaces or tinker spaces with ample storage, project tables, and specialized equipment were identified to support project based learning.



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Enrollment, Capacity, and Utilization Analysis

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Enrollment, Capacity, and Utilization Analysis

ENROLLMENT

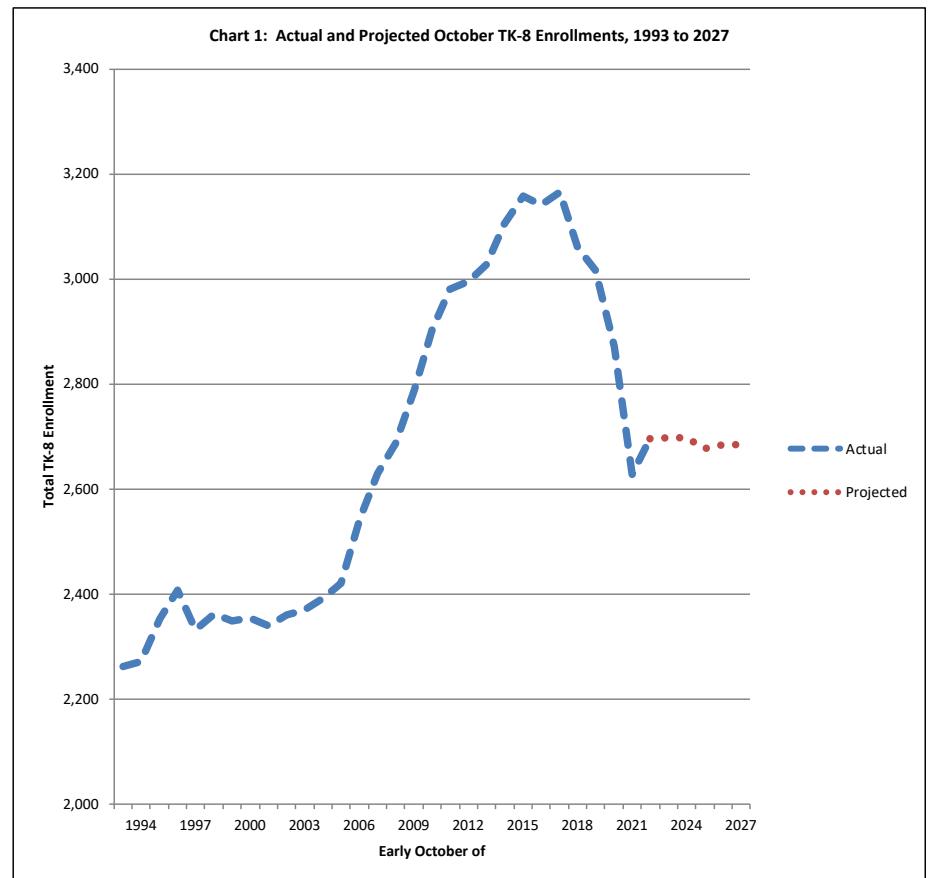
Introduction

An enrollment forecast study was commissioned by the San Carlos Board of Education and completed by Enrollment Projection Consultants in February of 2023. The findings provided in this summary serve as the basis for capacity analysis and long-term planning for the required quantity of spaces to deliver basic educational programs. This study is one of many input factors that inform the master plan.

The enrollment forecast study uses historical data to predict future trends, forecasting a steady student population. The District's actual enrollment; however, has been higher than predicted, in contrast to historical indicators. Overall, the District has the capacity to absorb additional students, but should closely monitor the utilization of available space to maximize use and efficiency. With that in mind, the facility master plan focuses on providing adequate space for expansion of programs such as Transitional Kindergarten, while maintaining existing available space for all other grade levels and programs, including dedicated space for after school programs.

Enrollment Forecast Study Findings

The enrollment forecast study reveals a fluctuating trend in student numbers. After a rise of over 700 students from 2005 to 2017, there was a decline of more than 500 students from 2017 to 2021, followed by a slight rebound of 68 students in 2022. However, the projections for the next five years indicate minimal changes, with only a two-student gain forecasted for the next year and a cumulative decline of 19 students over three years. The expansion of Transitional Kindergarten (TK) mitigates the reduction, as the forecast would have otherwise indicated a 120-student decrease by 2025. Notably, the study suggests that the recent decline



in student numbers is primarily attributed to families choosing not to enroll their children during the pandemic, rather than families leaving the district due to job losses. The findings also indicate divergences in enrollment changes between different grade levels and attendance areas within the district. Overall, the study highlights the relatively smaller changes expected in the near future compared to the fluctuating patterns observed between 2005 and 2022.

Methodology

Enrollment Projection Consultants (EPC) employs a detailed methodology for enrollment forecasting, drawing on their extensive experience in conducting over 400 studies for more than 70 school districts over the past 35+ years. To understand the community and evaluate enrollment trends, EPC conducts on-site visits, driving every street in the district's region and dividing it into distinct "planning areas" based on housing types, price ranges, and average home and parcel sizes. These planning areas play a crucial role in analyzing enrollment trends. Additionally, EPC utilizes Geographic Information System (GIS) technology to map the street addresses within each planning area and correct any errors in student addresses obtained from the district. By aggregating student counts by grade, housing types, and income levels, EPC creates 84 planning areas specific to the San Carlos School District for in-depth analysis and projection of student trends.

Historical Enrollment

Over the past 30 years, the total enrollment in the San Carlos School District (SCSD) has experienced significant fluctuations. From 1993 to 2005, there were relatively small changes, with the total enrollment staying within a range of 50 students around 2,380. However, from 2005 to 2015, there was a notable increase of over 700 students, followed by smaller differences in the subsequent years and a decline of over 500 students from 2017 to 2021. The pandemic exacerbated the decline, with a two-year loss of 388 students. While there was a slight rebound of 68 students in the current year, it is unlikely to see a further recovery in the coming years. Examining the net changes from 2015 to 2019 and 2019 to 2022, it is evident

that larger class sizes in the second through sixth grades in 2015 graduated to middle schools, leading to a decline in elementary students. The pandemic further impacted enrollment, resulting in a decrease of 204 elementary students in the last three years compared to a decline of 101 in the previous four years. The aging trend of the student population also contributed to these changes. Looking ahead, minimal changes are projected for the next year, with a slight gain in elementary enrollment offset by a decline in middle school enrollment. Over the next four years, there are slight differences between growth and decline in elementary and middle school totals, resulting in a net change of fewer than 20 students from the current total by 2027. The projections take into account local birth numbers and an expected return to pre-pandemic grade-to-grade advancement rates.

Transitional Kindergarten Impacts

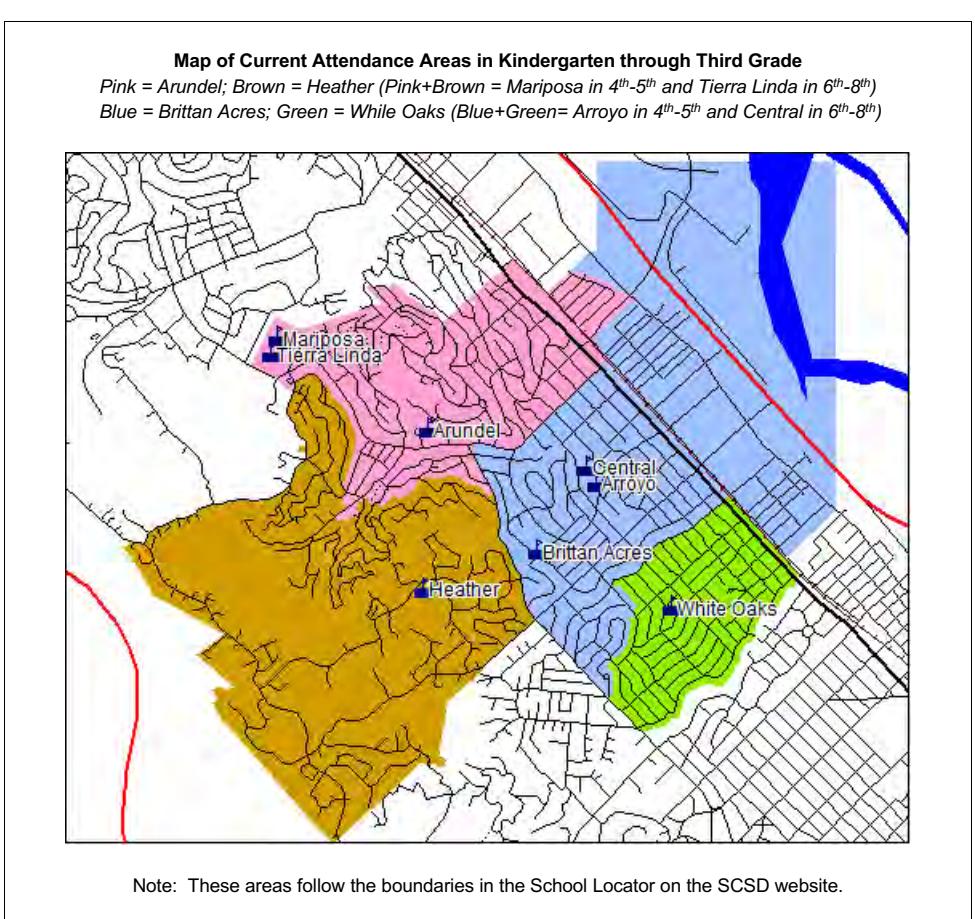
The projected TK (Transitional Kindergarten) enrollment amounts in the San Carlos School District (SCSD) are expected to be lower than kindergarten enrollment in the future, despite TK becoming eligible for all four-year-olds as of September 2, 2025. Previously, TK eligibility covered the three birth months from September to November. On average, districts had fewer TK students compared to kindergarten, with ratios often below 20%. In the SCSD, where TK is offered at all lower elementary schools, the average has been 21.6% since 2015. However, there are indications that as younger four-year-olds become eligible for TK, the enrollment ratio may decrease even further. Some parents may choose to skip TK and enroll their children directly in kindergarten. This trend is observed for the traditional three-month birth eligibility period, and it may continue as TK eligibility expands to younger four-year-olds. It is important to consider resident population figures rather than attending enrollment figures when analyzing student trends, taking into account intra-district and inter-district enrollment. By coding student addresses to planning areas representing different housing types and locations, the evolution of the student population can be assessed based on where they reside.

Birth Rates

Estimating future kindergarten populations is a subjective task due to the limited number of existing students to base calculations on. While trends in each location can provide average projections over several years, there may be single-year fluctuations that do not align with longer-term trends. To account for this, local birth data is reviewed to identify any unusual counts that might impact future kindergartens. Birth totals by zip code, gathered by county health departments and relayed to the State, are considered a suitable source for correlating with kindergarten enrollment. However, these birth figures have a five-year gap in relation to resulting kindergartners, and factors like housing turnover and parental choices of private schools can affect the correlation ratio. The data shows both negative and positive findings. The negative finding is that recent correlative ratios are lower, which is a concern, but cannot be completely ignored. The forecast targets a correlative ratio slightly below 83%, although the three-year average of 79% is also possible. The positive finding is that birth totals since 2017, including the pandemic-affected year of 2021, are moderately lower but not drastically reduced compared to preceding years. This suggests that relatively few families moved out of the San Carlos School District (SCSD) due to the socioeconomic impacts of the pandemic. Taking into account the birth total, the correlative ratio, and students from new housing, the projected 2022 kindergarten count in the SCSD is expected to be comparable to the current figure but lower than totals in previous years. Changes in inter-district numbers will also impact kindergarten enrollment in 2023.

Attendance Area Impacts

The analysis of resident student changes in specific grade ranges (K-3, 4-5, or 6-8) reveals that only four attendance areas experienced actual and projected changes of at least 20 students. The Arundel area had the largest increase this year with 23 more students, which offset a decline of 24 students in the previous year. Conversely, the Mariposa region had a reduction of 31 students, but it is projected



to recover in the next two years with an increase of 32 students by 2024 and maintaining that higher total in 2025. The fluctuation in Mariposa's student count can be explained by its enrollment in only two grades, where a large incoming or graduating class can significantly impact the total.

There are also divergent projections for resident student shifts in schools covering the same grade ranges. Tierra Linda is forecasted to have the largest decrease in

resident students, with 22 fewer students next year and 88 fewer students in three years. In contrast, the Central region is projected to add 27 students from 2022 to 2025. The distribution of students across grades in these middle school areas accounts for these differences. However, by 2025, both regions are expected to have similar resident student totals.

Furthermore, there is a significant projected decline in incoming inter-district enrollment. This projection is based on the current grade distribution and the expectation of low kindergarten enrollment for these students. In 2025, there are forecasts of 34 fewer incoming inter-district students in K-3, 20 fewer in 4-5, and 19 fewer in 6-8. However, acceptance levels and district decisions can influence these numbers, and maintaining the current TK-8 inter-district total would result in higher enrollments than projected.

Impacts of the Pandemic on Enrollment

The San Carlos School District (SCSD) experienced a notable increase in enrollment this year, with 68 more students, representing a 2.6% rise. This significant shift sets the SCSD apart from other local districts in San Mateo and Santa Clara counties, where most districts either had further declines in enrollment or minimal increases of less than 0.5%. Only one other district, Berryessa, had a higher increase rate. In comparison, the SCSD's enrollment growth is exceptional, especially considering its smaller student population of fewer than 3,000 students.

These findings reinforce the belief that the SCSD's enrollment increase is an anomaly unlikely to be repeated. It also validates the forecast made a year ago, which predicted either a smaller decline or a relatively stable total for the districts being analyzed. The expectation was based on the assumption that average grade-to-grade advancement rates would rebound and return to their previous levels. This assumption holds for most situations, including the SCSD in this study.

Housing Trends and Enrollment

The analysis of existing housing in the San Carlos School District (SCSD) reveals significant trends in resident student changes. The housing types categorized as "Relatively Modest" and "Mainly Middle Income" single-family detached (SFD) homes experienced the largest percentage losses in TK-8 students since 2019, with a decline of 13%. Similarly, K-2 students in these categories decreased by 14% and 18% respectively since 2019. However, these losses are not expected to continue at the same severe level, especially since there was a modest rebound in K-2 and TK-8 students this year. Despite the rebound, there are still significant net reductions in these housing categories, which currently provide over half of the district's students. The forecast predicts a small further decline in these categories.

The "Moderate through Middle Income" attached dwellings (apartments, condos, townhouses) experienced a 16% decline in TK-8 students over the past three years, but these units currently contribute only 4% to the SCSD enrollment. The "Upper Middle and Upper Income" homes had smaller percentage reductions in K-2 and TK-8 students since 2019, but they have had continuous declines since 2016, with a 22% drop in TK-8 students over the past six years. In contrast, the "Most Affordable and Relatively Affordable" attached housing showed a nominal net gain of 2% in TK-8 students since 2019, contrary to expectations considering the pandemic's impact on families with limited financial means.

Areas with new housing developments since 2014 added a minimal number of students to the district's enrollment. The SCSD's Tinsley-qualifying student totals initially rose unexpectedly in various grade ranges but have since declined significantly. This decline is attributed to factors such as declining enrollment in the Ravenswood City School District and the Belmont-Redwood Shores district no longer accepting new Tinsley students. The inter-district students, excluding Tinsley qualifiers, also show a significantly lower current total due to districts refusing to release additional students to the SCSD.

Overall, if not for the projected reductions in Tinsley and non-Tinsley inter-district students, the forecast suggests that new housing and a slower decline in existing dwellings would result in an increase in enrollment.

Cohort Survival

Grade-to-grade advancement rates, also known as cohort survival rates, calculate the net change in the number of students as they progress from one grade to the next. These rates are useful for forecasting enrollment trends and are typically averaged over several years. In the context of the study, these rates are examined to assess the impact of the pandemic on student trends and whether there has been improvement.

The grade-to-grade rates in the San Carlos School District (SCSD) show significant declines during the pandemic-affected years of 2019-2021, followed by a notable rebound in 2022. However, the SCSD stands out from other districts as it experienced extraordinary rebounds in most categories, with one category showing a rate increase even without a decline in the previous period. These rebounds are considered single-year offsets to the declines in the preceding years, and it is expected that the rates will return to pre-pandemic levels. This assumption suggests smaller shifts in student population as each class progresses but does not project a further recovery of students who left during the worst phase of the pandemic.

Conclusions and Recommendations

The 68-student increase in enrollment this year is considered an anomaly and not indicative of a consistent trend. However, there is a possibility of further meaningful gains in the future. The lack of a significant decrease in recent birth totals supports the potential for enrollment growth when considering new housing contributions. Nevertheless, statistical averages, regional findings, and expectations do not support a unique forecast of major enrollment growth in the San Carlos School District (SCSD) between now and 2027. The most likely scenario

is a 2027 total that is slightly higher or lower than the current figure, with both possibilities being equally likely. Beyond 2027, significant enrollment growth becomes more probable if planned large-scale housing developments are realized. While specific numbers are not provided, it is likely that the enrollment could reach levels between the current count of 2,696 and the peak of 3,165 achieved in 2017 with the addition of new housing.

CAPACITY ANALYSIS

Introduction

The capacity analysis compares the existing available space to the existing and projected enrollment. It informs the master plan in identifying surplus or deficit in existing teaching stations and support space. The capacity of a campus is subject to the loading, or number of students per space, of each classroom. For the purposes of this study, loading standards established by the State of California for facility funding have been used. This may not reflect district loading standards established by labor union contracts, but is a neutral metric for long-term facility planning.

Additionally, special consideration is given to space utilization. The capacity analysis demonstrates the maximum capacity of any given site based on the quantity of spaces which meet minimum requirements for teaching stations. This does not reflect the actual utilization of space. Campuses may use available space to reduce student to teacher ratios, loading classroom space below the maximum; they may also use available space to provide support services such as health and wellness, intervention, or other wrap around services.

The capacity analysis uses standards established by the California Department of Education for the size of a classroom. Only those spaces which meet the minimum size requirements for classrooms, as established by Title 5 of the California Education Code of Regulations are counted as eligible classrooms within the capacity analysis.

Title 5 Minimum Size Requirements for Classrooms

The minimum classroom size requirements outlined in Title 5 of the California Education Code are as follows:

- Kindergarten: classroom size for permanent structures is not less than 1,350 square feet, including restrooms, storage, teacher preparation, and wet and dry areas.

- Grades 1-12: A minimum of 960 square feet.
- Special Day Class: see special day class basic need table, next page.

These requirements specify the minimum floor space for classrooms based on the grade level. It is important to note that these are minimum standards and schools may choose to provide larger classrooms to accommodate a more comfortable learning environment.

California State Funding Program Loading Standards

Grade Level	Loading
Transitional Kindergarten	24:1
Elementary K-6	25:1
Middle School 7-8	27:1
High School 9-12	27:1

Special Day Class Basic Need	Grade Levels	Loading	Square Footage
Non-Severe Disability			
Specific Learning Disability	All	12	1,080
Mildly Intellectually Disabled	All	12	1,080
Severe Disorder of Language	All	10	1,080
Severe Disability			
Deaf and Hard of Hearing	All	10	1,080
Visually Impaired	All	10	1,330 (1,080 +250 Storage)
Orthopedically and Other Health Impaired	All	12	2,000 (1,080 +400 toilets + 250 storage + 270 daily living skills + 3000 therapy + 750 therapy per additional classroom)
Autistic	All	6	1,160 (1,080 + 80 toilets)
Severely Emotionally Disturbed	All	6	1,160 (1,080 + 80 toilets)
Severely Intellectually Disabled	Elementary	12	1,750 (1,080 + 400 toilets + 270 daily living skills)
Severely Intellectually Disabled	Secondary	12	2,150 (1,080 + 400 toilets + 270 daily living skills + 400 vocational)
Developmentally Disabled	All	10	2,000 (1,080 + 400 toilets + 250 storage + 270 daily living skills + 3000 therapy** + 750 therapy per additional CR)
Deaf – Blind / Multi	All	5	1,400 (1,080 +200 storage + 150 toilets)

*Special pupils may usually be grouped without accordance to type, especially in smaller districts or where attendance zones may indicate, to maximize loadings per classroom where there are children with similar educational needs

**Therapy add-ons not to be provided if on same site as orthopedically impaired.

Program Requirements	Loading	Pupils Enrolled	Square Footage
Resource Specialist Program for those pupils with disabling conditions whose needs have been identified by the Individualized Education Program (IEP) Team, who require special education for a portion of the day, and who are assigned to a regular classroom for a majority of the school day.***	All maximum caseload for Resource Specialist is 28, not all served at the same time.	1-8	240
		9-28	480
		29-37	720
		38-56	960
		57-65	1,200
		66-85	1,440
		86-94	1,680
		95-112	1,920

***To a maximum of 4 percent of the unhoused average daily attendance of the district, per new school or addition, to a maximum of 1,920 square feet.

Existing Capacity Analysis

SCHOOL	GRADE LEVEL	ENROLLMENT Oct. 2022 ENROLLMENT	TEACHING STATIONS	STATE CAPACITY								NOTES
				TOTAL TEACHING STATIONS	K-3 CLASSROOMS NEEDED	4-6 CLASSROOMS NEEDED	7-8 CLASSROOMS NEEDED	NON-SEVERE CLASSROOMS NEEDED	SEVERE CLASSROOMS NEEDED	TOTAL CLASSROOMS NEEDED	CURRENT SURPLUS/ (DEFICIT)	
Arundel Elementary	K-3	369	22	15	0	0	0	0	0	15	7	
Heather Elementary	K-3	298	21	12	0	0	0	0	0	12	9	Excludes Preschool and ACE Portables
Brittan Acres Elementary	K-3	336	24	13	0	0	0	0	0	13	11	Excludes 1 Preschool Portable
White Oaks Elementary	K-3	255	17	10	0	0	0	0	0	10	7	Excludes Preschool Portables
Mariposa Elementary	4-5	277	21	0	11	0	0	0	0	11	10	
Arroyo Elementary	4-5	277	20	0	11	0	0	0	0	11	9	Excludes IT and ACE Portables
Terra Linda Middle	6-8	458	24	0	0	17	0	0	0	17	7	
Central Middle	6-8	427	22	0	0	16	0	0	0	16	6	
		2,697	171	50	22	33	0	0	0	105	66	0

Source: 2022-23 Enrollment Forecast Report for SCSD

Projected Capacity Analysis

SCHOOL	GRADE LEVEL	ENROLLMENT 2025 PROJECTED ENROLLMENT	TEACHING STATIONS	STATE CAPACITY								NOTES
				TOTAL TEACHING STATIONS	K-3 CLASSROOMS NEEDED	4-6 CLASSROOMS NEEDED	7-8 CLASSROOMS NEEDED	NON-SEVERE CLASSROOMS NEEDED	SEVERE CLASSROOMS NEEDED	TOTAL CLASSROOMS NEEDED	CURRENT SURPLUS/ (DEFICIT)	
Arundel Elementary	K-3	317	22	13	0	0	0	0	0	13	9	
Heather Elementary	K-3	254	21	10	0	0	0	0	0	10	11	Excludes Preschool and ACE Portables
Brittan Acres Elementary	K-3	306	24	12	0	0	0	0	0	12	12	Excludes 1 Preschool Portable
White Oaks Elementary	K-3	200	17	8	0	0	0	0	0	8	9	Excludes Preschool Portables
Mariposa Elementary	4-5	270	21	0	11	0	0	0	0	11	10	
Arroyo Elementary	4-5	238	20	0	10	0	0	0	0	10	10	Excludes IT and ACE Portables
Terra Linda Middle	6-8	355	24	0	0	13	0	0	0	13	11	
Central Middle	6-8	363	22	0	0	13	0	0	0	13	9	
		2,303	171	43	20	27	0	0	0	90	81	0

Source: 2022-23 Enrollment Forecast Report for SCSD

Capacity analysis reflects maximum capacity available based on State Funding Program (SFP) loading standards. This does not reflect space utilization and educational programming.

