

CHICO

UNIFIED
SCHOOL
DISTRICT

FACILITIES MASTER PLAN | 2014





The mission of the Chico Unified School District, a partnership of students, staff, families and community, is to ensure all students achieve high levels of academic and personal success, contribute to the community and confidently compete in a changing global society by engaging in quality educational programs that address diverse student needs and promote learning throughout life.



Chico Unified School District would like to thank the school community and all of the District staff and leadership who offered their time, comments and overall vision for this District-wide Facilities Master Plan.

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EXECUTIVE SUMMARY



The Long Range Facilities Master Planning effort detailed in this document was driven by a desire to see that the students of CUSD be provided learning facilities which support the highest levels of educational achievement. As the implementation of this master plan unfolds, the CUSD students will be learning in many new and improved facilities. The master plan reflects the opinions of a strongly supportive local community and Board of Education. These important representatives gave valuable input, reviewed options and rightly considered every decision an opportunity for their district to take a positive step forward.

- The plan is comprehensive, addressing serious needs in academic program support, student growth, technology, access compliance, code compliance, and deferred maintenance.
- The plan is reflective of the new direction in educational delivery, the common core initiative, electronic testing, modern sciences, S.T.E.M., collaboration, real-life project based learning and student-led classrooms.
- The plan intends to make effective and efficient use of existing district facilities.

The goal is to maximize use of District bond funds to benefit facilities in need, in order to leverage for possible additional state funding, should there be a state-wide bond in November of 2014. Efforts have been made to develop an implementation plan that addresses the most urgent needs first.



THE PROCESS

The CUSD Long Range Facilities Master Plan was developed through a process that included input from complete District facility assessments, in-depth demographic studies, visioning and focus group sessions, leadership meetings, facility meetings and well attended community meetings. These various sources of input are summarized in this master plan book, and further detailed in the accompanying appendix. District facility guidelines (standards) were developed to guide the facility assessment process. The facility assessment included both buildings and site of all campuses, and non-academic sites in the District. These assessments reviewed and classified the educational program in areas of appropriateness, condition, technology and accessibility.

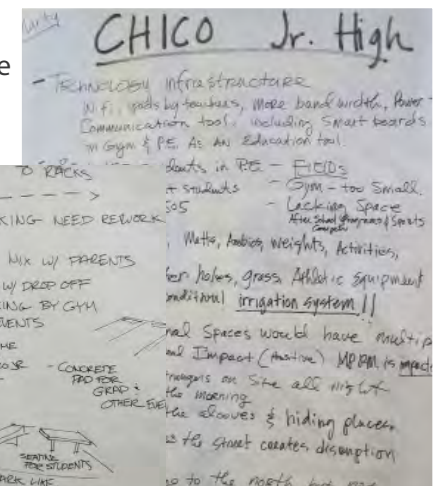
Nine community meetings were held during the master planning process. Attendance varied, but as the planning options for District facilities were developed and presented participation grew, and in several cases there were overflow numbers of interested community members. During the early community meetings, common District-wide goals and themes were developed, which were later used in formulating the various student housing alternatives in order to economically meet student growth in the District and maximize use and refurbishment of existing facilities. The community was asked to rank the various alternatives. These rankings were then presented to the Board of Education at a workshop. A summary of the community meetings are contained in section four of this master plan, and an expanded detailed document is included in the appendix.

There were five Board workshops during the process. During the initial workshop, the Board was asked to establish the vision of twenty-first century schools for Chico Unified School District. These concepts were used throughout the planning process to guide major directional decisions for District facilities and during detailed alternatives discussions. The concepts were summarized as:

- Facilities which Support Technology
 - › All Places, All Devices
- Facilities for the Twenty-first Century and Beyond
- Facilities which Support and Enhance Site Themes and Special Programs
- Facilities that support School Equity at all levels
- Facilities that support Physical Education and Sports Programs

Section five of the master plan summarizes Board workshop participation. Significant time was spent developing presentations and preparing for interactive discussions with the Board and community. The board members reviewed the various options presented, commented on them, developed new ones and after a good deal of discussion settled on the option which then became the basis for the implementation plan contained in section six of this master plan. The Board developed three guiding principles for the Master plan:

- Technology for Common Core
- Student Capacity Needs to Allow the District to Meet State Requirements for Funding
- Make Needed Educational and Physical Improvements that are Responsible and Cost Effective





CONCLUSIONS

The CUSD Long Range Facilities Master Plan contains a number of specific recommendations and conclusions for the Chico Unified School District. It was identified during the assessments that the elementary schools' capacities are being exceeded, and projected growth over the next ten years combined with changes in state mandated classroom student capacities creates a critical need for additional space at the elementary school level. Inversely, it was noted the District enjoys an excess capacity at the junior high school level. The excess space is being used to house District-wide and County Office of Education programs. Conveniently, the high school facilities have enough room for the projected continued growth over the next ten years. Observations during the assessment process and community input during the initial phases of the Master Plan development exposed many program and conditions needs in facilities at all grade levels, but the most critical needs are found in the elementary and junior high school facilities. Internet band-width limitations and other technology infrastructure concerns prevent total wireless connectivity. Many classrooms cannot access the internet with any consistency. The physical access to many of the campuses does not meet current federally mandated American with Disabilities Act standards, so a transition plan has been created to help identify and prioritize needs to be addressed over time.

The CUSD Long Range Facilities Master Plan describes a phased implementation plan that begins with four quick-start projects:

PHASE I

Quick-Start Projects
(2013-2015)

1. Accessibility priorities at specific campuses which have been placed later in implementation to receive modernization. This would include: Chico High School, Pleasant Valley High School, Fairview High School, and elementary schools: Chapman, Citrus, Emma Wilson, Hooker Oak, McManus, Neal Dow, Parkview, Rosedale and Sierra View.



2. Technology upgrades to all high schools and elementary schools for common core testing.

3. Alternative energy projects and solar installations, at designated campuses.
4. Safety and security improvements to campuses and facilities.

PHASE II

Junior High Conversions to 6-8 Grade Configuration
(2013 – 2016)

The largest Identified need in the District is to house the present elementary school students, and provide housing as the population grows and class size is adjusted to twenty-four students in kindergarten through third grade. The Board selected the option to move the sixth grade class into the "junior high" level, and become a middle-school format, with a sixth, seventh and eighth grade configuration. The second phase of the implementation plan creates additional specialized spaces at Marsh and Chico Junior High Schools, and prioritizes the modernization at Chico and Bidwell Junior High Schools so the sixth grade population may transition. The modernization efforts proposed in this phase will not be able to fund the entire need for modernization at these sites; however, in Phase VI, it is expected that these sites will be fully modernized.

PHASE III

Elementary School Capacity and Modernization at Selected Sites
(2015-2020)

Moving the sixth grade students to the junior high schools will create immediate space at all elementary schools; however, it will still be necessary to develop additional student capacity in Phase III. This phase creates additional capacity at schools that have the highest need in the District for additional space. Additionally, new construction and renovations are planned for Shasta, Marigold and Little Chico Creek Elementary Schools and Loma Vista Pre-school site.

PHASE IV

Elementary/High School Capacity and Modernization at Selected Sites
(2018-2021)

As the District continues to grow and the class size adjusts at all kindergarten through third grade classes, additional elementary schools will need to expand. This would include: Hooker Oak, Rosedale, and Sierra View Elementary Schools. Pleasant Valley High School buildings B, C and D and Emma Wilson Elementary School are planned for modernization in this phase as well.

PHASE V

Elementary/High School Modernizations at Selected Sites
(2020 – 2022)

Phase V concludes the elementary school updates and new construction with work at Chapman, Citrus, McManus, Neal Dow, and Parkview Elementary Schools. This phase also includes the modernization, renovation and new construction at Fairview High School.

PHASE VI

Junior High/High School Modernization at Selected Sites
(2021-2023)

Phase VI is designated to complete the modernizations of the junior high schools and Chico High School, in addition to the second phase of modernization at Pleasant Valley High School.

PHASE VII

District Support Space and Improvement at Selected Sites

Phase VII includes work at the the District Corporation Yard, Food Services and District Office.

The development of this master plan has been the result of a good deal of hard work and effort by all those involved, particularly the Chico Unified School Board, District staff and Facilities Department. This Master Plan is truly a reflection of the Chico Communities' vested interest in providing for the future of their students and staff. It has been our pleasure to support the District in completing this work.



2

DEMOGRAPHICS, ENROLLMENT ANALYSIS, TRENDS



In order to understand student capacity needs, two components need to be defined. First is the available number of student seats in the District. This information must be understood in the context of where those seats are and what grade levels they are intended to serve. Second is the number of students expected to be enrolled in the District at the end of the 10-year Master Plan window.

CAPACITY CALCULATIONS

Capacity is the measurement of how many students the District can serve in their existing facilities: in short, how many seats are available. To calculate capacity, certain criteria and assumptions must be established, including class size and the number of rooms that will not be counted for capacity purposes. The class size assumptions (loading standards) used in this plan are:

| Grade Levels | Loading Standards |
|-----------------------------|-------------------|
| K-3 | 1:24 |
| 4-6 | 1:30 |
| 7-12 | 1:33 |
| Special Education Day Class | 1:12 |

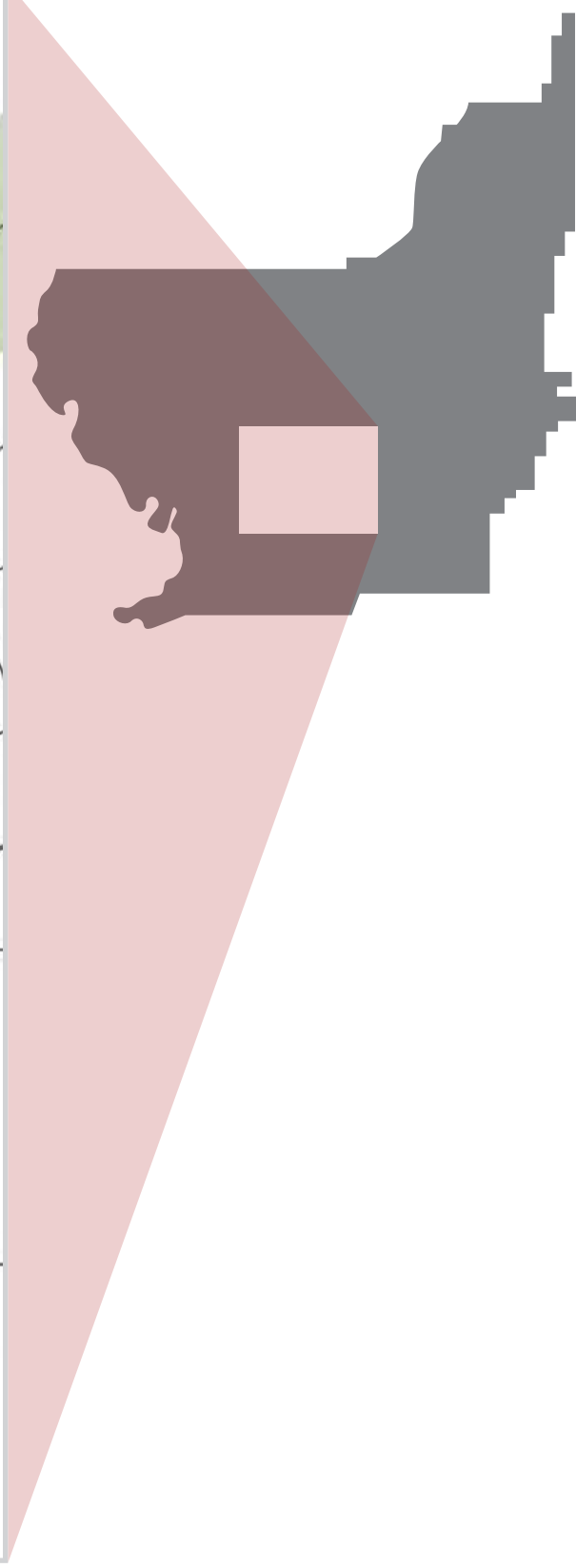
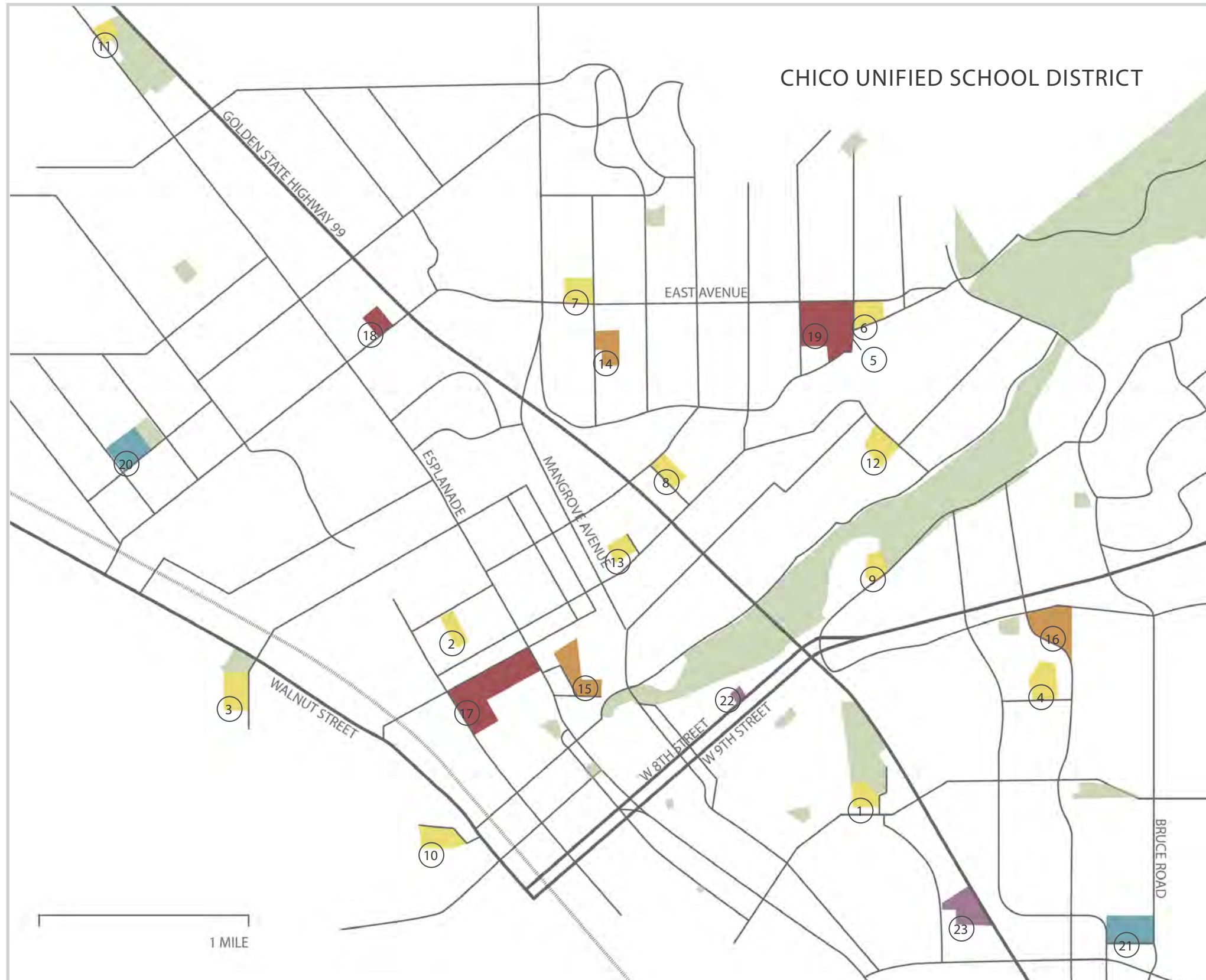
The class size of 1:24 at the kindergarten to third grade levels was selected to accommodate the class-size reduction funding requirement provisions set forward in the current state budget. The loading standards for other grade levels reflect a lower ratio than defined by the current teacher's contract in order to account for variance in enrollment. Spaces that do not normally house a student population, but are available for students to use throughout the day, are not counted in capacity calculations. For example, a computer laboratory that is used by various teachers throughout the week cannot be counted as seats available for capacity because these seats are used by students who have a home-room elsewhere and just rotate through the laboratory. This condition occurs more at the elementary level because students do not rotate rooms as part of a schedule. The number of rooms not counted in the capacity is listed at left.

At the elementary level it was also assumed, that the kindergarten and transitional kindergarten will be an extended-day program and not allow two classes to operate out of one room. In some cases, the capacity is lower than the current enrollment at a given site due to class size assumptions and the number of rooms set aside for special program spaces.

| Grade Band | Capacity Exclusions |
|-------------|---|
| Elementary | 1 Computer Lab 1 Music Room 3 Special Program Rooms |
| Total | 5 Per School |
| Junior High | 1 Special Program Room 1 Computer Lab |
| Total | 2 Per School |
| High School | 1 Special Program Room 1 Book Storage Room 1 Computer Lab |
| Total | 3 Per School |

School Capacities

| School | Classrooms | Capacity |
|---------------------------|------------|---------------|
| Chapman | 20 | 450 |
| Citrus | 15 | 372 |
| Emma Wilson | 24 | 588 |
| Hooker Oak | 13 | 312 |
| Little Chico Creek | 22 | 540 |
| Marigold | 18 | 444 |
| McManus | 24 | 618 |
| Neal Dow | 13 | 312 |
| Parkview | 14 | 342 |
| Rosedale | 19 | 480 |
| Shasta | 19 | 480 |
| Sierra View | 20 | 486 |
| Elementary Totals | 221 | 5,424 |
| Bidwell | 33 | 1029 |
| Chico Junior | 32 | 1029 |
| Marsh | 25 | 780 |
| Junior High Totals | 90 | 2,838 |
| Chico Senior + Inspire | 86 | 2,623 |
| Pleasant Valley | 74 | 2,379 |
| High School Totals | 160 | 5,002 |
| Alternative Education | 17 | 448 |
| Loma Vista | 11 | 99 |
| Other Totals | 28 | 547 |
| District Totals | 499 | 13,811 |



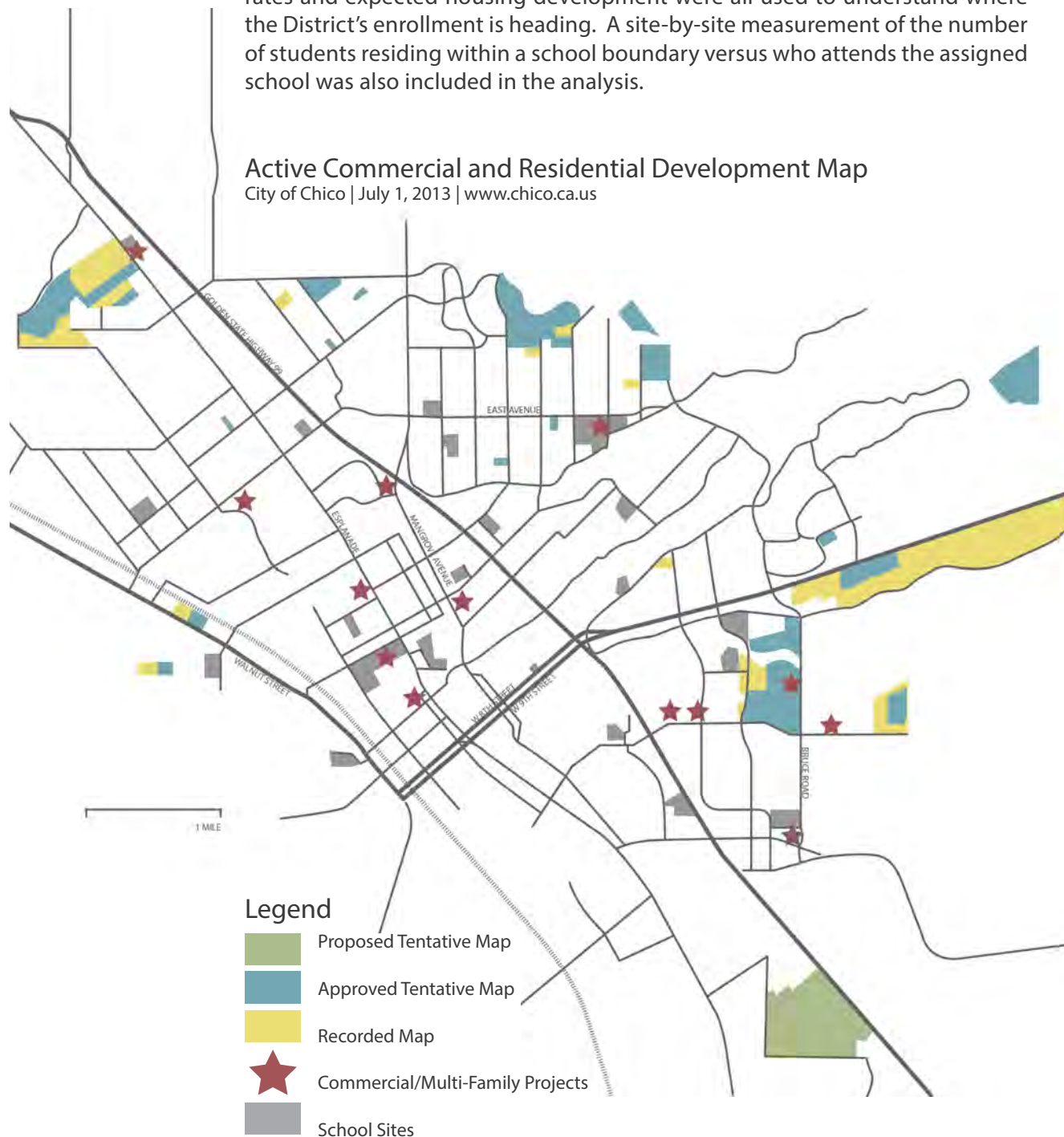
- Elementary Schools
- ① Chapman
- ② Citrus
- ③ Emma Wilson
- ④ Little Chico Creek
- ⑤ Loma Vista
- ⑥ Marigold
- ⑦ McManus
- ⑧ Neal Dow
- ⑨ Parkview
- ⑩ Rosedale
- ⑪ Shasta
- ⑫ Sierra View
- ⑬ Hooker Oak
- Junior High Schools
- ⑭ Bidwell
- ⑮ Chico
- ⑯ Marsh
- High Schools
- ⑰ Chico Senior
- ⑱ Fair View
- ⑲ Pleasant Valley
- Future School Sites
- ⑳ Henshaw Elementary
- ㉑ Canyon View High
- District Offices
- ㉒ District Admin. Office
- ㉓ Corporation Yard
- Parks
- Roads

DEMOGRAPHIC ANALYSIS

The second aspect of student capacity is the number of students expected to attend schools within the District. This analysis included tracking enrollment trends both at the district-wide and school campus level. Birth rates, capture rates and expected housing development were all used to understand where the District's enrollment is heading. A site-by-site measurement of the number of students residing within a school boundary versus who attends the assigned school was also included in the analysis.

New Construction Development - Housing Units

| School | 2013 - 2019 Projected Units |
|---------------------------|-----------------------------|
| Chapman | 0 |
| Citrus | 90 |
| Emma Wilson | 113 |
| Hooker Oak | N/A |
| Little Chico Creek | 515 |
| Marigold | 321 |
| McManus | 60 |
| Neal Dow | 0 |
| Parkview | 0 |
| Rosedale | N/A |
| Shasta | 784 |
| Sierra View | 136 |
| Elementary Totals | 2019 |
| Bidwell | 1165 |
| Chico | 203 |
| Marsh | 651 |
| Junior High Totals | 2019 |
| Chico | 718 |
| Pleasant Valley | 1301 |
| High School Totals | 2019 |



District-Wide Enrollment

| YEAR | Pre-School - 6 Elementary School | 7 - 8 Junior High School | 9 - 12 High School | Total |
|---------|----------------------------------|--------------------------|--------------------|-------|
| 2022/23 | 5510 | 2676 | 4730 | 12916 |
| 2020/21 | 5477 | 2632 | 4732 | 12841 |
| 2018/19 | 5372 | 2774 | 4536 | 12682 |
| 2016/17 | 5346 | 2686 | 4486 | 12518 |
| 2014/15 | 5336 | 2692 | 4456 | 12484 |
| 2012/13 | 5231 | 2679 | 4427 | 12450 |
| 2010/11 | 5153 | 2780 | 4397 | 12323 |
| 2008/09 | 5435 | 2953 | 4432 | 12820 |
| 2006/07 | 5519 | 3085 | 4453 | 13057 |
| 2004/05 | 5598 | 3160 | 4356 | 13114 |

Legend

Categories include SDC and alternative education within corresponding grade level

- Pre-School - 6 Elementary School
- 7 - 8 Junior High School
- 9 - 12 High School

The resulting projections show a gradual growth for the District as a whole, with concentrated growth in the northeast and west sides of Chico. Further detail on each site's projection can be found in Appendix 1.



UTILIZATION

Using these two components, number of seats and number of students, results in the anticipated utilization and defines the student housing needs. The utilization at the end of the 10-year horizon is to the right.

The results show that the overall elementary school capacity is not large enough to accommodate the current or projected student population at its current grade configuration. At the junior high school level, the results are reversed and there is more space available than needed. High schools are sized at about the ideal capacity over the 10-year horizon. The reason behind this imbalance could be explained by the school grade configuration history within the District. The junior high schools once housed grades 7-9 and the high schools grades 10-12. These were later adjusted to the current 7-8, 9-12 configuration. Significant expansions have occurred at the high school level to accommodate the ninth graders, but the capacity for an additional grade level remains at the junior highs. The class size reduction requirements at the elementary school level have constrained the ability of those facilities to house the students, causing overcrowding. Utilization can be greatly improved by shifting student population, specifically sixth grade enrollment and classes, from the elementary schools to the junior high schools. A shift of the sixth grade population to a 6-8 configuration also reflects current Common Core standards.

School Facility Utilization

| School | Classrooms | District Capacity | 2013/14 Current Enrollment | K-6, 7-8, & 9-12 Configuration | | K-5, 6-8, & 9-12 Configuration | |
|---------------------------|------------|-------------------|----------------------------|--------------------------------|-------------------------------|--------------------------------|-------------------------------|
| | | | | 10-Year Projected Enrollment | 10-Year Projected Utilization | 10-Year Projected Enrollment | 10-Year Projected Utilization |
| Chapman | 20 | 450 | 368 | 378 | 84% | 326 | 72% |
| Citrus | 15 | 372 | 344 | 354 | 95% | 315 | 85% |
| Emma Wilson | 24 | 588 | 623 | 618 | 105% | 519 | 88% |
| Hooker Oak | 13 | 312 | 372 | 405 | 130% | 349 | 112% |
| Little Chico Creek | 22 | 540 | 566 | 776 | 144% | 662 | 123% |
| Marigold | 18 | 444 | 577 | 605 | 136% | 517 | 116% |
| McManus | 24 | 618 | 485 | 472 | 76% | 416 | 67% |
| Neal Dow | 13 | 312 | 413 | 334 | 107% | 293 | 94% |
| Parkview | 14 | 342 | 370 | 339 | 99% | 278 | 81% |
| Rosedale | 19 | 480 | 572 | 621 | 129% | 551 | 115% |
| Shasta | 19 | 480 | 687 | 676 | 141% | 577 | 120% |
| Sierra View | 20 | 486 | 650 | 617 | 127% | 537 | 111% |
| Elementary Totals | 221 | 5,424 | 6,027 | 6,195 | 114% | 5,340 | 99% |
| Bidwell | 33 | 1,029 | 645 | 613 | 60% | 956 | 93% |
| Chico Junior | 32 | 1,029 | 600 | 551 | 54% | 789 | 77% |
| Marsh | 25 | 780 | 579 | 682 | 87% | 956 | 123% |
| Junior High Totals | 90 | 2,838 | 1,824 | 1,846 | 65% | 2,701 | 95% |
| Chico Senior + Inspire | 86 | 2,623 | 2,211 | 2,461 | 94% | 2,461 | 94% |
| Pleasant Valley | 74 | 2,379 | 1,862 | 1,838 | 77% | 1,838 | 77% |
| High School Totals | 160 | 5,002 | 4,073 | 4,299 | 86% | 4,299 | 86% |
| Alternative Education | 17 | 448 | 404 | 448 | 100% | 448 | 100% |
| Loma Vista* | 11 | 99 | 122 | 204 | 206% | 204 | 206% |
| Other Totals | 28 | 547 | 526 | 652 | 119% | 652 | 119% |
| District Totals | 499 | 13,811 | 12,450 | 12,992 | 94% | 12,992 | 94% |

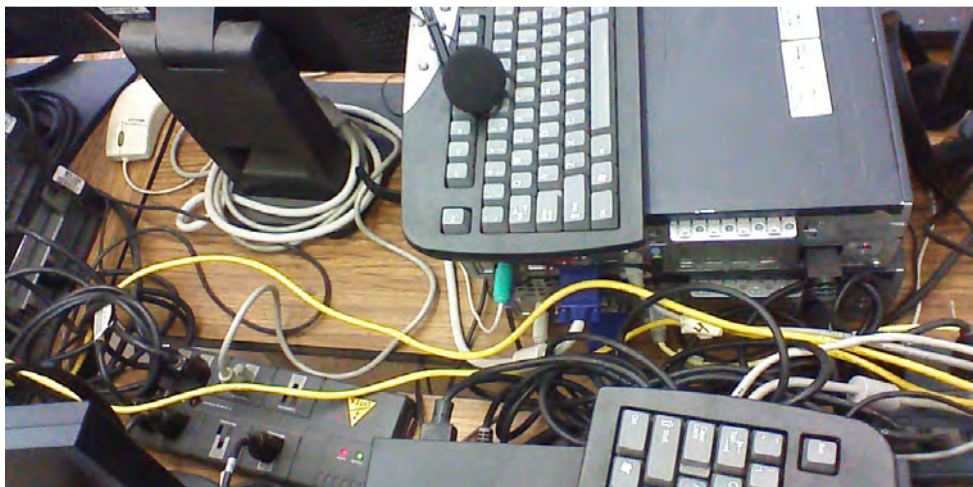
*The above enrollment numbers are preschool special education students, which is not reflected in CALPADS base data, nor in the District's overall enrollment.



3

ASSESSMENTS





Assessing the current building stock to determine a baseline for all facilities and sites is essential in determining the need. The assessments are also used in determining equity throughout the District. The CUSD assessments were comprehensive.

Three teams conducted assessments at every facility across the District:

- Condition / Educational Suitability Team
- Technology Team
- Access Team

THE ASSESSMENT PROCESS AND SCORING

Each assessment team created a database of needs at each site, cataloging and photographing the existing environment. Full assessment documents are available in Appendix 2.

The resulting reports provide a clear picture of the existing District capital assets from a variety of perspectives. To bring these perspectives together, a scoring system was created to compare the school sites to the same baseline. All scores are based on a 100-point scale. The scores included:

- Building Educational Suitability – The ability of the physical environment to support the educational program and provide functionality in each space, including layout, capacity, adjacency and amenities.
- Building Condition – The physical state of the building and components such as heating, ventilation and air conditioning (HVAC), flooring, windows, walls and roof.
- Site Educational Suitability – The ability of the physical environment to support the educational program and provide functionality, including layout, capacity and adjacency of fields, parking and circulation.
- Site Condition – The physical state of components which make up a site, such as paving, landscaping and concrete.
- Technology Infrastructure – The strength and distribution of the network (wired and wireless) and electrical system to and throughout the campus or facility to support the educational program.

| Assessments | Combined Score Weighting |
|---------------------------|--------------------------|
| Building Score | 40% |
| Educational Suitability | |
| Condition | |
| Site Score | 30% |
| Educational Suitability | |
| Condition | |
| Technology Infrastructure | 30% |
| Total | 100% |

These scores were compiled for each school site to create an overall combined score for each campus. The combined score is a weighted average of each of the previously listed categories. The weighting was determined by the overall impact each piece has on the campus. For example, the buildings are the biggest elements on a campus, so the building scores (condition and educational suitability) are weighted highest. Technology's role in meeting the needs of the educational program also influenced the overall weighting of the combined score. The final weighting is listed at left.

EDUCATIONAL GUIDELINES

To establish a baseline for the educational suitability assessment, a document of guidelines was created. This document defines what an elementary, junior high and senior high school should contain in Chico Unified School District. Each school's buildings and site were compared to the guideline document, providing an equitable comparison from campus to campus.

The guidelines were developed through an interactive focus group environment. State and Federal guidelines, regulations and best practices were used as a starting point. Initial input was provided by the School Board and the community. Focus groups further defined not only today's vision of a school, but also explored what was anticipated for the future. Topics requiring further discussion were addressed at the visioning workshops. The final document was approved by the Board on October 19, 2013 and can be found in Appendix 3 of this document.

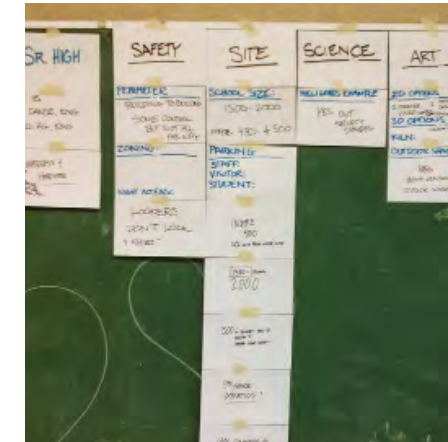
Core Classroom

The primary instructional space at all grade levels is the general classroom. These rooms are where students spend the largest amount of their time; therefore, the most flexibility and durability should be focused here. Students will participate in everything from direct instruction to individual work. Group work, presentations and activity centers will lead students beyond the standard pencil and paper implements to three dimensional projects and multi-media technology. At the secondary level, foreign language classes often include cultural food and festivals as part of the curriculum. For the most flexibility in school campus scheduling, this one room type needs to facilitate these varied activities. The basic core design of these spaces is something the District can strive towards, creating increased space flexibility to accommodate new learning strategies. In clustering classrooms, designs should provide spaces with opportunities to break apart and come back together with both small group spaces or multiple classes.

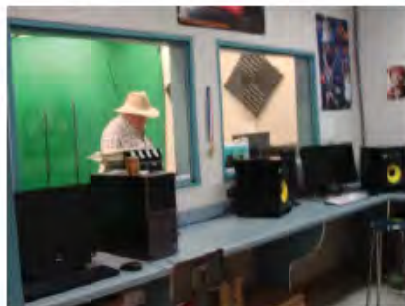
Student seating needs to be easily and quietly moved from one configuration to the next. Room shape should allow for a large area that can be reconfigured from row seating to groups of varying size. Views to a presentation wall that supports a projected image and interactive whiteboard space should be unobstructed and easily viewed from all student seats within this large seating area. Acute angles and long distances should be avoided.

Visual display areas at all levels showcase student work and provide an area for rules, schedules, subject background and inspiration. At the primary level, visual displays are an integral part of the instruction with interactive charts, calendars and graphs, most commonly associated with the carpet activity zone.

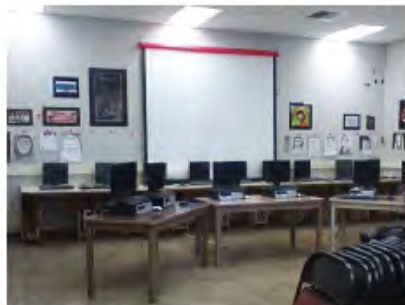
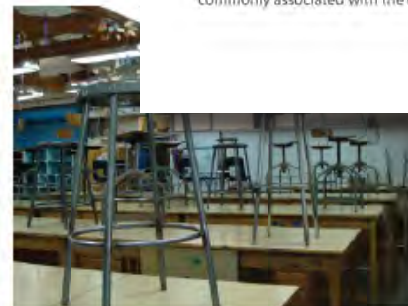
| | Primary | Secondary |
|-----------------------------|--|---|
| Size | ~ 960 sf | ~ 960 sf |
| Activity Zones | <ul style="list-style-type: none"> • Full Class Desk Seating • Carpet Seating (grades K-2) • Small Group / Project Tables • Computer Stations (6-10) • Class Library/Reading Corner • Teacher Desk | <ul style="list-style-type: none"> • Full Class Desk Seating • Computer Stations (6-10) • Teacher Desk |
| Amenities | <ul style="list-style-type: none"> • 2 walls with tackable surface and whiteboards • Mounted projector, interactive display surface and document camera • Sound system • Sink with drinking fountain | <ul style="list-style-type: none"> • 2 walls with tackable surface and whiteboards • Mounted projector, interactive display surface and document camera • Sound system |
| Storage | <ul style="list-style-type: none"> • Teacher wardrobe (lockable) • Full height cabinets • Upper and lower cabinets, shelving and drawers • Student cubbies or hooks (inside or direct) | <ul style="list-style-type: none"> • Teacher wardrobe (lockable) • Full height cabinets and/or upper and lower cabinets, shelving and drawers |
| Physical Environment | <ul style="list-style-type: none"> • Natural secure • Adjustable • Access and safety | |
| Concepts | <ul style="list-style-type: none"> • Clustered • Between level • Access shared • Exterior • A visual room • Easy access | |



Media Arts Lab



Art Studio



curriculum that qualifies for the A-G standards.

Due to the visual nature of these programs, an observable large projection area is critical for real concepts and examples.

No matter what the format or age level, display of student work in schools is important for creating appreciation and student culture.

* Not required at all Jr Highs

Small Group Activity Zones



Student Projects created in Core Classrooms



Interactive Wall Displays and Carpet Activity Zones





ASSESSMENT RESULTS

The elementary schools had the lowest combined score, averaging 37 points. These results can be attributed to these schools having the most and oldest portable classrooms, many being constructed in the 1950's, as well as undergoing minimal modernization throughout the last several years. E-Rate funding has improved the technology infrastructure at Citrus, John McManus, Parkview and Rosedale, adding to their overall score. Emma Wilson and Little Chico Creek have benefited from being newer and having break-out spaces for the classrooms built into the design. However, the technology infrastructure at these schools is original construction, and therefore in the lower half of the elementary schools' rankings. Vehicular circulation, including parent and bus drop-off and pick up and parent and staff parking, is not adequate at most of the elementary sites.

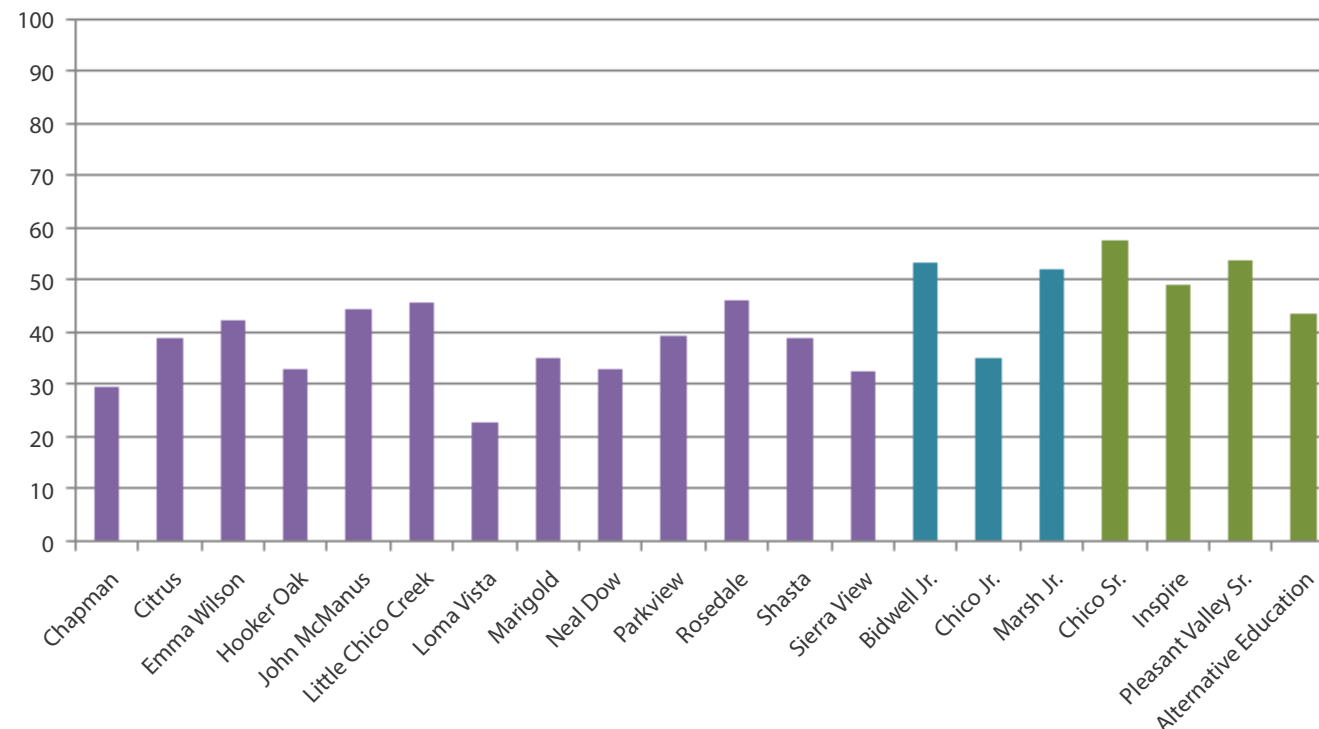
The junior high schools had an average score of 47. Marsh Junior High School's score reflects the poor condition and functionality of the portable multi-purpose room and limited number of science Labs. The older schools, Bidwell and Chico Junior High Schools, were recently extensively, but not fully, modernized. Site vehicular circulation and parking will be a major hindrance when Bidwell and Chico are at full capacity. The field areas of all the junior high schools lack definition and tracks.

