SAN FRANCISCO PUBLIC SCHOOLS

2023

FACILITIES MASTER PLAN

SFUSD

ACKNOWLEDGMENTS

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Students, Faculty, Staff, Families and Stakeholders

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- Buildings and Grounds
- Department of Technology
- Early Education Department
- Educational Placement Center
- Facilities Design and Construction
- Facilities Services
- G.O. Bond Program
- Real Estate
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EXECUTIVE SUMMARY

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INTRODUCTION

Schools have always played an integral role in community life; historically built in a city center with a grand, imposing presence that signifies the importance of the work taking place inside. They are hubs of learning, community centers, dining halls, gathering spaces, performance venues, and more. They are places where students, families, staff, and neighbors come together, both a part of, and supported by, their local community.

San Francisco Unified School District (SFUSD) has a notable suite of historic school buildings that evoke the value of education. Historic or modern, the architecture and design of school buildings have a unique opportunity, capability, and responsibility to directly inspire, impact, and enhance student outcomes.

Every day when SFUSD students walk into our schools, we want them to feel cherished and respected. In this Facilities Master Plan (FMP), SFUSD has embarked on a focused journey to consider the full breadth of opportunities available to improve our school buildings so they can support a more inclusive and impactful educational experience for all students.

Continuous investments and improvements to our aging schools are essential to keep them safe and inspiring places to learn. Given the extent of investment needed, the District relies on General Obligation (G.O.) bonds to fund modernization projects that create rich learning environments.

Figure 1 contrasts the student experience in unmodernized and modernized spaces. Features included in the "**school we want**" are critical components of a 21st-century learning environment, oriented towards the needs of the whole child—cognitive, physical, social, and emotional. We want each and every student to learn in spaces that allow for the quality instruction and equitable support they require to thrive.

Figure 1. Unmodernized vs. Modernized Space Comparison

	WHAT WE HAVE	WHAT WE WANT
CLASSROOMS	• A one-size-fits-all classroom model. • Desks arranged with students facing the front of the room, offering limited opportunities for collaboration. • Inflexible, traditional classroom seating.	• Up-to-date internet connectivity allowing for fast, reliable access. • Modern, flexible classroom furniture that supports peer collaboration. • Culturally responsive learning spaces. • Durable and attractive wall coverings, tile, flooring, and paint.
INDOOR COMFORT	• Gas boilers with frequent repair needs. • Radiators that are prone to temperature fluctuations. • Passive ventilation which relies on operable windows. • Fluorescent lighting with frequent replacement needs.	• Energy efficient LED lighting. • Ventilation enhancements to increase fresh air flow. • Mechanical systems that improve indoor air quality. • Updated heat controls to maintain comfortable temperatures. • Conversion to electric heating and ventilation when feasible.
SCHOOLYARDS	• Aging and cracked rubber tile playground surfacing. • Standard playground equipment. • Asphalt yards with minimal green areas and dull colors. • Seating limited to wooden benches along the yard perimeter.	• Engaging outdoor spaces where students can learn, eat, play, or relax. • Fun, challenging, age-appropriate play equipment for P.E. programming. • Trees and plants that offer shade and help decrease noise and pollution. • More natural landscaping to allow for better drainage.
DINING SPACES	• Reliance on pre-packaged meals. • Dining spaces that feel institutional with dull paint colors and dim lighting. • Standard, inflexible furniture that limits the opportunity to socialize.	• Kitchens equipped to prepare fresh food on-site. • Clean, bright, and welcoming spaces with flexible seating and table options. • Faster, more efficient delivery and serving lines. • Nutritious, appealing food options.

Source: San Francisco Unified School District.

In alignment with the District-adopted Vision, Values, Goals and Guardrails, adopted in October 2022 (see **Figure 2),** the FMP is student-centered and envisions a transformation of the physical environment to ignite a spark in each child, leading to positive learning experiences that prepare them for the challenges and opportunities of the modern world.

The FMP is also grounded in data—extensive assessments, reports, and analyses—that support effective decision making and the equitable allocation of resources. The data shared from the Facilities Condition Assessments (FCA) allows for transparent, objective consideration of school sites' physical needs across the District. We have balanced the findings of the FCA data with feedback gathered from SFUSD families, staff, and students about their daily experiences at school sites to shape recommendations. With its focus on the whole child, this document will serve as a framework to upgrade and improve educational spaces now and into the future.

Figure 2. SFUSD's Vision, Values, Goals, and Guardrails

VISION

All SFUSD students will graduate as **independent thinkers** with a sense of agency who have attained **academic and creative skills** to lead **productive lives and contribute** to our community.

VALUES

- Student-centered
- Fearless
- United
- Social Justice
- Diversity-driven

GOALS

We aim to increase proficiency percentages in 3rd grade literacy and 8th grade math, and increase the percentage of 12th graders who are college ready.

GUARDRAILS

- **Effective decision-making**
- **Serving the whole child**
- Curriculum and instruction
- **Resource allocation**
- Strategic partnerships

Source: San Francisco Unified School District.

G.O. BOND PROGRAM

The General Obligation (G.O.) Bond Program is a critical financial resource for maintaining and modernizing the school community's physical environment.

Due to the consistent support of San Francisco voters, the District has issued G.O. bonds totaling nearly $2.0 billion in four bonds (2003, 2006, 2011 and 2016). Bond expenditures are overseen by a Citizen's Bond Oversight Committee (CBOC). To date, there have been no audit findings for the Bond Program.

Funds from our recent Bond Programs have enabled the District to make transformational changes to over 50 school sites that support the diverse needs of our student body.

WHAT'S IN THIS PLAN?

The FMP is a 10-year work plan for our District's facilities. It includes a detailed assessment of the condition of 147 of the District's buildings and systems. During the summer of 2022, we conducted comprehensive Facilities Condition Assessments (FCAs), which found that the investment needs to maintain our buildings are substantial. Modernizing our schools to create the "schools we want" requires significantly more funding.

There are also a wide range of policies and programs that have been identified as **emerging priorities** and will require changes to and investments in our buildings. These include building enhancements to keep schools healthy and safe, program expansions to better serve students, and responses to demographic trends and policy initiatives. Funding needs for these new programs are in addition to the repairs that need to be made to keep our schools functioning.

The pacing for some initiatives, like improving air quality, is slow and steady, with work being completed consistently throughout the year. Others, like school safety, move on an accelerated schedule, with resources deployed to complete implementation in the next three years (see **Figure 3**).

Each initiative has specific policy recommendations and objectives to guide our efforts over the next ten years. They are grouped into three categories: health and safety, learning environments, and policy directives. These initiatives, described in **Figure 4**, will guide subsequent project planning and the allocation of all available funding streams, including the preparation of a 2024 G.O. Bond Measure.

Given our limited resources and extensive investment needs, total alignment across all of our funding streams is critical to achieve the maximum impact for our students. While there will always be tradeoffs, our collective goal must remain focused on our vision of serving the whole child.

Figure 3. Pacing Definitions

ACCELERATE	STEADY
Using all resources available, move as quickly as possible to deliver program objectives in first three years of the 10-year plan (2024-2027).	Make routine, evenly-distributed, and predictable investments to advance program objectives.
SCHEDULE	**DEFER**
Develop specific, one-time, or episodic projects to benefit from key partnerships, leveraged funding streams, or time-limited opportunities.	Consider implementation at a future point.

Figure 4. Emerging Priorities, Pacing, and Policy Recommendations

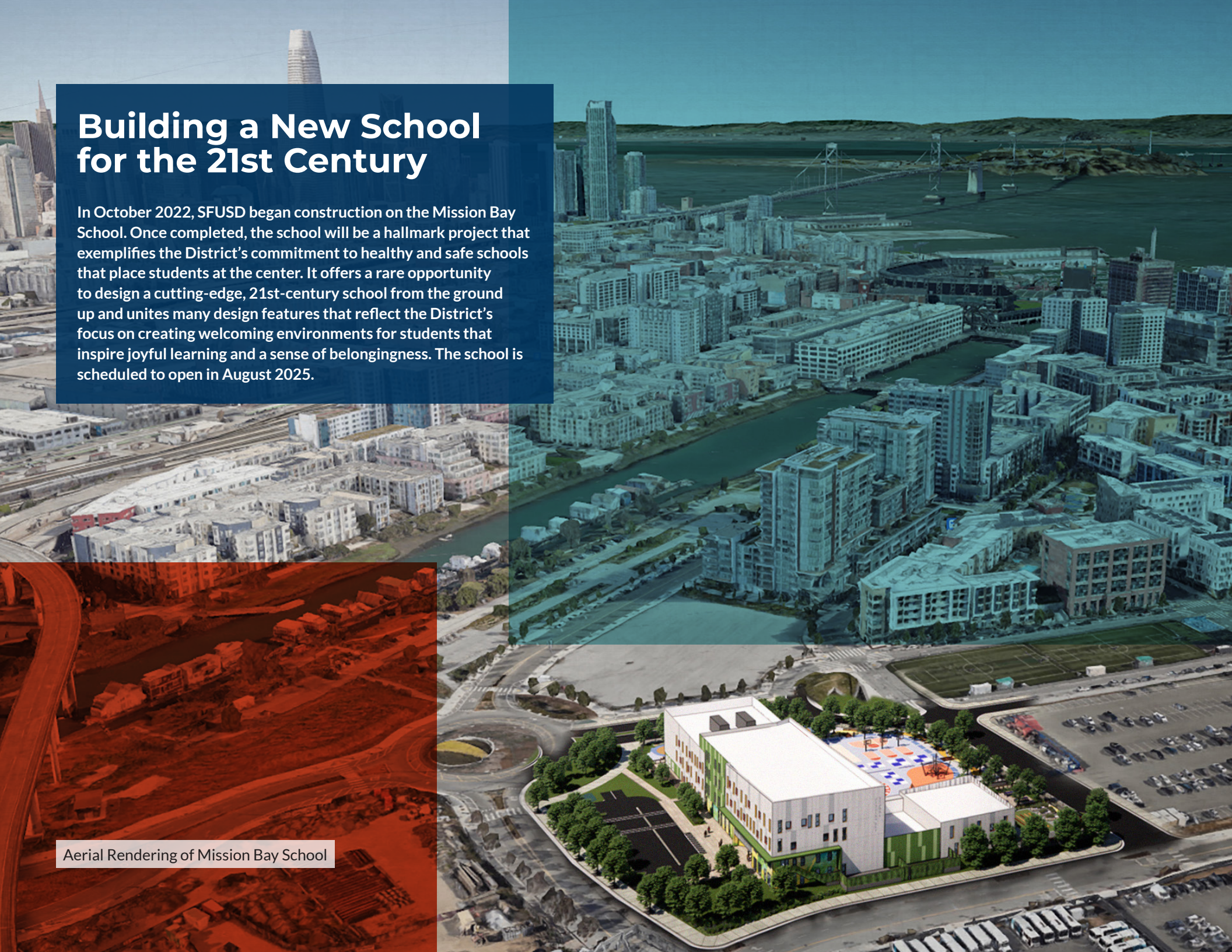
	PRIORITY	PACING	RECOMMENDATION
HEALTH AND SAFETY	SAFE + SECURE SCHOOLS	Accelerate	Use current and future bonds along with deferred maintenance funding to ensure every school has baseline security equipment and features in place, including security locks, public address systems, remote door access and control, and security cameras. One hundred percent of SFUSD classrooms will have security locks by 2024; all other systems require additional funding to complete.
	HEALTHY AIR QUALITY	Steady	For each modernization project, determine the most cost-effective passive and/or mechanical ventilation strategy to raise classroom Air Changes per Hour (ACH) to best practice standard.
	SEISMIC READINESS	Steady	All SFUSD school sites comply with the Field Act. Use bond funding to continue structural upgrades, as the durability and safety of our buildings is a top priority.
	WATER QUALITY	Steady	Plan for system-wide water quality testing when regulatory standards are formalized in 2024. Pursue and formalize partnership with the SFPUC to ensure consistent yearly testing of a designated, rotating set of 20 percent of SFUSD schools per year.
LEARNING ENVIRONMENTS	INSPIRING OUTDOOR LEARNING SPACES	Accelerate	Complete deployment of outdoor furniture to 40 sites for outdoor spaces by December 2023. Fund at least ten schoolyard renovations. Seek government and philanthropic grants to leverage impact of bond funds.
	DELICIOUS + HEALTHY SCHOOL MEALS	Steady	Complete remaining 9 dining space refresh projects by early 2024. Invest in 30 more refresh projects. Complete analysis of regional versus central kitchen.
	TECHNOLOGY + NETWORK IMPROVEMENTS	Steady	Continue upgrading classroom and systems technology, core infrastructure, electrical, backup power supply, networking, and wireless capacity and connectivity to meet innovative usage demands. Complete remaining projects using 2016 Bond Program funds.
	MODERNIZATION PROGRAM	Steady	Continue modernization program using FCA scores and clear policy criteria to prioritize sites for future bond allocations. Pursue G.O. bond every five years to ensure stable and consistent investment in SFUSD's facilities. Expand modernization program to include replacement of assets (like athletic fields) and systems (like heat) that age more rapidly and independently of the school site as a whole.

	PRIORITY	PACING	RECOMMENDATION
POLICY DIRECTIVES	UNIVERSAL TRANSITIONAL KINDERGARTEN	Accelerate	Prepare 11 TK classrooms for the 2023-2024 school year. Designate and schedule preparation of additional TK classrooms over the next three years to meet universal TK mandate.
	ZONE-BASED STUDENT ASSIGNMENT	Defer	Defer projects to address classroom capacity needs until completion of the student assignment implementation plan. Example projects include expansion of existing building footprints or the addition of new school buildings.
	PORTFOLIO MANAGEMENT	Schedule	Complete analysis of underutilized administrative buildings in 2023. Identify options for Leola Havard and next steps for Treasure Island campus transfer by 2024.
	AFFORDABLE HOUSING FOR EDUCATORS	Accelerate	Initiate marketing for Shirley Chisholm Village to attract educators. With a goal of 400 additional educator housing units, 1) pursue opportunities to dedicate educator housing units as part of larger, non-SFUSD-owned projects in 2023-2024; and 2) launch development of an SFUSD-owned site, identifying options to generate workforce housing units and revenue for the District.

Presidio Middle School

Building a New School for the 21st Century

In October 2022, SFUSD began construction on the Mission Bay School. Once completed, the school will be a hallmark project that exemplifies the District's commitment to healthy and safe schools that place students at the center. It offers a rare opportunity to design a cutting-edge, 21st-century school from the ground up and unites many design features that reflect the District's focus on creating welcoming environments for students that inspire joyful learning and a sense of belongingness. The school is scheduled to open in August 2025.



Aerial Rendering of Mission Bay School

Mission Bay learning studios, interconnected with folding partitions, foster collaboration and innovation among students and teachers from different classes.

The lobby/heart is spatially organized to offer circulation and social-emotional wellness with communal tiered seating and writable walls for creative endeavoring.

The school will become the nucleus of community life in Mission Bay, a vibrant neighborhood with unparalleled opportunities in the fields of health, biotechnology, and life sciences.

The ground floor provides direct access to outdoor play and nature-based learning spaces to meet all young students' sensory needs and seamlessly extends learning to the outdoors.

1
FACILITIES MASTER PLAN: VISION & PROCESS

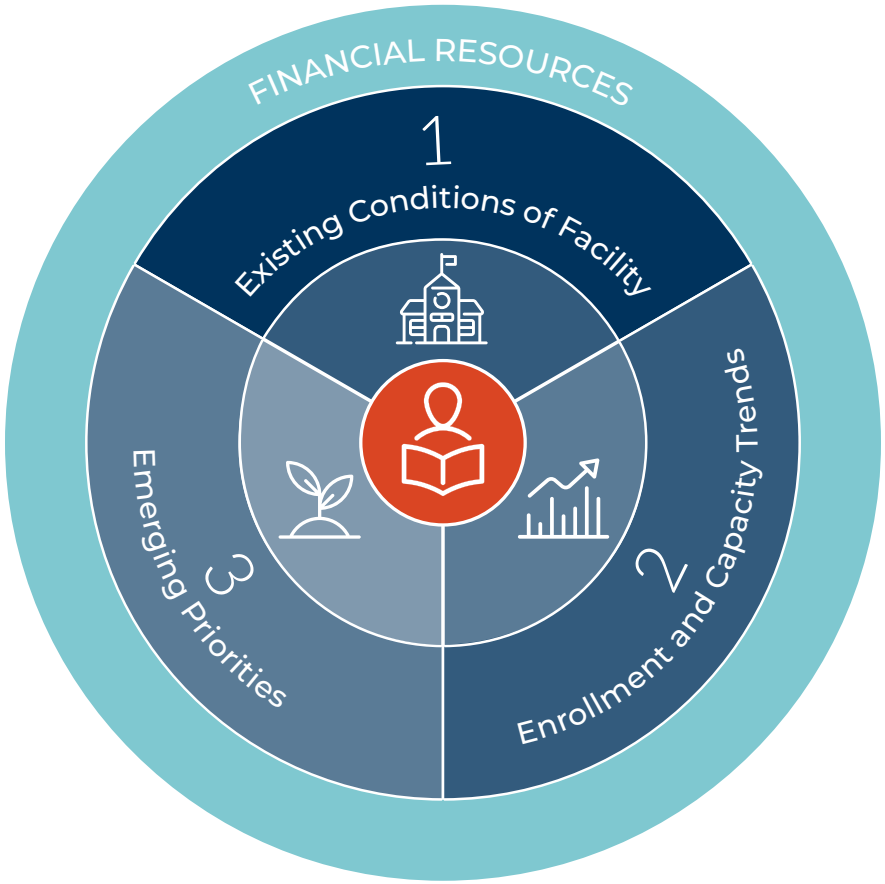
Ida B. Wells High School

WHAT IS AN FMP?

SFUSD's Facilities Master Plan (FMP) assesses the physical conditions of capital facilities, analyzes areas of need in the context of policy priorities and projected enrollment trends, and identifies the financial resources required to support capital investments (See **Figure 5**).

The Facilities Division is responsible for creating the FMP, and, once approved by the Board of Education (BOE), for its subsequent implementation.

Figure 5. Facilities Master Plan Framework



Source: San Francisco Unified School District.

FMP VISION AND GOALS

The 2023 FMP is anchored by SFUSD's overarching vision and values (see **Figure 6**) and strives to create safe and healthy learning environments for students. When a school is intentionally built with features that address the entire spectrum of a student's needs, inside and outside of the classroom, the ***whole child*** can come to school feeling supported, engaged, and challenged.

The FMP identifies immediate and future capital facilities needs ***and*** new approaches for creating healthy and safe physical school environments. This includes changing the look and feel of school settings through innovative classroom design, engaging dining spaces, outdoor areas where students can learn and play, and updated school features, including improved lighting, durable materials, increased access to natural light, and cheerful colors.

Figure 6. SFUSD Vision and Values

VISION

All District students will graduate as independent thinkers, with a sense of agency, who have attained academic and creative skills to lead productive lives and contribute to our community.

VALUES

- **Student-Centered** by putting students' needs first.
- **Fearless** by persisting through challenges.
- **United** by celebrating each other's strengths and differences.
- **Social Justice** by standing with those who are most impacted by oppressive systems and changing those systems.
- **Diversity-Driven** by respecting and understanding each person.

Source: San Francisco Unified School District.

FMP PROCESS OVERVIEW

The 2023 FMP was developed and written using the approach below (see **Figure 7**). Once adopted, this process will provide the analysis for framing the District's policy goals and capital program, which is largely funded by G.O. bonds. The next G.O. bond is expected to be presented to San Francisco voters in 2024 (see **Figure 8**).

Figure 7. FMP Approach

DATA-DRIVEN
Each property's condition is assessed to understand its needs, including deferred maintenance and building system useful life.

TRANSPARENT
The FMP's methodology, findings and proposed priorities are laid out clearly in this Plan and shared with the Board of Education.

FORWARD-LOOKING
The FMP considers future needs and emerging priorities of the District's facilities.

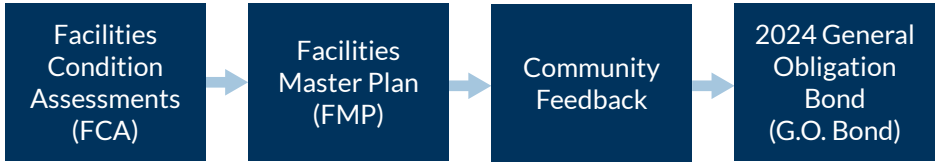
STUDENT-CENTERED
The FMP sets forth a capital project framework that places student health, safety, and experience at the core.

VALUE-ALIGNED
The FMP closely follows the District's Vision, Values, Goals, and Guardrails.

COMMUNITY-FOCUSED
The FMP involves ongoing stakeholder engagement to ensure that the school community is consulted and involved.

Source: San Francisco Unified School District.

Figure 8. Capital Planning Process



Source: San Francisco Unified School District.

2
ABOUT SFUSD

Harvey Milk Civil Rights Academy

SFUSD OVERVIEW

SFUSD is the primary and secondary public school entity for the City and County of San Francisco. The District is the seventh largest school district in California, with more than 50,000 enrolled students and nearly 9,200 employees (as of October 2021).

San Francisco is both a city and a county, so the District administers both the school district and the San Francisco County Office of Education (COE), making it a single-district county.

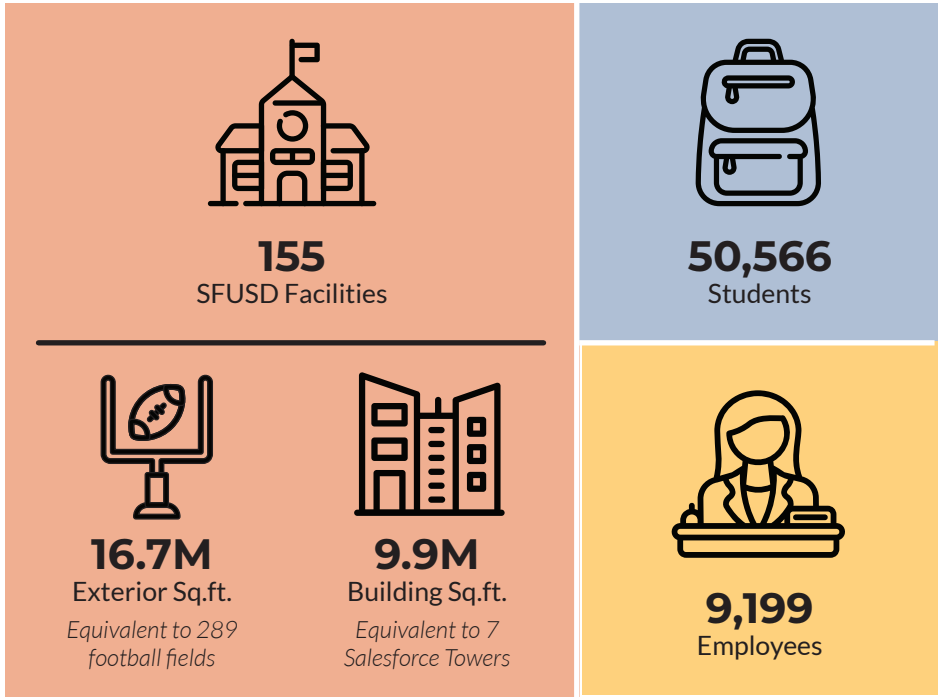
Harvey Milk Civil Rights Academy

SFUSD FACILITIES DIVISION

The SFUSD Facilities Division is charged with the planning, construction, and daily maintenance and care of the District's physical environment. The Division's 430 staff are distributed across six departments: Facilities Design and Construction, G.O. Bond Program, Buildings and Grounds, Facilities Services, Real Estate, and Environmental Health.

The District owns 155 properties and 9.9 million square feet of buildings, making it the third largest holder of City-owned property, after the San Francisco Recreation and Park Department (517 facilities) and the Port of San Francisco (213 facilities).

Figure 9. Overview of SFUSD and Its Facilities



Source: San Francisco Unified School District.
Note: Student enrollment and employee counts as of October 2021. Enrollment includes PreK and excludes charter and county schools.

SFUSD PROGRAMS

SFUSD offers a wide range of programs to meet the diverse needs of its students.

PROGRAMS BY GRADE LEVEL

- Pre-Kindergarten
- Transitional Kindergarten
- Elementary Schools
- Middle Schools
- High Schools
- Alternative High Schools
- County High Schools
- Career Tech. Education (CTE) Pathways

SCHOOL SITE PROGRAMS

- After School Programs
- Before School Programs
- Language Programs
- Special Education Services
- Sports and Athletics
- Student Nutrition Services
- Transportation Services
- Visual and Performing Arts

STUDENT AND FAMILY SUPPORT SERVICES

- Be Well
- English Learners
- Foster Youth Services
- Health & Wellness Resources
- Indian Education Program
- LGBTQ Student Services
- Mentoring for Success
- Migrant Education Program
- Refugee & Immigrant Solidarity in Education
- Section 504 Services
- Student Intervention Team
- Students & Families Experiencing Homelessness
- Suicide Prevention
- Translation & Interpretation Services

PROGRAMS BY GRADE LEVEL

SFUSD offers a wide range of programs to meet the diverse needs of its students.

PRE-KINDERGARTEN (PREK)

SFUSD has 11 Early Education Schools (EES) and 23 elementary schools offering Pre-Kindergarten (PreK). Families can apply to Dual Language programs located at certain schools. These programs aim to strengthen students' foreign language and English skills, in addition to teaching them about diverse cultures. PreK enrollment accounts for 2.2 percent of total enrollment.

TRANSITIONAL KINDERGARTEN (TK)

TK bridges the PreK and kindergarten years. It is the first year of a two-year kindergarten program that was implemented in California for children who are not yet old enough for kindergarten but want to build their social, developmental and academic skills. TK is offered at select SFUSD early education schools and elementary schools. TK enrollment accounts for 1.2 percent of total enrollment.

Jose Ortega Elementary School

K-12 SCHOOLS

All SFUSD K–12 schools offer students the following: math and english courses aligned with rigorous state standards; visual and performing arts and music programs; comprehensive physical education each week; social and emotional learning, such as communicating feelings and resolving conflicts; support for student health and well being from school nurses and social workers; healthy school breakfasts and lunches; enhanced learning through libraries and technology; and out-of-school learning opportunities. SFUSD also has two admission based high schools; Lowell High School and Ruth Asawa San Francisco School of the Arts. Total enrollment at K–12 schools accounts for 96.6 percent of SFUSD enrollment. This includes 39.8 percent at K–5 sites, 8.5 percent at K–8 sites, 17.1 percent at MS sites and 31.2 percent at HS sites.