SPACE UTILIZATION

The San Carlos School District currently has a surplus of 66 classrooms across all of its sites and, based on enrollment projections, is expected to grow to a surplus of 81. This does not mean however, that San Carlos' schools are able to remove existing classroom space. While these spaces meet the minimum criteria to serve as teaching stations, not all classrooms are utilized as such.

As with many school districts throughout the state, the majority of school campuses have been constructed with classrooms and basic, general support spaces such as administration, libraries, multi-purpose rooms and/or gymnasiums. There is a growing need for additional support spaces to deliver wrap around services for students including counseling, wellness, and intervention. Often times, the only available space to provide these services is in existing classrooms.

Furthermore, the addition of transitional kindergarten as a new grade level has a significant impact on facilities in providing both the quantity of space as well as the right sized space with the correct support components.

To that end, it is important for the facility master planning team to consider utilization as a key factor in right-sizing school campuses. Existing classrooms may need to be converted into transitional-kindergarten and kindergarten spaces which meet Title 5 requirements. The existing space may also need to be converted to office, small group, and flexible learning spaces to better accommodate support services.

Transitional Kindergarten and Extended Learning Impacts on Facility Capacity and Utilization

The district is currently experiencing growth beyond the projected enrollment developed in the enrollment study; this has particular impacts in regard to available space for Transitional Kindergarten and Extended Learning Programs. 10-12 classrooms are expected to be needed across the district to serve Transitional Kindergarten with a 2:20 ration by 2025. Growth in extended learning is expected

to facilitate a need for 4-5 classrooms spaces at the district's TK-3 grade school sites, with an additional 2-3 classrooms at the district's 4-5 grade school sites.

Short term solutions include the placement of portable structures to accommodate the immediate growth in these programs. Long-term capital improvements should consider replacing those portables with permanent structures.

Facility Condition Assessments

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Facility Condition Assessments

APPROACH TO FACILITY ASSESSMENTS

Facility master planning utilizes a hybrid approach of Top-Down and Bottom-Up assessment of facility needs. A Top-Down approach is project driven and reflects organizational goals. For example, developing a campus to support a specific educational goal and identifying the related scopes of work to complete that project. A Bottom-Up approach responds to component level deficiencies. For example, the replacement of a deteriorating HVAC system. The hybrid approach to assessment combines project and asset data in a way that makes sense to the organization. It takes into consideration the strategic goals of the organization to identify projects and completes targeted assessments of components to support those goals.

The assessment components derived from this approach, and combined in the final master plan, can be grouped into three categories:

Physical Needs Assessment (PNA)

Indicates the current state of physical degradation of a building system which is then prioritized based on asset criticality.

Capital Needs Assessment (CNA)

A financial planning tool that provides a realistic forecast of the required costs to repair or replace an asset

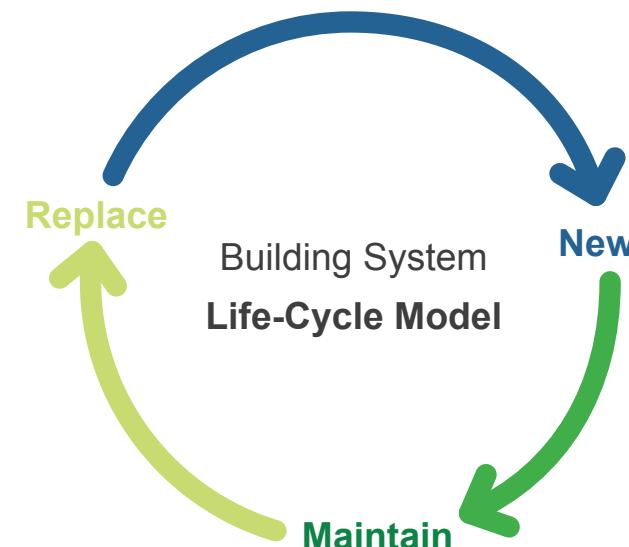
Functional Needs Assessment (FNA)

Used to identify the opportunities for adaptation and/or upgrades of an asset to address different forms of obsolescence, such as:

- Legal obsolescence (changing codes and standards)

- Economic obsolescence (energy efficiency measures)
- Technical obsolescence (new products on the market)
- Functional obsolescence (changes in functional programmatic needs)
- Style obsolescence (evolving aesthetic tastes)

These assessments are combined to form a holistic picture of what is required to take facilities from existing condition to desired condition. The report contained herein reflects the Physical Needs Assessment (PNA) and will be combined with a Capital Needs Assessment (CNA) and Functional Needs Assessment (FNA) in the facilities master plan.



Facility Condition Assessments

ASSESSMENT METHODOLOGY

Condition Assessments

Assessment teams conducted in-depth site walks to evaluate the existing conditions of facilities and building systems. The teams consisted of assessment specialists who determined the qualitative condition of site elements, building envelopes, building interiors, and infrastructure on a systems-level basis. Facilities were evaluated using a condition rating on a five point scale.

Facility Condition Ratings

5	Excellent	No visible defects, new or near new condition, may still be under warranty if applicable
4	Good	Good condition, but no longer new, may be slightly defective or deteriorated, but is overall functional
3	Adequate	Moderately deteriorated or defective, but has not exceeded useful life
2	Marginal	Defective or deteriorated in need of replacement, exceeded useful life
1	Poor	Critically damaged or in need of immediate repair, well past useful life

The analysis includes all cost observations ranked by Priority Classes and associated recommendations for proposed year of completion.

Priority 1: Currently Critical (Immediate)

Priority 2: Potentially Critical (Year 1)

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

Priority 4: Recommended (Years 6-10, 15, 20)

Priority 5: Does Not Meet Current Code but "Grandfathered" (No action required at this time, but should substantial work be undertaken correction would be required)

A Facility Condition Index is calculated for each building. This index is a function of required repairs compared to building replacement costs.

Facility Condition Index (FCI) Scale

0-5%	<i>In new or well-maintained condition, with little or no visual evidence of wear or deficiencies.</i>
5-10%	<i>In new or well-maintained condition, with little or no visual evidence of wear or deficiencies.</i>
10-30%	<i>Subjected to hard or long-term wear, Nearing the end of its useful or serviceable life.</i>
30% and above	<i>Subjected to hard or long-term wear, Nearing the end of its useful or serviceable life.</i>

Field Assessments

The assessment team conducted walk-through surveys of each facility and site to observe systems and components, identify physical deficiencies, and formulate recommendations to remedy the physical deficiencies.

As part of the walk-through survey, the assessment team surveyed 100% of each facility, including exterior and grounds, building exterior, roofs, sidewalk/pavement, and playgrounds and fields.

The assessment team also interviewed the building maintenance staff to gain an understanding of each site's historical repairs and replacements and their costs, level of preventative maintenance exercised, pending repairs and improvements, and frequency of repairs and replacements.

Assessment Elements

The facility condition assessment focuses on the following facility and site systems and components:



Site and Infrastructure

- Paving and Curbs
- Parking Lots
- Flatwork
- Landscaping /Appurtenances
- Topography
- Ingress/Egress
- Utilities
- Tunnel Systems
- Playgrounds/Play Fields

Building Envelope

- Structural Frame
- Fenestration / Facades
- Walls/Curtain Wall
- Windows
- Doors/Sliders
- Commercial Overhead Doors
- Decks
- Balconies
- Stairways

Roof and Rooftop Systems

- Roof Systems
- Membranes
- Flashings
- Parapets
- Skylights
- Pitchpans
- Appurtenances
- Rooftop Equipment



Interiors

- Interior Elements
- Ceiling Finishes
- Wall Finishes
- Flooring
- Lighting
- Fixed Components
- Accessibility Barriers
- Special Systems

Mechanical, Electrical, and Plumbing Systems (MEP)

- Heating
- Air-Conditioning
- Electrical
- Mechanical Rooms
- Vertical Transportation
- Life Safety
- Fire Protection / Security
- EV Charging Stations
- Plumbing / Sanitary

ASSESSMENT SUMMARY

Overall, San Carlos schools are well maintained and in good condition. The average FCI rating across the district is less than 2%. The district can expect to plan for more significant capital improvements in 5 to 10 years.

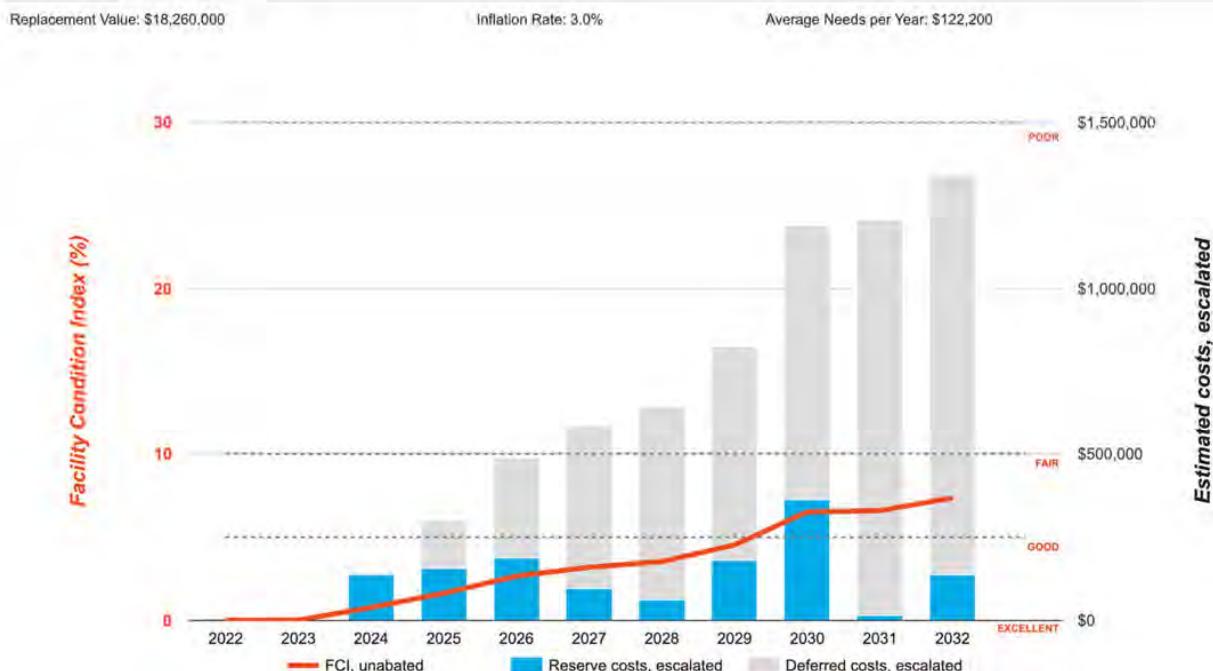
As it relates to the facilities master plan, this means that the district can place more of its resources towards maximizing the educational adequacy of its facilities rather than applying them towards retroactive maintenance and repairs.

District Wide Facility Condition Index

Facility (year built)	Cost/SF	Total SF	Replacement Value	Current	3-Year	5-Year	10-Year				
Arroyo School (1950)	\$838	21,800	\$18,260,000	0.0%	\$4,600	1.6%	\$299,700	3.2%	\$584,200	7.4%	\$1,343,600
Arundel School (1955)	\$826	44,144	\$45,336,180	1.3%	\$600,800	2.9%	\$1,317,200	6.5%	\$2,925,400	10.3%	\$4,677,300
Brittan Acres School	\$850	39,548	\$33,615,800	0.0%	\$1,700	3.9%	\$1,299,100	8.1%	\$2,717,400	12.4%	\$4,181,100
Central Middle School (1960)	\$850	78,000	\$66,300,000	0.0%	\$0	2.0%	\$1,347,500	4.8%	\$3,162,800	10.7%	\$7,112,200
District Office (1983)	\$700	12,247	\$8,572,900	0.0%	\$0	1.6%	\$141,300	2.8%	\$236,700	11.5%	\$989,400
Heather School (1965)	\$788	53,200	\$41,920,000	0.0%	\$9,900	1.5%	\$619,600	2.4%	\$1,017,300	7.4%	\$3,113,200
Mariposa School (1965)	\$850	25,706	\$21,850,100	0.0%	\$0	7.5%	\$1,646,500	12.2%	\$2,661,500	60.9%	\$13,309,800
San Carlos Charter Learning Center (2019)	\$823	35,617	\$29,299,450	0.4%	\$122,000	0.9%	\$256,400	1.2%	\$351,600	4.0%	\$1,170,700
Tierra Linda Middle School (1965)	\$836	66,849	\$55,858,650	1.9%	\$1,087,000	4.7%	\$2,607,100	6.9%	\$3,833,100	11.6%	\$6,455,200
White Oaks School (1946)	\$835	48,800	\$40,760,000	0.0%	\$0	1.3%	\$522,700	2.9%	\$1,200,300	10.3%	\$4,193,700

The Facility Condition Index (FCI) provides a theoretical objective indication of a building's overall condition. By definition, the FCI is defined as the ratio of the cost of current needs divided by current replacement value (CRV) of the facility.

Arroyo Elementary School



The vertical bars on the graph represent the year-by-year needs identified for the entire campus. The orange line in the graph forecasts what would happen to the entire campus FCI (left Y axis) over time, assuming zero capital expenditures over the next ten years. The dollar amounts allocated for each year (blue bars) are associated with the values along the right Y axis.

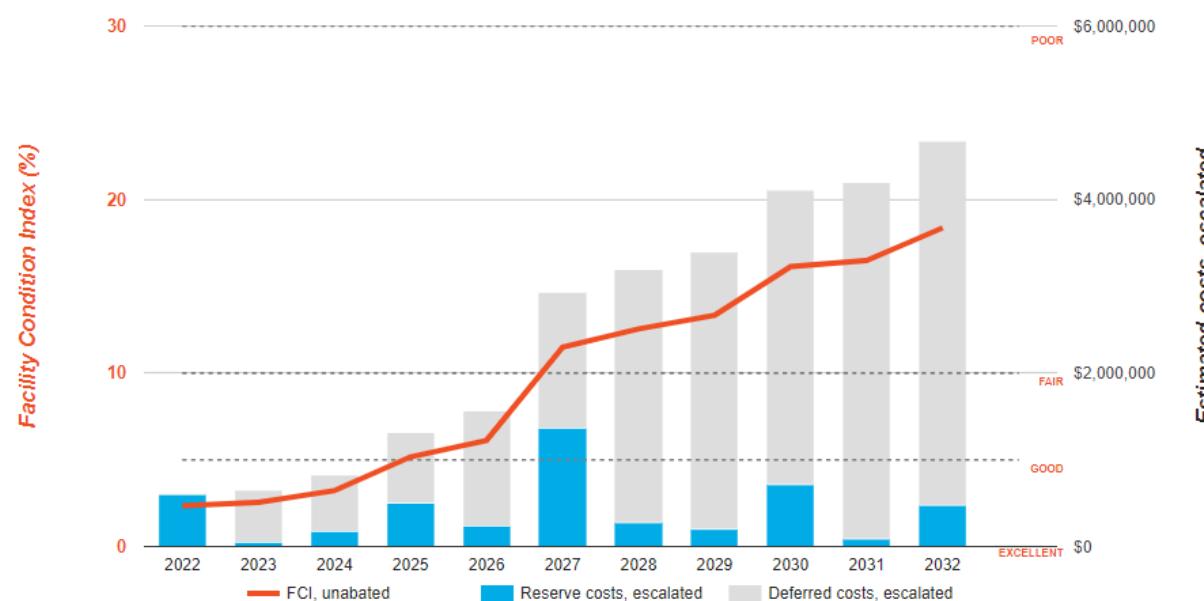
Facility (year built)	Cost/SF	Total SF	Replacement Value	Current	3-Year	5-Year	10-Year
Arroyo School / Classrooms 1-5, 15-18, & Learning Commons (1958)	\$850	14,000	\$11,900,000	0.0%	1.9%	2.3%	5.7%
Arroyo School / Classrooms 7-14 (1960)	\$850	6,000	\$5,100,000	0.0%	0.5%	1.9%	4.7%
Arroyo School / Portables (1995)	\$700	1,800	\$1,260,000	0.0%	0.1%	1.2%	3.6%

Arundel Elementary School

Replacement Value: \$34,643,000

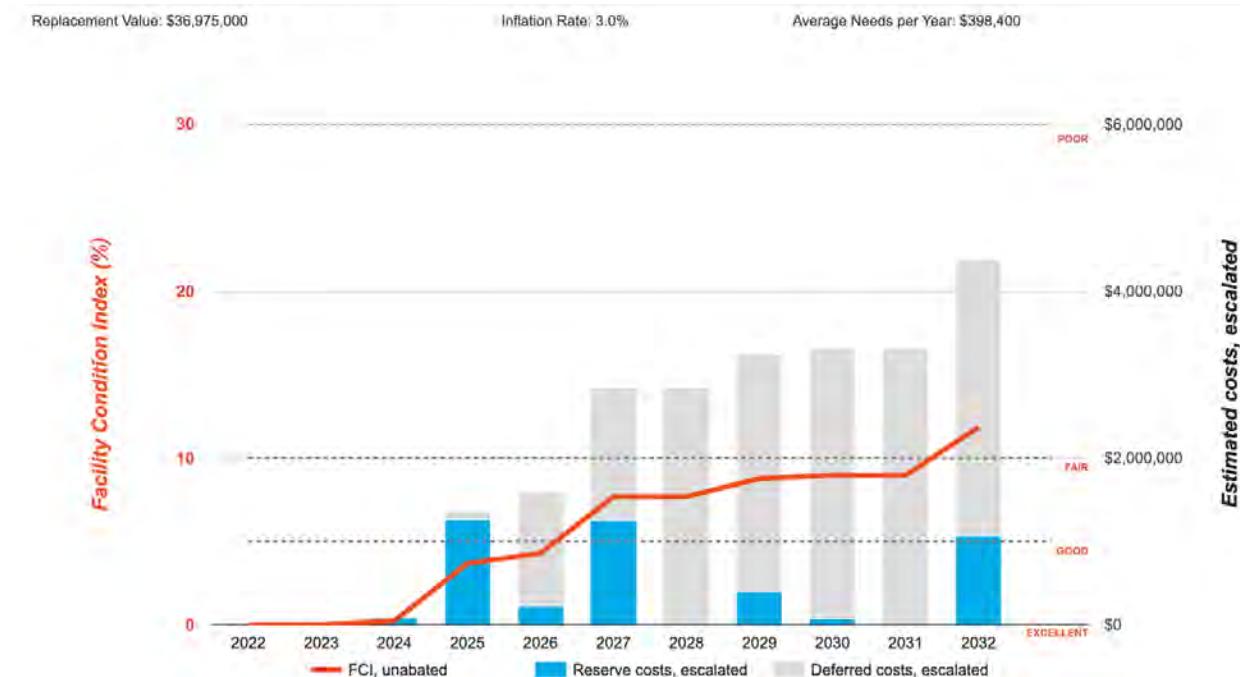
Inflation Rate: 3.0%

Average Needs per Year: \$425,300



Facility (year built)	Cost/SF	Total SF	Replacement Value	Current		3-Year		5-Year		10-Year	
				Current	3-Year	5-Year	10-Year	Current	3-Year	5-Year	10-Year
A. C. E. (F & G)	\$700	1,920	\$1,344,000	0.4%	\$5,700	2.9%	\$39,400	3.2%	\$43,000	9.5%	\$127,200
Administration	\$850	2,400	\$2,040,000	0.0%	\$0	6.5%	\$132,100	6.5%	\$133,100	12.0%	\$243,900
After School Facility	\$700	2,400	\$1,680,000	0.2%	\$3,900	1.5%	\$24,700	4.0%	\$66,900	4.5%	\$75,600
Classroom Building A-B	\$850	9,600	\$8,160,000	3.0%	\$247,600	3.3%	\$267,900	5.6%	\$457,300	9.3%	\$756,400
Classroom Building C-D	\$850	9,600	\$8,160,000	1.3%	\$102,300	2.6%	\$214,400	8.8%	\$718,800	11.5%	\$934,500
Classroom Building F	\$850	7,150	\$6,077,500	2.3%	\$141,500	4.5%	\$272,900	9.0%	\$545,100	14.7%	\$893,000
Library	\$850	3,154	\$2,680,900	0.0%	\$1,200	4.2%	\$112,700	7.3%	\$194,600	10.7%	\$286,400
Meeting 1A	\$700	960	\$672,000	0.9%	\$6,000	2.1%	\$13,900	3.7%	\$24,700	5.5%	\$37,300
Multi-Use	\$850	5,040	\$4,284,000	0.6%	\$27,200	1.0%	\$40,900	7.5%	\$323,400	10.1%	\$431,900
Preschool 22	\$700	1,920	\$1,344,000	0.0%	\$0	1.3%	\$17,300	2.8%	\$38,200	4.0%	\$53,700

Brittan Acres School



The vertical bars on the graph represent the year-by-year needs identified for the entire campus. The orange line in the graph forecasts what would happen to the entire campus FCI (left Y axis) over time, assuming zero capital expenditures over the next ten years. The dollar amounts allocated for each year (blue bars) are associated with the values along the right Y axis.