The senior high schools, on average, scored the highest. New buildings and recent investments have improved the overall scores on the two comprehensive sites and Inspire High School. The assessments were completed with the understanding that all projects currently under construction in 2013 be rated as complete. This was done so as not to downgrade a school for a project so near completion during the drafting of this Master Plan. As noted by the community, the athletic/physical education facilities are the major component lacking from both comprehensive high schools. In addition, Pleasant Valley High School has a significant number of buildings that have not been modernized.

The District's alternative education facilities are housed on a campus originally designed as an elementary school with limited changes to accommodate the adult student body. In addition, specialty spaces associated with a secondary program such as a science laboratory or physical education space are not present on this campus.

Non-school sites were also assessed for condition, technology and access, but combined scores and educational suitability scores were not created for these sites. In general the condition of the sites and buildings at these facilities are poor.

Assessment Combined Scores







4

COMMUNITY ENGAGEMENT



The Facility Master Plan process is successful only if upon completion it is the desire of the entire community to support the Plan's implementation. The first step of community engagement is identifying the stakeholders. The Chico Unified School District community is comprised of both those directly involved in student learning and activities, such as the administration, staff, teachers, principals, coaches, students and counselors, and those associated with facilities, transportation and food service. The community is also comprised of non-district stakeholders such as parents, guardians, community support groups, boosters and those who pay taxes for school bonds. The community of Chico Unified is diverse, engaged and involved.

FIRST ROUND OF COMMUNITY MEETINGS

Developing the engagement process requires not only identifying the stakeholders, but also understanding a method in which to gain input, talk strategies and discuss options. Input began with initial community discussions at the three junior high schools; Bidwell, Marsh and Chico Junior A flier for distribution in "take-home" mail and for handout at the schools' sites and other locations was created to announce the meetings. A recorded call went to every household once a week for two consecutive weeks as a reminder of the meetings. The feeder elementary schools for each of the three junior high schools were also invited to these discussions. Community meetings were also held at the two comprehensive high schools. The alternative education schools were invited to the Pleasant Valley High School meeting.

The agenda was the same at each of the community meetings. First, there was a short introduction of the team and an explanation of the Master Plan. Then the process of the Master Plan was described through the use of a PowerPoint presentation. Each school site was represented by a site plan and floor plan at individual tables. A representative of the Master Plan consultant team was at each table. Both the site plans and the floor plans were used as a place to record input, and in some cases notes were written on a tablet. Representative photos were also taken at each site. The transcribed notes and photos are contained in a document that is part of Appendix 4. This document was available on the District website during the master planning process.



It's YOUR turn!

The CUSD Board of Education wants to ensure that Staff, Students, Parents and Community Members participate in the identification and prioritization of Measure "E" projects throughout the District.

We are looking for your thoughts on...

- What facility need is holding your school back from being the best it can be?
- What facilities improvements have the most impact?
- Are there additional facilities changes that will make your school safer?
- When choosing a school what do you look for?
- Is there a facilities improvement that will help your child learn?

Come and tell us what changes you would like to see!

With the recent passage of Measure "E" Chico USD the opportunity to make necessary building improvements, repairs and upgrades to technology.

What is Measure "E"?

It is a \$78 million dollar tax extension to improve the Chico schools by providing more access to modern technology, repairing leaky roofs, replacing plumbing, electrical and heating/cooling.

Help Define Your Kid's Space to Learn

- April 30th @ Marsh Jr. - Library**
For Marsh Jr., Little Chico Creek, Loma Vista, ParkView & Sierra View
- May 2nd @ Chico Jr. - Theater (Rm 505)**
For Chico Jr., Citrus, Chapman, Hooker Oak, Emma Wilson & Rosedale
- May 8th @ Bidwell Jr. - Multi-Purpose Rm**
For Bidwell Jr., John A. McManus, Marigold, Neal Dow & Shasta

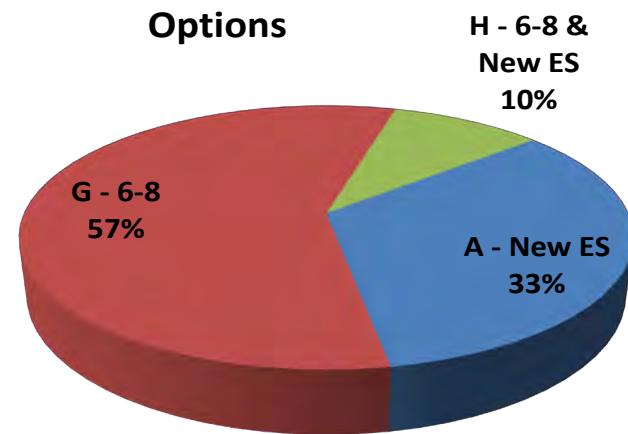
5:30 PM - 7:30 PM

Measure E Community Input Meetings

District Facilities Master Plan



Options



A. Option A

- Build a new Elementary School
- K-6 / 7-8 Grade Configuration
- Build 20 new permanent classrooms at existing Elementary Sites

G. Option G

- Convert all existing 7-8 Jr. Highs to 6-8 Middle Schools
- K-5 / 6-8 Grade Configuration
- Build 12 new permanent classrooms at existing Elementary School Sites

H. Option H

- Convert all existing 7-8 Jr. Highs to 6-8 Middle Schools
- K-5 / 6-8 Grade Configuration
- Build a new Elementary School

All Options include the following:

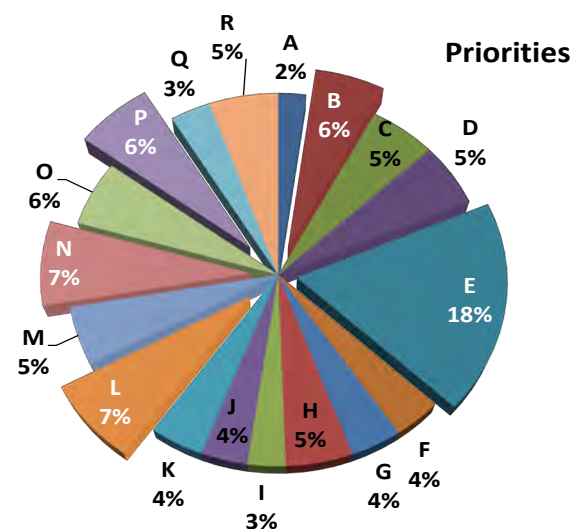
- Upgrading all schools (Building and Sites) to a score of 60
- Removing portables older than 1991
- Upgrading technology
- Address the top tier of ADA needs
- New/Expanded Multi-Purpose Rooms and Media Centers (libraries) where needed to meet student capacity



This list has not been prioritized and is in alphabetical order

- * ADA accessibility to all facilities and sites
- * Complete 2013 Health and Safety Projects (PV gym floor, Chico JHS overhangs, CHS HVAC at library)

- A. Add K & TK classrooms to meet capacities
- B. Address inadequate aquatics facilities at schools
- C. Address inadequate media centers / libraries
- D. Address inadequate multi-purpose rooms
- E. Address physical education and athletic facility needs
- F. Build multi-purpose room at Marsh JHS
- G. Develop alternative energy sources (solar, EMS, etc.)
- H. Enhance school security measures (Fencing, Cameras, etc.)
- I. Improve Fair View special programs space (science, PE, culinary arts)
- J. Improve inadequate nursing and counseling facilities
- K. Improve inadequate Special Education support space
- L. Improve play fields and playgrounds
- M. Improve school curb appeal (visual attractiveness from street)
- N. Improve technology infrastructure throughout the District
- O. Make revisions and upgrades at all schools to raise score to 60 out of 100 points
- P. Remove all portables 1991 and older (replace with permanent construction)
- Q. Specific construction to house student capacity
- R. Vehicle traffic and pedestrian circulation improvements



SECOND ROUND OF COMMUNITY MEETINGS

The second round of non-district stakeholders community meetings came after facility assessments and other District input. The second meetings were held at the three comprehensive junior high schools: Bidwell, Chico Junior and Marsh. A flier similar to that of the first round was distributed and recorded phone calls were made to each household. These meetings concentrated on the specifics of the assessments at the school sites, the demographic documentation and common themes that had been generated through the input process to date. A PowerPoint presentation illustrated the documentation. The audiences were asked for input on specific Master Plan options. These options were generated based on input from the various community groups, visioning sessions and focus groups (these input meetings are further explained below). Prior to going to the community with these options the School Board reviewed and approved the distribution. The options taken to the community meetings are shown at left.

The School Board was interested in receiving additional input on the various options prior to narrowing to a single option. A "survey" was prepared and the audiences at the three school community meetings were asked to circle a favored option and to rank the priorities. The "survey" was also circulated to the administrative leadership, staff and teachers at every school site, maintenance and operations, food service, and transportation.

The School Board also wanted to seek additional input to setting priorities for phasing an option. The overall list of priorities taken to the community meetings are shown at left.

Attendance at the community meetings ranged from 22 at the first, 330 at the second and 230 at the third. Overall, 700 "surveys" were gathered. A report for the School Board was prepared summarizing the outcome. Examples of the summary charts are to the left and the complete report can be found in Appendix 4.

(It should be noted that a high attendance of student athletes resulted in high response results for prioritization item E.)

VISIONING

Visioning meetings are key elements in the community input process. Visioning establishes a common dialogue among the various District stakeholders. It is a means by which to create a Facility Master Plan that reflects the goals and objectives of the current and future educational program. The visioning process is geared to look at the big picture and the specific influences that will guide the big picture.

The first visioning meeting in May of 2013 was well attended by administrative leadership, facilities, School Board representatives, the Superintendent, and community representatives. The meeting began with an introduction of the Master Plan process and a short video on “thinking outside of the box.”

As the participants entered the room they were handed a number. The number represented the table at which they were to be located in the room. There were three tables for input. Each table had a representative from the Master Planning consultant team. Each of the consultant team members was assigned a topic. The consultant team members rotated from table to table during the visioning session after 20-minute input sessions at each table. The consultants’ topics were pre-selected by the consultant team and facilities based on needed input to advance the Master Plan. In addition, at the end of the visioning session, one session was dedicated to open input and building an agenda for future visioning meetings. The selected topics for this meeting were:

- Health, Safety and Security
- Technology
- School Size
- Open Input

The input from the first visioning meeting was presented to the School Board at a workshop. The following summarizes input for each of these topics:

- Health, Safety and Security
 - › Kitchens & storage
 - › Playfields
 - › Cameras
 - › Lockdowns
 - › Bus/parent traffic
 - › Restrooms
 - › Portables
- Technology
 - › Server expansion
 - › Electrical power
 - › Wireless
 - › All places, all devices
 - › Security
 - › Flexibility
- School Size
 - › The economics of too small
 - › Maintain choice
 - › Larger schools:
 - » Create schools-within-school structure
 - › Grade configuration
 - › Eliminate portables
 - › Ideal School Size
 - » Elementary, 500-600
 - » Junior High, 750-800
 - » Senior High, 2,000

A second visioning meeting took place in September of 2013. Attendance at this meeting was as well supported as the initial visioning meeting. As in the first meeting, the participants were handed a table number as they arrived. Because of the additional number of topics, this meeting contained four tables for input. Some of the demographic data, condition and educational assessments, access compliance issues and technology concerns were presented to the audience before the consultant team began the 15-minute input sessions at each table. The topics for this meeting were:

- Libraries, study halls and research resources
- The three current options for the Master Plan, as developed with the School Board and presented to the community
- Sports and PE facilities
- Overall needs list



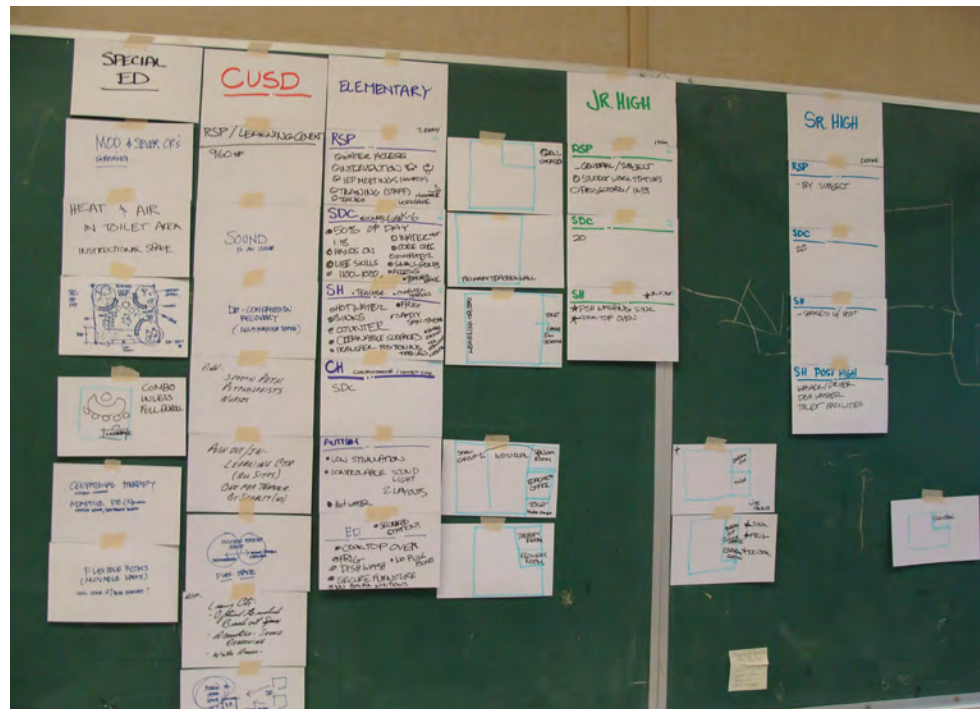
FOCUS GROUPS

Focus groups are special interest, detailed groups that assist in defining District standards and guidelines. The CUSD focus groups consisted of:

- Kindergarten
- Elementary school programs
- Junior high school programs
- Senior high school programs
- After school programs
- Alternative education
- Career tech education
- Nutrition services
- Special programs
- Special education
- Transportation

Focus group meetings were interactive and participatory. The information at the meetings was recorded on 5" x 8" index cards. The cards were used in the development of the standards and guidelines document that was presented to the School Board at a Board workshop. The accepted standards and guidelines were used in the facility assessments. Specifically, the educational program assessments for each school site and facility were incorporated. The standards and guidelines are the baseline or bench-mark components that all campuses in the District would like to achieve. The focus groups contributed, in summary, the following:

- Kindergarten
 - › Reviewed growth of transitional kindergarten
 - › Determined extended-day kindergarten at all sites should be the standard
- Elementary
 - › Classroom technology should include document cameras, sound system with Bluetooth capabilities, computer with DVD player, and projector
 - › Library with books is important for the elementary grade levels
- Junior High
 - › Required rooms for incorporating sixth grade
 - › Elective offerings
- Senior High
 - › Required rooms in high school
 - › Elective offerings
- After School
 - › Locations
 - » All elementary schools
 - » Two junior high schools
 - » None at high schools
 - › Needs
 - » Dedicated office
 - » Storage space
- Alternative Education
 - › Review of all programs and current housing
- Career Tech Education
 - › Review of all programs
 - › Big-idea programs accommodated in a complex of design/theory space (classroom or computer lab) and creation space (large lab/shop) supported by covered exterior area
- Nutrition Services
 - › Set standard for the basic kitchen
 - › Needs at Corporation Yard: produce processing, bakery improvements
- Special Programs
 - › Defined impact on-site capacity, especially at elementary school
- Special Education
 - › Defined requirements for RSP, SDC, SH, ED and autism programs
- Transportation
 - › Review pick-up and drop-off at each school site
 - › Corporation Yard needs
 - » Paving
 - » Parking
 - » Fuel canopy
 - » Office space





COMMON TRENDS

An actively involved community reveals common trends. Various groups begin to repeat the needs, ideas and desire to make the community schools the best that they can be. Recording these common trends throughout the process is essential to understanding and meeting the desires of the community in the final development of the Facilities Master Plan. The following trends were recorded at the various events and meetings (reported in alphabetical order):

- ADA (Americans with Disabilities Act) – compliance
- Build to a common standard – create equity
- Curb appeal – individual site painting, landscaping
- Early childhood (K and TK) - support facilities
- Energy efficiencies – windows, walls, insulation, HVAC equipment
- Hazardous material – asbestos and site contamination
- Maximize alternative funding – state, Proposition 39, new and modernization
- Operational Efficiencies – reduce M&O reactionary issues, decrease workload
- PE and athletic facility improvements – sports fields, locker rooms
- Playfields – shade, gophers, snakes
- Portables – reduce and rid the district of old portables
- Program facility support – special education spaces
- Safety and security – individual sites, kindergarten fencing, site fencing, technology security

- Storage – clutter at sites and throughout the district
- Student and staff restrooms – individual site issues
- Support P.I. schools – facility support
- Support space size – multi-purpose, administration, library
- Technology – bandwidth and site access; any device, anywhere
- Traffic (vehicular and pedestrian) – individual site drop-off and pick-up to and from sites
- Way-finding, signage – individual site issues

The common trends were reported to the School Board during a workshop and to the community in the last community meeting. The common trends lead to the development of draft alternative ideas for the School Board to consider. The common trends and the draft alternative ideas were both used in the development of the options and the priority list.

Draft Alternative Ideas:

- All alternatives should be judged based on the common trends list
- Support facilities, District-wide facilities
- There is capacity at the three junior high schools
- There is virtually no capacity at the elementary schools
- There may be a need to adjust current school boundaries, but “open enrollment” should be maintained
- The District recognizes and supports the facilities at theme schools as “one size does not fit all” for equity
- There is eligibility for modernization funds available
- There is eligibility for new construction funds available
- There are serious M&O issues that need to be addressed
- Technology access is a high priority
- Run the District like a business





5

OPTIONS DEVELOPMENT



The School Board has been significantly involved in the development of the Long Range Facilities Master Plan. This section reviews some information previously presented, illustrating the process of involvement. The section also illustrates the process in which options were developed and narrowed, based on the synthesis of the data and input from the various stakeholders. The School Board met in “workshop” format, allowing for open discussion and consensus building. The workshops were very interactive and the attending community was invited to participate in the discussion. In addition to the School Board workshops, the District Facilities Committee was involved in reviewing and analyzing the data and the input leading to option development. This committee’s membership is comprised of the superintendent, District leadership, facilities and two designated Board members.

BOARD WORKSHOP #1

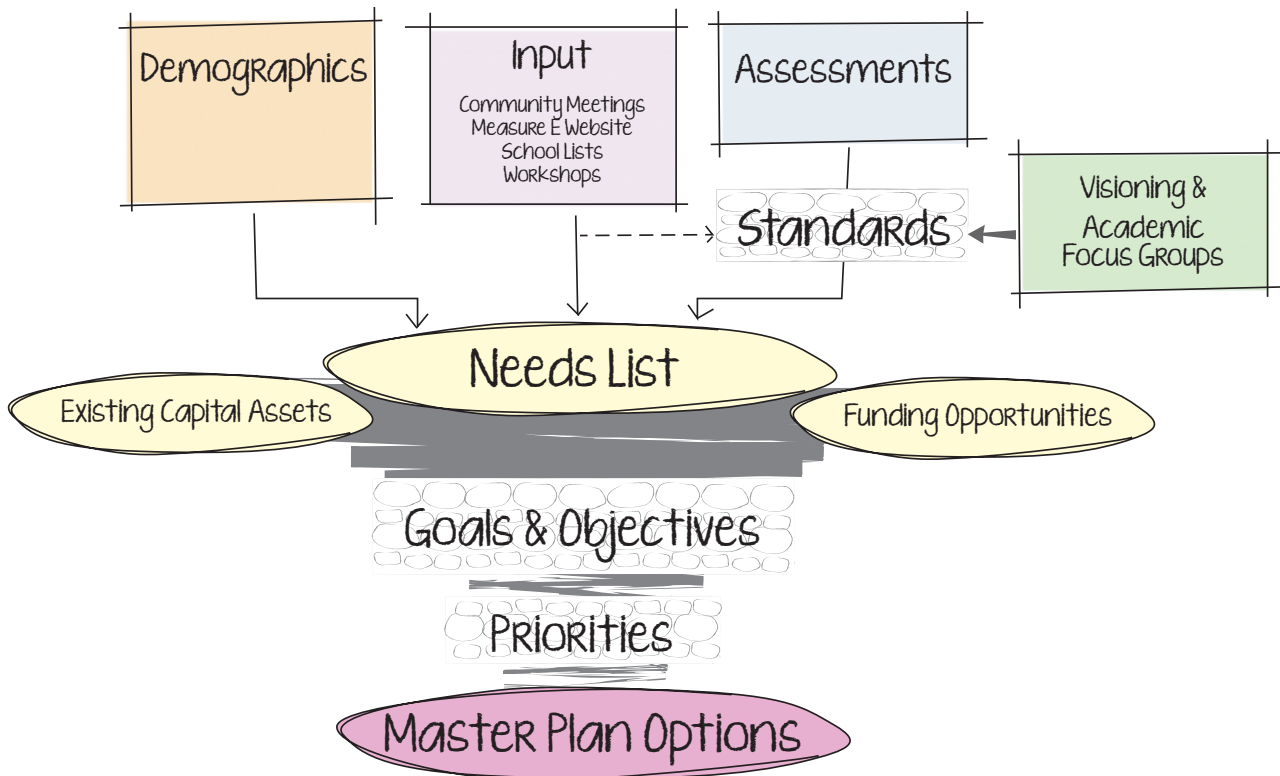
Board workshops, school facility assessments, community engagement, visioning, focus group discussions and demographic analysis led to the development of the need and the facility concerns facing the District. During the first interactive Board workshop, the Board established the overall objectives for the Facilities Master Plan. The workshop began with an introduction of the master planning process from the consultant team and a discussion on recent activities, such as school assessments, the first round of community meetings and the first visioning session. The consultant team introduced a “process diagram” showing the master planning process. The collaborative session began with the introduction with a few subjects: school size, technology availability, grade configuration, theme schools, non-academic facilities and what defines a 21st century school. The Board received the following statement in their packet as a means of introduction:

“What will make the District’s facilities safe, healthy and ensure that they provide an engaging, inspiring environment, to both the students and the teachers of Chico Unified School District? How can the District’s facilities play a role in pushing the District beyond the 21st century and into the next?”

BOARD WORKSHOP #2

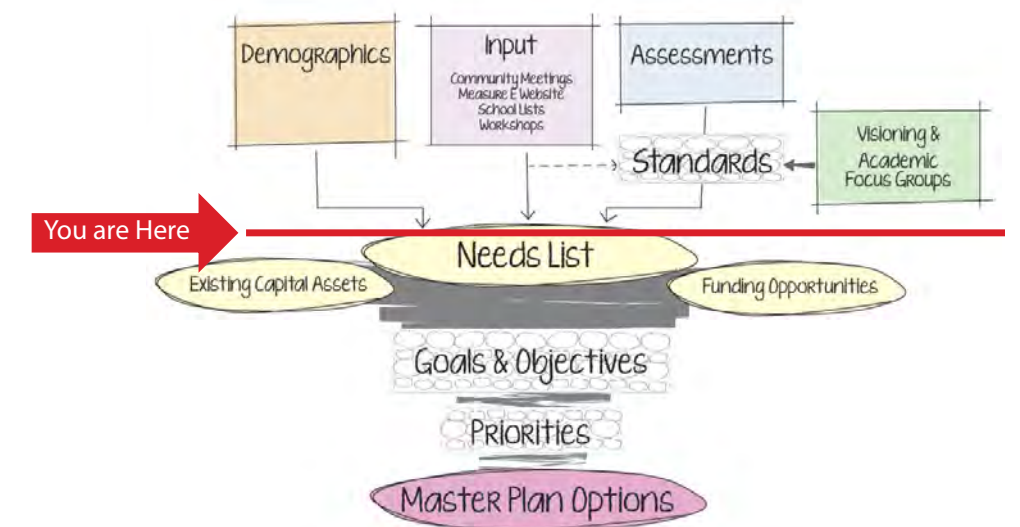
The development of options is a direct derivative of the analysis of the needs in the District and how to effectively create solutions that correct the highest-priority needs first in the most cost-effective manner possible. The needs list began to solidify after the first Board workshop, community meetings and visioning and focus group meetings. Physical assessments were completed and building condition, educational suitability, access compliance and technology scores became a major influence to the development of a needs list. A significant factor in the development of the needs list was the current capacity and utilization of space and the projection of enrollment for the next ten years. Essentially, the demographic information projected a steady increase in student population. However, the capacity of the elementary schools in the District indicated an overutilization. The information also projected an underutilization of the junior high school space, and both high schools had room for the growth. During the discussions, and with the information from the various reports and documentation, a common trends list was created as listed in the Community Development section of this document.

Process Diagram



The discussion with the Board produced the following Board objectives:

- Facilities with backbone for technology
 - › All places, all devices
- Facilities for the 21st century and beyond
- Facilities to support and enhance site themes and special programs
- Facilities that support school equity at all levels
- Facilities that support physical education and sports programs





The common trends list was presented at the second Board workshop along with the demographic data, a summary of the assessments, focus meetings, visioning discussions and community meetings. During a collaborative session of the Board workshop the master planning team presented a list of “determinates” that led to the development of the first options. Those “determinates” included:

- All alternatives should be judged based on the common trends list
- Support facilities, District-wide facilities
- There is capacity at the three junior high schools
- There is virtually no capacity at the elementary schools
- There may be a need to adjust current school boundaries, but “open enrollment” should be maintained
- The District recognizes and supports the facilities at theme schools, as “one size does not fit all” for equity
- There is eligibility for modernization funds available
- There is eligibility for new construction funds available
- There are serious M&O issues that need to be addressed
- Technology access is a high priority
- Build a new elementary school
- House elementary school population at existing school sites by building more classrooms
- Make Marsh junior high a K-12 configuration and move Inspire to the Marsh site

The Board was presented a large list of options for consideration. The Board was asked to consider narrowing the list for further study. The list included:

- Make Marsh a K-6 configuration
- Make Marsh a 5-8 configuration
- Make Marsh a K-8 configuration
- Move sixth grade to junior high schools
- Build new capacity at two new sites for elementary schools
- Modernize all sites
- Increase individual classroom sizes at junior and senior high schools
- Add specialty program space at elementary schools

The Board was also presented a “draft” list of identified modernization projects:

- Increase multi-purpose, office and library space at elementary schools
- Add science rooms at junior high schools
- Modernize or add transitional kindergarten and kindergarten space
- Modernize or add specialty program space
- Modernize all kitchens at elementary and junior high schools
- Improve all locker rooms

Other lists presented in draft form to the Board include:

New Construction

- New central kitchen
- Replace Shapiro pool with new District aquatics center
- Physical education and athletic improvements
- New District administration
- New Pre-K special education space
- New senior high school
- Address Corporation Yard
- New multi-purpose building at Marsh
- Replace all portables with permanent buildings
- Find a permanent location for Inspire
- Build a space for special programs
- Add science, PE, and culinary programs to Fair View

Maintenance / Safety / Code

- ADA priorities
- Electrical infrastructure
- Create maintenance fund, 4% of general fund
- Technology changes
- Roofing replacements
- HVAC improvements
- Rot repair
- PVHS gym floor
- Traffic improvements, selected sites
- Asbestos removal



CUSD FACILITIES COMMITTEE MEETINGS

The Board of Education after considerable discussion, combined components and narrowed to Options A, D and G for further consideration.

There were several CUSD Facilities Committee Meetings during the development of the Facilities Master Plan. The first two meetings concerned data collection and analysis of community meeting information and demographics. During the third meeting the four options were discussed. The Facilities Committee considered ways to combine, eliminate and rework components of the various options. The Facilities Committee also reviewed ideas and concerns for the next round of community meetings. The Committee discussed ways of involving the community in the process prioritizing the options. At the fourth Facilities Committee Meeting, the draft implementation plan was analyzed and discussed in detail, including timing.

Option Development 23-Aug-13

Adjustment options that respond to the need for additional student capacity at the Elementary school level.

| Option A | Option B | Option C | Option D | Option E | Option F | Option G |
|--|---|--|--|---|---|--|
| Capacity | | | | | | |
| Option A Build a New Elementary School with 23 CR, 600 students. Plus build 20 new CR split among 5 existing elementary school sites over the 10 year plan. *ROM Cost=\$37,000,000 | Option B Build 43 new CR split among 6 existing elementary school sites over the next 10 years *ROM Cost=\$11,000,000 | Option C Build 2 New Elementary Schools with 22 CR each *ROM Cost = \$47,000,000 | Option D Convert one existing Jr. High to a K-6 school. Plus build 20 new CR at existing schools over 10 years as noted below *ROM Cost=\$16,000,000 | Option E Convert one existing Jr. High to a 5-8 school. Plus build 31 new CR split among 4 existing Elementary Schools over 10 years *ROM Cost=\$23,000,000 | Option F Convert one existing Jr. High to a K-8 school. Plus build 25 new CR at existing school sites as noted below *ROM Cost=\$20,000,000 | Option G Convert all Jr. High Schools to 6-8 Middle Schools. Plus build 12 new CR split among 3 existing elementary schools over the next 10 years *ROM Cost=\$9,000,000 |
| Increase capacity at common facilities where required | Increase capacity at common facilities where required | Purchase a second ES parcel | Build 4 CR (PK-K) at converted site. Plus remodel primary CR and specialty spaces to meet student height requirements. | 12 existing classrooms would be used at one of the existing Jr. High Schools for 5th and 6th grade students | 18 existing classrooms would be used to house the K-6 students at converted site. Remodel primary classrooms for student height requirements. | Boundary adjustments |
| Boundary adjustments | Boundary adjustments | Boundary adjustments | Build 4 new classrooms at one of the remaining Jr. High Schools | Increase capacity at common facilities where required | Build 3 CR (PK-K) at converted site. | |
| | | | Build 12 new CR split among 4 existing elementary school sites over the 10 year plan | Boundary adjustments | Build 22 new CR split among 4 existing elementary schools | |
| *ROM-Rough Order of Magnitude Costs. This is used as a basis of comparison and not to be considered as a "cost estimate" for Construction. | | | Increase capacity at common facilities where required | | Increase capacity at common facilities where required | |
| | | | Boundary adjustments | | Boundary adjustments | |

Option A

- New elementary school
- 20 new classrooms at elementary sites
- K-6/7-8 grade configuration

Option D

- Convert Marsh to a K-6
- 18 new classrooms at elementary sites
- 3 new classrooms at Marsh
- K-6/7-8 grade configuration

Option G

- Convert junior highs to middle schools
- 12 new classrooms at elementary sites
- K-5/6-8 grade configuration

While discussing the options during the final visioning meeting, a fourth option was brought up for consideration. This fourth option, Option H, was added to the list and taken to the Facilities Committee and the Board for consideration. As the options were being discussed the planning team asked that the Board consider establishing a priority list of needs. This list would be used in establishing a phasing plan for implementing the Long Range Facilities Master Plan.

Option H

- Convert junior highs to middle schools
- New elementary school
- K-5/6-8 grade configuration

Alphabetically Organized

| Facility Needs | Maintenance/Safety/Code |
|--|---|
| • Add Science Rooms to Jr HS | • ADA Priorities |
| • Add Science, PE and Culinary Rooms at Fairview | • Asbestos Removal |
| • Add Specialty Program Space at ES | • Create Maintenance Fund, 4% of Gen Fund |
| • Address Administration Office | • Electrical Infrastructure |
| • Address Corp Yard | • HVAC Improvements |
| • Build a space for Special Programs | • PVHS Gym Floor |
| • Improve all Locker Rooms | • Roofing Replacements |
| • Increase Individual Classroom size HS & MS | • Rot repair |
| • Increase MP, Office and Libraries at ES | • Technology Changes |
| • Modernize all Kitchens at ES and Jr HS | • Traffic Improvements |
| • Modernize all Sites | |
| • Modernize and add to Specialty Programs | |
| • Modernize or add space for TK and K | |
| • New Central Kitchen | |
| • New MP at Marsh | |
| • New Pk Special Ed Space | |
| • Physical Education and Athletic improvements including District multipurpose stadium | |
| • Replace all Portables with New Permanent Buildings | |
| • Replace Shapiro pool with new District Aquatics Center | |
| • Technology Improvements | |



BOARD WORKSHOP #3

At the third Board workshop, the Board was presented with additional data from a final visioning meeting. At the visioning meeting, the participants discussed the use of libraries in schools, the sports / PE fields and playgrounds, and three options from the previous Board workshop. During this meeting, the visioning group added a fourth option to the list of options. The Board was presented the four options with costs for further consideration:

An action matrix was developed for each school. This matrix itemized new construction; specialty area of construction, such as vehicular drop-off, ADA, technology, etc.; and the existing and final capacities of the schools based on the four options.

All Option Summary Up To a Score of 60

| Elementary Schools | Option A | Option D | Option G | Option H |
|--------------------|----------------------|----------------------|----------------------|----------------------|
| New School | \$22,000,000 | \$0 | \$0 | \$22,000,000 |
| Chapman | \$12,984,000 | \$12,984,000 | \$12,984,000 | \$12,984,000 |
| Citrus | \$6,926,000 | \$6,926,000 | \$6,926,000 | \$6,926,000 |
| Emma Wilson | \$5,871,000 | \$5,871,000 | \$5,871,000 | \$5,871,000 |
| Hooker Oak | \$9,194,000 | \$9,194,000 | \$9,194,000 | \$9,194,000 |
| Little Chico | \$4,049,000 | \$4,049,000 | \$5,549,000 | \$4,049,000 |
| Marigold | \$14,239,000 | \$14,239,000 | \$13,139,000 | \$9,639,000 |
| McManus | \$12,749,000 | \$12,749,000 | \$12,749,000 | \$12,749,000 |
| Neal Dow | \$4,837,000 | \$6,337,000 | \$4,837,000 | \$4,837,000 |
| Parkview | \$7,815,000 | \$7,815,000 | \$7,815,000 | \$7,815,000 |
| Rosedale | \$11,283,000 | \$11,283,000 | \$11,283,000 | \$11,283,000 |
| Shasta | \$7,408,000 | \$10,808,000 | \$8,908,000 | \$7,408,000 |
| Sierra View | \$15,570,000 | \$11,370,000 | \$11,370,000 | \$11,370,000 |
| Marsh | | \$3,512,000 | | |
| Loma Vista | \$8,750,000 | \$8,750,000 | \$8,392,000 | \$8,392,000 |
| Sub Total | \$143,675,000 | \$125,887,000 | \$119,017,000 | \$134,517,000 |

| Jr High Schools | Option A | Option D | Option G | Option H |
|------------------|---------------------|---------------------|---------------------|---------------------|
| Bidwell | \$8,436,000 | \$10,186,000 | \$10,186,000 | \$10,186,000 |
| Chico | \$14,880,000 | \$20,495,000 | \$20,495,000 | \$20,495,000 |
| Marsh | \$3,512,000 | | \$5,712,000 | \$5,712,000 |
| Sub Total | \$26,828,000 | \$30,681,000 | \$36,393,000 | \$36,393,000 |

| High Schools | Option A | Option D | Option G | Option H |
|------------------|---------------------|---------------------|---------------------|---------------------|
| Chico Sr High | \$9,887,000 | \$9,887,000 | \$9,887,000 | \$9,887,000 |
| Pleasant Valley | \$18,583,000 | \$18,583,000 | \$18,583,000 | \$18,583,000 |
| Fair View | \$9,110,000 | \$9,110,000 | \$9,110,000 | \$9,110,000 |
| Inspire | \$0 | \$0 | \$0 | \$0 |
| Sub Total | \$37,580,000 | \$37,580,000 | \$37,580,000 | \$37,580,000 |

| | | | | |
|--------------|----------------------|----------------------|----------------------|----------------------|
| Total | \$208,083,000 | \$194,148,000 | \$192,990,000 | \$208,490,000 |
|--------------|----------------------|----------------------|----------------------|----------------------|

Action Matrix

| Schools | Modernization | New Construction | | | | | | | | | Capacity | | | | |
|--------------------|---------------|-----------------------|-----------|--------|------------|--|-----------------------|---------------------|-------------------|--------------------|----------|----------|----------|----------|----------|
| | | MPP | Library | Office | Classrooms | Vehicular and Pedestrian Site Improvements | Portable Replacement* | Technology Upgrades | ADA Priority List | 2012-13 Enrollment | Existing | Option A | Option D | Option G | Option H |
| New School | | | | | A & H | | | | | 0 | 0 | 621 | 0 | 0 | 621 |
| Chapman | X | | X | | | X | X | X | X | 367 | 474 | 474 | 474 | 474 | 474 |
| Citrus | X | | X | | | X | | X | X | 339 | 384 | 384 | 384 | 384 | 384 |
| Emma Wilson | X | SHADE | | | | | | X | X | 648 | 612 | 612 | 612 | 612 | 612 |
| Hooker Oak | X | X | X | | | X | X | X | X | 368 | 336 | 336 | 336 | 336 | 336 |
| Little Chico Creek | X | | | | G | | | X | X | 610 | 546 | 546 | 546 | 650 | 546 |
| Marigold | X | A,D,& G | X | | A, D & G | X | X | X | X | 541 | 450 | 612 | 612 | 554 | 450 |
| McManus | X | X | X | | | X | X | X | X | 525 | 612 | 612 | 612 | 612 | 612 |
| Neal Dow | X | | | | D | | X | X | X | 434 | 324 | 324 | 438 | 324 | 324 |
| Parkview | X | | | | | X | X | X | X | 361 | 378 | 378 | 378 | 378 | 378 |
| Rosedale | X | SHADE | | | | X | X | X | X | 561 | 486 | 486 | 486 | 486 | 486 |
| Shasta | X | SHADE for D | X | | D & G | | X | X | X | 674 | 492 | 492 | 708 | 596 | 492 |
| Sierra View | X | A / SHADE for D,G & H | X | | A | X | X | X | X | 640 | 492 | 654 | 492 | 492 | 492 |
| Loma Vista | G & H | A & D | A & D | A & D | A & D | G & H | | G & H | G & H | 132 | 108 | 108 | 108 | 108 | 108 |
| Bidwell | X | Kitchen & Site | Expansion | | | D,G & H | | X | X | 672 | 1,068 | 672 | 1,068 | 1,068 | 1,068 |
| Chico | X | Shade | X | | D,G & H | D,G & H | | X | X | 581 | 1,014 | 581 | 1,014 | 1,014 | 1,014 |
| Marsh | X | X | | | G & H | | | X | X | 561 | 825 | 561 | 756 | 957 | 957 |
| Chico Sr High | X | | Expansion | | | | | X | X | 1,797 | 2,127 | 2,127 | 2,127 | 2,127 | 2,127 |
| Pleasant Valley | X | X | | | | | | X | X | 1,929 | 2,400 | 2,400 | 2,400 | 2,400 | 2,400 |
| Fair View | X | | X | | X | | X | X | X | 228 | 250 | 250 | 250 | 250 | 250 |
| Inspire | | | | | | | | X | X | 427 | 475 | 475 | 475 | 475 | 475 |