ALTERNATIVE HIGH SCHOOLS

SFUSD has three alternative high schools that offer programming optimized to meet the specific educational needs of non-traditional students. All schools offer intensive guidance, a variable credit system, and individualized learning plans. They also offer students the opportunity to earn a high school diploma or to transfer to a traditional high school.

COUNTY HIGH SCHOOLS

SFUSD operates six schools under the County. County schools serve as an additional safety net for youth whose temporary circumstances require specialized supports and structures. County schools focus on addressing the unique needs of their students and building the skills they will need for their next transition.

CAREER TECHNICAL EDUCATION (CTE) PATHWAYS

CTE Pathways are high school small learning communities where students develop academic and technical skills along with leadership and career experience in a specific industry sector. Students learn the newest technology and job skills by taking on real world projects, visiting professionals and companies, touring colleges, and shadowing/interning at work sites across the San Francisco Bay Area. High school students can participate in Pathways for up to four years, though typically in grades 10–12, depending on the school.

SCHOOL SITE PROGRAMS

AFTER SCHOOL PROGRAMS

SFUSD offers two after school programs: Out-of-School Time (OST) and ExCEL (Expanded Collaborative for Excellence in Learning). Families can also look for non-SFUSD programs run by local organizations. Both the OST and ExCEL programs offer academic support, recreation, and enrichment for students. These programs reinforce school-day learning and support families by creating high quality, safe, youth-centered, and culturally responsive learning experiences.

BEFORE SCHOOL PROGRAMS

Some schools have before school options, which means they open before instructional hours and provide breakfast and/or group activities.

LANGUAGE PROGRAMS

SFUSD offers language programs including Dual Language Immersion (DLI), Biliteracy, World Language in Elementary School (WLES), Newcomer, and Middle and High School World Languages.

SPECIAL EDUCATION SERVICES

Special Education instruction is specifically designed to address the educational and related developmental needs of children with disabilities. This includes early intervention services for infants and toddlers, preschool for students starting at age three, services for school-age children in grades K-12, and transition services for eligible students up to age 22. For students with Individual Education Plans (IEPs), instruction is based on the core curriculum.

SPORTS & ATHLETICS

SFUSD's athletic program consists of high schools and middle schools. The high schools are part of the California Interscholastic Federation (CIF). Programs include Badminton, Volleyball, Spirit Squad, Soccer, Cross Country, Basketball, Wrestling, Track and Field, Tennis, Swimming, Softball, Baseball, Golf, Fencing, Football, and Flag Football.

Phillip and Sala Burton Academic High School

STUDENT NUTRITION SERVICES (SNS)

SNS provides students the equitable support they need to succeed in the classroom and beyond, by keeping them nourished along the way. During the normal school year, SNS serves over 37,000 meals per day at 136 schools across San Francisco.

TRANSPORTATION SERVICES

SFUSD provides safe and reliable transportation to and from school. The Transportation Team supports the educational day by providing curb to curb transportation for students with IEPs; general education busing with limited established routes; site support for planning and scheduling of field trips; and transportation bus service for paid, athletic, and art program trips.

VISUAL & PERFORMING ARTS (VAPA)

VAPA is an educational program within SFUSD's Division of Curriculum & Instruction supporting five Arts disciplines: dance, media arts, music, theater, and visual arts. The SFUSD Board of Education formally adopted *Arts and Creativity 2025*, a plan for implementing equitable arts education.

STUDENT & FAMILY SUPPORT SERVICES

BE WELL

Promotes an environment that encourages and supports students, staff, families, and communities to make healthy life choices.

ENGLISH LEARNERS

SFUSD is committed to ensuring that English Learners develop high levels of English proficiency, home language proficiency, academic achievement, and skills that will lead to success in the 21st century. As such, we provide various educational language programs for students who are English Learners.

FOSTER YOUTH SERVICES

The San Francisco Foster Youth Services Coordinating Program strives to address the unique educational needs of foster youth by working collaboratively with youth, caregivers, schools, pacing agencies, and other service providers.

HEALTH & WELLNESS RESOURCES

Positioning students for success encompasses not only academics but also nurturing their minds, bodies, and hearts.

INDIAN EDUCATION PROGRAM

Title VII supports the unique educational and culturally related academic needs of American Indian/Alaskan Native students enrolled in SFUSD.

LGBTQ STUDENT SERVICES

LGBTQ Student Services aims to provide school sites with the resources and District support to meet the needs of gay, lesbian, bisexual, transgender, queer, and questioning youth and families.

MENTORING FOR SUCCESS

SFUSD's school-based mentoring program provides students with highly qualified and effective mentors.

MIGRANT EDUCATION PROGRAM

The Migrant Education Program tailors its services to meet the unique needs of urban migrant students, most of whom have settled out of a migratory life but still need and qualify for services for three years.

REFUGEES & IMMIGRANT SOLIDARITY IN EDUCATION (RISE-SF)

RISE-SF is charged with increasing access to education for all immigrant and refugee students through the promotion of culturally and linguistically inclusive programs and services.

SECTION 504 SERVICES

Enables a student with a physical or mental impairment that substantially limits one or more major life activities to receive accommodations and/or related services to ensure equal access to education.

STUDENT INTERVENTION TEAM (SIT)

SIT recruits and supervises a yearly cohort of approximately 40-50 graduate-level clinical interns, who provide individual and group school-based mental health support.

STUDENTS & FAMILIES EXPERIENCING HOMELESSNESS (SAFEH)

SAFEH aims to reduce the barriers that students experiencing homelessness face in enrollment, attendance, and success in school.

SUICIDE PREVENTION

Consistent with Education Code 215, SFUSD or its designees develop strategies and measures for suicide prevention, intervention, and postvention for students in grades K-6.

TRANSLATION & INTERPRETATION SERVICES (TIU)

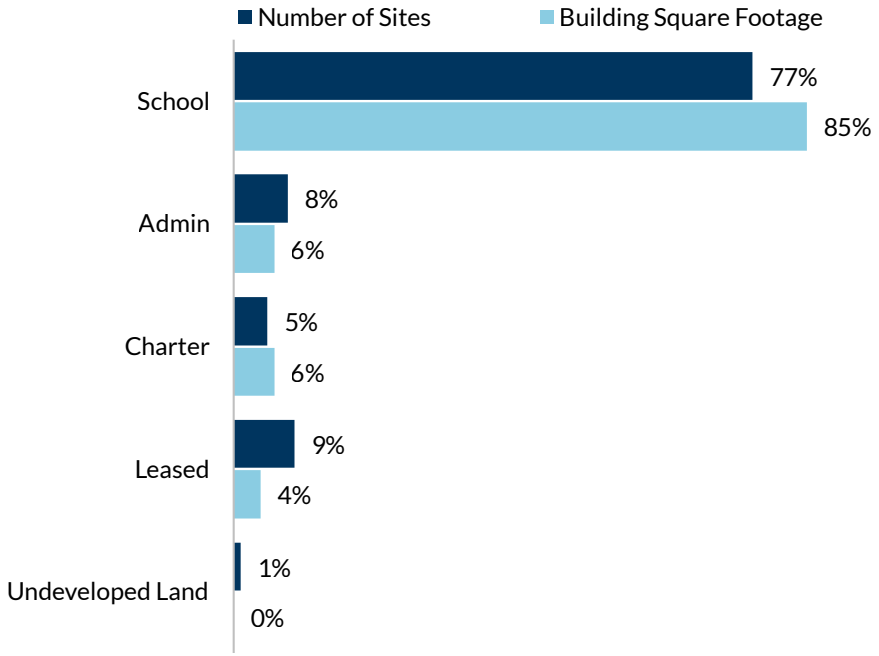
Provides interpretation for meetings with families, translation of written materials, and supports SFUSD staff who provide interpretation and/or translation for school sites.

SFUSD REAL ESTATE AND LAND USE PORTFOLIO

The majority of SFUSD's properties are 120 schools (excluding charters), which account for 77 percent of all sites and 85 percent of the District's building square footage portfolio (see **Figure 10**). The remaining balance consists of 12 administrative buildings, 14 leased properties, 7 charter facilities, and 2 parcels of undeveloped land. The District has no vacant properties in its portfolio aside from the two undeveloped parcels.

When applicable, the District uses, develops, and leases real estate that is not being used for educational purposes, in alignment with its mission and relevant state laws, which govern the use of District property and facilities. In addition, although charter schools operate independently, the District is required by law to offer them space when requested.

Figure 10. Distribution of Facilities by Primary Use



Source: San Francisco Unified School District.

The District annually issues an average of 1,060 facility use permits for use of its properties. This allows the District to provide facilities for a wide range of educational and community programs in support of its core values. Examples include summer programs, sports programs, community meetings, and comprehensive after school programs.

At present, the District opens 36 schoolyards to the public on weekends as part of a shared schoolyards partnership with the City and County of San Francisco. By the end of the 2024-2025 school year, 25 more locations are planned for a total of 61 schoolyards that provide more accessible and safe spaces for children and families to play.

There are 27 ZIP Codes in the City and County. The District has schools and facilities situated in all but five ZIP Codes: Presidio (94129), Financial District (94104), Mission Bay (94158), East Cut (94105), and Treasure Island (94130). Construction is underway for a new school in the Mission Bay ZIP Code and is scheduled to be completed in 2025.

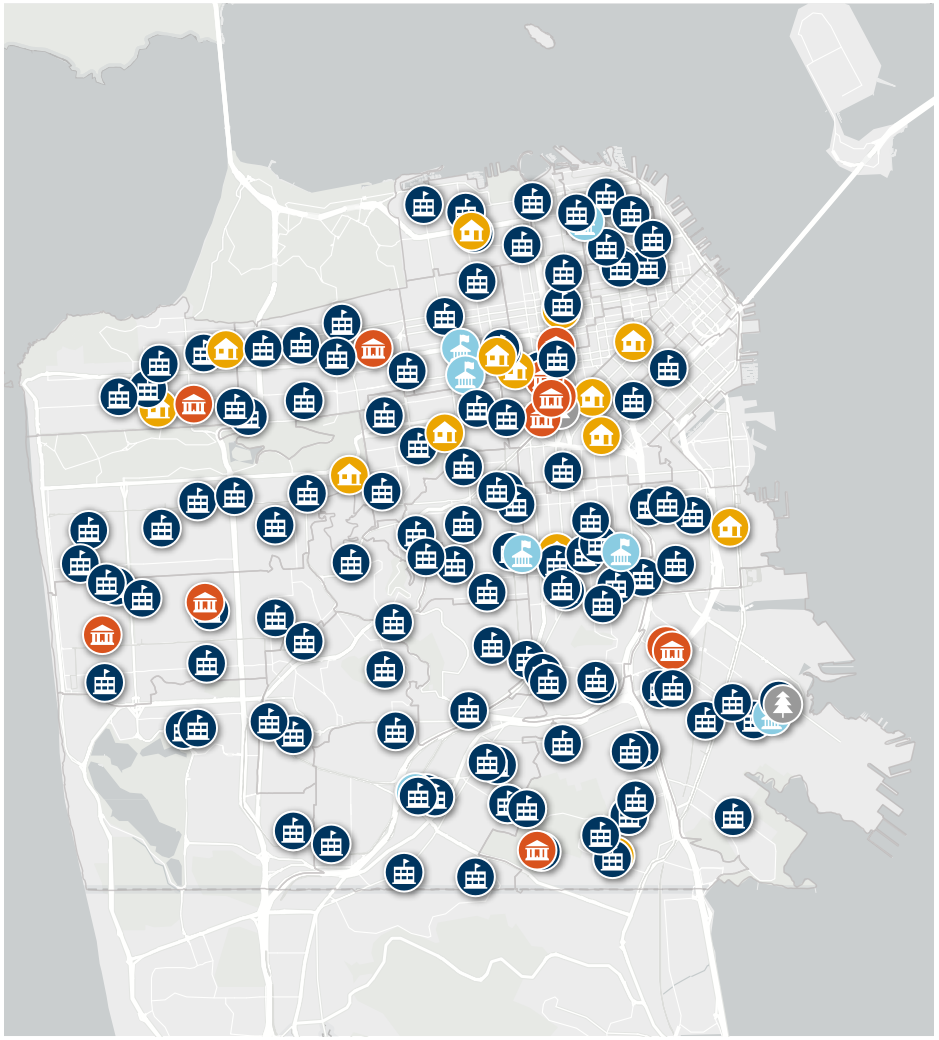
The five ZIP Codes with the largest number of school sites in the District are listed in **Figure 11**. The maps in **Figure 12** and **Figure 13** show the distribution of facilities and schools across the District.

Figure 11. ZIP Codes with Largest Number of Schools

ZIP CODE	NEIGHBORHOOD	NUMBER OF SCHOOLS
94110	Inner Mission/Bernal Heights	13
94112	Ingleside-Excelsior/Crocker-Amazon	11
94114	Castro/Noe Valley	9
94134	Visitacion Valley/Sunnydale	8
94122	Sunset	8

Source: San Francisco Unified School District.

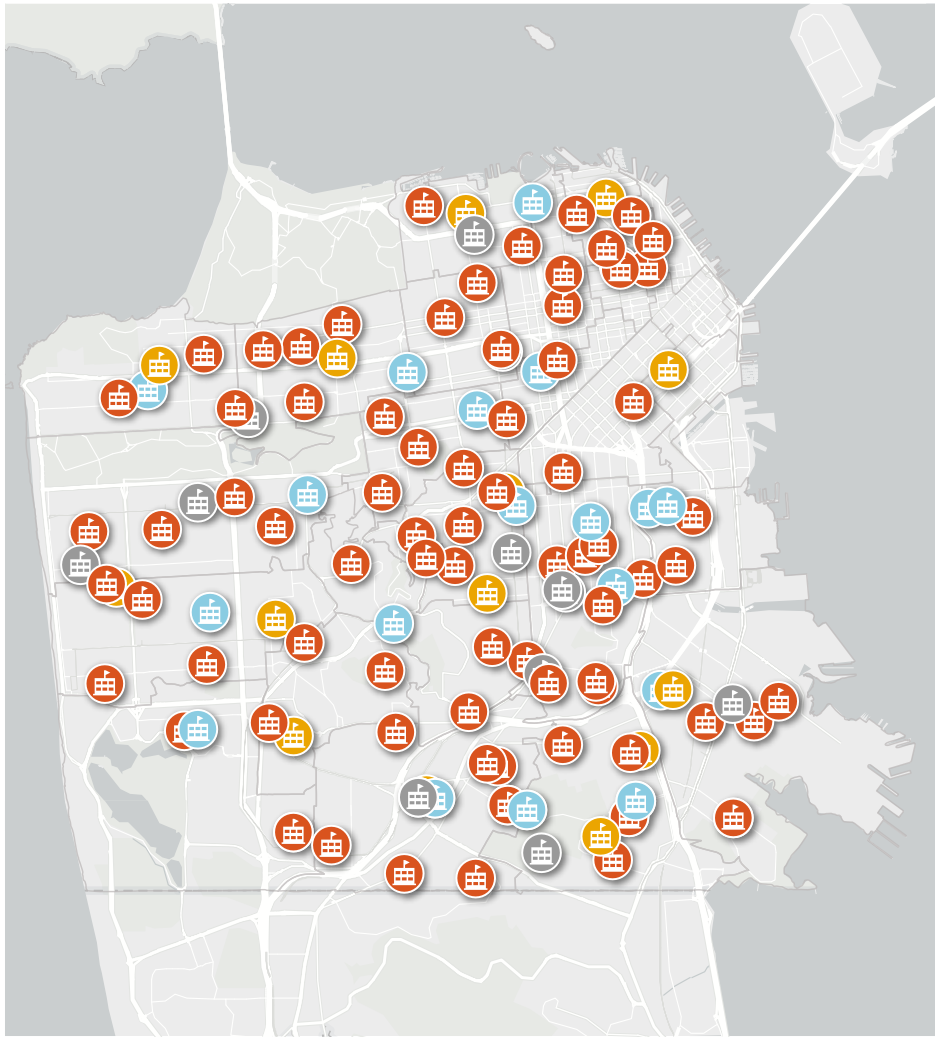
Figure 12. Location of District Facilities by Primary Use



School
Leased
Administrative
Undeveloped land
Charter
ZIP Code Boundaries

Source: San Francisco Unified School District.

Figure 13. Location of District Facilities by School Type



Elementary School
Early Education School
High School
ZIP Code Boundaries
Middle School

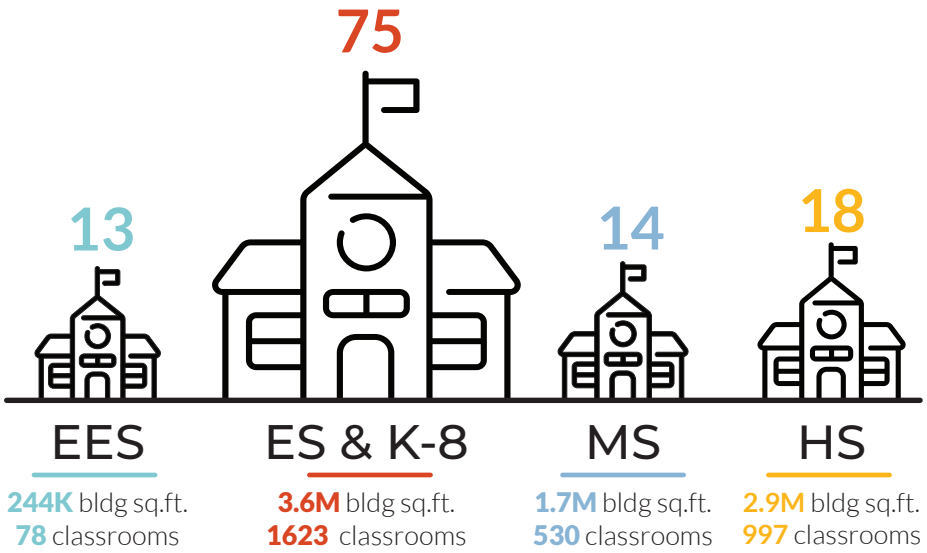
Source: San Francisco Unified School District.

As shown in **Figure 14**, elementary and K–8 schools (ES & K-8) comprise the largest component of school facilities, or 63 percent of the total portfolio.

In contrast, middle schools (MS) and high schools (HS) make up a smaller portion of the portfolio (27 percent) but account for 54 percent of the District's school site square footage. The 13 early education schools (EES) are the smallest, both in terms of the number of sites and total building square footage.

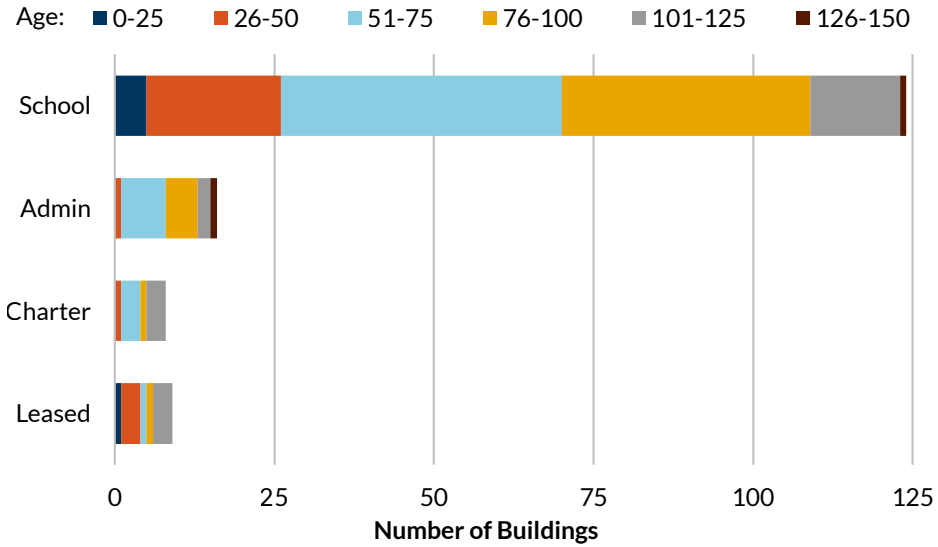
The average age of buildings in the District's portfolio is 73 years. As shown in **Figure 15**, 80 percent of school buildings were constructed over 50 years ago. Although many of these buildings have received investments through prior Bond Programs, aging systems—boilers, electrical systems, ventilation, and plumbing—require more frequent maintenance. As the District strives to maintain healthy and safe learning environments that support and engage students, accumulated deferred maintenance is essential to address (see *Section 4 Existing Conditions: Facilities & Systems*).

Figure 14. Facilities by School Type



Source: San Francisco Unified School District.
Note: Only includes buildings that were assessed in the Facilities Condition Assessments.

Figure 15. Number of Buildings by Age



Source: San Francisco Unified School District.
Note: Some campuses may have buildings with different ages, which are counted separately.

3
DEMOGRAPHICS & ENROLLMENT

Renovated Yard at Garfield Elementary School

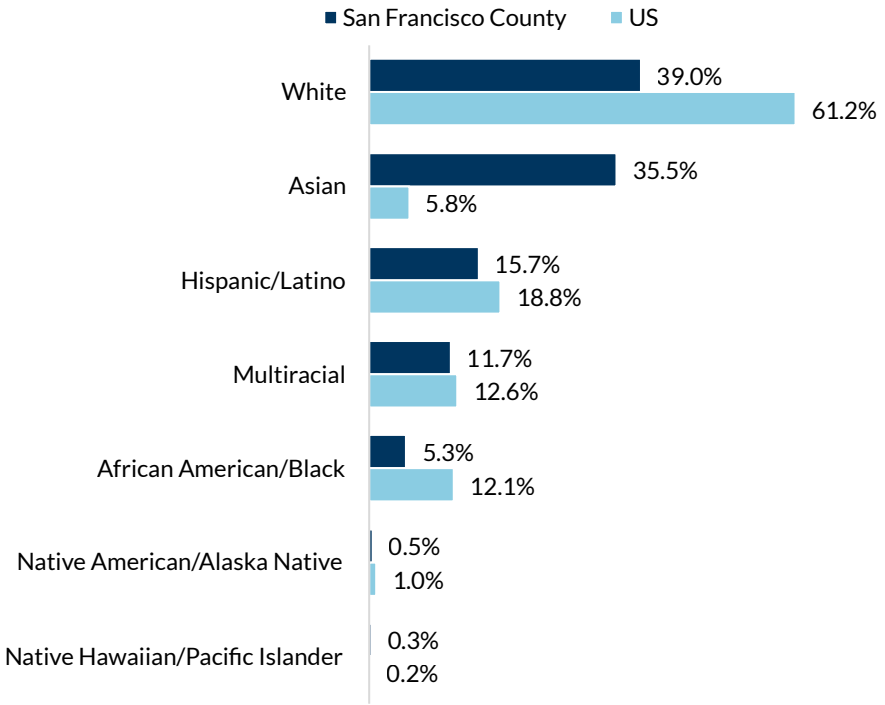
CITY CONTEXT

San Francisco is renowned for its cultural, social, and political history and is a hub for the arts, food, technology, and education. A city of firsts, San Francisco was the site of the drafting and ratification of the United Nations Charter, opened the country's first municipal transportation system, and is home to the oldest public education system in the West.

DIVERSE & DENSELY-POPULATED

With a population of 815,201, San Francisco is one of the most diverse cities in the US. (See **Figure 16**). It is also one of the most densely populated, with 19,073 people per square mile.

Figure 16. Comparative Racial Composition, 2021

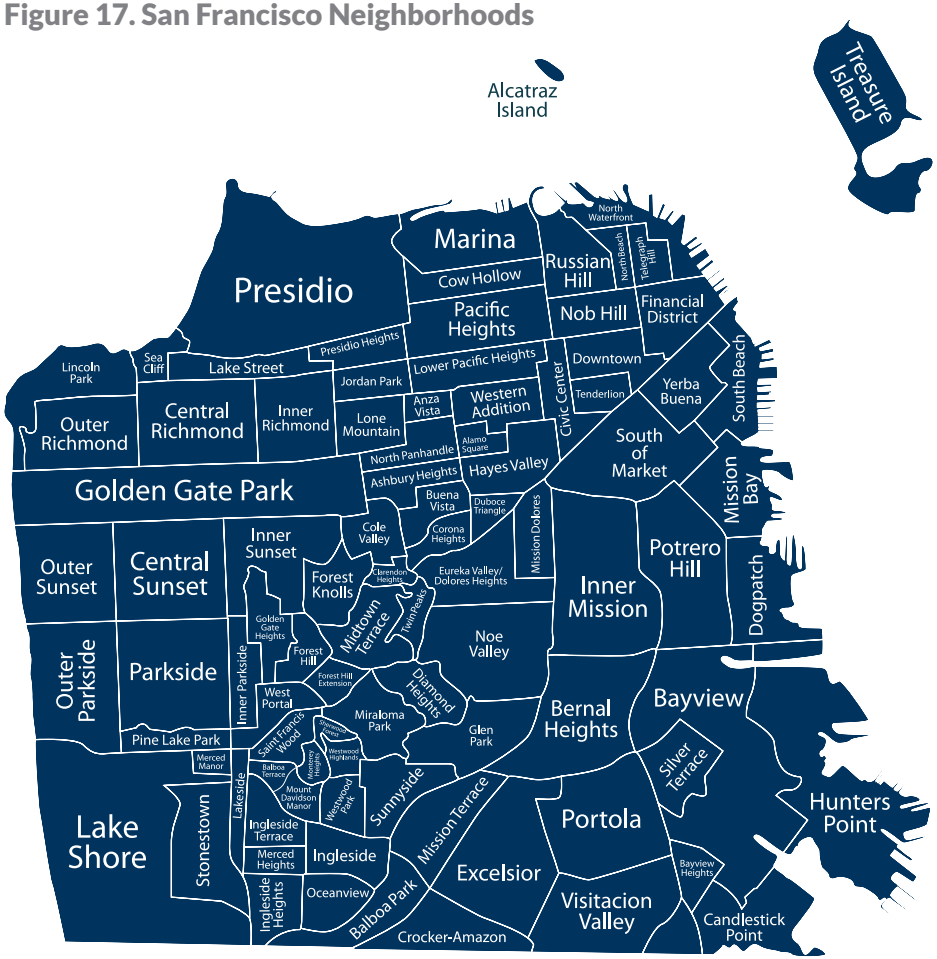


Source: US Census Bureau 2021 ACS 1-year Estimates and California Department of Education.

HISTORIC & CULTURALLY RICH NEIGHBORHOODS

San Francisco is geographically a small city but has numerous distinctive neighborhoods (See **Figure 17**) and cultural districts. The City's storied fog, hills, burritos, and hippie scene are markers of vibrant neighborhoods. Singles and families, babies, and seniors reside side by side in a 47-square mile area.

Figure 17. San Francisco Neighborhoods



Source: Ingo Menhard via Adobe Stock.