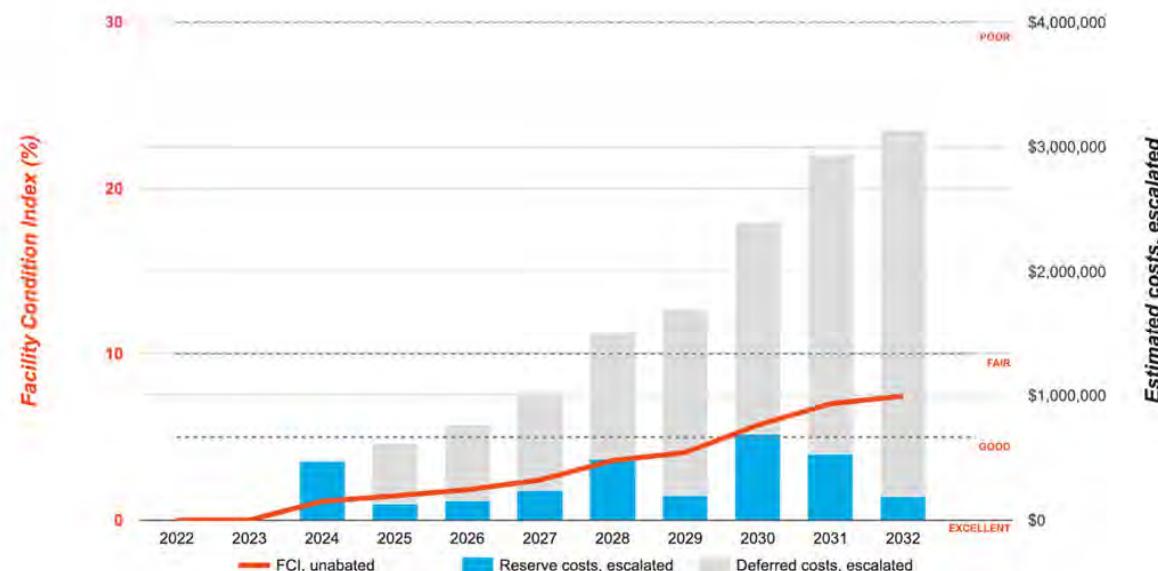
Facility (year built)	Cost/SF	Total SF	Replacement Value	Current	3-Year	5-Year	10-Year
Brittan Acres School / After-school Building (1950)	\$700	3,000	\$2,100,000	0.0%	0.0%	1.8%	3.7%
Brittan Acres School / Classroom 16-21 (1960)	\$850	6,000	\$5,100,000	0.0%	4.7%	8.4%	11.7%
Brittan Acres School / Classroom 8-12 (1960)	\$850	6,000	\$5,100,000	0.0%	5.2%	8.1%	12.4%
Brittan Acres School / Classrooms 1-4 (1960)	\$850	5,800	\$4,930,000	0.0%	4.7%	7.9%	11.5%
Brittan Acres School / Classrooms 13-15 (1960)	\$850	3,000	\$2,550,000	0.0%	9.1%	15.1%	17.5%
Brittan Acres School / Classrooms 5-7 (1960)	\$850	3,000	\$2,550,000	0.0%	10.2%	15.4%	19.4%
Brittan Acres School / Library Building (1960)	\$850	3,000	\$2,550,000	0.0%	0.0%	3.0%	11.6%
Brittan Acres School / Multi-purpose Building (1960)	\$850	6,000	\$5,100,000	0.0%	0.0%	2.1%	6.4%
Brittan Acres School / Office (1960)	\$850	3,500	\$2,975,000	0.0%	2.6%	8.5%	14.1%
Brittan Acres School / Pre-school Building (Portables) (1960)	\$700	3,000	\$2,100,000	0.0%	0.3%	2.0%	5.8%
Brittan Acres School / Restrooms and Shop (1960)	\$850	1,200	\$1,020,000	0.0%	1.5%	3.4%	6.4%

Heather School

Replacement Value: \$41,920,000

Inflation Rate: 3.0%

Average Needs per Year: \$284,500



The vertical bars on the graph represent the year-by-year needs identified for the entire campus. The orange line in the graph forecasts what would happen to the entire campus FCI (left Y axis) over time, assuming zero capital expenditures over the next ten years. The dollar amounts allocated for each year (blue bars) are associated with the values along the right Y axis.

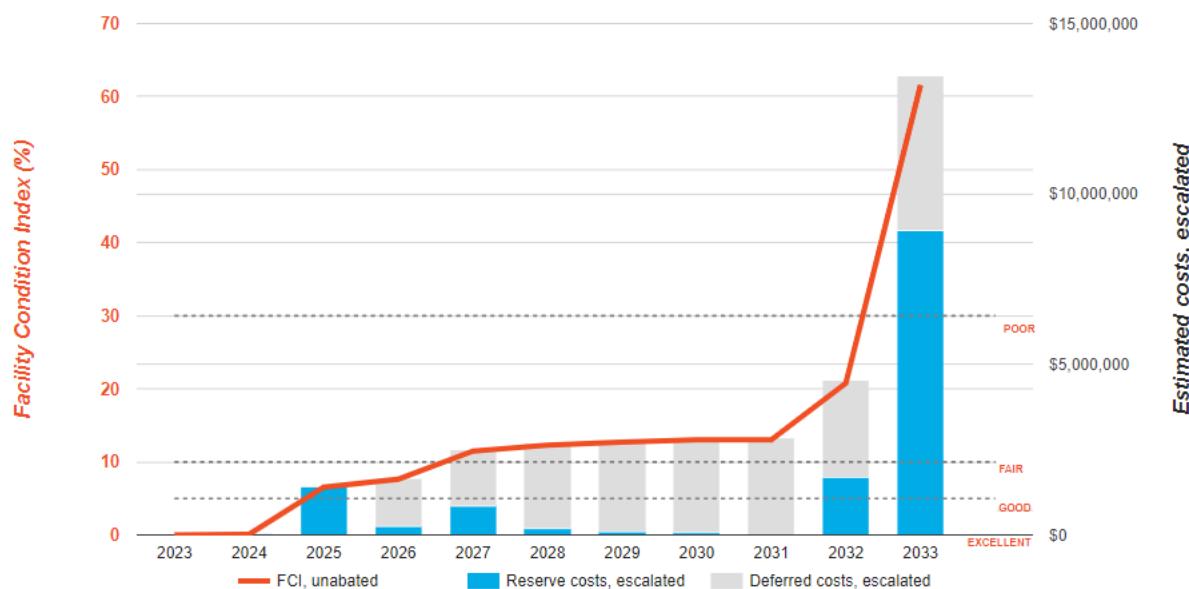
Facility (year built)	Cost/SF	Total SF	Replacement Value	Current	3-Year	5-Year	10-Year
Heather School / Classrooms 1-20 (1965)	\$850	26,000	\$22,100,000	0.0%	0.8%	1.5%	5.8%
Heather School / Modulars (2003)	\$700	9,400	\$4,690,000	0.0%	1.4%	3.4%	6.6%
Heather School / Multi-use, Library & Conference Rooms (1965)	\$850	15,300	\$13,005,000	0.0%	0.1%	0.2%	3.2%
Heather School / Office (1999)	\$850	2,500	\$2,125,000	0.0%	1.0%	2.8%	11.0%

Mariposa School

Replacement Value: \$21,850,100

Inflation Rate: 5.5%

Average Needs per Year: \$1,223,500



The vertical bars on the graph represent the year-by-year needs identified for the entire campus. The orange line in the graph forecasts what would happen to the entire campus FCI (left Y axis) over time, assuming zero capital expenditures over the next ten years. The dollar amounts allocated for each year (blue bars) are associated with the values along the right Y axis.

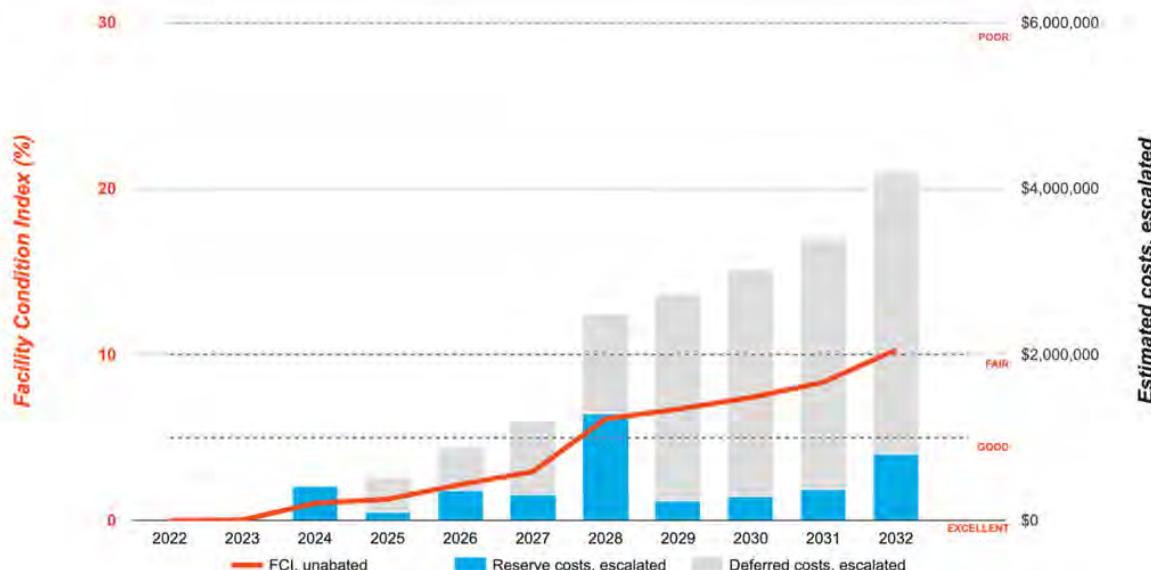
Facility (year built)	Cost/SF	Total SF	Replacement Value	Current	3-Year	5-Year	10-Year
Mariposa School / Buildings	\$850	25,706	\$21,850,100	0.0%	\$0	7.5% \$1,646,500 12.2%	\$2,661,500 60.9% \$13,309,800

White Oaks School

Replacement Value: \$40,760,000

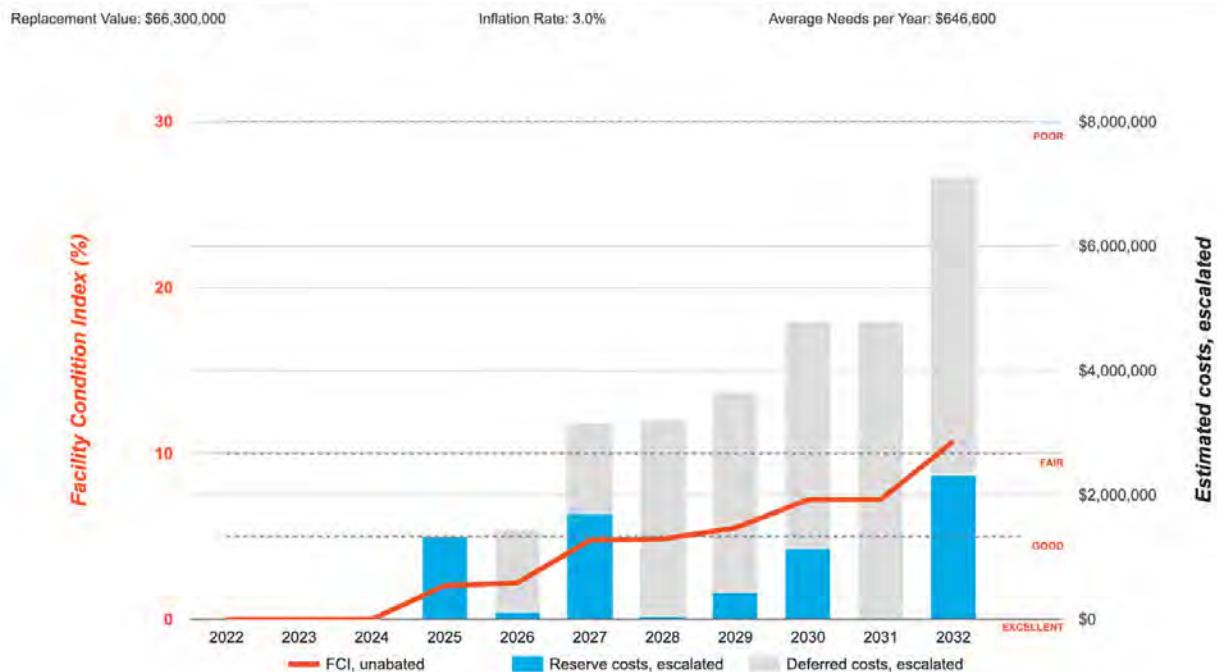
Inflation Rate: 3.0%

Average Needs per Year: \$381,300



Facility (year built)	Cost/SF	Total SF	Replacement Value	Current	3-Year	5-Year	10-Year
White Oaks School / Classrooms 1-4, 7-11, Office (1946)	\$850	22,200	\$18,870,000	0.0%	2.4%	3.1%	8.5%
White Oaks School / Classrooms A-H (1957)	\$850	16,400	\$13,940,000	0.0%	0.0%	1.8%	9.8%
White Oaks School / Modulars (1990)	\$700	4,800	\$3,360,000	0.0%	0.5%	1.9%	6.9%
White Oaks School / Multi-use Building (1993)	\$850	5,400	\$4,590,000	0.0%	0.0%	0.1%	7.0%

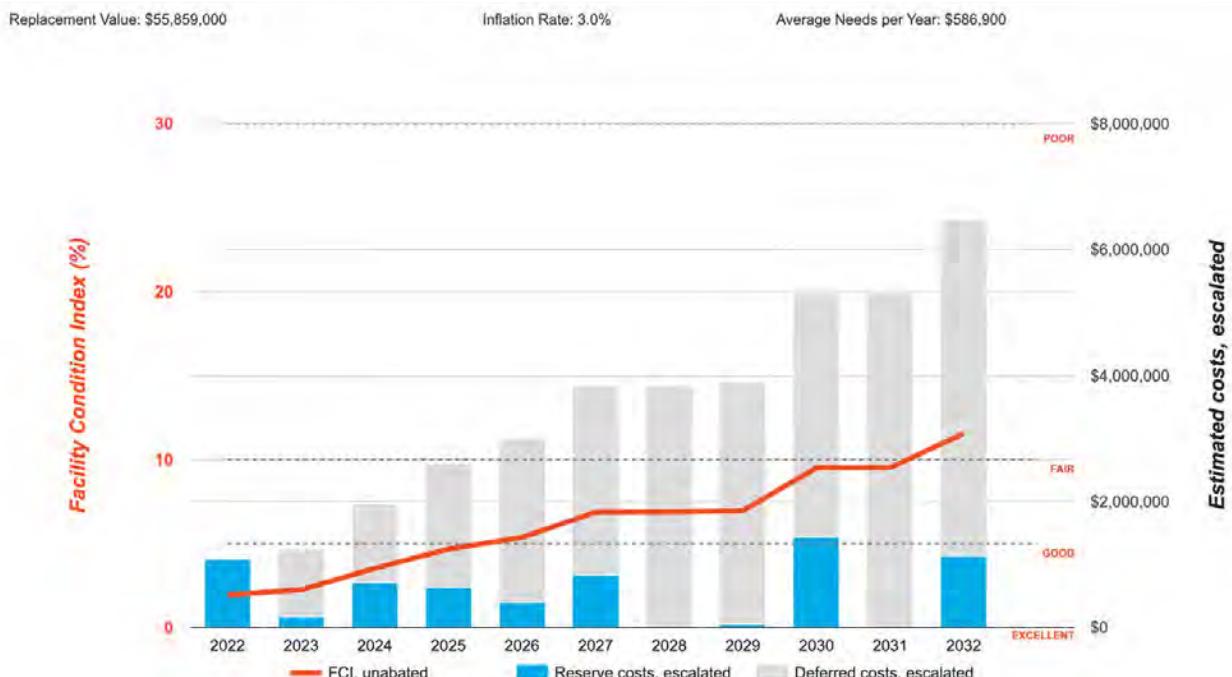
Central Middle School



The vertical bars on the graph represent the year-by-year needs identified for the entire campus. The orange line in the graph forecasts what would happen to the entire campus FCI (left Y axis) over time, assuming zero capital expenditures over the next ten years. The dollar amounts allocated for each year (blue bars) are associated with the values along the right Y axis.

Facility (year built)	Cost/SF	Total SF	Replacement Value	Current	3-Year	5-Year	10-Year
Central Middle School / Gym (1990)	\$850	8,000	\$6,800,000	0.0%	2.4%	4.1%	22.9%
Central Middle School / Library Building (1960)	\$850	15,000	\$12,750,000	0.0%	0.0%	3.7%	8.2%
Central Middle School / Mustang Building (1930)	\$850	20,000	\$17,000,000	0.0%	5.1%	8.6%	16.7%
Central Middle School / North-South Classroom (2015)	\$850	35,000	\$29,750,000	0.0%	0.9%	3.1%	4.3%

Tierra Linda Middle School



The vertical bars on the graph represent the year-by-year needs identified for the entire campus. The orange line in the graph forecasts what would happen to the entire campus FCI (left Y axis) over time, assuming zero capital expenditures over the next ten years. The dollar amounts allocated for each year (blue bars) are associated with the values along the right Y axis.

Facility (year built)	Cost/SF	Total SF	Replacement Value	Current	3-Year	5-Year	10-Year
Tierra Linda Middle School / Classrooms 1-9 (1965)	\$850	24,000	\$20,400,000	3.5%	5.1%	6.1%	8.7%
Tierra Linda Middle School / Classrooms 19-21 (2000)	\$850	3,000	\$2,550,000	1.7%	3.5%	7.2%	8.6%
Tierra Linda Middle School / Gymnasium / Music and Locker Rooms (2000)	\$850	13,392	\$11,383,200	0.5%	3.8%	8.3%	10.1%
Tierra Linda Middle School / Library and Science (2000)	\$850	11,440	\$9,724,000	2.6%	7.1%	8.6%	16.5%
Tierra Linda Middle School / Office and Multi Purpose (2019)	\$850	8,597	\$7,307,450	0.0%	0.0%	2.5%	6.6%
Tierra Linda Middle School / Portables 14-18 (2012)	\$700	4,500	\$3,150,000	0.0%	2.0%	4.1%	7.5%
Tierra Linda Middle School / Portables 22-23 (2005)	\$700	1,920	\$1,344,000	0.8%	6.1%	6.1%	10.0%

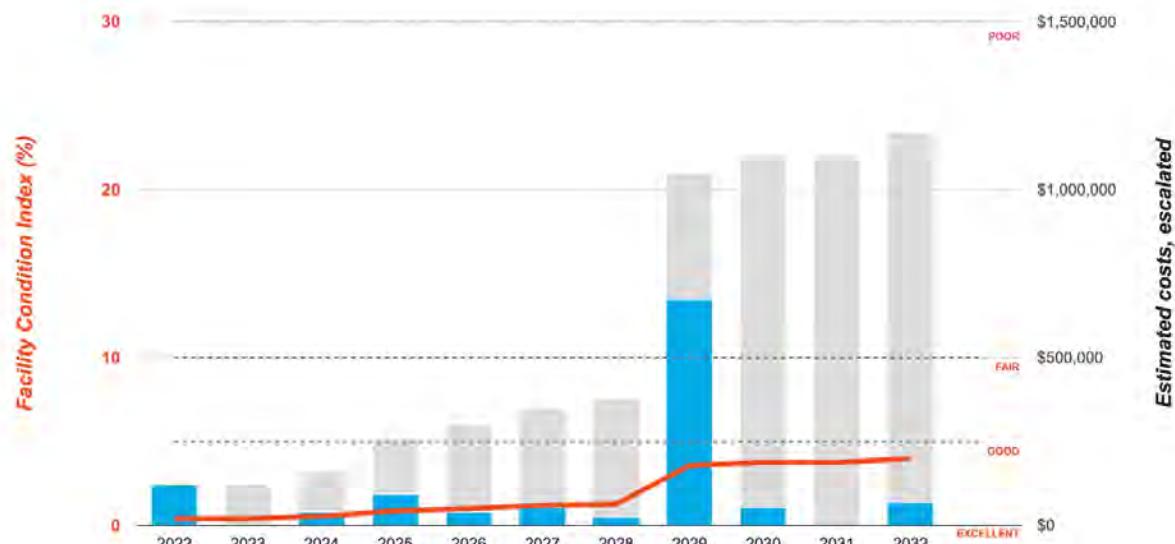
San Carlos Charter Learning Center

FCI Analysis: San Carlos Charter Learning Center

Replacement Value: \$29,300,000

Inflation Rate: 3.0%

Average Needs per Year: \$106,500



The vertical bars on the graph represent the year-by-year needs identified for the entire campus. The orange line in the graph forecasts what would happen to the entire campus FCI (left Y axis) over time, assuming zero capital expenditures over the next ten years. The dollar amounts allocated for each year (blue bars) are associated with the values along the right Y axis.

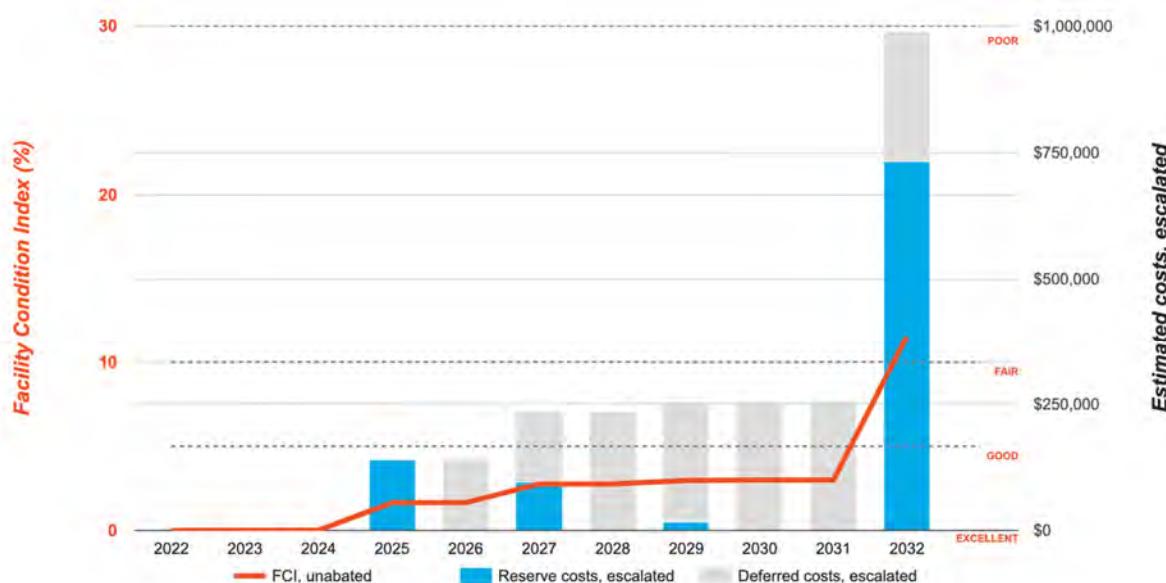
Facility (year built)	Cost/SF	Total SF	Replacement Value	Current	3-Year	5-Year	10-Year
San Carlos Charter Learning Center / Classroom Buildings (2019)	\$850	25,277	\$21,485,450	0.0%	0.0%	0.0%	2.8%
San Carlos Charter Learning Center / Multi-Purpose Building (2017)	\$850	3,840	\$3,264,000	0.0%	0.0%	1.6%	3.8%
San Carlos Charter Learning Center / Portables (2000)	\$700	6,500	\$4,550,000	2.0%	4.3%	5.3%	8.0%

San Carlos District Office

Replacement Value: \$8,573,000

Inflation Rate: 3.0%

Average Needs per Year: \$90,000



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Facility (year built)	Cost/SF	Total SF	Replacement Value	Current	3-Year	5-Year	10-Year
District Office (1983)	\$700	12,247	\$8,572,900	0.0%	1.6%	2.8%	11.5%

Summary of Identified Repair Costs for Existing Building Systems

Repair costs for each site have been identified and associated to the remaining useful life of each building system. A summary of these costs is provided to demonstrate the capital funding needed over time to address existing building systems. This is not a complete understanding of the capital costs for each site, but rather the basis of understanding for existing conditions. The facility master plan takes these items into consideration, combined with building system improvements and programmatic needs which may cannibalize some of these costs.