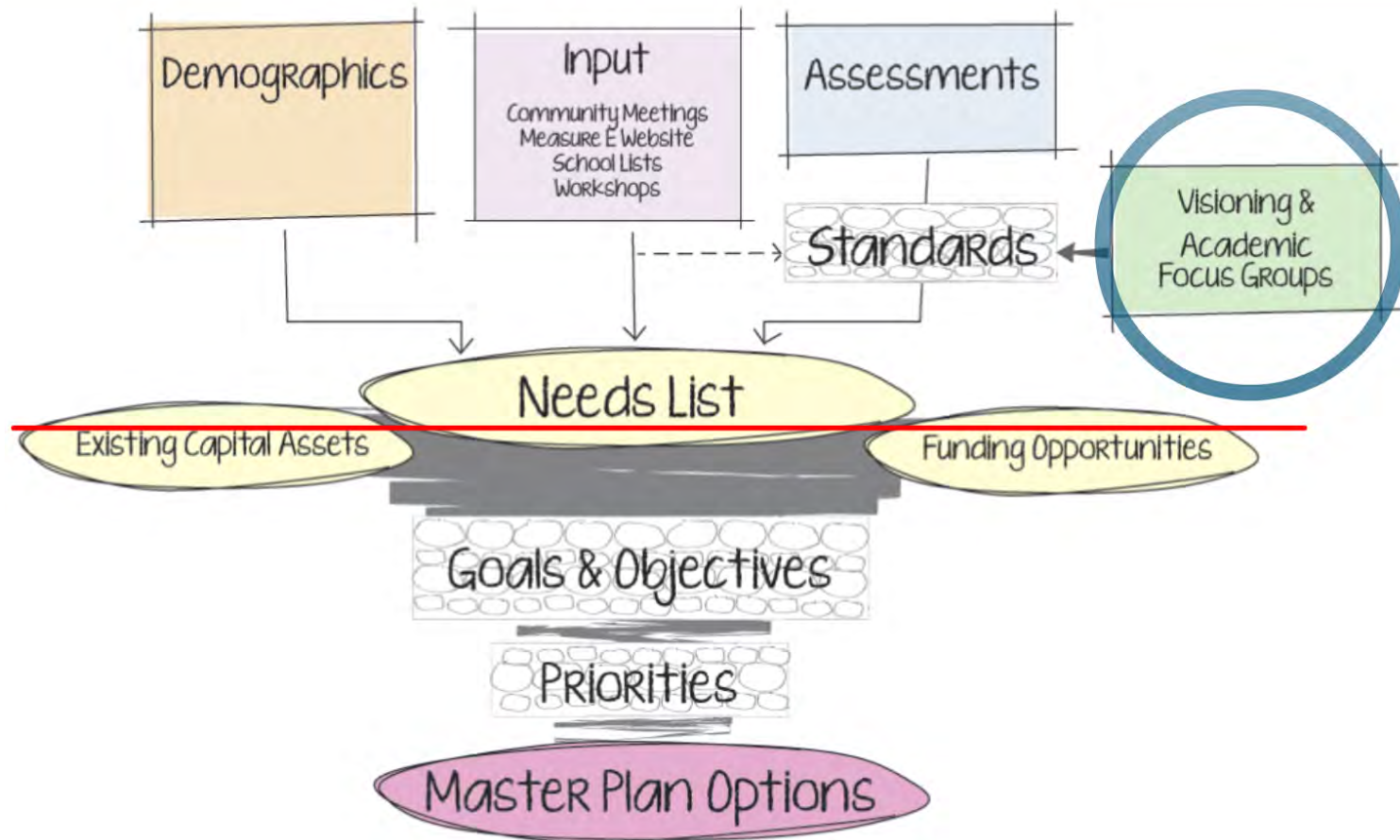
Option Labels

- Option A Keep K-6/7-8 and Build the New ES
- Option D Keep K-6/7-8 and Convert Marsh to a K-6
- Option G K-5/6-8 and Build 12 Classrooms on Existing Elementary Sites
- Option H K-5/6-8 and Build the New ES

Color Key

- Capacity Above Current Enrollment
- Capacity Below Current Enrollment

* Replacing all portables built before 1991

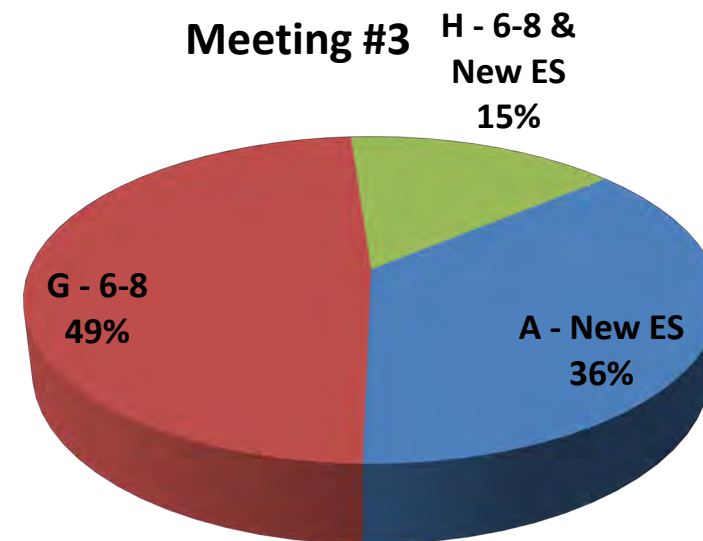
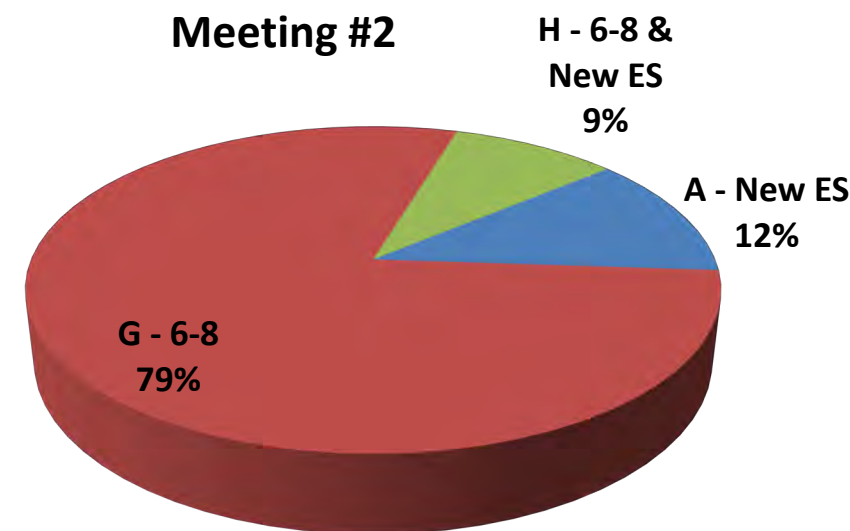
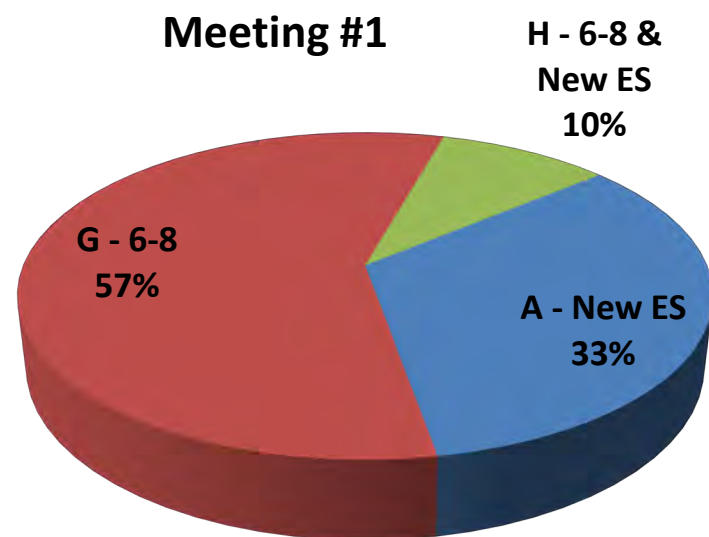


The Board of Education was also presented a list of “priorities” to be used in the process of completing an implementation plan:

- ADA accessibility to all facilities and sites
- Add kindergarten & transitional-kindergarten classrooms to meet capacities
- Build District-wide aquatics center
- Build a multi-purpose room at Marsh Junior High
- Complete 2013 Health and Safety Projects (Pleasant Valley gym floor, Chico Junior High overhangs, Chico High School HVAC at library)
- Develop alternative energy sources
- Enhance school security measures (fencing, cameras, etc.)
- Improve Fair View special programs space (science, PE, culinary arts)
- Improve nurses and counseling facilities
- Improve playfields and playgrounds
- Improve school curb appeal
- Improve special education support space
- Improve main technology infrastructure at District level
- Improve technology infrastructure at each school
- Make necessary revisions and upgrades to achieve a score of 60 at all schools
- Make stadium improvements
- Remove all portables 1991 and older
- Replace / enlarge multi-purpose rooms and repurpose old multi-purpose rooms to media centers
- Specific construction to house student capacity
- Vehicle traffic and pedestrian circulation improvements

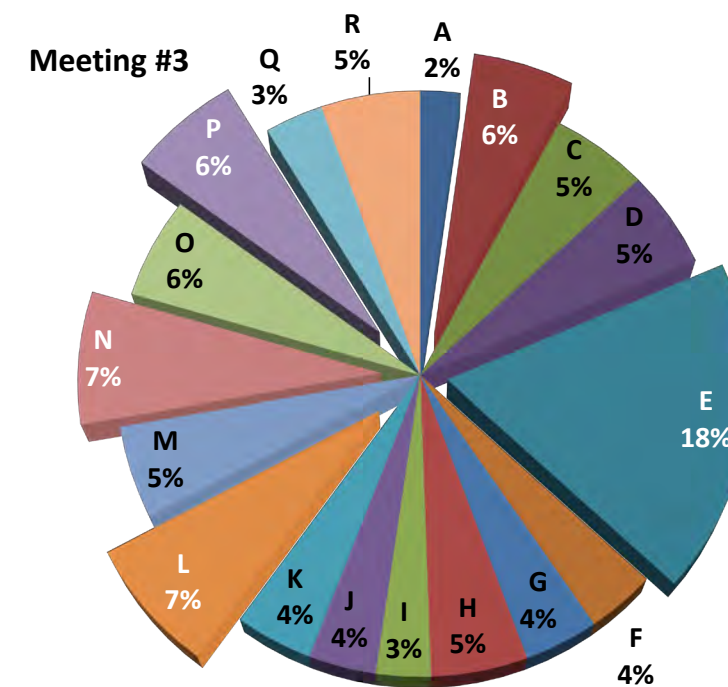
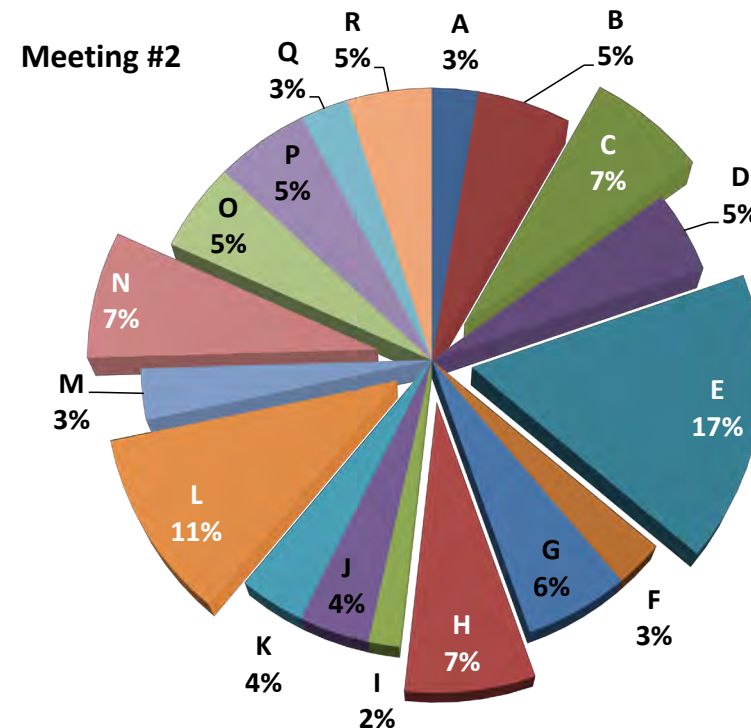
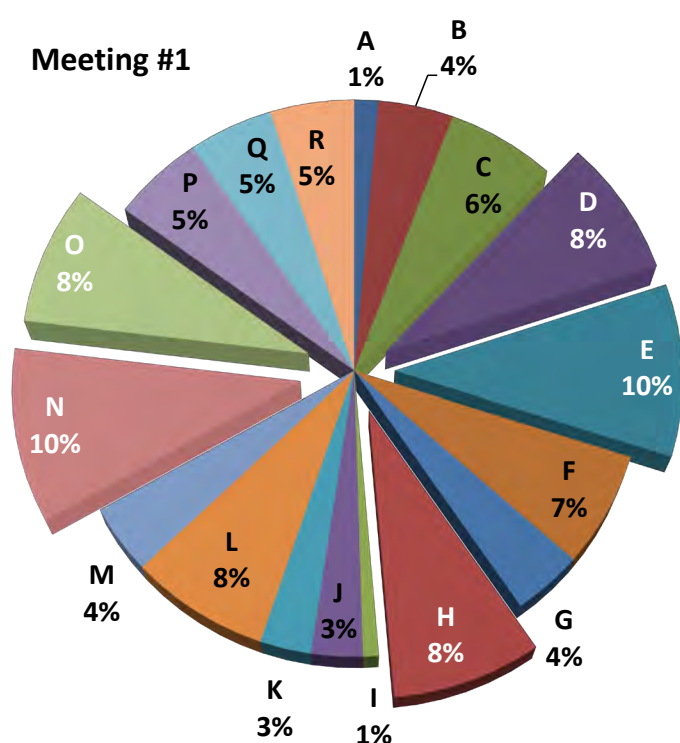
After considerable discussion, the Board agreed to ask the community for their final input. The process would be completed by doing an “opinion poll” at the upcoming community meetings and at all other plan meetings with leadership, staff and others. The results of the “polling” would be used in consideration of narrowing to a final option and deciding on the priorities for implementation.

The Board was presented data from the “opinion polls” for both the options and the priorities. They were asked to narrow the options to one for development into an implementation plan. They were also asked to review the priority list, developing a final list for use in determining priority order for the various projects in the implementation plan. The community overwhelmingly felt that Option G of the three options was most desirable; community meeting 1, 2 and 3 results:



- Option A
 - New elementary school
 - 20 new classrooms at elementary sites
 - K-6/7-8 grade configuration
- Option G
 - Convert junior highs to middle schools
 - 12 new classrooms at elementary sites
 - K-5/6-8 grade configuration
- Option H
 - Convert junior highs to middle schools
 - New elementary school
 - K-5/6-8 grade configuration

The community’s ranking of the priorities was also reported to the Board in graph form from each of the three community meetings:



- A. Add K & TK classrooms to meet capacities
- B. Address inadequate aquatics facilities at schools
- C. Address inadequate media centers / libraries
- D. Address inadequate multi-purpose rooms
- E. Address physical education and athletic facility needs
- F. Build multi-purpose room at Marsh JHS
- G. Develop alternative energy sources (solar, EMS, etc.)
- H. Enhance school security measures (Fencing, Cameras, etc.)
- I. Improve Fair View special programs space (science, PE, culinary arts)
- J. Improve inadequate nursing and counseling facilities
- K. Improve inadequate Special Education support space
- L. Improve play fields and playgrounds
- M. Improve school curb appeal (visual attractiveness from street)
- N. Improve technology infrastructure throughout the District
- O. Make revisions and upgrades at all schools to raise score to 60 out of 100 points
- P. Remove all portables 1991 and older (replace with permanent construction)
- Q. Specific construction to house student capacity
- R. Vehicle traffic and pedestrian circulation improvements

There was also additional input from teachers and staff at all schools and the leadership group. A final chart illustrating the input contained all last stakeholder input:

| | A - Kindergarten & Transitional Kindergarten | B - Aquatics Facilities | C - Media Centers / Libraries | D - Multi-Purpose Rooms | E - Physical Education & Athletic Facility | F - Multi-Purpose Room at Marsh JHS | G - Alternative Energy Sources | H - Security Measures | I - Fair View Special Programs | J - Nursing & Counseling | K - Special Education Support | L - Play Fields & Playgrounds | M - Curb Appeal | N - Technology Infrastructure | O - Revisions & Upgrades | P - Portables | Q - Student Capacity | R - Vehicle Traffic & Pedestrian Circulation |
|----------------------|--|-------------------------|-------------------------------|-------------------------|--|-------------------------------------|--------------------------------|-----------------------|--------------------------------|--------------------------|-------------------------------|-------------------------------|-----------------|-------------------------------|--------------------------|---------------|----------------------|--|
| Meeting #1- Adults | 1% | 4% | 6% | 8% | 10% | 7% | 4% | 8% | 1% | 3% | 3% | 8% | 4% | 10% | 8% | 5% | 5% | 5% |
| Meeting #2- Adults | 2% | 4% | 7% | 5% | 14% | 3% | 5% | 9% | 1% | 4% | 3% | 9% | 2% | 9% | 6% | 7% | 3% | 5% |
| Meeting #3- Adults | 3% | 7% | 7% | 7% | 14% | 3% | 3% | 6% | 2% | 3% | 4% | 7% | 2% | 9% | 7% | 7% | 4% | 4% |
| Meeting #2- Students | 3% | 7% | 6% | 4% | 20% | 3% | 7% | 5% | 2% | 3% | 4% | 12% | 4% | 5% | 4% | 4% | 2% | 5% |
| Meeting #3- Students | 2% | 5% | 4% | 4% | 22% | 4% | 5% | 5% | 4% | 4% | 4% | 7% | 8% | 6% | 4% | 6% | 2% | 6% |
| Leadership | 2% | 1% | 6% | 6% | 5% | 5% | 3% | 13% | 3% | 3% | 2% | 5% | 3% | 15% | 10% | 8% | 5% | 6% |
| Elementary Staff | 5% | 1% | 8% | 7% | 4% | 2% | 5% | 7% | 1% | 5% | 4% | 8% | 2% | 12% | 10% | 8% | 5% | 5% |
| Jr. High Staff | 3% | 4% | 10% | 6% | 7% | 5% | 7% | 6% | 2% | 5% | 3% | 10% | 3% | 11% | 5% | 6% | 3% | 4% |
| Sr. High Staff | 5% | 4% | 7% | 4% | 11% | 2% | 4% | 11% | 5% | 4% | 1% | 7% | 1% | 10% | 7% | 6% | 6% | 5% |

Based on the input and data, strengths and weaknesses of the options the Board of Education voted unanimously to proceed with Option G, the conversion of the junior high schools to middle schools and adding additional capacities to the current elementary schools.

| | Option A | Option G | Option H |
|---------------------------------------|----------|----------|----------|
| Common Trends | X | X | X |
| More Economical | | X | |
| Community Input | | X | |
| Staff / Leadership Input | | X | |
| Flexibility / Scalability | X | X | |
| Reflects Common Core Standards | | X | X |

The Board of Education focused on the establishment of priorities and decided that the following five major priorities were to be focused on as part of the implementation process:

Establishing Priorities - Based on over all objectives

1. ADA accessibility to all facilities and sites
2. Complete 2013 Health and Safety Projects
3. Improve technology infrastructure throughout the District
4. Increased student capacity and educational effectiveness
 - A. Specific classroom construction to house student capacity and consider the following where needed
 - a. Address inadequate multi-purpose rooms
 - b. Add Kindergarten & Transitional Kindergarten classrooms to meet capacities
 - c. Improve inadequate Special Education support space
 - d. Address inadequate media centers / libraries
 - e. Improve inadequate nursing and counseling facilities
 - B. Make revisions and upgrades at all schools to raise score to 60 out of 100 points – physical condition & educational suitability improvements in classrooms and consider the following items where needed
 - a. Enhance school security measures
 - b. Remove all portables 1991 and older
 - c. Improve alternative / specialized instructional spaces
 - d. Address physical education and athletic facility needs
 - e. Improve play fields and playgrounds
 - f. Vehicle traffic and pedestrian circulation improvements
 - g. Improve school curb appeal
5. Develop alternative energy sources & efficiencies

The Board of Education was also introduced to the implementation strategy being considered, which includes: quick start projects for ADA, safety and security, energy-saving opportunities and technology, specific construction to house student capacity, and to make revisions and upgrades to all schools to raise scores to 60 out of 100 points.

They were also asked to review the criteria for selecting the order in which schools would be addressed for revisions and or upgrades, which were:

- Schools needing additional capacity to meet student demand
- Schools with the lowest facility assessment scores
- Schools with eligibility for state funding
- Completing school improvements in the most efficient way possible
- Board Meeting – draft plan and implementation plan
- Board Meeting – final Master Plan acceptance

BOARD WORKSHOP #4

At the fourth Board Workshop, a “draft” Facilities Master Plan was presented for discussion. A 10-year implementation plan and the ADA transition plan was also included as a PowerPoint presentation (See Appendix for PPT).

The phasing for the Implementation Plan consisted of the following:

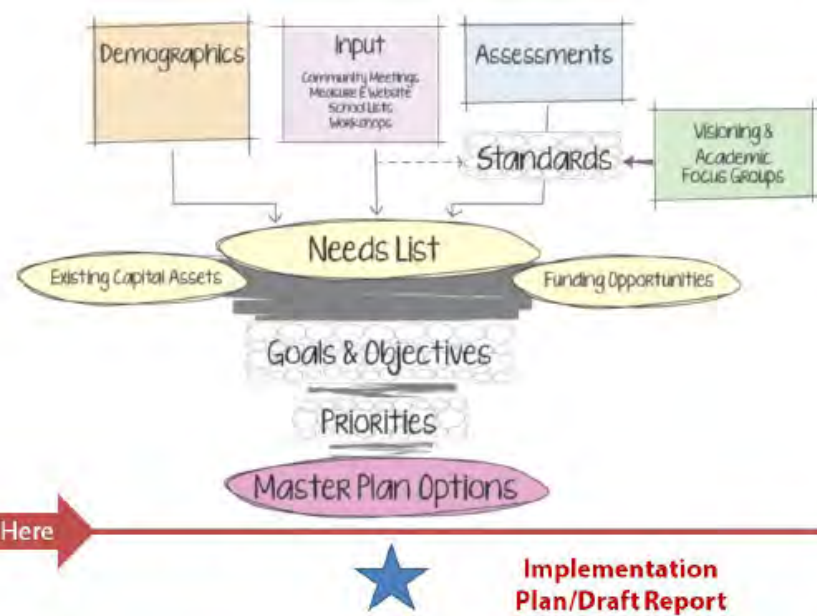
- Phase I – Quick Start Projects (2013-2015)
- Phase II – Junior High Conversion to 6-8 Grade Configuration(2013-2016)
- Phase III – Elementary School Capacity and Modernization at Selected Sites (2015-2020)
- Phase IV – Elementary / High School Capacity and Modernization at Selected Sites (2018-2021)
- Phase V - Elementary / High School Modernization at Selected Sites (2020-2022)
- Phase VI - Jr. High/ High School Modernizations at Selected Sites (2021-2023)
- Phase VII - District Support Space Improvements at Selected Sites



The Board also reviewed the CUSD ADA Transition Plan in detail. This presentation can be found in the Appendix of the report. The ADA Transition Plan is on-file at the District Facilities Office.

The Board approved the first two phases of the implementation plan: the Quick Start Projects and the junior high conversion to 6-8 grade configurations. However, the Board deferred approval of Phases III and beyond of the implementation plan until after the continued discernment of the Loma Vista options could be completed.

As the implementation plan moves to Phase III, additional recommendations were presented to the Board. The major Board discussion was the options for housing the Loma Vista Pre-School Programs. The current location creates issues for expansion of the Marigold Elementary School program and Loma Vista Programs, which are housed on the same site. The Loma Vista programs are growing rapidly; according to the program demographics, one classroom will need to be added to the special education preschool program every year. It was recommended that the pre-school programs be moved to the Citrus Elementary site. Citrus is a small site, with a smaller population of elementary school students. Although placing the pre-school programs on the Citrus site will necessitate renovation and relocation of elementary students, relocating the programs away from Loma Vista will eliminate the necessary renovations at the Loma Vista site and allow expansion for Marigold and Loma Vista programs. With minimal new construction, the resulting option is a more economical solution overall. The Board believed that additional input and discussion on this option needed to continue before they could take action.

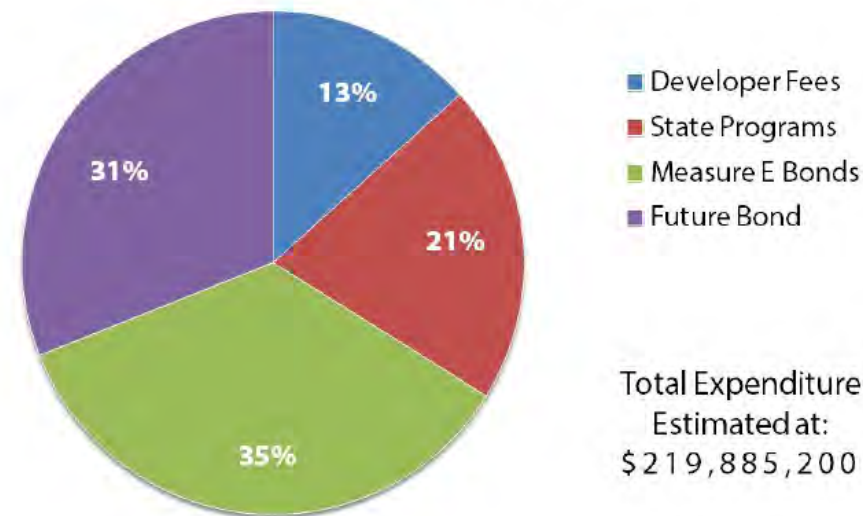


The implementation Plan included the potential funding sources for each phase.

The presentation defined the various building components and the scope of projects:

- Building Systems – heating, air conditioning, electrical/technology and plumbing
- Building Envelope – roof, walls, doors, and windows
- Building Finishes – paint, flooring, ceilings and wall coverings
- Modernization Projects– Update building systems, building envelope, building structure, building finishes and site walkways, landscaping and paving
- Renovation Projects – Similar to modernization, but more in depth including reconfiguration

Funding Distribution



Total Expenditure
Estimated at:
\$219,885,200

BOARD WORKSHOP #5

Prior to the Board Workshop, meetings were held with the Citrus and Loma Vista communities and the school site staff potentially affected by the relocation of the student population, if and when Citrus is re-purposed to a pre-school/special education facility. In addition, staff and leadership meetings were held for discussion of the various options. The following summarizes input from the Citrus and Loma Vista community meetings:

Community Meeting Summary

- Citrus - Major Concerns
 - Transportation (to and from school for students and parent involvement)
 - Impact on students who are thriving at the Citrus now
 - The fact that the current school offers a community
- Loma Vista
 - Agree that current facility does not meet the needs of the students or educational program
 - The alternative option of dispersing the program to many of the elementary sites will NOT be suitable for staff, parents or students

Loma Vista program was further defined during this process to ensure program space alternatives were accurate. The program and space requirements were defined as:

What are the Loma Vista Programs?

- **Preschool** (project for 200 special education students plus peer students)
 - Special Day Class Pre-School (12-14 classrooms)
 - Private Pre-School (4 classrooms)
 - Speech and Physical/Occupational Therapy
 - Early Childhood Special Education Assessments
- **K-12**
 - Physical/Occupational Therapy (CCS Clinic used by 10-15 students a day)
- **Office**
 - Home base for itinerant special education staff
 - Butte County Office of Education

What Physical Space is Needed?

- **Full Program**
 - 35,000 sf of building space
 - 14,550 sf of outdoor play area
 - 90 parking spaces
 - Parent and Bus drop-off
- **Half Program without CCS Lab**
 - 18,000 sf of building space
 - 7,300 sf of outdoor play area
 - 45 parking spaces
 - Parent and Bus drop-off
- **BCOE and itinerant staff offices** makes up less than 3% of the program space
- **CCS Lab** makes up about 10% of the total program space

During a facilities meeting several options for Loma Vista were discussed. These options were presented to the Board during a workshop. In addition to the options several supplemental facts were discussed, such as student transfers, projected utilization of Citrus Elementary School, current school boundaries, and "why consider moving Loma Vista:"

Why Loma Vista?

- Marigold is over capacity (using 24:1 standards)
- Loma Vista is over capacity
 - Class size is not changing for this program, so this program has already outgrown the facility
 - AM/PM programs are already being used to help mitigate the capacity overage
- Loma Vista is growing
- The special education program (with the age appropriate peer companion program) is a state required program



THE 12 OPTIONS

The Board Workshop was held in the Chico High School William's Theater. The meeting attracted a near capacity crowd. A presentation was given by the Director of Special Education and his staff on the Loma Vista educational programs, to clarify what services are offered on the site and why the current facility does not accommodate the programs or anticipated growth. The Board members discussed the issue prior to the 12 options being presented. The 12 options included:

MARIGOLD SITE ACREAGE: 11
REVISED SITE PLAN

OPTION A

Marigold and Loma Vista stay on their current site.

- Marigold's growth would be accommodated on McManus and Neal Drive.
- Loma Vista's growth would be added to the existing site.

Phasing Effects

- Order of schools will change on Phases 3 & 5.

Advantages

- Does not displace a school program.
- Limits the amount of new construction required to house the program.
- Maintains existing relationships with PV.
- Would not require the peer preschool program to move.

Disadvantages

- Need boundary changes to address Marigold's growth and build new classrooms at Neal Drive.
- Loma Vista would still require more buildings to accommodate program growth.
- Site would still be impacted including parking and drop-off requirements, field space, lack of preschool play space, increased traffic congestion between Marigold, Loma Vista and PV.
- Loma Vista buildings would need to be reimagined and renovated to meet program requirements and current building structure would limit design solutions.
- Does not solve the long-term growth projection past the ten-year projection mark.
- May have implications with No Child Left Behind.

COST: BASELINE

CITRUS SITE ACREAGE: 5
REVISED SITE PLAN

OPTION B

Loma Vista Program would move to Citrus site.

Phasing Effects

- Order of schools will change on Phases 3 & 5.

Advantages

- Loma Vista Program would move to Citrus site.
- Marigold's growth would be accommodated on McManus and Neal Drive.
- Loma Vista's growth would be added to the existing site.

Disadvantages

- Need boundary changes to address Marigold's growth and build new classrooms at Neal Drive.
- Loma Vista would still require more buildings to accommodate program growth.
- Site would still be impacted including parking and drop-off requirements, field space, lack of preschool play space, increased traffic congestion between Marigold, Loma Vista and PV.
- Loma Vista buildings would need to be reimagined and renovated to meet program requirements and current building structure would limit design solutions.
- Does not solve the long-term growth projection past the ten-year projection mark.
- May have implications with No Child Left Behind.

COST: \$0.2 MILLION

MARIGOLD SITE ACREAGE: 11
REVISED SITE PLAN

OPTION C

Loma Vista Program would move to Marigold site.

Phasing Effects

- Order of schools will change on Phases 3 & 5.

Advantages

- Loma Vista Program would move to Marigold site.
- Marigold's growth would be accommodated on McManus and Neal Drive.
- Loma Vista's growth would be added to the existing site.

Disadvantages

- Need boundary changes to address Marigold's growth and build new classrooms at Neal Drive.
- Loma Vista would still require more buildings to accommodate program growth.
- Site would still be impacted including parking and drop-off requirements, field space, lack of preschool play space, increased traffic congestion between Marigold, Loma Vista and PV.
- Loma Vista buildings would need to be reimagined and renovated to meet program requirements and current building structure would limit design solutions.
- Does not solve the long-term growth projection past the ten-year projection mark.
- May have implications with No Child Left Behind.

COST: \$0.5 MILLION

ELEMENTARY SCHOOL SITES

OPTION D

Loma Vista Program would move to a number of existing elementary sites.

Phasing Effects

- Order of schools would change on Phases 3 & 5 and an additional phase would be added.

Advantages

- Loma Vista would have a building and site that is already in place.
- Does not require new construction.
- Does not require new parking.
- Does not require new playground.
- Does not require new site plan.
- Does not require new site plan.

Disadvantages

- Would require existing parking and playground.
- Would require existing playground and playground.
- Would require existing playground and playground.
- Would require existing playground and playground.
- Would require existing playground and playground.

COST: \$4.6 MILLION

OPTION E

Loma Vista Program would move to a number of existing elementary sites.

Phasing Effects

- Order of schools would change on Phases 3 & 5 and an additional phase would be added.

Advantages

- Loma Vista would have a building and site that is already in place.
- Does not require new construction.
- Does not require new parking.
- Does not require new playground.
- Does not require new site plan.
- Does not require new site plan.

Disadvantages

- Would require existing parking and playground.
- Would require existing playground and playground.
- Would require existing playground and playground.
- Would require existing playground and playground.
- Would require existing playground and playground.

COST: \$6.1 MILLION

Cost Assumptions

- Attendance and 20 year Net Building & site costs with 100% utilization.
- Attendance of 11-18:20 GSF required to house program. Also include play yard.
- Expense assumptions calculated at \$140/SQF, provided at 100% new, five year.
- Programs will need to be drawn & 40+ parking spaces.

SITE #1 | North Central Chico - 10,800 GSF + Site

| | | |
|---|------------------|-------------------|
| Base Monthly Rental (3000 GSF) | \$1,350 (60 Mo) | \$81,000 (Total) |
| Assumed Tenant Improvements (Program) | \$27,500 (10 Mo) | \$275,000 (Total) |
| Assumed Tenant Improvements (Play Area) | \$4,675 (10 Mo) | \$46,750 (Total) |
| Total Monthly Rent | \$18,525 (10 Mo) | \$185,250 (Total) |
| Total Rental Expenses (3 Year) | \$1,852,500 | \$1,852,500 |

SITE #2 | Southeast Chico - 27,000 GSF + Site

| | | |
|--|------------------|-------------------|
| Base Monthly Rental (3000 GSF Program Space) | \$3,600 (60 Mo) | \$216,000 (Total) |
| Assumed Tenant Improvements (Program) | \$11,900 (10 Mo) | \$119,000 (Total) |
| Assumed Tenant Improvements (Play Area) | \$2,175 (10 Mo) | \$21,750 (Total) |
| Total Monthly Rent | \$7,675 (10 Mo) | \$76,750 (Total) |
| Total Rental Expenses (3 Year) | \$767,500 | \$767,500 |

SITE #3 | Southeast Chico - 29,250 GSF (Partial Bldg) + Site

| | | |
|--|------------------|-------------------|
| Base Monthly Rental (3000 GSF Program Space) | \$3,600 (60 Mo) | \$216,000 (Total) |
| Assumed Tenant Improvements (Program) | \$11,900 (10 Mo) | \$119,000 (Total) |
| Assumed Tenant Improvements (Play Area) | \$2,175 (10 Mo) | \$21,750 (Total) |
| Total Monthly Rent | \$7,675 (10 Mo) | \$76,750 (Total) |
| Total Rental Expenses (3 Year) | \$767,500 | \$767,500 |

COST: \$6.4 MILLION

MARIGOLD SITE ACREAGE: 11
REVISED SITE PLAN

OPTION F

Loma Vista Program would move to Marigold site.

Phasing Effects

- Order of schools will change on Phases 3 & 5.

Advantages

- Loma Vista Program would move to Marigold site.
- Marigold's growth would be accommodated on McManus and Neal Drive.
- Loma Vista's growth would be added to the existing site.

Disadvantages

- Need boundary changes to address Marigold's growth and build new classrooms at Neal Drive.
- Loma Vista would still require more buildings to accommodate program growth.
- Site would still be impacted including parking and drop-off requirements, field space, lack of preschool play space, increased traffic congestion between Marigold, Loma Vista and PV.
- Loma Vista buildings would need to be reimagined and renovated to meet program requirements and current building structure would limit design solutions.
- Does not solve the long-term growth projection past the ten-year projection mark.
- May have implications with No Child Left Behind.

COST: \$9.5 MILLION

MARIGOLD SITE ACREAGE: 11
REVISED SITE PLAN

OPTION G

Loma Vista Program would move to Marigold site.

Phasing Effects

- Order of schools would change on Phases 3 & 5 and an additional phase would be added.

Advantages

- Loma Vista would have a building and site that is already in place.
- Does not require new construction.
- Does not require new parking.
- Does not require new playground.
- Does not require new site plan.
- Does not require new site plan.

Disadvantages

- Would require existing parking and playground.
- Would require existing playground and playground.
- Would require existing playground and playground.
- Would require existing playground and playground.
- Would require existing playground and playground.

COST: \$9.5 MILLION

MARIGOLD SITE ACREAGE: 11
REVISED SITE PLAN

OPTION H

Loma Vista Program would move to Marigold site.

Phasing Effects

- Order of schools would change on Phases 3 & 5 and an additional phase would be added.

Advantages

- Loma Vista would have a building and site that is already in place.
- Does not require new construction.
- Does not require new parking.
- Does not require new playground.
- Does not require new site plan.
- Does not require new site plan.

Disadvantages

- Would require existing parking and playground.
- Would require existing playground and playground.
- Would require existing playground and playground.
- Would require existing playground and playground.
- Would require existing playground and playground.

COST: \$9.7 MILLION

HENSHAW-GUINN SITE ACREAGE: 12
REVISED SITE PLAN

OPTION I

Loma Vista Program would move to Henshaw-Guinn site.

Phasing Options

- Order of schools would change on Phases 3 & 5 and an additional phase would be added.

Advantages

- Loma Vista would have a building and site that is already in place.
- Does not require new construction.
- Does not require new parking.
- Does not require new playground.
- Does not require new site plan.
- Does not require new site plan.

Disadvantages

- Would require existing parking and playground.
- Would require existing playground and playground.
- Would require existing playground and playground.
- Would require existing playground and playground.
- Would require existing playground and playground.

COST: \$11.1 MILLION

MARIGOLD SITE ACREAGE: 11
REVISED SITE PLAN

OPTION K

Loma Vista Program would move to Marigold site.

Phasing Options

- Order of schools would change on Phases 3 & 5 and an additional phase would be added.

Advantages

- Loma Vista would have a building and site that is already in place.
- Does not require new construction.
- Does not require new parking.
- Does not require new playground.
- Does not require new site plan.
- Does not require new site plan.

Disadvantages

- Would require existing parking and playground.
- Would require existing playground and playground.
- Would require existing playground and playground.
- Would require existing playground and playground.
- Would require existing playground and playground.

COST: \$16.5 MILLION

DISTRICT OFFICE SITE ACREAGE: 2
REVISED SITE PLAN

OPTION J

Loma Vista Program would move to District Office site.

Phasing Options

- Order of schools would change on Phases 3 & 5 and an additional phase would be added.

Advantages

- Loma Vista would have a building and site that is already in place.
- Does not require new construction.
- Does not require new parking.
- Does not require new playground.
- Does not require new site plan.
- Does not require new site plan.

Disadvantages

- Would require existing parking and playground.
- Would require existing playground and playground.
- Would require existing playground and playground.
- Would require existing playground and playground.
- Would require existing playground and playground.

COST: \$12.4 MILLION

The Board decided, on a 3 to 2 vote, to move ahead with option A with the caveat that the Marigold be considered for a two-story classroom in lieu of a single story solution, increasing the capacity of Marigold to house the 10-year attendance forecast. This option also includes leaving Loma Vista at the present site with increased density and modifications to the present facility to house the needed program space.

The final option development for the Facility Master Plan included the incorporation of the Board's recommendation with modifications to the phasing plan and implementation schedule as found in Section 7 of this report.