It is within this rich setting that SFUSD educates its students and prepares them to become the next generation of leaders, in accordance with the District's Mission Statement below.

SFUSD MISSION STATEMENT

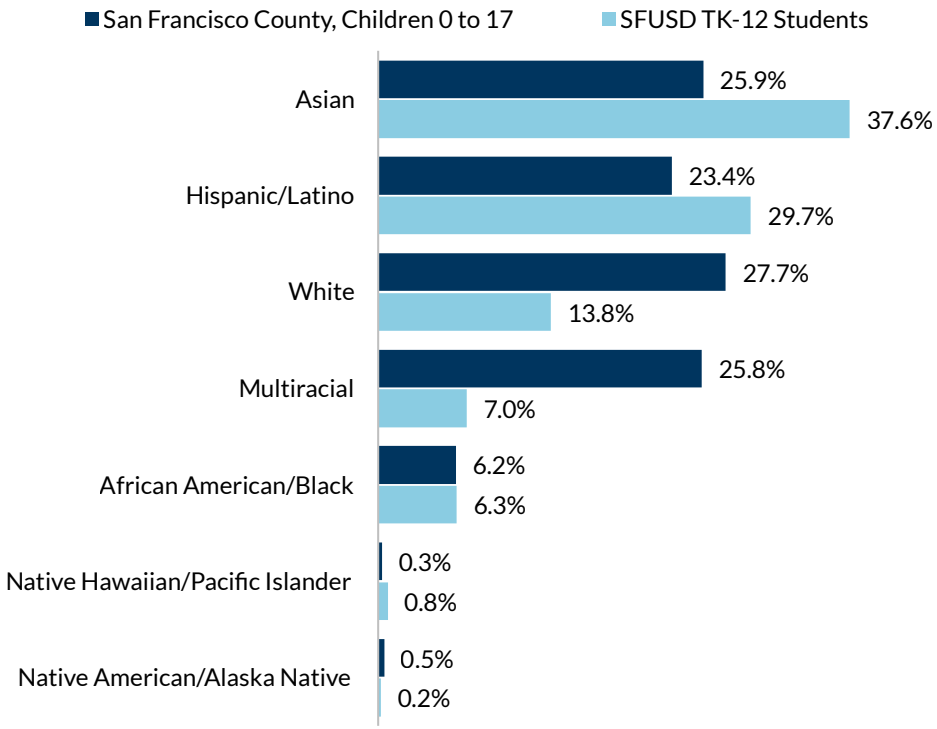
Every day we provide each and every student the quality instruction and equitable support required to thrive in the 21st century.

STUDENT DEMOGRAPHICS

The San Francisco Bay Area is one of the country's most racially diverse regions. As of 2021, almost three-quarters of children under 18 years old in San Francisco County identified as a race other than White. Notably, one-quarter of all children are multiracial, defined as two or more races.

The racial profile of the District's students differs from the profile of the County's child population: Asian students (at 38 percent) and Latino students (at 30 percent) comprise a larger percentage of total enrollment, while White students (at 14 percent) are a much smaller proportion of the total student body (see **Figure 18**).

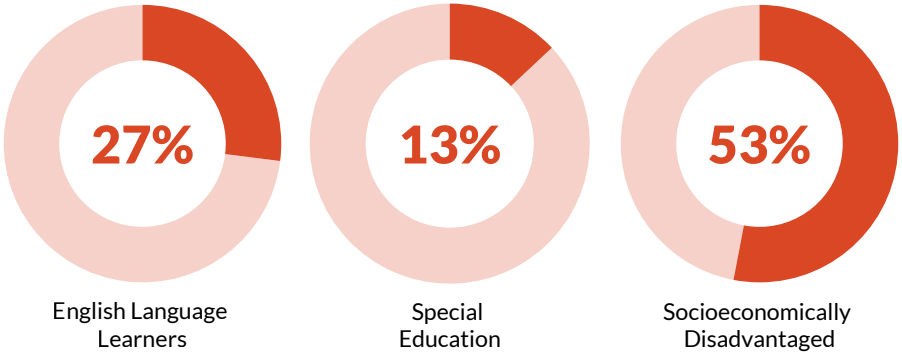
Figure 18. Comparative Demographics by Racial Composition



Source: US Census Bureau, American Community Survey 2021 1-year Estimates, and California Department of Education. Note: SFUSD data does not include charter schools or the "other" category. The Census reports ethnicity separately from race, thus percentages add up to more than 100%.

Figure 19 highlights other characteristics of SFUSD students. The diverse population includes significant numbers of English language learners, students with special needs, and those who come from families that are socioeconomically disadvantaged. SFUSD is committed to ensuring that these students have access to the opportunities, resources, and support that will enable them to thrive.

Figure 19. Student Demographics



Source: San Francisco Unified School District.

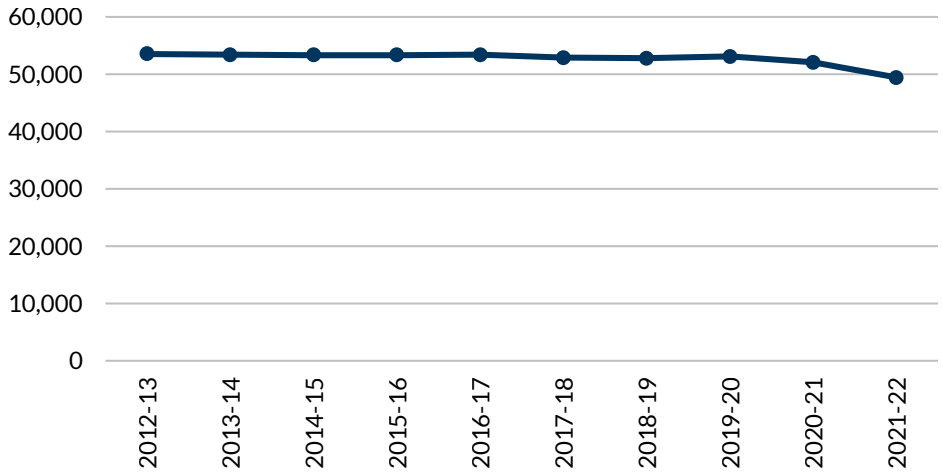
CURRENT ENROLLMENT

Historically, SFUSD TK–12 student enrollment has been stable and consistent with that of California's public school enrollment. Prior to the COVID-19 pandemic, student enrollment at SFUSD decreased slightly from 53,542 in the 2012–2013 school year to 53,105 in the 2019–2020 school year, a decrease of 0.8 percent (see **Figure 20**). During this same time period, the state's public school student population declined by 1.0 percent.

However, the District was hit harder by the pandemic in comparison to the state. During the pandemic, SFUSD's student population declined by almost 7 percent from the 2019–2020 school year to 49,412 in the 2021–2022 school year. By comparison, the state's student population fell 4.4 percent during this same period (see **Figure 21**).

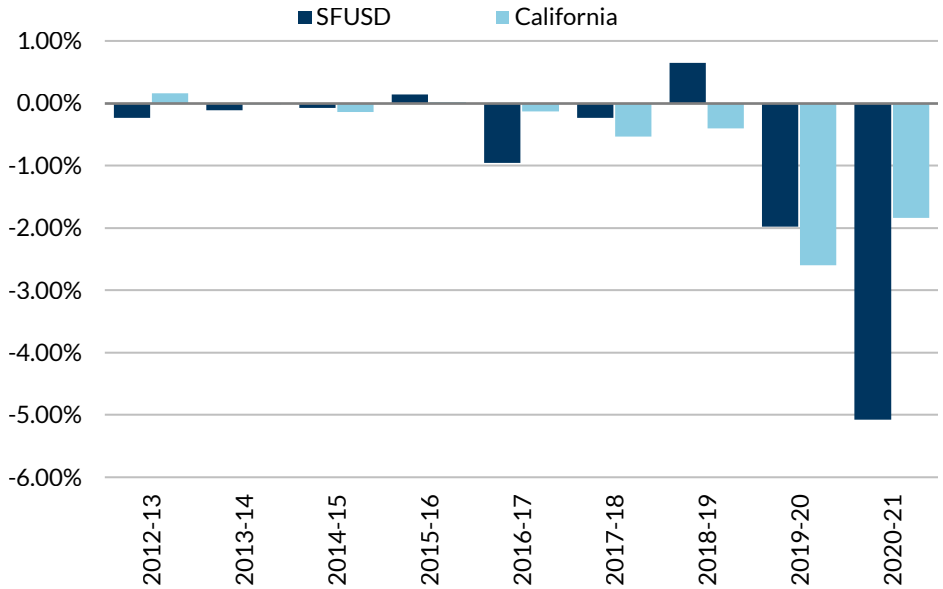
According to the US Census Bureau, San Francisco's child population (0–17 years) decreased by nearly 3.2 percent between 2019 and 2021, while California's child population shrank by 1.4 percent.

Figure 20. Student Enrollment, 2012–2022



Source: California Department of Education.
Note: SFUSD TK–12, excludes PreK and charter schools.

Figure 21. Comparative Student Enrollment, Year-over-Year Change

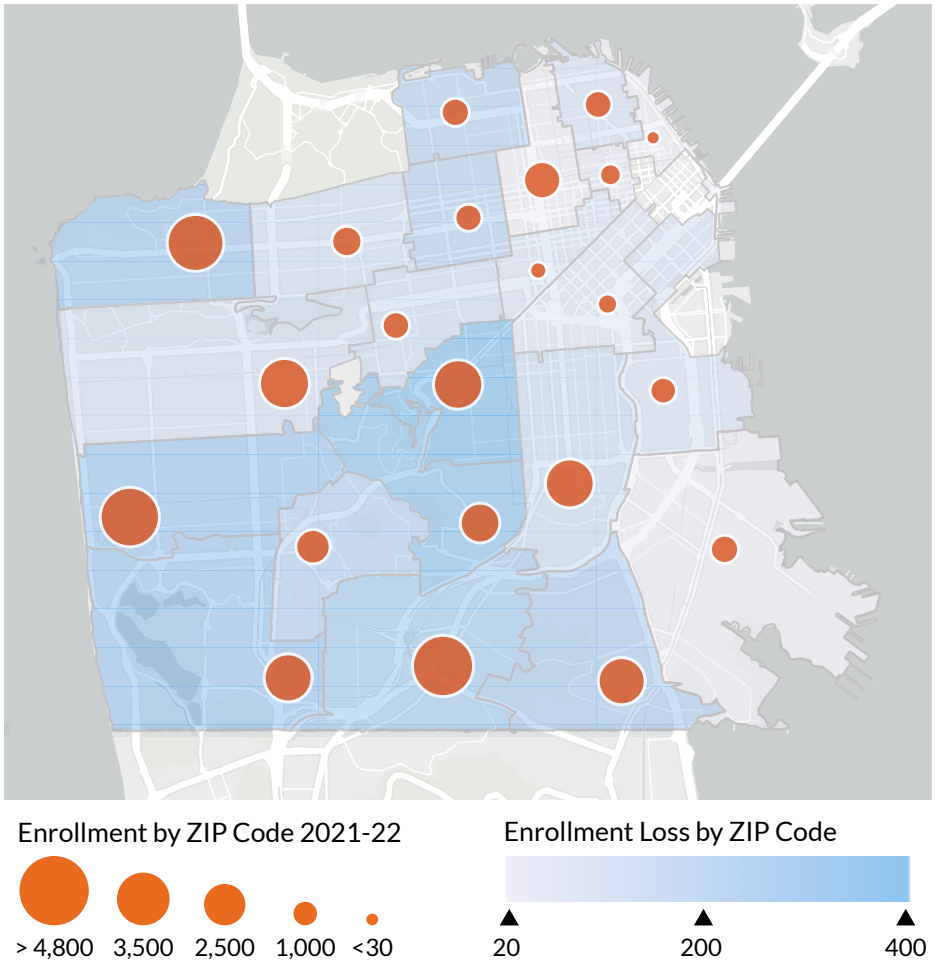


Source: California Department of Education.
Note: SFUSD TK–12, excludes PreK and charter schools.

Across San Francisco, all ZIP Codes experienced declines in student enrollment. **Figure 22** shows the distribution of those losses by ZIP Code. Eight ZIP Codes experienced losses of more than 10 percent.

The areas that have the most enrolled students, and sustained losses of more than 300 students were Castro/Noe Valley (94112), Twin Peaks/Glen Park (94131), Parkside/Forest Hill (94116), and Lake Merced (94132).

Figure 22. Enrollment by ZIP Code and Change, 2019–2022



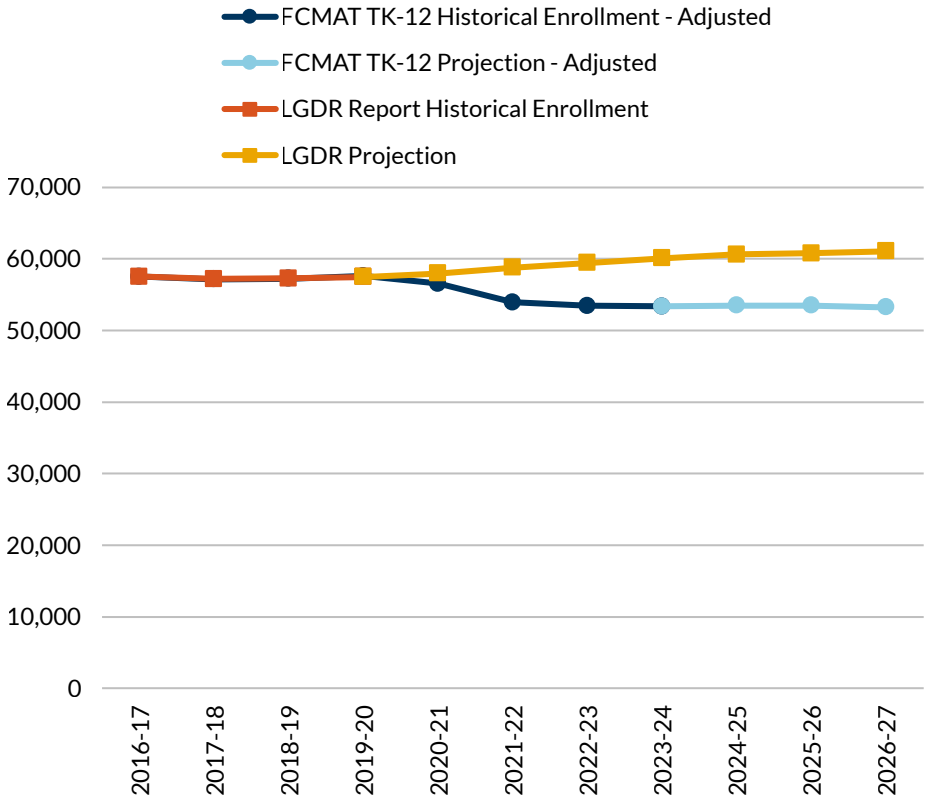
Source: San Francisco Unified School District.
Note: SFUSD PreK-12 in District facilities, excludes charter schools.

ENROLLMENT STUDIES

This discussion is informed by the following studies.

- SFUSD *Demographic Analyses and Enrollment Forecasts*, Lapkoff & Gobalet Demographic Research (LGDR), 2020
- Student Enrollment Multi-Year Projections, California's Fiscal Crisis and Management Team (FCMAT) tools, 2022

Figure 23. Student Enrollment Projections (SY 2023–2027)



Source: LGDR study and FCMAT Projections.
Note: FCMAT projections include SY 2022-2023 Census Day enrollment count from SFUSD Research, Planning, and Assessment Department. FCMAT projections were adjusted to include county and charter schools where enrollments were assumed to be stable.

Prior to the onset of the pandemic, the District projected increases in enrollment based on the LGDR demographic study completed in 2020. This study was based on 2018 population data and its "medium" forecast anticipated an increase of 5,000 new students as a result of continued new housing development through 2030. Between the 2023 and 2027 school years, the LGDR study projected increases in enrollment by approximately 1,635 TK–12 students.

Figure 23 compares these projections to more updated projections conducted by staff in December 2022, using the state's Fiscal Crisis and Management Team (FCMAT) tools, which anticipates a decrease of 200 TK–12 students between the 2023 and 2027 school years. These projections are more conservative as they do not factor in the population growth resulting from new housing developments, which are included in the LGDR projections. Both sets of projections include county and charter school enrollment.

In 2023, the District intends to complete a new demographic study, which will contain multiyear projections that more accurately quantify projected student enrollment trends.

Thurgood Marshall Academic High School

SAN FRANCISCO POPULATION GROWTH PROJECTIONS

This discussion is informed by the following studies.

- *San Francisco Housing Element 2022 Update*
- *Southeast Framework: Community Facilities Assessment*, San Francisco Planning, 2021

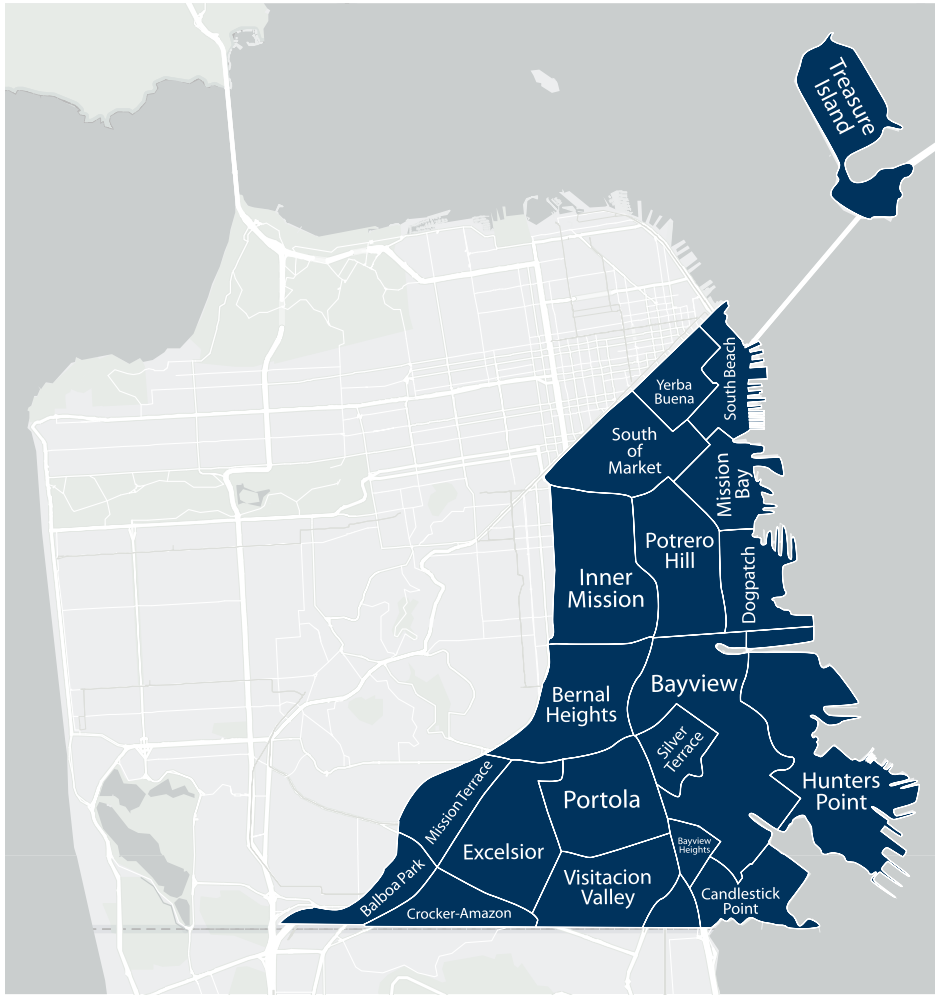
Current and anticipated trends in new housing development indicate that the District will likely experience positive enrollment gains in the near future. Per mandates contained in the San Francisco Planning Department's Housing Element, by 2031, San Francisco is required to increase housing production by 82,000 new units; 40 percent of the total units will be targeted to extremely low income, very low income, and low income people. Beyond current policies and projects in the pipeline, the Housing Element proposes to meet mandates by rezoning neighborhoods across the City to allow for increased density, particularly in the West side.

Substantial growth in new housing units will be a major driver contributing to an increase in the number of children residing within the boundaries of the District and will influence higher student enrollment rates.

Per the Southeast Framework: Community Facilities Assessments, completed in July 2021, over the next 30 years, the population in the southeastern part of San Francisco (see **Figure 24**) is expected to double as it transitions from its historically industrial uses to more dense residential development. According to the study, the area already has more students than school capacity. The new Mission Bay School, located in this region, was funded through the 2016 Bond Program, but these trends may require the District to further increase school capacity to meet the needs of the future student population in southeastern San Francisco.

The District has opportunities at two properties—one on Treasure Island and a second on the Leola Havard campus—that could be modernized to support current and future expansion needs.

Figure 24. Southeastern San Francisco & Treasure Island



Source: San Francisco Unified School District.

4
EXISTING CONDITIONS: FACILITIES & SYSTEMS

James Lick Middle School

FACILITIES CONDITION ASSESSMENTS

In 2022, the District conducted on-site assessments of its 147 sites,[1] which encompasses 9.8 million square feet (Facilities Condition Assessments). The assessments examined the conditions of all systems (e.g., heating, ventilation, and air conditioning [HVAC], electrical, plumbing, roof, etc.), the interior and exterior of each building, and open space. Based on condition, each system was evaluated for replacement or repair and was assigned an estimated cost.

The cost to replace all systems throughout the portfolio (current replacement value) is estimated at $6 billion. More than 99 percent of the estimated replacement costs are considered lifecycle costs related to systems that may reach the end of their expected lives in the next five years. To note, these estimates are for replacing systems in-kind, without making any upgrades to the systems.

As shown in **Figure 25**, the facility condition index (FCI) and system condition index (SCI) are used as indicators of condition to highlight areas of need across the District along consistent industry standards. This enables the District to plan for and prioritize investments in facilities and systems.

Figure 25. Condition Indices

WHAT IS A CONDITION INDEX?

The ratio of the cost of improvements required of a given system within 5 years to the calculated replacement value of the system.

The **facility condition index (FCI)** is an aggregate measure of the condition of all individual systems in a given facility.

The **system condition index (SCI)** is an aggregate measure of the condition of all individual systems in a given system group.

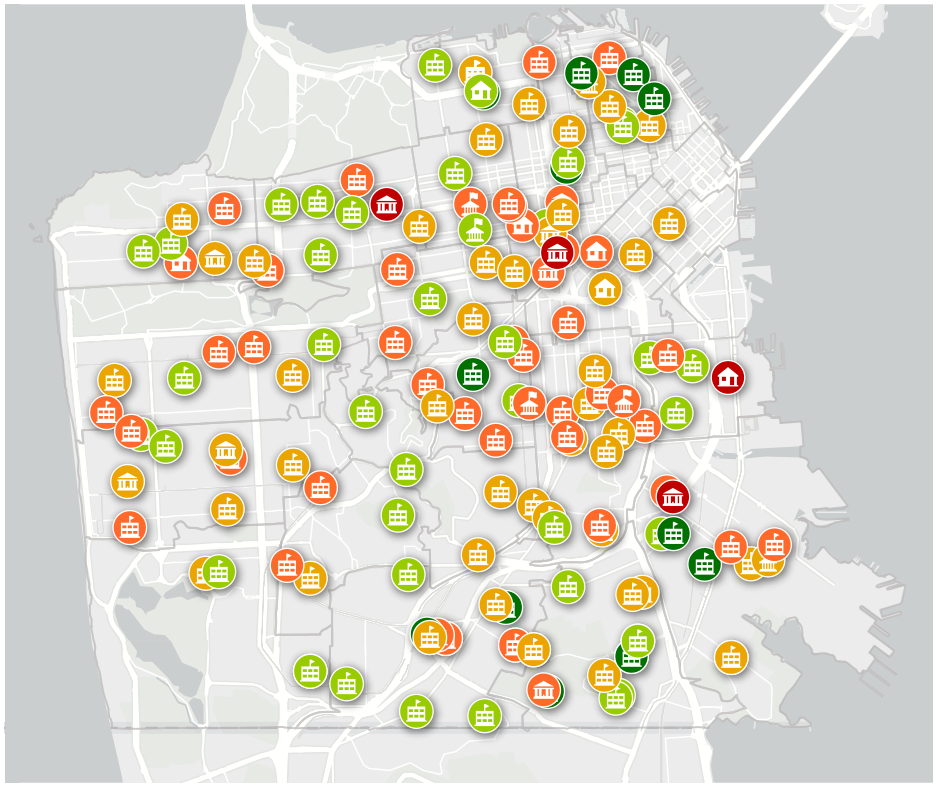
Excellent	0.00-0.05
Good	0.05-0.20
Fair	0.20-0.30
Poor	0.30-0.60
Deficient	>0.60

Source: Gordian.

1 The sites excluded from the assessment were eight leased sites with long-term leases.

Figure 26 shows the geographic location of each facility by its FCI value. Of note, none of the four buildings with an FCI classified as "deficient" are school sites. One geographic area with a clustering of school sites in the "poor" category is the Mission/SoMa neighborhood. A factor that could account for this is that 6 out of the 14 school sites were part of the 2003 or 2006 Bond Programs, which focused on Americans with Disabilities Act (ADA) accessibility improvements. In addition, with work completed over a decade ago, some systems updated through those programs may now be reaching the end of their useful lives. **Figure 27** lists the FCI scores of all schools in the District.

Figure 26. Facilities by Geography and FCI Rating



FACILITIES

School · Charter · ZIP Code Boundaries · Administrative · Leased

Source: San Francisco Unified School District.