Site	Immediate Needs	1 Year	2 Years	3 Years	4 Years	5 Years	6 Years	7 Years	8 Years	9 Years	10 Years	Grand Total
Arroyo	\$3,500	\$101,615	\$110,560	\$129,400	\$61,500	\$40,250	\$92,250	\$219,325	\$8,400	\$79,500	\$13,800	\$860,100
Arundel	\$505,288	\$179,632	\$353,686	\$168,105	\$913,735	\$175,128	\$125,140	\$411,150	\$39,800	\$220,100	\$12,000	\$3,103,764
Brittan Acres	\$15,320	\$95,000	\$622,140	\$62,400	\$799,080		\$254,090	\$26,650		\$574,955		\$2,449,635
Central	\$23,950	\$105,230	\$766,000	\$95,395	\$1,133,900	\$129,840	\$278,500	\$799,750		\$1,301,900	\$52,340	\$4,686,805
District Office	\$350	\$450	\$99,353		\$63,784		\$50,753	\$1,500		\$422,411		\$638,600
Heather	\$62,640	\$88,825	\$33,800	\$227,850	\$158,470	\$306,875	\$100,250	\$418,410	\$319,680	\$111,600	\$672,695	\$2,501,095
Mariposa	\$2,250	\$12,450	\$677,400	\$110,000	\$362,600	\$24,000	\$22,500	\$24,900		\$563,200	\$909,000	\$2,708,300
San Carlos Charter Learning Center	\$39,525	\$15,950	\$91,910	\$28,600	\$36,680	\$20,250	\$402,743	\$57,650		\$45,250	\$43,325	\$781,883
Tierra Linda	\$72,120	\$83,430	\$1,172,055	\$390,095	\$777,464	\$108,635	\$2,600	\$812,497		\$590,569	\$1,157,359	\$5,166,824
White Oaks	\$152,045	\$491,915	\$180,320	\$395,650	\$201,700	\$768,535	\$122,900	\$164,875	\$150,350	\$233,820	\$136,300	\$2,998,410
Grand Total	\$876,988	\$1,174,497	\$4,107,224	\$1,607,495	\$4,508,913	\$1,573,513	\$1,451,725	\$2,936,707	\$518,230	\$4,143,305	\$2,996,819	\$25,895,415

Site Master Plans

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Active Facilities Projects

RECENTLY COMPLETED, IN PROGRESS, AND PLANNED PROJECTS

The facility master plan reflects the long-term vision for capital improvement projects across the district; however, it also takes into consideration projects that the district has recently completed, currently has in progress, or has planned as a part of its routine maintenance and facilities improvements.

Recently Completed, In Progress, and Planned Projects

Site	Project	Status
Recently Completed Projects		
Arundel	Exterior painting campus-wide	Complete
Brittan Acres	Exterior painting campus-wide	Complete
Central	Mustang Hall Curtain Replacement	Complete
Heather	Exterior painting campus-wide	Complete
Heather	Field Upgrades (Reseeding)	Complete
Arroyo ES	Field Upgrades (Reseeding)	Complete
White Oaks	New Roof - Main Wings, MPR, Library (all buildings except Annex) - no portables	Complete
White Oaks	Preschool- remove some paving areas and add synthetic turf	Complete
Tierra Linda	Field Upgrades (Reseeding)	Complete
Tierra Linda	Parking Lot Restriping	Complete
Tierra Linda	Irrigation System repairs / re-design	Complete
Tierra Linda	Gutter Repair - old classroom wing	Complete
Projects In Progress		
Arroyo ES	Adding sink to P1	In progress
Arundel	TK- 2 portable classrooms 24x40 with restrooms (includes sewer upgrades / utilities)	In progress
Arundel	Resurfacing and striping parking and roadway to Tennis Courts	In progress
Brittan Acres	TK - 2 portable classrooms 24x40 with restrooms	In progress

Site	Project	Status
Brittan Acres	Portable Restrooms near TK classrooms (at end of Room 12) 12x24	In progress
Heather	TK- 1 portable classrooms 24x40 with restrooms (includes sewer upgrades / utilities)	In progress
Mariposa	Add fencing to secure school - chainlink	In progress
Arroyo ES	Civil Engineering survey - site survey (blacktop deteriorating, needs resurfacing)	In progress
Central	MDF emergency backup power upgrade	In progress
Central	SCEF Building Asbestos Ceiling Abatement	In progress
Central	826 Chestnut Feasibility Study	In progress
Central	Library and SCEF Building Re-Roofing	In progress
Tierra Linda	Add portable AC - with window modifications (at location of portable AC) - Old Wings	In progress
District Office	Roofing Repair (covered by HOA)	In progress
Arundel	Replace window blinds with shades	Planned
Arundel	Add portable AC - with window modifications (at location of portable AC)	Planned
Brittan Acres	Add portable AC - with window modifications (at location of portable AC)	Planned
Heather	Replace window blinds with shades	Planned
Heather	Add portable AC - with window modifications (at location of portable AC)	Planned
Heather	Replacing existing fencing (wood)	Planned
Heather	Civil engineering study to evaluate bioswale	Planned
White Oaks	Add portable AC - with window modifications (at location of portable AC)- Add condensing coil to existing furnace units	Planned
Mariposa	Add portable AC - with window modifications (at location of portable AC)	Planned
Central	Gymnasium Flooring Resurfacing	Planned
Charter School	Civil engineering study to evaluate bioswale / water run off	Planned
District Office	HVAC zoning update	Planned
Central	Gymnasium Flooring Resurfacing at Mustang Hall	Planned

PROJECT TRACKING

As part of the facility master planning process, the planning team has developed a database of facility history, condition, and planned projects. This tool will be used to track project progress and inform future planning decisions.

ASSETCALC™
BUREAU VERITAS

San Carlos K-12_District Mstr Plan
Project Number: 158010.22R000
FY 2023 Switch Client

- All Facilities
- All Assets
- Reports & Graphs
- Documents
- Cost Library
- Capital Planning
- krose
- Help
- Admin

All Facilities Arroyo School

Overview Assets & Observations Inventory Photos FCI Documents Work Completed Work Screen Tools

	IMMEDIATE	2-Year	5-Year	10-Year	20-Year
Totals, Unescalated	\$6,520	\$524,530	\$979,215	\$1,881,334	\$4,897,019
Totals, Escalated (5.00% inflation, compounded annually)	\$6,520	\$572,101	\$1,124,903	\$2,461,255	\$8,852,871

Average yearly investment: \$442,644 Show year by year

Site Information

Assessment Date	11/20/2022
Facility	Arroyo School
Replacement Value	\$30,818,749
Street	1710 Arroyo Avenue
City	San Carlos
State	CA
Zip	94070
Building Type	Elementary School
BV Project Number	158010.22R000-005.354
Total Square Footage	36935
Year Built	1950
GPS	37.5002098, -122.260342

All Arroyo School Buildings Information

Show/Hide Details

Site Master Plans

COMPONENTS OF THE MASTER PLAN

Arundel Elementary School

SITE PROFILE

Site Profile
Site identification and statistical information

Site Aerial
Aerial view of existing site

The Site Profile section contains detailed information about the school's location, address, CDS code, type, grade level, acreage, building square footage, standard parking, accessible parking, teaching stations, development year, and renovation history. The Site Aerial view shows the physical layout of the school grounds and surrounding area.

Site Master Plan Map

Site map indicates location of proposed projects
Color coded to project categories
Key notes indicate specific project scopes

Scopes of Work

Scope of work descriptions and key notes

Arundel Elementary School

SITE MASTER PLAN

The Site Master Plan map shows the proposed project locations across the school grounds, color-coded by category. The Scopes of Work section provides detailed descriptions and key notes for each proposed project, such as new construction, building improvements, and site improvements.

Legend

- New Construction
- Light Modernization
- Medium Modernization
- Heavy Modernization
- Demolition
- Shade Structure
- ADA Improvements
- Solar Shade Structure
- Outdoor Learning
- Landscape
- Play Areas
- Renovated

Scopes of Work

Building Improvements

- New recreation and storage building
- 2000 SF new after school care structure
- Believe play structure
- Small group instruction, counseling
- Special education
- Multi-use room for student common/maker space, new entrance addition
- New staff lounge/workroom and patio
- 2000 SF new kindergarten building and restroom for playground
- 2000 SF new ACZ building

Site Improvements

- Area to incorporate resilient schoolyard concepts
- ADA accessible paths
- New play structure/ADA access
- Concent to teacher parking
- Reinforced playground structure
- Demolish existing portable and add new outdoor learning

Existing Site Map

Existing site map with color coded space utilization

Legend

- Pre-school
- After-school
- Classrooms
- Electives (Science, Art)
- Learning Commons
- Breakout Room
- Library / Media
- Gymnasium
- Multi-use Room
- Food Service
- P.E. Locker Room
- Utilities & Storage
- Cooking
- Restrooms
- Office/Staff
- Student Support
- Shade structures
- Play Structure

EXISTING SITE

The Existing Site Map displays the current layout of the school grounds, color-coded to show the utilization of different building types and spaces. A legend on the left identifies the symbols used for various facilities like classrooms, gyms, and food service areas.

Climate Ready Projects

Project Phase	Scopes of work	Cost (\$)
Phase 1	Complete initial HVAC with air circulation, Upgrade main/central air network with air circulating tanks.	\$1,455,891
		\$911,039
		\$1,698,086
		\$543,600
		\$4,312,536
	Sub-Total Scope of Work	\$1,674,464
Multipliers	ADA Contingency , Contractor's General Conditions , Bonds & Insurance , Overhead and Profit, Design Contingency)	\$1,246,794
	General Conditions:	\$524,678
	Bonds/Insurance:	\$118,429
	Overhead Profit:	\$294,346
	Design Contingency:	\$1,232,247
Escalation	Escalation w/20% @ 15.0%	\$7,417,443
	Total Construction Cost:	11,179,127
		\$1,579,811
Soft Costs	Soft Costs	\$2,039,602
Total Project Cost	Project Cost	\$11,404,233

SCOPES OF WORK DEFINITIONS

New Construction

- New buildings or structures
- Includes utilities and related site work

Restroom Upgrade

- Includes plumbing
- Reconfiguration of space to meet ADA requirements
- Interior finish replacement
- In some cases, indicates the addition of restrooms where they do not currently exist

Light Modernization

- Typically includes interior finishes such as flooring, painting, interior lighting, furniture, fixtures, and equipment

Medium Modernization

- Includes all items from light modernization
- Includes 1 or more major building system repair or replacement
- E.g. Roof, HVAC, electrical, plumbing, building Envelope

Reconfigure/Heavy Modernization

- Includes all items from medium modernization
- Includes structural reconfiguration of existing space

Demolition

- Demolition of existing structures or buildings
- Removal of portables
- Relocation of portables or existing structures

Indicates Specific Site Elements

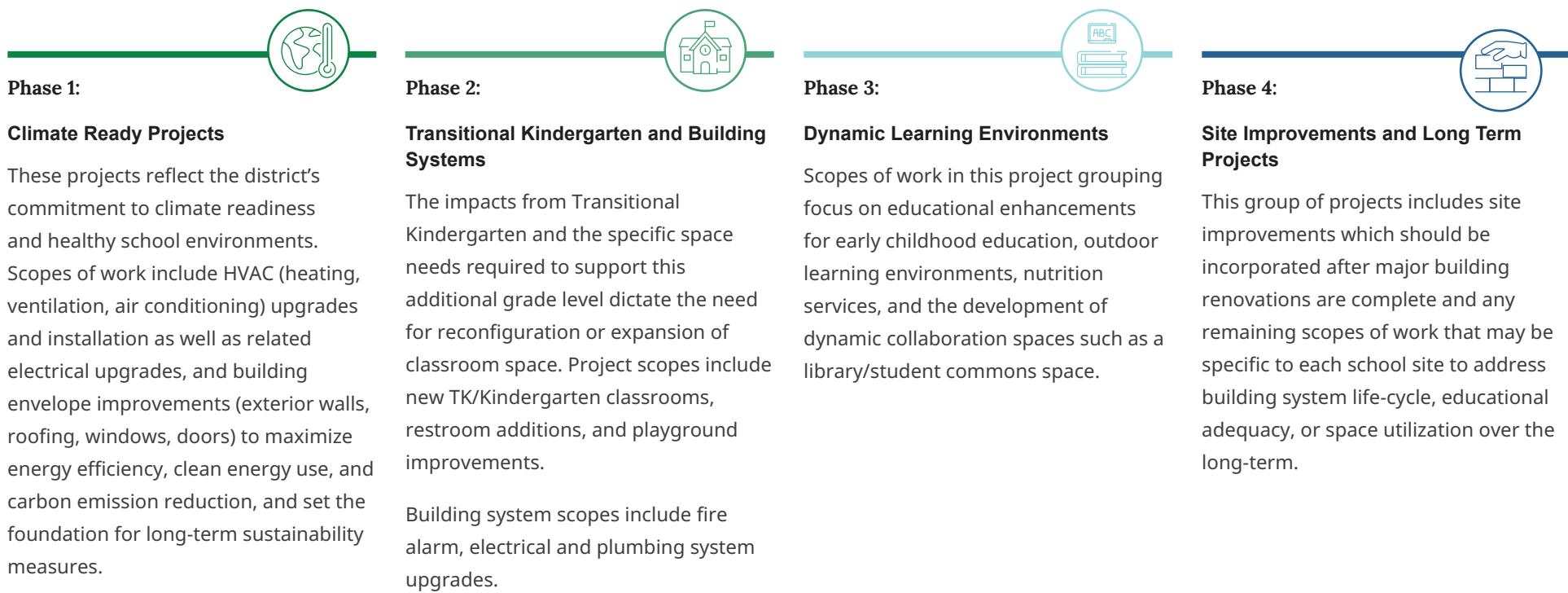
-  Shade Structure
-  No Improvements
-  Solar Shade Structure
-  Patios
-  Outdoor Learning
-  Landscape
-  Shade Trees

A Vision for the Future

MASTER PLAN THEMES AND PROJECTS

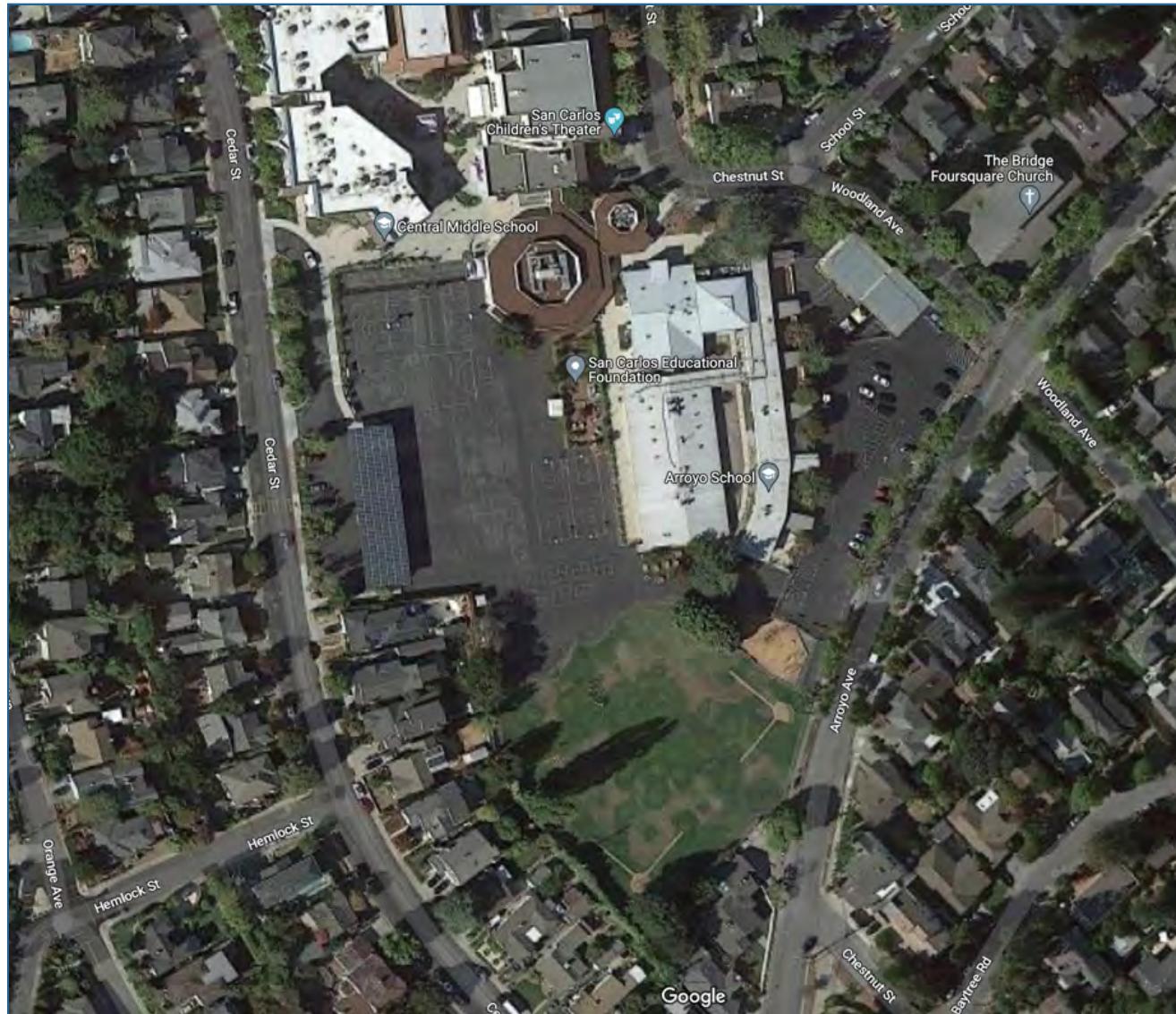
For most school districts in California, the lack of consistent funding for school facilities has a direct impact on a district's ability to fully implement their building programs at once. As such, districts must prioritize projects and/or specific scopes of work in order to provide the greatest impact. The San Carlos School District has developed (4) themes which guide the implementation of the master plan. These themes reflect the primary focus of a particular phase; however, it is important to note that some projects may be considered earlier or later in the process to ensure parity across sites and in accordance with specific building life-cycle needs.

Project priorities balance the needs of the facilities as identified in the building assessments with the vision of educators and users, and input from the community.