6

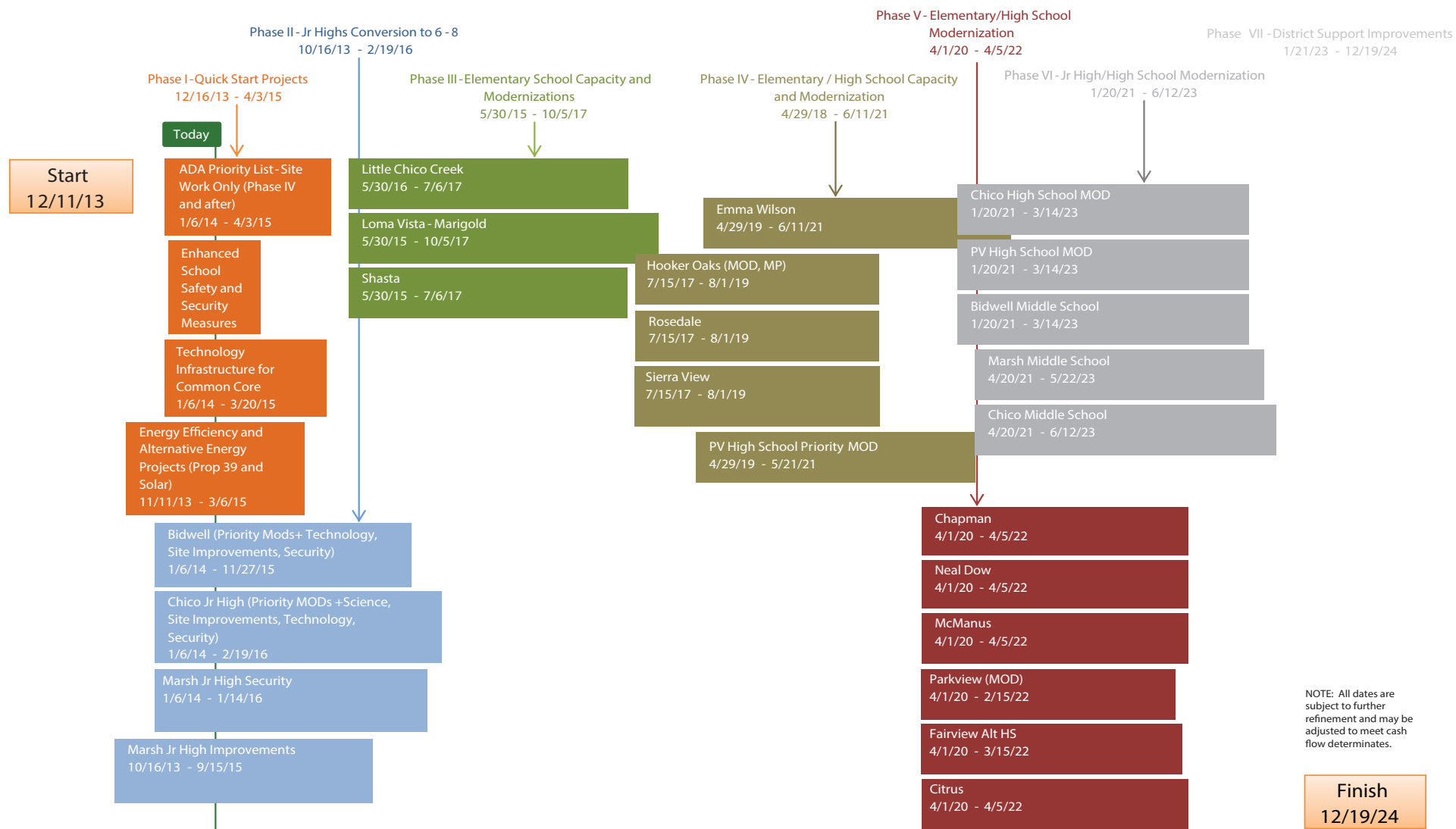
IMPLEMENTATION PLAN



The implementation plan uses the priorities set by the Board of Education to create a phasing timeline for completing projects as outlined by the master plan. The main focus of the phasing plan is to accomplish the objective of housing the Elementary school students now and over the course of the next ten years of growth. The order in which projects are approached has been established with this in mind and with the whole District in perspective. In many cases the order is dependent on one project's completion before another project can begin.

The steps are sequenced to address the common core testing, safety and security and ADA priority projects first and the under capacity schools second. Where efficient to do so, school improvements are made as the capacity is addressed in order to consolidate the construction projects on a site for the best value use of the funds available. The remaining school sites and then District support spaces are improved and modernized as the third step. Due to the size of this endeavor these three steps are broken down into seven phases.

While the implementation plan does include dates, the plan should be considered a sequence in which to approach the various site projects. In order to apply dates to this sequence many assumptions needed to be made at both the local and state levels including projected cash flow, bond sale time-lines, property values, state funding program requirements, state bonds and local development fees. Due to these variables, the time-line, while providing the District with a planning tool, is subject to change. The sequence and approach to the projects, however, should be more stable. The evaluation plan, in the next section (Section 7), lays out how the District should evaluate the plan throughout its life and make possible changes to the sequence of projected when needed by a changing environment.



NOTE: All dates are subject to further refinement and may be adjusted to meet cash flow determinates.

| Phase | Cost |
|--------------|----------------------|
| Phase I | \$12,290,000 |
| Phase II | \$22,351,000 |
| Phase III | \$55,348,000 |
| Phase IV | \$55,952,000 |
| Phase V | \$57,023,000 |
| Phase VI | \$48,767,000 |
| Phase VII | \$52,512,000 |
| Total | \$303,243,000 |



PHASE 1

December 16, 2013 - April 3, 2015

Phase one consists of quick-start projects. The quick-starts require little to no architectural or engineering work reducing the time required to complete the projects. There are four categories of quick-start projects: ADA priority list, technology infrastructure for common core, enhanced school safety and security measures and energy efficiency and alternative energy projects.

The ADA priority list consists of site work that will improve access to the school sites and bring the District into compliance in the areas being addressed. This work will be completed at the elementary schools scheduled for upgrades in the later phases and all the high school sites. A full list of the priority one projects is available in the ADA database provided to the District.

The technology improvements are intended to provide all elementary and high schools with the ability to conduct the computerized testing for the Common Core Standards which will begin the April of 2014 with full implementation in spring of 2015. These testing zones will also provide increased internet access for students throughout the non-testing periods. The District's main infrastructure will also be improved so as schools continue to be improved throughout the implementation of the master plan, the District-level infrastructure can support the increased demand.

The safety and security projects will address the highest priority safety and security measures at the schools in the later phases. Included in this scope are the 2013 Health and Safety projects which were the canopy repair at Rosedale Elementary School and Chico Junior High, the gym floor replacement at Pleasant Valley High School and the roof-top heating and air conditioning unit on the library building at Chico High School. Additional projects will be identified as part of the first phase of implementation.

While energy efficiency and alternative energy did not make the highest levels of the priorities, it was included in the quick-starts for several reasons. First, the projects can be financed either through energy contracts or prop 39 monies which are time sensitive and can be completed with limited effect on the bond funding. Second, any energy conservation and/or generation has the potential of saving operational costs on a yearly basis, so the sooner they are completed the more the District can save over time. Finally, proposal for solar shade structures has been issued and offers the added benefit of providing shade on outdoor areas that can be utilized by students and staff while generating power. These four categories of projects have the potential of finishing on a faster time-frame than a typical school construction project and should have a timely positive impact on a large portion of the District.

| School | ADA | Technology | Safety | Energy | Total |
|------------------|-------------|-------------|-------------|-------------|--------------|
| Chapman | \$182,000 | \$61,000 | | | \$243,000 |
| Citrus | \$130,000 | \$61,000 | | | \$191,000 |
| Emma Wilson | \$146,000 | \$112,000 | | | \$258,000 |
| Hooker Oak | \$140,000 | \$61,000 | | | \$201,000 |
| Little Chico | | \$814,000 | | | \$814,000 |
| Loma Vista | | \$48,000 | | | \$48,000 |
| Marigold | | \$78,000 | | | \$78,000 |
| McManus | \$252,000 | \$96,000 | | | \$348,000 |
| Neal Dow | \$138,000 | \$97,000 | | | \$235,000 |
| Parkview | \$222,000 | \$69,000 | | | \$291,000 |
| Rosedale | \$286,000 | \$79,000 | | | \$365,000 |
| Shasta | | \$101,000 | | | \$101,000 |
| Sierra View | \$200,000 | \$132,000 | | | \$332,000 |
| Elementary | \$1,696,000 | \$1,809,000 | | | \$3,505,000 |
| Chico Senior | \$394,000 | \$142,000 | | | \$536,000 |
| Pleasant Valley | \$295,000 | \$158,000 | | | \$453,000 |
| Fair View Site | \$254,000 | \$46,000 | | | \$300,000 |
| Sports & PE | \$260,000 | | | | \$260,000 |
| High School | \$1,203,000 | \$346,000 | | | \$1,489,000 |
| Corporation Yard | \$182,000 | \$104,000 | | | \$286,000 |
| District Admin. | \$195,000 | \$315,000 | | | \$510,000 |
| Other | \$377,000 | \$419,000 | | | \$796,000 |
| Select Schools | | | \$3,900,000 | \$2,600,000 | \$6,500,000 |
| All Schools | | | \$3,900,000 | \$2,600,000 | \$6,500,000 |
| Total | \$3,216,000 | \$2,574,000 | \$3,900,000 | \$2,600,000 | \$12,290,000 |

PHASE 2

October 16, 2013 - February 19, 2016

Phase two projects will begin at the same time as the phase one quick-start projects; however, due to the programming, designing and approval requirements, these projects will take approximately three years to complete.

The main objective of the phase two projects is to prepare the junior high sites for the addition of the sixth grade to ease the utilization pressure on the elementary schools District-wide. While the general capacity at the junior high schools is adequate to support the student population, specialty spaces such as science and serving/dining space is limited. Each site's requirements were considered in tailoring the master plan's response to these needs. Further information on the specifics for each site can be found in section 7.

The junior high schools were excluded from the quick-start technology and ADA improvement list because the ADA improvements can be more efficiently incorporated into these larger construction projects and the technology improvements are a more extensive campus-wide improvement that will go beyond making the testing component of Common Core manageable.

Priority modernization work has been identified for the two older campuses to supplement the modernization projects that have been completed within the last ten years. The recent modernization work has depleted the availability to receive state matching funds for Bidwell and Chico Junior while Marsh is not old enough to qualify yet, so full modernization of all of the junior high campuses will be completed in a later phase.

| School | Modern. | New Constuc. | Renov. | Technology | ADA Priority | Total |
|--------------|--------------------|---------------------|------------------|--------------------|--------------------|---------------------|
| Bidwell | \$1,821,000 | \$1,437,000 | \$602,000 | \$1,017,000 | \$599,000 | \$5,476,000 |
| Marsh | | \$7,368,000 | | \$959,000 | \$226,000 | \$8,553,000 |
| Chico Junior | \$2,808,000 | \$3,559,000 | \$376,000 | \$1,021,000 | \$558,000 | \$8,322,000 |
| Total | \$4,629,000 | \$12,364,000 | \$978,000 | \$2,997,000 | \$1,383,000 | \$22,351,000 |

PHASE 3

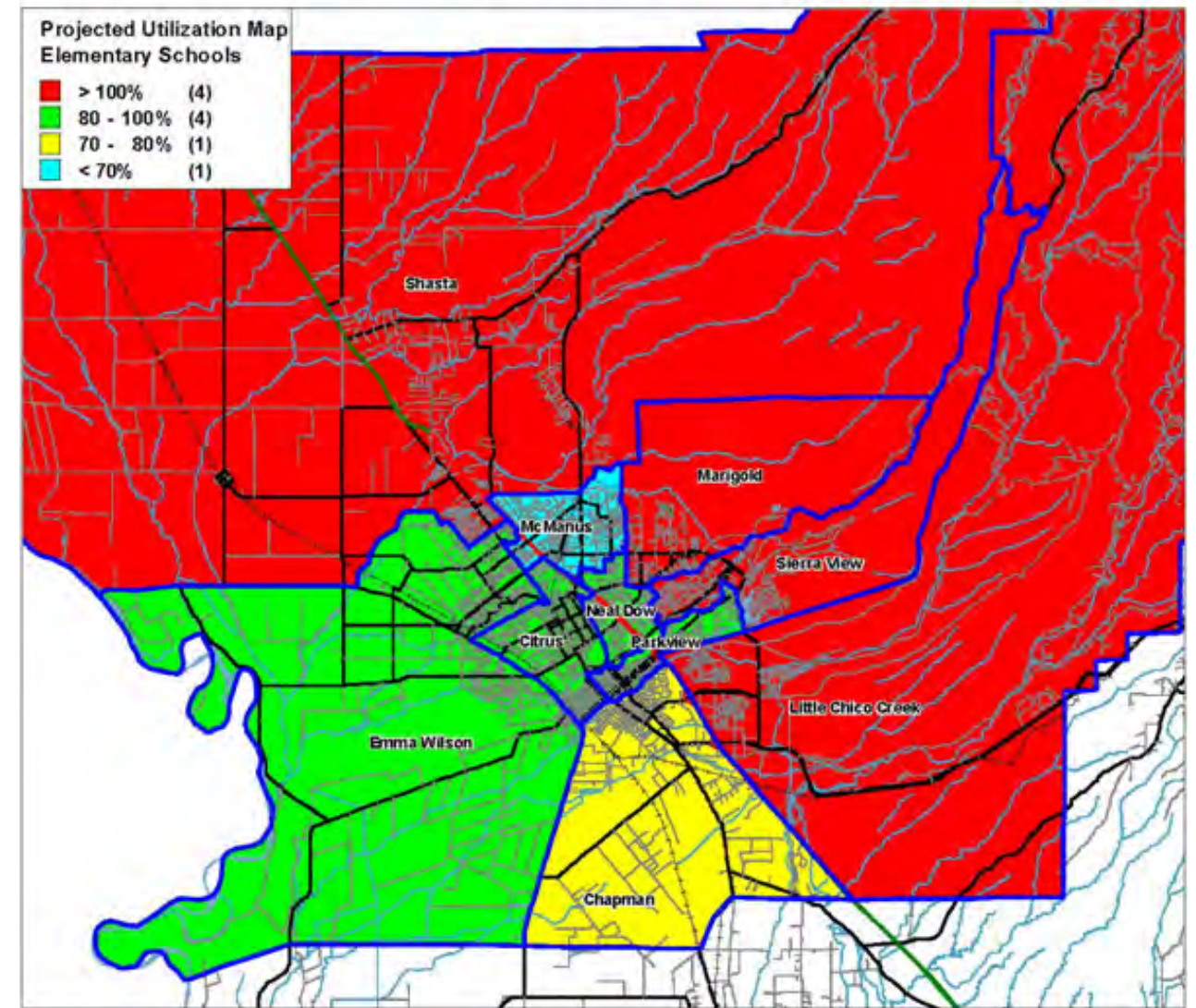
May 30, 2015 - October 5, 2017

Phase Three and four continue to resolve the elementary and preschool capacity needs by targeting key growth areas. Boundary areas shown in red on the map are projected to be over-capacity in ten years even after the 6th grade class is moved to the junior high schools. In addition to the schools with boundaries, Loma Vista Pre-School, Rosedale Elementary School and Hooker Oak Elementary School, which are District-wide programs, are also projected to be over-capacity.

Phase three will address Shasta Elementary School, Loma Vista Pre-School/Marigold Elementary School and Little Chico Creek Elementary School. The two campuses that have the most imitate need for expansion are Shasta Elementary School and Loma Vista Pre-School. Loma Vista Pre-School shares a school site with Marigold Elementary School, which also needs additional capacity. These two school programs will need to be address at the same time to create the most effective design, limit site impacts and requirements for temporary housing.

While capacity is increased on each of the site in Phase Three, general modernization and other improvements will also be performed to minimize the length of time a site is affected and maximize efficiencies in planning, mobilization and construction. The types of projects anticipated at each school campus are listed below and additional detail on each school site can be found in section 7.

| School | Modern. | New Construc. | Renov. | Tech. | ADA Priority | Total |
|--------------------|--------------------|---------------------|--------------------|--------------------|------------------|---------------------|
| Little Chico Creek | | \$3,244,000 | | | \$190,000 | \$3,434,000 |
| Loma Vista | \$4,984,000 | \$7,623,000 | \$2,907,000 | \$273,000 | \$78,000 | \$15,865,000 |
| Marigold | \$1,034,000 | \$19,513,000 | \$2,869,000 | \$514,000 | \$244,000 | \$24,174,000 |
| Shasta | | \$11,106,000 | \$92,000 | \$468,000 | \$209,000 | \$11,875,000 |
| Total | \$6,018,000 | \$41,486,000 | \$5,868,000 | \$1,255,000 | \$721,000 | \$55,348,000 |



10-year projected utilization for the elementary schools.



PHASE 4

April 29, 2018 - June 11, 2021

While Phase Four will address the remaining capacity needs at the elementary schools, additional improvement projects are also included. Capacity additions are anticipated at Rosedale, Sierra View and Hooker Oak Elementary Schools. In addition, improvements at Emma Wilson Elementary School and the B, C, and D Buildings on the Pleasant Valley High School campus are also included in Phase Four. The types of projects anticipated at each school campus are listed below and additional detail on each school site can be found in section 7.

| School | Modern. | New Construc. | Renovation | Technology | Total |
|-----------------|---------------------|---------------------|---------------------|--------------------|---------------------|
| Emma Wilson | \$5,756,000 | \$2,243,000 | | \$701,000 | \$8,700,000 |
| Rosedale | \$5,836,000 | \$4,601,000 | \$798,000 | \$614,000 | \$11,849,000 |
| Sierra View | \$4,718,000 | \$4,466,000 | | \$644,000 | \$9,828,000 |
| Hooker Oak | \$5,589,000 | \$5,023,000 | \$1,586,000 | \$472,000 | \$12,670,000 |
| Elementary | \$21,899,000 | \$16,333,000 | \$2,384,000 | \$2,431,000 | \$43,047,000 |
| Pleasant Valley | | | \$12,905,000 | | \$12,905,000 |
| High School | | | \$12,905,000 | | \$12,905,000 |
| Total | \$21,899,000 | \$16,333,000 | \$15,289,000 | \$2,431,000 | \$55,952,000 |

PHASE 5

April 1, 2020 - April 5, 2022

Phase Five consists of improvement projects on the remaining elementary schools and Fair View High School. The elementary schools included are Chapman, Citrus, John A. McManus, Neal Dow, and Parkview Elementary Schools. Fair View High School is located on a former elementary campus and few improvements were made to accommodate the change of educational program and height difference between elementary and high school students. These changes are included in the improvement projects. The types of projects anticipated at each school campus are listed below and additional detail on each school site can be found in section 7.

| School | Modern. | New Construc. | Renovation | Technology | Total |
|----------------|---------------------|---------------------|--------------------|--------------------|---------------------|
| Chapman | \$4,960,000 | \$6,351,000 | \$194,000 | \$751,000 | \$12,256,000 |
| Citrus | \$4,008,000 | | | \$476,000 | \$4,484,000 |
| McManus | \$4,542,000 | \$11,483,000 | \$566,000 | \$606,000 | \$17,197,000 |
| Neal Dow | \$4,070,000 | | | \$322,000 | \$4,392,000 |
| Parkview | \$4,824,000 | \$2,592,000 | \$186,000 | \$601,000 | \$8,203,000 |
| Elementary | \$22,404,000 | \$20,426,000 | \$946,000 | \$2,756,000 | \$46,532,000 |
| Fair View Site | \$4,854,000 | \$4,570,000 | \$364,000 | \$703,000 | \$10,491,000 |
| High School | \$4,854,000 | \$4,570,000 | \$364,000 | \$703,000 | \$10,491,000 |
| Total | \$27,258,000 | \$24,996,000 | \$1,310,000 | \$3,459,000 | \$57,023,000 |

PHASE 6

January 20, 2021 - June 12, 2023

Phase Six addresses Chico High School and the remaining improvements at the junior high schools and Pleasant Valley High School. The types of projects anticipated at each school campus are listed below and additional detail on each school site can be found in section 7.

| School | Modernization | New Construction | Technology | Total |
|-----------------|---------------------|--------------------|--------------------|---------------------|
| Bidwell | \$7,283,000 | | | \$7,283,000 |
| Marsh | \$3,842,000 | | | \$3,842,000 |
| Chico Junior | \$11,233,000 | | | \$11,233,000 |
| Junior High | \$22,358,000 | | | \$22,358,000 |
| Pleasant Valley | \$5,373,000 | \$7,094,000 | \$1,135,000 | \$13,602,000 |
| Chico Senior | \$10,722,000 | | \$2,085,000 | \$12,807,000 |
| High School | \$16,095,000 | \$7,094,000 | \$3,220,000 | \$26,409,000 |
| Total | \$38,453,000 | \$7,094,000 | \$3,220,000 | \$48,767,000 |

PHASE 7

January 21, 2023 - December 19, 2024

Phase Seven addresses the District support spaces. Currently many District-wide support functions are placed a various school sites and move when the space is no longer available leading so some inefficiency. The corporation yard also requires a number of improvements.

| School | Modernization | New Construction | Technology | Total |
|------------------|---------------------|---------------------|------------------|---------------------|
| Central Kitchen | | \$14,625,000 | | \$14,625,000 |
| Corporation Yard | \$15,600,000 | \$2,600,000 | \$187,000 | \$18,387,000 |
| District Admin. | | \$19,500,000 | | \$19,500,000 |
| Total | \$15,600,000 | \$36,725,000 | \$187,000 | \$52,512,000 |

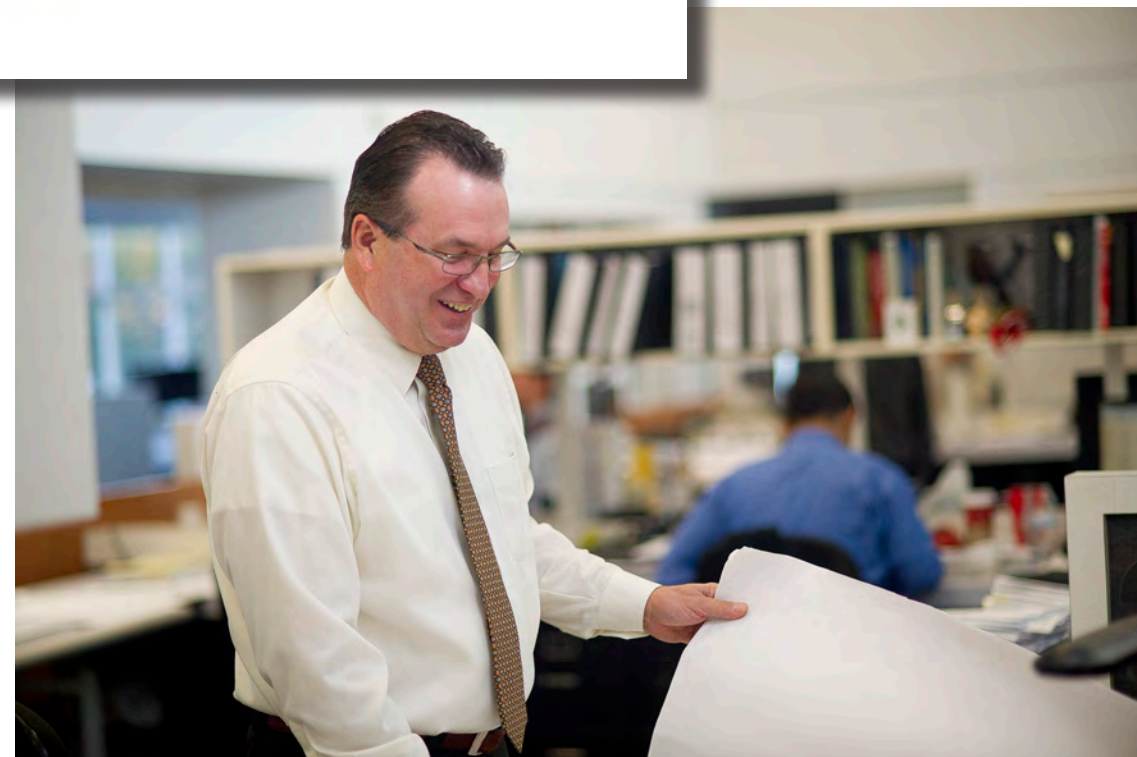
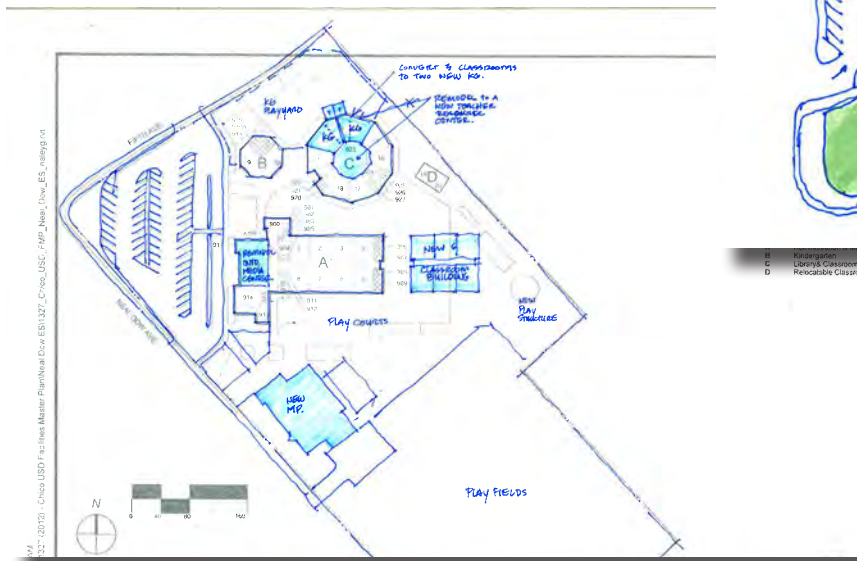
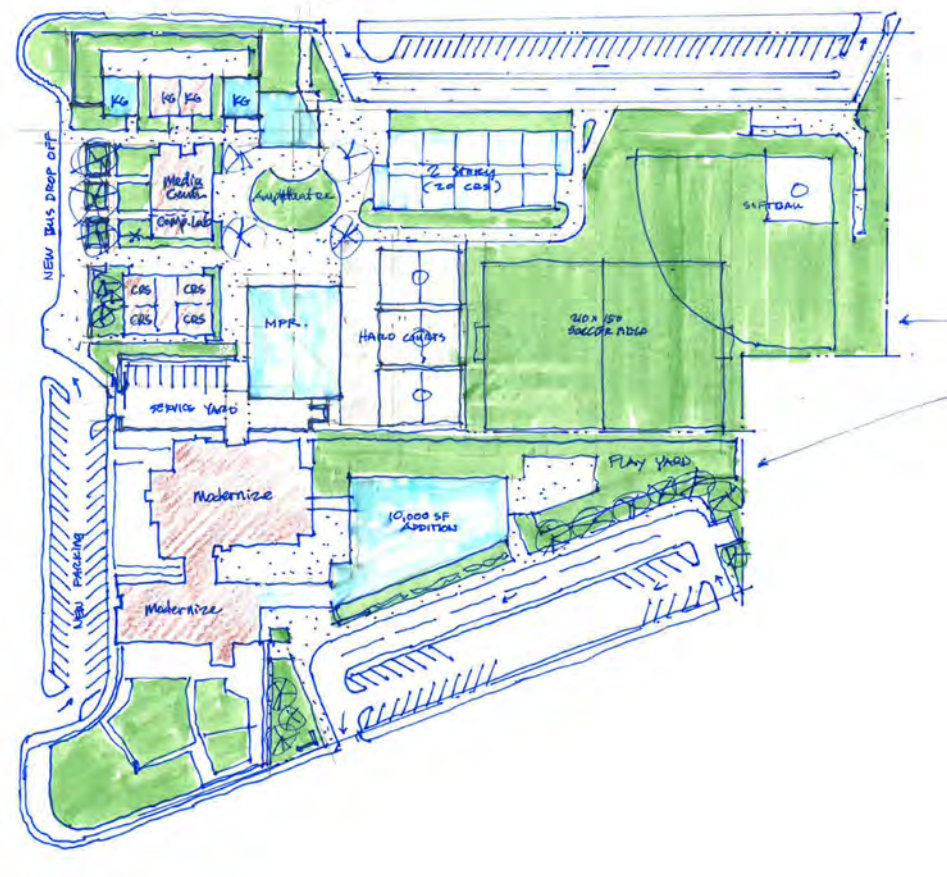


7

SCHOOL REPORTS



The CUSD Long Range Facilities Master Plan includes modernization, renovation and new construction at all of the academic and non-academic sites in the District. The following pages describe the current state and future needs at every site in the District. The site plans associated with each of the sites indicate the existing conditions and a high level phasing plan describing potential placement of buildings, parking improvements, playground changes and modernizations, and renovations of the facilities. The site plans were used as a basis for estimating costs associated with the phasing at each campus. The site plans have not been vetted with the school staff and should be used as a starting place for future planning.





Facility Statistics

| School | Grade Configuration | | District Capacity | | Classroom Count | | Combined Assessment Score | Total Implementation Project Cost |
|-------------------------|---------------------|-------------|-------------------|-------------|-----------------|-------------|---------------------------|-----------------------------------|
| | Existing | Master Plan | Existing | Master Plan | Existing | Master Plan | | |
| Chapman | K-6 | K-5 | 450 | 450 | 20 | 20 | 30 | \$13,933,000 |
| Citrus | K-6 | K-5 | 372 | 346 | 15 | 14 | 39 | \$9,615,000 |
| Emma Wilson | K-6 | K-5 | 588 | 588 | 24 | 24 | 42 | \$11,984,000 |
| Hooker Oak | K-6 | K-5 | 312 | 336 | 13 | 14 | 33 | \$16,395,000 |
| Little Chico Creek | K-6 | K-5 | 540 | 636 | 22 | 26 | 46 | \$7,554,000 |
| Loma Vista | PK | PK | 99 | 204 | 11 | 17 | 23 | \$15,913,000 |
| Marigold | K-6 | K-5 | 444 | 596 | 18 | 24 | 35 | \$24,252,000 |
| McManus | K-6 | K-5 | 618 | 544 | 24 | 20 | 44 | \$17,545,000 |
| Neal Dow | K-6 | K-5 | 312 | 312 | 13 | 13 | 33 | \$13,521,000 |
| Parkview | K-6 | K-5 | 342 | 342 | 14 | 14 | 39 | \$16,089,000 |
| Rosedale | K-6 | K-5 | 480 | 570 | 19 | 23 | 46 | \$29,683,000 |
| Shasta | K-6 | K-5 | 480 | 570 | 19 | 23 | 39 | \$17,097,000 |
| Sierra View | K-6 | K-5 | 486 | 522 | 20 | 22 | 32 | \$12,098,000 |
| Elementary | | | | | | | | \$205,679,000 |
| Bidwell | 7-8 | 6-8 | 1,029 | 1,029 | 33 | 33 | 53 | \$21,167,000 |
| Chico Junior | 7-8 | 6-8 | 1,029 | 1,086 | 32 | 35 | 35 | \$37,652,000 |
| Marsh | 7-8 | 6-8 | 780 | 924 | 25 | 30 | 52 | \$20,517,000 |
| Junior High | | | | | | | | \$79,336,000 |
| Chico Senior + Inspire | 9-12 | 9-12 | 2,623 | 2,557 | 86 | 65 | 53 | \$13,343,000 |
| Pleasant Valley | 9-12 | 9-12 | 2,379 | 2,379 | 74 | 74 | 54 | \$26,960,000 |
| Fair View Site | 7-12 | 6-12 | 448 | 472 | 17 | 18 | 43 | \$10,791,000 |
| High School | | | | | | | | \$51,294,000 |
| Central Kitchen | | | | | | | | \$14,625,000 |
| Corporation Yard | | | | | | | | \$18,673,000 |
| District Administration | | | | | | | | \$20,010,000 |
| Other | | | | | | | | \$53,308,000 |

Chapman Elementary School

1071 E. 16th Street, Chico, CA 95928

Date of Original DSA Approval: 1953; 1989



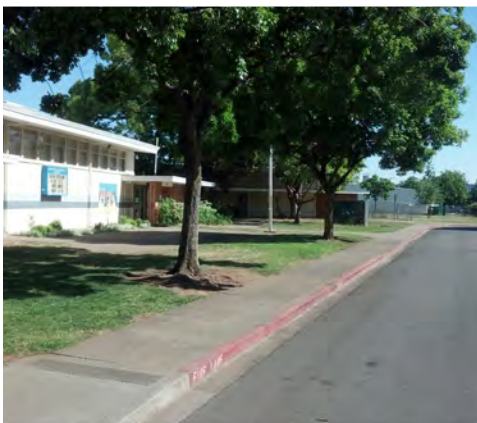
| Facility Facts | Existing | Master Plan (Excludes Future Phase) |
|---------------------------|-----------|--|
| School | | |
| Grade Configuration | K-6 | K-5 |
| District Capacity | 450 | 450 |
| Site | | |
| Site Acreage | 10 | 10 |
| Portables | 11 | 0 |
| Parking Spaces | 137 | 175 |
| Building | | |
| GSF (Including Portables) | 47,145.27 | 52,750 |
| Classrooms | 20 | 20 |

| Phased Implementation | Project Cost |
|-----------------------|---------------------|
| Phase I | |
| Technology | \$61,000 |
| ADA Priority List | \$182,000 |
| Phase V | |
| Modernization | \$4,960,000 |
| New Construction | \$6,351,000 |
| Renovation | \$194,000 |
| Technology | \$751,000 |
| Future Phase | |
| New Construction | \$1,434,000 |
| Total | \$13,933,000 |

| Facility Assessment Summary | (Based on 100-point scale) |
|-----------------------------|----------------------------|
| Building Score | 40 |
| Ed Building Score | 60 |
| Condition Building Score | 20 |
| Site Score | 35 |
| Ed Site Score | 53 |
| Condition Site Score | 16 |
| Technology Score | 11 |
| Combined Score | 30 |

Chapman Elementary School has a variety school site needs. The vehicular circulation connects two city streets, creating a drop-off area that is also a thoroughway for community traffic. The only parking for the site is on the other side of this drop-off area, resulting in all people, including kindergarten drop-off, special education drop-off and visitors, to walk across this area. The site also has numerous portables, which are all older than 1991. The "K" portables house the ACES autism program and a Head Start preschool. Both of the programs can have parents and children arriving and leaving at different times than the standard school schedule; however, their location on the site causes these students and parents to walk through the school to access the buildings. While this school is on a large site, the current campus plan leaves the southern portion of the site difficult to utilize. The adjacent industry on the southern edge of the site is a concern for school activities.

The long-range Master Plan envisions a new parking and drop-off area to utilize the southern portion of the site. Low-maintenance and low-water-use green edge below the parking area will create a border to the south. The drop-off and parking can provide safer access without additional community traffic and allow separation of bus and parent drop-off. New buildings are envisioned to replace the portables. An additional two classrooms could be included at the end of the "L" building if merited by demographic projections in the future. The initial design of the building should consider this future possibility. The "M" and "N" buildings are intended to house the core of the ACES program, kindergarten and the Head Start program. The existing small library is shown expanding into the adjacent classrooms in order to meet the District guideline. Modernization will occur in all the existing buildings on campus to update systems, technology and finishes.





EXISTING SITE PLAN

MASTER SITE PLAN

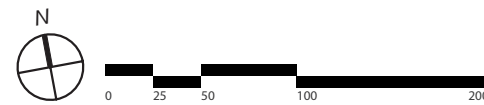


LEGEND

BUILDING DESIGNATIONS

- Existing Building
- Existing Concrete
- Existing Paving
- Existing Playground Area
- Existing Turf/Planter/Field
- Existing Shade Structure
- Restrooms
- New Building
- Building Modernization
- Building Renovation
- Building Addition
- New Concrete
- New Paving
- New Playground Area
- New Turf/Planter/Field
- Solar and/or Shade Structure
- Future Phase - Beyond FMP

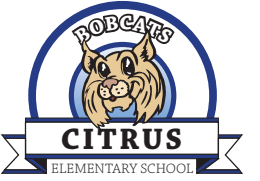
- Existing**
- A Classrooms
 - B Portable Classrooms
 - C Classrooms
 - D Classrooms & Library
 - E Classrooms
 - F Multi-Purpose
 - G Restrooms
 - H Classrooms
 - J Kindergarten
 - K Portable Classroom (Spec. ED)
 - L Classrooms
- Phase V**
- A Classroom Modernization
 - D Classroom Modernization
 - D1 Library Expansion
 - E Classroom Modernization
 - F Multi-Purpose Modernization
 - G Restrooms Modernization
 - H Classroom Modernization
 - J Autism Program Modernization
 - J1 Autism Program Addition
 - M New Classrooms
 - N New Kindergarten Classrooms
- Future Phase**
- M Classroom Addition



Citrus Elementary School

1350 Citrus Avenue, Chico, CA 95926

Date of Original DSA Approval: 1937, 1998

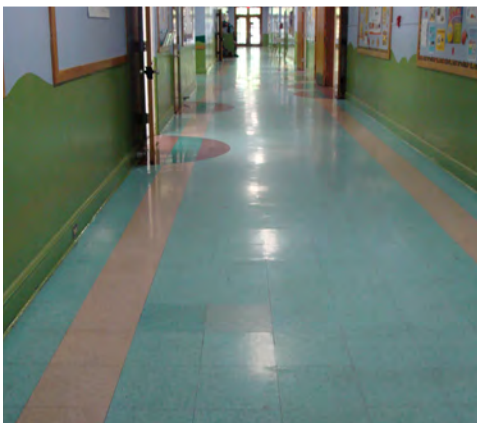


| Facility Facts | Existing | Master Plan (Excludes Future Phase) |
|---------------------------|----------|--|
| School | | |
| Grade Configuration | K-6 | K-5 |
| District Capacity | 372 | 346 |
| Site | | |
| Site Acreage | 5 | 5 |
| Portables | 4 | 4 |
| Parking Spaces | 0 | 0 |
| Building | | |
| GSF (Including Portables) | 39,541 | 39,541 |
| Classrooms | 15 | 14 |

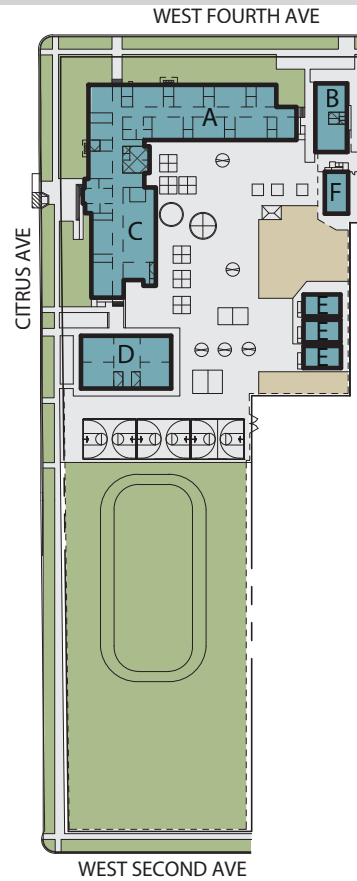
| Phased Implementation | Project Cost |
|-----------------------|--------------------|
| Phase I | |
| Technology | \$61,000 |
| ADA Priority List | \$130,000 |
| Phase V | |
| Modernization | \$4,008,000 |
| Technology | \$476,000 |
| Future Phase | |
| New Construction | \$4,940,000 |
| Total | \$9,615,000 |

Citrus Elementary School is one of the oldest school sites in Chico; therefore, modernization is the biggest needed throughout the campus. Originally designed without on-site parking, this current approach is anticipated to continue even after improvements to preserve as much land area for fields and green space as possible. A new multi-purpose room (MPR) is planned for a future phase to improve the kitchen and service access, increase capacity and eliminate the grade change from the MPR to the playground and outdoor eating areas. The existing MPR can become a Library / Media Center, providing a larger area with a greater connection to the core of the campus.