Figure 27. SFUSD School Site FCIs by Overall Campus FCI

SITE NAME	OVERALL CAMPUS FCI	BUILDING FCI	EXTERIOR SITE FCI
Rooftop Alternative School - Mayeda	🟠	🔴	🟡
Mission High School	🟠	🟠	🟠
Everett Middle School	🟠	🟠	🟡
Balboa High School	🟠	🟠	🟢
George R. Moscone ES/Las Americas EES	🟠	🟠	🟡
Bryant Elementary School	🟠	🟠	🟠
Rosa Parks Elementary School	🟠	🟠	🟡
Commodore Sloat Elementary School	🟠	🟠	🟠
Malcolm X Academy Elementary School	🟠	🟠	🟢
Raphael Weill Early Education School	🟠	🟠	—
Jefferson Early Education School	🟠	🟠	🟠
San Francisco International High School	🟠	🟠	🟠
Galileo Academy of Science & Technology	🟠	🟠	🟠
Alvarado Elementary School	🟠	🟠	🟡
West Portal Elementary School	🟠	🟠	🟠
Buena Vista Horace Mann Community School	🟠	🟠	🟢
New Traditions Creative Arts Elementary School	🟠	🟠	🟡
Leola M. Havard Early Education School	🟠	🟠	🟡
Grattan Elementary School	🟠	🟠	🟢
James Denman Middle School	🟠	🟠	🟢
Argonne Early Education School	🟠	🟠	🟠
Jefferson Elementary School	🟠	🟠	🟠
James Lick Middle School	🟠	🟠	🟠
Claire Lilienthal Alternative School - Madison	🟠	🟠	🟠
Paul Revere School	🟠	🟠	🟡
Alamo Elementary School	🟠	🟠	🟢
Sunset Elementary School	🟠	🟡	🟠
Cleveland Elementary School	🟠	🟠	🟢
Zaida T. Rodriguez Early Education School (Bartlett)	🟠	🟠	🟢
Marshall Elementary School	🟠	🟡	🔴

SITE NAME	OVERALL CAMPUS FCI	BUILDING FCI	EXTERIOR SITE FCI
Abraham Lincoln High School	🟠	🟠	🟠
Ulloa Elementary School	🟠	🟡	🔴
Noriega Early Education School	🟠	🟡	🟠
Francisco Middle School	🟠	🟠	🟢
Marina Middle School	🟠	🟡	🔴
John O'Connell High School	🟠	🟡	🔴
Herbert Hoover Middle School	🟠	🟠	🟢
Sherman Elementary School	🟠	🟠	🟢
Edwin and Anita Lee Newcomer School	🟡	🟡	—
Rooftop Alternative School - Twin Peaks	🟡	🟠	🟢
Bessie Carmichael Elementary School	🟡	🟡	🟠
Zaida T. Rodriguez Early Education School (Mission)	🟡	🟡	🟠
Dolores Huerta Elementary School	🟡	🟡	🟡
Tenderloin Community Elementary School	🟡	🟡	🟡
Cesar Chavez Elementary School	🟡	🟡	🟢
Bret Harte Elementary School	🟡	🟠	🟢
Argonne Elementary School	🟡	🟡	🟢
Bessie Carmichael Middle School	🟡	🟡	🔴
McKinley Elementary School	🟡	🟡	🟡
Ida B. Wells High School	🟡	🟡	🟢
Dianne Feinstein Elementary School	🟡	🟡	🟢
John Muir Elementary School	🟡	🟡	🟢
Jean Parker Elementary School	🟡	🟡	🟢
Spring Valley Science Elementary School	🟡	🟡	🟢
Presidio Middle School	🟡	🟡	🟠
Lakeshore Alternative Elementary School	🟡	🟡	🟡
Paul Revere Elementary School (Annex)	🟡	🟡	🟡
Glen Park Elementary School	🟡	🟡	🟢
E.R. Taylor Elementary School	🟡	🟡	🟠
Francis Scott Key Elementary School	🟡	🟡	🟡

SITE NAME	OVERALL CAMPUS FCI	BUILDING FCI	EXTERIOR SITE FCI
Visitacion Valley Middle School	🟡	🟡	🟢
Aptos Middle School	🟡	🟡	🟢
Junipero Serra Annex Early Education School	🟡	🟠	🟢
San Francisco Community School	🟡	🟡	🟢
San Francisco Public Montessori Elementary School	🟡	🟡	🟢
Hilltop High School	🟡	🟡	🟢
Dr. Martin Luther King, Jr. Academic Middle School	🟡	🟡	🟢
Dr. George Washington Carver Elementary School	🟡	🟠	🟢
June Jordan School for Equity	🟡	🟡	🟢
Raoul Wallenberg Traditional High School	🟡	🟡	🟢
San Miguel Early Education School	🟡	🟡	🟡
Leonard R. Flynn Elementary School	🟡	🟡	🟢
Mission Education Center Elementary School	🟡	🟡	🟢
Alice Fong Yu Alternative School	🟡	🟡	🟢
Roosevelt Middle School	🟡	🟡	🟢
Lowell High School	🟡	🟡	🟢
Hillcrest Elementary School	🟡	🟡	🟢
Theresa S. Mahler Early Education School	🟡	🟡	🟢
Miraloma Elementary School	🟢	🟢	🟠
Phillip and Sala Burton Academic High School	🟢	🟢	🟠
Lafayette Elementary School	🟢	🟢	🟡
Ruth Asawa School of the Arts / The Academy SF	🟢	🟢	🟠
Sunnyside Elementary School	🟢	🟢	🟡
Robert Louis Stevenson Elementary School	🟢	🟢	🟢
Lawton Alternative School	🟢	🟢	🟢
Thurgood Marshall Academic High School	🟢	🟢	🟢
A.P. Giannini Middle School	🟢	🟢	🟠
Gordon J. Lau Elementary School	🟢	🟢	🟢
Sanchez Elementary School	🟢	🟢	🟡
Redding Elementary School	🟢	🟢	🟢
Dr. William L. Cobb Elementary School	🟢	🟢	🟢

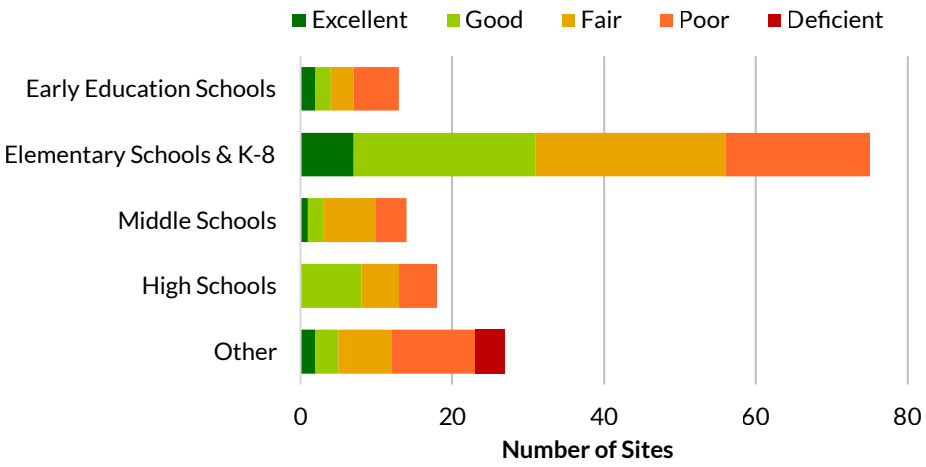
SITE NAME	OVERALL CAMPUS FCI	BUILDING FCI	EXTERIOR SITE FCI
Downtown High School	🟢	🟢	🟢
Starr King Elementary School	🟢	🟢	🟢
George Washington High School	🟢	🟢	🟡
Chinese Immersion School at DeAvila	🟢	🟢	🟢
Daniel Webster Elementary School	🟢	🟢	🟢
Jose Ortega Elementary School	🟢	🟢	🟠
George Peabody Elementary School	🟢	🟢	🟡
Frank McCoppin Elementary School	🟢	🟢	🟢
Sheridan Elementary School	🟢	🟢	🟢
Independence High School	🟢	🟢	🟡
Guadalupe Elementary School	🟢	🟢	🟢
Commodore Stockton Early Education School	🟢	🟢	🟢
Clarendon Alternative Elementary School	🟢	🟢	🟢
Sutro Elementary School	🟢	🟢	🟢
Visitacion Valley Elementary School	🟢	🟢	🟢
Claire Lilienthal Alternative School - Winfield Scott	🟢	🟢	🟡
Junipero Serra Elementary School	🟢	🟢	🟡
Longfellow Elementary School	🟢	🟢	🟢
Civic Center Secondary School	🟢	🟢	🟢
John Yehall Chin Elementary School	🟢	🟢	🟠
John McLaren Early Education School	🟢	🟢	—
Garfield Elementary School	🟢	🟢	🟠
Yick Wo Alternative Elementary School	🟢	🟢	🟡
Willie L. Brown Jr. Middle School	🟢	🟢	🟢
Harvey Milk Civil Rights Academy	🟢	🟢	🟠
Monroe Elementary School	🟢	🟢	🟢
Dr. Charles Drew College Preparatory Academy	🟢	🟢	🟢
El Dorado Elementary School	🟢	🟢	🟢
Tule Elk Park Early Education School	🟢	🟢	🟢

Source: San Francisco Unified School District.

As would be expected, the overall condition of facilities is closely correlated with each building's age. As previously discussed in *Section 2 About SFUSD*, 80 percent of the District's school buildings are more than 50 years old.

The average FCI of school properties is 0.27 or "fair" condition. As shown in **Figure 28**, 34 school sites, or 28 percent of schools, are in "poor" condition. Of these, 19 are elementary schools and 6 are early education schools. Although only five high school campuses are rated in "poor" condition, the size and scale of these schools mean that they represent a higher share of the costs of required improvements. In addition, while a campus may have been part of a prior modernization project, there could be some buildings that were not included in the project scope and have high capital investment needs. Together, the schools that are in "poor" condition account for 43 percent of the total estimated cost of replacement and repair needs over the next five years.

Figure 28. FCI Rating by Primary Use

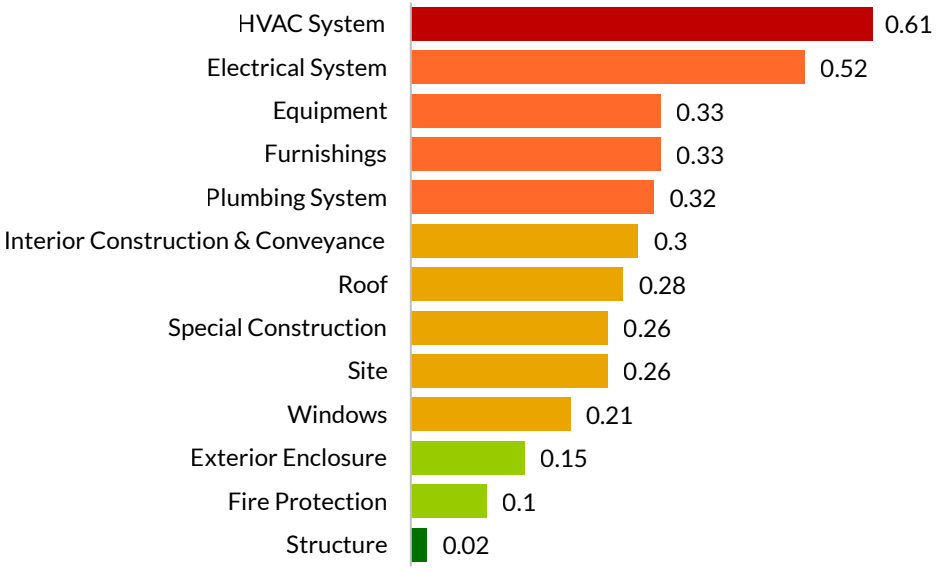


Source: San Francisco Unified School District.

SFUSD has 12 properties used primarily for administrative purposes. These buildings have an average FCI of 0.47 with 3 of the properties classified as "deficient" and 5 classified as "poor." Included in this list is the central warehouse located at 801 Toland Street, a hub of activity that houses operational supplies and equipment in addition to school supplies, personal protective equipment and emergency response supplies, and surplus furniture and electronics. During the COVID-19 pandemic, the warehouse played a critical role in deploying COVID-19 testing kits, masks, and other urgently needed items to all schools. It is an important component of the District's emergency preparedness strategy and has significant investment needs (the FCI is 0.68 or "deficient"). Since bond funds are generally used for instructional spaces, other financing options will need to be considered to make meaningful investments in these buildings.

As shown in **Figure 29**, the system groups with the highest needs are HVAC and electrical. The HVAC system group as a whole is in "deficient" condition, and the electrical system group is in "poor" condition. These two system groups account for 48.9 percent of the estimated cost of improvements over the next five years. The deficiencies are overwhelmingly due to systems nearing the end of their useful lives, rather than issues with life safety.

Figure 29. SCI by System Group



Source: San Francisco Unified School District.

Estimates of useful life are predicated on the assumption that the asset is regularly maintained. While some assets can be used beyond their useful lives, given their age, it is often more expensive to repair and maintain them, and their performance may be unpredictable. This approach also means that there is a higher probability of unplanned breakdowns. Furthermore, the burden of the breakdowns is on the District's Buildings and Grounds Department and its budget, which have limited resources.

These estimated costs assume that all systems are repaired or replaced in-kind and buildings are replaced with identical facilities with no new features. It does not include upgrades that change the experience for students and teachers (new lighting, play structures, windows, flooring, casework, technology) nor does it include additional features not currently at the site (outdoor learning spaces, mechanical ventilation, improved electrical capacity). These kinds of upgrades and investments are considered in the District's Bond Program and are likely to be significantly higher than the estimates provided in the FCA. Past Bond Programs have focused on system upgrades, such as ADA accessibility in 2003 and 2006, as well as larger-scale upgrades or modernization of buildings and outdoor spaces in 2011 and 2016.

DEFERRED MAINTENANCE

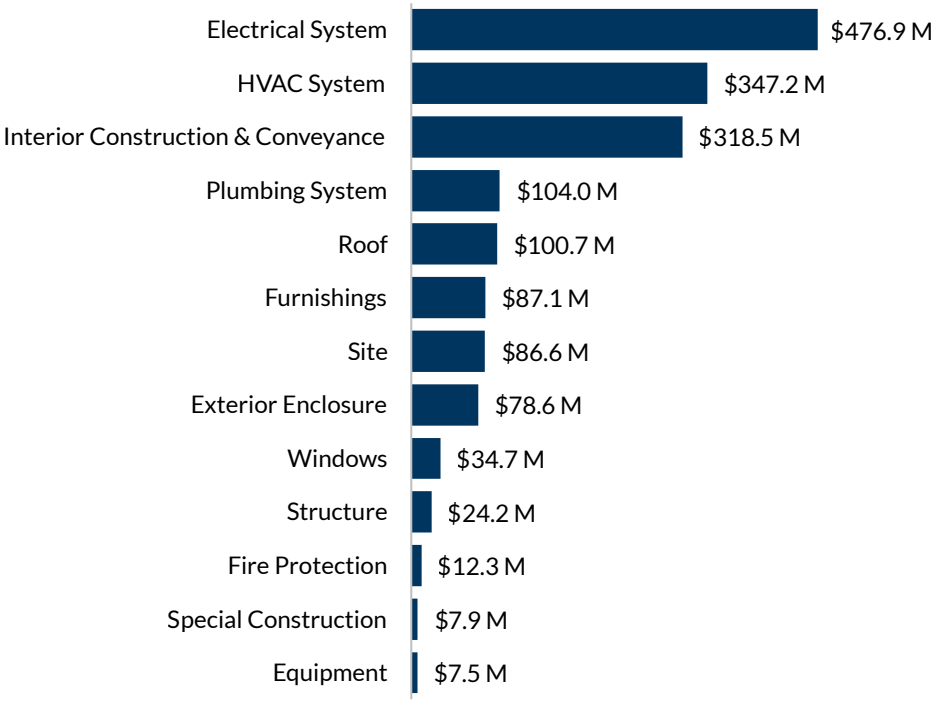
The capital investment needed to replace systems reaching the end of their useful life is significantly more than the funding available from the District's typical annual revenue sources (see *Section 6 Budget Limitations & Funding Sources*).

Investments to life safety systems are the top priority for the District and generally use the majority of non-bond funding available for capital projects. As a result, funding to replace aging systems nearing the end of their useful life is often unavailable and the systems continue to be repaired rather than replaced. These older systems then require frequent and oftentimes expensive repairs.

HVAC and electrical systems are two examples of high-priority, high-cost systems that are maintained and repaired well past their estimated useful lives. Both systems are critical for enhancing the student experience. Ventilation directly impacts students' comfort, and electrical capacity is a critical component of 21st-century classroom teaching and learning.

As shown in **Figure 30**, these two categories have the highest replacement costs, indicating that many of the systems are reaching the end of their useful lives. The capital investment needed to replace or upgrade high impact systems in these categories (boilers, ventilation units, and electrical distribution systems) is significant. If a school site is not part of a modernization program, it is unlikely that there will be funding to replace the system, and it will continue to be incrementally maintained through ongoing repairs and maintenance.

Figure 30. Repair and Replacement Costs by System Group



Source: San Francisco Unified School District.

There are many other deferred maintenance needs that far exceed the District's annual budget for capital improvements. Windows, schoolyards, and exterior painting are just a few examples. Meeting the District's vision of providing each and every student with a learning environment where they can thrive will require substantially more capital than is available through current annual appropriations.

5 EMERGING PRIORITIES

Starr King Elementary School

OVERVIEW

Educating today's and tomorrow's students requires different physical spaces and campus features than school buildings constructed 50 to 100 years ago. As SFUSD sets its future vision for school buildings and educational spaces within the context of the whole child focus, existing facilities must be evaluated to determine their suitability. The best educational environments do more than address the basics of health and safety, providing students and staff with amenities and tools to ensure that school spaces support modern pedagogical practice, promote a sense of belonging and inclusion, and create comfortable, engaging spaces.

Figure 31. Emerging Priorities

HEALTH AND SAFETY	
SAFE + SECURE SCHOOLS	SEISMIC READINESS
HEALTHY AIR QUALITY	WATER QUALITY
LEARNING ENVIRONMENTS	
INSPIRING OUTDOOR LEARNING SPACES	TECHNOLOGY + NETWORK IMPROVEMENTS
DELICIOUS + HEALTHY SCHOOL MEALS	MODERNIZATION PROGRAM
POLICY DIRECTIVES	
UNIVERSAL TRANSITIONAL KINDERGARTEN	PORTFOLIO MANAGEMENT
ZONE-BASED STUDENT ASSIGNMENT	AFFORDABLE HOUSING FOR EDUCATORS

The Facilities Condition Assessment replacement and repair estimates describe funding needed to replace an asset as is—rather than the resources needed to expand educational space offerings and improve the student experience while complying with local, state, and federal requirements.

Each project and initiative listed in this section (see **Figure 31**) is described as and **emerging priority**—highly aligned with SFUSD's values, goals, and mandates—and detailed here to frame policy decisions that will require clear direction to move forward to implementation with in the next year. The emerging priorities are grouped into three categories: health and safety, learning environments, and policy directives.

Many decisions will be made within the planning context for a 2024 G.O. Bond. The District's decisions on desired outcomes, pacing, and resource allocation for each emerging priority will shape the 2024 G.O. Bond Proposal. Each emerging priority will move forward with pacing dependent on the urgency of the associated initiative, as shown in the visual key below.

Figure 32. Emerging Priority Pacing

ACCELERATE

Using all resources available, move as quickly as possible to deliver program objectives in first three years of the 10-year plan (2024-2027).

Accelerate

STEADY

Make routine, evenly-distributed, and predictable investments to advance program objectives.

Steady

SCHEDULE

Develop specific, one-time, or episodic projects to benefit from key partnerships, leveraged funding streams, or time-limited opportunities.

Schedule

DEFER

Consider implementation at a future point.

Defer

SAFE + SECURE SCHOOLS

Health and Safety

PACING: Accelerate | Steady | Schedule | Defer

Safe schools are a cornerstone of the District's whole child approach, as safety and student perception of safety is connected to physical and mental health, which is positively linked to academic achievement. While every school has security measures in place, the District is focused on investing in and upgrading systems to make school sites more secure. The District's definition of a secure site is one that protects the school community from physical threats with these features in place.

- Security locks in all occupied classroom and office spaces.
- A comprehensive public address system.
- Camera coverage and functioning servers.
- Intruder alarm systems.
- Secured main entry points (i.e., fencing or video intercom systems, door buzzers, or key card access).

As part of the 2016 Bond Program, $10 million was allocated for security upgrades. The District has conducted an inventory of each site to determine the presence of safety and security features and will continue to prioritize capital investments based on this inventory.

The District first used these funds on secure door hardware to ensure that 100 percent of classrooms have this security feature. This hardware allows doors to be locked from the inside so that intruders cannot enter. In addition, while all school sites have at least partial public address systems, the District is planning to upgrade them so that full coverage exists in all classrooms, hallways, and multipurpose areas. Additional investment will be required to complete the PA system work and to address security cameras, door buzzers, and key card access points.

Safe schools are also prepared for emergencies, resilient to weather and climate, and adaptable to uncertain circumstances. The District is continuously preparing for emergencies that have the potential to interrupt the school day.

WHAT DOES THIS MEAN FOR US?

SFUSD must continue to invest in equipment, technology, and systems to ensure that every facility aligns with its definition of a secure site.

The District plans to invest in the additional scopes of security work outlined in this section to increase school site safety. In addition, the District is prioritizing improvements to site fencing. Although the majority of the fencing systems are functional, many site administrators would like more modern features like push bar access installed to facilitate usage.

There are a host of unforeseen events that will have an impact on the ability of the District's facilities to provide a safe environment for students. These events can result from the escalating impacts of climate change, natural disasters, and cyber threats. The District strives to prepare sites through investments in drainage systems, structural upgrades, ventilation, and technology; however, capital is needed for the District to respond rapidly when these events occur.

At present, the District has a limited budget for deferred maintenance projects and prioritizes ***immediate*** life safety risks or urgent issues, underscoring the need for additional deferred maintenance funding or capital investment in longer-term safety solutions.

PACING AND POLICY RECOMMENDATIONS

Accelerate

Use current and future bonds along with deferred maintenance funding to ensure every school has baseline security equipment and features in place, including security locks, public address systems, remote door access and control, and security cameras. One hundred percent of SFUSD classrooms will have security locks by 2024; all other systems require additional funding to complete.

HEALTHY AIR QUALITY

Health and Safety

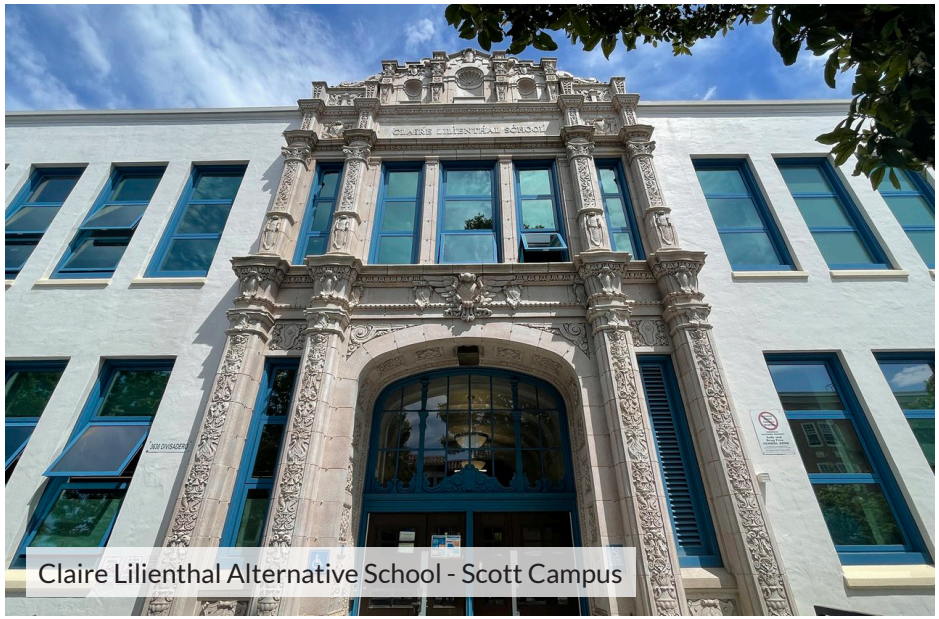
PACING: Accelerate | **Steady** | Schedule | Defer

The majority of SFUSD's schools rely on passive ventilation from operable windows to generate air changes per hour (ACH). While operable windows are energy efficient and effective in many of San Francisco's temperate, breezy neighborhoods, they cannot respond to uncomfortable outdoor temperatures (hot or cold) or unhealthy outdoor air quality (e.g., wildfires). For heating, most District schools currently rely on steam heat from natural gas boilers. These systems are not adaptable for cooling and do not meet the District's broader vision for carbon reduction.

The only code requirement related to ventilation that is applicable to SFUSD buildings is ASHRAE Standard 62.1 (Ventilation and Acceptable Indoor Air Quality). ASHRAE does not have requirements for ACH but does specify minimum cubic feet per minute (CFM) requirements for building spaces. Assuming a standard sized classroom (1,000 square feet) with 25 students, the minimum CFM would be 370. This translates to a required ACH of 2.88.

In response to the COVID-19 pandemic, the District has completed substantial work to improve the ventilation conditions in its buildings.

- Completed an inventory of the number of operable windows in all occupied building spaces (offices, classrooms, multipurpose rooms).
- Created a log identifying the location and type of all building filters.
- Completed an assessment of the condition of all mechanical ventilation systems and made repairs when needed.
- Replaced all filters using MERV 13 when compatible with the system.
- Made an investment of $3.8 million to install portable air cleaners in all instructional spaces and multi-occupant offices with no operable windows.
- Developed an annual filter replacement schedule with an estimated cost of $400,000 per year.



Claire Lilienthal Alternative School - Scott Campus

Features that impact ventilation can vary significantly across and within all SFUSD sites. In order to better understand the existing conditions, the District contracted with architects to complete a ventilation study. The purpose of the study was to identify strategies to improve indoor air quality.

The study found that there is no specific solution to improve ventilation. Building location (dense versus open area), orientation in relation to prevailing winds, building configuration, and window type all impact ventilation of a given space. The features that exist at a site will determine which interventions (if any) are needed to improve ventilation. Options to enhance ventilation include passive and active interventions.

- **Improvements to passive ventilation**: increasing the flow of air throughout the building by creating more openings to improve circulation. This could include creating a transom window above a door or creating openings in corridors to create a stack ventilation system.
- **Installation of active ventilation:** installation of integrated advanced mechanical systems and heat recovery units. These systems bring in filtered outdoor air and circulate it using ducts and fans.

Alterations to improve passive ventilation are a more cost effective option with an estimated cost of $2.40–$3.50 per square foot. Considering the average square footage of elementary and high school sites, hard costs (labor and materials) to improve passive ventilation could range from a low of $115,000 for an elementary school to a high of $550,000 at a larger high school-sized building. This estimate does not include soft costs, which could include architectural fees, design fees, and agency approval.

The installation of a mechanical ventilation system is much higher with hard costs estimated at $50–$60 per square foot. Using the same average square footage estimate for school types, total hard costs could range from $2.4 million for an average elementary-sized site to a high of $9.5 million for a larger high-school-sized site.

WHAT DOES THIS MEAN FOR US?

Ventilation is essential to creating a safe and healthy learning environment. To date, the District has completed significant work to optimize indoor air quality. Given the wide range of building types, SFUSD will use screening criteria to identify schools with features that can most benefit from ventilation interventions to supplement the existing conditions. However, adding active and/or passive ventilation to sites often necessitates inclusion in a larger modernization project due to the complex and invasive nature of the work. The District does not currently have capital for implementation at this scale, highlighting the need for additional funding.

PACING AND POLICY RECOMMENDATIONS

Steady

For each modernization project, determine the most cost-effective passive and/or mechanical ventilation strategy to raise classroom Air Changes per Hour (ACH) to best practice standard.