Arroyo School

SITE PROFILE



Site Profile

Address: 1710 Arroyo Ave. San Carlos, CA 94070

CDS Code: 41690210133645

Type: Elementary School

Grade Level: 4 - 5

Site Acreage: 3.8

Bldg. SF: 36935

Standard Parking: 35

Accessible Parking: 2

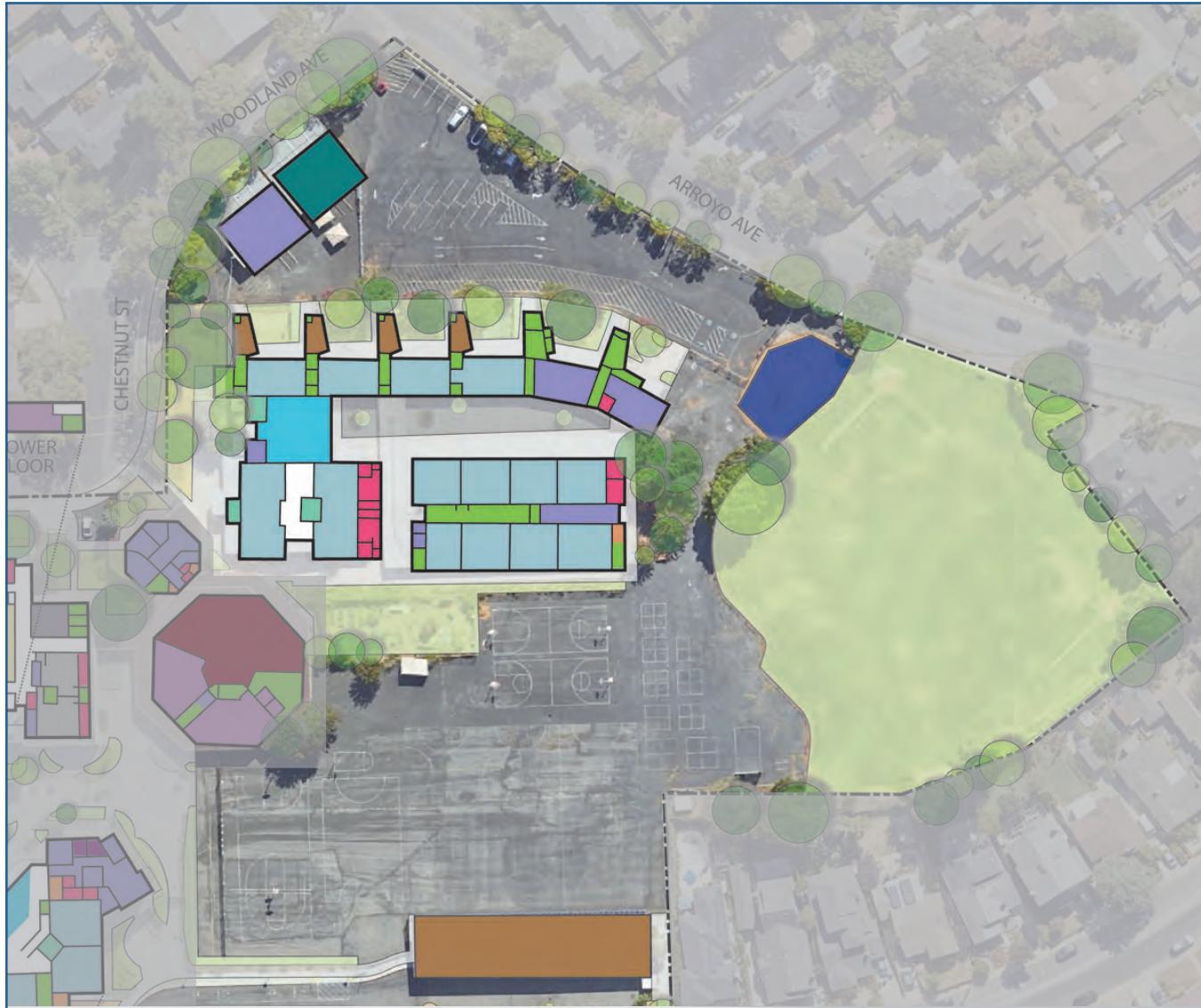
Teaching Stations: 20

Site Development

1950

Arroyo School

EXISTING SITE



Legend

- Pre-school
- After-school
- Classrooms
- Electives (Science, Art)
- Learning Commons
- Breakout Room
- Library / Media
- Gymnasium
- Multi-use Room
- Food Service
- P.E. Locker Room
- Utilities & Storage
- Custodian
- Restrooms
- Office/Staff
- Student Support
- Shade structures
- Play Structure

Arroyo School

SITE MASTER PLAN



Legend

- Demolition
- New Construction
- Light Modernization
- Medium Modernization
- Reconfigure/Heavy Modernization
- Restroom Upgrade
- Shade Structure
- No Improvements
- Solar Shade Structure
- Patios
- Outdoor Learning
- Landscape
- Shade Trees

Scopes of Work

Building Improvements

- 01 2000 SF new after school and District IT building
- 02 Provide ADA ramps to (4) patios (no interior painting, carpet, or casework modifications needed)
- 04 New solar shade structure and restroom
- 07 Replace windows, add A/C, adjust (e) casework at sinks for accessibility

Site Improvements

- 03 Nature outdoor learning
- 05 New play structure
- 06 Add one basketball court



Climate Ready Projects

Arroyo Elementary School

Phase 1

Campus HVAC with air conditioning	\$497,720
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Upgrade electrical for air conditioning loads	\$311,075
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Roofing	\$373,290
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Sub Total Scope of Work	\$1,182,085
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ADA Improvements	\$236,417
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Subtotal with ADA	\$1,418,502
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General Conditions	\$141,850
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Bonds Insurance	\$31,207
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Overhead Profit	\$79,578
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Design Contingency	\$334,227
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Subtotal Construction Cost	\$2,005,365
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Escalation to 2025 @ 15.6%	\$312,837
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Total Construction Cost	\$2,318,202
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Soft Costs	\$765,007
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Project Cost	\$3,083,208
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Transitional Kindergarten and Building Systems

Arroyo Elementary School

Phase 2

Replace windows per BV report	\$93,200
New restroom building	\$900,000
Campus wide fire alarm	\$738,700
Campus wide UPS system	\$500,000
Sub Total Scope of Work	\$2,231,900
ADA Improvements	\$446,380
Subtotal with ADA	\$2,678,280
General Conditions	\$267,828
Bonds Insurance	\$58,922
Overhead Profit	\$150,252
Design Contingency	\$631,056
Subtotal Construction Cost	\$3,786,338
Escalation to 2028 @ 35%	\$1,325,218
Total Construction Cost	\$5,111,556
Soft Costs	\$1,686,814
Project Cost	\$6,798,370



Preschool, Outdoor Shade Structures, Food Service, Library/ Student Commons

Arroyo Elementary School

Phase 3

Light Modernization - CR 1-5 & Office	\$1,619,500
Light Modernization- windows, ADA sinks and ADA casework	\$1,850,000
Shade structures	\$109,375
Solar shade structure	\$450,000
New landscape play fields	\$1,060,000
Sub Total Scope of Work	\$5,088,875
ADA Improvements	\$1,017,775
Subtotal with ADA	\$6,106,650
General Conditions	\$610,665
Bonds Insurance	\$134,346
Overhead Profit	\$342,583
Design Contingency	\$1,438,849
Subtotal Construction Cost	\$8,633,093
Escalation to 2030 @ 49%	\$4,230,216
Total Construction Cost	\$12,863,309
Soft Costs	\$4,244,892
Project Cost	\$17,108,201



Site Improvements and Long Term Projects

Arroyo Elementary School

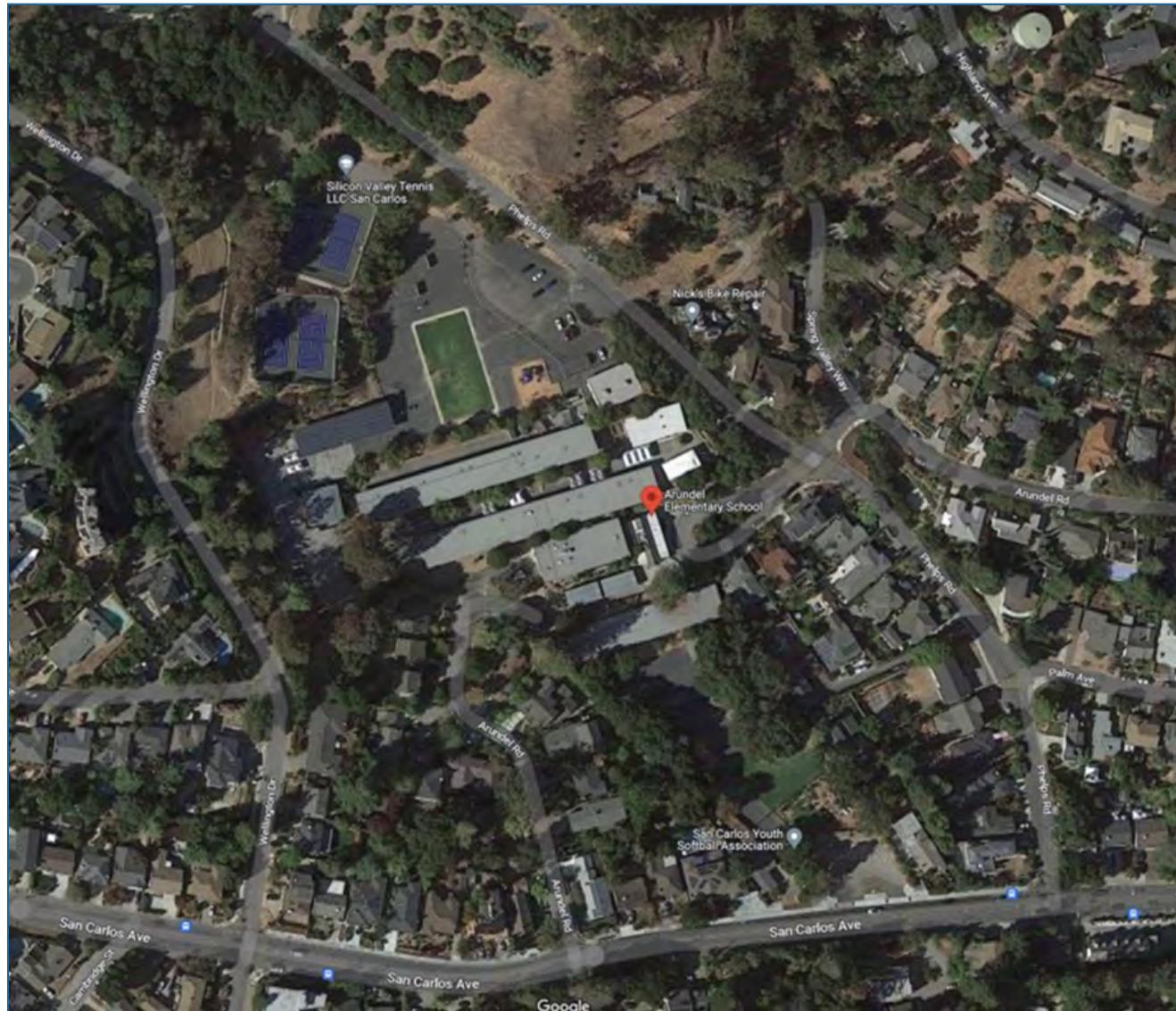
Phase 4

Demo portables	\$20,000
New after school and district IT building	\$2,616,700
Nature outdoor learning	\$211,250
Learning patios	\$157,500
Staff patio	\$22,500
Add shade trees	\$20,000
New play structure	\$50,000
Sub Total Scope of Work	\$3,097,950
ADA Improvements	\$619,590
Subtotal with ADA	\$3,717,540
General Conditions	\$371,754
Bonds Insurance	\$81,786
Overhead Profit	\$208,554
Design Contingency	\$875,927
Subtotal Construction Cost	\$5,255,561
Escalation to 2032 @ 64%	\$3,363,559
Total Construction Cost	\$8,619,119
Soft Costs	\$2,844,309
Project Cost	\$11,463,429

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Arundel Elementary School

SITE PROFILE



Site Profile

Address: 200 Arundel Rd., San Carlos, CA 94070

CDS Code: 41690216044721

Type: Elementary School

Grade Level: K - 3

Site Acreage: 9.0

Bldg. SF: 44144

Standard Parking: 52

Accessible Parking: 4

Teaching Stations: 22

Site Development

1955 (Estimated)

Library, Administration built 1999-2000

Renovated 2002

Arundel Elementary School

EXISTING SITE

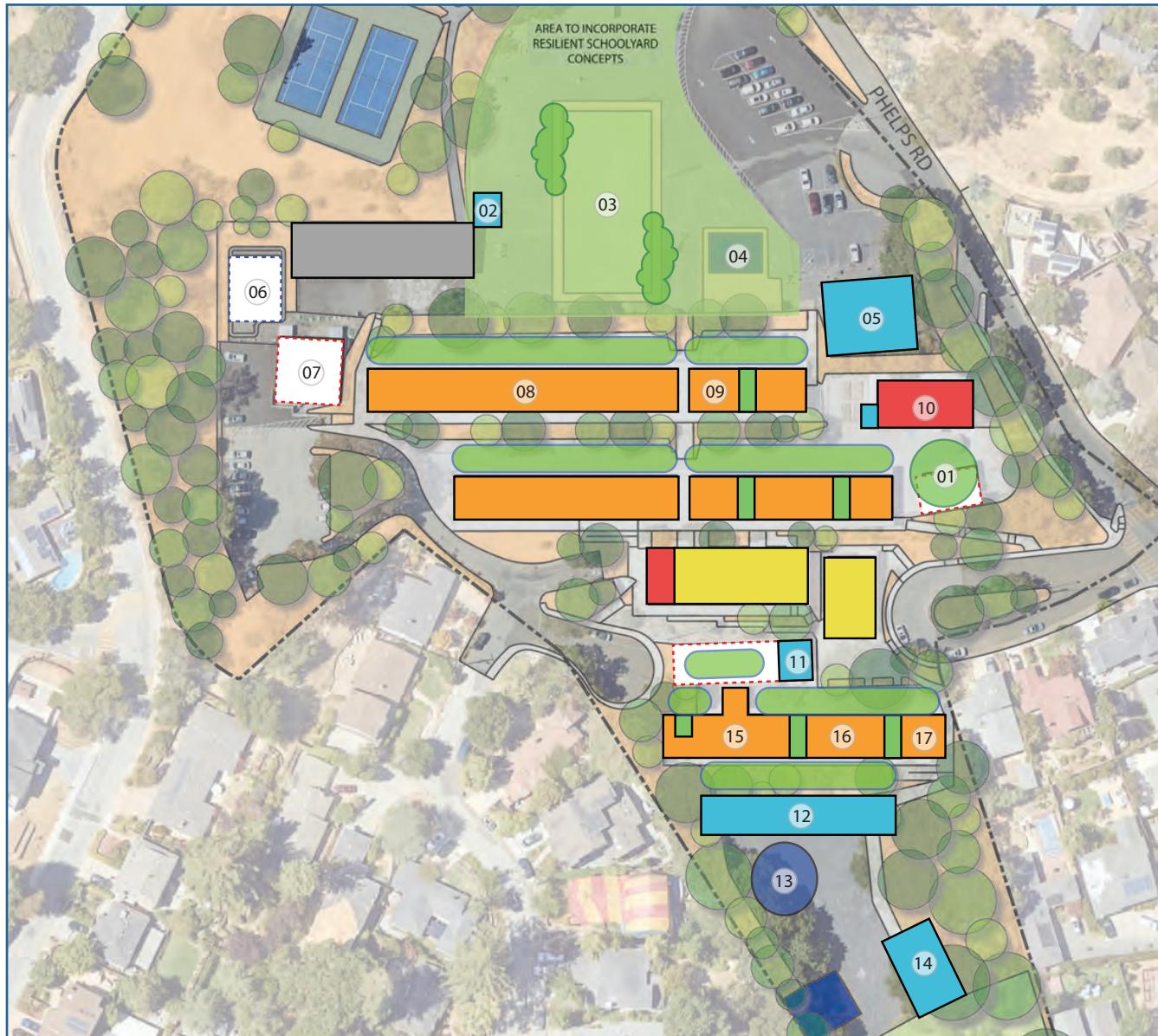


Legend

- Pre-school
- After-school
- Classrooms
- Electives (Science, Art)
- Learning Commons
- Breakout Room
- Library / Media
- Gymnasium
- Multi-use Room
- Food Service
- P.E. Locker Room
- Utilities & Storage
- Custodian
- Restrooms
- Office/Staff
- Student Support
- Shade structures
- Play Structure

Arundel Elementary School

SITE MASTER PLAN



Legend

- Demolition
- New Construction
- Light Modernization
- Medium Modernization
- Reconfigure/Heavy Modernization
- Restroom Upgrade
- Shade Structure
- No Improvements
- Solar Shade Structure
- Patios
- Outdoor Learning
- Landscape
- Shade Trees

Scopes of Work

Building Improvements

- 02 New restroom and storage building
- 05 2000 SF new after school care building
- 08 Small group instruction, counseling
- 09 Special education
- 10 Renovate library to student commons/ maker space, new restroom addition
- 11 New staff lounge/workroom and patio
- 12 6000 SF new kindergarten building and restroom for playground
- 14 2000 SF new ACE building
- 15 (2) TK
- 16 (2) Preschool
- 17 (1) Preschool

Site Improvements

- 01 Demo portable and convert to Outdoor Learning
- 03 Renovate grass field
- 04 New play structure / ADA access
- 06 Relocate play structure
- 07 Convert into additional parking
- 13 TK/Preschool playground structure

**Arundel Elementary School****Phase 1**

Campus wide HVAC with air conditioning	\$1,458,560
Upgrade electrical for campus wide air conditioning loads	\$911,600
Campus wide roofing	\$1,458,560
Window Replacement per BV	\$543,600
Sub Total Scope of Work	\$4,372,320
ADA Improvements	\$874,464
Subtotal with ADA	\$5,246,784
General Conditions	\$524,678
Bonds Insurance	\$115,429
Overhead Profit	\$294,345
Design Contingency	\$1,236,247
Subtotal Construction Cost	\$7,417,483
Escalation to 2025 @ 15.6%	\$1,157,127
Total Construction Cost	\$8,574,611
Soft Costs	\$2,829,622
Project Cost	\$11,404,232



Arundel Elementary School

Phase 2

Campus wide fire alarm	\$882,880
Campus wide UPS system	\$500,000
New RR Building 1	\$1,260,000
New RR Building 2	\$540,000
New TK & K building	\$4,452,500
New play structure	\$100,000
Playground area	\$44,750
Renovate grass field	\$59,540
Sub Total Scope of Work	\$7,839,670
ADA Improvements	\$1,567,934
Subtotal with ADA	\$9,407,604
General Conditions	\$940,760
Bonds Insurance	\$206,967
Overhead Profit	\$527,767
Design Contingency	\$2,216,620
Subtotal Construction Cost	\$13,299,718
Escalation to 2028 @ 35%	\$4,654,901
Total Construction Cost	\$17,954,619
Soft Costs	\$5,925,024
Project Cost	\$23,879,644

**Arundel Elementary School****Phase 3**

ACE Building	\$1,370,000
Restrooms renovation	\$1,170,450
Medium Modernization	\$3,414,400
Heavy Modernization	\$675,000
New staff lounge work room building	\$685,000
Learning patios	\$491,036
Staff patio	\$34,500
Demo 2 portables	\$20,000
Sub Total Scope of Work	\$7,860,386
ADA Improvements	\$1,572,077
Subtotal with ADA	\$9,432,463
General Conditions	\$943,246
Bonds Insurance	\$207,514
Overhead Profit	\$529,161
Design Contingency	\$2,222,477
Subtotal Construction Cost	\$13,334,862
Escalation to 2030 @ 49%	\$6,534,082
Total Construction Cost	\$19,868,944
Soft Costs	\$6,556,752
Project Cost	\$26,425,696



Site Improvements and Long Term Projects

Arundel Elementary School

Phase 4

New after school care building	\$1,370,000
Light renovation	\$485,375
Teachers parking area	\$59,540
Relocate play structure	\$25,000
Add shade trees	\$10,000
Outdoor learning	\$57,036
Demo 3 portables	\$30,000

Sub Total Scope of Work	\$2,036,951
ADA Improvements	\$407,390

Subtotal with ADA	\$2,444,341
General Conditions	\$244,434
Bonds Insurance	\$53,776
Overhead Profit	\$137,128
Design Contingency	\$575,936

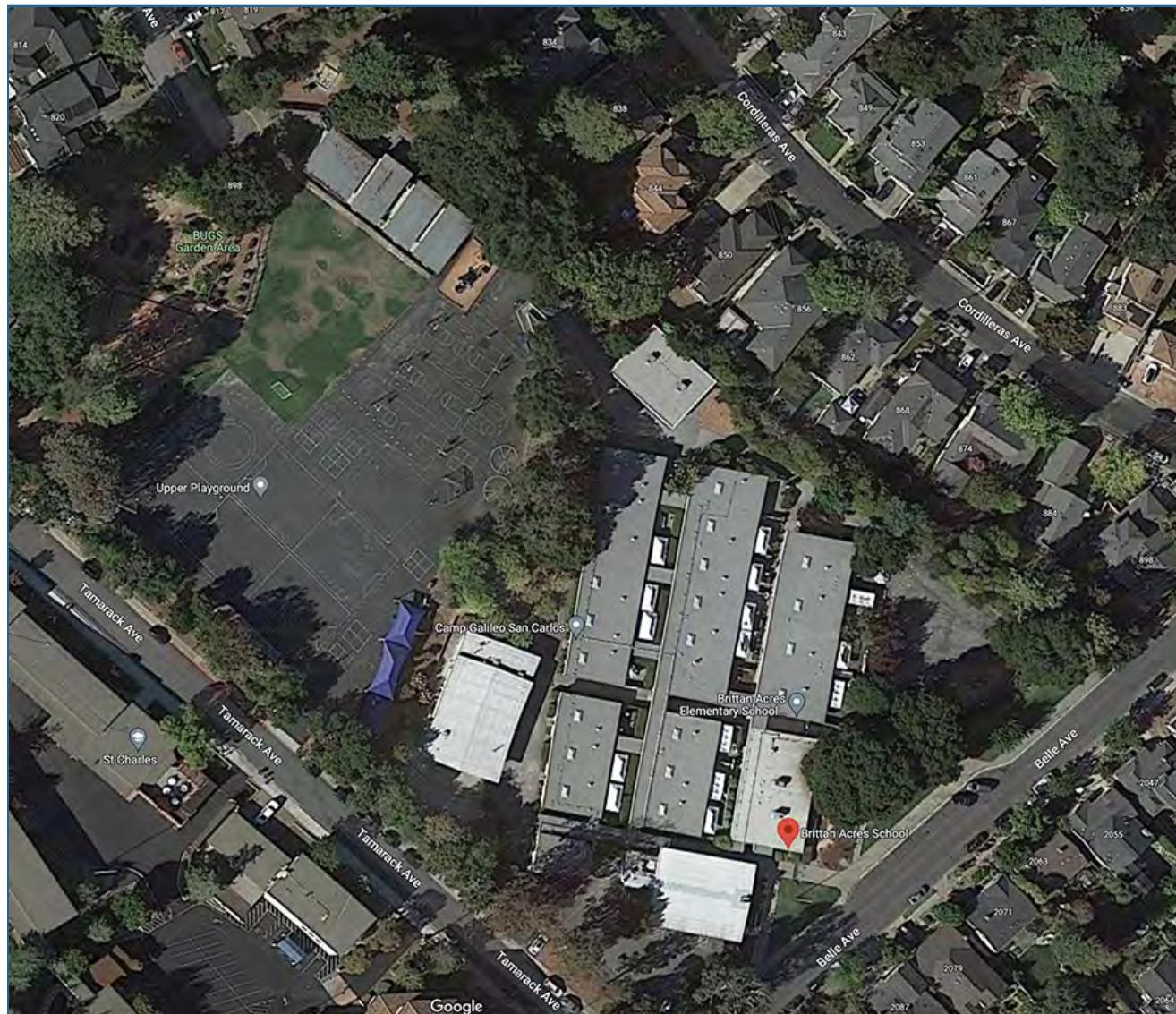
Subtotal Construction Cost	\$3,455,614
Escalation to 2032 @ 64%	\$2,211,593
Total Construction Cost	\$5,667,207
Soft Costs	\$1,870,178

Project Cost	\$7,537,385
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Brittan Acres Elementary School

SITE PROFILE



Site Profile

Address: 2000 Belle Ave., San Carlos CA, 94070

CDS Code: 41690216044739

Type: Elementary School

Grade Level: K - 3

Site Acreage: 6

Bldg. SF: 41125

Standard Parking: 46

Accessible Parking: 4

Teaching Stations: 24

Site Development

1960

Brittan Acres Elementary School

EXISTING SITE



Brittan Acres Elementary School

SITE MASTER PLAN



Legend

- Demolition
- New Construction
- Light Modernization
- Medium Modernization
- Reconfigure/Heavy Modernization
- Restroom Upgrade
- Shade Structure
- No Improvements
- Solar Shade Structure
- Patios
- Outdoor Learning
- Landscape
- Shade Trees