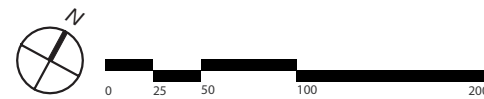
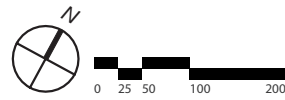
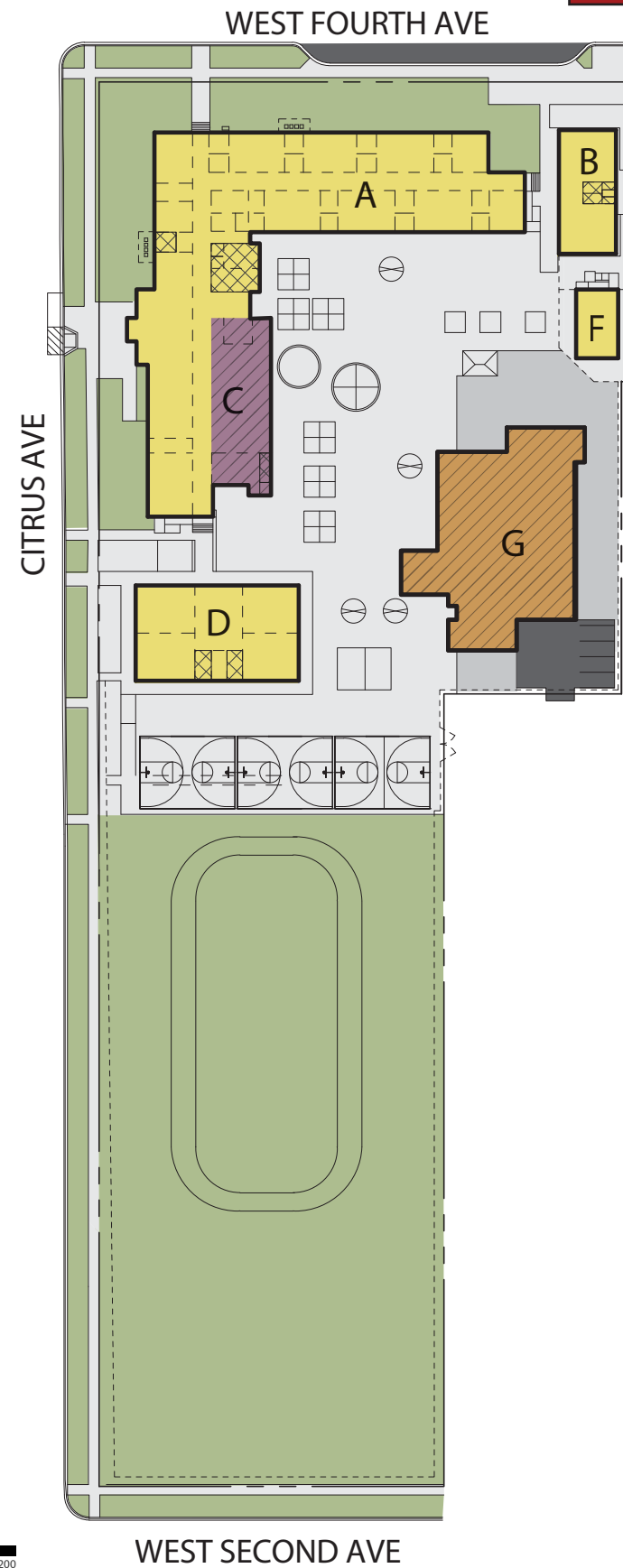
| Facility Assessment Summary | | (Based on 100-point scale) |
|-----------------------------|--|----------------------------|
| Building Score | | 37 |
| Ed Building Score | | 63 |
| Condition Building Score | | 11 |
| Site Score | | 27 |
| Ed Site Score | | 38 |
| Condition Site Score | | 17 |
| Technology Score | | 53 |
| Combined Score | | 39 |



EXISTING SITE PLAN



MASTER SITE PLAN



LEGEND

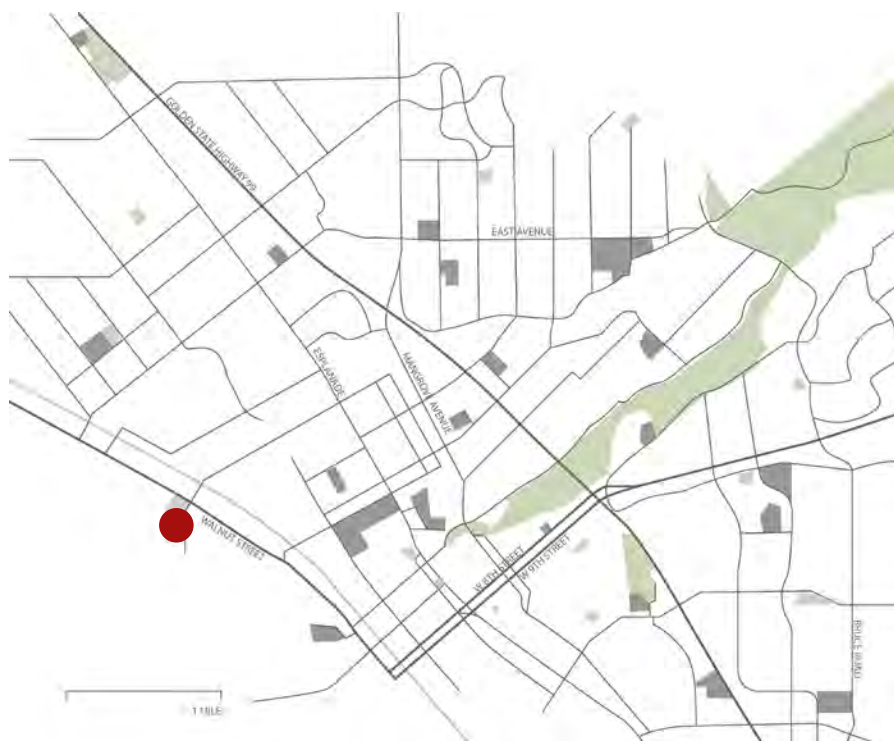
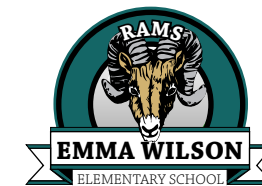
- Existing Building
- Existing Concrete
- Existing Paving
- Existing Playground Area
- Existing Turf/Planter/Field
- Existing Shade Structure
- Restrooms
- New Building
- Building Modernization
- Building Renovation
- Building Addition
- New Concrete
- New Paving
- New Playground Area
- New Turf/Planter/Field
- Solar and/or Shade Structure
- Future Phase - Beyond FMP

BUILDING DESIGNATIONS

- Existing**
- A Classrooms
 - B Kindergarten
 - C Administration, Classrooms, Multi-Purpose
 - D Classrooms & Library
 - E Portable Classroom
 - F Portable Classroom
- Phase V**
- A Classroom, Computer Lab, Kitchen and Administration Modernization
 - B Kindergarten Modernization
 - D Library and Classroom Modernization
 - F Portable Classroom Modernization
- Future Phase**
- C Media Center Renovation
 - G New Multi-Purpose

Emma Wilson Elementary School

1530 W. Eighth Avenue, Chico, CA 95926
Date of Original DSA Approval: 1993; 1998



| Facility Facts | Existing | Master Plan (Excludes Future Phase) |
|---------------------------|----------|--|
| School | | |
| Grade Configuration | K-6 | K-5 |
| District Capacity | 588 | 588 |
| Site | | |
| Site Acreage | 12 | 12 |
| Portables | 3 | 0 |
| Parking Spaces | 89 | 89 |
| Building | | |
| GSF (Including Portables) | 58,190 | 65,105 |
| Classrooms | 24 | 24 |

| Phased Implementation | Project Cost |
|-----------------------|---------------------|
| Phase I | |
| Technology | \$112,000 |
| ADA Priority List | \$146,000 |
| Phase IV | |
| Modernization | \$5,756,000 |
| New Construction | \$2,243,000 |
| Technology | \$701,000 |
| Future Phase | |
| New Construction | \$3,026,000 |
| Total | \$11,984,000 |

Emma Wilson is one the District's newest elementary schools and has few functional needs beyond capacity and general modernization. The kindergarten and transitional kindergarten do not have enough rooms for current standards, forcing these programs to inhabit primary classrooms which do not have direct access to toilet rooms or the kindergarten playground. The multi-purpose room is also undersized. The main functional deficiency is the berm in the main campus quad, which has caused water intrusion in the surrounding buildings and a trip and supervision hazard for students and staff.

The vision for Emma Wilson includes a reworking of the center quad and additional buildings and structures to accommodate the program. Building "L" is intended to house the kindergarten and transitional kindergarten classes. The existing kindergarten playground can be expanded to incorporate these new classrooms. A new solar shade structure and changes to the central quad can accommodate more student dining. Modernization will occur in all the existing buildings on campus to update systems, technology and finishes.

| Facility Assessment Summary | (Based on 100-point scale) |
|-----------------------------|----------------------------|
| Building Score | 50 |
| Ed Building Score | 74 |
| Condition Building Score | 26 |
| Site Score | 47 |
| Ed Site Score | 64 |
| Condition Site Score | 30 |
| Technology Score | 25 |
| Combined Score | 42 |



EXISTING SITE PLAN



MASTER SITE PLAN



LEGEND

- Existing Building
- Existing Concrete
- Existing Paving
- Existing Playground Area
- Existing Turf/Planter/Field
- Existing Shade Structure
- Restrooms
- New Building
- Building Modernization
- Building Renovation
- Building Addition
- New Concrete
- New Paving
- New Playground Area
- New Turf/Planter/Field
- Solar and/or Shade Structure
- Future Phase - Beyond FMP

BUILDING DESIGNATIONS

Existing

- A Administration & Library
- B Classrooms
- C Multi-Purpose
- D Classrooms
- E Classrooms
- F Classrooms
- G Classrooms
- H Kindergarten
- I Portable Classroom
- J Portable Classroom (2)W

Phase IV

- A Administration & Library Modernization
- B Classrooms Modernization
- C Multi-Purpose Modernization
- D Classrooms Modernization
- E Classrooms Modernization
- F Classrooms Modernization
- G Classrooms Modernization
- H Kindergarten Modernization
- L New Kindergarten

Future Phase

- K New Classrooms

Hooker Oak Elementary School

1238 Arbutus Avenue, Chico, CA 95926
Date of Original DSA Approval: 1949; 2006



| Facility Facts | Existing | Master Plan (Excludes Future Phase) |
|---------------------------|----------|--|
| School | | |
| Grade Configuration | K-6 | K-5 |
| District Capacity | 312 | 336 |
| Site | | |
| Site Acreage | 6 | 6 |
| Portables | 5 | 2 |
| Parking Spaces | 22 | 62 |
| Building | | |
| GSF (Including Portables) | 42,266 | 53,139 |
| Classrooms | 13 | 14 |

| Phased Implementation | Project Cost |
|-----------------------|---------------------|
| Phase I | |
| Technology | \$61,000 |
| ADA Priority List | \$140,000 |
| Phase IV | |
| Modernization | \$5,589,000 |
| New Construction | \$5,023,000 |
| Renovation | \$1,586,000 |
| Technology | \$472,000 |
| Future Phase | |
| New Construction | \$3,542,000 |
| Total | \$16,395,000 |

| Facility Assessment Summary | (Based on 100-point scale) |
|-----------------------------|----------------------------|
| Building Score | |
| Ed Building Score | 65 |
| Condition Building Score | 26 |
| Site Score | |
| Ed Site Score | 58 |
| Condition Site Score | 34 |
| Technology Score | |
| Technology Score | 31 |
| Combined Score | 33 |

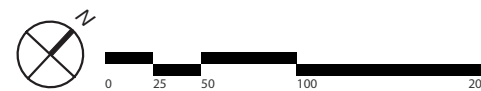
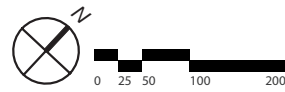
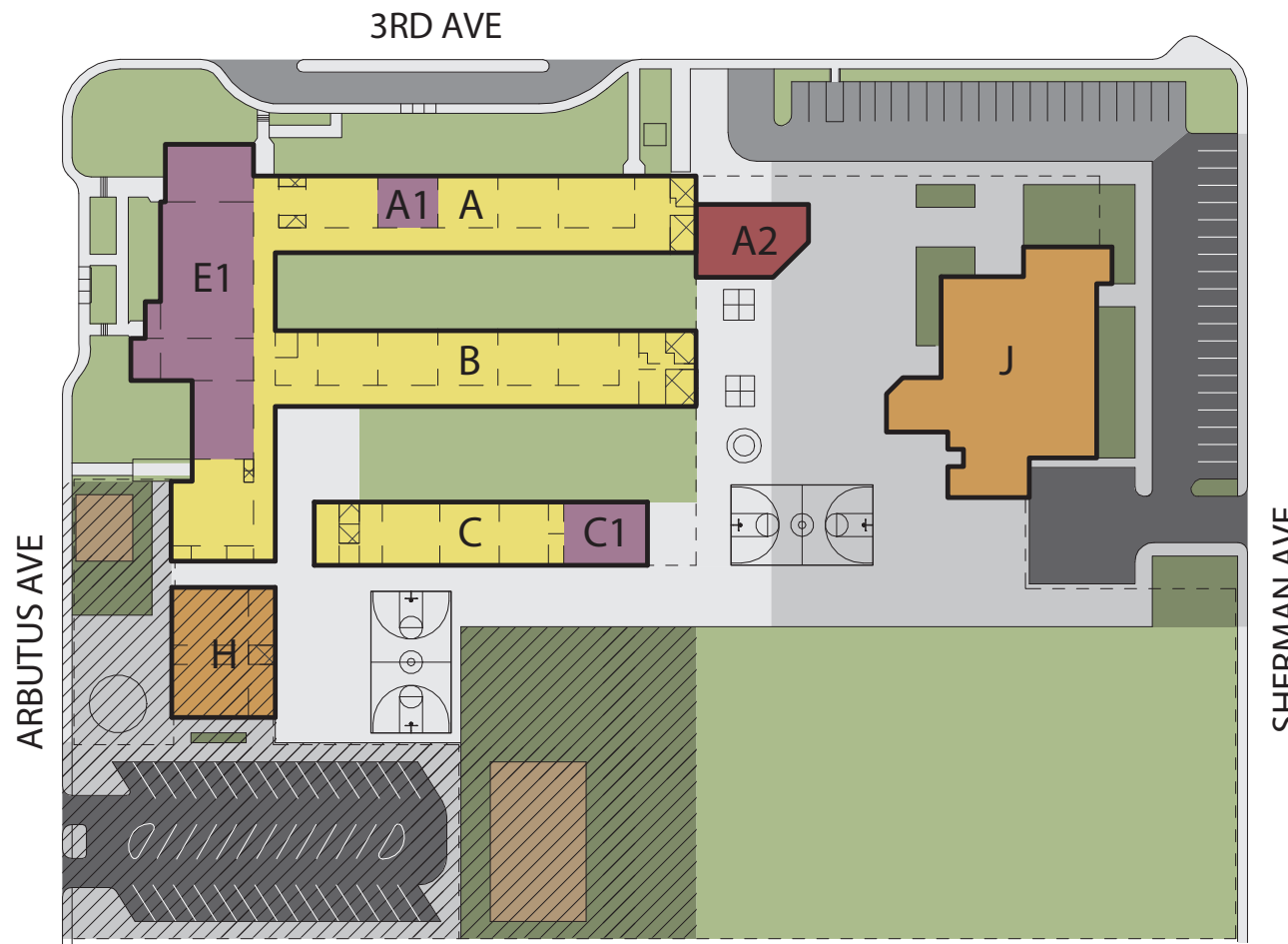
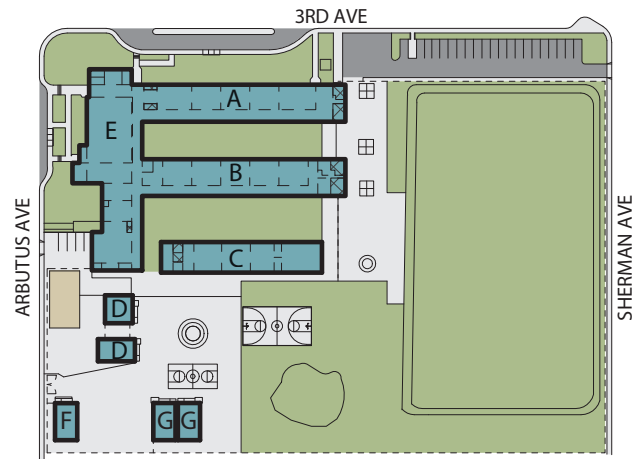
Hooker Oak's orientation was designed when the personal vehicle was a less dominant form of transportation, and, today, Hooker Oak houses a district-wide program where many more students who attend this school live beyond walking range. Despite this added demand, the campus has limited drop-off and parking. The office location is not conducive to visual supervision or access for visitors. While the multi-purpose room (MPR) has a great stage, the room is small and the kitchen is separated, forcing the servery to be in the already-undersized kitchen. The library is below the District's guidelines and there is only one kindergarten classroom.

The long-term vision for this site reorients the front of the school to Third Avenue. A new, more prominent office, building "I," will allow more supervision of school entry traffic and the grounds, while provided a more central location for easy access. Included in the new office will be a staff room, which allows Room "A1" to become a classroom. Building "J" is a new MPR with music room. A more appropriate service access will be provided by expanding the current dead-end parking lot along Third Avenue to Sherman Avenue, increasing the parking and drop-off opportunities. The old MPR can be converted into a new media center with more access to technology in this larger space. The current kitchen, administration and library can be envisioned into classroom or special education spaces. These improvements should be made considering the long-term vision of the site which includes a new kindergarten classroom building with adjacent parking lot and playground.



EXISTING SITE PLAN

MASTER SITE PLAN



LEGEND

BUILDING DESIGNATIONS

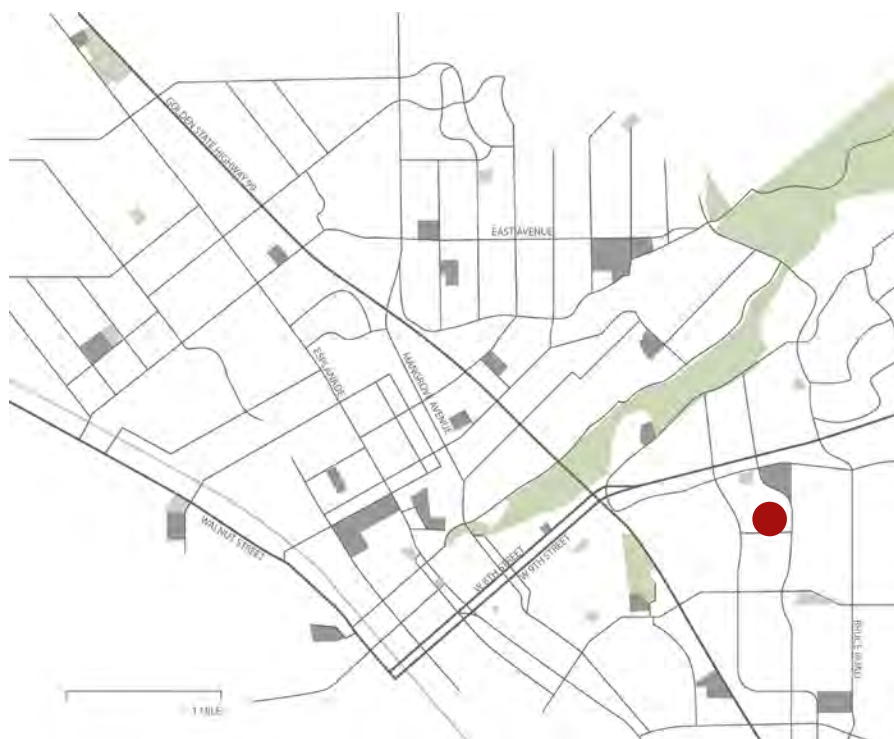
- Existing Building
- Existing Concrete
- Existing Paving
- Existing Playground Area
- Existing Turf/Planter/Field
- Existing Shade Structure
- Restrooms
- New Building
- Building Modernization
- Building Renovation
- Building Addition
- New Concrete
- New Paving
- New Playground Area
- New Turf/Planter/Field
- Solar and/or Shade Structure
- Future Phase - Beyond FMP

- Existing**
- A Classrooms
 - B Classrooms
 - C Classrooms & Library
 - D Portable Classrooms
 - E Administration, Multi-Purpose, Kindergarten
 - F Portable Classroom
 - G Portable Classrooms
- Phase IV**
- A Classroom Modernization
 - A1 Classroom Renovation
 - A2 New Administration, Staff Room
 - B Classroom Modernization
 - C Classrooms Modernization
 - C1 Classroom Renovation
 - E1 Media Center and Classroom Renovation
 - J New Multi-Purpose
- Future Phase**
- H New Kindergarten

Little Chico Creek Elementary School

2090 Amanda Way, Chico, CA 95926

Date of Original DSA Approval: 1991



| Facility Facts | Existing | Master Plan (Excludes Future Phase) |
|---------------------------|----------|--|
| School | | |
| Grade Configuration | K-6 | K-5 |
| District Capacity | 540 | 636 |
| Site | | |
| Site Acreage | 11 | 11 |
| Portables | 0 | 0 |
| Parking Spaces | 102 | 102 |
| Building | | |
| GSF (Including Portables) | 55,286 | 62,537 |
| Classrooms | 22 | 26 |

| Phased Implementation | Project Cost |
|-----------------------|--------------------|
| Phase I | |
| Technology | \$814,000 |
| Phase III | |
| New Construction | \$3,244,000 |
| ADA Priority List | \$190,000 |
| Future Phase | |
| Modernization | \$3,306,000 |
| Total | \$7,554,000 |

Little Chico Creek is located in a growth area. As one of the newer elementary schools, the site planning for this campus needs limited improvements beyond additional kindergarten facilities and technology.

To accommodate the growth and address the lack of kindergarten rooms, a new kindergarten complex is envisioned on the north side of the site. The existing kindergarten playground is expanded and fenced to support the classrooms. The existing kindergartens can be used for primary classrooms as needed by the population. Because the modernization project on Little Chico Creek is reserved for a future phase, the technology improvements in the first phase are much more extensive than the standard quick start project at all the other school sites.

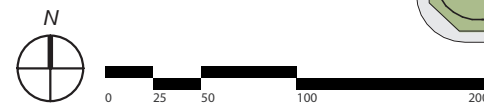
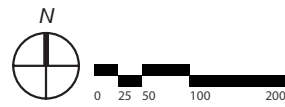
| Facility Assessment Summary | (Based on 100-point scale) |
|-----------------------------|----------------------------|
| Building Score | 52 |
| Ed Building Score | 74 |
| Condition Building Score | 31 |
| Site Score | 48 |
| Ed Site Score | 73 |
| Condition Site Score | 23 |
| Technology Score | 31 |
| Combined Score | 46 |



EXISTING SITE PLAN



MASTER SITE PLAN



LEGEND

BUILDING DESIGNATIONS

- Existing Building
- Existing Concrete
- Existing Paving
- Existing Playground Area
- Existing Turf/Planter/Field
- Existing Shade Structure
- Restrooms
- New Building
- Building Modernization
- Building Renovation
- Building Addition
- New Concrete
- New Paving
- New Playground Area
- New Turf/Planter/Field
- Solar and/or Shade Structure
- Future Phase - Beyond FMP

- Existing**
- A Multi-Purpose
 - B Administration
 - C Library
 - D Special Education Classrooms
 - E Classrooms
 - F Kindergarten & Classrooms
 - G Classrooms
 - H Permanent Portable Classrooms
 - I Permanent Portable Classrooms
 - J Permanent Portable Classrooms
 - K Permanent Portable Classrooms
 - L Classrooms
 - M Classrooms
 - N Classrooms
- Phase III**
- P New Kindergarten
 - Q New Kindergarten
- Future Phase**
- A - N Building Modernization

Marigold Elementary + Loma Vista Preschool

2446 Marigold Avenue, Chico, CA 95926
Date of Original DSA Approval: 1961; 2003



| Facility Facts | Existing | | Master (Excludes Future Phase) | |
|---------------------------|----------|------------|-----------------------------------|------------|
| | Marigold | Loma Vista | Marigold | Loma Vista |
| School | | | | |
| Grade Configuration | K-6 | K-6 | K-5 | K-5 |
| District Capacity | 444 | 99 | 596 | 204 |
| Site | | | | |
| Site Acreage | 6 | 5 | 5.5 | 5.5 |
| Portables | 13 | 5 | 0 | 0 |
| Parking Spaces | 59 | 35 | 38 | 94 |
| Building | | | | |
| GSF (Including Portables) | 38,658 | 25,160 | 57,300 | 34,745 |
| Classrooms | 18 | 11 | 24 | 17 |

| Phased Implementation | Project Cost |
|-----------------------|---------------------|
| Phase I | |
| Technology | \$126,000 |
| Phase III | |
| Modernization | \$6,018,000 |
| New Construction | \$27,136,000 |
| Renovation | \$5,776,000 |
| Technology | \$787,000 |
| ADA Priority List | \$322,000 |
| Total | \$40,165,000 |

Marigold and Loma Vista share an existing site. Because both programs need more capacity, the plan for Marigold shows the removal of the portables and a new two story classroom building that replaces the less dense classroom buildings. The additional classroom capacity is included within this new building. Marigold's kindergarten would be relocated to the buildings "A1," "M" and "N" with a new office in building "P." Due to the increased capacity, a new Multi-Purpose Building (MPR) is needed. The Placement of building "R" allows easy access to both school sites for food delivery and service access from the Loma Vista parking lot. The existing MPR can become a new Library / Media Center and computer lab.

Traffic at the site is a major concern. This plan aims to minimize congestion by isolating the bus drop-off for Marigold on Marigold Avenue and enhancing the parent drop-off on East Avenue, providing separation from the parking aisle. Loma Vista's parking would be expanded to Marigold Avenue and a new drop-off would be added along Manzanita Avenue. The Manzanita Avenue drop-off would support the new office at junction of buildings "B2" and "C2."

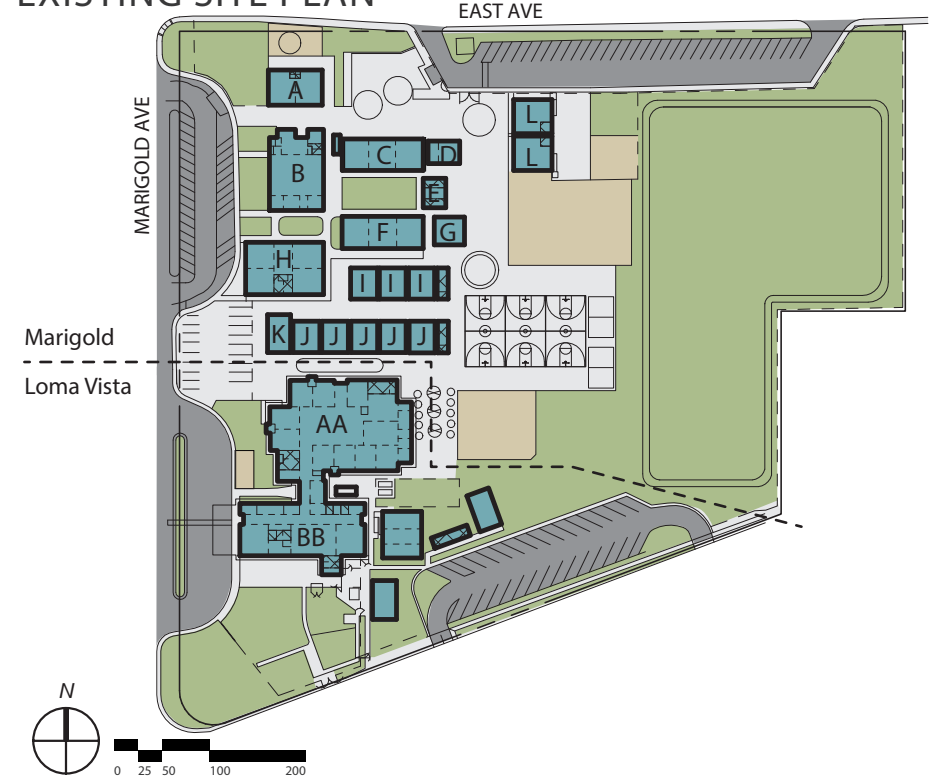
Loma Vista is projected to experience considerable growth over the next 10 years. To accommodate this growth, a new building, "C2," is planned to connect to the existing building "B2," with a possible outdoor walkway to "A2." Additional playground can be provided on the north and east sides of building "C2."

| Facility Assessment Summary | Marigold | Loma Vista |
|-----------------------------|----------------------------|------------|
| | (Based on 100-point scale) | |
| Building Score | 45 | 28 |
| Ed Building Score | 70 | 31 |
| Condition Building Score | 20 | 25 |
| Site Score | 37 | 22 |
| Ed Site Score | 54 | 29 |
| Condition Site Score | 20 | 15 |
| Technology Score | 24 | 16 |
| Combined Score | 35 | 23 |

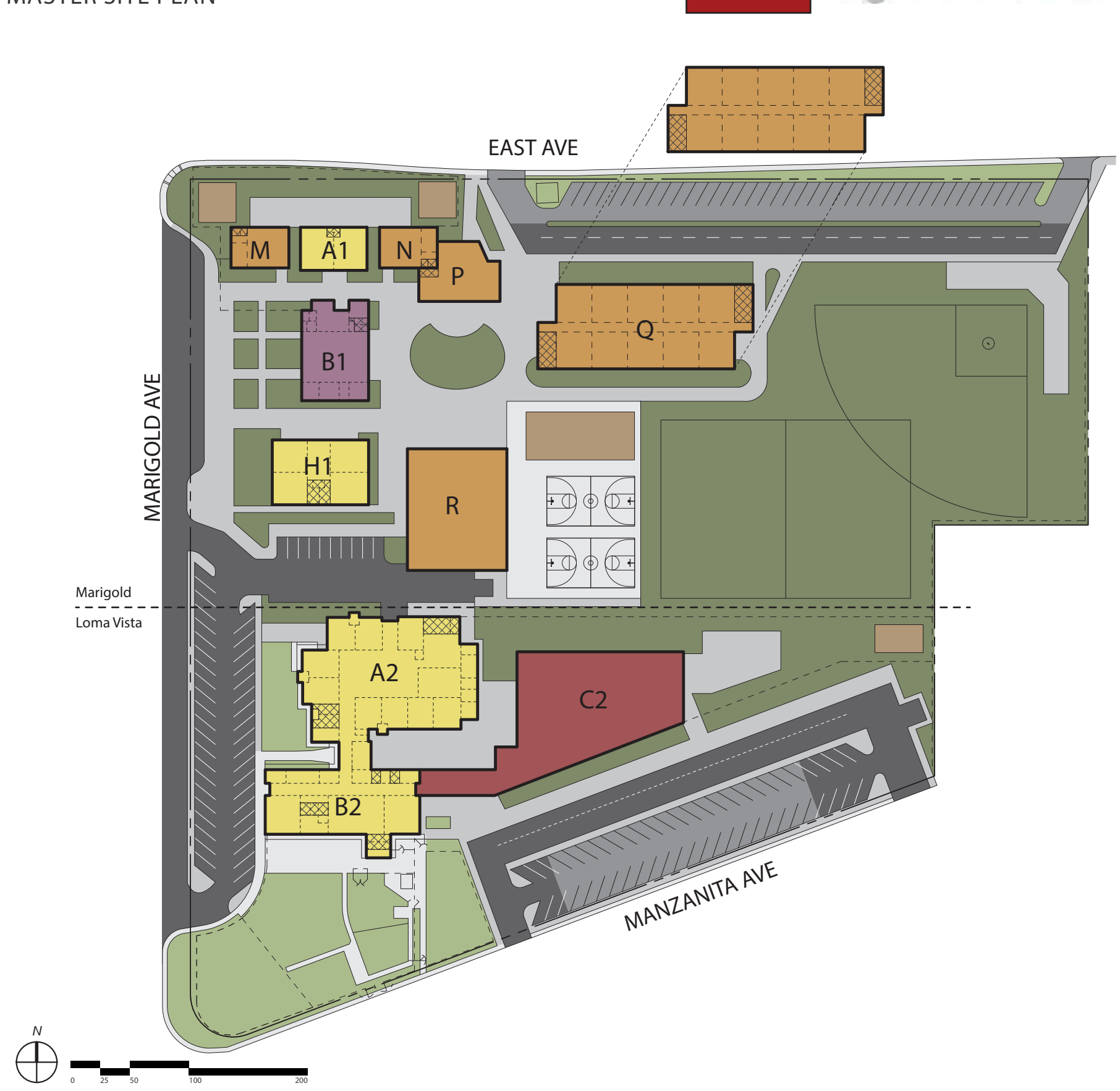




EXISTING SITE PLAN



MASTER SITE PLAN



LEGEND

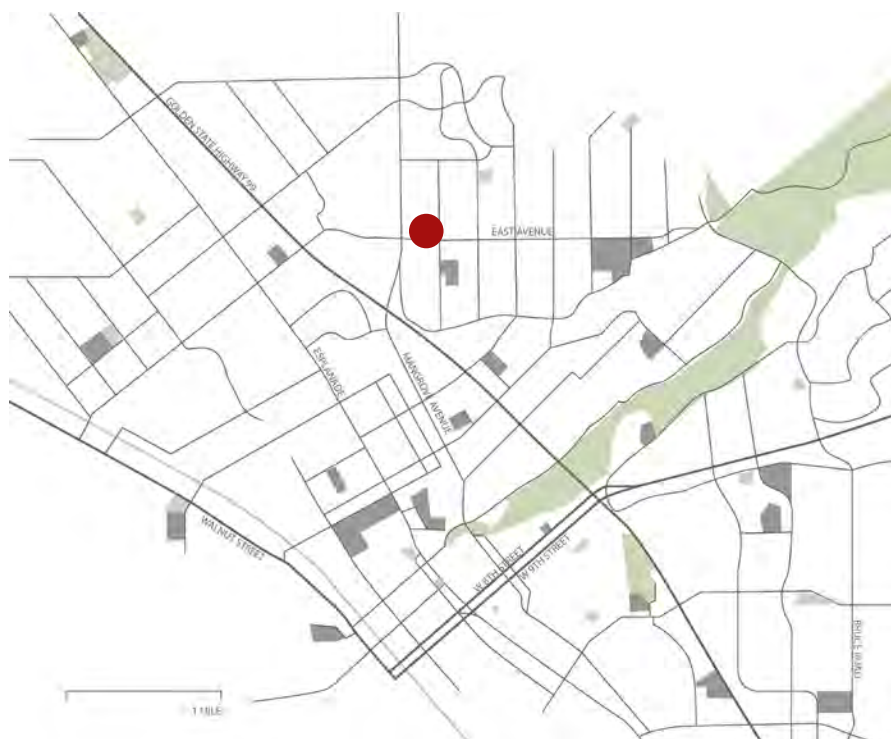
- Existing Building
- Existing Concrete
- Existing Paving
- Existing Playground Area
- Existing Turf/Planter/Field
- Existing Shade Structure
- Restrooms
- New Building
- Building Modernization
- Building Renovation
- Building Addition
- New Concrete
- New Paving
- New Playground Area
- New Turf/Planter/Field
- Solar and/or Shade Structure
- Future Phase - Beyond FMP

BUILDING DESIGNATIONS

- Existing**
- A Kindergarten Classrooms
 - B Multi-Purpose
 - C Classrooms
 - D Portable Classrooms
 - E Restrooms
 - F Classrooms
 - G Portable Classrooms
 - H Classrooms & Library
 - I Portable Classrooms
 - J Portable Classrooms
 - K Portable Classrooms
 - L Portable Kindergarten Classrooms
 - AA Classrooms
 - BB Classrooms
- Phase III**
- A1 Kindergarten Modernization
 - B1 Media Center / Computer Lab Renovation
 - H1 Classroom Modernization
 - M New Kindergarten
 - N New Kindergarten
 - P New Administration
 - Q New Classrooms (two-story)
 - R New Multi-Purpose
- A2 Classroom Modernization
 - B2 Classroom Modernization
 - C2 Classroom Addition

McManus Elementary School

988 East Avenue, Chico, CA 95926
Date of Original DSA Approval: 1947; 2006



| Facility Facts | Existing | Master Plan (Excludes Future Phase) |
|---------------------------|----------|--|
| School | | |
| Grade Configuration | K-6 | K-5 |
| District Capacity | 618 | 544 |
| Site | | |
| Site Acreage | 8 | 8 |
| Portables | 15 | 0 |
| Parking Spaces | 50 | 57 |
| Building | | |
| GSF (Including Portables) | 46,993 | 55,079 |
| Classrooms | 24 | 20 |

| Phased Implementation | Project Cost |
|-----------------------|---------------------|
| Phase I | |
| Technology | \$96,000 |
| ADA Priority List | \$252,000 |
| Phase V | |
| Modernization | \$4,542,000 |
| New Construction | \$11,483,000 |
| Renovation | \$566,000 |
| Technology | \$606,000 |
| Total | \$17,545,000 |

McManus site functionality is negatively impacted by the number of portables placed on the site. These portables make circulation, navigation and supervision of the site difficult. East Avenue has become a very busy street since the time when the school site was built, resulting in a dysfunctional front parking lot and no pedestrian traffic to the “front door” of the campus. The existing office in building “A” has no visibility to who is coming and going from the school site and is difficult to find. The kindergarten program is spread across the campus and two of the classes do not have direct access to the playground. The multi-purpose room (MPR) is undersized and concentrates activity near the classrooms and is far from parking for community events.

A complete reorientation was envisioned for the McManus school site. A new front door and administration area, building “R,” will face the expanded parking and drop-off area with a full view of people entering the site and the playground. A new MPR is right-sized and is close to parking. The service area is larger and no longer has to be accessed through the adjacent commercial property. The old MPR creates an opportunity for a larger media center. The old front parking lot can have classrooms designed not to have exits to the East Avenue side and protects the rooms in building “C,” which does have the main door facing south. Building “Q” creates a consolidated kindergarten with playground. The remaining existing buildings will also be modernized.

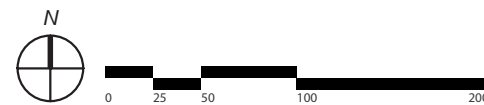
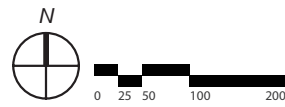
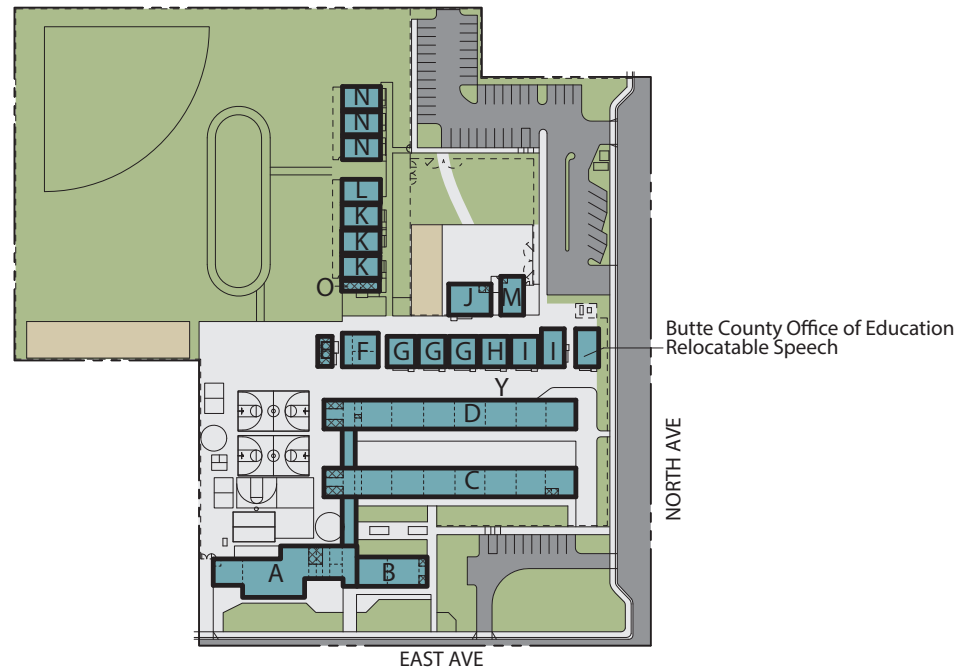
| Facility Assessment Summary | (Based on 100-point scale) |
|-----------------------------|----------------------------|
| Building Score | |
| Ed Building Score | 36 |
| Condition Building Score | 47 |
| Site Score | |
| Ed Site Score | 25 |
| Condition Site Score | 42 |
| Technology Score | |
| Ed Technology Score | 55 |
| Condition Technology Score | 29 |
| Combined Score | |
| Ed Combined Score | 57 |
| Condition Combined Score | 44 |





EXISTING SITE PLAN

MASTER SITE PLAN



LEGEND

BUILDING DESIGNATIONS

- Existing Building
- Existing Concrete
- Existing Paving
- Existing Playground Area
- Existing Turf/Planter/Field
- Existing Shade Structure
- Restrooms
- New Building
- Building Modernization
- Building Renovation
- Building Addition
- New Concrete
- New Paving
- New Playground Area
- New Turf/Planter/Field
- Solar and/or Shade Structure
- Future Phase - Beyond FMP

- Existing**
- A Administration & Multi-Purpose
 - B Classrooms
 - C Classrooms
 - D Classrooms
 - E Portable Classrooms
 - F Library
 - G Portable Classrooms
 - H Portable Classroom
 - I Portable Classrooms
 - J Portable Kindergarten Classrooms
 - K Portable Classrooms
 - L Portable Classroom
 - M Portable Classroom
 - N Portable Classrooms
 - O Portable Restrooms
- Phase V**
- A1 Classroom, Media Center, Lab Renovation
 - B Classroom Modernization
 - B1 Classroom Addition
 - C Classroom Modernization
 - D Classroom Modernization
 - Q New Kindergarten Classrooms
 - R New Administration
 - S New Multi-Purpose

Neal Dow Elementary

1420 Neal Dow Avenue, Chico, CA 95926

Date of Original DSA Approval: 1965; 1987



| Facility Facts | Existing | Master Plan (Excludes Future Phase) |
|---------------------------|-----------|--|
| School | | |
| Grade Configuration | K-6 | K-5 |
| District Capacity | 312 | 312 |
| Site | | |
| Site Acreage | 8 | 8 |
| Portables | 1 | 0 |
| Parking Spaces | 45 | 45 |
| Building | | |
| GSF (Including Portables) | 35,471.14 | 51,934.75 |
| Classrooms | 13 | 13 |

| Phased Implementation | Project Cost |
|-----------------------|---------------------|
| Phase I | |
| Technology | \$97,000 |
| ADA Priority List | \$138,000 |
| Phase V | |
| Modernization | \$4,070,000 |
| Technology | \$322,000 |
| Future Phase | |
| New Construction | \$8,135,000 |
| Renovation | \$759,000 |
| Total | \$13,521,000 |

Neal Dow is a school site that could comfortably grow from its current size. Population pressure has limited the special program spaces and this campus does not current have a computer lab. The kindergarten building only contains two classrooms, which is not enough for an extended-day program. While the existing library located in the middle of building "C" is a nice size, the location limits activities and affects the adjacent small size classrooms. The multi-purpose room without a stage is undersized for the envisioned capacity.