Clarendon Alternative Elementary School

SEISMIC READINESS

Health and Safety

PACING: Accelerate | **Steady** | Schedule | Defer

San Francisco is an active seismic zone, with a history of destructive earthquakes. In 1933, in response to an earthquake in Southern California that destroyed several school buildings, California passed the Field Act, which established the Office (later renamed Division) of the State Architect (the construction permitting entity for California schools) and mandated earthquake-safe construction. As of 2010, the Field Act currently applies to the design, construction, and renovation of all K–12 school buildings and community college buildings in California. All SFUSD capital projects are compliant with the Field Act when they are built.

Figure 33. Seismic Retrofit: George Washington High School

George Washington High School received major renovations focused on seismic strengthening, including significant secondary effects, such as replacement of finishes and other upgrades to areas impacted by structural work.

Source: San Francisco Unified School District.

As facilities age and building codes change, it is necessary for the District to invest in structural upgrades when a new capital project is proposed. The extent to which upgrades are required is sometimes determined by the construction value of other proposed improvements, meaning, that structural upgrades are not mandated for some District capital projects. Even when this is the case, the District often opts proactively to include voluntary structural work in modernization projects to ensure that the school facilities are more durable.

WHAT DOES THIS MEAN FOR US?

The District's work on structural upgrades in facilities is ongoing and cyclical. This will always be a capital need, as buildings age differently on constantly shifting geology. The District has completed structural upgrades and enhancements at 50 percent of all school sites and exceeded code-required structural changes. An additional 10 percent are new construction or currently in design for capital improvements, including structural upgrades.

As the District proceeds with further structural work on other school buildings, it prioritizes the reinforcement of classroom buildings first due to budget constraints. The District typically takes on this kind of work during bond modernization projects, because it is invasive and costly.

When planning for structural upgrades, there are important design considerations that address more than student safety and impact the student experience. Frequently, structural changes in existing buildings can lead to loss of windows or dramatic alteration of exterior façades to accommodate the new structure. The District seeks high-quality design partners who excel in maintaining the integrity of the District's historic buildings and maximizing access to natural light from windows, so students can thrive in healthy and safe schools. This is a great example of putting the whole child at the center of all design decisions.

PACING AND POLICY RECOMMENDATIONS — Steady

All SFUSD school sites comply with the Field Act. Use bond funding to continue structural upgrades, as the durability and safety of our buildings is a top priority.

WATER QUALITY

Health and Safety

PACING: Accelerate | **Steady** | Schedule | Defer

While community water systems like the San Francisco Public Utilities Commission (SFPUC) extensively and regularly test drinking water, lead can get into clean water at a school campus if there are corroded pipes or old fixtures in the building. SFUSD has been testing for lead in drinking water and making plumbing upgrades in schools since the 1980s. As part of school modernization projects, a majority of sites have had their fixtures and/or plumbing replaced as necessary. At the end of construction, all newly installed drinking fixtures are tested for lead before being cleared for use.

In April 2017, SFUSD partnered with the SFPUC to voluntarily begin a new round of water testing. The testing program followed California state requirements for water testing in schools. Per the requirements, any outlet (drinking fountains, cafeteria and food preparation areas, and reusable water bottle filling stations) with lead levels in excess of 15 parts per billion (the EPA action level) was taken out of service. Outlets were not returned to service unless remediated.

In 2022, the District completed another round of lead testing at all early education sites in compliance with new state legislation. In this round of testing, the required action level was five parts per billion. In partnership with the SFPUC, the District tested outlets at 38 school sites and, when necessary, initiated remediation plans.

WHAT DOES THIS MEAN FOR US?

Twenty-five early education programs are co-located at elementary schools. The 2022 lead testing took water samples from outlets used by early education students; outlets used by K-5 students were not included. At seven of the co-located sites, one or more outlets tested in excess of the five parts per billion threshold. In 2023, the District will complete another round of testing of all drinking outlets used by the K–5 students at these seven co-located sites.

Moving forward, a school lead testing program is planned for October 2024 to meet new testing requirements as part of the US Environmental Protection Agency (EPA) Lead and Copper Rule Revisions. SFUSD will again partner with the SFPUC to comply with the requirements and ensure that drinking sources continue to be safe for students.

PACING AND POLICY RECOMMENDATIONS

Steady

Plan for system-wide water quality testing when regulatory standards are formalized in 2024. Pursue and formalize partnership with the SFPUC to ensure consistent yearly testing of a designated, rotating set of 20 percent of SFUSD schools per year.

INSPIRING OUTDOOR LEARNING SPACES

Learning Environments

PACING: Accelerate | Steady | Schedule | Defer

The COVID-19 pandemic led to an important renewed interest in maximizing the use of outdoor spaces. SFUSD recognizes that regular exposure to the outdoors and opportunities for physical activity enriches students' academic, social, emotional, and physical health—key components of a safe and supportive learning environment. Outdoor areas also provide opportunities to mitigate the effects of climate change by increasing tree canopy coverage, combating heat islands, and managing stormwater runoff.

Through the 2016 Bond Program, the District created 11 new green schoolyards and more than 300,000 square feet of improvements at outdoor spaces to support water resilience, urban agriculture, and nature-based learning and play. In 2021, an additional $14 million of the 2016 Bond allocation was dedicated to create outdoor learning spaces, which allows teachers to take their classes outside. These projects are envisioned as larger and more holistic than the previous green schoolyard improvements. The demand for outdoor spaces is evident by the fact that applications for funding were received from 66 school sites (over 50 percent of schools). The scope of proposed projects was in excess of the available budget. Therefore, the current program will focus on purchases of furniture, fixtures, and equipment to reach a greater number of sites with larger projects considered, pending the availability of future funding.

Figure 35 shows examples of the range of capital improvements that can be made to outdoor spaces to allow for more activities. The total cost per project will vary depending on the number of elements incorporated and the project scope. A project incorporating improvement from multiple categories could cost up to $500,000. That dollar amount increases if structural work or grading is required or if approval from the Division of the State Architect is needed.

The District has SFPUC regulatory requirements that carry potential financial penalties due to the large impervious paved surfaces at many SFUSD schools. The SFPUC is both a partner and regulator in this effort, bringing financial resources to reduce paved area and to manage stormwater on District properties (see **Figure 34**). In 2023, the SFPUC will change its rate structure for the stormwater service charge. Rather than charging the District for the volume of drinking water, it will be charged based on property square footage of unmanaged stormwater runoff. Early calculations suggest this could result in a 50 percent monthly fee increase, from $230,000 to $345,000. The increase can be offset through a bill credit by implementing green infrastructure (permeable spaces, which could include gardens and landscaping). Through deeper investment in a schoolyard improvement program, the District will continue to make investments for creating beautiful, engaging, and innovative outdoor spaces to support instructional needs and student well-being.

Figure 34. Stormwater Management: A Collaborative Approach

In October 2018, the District and the SFPUC, a department of the City and County of San Francisco, jointly funded a stormwater schoolyard at Robert Louis Stevenson Elementary School in the Sunset District, the first of its kind. The project has improved stormwater management by installing permeable pavement, dry creek beds, plants and foliage, and provides opportunities for integrated outdoor learning and adventure play.

Source: San Francisco Unified School District.

Figure 35. Examples of Outdoor Learning Projects

POP-UP CLASSROOMS

STORMWATER MANAGEMENT

PERMANENT OUTDOOR CLASSROOMS

OUTDOOR GATHERING

NATURE PLAY

LANDSCAPING & TREE CANOPY

Source: San Francisco Unified School District.

WHAT DOES THIS MEAN FOR US?

A major focus of the District's investments in outdoor learning environments will be directed toward schools in neighborhoods with lower access to quality, open, green spaces in response to feedback from a stakeholder workshop convened in 2022. Visions for future outdoor spaces include greening, stormwater management, creative nature and physical play spaces, and visual and applied art integration.

The SFPUC's rate change will affect the District's operating budget, which provides an important incentive for the District to partner on rate reduction strategies through increased stormwater management. The District is working closely with the SFPUC to define terms for larger green infrastructure partnerships, unlocking millions of dollars in schoolyard greening investments that will accrue physical, emotional, and aesthetic benefits to SFUSD's school communities.

PACING AND POLICY RECOMMENDATIONS

Accelerate

Complete deployment of outdoor furniture to 40 sites for outdoor spaces by December 2023. Fund at least ten schoolyard renovations. Seek government and philanthropic grants to leverage impact of bond funds.

DELICIOUS + HEALTHY SCHOOL MEALS

Learning Environments

PACING: Accelerate | **Steady** | Schedule | Defer

San Francisco is a "food city" with excellent access to local food systems. Healthy eating is part of the whole child focus, and studies have linked it to improved learning outcomes. The District's food and nutrition environment provides students with opportunities to learn about and practice healthy eating through food and beverage offerings, nutrition education, and messaging in the cafeteria and throughout the District's school sites.

SFUSD Student Nutrition Services (SNS) provides nutritionally balanced meals to students in EES and TK–12 schools on a daily basis (see **Figure 36**). SNS procurement practices are aligned with the Good Food Purchasing Policy (GFPP) supporting a student-centered, equitable, and financially stable school food ecosystem. Capital projects in the District's kitchens underscore the commitment to healthy food access and learning.

Figure 36. Student Nutrition Services by the Numbers

33,000
meals per day

125
schools served

8.5 M
meals per year

61%
outside vendor meals

12
months/year operating

Source: San Francisco Unified School District.

Beginning with the 2022–2023 school year, SNS began making available free breakfast and lunch meals to **all** students as a result of California's new Universal Meals Program. Through increased access to free school meals and investments in food facilities and quality, the District has seen dramatic increases in participation.

Figure 37. McAteer Culinary Center

In October 2019, the District celebrated the opening of the McAteer Culinary Center, which was funded by the 2016 Bond Program. The Center serves fresh food prepared on-site rather than prepackaged meals, and serves early education sites and the two high schools that share the McAteer campus. Its features are reflective of the District's focus on the whole child by offering a warm, welcoming environment with nutritious and delicious food.

Source: San Francisco Unified School District.

Operationally, SNS has been using a concessionaire model, in which a food service vendor delivers most food pre-packaged and in bulk quantities. SNS is identifying new strategies for more fresh food preparation on-site and has two goals for future meal preparation: 1) to migrate to in-house meals and 2) to implement on-site cooking District-wide.

In September 2022, SNS retained a consultant to assess the feasibility of various capital investment strategies to support future meal program operations. This ranges from construction of a full in-house central kitchen to continuing to partner with outside vendors while increasing food options on-site.

WHAT DOES THIS MEAN FOR US?

Once the study is complete, SNS will prepare a recommendation and strategy for broader District and Board of Education review. Any model that SNS adopts will require capital investment.

In addition to this major food service decision, SNS has a detailed list of capital projects needed over the next five years, including kitchen facility upgrades, replacement and upgrades to aging kitchen equipment, and dining space redesigns.

PACING AND POLICY RECOMMENDATIONS

Steady

Complete remaining 9 dining space refresh projects by early 2024. Invest in 30 more refresh projects. Complete analysis of regional versus central kitchen.

TECHNOLOGY + NETWORK IMPROVEMENTS

Learning Environments

PACING: Accelerate | **Steady** | Schedule | Defer

The Department of Technology (DoT) touches every aspect of District operations by providing the hardware, software, and networking essential for creating a rich learning and work environment for students, educators, and staff. Reliance on connectivity to DoT networks is increasing as more devices, products, and systems include online, wireless, or Bluetooth components. DoT staff are responsible for classroom technology, information technology (IT) systems and security, and infrastructure and communications. The department is constantly receiving and responding to requests by site users for greater network capacity and speed.

In addition, building systems, such as HVAC and security, frequently require network connectivity for basic operation, maintenance monitoring, and remote access. The District's IT infrastructure is vital to daily operations at school sites and an important piece of building security and District emergency preparedness.

DoT's activities also support providing reliable, up-to-date resources, such as portable electronic devices, software, and other learning tools that are easy to use inside and outside the traditional classroom. Digital learning resources are a priority for supporting each and every student with equity of access and equity of opportunity.

WHAT DOES THIS MEAN FOR US?

As the District builds schools for the 21st century, technology improvements will continue to enable teachers to draw on innovative education models, improving academic performance and preparing students for future learning and career opportunities.

DoT has three priorities and special projects that will require capital funding.

- **Classroom Technology.** Support teaching and learning workflows with modern devices for staff and students.
- **Infrastructure and Communications.** Build a new core network with resilience and expansion features, while also extending the reach of the existing network, communications, and security systems.
- **Systems and Security.** Design and implement systems that support the District's enterprise-level security and data needs, with a focus on purpose, serviceability, and disaster recovery.

Because technology is always evolving, the District will need to make ongoing investments to ensure that it remains current and reliable.

PACING AND POLICY RECOMMENDATIONS

Steady

Continue upgrading classroom and systems technology, core infrastructure, electrical, backup power supply, networking, and wireless capacity and connectivity to meet innovative usage demands. Complete remaining projects using 2016 Bond Program funding.

MODERNIZATION PROGRAM

Learning Environments

PACING: Accelerate | **Steady** | Schedule | Defer

The District's modernization program is the cornerstone of its Bond Program (see **Figure 38**) and participation in the program is eagerly anticipated by school sites who are hopeful about the potential for change and improvement in their school learning environments. Through SFUSD's last four Bond Programs, modernization projects have created transformational updates to learning spaces in the District's portfolio. The 2011 and 2016 Bond Programs added 106 new classrooms, renovated 42 libraries, and fully funded construction of two new schools.

As highlighted by the results of the FCA data, investment needs persist across school sites. When a school site is part of a modernization project, the District completes a comprehensive assessment of all site needs, including identifying new space programming for the "school we want." The scope includes as many of those elements as possible. In most cases, the investment need significantly outweighs available budget, resulting in elimination of building systems and entire program areas from the project scope.

A modernization project may transform classroom spaces but leave the school's auditorium, for example, in its current condition for a future project. The educational and social interactions that occur in auditoriums, as well as libraries, gyms, and other communal spaces are as impactful to the student experience as classroom instruction. Investments in these spaces are needed to allow school sites to reach their full potential in applying whole-child principles and building community.

Even within a large bond program, given the high level of need across the District's school sites, there exists a difficult tension between the level of investment needed at a specific site and the importance of distributing facility investments across many sites. Making a decision to leave a significant scope unaddressed can mean that the site is considered finished even though many areas are not. In addition, taking on large scopes at a single site means comparatively less funding available to address urgent needs at other sites.

As highlighted in the FCA results, aging systems also continue to be maintained at sites that have not been part of a modernization project. A school could have an FCI of "good", indicating that the majority of its systems will be in good condition for the next five years. Therefore, this site may not be prioritized for a bond investment. However, the site could also have one system with a very high SCI, indicating that this system will be in need of replacement during the five-year timeframe.

DESIGN STRATEGIES TO ACHIEVE FMP GOALS

- Deep and transparent end-user engagement.
- High trust relationships: appropriate and frequent interaction and disclosure.
- New focus on developing a coherent values-based philosophy to answer "What does the Bond Program do?"
- Refocus conversation to student-centered criteria when seeking design partners.
- Balance facility needs with aesthetic changes appealing to students.
- Consider human scale when selecting design elements.
- Choose design firms with a focus on equity and social justice.
- Examine current physical space assumptions and who they serve/don't serve.
- Implement interventions that advance student-focused objectives.
- Prioritize collaborative and peer-based classroom learning experiences.
- Design differentiated, integrated, culturally responsive learning spaces.

Figure 38. A New School at Mission Bay

Envisioned nearly 25 years ago, the Mission Bay School is a central component of the 1998 Mission Bay Redevelopment Plan. It was developed through an extensive public process that concluded in early 2023 and included a land transfer from UC San Francisco to SFUSD.

Located in one of San Francisco's fastest growing neighborhoods, the new campus's main program is a TK–5 elementary school for 550 students. The fourth floor will include the STEM-focused Mission Bay Hub, where SFUSD high school students can engage in workforce readiness and career programs. It will also include a Professional Learning Resource center that offers professional development opportunities for teachers and staff.

Funded by the 2016 Bond Program, Mission Bay School is anticipated to open in August of 2025. It represents a rare opportunity for SFUSD to design a 21st-century school from the ground up, intentionally designed to nurture student creativity, provide the latest teaching and learning technologies, and foster independent learning and thinking.

WHAT DOES THIS MEAN FOR US?

All funding from the 2016 Bond Program is committed to projects and programs. In order to address the long list of facilities needs included in the condition assessment, new bond funding will be needed.

FCA data, along with site programmatic goals, will be used to identify investment opportunities in additional buildings and communal spaces that were not addressed in prior modernization projects. What could an expansion of the athletics program look like if the appropriate sports equipment was included in the gymnasium? In what ways could a performing arts program grow with an enhancement to its performance venue? These questions have important ramifications for addressing inequities at schools across the District.

The District is also considering allocating funds in a future bond to address larger system repair needs at sites that are not part of a modernization. HVAC and electrical upgrades are two examples of high cost systems that are in need of repair across all sites - those with high and low FCI scores. The cost to replace gas boilers with an all-electric system can range from $800,000 to over $2 million depending on the scope and extent of electrical upgrades needed. The replacement of synthetic turf is another high cost item - by 2030 there will be eight fields that will require replacement with an estimated cost of over $6 million. All of these systems support student safety and comfort.

PACING AND POLICY RECOMMENDATIONS

Steady

Continue modernization program using FCA scores and clear policy criteria to prioritize sites for future bond allocations. Pursue G.O. bond every five years to ensure stable and consistent investment in SFUSD's facilities. Expand modernization program to include replacement of assets (like athletic fields) and systems (like heat) that age more rapidly and independently of the school site as a whole.

UNIVERSAL TRANSITIONAL KINDERGARTEN

Policy Directives

PACING: Accelerate | Steady | Schedule | Defer

While not mandatory for San Francisco's families, Transitional Kindergarten (TK) provides young children with a learning pathway through inquiry, exploration, and problem-solving, while introducing them to grade-level content standards. The TK environment promotes independence, social-emotional skills, and self-regulation—qualities that are crucial for a child's successful entry into kindergarten.

The District presently offers TK programs at 31 early education schools (EES) and elementary schools (ES) and has between 600 and 700 students enrolled. For the 2022–2023 school year, enrollment is high at sites that offer a TK program.

California state legislation passed in 2021 requires any local educational agency operating a kindergarten program to also provide a TK program for all four-year-olds by the 2025–2026 school year. The District will need to have enough TK seats for any four-year-old who wants to enroll, regardless of background, race, ZIP Code, immigration status, or income level, and is phasing in this transition over a four-year period.

Implementation of a universal TK program will have broad implications for all District operations (see **Figure 39**). This policy change will increase District school enrollment, strengthen PreK–third grade alignment, support early literacy and other learning objectives, and increase early childhood development knowledge among school staff.

Figure 39. Impact of Transitional Kindergarten Expansion

Which parts of our program will be impacted by TK expansion?

- Meals
- Site support (new openings and ongoing)
- Portfolio vision for providing PreK and TK to 3 and 4 y/o; enrollment impact on PreK
- Fiscal (opening sites, lower staff ratios, ongoing central support)
- TK classrooms/ Facilities planning
- Transportation
- Staffing (credentials, paraprofessionals for 1:10 ratio)
- Extended Care (9-hour day)
- Three-year scale-up plan to full implementation
- TK Assessments for younger 4 y/o
- School assignment policy for TK
- **Other impacts?**

Source: San Francisco Unified School District.

WHAT DOES THIS MEAN FOR US?

Current projections show that by the 2025–2026 school year, 1,500 to 1,600 students will be enrolled in one of the District's TK sites—approximately 50 percent higher than current enrollment due to the increasing age range for TK. This equates to a total of 72 classrooms (20 to 22 students per classroom).

The District plans to add 11 new TK classrooms for the 2023–2024 school year. TK classroom additions for the following two school years are still being determined.

Capital funding is needed to modify EES and ES sites to accommodate these additional TK classrooms. During the spring of 2023, elementary school rooms being considered for TK will be assessed to determine whether they comply with the TK space requirements, and quantify the cost of repurposing the room.

If an existing kindergarten or PreK classroom can be used for TK, then the costs of adding TK will likely include moving and furniture purchases. If a classroom of an upper grade or program space (art room, library, computer lab) needs to be repurposed, the costs will likely be higher as more invasive modifications may need to be made to meet code requirements. Adding windows, doors, restrooms, and ADA accessible paths of travel are just a few examples of modifications that could be needed.

Until an assessment of the rooms being considered for TK is complete, the budget impact is unknown.

PACING AND POLICY RECOMMENDATIONS

Accelerate

Prepare 11 TK classrooms for the 2023-2024 school year. Designate and schedule preparation of additional TK classrooms over the next three years to meet universal TK mandate.

ZONE-BASED STUDENT ASSIGNMENT

Policy Directives

PACING: Accelerate | Steady | Schedule | **Defer**

Since 2010, the District's student assignment policy has been a choice enrollment process, which allows families to enroll their students in any school in the District based on their preference rather than the geographic proximity of their residence. As a result, students often live in a neighborhood that is different from the location of the school they attend. Likewise, school enrollment varies across the District based on which school and programs are in demand or not. The choice enrollment process has led to increased inequity and requires some students to travel long distances to and from school.

The current student assignment policy has resulted in an enrollment distribution pattern based on student preference (see **Figure 40**). A summary of ZIP Codes with the highest concentration of student enrollment and residence is shown in **Figure 41**.

In December 2020, the Board of Education approved a new policy for student enrollment in elementary schools. Beginning with the 2026–2027 school year, the policy seeks to address issues resulting from the current assignment system, which has led to increased segregation in income, race, and academic performance as well as under-enrollment of schools and community disconnection.

Instead of offering a District-wide choice (in which families can choose from over 70 elementary schools and programs), families will have a choice within geographic zones. Zones are boundaries drawn on a map around groups of elementary schools and programs. Students will be able to apply to any of the schools in their zones, in addition to specialized programs, like languages and special education.

A student's zone is based on where they live. When they apply for elementary school, students can list as many schools from their zone as they want in order of preference. Each student will be guaranteed a school in their zone.

Figure 40. Student Enrollment and Student Residence by ZIP Code

ZIP Code	Neighborhood	School Enrollment	Student Residence
94112	Ingleside-Excelsior/Crocker-Amazon	9.6%	16.2%
94116	Parkside/Forest Hill	9.2%	6.6%
94121	Outer Richmond	8.7%	5.0%
94122	Sunset	7.3%	7.1%
94114	Castro/Noe Valley	7.2%	1.4%
94110	Inner Mission/Bernal Heights	7.1%	9.0%
94132	Lake Merced	6.9%	3.4%
94134	Visitacion Valley/Sunnydale	6.7%	9.5%
94131	Twin Peaks/Glen Park	5.2%	2.5%
94109	Polk/Russian Hill (Nob Hill)	4.7%	2.8%
94127	St. Francis Wood/Miraloma/West Portal	4.2%	2.2%
94118	Inner Richmond	3.3%	3.1%
94124	Bayview-Hunters Point	2.9%	11.4%
94123	Marina	2.9%	0.4%
94133	North Beach/Chinatown	2.8%	2.5%
94117	Haight-Ashbury	2.8%	2.1%
94115	Western Addition/Japantown	2.7%	2.3%
94107	Potrero Hill	2.5%	2.2%
94108	Chinatown	1.6%	1.2%
94103	South of Market	1.3%	3.4%
94102	Hayes Valley/Tenderloin/North of Market	0.7%	3.2%
94111	Embarcadero	0.1%	0.3%
94158	Mission Bay	0.0%	1.0%
94105	East Cut	0.0%	0.7%
94130	Treasure Island	0.0%	0.4%
94129	Presidio	0.0%	0.4%
94104	Financial District	0.0%	0.0%

Source: San Francisco Unified School District.
Note: Fall 2021 PreK-12 enrollment in District facilities, excludes charter schools.

Figure 41. Student Enrollment and Residence

TOP ZIP CODES WHERE STUDENTS ARE ENROLLED	
(35% of SFUSD students)	
94112	Ingleside-Excelsior/Crocker-Amazon
94116	Parkside/Forest Hill
94121	Outer Richmond
94122	Sunset
TOP ZIP CODES WHERE STUDENTS RESIDE	
(47% of SFUSD Students)	
94112	Ingleside-Excelsior/Crocker-Amazon
94124	Bayview-Hunters Point
94134	Visitacion Valley/Sunnydale
94110	Inner Mission/Bernal Heights

Source: San Francisco Unified School District.
Fall 2021 PreK-12 enrollment in District facilities, excludes charter schools.

WHAT DOES THIS MEAN FOR US?

Changes in enrollment distribution patterns due to a shift from broad school choice to geographic proximity could influence the need for classroom space at elementary schools.

Schools in ZIP Codes with high concentrations of students residing but lower concentrations of students enrolled, such as Bayview-Hunters Point (94124) or Visitacion Valley/Sunnydale (94134), may require capital investment in school sites and classroom space to add additional seats. Depending on the current classroom capacity, some schools may also require additional facilities investments to accommodate the expected influx of students. These required investments to address classroom capacity also generate a unique and important opportunity to further invest in the facility's ability to consider the whole child in a healthy and safe school environment.

Considering the geographic variance in the District's demographics, a shift to a zone-based model will result in higher enrollment in schools on the southeast side of the City. This change in the enrollment policy has important implications for the capital investment strategy of the District.

PACING AND POLICY RECOMMENDATIONS

Defer

Defer projects to address classroom capacity needs until completion of the student assignment implementation plan. Example projects include expansion of existing building footprints to allow for additional program or classroom space or the addition of new school buildings.

PORTFOLIO MANAGEMENT

Policy Directives

PACING: Accelerate | Steady | **Schedule** | Defer

In addition to school sites, the District maintains properties used for administrative functions, and leases buildings for educational and non-educational purposes. Many of these properties have significant capital needs and will require investments over the next 10 years to address functionality and the user experience.

ADMINISTRATIVE SITES

The District has 12 properties that house administrative functions. Per the results of the FCA, 66 percent of these properties are in "deficient" or "poor" condition with the remaining sites in "fair" condition. Included in this list of deficient sites is the central warehouse at 801 Toland Street that serves as a critical storage and distribution function for the District and 20 Cook Street that houses over 60 essential staff. Both require spaces that allow employees to work safely and effectively.

Properties that are leased to outside agencies are also in need of capital investments. 2055 Sunnydale Avenue and 1060 Tennessee Street are two examples of properties leased to community serving organizations that have significant capital replacement needs anticipated for the next five years.