Scopes of Work

Building Improvements

- 01 4000 SF new after school & ACE building (demo. existing portables)
- 02 New restroom & storage
- 03 3800 SF new TK/Kinder & office for support staff building
- 05 Remodel library into student commons
- 06 Enlarged warming kitchen and new maker space
- 07 New solar shade structure, restroom, storage
- 08 6000 SF new preschool classrooms & student restroom for playground (demo. existing portables)

Site Improvements

- 04 Update existing learning patios
- 09 Expand grass areas
- 10 Area to incorporate resilient schoolyard concepts
- 11 Outdoor learning



Brittan Acres Elementary School

Phase 1

Campus wide HVAC with air conditioning	\$1,360,000
Upgrade electrical for campus wide air conditioning loads	\$850,000
Campus wide roofing	\$1,020,000
Medium modernization - replacement of steel windows&doors	\$8,228,800
Sub Total Scope of Work	\$11,458,800
ADA Improvements	\$2,291,760
Subtotal with ADA	\$13,750,560
General Conditions	\$1,375,056
Bonds Insurance	\$302,512
Overhead Profit	\$771,406
Design Contingency	\$3,239,907
Subtotal Construction Cost	\$19,439,442
Escalation to 2025 @ 15.6%	\$3,032,553
Total Construction Cost	\$22,471,995
Soft Costs	\$7,415,758
Project Cost	\$29,887,753



Transitional Kindergarten and Building Systems

Brittan Acres Elementary School

Phase 2

Campus wide fire alarm	\$882,880
Campus wide UPS system	\$500,000
Heavy modernization - Library	\$900,000
New TK/Kinder building - 3800 sf	\$2,603,000
Restroom modernization	\$680,400
Sub Total Scope of Work	\$5,566,280
ADA Improvements	\$1,113,256
Subtotal with ADA	\$6,679,536
General Conditions	\$667,954
Bonds Insurance	\$146,950
Overhead Profit	\$374,722
Design Contingency	\$1,573,832
Subtotal Construction Cost	\$9,442,994
Escalation to 2028 @ 35%	\$3,305,048
Total Construction Cost	\$12,748,041
Soft Costs	\$4,206,854
Project Cost	\$16,954,895

**Brittan Acres Elementary School****Phase 3**

Enlarged Warming Kitchen and Maker Space	\$2,700,000
Heavy modernization - warming kitchen	\$80,000
Light modernization - interior finishes	\$350,414
New after school and ACE building - 4,000 sf	\$2,740,000
New preschool building - 6,000 sf	\$4,110,000
New 2 Restroom Buildings	\$252,000
Demo 5 portables	\$50,000
Sub Total Scope of Work	\$10,282,414
ADA Improvements	\$2,056,483
Subtotal with ADA	\$12,338,897
General Conditions	\$1,233,890
Bonds Insurance	\$271,456
Overhead Profit	\$692,212
Design Contingency	\$2,907,291
Subtotal Construction Cost	\$17,443,745
Escalation to 2030 @ 49%	\$8,547,435
Total Construction Cost	\$25,991,180
Soft Costs	\$8,577,090
Project Cost	\$34,568,270



Brittan Acres Elementary School

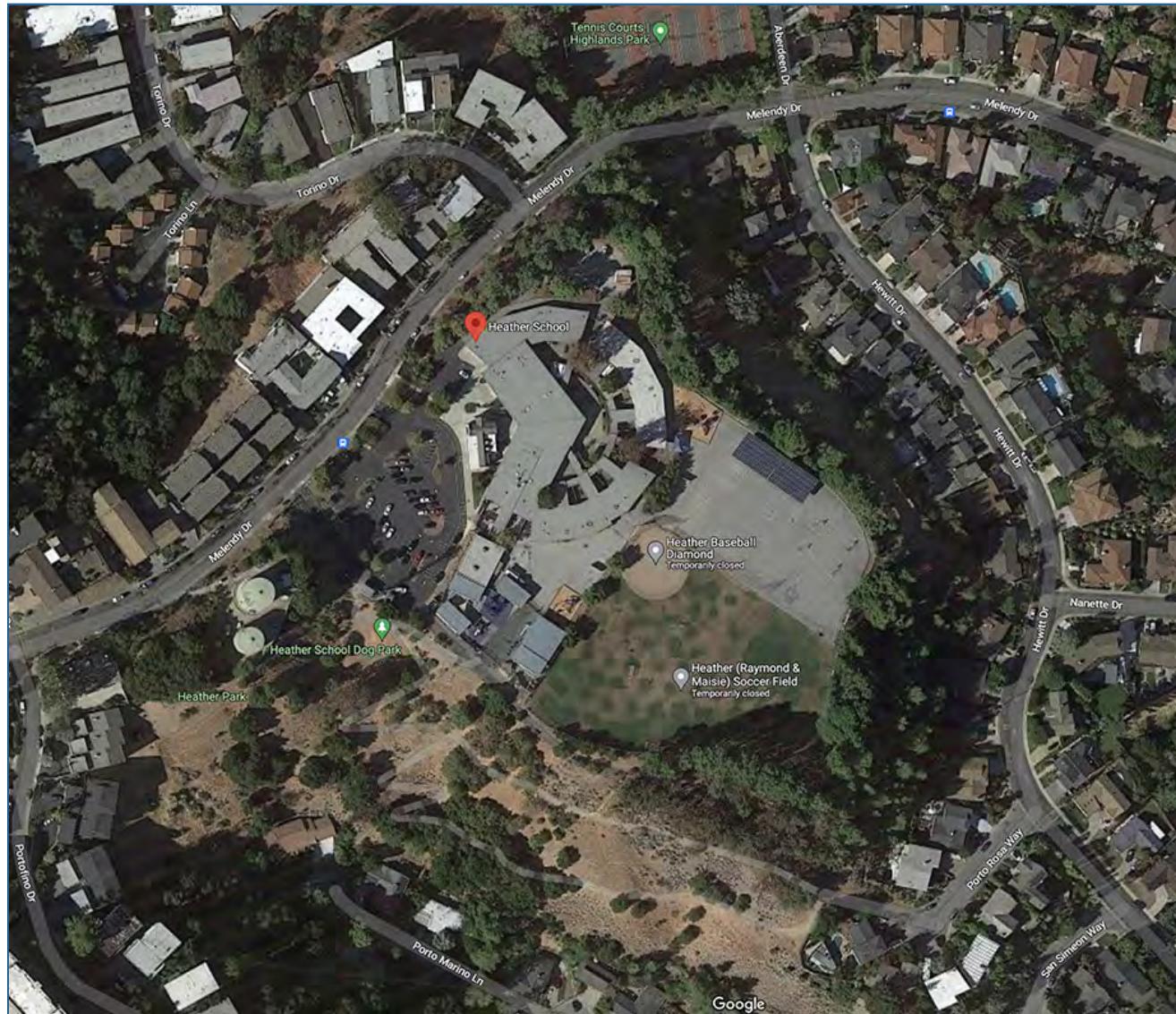
Phase 4

AC play area	\$399,246
Nature outdoor learning	\$158,134
Shade trees	\$25,000
Solar shade structure	\$471,494
Update existing learning patios	\$546,522
Sub Total Scope of Work	\$1,600,396
ADA Improvements	\$320,079
Subtotal with ADA	\$1,920,475
General Conditions	\$192,048
Bonds Insurance	\$42,250
Overhead Profit	\$107,739
Design Contingency	\$452,502
Subtotal Construction Cost	\$2,715,014
Escalation to 2032 @ 64%	\$1,737,609
Total Construction Cost	\$4,452,623
Soft Costs	\$1,469,366
Project Cost	\$5,921,989

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Heather Elementary School

SITE PROFILE



Site Profile

Address: 2757 Melendy Dr., San Carlos, CA 94070

CDS Code: 41690216044754

Type: Elementary School

Grade Level: K - 3

Site Acreage: 9.17

Bldg. SF: 50540

Standard Parking: 68

Accessible Parking: 3

Teaching Stations: 21

Site Development

Original Classrooms and Admin 1965

Front Office 1999

Modular Units 2002-2010

Heather Elementary School

EXISTING SITE



Legend

- Pre-school
- After-school
- Classrooms
- Electives (Science, Art)
- Learning Commons
- Breakout Room
- Library / Media
- Gymnasium
- Multi-use Room
- Food Service
- P.E. Locker Room
- Utilities & Storage
- Custodian
- Restrooms
- Office/Staff
- Student Support
- Shade structures
- Play Structure

Heather Elementary School

SITE MASTER PLAN



Legend

- Dashed red outline: Demolition
- Blue: New Construction
- Yellow: Light Modernization
- Orange: Medium Modernization
- Red: Reconfigure/Heavy Modernization
- Green: Restroom Upgrade
- Pink: Shade Structure
- Grey: No Improvements
- Green dashed line: Solar Shade Structure
- Green circle: Patios
- Green dot: Outdoor Learning
- Green shaded area: Landscape
- Green leaf shape: Shade Trees

Scopes of Work

Building Improvements

- 01 Remodel library to student commons
- 04 San Carlos Belmont After School
- 06 10000 SF new building with (9) classroom spaces for ACE, preschool, Leap, TKELP (12:1 Ratio for TK)

Site Improvements

- 02 Preschool/TK/Kinder playground
- 03 Reconfigure drop off to separate TK/Kinder
- 05 New secure gate/fencing
- 07 Public entry to soccer field
- 08 Improve outdoor patios
- 09 Nature zone, provide ADA access



Heather Elementary School

Phase 1

Campus wide HVAC with air conditioning	\$1,676,000
Upgrade electrical for campus wide air conditioning loads	\$1,047,500
Roofing	\$1,676,000
Storm Drainage BV Report (Verify if on maint. List)	\$89,400
Medium modernization - replacement of windows, doors, interior finishes	\$2,557,000
Sub Total Scope of Work	\$7,045,900
ADA Improvements	\$1,409,180
Subtotal with ADA	\$8,455,080
General Conditions	\$845,508
Bonds Insurance	\$186,012
Overhead Profit	\$474,330
Design Contingency	\$1,992,186
Subtotal Construction Cost	\$11,953,116
Escalation to 2025 @ 15.6%	\$1,864,686
Total Construction Cost	\$13,817,802
Soft Costs	\$4,559,875
Project Cost	\$18,377,676



Heather Elementary School

Phase 2

Campus wide fire alarm	\$1,010,800
Campus wide UPS system	\$150,000
New preschool/TK/Kinder building - 10000 sf	\$6,850,000
Update learning patios	\$74,469
Public entry to soccer field	\$100,000
Reconfigure drop off and parking	\$351,569
Preschool/TK/Kinder playground	\$135,825
Demo portables - 5 each	\$50,000
Area to be developed for preschool/TK/Kinder	\$170,889

Sub Total Scope of Work	\$8,893,552
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ADA Improvements	\$1,778,710
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Subtotal with ADA	\$10,672,262
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General Conditions	\$1,067,226
Bonds Insurance	\$234,790
Overhead Profit	\$598,714
Design Contingency	\$2,514,598

Subtotal Construction Cost	\$15,087,591
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Escalation to 2028 @ 35%	\$5,280,657
Total Construction Cost	\$20,368,248
Soft Costs	\$6,721,522

Project Cost	\$27,089,769
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**Heather Elementary School****Phase 3**

Heavy modernization - Library	\$536,490
Heavy modernization - warming kitchen	\$176,601
Shade structure	\$102,621
New landscape play fields	\$441,510
AC playground	\$340,807
Sub Total Scope of Work	\$1,598,029
ADA Improvements	\$319,606
Subtotal with ADA	\$1,917,635
General Conditions	\$191,763
Bonds Insurance	\$42,188
Overhead Profit	\$107,579
Design Contingency	\$451,833
Subtotal Construction Cost	\$2,710,999
Escalation to 2030 @ 49%	\$1,328,389
Total Construction Cost	\$4,039,388
Soft Costs	\$1,332,998
Project Cost	\$5,372,386



Site Improvements and Long Term Projects

Heather Elementary School

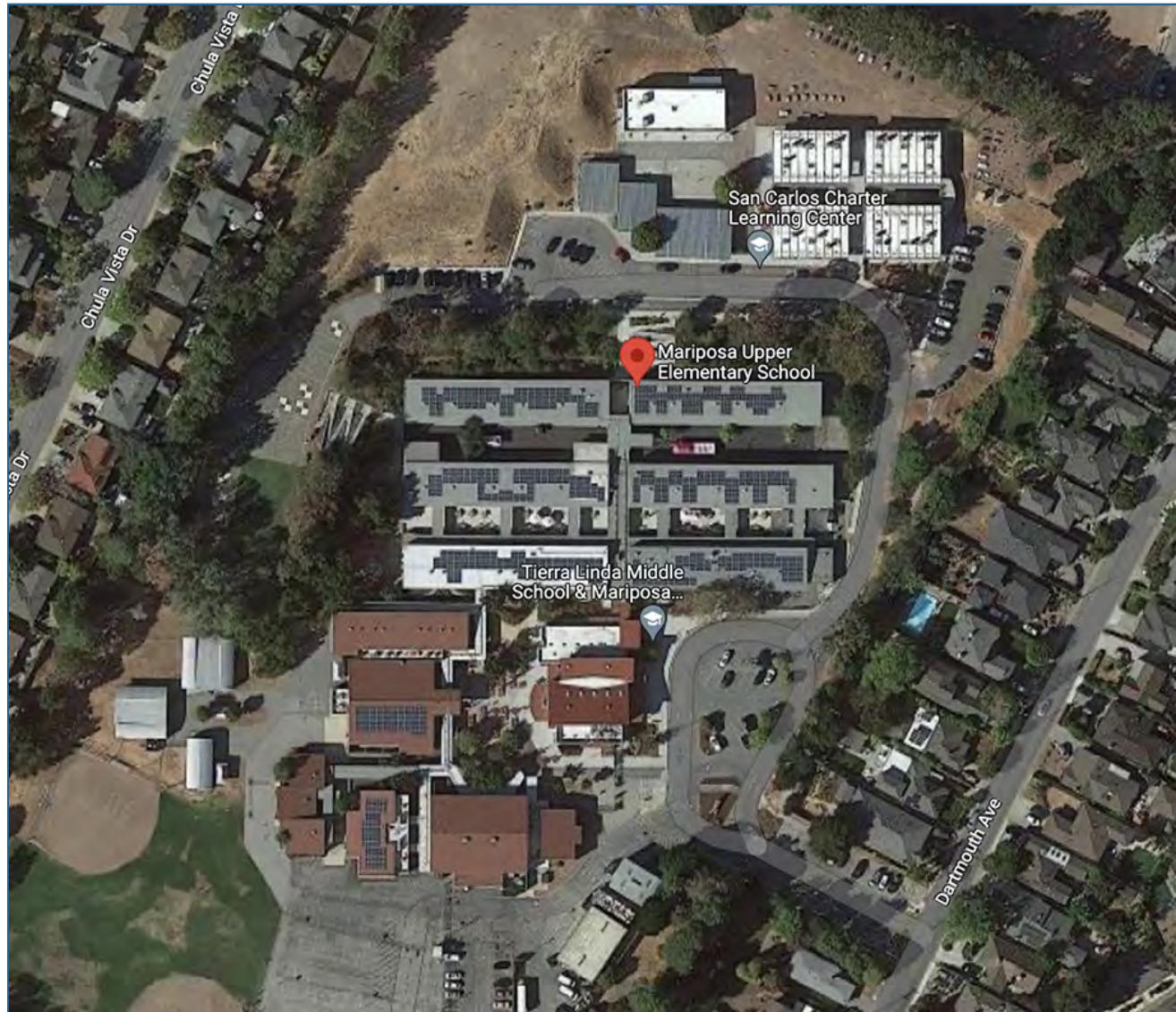
Phase 4

Light modernization - interior finishes	\$363,506
Nature outdoor learning	\$158,268
Add shade tree	\$10,000
Sub Total Scope of Work	\$531,774
ADA Improvements	\$106,355
Subtotal with ADA	\$638,129
General Conditions	\$63,813
Bonds Insurance	\$14,039
Overhead Profit	\$35,799
Design Contingency	\$150,356
Subtotal Construction Cost	\$902,135
Escalation to 2032 @ 64%	\$577,367
Total Construction Cost	\$1,479,502
Soft Costs	\$488,236
Project Cost	\$1,967,738

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Mariposa Upper Elementary School

SITE PROFILE



Site Profile

Address: 750 Dartmouth Ave., San Carlos, CA 94070

CDS Code: 41690210138685

Type: Elementary School

Grade Level: 4 - 5

Site Acreage: 3.5

Bldg. SF: 25706

Standard Parking: None

Accessible Parking: None

Teaching Stations: 21

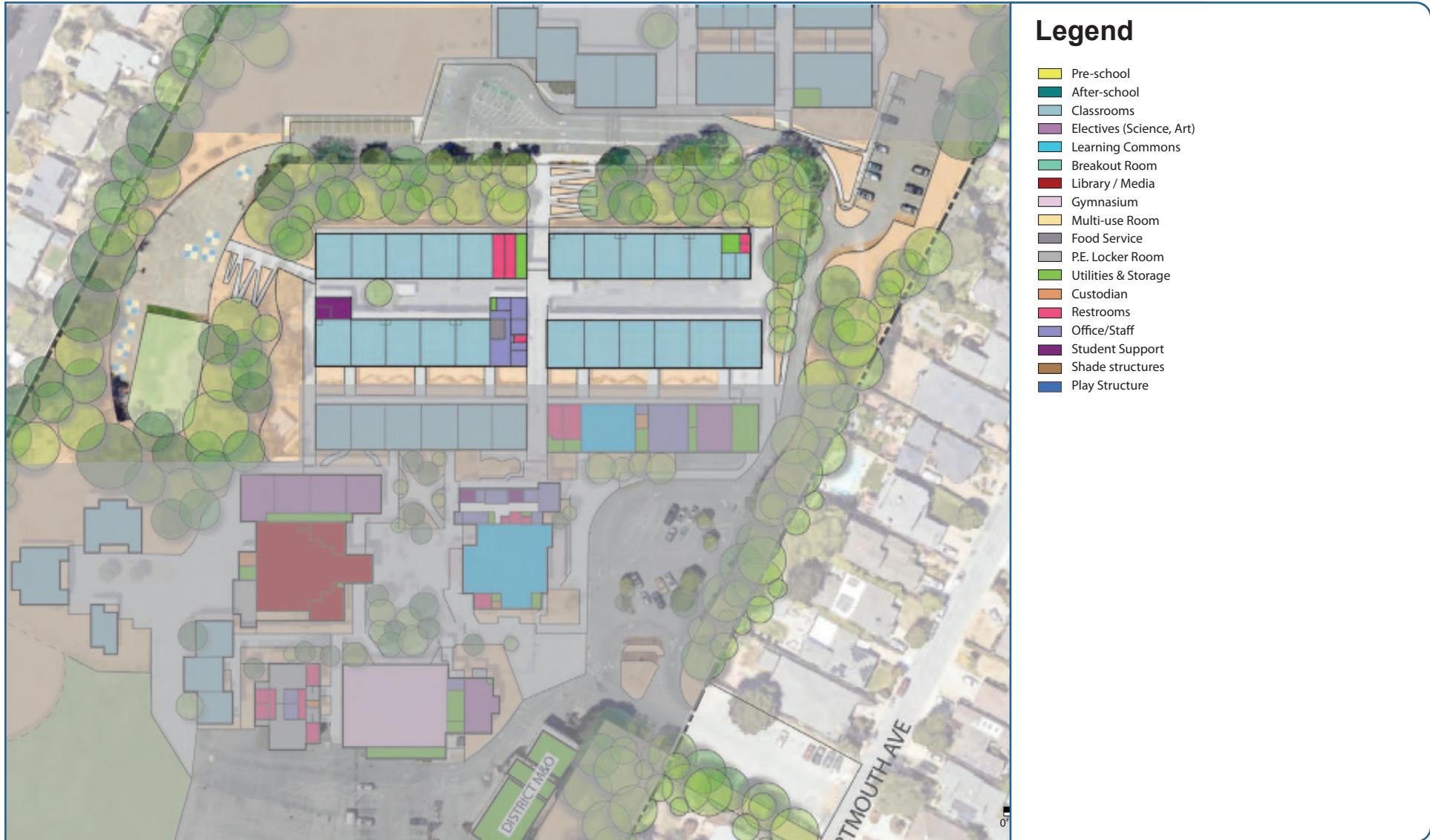
Site Development

1965 (est.)