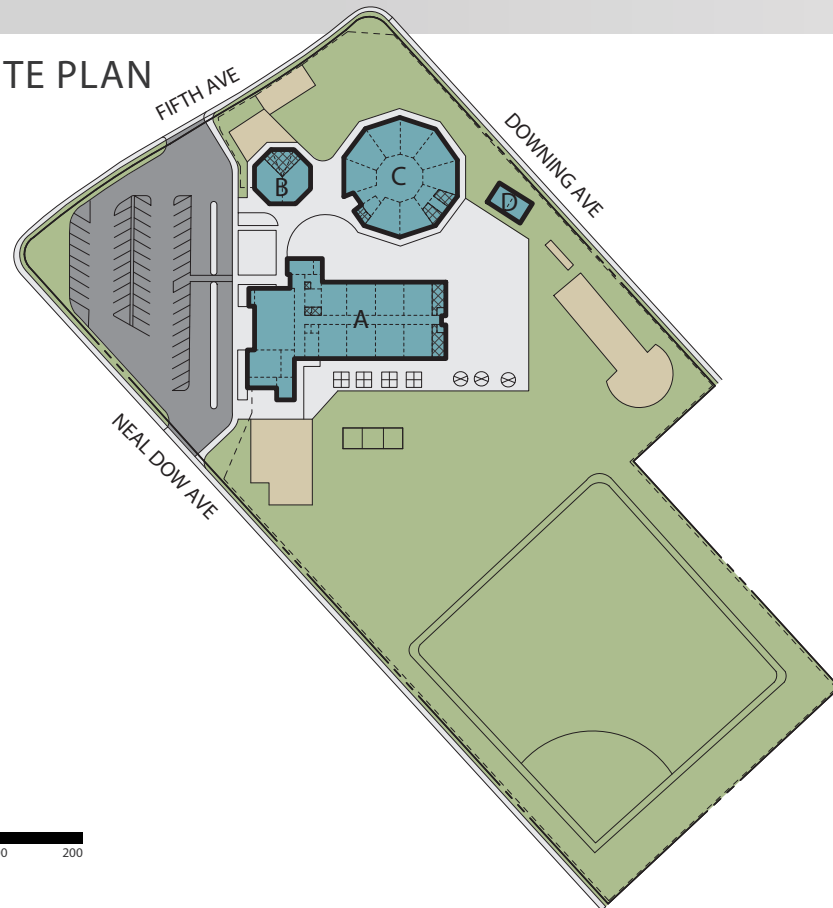
Neal Dow's improvements include increasing classrooms and building a new MPR. The old MPR can become a new media center and computer lab, freeing up the old library as a formal break-out space for the classrooms in building "C." Three of the classrooms in building "C" will become additional kindergarten rooms with a small expansion for toilet rooms. New solar will provide outdoor covered area for activities or outdoor dining. Building "E" will provide new classrooms and replace the one portable on the site. Modernization will occur in all the existing buildings on campus to update systems, technology and finishes.

| Facility Assessment Summary | (Based on 100-point scale) |
|-----------------------------|----------------------------|
| Building Score | 38 |
| Ed Building Score | 65 |
| Condition Building Score | 11 |
| Site Score | 42 |
| Ed Site Score | 63 |
| Condition Site Score | 21 |
| Technology Score | 18 |
| Combined Score | 33 |

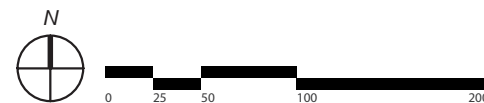
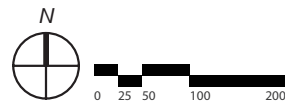
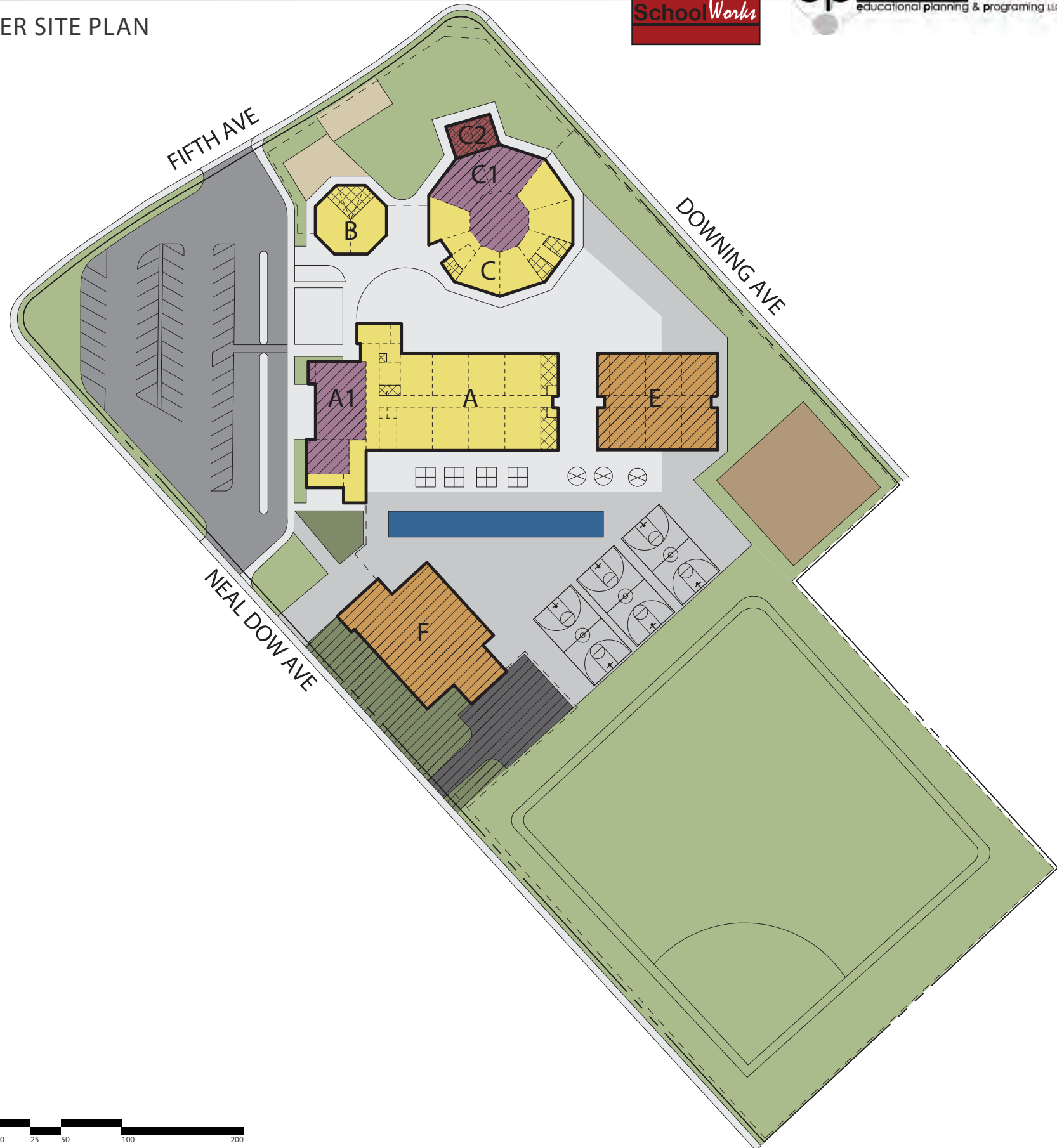




EXISTING SITE PLAN



MASTER SITE PLAN



LEGEND

- Existing Building
- Existing Concrete
- Existing Paving
- Existing Playground Area
- Existing Turf/Planter/Field
- Existing Shade Structure
- Restrooms
- New Building
- Building Modernization
- Building Renovation
- Building Addition
- New Concrete
- New Paving
- New Playground Area
- New Turf/Planter/Field
- Solar and/or Shade Structure
- Future Phase - Beyond FMP

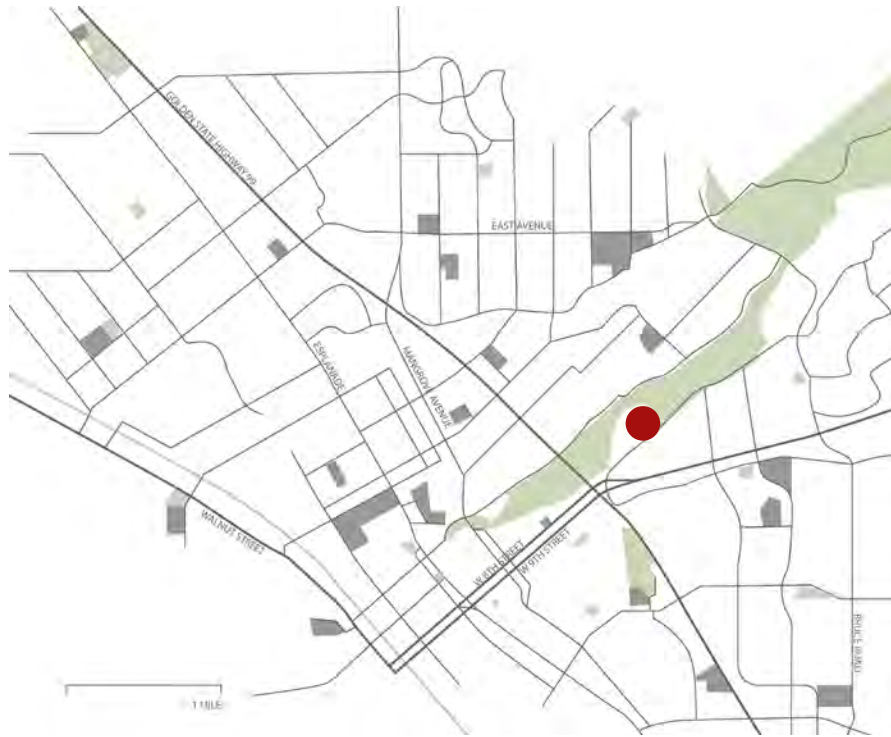
BUILDING DESIGNATIONS

- Existing**
- A Administration, Multi-Purpose & Classrooms
 - B Kindergarten
 - C Library & Classrooms
 - D Portable Classrooms
- Phase V**
- A Administration, Multi-Purpose & Classroom Modernization
 - B Kindergarten Modernization
 - C Library & Classroom Modernization
- Future Phase**
- A1 Media Center Renovation
 - C1 Kindergarten Renovation
 - C2 Kindergarten Restroom Addition
 - E New Classrooms
 - F New Multi-Purpose

Parkview Elementary School

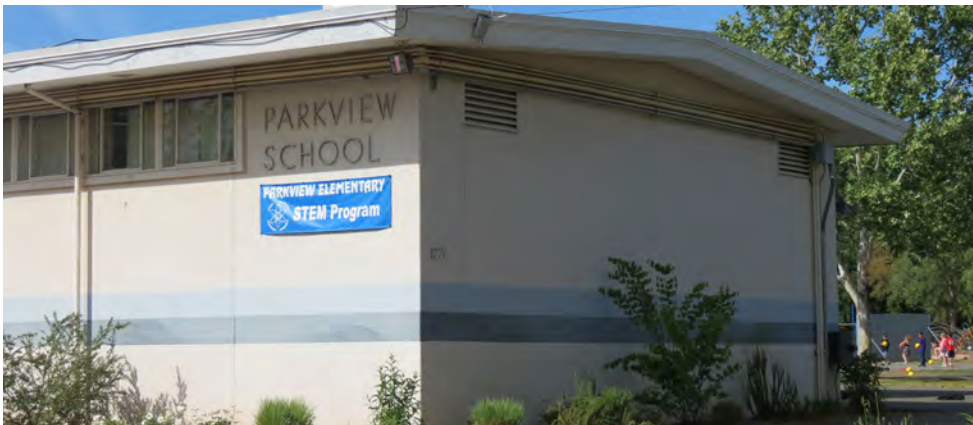
1770 E. Eighth Street, Chico, CA 95928

Date of Original DSA Approval: 1954; 2000



| Facility Facts | Existing | Master Plan (Excludes Future Phase) |
|---------------------------|----------|--|
| School | | |
| Grade Configuration | K-6 | K-5 |
| District Capacity | 342 | 342 |
| Site | | |
| Site Acreage | 7 | 7 |
| Portables | 4 | 1 |
| Parking Spaces | 50 | 90 |
| Building | | |
| GSF (Including Portables) | 41,523 | 48,849 |
| Classrooms | 14 | 14 |

| Phased Implementation | Project Cost |
|-------------------------------|---------------------|
| Phase I | |
| Technology | \$69,000 |
| ADA Priority List | \$222,000 |
| Phase V | |
| Modernization | \$4,824,000 |
| New Construction | \$2,592,000 |
| Renovation | \$186,000 |
| Technology | \$601,000 |
| Future Phase | |
| New Construction & Renovation | \$7,595,000 |
| Total | \$16,089,000 |



| Facility Assessment Summary | (Based on 100-point scale) |
|-----------------------------|----------------------------|
| Building Score | 41 |
| Ed Building Score | 65 |
| Condition Building Score | 17 |
| Site Score | 37 |
| Ed Site Score | 51 |
| Condition Site Score | 23 |
| Technology Score | 40 |
| Combined Score | 39 |

Parkview has a difficult approach to vehicular circulation. The one-street frontage forced a foreshortened drop-off roundabout. This circle is not only used by parents and special education buses, but also is the service entrance for deliveries, trash removal and visitor parking. The majority of the parking is in a parking lot with a dead end. The multi-purpose room is slightly below the District guideline, while the library is significantly undersized.

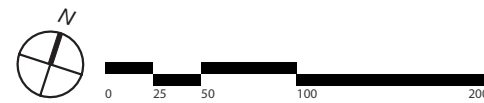
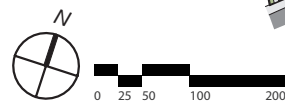
In order to resolve the vehicular circulation on this site and increase the visibility and prominence of the office, an elongated parking and drop-off lot has been envisioned. To fit this new circulation pattern, the kindergarten building will be displaced and is relocated in building "N." An additional kindergarten class will be created in building "F1." A new classroom building, building "P," will give the resident STEM program an opportunity to design classrooms able to support the upper grade level. This is the only elementary STEM program in the state. Modernization will occur in all the existing buildings on campus to update systems, technology and finishes. The grand future plan for this site includes a new MPR with the old MPR becoming a new media center. The future plan also calls for a second exit from the staff parking lot.



EXISTING SITE PLAN



MASTER SITE PLAN



LEGEND

- Existing Building
- Existing Concrete
- Existing Paving
- Existing Playground Area
- Existing Turf/Planter/Field
- Existing Shade Structure
- Restrooms
- New Building
- Building Modernization
- Building Renovation
- Building Addition
- New Concrete
- New Paving
- New Playground Area
- New Turf/Planter/Field
- Solar and/or Shade Structure
- Future Phase - Beyond FMP

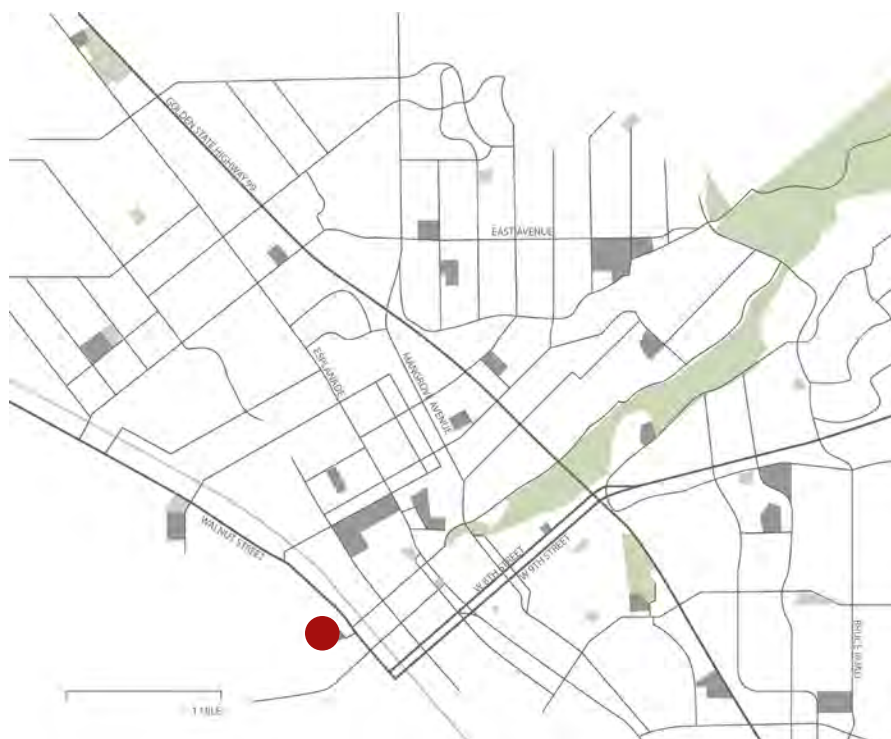
BUILDING DESIGNATIONS

- Existing**
- A Kindergarten Classrooms
 - B Portable Classrooms
 - C Portable Classrooms
 - D Portable Classrooms
 - E Classrooms
 - F Classrooms & Library
 - G Administration
 - H Classrooms
 - I Restrooms
 - J Classrooms
 - K Multi-Purpose
 - M Healthy Start Portable
- Phase V**
- E Classroom Modernization
 - F Classrooms & Library Modernization
 - F1 Kindergarten Classroom Renovation
 - G Administration Modernization
 - H Classroom Modernization
 - I Restroom Modernization
 - J Classroom Modernization
 - N New Kindergarten Classrooms
 - P New STEM Classroom Labs
- Future Phase**
- K1 Media Center Renovation
 - Q New Multi-Purpose

Rosedale Elementary School

100 Oak Street, Chico, CA 95928

Date of Original DSA Approval: 1953; 2003



| Facility Facts | Existing | Master Plan (Excludes Future Phase) |
|---------------------------|----------|--|
| School | | |
| Grade Configuration | K-6 | K-5 |
| District Capacity | 480 | 570 |
| Site | | |
| Site Acreage | 11 | 11 |
| Portables | 9 | 2 |
| Parking Spaces | 57 | 67 |
| Building | | |
| GSF (Including Portables) | 46,029 | 69,170 |
| Classrooms | 19 | 23 |

| Phased Implementation | Project Cost |
|-------------------------------|---------------------|
| Phase I | |
| Technology | \$79,000 |
| ADA Priority List | \$286,000 |
| Phase IV | |
| Modernization | \$5,836,000 |
| New Construction | \$4,601,000 |
| Renovation | \$798,000 |
| Technology | \$614,000 |
| Future Phase | |
| New Construction & Renovation | \$17,469,000 |
| Total | \$29,683,000 |

| Facility Assessment Summary | (Based on 100-point scale) |
|-----------------------------|----------------------------|
| Building Score | |
| Ed Building Score | 39 |
| Condition Building Score | 63 |
| Site Score | |
| Ed Site Score | 48 |
| Condition Site Score | 63 |
| Technology Score | |
| Technology Score | 53 |
| Combined Score | 46 |

Rosedale has a wing of older portables and the need to grow. This school site is the home for the dual language immersion program and the change in the capacity calculations would reduce the number of students able to attend the district-wide program. The projected capacity results in the multi-purpose room (MPR) to be undersized. The library is also below the district standard. Due to the District-wide draw for this school, an increased number of parents drive their students to and from school. The current parking lots are separated and consist of a small drop area to the north and an additional one off Oak Street, and both are overwhelmed before and after school.

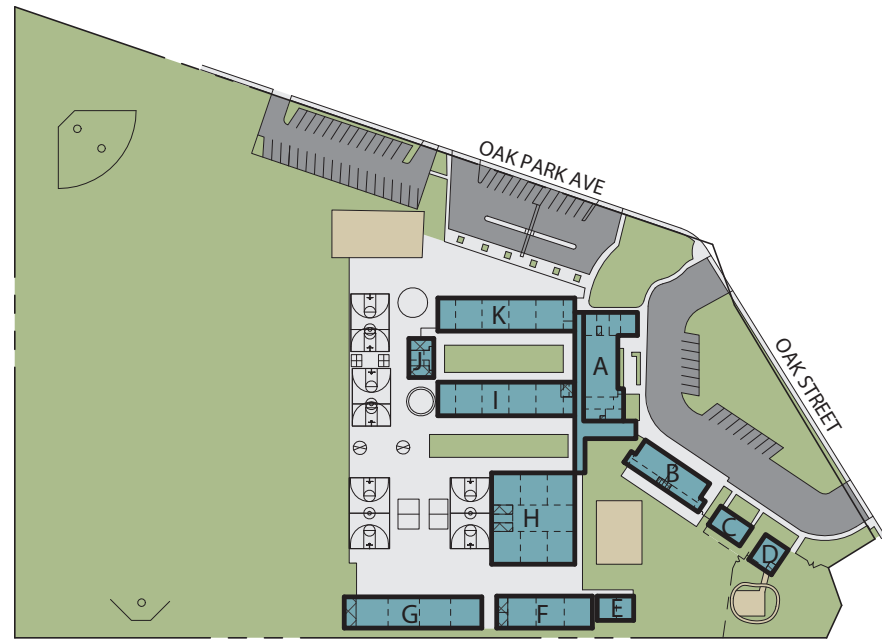
Due to the scale of re-envisioning of Rosedale, the project is phased. The initial work includes building two new classroom buildings to accommodate student capacity. A solar array will also provide additional cover area where outdoor dining could occur in good weather. Modernization will occur in all the existing buildings on campus to update systems, technology and finishes.

The future phase will consist of a new MPR at the front of school, freeing up the existing MPR, which would be transformed into a new media center. The existing library can be repurposed to a classroom or special education space. A new kindergarten would be placed along the elongated drop-off on Oak Park Avenue. The parent center and counseling portables can be relocated to provide access to the parking lot.

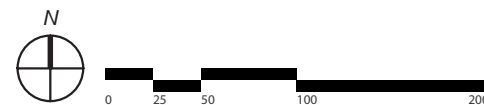
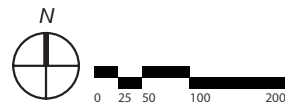




EXISTING SITE PLAN



MASTER SITE PLAN



LEGEND

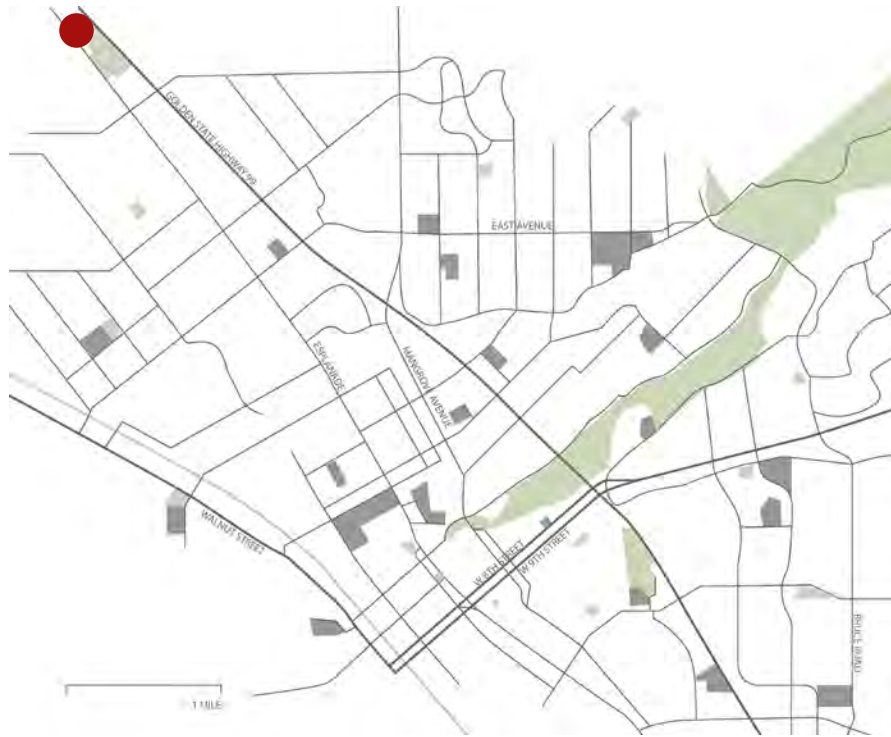
- Existing Building
- Existing Concrete
- Existing Paving
- Existing Playground Area
- Existing Turf/Planter/Field
- Existing Shade Structure
- Restrooms
- New Building
- Building Modernization
- Building Renovation
- Building Addition
- New Concrete
- New Paving
- New Playground Area
- New Turf/Planter/Field
- Solar and/or Shade Structure
- Future Phase - Beyond FMP

BUILDING DESIGNATIONS

- Existing**
- A Administration, Multi-Purpose & Classrooms
 - B Kindergarten Classrooms
 - C Healthy Start Portable
 - D Head Start Portable
 - E Special Education Portable
 - F Portable Classrooms
 - G Portable Classrooms
 - H Library & Classroom
 - I Classrooms
 - J Restrooms
 - K Classrooms
- Phase IV**
- A1 Administration, Media Center Renovation
 - H Library & Classroom Modernization
 - H1 Lab, Classroom Renovation
 - I Classroom Modernization
 - J Restroom Modernization
 - K Classroom Modernization
 - M New Classrooms
 - N New Classrooms
- Future Phase**
- C Relocate Healthy Start Portable
 - D Relocate Head Start Portable
 - L New Multi-Purpose
 - P New Kindergarten

Shasta Elementary School

169 Leora Court, Chico, CA 95973
Date of Original DSA Approval: 1964; 2006



| Facility Facts | Existing | Master Plan (Excludes Future Phase) |
|---------------------------|----------|--|
| School | | |
| Grade Configuration | K-6 | K-5 |
| District Capacity | 480 | 570 |
| Site | | |
| Site Acreage | 6 | 6 |
| Portables | 14 | 0 |
| Parking Spaces | 46 | 46 |
| Building | | |
| GSF (Including Portables) | 43,986 | 53,616 |
| Classrooms | 19 | 23 |

| Phased Implementation | Project Cost |
|-----------------------|---------------------|
| Phase I | |
| Technology | \$101,000 |
| Phase III | |
| Modernization | \$0 |
| New Construction | \$11,106,000 |
| Renovation | \$92,000 |
| Technology | \$468,000 |
| ADA Priority List | \$209,000 |
| Future Phase | |
| Modernization | \$5,121,000 |
| Total | \$17,097,000 |

| Facility Assessment Summary | (Based on 100-point scale) |
|-----------------------------|----------------------------|
| Building Score | |
| Ed Building Score | 61 |
| Condition Building Score | 35 |
| Site Score | |
| Ed Site Score | 52 |
| Condition Site Score | 33 |
| Technology Score | |
| Technology Score | 24 |
| Combined Score | 39 |

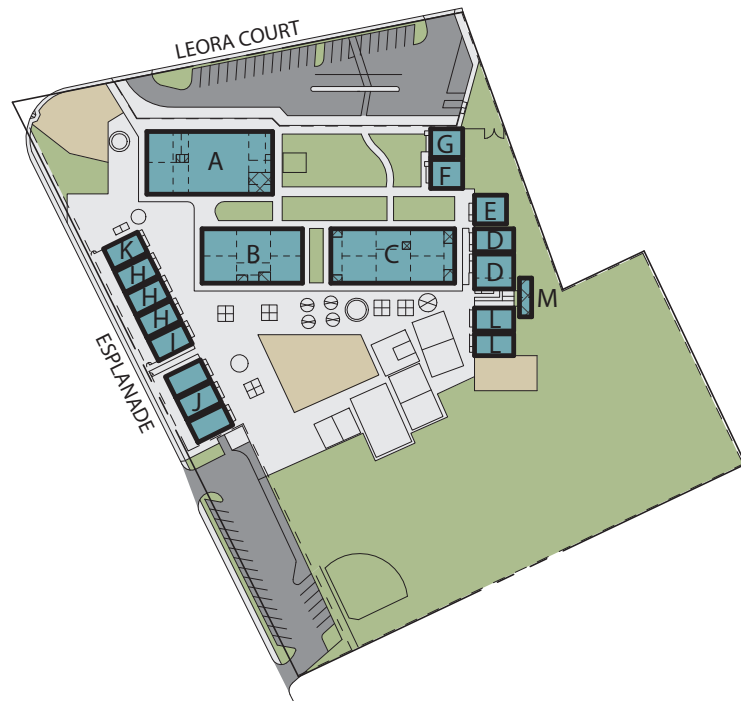
Shasta is a school that has been impacted by the size of student enrollment. While only a few of the portables on the site are older than 1991, the sheer number of portables and the small size of the site creates an overburdened site plan with difficult circulation and supervision. In the process of accommodating the student body, support and special education facilities are reduced.

A new two-story classroom building is the driving force in creating a new vision for Shasta. The building will allow the removal of most of the portables and clear site space for several other buildings. This building also includes additional classrooms, which can accommodate a more proportional special education student body. Building "N" will be a new kindergarten, allowing for an expanded kindergarten playground and connection to the existing kindergarten classrooms in the west side of building "A." Building "Q" is envisioned to be a new library, while the old library can revert back into a classroom. A new play structure will fill the footprint of the existing portables on the east side of the campus. A future phase will include modernization of the existing buildings that are remaining on the site.

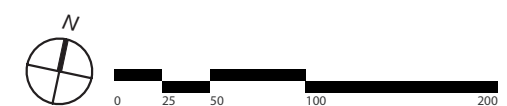
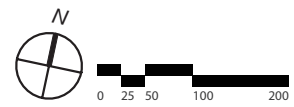
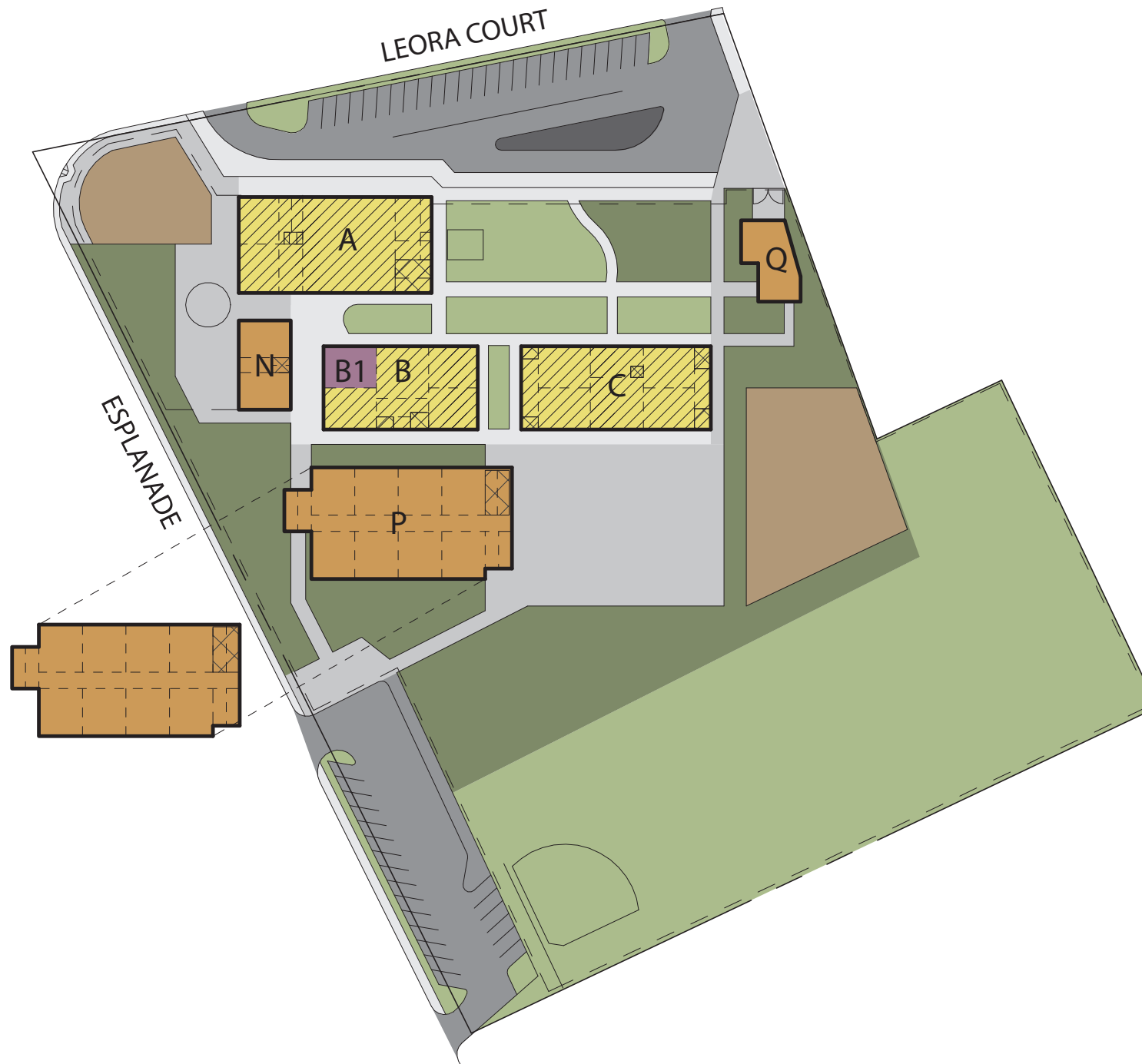




EXISTING SITE PLAN



MASTER SITE PLAN



LEGEND

- Existing Building
- Existing Concrete
- Existing Paving
- Existing Playground Area
- Existing Turf/Planter/Field
- Existing Shade Structure
- Restrooms
- New Building
- Building Modernization
- Building Renovation
- Building Addition
- New Concrete
- New Paving
- New Playground Area
- New Turf/Planter/Field
- Solar and/or Shade Structure
- Future Phase - Beyond FMP

BUILDING DESIGNATIONS

- Existing**
- A Multi-Purpose, Classrooms, Kindergarten Library & Classrooms
 - B Library & Classrooms
 - C Administration & Classrooms
 - D Portable Classrooms
 - E Portable Classroom
 - F Portable Classroom
 - G Portable Classroom
 - H Portable Classrooms
 - I Portable Classroom
 - J Portable Classroom
 - K Portable Classroom
 - L Portable Classrooms
 - M Restrooms
- Phase III**
- B1 Classroom Renovation
 - N New Kindergarten
 - P New Classrooms (two-story)
 - Q New Library
- Future Phase**
- A Building Modernization
 - B Classroom Modernization
 - C Administration & Classroom Modernization

Sierra View Elementary School

1598 Hooker Oak Avenue, Chico, CA 95926

Date of Original DSA Approval: 1954; 1998



| Facility Facts | Existing | Master Plan (Excludes Future Phase) |
|---------------------------|----------|--|
| School | | |
| Grade Configuration | K-6 | K-5 |
| District Capacity | 486 | 522 |
| Site | | |
| Site Acreage | 9 | 9 |
| Portables | 8 | 0 |
| Parking Spaces | 23 | 92 |
| Building | | |
| GSF (Including Portables) | 43,628 | 48,111 |
| Classrooms | 20 | 22 |

| Phased Implementation | Project Cost |
|-----------------------|---------------------|
| Phase I | |
| Technology | \$132,000 |
| ADA Priority List | \$200,000 |
| Phase IV | |
| Modernization | \$4,718,000 |
| New Construction | \$4,466,000 |
| Technology | \$644,000 |
| Future Phase | |
| New Construction | \$1,938,000 |
| Total | \$12,098,000 |

Sierra View is home to the Academics Plus program. Although the site has street access on two sides, there is limited parking and drop-off on-site. Many older portables are also scattered on the site. The library is undersized according to the District's guidelines.

The major changes envisioned for Sierra View include expanded parking and drop-off and new classroom buildings. The parking includes a new parking lot in the north and expanding the existing parking lot into the corner of the site. The new classroom building will replace the existing portables and provide additional classrooms in the future phase, if needed by demographic projections. A new kindergarten building will achieve the right balance of kindergarten rooms to the overall student enrollment for extended-day kindergarten. New solar shade structures will expand outdoor covered area in the main playground, and an addition to the library will allow the space to be transformed into a new media center. Modernization will occur in all the existing buildings on campus to update systems, technology and finishes.