LEOLA HAVARD

The Leola Havard campus is centrally located in the Bayview area, between Oakdale Avenue and Newcomb Avenue, on the same block as the Joseph Lee Recreation Center and the Bayview Opera House, with easy access to the Muni T-Third Street line. In prior Bayview community visioning exercises undertaken by the City and County of San Francisco in collaboration with neighborhood stakeholders, these blocks have been envisioned as a major community social and cultural hub.

The campus currently houses a mix of administrative and student-serving programs. Special Education Services and the Early Education Department are two administrative departments with offices on-site. Student programs include a before and after care program for early education students and the Shoestrings Children's Center, a 10-week intensive program that utilizes developmentally age-appropriate and therapeutic interventions to support social relationships, personal and classroom adjustment, and self-care and to address chronic behaviors.

Leola M. Havard Early Education School

The building is in poor condition with an FCI score of 0.38 (see *Appendix*). Recently, windows on the main classroom wing were permanently closed, because they had deteriorated to the point where they could no longer be used. At the time there was an early education program operating at the site. To ensure safety of the youngest SFUSD students, the District relocated the Leola Havard Early Education School to the Dr. George Washington Carver Elementary School campus in Fall 2022.

SFUSD's Facilities Division will embark on an assessment of potential future uses for the Leola Havard campus in 2023, ranging from administrative functions to reopening a PreK–fifth grade school at this site.

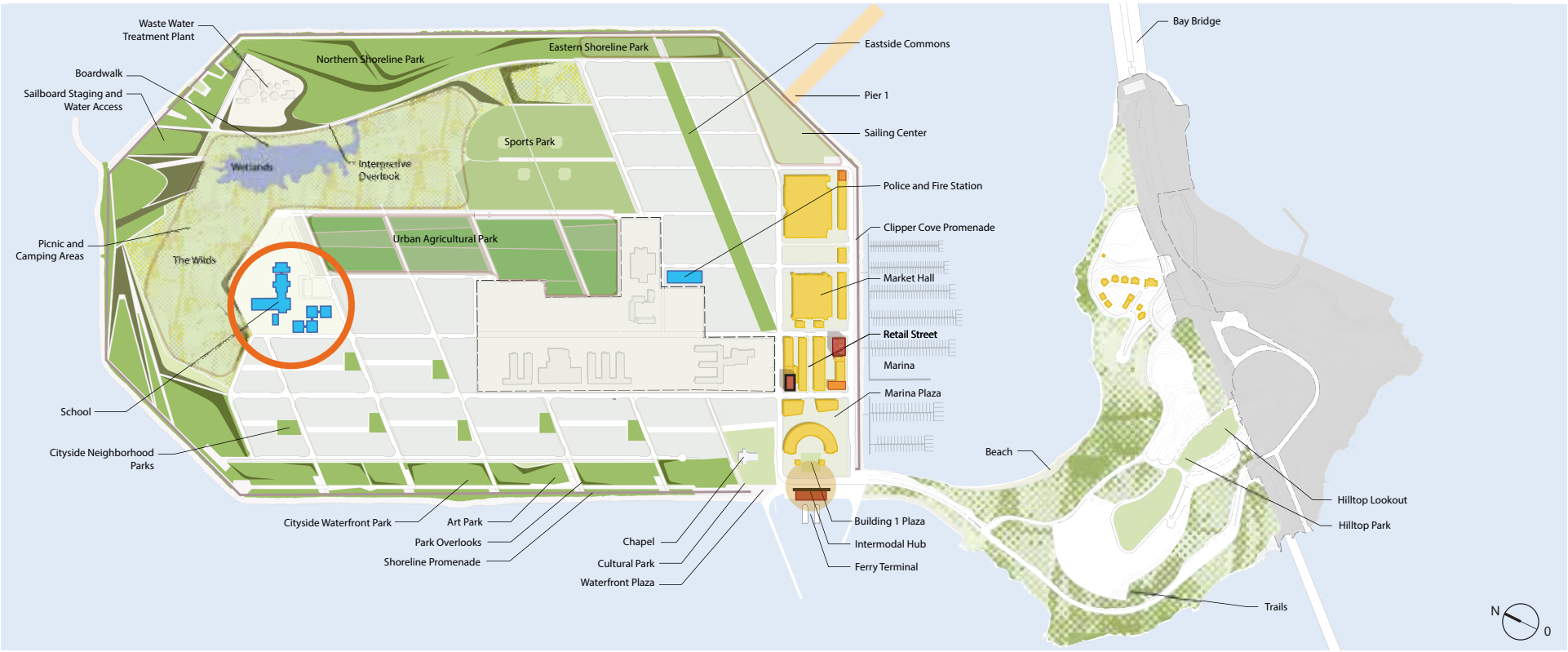
TREASURE ISLAND

The Treasure Island/Yerba Buena Island development project is creating a new San Francisco neighborhood, including homes offered at below-market rates, multiple public transportation connections, extensive parks and open space, public art, hotels, restaurants, and more. The development plan includes 8,000 homes, 140,000 square feet of new commercial and retail space, 100,000 square feet of new office space, a 500-room hotel, and 300 acres of parks and public open space.

The additional housing units have the potential to increase the number of school-aged children living in the area. As of 2021, there were 210 students enrolled in SFUSD who lived on Treasure Island. Per the LGDR study, the development on Treasure Island has the potential to increase SFUSD enrollment by 800–2,050 students by the completion of buildout. Currently, there is no elementary school located on Treasure Island. The District will need to have a plan to accommodate new student enrollment generated from the housing units.

The District has the option to build a new TK–fifth grade or TK–eighth grade school on Treasure Island at the site of the former Treasure Island Elementary School, which operated from the 1960s until its closure in 2005. The 7.5-acre site includes several buildings totaling approximately 50,000 square feet, which includes 14 classroom spaces. The building is currently used by Aracely Cafe, Purpose Church, and the Gaelic Athletic Association. The location of the school is highlighted in **Figure 42**.

Figure 42. Treasure Island Development Plan



Source: Treasure Island and Yerba Buena Island Design for Development.

To develop the property for District use, the District will need to pull a building permit prior to the issuance of a building permit for the 2,500th residential unit. Based on the development pipeline at Treasure Island, this is currently projected to occur at the end of the 2024 calendar year. If the District does not exercise its option, the Treasure Island Development Authority, the public agency responsible for the oversight of the development within the development plan area, can find another developer to build a school.

WHAT DOES THIS MEAN FOR US?

The District has 27 non-school properties that require investments to keep them safe, comfortable spaces that allow staff to work efficiently and productively. In general, bond funds are targeted for projects that directly serve students. Therefore, the funding for improvements at these locations is limited. In order to address the repair and replacement needs at these sites, the District may need to consider alternate funding strategies, including public-private partnerships.

PACING AND POLICY RECOMMENDATIONS

Schedule

Complete analysis of underutilized administrative buildings in 2023. Identify options for Leola Havard and next steps for Treasure Island campus transfer by 2024.

Central Admin. Offices at 135 Van Ness Avenue

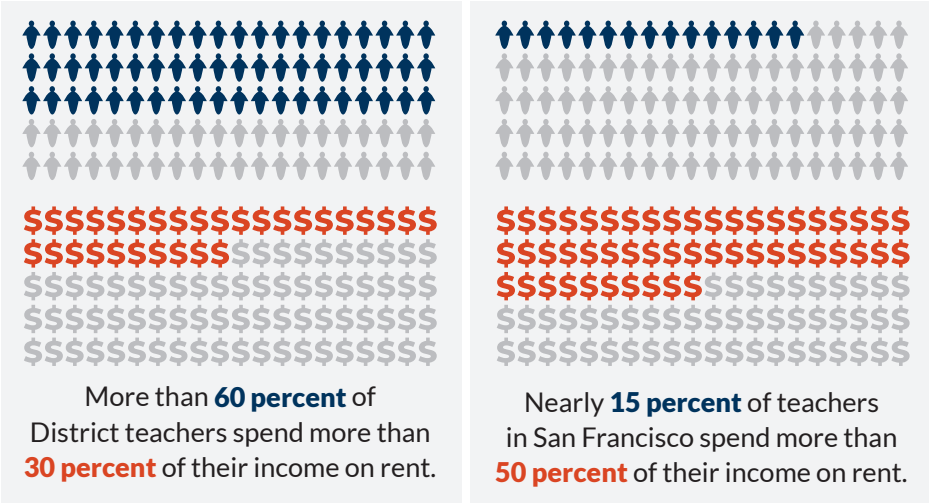
AFFORDABLE HOUSING FOR EDUCATORS

Policy Directives

PACING: Accelerate | Steady | Schedule | Defer

The District requires approximately 3,600 teachers annually to meet classroom needs but is challenged by an estimated 10 percent teacher attrition rate each year. Prohibitive housing costs together with the existing teacher shortage and high turnover make it increasingly difficult for the District to successfully recruit and retain new educators.

Figure 43. High Cost of Housing for District Educators



Source: 2017 QTEA Survey.

For this reason, affordable housing for educators is a District priority. To this end, in 2019, the Board of Education (BOE) passed a resolution supporting Proposition E to expedite the development and construction of affordable educator housing. The BOE later passed another resolution to develop 550 housing units by 2030.

One notable housing development currently underway is the $106 million Shirley Chisholm Village project, which will prioritize educators and District employees. With the success of the Shirley Chisholm Village project, the District has demonstrated the ability to collaborate with strong partners to create educator housing. Moving forward, the District will continue to explore new opportunities and partnerships to meet the goal of creating housing opportunities for educators.

Figure 44. Shirley Chisholm Village

The District partnered with the San Francisco Mayor's Office of Housing and Community Development (MOHCD) and the nonprofit affordable housing developer MidPen Housing. Land valued at $22 million was contributed by the District to MidPen through a 99-year lease to develop 135 units of affordable housing for educators. Construction started in September 2022, with an estimated completion date of October 2024.

It is the first educator housing project for both the City and the District and is one of only a handful of educator housing developments in the state. The development will include a mix of studio, one, two, and three bedroom units along with neighborhood-serving space, and a community plaza and playground. Upon project completion, housing will be available to educators earning between 40 percent and 120 percent of the area median income (AMI).

Source: San Francisco Unified School District. Photo courtesy of MidPen Housing, rendering by Fletcher Studio.

WHAT DOES THIS MEAN FOR US?

The District has identified three additional sites that could be suitable for educator housing: 20 Cook Street and parcels at 7th Avenue/Lawton Street and 200 Middle Point Road. At this point, no funding is allocated for projects at these locations.

The District will continue to explore funding and partnership options to meet the goal of creating affordable housing opportunities for educators which could include one or more of the strategies below.

- Dedicating units for educators within development projects
- Public-private partnerships
- Public partnerships

Funding opportunities come with their own set of requirements that impact the number of educators served, budget, and timeline. A new construction project has a longer timeline than dedicating units in an already entitled project. While tax credits provide a valuable subsidy, the income limits are generally set at 60 percent of AMI ($58,200 per the 2022 MOHCD income limits). The first year salary for a credentialed teacher can range from $66,000 to $72,000, effectively limiting the number of eligible educators. Workforce housing is another option that could reach more educators but comes with its own set of funding considerations and constraints.

When determining which partnership or funding strategy to pursue, the District will seek to maximize unit affordability, number of educators served, and the financial sustainability of the project.

PACING AND POLICY RECOMMENDATIONS

Accelerate

Initiate marketing for Shirley Chisholm Village to attract educators. With a goal of 400 additional educator housing units, 1) pursue opportunities to dedicate educator housing units as part of larger, non-SFUSD-owned projects in 2023-2024; and 2) launch development of an SFUSD-owned site, identifying options to generate workforce housing units and revenue for the District.

Shirley Chisholm Village Rendering

6 BUDGET LIMITATIONS & FUNDING SOURCES

Tule Elk Park Early Education School

BUDGET CONSTRAINTS

As established in *Section 2 About SFUSD*, the District's Facilities portfolio consists of 155 sites. For projects that are not part of a modernization, the funding opportunities are limited, resulting in projects of narrow scope and impact. The District has established criteria for setting priorities among the wide array of repair and replacement needs (see **Figure 45**).

Figure 45. Criteria for Setting Investment Priorities

CRITERIA	EXAMPLES
PRIORITY 1 Access Compliance	Any ADA issues—ramps, stairs, elevators, signage, door hardware, restrooms.
PRIORITY 2 Fire and Life Safety and Seismic Upgrades	Urgent life safety repairs. Could include emergency exit signs, emergency lighting, sprinkler systems, and critical systems requiring immediate replacement.
PRIORITY 3 Educational/Building Code Issues	Classroom square footage requirements, restroom requirements, building egress, exit requirements, code-required separation of lower and upper grades.
PRIORITY 4 Health and Safety Needs	Non-urgent health and safety upgrades or improvements.
PRIORITY 5 Asset Management	Replacement of large assets—roofs, floors, mechanical systems, fire alarms, athletic fields.
PRIORITY 6 Renovation	Anything not included above that improves building aesthetics, usability, and user experience—replacement of finishes, LED lighting, replacement of exterior doors, reconfiguration of spaces.

Source: San Francisco Unified School District.

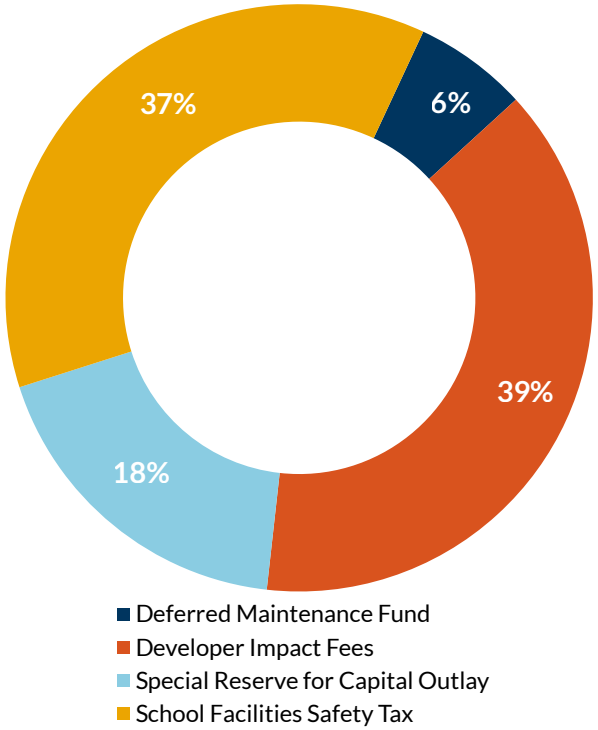
FUNDING SOURCES

The District has four funding types: Annual Capital Funding, Donated Improvements, State Funding, and G.O. Bonds. G.O. bonds are by far the largest funding source with the 2016 Bond totaling $744 million.

ANNUAL CAPITAL FUNDING

The District receives annual funding of approximately $20.8 million from four sources that support capital investment needs (see **Figure 46**). Approximately $15 million of annual funding (or 75 percent) is restricted for specific types of projects, such as safety issues or classroom expansion.

Figure 46. Annual Funding Sources ($20.8 Million Annually)



Source: San Francisco Unified School District.

DEFERRED MAINTENANCE FUND

School districts are required by the Education Code to make contributions to a restricted account equal to 3 percent of budgeted General Fund expenditures. This funding helps to cover repair and maintenance activities and related salaries. At the end of the fiscal year, funding remaining in this account may be transferred to a deferred maintenance fund and used for capital investments.

On average, this funding stream provides approximately $1.3 million per year. In recent years, these funds have been used for replacement and repair projects related to lighting, roofs, sewer line repairs, bleachers, yard repavement, and window replacements. While these projects are important from an asset management perspective, they generally do not dramatically change the look and feel of a school site. This funding source was recently used at César Chávez Elementary School for a $620,000 window project that replaced deteriorating wood windows with new aluminum windows and window shades.

DEVELOPER IMPACT FEES

Per state legislation, school districts collect impact fees from developers of residential, commercial, and industrial facilities. The State Allocation Board sets the maximum rate that school districts can charge. In February 2022, the State Allocation Board increased the maximum rate. The District has not increased its fees since 2018. Rate increases must be adopted by the Board of Education. As of June 30, 2022, the balance of uncommitted developer fees was approximately $21 million.

Developer impact fees can be used to fund capital improvements that mitigate the impact of additional population and usage generated by new developments. Each year, the District submits reports detailing the use of these funds. Projects include the construction of new classroom spaces and upgrades to accommodate increased enrollment.

Revenue from this funding stream varies, depending on construction activity, but averages about $8.0 million per year. A recent example of a project using developer impact fees is the construction of the new kindergarten classroom building at Cleveland Elementary School. The estimated project budget is $10.8 million.

SPECIAL RESERVE FOR CAPITAL OUTLAY

This fund consists of General Fund monies allocated for capital outlay purposes and as transfers of revenue the District receives from the sale or lease of real property.

This funding stream generates approximately $3.8 million per year. Although the funding is more flexible, the majority of improvements funded from this source are related to roof repairs. The funding has also supported structural repairs and yard replacements.

César Chávez Elementary School Multipurpose Room Window Replacement

SCHOOL FACILITIES SAFETY TAX

The Mello-Roos Act (see **Figure 47**) allows the District to collect revenue from property taxes on certain real property. Initially approved by voters in 1990, the tax was again approved in 2010 and is set to expire in 2030. Rates charged through the Mello-Roos Act are currently set at 1990 authorized levels. The District receives approximately $7.65 million annually from this tax with funds restricted to life safety and seismic improvements. A portion of the funding also supports salaries and benefits.

Examples of projects funded with the School Facilities Safety Tax are structural upgrades and assessments, fire alarm repairs, and security improvements to fencing systems, camera servers, security locks, public address systems, security entrances, video intercom systems, and fire protection. Given the District's focus on providing safe and secure schools, this is a crucial funding source.

Figure 47. Mello-Roos Act (School Facilities Safety Tax)

Passed in 1982, this legislation authorized local governments and developers to create Community Facilities Districts (CFDs) for the purpose of selling tax-exempt bonds to fund public improvements.

Real property owners within a CFD pay a special tax that is then used to make payments of principal and interest on the bonds.

In 1990, the District established a CFD for the purpose of financing certain facilities needs and related expenses. Eligible expenses include seismic upgrades and structural strengthening; fire and life safety; upgrading and repairing buildings, including paying salaries and benefits for employees working on these upgrades; and expenses, such as the cost of planning and design, and the collection of taxes.

Source: California State Legislature, California Government Code.

DONATED IMPROVEMENTS

The District also receives donated improvements that can range from a Parent Teacher Association initiative for planting trees in a schoolyard to a donor funding a physical improvement at a school site (examples include gardens, murals, play structures, and fields). A recent example is the donation of a tile mosaic mural at Sánchez Elementary School (see **Figure 48**).

Figure 48. "Together We Rise" mural at Sánchez Elementary School

In October 2022, Sánchez Elementary School unveiled its 800-square-foot tile mosaic mural, which students helped put together. The mural celebrates Latinx Heritage Month and resilience and was created in partnership with Create Peace Project and funding from Ripple.

The donor worked with students and community members to create and install the mural at the school.

Source: San Francisco Unified School District.

STATE FUNDING

The School Facility Program (SFP) has been California's main funding source for school facility projects and an important supplemental source for bond projects. Sites must be approved by the Office of Public School Construction (OPSC) to receive funding. Established by the Leroy F. Greene School Facilities Act of 1998 (Senate Bill 50), funding for the SFP is generated through state G.O. bonds and must be approved by CA voters. Since 1998, CA voters have approved five bonds totaling $42.4 billion. Grants provided through this program support a variety of public school programs including new construction and modernization. Funds are allocated on a first come, first served basis and require the District to provide a match of 40 to 50 percent of the grant award. To date, the District has secured $181.2 million from this funding source for modernization projects.

Sunnyside Elementary School Library

GENERAL OBLIGATION BONDS

Approximately every five years, contingent on voter approval, the District issues G.O. bonds. The Bond Program is the largest funding source for modernizing facilities, including related systems and equipment.

The Bond Program is the cornerstone of the District's capital facilities program. The District uses this funding tool to replace major systems, renovate aging buildings, and modernize campuses. More importantly, the bond modernization program enables the District to transform learning spaces and upgrade aesthetics. This critical capital source supports the District's vision for enriching students' daily school experience by creating comfortable and safe environments that inspire curiosity and enthusiasm for learning.

WHAT IS A GENERAL OBLIGATION BOND?

General obligation bonds are a common way for public agencies to fund the construction, acquisition, and improvement of capital facilities such as schools, fire stations and parks.

G.O. bonds issued by California school districts must be approved by a 55 percent vote. Once approved, bonds are sold to investors (often in series over time).

California school districts may use G.O. bond proceeds for projects, including technology and furniture, as long as the bonds issued to fund those specific projects are repaid over a period matching the expected useful life of the project.

In addition to requiring a supermajority vote, taxpayer interests are protected by a variety of regulations, including the creation of an independent Citizens' Bond Oversight Committee (CBOC). The CBOC is established by the District's governing board and must review and report on the proper use of expenditures. Since 2003, the District has successfully managed four Bond Programs totaling more than $2.0 billion, as shown in **Figure 49**.

Figure 49. Bond Programs: 2003 through 2016

SFUSD G.O. BOND PROGRAM	TOTAL ALLOCATION
2003 G.O. Bond	$295,000,000
2006 G.O. Bond	$450,000,000
2011 G.O. Bond	$531,000,000
2016 G.O. Bond	$744,250,000
Total Funded To Date	**$2,020,250,000**

Source: San Francisco Unified School District.

The District is a strong steward of bond funds and has a solid track record for effectively using them to complete projects consistent with the voter ordinance. Under state law, the District's Bond Program is required to be audited annually, and no findings have been recorded in any annual audit.

PRIOR BOND PROGRAM FOCUS AREAS

The 2003 and 2006 Bond Programs focused on ADA compliance and accessibility at 91 school sites, while the 2011 and 2016 programs allowed for more expansive improvements, including the following.

- Seismic and fire / life safety upgrades.
- Replacement of aging portables with new classroom buildings.
- Repair and replacement of building systems.
- Modernization of classroom interiors and restrooms.
- Library renovations.
- Improvements to food service and kitchen facilities.
- Schoolyard greening and upgrades.

The District completes a comprehensive Facilities Condition Assessment of school sites at the inception of modernization projects. Given funding constraints, only a portion of school sites have received some of the capital improvements highlighted above.

The 2011 and 2016 Bond Programs also included the construction of new schools—Willie L. Brown Jr. Middle School (2011) and Mission Bay School (2016). The design of these schools include features tailored to meet the diverse array of student needs.

- The community hubs and lobbies serve as gathering spaces and create inclusive campuses.
- The Willie L. Brown Jr. Middle School Wellness Center offers dental, healthcare, fitness, and counseling services to any SFUSD students in need.
- The Mission Bay School is designed to include a linked learning hub that will prepare high school students for careers in health, bioscience, and science, technology, engineering, and mathematics (STEM)-related fields.
- Both campuses include spaces for outdoor play and nature-based learning.
- Each campus includes flexible spaces and design components that foster innovation and collaboration.

As illustrated in the examples above, these more high-impact, expansive projects produce vibrant, high-quality learning spaces that directly impact the student experience.

MODERNIZATION EXAMPLES

Modernization projects transform spaces within a school site. The following images illustrate the variety of improvements that G.O. bond funds support at SFUSD. These projects are examples of student-centered spaces that the District aspires to create at every school.

Hillcrest Elementary School (2016 Bond)

BEFORE: Aging fluorescent lighting and dated flooring and wall finishes give the hallway a cluttered, mismatched, and dreary atmosphere.

AFTER: The addition of new LED lighting brightens the hallway, and neutral finish colors allow for a more modern, refreshed, and inviting space.

Daniel Webster Elementary School (2011 Bond)

BEFORE: The original 1970s modular building was in need of a full modernization inside and out to improve circulation, natural lighting, and general appearance.

AFTER: The playful schoolyard and bold exterior façade are transformed, reflecting a vibrant and welcoming school community.

Phillip and Sala Burton Academic High School (2011 Bond)

BEFORE: Existing façade of the academic building was plain prior to the seismic retrofit, renovation, and exterior improvements.

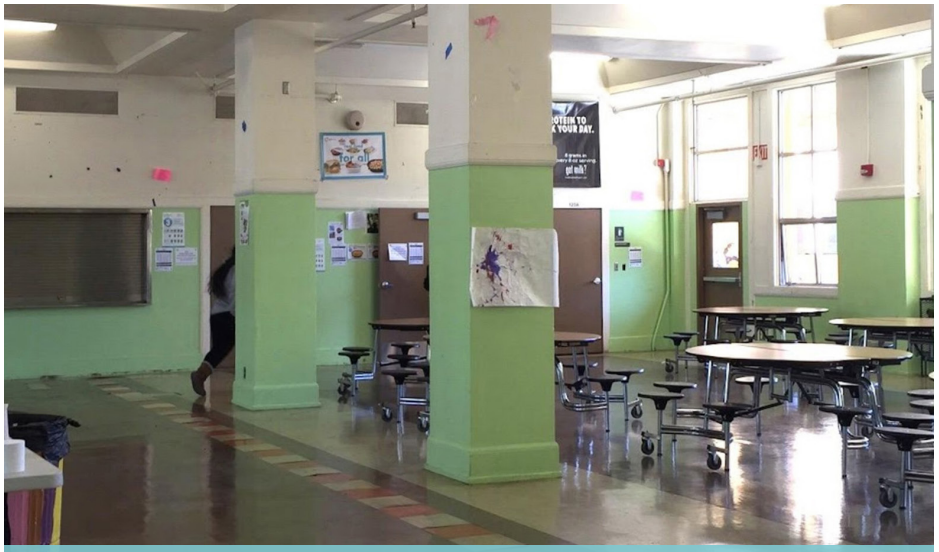
AFTER: Classic and timeless colors are used to accent the concrete panels adjacent to windows, creating a playful rhythm that activates the corner.

Garfield Elementary School (2016 Bond)

BEFORE: The multipurpose room had a drab color palette, outdated fluorescent lighting, and aged wood panels.

AFTER: The revived multipurpose room has a fresh color scheme, renewed wood accents, increased natural lighting, and new LED pendant fixtures.

Everett Middle School (2016 Bond)



BEFORE: The cafeteria feels institutional, with furniture and neutral colors that don't encourage students to use the space.

AFTER: The refreshed space uses playful and bespoke graphics, and modern, varied seating types to create an inviting atmosphere for students.

Cobb Elementary School (2006 Bond)

BEFORE: The building's historic features are overshadowed by its dull finishes, including a worn chain link fence along the courtyard-facing arcade.

AFTER: A vibrant paint scheme and creative decision to enclose the arcade with windows and doors bring a new energy to the school campus.