Renovated 2017

Mariposa Upper Elementary School

EXISTING SITE



Mariposa Upper Elementary School

SITE MASTER PLAN



Legend

- 01 Demolition
- 02 New Construction
- 03 Light Modernization
- 04 Medium Modernization
- 05 Reconfigure/Heavy Modernization
- 06 Restroom Upgrade
- 07 Shade Structure
- 08 No Improvements
- 09 Solar Shade Structure
- 10 Patios
- 11 Outdoor Learning
- 12 Landscape
- 13 Shade Trees

Scopes of Work

Building Improvements

- 03 Remodel rooms F,G into library/learning commons/maker space
- 04 Provide door at every wall between all classrooms (typ.)
- 05 New signage structure
- 06 Remodel (E) science, room L,M into administration and staff collaboration space
- 07 Remodel room E into warming kitchen, student restrooms
- 08 Remodel (E) admin into student services

Site Improvements

- 01 Erosion repair
- 02 Nature zone, provide ADA access
- 09 ADA play structure
- 10 Outdoor learning

**Mariposa Upper Elementary School****Phase 1**

Campus wide HVAC with air conditioning	\$1,028,240
Upgrade electrical for campus wide air conditioning loads	\$642,650
Roofing	\$1,028,240
Campus wide fire suppression system (BV report)	\$139,700
Heavy modernization - admin	\$1,043,700
Heavy modernization - student services	\$462,600
Sub Total Scope of Work	\$4,345,130
ADA Improvements	\$869,026
Subtotal with ADA	\$5,214,156
General Conditions	\$521,416
Bonds Insurance	\$114,711
Overhead Profit	\$292,514
Design Contingency	\$1,228,559
Subtotal Construction Cost	\$7,371,357
Escalation to 2025 @ 15.6%	\$1,149,932
Total Construction Cost	\$8,521,288
Soft Costs	\$2,812,025
Project Cost	\$11,333,313



Transitional Kindergarten and Building Systems

Mariposa Upper Elementary School

Phase 2

Campus wide fire alarm	\$514,120
Campus wide UPS system	\$500,000
Heavy modernization - library/learning commons/makers space	\$685,200
Heavy modernization - warming kitchen	\$644,000
Medium modernization - replacement of windows and doors, provide new doors between classrooms	\$3,358,200
Sub Total Scope of Work	\$5,701,520
ADA Improvements	\$1,140,304
Subtotal with ADA	\$6,841,824
General Conditions	\$684,182
Bonds Insurance	\$150,520
Overhead Profit	\$383,826
Design Contingency	\$1,612,071
Subtotal Construction Cost	\$9,672,423
Escalation to 2028 @ 35%	\$3,385,348
Total Construction Cost	\$13,057,772
Soft Costs	\$4,309,065
Project Cost	\$17,366,836



Mariposa Upper Elementary School

Phase 3

Campus wide roofing	\$806,141
Sub Total Scope of Work	\$806,141
ADA Improvements	\$161,228
Subtotal with ADA	\$967,369
General Conditions	\$96,737
Bonds Insurance	\$21,282
Overhead Profit	\$54,269
Design Contingency	\$227,932
Subtotal Construction Cost	\$1,367,589
Escalation to 2030 @ 49%	\$670,119
Total Construction Cost	\$2,037,708
Soft Costs	\$672,444
Project Cost	\$2,710,151



Mariposa Upper Elementary School

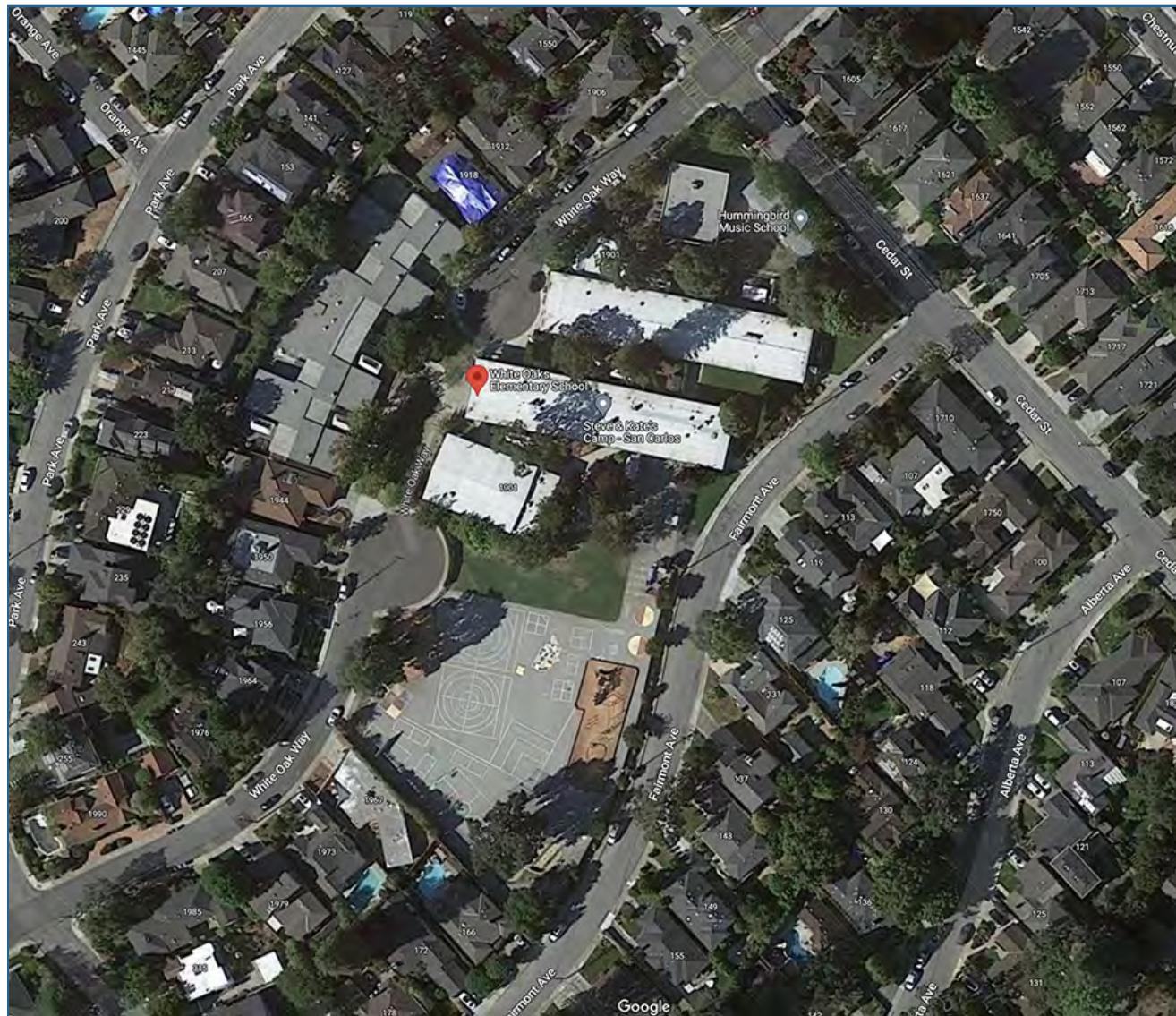
Phase 4

ADA play structure	\$50,000
Shade structures	\$109,375
Learning patios	\$304,382
New signage structure	\$100,000
Outdoor staff patio	\$42,667
Sub Total Scope of Work	\$606,424
ADA Improvements	\$121,285
Subtotal with ADA	\$727,709
General Conditions	\$72,771
Bonds Insurance	\$16,010
Overhead Profit	\$40,824
Design Contingency	\$171,463
Subtotal Construction Cost	\$1,028,776
Escalation to 2032 @ 64%	\$658,417
Total Construction Cost	\$1,687,193
Soft Costs	\$556,774
Project Cost	\$2,243,967

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White Oaks Elementary School

SITE PROFILE



Site Profile

Address: 1901 White Oak Way, San Carlos, CA 94070

CDS Code: 41690216044788

Type: Elementary School

Grade Level: K - 3

Site Acreage: 3.84

Bldg. SF: 31670

Standard Parking: None, Street Parking

Accessible Parking:

Teaching Stations: 17

Site Development

1946 (Est.)

Classrooms A-H, 1957

Modular and MPR, 1992

White Oaks Elementary School

EXISTING SITE



Legend

- Pre-school
- After-school
- Classrooms
- Electives (Science, Art)
- Learning Commons
- Breakout Room
- Library / Media
- Gymnasium
- Multi-use Room
- Food Service
- P.E. Locker Room
- Utilities & Storage
- Custodian
- Restrooms
- Office/Staff
- Student Support
- Shade structures
- Play Structure

White Oaks Elementary School

SITE MASTER PLAN



Legend

- Demolition
- New Construction
- Light Modernization
- Medium Modernization
- Reconfigure/Heavy Modernization
- Restroom Upgrade
- Shade Structure
- No Improvements
- Solar Shade Structure
- Patios
- Outdoor Learning
- Landscape
- Shade Trees

Scopes of Work

Building Improvements

- 02 Remodel into administration office
- 03 Remodel into small group, counselor meeting rooms
- 04 Relocate maker space to adjacent library, remodel library into learning commons
- 06 New building for ACE after school (5000 SF)

Site Improvements

- 01 Improve outdoor patios
- 05 Landscape play area

**White Oaks Elementary School****Phase 1**

HVAC with air conditioning (no portables)	\$1,094,000
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Upgrade electrical for air conditioning loads	\$683,750
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Heavy modernization - Main Office	\$1,885,500
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Sub Total Scope of Work	\$3,663,250
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ADA Improvements	\$732,650
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Subtotal with ADA	\$4,395,900
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General Conditions	\$439,590
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Bonds Insurance	\$96,710
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Overhead Profit	\$246,610
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Design Contingency	\$1,035,762
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Subtotal Construction Cost	\$6,214,572
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Escalation to 2025 @ 15.6%	\$969,473
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Total Construction Cost	\$7,184,045
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Soft Costs	\$2,370,735
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Project Cost	\$9,554,780
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Transitional Kindergarten and Building Systems

White Oaks Elementary School

Phase 2

Campus wide fire alarm	\$633,400
Campus wide UPS system	\$500,000
Medium modernization - replacement of windows, doors, interior finishes	\$2,368,400
Sub Total Scope of Work	\$3,501,800
ADA Improvements	\$700,360
Subtotal with ADA	\$4,202,160
General Conditions	\$420,216
Bonds Insurance	\$92,448
Overhead Profit	\$235,741
Design Contingency	\$990,113
Subtotal Construction Cost	\$5,940,678
Escalation to 2028 @ 35%	\$2,079,237
Total Construction Cost	\$8,019,915
Soft Costs	\$2,646,572
Project Cost	\$10,666,487

**White Oaks Elementary School****Phase 3**

New After School Care building - 4,000 sf	\$2,740,000
Sub Total Scope of Work	\$2,740,000
ADA Improvements	\$548,000
Subtotal with ADA	\$3,288,000
General Conditions	\$328,800
Bonds Insurance	\$72,336
Overhead Profit	\$184,457
Design Contingency	\$774,719
Subtotal Construction Cost	\$4,648,311
Escalation to 2030 @ 49%	\$2,277,673
Total Construction Cost	\$6,925,984
Soft Costs	\$2,285,575
Project Cost	\$9,211,559



Site Improvements and Long Term Projects

White Oaks Elementary School

Phase 4

Light modernization - interior finishes	\$374,419
Demo 3 portables	\$30,000
Improve outdoor patios	\$96,911
Landscape play area	\$20,569
Learning patios	\$188,880
Add shade trees	\$10,000
AC playground	\$146,017

Sub Total Scope of Work

ADA Improvements	\$173,359
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Subtotal with ADA

General Conditions	\$104,016
Bonds Insurance	\$22,883
Overhead Profit	\$58,353
Design Contingency	\$245,081

Subtotal Construction Cost

Escalation to 2032 @ 64%	\$941,112
Total Construction Cost	\$2,411,601
Soft Costs	\$795,828

Project Cost

\$3,207,429

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Central Middle School

SITE PROFILE



Site Profile

Address: 757 Cedar St.

CDS Code: 41690216044747

Type: Middle School

Grade Level: 6 - 8

Site Acreage: 5.2

Bldg. SF: 84501

Standard Parking: 28

Accessible Parking: 2

Teaching Stations: 22

Site Development

1960

Central Middle School

EXISTING SITE



Legend

- Pre-school
- After-school
- Classrooms
- Electives (Science, Art)
- Learning Commons
- Breakout Room
- Library / Media
- Gymnasium
- Multi-use Room
- Food Service
- P.E. Locker Room
- Utilities & Storage
- Custodian
- Restrooms
- Office/Staff
- Student Support
- Shade structures
- Play Structure

Central Middle School

SITE MASTER PLAN



Legend

- Demolition
- New Construction
- Light Modernization
- Medium Modernization
- Reconfigure/Heavy Modernization
- Restroom Upgrade
- ▲ Shade Structure
- No Improvements
- Solar Shade Structure
- Patios
- Outdoor Learning
- Landscape
- Shade Trees

Scopes of Work

Building Improvements

- 02 Remodel to add (2) single restrooms and offices
- 03 Provide lift/ADA access to green room

**Central Middle School****Phase 1**

Campus HVAC with air conditioning	\$475,920
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Upgrade electrical for campus wide air conditioning loads	\$297,450
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Old District Office Heavy Modernization	\$990,000
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Sub Total Scope of Work	\$1,763,370
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ADA Improvements	\$352,674
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Subtotal with ADA	\$2,116,044
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General Conditions	\$211,604
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Bonds Insurance	\$46,553
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Overhead Profit	\$118,710
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Design Contingency	\$498,582
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Subtotal Construction Cost	\$2,991,494
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Escalation to 2025 @ 15.6%	\$466,673
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Total Construction Cost	\$3,458,167
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Soft Costs	\$1,141,195
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Project Cost	\$4,599,362
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Transitional Kindergarten and Building Systems

Central Middle School

Phase 2

Interior Finishes per BV report	\$50,000
Roofing for Old District Office	\$132,000
Campus wide fire alarm	\$1,690,020
Campus wide UPS system	\$500,000
Sub Total Scope of Work	\$2,372,020
ADA Improvements	\$474,404
Subtotal with ADA	\$2,846,424
General Conditions	\$284,642
Bonds Insurance	\$62,621
Overhead Profit	\$159,684
Design Contingency	\$670,674
Subtotal Construction Cost	\$4,024,047
Escalation to 2028 @ 35%	\$1,408,416
Total Construction Cost	\$5,432,463
Soft Costs	\$1,792,713
Project Cost	\$7,225,176

**Central Middle School****Phase 3**

Light modernization - interior finishes	\$3,255,625
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Shade structures	\$109,375
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Sub Total Scope of Work	\$3,365,000
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ADA Improvements	\$673,000
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Subtotal with ADA	\$4,038,000
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General Conditions	\$403,800
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Bonds Insurance	\$88,836
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Overhead Profit	\$226,532
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Design Contingency	\$951,434
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Subtotal Construction Cost	\$5,708,601
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Escalation to 2030 @ 49%	\$2,797,215
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Total Construction Cost	\$8,505,816
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Soft Costs	\$2,806,919
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Project Cost	\$11,312,735
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Site Improvements and Long Term Projects

Central Middle School

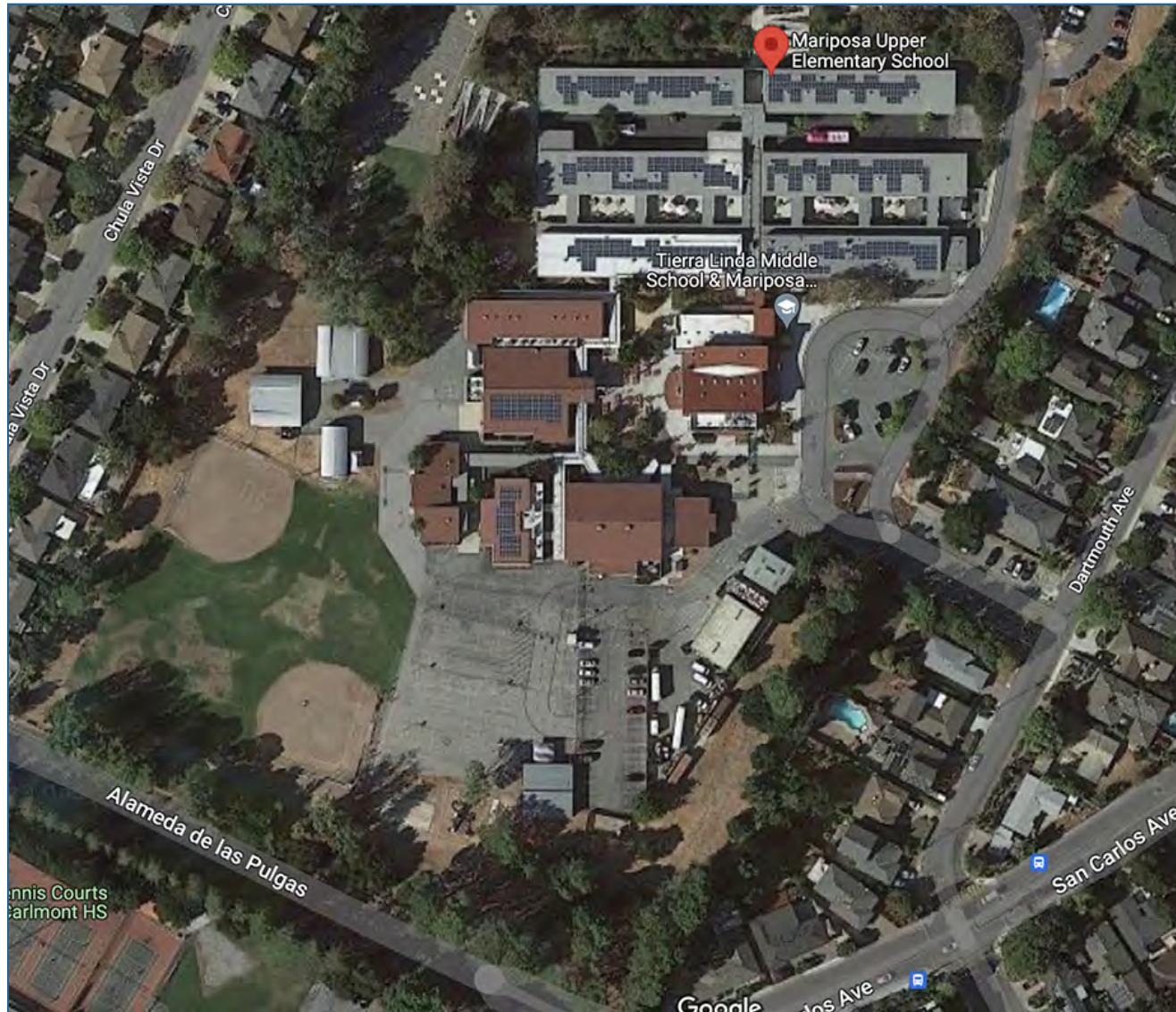
Phase 4

Heavy modernization	\$1,215,600
Restroom modernization	\$2,079,000
Sub Total Scope of Work	\$3,294,600
ADA Improvements	\$658,920
Subtotal with ADA	\$3,953,520
General Conditions	\$395,352
Bonds Insurance	\$86,977
Overhead Profit	\$221,792
Design Contingency	\$931,528
Subtotal Construction Cost	\$5,589,170
Escalation to 2032 @ 64%	\$3,577,069
Total Construction Cost	\$9,166,239
Soft Costs	\$3,024,859
Project Cost	\$12,191,098

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Tierra Linda Middle School

SITE PROFILE



Site Profile

Address: 750 Dartmouth Ave., San Carlos, CA 94070

CDS Code: 41690216044770

Type: Middle School

Grade Level: 6 - 8

Site Acreage: 9

Bldg. SF: 61372

Standard Parking: 19

Accessible Parking: 1

Teaching Stations: 24

Site Development

Original Classrooms 1-9, ~1965

Library/Science, Gym/Music, Locker Rooms, Rooms 19-21, 2000

Portable Classrooms 22-23, 2005

Portable Classrooms 114-18, 2012

Office/MPR, 2019

Tierra Linda Middle School

EXISTING SITE



Legend

- Pre-school
- After-school
- Classrooms
- Electives (Science, Art)
- Learning Commons
- Breakout Room
- Library / Media
- Gymnasium
- Multi-use Room
- Food Service
- P.E. Locker Room
- Utilities & Storage
- Custodian
- Restrooms
- Office/Staff
- Student Support
- Shade structures
- Play Structure

Tierra Linda Middle School

SITE MASTER PLAN



Legend

- 01 Demolition
- 02 New Construction
- 03 Light Modernization
- 04 Medium Modernization
- 05 Reconfigure/Heavy Modernization
- 06 Restroom Upgrade
- 07 Shade Structure
- 08 No Improvements
- 09 Solar Shade Structure
- 10 Patios
- 11 Outdoor Learning
- 12 Landscape
- 13 Shade Trees

Scopes of Work

Building Improvements

- 02 6500 SF new building (5 classrooms & restrooms)
- 06 District maintenance: 2000 SF new insulated butler building with restrooms. Demo. existing maintenance yard buildings

Site Improvements

- 01 Add resilient schoolyard outdoor/creek (student's use)
- 03 Outdoor built-in seating
- 04 New driveway into campus
- 05 Reconfigure with new driveway design

**Tierra Linda Middle School****Phase 1**

Campus wide HVAC with air conditioning	\$499,720
Upgrade electrical for campus wide air conditioning loads	\$312,325
Roofing	\$499,720
New driveway into campus	\$458,685
Fire suppression system (BV report)	\$27,900
Sub Total Scope of Work	\$1,798,350
ADA Improvements	\$359,670
Subtotal with ADA	\$2,158,020
General Conditions	\$215,802
Bonds Insurance	\$47,476
Overhead Profit	\$121,065
Design Contingency	\$508,473
Subtotal Construction Cost	\$3,050,836
Escalation to 2025 @ 15.6%	\$475,930
Total Construction Cost	\$3,526,766
Soft Costs	\$1,163,833
Project Cost	\$4,690,599



Transitional Kindergarten and Building Systems

Tierra Linda Middle School

Phase 2

Campus wide fire alarm	\$249,860
Campus wide UPS system	\$500,000
Outdoor built in seating	\$176,155
Medium mod (& roofing - cost no included)	\$1,998,880
Sub Total Scope of Work	\$2,924,895
ADA Improvements	\$584,979
Subtotal with ADA	\$3,509,874
General Conditions	\$350,987
Bonds Insurance	\$77,217
Overhead Profit	\$196,904
Design Contingency	\$826,997
Subtotal Construction Cost	\$4,961,979
Escalation to 2028 @ 35%	\$1,736,693
Total Construction Cost	\$6,698,672
Soft Costs	\$2,210,562
Project Cost	\$8,909,233

**Tierra Linda Middle School****Phase 3**

Demo portable	\$10,000
Demo maintenance building	\$38,897
New landscape play fields	\$596,017
Outdoor built in seating	\$176,155
New classroom building - 6,500 sf	\$4,452,500
New district maintenance building - 2000 sf - birtler type	\$1,370,000
Heavy modernization (Two Story)	\$499,200

Sub Total Scope of Work	\$7,142,769
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ADA Improvements	\$1,428,554
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Subtotal with ADA	\$8,571,323
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General Conditions	\$857,132
Bonds Insurance	\$188,569
Overhead Profit	\$480,851
Design Contingency	\$2,019,575

Subtotal Construction Cost	\$12,117,450
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Escalation to 2030 @ 49%	\$5,937,551
Total Construction Cost	\$18,055,001
Soft Costs	\$5,958,150

Project Cost	\$24,013,152
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Tierra Linda Middle School