Facility Assessment Summary (Based on 100-point scale)

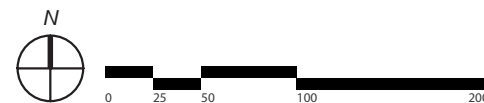
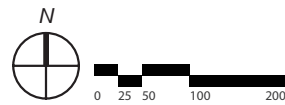
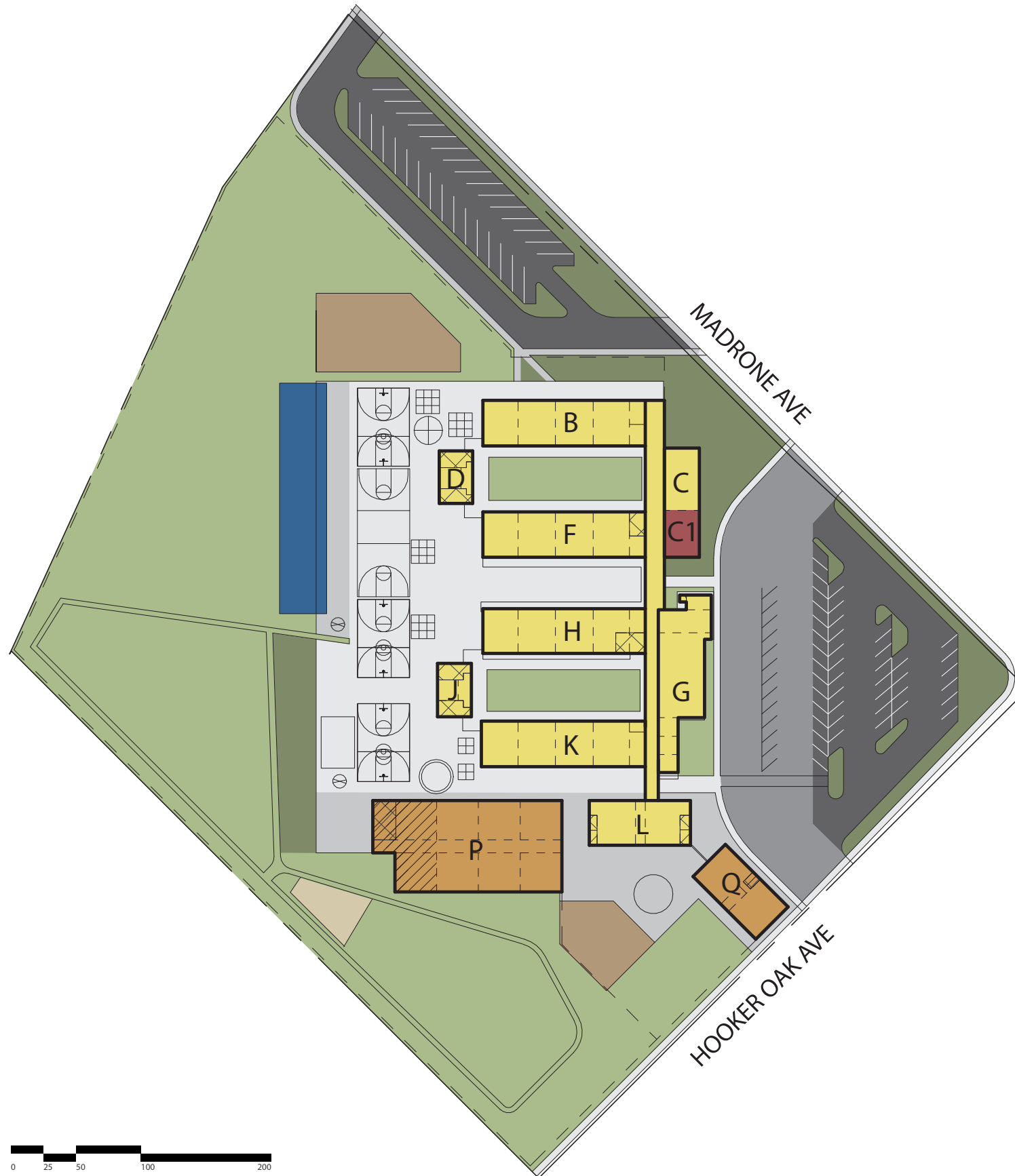
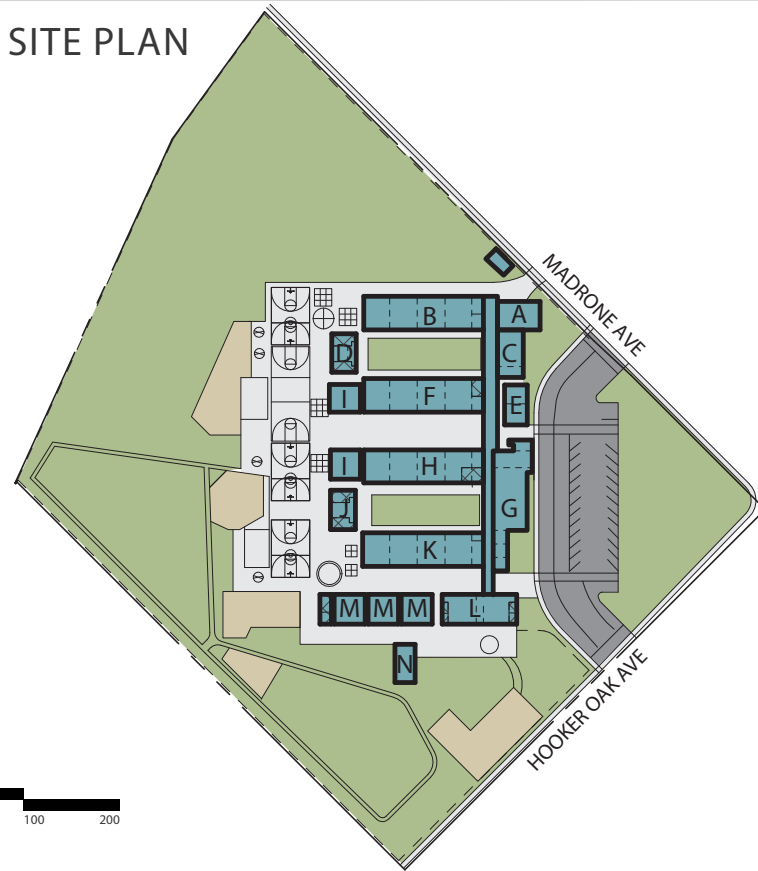
| | |
|--------------------------|-----------|
| Building Score | 38 |
| Ed Building Score | 62 |
| Condition Building Score | 15 |
| Site Score | 40 |
| Ed Site Score | 60 |
| Condition Site Score | 21 |
| Technology Score | 17 |
| Combined Score | 32 |





EXISTING SITE PLAN

MASTER SITE PLAN



LEGEND

BUILDING DESIGNATIONS

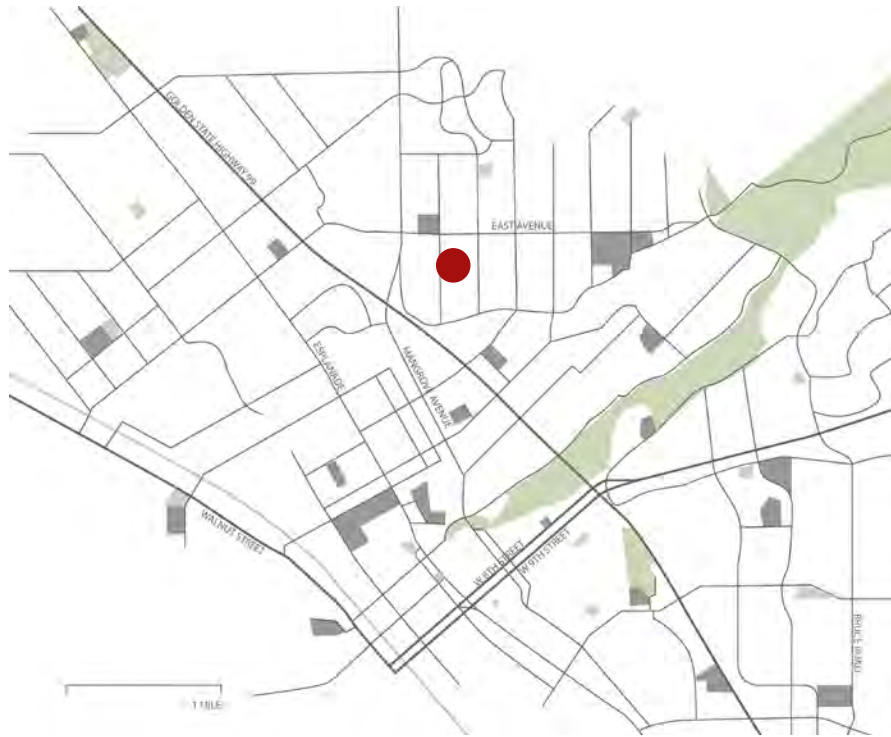
- Existing Building
- Existing Concrete
- Existing Paving
- Existing Playground Area
- Existing Turf/Planter/Field
- Existing Shade Structure
- Restrooms
- New Building
- Building Modernization
- Building Renovation
- Building Addition
- New Concrete
- New Paving
- New Playground Area
- New Turf/Planter/Field
- Solar and/or Shade Structure
- Future Phase - Beyond FMP

- Existing**
- A Portable Classroom
 - B Administration & Classrooms
 - C Library
 - D Restrooms
 - E Classrooms
 - F Classrooms
 - G Administration & Multi-Purpose
 - H Classrooms
 - I Portable Classrooms
 - J Restrooms
 - K Classrooms
 - L Kindergarten Classrooms
 - M Portable Classrooms
 - N Special Education Classroom
- Phase IV**
- B Administration & Classroom Modernization
 - C Library Modernization
 - C1 Library Addition
 - D, J Restroom Modernization
 - F, H, K Classroom Modernization
 - G Administration & Multi-Purpose
 - L Kindergarten Classrooms
 - P New Classrooms
 - Q New Kindergarten
- Future Phase**
- P Classroom Addition

Bidwell Junior High School

2376 North Avenue, Chico, CA 95926

Date of Original DSA Approval: 1954; 1966



| Facility Facts | Existing | Master Plan (Excludes Future Phase) |
|---------------------------|----------|--|
| School | | |
| Grade Configuration | 7-8 | 6-8 |
| District Capacity | 1,029 | 1,029 |
| Site | | |
| Site Acreage | 19 | 19 |
| Portables | 0 | 0 |
| Parking Spaces | 70 | 115 |
| Building | | |
| GSF (Including Portables) | 102,834 | 112,948 |
| Classrooms | 33 | 33 |

| Phased Implementation | Project Cost |
|------------------------|---------------------|
| Phase II | |
| Priority Modernization | \$1,821,000 |
| New Construction | \$1,437,000 |
| Renovation | \$602,000 |
| Technology | \$1,017,000 |
| ADA Priority List | \$599,000 |
| Phase VI | |
| Modernization | \$7,283,000 |
| Future Phase | |
| New Construction | \$8,408,000 |
| Total | \$21,167,000 |

Bidwell Junior High will be transforming to a middle school format with grades six through eight. To accomplish the increased enrollment, additional staff parking will be needed. Both the library and multi-purpose room (MPR) will be undersized per District guidelines when the school reaches its full capacity, and have not been modernized. The office, which also has not been modernized, is difficult to navigate and has limited supervision of the school entrance. While Bidwell has a large field area, little field designation exists.

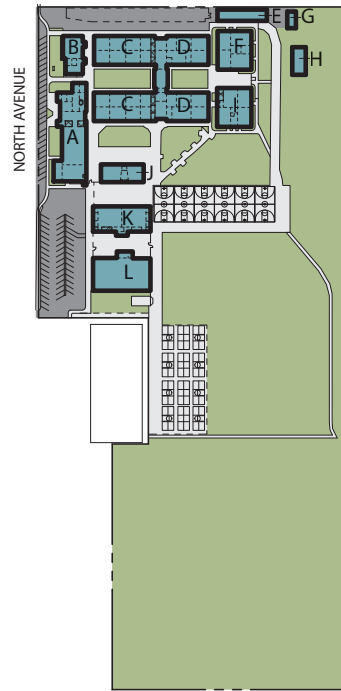
The vision for Bidwell creates a more defined campus community space while expanding parking and creating field definition. In a desire to create a true gathering space and mitigate the undersized MPR, the master plan expands and formalizes a central quad building upon the covered walkway and dining space between buildings "J" and "K." Due to the limited amount of street frontage, new parking is established on the east side of the campus. This staff parking lot will relieve the pressure on the front parking lot, which can be reworked to provide a more protected drop-off area. The new parking lot will displace a maintenance building, which is planned to be replaced by building "N." Expansion and renovations are planned for the office and library to increase functionality. In phase six, a total modernization of all buildings is planned. The future phase envisions a student activity center to be accessed from the new quad, providing presentation, technology access and a possible fitness component to the campus. Another addition, building "M," can accommodate a specialty instructional space for a future elective.

| Facility Assessment Summary | (Based on 100-point scale) |
|-----------------------------|----------------------------|
| Building Score | 55 |
| Ed Building Score | 67 |
| Condition Building Score | 43 |
| Site Score | 49 |
| Ed Site Score | 68 |
| Condition Site Score | 30 |
| Technology Score | 56 |
| Combined Score | 53 |

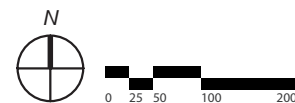
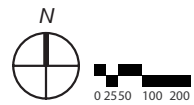
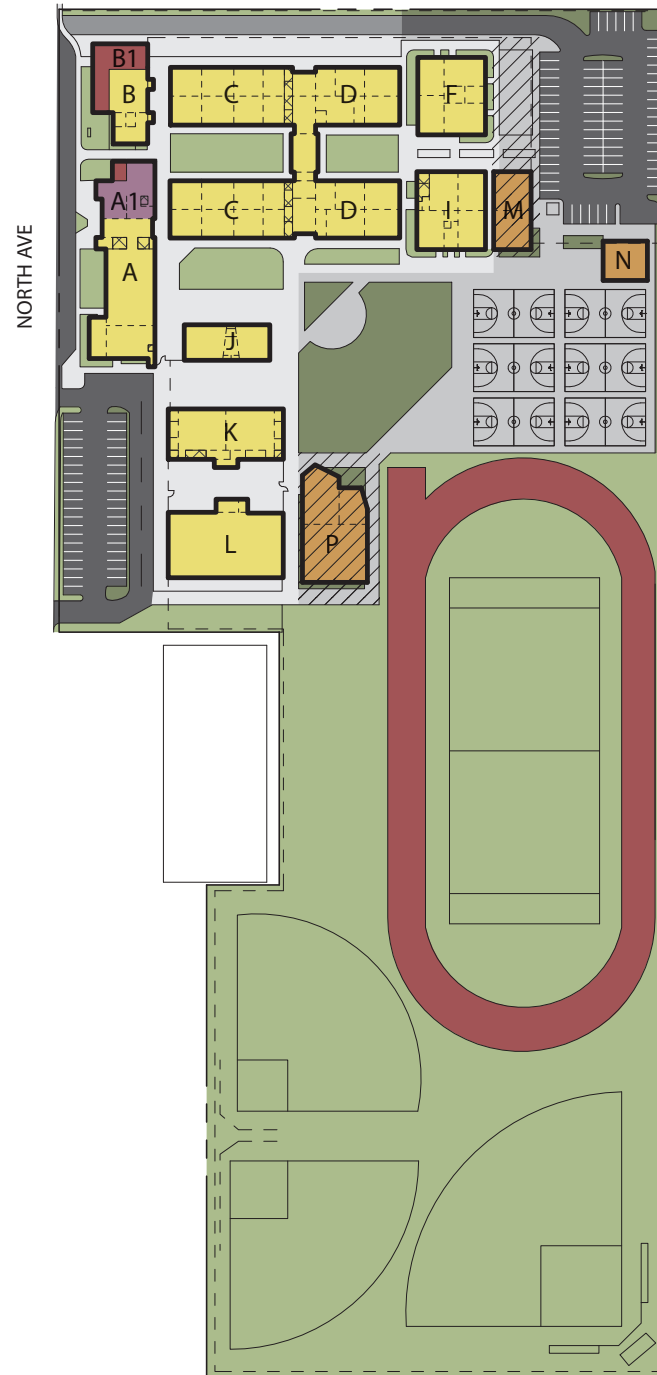




EXISTING SITE PLAN



MASTER SITE PLAN



LEGEND

- Existing Building
- Existing Concrete
- Existing Paving
- Existing Playground Area
- Existing Turf/Planter/Field
- Existing Shade Structure
- Restrooms
- New Building
- Building Modernization
- Building Renovation
- Building Addition
- New Concrete
- New Paving
- New Playground Area
- New Turf/Planter/Field
- Solar and/or Shade Structure
- Future Phase - Beyond FMP

BUILDING DESIGNATIONS

- Existing**
- A Administration & Multi-Purpose
 - B Library
 - C Classrooms
 - D Classrooms
 - E Maintenance Building
 - F Classrooms
 - G Maintenance Building
 - H Greenhouse
 - I Classrooms
 - J Classrooms
 - K Shower & Locker
 - L Gym
- Phase II**
- A Administration & Multi-Purpose Modernization
 - A1 Administration Renovation and Addition
 - B Library Modernization
 - B1 Library Addition
 - N New Maintenance Building
- Phase VI**
- C Classroom Modernization
 - D Classroom Modernization
 - F Classroom Modernization
 - I Classroom Modernization
 - J Classroom Modernization
 - K Shower and Locker Modernization
 - L Gym Modernization
- Future Phase**
- M New Elective Classrooms
 - P New Student Activity Center

Chico Junior High School

280 Memorial Way, Chico, CA 95926

Date of Original DSA Approval: 1953; 1957



| Facility Facts | Existing | Master Plan (Excludes Future Phase) |
|---------------------------|----------|--|
| School | | |
| Grade Configuration | 7-8 | 6-8 |
| District Capacity | 1,029 | 1,086 |
| Site | | |
| Site Acreage | 19 | 19 |
| Portables | 0 | 0 |
| Parking Spaces | 75 | 142 |
| Building | | |
| GSF (Including Portables) | 109,541 | 129,868 |
| Classrooms | 32 | 35 |

| Phased Implementation | Project Cost |
|------------------------|---------------------|
| Phase II | |
| Priority Modernization | \$2,808,000 |
| New Construction | \$3,559,000 |
| Renovation | \$376,000 |
| Technology | \$1,021,000 |
| ADA Priority List | \$558,000 |
| Phase VI | |
| Modernization | \$11,233,000 |
| Future Phase | |
| New Construction | \$18,097,000 |
| Total | \$37,652,000 |

| Facility Assessment Summary | (Based on 100-point scale) |
|-----------------------------|----------------------------|
| Building Score | 46 |
| Ed Building Score | 66 |
| Condition Building Score | 26 |
| Site Score | 23 |
| Ed Site Score | 26 |
| Condition Site Score | 21 |
| Technology Score | 32 |
| Combined Score | 35 |

Chico Junior will be transforming to a middle school format with grades six through eight. To accomplish the increased enrollment, additional staff parking will be needed. Both the library and multi-purpose room (MPR) will be undersized per District guidelines when the school reaches its full capacity. While there are enough classroom spaces for the expected enrollment, there are not enough science laboratories. This campus is also the home to the Dual Language Immersion Program.

The vision for Chico Junior creates a more defined campus community space while expanding parking and creating field definition. In a desire to create a true gathering space and mitigate the undersized MPR, the master plan formalizes a central quad for the campus in the southeast corner. This quad is supported by a new snack bar, building "T." A new science wing will provide the needed science rooms while providing enclosure for the southern edge of the new quad. Additional outdoor dining improvements are planned between buildings "O" and "P." The existing science labs will be renovated as needed to provide for the six through eight curriculum. Additional parking is planned along Oleander Avenue. In phase six, a total modernization is planned for all the buildings. The future phase envisions a student activity center to be accessed from the new quad, providing presentation, technology access and a possible fitness component to the campus. A new aquatics facility is also planned for a future phase.



EXISTING SITE PLAN

MASTER SITE PLAN



LEGEND

BUILDING DESIGNATIONS

- Existing Building
- Existing Concrete
- Existing Paving
- Existing Playground Area
- Existing Turf/Planter/Field
- Existing Shade Structure
- Restrooms
- New Building
- Building Modernization
- Building Renovation
- Building Addition
- New Concrete
- New Paving
- New Playground Area
- New Turf/Planter/Field
- Solar and/or Shade Structure
- Future Phase - Beyond FMP

- Existing**
- A Administration & Library
 - B Classrooms
 - C Classrooms
 - D Classrooms
 - E Gym
 - F Shower & Locker
 - G Storage
 - H Classrooms
 - I Wood Shop
 - J Boiler
 - L Classrooms
 - M Classrooms
 - N Classrooms
 - O Classrooms
 - P Multi-Purpose
 - Q Covered Corridor
- Phase II**
- L1, N1 Classroom Renovation
 - R New Science Labs
 - T New Snack Bar
- Phase VI**
- A-J, L-Q Building Modernization
- Future Phase**
- S New Student Activity Center
 - U New Office & Ticket Office
 - V New Pool Equipment & Storage
 - W New Locker Rooms

Marsh Junior High School

2256 Humboldt Road, Chico, CA 95928
Date of Original DSA Approval: 1993; 2004



| Facility Facts | Existing | Master Plan (Excludes Future Phase) |
|---------------------------|----------|--|
| School | | |
| Grade Configuration | 7-8 | 6-8 |
| District Capacity | 780 | 924 |
| Site | | |
| Site Acreage | 20 | 20 |
| Portables | 8 | 6 |
| Parking Spaces | 224 | 224 |
| Building | | |
| GSF (Including Portables) | 80,535 | 110,224 |
| Classrooms | 25 | 30 |

| Phased Implementation | Project Cost |
|-----------------------|---------------------|
| Phase II | |
| New Construction | \$7,368,000 |
| Technology | \$959,000 |
| ADA Priority List | \$226,000 |
| Phase VI | |
| Modernization | \$3,842,000 |
| Future Phase | |
| New Construction | \$8,122,000 |
| Total | \$20,517,000 |

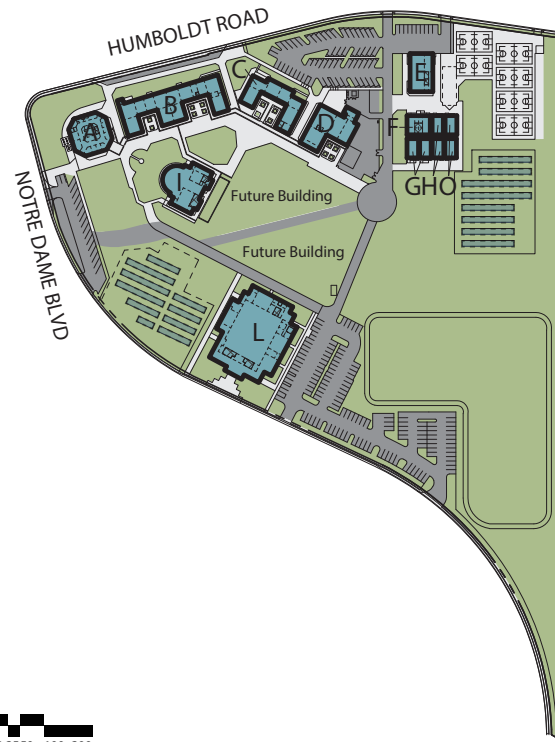
Marsh Junior High will be transforming to a middle school format with grades six through eight. The campus currently has a portable multi-purpose room, which is significantly under the District guidelines. The site also does not have enough science laboratories to accommodate the student population.

Two major building additions with associated site improvements are the defining factors in Marsh's site master plan. Because the need for a new MPR and new kitchen was well established, the planning for a new MPR is already in progress. The new MPR will also improve site drainage and create a community-enhancing student quad. Phase two will also include a new science wing to add the needed science facilities. In phase six, a total modernization is planned for buildings "A," "B," "C," "D" and "I." A future phase can include a new classroom building, building "N," when justified by student population growth.

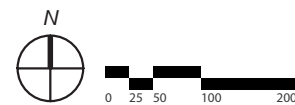
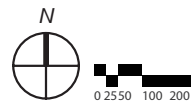
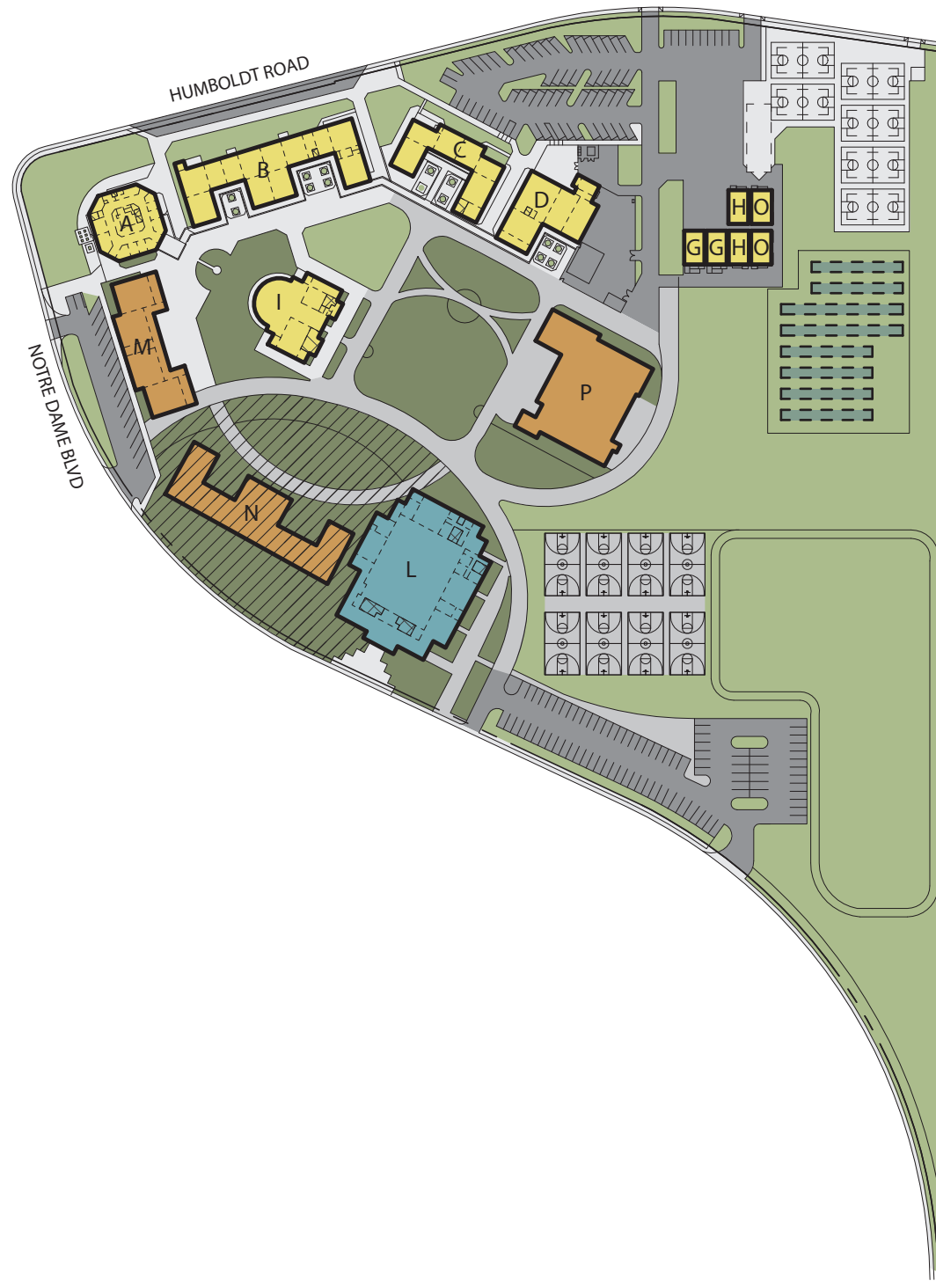
| Facility Assessment Summary | (Based on 100-point scale) |
|-----------------------------|----------------------------|
| Building Score | |
| Ed Building Score | 58 |
| Condition Building Score | 42 |
| Site Score | |
| Ed Site Score | 58 |
| Condition Site Score | 43 |
| Technology Score | |
| Technology Score | 56 |
| Combined Score | 52 |



EXISTING SITE PLAN



MASTER SITE PLAN



LEGEND

BUILDING DESIGNATIONS

- Existing Building
- Existing Concrete
- Existing Paving
- Existing Playground Area
- Existing Turf/Planter/Field
- Existing Shade Structure
- Restrooms
- New Building
- Building Modernization
- Building Renovation
- Building Addition
- New Concrete
- New Paving
- New Playground Area
- New Turf/Planter/Field
- Solar and/or Shade Structure
- Future Phase - Beyond FMP

- Existing**
- A Administration
 - B Math
 - C Science
 - D Industrial Technology
 - E Portable Multi-Purpose
 - F Portable Classrooms
 - G Portable Classrooms
 - H Portable Classrooms
 - I Library
 - L Gym
 - O Portable Classrooms
- Phase II**
- M New Classrooms
 - P New Student Activity Center
- Phase VI**
- A Administration Modernization
 - B Math Modernization
 - C Science Modernization
 - D Industrial Technology Modernization
 - I Library Modernization
- Future Phase**
- N New Classrooms

Chico Senior High School + Inspire

901 The Esplanade, Chico, CA 95926

Date of Original DSA Approval: 1943; 2010



| Facility Facts | Existing | Master Plan (Excludes Future Phase) |
|---------------------------|----------|--|
| School | | |
| Grade Configuration | 9-12 | 9-12 |
| District Capacity | 2,623 | 2,557 |
| Site | | |
| Site Acreage | 39 | 39 |
| Portables | 18 | 18 |
| Parking Spaces | 576 | 576 |
| Building | | |
| GSF (Including Portables) | 187,239 | 182,943 |
| Usble Classrooms | 86 | 83 |

| Phased Implementation | Project Cost |
|-----------------------|---------------------|
| Phase I | |
| Technology | \$142,000 |
| ADA Priority List | \$394,000 |
| Phase VI | |
| Modernization | \$10,722,000 |
| Technology | \$2,085,000 |
| Total | \$13,343,000 |

Chico Senior High has had many improvements through the Measure A bond and additional funding from the state. Inspire, which shares this site, has also been recently installed and upgraded.

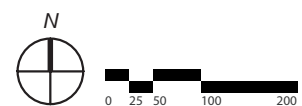
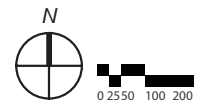
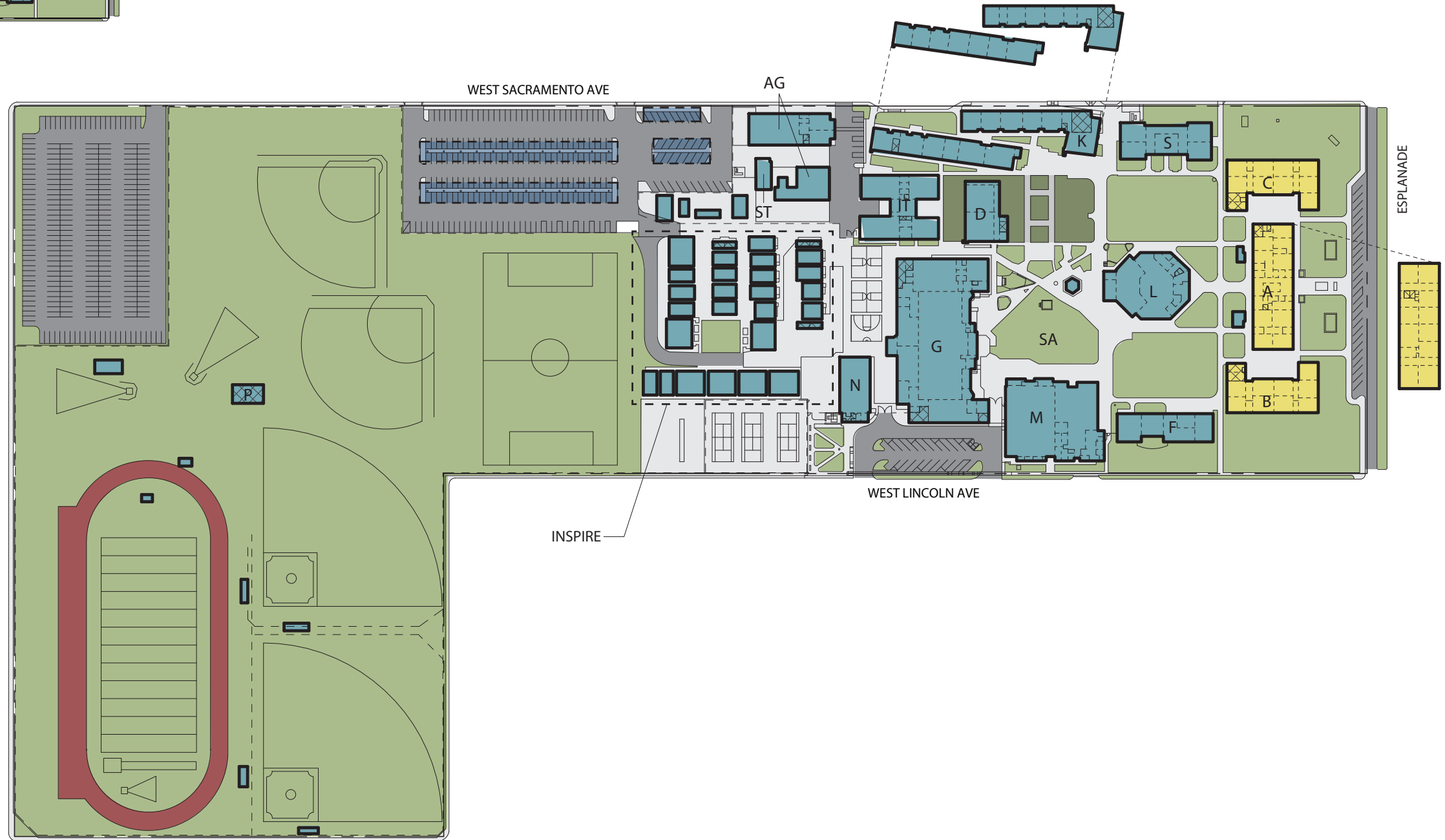
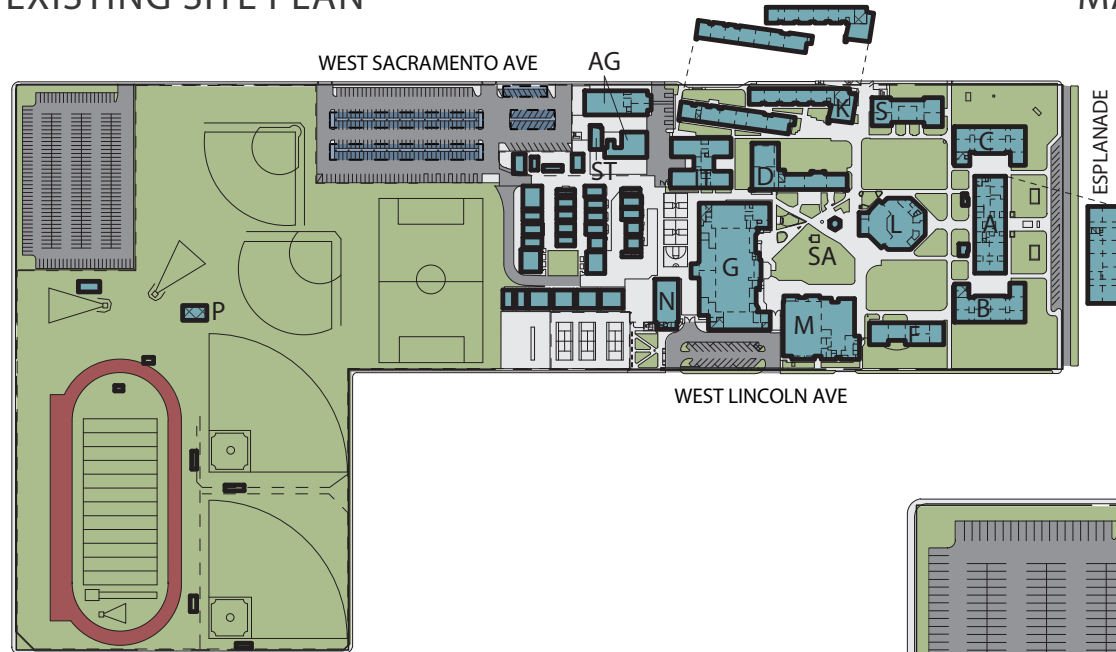
The long-range plan for Chico Senior High includes modernization of buildings "A," "B" and "C." In the first phase, technology upgrades are planned for the campus to implement Common Core standards. In phase six modernization is planned for building "A," which has not been modernized, and buildings "B" and "C." Improvements for the athletic and physical education fields are being planned in a parallel process and therefore are not shown in this Master Plan.

| Facility Assessment Summary | Chico (Based on 100-point scale) | Inspire |
|-----------------------------|-------------------------------------|---------|
| Building Score | 61 | 40 |
| Ed Building Score | 70 | 46 |
| Condition Building Score | 52 | 35 |
| Site Score | 54 | 22 |
| Ed Site Score | 66 | 23 |
| Condition Site Score | 42 | 21 |
| Technology Score | 56 | 68 |
| Combined Score | 57 | 47 |



EXISTING SITE PLAN

MASTER SITE PLAN



LEGEND

- Existing Building
- Existing Concrete
- Existing Paving
- Existing Playground Area
- Existing Turf/Planter/Field
- Existing Shade Structure
- Restrooms
- New Building
- Building Modernization
- Building Renovation
- Building Addition
- New Concrete
- New Paving
- New Playground Area
- New Turf/Planter/Field
- Solar and/or Shade Structure
- Future Phase - Beyond FMP

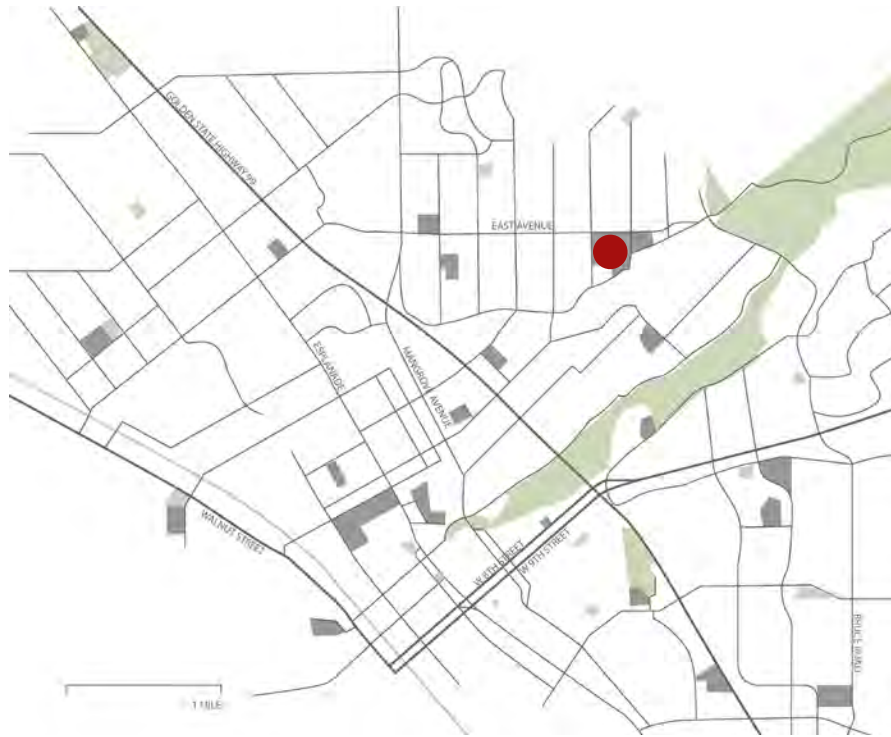
BUILDING DESIGNATIONS

- Existing**
- A Administration & Classrooms
 - AG Classrooms (Agriculture)
 - B Classrooms
 - C Classrooms
 - D Classrooms (Music)
 - F Classrooms (Art)
 - G Gym & Locker Rooms
 - H Classrooms (Home Ec.)
 - IT Industrial Technology
 - J Classrooms
 - K Classrooms
 - L Library & Theater Classrooms
 - M Lincoln Hall
 - N Fitness Lab
 - P Restroom
 - S Classrooms
 - SA Associated Students Building
 - ST Storage
- Phase VI**
- A Administration & Classroom Modernization
 - B Classroom Modernization
 - C Classroom Modernization
- (Athletic Fields to be developed separately)

Pleasant Valley High School

1475 East Avenue, Chico, CA 95926

Date of Original DSA Approval: 1966; 2010



| Facility Facts | Existing | Master Plan (Excludes Future Phase) |
|---------------------------|----------|--|
| School | | |
| Grade Configuration | 9-12 | 9-12 |
| District Capacity | 2,379 | 2,379 |
| Site | | |
| Site Acreage | 39 | 39 |
| Portables | 0 | 0 |
| Parking Spaces | 526 | 526 |
| Building | | |
| GSF (Including Portables) | 223,728 | 225,952 |
| Classrooms | 74 | 74 |

| Phased Implementation | Project Cost |
|-----------------------|---------------------|
| Phase I | |
| Technology | \$158,000 |
| ADA Priority List | \$295,000 |
| Phase IV | |
| Renovation | \$12,905,000 |
| Phase VI | |
| Modernization | \$5,373,000 |
| New Construction | \$7,094,000 |
| Technology | \$1,135,000 |
| Total | \$26,960,000 |

Pleasant Valley High School has had many improvements through the Measure A bond and additional state funding. Modernization has been performed on many of the buildings; however, some have not been modernized and are in need of improvement.