7 CONCLUSIONS

Clarendon Elementary School Library

SUMMARY

The Facilities Master Plan sets forth the District's priorities for creating the **schools we want** for our students and community - schools that are student-centered and include a variety of physical spaces and campus capabilities that address the diverse needs of all students. These schools, which strive to have the qualities listed below, are spaces that will inspire our students to be lifelong learners.

✓ Safe	✓ Accessible	✓ Supportive
✓ Healthy	✓ Cutting Edge	✓ Bright
✓ Durable	✓ Innovative	✓ Welcoming
✓ Inspiring	✓ Equitable	✓ Motivating
✓ Inclusive	✓ High Quality	✓ Uplifting

Our collective vision, the values that we embody, and the culture we want to build throughout all our facilities are reflected in the statements below.

WHO WE ARE + WANT TO BE

- We are student-centered in everything that we do.
- We put the health and safety of our students first.
- We create spaces that fulfill the diverse needs of each and every student.
- We design welcoming schools that students are proud to attend every day.
- We listen to our community partners and stakeholders.
- We use data to ensure that our investments are equitable.

WHERE DO WE GO FROM HERE?

The FMP is the District's 10-year work plan. Over the next five years, the District will present annual reports on progress towards the goals of the FMP. In year six, the District will complete a more comprehensive update to the plan.

Lafayette Elementary School

THIS IS JUST THE BEGINNING

In this FMP, we have confirmed that the systems in our buildings are aging and are in need of replacement. We also know that our schools were built with spaces that do not fully meet the instructional needs of the 21st century. Improving these spaces to meet the full set of student needs - emotional, physical social and cognitive - will require significant investment and changes to the built environment.

As detailed in *Section 5 Emerging Priorities*, the District needs to consider the impact of proposed programs and policies on its real estate portfolio. By increasing educational opportunities and creating safe, healthy environments, these policies will directly impact the student experience and support the District's vision of serving the whole child. Limited annual appropriations will require difficult decisions regarding which initiatives are prioritized for investment and implementation. In order to meet the full breadth of capital needs, alternative sources of funding are required.

The G.O. Bond Program is the largest and most important capital resource. This funding is essential for the District to address its ongoing asset management needs and to create quality, student-centered spaces. Modernization projects have the ability to transform a site and dramatically change the student experience. These projects, together with new construction, help advance the District's mission of providing high-quality, modern, learning environments and experiences that lift up each and every student, especially those furthest from opportunity, and equip them to thrive in an ever-changing world.

George Peabody Elementary School

APPENDIX

Longfellow Elementary School

SFUSD-OWNED PROPERTIES

SITE NAME	ADDRESS	YEAR BUILT	LOT SQ FT	BUILDING SQ FT	PRIMARY PROGRAM	CLASSROOMS	STUDENT ENROLLMENT	ENROLLMENT CAPACITY	BOND INVESTMENTS SINCE 2003
SCHOOLS									
A.P. Giannini Middle School	3151 Ortega Street	1954	383,154	136,392	MS	50	1,178	1,199	$48,244,407
Abraham Lincoln High School	2162 24th Avenue	1940	704,016	330,200	HS	90	1,920	2,046	$45,013,869
Alamo Elementary School	250 23rd Avenue	1926	60,000	50,420	ES	27	435	413	$2,862,675
Alice Fong Yu Alternative School	1541 12th Avenue	1995	78,007	42,978	ES	24	586	594	$4,378,810
Alvarado Elementary School	625 Douglass Street	1924	79,247	51,700	ES	33	472	518	$2,851,168
Aptos Middle School	105 Aptos Avenue	1931	121,974	168,000	MS	49	855	904	$20,231,647
Argonne Early Education School	750 - 16th Avenue	1950	38,250	8,275	EES	4	71	70	$150,000
Argonne Elementary School	680 18th Avenue	1997	68,520	52,000	ES	20	389	398	$300,000
Balboa High School	1000 Cayuga Avenue	1928	446,040	261,700	HS	70	1,262	1,296	$23,128,311
Bessie Carmichael Elementary School	375 7th Street	2004	61,250	56,358	ES	25	401	478	$400,000
Bessie Carmichael Middle School	824 Harrison Street	1977	37,325	22,994	MS	8	191	198	$300,000
Bret Harte Elementary School	1035 Gilman Avenue	1953	204,740	72,359	ES	29	268	323	$5,379,786
Bryant Elementary School	2641 25th Street	1970	40,000	35,764	ES	17	270	316	$4,345,167
Buena Vista Horace Mann Community School	3351 23rd Street	1950	111,527	111,558	ES	37	591	618	$46,885,828
Cesar Chavez Elementary School	825 Shotwell Street	1940	69,515	53,940	ES	29	443	463	$6,966,780
Chinese Immersion School at DeAvila	1250 Waller Street	1896	53,905	58,582	ES	26	370	396	$10,737,654
Civic Center Secondary School	727 Golden Gate Avenue	1911	48,943	29,060	HS	16	36	N/A	$14,670,005
Claire Lilienthal Alternative School - Madison	3950 Sacramento Street	1920	43,605	24,919	ES	13	235	252	$1,042,573
Claire Lilienthal Alternative School - Winfield Scott	3630 Divisadero Street	1936	75,625	55,747	ES	24	410	405	$26,607,658
Clarendon Alternative Elementary School	500 Clarendon Ave	1961	135,036	57,410	ES	27	511	542	$24,936,649
Cleveland Elementary School	455 Athens Street	1910	60,000	28,927	ES	18	318	396	$7,732,115
Commodore Sloat Elementary School	50 Darien Way	1922	195,266	59,200	ES	17	371	395	$2,572,968
Commodore Stockton Early Education School	1 Trenton Street	1924	10,650	48,426	EES	11	92	110	$5,938,347
Daniel Webster Elementary School	465 Missouri Street	1924	55,000	42,800	ES	20	341	382	$12,074,323
Dianne Feinstein Elementary School	2550 25th Avenue	2006	91,257	62,087	ES	27	406	421	$300,000

SITE NAME	ADDRESS	YEAR BUILT	LOT SQ FT	BUILDING SQ FT	PRIMARY PROGRAM	CLASSROOMS	STUDENT ENROLLMENT	ENROLLMENT CAPACITY	BOND INVESTMENTS SINCE 2003
Dolores Huerta Elementary School	65 Chenery Street	1977	125,819	60,960	ES	23	345	384	$3,760,843
Downtown High School	693 Vermont Street	1956	64,500	58,760	HS	18	134	225	$7,358,112
Dr. Charles Drew College Preparatory Academy	50 Pomona Street	1972	120,000	55,234	ES	28	186	270	$33,115,545
Dr. George Washington Carver Elementary School	1360 Oakdale Avenue	1974	108,155	46,418	ES	21	107	139	$5,739,152
Dr. Martin Luther King, Jr. Academic Middle School	350 Girard Street	1980	207,200	72,210	MS	29	400	457	$9,637,557
Dr. William L. Cobb Elementary School	2725 California Street	1925	56,718	36,346	ES	17	156	192	$9,682,639
E.R. Taylor Elementary School	423 Burrows Street	1929	96,000	56,113	ES	33	641	689	$1,196,838
Edwin and Anita Lee Newcomer School	657 Merchant Street	2007	5,845	11,772	ES	10	30	72	$2,503,203
El Dorado Elementary School	70 Delta Street	1980	203,492	41,378	ES	17	126	184	$15,596,556
Everett Middle School	450 Church Street	1928	178,298	155,370	MS	38	598	637	$12,809,961
Francis Scott Key Elementary School	1530 43rd Avenue	1935	90,000	54,321	ES	29	543	582	$11,051,316
Francisco Middle School	2190 Powell Street	1924	113,020	122,834	MS	38	548	566	$16,164,724
Frank McCoppin Elementary School	651 6th Avenue	1970	42,000	32,799	ES	17	198	243	$11,614,738
Galileo Academy of Science & Technology	1150 Francisco Street	1925	211,200	242,400	HS	88	1,877	1,942	$19,686,471
Garfield Elementary School	420 Filbert Street	1970	34,422	33,800	ES	17	196	242	$19,482,000
George Peabody Elementary School	251 6th Avenue	1970	36,000	21,805	ES	13	272	275	$7,761,238
George R. Moscone ES/Las Americas EES	2576 Harrison Street	1997	67,375	74,822	ES	23	391	444	$1,311,388
George Washington High School	600 32nd Avenue	1936	679,002	247,800	HS	100	2,068	2,101	$97,404,162
Glen Park Elementary School	151 Lippard Avenue	1936	103,792	45,200	ES	20	313	341	$8,724,341
Gordon J. Lau Elementary School	950 Clay Street	1914	68,870	66,113	ES	31	700	734	$27,015,495
Grattan Elementary School	165 Grattan Street	1971	63,390	55,420	ES	24	403	452	$3,439,934
Guadalupe Elementary School	859 Prague Street	1922	88,081	40,777	ES	25	333	384	$7,736,656
Harvey Milk Civil Rights Academy	4235 19th Street	1956	31,405	30,560	ES	11	187	198	$20,716,327
Herbert Hoover Middle School	2290 14th Avenue	1956	358,229	132,400	MS	44	934	965	$23,419,746
Hillcrest Elementary School	810 Silver Avenue	1956	106,154	55,213	ES	27	372	361	$38,101,517
Hilltop High School	1325 Florida Street	1937	39,000	39,000	HS	25	91	N/A	$13,423,061
Ida B. Wells High School	1099 Hayes Street	1911	60,671	34,300	HS	17	133	220	$17,129,836
Independence High School	1350 7th Avenue	1980	48,000	30,114	HS	14	137	275	$11,658,653

SITE NAME	ADDRESS	YEAR BUILT	LOT SQ FT	BUILDING SQ FT	PRIMARY PROGRAM	CLASSROOMS	STUDENT ENROLLMENT	ENROLLMENT CAPACITY	BOND INVESTMENTS SINCE 2003
James Denman Middle School	241 Oneida Avenue	1939	195,000	152,412	MS	52	794	837	$19,369,555
James Lick Middle School	1220 Noe Street	1934	127,680	116,000	MS	34	424	536	$19,474,696
Jean Parker Elementary School	840 Broadway Street	1996	26,888	46,000	ES	16	168	231	$300,000
Jefferson Early Education School	1350 25th Avenue	1946	18,000	3,858	EES	2	32	35	$926,461
Jefferson Elementary School	1725 Irving Street	1960	82,500	45,344	ES	22	486	509	$3,138,592
John McLaren Early Education School	2055 Sunnydale Ave. West	2009	125,000	13,200	EES	6	48	82	$7,321,747
John Muir Elementary School	380 Webster Street	1932	45,912	65,750	ES	30	246	295	$3,560,612
John O'Connell High School	2355 Folsom Street	2000	155,195	130,091	HS	63	530	583	$2,091,197
John Yehall Chin Elementary School	350 Broadway	1914	27,557	27,415	ES	12	265	275	$14,677,730
Jose Ortega Elementary School	400 Sargent Street	1950	220,000	42,965	ES	20	390	421	$11,052,004
June Jordan School for Equity	325 La Grande Avenue	1956	572,814	151,600	HS	50	208	263	$12,422,442
Junipero Serra Annex Early Education School	155 Appleton Avenue	1980	346,850	7,300	EES	4	62	111	$2,936,070
Junipero Serra Elementary School	625 Holly Park Circle	1974	34,730	34,200	ES	17	267	292	$13,021,908
Lafayette Elementary School	4545 Anza Street	1927	74,400	54,283	ES	26	494	531	$26,530,616
Lakeshore Alternative Elementary School	220 Middlefield Drive	1955	243,936	56,101	ES	30	427	426	$14,594,489
Lawton Alternative School	1570 31st Avenue	1936	90,000	64,940	ES	29	597	605	$6,766,778
Leola M. Havard Early Education School	1520 Oakdale Avenue	1967	85,840	64,530	EES	12	78	80	$7,879,433
Leonard R. Flynn Elementary School	3125 Cesar Chavez Street	1955	64,153	57,105	ES	30	426	442	$2,765,380
Longfellow Elementary School	755 Morse Street	1958	88,909	40,500	ES	26	470	509	$13,609,891
Lowell High School	1101 Eucalyptus Drive	1970	1,189,188	245,000	HS	99	2,652	2,661	$22,578,221
Malcolm X Academy Elementary School	350 Harbor Road	1955	155,422	50,800	ES	18	107	170	$4,326,236
Marina Middle School	3500 Fillmore Street	1930	281,180	152,900	MS	47	684	739	$44,021,773
Marshall Elementary School	1575 15th Street	1950	33,900	34,300	ES	15	233	264	$3,185,229
Ruth Asawa School of the Arts / The Academy SF	555 Portola Drive	1974	1,086,169	243,882	HS	71	1,097	1,065	$40,052,770
McKinley Elementary School	1025 14th Street	1976	73,600	45,160	ES	20	277	299	$4,902,443
Miraloma Elementary School	175 Omar Way	1952	101,600	56,100	ES	19	333	408	$10,620,664
Mission Education Center Elementary School	1670 Noe Street	1980	41,040	23,190	ES	15	57	140	$6,096,222
Mission High School	3750 18th Street	1926	234,640	238,677	HS	77	1,080	1,163	$27,125,785

SITE NAME	ADDRESS	YEAR BUILT	LOT SQ FT	BUILDING SQ FT	PRIMARY PROGRAM	CLASSROOMS	STUDENT ENROLLMENT	ENROLLMENT CAPACITY	BOND INVESTMENTS SINCE 2003
Monroe Elementary School	260 Madrid Street	1916	70,000	53,400	ES	22	507	556	$8,174,569
New Traditions Creative Arts Elementary School	2049 Grove Street	1923	55,000	26,300	ES	13	233	264	$5,449,693
Noriega Early Education School	1775 44th Avenue	1960	61,020	15,924	EES	10	126	160	$4,029,834
Paul Revere Elementary School (Annex)	610 Tompkins Street	1975	31,500	36,450	ES	17	288	347	$6,755,508
Paul Revere School	555 Tompkins Avenue	1970	49,000	38,220	ES	13	171	196	$7,291,829
Phillip and Sala Burton Academic High School	400 Mansell Street	1961	774,000	230,000	HS	70	1,144	1,228	$16,676,468
Presidio Middle School	450 30th Avenue	1930	144,000	140,000	MS	47	987	1,015	$19,362,502
Raoul Wallenberg Traditional High School	40 Vega Street	1951	144,184	62,840	HS	26	636	686	$15,139,396
Raphael Weill Early Education School	1501 O'Farrell Street	1924	7,740	15,000	EES	6	24	48	$4,584,123
Redding Elementary School	1421 Pine Street	1980	37,320	31,374	ES	17	244	286	$17,615,860
Robert Louis Stevenson Elementary School	2051 34th Avenue	1956	144,000	59,740	ES	23	449	445	$18,995,685
Rooftop Alternative School - Mayeda	500 Corbett Avenue	1953	28,600	21,000	ES	10	242	264	$300,000
Rooftop Alternative School - Twin Peaks	443 Burnett Avenue	1978	165,392	23,300	ES	14	307	346	$1,571,018
Roosevelt Middle School	460 Arguello Boulevard	1928	94,469	121,000	MS	32	670	682	$11,051,694
Rosa Parks Elementary School	1501 O'Farrell Street	1924	133,884	66,900	ES	30	380	460	$4,158,677
San Francisco Community School	125 Excelsior Avenue	1911	60,000	66,900	ES	16	280	297	$2,841,356
San Francisco International High School	655 De Haro Street	1970	239,000	126,658	HS	35	293	499	$0
San Francisco Public Montessori Elementary School	2340 Jackson Street	1923	38,361	64,500	ES	22	153	192	$8,262,770
San Miguel Early Education School	300 Seneca Avenue	1953	88,946	22,169	EES	12	89	90	$7,820,821
Sanchez Elementary School	325 Sanchez Street	1926	77,900	50,500	ES	30	282	318	$8,259,888
Sheridan Elementary School	431 Capitol Avenue	1994	70,000	54,596	ES	18	213	257	$18,980,000
Sherman Elementary School	1651 Union Street	1928	75,625	56,200	ES	26	285	322	$1,171,140
Spring Valley Science Elementary School	1451 Jackson Street	1910	41,250	50,400	ES	22	241	289	$8,676,745
Starr King Elementary School	1215 Carolina Street	1949	65,900	49,900	ES	23	318	415	$13,310,350
Sunnyside Elementary School	250 Forester Street	2000	64,687	41,996	ES	18	337	381	$10,164,366
Sunset Elementary School	1920 41st Avenue	1956	204,592	37,115	ES	16	401	406	$5,414,329
Sutro Elementary School	235 12th Avenue	1976	42,000	32,860	ES	16	226	267	$5,807,369
Tenderloin Community Elementary School	627 Turk Street	1998	32,000	81,207	ES	24	300	359	$300,000

SITE NAME	ADDRESS	YEAR BUILT	LOT SQ FT	BUILDING SQ FT	PRIMARY PROGRAM	CLASSROOMS	STUDENT ENROLLMENT	ENROLLMENT CAPACITY	BOND INVESTMENTS SINCE 2003
Theresa S. Mahler Early Education School	990 Church Street	1993	23,199	6,090	EES	3	45	48	$3,794,830
Thurgood Marshall Academic High School	45 Conkling Street	1960	269,592	150,404	HS	48	526	638	$59,905,938
Tule Elk Park Early Education School	2110 Greenwich Street	2008	33,000	29,190	EES	4	80	140	$25,552,000
Ulloa Elementary School	2650 42nd Avenue	1956	173,200	63,730	ES	25	530	528	$10,834,315
Visitacion Valley Elementary School	55 Schwerin Street	1937	84,552	51,400	ES	22	297	343	$11,880,310
Visitacion Valley Middle School	1971 Visitacion Avenue	1970	383,985	112,630	MS	39	347	454	$22,492,345
West Portal Elementary School	5 Lenox Way	1926	122,324	44,700	ES	28	533	616	$5,450,883
Willie L. Brown Jr. Middle School	2055 Silver Avenue	2015	225,118	88,830	MS	23	196	263	$57,956,872
Yick Wo Alternative Elementary School	2245 Jones Street	1983	30,612	26,000	ES	14	215	252	$4,926,277
Zaida T. Rodriguez Early Education School (Mission)	2950 Mission Street	1975	25,850	6,400	EES	2	21	48	$1,592,641
Zaida T. Rodriguez Early Education School (Bartlett)	421 Bartlett Street	1975	8,480	4,450	EES	2	11	44	$61,521
ADMINISTRATIVE									
3045 Santiago Street	3045 Santiago Street	1960	60,000	19,900	Admin	–	–	–	$9,530
95 Gough Street	95 Gough Street	1960	16,500	5,000	Admin	–	–	–	$0
834 Toland Street	834 Toland Street	1968	257,620	30,811	Admin	–	–	–	$0
801 Toland Street	801 Toland Street	1946	257,620	112,868	Admin	–	–	–	$1,500,000
735 24th Avenue	735 24th Avenue	1974	73,490	37,380	Admin	–	–	–	$6,115,758
20 Cook Street	20 Cook Street	1945	51,909	22,350	Admin	–	–	–	$750,944
135 Van Ness Avenue	135 Van Ness Avenue	1926	88,406	116,087	Admin	–	–	–	$0
555 Franklin Street	555 Franklin Street	1965	93,525	69,767	Admin	–	–	–	$4,888,677
135 Van Ness - 170 Fell Street Building	170 Fell Street	1908	17,400	70,302	Admin	–	–	–	$0
2055 Sunnydale Avenue	2055 Sunnydale Avenue	1950	125,000	37,700	Admin	–	–	–	$0
1515 Quintara Street	1515 Quintara Street	1951	42,000	14,915	Admin	–	–	–	$2,197,389
841 Ellis Street	841 Ellis Street	1900	9,900	9,374	Admin	–	–	–	$0
CHARTERS									
Gateway High School / KIPP SF Bay Academy	1430 Scott Street	1900	148,589	143,237	Charter	40	–	–	$7,851,674
Gateway Middle School / Creative Arts Charter	1601 Turk Street	1965	64,968	64,238	Charter	35	–	–	$11,807,665
KIPP SF College Preparatory Charter	1195 Hudson Avenue	1954	135,793	63,602	Charter	24	–	–	$439,371

SITE NAME	ADDRESS	YEAR BUILT	LOT SQ FT	BUILDING SQ FT	PRIMARY PROGRAM	CLASSROOMS	STUDENT ENROLLMENT	ENROLLMENT CAPACITY	BOND INVESTMENTS SINCE 2003
Leadership Charter High School	350 Seneca Avenue	1940	45,290	172,673	Charter	19	–	–	$10,138,748
New School Charter	940 Filbert Street	1909	29,475	35,675	Charter	22	–	–	$2,662,802
The Mission Preparatory School	1050 York Street	1981	36,000	31,208	Charter	17	–	–	$1,526,638
Thomas Edison Charter Academy	3531 22nd Street	1900	80,275	73,923	Charter	29	–	–	$4,595,316
LEASED									
106/110 Bartlett Street	106/110 Bartlett Street	–	56,237	55,800	Leased	–	–	–	$0
1235 Mission Street	1235 Mission Street	1926	48,350	118,400	Leased	–	–	–	$0
1340 Bush Street	1340 Bush Street	1980	37,320	12,860	Leased	–	–	–	$0
1440 Harrison Street	1440 Harrison Street	1986	33,530	52,400	Leased	–	–	–	$0
325 Leland Avenue	325 Leland Avenue	1952	13,255	9,422	Leased	–	–	–	$0
701 Frederick Street	701 Frederick Street	–	140,050	–	Leased	–	–	–	$0
741 30th Avenue	741 30th Avenue	1921	36,000	18,046	Leased	–	–	–	$0
865 Market Street	865 Market Street	–	75,625	–	Leased	–	–	–	$0
1155 Page Street	1155 Page Street	–	21,656	–	Leased	–	–	–	$0
1060 Tennessee Street	1060 Tennessee Street	2012	30,000	16,057	Leased	–	–	–	$0
1475 Ellis Street	1475 Ellis Street	–	4,773	–	Leased	–	–	–	$0
1025 Laguna Street	1025 Laguna Street	1972	12,375	5,362	Leased	–	–	–	$0
251 18th Avenue	251 18th Avenue	–	36,000	–	Leased	–	–	–	$0
2055 Lombard Street	2055 Lombard Street	1987	19,968	59,904	Leased	–	–	–	$0
UNDEVELOPED LAND									
7th Avenue and Lawton Street	7th Ave. & Lawton Street	–	82,570	–	Undeveloped	–	–	–	$0
200 Middle Point Road	200 Middle Point Road	–	207,200	–	Undeveloped	–	–	–	$0

Sources: October 2021 student enrollments from California Department of Education and SFUSD Research, Planning and Assessment Department.
2022-2023 student enrollment capacities for PreK from Early Education Department. TK-12 enrollment capacities from Educational Placement Center which are set centrally.
Notes: Enrollment capacities were estimated at sites where capacity is not set centrally, and are not available at county schools because enrollment is evaluated case-by-case.
Bond investments may include funds that are allocated to the site but have not been spent yet.