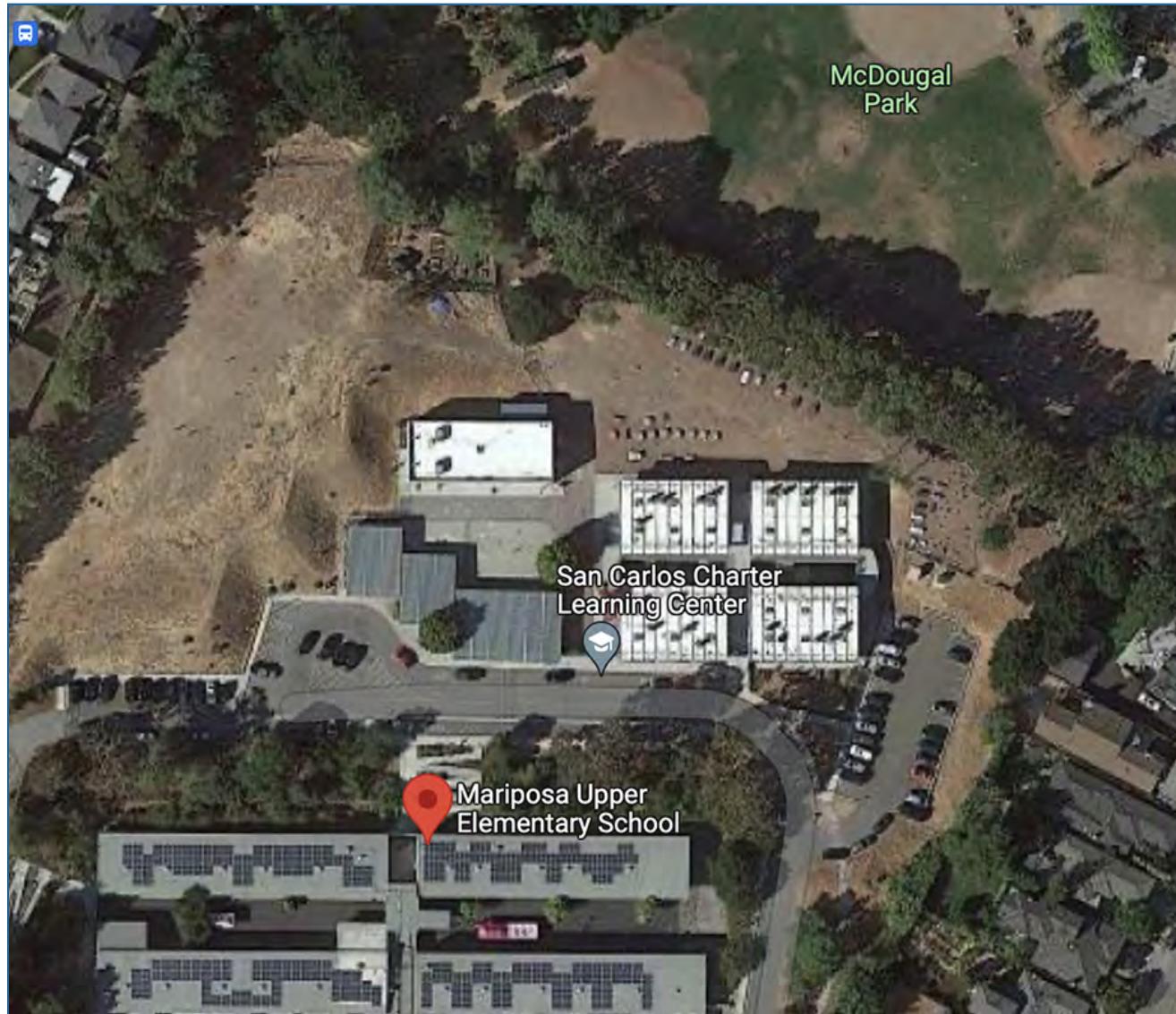
Phase 4

AC playground	\$265,749
Light modernization - interior finishes	\$2,921,559
Sub Total Scope of Work	\$3,187,308
ADA Improvements	\$637,462
Subtotal with ADA	\$3,824,770
General Conditions	\$382,477
Bonds Insurance	\$84,145
Overhead Profit	\$214,570
Design Contingency	\$901,192
Subtotal Construction Cost	\$5,407,153
Escalation to 2032 @ 64%	\$3,460,578
Total Construction Cost	\$8,867,731
Soft Costs	\$2,926,351
Project Cost	\$11,794,083

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San Carlos Charter Learning Center

SITE PROFILE



Site Profile

Address: 750 Dartmouth Ave.

CDS Code: 41690216112213

Type: Elementary School

Grade Level: K - 8

Site Acreage: 5.5

Bldg. SF: 37492

Standard Parking: 46

Accessible Parking: 3

Teaching Stations:

Site Development

2000 Portables

2017 Multi Purpose

2019 Portables

San Carlos Charter Learning Center

EXISTING SITE



San Carlos Charter Learning Center

SITE MASTER PLAN



Legend

- Demolition
- New Construction
- Light Modernization
- Medium Modernization
- Reconfigure/Heavy Modernization
- Restroom Upgrade
- Shade Structure
- No Improvements
- Solar Shade Structure
- Patios
- Outdoor Learning
- Landscape
- Shade Trees

Scopes of Work

Site Improvements

- 01 New landscape play area
- 02 Erosion control

**San Carlos Charter Learning Center****Phase 1**

Light modernization - Multi-Use Bldg	\$480,000
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Site Erosion Mitigation	\$0
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Sub Total Scope of Work	\$480,000
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ADA Improvements	\$96,000
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Subtotal with ADA	\$576,000
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General Conditions	\$57,600
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Bonds Insurance	\$12,672
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Overhead Profit	\$32,314
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Design Contingency	\$135,717
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Subtotal Construction Cost	\$814,303
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Escalation to 2025 @ 15.6%	\$127,031
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Total Construction Cost	\$941,334
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Soft Costs	\$310,640
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Project Cost	\$1,251,974
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Transitional Kindergarten and Building Systems

San Carlos Charter Learning Center

Phase 2

Light modernization - interior finishes	\$720,000
Campus wide UPS System	\$500,000
Sub Total Scope of Work	\$1,220,000
ADA Improvements	\$244,000
Subtotal with ADA	\$1,464,000
General Conditions	\$146,400
Bonds Insurance	\$32,208
Overhead Profit	\$82,130
Design Contingency	\$344,948
Subtotal Construction Cost	\$2,069,686
Escalation to 2028 @ 35%	\$724,390
Total Construction Cost	\$2,794,076
Soft Costs	\$922,045
Project Cost	\$3,716,121



Site Improvements and Long Term Projects

San Carlos Charter Learning Center

Phase 4

Light modernization - interior finishes	\$3,486,500
New landscape play field	\$1,060,000
Sub Total Scope of Work	\$4,546,500
ADA Improvements	\$909,300
Subtotal with ADA	\$5,455,800
General Conditions	\$545,580
Bonds Insurance	\$120,028
Overhead Profit	\$306,070
Design Contingency	\$1,285,496
Subtotal Construction Cost	\$7,712,974
Escalation to 2032 @ 64%	\$4,936,303
Total Construction Cost	\$12,649,277
Soft Costs	\$4,174,261
Project Cost	\$16,823,538

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Financial Summary and Implementation

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Financial Summary and Implementation

INTRODUCTION

Cost Estimating

The financial plan sets the framework to turn comparative analysis into a strategic plan and position the San Carlos School District for the future. It enables the District to drive success through better financial analysis; improving the District's ability to evaluate the effectiveness of its strategy, and analyze performance over time and across resources. The plan assesses implications of changes in enrollment, pragmatic needs and capital improvement needs to create equity for all schools and, in turn, create more value for the District, its students, stakeholders and community.

Project costs are determined using a database of costs based on a combination of cost estimating resources including RS Means and Sierra West Cost Estimating manual; third party cost estimators; recent, comparable bid estimates; as well as estimates provided by local contractors and material suppliers as a benchmark for validation and adjustment.

This method of estimation is intended to provide a guide for project budgeting parameters. It is not a detailed estimation of project costs, as projects have only been identified in broad scope.

When reviewing associated cost estimates, it is important to note that project costs differ from construction cost estimates because they include both "hard" and "soft costs". Hard construction costs include the cost of labor and materials for the contemplated on-site improvements along with a reasonable multiplier for the contractor's administration, overhead, and profit. An additional contingency is included to account for any unforeseen conditions and potential changes as are typical over the course of design and construction. An additional multiplier has been included to account for required improvements to meet changes in

building code and ADA (American with Disabilities Act) requirements. Soft costs are in addition to hard construction costs and generally include design, plan review, inspection and agency fees. Finally, an escalation factor is applied to each project grouping to account for the inflation in construction cost over time. Escalation is factored to the midpoint of construction.

Multipliers:

ADA improvements:	20% of all improvements
General Conditions:	10%
Bonds & Insurance:	2%
Overhead and Profit:	5%
Design Contingency:	20%
Soft Costs:	33%
Project 1 Escalation:	15.6% to mid construction in 2025
Project 2 Escalation:	35% to mid construction in 2028
Project 3 Escalation:	49% to mid construction in 2030
Project 4 Escalation:	64% to mid construction in 2032

Cost Summary

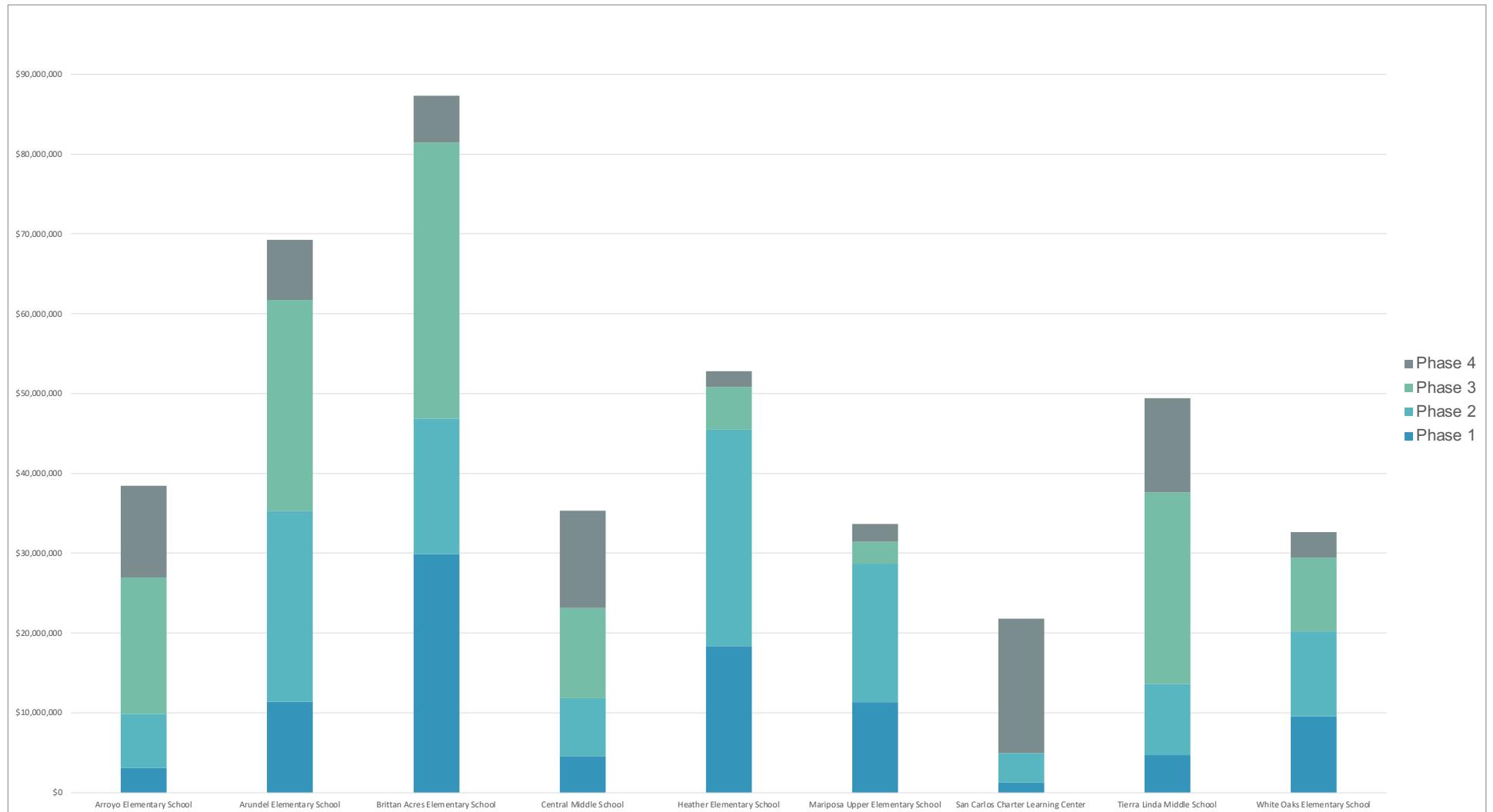
Cost Summary by Site and Project

Sites	Phase 1	Phase 2	Phase 3	Phase 4	Grand Total
Arroyo Elementary School	\$3,083,208	\$6,798,370	\$17,108,201	\$11,463,429	\$38,453,208
Arundel Elementary School	\$11,404,232	\$23,879,644	\$26,425,696	\$7,537,385	\$69,246,957
Brittan Acres Elementary School	\$29,887,753	\$16,954,895	\$34,568,270	\$5,921,989	\$87,332,907
Central Middle School	\$4,599,362	\$7,225,176	\$11,312,735	\$12,191,098	\$35,328,371
Heather Elementary School	\$18,377,676	\$27,089,769	\$5,372,386	\$1,967,738	\$52,807,569
Mariposa Upper Elementary School	\$11,333,313	\$17,366,836	\$2,710,151	\$2,243,967	\$33,654,268
San Carlos Charter Learning Center	\$1,251,974	\$3,716,121	\$0	\$16,823,538	\$21,791,633
Tierra Linda Middle School	\$4,690,599	\$8,909,233	\$24,013,152	\$11,794,083	\$49,407,067
White Oaks Elementary School	\$9,554,780	\$10,666,487	\$9,211,559	\$3,207,429	\$32,640,254
Grand Total	\$94,182,898	\$122,606,531	\$130,722,149	\$73,150,656	\$420,662,234

- 1 Climate ready projects
- 2 Transitional Kindergarten and Building Systems (short-term building life-cycle replacements)
- 3 Dynamic Learning Environments
- 4 Site Improvements and Long-Term Projects (long-term building life-cycle replacements)

Cost Summary

Cost Summary by Site and Project



Project Implementation

The projected costs in the Long-Range Facilities Master Plan are intended to address facility needs in a manner that recognizes the fiscal and legislative conditions under which the District must operate. As with many California school districts, the needs of the San Carlos School District outweigh available funding for these projects. Project groupings denote the priority of projects for implementation. As funding becomes available, the District can move further through those priorities over time.

Because there is no single, consistent source of funding for capital improvement projects, districts often rely on "braided funding" or, a combination of funding sources (each with their own restrictions) to maximize building programs. Determining the funding method to finance land acquisition, school construction, and modernization is a critical part of any facilities planning process. What might work well for one school district may not be a politically or economically viable option for another district. School districts have several options; however, a single method may not satisfy all the identified needs. Resolving school district facility needs is a matter of selecting a combination of approaches which will work best in circumstances particular to that district. Successful implementation of project funding requires an accurate analysis of the district's current facilities, future facility needs, and a knowledge of resources available.

School Construction Funding

School facility funding relies on three mechanisms, often referred to as the "three-legged stool." These avenues of funding including state/federal dollars through the establishment of state school facilities bonds or specialty state/federal grants; developer fees levied at the time of new housing development to mitigate the impact of residential or commercial development; and local revenues which include local, general obligation bonds or special tax districts.

State School Facilities Program

California's School Facility Program (SFP), established in 1998, provides funding for school district facilities using statewide general obligation bonds. SFP funding is provided in the form of per-pupil grants and is administered by the State Allocation Board (SAB) and the Office of Public School Construction (OPSC).

The SAB is the policy level body for the SFP program. It is responsible for determining the allocation of State resources including proceeds from General Obligation Bond issues and other designated State funds used for the new construction and modernization of public school facilities.

The OPSC, as staff to the SAB, implements and administers the SFP and other programs of the SAB. The OPSC is charged with the responsibility of verifying that all applicant school districts meet specific criteria based on the type of funding being requested. The OPSC prepares recommendations for the SAB's review and approval.

The SFP provides state funding assistance for two major types of facilities construction: new construction and modernization. The process for accessing the state assistance program is divided into two steps: an application for eligibility and an application for funding.

Applications for eligibility are approved by the SAB and confirms that a school district meets the criteria under the law to receive assistance for new construction or modernization. Eligibility applications do not result in State funding. To receive the funding for eligible projects, a district must file a funding application with OPSC for approval by the SAB.

Modernization projects are site-specific, based on the age of classroom buildings. Per-pupil grants are generated by applying annually adjusted grant amount multipliers to the number of classrooms on a site which have reached a minimum life-cycle threshold (20 years for portable classrooms, 25 years for permanent classrooms). Districts are provided modernization funding on a 60/40% matching

basis. 60% of project costs are provided for by the State, with the District supplying 40% of cost with matching local funds.

For new construction, a district must demonstrate that existing capacity is insufficient to house the pupils, current and anticipated, in the district using a five-year project of enrollment. Once the new construction eligibility is determined, a baseline is created that remains in place as the basis of all future applications. The baseline is adjusted for changes in enrollment and facilities added by the district. After a district has established eligibility for a project, the district may request funding for the design and construction of the facility. The program requires a 50% local matching share of the total project cost.

Once funding is approved, the district has acquired a project site, construction documents have been approved by the Division of the State Architect (DSA), and the California Department of Education (CDE) issues a final approval letter; the district may submit a request for final funding. This request must be submitted before the occupancy of any classroom in the construction contract for the project.

Evolution of the School Facility Program

Senate Bill 50 (Greene) was chaptered into law on August 27, 1998, establishing the SFP. The following November, Proposition 1A was approved by voters and legislation required that regulations be approved and in place for acceptance and process of applications. The SFP continues to evolve through legislative and regulatory changes. Significant changes to the program were implemented with subsequent bills and voter approved propositions, including the funding for charter schools, overcrowding relief, energy efficiency, joint-use projects, career technical education, seismic mitigation, 'high-performance' enhancements, and portable building replacement.

Funding for projects approved through the SFP comes exclusively from statewide general obligation bonds approved by the voters of California, the most recent being Proposition 51, approved in November 2016. The following is a summary of

voter-approved funding for all general obligation bonds by source of authority and program:

SFP Funding History

Source of Authority	Bond Allocation
Proposition 1A - Nov 1998	\$6.7 Billion
New Construction	\$2,900,000,000
Modernization	\$2,100,000,000
Hardship Assistance	\$1,000,000,000
Class Size Reduction	\$700,000,000
Proposition 47 – Nov 2002	\$11.4 Billion
New Construction	\$6,250,000,000
Modernization	\$3,300,000,000
Critically Overcrowded Schools	\$1,700,000,000
Charter School Facilities	\$100,000
Joint-Use Program	\$50,000,000
Proposition 55 – Mar 2004	\$10.0 Billion
New Construction	\$4,960,000,000
Modernization	\$2,250,000,000
Critically Overcrowded Schools	\$2,440,000,000
Charter School Facilities	\$300,000,000

Source of Authority	Bond Allocation
Joint-Use Program	\$50,000,000
Proposition 1D – Nov 2006	\$7.32 Billion
New Construction (Includes Seismic Mitigation)	\$1,900,000,000
Modernization	\$3,300,000,000
Overcrowding Relief Grant	\$1,000,000,000
Career Technical Education Facilities	\$500,000,000
Charter School Facilities	\$500,000,000
Higher Performance Incentive Grant	\$100,000,000
Joint-Use Program	\$29,000,000
Proposition 51 – Nov 2016	\$7.0 Billion
New Construction	\$3,000,000,000
Modernization	\$3,000,000,000
Career Technical Education Facilities	\$500,000,000
Charter School Facilities	\$500,000,000

Local Sources of Funding

In order to access state funding, Districts must provide matching grant amounts levied from local sources of funding. These local sources include:

Resource	Requirements
General Obligation Bond (GO Bond) Districts may pursue local GO Bonds for capital facilities projects, including land acquisition	<ul style="list-style-type: none"> • 55% of 2/3 voter approval (depending on the type) • District must show bond sales and total interest paid by voters along with a list of projects that will be funded with the proceeds.
General Fund – Routine Restricted Maintenance Account (RRMA) Used to fund standard and preventative maintenance repairs and rehabilitation of buildings, systems, and grounds	<ul style="list-style-type: none"> • EC Section 17979.75 requires school districts that participate in the School Facility Program (SFP) to establish a restricted account within the district's general fund for the exclusive purpose of providing moneys for ongoing and major maintenance of school buildings. Districts are required to deposit a specified amount in each fiscal year, for 20 years, when SFP funds are received.
Building Fund or Capital Outlay Fund Local funding from various district activities such as the sale of land, leases, and rentals	<ul style="list-style-type: none"> • Proceeds from surplus property sales must be used on capital facilities projects.

Resource	Requirements	Resource	Requirements
Developer Fees <p>Fees paid to Districts by property owners / developers to mitigate the impact created by the new developments within the district boundaries and on the school district's facilities. School districts have been authorized since January 1987 to impose impact fees on new residential and commercial / industrial construction.</p>	<ul style="list-style-type: none"> The law requires that districts show a reasonable relationship between the impact of the development and the use of the fees. Districts are prohibited from using these fees for routine or deferred maintenance. Must be used for construction and reconstruction of school facilities. Any consideration related to a school district's ability to accommodate enrollment. Must accommodate student population growth resulting from the new development. Must show a reasonable relationship between the impact of the new development use of the fee. 	Certificates of Participation (COPs) <p>Pooled financing, combining borrowing by multiple borrowers into a single issuer loan. Certificates of Participation (COPs) are evidence of interests in the debt obligations. Pool Bonds are issued by a joint powers agency.</p>	<ul style="list-style-type: none"> Must demonstrate general fund or other revenue stream to repay the loan.
General Fund – Deferred Maintenance (DM) – Fund 14 <p>Account within the general fund for the exclusive purpose of providing funds for ongoing and major maintenance of school buildings.</p>	<ul style="list-style-type: none"> Annual set aside determined by the District 	Community Facilities District (CFD) <p>Allows for financing of new capital facilities through the establishment of a Community Facilities District</p>	<ul style="list-style-type: none"> Must finance the construction, expansion, or acquisition of any real or other tangible property with an estimated useful life of five (5) years or more which is or will be constructed, owned, or operated by a public entity.



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Appendix

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- [Appendix A](#) Facility Condition Assessment Reports
- [Appendix B](#) Enrollment Projections
- [Appendix C](#) Resilient San Carlos School Yards
- [Appendix D](#) Directory of Acronyms

Prepared By:

PBK-Berkeley

pbk.com

Contact: Loren Gachen, Managing Principal

T. 510.450.1999

E. Loren.Gachen@pbk.com

Foresight Planning & Development

Contact: Kristen Rose, Founder

T. 951.255.8081

E. krose@fpd.consulting

Bureau Veritas

bureauveritas.com

Contact: Erik Piller

T. 800.733.0660

E. erik.piller@bureauveritas.com