The long-range plan for Pleasant Valley Senior High includes modernization of selected buildings and technology upgrades for the campus to implement Common Core standards in phase one. Buildings "B," "C" and "D" are planned for renovation and modernization to improve the learning environment in phase four due to their age and lack of modernization in the past. Additional buildings will be modernized as part of phase six. Improvements for the athletic and physical education fields are being planned in a parallel process and therefore are not shown in this Master Plan.

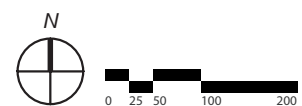
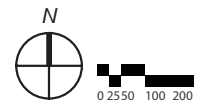
| Facility Assessment Summary | (Based on 100-point scale) |
|-----------------------------|----------------------------|
| Building Score | 58 |
| Ed Building Score | 73 |
| Condition Building Score | 43 |
| Site Score | 43 |
| Ed Site Score | 58 |
| Condition Site Score | 28 |
| Technology Score | 59 |
| Combined Score | 54 |



EXISTING SITE PLAN



MASTER SITE PLAN



LEGEND

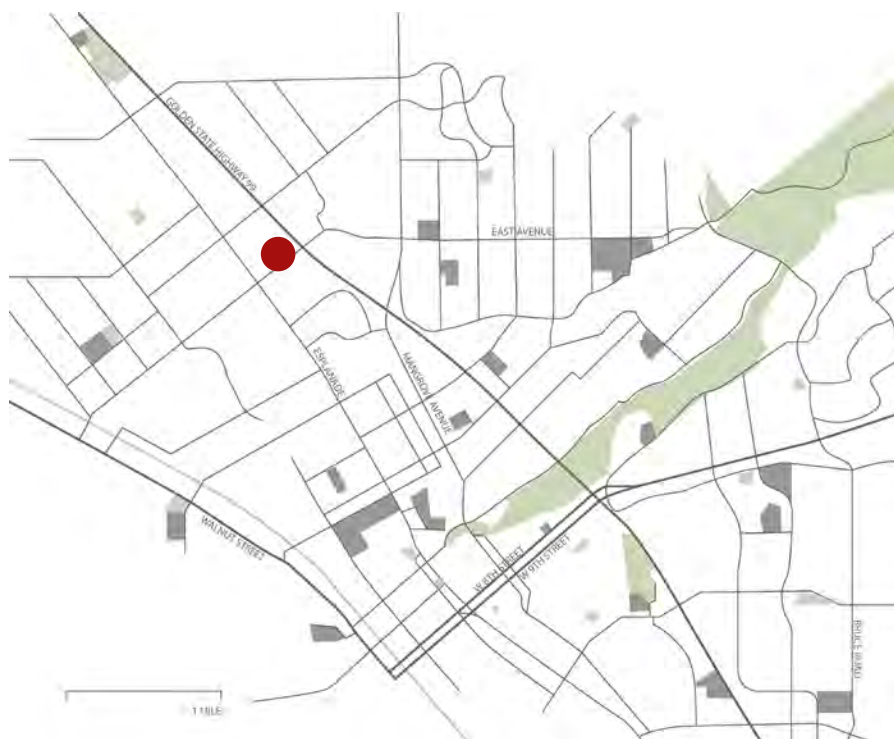
- Existing Building
- Existing Concrete
- Existing Paving
- Existing Playground Area
- Existing Turf/Planter/Field
- Existing Shade Structure
- Restrooms
- New Building
- Building Modernization
- Building Renovation
- Building Addition
- New Concrete
- New Paving
- New Playground Area
- New Turf/Planter/Field
- Solar and/or Shade Structure
- Future Phase - Beyond FMP

BUILDING DESIGNATIONS

- Existing**
- A Administration
 - B Classrooms
 - C Classrooms
 - D Home Ec., Art, Woodworking
 - E Industrial Arts
 - F Gym & Locker Room
 - G Gym & Locker Room
 - H West Gym
 - K Weight Room
 - L Library
 - M Classrooms
 - O Permanent Portable Classrooms
 - P Permanent Portable Classrooms
 - R PE Mat Room
 - S Classrooms
 - T Student Center
 - U Maintenance Shed
 - V Multi-Purpose, Music
 - W Center for the Arts
 - X Portable
 - Y Classrooms
- Phase IV**
- B1 Classroom Renovation
 - C1 Classroom Renovation
 - D1 Home Ec., Art, Woodworking Renovation
- Phase VI**
- Z New Student Activity Center
 - E, G, K Building Modernization
 - O, P, R Building Modernization
(Athletic Fields to be developed separately)

Alternative Education

290 East Avenue, Chico, CA 95926
Date of Original DSA Approval: 1958; 2005



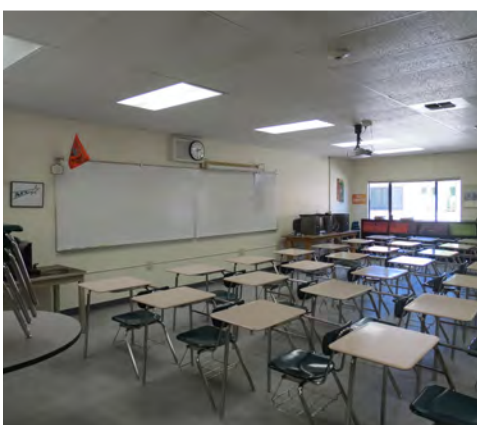
| Facility Facts | Existing | Master Plan (Excludes Future Phase) |
|---------------------------|----------|--|
| School | | |
| Grade Configuration | 9-12 | 9-12 |
| District Capacity | 448 | 472 |
| Site | | |
| Site Acreage | 7 | 7 |
| Portables | 3 | 2 |
| Parking Spaces | 67 | 67 |
| Building | | |
| GSF (Including Portables) | 41,795 | 50,065 |
| Classrooms | 10 | 18 |

| Phased Implementation | Project Cost |
|-----------------------|---------------------|
| Phase I | |
| Technology | \$46,000 |
| ADA Priority List | \$254,000 |
| Phase V | |
| Modernization | \$4,854,000 |
| New Construction | \$4,570,000 |
| Renovation | \$364,000 |
| Technology | \$703,000 |
| Total | \$10,791,000 |

The alternative education site houses multiple programs: Fair View High School, Academy for Change, Center for Alternative Learning and Oakdale. The majority of the students in these programs are high-school age; however, the campus was originally designed as an elementary school. Amenities, counters and plumbing fixtures have not been adjusted to adult height. The buildings also lack the functionality of the specialty programs found at schools serving high school students.

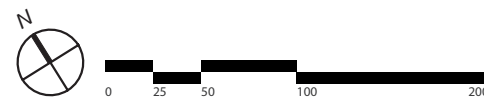
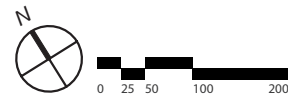
The approach to the alternative education site is to modernize the school and provide the needed high-school level educational spaces. The modernization would include adjusting the building elements to the appropriate height. Renovation is planned to create a science laboratory in the existing science classroom that can accommodate full class experiments. A new building would create an indoor physical education facility and culinary arts kitchen. These high-school level spaces provide functionality for hands-on experiences, which improves engagement and learning.

| Facility Assessment Summary | (Based on 100-point scale) |
|-----------------------------|----------------------------|
| Building Score | 34 |
| Ed Building Score | 44 |
| Condition Building Score | 24 |
| Site Score | 40 |
| Ed Site Score | 53 |
| Condition Site Score | 26 |
| Technology Score | 59 |
| Combined Score | 43 |



EXISTING SITE PLAN

MASTER SITE PLAN



LEGEND

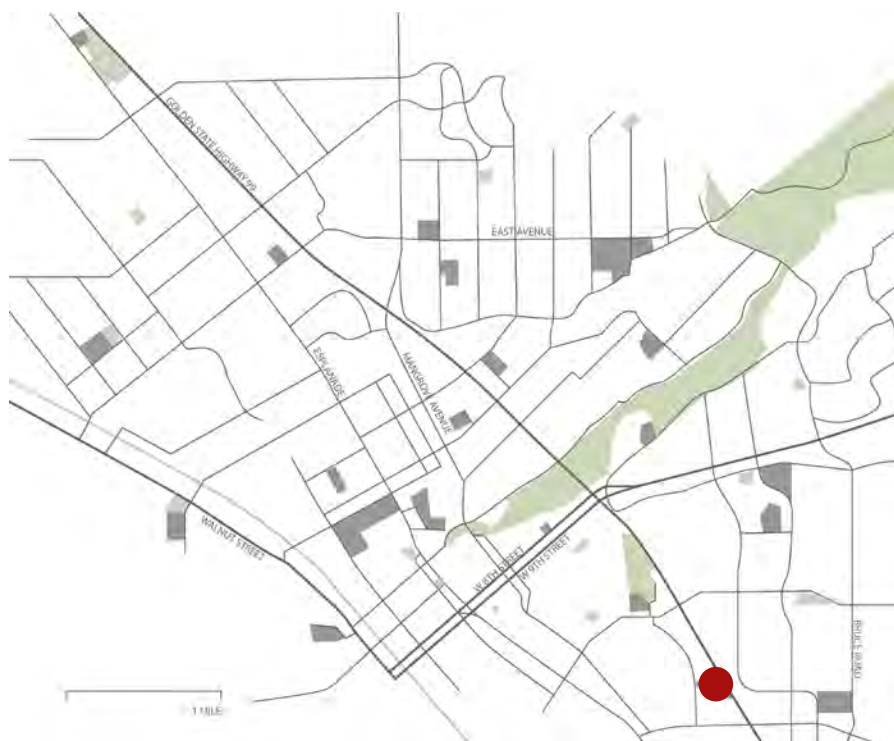
BUILDING DESIGNATIONS

- Existing Building
- Existing Concrete
- Existing Paving
- Existing Playground Area
- Existing Turf/Planter/Field
- Existing Shade Structure
- Restrooms
- New Building
- Building Modernization
- Building Renovation
- Building Addition
- New Concrete
- New Paving
- New Playground Area
- New Turf/Planter/Field
- Solar and/or Shade Structure
- Future Phase - Beyond FMP

- Existing**
- A Head Start Program Portable
 - B In School Suspension
 - C Classrooms
 - D Restrooms
 - E Classrooms
 - F Multi-Purpose
 - G Classrooms
 - H Portable Classroom & Restroom
 - I Portable Classrooms, Young Parent Program
 - J Computer Lab & Office
 - K Portable Classrooms
 - L Portable Office
 - M Portable Classrooms, Offices, Restrooms
 - N Construction Tech Shop
- Phase V**
- C Classroom Modernization
 - C1 Science Lab Renovation
 - D Restroom Modernization
 - E Classroom Modernization
 - F Multi-Purpose Modernization
 - G Classroom Modernization
 - S New Physical Education, Culinary Arts

Corporation Yard

2455 Carmichael Drive, Chico, CA 95928



| Facility Facts | Existing | Master Plan (Excludes Future Phase) |
|---------------------------|----------|--|
| Site | | |
| Site Acreage | 12 | 12 |
| Portables | 1 | 1 |
| Parking Spaces | 111 | 272 |
| Building | | |
| GSF (Including Portables) | 35,986 | 61,009 |

| Phased Implementation | Project Cost |
|-----------------------|---------------------|
| Phase I | |
| Technology | \$104,000 |
| ADA Priority Llst | \$182,000 |
| Phase VII | |
| Modernization | \$15,600,000 |
| New Construction | \$17,225,000 |
| Technology | \$187,000 |
| Total | \$33,298,000 |

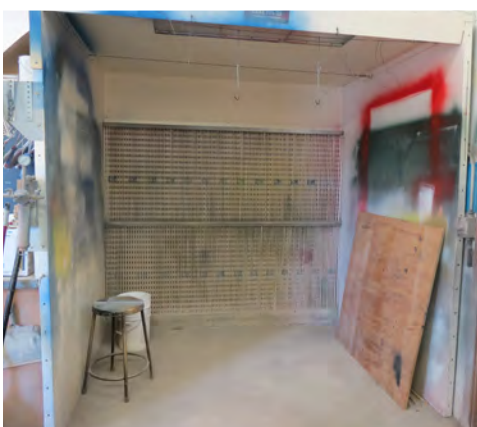
The Corporation Yard's existing rock base parking and drive areas need new asphalt and concrete paving. This would result in better drainage, improved accessibility and less wear and tear on corporation yard equipment and vehicles. This improvement would also allow the District the option of placing solar collectors over the parking areas, providing cover for District vehicles. To address the existing vehicle wash down area, drainage system improvements are needed.

Facility Assessment Summary (Based on 100-point scale)

| | |
|----------------|----|
| Building Score | 26 |
| Site Score | 20 |

While Corporation Yard building improvements can sometimes take a back seat to classroom needs the overall appearance and functionality of the Corporation Yard and buildings are essential for efficient maintenance and transportation operations. The working conditions also have a positive effect on District staff. Replacing the existing old portable classroom and toilet buildings with new permanent construction would improve productivity, morale and staff retention, while also building pride by creating a higher standard of excellence in the District's overall facilities. It should be noted that unlike school buildings built to house students, the Corporation Yard buildings are not required to be constructed to the same DSA standards as school buildings, resulting in a more economical building to construct.

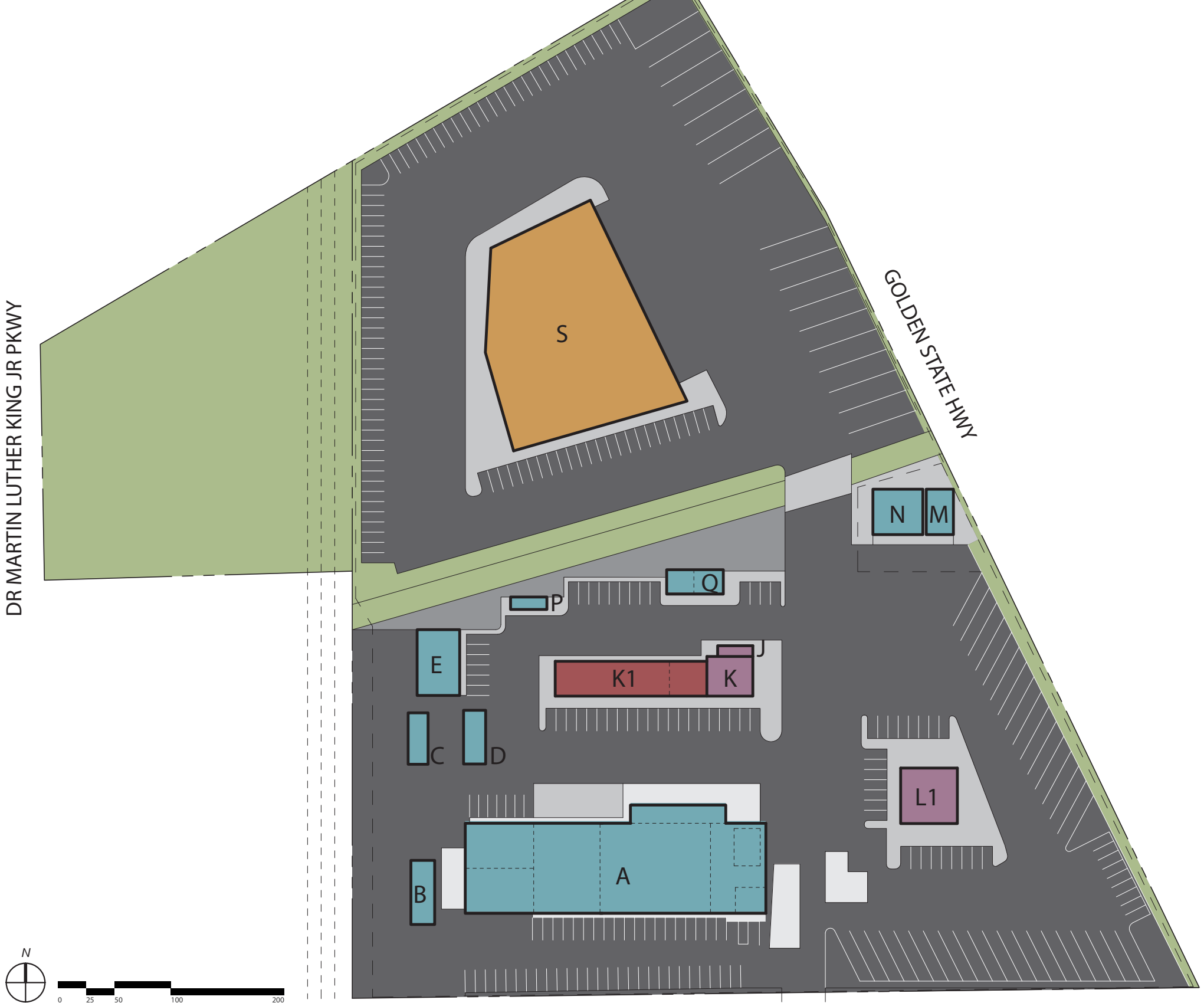
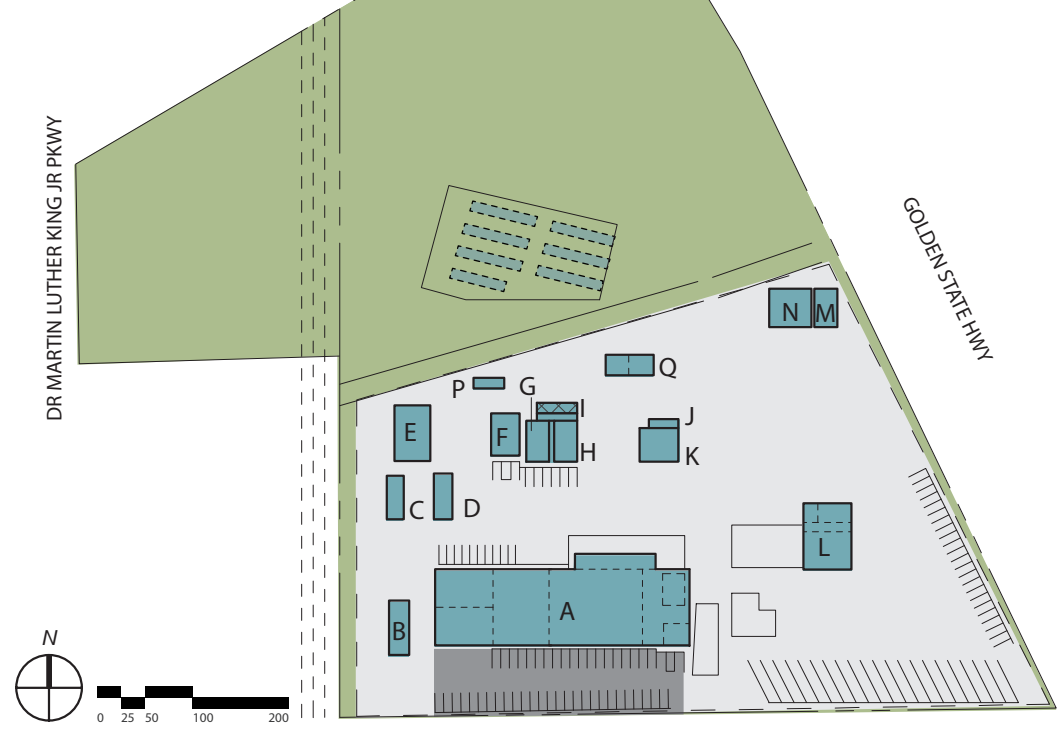
In terms of site planning for the long term needs, it would be wise to consider the possible future needs of the District and plan accordingly. The District's fleet vehicles may begin to include alternative fuel vehicles, requiring additional parking and alternative fueling and servicing areas. It is also possible the District would find that by replacing the existing bakery with a new central kitchen, improved efficiencies would result. Higher quality meals that are also more economical to produce is the result that has been found in other districts by consolidating food preparations in a central location. The feasibility of constructing a new central kitchen is beyond the scope of this Facilities Master Plan but the site studies indicate that the District has ample land at the existing Corporation Yard property for all these possible future improvements.





EXISTING SITE PLAN

MASTER SITE PLAN



LEGEND

BUILDING DESIGNATIONS

- Existing Building
- Existing Concrete
- Existing Paving
- Existing Playground Area
- Existing Turf/Planter/Field
- Existing Shade Structure
- Restrooms
- New Building
- Building Modernization
- Building Renovation
- Building Addition
- New Concrete
- New Paving
- New Playground Area
- New Turf/Planter/Field
- Solar and/or Shade Structure
- Future Phase - Beyond FMP

- Existing**
- A Transportation Office, Warehouse, Shop, Bus Repair
 - B Laundry, Breakroom
 - C Grounds Storage
 - D Storage
 - E Paint Shop
 - F Plans Room
 - G Maintenance & Operations Office
 - H Facilities Office
 - I Restrooms
 - J Nutrition Services Office
 - K Nutrition Services
 - L Bakery
 - M Portable
 - N Filter Barn
 - P Storage
 - Q BS19 Storage
- Phase VII**
- J Nutrition Service Office Renovation
 - K Nutrition Services Renovation
 - K1 Nutrition Services Addition
 - L1 Bakery Renovation
 - S New Kitchen

District Administrative Office

1163 E. Seventh Street, Chico, CA 95928



| Facility Facts | Existing | Master Plan (Excludes Future Phase) |
|---------------------------|----------|--|
| Site | | |
| Site Acreage | 2 | 2 |
| Portables | 2 | 0 |
| Parking Spaces | 43 | 92 |
| Building | | |
| GSF (Including Portables) | 10,952 | 19,180 |

| Phased Implementation | Project Cost |
|-----------------------|---------------------|
| Phase I | |
| Technology | \$315,000 |
| ADA Priority List | \$195,000 |
| Phase VII | |
| New Construction | \$19,500,000 |
| Total | \$20,010,000 |

The District Office is located in a re-purposed elementary school that was built in the 1930's and in a relocatable building placed on the site for District Board workshops and other leadership meetings. The main facility has antiquated systems and supplementary electrical, mechanical and technology systems have been added to "make-do." The District's main technology center is located at the northeast end of the main building. Additional cooling, electrical and technology systems have been added to this area to support the system's load that the equipment has added to the building. The technology center is very crowded and additional growth is very limited. There was very little done to the facility to convert it to a district office from an elementary school. The main building has a large central corridor, and functions in the facility are in spaces either too large or too small for their function. To change the facility to match the functions would be difficult due to structural limitations. The existing facilities occupy a very large site, where the southeast section of the site remains playfield.

The Master Plan defines a new District facility on the southeast corner of the site. Site improvements include the removal of the current relocatable meeting space and new accessible and general parking. The existing facility would be re-purposed to house district-wide functions such as technology, arts supply and storage.

This facility is planned for a future phase of the Master Plan.

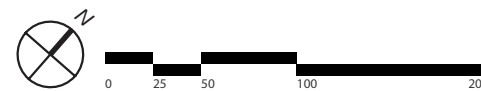
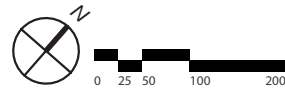
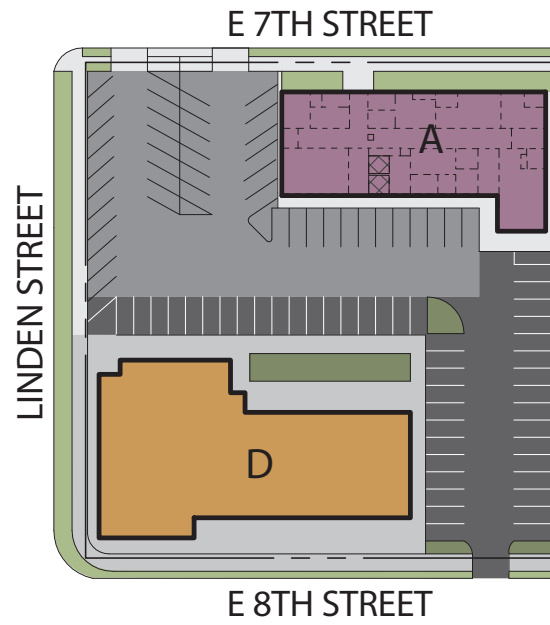
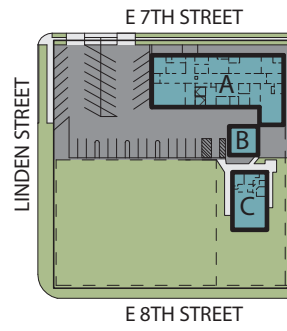
Facility Assessment Summary (Based on 100-point scale)

| | |
|----------------|----|
| Building Score | 24 |
| Site Score | 46 |



EXISTING SITE PLAN

MASTER SITE PLAN



LEGEND

BUILDING DESIGNATIONS

- Existing Building
- Existing Concrete
- Existing Paving
- Existing Playground Area
- Existing Turf/Planter/Field
- Existing Shade Structure
- Restrooms
- New Building
- Building Modernization
- Building Renovation
- Building Addition
- New Concrete
- New Paving
- New Playground Area
- New Turf/Planter/Field
- Solar and/or Shade Structure
- Future Phase - Beyond FMP

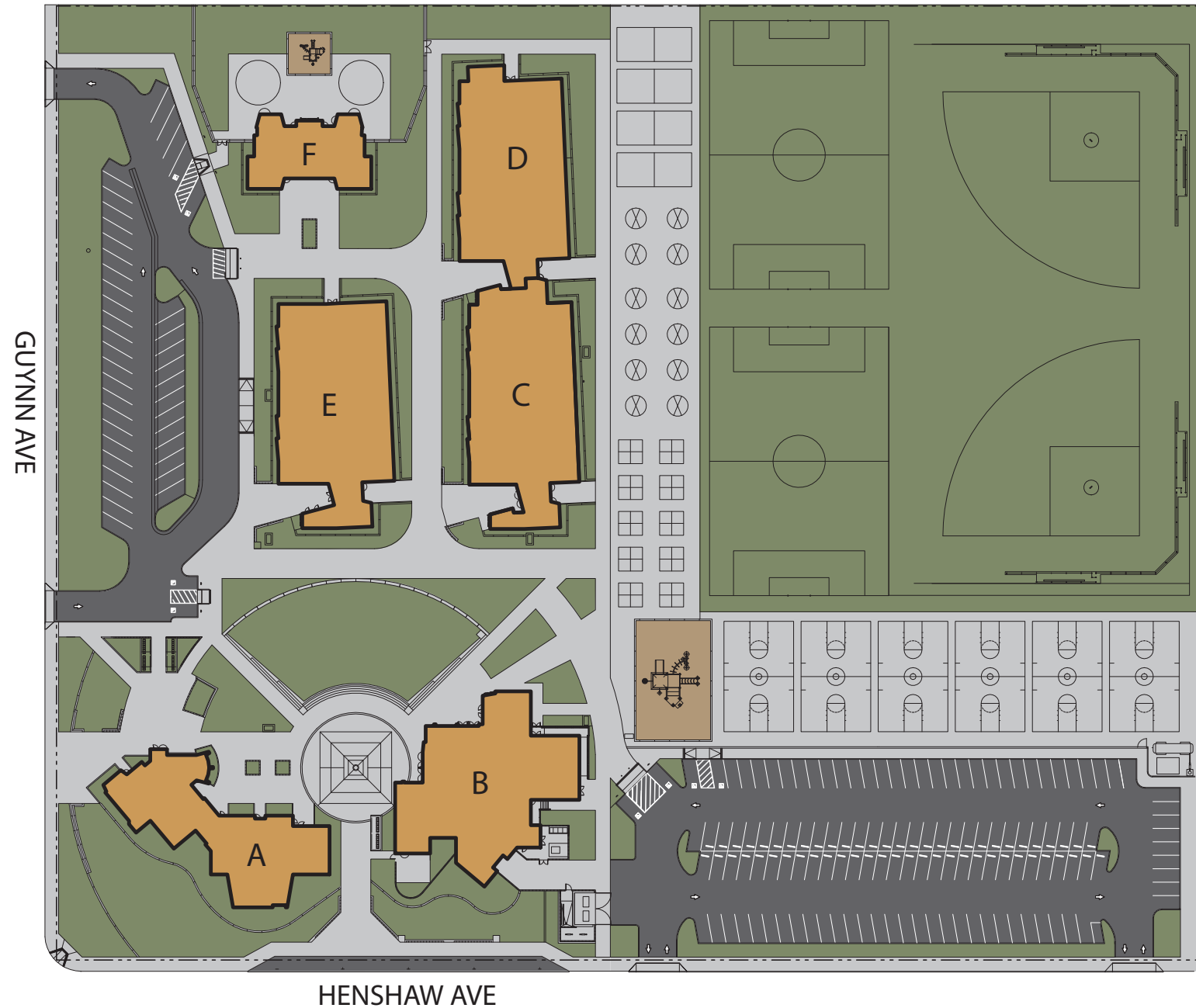
- Existing**
- A Main Building
 - B Portable Psychologists' Offices
 - C Portable Conference Room
- Phase VII**
- A Main Building Renovation
 - D New District Administration and Resource Center

Henshaw-Guynn Elementary School

Henshaw Avenue, Chico, CA 95973



The Henshaw Guynn Site is currently owned by the District and reserved for when a new elementary school is needed in the District. At this time, the demographic projections do not support the building of a new elementary school; although, if growth continues, a new elementary school will be needed after the time horizon of this Master Plan. When the need for the new elementary school is confirmed a full site planning process can be completed to create a final vision for this site in accordance with the needs of the education program.



LEGEND

- New Building
- New Concrete
- New Paving
- New Playground Area
- New Turf/Planter/Field
- Solar and/or Shade Structure

BUILDING DESIGNATIONS

- Future Phase
- A Administration & Media Center
 - B Multi-Purpose
 - C Classrooms
 - D Classrooms
 - E Classrooms
 - F Kindergarten



Canyon View High School

Raley Boulevard, Chico, CA 95928



The Canyon View Site is currently owned by the District and reserved for when a new high school is needed in the District. At this time, the demographic projections do not support the building of a new high school. However, if growth continues, a new high school will be needed after the time horizon of this Master Plan. When the need for the new high school is confirmed, a full site planning process can be completed to create a final vision for this site in accordance with the needs of the education program.



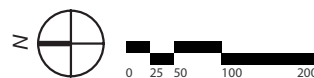
LEGEND

- New Building
- New Concrete
- New Paving
- New Playground Area
- New Turf/Planter/Field
- Solar and/or Shade Structure

BUILDING DESIGNATIONS

Future Phase

- A Administration, Library
- B Industrial Arts, Home Ec., Woodworking
- C Multi-Purpose, Music
- D Student Activity Center
- E Student Center
- F Gym, Weight Room
- G Locker Room
- H Classrooms
- J Classrooms
- K Classrooms
- L Maintenance





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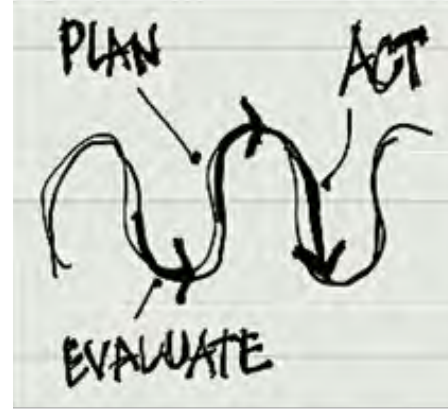
EVALUATION PLAN



Change is inevitable, and this is especially true in the modern educational field. Every day a new device is created to assist in the delivery of pedagogy, potentially creating demand for more infrastructure changes. District demographics can dramatically change year to year, developing needs that have not been anticipated. School programs that are successful may create a need for change in the facility layout or space requirements. State and local funding for basic needs, deferred maintenance and school facility enhancements will change, creating potential funding for facility updates. The Common Core Standards Initiative may create additional facility demands or changes. It is a fact that the school facility is a piece of the overall development of an environment for educational success, and as the environment changes, facilities need to respond.

CUSD EVALUATION PLAN

The Chico Unified School District Facility Master Plan establishes a base-line for current physical conditions and educational needs. The base-line date of 2013 establishes the beginning of a “living document”. Facilities should be reviewed on a regular basis and adjustments to the Master Plan should reflect the changes made in the facilities. A planned Evaluation Plan is critical to the ongoing success of the Facilities Master Plan. The CUSD Facilities Master Plan Evaluation Plan consists of the following areas:



1. Annual Evaluation

The CUSD Facilities Plan should be reviewed each year after the October enrollment report has been completed. This evaluation should include an update of Section 2 enrollment data and the affects it has on the capacity and utilization of each school campus. This would also include the progress of the “residential developments” identified in the Demographic Analysis contained in Appendix one.

At the end of the first year of Common Core testing and program delivery, an evaluation of the impacts on the various schools should be made to ensure ease of delivery. Any identified adjustments should be incorporated into the Educational Program and Facilities Guidelines contained in Appendix 3.

2. Master Plan Update - Every Three Years

The Facilities Master Plan should include a deeper look at the progress being made on the 10 year implementation plan. Adjustments to the Implementation Plan should be evaluated and modified based on the original master plan objectives or updated objectives of the District.

3. After the Completion of a Major Construction Project

A Post Evaluation Survey should be done within the first two years after completion of every project. The Survey should include both educational program questions and conditions. The Survey should be completed with the Principal, Staff, and Facilities. The educational functionality results of these surveys should be incorporated into the Educational Program and Facilities Guidelines. Any physical condition, building finish or equipment results should be used to create District-wide material standards. Adjustments to upcoming projects and future planned projects should reflect any issues in the already completed projects.

4. Master Plan Update - Every Five Years

The Master Plan should be updated at the end of five years. Changes in demographics, school educational delivery methods, the impact of the Common Core, the change in grade configuration and the first five years of Master Plan implementation should be evaluated to determine changes that need to be made to the plan moving forward with the next five years of implementation.

DISTRICT FACILITIES COMMITTEE

The District Facilities Committee should hold a workshop to review updates on a semi-annual bases. The Workshop should include all information gathered from that year from the above evaluations and other pertinent data that may have an effect on the Facilities Master Plan. The background data should be prepared by both facilities and Leadership in preparation for the workshop. A survey to the individual school principals could be completed to ask the question “has anything changed in your school since the Facilities Master Plan that would impact facilities?” Results from the workshop should create recommendations to the Board on adjustments that need to be made to the Facilities Master Plan.

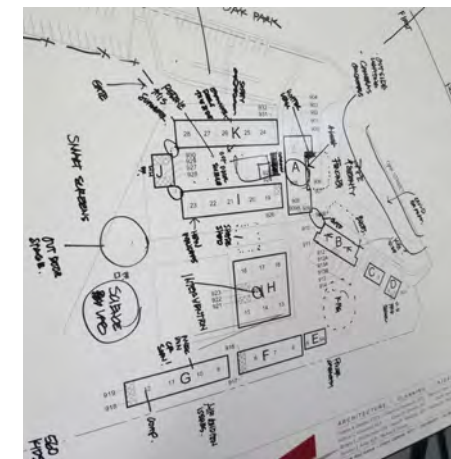
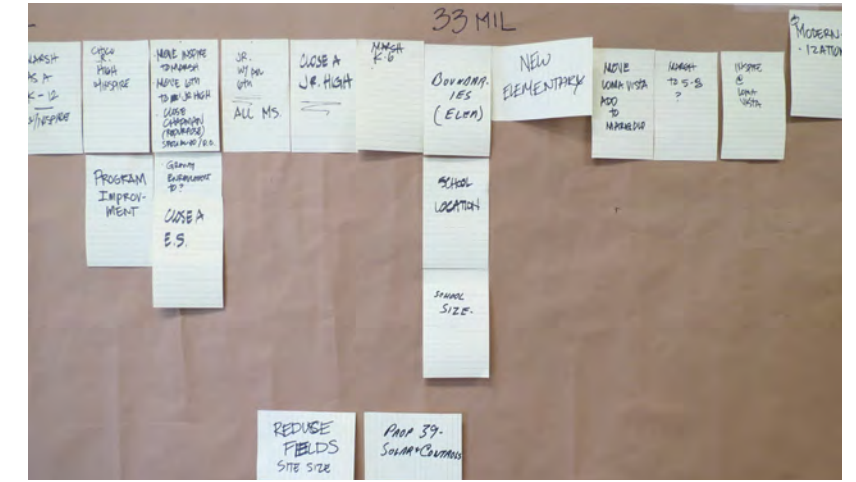
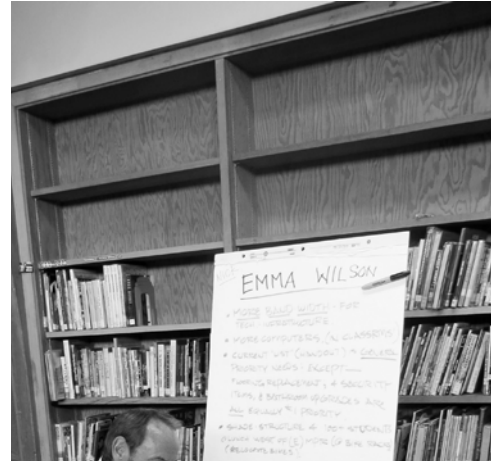


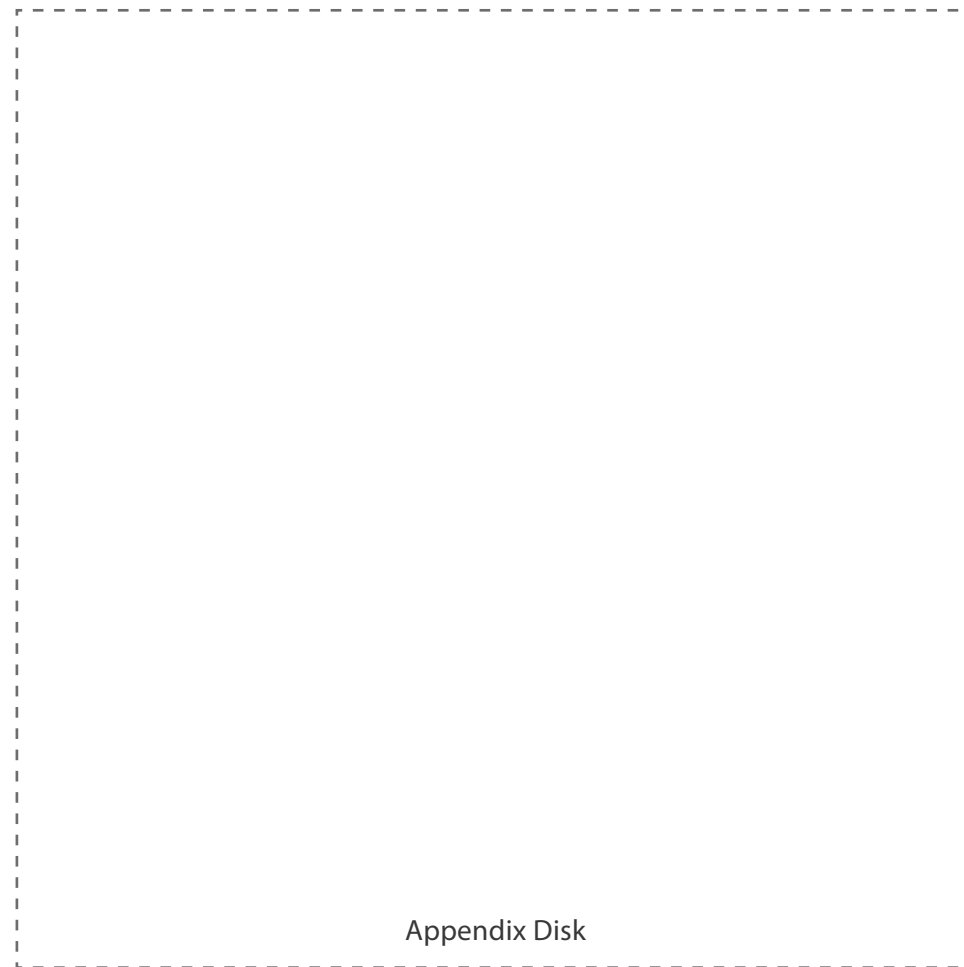


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APPENDIX







Appendix Disk

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- 2 | Full Assessment School Reports
 - Access Team
 - Condition and Educational Suitability Report
 - Technology Team

- 3 | Educational Program and Facilities Guidelines

- 4 | Compiled Community Input Document
 - Community Input Meetings, #1
 - Community Input Meetings, #2



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