FACILITIES CONDITION ASSESSMENTS

						SYSTEM CONDITION INDEX												
SITE NAME	PRIMARY BUILDING USE	REPLACEMENT COSTS IN YEARS 1–5	OVERALL CAMPUS FCI	BUILDING FCI	EXTERIOR SITE FCI	Electrical System	Equipment	Exterior Enclosure	Fire Protection	Furnishings	HVAC System	Interior Construction and Conveyance	Plumbing System	Roof	Site	Special Construction	Structure	Windows
135 Van Ness – 170 Fell Street Building	Admin	$20,731,479	0.76	0.76	–	1.25	–	0.43	1.25	–	1.25	1.25	1.25	1.25	–	–	0.05	1.25
801 Toland Street	Admin	$18,373,214	0.68	0.72	0.03	0.78	0.65	1.17	0.00	–	1.10	0.57	1.08	1.25	0.26	–	0.05	1.25
1060 Tennessee Street	Leased	$6,296,583	0.66	0.67	0.33	0.92	0.00	0.83	1.25	0.88	0.92	1.01	0.48	0.01	0.39	–	0.10	1.04
20 Cook Street	Admin	$10,572,522	0.63	0.61	0.76	0.81	–	0.40	1.16	1.11	1.12	0.77	0.47	0.00	0.84	–	0.02	0.00
Rooftop Alternative School – Mayeda	School	$8,221,802	0.58	0.61	0.21	0.92	1.25	0.33	0.77	1.25	1.14	0.44	0.39	1.25	0.25	–	0.00	0.68
841 Ellis Street	Admin	$2,904,743	0.56	0.56	0.46	0.67	–	0.60	0.00	1.25	0.00	0.98	0.59	0.08	0.55	–	0.06	1.25
2055 Sunnydale Avenue	Admin	$11,981,298	0.55	0.59	0.17	0.66	1.25	0.26	1.19	1.25	0.91	0.71	0.52	1.25	0.19	–	0.06	1.25
Mission High School	School	$76,652,995	0.54	0.55	0.30	1.05	0.66	0.46	0.00	0.48	1.06	0.63	0.59	0.00	0.31	–	0.05	0.82
Everett Middle School	School	$50,951,547	0.53	0.54	0.23	0.74	0.93	0.36	0.00	1.23	1.04	0.73	0.05	1.18	0.41	–	0.00	0.19
Balboa High School	School	$83,040,670	0.53	0.54	0.17	1.03	1.07	0.34	1.19	0.74	1.16	0.64	0.64	0.00	0.21	–	0.00	0.13
George R. Moscone ES/Las Americas EES	School	$19,589,551	0.50	0.51	0.22	0.94	2.00	0.55	0.03	1.25	0.89	0.97	0.83	0.35	0.23	–	0.01	1.14
1025 Laguna Street	Leased	$1,394,501	0.50	0.46	0.85	0.65	–	0.67	–	1.25	1.03	0.57	0.07	0.04	0.85	–	0.14	1.25
Bryant Elementary School	School	$8,878,154	0.49	0.50	0.34	0.97	0.00	0.12	0.01	0.00	0.98	0.27	0.90	0.04	0.46	0.00	0.00	2.25
Rosa Parks Elementary School	School	$20,315,195	0.49	0.50	0.23	0.77	0.16	0.44	0.00	1.25	1.00	0.70	0.01	0.93	0.28	–	0.05	0.00
Malcolm X Academy Elementary School	School	$17,301,575	0.48	0.52	0.07	0.88	0.00	0.06	0.00	0.00	1.17	0.33	0.80	1.14	0.08	–	0.00	1.19
741 30th Avenue	Leased	$3,587,715	0.48	0.52	0.22	0.60	–	0.62	–	0.95	0.14	0.89	0.07	0.68	0.22	–	0.08	1.09
Commodore Sloat Elementary School	School	$13,967,706	0.48	0.48	0.50	0.62	0.00	0.13	0.00	0.67	0.86	0.70	0.02	1.14	0.59	–	0.00	0.00
95 Gough Street	Admin	$1,202,797	0.46	0.39	0.79	0.24	–	0.52	–	1.25	0.00	0.77	0.00	1.06	0.79	–	0.10	0.00
Raphael Weill Early Education School	School	$4,153,237	0.46	0.46	–	0.74	–	0.44	–	1.25	0.77	0.53	0.00	1.21	–	–	0.05	0.01
135 Van Ness Avenue	Admin	$35,380,039	0.46	0.45	0.56	0.61	0.73	0.63	0.00	1.25	0.35	0.73	0.62	0.46	0.58	–	0.04	0.69
San Francisco International High School	School	$37,497,687	0.45	0.45	0.43	0.89	0.00	0.13	0.01	0.00	1.08	0.26	0.95	0.09	0.43	–	0.00	0.00
Galileo Academy of Science & Technology	School	$83,385,883	0.45	0.46	0.38	1.09	0.27	0.19	0.00	1.09	1.08	0.27	0.79	0.42	0.14	–	0.05	0.67
Jefferson Early Education School	School	$1,476,263	0.45	0.43	0.49	0.39	–	0.00	1.18	–	1.22	0.73	0.78	1.25	0.49	0.17	0.00	1.00
Thomas Edison Charter Academy	Charter	$23,010,418	0.44	0.42	0.78	0.51	0.00	0.37	0.00	0.71	1.14	0.74	0.50	0.05	0.86	0.00	0.06	0.00

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Alvarado Elementary School	School	$17,036,439	0.43	0.45	0.25	0.55	0.09	0.45	0.00	0.32	1.14	0.67	0.50	0.39	0.10	1.05	0.06	0.00
Gateway High School / KIPP SF Bay Academy	Charter	$35,949,215	0.43	0.43	0.15	1.00	0.68	0.00	0.00	0.73	0.76	0.42	0.54	0.00	0.15	–	0.01	0.47
West Portal Elementary School	School	$13,978,910	0.42	0.45	0.33	1.12	0.00	0.23	0.03	0.00	1.14	0.16	0.93	0.00	0.19	0.63	0.04	0.00
834 Toland Street	Admin	$4,436,799	0.41	0.43	0.01	0.82	–	0.14	0.00	–	0.74	0.44	0.68	0.17	0.01	–	0.01	0.00
1235 Mission Street	Leased	$23,316,864	0.40	0.40	0.28	0.75	1.25	0.94	1.05	0.00	0.61	0.19	1.12	0.04	0.19	–	0.12	0.32
Buena Vista Horace Mann Community School	School	$26,012,862	0.39	0.40	0.19	0.99	0.06	0.00	1.25	0.07	0.95	0.18	0.15	0.81	0.20	–	0.01	0.54
The Mission Preparatory School	Charter	$8,788,644	0.39	0.39	0.15	1.20	–	0.06	1.24	0.00	0.95	0.05	0.44	0.00	0.15	–	0.00	0.00
Grattan Elementary School	School	$10,093,972	0.38	0.40	0.09	0.51	–	0.09	1.23	0.00	0.86	0.35	0.85	0.04	0.11	0.00	0.00	1.25
James Denman Middle School	School	$27,840,365	0.38	0.40	0.04	0.77	0.00	0.21	0.03	0.00	1.18	0.05	0.88	0.00	0.04	–	0.00	0.00
Leola M. Havard Early Education School	School	$14,858,862	0.38	0.39	0.24	0.51	0.00	0.05	0.56	0.00	0.99	0.28	0.68	1.20	0.25	–	0.00	0.66
New Traditions Creative Arts Elementary School	School	$10,110,915	0.38	0.39	0.27	0.62	1.25	0.46	0.00	1.25	1.29	0.73	0.39	0.10	0.37	0.00	0.05	0.00
Argonne Early Education School	School	$2,137,583	0.37	0.34	0.58	0.82	–	0.15	0.00	0.27	0.00	0.25	0.10	1.25	0.58	–	0.00	0.00
James Lick Middle School	School	$28,292,788	0.36	0.36	0.34	0.40	0.05	0.26	0.00	0.75	0.70	0.56	0.41	0.75	0.35	–	0.01	0.37
Jefferson Elementary School	School	$13,534,170	0.36	0.36	0.37	0.64	0.00	0.07	0.00	0.00	1.11	0.39	0.93	0.01	0.39	0.00	0.26	0.38
Claire Lilienthal Alternative School — Madison	School	$5,314,102	0.35	0.35	0.36	0.88	1.25	0.28	0.00	1.25	0.00	0.53	0.05	0.00	0.55	–	0.03	0.29
Alamo Elementary School	School	$14,767,840	0.34	0.39	0.06	0.81	0.00	0.13	0.00	0.00	1.05	0.19	0.69	1.25	0.05	–	0.06	0.41
Paul Revere School	School	$7,284,932	0.34	0.35	0.24	0.69	0.00	0.15	0.00	0.05	1.03	0.05	0.77	0.06	0.29	–	0.01	1.25
Cleveland Elementary School	School	$6,167,514	0.33	0.35	0.16	0.58	1.25	0.04	1.25	0.00	0.88	0.14	0.31	0.19	0.26	0.00	0.00	0.00
Sunset Elementary School	School	$11,206,738	0.33	0.28	0.48	0.66	0.00	0.04	0.18	0.00	1.15	0.00	0.87	0.02	0.49	0.00	0.12	0.00
Zaida T. Rodriguez Early Edu. School (Bartlett)	School	$894,655	0.33	0.37	0.03	0.60	–	0.20	0.00	0.71	1.25	0.82	0.82	0.00	0.00	–	0.00	0.00
Abraham Lincoln High School	School	$52,955,826	0.32	0.32	0.32	0.70	0.18	0.20	0.00	0.12	0.99	0.23	0.08	0.84	0.39	–	0.00	0.00
Marshall Elementary School	School	$5,246,717	0.32	0.28	0.96	0.47	1.00	0.27	0.01	0.00	0.00	0.57	0.49	0.04	0.92	1.05	0.02	1.25
Ulloa Elementary School	School	$11,371,464	0.31	0.28	0.61	0.44	0.00	0.00	0.00	0.00	1.10	0.15	0.87	0.08	0.70	–	0.00	0.00
Francisco Middle School	School	$22,515,157	0.31	0.32	0.17	0.70	0.00	0.05	0.00	0.23	0.88	0.23	0.04	1.25	0.31	–	0.03	0.00
Noriega Early Education School	School	$3,817,245	0.31	0.25	0.50	0.28	1.25	0.14	0.00	0.65	0.28	0.18	0.07	1.25	0.25	1.25	0.00	0.00
Marina Middle School	School	$32,251,032	0.30	0.29	0.89	0.21	0.06	0.19	0.00	0.60	0.73	0.57	0.10	0.08	0.87	–	0.00	0.00

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Sherman Elementary School	School	$11,291,026	0.30	0.35	0.03	0.74	0.00	0.06	0.00	0.90	0.97	0.23	0.04	1.05	0.04	–	0.00	0.37
John O'Connell High School	School	$26,634,269	0.30	0.29	0.63	0.73	0.28	0.18	0.00	0.02	0.27	0.22	0.03	1.21	0.86	0.00	0.00	0.00
Herbert Hoover Middle School	School	$23,794,337	0.30	0.32	0.07	0.79	0.14	0.00	0.01	0.00	0.72	0.11	0.91	0.00	0.09	–	0.00	0.00
3045 Santiago Street	Admin	$3,881,925	0.30	0.29	0.37	0.69	–	0.36	0.00	0.95	0.10	0.51	0.04	0.15	0.44	0.00	0.03	0.37
Edwin and Anita Lee Newcomer School	School	$1,764,309	0.29	0.29	–	0.78	–	0.11	0.00	1.25	0.57	0.26	0.07	0.25	0.50	–	0.00	0.00
Rooftop Alternative School – Twin Peaks	School	$4,556,285	0.29	0.38	0.02	0.63	–	0.17	0.00	0.77	0.24	0.40	0.06	0.00	0.02	–	0.00	1.25
Dolores Huerta Elementary School	School	$9,759,629	0.28	0.29	0.23	0.88	–	0.15	0.17	0.00	0.48	0.17	0.73	0.00	0.13	–	0.06	0.00
Bret Harte Elementary School	School	$14,746,267	0.28	0.31	0.04	0.51	0.00	0.00	0.00	0.00	1.12	0.40	0.37	0.24	0.05	–	0.00	0.12
Tenderloin Community Elementary School	School	$13,364,078	0.28	0.29	0.20	0.75	–	0.26	0.01	0.20	0.34	0.53	0.09	1.25	0.20	–	0.01	0.07
KIPP SF College Preparatory Charter	Charter	$11,846,188	0.28	0.29	0.08	0.82	0.49	0.02	0.00	0.18	0.93	0.07	1.11	0.00	0.03	–	0.01	0.00
Bessie Carmichael Elementary School	School	$7,045,711	0.28	0.28	0.43	0.58	0.00	0.31	0.00	1.25	0.43	0.32	0.02	0.07	0.43	–	0.01	0.00
Zaida T. Rodriguez Early Edu. School (Mission)	School	$1,196,405	0.28	0.25	0.42	0.74	–	0.16	0.00	1.07	0.23	0.29	0.68	0.00	0.44	–	0.00	0.00
Argonne Elementary School	School	$7,257,673	0.28	0.29	0.02	0.56	0.00	0.20	0.00	0.00	0.95	0.07	0.11	1.00	0.02	–	0.00	0.00
Cesar Chavez Elementary School	School	$10,527,428	0.28	0.28	0.13	0.42	0.00	0.23	0.00	0.04	0.85	0.48	0.00	0.05	0.24	0.00	0.00	0.08
555 Franklin Street	Admin	$11,737,451	0.27	0.27	0.44	0.47	1.25	0.16	0.00	0.23	0.01	0.60	0.00	0.00	0.46	–	0.01	1.25
McKinley Elementary School	School	$6,524,461	0.27	0.27	0.20	0.45	0.00	0.11	0.00	0.00	0.23	0.42	0.76	0.00	0.27	–	0.00	0.00
Bessie Carmichael Middle School	School	$4,025,681	0.27	0.25	0.65	0.74	–	0.13	0.01	1.02	0.43	0.21	0.37	0.07	0.65	–	0.00	0.07
Jean Parker Elementary School	School	$5,957,958	0.26	0.27	0.00	0.72	1.25	0.42	0.01	0.00	0.56	0.25	0.04	0.00	0.01	–	0.00	0.00
Ida B. Wells High School	School	$7,106,546	0.26	0.29	0.16	0.63	0.00	0.29	0.00	0.80	0.66	0.10	0.00	0.05	0.18	–	0.06	0.00
1515 Quintara Street	Admin	$2,763,912	0.26	0.25	0.30	0.07	–	0.46	0.00	0.00	0.08	0.49	0.05	0.77	0.58	0.00	0.12	0.06
John Muir Elementary School	School	$10,381,693	0.26	0.26	0.11	0.68	0.00	0.06	0.00	0.05	0.87	0.00	0.96	0.00	0.11	–	0.00	0.00
Spring Valley Science Elementary School	School	$6,150,176	0.26	0.27	0.00	0.56	0.00	0.00	0.00	0.00	0.49	0.43	0.02	0.37	0.00	–	0.00	0.00
Dianne Feinstein Elementary School	School	$8,648,745	0.26	0.27	0.12	0.81	0.00	0.16	0.00	1.20	0.12	0.29	0.03	0.06	0.13	–	0.00	0.00
Paul Revere Elementary School (Annex)	School	$5,505,277	0.25	0.26	0.21	0.67	–	0.14	0.00	0.00	0.33	0.02	0.74	0.03	0.23	–	0.02	1.25
New School Charter	Charter	$9,209,906	0.25	0.26	0.03	1.07	0.00	0.00	1.20	0.00	1.19	0.21	0.65	0.00	0.02	–	0.13	0.00
Presidio Middle School	School	$25,167,306	0.25	0.24	0.35	0.10	0.11	0.39	0.00	0.38	0.64	0.44	0.10	0.03	0.38	–	0.00	0.17

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Lakeshore Alternative Elementary School	School	$8,304,413	0.25	0.24	0.29	0.47	0.16	0.26	0.00	1.25	0.02	0.68	0.07	0.01	0.35	0.00	0.00	0.19
Glen Park Elementary School	School	$8,500,561	0.25	0.26	0.10	0.72	0.16	0.00	0.00	0.00	0.69	0.03	0.66	0.14	0.15	–	0.01	0.00
Junipero Serra Annex Early Education School	School	$1,216,110	0.24	0.31	0.10	0.53	–	0.62	–	0.00	0.62	0.32	0.05	–	0.17	0.46	0.00	0.88
San Francisco Public Montessori ES	School	$7,503,078	0.24	0.25	0.00	0.44	0.00	0.03	0.00	0.49	0.85	0.02	0.05	1.25	0.00	–	0.00	0.00
Francis Scott Key Elementary School	School	$9,592,457	0.24	0.24	0.27	0.71	0.00	0.04	0.00	–	0.70	0.09	0.85	0.01	0.26	–	0.00	0.00
E.R. Taylor Elementary School	School	$8,792,658	0.24	0.21	0.51	0.70	–	0.06	0.01	0.00	0.86	0.06	0.05	0.43	0.29	1.25	0.00	0.00
Aptos Middle School	School	$28,452,813	0.24	0.24	0.11	0.52	0.00	0.18	0.00	0.00	0.98	0.11	0.58	0.00	0.12	–	0.04	1.26
San Francisco Community School	School	$7,210,785	0.24	0.25	0.03	0.29	0.00	0.01	0.00	0.48	0.63	0.40	0.09	1.24	0.03	0.00	0.00	0.00
Visitacion Valley Middle School	School	$14,688,697	0.24	0.24	0.12	0.50	0.00	0.23	0.01	0.36	0.32	0.10	0.79	0.23	0.12	–	0.00	1.00
Hilltop High School	School	$5,934,149	0.24	0.24	0.00	0.31	–	0.40	0.00	0.64	0.00	0.02	0.09	0.86	0.00	–	0.00	0.08
735 24th Avenue	Admin	$5,169,989	0.24	0.22	0.31	0.24	0.96	0.27	0.00	1.25	0.03	0.37	0.02	0.06	0.30	0.00	0.12	1.49
Dr. Martin Luther King, Jr. Academic MS	School	$9,105,633	0.23	0.25	0.09	0.72	0.24	0.05	0.00	0.00	0.18	0.27	0.39	0.01	0.10	–	0.00	0.51
Dr. George Washington Carver ES	School	$7,613,857	0.23	0.31	0.02	0.74	0.00	0.05	0.00	0.00	1.01	0.03	0.20	0.03	0.10	0.00	0.00	0.00
1440 Harrison Street	Leased	$5,785,890	0.22	0.23	0.04	0.80	–	0.00	0.00	0.00	0.00	0.25	0.02	0.08	0.08	–	0.03	0.00
Raoul Wallenberg Traditional High School	School	$9,577,470	0.22	0.24	0.01	0.31	0.24	0.24	0.00	0.17	0.03	0.28	0.04	1.25	0.01	–	0.00	0.00
June Jordan School for Equity	School	$15,562,670	0.22	0.23	0.13	0.10	0.00	0.58	0.00	0.00	0.67	0.27	0.01	1.25	0.15	0.00	0.00	0.00
Alice Fong Yu Alternative School	School	$6,768,445	0.21	0.23	0.02	0.41	0.81	0.02	0.00	0.67	0.32	0.32	0.03	0.76	0.03	–	0.00	0.06
San Miguel Early Education School	School	$2,865,083	0.21	0.21	0.21	0.63	–	0.16	0.00	0.47	0.00	0.04	0.06	0.00	0.21	–	0.00	0.00
Mission Education Center Elementary School	School	$4,613,392	0.21	0.21	0.04	0.67	0.00	0.00	0.00	–	1.21	0.00	0.42	0.02	0.04	–	0.00	0.00
Leonard R. Flynn Elementary School	School	$11,239,843	0.21	0.21	0.15	1.08	0.00	0.28	0.00	1.25	0.00	0.25	0.12	1.15	0.26	0.00	0.00	0.00
Theresa S. Mahler Early Education School	School	$1,129,152	0.20	0.29	0.04	0.76	–	0.11	–	0.00	1.01	0.32	0.89	0.05	0.04	–	0.00	0.00
Hillcrest Elementary School	School	$7,134,902	0.20	0.21	0.16	0.14	0.00	0.00	0.04	0.19	0.11	0.29	0.74	1.01	0.61	0.00	0.00	1.00
Roosevelt Middle School	School	$14,388,157	0.20	0.20	0.19	0.18	0.00	0.08	0.28	0.29	0.68	0.07	0.00	0.00	0.01	1.25	0.00	0.00
Lowell High School	School	$32,726,196	0.20	0.20	0.18	0.55	0.00	0.00	0.00	0.08	0.06	0.19	0.00	1.15	0.23	–	0.00	0.00
Phillip and Sala Burton Academic High School	School	$30,758,948	0.19	0.18	0.30	0.35	0.14	0.08	0.80	0.11	0.40	0.11	0.43	0.60	0.41	–	0.00	0.00
Miraloma Elementary School	School	$7,850,572	0.19	0.16	0.40	0.52	0.00	0.05	0.00	0.03	0.20	0.18	0.43	0.00	0.75	–	0.01	0.00

SITE NAME	PRIMARY BUILDING USE	REPLACEMENT COSTS IN YEARS 1–5	OVERALL CAMPUS FCI	BUILDING FCI	EXTERIOR SITE FCI	SYSTEM CONDITION INDEX												
						Electrical System	Equipment	Exterior Enclosure	Fire Protection	Furnishings	HVAC System	Interior Construction and Conveyance	Plumbing System	Roof	Site	Special Construction	Structure	Windows
Lafayette Elementary School	School	$7,482,095	0.19	0.18	0.29	0.10	–	0.03	0.00	–	0.79	0.28	0.01	0.10	0.33	–	0.01	0.19
Robert Louis Stevenson Elementary School	School	$6,708,732	0.18	0.18	0.18	0.30	0.00	0.06	0.00	0.00	0.34	0.08	0.17	1.20	0.22	–	0.00	0.00
Lawton Alternative School	School	$9,130,456	0.18	0.19	0.12	0.33	0.00	0.00	0.00	0.00	1.16	0.01	0.75	0.00	0.05	–	0.11	0.00
Sunnyside Elementary School	School	$5,735,211	0.18	0.17	0.23	0.22	0.00	0.20	0.00	0.00	0.92	0.15	0.00	0.01	0.27	–	0.03	0.00
Ruth Asawa School of the Arts / The Academy SF	School	$22,858,974	0.18	0.14	0.49	0.04	1.09	0.05	0.00	0.17	0.11	0.18	0.00	1.11	0.67	1.25	0.00	0.38
Thurgood Marshall Academic High School	School	$16,381,953	0.18	0.19	0.01	0.44	0.00	0.00	1.03	0.10	0.11	0.20	0.72	0.00	0.02	0.00	0.00	0.09
Gordon J. Lau Elementary School	School	$9,744,805	0.17	0.18	0.05	0.25	0.57	0.18	0.00	0.57	0.00	0.31	0.03	0.46	0.04	–	0.02	0.22
A.P. Giannini Middle School	School	$11,609,806	0.17	0.13	0.49	0.15	0.01	0.00	0.00	0.06	0.20	0.16	0.00	1.24	0.81	0.00	0.00	0.00
Dr. William L. Cobb Elementary School	School	$3,809,275	0.16	0.18	0.06	0.22	0.00	0.00	0.00	0.00	0.89	0.15	0.17	0.00	0.11	–	0.00	0.00
Sanchez Elementary School	School	$5,418,496	0.16	0.15	0.21	0.41	1.09	0.00	0.00	0.00	0.81	0.02	0.01	0.00	0.02	1.25	0.00	0.00
Redding Elementary School	School	$3,702,358	0.16	0.16	0.19	0.30	0.64	0.28	0.00	0.27	0.10	0.11	0.13	0.17	0.39	–	0.05	0.00
325 Leland Avenue	Leased	$664,869	0.16	0.17	0.07	0.33	–	0.00	2.21	–	1.19	0.26	0.52	0.00	0.01	–	0.03	0.00
Downtown High School	School	$5,751,848	0.15	0.16	0.01	0.38	0.00	0.38	0.00	0.46	0.44	0.11	0.18	0.00	0.01	–	0.00	0.00
Starr King Elementary School	School	$5,086,789	0.15	0.16	0.01	0.22	0.00	0.22	0.00	0.00	0.74	0.04	0.01	0.07	0.01	–	0.00	0.00
George Washington High School	School	$18,427,650	0.14	0.12	0.27	0.12	0.00	0.00	0.00	0.41	0.01	0.20	0.01	0.00	0.33	0.63	0.00	0.35
Daniel Webster Elementary School	School	$3,446,405	0.13	0.13	0.11	0.22	0.17	0.20	0.00	1.25	0.10	0.11	0.01	0.33	0.17	0.00	0.01	0.12
Chinese Immersion School at DeAvila	School	$5,410,638	0.13	0.12	0.19	0.39	0.32	0.06	0.00	0.00	0.06	0.10	0.06	0.09	0.32	–	0.02	0.00
Jose Ortega Elementary School	School	$2,766,474	0.11	0.07	0.35	0.15	0.00	0.09	0.00	0.00	0.32	0.02	0.00	0.00	0.36	–	0.03	0.00
Gateway Middle School / Creative Arts Charter	Charter	$5,784,492	0.11	0.13	0.01	0.25	0.00	0.09	0.00	0.00	0.69	0.00	0.29	0.05	0.05	–	0.00	0.00
Sheridan Elementary School	School	$5,381,015	0.11	0.11	0.03	0.01	–	0.00	0.00	0.00	0.00	0.04	0.03	0.80	0.04	–	0.12	0.00
Frank McCoppin Elementary School	School	$2,052,859	0.11	0.10	0.15	0.21	0.69	0.04	0.00	0.00	0.00	0.00	0.83	0.06	0.15	–	0.03	0.00
George Peabody Elementary School	School	$1,583,583	0.11	0.10	0.22	0.25	0.48	0.02	0.00	0.00	0.00	0.00	0.53	0.04	0.21	–	0.01	0.00
Guadalupe Elementary School	School	$2,857,990	0.10	0.11	0.04	0.00	0.00	0.00	0.02	0.57	0.96	0.03	0.03	0.00	0.07	0.00	0.00	0.00
2055 Lombard Street	Leased	$2,591,689	0.10	0.10	–	0.45	–	0.02	1.21	–	0.39	0.72	0.16	0.00	0.05	–	0.00	–
Commodore Stockton Early Education School	School	$2,187,507	0.10	0.11	0.00	0.28	–	0.06	0.00	0.00	0.45	0.11	0.04	0.00	0.00	–	0.00	0.00
Independence High School	School	$1,948,285	0.10	0.09	0.20	0.54	0.00	0.05	0.00	0.00	0.03	0.00	0.02	0.00	0.21	–	0.00	0.00

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						Electrical System	Equipment	Exterior Enclosure	Fire Protection	Furnishings	HVAC System	Interior Construction and Conveyance	Plumbing System	Roof	Site	Special Construction	Structure	Windows
Sutro Elementary School	School	$1,553,768	0.09	0.10	0.07	0.26	0.00	0.07	0.00	0.00	0.01	0.00	0.39	0.00	0.16	–	0.00	0.00
Clarendon Alternative Elementary School	School	$3,096,103	0.09	0.08	0.14	0.10	0.27	0.00	0.11	0.34	0.00	0.14	0.02	1.25	0.13	–	0.01	0.00
Visitacion Valley Elementary School	School	$3,311,584	0.08	0.11	0.00	0.00	–	0.01	0.00	0.00	1.03	0.02	0.01	0.07	0.00	–	0.00	0.00
Junipero Serra Elementary School	School	$1,515,969	0.07	0.06	0.24	0.04	0.00	0.00	0.00	0.00	0.00	0.05	0.73	0.04	0.25	–	0.01	0.00
Claire Lilienthal Alte School – Winfield Scott	School	$2,129,123	0.07	0.06	0.29	0.00	0.00	0.00	0.00	0.00	0.73	0.01	0.00	0.00	0.34	–	0.01	0.05
Civic Center Secondary School	School	$1,426,232	0.07	0.08	0.00	0.31	0.00	0.00	0.00	0.00	0.08	0.07	0.08	0.00	0.00	–	0.00	0.00
Longfellow Elementary School	School	$2,173,616	0.07	0.07	0.03	0.24	0.00	0.01	0.00	0.43	0.00	0.09	0.06	0.00	0.05	0.00	0.00	0.00
John Yehall Chin Elementary School	School	$748,045	0.05	0.00	0.48	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.58	–	0.00	0.00
1340 Bush Street	Leased	$128,289	0.04	0.04	–	0.13	–	–	–	–	–	–	–	–	1.23	–	0.00	–
Willie L. Brown Jr. Middle School	School	$2,366,103	0.04	0.04	0.00	0.00	0.00	0.01	0.00	0.00	0.00	0.02	0.00	0.95	0.00	–	0.00	0.00
Garfield Elementary School	School	$1,035,518	0.04	0.03	0.32	0.18	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.33	–	0.00	0.00
Yick Wo Alternative Elementary School	School	$575,331	0.04	0.02	0.22	0.01	0.00	0.00	0.00	0.25	0.00	0.01	0.04	0.00	0.26	–	0.00	0.00
John McLaren Early Education School	School	$211,812	0.04	0.04	–	0.17	–	0.00	0.00	0.00	0.00	0.00	0.02	0.00	–	–	0.00	0.00
Harvey Milk Civil Rights Academy	School	$489,965	0.02	0.00	0.42	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.11	0.42	–	0.00	0.00
Leadership Charter High School	Charter	$1,086,649	0.02	0.02	0.00	0.00	0.00	0.00	0.00	0.16	0.00	0.00	0.00	0.00	0.00	–	0.00	0.00
Monroe Elementary School	School	$688,926	0.02	0.02	0.02	0.01	0.00	0.00	0.00	0.00	0.13	0.05	0.00	0.00	0.03	–	0.00	0.00
Dr. Charles Drew College Preparatory Academy	School	$429,748	0.02	0.02	0.00	0.02	0.00	0.07	0.00	0.00	0.00	0.07	0.00	0.00	0.00	–	0.00	0.00
El Dorado Elementary School	School	$201,659	0.01	0.00	0.08	0.00	–	0.00	0.00	0.00	0.00	0.00	0.01	0.03	0.08	–	0.00	0.00
Tule Elk Park Early Education School	School	$8,669	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	–	0.00	0.00

Note: Assessment data as of December 2022.
Source: San Francisco Unified School District.